# Phoneme Segmentation Fluency (PSF): Phonological Awareness

**Measure/Skills Assessed: PSF-*Phonological Awareness***
Fluency in identifying the individual sounds/phonemes that make up a word presented orally. This measure serves as an overall indicator of phonological awareness skills. Identifying all sounds in a word is an advanced phonological awareness skill students must master in order to learn the alphabetic principle, basic letter sound correspondence, and then decode words.

| CCSS for ELA Alignment | ELD Standards Part III | |
|---|---|---|
| **RF.K.2; RF.1.2**<br>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>**RF.K.2.d**<br>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)<br>**RF.1.2.c**<br>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.<br>**RF.1.2.d**<br>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | **Using Foundational Literacy Skills (RF.K.1-4) Literacy in an Alphabetic Writing System**<br>• Print concepts<br>• Phonological awareness<br>• Phonics & word recognition<br>• Fluency | **See chapter 6:**<br>• Native language and literacy should be assessed for potential transference to English and literacy.<br>• Similarities and differences between the native language and English should be highlighted. |

## General Instructional Recommendations

**Use Common Error Patterns** listed on back of this document to determine which specific phonological awareness skills to emphasize during direct and explicit instruction.

**Use Item Level Advisor (ILA)** activities provided to directly and explicitly teach phonological awareness skills to students. During instruction, consider cross language transfer: phonemes that are transferable and non-transferable from a student's native language to English.

**Adjust instruction** based on student literacy level by being more explicit and allowing more practice time.

**Highlight phonemes present** in the child's native language. Include modeling and examples of words that include the target phoneme from each language.

**Highlight phonemes not present** in the child's native language. Include extra modeling, examples, and practice for these phonemes. (An example of how to do this is provided for the Shoulder, Elbow, Hand ILA activity). Use minimal pairs, words that sound the same, except the target phoneme (pit & pet).

**During instruction**, use words the student understands the meaning of so their focus can be on hearing sounds and developing phonological awareness.

**Check knowledge** of earlier phonological awareness skills for students who have not yet met the benchmark on PSF. Additional assessments are available in the Treasures Diagnostic Resources Book.

**Reinforce phonological awareness** skills within the context of oral language and other content area instruction.

## General English Learner Needs

**Students with no or little spoken English proficiency** need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language. At the Emerging level, students may struggle with phonological awareness, and may have difficulty distinguishing the separation between words and syllables.

**Students with spoken English proficiency** need instruction in applying their knowledge of the English sound system to foundational literacy learning. Both the sounds and the syllable structures of students' native languages may differ from those in English, making it more difficult to hear and produce the sounds of English.

**Students with some proficiency in their native language reading** need direct and explicit instruction addressing phonemes that differ from those of the student's native language. Students will likely be more accurate identifying phonemes that are the same, and less accurate with those that don't exist, or that are similar but not the same as those in their native language.

**Students who come from a first-language background without an alphabetic writing system** may not understand the concept of segmenting words or syllables into sounds.

## Problem English Sounds for Speakers of Other Languages

| NATIVE LANGUAGE | PROBLEM ENGLISH SOUNDS |
|---|---|
| **Chinese** | b  ch  d  dg  f  g  j  l  m  n  ng  ō  sh  s  th  *th*  v  z  l–clusters  r-clusters |
| **Japanese** | dg  f  h  i  l  th  *th*  oo  r  sh  s  v  w  schwa  l-clusters  r-clusters |
| **Korean** | b  l  ō  ow  p  r  sh  t  *th*  l-clusters  r-clusters |
| **Spanish** | b  d  dg  h  j  m  n  ng  r  sh  t  th  v  w  y  s-clusters  end-clusters |
| **Vietnamese** | ā  ē  k  l  ng  p  r  sh  s  y  l-clusters  r-clusters |

## Phonological Awareness Instruction Background

Students need direct and explicit small group instruction in phonological awareness. This includes providing multiple models, guided practice, and independent practice of skills. When learning phonological awareness, students typically progress from recognizing whole word boundaries to segmenting and blending syllables, then onset-rime, and finally individual phonemes.
When working with phonemes, isolating the initial phoneme is easier than isolating middle or ending phonemes.
Blending and producing continuous sounds (e.g., a, e, i, o, u, f, m, l, n, r, s, w, y, z) is easier than blending stop sounds (e.g., b, d, g, h, j, k, p, t, v).
Provide students with manipulatives such as markers and Elkonin boxes to represent phonemes and make tasks more concrete. Help ELs to "see" and "feel" how phonemes that are not in their primary language are formed:
1. Tell students "watch my mouth" and demonstrate how to form the phoneme.
2. Use a mirror so students can see the position of their mouth, tongue, and lips when they make different sounds.
3. Divide words into syllables. Demonstrate how to pronounce each sound and syllable with explicit instruction (e.g., lips rounded, lips together, touch your tongue to your front teeth). After modeling each phoneme and syllable, model putting the whole word together.
4. Provide a student friendly chart with illustrations of mouth positions of the most frequent phonemes.

## Levels of Phonological Awareness

| | Skill Name | Description | Examples |
|---|---|---|---|
| **WORD** | **Sentence Segmentation** | Given a sentence or phrase, student taps one time for every word in the sentence. | Tap one time for every word you hear in the sentence: I like pizza. |
| | **Blending** | Given two smaller root words, student blends them together to form a compound word. | Listen as I say two small words: dog…house. Can you put the two words together to make a bigger word? (doghouse) |
| | **Segmentation** | Given a compound word, student breaks the word into the smaller root words. | Can you clap the word parts in doghouse? (dog-house) How many times did you clap? (two) |
| | **Deletion** | Given a compound word, student deletes one of the smaller root words. | Say doghouse. Now say doghouse without the house. (dog) |
| **SYLLABLE** | **Blending** | Given a word broken into syllables, student blends the word parts together to create the whole word. | Can you put these word parts together to make a whole word: pock-et? (pocket) |
| | **Segmentation** | Given a whole word, student breaks the word into syllables. | Can you clap the word parts in pocket? (pock-et) How many times did you clap? (two) |
| | **Deletion** | Given a whole word, student deletes one of the syllables. | Say pepper. Now say pepper without the "er". (pep) |

**+**Additional LAUSD recommendations for English Learners
"Note: Patterns marked with an asterisk are found in the mCLASS® Now What?® Tools Item-Advisor, and are provided under license from Amplify Education, Inc."
PSF- Phoneme Segmentation Fluency          Supporting English Learners Using Data to Drive Instruction          12/1/2016

### Levels of Phonological Awareness- Continued

| | Skill Name | Description | Examples |
|---|---|---|---|
| **ONSET-RIME** | **Recognize Rhyme** | Given a pair of words, student determines whether words rhyme. | Do these two words rhyme: ham, jam? (yes) |
| | **Generate Rhyme** | Given a word, student says a word that rhymes with it. | Tell me a word that rhymes with nut. (cut) |
| | **Categorization** | Given a set of three or four words, student finds the word that does not rhyme. | Which word does not belong: mat, pin, cat, fat? (pin) |
| | **Blending** | Given a word broken into onset and rime, student blends the sounds together to create the whole word. | What whole word am I trying to say: /b/…/ag/? (bag) |
| | **Segmentation** | Given a word, student breaks the word into onset and rime. | Can you say dig in two parts? (/d/…/ig/) |
| **PHONEME** | **Isolation** | Given a word, student recognizes individual sounds in the word. | What is the first sound in man? (/m/)<br>What is the last sound in man? (/n/)<br>What is the middle sound in man? (/a/) |
| | **Identify** | Given a word, student selects the word that has a common sound from a set of three or four different words. | Which word has the same first sound as can: fan, corn, or mop? (corn) |
| | **Categorization** | Given a set of three or four words, student recognizes the word that has the "odd" sound. | Dog, duck, truck, doll |
| | **Blending** | Given a word separated into phonemes, student recognizes the sounds to form a whole word. | /d/ /o/ /g/ is dog |
| | **Segmentation** | Given a whole word, student separates the word into individual phonemes and says each sound. House /h/ /ou/ /se/ | How many sounds in bag? (three) Can you say them sound by sound? (/b/ /a/ /g/) |
| | **Deletion** | Given a word, student recognizes the word that remains when a phoneme is removed from that word. | What is meet without the /et/? (me) |
| | **Addition** | Given a word, student makes a new word by adding a phoneme. | What word do you have if you add /s/ to the beginning of lap? (slap) |
| | **Substitution** | Given a word, student makes a new word by replacing one phoneme for another. | The word is dog. Change /d/ to /h/. What's the new word? (hog) |

| Common Error Patterns | Now What? Item Level Advisor Instructional Recommendation | Now What?® Item Level Advisor | Teaching Considerations/Activities/Lessons |
|---|---|---|---|
| **Repeats Words\*** | • This student may benefit from reinforcement activities that focus on early phonemic awareness skills such as **segmenting syllables and identifying initial sounds.**<br>• This is an indication that he/she does not yet know how to segment phonemes. Students develop phonemic awareness along a continuum of increasing complexity beginning at the word level. | • Syllable Stand and Sit<br>• Syllable Pocket Chart<br>• Put it Together<br>• Name that Initial Sound | • The ability to segment syllables usually precedes the ability to segment phonemes, and most students acquire this skill with minimal instruction (Liberman, Shankweiler, and Liberman 1989).<br>• Use additional resources such as Treasures sound spelling cards, mirrors, and self-telephone (PVC pipe).<br>(Note: If student needs practice segmenting words in a sentence, these activities can be modified to teach that skill) |
| **Segments Initial Sounds\*** | • Since this student appeared to be aware of initial sounds, he/she may benefit from reinforcement activities that focus on increasingly complex phonemic awareness skills such as **segmenting syllables, identifying onset and rime, and eventually fully segmenting words.**<br>• Students develop phonemic awareness along a continuum of increasing complexity.<br>• Bridge native language with English. First teach identification of sounds in the native language to develop the concept, then English only sounds.± | • Put it Together<br>• Name that Initial Sound<br>• Say-It-and-Move-It<br>• Beginning, Middle, End<br>• Shoulder, Elbow, Hand\* | • Syllables can be divided into smaller units called onset and rime. For example, in the one-syllable word rime, /r/ is the onset and /ime/ is the rime. Instruction in onset-rime is an important intermediary step for many students (Treiman 1992).<br>• Use additional resources such as Treasures sound spelling cards, mirrors, and self-telephone (PVC pipe). |
| **Segments Onset and Rime\*** | • This student may benefit from reinforcement activities that focus on **identifying middle and final sounds, and gradually progress to fully segmenting and blending the sounds in words.**<br>• Students develop phonemic awareness along a continuum of increasing complexity.<br>• Consider primary language sounds and the concepts of onset and rime in students' primary language.± | • Put it Together<br>• Say-It-and-Move-It<br>• Beginning, Middle, End<br>• Shoulder, Elbow, Hand\* | • Syllables can be divided into smaller units called onset and rime. For example, in the one-syllable word rime, /r/ is the onset and /ime/ id the rime. Instruction in onset-rime is an important intermediary step for many students (Treiman 1992).<br>• Use additional resources such as Treasures sound spelling cards, mirrors, and self-telephone (PVC pipe).<br>• In multisyllabic words the onset is the initial sound in the syllable, and the rime follows. |
| **Misses Middle Sounds\*** | • This student may benefit from reinforcement activities that focus on **segmenting and blending phonemes.**<br>• The ability to identify and segment middle sounds is developmentally more complex.<br>• Consider the different values of vowel sounds. Some vowels are more difficult to hear and produce than others.± | • Say-It-and-Move-It<br>• Beginning, Middle, End<br>• Shoulder, Elbow, Hand\* | • Phoneme segmentation requires students to break a word into its separate sounds. Teaching how to segment words into sounds helps students learn to spell (Armbruster, Lehr, and Osborn 2001).<br>• Use additional resources such as Treasures sound spelling cards, mirrors, and self-telephone (PVC pipe). |
| **Weaker Ending Sounds, Stronger Initial Sounds+** | • This student may benefit from reinforcement activities that focus on **segmenting and blending phonemes.**<br>• The ability to identify and segment ending sounds is more difficult that initial sounds for some students.<br>• Focus on non-transferable blends that may be more difficult to hear and produce (e.g., -ld).+ | • Say-It-and-Move-It<br>• Beginning, Middle, End<br>• Shoulder, Elbow, Hand\* | • Phoneme isolation requires students to recognize individual sounds in words. Because it is easier to isolate an initial sound, instruction on an initial sound should precede that of a final sound. Use additional resources such as Treasures Sound Spelling Cards, mirrors, and self-telephone (PVC pipe).<br>• Practice oral blending of final sounds. |
| **Segments All then Blends\*** | • This student will likely benefit from direct, **systematic instruction in segmenting consonant blends into two sounds.**<br>• Segmenting blends is considered the most developmentally complex skill in phonemic awareness. | • Say-It-and-Move-It<br>• Beginning, Middle, End<br>• Shoulder, Elbow, Hand\* | • Consider differences between English and student's native language for various word endings including plurals, regular past tense, and inflectional endings (i.e.–ing, -tion).<br>• For example, the pronunciation of final –s in English can be /s/ or /z/. |
| **Accurate but Slow\*** | • This student may benefit from reinforcement activities that focus on **segmenting and blending phonemes.**<br>• If, with repeated practice, this student continues to segment phonemes accurately but slowly, you may want to consider deeper diagnostic assessment. | • Say-It-and-Move-It<br>• Beginning, Middle, End<br>• Shoulder, Elbow, Hand\* | • Many sounds present in English may not exist in the student's native language. For example, /sh/ does not exist in Spanish.<br>• Students may either say /s/ only or confuse with /ch/ or /th/ as in "think" or "they." This can make learning to spell the digraphs sh, th, ch challenging for students. |

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