

Becoming Proficient in Phonological Awareness

- Three Stages to Phonological Awareness
 - Multisensory stage: Student can only do the task with external prompts
 - Knowledge stage: Student can do task mentally, with no external prompts, but not quickly
 - Automatic stage: Student can do task quickly and with no apparent effort
- Developmental Teaching Hierarchy
 - Effective strategies arranged in layered continuum of supports ranging from the easiest to the most difficult
- Multisensory stage is divided into four parts
 - Letter-sound
 - Visual-spatial
 - Visual-sequential
 - Oral Stage
- Multisensory Activities to Promote Phonemic Awareness
 - Use phonics/spelling to illustrate phonological concepts
 - Visual Spatial Cues with Tokens
 - 3D tokens: blocks, buttons, beads as tokens to represent syllables, onsets, rimes, or phonemes
 - 2D tokens: students draw boxes, circles, dots or dashes
 - Invisible tokens: tapping in place of tokens
 - Reinforcing Segmentation Skills
 - Clapping, tapping, hand puppets
 - Oral Cues

Whisper technique: whisper the syllable students are to delete

Stretching and repeating sounds: phoneme isolation

- Phonemic Awareness
 - Critical mental skill needed to acquire a large sight vocabulary
 - The most common source of word level reading difficulties
 - Not related to intelligence
 - Something that should be trained and monitored with all students
 - Necessary for phoneme proficiency, which is a prerequisite for skilled orthographic mapping