

Improving Accuracy: Literacy Basics for Your Adult Learners

Part 1: Phonemic Awareness Overview

First Literacy Professional Development Session

Friday, May 13, 2022



1

Session Description

In this 2-part session, attendees will learn strategies to improve students' pronunciation, phonemic awareness, decoding, and spelling of regular pattern English words.

Today's Learning outcomes:

- Differentiate voiced from voiceless consonant sounds
- Discriminate all vowel sounds in English by their tongue placement in the mouth
- Explore strategies to help learners with common sound confusions
- Explore activities to practice skills in the adult learner classroom

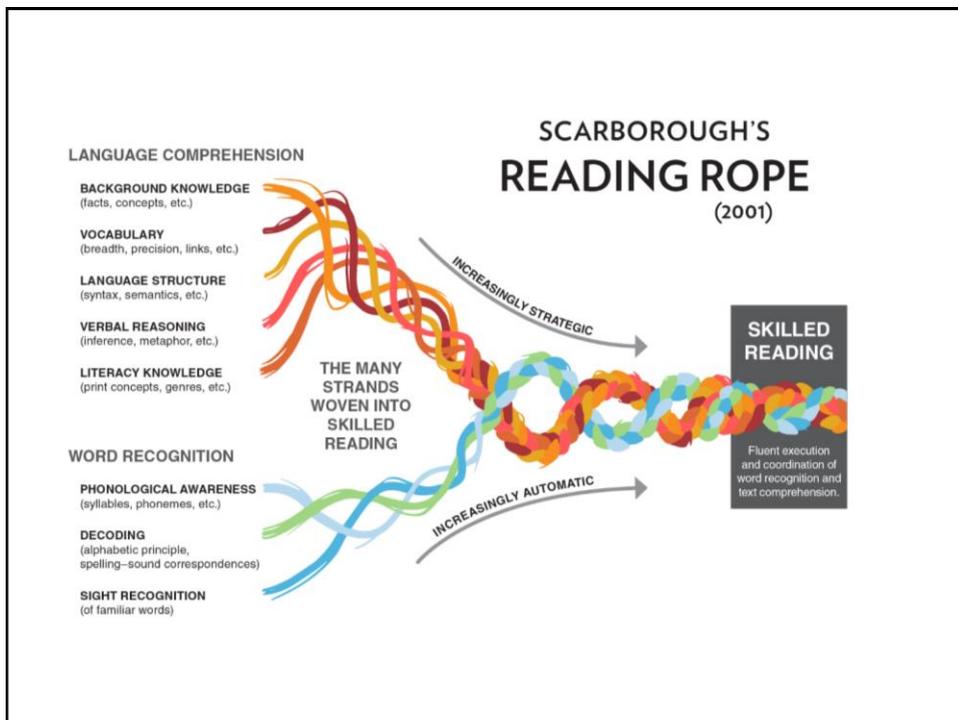
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Guiding Question



In what ways does awareness of speech sounds underlie accurate decoding and spelling?

3



4

- Phonemic awareness predicts later outcomes in reading and spelling.
- Research has repeatedly shown that poor readers as a group do relatively less well on phoneme awareness tasks than on other cognitive tasks.
- At least 80 percent of all poor readers are estimated to demonstrate a weakness in phonological awareness and/or phonological memory. Readers with phonological processing weaknesses also tend to be the poorest spellers (Cassar, Treiman, Moats, Pollo, & Kessler, 2005).

5

What is a Phoneme?



- A phoneme is an individual speech sound such as /m/, /ch/, or /ō/.
- We list sounds in slash marks to differentiate them from letters.
- We have about 44 speech sounds in English. 18 of them are vowel sounds.
- We categorize phonemes by production, air flow, and voicing.

6

Voiced/Voiceless Sounds



Voiced sounds: speech sounds made when the vocal cords are vibrating.

Voiceless sounds: speech sounds made when the vocal cords are not vibrating.

7

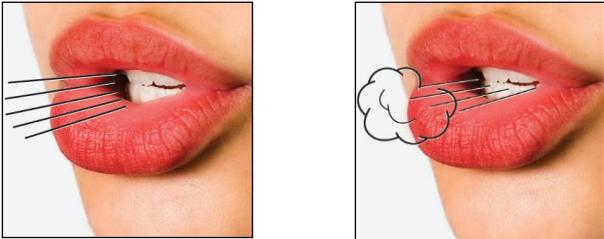
English Consonant Pairs

- There are **8** pairs of voiceless/voiced consonant sounds in English.
- The two sounds in each pair are made the same way in the mouth. The only difference is the vibration on one of the sounds.
- Be sure students are pronouncing individual sounds correctly, as in /t/, not /tuh/. Clip off the vowel sound.



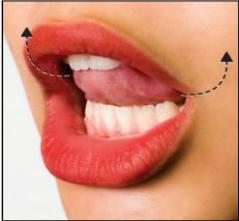
8

Other confusions: /sh/ and /ch/



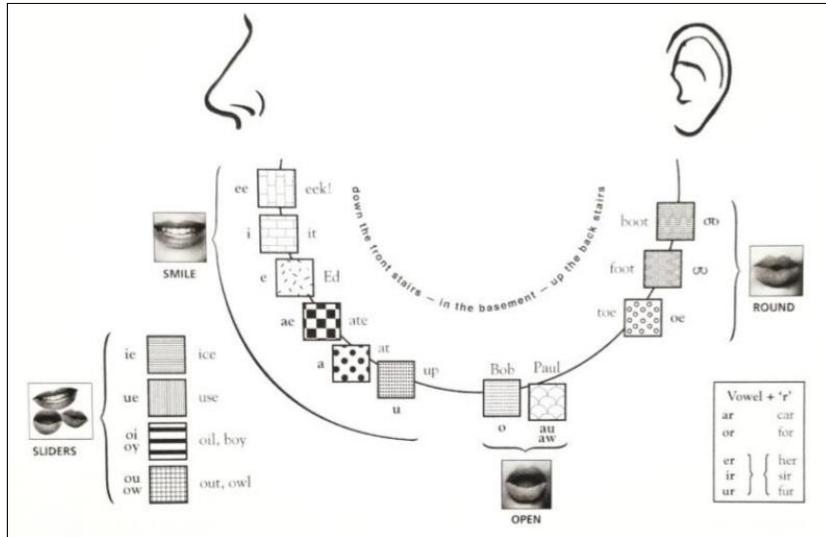
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Consonant sounds // and /r/

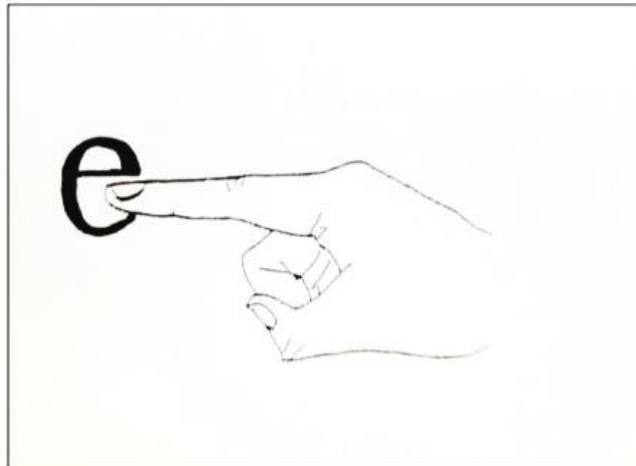


12

English Vowel Sounds



13



14

Activities for the Classroom

- **Blending orally:**
 - What's my word: /s/p/i/l/?
- **Discriminating sounds**
 - /i/ vs. /e/, etc.
- **Segmenting sounds:**
 - How many sounds are in *twist*?
 - Say *blast*. What is the 2nd sound in *blast*?
 - Tell me all the sounds in *ground*.
- **Manipulating sounds:**
 - Say /slip/. Say it again without saying /s/.
 - Say /smash/. Change /sh/ to /k/.



15

Plural –s : 2 sounds

/s/

cats

puffs

lumps

/z/

dogs

tubs

loves

16



Three sounds for suffix -ed

Consider:

rented

landed

busted

/ed/

base word
ends in t or d
(we have to
add another
syllable)

jumped

wished

scuffed

/t/

base word
ends in a
voiceless
sound (other
than /t/)

sailed

loved

slammed

/d/

base word
ends in a
voiced sound
(other than
/d/)

17



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18