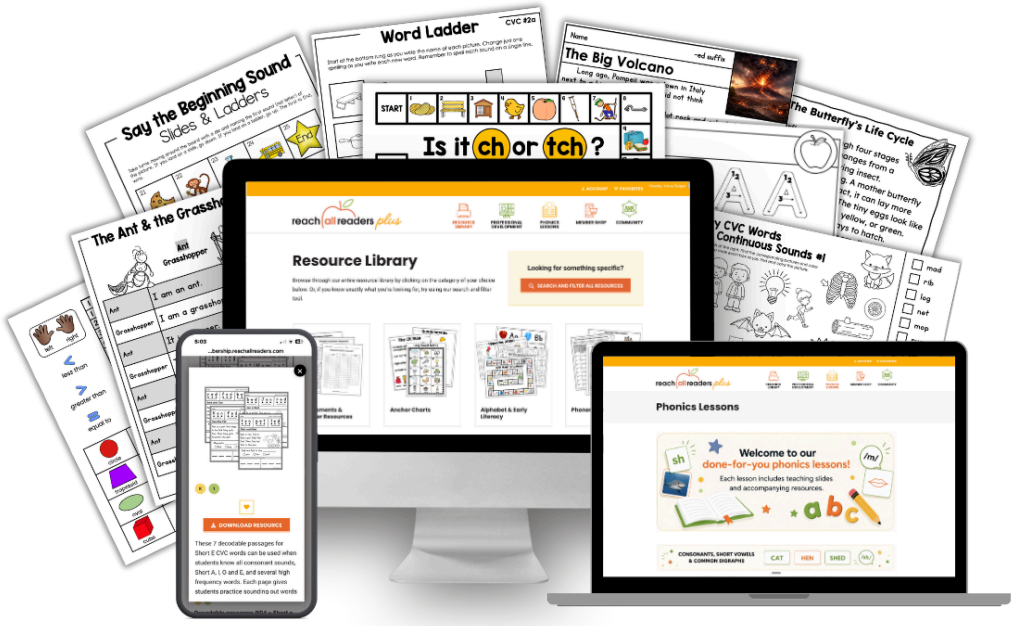
If you like this freebie, you'll love Reach All Readers Plus!



All the literacy resources you need, in one place

Perfect for K-3rd grade and older struggling readers

- **3000+** trusted literacy resources
- **Sorted by skill** so you can find what you need fast
- **Low-prep** and easy to use
- **Ready when you are** for tomorrow's lesson

CLICK HERE TO LEARN MORE!

Phonemic Awareness Fast Facts

A PRINTABLE RESOURCE FROM REACH ALL READERS

Thank you for respecting our Terms of Use

The unauthorized reproduction or distribution of a copyrighted work is illegal. Criminal copyright infringement, including infringement without monetary gain, is investigated by the FBI and is punishable by fines and federal imprisonment.

- **YOU MAY** use this file for your own personal, non-commercial use.
- **YOU MAY** print as many copies as you'd like to use in your classroom, home, public library, or tutoring setting.
- **YOU MAY** save this file on your computer.
- **YOU MAY NOT** alter this file or claim this file as your own.
- **YOU MAY NOT** sell or in any way profit from this file. It is also illegal to print this file and sell the printed copy.
- **YOU MAY NOT** e-mail this file OR store it on any location where others can download it (Dropbox, Facebook groups and forums, shared Google Drive folders, etc.).

©Anna Geiger – reachallreaders.com

Phonemic Awareness
Fast Facts

› INTRODUCTION

Phonemic awareness is a component of phonological awareness.

Phonological awareness is an umbrella term. It includes word awareness, rhyming, alliteration, counting syllables, identifying onsets and rimes, *and* phonemic awareness.

Phonemes are individual speech sounds that can be combined to form words.

In the word CAT, there are three phonemes: /k/ /ă/ /t/
In the word BOX, there are four phonemes: /b/ /ŏ/ /k/ /s/
In the word SCREECH, there are five phonemes: /s/ /k/ /r/ /ē/ /ch/

Phonemic awareness is the conscious awareness of phonemes in spoken words and the ability to identify and manipulate them.

› WHY TEACH PHONEMIC AWARENESS?

To understand our alphabetic writing system, learners need to understand that symbols represent units of sound. This is called the **alphabetic principle**.

To understand the alphabetic principle, learners must *first* become aware of individual phonemes in spoken words.

In other words, they must have phonemic awareness.

› RESEARCH SUMMARY

- Phonemic awareness training helps students acquire phonemic awareness. In other words, teaching it works!
- Phonemic awareness training helps students learn to read and spell.
- Phonemic awareness instruction is most effective when letters are incorporated.
- It is not necessary to teach rhyming and syllable counting before teaching phonemic awareness.
- Phonemic awareness is a means rather than an end. The end goal is not that students are experts in phonemic awareness, but that they learn to read.

©Anna Geiger – reachallreaders.com

› IMPLICATIONS FOR INSTRUCTION

- Begin teaching phonemic awareness in preschool.
- Teach students to identify initial, final, and medial sounds in words (in that order). After these beginning skills have been mastered, teach students to identify internal consonants in CCVC and CVCC words (such as /l/ in *slip* or /s/ in *cast*).
- Teach students to blend phonemes into words.
- Teach students to segment words into phonemes. Elkonin boxes are an excellent tool for this.
- As soon as you start introducing graphemes (letters that represent phonemes), start using them in your phonemic awareness instruction. Phoneme-grapheme mapping (also called word mapping or sound mapping) is a powerful activity for phoneme segmentation and blending.

› REFERENCES

Ball, E. W., & Blachman, B. A. (1991). Does phoneme awareness training in kindergarten make a difference in early word recognition and developmental spelling? *Reading Research Quarterly*, *26*(1), 49-66.

Brady, S. (2020). A 2020 perspective on research findings on alphabetics (phoneme awareness and phonics): Implications for instruction. *The Reading League Journal*, *1*(3), 20-28.

Macmillan, B. M. (2002). Rhyme and reading: A critical review of the research methodology. *Journal of Research in Reading*, *25*(1), 4-42.

National Reading Panel (U.S.) & National Institute of Child Health and Human Development (U.S.). (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development.

O'Connor, R. E. (2011). Phoneme awareness and the alphabetic principle, in *Handbook of Reading Interventions*. O'Connor, R. E., & Vadasy, P. F., Eds. The Guilford Press.

Perfetti, C. A., Beck, I., Bell, L. C., & Hughes, C. (1987). Phonemic knowledge and learning to read are reciprocal: A longitudinal study of first grade children. *Merrill-Palmer Quarterly*, *33*(3), 283-319.

©Anna Geiger – reachallreaders.com