Language Essentials for Teachers of Reading and Spelling

LETRS®

Module 2

The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness

Second Edition

LETRS® Module 2

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Handouts

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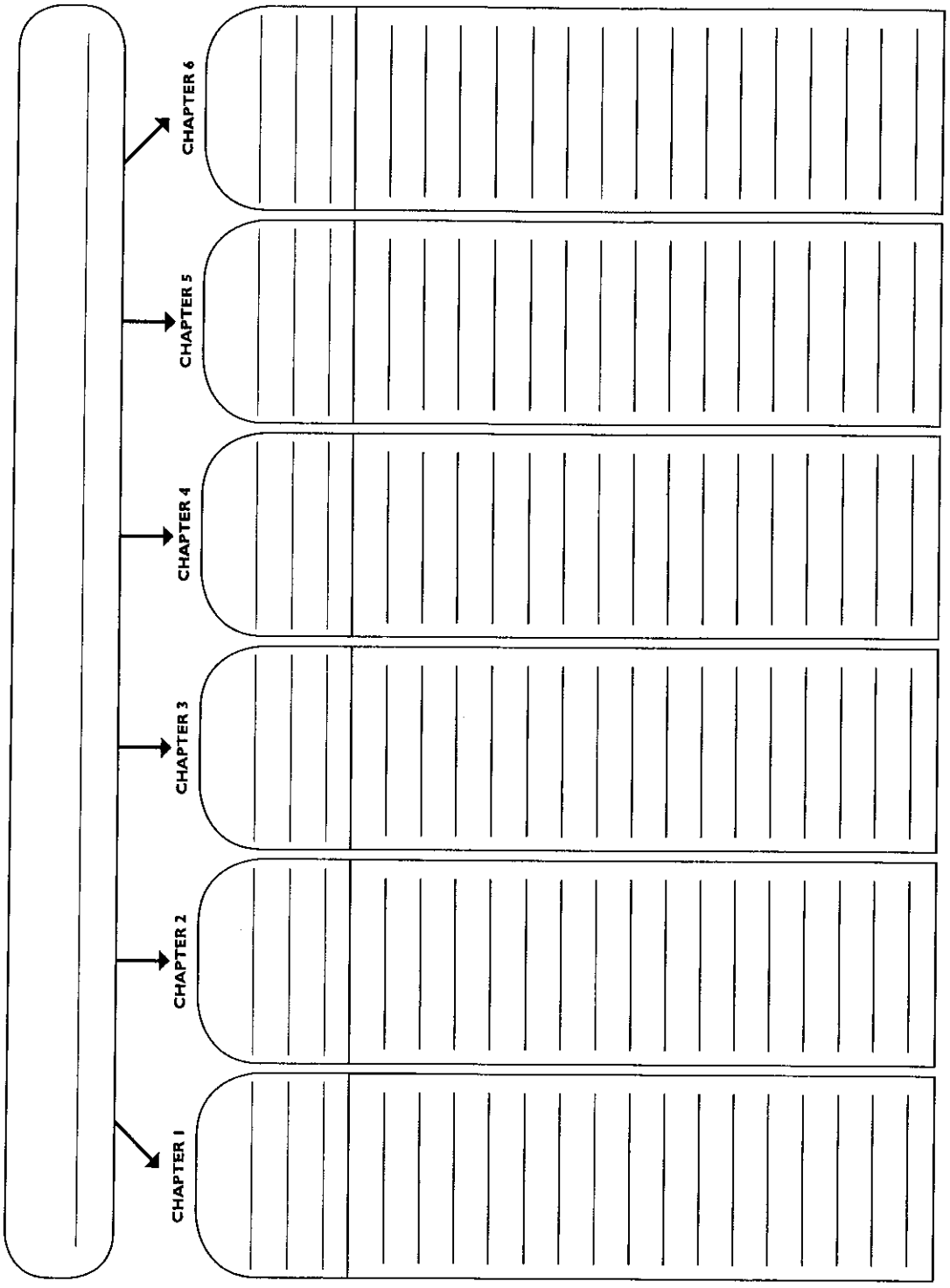

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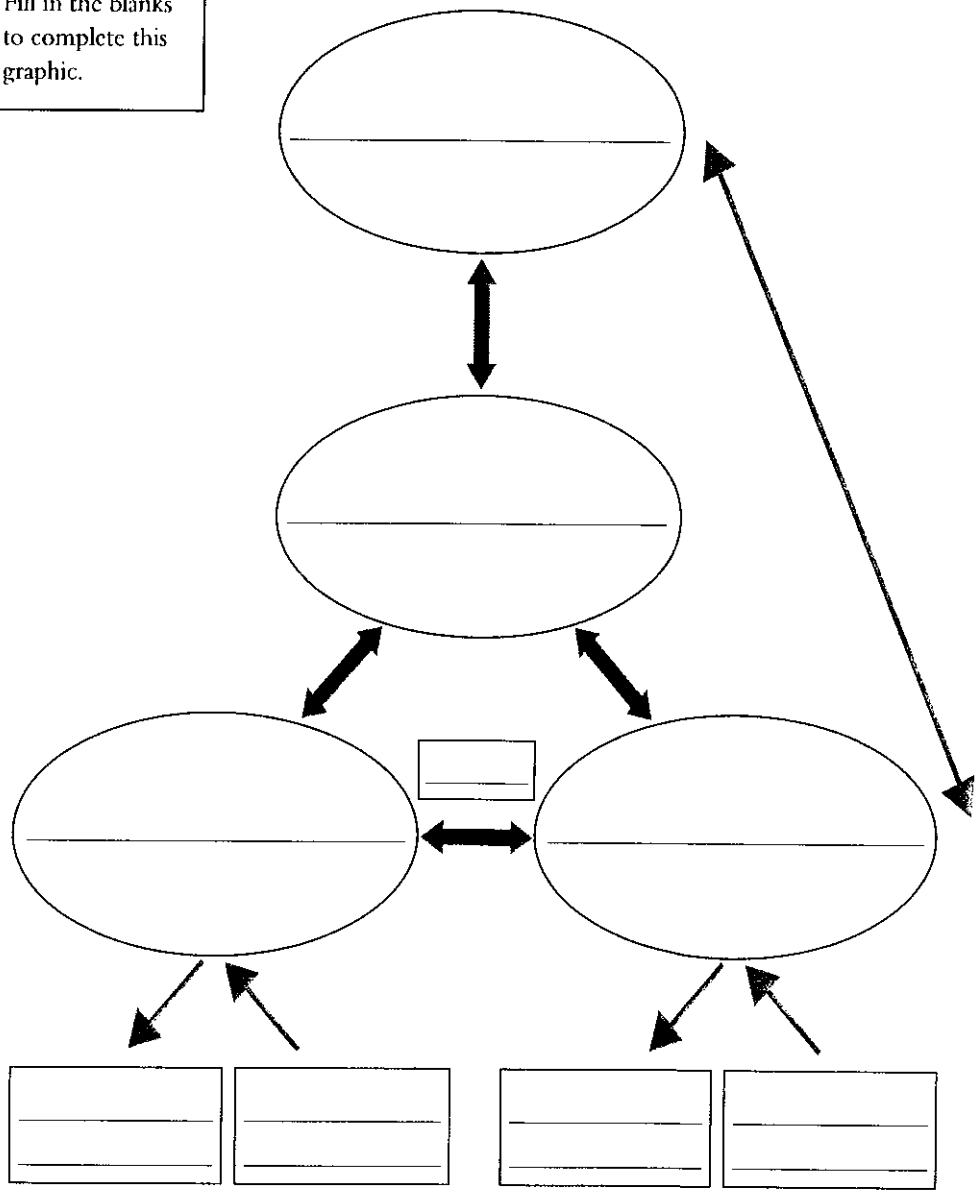
The Four-Part Processing Model of Word Recognition

Fill in the blanks to complete this graphic.



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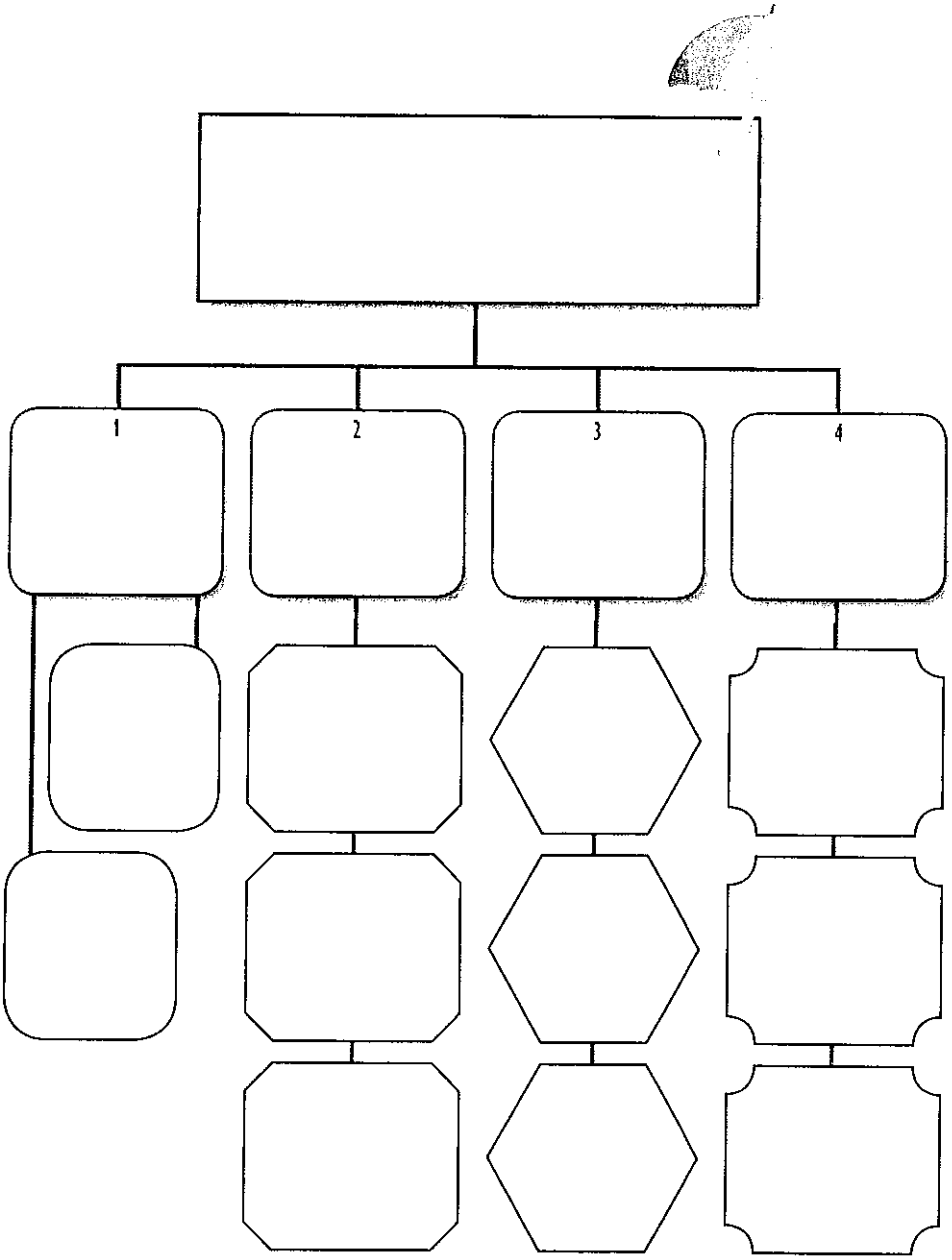
Exercise 1.1: Phonology Terms Graphic Organizer

Complete this Graphic Organizer as you listen to your presenter discuss phonology terminology. The four major topics are outlined within your text.



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LETRS® Module 2, Second Edition
Scope and Sequence of Phonological Awareness Skills
(from easiest to most difficult)

Word Awareness

How many words are there in the following?

- How are you? __3__
- Once upon a time... __4__
- Let's go outside to play. __5__

Responsiveness to Rhyme and Alliteration During Word Play

Do the following words rhyme?

- split/splat __no__
- pin/pen __depends on dialect; they don't rhyme__
- pound/sound __yes__

Syllables

How many syllables are there in the following words?

- stalked __1__
- amazing __3__
- churches __2__

Onset and Rime Manipulation

Define "onset" as the consonant sound or sounds found in the beginning of a syllable in a one-syllable word. Define "rime" as the vowel and all other consonant sounds that follow the onset within a one-syllable word. Identify the "onset" and the "rime" for the following words:

scar	onset (/sc/),	rime (/ar/)
plants	onset (/pl/),	rime (/ants/)
pants	onset (/p/),	rime (/ants/)
stripped	onset (/str/),	rime (/ipt/)
flash	onset (/fl/),	rime (/ash/)

The next category is phonemes—individual speech sounds that are combined to create an oral language. Prior, easier skills in phonological awareness should be mastered first, moving on to the following skills in phoneme awareness, which are specifically connected to reading (decoding) and spelling (encoding).

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Phoneme Identity

What is the first speech sound in the following words?

- phone, fallout, phenomenal **/f/**
- gnaw, never, knife **/n/**

What is the last speech sound in the following words?

- pasted, hand, mind **/d/**
- have, pave, behoove **/v/**

Phoneme Categorization

What word does not belong here?

- create, sun, Christmas **sun**
- flower, voice, phonology **voice**

Phoneme Isolation

What is the first speech sound in the following words?

- sharp **/sh/**
- blast **/b/**
- quiet **/k/** *Note: Many will say /kw/.*

What is the last speech sound in the following words?

- comb **/m/**
- kissed **/t/**
- wishes **/z/**

What is the second speech sound in the following words?

- exit **/k/**
- exam **/g/**
- strap **/t/**
- shirt **/ir/**

Next are two skills that are very important to develop in phoneme awareness—the ability to blend and the ability to segment phonemes, or speech sounds, in our language. It is important, however, to be sure that prior, easier skills in this progression are introduced before moving on to other, more difficult skills. Phoneme blending is a skill crucial to reading, while phoneme segmentation is a skill crucial to spelling. Student mastery of these skills is essential for later decoding and spelling.

Phoneme Blending

Blend the following sounds to make a word: (provide these sounds slowly)

- /sh/ /ar/ /k/ **shark**
- /t/ /r/ /ĕ/ /zh/ /er/ **treasure**

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~~policimous~~

polysemous word w/ many meanings

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- /ar/ /t/ /ĭ/ /k/ /y/ /ū/ /l/ /ā/ /t/ **articulate**
- /m/ /č/ /zh/ /er/ **measure**

Phoneme Segmenting

What are the individual speech sounds, or phonemes, in the following words?

- scrap **/s/ /k/ /r/ /ă/ /p/**
- think **/th/ /ĭ/ /ng/ /k/**
- use **/y/ /ū/ /z/**
- while **/w/ /ī/ /l/**

The following advanced skills (the ability to delete, add, substitute, and reverse sounds) are included within phoneme awareness. These advanced skills should not be the main focus of instruction, but rather a supplement for those students who are able to successfully segment and blend sounds in activities such as the ones listed previously.

Phoneme Deletion

- Say **spark**. Now say **spark** without /s/. **park**
- Say **floor**. Now say **floor** without /l/. **four**
- Say **stir**. Now say **stir** without /t/. **sir**
- Say **pure**. Now say **pure** without /y/. **purr**

Phoneme Addition

- What word would you have if you added /sh/ to the beginning of **nozzle**? **schnozzle**
- What word would you have if you added /d/ to the end of the word **plan**? **planned**
- What word would you have if you added /z/ to the end of the word **frog**? **frogs**

Phoneme Substitution

- Say **spring**. Change /i/ to /u/. What word would you get? **sprung**
- Say **charm**. Change /ar/ to /u/. What word would you get? **chum**
- Say **flocked**. Change /k/ to /p/. What word would you get? **flopped**
- Say **splat**. Change /t/ to /sh/. What word would you get? **splash**

Phoneme Reversal

- Say **flesh**. Now say the sounds of the word **flesh** backward. **shelf**
- Say **stops**. Now say the sounds of the word **stops** backward. **spots**
- Say **skin**. Now say the sounds of the word **skin** backward. **Nick's**
- Say **park**. Now say the sounds of the word **park** backward. **carp**
- Say **church**. Now say the sounds backward. **church**

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Sound Chaining

Classroom Activities to Support Phoneme Segmentation and Blending

When working with phoneme blending and segmenting, build words from the simple to more complex, while remembering that all of these words are produced orally. Students do not see these words in letter forms. The steps are as follows:

1. Teacher identifies which level of word complexity is appropriate for students (see below).
2. Teacher reads a word aloud.
3. Students repeat the word aloud.
4. Students segment each of the word's individual speech sounds, moving a chip as they say each sound.
5. Once completely segmented, students run their fingers under the chips as they orally blend the sounds, saying the whole word.

Examples of levels of complexity, from easier to more difficult:

	Nonsense Words	Real Words
VC	/i/ /p/	/a/ /t/
CVC	/sh/ /a/ /p/	/s/ /i/ /p/
CCVC	/s/ /t/ /o/ /ch/	/g/ /r/ /ow/ /l/
CCVCC	/p/ /l/ /u/ /j/ /d/	/f/ /l/ /a/ /sh/ /t/
CCCVCC	/s/ /p/ /l/ /oi/ /m/ /z/	/s/ /t/ /r/ /i/ /p/ /t/

The following is an example of a sound chain at the CCVC level with nonsense and real words:

1. stod
2. stid
3. slid
4. slish
5. plish
6. plash
7. plach
8. flach
9. flack
10. flick

Now create a sound chain for segmentation and blending at the CVC level. When done, check it with your instructor.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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Sound Chaining Routines

Fill in the blanks below with words from a sound chain.

Show me the sounds in _____.

If this says _____, show me _____.

If this says _____, show me _____.

If this says _____, show me _____.

If this says _____, show me _____.

If this says _____, show me _____.

If this says _____, show me _____.

If this says _____, show me _____.

If this says _____, show me _____.

If this says _____, show me _____.

Now practice with a partner.

For students with weak phonological memories, direct them to complete each of the following steps:

1. Say the old word.
2. Say the new word.
3. Point to each block and say each of the sounds in the old word.
4. Point to each block and say each of the sounds in the new word.
5. Change the block that corresponds to the changed sound.
6. Repeat for 10 words.

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Consonant Phonemes Chart

	Lips Together	Teeth on Lip	Tongue Between Teeth	Tongue on Ridge Behind Teeth	Tongue Pulled Back on Roof of Mouth	Back of Throat	Glottis
Stops Unvoiced Voiced							
Nasals							
Fricatives Unvoiced Voiced							
Affricates Unvoiced Voiced							
Glides Unvoiced Voiced							
Liquids							

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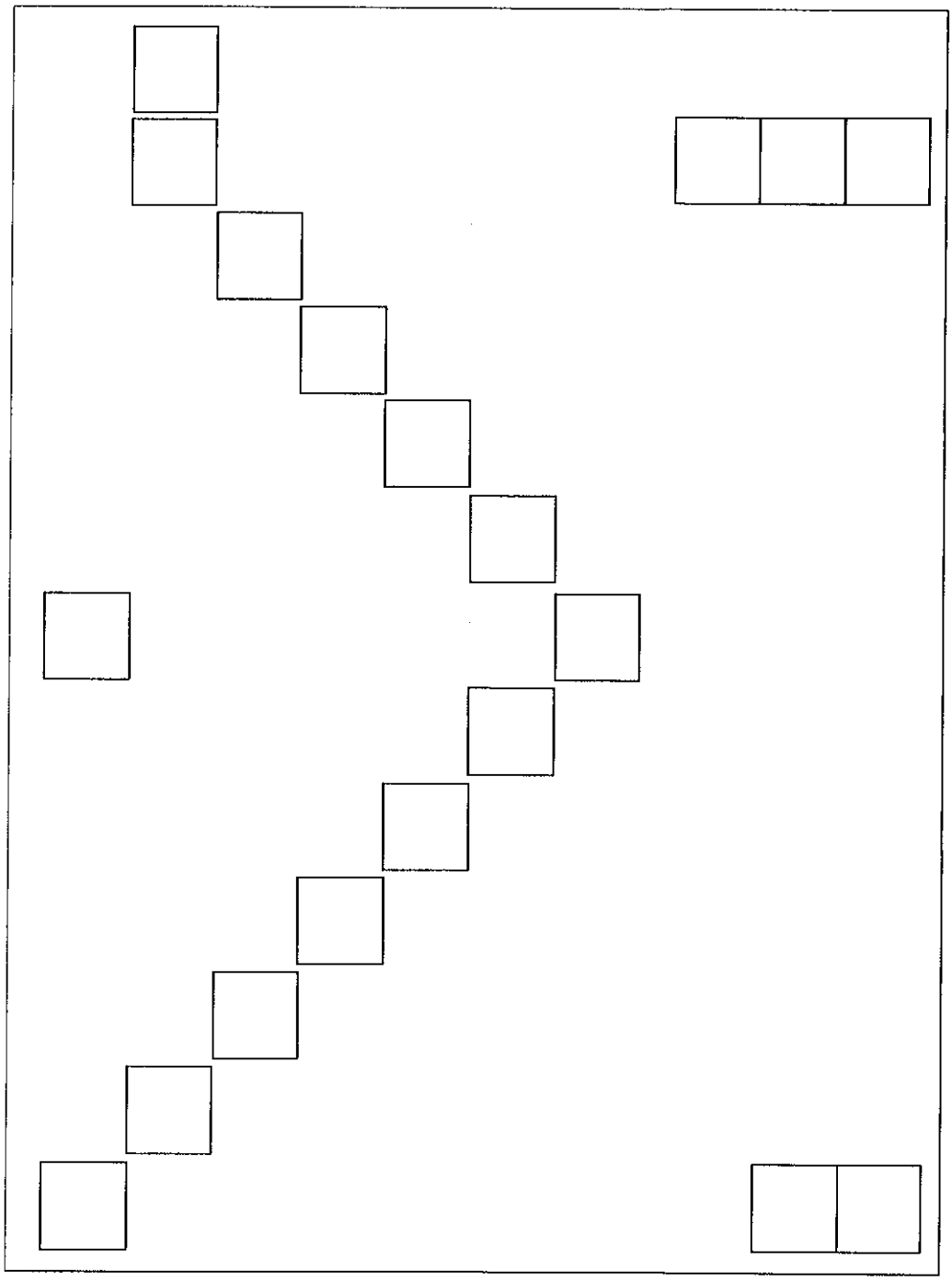
Vowel Phonemes Chart



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Spelling Sample: Second-Grade Student

Brian 18 My Favorite Holid ay
8 forof j lo i.liktowachmy bruver lot the Fiveyro
git to liev 7 Fiveyrosc olev l Flou inthe aruw
all the rast do iot Flay sum did l out on an oFF
ani liktowich the ForyrSdK. Br Br

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Final Quiz, Module 2

1. Complete the blank consonant and vowel phonemes charts given as handouts.
2. On a separate sheet of paper, list and explain four predictable ways in which student spelling attempts are likely to show the influence of speech-sound and word pronunciation.
   - You may reference the phenomenon of *coarticulation* in the variations of how consonants and vowels are pronounced in words (allophonic variation) and reference the features of consonants and vowels.
   - You may choose to reference your consonant and vowel chart handouts to show how sounds are confused.
   - As a bonus, include misspelled words that illustrate spelling choices that students might make.

     Example: A student may spell all /ng/ sounds with **ng** (e.g., *chungk* for **chunk** or *singk* for **sink**). The sound represented by **n** in **chunk** and **sink** is /ng/ directly followed by the sound /k/, which, like /ng/, is articulated in the back of the throat.
3. Pick one of your examples above and briefly explain what kind of instruction or corrective feedback would help the student understand what phonemes really are in the word.
4. What are the phonemes in each of these words?

   show _____ **knee** _____ **tax** _____

   badge _____ **enough** _____

5. Explain the possible reasons why students made the following spelling errors:

Target Word	Spelling	Misspelled Word Explanation
sent	*sint*	
van	*fan*	
bed	*md*	
sink	*sik*	
real	*well*	

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Final Quiz, Module 2 Answer Key

1. Complete the blank consonant and vowel phonemes charts given as handouts.
   Distribute copies of Table 2.1 and Table 2.2 to participants. Use Figure 2.1 and Figure 2.3 as answer keys.
2. On a separate sheet of paper, list and explain four predictable ways in which student spelling attempts are likely to show the influence of speech-sound and word pronunciation.
   - You may reference the phenomenon of *coarticulation* in the variations of how consonants and vowels are pronounced in words (allophonic variation) and reference the features of consonants and vowels.
   - You may choose to reference your consonant and vowel chart handouts to show how sounds are confused.
   - As a bonus, include misspelled words that illustrate spelling choices that students might make.

     Example: A student may spell all /ng/ sounds with **ng** (e.g., *chungk* for **chunk** or *singk* for **sink**).The sound represented by **n** in **chunk** and **sink** is /ng/ directly followed by the sound /k/, which, like /ng/, is articulated in the back of the throat.

     Sample answers ("Instruction" segments below are sample answers that address question #3, following):

     a. **Substituting a voiced for a voiceless consonant, or vice versa, especially if a voiceless stop is unaspirated as the interior (second) sound in an initial consonant blend (e.g., *sbot* for spot).**
     ***Instruction*: Explain the concept of voiced and voiceless, contrasting the stop consonant pairs in isolation and making sure the student can identify them in initial and ending position. Say: "Your mouth might fool you when consonants are blended together. There is no sb consonant blend in English; when it feels like sb, it's going to be sp."**

     b. **Leaving out a nasal consonant (e.g., m, n, ng) after a vowel and before a similarly articulated consonant, because the vowel is nasalized and the consonant is "lost" in articulation (e.g., *jup* for jump; *met* for meant).**
     ***Instruction*: Explain that there are three nasal consonants that are spoken by sending the sound through the nose. Ask students to hold their nose and say contrasting pairs, such as bet/bent. When the student "feels the buzz" in the nose, there has to be a nasal (nosey) consonant. Which one belongs there?**

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c. Writing a vowel letter for a sound that is a "neighbor" in articulation (e.g., the "front," high, short vowel /ĭ/ written as **e** [*fes* for **fish**] or substitution of vowels /ī/ and /ŏ/ for one another [*lot* for **light**]).
Instruction: Contrast pairs of words in PA exercises, such as in sound chains. Teach a gesture or use a guide word for each short vowel, and use sound-spelling cards to give students cues as to which vowel is in the word being spoken.

d. Writing the letter **d** for the middle "flapped" consonant in words (e.g., *wadr* for **water**; *badr* for **better**; *skidish* for **skittish**).
Instruction: Explain that /t/ and /d/ are different only in that one is "quiet" and the other is "noisy." Explain that sometimes /t/ sounds like /d/ when it's in the middle of a longer word. Say: "Since your mouth might fool you, you have to see how the word is spelled and remember it by writing it."

e. Writing **tr** with a **ch**, or **dr** with a **j** or **g** (e.g., *dres* for **dress**; *chran* for **train**) because the initial consonants in those blends are affricated in pronunciation.
Instruction: Explain that when /t/ and /r/ are spoken together in a blend, the mouth has to pucker up to say /t/ before /r/. Say: "That's why your mouth can fool you into thinking it's /ch/." Then teach some high-frequency **tr** spellings, such as **trick** or **treat**.

f. Using single letter **r** for the /er/ sound in **girl** or **burn**—because the consonant includes the vowel in a single sound, and students think that only one letter is needed.
Instruction: Explain that /er/ is one vowel sound. Say: "There are several ways to spell the /er/ sound, but they all have a vowel-**r** combination because every English syllable needs a vowel letter." Students can't tell which vowel by sounding out the word.

g. Putting a **y** in words (e.g., *cyute* for **cute**) because there is a hidden glide in front of /ū/.
Instruction: Contrast how we say words such as **use** and **ooze**. Explain that some long-**u** words have a hidden /y/ before /ū/ that we often do not spell with **y**. Say: "So when in doubt, leave **y** out!"

h. Randomly substituting **wh** and **w** (e.g., *whent*, *wen*) because there is no phonological cue as to which is which.
Instruction: Confirm that there is no way to distinguish **wh** and **w** words by sounding them out. Many common **wh** words are question words, which are spelled with **wh** (e.g., **who**, **what**, **when**, **where**, **why**).

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3. Pick one of your examples above and briefly explain what kind of instruction or corrective feedback would help the student understand what phonemes really are in the word.
   (Refer to "Instruction" segments of question #2 sample responses.)

4. What are the phonemes in each of these words?

   show _____ **knee** _____ **tax** _____

   badge _____ **enough** _____

5. Explain the possible reasons why students made the following spelling errors:

Target Word	Spelling	Misspelled Word Explanation
sent	*sint*	**Two short vowels are similar in articulation.**
van	*fan*	**Initial consonants are the same except for voicing.**
bed	*md*	**Both /b/ and /m/ are made with the lips in the front of the mouth.**
sink	*sik*	**Deletion of a nasal consonant; vowel is nasalized, and /ng/ and /k/ are coarticulated as one speech gesture.**
real	*well*	**Initial consonants are both made with the lips rounded, and both consonants are voiced.**

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