

# Language and Literacy Development **Phonological Awareness**

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**Preschool Learning  
Foundations and  
Curriculum  
Framework, Volume 1**



# Objectives:

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- Explore key concepts from the California Preschool Learning Foundations, Volume 1 and the California Preschool Curriculum Framework, Volume 1—Language and Literacy domain, Phonological Awareness substrand.
- Observe, read, and discuss the developmental continuum for vocabulary that will guide instruction and learning in preschool.
- Practice using the Preschool Learning Foundations and Preschool Curriculum Framework to intentionally plan developmentally appropriate, cultural, and inclusive strategies that promote the development of skills, knowledge, and behaviors related to language and literacy development.

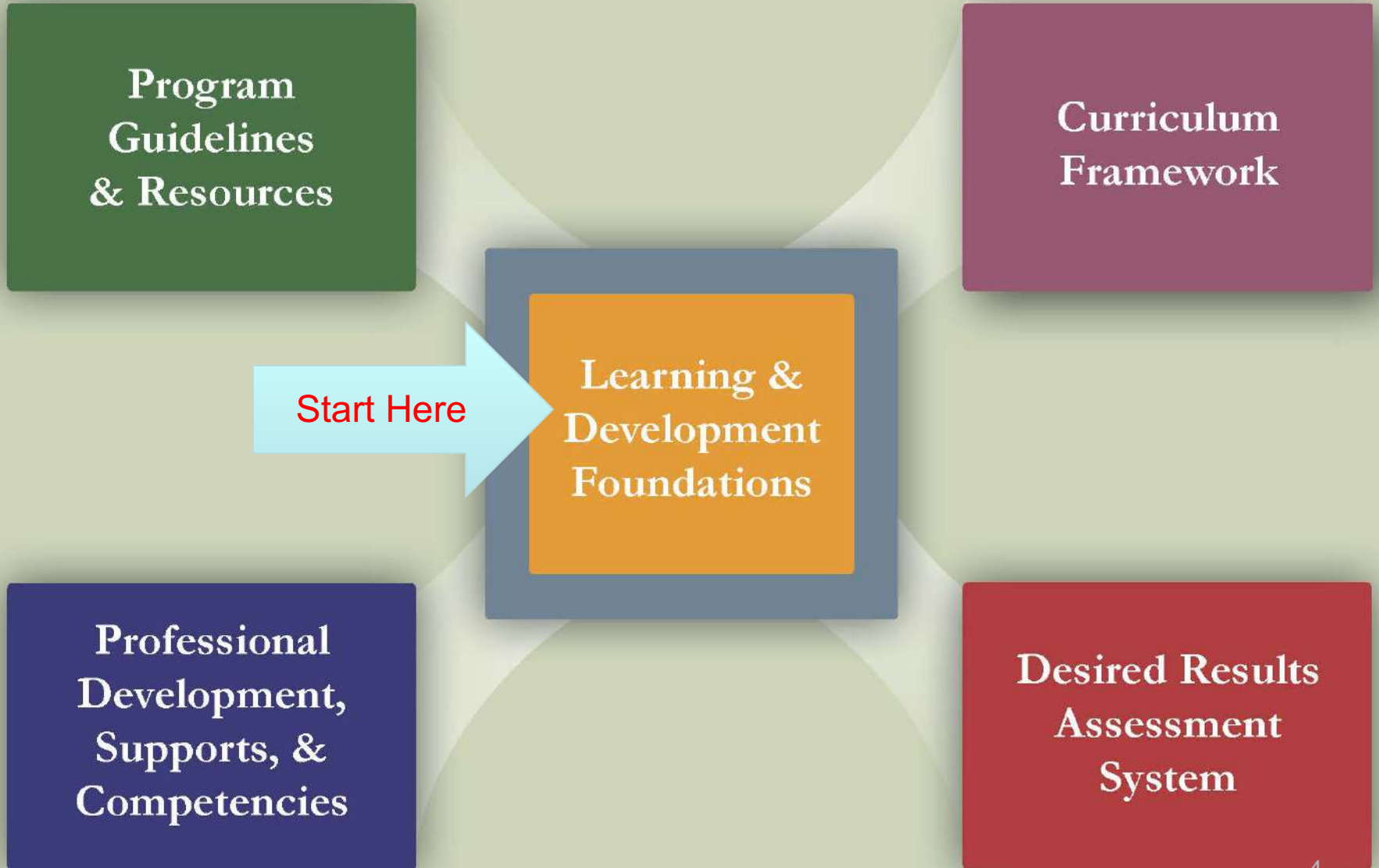


# What Is Phonological Awareness?

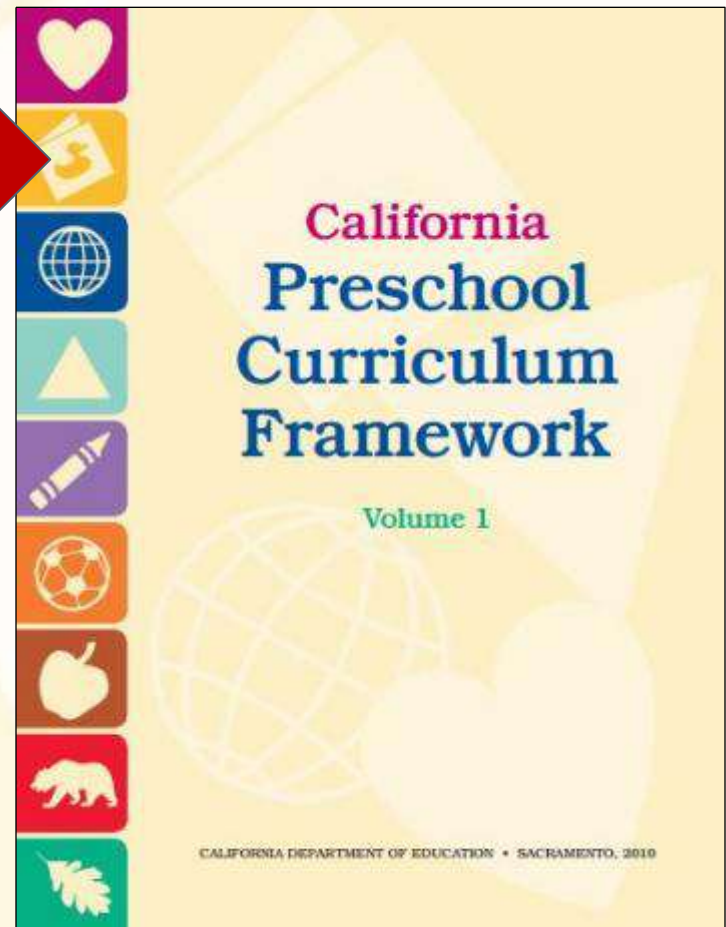
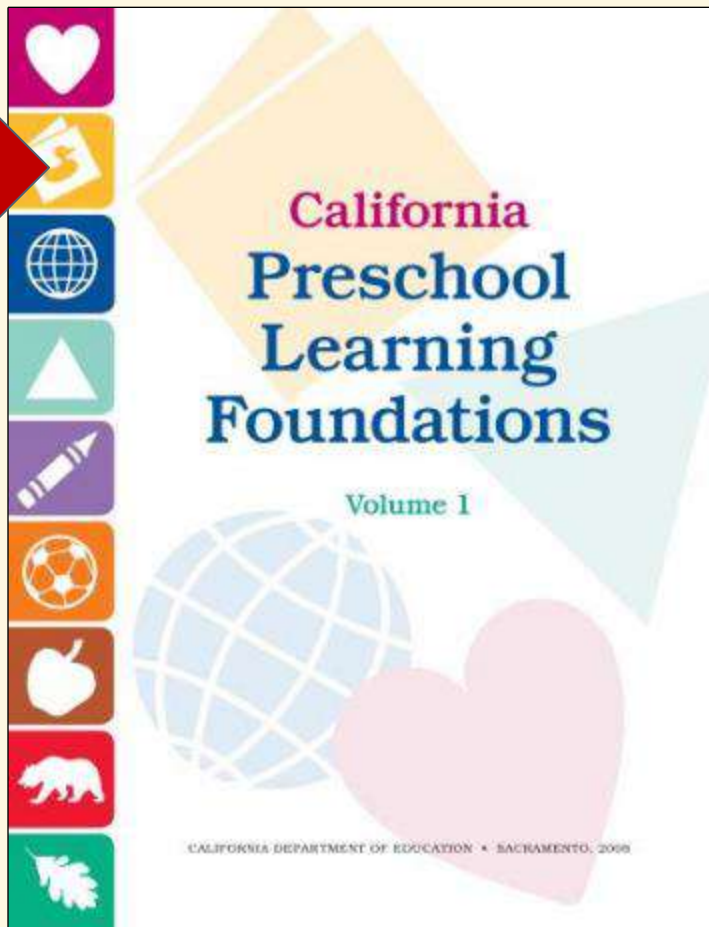
**“Phonological awareness’ is generally defined as an individual’s sensitivity to the sound (or phonological) structure of spoken language. It is an oral language skill that does not involve print” (PLF, Vol. 1, p. 52).**



# California's Early Learning and Development System



# Two California Department of Education Resources



**At 48 and 60 months**



**With appropriate support**



**After 1<sup>st</sup> or 2<sup>nd</sup> year of preschool**



**High-quality program**



# Preschool Curriculum Framework

- **Developmentally appropriate**
- **Reflective and intentional**
- **Individually and culturally meaningful**
- **Inclusive**



# Curriculum Framework

- **Guiding principles**
- **Environment and materials**
- **Vignettes**
  - Planning learning opportunities
  - Teachable moments
- **Interactions and strategies**
- **Engaging families**





# Domain: Language and Literacy

## Strand: Reading

### Substrands:

Concepts about Print	<b>Phonological Awareness</b>	Alphabetic and Word/Print Recognition	Comprehension and Analysis of Age-Appropriate Text	Literacy Interest and Response
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# Domains and Foundations Work Together

## LLD substrands:

- Concepts about Print
- **Phonological Awareness**
- Alphabetic and Word/Print Recognition
- Comprehension and Analysis of Age-Appropriate Text
- Literacy Interest and Response

## ELD substrands:

- Appreciation and enjoyment of reading and literature
- Increasing understanding of book reading
- Understanding of print conventions
- Awareness that print carries meaning
- Progress in knowledge of the alphabet in English
- **Phonological awareness**



# English-Language Development

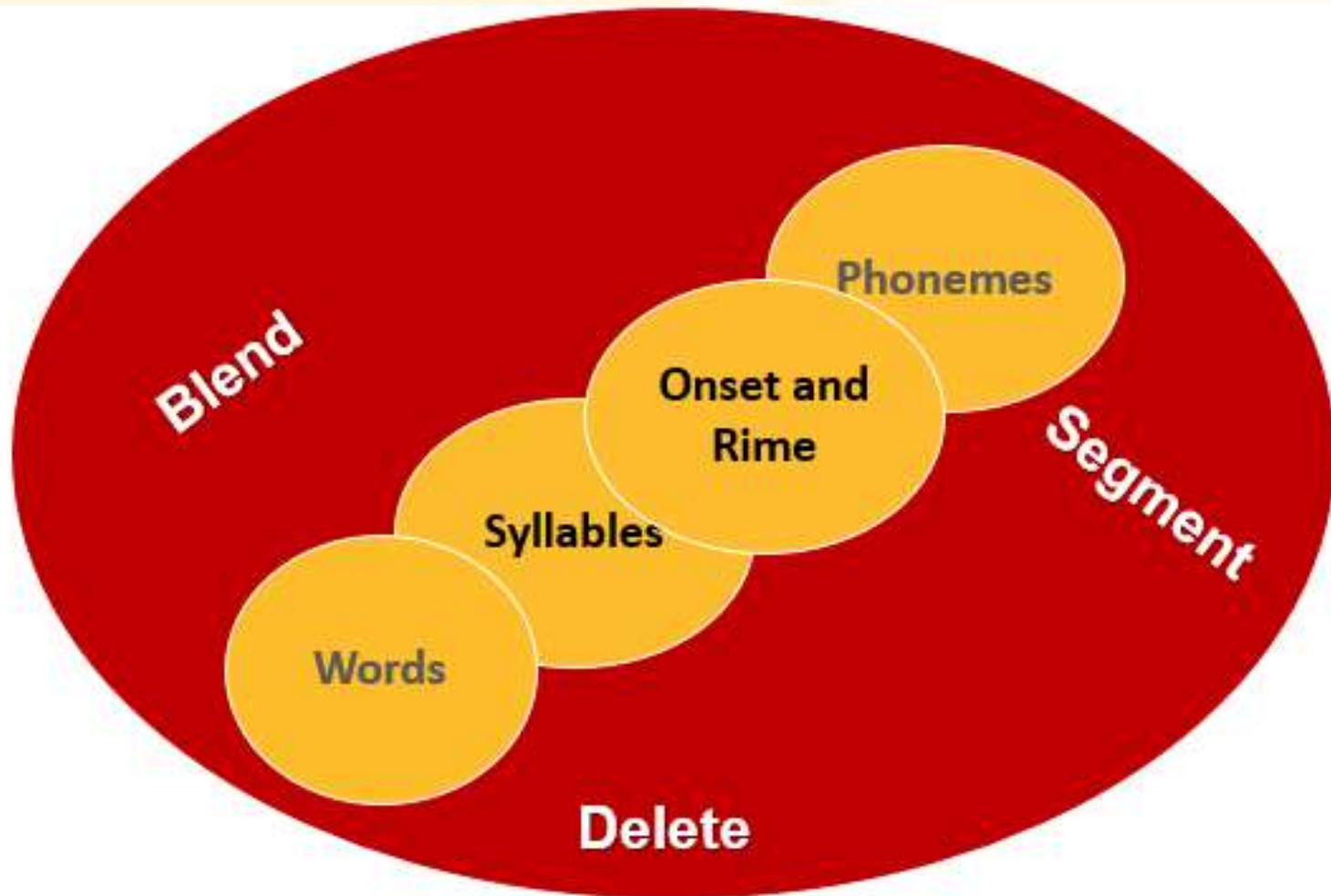
## 6.0 Children demonstrate phonological awareness.

### *Focus: Sound differences in the home language and English*

<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
<p><b>6.3</b> Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary.)</p>	<p><b>6.3</b> Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language.</p>	<p><b>6.3</b> Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.</p>
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Repeats parts of tongue twist</li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Listens as the teacher sounds</li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Sings along with other children</li> </ul>









# Phonological Units and Types of Manipulation Addressed in the ELD and LLD Domains



# Understanding Phonological Awareness

**HANDOUT 4**  
Understanding Phonological Awareness

Write the number of each activity next to the phonological awareness skill it supports |

<p style="text-align: center;"><b>1</b></p> <p>During circle time, the teacher says, "Let's play the 'Guess the Name' game." Teacher starts saying (singing), "Can you get names?" and children repeat it. Teacher says (sings), "Whose name can you get?" and children repeat it. Teacher says (sings), "How about Car-Ios?" and children say "Car-Ios." Teacher says (sings), "Whose name did I say?" and children shout "Carlos."</p> <p>Repeat this activity with other names.</p> <p style="text-align: center;"><b>2</b></p> <p>What do you get when you put /p/ with /g/?</p> <div style="display: flex; justify-content: space-around;">   </div>	<p style="text-align: center;"><b>5</b></p> <p>There's a starfish hidden under my bed. Starfish (clap, clap) starfish (clap, clap) Someone took the star, what's left instead? Someone took the star, what's left instead? It's just a fish (clap, clap), a fish (clap, clap)</p> <p>There's a football hidden under my bed... Someone took the foot, what's left instead? Someone took the foot, what's left instead? It's just a ball, (clap, clap) a ball</p> <p>There's a doorbell hidden under my bed... Someone took the door, what's left instead? Someone took the door, what's left instead? It's just a _____, a _____</p> <p><small>Note: Each object named can be followed by claps, snaps, or any repeated rhythmic pattern. The door can be knocked on, the bell can be rung, teeth can be brushed, the cow can moo, etc. © Ellen Dupe, All rights reserved. Used with permission.</small></p>						
<p style="text-align: center;"><b>3</b></p> <p>What do you get when you take /n/ off of "nice?" (Clearly say the word "nice" emphasizing the two sounds in the word: /n/ /ice/)</p> <div style="display: flex; justify-content: space-around;">   </div>	<p style="text-align: center;"><b>6</b></p> <p>(Teacher chants the words and children fill in the blank.) "I have a star and I have a fish. When I put them together I have a _____!" "I have a base and I have a ball. When I put them together I have a _____!" "I have meat and I have a ball. When I put them together I have a _____!"</p>						
<p style="text-align: center;"><b>4</b></p> <p>"I spy a picture of a /b/ /a/ /ll/. Can you find it?"</p> <div style="display: flex; justify-content: space-around;">   </div>	<p style="text-align: center;"><b>7</b></p> <p>hickety Bickety Bumblebee, won't you say your name for me? (Child says his or her name [e.g. Jenny].) Let's clap it (Jen-ny)</p>						
<table style="width: 100%; border: none;"> <tr> <td style="border: none;"><input type="checkbox"/> Use pictures to blend onsets and rimes</td> <td style="border: none;"><input type="checkbox"/> Orally take apart syllables</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Orally blend syllables</td> <td style="border: none;"><input type="checkbox"/> Orally take apart words</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Use pictures to blend phonemes</td> <td style="border: none;"><input type="checkbox"/> Use pictures to delete onsets</td> </tr> </table>		<input type="checkbox"/> Use pictures to blend onsets and rimes	<input type="checkbox"/> Orally take apart syllables	<input type="checkbox"/> Orally blend syllables	<input type="checkbox"/> Orally take apart words	<input type="checkbox"/> Use pictures to blend phonemes	<input type="checkbox"/> Use pictures to delete onsets
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- **Use Handout: Understanding Phonological Awareness.**
- **In breakout rooms:**
  - Complete the handout with your group.
  - check answers with one another.



# Phonological Awareness and Reading Success

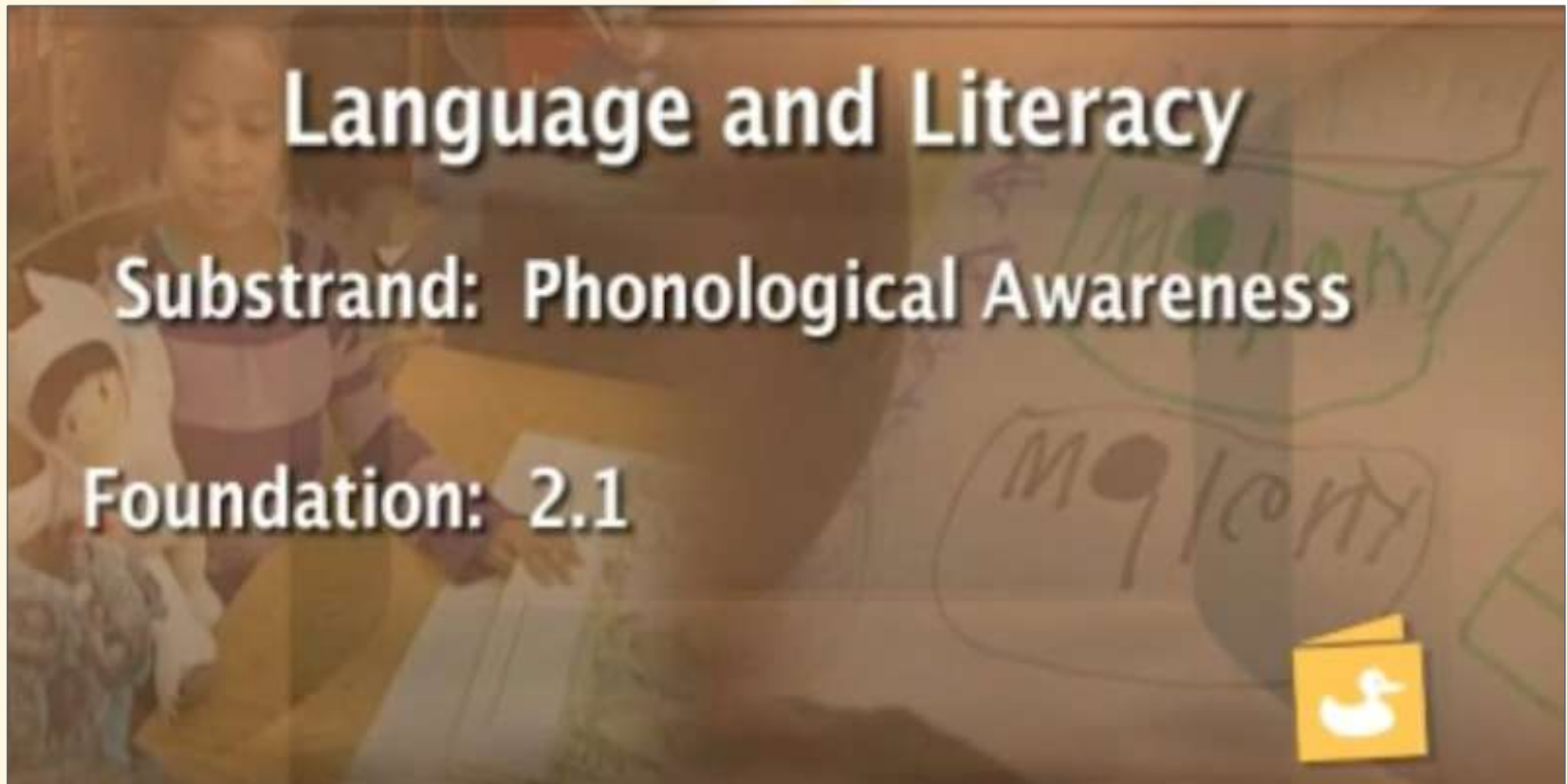
**Phonological awareness is a key predictor of reading success. It supports the following skills:**

- Understanding the alphabetic principle
- Decoding printed words
- Spelling
- Reading comprehension (PLF, Vol. 1, p. 81)



# Focused Video Viewing

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# Video Reflection

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- **Consider the following questions:**
  - What did you notice in the video that you have also seen in your classroom?
  - What did you notice in the video about the developmental progression of phonological awareness?
- **Share your thoughts.**





# Bibliographic Notes Reflection



# Phonological Awareness

## Substrand 2.1

**At around 48 months of age**

**At around 60 months of age**

**2.1 Orally blend and delete words and syllables without the support of pictures or objects:**

- Orally blend words
- Orally blend syllables
- Orally take apart words
- Orally take apart syllables



# Engagement and Experiences Matter



Hands up High



Hands on Head



# Universal Design for Learning

## Multiple means of:

- Expression
- Representation
- Engagement



# Special Considerations for Adaptations

**“Some children may need assistance in holding a book or turning the pages, either through assistive technology or through the help of an adult or a peer” (PLF, Vol. 1, p. 64).**



# Phonological Awareness

## Substrand 2.2

**At around 48 months of age**

**At around 60 months of age**

2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects:

- Blend onsets and rimes
- Delete onsets
- Blend individual phonemes



# DRDP Measure LLD 8: Phonological Awareness

Developmental Domain: LLD — Language and Literacy Development

**LLD 8: Phonological Awareness**  
Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language\*

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier
		<i>There are no earlier levels for this measure</i>	Attends to sounds or elements of language	Demonstrates awareness of variations in sounds	Engages actively in play with sounds in words or rhymes, <i>or</i> Sings simple songs, <i>or</i> Repeats simple nursery rhymes	Demonstrates awareness of larger units of language (e.g., words, syllables)	Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects; <i>and</i> Segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects	Blends smaller units of language (e.g., onsets and rimes) with or without the support of pictures or objects; <i>and</i> Segments smaller units of language (e.g., onsets and rimes) with or without the support of pictures or objects
Possible Examples			<ul style="list-style-type: none"> <li>Turns toward adult when adult sings a song.</li> <li>Looks at adult's hands when adult signs "more"</li> <li>Attends to adult saying, "bye-bye."</li> </ul>	<ul style="list-style-type: none"> <li>Whispers a word, and then says it loudly.</li> <li>Communicates, "No, no, no, no, no," varying pitch</li> <li>Uses sounds or hand movements to play with variations of stress and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Rhymes children's names with other words during a group sing-along.</li> <li>Sings "Twinkle, Twinkle, Little Star" with a group.</li> <li>Communicates the rhyming word "fall," after an adult says, "Humpty Dumpty sat on a wall. Humpty Dumpty had a great...?"</li> <li>Uses signs to participate in a song such as "The Wheels on the Bus."</li> </ul>	<ul style="list-style-type: none"> <li>Drums out each word in "I am Matt" in a name game in the classroom, after an adult has modeled drumming while saying single words.</li> <li>Claps the syllables in familiar words, such as children's names or days of the week, with adult and peers.</li> <li>Moves arms each time the word "row" is said in the song "Row, Row, Row Your Boat," with adult and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Answers, "Goldfish," after an adult asks, "If you put together the words gold and fish, what word does that make?"</li> <li>Communicates, "Rain," after an adult communicates, "There are two words in 'raincoat.' What happens when we take away the word 'coat'?" while moving a picture of a coat away from a picture of rain.</li> <li>Communicates, "Zebra," after an adult separates the word into syllables, and says, "Ze-", and "-bra," while looking at a wordless picture book about the zoe.</li> <li>Communicates, "Marker," after an adult communicates, "What happens when I put the two syllables: mark- and -er together?"</li> </ul>	<ul style="list-style-type: none"> <li>Communicates, "Cup," at the snack table, after an adult says, "I have a c-up. What do I have?"</li> <li>Communicates, "Ice," after an adult asks what word is left when the m- is removed from the word "nice," while playing a word game.</li> <li>Communicates, "d" (letter sound), while looking at a picture of a dog, after an adult says, "What is the first sound you hear when you say 'dog'?" while looking at pictures of dogs together.</li> </ul>
<p>* Children who are deaf and learning American Sign Language will attend to elements of language (hand shapes and movements) in the early levels of learning, but eventually will be able to use finger spelling in relation to learning about sounds. For a child who is hard of hearing, has a cochlear implant, or is using cued speech, the sequence may or may not be similar to that of a hearing child.</p>								
<p><input type="radio"/> Child is not yet at the earliest developmental level on this measure</p> <p><input type="radio"/> Child is emerging to the next developmental level</p> <p><input type="radio"/> Unable to rate this measure due to extended absence</p>								

**LLD 8** **Phonological Awareness** **LLD 8**

DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Preschool View – August 1, 2015 © 2013-2015 California Department of Education – All rights reserved. Page 20 of 67



# English-Language Development Domain

## **6.0 Children demonstrate phonological awareness**

- **Focus: Rhyming**
- **Focus: Onset (initial sound)**
- **Focus: Sound differences in the home language and English**

- **Read pages 131-133 of the Preschool Learning Foundations (Volume 1).**
- **Identify key differences.**
- **Be prepared to share.**





# Dual Language Learners

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**The development of phonological awareness may differ for children who have a home language other than English. This development is influenced by several factors:**

- The similarity of the home language to English
- The amount of exposure to English
- The extent of language and literacy development in the home language
- The intensity of English language preschool experiences

(PCF, Vol. 1, p. 215)



# Phonological Awareness Across Languages



**Research supports that “phonological awareness skills are related across languages for bilinguals and appear to transfer between languages”** (*California’s Best Practices for Young Dual Language Learners: Research Overview Papers* [CDE], p. 67).



# ELD Guiding Principle

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**“Recognize existing language and literacy strengths in the home language”**

(PCF, Vol. 1, p. 180)



# Exploring Strategies

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- **Find Handout: Interactions and Strategies Toolkit.**
- **Focus on the LLD language game strategies that focus on blending sounds, segmenting sounds, and deletion.**
  - Read the LLD “What it could look like:” column for these strategies.
- **Look for a similar ELD strategies.**
  - Read the ELD “What it could look like:” column for these strategies.
- **Consider what you have noticed.**



# LLD Guiding Principle



**“Children learn best from experiences that are interesting, useful, and fun” (PCF, Vol. 1, p. 101).**



# Language Games



# Building Connections



**“Connect  
school and  
home”**

(PCF, Vol. 1, p. 101).



# What Can You Learn From Families to Support Phonological Awareness?

**Be a learner first and a teacher second.**

**“Asking about family literacy practices and goals is a useful first step in building on family involvement”**

***(Family Partnerships and Culture [CDE], p. 84).***

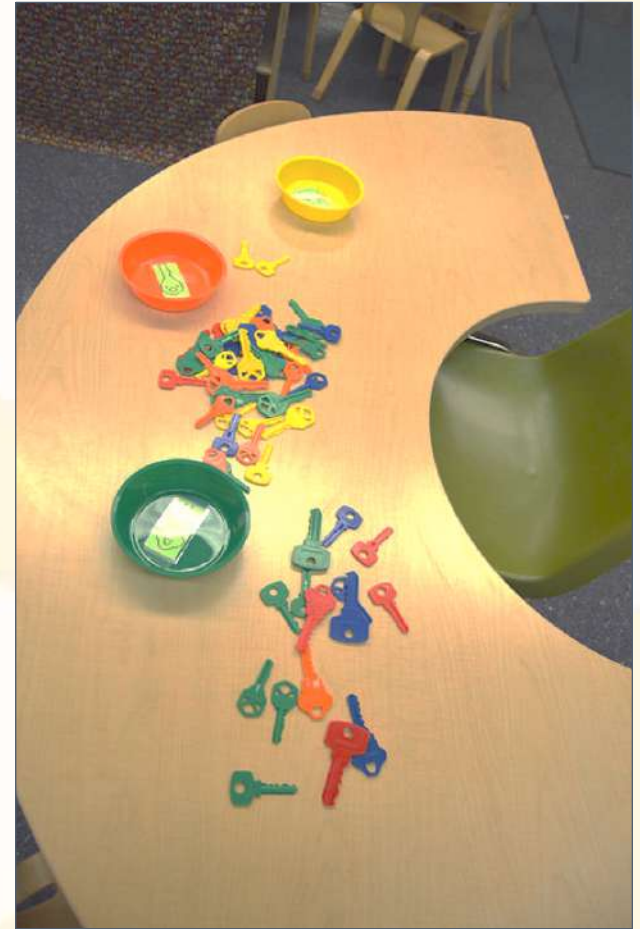





# Embedding Phonological Awareness



**“Children learn everywhere”**  
(PCF, Vol. 1, p. 100)



# Phonological Awareness Throughout the Day



**HANDOUT 12**  
Daily Routine

Create invitations throughout your daily routine.

Arrival Time	
Small Group Time	
Large Group Time	
Outdoor Time	
Meal Time	
Transitions	
Work Time	

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- **Locate Handout 12: Daily Routine.**
- **Revisit pages 137-139 of the Preschool Curriculum Framework (Volume 1).**
- **Fill in the handout with ideas for your daily routine from the pages you read, games you played, and discussion with the group.**



# Conversations and Interactions



“The most beautiful room is only as good as the interaction that takes place inside it” (PCF, Vol. 1, p. 103).



# Brain Bookmark



- Think about final “take-away” ideas from today’s session.
- How will you take these ideas back to your learning environment?



Thank you for coming!



I LOVE



YOU