Slide 1
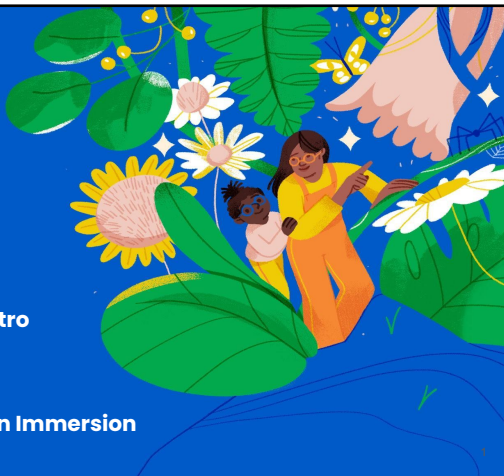
Developing Phonological Awareness in Spanish

**Presented by
Erica Suarez and Laura Castro**
erica@heggerty.org
laura@heggerty.org

International Conference on Immersion and Dual Language

Slide 2

In Loving Memory

Dr. Michael Heggerty
(1952-2013)

A dedicated and brilliant educator, who will continue to touch the lives of teachers and children for years to come.

Thank you for helping us honor his legacy.

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Slide 3

Hola y welcome!

★ Erica Suarez
★ Washington → Mexico → Chicago
★ English→ español
★ Student→ Teacher→ Instructional Coach → Literacy Specialist
★ Read, run, travel, spend time with family

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Slide 4

Hola y bienvenidos!

★ Laura Castro
★ Chicago, Illinois → Buenos Aires, Argentina → Chicago, Illinois
★ English → Spanish
★ Student → Teacher → Instructional Coach → Literacy Specialist
★ Reading, knitting, podcasts, words

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Slide 1

Agenda for today's session:

★ Language and Literacy development

★ What is Phonological Awareness?

★ Why is PA Important in Spanish?

★ How do I teach Phonological Awareness in Spanish?
  ○ Connection to other early literacy foundational skills

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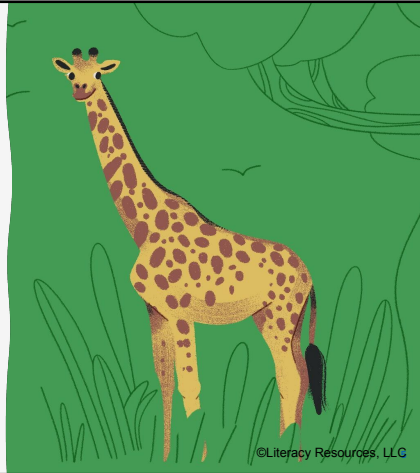
Language Development & Literacy

Slide 3

What do each of these have in common?

A B C D
E F G H I J K
L M N O P
Q R S T U V
W X Y Z

Slide 4

The 4 Language Domains

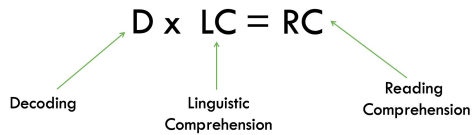1 Listening

2 Speaking

3 Reading

4 Writing

"Los niños aprenden a hablar de manera natural y sin esfuerzo, pero hablar, leer y escribir no son lo mismo. La escritura es un código inventado por las personas…Aprender a leer no es natural…Leer implica descifrar un código…Se requiere una enseñanza explícita y progresiva."
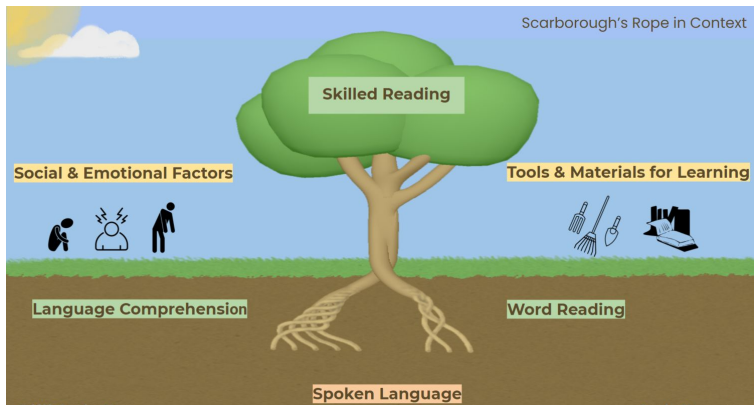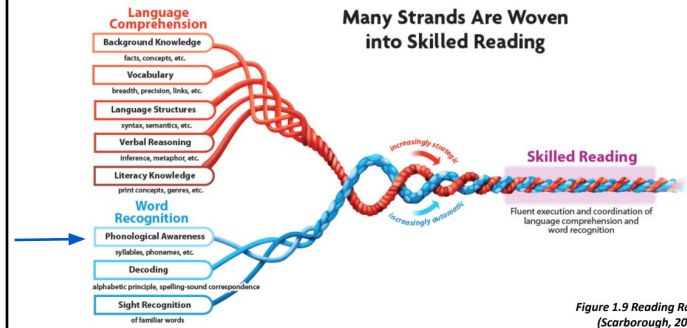
–Aprendemos a Leer, Guía para el docente, 2018

Slide 9

The Simple View of Reading

SIMPLE VIEW OF READING (SVR)
(GOUGH & TUNMER, 1986)

$$D \times LC = RC$$

Decoding — Linguistic Comprehension — Reading Comprehension

Slide 10

Scarborough's Reading Rope

Many Strands Are Woven into Skilled Reading

Language Comprehension
- Background Knowledge — facts, concepts, etc.
- Vocabulary — breadth, precision, links, etc.
- Language Structures — syntax, semantics, etc.
- Verbal Reasoning — inference, metaphor, etc.
- Literacy Knowledge — print concepts, genres, etc.

Word Recognition
- Phonological Awareness — syllables, phonemes, etc.
- Decoding — alphabetic principle, spelling-sound correspondence
- Sight Recognition — of familiar words

increasingly strategic

increasingly automatic

Skilled Reading — Fluent execution and coordination of language comprehension and word recognition

Figure 1.9 Reading Rope
(Scarborough, 2001)

Slide 11

Scarborough's Rope in Context

Skilled Reading

Social & Emotional Factors

Tools & Materials for Learning

Language Comprehension

Word Reading

Spoken Language

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Slide 12

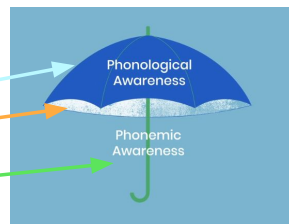## What is phonological awareness?

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Phonological Awareness

Phonological awareness is a broad skill that includes identifying and manipulating units of oral language.

Levels of phonological awareness in Spanish:

Lexical = las palabras

Syllabic = las sílabas

Phonemic = los sonidos individuales

Phonological Awareness

Phonemic Awareness

Syllable awareness is being able to isolate, blend, segment and manipulate syllables orally plays an important role in developing as a reading in the Spanish language.

Phonemic awareness is a subset of phonological awareness that focuses specifically on recognizing and manipulating phonemes; essential for developing proficiency as readers and writers in Spanish (and all alphabetic languages)

Phonemic Awareness and Phonics are Different:

Phonological Awareness	Phonics
The main focus is on **syllables/sounds**	Main focus is on **letters/graphemes** and their corresponding sounds
Deals with **spoken language**	Deals with **written language & print**
Lessons are **auditory**	Both **visual and auditory**
Students work with **manipulating syllables/sounds** in words	Students work with **reading and writing letters** according to their sounds, syllable types, and spelling patterns

Phonemic awareness training provides the foundation on which phonics instruction is built. Thus, **children need solid phonemic awareness training for phonics instruction to be effective**. (Blevins, 42)
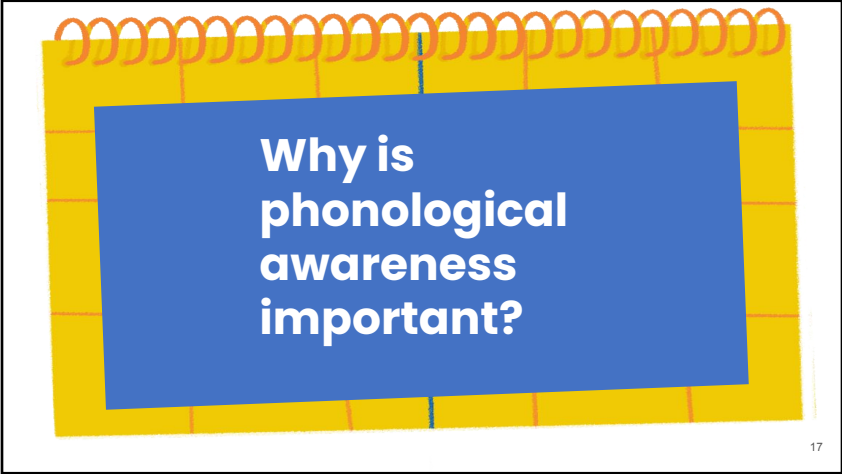

Phonics Instruction

What does phonics instruction **typically look like in Spanish?**

➔ Teacher teaches the vowels, and then consonants.
➔ Students start to learn (memorize) the CV syllable pattern.
  ◆ ma, me, mi, mo, mu
  ◆ ma, pa, sa, la…
  ◆ etc…
➔ Students read texts with these syllable patterns.
  ◆ Mi mamá me ama. Amo a mi mamá.
➔ Minimal focus on oral language (listening & speaking)
  ◆ Limited instruction: syllable structures or phonology
  ◆ Limited within word phonemic awareness instruction
  ◆ Print to speech approach

"La conciencia fonológica, como tal, requiere la manipulación mental de los sonidos del lenguaje sin apoyo del lenguaje escrito, es decir, sin necesidad de leer o escribir. No obstante, con lectores es muy recomendable combinar las tareas de conciencia fonológica con tareas de lectoescritura (Silva, 72).

Método Diverlexia, 2020

Why is phonological awareness important?

Research Findings

"El nivel de conciencia fonológica de niños de pre básica es predictor del progreso en el posterior aprendizaje de la lectura."

- Bizama, M., Arancibia, M., Sáez, K., 2013

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Research Findings

"La ausencia de conciencia fonológica es un factor explicativo de las dificultades de aprendizaje que muestran muchos niños en el proceso de adquisición de la lectura y escritura."

- Jiménez González, J.E. & Ortiz González, M.R., 1999

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Para los estudiantes bilingues

In fact, research has demonstrated that the ability to blend and segment individual phonemes is a strong predictor of overall reading achievement in Spanish, both for monolingual Spanish-speaking children and for Spanish/English bilingual children.

- Bravo, 2006; Branum-Martin, 2006

Early Literacy Instruction in Spanish: Teaching the Beginning Reader By Karen Ford, Rebecca Palacios(2015)

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How to *connect* phonological awareness and phonics: a speech to print approach

Slide 22

La conciencia fonológica
Las destrezas y las actividades:

Las rimas
- Repetir
- Reconocer
- Producir

Aislar fonemas
- Inicial
- Final
- Medial

Combinar
- Sílabas
- Fonemas para hacer las sílabas directas, inversas e mixtas
- Sílabas más complejas para hacer palabras

Aislar sílabas
- Inicial
- Final
- Medial
- La sílaba acentuada
- La sílaba enfocada

Segmentar
- Palabras de dos sílabas en sílabas
- Sílabas en sonidos
- Palabras largas en sílabas y sonidos

Manipular
- Añadir sonidos o sílabas
- Quitar sonidos o sílabas
- Sustituir sonidos o sílabas
- Invertir: sílabas o sonidos

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Oral Language (Speech) → Written Language (Print)

Making connections between phonological awareness and phonics: phoneme and syllable isolation

Phonological Awareness	Connect to Reading & Spelling
Phoneme & Syllable Isolation initial, final, and medial sounds Initial: gato /g/ Final: mis /s/ Medial: sal /a/	Connects to *decoding* as student match phonemes to graphemes Connects to *encoding* as students match the sounds they hear to letters to write word. A prerequisite for being able to manipulate phonemes in words Víctor el Vaquero Viaja por los Valles Vigilando que sus Vacas coman Vegetales. **ma** **ma**no ci**ma** **ma**pache plu**ma** su**ma**do

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Slide 24

Oral Language (Speech) → Written Language (Print)

Making connections between phonological awareness and phonics: blending

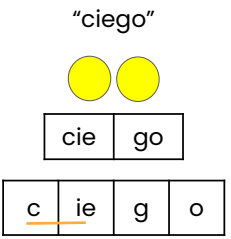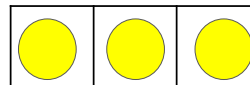| Phonological Awareness	Connect to Reading & Spelling
Blending - phonological synthesis Phoneme level: - m - a → ma - s - o - n → son Syllable level: - ma - pa → mapa - co - ci - na → cocina	Transfers to *decoding* **words** in print m o s c a mos ca **La mosca se cansa.**

Slide 1

Phonological Awareness	Connect to Reading & Spelling
Segmenting - phonological analysis Phoneme level: ■ sa → s – a ■ por → p – o – r Syllable level: ■ pato → pa - to ■ salchicha → sal - chi - cha **La instrucción fonológica:** **Paso 1** → Diga la sílaba o palabra y corte los sonidos/las sílabas. **Paso 2** → Cuente los sonidos de la sílaba o las sílabas de la palabra. Puede usar manipulativos para ayudar a los estudiantes a 'ver' los sonidos y las sílabas.	Transfers to **encoding (spelling)** words in print "ciego" **La instrucción fonética:** **Paso 3** → Determina cuáles grafemas corresponden con los fonemas para escribir las sílabas y palabras. cie | go c | ie | g | o **Paso 4** → Enseña las reglas de ortografía

Slide 2

Phonological Awareness	Connect to Reading & Spelling
Manipulation Tasks ● **Add** ➢ Di **/a/**. Añade **/s/** al principio y la sílaba es...**sa** ➢ Di **ma**. Añade **/no/** al final y la palabra es...**mano** ● **Delete** ➢ Di **/me/**. Sin **/m/** queda.../e/ ➢ Di **vela**. Sin **/la/** queda...**ve** ● **Substitute** ➢ Di **lo**. Cambia **/l/** a **/t/** y la sílaba es...**to** ➢ Di **cima**. Cambia **/ma/** a **/ne/** y la palabra es...**cine**	Supports students in reaching **phoneme proficiency** which is necessary to **orthographically map** speech to print**.** Orthographic mapping is when students can read words automatically & fluently without decoding every word. **Añadir:** ma, mano sa, casa po, pon os, dos te, tle s, sue **Quitar:** mesa, me cama, ma sin, si sol, ol dre, de toa, oa **Sustituir:** casa, masa, rasa, taza pato, palo, para, pasa cra/cla, bre/ble mano→noma

*Students need to be able to **isolate, blend**, & **segment** phonemes in order to manipulate phonemes.

Slide 3

La manipulación fonológica
¿Qué pasa en el cerebro tan rápido y automáticamente?

|	Lo que el estudiante escucha...	Lo que sucede en el cerebro	Las destrezas fonológicas
1	mago	mago	Conciencia fonémica y silábica
2	añade /n/ después de /a/	ma go	Análisis silábica (2 sílabas)
3		m:a + n go	Aislar una sílaba (la que manipulará) Aislar un fonema y manipularlo
4		man go NO ES ma ngo	Síntesis fonémica Análisis silábica
5		mango	Combinar (síntesis fonémica y silábica)

Slide 4

Frequently Asked Questions Addressed

★ Teachers should refer to language and content allocation plans to determine language of instruction in phonological awareness. *Ideally students are receiving instruction in both languages.*

★ **Phonemic awareness** can be easily integrated into oracy and vocabulary instruction.

★ Lessons should be **oral** and **auditory** - for the 10 minutes of phonological awareness instruction there should be **no letters shown.**

★ **Phonics** should be taught **daily**, using the phonological awareness lessons as a warm-up to play with <u>sounds</u>, <u>syllables</u>, and <u>words</u> - creating a foundation for phonics instruction.

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Additional Supports for Dual Language Instruction

Slide 30

Now and then...

Sequential and Simultaneous Bilinguals

"Effective literacy instruction that includes enrichment of the native language can help children meet grade level expectations" (Gonzales & Tejero Hughes, 2018).

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The Bridge
Crosslinguistic Transfer

- Not reaching content
- Bring two languages together - compare & contrast: **contrastive analysis, metalinguistic awareness**

Skills that will transfer with _minimal_ explicit instruction

Phonemic Awareness Skills:
- Isolating
- Blending
- Segmenting
- Manipulating

Alphabetic Principle
Concepts of Print

Skills that _require_ explicit instruction for transfer

Similarities and Differences:
- Sounds vs. syllables
- Letter-sound correspondence
- Spelling patterns
- Cognates
- Language structures
- Word parts (prefix, suffix)
- Grammar
- And more!

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Slide 32

Other Instructional Practices to Develop Foundational Skills

1. Application of phonological and phonics skills:
   a. **Decodable books**
   b. **Dictation**

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Other Instructional Practices to Develop Foundational Skills

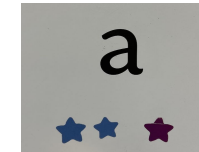2. Sound wall
3. Metalinguistic instruction

Slide 34
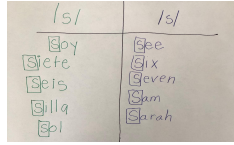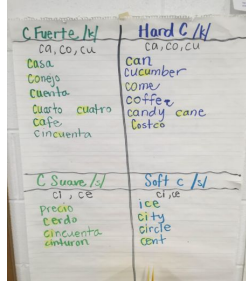
How can you include phonological awareness tasks in both English and Spanish?

Students need to receive phonological awareness/phonemic awareness in BOTH languages - but their brains are primed for their native language!

Vocabulary and oracy instruction
- Include a portion that mimics Heggerty
  - Silly rhymes
  - Isolating initial sound
  - Blending
  - Segmenting

Make explicit connections between each language's phonology and orthography

Slide 35

Argentina	México	EEUU
Vos Vos sos	Tú Tú eres	You You are
Usted Usted es	Usted Usted es	You You are

Oral	¿onde?	tons	Gonna	Wanna
Written	¿dónde?	entonces	Going to	Want to

Slide 36

Heggerty Phonemic Awareness
www.heggerty.org

Preescolar

Kinder

Primaria

Ediciones nuevas para niveles Kinder y Primaria en 2022!

Amigos: Decodable Books (Spanish)

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Thank you so much for attending today!

Come visit us at Booth 4 for _free_ swag!

"Los estudios de la conciencia fonológica en niños concluyen que la capacidad para desarrollar un análisis fonológico del lenguaje hablado y escrito es fundamental, antes y durante el aprendizaje de la lectoescritura."

- Montealegre y Forero, 2006