

Research has demonstrated the positive effects on reading growth of instruction designed to stimulate phonological awareness.



P.A. can be taught in 15 minutes a day, blended with other reading experiences.



Although the preferred time to teach children P.A. skills is during kindergarten or first grade, instruction in these skills can be offered to any beginning reader.

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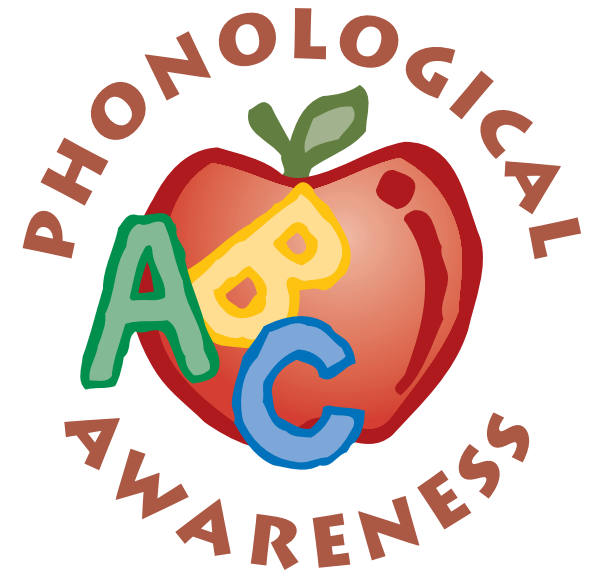
Florida Department  
of Education

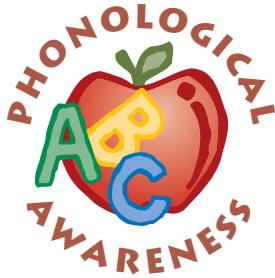


**Project CENTRAL**  
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# Project CENTRAL

**Coordinating Existing Networks  
To Reach All Learners**





## What Is Phonological Awareness

Phonological Awareness (P.A.) includes oral language skills that involve the ability to notice, think about, and manipulate the individual sounds in words. It differs from both phonics and general print awareness.

P.A. is the sensitivity to the individual sounds in spoken words, called phonemes. A phoneme is the smallest unit of sound in a language that makes a difference in a word's meaning. All words are created by using the various combinations of the 44 different speech sounds.

Students' P.A. skills progress from being sensitive to rhyme, to judging whether words have the same first or last sounds and being able to pronounce the individual sounds, to telling how similar words are different from one another when pronounced.

## Why Teach Phonological Awareness?

Research shows that phonological awareness is a strong predictor of children's progress in learning to read. This is because phonological awareness allows children to learn how words are represented in print. Specifically, phonological awareness helps children:

- understand the alphabetic principle
- notice the regular ways that letters represent sounds in words
- generate possibilities for words in context that they can only partially sound out.

Without at least a beginning level of phonological awareness, children will not understand the rationale for learning individual letter sounds nor the strategy of "sounding out" words. (J.K. Torgesen and P. G. Mathes in *Assessment and Instruction in Phonological Awareness*, 1999)

Phonological awareness is one of the five proven elements of effective reading instruction that are part of current federal and state reading initiatives.

## Professional Development

Project CENTRAL, a project funded by the Florida Department of Education, offers professional development opportunities in phonological awareness, as well as an annual update conference for trainers. For more information about the professional development opportunities offered, please see the contact information included in this brochure.

## Web Sites

[www.myfloridaeducation.com](http://www.myfloridaeducation.com)

[idea.uoregon.edu/~ncite/documents/techrep/tech21](http://idea.uoregon.edu/~ncite/documents/techrep/tech21)

[www.sedl.org/cgi-bin/mysql/readtools.cggi](http://www.sedl.org/cgi-bin/mysql/readtools.cggi)

[www.cftl.org/30years/30years](http://www.cftl.org/30years/30years)

[www.indiana.edu/~eric\\_rec/ieo/digest/d119](http://www.indiana.edu/~eric_rec/ieo/digest/d119)

[teams.lacoe.edu/documentation/classrooms/patti/k1/activities/segment](http://teams.lacoe.edu/documentation/classrooms/patti/k1/activities/segment)

<http://ucfed.ucf.edu/flare>

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