

Preventing Reading Failure: Phonological Awareness Assessment and Instruction

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Abstract. The article addresses translating phonological awareness research for classroom reading instruction. It presents a practical overview of phonological awareness development and its relationship to beginning reading, including a synopsis of findings of recent research and an explanation of the development of phonological skills. It presents methods for formal and informal assessment of children's phonological awareness and describes strategies for classroom-based instruction in phonological skills with emergent readers.

Reading is a foundation skill for school learning and life learning—the ability to read is critical for success in modern society. Learning to read is one of the most important events in a child's school career (Anderson, Hiebert, Scott, & Wilkinson, 1985; Lyon, 1999; National Reading Panel, 2000). Unfortunately, many children experience difficulties in the early stages of learning to read that become barriers to later reading and learning. A primary focus of recent research in education, therefore, has been the prevention of early reading problems (Adams, 1990; Snow, Burns, & Griffin, 1998; Torgesen, 1998). One area of beginning reading research that has received enormous attention in the professional literature is phonological awareness. This research has been called "a scientific success story" (Stanovich, 1987) because phonological awareness has been shown to be both a reliable predictor of reading achievement and a key to beginning reading acquisition (Smith, Simmons, & Kame'enui, 1995).

What Is Phonological Awareness?

Phonological awareness can be defined as conscious sensitivity to the sound structure of language. Children with strong phonological awareness can detect, match, blend, segment, and manipulate speech sounds. Such facility with the sounds of spoken language enables children to learn more readily how to apply these skills to decode print. An understanding of phonemes, the smallest detectable unit of sound in spoken language, is essential to the understanding of grapheme-phoneme (letter-sound) relationships. Numerous studies have demonstrated the importance of phonological awareness, particularly at the phoneme level, as the foundation for skilled decod-

Preventing Reading Failure A Practical Approach

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