Phoneme Deletion

About the Strategy

PHONEME DELETION is a strategy that helps develop students' phonemic awareness, which is part of phonological awareness. Phoneme deletion involves having students manipulate spoken words by deleting specific phonemes. If this task is too difficult initially, you can begin by having students delete syllables in compound words. Phoneme deletion tasks take place orally without the written word. Phoneme deletion should be taught using direct and explicit instruction, but after such instruction, it can also be reinforced with educational games/activities. For additional information about Reading: Foundational Skills, see Common Core State Standards for English Language Arts Appendix A, pages 17-22 (http://www.corestandards.org/assets/Appendix_A.pdf).

Implementation of the Strategy

- Select the word(s) to use for the phoneme deletion.
- Tell students you are going to say some words out loud and ask them to say the words without specific sounds.
- Say the word out loud and prompt students to say the word without a specific sound (e.g., "What word do we have if we say *bat* without the */b/* sound?"). Practice deleting both beginning and ending sounds in words.
- Repeat the tasks until students can fluently delete phonemes with accuracy.
- Complete this activity with picture cards where students delete the beginning or ending sound in a word.

Measuring Progress

- Teacher observation
- Conferencing
- Informal blending assessment

Research

Bursuck, W. D., & Damer, M. (2011). *Teaching reading to students who are at risk or have disabilities: A multi-tier approach* (2nd Ed). Boston, MA: Pearson.

Chard, D. J., & Dickson, S. V. (1999). Phonological awareness: Instructional and assessment guidelines. *Intervention in School and Clinic, 34*, 261-270.

Vaughn, S., & Linan-Thompson, S. (2004). *Research-based methods of reading instruction: Grades K-3.* Alexandria, VA: Association for Supervision and Curriculum Development.

Wisconsin State Standards

Reading: Foundational Skills

– Phonological Awareness

Grade Level

K-5

Purpose

Use with students to support phonological awareness: explicitly teach students to manipulate sounds by deleting phonemes in a word

When to Use

Before Reading
During Reading
After Reading

Grouping

Whole Group
Small Group
Partners
Individuals

Wisconsin Department of Public Instruction

Phoneme Deletion

Decide which sounds you'd like students to isolate: beginning, middle, or ending sound.

Direct Teaching of Phoneme Isolation	
Beginning Sound	The teacher says a spoken word or presents a picture card and asks the student to say the word without the initial phoneme. The student has to mentally delete the phoneme and say the word without it. Example: Teacher: "What word would be left if the */b/* sound was taken away from *bat*?" Student: "at" Teacher: "What word would be left if the */k/* sound was taken away from *clock*?" Student: "lock"
Ending Sound	The teacher says a spoken word or presents a picture card and asks the student to say the word without the ending phoneme. The student has to mentally delete the phoneme and say the word without it. Example: Teacher: "What word would be left if the */t/* sound was taken away from *pant*?" Student: "pan" Teacher: "What word would be left if the */s/* sound was taken away from *pots*?" Student: "pot"
Syllables	The teacher says a spoken compound word or presents a picture card and asks the student to say the word without a specific syllable. The student has to mentally delete the phoneme and say the word without it. Example: Teacher: "What word would be left if *base* was taken away from *baseball*?" Student: "ball" Teacher: "What word would be left if *cake* was taken away from *cupcake*?" Student: "cup"

Word Picture Cards

Examples of word picture cards that can be used during phoneme deletion tasks and games.