

*A Colorado professional learning series  
based on the book*

# Equipped for Reading Success

by David Kilpatrick, PhD

Presented by Deb Hoesterey, Educational Consultant

*Developed in collaboration with the Colorado Department of Education*



**COLORADO**  
Department of Education





# Module One

## Chapter 1: Word Recognition and Phoneme Awareness

This is a series of 20 short modules. Our first Module is focused on fluent word recognition and phoneme awareness. It aligns with the beginning of Chapter 1 in your manuals.



# Introductions



**Deb Hoesterey**  
Educational Consultant  
The Conscious Educator LLC  
Presenter



**Veronica Fiedler**  
Specific Learning Disability Specialist  
Colorado Department of Education  
Exceptional Student Services

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Here is your webinar series team:

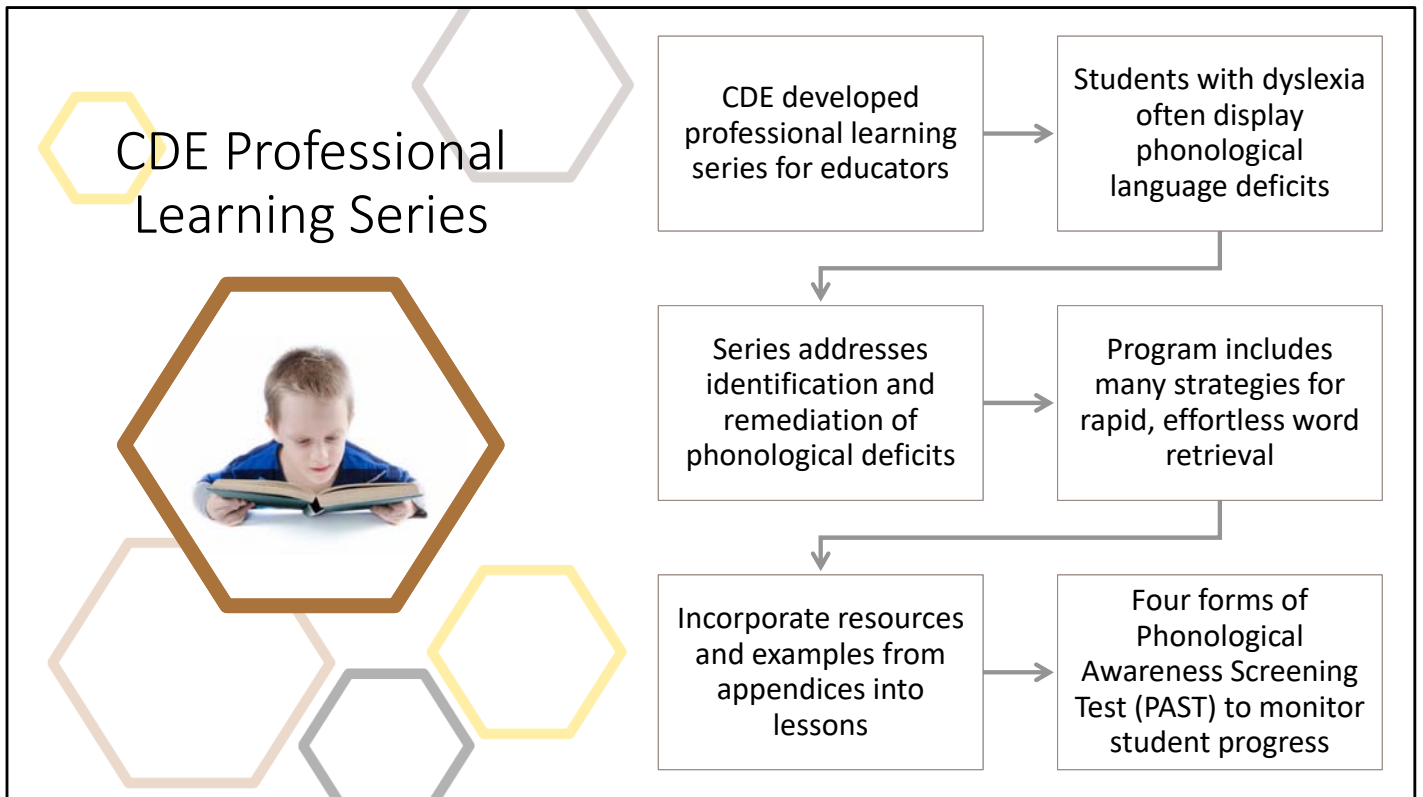
Introduce each one.

Refer to flier link where participants can get more specific information about each team member.



# Series Objectives





- The Colorado Department of Education has developed a series of webinars for educators working with students who are both typical readers and those with reading difficulties, such as those identified with a Specific Learning Disability or dyslexia.
- These reading difficulties are characterized by challenges with accurate and fluent word recognition, spelling and decoding .
- These difficulties often result from a phonological deficit in language.
- The series addresses identification and remediation of those phonological deficits by using Dr. David Kilpatrick’s comprehensive phonological awareness training program, *Equipped for Reading Success*.
- The program supports word recognition skills in developing readers.
- It is a complete phonemic awareness training program. It is step-by-step and developmentally appropriate.
- Included in the program are word recognition strategies. There are over 20 concrete strategies to boost memory for words and promote rapid, effortless, word retrieval.
- There are also resources included. The manual has many appendices with the resources and examples needed to quickly incorporate the word-study techniques into lessons.
- You will also find multiple assessments. There are four forms of the Phonological Awareness Screening Test (PAST) These can be used to monitor student progress.



# David A. Kilpatrick, Ph.D.

- Professor of psychology: State University of New York, College at Cortland
- New York State-certified school psychologist
- Has taught courses in learning disabilities and educational psychology since 1994
- Expert in reading assessment and intervention
- Reading researcher
- Author
  - *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*
  - *Equipped for Reading Success*



- David A. Kilpatrick, PhD is associate professor of psychology for the State University of New York, College at Cortland.
- He is a New York State certified school psychologist with 28 years of experience in schools.
- He has been teaching courses in learning disabilities and educational psychology since 1994.
- David is a reading researcher and the author of two books on reading, *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*, and *Equipped for Reading Success* which is the program we will be working with. He is a coeditor of a third book, *The Science of Reading Development and Reading Difficulties: Bridging the Gap Between Research and Practice*, set to be available in the spring of 2019,



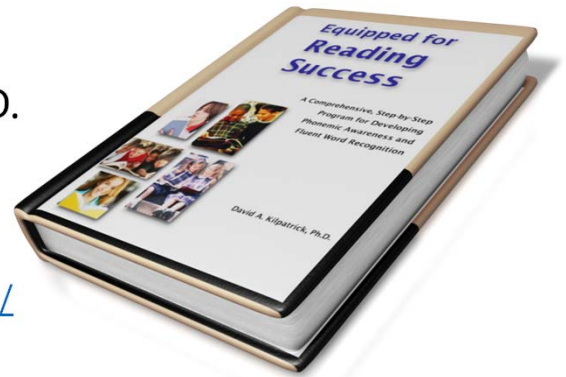
## What is *Equipped for Reading Success*?

- A comprehensive step-by-step program for developing phonemic awareness and fluent word recognition
- Developed by David A. Kilpatrick Ph.D.

**To purchase the manual,  
visit one of the sites below:**

<http://equippedforreadingsuccess.com/shop/>

[www.thereadingleague.org](http://www.thereadingleague.org)



- The manual can be purchased at [equippedforreadingsuccess.com](http://equippedforreadingsuccess.com) or from The Reading League, as part of a fundraiser.
- The cost is currently \$55. If you purchase from the equipped for reading success site, you receive a discount.
- You don't have to purchase a manual to go through this professional learning series, but it would be helpful.





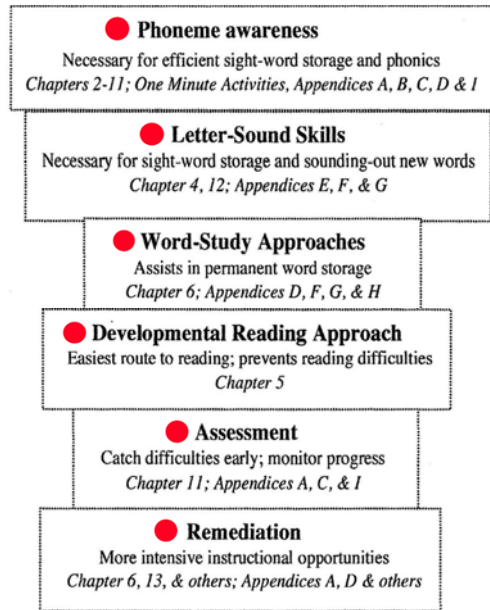
# Major Components

**GOAL:**

- ★ Efficient Acquisition of a Large Sight Vocabulary
- ★ Rapid, accurate, automatic, and effortless word recognition skills

↓

- Improved word reading fluency
- Improved reading comprehension
- Improved spelling/writing
- Improved content area work
- Improved self-confidence
- Improved school experience
- Improved future opportunities



This is a diagram at the end of Chapter 1 p. 12. It explains the overarching goal of the program and major components of Equipped for Reading Success and in the specific chapters the components will be covered.

The goals for students are in the blue square.

The main goal of the program is efficient acquisition of a large sight Vocabulary.

This is achieved through rapid accurate automatic and effortless word recognition skills, as well as all the other improvements you see.

## Participant Goals for Module One



- Understand the purpose of the program and how it is used
- Understand the importance of reading and the link to future success
- Recognize the gap between research and educational practice
- Learn the importance of knowing how written words are stored in a reader's memory

## The Importance of Knowing How to Read





## Data: Kids and Their Learning

- One third of U.S. fourth graders read significantly below grade level.
- 40% of American adults lack confidence in their reading skills.
- How well a child reads determines their future endeavors.
- Most reading difficulties can be prevented.
- Millions of dollars are spent annually on remedial reading help and support.



- **X** Nearly one third of fourth graders are significantly below grade level in reading
- **About one third** of fourth- and eighth-grade students in 2015 **performed at or above the Proficient level** in reading (NAEP, 2015)- National Assessment of Educational Progress
- The percentage of students in Colorado who performed at or above the NAEP Proficient level was 39 percent in 2015.
- **X** According to the National Research Councils' book entitled *Preventing Reading Difficulties in Young Children* 40% of adult Americans do not feel comfortable enough with their reading skills to read an entire book (National Research Council, 1998).

**X** How well children read determines their future endeavors. A student who can't read on grade level by 3rd grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time. Add poverty to the mix, and a student is 13 times less likely to graduate on time than his or her proficient, wealthier peer. (American Educational Research Association)

- Poor reading also affects school behavior.
- **Forty-five percent of poor readers come from middle and upper income families, according to a new research report from *Education Reform Now* and *Education Post*.** ([Out of Pocket: The High Cost of Inadequate High Schools and High School Student Achievement on College Affordability](#).)
- **X** Research over the last 30 years has indicated that most reading difficulties can be

prevented and that poor readers could be making far greater progress than they currently are.

- Overall, national longitudinal studies show that about 10 million children will encounter reading problems in the crucial first three years of their schooling. (National Reading Panel Progress Report, 2000).
- After research-based instruction, the percentage of first graders below the 30<sup>th</sup> percentile can be reduced to 4-6%. (Foorman; Mathes, et al; Allor et.al.; Felton; Vellutino, Torgesen)
- A quote from the book, *Reading in the Brain* states, " It is simply not true that there are hundreds of ways to learn to read.. When it comes to reading we all have roughly the same brain that imposes the same constraints and the same learning sequence." (P 218, *Reading in the Brain*, Stanislas Dehaene)
- **X** Every year, millions of dollars are spent on remedial reading help.
- More than half a million college freshmen—approximately one in four students, who enter college the fall after high school graduation,—have to enroll in remedial coursework during their first year of college, costing families nearly \$1.5 billion dollars annually.

## Bridging the Gap Between Research and the Classroom





# Phonological and Phonemic Awareness

- For the last 40 years, scientists have studied the skills children need to be proficient readers.
- A gap exists between scientific reading research and classroom practice.
- Research suggest that teachers/ teachers-in-training do not receive sufficient exposure to scientific reading research.
- Nor do they understand the importance of phonological awareness instruction.
- There is a high correlation between phonological awareness and success in reading.

- **X** Scientists have thoroughly studied the cognitive, linguistic and academic skills children require to be proficient readers. It is clear what those are, and aren't.
- **X** But there is a gap between what we know about how children learn to read and classroom practice. This program attempts to help close that information gap.
- **X X** Reports from the *American Federation of Teachers (1999)* and a special issue of the *Journal of Learning Disabilities (2009)* suggest that teacher training programs are not providing sufficient exposure to scientific research and the importance of phonological awareness instruction. Based on surveys of course content at teacher's colleges, teacher training is often insufficient and does not give teachers the skills to teach reading properly. (*How Johnny and Janie Can Learn to Read*, J. Shatzky, May 2011.)
- Lack of awareness of research is the biggest factor.
- **X** *The National Reading Panel's Report (2000)* emphasized the high correlation between phonological awareness and success in reading
- In order for a beginning reader to use knowledge of letters and sounds s/he **must be able to recognize that speech is made up of a sequence of small sounds.**
- **Phonemic awareness is one of the most important foundations of reading success** and should be developed during the early elementary years. (Snow, Burns, & Griffin, 1998; National Reading Panel, 2000; National Early Literacy Panel, 2008).
- The Phonological Awareness Sequence of Instruction Continuum is on the right side of the screen.

- **X** The definition of phonological awareness is having an awareness of sound properties of words. This includes, rhyming. Alliteration and manipulating sounds within words, where those sounds are syllables, onsets, rimes, or individual phonemes. Phoneme awareness is a type of phonological awareness.
- **Phonological Awareness** is an umbrella term that includes phonemic awareness , or awareness of words at the phoneme level. It also includes an awareness of word units larger than the phoneme such as: (Louisa Moats: (LETRS Module 2 Second Edition)
  - Words within sentences
  - Rhyming units within words
  - Beginning and ending sounds within words
  - Phonemes or sounds within words (phonemic awareness)
  - Critical features of individual phonemes such as how the mouth, tongue, vocal cords and teeth are used to produce sound.

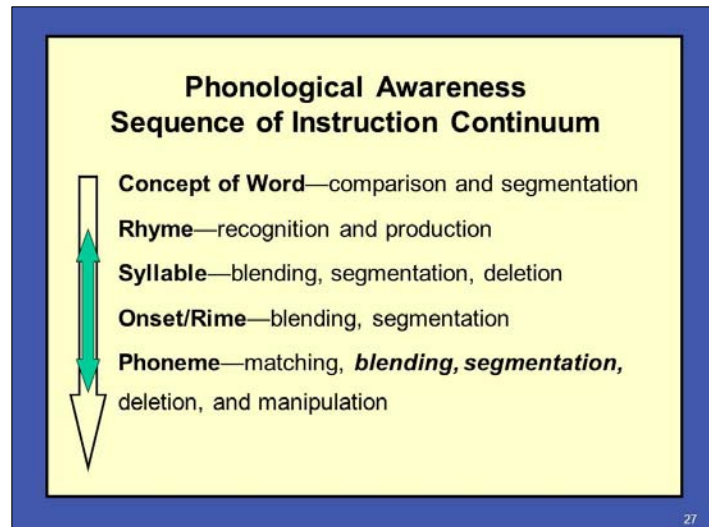




# Phonological and Phonemic Awareness

## Phonological Awareness:

having an awareness of sound properties of words. This includes rhyming, alliteration, identifying syllables, recognizing onset and rime, and manipulation of individual phonemes in words.



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# Phonemic Awareness Instruction

## Typically spans two years

### Kindergarten

- Rhyming
- Matching words
- Identifying ending sounds
- Middle sounds
- Understanding onset & rime

### First Grade

- Phonemic segmentation and blending
- Substitution and manipulation of phonemes

Phonemic awareness instruction typically spans two years, kindergarten and first grade. Oral activities in kindergarten focus on simple tasks such as rhyming, matching words with beginning sounds, and blending sounds into words.

In first grade, phonemic awareness tasks are more advanced, focusing on blending segmentation and the substitution and manipulation of phonemes. In 2<sup>nd</sup> on up, advanced phonemic awareness tasks should continue.

Examples of phonemic awareness tasks on continuum can include:

- Sound and Word discrimination – What word doesn't belong with the others: cat, mat, bat, or ran. Answer: ran
- Rhyming What word rhymes with cat? Possible answers: rat, sat, bat fat, sat
- Syllable splitting The onset of cat is /k/, the rime is /at/. The onset represents any consonant sounds within a syllable that precedes the vowel.
- Blending – What word is made up of the sounds /k/ /a/ /t/? Answer: cat
- Phoneme segmentation – What are the sounds in cat? Answer: /k/ /a/ /t/.
- Phoneme deletion What is cat without the /k/? At
- Phoneme manipulation – What word would you have if you changed the /t/ in cat to /n/? can



# Phonological Skill Continuum

**Word Comparison**

**Rhyming**

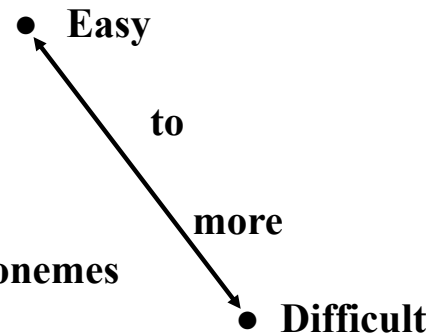
**Sentence segmentation**

**Syllable segmentation & blending**

**Onset-rime blending & segmentation**

**Blending & segmenting individual phonemes**

**Phoneme deletion & manipulation**



University of Oregon, Center for  
Teaching and Learning, 2017

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# Examples of Phonemic Awareness Skills

- **Sound and Word discrimination:** What word doesn't belong with the others: "cat", "mat", "bat", "ran"? **"ran"**
- **Rhyming:** What word rhymes with "cat"? **bat**
- **Syllable splitting:** The onset of "cat" is **/k/**, the rime is **/at/**
- **Blending:** What word is made up of the sounds /k/ /a/ /t/? **"cat"**
- **Phonemic segmentation:** What are the sounds in "cat"? **/k/ /a/ /t/**
- **Phoneme deletion:** What is "cat" without the /k/? **"at"**
- **Phoneme manipulation:** What word would you have if you changed the /t/ in cat to /n/? **"can"**

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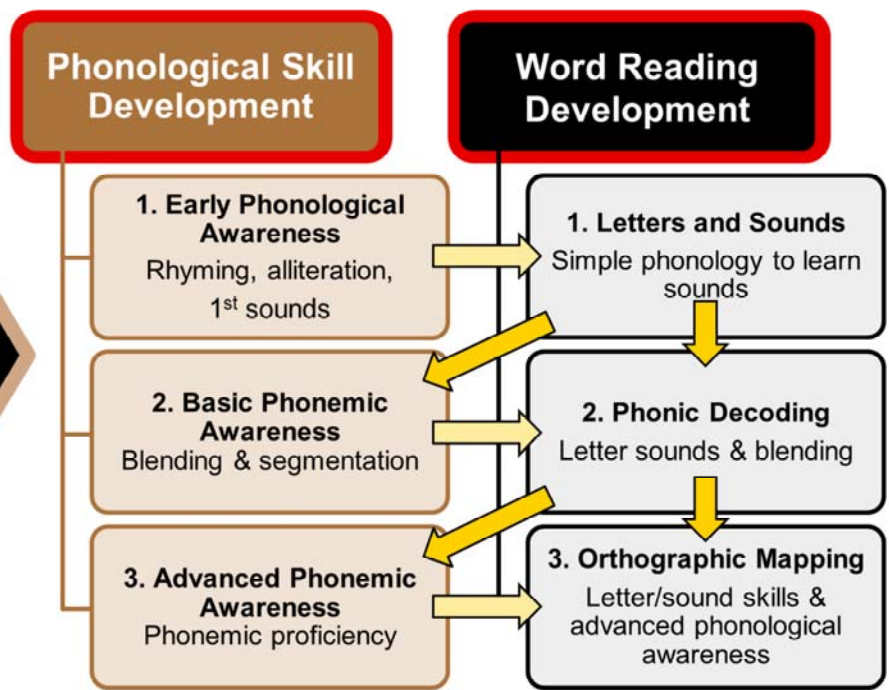
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# Stages of Phonological Awareness and Reading Development

Adapted From David Kilpatrick,  
*Essentials of Preventing,  
Assessing, and Overcoming  
Reading Difficulties*



**Here we have a** visual representation of the stages of phonological awareness that correlate with word reading development  
•3 primary stages

On the left is the phonological continuum necessary for word level reading. It starts with **X** Early Phonological Awareness which includes rhyming, alliteration and first sound identification, moving to **X** Basic Phonemic awareness which includes segmenting and blending, and finishing with **X** Advanced Phonemic Awareness also known as *phonemic proficiency*, or having a high degree of awareness of sounds in spoken words and quick access to those sounds.

1. The **BEGINNING** stage develops primarily during the Kindergarten year..

2. **INTERMEDIATE** stage is when the skills that are most critical for reading and spelling development. It includes the ability to segment and blend phonemes necessary for phonic decoding.

3. **ADVANCED** stage develops between the middle of 1st and 2nd grade and has to do with manipulation of sounds.

Keep in mind that the **manipulation** of sounds, or advanced phonemic awareness, has a higher correlation to word reading proficiency. And it is an **INTERACTIVE PROCESS** between phonology and orthography that continues to develop readers' skills. Phonemic proficiency is also essential to developing orthographic mapping which promotes the acquisition of sight vocabulary.

The thinking is that students will demonstrate growth more rapidly because teachers are

teaching the stages more systematically and explicitly.

**X** You can see there is a causal relationship between phonological development and word reading development. **X** Kilpatrick says to deal with the skills on the left, if you want students to do well on the right.

How Written Words are  
Stored in Memory:  
A Major Discovery in  
Reading Research







## Important Concepts

- **Orthographic mapping:** process used to store words for instant and effortless retrieval.
- Good readers add words easily to their sight vocabulary.
- Many educators incorrectly assume that words are stored using visual memory.
- Current research identifies understanding *orthographic mapping* as a key step to remember and retrieve words.
- This concept to be studied in more depth in future modules.



Recently, scientists have figured out how we store words for immediate and effortless retrieval. **X** orthographic mapping, is what we call the process readers use to store words for instant retrieval. The process relies heavily on phonemic awareness. **X**

**X** Storing words by using visual memory is an inaccurate assumption held by many educators. Reading is a linguistic skill, not a visual skill.

**X** Understanding this process of orthographic mapping is a key step in helping struggling readers in efficiently remembering words, and easily recalling them. Kilpatrick's work will allow us to take a different look at both early reading instruction and reading remediation. This manual describes the current research and provides the reader with instructional information that will foster reading development in all kinds of readers.

Kilpatrick defines orthographic mapping as "The mental process we use to store words for immediate, effortless retrieval. It requires phoneme proficiency and letter-sound proficiency, as well as the ability to unconsciously or consciously make connections between the oral sounds in spoken words and the letters in written words." – ( manual glossary, p. 263)

**X** Stay tuned for future modules that will include this important information...

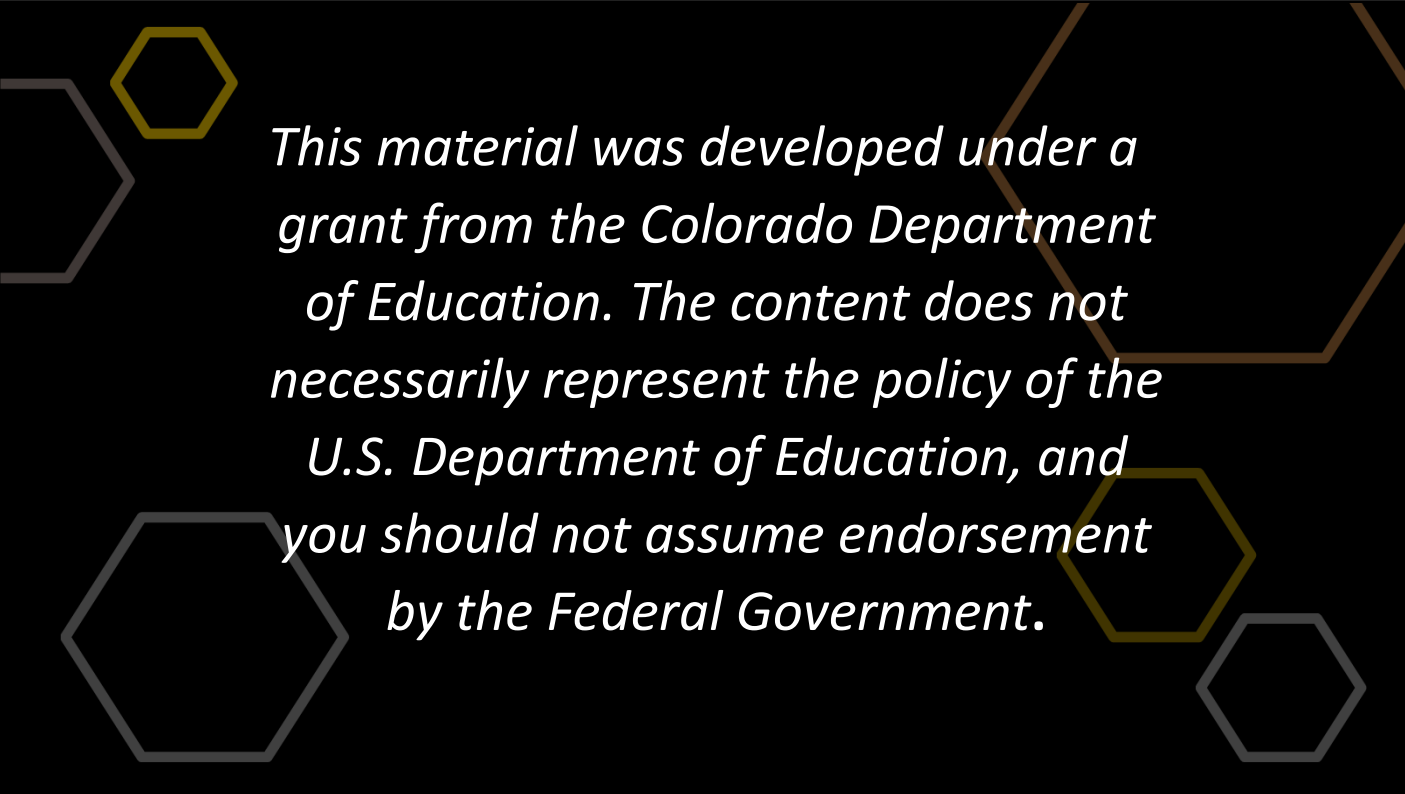


## What's ahead in Module Two

- Learning from good readers
- Word identification vs. word recognition
- Skills needed for word recognition and phonic decoding
- Understanding the reading process:  
The Simple View of Reading
- Four types of reading difficulties



These are the topics we will be covering in our next module.



*This material was developed under a grant from the Colorado Department of Education. The content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.*



Please visit the CDE Specific Learning Disability website for more information:

<https://www.cde.state.co.us/cdesped/SD-SLD>



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