

*A Colorado professional learning series  
based on the book*

# Equipped for Reading Success

**by David Kilpatrick, Ph.D.**

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*Developed in collaboration with the Colorado Department of Education*



**COLORADO**  
Department of Education

Welcome back. We will continue our study of Dr. Kilpatrick's work.



# Module Three

Chapter 2:  
Understanding Psychological Awareness



### Goals for Module 3

- Understand some of the reasons for phonological difficulties in poor readers
- Identify the main sub-components of phonological awareness
- Know and understand the difference between phonics and phoneme awareness
- Be aware of when phonological awareness training should start and why all readers can benefit from this training

Read the learning goals for Module 2

Auditory Skills or  
Phonological Skills?





# Skill Comparison

## Auditory Awareness/Skills

- **Auditory skills** refer to ALL of the sounds we hear.

**Auditory processing** refers to:

- **Detection:** “I hear that!” A child demonstrates awareness of sounds around him.
- **Discrimination:** “That sounds different.” A child is beginning to know that two sounds are the same or different.
- **Identification:** “I recognize that sound/word.” A child makes sound-meaning connections.
- **Comprehension:** “I understand your message.” A child processes combinations of words (phrases, sentences, stories).

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Phonological Awareness, p. 13

## Phonological Awareness/Skills

- Refers only to the sounds of spoken language.

**Phonological awareness** refers to :

- **Word Awareness** – recognizing how many words are within a sentence.
- **Syllable Awareness** – Clap and tap syllables within words. Blend syllables to make a word.
- **Rhyme knowledge** – recognize rhyming word partners and be able to generate rhyming partners. Recognize onset and rime to make word families.
- **Alliteration & Initial Sound Awareness** – Identify initial consonant sounds and create a series of words that begin with the same consonant sounds.
- **Phoneme Awareness** - Being able to identify individual sounds within a word.

**Some students with learning difficulties are described as having auditory problems. This is usually not the case. They can understand and generate spoken language.**

**Let’s look at the difference.**

**Auditory skills** refer to ALL sounds.

**Detection of sounds** refers to an awareness of sounds in the environment.

**Discrimination** shows that the child knows when sounds are the same or different. For example, “moo”/”moo” vs. “moo”/”quack/ quack”

**Identification** goes one step further and the child can connect a sound to a meaningful source. When you say, “Moo,” a child might look for the cow in the book you are sharing or show you the sign for “cow.”

And finally **comprehension** which demonstrates understanding of phrases, sentences and stories. When you say, “Put your cup in the sink and get your shoes.” , that child will follow your direction.

**Phonological Awareness** refers ONLY to the sounds of spoken language.

This includes **Word awareness**, the recognition that our language is made up of units that we speak, and these sentences are made up of words.

**Syllable awareness** which enables a child to break down word into its parts and put them back together.

**Rhyme knowledge.** Recognizing and generating rhymes.

**Alliteration** is creating a series of words that begin with the same initial consonant sound.

**Initial sound awareness** which is listening to a word and identifying and replicating its beginning sound.

For example: Peter Piper picked a peck of pickled peppers.

Finally, there is **phoneme awareness**, which is the awareness that words are made up of small individual sounds.





# Elements of Phonic Decoding

## How does a lack of phonological awareness lead to reading difficulties?

Students with reading problems can understand and produce speech sounds. Their phonological issues relate to PARTS of words, not WHOLE words.

“ Reading is a struggle for them because our alphabet is designed to encode parts of words, and they struggle to connect parts of spoken language to their alphabetic forms.”  
– D. Kilpatrick



Chapter 2: Understanding  
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Read boxes 1 and 2:

Students with reading problems can understand and produce speech sounds. Their phonological issues relate to parts of words not whole words.

Describing struggling readers, Kilpatrick states, “*Reading is a struggle for them because our alphabet is designed to encode parts of words and they struggle to connect parts of spoken language to their alphabetic forms*”

While writing about Blending and Phonic Decoding from his first book: *Essentials of Assessing and Overcoming Reading Difficulties*, Kilpatrick talks about the National Reading Panel’s analysis of the elements of phonic decoding.

He says that...

“phonic decoding involves 2 elements: letter sound knowledge and blending. The reader identifies the most common sounds that go with the letters and then blends the sound together to pronounce a word.

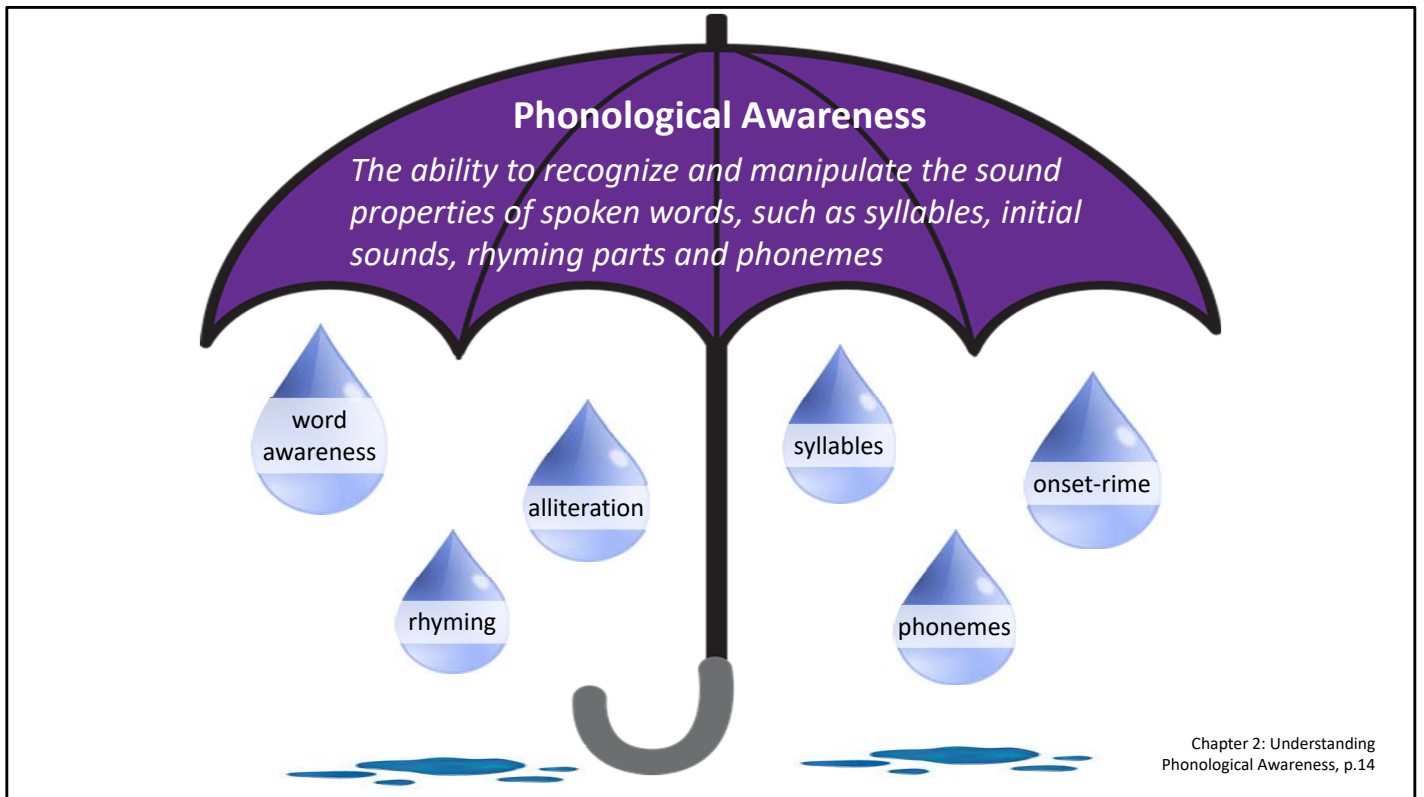
The National Reading Panel report stated: “The process of decoding words never read before, involves transforming graphemes into phonemes and then blending the phonemes to form words with recognizable meaning. (NICHD, 2000, pp. 2-11).





## Phonological or Phoneme Awareness?

Phonological or phoneme awareness? How do we know the difference?



Phonological awareness is an umbrella category. It is defined as “The ability to recognize and manipulate the sound properties of spoken words, such as syllables, initial sounds, rhyming parts and phonemes. Under it includes word awareness, rhyme awareness, syllable awareness, alliteration, understanding onset and rime , and phoneme awareness. Phoneme awareness is a type of phonological awareness.

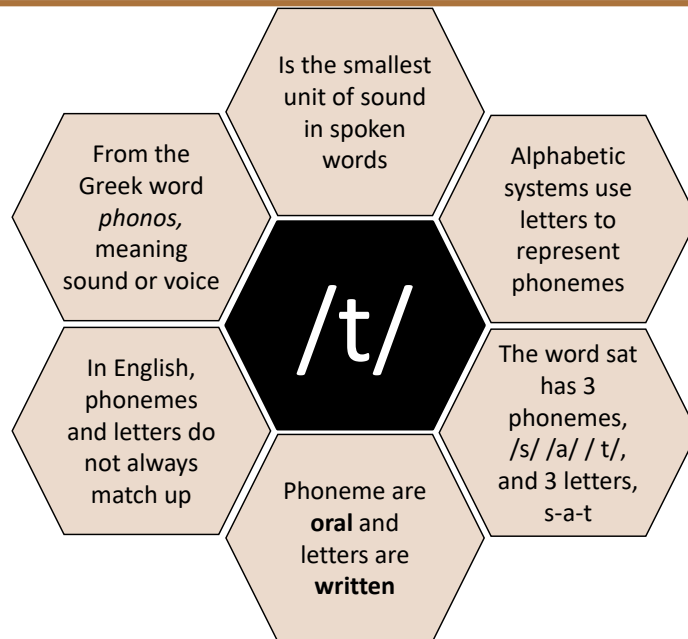
What is a phoneme?



Let's look at what a phoneme is...



# Phoneme



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Let's learn about phonemes:

The term phoneme comes from the Greek word *phonos*, meaning "sound" or "voice."

A phoneme is the smallest unit of sound in spoken words.

Alphabetic systems use letters to represent phonemes. A letter or letters that represent a phoneme is called a "grapheme"

The word sat has 3 phonemes, /s/ /a/ /t/ and 3 letters: s-a-t.

Phonemes are oral and letters are written.

In English, phonemes and letters, so not always match up.

The phoneme /t/ in the center is flanked by 2 diagonal lines called vergules.

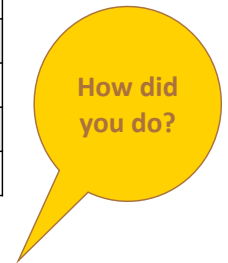
Transition: It's important to note that while letter represent phonemes, they are not the same thing.



# Phoneme vs Letters

Word	Phonemes	Letters
● bake	/b/ /A/ /k/ 3	b a k e 4
● shoe	/sh/ /OO/ 2	s h o e 4
How many phonemes in the following words?	Phonemes	Number
time		③
loose		③
new		②
guess		③
best		④
though		②
box		④

A capitalized vowel between slash marks represents the vowel's **long sound**. Notice all vowel phonemes are **red**.



Kilpatrick emphasizes the importance of both teachers and students understanding the difference between phonemes and letters. It is especially important if we are to successfully train phoneme awareness.

The most distinct difference between the two is phonemes are **oral** and letters are **written**.

Another layer of difficulty in English is that often phonemes and letters do not match up. There isn't always a one to one correspondence.

Let's take the word bake. Say the word. How many phonemes? /b/ /A/ /k/. Notice there are 3 sounds or phonemes but 4 letters. The e on the end of bake is silent, therefore not a phoneme, since it has no sound. Nevertheless, it plays an important role of making the a long.

A capitalized vowel between slash marks represents the vowel's **long sound**. Notice all vowel phonemes are **red**.

Let's look at the word shoe. Say the word. How many sounds or phonemes in the word shoe? /sh/ /OO/. There are 2 phonemes. Sh is a digraph, which is two letters that represent one sound. The oe is a vowel team that makes the sound oo The word has 4 letters: s-h-o-e.
















Read the remaining list of words on the slide. See if you can identify the number of phonemes in each word. Stop the recording so you will have time.

Let's take a look at the list of words:

First word: Animated list



# Phonics and Phoneme Awareness

Phonics Help Mat					
 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	 ch	 sh	 th	 ar

What is the difference between PHONICS and PHONEME AWARENESS?

All these “phon” words can be confusing. Let’s look at the difference between phonics and phoneme awareness.



## What's the difference?

- **PHONICS** is a system for approaching reading that focuses on the relationship between the printed word and the oral form of the word.
- **PHONEME AWARENESS**, a subcategory of phonological awareness, is the awareness of individual sounds within a spoken word.

Table 2.1: Key Differences Between Phonics and Phoneme Awareness (*p. 15*)

	FIELD OF ORIGIN	DOMAIN	SKILL TYPE	ROLE IN READING
PHONICS	Education	Written Language	Academic	Sounding out new words
PHONEME AWARENESS	Linguistics/ Speech Pathology	Spoken Language	Mental/ Linguistic	Supports word storage and phonics

Sometimes confused by educators, it is important to note the distinction between phonics and phonemic awareness.

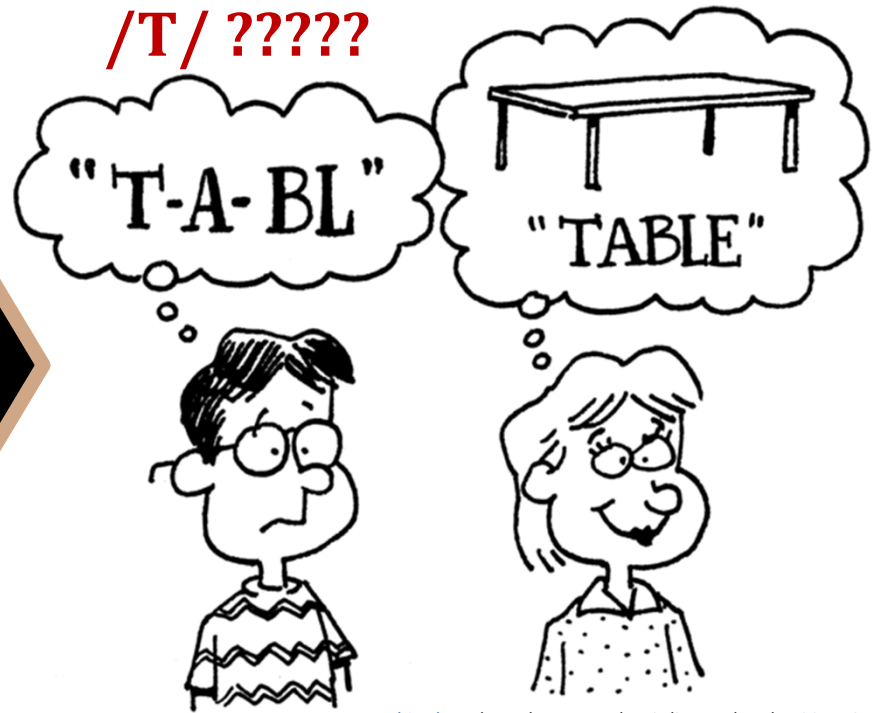
Phonics is a system for approaching reading that focuses on the relationship between the printed word and the oral form of the word.

Phoneme awareness, a subcategory of phonological awareness, is the awareness of individual sounds within a spoken word.

If we look at Table 2.1 The Key Differences between Phonics and Phoneme Awareness, you can see differences between the two, such as Field of Origin, Domain, Skill Type and their Role in Reading., which states the role of phonics is sounding out new words, while the role of phoneme awareness is to support word storage and phonics..



What does  
"Awareness"  
Mean in the  
Term Phoneme  
Awareness?

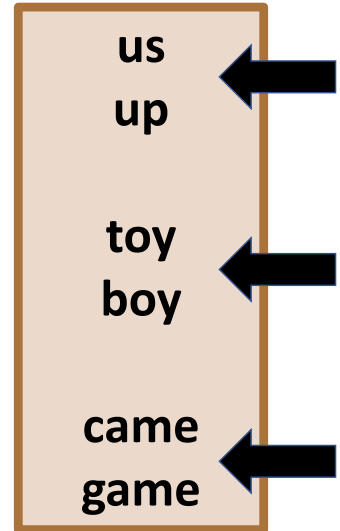


What exactly does the awareness part of phoneme awareness mean?



# Phoneme "Awareness"

- **Phoneme discrimination** – Children can tell the difference between two words that differ by only one letter.
- At around 6-7 years of age, children can understand **why** these words sound different from each other. This is the **awareness** part of phoneme awareness.



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Very early in life, many children can tell the difference between two words that differ by one phoneme. For example, us and up, toy and boy and came and game.

This is referred to as phoneme discrimination.

Even though children can hear the difference in sounds, they don't develop and understanding of WHY until about 6 or 7 years of age.

Understanding what makes one word sound different from another is phoneme awareness.

## Don't Most Children Read Well Without Phoneme Awareness Training?



### Phoneme Awareness and Intelligence

Is phoneme awareness really necessary? Don't most children read well without phoneme awareness training? And what is the connection between good phoneme awareness and intelligence?



## Did You Know . . . ?

- 60% - 70% of children develop phoneme awareness naturally.
- Others will need **explicit instruction** to develop the same skills.
- Phoneme awareness is essential if a child is to develop into a strong reader.
- There is a small correlation between phoneme awareness and IQ.
- Some children with low IQs develop good phoneme awareness, while some students with average to above average intelligence have poor phoneme awareness.

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Phonological Awareness, p.16 – 17

Did you know that 60 – 70% OF CHILDREN develop phoneme awareness naturally?

Others will need explicit instruction to develop the same skills.

These students often represent the students who have word level reading difficulties, or compensator type of readers.

Phoneme awareness is essential if a child is to develop into a strong reader.

There is a small correlation between phoneme awareness and IQ.

Teachers and parents often make an intuitive assumption that children are smart enough to be able to easily learn to read.

Some children with low IQ develop good phoneme awareness, while some students with average to above average intelligence have poor phoneme awareness.

## Which Children Should Receive Phonological Awareness Training, and When?



Which children should receive this type of training and when?

## Who and When?



- Training in basic phonological skills like rhyming, alliteration, first sound awareness and syllable segmentation can start in pre-school.
- Starting in kindergarten, ALL children should receive formal phonological awareness training.
- Typical first and second graders can learn to read more quickly and efficiently when they are trained in phoneme awareness.
- There are some students with average potential who never reach their full potential because their teachers are unaware of the students' phoneme awareness difficulties.

Training in basic phonological skills like rhyming, alliteration, first sound awareness and syllable segmentation can start in preschool.

Pre-school activities can include reading stories that contain rhyming and alliteration, and playing word games.

Starting in kindergarten, all children should receive formal phonological awareness training.

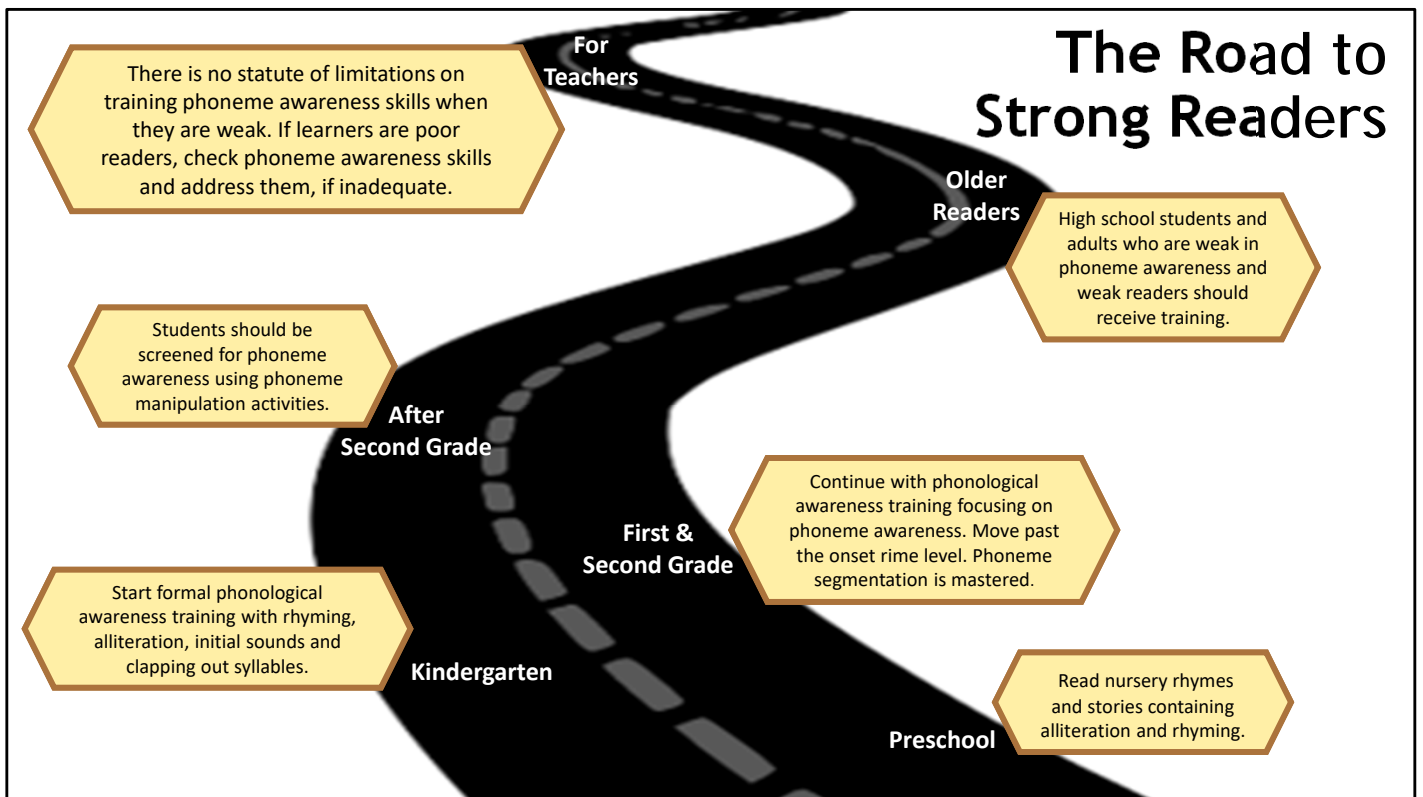
Nursery rhymes are a great way to get phonological skills in.

If all children are trained, potential reading difficulties can be prevented or minimized.

Fewer children struggle later.

Typical first and second graders can learn to read more quickly and efficiently when they are trained in phoneme awareness.

There are some students with average potential who never reach their full potential because their teachers are unaware of the students' phoneme awareness difficulties.



As we said earlier, about 60 – 70% of children develop phoneme awareness naturally. Other children will never develop those skills unless they are explicitly taught. Let's look at our timeline...

- Preschool activities should include stories and rhymes that introduce children to alliteration, rhyming and playing word games.

In a British study, children exposed to classic nursery rhymes were better readers at the end of second grade than those who were not exposed.

- In kindergarten ALL children should receive phonological awareness training. If all children are trained, potential reading difficulties can be prevented or minimized. Kindergarten instruction should include rhyming, alliteration, and clapping out syllables.
- First and second graders can learn to read more quickly and efficiently if they have been trained in phoneme awareness. Early phonological training allows students to focus on comprehension earlier, because they can build a large sight vocabulary more quickly.

There are some bright students who never reach their potential as readers due to the fact that phoneme awareness difficulties go undetected and students compensate. They almost never receive additional instruction.

- Older students, after second grade, students should be screened for phoneme

awareness skills using phoneme manipulation activities to test phoneme proficiency, if they exhibit reading difficulties.

- Students, including those in high school and even adults should get training if they are weak in phoneme awareness.
- Kilpatrick states that there is “no statue of limitations on training phoneme awareness skills when they are weak.” Readers of all ages can benefit from direct instruction. Phoneme awareness is a linguistic skill that is essential for learning to read. It works alongside phonics to all readers to master word recognition.





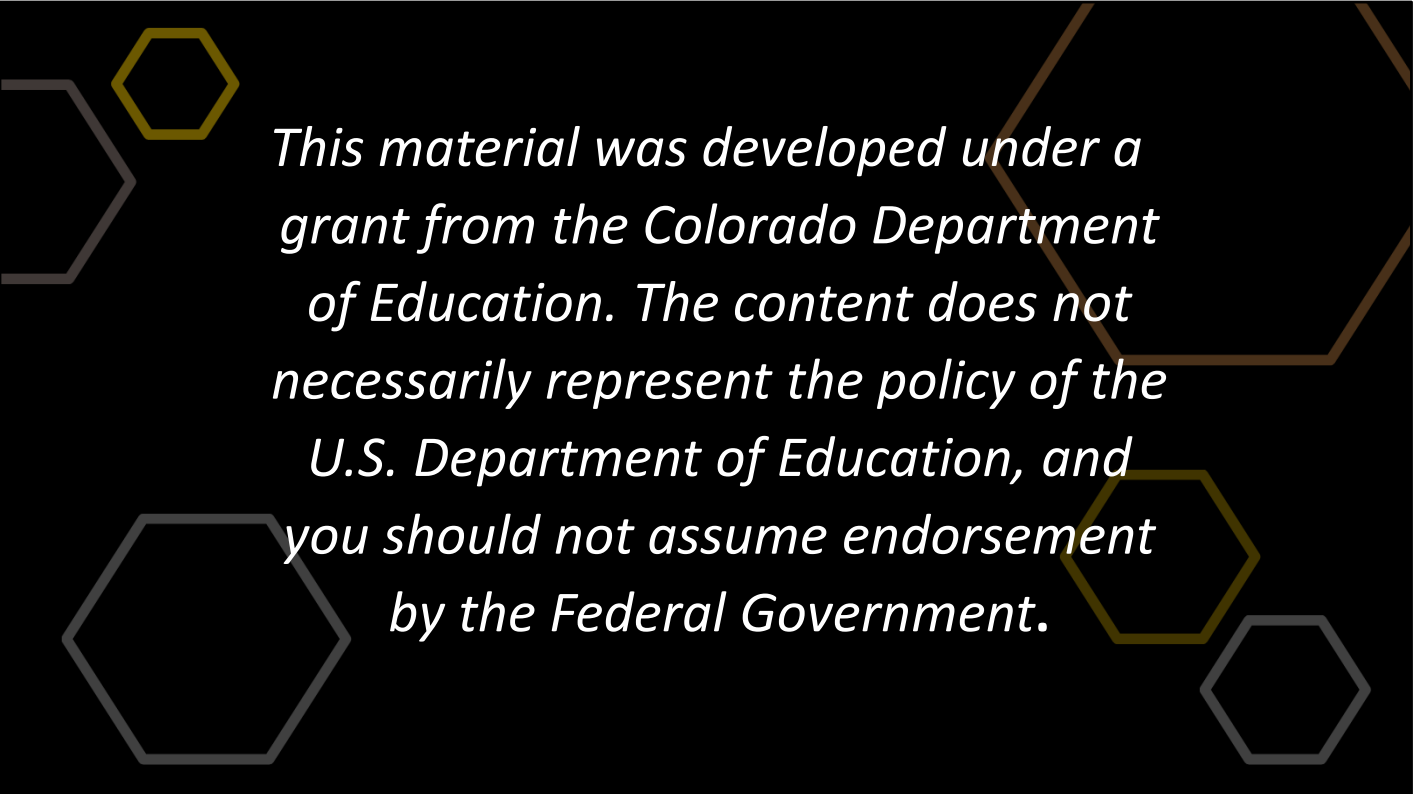
# Levels of Phonological Awareness

- Syllable level along with alliteration and rhyming
- Onset-Rime Level
- Phoneme Level
- How much phoneme awareness is necessary to be a fluent reader?
- Program Levels of *the Equipped for Reading Success Phonological Awareness Training Program*



## Module 4

In Module 4, we move on to Chapter 3 in the manual, which deals with Kilpatrick's identified Levels of phonological awareness as well as the Program levels.



*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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