

*A Colorado professional learning series
based on the book*

Equipped for Reading Success

by David Kilpatrick, Ph.D.

Presented by Deb Hoesterey, Educational Consultant

Developed in collaboration with the Colorado Department of Education



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



Module Four

Chapter 3: The Role of Physiological Awareness



Goals for Module 4

- Understand the importance of phoneme proficiency and the necessary skills for its development
- Understand and define the stages of phonological awareness development and know when skills are acquired or mastered
- Become familiar with each phonological level, and how they coordinate with program levels



Sequence of Skill Acquisition

When Skills Are Acquired or Mastered

Phonological Awareness Level	Typically Achieving Readers	Low Achieving Readers	Equipped for Reading Success Program Levels
1. SYLLABLE LEVEL <i>Also Alliteration & Rhyming, Syllable Segmentation</i>	Pre-K to kindergarten	Pre-K to second grade	D,E
2. ONSET-RIME LEVEL	Early kinder to early first grade	Late kindergarten to second grade	F,G
3. BASIC PHONEME LEVEL	Mid first grade to early second grade	Early second to fourth or may not master	H,I J,K,L,M
4. ADVANCED PHONEME LEVEL	Late first grade to third grade	Often may not master	H,I J,K,L,M,N

Chapter 3: Levels of Phonological Awareness, p.19

Phonological Awareness develops in stages. It is important for educators to adhere to the proper sequence of skills. Doing so insures optimal progress.

This skill acquisition chart is found on p. 19 of your manuals. X On the far left in the first column, we have the Phonological awareness levels identified. X The first level is the Syllable level which also includes alliteration and rhyming, as well as orally segmenting words into syllables. X Moving to the right shows when typical readers usually acquire the skills at this level, which is Pre-K to kinder. X The next column to the right shows the time period within which low achievers usually acquire these skills, and the last column X identifies the levels within the program, these skills are taught and practiced. The syllable level is taught in levels D & E. There are no direct exercises for rhyming or alliteration provided at this early level, so teachers can add supplemental rhyming and alliteration activities.

X The next level is the onset-rime level which for typical reader is acquired in Early kinder to early first grade. X For struggling readers, the window is later kinder to second grade. XThe onset-rime level correlates with levels F & G in Equipped for Reading Success. Levels F & G tap into the same skills needed for alliteration and rhyming.

X The third level is the basic phoneme level which is achieved mid first grade to early second grade for typical readers, and early second grade to fourth grade for struggling readers. Notice that Kilpatrick puts “or never” for low achievers ,at both the basic and

advanced phoneme levels, implying that some struggling readers never master these levels, even though their mastery is critical for students to become proficient readers. I have chosen to put *may not master*. The phoneme level is the most difficult type of the 3 broad levels of phonological awareness and is subdivided into basic and advanced. X The basic phoneme level correlates with program levels H, I and, X while the advanced phoneme level is slightly different, and is taught in levels J, L, M and N.

Syllable Level





Syllable Level, Alliteration and Rhyming

- Word Games
- Nursery Rhymes
- Children's Books
- Segment Syllables



At the syllable level, children learn to segment words into syllables.

For example, the name Kevin has two parts: X KE-VIN.

X Children engage in Word Play , including rhyming and alliteration. Alliteration uses words that begin with the same sound/letter. For example, “Peter Piper picked a peck of pickled peppers”.

X When children are exposed to word play, Xnursery rhymes and Xchildren's stories, they begin to focus on the oral properties of words such as sounds and Xsyllables.

X In order to rhyme, alliterate or segment syllables, Xchildren must think about the sounds we make when we speak, as opposed to the meanings of the words, thus introducing them to phonological awareness.



Onset-Rime Level

Next we will look at the onset-rime level.



Onset-Rime Level

- **Onset** – The onset of a syllable refers to any consonant sounds that come *before* the vowel in that syllable. *For example: sat, them and spring.*
- **Some syllables or words have no onset**, because they do not have consonants before the vowels. *For example: out, am and ice.*
- **Rime** – The rime is the part of the syllable that includes the vowel and the rest of the syllable. *For example: ood, oat and ead.*
- **In silent ‘e’ words**, such as *made, like* and *rope*, -ade, -ike and -ope are the rimes.
- **In print**, a rime can be referred to as a “phonogram.”

RIME
RIME UNIT

The onset-rime level represents the first time children break apart a syllable.

X Onset is the consonant or consonants that come before the vowel in a syllable. X For example, s in sat, th in them and spr in spring.

X There are some syllables that have no onset, because they lack a consonant before the vowel. For example X the word Xout, Xam, and Xice.

X The rime is the part of the syllable that includes the vowel sound and any consonant sound that follow the vowel sound within a syllable. For example X–ood in food, oat in X boat, and X ead in read.

X For silent e words, the silent e is included in the rime: X ade in made, X ike in like and X ope in rope.

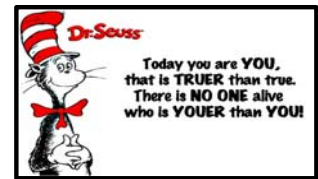
X In print, a rime can be referred to as a “phonogram”. Kilpatrick will refer to an oral rime as a X RIME and a printed rime as a X RIME UNIT.



A Rime is a Rime

What's the onset and rime for each syllable
in the following word?

carpenter



X Written and oral rimes do not always match. X For example, **have** and **save** share the same rime unit, but they don't rhyme.

When we talk about the color **white** and the word **right** (opposite of left), these words rhyme, but have different rime units : X-ite and -ight

X Here is a quote from Kilpatrick. He states, A rime is a rime, regardless of the spelling pattern or whether it rhymes with anything else.

X Not every syllable has an onset, but every syllable has a rime, because every syllable contains a vowel.

X Think back to the definition of onset and rime and see if you can identify the onset and rime for each syllable in the word X carpenter.

PAUSE

X The word carpenter has 3 syllables: car. pen. Ter

X In the first syllable, the onset is /k/ and the rime is /ar/ spelled ar.

X For the second syllable, the onset is /p/ and the rim is /en/. The rime unit is en.

X In the third syllable, the onset is /t/ and the rime is /er/. The rime unit is e-r.

Phoneme Level



Let's investigate the phoneme level, both basic and advanced.



Phoneme Level

- To be a good reader, students **MUST** master phoneme-level skills.
- Just mastering syllables is not enough, however one level helps to build the next.
- Kilpatrick is very clear; *“Unless students master the skills at the phoneme level, you will not see the desired effect on reading.”*
- Students can have strong syllable and onset-rime skills, but still be weak readers.
- Phoneme awareness is the most difficult type of phonological awareness. Kilpatrick divides this level into 3 parts: early, basic and advanced.

Early Phoneme Awareness

Syllables, first sound awareness, and rhyming

Basic Phoneme Awareness

Segmentation and blending, or onset-rime level skills

Advanced Phonemic Awareness/Proficiency

Automatic, unconscious use of phonological skills

This book touts the importance of the phoneme level, and its correlation to proficient reading.

X To be a good reader, student **MUST** master phoneme-level skills.

X Just mastering syllables is not enough, however, one level helps to build the next.

X Kilpatrick is very clear; *“Unless students master the skills at the phoneme level, you will not see the desired effect on reading.”*

X Students can have strong syllable and onset-rime skills, but still be weak readers.

X Phoneme awareness is the most difficult type of phonological awareness. For instructional purposes, this level is divided into 3 parts: Early, Basic and Advanced Phonemic Awareness.

X Early Phoneme awareness promotes practice with understanding syllables, identifying first sounds and rhyming

X Basic Phoneme awareness entails segmentation and blending, or onset-rime level skills

X Advanced Phonemic awareness which is the automatic, unconscious use of phonological skills, or phonemic proficiency.



How Much Phoneme Awareness is Necessary to Be a Fluent Reader?

Read the question...



How Much?

Give **direct, explicit phoneme awareness training**. Continue reinforcement even after mastery. Do not focus only on *phoneme segmentation*; also include **phoneme manipulation activities**, which include deleting or substituting phonemes.

Research says that to be a fluent reader, one must be thoroughly competent at the phoneme level. Kilpatrick calls this **phonemic proficiency**.



Some students get “stuck” at the onset-rime or the basic phoneme level.

This represents mid-1st to early 2nd grade phonological awareness. How do these children get “unstuck” and move on?

XResearch says that to be a fluent reader, one must be thoroughly competent at the phoneme level. He calls this phonemic proficiency.X

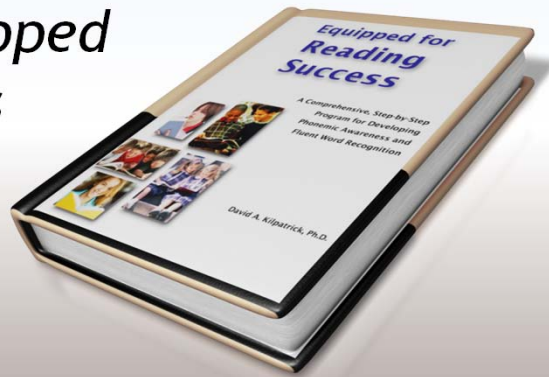
XSome students get stuck at the onset rime or the basic phoneme level X This represents mid-1st to early 2nd grade phonological awareness. X How do these children get unstuck and move on?

XYou have to give them direct, explicit phoneme awareness training. Continue reinforcement, even after mastery. Do not just focus on phoneme segmentation, but include phoneme manipulation activities, which include deleting or substituting phonemes.

If we only use segmentation to assess a student's phoneme awareness, we might make assumptions about his proficiency, and students might not get the training that will help them to become better readers.

In the past, The author believes that we have relied too heavily on phoneme segmentation and not enough on phoneme manipulation.

Program Levels of *Equipped for Reading Success*



Let's look at some of the levels in the program, and specific skills that go with them.



Overview of Program Levels

Phonological Awareness Level	Program Level
SYLLABLE LEVELS (D & E)	
Basic Syllable Levels	D1, D2, E1, E2
Advanced Syllable Levels	E3, E4, E5, E6
ONSET-RIME LEVELS (F & G)	
Onset-Rime Levels	F1, F2, G1, G2
PHONEME LEVELS (H – N)	
Basic Phoneme Levels	H1, H2, I1, I2 ●
Advanced Phoneme Levels	J, K1, K2, L1, M1, M2 ●
Optional Advanced Phoneme Levels	N1, N2 ●

Chapter 3: Levels of Phonological Awareness, p. 24 & 25

Let's look closely at the detailed description of program levels on pages 24 & 25 in your manuals.

XThe Syllable levels can be found in program levels D & E

XThe Onset-Rime levels are covered in program levels F & G.

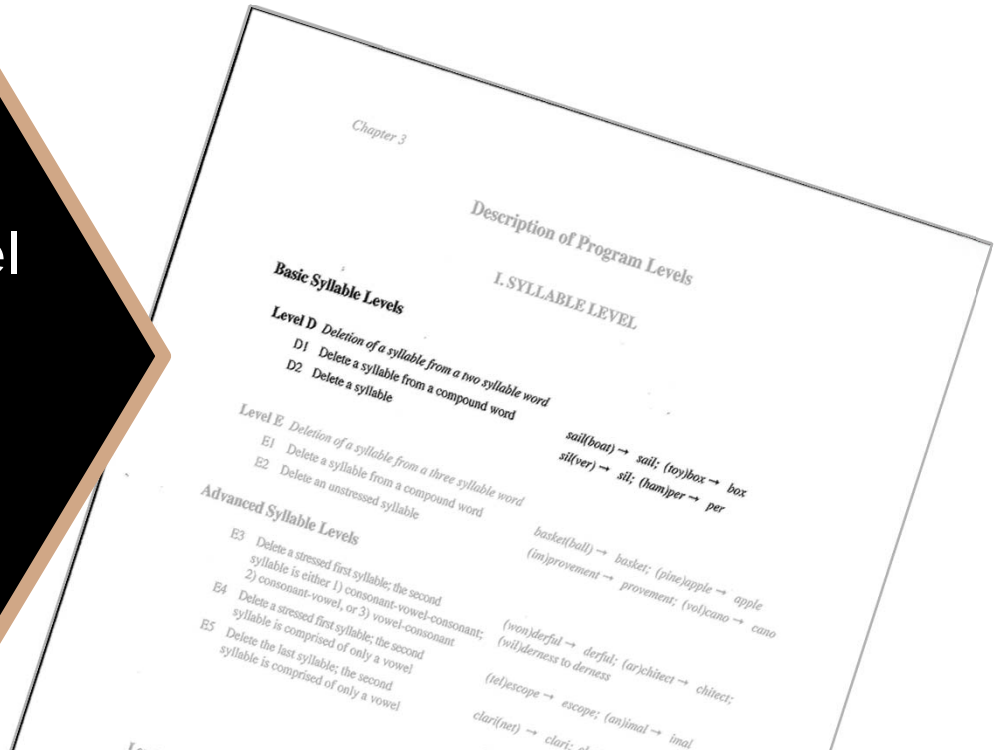
XBasic Phoneme Levels include H & I

XAdvanced Phoneme Levels are identified as J through M

XAnd the Phoneme levels including Optional Advanced Activities are in program levels through N.

Syllable Level

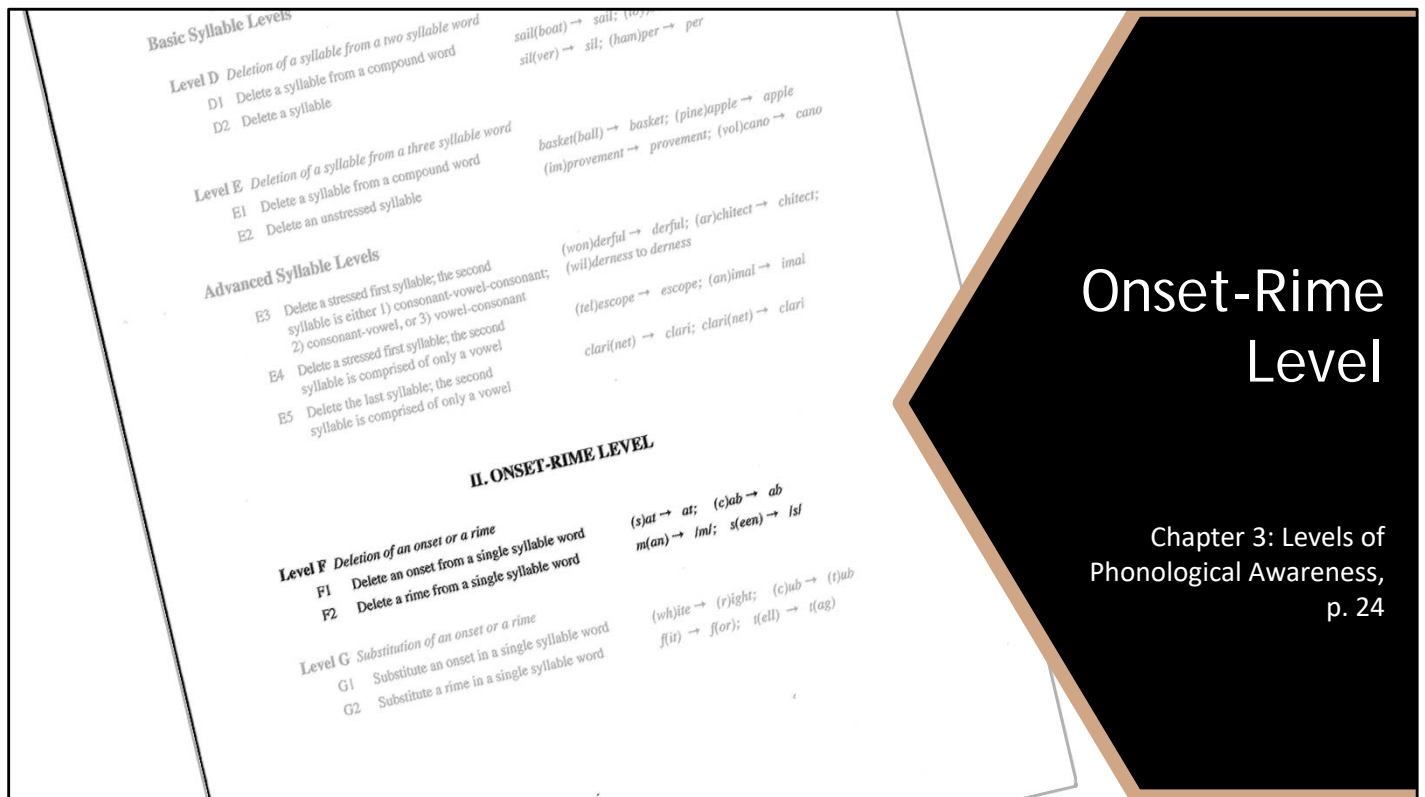
Chapter 3: Levels of
Phonological Awareness,
p. 24



On page 24 of your manuals, there is a description of the types of activities at each Syllable program level with examples.

X For example, the first activity under level D, is to delete a syllable from a compound word. So if I give you the word sailboat and ask you to take away, boat, what word am I left with? The answer is sail.

Be sure to look this over in your manual.



Onset-Rime Level

Chapter 3: Levels of Phonological Awareness, p. 24

The Onset-Rime Level follows the syllable level.

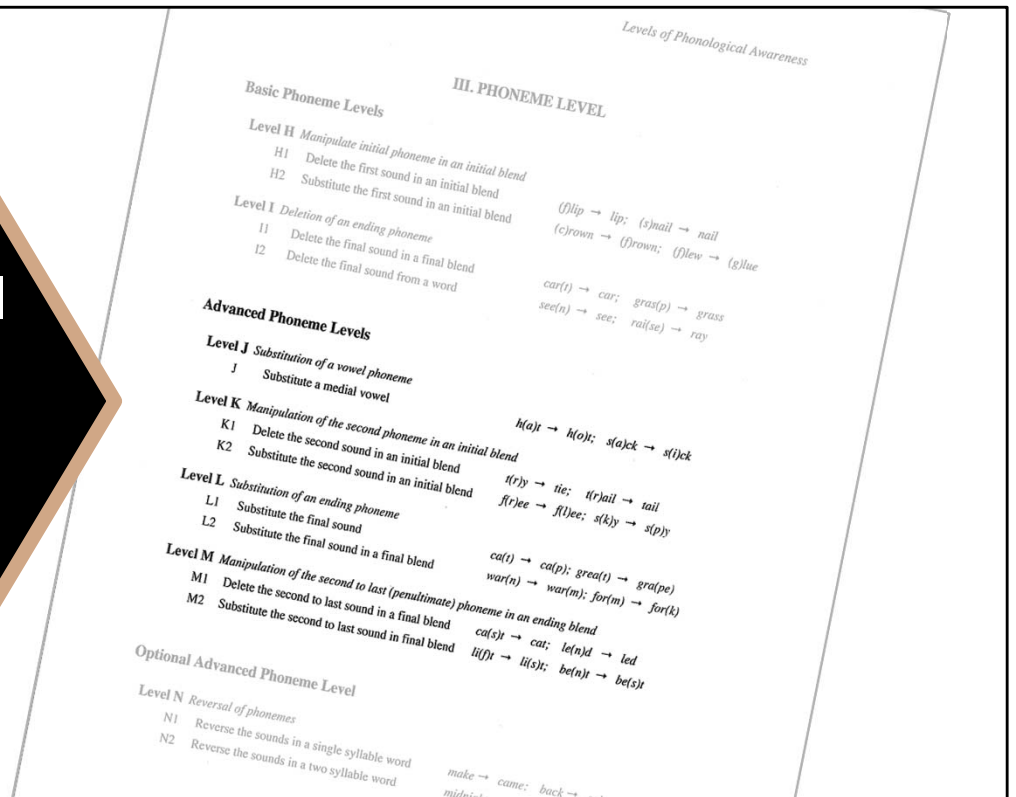
X An example of an activity would be in Level F, delete an onset from a single syllable word .

If I gave you the word sat, and asked you to take away the onset, which is /s/, what would you be left with? The answer is at.

Be sure to check this page out.

Phoneme Level

Chapter 3: Levels of Phonological Awareness, p. 25



On page 25 of your manuals are the activities for the Basic, Advanced and Optional Advanced Phoneme levels

X An example of an activity in the advanced phoneme level, Level J would be substituting a medial vowel phoneme.

If I gave you the word hat, and asked you to change /a/ to /o/, what word would I have? The answer is hot..

Look these examples over when you get a chance.



Coming Up in Module 5

Orthographic Mapping and Sight Word Learning

Why We Need Phoneme Awareness

- What scientists used to think about how we store words.
- Challenging the belief that word recognition is based on visual memory.
- The discovery of orthographic mapping.
- Why written words are meaningful letter strings.



In Module 5, we move on to Chapter 4 in the manual, which deals with Kilpatrick's focus on Orthographic Mapping and its repercussions.

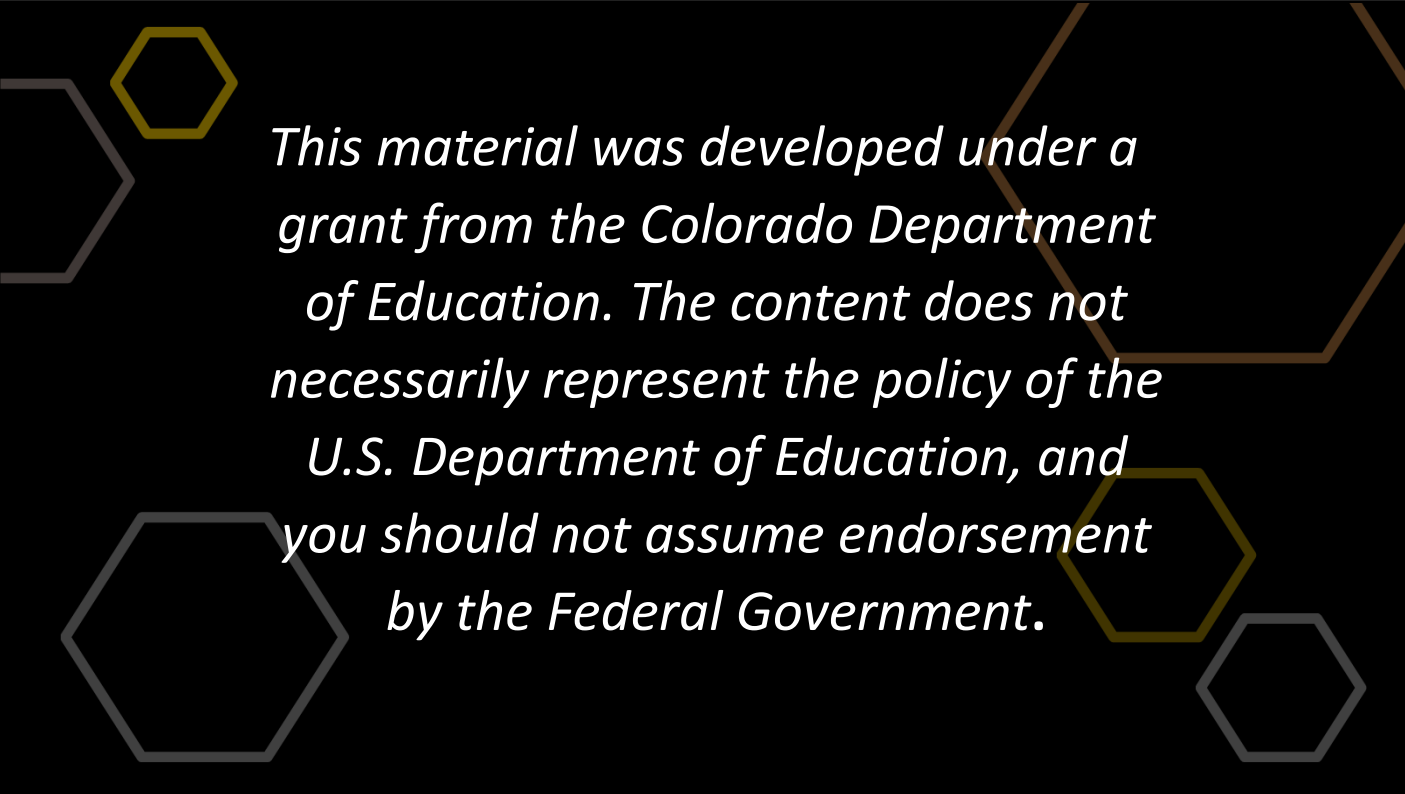
The big ideas are:

XWhat scientists used to think about how we store words

XChallenging the belief that word recognition is based on visual memory

XThe discovery of orthographic mapping

XWhy written words are meaningful letter strings.



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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