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

COLORADO
Department of Education

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

Module Ten

Chapter 7:

Consonants, Vowels, and Other Phonological Awareness Tasks

This is Module 10 It correlates with Chapter 7 in our manuals. The following chapters teach how to train and assess phoneme awareness.

Goals for Module 10

- Become familiar with a variety of phonological awareness tasks

- Be able to define terms such as rhyming, alliteration and first sound awareness and to be able to see where they fit in the hierarchy of phonological tasks

- Understand why phoneme manipulation is so beneficial, relative to other types of phonological tasks

- Show how manipulation tasks incorporate other traditional phonological awareness tasks like segmentation, isolation, and blending

- Understand the "why" behind the One Minute Activities

Let's introduce the learning goals for Module 10 They include:

Types of Phonological Awareness Tasks

Phonological Awareness Continuum
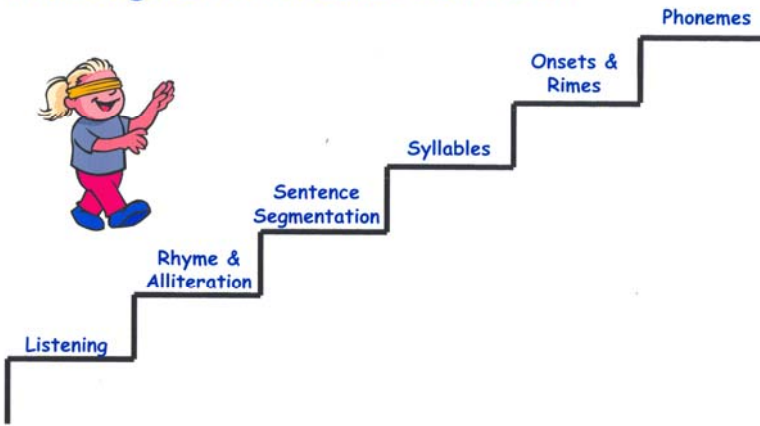
There have been several types of phonological tasks available that have been used for assessment and instruction. These include:

rhyming

alliteration

segmentation

blending

categorization

isolation

manipulation

Oral Blending/Phonological Blending

- Phonological blending is essential for sounding out words.
- A student gives a sound for each letter and blends those sounds together to phonically decode a word.
- Blending puts sounds together.
- Phonological analysis tasks pull spoken words apart.
- Blending is required for phonic decoding.
- Phonemic analysis is required for orthographic mapping and spelling.
- Most weak readers develop blending skills without developing sufficient phoneme analysis skills.
- When a student does well on blending and poorly on an analysis task, he has poor phonological awareness.

Blending is a skill that we, as teachers, spend a lot of time on with emerging readers.
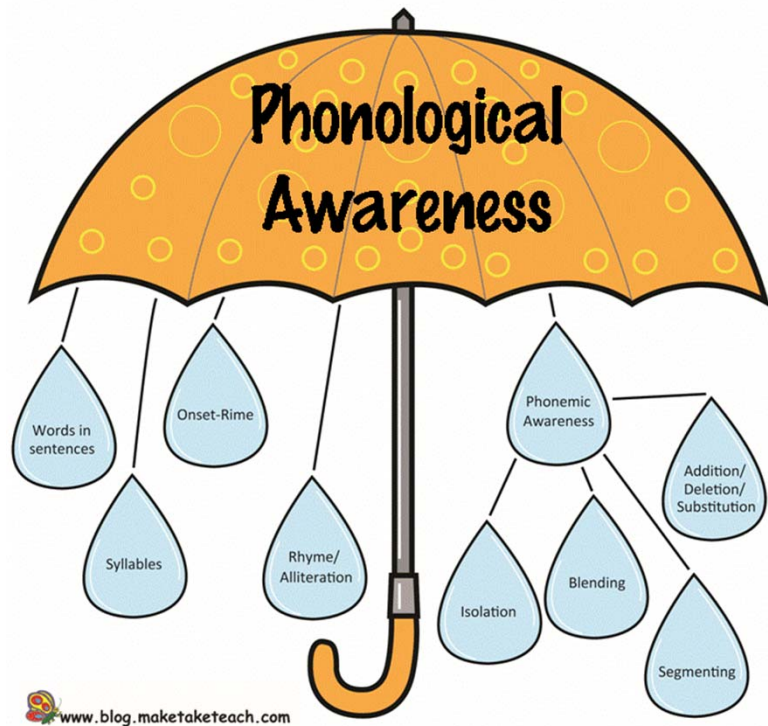- We know that:

Early Phonological Skills
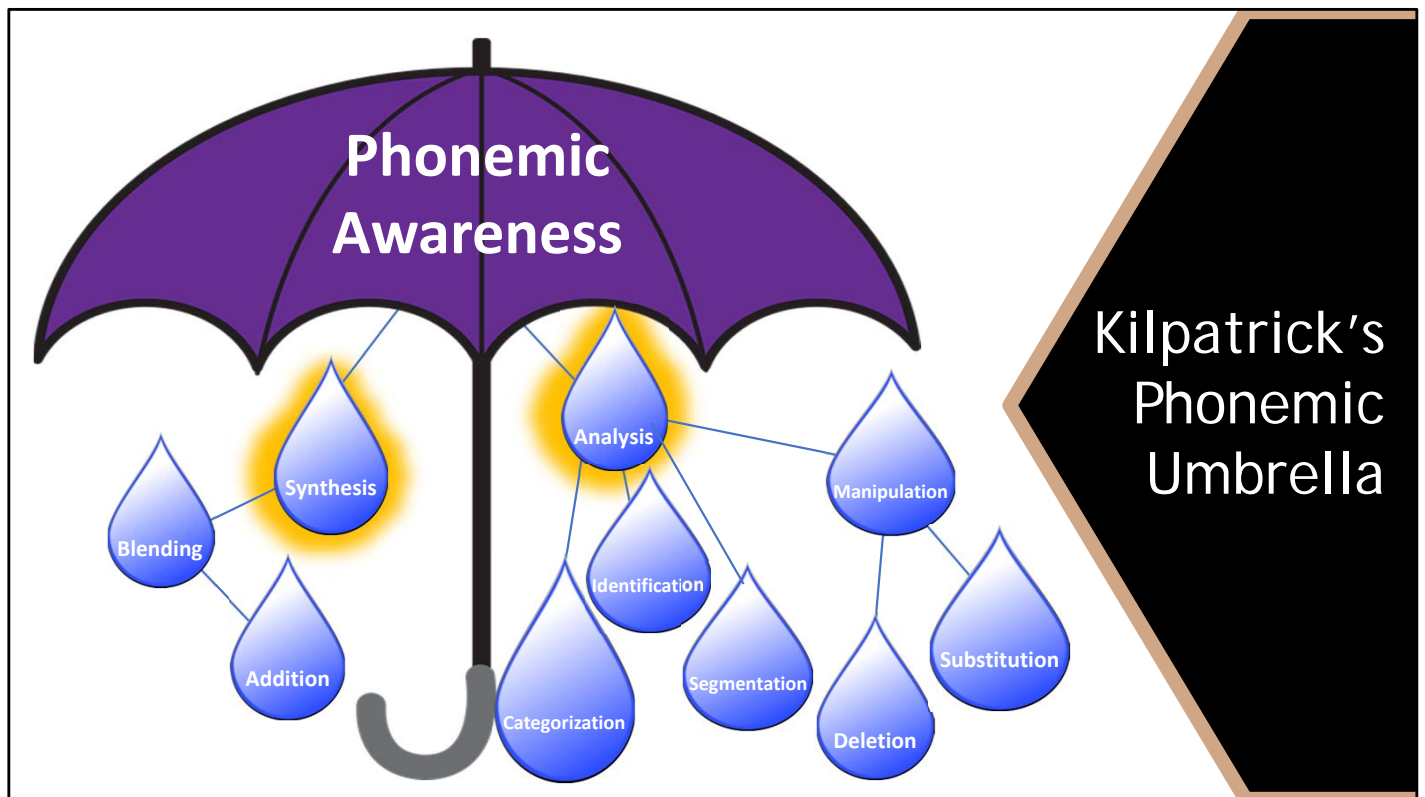
Alliteration

First Sound Awareness

Rhyming

We are going to look more deeply into three early phonological skills:
Alliteration
First Sound Awareness
Rhyming
We will look at alliteration first…

Phonemic Awareness

Kilpatrick's Phonemic Umbrella

In his work , Kilpatrick notes a a distinct difference between phonemic **tasks** and skills.

Non-phonemic level skills do not directly enhance reading. Only phonemic skills affect reading (
It is important to note that Kilpatrick believes that we should get to phoneme-level work as soon as possible. He feels too many teachers spend too much time on pre-phoneme activities and don't get to the phoneme-level skills soon enough. Children are expected to start reading in kindergarten. It is important that students are successful in levels F & G before learning to read. Teaching students to read before mastery of Levels F & G encourages students to use compensatory strategies.

Here we see a graphic that points out two major components of phonemic awareness.: Synthesis on the left and and Analysis. On the right

Alliteration

- Alliteration is word play that involves using many words that share the same beginning sound.

- For example: *The big black bug bit the big brown bear.*

- Alliterative stories and alphabet books provide an effective way of introducing and reinforcing initial phonemes.

- The teacher reads the story aloud, exaggerating the initial sounds in the words. Children can go on to recite the stories with the teacher and eventually create their own. Composing stories using their own names is a fun way to start.

  Stephen is sailing his Sunday sail around San Francisco 's southern tip.
  The sun is shining so Stephen sweetly sings his silly song.

- First sound awareness is a *skill,* while alliteration is a *task* that gets at the first sound awareness skill.

Attention: Alliteration Ahead!

Phonemeic Awareness in Young Children,
Adams, Foorman, Lundberg & Beeler, 1998, Appendix E, pg. 154

We referred to this early phonological skill at the beginning of Chapter 2.
 Remember that phonological refers only to the sounds of oral language.
 Phonological awareness is an umbrella category and includes 3 areas that we will touch on as part of early phonological skills: alliteration, rhyming and initial sound awareness. These skills and others provide the foundation for phoneme awareness and are mentioned throughout the text.
 When possible, we have used Kilpatrick's definitions of each of these skills.
This is simply an introduction to each for the benefit of our audience.
Let's start with alliteration.
Alliteration is word play that involves using many words that share the same beginning sound.
For example: *The big black bug bit the big brown bear.*
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    Stephen is sailing his Sunday sail around San Francisco 's southern tip. The sun is shining so Stephen sweetly sings his silly song.
First sound awareness is a *skill,* while alliteration is a *task* that gets at the first sound awareness skill.

Activity: Alliteration Skill – First Sound Identification

Instructional Video

Alliteration

Here is a simple introduction of alliteration using poetry.

Here is a simple introduction of alliteration using poetry.

Practicing Alliteration
Skill: First Sound Identification

Here we practice and feel the repetitive sounds in alliteration.

Here is a simple introduction of alliteration using poetry.

Alliteration and Words in a Sentence

Here we show practicing alliteration using supports.

Here we show practicing both alliteration and identifying words in a sentence.

Rhyming

Rhyming is juxtaposing two or more words that have a similar sounding oral rime unit (*e.g., hat, bat, sat*). Rhyming is oral, so words with different spelling patterns may rhyme (*e.g., right, white, height*).

From Phonics A to Z: A Practical Guide, Blevins, 2nd Edition 2006, pg. 48:

When introducing rhyming, explain to students that rhyming words are words that have the same ending sounds, such as *pop* and *mop*. Model how to make a rhyme.

You might say something like, "The words pop and mop rhyme because they both end with /op/. Listen: /p/…/op/, *pop*, /m/…/op/, *mop.* I can make other words that rhyme with *pop* and *mop*. This word begins with /h/ and ends with /op/, *hop.* Can you make other words that rhyme with *pop, mop* and *hop*?"

- Rhyming is an important part of the pre-K and kindergarten experience. Let's look at what this skill is and how to facilitate it.

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Activity: Rhyming Skill - Onset-Rime

Instructional Video

This next clip shows one possible way of guiding students to try rhyming.

Rhyming

Initial Sounds

- Initial phonemes of words are easier to distinguish and attend to than medial and final phonemes, we usually start with activities where students are asked to listen for and identify beginning sounds in words.

- This skill represents an early step in the development of phoneme awareness. Oral *segmentation* is required.

From *Phonics From A to Z: A Practical Guide, 2nd Edition, Blevins, 2006, pg. 39 – First Sound First.*

- Ask children to listen to the following set of words   *sat, send, sick.* Point out that all these words begin with the same sound. This sound is /s/. Ask the children to listen carefully to each new set of words you say and then tell you what the first sound is. Ask them to volunteer other words that begin with that same sound.

Another early phonological skill is identifying first sounds in words.

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First Sound Awareness pg. 74
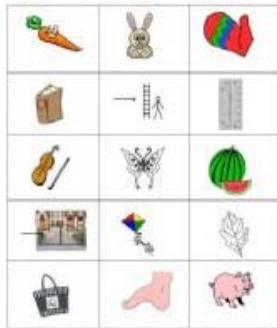

Instructional Video

First Sound Awareness

This is one possible way of introducing first sound awareness.

Categorization/Identification

The most common type of **categorization /identification** is the "oddity task". The students is asked, "Which of these words ends with a different sound than the others - *truck, bike, brush ?*" This requires more working memory than most phonological tasks. It moves slowly and is not as *efficient* as other phonological awareness tasks.

Oddity tasks are tasks that compare and contrast the sounds of words including rhyme and alliteration) Adams 1990.

It is commonly found in categorization or identification tasks.
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Segmentation pg. 74

Segmentation can involve dividing words into parts such as *syllables, onset-rimes* or *phonemes.*
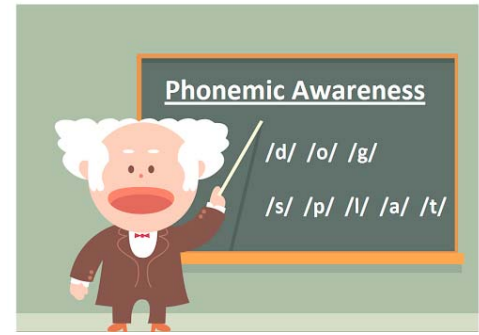
Teacher: Say *flashlight* one syllable at a time.
Student: /flash/ /light/

Teacher: What are the onset and rime in *sight*?
Student: /s/ /ight/

Teacher: Tell me all of the sounds you hear in fix.
Student: /f/ /i/ /k/ /s/

Teacher: Student:

Teacher:
 Student:

Teacher: Student:

Segmentation is an important part of phonic decoding, also referred to as phemetic decoding. Kilpatrick talks about the fact that many poor readers can segment phonemes well, but cannot manipulate phonemes. Most of the available phonological awareness tests rely on segmentation.

Isolation

Isolation requires the student to focus on one part within the word and isolating it from the rest of the word.

Teacher: What is the second syllable in *under*?
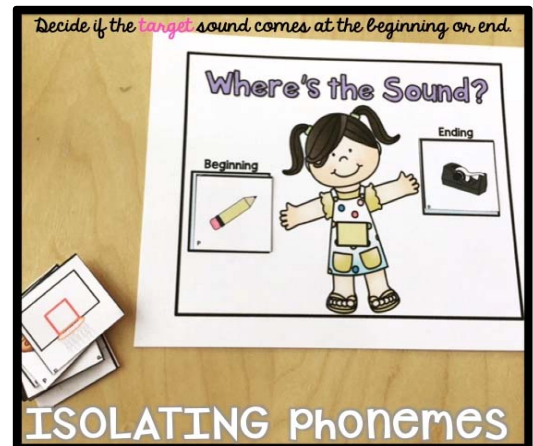Student: *der*

Teacher: Where is the ate in *plate*?
Student: *the rime*

Teacher: What is the last sound you hear in ran?
Student: /n/

Teacher: Where is the /l/ sound in *clap*?
Student: *second or after the c*

ISOLATING phonemes

Isolation requires the student to focus on *one part* within the word and isolating it from the rest of the word.

Teacher: What is the second syllable in *under*?   **Student:** *der*

Teacher: Where is the ate in *plate*?   **Student:** *the rime (or last, or second)*

Teacher: What is the last sound you hear in ran?   **Student:** */n/*

Teacher: Where is the /l/ sound in *clap*?   **Student:** *second or after the c*

Manipulation

bag → a → u → bug
ham → a → i → him

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- Manipulation requires a student to make a change to a word. This usually involves *deleting* or *substituting* sounds.

- Other manipulation tasks are *transposition, reversals, Pig Latin,* and *Spoonerisms.* They, however, are not as *practical* as deletion and substitution for instruction and assessment.

- Phonological addition is often referred to as a manipulation task. It is a blending task and does not involve phoneme analysis.

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Phonological addition is often referred to as a manipulation task. It is actually a blending task and does not involve phoneme analysis.

Substitution

- **Substitution** involves exchanging an onset, a rime or a phoneme.

- *Equipped for Reading Success* does not have syllable level substitution. It was field tested , but did not effectively contribute to the training, so it was deleted from the program.

- All *substitution* activities require *blending, segmentation* and *isolation.*

- All deletion items require segmentation and isolation. If the deleted phoneme is not the initial or final sound , it also requires blending (e.g., say *clap* without the /l/ - *cap*), otherwise, no blending is needed for deletion (say *cat* without the */k/ - at).*

hat ⟹ cat

Phonemic awareness highly correlates with word reading.

The phonemic awareness task most commonly used for assessments in schools is *phonemic segmentation*. However, *segmentation* has a weaker correlation with reading than *phonological manipulation, isolation and categorization.*

Most of the available phonological awareness tests such as DIBELS (Acadience Reading), Aimsweb and easy CBM rely heavily on phoneme segmentation. While these are all very good universal screeners, it may be useful to supplement them with a phoneme manipulation task.

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The phonological awareness task most commonly used for assessments in schools is *segmentation*. However, *segmentation* has a weaker correlation with reading than *phonological manipulation, blending, isolation and categorization.*
Many poor readers can segment phonemes well but cannot manipulate phonemes. Therefore it is important not to overlook poor readers who can segment phonemes , but do not have strong phoneme awareness skills. Many poor readers can segment phonemes well but cannot manipulate phonemes. Therefore it is important not to overlook poor readers who can segment phonemes , but do not have strong phoneme awareness skills.

Studies of Reading Intervention

Studies of reading intervention in students with poor word-level reading show the following:

- Studies that train no phonemic awareness show *minimal reading gains.*
- Studies that train *segmentation and blending* show *modest gains*.
- Studies that *train phoneme manipulation* show ***very large positive results that are maintained at one to four year follow ups.***
- Phonological manipulation appears to be a **more useful way** to not only assess word-level reading skills, but also to train phonemic skills.

Studies of reading intervention in students with poor word-level reading show the following:
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Studies that train *segmentation and blending* show *modest gains*.
Studies that *train phoneme manipulation* show *very large positive results that are maintained at one to four year follow ups.*
Phonological manipulation appears to be a superior way to assess word-level reading skills, and for training phonological awareness.

Why Manipulation Tasks are Superior

- **Manipulation tasks** are more useful for assessing and training because they naturally incorporate other phonemic tasks within them.
- For example, look at the following **deletion** and **substitution** tasks…
    - **Deletion:** Delete the /l/ in sly to get *sigh*
    - **Substitute:** Change the /n/ in bent to a /s/ to get *best.*
- Students must **segment** (pull the phonemes apart), **isolate** (figure out where the target phoneme is located in the word) and **blend** (blend the phonemes that remain after the manipulation has occurred).
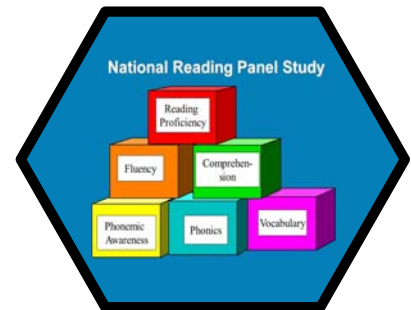- **Phonemic manipulation tasks** appear to be the best way to assess and train phonemic awareness because they have other phonological awareness built in.
- **Phonemic manipulation** has a stronger correlation with reading than any of the other phonemic tasks and it produces the best results in reading intervention studies.

Phoneme Manipulation Activities

- The phonemic awareness training/reinforcement portion of *Equipped for Reading Success* is ba*sed on manipulation tasks using what Dr. Philip McInnis referred to as *One Minute Activities.*

- *One Minute Activities* involve 10 rapid –fire manipulation items at a specific level.

- They represent one of the most efficient ways to develop *phonological awareness skills* because they incorporate *segmentation, isolation* and *blending* that are needed to build *phonemic proficiency.*

- *Phonemic proficiency* appears to be needed for efficient orthographic mapping.

- *Segmentation training* alone will not likely do that.

National Reading Panel Study

Reading Proficiency
Fluency
Comprehension
Phonemic Awareness
Phonics
Vocabulary

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Segmentation training alone will not likely do that.

We will demonstrate some one Minute Activities later within the webinar series.

One Minute Activities

Following are some examples of phonemic awareness activities for different levels. Included are activities at the syllable level, initial phoneme substitution, final phoneme, & medial phonemes, We suggest you try some of these. Please note that the pace is slower since this is a teaching webinar.

Syllable Level

Scaffolding for Syllable Level

Initial Phoneme Substitution

Final Phoneme

Medial Phonemes

Level K

Medial Phoneme Substitution

Proficient Phonemic Awareness after Instruction
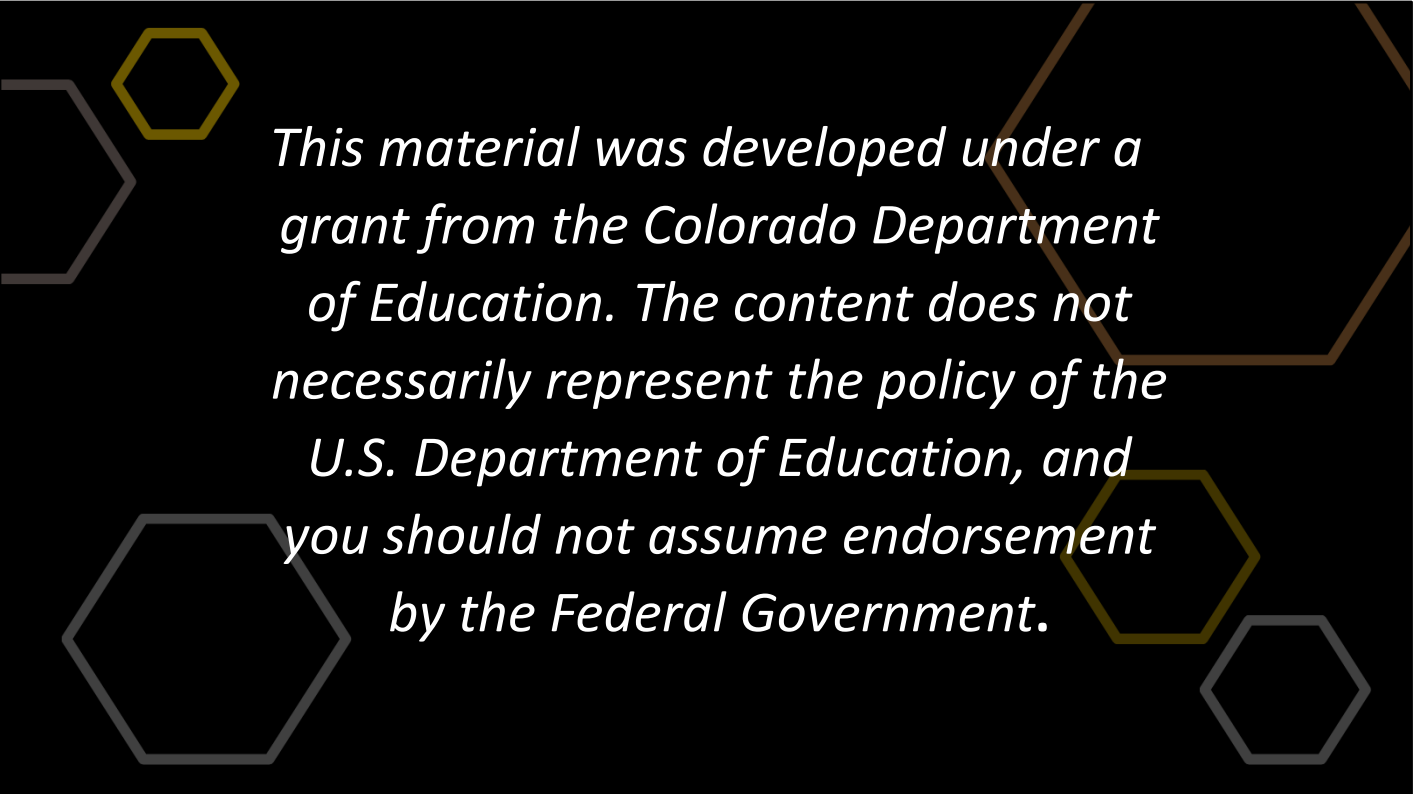
Dave and his grandson, Luke, doing a One Minute Activity.

Chapter 8: Becoming Proficient in Phonemic Awareness – pg. 77

- The three different phases that students go through to become skilled at any given level in the program:

  - Multisensory Stage

  - Knowledge Stage

  - Automatic Stage

- Developmental Teaching Hierarchy for Phonemic Awareness Skills

- Multisensory Activities for Training Phonemic Awareness

- Selecting Words for Phonemic Awareness Activities

- Coming up in Module 11 are activities that promote phonemic proficiency: The three different phases that students go through to become skilled at any given level in the program:

  - Multisensory Stage
  - Knowledge Stage
  - Automatic Stage

- Developmental Teaching Hierarchy for PhonemicAwareness Skills

- Multisensory Activities for Training Phonemic Awareness

- Selecting Words for Phonemic Awareness Activities

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.

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