

*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 Eleven

Chapter 11:

Development in Psychological Awareness

This is Module 11 It correlates with Chapter 8 in our manuals



Goals for Module 11

- Learn how to promote *proficient* phonemic awareness.
- Learn how to track student progress in phonemic awareness.
- Become familiar with the *layered continuum of supports* for phonemic awareness skills.
- Know and understand the stages students go through to become proficient in phonemic awareness.

Let's introduce the learning goals for Module 11 They include:

Learn how to promote *proficient* phonological awareness.

Learn how to track student progress in phonological awareness.

Become familiar with the developmental teaching hierarchy of phonological awareness skills.

Know and understand the stages students go through to become proficient in phonological awareness.



Three Stages to Phonological Awareness

Three Stages Students Go Through to Become Skilled in Phonological Awareness – pg. 77:

- **Multisensory Stage:** The student can only do the task with external prompts or helps. The student often makes mistakes.
- **Knowledge Stage:** The students can do the task mentally, with no external prompts, but not quickly. He or she may still make mistakes.
- **Automatic Stage:** The student can do a task quickly and with no apparent effort. The student *rarely* makes mistakes.




Adapted from the McInnis Learning Construct, a component of ARL

Here we have 3 different stages or phases that students go through to become skilled at any given level of the program. These levels are adapted from the McInnis Learning Construct, a component of ARL.

Remember, our goal is to develop automaticity for every phonological level in the program. You are not likely to see the desired reading gains until children have mastered all of the levels in this manual to the point of automaticity.

The 3 stages include:

1. XThe Multi-sensory Stage – Here, the student can only do the task with external prompts or helps. The student often makes mistakes.
2. XNext, comes the Knowledge Stage - : The students can do the task mentally, with no external prompts, but not quickly. He or she may still make mistakes.
3. XFinally, the Automatic stage when the student can do a task quickly and with no apparent effort. The student *rarely* makes mistakes.



Hit the Target

This manual is designed to get **ALL** students to the automatic stage for every phonological awareness level in the program.

You are NOT likely to see the desired reading gains until children have mastered **ALL** the levels in this manual to the point of automaticity.

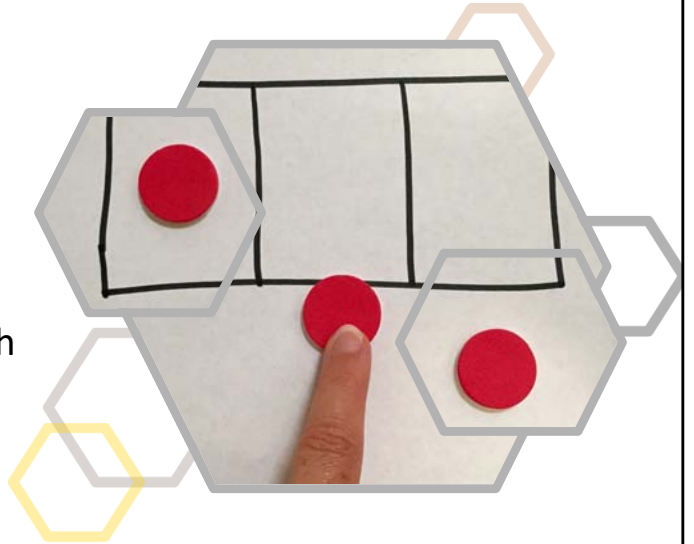
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Developmental Teaching Hierarchy

- Students at the ***multisensory stage*** cannot complete a phonological task at a given level *mentally*.
- They require an *external* visual or *verbal* prompts.
- For example, a student cannot change the /i/ in *hit* to an /o/ as in *hot*, but with tokens in front of him and demonstrations by the teacher he can do it.



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Effective Multisensory Teaching Strategies

- *Equipped for Reading Success* arranges effective strategies along a layered continuum of supports ranging from the easiest to the most difficult.
- All the techniques have been demonstrated as effective in research studies.
- Having these techniques in a layered continuum of supports promotes progress.
- The first four items along the continuum of supports prepare students for the *One Minute Activities*.
- *One Minute Activities* are used once children reach the *Knowledge Stage*.
- Before using the *One Minute Activities*, students can perform tasks within the program mentally without external prompts. At the *Knowledge Stage* they will make mistakes and their responses often are not yet automatic.



	Type of Activity	Type of Assistance Provided	Skills Developed or Reinforced	
Easiest				More Help
Most Difficult				Less Help

Table 8.1: Layered Continuum of Supports for Phonological Awareness Skills (pg. 78)

This is Table 8.1 on page 78 of your manuals.

It's titled Layered Continuum of Supports for Phonological Awareness Skills - it shows a continuum of steps a teacher can take to prepare students for One Minutes Activities. It takes students through sequential steps and multi-sensory techniques from easiest to most difficult.

XColumn 1 shows the Step or Type of Activity.

XColumn 2 shows the Type of Assistance provided to the students for them to be successful, and the X last column to the right show the various skills that are developed or reinforced.

XFor step 1, teachers use letters to illustrate phonological awareness concepts. XThis is supported by visual , spatial and auditory assistance, plus letter prompts.

XThe skills that are reinforced in Step 1 are letter-sound skills, segmentation and oral blending.

XStep 2 uses visual-spatial cues to illustrate phonological manipulations, using tokens to represent phonemes. XThis uses visual-spatial and auditory support without the use of letters. XSkills reinforced or developed are phoneme segmentation, isolation and oral blending.

XStep 3 uses table tapping or clapping to reinforce segmentation skills. XNo tokens nor letters are used for this step. XStep 3 promotes phoneme isolation and oral blending.

XStep 4 uses stretching, repeating or other verbal prompts to assist in phonological isolation. XSupports are oral in nature and this step reinforcesX segmentation, isolation and oral blending.

XStep 5 means students are ready to do One Minute Activities at their level with Xno supports and it provides practice in Xsegmentation, isolation and oral blending.



The Training Program: A Bird's Eye View

Appendix A (pg. 235) has a Phonological Development Chart that can be used to monitor student progress.

- On the left side are the various process skills and grade level estimates that tell when most students achieve skill competency. It is important to remember that the grade level estimates are wide/rough estimates that came from schools **not** doing phonemic awareness.
- On the right side of the chart is a place to check off the degree of proficiency at each stage; Multisensory, Knowledge or Authentic.
- The Multisensory stage is divided into 4 parts:
 1. Letter-sound *L/S*
 2. Visual-spatial *VSp*
 3. Visual-sequential *Vseq*
 4. Oral Stage - *Spoken only*



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Multisensory Activities for Training

Use Phonics/Spelling to Illustrate Phonological Concepts

- Sometimes a teacher must use letters to illustrate the phonetic concepts of an oral activity.
- Level J – Should be used with students who know their *letters* and *letter sounds*, whether it is Kindergarten, First Grade or even 2nd Grade.
- Write *ball* on the board. Say the word.
- Erase the *a* in *ball* and write *e* to create *bell*. Say the word.
- Repeat with other words.
- This is a written example to illustrate an oral activity. It helps the student understand exactly what you are trying to accomplish in the oral/phonetic realm.
- This is a phonics activity, rather than a phonemic awareness activity.
- Once a child understands the task using letters, move to another multi-sensory activities.

ball
↓
bell

Our manual includes several multi-sensory activities you can use to support students with each stage or phase of development.

in

Step 1, the teacher uses letters to illustrate phonological concepts.

- Level J – Should be used with students who know their letters and letter sounds. – about 2nd Grade.
- Write *ball* on the board. Say the word.
- Erase the *a* in *ball* and write *e* to create *bell*. Say the word.
- Repeat with other words.
- This is a written example to illustrate an oral activity. It helps the student understand exactly what you are trying to accomplish in the oral/phonological realm.
- This is a phonics activity, rather than a phonological awareness activity.
- Once a child understands the task using letters, move to Step 2 ,where letters are replaced with non-lettered tokens.

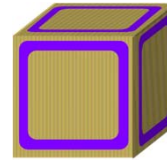


Multisensory (Cont.)

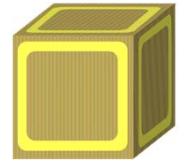
Use Visual Spatial Cues with Tokens

Three Dimensional Tokens

- Use blocks, buttons, beads, coins etc. as tokens to represent syllables, onsets, rimes or phonemes.
- **Syllable Level** – Each token represents a syllable. Say the word “birthday.” Have students put down a token for each syllable. Have them say the word while pointing to each syllable. Ask them to take away “birth”, meaning they would remove the first token. What syllable/word are you left with? The answer is “day”.



(birth)



(day)

As we said, when moving on in the continuum, the letters used initially are replaced by 3 dimensional tokens. These can be blocks beads coins or other 3-dimensional objects to represent parts of words.

At the Syllable Level, Each token represents a syllable. Say the word “birthday.” Have students put down a token for each syllable. Have them say the word while pointing to each syllable. Ask them to take away “birth”, meaning they would remove the first token. What syllable/word are you left with? The answer is “day”.



Onset-Rime Level

- You would use two tokens for the word *must*. One for /m/ and one for /ust/.
- Exchange the token representing /m/ to a new one representing /d/, so *must* becomes *dust*.



/d/



/ust/

- You can also use tokens to represent an onset and a rime. For example, you would use two tokens for the word *must*. One for /m/ and one for /ust/.
- Exchange the token representing /m/ to a new one representing /d/, so *must* becomes *dust*.

Phoneme Level



/k/



/a/



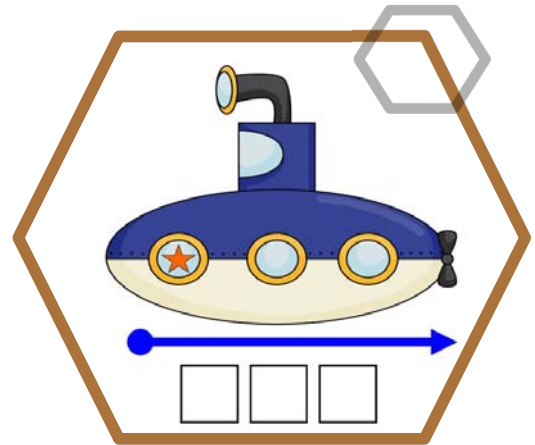
/t/

Tokens can also be used to represent individual phonemes. Here we use marbles to represent the sounds in the word cat; /k/ /a/ /t/.



Two-Dimensional Tokens pg. 80

- Students draw, boxes, circles, dots or dashes on paper can be used as tokens.
- They use one 2D token for each sound they hear.
- This provides additional reinforcement of learned concepts using the 3D token.
- It is more convenient for the teacher in that it takes away needing to keep track of tokens.



- If necessary, you can use 2 dimensional tokens after 3 dimensional tokens if the student needs additional support. With 2 dimensional tokens, Students draw, boxes, circles, dots or dashes on paper.
- They use one 2D token for each sound they hear.
- This provides additional reinforcement of learned concepts using the 3D token,
- It is More convenient for the teacher in that it takes away needing to keep track of tokens.



Invisible Tokens Technique

- Rather than place tokens in front of the students, you tap the table from student's left to right.
- Each tap focuses on one sound you are focusing on.
- Make the taps a good distance apart to avoid any confusion.
- If you need to delete a sound, you make a wiping motion over the spot where you want the sound removed.
- If you substitute a sound, you pull one hand away like you are sliding away an invisible token.
- Then you push your other hand toward the spot as if you were replacing one invisible token with another.
- This may be a good technique to use with older students.



When students are ready to graduate to not using tokens at all, the Invisible Tokens Technique is a good transition.

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Reinforce Segmentation Skills pg. 80

- Segmentation is foundational for phonological manipulation tasks, so it is important to determine if a student can segment sounds.
- Some poor readers can segment words yet lack phonological proficiency.
- **Clapping** – Students clap out each sound you are working on. At the syllable level, students clap once for each syllable in the word (yes-ter-day). At the onset-rime level, students clap once for the onset and once for the rime (cl-ap). At the phoneme level, students clap once for each phoneme (s-t-a-n-d).
- **Tapping** – Student taps the table with the tip of a finger, and/ or the eraser side of a pencil. One tap is made for each sound segment. This is a good activity to do in a small group.
- **Hand Puppets** – This is a great way to teach the segmental nature of language. Puppets can easily be used to teach syllable segmentation because each syllable represents one opening and closing of the mouth. It can also be done for onset-rime and phonemes.

On this page, we talk about Step 3 activities which are to reinforce segmentation skills.

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• STEP 3 ACTIVITIES

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Oral Cues



Whisper Technique - This technique works best when doing phonological awareness activities at the syllable level.

- Say a word by whispering the syllable that you want a child to delete.
- Let's use the word *sailboat*. We would ask students to repeat the word, whispering the first syllable: *sailboat*.
- Students repeat the word, whispering the first syllable; *sailboat*.
- The teacher continues by asking students to say *sailboat*, but don't say *sail*. The correct response is *boat*.

• **STEP 4 LEVEL ACTIVITIES** - Here are some oral cues teachers can use during phonological awareness practice.

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Stretching and Repeating Sounds

An important aspect of phonological awareness is **phoneme isolation**.

- **Phoneme isolation** is the ability to determine where a sound is located within a word.
- The **stretching and repeating technique** works best at the phoneme level within a word.
- It is important to let the child figure out where in the word the phoneme is. If a student cannot locate a sound within a word, you accentuate the target sound by **stretching or repeating** it.
- For example, “*hiiiiiiit*”. Once the child repeats it correctly, the teacher can say, “Now say *hiiiiit*, but instead of *iiiiii*, say *aaahhh*”. The correct response is the word “hot” with the medial vowel stretched out; “*haaahhht*”.
- For sounds that cannot be easily stretched, researchers use the technique of **repeating** sounds; *hat-t-t* to *had-d-d*.
- *Stretching or repeating sounds lets the student know exactly what part of the word you want him or her to manipulate.*
- *Stretching and repeating can be mixed in the same item. Eg. ha-a-a-t-t-t to ha-a-a-v-v (have).*



- Stretching and Repeating Sounds is another type of oral cue.
- An important aspect of phonological awareness is *phoneme isolation*. *This technique helps students to isolate sounds.*
- **Phoneme isolation** is the ability to determine where a sound is located with a word.
- The **stretching and repeating technique** works best at the phoneme level.
- It is important to let the child figure out where in the word the phoneme is located within a word. If a student cannot locate a sound within a word, you accentuate the target sound by **stretching or repeating** it.
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Remember, Phonemic Awareness Is...

1. A critical mental skill needed to acquire a large sight vocabulary.
2. The most common source of word level reading difficulties.
3. Not related to intelligence.
4. Something that should be trained and monitored with all students.
5. Necessary for phoneme proficiency, which is a prerequisite for skilled orthographic mapping.



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~ D. Kilpatrick, PhD.

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Coming Up in Module 12

Chapter 9: How to Train Phonological Awareness pgs. 85 – 88

Chapter 10: How to Use the One Minute Activities pgs. 89 – 91

- Types of Learning Activities, Time Allotment and Number of Repetitions
- Direct Teaching of Phonological Awareness
- Teaching Two Levels of the Program at the Same Time
- Incidental Teaching
- How to Use the One Minute Activities
- Extra and Special Levels of the Program



Coming up in Module 12:

Chapter 9 How to Train Phonological Awareness pp. 85 – 88

Chapter 10, How to Use the One Minute Activities pp. 89-91

Types of Learning Activities , Time Allotment and Number of Repetitions

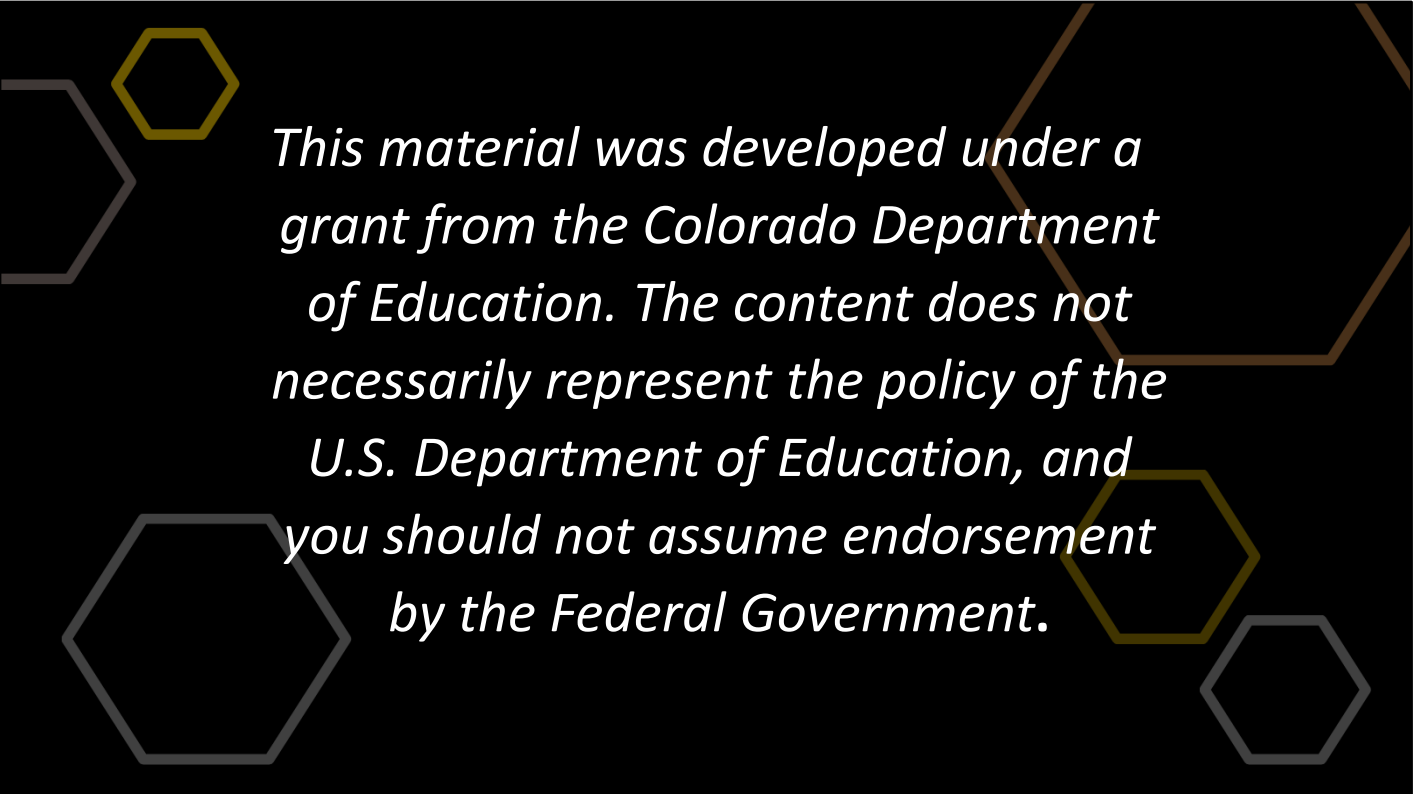
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<https://www.cde.state.co.us/cdesped/SD-SLD>

