Learning to read is a complex linguistic accomplishment. If it were easy, everyone would be doing it.
The most fundamental responsibility of schools is teaching students to read.

“A student who fails to read adequately in 1st grade has a 90% probability of reading poorly in 4th grade and a 75% probability of reading poorly in high school.”

(Gabrieli, 2009)
The Power of Early Intervention

When intervention is delayed, it takes four times as long to intervene in fourth grade as it does in late kindergarten because of brain development and because of the increase in content for students to learn as they grow older.
- National Institute of Child Health and Human Development

Academic Challenges

- English as a second language
- Limited experience with language/books
- Trauma
- Dyslexia or other LD
- Inadequate instruction
- Cognitive deficits

Our Goal

Identify the risk factors for later difficulties with reading... regardless of cause... and provide explicit, systematic instruction.
The most common cause of children’s early difficulties in acquiring accurate and fluent word recognition skills involves individual differences in their phonological knowledge and skills.

-Torgeson, 2002

In Oregon...

Every Kindergarten student is screened for the warning signs of later difficulties in reading.
Phonological Awareness...

- Necessary for learning and using the \textit{alphabetic code}
- \textbf{Predicts later outcomes} in reading and spelling
- Phoneme awareness \textit{weaknesses} are common with poor readers and spellers
- \textbf{Direct instruction} in phoneme awareness benefits novice readers and spellers
- Phonological awareness interacts with and facilitates the development of \textit{vocabulary} and \textit{word consciousness}.

\section*{Why is it Important? \hspace{1cm} Research Findings}

- Phoneme awareness performance is a strong predictor of long-term reading and spelling success and can predict literacy performance more accurately than variables such as intelligence, vocabulary knowledge and socioeconomic status.
  \hspace{1cm} \textit{-Gillon, 2004}

- Over the years, educational research has identified many reliable predictors of later reading performance, but phonological awareness is one of the few factors that teachers are able to influence significantly.
  \hspace{1cm} \textit{-Lane and Pullen, 2004}
How Do I Teach It?

- EXPLICIT. SYSTEMATIC.
- Move through developmental progression of task
- Oral production of sounds and words is critical
- Model, lead, observe (I do, we do, you do)
- Immediate, corrective feedback
- touch, move, say—multisensory

Phonemic awareness is NOT taught with letters...
That is Phonics!

Identifying Initial Sound

Punch your hand twice while saying first sound

Identifying Medial Sounds

Roller Coaster Hands
Blending Compound Words

One hand for each part...clap together

Blending Syllables & Onset-Rime

Move left, Move right, Slide

Blending Phonemes

- Teacher says each phoneme using one finger for each phoneme
- Students repeat individual phonemes
- Students say word as a whole
Segmenting Phonemes

- Teacher says word
- Students repeat word
- Students punch each phoneme in hand

How Much?

The impact of phonemic awareness instruction may be greatest in preschool and Kindergarten, and may become smaller beyond first grade.
- Ehri et al., 2001

Preventative Intervention

- All Students (Tier 1):
  - Kindergarten: 10 to 15 minutes per day
  - 1st Grade: About 10 minutes per day for the first three months of the school year

- Intervention (Tier 2):
  - Kindergarten: Additional 15 minutes per day, 3-4 times per week for 10 weeks
  - 1st Grade and Above: An additional 15 minutes per day, 3-4 times per week, for as long as needed
Remember...

The reason for teaching children to analyze phonemes in words is so they can connect letters to phonemes when they read or write words.

-Ehri & Roberts, 2006

Mapping Speech to Print

We teach students how to map speech to print and then blend the sounds together to read words.

light

light

catch

catch

fantastic

fantastic

fantastic

Consider This!

26 Letters

44 Phonemes

Written over 1,000 different ways!!!

f (frog) ff (stuff) lf (calf)

ph (phone) ough (cough)
Why Is It Important?
- Alphabet knowledge is one of the strongest predictors of both early and long-term literacy success (Stevenson & Newman, 1986)
- Alphabetic Principle: the concept that letters represent segments of speech

Systematic & Explicit Phonics Instruction
- significantly improves students' reading and spelling in Kindergarten and Grade 1.
- significantly improves students' ability to comprehend what they read.
- is beneficial for all students, regardless of their socioeconomic status.
- is effective in helping to prevent reading difficulties among students who are at risk.
- is beneficial in helping students who are having difficulty learning to read.
- National Reading Panel

How Do I Teach It?
- EXPLICIT, SYSTEMATIC.
- Move through developmental progression of task
- Model, lead, observe (I do, we do, you do)
- Immediate, corrective feedback
- touch, move, say—multisensory
- Repetition, repetition, repetition

Teaching sound-symbol relationships should be done in isolation as well as in context.
“It is not enough to simply teach children to read; we have to give them something worth reading”

- Katherine Patterson
And Remember…

No significant learning can occur without a significant relationship.
- James Comer

The End?
Or Just the Beginning…

Barbara Steinberg, M.Ed.
Founder & CEO
503.747.3491 (p)
503.213.5855 (f)
www.pdxreadingspecialist.com
steinberg@pdxreadingspecialist.com
5285 Meadows Road, Suite 378
Lake Oswego, OR 97035

PDX READING SPECIALIST, LLC