How To Amplify Phonological Awareness: Tips to Support All of Your Emerging Readers

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Oregon Department of Education
Today’s Session Will Focus On:

- What is phonological awareness?
- Why it is important to teach phonological awareness skills?
- What phonological awareness skills should I teach?
- How can I intensify phonological awareness instruction in my classroom to meet the needs of all students?
What is phonological awareness?
Phonological Awareness

- The ability to manipulate the sound system of spoken language, including words, rhymes, syllables, onset-rimes, and phonemes.

VAUGHN & LINAN-THOMPSON, 2004
Phonological Awareness

Includes awareness of the larger parts of spoken language as well as the smaller parts:

- words
- syllables
- onsets and rimes
- phonemes (sounds)
# Phonological Units

What are the phonological units in the word *chimneys*?

<table>
<thead>
<tr>
<th>Word</th>
<th>Chimneys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllables</td>
<td>chim</td>
</tr>
<tr>
<td>Onsets and Rimes</td>
<td>Ch</td>
</tr>
<tr>
<td>Phonemes</td>
<td>Ch</td>
</tr>
</tbody>
</table>
Phonemic Awareness:

The ability to detect, identify, and manipulate the phonemes in spoken words.
Structure of English

Consonant Phonemes (~25)

Phoneme

Vowel Phonemes (~18)
## Consonant Phonemes by Place and Manner of Articulation

| Place of Articulation | /p/   | /t/   | /k/   | /m/   | /n/   | /ng/  | /f/   | /th/  | /s/   | /sh/  | /ch/  | /j/   | /v/   | /zh/  | /y/   | /wh/  | /h/   |
|-----------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| **stops**             |       |       |       | /b/   | /d/   | /g/   |       |       |       |       |       |       |       |       |       |       |
| **nasals**            |       |       |       |       |       |       | /m/   |       |       |       |       |       |       |       |       |       |
| **fricatives**        |       |       |       |       |       |       | /f/   |       |       |       |       |       |       |       |       |       |
| **affricates**        |       |       |       |       |       |       |       |       |       |       |       |       | /ch/  |       |       |       |
| **glides**            |       |       |       |       |       |       |       |       |       |       |       |       | /j/   |       |       |       |
| **liquids**           | /l/   |       |       |       |       |       |       |       |       |       |       |       |       |       | /r/   |       |       |

*MOATS, 2015*
Vowel Sounds of English, by Articulation

MOATS, 2015
Quiz: How Many Phonemes?

- time
- loose
- new
- guess
- best
- though
- box
Why it is important to teach phonological awareness skills?
Simple View of Reading

Gough and Tunmer, 1986
What is Dyslexia?

<table>
<thead>
<tr>
<th>Word Recognition</th>
<th>Language Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>Strong</td>
</tr>
<tr>
<td>Strong</td>
<td>Typically Developing Reader</td>
</tr>
<tr>
<td>Weak</td>
<td>Weak</td>
</tr>
<tr>
<td>Weak</td>
<td>Dyslexic</td>
</tr>
<tr>
<td></td>
<td>Mixed Reading Difficulty</td>
</tr>
</tbody>
</table>

Kilpatrick, 2015
What is Dyslexia?

The term dyslexic is used to refer to students with strong language comprehension, but weak word recognition (decoding) skills.
Source of Word Reading Difficulties

- **Phonological-Core Deficit** as Source for the Word Reading Difficulties:
  - Poor phonemic awareness*
  - Poor phonemic blending
  - Poor rapid automatized naming*
  - Poor phonological working memory; and
  - Poor nonword reading/letter-sound skills*

Kilpatrick, 2018
Universal Screening in K

- As per SB 1003:
  - Phonological awareness
  - Letter–sound correspondences
  - Rapid naming
Formula for Word Reading Success:

1. Provide instruction on phonemic awareness and teach to the advanced level;
2. Teach and reinforce phonics skills and phonic decoding; and
3. Provide ample opportunities to apply these developing skills to reading connected text.

Kilpatrick, 2015
CHARD & DICKSON, 1999

Figure 1. A continuum of complexity of phonological awareness activities.
Basic phonological awareness skills include phoneme blending and phoneme segmentation (K and 1).

Advanced phonological awareness includes tasks that manipulate phonemes, such as deleting, substituting, or reversing phonemes within words. (Continues to develop until about 3rd grade.)

Kilpatrick, 2015
Core Instruction

Given the minimal time investment involved in phonological awareness training relative to its potential benefits, it seems to make the most sense to provide whole-class or small-group Tier I instruction to all students . . .

Kilpatrick, 2015
Phonemic awareness must be taught as a discrete, oral- and auditory-based skill.

As phonological awareness skills develop, they must be integrated with letter-sound knowledge and word reading.

Kilpatrick, 2015
What are the critical phonological awareness skills to focus on in K?

- **CCSS.ELA-Literacy.RF.K.2.a** Recognize and produce rhyming words.
- **CCSS.ELA-Literacy.RF.K.2.b** Count, pronounce, blend, and segment syllables in spoken words.
- **CCSS.ELA-Literacy.RF.K.2.c** Blend and segment onsets and rimes of single-syllable spoken words.
- **CCSS.ELA-Literacy.RF.K.2.d** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- **CCSS.ELA-Literacy.RF.K.2.e** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
What are the critical phonological awareness skills to focus on in first grade?

- **CCSS.ELA-Literacy.RF.1.2.a**
  Distinguish long from short vowel sounds in spoken single-syllable words.

- **CCSS.ELA-Literacy.RF.1.2.b**
  Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

- **CCSS.ELA-Literacy.RF.1.2.c**
  Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

- **CCSS.ELA-Literacy.RF.1.2.d**
  Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<table>
<thead>
<tr>
<th>SYLLABLE LEVEL</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Syllable</td>
<td>Delete: (un)der</td>
<td>der</td>
</tr>
<tr>
<td>Advanced Syllable</td>
<td>Delete(an)imal</td>
<td>imal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ONSET-RIME LEVEL</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Delete (c)at</td>
<td>at</td>
<td></td>
</tr>
<tr>
<td>Delete m(an)</td>
<td>m</td>
<td></td>
</tr>
<tr>
<td>Substitute (n)ot</td>
<td>(h)ot</td>
<td></td>
</tr>
<tr>
<td>Substitute t(an)</td>
<td>t(oy)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHONEME LEVEL</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Phoneme</td>
<td>Delete (p)lane</td>
<td>lane</td>
</tr>
<tr>
<td></td>
<td>Delete car(t)</td>
<td>car</td>
</tr>
<tr>
<td>Advanced Phoneme</td>
<td>Delete be(s)t</td>
<td>bet</td>
</tr>
<tr>
<td></td>
<td>Substitute li(f)t</td>
<td>li(s)t</td>
</tr>
</tbody>
</table>
How do I teach phonological awareness skills in my classroom?
Effective Phonological Awareness Instruction:

- should be explicit
- should be systematic
- should be conducted in small groups
- must focus on blending and segmenting words at the phoneme level
- should also include instruction on the advanced skills of deletion and substitution
- should limit each session to no more than 15 to 20 minutes
- should provide additional instruction for struggling readers
Torgesen et al. (1994) concluded that training for at-risk children must be more explicit or more intense than what is typically described in the research literature if it is to have a substantial impact on the phonological awareness of many children with severe reading disabilities.
Teaching a dyslexic child to read is based on the same principles used to teach any child to read. Since the neural systems responsible for transforming print into language may not be as responsive as in other children, however, the instruction must be relentless and amplified in every way possible so that it penetrates and takes hold.

Sally Shaywitz, Overcoming Dyslexia, 2004
So How Do We Amplify Instruction?
Make instruction MORE explicit and systematic!

- **Explicit** = delivery of the lesson
- **Systematic** = design of the lesson
Make the Intervention More Explicit By:

- Increasing the clarity of the model
- Using consistent instructional language
- Increasing the amount of modeling
- Providing more guided practice
- Preparing students for responding
- Adding additional structure to responding
- Increasing the amount of think time
- Increasing the amount of independent practice
- Providing additional feedback to correct errors
- Monitoring more frequently

Articulation Features

- Teach the articulation features of the phonemes to support students in phonological awareness activities.
Adaptations for Children at Risk

- Reduce competing noise.
- Say everything clearly and at an appropriate volume.
- Ask children to look at you when you speak. Touch if necessary.
- Ask for oral production of sounds and words.
- Write or use pictures and objects as you talk.
What does more systematic PA instruction look like?

- careful selection of examples
- provision of instructional scaffolding
- diagnostic teaching
- practice to the level of automaticity
Careful Selection of Examples

- begin with activities to foster awareness of a small set of phonemes (e.g., high frequency phonemes that are articulated at or near the front of the mouth like /b/ or /t/, and phonemes that are continuants like /m/ and /f/; include a short vowel that can be used in a number of CVC words with this phoneme set)

- when introducing a phoneme, select word examples that minimize coarticulation effects

- careful selection of examples (e.g., choose wide or narrow phoneme contrasts like m/v vs. m/n depending on the students’ phase of PA development - fan/seat vs. fan/pin for rhyming tasks)

IDA KNOWLEDGE AND PRACTICE STANDARDS FOR TEACHERS OF READING
# Instructional Scaffolding

<table>
<thead>
<tr>
<th>Level of Difficulty</th>
<th>Type of Scaffolding</th>
</tr>
</thead>
<tbody>
<tr>
<td>easy</td>
<td>letter tiles*</td>
</tr>
<tr>
<td></td>
<td>visual-spatial cues (tokens)</td>
</tr>
<tr>
<td></td>
<td>clapping, tapping</td>
</tr>
<tr>
<td></td>
<td>verbal cues (stretching, repeating)</td>
</tr>
<tr>
<td>difficult</td>
<td>none</td>
</tr>
</tbody>
</table>

Kilpatrick, 2016
Letter Tiles

- A *written* example to illustrate an *oral* activity

- once a child understands the task using letters, replace letters with non-lettered tokens

Kilpatrick, 2016
Letter Tiles

- Using letter tiles as a first step in scaffolding is typically not appropriate in kindergarten or beginning of 1st grade with at risk readers. These students typically start with visual-spatial cues (tokens). But for readers with basic letter-sound knowledge, this step may help them understand the phonological awareness task you are trying to teach.

Kilpatrick, 2016
Visual-Spatial Cues

- Three-dimensional tokens: blocks, buttons, beads, coins, etc. to represent phonemes
- Two-dimensional tokens: students draw boxes, circles, or dashes on paper – one for each phoneme
- Invisible tokens: rather than placing tokens in front of the student, the teacher taps the table as if they are touching invisible tokens

Kilpatrick, 2016
Three-Dimensional Tokens Example

- Use manipulatives to represent phonemes when completing phonological awareness activities.
Clapping, Tapping

- clapping: students clap out each sound
- tapping: student taps the table with finger or pencil
- hand puppet: puppet opens mouth once for each sound in a word

Kilpatrick, 2016
Oral Cues

O Whisper Technique: (For syllable-level tasks) Say a word by whispering the syllable that you want the child to delete.

O Stretching and Repeating Sounds: (For phoneme-level tasks) accentuate the target sound by stretching or repeating it

“Say hiiiiiiiiiit. Now say hiiiiiiiiit, but instead of iiiiiiiii, say aaaaaaaaaa.”

“Say map-p-p. Now say map-p-p, but instead of p-p-p, say nnnnnnn.”

Kilpatrick, 2016
What does more systematic PA instruction look like? (cont.)

- Use of continuous assessment to further individualize instruction (i.e., diagnostic teaching)
- Increase practice to achieve mastery to the level of automaticity
- Deliberate planning for distributed practice over time
Integration of Letters
Phonemes held in working memory create mental "parking spots" for graphemes.

MOATS, 2015
Integration of Letters
Time to Practice!
Partner Activity

- Pair up with an individual sitting next to you.
- Start with the basic template for a segmentation activity and decide on a couple of strategies that you will use to intensify the instruction.
- Take turns presenting the intensified instruction to your partner.
Phoneme Segmentation

- Let’s get ready to break some words into their sounds.
- The first word is: ___________. My turn to say the sounds in _______.
- (Say each sound in the word.)
- Now let’s say the sounds in a word together.
- The word is: _______. (Say each sound in the word with the students.)
- Your turn to say and the sounds in a word.
- The word is: _______.
Let’s get ready to break some words into their sounds.
The first word is: _________. What word?
My turn to say the sounds in _________.
(Say each sound in the word.)
Now let’s say the sounds in a word together.
The word is: _________. What word?
(Say each sound in the word with the students.)
Your turn to say and the sounds in a word.
The word is: _________. What word?
Activity Debrief

- What age group were you targeting?
- What examples did you choose for words?
- What strategies did you incorporate to make the activity more explicit?
- What strategies did you incorporate to make the activity more systematic?
- How did it go?
When to Teach PA?

- begin with word play in preschool!!!
- formal approaches to teaching PA can start in kindergarten
- all students should continue to receive PA instruction through the end of second grade
- after second grade, screen students for phoneme awareness skills to determine students who have not mastered the manipulation skills – provide additional instruction!

Kilpatrick, 2016
What About Older Struggling Readers?

“There is no statute of limitations on training phoneme awareness skills when they are weak. If students at any age are poor readers, check their phoneme awareness skills, and address them if they are inadequate.”

Kilpatrick, 2016
Resources
Essentials of Assessing, Preventing, and Overcoming Reading Difficulties

- Provides step-by-step guidelines for organizing an assessment, selecting appropriate instruments, and interpreting results
- Expert advice on formulating interventions and educational programming
- Conveniently formatted for rapid reference

David A. Kilpatrick

Alan S. Kaufman & Nadeen L. Kaufman, Series Editors

WILEY
Equipped for Reading Success

A Comprehensive, Step-by-Step Program for Developing Phonemic Awareness and Fluent Word Recognition

David A. Kilpatrick, Ph.D.
Teaching Reading Sourcebook

For All Educators
Working to Improve
Reading Achievement

2nd Edition
Updated and Revised

reading phonics phonemic awareness word structure fluency vocabulary instruction strategies narrative print comprehension decoding letter knowledge
This service is no longer active. The website will remain available as a resource.

This website is designed to provide information, technology, and resources to teachers, administrators, and parents across the country.

**Big Ideas in Beginning Reading** focuses on the five **BIG IDEAS** of early literacy:

- **Phonemic Awareness**
- **Alphabetic Principle**
- **Accuracy and Fluency with text**
- **Vocabulary**
- **Comprehension**

The website includes definitions and descriptions of the research and theories behind each of the big ideas, describes how to assess the big ideas, and provides information on how to teach the big ideas in your classroom.
http://oregonreadingfirst.uoregon.edu/inst_big_five.html
Student Center Activities

From 2004 to 2008, a team of teachers at FCRR collected ideas and created Student Center Activities for use in kindergarten through fifth grade classrooms. Accompanying these Student Center Activities is a Teacher Resource Guide that offers important insights on differentiated instruction and how to use the Student Center materials.

Grades K-1 Student Center Activities

Grades 2-3 Student Center Activities

Grades 4-5 Student Center Activities

Note:
https://improvingliteracy.org
https://intensiveintervention.org

Strategies for Scheduling: How to Find Time to Intensify and Individualize Intervention

If you are like most educators, you agree with the idea of providing intensive intervention for students with the most intractable academic and behavior problems. The question you may be asking is, how do I find the time? This guide includes strategies that educators can consider when trying to determine how to find the time for this intensification within the constraints of busy school schedules. Supplemental resources, planning questions, and example schedules are also provided.

View resources.
Thank You!

For additional information, please contact:

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