

Let's take it up a notch:

Advanced Phonemic Awareness

Moving from Awareness to Proficiency

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Today's Outcomes



Participants will...

- differentiate between phonological awareness, phonemic awareness, and phonics
- understand why it is not only essential that students are phonemically aware, but also phonemically proficient
- learn how to effectively implement daily, explicit, systematic instruction in phonemic awareness to advanced levels

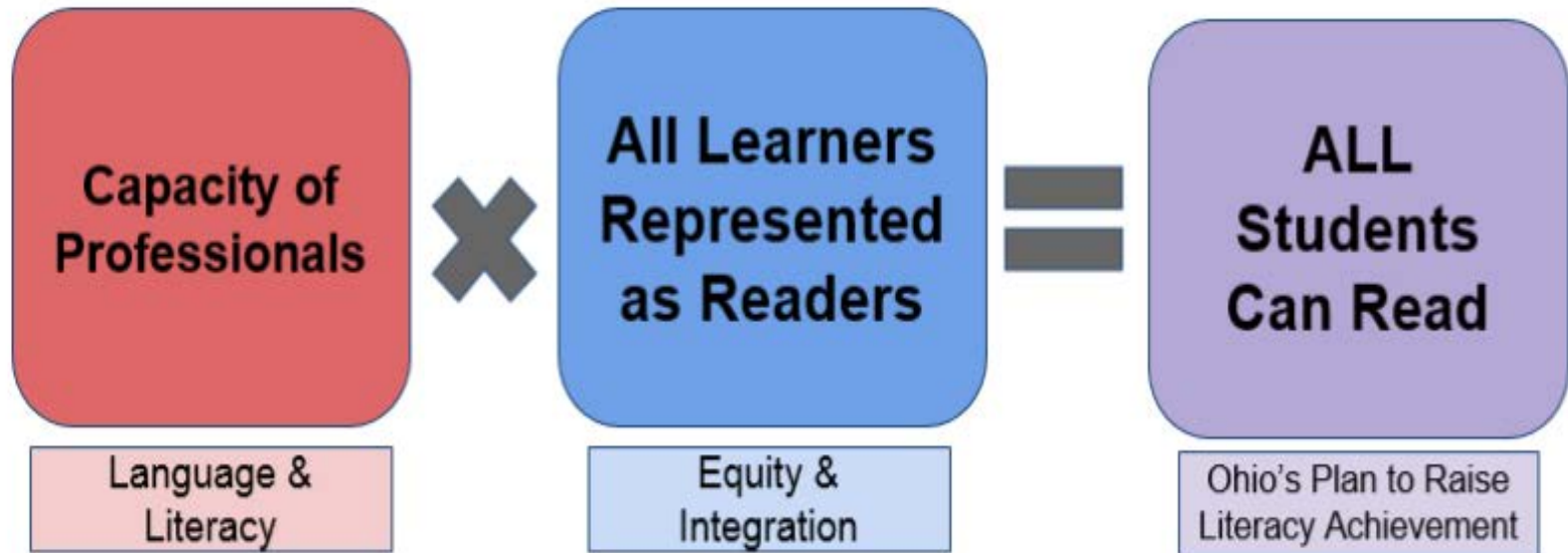
Activity



What is Phonemic Awareness?



Alignment with Ohio's Plan to Raise Literacy Achievement



**Emergent
Language
and Literacy**

**Early
Language
and Literacy**

**Conventional
Language
and Literacy**

**Adolescent
Language
and Literacy**

Support for *All* Learners Across the Language and Literacy Development Continuum



Why Are We Here?

According to the 2017 National Assessment of Educational Progress (NAEP) scores, 37% of our nation's fourth-grade students were proficient readers.



Why Are We Here?

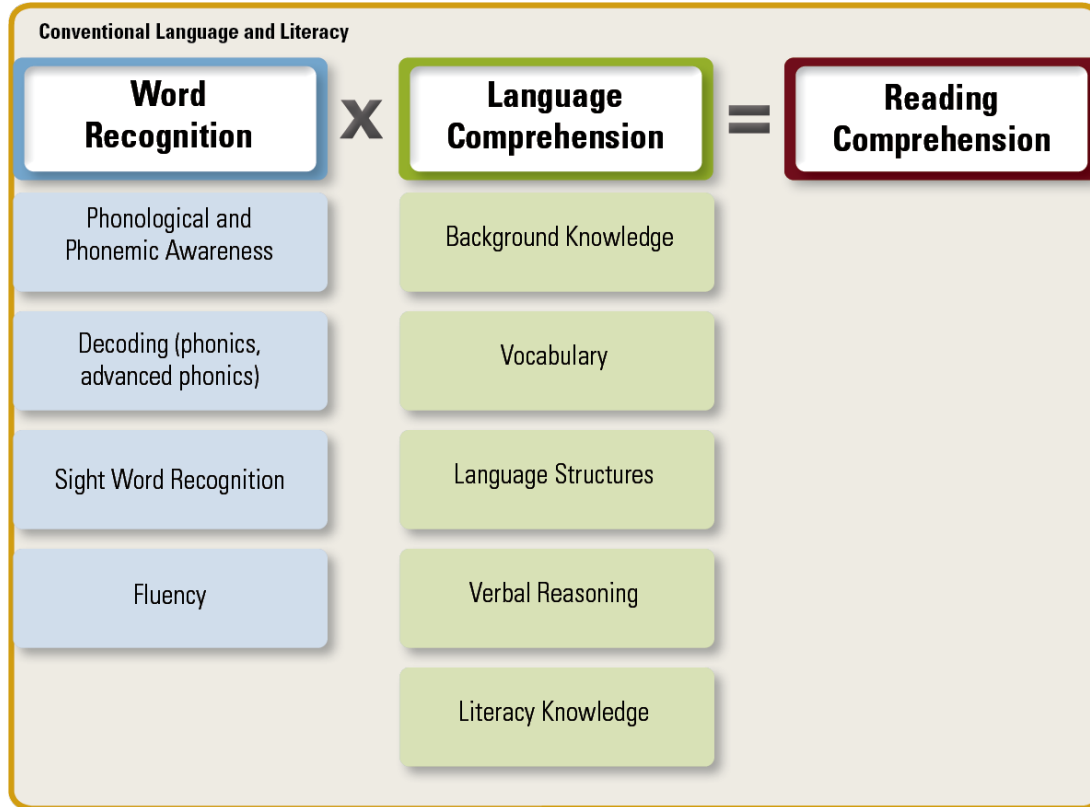
- Nearly 30 percent of Ohio's K-3 students are reading below grade level.
- Nearly 40 percent of students in grades 3-8 are not proficient on the OST in ELA.
- More than 50 percent of graduating seniors taking the ACT do not meet the college and career readiness benchmark for reading.

What Can We Do?

The lack of phonemic awareness
is the MOST powerful determinant
of the likelihood of failure to read.

(Marilyn Adams, 1990)

The Simple View of Reading



Based on the Simple View of Reading by
Gough and Tunmer, 1986

Scarborough's Reading Rope

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

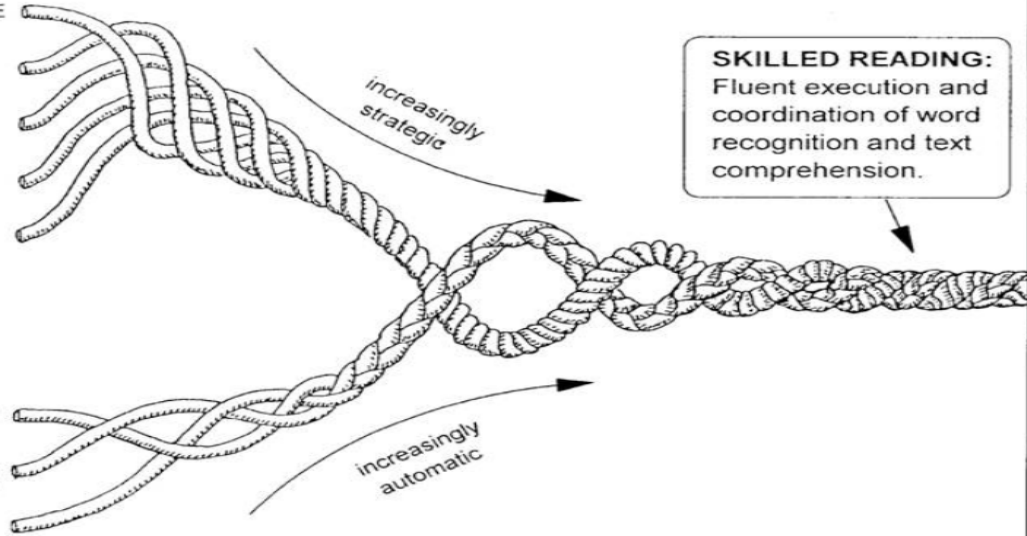
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

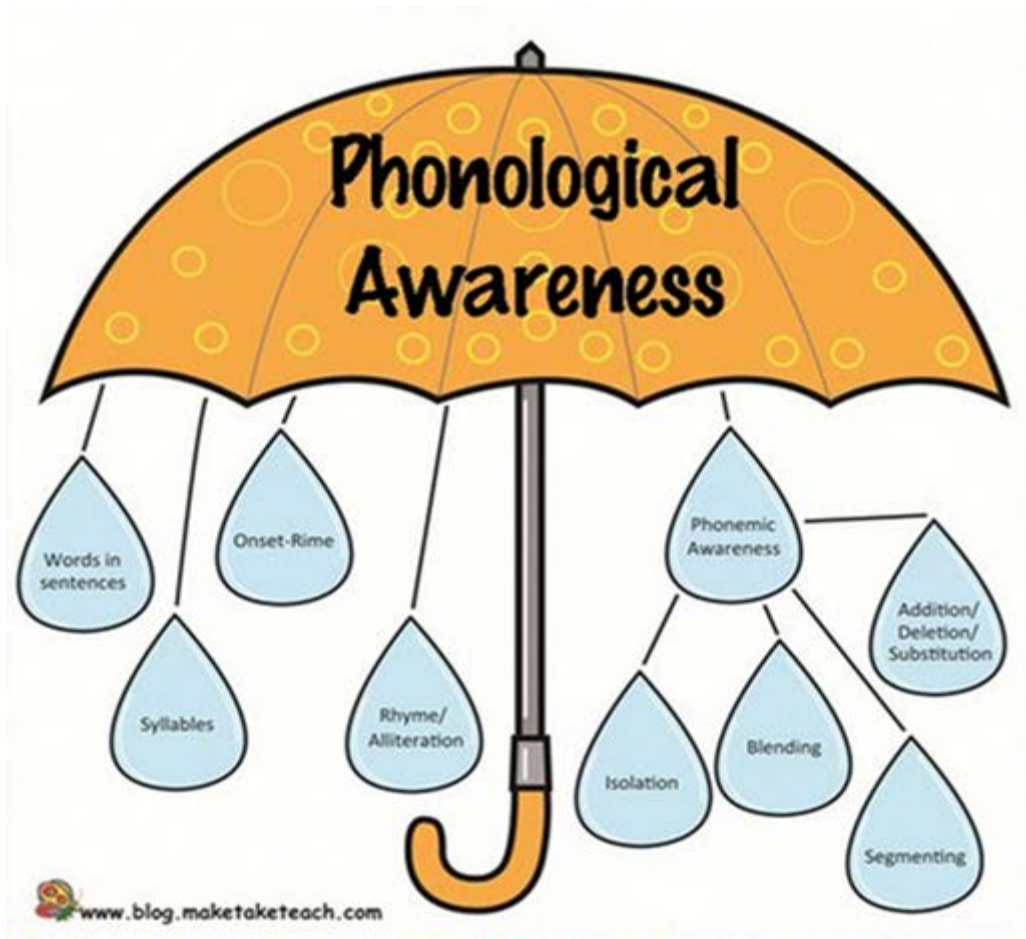
DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



Phonemic Awareness v. Phonics

Phonemic Awareness	Phonics
The main focus is on <u>sounds/phonemes</u>	Main focus is on <u>graphemes/letters</u> and their corresponding sounds
Deals with <u>spoken language</u>	Deals with written <u>language/print</u>
Mostly <u>auditory</u>	Both <u>visual and auditory</u>
Students work with <u>manipulating sounds</u> and sounds in words	Students work with <u>reading and writing letters</u> according to their sounds, spelling patterns, and phonological structure
<u>Hear the language</u> and play with it	<u>See the text representing the language</u> and play with it



Phonological Awareness

Early:

- Develops in Preschool and PreK
- Rhyming, alliteration, segmenting words into syllables, identifying first sound in words
- These skills facilitate the development of letter-sound knowledge

Basic:

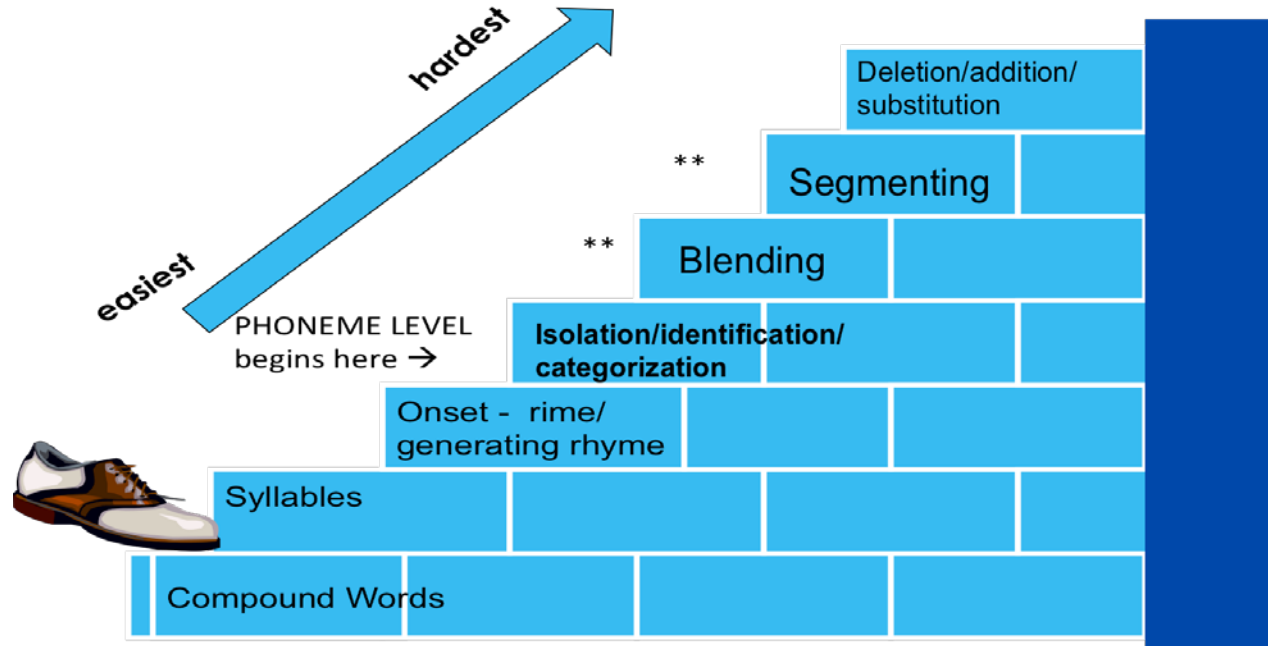
- Develops through K-1
- Phoneme blending, phoneme segmentation (generally mastered by end of first grade)
- These skills are instrumental in phonic decoding and early spelling

Advanced:

- Grades 3-4, and possibly beyond
- Manipulating phonemes: deleting, substituting or reversing phonemes within words

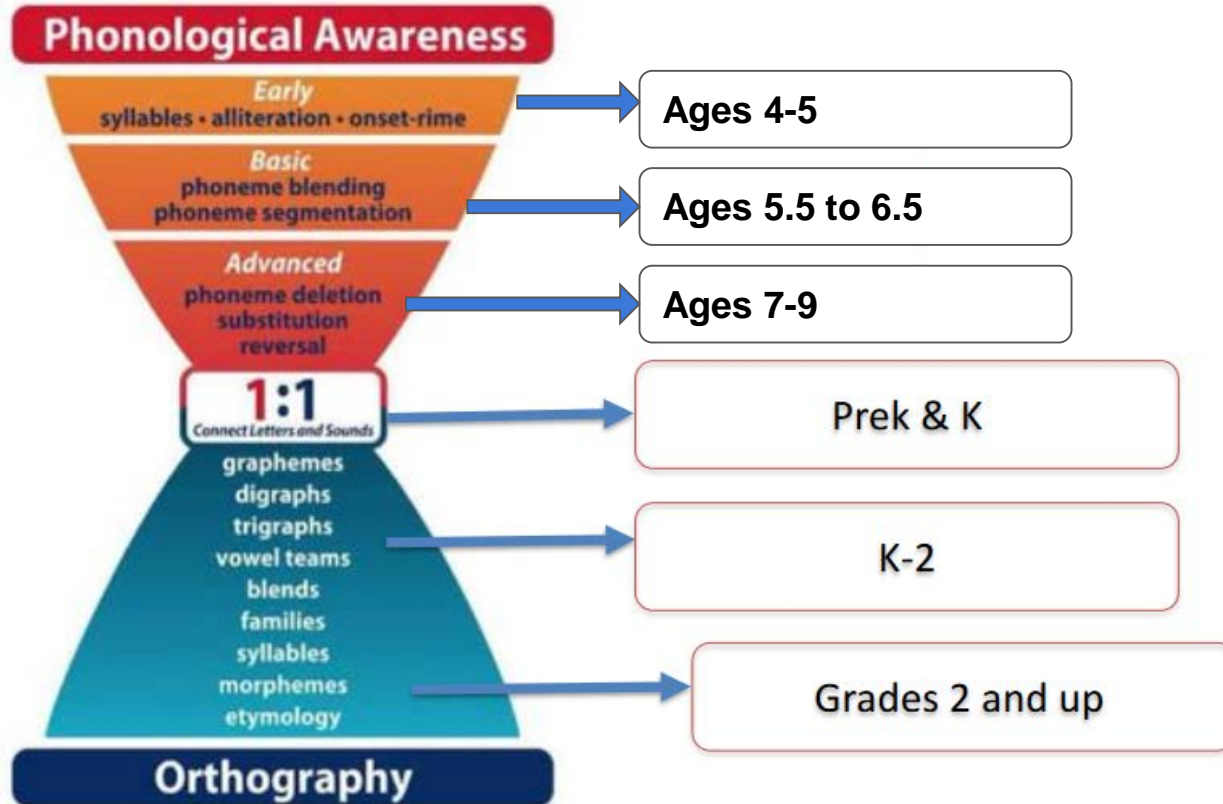
Phonological Awareness

Teach from Easiest to Hardest Continuum of Phonological Awareness



More bang for your buck!

Tolman's Hour Glass



Conventional Literacy

Changing Emphasis of the Subskills of the Five Components of Reading

(Adapted from Michigan's Integrated Behavior and Learning Support Initiative, 2017)

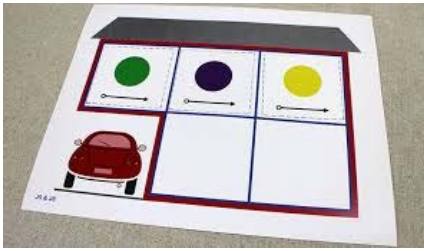
Component	K	1st	2nd	3rd	4th	5th and Beyond
Phonemic Awareness	Blend & Segment		Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation			
Phonics	Sounds/Basic Phonics		Advanced Phonics & Multisyllabic		Multisyllabic & Word Study	
Fluency	Sounds and Words		Words & Connected Text		Connected Text	
Vocabulary	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	

Phoneme Manipulation

- More advanced form of phoneme awareness.
- Involves deleting or substituting phonemes within words
- Usually not mastered until about third grade.



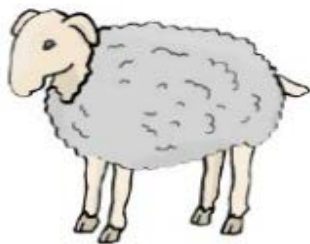
Kilpatrick, D. (2016). *Equipped for Reading Success*.
Syracuse, NY: Casey and Kirsch Publishers.



Phoneme Analysis

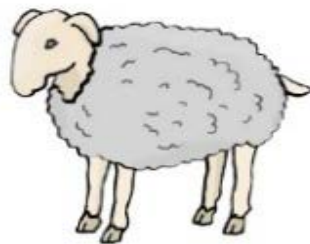
- On your notes page find number 2.
- Listen to the following words and write down how many phonemes you hear.
- Share with a partner and then as a whole group.

Phoneme Analysis



s h e e p

While sheep has five letters...



sh	ee	p
----	----	---

...it only has three sounds (or phonemes).

Assessment

PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM A

David A. Kilpatrick, Ph.D.

Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ D.O.B.: _____ Grade _____ Age _____

Teacher: _____ Date: _____ Evaluator _____

INSTRUCTIONS: See the Instructions for Administering the Phonological Awareness Screening Test (PAST).

RESULTS:

	Correct	Automatic	Highest Correct Level:
Basic Syllable	_____/10	_____/10	(Levels not passed below the highest correct level)
Onset-Rime	_____/10	_____/10	
Basic Phoneme	_____/10	_____/10	
Advanced Phoneme	_____/20	_____/20	Highest Automatic Level:
Test Total	_____/50	_____/50	(Non-automatic levels below highest automatic level)

Approximate Grade Level (Circle): Pre/K K late K/early 1st 1st late 1st/early 2nd 2nd late 2nd to adult

Note: The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (I1, I2—preschool to mid kindergarten; I3*—mid to late kindergarten)

LEVEL D "Say bookcase. Now say bookcase but don't say case."

FEEDBACK: "If you say bookcase without saying case, you get book. Okay? Let's try another one."

D1 (book)case _____ (sun)set _____ (space)ship _____

D2 (sil)ver _____ (mar)ket _____ (gen)tle _____

LEVEL E "Say December. Now say December but don't say De."

FEEDBACK: "If you say December without saying De, you get tuber. See how that works?"

E2 (Oc)tober _____ (um)brella _____

(far)astic _____ (re)member _____

Basic Syllable Total:

Correct	Automatic
_____/6	A: ____/6
_____/4	A: ____/4
_____/10	A: ____/10
Correct	Automatic
_____/5	A: ____/5
_____/5	A: ____/5
_____/10	A: ____/10

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F (Deletion) "Say feet. Now say feet but don't say /f/."

FEEDBACK: "If you say feet without saying /f/, you get eat; foot; eat, see how that works?"

f/feet → eat _____ A/virth → earth _____

A/rime → aim _____ A/rime → I'm _____ /c/one → own _____

LEVEL G (Substitution) "Say done. Now say done but instead of /d/ say /t/."

FEEDBACK: "If you say done and change the /d/ to /t/, you get ant; done-run."

d/one /d/ → run _____ t/m/ore /d/ → door _____

/g/th/ /th/ → thumb _____ /l/ed /d/ → said _____ /f/ull /w/ → wool _____

Onset-Rime Total:

*There is no E3 line on Form A.

Phoneme Deletion

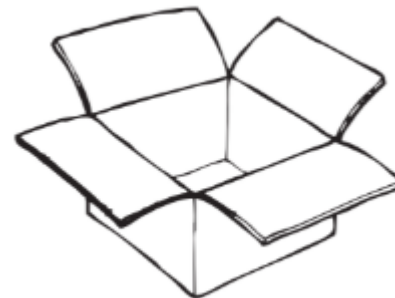
Deleting an onset, rime, or phoneme.

- Say **try** but don't say /t/.
- Say **grain** but don't say /g/.



Phoneme Deletion

Name the picture on the right.



Now, delete the first phoneme.



Phoneme Deletion

- Say **bat** but don't say /b/.
- Say **cling** but don't say /l/.



Phoneme Deletion

- Say **snoop** but don't say /n/.
- Say **speak** but don't say /p/.

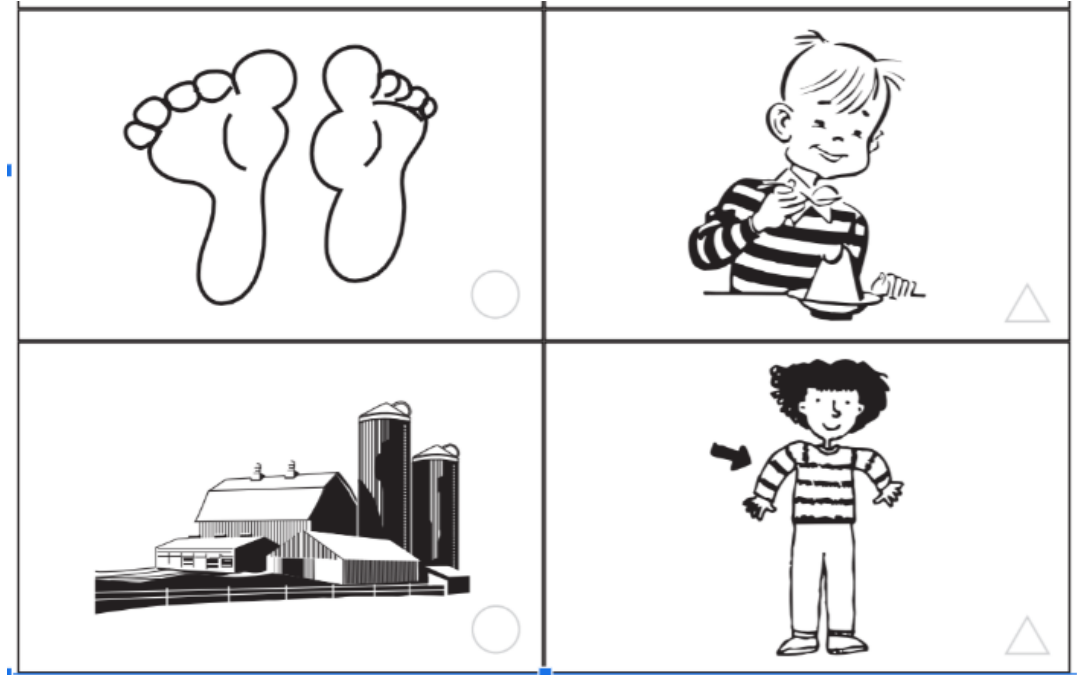


Activity

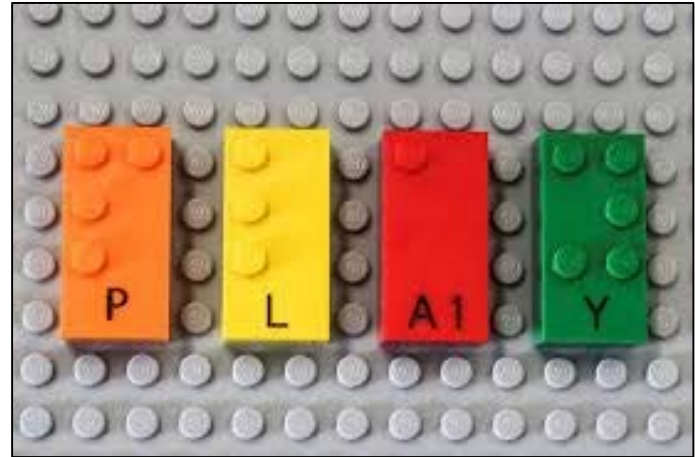
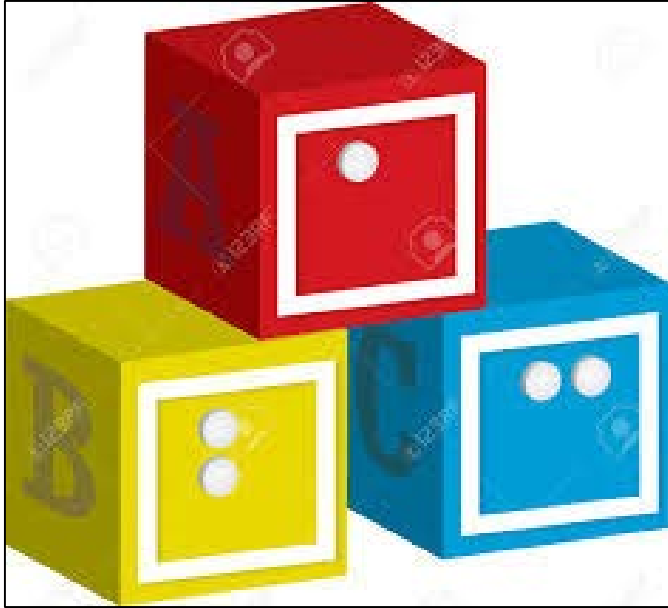


1. Name the picture on the left.

2. Delete the first phoneme. What do you hear?



Phoneme Deletion





Phoneme Substitution


Exchanging an onset, rime, or phoneme.


- Exchange /p/ for /m/ in **path**
- Exchange /b/ for /g/ in **glue**
- Exchange /t/ for /d/ in **sat**
- Exchange /i/ for /a/ in **hit**





 - **T**
 + **P** =

van

 v → t

pot

 p → d

tub

 t → c

sun

 s → f

Activity



Use your paper squares and make the necessary substitutions as you listen to the directions

I DO: Say “Dad”, but instead of /a/ say /i/





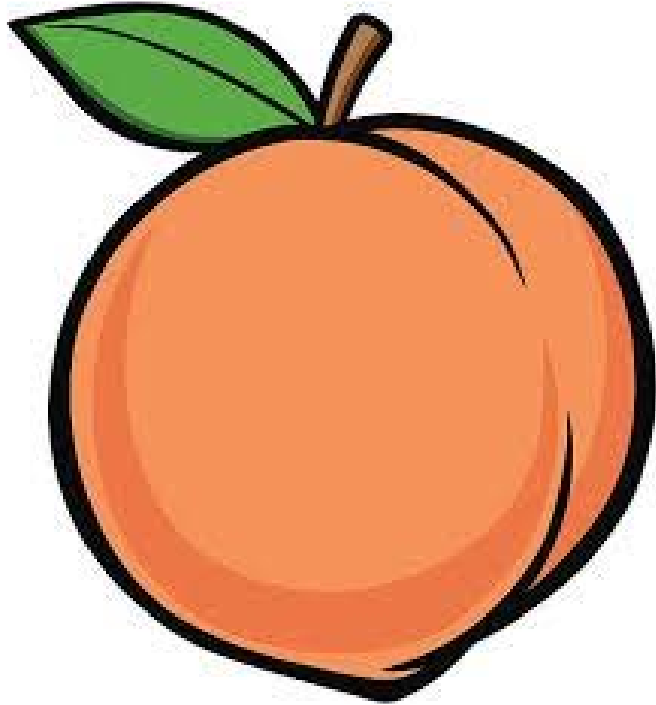
Phoneme Reversal

- Reversing the sounds in a single syllable word:
keep → **peek**

- Reversing the sounds in a two or three syllable word:

midnight → **tine dim**

Phoneme Reversal



/p/ /E/ /ch/

Phoneme Reversal

/ch/ /E/ /p/



Phoneme Reversal

Reverse the beginning
and the ending
phonemes...

/ch/ /ur/ /ch/



Activity



Use your paper squares or your fingers to tap and make the reversals as you listen to the directions

I Do: Say /eat/, now say /eat/ backwards

tea

Activity



Use your paper squares or your fingers to tap and make the reversals as you listen to the directions

I DO: Say /safeguard/, now say /safeguard/ backwards

drog fas

Phoneme Chaining

- Say 'bit', now change /i/ to /e/
- Say 'bet', now change /e/ to /a/
- Say 'bat', now change /b/ to /s/
- Say 'sat', now change /a/ to /i/
- Say 'sit', now change /s/ to /m/



Moving from Awareness to Proficiency

Multisensory Stage: The student can only do the task with external prompts or helps. The student often makes mistakes.

Knowledge Stage: The student 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 effort. The student rarely makes a mistake.

Activity



- Now define Phonemic Awareness.
- Compare your initial definition to the new one. How has it changed? How will this affect the position you hold in your district/school?
- Share with the person next to you.

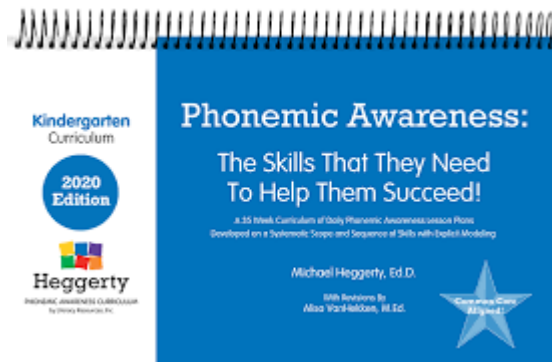
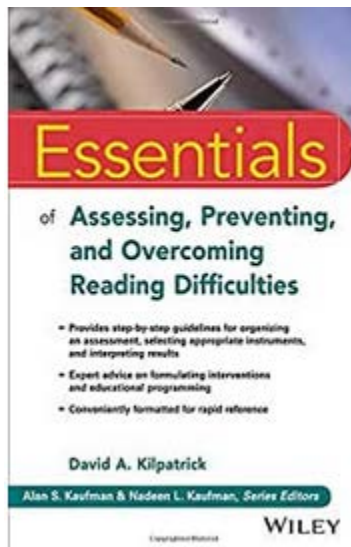
RESOURCES

Equipped for Reading Success

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



David A. Kilpatrick, Ph.D.



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Thank you!

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