Does Phonological Awareness Development End After K-1?

Duke Energy Power of Reading Summit

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Why Teach Phonological Awareness?

“Phonological awareness is the ability to notice the sound structure of spoken words.”

Kilpatrick, 2015. (pg. 65)

Topics to Cover: the WHY and HOW

- Why teach phonological awareness?
  - Importance in converting unfamiliar words into sight words
  - Its relationship to fluency
  - Importance of phoneme manipulation skills
- How do teach phonological awareness
  - Modeling framework: I Do, We Do, You Do
  - Instructional routine: use pictures, shapes, and then oral only

David Kilpatrick’s Book

Essentials of Assessing, Preventing, and Overcoming Reading Difficulties

By David A. Kilpatrick
Torgesen’s View of Fluency:

“The most important key to fluent reading of any text is the ability to automatically recognize almost all of the words in the text.”

(Torgesen et al., 2003, p. 293)

For this presentation, a **sight word** is a word that an individual can **instantly and effortlessly** recognize without sounding it out.

Skilled readers primarily read by instant recognition of a LARGE sight vocabulary.

Prototype → Recognition

Decoding /pro/ /to/ /type/ → Recognition

Learning a New Word

/s/ /a/ /k/

sake

lake
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Size of Sight Word Vocabulary

Think About the Impact on Fluency and Comprehension

Definition of Orthographic Mapping

“Orthographic mapping is the mental process used to store words for immediate, effortless retrieval. It is the mechanism for sight-word learning. It requires good
• phonemic awareness,
• letter-sound knowledge, and
• the alphabetic principle.”

Kilpatrick, D., Essentials of Assessing, Remediating, and Preventing Reading Difficulties, (pg. 362)

Phonemes Anchor to Letters

“The phoneme sequence of the word that is already established in long-term memory acts as the anchor for the written sequence of letters used to represent that phoneme sequence.”

Kilpatrick, 2015, pg. 101
Skilled readers have learned to:
- Identify the legal patterns of letters that are used frequently (THR, STP, etc.)
- Recognize strings of letters that cannot occur in English (for example, TSIP, SITP, XPLK)
- Build neural structures that represent the permissible patterns
- Tune the structures every time a text is read


“Reading progress cannot be accelerated unless readers develop the ability to quickly add words to their sight vocabularies.”


“Once the capacity to efficiently store new words has developed, student require a great deal of reading practice. Only words that have been encountered can be added to one’s sight vocabulary.”

Intervention Studies

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Successful Intervention

“The highly successful intervention results involved **eliminating the phonological awareness difficulties** in those weak readers. Other intervention studies that did not eliminate phonological awareness deficits had less impressive outcomes.”

*Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*  Page 66

PA Training is Correlated with Word Reading

“Studies show that there is a direct relationship between the degree and nature of phonemic training and the word-level reading outcomes.”

Intervention Description | Standard Score Gain
---|---
No PA Training | 0-4 std. score pts.
Basic PA Training | 4-8 std. score pts.
Advanced PA Training | 12.5 – 25 std. score pts.


PA and Older Readers

Myth: PA instruction is only for grades K and 1

“There appears to be a common **assumption** among educators that phonemic awareness training is not likely to be useful for older readers with the phonological-core deficit. Studies strongly suggest that advanced phonemic awareness is essential for older struggling readers to make substantial progress in their word-level reading skills.”

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**Most PA Assessments Stop Too Early**

“The most common phonemic awareness task, phoneme segmentation, is one of the least sensitive phonological awareness tasks. Beyond first grade, it is NOT a good indicator of the degree of phonemic proficiency needed for skilled reading.”

**Development of PA Skills**

For Normally Progressing Students

- By Mid-1st Grade
- Grades 3 & Beyond

**Phoneme Segmentation as an Indicator**

Assessing Phonemic Proficiency

“The most common phonemic awareness task, phoneme segmentation, is one of the least sensitive phonological awareness tasks. Beyond first grade, it is not a good indicator of the degree of phonemic proficiency needed for skilled reading.”

Kilpatrick (2015), pg. 66

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**25 Phonological Awareness Skills**

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**Card for Log-in Information**

**Complimentary Screener**

*Phoneme Substitution Screener*

*Download at www.95percentgroup.com*

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**2 Forms – X and Y**

**Form X - Easier**

**Form Y - Harder**

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**Gillon on Rhyming**

“In order to understand that words rhyme, there first must be an awareness that the words share a common ending (rime unit) that can be separated from the beginning of the word (onset).”

Gillon (2000), *Phonological Awareness: From Research to Practice*, pp. 6

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### Blend and Segment Onset First

- **man**
  - /m/ **an**
  - **man**

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### Technique to Teach Rhyming

1. **I Do—Shapes**
   - We’re going to listen to 2 words and decide if the ending parts, or rimes, are the same or different. We’ll use this mat and some pictures and shapes.
   - **1. Watch me.** (Place **man** next to green onset in top row and point to it.) The first word is **man**.
   - **2.** (Place first yellow onset, and red rime in bottom row and point to fan.) The next word is **fan**.
   - I tap the first part and say **/m/**. I tap the rime and say **/an/**. (Tap both times.) These 2 parts look the same. They sound the same, **/an/**. These 2 parts rhyme. When words rhyme they sound the same at the end.

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### Explicit Instruction

- Is instructor driven
- Tells students what they are learning and how it will help them
- Leaves nothing to chance

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### Manipulatives

- **All manipulatives are available online as part of the PA Blueprint.**
  - **Mats**
  - **Picture Cards**
  - **Shapes**
  - **Flip Books:**
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### Extensive Modeling

- Three-step modeling cycle
  - I do – Teacher explicitly teaches the new skill
  - We do – Teacher and students practice the skill together
  - You do – Students demonstrate independent skill mastery through practice activities

- Fluency and automaticity
  - Students build fluency and automaticity with skill through games and activities.

### Corrective Feedback

- Unlike whole-group instruction, ALL errors must be corrected
- Often modeling is repeated
- After students receive feedback, they have another opportunity to practice

### Skill Mastery Sequence

- Explicit instruction to build accuracy (pictures, shapes, oral)
- Guided practice with new skill
- Numerous opportunities to build fluency and automaticity with new skill
- Continual review of previously mastered skills

### Syllable Segmentation (compound words)

1. **Segmentation:**
   - Identifying individual syllables in a word.
2. **Blending:**
   - Combining syllables to form words.
3. **Decoding:**
   - Using knowledge of sounds to read words.

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Syllable Substitution

Onset-Rime Segmentation

Onset-Rime Substitution

Phoneme Segmentation