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# Plain Talk About Phonological Awareness: The Role of K-1 Teachers in Developing Advanced Skills

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# Today's Objectives

- Discuss why phonological awareness plays such a critical role in reading acquisition
- Learn the role of K-1 teachers in developing advanced phonological awareness skills in young students
- Understand how expanded phonological awareness instruction continues through the end of 2<sup>nd</sup> grade
- Become familiar with the revisions to the ELA standards for phonological awareness and prepare for the upcoming ELA adoption

## Common Misunderstandings About the Role of Phoneme Skills in Reading

- Phonemic awareness only relates to early learning of CVC words
- Phonemic awareness is not involved in sight-word acquisition
- Phonemic awareness is not thought to be worth training after first grade
- If a student doesn't develop phonemic awareness by second grade, they never will

## The Truth About Phonological Awareness

- Phonological awareness difficulties represent the most common source of word-level reading difficulties
- Phonological awareness is essential for skilled reading
- Phonemic awareness is needed for efficient sight-word learning
- Phonological awareness continues to develop in typical readers beyond first grade
- This later developing phoneme proficiency significantly impacts reading development

See Kilpatrick, 2015

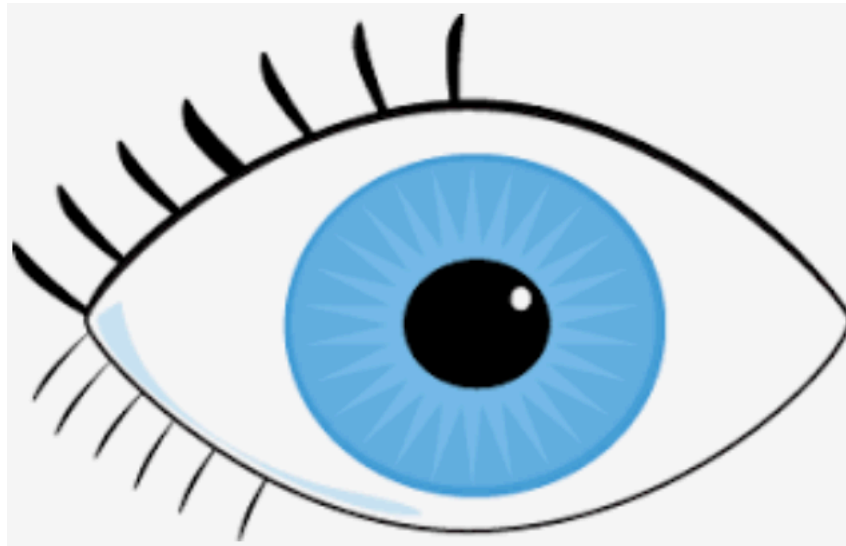
*Every point in a child's development of word-level reading is substantially affected by phonological awareness skills, from learning letter names all the way up to efficiently adding new multisyllabic words to the sight vocabulary.*

What do we mean by sight word acquisition?



# Sight Word

A word that is instantly recognized.



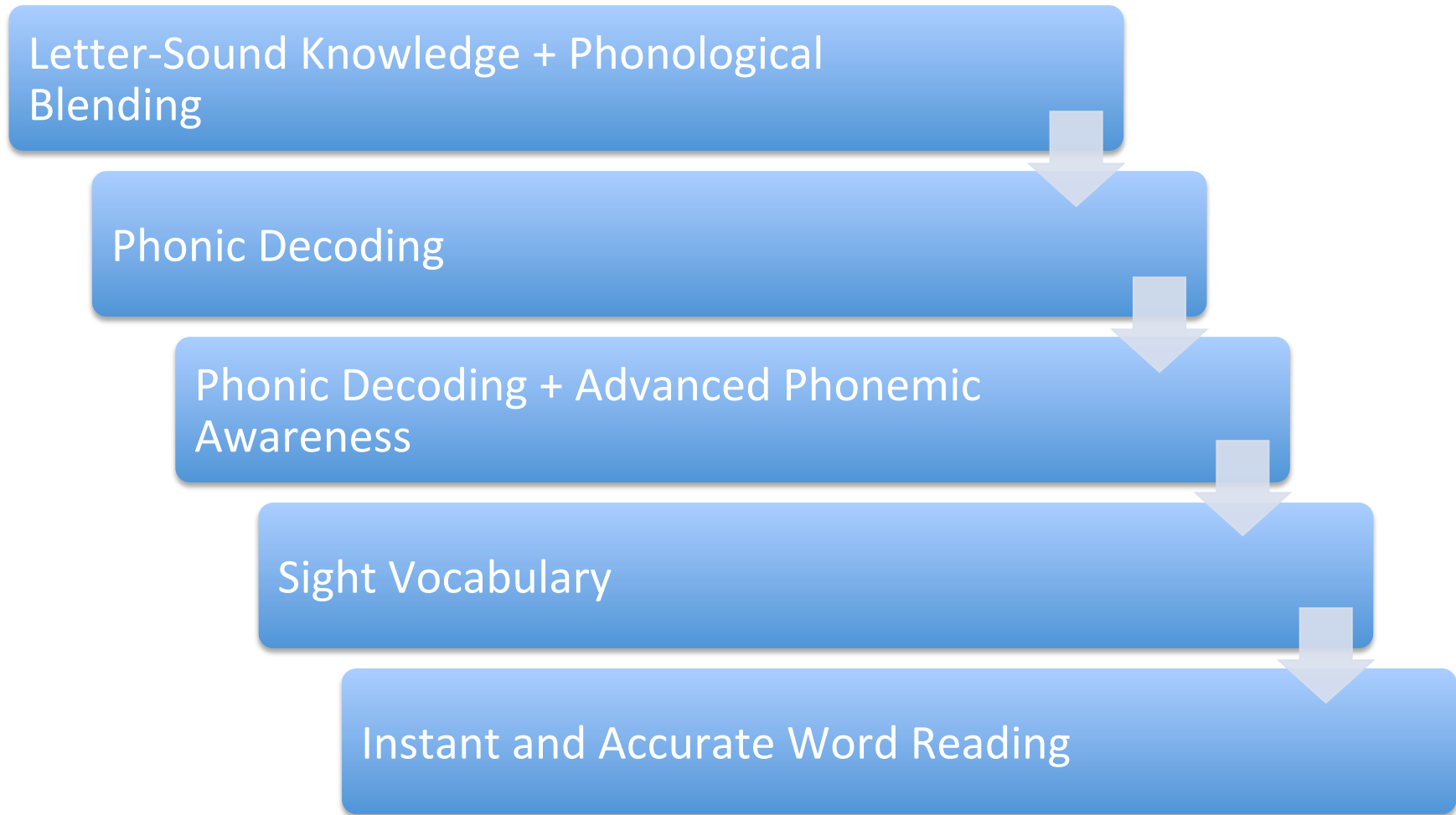
# Sight Vocabulary

The pool of words that an individual can instantly and effortlessly recognize





# Route to Reading Fluency

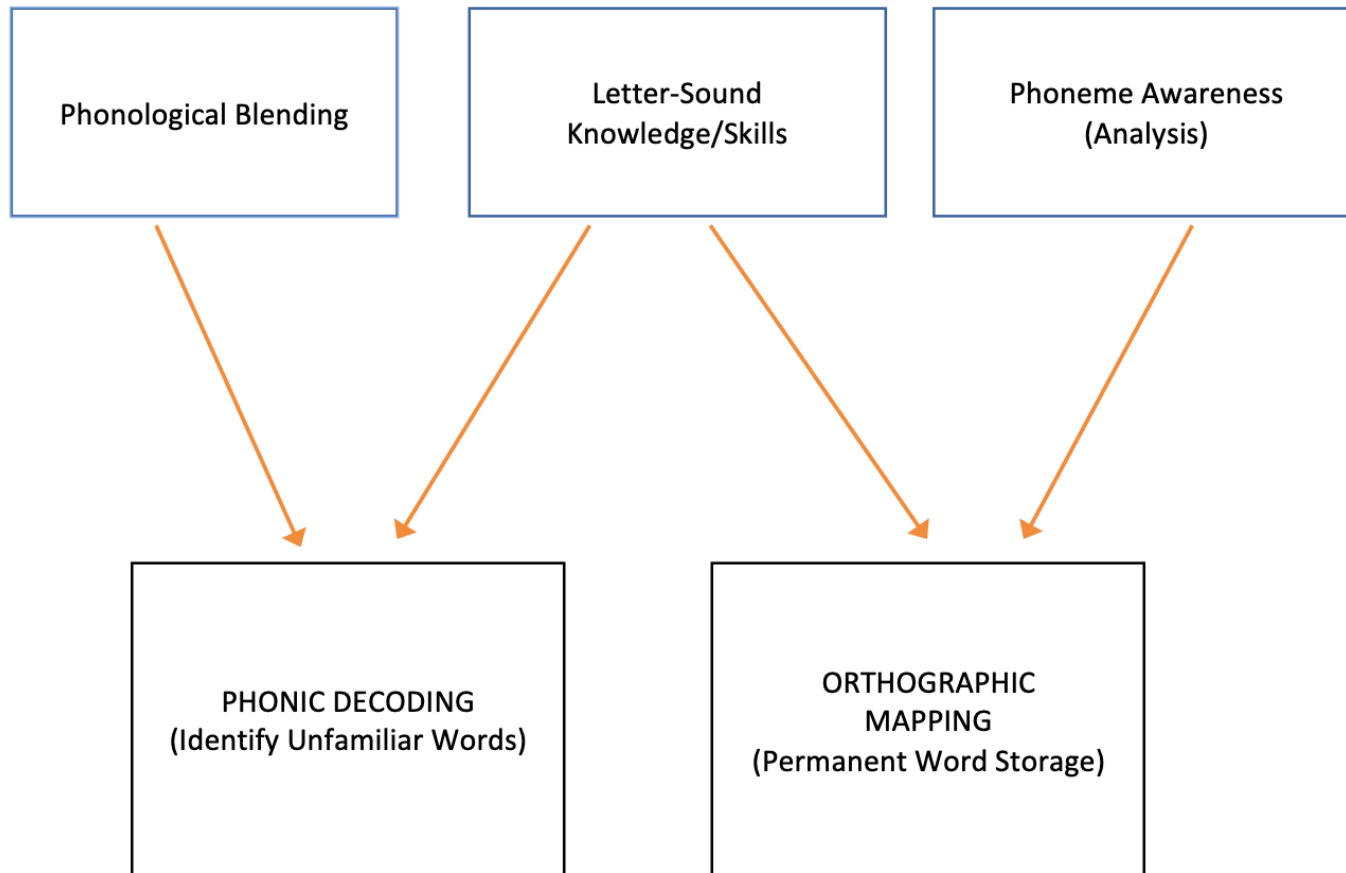


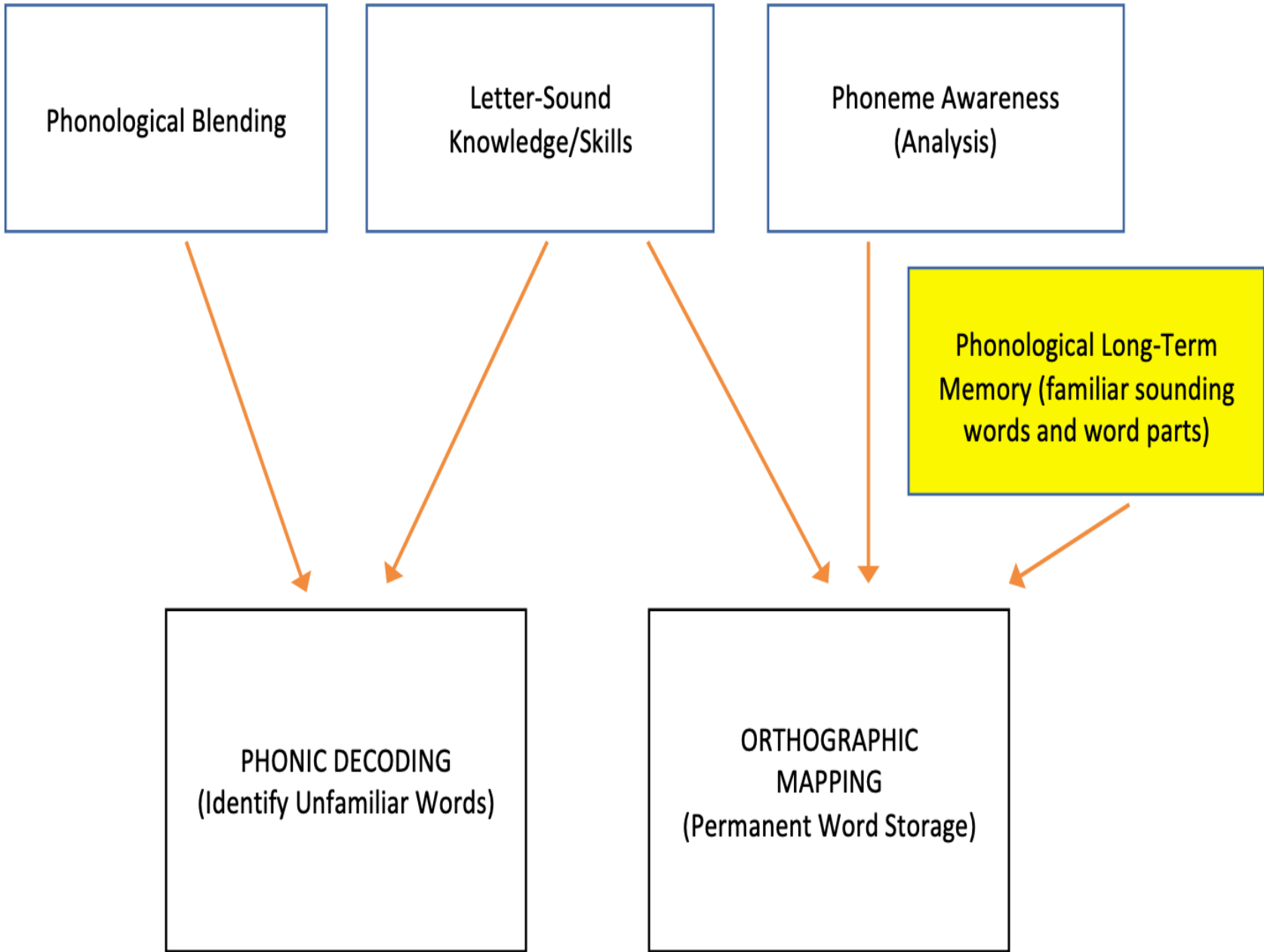
Kilpatrick, 2015

# Two Levels of Word Reading Deficits

- What distinguishes skilled word readers from poor word readers?
  1. The ability to identify unfamiliar words by sounding them out.
  2. The ability to remember the words they read.

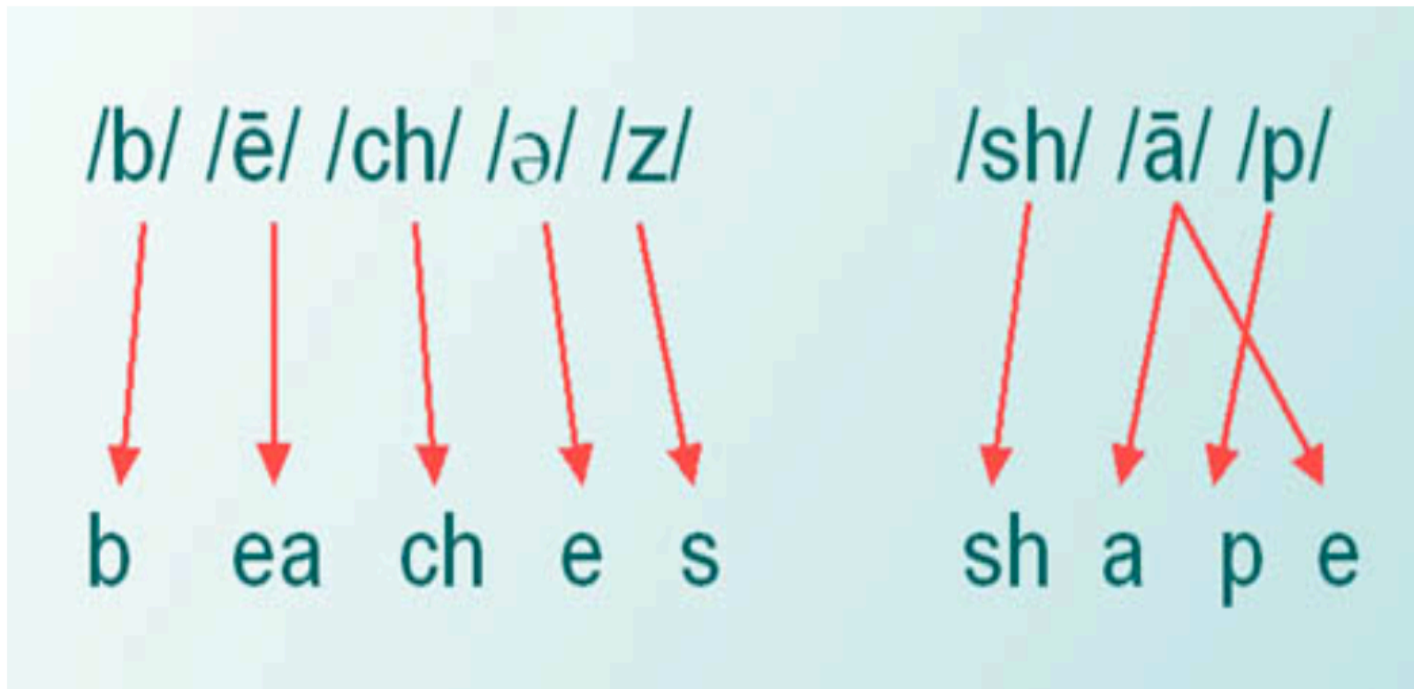
# Phonemic Skills in Word Reading





- 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
- The only way a reader can access the phoneme sequence in order to anchor it to the spoken pronunciation is **by phonemic awareness/analysis skills.**
- After one to four exposures to that new letter sequence, all connections are made and secured.
- From that point on, the entire familiar sequence activates the entire spoken pronunciation as a unit.

Phonemes held in working memory create mental “parking spots” for graphemes.



MOATS, 2015

# Phonological Awareness Development

<b>Early PA</b>	<b>Preschool</b>	<b>rhyming, alliteration, segmenting words into syllables, first sound isolation</b>
<b>Basic PA</b>	<b>Kindergarten/First Grade</b>	<b>phoneme blending, phoneme segmentation</b>
<b>Advanced PA</b>	<b>Continues to develop until about third grade</b>	<b>phoneme manipulation: deleting, substituting, or reversing phonemes</b>

# Remember:

Advanced phonemic awareness appears to be needed for efficient sight vocabulary development!



See Kilpatrick, 2015



So what is the role of K-1 teachers in developing advanced phonological awareness skills in young students?



# Advanced Phonological Awareness

SYLLABLE LEVEL		
Basic Syllable	Delete: (un)der der	Pre-K to kindergarten
Advanced Syllable	Delete(an)imal imal	1 <sup>st</sup> to 2 <sup>nd</sup> grade
ONSET-RIME LEVEL		
	Delete (c)at at Delete m(an) m	K to 1 <sup>st</sup> grade
	Substitute (n)ot (h)ot	K to 1 <sup>st</sup> grade
	Substitute t(an) t(oy)	K to 1 <sup>st</sup> grade
PHONEME LEVEL		
Basic Phoneme	Delete (p)lane lane Delete car(t) car	1 <sup>st</sup> to early 2 <sup>nd</sup> grade
	Substitute (c)lass (g)lass	1 <sup>st</sup> to early 2 <sup>nd</sup> grade
Advanced Phoneme	Delete be(s)t bet	Early 2 <sup>nd</sup> to early 3 <sup>rd</sup> grade
	Substitute li(f)t li(s)t	Early 2 <sup>nd</sup> to early 3 <sup>rd</sup> grade

# Basic Syllable Level – PreK/K

- Delete one syllable from a two-syllable compound word

*Examples:*        sail(boat) → sail  
                      (toy)box → box

- Delete one syllable from a two-syllable word

*Examples:*        (ham)per → per  
                      sil(ver) → sil

# Basic Syllable Level - K

- Delete the first syllable from a three-syllable word (words with their stress on the second syllable)

*Examples:*            (im)provement → provement

                          (sub)scription → scription

# Advanced Syllable Level – 1st

- Delete the first syllable from a three-syllable word (words with their stress on the first syllable)

*Examples:*            (won)derful → derful  
                              (ar)chitect → chitect

- Delete the first syllable from a three-syllable word (words with their stress on the first syllable and middle syllable is made up of only a vowel sound)

*Examples:*            (el)ephant → ephant  
                              (man)ager → ager

# Advanced Syllable Level – 1st

- Delete the last syllable from a three-syllable word (words with their stress on the first syllable and middle syllable is made up of only a vowel sound)

*Examples:*      clari(net) → clari  
                      daffo(dil) → daffo

# Onset-Rime Levels – K/1

- Deleting/substituting the initial sound in a word

*Examples:* (s)it → it

(t)ied → (r)ide

- Deleting/substituting the rime in a word

*Examples:* s(ing) → /s/

t(ime) → t(ack)

# Basic Phoneme Level – 1<sup>st</sup>/2<sup>nd</sup>

- Delete first sound in a word by splitting an initial blend

*Examples:*        (t)rim → rim  
                         (s)nail → nail

- Substitute first sound in a word by splitting an initial blend

*Examples:*        (b)lue → (g)lue  
                         (d)ry → (f)ry



# Basic Phoneme Level – 1<sup>st</sup>/2<sup>nd</sup>

- Delete final sound in a word by splitting a final blend

*Examples:*      car(t) → car  
                      gras(p) → grass

- Delete the final sound in a word


*Examples:*      see(n) → see  
                      rai(se) → ray

## Advanced Phoneme Levels – 2<sup>nd</sup>/3<sup>rd</sup>

- Deleting or substituting sounds in the middle of a word
- Substituting sounds at the end of words
- Reversing phonemes

# Instructional Scaffolding

Level of Difficulty	Type of Scaffolding
easy	letter tiles*
	visual-spatial cues (tokens)
	clapping, tapping
	verbal cues (stretching, repeating)
difficult	none



Kilpatrick, 2016

# Letter Tiles

- **Using letter tiles** as a first step in scaffolding is typically not appropriate in K or beginning of 1<sup>st</sup> 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.

# Letter Tiles

- *A written* example to illustrate an *oral* activity
- once a child understands the task using letters, replace letters with non-lettered tokens

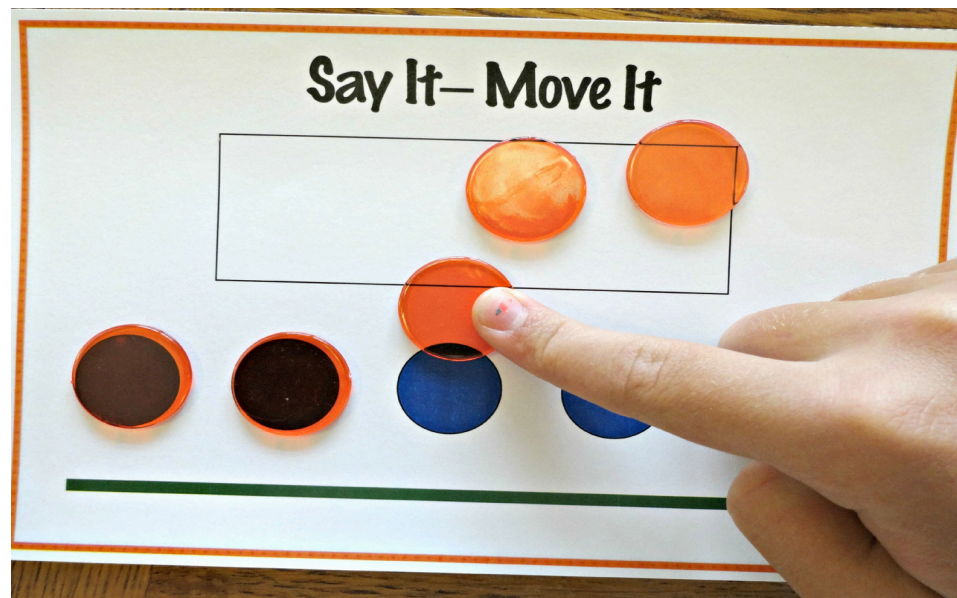
# Visual-Spatial Cues

- **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

- **Whisper Technique:** (For syllable-level tasks) Say a word by whispering the syllable that you want the child to delete.
- **Stretching and Repeating Sounds:** (For phoneme-level tasks) accentuate the target sound by stretching or repeating it

*“Say hiiiiiiiit. Now say hiiiiiiiit, but instead of iiiiiiiii, say aaaaaaaaaa.”*

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

# Important Note:

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

# Integration of Letters



# Integration of Letters



# 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!

# 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



# Oregon's CCSS Revisions

## Foundational Skills in Reading

### Phonological Awareness - K

Kindergarten	
RF.K.2 Demonstrate understanding of spoken words, syllables, and phonemes.	
2a	Recognize and produce rhyming words.
2b	Count, pronounce, blend, and segment syllables in spoken words.
2c	Delete syllables in compound words with two syllables.
2d	Blend and segment onsets and rimes of single-syllable spoken words.
2e	Isolate and pronounce the initial, medial vowel and final phonemes in three phoneme words.
2f	Add, delete and substitute individual phonemes in simple, one-syllable words to make new words.

# Oregon's CCSS Revisions

## Foundational Skills in Reading

### Phonological Awareness – Grade 1

First Grade	
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds phonemes.	
2a	Distinguish long from short vowel sounds in spoken single-syllable words.
2b	Orally produce single-syllable words by blending phonemes, including consonant blends.
2c	Isolate and pronounce the initial, medial vowel, and final phonemes in spoken single-syllable words.
2d	Segment spoken single-syllable words including, words with initial and ending blends into their complete sequence of individual phonemes.
2e	Add, substitute and delete syllables in two- and three-syllable words.
2f	Substitute and delete parts of blends in the initial position in one-syllable words.



# Oregon's CCSS Revisions

## Foundational Skills in Reading

### Phonological Awareness – Grades 2/3

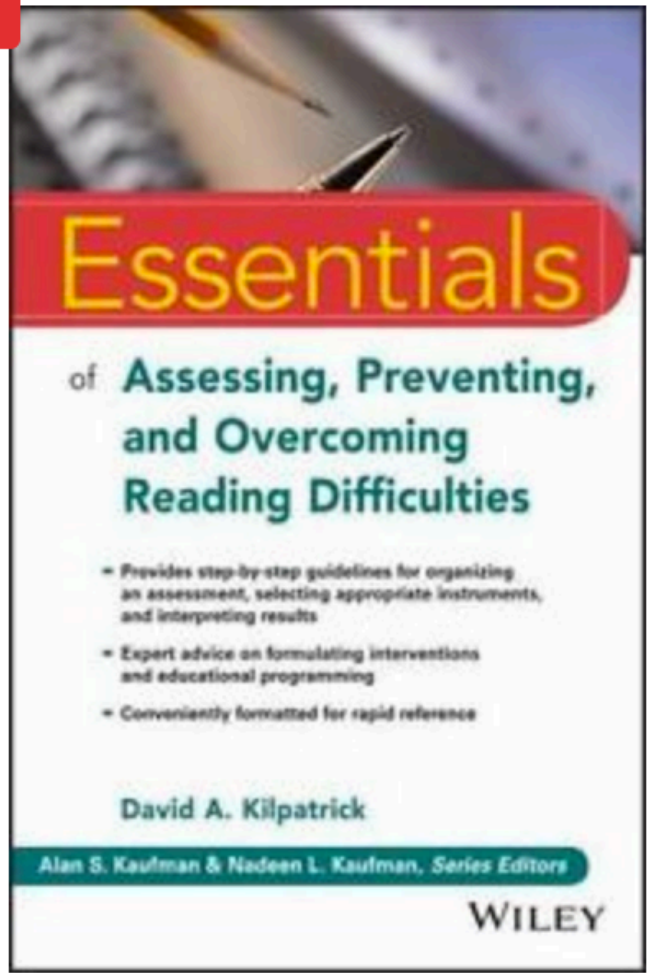
Second Grade	
RF.2.2 Demonstrate understanding of spoken words, syllables, and phonemes.	
2a	Substitute medial vowels in one-syllable words.
2b	Substitute and delete parts of blends in the final position in one-syllable words.
Third Grade	
RF.3.3 Demonstrate understanding of spoken words, syllables, and phonemes.	
3a	If students cannot substitute and delete parts of blends in the final position in one-syllable words with automaticity, see standards RF.2.2a-b.

# ELA Adoption

Draft Criteria for ELA Program Adoption



# 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

- Kilpatrick, D. (2019). Why Phonemic Proficiency is Necessary for All Readers. Webinar sponsored by CORE:  
<https://www.corelearn.com/webinar-download-why-phonemic-proficiency-is-necessary-for-all-readers/>

The screenshot shows the CORE website header with the logo, a search bar, contact information (888.249.6155), and social media icons (Facebook, Twitter, LinkedIn). Below the header is a green navigation bar with links: Home, Who We Are, What We Do, DigiCOACH, Results & Impact, Resources, News, Blog, and CORE Store. The main content area features the title 'On-Demand Webinar: Why Phonemic Proficiency is Necessary for All Readers'. The text describes the webinar with Dr. David Kilpatrick and provides information on how to get assistance. At the bottom, there is a video player with a title card that reads: 'Why Phonemic Proficiency is Necessary for All Readers' from CORE, 'A Common Misconception About Reading: "Children Learn to Read in Different Ways"', and a list of bullet points: 'This confuses teaching and learning' (with a sub-bullet 'We teach things they don't learn; they learn things we don't teach!') and 'We TEACH reading in different ways; they LEARN to read'. To the right of the video player are icons for heart, clock, and share.

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### On-Demand Webinar Why Phonemic Proficiency is Necessary for All Readers

We hope you enjoy this webinar with Dr. David Kilpatrick, author of *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*. The webinar is full of information about why phonemic awareness is so critical to effectively teaching students to read — both those who struggle and those who learn to read more easily.


If you'd like assistance in preparing your staff to more effectively teach reading, [get in touch](#). CORE works with both preK-12 general and special education teachers and paraprofessionals to build their instructional skills through targeted, job-embedded professional learning. [Take a look at the gains in reading achievement](#) other schools and districts have achieved with CORE's on-site workshops and instructional coaching.

**Why Phonemic Proficiency is Necessary for All Readers**  
 from CORE®

**A Common Misconception About Reading:  
 "Children Learn to Read in Different Ways"**

- This confuses *teaching* and *learning*
  - We teach things they don't learn; they learn things we don't teach!
- We TEACH reading in different ways; they LEARN to read

<https://sitesed.cde.state.co.us/course/view.php?id=132>

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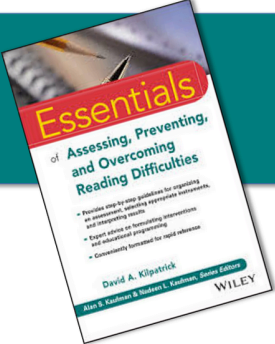
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# Assessing, Preventing, and Overcoming Reading Difficulties

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## GENERAL



### Assessing, Preventing, and Overcoming Reading Difficulties

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# Equipped for Reading Success

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



David A. Kilpatrick, Ph.D.

<https://www.oregon.gov/ode/educator-resources/standards/ELA/Pages/ELAStandards.aspx>

## Standards - ELA

Comprehensive School Counseling

### ENGLISH LANGUAGE ARTS

Oregon Literacy Plan Birth through Grade 12

Standards - ELA

Literacy Framework for Writing

Literacy Framework for Reading

Health

Library and Media Education

Mathematics

Physical Education

Science

Social Sciences

The Arts

Achievement/Performance Standards

Previous Achievement Standards

## Standards Documents

Oregon State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Updated Resources, Appendices, and Glossaries Coming Soon!

- [Text Complexity, Vocabulary, & Writing \(Appendix A\) Grade 1 PDF](#)
- [Text Exemplars & Sample Tasks \(Appendix B\)](#)
- [Samples of Student Writing \(Appendix C\)](#)
- [Application for Students with Disabilities](#)
- [Application for English Language Learners](#)

## Grade Level Documents

- [Kindergarten](#)
- [Kindergarten Crosswalk](#)
- [Grade 1](#)
- [Grade 1 Crosswalk](#)
- [Grade 2](#)
- [Grade 2 Crosswalk](#)
- [Grade 3](#)
- [Grade 3 Crosswalk](#)
- [Grade 4](#)
- [Grade 4 Crosswalk](#)
- [Grade 5](#)



# For Additional Information:

- **See:**

[https://www.oregon.gov/ode/students-and-family/SpecialEducation/RegPrograms\\_BestPractice/Pages/Dyslexia.aspx](https://www.oregon.gov/ode/students-and-family/SpecialEducation/RegPrograms_BestPractice/Pages/Dyslexia.aspx)

- **Contact:**

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