



Phonological Awareness in older students

“The missing link”

Session III

Mountain West
Associates



Objectives for Session III

Define Phonological Awareness, Phonemic Awareness

Learn how a lack of phonological awareness impacts older students




Find someone you don't work with daily

Which article did you read?

Why did you pick that article?

How could you apply it in your
classroom/school?





PLAINTalk

THE NEWSLETTER FOR THE CENTER FOR DEVELOPMENT AND LEARNING ©

WHEN OLDER STUDENTS CAN'T READ

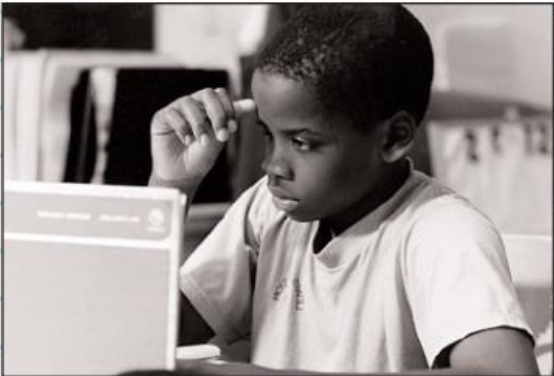
by Louisa C. Moats, Ed.D.

Both students and educators become frustrated when students beyond 3rd grade display reading difficulties. Research-based reading strategies can build a foundation for reading success in students of all ages.

Since 1996, state and federal reading initiatives have focused on the problem of reading failure at kindergarten and the primary grades. The focus on early intervention is well-conceived, given the strong evidence that research-based instruction beginning in kindergarten significantly reduces the number of children who experience reading difficulty (National Institute of Child Health and Human Development, 2000).

If children receive instruction in phonological and alphabetic skills and learn to apply that knowledge to decoding words, they are very likely to succeed at reading. Once children fall behind, they seldom catch up, a reason that such states as California, Virginia, and Texas promote early intervention to prevent reading problems. Reading level in 1st grade, moreover, is an astonishingly good predictor of reading achievement into high school (Catts et al., 1999; Cunningham and Stanovich, 1997; Shaywitz et al, 1999; Fletcher et al. 1994). Reading failure begins early, takes root quickly, and affects students for life.

Improvements in reading education in the lower elementary grades, however, are coming too slowly to



What is phonological awareness?

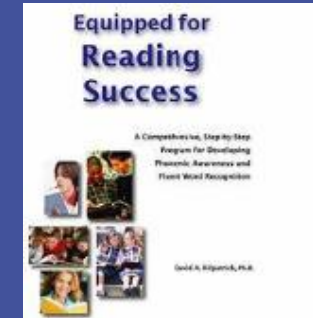
Phonological awareness is the ability to recognize and manipulate the sound properties of spoken language, such as syllables, initial sounds, rhyming parts, and phonemes.



Phonological Awareness

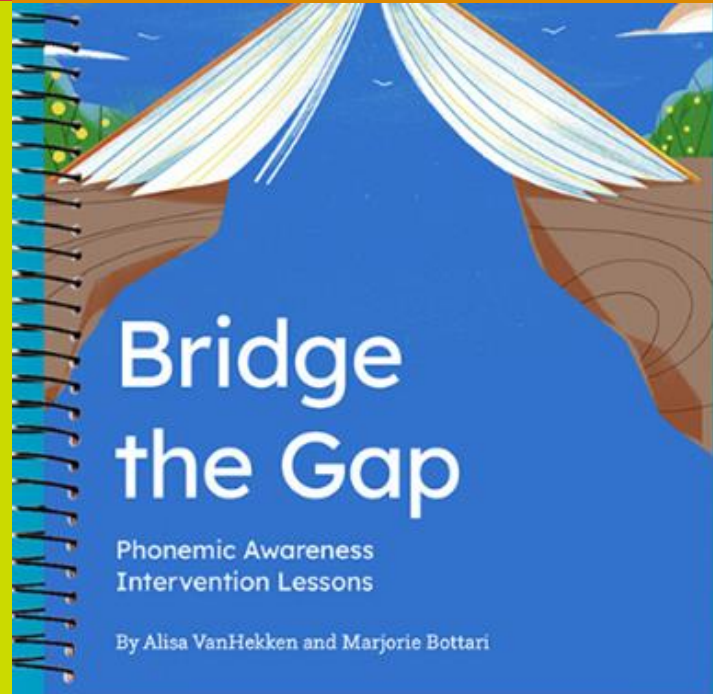
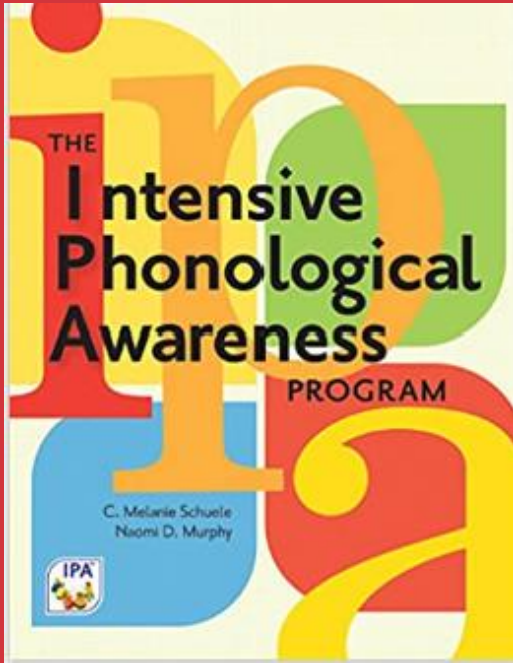
Alaska Reading Playbook, www.aklearns.org





Dr. David A. Kilpatrick

“There appears to be a common assumption among many educators and researchers that phonemic awareness training is not likely to be useful for older readers with phonological-core deficit. However, the intervention studies reported in this chapter strongly suggest advanced phonemic awareness is essential for older struggling readers to make substantial progress in their word-level reading skills.”



Other Programs

Remember Structured Literacy?

Explicit

Systematic

I do, We do, You do

Phonological Awareness goes from Simple to Complex

Older students *need advanced* Phonological Awareness

PHONOLOGICAL AWARENESS



Curriculum Review

Heggerty Whole Class





Discussion

Can you think of a student or students that advanced phonological awareness might help?

Poor speller?

Weak Word Attack Skills?

Human Bulletin

AMERICAN MUSEUM OF NATURAL HISTORY

HOW DOES READING CHANGE THE BRAIN?

NOVEMBER 29, 2010



Scans of adults who recently learned to read looked similar to those of people who learned as children, revealing that literacy can change the brain at any age.

● Written sentences
● Spoken sentences

fMRI data: Stanislas Dehaene

PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM A

David A. Kilpatrick, Ph.D. © 2003, 2010, 2019

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

Name: _____ Date: _____ Grade _____ Age _____
Teacher: _____ D.O.B.: _____ Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for how to administer the PAST.

RESULTS:

	Correct	Automatic	Highest Correct Level:	
Basic Syllable	____/12	____/12	(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	____/52	____/52	(Non-automatic levels below highest automatic level)	_____

Approximate Grade Level:

PreK/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 (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

LEVEL D Say *bookcase*. Now say *bookcase* but don't say *book*.

FEEDBACK: "If you say *bookcase* without saying *book*, you get *case*."

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

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

LEVEL E Say *umbrella*. Now say *umbrella* but don't say *um*.

FEEDBACK: "If you say *umbrella* without saying *um*, you get *brella*."

E2 (um)brella ____ (fan)tastic ____ (Oc)tober ____

E3 (al)phabet ____ (Sat)urday ____ (tri)cycle ____

Basic Syllable Total:

Correct Automatic

____/3 A: ____/3

____/3 A: ____/3

____/3 A: ____/3

____/3 A: ____/3

____/12 A: ____/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F Say *feet*. Now say *feet* but don't say /f/.

FEEDBACK: "If you say *feet* without the /f/, you get *eat*. *feet-eat*."

(f)eeet → eat ____ (c)ough → off ____

(t)ame → aim ____ (t)ime → I'm ____ (c)one → own ____

____/5 A: ____/5

Break

