

Foundational Literacy: Rhythm, Rhyme, & Repetition

Workshop Focus Question: How do we grow awareness of how language develops so that we can support the development of phonological skills?

KNOW & UNDERSTAND:

- What are the four components of ***Phonological Processing*** and their role in reading?
- How are phonological awareness (PA) skills foundational to literacy development?
- What are various types of direct, explicit, and multisensory strategies for developing phonological awareness skills?
- How can we use various types of formative assessment to monitor student proficiency and plan instruction (remediation, extension, enrichment)?

BE ABLE TO DO & APPLY:

- Determine where the breakdown in phonological processing is occurring using the ***Phonological Processing Umbrella*** to assist with problem solving students' needs.
- Explain the role of students' PA skills in relationship to developing reading and writing skills.
- Identify student's PA strengths and weakness to implement targeted instructional objectives (i.e. remediation, extension, enrichment).

Key Idea 1: Every word heard, said, or read is processed phonologically.

Key Idea 2: "...training students in advanced phonological awareness skills is instrumental in making large word-level reading gains."

- Kilpatrick, 2015

Strategies

Advanced Phonemic Awareness Skills:

Phoneme Blending:	What word do the sounds /h/ /u/ /g/ make when blended?
Phoneme Segmentation:	How many sounds are in /map/? Tell me the sounds you hear in the word /mop/? What is the middle sound in the word /cub/?
Phoneme Deletion:	If you take the /t/ off the word table, what is the new word?
Phoneme Addition:	Add /s/ to /pot/ - What is the new word?
Phoneme Substitution:	Change the /s/ in sad to /r/. What is the new word?

Ways to Classify Sounds	Continuous Sounds	Stop Sounds
Voiced	a e i o u l m n r v w y z *th	b d g j
Voiceless or Unvoiced	c (soft) f s sh *th *h	c (hard) k p t ch *h

*These sounds are classified several ways

The following letters are made up of two sounds: q = /k/ and /w/ and x = /k/ and /s/

Continuous blending: words are "sounded out" with no stopping or pausing between sounds. For example, in sounding out the word /am/, the sound of "a" is held for 2 seconds, because it is **continuous**, and then the sound of "m" is said without any break between the two sounds.

Check your knowledge!

- 1) _____ involves the ability to notice, think about, or manipulate the individual sounds in words.
 - a. Phonological Awareness
 - b. Articulation Speed
 - c. Phonemic Awareness
 - d. Morphological Awareness

- 2) The most successful prevention studies with kindergarteners and first graders involved direct teaching of phonological awareness and letter-sound knowledge, in addition to providing opportunities to apply those skills with words. True or False

- 3) Training students in _____ phonemic awareness skills is instrumental in making significant reading gains.
 - a. Advanced
 - b. Basic
 - c. Continuous
 - d. Most

- 4) The following is an example of which phonemic awareness activity: "How many sounds are in /map/?"
 - a. Phoneme Isolation
 - b. Phoneme Segmentation
 - c. Phoneme Blending
 - d. Phoneme Identity

- 5) Which of these combinations are voiced and unvoiced pairs?
 - a. b, p
 - b. a, e
 - c. c, h
 - d. o, u

Additional Notes, Insights and Questions:

Transfer time!

How might you incorporate these strategies in your context?

Where do you see evidence of the Enriched Literacy Framework in these strategies?