



Let's Move!

Foundational Literacy: Rhythm, Rhyme, & Repetition



THE LEARNING ALLIANCE



Foundational Literacy

the ability to read words and bring meaning to text.

Framing Question:

What are the essential skills students need
to learn to be able to read?



Session Focus Question

How do we grow awareness of how language develops so that we can support the development of **phonological skills**?



Go Formative

How to Join

Guests

- ① Go to goformative.com/join
- ② Enter this code:

BGJDRV



Learning Goals

- Know the four components of Phonological Processing and their role in reading
 - Understand how phonological awareness (PA) skills are foundational to literacy development?
 - Learn various types of direct, explicit, and multisensory strategies for developing phonological awareness skills
 - Be able to identify student's PA challenges to implement targeted instruction
-



Rhythm, Rhyme, and Repetition

*A Moonshot Talk
with Liz Remington*

Acknowledgements:

There is nothing that a little bit of science can't help

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Mark Siedenberg

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Sally Smith

Word Recognition
1

- Phonological Awareness
- Letter Knowledge
- Phonemic **Decoding**
- Spelling (Orthographic Knowledge)
- Fluency



Language
Comprehension
1

- Background Knowledge
- Vocabulary
- Language Structures (syntax, semantics, etc.)
- Verbal Reasoning (inference, metaphor, etc.)
- Literacy Knowledge (print concepts, genres, etc.)



Reading
Comprehension
1

- Purpose for Reading



3 Variables that Predict Success in Reading

Knowledge of
Phonemes



Vocabulary -
Spoken Language
Knowledge



Books



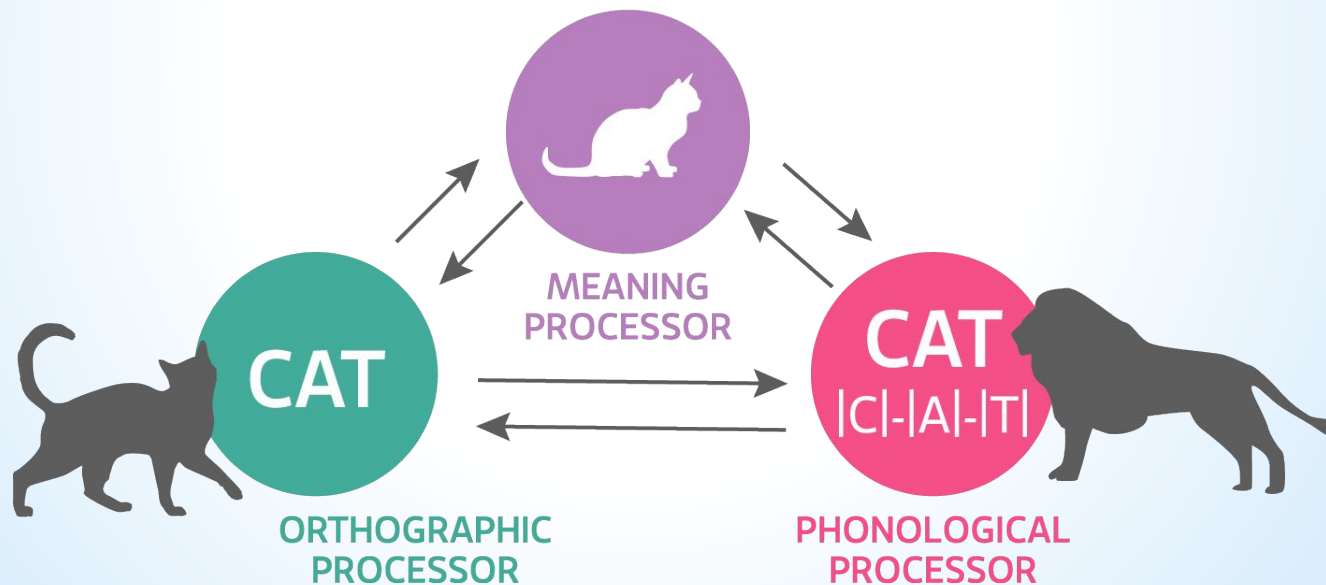
Key Idea: Every word heard, said, or read is processed phonologically

This skill is the strongest predictor of
later reading success

LINGUISTIC PROCESSES

Previous sentence:
"I felt something small
brush against my foot."

CONTEXT
PROCESSOR

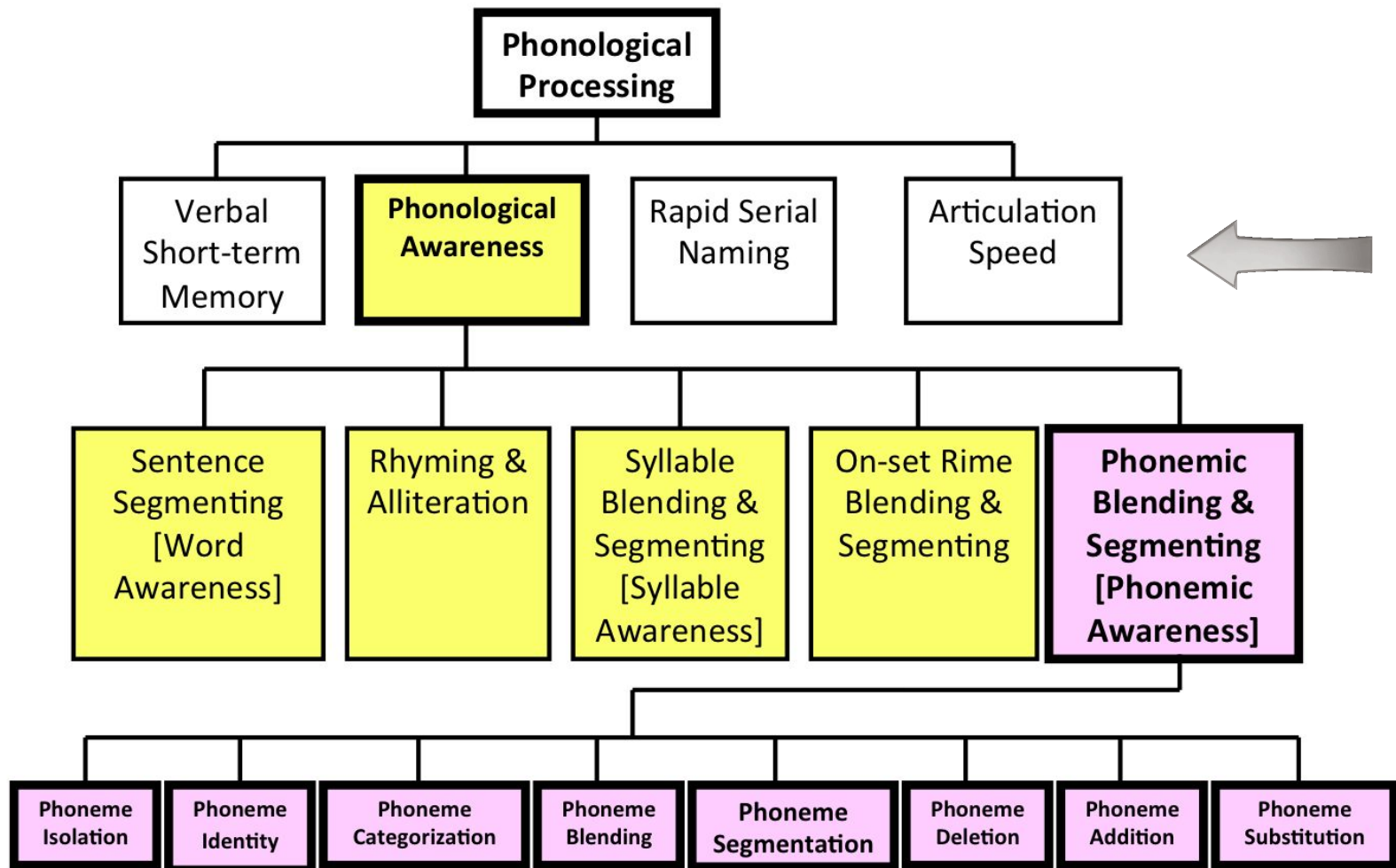


SEE THINK WONDER

What do you see?

What do you think about what you see?

What does it make you wonder?



PHONOLOGICAL PROCESSING

- Phonological Memory: **storage** of speech sounds in ST and LTM
- Phonological Naming: **retrieval** requires the ability to effortlessly and efficiently perceive and produce sounds and words from memory
- Phonological Speed: **Speed** of recoding of sounds
- Phonological Awareness: Broad class of skills that allow us to **attend to and manipulate sounds**

Think of the last thing you ate

Phonological Awareness

**awareness of the units of
sounds in our language**

Three levels: Early, Basic, and Advanced skills

Word learning aligned to PA skills

**Training in these skills early can reduce risk
by 75%**

- *Kilpatrick, 2015*

The most successful prevention studies with kindergarteners and first graders involved direct teaching of phonological awareness and letter sound knowledge and provided opportunities to apply those skills with words.

- *NICHD, 2000*

The Power of teaching PA Skills

No PA skills taught = minimal outcomes
[0 standard score point gain]

Basic/Intermediate levels of PA taught =
moderate outcomes [4-8 standard point gain]

Advanced PA skills = very strong outcomes
[12-18 standard score point gain!!!]



- Phonological Awareness
- Letter Knowledge
- Phonemic **Decoding**
- Spelling (Orthographic Knowledge)
- Fluency



Would you ever
target these skills in
3rd Grade and up?

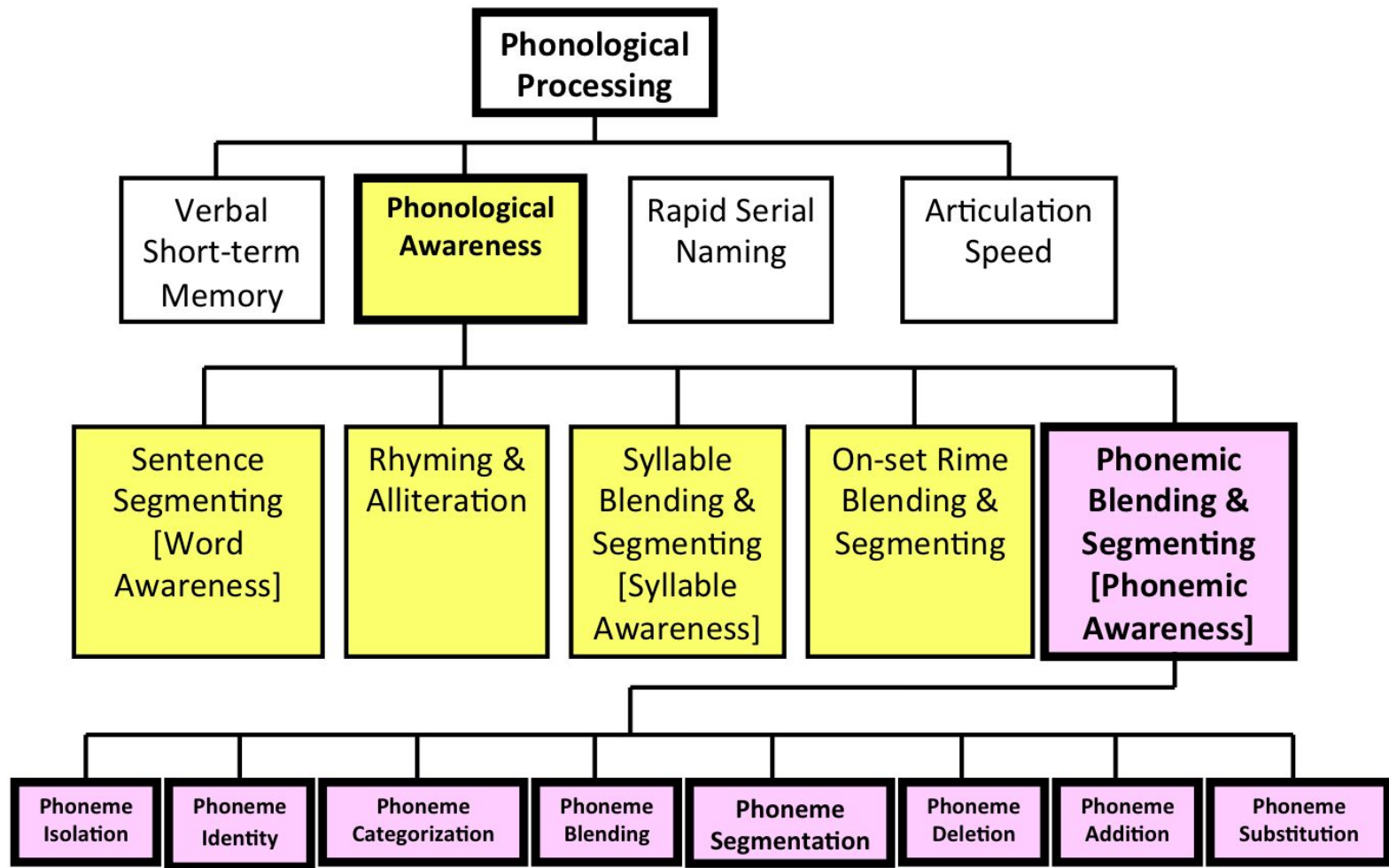
How would you
know which skills to
target?

*Standard score points based on reading real words & word attack
(i.e. phonetically regular nonwords) Kilpatrick, 2015*

Key Idea:

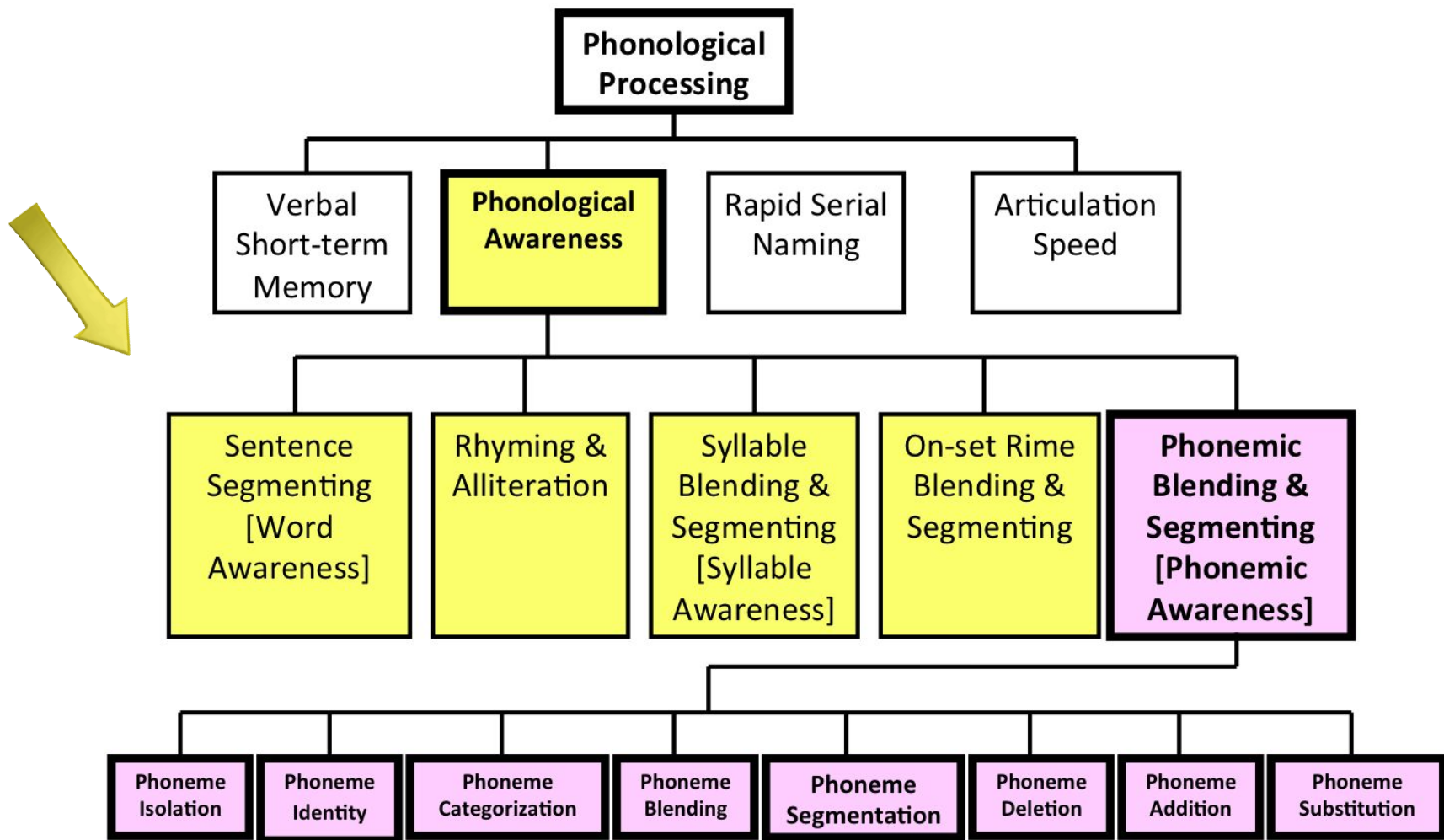
...training students in **advanced phonological awareness skills** is instrumental in making large word-level reading gains.

- *Kilpatrick, 2015*

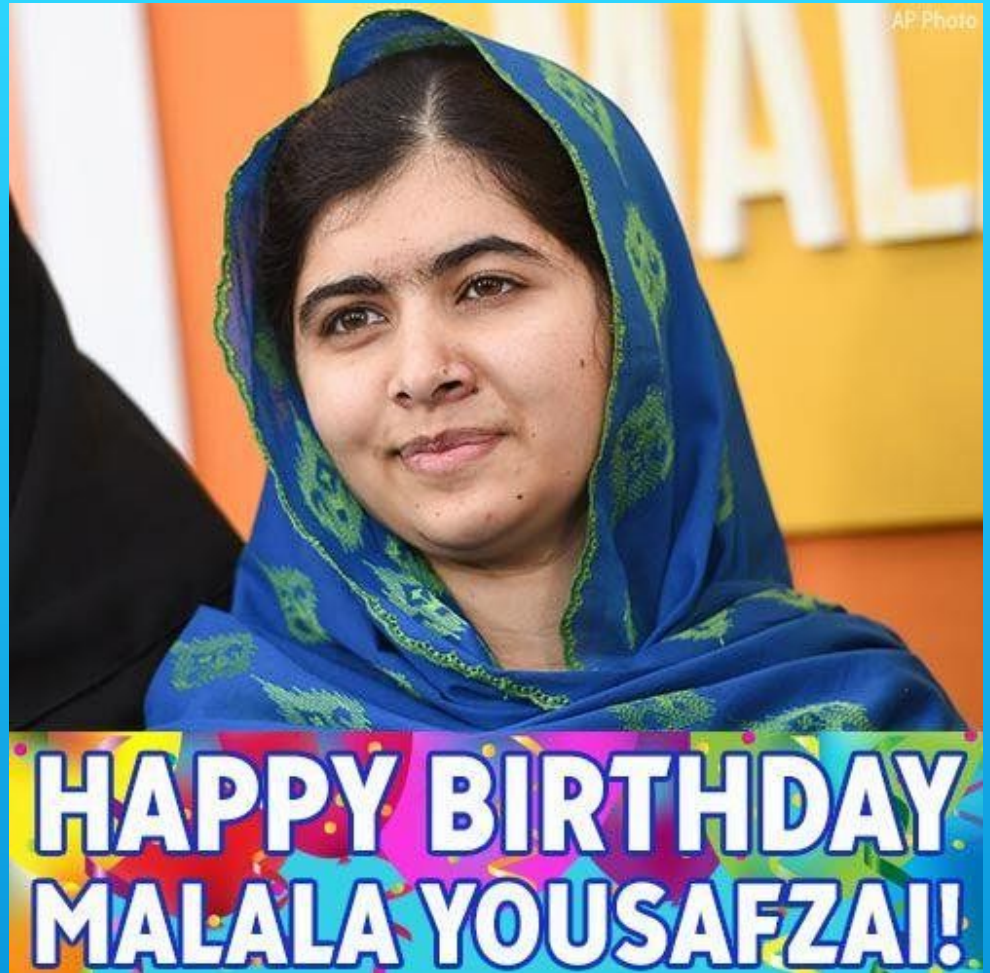


Multisensory Instruction

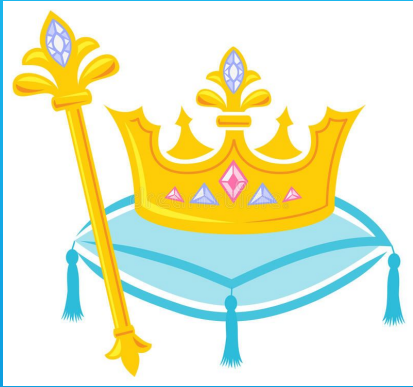
Explicit instructional procedures using visual, auditory, tactile-kinesthetic sensory systems to learn the phonological, morphemic, semantic and syntactic layers of language.



**Sentence
Segmenting
(Word
Awareness)**



Rhyming & Alliteration



“Super Rhyming Queen”

To the tune of “Twinkle, Twinkle, Little, Star”

I’m the Super Rhyming Queen,

All my words rhyme that I sing

I need help to write a song

Guess the words that don’t belong

I’ll say three, and you’ll choose one

Pick the right one, and you’re done

**Syllable
Blending &
Segmenting**

Snowball Words & Squish the Syllable

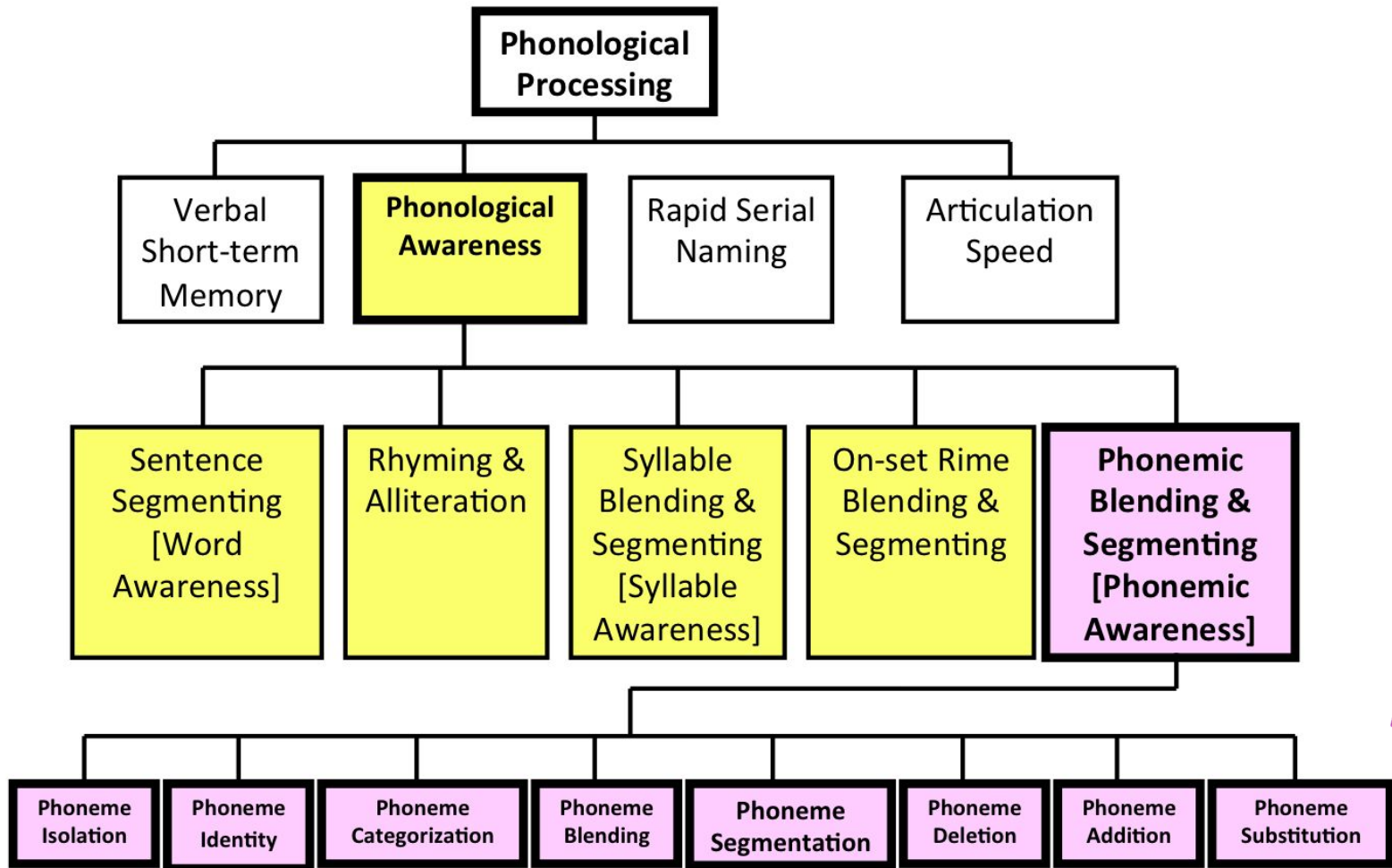
Onset and Rime Blending & Segmenting

Snap Crackle Pop

Onset - consist of the initial consonant or consonant blends of the word

Rime - consist of the vowel and any ending consonants

For Example: Trace /tr/ /ace/



What Is Phonemic Awareness?

One's explicit awareness of the phonemic structure of words in one's language. Specifically, it involves the ability to notice, think about or manipulate the individual sounds in words.

**Phonemic
Blending &
Segmentation
(Phonemic
Awareness)**

Subskill #1

Phoneme Isolation

Isolates the beginning, final, or medial sound in given words.

For Example:

Tell me the **first** sound in **table**

Tell me the **last** sound in **dog**

Tell me the **middle** sound in **pig**

Subskill #2

Phoneme Identity

Recognizes the **same** sound in different words

For Example:

What sound is the **same** in **fix**, **fall**, and **fun**

Subskill #3

Phoneme Categorization

Recognizes the word in a set of 3 or 4 words that has the **odd** sound

For Example:

What word does **not** belong: **bus, boy, rib**

Subskill #4

Phoneme Blending

Blend 2, 3, or 4 phonemes to make a word

For Example:

What word am I saying? /**b**/ /**i**/ /**g**/

Subskill #5

Phoneme Segmentation

Provides **each** sound in a word with 2, 3, or 4 phonemes

For Example:

How many sounds are in “stop?”

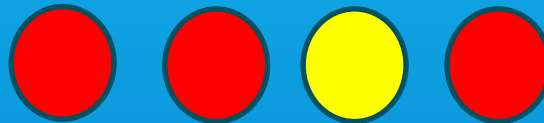


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Draw Elkonin Sound Boxes

What are the sounds in “stop?”

Say each
corresponding
sound as you
move a chip over



--	--	--	--

Subskill #6

Phoneme Deletion

Recognizes the new word formed when a phoneme is **removed** from another word

For Example:

Say “Smile”

Now say “Smile” **without** the /s/

Subskill #7

Phoneme Addition

Provides the new word when given a phoneme to **add** to an existing word

For Example:

Say “Park”

Now say it again but **add** /s/ to the beginning of **park**

Subskill #8

Phoneme Substitution

Provides a new word when given a phoneme to **substitute** for a phoneme in an existing word

For Example:

Say “**bug**”

Now say it again but **change** the /**b**/ to /**t**/

Your Turn!

There is a folder on each table.



1. Read, then play, the activity with your group
2. Decide which phonemic awareness skill this activity addresses
3. Send a table representative to the front of the room to line up (in order) based on the skill progression
4. The table representatives at the front of the room will explain what the activity is and how it addresses the phonemic awareness skill.

Check Your Work!

Phoneme Isolation

Phoneme Identity

Phoneme Categorization

Phoneme Blending

Phoneme Segmentation

Phoneme Deletion

Phoneme Addition

Phoneme Substitution

Going on a Sound Hunt

Name That Sound

One Card Out

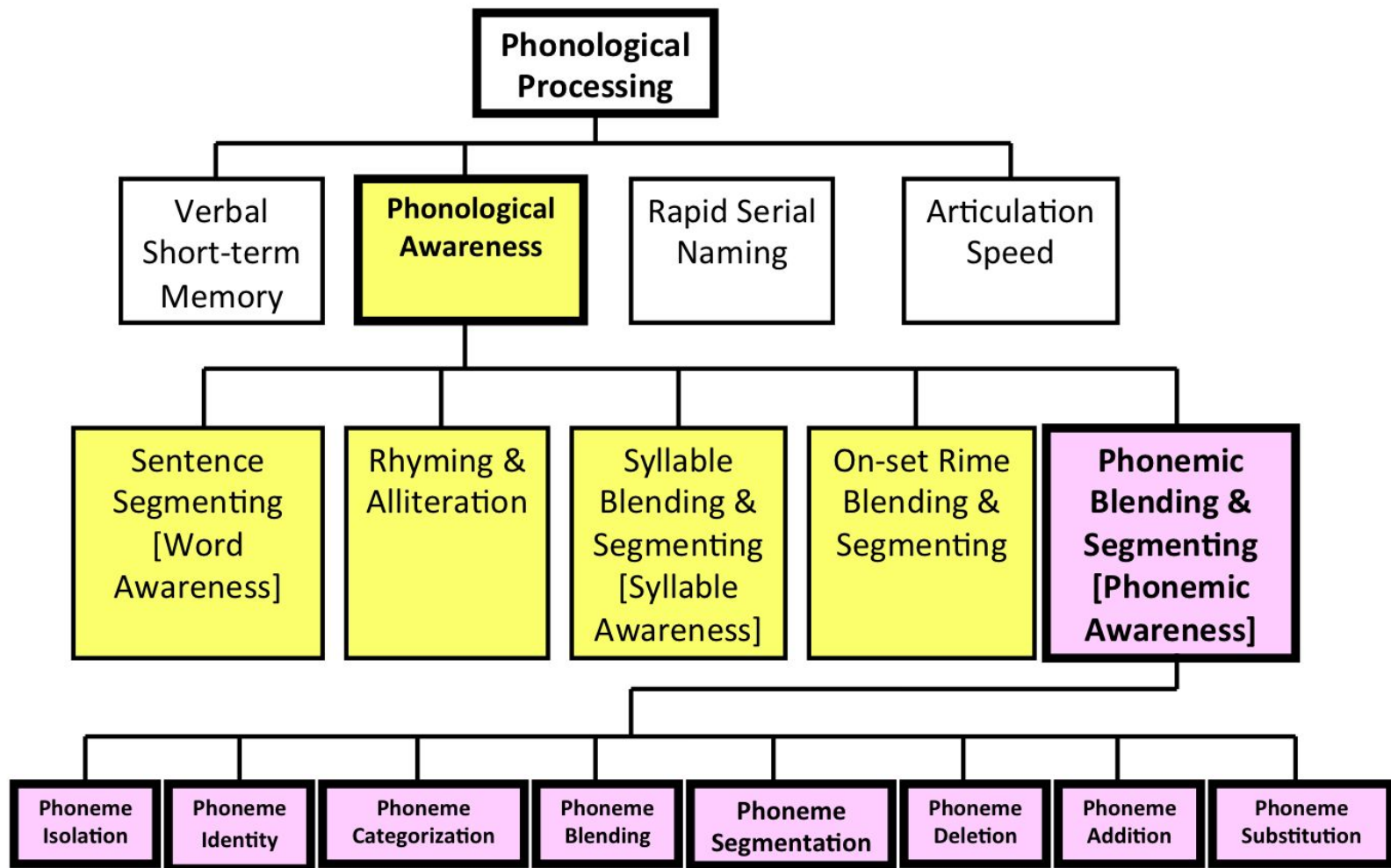
A School Called Dream

Body Talk

Guess a Name

Ta Da

Worm Ate His Homework



Jokester Time





Break


Prior to enter
kindergarten


After entering
kindergarten

SPOKEN LANGUAGE

PHONOLOGY

sentences
words
syllables
onset-rime
phonemes

1:1

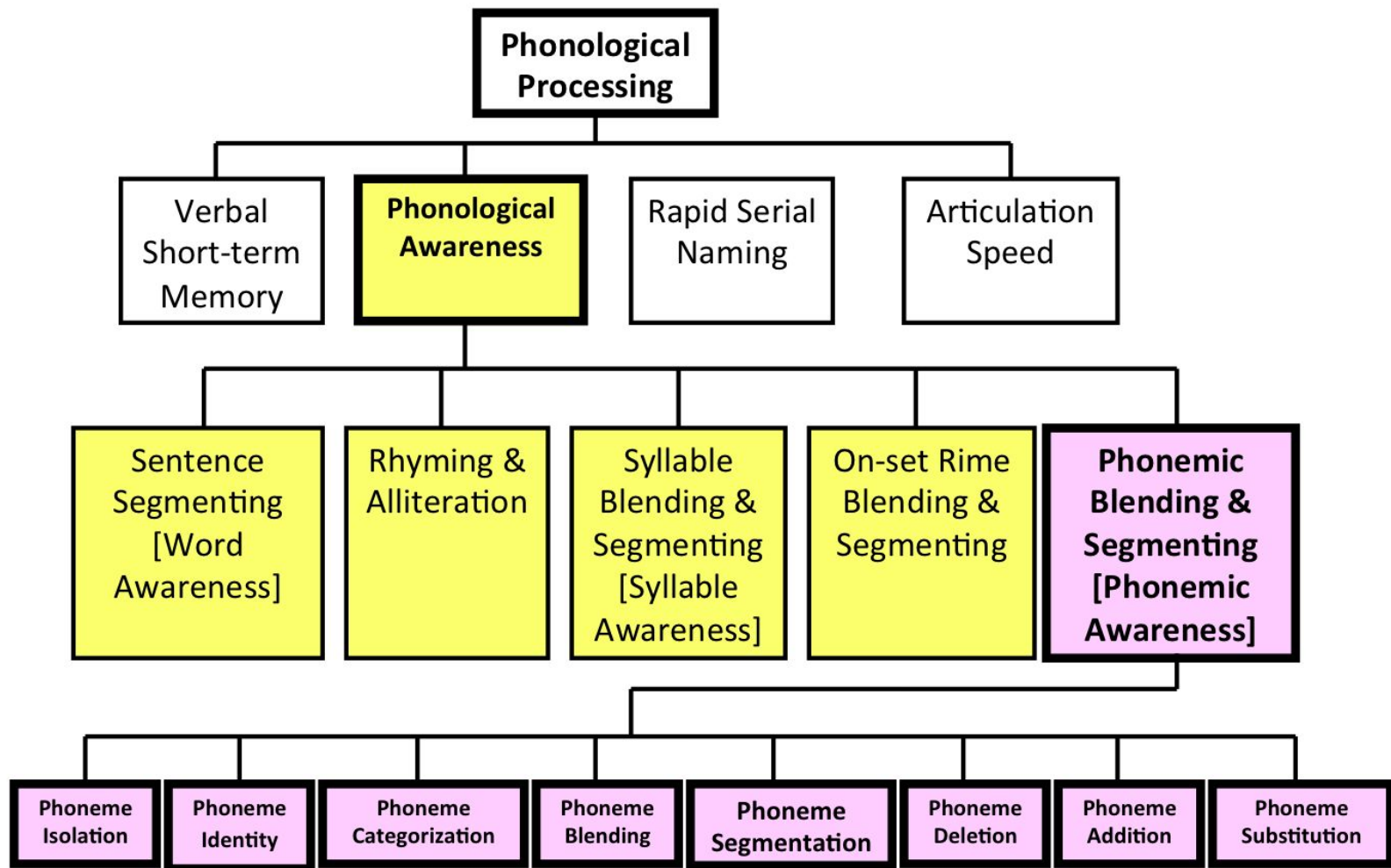
digraphs
digraph blends
vowel teams
blends
word families
inflections
syllable types
suffixes / roots
word origin

ORTHOGRAPHY

WRITTEN LANGUAGE

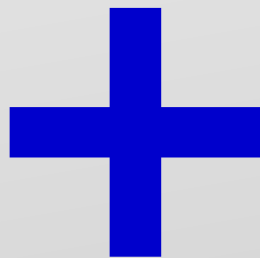


**MAPPING SOUNDS
TO PRINT**





Why should students learn the
SOUNDS of LETTERS
BEFORE or IN CONJUNCTION
with learning the WRITTEN LETTER?



A B C D E F
G H I J K L M
N O P Q R S T
U V W X Y Z

What makes **DOG** sound like /dog/?



A B C D E F
G H I J K L M
N O P Q R S T
U V W X Y Z

+





+

A B C D E F
G H I J K L M
N O P Q R S T
U V W X Y Z

Why should students learn the correct
pronunciation of the
SOUNDS for LETTERS?

zoo versus Sue

do versus to, two, too

bet versus pet

goat versus coat

vet versus fet

Why is correct **pronunciation & synthesis**
(Blending/Combining)
of sounds  for

ORAL

Language?

Ways to Classify Sounds



Continuous

Sounds that can be stretched out **without** distorting the sound.

a e i o u

Stop

“Quick” sounds and can **NOT** be stretched out without distorting the sound.

b



Your Turn

Ways to Classify Sounds



Continuous

Sounds that can be stretched out **without** distorting the sound.

a e i o u
C (soft), f, l, m, n, r,
s, v, w, y, z
sh, th



Stop

"Quick" sounds and can **NOT** be stretched out without distorting the sound.

b, c (hard), d,
g, j, k, p, t
ch

Ways to Classify Sounds



Voiced

Sounds that vibrate

a e i o u

Unvoiced or Voiceless

Sounds that do **not** vibrate

p



Your Turn

Ways to Classify Sounds



Voiced

Sounds that vibrate

a e i o u
b, d, g, j, l, m, n,
r, v, w, y, z
th



Unvoiced or Voiceless

Sounds that do not vibrate

C (soft and hard), f, k, p, s, t
ch, sh, th

Synthesis – how to combine the phonemes into a spoken word.

- Visuals and Kinesthetics – **Yarn**



One helpful trick is to tie 3 pieces of yarn together (green, yellow and red are great choices to represent the beginning, middle and ending sounds) and have the child run their finger along each section of the yarn while saying the sound. The student should continue to make the sound until they reach the next section of yarn.



Key Takeaways & Go Formative

How to Join

Guests

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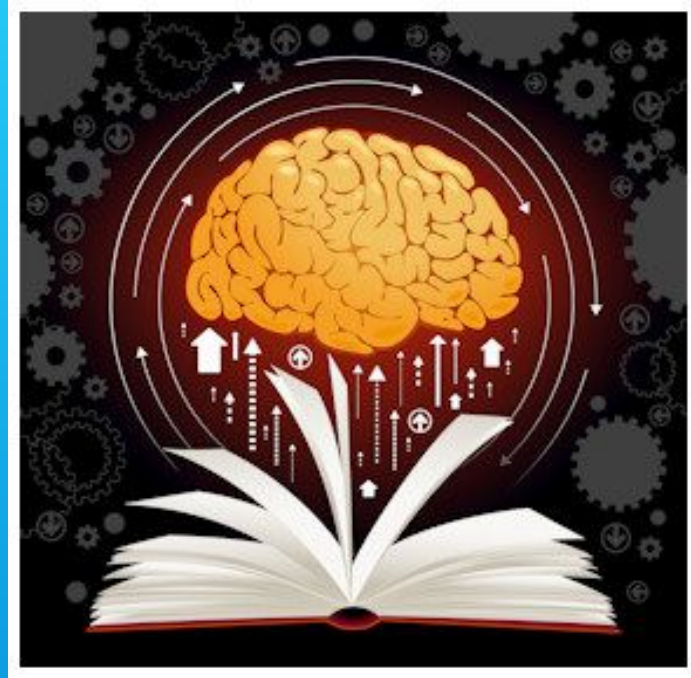
SXRLPH



Reflection - I&Q

- Write your individual insights and questions on separate post-it notes
 - Share out insights and questions at table
 - Share out whole group
 - Facilitator adds insights and questions to chart paper
-

Transfer & Apply Knowledge



Reflection: Enriched Literacy



FOUNDATIONAL
(Literate)



**SOCIAL
EMOTIONAL**
(Compassionate)



APPLIED
(Creative)



Job Share Outs & Commitment Check in





Tomorrow...

Foundational Literacy:
Why English Is Hard

Foundational Literacy:
What's In A Word?

Let's Play BINGO!