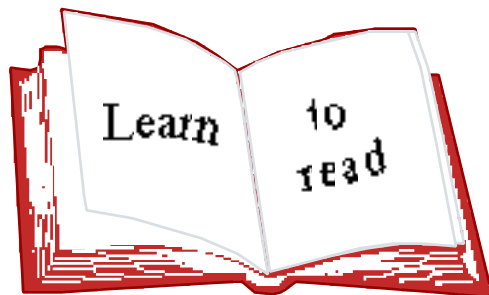


Summer Training Institute



Chapter IV

Instruction of Big Ideas in Beginning Reading

Part 1: Phonological Awareness

Institute for the Development of
Educational Achievement
College of Education
University of Oregon

Oregon Department of Education

Objectives for Phonological Awareness

1. List three critical phonological awareness skills.
2. List three of the six curriculum design principles.
3. Describe one way to make learning less difficult for at-risk students.
4. Describe one phonologic activity that directly prepares children to read or spell.
5. Describe an advanced phonologic skill to use in reading and spelling instruction for first- and second-graders.

Six Curriculum Design Principles

PRINCIPLE	CRITERIA/FEATURES	PRINCIPLE	CRITERIA/FEATURES
<p>Big Idea: Concepts, principles, or heuristics that facilitate the most efficient and broad acquisition of knowledge</p>	<ol style="list-style-type: none"> 1. Focus on important learning outcomes 2. Capture rich relationships 3. Have great potential for enabling children to apply what they learn in varied situations 4. Are central and fundamental to higher order learning. Form the basis for generalization and expansion. 	<p>Strategic Integration: Integrating knowledge as a means of promoting higher level cognition</p>	<ol style="list-style-type: none"> 1. Involve cognitive compounds 2. Results in a new and more complex knowledge structure 3. Should not be “forced” 4. Involve meaningful relationships
<p>Conspicuous Strategies: Useful steps for accomplishing a goal or task</p>	<ol style="list-style-type: none"> 1. Planned 2. Purposeful 3. Successful 4. Of medium breadth 	<p>Primed Background Knowledge: Pre-existing information that affects new learning</p>	<ol style="list-style-type: none"> 1. Strategic 2. Proximal
<p>Mediated Scaffolding: Instructional guidance provided by teachers or peers.</p>	<ol style="list-style-type: none"> 1. Varies according to learner need 2. Is appropriated for the task (not more than learner needs) 3. Comes in the form of tasks, content, and materials 4. Is eventually weaned or removed 	<p>Judicious review: When students are required to recall or apply previously taught knowledge</p>	<ol style="list-style-type: none"> 1. Sufficient 2. Varied 3. Distributed 4. Cumulative

Simmons, D. C., & Kame'enui, E. J. (1996). A focus on curriculum design: When children fail. *Focus on Exceptional Children*, 28(7), 1-16.

Six Principles of Effective Instruction

Instructional Principle

Translation into Practice

Big Idea

Is the skill/objective central and fundamental to later learning?
 Is the skill/objective central and fundamental as an end goal?
 How does the objective/skill you are teaching relate to the big idea?

Conspicuous Strategy

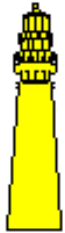
What are the steps in the strategy? How do I model them conspicuously?

Mediated Scaffolding

Do the activities/examples

- | | | |
|---|-----|----|
| a. Move from teacher-directed to student-directed activities? | Yes | No |
| b. Provide multiple examples of target strategy prior to asking learner to perform skill independently? | Yes | No |
| c. Begin with easy tasks and progress to more difficult? | Yes | No |
| d. Separate potentially confusing information (are there concepts or ideas introduced in the lesson the learner may confuse?) | | |
| e. Introduce a manageable amount of information? | Yes | No |
| f. Require the same requirements in independent practice as taught during lesson? | Yes | No |

Principles for Designing Beginning Reading Curriculum for Diverse Learners



BIG Ideas: unifying curriculum activities that enable readers to translate the alphabetic code into meaningful language.



Mediated Scaffolding: external support provided by teacher, tasks, and materials during initial learning of sounds, letters, and words.



Conspicuous Strategies: sequence of teaching events and teacher actions that make explicit the steps in hearing, manipulating, and translating sounds and print.

Simmons, D. C., & Kameenui, E. J. (in press).

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Six Principles of Effective Instruction (continued)

Instructional Principle

Translation into Practice

- Strategic Integration**
- What are the skills I need to connect prior learning and new learning?
 - How do I explain the relation among components/parts of lesson?
 - Is there a higher order concept/strategy the learner is able to perform based on integration of prior learning and new learning?

Background Knowledge

- What “language” background knowledge is required of the task?
What “component” background knowledge is required of the task?

Judicious Review

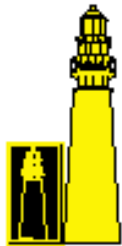
- How do I schedule adequate review of the new skill/strategy within the introductory lesson?
How do I schedule adequate review of the new skill/strategy across lessons?

Simmons, D. C. & Kame'enui, E. J. (1996)

Principles for Designing Beginning Reading Curriculum for Diverse Learners (continued)



Strategic Integration: planful, consideration and sequencing of phonologic and alphabetic tasks to promote reading acquisition.



Primed Background Knowledge: relevant and essential skills and strategies with sounds and the alphabet that optimize new learning.



Judicious Review: sequence and schedule of opportunities readers have to apply and develop facility with sounds and the alphabet.

Simmons, D. C., & Kameenui, E. J. (in press).

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Mapping of Instruction to Achieve Instructional Priorities: Kindergarten

Instructional Priority: Phoneme Awareness	1	2	3	4	5	6	7	8	9
Focus 1: Sound and Word Discrimination									
1a: Tells whether words and sounds are the same or different	X	X							
1b: Identifies which word is different		X	X						
1c: Identifies different speech sound			X	X					
Focus 2: Rhyming^a									
2a: Identifies whether words rhyme	X								
2b: Produces a word that rhymes		X	X						
Focus 3: Blending									
3a: Orally blends syllables or onset-rimes			X	X					
* 3b: Orally blends separate phonemes					X	X	X		
Focus 4: Segmentation									
4a: Claps words in sentences	X								
4b: Claps syllables in words		X	X						
4c: Says syllables				X	X				
* 4d: Identifies 1 st sound in 1-syllable words		X	X	X	10	20			
* 4e: Segments individual sounds in words					X	X	10	20	35 ^b

*. high-priority skill

a. sounds per minute

b. research has not established the optimal time for rhyme instruction

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Mapping of Instruction to Achieve Instructional Priorities: First Grade

Instructional Priority: Phoneme Awareness	1	2	3	4	5	6	7	8	9
Focus 1: Sound Isolation									
1a: Identifies initial sound in 1-syllable words	X	X							
1b: Identifies final sound in 1-syllable words	X	X	X						
1c: Identifies medial sound in 1-syllable words		X	X	X					
Focus 2: Sound Blending									
* 2a: Blends 3-4 phonemes into a whole word	X	X	X	X	X				
Focus 3: Sound Segmentation									
* 3a: Segments 3- and 4-phoneme, 1-syllable words	30	34	38	42	45 ^b				

*. high-priority skill

a. skills in this category should be established by mid-year

b. # of phoneme segments per minute

Critical Skills in Phonological Awareness

1. Sound Isolation

Example: The first sound in *sun* is /sss/.

2. Blending

Example: /sss/-/uuu/-/nnn/ is *sun*.

3. Segmenting

Example: The sounds in *sun* are /sss/-/uuu/-/nnn/.

Sound Isolation

Curriculum Design Principle #1: Use Conspicuous Strategies

1. Show children how to do all the steps in the task before asking children to do the task.

Example:

(Put down 2 pictures that begin with different sounds and say the names of the pictures.) “My turn to say the first sound in *man*, /mmm/. *Mmman* begins with /mmm/. Everyone, say the first sound in *man*, /mmm/.”

Non-example:

“Who can tell me the first sounds in these pictures?”

Sound Isolation

Curriculum Design Principle #1: Use Conspicuous Strategies

2. Use consistent and brief teaching wording.

Example:

“*Mmman* begins with /mmm/. Everyone, say the first sound in *man*, /mmm/.”

Non-example:

“*Man* starts with the same sound as the first sounds in *mountain*, *mop*, and *Miranda*. Does anyone know other words that begin with the same sound as *man*?”

Sound Isolation

Curriculum Design Principle #1: Use Conspicuous Strategies

3. Correct errors by telling the answer and having children repeat the correct answer.

Example:

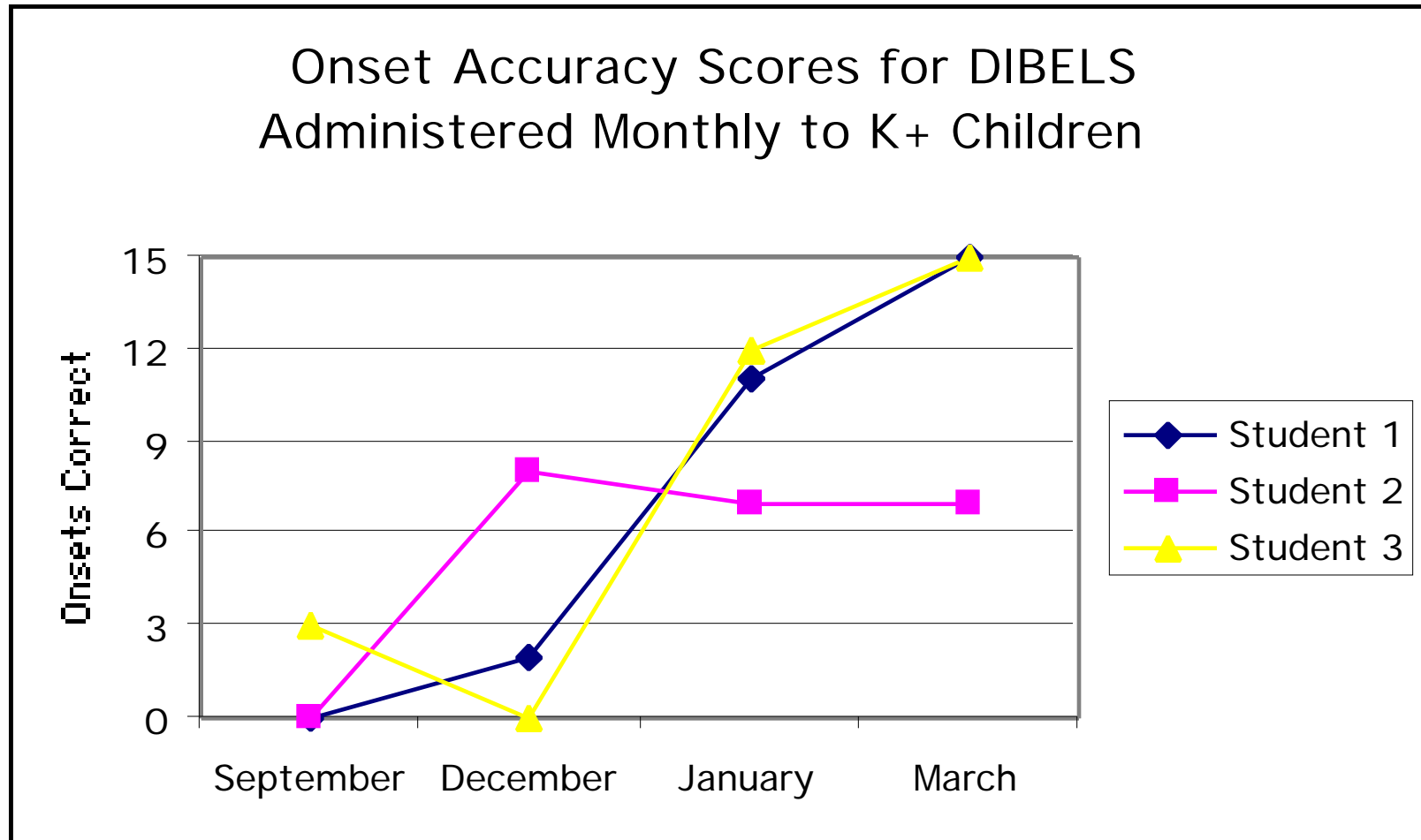
“*Man* begins with /mmm/. Say the first sound in *mmman* with me, /mmm/. /Mmm/.”

Non-example:

Asking the question again or asking more questions.
“Look at the picture again. What is the first sound?”

Phonological Awareness

Kindergarten Data on First Sound Isolation



Phonological Awareness

Examples of Sound Isolation Activities

1. Phonological Awareness Training for Reading
(Torgesen & Bryant, 1994)

2. Ladders to Literacy (O'Connor, Notari-Syverson,
Vadasy, 1998)

Phonological Awareness

What should students be able to do by the end of grades 1 and 2 with sound isolation?

1. Correctly identify middle sounds or vowels.

For example: *set, sit*

2. Isolate sounds in blends.

For example: *stop, swim, crash, twin* [CCVC] and *tent, rest, went* [CVCC] and *start, twist* [CCVCC]

Blending

Curriculum Design Principle #2: Scaffold Task Difficulty

1. When children are first learning the task, use examples with continuous sounds, because the sounds can be stretched out and held.

Example: “Listen, my lion puppet likes to talk in a broken way. When he says /mmm/-/ooo/-/mmm/ he means *mom*.”

Non-example: “Listen, my lion puppet likes to talk in a broken way. When he says /b/-/e/-/d/ he means *bed*.”

Blending

Curriculum Design Principle #2: Scaffold Task Difficulty

2. When children are first learning the task, use short words in teaching and practice examples. Use pictures when possible.

Example: (Put down 3 pictures of CVC words and say the names of the pictures with the children.) “My lion puppet wants one of these pictures. Listen to hear which picture he wants, /sss/-/uuu/-/nnn/. Which picture?”

Non-example: “.../p/-/e/-/n/-/c/-/i/-/l/. Which picture?”

Blending

Curriculum Design Principle #2: Scaffold Task Difficulty

3. When children are first learning the task, use materials that reduce memory load and to represent sounds.

Examples: Use pictures to help children remember the words and to focus their attention. Use a 3-square strip or blocks to represent sounds in a word.

Non-example: Provide only verbal activities.

Blending

Curriculum Design Principle #2: Scaffold Task Difficulty

4. As children become successful during initial learning, remove scaffolds by using progressively more difficult examples. As children become successful with more difficult examples, use fewer scaffolds, such as pictures.

Examples: Move from syllable or onset-rime blending to blending all sounds in a word (phoneme blending).

Remove scaffolds, such as pictures.

“Listen, /s/-/t/-/o/-/p/. Which picture?”

“Listen, /s/-/t/-/o/-/p/. What word?”

Non-example: Provide instruction and practice at only the easiest levels with all the scaffolds.

Phonological Awareness

Examples of Blending Activities

1. Sounds and Letters Kit (Open Court Basal Program)
2. Ladders to Literacy (O'Connor, Notari-Syverson, Vadasy)

Segmenting

Curriculum Design Principle #3: Strategically Integrate Familiar and New Information

1. Recycle instructional and practice examples used for blending. Blending and segmenting are parts of the same coin. The only difference is whether children hear or produce a segmented word.

Note: A segmenting response is more difficult for children to produce than a blending response.

Example: “Listen, my lion puppet likes to say the sounds in words. The sounds in *mom* are /mmm/-/ooo/-/mmm/. Say the sounds in *mom* with us.”

Segmenting

Curriculum Design Principle #3: Strategically Integrate Familiar and New Information

2. Concurrently teach the letter-sound correspondences for the sounds children will be segmenting in words.

Example: Letter sound /s/ and words *sun* and *sit*. Put down letter cards for familiar letter-sounds. Then, have children place pictures by the letter that begins with the same sound as the picture.

Non-example: Use letter-sounds that have not been taught when teaching first sound in pictures for phoneme isolation activities.

Segmenting

Curriculum Design Principle #3: Strategically Integrate Familiar and New Information

3. Make the connection between sounds in words and sounds of letters.

Example: After children can segment the first sound, have them use letter tiles instead of markers for “Say-it-and-move-it” with a 3-square strip.

Non-example: Letters in mastered phonologic activities are not used. Explicit connections between alphabetic and phonologic activities are not made.

Segmenting

Curriculum Design Principle #3: Strategically Integrate Familiar and New Information

4. Use phonologic skills to teach more advanced reading skills, such as blending letter-sounds to read words.

Example: (Give the children a 3-square strip and the letter tiles for s, u, n). Have the children do the familiar tasks of “Say-it-and-Move-It” and blending to teach stretched blending with letters.

Phonological Awareness

Kindergarten data on segmenting

Benchmarks for kindergarten students: 10 sounds/minute by midyear and 35 sounds/minute by the end of kindergarten.

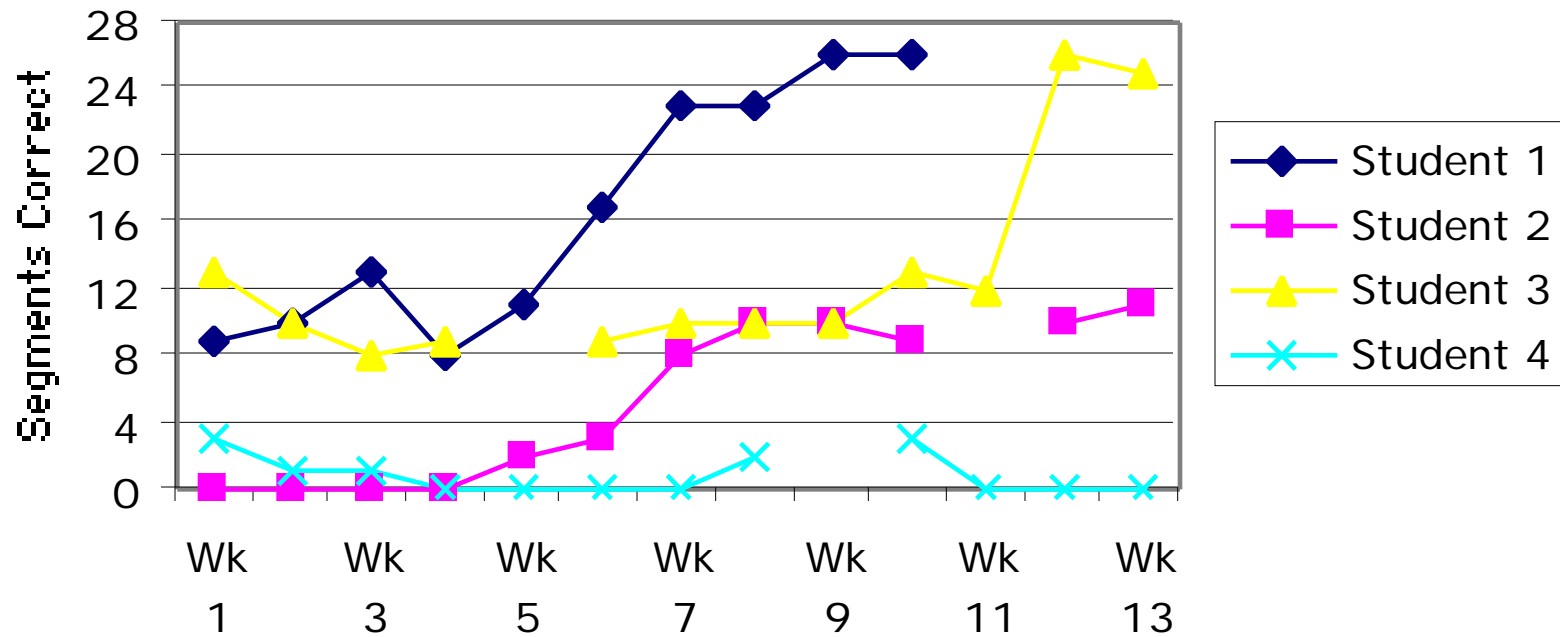
Benchmarks for first grade students: 45 sounds/minute by midyear.

Fluent second-grade readers often lose high levels of segmenting as they focus on blending. The skill is no longer used regularly as an auditory activity.

Phonological Awareness

Kindergarten Data on Segmenting

Segmentation Accuracy Scores for DIBELS Administered Weekly to K+ Children



Phonological Awareness

Examples of Segmenting Activities

1. Optimize (University of Oregon, in development)
2. Sounds and Letters Kit (Open Court Basal Program)

Phonological Awareness

What should students be able to do by the end of grades 1 and 2 with extensions of segmenting?

1. Substituting

Example: “*Nap*. What word do we get when we change /n/ to /c/?” (as in rhyming or word family practice).

2. Deleting

Example: “*Flake*. What word do we get when we take away /l/ from *flake*?”

3. Adding

Example: “*Mile*. What word do we get when when we add /s/ to the front of *mile*?”