



Teach the Tough PA Skills

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Progression Model of How Students Acquire Phonological Awareness Skills

- “Subsequent research has confirmed a developmental progression in phonological awareness; an awareness of larger units in words develops prior to awareness of smaller units (Caravolas & Bruck, 1993; Chaney, 1992; Fox & Routh, 1975; Johnston, Anderson & Holligan, 1996; Stanovich et al., 1984; Treiman & Zukowsky, 1991).” – Gillon (2000), *Phonological Awareness: From Research to Practice*, pp. 38
- Example of research study on how children acquire PA skills
 - Most comprehensive study - Lonigan et al (1998)
 - Studied 356 children ages 2-5 for acquisition of awareness of syllable, onset-rime, and phoneme level
 - Younger students could demonstrate simpler tasks first
 - First - Blending and deleting whole words
 - Cow + boy = cowboy
 - Next - Success at syllable level
 - Sis + ter = sister
 - Last - Phoneme level developed
 - B + a + t = bat
- Additional research support for the progression model – National Early Literacy Panel
 - “Results from the analysis of findings related to PA appear to have instructional implications for early childhood educators. These findings suggest the importance of attending to children’s progress along a developmental continuum of PA, rather than an emphasis on particular PA skills...Rather than trying to teach a particular skill (such as phonological short-term memory), it may be of greater value to ensure that progress is occurring and that children are becoming progressively more able to deal with smaller and smaller units of sound (e.g., words, syllables, onset rimes, phonemes).” National Institute for Literacy, 2008.
- Why phoneme manipulation tasks (deletion, addition, substitution) are at the highest level
 - “Tasks that only require one operation, such as segmenting, blending, or isolating a sound, are classified as simple phoneme awareness tasks. Tasks that require two operations, with the results from the first operation being held in memory while the second operation is performed (e.g., phoneme manipulation), are classified as compound phoneme awareness tasks.” – Gillon (2000), *Phonological Awareness: From Research to Practice*, pp. 8

Characteristics of Effective Intervention Instruction

- Group Size
 - Recommend that intervention groups are limited to 3-5 students (Tier II groups)
- Explicit Modeling
 - I Do – teacher
 - Teacher explicitly models the new skills using think-aloud strategies
 - We Do – teacher and students
 - Level 1 – teachers and students answer together – teacher manipulates materials
 - Level 2 – students answer alone – teacher manipulates materials
 - You Do – students demonstrate mastery through practice activities
 - Students first use own manipulatives – then oral only
 - Level 2 – students respond orally



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- Multisensory – visual, verbal, auditory, kinesthetic, and tactile
 - Practice skills through simultaneous engagement of 2 or more modalities
- Extensive modeling
 - 3-step modeling cycle (I, We, You) – then practice for automaticity and fluency
- Corrective feedback
 - Unlike other instruction, ALL errors must be corrected
 - Modeling repeated followed by opportunity to practice
- Pacing – varies for each student or group – can be adjusted by moving from pictures to shapes
- Skill master sequence- continuums provide sequence
 - Build accuracy and then fluency of one skill at a time – review previously mastered skills

Readiness Skills and Concepts – precede PA instruction

- Terminology
 - First and last
 - Beginning, middle, and end
 - Before and after
- Concepts
 - Directionality
 - One-to-one correspondence
 - Representation
 - Sorting
 - Manipulation
 - Move-it-and-say-it

Teaching Rhyming

- Observations
 - Students are assessed on rhyme awareness or production
 - Not as many students enter school knowing how to rhyme because nursery rhymes are not read in the home
 - Many students find it difficult to rhyme
 - Very few models for how to teach a student to rhyme if they are unaware of what it means to rhyme
- Research on Rhyming
 - Teach segmentation of onset from the rime unit
 - “In order to understand that words rhyme, there first must be an awareness that the words share a common ending (rime unit) that can be separated from the beginning of the word (onset).” - Gillon (2000), *Phonological Awareness: From Research to Practice*, pp. 6
 - Rhyming may be important for orthographic knowledge, not just phonological awareness
 - “Goswami and Bryant (1992) hypothesized that children’s phonological awareness at the onset-rime level contributes significantly to their formation of an orthographic category of common spelling patterns.” - Gillon (2000), *Phonological Awareness: From Research to Practice*, pp. 20
 - New approach to teaching rhyming will be modeled and rhyming mat and shapes will be distributed