

Study Guide

K-2 The Big 5 Trainings

Module 2A—Advanced PA and PI

OPTIONAL

PREFACE

This study guide is intended to help teachers get the maximum benefit from the five main modules (and three optional advanced modules) that make up the K-2 The Big Five PD Series. Its goal is to provide you with a deeper understanding of the scientifically based reading research (SBRR) contained within and to give you a clear concept of what these strategies look like when implemented in the classroom.

This guide can be used by the individual teacher completing the modules independently as well as by groups of teachers who might be using this professional development series as part of their Professional Learning Community (PLC) time on campus.

This guide discusses reading/language arts skills in great detail. However, it is important to state that these same skills apply across the entire curriculum. There is a lot of truth in the education adage that “All teachers are reading teachers.” This does not mean that we expect content area teachers to be teaching lessons in parts of speech or giving spelling tests to their students. What it does mean is that at the places where science/social studies/math/art/music/PE/health intersect with reading, both the content area and the reading teachers should work together to ensure that their students have the requisite reading “chops” that empowers them to succeed in the content areas. We will point out these areas of intersection and how this collaboration can take place to help all students succeed.

CROSS-CURRICULAR CONNECTIONS



Look for these icons throughout this guide. They indicate places where reading skills intersect with the rest of the curriculum. These will be stopping points where PLC members can discuss how the RLA and content teachers can work together.

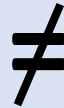
Slide 5: Warm Up Activity

What is the difference between phonological awareness and phonics?

What is a schwa?

Why is teaching phonological awareness important?

Slide 6: Phonological Awareness



Phonics

- | | |
|---|---|
| <ul style="list-style-type: none">• Phonological Awareness (PA) involves working with and manipulating the sounds of language.• It is strictly auditory skill.• It is an excellent predictor of future reading success. | <ul style="list-style-type: none">• Phonics Instruction (PI) involves the association of the sounds of language to graphemes (letters and letter combinations).• It is both visual and auditory.• It involves sounding out the letters and blending them together to decode text. |
|---|---|

Slide 8: Is it Phonological Awareness or Phonics?

Listen to each activity. Decide if each is a phonological awareness or a phonics activity.

- | | | |
|----|------------------------|---------|
| 1. | Phonological Awareness | Phonics |
| 2. | Phonological Awareness | Phonics |
| 3. | Phonological Awareness | Phonics |
| 4. | Phonological Awareness | Phonics |
| 5. | Phonological Awareness | Phonics |
| 6. | Phonological Awareness | Phonics |
| 7. | Phonological Awareness | Phonics |
| 8. | Phonological Awareness | Phonics |

Slide 9: Phoneme Pronunciation

Phonemes are the smallest unit of sound. The number of phonemes vary by language. For example, English has 44 phonemes, Spanish has 22, Hawaiian has 13, Turkish has 28 and Lithuanian has 59.

Phonemes can be sorted by several characteristics. One is whether the phoneme is continuant or clipped (stop). Continuant sounds can be extended until one runs out of breath, such as the /n/ sound. Clipped (or stop) sounds cannot be extended as the sound is blocked by the tongue, teeth or lips. For example, the /p/ sound is clipped as it is blocked by the lips.

Another characteristic is whether a phoneme is voiced or unvoiced. Place your hand on your vocal cords. Say the long a sound /ā/. Note that your vocal cords vibrate—this is a voiced sound. Now say the s sound /s/. You will note that your vocal cords are not vibrating. This is an unvoiced sound.

Slides 10-14: Phoneme Pronunciation and the Schwa

When modeling the pronunciation of phonemes, it is crucial that the sounds be pronounced correctly. Remember, your students will be listening to your pronunciation and trying to reproduce the sound exactly as you model it. If students learn a distorted sound, this will impact their decoding. There are a few common mistakes that teachers sometimes make:

ADDING A SCHWA SOUND: Teachers sometimes incorrectly add an “UH” sound to consonant sounds. When pronouncing consonant sounds, be certain to clip the pronunciation and not add a vowel sound at the end. For example, B should be pronounced /b/, not /buh/. (can happen with many consonants).

THE R SOUND: The correct pronunciation is /r/. Teachers sometimes model the sound of r as /er/. This is incorrect. It should be pronounced /r/. If /r/ is modelled as /er/ then, if a student is expected to read the word “race”, the /er/ initial sound changes the word to “erase”.

THE W SOUND: The correct pronunciation is /w/, not /wuh/. The /w/ sound is continuant.

A GREAT RESOURCE for phoneme pronunciation is the NEUHAUS CENTER:

<https://library.neuhaus.org/playlist/phoneme-inventory-speech-sounds>

Slides 15-19: Where Did We Go Wrong?

Watch the examples. Explain what the teacher did wrong below.

Item 1 (Slide 16)

Item 2 (Slide 17)

Item 3 (Slide 18)

Item 4 (Slide 19)

Slide 21: PA Routine Video

In your opinion, what does the teacher do well during her PA routine?

What are some things you noted that the teacher needs to do better?

Slides 22-24: Effective PA Lessons

Reinforce the left to right progression of reading. When you face your students, you will need to model this progression by doing it backwards. If your students are doing the left to right movements backwards, stop your lesson and provide immediate corrective feedback.

PA routines are fun. Be sure to engage your students by having them use movement during activities such as blending and segmenting. For example, allow kids to put a hand under their chins to count syllables, use arms as chopping blocks to segment words into syllables or phonemes and to swing their arms to blend phonemes and syllables together.

Keep good pacing during activities to maintain student interest.

Slide 26: Key Elements of Phonics Instruction

Letter Recognition: Ability to identify and name the letters of the alphabet

Letter Sound Correspondences: Ability to state the correct sound or sounds associated with each letter or group of letters

Decoding: Ability to translate a word from print to speech, employing graphophonemic knowledge and stable patterns. (Also known as “sounding out words”)

Morphological Awareness: Understanding that smaller meaning units (morphemes) exist in many words.

Slide 27: Accuracy and Automaticity

Write the pronunciation of each of these new letters to the right of each grapheme.

ŋ

θ

š

l

Slide 29: Accuracy and Automaticity

Practice your accuracy by blending the sounds together to form words.

In

θIn

θInŋ

fIš

fIn

šIn

θIk

kIn

kInŋ

kIk

Slide 30: Accuracy and Automaticity

Practice some words that have final consonant clusters.

kɪŋk

ɪŋk

θɪŋk

fɪŋk

Slide 31: Accuracy and Automaticity

Let's now learn some sight words.

ænd

ə

ðə

wʌs

Slide 32: Accuracy and Automaticity

Let's now learn some additional vowel sounds we will need to read our story.

ċ

ʌ

Slide 33: Accuracy and Automaticity

Now, using your newly acquired phonics information, read the following paragraph.

ðə kɪŋ wʌs θɪŋkɪŋ ʌv fʌn ænd
wɒntɪd tu flʃ. “aj wɒnt ə θɪk flʃ,”
θɪt ðə kɪŋ. ðə kɪŋ kɪt ə θɪn flʃ.
“aj wɪʃ ðə flʃ wʌs θɪk,” wɪʃt ðə
kɪŋ. ðə kɪŋ ʃɪkt ðə flʃ ænd kʌt
ðə kɪŋk ɪn ðə θɪŋ. ðə flʃ wɪŋkt
tu ðə kɪŋ.

Slides 27-33: Reflection

Did you struggle to read the paragraph above? Why do you think that was?

What insights did you gain regarding learning how to read?

What do novice readers need to improve their accuracy and automaticity?

Slides 34-36: Sight Words

On these slides, you saw two different ways to teach irregular sight words. Which strategy (Heart Words or Sound Picture Cards) do you think would better help your students learn these words? Explain your thinking below?

When could you fit in this strategy into your daily schedule?

Slide 37: Sight Words



Sight words are any words that have been committed to memory and are read automatically. Thus, each reader's sight word vocabulary will be different.

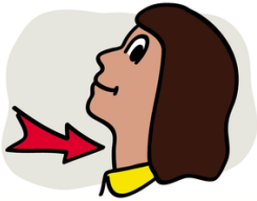
How do having many thousands of words committed to memory, including both regular and irregular, assist you in your reading? How can you help your students increase their sight word vocabulary?

Slides 41: Minimal Pairs

Some spelling confusion occurs because certain pairs of sounds are very similar. The position of the teeth, tongue, and lips are the same for the pairs of consonant pairs below. The only difference between them is whether or not the vocal cords are activated or not (voiced vs. unvoiced).

Minimal Pairs

AIIPaT: DYSLEXIA
Assessment, Intervention, and Instruction
for Prevention and Treatment

unvoiced (-)		voiced (+)
f		v
t		d
k		g
p		b
s		z
sh		/zh/
th		th

Slide 42: Morphological Awareness



Morphological Awareness is the understanding that smaller meaning units (morphemes) exist in many words.

After looking at the example shown on the slide, identify the number and the meaning of the morphemes in the words below:

shoppers

lawful

untied

skyscraper

voted

pianist

Slide 43: Spelling

Student spelling tests are a treasure trove of information on what students know as well as what their struggles are. Go back to the example shown on the slide. In the space below, indicate two strengths of this student and restate the two struggles. Add more detail to the struggles mentioned on the slide.

STRENGTHS

STRUGGLES

Slides 45-47: Integrating Reading Skills

The rainbow cupcake is a good metaphor for reading skills. Each skill starts off as a separate color of icing but as students gain competency and teachers show students how each skill relates to the others, they join together to become one integrated whole. As proficient adult readers, we don't consciously apply specific reading skills to every day reading tasks. Those varied skills work so seamlessly and automatically as we read that we are not even aware of the processes we use.

Slide 50: Linking Fluency Across All Content Areas

Think back to the slide where you read words as quickly as possible (slide 37). Consider how working with students to increase their sight word vocabulary can pay dividends across the curriculum. What about the slide on morphological awareness (slide 42)? How can you help your student use this strategy across the curriculum?

KEY

Slide 5: Warm Up Activity

What is the difference between phonological awareness and phonics?

Phonological awareness is an auditory skill—it involves working with and manipulating the sounds of language. It is an excellent predictor of future reading success. Phonics, by contrast, involves PRINT. It involves the association of the sounds of the language to their written representation (graphemes—letter and letter combinations). It is both visual and auditory—sounding out each of the individual graphemes and then blending them together to form words.

What is a schwa?

The schwa is a vowel sound. it is the final sound in banana; the i in family; the o in parrot—it sounds very much like the short u sound.

Why is teaching phonological awareness important?

It is important to teach phonological awareness because students who have a strong foundation in phonological awareness tend to learn how to read better than those lacking in such knowledge.

Slides 27-33: Reflection

Did you struggle to read the paragraph above? Why do you think that was?

You probably did struggle. This is because the sound/symbol relationships were novel and have not yet been committed to memory. You lack the automaticity needed to read the passage fluently.

What insights did you gain regarding learning how to read?

Beginning readers have to know how to do a lot of different skills in order to decode a word. They must be familiar with the sound/symbol relationship, they must be able to decode each grapheme and then they must blend them together. Finally, they must recognize the word they read to have confirmation that they read it correctly.

What do novice readers need to improve their accuracy and automaticity?

Novice readers need lots of opportunities to practice to improve automaticity and become fluent readers.

Slide 42: Morphological Awareness

Morphological Awareness is the understanding that smaller meaning units (morphemes) exist in many words.

After looking at the example shown on the slide, identify the number and the meaning of the morphemes in the words below:

shoppers

lawful

untied

skyscraper

voted

pianist

shoppers (3 morphemes)—1. Shop (verb); 2. er (one who); 3. s (quantity)

lawful (2 morphemes)—1. law (noun); 2. ful (suffix—having the qualities of)

untied (3 morphemes)—1. un (prefix—not); 2. tie (verb); 3. ed (in the past tense)

skyscraper (3 morphemes)—1. sky (noun); 2. scrape (verb); 3. er (suffix—something that...)

voted (2 morphemes)—1. vote (verb); 2 ed (in the past)

pianist (2 morphemes)—1. piano (noun); 2. ist (suffix—one who)

Slide 43: Spelling

Student spelling tests are a treasure trove of information on what students know as well as what their struggles are. Go back to the example shown on the slide. In the space below, indicate two strengths of this student and restate the two struggles. Add more detail to the struggles mentioned on the slide.

STRENGTHS

- Ben accurately identifies a variety of initial consonant sounds.
- Ben is able to accurately identify a variety of final consonant sounds.

STRUGGLES

- Ben struggles to distinguish the short a sound from the short e sound.
- When a word ends in a consonant cluster, Ben tends to not hear the first of the two consonant sounds.