The 4 Elements

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Session Outline

- **Outcomes of the research –**
  summary – why target the 4 elements?

- **What are the 4 elements?**

- **Assessing each of the 4 elements**

- **Teaching each of the 4 elements**

Outcomes of the Research

- Oral language accounted for 28% of the variance for ALL students' early reading achievement, across the study group
- Oral language accounted for 40% of the variance for LBOTE students
- Oral language accounted for 38% of the variance for students from low SES backgrounds

What are the 4 Elements?

The following **four elements** of oral language ability have been identified as explaining significant variance in students' early reading acquisition:

The 4 Elements

- Phonemic and Phonological awareness;
- Receptive Vocabulary;
- Story Grammar; and
- Understanding and using longer and more complex sentences.

The 4 Elements

The 4 elements should **all** be taught in relation to text

The time spent on **each** element

is determined by the population of students in your class, individual need

The 4 Elements

It should also be noted that whilst these 4 elements can be considered areas of priority, they sit firmly within a broader and deeper framework i.e. the ICPLAER framework, and therefore should be considered as integral elements of the whole.

The 4 Elements and ICPALER

I Vocabulary; <u>and</u> Understanding & using longer & more complex sentences (meaning)

C Phonemic & Phonological Knowledge; <u>and</u> Story Grammar;

P   Across all interactions with others

AL   Across all interactions with others

ER Across all interactions with others

The 4 Elements

We should also note the importance of establishing a baseline, through the use of targeted assessment tools.

So we can monitor what effect our teaching is having.

Have we taught the skill we set out to teach?

The 4 Elements

Firstly, but not necessarily in order of importance, as this will be determined by the population of students in your school / class:

- Phonemic and Phonological awareness;

Phonemic and Phonological Awareness

Assessing Phonemic and Phonological Awareness

Suggested Test:
Sutherland Phonological Awareness Test - Revised (SPAT-R)

Notes in your folder

Phonemic and Phonological Awareness

Sutherland Phonological Awareness Test - Revised (SPAT-R)

Anne and Robyn

Phonemic and Phonological Awareness

Teaching Phonemic and Phonological Awareness

Assessing and Teaching Phonological Knowledge (Munro, 1998)

AKA : PERI Notes in your folder

## Phonemic and Phonological Awareness

Phonological Early Reading Intervention (PERI): provides teachers with the phonological foundations necessary for pre-literate and early literacy development.
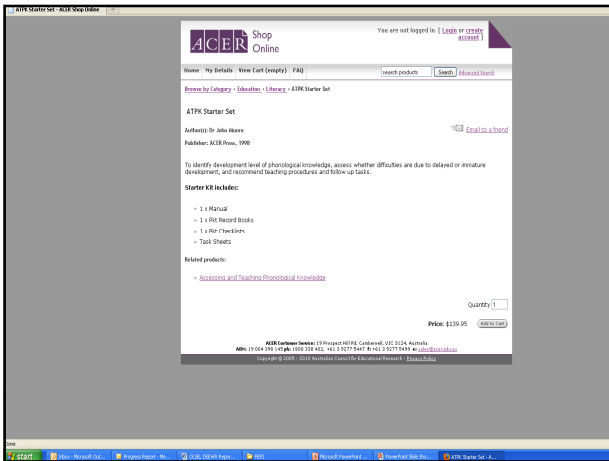

ACKNOWLEDGEMENTS

All content for the PERI PL activity has been taken from Dr Munro's resource:

Assessing & Teaching Phonological Knowledge – John Munro (1998).

Available online through ACER - $139.00
http://shop.acer.edu.au/acer-shop/group/ATP/2
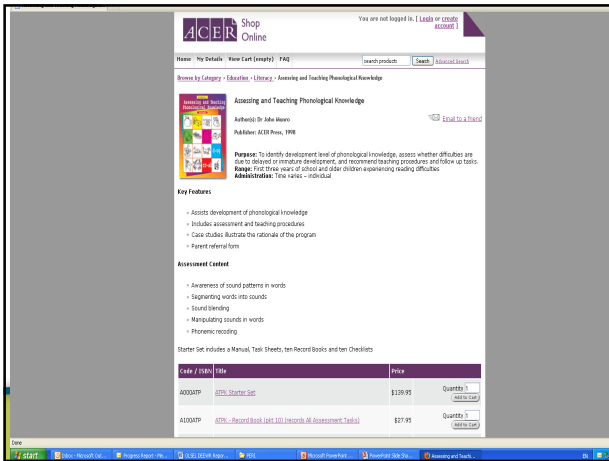
PERI PROGRAM OUTLINE

1. What is phonological knowledge? (PK)
2. Definitions
3. Phonological knowledge Developmental Sequence
4. Phonological knowledge and learning to read
5. Assessing phonological knowledge
   (using a Developmental Sequence)
6. Teaching phonological knowledge & pre-ERIK strategies

THE PERI PROGRAM

1. What is Phonological Knowledge?

Phonological Knowledge is the foundation of our understanding of how spoken words translate into written words.

Phonological Knowledge is what we know about the sound patterns in our words.

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1. What is Phonological Knowledge?

It includes:

- being able to learn how to say an unfamiliar word (prosy, baft);

- being aware that words can share the same sound ('h<u>ou</u>se', 'cr<u>ow</u>d', 'b<u>ough</u>');

- knowing that sound blends ('sl' , 'ed') can be integrated with a word, to create a longer sound sequence; and

- pronouncing 'conservation' and 'conversation' involves a manipulation (switching) of sounds.

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1. What is Phonological Knowledge?

We use phonological knowledge in a range of ways.

- We use it when we learn how to say new words. Eg. "on-o-mat-o-poei-a"

- We use it to help us remember information for a short time - recalling a phone number.
  Eg. we say it over and over to ourselves, rather than trying to remember what it looked like.

1. What is Phonological Knowledge?

- We use it when we read - segmenting, blending, manipulating sounds, using analogy.

- We use it when we spell. When we need to spell an unfamiliar word we may segment it into smaller sound groups before we start to write it.

2. Definitions

- In order to clarify exactly what it is we are going to be teaching, we must distinguish between various terms.

Definitions

3. PK Developmental Sequence

Phonological abilities are acquired over several years, from the preschool years to the 3rd and 4th grade levels.
(Lenchner, Gerber & Routh 1990 cited in Munro 1998)

Some abilities are prerequisites to reading acquisition, others are learnt in parallel with gains in reading.

3. PK Developmental Sequence

The following developmental sequence is derived from the investigations by Lenchner et al. (1990), Maclean et al. (1998), Vandervelden and Siegal (1995) and Yopp (1998), cited in Munro 1998.

3. PK Developmental Sequence

You need to be familiar with the 7 levels of this developmental sequence if you intend to assess, diagnose and/or implement teaching in the area of phonological knowledge.

3. PK Developmental Sequence

LEVEL 1

The development of phonological knowledge begins when children learn to communicate orally.

3. PK Developmental Sequence

Children learn to:
– imitate words and learn how to pronounce them (eg. ambilance, crinimal);
– remember how words are pronounced;
– remember brief statements (eg. 'Want more cake', 'My dolly in car')
– remember the names of familiar objects, in both familiar and unfamiliar situations; and
– remember the sequence of names, eg. Jack and Bethany (neighbours).

3. PK Developmental Sequence

It should be noted that word pronunciation difficulties are not due exclusively to the development of phonological knowledge (eg. articulation difficulties…).

3. PK Developmental Sequence

LEVEL 2

Recognising sound patterns in words.

This may be referred to as implicit or 'unconscious' awareness of sound properties.

3. PK Developmental Sequence

Children learn to:

- recognise rhyming patterns and produce rhyming words (mat, cat, fat, …);
- recognise alliteration* ("**S**he **s**ells **s**ea **s**hells **b**y the **s**ea **s**hore…");
- learn songs and nursery rhymes; and
- detect syllables in words by clapping (tapping…) for each syllable, and imitate a simple syllabic pattern (bow-wow, moo-moo...).

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* alliteration: repeating the same consonant sound at the beginning of two or more words in close succession. Eg. "**P**eter **P**iper **p**icked a **p**eck of **p**ickled **p**eppers …"

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3. PK Developmental Sequence

LEVEL 3

Recognising syllables and individual sounds in words.

This may be referred to as explicit 'conscious' awareness of the sound properties.

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3. PK Developmental Sequence

LEVEL 3

Children learn to:

- segment words into onset and rime, breaking words at the vowel
  (eg. segment 'flip' into 'fl' + 'ip' or 'cat' into 'c' + 'at')
- strip the first sound away from words
  (eg. segment 'stop' into 's-top');

(Continued…)

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3. PK Developmental Sequence

LEVEL 3

- isolate a sound within a word (eg. What is the last sound in cat?);
- verbalise the syllables in 2, 3 and 4-syllable words (eg. segment 'adventure' into 'ad-ven-ture'); and
- segment 1-syllable words into individual phonemes (eg. segment 'cat' into 'c-a-t' and 'stop' into 's-t-o-p').

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3. PK Developmental Sequence

LEVEL 4

Combining or blending sounds into words.

Children learn to:

- integrate onsets and rimes
  (eg. 'st' and 'op' into 'stop'); and
- integrate a string of sounds into a 1-syllable word (eg. 'c-l-o-t' to 'clot').

3. PK Developmental Sequence

LEVEL 5

Manipulating syllables in words

(eg. "Which one sounds like a word you know - 'pre / tend' or 'pr / etend'?")

3. PK Developmental Sequence

LEVEL 6

Manipulating individual sound patterns in more complex ways.

3. PK Developmental Sequence

LEVEL 6
Children learn to:

* match sounds in two or more words (eg. Do 'pat' and 'pin' start with the same sound? Do 'pig' and 'got' end with the same sound?);

* delete sounds from a word (eg. 'What word is left if you take "m" out of "camp"?');

(Continued…)

3. PK Developmental Sequence

LEVEL 6

- recognise a specified sound (eg. 'What sound do you hear in "plane" but not in "lane"?');
- substitute a consonant or vowel (eg. 'Say "mate" but instead of "m" say "l".')
- categorise groups of sounds (eg. 'Sort the vowels in words into long versus short vowels'.)

3. PK Developmental Sequence

LEVEL 7

Linking sound and letter information. That is, recoding letters and strings of letters to sounds and vice versa. *This is referred to as phonological or phonic recoding.*

* When we assess a child's phonological and phonemic knowledge, we are attempting to locate the child on this developmental sequence.

4. PK and Learning to Read

Beginning to read

- converting each letter in a word to a sound and then blending the sounds.
- using part of the letter-sound information rather than sounding out the whole word, letter-by-letter (eg. Converting the first few letters of a word to sounds and using contextual information); and
- using a combination of these strategies.

5. Assessing Phonological Knowledge

<u>Assessing Phonological Knowledge with a Developmental Sequence</u>
The assessment profile consists five major tasks that cover the span of phonological development relevant to early literacy development.

5. Assessing Phonological Knowledge

Once you have determined a student's level of phonological knowledge, you may decide to implement teaching activities. A set of follow-up teaching activities is provided for each of the skill areas assessed.

6. Teaching Phonological Knowledge

Many students display reading disabilities because their phonological knowledge restricts their ability to learn written word patterns. For these students, a necessary area of teaching is phonological knowledge. This teaching provides <u>the foundations</u> necessary for increasing their knowledge of the written word.

6. Teaching Phonological Knowledge

The teaching activities have been designed to be carried out with small groups, on a one-to-one basis or in a classroom situation.

6. Teaching Phonological Knowledge

Note: *Teaching activities for Task 5 are not extensive because these are seen as belonging in the area of teaching children letter-sound correspondence, and so not within the scope of teaching phonological knowledge.*

These are addressed as pre-ERIK strategies, not Phonological strategies.

6. Teaching Phonological Knowledge

TEACHING ACTIVITIES (pages 74 – 106)

If you *are carrying out the full assessment profile, it is recommended that you work through the teaching activities for the assessment tasks where the* student did not receive the maximum score.

6. Teaching Phonological Knowledge

Task 1 Acquiring implicit awareness of sound patterns in words

   1.1 Recognise rhyming words (p.74)

   1.2 Produce rhyming words (p.75-76)

   1.3 Recognise rhyming words in prose (p.76-77)

   1.4 Produce rhyming words in prose (p.77-78)

   1.5 Recognise words that alliterate (p.79-80)

This task is prerequisite knowledge for Task 2.

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6. Teaching Phonological Knowledge

Task 2 Segmenting words into sounds

   To store how words are written, readers need the corresponding sound knowledge. They derive this sound knowledge by segmenting spoken words into smaller units.

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6. Teaching Phonological Knowledge

Task 2 Segmenting words into sounds

   2.1 Segment words into onset and rime (p.81-83)

   2.2 Identify the first sound (p.83-85)

   2.3 Identify the last sound (p.85-86)

   2.4 Segment words into syllables (p.86)

      2.4.1 Saying each syllable in order (p.86-89)

      2.4.2 Syllabic clapping (p.89)

   2.5 Segment words into individual sounds (p.89-91)

      2.5.1 Saying each sound in order (p.91-94)

      2.5.2 Tapping for each sound (p.95)

      2.5.3 Counting the sounds (p.96)

6. Teaching Phonological Knowledge

Task 3 Sound Blending

Sound blending develops in parallel with Task 2 (it is the reverse of Task 2).

3.1 Blend onset-rime to make a word (p.97)
3.2 Blend a sequence of sounds (p.97-98)

6. Teaching Phonological Knowledge

Task 4 Manipulating sounds within words

After converting written letter clusters to sounds, readers frequently need to manipulate the sound patterns in various ways; they need to manipulate the sound sequence to match it with spoken words that they know.

6. Teaching Phonological Knowledge

Task 4 Manipulating sounds within words

4.1 Delete a sound from a word (p. 99-100)
4.2 Substitute one sound for another (p.100-101)
4.3 Segment multi-syllabic words into sounds (p.101-102)

6. Teaching Phonological Knowledge

Task 5 Phonemic recoding: bridging to
written words

*To convert a letter string to a sound sequence,
reader need to use an alphabetic (phonic)
strategy, converting letters to sounds and then
blending with unfamiliar letter strings.*

6. Teaching Phonological Knowledge

Task 5 Phonemic recoding: bridging to
written words

5.1 Say and name individual letters (p. 103-105)
5.2 Say letter clusters (p.106)
5.3 Say groups of letter clusters (p.106)

*The five tasks cover the two methods used to assess
phonemic awareness (Lenchner et al. 1990; Yopp,
1988, cited in Munro 1998)*

6. Teaching Phonological Knowledge

**Teaching Strategies
Powerpoint**

Receptive Vocabulary

Assessing Receptive Vocabulary

Suggested Test:
Synonyms Task (Munro, 2005)
- Individual Assessment
- Group Assessment

Notes in your folder x2

Receptive Vocabulary

The focus in this section is on equipping teachers with the tools necessary to examine how their students learn new words. Words are the building blocks of our oral language knowledge.

Receptive Vocabulary

Having identified words that may be 'new' to the students, implement directed teaching activities to ensure students gain this vocabulary knowledge. Apply the following sequence based on Munro (2005):

Receptive Vocabulary

- Say new word accurately and ask students to say the word;
- Describe or act out the actions that characterize the word;
- Suggest how the new word is like words the students already know;
- Suggest synonyms and antonyms for the word;
- Identify contexts in which the word is and isn't appropriate;
- Define the meaning of the word;
- Explore the meaning/s of new word (using your MMM);
- Link the words with related words in networks; and
- See how new words 'came from' words they already know.

Receptive Vocabulary

Teaching Receptive Vocabulary

Suggested Tasks:
Synonyms and
Meaning Making Motor
(Munro, 2006) Notes in your folder Answers

Story Grammar

Assessing Story Grammar

Suggested Test:
Oral Retell (Prep – Year 2)
Read and Retell (Year 3 – Year 6)

Notes in your folder (P-2) and (3-6)

Story Grammar

Assisting students to acquire an awareness of how a story (oral narrative) is sequenced will assist them to better comprehend texts they are reading. It will assist them to be able to predict what might happen next and also evaluate the quality of the story.

Story Grammar

Most narratives contain the following elements
- Setting
- Initiating Event
- Internal Response
- Attempt
- Consequence and Formal Ending

Story Grammar

Teaching Story Grammar

One way to teach story grammar is through a **picture chat and guiding questions.**

Notes in your folder

Understanding and using longer & More Complex Sentences

Teaching students to understand and use longer and more complex sentences through Colourful Semantics (CS).

CS is a resource used by CEOM Speech Pathologists for focussing on the grammatical complexity of the sentences both comprehended and used.

Notes in your folder

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Understanding and using longer & More Complex Sentences

Colourful Semantics (CS)

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The 4 Elements

Additional information on each of the four elements can be located at: http://www.olsel.catholic.edu.au/literacy-resources/index.cfm?loadref=74

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The 4 Elements

While developing and strengthening students' oral language competence through these 4 elements is important, it is insufficient to facilitate ongoing learning.

What's missing?

The 4 Elements and ICPAL

I Vocabulary; and Understanding & using longer & more complex sentences (meaning)

C Phonemic & Phonological Knowledge; and Story Grammar;

P Purposes - implicitly in all interactions with students BUT… needs to be taught explicitly

AL Self Talk, automaticity, STM, questioning…

The 4 Elements

Purposes
- Manage and direct
- Listen and speak between the lines
- Adjust to context and audience
- Use language for different goals

The 4 Elements

Ability to **L**earn - Self Talk
Notes in your folder