



Phonological–Orthographic Substitution Evaluation P–O–S–E©

Mineola Free Union School District
Speech / Literacy Staff Development 2013
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Two types of standardized test score interpretations

Norm Referenced

Compare test-takers to a sample of peers.

Wechsler Intelligence Scale for Children (WISC)

Clinical Evaluation of Language Fundamentals (CELF)

Criterion Referenced

Compare test takers performance to a definition of content

ELA's

POSE

What should children be able to do at the end of second grade ?

PHONICS & WORD RECOGNITION

- ▶ Read a large number of regularly spelled one and two syllable words
- ▶ Use knowledge of phonics to sound out unfamiliar words
- ▶ Accurately read many sight words

By the end of second grade..

READING

Reads and understands a variety of 2nd grade level fiction & nonfiction books.

Knows how to read for specific purposes and to seek answers to specific questions

Answers “how,” “why,” and “what-if” questions

Interprets information from diagrams, charts and graphs

Recalls information, main ideas & details after reading

By the end of 2nd grade

- ▶ Spelling and Writing

 - Pays attention to how words are spelled

 - Correctly spells words he has studied

 - Spells a word the way it sounds if student doesn't know how to spell it

 - Writes for many different purposes

 - Writes different types of compositions

 - Makes good judgments about what to include in their writing

 - Pays attention to the mechanics of writing for spelling, capitalization and punctuation.

National Institute for Literacy U.S. Department of Education

- ▶ The above slides listed standards set for students at the end of 2nd grade
- ▶ Do your students meet these standards ?
- ▶ Partnership for Reading – Kindergarten–3rd

The Inheritance

- ▶ Students who have not solidly acquired knowledge taught in prior years
- ▶ Students with reading disabilities or dyslexia
- ▶ Students with dysgraphia – inability to write
- ▶ Teaching methodology

Phonological- Orthographic Substitution Evaluation (POSE)

- Criterion-referenced test designed to assess vowel errors through reading and spelling tasks
- Uses low frequency of occurrence real words and nonsense words
- Probes the phonological/orthographic code used during spelling and reading.

Test results

- ▶ Tests are scored with a + if correct or of incorrect the word is written and the error is placed on a form
- ▶ Each student will have 4 test forms, two for reading and two for spelling
- ▶ Each student will be given a classification #

Classification

▶ Remediation in the classroom

Spelling rule based errors

- Silent e rule
- Overgeneralization of silent e to CVC/CCVCC
- Reversal of b/d
- Doubling of consonants at the ends of words
- Spelling of the sound /k/ four ways
- Spelling of words using s vs sh
- Confusion of ch/j in spelling
- Ending blends “nd”, “mp”,

Classroom teachers

- ▶ Do we teach phonics in the 3rd grade ?
- ▶ What happens to students who have failed to acquire phonic knowledge ?
- ▶ How do we teach sound/symbol relations in 3rd grade ?
- ▶ What reference resources can we draw upon for teaching spelling ?

Word Study Lessons

- ▶ Early Third Grade

Lessons for concepts that may have been explored in 2nd grade but not fully consolidated.

Use your assessments, including POSE, to determine automaticity of usage

Form small groups to teach concepts not fully acquired

Refer to classroom summary reports for grouping

Refer to pages 36 & 37 in Word Study Lessons, Fountas & Pinnell

Teaching the order of vowels & consonants

Scan classroom summary report for short vowel or consonant error types

Make a list of students with similar vowel error types

For groups of 3–4 students to teach a specific concept

Obtain materials which include: dry erasable boards, markers & erasers

Understanding underlying concepts of vowel training

- ▶ Goal is to change **auditory** storage of error vowel to the intended correct vowel
- ▶ Vowels are produced within the mouth– no visual cues
- ▶ Vowels have close phonological relationships
- ▶ Important to complete the auditory–articulatory loop
- ▶ Classroom conditions with noise can create difficult listening to discern differences

Concepts underlying vowel training

▶ Auditory

- Present vowel with no visual cues
- Contrast vowels by alternating presentation
- Cover mouth with hand or a card to mask visual
- Create a quiet classroom during training

▶ Vowels

- Produced within the mouth as tongue positions are altered
- Changing shape of the tongue alters vowel production
- Vowels /o/ and /u/ are low back vowels.
- Long /a/, short /e/ and short /i/ are high front

Method of presenting

Vowel characteristics

Phonological decision making

- ▶ Teacher produces the sound in isolation
- ▶ Student identifies sound on dry erasable board
- ▶ When student correctly identifies sound at least 75 % of the time, student becomes the teacher and produces the sound
- ▶ **IMPORTANT !!** Student must identify and produce the sound to complete the auditory/articulatory loop

Transition from single phoneme to vowel–consonant pairs

- ▶ Present vowel consonant pairs until mastered
- ▶ Give CVC combinations in nonsense words
- ▶ Have students read words aloud
- ▶ Place CVC nonsense words in sentences with known sight words
- ▶ Make transition from nonsense words to real word lists

Reference Materials

- ▶ **Basic Angling Practice Book (brown cover)**
 - Lists of words, phrases, sentences by word family
 - Words taught in tall towers of word family enhance decoding skills
 - Words taught through vocabulary content expand comprehension
- ▶ Handout from SPELLMASTER provides lists of consonants, beginning blends, short vowels
- ▶ GAMES – Vowel Lotto

Classification –Information shared with allied professionals

- ▶ Patterns that are regular in error type exist
- ▶ Significant numbers of errors requiring intervention beyond but not excluding the classroom
- ▶ Coordination of teaching goals is needed to produce correct patterns
- ▶ Reinforcement of use should be promoted in literacy program

Classification #4 – Refer to team

- ▶ Team approach to reviewing reading acquisition history
- ▶ Review testing performed
- ▶ When appropriate complete test battery to make it relevant to the severity of the reading problem
- ▶ Re-evaluate reading goals
- ▶ Match test findings on WIAT– Pseudoword decoding, Woodcock Test of Reading Mastery, CTOPP, WADE, POSE.

Phonological Processing

- Phonological Awareness

 - Blending words

 - Elision

 - Sound matching

- Phonological Memory

 - Memory for Digits

 - Non-word repetition

- Rapid Naming

 - Rapid color naming

 - Rapid object naming

 - Rapid letter naming

 - Rapid digit naming

What is the difference between a “reading impairment” and “dyslexia”?

- ▶ A disorder characterized by difficulties in single word decoding, usually reflecting insufficient phonological processing.
Snowling, 2008, Vellutino, 2004
- ▶ This disability is “often unexpected in relation to age, and other cognitive and academic abilities...”
 - Shaywitz, Fletcher & Shaywitz, 1994

What contributes to the learning of the phonemic code and to reading comprehension ?

- ▶ A broad presentation of vocabulary develops reading comprehension
- ▶ A narrow in-depth presentation of word families develops phonemic knowledge
- ▶ Teaching bottom-up skills with top-down skills develops fluent reading with comprehension

The most precious element

- ▶ A child's sense of confidence that they can accomplish the learning task
- ▶ When we lose the child's sense of success they stop taking chances to learn
- ▶ We overcome this by using good methodology directed at the child's specific needs
- ▶ Redundancy in teaching

Finally, reading begins in the ear

- ▶ Phonemic elements enter the ear and are encoded into an electrical response which tapes into the phonemic lexicon
- ▶ Use this knowledge to enhance your students reading ability

Thanks to all teachers

- ▶ For your collaboration
- ▶ Sharing concerns regarding students
- ▶ Teaching a variety of methods in literacy
- ▶ For your dedication to students