Phonemic Awareness

The Skills They Need to Help Them Succeed

By Dr. Michael Heggerty
Acknowledgments

• Dr. Michael Heggerty
• Dr. Anita Archer
• David Kilpatrick
• Dr. Roland Good
• Dr. Ruth Kaminski
Group Expectations

Be responsible
• Attend to the “Come back together” signal
• Active participation…Please ask questions

Be Respectful
• Please allow others to listen
  • Please turn off cell phone and pagers
  • Please limit sidebar conversations
• Share “air time”
• Please refrain from email and Internet browsing

Be Safe
• Take care of your own needs
Pause for Partnering
Purpose and Intended Outcomes

Participants will:

✓ Define phonological & phonemic awareness
✓ Understand how phonemic awareness fits into the science of teaching reading
✓ Know what to look for in phonemic awareness data to determine student needs
✓ Learn how to teach the lessons & practice delivering the lessons
Agenda

1.0 The What: Phonological & Phonemic Awareness
2.0 The Why: The Science of Teaching Reading
3.0 The How: Get Ready to Teach
4.0 The Who: Linking Program to Data
1.0 The What: Phonological & Phonemic Awareness

Big Units to Small Units…
In Module 1.0, We Will…

• Define phonological & phonemic awareness

• Practice identifying the skills & tasks associated with both

• Review the scope & sequence of the Heggerty program
Phonological Awareness Reminder

Its all about SPOKEN sounds!
No PRINT involved!
Phonological Awareness: What

- Stair step image that captures three levels of tasks that students can engage in at the word, syllable, onset-rime, and phoneme level.
- In the first stair step, the skills at the beginning level are isolation, identification, and categorization.
- The second stair step upward at the middle level is blending and segmenting.
- The final stair step is deletion, addition, and substitution.
Activity 1.1

Match Up!

Use the cards provided. Read the activity description & place cards in order of level and task.
Phonemic Awareness Development

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1\textsuperscript{st}</th>
<th>2\textsuperscript{nd}</th>
<th>3\textsuperscript{rd}</th>
<th>4\textsuperscript{th}</th>
<th>5\textsuperscript{th}</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>Blend &amp; Segment</td>
<td></td>
<td></td>
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<tr>
<td>Phoneme Analysis</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Addition, Deletion &amp; Substitution)</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

- **Pre-K to Beg K**
  - Early Phonological Awareness
    - word
    - syllable
    - onset-rime

- **K to Mid 1\textsuperscript{st}**
  - Basic Phonemic Awareness
    - phoneme blending
    - phoneme segmenting

- **Mid 1\textsuperscript{st} on**
  - Advanced Phonemic Awareness
    - phoneme addition, deletion & substitution
The Three Phases of Word Reading Development depend on their Phonological Counterparts

<table>
<thead>
<tr>
<th>Phonological Skill Development</th>
<th>Word Reading Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Phonological Awareness</td>
<td>Letters and Sounds</td>
</tr>
<tr>
<td>(Rhyme, Alliteration, Syllables, First Sound Awareness)</td>
<td></td>
</tr>
<tr>
<td>Basic Phonemic Awareness</td>
<td>Phonic Decoding</td>
</tr>
<tr>
<td>(Phoneme Blending and Segmenting)</td>
<td></td>
</tr>
<tr>
<td>Advanced Phonemic Awareness</td>
<td>Automatic Word Decoding</td>
</tr>
<tr>
<td>(Phoneme Manipulation, Substitution, Deletion, Addition)</td>
<td></td>
</tr>
</tbody>
</table>

Ehri, 2005; Kilpatrick, 2015
Phonemes: The Definition

A **phoneme** is the smallest meaningful unit of sound in spoken language.

Phonemes are linguistic units, not units of writing.

bit
bait
butte
bought

Reith and Stuart, 2008
Sounds in English

Although English has only 26 letters, it has:

- 18 vowel phonemes
- 25 consonant phonemes
- 43 distinct sounds
# Phoneme Practice

<table>
<thead>
<tr>
<th>Word</th>
<th># of Phonemes</th>
<th>Write each phoneme</th>
</tr>
</thead>
<tbody>
<tr>
<td>pen</td>
<td>3</td>
<td>/p/ /ɛ/ /n/</td>
</tr>
<tr>
<td>cliff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>knife</td>
<td></td>
<td></td>
</tr>
<tr>
<td>marker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Phoneme Practice Answer Key

<table>
<thead>
<tr>
<th>Word</th>
<th># of Phonemes</th>
<th>Write each phoneme</th>
</tr>
</thead>
<tbody>
<tr>
<td>pen</td>
<td>3</td>
<td>/p/ /ĕ/ /n/</td>
</tr>
<tr>
<td>cliff</td>
<td>4</td>
<td>/c/ /l/ /ĭ/ /f/</td>
</tr>
<tr>
<td>speech</td>
<td>4</td>
<td>/s/ /p/ /ee/ /ch/</td>
</tr>
<tr>
<td>knife</td>
<td>3</td>
<td>/n/ /ie/ /f/</td>
</tr>
<tr>
<td>marker</td>
<td>4</td>
<td>/m/ /ar/ /k/ /er/</td>
</tr>
</tbody>
</table>
What is phonemic awareness?

“Phonemic awareness refers to the ability to focus on and manipulate phonemes in spoken words.”

National Reading Panel, 2000
## Phonemic Awareness vs. Phonics

<table>
<thead>
<tr>
<th>Phonemic Awareness</th>
<th>Phonics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focuses on phonemes (sounds)</td>
<td>Focuses on phoneme (sound)/grapheme (letter(s) associations)</td>
</tr>
<tr>
<td>Deals with spoken language</td>
<td>Deals with written language</td>
</tr>
<tr>
<td>Auditory</td>
<td>Visual &amp; Auditory</td>
</tr>
<tr>
<td>Students work with</td>
<td>Students work with reading &amp; spelling words using phoneme/grapheme associations</td>
</tr>
<tr>
<td>manipulating sounds and</td>
<td></td>
</tr>
<tr>
<td>sounds in words</td>
<td></td>
</tr>
<tr>
<td>Hear the language</td>
<td>See text representing the language</td>
</tr>
</tbody>
</table>
Heggerty: Three Versions

• Primary (1st) – Yellow
• Kindergarten – Blue
• PreK - Purple
About the Program – More What

- A research-based program for PreK, K, & 1st
- Intended to be done as a whole class
- Takes 12-15 minutes daily
- 35 weeks of curriculum provided
- Scope & Sequence designed to address multiple skill sets at increasing levels of difficulty (larger units to individual phonemes)
Activity 1.2

Scope & Sequence

- **Kindergarten:** Turn to page xv.
- **1st grade:** Turn to page xiii.
- With your partner, review the weekly lesson skills/levels & the how the skills/levels of difficulty progress over 35 weeks. Answer the following questions below:
  - What stays consistent for 35 weeks?
  - What changes over time & when do these changes happen?
## Phonological Awareness Progression K

<table>
<thead>
<tr>
<th>Task</th>
<th>Compound Word Week 1-4</th>
<th>Syllable Week 5-8</th>
<th>Onset-Rime Week 9-12</th>
<th>Phoneme Week 13+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blend</td>
<td>after…noon night…time</td>
<td>can…dy doc…tor</td>
<td>c-ab b-ack</td>
<td>/b/ /a/ /t/ /h/ /i/ /m/</td>
</tr>
<tr>
<td>Segment</td>
<td>football skateboard</td>
<td>number begin</td>
<td>cab back</td>
<td>fix van</td>
</tr>
<tr>
<td></td>
<td>football skateboard</td>
<td>number begin</td>
<td>cab back</td>
<td>fix van</td>
</tr>
<tr>
<td></td>
<td>skateboard</td>
<td>number begin</td>
<td>cab back</td>
<td>fix van</td>
</tr>
<tr>
<td>Add</td>
<td>room + bath room + class</td>
<td>funny + er easy + er</td>
<td>at + /b/ at + /s/</td>
<td>it + /f/ an + /p/</td>
</tr>
<tr>
<td>Delete</td>
<td>fireman-man mailman-man</td>
<td>cleaning-ing dusting-ing</td>
<td>ham - /h/ fit - /f/</td>
<td>rim - /r/ doll – /d/</td>
</tr>
<tr>
<td>Substitute</td>
<td>birthday – birth to sun &amp; the word is?</td>
<td>colder – cold to fast &amp; the word is?</td>
<td>bag - /b/ to /r/ &amp; the word is?</td>
<td>tock - /t/ to /r/ &amp; the word is?</td>
</tr>
</tbody>
</table>
What’s the Difference?

**Onset-Rime**
- The onset is everything before the vowel sound. The rime is the vowel and everything after it in the word.

  - h-oop
  - c-an

**Body-Coda**
- The body of the word involves everything up to and including the vowel. The coda is everything that comes after the vowel sound.

  - hoo-p
  - ca-n
2.0 The Why: The Science of Teaching Reading

Law, Science, & Research…Oh My!
In Module 2.0, We Will:

• Review key elements of the Third Grade Reading Law

• Clarify how phonemic awareness fits into the science of teaching reading

• Understand what research says about teaching phonemic awareness

• Develop language to support the sense of urgency around this critical skill
Third Grade Reading Law

Recent legislation emphasizes the following related to reading instruction in order to ensure that all third graders are reading on or above grade level:

- Early screening assessment in reading for K-3
- Evidence-based core reading instruction
- Individualized intervention for struggling K-3 readers
- **Focus of the 5 major components of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension**
- Explicit & systematic instruction

Michigan Department of Education
Michigan Literacy Essentials

By the Early Literacy Task Force, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan’s 56 Intermediate School Districts

<table>
<thead>
<tr>
<th>Grades K to 3</th>
<th>Prekindergarten</th>
<th>Birth to Age 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching Practices</td>
<td>Instructional Practices</td>
<td>Instructional Practices</td>
</tr>
<tr>
<td>School-wide and Center-Wide</td>
<td>Instructional Practices</td>
<td>Instructional Practices</td>
</tr>
<tr>
<td>Grades 6 to 12</td>
<td>Grades 4 to 5</td>
<td></td>
</tr>
</tbody>
</table>
Simple View of Reading
A formula introduced by Gough & Tunmer in 1986

There are three important findings from the research behind the simple view of reading.

1. Reading comprehension results from skills and knowledge that can be broken into two distinct and identifiable categories: decoding and language comprehension.
   - *Decoding is defined as:* efficient word recognition – this goes beyond the traditional definition of decoding as the ability to sound out words based on phonics rules. It includes fast/accurate reading of familiar and unfamiliar words in both lists and connected texts.
   - *Language Comprehension is defined as:* the ability to derive meaning from spoken words when they are part of sentences or other discourse. They encompass receptive vocabulary, grammatical understanding, and discourse comprehension.

2. All reading difficulties fall into one of three general types: poor at language comprehension, poor at decoding, or both.

3. Both decoding and language comprehension abilities are necessary for reading and both must be strong. Strength in one area cannot compensate for a deficit in the other area.

\[
\text{Decoding} \times \text{Language Comprehension} = \text{Reading Comprehension}
\]

Word-level reading and oral language comprehension are relatively independent abilities.

Gough, 1986
Simple View of Reading: Decoding

## Simple View of Reading: Language

<table>
<thead>
<tr>
<th>Inferential Language Skills</th>
<th>Narrative Language Skills</th>
<th>Academic Vocabulary</th>
<th>Background Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to discuss topics beyond the immediate context</td>
<td>Ability to clearly relate a series of events</td>
<td>Ability to comprehend and use words</td>
<td>Possesses general and topic-specific background knowledge</td>
</tr>
</tbody>
</table>

Gough, 1986
Do Students Own This Skill?

Acquisition

Learn.

Accuracy

Practice.

Automaticity

Own.
## Changing Emphasis of Big Ideas

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1&lt;sup&gt;st&lt;/sup&gt;</th>
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<td></td>
<td>Phoneme Analysis</td>
<td>(Addition, Deletion &amp; Substitution)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>Sounds/Basic Phonics</td>
<td>Advanced Phonics &amp; Multisyllabic</td>
<td></td>
<td>Multi-Syllabic &amp; Word Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>Sounds &amp; Words</td>
<td>Words &amp; Connected Text</td>
<td></td>
<td>Connected Text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Listening</td>
<td>Listening &amp; Reading</td>
<td></td>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>Listening</td>
<td>Listening &amp; Reading</td>
<td></td>
<td>Reading</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Impact of Phonological Awareness

“The degree of outcome in reading progress appears to be directly related to the presence and nature of phonemic awareness training.”

<table>
<thead>
<tr>
<th>Degree of PA Instruction</th>
<th>Outcome</th>
<th>Standard Score Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td>No PA</td>
<td>Minimal</td>
<td>0 to 5</td>
</tr>
<tr>
<td>Basic PA</td>
<td>Moderate</td>
<td>6 to 9</td>
</tr>
<tr>
<td>Advanced PA</td>
<td>Strong</td>
<td>12.5 to 25</td>
</tr>
</tbody>
</table>

Kilpatrick, 2015; p. 303
“Every point in a child’s development of word-level reading is substantially affected by phonological awareness skills, from learning letter names all the way up to efficiently adding new, multisyllabic words to their automatic word vocabulary.”

Kilpatrick, 2015
Activity 2.1

What Does Phonological Awareness Do…

Work with your partner and use the chart provided to fill in how phonological awareness supports later literacy development.
### What Phonological Awareness Does

<table>
<thead>
<tr>
<th>The ability to...</th>
<th>Will eventually help children to...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Separate words into syllables or beats</strong></td>
<td>Break down a word into parts to spell or decode/read it -- for example, to spell popsicle, it is /pop/ /sic/ /l/</td>
</tr>
<tr>
<td><strong>Recognize and generate words that rhyme</strong></td>
<td>Use known words to read new words -- for example, to use <em>scratch</em> to help them read <em>batch</em></td>
</tr>
<tr>
<td><strong>Recognize and generate words that start or end with the same sound</strong></td>
<td>Learn to associate particular sounds with particular letters -- for example, knowing that <em>Peter</em> starts with <em>p</em> may help <em>Peter</em> recognize that purple also starts with <em>p</em></td>
</tr>
</tbody>
</table>

Adapted from Bennett-Armistead, Duke & Moses, 2005)
### What Phonological Awareness Does 2

<table>
<thead>
<tr>
<th>The ability to…</th>
<th>Will eventually help children to…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Separate words into syllables or beats</strong></td>
<td>Break down a word into parts to spell or decode/read it -- for example, to spell <em>popsicle</em>, it is <code>/pop/ /sic/ /l/</code></td>
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Adapted from Bennett-Armistead, Duke & Moses, 2005)
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<th>The ability to...</th>
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</table>

Adapted from Bennett-Armistead, Duke & Moses, 2005)
Phonemic Awareness & Spelling Link

• Students must be aware of phonemes within words in order to map graphemes onto phonemes. (Ehri & Roberts, 2006)

• Phonemic awareness is central in learning to read and spell. (Ehri, 1984)
Activity 2.2

Research Findings

• Partner #1 read page i.
• Partner #2 read page ii.
• Select 1-2 findings to share with your partner from your assigned page.
• With your partner, use the slides in Module 3.0 to agree or disagree with the statement below.
  • Phonemic awareness instruction is an essential part of literacy programs from Pr-eK through 5th grade.
• What parts of this module might your grade level team or leadership team need to know regarding this skill?
The Why: Take Home Points

• Phonemic awareness instruction is an essential part of literacy programs from PreK through 5th grade.

• AGREE!

• Blending & Segmenting are great first steps to creating readers and writers.
  • We blend to read.
  • We segment to spell.

• However, Phoneme Analysis (Addition, Deletion, & Substitution) will build automaticity & strengthen the rate at which students store & retrieve information.
3.0 The How: Get Ready to Teach

Insert drumroll, here.
In Module 3.0, We Will…

- Understand continuous & stop sound
  - Be able to make then accurately
- Understand voiced & unvoiced sounds & why that matters
- Review the key elements of explicit instruction
- Learn & practice the lessons in Heggerty
Consistent Sound Messages

• Instruction in sounds includes:
  • Stop vs. continuous sounds
  • Voiced vs. unvoiced
  • Pronunciation (how to accurately say the sounds)
Continuous & Stop Sounds Defined

• Continuous sounds: sounds can be made until a person runs out of breath without distorting the sound
  • Examples: /s/, /m/, /a/

• Stop sounds: sounds produced with one short push of breath
  • If a stop sound is held, the sound will be distorted
  • Examples: /b/, /g/, /t/
### Continuous vs. Stop Sounds

<table>
<thead>
<tr>
<th>Continuous</th>
<th>Stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>/f/</td>
<td>/b/</td>
</tr>
<tr>
<td>/l/</td>
<td>/d/</td>
</tr>
<tr>
<td>/m/</td>
<td>/g/</td>
</tr>
<tr>
<td>/n/</td>
<td>/h/</td>
</tr>
<tr>
<td>/r/</td>
<td>/j/</td>
</tr>
<tr>
<td>/s/</td>
<td>/k/</td>
</tr>
<tr>
<td>/v/</td>
<td>/p/</td>
</tr>
<tr>
<td>/w/</td>
<td>/t/</td>
</tr>
<tr>
<td>/y/</td>
<td></td>
</tr>
<tr>
<td>/z/</td>
<td></td>
</tr>
</tbody>
</table>

All vowel sounds (name and sound)
Voiced vs. Unvoiced Sounds

- Voiced sounds: spoken with the “voice box” turned on or resonating
- Unvoiced sounds: spoken with the “voice box” turned off, like a whisper

<table>
<thead>
<tr>
<th>Voice On</th>
<th>Voice Off</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>F</td>
</tr>
<tr>
<td>B</td>
<td>P</td>
</tr>
<tr>
<td>Z</td>
<td>S</td>
</tr>
<tr>
<td>D</td>
<td>T</td>
</tr>
<tr>
<td>G</td>
<td>K</td>
</tr>
</tbody>
</table>
### Sound Pronunciation Guidance

<table>
<thead>
<tr>
<th>Vowel Phonemes</th>
<th>Consonant Phonemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>short</td>
<td>Unvoiced Stop</td>
</tr>
<tr>
<td>Ii /ɪ/</td>
<td>Pp /p/</td>
</tr>
<tr>
<td>Ee /ɛ/</td>
<td>Bb /b/</td>
</tr>
<tr>
<td>Aa /ɑː/</td>
<td>Tt /t/</td>
</tr>
<tr>
<td>Oo /ʊ/</td>
<td>Dd /d/</td>
</tr>
<tr>
<td>Uu /ũ/</td>
<td>Kk /k/</td>
</tr>
<tr>
<td>Long Vowels</td>
<td>Unvoiced Fricative</td>
</tr>
<tr>
<td>Ee /ɛː/</td>
<td>Cc /k/</td>
</tr>
<tr>
<td>Aa /ɑː/</td>
<td>Gg /g/</td>
</tr>
<tr>
<td>Ii /ɪ/</td>
<td>Ff /f/</td>
</tr>
<tr>
<td>Oo /ʊː/</td>
<td>Vv /v/</td>
</tr>
<tr>
<td>Uu /ũː/</td>
<td>Ss /s/</td>
</tr>
<tr>
<td>Unique Sounds</td>
<td>Unvoiced Fricative</td>
</tr>
<tr>
<td>Qu /kw/</td>
<td>Zz /z/</td>
</tr>
<tr>
<td>Xx /ks/</td>
<td>Cc /s/</td>
</tr>
<tr>
<td>Blend</td>
<td>Voice Affricate</td>
</tr>
<tr>
<td>Qu /kw/</td>
<td>Jj /j/</td>
</tr>
<tr>
<td>Blend</td>
<td>Unvoiced Affricate</td>
</tr>
<tr>
<td>Xx /ks/</td>
<td>Gg /g/</td>
</tr>
<tr>
<td>Consonant Phonemes</td>
<td>Voiced Affricate</td>
</tr>
<tr>
<td>Unvoiced Glide</td>
<td>Mm /m/</td>
</tr>
<tr>
<td>Ww /w/</td>
<td>Nn /n/</td>
</tr>
<tr>
<td>Unvoiced Glide</td>
<td>Voiced Liquid</td>
</tr>
<tr>
<td>Yy /y/</td>
<td>Rr /r/</td>
</tr>
<tr>
<td>Unvoiced Glide</td>
<td>Voiced Liquid</td>
</tr>
<tr>
<td>Hh /h/</td>
<td>Ll /l/</td>
</tr>
</tbody>
</table>

Example words for each sound as well as a descriptor to help pronounce the sound. For example, the sound F is labeled as an unvoiced fricative.
Activity 3.1

Let’s Practice

As we watch the video of the correct pronunciation of sounds, make each sound after the demonstrator.
Activity 3.2

Sound Practice

• Locate the Sound Pronunciation Sheet in the back of your workbook

• Partner 1 practice making the voiced/unvoiced and continuous/stop sounds. Partner 2 provide feedback.

• Switch and continue until time runs out ☺️
How are the skills taught?

- **From** easy exercises to more difficult
- **From** larger units (e.g., compound words, to syllables) to smaller units (phonemes)
- **From** highly supported activity (*T: says word and first sound; S: read word and first sound*) to independent *activity* (*T: says word; S: repeat the word and the first sound*)
Activity 3.3
Scope & Sequence Practice

See what you can recall about the program setup. (If you need a hint, refer to pages xv or xiii.)

1. _____ Naming
2. Rhyming
3. _____ (Beginning Sounds)
4. Blending
5. Final & _____ Phonemes
6. Segmenting
7. _____ Phonemes
8. Adding Phonemes
9. _____ Phonemes
10. Language
Check Your Work

1. Letter Naming
2. Rhyming
3. Onsets (First Sounds)
4. Blending
5. Final & Medial Phonemes
6. Segmenting
7. Substituting Phonemes
8. Adding Phonemes
9. Deleting Phonemes
10. Increasing language skills
How Explicit

New activities should be introduced using explicit instruction:

I do it.

We do it.

You do it.
Expert Minute: Explicit Instruction
How: Active Engagement

Request for Frequent Responses:

• Choral Responses
• Hand Signals
• Gestures / Actions
How: Brisk Pace

Maintain a brisk pace:

• Preview the lesson
• Establish & use routines
• Use clear, concise teacher language
• Limit digressions
• Stay focused
How: Provide Corrections

When a student or students make an error, say the correct response & have students repeat the correct response.

Think:
1. Tell
2. Ask
3. Start again
A Training Example
K Rhyming Lesson Components

Kindergarten

• Hearing and Repeating words that rhyme (kindergarten p. 1)
• Rhyme Recognition: Which word rhymes with? (kindergarten p. 25)
K and Primary Rhyming Lesson Components

Kindergarten and Primary

- Recognizing rhyming words (primary p. 1, kindergarten p. 1)
- Recognizing rhyming words in a series (primary p. 19, kindergarten p. 7)
- Producing a rhyming word with a rime or familiar word (primary p. 28, kindergarten p. 34)
- Producing a rhyming word with a nonsense word (primary p. 13, kindergarten p. 19)
Rhyming – K Teacher Perspective
Skills: Rhyming
(K, Wk 7 p. 19)

• Teacher says the category. Teacher says the nonsense word.

• Students repeat the nonsense word and say, Not (nonsense word), (real word)

• Ex: T: The number is zine.
  S: Not zine, nine!

Category: Parts of your Body

<table>
<thead>
<tr>
<th>Nonsense Word</th>
<th>Real Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>leyeballs</td>
<td>eyeballs</td>
</tr>
<tr>
<td>zed</td>
<td>head</td>
</tr>
<tr>
<td>deet</td>
<td>feet</td>
</tr>
<tr>
<td>mingers</td>
<td>fingers</td>
</tr>
<tr>
<td>pands</td>
<td>hands</td>
</tr>
<tr>
<td>barms</td>
<td>arms</td>
</tr>
<tr>
<td>kips</td>
<td>lips</td>
</tr>
</tbody>
</table>
Rhyming – Primary Teacher Perspective

Skills: Rhyming
(Primary, Wk 7 p. 19)

• Instructions vary by day
• **Mon, Wed, & Fri:** Teacher reads the word set. Students repeat only the two rhyming words.
• **Tues & Thurs:** Teacher says the word pair. Students repeat the word pair and show thumbs up if the words rhyme, thumbs down if they don’t rhyme

Wednesday

- had, bid, hid
- did, bad, dad
- ran, run, bun
- ton, den, men
- bag, beg, egg
- cap, cup, pup
- gum, hem, gem
- hat, hot, lot
- sap, sip, hip
Producing Rhyme Classroom Example

Cathy Hassman - First Grade Lesson Heggerty Lesson Week 15, Wednesday
Rhyming Classroom Example
Activity 3.4
Rhyming Practice

1. **Acquisition:** Experience this lesson component as a student first.

2. **Accuracy:** Work with your partner to develop your instructional delivery of this section.

3. **Automaticity:** Put it into practice with your assigned group – stand and deliver practice.

4. **Do You Own This Skill?**
Onset Lesson Components

Kindergarten:

• Isolating onset phonemes (initial sounds) in spoken words (p. 1)
• Phoneme Categorization: Which word begins like *? (p. 19)
• Identifying same onset phonemes in a series of words or sentence (p. 13)
Primary: Onset Lesson Components

Primary:

- Isolating onset phonemes (initial sounds) in spoken words (p. 1)
- Isolating the onset phoneme in a series of words (p. 7)
- Phoneme Categorization (p. 37)
### Onsets – K Teacher Perspective

#### Skill: Onset
(K, WK 7, p. 19)

- Teacher says, “Which word begins like *?” and says the two words.
- Students say the work that has the same onset.
- EX: T: Which word begins like can; cake or mop?
  S: cake

<table>
<thead>
<tr>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which word begins like *?</td>
</tr>
<tr>
<td>jacket: pond, jeep</td>
</tr>
<tr>
<td>wing: live, window</td>
</tr>
<tr>
<td>kind: kite, touch</td>
</tr>
<tr>
<td>read: must, rope</td>
</tr>
<tr>
<td>vine: vase, neck</td>
</tr>
</tbody>
</table>
Onsets – Primary Teacher Perspective

Skills: Onset
(Primary, Wk 7 p.19)

- Teacher says the word.
- Students repeat the word and isolate the onset.
  - If the onset is a vowel, students identify it as a short or long vowel sound.
  - Students say sound, not letter name.

<table>
<thead>
<tr>
<th></th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>episode</td>
<td>/e˘/ *</td>
</tr>
<tr>
<td>volunteer</td>
<td>/v/</td>
</tr>
<tr>
<td>garage</td>
<td>/g/</td>
</tr>
<tr>
<td>itchy</td>
<td>/i˘/ *</td>
</tr>
<tr>
<td>gigantic</td>
<td>/j/</td>
</tr>
</tbody>
</table>
Onset Classroom Example
Activity 3.5

Onset Practice

1. **Acquisition:** Experience this lesson component as a student first.

2. **Accuracy:** Work with your partner to develop your instructional delivery of this section.

3. **Automaticity:** Put it into practice with your assigned group — stand and deliver practice.

4. **Do You Own This Skill?**
Blending Lesson Components

- Blending individual words into **compound words** (k and primary p. 1)
- Blending **syllables** into spoken words (k, p. 13: primary p. 7)
- Blending **onset with rime/body-coda** into spoken words (k, p. 25/31: primary 13/19)
- Blending **Phonemes** with Elkonin Boxes (k, p. 37)
- Blending **phonemes** into spoken words (k, 40: primary, p. 22)
Reminders: Phonological Awareness

A stair step image that captures three levels of tasks that students can engage in at the word, syllable, onset-rime, and phoneme level. In the first stair step - the skills at the beginning level are isolation, identification, and categorization. The second stair step upward at the middle level is blending and segmenting. The final stair step is deletion, addition, and substitution.
Blending Hand Motions
## Blending – K Teacher Perspective

**Skills: Blending**  
(K, Wk 7, p.19)

- Teacher says the syllables.
- Students repeat the syllables and blend them together to say the whole word.
- Students count the number of syllables in each word and say the number aloud.

**example:**  
T: use - ful  
S: use - ful, useful, 2

<table>
<thead>
<tr>
<th>Wednesday</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>bu-na-nu</td>
<td>banana(3)</td>
</tr>
<tr>
<td>spo-ken</td>
<td>spoken (2)</td>
</tr>
<tr>
<td>hab-i-tat</td>
<td>habitat (3)</td>
</tr>
<tr>
<td>ex-plain</td>
<td>explain (2)</td>
</tr>
<tr>
<td>squirt-ed</td>
<td>squirted (2)</td>
</tr>
<tr>
<td>pop-u-lar</td>
<td>popular (3)</td>
</tr>
<tr>
<td>cra-dle</td>
<td>cradle (2)</td>
</tr>
<tr>
<td>diff-er-ent</td>
<td>different (3)</td>
</tr>
<tr>
<td>lo-tion</td>
<td>lotion (2)</td>
</tr>
<tr>
<td>cam-pus</td>
<td>campus (2)</td>
</tr>
</tbody>
</table>
Blending Classroom Example

choppers ready for me I'm gonna say the word you're

Shawnee Lenovich - Heggerty Lesson - Grade 1 Week 14, Wednesday
Blending – Primary Teacher Perspective

Skills: Blending
(Primary, Wk 7, p.19)

Focus on final sounds

- Teacher says the beginning of the word and the isolated ending sound.
- Students say the whole word.

ex. T: lif - t
    S: lift

Wednesday

<table>
<thead>
<tr>
<th>lum-p</th>
<th>lump</th>
</tr>
</thead>
<tbody>
<tr>
<td>hun - t</td>
<td>hunt</td>
</tr>
<tr>
<td>sif - t</td>
<td>sift</td>
</tr>
<tr>
<td>cam - p</td>
<td>camp</td>
</tr>
<tr>
<td>sen - d</td>
<td>send</td>
</tr>
<tr>
<td>ban - d</td>
<td>band</td>
</tr>
<tr>
<td>til - t</td>
<td>tilt</td>
</tr>
<tr>
<td>jum - p</td>
<td>jump</td>
</tr>
<tr>
<td>ten - t</td>
<td>tent</td>
</tr>
</tbody>
</table>
Activity 3.6

Blending Practice

1. **Acquisition:** Experience this lesson component as a student first.

2. **Accuracy:** Work with your partner to develop your instructional delivery of this section.

3. **Automaticity:** Put it into practice with your assigned group – stand and deliver practice.

4. **Do You Own This Skill?**
Kindergarten:

- Isolating final phonemes in spoken words p. 1
- Identifying same final phonemes in a series of spoken words p. 13
- Isolating medial phonemes in spoken words p. 37
- Phoneme Location: Identifying a blend/diagraph as the initial, medial or final sound p. 85
Primary: Isolating Final or Medial Phoneme
Lesson Components

Primary:

• Isolating final phonemes in spoken words (p. 1)
• Isolating medial phonemes in spoken words (p. 28)
• Phoneme Categorization (p. 25)
• Isolating final syllables in spoken words (p. 94)
• Phoneme Location (p. 37)
Isolating Final Phonemes Hand Motions

Hand Motions: Final Sounds (Phonemic Awareness Skills)
Isolating Medial Phonemes Hand Motions
**Final & Medial – K Teacher Perspective**

<table>
<thead>
<tr>
<th>Skills: Blending</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Primary, Wk7,p.19)</td>
<td></td>
</tr>
<tr>
<td>• Teacher says word</td>
<td>sip /i/</td>
</tr>
<tr>
<td>• Students repeat the word using the roller coaster hand motion, and isolate the medial sound</td>
<td>ham /a/</td>
</tr>
<tr>
<td>ex. T: bat</td>
<td>rack /a/</td>
</tr>
<tr>
<td>S: bat, /a/</td>
<td>big /i/</td>
</tr>
<tr>
<td></td>
<td>man /a/</td>
</tr>
<tr>
<td></td>
<td>lick /i/</td>
</tr>
<tr>
<td></td>
<td>gap /a/</td>
</tr>
</tbody>
</table>
Medial Sound Classroom Example

Remember, bounce it on the chair, first sound, middle, last sound, sweep the word.

Emily Doyle - Kindergarten Heggerty Lesson Week 21, Thursday
Skills: Final and Medial
(Primary, Wk7,p.19)

- Teacher read each sentence
- Students isolate the repeated final sound

ex. T: Dad tried hard
S: /d/

Wednesday

Will Jill still fall? /l/
Big frog dug. /g/
Pat got wet. /t/
Don won ten. /n/
Jay may play. /a/
Dad called Ted. /d/
Liz rides cows. /z/
Activity 3.7

Final and Medial Phonemes Practice

1. **Acquisition:** Experience this lesson component as a student first.

2. **Accuracy:** Work with your partner to develop your instructional delivery of this section.

3. **Automaticity:** Put it into practice with your assigned group – stand and deliver practice.

4. **Do You Own This Skill?**
Segmenting Lesson Components

- Segmenting individual words in compound words (k, p. 2, primary p. 2)
- Segmenting syllables in spoken words (k, p. 14; primary, p. 8)
- Segmenting onset and rime in spoken words (k, p. 26; primary, p. 14)
- Segmenting phonemes in spoken words (k, p. 38; primary, p. 23)
Reminder: Where does Segmenting Fit?

A stair step image that captures three levels of tasks that students can engage in at the word, syllable, onset-rime, and phoneme level. In the first stair step - the skills at the beginning level are isolation, identification, and categorization. The second stair step upward at the middle level is blending and segmenting. The final stair step is deletion, addition, and substitution.
### Segmenting – K Teacher Perspective

**Skill: Segmenting**  
(K, Wk7,p.20)

- Teacher says the whole word
- Students repeat the word & segment it into syllables, and count syllables.

ex. T: fantastic  
S: fantastic, fan-tas-tic, 3

<table>
<thead>
<tr>
<th>Wednesday</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>flexible</td>
<td>flex-i-ble (3)</td>
</tr>
<tr>
<td>biggest</td>
<td>big-est   (2)</td>
</tr>
<tr>
<td>successful</td>
<td>suc-ses-ful (3)</td>
</tr>
<tr>
<td>glitter</td>
<td>glit-er   (2)</td>
</tr>
<tr>
<td>trampoline</td>
<td>tramp-o-len (3)</td>
</tr>
<tr>
<td>handle</td>
<td>han-dle   (2)</td>
</tr>
<tr>
<td>recommend</td>
<td>rec-u-mend (3)</td>
</tr>
<tr>
<td>Friday</td>
<td>Fri-day   (2)</td>
</tr>
<tr>
<td>hamburger</td>
<td>ham-bur-ger (3)</td>
</tr>
<tr>
<td>whispering</td>
<td>whis-per-ing (3)</td>
</tr>
</tbody>
</table>
Segmenting – Primary Teacher Perspective

Skill: Segmenting
(Primary, Wk7, p.19)

- Teacher says the whole word
- Students repeat the word & segment it into onset and rime..

ex. T: lump
   S: lump, l – ump

*Students say sounds, not letter names

Wednesday

<table>
<thead>
<tr>
<th>Word</th>
<th>Segment</th>
</tr>
</thead>
<tbody>
<tr>
<td>best</td>
<td>b - est</td>
</tr>
<tr>
<td>sing</td>
<td>s - ing</td>
</tr>
<tr>
<td>bend</td>
<td>b - end</td>
</tr>
<tr>
<td>last</td>
<td>l - ast</td>
</tr>
<tr>
<td>bunch</td>
<td>b - unch</td>
</tr>
<tr>
<td>shock</td>
<td>sh - ock</td>
</tr>
<tr>
<td>next</td>
<td>n - ext</td>
</tr>
<tr>
<td>bunk</td>
<td>b - unk</td>
</tr>
<tr>
<td>rent</td>
<td>r - ent</td>
</tr>
<tr>
<td>land</td>
<td>l - and</td>
</tr>
</tbody>
</table>
Segmenting Classroom Example

Shawnee Lenovich - Heggerty Lesson - Grade 1 Week 14, Wednesday
Activity 3.8

Segmenting Practice

1. **Acquisition:** Experience this lesson component as a student first.

2. **Accuracy:** Work with your partner to develop your instructional delivery of this section.

3. **Automaticity:** Put it into practice with your assigned group – stand and deliver practice.

4. **Do You Own This Skill?**
K: Adding Lesson Components

Kindergarten:

- Adding words to make compound words (p. 2)
- Adding syllables to words or word parts (p. 14)
- Adding initial phonemes to spoken words (p. 26)
- Adding final phonemes or syllables to spoken words (p. 95)
Primary Adding Lesson Components

Primary

• Adding words to make compound words (p. 2)
• Adding syllables to words or word parts (p. 8)
• Adding initial phonemes to spoken words (p. 14)
• Adding final phonemes to spoken words (p. 56)
• Adding a rime to the end of a word (p. 59)
• Adding the second phoneme to make a consonant blend (p. 74)
Adding Hand Motions

Hand Motions: Adding (Phonemic Awareness Skills)
### Adding Words – K Teacher Perspective

**Skill: Segmenting**  
(K, W1, p. 2)

- Teacher says the word
- Students repeat the word

Teacher says add /*/ at the beginning/end and the word is?

ex. T: snow  
S: snow  
T: Add /ball/ at the end and the word is?  
S: snowball

<table>
<thead>
<tr>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>head- /ache/  headache</td>
</tr>
<tr>
<td>head- /phones/  headphones</td>
</tr>
<tr>
<td>head- /light/  headlight</td>
</tr>
<tr>
<td>head- /band/  headband</td>
</tr>
<tr>
<td>head- /stand/  headstand</td>
</tr>
</tbody>
</table>
### Adding Words – Primary Teacher Perspective

**Skill: Segmenting**  
(Primary, Wk7, p.20)

- Teacher says rime.
- Students repeat the rime. Teacher says add /*/ at the beginning/end and the word is?

**Ex.**  
T: amp  
S: amp  
T: Add /r/ at the beginning and the word is?  
S: ramp

<table>
<thead>
<tr>
<th>Rime</th>
<th>Add</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ix</td>
<td>/f/</td>
<td>fix</td>
</tr>
<tr>
<td>-ice</td>
<td>/d/</td>
<td>dice</td>
</tr>
<tr>
<td>-ache</td>
<td>/l/</td>
<td>lake</td>
</tr>
<tr>
<td>-ock</td>
<td>/r/</td>
<td>rock</td>
</tr>
<tr>
<td>-uch</td>
<td>/m/</td>
<td>much</td>
</tr>
<tr>
<td>-ill</td>
<td>/w/</td>
<td>will</td>
</tr>
<tr>
<td>-em</td>
<td>/j/</td>
<td>gem</td>
</tr>
</tbody>
</table>
Adding Classroom Example

Khrstina Renninger - Heggerty Lesson - Grade 1 Week 22, Thursday
Activity 3.9

Adding Practice

1. **Acquisition:** Experience this lesson component as a student first.

2. **Accuracy:** Work with your partner to develop your instructional delivery of this section.

3. **Automaticity:** Put it into practice with your assigned group—stand and deliver practice.

4. **Do You Own This Skill?**
Kindergarten Deleting Lesson Components

Kindergarten

- Deleting words from compound words (p. 2)
- Deleting syllables from spoken words (p. 14)
- Deleting initial phonemes from spoken words (p. 26)
- Deleting final phonemes from spoken words (p. 95)
Primary Deleting Lesson Components

Primary

• Deleting words from compound words (p. 2)
• Deleting syllables from spoken words (p. 8)
• Deleting initial phonemes from spoken words (p. 14)
• Deleting final phonemes from spoken words (p. 56)
• Deleting the rime from the end of a spoken word (p. 59)
• Deleting the second phoneme from a consonant blend (p. 74)
Deleting Hand Motions

Hand Motions: Deleting (Phonemic Awareness Skills)
Deleting Words – K Teacher Perspective

Skill: Segmenting
(K, Wk1 p.2)

Teacher says word. Students repeat the word. Teacher says, “Without /*/ what’s left is?”

Ex. T: anyway
   S: anyway
T: Without /any/, what’s left is?
   S: way

Hand motions: Open palms

Delete from the beginning:

<table>
<thead>
<tr>
<th>Word</th>
<th>Without</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>playtime</td>
<td>/play/</td>
<td>time</td>
</tr>
<tr>
<td>playhouse</td>
<td>/play/</td>
<td>house</td>
</tr>
<tr>
<td>playground</td>
<td>/play/</td>
<td>ground</td>
</tr>
<tr>
<td>plaything</td>
<td>/play/</td>
<td>thing</td>
</tr>
<tr>
<td>playroom</td>
<td>/play/</td>
<td>room</td>
</tr>
</tbody>
</table>
Deleting Words – Primary Teacher Perspective

Skill: Segmenting (primary, Wk7 p.20)

- Teacher says the word. Students repeat the word.
  Teacher says, “Without /*/, what’s left is?"

Ex. T: help
  S: help
  T: Without /h/, what’s left is?
  S: elp

Hand motions: Open palms

<table>
<thead>
<tr>
<th>Word</th>
<th>Without</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>cape</td>
<td>/k/</td>
<td>ape</td>
</tr>
<tr>
<td>side</td>
<td>/s/</td>
<td>ide</td>
</tr>
<tr>
<td>ramp</td>
<td>/r/</td>
<td>amp</td>
</tr>
<tr>
<td>joke</td>
<td>/j/</td>
<td>oke</td>
</tr>
<tr>
<td>men</td>
<td>/m/</td>
<td>en</td>
</tr>
<tr>
<td>cube</td>
<td>/k/</td>
<td>ube</td>
</tr>
<tr>
<td>rope</td>
<td>/r/</td>
<td>ope</td>
</tr>
<tr>
<td>tan</td>
<td>/t/</td>
<td>an</td>
</tr>
<tr>
<td>bite</td>
<td>/b/</td>
<td>ite</td>
</tr>
</tbody>
</table>

Wednesday

Delete from the beginning:
Deleting Classroom Example

Pam Saylor - Kindergarten Heggerty Lesson Week 29, Thursday
Activity 3.10

Deleting Practice

1. **Acquisition:** Experience this lesson component as a student first.

2. **Accuracy:** Work with your partner to develop your instructional delivery of this section.

3. **Automaticity:** Put it into practice with your assigned group – stand and deliver practice.

4. **Do You Own This Skill?**
Kindergarten Substituting Lesson Components

Kindergarten:

- Substituting a word or syllable in 2 and 3 syllable words (p. 3)
- Substituting the initial phoneme in spoken words (p. 27)
- Substituting the final phoneme in spoken words (p. 90)
- Substituting the medial phoneme in spoken words (p. 99)
Primary Substituting Lesson Components

Primary:

- Substituting a word or syllable in 2 and 3 syllable words (p. 3)
- Substituting the initial phoneme in spoken words (p. 15)
- Substituting the rime in spoken words (p. 54)
- Substituting the final phoneme in spoken words (p. 60)
- Substituting the medial (vowel) phoneme in spoken words (p. 75)
- Substituting the second letter of a consonant blend in spoken words (p. 93)
Substituting Hand Motions

Hand Motions: Substituting (Phonemic Awareness Skills)
Substituting –K Teacher Perspective

Skill: Segmenting
(K, Wk1 p.3)

• Teacher says the word. Students repeat the word. Teacher says, “Change the */* to */* and the word is?”

Ex. T: anyone
   S: anyone
   T: Change /one/ to /thing/ and the word is?
   S: anything

Hand motions – two closed fists

<table>
<thead>
<tr>
<th>Word</th>
<th>Change</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>snowsuit___/ball/</td>
<td>snowball</td>
<td></td>
</tr>
<tr>
<td>snowball___/flake/</td>
<td>snowflake</td>
<td></td>
</tr>
<tr>
<td>snowflake___/man/</td>
<td>snowman</td>
<td></td>
</tr>
<tr>
<td>snowman___/storm/snowstorm</td>
<td>snowstorm___/suit/ snowsuit</td>
<td></td>
</tr>
</tbody>
</table>
Substituting – Primary Teacher Perspective

Skill: Segmenting
(primary, Wk7 p.21)

- Teacher says the word. Students repeat the word.
  Teacher says, “Change the */*/ to */*/ and the word is?”
  Ex. T: ham
    S: ham
    T: Change /h/ to /j/ and the word is?
      S: jam

Hand motions – two closed fists

<table>
<thead>
<tr>
<th>Word</th>
<th>Change to Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>land</td>
<td>/b/</td>
</tr>
<tr>
<td>band</td>
<td>/s/</td>
</tr>
<tr>
<td>sand</td>
<td>/h/</td>
</tr>
<tr>
<td>hand</td>
<td>/l/</td>
</tr>
<tr>
<td>land</td>
<td>/t/</td>
</tr>
<tr>
<td>neat</td>
<td>/s/</td>
</tr>
<tr>
<td>seat</td>
<td>/f/</td>
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<tr>
<td>feet</td>
<td>/sh/</td>
</tr>
<tr>
<td>sheet</td>
<td>/b/</td>
</tr>
<tr>
<td>beat</td>
<td>/m/</td>
</tr>
</tbody>
</table>
Substituting Classroom Example

Khristina Renninger - Heggerty Lesson - Grade 1 Week 22, Thursday
Activity 3.11
Substituting Practice

1. Acquisition: Experience this lesson component as a student first.

2. Accuracy: Work with your partner to develop your instructional delivery of this section.

3. Automaticity: Put it into practice with your assigned group—stand and deliver practice.

4. Do You Own This Skill?
K – Letter Naming with Sounds

**Week 1-20**
Using flashcards, show the letters and say: “Letter is____. Sound is ______.”
(Begins in ABC order, week 6 begins out of order)

**Week 23-24**
Add digraphs

**Week 25-28**
Add L blends, add S blends, add R blends

**Week 29-35**
Review of all letters, digraphs and blends
Primary – Letter Naming with Sounds

Week 1-7
Alphabet review (including the multiple sounds for some letters – name & sounds, hard & soft sounds of c and g, multiple sounds sounds for y, s)

Week 8-18
Consonant blends & digraphs and long & short Vowels

Week 19-26
R-controlled vowels & advanced vowels: au, aw, au, ou, ow, oi, oy, oo

Week 27-35
Teacher’s choice for review
K Letter Names and Sounds Example

Heggerty Lesson Demonstration
4,939 views • Aug 30, 2017
Primary Example

Cathy Hassman - First Grade Lesson Heggerty Lesson Week 15, Wednesday
Increasing Language Awareness

- Repeating a sentence and counting words (K, Weeks 1-9: Primary, Weeks 1-6)

- Repeating sentences from nursery rhymes and separating into individual spoken words (K, Weeks 10-33)

- Nursery Rhymes (Primary: Weeks 7 & 8)
Increasing Language Awareness Continued

- Repeating a sentence
- Breaking a sentence into separate, spoken words
- Clapping words in a sentence
- Counting words in a sentence
Nursery Rhyme Example
Activity 3.12

Early Literacy Skill Practice

1. **Acquisition:** Experience this lesson component as a student first.

2. **Accuracy:** Work with your partner to develop your instructional delivery of this section.

3. **Automaticity:** Put it into practice with your assigned group – stand and deliver practice.

4. **Do You Own This Skill?**
Activity 3.13

As we watch the classroom example, look for examples of the following:

- Hand motions used by teacher
- Students know the routine & understand directions
- Clear & concise teacher language
- Multiple opportunities for students to respond
- Error Correction
- Opportunities to improve the lesson
Classroom Full Lesson Example

Joela Mbuu - Heggerty Lesson - Grade 1 Week 25, Monday
4.0 The Who: Linking Program to Data

It is a beautiful thing.
In Module 4.0, We Will…

• Provide ideas on how to use Acadience assessment tools to guide implementation of Heggerty

• Encourage you to OPEN your Acadience student booklets to analyze response patterns

• Share assessment resource from the Heggerty program that will provide additional information to help determine a focus for instruction
Acadience Reminders

• A benchmark score is the lowest level of okay
  • There is great power in opening student booklets to reveal response patterns. Being benchmark on FSF or PSF doesn’t mean they fully own that skill. Check…

• Use the response patterns to help determine the level of need for your classroom, groups or individuals
Acadience FSF Data

**Acquisition**

**Accuracy**

**Automaticity**

---

**Acadience FSF Data**

This is an example of a student's responses for First Sound Fluency (FSF) benchmark assessment. It shows that this student is unable to segment blends.

---

### DIBELS® First Sound Fluency Progress Monitoring 1

<table>
<thead>
<tr>
<th>Test Items</th>
<th>Correct/2 points</th>
<th>Correct/1 point</th>
<th>Incorrect</th>
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<tbody>
<tr>
<td>1. knob</td>
<td>/no/</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>2. jam</td>
<td>/ja/</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>3. throat</td>
<td>/thr/</td>
<td>/thre/</td>
<td>0</td>
</tr>
<tr>
<td>4. slow</td>
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<tr>
<td>5. shelves</td>
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<td>/she/</td>
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</tr>
<tr>
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<tr>
<td>7. time</td>
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<tr>
<td>30. scarf</td>
<td>/sk/</td>
<td>/skar/</td>
<td>0</td>
</tr>
</tbody>
</table>

2-pt responses: 110 + 1-pt responses: 10 = Total: 260
Acadience PSF Data

- Student repeats the word
- Early Phonological Awareness scaffolding toward basic

- Student says onset/rime
- Scaffold toward basic phonemic awareness

- Student says each sound in the word
- Apply to more difficult word patterns
Heggerty PA Assessment

“The information gathered from the assessment is meant to inform the teacher’s instruction, as the Phonemic Awareness curriculum is implemented daily within the classroom literacy block. It is recommended that students who score within the “Beginning” range for any skill would receive additional support and intervention, especially if the curriculum is being implemented in the Tier 1 core curriculum. At the beginning of a school year, this Baseline assessment can be used to determine intervention needs, but some students enter school with limited or no exposure to these skills, and most will make adequate progress through consistent whole group implementation of the daily Phonemic Awareness lessons.”

www.heggerty.org
Phonemic Awareness Skills Assessment: Kindergarten

Skill 5: Onset Fluency: Isolate the Initial Phoneme

Teacher Administration Directions: *Tell me the first sound you hear in each of the words.* Teacher says the word and the student says the first sound. Write the sound the child says. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response. Answers provided.

Example: The word *cat* begins with the /c/ sound. The word *top* begins with the /t/ sound.

| 1. mad ___ | /m/ | 5. dig ___ | /d/ | 9. lamp ___ | /l/ |
| 2. rock ___ | /r/ | 6. fish ___ | /f/ | 10. bike ___ | /b/ |
| 3. pet ___ | /p/ | 7. kite ___ | /k/ |        |    |
| 4. hot ___ | /h/ | 8. seal ___ | /s/ |        |    |

Skill 6: Blending Compound Words & Syllables

Teacher Administration Directions: *I will say two words or two word parts. You will blend the words together and tell me the big word.* Teacher says the word parts, pausing between the two. The student responds with the whole word. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

| 1. foot… ball _________ | 5. sun…glasses _________ | 9. wig-gle _________ |
| 2. out…side _________ | 6. win-dow _________ | 10. par-ty _________ |

https://www.heggerty.org/download-assessments-and-resources
A Real Life Example – Pre & Post

D. Frieben, Portage Public Schools.
Core vs. Intervention

**Core Whole Group**
- Includes all students
- 10-15 minutes daily
- The entire lesson

**Core Small Group**
- Includes students who are identified as needing additional support
- Parts of the lesson (repeated parts)

**Intervention**
- Teach components students need at the beginning of the group
- Utilize the Heggerty assessment to determine group needs
Adaptation Possibilities

• Teach the lesson twice, once in the morning & once in the afternoon
• Pre-teach lesson to struggling students before the whole class lesson
• When first learning routines:
  • teach fewer words
  • teach one page of the lesson one day & the second page the next day
Closing Review

T or F

- If students can accurately attach sounds to symbols, no further phonemic awareness skill is needed
- Heggerty is meant only for intervention instruction
- Hand signals are used by the teacher and students may do them if they so choose
References


Center for Dyslexia MTSU. (2019, April 19). Retrieved January 21, 2020, from https://www.youtube.com/channel/UCCyEWT55xVRHZWb9lX9HlaQ

References 2

Heggerty, M., & VanHekken, A. (2020). *Phonemic awareness: the skills that they need to help them succeed! (kindergarten version): a 35 week curriculum of daily phonemic awareness lesson plans developed on a systematic scope and sequence of skills with explicit modeling*. River Forest, IL: Literacy Resources, Inc.


PaTTAN. (2018, June 12). Retrieved January 21, 2020, from https://www.youtube.com/channel/UCRt8sQ1sfIZGdaiHnZbaOEw/videos
End of Day Evaluation