Phonemic Awareness

The Skills They Need to Help Them Succeed

By: Dr. Michael Heggerty

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Fall 2017-18
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
5.0 The When: Tips from the Trenches
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

- Isolation, Identification, Categorization
- Blending and Segmenting
- Deletion, Addition, Substitution

- Word
- Syllable
- Onset-Rime
- Phoneme
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>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic</td>
<td>Blend &amp; Segment</td>
<td>Phoneme Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness</td>
<td></td>
<td>(Addition, Deletion &amp; Substitution)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- K to Mid 1st
  - Basic Phonemic Awareness
    - phoneme blending
    - phoneme segmenting

- Mid 1st 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
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>
<tr>
<td>Word</td>
<td># of Phonemes</td>
<td>Write each phoneme</td>
</tr>
<tr>
<td>----------</td>
<td>---------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>pen</td>
<td>3</td>
<td>/p/ /ɛ/ /n/</td>
</tr>
<tr>
<td>cliff</td>
<td>4</td>
<td>/c/ /l/ /ɨ/ /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 manipulating sounds and sounds in words</td>
<td>Students work with reading &amp; spelling words using phoneme/grapheme associations</td>
</tr>
<tr>
<td>Hear the language</td>
<td>See text representing the language</td>
</tr>
</tbody>
</table>
Heggerty: Three Versions

- PreK - Purple
- Kindergarten – Blue
- Primary (1st) – Yellow
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/</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/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></td>
<td></td>
<td></td>
<td></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>
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
Simple View of Reading
A formula introduced by Gough & Tunmer in 1986

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

- Fluency: Read with sufficient accuracy & rate to support comprehension.
- Word Knowledge: Instant and effortless access to all, or almost all, words read (sight vocabulary).
- Phonics & Word Recognition: Know & apply grade-level phonics & word analysis skills in decoding words.
- Phonological Awareness: Demonstrate understanding of spoken words, syllables & sounds (phonemes).
- Print Concepts: Understand the organization & basic features of print.

## 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>
<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt;</th>
<th>4&lt;sup&gt;th&lt;/sup&gt;</th>
<th>5&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonemic Awareness</strong></td>
<td>Blend &amp; Segment</td>
<td></td>
<td></td>
<td>Phoneme Analysis</td>
<td>(Addition, Deletion &amp; Substitution)</td>
<td></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td>Sounds/Basic Phonics</td>
<td>Advanced Phonics &amp; Multisyllabic</td>
<td>Multi-Syllabic &amp; Word Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>Sounds &amp; Words</td>
<td>Words &amp; Connected Text</td>
<td>Connected Text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Listening</td>
<td>Listening &amp; Reading</td>
<td></td>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Listening</td>
<td>Listening &amp; Reading</td>
<td></td>
<td>Reading</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 2.1

Show Me! Big Idea Game

1. Team Captains take the white board & marker. Be prepared to share your team’s answers.

2. We will read an activity. Your team has about 30 seconds to decide which big idea & what grade level(s) it matches. Team Captains will write the answer on the white boards.

3. When we say “Show Me!” have your Team Captain hold up the white board to reveal your answer.
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
Phonemic Awareness: Why

“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
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)
Spelling as Orthographic Mapping

Readers use the pronunciation of words already stored in LT memory as anchoring points for letters used to represent the pronunciations.

1. Attach phonological sound in memory to letters
2. Anchor the sequence of letters in memory

Model of what orthographic mapping looks like:
- The word lake is represented in three boxes with an arrow linking the /a/ sound to the silent e.
- The word boat is represented in three boxes with /oa/ in the middle.
- The word dream is represented in four boxes with /ea/ in one box.
Orthographic Mapping

/sat/

/s/ /a/ /t/

/read/

/r/ /e/ /d/

s a t

r e a d
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>
<tr>
<td>All vowel sounds (name and sound)</td>
<td></td>
</tr>
</tbody>
</table>

All consonants are stop sounds, except for /v/ and /w/. /v/ is a continuant sound, while /w/ is a semi-vowel 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><strong>short</strong></td>
<td><strong>UnVoiced Stop</strong></td>
</tr>
<tr>
<td>Ii /ï/</td>
<td>Pp /p/</td>
</tr>
<tr>
<td>Ee /ë/</td>
<td>Bb /b/</td>
</tr>
<tr>
<td>Aa /ã/</td>
<td>Tt /t/</td>
</tr>
<tr>
<td>Oo /õ/</td>
<td>Dd /d/</td>
</tr>
<tr>
<td>Uu /ũ/</td>
<td>Kk /k/</td>
</tr>
<tr>
<td><strong>Long Vowels</strong></td>
<td><strong>UnVoiced Fricative Continuous</strong></td>
</tr>
<tr>
<td>Ee /ë/</td>
<td>Cc /k/</td>
</tr>
<tr>
<td>Aa /ã/</td>
<td>Gg /g/</td>
</tr>
<tr>
<td>Ii /ï/</td>
<td>Ff /f/</td>
</tr>
<tr>
<td>Oo /õ/</td>
<td>Vv /v/</td>
</tr>
<tr>
<td>Uu /ũ/</td>
<td>Sz /s/</td>
</tr>
<tr>
<td><strong>Unique Sounds</strong></td>
<td><strong>UnVoiced Affricate</strong></td>
</tr>
<tr>
<td>Qu /kw/</td>
<td>Jj /j/</td>
</tr>
<tr>
<td>Xx /ks/</td>
<td>Gg /j/</td>
</tr>
<tr>
<td><strong>Consonant Phonemes</strong></td>
<td></td>
</tr>
<tr>
<td>UnVoiced Glide</td>
<td>Ww /w/</td>
</tr>
<tr>
<td>Voiced Glide</td>
<td>Yy /y/</td>
</tr>
<tr>
<td>UnVoiced Glide</td>
<td>Hh /h/</td>
</tr>
<tr>
<td>Voice Liquid</td>
<td>Rr /r/</td>
</tr>
<tr>
<td>Voice Liquid</td>
<td>Ll /l/</td>
</tr>
</tbody>
</table>

There are vowel and consonant phonemes listed. For example, the sound F is labeled as an unvoiced fricative continuous with f as an example.
Activity 3.1

Let’s Practice

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

Sound VIDEO (https://www.youtube.com/watch?v=Ch7lGykVwgs)
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*)
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.
How: Active Engagement

Request for Frequent Responses:

- Choral Responses
- Hand Signals
- Gestures / Actions
Activity 3.4

How: Heggerty Hand Motions Video
(https://www.youtube.com/watch?v=rQzHg1mSWA4)

- Punch It Out
- Initial/First Sound Fist
- Choppers
- Roller Coaster

As you watch the video, practice using some of the gestures along with her.
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
K – Letter Naming with Sounds

Week 1-20
Using flashcards, show the letters and say: “Letter is____. Sound is ______. (variety of activities listed with this part throughout the week)

Week 21-24
Add digraphs

Week 25-32
Add L blends, add R blends, add S blends, and add three letter S blends

Week 33-35
Review of all letters, digraphs and blends
1st – 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 19-24
Vowels: Short and long sounds

Week 25-28
R-controlled vowels & advanced vowels: au, aw, au, ou, ow, oi, oy, oo

Week 29-31
Inflectional endings: ing, ly, er, ed est

Week 32-35
Prefixes and suffixes; vowel review if needed
Rhyming – Experience as a Student

• Kindergarten
  • Repeating rhyming words out of a series of words (K, Week 5)
  • Producing a rhyming word with an unfamiliar or nonsense word (K, Week 5)
  • Self-production of rhyming words (K, Week 13)

• 1st Grade
  • Rhyme recognition (1st, Week 1)
  • Rhyming & onset fluency (1st, Week 15)
Rhyming – Teacher Perspective

Skills: Rhyming K, Wk. 7

Instructions vary by day.

**Mon, Wed, & Fri:** Teacher reads the word set. Students repeat only the two rhyming words.

*Answers in **bold**.

Ex. T: hun
   S: Not hun! One!

**Monday**

cab, tab, fib
get, bet, hit
did, hid, nod
hit, sit, hot
cut, but, hat
ham, jam, home
neck, deck, pick
hop, top, cup
log, jog, jug
fun, sun, ran
Activity 3.5

Rhyming

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?**
Onsets – Experience as a Student

- Isolating onset phonemes (sounds) in spoken words (K, Week 2)
- Isolating onset phonemes in spoken words (1st, Week 4)
- Identifying onset phonemes in spoken words (1st, Week 9)
Onsets – Teacher Perspective

Skills: Onset 1st Wk. 6

Teacher reads each sentence.

Students give the repeated onset.

Ex. T: Cats can climb.
   S: /k/ *

*Students say sound, not letter.

Monday

Billy bought bent bananas. /b/
Nellie needs nine nickels. /n/
Sue saw seven seals. /s/
Phil felt foolish. /p/
Tina told Tim tales. /t/
Elephants exercise elbows /e/
Polly pet Patrick’s parrot. /p/
Activity 3.6

Onsets

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 – Experience as a Student

- Blending individual words into compound words (K, Week 1)
- Blending syllables into spoken words (K, Week 7)
- Blending onset with rime into spoken words (K, Week 12)
- Blending phonemes into spoken words (1st, Week 12)
Blending – Teacher Perspective

Skills: Blending K, Wk.15

Teacher says the individual phonemes. Students listen and then say the individual sounds as they slide chips into Elkonin boxes. **
Students say the whole word.

**MIBLSI & Teachers’ Recommendation – avoid this during whole group instruction, model on screen or board.

Monday

/c/ /a/ /t/ cat
/g/ /a/ /s/ gas
/m/ /a/ /n/ man
/t/ /a/ /g/ tag
/f/ /a/ /n/ fan
/b/ /a/ /t/ bat
/v/ /a/ /n/ van
/r/ /a/ /g/ rag
/n/ /a/ /p/ nap
/h/ /a/ /d/ had
Activity 3.7

Blending

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?**
Final & Medial Phonemes – Experience as a Student

- Isolating final phonemes in spoken words (K, Week 25)
- Isolating medial phonemes in spoken words (K, Week 13)
- Identifying same final phonemes (sounds) in a series of words (1st, Week 16)
Final & Medial – Teacher Perspective

Skills: Medial K, Wk. 15

Teacher says word. Students repeat the word using the roller coaster hand motion, and enunciate the vowel sound in a loud voice.

<table>
<thead>
<tr>
<th>Monday</th>
</tr>
</thead>
<tbody>
<tr>
<td>dip</td>
</tr>
<tr>
<td>sit</td>
</tr>
<tr>
<td>him</td>
</tr>
<tr>
<td>big</td>
</tr>
<tr>
<td>fin</td>
</tr>
<tr>
<td>lit</td>
</tr>
<tr>
<td>will</td>
</tr>
<tr>
<td>kick</td>
</tr>
<tr>
<td>zip</td>
</tr>
<tr>
<td>did</td>
</tr>
</tbody>
</table>
Activity 3.8

Final & Medial Phonemes

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 - Experience as a Student

- Segmenting individual words in compound words (K, Week 2)
- Segmenting syllables in spoken words (K, Week 5)
- Segmenting onset and rime in spoken words (K, Week 9)
- Segmenting phonemes in spoken words K, Week 15, 1st, Week 16)
Segmenting – Teacher Perspective

Segmenting: K, Wk. 18

Teacher says the whole word. Students repeat the word & use hand motions to chop it into phonemes.

Ex. T: van
   S: van, /v/ /a/ /n/

Monday

fix
van
dot
hill
sat
doll
rip
ham
pop
hit
Activity 3.9

Segmenting

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?**
Substituting Phonemes – Experience as a Student

- Substituting words in compound words (K, Week 1)
- Substituting the initial phonemes in spoken words (1\textsuperscript{st}, Week 16)
Substituting – Teacher Perspective

Substituting: K, Wk. 7

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

Ex: T: rainy  
   S: rainy  
   T: Change /rain/ to /dirt/ and the word is?  
   S: dirty  

Hand motions – two closed fists

Monday

Chunky – speed – speedy  
speedy – mud – muddy  
muddy – fun – funny  
funny – crab – crabby  
crabby – chunk - chunky
Activity 3.10

Substituting

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?**
Adding Phonemes

• Adding syllables to words or word parts (K, Week 7)
• Adding initial phonemes (sounds) to spoken words (K, Week 16)
• Adding phonemes to spoken words (1st, Week 19)
• Adding final phonemes (sounds) to spoken words (1st, Week 23)
Teacher says word. Students repeat the word. Teacher says add /*/ at the beginning/end and the word is?
Ex. T: boat
S: boat
T: Add /life/ to the beginning and the word is?
S: lifeboat

Monday
air + port = airport
eye + sight = eyesight
any + one = anyone
play + house = playhouse
back + ground = background
book + worm = bookworm
hand + cuff = handcuff
rain + fall = rainfall
water + color = watercolor
life + guard = lifeguard
Activity 3.11
Adding

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?**
Deleting Phonemes – Experience as a Student

• Deleting initial phonemes from spoken words (1st, Week 19)
• Deleting final phonemes from spoken words (K, Week 32)
Deleting: 1st, Wk. 2

Teacher says word. Students repeat the word. Teacher says without /*/ and the word is?

Ex. T: footstep
   S: footstep
   T: Without /step/ and the word is?
   S: foot

Hand motions: Open palms

Monday

sailboat - boat = sail
highway - way = high
lipstick - stick = lip
doghouse - house = dog
baseball - ball = base
skyscraper - scraper = sky
roadwork - work = road
drumstick - stick = drum
lifeboat - boat = life
pothole - hole = pot
Activity 3.12

Deleting

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?**
Increasing Language Awareness

• Repeating a sentence
• Breaking a sentence into separate, spoken words
• Clapping words in a sentence
• Counting words in a sentence
Activity 3.13

Student Experience

• Pretend to be our 1st grade students
• Hand motions are done by the teacher, but some students will naturally join you
• Feel free to try out the motions with us
• 1st Grade, Week 3 – Put it altogether
Activity 3.14

Putting It Altogether

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?
4.0 The Who: Linking Program to Data

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

- Identify first sound & phoneme segmentation fluency data patterns & what they indicate for instruction
- Encourage your to OPEN your student booklets to analyze response patterns
- Share another assessment resource from the Heggerty program that will provide additional information to help determine a focus for small group instruction
DIBELS Next Reminders

- A benchmark score is the lowest level of okay.
- There is great power in opening student booklets to reveal response patterns.
- Use the response patterns to help develop small group instructional focus.
DIBELS FSF Data Look For

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.

<table>
<thead>
<tr>
<th>Test Item</th>
<th>Correct/2 points</th>
<th>Correct/1 point</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. knob</td>
<td>/nv/</td>
<td>/no/</td>
<td>0</td>
</tr>
<tr>
<td>2. jam</td>
<td>/jl/</td>
<td>/ja/</td>
<td>0</td>
</tr>
<tr>
<td>3. throat</td>
<td>/th/</td>
<td>/thr/</td>
<td>/three/</td>
</tr>
<tr>
<td>4. slow</td>
<td>/sl/</td>
<td>/sl/</td>
<td>0</td>
</tr>
<tr>
<td>5. shelves</td>
<td>/sh/</td>
<td>/she/</td>
<td>0</td>
</tr>
<tr>
<td>6. slice</td>
<td>/sl/</td>
<td>/sl/</td>
<td>/slie/</td>
</tr>
<tr>
<td>7. time</td>
<td>/tl/</td>
<td>/tie/</td>
<td>0</td>
</tr>
<tr>
<td>8. sports</td>
<td>/sp/</td>
<td>/sp/</td>
<td>/sport/</td>
</tr>
<tr>
<td>9. chance</td>
<td>/ch/</td>
<td>/ch/</td>
<td>0</td>
</tr>
<tr>
<td>10. plot</td>
<td>/pl/</td>
<td>/plo/</td>
<td>0</td>
</tr>
<tr>
<td>11. skate</td>
<td>/sk/</td>
<td>/skil/</td>
<td>0</td>
</tr>
<tr>
<td>12. sand</td>
<td>/sn/</td>
<td>/sn/</td>
<td>0</td>
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<td>13. dropped</td>
<td>/dr/</td>
<td>/drol/</td>
<td>0</td>
</tr>
<tr>
<td>14. loud</td>
<td>/ld/</td>
<td>/low/</td>
<td>0</td>
</tr>
<tr>
<td>15. storm</td>
<td>/st/</td>
<td>/stil/</td>
<td>0</td>
</tr>
<tr>
<td>16. peak</td>
<td>/pk/</td>
<td>/pke/</td>
<td>0</td>
</tr>
<tr>
<td>17. smash</td>
<td>/sm/</td>
<td>/sma/</td>
<td>0</td>
</tr>
<tr>
<td>18. tree</td>
<td>/tr/</td>
<td>/tr/</td>
<td>0</td>
</tr>
<tr>
<td>19. fair</td>
<td>/fr/</td>
<td>/fr/</td>
<td>0</td>
</tr>
<tr>
<td>20. dad</td>
<td>/da/</td>
<td>/da/</td>
<td>0</td>
</tr>
<tr>
<td>21. smooth</td>
<td>/sm/</td>
<td>/smo/d</td>
<td>0</td>
</tr>
<tr>
<td>22. clean</td>
<td>/kl/</td>
<td>/klea/</td>
<td>0</td>
</tr>
<tr>
<td>23. cheer</td>
<td>/ch/</td>
<td>/cli/</td>
<td>0</td>
</tr>
<tr>
<td>24. nine</td>
<td>/ni/</td>
<td>/nie/</td>
<td>0</td>
</tr>
<tr>
<td>25. space</td>
<td>/sp/</td>
<td>/spal/</td>
<td>0</td>
</tr>
<tr>
<td>26. dirt</td>
<td>/dr/</td>
<td>/der/</td>
<td>0</td>
</tr>
<tr>
<td>27. creek</td>
<td>/kri/</td>
<td>/krea/</td>
<td>0</td>
</tr>
<tr>
<td>28. zoom</td>
<td>/zom/</td>
<td>/zool/</td>
<td>0</td>
</tr>
<tr>
<td>29. call</td>
<td>/kal/</td>
<td>/kal/</td>
<td>0</td>
</tr>
<tr>
<td>30. scarf</td>
<td>/sk/</td>
<td>/skar/</td>
<td>0</td>
</tr>
</tbody>
</table>
Activity 4.1
Data Digging - FSF

Find the data activity in your workbook.
Use the sample data to respond to the questions.
Reflect: What important information can you gather from the student booklets that you can’t get just from the score?
• Is the student able to pull the first sound off the word
• Can the student separate the first sound in words that have blends
• What does this data tell you that the student needs?
DIBELS PSF Data Look For “Laugh”

- **/laf/**
  - Student repeats the word
  - Early Phonological Awareness scaffolding toward basic

- **/l/ /af/**
  - Student says onset/rime
  - Scaffold toward basic phonemic awareness

- **/l/ /a//f/**
  - Student says each sound in the word
  - Apply to more difficult word patterns
Activity 4.2

Data Digging - PSF

Find the data activity in your workbook. Use the sample data to respond to the questions.

Reflect: What important information can you gather from the student booklets that you can’t get just from the score?

- Is the student able to pull the first sound off the word
- Can the student separate the first sound in words that have blends
- What does this data tell you that the student needs?
### 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.

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

#### 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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. foot...ball ________</td>
<td>5. sun...glasses ________</td>
<td>9. wig-gle ________</td>
</tr>
<tr>
<td>2. out...side ________</td>
<td>6. win-dow ________</td>
<td>10. par-ty ________</td>
</tr>
</tbody>
</table>

Uses of This Additional Assessment

• Use your DIBELS Next scores PLUS response patterns to identify students who you might need to know more about regarding their phonemic awareness skills.

• Use the results from the additional assessment to place students into small groups with a common instructional focus.

• This information could also help to inform Tier 2 & 3 groups (intervention).
A Real Life Example – Pre & Post

<table>
<thead>
<tr>
<th>Rhyming 10</th>
<th>Blending Onset 10</th>
<th>Segment Onset 10</th>
<th>Initial Sound 10</th>
<th>Blending Word Parts 10</th>
<th>Segmenting Word Parts 10</th>
<th>Final Sounds 10</th>
<th>totals</th>
<th>LN Upper Case 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>9</td>
<td>8</td>
<td>5</td>
<td>46</td>
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<td>12</td>
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<td>10</td>
<td>9</td>
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<td>7</td>
<td>69</td>
<td>22</td>
<td>47</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

D. Frieben, Portage Public Schools.
Heggerty - Instruction

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

**Small Group**
- Includes students who are identified as needing additional support
- Parts of the lesson (repeated parts)
- 5-10 minutes
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
5.0 The When: Tips from the Trenches

Teachers are awesome.
In Module 5.0, We Will…

• Motivate you to start this program immediately
• Provide tips from teachers who are already implementing this program
• Invite you to stay connected to our Heggerty Hub Network of teachers
When?

- Start tomorrow…seriously
- Minimal prep for whole group
  - Letter cards
  - Preread the lesson
  - Practice hand motions
- Aim for 15 minutes – if it takes longer use less words in each lesson until the pace picks up.
- Find a daily, consistent time to carve out for Heggerty lessons (protect this time!)
Interventionists When?

• Use as warm-up to your intervention lessons – especially the phoneme analysis components (substituting, adding, deleting)

• We often stop our phonemic awareness instruction once students master blending & segmenting...

• Students in intervention groups – no matter what grade would benefit from this practice
Helpful Reminders

- **Language play**
  - Time to play and experiment with words!
  - Goal: to make it fun & engage all students in this daily practice.

- **Super Power Skill**
  - Working on solidifying & enhancing phonological & phonemic awareness in all students
  - Phoneme awareness performance is a strong predictor of long-term reading and spelling success & can predict literacy performance more accurately than variables such as intelligence, vocabulary knowledge, and socioeconomic status. (Gillon, 2004)
Stay Connected

MIBLSI Content Specialists:

- Tennille Whitmore
  - twhitmore@miblsimtss.org
- Courtney Huff
  - chuff@miblsimtss.org

Facebook Group:

- https://www.facebook.com/groups/heggertyhub/
End of Day Evaluation
2 – Part Evaluation

- Retrospective Self Assessment
- Feedback on the Session

... both using the responders.
Scale for the Retrospective Self Assessment Questions

4: I am confident that I know it and I can apply it to my context.

3: I am confident that I know it, but am unclear on how to apply it to my context.

2: I need more information and examples to know it better.

1: I have more questions than answers.
Rate your knowledge / skills / competence for the following items at the end of this training.
1. I can teach the lessons provided in the Heggerty program and use my data to help inform my instruction.

4: I am confident that I know it and I can apply it to my context.

3: I am confident that I know it, but am unclear on how to apply it to my context.

2: I need more information and examples to know it better.

1: I have more questions than answers.
2. I understand how phonemic awareness fits into the science of teaching and know why it is an essential component for literacy instruction.

4: I am confident that I know it and I can apply it to my context.

3: I am confident that I know it, but am unclear on how to apply it to my context.

2: I need more information and examples to know it better.

1: I have more questions than answers.
Rate your knowledge / skills / competence for the following items at the start of this training.
1. I could teach the lessons provided in the Heggerty program and have used my data to help inform my instruction.

4: I was confident that I knew it and I could apply it to my context.

3: I was confident that I knew it, but was unclear on how to apply it to my context.

2: I needed more information and examples to know it better.

1: I had more questions than answers.
2. I understood how phonemic awareness fits into the science of teaching and knew why it is an essential component for literacy instruction.

4: I was confident that I knew it and I could apply it to my context.

3: I was confident that I knew it, but was unclear on how to apply it to my context.

2: I needed more information and examples to know it better.

1: I had more questions than answers.
Feedback on the Session
1. Today’s learning was a valuable use of my time.

4: Strongly Agree
3: Agree
2: Disagree
1: Strongly Disagree
2. I am leaving with tools and strategies to successfully complete the next steps (assignments, communication, activities) that were identified in today’s session.

4: Strongly Agree
3: Agree
2: Disagree
1: Strongly Disagree
3. The content included clearly defined outcomes for the day.

4: Strongly Agree  
3: Agree  
2: Disagree  
1: Strongly Disagree
4. The content and activities are well aligned with the goals and priorities of my District.

4: Strongly Agree
3: Agree
2: Disagree
1: Strongly Disagree
5. The trainer(s) presented the content in such a way that promoted active engagement, opportunities for processing, and time for participants to work together.

4: Strongly Agree
3: Agree
2: Disagree
1: Strongly Disagree
6. The pacing and amount of material presented were appropriate for the time allocated.

4: Just Right

2. Too much or too fast
1: Too little or too slow
7. The materials for the day facilitated my learning.

4: Strongly Agree
3: Agree
2: Disagree
1: Strongly Disagree
8. The training space was acceptable for learning (comfortable temperature, good working space, functional technology).

4: Strongly Agree
3: Agree
2: Disagree
1: Strongly Disagree
Written Feedback

Please also take a moment to provide written feedback. Forms are provided at the back of your workbook.

• The most valuable part of this planning session was….

• This planning session could be improved if…