Phonemic Awareness
For All Learners

TEACHER'S MANUAL

Hofmeister | 2010

Acknowledgements

First, thanks to the researchers who defined and validated the role and importance of phonemic awareness. The research consistently identified phonemic awareness as the gateway skill to more advanced reading skills and provided very practical direction, particularly to those serving students at risk of reading failure.

Second, thanks to reading coaches, teachers and students who participated in the field tests and revisions of this program. Thanks to the more than 14 inner-city and rural districts participating in the testing and revision process.

Third, a special thanks to the contributions of Tammy Pettigrew, reading coach extraordinare, who led the initial field testing and made very specific and practical suggestions for program improvement.

Fourth, phonemic awareness is considered, by many, to be the most significant reading research finding of the past decade. The national reading curriculum leadership deserves recognition for ensuring that these research findings receive visibility in the federal and state policies.

For her extensive editorial contributions, many thanks to Judy Hofmeister. Thanks to Craig Kelley for supervision of the design and printing of this edition.

—Alan Hofmeister, Andrew Hofmeister, March 2010

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Alan M. Hofmeister & Andrew Hofmeister
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Phonemic Awareness for All Learners

I. OVERVIEW

Purpose of the Program

The purpose of the *Phonemic Awareness For All Learners* program is to provide materials and staff development support to address the following findings from the research. Overall, the findings have shown that teaching children to manipulate phonemes in words is highly effective under a variety of teaching conditions, with a variety of learners across a range of grade and age levels. Further, teaching phonemic awareness to children significantly improves their reading more than instruction that lacks any attention to phonemic awareness (PA). Children with varying abilities improve their PA and their reading skills as a function of PA training. In studies that provide explicit instruction in phonemic awareness, several specific characteristics of PA training are found to be most effective in enhancing PA, reading, and spelling skills. These include (1) explicitly and systematically teaching children to manipulate phonemes with letters, (2) focusing the instruction on one or two types of phoneme manipulations rather than multiple types, and (3) teaching children in small groups (National Reading Panel, 2000).

Instructional Approach and Students who can benefit

In keeping with the research described above, *Phonemic Awareness For All Learners* does the following:

1. Addresses the needs of a wide range of learners, including those receiving Title 1, ESL, and special education services. In field testing, we included students with moderate and severe disabilities as well as students with average and above-average abilities.

2. Provides practical tools for following the research conclusions to provide explicit instruction, preferably, in small-group settings.

3. Supports a wide range of diverse learners. See page 2, "General Curriculum Milestones from Preschool to Reading Independence," for an overview of the curriculum sequence. This is a sequence for all learners. For learners of average ability, the matching and one-to-one-correspondence concepts and skills may be achieved in the preschool or earlier. Students with moderate or severe disabilities may need to be taught these same skills, using very explicit instruction, at a later age.

Phonemic Awareness for All Learners

**General Curriculum Milestones
from Preschool to Reading Independence**

Reading Fluency in
the Content Areas

↑

Fluency Builders
Transitional Text

↑

Little Books
Reading Curriculum

↑

Phonemic
Awareness
For All Learners

↑

One-to-one
Correspondence

↑
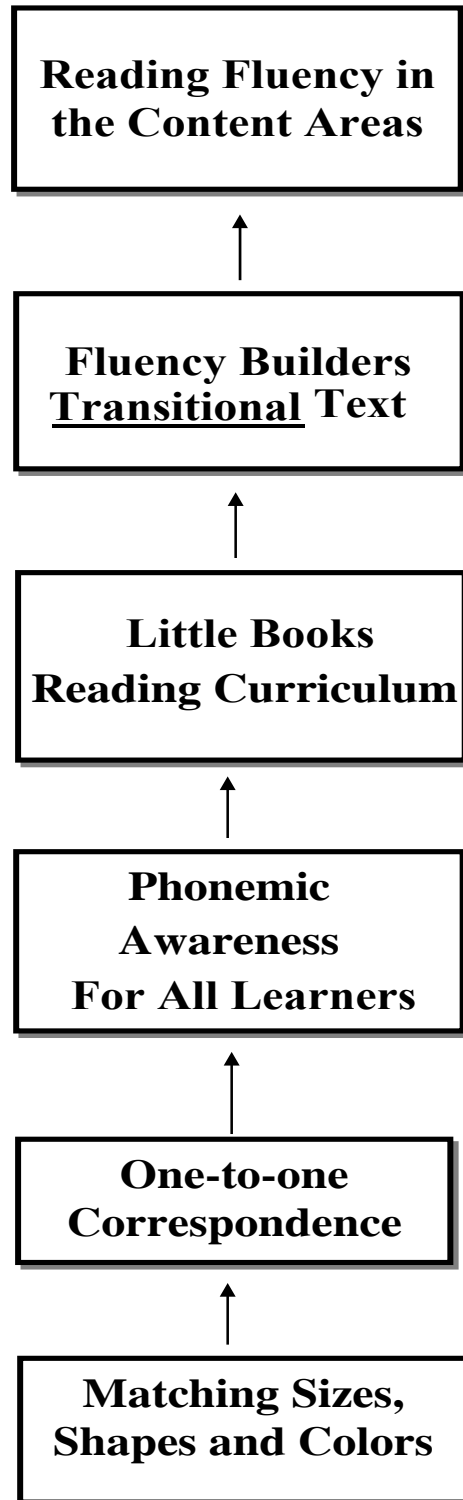
Matching Sizes,
Shapes and Colors

II. Phonemic Awareness: What is it?

Phonemic awareness includes three important parts:

1. The ability to hear and manipulate the sounds in spoken words.

2. The understanding that spoken words and syllables are made up of sequences of speech sounds (or phonemes).

3. The ability to connect phonemes with letter symbols.

III. What Tasks Should the Student Master?

The following instructional sequence of 18 learner tasks provides the basis for enabling a wide and diverse range of learners to enter the core beginning reading curriculum successfully. A blackline master for recording individual learner progress is on page 7.

The following curriculum sequence will develop phonemic awareness and will provide evidence that phonemic awareness has been taught. The tasks the student should demonstrate include:

Task 1 (Prerequisite skill): Matching Sizes, shapes, and colors

The ability to match objects (with like characteristics) is a fundamental skill. It is a prerequisite to one-to-one correspondence, and so, to phonemic awareness. *Matching Sizes, Shapes, and Colors* needs to be **mastered**. The "matching" tutoring sequence provides a major additional benefit--an introduction to important instructional participation skills. (See *www.iseesam.com*.)

> **Assessment**: Learners must *attend* to your modeling and perform both *unison* and *individual response* based on the model. Learners must match similar objects that are the same size, shape and color (example: pick from a group of pencils, two pencils that are the same). Learners should be able to identify and match objects that are the same size, then the same shape, then the same color. More advanced tasks would be to match objects that are the same in all three ways. (See *www.iseesam.com*.)

Task 2 (Prerequisite skill): One-to-one Correspondence

Without an understanding of one-to-one correspondence, the learner cannot understand the role of individual phonemes—the essence of phonemic awareness. We chose to approach one-to-one correspondence as the *critical prerequisite* to our curriculum sequence.

> **Assessment**: Line up objects (pennies, pencils, crayons) approximately one inch apart. Objects should be selected "randomly" between two and eight similar objects. Learners can touch the objects as they count. One-to-one correspondence is demonstrated when this task can be done successfully in five sequential attempts.

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The learner should stop counting after touching the last object. Learners must attend to your modeling and perform both unison and individual responses based on the model. Such instructional participation skills are taught systematically and explicitly in this one-to-one tutoring program. The phonemic awareness program requires the learner to learn by the modeling of instructors and peers. The instructor (or an instructor and a peer) can model the task once to clarify the task assignment.

If your learner needs to master these tasks, please see our website, *www.iseesam.com*, for instructional tools.

Left-to-Right Reading Skill

Throughout this program, always model a left-to-right reading sequence (Task 18). Where there is more than one letter or word on a line, start with the word or letter on the left. In cases where specifically requested to use a random order of presentation, do so.

If there is any question about the mastery of left-to-right skills of students, teach the skill explicitly. Teach the left-to-right sequence by requesting a student to "Point to the first word." Then, request a student to, "Point to the next word." Check Task 18 on "The Phonemic Awareness Learner Monitoring Record" to record that the left-to-right reading skill has been mastered.

Learner tasks 3-18: The phonemic awareness skill sequence

Task 3.   Matching pictures (sam, mat, mit)
Task 4.   Matching animal names and corresponding pictures (sam, mat, mit)
Task 5.   Discriminating letter sounds (sounds - s, a, m)
Task 6.   Saying letter-symbol sounds (sounds - s, a, m)
Task 7.   Blending sounds discrimination
Task 8.   Blending sounds (sounds - s, a, m)
Task 9.   Discriminating letter sounds (sounds - s, a, m, i, t)
Task 10.   Saying letter-symbol sounds (sounds - s, a, m, i, t)
Task 11.   Blending sounds (sounds - s, a, m, i, t)
Task 12.   Segmenting--Deletions (sam, am; mat, at; mit, it)
Task 13.   Segmenting--Additions (at, it, am)
Task 14.   Segmenting--Replacements (mat, at; mit, it)
Task 15.   Blending: Slow/fast
Task 16.   Pronouncing unfamiliar "real" and "nonsense" words
Task 17.   Saying a new sound (f) and pronouncing unfamiliar "real" and "nonsense" words
Task 18.   Reading left to right

Phonemic Awareness for All Learners

The Purpose

The purpose of phonemic awareness instruction is to develop an understanding of the role of individual phonemes as the building blocks of words. It is *not* necessary to teach *all* the phonemes nor is it *necessary* to teach any letter names at this time. Understanding the role of phonemes can be taught with a modest number of phonemes. We use the phonemes "s, a, m, i, and t." The more "at risk" the learner, the more important it is that we do not confuse that learner by teaching the phonemes and names of letter symbols at the same time.

IV. Summary: Effective Teaching Practices

The Twin Curriculum

For many learners with more severe academic deficits, *reading curriculum skills*, such as providing sounds for each letter, and *instructional participation skills*, such as providing individual and unison responses at the instructor's request, will form a *twin curriculum*. The learner must understand the instructor's request *and* be able to do the instructional task. The instructor must do the following:

1.   Issue specific, simple commands. For example, in matching pictures, the instructor uses statements such as: "*This is sam*," and "*This is not sam*." More complex requests, such as, "*Find a picture that is the same*," or, "*Is this picture different?*" requires unnecessarily advanced oral communication skills by the learner, and reduces effectiveness of instruction used to teach and assess matching skills.

2.   Keep instructional pacing lean, reasonably fast, and consistent. Do not engage in extraneous discussion between tasks. Between-task discussion may be limited to a few simple, specific praise statements.

Balancing Unison and Individual Learner Responses

Approximately 80% or more of the learner responses will be unison (choral) responses. Individual responses serve two main purposes:

1.   Beginning individual responses enhance participation in unison responses by serving notice that every individual is important and is being monitored.

2.   The individual response serves as a more objective measure of mastery of each instructional task. In general, the lower-performing and more inattentive learners will require more individual responses. However, all students must have some individual responses, or some may associate individual responses with "punishment" for low achievers in the group.

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The Most Effective Small-Group Instructional Setting

1. In this group, learners have similar skills. The membership of the group is dynamic and may change, based on student needs.

2. For low achievers, three to five learners per group are appropriate.

3. Learners should form a half-circle around the instructor (on chairs), with no desks between students and the instructor.

4. Learners should be able to touch the "Presentation Book."

5. Lower-achieving and more inattentive learners should be in the middle of the semi-circle, directly opposite the instructor.

Making the Transition to the Little Books Reading Program

This phonemic awareness program will prepare learners for successful entry into the Little Books reading program which has:

1. Strong support in the research.

2. A strong initial emphasis on systematic, explicit phonics. **Appendix B** provides a summary of and a scope and sequence for the Little Books reading program. For more information visit *www.iseesam.com*.

V. Phonemic Awareness Learner Monitoring Record

Learner's Name_____

Pages	Learner Tasks	Initial Mastery Date	Review Dates			Notes
iseesam.com	Task 1 (Prerequisite skill): Matching sizes, shapes and colors					
iseesam.com	Task 2 (Prerequisite skill): One-to-one correspondence					
1-2	Task 3: Matching pictures					
3-6	Task 4: Matching animal names to pictures					
7-9	Task 5: Discriminating letter sounds (s, a, m)					
10	Task 6: Saying letter-symbol sounds (s, a, m)					
11-14	Task 7: Blending sounds Discrimination					
15	Task 8: Blending sounds (s, a, m)					
16-21	Task 9: Discriminating letter sounds (s, a, m, i, t)					
22	Task 10: Saying letter-symbol sounds (s, a, m, i, t)					
23-24	Task 11: Blending sounds (s, a, m, i, t)					
25	Task 12: Segmenting- deletions					
26	Task 13: Segmenting - additions					
27	Task 14: Segmenting - replacements					
28	Task 15: Blending - slow/fast					
29	Task 16: Pronouncing unfamiliar "real" and "nonsense" words					
30	Task 17: Saying a new sound (f); pronouncing unfamiliar words					
Throughout	Task 18: Reading left to right					

VI. Detailed Instructor's Script
Phonemic Awareness Presentation book

Compiled by:
Alan Hofmeister, Tammy Pettigrew, Emilee Beck, Andrew Hofmeister

Please read the following instructions and notes before beginning the *Phonemic Awareness For All Learners* program with your learner(s).

- **Phonemic Awareness Presentation Book**: Sit facing the learners, with the book's spine on your lap. This will allow your learners to see the instructional material easily, and it will allow you to see your notes.

- **Script**: This program is designed to provide positive experiences for learners who are in the first stages of reading. In this program, learners will encounter the various tasks outlined in this manual. Before beginning the program, please preread and practice the script. Being familiar with your role as an instructor will improve the experience and the outcome for you and your learners. Go through your book and cut or fold the pages as indicated. Some pages must be cut or folded in order to follow the script properly. Pay attention to what you should be saying and doing. Your actions are indicated by parentheses ( ), and what you should say is in bold. The learners' answers are in italics. Please notice the words in ALL CAPS throughout the script; they are to emphasize the importance of what you are saying or doing. If applicable, emphasize these words as you say them to your learners. All instructional aides, volunteers, and cross-age tutors should do peer-to-peer practice with each other before teaching students.

- **Unison Response**: Throughout the script you will notice the words, unison response. This phrase pertains to small-group instruction; it refers to ALL learners responding TOGETHER. When using this program for a single learner, unison response is not relevant. A signal from you will facilitate a unison response. For example, you may tap the book or snap your fingers. This signal will be a cue for the learners to answer. The learners MUST answer together EVERY time. This will keep them all actively participating throughout the book. When learners fail to answer immediately on signal, they may fall behind or off task. Those who are behind (even a bit) are not mastering the task. You will probably need to reteach that page or task.

- **Sustained Response** means that learners hold the sound for as long as your finger stays under each letter. Sustained response is critical in helping them learn attending, pronouncing individual sounds, and blending.

- **Mastery** means all learners are answering ON SIGNAL (no learner should be even a split-second behind), every time, for every question. Do not move on to the next page until all learners are at a mastery level. (Note: Some learners may require individual instruction outside of your small group.)

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- **Praise**: As an instructor, praise your learners for their successes and their efforts. Learners will be motivated and respond well when they receive praise. Praise may be given for almost every response the learners make; however, vary your praise and be specific.

- **Levels of Support**: As educators, we must assist our learners in becoming independent in what we teach. In this program, level of support varies throughout the script. In the beginning, you will answer with the learners. Then, you will repeat phrases again and again until learners can respond independently. They may catch on, quickly, with one try, need many tries, or need only your starting of the sound or word to finish the answer on their own. Be certain they are answering independently before moving to *any* new page. Each page may not tell you to do so, but practice until learners are consistently successful.

The program builds on each task; learners must master each task before advancing to the next page.

- **Pointer**: From the first page, you will be pointing to characters, letters, and words. You may choose to use your finger, a pencil, or a pointer. Learners should learn that when your "pointer" is touching the book, they respond. When you lift your pointer, they stop. So, if they are saying a sound, they hold it only while your pointer is touching the book. Furthermore, when you are reading words, a good way to teach them to follow your pointer is to place the pointer under the first letter. Then dip/slide it to the next letter when you want them to say the next sound. This will teach them when to blend to the next sound and also keep their attention, because learners must remain attentive to know when to change sounds. It is critical that you lift your finger when you want them to stop. A definite movement is easiest for them to understand, without being confused as to when to start and stop. This will also help you manipulate learners to see who is watching your pointer. Learners should always follow your pointing.

- **Pronunciation Guide**: You will always say the sound, not the name for the letters. The following is a guide for pronouncing the sounds throughout the book.

  s - **s**am,   a - **a**m, c**a**t   m - **m**at   i - **i**n, th**i**s   t - ha**t**

- **Correction Procedures**: Note correction procedures (enclosed in boxes) to use when learners make errors. This procedure is not scripted in every task. A general guideline for correcting learners is "my turn, our turn, your turn." Tell the learners the answer (modeling the correct answer); answer together; then, the learners answer alone.

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- The last task is a **directional task**. This means learners must know which direction to read (left to right). We have found an effective way to teach this; however, it is not scripted each time it should be taught. When you ask what learners will read next, learners should always point to the letter or word on the right. (Depending on the level of your students, some may learn this quicker than others.)

- Note that the words "sam," "mat," "mit," etc., are **not capitalized** (as proper nouns). This approach is intentional, as a reminder that we are not teaching capital letter forms in this program. Mastery of capitalization is not required at this level of prereading.

- Intersperse **individual responses** with group responses throughout your teaching. This approach will help you to evaluate individual mastery when you are ready to move on, and it will help to maintain good group-learning behavior.

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TASK 3: PAGES 1-2
MATCHING PICTURES
(DISCRIMINATION)

PAGE 1

I: (With the bottom two rows covered, point to "sam" [the lion] in the top row.)
This is "sam." Who is this?
(Answer with learners through this task [if necessary] until they can respond with the correct answer, without your assistance.)

Ls: *sam* (unison response [i.e., if you are working with a small group, all learners respond at the same time]).

I: (Holding one finger still [pointing to "sam"], with your other hand, point to "mat" [the rat] on the top row and forcefully tap the latter finger on the picture of "mat.")
Is this "sam?"

Ls: *No* (in unison).

I: (Point to "mit" [the monkey], top row, right side.)
Is this "sam?"

Ls: *No* (in unison).

I: (Uncover the second [middle] row.
Hold one finger still [pointing to "sam" on the top row] for the remainder of the task. With the other hand, point to "mat.")
Is this "sam?"

Ls: *No*   (unison response [i.e., all learners respond at the same time]).

I: (Point to "mit" in the middle of the second row.)
Is this "sam?"

Ls: *No*   (unison response [i.e., all learners respond at the same time]).

I: (Point to "sam" on the right side of the second row.)
Is this "sam?"

CORRECTION PROCEDURE

I: (If learners respond with a wrong answer, model the correct answer.)
My turn. This is "mit." Who is this?
mit.

I: (Repeat question, then answer with the learners.)
Our turn. This is "mit." Who is this?

Ls: *mit.*

I: (Then, the learners respond without your support.)
Your turn. Listen. This is "mit."
Who is this?

Ls: *mit.*

I: (Before moving on, retest the learners and check for accuracy if a name was in error.)

NOTE: Throughout the remainder of this script, we will refer to this correction procedure as the "My turn–Our turn–Your turn format."

Ls: *Yes* (unison response [i.e., all learners respond at the same time]).

I: (When learners have mastered matches with the top two rows, uncover the third row and practice matching. This will help to prevent the misconcept that an animal can have only one pose. Holding one finger still [pointing to "sam"], point to "mat" on the left end of the third row.)
Is this "sam?"

Ls: *No* (unison response).

I: (Point to "sam" in the middle of the third row.)
Is this "sam?"

Ls: *Yes* (unison response).

I: (Point to "mit" on the right end of the third row.)
Is this "sam?"

Ls: *No* (unison response).

I: (Now you may point to pictures "randomly" to help the learners get a firm grasp of the matching.)

CORRECTION PROCEDURE

If learners have trouble matching pictures that show different poses/clothing, say,

Yes! That's "sam." Sam has different clothes on.

(**NOTE**: Although we use the animal names, this task is simple picture discrimination and matching, and learner responses will be "Yes" or "No" for matches and non-matches, respectively. At this point, we are not expecting learners to independently attach animal names to pictures.)

Move on when each individual learner responds correctly to five sequential comparisons. The comparisons can be "random" or along a row (during your teaching of this page). Provide the learners with practice in matching the pictures in the third row.

It is not necessary that learners master the more advanced matching task in the third row at this time.

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PAGE 2

I: (Use the same procedures you used above. Start with "mit" [top-left]. With the bottom two rows covered, point to "mit" [the monkey].)
This is "mit." Who is this?

Ls: *mit* (unison response).

I: (Hold one finger still pointing to "mit" as you point to the other characters in the rows.)
Is this mit?

Ls: *No* (unison response).

I: **Is this mit?**

Ls: *No* (unison response).

I: (Uncover the second row. Hold one finger still [pointing to "mit" on the left end of the top row] for the remainder of the task. With the other hand, point to "sam" on the left end of the second row and ask the following:)
Is this "mit?"

Ls: *No* (unison response).

I: (Point to "mat" in the middle of the second row.)
Is this "mit?"

Ls: *No* (unison response).

I: (Point to "mit" on the right end of the second row.)
Is this "mit?"

Ls: *Yes* (unison response).

I: (Uncover the third row. Point to "mit" on the left end of the third row.)
Is this "mit?"

Ls: *Yes* (unison response).

I: (Point to "mit" in the middle of the third row. Follow format for remaining two characters.)
Is this "mit?"

Move on when each individual learner responds correctly to five sequential comparisons. Provide practice for the learners in matching the pictures in the third row. *It is not necessary that learners master the more advanced matching task in the third row at this time.* This is a visual discrimination/ matching task. You may need to model or ask, "Are these the same?"

Task 4: Pages 3-6
Animal Picture Names
(Naming the pictures)

PAGE 3

I: (Point to the picture of "mit.")
This is "mit." Who is this?
(Answer with learners through this task [if necessary] until they can respond with the correct answer, without your assistance.)

Ls: *mit* (unison response).

I: (Point to the picture of "sam.")
This is "sam." Who is this?

Ls: *sam* (unison response).

I: (Point to the picture of "mat" [the rat].)
This is "mat." Who is this?

Ls: *mat* (unison response).

I: (Repeat the format, using the pictures in the top row, several times. When the learners can correctly identify all three animals by name, move on to the second row and use the same format. Point to "mat" [the rat].)
This is "mat." Who is this?
(Your level of support should be faded completely before this interaction.)

Ls: *mat* (unison response).

I: (Use the same format for "mit" and "sam" on the bottom row.)

> **Correction Procedure**
>
> If learners are not responding at all, answer with them.
>
> Fade your level of support during the responses.

> **Correction Procedure**
>
> If the learners respond with a wrong answer, model the correct answer using the "**My turn-Our turn-Your turn format."**

Move on when each individual learner can correctly name five animals, without error, as you point to individual pictures "at random."

> **Correction Procedure**
>
> If learners are not responding, or not responding correctly, answer with them. Fade your level of support during the response.
> **If learners cannot, successfully, name "sam" or "mat," start, again, with "mit" (i.e., start over, at the top-left of this page).

PAGES 4 and 5

Follow the above procedure for pages 4 and 5.

PAGE 6

I: (Use the same format that you used above. Point to "sam.")
This is "sam." Who is this?

Ls: *sam* (unison response).

I: (Point to "mat.")
This is "mat." Who is this?

Ls: *mat* (unison response).

I: (Point to "mit.")
This is "mit." Who is this?

Ls: *mit* (unison response).

I: (Use the procedure for the remaining characters in both rows. When the learners can correctly identify all the animals in the first row, by name, move on to the second row and use the same format.)

Move on when each individual learner can correctly name five animals, without error, as you point to individual pictures "at random." **Note** that you may want to say, **"Who is this?"** See if your learners can identify the characters without your prompt. If they cannot, you can still move on if they answer correctly when you follow the script.

** Pages 3-6 are teaching an oral language task. Knowledge of the animals by name is needed when these nouns are used to demonstrate the role of phonemes in forming words. If these words are not in the learner's oral language, the words will not have meaning.

Task 5: Pages 7-9
Discriminating Letter Sounds

Page 7 - sssss

I: (Point to the letter, "s." Cover the bottom row of letters. Start the sound only when your pointer touches the paper directly above or below the letter. Always say the sound of the letter, not the letter name. Refer to the pronunciation guide at the beginning of your script. Letter names will be addressed later in the program. Sustain ("hold") each sound for about 1½ seconds.)
This is sssssss. What is this?

Ls: *sssssssssss* (learners must always answer in unison and *unison response* will not be labeled anymore).

CORRECTION PROCEDURE

If the learners are not saying the sound, or not responding correctly, answer with them. Fade your level of support during the responses.

I: (Keep one finger on the letter, then peek at each sound on the bottom row before you say it [by lifting the cover sheet slightly]. Make sure that the learners do not see the letter sound you are saying. Peek under, then point to the first box on the learner's left – i.e., your right. Sustain each sound.)
aaaaaa. Is that sssss?

Ls: *No.*

I: (Peek under, then point to the second box.)
mmmmmm. Is that sssss?

Ls: *No.*

I: (Peek under, then point to the third box.)
sssss. Is that sssss?

Ls: *Yes.*

CORRECTION PROCEDURE-
for all pages with this format (7-9, 12-17)

I: (If learners respond with a wrong answer, model the correct sound.)
My turn. ssssssss. Is that iiiiiiii.
No. sssssss is not iiiiii.

Your turn. Listen, sssssss. Is that iiiiiii?

Ls: *No.*

I: (Before moving on, retest the learner and check for accuracy on the sound in error.)

Move on when each individual can decide whether two instructor-generated sounds are the same or different when the letter of the second sound is *NOT* visible. Individual learners must be able to make the sound discriminations for all three sound-symbols (letters). Five successful responses in a row, without errors, are needed. When the learners can correctly decide whether two instructor-generated sounds are the same [or different] when the letter of the sound IS NOT visible, reveal the hidden letters and repeat the sequence, *with the letters visible*, so the learners can see that different sound-symbols (letters) look different.

PAGE 8 - aaaaaa

I: (Use the same format that you used above. Cover the bottom row of letters. Point to the letter, "a.")
This is aaaaaa. What is this?

Ls: *aaaaaa.*

I: (Peek under, then point to the first box on the learner's left.)
ssssss. Is that aaaaaa?

Ls: *No.*

I: (Peek under, then point to the second box.)
aaaaaa. Is that aaaaaa?

Ls: *Yes*.

I: (Peek under, then point to the third box.)
mmmmmm. Is that aaaaaa?

Ls: *No*.

CORRECTION PROCEDURE

If the learners respond with a wrong answer, model the correct answer using the "**My turn-Our turn-Your turn format.**"

Move on when each individual can decide whether two instructor-generated sounds are the same or different when the letter of the second sound is *NOT* visible. Individual learners must be able to make the sound discriminations for all three sound-symbols (letters). Five successful responses in a row, without errors, are needed. When the learners can correctly decide whether two instructor-generated sounds are the same (or different) when the letter of the sound is *NOT* visible, reveal the hidden letters and repeat the sequence, *with the letters visible*, so the learners can see that different sound-symbols (letters) look different.

PAGE 9 - mmmmm

I: (Use the same format that you used above. Cover the bottom row of letters. Point to the letter, "m.")
This is mmmmmm. What is this?
(If necessary, answer with the learners.)

Ls: *mmmmmm.*

I: (Peek under, then point to the first box on the learner's left – i.e., your right.)
aaaaaa. Is that mmmmmm?

Ls: *No.*

I: (Peek under, then point to the second box.)
ssssss. Is that mmmmmm?

Ls: *No*.

I: (Peek under, then point to the third box.)
mmmmmm. Is that mmmmmm?

Ls: *Yes*.

> ### CORRECTION PROCEDURE
> If the learners respond with a wrong answer, model the correct answer using the **"My turn-Our turn-Your turn format."**

Move on when each individual can decide whether two instructor-generated sounds are the same or different when the letter of the second sound is *NOT* visible. Individual learners must be able to make the sound discriminations for all three sound-symbols (letters). Five successful responses in a row, without errors, are needed. When the learners can correctly decide whether two instructor-generated sounds are the same (or different) when the letter of the sound is *NOT* visible, reveal the hidden letters and repeat the sequence, *with the letters visible*, so the learners can see that different sound-symbols (letters) look different.

Task 6: Page 10
Saying Letter-Symbol Sounds

I: (Point to each sound – from the learner's LEFT to the learner's RIGHT.)
Say the sound while I point to it.
(Ensure that the learners start the sound only when your pointer touches below the letter, and stop the sound when you lift your pointer.)

Ls: *sssssssssss, ...mmmmm, ...aaaaaaaa, ... mmmmm, ... etc.* (unison sustained responses).

> **Correction Procedure**
>
> If the learners "freeze up" at the sight of this page, you can cover some of the letters and/or use the
>   "**My turn-Our turn-Your turn format.**"

Move on when all individuals can say five sounds in a row with speed and fluency, correctly, in left-to-right order, and "hold" each sound while you point to the sound (i.e., learners should produce a *sustained response*).

Task 7: Page 11
Blending Sounds Discrimination

***The following activity is an oral teaching activity.**
During this oral activity, maintain learner attention.

(Use the following format to teach the learners how to correctly *discriminate* proper and improper oral blending. The activities may need to be repeated using different words to achieve mastery of the concept. This skill took three to four days for one group of 1st grade resource learners to perfect. Make a happy or a sad face, and provide a "thumbs up" or a "thumbs down" when you are sounding out the words the proper way ["right way"] and the improper way ["wrong way"]. This technique will help your learners master this type of discrimination.)

Modeling Correct Blending

I: **Listen, I can sound out a word the RIGHT way.**
(Hold your hand in a "thumbs up" position.)
mmmmmmaaaaaannnnnnnn.
Listen again. I can sound out a word the RIGHT way.
mmmmmmaaaaaannnnnnnn.
(Continue to hold the "thumbs up" position as the word is blended without stopping.)

I: **Listen, I can sound out this word the WRONG way.**
(Hold your hand in a "thumbs down" position. Stop ABRUPTLY and wait a second between sounds so that learners can discriminate between good and bad blending.)
m . . . a . . . n.
Listen again. I can sound out this word the WRONG way.
m . . . a . . . n.
(Continue to hold the "thumbs down" position as the word is blended, pausing between sounds.)

I: **Listen, I can sound out another word the RIGHT way.**
(Hold your hand in a "thumbs up" position.)
rrrrrrraaaaaaaaaat.
Listen again. I can sound out a word the RIGHT way.
rrrrrrraaaaaaat.
(Continue to hold the "thumbs up" position as the word is blended without stopping.)

I: **Listen, I can sound out this word the WRONG way.**
(Hold your hand in a "thumbs down" position. Stop ABRUPTLY and wait a second between sounds so that learners can discriminate between good and bad blending.)
r . . . a . . . t.
Listen again. I can sound out this word the WRONG way.
r . . a . . . t.
(Continue to hold the "thumbs down" position as the word is blended, pausing between sounds.)

Phonemic Awareness for All Learners

Providing Guided Practice

I: (Provide positive/corrective feedback to the learners as the new skill is practiced.)
Now we are going to decide, together, if I am sounding out the RIGHT way or the WRONG way. Hold your hands up like mine. (Model holding your hand in a clenched position like you would jab at a punching bag [i.e., knuckles up].) **This is the voting position.** (The voting position allows you to move into a "thumbs up" or "thumbs down" position without giving the learners a hint about how to vote prior to hearing the word sounded out. Praise the learners whose hand is in the voting position. Encourage and assist the learners who are having trouble.)

Put your hand in the voting position. If I say the word the RIGHT way, put your thumbs up; if I say it the WRONG way, put them down.   (Model thumbs up and down for each.) Listen, mmmmmmooooop. Listen again, mmmmmmooooop. Did I sound out the right way or the wrong way?
(Model a "thumbs up.")

Ls: (Thumbs up.)

I: **Yes, I sounded it out the right way. You should have your thumbs up.**
(Ensure that each learner has "thumbs up.")

Correction Procedure

I: (If learners respond with a "thumbs down," model a "thumbs up.")
Thumbs up. I sounded out the word the RIGHT way. I DIDN'T stop between the sounds. Listen: mmmmmmmmooooooooop.
I sounded out the right way. mmmmmmooooop. I didn't stop between the sounds. I sounded out the RIGHT way. Thumbs up!
(Repeat the missed task until the learners respond correctly.)
Your turn. Put your hands in the voting position. Listen: mmmmmmooooop. Listen again; mmmmmmooooop. Did I sound out the right way or the wrong way?

Ls: (Thumbs up.)

I: **Put your hand in the voting position. Listen. sssssssaaaaaannnnnnnnd. Listen again: sssssssaaaaaannnnnnnnd.**
Did I sound out that word the right way or the wrong way?
(Model a thumbs up. Ensure that the learners have "thumbs up.")
Yes, I sounded out the right way.

Put your hand in the voting position. Listen. s . . . t . . . o . . . p.
Listen again: s . . . . t . . . .o . . . . p. Did I sound out the right way or the wrong way?
(Model a thumbs down. Ensure that the learners put "thumbs down.")
No, I sounded out the wrong way.

Phonemic Awareness for All Learners

I: **Put your hand in the voting position. Listen: m . . . u . . . d. Listen again,
m . . . u . . .d. Did I sound out the right way or the wrong way?**
(Model a thumbs down. Have the learners put "thumbs down.")
No, I sounded out the wrong way.
(Continue using the same format, delaying the instructor response time. This nudges the learners to respond before you confirm or correct the response.)

Move on once the learners get four-out-of-four correct responses.

I: (Praise the learners for their efforts and successes.)
nnnnnnnaaaaaannnnn.

Ls: (Right way -- thumbs up)

I: **s . . . i . . . s.**

Ls: (Wrong way -- thumbs down)

I: **t . . . r . . . i . . . p.**

Ls: (Wrong way -- thumbs down)

I: **sssssssnnnnnnnnaaaaaap.**

Ls: (Right way -- thumbs up)

I: **p . . . i . . . n.**

Ls: (Wrong way -- thumbs down)

I: **rrrrrruuuuuuut.**

Ls: (Right way -- thumbs up)

Phonemic Awareness for All Learners

Providing Less Guided Practice
(fade instructor prompts)

I: (Do NOT use your hand as a model.)
Hold your hand in the voting position. Get ready to show me if I sound out each word the right way or the wrong way.
m . . . i . . . t.

Ls: (Wrong way -- thumbs down)

I: **ssssssiiiiiissssss.**

Ls: (Right way -- thumbs up)

I: **b . . . o.**

Ls: (Wrong way --thumbs down)

I: **ssssssmmmmmmeeelll.**

Ls: (Right way -- thumbs up)

I: **nnnnnnneeelll.**

Ls: (Right way -- thumbs up)

I: **fffaaaaaat.**

Ls: (Right way -- thumbs up)

I: **r . . . i . . . p.**

Ls: (Wrong way -- thumbs down)

I: **aaaaaannnnn.**

Ls: (Right way -- thumbs up)

I: (If you are working with a small group, use individual turns occasionally to determine each learner's independent level of performance. Use your own words for more practice if necessary. Praise the learners for their efforts and successes.)

Move on once the learners get four-out-of-four correct without your assistance. Make corrections as needed, using the correction formats identified above.

Phonemic Awareness for All Learners

Task 8: Page 15
Blending Sounds (s, a, m)

I: (The first part of this task is to review the sounds of the letters listed on the left side of the page, top-to-bottom. Learners should sustain each sound while you are pointing to each letter.)
Say the sound while I point to it.
(Point to each letter, top-to-bottom.)

Ls: aaaaaaa. . . mmmm . . . sssss.
(Unison sustained response.)

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Correction Procedure

If the learners are unsure, use the
"My turn-Our turn-Your turn format."

</div>

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Correction Procedure

I: (If learners respond with a wrong sound, model the correct sound.)
This sound is _____.
What sound is this?

Ls: _____.

I: (If necessary, return to the **"My turn-Our turn-Your turn format."**)

</div>

Move on **to the blending exercises below** after learners have mastered *sustained responses*.

I: (**Note** that in this case, you will be using the My turn–Our turn–Your turn format to do initial teaching, not just as a correction procedure.) (Point to the word, "sam," under the box.)
We are going to read this word.
Watch, MY turn (Point to yourself). **I will say this word the "slow way."**
(Sustain each sound [for about 1½ seconds], moving your finger under each letter, until you move your pointer to the next sound.)
sssssssaaaaaaammmm.
Again, this is the slow way.
sssssssaaaaaammmmm.
Faster. sssaamm.
The "fast way." sam.

(*Move on* to "our turn." Hold each letter sound for approximately 1½ seconds per sound as you point to each letter. **Remember** – *Absolutely no pauses between sounds!*)

I: **OUR turn. Say this word the "slow way" with me.**
(If necessary, answer with the learners and/or repeat.)

Ls: *sssssssaaaaaaaammmm.* (**Remember** – *Absolutely no pauses between sounds*.)

I: **Again, say this word the "slow way."**

Ls: *sssssssaaaaaaammmmmm.*

I: **Faster.**
(If necessary, answer with the learners.)

Ls: *ssaamm.*

I: **The "fast way."**
(If necessary, answer with the learners.)

Ls: *sam.*

I: **YOUR turn. Say this word the "slow way."**
(If necessary, answer with the learners and/or repeat.)

Ls: *sssssssaaaaaaammmm.* (**Remember** – *Absolutely no pauses between sounds*.)

I: **Again, say this word the "slow way."**

Ls: *sssssssaaaaaaammmmmm.*

I: **Faster.**
(If necessary, answer with the learners.)

Ls: *ssaamm.*

I: **The "fast way."**
 (If necessary, answer with the learners.)

Ls: *sam.*

I: (Repeat the same task [with you and learners, in unison] until learners are confident in doing it independently. Fade your voice during the responses. Then move on to the learners' turn. Always move your pointer from left to right so learners know that is the way to read. Even when learners know the word, they still need to say it slow and learn to blend. Give lots of praise. They are reading!)

Move on when each individual learner can successfully read the word,"sam," the "slow way" (*sustaining each sound* while you point to it) *and* can read the word, "sam," the "fast way."

Task 9: Pages 16 - 21
Discriminating Letter Sounds (s, a, m, i, t)

Page 16

I: Keep the bottom half of the page covered. Point to the letter, "i," in the upper half of the page. Start the sound only when your pointer touches the paper directly below the letter.)
This is iiiii. What is this?
(If necessary, answer with the learners.)

> **Correction Procedure**
>
> If the learners are not saying the sound, or not responding correctly, answer with them. Fade your level of support during the responses

Ls: *iiiiiiiiiii* (unison response).

I: (Practice until learners are consistently successful. Keep one finger on the letter, then peek at each sound on the bottom row before you say it [by lifting the cover sheet slightly]. Make sure that the learners *do not* see the letter sound you are saying. Point to the first box on the learner's left – i.e., your right. Sustain each sound.)
The letter under this box is ssssss. Is that iiiiii?

Ls: *No*.

> **Correction Procedure**
>
> If the learners respond with a wrong answer, model the correct answer using the "**My turn-Our turn-Your turn format.**"

I: (Peek under, then point to the second box.)
**The letter under this box is mmmmmm.
Is that iiiiii?**

Ls: *No*.

I: (Peek under, then point to the third box.)
**The letter under this box is iiiiiiiiiii.
Is that iiiiii?**

Ls: *Yes*.

Move on when each individual can decide whether two instructor-generated sounds are the same or different when the letter of the second sound is *NOT* visible. Individual learners must be able to make the sound discriminations for all three sound-symbols (letters). Five successful responses in a row, without errors, are needed. When the learners can correctly decide whether two instructor-generated sounds are the same (or different) when the letter of the sound is *NOT* visible, reveal the hidden letters and repeat the sequence, *with the letters visible,* so the learners can see that different sound-symbols (letters) look different.

Pages 17 and 18

Follow above procedure for pages 17 and 18.

Page 19

I: (Use the same format that you used above. Cover the bottom row of letters/sound-symbols. Point to the letter/sound-symbol, "t." Consult the guide at the beginning for pronunciations. Note that "t" is not a sustainable sound. Your pointer must be quick because it is not possible to hold the sound)
This is t. What is this? (If necessary, answer with the learners.)

Ls: *t* (Unison response – not sustainable).

I: (Repeat several times, fading level of support during the response [or unison response]. Start the sound only when your pointer touches the paper directly below the letter.) (Peek under, then point to the first box on the learner's left – i.e., your right.)
sssssssssssss. Is that t?

Ls: *No.*

I: (Peek under, then point to the second box.)
mmmmmm. Is that t?

Ls: *No.*

I: (Peek under, then point to the third box.)
t. Is that t?

Ls: *Yes.*

Move on when each individual can decide whether two instructor-generated sounds are the same or different when the letter of the second sound is *NOT* visible. Individual learners must be able to make the sound discriminations for all three sound-symbols (letters). Five successful responses in a row, without errors, are needed. When the learners can correctly decide whether two instructor-generated sounds are the same (or different) when the letter of the sound is *NOT* visible, reveal the hidden letters and repeat the sequence, *with the letters visible*, so the learners can see that different sound-symbols (letters) look different.

Pages 20 and 21

Follow above procedure for pages 20 and 21.

Task 10: Page 22
Saying Letter-Symbol Sounds

I: **When we read, we always read words and sounds this way** (point left to right). (First, you need to model what learners should do.) **This is our first sound** (point to a letter); **the next is this one** (point to the letter on the right of the letter you pointed to). **This** (point to another letter) **is our first sound; what is next?**

Ls: Learners should point to the letter on the right. (You may repeat the sequence using different letters every time.)

I: (This page requires the same teaching format as page 10. Work from l~~e~~ ~~~~ ding sounds and words from left to right must be understood. Point to each ~~~~ :o right -- "m," then "a," etc. Point to the letter, "m." Sustain the learner response for about 1½ seconds.) **Say this sound while I point to it.**

Ls: *mmmmmmm.*

I: **Next.**

Ls: *aaaaaa.*

I: **Next.**

     (Continue this format for the remaining letters in both rows.)

Ls: (. . . . say each sound) (unison response --- sustained when appropriate)

CORRECTION PROCEDURE

     I: (If learners respond with a wrong sound, model the correct sound.)
               This sound is _____.
               What sound is this?

     Ls: **_____.**

     I: (If necessary, return to the **"My turn-Our turn-Your turn format."**)

Move on when each individual learner can say five sounds correctly, in left-to-right order, as chosen by you, and sustain each sound, while you point to the sound.

Phonemic Awareness for All Learners

TASK 11: PAGES 23-24
BLENDING SOUNDS (s, a, m, i, t)

I: Uncover only the first section of the page for the learners. Ensure that the learners start the sound when your pointer touches above or below the letter and stops when you lift your pointer. The first part of this task is to review the sounds of letters listed on the left side of the page, top to bottom.)
Note: "Ready" is an **example** of how you might signal to your students to say the sound. This word is most commonly used, along with tapping the letter.

Say the sound while I point to it.
(Point to the letter, "a.")

> ### CORRECTION PROCEDURE
> Use the "**My turn-Our turn-Your turn format.**"

Ls: *aaaaaaaaaaaa. . . mmmmmmmmmm. . . sssssssss. . .* (unison sustained response).

I: (Cover the column of letters on the left side of the page, then uncover the picture of "sam.")
(**Note** that in this case, you will be using the "My turn–Our turn–Your turn format" to do initial teaching, not just as a correction procedure.)
(Point to the word, "sam," under the box.)
Listen, MY turn (Point to yourself). **I will say this word the "slow way."**
(Sustain each sound [for about 1½ seconds] until you move your pointer to the next sound.)
sssssssaaaaaaammmm.
Again, this is the slow way.
sssssssaaaaaaammmm.
Faster. sssaamm.
The "fast way." sam.

(Move on to "our turn." Hold each letter sound for approximately 1½ seconds per sound as you point to each letter. **Remember** – *Absolutely no pauses between sounds*!)

OUR turn. Say this word the "slow way" with me.
(If necessary, answer with the learners and/or repeat.)

Ls: *sssssssaaaaaaammmm.* (**Remember** – *Absolutely no pauses between sounds*.)

I: **Again, say this word the "slow way."**

Ls: *sssssssaaaaaammmmmm.*

I: **Faster.**
(If necessary, answer with the learners.)

Phonemic Awareness for All Learners

Ls: *ssaamm.*

I: **The "fast way."**
(If necessary, answer with the learners.)

Ls: *sam.*

I: **YOUR turn. Say this word the "slow way."**
(If necessary, answer with the learners and/or repeat.)

Ls: *ssssssaaaaaaammmm.* (**Remember** – *Absolutely no pauses between sounds*.)

I: **Again, say this word the "slow way."**

Ls: *ssssssaaaaaammmmmm.*

I: **Faster.**
(If necessary, answer with the learners.)

Ls: *ssaamm.*

I: **The "fast way."**
(If necessary, answer with the learners.)

Ls: *sam.*

I: (Repeat sequence for "mat" and "mit," covering up each column as you move along. Read each word repeatedly for practice and until learners are confident in doing it independently. Fade your voice during the responses. Always move your finger from left to right. Even when learners know the word, they still need to say it slow and learn to blend. Give lots of praise. They are reading!)

Move on when each individual learner can (successfully and consistently) say *each* word the "slow way" and the "fast way" immediately after you point to a word "at random."

Page 20

I: (You may choose to cut the cover sheet vertically so that each picture can be uncovered after a successful learner attempt, or you may want to leave the cover sheet uncut and uncover the pictures after the learner sounds out *all three* words in the top row.)
(Keep the bottom row covered. Point to the top row.)

Listen, MY turn. I will say this word the "slow way."
(Sustain each sound [for about 1½ seconds] until you move your pointer to the next sound.)
mmmmaaaaat.
Again, this is the slow way.
mmmmaaaaat.
 Faster. mmaat.
The "fast way." mat.

(Move on to "our turn." Hold each letter sound for approximately 1½ seconds per sound as you point to each letter. **Remember** – *Absolutely no pauses between sounds*!)

OUR turn. Say this word the "slow way" with me.
(If necessary, answer with the learners and/or repeat.)

Ls: *mmmmaaaaaat*. (**Remember** – *Absolutely no pauses between sounds*.)

I: **Again, say this word the "slow way."**

Ls: *mmmmmmaaaaaat*.

I: **Faster.**
(If necessary, answer with the learners.)

Ls: *mmaat.*

I: **The "fast way."**
(If necessary, answer with the learners.)

Ls: *mat.*

I: **YOUR turn. Say this word the "slow way."**
(If necessary, answer with the learners and/or repeat.)

Ls: *mmmmmmaaaaaat.* (**Remember** – *Absolutely no pauses between sounds*.)

Phonemic Awareness for All Learners

I: **Again, say this word the "slow way."**

Ls: *mmmmmmaaaaaat.*

I: **Faster.**
          (If necessary, answer with the learners.)

Ls: *mmaat.*

I: **The "fast way."**
          (If necessary, answer with the learners.)

Ls: *mat.*

I: (Repeat the format for "sam" and "mit." When the learners can read the words slow and fast, uncover the pictures. Have learners read the words underneath the pictures independently.)

Move on when each individual learner can (successfully and consistently) say *each* word the "slow way" and the "fast way" immediately after you point to a word "at random."

I: **When we read, we always read words this way** (point left-to-right).
          (First, you need to model what learners should do.)
          This is our first word (point to a word), **the next word is this one** (point to the word on the right of the word you pointed to). **This** (point to another word) **is our word, what is next**?

Ls: Learners should point to the word on the right. (Repeat the sequence using different words every time.)

Task 12: Page 25
Segmenting - Deletions

I: (Keep the bottom row covered. Point to the top row. Move your finger above or below the word, "sam," pausing at each letter for a sustained response.)
Your turn. Say this word the "slow way."
(The learners must follow as you point to each letter while they are sounding out the word.)

Ls: *sssssssaaaaaaaaaammmmmmmmmm*.

I: **Faster.**

Ls: *ssaamm*.

I: **The "fast way."**

Ls: *sam*.

I: (Repeat format for "mat" and "mit." Provide practice until the learners show accuracy on all words on the first row. Cover [delete] the "s" in "sam" with your thumb, a piece of paper, or a sticky note. Point to the new word, "am.")
Say this word the "slow way."

Ls: *aaaaaaammm*.

I: **The "fast way."**
 (Provide practice until the learners are consistently successful.)

Ls: *am*.

I: (Cover [delete] the "m" in "mat" and follow the format for "at." Then cover the "m" in "mit" and follow the format again. Provide practice until the learners are consistently successful. Uncover the two-letter words on the bottom row. Point to "am.")
Say this word the "slow way."

Ls: *aaaaaaammm*.

I: (Point to "am.")
The "fast way."

Ls: *am.*

I: (Follow this format for "at" and "it." Provide practice until learners are consistently successful.) **Note**: at this point, if learners do not need to say the word "faster," skip that step and allow learners to say words the "slow way" and "fast way" only. If learners DO need to say the word "faster," add this step. It is not scripted for you.

   Say this word the "slow way."

Ls: *sssssssaaaaaaaammmm.*

I: **The "fast way."**

Ls: *sam.*

I: (Remove [delete] the first letter. Point to "am.")
   Say this word the "slow way."

Ls: *aaaaaaaammmm.*

I: **The "fast way."**

Ls: *am*.

I: (Write an "m" at the beginning of "at." Point to "mat." Follow procedure for "mat," then "at," and for "mit," then "it." Provide practice until the learners are consistently successful. Have the learners practice reading three-letter words, then have a *learner* erase [delete] the first letter. Have learners read the resulting two-letter word. This task can be fun; you may want to change the beginning letters so the learners will not know what word is next.)

Move on when learners can, consistently, sound out (say it the "slow way") and read (say it the "fast way") the three- and two-letter words presented "at random."

Task 13: Page 26
Segmenting - Additions

I: (Keep the bottom row covered. Point to the top row. Test the learners' blending skills using the words in the top row. Move your finger above or below the word, "at," pausing at each letter for a sustained response.)
Your turn. Say this word the "slow way."
(The learners must follow as you point to each letter while sounding out the word.)

Ls: *aaaaaaaaaat.*

I: **Faster** (optional throughout).

Ls: *aaat.*

I: **The "fast way."**

Ls: *at.*

I: (Repeat format for "it" and "am." Provide practice until the learners are firm on all words on the first row. The learners must follow as you point to each letter while they are sounding out the word. Add the "m" to "at" with a NON-PERMANENT marker or a "sticky note" with "m" written on it. Point to the new word, "mat.")
Say this word the "slow way."

Ls: *mmmmmmaaaaaaaaat.*

I: **The "fast way."**
(Provide practice until the learners are consistently successful.)

Ls: *mat.*

I: (Add the "m" to "it." Point to "mit.")
Say this word the "slow way."

Ls: *mmmmmmiiiiiit.*

I: **The "fast way."**
(Provide practice until learners are consistently successful.)

Ls: *mit.*

I: (Add "s" to "am." Point to "sam.")
Say this word the "slow way."

> ### Correction Procedure
>
> Use the "**My turn-Our turn-Your turn format.**"

Ls: *sssssssaaaaaaammmmmmm.*

I: **The "fast way."**

Ls: *sam.*

I: (Provide practice until learners are consistently successful.)
(Uncover the three-letter words on the bottom row. Point to "mat.")
Say this word the "slow way."

Ls: *mmmaaaaat.*

I: (Point to "mat.")
The "fast way."

Ls: *mat.*

I: (Point to "mit.")
Say this word the "slow way."

Ls: *mmmmmmmiiiiiiit.*

I: (Point to "mit.")
The "fast way."

Ls: *mit.*

I: (Point to "sam.")
Say this word the "slow way."

Ls: *sssssssssaaaaaaaammmmmmmm.*

I: (Point to "sam.")
The "fast way."

Ls: *sam.*

I: (Provide practice until learners are consistently successful. You can repeat the sequence for extra practice, if needed.)

Move on when learners can, consistently and INDEPENDENTLY, sound out (say it the "slow way")
and read (say it the "fast way") the three-and two-letter words presented "at random."

Task 14: Page 27
Segmenting - Replacements

I: (This format is similar to that above. The learners say the words independent of your help. Cover the bottom row of words. Have the learners read each word the "slow way." Move your finger/pointer under each word, from left to right, at an appropriate pace. Point to "mat" at the left of the first row of words.)
Say this word the "slow way."

Ls: *mmmmaaaaaaat.*

I: Faster. (Optional throughout.)

Ls: *mmaat.*

I: **The "fast way."**

Ls: *mat.*

I: (Provide practice until the learners are consistently successful. Point to "at.")
Say this word the "slow way."

Ls: *aaaaaaat.*

I: **The "fast way."**

Ls: *at.*

I: (Add an "s" to "at." Point to "sat.")
Say this word the "slow way."

Ls: *ssssssaaaaaat.*

I: **The "fast way."**

Ls: *sat.*

I: (Provide practice until the learners are consistently successful. Point to "mit.")
Say this word the "slow way."

Ls: *mmmmmmiiiiiiiit.*

I: **The "fast way."**

> ### Correction Procedure
> Use the "**My turn-Our turn-Your turn format."**

Ls: *mit*.

I: (Point to "it.")
Say this word the "slow way."

Ls: *iiiiiiit*.

I: **The "fast way."**

Ls: *it*.

I: (Provide practice until the learners are consistently successful. Add "s" to "it." Point to "sit.")
Say this word the "slow way."

Ls: *sssssssiiiiiiit*.

I: **The "fast way."**

Ls: *sit*.

I: (Provide practice until the learners are consistently successful. Reveal the hidden words in the bottom two rows. Read "mat," "sat," "mit," and "sit" the slow and fast way. Then, take off your added letters ["s" and "m"] and have learners read the two-letter words again. Point to "at.")
Say this word the "slow way."

Ls: *aaaaaaat*.

I: **The "fast way."**

Ls: *at*.

I: (Provide practice until the learners are consistently successful. Point to "it.")
Say this word the "slow way."

Ls: *iiiiiiit*.

I: **The "fast way."**

Ls: *it*.

I: (Provide practice until individual learners are consistently successful. Repeat the above technique for added practice.)

Move on when individual learners can read each word the slow and fast way correctly.

Task 15: Page 28
Blending: Slow/Fast

I: (Cover the bottom row of words. Start with "am" at the left of the first row of words. Have the learners read each word the "slow way" and the "fast way." Move your finger/pointer under each word, from left to right, at an appropriate pace. Learners must follow as you point to each letter, while they sound out the word.) (Point to "am.")
Say this word the "slow way."

Ls: *aaaaaaammmm.*

I: **Faster**. (Optional throughout.)

Ls: *aaamm.*

I: (Tap underneath the word quickly so that learners know to say it fast.)
The "fast way."

Ls: *am.*

I: (Repeat for "sam," "at," "mat," "it," and "mit." Learners must master these words before moving on. Uncover the second row when ready to show other words. Repeat this format for each.)

CORRECTION PROCEDURE

   "My turn-Our turn-Your turn format."

   I: (If learners respond with an incorrect word, model the correct word.)
   My turn. I can say this word the "slow way."
   aaaaaammmmmm
   Your turn. Say this word the "slow way."

   Ls: *aaaaaammmmmm.*

   I: **My turn. I can say this word the "fast way":**
   am.
   Your turn. Say this word the "fast way."

   Ls: *am.*

   I: (Before moving on, retest the learner to check for accuracy.)

Move on when learners can correctly read each word the slow and fast way.

Task 16: Page 29
Prouncing Unfamiliar "real" and "nonsense" Words

I: (The learners must follow as you point to each letter while they sound out the word. Point to "at.")
Say this word the "slow way."

Ls: *aaaaaaat.*

I: **The "fast way."**

Ls: *at.*

I: (Point to "sa.")
Say this word the "slow way."
(Provide practice until the learners are consistently successful.)

Ls: *sssssssssssaaaaaa.*

I: **The "fast way."**

Ls: *sa.*

I: (Provide practice until the learners are consistently successful.)
Sometimes we will read words we don't know.
(Point to "at.")
Say this word the "fast way."

Ls: *at.*

I: **We know that word.**
Look at this word.
(Point to "sa.")
Say this word the "slow way."

Ls: *sssssssaaaaaa.*

I: **The "fast way."**

Ls: *sa.*

Correction Procedure
"My turn-Our turn-Your turn format."
I: (If learners respond with an incorrect word, model the correct word.) **My turn. I can say this word the "slow way."** sssssaaaaaa. **Your turn. Say this word the "slow way."**
Ls: *sssssaaaaaa.*
I: **My turn. I can say this word the "fast way."** sa. **Your turn. Say this word the "fast way."**
Ls: *sa.*
I: (Before moving on, retest the learner to check for accuracy.)

I: **See, we can still read words we have never seen before. Look at the next word. We have never seen this word before, but we can read it.**
(Point to "sim.")

Say this word the "slow way."
(Provide practice until the learners are consistently successful.)

Ls: *sssssiiiiiiiiiimmmm*.

I: **The "fast way."**

Ls: *sim.*

I: (Point to "sam.")
           Say this word the "slow way."

Ls: *ssssssssaaaaaammmm*.

I: **The "fast way."**

Ls: *sam*.

I: **We know this word.**
           (Point to "mit.")
           Say this word the "slow way."

Ls: *mmmmiiiiiiit.*

I: **The "fast way."**

Ls: *mit*.

I: (Point to "sa.")
           Say this word the "slow way."

Ls: *sssssssaaaaa*.

I: **The "fast way."**

Ls: *sa.*

I: **We sounded this word out even though we'd never seen it before! Great job!**
           Let's keep reading.

           (Follow this procedure for the remaining words, and read each of the words at least twice.
           Repeat until the learners are consistently successful.)

Move on when each learner can correctly read ALL of the words.

Task 17: Page 30
Saying New Sounds and Pronouncing Unfamiliar "real" and "nonsense" Words

I: (Point to "f.")
This is ffffff. What is this?
(The learners must say the correct sound. Provide practice until the learners are consistently successful.)

Ls: *fffffff.*

I: **We are going to sound out a word with this sound.**
(Point to "fit.")
My turn. Watch me say this word the "slow way."
ffffffffiiiiiiiit.
The "fast way."
fit.

 (The learners must follow as you point to each letter while sounding out the word. If learners are not blending correctly, they might need the "faster" step. Add this step after reading the word the "slow way.")

Our turn. Say this word the "slow way" with me.
(If necessary, answer with the learners.)

Ls: *ffffffiiiiiit.*

I: **The "fast way."**
(If necessary, answer with the learners.)

Ls: *fit.*

Correction Procedure

Use the "**My turn-Our turn-Your turn format.**"

I: (Repeat the word, "fit," several times, fading your voice during the unison responses.)
Your turn. Say this word the "slow way."

Ls: *ffffffffiiiiit.*

I: **Say this word the "fast way."**
(Provide practice until the learners are consistently successful.)

Ls: *fit.*

I: **Here are more words to read. We have never seen any of these words, so we need to sound them out carefully**.
(Point to "af.")
Say this word the "slow way."
(If necessary, answer with the learners.)

Ls: *aaaaaaffffffff*.

I: **The "fast way."**
(If necessary, answer with the learners.)

Ls: *af*.

I: (Point to "fim.")
Say this word the "slow way."
(If necessary, answer with the learners.)

Ls: *ffffffiiiiiiiimmmmm*.

I: **The "fast way."**
(If necessary, answer with the learners.)

Ls: *fim*.

I: (Use this format for remaining words. Provide practice until the learners are consistently successful. Repeat several times, fading your voice with the unison response. The learners must be able to sound out and blend the words. Follow this procedure for the remaining words, and read each word at least twice. Repeat until firm.)

Move on when each learner can correctly read ALL words, slow and fast, independently.

You are finished when all learners can read all words the "slow way," and read all words the "fast way!"

Task 18: Page 30
Left-to-Right Reading

Task 18 is the mastery of reading left-to-right. It is an activity that is required throughout all tasks.

Appendix A

Teaching Instructional Participation Skills:
The Role of Small-Group Instruction

Phonemic Awareness for All Learners

Teaching Instructional Participation Skills:
The Role of Small-Group Instruction

Phonemic awareness instruction is an ideal time to teach instructional participation skills to preschool and kindergarten students. The research (*National Reading Panel Report*, 2000) notes that the small-group setting is an ideal vehicle for teaching phonemic awareness. The 2001 federal research synthesis, *Put Reading First,* recommended the small-group setting for both phonemic awareness and beginning reading instruction and stated, "In general, small-group instruction is more effective (than individual or whole-class instruction) in helping your students acquire phonemic awareness and learning to read" (p. 9). In this setting the student receives both individual practice and learning opportunities from the modeling provided by the instructor and other students. The more diverse the student population, the greater the contribution of the small-group setting. This is a setting where explicit oral language instruction and extensive teacher and peer modeling can create a productive and inclusive instructional environment.

Plan the seating and group membership carefully. The most distractible students should be directly in front of the teacher. Group sizes of three to five students are ideal if the academic or social curriculum is highly challenging. The group size can be increased as student success increases. Groups larger than seven substantively reduce opportunities for individual practice, individual monitoring, and individual recognition. To ensure individual participation with success and dignity, students with similar curricula needs are grouped together. Grouping plans should allow for easy and frequent reassignment of group membership, based on careful monitoring of individuals.

There is nothing in the above-listed research reports to suggest that students will be well-served by delaying access to the academic curriculum. Delaying access for reasons such as a student lack of readiness or a student lack of interest will be very difficult to defend. To blame the student for "a lack of " something often suggests a lack of instructional flexibility to many concerned parents. For parents of students with disabilities, a very serious legal issue is raised in the form of federal mandates requiring student access to the "general curriculum." Certainly a student may need instruction in some prerequisites. An important prerequisite for phonemic awareness is "one-to-one" correspondence, which can be taught explicitly, and such instruction places the student in the general academic curriculum hierarchy in both reading and numeracy.

Initially, the small-group setting will require concurrent instruction in a range of social and academic skills that will generalize to successful participation in other classroom activities and other social settings outside the classroom. The following instructional participation skills should be taught using the phonemic awareness and beginning reading curriculum.

STUDENT PARTICIPATION SKILL 1

Prompt responding to teacher requests to join the small group. The teacher must provide a simple, consistent command to signal the student to take a place in the small group. If the student does not respond promptly to the teacher command, first, make eye contact, then give a physical prompt along with the oral request, e.g., by pointing to the specific chair the student should sit on.

If the student appears to be ignoring the command, do not keep repeating the command. For noncompliance, have an immediate consequence. The following are examples:

1.   Move closer to the student, make eye contact, and point to the seat in the small-group setting, but do not repeat the oral command.

2.   Ignore the initial noncompliance and quickly signal another student to take a seat in the small group. Praise the student for the specific action: "Good, Jack. You took your seat quickly." After this peer modeling demonstration, repeat the command to the noncompliant student, and provide specific praise for a prompt response.

3.   Take the student by the hand, and lead the student to the seat. If you think the student may be purposely ignoring the teacher request, be certain the student is not the first or last student invited to the small-group setting. This way, you can use and praise other students as models.

Student Participation Skill 2

Taking turns and unison responses. Taking turns and joining in appropriately for unison responses will be the most important of the instructional participation skills. The teacher must use simple and consistent signals which have both oral and motor components. For example, use the commands: "My turn," "Your turn," "Our turn," and "Jack's turn." Use "My turn" to indicate that students must attend to the teacher demonstration. The teacher must point to himself or herself, while saying: "My turn." Do not start the demonstration until all students are attending. Have a pre-planned, immediate consequence for the non-attending student; e.g., "Jack," and then the teacher points to self to inform Jack that his eyes should be on the teacher. One of the most effective consequences is to pause and not start the demonstration. (The non-attending student is usually given a quick prompt to attend from the rest of the group.)

The research consistently supports the importance of the unison or choral response. By having the teacher and student do the task at the same time, e.g., reading a sentence together, we supply one of the most important elements of effective instruction–namely, guided practice. Our most effective teachers consistently provide more than twice as much guided practice as less effective teachers. This guided practice is the bridge between initial instruction in a new skill and the independent and confident performance of the skill. The comparative anonymity of the unison response, signaled by "Our turn," allows the timid and struggling learner to practice and participate with dignity.

The "Your turn" command by the teacher is a more advanced version of the unison response. In this case, the students do not have the teacher model, but they do have peer models. This is an ideal time for the teacher to determine if individuals have competence and confidence to respond individually. Students should be asked to respond individually only if the probability of success is high.

To request an individual response, point to the student and say: "Jack's turn." Approximately 80 percent of student participation should be unison responses. All students should be given similar

amounts of individual practice. For a struggling learner, the teacher can adjust the difficulty of the request. One of the best ways to adjust the difficulty is to have a peer respond to the same, or similar, request immediately prior to a requested response from the struggling learner. Unless all students know that they will have individual turns, student interest and individual accountability are reduced.

Student Participation Skill 3

**Cooperative and helping behaviors.** The small-group setting provides numerous opportunities for students to practice individual responsibility and cooperative behaviors, and to have these behaviors recognized by teachers, peers, and parents. The students can take turns arranging the chairs, preparing the materials, and tutoring another student who might have been absent from the previous lesson. For the student who is struggling academically, such tasks are very important, and the teacher might have students give these cooperative and helping behaviors "group recognition" by clapping, and acknowledging: "Thanks for helping to prepare our materials, Jack." ***Never encourage or reward competitive behavior that threatens the dignity of the struggling student.***

For the student who is making progress with cooperative and helping behaviors, send a communication to the home. This will have two important consequences: First, the student will receive important recognition; and second, if "home" models, such as the behavior of siblings, is inappropriate, then the parents can be indirectly alerted to align the social curriculum at home with the school curriculum.

Concluding Note

**It is all about pacing, pacing, and pacing!** The most effective small-group instruction is done with comparatively fast and interesting pacing. To do this, the session must start quickly, and the steps in the curriculum sequence must be small and substantive. Individual student responses should be approximately 90 percent successful. There should be an interesting mixture of unison and individual responses, and teachers should not be "long-winded." Lengthy discussions and demonstrations by the teacher reduce the amount of successful, active participation by the students. Inappropriate student behavior thrives in an instructional vacuum. With fast and interesting pacing, the inappropriate social behavior of individuals will be significantly reduced, and the ever-vigilant teacher will have less need to use immediate consequences for inappropriate behavior.

The most effective consequences are ones that require a _**replacement**_ of the inappropriate behavior; e.g., if a student is not "on task," incompatible behavior would consist of having the student point to or say the next word, rather than reprimanding the student. Such a reprimand will often slow lesson pacing and distract the group from the instructional tasks. Fast and interesting pacing of small-group instruction is not possible if reprimands are excessive; e.g., the ratio of positive and neutral teacher statements to reprimands should be more than nine to one.

**The intensive small-group setting is a demanding blend of technical skills and professional caring for any instructor. It is, however, the most cost-effective and rewarding setting for learning for the instructor and the students.**

References

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Appendix B

Overview of The Reading for All Learners Program

PROGRAM SCOPE AND SEQUENCE

Grade	Contains	Lesson Skill Summary	Stories	Comprehension	Assessment
K - 1.0	Set 1 27 books (27 stories)	27 new sounds [a, d, ē, e, f, i, l, m, n, o, r, s, t, u, w] [A, D, E, F, I, L, M, N, R, S, W, Y] 6 new combinations [sh, th, wh] [Sh, Th, Wh] 73 new regular words - 1 syllable 9 new irregular words - 1 syllable	1 per book 20-100 words per story	130 questions (minimum) 82% Literal 13% Inferential 5% Evaluative	Located in books 6, 11, 16, 21, 26 Accuracy Criteria: Minimum 92% accuracy
1.0-1.3	Set 2 27 books (27 stories)	5 new sounds [b, h, ō] [B, H] 2 new combinations [al] [Al] 98 new regular words - 1 syllable 9 new irregular words - 1 syllable	1 per book 80-150 words per story	130 questions (minimum) 87% Literal 8% Inferential 5% Evaluative	Located in books 6, 11, 16, 21, 26 Accuracy Criteria: Minimum 92% accuracy
1.3-1.6	Set 3 22 books (22 stories)	15 new sounds [ā, c, g, j, k, p, x, y] [C, G, J, K, P, T, U] 2 new combinations [er, ou] 109 new regular words - 1 syllable 15 new irregular words - 1 syllable Morphological skills: contractions	1 per book 100-150 words per story	105 questions (minimum) 88% Literal 8% Inferential 4% Evaluative	Located in books 6, 11, 16, 21 Accuracy Criteria: Minimum 94% accuracy
1.6-2.0	Set 4 15 books (29 stories)	8 new sounds [ī, ū, v, ȳ, z] [O, Ū, V] 4 new combinations [ai, ar, ing] [Ou] 374 new regular words - 1 to 2 syllables 44 new irregular words - 1 to 2 syllables Morphological skills: Silent "e"; possessives ('s); word endings "ed" and "ing" (added to previously learned words)	2 per book 200-400 words per story	200 questions (minimum) 50% Literal 31% Inferential 19% Evaluative	Located in books 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 Fluency Criteria: Minimum 60 words/minute with 97% accuracy
2.0-2.3	Set 5 14 books (42 stories)	13 new combinations [ay, ch, ea, ee, ir, ol, oo, or, ow, qu, ur] [Ch, Qu] 623 new regular words - 1 to 2 syllables 32 new irregular words - 1 to 2 syllables Morphological skills: compound words; base word/word endings concept; word endings (added to previously learned and new words)	3 per book 300-500 words per story	230 questions (minimum) 30% Literal 40% Inferential 30% Evaluative	Located in books 2, 4, 6, 8, 10, 12, 14 Fluency Criteria: Minimum 75 words/minute with 97% accuracy
2.3-2.6	Set 6 14 books (56 stories)	13 new combinations [au, aw, ew, igh, kn, oa, oi, oy, ph, tion, ture, ue, wr] 1,111 new regular words - 1 to 4 syllables 60 new irregular words - 1 to 3 syllables (some with unstressed vowels) Morphological skills: "y" derivatives; Silent "b," "t," "gh"; hyphenated words (names, descriptions); "ai," "ou," "oa" followed by "r"; word endings (added to previously learned and new words)	4 per book 500-700 words per story	244 questions (minimum) 21% Literal 39% Inferential 40% Evaluative	Located in books 2, 4, 6, 8, 10, 12, 14 Fluency Criteria: Minimum 90 words/minute with 97% accuracy
2.6-3.0	Set 7 12 books (60 stories)	1,133 new regular words - 1 to 4 syllables (many with unstressed vowels) 60 new irregular words - 1 to 4 syllables (many with unstressed vowels) Morphological skills: prefix/suffix concept; prefixes (13); prolonged sounds; semicolon; possessives (s'); abbreviations (Mr., Mrs., Ms., Dr., U.S., TV); initials	5 per book 600-800 words per story	300 questions (minimum) 22% Literal 64% Inferential 14% Evaluative	Located in books 2, 4, 6, 8, 10, 12 Fluency Criteria: Minimum 110 words/minute with 97% accuracy
3.0-3.6	Set 8 10 books (50 stories)	1,185 new words - 1 to 5 syllables Morphological skills: suffixes (3); time (hours, minutes, a.m., p.m.); hyphenated words (numbers); abbreviations (OK); 4-step approach to decoding multi-syllable words	5 per book 700-1,000 words per story	376 questions (minimum) 16% Literal 67% Inferential 17% Evaluative	Located in books 2, 4, 6, 8, 10 Fluency Criteria: Minimum 120 words/minute with 97% accuracy

Phonemic Awareness for All Learners

Reading For All Learners

The *Reading for All Learners* program continues a programmatic line of research that began 30 years ago. The program is supported by one of the most credible, longitudinal, research efforts in the history of reading instruction (Hanson & Farrell, 1995). The program directly addresses the five essentials of reading instruction. These five essentials are: (1) phonemic awareness, (2) phonics, (3) fluency, (4) vocabulary, and (5) comprehension. In keeping with federal requirements, the program makes extensive use of decodable readers to ensure systematic, explicit instruction in the five reading essentials.

The core of the instructional program is a sequence of 141 decodable readers. Each book has two parts. The first part supports explicit instruction in the elements of the code—including sounds, words, word attack skills, and morphology. The second part of each book provides for the direct and immediate application of these decoding skills to high-interest, decodable stories. The story instruction includes an embedded sequence of comprehension questions with factual, evaluative and inferential emphases. The majority of the stories are built around animal characters to increase mobility across languages and cultures.

Reading for All Learners is in use in schools and homes in all states. The most common use is as a "lean core" (or supplemental program), addressing the five reading essentials. The program is one of five supplemental programs approved by the U.S. Department of Interior, Bureau of Indian Affairs (BIA) for its *Reading First* sites nationwide. *Reading For All Learners* is the adopted program of the Children's Aid Society and the New York READ Foundation for all after-school and summer programs, and is in use in hundreds of sites in New York's inner-city communities. *Reading For All Learners* is a proven, cost-effective program with an exemplary record for "closing the gap" with learners at risk of reading failure (READ Foundation, 2004; Hofmeister, 2004).

Utah State University's recent research has focused on additions that allow paraeducators and parents to be effective, contributing members of the instructional team (Lignugaris/Kraft, et al., 2001). Recently, *Reading For All Learners* has been the supplemental program of choice to address Adequate Yearly Progress (AYP) achievement deficits with at-risk student populations. The *Teacher's Manual* and resource materials provide a wide range of placement and monitoring tools as well as practical staff development support for teachers, aides, and parents.

References

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READ Foundation. (2004). *Reading Excellence and Discovery Foundation Report: Research-based Curriculum.* Available: <www.readnyc.org>

Appendix C

Resource Materials for reviewing and assessing Phonemic Awareness Skills

Worksheets and Teacher Instructions for:

a.   Letter Naming Fluency

b.   Phoneme Segmentation Fluency

c.   Nonsense Word Fluency

d.   Vocabulary Check and Initial Sound Fluency

These resource materials prepare the student for a range of more formal instructional and assessment settings. The materials provide practice in different contexts to increase generalization of phonemic awareness skills.

Applying blending skills in different contexts will be the most important skills for future reading success.

Letter Naming Fluency Worksheets
Teacher Instruction

1. Teacher has a copy of the worksheet for scoring and places another copy in front of the student.

2. Teacher points to the first letter and says, "Tell me the names of the letters starting here, point to each letter as you say it."

3. If the student cannot name any of the letters on the first line, stop, praise the student for trying and say, "Let us do some more practice tomorrow and then we will try again. Where possible, never place the student in a formal assessment setting if there is no chance of success.

4. Immediately correct if they do not go left to right on each line. If the student takes more than three seconds, name the letter, have the student point to it and name it and record it as an error.

5. If the student self-corrects in three seconds, record the response as correct. For omissions, point to the missed letter and request the name of the letter.

6. Teachers should circle all errors on their copy of the worksheet. Do not let the student see scoring.

7. Reteach missed letters the next day and retest the following day. Repeat the reteaching until the student can name all letters in less than three seconds with no omissions.

Note: Letter names are not as important letter sounds for reading instruction. Many reading achievement tests require mastery of letter names. Make sure all students know the difference between the letter name and the letter sound for each letter symbol.

Phonemic Awareness for All Learners

Letter Naming Practice Worksheet

1. | b | w | i | L | N | d | z | l | p | r |

2. | G | v | r | C | a | s | h | H | q | k |

3. | O | w | y | U | m | f | D | P | x | G |

4. | l | g | e | a | A | n | Z | i | T | s |

5. | a | V | F | i | N | f | r | K | p | b |

6. | t | S | b | C | q | Q | N | z | a | l |

7. | E | y | m | x | A | f | d | j | v | i |

8. | u | L | e | a | I | h | V | q | S | k |

9. | V | t | n | F | e | i | b | B | h | G |

10. | I | o | P | a | m | A | k | w | p | I |

Score _____

Phonemic Awareness for All Learners

PHONEME SEGMENTATION FLUENCY
TEACHER INSTRUCTION

1. Teacher has a copy of the worksheet for scoring and places another copy in front of the student.

2. Teacher points to the first practice example, "Sam." Teacher says. Listen to me say this word, "Sam." Now listen to me say this word the slow way, "SSSSaaaaaammmm." Could you hear all three sounds? Good. Teacher points to the next practice word, "if." Now this is a two-sound word. You say the word, and then, say the word the slow way so I can hear the two different sounds. If the student makes an error, model the correct response and ask the student to say the word, "if." Say the word the slow way. If the student is still incorrect, stop, praise the student for trying and move to another activity. Pick an activity in which the student can experience success. Reteach the blending skill.

3. If the student correctly says "if" the "slow way," then tell the student to point to each word in the list, say the word, and then say the word the "slow way."

4. Circle any sound that is missed or said incorrectly.

5. Score the number of phonemes sounded out correctly.

6. If the student makes more than two errors, reteach the blending skill using the existing vocabulary before adding more words to the student's vocabulary.

Phonemic Awareness for All Learners

Phoneme Segmentation Fluency

Sam	/s/ /a/ /m/		If	/i/ /f/

Mat

it

She

Mit

am

Sam

at

fat

if

fit

_____/10 Correct

Nonsense Word Fluency
Teacher Instruction

1.   Teacher has a copy of the worksheet for scoring and places another copy in front of the student. Teacher says, "Some words are real words and some are not real words. They are 'make-believe' words. We also call them 'nonsense words.'"

2.   Teacher points to the first practice example, "sat." Teacher says, "Listen to me say this word. Now listen to me say this word the slow way, 'SSSSaaaaaatt.' Is that a real word or a nonsense word? Yes, it is a real word." Teacher points to the next practice word, "af." You say this word and then, say the word the slow way. Tell me if it is a real word or a nonsense word. Yes, it is a nonsense word, because we do not know what an 'af' is."

3.   The teacher points to the first word, "Sam," and says, "Say this word, then say it the slow way and tell me what it is – a real word or a nonsense word."

4.   Circle any word that is not identified correctly.

5.   Score the number of words correctly identified.

Phonemic Awareness for All Learners

Nonsense Word Fluency
Practice Worksheet

Pick the nonsense or make-believe words from the real words

Teacher Demo:

Sat	Af

Sam

maf

Mit

fat

fam

af

sa

fit

if

fim

_____/10 Correct

Phonemic Awareness for All Learners

Vocabulary and Initial Sound Fluency
Teacher Instruction

Point to the Lion and say, "This is a Lion; his name is Sam. The name, Sam, starts with the ssss sound."

Point to the Monkey and say, "This is a monkey; his name is Mit. What sound does the name, Mit, start with? Yes, mmmmm."

Repeat with the rat, Mat, and the Giraffe, Ann.

Vocabulary Check

Point to all the other pictures, starting with the backpack. "What is this?" Have the student name each object; accept reasonable alternatives, e.g., "house" or "cabin." Score the number correct.

Vocabulary Score _____/20 correct.
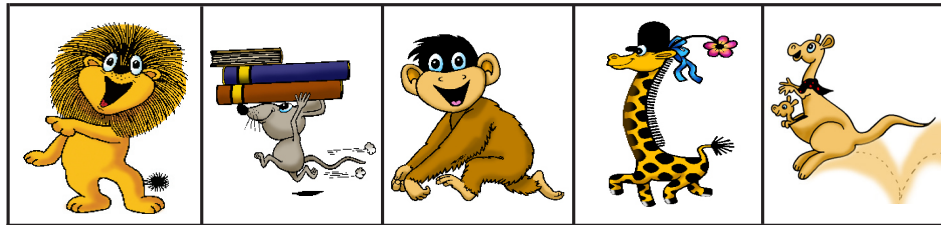
Initial Sound Fluency

Point to the backpack. Say, "What is this? What is the first sound in "backpack?"

Repeat this procedure for all the pictures except the animals in the practice box. Score correct if answered correctly in three seconds. Score self-corrections as correct.

Initial Sound Fluency Score _____/20

Phonemic Awareness for All Learners

Initial Sound and Vocabulary worksheet

_____/20 Correct

Appendix D

Research Implications for Reading Instruction

Phonemic Awareness for All Learners

Research Implications for Reading Instruction

The following findings are taken from the *Report of the National Reading Panel: Teaching Children to Read* (2000).

1. ***Can phonemic awareness (PA) be taught, and does it help children learn to read and spell?***
Results of the meta-analysis showed that teaching phonemic awareness to children is clearly effective. It improves their ability to manipulate phonemes in speech. This skill transfers and helps them learn to read and spell. PA training contributes to children's ability to read and spell for months, if not years, after the training has ended. Effects of PA training are enhanced when children are taught how to apply PA skills to reading and writing tasks.

2. ***Which students benefit in their reading?***
Teaching phonemic awareness helps many different students learn to read, including preschoolers, kindergartners, and 1st graders who are just starting to learn to read. This includes beginners who are low in PA and are thus at risk for developing reading problems in the future. This includes older disabled readers who have already developed reading problems. This includes children from various SES levels. This includes students who are taught to read in English, as well as students taught to read in other alphabetic languages.

3. ***Which students benefit in their spelling?***
Teaching phonemic awareness helps preschoolers, kindergartners, and 1st graders learn to spell. It helps children at risk for future reading problems also. It helps low- as well as middle-to-high SES children. It helps students learning to spell in English as well as students learning in other languages. However, PA training is ineffective for improving spelling in reading-disabled students. This is consistent with other research indicating that disabled readers have a hard time learning to spell.

4. ***Which methods of teaching PA work best in helping children acquire phonemic awareness?***
Various forms of phoneme manipulation might be taught, including identifying or categorizing the phonemes in words, segmenting words into phonemes from words, or manipulating onsets and rimes in words. In some programs, only one PA skill is taught, while in other programs, two or more skills are combined. Some programs teach children to use letters to manipulate phonemes and others limit training to speech. All of these approaches appear to be effective for helping children learn to manipulate phonemes. Focusing on one or two skills produces larger effects than a multiskilled approach. Teaching PA with letters helps students acquire PA more effectively than teaching PA without letters.

5. ***Which methods of teaching PA have the greatest impact on learning to read?***
Although all of the approaches exert a significant effect on reading, instruction that focuses on one or two skills produces greater transfer than a multiskilled approach. Teaching students to segment and blend is of greater benefit to reading than a multiskilled approach. Teaching students to manipulate phonemes with letters yields larger effects than teaching students without letters, not surprisingly, because letters help children make the connection between PA and its application to reading. Teaching children to blend the phonemes represented by letters is the equivalent of decoding instruction. Being explicit about the connection between PA skills and reading also strengthens training effects.

6.   *Which methods of teaching PA have the greatest impact on learning to spell?*

Teaching PA helps nondisabled readers below 2nd grade learn to spell. Methods that teach children to manipulate phonemes with letters are more effective than methods limiting manipulation to spoken units. Teaching children to segment phonemes in words and represent them with letters is the equivalent of invented spelling instruction.

7.   *How important is it to teach letters as well as phonemic awareness?*

It is essential to teach letters as well as phonemic awareness to beginners. PA training is more effective when children are taught to use letters to manipulate phonemes. This is because knowledge of letters is essential for transfer to reading and spelling. Learning all the letters of the alphabet is not easy, particularly for children who know few of them. Shapes, names, and sounds need to be overlearned so that children can work with them automatically to read and spell words. If children do not know letters, this should be taught along with PA.

8.   *How much time is required for PA instruction to be effective?*

In the NRP analysis, studies that spent between 5 and 18 hours teaching PA yielded very large effects on the acquisition of phonemic awareness. Studies that spent longer or less time than this also yielded significant effect sizes, but effects were moderate and only half as large. Transfer to reading was greatest for studies lasting less than 20 hours. In fact, effect sizes were more than twice as large for shorter programs than for the longest-lasting programs.

Caution is needed in drawing conclusions from this finding. Although it suggests that less instructional time is better, it ignores reasons why training that lasted longer might have been less effective. Perhaps the PA skills being taught were more complex, or perhaps the learners were harder to teach, or perhaps, as a result of time spent in training, PA-trained students received less instruction in reading than students in the control groups.

The Panel concludes that it is wrong to make any declarations about how long effective instruction in PA needs to last based on the NRP findings. Rather, decisions should be influenced by reason, moderation, and situational factors. The answer depends on the goals of instruction, how many different PA skills are to be taught, whether letters are included, how much or how little the learners already know about PA when they begin, whether they are disabled readers, whether provision is made for facilitating transfer to reading and spelling, and so forth. Individual children will differ in the amount of training time they need to acquire PA. What is probably most important is to tailor training time to student learning by assessing who has and who has not acquired the skills being taught as training proceeds. Children who are still having trouble should continue PA training, while those who have learned the skills should move on to other reading and writing instruction.

Not only the total training time, but also the length of single training sessions, must be considered. In the NRP database, the average length of sessions was 25 minutes. Few sessions lasted more than 30 minutes, and these tended to occur with older disabled readers, not with younger children. From this, the Panel concludes that sessions should probably not exceed 30 minutes in length.

9.   *Can classroom teachers teach PA effectively to their students?*

Classroom teachers are definitely able to teach PA effectively. In the NRP analysis, their effect size on the acquisition of PA was large. The training they provided transferred and improved students' reading and spelling, and the effect on reading continued beyond training.

It was not possible to specify the amount of training required to enable trainers to be effective. This relationship was not examined in the studies. Only 15 studies reported the length of training provided to trainers. It ranged from 2 to 90 hours, with a mean of 21 hours. This suggests that the amount of training required may be quite modest and reasonable for inservice instruction.

10. ***Is instruction most effectively delivered to individual students, to small groups, or to full classrooms of students?***
Although individual tutoring is commonly regarded as the most effective unit of instruction, NRP findings indicate that small groups are the best way to teach phonemic awareness to children. Also, small groups facilitate greater transfer to reading than the other two teaching units. This may hold true for several reasons. Children may benefit from observing their peers responding and receiving feedback, or from listening to their peers' comments and explanations.   Or children may be more attentive and motivated to learn so that they do well in the eyes of their peers.

11. ***Is evidence for the effectiveness of PA training on reading outcomes derived from strongly designed or weakly designed studies?***
The NRP analyses show that the evidence rests solidly on well-designed studies. Significant effect sizes were apparent on standardized tests as well as experimenter-designed tests. Random assignment of children to groups yielded significant effects. In fact, this effect size was larger than that for the nonequivalent group design. Studies in which treatment fidelity was checked yielded a moderate effect size. Significant effects occurred not only when PA-trained groups were compared to untreated control groups but also when they were compared to treated controls. Significant effects were detected with larger as well as smaller samples of children. When Troia's (1999) criteria for methodological rigor were applied to studies, the most rigorous studies yielded the largest effect sizes. The Panel concludes that evidence for the effectiveness of PA training on reading outcomes comes from well-designed experiments. In fact, researchers are advised that they have the best chance of observing strong effects if they apply the most rigor in designing their PA studies.

12. ***Are the results ready for implementation in the classroom?***
This section of the NRP report includes many ideas that provide guidance to teachers in designing PA instruction and in evaluating and selecting programs with the best chance for success. However, in implementing PA instruction in the classroom, teachers should bear in mind several serious cautions:

* PA training does not constitute a complete reading program. Although the present meta-analysis confirms that PA is a key component that contributes significantly to the effectiveness of beginning reading and spelling instruction, there is obviously much more that children need to be taught to acquire reading and writing competence. PA instruction is intended only as a foundational piece. It helps children grasp how the alphabetic system works. It helps children read and spell words in various ways. However, literacy acquisition is a complex process for which there is no single key to success. Teaching phonemic awareness does not ensure that children will learn to read and write. Many competencies must be acquired for this to happen.

* Exactly how PA instruction should be taught by teachers in their classrooms is not clearly specified by the research. A variety of programs was found to be effective. The studies are useful in identifying features that are important and should be considered in selecting programs and planning classroom instruction. Ultimately, though, teachers need to evaluate the methods they use against measured success in their own students.

Phonemic Awareness for All Learners

* One factor that is very important to effective classroom instruction, but has not been addressed in the PA training research, is the extent to which these programs motivate both students and teachers. It seems self-evident that instructional techniques for developing PA need to be relevant, engaging, interesting, and motivating in order to promote optimal learning in children. However, the research has not focused on this factor. Neither has the research examined which techniques are most engaging for teachers. It seems self-evident that teachers are most effective when they are enthusiastic and enjoy what they are teaching. In selecting ways to teach PA, teachers need to take account of motivational aspects of programs for themselves as well as their students.

*It is important to recognize that children will acquire some phonemic awareness in the course of learning to read and spell, even though they are not taught PA explicitly. The process of learning letter-sound relations, and how to use them to read and spell, enhances children's ability to manipulate phonemes. However, incidental instruction, that does not focus on teaching PA, falls short in its contribution to children's reading and spelling development.

* It is important to recognize that children will differ in their phonemic awareness, and that some will need more instruction than others. In kindergarten, most children will be nonreaders and will have little phonemic awareness; so, PA instruction should benefit everyone. In 1st grade, some children will be reading and spelling already, while others may know only a few letters and have no reading skill. The nonreaders will need much more PA and letter instruction than those already reading. Among readers in 1st and 2nd grades, there may be variation in how well children can perform more advanced forms of PA, that is, manipulations involving segmenting and blending with letters. The best approach is for teachers to assess students' PA prior to beginning PA instruction. This will indicate which children need the instruction and which do not; which children need to be taught rudimentary levels of PA, for example, segmenting initial sounds in words; and which need more advanced levels involving segmenting or blending with letters.

Reference

National Reading Panel (2000). *The Report of the National Reading Panel: Teaching Children to Read.* (Research Rpt.) Washington, DC: National Institutes of Health, NICHD, and U.S. Department of Education.

In 1997, Congress asked the Director of the National Institute of Child Health and Human Development (NICHD) at the National Institutes of Health, in consultation with the Secretary of Education, to convene a national panel to assess the effectiveness of different approaches used to teach children to read.

For over two years, the NRP reviewed research-based knowledge on reading instruction and held open panel meetings in Washington, DC, and regional meetings across the United States. On April 13, 2000, the NRP concluded its work and submitted *The Report of the National Reading Panel: Teaching Children to Read*, at a hearing before the U.S. Senate Appropriations Committee's Subcommittee on Labor, Health and Human Services and Education. The full text of the NRP Report and the references in this document can be found on the website: <www.nationalreadingpanel.org>.

Pronunciation Guide

Sound	Key Words	Sound	Key Words
a	am, fat	m	me, him
ā	ate, cake	n	not, sun
ai	aid, pain	o	ox, not
al	also, salt	ō	open, go
ar	art, car	oo	oops, moon
b	big, rib	ou	out, loud
c	cat, picnic	p	pat, sip
ch	chip, lunch	qu	quick, queen
d	dog, lid	r	run, deer
e	end, pen	s	so, kiss
ē	ego, me	sh	ship, wish
ea	eat, seat	t	top, hit
er	her, faster	th	then, bathe
f	full, if	u	up, rug
g	go, rag	ū	use, fume
h	hat, behind	v	very, give
i	it, pin	w	win, now
ī	ice, time	wh	when, why
ing	ring, bring	x	box, six
j	jump, jeep	y	yes, you
k	kiss, milk	ȳ	my, cry
l	leg, will	z	zoo, buzz

PHONEMIC AWARENESS
FOR ALL LEARNERS

Why A Proven, Cost-Effective, Phonemic Awareness Program?

The Congressional National Reading Panel Report of 2000 concluded that phonemic awareness instruction helped all types of children improve their reading. The types of children included: (a.) normally developing readers; (b.) children at risk for future reading problems; (c.) disabled readers; (d.) preschoolers, kindergartners, 1st graders; (e.) struggling readers in 2nd through 6th grades; (f.) children across various social economic status levels; and, (g.) children learning to read in English as well as other languages.

Marilyn Adams, in her 1990 best seller on reading instruction, reported that, "The lack of phonemic awareness is the most powerful determinant of the likelihood of failure to read." Adams also noted that this timely investment of less than 20 hours of phonemic awareness instruction was a very modest cost for such failure prevention and the associated life-long positive consequences.

Federal and state regulations require Explicit and Systematic Instruction in Phonemic Awareness as the first of the Five Essential Components of Reading Instruction (*Federal Register*, August 2006).This mandate is based on research concluding that mastery of phonemic awareness is required for success in the other four Reading Essentials, namely: Phonics, Vocabulary, Fluency, and Comprehension.

A must-have for any classroom teaching beginning reading!

The 2010 edition of the Reading for All Learners Phonemic Awareness Program must be the first choice when judging by cost, research alignment, and federal and state requirements for an "Explicit and Systematic Phonemic Awareness Program."