

USD 475 Framework for Teaching Phonemic Awareness

6 T's (common features of effective elementary literacy instruction)	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Time	<ul style="list-style-type: none"> ▪ Minimum of 5-20 minutes per day ▪ Minimum of 18-20 hours per year of explicit instruction ▪ Continue throughout Kindergarten year 	<ul style="list-style-type: none"> ▪ Minimum of 5-20 minutes per day ▪ 18-20 hours per year 	<ul style="list-style-type: none"> ▪ Time spent at the beginning of the year ▪ Continue activities with students as needed 	<ul style="list-style-type: none"> ▪ Time spent with students as needed 		
Texts	<p>Teachers are expected to use the following resources:</p> <ul style="list-style-type: none"> ▪ district adopted materials (Harcourt Brace and Success For All) ▪ <i>Sounds in Action</i> by Yvette Zgonc ▪ <i>Phonemic Awareness in Young Children</i> by Adams; Foorman; Lundberg; and Beeler 					
Teaching	<ul style="list-style-type: none"> ▪ Lessons should be short, explicit (direct and concise) and interactive using texts which include rhyme, alliteration, song and repetitive text ▪ Focus should be on one skill during the lesson or activity ▪ Small group instruction is most effective because students are able to listen to their peers and receive feedback from the teacher ▪ The gradual release of responsibility model should be followed as a model of instructional delivery ▪ Music by Jack Hartmann is recommended. (Each school media center has a collection of Jack Hartmann CDs for teacher checkout.) 					
Talk	<ul style="list-style-type: none"> ▪ Phonemic awareness activities should be auditory and should engage students in singing activities ▪ Daily conversations that are purposeful need to occur that are engaging, motivating, and interactive between the teacher and students (Think Alouds/Read Alouds) and between students and their peers (Think-Pair-Share) ▪ Common language related to phonemic awareness should be understood and used consistently 					
Tasks	<ul style="list-style-type: none"> ▪ Phonemic awareness should be taught sequentially and systematically through a series of skills ▪ The phonological awareness skills sequence that should be followed: (from <i>Sounds in Action</i>) <ol style="list-style-type: none"> 1. Concept of Spoken Word (Sound Segmentation) 2. Rhyme-the ability to recognize rhyme, complete rhyme, and produce rhyme 3. Syllables-the ability to blend, segment, and delete syllables 4. Phonemes-the ability to recognize initial and final sounds in words -the ability to blend, segment, and delete phonemes 5. Phoneme Manipulation-the ability to add and/or substitute phonemes <p>*Examples of each skill in the above sequence have been provided in the phonemic awareness section of the Literacy Handbook.</p>					

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	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Testing	<ul style="list-style-type: none"> ▪ Kindergarten Outcomes Reading Checklist ▪ Alternate forms are available for use in assessing students for the first three quarters of the school year ▪ DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 	<ul style="list-style-type: none"> ▪ DIBELS (Dynamic Indicators of Basic Early Literacy Skills) ▪ Students could be assessed using the Kindergarten Outcomes Reading Checklist ▪ Assessments are also available in the following resources: <ol style="list-style-type: none"> 1. <i>Sounds in Action</i> by Yvette Zgonc 2. <i>Phonemic Awareness in Young Children</i> by Adams; Foorman; Lundberg; and Beeler 	<ul style="list-style-type: none"> ▪ DIBELS (Dynamic Indicators of Basic Early Literacy Skills) ▪ Students performing below grade level could be assessed using the Kindergarten Outcomes Reading Checklist ▪ Assessments are also available in the following resources: <ol style="list-style-type: none"> 1. <i>Sounds in Action</i> by Yvette Zgonc 2. <i>Phonemic Awareness in Young Children</i> by Adams; Foorman; Lundberg; and Beeler 	<ul style="list-style-type: none"> ▪ Students performing below grade level could be assessed using the Kindergarten Outcomes Reading Checklist or DIBELS (Dynamic Indicators of Basic Early Literacy Skills) ▪ Assessments are also available in the following resources: <ol style="list-style-type: none"> 1. <i>Sounds in Action</i> by Yvette Zgonc 2. <i>Phonemic Awareness in Young Children</i> by Adams; Foorman; Lundberg; and Beeler 		