

Student:	School/Grade/Cooperating Teacher:
Title:	
Know Your Students; Assessment of Prior Learning:	
Purposeful Grouping Decisions:	
Purpose/Overarching Goal:	
Measurable (SMART) Objectives:	
Assessment Plan (linked to objectives):	
Standards Addressed:	
Materials:	
Overall Procedures:	
Intro/Anticipatory set:	

Sequenced Body of Activity:	
Conclusion/Wrap-up:	
Differentiation:	
Choice (activities, materials, seating):	
General Accommodations:	
Individual Modifications:	
Individual Learning Supports (English Language Learners, Assistive Technology):	

Background Considerations, Trauma-Informed Care Considerations:	
Assessment/ Evaluation:	
Extensions into next step:	



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Module 5A

Phonological Awareness



University of Colorado
Colorado Springs

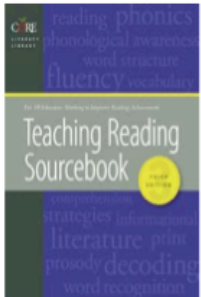


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Teaching Reading Sourcebook



Section II Early Literacy

- Chapter 5: Phonological Awareness

TeachingReadingSourcebook.com

Teaching Reading Sourcebook **THIRD EDITION**

Section II: Early Literacy



University of Colorado
Colorado Springs

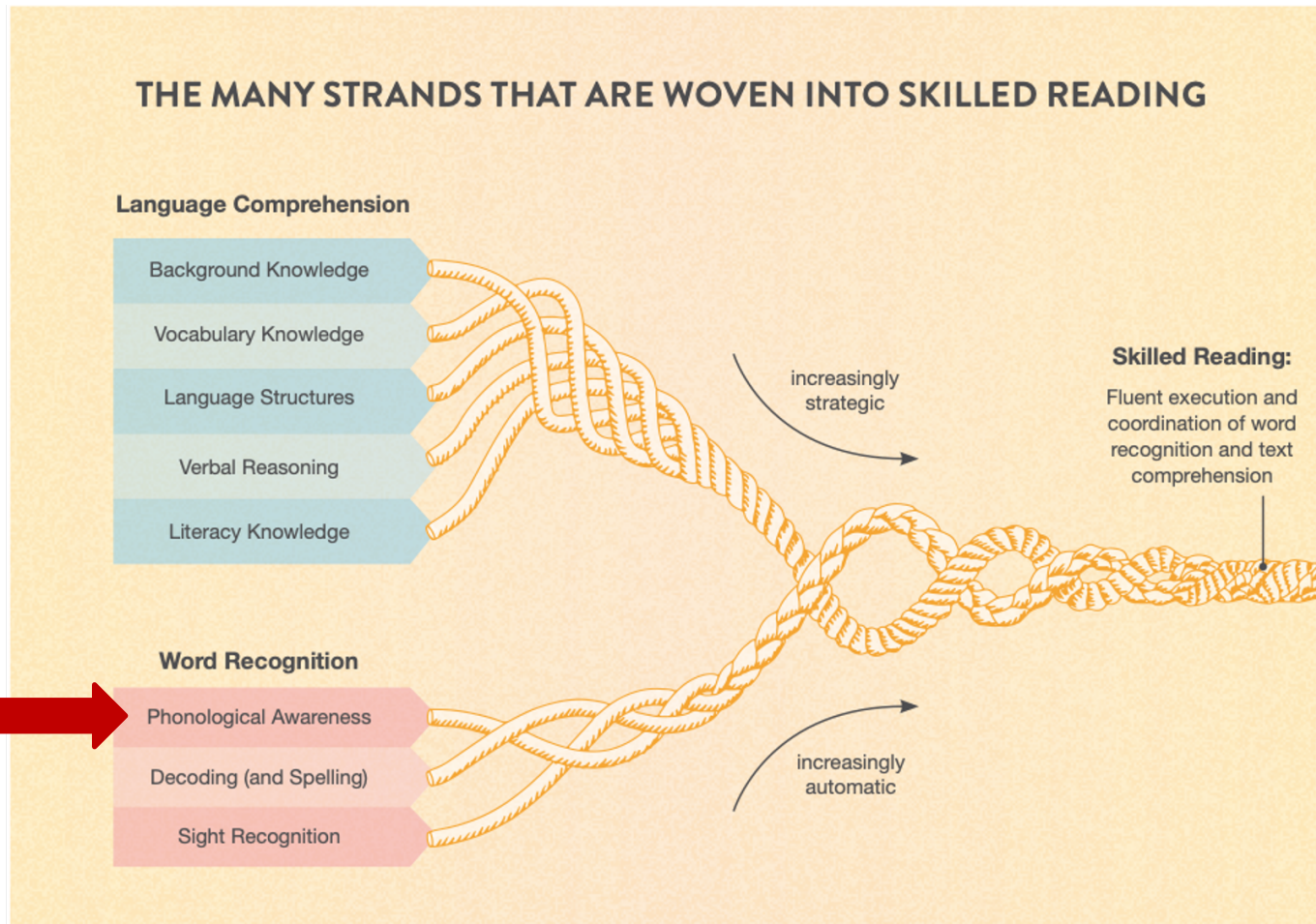


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Phonological Awareness



Levels of Phonological Awareness

- Word
- Syllable
- Onset-Rime
- Phoneme

Blending and Segmentation Skills

Blending and Segmentation Skills Across the Levels

LEVELS →	WORD	SYLLABLE	ONSET - RIME	PHONEME
Blending Given a word separated into phonemes, student combines the sounds to form a whole word.	Listen as I say two small words: <i>dog • house</i> . Can you put the two words together to make a bigger word? (doghouse)	Can you put these word parts together to make a whole word: <i>pock • et</i> ? (pocket)	What whole word am I trying to say: /b/ ... /ig/? (big)	What word is /b/ /i/ /g/? (big)
Segmentation Given a whole word, student separates the word into individual phonemes and says each sound.	Can you clap the word parts in <i>doghouse</i> ? (dog • house) How many times did you clap? (two)	Can you clap the word parts in <i>pocket</i> ? (pock • et) How many times did you clap? (two)	What is the first part of <i>big</i> ? (/b/) What is the last part of <i>big</i> ? (/ig/) Can you say <i>big</i> in two parts? (/b/ ... /ig/)	How many sounds are in <i>big</i> ? (three) Can you say them sound by sound? (/b/ /i/ /g/)

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Phonological Awareness in Colorado Academic Standards (K)

Kindergarten-Standard 2-Reading for All Purposes

- b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2)
- Recognize and produce rhyming words. (CCSS: RF.K.2a) *
 - Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b) *
 - Blend and segment the onset and rime of single-syllable spoken words. (adapted from CCSS: RF.K.2c) *
 - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (adapted from CCSS: RF.K.2d) *
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e) *
 - Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words. *
 - Identify phonemes for letters. *

1. How do letters connect to sounds?
2. What are the parts of words?
3. How do parts of words help us understand their meaning and how they sound?

Essential Reasoning Skills:

1. Critical readers understand the connection between letters and sounds.
2. Critical readers understand that groups of letters are words.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Phonological Awareness in Colorado Academic Standards (1st)

1st grade-Standard 2-Reading for All Purposes

- b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2)
- Recognize and produce rhyming words. (CCSS: RF.K.2a) *
 - Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b) *
 - Blend and segment the onset and rime of single-syllable spoken words. (adapted from CCSS: RF.K.2c) *
 - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (adapted from CCSS: RF.K.2d) *
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e) *
 - Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words. *
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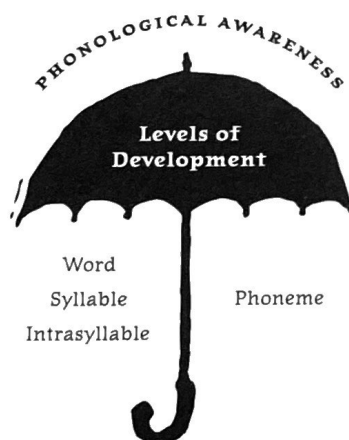
1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Phonological Awareness

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Phonological awareness instruction should never be considered an end in itself. It should always be conducted with its connections to decoding in mind.

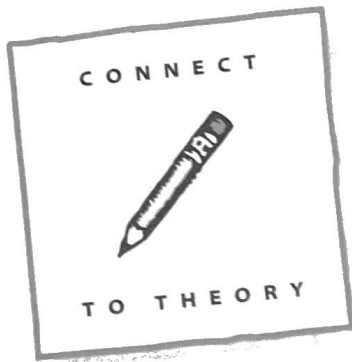
—LANE & PULLEN, 2004



Phonological awareness is an umbrella term that includes the awareness of the larger parts of spoken language, such as words, syllables, and onsets and rimes—as well as the smaller parts, phonemes. A phoneme is the smallest unit of spoken language that makes a difference in a word's meaning. For example, the phonemes /s/ and /f/ are different; the meaning of the word *sat* is different from the meaning of the word *fat*.

Phonemic awareness, the ability to detect, identify, and manipulate phonemes in spoken words, is the most sophisticated and essential level of phonological awareness (Brady 2020). It is both a reliable predictor of later reading achievement and a result of learning to read (Bishop 2003; Bus and van IJzendoorn 1999; Ehri et al. 2001; O'Connor and Jenkins 1999). Phonemic awareness instruction improves phonics skills and phonics instruction improves phonemic awareness; the relationship is reciprocal (Lane and Pullen 2004).

Phonemic awareness is *not* the same as phonics. Phonemic awareness is the understanding that *spoken* language can be broken into phonemes. Phonics is the understanding of the relationship between phonemes and graphemes, the letters that represent the sounds in *written* language. Instruction in phonemic awareness and phonics tends to overlap. According to the National Reading Panel (2000), phonemic awareness instruction is most effective when students are taught to use letters as they manipulate phonemes. The panel (2000) also noted “that when phonemic awareness is taught with letters, it qualifies as phonics instruction.”



Phonemes, or speech sounds, combine to form syllables and words. Some words, such as *I* or *a*, have only one phoneme, but most words contain more than one. The word *may* has two phonemes (/m/ /ā/), *read* has three phonemes (/r/ /ē/ /d/), and *speech* has four phonemes (/s/ /p/ /ē/ /ch/).

Count and then identify the phonemes in each of these words:

ice own top let face easy meets

Now reverse the sequence of phonemes by saying each word backward. For example, if you say *may* backward, it becomes *aim*. Remember to think of the sounds, not the letters.

(See Answer Key, p. 800.)

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Levels of Development

Word Level

Syllable Level

Intrasyllable Level

Phoneme Level



SEE ALSO . . .

Phonemes, p. 22

Consonant Phoneme Classifications, p. 24

Vowel Phoneme Classifications, p. 26

Syllables, p. 36

Onset-Rime, p. 38

Levels of Phonological Awareness

Phonological awareness can be broken into four developmental levels: word, syllable, intrasyllable (e.g., onset-rime; body-coda), and phoneme. As students progress through the levels, they learn to blend, segment, and manipulate words, syllables, and intrasyllabic units. Phonological sensitivity (e.g., word, syllable, intrasyllable) lays a strong foundation for the development of phonemic awareness, the most important level, helping students learn to pay attention to the way language sounds, in addition to what it means (Blachman 2000).

At the phoneme level, students attend to the smallest units of sound. Ultimately, phoneme blending and segmenting are the most critical phonological skills. Decades of research confirm that segmenting words into phonemes and blending phonemes into words contributes more to learning to read and spell well than any of the other phonological awareness skills (Brady 2020; National Reading Panel 2000).

LEVEL			Phonological Awareness Skills by Level
WORD	SKILL NAME	DESCRIPTION	EXAMPLE
	Sentence Segmentation	Given a sentence or phrase, student taps one time for every word in the sentence.	Tap one time for every word you hear in the sentence: <i>I like pizza.</i>
	Blending	Given two smaller words, student blends them together to form a compound word.	Listen as I say two small words: <i>dog...house.</i> Can you put the two words together to make a bigger word? (doghouse)
	Segmentation	Given a compound word, student breaks the word into the two smaller words.	Can you clap the word parts in <i>doghouse</i> ? (dog•house) How many times did you clap? (two)
	Deletion	Given a compound word, student deletes one of the smaller words.	Say <i>doghouse</i> . Now say <i>doghouse</i> without the <i>house</i> . (dog)
SYLLABLE	Blending	Given a word broken into syllables, student blends the word parts together to create the whole word.	Can you put these word parts together to make a whole word: <i>pock•et?</i> (pocket)
	Segmentation	Given a whole word, student breaks the word into syllables.	Can you clap the word parts in <i>pocket</i> ? (pock•et) How many times did you clap? (two)
	Deletion	Given a whole word, student deletes one of the syllables.	Say <i>pepper</i> . Now say <i>pepper</i> without the <i>er</i> . (pep)
INTRASYLLABLE	Recognize Rhyme	Given a pair of words, student determines whether they rhyme.	Do these two words rhyme: <i>ham, jam?</i> (yes)
	Generate Rhyme	Given a word, student says a word that rhymes.	Tell me a word that rhymes with <i>nut</i> . (cut)
	Rhyme Categorization	Given a set of three or four words, student finds the word that does not rhyme.	Which word does not belong: <i>mat, sun, cat, fat?</i> (sun)
	Onset-Rime Blending	Given a word broken into onset and rime, student blends the sounds together to create the whole word.	What whole word am I trying to say: /b/.../ig/? (big)
	Body-Coda Blending	Given a word broken into body and coda, student blends the sounds together to create the whole word.	What whole word am I trying to say: /bi/.../g/? (big)
	Onset-Rime Segmentation	Given a word, student breaks the word into onset and rime.	Can you say <i>big</i> in two parts? (/b/.../ig/)

LEVEL

Phonological Awareness Skills by Level (continued)

SKILL NAME	DESCRIPTION	EXAMPLE
Isolation	Given a word, student recognizes individual sounds in the word.	What is the first sound in <i>van</i> ? (/v/) What is the last sound in <i>van</i> ? (/n/) What is the middle sound in <i>van</i> ? (/a/)
Identity	Given a word, student selects the word that has a common sound from a set of three or four different words.	Which word has the same first sound as <i>car</i> : <i>fan</i> , <i>corn</i> , or <i>map</i> ? (<i>corn</i>)
Categorization	Given a set of three or four words, student recognizes the word that has the "odd" sound.	Which word does not belong: <i>bus</i> , <i>ball</i> , <i>mouse</i> ? (<i>mouse</i>)
Blending	Given a word separated into phonemes, student combines the sounds to form a whole word.	What word is /b/ /i/ /g/? (<i>big</i>)
Segmentation	Given a whole word, student separates the word into individual phonemes and says each sound.	How many sounds in <i>big</i> ? (three) Can you say them sound by sound? (/b/ /i/ /g/)
Deletion	Given a word, student recognizes the word that remains when a phoneme is removed from that word.	What is <i>spark</i> without the /s/? (<i>park</i>)
Addition	Given a word, student makes a new word by adding a phoneme.	What word do you have if you add /s/ to the beginning of <i>park</i> ? (<i>spark</i>)
Substitution	Given a word, student makes a new word by replacing one phoneme for another.	The word is <i>rug</i> . Change /g/ to /n/. What's the new word? (<i>run</i>)

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P H O N E M E

Adapted from Lane and Pullen 2004.

Blending and Segmentation Skills Across the Levels

LEVELS →	WORD	SYLLABLE	ONSET-RIME	PHONEME
Blending Given a word separated into phonemes, student combines the sounds to form a whole word.	Listen as I say two small words: <i>dog • house</i> . Can you put the two words together to make a bigger word? (<i>doghouse</i>)	Can you put these word parts together to make a whole word: <i>pock • et</i> ? (<i>pocket</i>)	What whole word am I trying to say: /b/ ... /ig/? (<i>big</i>)	What word is /b/ /i/ /g/? (<i>big</i>)
Segmentation Given a whole word, student separates the word into individual phonemes and says each sound.	Can you clap the word parts in <i>doghouse</i> ? (<i>dog • house</i>) How many times did you clap? (<i>two</i>)	Can you clap the word parts in <i>pocket</i> ? (<i>pock • et</i>) How many times did you clap? (<i>two</i>)	What is the first part of <i>big</i> ? (/b/) What is the last part of <i>big</i> ? (/ig/) Can you say <i>big</i> in two parts? (/b/ ... /ig/)	How many sounds are in <i>big</i> ? (three) Can you say them sound by sound? (/b/ /i/ /g/)

CCSS READING STANDARDS

Foundational Skills

Phonological Awareness

Demonstrate understanding of spoken words, syllables, and phonemes. (RF.K-1.2)

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Lesson Models

Word Level

- Phonological Medley, p. 132

Syllable Level

- Salad Toss, p. 137

Intrasyllable Level

- The Hungry Thing, p. 128
- Critter Sitter, p. 140

Phoneme Level

- Bridge Game, p. 143
- Sound Match, p. 146
- Odd One Out, p. 149
- Simon Says, p. 151
- Say-It-and-Move-It, p. 154
- Elkonin Sound Boxes, p. 156

PHONEME

the smallest unit of spoken language that makes a difference in a word's meaning

PHONEMIC AWARENESS

the ability to detect, identify, and manipulate phonemes in spoken words

Effective Phonological Awareness Instruction

Phonological awareness should be taught by teachers who have adequate knowledge about the structure of language (Moats 2000). Not all types of phonological awareness instruction are equally effective. To maximize the effectiveness of instruction, here are some general guidelines:

- Phonological awareness instruction should be explicit. Instruction should include clear explanations, teacher modeling of tasks, and sufficient opportunity for student practice (Cunningham 1990; Foorman and Torgesen 2001).

- Phonological awareness instruction should be systematic. It should progress from easier to more difficult tasks. For example:

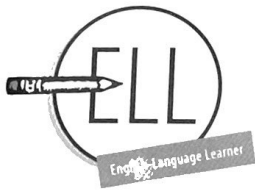
Segmenting words or syllables is easier than segmenting phonemes.

Isolating initial phonemes in words is easier than isolating final or medial phonemes in words.

Blending or segmenting words with two phonemes (e.g., *an*, *at*) is easier than blending or segmenting words with three or four phonemes (e.g., *mat*, *pan*, *fast*).

Blending words that begin with continuous sounds is easier than blending words that begin with stop sounds. For example, *sun* is easier to blend than *dip*.

- In PreKindergarten and early Kindergarten, instruction should focus on phonological sensitivity, or the larger units of sound. Phonemic awareness instruction should begin by the middle of Kindergarten (Brady 2020).
- For most students, the entire phonological awareness program need not last more than 20 hours over the school year. Each session, or lesson, should probably not exceed 30 minutes in length (National Reading Panel 2000). Additional instruction may be required for struggling readers.



The development of phonological awareness is not strictly language specific. The skills involved in building an awareness of the sound structure of words in a native alphabetic language can be transferred and applied to learning a second alphabetic language (Gillon 2004).

Blendable Sounds

Stop Sounds

/b/ • /d/ • /g/ • /h/
/j/ • /k/ • /p/ • /t/

Continuous Sounds

/f/ • /l/ • /m/ • /n/
/r/ • /s/ • /v/ • /w/
/y/ • /z/ • /a/
/e/ • /i/ • /o/ • /u/



SEE ALSO . . .

Consonant Phoneme Classifications, p. 24

- A phonemic awareness lesson should target no more than one or two skills at a time. All lessons should support instruction in phoneme blending and segmentation (National Reading Panel 2000).
- To make sounds less abstract and more concrete, phonemic awareness instruction that provides markers for phonemes is helpful in teaching students how to manipulate phonemes in speech (Ehri and Roberts 2006). Concrete markers include cubes, chips, buttons, and blocks.
- Phonological awareness instructional techniques should be engaging, interesting, and motivating, making use of games and other interactive activities.
- In phonemic awareness activities, phonemes should be pronounced correctly in a manner that will make them “blendable.” This is especially relevant when pronouncing stop sounds—sounds that cannot be pronounced, or held out, for several seconds without distortion (Lane and Pullen 2004).

Blendable Sounds

STOP SOUNDS A stop sound is a sound that can be pronounced for only an instant. Avoid adding an /uh/ when producing stop consonant sounds. In other words, don’t say /kuh/ /a/ /tuh/ and expect students to blend those sounds to make *cat*. Say the sounds as quickly as possible in the way they are pronounced at the end of words (Pullen 2005). Because it is nearly impossible to pronounce the voiced stop consonants /b/, /d/, and /g/ in isolation without a vowel sound attached, model saying these sounds followed by an extremely brief short *i* sound (Lane and Pullen 2004). For example, pronounce /b/ as /bi/ and /d/ as /di/.

CONTINUOUS SOUNDS A continuous sound is a sound that can be pronounced for several seconds without any distortion. Continuous sounds can be held out and therefore are easy to blend together.

why? Phonological Awareness

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Acquiring phonemic awareness is a means rather than an end. Phonemic awareness is not acquired for its own sake but rather for its value in helping children understand and use the alphabetic system to read and write.

— NATIONAL READING
PANEL, 2000

Research Findings . . .

To benefit from phonics instruction, students must first possess a fundamental level of phonological awareness. Therefore, according to Lane and Pullen (2004), “improvements in phonological awareness can and usually do result in improvements in reading ability.” Students with strong phonological awareness are likely to become good readers, but students with weak phonological skills will likely become poor readers (Blachman 2000). It is estimated that the vast majority—more than 90 percent—of students with significant reading problems have a core deficit in their ability to process phonological information (Blachman 1995).

The understanding that speech sounds can be segmented and blended is necessary to make connections between speech and print. Without the capacity to attend to the individual sounds in words, it is extremely difficult to match sounds to letters and decode words. According to Adams (1990), a child’s level of phonemic awareness at school entry is widely considered the strongest single determinant of his or her later reading achievement. Phonemic awareness can be developed through instruction and doing so significantly accelerates students’ subsequent reading and writing achievement (Ball and Blachman 1991).

Phoneme awareness performance is a strong predictor of long-term reading and spelling success and can predict literacy performance more accurately than variables such as intelligence, vocabulary knowledge, and socioeconomic status.

— GILLON, 2004

Over the years, educational research has identified many reliable predictors of later reading performance, but phonological awareness is one of the few factors that teachers are able to influence significantly.

—LANE & PULLEN, 2004

The most common cause of children's early difficulties in acquiring accurate and fluent word recognition skills involves individual differences in their phonological knowledge and skills.

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—TORGESEN, 2002

The reason for teaching children to analyze phonemes in words is so they can connect letters to phonemes when they read or write words.

—EHRI & ROBERTS, 2006

Suggested Reading ...

Essentials of Assessing, Preventing, and Overcoming Reading Difficulties (2015) by David A. Kilpatrick. Hoboken, NJ: Wiley.

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (2016) by Barbara Foorman et al. Washington, DC: U.S. Department of Education.

Phonemic Awareness in Young Children (1998) by Marilyn Jager Adams et al. Baltimore, MD: Paul H. Brookes.

Phonological Awareness: From Research to Practice, 2nd Edition (2017) by Gail T. Gillon. New York: Guilford.

Put Reading First: The Research Building Blocks for Teaching Children to Read, 3rd Edition (2009) by Bonnie Armbruster, Fran Lehr & Jean Osborn. Washington, DC: National Institute for Literacy.

Speech to Print: Language Essentials for Teachers, 2nd Edition (2010) by Louisa Cook Moats. Baltimore, MD: Paul H. Brookes.

Phonological Awareness

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The impact of phonemic awareness instruction may be greatest in preschool and Kindergarten, and may become smaller beyond first grade.

— EHRI ET AL., 2001



For English-language learners, phonemic awareness is just as crucial for learning to read as it is for English-only learners (Chiappe, Siegel, and Gottardo 2002).

When to Teach

For most students, learning to attend to individual phonemes comes more easily following experiences at the less advanced word, syllable, and onset-rime levels of phonological awareness. In general, begin with larger sound units and move progressively to smaller units. It is not essential for students to fully master all of the phonological skills at a particular level before moving on to the next level. As students move into phoneme-level skills a variety of tasks are necessary to provide ample practice. According to the National Reading Panel (2000), instruction is more effective when it focuses on one or two phoneme manipulations, rather than when it combines multiple types of manipulations in one lesson. It is important to logically sequence skills from easier to more difficult. Generally, instruction in blending phonemes should begin before phoneme segmentation; instruction in phoneme isolation and identity should begin before phoneme-by-phoneme segmentation; and instruction in phoneme deletion, addition, and substitution should begin after phoneme segmentation (Lane and Pullen 2004; Pullen 2005).

The National Reading Panel (2000) concluded that decisions about the amount of phonemic awareness instruction should be influenced by situational factors, such as the goals of instruction, how many skills are being taught, whether letters are included, and students' prior phonological skills. They also concluded that more instruction is not necessarily better. Here are some general recommendations:

Amount of Instruction

All Students

PRE-K-K About 10 to 15 minutes per day

GRADE 1 About 10 minutes per day for the first three months of the school year

Intervention

PRE-K-K An additional 15 minutes per day, three or four times per week, for about 10 weeks

GRADE 1 An additional 15 minutes per day, three or four times per week, for as long as needed

GRADES 2 AND ABOVE
About 15 minutes per day, three or four times per week, for as long as needed

Throughout PreKindergarten and Kindergarten, students should receive at least 10 to 15 minutes per day of phonological awareness instruction (Brady 2020; Foorman et al. 1997a). Instruction can take place as one lesson, or tasks may be broken into informal activities throughout the day. For example, call on students to line up for lunch according to the first sound in their name. For students who need further assistance, provide instruction in a small-group setting for an additional 15 minutes per day, three or four times per week, for about 10 weeks. The National Reading Panel (2000) determined that small-group phonological awareness instruction produced greater gains than individual or large-group instruction.

In the first grade, students should receive instruction 10 minutes per day for about the first three months of school, in conjunction with phonics instruction. For students who need further assistance, provide instruction in a small-group setting for an additional 15 minutes per day, three or four times per week, as long as needed.

In second grade and above, phonemic awareness instruction is usually only necessary for students who do not automatically recognize words and who are not reading at grade level. For students who need further assistance, provide instruction in a small-group setting for an additional 15 minutes per day, three or four times per week, for as long as needed.

Phonemic Awareness with Letters

Plentiful evidence exists to support the inclusion of letters in phonemic awareness instruction (Brady 2020; National Reading Panel 2000). Teaching letter-sound knowledge along with phonemic awareness improves readiness for decoding instruction (Carson, Bayetto, and Roberts 2019). Once students begin to decode, their phonemic awareness also improves.



SEE ALSO . . .

Use of Letter Names to Learn Letter

Sounds, p. 88

The most reliable and informative method of assessing phonological awareness is in-depth, individual testing.

—LANE & PULLEN, 2004

To make the transition to letters smooth, ensure that students can successfully blend and segment consonant-vowel-consonant words without letters first. Also, check to see that students know most of the letter names and many of the sounds that go with the letters before including letters in phonemic awareness instruction. That is, alphabet instruction and phonemic awareness instruction should remain separate until a clear trajectory toward mastery of both is established. At that point, including letters can accelerate progress (Snow, Burns, and Griffin 1998).

When to Assess and Intervene

Begin phonological awareness assessment in mid-Kindergarten and continue to assess it throughout the early elementary grades, as needed. Generally, once a student demonstrates decoding ability, assessment of phonological awareness is no longer necessary. For students who have low decoding skills in first and second grades, the best approach is to assess their phonological awareness before teaching it. Assessment will indicate which students need the instruction and which do not, or which students need to be taught rudimentary levels of phonemic awareness, such as phoneme isolation, or which are ready for more advanced levels, such as phoneme blending and segmentation (Ehri et al. 2001).

For students who have fallen behind in phonemic awareness, intensive intervention may be appropriate. Intensive intervention is characterized by more explicit modeling, smaller groups, additional time, or extra practice on new skills. Intervention may also include attention to the manner in which sounds are articulated. For some students, a focus on how sounds are produced provides a physical connection that makes the abstract notion of isolating sounds in words more understandable (Heilman, Voeller, and Alexander 1996).



SEE ALSO . . .

CORE Literacy Library

*Assessing Reading: Multiple Measures,**Revised 2nd Edition*

Older Struggling Readers

Phonological awareness may contribute less to older, normally developing readers but may make a big difference for older students who have failed to make normal progress in learning to read (Ehri et al. 2001). If a student continues to struggle with decoding in the upper grades, assessment in phonological awareness may still be appropriate. Lack of foundational skills can interfere with development of skilled decoding. Intervention for older students should focus on the phoneme level (Brady 2020).

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Purpose	✓ Phonological-Awareness Assessment	Publisher
Screening	Phonological Awareness Literacy Screening (PALS) ► PALS–K: Rhyme Awareness, Beginning Sound Awareness ► PALS 1–3: Level C, Phonemic Awareness	University of Virginia pals.virginia.edu
Screening Progress Monitoring	AIMSweb® Test of Early Literacy (TEL) ► Phoneme Segmentation Fluency	Pearson aimsweb.com
Screening Progress Monitoring	DIBELS® Next ► First Sound Fluency (FSF) ► Phoneme Segmentation Fluency (PSF)	Dynamic Measurement Group dibels.org
Screening Progress Monitoring	FastBridge earlyReading ► Word Rhyming ► Word Blending ► Word Segmenting	FastBridge Learning
Screening Progress Monitoring Diagnostic	easy CBM™ ► Phonemic Awareness	University of Oregon easycbm.com
Screening Progress Monitoring Diagnostic	TPRI Early Reading Assessment ► Phonemic Awareness	University of Texas tpri.org
Diagnostic	Comprehensive Test of Phonological Processing, 2nd Edition (CTOPP-2)	Pro-Ed
Diagnostic	Test of Phonological Awareness, 2nd Edition: PLUS (TOPA-2+)	Pro-Ed

Phonological Awareness

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LESSON MODEL FOR

Rhyming

Benchmarks

- ability to recognize words that rhyme
- ability to generate rhyming words

Strategy Grade Level

- Pre-K – Grade 1

Grouping

- small group

Materials

- picture cards of foods: bean, beet, corn, fish, fig, ham, jam, meat, milk, nut, peach, pear, peas, rice, roll, soup
- large envelope that says "Feed Me" on one side and "Thank You" on the other with string attached so that it can hang around a student's neck

Sources

- *The Hungry Thing* (2001) by Jan Slepian and Ann Seidler. New York: Scholastic.
- Activity adapted from *The Sounds Abound™ Program* (1998) by Orna Lenchner and Blanche Podhajski. East Moline, IL: LinguSystems, www.linguisystems.com.

The Hungry Thing

According to Bryant (1990), the recognition of rhyme may be the entry point to phonological awareness. By working with rhyme, students begin to attend to the way language sounds, separate from its meaning. This sample lesson model is based on the *The Hungry Thing*, a children's book by Jan Slepian and Ann Seidler. It focuses on single-syllable words that begin with single consonants. Once students become adept with this type of word, use the same model with single-syllable words beginning with digraphs or blends. This lesson model can be adapted and used to enhance phonological awareness instruction in any commercial reading program.



Develop Oral Language

Because it is very difficult to work with sounds in an unfamiliar word, it is important that students know the food names used in this lesson model. To ensure that students develop in-depth knowledge of the food names, refer to the sample lesson models in Section V: Vocabulary.

Teach/Model

RHyme RECOGNITION Explain to students that they are going to learn about rhyming words. Say: *Rhyming words are two or more words that sound the same in the middle and at the end. Listen carefully as I say these two rhyming words: ham-jam. Jam has /am/. Ham has /am/. They both have /am/, so they*

rhyme. Ask: Do ham and jam rhyme? (yes) What makes them rhyming words? (They sound the same in the middle and at the end.) Follow the same procedure with another rhyming word pair, such as meat-beet.

To clarify what is and what is not a rhyme, say: *Now listen carefully as I say two more words: rice-roll. Let's see. Rice has /ice/, but roll has /oll/. So rice and roll do not rhyme. Ask: Do rice and roll rhyme? (no) Follow the same procedure with word pairs toast-roast and fish-fig.*

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RHYME GENERATION Say: *If I wanted to come up with words that rhyme with fig, what part of the word would stay the same? The /ig/ would stay the same, as in the words big and dig. Display three food picture cards: nut, peach, bean. Have students identify the foods pictured on the cards. Say: I'm going to name the food on the card. Then I'm going to say a word that rhymes with the food name. Point to the picture of a nut. Say: This is a nut. A word that rhymes with nut is cut. Nut has /ut/. Cut has /ut/. They both have /ut/, so they rhyme. Follow the same procedure with peach (beach) and bean (green).*

Small-Group Guided Practice

Explain to students that you are going to tell them a story about a Hungry Thing who comes to town. The people in the town want to feed the Hungry Thing. They ask it what it wants to eat. For some reason, the Hungry Thing can't say the name of the food it wants to eat. Instead, it can only say a word that rhymes with the name of that food.

Before telling the story, select one student to be the Hungry Thing. Hang the "Feed Me" sign around the student's neck. Then pass out the food picture cards. Have students sit in a circle with their food picture cards facing up in front of them. Have each student say the name of the food on his or her card.



The Hungry Thing

NARRATION

- 1 Once upon a time there was a Hungry Thing that came into the town of (school location) and pointed to a sign around its neck that said "Feed Me."
- 2 And the townspeople asked, "What would you like to eat?"
- 3 The Hungry Thing answered, "Pilk."
- 4 "What is pilk?" the townspeople asked.
- 5 And a student in [classroom name] said, "Pilk rhymes with . . .
- 6 milk!"
- 7 Then the Hungry Thing wiped its mouth and pointed again to the "Feed Me" sign.
- 8 And the townspeople asked, "Now what would you like to eat?"
- 9 Then the Hungry Thing wiped its mouth, turned the sign around, pointed to it, and said, "Thank you."

ACTION / PROMPT

Prompt the Hungry Thing to point to its sign.



Supply a nonsense word that rhymes with a food named on one of the picture cards.

Pause and then prompt students to look at the picture cards for a food name that rhymes with *pilk*.

Direct the student who has the food name that rhymes with *pilk* (milk) to say the name of the food and to then put the card into the Hungry Thing's "Feed Me" envelope.

Prompt the Hungry Thing to point to the sign.

Repeat lines 3 through 6 until all students have fed the Hungry Thing.

Prompt the Hungry Thing to wipe its mouth, turn the sign around, point to it, and say, "Thank you."

Thank You

Say: *I'm going to tell you the story of the Hungry Thing. Listen carefully because each time the Hungry Thing asks for food, you must check to see if the name of the food on your picture card rhymes with what the Hungry Thing says it wants to eat. For example, the words pilk and milk rhyme. So if the Hungry Thing says it wants "pilk," whoever has the milk picture card would "feed" it to the Hungry Thing. To feed the Hungry Thing, you must put your picture card into the Hungry Thing's "Feed Me" envelope. Then lead students through the following interactive story.*

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**CORRECTIVE
FEEDBACK**

CORRECTIVE FEEDBACK If a student responds incorrectly, model the correct response. For example, say: *Listen carefully: pilk has /ilk/, but peas has /eas/. So pilk and peas do not rhyme. We need to find a food name that has /ilk/ in the middle and at the end. What food name rhymes with pilk? (milk)*

OBSERVE & ASSESS

Questions for Observation	Benchmarks
Do these two words rhyme: <i>ham, jam?</i>	Student can recognize words that rhyme.
A word that rhymes with <i>nut</i> is <i>cut</i> . Tell me another word that rhymes with <i>nut</i> .	Student can generate rhyming words.

LESSON MODEL FOR

Word-Part Blending, Segmentation, and Deletion

Benchmarks

- ability to blend word parts in a two-syllable compound word
- ability to segment and count word parts in a two-syllable compound word
- ability to delete a word part from a two-syllable compound word and to recognize the word that remains

Strategy Grade Level

- Pre-K – Grade 1

Grouping

- small group

Materials

- pairs of picture cards that form compound words: dog, house; tooth, brush; rain, coat; foot, ball; door, bell; pan, cake; pea, nut
- picture cards of compound words: doghouse, toothbrush, raincoat, football, doorbell, pancake, cupcake, peanut, hotdog, grapefruit, popcorn, sailboat, starfish



SEE ALSO . . .

LESSON MODEL: Compound Words, p. 521

Phonological Medley

According to Lane and Pullen (2004), “the most fundamental level of phonological awareness is the word level. At the word level, two-syllable compound words provide a good starting point for skill instruction in blending, segmentation, and deletion. This sample lesson model, which is divided into three parts, can be adapted and used to enhance phonological awareness instruction in any commercial reading program.

Develop Oral Language

Because it is very difficult to work with sounds in an unfamiliar word, it is important that students are familiar with the meaning of the compound words used in this lesson model. To ensure that students develop in-depth knowledge of the compound words, refer to the sample lesson models in Section V: Vocabulary.

BLEND WORD PARTS: DOGHOUSE

Teach/Model

On a dry-erase board or chalkboard tray, display the picture cards of the dog and the house as shown below.



Point to the picture card of the dog and say: *This is a dog*. Point to the picture card of the house and say: *This is a house*. Slide the two picture cards together and say: *When I put the two word parts together and say them fast, I make a new word, doghouse*. Ask: *What is the word when I say the two parts fast?* (doghouse) Now, display the picture card of the doghouse next to the picture cards of the dog and the house. Point to the doghouse and say: *A house that a dog lives in is a doghouse*. Ask: *What is a house that a dog lives in?* (a doghouse). Follow the same procedure with the word *toothbrush*.

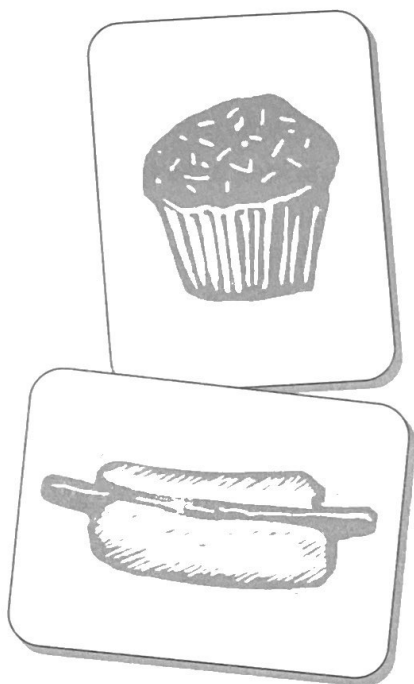
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Small-Group Guided Practice

Display the following picture cards and identify their names: rain, coat; foot, ball; door, bell; and pan, cake. Say: *We're going to play a game with these picture cards. I'll show you how*. Give a volunteer the picture card of the coat. Say: *Listen as I say two word parts: rain . . . coat*. Hold up the picture card of rain and say: *I have the rain picture card*. Ask: *Who has the coat picture card?* Direct the volunteer to come to the front of the classroom. Place the picture card of rain on the dry-erase board or chalkboard tray. Direct the volunteer to place the picture card of the coat to the right of the picture card of rain and to create a small space between the cards. Say: *Listen as we say the word parts*. Point to the picture card of rain and say *rain*. Prompt the volunteer to point to his or her picture card and say *coat*.

Slide the two picture cards together and say: *Now everyone say the two word parts fast. What's the word?* (raincoat). Place the picture card of the raincoat next to the picture cards of rain and the coat. Point to the picture card of the raincoat and ask: *What is a coat that you wear in the rain?* (a raincoat) Now pass out all the picture cards to students and follow the same procedure to make the following compound words: *football, doorbell, cupcake, peanut, hotdog, grapefruit, pancake, popcorn*.



SEGMENT WORDS: YUMMY, YUMMY

Teach/Model

Display picture cards of a cupcake and a peanut. Point to the cupcake and say: *This is a cupcake. There are two word parts in cupcake, cup and cake. Listen carefully as I say and clap each of the words parts in cupcake.* Demonstrate by clapping the word parts as you say them. Pause briefly between the two parts. Say: *I just clapped two times. How many times did I clap? (two) There are two word parts in cupcake, cup and cake.* Repeat the procedure with the word *peanut*.

Small-Group Guided Practice

Display the following picture cards: cupcake, peanut, popcorn, hotdog, grapefruit, and pancake. Say: *Now we will practice clapping word parts as we say the chant "Yummy, Yummy."* When it is your turn to name a food that you like to eat, you can choose one of the foods on the picture cards. I'll show you how. Using the picture card of the popcorn, chant "Yummy, Yummy," as shown below. Then repeat the chant, asking students to take turns choosing a picture card and reciting the line "I like [food pictured on card]" while clapping the word parts. Continue until every student has had a turn to choose and recite.

Yummy, Yummy

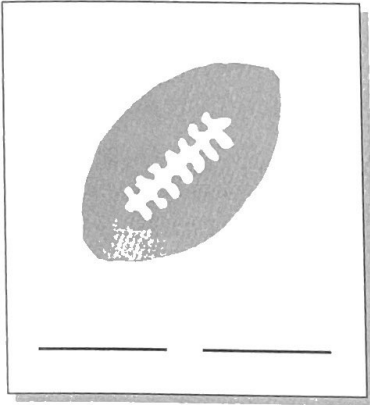


*Class chants: Yummy, yummy, rub your tummy.
What's a treat you like to eat?
(Students rub their tummies.)*

*Student chants: I like pop•corn.
(Student supplies a food name,
clapping the word parts as they are said.)*

*Class chants: [Student's name] likes pop•corn.
(Class repeats food name, clapping the word parts.)*

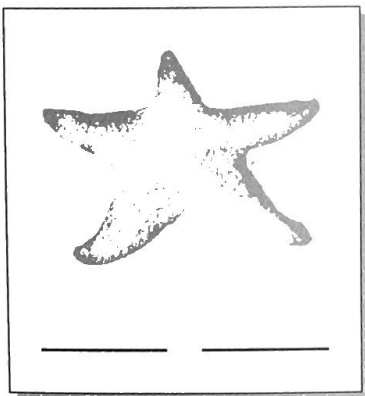
DELETE WORD PARTS: STARFISH

**Teach/Model**

Draw a picture of a football on the board. Then say: *This is a football. Let's say the word together: football.* Clap the two word parts as you say *foot•ball*. Ask: *How many times did I clap?* (two) *How many word parts do you hear in the word football?* (two)

Draw two lines below the picture of the football. Put a self-stick note on the line to the left. Point to the self-stick note and say: *The first word part in football is foot. What is this word part?* (foot) Put a self-stick note on the line to the right. Point to the self-stick note on the line to the right and say: *The last word part in football is ball. What is this word part?* (ball)

Say: *Now watch carefully as I take away one of the word parts.* Take away the self-stick note on the line to the left and say: *When I take away the foot in football, the word part that is left is ball. What word part is left?* (ball) Put the self-stick note back on the line to the left and say: *Now I am going to take the last word part away.* Take away the self-stick note on the line to the right and say: *When I take away the ball in football, the word part that is left is foot. What word part is left?* (foot) Follow the same procedure with the word *rainbow*.

**Small-Group Guided Practice**

Teach students the chant "There's a Starfish Hidden Under My Bed." Display the picture of the starfish. Using the clapping and self-stick-note procedure described above, chant the rhyme slowly. As you chant, remember to remove the note that represents the deleted syllable *star*.

CONTINUED ►

There's a Starfish Hidden Under My Bed

There's a starfish hidden under my bed
 STARFISH (*clap, clap*), STARFISH (*clap, clap*)
 Someone took the star — What's left instead?
 Someone took the star — What's left instead?
 (*remove self-stick note*)
 It's just a . . . fish! A fish!

"There's a Starfish Hidden Under My Bed" (1997) by Fran Avni.

Then chant the rhyme again, this time removing the note that represents the deleted syllable *fish*.

Someone took the fish—What's left instead?
 It's just a . . . star! A star!

Repeat the same procedure with other pictures and words, such as *sailboat*, *doorbell*, and *pancake*, each time varying the deleted word part.

OBSERVE & ASSESS

Questions for Observation

Benchmarks

Listen as I say two small words: *dog•house*. Can you put the two words together to make a bigger word? (doghouse)

Student can blend the syllables in a two-syllable compound word.

Can you clap the word parts in *cupcake*? (cup•cake) How many times did you clap? (two)

Student can segment and count the syllables in a two-syllable compound word.

Say *starfish*. Now say *starfish* without the *fish*. (star)

Student can delete a syllable from a two-syllable compound word and recognize the word that remains.

LESSON MODEL FOR

Syllable Segmentation
and Blending

Benchmarks

- ability to clap and count syllables in two- and three-syllable words
- ability to say each syllable in two- and three-syllable words
- ability to orally blend syllables into a whole word

Strategy Grade Level

- Pre-K – Grade 1

Grouping

- small group

Materials

- pictures or models of vegetables whose names have two or three syllables: carrot, lettuce, pepper, radish; cucumber, celery, potato, tomato
- brown construction paper for salad bowls
- colored markers

Salad Toss

The ability to segment syllables usually precedes the ability to segment phonemes, and most students acquire this skill with minimum instruction (Liberman, Shankweiler, and Liberman 1989). Some research has shown, however, that it is not necessary or valuable for students to learn the term *syllable*. What is critical, however, is for them to be able to understand the concept of syllables and how to manipulate them (Lane and Pullen 2004). This sample lesson model can be adapted and used to enhance syllable awareness instruction in any commercial reading program.

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Develop Oral Language

Because it is very difficult to work with sounds in an unfamiliar word, it is important that students know the meaning of salad and the food names used in this lesson model. To ensure that students develop in-depth knowledge of salad and the food names, refer to the sample lesson models in Section V: Vocabulary.

Teach/Model

Attach two brown paper salad bowls to a bulletin board. In one bowl, draw two dots and a carrot. In the other bowl, draw three dots and a tomato.



Say: *Here are two salad bowls.* Point to the salad bowl with the carrot in it. Ask: *What vegetable is in this bowl?* (a carrot) Say:

That's right. I am going to clap as I break the word carrot into parts. Demonstrate by clapping the word parts as you say car • rot. Then say: I just clapped two times. The word carrot has two word parts. Now clap and say the word parts with me: car • rot. Great. Ask: How many times did we clap? (two) How many word parts are in carrot? (two) Now I am going to say the parts again, one at a time. Listen carefully because I am going to ask you to put the parts together to make a whole word: car • rot. Ask: What is the whole word? (carrot) Repeat the procedure with tomato (to • ma • to). Be sure students recognize that tomato has three word parts.

Small-Group Guided Practice

VEGGIE SALADS Say: *Now we are going to fill up the salad bowls. Show the picture or model of a pepper. Ask: What is the name of this vegetable? (pepper) Say: Clap the word parts in pepper with me. (pep • per) Ask: How many word parts did you clap? (two) Point to the two-dot bowl. Ask: How many word parts are in carrot? (two) Point to the three-dot bowl. Ask: How many word parts are in tomato? (three) Say: We're going to put the pepper in the bowl with the carrot because pepper and carrot both have two word parts. Say and clap the two words with me. (pep • per, car • rot) Ask: How many times did we clap for each word? (two times) Say: That's right. Ask: Can anyone help me draw a picture of a pepper in the salad bowl?*

Show the picture or model of a cucumber. Ask: *What is the name of this vegetable? (cucumber) Say: Clap the word parts in cucumber with me. (cu • cum • ber) Ask: How many word parts did you clap? (three) Ask: In which bowl should I put the cucumber—the bowl with the pepper or the bowl with the tomato? (the bowl with the tomato) Say: That's right. We're going to put the cucumber in the bowl with the tomato because tomato and cucumber both have three word parts. Ask: Can anyone help me draw a picture of a cucumber in the salad bowl? Now repeat the same procedure using pictures or models of a head of lettuce, a radish, a potato, and a bunch of celery.*



CORRECTIVE FEEDBACK If a student responds incorrectly, model the correct response. For example, say: *Listen carefully as I count the word parts in cucumber: (cu • cum • ber). I clapped three word parts. Now you clap with me: (cu • cum • ber). How many word parts did you clap? (three) Yes, the word cucumber has three word parts.*



For Spanish-speaking students, use the following two- and three-syllable names of fruit: *higo, pera, piña, uva, melon; manzana, sandía, banana, and naranja.*

CRAZY SALADS Give students practice segmenting word parts of two- and three-syllable words other than names of vegetables. Attach two more paper salad bowls to a bulletin board. On one bowl, draw or attach two dots, and on the other, three dots. Invite students to make “crazy salads” by drawing or cutting out pictures of objects whose names have two or three syllables to put in the bowls. For example, students might place “ingredients” such as a spider, a skateboard, and a pencil into the two-dot bowl. They might place items such as a computer, an elephant, and a bicycle into the three-dot bowl. Be sure students cut out or draw only objects that they can easily name. Have students identify the items they add to the salad, clapping out the word parts as they put the pictures into the appropriate salad bowl.

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OBSERVE & ASSESS

Questions for Observation

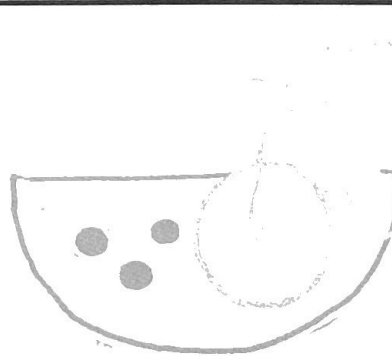
Benchmarks

Can you put these word parts together to make a whole word: *cu • cum • ber?* (cucumber)

Student can blend syllables to form a whole word.

Can you clap the word parts in *cucumber?* (cu • cum • ber) How many times did you clap? (three)

Student can segment and count the syllables in a three-syllable word.



II. EARLY LITERACY

LESSON MODEL FOR Intrasyllable Blending

Benchmark

- ability to blend onset-rime to produce one-syllable words
- ability to blend body-coda to produce one-syllable words

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Strategy Grade Level

- Pre-K – Grade 1

Grouping

- small group

Materials

- pictures or plastic models of animals whose names have one syllable, for example: bat, bear, bee, bird, cat, cow, deer, duck, fish, fox, frog, goat, goose, hen, horse, mouse, pig, shark, sheep, skunk, snake, swan, toad, wolf
- kitchen items whose names have one syllable: cup, fork, glass, knife, lid, pan, plate, pot, spoon
- a hand puppet (one that is not an animal)



SEE ALSO . . .

Onset-Rime, p. 38

Critter Sitter

Syllables can be divided into smaller, intrasyllabic units: onset-rime or body-coda. For example, in the one-syllable word *street*, /str/ is the onset and /eet/ is the rime. For the same word, /stree/ is the body and /t/ is the coda. Intrasyllabic units are an essential and instructionally useful level of phonologic awareness between syllables and phonemes (Adams 1990). Practicing body-coda blending helps particularly with successive or continuous blending during decoding. This sample lesson model can be adapted and used to enhance onset-rime or body-coda instruction in any commercial reading program.

Develop Oral Language

Because it is very difficult to work with sounds in an unfamiliar word, it is important that students can identify the names of the animals and kitchen items used in this lesson model. To ensure that students develop in-depth knowledge of these names, refer to the sample lesson models in Section V: Vocabulary.

Teach/Model

ONSET-RIME Introduce students to the puppet, Critter Sitter. Then say: *Critter Sitter works at the zoo taking care of animals. Critter is another word for animal. Critter Sitter talks in a funny way. It does not say a whole word at one time. Listen carefully. When Critter Sitter says /k/ . . . /at/, it means cat. Repeat the onset and rime for cat and then ask: What word is Critter Sitter trying to say? (cat) Say: Listen as Critter Sitter says another word: /f/ . . . /ox/. The word is fox. Repeat the onset and rime for fox and then ask: What word is Critter Sitter trying to say? (fox)*

BODY-CODA Say: *Critter Sitter doesn't always say words in the same way. Listen carefully. When Critter Sitter says /fi/ . . . /sh/, it means fish. Repeat the body and coda for fish and then ask: What word is Critter Sitter trying to say? (fish) Say: Listen as*



The **onset** of a syllable is everything that precedes the vowel. The **rime** is everything from the vowel to the end of the syllable. The **body** of a syllable is the vowel and everything before it. The **coda** is everything after the vowel.

Critter Sitter says another word: /toa / . . . /d/. The word is toad. Repeat the body and coda for toad and then ask: What word is Critter Sitter trying to say? (toad)

Small-Group Guided Practice: Catch the Critters

Draw a picture of a large cage on the board. Display pictures or models of the animals. Then say: *Critter Sitter has a big problem at the zoo. Some of the animals, or critters, have escaped. To get them back into their cages, Critter Sitter needs to call the critters by name. Since Critter Sitter talks in a funny way, it needs your help to catch the critters.*

ONSET-RIME Hold up the Critter Sitter puppet. Explain that Critter Sitter is going to say the name of the critter that it needs to catch. Hold up the picture or model of the bat. Critter Sitter says: *I need to catch the /b/ . . . /at/.* Ask: *What animal does Critter Sitter want to catch?* (bat) Say: *That's right, the bat.* Now, set the picture or model of the bat below the cage and hold up the picture or model of the snake. Critter Sitter says: *Now I need to catch the /sn/ . . . /ake/.* Ask: *What animal does Critter Sitter want to catch?* (snake) Say: *That's right, the snake.* Put the picture or model of the snake below the cage.

BODY-CODA Say: *Let's help Critter Sitter catch some more critters.* Hold up the picture or model of the bird. Critter Sitter says: *I need to catch the /bir/ . . . /d/.* Ask: *What animal does*



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Critter Sitter want to catch? (bird) Say: *That's right, the bird.* Now, set the picture or model of the bird below the cage and hold up the picture or model of the goat. Critter Sitter says: *Now I need to catch the /goa/ . . . /t/.* Ask: *What animal does Critter Sitter want to catch?* (goat) Say: *That's right, the goat. Put the picture or model of the goat below the cage.*

Small-Group Guided Practice: Kitchen Helpers

ONSET-RIME Display the kitchen items on a desk or table. Explain that Critter Sitter likes to cook, but also it likes having lots of kitchen helpers. Say: *I'll be the first helper.* Critter Sitter says: *Please hand me a /k/ . . . /up/.* Say: *Cup. Here's a cup.* Give Critter Sitter the cup. Say: *Now I want you to be Critter Sitter's helpers.* Critter Sitter says: *Please hand me a /f/ . . . /ork/.* Ask: *What does Critter Sitter want?* (He wants a fork.) Ask: *Who wants to give Critter Sitter the fork?* Repeat the same procedure with remaining items: spoon, plate, pot, and bowl.

BODY-CODA Say: *Let's help Critter Sitter again. This time Critter Sitter will say the word parts in a different way.* Display the kitchen items on a desk or table. Say: *Critter Sitter is ready for its helpers! I'll be the first helper.* Critter Sitter says: *Please hand me a /ku/ . . . /p/.* Say: *Cup. Here's a cup.* Give Critter Sitter the cup. Say: *Now I want you to be Critter Sitter's helpers.* Critter Sitter says: *Please hand me a /for/ . . . /k/.* Ask: *What does Critter Sitter want?* (He wants a fork.) Ask: *Who wants to give Critter Sitter the fork?* Repeat the same procedure with remaining items: spoon, plate, pot, and bowl.

Question for Observation	Benchmark
What whole word am I trying to say: /p/.../ot/? (pot)	Student can blend onset and rime to produce a one-syllable word.
What whole word am I trying to say: /po/.../t/? (pot)	Student can blend body and coda to produce a one-syllable word.

LESSON MODEL FOR

Phoneme Isolation

Benchmarks

- ability to isolate the initial sound in a one-syllable word
- ability to isolate the final sound in a one-syllable word

Strategy Grade Level

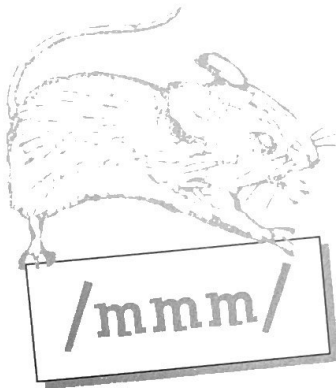
- Pre-K – Grade 1

Grouping

- small group

Materials

- toy animals or pictures of animals: ant, ape, bat, bee, bird, cat, deer, dog, fish, fox, goat, goose, horse, mole, moose, mouse, mule, pig, rat, seal, toad, wolf, worm



Bridge Game

Phoneme isolation requires students to recognize individual sounds in words. Because it is easier to isolate an initial sound, instruction on an initial sound should precede that of a final sound. To eliminate confusion between the final sound of a syllable and the final sound of a word, begin instruction with one-syllable words. This sample lesson model, which is based on the work of Zhurova (1963), targets initial and final /m/. The same model can be adapted and used to enhance phoneme isolation instruction for other initial and final phonemes in any commercial reading program.

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Develop Oral Language

Because it is very difficult to work with sounds in an unfamiliar word, it is important that students can identify the animals used in this lesson model. To ensure that students develop in-depth knowledge of these animal names, refer to the sample lesson models in Section V: Vocabulary.

Teach/Model

INITIAL SOUND Hold up the toy mouse or a picture of a mouse. Say: *This is a mouse.* Ask: *What is the name of this animal?* (mouse) Say: *Listen carefully while I say the word again, mouse.* Repeat the word, this time accentuating the initial sound, *mmmouse*. Say: *The first sound in mouse is /mmm/.* Say *the first sound with me, /mmm/.* Ask: *What's the first sound in mouse?* (/mmm/) *Good.* Repeat the same sequence of instruction with other one-syllable animal names.

FINAL SOUND Hold up the toy worm or a picture of a worm. Say: *This is a worm.* Ask: *What is the name of this animal?* (worm) Say: *Listen carefully while I say the word again, worm.* Repeat the word, this time accentuating the final sound,



wormmmm. Say: *The last sound in worm is /mmm/. Say the last sound with me, /mmm/. Ask: What's the last sound in worm? (/mmm/) Good.* Repeat the same sequence of instruction with other one-syllable animal names.

INTERVENTION STRATEGY Some students may need help isolating the sound of the letter. Say: *Let's see how we make the sound /mmm/ with our mouths. Let's say the sound again. (/mmm/) Say: Tell me how your lips move when you say /mmm/. (They come together.) Say: Yes, they come together. Does any air come out? (no) Say: Try holding your nose. Can you still say /mmm/? (no) Say: That is because the air comes through your nose when you make the sound /mmm/.*

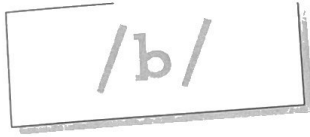
Small-Group Cumulative Guided Practice

To play the Bridge Game, students should be familiar with the initial and final sounds in each of the animal names. Prepare to play the game by creating a bridge out of chairs or other props.

Give each student a toy animal or a picture of an animal. Have each student say the name of his or her animal. Have students stand in a line on one side of the bridge while you stand on the other side. Tell students that you are the lion who guards the bridge. Say: *To cross the bridge, you need to answer two questions: What animal are you? What is the first sound in your name? Let's begin.* Say: *I am the lion who guards the bridge!* Ask the first student in line: *What animal are you? (moose) What is the first sound in your name? (/mmm/) Excellent. You may cross my bridge.* Repeat the same procedure until all of the animals have crossed the bridge.



CORRECTIVE FEEDBACK If a student responds incorrectly, model the correct response. Say: *The first sound in moose is /mmm/. Say the sound with me, /mmm/. Ask: What is the first sound in moose? (/mmm/) Say: Good. You may cross the bridge.*



When all the students (or animals) have crossed the bridge, go to the opposite side and tell students that it is now time for the animals to return to their homes.

Explain to students that the lion will ask again for the name of the animal, but this time instead of asking for the first sound in the animal name, the lion will ask for the last sound. Say: *Let's try it.* Call on the first student and say: *I am the lion who guards the bridge!* Ask: *What animal are you?* (goat) *Excellent. What is the last sound in your name?* (/t/) *Very good. You may cross back over my bridge.* Repeat the same procedure until all of the animals have returned home.

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CORRECTIVE FEEDBACK If a student responds incorrectly, model the correct response. Say: *The last sound in goat is /t/. Say the sound with me, /t/.* Ask: *What is the last sound in goat?* (/t/) Say: *Good. You may cross the bridge.*



INTERVENTION STRATEGY Some students may need help isolating the sound of the letter. Say: *Let's see how we make the sound /t/ with our mouths. Let's say the sound again.* (/t/) Ask: *Did you feel a lot of air come out?* (yes) Say: *Try to close your lips and say /t/.* Can you do it? (no) Say: *Another part of your mouth makes /t/.* Can you feel what part? (the tongue) Ask: *Where is your tongue when you say the /t/ sound at the end of bat?* (At the top of your mouth behind your teeth.)

OBSERVE & ASSESS

Questions for Observation

Benchmarks

What is the first sound in *moose*? (/mmm/)

Student can isolate the initial sound in a one-syllable word.

What is the last sound in *moose*? (/sss/)

Student can isolate the final sound in a one-syllable word.

LESSON MODEL FOR Phoneme Identity

Benchmarks

- ability to isolate initial and final sounds in words
- ability to recognize and match the same sound in different words
- ability to generate words with the same initial and final sounds

Strategy Grade Level

- Pre-K – Grade 1
and/or Intervention

Grouping

- small group

Materials

- classroom objects: ball, book, can, doorknob, hat, lightbulb, marker, pen



As you say *book*, be sure to emphasize and enunciate clearly the initial sound without “bouncing” it by saying *b-b-b*.

Sound Match

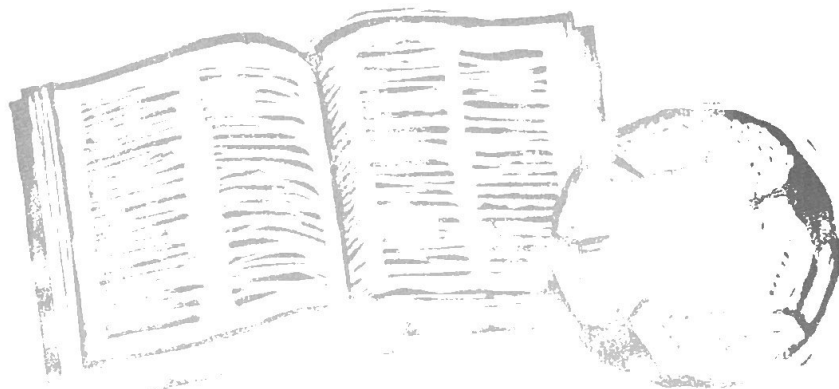
Phoneme identification requires students to recognize the common sound in different words. Students should be able to identify a target sound in the initial position, before the same sound is introduced in the final position. After introducing a sound in both initial and final positions, move on to the next target sound. This sample lesson model targets initial and final /b/. The same model can be adapted and used to enhance phoneme identification instruction for other initial and final phonemes in any commercial reading program.

Develop Oral Language

Because it is very difficult to work with sounds in an unfamiliar word, it is important that students can identify the names of the objects used in this lesson. To ensure that students develop in-depth knowledge of the object names, refer to the sample lesson models in Section V: Vocabulary.

Teach/Model

INITIAL SOUND Hold up a book. Say: *I want you to listen carefully for the first sound in book.* Say the word *book* again, emphasizing the initial sound. Say: *The first sound in book is /b/.* Ask: *What is the first sound in book? (/b/)* Say: *That’s right. The first sound in book is /b/.*





To adapt this lesson model for Spanish-speaking students, display a pencil (*lápiz*), a book (*libro*), and a pair of scissors (*tijeras*).



When selecting distracters, be sure that their initial sounds are easily distinguishable from the target sound—or not easily confused such as /b/ and /p/.

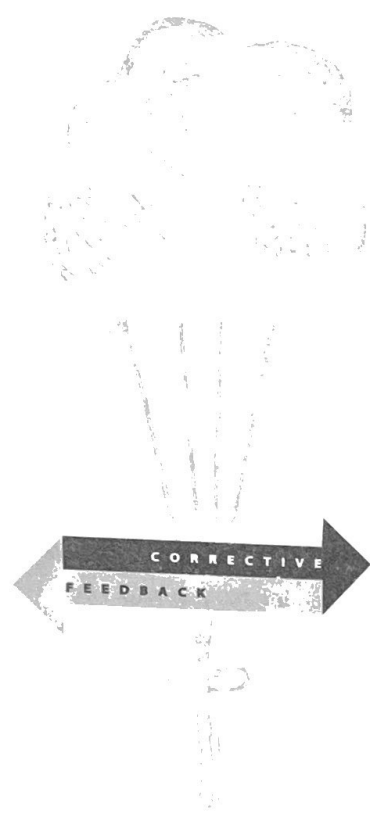


If three-choice problems are too difficult, use two-choice problems. When students are ready, move on to three-choice problems.

Say: *Now we are going to listen for words that have the same first sound as book.* Display a hat, a marker, and a ball. Say: *Listen carefully as I identify the object whose name has the same first sound as book.* Hold up the hat. Say: *This is a hat. The first sound in hat is /h/.* Ask: *What is the first sound in hat? (/h/)* Say: *Listen carefully: hat /h/, book /b/.* Hat and book do not have the same first sound. Ask: *Do hat and book have the same first sound? (no)* Repeat the same procedure with the marker. Then, hold up the ball. Say: *This is a ball. The first sound in ball is /b/.* Ask: *What is the first sound in ball? (/b/)* Say: *Listen carefully: ball /b/, book /b/.* Ball and book have the same first sound. Ask: *Do ball and book have the same first sound? (yes)* Point to all three objects. Ask: *Which one of these object names has the same first sound as book: hat, marker, or ball? (ball)* Hold up the ball and say: *That's right. Book and ball have the same first sound, /b/.*

FINAL SOUND Point to a doorknob. Say: *I want you to listen carefully for the last sound in knob.* Say the word *knob* again, emphasizing the final sound. Say: *The last sound in knob is /b/.* Ask: *What is the last sound in knob? (/b/)* Say: *That's right. The last sound in knob is /b/.*

Say: *Now we are going to listen for words that have the same last sound as knob.* Display a pen, a lightbulb, and a can. Say: *Listen carefully as I identify the object whose name has the same last sound as knob.* Hold up the pen. Say: *This is a pen. The last sound in pen is /n/.* Ask: *What is the last sound in pen? (/n/)* Say: *Listen carefully: pen /n/, knob /b/.* Pen and knob do not have the same last sound. Ask: *Do pen and knob have the same last sound? (no)* Repeat the procedure with the lightbulb and the can. Point to all three objects. Ask: *Which one of these object names has the same last sound as knob: pen, bulb, or can? (bulb)* Hold up the bulb and say: *That's right. Knob and bulb have the same last sound /b/.*



OBSERVE & ASSESS

Small-Group Guided Practice

Say: *We are going to play a game called I Spy. I'll show you how.* Hold up a book and say: *I spy something in the room whose name has the same first sound as book.* Ask: *Do you see anything in the room whose name has the same first sound as book?* Have students find and name the object, for example, a balloon. Then say: *Yes, balloon!* Ask: *What is the first sound in book and balloon? (/b/)* Say: *Very good. The first sound in book and balloon is /b/.* After playing this game with initial sounds, play it with final sounds.

CORRECTIVE FEEDBACK If a student responds incorrectly, model the correct response. For example, say: *Listen carefully: book /b/, light /l/. Light does not have the same first sound as book. Let's see if we can find an object whose name has the same first sound as book. I spy a balloon. Listen carefully: book /b/, balloon /b/. Book and balloon have the same first sound.*

Questions for Observation	Benchmarks
What is the first sound in <i>book</i> ? (/b/) What is the last sound in <i>book</i> ? (/k/)	Student is able to identify initial and final sounds in words.
Which word has the same first sound as <i>book</i> : <i>hat</i> , <i>ball</i> , or <i>marker</i> ? (<i>ball</i>) Which word has the same last sound as <i>knob</i> : <i>pen</i> , <i>bulb</i> , or <i>can</i> ? (<i>bulb</i>)	Student is able to match the same sound in different words.
Name an object whose name has the same first sound as <i>book</i> . (<i>balloon</i>) Name an object whose name has the same last sound as <i>knob</i> . (<i>bulb</i>)	Student is able to generate words with the same initial or final sound.

LESSON MODEL FOR

Phoneme
Categorization

Benchmark

- ability to isolate the initial sound in words
- ability to recognize the picture or word that has the odd initial sound in a set of three one-syllable words

Strategy Grade Level

- Pre-K – Grade 1 and/or Intervention

Grouping

- small group

Materials

- sets of picture cards: bus, ball, mouse; cow, car, hat; fish, foot, tent; milk, mop, cup; lamp, lips, ring; pot, pig, bean; soup, sun, dog; duck, door, egg
- pocket chart

Odd One Out

Phoneme categorization is an oddity task requiring students to recognize a word with the odd phoneme, or sound, in a set of three or four words. Instruction should begin with initial sounds, followed by final sounds. Work with medial sounds should begin after students are skilled with initial and final sounds (Lane and Pullen 2004). This sample lesson model targets initial sounds. The same model can be adapted and used to enhance phoneme categorization instruction in any commercial reading program.

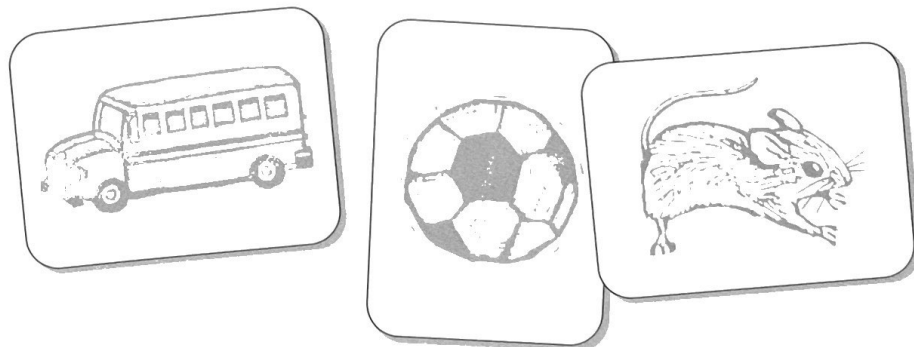
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Develop Oral Language

Because it is very difficult to work with sounds in an unfamiliar word, it is important that students can name the pictures on the picture cards used in this lesson model. To ensure that students develop in-depth knowledge of the picture names, refer to the sample lesson models in Section V: Vocabulary.

Teach/Model

Display the following picture card set: bus, ball, mouse. Say: *The name of one of these pictures does not belong with the others. It begins with a different sound. Listen carefully as I say each picture name and its first sound.* Point to the picture card of the bus. Say: *This is a bus. The first sound in bus is /b/.* Point to the





OBSERVE & ASSESS

picture card of the ball. Say: *This is a ball. The first sound in ball is /b/.* Point to the picture card of the mouse. Say: *This is a mouse. The first sound in mouse is /m/.* Then say: *bus, ball, mouse.* *Bus and ball begin with /b/. Mouse begins with /m/.* *Mouse does not belong. It does not have the same first sound as bus and ball, /b/.* Now you say the words with me. Point to each picture card as students identify it. Ask: *Which word does not belong?* (mouse) Say: *Good. Mouse doesn't belong because it doesn't have the first sound /b/.* Repeat the same procedure with picture card sets cow, car, hat; fish, foot, tent.

Small-Group Guided Practice

Display the following picture card sets in a pocket chart, three to a row: milk, mop, cup; lamp, lips, ring; pot, pig, bean; soup, sun, dog; duck, egg, door. Say: *Now it's your turn to figure out which picture name does not belong. Let's try it.* Ask a volunteer to come to the front. Direct the volunteer to point to each picture card on the first row and say its name: *milk, mop, cup.* Remind students to listen carefully to the first sound in each picture name. Ask the volunteer: *Can you point to the card and say the picture name that does not belong?* (cup) Say: *Yes, cup begins with a different sound than milk or mop. Milk and mop begin with /m/.* Repeat the same procedure with the remaining picture card sets until all students have had a turn.

CORRECTIVE FEEDBACK If a student responds incorrectly, model the correct response. For example, say: *Listen carefully: milk /m/, mop /m/, cup /k/. Cup doesn't belong. It begins with /k/, a different sound than milk or mop, /m/. Milk and mop begin with /m/.* Ask: *What word doesn't belong?* (cup).

Question for Observation

Benchmark

What word does not belong:
bus, ball, mouse? (mouse)

Student can recognize a word that has the odd initial sound in a set of three one-syllable words.

LESSON MODEL FOR

Phoneme Blending

Benchmark

- ability to blend spoken phonemes to form one-syllable words

Strategy Grade Level

- Pre-K – Grade 1

Grouping

- small group

Materials

- hand puppet

Simon Says

Blending and segmenting phonemes are the two phonemic awareness skills most useful for the acquisition of decoding skills (National Reading Panel 2000). Phoneme blending requires students to listen to a sequence of separately spoken sounds and then to combine them to form a word. An effective method for teaching students the concept of phoneme blending is to use a puppet that speaks in “secret language” (Lane and Pullen 2004). The idea is that the puppet can only say words one sound at a time. This sample lesson model can be adapted and used to enhance instruction in phoneme blending in any commercial reading program.

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Develop Oral Language

Because it is very difficult to work with sounds in an unfamiliar word, it is important that students know the body-part names used in this lesson. To ensure that students develop in-depth knowledge of body part names, play a practice game of Simon Says.

Simon Says

Leader: Simon says, “Close your eyes.”

(Students close their eyes.)

Leader: Simon says, “Wiggle your finger.”

(Students wiggle a finger.)

Leader: “Nod your head.”

(Students do nothing.)

Leader: Simon says, “Lift your foot.”

(Students lift a foot.)



Be sure to pause briefly
before pronouncing the next
sound, and avoid adding an
/uh/ when pronouncing a
consonant sound.

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SEE ALSO . . .

Blendable Sounds, p. 121

Teach/Model

Introduce students to the puppet. Say: *This is Simon. Simon likes to talk in a funny way. He likes to say words one sound at a time. Listen as Simon says the sounds in the word.* Hold up the puppet and in a Simon voice say: /n/ /ō/ /z/. Then say in your own voice: *The word is nose.* Ask: *What word does Simon mean when he says the sounds /n/ /ō/ /z/?* (nose) *Good. Let's try another one.* Hold up the puppet and say: *Simon says /n/ /ē/.* The word is knee. Ask: *What word does Simon mean when he says the sounds /n/ /ē/?* (knee) Say: *That's correct, knee.*

Small-Group Guided Practice

Say: *Now it's your turn to figure out what Simon is saying. Listen as Simon says the sounds in a word.* Hold up the puppet and say: *Simon says /ar/ /m/.* Ask: *What word is Simon trying to say?* (arm). Repeat with /l/ /e/ /g/, leg.

Review the rules of Simon Says. Then say: *Now we are going to play Simon Says, but this time I will talk like Simon. After I say the sounds, you will say the word and then perform the action. Remember, you move only when Simon says so. Let's try it.* Play the role of leader, using the example below.

Simon Says

Leader: Simon says, "Touch the tip of your /n/ /ō/ /z/."
What's the word? (nose)
(Students touch the tip of the nose.)

Leader: Simon says, "Blink your /ī/ /z/."
What's the word? (eyes)
(Students blink their eyes.)

Leader: Simon says, "Shake your /l/ /e/ /g/."
What's the word? (leg)
(Students shake a leg.)

Shake your /l/ /e/ /g/

Leader: Touch your /n/ /e/ /k/.
What's the word? (neck)
(Students make no movement.)

Leader: Simon says, "Touch your /t/ /ō/ /z/."
What's the word? (toes)
(Students touch their toes.)

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Continue the game, using other one-syllable body-part names in the following sequence: arm, knee, lips, wrist, foot, heel, head, hand, and waist.



CORRECTIVE FEEDBACK If a student responds incorrectly, model the correct response. For example, say: *My turn. Simon says touch your /n/ /ō/ /z/. The word is nose. Touch your nose. Say: Your turn. Simon says touch your /n/ /ō/ /z/. Ask: What's the word? (nose) Say: Yes, nose.*

OBSERVE & ASSESS

Question for Observation	Benchmark
What word is /n/ /ō/ /z/? (nose)	Student can blend spoken phonemes to form a whole word.

LESSON MODEL FOR Phoneme Segmentation and Blending

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Benchmarks

- ability to segment spoken phonemes in one-syllable words
- ability to blend spoken phonemes to form one-syllable words

Strategy Grade Level

- Pre-K – Grade 1
and/or Intervention

Prerequisite

- ability to blend spoken phonemes

Grouping

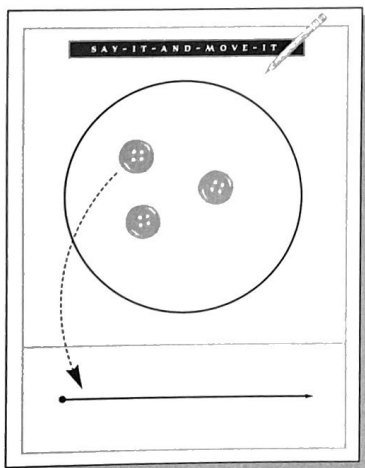
- small group

Activity Master (Resources)

- Say-It-and-Move-It Board

Materials

- copies of Say-It-and-Move-It Board
- manipulatives: small cubes or buttons



Say-It-and-Move-It

Phoneme segmentation requires students to break a word into its separate sounds. Teaching how to segment words into sounds helps students learn to spell (Armbruster, Lehr, and Osborn 2001). This sample lesson model is based on the say-it-and-move-it activities described in *Road to the Code* (Blachman et al. 2000). This sample lesson model targets two-phoneme words. The same model can be adapted for three- or four-phoneme words and used to enhance instruction in phoneme segmentation and blending in any commercial reading program.

Develop Oral Language

Because it is very difficult to work with sounds in an unfamiliar word, it is important that students know the meaning of the words used in this lesson model. To ensure that students develop in-depth knowledge of the words, refer to the sample lesson models in Section V: Vocabulary.

Teach/Model

Display the Say-It-and-Move-It Board. Place two buttons in the circle at the top of the board. Tell students that you are going to show them how to play a game called Say-It-and-Move-It. To play the game, you will first say a sound in a word and then move a button that represents the sound. Say: *Here is the first word: egg.* Ask: *What word did I say? (egg)* Say: *Listen and watch me as I play.* Then say the first sound in egg, /eee/. As you are saying /eee/, simultaneously slide a button out of the circle and down to the black dot on the arrow. Point to the button and say: /eee/. Now say: /g/. As you are saying /g/, simultaneously slide the remaining button out of the circle and down to the arrow, placing it to the immediate right of the first button. Point to the second

button and say: /g/. Ask: *How many buttons did I move?* (two) Say: *Now I'll say the whole word fast, egg.* Slide your finger under the buttons from left to right as you say the word *egg* normally. Repeat the same procedure with the following words: *eat* (/ē/ /t/) and *ice* (/ī/ /s/).

Small-Group Guided Practice

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Give each student a Say-It-and-Move-It Board and two counters. Tell them that they are going to play Say-It-and-Move-It with you. Tell students to place their counters in the circle at the top of the board. Say: *The first word is me.* Ask: *What's the word?* (me) Say: *Now let's say it and move it.* Remind students to slide a counter down to the arrow as they say each sound in the word. (/mmm/ /ēēē/) Then ask: *How many counters did you move?* (two) Then ask students to slide their finger under the two counters and to say the word fast. (me) Finally, direct students to move their two counters back inside the circle and get ready for the next word. Repeat the same procedure with the following words: *ape* (/ā/ /p/), *low* (/l/ /ō/), *zoo* (/z/ /ōō/), *say* (/s/ /ā/), *knee* (/n/ /ē/), *tie* (/t/ /ī/), *day* (/d/ /ā/), *new* (/n/ /ōō/).

CORRECTIVE
FEEDBACK

CORRECTIVE FEEDBACK If a student responds incorrectly, model the correct response. For example, say: *Let's try this again. Watch me say it and move it.* Then ask the student to say it and move it with you. Next, ask the student to say it and move it independently.

OBSERVE & ASSESS

Questions for Observation

Benchmarks

How many sounds in *up*? (two)
Can you say them? (/u/ /p/)

Student can segment spoken words into sounds.

Can you say /u/ /p/ fast? (up)

Student can blend spoken sounds to form whole words.

LESSON MODEL FOR Phoneme Segmentation and Blending

Benchmarks

- ability to segment spoken phonemes in one-syllable words
- ability to blend spoken phonemes to form one-syllable words

Strategy Grade Level

- Pre-K – Grade 1
and/or Intervention

Prerequisite

- ability to blend spoken phonemes

Grouping

- small group

Activity Master (Resources)

- Elkonin Card

Materials

- copies of Elkonin Card
- crayons or markers
- self-stick notes



To adapt this lesson for Spanish-speaking students, use three-phoneme Spanish words, such as the following: *sol* (sun), *pan* (bread), and *pez* (fish).

Elkonin Sound Boxes

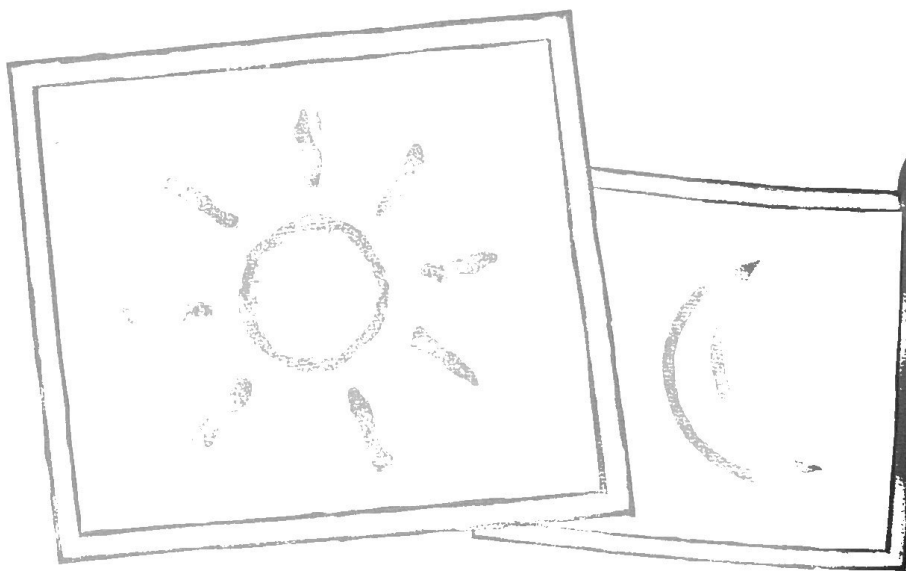
Elkonin (1963), a Russian psychologist, was one of the earliest researchers to link phonemic awareness to reading. He developed a method that involves the use of Elkonin boxes—a card with a picture and boxes that represent the number of phonemes in the picture name. This sample lesson model targets the segmentation of three-phoneme words. The same model can be adapted for two- or four-phoneme words and used to enhance instruction in phoneme segmentation and blending in any reading program.

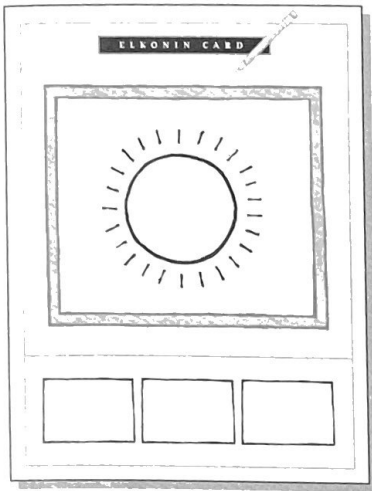
Oral Language

Because it is very difficult to work with sounds in an unfamiliar word, it is important that students can name the pictures on the cards used in this lesson model. To ensure that students develop in-depth knowledge of the picture names, refer to the sample lesson models in Section V: Vocabulary.

Teach/Model

Display the Elkonin Card. Draw a sun in the picture frame at the top. Place a self-stick note below each box in the grid.



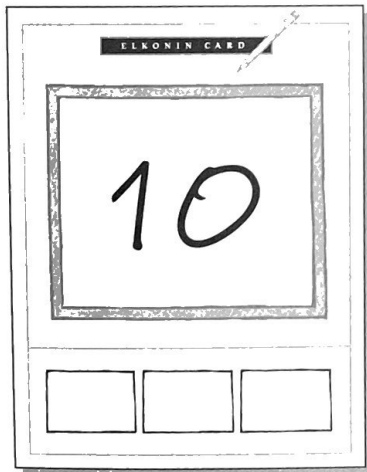


Point to the picture of the sun and say: *What is this?* (the sun) *Yes, this is the sun.* Say: *The three boxes under the picture each stand for a sound in sun. I'm going say the sounds in sun slowly and move a paper square as I say each sound. Listen.* Say /sss/ and move a self-stick note into the first box on the left. Say /uuu/ and move a self-stick note into the middle box. Say /nnn/ and quickly move the third self-stick note into the last box. Say: *Listen as I say the word slowly.* Then segment the word slowly as you point to each square while saying the sound, /sss/ /uuu/ /nnn/. Say: *Now I'll say the word fast.* Slide your finger under the grid from left to right as you say the word normally, *sun*. Then say: *Watch as I count the squares.* Count aloud as you point to each square. Say: *I counted three squares. There are three sounds in sun.* Ask: *How many sounds in sun?* (three) Repeat the same procedure with the word *moon*.

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Small-Group Guided Practice

Give each student a copy of the Elkonin Card and three self-stick notes. Say: *We're going to do this one together.* On your copy, print the number ten in the picture frame and put a self-stick note below each box in the grid. Have students do the same.



Point to the number ten. Ask: *What is this number?* (ten) Say: *Now it's your turn to move the squares into the boxes as we say the sounds in ten.* Point to the first box and say: *Remember to start here.* Say: /t/. Direct students to move a square into the first box as they say /t/ along with you. Say: /eee/. Direct students to move a square into the middle box as they say /eee/ along with you. Say: /nnn/. Direct students to quickly move a square into the last box as they say /nnn/ along with you. Say: *Let's say the word slowly.* Have students segment the word slowly as you point to each square from left to right, /t/ /eee/ /nnn/. Ask: *Can you say the whole word fast?* Slide your finger under the grid from left to right as students say the word normally, *ten*.



OBSERVE & ASSESS

Ask: *How many squares are there?* (three) Ask: *How many sounds in ten?* (three) Say: *Yes, there are three sounds in ten, /t/, /e/, /n/.* Repeat the same procedure with other three-phoneme words, such as *hat, cup, kite, bed, mop, and foot.*

INTERVENTION STRATEGY For students having difficulty hearing the individual sounds, prompt them to watch your lips as you pronounce each sound, or let them observe themselves in a mirror to help detect each sound visually.

Questions for Observation	Benchmarks
How many sounds in <i>cat</i> ? (three) Can you say them? (/k/ /a/ /t/)	Student can segment spoken words into sounds.
Can you say /k/ /a/ /t/ fast? (<i>cat</i>)	Student can blend spoken sounds to form whole words.

CORE Phoneme Deletion Test

SKILL ASSESSED

Phoneme Deletion

Grade Level

K–3

Language

English

Grouping

Individual

Approximate Testing Time

10–15 Minutes

Materials

Record Form (p.24)

Author

Orna Lenchner, Ph.D.

► **WHAT** This assessment includes four phoneme deletion tasks arranged in order of difficulty. The first task assesses the student's ability to delete initial phonemes. For example, the examiner may say the word *cat* and ask the student to say *cat* without the initial /k/ sound. The remaining tasks assess the student's ability to delete final phonemes, such as /t/ in the word *seat*; initial phonemes in blends, such as /s/ in the word *slip*; and phonemes embedded in blends, such as /l/ in the word *play*.

The *CORE Phoneme Deletion Test* can be used as a screening measure, a progress monitoring measure, and a diagnostic measure. The assessment contains tasks that are expected to be mastered in Grades K–3, but it can also be used for older students.

► **WHY** These tasks may help to determine whether deficits in phonemic, or sound, awareness account for the student's reading or spelling delays. According to research, the lack of phonemic awareness is the most powerful determinant of the likelihood of a student's failure to learn to read.

► **HOW** Before administering each task, administer the Practice Items. Use the Practice Items to teach the task. When teaching the task using the Practice Items, praise the student for even close approximations of the correct answer. However, when administering the Test Items, give only general feedback. Do not correct errors; instead encourage students by praising their willingness to participate.

For all students, begin with the tasks in Part A of the test. Assess as far as the student can go, regardless of his or her grade placement. Remember that this is an auditory assessment—students do not see the items on the test. The Correct Response column tells how the student's answer should sound, not how it should be spelled.

PART A

**Initial Sound
(Late Kindergarten
and Grade 1)**

Begin by saying to the student: *We are going to play a word game. This game will give me information to help teach you better.* Then administer the following two Practice Items.

Practice Item 1

TEACHER: Say *cat*.

STUDENT: *cat*

TEACHER: Now say it without the /k/.

STUDENT: *at*

If the student responds incorrectly say: *Let's try that again.* For example, if the student says *kit*, model the correct response by emphasizing the /k/ and artificially separating it from the *at*. Help the student to give the correct response by saying each sound slowly. Repeat the Practice Item until the student gives the correct response—even if the student does not seem to understand the task. After the student repeats the correct response, proceed to Practice Item 2.

Practice Item 2

TEACHER: Say *table*.

STUDENT: *table*

TEACHER: Now say it without the /t/.

STUDENT: *able*

If the student responds incorrectly say: *Let's try that again.* For example, if the student says *bull*, model the correct response by emphasizing the /t/ and artificially separating it from *able*. Encourage the student to repeat the correct response.

If the student can correctly respond to these two Practice Items,

proceed to the Test Items. If the student cannot correctly respond to these Practice Items, skip Part A and proceed to the Practice Item for Part B. Some students may be able to delete a final sound, but not an initial sound.

PART B

Final Sound (Grade 1)

Say to the student: *We are going to play another word game. The rules of this game are a little different. Pay close attention.* Then administer the following Practice Item.

Practice Item

TEACHER: Say *seat*.

STUDENT: *seat*

TEACHER: Now say it without the /t/.

STUDENT: *sea*

If the student responds incorrectly say: *Let's try that again.* For example, if the student says *seat*, model the correct response by elongating *sea* and artificially separating it from the /t/. Then say: *Seat without the /t/ is sea.* Encourage the student to repeat the correct response.

If the student can correctly respond to the Practice Item, proceed to the Test Items. If a student cannot correctly respond to any of the Part A or B Practice Items, discontinue the assessment.

PART C

First Sound of a Consonant Blend (Grade 2)

Say to the student: *We are going to do something different now. Pay close attention.* Then administer the following Practice Item.

Practice Item

TEACHER: Say *slip*.

STUDENT: *slip*

TEACHER: Now say it without the /s/.

STUDENT: *lip*

If the student responds incorrectly say: *Let's try that again.* For example, if the student deletes the entire /sl/ blend and says *ip*, model a correct response by emphasizing the /s/ and separating it from *lip*. Say: *Be careful, you're taking off too much. Try to say it*

without the /s/. If necessary, help the student to repeat the correct response.

If the student can correctly respond to, or repeat, the Practice Item, proceed to the Test Items. If a student can respond correctly to at least two of the Test Items, proceed to Part D; otherwise, discontinue the assessment.

PART D

Embedded Sound of a Consonant Blend (Grade 3)

Say to the student: *We are going to play another word game. The rules of this game are a little different.* Then administer the following Practice Item.

Practice Item

TEACHER: Say *play*.

STUDENT: *play*

TEACHER: Now say it without the /l/.

STUDENT: *pay*

If the student responds incorrectly say: *Let's try that again.* For example, if the student deletes the entire blend and says *ay*, say: *You are taking off too much. I just wanted you to say it without the /l/. Model a correct response by separating all three sounds of the word: /p/ /l/ /ay/, and say: Without the /l/ it is just /p/ /ay/—pay. So, what is play without the /l/? Yes, it is pay.* If necessary, help the student to repeat the correct response.

If the student can correctly respond to, or repeat, the Practice Item, proceed to the Test Items.

► **WHAT IT MEANS** Use the following guidelines to determine the student's performance level. Scores shown are expected end-of-year scores for each grade.

Ending Grade Level Expectations				
	Ending Grade K	Ending Grade 1	Ending Grade 2	Ending Grade 3+
Part A: Initial Sounds				
Benchmark	5	5	5	5
Strategic	4	4	n/a	n/a
Intensive	0–3	0–3	0–4	0–4
Part B: Final Sounds				
Benchmark	5	5	5	5
Strategic	4	4	n/a	n/a
Intensive	0–3	0–3	0–4	0–4
Part C: First Sound, Blend				
Benchmark	n/a	5	5	5
Strategic	n/a	4	4	n/a
Intensive	n/a	0–3	0–3	0–4
Part D: Embedded Sound, Blend				
Benchmark	n/a	3–5	4–5	5
Strategic	n/a	2	3	4
Intensive	n/a	0–1	0–2	0–3

► **WHAT'S NEXT?** Students who score at Strategic or Intensive levels will benefit from targeted and intensified instruction and extensive practice in the phonemic awareness concepts indicated. The *CORE Phoneme Deletion Test* can be used to monitor student progress or to assess outcomes from instruction.

Model lessons for explicit instruction in introducing and practicing phoneme awareness can be found in the “How” section of Phonemic Awareness in the *Teaching Reading Sourcebook*. Suggested lessons include “Bridge Game,” “Sound Match,” and “Say-It-and-Move-It.”

See also . . .

CORE's *Teaching Reading Sourcebook*,
Second Edition

CORE Phoneme Deletion Test

Name _____ Grade _____ Date _____

Directions: Follow the format used in the Practice Items to administer the items for each level. Mark "+" to indicate a correct response or "-" to indicate an incorrect response. Write down incorrect responses, but do not correct the student. If the student cannot complete any of the items in Parts A or B, discontinue testing. If the student cannot do at least two items in Part C, discontinue testing. Remember that this is an auditory assessment. Students do not see the items. The Correct Response column tells how the student's answer should sound, not how it should be spelled.

Part A: Initial Sound (Late Kindergarten, Grade 1)

Practice Items

Say *cat* ... now say it without the /k/ ____ (at)

Say *table* ... now say it without the /t/ ____ (able)

TEST ITEM	CORRECT RESPONSE
1. (t)ower	our (+) (-) _____
2. (c)old	old (+) (-) _____
3. (b)ake	ache (+) (-) _____
4. (s)ize	eyes (+) (-) _____
5. (l)ow	owe (+) (-) _____

Part B: Final Sound (Grade 1)

Practice Items

Say *seat* ... now say it without the /t/ ____ (sea)

Say *rake* ... now say it without the /k/ ____ (ray)

TEST ITEM	CORRECT RESPONSE
6. to(n)e	toe (+) (-) _____
7. droo(p)	drew (+) (-) _____
8. ti(m)e	tie (+) (-) _____
9. ro(d)e	row (+) (-) _____
10. pla(c)e	play (+) (-) _____

Items Correct _____ Grade Level _____

Part C: First Sound of a Consonant Blend (Grade 2)

Practice Items

Say *slip* ... now say it without the /s/ ____ (lip)

Say *cloud* ... now say it without the /k/ ____ (loud)

TEST ITEM	CORRECT RESPONSE
11. (f)reight	rate (+) (-) _____
12. (p)layed	laid (+) (-) _____
13. (s)weet	wheat (+) (-) _____
14. (b)reak	rake (+) (-) _____
15. (s)pill	pill (+) (-) _____

Part D: Embedded Sound of a Consonant Blend (Grade 3)

Practice Items

Say *slip* ... now say it without the /l/ ____ (sip)

Say *play* ... now say it without the /l/ ____ (pay)

TEST ITEM	CORRECT RESPONSE
16. b(l)end	bend (+) (-) _____
17. t(w)in	tin (+) (-) _____
18. g(r)ow	go (+) (-) _____
19. be(s)t	bet (+) (-) _____
20. li(f)t	lit (+) (-) _____

CORE Phoneme Segmentation Test

SKILL ASSESSED

Phoneme Segmentation

Grade Level

2–12

Language

English

Grouping

Individual

Approximate Testing Time

5–10 minutes

Materials

- Colored Blocks
- Record Form (p. 33)

Author

Orna Lenchner, Ph.D.

► **WHAT** This measure for Grades 2–12 assesses the student’s ability to break a word into its component phonemes, or sounds. For example, the word *sat* has three phonemes: /s/ /a/ /t/. The word *shoe*, although it has four letters, has only two phonemes: /sh/ /oo/.

The *CORE Phoneme Segmentation Test* can be used as a screening measure, a progress monitoring measure, and a specific skills measure. It can provide information about a student’s response to instruction. Use this assessment with students in Grades 2–12 who are experiencing delays in reading and spelling that cannot be attributed to limited English or limited exposure to instruction. Administer this measure only after giving tests of comprehension, fluency, and phonics.

► **WHY** Many older students who are significantly behind in reading or spelling may have underdeveloped phonemic awareness. Use this test to determine whether deficits in sound awareness may account for serious delays in reading or spelling.

► **HOW** Proceed to the Test Items only after the student demonstrates understanding of the Practice Item tasks. When teaching the task using the Practice Items, praise the student for even close approximations of the correct answer. However, when administering the Test Items, give only general feedback. Do not correct errors or praise correct answers. Record the student’s exact response on the blank line. Then after administering each item, circle whether the response was correct or incorrect. Ask for the “sound” if the student says the letter name. If the student cannot segment the entire word correctly, ask just for the first and last sound. Discontinue testing if the student misses five items in a row.

Practice Item 1

Lay out on the table about eight blocks of assorted colors. Make sure to lay out the blocks in a horizontal line, from left to right. The color of the blocks is not important. However, to demonstrate, use a different colored block for each of the different sounds in the word. After the student completes an item, put the blocks back in the pile.

TEACHER: We are going to use these blocks to show the sounds in a word. Let's say I wanted to show you *sit*. That word has three sounds /s/ /i/ /t/. (Put out one block for each of the sounds as you say them slowly in order). Can you point to the /s/? Which one is the /t/? What is the sound in this block (the middle /i/)?

STUDENT: /i/

TEACHER: Now, tell me the three sounds.

STUDENT: /s/ /i/ /t/

TEACHER: Very good! You got that the first time!

If the student gives the names of letters, rather than their sounds, say:

TEACHER: Yes, that is how it is spelled. Now can you tell me the sounds the letters make?

Practice Item 2

TEACHER: If you wanted to show *shop*, how many sounds is that? Use the blocks to show me.

If the student cannot do the segmentation independently, demonstrate the complete segmentation.

TEACHER: The word *shop* has three sounds (lay down a block for each of the sounds as you say them, in left-to-right progression): /sh/ /o/ /p/.

To check the student's understanding, ask:

TEACHER: What are the three sounds?

STUDENT: /sh/ /o/ /p/

TEACHER: Which one is /sh/? Which one is /p/? What is the sound of the block in the middle? (/o/)

If the student puts down four blocks, he or she is probably trying to spell the word. Remind the student to attend to sounds, rather than letters. Once the student can at least point to the block that represents the correct sound, proceed to the test items.

► **WHAT IT MEANS** Use the guidelines below to determine the student's performance level. The ability to segment a word fully into phonemes can be mastered as early as Grade 1, and should be mastered no later than ending Grade 2. Scores shown are end-of-year scores.

Ending Grade Level Expectations	Grade 2	Grade 3 and up
Benchmark	12–15	14–15
Strategic	9–11	11–13
Intensive	0–8	0–10

► **WHAT'S NEXT?** Students who score at Strategic or Intensive levels will benefit from targeted and intensified instruction and extensive practice in phonemic awareness. *The Phonological Awareness Training Kit—Intermediate* (LinguiSystems, East Moline, IL) and the *Lindamood Phoneme Sequencing Program* (PRO-ED, Austin, TX) are both useful resources for this purpose. Encouraging these students to write regularly will also improve their phonemic awareness. The *CORE Phoneme Segmentation Test* can be used to monitor student progress or to assess outcomes from instruction.

The model lesson “Elkonin Sound Boxes,” which provides explicit instruction in phoneme segmentation, can be useful with younger students. This lesson can be found in the “How” section of Phonemic Awareness in the *Teaching Reading Sourcebook*.

See also ...

CORE's *Teaching Reading Sourcebook*, Second Edition

CORE Phoneme Segmentation Test

Name _____ Grade _____ Date _____

Directions: Have students use different-colored blocks to show the number of phonemes in each of the Practice Items. Then administer the test. Mark "+" to indicate a correct response or "-" to indicate an incorrect response. Record students' exact responses on the blank lines.

Practice Items: sit (s-i-t); shop (sh-o-p)

- | | | |
|-----------------------|---------|-------|
| 1. thumb (th-u-m) | (+) (-) | _____ |
| 2. skate (s-k-ā-t) | (+) (-) | _____ |
| 3. shriek (sh-r-ē-k) | (+) (-) | _____ |
| 4. large (l-ar-j) | (+) (-) | _____ |
| 5. drop (d-r-o-p) | (+) (-) | _____ |
| 6. flew (f-l-oo) | (+) (-) | _____ |
| 7. chalk (ch-au-k) | (+) (-) | _____ |
| 8. germ (j-er-m) | (+) (-) | _____ |
| 9. spread (s-p-r-e-d) | (+) (-) | _____ |
| 10. train (t-r-ā-n) | (+) (-) | _____ |
| 11. stork (s-t-or-k) | (+) (-) | _____ |
| 12. bolt (b-ō-l-t) | (+) (-) | _____ |
| 13. glare (g-l-air) | (+) (-) | _____ |
| 14. crowd (k-r-ou-d) | (+) (-) | _____ |
| 15. point (p-oi-n-t) | (+) (-) | _____ |

Items Correct _____

CORE Phonological Segmentation Test

SKILL ASSESSED

Phonological Segmentation

Grade Level

K–1

Language

English

Grouping

Individual

Approximate Testing Time

5–10 Minutes

Materials

- Colored Blocks
- Record Form (p. 29)

Author

Orna Lenchner, Ph.D.

► **WHAT** This Grades K–1 phonological segmentation assessment contains three parts: Part A: Sentences into Words; Part B: Words into Syllables; and Part C: Words into Phonemes.

The *CORE Phonological Segmentation Test* can be used as a screening measure, a progress monitoring measure, and a diagnostic measure. It can provide information about a student's response to instruction. The assessment contains tasks that are expected to be mastered in Grades K–1.

► **WHY** These tasks may help to determine whether deficits in phonemic, or sound, awareness account for the student's reading or spelling delays. According to research, the lack of phonemic awareness is the most powerful determinant of the likelihood of a student's failure to learn to read.

► **HOW** Begin by demonstrating each task using the Practice Items. Proceed to the Test Items only after the student demonstrates understanding of a task. The color of the blocks is not important. However, when demonstrating, use a different colored block for each word segment. Make sure to lay out the blocks in a horizontal line, from left to right. After the student completes an item, put the blocks back in the original pile. When teaching the task using Practice items, praise the student for even close approximations to a correct response and for how quickly he or she is learning the new task. When administering the Test Items, give only general feedback. Do not indicate whether an answer was correct or not.

CONTINUED ►

PART A

Sentences into Words

Begin this part by administering the following Practice Item.

Practice Item

TEACHER: John, what is something you like to eat?

STUDENT: Pizza.

TEACHER: I am going to use these blocks to show "John likes pizza." (Teacher uses three colored blocks and says each of the words as he or she places each of the blocks on the table.)

TEACHER: (Teacher points to each of the blocks from left to right and asks:) What is this one? (*John*) And this? (*likes*) And this? (*pizza*)

If the student understands the task, ask him or her to do the task independently.

TEACHER: Use these blocks to show me . . .

Record any incorrect segmentations. Splitting a word into syllables is not considered an error. Proceed with testing when the student clearly understands the task. Discontinue testing if the student does not respond correctly to any of the first three items.

PART B

Words into Syllables

Begin this part by administering the following Practice Item.

Practice Item

TEACHER: Now we are going to break words into parts. I am going to use the blocks to show the word *cupcake*. (Say the word *cup* and place the first block on the table; say the word *cake* and place the second block to the right of the first one.)

TEACHER: Which one is *cup*?

STUDENT: The first block.

TEACHER: (Point to the second block.) What is this?

STUDENT: *cake*

If the student still does not understand, it may help to clap the syllables. Provide additional practice using words such as *superman*, *doorbell*, *butterfly*. Proceed with testing when the student clearly understands the task. Discontinue assessment after five items if the student can't segment any of the words into syllables.

PART C

Words into Phonemes

Begin this part by administering the following Practice Items.

Practice Item 1

TEACHER: Now we are going to use these blocks to show the sounds in a word. Let's say I wanted to show you the word *time*. That word has three sounds /t/ /i/ /m/. (Put out one block for each of the sounds as you say them slowly in order.) Can you say the sounds?

STUDENT: /t/ /i/ /m/

If the student says the names of letters rather than their sound, say:

TEACHER: Yes, that is how it is spelled. Now can you tell me the sound that the letters make?

If the student cannot independently say the sounds, repeat the sounds and ask:

TEACHER: Can you point to the /t/? And which one is /m/? And what is the sound in the middle? (/i/)

Practice Item 2

TEACHER: Now you try one. If you wanted to show the word *shop*, how many sounds is that? Use the blocks to show me.

If the student cannot do the segmentation independently, model the complete segmentation.

TEACHER: The word *shop* has three sounds (lay down a block for each of the sounds as you say them, in left-to-right progression): /sh/ /o/ /p/.

To check the student's understanding, ask:

TEACHER: What are the three sounds?

STUDENT: /sh/ /o/ /p/

TEACHER: Which one is /sh/? Which one is /p/? What is the sound of the block in the middle? (/o/)

If the student puts down four blocks, he or she is probably trying to spell the word. Remind the student to pay attention to the sounds, not the letters. Once the student can at least point to the

block that represents the correct sound, proceed to the Test Items. Record the student's responses. Do not correct any items. If the student cannot completely segment a word, ask for the first sound—and, when appropriate, the last sound, as well.

► **WHAT IT MEANS** Use the following guidelines to determine the student's performance level. Scores shown are expected end-of-year scores for each grade.

Ending Grade Level Expectations	Grade K	Grade 1
Part A: Sentences into Words		
Benchmark	5	5
Strategic	4	n/a
Intensive	0–3	0–4
Part B: Words into Syllables		
Benchmark	7–8	8
Strategic	5–6	7
Intensive	0–4	0–6
Part C: Words into Phonemes		
Benchmark	5–10	9–10
Strategic	3–4	6–8
Intensive	0–2	0–5

See also...

CORE's *Teaching Reading Sourcebook*,
Second Edition

► **WHAT'S NEXT?** Students who score at Strategic or Intensive levels will benefit from targeted and intensified instruction and extensive practice in the phonemic and phonological awareness concepts indicated.

Model lessons for explicit instruction in introducing and practicing phonemic and phonological awareness can be found in the "How" section of Phonemic Awareness in the *Teaching Reading Sourcebook*. Suggested lessons include "Starfish," "Salad Toss," and "Elkonin Sound Boxes."

CORE Phonological Segmentation Test

Name _____ Grade _____ Date _____

Directions: Have students use different-colored blocks to show the number of words, syllables, or phonemes in the Practice Item for each part of this test. Then administer each part of the test. Mark "+" to indicate a correct response or "-" to indicate an incorrect response. Record students' exact responses on the blank lines.

Part A: Sentences into Words

Practice Item: John likes pizza.

- | | | |
|----------------------------------|---------|-------|
| 1. Father called. | (+) (-) | _____ |
| 2. What time is it? | (+) (-) | _____ |
| 3. How much does an apple cost? | (+) (-) | _____ |
| 4. I have to go to sleep soon. | (+) (-) | _____ |
| 5. On Sunday I will go swimming. | (+) (-) | _____ |

Part B: Words into Syllables

Practice Items: cup-cake; su-per-man

- | | | |
|----------------------------------|---------|-------|
| 6. cowboy (cow-boy) | (+) (-) | _____ |
| 7. rabbit (rab-bit) | (+) (-) | _____ |
| 8. yesterday (yes-ter-day) | (+) (-) | _____ |
| 9. party (par-ty) | (+) (-) | _____ |
| 10. helicopter (hel-i-cop-ter) | (+) (-) | _____ |
| 11. basketball (bas-ket-ball) | (+) (-) | _____ |
| 12. playground (play-ground) | (+) (-) | _____ |
| 13. caterpillar (cat-er-pil-lar) | (+) (-) | _____ |

Part C: Words into Phonemes

Practice Items: time (t-i-m); shop (sh-o-p)

- | | | |
|----------------------|---------|-------|
| 14. keep (k-ē-p) | (+) (-) | _____ |
| 15. bag (b-a-g) | (+) (-) | _____ |
| 16. thumb (th-u-m) | (+) (-) | _____ |
| 17. night (n-i-t) | (+) (-) | _____ |
| 18. rock (r-o-k) | (+) (-) | _____ |
| 19. itch (i-tch) | (+) (-) | _____ |
| 20. head (h-e-d) | (+) (-) | _____ |
| 21. short (sh-or-t) | (+) (-) | _____ |
| 22. steak (s-t-ā-k) | (+) (-) | _____ |
| 23. clown (k-l-ou-n) | (+) (-) | _____ |

Items Correct _____

Instructional Plan

Criteria	Ratings				Pts
Goals and Standards (NAEYC Standards: 1.a, 1.b, 1.c, 5.a, 5.b, 5.c)	6 pts Accomplished-Exceeding Expectations Clearly explains what students will learn through a meaningful and appropriate goal. Comprehensively describes why the goal is important. Goal is appropriately connected to the Colorado Early Learning and Developmental Guidelines.	5 pts Proficient-Meeting Expectations Explains what students will learn through an appropriate goal. The goal is articulated and connected to the Colorado Early Learning and Developmental Guidelines.	3 pts Partially Proficient-Approaching (not meeting) Expectations Does not explain what students will learn. The goal is not appropriate or is absent. The lesson is not connected to Colorado Early Learning and Developmental Guidelines.	0 pts Basic- Not Meeting Expectations No stated goals, no guidelines connection.	6 pts
Objectives (NAEYC Standards: 1.a, 1.b, 1.c, 4.b)	6 pts Accomplished-Exceeding Expectations There are three to five clear and measurable objectives linked to the lesson goal. Developmentally appropriate objectives will likely be accomplished within the lesson. There is a strong understanding of how students will demonstrate learning.	5 pts Proficient-Meeting Expectations Three to five objectives are measurable and likely to be accomplished within the lesson. Objectives are developmentally appropriate. The objectives provide a sense of how students will demonstrate learning.	3 pts Partially Proficient-Approaching (not meeting) Expectations Objectives are unclear, incomplete, or unrelated to the lesson goal. They are not measurable, and/or developmentally inappropriate.	0 pts Basic- Not Meeting Expectations No stated objectives.	6 pts

Setting and Materials (NAEYC Standards: 4.b, 4.c, 6.a)	6 pts Accomplished- Exceeding Expectations The lesson setting is clearly described and appropriate for the instructional activities. Materials will enhance learning and appropriately link to lesson objectives.	5 pts Proficient-Meeting Expectations The setting and materials are appropriate and described.	3 pts Partially Proficient-Approaching (not meeting) Expectations The setting and materials are not fully described and/or not appropriate for the lesson.	0 pts Basic- Not Meeting Expectations Not described adequately or at all.	6 pts
Procedure/ Instructional Strategies (NAEYC Standards: 4.a, 4.b, 4.c, 5.a, 5.b, 5.c)	6 pts Accomplished- Exceeding Expectations Step-by-step procedure is comprehensively described, and activities strongly reflect the goal and objectives. At least three interactive, developmentally meaningful, and challenging activities are included. Appropriate opportunities for students to demonstrate learning are included.	5 pts Proficient-Meeting Expectations Step-by-step procedure is described, and at least three activities reflect the lesson goal and objectives. Activities demonstrate some meaningful and challenging opportunities for students. There are some opportunities for students to demonstrate learning.	3 pts Partially Proficient-Approaching (not meeting) Expectations The lesson procedure is not described in a step-by-step format. Fewer than three activities are included. They do not reflect the goal and objectives of the lesson, and do not provide meaningful ways for students to demonstrate learning.	0 pts Basic- Not Meeting Expectations Procedure is missing, or not viable.	6 pts

Differentiation (NAEYC Standards: 4.b, 4.c)	6 pts Accomplished-Exceeding Expectations Creative and appropriate activities are included that address students with special needs and English Language Learners. Accommodations and/or modifications, including available technology, are integrated in ways which address specific IEP needs. Classroom support staff are utilized fully and respectfully.	5 pts Proficient-Meeting Expectations Activities are included that address students with special needs and English Language Learners. Accommodations and/or modifications are integrated in ways which address specific IEP needs.	3 pts Partially Proficient-Approaching (not meeting) Expectations Some differentiation attempted, but not directly linked to specific IEP goals.	0 pts Basic- Not Meeting Expectations Activities are not included that address students with special needs and English Language Learners.	6 pts
Closure (NAEYC Standards: 5.a, 5.b, 5.c)	4 pts Accomplished-Exceeding Expectations Lesson provides a meaningful and sensible closure that wraps up the lesson. Goals and objectives are reviewed.	3 pts Proficient-Meeting Expectations Lesson provides a closure that reviews the goals and objectives.	1 pts Partially Proficient-Approaching (not meeting) Expectations Vague closure provided, no evidence that children's learning was connected to stated objectives.	0 pts Basic- Not Meeting Expectations No closure is present. Goals and objectives are not reviewed.	4 pts
Assessment (NAEYC Standards: 3.a, 3.c, 3.d)	6 pts Accomplished-Exceeding Expectations Clearly articulated informal or formal assessment plan addresses objectives of the lesson. Student learning can be easily assessed by the plan. Assessment plan will drive future instruction. Appropriate evidence/data of children's learning and achievement of objectives collected.	5 pts Proficient-Meeting Expectations An informal or formal assessment plan is linked to objectives. Student learning can be assessed and data is collected which provides evidence/data of children's learning.	3 pts Partially Proficient-Approaching (not meeting) Expectations Assessment plan is unrelated to the objectives. It does not assess student learning. Assessment plan is not implemented	0 pts Basic- Not Meeting Expectations No stated assessment plan.	6 pts