Phonological Awareness

Establishing the Foundations for Reading Success

Produced by the Technical Assistance Partnership for Academics at the University of Albany.
Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.
Agenda

• Welcome
  - Introduction, Inclusion, and Norms

• Purpose and Outcomes

• Review of the Science of Reading

• Teaching Phonological Awareness
  - What is phonological awareness?
  - Why teach phonological awareness?
  - When should phonological awareness be taught?
  - How should phonological awareness be taught?
  - Leveraging assessment for effective instruction

• Wrap-up and Survey
Our Staff
Today’s Facilitators
Introductions

- Name
- Role
- District
- School
- Population Served
Meeting Norms

• Take care of your needs (water, food, restroom, etc.)
• Speak your truth – Use “I” statements
• Ask what you need to understand and contribute
• Listen with respect
• Push your growing edge
• Participate and struggle together
• Expect a lack of closure
• Respect each other's needs and learning styles
• Strive to start and end on time
• Presume positive intentions
• Be prepared with materials
• Action plan to implement what you are learning
Training Objectives

Participants will be able to:

1. Describe the legal and ethical importance of providing scientific research-based instruction in phonological awareness.
2. Define phonological awareness and describe why it is important to overall reading development.
3. Explain when and how to teach phonological awareness according to our current knowledge of the science of reading.
4. Identify ways in which classroom assessments can be used to improve phonological awareness instruction and student outcomes.
5. Describe ways in which students with diverse backgrounds and learning needs can be provided with individualized phonological awareness support.
New York State Education Department Office of Special Education

Blueprint for Improved Results for Students with Disabilities

Self-Advocacy
Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership
Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Specially-Designed Instruction
Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Research-Based Instruction
Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Multi-tiered Support
Schools provide multi-tiered systems of behavioral and academic support.

Inclusive Activities
Schools provide high-quality inclusive programs and activities.

Transition Support
Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.
Purpose and Outcomes

The Urgency Behind the Science of Reading
Appropriate Instruction
Regulations of the Commissioner of Education

“A student shall not be determined eligible for special education if the determinant factor is...lack of appropriate instruction in reading, including explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies”

[8 NYCRR §200.4(c)(2)(i)]

“A school district's process to determine if a student responds to scientific, research-based instruction shall include the following minimum requirements: appropriate instruction delivered to all students in the general education class by qualified personnel...appropriate instruction in reading shall mean scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies”

[8 NYCRR §100.2(ii)(1)(i)(a)]
Literacy as a Human Right
Stop & Think I

How might a person's lack of literacy skills effect their ability to fully engage and participate as a citizen?

How, as educators, do we ensure that our students reach their full potential as readers and writers?
Reviewing The Science of Reading

Foundations of Reading Success
Defining the Science of Reading

“The science of reading’ is a phrase representing the accumulated knowledge about reading, reading development, and best practices for reading instruction obtained by the use of the scientific method.”

Petscher et al., 2020

“The Science of Reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing.”

The Reading League (2021)
Key Instructional Areas

Word Recognition/Decoding
★ Phonological Awareness
  • Phonics & Word Recognition
  • Fluency

Language Comprehension
  • Vocabulary & Background Knowledge
  • Listening & Reading Comprehension
    - Language Structure
    - Verbal Reasoning
    - Literacy Knowledge
    - Reading Comprehension Strategies
Learning Progression for Developing Skilled Readers
Timeline for Key Instructional Areas

Adapted from St. Martin et al., 2020
Foorman et al., 2016; Kilpatrick, 2015; NYSED Next Generation ELA Standards, 2017; Vaughn et al., 2022
• Word recognition involves fluently translating alphabetic text into oral language sounds and identifiable words.

• Developing the skill to recognize written words with automaticity permits readers to focus on understanding the meaning of text.

Castles et al., 2018; Stanovich, 1986; Vandervelden & Siegel, 1997
Explicit and Systematic Instructional Practices
Reviewing the Science of Reading

The most effective approach to teaching reading is through a structured approach that relies on the use of explicit and systematic instruction.

(e.g., Petscher et al., 2020, Gersten et al., 2009)

Explicit
An instructional approach that includes clear explanations, modeling, practice with specific feedback, and a gradual release towards independence until skills are mastered.

(e.g., Hughes et al., 2017)

Systematic
Skills are taught in an ordered manner, such as from less complex to more complex.

(e.g., Castles et al., 2018)
Phonological Awareness

What & Why
Review the following list of three different words. A single sound (phoneme) has been removed from each.

1. B_lt
2. B_lt
3. B_lt

Can you determine what these words are?
Now review the list of words with the appropriate missing sound (phoneme):

1. Belt
2. Bolt
3. Built

How might this connect to a child’s ability to learn to read and write?
Describing Phonological Awareness

WHAT is Phonological Awareness?
Defining Phonological Awareness

WHAT is Phonological Awareness?

“...awareness of all levels of the speech sound system, including word boundaries, stress patterns, syllables, onset-rime units, and phonemes”

Moats, 2020, p. 302
Phonological Awareness
Umbrella

- Sentence, Phrase, & Word Awareness
- Rhyme & Alliteration Awareness
- Syllable Awareness
- Onset-Rime Awareness
- Phonemic Awareness

Carroll et al., 2003; Castles et al., 2018; Foorman et al., 2016; Kilpatrick, 2015; Moats, 2020
Phonological Skills Progression

WHAT is Phonological Awareness?

Sentence, Phrase, & Word Awareness
• Repeating, counting, or identifying phrases and words in speech.

Rhyme & Alliteration Awareness
• Identifying or producing words that begin (alliteration) or end (rhyming) with the same sounds.

Syllable Awareness
• Counting, blending, segmenting, and manipulating syllables (unit of speech including at least one vowel sound) in words.

Onset-Rime Awareness
• Blending or segmenting onset (letters before the vowel in a syllable) and rime (vowel and any letters after it in a syllable) within a one-syllable word

Phonemic Awareness
• Blending, segmenting, deleting, and substituting the smallest units of spoken words (phonemes).

Carroll et al., 2003; Castles et al., 2018; Foorman et al., 2016; Kilpatrick, 2016; Moats, 2020
Phonemic Awareness is Key

WHY Teach Phonological Awareness?

“To effectively decode (convert from print to speech) and encode (convert from speech to print) words, students must be able to:

- identify the individual sounds, or phonemes, that make up the words they hear in speech
- name the letters of the alphabet as they appear in print
- identify each letter’s corresponding sound(s)”

Foorman et al., 2016, p. 14
Importance of Explicit Instruction

WHY Teach Phonological Awareness?

“The good news is that most students can learn to read at acceptable levels when teaching is skillful, explicit, and informed and intervention begins early.”

Moats, 2020, p.8

- Many children (30-40%) do not develop phonemic awareness skills incidentally
- Difficulty with phoneme awareness is difficult to predict
- Phonemes differ across languages and dialects
- 70% of regular monosyllabic words can be decoded by linking phonemes to their letters (graphemes)

Castles et al., 2018; Foorman et al., 2016; Kilpatrick, 2016; Moats, 2020
Connection Between Speaking and Reading
WHY Teach Phonological Awareness?

• Oral language supports and provides a foundation for the reading process.

• It is important for students to have a good knowledge of the sound system.

• Language and vocabulary skills affect reading acquisition.
English Language Learners (ELL)

WHY Teach Phonological Awareness?

• Phonemic awareness is a necessary precursor to successful reading acquisition in all alphabetic languages in which words are divided into smaller units.

• For many learners, phonological awareness does not emerge spontaneously but is a result of explicit instruction as they learn to read.

• The sounds of spoken language differ across languages, dialects, and accents.

Gersten et al., 2007; Pollard-Dudsonola & Simmons, 2009
“Teaching reading to children whose language differs from the oral language of the classroom and from the linguistic structure of academic text adds an additional layer of complexity to reading instruction.”

Washington & Seidenberg, 2021
# Vowel Sounds Across Languages

## WHY Teach Phonological Awareness?

<table>
<thead>
<tr>
<th>Language</th>
<th>Features</th>
<th>Examples of Possible Confusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>8 vowels and diphthongs</td>
<td>Short vowels, such as /e/ (short e) and /i/ (short i)</td>
</tr>
<tr>
<td>Cantonese</td>
<td>6 vowel sounds, 12 diphthongs</td>
<td>Chinese is a tonal language; each syllable pronounced with a particular tone that gives it its meaning</td>
</tr>
<tr>
<td>English</td>
<td>Approximately 12 vowels and 8 diphthongs</td>
<td>--</td>
</tr>
<tr>
<td>Hmong</td>
<td>Approximately 16 vowel sounds</td>
<td>Hmong is a tonal language; tone conveys meaning</td>
</tr>
<tr>
<td>Spanish</td>
<td>5 vowel sounds</td>
<td>Sounds of: /ē/ (long e), /i/ (short i), /ō/ (long o), /o/ (short o)</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>Complex vowel system with 11 pure vowels, many more diphthongs and triphthongs</td>
<td>Tonal language with short 1- to 2-syllable words; words ending in vowels, short and long vowel confusion, /a/ (short a)</td>
</tr>
</tbody>
</table>
How Many Phonemes?

- Ice
- Toast
- Soothe
- Thorn
- Straight
- Fix
The Importance of Differentiating Between Letters and Sounds
Defining the Alphabetic Principle

WHY Teach Phonological Awareness?

“...the insight that words can be broken into phonemes, which, in turn, can be represented with symbols....”

Moats, 2020, p. 96
Write down a response you might have for each of the following statements:

- “Phonological awareness is not important.”

- “Students will learn phonological awareness on their own.”

- “Phonological awareness should only be taught in prekindergarten, or not at all.”

- “Phonological awareness and phonemic awareness mean the same thing.”

- “Students who speak a dialect of English or with an accent are pronouncing words incorrectly.”
Phonological Awareness
When & How
Learning Progression for Developing Skilled Readers Revisited

Timeline for Key Instructional Areas

Adapted from St. Martin et al., 2020
Foorman et al., 2016; Kilpatrick, 2015; NYSED Next Generation ELA Standards, 2017; Vaughn et al., 2022
# Phonological Awareness Skill Progression

## Instructional Guide by Grade

<table>
<thead>
<tr>
<th>Stage</th>
<th>Birth - 3</th>
<th>PreK</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence, Phrase, &amp; Word Awareness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Rhyming &amp; Alliteration Awareness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Syllable Awareness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Onset-Rime Awareness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Foorman et al., 2016; Kilpatrick, 2016; NYSED English Language Arts Standards, 2017; Wanzek et al., 2020
# Next Generation ELA Standards

Connecting the Science of Reading to the Standards

## Phonological Awareness

<table>
<thead>
<tr>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
</table>
| **PKRF2**: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).  
**PKRF2a**: Begin to recognize and match spoken words that rhyme (e.g. songs, chants, finger plays).  
**PKRF2b**: Begin to recognize individual syllables within spoken words (e.g. cup cake, base ball).  
**PKRF2c**: Isolate and pronounce the initial sounds (phonemes) in spoken one-syllable words (e.g. the /m/ in map). | **KRF2**: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
**KRF2a**: Recognize and produce spoken rhyming words.  
**KRF2b**: Blend and segment syllables in spoken words.  
**KRF2c**: Blend and segment onsets and rimes of spoken words.  
**KRF2d**: Blend and segment individual sounds (phonemes) in spoken one-syllable words.  
**KRF2e**: Create new words by manipulating the phonemes orally in one-syllable words. | **1RF2**: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
**1RF2a**: Count, blend and segment single syllable words that include consonant blends.  
**1RF2b**: Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.  
**1RF2c**: Manipulate individual sounds (phonemes) in single-syllable spoken words. | Phonological Awareness Standards are addressed in Prekindergarten – Grade 1. Please see preceding grades for more information. |

Students in 3\textsuperscript{rd} Grade and Above

WHEN do older students need phonological awareness instruction?

• Provide instruction whenever there is an identified need
• Evaluate phonological awareness skills any time a student demonstrates reading skills below a second grade level
• Emphasize phonemic awareness skills after first grade
• Use results of diagnostic skills assessment to guide instruction
• \textit{Do not} provide phonological awareness instruction/intervention in isolation!

\textit{The primary goal of phonological awareness instruction is to support skills necessary to read connected text.}

Foorman et al. (2016), Kamil et al. (2008)
# English Language Learners

## WHEN & HOW to Teach Phonological Awareness

<table>
<thead>
<tr>
<th>Challenges for ELLs</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound recognition and production</td>
<td>Students may not be able to &quot;hear&quot; or produce a new sound in a second language.</td>
</tr>
<tr>
<td>Sound recognition and production</td>
<td>Students who cannot hear and work with the phonemes of spoken words will have a difficult time learning how to relate these phonemes to letters when they see them in written words.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies for ELLs</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model production of the sound</td>
<td>Spend a few minutes at the beginning of class or in small groups demonstrating and reinforcing the correct production of the sound.</td>
</tr>
<tr>
<td>Help beginning readers learn to identify sounds in short words</td>
<td>Have students practice identifying the sounds in the beginning, middle, and end of words.</td>
</tr>
<tr>
<td>Help beginning readers learn to identify sounds in short words</td>
<td>Have students match pictures of words that have the same beginning, middle, or ending sound.</td>
</tr>
<tr>
<td>Help beginning readers learn to identify sounds in short words</td>
<td>Be careful to use only words that students know in English!</td>
</tr>
</tbody>
</table>

Review the example materials and consider:

• What tasks are students introduced to when?
• How do tasks change over time?
• How is phonological awareness instruction related to instruction in other skills in a lesson?
• How might these kinds of tasks look with your students?
Phonological Awareness
Umbrella When and How
Sentence, Phrase, & Word Awareness
WHEN & HOW to Teach Phonological Awareness

• When is it typically taught?
  - Birth to 3 years (incidentally, word play)
  - Prekindergarten (formal instruction, if needed)

• Examples of strategies
  - Using visuals (chips, paper squares, etc.) for sentences in a short story
  - Clapping out words in a sentence

See “Participant Packet” for links to resources for instruction in this area
Sentence Segmentation

Small Group Example

https://www.youtube.com/watch?v=qc6qMzRL4Fg
Rhyme & Alliteration Awareness
WHEN & HOW to Teach Phonological Awareness

• When is it typically taught?
  - Prekindergarten (formal instruction begins, basic skills)
  - Kindergarten and First Grade (advanced skills)

• Examples of strategies
  - Ask students to identify which of three words does or does not rhyme (rhyme identification, basic)
  - Ask students to think of silly sentences with words that begin with the same sound (alliteration production, advanced)

See “Participant Packet” for links to resources for instruction in this area
Rhyme Awareness
Whole Group & Small Group Example

https://youtu.be/MfJH9c22VQ8
Syllable Awareness

WHEN & HOW to Teach Phonological Awareness

• When is it typically taught?
  - Prekindergarten (basic skills)
  - Kindergarten and First Grade (advanced skills)

• Examples of strategies
  - Ask students to blend two syllables together to make a word (basic)
  - Ask students to segment a word into its syllables using clapping or hand under chin (basic)
  - Ask students to delete or change a syllable in a word (advanced)

See “Participant Packet” for links to resources for instruction in this area
Onset-Rime Awareness

WHEN & HOW to Teach Phonological Awareness

• When is it typically taught?
  - Prekindergarten (very early/basic skills)
  - Kindergarten and First Grade (advanced skills)

• Examples of strategies
  - Ask students to blend the onset and a rime together to make a word (basic)
  - Ask students to change the onset in a word to make a new word (e.g., change the /b/ in bat to /sl/ → slat) (advanced)

See “Participant Packet” for links to resources for instruction in this area
Syllable & Onset-Rime Awareness
Individual/Small Group Example

https://www.youtube.com/watch?v=HFw9cEEXjLE&t=4s
Phoneme Awareness

WHEN & HOW to Teach Phonological Awareness

• When is it typically taught?
  - Kindergarten (early/basic skills)
  - First Grade and beyond (early/basic to advanced skills)

• What about older students?
  - Phonemic awareness skills, especially blending and segmenting, are most critical for older struggling readers to master
  - Phonemes should be linked to letters as soon as possible

• Examples of strategies
  - Blending 2 or 3 phonemes together to make a word (basic)
  - Segmenting a word into individual phonemes (e.g., “say all the sounds in birds.” → /b/ /er/ /d/ /z/; advanced)

See “Participant Packet” for links to resources for instruction in this area
Phoneme Segmentation

Individual/Small Group Example

https://www.youtube.com/watch?v=6wjU03hjOvs
Phoneme Pronunciation
How to Produce the 44 Phonemes

https://www.youtube.com/watch?v=wBuA589kfMg
Early Literacy Lesson
HOW to Teach Phonological Awareness – Warm Up Activity

https://www.youtube.com/watch?v=uJnp1IpaHkM
### Types of Instruction

**Phonological Awareness**

<table>
<thead>
<tr>
<th>Instructional Activities</th>
<th>Approx. Time Spent</th>
<th>Times per Day/Repetitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Teaching</td>
<td>2-10 minutes</td>
<td>0-2</td>
</tr>
<tr>
<td>Practice Activities</td>
<td>1 minute or less</td>
<td>4-8</td>
</tr>
<tr>
<td>Incidental Teaching</td>
<td>3-10 seconds</td>
<td>Many! Teachable moments throughout the day.</td>
</tr>
</tbody>
</table>

Adapted from Kilpatrick, 2016
### Example Lesson for Foundational Reading

<table>
<thead>
<tr>
<th>Lesson Component</th>
<th>Typical Time Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>State the goal of the lesson</td>
<td>--</td>
</tr>
<tr>
<td>Review previously learned material</td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Phoneme Awareness</strong></td>
<td>1-5 minutes</td>
</tr>
<tr>
<td>Introduce, explain new reading/spelling pattern</td>
<td>3-5 minutes</td>
</tr>
<tr>
<td>Give guided practice</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Provide monitored, independent practice opportunities</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Spell and write</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Decodable text reading</td>
<td>5-10 minutes</td>
</tr>
</tbody>
</table>

Adapted from Moats, 2020 (p. 258)
WHEN to Teach Phonological Awareness?

Now that you know what instruction may look like, in what ways might you adjust your current instruction to include phonological awareness?

What might you do for students in second grade and beyond who require intervention in this area?
Assessment to Inform Core English Language Arts (ELA) Instruction

Support & Strengthen Phonological Awareness
Core ELA Instruction: Assessment Types
What can we use to inform our core instruction of phonological awareness?

Universal Screening

- Strong evidence they are reliable and valid assessments of current skill levels
- Predict the likelihood of future reading difficulties
- Allow for valid decisions to be made about the effectiveness of the instructional environment

Classroom Assessments

- Determine the group’s mastery of specific skills taught in previous lessons
- Not necessarily evaluated for reliability and validity
Core ELA Instruction: Assessment Examples
What can we use to inform our core instruction of phonological awareness?

Universal Screening

• Phonemic Awareness
  - Preschool Early Literacy Indicators (PELIs)
• First Sound Fluency
• Acadience Reading*
• Phoneme Segmentation Fluency
  - Acadience Reading*
  - Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*
  - easyCBM*

Available free of charge *

Classroom Assessments

• Unit/Skill Tests
  - Core Knowledge Language Arts (CKLA) Unit Student Performance Task Assessments
  - Heggerty Progress Monitoring Assessments
• Teacher-developed quarterly assessments of phonological awareness
• Other skill assessments administered to all students
## Case Example

### Kindergarten Classroom: DIBELS 8th Edition Winter Screening Data

<table>
<thead>
<tr>
<th>Student</th>
<th>Letter Naming Fluency</th>
<th>Phoneme Segmentation Fluency</th>
<th>Nonsense Word Fluency -Correct Letter Sounds</th>
<th>Nonsense Word Fluency -Words Recoded Correctly</th>
<th>Word Reading Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>33</td>
<td>9</td>
<td>10</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>32</td>
<td>10</td>
<td>18</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>37</td>
<td>15</td>
<td>25</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>47</td>
<td>18</td>
<td>20</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>F</td>
<td>44</td>
<td>23</td>
<td>26</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>G</td>
<td>45</td>
<td>25</td>
<td>25</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>H</td>
<td>44</td>
<td>27</td>
<td>25</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>I</td>
<td>58</td>
<td>29</td>
<td>28</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>J</td>
<td>55</td>
<td>33</td>
<td>22</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>K</td>
<td>53</td>
<td>38</td>
<td>33</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>
# Classroom Case Example
## Kindergarten Classroom: Grade Level Instructional Plan

<table>
<thead>
<tr>
<th>ICE Area</th>
<th>Description &amp; Action Steps</th>
<th>Goals</th>
<th>Who?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>We provide 60 minutes of reading instruction each day. During small group work, students sometimes play phonological awareness games.</td>
<td>Implement phonemic awareness instruction and practice activities for large and small group instruction 80% of students meeting the spring benchmark for Phoneme Segmentation Fluency (PSF)</td>
<td>All Teachers</td>
<td>By 1/31/23</td>
</tr>
<tr>
<td></td>
<td>We need additional phonological awareness instructional activities to use during large group instruction as well as activities for reteaching and practice in the small group (instruction).</td>
<td></td>
<td>All Teachers</td>
<td>Spring Screening</td>
</tr>
<tr>
<td>Curriculum</td>
<td>We have some phonological awareness lessons and materials in our curriculum. We also have some free resources and Elkonin box lists and materials from a recent training.</td>
<td>Collect, organize, and distribute instructional materials for phonological awareness activities/lessons to all teachers.</td>
<td>Teacher 2</td>
<td>By 1/15/23</td>
</tr>
<tr>
<td></td>
<td>We need to make sure all classrooms have the instructional materials for the large group and small group phonological awareness tasks we plan to cover. We need to assess PSF more frequently.</td>
<td>Administer PSF in Feb. &amp; April</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td>We use Tier 1 Positive Behavior Interventions and Supports (PBIS) to promote readiness behaviors.</td>
<td>Maintain current Office Discipline Referral rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We do not need additional support at this time.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Considerations (e.g., Community Engagement, Assessment): Students in our school spend a lot of time at a local community center. We will reach out and offer to provide training and materials to staff on some phonological awareness activities.
# Intervention: Assessment Types

## Assessment to Inform Instruction

### Diagnostic Assessments/Skill Inventories
- Provides further assessment within a skill area or domain about which specific skills require additional support to develop
- May or may not have been evaluated for reliability and validity

### Progress Monitoring Assessments
- Provides information on an individual student’s or a group of students’ progress on a specific skill or set of skills
- Is administered at frequent intervals
- Preferably, demonstrate strong evidence of reliability and validity in measuring growth over time
Intervention: Assessment Examples

Assessment to Inform Instruction

Diagnostic Assessments/Skill Inventories

• Phonological Awareness and Word Reading and Decoding Diagnostic (PA & WRD; Acadience Learning)

• Phonological Awareness Screening Test* (PAST; Kilpatrick, 2019)

• Really Great Reading Phonological/Phonemic Awareness Survey* (Really Great Reading)

• Manual review of responses on completed Curriculum-Based Measurement (CBMs; Error Analysis)*

Progress Monitoring Assessments

• First Sound Fluency
  - Acadience Reading*

• Phoneme Segmentation Fluency
  - Acadience Reading*
  - DIBELS*
  - easyCBM*

• Teacher-developed progress monitoring measures

Available free of charge *
## Intervention Case Example A: Data

**Student Receiving Special Education: Phonological Awareness Skills**

- 4th grade student with a learning disability in reading
- Developing first grade early reading skills (early decoding and reading fluency)
- Receiving consultant teacher (CT) ELA services and resource room (RR) support

### Grade Level Phoneme Segmentation Fluency Score

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Phoneme Segmentation Fluency Score</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>15 correct</td>
<td>Intensive</td>
</tr>
</tbody>
</table>

### Informal Assessment Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Segment sentences into words</td>
<td>3/3</td>
</tr>
<tr>
<td>Match rhyming words</td>
<td>3/3</td>
</tr>
<tr>
<td>Produce rhyming words</td>
<td>3/3</td>
</tr>
<tr>
<td>Segment a two-syllable word</td>
<td>2/3</td>
</tr>
<tr>
<td>Blend onset and rime</td>
<td>1/3</td>
</tr>
</tbody>
</table>
Intervention Case Example A: Goals
Special Education Student: Phonological Awareness Skills

• Possible Measurable Annual Goal:
  - *Given a first grade phoneme segmentation fluency probe, the student will segment orally provided words at a rate of 50 phoneme segments correct per minute with no more than 3 errors in 2 out of 3 consecutive weekly trials.*
## Intervention Case Example A: Objectives

**Special Education Student: Phonological Awareness Skills**

Example Measurable Annual Goal: *Given a first grade phoneme segmentation fluency probe, the student will segment orally provided words at a rate of 50 phoneme segments correct per minute with no more than 3 errors in 2 out of 3 consecutive weekly trials.*

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| **Short-term Instructional Objective 1:** The student will correctly segment a one-syllable word into onset and rime. | Instructional Strategies: • Use clapping activities for syllable segmentation  
• Use colored chips for onset-rime segmentation |
| **Short-term Instructional Objective 2:** The student will correctly segment words with 3 phonemes. | Instructional Strategies: • Use colored chips or squares for blending phonemes  
• Introduce Elkonin Sound Boxes for segmenting phonemes |
| **Short-term Instructional Objective 3:** The student will correctly segment words with 5 phonemes. | Instructional Strategies: • Transition to using letters with sound boxes (word boxes)  
• Use oral segmentation fluency exercises to target speed for segmenting phonemes in 4- and 5-phoneme words |
Assessment & Linguistic Diversity

Assessment to Inform Instruction

- Use reliable and valid formative assessment measures to screen and progress monitor phonological awareness skills in the early grades
- Seek out evidence that assessments have been evaluated for use with linguistically diverse populations
- Use screening results in combination with other assessments
- Avoid delaying intervention when needs are evident
- Ensure assessment results indicate you have a strong core/tier 1

Baker et al., 2014; Gersten et al., 2007
Assessment to Inform Instruction

What core ELA instruction assessments do you currently use for universal screening? Classroom assessments?

What intervention assessments do you currently use for diagnostic/skill inventories? Progress monitoring?
Culminating Activity

Individually review the phonological awareness free resources for instructional materials

Work with a partner/group to determine where you might utilize relevant phonological awareness materials to supplement your current scope and sequence

Brainstorm how you might use the ICEL-RIOT matrix to complete the ICE Planning Template for a small group, class, or grade level
Questions and Answers
How are you feeling after today’s training?

• If you feel overwhelmed, you’re not alone!

• Here are some possible next steps…
  - Pick one thing you want to incorporate into your classroom.
  - Select one of the resources provided to read or learn more about.
  - Attend the training again – it’s a lot of information!
  - Ask any follow-up questions you need. We are here to help!
Contact Us

New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

New York State Education Department
Office of Special Education
Educational Partnership
Technical Assistance Partnership
for Academics

UNIVERSITY AT ALBANY
State University of New York
Regional Level Team (RLT)
February 2021

Meeting Evaluation Survey
Meeting Evaluation Survey
Link here