L=15
T=12
I=12

Section 5. Day One Foundational Reading Skills

Phonemic Awareness
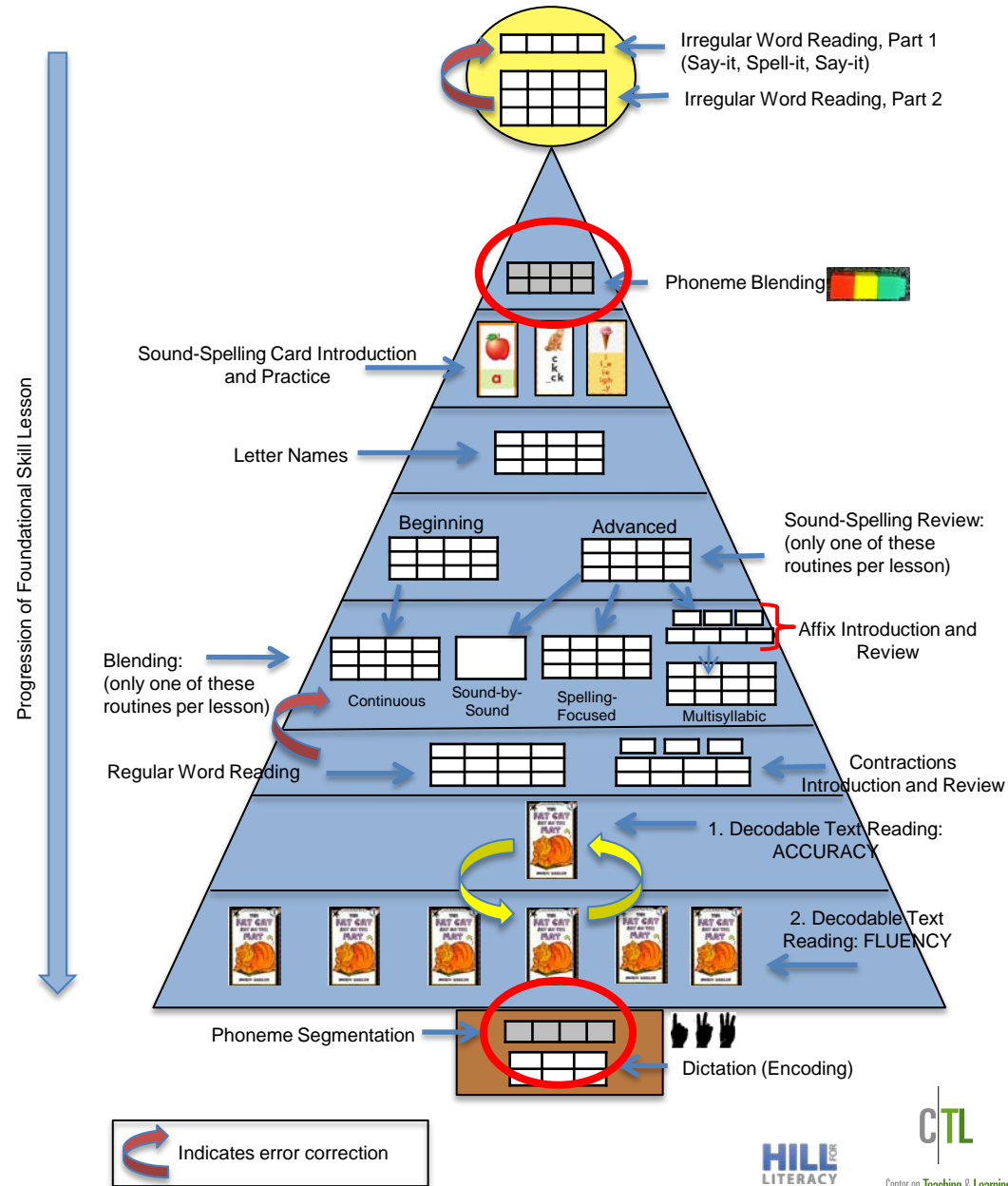
moving **up!** ™

moving **up!** LITERACY

Enhanced Core Reading Instruction (ECRI)
Foundational Skills Lesson (30 minutes)

Phoneme Blending

Phoneme Segmenting

Progression of Foundational Skill Lesson

Irregular Word Reading, Part 1
(Say-it, Spell-it, Say-it)

Irregular Word Reading, Part 2

p. 3

Phoneme Blending

Sound-Spelling Card Introduction
and Practice

Letter Names

Beginning   Advanced

Sound-Spelling Review:
(only one of these
routines per lesson)

Affix Introduction and
Review

Blending:
(only one of these
routines per lesson)

Continuous   Sound-by-   Spelling-   Multisyllabic
               Sound   Focused

Regular Word Reading

Contractions
Introduction and Review

1. Decodable Text Reading:
   ACCURACY

2. Decodable Text
   Reading: FLUENCY

Phoneme Segmentation

Dictation (Encoding)

Indicates error correction

Phonemic Awareness and Building Background: Why is this important?

What is Phonemic Awareness?

- The ability to identify and manipulate individual phonemes, or single units of speech, in spoken words.

- Phoneme blending and phoneme segmentation are the two most critical forms of phonological awareness instruction.

Definitions to Know

- *Phonological Awareness:* The ability to identify and manipulate sounds in spoken language.
- *Phoneme:* A single unit of speech. The word "man" has three phonemes: /m/ /a/ /n/.
- *Phonemic Awareness:* The ability to identify and manipulate the individual phonemes, or single units of speech, in spoken words.
- *Phoneme Blending:* Listening to a sequence of separately spoken sounds and combining them into a recognizable word. The phonemes /s/ /a/ /t/ when orally blended say 'sat.'
- *Phoneme Segmentation:* Orally breaking a word into sounds. The sound segments in mat are /m/ /a/ /t/.

Excerpt from Equipped for Reading Success
David Kilpatrick

"The findings from countless research studies have been consistent and clear:

Students with good phonological awareness are in a great position to become good readers, while students with poor phonological awareness almost always struggle in reading."

Excerpt from Equipped for Reading Success
David Kilpatrick

"Poor phonological awareness is the most common cause of poor reading."

Excerpt from Equipped for Reading Success
David Kilpatrick

"Reading problems can be prevented if all students are trained in *letter-sound skills* and *phonological awareness,* starting in kindergarten. You may have heard there is a neurological/genetic basis for reading difficulties. This is accurate. This is apparently because phonological awareness difficulties often have a genetic basis."

Excerpt from Equipped for Reading Success
David Kilpatrick

"However, the good news is that despite their neuro-developmental origin, these difficulties are preventable and correctable."

The Umbrella of Our Language

Phonological **Awareness**

Word Level

Syllable Level

Onset-Rime Level

Phoneme Level

Preventing Reading Failure: Phonological Awareness and Instruction, by Lane, Pullen, Eisele, & Jordan (2002)
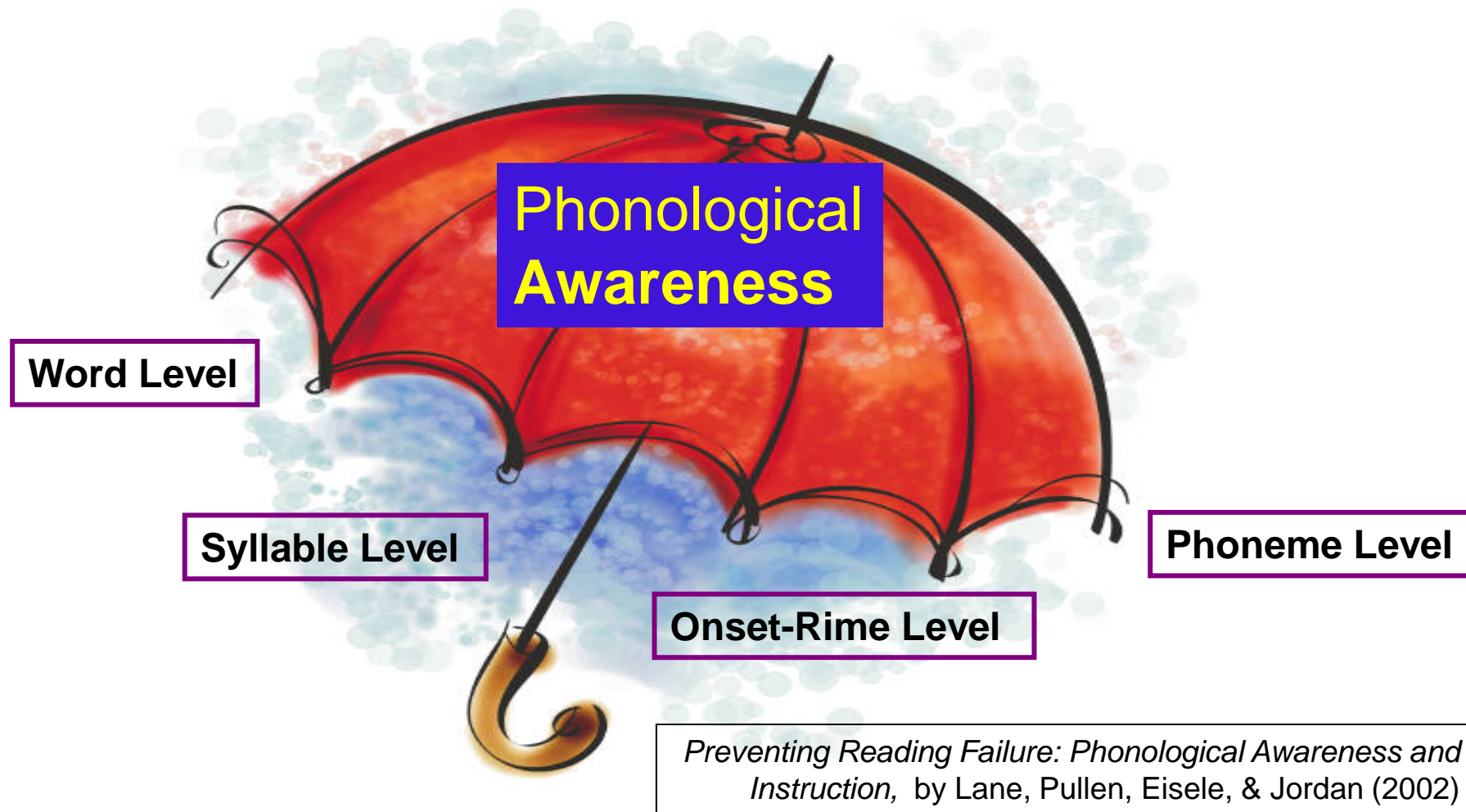
Five Levels of Phonological Awareness
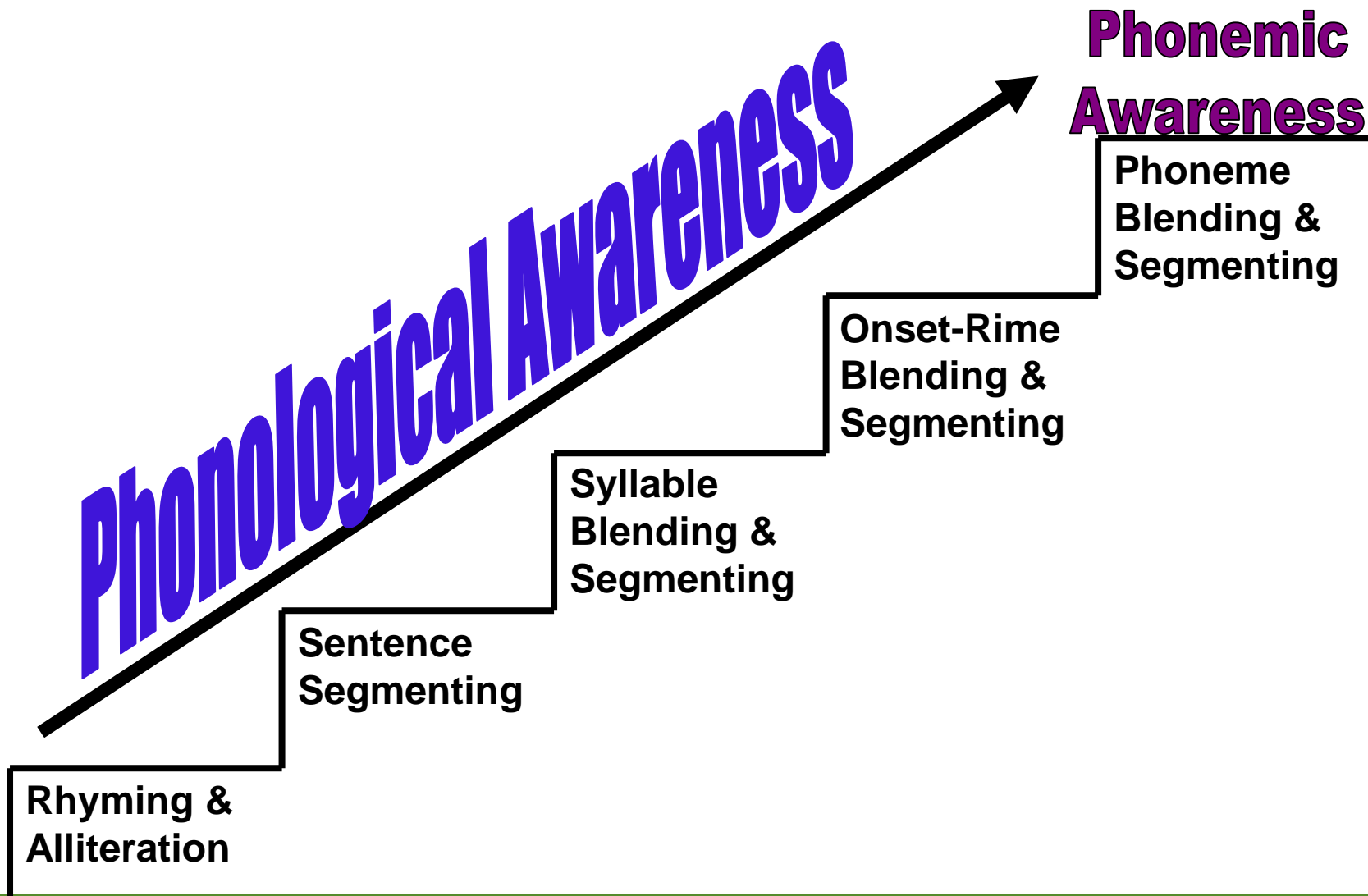
Phonemic Awareness

Phonological Awareness

Phoneme Blending & Segmenting

Onset-Rime Blending & Segmenting

Syllable Blending & Segmenting

Sentence Segmenting

Rhyming & Alliteration

Group Practice Activity

L=16
T=13
I=13

Identify the number of phonemes in each of the following words:
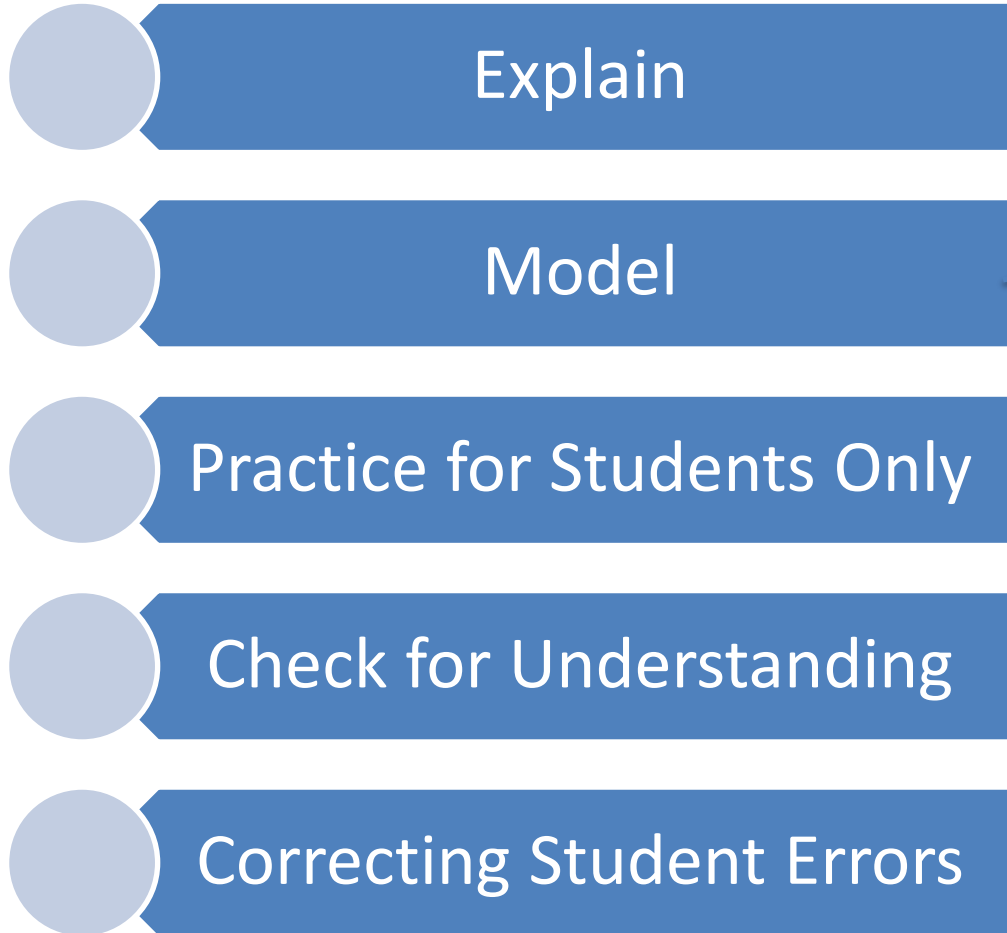
cat
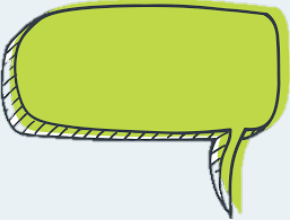
frog

math

fun

apple

Four Parts of an Effective Signal

1. FOCUS	2. CUE	3. THINK TIME	4. SIGNAL
Touch to the left or Pinch the left of the card	Name? Sound? Word? Contraction? Prefix/Suffix? Meaning?	Often 2 seconds (follow routine cards for time per routine)	Tap Slide Swoop
• Do NOT move the focus (finger) until the signal (step 4).	• Say the cue quickly and clearly. • No droning. • Say the cue for each item in the practice chart.	• Keep the think time consistent between each item. • The goal is for each student to be successful practicing with the group.	• Follow the routine as written. • Signal clearly. • Provide a narrow window of response. • Immediately move to the next item.

Group Practice Activity

L=16
T=13
I=13

Identify the number of phonemes in each of the following words:

cat   3

frog   4

math   3

fun   3

apple   3

5.1

Phoneme Blending Components

Phoneme Blending Routine

Explain

Model

Practice for Students Only

Check for Understanding

Correcting Student Errors

Phoneme Blending Routine

Materials: Chains of two, three, and four cubes or similar types of manipulatives

Explain: Demonstrate the task as you are explaining it.
You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word.

Model: Use the signal for each word and model saying one word.* Model until students are successful with the routine.
I'll show you how to blend the sounds to say the first word. My turn.

*Signal for each word
1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Practice for students only: Go back to the first word. Use the signal for each word.*
Your turn.

Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."
Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.

Correcting Student Errors
1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn.** Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

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For example, when presenting the word cat:

	1. The teacher *taps* the top of the first cube on the right from the teacher perspective (on the left for students) and says, "**/c/.**" When the teacher *taps* the top of each cube, her or his finger briefly hits the top of the cube and immediately comes back off.
	2. The teacher *taps* the top of the next cube and says, "**/a/.**"
	3. The teacher *taps* the top of the next cube and says, "**/t/.**"
	4. The teacher *slides* her or his finger above the cubes. The *slide* is quick and just above the cubes from right to left (this will be from left to right from the student perspective).
	5. Students respond, "cat."

L=19
T=16
I=16

Trainer Demonstration:
Phoneme Blending

Phoneme Blending Routine

Materials: Chains of two, three, and four cubes or similar types of manipulatives

Explain: Demonstrate the task as you are explaining it.
You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word.

Model: Use the signal for each word and model saying one word.* Model until students are successful with the routine.
I'll show you how to blend the sounds to say the first word. My turn.

*Signal for each word

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Practice for students only: Go back to the first word. Use the signal for each word.*
Your turn.

Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."
Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn.** Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

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cat (3)	list (4)	fit (3)	car (2)
swim (4)	stand (5)	race (3)	boat (3)

ACTIVITY

Partner Practice:
Phoneme Blending

Phoneme Blending Routine

Materials: Chains of two, three, and four cubes or similar types of manipulatives

Explain: Demonstrate the task as you are explaining it.
You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word.

Model: Use the signal for each word and model saying one word.* Model until students are successful with the routine.
I'll show you how to blend the sounds to say the first word. My turn.

☞ *Signal for each word

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Practice for students only: Go back to the first word. Use the signal for each word.*
Your turn.

Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."
Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn.** Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

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cat (3)	list (4)	fit (3)	car (2)
swim (4)	stand (5)	race (3)	boat (3)

5.2
Phoneme Segmenting Components

Phoneme Segmenting Routine

Explain

Model

Practice for Students Only

Check for Understanding

Correcting Student Errors

Phoneme Segmenting Routine

Materials: None

Explain: Demonstrate the task as you are explaining it.
You're going to practice saying the sounds in words. I'll say a word. Each time I hold up a finger, you'll say a sound in the word.

Model: Use the signal for each word and model saying one word.* Model until students are successful with the routine.
I'll show you how to say the sounds in the first word. My turn.

*Signal for each word

1. Hold up a closed fist, fingers facing you. Say one word from the list.
2. Every second hold up one finger from right to left for each sound of the word (this will be the correct direction from the student perspective).

Practice for students only: Go back to the first word. Use the signal for each word.*
Your turn.

Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."
Let's do some individual turns. I'm going to call one student's name and only that student will say each sound in the word out loud.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn.** Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

For example, when presenting the word trap:

	The teacher holds up a closed fist and says, "**trap.**"
	The teacher holds up one finger starting on the left from the student perspective. The students respond "/t/." The teacher pauses for one second.
	The teacher holds up the next finger. The students respond "/r/." The teacher pauses for one second.
	The teacher holds up the next finger. The students respond "/a/." The teacher pauses for one second.
	The teacher holds up the next finger. The students respond "/p/." The teacher immediately presents the next word using the signal for each word. *

Trainer Demonstration: Phoneme Segmenting

Phoneme Segmenting Routine

Materials: None

Explain: Demonstrate the task as you are explaining it.
You're going to practice saying the sounds in words. I'll say a word. Each time I hold up a finger, you'll say a sound in the word.

Model: Use the signal for each word and model saying one word.* Model until students are successful with the routine.
I'll show you how to say the sounds in the first word. My turn.

☞ *Signal for each word

1. Hold up a closed fist, fingers facing you. Say one word from the list.
2. Every second hold up one finger from right to left for each sound of the word (this will be the correct direction from the student perspective).

Practice for students only: Go back to the first word. Use the signal for each word.*
Your turn.

Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."
Let's do some individual turns. I'm going to call one student's name and only that student will say each sound in the word out loud.

⚡ Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn.** Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

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hit (3)	start (4)	Jack (3)	splash (5)
bike (3)	more (2)	fame (3)	though (2)

Partner Practice:
Phoneme Segmenting

hit (3)	start (4)	Jack (3)	splash (5)
bike (3)	more (2)	fame (3)	though (2)

Example of ECRI Lesson

Page 104 (Unit 3, Week 2, Day 3)

3 (rise)	3 (pile)	3 (shine)	3 (size)
3 (wise)	4 (prize)	3 (wipe)	4 (gripe)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns.** I'm going to call one student's name and only that student will say the word out loud. Call on two to three students.

***Signal for each word**
1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors
1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn.** Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

104

Page 115 (Unit 3, Week 2, Day 3)
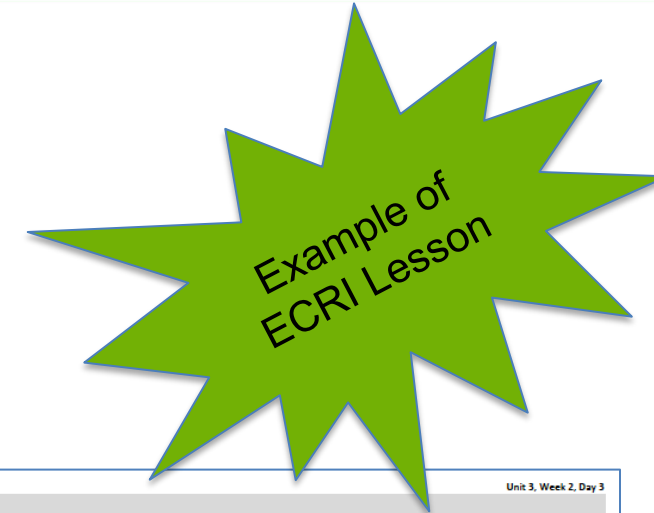
3 (bite)	3 (vine)	3 (tide)	3 (like)

Phoneme Segmentation

You're going to practice saying the sounds in words. I'll say a word. Each time I hold up a finger, you'll say a sound in the word. I'll show you how to say the sounds in the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns.** I'm going to call one student's name and only that student will say each sound in the word out loud. Call on two to three students.

***Signal for each word**
1. Hold up a closed fist, fingers facing you. Say one word from the list.
2. Every second hold up one finger from right to left for each sound of the word (this will be the correct direction from the student perspective).

Correcting Student Errors
1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn.** Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

115

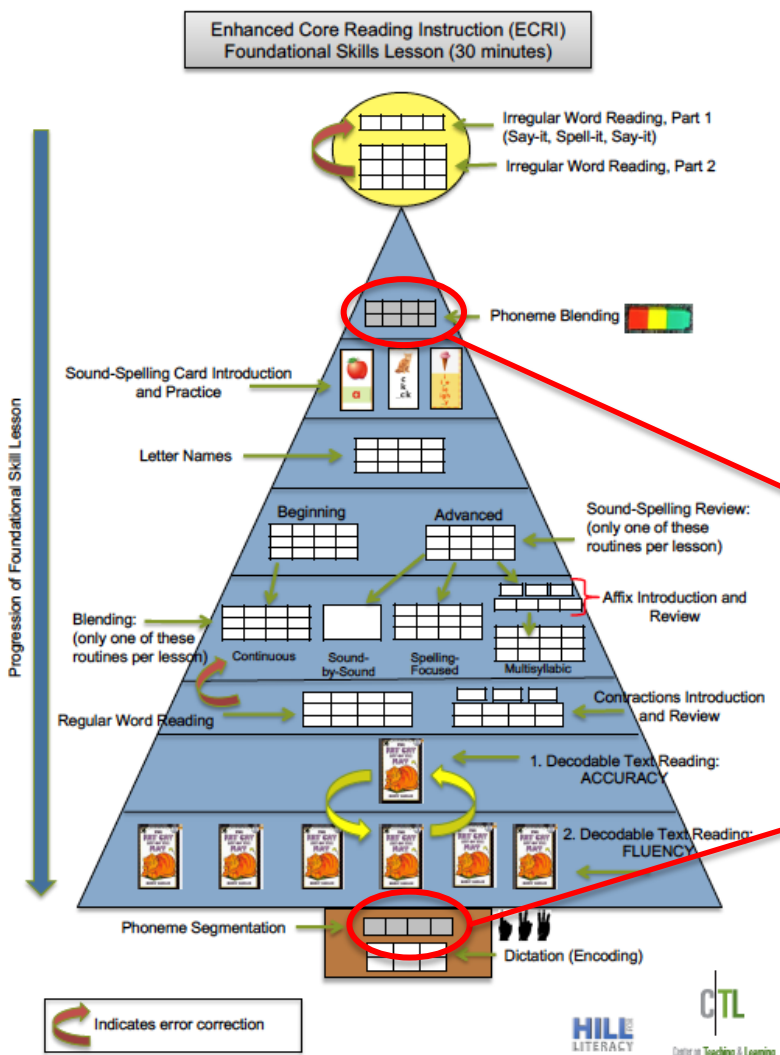# Scaffolds and Differentiation Tips

- Provide teacher voice-over followed by students completing routine on their own
- Provide practice with earlier phonological skills (i.e., onset-rime).
- Teach/practice blending and/or segmenting two phoneme blends; then transition to three, before returning to lesson.
- Blending: say the sounds with less space between each sound and/or hold continuous sounds for longer

Quick Look: How does this enhance and/or replace your current Core program instruction?