



Phonemic Awareness
and
Letter Identification

First Grade

Reading First

ARKANSAS DEPARTMENT OF EDUCATION

Assignment for Observation

- Record both student and teacher behavior during the Explicit Phonics/Spelling portion of the block, focusing on the Phonological/Phonemic Awareness instruction.
- Observe the assigned group of students in the entire block, carefully watching for evidence of independent student processing and application of phonemic awareness and phonics skills.
- Collect a sample of student writing to analyze.

Participant Materials

Reading First Notebook

- Arkansas K-12 English Language Arts Curriculum Framework, Revised 2003
- Arkansas Reading First Comprehensive Literacy Instruction Map
- Arkansas Reading First Classroom Observation Protocol
- *A Closer Look at the Five Essential Components of Effective Reading Instruction* (downloaded version)
- *Put Reading First*

Texts

Phonemic Awareness in Young Children
I've DIBEL'd, Now What?

Presenter Materials

All Participant Materials

Phonological Awareness Start Up to Build Up 1(Phonetic Connections)

Overhead projector

Magnetic letters

Letter cards

ABC chart

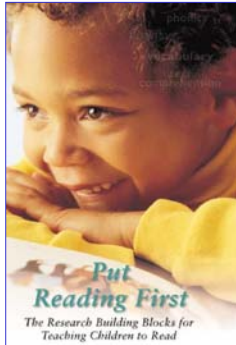
White boards

Markers

Chart: Phonological Awareness Continuum

Chart: Phonemic Awareness Continuum

Put Reading First



Phonemic awareness is the ability to notice, think about, and work with the individual sounds in words.

PRF, 2

Research

Have participants read and highlight the following sections of *Put Reading First (PRF)*:

Page 2, Paragraph 1 - *Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words.*

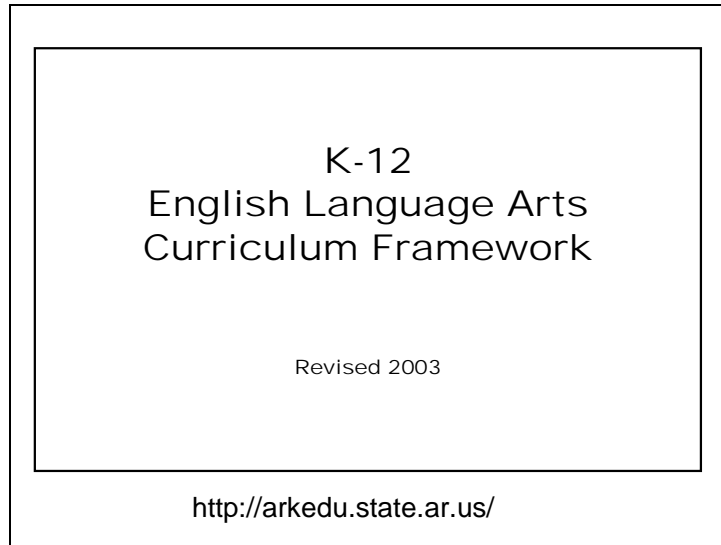
Page 3, Paragraph 1 - *Phonemic awareness is not phonics. Phonemic awareness is the understanding that the sounds of spoken language work together to make words. Phonics is the understanding that there is a predictable relationship between phonemes and graphemes, the letters that represent those sounds in written language. If children are to benefit from phonics instruction, they need phonemic awareness.*

Page 3, Paragraph 3 - *Phonemic awareness is a subcategory of phonological awareness. The focus of phonemic awareness is narrow – identifying and manipulating the individual sounds in words.*

Refer participants to **Resource P1 Phonemic Awareness and Phonics**. Discuss the differences and similarities in phonemic awareness and phonics.

Phonemic Awareness and Phonics

<p style="text-align: center;">Phonemic Awareness</p> <p>Ability to recognize the individual sounds of spoken language and how they can be blended together, segmented, and manipulated.</p> <p style="text-align: center;">Auditory</p> <p>Involves sound Tasks can be done with the eyes closed if not using manipulatives.</p> <p>Examples: Say the word <i>man</i>. Ask students to say each sound they hear in the word: <u>/m/ /a/ /n/</u>.</p> <p>Ask students to listen to each sound in a word: /h/ /a/ /t/ and say the word <i>hat</i>.</p> <p>Focuses on the sounds of spoken language and how they can be blended, segmented and manipulated.</p> <p>Provides the basis for understanding the alphabetic principle and lays the foundation for phonics and spelling.</p>	<p style="text-align: center;">Phonics</p> <p>An instructional approach that links the sounds of spoken language to printed letters.</p> <p style="text-align: center;">Graphophonemic</p> <p>Involves sound and print. Tasks involve looking at print.</p> <p>Examples: Write the word <i>man</i> on a chart. Ask students to say each sound in the word and blend the sounds together to read the word.</p> <p>Ask students to listen to each sound in the word <i>man</i> and spell the word <i>man</i> using letter tiles.</p> <p>Shows how letters and spellings represent the sounds of spoken language.</p> <p>Helps students understand how sounds in words relate to their corresponding written symbols. This knowledge helps students read and spell words.</p>
-- Teacher Reading Academy	



Arkansas K-12 English Language Arts Curriculum Framework

Refer participants to the **Arkansas K-12 English Language Arts Curriculum Framework, Revised 2003, pp. 22-23**. Read the Student Learner Expectations for Phonemic Awareness:

Strand: Reading

Standard 8: Foundations of Reading

Students shall apply concepts of print, acquire knowledge of spoken words and understand the relationship of speech to print as they develop a foundation for literacy.

Student Learner Expectations

- R.8.1.5** Blend *phonemes* fluently
- R.8.1.6** Segment *phonemes* fluently (minimum 40 *phonemes* per minute)
- R.8.1.7** Delete *phonemes* to create new words
- R.8.1.8** Add *phonemes* to existing words to create new words
- R.8.1.9** Substitute one *phoneme* for another to make new words

Refer to **p. 33** for Student Learner Expectations for Letter ID:

Strand: Reading

Standard 11: Vocabulary, Word Study, and Fluency

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

Student Learner Expectation

- R.11.1.4** Know the order of the letters in the alphabet

Refer to **pp. 34-35** for **Kindergarten Student Learning Expectations**

- R.11.K.4** Identify upper- and lower-case letters fluently
- R.11.K.5** Identify the most common sound associated with individual letters
- R.11.K.15** Demonstrate automaticity of letter names and sounds
- R.11.K.17** Demonstrate automaticity of letter names at a minimum of 40 letters per minute

Remind participants that every teacher is responsible for any skills not mastered in previous grades.

Arkansas Reading First Comprehensive Literacy Instruction Map

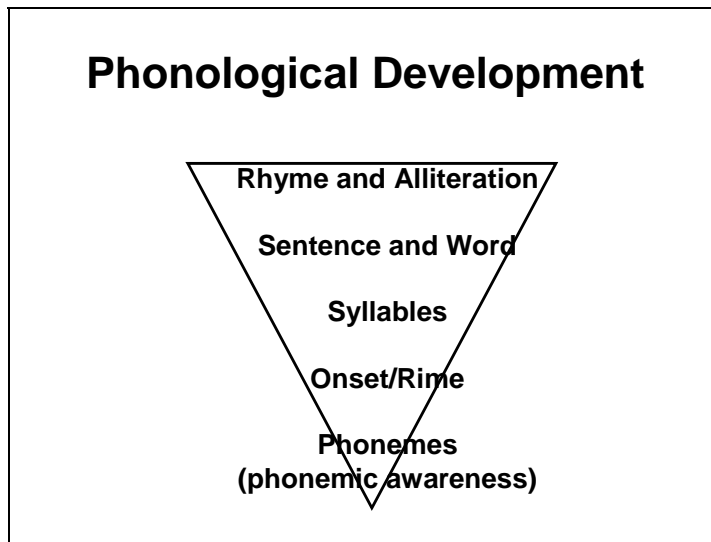


Developing phonological awareness									
	1	2	3	4	5	6	7	8	9
R.8.1.5. Blend phonemes fluently -	X	X	X	X	x				
R.8.1.6. Segment phonemes fluently (minimum 40 phonemes per minute)	X	X	X	X	X	X	X	X	X
R.8.1.7. Delete phonemes to create new words			X	X	X	X	X	X	X
R.8.1.8. Add phonemes to existing words to create new words				X	X	X	X	X	X
R.8.1.9. Substitute one phoneme for another to make new words					X	X	X	X	X

Arkansas Reading First Comprehensive Literacy Instruction Map

Refer participants to the First Grade Developing Phonological Awareness section in the **Arkansas Reading First Comprehensive Literacy Instruction Map, p. 9.**

Remind participants this is a pacing guide for decisions of when to introduce each phonological awareness skill. Explain that the numbers at the top represent the months of the school year. The **Xs** show when to begin instruction and end when it would be expected that this skill would be established with most children in the class.



Phonological Development

Children must develop an awareness of oral language in general before they will develop phonemic awareness. Children demonstrate this awareness by noticing and making oral rhymes, identifying words within a sentence, noticing syllables in words, noticing onsets and rimes within words and the most difficult task, noticing individual phonemes within a word.

This triangle represents how children develop Phonological Awareness. Instruction begins with the largest units of sound and move to the smaller units. It is easier for children to hear larger units of sound such as words and syllables and more difficult to hear the individual sounds such as phonemes.

Since Phonological Awareness involves **listening**, it is necessary to sharpen children's ability to attend selectively to sounds and listen attentively.

Refer participants to **PRF, p. 4**, for the definitions of some of these terms.

Phonemic awareness and **phonological awareness** are not interchangeable terms. Phonemic awareness is a subcategory of phonological awareness. Phonological awareness is the big umbrella under which these components fall.

Rhymes. Young children should have the opportunity to hear plenty of rhymes. Children who have difficulty hearing rhymes have difficulty hearing the phonemes.

Alliteration. Alliteration focuses attention on the beginning of words.
Example: Tommy Taylor talks.

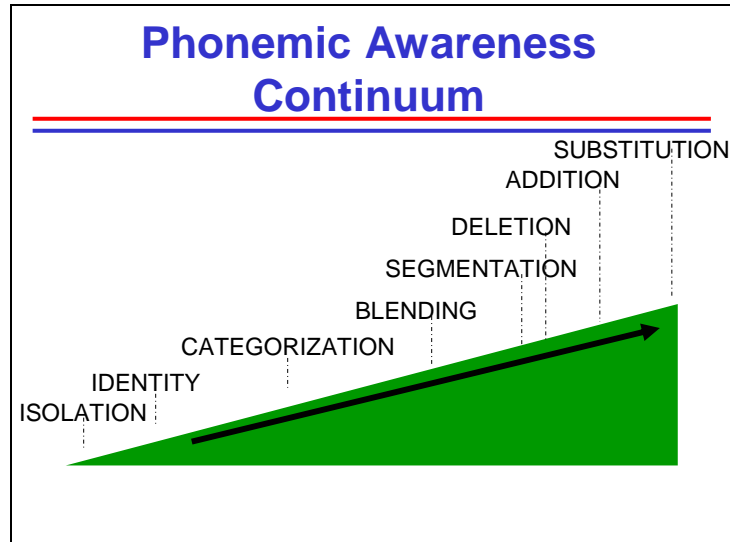
Sentences. Children need a sense of what a whole thought sounds like orally and auditorally, not written. It is the sense of the words representing a complete idea.

Words. When students understand a complete thought, start talking about what a word is. Spacing of words in print cannot be taught until children hear words as individual sound units.

Syllables. Make sure children are really hearing parts of a word. Syllables are a critical structure of the language.

Onset and Rime. Blending and segmenting the initial consonant or consonant cluster (onset) and the vowel and consonant sounds that follow (rime) are early steps to phonemic awareness.

Phonemes. The smallest units of sound are the hardest for children to discriminate.



Phonemic Awareness Continuum

Have participants read and highlight the following sections of *Put Reading First*:

- **pp. 5-6** - definitions of phonemic awareness categories.
- **p. 6** - some common phonemic awareness terms
- **p. 7** - *Phonemic awareness instruction is most effective when children are taught to manipulate phonemes by using the letters of the alphabet... If children do not know letter names and shapes, they need to be taught them along with phonemic awareness.*
- **p. 9** - “How much time should I spend on phonemic awareness instruction?” *Over the school year, your entire phonemic awareness program should take no more than 20 hours... Some will need more instruction than others. The best approach is to assess students’ phonemic awareness before you begin instruction.*

Remind participants that **20 hours** pertains to phonemic awareness instruction, not the complete phonological awareness continuum. An additional phonological awareness continuum is on **A Closer Look, pp. 5-6**.

Share the resource, *Phonemic Awareness in Young Children* and **Resource P2 Tasks that Promote Phonemic Awareness**. Note that these tasks reference **PAYC** and are not written as explicit lessons. They demonstrate each component of the Phonemic Awareness Continuum. Also share the resource **Phonological Awareness, Start Up to Build Up 1** that many Reading First classrooms use for systematic, explicit instruction. *Be sure to focus on modeling segmenting and blending, the skills most critical to reading success.*

Refer to **A Closer Look, p. 10-11**, for an example of explicit teaching of phonemic awareness. Model segmenting and blending.

Tasks That Promote Phonemic Awareness

Phonemic Awareness in Young Children

Developing readers must be able to recognize the sounds, learn to separate the sounds, one from another and categorize them in a way that permits understanding of how words work. Activities referenced are in *Phonemic Awareness in Young Children*.

- ❑ **Phoneme Isolation.** Children must recognize individual sounds in a word. This phonemic awareness concept helps children understand how phonemes sound when spoken in isolation and that phonemes are parts of words.
Activity: Guess Who, p. 58.
- ❑ **Phoneme Identity.** Children must recognize the same sounds in different words. This phonemic awareness concept helps children understand that each phoneme shows up in many different words. The following activity reinforces this concept and it invites the children to pay attention to how the phonemes feel when they are articulated.
Activity: Different Words, Same Initial Phoneme, pp. 59-60
- ❑ **Phoneme Categorization.** Children must recognize the word in a set of three or four words that has the “odd” sound. This phonemic awareness concept extends the children’s awareness by asking them to compare and contrast the sounds in words.
Activity: Finding Things: Initial Phonemes, p. 61

The next activity is one that combines all three (isolation, identity, categorization) by having children pull words from memory based on the initial phoneme and use their reasoning and problem-solving skills that have been previously developed.

Activity: I’m Thinking Of Something, p. 62

It is difficult for a child to read (decode) and spell (encode) until they are able to blend and segment phonemes.

- ❑ **Phoneme Blending.** The phonemic awareness skill centrally involved in decoding (reading) is blending. Blending phonemes helps children to decode unfamiliar words. It involves listening to a sequence of individual sounds and combining them to pronounce a word. At first, use words that contain phonemes that can be pronounced without stopping between sounds.

Example: Listen to these sounds and tell me the word I say: /t/ /a/ /g/ . What’s the word? (tag)

- ❑ **Phoneme Segmentation.** The phonemic awareness skill key to encoding (spelling) is segmenting. Segmenting phonemes helps children to spell unfamiliar words and also to retain spellings in memory (NRP, 2000). It involves breaking a word into its individual sounds.

Example: Tell me the sounds you hear in the word **mat**. (/m/ /a/ /t/)

Phoneme Segmentation (continued). Using blocks or other counters provides students with concrete, tangible ways of counting or marking the individual sounds of words as they say them. Letters can be substituted for the counters once students are solid in their phonemic awareness and have learned letter-sound correspondences.

ACTIVITY: Two Sound Words, pp. 73-75

- Discuss analyzing and synthesizing of phonemes on this page.
- Next, model the activities on p. 74 for analysis and synthesis.

Manipulating phonemes in words means working with phonemes (deleting, adding, or substituting them). Manipulating phonemes by deleting, adding or substituting phonemes to make new words is at the highest level of phonemic awareness.

- Phoneme Deletion.** Children recognize the word that remains when a phoneme is removed from another word. Example: What word do you have when you take away the /t/ at the beginning of trap? (rap).

Activity: Spider's Web With Word Pair I, p. 68

- Phoneme Addition.** Children make a new word by adding a phoneme to an existing word.

Example: What word do you have if you add the /s/ to the beginning of the word pin? (spin)

Activity: Spider's Web With Word Pair II, p. 69

- Phoneme Substitution.** Children substitute one phoneme for another to make a new word.

Example: What word do you have if you change the /u/ in bug to the /a/ sound? (bag)
Use magnetic letters to demonstrate the changes after practicing orally.

From *Phonemic Awareness in Young Children*. Adams, Foorman, Lundberg, and Beeler (1998).

Core Reading Program

Each school must have a core reading program that contains an explicit, systematic phonemic awareness component for all kindergarten and first graders.

Core Reading Program

Struggling students may need more phonemic awareness instruction than that contained in a typical phonics program. Including phonemic awareness in a remedial reading program will help older students who are struggling with reading and writing because they did not develop phonemic awareness at a younger age.

Resources that are useful when supplementing phonemic awareness instruction include:

- *I've DIBEL's, Now What?*
- *Phonemic Awareness in Young Children*
- *Phonetic Connections Phonological Awareness*

Have these resources available to share.

All tasks in these materials are not written as explicit lessons, so they must be converted into explicit lessons to maximize effectiveness. Refer to an intervention (for example, p.199, 9-11, Stand up Rhyme Time in *I've DIBEL's, Now What?*) and ask what is needed to make this explicit. Model explicit language for this example.

When teaching phonemic awareness, it is important to articulate individual letter sounds correctly. Model the sounds for each letter. Practice making the sounds correctly.

Interventions for Phoneme Segmentation Fluency

Slow Processing Speed

- Practice segmenting with timer.

Accuracy

- Look at error pattern.
- Match the student error pattern to the Phonological Awareness continuum.
- Plan according to student need.

Intervention for Phoneme Segmentation Fluency

Phonological Awareness is a foundation for student success in reading. Phoneme segmentation fluency is a critical indicator for learning to read. Learning will eventually break down if students do not have a firm foundation in phonological awareness.

Assessment can determine if the problem with phoneme segmentation is slow processing speed or lack of accuracy. Teachers must assess struggling readers and plan interventions appropriate to the need. If the problem is slow processing speed, the student may practice segmenting with a timer. If the problem is with accuracy, determine where on the phonological awareness continuum the child is having a problem and begin instruction there.

Refer to **Resource A4 Use of Assessment Data to Inform Instruction.**

Sample Accuracy Interventions

- Alliteration deficit – match pictures by beginning sound
- Rhyme deficit – match pictures by rhyme
- Onset/rime deficit – practice segmenting at onset/rime
- Phoneme Segmentation deficit - use disks to push sounds (Elkonin boxes)

Letters of the Alphabet

Highlight **PRF, p. 7**, “*Phonemic awareness instruction is most effective when children are taught to manipulate phonemes by using the letters of the alphabet.*”

It is essential that children know the letters of the alphabet and connect them to the sounds that they make.

ACTIVITY: Modeling Sound Analysis with Elkonin Boxes. One of the best interventions for children who have difficulty segmenting sounds is the use of Elkonin boxes. Model sound analysis using Elkonin boxes.

The learner's initial task is to become aware that letters exist, that there is a set of these symbols, and that each can be distinguished one from the other, which means that each has an identity. The spontaneous recognition of letters is based on the significant differences that exist among the letters.

Marie Clay

Letter Identification

Letter knowledge is a strong predictor of children's success in reading. Training children to attend to relevant contrasts between letters has been shown to hasten their ability to recognize and distinguish between them (Adams, 1990).

Teachers can assist children to learn letters by the ...

- **name** of the letter.
- **movement** of the letter as it is written.
- **sound** the letter makes.
- **feel** of the letter in the mouth.
- way the letter **looks** in a word.

Dorn, et. al., 1998

Learning Letters

Letter identification is highly predictive of how well students will learn to read. The first thing students have to realize is that a letter is a letter, not just dots. Instead of going straight to the letter name it is better to start with letter sorts. This allows students to start noticing the features of letters. Providing opportunities for students to sort letters and discover the features among letters is a more productive way of introducing students to letters.

To help children to notice the significant differences or features among letter forms, it is important to begin with the easiest forms -- those letters with maximum contrast, for example, curved forms vs. straight forms or slanted forms vs. vertical forms.

Review **Resource P3 Ways Children Can Sort Letters** and **Resource P 4 Letter Formation**. Demonstrate the path of movement for some of the letters.

Activity: Letter Instruction Outside Phonemic Awareness/Letter Sound Block
Brainstorm and chart where letter instruction occurs outside the Phonemic Awareness, Letter/Sound component of the Literacy Block.

Background information for Trainer (add to chart as needed):

- In **shared reading** students may locate letters in the text using pointers, highlighter tape and sliding masks.
- The **ABC chart** should be chanted during shared reading and before small group reading.
- The **ABC Chart** could be used during transition time.
- During Interactive Writing, the **ABC Chart** will be used to draw student's attention to the letters and letter/sound connection.
- The letter movement could be practiced during the whole group **letter block** and **small group writing**.
- During **independent writing** conference time, the teacher will be able to give one on one instruction where needed.
- Known letters can be put on cards, attached by a ring and placed in the **familiar reading** baskets for students to develop fluency with the letters.

Ways Children Can Sort Letters

- Letters in my name and letters not in my name.
- Letters in ABC order.
- Letters of different colors.
- Letters of the same size or different media.
- Upper- and lowercase letters.
- Letters with tails (y, p, g, j)
- Letters with circles (o,a,d,p)
- Letters with sticks (p,b,l,m)
- Letters with tunnels (h,m,n)
- Letters that are tall (h,l,f)
- Letters that are short (c,u,a,n)
- Letters with lines that cross through them (t,f,x)
- Upper-and lowercase letter pairs (Aa, Bb, etc.)
- Letter with the same upper-and lowercase forms (Xx, Ss, Yy,)
- Letters with a dot (l, j)
- Letters with curves (n,m,e,f)
- Letters with slants (x,y)
- Letters with two parts that are symmetrical (W,w,M,m)
- Vowels (a,e,i,o,u)
- Consonants (all letters except a,e,i,o,u)

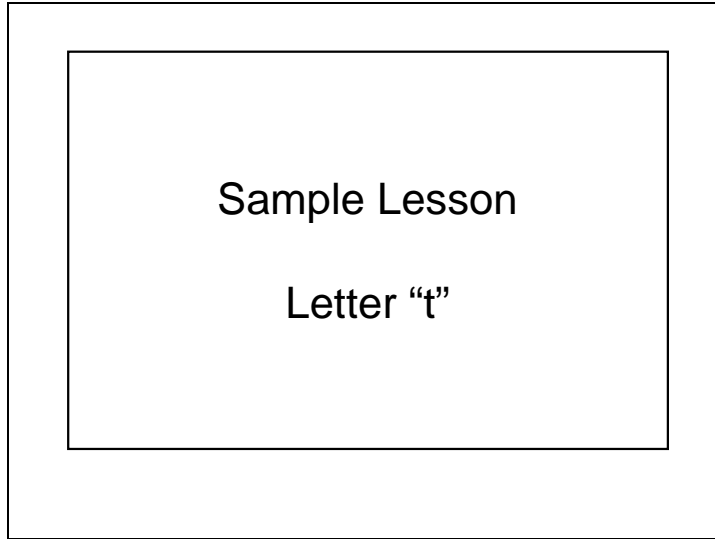
Adapted from *Guided Reading*, Fountas and Pinnell (1996)

After children have become accustomed to the process of sorting letters, encourage them to think of new ways to sort them.

Letter Formation

A - slant down, slant down, across	a – over, around and down
B – down, up, around, around	b - down...n, up and around
C – over, around and open	c – over, around and open
D – down, up around	d – over, around, u...p and down
E – down, across, across, across	e – across, over, around and open
F – down, across, across	f – over, dow...n, across
G – over, around, across	g – over, around, dow...n, and curve
H – down, down, across	h – dow...n, up and over
I - down, across, across	I - down, dot
J – down, curve	j – down, curve, dot
K – down, slant in, slant out	k – dow...n, slant in, slant out
L – down, across	l - dow...n
M – down, slant down, slant up, down	m – down, up, over, up, over
N – down, slant down, up	n – down, up, over
O – over, around, close	o – over, around, close
P – down, up, around	p – down...n, up, around
Q – over, around, close, slant out	q – over, around, down
R – down, up, around, slant out	r – down, up, curve
S – over, around, curve	s – over, around, and curve
T – down, across	t – down, across
U – down, curve up	u – down, curve up, down
V – slant down, slant up	v – slant down, slant up
W – slant down, slant up, slant down, slant up	w – slant down, slant up, slant down, slant up
X – slant down, slant across	x – slant down, slant across
Y – slant down, slant up, down	y – slant down, slant dow...n
Z – across, slant down, across	z – across, slant down, across

Adapted from *Shaping Literate Minds*, Dorn and Soffas, 2001 p. 57



A Beginning Phonics Lesson: Teaching Letter “t”

Phonics instruction connects phonemes (sounds) and graphemes (letters).

Resource P 5 Sample Lesson – Letter “t” has the explicit language the teacher should use during a letter ID/beginning phonics lesson. **Model** teaching the letter “t” using the sample lesson.

Independent Practice: Literacy Corners

When developing corners, teachers must keep in mind the instruction the students are receiving. The corners should contain activities that students are ready to practice independently.

Look at **Resource P5 Sample Lesson - Letter “t”** and determine what could be placed in corners that would provide students with independent practice with phonemic awareness and/or letter ID. Brainstorm with participants. (Possible responses: beginning or ending sound /t/ picture sort, letter sort, highlight letter **Tt** on poem chart.)

Sample Lesson - Letter "t"

<p>Materials</p>	<p>ABC Chart "t" letter book Magnetic Letters t for each student Large Letter Card (t) Wipe-off Boards and Marker</p> <p>Prior to the beginning of the lesson, give each student a magnetic letter "t" and a white board and marker.</p>
<p>Concepts about print R.11.K.4. Identify upper and lower case letters</p>	<p>EXPLAIN Show students a large letter <i>t</i>. "Today we are going to learn a new letter. The letter is <i>t</i>."</p>
<p>Name of the Letter</p>	<p>MODEL</p> <ol style="list-style-type: none"> 1. Hold up a large card with a big/bold letter t. <i>The name of this letter is t. Say the letter with me. t</i> 2. <i>Watch me as I trace the letter t with my finger and say the movement that we use to write it.</i> 3. Demonstrate by pointing with your finger and say, <i>Down, across.</i> Repeat the movements as you point. 4. <i>This time you say the movements with me as I point.</i>
<p>Movement of the letter as it is written</p>	<p>GUIDED PRACTICE</p> <ol style="list-style-type: none"> 5. Have each student get out his or her magnetic letter t. <i>Now I want you to point to your magnetic letter and say the movements with me.</i> Next, have the students practice saying the movement as they match the words with the motions. 6. <i>Now, what is the letter? t</i> <p>INDEPENDENT PRACTICE</p> <ol style="list-style-type: none"> 7. <i>Get your wipe-off board and marker. I want you to write the letter t. Be sure to say the movements as you write it.</i> Observe students carefully to be sure they are using the correct movement pattern and that they check and confirm their work.
<p>Spelling-Sound word recognition (phonics) R.11.K.5. Identify the most common sound associated with individual letters</p>	<p>MODEL</p> <ol style="list-style-type: none"> 8. Hold up the <i>t</i> letter book and place the ABC chart in view of the students. <ol style="list-style-type: none"> a. <i>What letter is on the cover of this book? t It is a t.</i> b. <i>What is the picture on the cover? tiger</i> c. <i>----- find a t on our ABC chart. What is the picture on the chart that starts with a t? tiger</i> d. <i>So we have a tiger on the cover of the book and a tiger on our ABC chart. Why do you think they put a picture of a tiger there? (Because tiger starts with a t.)</i>

<p>Sound the letter makes</p>	<p>e. <i>Listen to that beginning sound as I say, tiger. tttiger What sound do you hear at the beginning?" /t/ So when we see a t we will know it makes a /t/ sound. Listen to me. /t/ tttiger. Hear the /t/ at the beginning?</i></p> <p>f. <i>Let's take a picture walk and see what other things that start like tiger. Pointing to the picture, Tent starts like tiger. tent/tiger Both tent and tiger start with /t/.</i></p> <p>GUIDED PRACTICE</p> <p>9. <i>I want you to help me with the rest of the pictures. Have students help you name the other pictures pointing out that they begin with a /t/ as well.</i></p> <p>a. <i>I want you to say the sound that the letter t makes. /t/</i></p> <p>b. <i>Let your mouth feel the /t/ sound. Say /t/ again. /t/ Where do you feel the /t/? Do you feel it on the top of your mouth?</i></p> <p>c. <i>Pair students and have them practice feeling the /t/ in their mouth. Encourage pairs to watch the mouth of their partner as they make the /t/.</i></p>
<p>Feel of the Letter in the Mouth</p>	<p>MODEL</p> <p>10. <i>I will read our book. Watch me. I will point to the words as I read. Point to the word and read tiger. Repeat with the rest of the words. Stop and make notice that each word begins with a t.</i></p> <p>GUIDED PRACTICE</p> <p>11. <i>Now you help me. As the students look at the pictures, and say the word, point to the word and ask, What letter does it beginning with? t Can you find it? Check to be sure the word starts with a t.</i></p>
<p>Way the Letter Looks in a Word</p> <p>R.11.K.6. Use letter-sound match to decode simple words</p>	<p>INDEPENDENT PRACTICE</p> <p>12. Have students practice reading the letter book on their own.</p>

Interventions for Letter Naming Fluency

- Slow Processing:
 - Practice with flash cards
 - Timed practice with letter chart
 - Pulling letters down and pushing up quickly while saying letter names

- Letter Recognition:
 - Sorting
 - Looking at features of letters
 - Tactile interaction with letters

Interventions for Letter Naming Fluency

Ask, *“How can we determine whether or not our students are learning their letters?”*
Facilitate a discussion.

The tool used in Reading First schools for determining how well students are learning their letters is the **DIBELS Letter Naming Fluency (LNF)** measure. When monitoring students, the teacher needs to observe carefully to determine if a student is experiencing difficulty with letter ID or fluency and immediately address any problems.

Intervention is not different instruction for most students. It is more explicit and intense instruction that is targeted to their specific needs.

**First Grade Classroom Observation Protocol
Explicit Phonics/Spelling: Phonological Awareness**

Skills are taught explicitly and systematically.	
Teacher makes students' cognitive manipulations of sounds overt by using concrete representations, e.g., claps, Elkonin boxes.	
Lesson includes teacher modeling followed by guided practice.	
Lesson includes an emphasis on segmenting and blending.	
Instruction is explicit about the connection between phonemic awareness and reading.	

Classroom Observation Protocol

Refer participants to the **Explicit Phonics/Spelling: Phonological Awareness** section of the **First Grade Classroom Observation Protocol**. Note that Kindergarten has the same expectations.

Planning and Discussion

1. Using the current phonemic awareness/phonics lesson, look at the phonemic awareness instruction for the week. Walk through Monday through Friday's lessons. How does each lesson build on the previous one? Have participants focus on whether the lesson meets expectations for systematic and explicit instruction.
2. Have participants reflect on their instruction in the past year and determine if it has met the requirements of **scientifically based reading research (SBRR)** by being systematic and explicit.
3. Ask the **Master Teacher** to share her thinking as she planned today's phonics instruction.

Sample Language

All the students were given the DIBELS LNF and PSF.

I analyzed the probes and found the students _____, _____, _____.

The lesson today dealt with _____ as a result of needs identified by student assessments.

4. Process the observed lesson.
5. Analyze student data before planning interventions that meet student needs and support classroom instruction. Each group will use their targeted students' data (DIBELS LNF, PSF) to determine concepts the student controls and which concepts are needed to move the student to the next stage. Check where the target child is on the phonemic awareness continuum.
6. Reflect on the behaviors of the target group during the Literacy Block. Plan interventions for the next session.

Interventions

For most students, intervention is not different instruction. It is more explicit and intense instruction that is targeted to their specific needs

- Refer to **Resource A4 Use of Assessment Data**. Address needs of child where they are on the phonemic awareness continuum.
- **Phonemic Awareness in Young Children**
- ***I've DIBEL'd, Now What?***

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