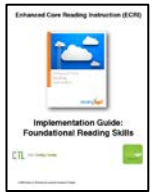
L=15
T=12
I=12

Section 5. Day One
Foundational Reading Skills

Phonemic Awareness

moving up!™

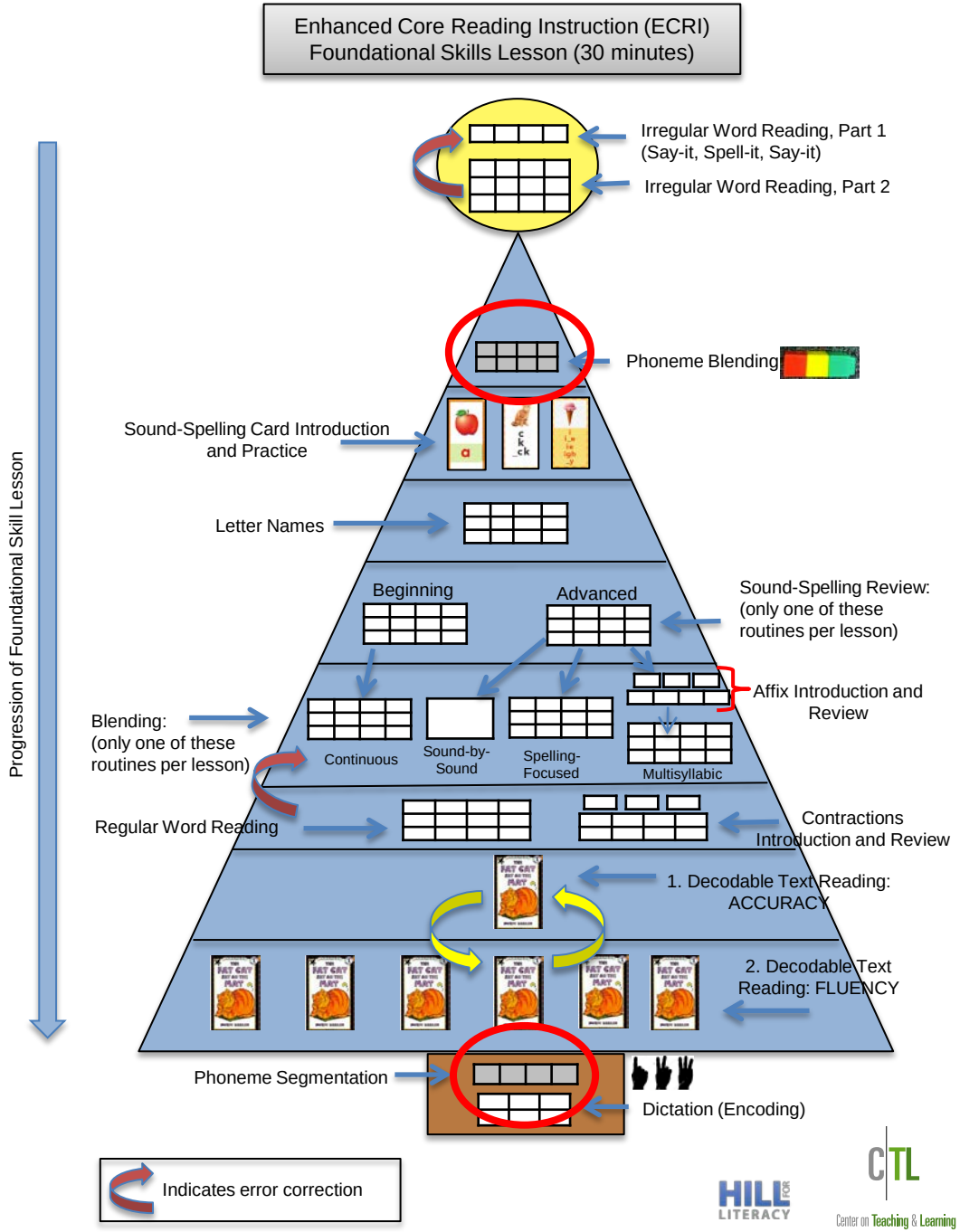
moving up! LITERACY



p. 3

Phoneme Blending

Phoneme Segmenting



Phonemic Awareness and Building Background: Why is this important?

L=15
T=12
I=12

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.

L=16
T=13
I=13

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

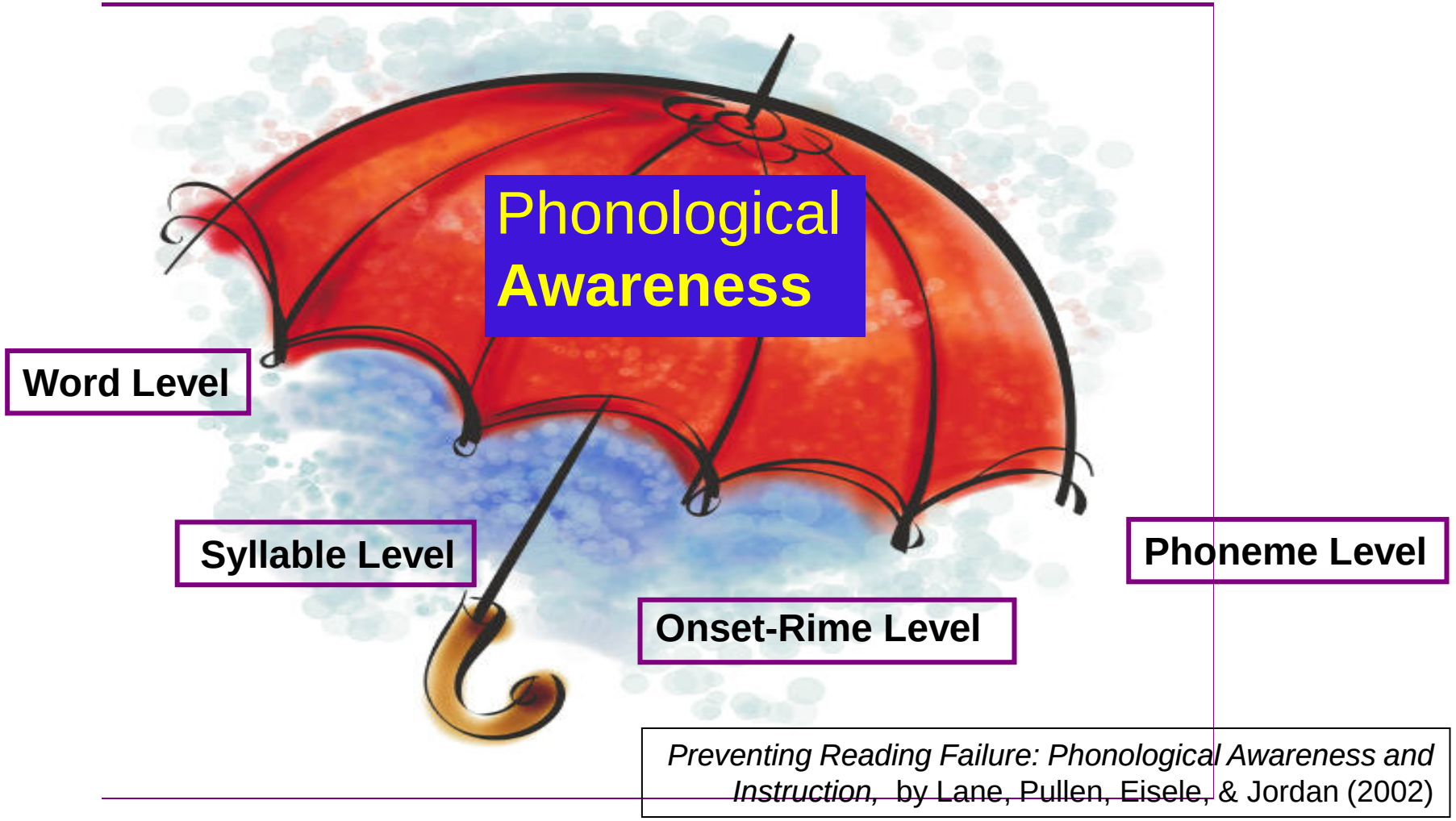
"Reading problems can be prevented if all students are trained in *letter-sound skills* and *phonological awareness*, starting in kindergarten. You may have heard there is a neurological/genetic basis for reading difficulties. This is accurate. This is apparently because phonological awareness difficulties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

Excerpt from Equipped for Reading Success

David Kilpatrick

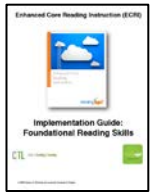
"However, the good news is that despite their neuro-developmental origin, these difficulties are preventable and correctable."

The Umbrella of Our Language

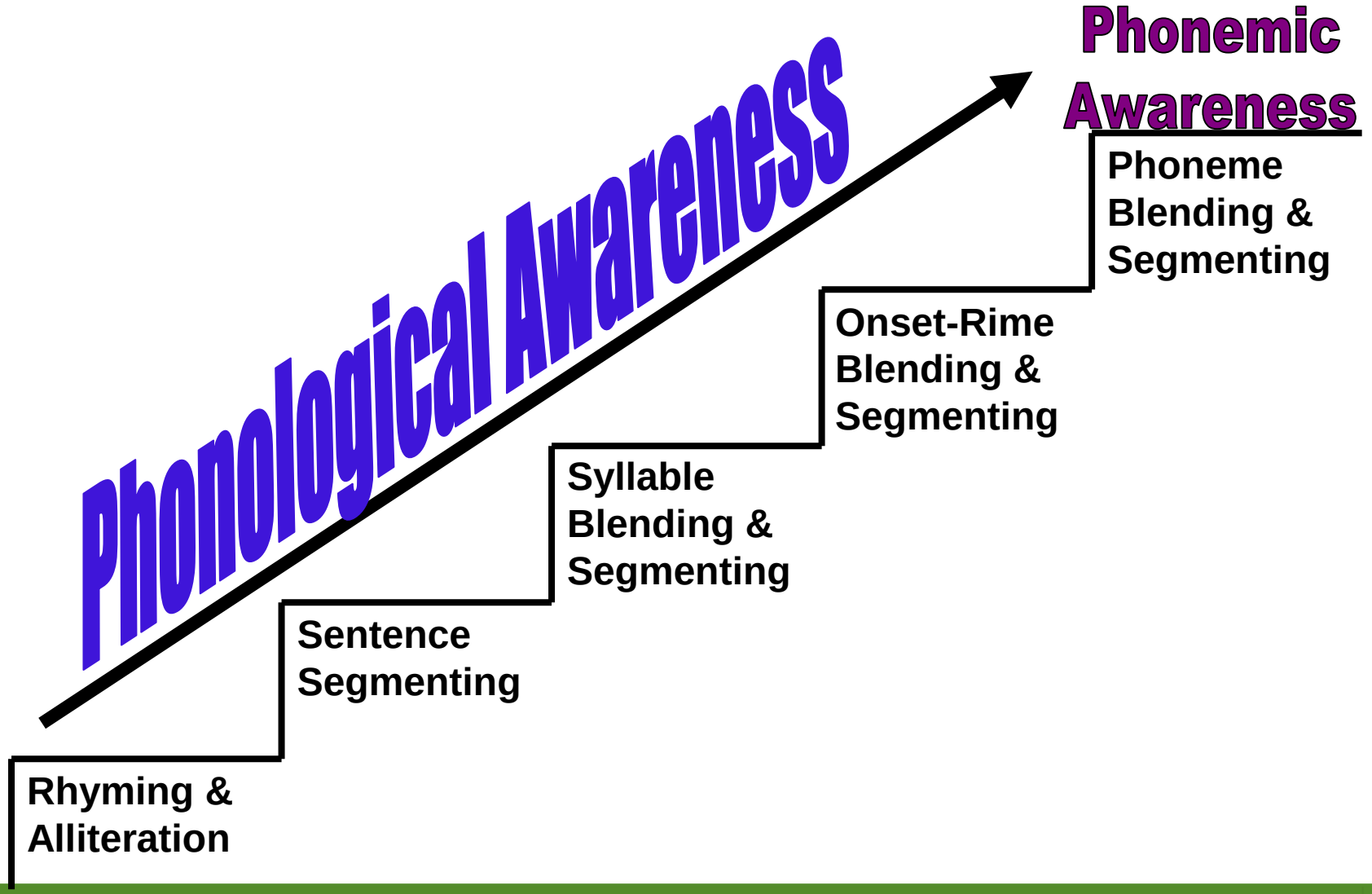


Preventing Reading Failure: Phonological Awareness and Instruction, by Lane, Pullen, Eisele, & Jordan (2002)

Five Levels of Phonological Awareness



p. 11



L=16
T=13
I=13

Group Practice Activity

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

cat

frog

math

fun

apple

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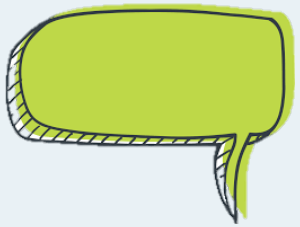
Four Parts of an Effective Signal

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.

L=16
T=13
I=13

Group Practice Activity

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

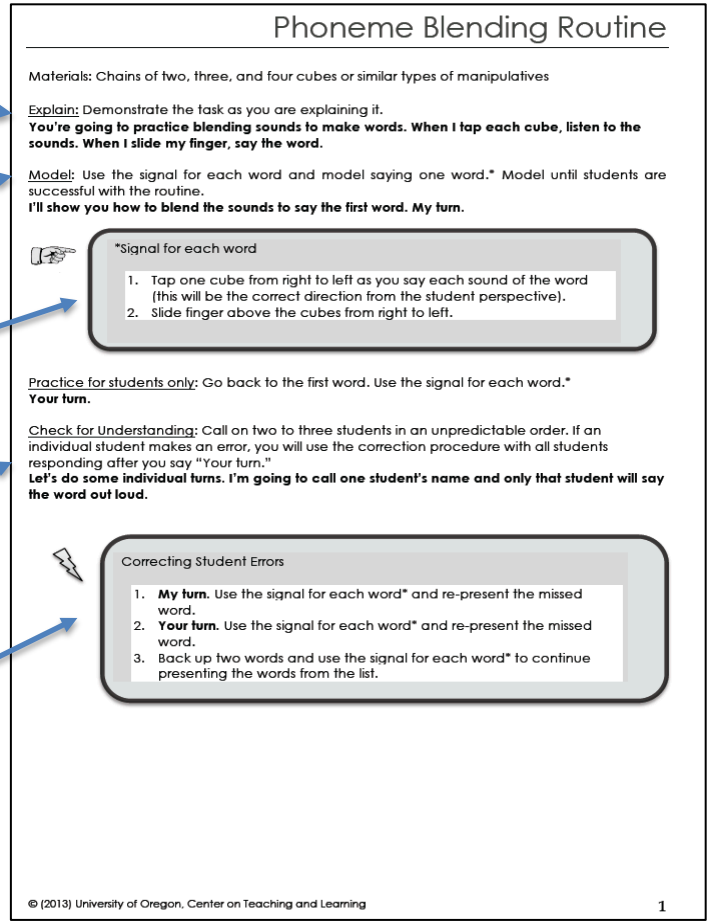
cat	3
frog	4
math	3
fun	3
apple	3

5.1
Phoneme Blending Components

L=224
T=198
I=154

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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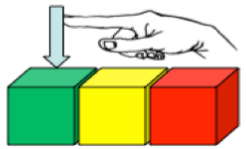
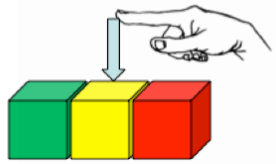
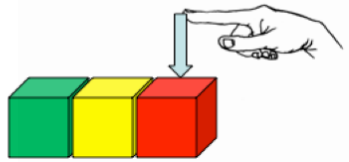
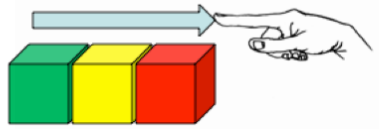
L=18
T=15
I=15

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

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

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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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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ACTIVITY

Partner Practice: Phoneme Blending

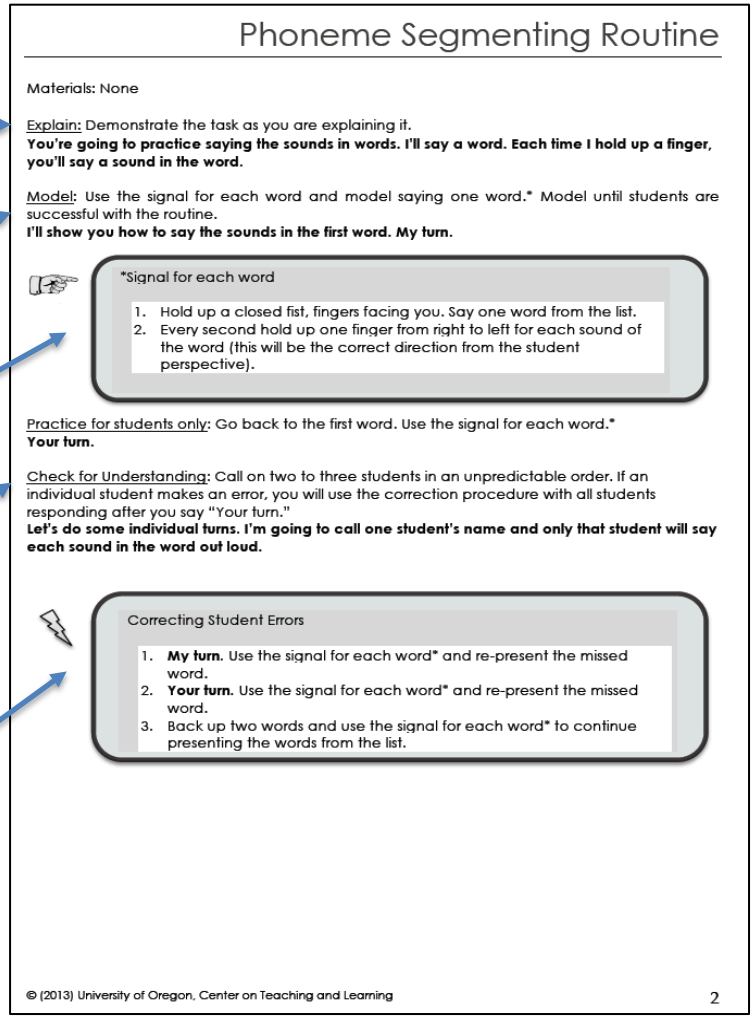
cat (3)	list (4)	fit (3)	car (2)
swim (4)	stand (5)	race (3)	boat (3)

5.2
Phoneme Segmenting Components

Phoneme Segmenting Routine

L=225
T=199
I=155

- 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.

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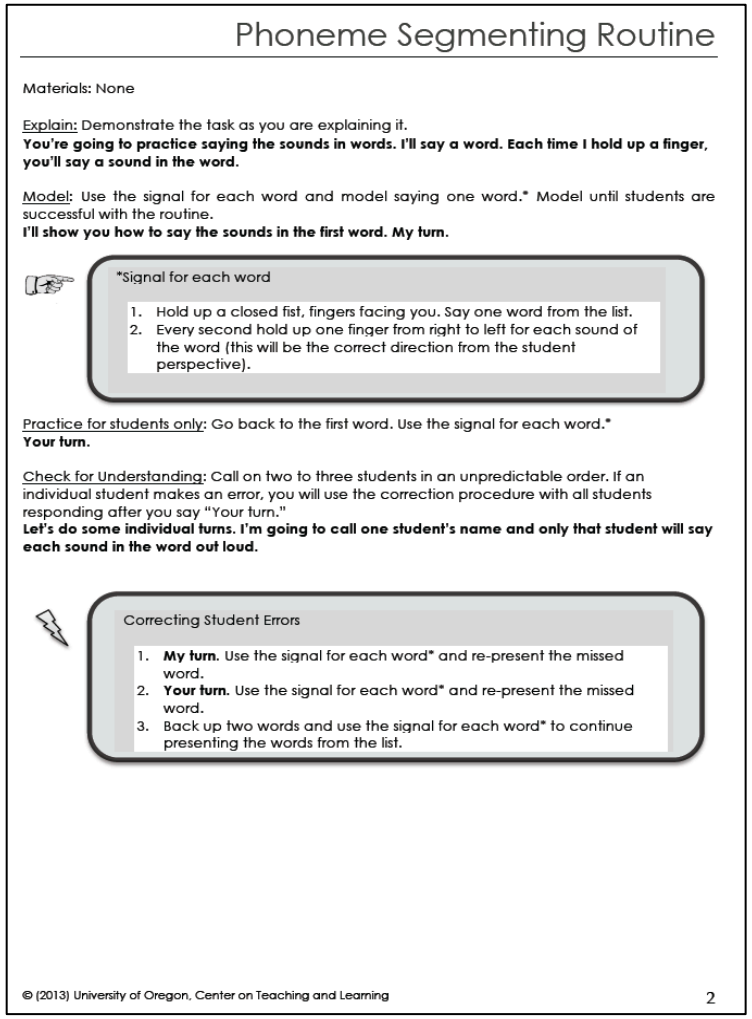
L=22
T=19
I=19

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. *

L=24
T=21
I=21



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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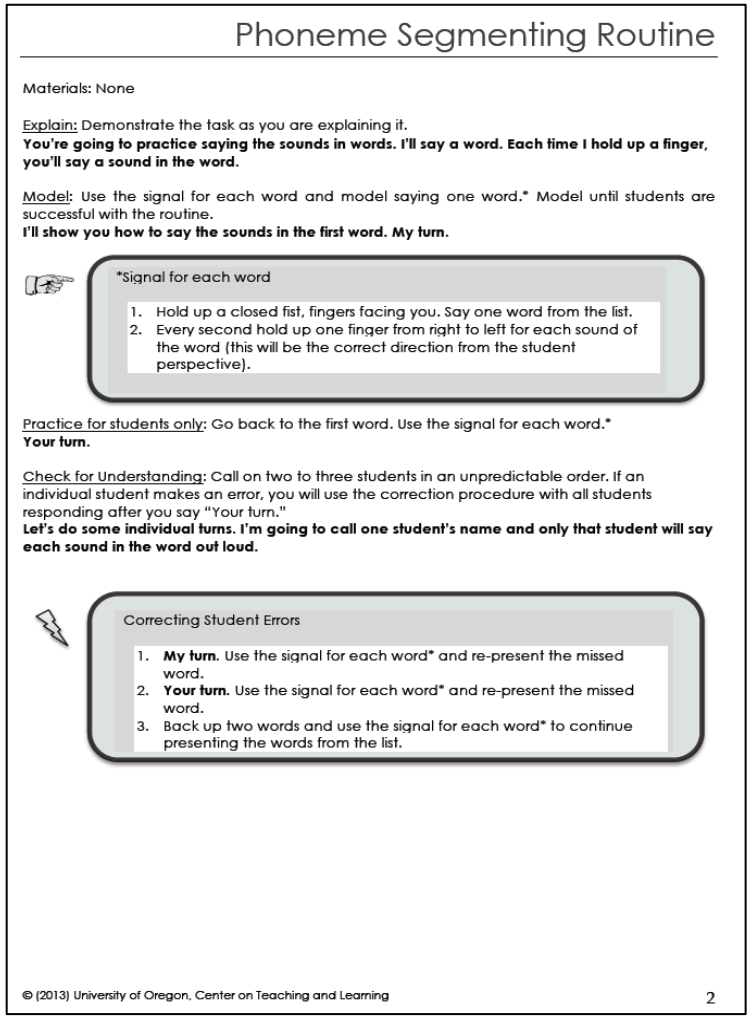
Trainer Demonstration: Phoneme Segmenting

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



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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ACTIVITY

Partner Practice: Phoneme Segmenting

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

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.

**Signal for each 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.

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Example of ECRI Lesson

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.

**Signal for each 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.

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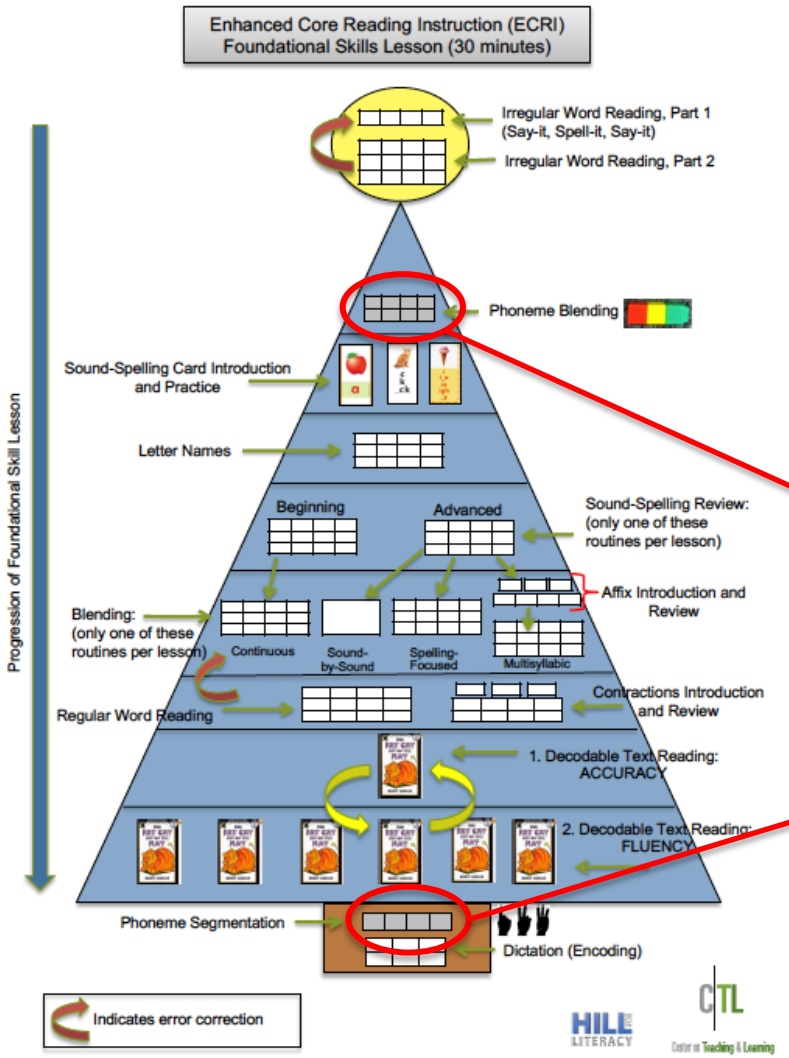
Scaffolds and Differentiation Tips

- 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?

ACTIVITY

	DAY 1	DAY 2	DAY 3
Whole Group — **Daily Language** • Opening Routines • Oral Vocabulary • Listening Comprehension • Phonemic Awareness • Speaking and Listening	**Opening Routines,** T12–T13 • Phonemic Awareness • High-Frequency Words • Vocabulary Boost **Read Aloud,** "The Piano Lessons," T14–T15 **Introduce Oral Vocabulary Phonemic Awareness,** T16	**Opening Routines,** T36–T37 • Phonemic Awareness • High-Frequency Words • Vocabulary Boost **Phonemic Awareness,** T38	**Opening Routines,** T46–T47 • Phonemic Awareness • High-Frequency Words • Vocabulary Boost **Phonemic Awareness,** T48
Vocabulary **Text-Based Comprehension** • Skills and Strategies • Craft and Structure **Research and Media Literacy**	Read **Introduce Words to Know** High-Frequency Words, T20–T21 **Read and Comprehend,** T22–T23 FIRST READ **Think Through the Text** Read the Anchor Text: *At Home in the Ocean,* T24–T33 **Research/Media Literacy,** T71	Read **Dig Deeper: How to Analyze the Text,** T40–T41 • Author's Purpose • Details SECOND READ **Analyze the Text** Reread the Anchor Text: *At Home in the Ocean,* T24–T32 **Your Turn,** T42–T43 **Research/Media Literacy,** T71	Read **Independent Reading,** T52–T53 • Reader's Guide: *At Home in the Ocean* • Self-Selected Reading **Apply Vocabulary Knowledge,** T54–T55 **Research/Media Literacy,** T71
Foundational Skills • Phonics and Word Recognition • Fluency	**Phonics** • Words with Digraph *th,* T16–T18 **Read** *Seth and Beth,* T19 **Fluency** Model Phrasing T14	**Phonics** • Words with Digraph *th,* T38 **Read** *Zeb Yak,* T39 **Fluency** Practice Phrasing, T39	**Phonics** • Base Words and -s, -es, -ed, -ing Endings T48–T49 **Read** *The Duck Nest,* T50 **Fluency** Phrasing: Punctuation, T51