

GOODHUE COUNTY EDUCATION DISTRICT

# Phonemic Awareness Intervention

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# Phonemic Awareness Intervention

## Core Component

The core component of the intervention is intended to be the core feature of the intervention. Each core component is aligned to a reading category found in the reading standards.

## Supplemental Component

The supplemental components are also aligned to the reading standards, but they are used to support the transition of students between reading categories. Each of the core components can be supplemented by several components.

Sequence Across Intervention Categories	
<b>1. Concepts of Print w/ Interactive Read Aloud</b> <ul style="list-style-type: none"><li>a. Letter Names</li><li>b. Phonological Awareness</li><li>c. Oral Language</li></ul>	<b>2. Phonemic Awareness w/ Sound Boxes</b> <ul style="list-style-type: none"><li>a. Letter Sounds</li><li>b. Spelling Letter Sounds</li><li>c. Brief Read Aloud</li></ul>
<b>3. Word Recognition and Phonics w/ Explicit Instruction</b> <ul style="list-style-type: none"><li>a. Spelling by Sound</li><li>b. High Frequency Words</li><li>c. Connected Text</li></ul>	<b>4. Fluency: Accuracy w/ Repeated Reading</b> <ul style="list-style-type: none"><li>a. Segmenting and Blending Words</li><li>b. Spelling by Sound</li><li>c. High Frequency Words</li></ul>
<b>5. Fluency: Rate w/ Repeated Reading and Wide Reading</b>	

## Phonemic Awareness Intervention

**Core:** Phonemic Awareness (w/ sound boxes)

**Objectives:**

- Blend and segment phonemes.

**Materials:**

- Grade K Phonics Word Lists with VC and CVC Words
- Sound Box Sheets for teacher and students
- Three small manipulatives per student

<b>Sequence:</b>	Yes/No
<p>1. <b>Teacher Model-</b> Teacher says a word (VC or CVC). Teacher slowly articulates each phoneme and moves each manipulative to appropriate sound box. Teacher says each phoneme again while pointing to appropriate box, and then says the word.</p>	
<p>2. <b>Segment Practice W/ Sound Box-</b> Teacher says word (mix VC and CVC words). Students move each manipulative to appropriate sound box. Repeat for approx. 10 words.</p> <ul style="list-style-type: none"> <li>• <b>Error Correction:</b> Teacher repeats word. Teacher slowly articulates each phoneme while holding up a finger for each phoneme. Teacher says the word again. Students move each manipulative to appropriate sound box. Teacher provides direct support if another error is made.</li> </ul>	
<p>3. <b>Blending Practice-</b> Teacher uses the same list as above. Teacher says the phonemes for a word. Students are cued (<i>snap or clap</i>) to chorally say the word.</p> <ul style="list-style-type: none"> <li>• <b>Error Correction:</b> Teacher slowly articulates each phoneme while holding up a finger for each phoneme. Teacher says the word again. Again, the teacher says the phonemes and cues (<i>snap or clap</i>) group to chorally say the word.</li> </ul>	

**Interventionist:**

**Fidelity Observer:**

**Time:**

**Date:**

## Phonemic Awareness Intervention

**Supplemental:** Letter Sounds (w/ explicit instruction using skill sheets)

**Objectives:**

- Demonstrate basic knowledge of one-to-one letter-sound correspondences.

**Materials:**

- Sound Skill Sheets for teacher and students, each sheet is likely repeated for 2 or 3 sessions.

Sequence:	Yes (X)
<p>1. <b>Review Previous Sounds</b> (Entire box) - Students use their copy.</p> <p>a. Students chorally read previous sounds.</p> <p style="padding-left: 40px;">i. "We are going to review previous sounds on your sheets."</p> <p style="padding-left: 40px;">ii. "Fingers up to <b>Box A.</b>" Students point to sound box.</p> <p style="padding-left: 40px;">iii. Teacher cues for each sound (<i>snap or clap</i>). Students chorally read.</p> <p style="padding-left: 40px;">iv. Errors are immediately corrected. Restart entire sound box.</p> <p>b. Teacher calls on 1-2 students to practice previous sounds.</p>	
<p>2. <b>New Sounds</b> (Each sound) - Teacher copy is held up.</p> <p>a. "We are going to learn a new sound on my sheet."</p> <p>b. <b>Point to sound (Box B).</b> "This sound is _____. Again. This sound is _____."</p> <p>c. "Your turn. Get ready." <b>Cue</b> (<i>tap under letter</i>). "Again." <b>Cue</b> (<i>tap</i>).</p> <p>d. (Repeat steps b-c for each sound)</p>	
<p>3. <b>Practice</b> (Entire Box) - Students use their copy.</p> <p>a. Students chorally practice new sounds. "We are going to practice new sounds on your sheets."</p> <p>b. "Fingers up to <b>Box C.</b>" Students point to sound box.</p> <p>c. Teacher cues for each sound (<i>snap or clap</i>). Students chorally read.</p> <p>d. Errors are immediately corrected. Restart entire sound box.</p>	
<p>4. <b>Independent Practice</b> (Entire Box) – Students use their copy.</p> <p>a. Students individually practice new sounds. "You are going to practice new sounds on your sheets."</p> <p>b. "Fingers up to <b>Box D.</b>" Students point to sound box.</p> <p>c. "Practice."</p>	
<p>5. <b>Extended Practice</b> (Entire box) - Students use their copy.</p> <p>If students are ready to check out of a skill sheet, <b>Box E</b> is used to check mastery by individually checking students. 100% mastery by 80% of students is required. Otherwise, continue with <b>steps a and b</b> (see below).</p> <p>a. Students chorally read previous and new sounds.</p> <p style="padding-left: 40px;">i. "We are going to review previous and new sounds on your sheets."</p> <p style="padding-left: 40px;">ii. "Fingers up to <b>Box E.</b>" Students point to sound box.</p> <p style="padding-left: 40px;">iii. Teacher cues for each sound (<i>snap or clap</i>). Students chorally read.</p> <p style="padding-left: 40px;">iv. Errors are immediately corrected. Restart entire sound box.</p> <p>b. Teacher calls on 1-2 students to practice previous sounds.</p>	
<p><b>Standard Error Correction</b></p> <ul style="list-style-type: none"> <li>• "Stop"</li> <li>• "That sound is _____"</li> <li>• "What sound?" (<i>pause</i>)</li> <li>• "Yes, that sound is _____"</li> </ul>	

**Interventionist:**

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## Phonemic Awareness Intervention

**Supplemental:** Letter-Sound Spelling

**Objectives:**

- Demonstrate knowledge of one-to-one letter-sound correspondences

**Materials:**

- Letter-Sound Correspondence Spelling Sheets for teacher and students, each sheet is likely repeated for 2 or 3 sessions (print multiple sheets). These sheets are aligned to the Sound Skill Sheets.

<b>Sequence:</b>	<b>Yes (X)</b>
<p><b>1. Top Boxes</b></p> <ul style="list-style-type: none"> <li>a. Teacher says sound</li> <li>b. Teacher cues (snap or clap) for choral group response.</li> <li>c. Teacher prompts students to trace the sound in the first box.</li> <li>d. Students complete tracing all copies in the row.</li> <li>e. Repeat for next sound.</li> </ul>	<input type="checkbox"/>
<p><b>2. Bottom Boxes</b></p> <ul style="list-style-type: none"> <li>a. Teacher says sound</li> <li>b. Teacher cues (snap or clap) for choral group response.</li> <li>c. Teacher prompts students to trace the sound in the first box.</li> <li>d. Students complete writing the sound in remaining boxes in the row.</li> <li>e. Repeat for next sound.</li> </ul>	<input type="checkbox"/>
<p><b>Additional Information:</b> During the letter sound writing, teacher supports correct formation of letters.</p>	<input type="checkbox"/>

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## Phonemic Awareness Intervention

**Supplemental:** Brief Oral Language- 5 min. (read aloud)

**Objectives:**

- Increase student oral language.

**Materials:**

- Grade level storybook for teacher which can be read in 3-4 minutes. If available, student copies should be provided.

<b>Sequence:</b>	Yes/No
1. <b>Prior to Lesson-</b> Teacher reviews story to identify a few key language elements to highlight during the interactive read aloud, such as ideas, vocabulary, concepts, etc.	
2. <b>During Reading</b> (below are examples only) Oral language skills will be targeted, and careful consideration should be made to prevent distraction from the meaning of the story. <ol style="list-style-type: none"><li>Discuss key details in illustrations.</li><li>Elaborate on vocabulary.</li><li>Ask questions about vocabulary.</li><li>Prompt students to reflect on meaning.</li></ol>	
<b>Additional Information:</b> <ul style="list-style-type: none"><li>• The read aloud should enhance understanding of the language, but it should not result in over analyzing the story. Students should still enjoy and engage with the overall meaning of the story.</li><li>• Multiple rereads of the same story can occur across sessions. These can be used to go deeper into a story, reinforce previously covered language elements, or cover additional language elements not previously covered.</li></ul>	

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