



WICHITA STATE
UNIVERSITY
*Community
Engagement Institute*

Phonemic Awareness Resources

Importance of Phonemic Awareness Skills

Overall, the development of phonemic awareness skills continue to lag behind language comprehension in the statewide ECBG data. By the end of the 2018-2019 evaluation year, only 40% of children assessed with the myIGDIs Literacy+ were on track in phonemic awareness. This document provides a brief summary of the evidence of the importance of phonemic awareness and provide resources for improving this skill in PreK aged children.

Phonological awareness is the ability to detect, identify, and manipulate individual sounds in spoken language. Research on the science of learning to read indicate emergent phonological skills are key to learning to read. Furthermore, phonemic awareness is consistently found to be a key skill in the science of the development of literacy¹.

Strong phonemic awareness predicts development of future reading proficiency^{1,2,3,4}. These effects hold true into the child's elementary years and include research with children with significant risk factors^{5,6}. Furthermore, researcher in Head Start⁷ found children randomly assigned to pre-literacy/phonemic curriculums had significantly better third grade reading scores. Another study showed long-term benefits of

phonemic instruction for children who were economically disadvantaged or were non-native English speakers⁸.

The What Works Clearinghouse (IES, WWC) includes the general approach of Phonological Awareness Training as having positive effects on Phonological Processing. IES, WWC states “Phonological Awareness Training can involve various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration.”⁹

The following page includes free resources and curricula focused on phonological awareness skills. This information was gathered from professionals in the field of literacy and grantees who have made a notable impact on development in this area.



Phonemic Awareness Focused Curricula

Grantees with strong growth in children on track in phonemic awareness during the 2019-2020 academic year were asked to share their curricula and strategies. The following information is drawn from these grantees:

Heggerty Phonemic Awareness Pre-Kindergarten Curriculum

https://www.heggerty.org/phonemic-awareness-curriculum/english-pre_kindergarten-phonemic-awareness-curriculum

A curriculum of daily phonemic awareness lesson plans developed on a systematic scope and sequence of skills. The skills taught are supplemental to the literacy curriculum currently being implemented in the classroom.

Zoo-phonics: The Multisensory Language Arts Program

<https://zoo-phonics.com/>

It is a multimodal, whole brain approach to learning all aspects of language arts, including vocabulary development and articulation, based on phonics and phonemic awareness.

The following are additional phonemic awareness curricula available through Brookes Publishing. Neither has been researched and specifically included in Evidence Based Practice databases. IES>WWC supports the general practice of using phonological awareness training and general phonological awareness training plus letter knowledge :

Phonemic Awareness in Young Children: A Classroom Curriculum**

<https://products.brookespublishing.com/Phonemic-Awareness-in-Young-Children-P317.aspx>

This supplemental curriculum helps boost young learners' preliteracy skills, specifically targeting phonemic awareness. The program helps young children learn to distinguish individual sounds that make up words and affect their meanings.

PAth to Literacy: A Phonological Awareness Intervention for Young Children**

<https://products.brookespublishing.com/PATh-to-Literacy-P965.aspx>

A supplemental curriculum focused on phonological awareness/alphabet skills and Tier 2 intervention for children who need help with key early literacy skills.

Free Online Resources

Florida Center for Reading Research

https://www.fcrr.org/for-educators/prek_cca.asp and https://www.fcrr.org/resources/resources_sca_k-1.html

- Downloadable/printable activities
- Available teacher resource guide and training videos

Read It Again (RIA) – PreK

<https://earlychildhood.ehe.osu.edu/research/practice/read-it-again-prek/>

- Supplemental intervention
- Language and literacy lessons organized around adult-child reading to supplement instruction
- Printable lesson plans and materials
- Educator workbooks with videos to help educators effectively implement RIA
- Available in English and Spanish

Reading Rockets

<http://www.readingrockets.org/audience/professionals/preschool>

- Resources for teachers and parents to strengthen early literacy skills
- Videos, booklists, downloadable templates, examples, activities for classroom and home

Phonological Awareness Literacy Screening (PALS) Activities

<https://pals.virginia.edu/tools-activities.html>

- Downloadable/printable activities

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8. Machin, S. J., McNally, S., & Viarengo, M. (2016). 'Teaching to Teach' Literacy.
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