

# PHONEMIC AWARENESS GUIDANCE

What do we currently know from research?  
How do we align practice?



1

## START TRAINING PHONEME AWARENESS EARLY... YES, EVEN IN PREK!

If your curriculum includes phoneme level instruction but also other phonological levels (syllables, rhyming, etc), focus your instructional time on phoneme level skills. Research suggests phoneme level work boosts outcomes, even if students do not know other phonological units.



2

## TEACH ONE OR TWO PHONEME LEVEL TASKS WITHIN A SINGLE LESSON

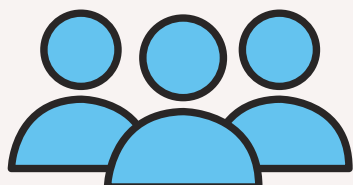
You don't need to include many different tasks (isolation, categorization, blending, segmenting, deletion, addition, substitution) within a single lesson to be impactful. Research suggests focusing on critical skills boost outcomes.



3

## INTEGRATE LETTERS INTO PHONEME INSTRUCTION

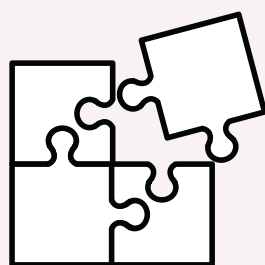
Whenever possible, connect this work to the phonics scope and sequence within your program so that students connect graphemes and phonemes together. Research suggests this boosts student outcomes.



4

## TEACH PHONEMIC AWARENESS IN SMALL GROUPS WHEN APPROPRIATE & POSSIBLE

Small group instruction can allow you to differentiate phonemic awareness needs among groups of students better. Research suggests better outcomes during small group work.



5

## EXPLICITLY TEACH BLENDED & SEGMENTING

Blending phonemes together is necessary for decoding. Segmenting phonemes in a spoken word is necessary for spelling. These foundational skills need to be mastered by students in order to enable decoding and spelling processes.



6

## TEACH PHONEMIC AWARENESS IN PREK, KINDER, & THE 1ST 6 WEEKS OF 1ST GRADE.

If students are meeting decoding benchmarks, such as oral reading fluency, in mid-first grade, word-level instruction should focus on more complex phonics patterns, spelling patterns, and beginning morpheme instruction.

