

## Ready to Advance and Phonological Awareness - Progression Rationale

Phonological Awareness is a key component of learning to read. *Ready to Advance*'s phonological awareness instruction includes word, syllable, rhyme, and alliteration awareness as well as phonemic awareness (sound blending, segmentation, and manipulation). Such instruction is essential for students to become successful emergent readers and writers as reflected in multiple studies.

In *Ready to Advance*'s instructional design, there is an intentional progression pattern (see chart below) where increasingly more complex skills are introduced throughout the year. Based on research, instruction will move from students focusing on larger phonological units such as words and syllables and progress to students manipulating the smallest units of sound (phonemes). Thus, the instructional focus begins with word awareness (Units 1-2) and progresses to syllable awareness (Unit 3) as students break words into chunks by clapping, jumping and/or counting word parts. The explicit instruction continues as the focus moves to the more complex onset/rime and sound (phoneme) levels (in Units 4 and on).

Planned practice and review for taught phonological awareness skills is integrated across the curriculum. As these skills are taught initially in literacy activities, the practice and review will be woven throughout the day and multiple times during math, science, social studies, while reading social and emotional texts, and/or singing transition songs. Students will be engaged in short, targeted, and planned activities as they become aware of words, syllables, alliteration, rhyming, onset/rime, and sounds in active and purposeful ways.

Texas PreK Guidelines	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
<b>WORD LEVEL</b>										
III.B.1. Child separates a normally spoken four-word sentence into individual words.	Unit 1	Unit 2	Sentence-building occurs from Unit 3 and on.							
III.B.2. Child combines words to make a compound word.			Unit 3	Unit 4						
III.B.3. Child deletes a word from a compound word.			Unit 3	Transition to syllables						
<b>SYLLABLE LEVEL</b>										
III.B.4. Child blends syllables into words.				Unit 4	Unit 5					
III.B.5. Child can segment a syllable from a word. (Also: <i>Vocabulary Words</i> )			Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
<b>ONSET/RIME LEVEL</b>										
III.B.6. Child can recognize rhyming words.			Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	
III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.				Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
<b>SOUND (PHONEME) LEVEL</b>										
III.B.7. Child can produce a word that begins with the same sound as a given pair of words. (See <i>Phonics: Identify words/picture names with target sounds.</i> )		Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10

III.B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support.						Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
--	--	--	--	--	--	--------	--------	--------	--------	---------

Based on research, phonological awareness work is also folded into the phonics instruction where the sound-letter connection is made.

**Development of Phonological Awareness**

Jason L. Anthony and David J. Francis

Division of Developmental Pediatrics, University of Texas Health Science Center and 2 Department of Psychology, University of Houston

Findings:

“Indeed, randomized intervention studies with prereaders have demonstrated that phonological awareness training, especially when combined with instruction in letter knowledge, leads to longstanding improvements in phoneme awareness, reading, and spelling.” p. 258