

Teaching Behavior	Evidence / Notes
<b>PHONOLOGICAL AWARENESS</b>	
<b>CORE CONCEPTS (THE WHAT)</b>	
<p>72 <b>Listening</b> – Draws attention to environmental sounds, the sequencing of environmental sounds (e.g., with musical instruments or snapping, clapping), sound effects in a story (e.g., zoom, roar), or directions in a game or story (e.g., Simon Says, Hokey Pokey).</p>	<input type="checkbox"/> OB <input type="checkbox"/> NS
<p>73 <b>Word and Sentence</b> – Blends/segments/manipulates word without referring to print (e.g., sentence segmenting - child moves object for each word in a sentence) (e.g., compound words - child blends parts to produce compound words: Teacher says, “What compound word do you hear when you put together butter and fly?” Child says, “Butterfly.”).</p>	<input type="checkbox"/> OB <input type="checkbox"/> NS
<p>74 <b>Syllables</b> – Blends/segments familiar words (e.g., clap as segmenting names. Teacher says, “Linda.”; Child, “Lin-da.”).</p>	<input type="checkbox"/> OB <input type="checkbox"/> NS
<p>77 <b>Onset and Rime</b> – Blends/segments/manipulates words between the consonant(s) and the rest of the word, with or without picture support (Blending – Teacher says, “What word am I saying: /c/ /at/?” Child says, “Cat.”; Segmenting – Teacher says, “Let’s break cat into two parts.” Teacher and child say, “/c/ /at/.”). Note: When doing <b>onset-rime work with letters or writing</b>, check observed in either the Print Knowledge, Letter Knowledge &amp; Early Reading or the Written Expression section instead.</p>	<input type="checkbox"/> OB <input type="checkbox"/> NS
<p>75 <b>Rhyming</b> – Draws attention to rhyming words and teaches the common pattern (i.e., identify, match, or produce words that fit the pattern) (e.g., those with the same ending sound: blue/shoe, tall/fall; nonsense words: pocket/wocket, elephant/delephant). Note: Rhyming words are not always spelled the same at the end of the word – e.g., clue vs. koo vs. shoe. Reading a rhyming book or poster is not sufficient. Must draw attention to rhyming words or tell children to listen for rhyming words.</p>	<input type="checkbox"/> OB <input type="checkbox"/> NS
<p>76 <b>Alliteration</b> – Draws attention to and teaches the common pattern of words that have the same beginning sound (i.e., identify, match, or produce words that fit the pattern) (e.g., “Lazy lions lounge at the local library. Do lion and lazy start with the same sound?” “What words started with /l/?”). Note: Some teachers may need support in understanding that the same initial letter does not always mean words have the same initial sound – e.g., cat vs. ceiling.</p>	<input type="checkbox"/> OB <input type="checkbox"/> NS
<p>78 <b>Phoneme</b> – Blends/segments/manipulates individual sounds in words. Blending – each sound of word is given (/c/ /a/ /t/) and students blend back together (cat). Segmenting – teacher or children separate each sound of a word (/c/ /a/ /t/). <b>When doing phoneme work with letters or writing</b>, check observed in either the Print Knowledge, Letter Knowledge &amp; Early Reading or the Written Expression section instead. <b>If dual language/bilingual classroom</b>, phoneme-level instruction may not be necessary in Spanish because it is a syllabic language. Nonetheless, phoneme-level may be taught to improve later transfer to English. Follow the school/district’s preference for this PA skill.</p>	<input type="checkbox"/> OB <input type="checkbox"/> NS

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<b>STRATEGIES &amp; APPROACHES (THE HOW)</b>	
274 Talks about and/or engages children in <b>using manipulatives</b> (e.g., rhyming basket, counters for words in a sentence, counters for say-it, move-it phoneme level activity) when engaged in phonological awareness activities.	<input type="checkbox"/> OB <input type="checkbox"/> NS
356 Teacher <b>uses a book reading</b> to reinforce phonological awareness skills (e.g., Teacher reads a book with rhyming words and explicitly calls attention to the rhyming pairs. E.g., Hop on Pop: “Hop and pop rhyme or sound the same at the end.” Some Smug Slug “These words start with the same /s/ sound – some, smug, slug.”). <b>If draws attention to print</b> , check observed in the Print Knowledge, Letter Knowledge, or Early Reading section instead.	<input type="checkbox"/> OB <input type="checkbox"/> NS
257 Encourages children to <b>identify (match)</b> sounds/words with similar or different phonological patterns (e.g., Rhyming – “Are these rhyming words?” “Thumbs up or down?” Child repeats the rhyming words after the teacher. Alliteration – “Do lion and lazy start with the same sound?”).	<input type="checkbox"/> OB <input type="checkbox"/> NS
79 Encourages children to <b>produce (generate)</b> sounds/words with similar or different phonological patterns. (e.g., Rhyming – “What is a word that rhymes with cat?” Alliteration – “What is another word that begins like lion?”).	<input type="checkbox"/> OB <input type="checkbox"/> NS
381 Encourages children to <b>synthesize (blend)</b> sounds within a word or words within a sentence (e.g., <i>Syllables</i> : “What word do we make if we put these two words together? Cow boy. Cowboy.” <i>Onset and Rime</i> : “What word do these two sounds make if I put them together? /h/ /op/. Hop.” <i>Phoneme</i> : “What word do these sounds make if I put them together? /p/ /i/ /g/. Pig.”	<input type="checkbox"/> OB <input type="checkbox"/> NS
382 Encourages children to <b>analyze (segment or delete)</b> sounds within a word or words within a sentence (e.g., <i>Word and sentence</i> : “How many words are in the sentence, I like cats? 3.” <i>Syllables</i> : “What two words are in the compound word cowboy? Cow and boy.” <i>Onset and Rime</i> : “Let’s break hop into two parts. /h/ /op/.”	<input type="checkbox"/> OB <input type="checkbox"/> NS
275 <b>Downward scaffolds</b> children’s incorrect, ambiguous, or non-response to build their understanding of <b>word play/PA</b> (e.g., Teacher says, “Do Jill and hill rhyme?” Child says, “No.” Teacher says, “Listen closely to the ending sounds in these words.” (Articulates words again with extra emphasis on ending sounds) “Do they rhyme?”).	<input type="checkbox"/> OB <input type="checkbox"/> NS
343 <b>Upward scaffolds</b> children’s correct responses or children’s new topic to build their understanding of <b>word play/PA</b> (e.g., Teacher says, “Do Jill and hill rhyme?” Child says, “Yes.” Teacher says, “Can you think of another word that rhymes with Jill?”).	<input type="checkbox"/> OB <input type="checkbox"/> NS
344 Takes advantage of <b>chance opportunities</b> to talk about phonological awareness (e.g., Teacher calls attention to two objects that begin with the same sound when child is putting a puzzle together).	<input type="checkbox"/> OB <input type="checkbox"/> NS

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CONTEXT (THE WHEN/WHERE)		
166	Involves children in <b>large group phonological awareness</b> activities.	<input type="checkbox"/> NS
167	Involves children in <b>small group phonological awareness instruction</b> (e.g., Tier 1-small group for all students or Tier 2-additional small-group for targeted students).	<input type="checkbox"/> OB <input type="checkbox"/> NS
82	Provides support and encourages children in <b>phonological awareness</b> practice <b>during center activities</b> (e.g., joins child in center and discusses initial sounds).	<input type="checkbox"/> OB <input type="checkbox"/> NS
278	Involves children in <b>phonological transition awareness activities</b> (e.g., clapping syllables to move from whole group to centers).	<input type="checkbox"/> OB <input type="checkbox"/> NS
83	Talks about <b>phonological awareness during underutilized contexts</b> (e.g., taking advantage of a teachable moment during greeting, bathroom, meal/snack, waiting time, walking in hallways, outdoor time, etc.). <i>Note: Excludes center time.</i>	<input type="checkbox"/> OB <input type="checkbox"/> NS