



**Professional Development Series for Grades 3-12:
Step-by-Step Foundational Supports: LIFT (Literacy
Interventions and Foundational Tools)**

**Session 4: Administering the Phonemic and
Phonological Awareness Probe**

October 5, 2022

Objectives

- Participants will be able to
 - explain the purpose of a phonological/phonemic awareness inventory and how to administer one to struggling readers.
 - determine targeted next steps for students from the phonological/phonemic awareness inventory.

Agenda

- Review of Last Session
- Purpose of a Phonological/Phonemic Awareness Inventory
- How to Administer a Phonological/Phonemic Awareness Inventory
- Intervening on Phonological/Phonemic Awareness Skills
- Next Steps
- Closure

Review of LIFT

- [LIFT](#) stands for Literacy Interventions and Foundational Tools.
- LIFT allows teachers to diagnose what gaps may exist for students in foundational areas such as:
 - fluency,
 - code knowledge,
 - phonics, and
 - phonemic and phonological awareness.
- Diagnosing gaps in reading foundations is an important first step in supporting students who are struggling to read or master grade-level content.
- LIFT provides the diagnostic assessment as well as a library of over 70 interventions to use with students once gaps have been identified.

Review of Foundational Skills Code Knowledge Inventory

- The code-knowledge inventory assesses students' ability to decode (match letters and sounds for the purpose of reading) and encode (match letters and sounds for the purpose of spelling/writing).
- For students who are not able to read with sufficient fluency to support comprehension, there are often significant gaps in knowledge of basic and advanced phonetic code. The “code” refers to the many different graphemes or spellings for each of the 44 different phonemes (sounds) in the English language. Pinpointing gaps in code knowledge is an effective way for teachers to identify where they should provide additional support for students in third grade and beyond.
- It will assess where deficits occur for students scoring below the 50th percentile on fluency.

Phonological and Phonemic Awareness Is...

- Phonology: sound system; awareness of speech sounds
- Phonological Awareness: awareness and access to the sound structure of language, using speech sounds to code information while reading, speaking and listening
 - words in a sentence, syllables in a word, rhymes
- Phoneme: a single speech sound; smallest unit of sound
 - /a/, /sh/, /t/, etc.
- Phonemic Awareness: awareness of speech sounds, including the ability to isolate, identify, blend, segment and manipulate sounds in words; focuses only on individual sounds.
 - What sounds do you hear in cat, turn cat into mat, what word does the sounds /c/ /a/ and /t/ make?

Purpose of a Phonological/Phonemic Awareness Inventory

- Identify why students may be struggling to decode even basic CVC words (consonant-vowel-consonant words with a short vowel in the middle).
- Help students become more proficient with decoding by mastering sounds heard in our language and improve their ability to manipulate them.
- Pinpoint where in the umbrella of phonological awareness that a student may need more support.

Phonological/Phonemic Awareness Inventory in LIFT

- The third part of the LIFT diagnostic toolkit is a phonological/phonemic awareness inventory which can be found in the [Complete LIFT Administration Materials](#) and [Complete LIFT Student Recording Packet](#).
- You will need a student recording packet for each student you are administering the diagnostic to.
- This inventory is not timed.

Administering the Phonological/Phonemic Awareness Inventory: Set-Up

- Phonological/phonemic awareness inventories are most effective when administered one-on-one and in a setting where you can truly hear what the student is saying.
- To administer the inventory, you will need the student recording sheet from the student recording packet with the questions/prompts listed. The student will have nothing in front of them since phonology is the study of sounds, and this inventory is all sound-based.

Administering the Phonological/Phonemic Awareness Inventory

- Pages 13-14 of the student recording packet contains the directions and prompts to read to students during administration.
- Enter the student responses on the line to the left of the prompt.
- Correct responses are included as well.

Scoring the Phonological/Phonemic Awareness Inventory

- Enter the total for each section on each line. (Example 1 out of 1 or 2 out of 3)
- The scores for each component of this inventory will align with the intervention and activities in the library.

Next Steps

- Review the errors made in the inventory and how students scored on each category to determine what interventions to start with.



Further Developing Phonological/Phonemic Awareness

- Identify where students struggled with the inventory to determine what activities to choose from the LIFT library.
- The inventory is structured basic to more complex skills within phonology. If a student struggled somewhere in the beginning of the inventory, start there before progressing to more complex skills that come later in the inventory.
- Advance your own knowledge of phonemes and graphemes in the English language.
 - Here is a [video](#) by the Rollins Center for Language and Literacy that shows the mouth when producing the phonemes and the sounds that they make.

Phonology/Phoneme Intervention in Small Groups

- Small groups should be no more than four students.
- Students should be grouped according to the skills that you are intervening on: students needing segmenting practice grouped together, phoneme manipulation, and so on.
- Start students in groups based on their most basic need (blending or segmenting and progressing to manipulation, if that is what they need).
- Explain to students the purpose of the intervention and explain the rationale in terms they can understand prior to starting on a new skill.
- Feel free to include manipulatives whenever possible to diversify activities for students (example: poppers).

Phonology/Phoneme Intervention in Small Groups Continued

- Other groups/students that are not in your teacher group should be working on an independent assignment that they will be held accountable for while you are pulling students.
- Be sure to track student progress on the trackers and share progress data with the students so that they can see their progress.

*Some students will progress faster than others. As students master the skill(s) feel free to push them to the next level group. If a student is progressing slower, it doesn't mean it isn't working. Dyslexic students may need 5 times as much practice with the skill than other students.

Closure

- Phonological/phonemic awareness is the predecessor of the ability to decode.
- The phonological/phonemic awareness inventory in LIFT allows teachers to pinpoint exactly where gaps exist in a student's ability to hear and manipulate sounds.
- The LIFT Kit offers over 70 intervention activities based on the student need identified in the diagnostic.
- 5-10 minutes of repeated small group instruction on a particular skill in phonological awareness can close foundational gaps in students, and produce more fluent readers.

Questions or Comments

If you have any questions or comments you can reach out to louisianaliteracy@la.gov.

