

Webber

Hear Builder®

Phonological Awareness



**Common Core
State Standards**

Phonological Awareness & Common Core State Standards

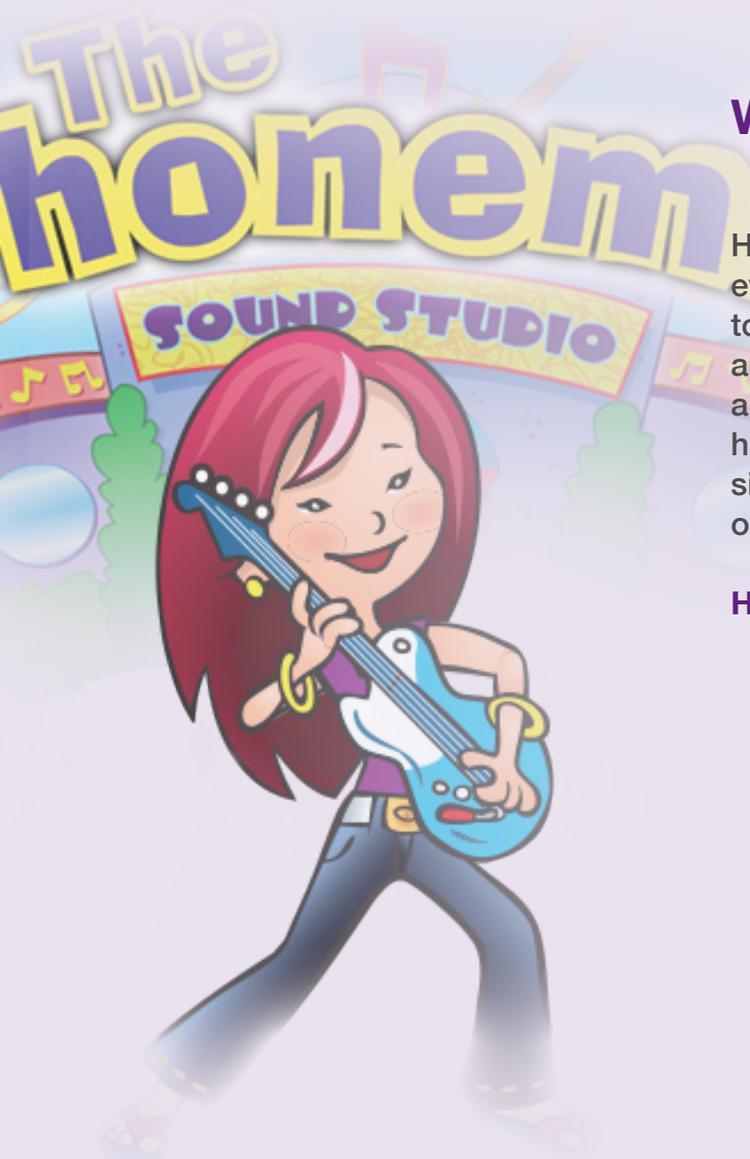
HearBuilder Phonological Awareness supports the Foundational Skills for Reading addressed in the Common Core State Standards (CCSS) – 2010. These Foundational Skills are not an end in and of themselves; rather, they are essential components, or building blocks, of effective and comprehensive reading instruction. Starting in kindergarten, children must begin learning and demonstrating competency with their phonological awareness skills. After first grade, phonological awareness objectives do not appear again within the CCSS. Beginning in second grade, the standards advance to phonics and word recognition. The design of the CCSS allows for and encourages differentiated instruction in the hopes that teachers will go back and revisit standards that individual students have not yet grasped or mastered (regardless of age or grade). “Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.” (CCSS – 2010, p. 11)

WHY IT WORKS

HearBuilder Phonological Awareness is a systematic, evidence-based approach that includes nine activities to help students improve phonological awareness and auditory processing skills. Students must master a task at one level before progressing to the next, higher level. This assures that the student understands simpler phonological awareness skills before moving on to more complex ones.

HearBuilder Phonological Awareness targets:

- Sentence Segmentation
- Syllable Blending and Segmentation
- Rhyming
- Phoneme Blending, Deletion, Addition, Manipulation, Segmentation and Identification



COMMON CORE STATE STANDARDS FOR
English Language Arts & Literacy in
History/Social Studies, Science, and Technical Subjects

Reading Standards: Foundational Skills

Kindergarten

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant) or CVC words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

* Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Grade 1

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Vocabulary Acquisition and Use

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 - a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meaning.