

Phonological Awareness Viewing Guide

Rhyming

Look at your class list. Group your students according to instructional needs for rhyming. Which of your students will start with identifying rhyming words? Which of your students will start with producing rhyme words? Which instructional activity will you use for each group?

Small Groups

Tier I Group (Student Names)	Instructional Focus: Rhyming, Alliteration, Sentence Segmentation, Syllables, Phonemes/Instructional Activity	Scaffolds	Days Per Week	Time Allotted for Group

Alliteration

Discuss: How am I currently teaching alliteration? Is it successful? What new activities might I need to incorporate?

Group your students according to instructional needs for alliteration.

Small Groups

Tier I Group (Student Names)	Instructional Focus: Rhyming, Alliteration, Sentence Segmentation, Syllables, Phonemes/Instructional Activity	Scaffolds	Days Per Week	Time Allotted for Group

Sentence Segmentation

Discuss: How am I currently teaching sentence segmentation? Is it successful? What new activities might I need to incorporate?

Group your students according to instructional needs for sentence segmentation.

Small Groups

Tier I Group (Student Names)	Instructional Focus: Rhyming, Alliteration, Sentence Segmentation, Syllables, Phonemes/Instructional Activity	Scaffolds	Days Per Week	Time Allotted for Group

Syllable Blending and Segmentation

Discuss: How am I currently teaching syllable blending and segmentation? Is it successful? What new activities might I need to incorporate?
Group your students according to instructional needs for instruction on syllable blending and segmentation?

Small Groups

Tier I Group (Student Names)	Instructional Focus: Rhyming, Alliteration, Sentence Segmentation, Syllables, Phonemes/Instructional Activity	Scaffolds	Days Per Week	Time Allotted for Group

Identifying, Manipulating, Blending and Segmenting Phonemes

Discuss: How am I currently teaching phoneme blending, segmentation, and manipulation? Is it successful? What new activities might I need to incorporate?
Group your students according to instructional needs for instruction on working with phonemes (blending, segmentation, and manipulation)?

Small Groups

Tier I Group (Student Names)	Instructional Focus: Rhyming, Alliteration, Sentence Segmentation, Syllables, Phonemes/Instructional Activity	Scaffolds	Days Per Week	Time Allotted for Group

Phonological Awareness and English Language Learners

What are a few key strategies for English Language Learners pertaining to phonological awareness?
