

Correlation of

Phonemic Awareness in Young Children: A Classroom Curriculum

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with

Scott Foresman Reading

Contact Tracy Gray (tgray@brookespublishing.com; 1-800-638-3775)
if you have any questions about this correlation or how *Phonemic Awareness in Young Children*
can meet your program's needs.

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Correlation of Skills - Scott Foresman and *Phonemic Awareness in Young Children*

		Scott Foresman Reading Skills-Kindergarten and First Grade							
		Phonics/Word Study				Oral Language		Writing	
		Phonemic Awareness	Connect Sound to Letter	Phonological Awareness	Phonics	High-Frequency Words	Speaking, Listening, and Viewing	Oral Vocabulary	Grammar, Usage, Mechanics
Skills in Phonemic Awareness in Young Children (Adams, Foorman, Lundberg, & Beeler)	Listening Games (pgs. 15-27)								
	3A-Listening to Sounds (pg. 16)			X			X	X	
	3B-Listening to Sequences of Sounds (pg. 17)			X			X		
	3C-Jacob, Where Are You? (pg. 19)			X			X		
	3D-Hiding the Alarm Clock (pg. 20)			X			X		
	3E-Who Says What? (pg. 21)			X			X	X	
	3F-Whisper Your Name (pg. 22)			X			X		
	3G-Nonsense (pg. 23)	X		X			X		
	3H-Whispering Game (pg. 25)			X			X		
	3I-Do You Remember? (pg. 26)			X			X		
	Rhyming (pgs. 29-38)								
	4A-Poetry, Songs, and Jingles (pg. 30)	X		X			X		
	4B-Rhyme Stories (pg. 31)	X		X			X		
	4C-Emphasizing Rhyme Through Movement (pg. 32)	X		X					
	4D-Word Rhyming (pg. 33)	X		X				X	
	4E-Can you Rhyme? (pg. 34)	X		X					
	4F-The Ship Is Loaded with... (pg. 36)	X		X					
	4G-Action Rhymes (pg. 37)	X		X					
	4H-Rhyme Book (pg. 38)	X		X			X		
	Words and Sentences (pgs. 39-48)								
5A-Introducing the Idea of Sentences (pg. 40)								X	
5B-Introducing the Idea of a Word (pg. 41)			X					X	
5C-Hearing Words in Sentences (pg. 43)			X			X		X	

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Skills in Phonemic Awareness in Young Children (Adams, Foorman, Lundberg, & Beeler)	Phonemes (pg. 71-90)								
	8A-Two-Sound Words (pg. 73)	X	X	X	X		X		
	8B-Basic Three-Sound Words (pg. 76)	X	X	X	X		X	X	
	Analysis to Synthesis								
	Synthesis to Analysis								
	Analysis and Synthesis								
	8C-Consonant Blends: Adding and Subtracting Initial Sounds (pg. 80)	X		X			X		
	Analysis to Synthesis								
	Synthesis to Analysis								
	Analysis and Synthesis								
	8D-Consonant Blends: Inserting and Removing Internal Sounds (pg. 83)	X		X			X		
	Analysis to Synthesis								
	Synthesis to Analysis								
	Analysis and Synthesis								
	8E-Building Four-Sound Words (pg. 83)	X		X			X	X	
	8F- Guess a Word (pg. 88)	X		X			X	X	
	8G-Troll Talk II: Phonemes (pg. 89)	X		X			X	X	
	Introducing Letters and Spellings (pgs. 91-105)								
	9A-Guess Who: Introducing Sounds and Letters (pg. 94)		X		X		X		
	9B-Picture Names: Initial Sounds and Letters (pg. 95)		X		X		X		
	9C-I'm Thinking of Something: Initial Sounds and Letters (pg. 97)		X		X		X		
	9D-Picture Names: Final Sounds and Letters (pg. 98)		X		X		X		
	9E-Picture Search: Initial or Final Consonants (pg. 100)		X		X		X		
9F-Introduction to How Words are Spelled: Add a Letter (pg. 101)		X		X		X			
9G-Swap a Letter (pg. 103)	X	X	X	X		X			

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9H-Sounding Words (pg. 104)	X	X	X	X		X		

NOTES: The activities in *Phonemic Awareness in Young Children* primarily correlate with the phonics/word study, oral language, and writing sections of the Scott Foresman reading curriculum. Both programs reinforce the essential tasks used to measure phonemic awareness: rhyming, oddity tasks, blending, syllable splitting, segmenting, and phoneme manipulation. *Phonemic Awareness in Young Children* offers activities to heighten awareness of individual phonemes (see chapter on phonemes). According to current research, this awareness is the most crucial insight that children need to begin to read. This skill/activity is not represented in the Scott Foresman curriculum.

Phonemic Awareness in Young Children is essentially a mini-curriculum in that the language games are sequenced according to difficulty. Ideally, then, a kindergarten or first grade teacher would choose to use *Phonemic Awareness in Young Children* by following the suggested schedules in Appendix B for 15 minutes a day (translating to about 8 months for kindergarten and 8 weeks for first grade). This would supplement the activities in the Scott Foresman curriculum for those children needing additional reinforcement. Many of the activities require physical movement and are designed to engage the interest of young children. It should be noted, too, that since *Phonemic Awareness in Young Children* is organized somewhat like a "menu", the activities can be introduced or repeated based on the pacing needs of the particular children, making it an easy to use, adaptable supplement.