

Initiative	Phonological Awareness	Phonological Awareness	Phonological Awareness	Phonological Awareness
Teacher	Vickie Sheppard	Rita L. Harris	Teresa A. Grimes	Cynthia A. Tuznik
Grade Level	Pre-K	Pre-K	2-3	1st
County	Madison	Dixie	Seminole	Okaloosa
# of Students	19	82	2	5
Demographics	4.7% Hispanic, 8.2% Black, 87.1% White.	5% Black and 95% White and other. 42 (47%) have a diagnosed disability.	(10% Afro-American, 20% Hispanic, 70% White or other. 100% ESE.) Info for class of 10 students.	60% Black, 20% Hispanic, 20% White.
Research Question	Can developmentally delayed Language Impaired Pre-K Students improve Phonemic Awareness Skills in the Inclusion classroom by using targeted skills for 10 minutes 3 times per week?	Will 4-year-old Pre-K students improve their phonological skills as measured by the DIBELS, as a result of their teacher's periodic training in PA skills, strategies, and techniques?	Can use of Phonemic Awareness activities, 3 times a week improve the memory and phonological awareness of my at-risk students?	Will explicit instruction in phonological awareness for 30 minutes, 2 times a week during a 3 month period improve decoding and reading skills of targeted first grade students?
Methodology, Program Frequency	Targeted skills in phonics and guided activities delivered 10 minutes per day, 3 times per week.	Specific information provided to teachers based on the preliminary DIBELS results by classroom.	Level 1,2,3 activities and activities from Phonemic Awareness: Playing with Sounds to strengthen Beginning Reading Skills 3 days per week for 30 minutes.	A variety of games, word plays, and activities gathered from a variety of phonological awareness will be used for 30 minutes 2 times per week during a 3 month period.
Asst Tools	Pre/Post-Test on Language Concept	DIBELS test	Cool Tools Informal Assessment (6 selections)	Cool Tools informal assessment
Findings	Average point gain per student: 5.062	17.6 average point gain on Initial Letter Sound Fluency; 9.0 average point gain on Letter Naming Fluency	60.8 average gain on all test given	All students showed gains, average gain 22.

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Teacher	Gethyn Giordano	Kathleen G. Ard	Kay Brewton	Kim Lee
Grade Level	Kindergarten	Kindergarten	Kindergarten	1 st
County	Okaloosa	Okaloosa	Bay	Bay
# of Students	21	21	46	5
Demographics	11 Boys, 10 girls. 2 Asian, 7 Black, and 12 White students.	5 students in ESOL, 7 identifies for retardation.	53% White, 35% Black, and 12% other.	Class 60% female, 40% male. All 5 students were Title 1, 40% were classified ADD.
Research Question	Will explicit instruction in PA for 20-25 minutes, 2 times a week during a 3 month period improve pre-reading and reading skills of a kindergarten class?	Will modeling of PA teaching strategies improve the teaching of this kindergarten classroom? Will explicit instruction in PA for 10-15 min, 2 times a week during a 3 month period improve pre-reading and reading skills of a kindergarten class?	Can 10% of my school's kindergarten students' PA skills be improved through the use of Great Leaps daily 5-7 minutes with the students identified at high risk on the DIBELS Progress Monitoring Screener?	Will explicit instruction in PA activities improve student's ability to blend words so that students' scores on PA Inventories increase by 10 percentage points?
Methodology, Program Frequency	Games, word plays, and activates from PA resources will be used and presented to teachers and students.	Games, word plays, and activates from PA resources will be used and presented to teachers and students.	Students work with instructor 5-7 min per day on 1-min probes in sound awareness, letter recognition, or phonics to make "great leaps" in reading.	Whole and small group instruction, 5-10 minutes 1 day per week, Strategies from various PA resources.
Asst Tools	Cool Tools informal assessment	Cool Tools informal assessment	DIBELS Winter Benchmark II screening (Apr. Spring screen)	Phonemic Blending Assessment (Cool Tools)
Findings	83% of the students mastered at least 5 out of 6 objectives.	All students increased scores. 12 increased to full mastery, 4 fully mastered pre-test, the remaining 3 students gained an average of 36%.	Growth of 59% scoring at moderate or low risk on initial sound fluency, growth of 43% mod or low risk in letter naming fluency.	Average gain 46 percentage points, all 5 students made at least 40 percentage points.

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Teacher	Jane Martin Creamer	Ellen Marsh	Kathy Pomposelli	Rebecca L. O'Connell
Grade Level	Kindergarten	1 st	Kindergarten	Kindergarten
County	Bay	Jackson	Citrus	Citrus
# of Students	5	14	6	22
Demographics	60% Black, 40% White. 2 receive speech services, all 5 have learning disabilities.	64% Black and 36 White	4 boys, 2 girls	2 students repeating K.1 with CP, 5 with spch/lang imp, 2 gifted, 1 ESOL, 13 without identified disabilities.
Research Question	Can language impaired students improve PA skills by using specific curriculum 3 days a week for 30 minute sessions?	Can 1t grade students who are in Reading Remediation classes improve their phoneme segmentation skills by using Sound Reading and/or Road to the Code for 30 min, 3 times per week?	Will PA lessons developed in a small group setting with at-risk students improve their reading scores?	What impact will daily PA activities have on growth in the areas of blending, segmenting, and onset fluency in kindergarten age children?
Methodology, Program Frequency	Instruction in PA and direct explicit systematic instruction were delivered to the group of 5 students 30 minutes a day, 3 days a week from Jan. to March.	Specific instruction in phonemic segmentation was delivered to 14 1 st grade students 30 min a day, 3 days a week through the use of Sound Reading and/or Road to the Code.	Small group instruction using PA activities, 20 minutes, twice weekly basis, as possible.	Daily whole group activities were conducted 15-20 min and additional PA practice through small group centers 3 days per week and individually when needed.
Asst Tools	Phonological Awareness-Kindergarten Inv.	Phoneme Segmentation tests: Fox-in-a-Box, Cool Tools, Yopp-Singer Test	DIBELS	DIBELS
Findings	All students made gains. Average gain 50 percentage points.	13 students made gains, 1 made no gain. Average point gains: 6 pts on Fox-in-a-Box, 14.5 pts on Cool Tools, 12.6 pts on Yopp-Singer.	All students made gains, one did not take post-test. Average gain 5.8.	All students made growth, 17 students are predicted to do well at grade one reading.

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Teacher	Cynthia Longacre, Polly Hickie	Jason Maas	Peggy Amaya, Pam Marshall	Kathy Clemons, Cindy Roach
Grade Level	1 st	Kindergarten	3-5	Kindergarten
County	Citrus	Sarasota	Columbia	Levy
# of Students	23	8	6	16
Demographics	3% Hispanic, 13% Black, and 65% White	100% White; 6 males, 2 females	5 students previously retained, 4 diagnosed SLD, 2 diagnosed EMH.	Entire grade 89 students: 61% Male, 39% Female; 77% White, 12% Black, 8% Hispanic. 8% of the students were in ESE.
Research Question	How can we increase the number of staff members trained an implementing PA at Crystal River Primary School?	Can students identified by their teachers as at or near the bottom of the respective kindergarten classes in developing reading skills improve their phonological processing (with the method described below.)	Can ESE students experiencing deficits in phonemic awareness show improvements in those skills by practicing in additional phonemic awareness activities at least 4 times per week? Will it affect their overall reading scores?	Will the identified strugglers improve in the area of PA from increased explicit instruction through various PA activities?
Methodology, Program Frequency	Lessons were modeled and the trainers provided coaching as needed or requested by teachers.	ESE reading specialist provided group instruction to the 8 students using the <i>Phonemic Awareness in Young Children: A Classroom Curriculum</i> lessons, 15-20 min, 5 days a week.	Direct instruction in PA 3-4 days per week, 45 min to 1 hour per day, using instructional activities from a number of PA resources.	Students were divided into groups by specific PA deficits then given small group (3-4) instruction for 30 min daily. Progress monitored bi-weekly and group realigned as needed.
Asst Tools	DIBELS	DIBELS	DIBELS, ERDA, and STAR reading	DIBELS, Fox-in-a-Box, and Harcourt
Findings	All students demonstrated gain. Avg gain was 29% in Phon. Seg., 37% Nonsense Word Fluency, & 79% in Reading Fluency	Avg gain on Letter Naming Fluency 8.7, avg gain on Initial Sounds Fluency was 14 sounds, & avg gain on Phon. Seg. Fluency was 5 phonemes per student.	Almost all students demonstrated gain on most of the test, avg point gain on DIBELS testing was 23.	Tremendous growth noted, average skill gain was +3.

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Teacher	Alicia Allen	Dorothy Bryant	Phyllis Barley
Grade Level	1 st	Ages 16-22	1 st
County	Orange	Brevard, Gilchrist	Hardee
# of Students	12	12	6
Demographics	89% Black, 4% White, 5% Hispanic, 2% other	8 Black, 3 White, 1 other	1 Black, 5 Hispanic
Research Question	Will the use of "Phonemic Awareness in Young Children: a Classroom Curriculum" improve the decoding skills of 1 st grade students?	Do incarcerated 16-22 year olds scoring below 3 rd grade on the Test of Adult Basic Education in Reading have reduced PA skills? If so, can an intensive 6-8 week program of instruction improve their phonemic awareness skills?	Can targeted 1 st grade students improve phonemic awareness skills by using Academy of Reading activities from PA in Young Children and Language and by playing songs and activities on Jack Hartman's "Language Play and Listening" CD 3 times a week?
Methodology, Program Frequency	Various activities from "Phonemic Awareness in Young Children: a Classroom Curriculum" 3 days per week, 30 minutes a day.	Lessons presented 5 days per week for 30-60 minutes daily to small groups including drills in <i>Sounds and Letters for Readers and Spellers</i> .	Specific instruction in phonemic awareness and phonics was delivered to these students and all 1 st grade students enrolled in reading remediation for 30 min a day, 4 days a week.
Asst Tools	DIBELS	LAC; CTOP	Phonological Awareness Skills Profile
Findings	Average gain 12.5 words per minute, 2 students did not demonstrate gain.	9 completed study; study indicated that incarcerated students in the sample did have poor PA skills. Most students demonstrated gains; Avg gain on the CTOP at BCI was 7.7 and avg gain on the LAC at LANCI was 25.8.	5 students showed gains in Phoneme Identification, 3 showed gains in Rhyme Production.