

# Heggerty Phonemic Awareness

A curriculum written by Dr. Michael Heggerty and published by Literacy Resources, LLC

[www.heggerty.org](http://www.heggerty.org)



# Heggerty

The 8 Phonemic Awareness Skills taught in each lesson include:

## English Curriculum

- Rhyming
- Onset Fluency
- Blending
- Isolating Final or Medial Sounds
- Segmenting
- Adding
- Deleting
- Substituting

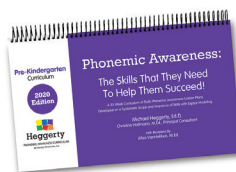
## Spanish Curriculum

- Rhyming
- Onset Fluency
- Blending
- Identifying Initial, Final, or Medial Sounds
- Segmenting
- Adding Syllables & Phonemes
- Deleting Syllables & Phonemes
- Substituting Syllables & Phonemes

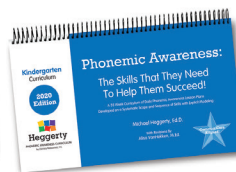
Phonemic Awareness is the understanding the spoken word are made up of individual sounds, called phonemes. A child who is phonemically aware is able to isolate sounds, blend and segment sounds, and manipulate sounds in spoken words. The daily activities in the Heggerty Phonemic Awareness curriculum provide students with oral and auditory to develop these essential reading skills. The Heggerty Phonemic Awareness curriculum provides educators with 35 weeks of explicit Phonemic Awareness lessons. The Phonemic awareness lessons take place within a classroom literacy block and can be part of the tier 1 curriculum for the whole class in Pre-K, Kindergarten, 1st grade, and some 2nd grade classrooms. 2nd grade classrooms using the curriculum should begin using the curriculum around week 12-15, instead of week 1.



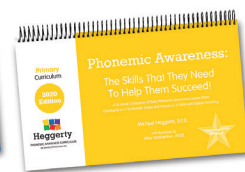
During every 10-12 minute Phonemic Awareness lesson, students are working with 8 Phonemic Awareness skills, along with activities to develop Letter Names and Letter Sounds, and Language Awareness.



**English**  
Preschool

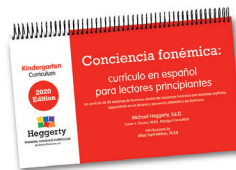


**English**  
Kindergarten

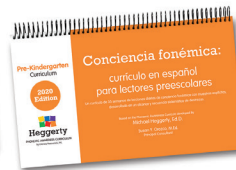


**English**  
Primary

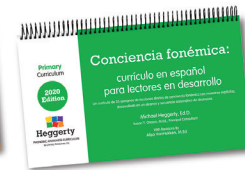
For use in 1st and 2nd grade classrooms, and to be used by interventionists and special education teachers who work with older struggling readers.



**Spanish**  
Kindergarten



**Spanish**  
Preschool



**Spanish**  
Primary

For 1st and 2nd grade classrooms



Research indicates that, without direct instructional support, phonemic awareness eludes roughly 25 percent of middle-class first graders and substantially more of those who come from less literacy-rich backgrounds. Furthermore, these children evidence serious difficulty in learning to read and write. (Adams, 1990)

The research is clear that we need to provide explicit instruction in Phonemic Awareness in our elementary school classrooms. The work and research of Marilyn Adams, Linnea Ehri, and Dr. David Kilpatrick support the need for Phonological and Phonemic Awareness instruction in order to help students develop the decoding skills they need to be readers.

Every point in a child's development of word-level reading is substantially affected by phonological awareness skills, from learning letter names all the way up to efficiently adding new, multisyllabic words to the sight vocabulary. (Kilpatrick, 2015)

The Heggerty Phonemic Awareness lessons are taking place in thousands of classrooms across the United States each day. The Los Angeles Unified School District recently implemented the curriculum district-wide after seeing amazing results after the curriculum was implemented over the last two school years at Montara Elementary School. A few of the many schools that are currently using the lessons include:

- New York City Department of Education
- Marion County Schools in West Virginia
- Los Angeles Unified School District
- West Fargo Schools in North Dakota
- Livingston Parish schools & Rapides Parish schools in Louisiana
- Literacy Coaches working for the Mississippi Department of Education
- Chicago Public Schools
- Literacy leads for the Ohio Department of Education
- Tigard-Tualatin School District in Oregon
- McAllen, Texas
- Glendive, Montana
- Las Vegas, Nevada
- Cleveland Metropolitan School District
- Metro Nashville Public Schools
- Jacksonville, Florida
- Rio Rancho School District, New Mexico
- Queensland Australia