








Reviewer Code: \_\_\_\_\_

PHONEMIC AWARENESS

Critical Elements Analysis

**Phonemic Awareness:** The ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components.

Rating	Criterion	Phonemic Awareness Instruction					Additional Evidence
		Grade				Initial Instruction	
		K	1	2	3		
	1. Teaches skills explicitly. (w)	X	X			Background on teaching <b>skills explicitly</b> is offered in the Teacher's Guide. See page 4. See Game 1, <i>Don't Put Glasses on the Esports</i> , modeled, then offered with guided practice and further practice activities are offered.	All 75 games (25 game titles) offer <b>explicit skill instruction</b> .
	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	X	X			All 75 games begin with modeling tasks and oral responses. See Game 20, <i>Going for Goldfish</i> , Target Skill A—Phoneme Isolation, for a specific example.	In Target Skill A, B, or C (many times in all) <b>modeling tasks</b> , followed by <b>oral responses</b> and <b>students' production</b> is highlighted.
	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	X	X			Background on levels of phonemic awareness is given in pages 2-4. All 25 game titles offer three different games, each presented in increasing order of difficulty. These levels were based on the scientifically-based research presented in the National Reading Panel's Report, Chapter 2: Alphabets, Part 1: Phonemic Awareness.	See <b>all 25 game titles</b> , 75 different games, for this evidence.



 <input type="radio"/>	4. Incorporates letters into phonemic awareness activities. [NRP, pg. 2-41] (w)	X	X		260 letters are included in this manipulative based kit. Every game title has a Letter Connection.	See Game 1, Target Skill C: Phoneme Deletion, under Guided Practice. Also, Game 2 Target Skill A, Phoneme Isolation under Guided Practice. (Games, 3, 4, 5, etc.)
 <input type="radio"/>	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	X			Most games use manipulatives as methods for counting, isolating, or moving (etc.) sounds. Explicit instruction, modeling and demonstrating lips, teeth, and tongue placement is given in Game 20 Target Skill A, under Modeling.	See Game 23, Target Skill C, Phoneme Sequencing, under Further Practice for additional evidence.

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Phonemic Awareness Instruction							
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		K	1	2	3		
 <input type="radio"/>	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	X	X			Every Game Title has at one Target Skill that focuses on analyzing words at the phoneme level. Note: Most have two. First introduced in Game 1, this continues through Game 25.	See Game 4, Target Skill A: Phoneme Identity, Target Skill B: Phoneme Blending, and Target Skill C: Phonemic Awareness Segmentation as specific examples.
 <input type="radio"/>	7. In K, focus is on first the initial sound ( <i>sat</i> ), then on final sound ( <i>sat</i> ), and both on the	X	X			In all games the first Target Skill is the easiest and often would be the	For further evidence of progression to medial and final

	sound, ( <i>sat</i> ), and lastly on the medial sound ( <i>sat</i> ) in words. In grade 1, focus is on phonemes in all positions. (ss)				small group lesson in kindergarten. See Game 24, Target skill C, Phoneme Isolation.	sounds, see Game 5, Target Skill B, Phoneme Isolation.
● ○ ○	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	X			The focus in most games is using short words. See Game 1, Target Skill B under Modeling.	Although most games show this, see Game 22, Target Skill A, under Guided and Further Practice, for additional specific evidence.
● ● ○	9. Works with increasingly longer words and expands beyond consonant-vowel-consonant words (e.g., <i>sun</i> ) to more complex phonemic structures (consonant blends). (ss)		X		Game 1, Target Skill B (under modeling) focuses on three sound words, and then moves to words in Target Skill C with blends and digraphs.	See Game 8, Target Skill C. Children use blends and digraphs to create new words.
● ● ○	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	X	X		See Introductory Pages for recommended time frames.	

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