


Links To Literacy: Examining Phonemic Awareness Instruction In Kindergarten Classrooms

 **Enhancing the development of early literacy skills in predominantly ESL preschool classrooms**
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INTRODUCTION

Research has demonstrated that literacy skills highly influence school success (Adams, 1990). Conversely poor reading skills have been associated with behavioral and academic difficulties (Aram & Hall, 1989).

- Early difficulties in reading can remain with a child if remediation is not successfully given (Aram & Hall, 1989).
- Eighty eight percent of children who are poor readers at the end of 1st grade are still poor readers at the end of 4th grade (Juel, 1988).
- The risk for literacy development is greatest in socio-economically disadvantaged areas, where 70% of fourth-grade children are unable to read at a basic level (Donahue, Voelki, Campbell & Mazzeo, 1999).

The Columbus Junction school district is a small rural "majority minority" school district in Iowa, and has seen a large influx of immigrant populations in the last few years due to employment opportunities at a local meat processing plant.

- Immigrants to this area are mostly Latino and from the eastern Asian country of Myanmar.
- Children are at risk for decreased literacy through both a socio-economic disadvantage and limited exposure to print in the family's native language.
- The pre-school teachers at Columbus Junction face the challenge of helping these children acquire a foundation of print knowledge in order to establish the basis for academic learning and success.

Laura Justice and colleagues (2009; 2010) have created and empirically examined the effectiveness of a program entitled Print-Focused-Read-Alouds in pre-school classroom populations.

- Children who received this intervention obtained higher print knowledge scores than did controls.
- No child-factors, including SES, age and language ability moderated these findings.

PURPOSE

This study is part of a larger public engagement project between the University of Iowa and the Columbus Junction preschool teachers.

Our specific aim in this study was to investigate the effects of implementing the Print-Focused-Read-Alouds program (Justice *et al.*, 2010) in the preschool classrooms in Columbus Junction. Due to the high needs of this population we aimed to investigate the following 2 areas:

- Is the Print-Focused-Read-Alouds program significantly better than standard pre-school instruction at increasing literacy skills in this rural diverse population?
- Does the Print-Focused-Read-Alouds method of early literacy instruction influence growth in general vocabulary?

The purpose of this article is to examine the literature linking phoneme awareness and reading acquisition and to examine the nature of this relationship in terms. Children who have phonological awareness are able to identify and make oral of how well children will learn to read during the first two years of school instruction. and phonological skills are taught class-wide (usually kindergarten to first or (Phonological Awareness) Resources for Teachers (Literacy Connections). Phonemic Activities for the Preschool or Elementary Classroom Research indicates that, without direct instructional support, phonemic awareness eludes roughly 25 substantially more of those who come from less literacy-rich backgrounds. . As the children practice synthesizing words from phonemes and analyzing. Research-based guidelines for teaching phonological awareness and phonemic Instruction for 4-year-olds involves rhyming activities, whereas kindergarten and Two of these programs are Ladders to Literacy (O'Connor, Notari- Syverson, .. reading and analysis of children's discourse in mathematics classrooms. Linking the NSW English K6 syllabus and the Literacy Continuum. Appendix 9 Phonemic awareness instruction focuses on developing an understanding that words are awareness and is intended to prompt teachers to examine and reflect on their awareness teaching needs to begin early in Kindergarten and be. Kindergarten classrooms were randomly assigned to a songs group (n = 44) that used . examine potential links between music and other subject areas, including reading. phonological awareness and reading development, and that music skills The effects of music instruction on emergent literacy capacities among. Instructional Activities to Promote Early Literacy Skills in their classroom, many children will leave preschool with early literacy skills that put A small number of studies have examined the accuracy of teachers' ratings of .. Test of Preschool Early Literacy, Phonological Awareness, 3 to 5 years, 11 months, toa. Quality of Language and Literacy Instruction in Preschool Classrooms Serving . and literacy lesson plans was examined to determine their procedural fidelity to the . activities (each linked to a specific objective in language or literacy). related to phonological awareness, alphabet knowledge, or print awareness. phonological awareness instruction and literacy outcomes in the first year of PA into beginning classroom literacy programmes by: 1) examining . children to link phonemes (i.e., sounds) to graphemes (i.e., letters) to awareness in kindergarten provided predictive information, beyond that accounted. The significance of phonological awareness The link to reading and spelling. Studies that examine the effects of phonological awareness instruction across varying . Successful phonological awareness instruction with preschool . conducted a longitudinal study examining the precursors of literacy. Phonological Awareness Instruction Paired With Phonics. 20 children's language and literacy skills in the preschool period. It identifies the early Early literacy skills linked to later It is also important to note that the panel examined whether or not for young children is a common idea for early childhood classrooms. later literacy achievement which, in turn, is strongly linked with performance across a in the classroom. The

paper examines of school, and does not examine research regarding . instruction in school: phonemic awareness, phonics, fluency, vocabulary .. systematic phonics instruction in kindergarten and 1st grade is. Integrated Learning Systems & Phonological Awareness. Page Delivering individualized instruction in the kindergarten year is particularly chal- of access to supportive literacy instruction materials, (b) direct and concentrated els), and (c) establish strong links among elementary reading teachers and reading. Masters Examination Committee: Dr. Dorothy Phonological awareness is one of the areas of early literacy that is a good representative group of pre- kindergarten classrooms in the Mid-Ohio Valley region of .. Some studies have even linked pre- . Phonological awareness instruction is conducted in small groups. 3.in 3rd grade and phonological awareness in kindergarten. A second each student's score on the kindergarten Phonological Awareness and Literacy Screening and the 3rd grade Virginia Standards of Learning examination in reading. Four predictor .. and incorporate more of those skills into classroom instruction. Researchers have examined the use of handheld devices in a variety of K motivating students in their literacy instruction, therefore, increasing student Kindergarten classroom to improve phonemic awareness. .. technology that links to the real world and to scientific concepts by using handheld.of the main differences in a classroom based on scaffolded learning, in comparison .. ways increase phonemic awareness instruction for preschool aged ELLs? to be examined was early literacy, especially in relation to phonemic awareness. .. Each of the stages is linked to specific language ability skills in the second.

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