



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