



Heggerty

Heggerty Phonemic Awareness Curriculum

2020 → 2022

Edition Alignment Guide

The Heggerty Phonemic Awareness Curriculum has been updated to reflect the evolving science around how children learn to read. This document provides guidance on how you can modify the Heggerty Phonemic Awareness Curriculum 2020 Editions to reflect some of the changes found in the new 2022 Editions.

For more information on the 2022 Editions visit
www.Heggerty.com/curriculum.

PRIMARY

What lesson components can be omitted to align the 2020 version of the Heggerty curricula with a new sequence of instruction?

	Omit	From Weeks
Rhyme	Recognition and Production	10+
Onset Fluency	Isolating Same Onset in a Series	3-6, 8-10, 12, 13, 15, 16, 18
	Categorization	13, 16, 19
Blending	Compound Words	1-2
	Onset-Rime	5-6
	Body-Coda	7
Segmenting	Compound Words	1-2
	Onset-Rime	5-7
Adding, Deleting, and Substituting	Words	1-2
Language Awareness	Weeks	5-8

PRIMARY

What should be added to enhance the 2020 version of the Heggerty curricula?

Incorporate direct teacher language with the instructions for each skill:

- Rhyme: When words rhyme, we hear the same middle and final sounds
- Phoneme Isolation: We are listening for the first/last/vowel sound we hear in a word.
- Blending: When we blend, we put syllables or sounds together to make a word.
- Segmenting: When we segment, we separate a word into syllables or sounds.
- Adding: We can add a syllable or sound to make a new word.
- Deleting: We can delete or take away a syllable or sound and say what is left.
- Substituting: We can change a syllable or sound to make a new word.

Beginning week 5, add a Phoneme-Grapheme Connection:

- Phoneme-Grapheme Connection: Let's match the phonemes or sounds that we heard to the letters or graphemes that match those sounds.
- Begin with mapping initial and final phonemes as shown below:
 - Initial
T: says, "Chain. What is the first sound we hear?"
S: say sound, then letters: "/ch/, c h"
T: writes letters or shows digraph card
 - Final
T: says, "Smooth. What is the last sound we hear?"
S: say sound, then letters, "/th/, t h"
T: writes letters or shows digraph card
- By week 8, transition to blending and segmenting of phonemes as shown below:
 - Blending:
T: says, "I will say the sounds and show the letters that make the sound. We will say each sound and blend the sounds to decode the word. /f/ -/ l/ - /i/ - /p/" and writes letters
S: say "/f/ -/ l/ - /i/ - /p/, flip"
 - Segmenting:
T: says, "Chart. How many sounds do we hear in chart?"
S: chop, or use counters to segment phonemes ● ● ●
T: says, "Let's match letters to the sounds."
S: spell ch ar t

PRIMARY

Other Tips

- We encourage teachers to remove the early PA skills of rhyming and onset fluency (initial phoneme isolation) after 9 weeks of instruction.
- Reduce the number of words for instruction. Instead of completing all of the words listed, select 5 or 6 words.
- Utilize as Tier 1 instruction for 24-30 weeks, and use remaining lessons for intervention instruction in a whole group or small groups.
- Add language for how blending connects to decoding and segmenting connects to encoding:
 - Blending: When we read words, we say the sounds and blend them together.
 - Segmenting: When we write and spell words, we listen for each sound and match the sounds to letters.

KINDERGARTEN

What lesson components can be omitted to align the 2020 version of the Heggerty curricula with a new sequence of instruction?

	Omit	From Weeks
Rhyme	Recognition and Production	18+
Onset Fluency	Categorization	18, 21
	Identifying Same Onset in a Series	25-35
Blending	Compound Words	3-4
Segmenting	Compound Words	3-4
Adding and Deleting	Words	3-4
Language Awareness	Reciting Nursery Rhymes	18-33

KINDERGARTEN

What should be added to enhance the 2020 version of the Heggerty curricula?

Incorporate direct teacher language with the instructions for each skill:

- Rhyme: When words rhyme, we hear the same middle and final sounds
- Phoneme Isolation: We are listening for the first/last/vowel sound we hear in a word.
- Blending: When we blend, we put words, syllables, two parts, or sounds together to make a word.
- Segmenting: When we segment, we separate a word into two words, syllables, two parts, or sounds.
- Adding: We can add a word, syllable or sound to make a new word.
- Deleting: We can delete or take away a word, syllable or sound and say what is left.
- Substituting: We can change a word, syllable or sound to make a new word

Beginning week 11, add a Phoneme-Grapheme Connection:

- Phoneme-Grapheme Connection: Let's match the phonemes or sounds that we heard to the letters or graphemes that match those sounds.
- Begin with mapping initial, final, and medial phonemes as shown below:
 - Initial
 - T: says, "By. What is the first sound?"
 - S: say "by, /b/"
 - T: asks, "what letter makes that sound?"
 - S: say "b"
 - T: writes letter in first box
 - Final
 - T: says, "Hot. What is the last sound?"
 - S: say "Hot, /t/"
 - T: asks, "What letter makes that sound?"
 - S: say "t"
 - T: writes letter in first box
 - Medial
 - T: says "Had. What is the vowel sound we hear?"
 - S: say "Had, /ă/" (ask if vowel is short or long)
 - T: asks "what letter makes that sound?"
 - S: say "a"
 - T: writes letter in first box

KINDERGARTEN

What should be added to enhance the 2020 version of the Heggerty curricula? (cont.)

In Week 18, Rhyme and Nursery Rhymes are removed from the lessons. This allows the teacher to begin incorporating the P-G connection of blending phonemes to read a word 5 days a week.

- Blending:
 - T: says, "We have practiced blending sounds together to say a word. Now we will practice reading words by blending the sounds the letters make. I will show you the letters, you will say the sounds and blend them together to read a word." Teacher touches each letter.
 - S: say /t/ - /ă/ - /p/, tap

In Week 29, transition P-G connection to focus on segmenting words into sounds to spell words.

- Segmenting:
 - T: says, "We segmented words into individual sounds through the air and now we will match the sounds to print. This is how we spell words. I will say a word, say it back to me and segment it into the sounds you hear. Then, you will tell me the letter to match each sound. Brag"
 - S: chop, or use counters to segment phonemes ● ● ● ●
 - T: says, "Let's match letters to each sound."
 - S: says each letter name, "b r a g"

Other Tips

- Add language for how blending connects to decoding and segmenting connects to encoding:
 - Blending: When we read words, we say the sounds and blend them together.
 - Segmenting: When we write and spell words, we listen for each sound and match the sounds to letters.
- After 17 weeks of instruction in rhyming and 22 weeks of instruction in initial phoneme isolation, remove these early skills to more complex tasks
- Reduce the number of words for instruction. Instead of completing all of the words in the lesson, select 5 words.

PRE-KINDERGARTEN

What lesson components can be revised?

Incorporate direct teacher language with the instructions for each skill:

- Rhyme: When words rhyme, we hear the same middle and final sounds
- Phoneme Isolation: We are listening for the first/last/vowel sound we hear in a word.
- Blending: When we blend, we put words, syllables, two parts, or sounds together to make a word.
- Segmenting: When we segment, we separate a word into two words, syllables, two parts, or sounds.

Reduce teacher modeling to allow students to respond independently.

- After 3 weeks of modeling and repeat, we suggest asking the students to respond on their own when isolating a sound, blending or segmenting.
 - Example: T: "The word is sun. What is the first sound you hear?" S: "sun, /s/"

Rhyme:

- Transition from Rhyme Repetition to Recognition beginning in weeks 9-12
 - Example: Shift from having students simply repeat the word pairs to giving you a thumbs up when they do rhyme. Substitute words that do not rhyme within the pair so that students also practice giving you a thumbs down.

Adding and Deleting:

- Remove instruction for these skills in Weeks 1-4. Introduce Adding and Deleting syllables in Week 5.

Other Tips

- Instruction should be intentional and not used during transition times in the classroom.
- Make phonological awareness consecutive (moving through the word, syllable, onset/rime, phoneme levels, but not expecting mastery at each level before progressing to the next.)
 - The 2020 version spirals back through each level, so you can extend time at each and build from one to the next instead.