

Winter 12-16-2021

The Effect of Direct Heggerty Phonemic Awareness Instruction and Small Group Literacy Interventions on Kindergarten Students' Reading Growth

Brianna Elizabeth Wierschke
brianna.wierschke@go.mnstate.edu

Follow this and additional works at: <https://red.mnstate.edu/thesis>

 Part of the [Curriculum and Instruction Commons](#), [Curriculum and Social Inquiry Commons](#), [Early Childhood Education Commons](#), and the [Elementary Education Commons](#)

Researchers wishing to request an accessible version of this PDF may [complete this form](#).

Recommended Citation

Wierschke, Brianna Elizabeth, "The Effect of Direct Heggerty Phonemic Awareness Instruction and Small Group Literacy Interventions on Kindergarten Students' Reading Growth" (2021). *Dissertations, Theses, and Projects*. 626.

<https://red.mnstate.edu/thesis/626>

This Project (696 or 796 registration) is brought to you for free and open access by the Graduate Studies at RED: a Repository of Digital Collections. It has been accepted for inclusion in Dissertations, Theses, and Projects by an authorized administrator of RED: a Repository of Digital Collections. For more information, please contact RED@mnstate.edu.

The Effect of Direct Heggerty Phonemic Awareness Instruction and Small Group Literacy Interventions on Kindergarten Students' Reading Growth

A Project Presented to

The Graduate Faculty of

Minnesota State University Moorhead

Brianna E Wierschke

In Partial Fulfillment of the

Requirements for the Degree of

Master of Science in Curriculum and Instruction

December 2021

Moorhead, Minnesota

ABSTRACT

This study focuses on the impact of the implementation of Heggerty Phonemic Awareness and Literacy Footprints guided reading system curriculum in a kindergarten classroom. Adding these interventions are to determine if a focus on phonemic awareness skills is essential for students to learn when beginning to learn how to read. Students were tested at the beginning of the school year for a base score, then tracked at every month, and then a final benchmarking in December. The study took place in a North Dakota elementary school, 23 kindergarten students was monitored for data purposes. The data and results demonstrate a positive impact on student learning by the implementation of Heggerty Phonemic Awareness and Literacy Footprints guided reading system curriculum.

Effect of Direct Heggerty Phonemic Awareness Instruction

Abstract	2
CHAPTER 1. INTRODUCTION	5
Introduction	5
Brief Literature Review	5
Statement of the Problem	6
Purpose of the Study	6
Research Question	7
Definition of Variables	7
Significance of the Study	7
Research Ethics	8
Permission and IRB Approval	8
Informed Consent	8
Limitations	8
Conclusions	9
CHAPTER 2. LITERATURE REVIEW	10
Introduction	10
Body of the Review	11
Importance of Phonemic Awareness	11
Dynamics of Heggerty Phonemic Awareness	12
Implementation of Heggerty lessons	16
Theoretical Framework	17
Research Question	18
Conclusions	18
CHAPTER 3. METHODS	20
Introduction	20
Research Question	20
Research Design	21
Setting	21

Effect of Direct Heggerty Phonemic Awareness Instruction

Participants	22
Sampling	22
Instrumentation	23
Data Collection	25
Data Analysis	26
Research Question and System Alignment	26
Procedures	27
Ethical Considerations	27
Conclusions	28
CHAPTER 4. DATA ANALYSIS AND INTERPRETATION	29
Data Collection	29
Results	30
Data Analysis	35
Recommendation for Future	35
Conclusion	36
CHAPTER 5. IMPLICATIONS FOR PRACTICE	37
Action Plan	37
Plan for Sharing	37
REFERENCES	39
Appendix A	
Informed Consent	43
Kindergarten Assessment book	45
Fountas and Pinnell Benchmarking Assessment	46

CHAPTER 1

INTRODUCTION

Introduction

Students entering kindergarten have various literacy backgrounds based on literature exposure, letter and sound recognition, and handwriting skills. Some students attended structured preschools that followed a similar outline to kindergarten while other students attended a daycare with the priority of play. Both options are great depending on the needs of the child. For example, studies have shown that individual differences in prior knowledge affect the ability to extract explicit and implicit information from text and integrate this text-based information in reading comprehension (Kintsch, 1988). Integrating phonemic awareness curriculum into a kindergarten classroom will enhance literacy foundational skills. Evidence suggests that incorporating phonics into reading teaching is more effective than reading alone at improving reading ability, but phonics teaching alone is more effective at improving phonics ability (Double, et al., 2019).

Brief Literature Review

Research suggests that phonemic awareness is one of the strongest predictors of early reading success (Reading & Van Deuren, 2007). Phonemic awareness is the awareness of spoken language consisting of phonemes (Yopp & Yopp, 2000). When students have phonemic awareness skills, they are able to manipulate words by recognizing and blending sounds. Students who have little phonemic awareness skills often have difficulties in learning to read, spell, and write. Lacking phonemic awareness can contribute to academic failure and continued academic frustration for the student.

Effect of Direct Heggerty Phonemic Awareness Instruction

Some of the findings included that for children as young as three years old, phonemic awareness skills helped improve reading, and broadened the language skills of children through the exposure of phonemic awareness instruction (Wasik, 2001). It is important to create a positive environment towards phonemic awareness to encourage student growth. Ways to encourage phonemic awareness in the classroom could be story time, circle time, or reading nursery rhymes.

Statement of the Problem

The research problem was to measure the effectiveness of phonemic awareness instruction on students' reading growth. The literacy curriculum that was provided by the district moves at a fast pace and lightly covers phonemic awareness skills. The small group guided reading curriculum, Literacy Footprints, purchased by the district has a structured approach to phonemic awareness and enhancing literacy foundational skills. The researcher purchased Heggerty Phonemic Awareness curriculum to implement in the classroom for whole group instruction. The researcher purchased Heggerty curriculum because she used this curriculum when substitute teaching while in college. Both Literacy Footprints and Heggerty Phonemic Awareness are written for the purpose to increase student phonemic awareness.

Purpose of the Study

The researcher implemented Heggerty Phonemic Awareness curriculum in the classroom for two years in a combination kindergarten/first grade classroom to help supplement the district curriculum. Heggerty implementation was successful with teaching students' essential literacy foundational skills. With moving to a new district and accepting a kindergarten teaching position the researcher wanted to measure the effectiveness of implementing Heggerty Phonemic

Effect of Direct Heggerty Phonemic Awareness Instruction

Awareness and Literacy Footprints curriculum. The emphasis of implementing phonemic awareness is to improve literacy skills that students use, apply, and build on throughout their life.

Research Question

The research on phonemic awareness was led by the researchers' interest and motivation to build a strong foundational literacy base for young children entering kindergarten. With an emphasis of routine and structure of phonemic awareness instruction in the classroom. The researcher guides the question: What is the effect of direct Heggerty Phonemic Awareness instruction and small group literacy interventions on kindergarten students' reading growth.

Definition of Variables

Variable A: The independent variable of this study was the teacher-led directed instruction of Heggerty Phonemic Awareness lessons. This is the method of how the students receive phonemic awareness skills.

Variable B: The dependent variable of this study was the reading growth of the students. Their ability to make growth in their reading abilities determine the effectiveness of the instruction of Heggerty Phonemic Awareness lessons.

Significance of the Study

Kindergarten teachers each year begin the school year with young students that are beginning school for the first time. However, some students may have experience with being in preschool; it is truly all children's first-time attending grade school. Integrating phonemic awareness is essential in establishing literacy foundational skills. Researchers gather that students who are instructed with phonemic awareness in kindergarten will be more successful and have higher phonemic scores than students who do not have phonemic instruction in kindergarten (Reading & Van Deuren, 2007). This study helped illustrate evidence and

Effect of Direct Heggerty Phonemic Awareness Instruction

information on how to help students achieve success with phonemic awareness and grow in their reading abilities.

Research Ethics

Permission and IRB Approval

In order to conduct this study, the researcher obtained MSUM's Institutional Review Board (IRB) approval to ensure the ethical conduct of research involving human subjects (Mills & Gay, 2019). Likewise, authorization to conduct this study was obtained from Horace Mann Elementary and Fargo Public Schools district.

Informed Consent

Protection of human subjects participating in research was assured. Participant minors were informed of the purpose of the study via the Method of Assent (see Appendix A) that the researcher read to participants before the beginning of the study. Participants were aware that this study was conducted as part of the researcher's master's degree program and that it was to benefit her teaching practice. Informed consent means that the parents of participants were informed of the purpose and procedures of the study for which consent was sought and that parents understood and agreed, in writing, to their child participating in the study (Rothstein & Johnson, 2014). Confidentiality will be protected through the use of pseudonyms (e.g., Student 1) without the utilization of any identifying information. The choice to participate or withdraw at any time was outlined both, verbally and in writing.

Limitations

A limitation of this study was the sample population and the sampling style in the study. The students participating in this research study are from one kindergarten classroom at Horace Mann Elementary. Data collected from the kindergarten class was compared to the data trend from previous years. Students that attend this school come from a low social economic status

Effect of Direct Heggerty Phonemic Awareness Instruction

household with few parents being involved with academics. The students that received the directed phonemic awareness instruction were students that were taught by the researcher and the students that did not receive the directed phonemic awareness instruction were taught by another teacher.

Conclusions

Phonemic Awareness skills are critical for literacy success and achievement. In fact, phonemic awareness is a better predictor than more global measures such as IQ or general language proficiency (Griffith and Olson, 1992). By conducting research on the implementation of phonemic awareness curriculum and the effect it has on students' literacy growth, the hope is to bring more attention to the topic and the value of phonemic awareness. In the next chapter the researcher will go into further detail on literature that has been gathered to support the importance of phonemic awareness instruction in the classroom.

Chapter 2

Literature Review

Beginning kindergarten can be very exciting for students to explore, learn new things, and create lasting friendships. During this time students also start creating their literacy foundational base which give them the skills to learn how to read and comprehend text. Phonemic awareness instruction has been used to assist students in the transition of learning to fill in the holes of understanding. Researchers have concluded having phonemic awareness instruction in the classroom will affect students' literacy growth and achievement (Reading, & Van Deuren, 2007). Phonemic awareness is the ability to auditorily recognize and manipulate individual sounds in words. Phonemic awareness and phonics are very easily confused. Phonics is related to the written letters and sound compared to phonemic awareness is related to spoken words and sounds. When students have phonemic awareness skills, they can recognize the difference between the word bee and knee or be able to connect letter sounds to the specific letter. There have been countless research studies on phonemic awareness over the years. Children as young as three years old can improve their reading and language skills by the exposure of phonemic awareness instruction (Wasik, 2001). It is important to create a positive environment towards phonemic awareness to encourage student growth. Sometimes it helps to point to the kids that call out the answers first and gush over what a great job they did! That usually helps get the kids excited about being the one to be acknowledged and they all start trying harder (HeidiSongs, 2019). Phonemic awareness instruction can teach students the foundational skills to identify, decode, blend, and manipulate letters in words. In this chapter the researcher discusses the value of phonemic awareness, dynamics of Heggerty Phonemic

Effect of Direct Heggerty Phonemic Awareness Instruction

Awareness curriculum, implementation of phonemic awareness and the theoretical framework this study is based on.

Value of Phonemic Awareness

According to the researchers Kenner et al., (2017) in a research article from *Reading & Writing*, researchers were able to find phonemic awareness skills in age groups of children as young as 2.5- and 3.5-year-old children; however, it was more visibly present in the 3.5 year old age group. It is hypothesized the reason for this is the differing age groups' amount of experience with letters and awareness of surroundings (Kenner et al., 2017). Phonemic awareness allows students to explore and learn how to manipulate letters in a fun learning environment. Having a basis of familiarity with exploring and recognizing letters and letter sounds is very crucial to creating a strong foundational reading base. Ways to encourage phonemic awareness in the classroom could be story time, circle time, or reading nursery rhymes (Wasik, 2001). These are a few examples to areas in the classroom that teachers could focus on to incorporate phonemic awareness in the classroom. A student could identify the beginning letter of the story or the letter sounds they hear when the teacher says words in the story. Nursery rhymes are very helpful to create the connection of words with similar sounds and if they rhyme with other words. Circle time exposes students to new vocabulary, shared experiences, and promotes social emotional learning among their classmates (HeidiSongs, 2019).

Students with exposure to phonemic awareness have specific brain activated patterns versus students who have not. People carry out phonological based tasks differently based on their schema. This means the functional disruption in poor readers relates to phonological analysis. Shaywitz (1999) suggested that teachers focus on phonological awareness when trying to prevent or remediate the difficulty in poor reading. This study emphasized the importance of

Effect of Direct Heggerty Phonemic Awareness Instruction

phonemic awareness to help assist struggling readers and overall increase students' ability to phonologically analyze.

The researchers Double et al. (2019) performed a case study to track student performance on reading 20 word cards and 20 fake word cards. This was to determine the child's ability on phonetic decoding skills, rather than their ability to recognize words they are already familiar with. Results suggested that the phonics is a significant predictor of later reading comprehension performance (Double et al., 2019). Evidence suggested that incorporating phonics into reading teaching is more effective than reading alone at improving reading ability, but phonics teaching alone is more effective at improving phonics ability.

Dynamics of Heggerty Phonemic Awareness Curriculum

Dr. Michael Heggerty (2015) created a phonemic awareness curriculum to fill in the gaps after noticing the phonemic deficiencies of students beginning kindergarten. It is a 35-week daily lesson plan guided-book that covers ten topic areas in each lesson. The topic areas are letter naming, rhyming, onset, blending, final and medial sounds, segmenting, substituting, adding, deleting, and language awareness. The components within the topic adapt to student learning as the school year goes on. Heggerty Phonemic Awareness Kindergarten lessons are meant to supplement existing literacy curriculum and are easily integrated into half-day or full-day kindergarten programs. When lessons are taught consistently each day with explicit teacher modeling and scaffolded support, teachers see improvement in students' reading, spelling, and writing, as the students learn to hear the sounds in words (Heggerty & VanHekken, 2015).

Many teachers in the primary grade levels find the Heggerty Phonemic Awareness curriculum very helpful in their classroom. Carrie, a teacher who has implemented Heggerty

Effect of Direct Heggerty Phonemic Awareness Instruction

phonemic awareness curriculum in her classroom shared her thoughts of implementing Heggerty Phonemic Awareness curriculum:

In the past, we've done phonemic awareness activities but not to the level that this program offers. I have been doing a lot of research about reading and how children learn to read, and it appears phonemic awareness is one of the missing pieces for struggling readers. If you think about the building blocks of reading, it is the first step they need to learn before they move on to other reading skills. I think this program will provide the solid foundation our children need from the beginning. (White, 2021)

The layout of a Heggerty Phonemic Awareness lessons are broken down into ten categories as emphasized below with a brief description of the category.

Letter Naming

Teachers will present a letter card to a student or group of students. They will state the letter and the sound of the letter. Prereaders' ability to name letters at school entry is the strongest single predictor of their first- grade reading achievement (Adams, 1990). For kindergarten children, letter-naming speed was very strongly associated with subsequent progress in reading (Walsh, Price, & Gillingham, 1988). A student's ability to recognize and apply their letter knowledge will help them in reading, spelling, and writing.

Rhyme Recognition

Teacher says the word pairs, then students give a thumbs up if the word pairs rhyme or thumbs down if the word pairs do not rhyme. An example, teacher says the word pair hop-mop; the students should say rhymes and gives a thumbs up. Rhyming helps children learn about word families such as let, met, pet, wet, and get. The practice of rhyming is enjoyable and provides an engaging and memorable reading experience. It also aids in teaching early literacy

Effect of Direct Heggerty Phonemic Awareness Instruction

skills like phonemic awareness and fluency development. When children learn to rhyme, it helps them develop the ability to break words down into smaller parts like puzzle pieces and string them together (Felt, 2019).

Onset Fluency

Teacher says the word dig; students repeat the word dig and the letter d sound /d/. With practice and repetition students will be able to move from identifying single letter sounds to onset phonemes or series of sentences. Onset and rime are used to improve phonological awareness by helping kids learn about word families. Phonetical awareness is an essential skill used to hear sounds, syllables, and words in speech. This can help learners decode new words when reading and make it easier for them to spell words when writing (Lynch, 2021).

Blending Phonemes

Teacher and students hold out one hand and say tea. Then after a pause teacher and students hold out their other hand and say pot. To complete everyone claps their hands and says the word teapot. Because each word representation involves setting an activation level for every representational node, multiple representations cannot be activated without interference. The resulting activation pattern is a weighted average of the relevant constituents, which may bear some similarity to each of those patterns, depending on various factors (Gaskell & Marslen-Wilson, 1999). Students need the physical movement of putting the two words together to create the comprehension of creating a new word.

Identifying Final Sound

Teacher says the word bug; students say the word bug and the letter g sound /g/. Identifying the final sound can be very difficult for students to comprehend, because they must identify the order of sounds, they hear in the word. A supplemental tool to assist with identifying

Effect of Direct Heggerty Phonemic Awareness Instruction

letter-sound correspondence would be sound boxes. Elkonin's sound boxes are used to help students link phonological with orthographic features of words. These boxes are a multisensory technique that may be taught in phases for students who struggle with acquiring phonological decoding skills (Ross & Joseph, 2019).

Segmenting Phonemes

Teacher says the compound word cowboy with a clap, Students repeat the word and clap. They break apart the word by saying cow and hold out one hand then say boy and hold out their other hand. By combining physical activity with specific cognitive training children can have a steady increase in synaptic strength and improve cognitive performance (Perini et al., 2016).

Adding Phonemes

Teacher says the word snow and holds out a hand. Students repeat and copy the teacher. Teacher says the word flake and holds out other hand. Students repeat and copy teacher. Together teacher and students clap and say the word snowflake. This section is very similar to segmenting words section. The importance of this section is to have students put words together to create a new word. Compound words are those that are formed by combining two or more words to create a new word. One approach to developing students' morphological knowledge is by explicitly teaching them to identify and determine the meaning of compound words (Ramirez, Walton, & Roberts, 2013).

Deleting Phonemes

Teacher says the word headphone and claps. Students repeat and copy the teacher. The teacher demonstrates taking something out of their hand and says headphones without head. Students would respond phones. All children can benefit from being taught directly how to break up spoken words into smaller units and how letters represent sounds (Shaywitz, 1999).

Language Awareness

Students begin by counting the number of words in a sentence and move onto memorizing and repeating nursery rhymes. Research suggests that hearing, learning, and reciting Mother Goose nursery rhymes can help young children take the first steps toward becoming proficient readers (Sadlier-Oxford, 2000). The language awareness could be incorporated during as a circle time activity. Such as playing I-Spy, singing songs, reading poems, or games related to letters (Lock, Flett & Conderman, 2002).

Implemented of Phonemic Awareness

The test group of students is a class of twenty kindergarten students. Students are given a beginning of the year reading assessment to determine the current reading level and phonemic awareness skills. Students receive a daily whole group direct instruction lesson of Heggerty Phonemic Awareness during circle time. Students meet three times per week in a small group setting to work on foundational reading skills and phonemic awareness skills. Implementing a literacy program with an emphasis of phonemic awareness will impact the growth of students' letter recognition, reading strategies, and comprehension (Reiner, 1998). Students were given a post-assessment to track growth of phonemic awareness skills and reading level ability. The pre and post assessments were compared to a similar kindergarten class that does not implement Heggerty Phonemic Awareness curriculum in their classroom. This is to conclude if direct phonemic awareness instruction can affect students' reading growth.

Students begin small groups for reading in the fall to work on foundational literacy skills with students of similar abilities. Once groups reach the skill and reading level, they begin the Literacy Footprints Guided Reading groups system curriculum. Levels are Pre-A (AA) to D in the kindergarten reading curriculum set. "There are four components in a Pre-A lesson. The

Effect of Direct Heggerty Phonemic Awareness Instruction

components are designed to improve visual memory, phonemic awareness, oral language, and concepts of print” (Literacy Footprints, n.d., Pre-A lesson sec, para 1). Focusing on these four specific areas are essential when teaching young students how to read. The focus of these four areas of visual memory, phonemic awareness, oral language, and concepts of print are the basic foundational reading skills needed for early literacy (Clay, 1991). Clay, (1991) defined these concepts as follows: visual memory is the students’ ability to recall a picture that they have seen before. Phonemic awareness is the students’ ability to manipulate and identify spoken sounds. Oral language is the students’ ability to make specific sounds. Concept of print is the students’ ability to recognize a specific letter or word written down.

The sets of guided reading books have lesson cards that align with the books that follow the format found in Jan Richardson’s (Richardson & Dufresne, 2019) “Next Step” lessons. Each lesson includes word study and phonics instruction based on The Next Step Forward in Word Study curriculum (Literacy Footprints, n.d.). Students will encounter traditional tales, realistic fiction, fantasy, and informational text within the curriculum (Literacy Footprints, n.d.). Phonemic awareness and phonics skills are essential tools for students to grasp when learning how to read (The National Institute of Child Health and Human Development, 2006). “Word study activities on each Literacy Footprints lesson card provide instruction on how to teach students to link letters to sounds, blend sounds together, decode new words, and use analogies (rime and onset) to read and spell new words” (Literacy Footprints, n.d., Planned Sequential lessons sec, para 7).

Theoretical Framework

The cognitive learning theory is the focus when studying the impact of phonemic awareness instruction on student reading growth. Cognitive learning theory is learning that goes

Effect of Direct Heggerty Phonemic Awareness Instruction

beyond external and is also an internal process (Ertmer & Newby, 2017). This would include having students listen to lessons, look at visual pictures or maps, memorize for learning, or taking assessments on their gained knowledge. Students will memorize their letters and letter sounds and create a connection between them by the exposure to phonemic awareness. With the internal processed information gathered from the exposure to phonemic awareness, students form a literacy baseline foundation. Students will recall and apply these skills throughout their life. Researchers gathered that students who are instructed with phonemic awareness in kindergarten will be more successful and have higher phonemic scores than students who do not have phonemic instruction in kindergarten (Reading & Van Deuren, 2007). This case study will give a glimpse of a short longitudinal impact of phonemic awareness on students' phonological skills.

Research Question

This research on phonemic awareness was led by the researchers' interest and motivation to build a strong foundational literacy base for young children entering kindergarten, with an emphasis of routine and structure of phonemic awareness instruction in the classroom. The researcher was guided by the question: What is the effect of direct Heggerty Phonemic Awareness instruction and small group literacy interventions on kindergarten students' reading growth? Reading growth is defined as the student's demonstrated progress towards a higher reading level. For example, a student could begin the school year at a level Pre-A and progress to a level B by the middle of the school year.

Conclusion

Reviewing literature on phonemic awareness has provided valuable information that the researcher can integrate into classroom instruction. It is important to adhere to students' needs, keep track of their progress, and provide appropriate interventions. Phonemic awareness has

Effect of Direct Heggerty Phonemic Awareness Instruction

been shown to be a very powerful predictor of later reading achievement. In fact, phonemic awareness is a better predictor than more global measures such as IQ or general language proficiency (Griffith & Olson, 1992). Phonemic awareness gives children the basic foundational literacy skills which help them become successful in reading, writing, spelling, and speaking.

CHAPTER 3

METHODS

Introduction

In the words from Dr. Heggerty (2015), “the challenges of getting students ready for successfully learning the early reading skills are increasing. It is a growing concern that more kindergarten students were not coming to school prepared for beginning reading instruction (preface).” This is a big concern for kindergarten teachers to face at the beginning of each school year. The goal of students to meet grade level expectations by the end of the school is dependent on the time, student willingness, and base level knowledge. Knowledge of the alphabet and phonological awareness are both strong predictors of later decoding and comprehension skills, and teaching these in combination has a consistently positive impact on improving students’ later decoding and reading comprehension abilities (Shanahan & Lonigan, 2013).

This chapter will lay out a structured approach of the methods how the researcher conducted the instruction of Heggerty Phonemic Awareness curriculum in the classroom. Phonemic awareness instruction is effective in teaching children to attend to and manipulate speech sounds in words (National Reading Panel, 2000). Creating a strong literacy foundational base at a young age is essential for students to become successful academically in the future. Phonemic awareness instruction is more effective when it makes explicit on how children are able to apply phonemic awareness skills in reading, writing and spelling (National Reading Panel, 2000). When students have the literacy awareness tools they need to apply the knowledge they have gained, their outlook towards reading is more positive and there is less frustration.

Research Question

The research on phonemic awareness was led by the researchers’ interest and motivation to build a strong foundational literacy base for young children entering kindergarten with an

Effect of Direct Heggerty Phonemic Awareness Instruction

emphasis of routine and structure of phonemic awareness instruction in the classroom. The researcher was guided by the question: What is the effect of direct Heggerty Phonemic Awareness instruction and small group literacy interventions on kindergarten students' reading growth?

Research Design

This study was conducted with the research design for action research. The researcher focused on the topic of the effectiveness of phonemic awareness instruction on reading growth, due to the growing number of students beginning kindergarten lacking foundational literacy skills. The researcher used the Heggerty daily lesson plans to work on phonemic awareness skills during whole group, and Literacy Footprints Guided Reading group systems for small group literacy interventions. Students were given a pre assessment before attending school during kindergarten testing session. Parents chose a time that worked with their schedule to bring their child for a 30-minute session on one of the three kindergarten testing days. Data from the pre assessment was collected to create fluid leveled small groups for math and reading. At the end of four weeks students were tested again with the same assessment. Then after another four weeks students will be given a post test. Once the study was complete the researcher analyzed and mapped the data from all three assessments.

Setting

Study took place at a suburban elementary school in a North Dakota city with a population of 121,889 people. There are fourteen K-5 elementary buildings to service the needs of the community. The study was conducted at one of the schools on the south side of the city. This city is popularly known for its college presence in the community, festivals, and city attractions. Many people from around the area commute to this city for work. The school district

Effect of Direct Heggerty Phonemic Awareness Instruction

had 5,192 students enrolled. The school the study took place at had 573 students enrolled. Of all the students within this school 70% were Caucasian, 5.4% were Asian, 14.5% were African American, 4.7% were Hispanic and 5.4% were two or more categories. Due to the low level of socioeconomic status in the community, 41% of the students coming to this school received free or reduced breakfast and lunch. Ten percent of the student population received Special Education services. The parent support and school involvement are considered at a low level.

Participants

The participants in this study were selected from a population of kindergarten students in a suburban city in North Dakota. The student population for this class was composed of 22 students. There were 15 male students and 8 female students. The students range from ages 5 to 6 years old. The requirement to enter kindergarten in the state of North Dakota is the child must be five years old by August 1st of the upcoming school year. Of those students, 85% were Caucasian, 10% were African American, and 5% were Native American. All students in this population listed English as their primary language. Ten percent of the student population received Special Education services. The parent support and school involvement was considered at a low level.

Sampling

The sample was convenient and purposeful for the researcher. The convenient factor was that the students were in the researcher's classroom. The researcher was the students' teacher for that specific school year. The purposeful aspect was the teacher wanted the students to meet the state standards, the essential learning outcome determined by the school district, and help assist the students learn how to read. The data from this sample group was analyzed and compared to against to previous years' data when the Heggerty Phonemic Awareness curriculum was not

Effect of Direct Heggerty Phonemic Awareness Instruction

implemented. Also, data was tracked on how students perform compared to the other sections of kindergarten at the same school.

Instrumentation

Instruments in this study were provided by the researcher and the researcher's school district. The Fountas and Pinnell (2010) Literacy curriculum and the Fargo Public School Kindergarten testing booklet that were provided and purchased by the school district will be the beginning materials used to benchmark students beginning scores. Before school began, students came in for a testing session to complete their pre assessments. Students began with answering various questions on shapes, letters, letter sounds, writing and directional mapping in the testing booklet. Then they read a book from Fountas and Pinnell for reading level benchmarking. Literacy Footprints Guided Reading systems was the district purchased curriculum for small group reading. Literacy Footprints created lesson cards to accompany their leveled books in a variety of genres which follow Jan Richardson's "Next Step" lesson format. Students met in their reading groups three times per week for 10-15 minutes during their reading small group times. The following are glimpses of what a leveled Literacy Footprints lesson plan would cover:

Pre-A lessons

There are four components in a Pre-A lesson. The components are designed to improve visual memory, phonemic awareness, oral language, and concepts of print. These four areas are the building blocks of emergent literacy (Clay, 1991) and strong predictors of reading success (Developing Early Literacy, 2008; Literacy Footprints, n.d.)

Emergent Guided Reading Plan (Level A-C)

Day 1

Effect of Direct Heggerty Phonemic Awareness Instruction

Sight word review: Students' practice writing words they have learned before. This helps students build a visual memory for words they will see in books and write in stories.

Introduction to the new book: The educator provides the students with a gist statement, a general description of what the book is about. They have students look at the pictures in the book and share what they notice.

Students read the book: The students read the book independently. The teacher observes students' reading and prompts for strategies if anyone encounters difficulties.

Discussion prompt: The teacher asks the students a question to explore deeper comprehension.

Teach one sight word: The teacher selects one sight word from the new book to teach to the students. She uses four procedures to help them learn the word: what is missing, mix and fix, write on the table, and write on a whiteboard.

Word study: It is important for students to gain phonemic awareness and learn how to decode words. During each lesson, the teacher shows students how to link letters to sounds, connect sounds to letters, and decode new words through three different word study activities: picture sorts, making words, and sound boxes.

Day 2

Familiar reading: The students read the book from Day 1 again.

Teaching point: The teacher selects one or two teaching points to make based on her observation of the reading.

Effect of Direct Heggerty Phonemic Awareness Instruction

Sight words: The teacher reteaches the sight word she taught on Day 1. She uses the same four procedures: what is missing, mix and fix, write on the table, and write on a whiteboard.

Guided writing: The teacher dictates a simple sentence to the students to write. The sentence includes some known sight words, the new word from Day 1, and some new words that the students will need to say slowly and listen to their sounds before writing. The educator asks students to spell sight words correctly and use invented spelling for unknown words” (Literacy Footprints, n.d.)

The Heggerty Phonemic Awareness curriculum was purchased by the researcher and will be implemented every day during a whole group lesson. The whole group lesson takes about 20 minutes to complete. The format of the lesson plan is for the researcher to present the topic and for the students to manipulate, identify, or repeat back.

Data Collection.

Data was gathered multiple times throughout the study. Students took a pre-assessment to determine a baseline of achievement growth of the study. Students were tested again after four weeks and then were given a post assessment after a total of eight weeks. The researcher took anecdotal notes and running records during small-guided reading groups. In these notes the researcher documented topics covered in the lesson, student difficulties, student successes, and the students’ thoughts on the book or strategy they worked on. The researcher also wrote down observations they observed while watching students read to self while at the small group table. This data allowed the researcher to pinpoint and teach the strategies in a small group setting for better comprehension. Students met for small groups three times a week during reading groups time. Data from the kindergarten booklet testing and reading level benchmarking from five years

Effect of Direct Heggerty Phonemic Awareness Instruction

prior was also gathered as the 2016 data group to see the effect of phonemic awareness instruction not implemented into the classroom. Once the study was completed the researcher's data from scores was analyzed and examined. To determine if the students made reading growth, the researcher analyzed the three assessments of kindergarten literacy readiness and level reader benchmarking they completed.

Data Analysis.

The data from this study will be analyzed and compared to the 2016 data group data. The 2016 data group received all the same interventions in small group and had assessments every four weeks to track progress. They did not have whole group instruction of Heggerty Phonemic Awareness curriculum. At the three assessment periods, data was collected to determine if the phonemic awareness group was outperforming the 2016 data group. At the end of the study the average class score was mapped and recorded to show the evidence from the study.

Research Question and System Alignment.

Table 3.1 describes the factors within the study and the correlation between the factors.

Research Study Dynamics

Table 3.1

Research Question	Variables	Design	Instrument	Validity & Reliability	Technique (e.g., interview)	Source
What is the effect of direct Heggerty Phonemic Awareness instruction and small group literacy interventions on kindergarten students' reading growth?	IV: Implementing Heggerty Phonemic Awareness curriculum DV: Student reading level growth	Action Research	Pre, middle and post assessment Literacy Footprints Guided Reading systems Heggerty Phonemic Awareness curriculum	Students will take 3 in-person assessments to track their reading growth.	Observations, assessment data, running records, journals	Kindergarten 23 students in experimental group 2016 data group (years average)

Procedures

On August 17th, 18th, and 19th all twenty- four kindergarteners came for their designated testing session to complete their pre assessment of kindergarten booklet testing and leveled reader benchmarking. This data will be compared to the 2016 data group data to see how they compare to a typical kindergarten group of students. This data will also be used to create small-guided reading groups. During dailies time in the morning students will meet with the researcher for their reading group. There were four groups that had 5-6 students in them. When they are not at the table, they are working on their rotation schedule. Listed below is a sample schedule for a student. The example student is in the blue group.

10:00-10:15 Meet with the teacher for small group

10:15-10:30 Read to self

10:30-10:45 snack time and Go Noodle

10:45-11:00 Word Work

11:15-11:30 Listen to story on iPad

Students were instructed on their whole group phonemic awareness lesson after calendar time on the rug in the morning. The lesson takes twenty minutes to complete each day. Once students finish their daily phonemic awareness lesson then they would go to their specialist classes such as gym and music.

Ethical Considerations

The identity of the research participants will remain confidential throughout the research process. All students received regular kindergarten instruction in a regular education classroom setting. No ethical issues are anticipated in this study. No additional testing or requirements were

Effect of Direct Heggerty Phonemic Awareness Instruction

necessary for students in this study. Students were not held back or penalized when they showed signs of struggling with concepts or benchmarked at a below grade level goal. The researcher completed a CITI certification training to learn and incorporate ethical confidential practices within this research study. Documents for this proposal have been submitted and approved by the Minnesota State University Moorhead IRB board.

Conclusions

This chapter covered the topic of the participants and how this study was ethically researched in a productive manner. The study took place in a large school district in North Dakota at one of their elementary schools to determine the effectiveness of implementing Heggerty Phonemic Awareness curriculum in a kindergarten class. In the next chapter the results for this action research study will be revealed and showcase the data effects in detail.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

This research study was chosen because the researcher believes phonemic awareness is a vital component of pre-primary grade levels as they are learning how to read. Phonemic awareness teaches students how to connect, sound out, manipulate, and identify letter sounds. Children as young as three years old can improve their reading and language skills by the exposure of phonemic awareness instruction (Wasik, 2001).

The purpose of this study was to assess and track the effectiveness of the implementation of Heggerty Phonemic Awareness daily lessons and Literacy Footprints guided reading systems curriculum through the monitoring of student reading level achievement. Students were given assessments from the Fargo Public Schools kindergarten testing booklet and the Fountas and Pinnell reading level benchmarking every four weeks to track student progress. The intentional focus is having students build a solid foundation of reading skills to become successful readers.

Data Collection

Students were assessed during one of the kindergarten testing days in August before the school year 2021-2022 began. They were assessed using the Fargo Public Schools kindergarten testing booklet and the Fountas and Pinnell reading level benchmark. Data was documented and recorded as students' base level scores. Once the school year began the students were assessed every four weeks with the same assessments to track student progress. Listed in Figure 4.1 are the base level scores from the students assessed in the 2021-2022 school year and the kindergarten 2016 data group from the previous five-year averages. It was chosen to use the data from students five years ago due to that it was a typical school year and there were no impacts

Effect of Direct Heggerty Phonemic Awareness Instruction

from COVID-19. The kindergarten norm data was collected by searching through the Fargo Public Schools online data system.

Results

RQ: What is The Effect of Direct Heggerty Phonemic Awareness Instruction and Small Group Literacy Interventions on Kindergarten Students' Reading Growth

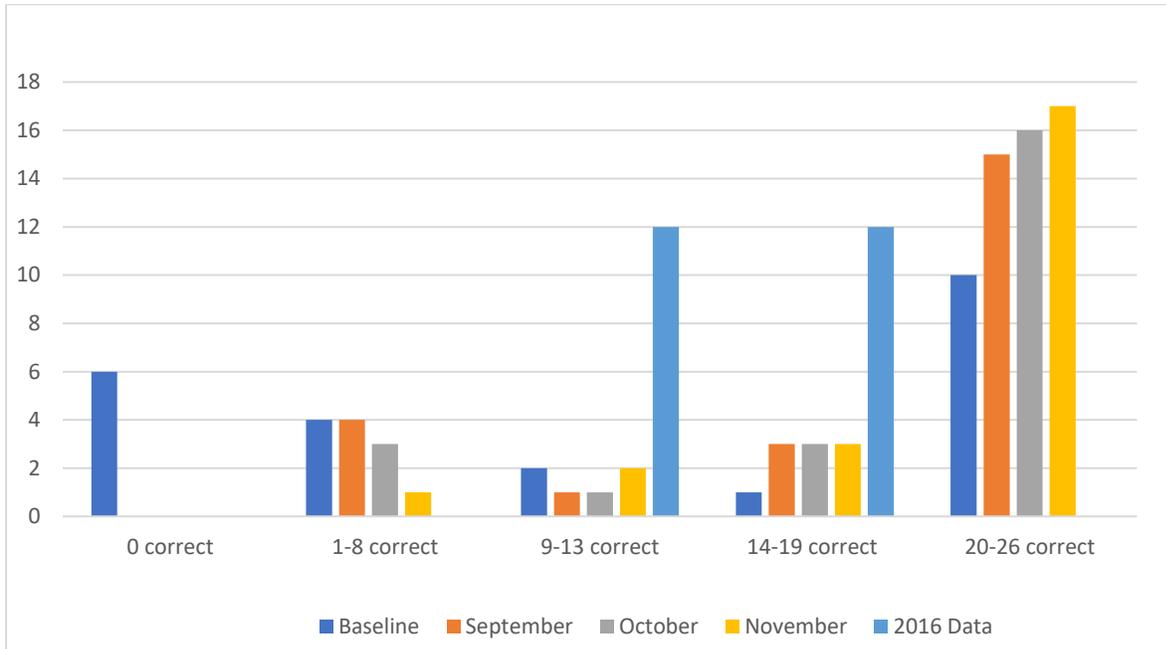
The data is graphed into quartiles to protect the identity of students in the researcher's class and to match the data tracking method for kindergarten students to meet these specific learning goals.

Uppercase letter identified correctly

By looking at Figure 4.1, students were able to demonstrate progress from the data collected taken in August, September, October, and November. Every student was able to identify at least one uppercase letter starting in September. Uppercase letters are easier for students to identify due to the reason they are taught to students first versus lowercase letters. The baseline data collected from August determined that most of the students were unable to identify any letters correctly or were able to identify 20-26 letters correctly. The data from September and October showed a progression of students that achieved a higher amount of correctly identified uppercase letters. In November, 17 of the 23 students in the researcher's class were able to identify 20-26 uppercase letters correctly. In the 2016 data group students were tested in November and many of the students were categorized as able to identify 9-13 uppercase letters or 14-19 uppercase letters. The data shows the students with phonemic awareness instruction and small group reading scored higher than the 2016 data group. The 2016 data group scored an average of 10-15 uppercase letters identified correctly.

Figure 4.1

Uppercase Letter Identification



Note: (23 students participated)- 26 total letters assessed

Lowercase letter identified correctly

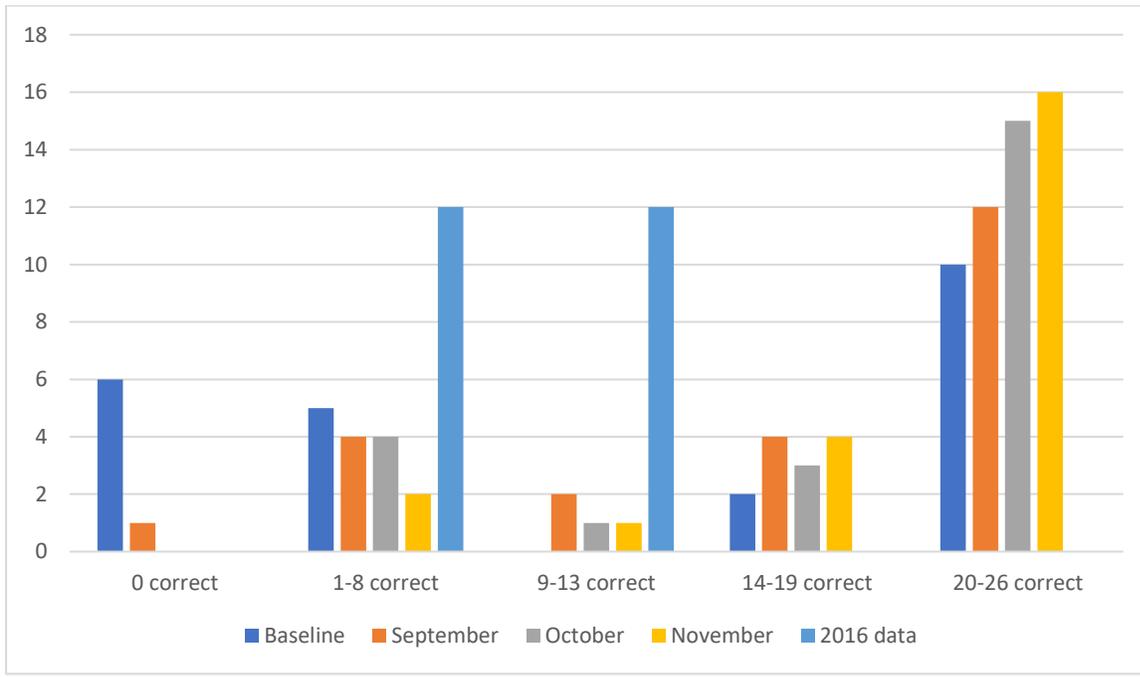
By looking at Figure 4.2, students were able to demonstrate progress from the data collected in August, September, October, and November. In the months August and September there were students that struggled to identify a lowercase letter. Every student was able to identify at least one lowercase letter starting in October. Lowercase letter identification is sometimes difficult for students since some lowercase letters do not look like their matching uppercase letter. Also, uppercase letters are taught first to students when they are beginning to learn their letters in this school. In November, 16 of the 23 students were able to identify 20-26 lowercase letters. The 2016 data group was tested in November and most of the students were categorized as ability to identify 1-8 lowercase letters or 9-13 lowercase letters. The data shows the students with

Effect of Direct Heggerty Phonemic Awareness Instruction

phonemic awareness instruction and small group reading scored higher than the 2016 data group. The 2016 data group scored on average 5-10 lowercase letters correctly identified.

Figure 4.2

Lowercase Letter Identification



Note: (23 students participated)- 26 total letters assessed

Letter sounds identified correctly

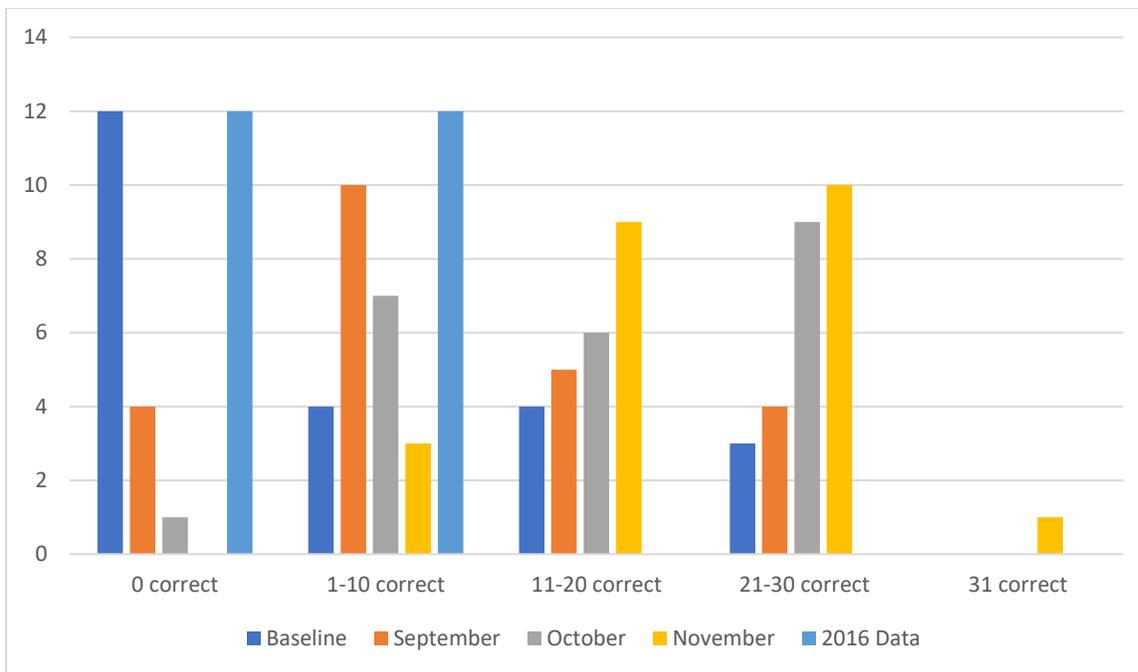
By looking at Figure 4.3, students were able to demonstrate progress from the data collected taken in August, September, October, and November. In the Months of August September, and October there were students that struggled to identify a letter sound. Every student was able to identify at least one letter sound starting in November. Letter sound identification is difficult for students as they need to be able to apply their knowledge of letters to make the connection of the letter making a sound. Another factor is the vowels have a short and long sound. Most kindergarten students do not learn about long and short vowel sounds until

Effect of Direct Heggerty Phonemic Awareness Instruction

late winter or early spring. There was only one student able to identify all thirty-one letter sounds correctly in November. The 2016 data group was tested in November and most of the students were categorized in the ability to identify zero letter sounds or 1-10 letter sounds. The data shows the students with phonemic awareness instruction and small group reading scored higher than the 2016 data group. The group scored an average of 0-5 letter sounds correctly identified.

Figure 4.3

Letter Sound Identification



Note: (23 students participated)- 31 total letter sounds assessed

Fountas and Pinnell reading level benchmark scores

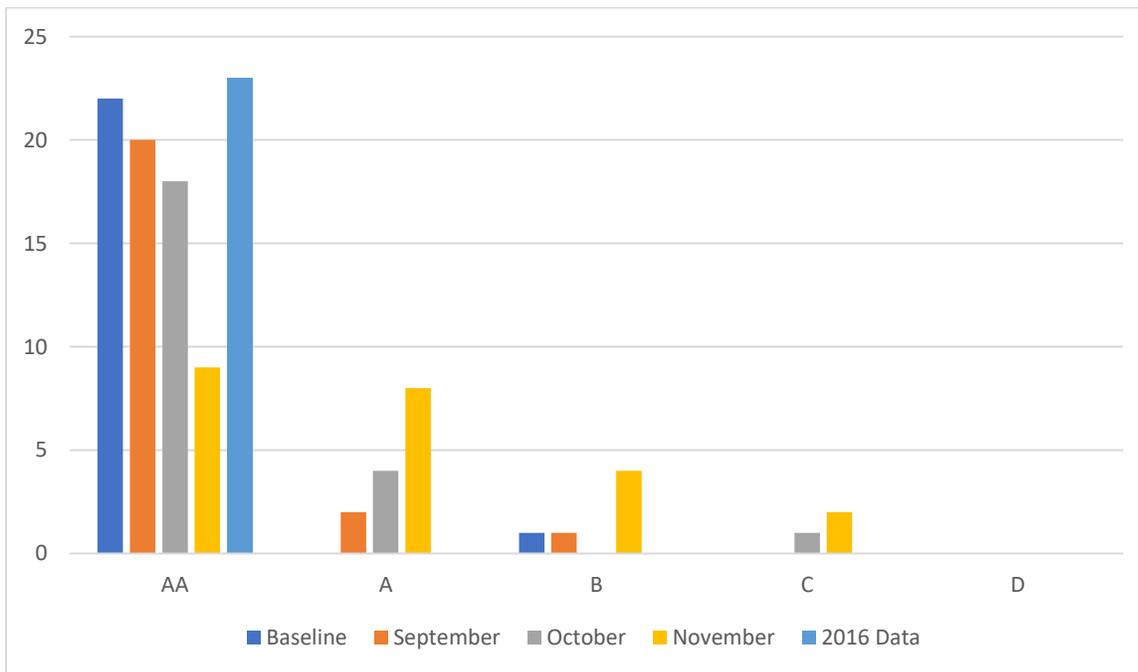
By looking at Figure 4.4, students were able to demonstrate progress from the data collected taken in August, September, October, and November. In August 22 students began reading at a level AA and one student started at a level B. In September and October there was a small progression of reader achievement. In October, the class started a consistent small group

Effect of Direct Heggerty Phonemic Awareness Instruction

reading rotation schedule to meet with every group daily. The data shows the impact of students' achievement in November based on more one-on-one learning in small group. One of the students that began the school year with a reading level AA has progressed to a reading level C in November. The 2016 data group was tested in November and most of the students were categorized with a reading level AA. The data shows the students with phonemic awareness instruction and small group reading scored higher than the 2016 data group. The 2016 data group scored an average of a reading level AA.

Figure 4.4

Reading Benchmark



Note: (23 students participated)

Data Analysis

Effect of Direct Heggerty Phonemic Awareness Instruction

The results from this study prove the benefits of exposure to phonemic awareness and small group reading for students. Reading and Van Deuren (2007), stated students who are instructed with phonemic awareness in kindergarten will be more successful and have higher phonemic scores than students who do not have phonemic instruction in kindergarten. Students learned important literacy skills with the intentional focus of phonemic awareness and small group reading. There are many determining factors that could affect student scores. The first factor to consider is that this research study took place during COVID-19. Many students of this kindergarten class were unable to attend preschool or daycare due to COVID-19 restrictions or safety precautions. Some students were at home with their parents while others spent the days with a supervising adult. The amount of time spent working on fundamental skills may vary from other years due to this impending factor. Another thought to consider is the students with older siblings may have listened to their siblings' class virtual zooms. The student's siblings may have learned about various topics that may not be typically discussed in a Preschool or daycare class. Another factor to consider would be the home life of the students. Many students live with grandparents as their guardian or are being raised by single parents. Family dynamics and their values may differ among families.

Recommendations for Future Research

A few recommendations the researcher would include would be a consistent schedule, time management, and focused lessons. Try to implement Heggerty Phonemic Awareness lessons and small group time at the same time every day. Students become acquainted with the daily schedule and can have a sense of stability in their classroom. Plan to give students assessments to track their progress. Giving an assessment to twenty some students can take a

Effect of Direct Heggerty Phonemic Awareness Instruction

long time and may need to be spread out over a few days. Plan an intentional focused lesson for small group reading. The skill need that you need to be focused on may differ between groups.

Conclusion

The data collected from this study proved to have a positive impact in student reading growth by implementing Heggerty Phonemic Awareness and Literacy Footprints Guided Reading systems curriculum. Student academic growth in knowledge of letters, sounds and benchmark reading level were higher compared to the previous years' kindergarten norm data. Students were able to learn foundational reading skills which enable them to be more successful with learning how to read.

CHAPTER 5

IMPLICATIONS FOR PRACTICE

The purpose of this research study was to determine the effectiveness of implementing Heggerty Phonemic Awareness daily lesson plans and Literacy Footprints guided reading systems curriculum and how it impacts the progress of students' reading growth. From analyzing the data, the researcher was able to determine that students met kindergarten learning goals faster and were able to grow as a reader. The students were able to learn fundamental skills on how to manipulate letters and letter sounds through the exposure of phonemic awareness.

Action Plan

This Action Research project can be used to help assist other teachers and professionals that want to accelerate student reading progress and phonological awareness skills. The researcher will continue to use Heggerty Phonemic Awareness daily lessons and Literacy Footprints Guided Reading systems in her classroom. The observation and tracking of the student improvement were a great privilege of watching students' success in reading. Student successes were easily celebrated by the data tracking and online record keeping. Achievement goals and report card progress standards were simply identified by following the record keeping of the data. The increase in data tracking and record keeping has made the researcher more organized and aware of using data to make informed decisions about student progression and groupings. Frequent absences and COVID-19 quarantine were an implication in this research study. Three students did not have a sufficient opportunity to have exposure of phonemic awareness and small group reading. The student data scores can support this.

Plan for Sharing

Effect of Direct Heggerty Phonemic Awareness Instruction

Fargo Public Schools literacy committee members have requested to view and study this research data taken from Horace Mann Elementary. This was the first year Heggerty Phonemic Awareness lessons was implemented in all kindergarten classes and the second year of having Literacy Footprints guided reading systems in every elementary school for small group reading. The research study assisted in data collection for the school district by tracking student progress which will help determine factors to accelerate kindergarten reading growth more.

References

- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. MIT Press.
- Clay, M. (1991). *Becoming literate: The construction of inner control*. Heinemann.
- Double, K. S., McGrane, J. A., Stiff, J. C., & Hopfenbeck, T. N. (2019). The importance of early phonics improvements for predicting later reading comprehension. *British Educational Research Journal*, 45(6), 1220–1234.
- Ertmer, P. A., & Newby, T. J. (2017, January 1). *Behaviorism, cognitivism, constructivism*. <https://lidtfoundations.pressbooks.com/chapter/behaviorism-cognitivism-constructivism/>.
- Felt, A. (2019, March 1). Read Across America and the benefits of rhyming for young readers. *Reading Partners*. <https://readingpartners.org/blog/benefits-rhyming-hidden-genius-dr-seuss/>.
- Fountas, I and Pinnell, G. (2010). Fountas & Pinnell benchmark assessment system 1. Grades K-2, levels A-N.
- Gaskell, M. G., & Marslen-Wilson, W. D. (1999). Ambiguity, competition, and blending in spoken word recognition. *Cognitive Science*, 23(4), 439–462. https://doi.org/10.1207/s15516709cog2304_3
- Griffith, P. L. and M. W Olson. (1992, March). Phonemic awareness helps beginning readers break the code. *The Reading Teacher*, 45, 516-523.
- Heggerty, M. & VanHekken, A. (2015). Phonemic Awareness. 35-weeks of daily explicit and systematic phonological and phonemic awareness lessons. *Literacy Resources, Inc.* Kindergarten volume.
- HeidiSongs. (2019, September 27). Tips for using the Michael Heggerty phonemic awareness book. <http://heidisongs.blogspot.com/2019/02/tips-for-using-michael-heggerty.html>.

Effect of Direct Heggerty Phonemic Awareness Instruction

Kenner, B., Terry, N., Friehling, A., & Namy, L. (2017). Phonemic awareness development in 2.5- and 3.5-year-old children: An examination of emergent, receptive, knowledge and skills. *Reading & Writing, 30*(7), 1575–1594.

<https://doi-org.trmproxy.mnpals.net/10.1007/s11145-017-9738-0>

Kintsch, W. (1988). The role of knowledge in discourse comprehension: A construction-integration model. *Psychological Review, 95*(2), 163–182. <https://doi.org/10.1037/0033-295X.95.2.163>

Literacy Footprints. (n.d.). Kindergarten kit.

<https://www.literacyfootprints.com/products/kindergarten-kit>.

Lock, R. H., Flett, A., & Conderman, G. (2002). Promote phonemic awareness. *Intervention in School & Clinic, 37*(4), 242.

Lynch, M. (2021, March 8). Why understanding onset and rime is essential to reading. *The Advocate*. <https://www.theedadvocate.org/why-understanding-onset-and-rime-is-essential-to-reading/>.

National Center for Family Literacy, Department of Health and Human Services and the National Institute for Literacy (2008). *Developing early literacy: Report of the National Early Literacy Panel*. <http://lincs.ed.gov/publications/pdf/NELPReport09.pdf>

National Reading Panel (U.S.) & National Institute of Child Health and Human Development (U.S.). (2000). *Report of the National Reading Panel: Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development.

Effect of Direct Heggerty Phonemic Awareness Instruction

Perini, R., Bortoletto, M., Capogrosso, M., Fertoni, A., & Miniussi, C. (2016, May 5). Acute effects of aerobic exercise promote learning. *Nature News*.

<https://www.nature.com/articles/srep25440#Abs1>.

Ramirez, G., Walton, P., & Roberts, W. (2013). Morphological awareness and vocabulary development among kindergarteners with different ability levels. *Journal of Learning Disabilities, 47*, 54-64. doi:10.1177/0022219413509970

Reading, S., & Van Deuren, D. (2007). Phonemic awareness: When and how much to teach? *Reading Research & Instruction, 46*(3), 267-286.

<https://doi-org.trmproxy.mnpals.net/10.1080/19388070709558471>

Reiner, K. (1998). Developing a kindergarten phonemic awareness program: An action research project (Early Childhood). *Reading Teacher, 52*(1), 70–73.

Richardson, J., & Dufresne Michèle. (2019). *The next step forward in word study and phonics*. Scholastic Inc.

Ross, K. M., & Joseph, L. M. (2019). Effects of word boxes on improving students' basic literacy skills: A literature review. *Preventing School Failure, 63*(1), 43–51.

<https://doi-org.trmproxy.mnpals.net/10.1080/1045988X.2018.1480006>

Sadlier-Oxford. (2000). Nursery rhymes and phonemic awareness. William Sadlier Inc.

Shanahan, T., & Lonigan, C. J. (Eds.). (2013). *Literacy in preschool and kindergarten children: The National Early Literacy Panel and beyond*. Brookes Publishing

Shaywitz, S. (1999, October). Learning about learning to read. *Educational Leadership, 26*-31.

U.S. Department of Health and Human Services. (2006, August 31). Report of the National Reading Panel. Eunice Kennedy Shriver National Institute of Child Health and Human Development. <https://www.nichd.nih.gov/publications/pubs/nrp/findings>.

Effect of Direct Heggerty Phonemic Awareness Instruction

Walsh, D., Price, G., & Gillingham, M. (1988). The critical but transitory importance of letter naming. *Reading Research Quarterly*, 23(1), 108-122. doi:10.2307/747907

Wasik, B. A. (2001). Phonemic awareness and young children. *Childhood Education*, 77(3), 128–133.

White, J. (2021, March 29). Perspective: davie county schools implements heggerty to support phonemic awareness. *Education NC*. <https://www.ednc.org/perspective-davie-county-schools-implements-heggerty-to-support-phonemic-awareness/>.

Yopp, H. & Yopp, R. (2000). Supporting phonemic awareness development in the classroom. *The Reading Teacher*, 54(2), 130-148.

Appendix A

Consent Form

Participation in Research

Title: What is the Effect of Direct Heggerty Phonemic Awareness Instruction and Small Group Literacy Interventions on Kindergarten Students' Reading Growth

Purpose: The purpose of this research is to determine if students receiving direct phonemic awareness instruction using the Heggerty Phonemic Awareness program will accelerate their learning and progress towards meeting 1st grade level skills at the end of the school year.

Study Information: This study will compare the reading and phonemic awareness growth of students receiving the program to the growth of those not receiving this intervention. The phonemic awareness intervention will occur during their regularly scheduled circle time for 20 minutes daily. Test score data will be collected by the instructor who will be watching for positive changes in test scores demonstrating growth.

Time: The participants will complete this study during the regular class period. This study will take place during the summer and fall of 2021. I will be documenting student's literacy scores for the purpose of tracking their literacy progress.

Risks: Participation in this study does not require anything other than what your child is currently doing during their circle time. While the purpose of the study is to improve students' literacy progress, the outcome of the study is unknown. Increased literacy progress is not guaranteed to the participant.

Benefits: Participation may help improve participant's literacy progress and reduce academic frustration and task avoidant behavior. This study may help students improve achievement and their enjoyment of reading.

Confidentiality: Participant identity will not be shared with anyone beyond the principal investigator, Dr. Tiffany Bockelmann, and the co-investigator, Brianna Wierschke. All individual information will be recorded and tracked under an identification number and not the participant's name.

Effect of Direct Heggerty Phonemic Awareness Instruction

Participation and withdrawal: Participation in this study is optional. Students can choose not to participate or choose to withdraw at any time without any negative effects on grades, relationship with the instructor, or relationship with Horace Mann Elementary School.

Contact: If you have any questions about the study, you may contact any of these people:

Brianna Wierschke Co-Investigator Phone: 701-446-4600 Email: wierscb@fargo.k12.nd.us	Dr. Tiffany Bockelmann Principal Investigator Professor of Ed 696 Minnesota State University Moorhead Phone: 218-780-0757 Email: tiffany.bockelmann@mnstate.edu
--	--

Any questions about your rights may be directed to Dr. Lisa Karch, Ph.D., Chair of the MSUM Institutional Review Board, at 218-477-2699 or by email at lisa.karch@mnstate.edu. You will be given a copy of this form to keep.

“I have been informed of the study details and understand what participating in the study means. I understand that my child’s identity will be protected and that he/she can choose to stop participating in the study at any time. By signing this form, I am agreeing to allow my child to participate in the study. I am at least 18 years of age or older.”

Name of Child (Print) _____
Date

Signature of Parent or Guardian _____
Date

Signature of Investigator _____
Date

Identifies Uppercase Letters /26

M S F H T C P A L G R O D
K N V I J B W U Z Y Q X E

Identifies Lowercase Letters /28

m s f h t c p a l g r o d k
n v i j b w u z y q x e a
g

States Sounds of Letters (includes long & short vowels) /31

m s f h t c p ă ā l g r ǒ ō
d k n v ĩ ī j b w ũ ū z y q
x ě ē

Number Recognition /21

1 5 2 9 6 0 3 4 7 8 10 12
14 11 18 16 17 13 15 20 19

Effect of Direct Heggerty Phonemic Awareness Instruction

Best Friends • LEVEL A • FICTION

Recording Form

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: In this story, two girls tell all the things they like to do together. Read to find out what they like to do. Point under each word as you read.

Sources of Information Used

Page	Text	Sources of Information Used		E			SC				
		E	SC	M	S	V	M	S	V		
2	We like to run.										
4	We like to dance.										
6	We like to swing.										
8	We like to climb.										
10	We like to slide.										
12	We like to ride.										
14	We like to paint.										
16	We love to read.										
Total											

Recording Forms

© 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0 Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>There are lots of different things the girls like to do together. (Gives 2–3 examples such as run, dance, swing, climb, slide, ride, paint, and read.)</p> <p><i>Note any additional understandings:</i></p>	<p>Tell some things the girls like to do together.</p> <p>Can you tell more things they like to do together?</p>	0 1 2 3
<p>Beyond the Text</p> <p>The girls like to do things with each other.</p> <p>The girls like to read more than they like to do other things.</p> <p><i>Note any additional understandings:</i></p>	<p>How can you tell these girls are best friends?</p> <p>Of all the things the girls do together, what's their favorite thing to do? Why?</p>	0 1 2 3

Guide to Total Score
6–7 Excellent Comprehension
5 Satisfactory Comprehension
4 Limited Comprehension
0–3 Unsatisfactory Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0 Reflects **no** understanding of the text.
- 1 Reflects **very limited** understanding of the text.
- 2 Reflects **partial** understanding of the text.
- 3 Reflects **excellent** understanding of the text.

At the Park • LEVEL A • NONFICTION **Recording Form**

Student _____ Grade _____ Date _____
 Teacher _____ School _____

Recording Form
Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: This boy is telling all the things he can do at the park with his dad. Read to find out what he says he can do. Point under each word as you read.

Sources of Information Used

Page	Text	At the Park Level A, RW: 24		Sources of Information Used					
		E	SC	E			SC		
				M	S	V	M	S	V
2	I can ride.								
4	I can kick.								
6	I can catch.								
8	I can jump.								
10	I can swing.								
12	I can slide.								
14	I can run.								
16	I can hide.								
Total									

© 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Fountas & Pinnell Benchmark Assessment System 1

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0 Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>The boy can do lots of things at the park. (Gives 2–3 examples such as ride, kick, catch, jump, swing, slide, run, and hide.)</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about what things the boy can do at the park.</p>	0 1 2 3
<p>Beyond the Text</p> <p>It's fun to (gives opinion or examples from own life) at the park.</p> <p>Some other things they could do at the park are (gives examples).</p> <p>Some people like to go to the park because they can (be outside and play, have picnics, etc).</p> <p>The boy really likes to go to the park with his dad because (gives any reasonable explanation).</p> <p><i>Note any additional understandings:</i></p>	<p>What are some fun things to do at the park?</p> <p>Can you think of some other things that the boy and his dad could do at the park?</p> <p>Why do people like to go to the park?</p> <p>Why do you think the boy likes to go to the park?</p>	0 1 2 3

<p>Guide to Total Score</p> <p>6–7 Excellent Comprehension</p> <p>5 Satisfactory Comprehension</p> <p>4 Limited Comprehension</p> <p>0–3 Unsatisfactory Comprehension</p>
--

Subtotal Score: _____ /6

Add 1 for any additional understandings: _____ /1

Total Score: _____ /7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0 Reflects **no** understanding of the text.
- 1 Reflects **very limited** understanding of the text.
- 2 Reflects **partial** understanding of the text.
- 3 Reflects **excellent** understanding of the text.