

Checklist for Phonological/Phonemic Awareness Programs and Practices

#	The program...	Yes	No	Comments/Adjustments
1	format and activities are compatible with explicit instruction			
2	is systematic (also see #s 4, 6, 7, 12)			
3	includes targets at each level of the PA continuum			
4	has a scope and sequence			
5	limits task variability in each session (one or, at most, two PA targets)			
6	has a cycled plan for targeting each level of PA continuum (blending, segmenting, manipulation)			
7	has planned redundancy or systematic review to assist with mastery of newly acquired knowledge & skills			
8	provides engaging activities at each level of the continuum			
9	provides a scaffolding plan			
10	is appropriate for small group instruction (5 or fewer students)			
11	includes a baseline & progress-monitoring program & administration schedule			
12	suggests a routine for each session			
13	incorporates letters and other print examples			
14	incorporates gestures, hand signals, props, markers, visual aids, manipulatives, or other paired system(s) for multisensory & multimodal instruction			
15	is designed for multiple student responses			
16	Is designed for oral interactions and responses (not silent seat work)			
17	Other			
#	Practices	Yes	No	Comments/Adjustments
1	Planning and Implementation includes fidelity to approach/program; duration of intervention; and intensity of treatment			
2	A routine is established for each session			
3	Systematic review of targets is incorporated into plan			
4	Task variability is limited in each session (1 or 2 targets)			
5	Explicit instruction is practiced (teacher statements and behavior such as modeling, explaining, demonstrating are practiced)			
6	Scaffolding practices are employed to move students toward the spontaneous target production level (nonverbal cues; picture or object aids; multiple choice; cloze choice; limited number of choices; imitation of target; distance from target; etc.)			
7	Multiple opportunities for student responses are provided			
8	Responses are acknowledged & corrective feedback is positive and instructive			
9	Pacing keeps students engaged, provides maximum practicing time, helps students maintain on-task behavior			
10	Cues and signals are consistent and designed to prompt responses as well as to assist with memory			
11	Letters and other print are part of PA instruction NOT taught instead of PA			
12	An integrated approach is practiced (PA is part of a rich core program that addresses PA, phonics, fluency, vocabulary, comprehension strategies)			
13	Gestures, names or other multisensory devices are paired to accompany sounds & letters			
14	Other			

PA Continuum/Levels of Difficulty: Words in Sentences, Syllables in Words, Onsets-rimes/rhyming, Phonemes
Blend, Segment, Manipulate