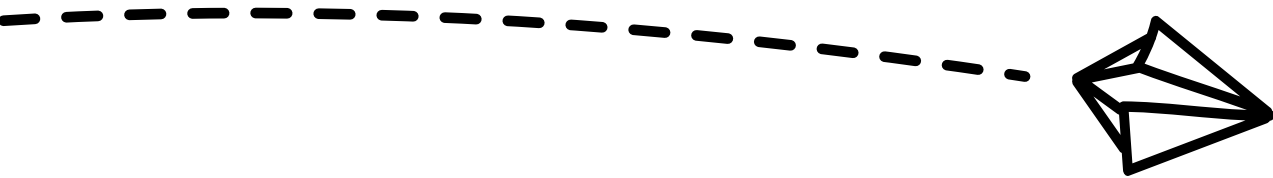




Every Child Ready Super Sounds





Every Child Ready Super Sounds

Every Child Ready Super Sounds Introduction

Super Sounds occurs daily in the Every Child Ready Morning Meeting component. Super Sounds includes explicit alphabet knowledge and phonological awareness instruction to foster strong literacy skills in children.

Super Sounds Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Alphabet Knowledge	Introduce two letters	Letter bodies with two letters	Letter stories with two letters	Letter hunt with two letters	Letter chant with multiple letters
Phonological Awareness	Introduce skill	Skill practice	Skill practice	Skill practice	Skill review



Alphabet Knowledge

Weekly Sequence

Alphabet Knowledge is children's knowledge of the symbols, names, and sounds of the alphabet. Alphabetic knowledge is crucial for children's later reading and writing success.

Super Sounds introduces two letters a week. The uppercase and lowercase letters are presented together, along with the sound through playful games and activities.

Monday Introduce Letters

1. Present one written uppercase and lowercase letter.
2. Say the letter name and most common sound and ask children to repeat.
3. Model how to write the letter using letter formation talk, and have children practice with fingers in the air or on a surface.
4. Show the mnemonic letter card and do the chant and action.
5. Repeat steps 1–4 with the second letter.

Tuesday Letter Bodies

For two letters of the week:

- Show mnemonic letter cards for both letters and do chant and action.
- Form the two uppercase letters with your bodies. Note the differences in their shapes (tall/short, straight/curved lines). If the letters don't lend themselves to being formed with bodies easily, use hands to form, act out things that start with that letter, form the letter with a material, or move to a letter placed around the room.

Wednesday Letter Stories

For two letters of the week:

- Show letter cards for the two letters of the week and review names and sounds.
- Read the short alphabet story on the back of the mnemonic letter cards.

Thursday Letter Hunt

- Show letter cards for the two letters of the week and review names and sounds.
- Send a few children to find each letter around the room. All children repeat the letter name and sound when they have found it in the room.

Friday Letter Chant and Review

- Sing letter chants for letters learned, showing mnemonic letter cards for each.
- Once all letters have been reviewed, sing the whole letter chant, showing mnemonic letters for each.

Phonological Awareness

Weekly Sequence

Phonological awareness is the ability to distinguish and manipulate the sounds in spoken words. Children's acquisition of phonological awareness skills is predictive of their later literacy success. Super Sounds introduces and practices phonological awareness skills following a predictable and intentional weekly and yearly scope and sequence.

Monday Introduce Phonological Awareness Skill

- Provide a child-friendly explanation of the skill.
- Introduce the gesture.
- Practice two to three examples.

Tuesday Phonological Awareness Practice

- Review child-friendly explanations and gestures.
- Practice with more examples.

Wednesday Phonological Awareness Practice

- Practice the skill again.
- Teacher may model one example, then prompt and ask the whole class to practice.

Thursday Phonological Awareness Practice

- Practice the skill again.
- Children take more of the lead when practicing.

Friday Phonological Awareness Review

- Practice multiple skills, including the focus of that week and the week prior.



Phonological Awareness

Scope and Sequence

PK3 Phonological Awareness Scope and Sequence

	Compound Words	Syllables	Rhyme	Isolating Sounds	Onset-Rime	Phonemes
Unit 1	AA	AA	A			
Unit 2	A	A	A			
Unit 3	A	A	A			
Unit 4	B	A	A			
Unit 5	B	A	A			
Unit 6		A	B	A		
Unit 7			B	A	A	
Unit 8				B	B	A
Unit 9				B	B	B
Unit 10				B	B	B

Phonological Awareness

Scope and Sequence

PK3 Spanish Phonological Awareness Scope and Sequence

	Conocimiento de palabras	Sílabas	Manipular sílabas	Rimas	Aislar sonidos	Fonemas
Unit 1	AA	A		A		
Unit 2	AA, A	A		A		
Unit 3	A, B	A		A		
Unit 4	B	B		B		
Unit 5		B	A	B		
Unit 6		B	A	B	A	
Unit 7			A		A	A, B
Unit 8			B		B	B
Unit 9			B		B	B
Unit 10			B		B	B

Phonological Awareness

Scope and Sequence

PK4 Phonological Awareness Scope and Sequence

	Compound Words	Syllables	Rhyme	Isolating Sounds	Onset-Rime	Phonemes
Unit 1	AA	A	A			
Unit 2	A, B	B	B			
Unit 3	B, C	B, C	B, C	A		
Unit 4		C, D	C	A	A, B	
Unit 5		D	D	B	B	
Unit 6			D	B, C	C	B
Unit 7				C	C	B, C
Unit 8				D	D	C, D
Unit 9				D	D	D
Unit 10				D	D	D

Phonological Awareness

Scope and Sequence

PK4 Spanish Phonological Awareness Scope and Sequence

	Conocimiento de palabras	Sílabas	Manipular sílabas	Rimas	Aislar sonidos	Fonemas
Unit 1	AA	A		A		
Unit 2	A, B	B		B		
Unit 3	B	B, C		B, C		
Unit 4	C	C, D	A	C		
Unit 5		D	A, B	D	A	
Unit 6			B, C	D	B	B
Unit 7	D		C		B, C	B, C
Unit 8	D		D		C, D	C, D
Unit 9			D		D	D
Unit 10			D		D	D

Alphabet Knowledge Scope and Sequence

PK3 Alphabet Knowledge Scope and Sequence

		English Letter Identification and Sound	Identificación de letras y sonidos en español
Unit 1	Week 1	Name study	Estudio de los nombres
	Week 2	Name study	Estudio de los nombres
	Week 3	Name study	Estudio de los nombres
	Week 4	Name study	Estudio de los nombres
Unit 2	Week 1	Name study	Estudio de los nombres
	Week 2	Name study	Estudio de los nombres
	Week 3	Tt, Pp	Oo, Aa
	Week 4	Nn, Ss	Ii, Uu
Unit 3	Week 1	Ll, Aa	Ee, Mm
	Week 2	Dd, Ff	Pp, Ss
	Week 3	Ii, Mm	Ll, Tt
	Week 4	Bb, Ee	Dd, Rr
Unit 4	Week 1	Jj, Oo	Cc, Nn
	Week 2	Vv, Kk	Ff, Bb
	Week 3	Uu, Rr	Jj, Ch ch
	Week 4	Cc, Zz	Gg, Ñ ñ
Unit 5	Week 1	Hh, Ww	Vv, Ll ll
	Week 2	Gg, Xx	Qu qu, Zz
	Week 3	Yy, Qu qu	rr, Hh, Yy
	Week 4	Letter review games	Xx, Kk, Ww

Alphabet Knowledge Scope and Sequence

PK3 Alphabet Knowledge Scope and Sequence

		English Letter Identification and Sound	Identificación de letras y sonidos en español
Unit 6	Week 1	Mm, Ll	Repaso de letras
	Week 2	Ss, Aa	Ee, li
	Week 3	Ff, Nn	Oo, Uu
	Week 4	Oo, Rr	Aa, repaso de vocales
Unit 7	Week 1	Vv, Ee	Ll, Ss
	Week 2	Zz, Pp	Ff, Mm
	Week 3	Bb, Yy	Jj, Nn
	Week 4	Dd, Gg	Zz, Tt
Unit 8	Week 1	Cc, Kk	Pp, Rr
	Week 2	Tt, Uu	Dd, Gg
	Week 3	Qu qu, Jj	Ñ ñ, Hh, Xx
	Week 4	Xx, li	rr, Ch ch, Ww
Unit 9	Week 1	Hh, Ww	Ll, Yy
	Week 2	Letter review games	Qu qu, Cc, Kk
	Week 3	Kk, Uu, Jj	Bb, Vv
	Week 4	Gg, Ff, Ww	Repaso de letras
Unit 10	Week 1	Qq, Yy, Ee	Aa, Ee, li, Oo, Uu
	Week 2	Zz, Vv, Hh	Rr, Qu qu, Hh
	Week 3	Oo, Bb, Xx	Jj, Vv, Zz
	Week 4	Ll, Mm, Cc	Ññ, Bb, Gg

Alphabet Knowledge Scope and Sequence

PK3 Alphabet Knowledge Scope and Sequence

		English Letter Identification and Sound	Identificación de letras y sonidos en español
Unit 11	Week 1	Pp, Aa, Ss	Cc, Dd, Ss
	Week 2	Dd, Nn, Tt	Ff, Ll, Nn
	Week 3	Rr, Ii	Pp, Mm, Tt
	Week 4	Review	Kk, Ww, Xx, Yy

PK4 Alphabet Knowledge Scope and Sequence

		English Letter Identification and Sound	Identificación de letras y sonidos en español
Unit 1	Week 1	Name study	Name study
	Week 2	Name study	Name study
	Week 3	Name study	Name study
	Week 4	Name study	Name study
Unit 2	Week 1	Name study	Name study
	Week 2	Name study	Name study
	Week 3	Tt, Pp	Oo, Aa
	Week 4	Nn, Ss	Ii, Uu
Unit 3	Week 1	Ll, Aa	Ee, Mm
	Week 2	Dd, Ff	Pp, Ss
	Week 3	Ii, Mm	Ll, Tt
	Week 4	Bb, Ee	Dd, Rr

Alphabet Knowledge Scope and Sequence

PK4 Alphabet Knowledge Scope and Sequence

		English Letter Identification and Sound	Identificación de letras y sonidos en español
Unit 4	Week 1	Jj, Oo	Cc, Nn
	Week 2	Vv, Kk	Ff, Bb
	Week 3	Uu, Rr	Jj, Ch ch
	Week 4	Cc, Zz	Gg, Ñ ñ
Unit 5	Week 1	Hh, Ww	Vv, Ll ll
	Week 2	Gg, Xx	Qq, Zz
	Week 3	Yy, Qu qu	rr, Hh, Yy
	Week 4	Letter review games	Xx, Kk, Ww
Unit 6	Week 1	Mm, Ll	Repaso de letras
	Week 2	Ss, Aa	Ee, li
	Week 3	Ff, Nn	Oo, Uu
	Week 4	Oo, Rr	Aa, repaso de vocales
Unit 7	Week 1	Vv, Ee	Ll, Ss
	Week 2	Zz, Pp	Ff, Mm
	Week 3	Bb, Yy	Jj, Nn
	Week 4	Dd, Gg	Zz, Tt
Unit 8	Week 1	Cc, Kk	Pp, Rr
	Week 2	Tt, Uu	Dd, Gg
	Week 3	Qu qu, Jj	Ññ, Hh, Xx
	Week 4	Xx, li	rr, Ch ch, Ww

Alphabet Knowledge Scope and Sequence

PK4 Alphabet Knowledge Scope and Sequence

		English Letter Identification and Sound	Identificación de letras y sonidos en español
Unit 9	Week 1	Hh, Ww	Ll, Yy
	Week 2	Letter review games	Qq, Cc, Kk
	Week 3	Cc, Oo, Qq	Bb, Vv
	Week 4	Aa, Hh, Nn	Repaso de letras
Unit 10	Week 1	Tt, Ff, Ee	Aa, Ee, Ii, Oo, Uu
	Week 2	Ii, Jj, Gg	Zz, Qu qu, Hh
	Week 3	Bb, Rr, Pp	Jj, Vv, Rr
	Week 4	Ss, Zz	Ññ, Bb, Gg
Unit 11	Week 1	Uu, Vv, Ww	Cc, Dd, Ss
	Week 2	Xx, Kk, Mm	Ff, Ll, Nn
	Week 3	Dd, Ll, Yy	Pp, Mm, Tt
	Week 4	Review	Kk, Ww, Xx, Yy





Name Study

Scope and Sequence

During first six weeks of the year, children participate in Name Study during Super Sounds. Children explore the features of their names including name lengths and the heights and shapes of letters. Through learning about their own and peers names, Name Study supports children's print knowledge, letter recognition, and emergent literacy skills.

PK3 Name Study Scope and Sequence

Unit/Week	Focus
Unit 1, Week 1	<ul style="list-style-type: none">• Sing Name Song• Study teachers' and peers' names
Unit 1, Week 2	<ul style="list-style-type: none">• Match similar name cards• Match uppercase letter card to name cards• Use letter talk with name cards
Unit 1, Week 3	<ul style="list-style-type: none">• Match name cards• Explore the letters that make up names• Use letter talk with name cards
Unit 1, Week 4	<ul style="list-style-type: none">• Describe and identify tall and short letters• Identify letters that hang down• Use letter talk with name cards
Unit 2, Week 1	<ul style="list-style-type: none">• Describe and identify straight and curved lines in names• Discuss name features• Match letter cards to letters within names• Use letter talk with name cards
Unit 2, Week 2	<ul style="list-style-type: none">• Compare the length of two peers' name cards• Count the number of letters in names• Use letter talk with name cards

Name Study

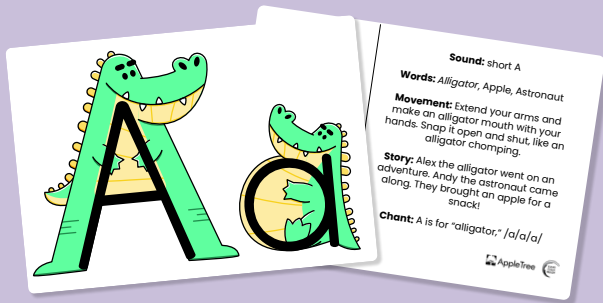
Scope and Sequence

PK4 Name Study Scope and Sequence

Unit/Week	Focus
Unit 1, Week 1	<ul style="list-style-type: none">• Sing Name Song• Study teachers' and peers' names
Unit 1, Week 2	<ul style="list-style-type: none">• Compare name lengths• Match similar name cards• Use letter talk with name cards
Unit 1, Week 3	<ul style="list-style-type: none">• Explore the letters that make up names• Compare and match names• Describe letter heights• Use letter talk with name cards
Unit 1, Week 4	<ul style="list-style-type: none">• Describe and identify tall and short letters• Identify letters that hang down• Use letter talk with name cards
Unit 2, Week 1	<ul style="list-style-type: none">• Clap syllables in peers names• Invent nonsense words that rhyme with names• Discuss name features• Use letter talk with name cards
Unit 2, Week 2	<ul style="list-style-type: none">• Compare the length, beginning sound, syllables, and rhyme of three peers name cards• Identify the beginning sound three peers name cards• Match a nonsense rhyming word with three peers name cards• Compare the syllables of three peers name cards• Use letter talk with name cards

Super Sounds

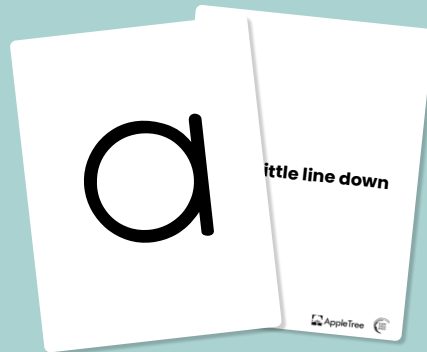
Materials



Mnemonic Letter Cards



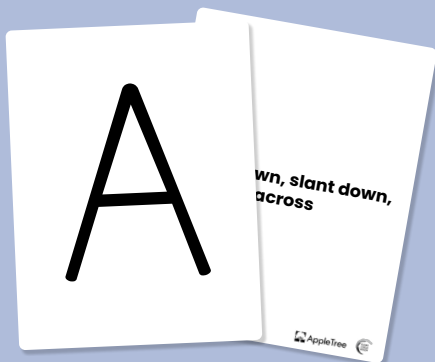
Tarjetas de letras mnemónicas



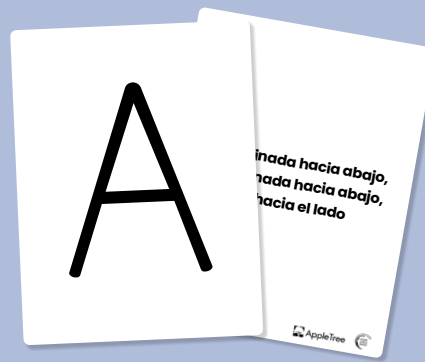
Lowercase Letter Talk Cards



Tarjetas de charla de formación de letras minúsculas



Uppercase Letter Talk Cards



Tarjetas de charla de formación de letras mayúsculas

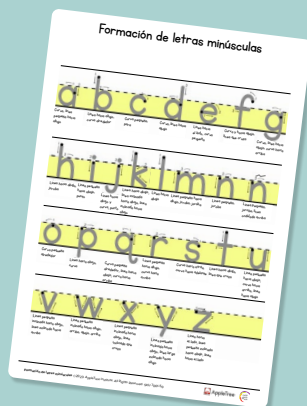
Super Sounds Materials



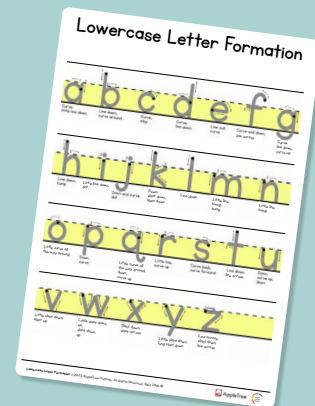
Cartel del abecedario



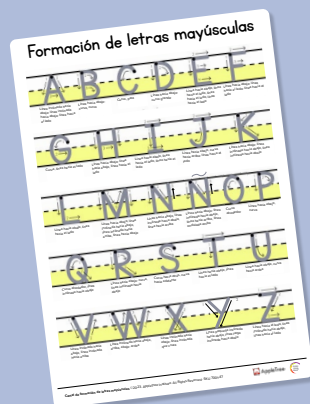
Alphabet Poster



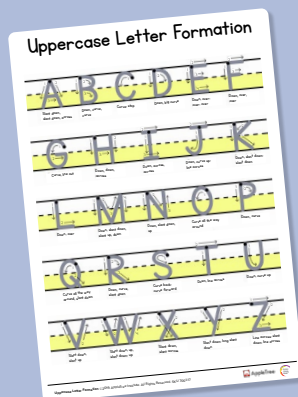
Cartel de formación de letras minúsculas



Lowercase Letter Formation Poster



Cartel de formación de letras mayúsculas



Uppercase Letter Formation Poster

References

English Approach to Emergent Literacy

Anthony, Jason L., and Francis, David J. 2005.

"Development of Phonological Awareness." *Current Directions in Psychological Science* 14 (5): 255–259.

Anthony, Jason L., Christopher J. Lonigan, Kimberly Driscoll, Beth M. Phillips, and Stephen R. Burgess.

2003. "Phonological sensitivity: A quasiparallel progression of word structure units and cognitive operations." *Reading Research Quarterly* 38, no. 4: 470–487.

Beck, Isabel, and Margaret McKowen. 2007.

"Increasing Young Low-Income Children's Oral Vocabulary Repertoires Through Rich and Focused Instruction." *The Elementary School Journal* 107 (3): 251–271.

Bloodgood, Janet W. 1999. "What's in a Name?"

Children's Name Writing and Literacy Acquisition." *Reading Research Quarterly* 34, no. 3: 342–67. <http://www.jstor.org/stable/748067>.

Burris, Silas E., and Danielle D. Brown. 2014. "When all children comprehend: increasing the external validity of narrative comprehension development research." *Frontiers in Psychology* 5: 1–16. doi:10.3389/fpsyg.2014.00168.

Cabell, Sonia Q., Laura M. Justice, Tricia A. Zucker, Anita S. McGinty. 2009. "Emergent Name-Writing Abilities of Preschool-Age Children With Language Impairment." *Language, Speech, and Hearing Services in Schools* 40 (1): 53–66.

Carroll, Julia M., Margaret J. Snowling, Jim Stevenson, and Charles Hulme. 2003. "The Development of Phonological Awareness in Preschool Children." *Developmental Psychology* 39, no. 5: 913.

Carson, Karyn L., Gail T. Gillon, and Therese M. Boustead. 2013. "Classroom Phonological Awareness Instruction and Literacy Outcomes in the First Year of School." *Language, Speech, and Hearing Services in Schools* 44: 147–160.

Castles, Anne, Kathleen Rastle, and Kate Nation. 2018. "Ending the Reading Wars: Reading Acquisition From Novice to Expert." *Psychological Science in the Public Interest* 19: 5–51. doi:10.1177/1529100618772271.

Coyne, Michael D., Deborah C. Simmons, Edward J. Kame'enui, and Michael Stoolmiller. 2004. "Teaching Vocabulary During Shared Storybook Readings: An Examination of Differential Effects." *Exceptionality* 12 (3): 145–162.

Dickinson, David K., Allyssa McCabe, Louisa Anastasopoulos, Ellen S. Peisner-Feinberg, and Michele D. Poe. 2003. "The Comprehensive Language Approach to Early Literacy: The Interrelationships among Vocabulary, Phonological Sensitivity, and Print Knowledge among Preschool-Aged Children." *Journal of Educational Psychology* 95, no. 3: 465.

DiLorenzo, Kim E., Carlotta A. Rody, Jessica L. Bucholz, and Michael P. Brady. 2011. "Teaching Letter-Sound Connections with Picture Mnemonics: Itchy's Alphabet and Early Decoding." *Preventing School Failure: Alternative Education for Children and Youth* 55, no. 1: 28–34.

Duke, Nell K., and Cartwright, Kelly B. 2021. "The science of reading progresses: Communicating advances beyond the simple view of reading." *Reading Research Quarterly* 56 (S1): S25–S44.

Dunst, Carl J., Diana Meter, and Deborah W. Hamby. 2011. "Relationship Between Young Children's Nursery Rhyme Experiences and Knowledge and Phonological and Print-Related Abilities." *Center for Early Literacy Learning* 4, no. 1: 1–12.

Ehri, Linnea C., Deffner, Nancy D., and Wilce, Lee S. 1984. "Pictorial Mnemonics for Phonics." *Journal of Educational Psychology* 76 (5): 880–893. <https://doi.org/10.1037/0022-0663.76.5.880>

Gillon, Gail T. 2017. *Phonological Awareness: From Research to Practice*. New York City: Guilford Publications.

Gerde, Hope K., Gary E. Bingham, and Barbara A. Wasik. 2012. "Writing in Early Childhood Classrooms: Guidance for Best Practices." *Early Childhood Education Journal* 40: 351–359. <https://doi.org/10.1007/s10643-012-0531-z>.

Gough, Philip B. and William E. Tunmer. 1986. "Decoding, Reading, and Reading Disability." *Remedial and Special Education* 7: 6–10.

References

- International Literacy Association. n.d.** "Literacy Glossary." Accessed 3, March 2023. <https://www.literacyworldwide.org/get-resources/literacy-glossary>. Jones, Cindy D. 2015. "Effects of Writing Instruction on Kindergarten Students' Writing Achievement: An Experimental Study." *The Journal of Educational Research* 108: 35–44.
- Lerner, Matthew D., and Christopher J. Lonigan.** 2016. "Bidirectional Relations between Phonological Awareness and Letter Knowledge in Preschool Revisited: A Growth Curve Analysis of the Relation between Two Code-Related Skills." *Journal of Experimental Child Psychology* 144: 166–183.
- Lonigan, C.J., S.R. Burgess, and J.L. Anthony,** 2000. "Development of Emergent Literacy and Early Reading Skills in Preschool Children: Evidence from a Latent Variable Longitudinal Study." *Developmental Psychology* 36: 596–613.
- Jones, Cindy D., Sarah K. Clark, and D. Ray Reutzel.** 2013. "Enhancing Alphabet Knowledge Instruction: Research Implications and Practical Strategies for Early Childhood Educators." *Early Childhood Education Journal* 41, no. 2: 81–89. <https://doi.org/10.1007/s10643-012-0534-9>.
- Justice, Laura M., Ryan P. Bowles, and Lori E. Skibbe.** 2006. "Measuring Preschool Attainment of Print-Concept Knowledge: A Study of Typical and At-Risk 3- to 5-Year-Old Children Using Item Response Theory." *Language, Speech, and Hearing Services in Schools* 37: 224–235.
- Justice, Laura M., Joan N. Kaderavek, Xitao Fan, Amy Sofka, and Aileen Hunt.** 2009. "Accelerating Preschoolers' Early Literacy Development Through Classroom-Based Teacher– Child Storybook Reading and Explicit Print Referencing." *Language, Speech, and Hearing Services in Schools* 40 (1): 67–85.
- Justice, Laura M., Khara Pence, Ryan B. Bowles, and Alice Wiggins.** 2006. "An Investigation of Four Hypotheses Concerning the Order by Which 4-Year-Old Children Learn the Alphabet Letters." *Early Childhood Research Quarterly* 21, no. 3: 374–389.
- Kilpatrick, D. A. 2015.** *Assessing, Preventing, and Overcoming Reading Difficulties*. Hoboken, New Jersey: Wiley.
- Massey, Susan L., Khara L. Pence, Laura M. Justice, and Ryan P. Bowles.** 2008. "Educators' Use of Cognitively Challenging Questions in Economically Disadvantaged Preschool Classroom Contexts." *Early Education and Development* 19: 340–360.
- Neumann, Michelle M. and David L. Neumann.** 2010. "Parental Strategies to Scaffold Emergent Writing Skills in the PreSchool Child Within the Home Environment." *Early Years* 30, no. 1: 79–94.
- Phillips, Beth M., Jeanine Clancy-Menchetti, and Christopher J. Lonigan.** 2008. "Successful Phonological Awareness Instruction With Preschool Children." *Topics in Early Childhood Special Education* 28, no. 1: 3–17.
- Piasta, S.B., Y. Petscher, and L. M. Justice.** 2012. "How Many Letters Should Preschoolers in Public Programs Know? The Diagnostic Efficiency of Various Preschool Letter-Naming Benchmarks for Predicting First-Grade Literacy Achievement." *Journal of Educational Psychology* 104, no. 4: 945–958.
- Pufpaff, Lisa A.** 2009. "A Developmental Continuum of Phonological Sensitivity Skills." *Psychology in the Schools* 46, no. 7: 679–691.
- Puranik, Cynthia S., and Christopher J. Lonigan.** 2011. "From Scribbles to Scrabble: Preschool Children's Developing Knowledge of Written Language." *Reading and Writing* 24 (5): 567–589. <http://doi.org/10.1007/s11145-009-9220-8>.
- Rand, Muriel K. and Lesley Mandel Morrow.** 2021. "The Contribution of Play Experiences in Early Literacy: Expanding the Science of Reading." *Reading Research Quarterly* 56 (1): S239–S248. doi:10.1002/rrq.383.
- Reutzel, Ray.** 2023. "Building a Strong Reading Foundation for District-Wide Success." Filmed 24 January 2023, Science of Reading Symposium, College Park Marriott Hotel and Conference Center, Hyattsville, MD. <https://vimeo.com/justtrightreaderbooks/review/795336856/d5a9a064d3>.

References

Roberts, Theresa A., Patricia F. Vadasy, and Elizabeth A. Sanders. 2018. "Preschoolers' Alphabet Learning: Letter Name and Sound Instruction, Cognitive Processes, and English Proficiency." *Early Childhood Research Quarterly* 44: 257–274.

Roberts, T. and C. D. Sadler. 2019. "Letter sound characters and imaginary narratives: Can they enhance motivation and letter sound learning?" *Early Childhood Research Quarterly* 46 (1): 97–111.

Roberts, Theresa A., Patricia Vadasy, and Elizabeth Sanders. 2020. "Preschool Instruction in Letter Names and Sounds: Does Contextualized or Decontextualized Instruction Matter?" *Reading Research Quarterly* 55, no.4: 573–600.

Roberts, Theresa A. 2021. "Learning letters: Evidence and Questions from a Science-of-Reading perspective." *Reading Research Quarterly* 56: S171–S192.

Scarborough, H. S. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

Schickedanz, M. and M. F. Collins. 2018. "Alphabet Letter-Name Knowledge." *Teaching Young Children* 11 (5): 4–6.

Skibbe, L.E., H.K. Gerde, T.S. Wright, and C.R. Samples-Steele. 2016. "A Content Analysis of Phonological Awareness and Phonics in Commonly Used Head Start Curricula." *Early Childhood Education Journal* 44: 225–33.

Soto, Xigrid T., Andres Crucet-Choi, and Howard Goldstein. 2020. "Effects of a Supplemental Spanish Phonological Awareness Intervention on Latinx Preschoolers' Dual Language Emergent Literacy Skills." *American Journal of Speech-Language Pathology* 29, no. 3: 1283–1300.

Treiman, Rebecca, Jeremy Cohen, Kevin Mulqueeny, Brett Kessler, and Suzanne Schechtman. 2007. "Young Children's Knowledge About Printed Names." *Child Development* 78 (5): 1458–1471.

Wright, T.S., S.Q. Cabell, N.K. Duke, and M. Souto-Manning. 2022. *Literacy Learning for Infants, Toddlers, and Preschoolers: Key Practices for Educators*. Washington, DC: NAEYC.

Spanish Approach to Emergent Literacy

Anthony, J. L. and D. J. Francis. 2005. "Development of Phonological Awareness." *Current Directions in Psychological Science* 14 (5): 255–259.

Anthony, J. L., C. J. Lonigan, K. Driscoll, B. M. Phillips, and S. R. Burgess. 2003. "Phonological Sensitivity: A Quasi-Parallel Progression of Word Structure Units and Cognitive Operations." *Reading Research Quarterly* 38 (4): 470–487.

Anthony, J. L., J. M. Williams, L. K. Durán, et al. 2011. "Spanish Phonological Awareness: Dimensionality and Sequence of Development During the Preschool and Kindergarten Years." *Journal of Educational Psychology* 103 (4): 857–876.

Carroll, J. M., M. J. Snowling, J. Stevenson, and C. Hulme. 2003. "The Development of Phonological Awareness in Preschool Children." *Developmental Psychology* 39 (5): 913–923.

Carson, Karyn L., Gail T. Gillon, and Therese M. Boustead. 2013. "Classroom Phonological Awareness Instruction and Literacy Outcomes in the First Year of School." *Language, Speech, and Hearing Services in Schools* 44 (2): 147–160.

Dickinson, D. K., A. McCabe, L. Anastasopoulos, E. S. Peisner-Feinberg, and M. D. Poe. 2003. "The Comprehensive Language Approach to Early Literacy: The Interrelationships Among Vocabulary, Phonological Sensitivity, and Print Knowledge Among Preschool-Aged Children." *Journal of Educational Psychology* 95 (3): 465–481.

Ehri, L. C., S. R. Nunes, D. M. Willows, B. V. Schuster, Z. Yaghoub-Zadeh, and T. Shanahan. 2001. "Phonemic Awareness Instruction Helps Children Learn to Read: Evidence from the National Reading Panel's Meta-Analysis." *Reading Research Quarterly* 36 (3): 250–287.

Gillon, G. T. 2017. *Phonological Awareness: From Research to Practice*. Guilford Publications.

References

International Reading Association and the National Association for the Education of Young Children.

1998. "Learning to Read and Write: Developmentally Appropriate Practice for Young Children." *Young Children* 53 (4): 30–46.

Lerner, M. D. and C. J. Lonigan. 2016. "Bidirectional Relations Between Phonological Awareness and Letter Knowledge in Preschool Revisited: A Growth Curve Analysis of the Relation Between Two Code-Related Skills." *Journal of Experimental Child Psychology* 144: 166–183.

Míguez-Álvarez, C., M. Cuevas-Alonso, and Á Saavedra. 2022. "Relationships Between Phonological Awareness and Reading in Spanish: A Meta-Analysis." *Language Learning* 72 (1): 113–157.

Phillips, B. M., J. Clancy-Menchetti, and C. J. Lonigan. 2008. "Successful Phonological Awareness Instruction with Preschool Children: Lessons from the Classroom." *Topics in Early Childhood Special Education* 28 (1): 3–17.

Pufpaff, L. A. 2009. "A Developmental Continuum of Phonological Sensitivity Skills." *Psychology in the Schools* 46 (7): 679–691.

Reutzel, D. R. 2015. "Early Literacy Research: Findings Primary Grade Teachers Will Want to Know." *The Reading Teacher* 69 (1): 14–24.

Shanahan, T. and C. J. Lonigan. 2010. "The National Early Literacy Panel: A Summary of the Process and the Report." *Educational Researcher* 39 (4): 279–285.

Soto, X.T., A. Crucet-Choi, and H. Goldstein. 2020. "Effects of a Supplemental Spanish Phonological Awareness Intervention on Latinx Preschoolers' Dual Language Emergent Literacy Skills." *American Journal of Speech-Language Pathology* 29: 1283–1300. https://doi.org/10.1044/2020_AJSLP-20-00029

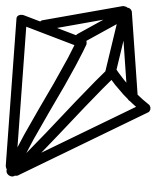
Wackerle-Hollman, A., L. Durán, S. Brunner, J. Palma, T. Kohlmeier, and M. Rodriguez. 2019. "Developing a Measure of Spanish Phonological Awareness for Preschool Age Children: Spanish Individual Growth and Development Indicators." *Educational Assessment* 24 (1): 33–56. <https://doi.org/10.1080/10627197.2018.1545570>



AppleTree Institute
1801 Mississippi Ave SE
Washington, DC 20020

No part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without permission of the publisher. For information regarding permission, contact AppleTree Institute.

Copyright ©2026. Text and Illustrations. Appletree Institute. All Rights Reserved.



Contact Us

(202) 488-3990
info@appletreeinstitute.org
www.everychildready.org

