

Advisory Program Description

Name of Entity: <i>Conciencia fonémica: en secuencia de sílabas a fonemas</i>
Contact Information: Alisa VanHekken alisa@literacyresourcesinc.com
Type of Program: Supplemental Program
If this program is intervention or supplemental which component(s) of reading are addressed: <input checked="" type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension
Grade Level: K-2
Summary of the program: Literacy Resources, Inc. was founded by Dr. Michael Heggerty in 2004, and is the publisher of his Phonemic Awareness curriculum, <i>Phonemic Awareness: They Skills That They Need to Help Them Succeed</i> . Dr. Heggerty served as an educator for over 34 years. As a first grade classroom teacher, he served as a leader in an action research project on the importance of phonemic awareness in acquiring and mastering sound reading skills. He continued to research and develop phonemic awareness curriculum materials in the succeeding years. The curriculum, <i>Phonemic Awareness: They Skills That They Need to Help Them Succeed</i> , is a result of his research and classroom work. Dr. Heggerty partnered with Susan Orozco, M.Ed. when writing this curriculum. Susan is currently working as a dual language Kindergarten teacher and has experience as a transitional bilingual Kindergarten teacher. Alisa VanHekken has worked as a Kindergarten and 1 st grade classroom teacher and as a Reading Specialist. She worked closely with Dr. Heggerty and learned to use the Phonemic Awareness curriculum from Dr. Heggerty himself. She also used the curriculum with many students and saw reading improvement and growth as a result. Alisa came to work with Literacy Resources, Inc. as a Literacy Consultant in 2013, and has provided teachers with training in the Phonemic Awareness curriculum throughout the United States. <i>Conciencia fonémica: en secuencia de sílabas a fonemas</i> is a supplemental phonemic awareness curriculum for Kindergarten and primary grade classrooms, and it is intended for students who are learning to read in the Spanish language, but who will eventually learn to read in English. The short, daily lessons provide students with consistent and explicit instruction in ten essential Phonemic Awareness skills. Through oral and auditory activities, students learn to blend and segment syllables and phonemes, recognize and produce words that rhyme, identify initial and final syllables or sounds, and manipulate syllables or sounds in words. The Beginning Reader curriculum was written to recognize the importance of syllables for children who are learning to read in Spanish. Its focus is entirely on syllables, with the exception of daily exercises to introduce initial phonemes. The transition from syllable to phoneme is the focus of the Developing Reader curriculum. Although the Spanish curriculum has a similar structure to the English Phonemic Awareness curriculum, it is not a translation of that work. Schools across the United States are using <i>Conciencia fonémica: en secuencia de sílabas a fonemas</i> in their classrooms each day. This curriculum, <i>Conciencia fonémica: en secuencia de sílabas a fonemas</i> has been purchased by more than 400 school districts within the past two years.