



## 11. Phonological Awareness

5	4	3	2	1
Exemplary	Strong	Basic	Inadequate	Deficient
<p>There is <b>compelling</b> evidence that formal and informal opportunities are designed to build children's sound awareness.</p>	<p>There is <b>sufficient</b> evidence that formal and informal opportunities are designed to build children's sound awareness.</p>	<p>There is <b>some</b> evidence that formal and informal opportunities are designed to build children's sound awareness.</p>	<p>There is <b>limited</b> evidence that formal and informal opportunities are designed to build children's sound awareness.</p>	<p>There is <b>minimal</b> evidence that formal and informal opportunities are designed to build children's sound awareness.</p>

- Teachers engage children in varied interactions designed to build their awareness of sounds in language through planned and playful activities (e.g., rhyming, segmenting words into syllables, alliteration). Teachers designate time, whether formal or informal (e.g., wait time) to encouraging children to listen for and use the sounds of language apart from their meaning or written form.

- Teachers engage children in varied interactions designed to build their awareness of sounds in language through planned and playful activities, though their activities may be somewhat less engaging. Teachers designate time, whether formal or informal (e.g., wait time) to encouraging children to listen for and use the sounds of language, but there may be fewer opportunities.

- Teachers provide some opportunities that build children's awareness of sounds in language, although these activities are narrower in scope and appear less integrated into the daily routine.

- While teachers carry out activities that involve children with the sounds of language (e.g., nursery rhymes and songs), there is limited evidence that they are intentionally building children's sound awareness. They may also create confusion for children by confounding sounds with letter names.

- Teachers may not engage children in activities that build their awareness of sounds in language. They may actively discourage children's language play.

- Teachers are observed using terms that accurately describe their instructional goals (e.g., rhyming, syllable, initial sound) as they are engaging children in phonological awareness (PA) activities.

- Teachers are observed using terms that accurately describe their instructional goals (e.g., rhyming, syllable, initial sound) as they are engaging children in PA activities.

- Teachers are observed using some common terms to describe the focus of their activities (e.g., rhyming) but may not use less common terms (e.g., syllable).

- Teachers may not use or be familiar with the terms to accurately describe PA activities (i.e., may confuse with phonics).

- Because teachers do not deliberately focus on building children's awareness of sounds in language, they do not use terms associated with PA instruction.