

Program Overview

What Is *P*ATH to Literacy?

*P*ATH to Literacy is a research-based, supplemental Tier 2 intervention program designed for preschool-age children. The interactive program includes short, scripted lessons and visual materials used together to develop phonological awareness and alphabet knowledge skills. With small groups of two to three children, a teacher or aide leads children to respond to a mixture of sounds, word parts, and pictures in a series of word games. Lessons last 10 to 15 minutes each and take place over 24 to 36 instructional days.

*P*ATH to Literacy Is Easy to Implement and Fun for Children!

The *P*ATH to Literacy program is designed to work in the preschool classroom by fitting into a typical preschool schedule and requiring minimal advanced preparation—all materials are provided, and the instruction is completely scripted, including gestures and feedback options. The program can be easily modified for use from Tier 2 small groups to more intensive Tier 3 sessions. Children enjoy the small-group interaction, the colorful pictures, and the game-based format.

Major Program Features

- A strong research-based approach promotes phonological awareness.
- Data-driven scope and sequence of lesson skills ensures adequate progress.
- Consistent format and instructional language makes the program easy to use for teachers.
- Small group size allows each child multiple opportunities to respond.
- Game-like format engages children and produces successful outcomes.
- Colorful cards with high-quality photographs illustrate target words.
- Scripted curriculum includes appropriate feedback for each student response.
- Lesson assessments provide frequent opportunities for progress monitoring.
- Multimedia program implementation modules provide strong teacher support.

Research Base for *P*ATH to Literacy

Early awareness of word sounds and structures as well as alphabet knowledge are indicators of enduring success in reading. Practicing these skills simultaneously improves reading skills among prekindergarten (pre-K) children who demonstrate basic comprehension skills but lack phonological awareness skills. Thus, the research began with identifying the need and the target population and then focused on the instructional methods most successful for at-risk pre-K children. In addition, teachers have implemented this curriculum with kindergarten children who are lacking in phonological awareness and alphabet knowledge skills with good success. For more information about the research and development studies, see page 224 of this Teacher Guide.



PAth to Literacy Employs Best Practices to Accelerate Skills Development

Children who participate in *PAth to Literacy* improve their future reading skills by developing their awareness of the sounds and structures of words as they practice a series of carefully sequenced skills delivered through scripted curriculum. The script enables implementation with fidelity as teachers model correct pronunciation of individual speech sounds and sound clusters. All lessons include explicit instruction with multiple opportunities for children to respond and practice. Assessment tools allow teachers to monitor progress and make data-driven decisions.

Skills	Best Practices
Blending compound words	Explicit teaching and modeling
Blending two-syllable words	Repeated practice opportunities
Segmenting compound words	Student engagement
Segmenting two-syllable words	Small-group intervention
Identifying word parts	Data-driven skill sequence
Identifying first sounds of simple words	Ongoing assessment
Identifying first sounds of complex words	Staff development

From Research to Practice

The results of numerous research studies and observations of experts lay the foundation for the *PAth to Literacy* approach to early acquisition of phonological awareness.

Preschool Developmental and Programmatic Needs	<i>PAth to Literacy</i> Delivers
Multitiered system of support	The program provides a scripted Tier 2 intervention curriculum that can also be modified for Tier 3 instruction.
Phonological awareness	The program content develops phonological awareness, one of the greatest predictors of reading success.
Explicit teaching and modeling	Teachers deliver scripted curriculum and model the breakdown of word sounds into individual speech sounds and sound clusters in isolation.
Increasing skill sets	Children acquire increasingly greater skill sets as the skill load increases within each lesson and across the program.
Assessments	Ongoing assessment occurs throughout each lesson; progress monitoring occurs with Lesson Assessments and Data Sheets.
Professional development	Teachers have access to multimedia modules to ensure program implementation with fidelity.



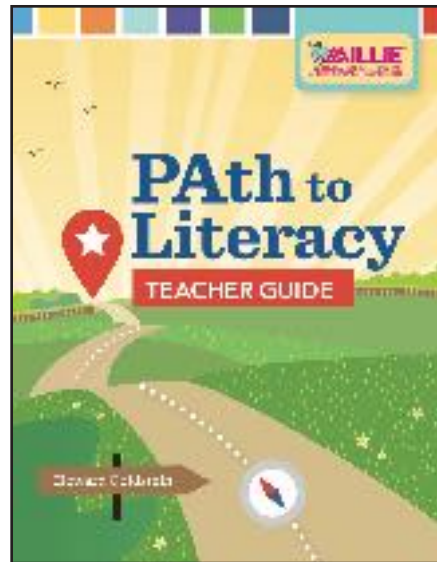
Program Components

Teacher Components

Teacher Guide

The *PAth to Literacy* Teacher Guide provides everything you need to know about the program and its implementation.

- Program overview and components
- Scope and sequence of skills
- Implementation guidelines
- Placement and assessments
- Resource masters
- Research base



PAth to Literacy Teacher Guide

Program Implementation Modules

PAth to Literacy supports staff development by providing multimedia Program Implementation Modules. These modules illustrate helpful tips for implementing the program with fidelity, ensuring children in your classroom get the support they need to help get them on-level.



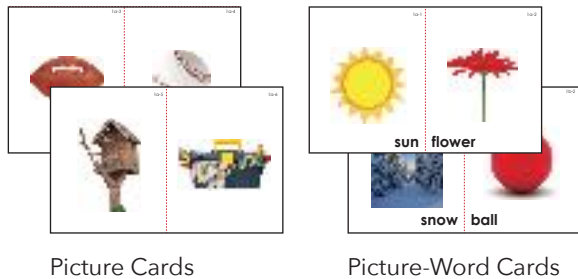
Student Components

Visual Materials

The *PAth to Literacy* program provides an array of visual prompts to support the development of children’s phonological awareness skills.

- Picture and Word Cards prompt children’s responses.
- Colorful, high-quality photographs engage children and encourage participation.

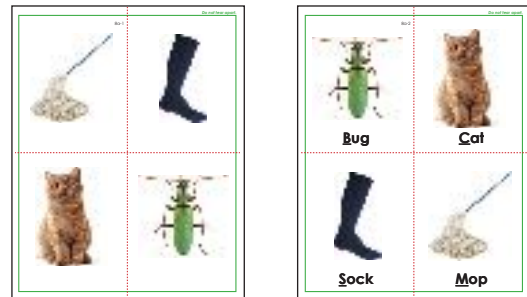
Picture Cards and Picture-Word Cards



Picture Cards

Picture-Word Cards

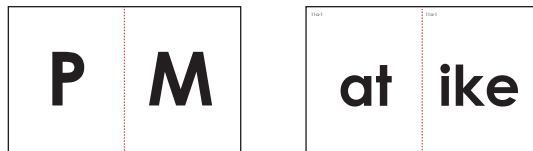
Picture Sheets and Picture-Word Sheets



Picture Sheets

Picture-Word Sheets

Letter and Word Cards

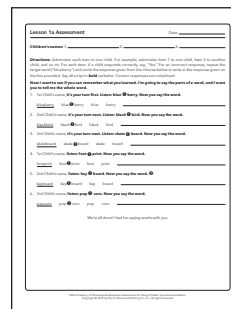


Letter Cards

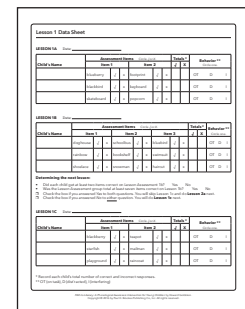
Word Cards

Assessments

The curriculum-based Lesson Assessments measure children’s acquisition of phonological awareness skills. Lesson Data Sheets capture critical information that informs your decisions about children’s instructional paths.



Lesson 1a Assessment, p. 170



Lesson 1 Data Sheet, p. 205



Implementing *P*ath to Literacy

An Easy Three-Step Model!

The *P*ath to Literacy program makes it easy for you to implement its Tier 2 supplemental intervention curriculum in three easy steps:

- 1 **Identify.**
- 2 **Implement.**
- 3 **Assess.**

STEP 1 **Identify.** Identify children who will benefit from using *P*ath to Literacy.

The first step in implementing *P*ath to Literacy is to identify children in your classroom who will benefit from using the program. These will be children who demonstrate basic English comprehension skills but lack phonological awareness skills. Studies indicate that information from the DIBELS First Sound Fluency (FSF) measure, as well as from the First Sounds subtest of the Individualized Growth and Development Indicators (IGDI) measure, can be used to identify children who are good candidates for using the *P*ath to Literacy supplemental curriculum. Please see page 166 in the Teacher Guide for more information about these screening tools.

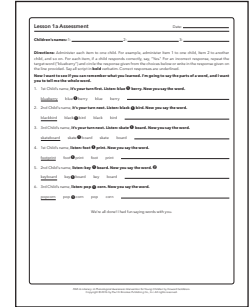
STEP 2 **Implement.** Implement the intervention in small groups.

The *P*ath to Literacy intervention is delivered in 10- to 15-minute sessions. A facilitator—a teacher, or another adult, such as an assistant teacher, aide, or paraprofessional—delivers the scripted curriculum to two to three children. The optimal setting is an area for a small group with a table and chairs and minimal distractions to conduct lessons. In the small group, the facilitator reads a lesson script, shows children pictured items, and provides positive and corrective feedback to children's responses. Please see page 14 of this Teacher Guide for more in-depth information about lesson implementation.



STEP 3 Assess. Administer progress-monitoring assessments.

In *PAth to Literacy*, learning of instructional targets is assessed using curriculum-based measures and other progress-monitoring tools. Lesson Assessments monitor children’s learning of target skills. The use of screening tools every 2 to 4 weeks provides additional information about children’s progress toward instructional goals. Please see page 167 of this Teacher Guide for more information about *PAth to Literacy* progress monitoring.



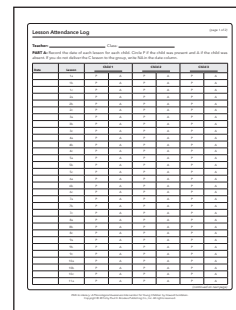
Lesson 1a Assessment, p. 170

Program Pacing

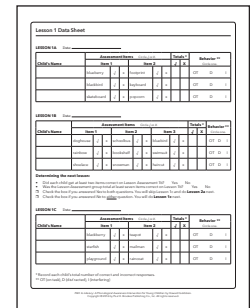
PAth to Literacy contains 12 units with three lessons in each unit (for example, Lessons 1a, 1b, and 1c in Unit 1) for a total of 36 lessons. Lessons take place two to three times a week. Children will always complete Lessons a and b of each unit; Lesson c may or may not be administered, based on children’s results of the Lesson c. The Lesson Data Sheets on pages 205–216 of this Teacher Guide will help inform your decisions about whether to administer Lesson c.

Day 1	Day 2	Day 3
Lesson 1a	Lesson 1b	Lesson 1c or Lesson 2a

If a child is absent, deliver the lesson to the other two children. If two children are absent, wait to deliver the lesson until at least two children are present. There are no “make-up” lessons. Use the Lesson Attendance Log provided for each unit of instruction on page 219 of this Teacher Guide to record lesson dates and student attendance.



Lesson Attendance Log, p. 219



Lesson Data Sheet, p. 206



Key Program Elements

Important Components of *PAth to Literacy* Instruction

The *PAth to Literacy* program presents simple instruction in a game-like format to maximize skill acquisition. Lessons are designed to include exact scripts for instruction, explicit teaching and modeling, and multiple opportunities for interactive skills practice.

- **Scripted Instruction** Children listen to instruction based on a precise script read word-for-word by the instructor as they look at Picture and Word Cards. After an initial example, the children play word games: a series of Picture and Word Cards is shown in succession as the teacher reads the script, and children listen and respond to prompts. The script includes accompanying gestures as well as specific feedback for each response type.
- **Explicit Teaching and Modeling** In each 10- to 15-minute lesson, teachers accurately sound out words and sounds to model the skill being taught. Visual cues are shown through Picture and Word Cards that demonstrate target words and sounds. Teacher actions model the dissection of words through physical gestures to guide children in learning how to segment, blend, and identify first parts and sounds of words.
- **Multiple Opportunities for Practice** The *PAth to Literacy* program is designed to promote active participation in an enjoyable structure. Children take part by looking at pictures and words, repeating sounds, answering questions, and mimicking actions. Each lesson provides a series of words and letters that prompt multiple opportunities for group response. Lesson Assessments provide opportunity for individual responses from each child.

Instructional Content

Emphasis on Phonological Awareness

The *PAth to Literacy* program contains lessons designed to strengthen children's phonological awareness, focusing on the following skills:

- Blending: Combining parts of words or sounds to make a complete word
- Segmenting: Breaking a word into parts or sounds
- First-part identification: Saying just the first part of words
- First-sound identification: Saying just the first sound of words
- Letter-naming and letter-sound identification



<i>P</i>ATH to Literacy Skills Sequence per Unit	
Unit 1	Blending compound and two-syllable words
Unit 2	Blending compound and two-syllable words Segmenting compound words
Unit 3	Blending two-syllable words Segmenting compound and two-syllable words
Unit 4	Segmenting two-syllable words
Unit 5	Concept of first
Unit 6	First part of compound and two-syllable words
Unit 7	Small parts of compound and two-syllable words with simple and complex sounds First sounds of onset-rime
Unit 8	First sounds of segmented one-syllable words (simple initial sounds)
Unit 9	First sounds of segmented one-syllable words (complex initial sounds)
Unit 10	First sounds of one-syllable words
Unit 11	First sounds of one-syllable words
Unit 12	First sounds of one-syllable, complex words

Skill Acquisition

A powerful combination of visual clues, explicit modeling, questioning prompts, and physical actions markedly increases skill acquisition in the *P*ATH to Literacy curriculum. Throughout each lesson, positive feedback and encouragement included in the lesson scripts reinforce each response. Skills are carefully sequenced across the program with a purposeful overlap for a gradual increase in phonological awareness over the 12 units.

- **Blending** To guide children in combining sounds or parts of words, the teacher shows children two pictures held apart—one of mail and one of a box, for example—and then joins the pictures together to form the compound word *mailbox*. Children repeat the two word parts separately and then together. They mimic teacher actions by holding out their hands one at a time for each word part, and then clapping them together as they say the whole word.
- **Segmenting** To guide children in breaking a word into its parts or sounds, the teacher shows the group two pictures held closely together—one of a sun and one of a flower, for example—as the word *sunflower* is spoken. Children repeat the word, and then the teacher pulls the pictures apart, saying, “sun” and then “flower” with a pause in between. The instructor reads the script word-for-word, explaining that *sunflower* has two parts: *sun* and *flower*.
- **Part and sound identification** To guide children in identifying word parts and first sounds, the teacher may show a picture of a ship and then model the first sound of the word: /sh/. Children respond to prompts as they identify first sounds in a succession of words, guided by a combination of visual, audible, and physical clues.
- **Letter-naming and letter-sound identification** The use of Letter and Word Cards guides children in associating individual letters and letter combinations with their sounds.

