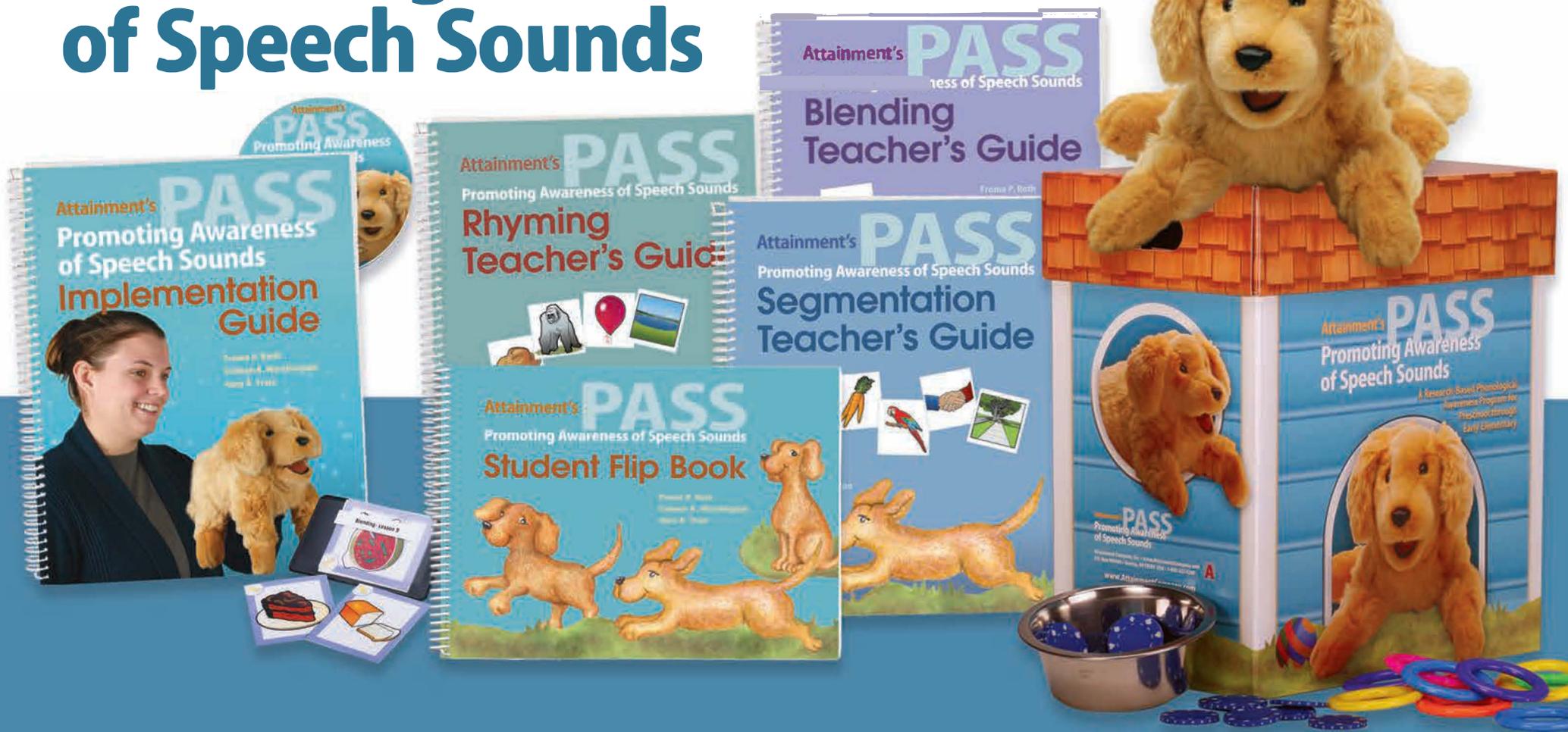


Attainment's

PASS

Promoting Awareness of Speech Sounds

A Research-Based Phonological Awareness Program for
Preschool through
Early Elementary

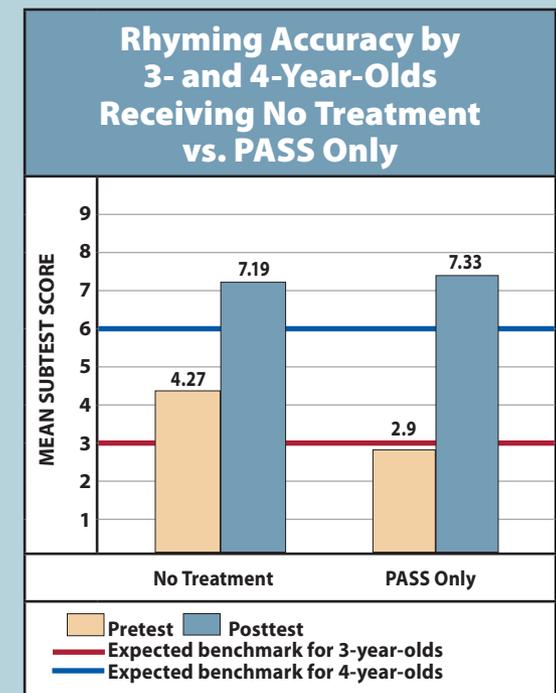


Research

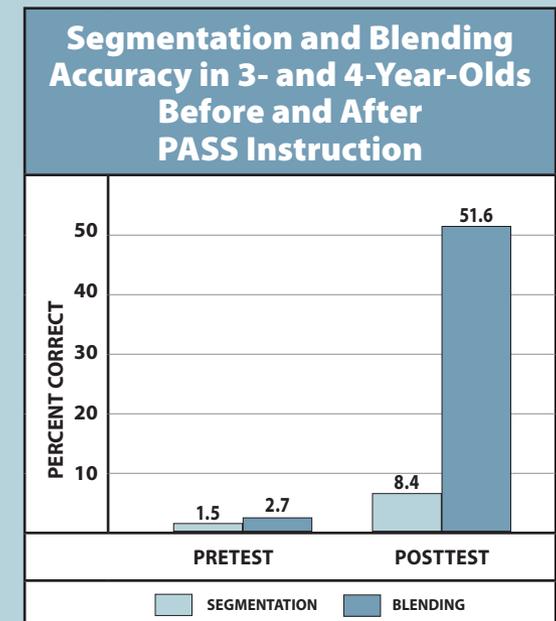
Six distinct research studies demonstrated that instruction using PASS has a significant positive effect on children's development of phonological awareness skills.

In these studies, students receiving PASS instruction showed significantly better performance on multiple measures of emergent literacy (e.g., PALS) than those receiving regular classroom instruction only.

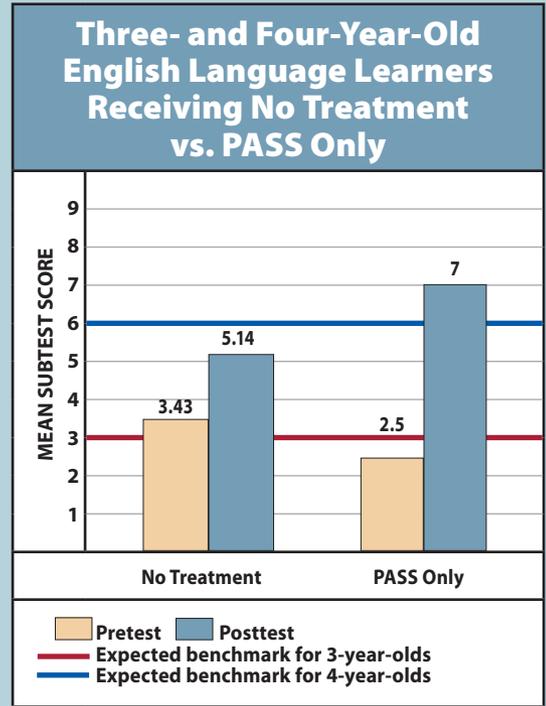
- In two studies, PASS was shown to be an effective Tier 2 instructional program in a response-to-intervention (RTI) educational model for at-risk 3- and 4-year-old children. Research was conducted in an inner-city school with a multi-ethnic and multiracial population of students whose SES ranged from poverty to lower middle class.



Children receiving PASS showed greater gains and higher effect size than those not receiving PASS.



- In a third study, preschool children with speech, language, and learning disabilities showed significant improvement in rhyming ability (including at the production level).
- A fourth study of preschool children with disabilities showed significant improvement in their blending and segmentation ability (even at the production level).
- A fifth study investigated the effectiveness of PASS for preschool children who are learning English as a second language. 94% of the children in this study were from Hispanic backgrounds and spoke Spanish as their primary language. PASS provided significant improvement in the phonological awareness skills of students who are English language learners.
 - In a final study, the effect of PASS on children's later literacy development was explored, and positive effects for long-term benefits were found.



For all studies, PASS instruction was implemented in conjunction with systematic training in the alphabetic principle. In addition to these studies, PASS shows significant promise for improving the phonological awareness skills of students who are at risk for educational failure in kindergarten and first grade.

PASS

Promoting Awareness of Speech Sounds

The first-ever, research-based phonological awareness program for preschoolers that also extends to early elementary-aged children!

An engaging hand-puppet (Goldie) will motivate your young students to rhyme, segment, and blend syllables, as well as segment and blend phonemes — the phonological awareness skills that will build the foundation for their literacy development.

The PASS Scope and Sequence — with 3 units and 76 lessons of instruction for Rhyming, Blending, and Segmenting — was carefully written to step children through the learning process. It begins with simple *recognition tasks*, advances to *judgment activities* (with and without picture support), and ends with the most difficult — *production skill*.

PASS Scope & Sequence

Rhyming

	Lesson Type	Task
1	Preskill Development	Auditory Bombardment
2	Preskill Development	Auditory Bombardment
3	Instructional	Matching-Recognition
4	Alternate	Matching-Recognition
5	Instructional	Recognition
6	Alternate	Recognition
7	Instructional	Oddity/Elimination-Recognition
8	Alternate	Oddity/Elimination-Recognition
9	Instructional	Oddity/Elimination-Recognition
10	Alternate	Oddity/Elimination-Recognition
11	Instructional	Judgment Pictures-Recognition
12	Alternate	Judgment Pictures-Recognition
13	Instructional	Judgment Pictures-Recognition
14	Alternate	Judgment Pictures-Recognition
15	Preskill Development	Auditory
16	Preskill Development	Auditory

Rhyming—Continued

	Lesson Type	Task	Objective
17	Instructional	Production	Produce a rhyming word
18	Instructional	Production	Produce a rhyming word
19	Alternate	Production	Produce a rhyming word
20	Alternate	Production	Produce a rhyming word

Blending

	Lesson Type	Task	Objective
1	Preskill Development	Auditory Bombardment	Develop awareness of blending sounds to form words
2	Preskill Development	Auditory Bombardment	Develop awareness of blending sounds to form words
3	Instructional	Recognition	Recognize blended sounds given pictures
4	Instructional	Recognition	Recognize blended sounds given pictures
5	Alternate	Recognition	Recognize blended sounds given pictures
6	Alternate	Recognition	Recognize blended sounds given pictures
7	Instructional	Judgment with Pictures-Recognition	Judge blending given pictures and text cues
8	Instructional	Judgment with Pictures-Recognition	Judge blending given pictures and text cues
9	Alternate	Judgment with Pictures-Recognition	Judge blending given pictures and text cues
10	Alternate	Judgment with Pictures-Recognition	Judge blending given pictures and text cues
11	Instructional	Judgment without Pictures-Recognition	Judge blending
12	Instructional	Judgment without Pictures-Recognition	Judge blending
13	Alternate	Judgment without Pictures-Recognition	Judge blending

Segmentation—Continued

	Lesson Type	Task	Objective
21	Instructional	Production Initial/Final Consonant	Produce a word with the same initial
22	Instructional	Production Initial/Final Consonant	Produce a word with the same initial
23	Alternate	Production Initial/Final Consonant	Produce a word with the same initial
24	Alternate	Production Initial/Final Consonant	Produce a word with the same initial
25	Instructional	Production	Segment a word into syllables
26	Instructional	Production	Segment a word into syllables

Blending

	Lesson Type	Task
14	Alternate	Judgment with Pictures-Recognition
15	Preskill Development	Auditory Bombardment
16	Preskill Development	Auditory Bombardment
17	Instructional	Production
18	Instructional	Production
19	Alternate	Production
20	Alternate	Production
21	Instructional	Production
22	Instructional	Production
23	Alternate	Production
24	Alternate	Production

Segmenting

	Lesson Type	Task
1	Preskill Development	Auditory Bombardment
2	Preskill Development	Auditory Bombardment
3	Instructional	Matching-Recognition
4	Instructional	Matching-Recognition
5	Alternate	Matching-Recognition

PASS activities begin and end with a **fun and engaging** craft, singing, story, or movement activity with Goldie leading the way. Guided and explicit instruction provides opportunities for measuring progress in skill development.

Segmentation—Continued

Instruction Type	Task	Objective
Matching-Recognition	Matching-Recognition	Choose pictures that begin with the same sound given matching cues
Oddity/Elimination-Recognition	Oddity/Elimination-Recognition	Choose the picture that does not have the same initial/final sound given text cues
Oddity/Elimination-Recognition	Oddity/Elimination-Recognition	Choose the picture that does not have the same initial/final sound given text cues
Oddity/Elimination-Recognition	Oddity/Elimination-Recognition	Choose the picture that does not have the same initial/final sound given text cues
Oddity/Elimination-Recognition	Oddity/Elimination-Recognition	Choose the picture that does not have the same initial/final sound given text cues

g—Continued

Instruction Type	Objective
Judge blending	Judge blending
Develop awareness of phoneme and syllable blending production	Develop awareness of phoneme and syllable blending production
Develop awareness of phoneme and syllable blending production	Develop awareness of phoneme and syllable blending production
Blend phonemes and syllables into words	Blend phonemes and syllables into words
Blend phonemes and syllables into words	Blend phonemes and syllables into words
Blend phonemes and syllables into words	Blend phonemes and syllables into words
Blend three phonemes into words	Blend three phonemes into words
Blend three phonemes into words	Blend three phonemes into words
Blend three phonemes into words	Blend three phonemes into words
Blend three phonemes into words	Blend three phonemes into words

Segmentation

Instruction Type	Objective
Develop awareness of segmenting	Develop awareness of segmenting
Develop awareness of segmenting	Develop awareness of segmenting
Choose pictures that begin with the same sound given matching cues	Choose pictures that begin with the same sound given matching cues
Choose pictures that begin with the same sound given matching cues	Choose pictures that begin with the same sound given matching cues
Choose pictures that begin with the same sound given matching cues	Choose pictures that begin with the same sound given matching cues

PASS



Lesson 11: Instructional



Goal
To develop blending skills

Objective
Judge blending

Task
Judgment without Pictures-Recognition

Tips
Use exaggerated volume and articulation for segmented words throughout the lesson.
When presenting items, be sure to say each segment at one-second intervals.
If at any time during this lesson a child appears to be unfamiliar with a pictured item, make every effort to ensure that the child learns the vocabulary item before proceeding with the task.

Materials

- Goldie, the dog puppet
- Doggone Race gameboard
- Animal game pawns (one for each child)
- Die
- 8 picture cards (Set 1): cheese, rope, mop, bat, dish, tub, feet, bus
- 8 picture cards (Set 2): fan, goat, five, soap, cup, mouse, tooth, sun

Steps
Opening Activity: Doggone Race
1. Set the Doggone Race gameboard...

Blending Teacher's Guide

matches. Say, "Yes" if it matches, and "No" if it doesn't match. If you are right, you can throw the die and move that many spaces. Let's see who gets to the bones at the end of the track first.

Have a child take a picture card. Then have Goldie segment (at one-second intervals) one of the following words:

chee-se ro-pe mo-p ba-t di-sh tu-b fee-t bu-s

Have the child tell if it matches the picture. Make certain that Goldie's segmented word matches the picture occasionally. Provide the children with appropriate feedback as they play the game. Say, *Goldie is so proud of you!*

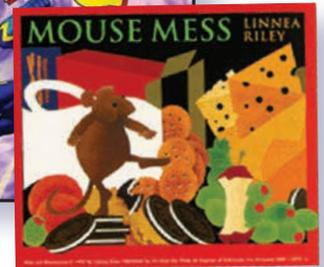
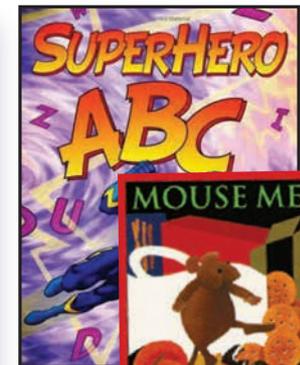
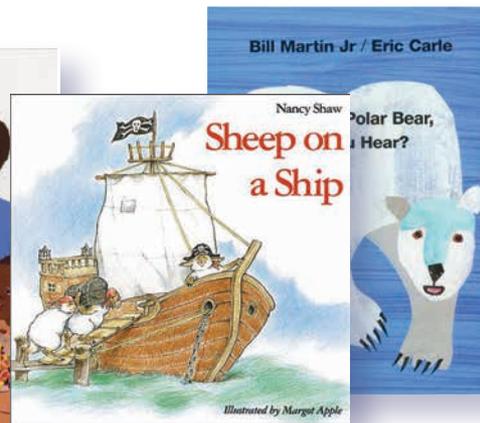
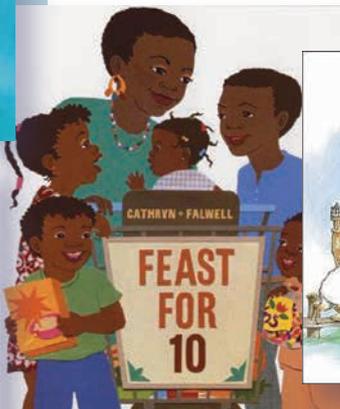
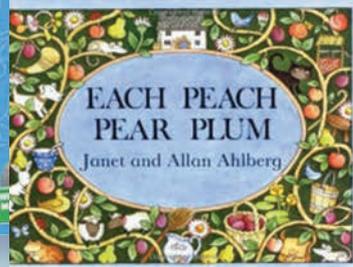
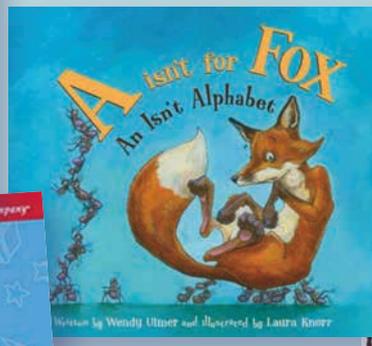
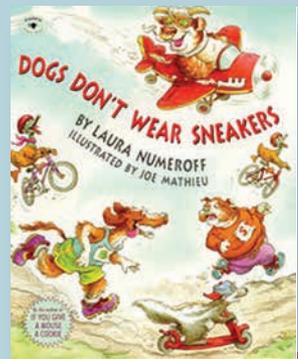
Instruction
It's really important now that you turn on your ears and listen well.
We are going to play a yes/no game. Goldie will tell you a word in small parts and I will say a word. I want you to tell me if our words match. You say, "Yes" if Goldie's word matches my word, and "No" if they don't match. She'll say the word in small parts, by code, so you will have to listen carefully.
Goldie present the segmented word **bea-ch**. Then saying either the target word or the word in the chart below, ask, *Did Goldie say beach?*
If correct, say, *Good, beach is what Goldie said.*
If incorrect, say, *Nice try, but beach is what Goldie said.*



Use in classroom groups, learning centers, or small intervention groups.

PASS can be implemented by a broad range of professionals — preschool educators, general elementary education teachers, special educators, speech-language pathologists, reading specialists, and teachers of ELL — classroom-wide, in small groups, and individually.

9 age-appropriate storybooks linked to the curriculum



Which Children Can Benefit from PASS?

PASS successfully develops phonological awareness skills for:

- At-risk preschoolers and 4-year-old kindergartners
- Kindergartners in need of Tier 1 interventions for RTI
- First graders or early elementary struggling readers who need Tier 2 interventions for RTI
- Young children (age 4–7) with high-incidence disabilities (e.g., speech, language, learning disabilities)
- Young children who are learning English as a second language

The program is highly versatile and age appropriate. It can be used as a supplemental enrichment instruction or as an explicit curriculum to ensure readiness for the more challenging reading and writing instruction to come.

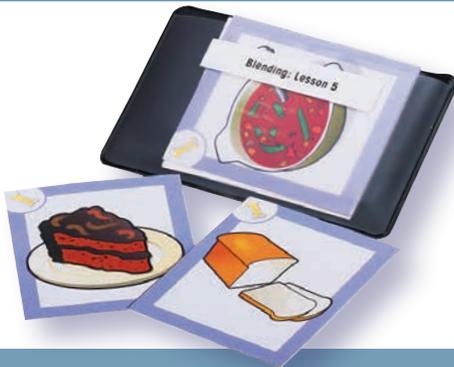
Features of PASS

- Three units of instruction: Rhyming, Blending, and Segmentation
- 76 lessons in a clearly constructed Scope and Sequence to ensure phonological awareness success
- Suggestions for modeling and effective instructional feedback
- Criterion-based assessment to monitor progress that aligns with Response to Intervention (RTI) programs
- Materials to implement the program, including:
 - An engaging puppet that helps children learn the skills
 - 9 popular storybooks
 - Fingerplays, gameboards, card decks, and manipulatives

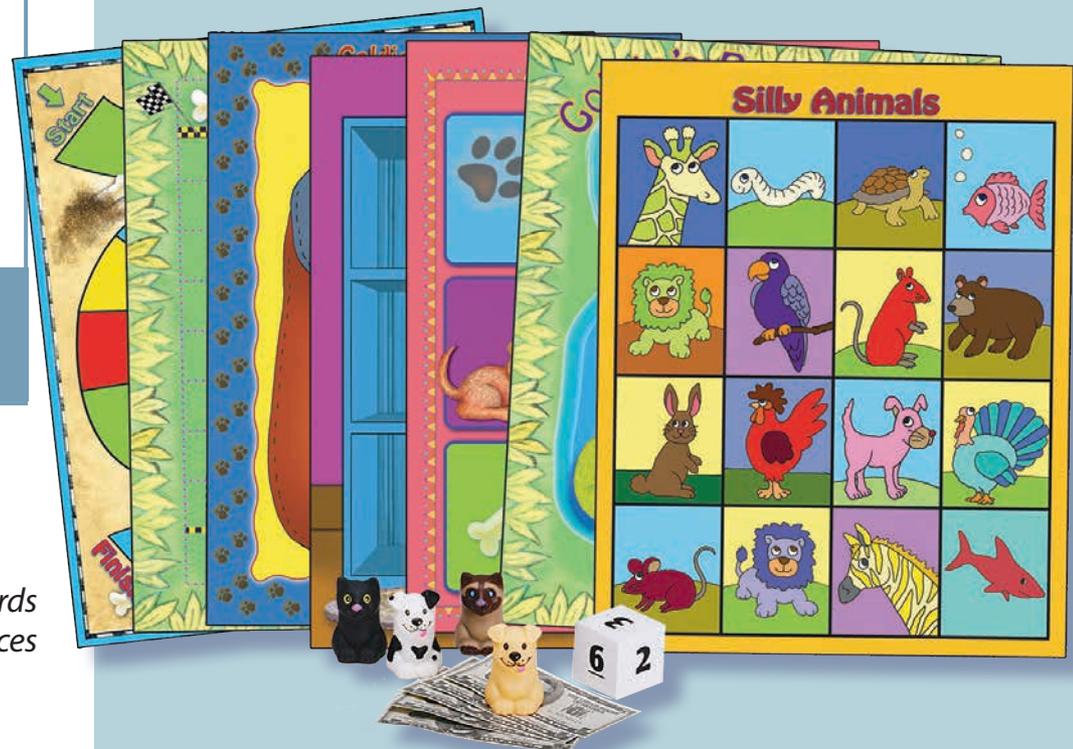
PASS: Promoting Awareness of Speech Sounds

MR # 065094

380 colorful
game cards



7 gameboards
with game pieces



Benefits of PASS

- **Direct instruction allows professionals or paraprofessionals to implement the program, especially through a Tier 1 or 2 RTI program for students who are at risk for academic failure**
- **Provides Tier 3 intervention for students with greater needs (students with speech-language impairments, reading disabilities, learning disabilities, and mild-to-moderate developmental disabilities)**
- **Less time planning and more time teaching**

*The first-ever,
research-based phonological
awareness program for
preschoolers that also extends
to early elementary-aged
children!*

Comprehensive — Explicit — Fun and Engaging — Researched

PASS INCLUDES:

Implementation Guide, 90 pages	Goldie's Dog House (the PASS box)
Rhyming Teacher's Guide, 62 pages	Doggie Biscuits (poker chips)
Blending Teacher's Guide, 70 pages	Puppy Chew Rings (plastic rings)
Segmentation Teacher's Guide, 120 pages	380 Game Cards
Student Flip Book, 288 pages	7 Gameboards with Game Pieces
9 Storybooks	Win/Mac CD with Classroom License for Printable PDFs
Goldie the Puppy Puppet	
Goldie's Dog Dish	

PASS: Promoting Awareness of Speech Sounds

MR # 065094

Sample PDFs, video clips, & research at
www.MindResources.com

1-877-414-6463

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**Attainment Company is proud to work
with the dedicated authors of PASS.**

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Roth



Worthington



Troia

