



BUILDING A STRONG FOUNDATION FOR LIFELONG LITERACY SUCCESS

MODULE 2: BUILDING ORAL LANGUAGE AND PHONOLOGY— FACILITATOR'S GUIDE

PUBLIC CONSULTING GROUP

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Module 2: Building Oral Language and Phonology

Building Oral Language and Phonology

Module 2, Building Oral Language and Phonology, examines the language foundations of reading and the oral and written language systems related to literacy. Table 1.1 provides an overview of each section and its key content.

Introduction: Section overview and pre-assessment	
Language Foundations of Reading	Participants revisit the conceptual model/frameworks of the Simple View of Reading and Scarborough's Reading Rope and gain an understanding of why oral language development is a necessary element to literacy development.
Language-Rich Environment	This section focuses on creating language-rich environments for students.
Introduction to Phonology	The content within this section focuses on what phonological awareness is, why it is important and how it impacts other reading skills.
Digging Deeper into Phonological Awareness	In this section of the module, participants focus on the importance of phonological awareness for reading development and examine how difficulties with phonological processing and phonological awareness relate to dyslexia and other reading difficulties.
Phonological Awareness Development in Speakers of Other Languages	Participants will look at phonological awareness development in English Learners and understand the importance of being informed about the sound systems of other languages.
Phonemic Awareness	This section focuses on the element of phonological awareness that has direct links to learning to read: phonemic awareness.
Effective Phonological Awareness Instruction	Participants will gain an understanding of the aspects of phonological skill instruction, including brief, multisensory, conceptual and auditory-verbal strategies.
The Phoneme Grapheme Connection	Participants will consider the connection between phonemic awareness and success in spelling.
Assessing Phonological Awareness	In this section, participants will gain an understanding of the assessment cycle, including types of assessment of phonemic awareness skill development.
Closing: Section summary and post-assessment	

Table 1.1 Building Oral Language and Phonology Overview

A complete list of learning objectives for this module can be found in [Appendix A](#), as referenced in the Detailed Module Outline within the Resource Library of the Learning Management System (LMS). [Appendix B](#) includes the bibliography for Module 2 content.

Facilitation and coaching ideas for each section follow. Note that introductory and closing sections are not included as these are best done asynchronously. Additionally, Introduction to Phonology and Digging Deeper into Phonological Awareness are combined into one session.

Supporting Alignment Across Classrooms and Tiers of Instruction

The online coursework introduces a large amount of vocabulary and terminology to be used during instruction with students. To support students as they move across grade levels and across settings (e.g., services for English Learners, services across MTSS provided by other professional support staff, specially designed instruction provided outside of the general education classroom), facilitators are encouraged to create a common language for terminology introduced across all modules to create a consistent vocabulary across all classrooms and settings as it relates to literacy instruction. Facilitators are encouraged to begin this discussion and activity early within course content and add to the local “glossary” as new terminology is encountered. During sessions, as terminology is encountered, facilitators can pause to record and have brief discussions related to the common language that will be used.

This practice will benefit all students but is critical for those students who may receive services across settings. For example, a student may receive direct services from an interventionist or special education teacher to support the development of phonological awareness and hear two different sets of language for specific tasks. Collaborative conversations across classroom teachers and other providers related to this common language can occur through in-person sessions, at grade-level planning meetings, or during other conversations facilitated by instructional leaders in the school.

Language Foundations of Reading

Participants revisit the conceptual model/frameworks of the Simple View of Reading and Scarborough's Reading Rope and gain an understanding of why oral language development is a necessary element to literacy development. This section of Module 2 is broken into several distinct subsections:

- Review of Conceptual Models
- The Role of Early Oral Language in Literacy Development
- The Importance of Oral Language
- Oral Language and the Adolescent Learner
- The Language Foundations of Reading
- Exploring the Oral Language Systems and Literacy
- Connections Between Language, Literacy, and Instruction



Learning Objectives

- Examine the language foundations of reading, and learn about the oral and written language systems related to literacy.
- Learn the progression of oral language development, and make connections between the language components and literacy instruction.



Essential Questions

- What is the relationship between oral language and phonology, reading development, the Simple View of Reading and Scarborough's Reading Rope model?
- What is the role of early oral language in literacy development, and how is literacy influenced by the progression of oral language development?

Before

Activities and actions that facilitators can take to support planning and build background knowledge prior to the in-person session might include the following:

- Poll participants on their level of understanding of oral language and phonology, including self-reporting their level of understanding of related key terms, previous training in this area, current practices to support the development of oral language and phonological awareness or other information that will assist in understanding the prior learning and experiences of participants.
- Gather data related to student demographics and student performance related to oral language (if available) and phonological awareness in the district/region/school of participants or other information that will assist in understanding the current landscape.

During

Learning Activities



Activating Prior Knowledge: Review of the Conceptual Models

Materials

- Review of conceptual models word list ([Appendix F](#))
- Poster paper/bulletin board paper
- Markers

Directions

1. Post or provide each group a word list ([Appendix F](#)), a piece of poster paper and markers.
2. Have participants work in small groups to recreate each of the three conceptual models using each word in the word list, poster paper and markers. If participants need a scaffold to complete each model, you can color-code each of the terms on the list by conceptual model (e.g., Simple View of Reading, word recognition, language comprehension and reading comprehension could all be coded with a red dot since they will all be used together to create one model).
3. Once each group has created the Simple View of Reading, Scarborough's Reading Rope and the Four-Part Processing Model for Word Recognition, select a group to briefly explain each model.
4. Discuss the following question with participants: How does oral language relate to each of these conceptual models?



Building Content Knowledge: Oral Language and Literacy



Materials

- Article: "[The Role of Early Oral Language in Literacy Development](#)"
- Handout: [The Role of Early Oral Language in Literacy Development](#)

Directions

1. Direct participants to the subsection The Role of Early Oral Language in Literacy Development within the Learning Management System (LMS).



Have participants pull up their completed [The Role of Early Oral Language in Literacy Development](#) handout.

-----OR-----



Use the jigsaw protocol in [Appendix D](#) with the article "[The Role of Early Oral Language in Literacy Development](#)" and have participants complete [The Role of Early Oral Language in Literacy Development](#) handout as they read and listen to each expert group present.

2. Share out and discuss responses as a group.



Building Content Knowledge: Hot Seat!

Materials

- List of terms related to language systems and literacy (or other concepts for review)

Directions

1. Divide the group into two teams.
2. Select one member from each team to be in the Hot Seat. Team members in the Hot Seat will face the other group members with their back to the facilitator.
3. Facilitator will hold up or write a target term that both teams can see (minus two participants in the Hot Seat).
4. When the facilitator says go, participants will describe the target term with definitions and examples to help their team member in the Hot Seat guess the correct target term until one of the players in the Hot Seat gets the correct response. The team whose Hot Seat player gets the correct response gets 1 point.
5. After each round, a new player from each team takes the Hot Seat and play begins with a new term. The team with the most points at the end of the game wins.

RECOMMENDED WORDS/TERMS: *phonology, morphology, semantics, syntax, pragmatics, orthography, phoneme, grapheme, free morpheme, bound morpheme, inflectional suffix, derivational suffix, phonetics*

NOTE: If participants need support in identifying the correct term, you can provide a word with words/terms as needed. The Facilitator's Guide Overview includes a glossary of terms in Appendix D for facilitators to use as a reference for supporting the activity.

What's Next?

- Upcoming Course Content
 - Language-Rich Environment
 - The Teacher's Role in Creating a Language-Rich Environment
 - Language-Rich Environment Element 1: Interactive Language Opportunities
 - Language-Rich Lesson Examples
 - Language-Rich Environment Element 2: Materials
 - Language-Rich Environment Element 3: Classroom Arrangement
 - Learning to Speak Is Natural; Learning to Read Is Not
- Coaching Opportunities (see "After" options below)

After

- Embed the use of new vocabulary within data discussions and other classroom-related discourse, when applicable, and work with instructional leaders and educators at sites to develop a common language when referencing elements of literacy instruction.

Language-Rich Environment

This section focuses on creating language-rich environments for students through a close examination of key ideas and examples:

- The Teacher's Role in Creating a Language-Rich Environment
- Language-Rich Environment Element 1: Interactive Language Opportunities
- Language-Rich Lesson Examples
- Language-Rich Environment Element 2: Materials
- Language-Rich Environment Element 3: Classroom Arrangement
- Learning to Speak Is Natural; Learning to Read Is Not



Learning Objectives

- Explore how a language-rich environment in the classroom can help further develop students' oral language and literacy learning.
- Explore examples of the three elements of a language-rich environment and videos of lessons that demonstrate how teachers can provide interactive language opportunities.



Essential Questions

- What is the teacher's role in creating a language-rich environment, and how do the elements of a language-rich environment impact students?

Before

- Review lesson plans and routines across content areas to identify specific strengths and needs around planning for interactive language opportunities.
- Conduct baseline observations of classrooms to observe for each of the elements of language-rich environments (e.g., interactive language opportunities, materials contributing to a language-rich environment and classroom arrangements contributing to a language-rich environment). Identify and highlight examples of model practices related to each prior to the session. Facilitators might even have highlighted teachers briefly talk about identified practices at the in-person session or can facilitate online (e.g., e-mail) discussion to highlight practices.

During

Learning Activities



Building Content Knowledge: Language-Rich Lesson Model



Materials

- Video: Language-Rich Lesson Example (“Oral Presentation—Kindergarten”, “Reciprocal Teaching—Second Grade”, “Reciprocal Teaching—Sixth Grade”, or “Teaching Academic Discussion—Ninth Grade”)
- Handout: [Language-Rich Classroom Video Reflection Guide](#)

Directions

1. Direct participants to the Language-Rich Lesson Examples within the Learning Management System (LMS).



Have participants pull up their completed [Language-Rich Classroom Video Reflection Guide](#) handout.

-----OR-----



Watch the language-rich example video as a group. Have participants complete the [Language-Rich Classroom Video Reflection Guide](#) handout as they watch the video with the group.

2. Review and discuss responses as a group.



Curriculum Application: Identifying Interactive Language Opportunities

Materials

- Language-Rich Environment Element 1 Interactive Language Opportunities content (for reference)
- Article: [“Six Easy Ways to Improve Turn & Talk for Student Language Development”](#)
- Lesson plans, teacher guides (across content areas) and classroom schedules
- Sticky notes

Directions

1. Divide participants into small groups of 3–5. If possible, divide by grade levels or groups with similar schedules, routines or lesson plans.

2. Using the online content and article as a reference, have participants go through their classroom routines, lesson plans and teacher guides to identify opportunities to build in interactive language opportunities (student-to-student and teacher-to-student) throughout the instructional day, including morning meetings, transition times, etc.
3. Have participants place sticky notes to insert interactive language opportunities they will implement throughout the day.
4. Have participants discuss and share ideas with group members to support consistent language and procedures across settings and to allow participants to identify additional ideas they may not have identified.
5. If time permits, have group members trade lesson plans and routines for review by others who may also add sticky notes with additional ideas and opportunities for interactive language opportunities.
6. Share out new ideas and plans for implementation as a whole group.



Action Planning: Continue, Start, Stop

Materials

- Group or individual recording form
- [Continue, Start, Stop](#) protocol (for facilitator reference)

Directions

1. Using the [Continue, Start, Stop](#) protocol, give participants 5 minutes to brainstorm instructional practices that they will continue, start and stop related to the elements of language-rich environments.
2. Have participants share out responses. If time permits, have participants identify any action steps needed for any identified practices.

What's Next?

- Upcoming Course Content
 - Introduction to Phonology
 - Phonological Awareness
 - Phonological Awareness and the Conceptual Models
 - Digging Deeper into Phonology
 - Digging Deeper into Phonological Awareness
 - Thinking About Phonological Awareness
 - The Developmental Progression of Phonological Awareness
- Coaching Opportunities (see "After" options below)

After

- Provide ongoing coaching support for implementation of the elements contributing to language-rich classrooms through the following:
 - Lesson plan development, review and feedback (see curriculum application activity above)
 - Support and model introduction of interactive language procedures to students (e.g., introducing and teaching Turn and Talk procedures, how to use sentence stems).
 - Modeling of interactive language opportunities during classroom observation and co-teaching
 - Schedule peer-to-peer observations of identified model teachers focused on language-rich practices

Introduction to Phonology/Digging Deeper into Phonology

The content within this section focuses on what phonological awareness is, why it is important and how it impacts other reading skills. Additionally, this section examines the importance of phonological awareness and its relationship to reading development and the conceptual models driving instruction and assessment. Participants will look at the importance of phonological awareness for reading development and examine how difficulties with phonological processing and phonological awareness relate to dyslexia and other reading difficulties. Participants will engage with content in the following subsections:

Introduction to Phonology

- Phonological Awareness
- Phonological Awareness and the Conceptual Models

Digging Deeper into Phonology

- Digging Deeper into Phonological Awareness
- Thinking About Phonological Awareness
- The Developmental Progression of Phonological Awareness



Learning Objectives

- Examine the importance of phonological awareness in relation to reading development, difficulties and the grounding conceptual frameworks that drive our instructional and assessment practices.
- Understand the phonological awareness continuum.
- Learn about the three most common reading-related phonological processes and their contributions to reading development and difficulties.



Essential Questions

- What is the difference between phonological awareness and phonemic awareness?
- What are some early risk indicators should teachers be aware of related to phonological processing?
- Why is it critical to know the stages of phonological awareness skills?

Before

- Facilitate online discussion related to the question within the subsection Digging Deeper into Phonological Awareness (Phonological Processing Deficits in Young Children) with the guiding questions within the Learning Management System (LMS).
 - Does our assessment system reliably screen all students' phonological processing systems?

- Once the students are found, do we have scientifically aligned instructional supports and interventions in place that build these skills?
- Is there time in our schedules to support students with difficulties (90–120-minute core plus additional intervention time)?

(You will follow-up with this discussion during an in-person activity.)

During

Learning Activities



Building Content Knowledge: Phonological Awareness

Materials

- True/False response cards for each participant (see [Appendix D](#) for information related to response cards)

Directions

1. Give each participant (or have each participant make) a true/false response card.
2. Read aloud the following statements, and have participants hold up their card to respond.

Discuss each statement, and have participants explain their thinking.

- a. Phonological awareness and phonemic awareness can be used interchangeably.

(false; phonemic awareness falls under the broad umbrella term of phonological awareness but refers specifically to the ability to detect, identify and manipulate phonemes in spoken words; phonological awareness also includes the awareness of larger units of spoken language (e.g., words, syllables, onset-rime))

- b. When letters are added to phonemic awareness instruction, it becomes phonics instruction.

(true)

- c. Phonemic awareness is best taught in isolation, separate from the introduction of letters.

(false; the National Reading Panel Report (2000) reported that phonemic awareness instruction is most effective when students are taught to use letters as they manipulate phonemes)

- d. Phoneme awareness is only necessary for struggling readers to learn and use the alphabetic code.

(false; phoneme awareness is necessary to learn and use the alphabetic code for all readers)

- e. Students with poor phonological awareness almost always struggle with reading acquisition.

(true)

- f. Phonological awareness difficulties often have a genetic basis.

(true)

- g. Phonemic awareness performance cannot be reliably used to predict long-term reading and spelling success.

(false; phonemic awareness performance is such a strong predictor of long-term reading and spelling success that it can predict literacy performance more accurately than variables such as intelligence, vocabulary knowledge and socioeconomic status)

- h. Phonological awareness is related to the word recognition component of the Simple View of Reading and Scarborough's Reading Rope.

(true)

- i. Phonological awareness is a metalinguistic skill.

(true)

- j. Phonological awareness is the only phonological processing skill contributing to reading.

(false; phonological awareness, phonological memory and phonological naming are areas of phonological processing contributing to reading)

- k. Of students identified with reading difficulties, 25% of them have word reading difficulties that originate in the phonological processing system.

(false; 70% to 80% of students identified with reading difficulties have word reading difficulties originating in the phonological processing system)



Curriculum Application: Screening and Intervention

Materials

- Guiding questions and responses related to Phonological Processing Deficits in Young Children (see Before activities)

Directions

Facilitate discussion related to the guiding questions and participant responses (if online discussion was held prior) to the questions related to the screening assessments and interventions for students who may be at risk for reading and spelling difficulties. Remind participants that these topics will be addressed more in-depth in later sections of the module related to effective instruction and assessment of phonological awareness.

- Does our assessment system reliably screen all students' phonological processing systems? Why or why not? What additional data would you like to gather for some children?
- Once the students are found, do we have scientifically aligned instructional supports and interventions in place that build these skills? What supports do we currently have in place, and how do they align with what you have learned about in this module?
- Is there time in our schedules to support students with difficulties (90–120-minute core plus additional intervention time)? If not, what would you change to ensure this happens?



Building Content Knowledge: The Development of Phonological Skills

Materials



- Article: "[The Development of Phonological Skills](#)"
- Handout: [Development of Phonological Skills](#)
- Materials that can be used for participants to model phonological awareness tasks (e.g., colored blocks or counters)

Directions

1. Direct participants to the subsection The Developmental Progression of Phonological Awareness within the Learning Management System (LMS).



Have participants pull up their completed [Development of Phonological Skills](#) handout.

-----OR-----



Have participants read the article "[The Development of Phonological Skills](#)" and complete the [Development of Phonological Skills](#) handout.

2. Use a [jigsaw](#) or another similar protocol to assign participants to learn and model tasks for each age range. At the end of the activity, participants should each have modeled one task (or group of tasks) and participated as students in all other tasks.



Curriculum Application: Development of Phonological Skills

Materials

- Completed [Development of Phonological Skills](#) handout
- Instructional materials used for literacy instruction
- Sticky notes

Directions

1. Divide participants into small groups of 4–5. If possible, include a participant from each grade level within each group.
2. Have participants identify activities and tasks through a vertical review of instructional materials that address each of the tasks identified on the [Development of Phonological Skills](#) handout, and note when each is addressed.
3. Have participants work to identify where any skills not addressed might best be embedded into their existing materials to support the development of phonological awareness required for skilled reading to take place.
4. Share out and debrief with the group. Discuss the skills addressed within the current instructional materials and skills that may not be adequately addressed and need to be added into current instructional routines.

What's Next?

- Upcoming Course Content
 - Phonological Awareness Development in Speakers of Other Languages
 - Phonological Awareness and Cross-Language Transfer
- Coaching Opportunities (see "After" options below)

After

- Support participants and teams in the development of instructional activities to address any gaps identified in the curriculum application activity.

Phonological Awareness Development in Speakers of Other Languages

Participants will look at phonological awareness development in English Learners and understand the importance of being informed about the sound systems of other languages. Additionally, participants will learn how phonological awareness is an early predictor of reading development in English Learners and will examine the similarities and differences between the English and Spanish languages. This section includes the subsection:

- Phonological Awareness and Cross-Language Transfer



Learning Objectives

- Identify and understand key practices that will support the development of phonological awareness in English Learners.



Essential Questions

- What are the considerations when working with English Learners?
- What instructional moves capitalize on similarities and differences between Spanish and English?

Before

- Identify home languages most commonly spoken in classrooms of participants, and familiarize yourself with resources available to them.

During

Learning Activities



Building Content Knowledge: Compare Spanish and English



Materials

- Article: "[Latin American Spanish \("Standard"\)](#)"
- Handout: [Similarities and Differences Between Spanish and English](#)

Directions

1. Direct participants to the subsection Capitalizing on Similarities and Differences Between Spanish and English within the Learning Management System (LMS).



Have participants pull up their completed [Similarities and Differences Between Spanish and English](#) handout.

-----OR-----



Have participants read "[Latin American Spanish \("Standard"\)](#)" and complete the [Similarities and Differences Between Spanish and English](#) handout.

2. Debrief and have participants share out and discuss responses. This is also an opportunity for any Spanish speakers to provide additional information and feedback related to the similarities and differences between Spanish and English.



Curriculum Application: Enhancing Instruction for English Learners



Materials

- Instructional materials used for phonological awareness (and literacy) instruction (lesson plans, teacher guides)
- Resource: "[Phonemic Inventories and Cultural and Linguistic Information Across Languages](#)"
- Article: "[Latin American Spanish \("Standard"\)](#)"
- Handout: [Similarities and Differences Between Spanish and English](#) (completed for reference)
- Article: "Enhancing Instruction for English Learners in Response to Intervention Systems: The PLUSS Model"
- Phonological Awareness and Cross-Language Transfer (within the Learning Management System (LMS))
- Sticky notes
- Pens/pencils

Directions

1. Direct participants to the subsection Phonological Awareness and Cross-Language Transfer and the resources included within the Learning Management System (LMS).
2. Participants will work in small groups to identify ways in which their planning and instruction can be enhanced to meet the needs of their English Learners. After reviewing each of the resources provided, participants can make notes and edits to lesson plans and other instructional materials. For example, on one sticky note participants might note when additional instruction and practice might be needed to introduce a phoneme because it does not exist in another language, or to highlight any similarities to support the transfer of skills from a student's home language. As participants are teaching new skills to students, the notes within their teacher's guides or other materials will support them in planning and delivery of instruction with specific strategies to support their English Learners.



Reflection: What is....?

Materials

- Whole-group recording form

Directions

Provide participants 2–3 minutes to reflect on the module as it relates to the following questions (or other questions developed by participants or facilitators):

- What is the most important takeaway from this section?
- What is something that surprised me?
- What is something I would like to discuss more?
- What is something I found most interesting?

Allow time for participants to share out responses. Record responses on a piece of poster paper that can be referenced in later sessions as appropriate.

What's Next?

- Upcoming Course Content
 - Phonemic Awareness
 - The Importance of Phonemic Awareness
 - Phoneme Pairs
 - Consonant Phonemes in Standard English
 - Vowel Phonemes in Standard English
 - Teaching the Sounds in Your Classroom
 - Working with Sounds in Instruction: Blendable, Stop and Continuous Sounds
- Coaching Opportunities (see “After” options below)

After

- Provide ongoing support in instructional planning using the resources explored during the session.
- Provide ongoing mini-sessions to support participants in gaining a deeper understanding of students' home languages.

Phonemic Awareness

This section focuses on the element of phonological awareness that has direct links to learning to read: phonemic awareness. This includes a review of the conceptual frameworks, a dive into the speech sounds of English and teaching methods to support the development of phonemic awareness. Participants work through the following subsections:

- The Importance of Phonemic Awareness
- Phoneme Pairs
- Consonant Phonemes in Standard English
- Vowel Phonemes in Standard English
- Teaching the Sounds in Your Classroom
- Working with Sounds in Instruction: Blendable, Stop and Continuous Sounds



Learning Objectives

- Learn the difference between a spoken vowel and consonant.
- Understand the production of the 44 speech sounds of English, called *articulatory gestures*, for teaching students *mouth awareness*, an evidence-based practice for phonemic awareness.
- Identify key practices when teaching phonemes to students.



Essential Questions

- Why must students learn phonemic awareness skills?
- Why is it important to ensure sounds are blendable for students?

Before

- Remind participants to bring their current instructional materials for introducing and practicing phonemes.
- Conduct informal observations within classrooms to identify what phonemes participants may require additional pronunciation practice with during the in-person session.

During

Learning Activities



Building Content Knowledge: Consonant Phonemes of English

Materials

- Poster Board or poster paper
- Markers
- Sticky Notes
- Small mirrors

Prepare in advance: Draw the chart for the place, manner and voicing of English consonants onto poster board, and label the columns and rows (use handout [Place, Manner and Voicing of English Consonants](#) for reference), ensuring space in each box for sticky notes to be placed. Prepare sticky notes with each of the consonant phonemes, as listed in the chart, but place them to the side of the poster for participants to manipulate.

Directions

1. Place the posterboard and sticky notes so they are visible to all participants.
2. Introduce a consonant phoneme, and hold up the sticky note representing the phoneme (for example: /b/).
3. Walk participants through identifying the features of the phoneme using small mirrors to support mouth awareness related to the pronunciation of each phoneme:
 - a. Where and how is the phoneme produced in the mouth? (*place of articulation*)
 - b. What do we do with our breath? Are our vocal cords engaged or not? (*manner of articulation*)
4. Ask a participant to place the sticky note in the correct location in the chart.
5. Continue until all consonant phonemes have been properly placed.
6. Debrief: How easy or difficult was this activity? How can this knowledge impact your instruction?

NOTE: This activity could also be done in small groups by giving each group a poster and having them fill in the consonant phonemes together.



Building Content Knowledge: Vowel Phonemes of English



Materials

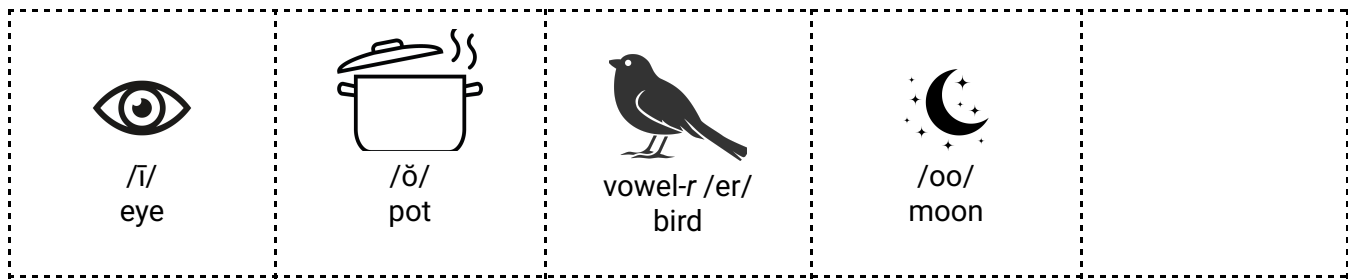
- Handout: [Vowel Sounds](#)
- Vowel Sound Activity images ([Appendix G](#))
- Scissors

Directions

1. Provide each individual with a copy of the [Vowel Sounds](#) handout and the Vowel Sound Activity images ([Appendix G](#)). If not precut, have participants cut out the images.
2. Have participants work individually or in small groups to pair each image with its corresponding vowel sound on the [Vowel Sounds](#) handout.
3. Review correct responses.

Answer key:

 /ē/ leaf	 /or/ storm	 /ū/ mute	 /ou/ clown	 /ă/ map
 /aw/ straw	 /ā/ steak	 /ī/ fish	 /oo/ book	 /ě/ bed
 /ō/ coat	 /ŭ/ cup	 vowel-r /ar/ star	 diphthong /oi/ coin	 /ə/ Alaska



Curriculum Application: Working with Phonemes

Materials

- Instructional materials used for instruction in phonemes
- Sticky notes

Directions

1. Have participants work in small groups to identify the strengths of phoneme instruction within their current practices and materials. Participants might consider the following:
 - Do my current practices call students' attention to the articulatory gestures as they make each phoneme? (What are my lips doing? What are my teeth doing? What is my tongue doing? Is my voicebox engaged?)
 - Within my current practices, do I pronounce phonemes in a way that makes them blendable?
2. Debrief as a group, and have individuals identify action plans or next steps (e.g., practice saying individual phonemes with a colleague in a blendable way, adding in articulatory gestures as I teach phonemes to students).
3. If participants indicate that their current practices and materials do not call attention to articulatory gestures of phonemes, allow participants time to place sticky notes within their lesson plans or teacher's guide with notes of articulatory cues they will embed within their instruction as they introduce and practice phonemes.

What's Next?

- Upcoming Course Content
 - Effective Phonological Awareness Instruction
 - Effective Phonological Awareness Instruction
 - Effective Phonemic Awareness Instruction
 - Blending and Segmenting Across the Levels
 - Phonemic Awareness Lesson Example
 - Identify Types of Phonemic Awareness Skills
 - Phonological or Phonemic Sound Scenarios

- Coaching Opportunities (see “After” options below)

After

- Provide individuals needing support in the pronunciation of blendable sounds with practice and coaching in phoneme pronunciation. If multiple participants need support, facilitators might conduct mini-sessions (5–15 minutes) on multiple occasions to watch the pronunciation videos with participants and practice.
- Provide support to individual or grade-level teams in working to embed more explicit articulatory cues into instruction to introduce and practice pronunciation of phonemes with students.

Effective Phonological Awareness Instruction

Participants will gain an understanding of the aspects of phonological skill instruction including brief, multisensory, conceptual and auditory-verbal strategies. Participants will also explore the reciprocal relationship among phonological processing, reading, spelling and vocabulary. Subsections include the following:

- Effective Phonological Awareness Instruction
- Effective Phonemic Awareness Instruction
- Blending and Segmenting Across the Levels
- Phonemic Awareness Lesson Example
- Identifying Types of Phonemic Awareness Skills
- Phonological or Phonemic Sound Scenarios



Learning Objectives

- Describe the difference between phonological and phonemic awareness.
- Explain the types of instruction based on grade bands and the phonological awareness continuum.
- Teach phonemes mapping using Elkonin boxes and strategies to make phonemic awareness multisensory/multimodal.



Essential Questions

- How do the developmental progression and continuum of phonological awareness skills intersect in high leverage instruction?
- How do we most effectively teach phonological and phonemic awareness?
- What are examples of each feature of effective instruction?

Before

- Gather baseline data using the [Effective Phonological Awareness Instruction](#) to identify strengths and training needs of participants. (Alternatively, or additionally, you can also use the Literacy Leader Look-For document in [Appendix C.](#))

During

Learning Activities



Building Content Knowledge: Video Observations



Materials

- Video: "Blending Sounds in Syllables with Autumn, Kindergartner"
- Video: "Phoneme Deletion" or "Phonemic Awareness Instructional Video for Middle School Students"
- Handout: [Effective Phonological Awareness Instruction](#)

Directions

1. Direct participants to the subsection Effective Phonological Awareness Instruction within the Learning Management System (LMS).



Have participants pull up their completed [Effective Phonological Awareness Instruction](#) handout for each of the videos they watched.

-----OR-----



Watch the video "Blending Sounds in Syllables with Autumn, Kindergartner" and "Phoneme Deletion" as participants complete an [Effective Phonological Awareness Instruction](#) handout for each.

2. Discuss what participants noted as they watched the video(s). Ask additional questions: Would you do anything differently? What is something you want to try in your classroom right away?



Curriculum Application: Examining Instructional Materials

Materials

- Handout: [Effective Phonological Awareness Instruction](#) (blank copy)
- Instructional materials and lesson plans used to teach phonological awareness
- Sticky notes
- Pens/pencils

Directions

1. Have participants work in small groups (if possible, break participants into groups by grade level) to examine their current materials and routines for alignment with the elements of effective phonological awareness instruction.
2. Participants can use the blank copy of Effective Phonological Awareness Instruction to record evidence and to note strengths and opportunities for growth within their current materials and practices.
3. Have participants share out and discuss the strengths and opportunities for growth they identified.
4. Break back into small groups for participants to use any of the module resources to enhance or create additional routines and activities they will build into their phonological awareness instruction. Resources participants might use include the following:
 - [Phonological Awareness: An Instructional and Practical Guide for Use in the Kindergarten Classroom](#)
 - [Florida Center for Reading Research](#)
 - [Elkonin Sound Boxes: An Evidence-Based Literary Strategy](#)
 - Blending and Segmenting Across the Levels/Making Phonemic Awareness Multisensory (within the Learning Management System (LMS))
5. Debrief and review the instructional strategies participants added into their existing materials and routines.

NOTE: If you have a group of participants who may need additional support with this activity, you might choose to pre-select 1–3 lessons that groups can choose from and guide through this process. Ideally, facilitators should select a lesson that is upcoming so that participants have the opportunity to immediately transfer their new content knowledge to the classroom.



Curriculum Application: Deliver a Lesson

Materials

- Phonological awareness instructional materials from curriculum application activity (including identified additions to instruction)
- Materials needed to support implementation of lesson plans (e.g., Elkonin boxes, colored counters)

Directions

1. Allow participants time to review one of the lessons/activities they reviewed in the previous activity to prepare to deliver the phonological awareness instruction with the notes and enhancements they made using the course content resources.

2. Break participants into pairs or small groups, and have each participant teach their phonological awareness lesson/activities to their partner or group members.
3. Allow time for pairs and small groups to provide feedback following each activity/lesson.

NOTE: If facilitators did not do the examining instructional materials activity, or if working with participants teaching older learners, a selected lesson/activity building in all the features of effective phonological awareness instruction can be used to allow participants to have practice in delivering a lesson. The plans or activities can still be implemented during small-group differentiated instruction in classrooms of older learners to address students with phonological needs that may have also been selected as a part of the participant's case study work.



Action Planning: Continue, Start, Stop

Materials

- Group or individual recording form
- [Continue, Start, Stop](#) protocol (for facilitator reference)

Directions

1. Using the [Continue, Start, Stop](#) protocol, give participants 5 minutes to brainstorm instructional practices that they will continue, start and stop related to phonological awareness.
2. Have participants share out responses. If time permits, have participants identify any action steps needed for any identified practices.

What's Next?

- Upcoming Course Content
 - The Phoneme Grapheme Connection
 - Importance of Phoneme-Grapheme Connections
 - The Importance of Phonemic Awareness and Spelling Development
 - Phonemic Awareness and Spelling Instruction
 - Case Study work (work samples and spelling tests for activity in next section should include samples from student(s) selected for case study)
- Coaching Opportunities (see "After" options below)

After

- Model the features of effective phonological awareness instruction in a model lesson. As you model the lesson, participants can complete the [Effective Phonological Awareness Instruction](#) observation form (or the Look-For Document in [Appendix C](#)). Following the model lesson, debrief with observation participants.
- Observe participants using the [Effective Phonological Awareness Instruction](#) observation form (or the Look-For Document in [Appendix C](#)) as they teach a phonological awareness lesson. Following observation, you can use the coaching guide supports found in [Appendix C](#).
- Identify model teachers, and schedule peer observations of a lesson using the [Effective Phonological Awareness Instruction](#). Debrief with the group following the lesson, identifying specific strengths and areas for growth.
- Compare observation data with baseline data gathered prior to the professional learning session and coaching opportunities to identify areas of growth and any areas requiring additional support.

Phonemic Awareness and Spelling

Participants will consider the connection between phonemic awareness and success in spelling. The focus is on the link between the awareness of the sounds in spoken words and how students may represent them in written words as they work through multiple subsections:

- The Importance of Phoneme-Grapheme Connection
- The Importance of Phonemic Awareness and Spelling Development
- Phonemic Awareness and Spelling Instruction



Learning Objectives

- Understand the connection between the phonological and orthographic processors.
- Understand how spelling performance can be an indicator of the health of a student's phonemic awareness.
- Identify common sound confusions that show up in student spellings.



Essential Questions

- What is the relationship between phonology and orthography?
- What common errors can I anticipate my students making that reflect phonological errors that I need to address?

Before

- Remind participants to bring writing samples or administered spelling assessments to the in-person session.
- Facilitate online discussion asking participants to identify the most common spelling errors they observe in their classroom.

During

Learning Activities



Building Content Knowledge: Spelling and Phonology

Materials

- Spelling and Phonology materials ([Appendix H](#))
- Pen/pencil
- English consonant and vowel chart(s) (for reference)

Directions

Part 1: Identifying Error Types in Spelling

1. Review the big idea that spelling can be a powerful indicator of a student's phonemic awareness, and review two spelling error types.
 - *Phonological*: Students do not represent each phoneme in a word with a grapheme (e.g., sat for slat) or misrepresent phonemes in a word (e.g., van for fan, sby for spy).
 - *Orthographic*: Students represent each phoneme in a word but may not use the correct orthographic patterns (e.g., rane for rain).
2. Provide each small group with one set of the Part 1 materials (i.e., column headers and sample errors), and cut out each header and sample error. (You can prepare these for groups prior to the session to save time, if needed.)
3. Have participants work in small groups to identify and sort each sample error as either phonological or orthographic. Review correct responses.

Phonological Error	Orthographic Error
sdop for <i>stop</i>	kot for <i>cot</i>
pet for <i>bet</i>	teem for <i>team</i>
shop for <i>chop</i>	stik for <i>stick</i>
seddle for <i>settle</i>	mete for <i>meet</i>
jrip for <i>drip</i>	tam for <i>tame</i>
sop for <i>stop</i>	
rig for <i>ring</i>	
tab for <i>tap</i>	
bit for <i>bet</i>	

Have participants push the orthographic errors column to the side. The remainder of this activity will focus on phonological errors in spelling.

Part 2: Identifying Features of Phonological Errors in Spelling

4. Have participants work in small groups to identify the features of each phonological error (e.g., vowel confusion, voiced for voiceless consonant). Participants can reference the consonant and vowel charts to help identify the error features. Review correct responses.

Phonological Error	Error Features
sdop for <i>stop</i>	allophonic variation: aspiration
pet for <i>bet</i>	cognate pair confusion; voiceless for voiced
shop for <i>chop</i>	confusion in manner of articulation; fricative for affricate
seddle for <i>settle</i>	allophonic variation: flapping
jrip for <i>drip</i>	allophonic variation: affrication
sop for <i>stop</i>	omission of second sound in a blend
rig for <i>ring</i>	allophonic variation: nasalization
tab for <i>tap</i>	cognate pair confusion; voiced for voiceless
bit for <i>bet</i>	vowel confusion

Part 3: Matching Intervention to Need

- Have participants work in small groups to identify the feedback and instructional moves they might make to support students making each type of phonological error. Participants can refer back to the resources in the previous section of content to help plan for how to address each.

Phonological Error	Sample Responses
sdop for <i>stop</i>	Model segmenting stop into its individual phonemes by finger tapping or using Elkonin boxes and then mapping the graphemes for each phoneme; remind students that sd is not a blend we see in our language and that the coarticulation when t is the second sound in a blend can be tricky.
pet for <i>bet</i>	Prompt students to isolate the initial sound in each word, and support them in feeling the difference between the /p/ and /b/ sounds; have students look at each letter as they pronounce each sound and feel whether it is voiced or unvoiced.
shop for <i>chop</i>	Prompt students to feel for the quick puff of air of the affricate /ch/ and identify how it is different from the continuous fricative sound /sh/; students can feel the quick puff of air by holding their palm close to their mouth as they say each sound or can see this difference by holding a tissue in front of their mouth as they say each—the tissue will move with the quick puff of air as they say /ch/.

saddle for <i>settle</i>	Pronounce <i>settle</i> in a British accent, crisply pronouncing the medial /t/; provide spaced, distributed practice with medial /t/ and /d/ to facilitate the connection between the phonological and orthographic processor needed for orthographic mapping.
jrip for <i>drip</i>	Model segmenting <i>drip</i> into its individual phonemes by finger tapping or using Elkonin boxes and then mapping the graphemes for each phoneme; remind students that jr is not a blend we see in our language and that the coarticulation of the d-r blend can be tricky.
sop for <i>stop</i>	Segment <i>stop</i> into its individual phonemes by finger tapping or using counters in Elkonin boxes; have students say each phoneme as you point to each counter, and then move each counter to write the grapheme representing each phoneme.
rig for <i>ring</i>	Segment <i>ring</i> into its individual phonemes by finger tapping or using counters in Elkonin boxes; have students say each phoneme as you point to each counter, and then move each counter to write the grapheme representing each phoneme; remind students that sometimes nasal sounds can be tricky following a vowel sound.
tab for <i>tap</i>	Prompt students to isolate the final sound in each word, and support them in feeling the difference between the /p/ and /b/ sounds; have students look at each letter as they pronounce each sound and feel whether it is voiced or unvoiced by touching their throat. .
bit for <i>bet</i>	Support students in isolating the vowel sounds in each word; call attention to the chin dropping lower in the word <i>bet</i> ; consider the use of kinesthetic cues as students say each vowel sound and letter name.

NOTE: It is recommended that facilitators pair this activity with the following activity to allow participants the opportunity to immediately apply the content knowledge to their classroom practice. For groups that have already demonstrated a deep understanding of this content knowledge, facilitators may choose to complete the curriculum application activity only.



Curriculum Application: Spelling and Phonology

Materials

- Student writing samples or results of an administered spelling test or inventory from multiple students (make sure the student work samples includes the work of students selected for the case study, if applicable)
- English consonant and vowel charts (for reference)
- Paper, pens, two different colored highlighters
- Completed Spelling and Phonology activity (for reference)

Directions

1. Have participants highlight spelling errors in their student work samples. It may be helpful for participants to highlight phonological errors in one color and orthographic errors in another.
2. In partners or small groups, have participants review each of the highlighted errors to identify the features of each identified phonological error. Support participants by asking guiding questions as needed.
 - Is each of the phonemes in the word represented by a grapheme?
 - If not, what is missing? (e.g., bk for bike is missing the medial vowel; jup for jump is missing the /m/ from the end blend)
 - If each phoneme is represented by a grapheme, is the phoneme misrepresented? (e.g., chrain for train? Or "sby" for spy?)
 - These types of spelling errors are typically phonological in nature and indicate that a student is either not processing individual phonemes or is hearing the allophonic variation of the phoneme caused by coarticulation.
 - If each phoneme is represented by an appropriate grapheme ("rane" for rain), the error is orthographic and not a result of gaps in phonological knowledge. These types of errors can be addressed through targeted spelling instruction.
3. Have participants analyze their overall data to identify specific next steps in instruction. Are there students who need continued support with processing individual phonemes in words? What instructional supports are needed? Which students need direct support with common allophonic variations that impact spelling? How about students whose errors are only orthographic in nature? What instructional moves would best support their continued development?
4. Debrief: *How does knowledge of phonology support more targeted instruction for students? How does analyzing student spelling errors in this way affect the way I plan for my students? What instructional strategies and scaffolds should I embed within my current instructional practices to minimize identified predictable error patterns?*

NOTE: If facilitators will be following-up with coaching support, ensure participants have recorded their next steps.

What's Next?

- Upcoming Course Content
 - Assessing Phonological Awareness
 - The Assessment Cycle
 - Diagnostic Assessment
 - Progress Monitoring
 - Case Study work (administer a phonological awareness diagnostic assessment prior to next in-person session)
- Coaching Opportunities (see “After” options below)

After

- Support participants in implementing next steps identified in the curriculum application activity.
- Schedule additional in-person mini-sessions to support participants with analysis of spelling errors to drive instructional planning and small-group differentiation to address any identified phonological error patterns.

Assessing Phonological Awareness

In this section, participants will gain an understanding of the assessment cycle, including types of assessment (e.g., screeners, diagnostic assessments, progress monitoring) of phonemic awareness skill development through work in the following subsections:

- The Assessment Cycle
- Diagnostic Assessment
- Progress Monitoring



Learning Objectives

- Explain the importance of reading assessment and its role in preventing reading failure.
- Understand each step of the assessment cycle.
- Summarize how reading assessments are currently used in your practice.



Essential Questions

- Why is reading assessment necessary?
- What is the role of phonological awareness in the assessment cycle?
- How are reading assessments used in your school?

Before

- If facilitating the case study activity, have participants review the phonological awareness screening data added to the student portfolio in Module 1, and then administer a phonological awareness diagnostic assessment to each of their case study students. Participants can administer the [Quick Phonological Awareness Screening](#) (QPAS) or the [Phonological Awareness Screening Test](#) (PAST); both assessments can be found in the Diagnostic Assessment subsection of Assessing Phonological Awareness within the Learning Management System (LMS).
- If not completing the case study and using the variation of the diagnostic assessment activity, select and film the assessment of a student using one of the diagnostic assessments.

During

Learning Activities

NOTE: There are two activities to choose from for this section. The first activity is for those facilitators who are not facilitating the case study portion of the course work.



Building Content Knowledge: Diagnostic Assessments

Materials

- Blank copies of the [Quick Phonological Awareness Screening](#) (QPAS) and [Phonological Awareness Screening Test](#) (PAST)
- Pens/pencils

Directions

1. Briefly review each of the diagnostic assessments with participants.
2. Arrange participants into partners, and provide one partner with a blank QPAS and one with a blank PAST.
3. Have participants take turns administering their assigned assessments.
4. Once each partner has administered their assessment, give participants time to review and score the assessment.
5. Debrief and reflect with participants on each of the assessments and what valuable information each provides.
6. Have participants identify at least one student they plan to assess using this diagnostic assessment.
7. Support participants in identifying what instructional decisions they might make depending on student performance on the assessment.

VARIATION: Film a student administration of one of the assessments, and have participants practice scoring, analyzing and developing instructional next steps based on the results of the assessment.



Case Study: Reading Assessment

Materials

- Case study portfolio (should include assessment data from Module 1 case study activity and writing/spelling samples with error analysis from activity within Phonemic Awareness and Spelling section)

- Completed QPAS, PAST or equivalent phonological awareness diagnostic assessment
- Module 2 resources to reference for planning instructional next steps

Directions

Have participants review all data related to their student(s) to help pinpoint any needs their student may have related to phonological awareness and to make a plan to address identified needs. Facilitators can also bring participants' attention back to the guiding questions from the curriculum application activity in the Introduction to Phonology/Digging Deeper into Phonology session. Below are some key points and guiding questions facilitators might choose to support participants in their data review:

- **Screening data:** Because participants were asked to identify students who had some difficulty in acquiring the foundational skills required for reading there may not be large amounts to discuss related to the screening data. The screening data likely confirmed that this student may be at risk for reading difficulty.
- **Writing/spelling samples:** Have participants consider the types and features of spelling errors. Does the student display a large number of phonological errors?
- **Diagnostic assessment:** Participants should analyze the results of the diagnostic assessment they chose to administer to their student(s). Questions that participants might consider to support their analysis and planning include the following:
 - Where along the phonological continuum are students able to successfully hear and manipulate sound units (e.g., words, syllables, onset-rime, phonemes)? (The Diagnostic Assessment subsection provides an image of the phonological continuum for reference.)
 - What phonological awareness tasks is the student able to successfully perform accurately and automatically? What tasks can the student perform accurately but not automatically? What tasks is the student unable to perform?
 - What tasks required instructional scaffolds (e.g., manipulatives) for the student to be successful?
 - What error features did the student make related to confusion with articulatory gestures for a phoneme or coarticulation?
 - What errors may be related to differences in a student's home language?

Once participants have finished analyzing errors and error patterns of students, they can begin to plan for what instructional next steps need to take place to support the student. For example, participants might identify that students require scaffolds (e.g., manipulatives, Elkonin boxes) during phonological awareness instruction and what additional cues and practice opportunities students might need. Additionally, participants can identify targeted instruction and practice that a student might need during small-group differentiation. Participants can use the following resources to help identify the instructional strategies they will implement:

- [Phonological Awareness: An Instructional and Practical Guide for Use in the Kindergarten Classroom](#)
- [Florida Center for Reading Research](#)
- [Elkonin Sound Boxes: An Evidence-Based Literary Strategy](#)
- Blending and Segmenting Across the Levels/Making Phonemic Awareness Multisensory (within the Learning Management System (LMS))

Participants might also choose to collaborate and identify a specific time across classrooms or grade levels that a small group of students with similar needs might receive some additional phonological awareness instruction.

Participants should also identify how they will monitor the progress of the student as they implement their instructional plan for the student. Remind participants that it is not recommended that the diagnostic assessment be used to progress monitor as the progress monitoring assessment should be brief and efficient so that it can be used frequently.

NOTE: At the end of this activity, participants should have an instructional plan and progress monitoring plan to implement with the student(s) selected for their case study. If follow-up coaching will be provided, this plan should be recorded and shared with the facilitator for follow-up.

What's Next?

- Upcoming Course Content
 - Exploring Phonics and Word Study (Module 3)
 - Phonics and Systematic Word Study: A Critical Component of Effective Literacy Instruction
 - Why Phonics?
 - Revisiting the Conceptual Models
 - Introduction to Ehri's Phases of Reading Development
 - Case Study Activities: Phonics and Word Study
- Coaching Opportunities (see "After" options below)

After

- Continue activities (e.g., modeling, observation and coaching, lesson plan review, peer observations) related to the features of effective instruction from the previous module and effective phonological awareness instruction (example Look-For Document in [Appendix C](#)). Following observation, you can use the coaching guide supports found in [Appendix C](#).
- Follow-up with participants related to case study instructional plan and progress monitoring. Provide support with ongoing planning, implementation and progress monitoring.

Appendix A : Module 2 Objectives

Course Learning Outcomes

In this module, participants will learn the following:

- The relationship between language comprehension, reading development, the Simple View of Reading, and Scarborough's Reading Rope model
- The role of early oral language in literacy development
- The progression of oral language development
- The oral language systems related to literacy
- The connections between language and literacy
- The teacher's role in creating a language-rich environment
- The elements of a language-rich environment
- Oral language and the adolescent learner
- The relationship between phonological awareness and reading development in Scarborough's Reading Rope model
- The importance of phonological awareness
- The continuum of phonological awareness skills
- The developmental progression of phonological awareness skills
- Blending and segmenting across the levels of phonological awareness
- Blendable sounds
- The elements of effective phonological awareness instruction
- The importance of phonemic awareness
- The 44 phonemes in standard American English
- About phonemes and minimal pairs
- About the use of phoneme mapping for phonological awareness instruction
- How to capitalize on similarities and differences between Spanish and English
- Effective phonemic awareness instruction
- Types of phonemic awareness skills
- Identification as to where a student is on the phonological awareness continuum
- How to assess phonological awareness skills
- Phonological processing deficits in adolescent learners

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Appendix C : Walk-Through Look-For and Coaching Documents

Example Literacy Leader Walk-Through Tool: Phonemic Awareness

Purpose: Either individually or with your literacy leadership team, leverage this walk-through tool to collect observations and data related to the science of reading and effective literacy instruction. Carefully consider each indicator. If you or your team feel the indicator is observed, consider what evidence you have to support this indicator and document it in the notes section. Following the walk-through and use of tools, consider patterns and trends observed and/or not observed.

User: School leader, principal, assistant principal, literacy specialist/coach and designated literacy leaders

Phonemic Awareness

Phonemic awareness is typically addressed as a part of the core in kindergarten, first and second grade. Students who have not developed phoneme awareness after second grade may need intervention to develop this skill and knowledge. By mid-year kindergarten, phoneme awareness is a part of phonics/spelling instruction and is not usually taught in isolation.

Strategies to embed phonemic awareness instruction can be a part of vocabulary development, which every educator is responsible for in their subject area. This includes science, physical education, music, etc. This can be something as simple as introducing a vocabulary word, segmenting by syllables, segmenting by sounds, spelling and meaning.

Look-Fors	Notes	Observed (Y/N)
Student Responses		
Students can segment syllables.		
Students know the vowel is the base for each syllable.		
Students can segment the speech sounds in each syllable.		
Students begin to associate letter or letter combinations in each syllable.		
Teacher Actions		
Teacher provides instruction about speech sounds either as a phonemic awareness lesson or as a part of a bigger word work lesson.		

Look-Fors	Notes	Observed (Y/N)
Instruction includes prompting students to identify the syllables and the sounds for each syllable.		
Manipulative use such as mirrors or blocks to better understand speech production (metalinguistic language knowledge development).		
Teacher provides strategies to segment and blend words orally and in writing. An example of a widely used strategy is phoneme mapping or line spelling (preparation for Alphabetic Principle).		
Teacher makes connections between the speech sounds and letters or letter combinations (Alphabetic Principle), preferably using words from their decodable text or spelling lists.		
Learning Environment and Routines		
Students have access to speech sound resources such as sound walls, sound production pictures, or sound cues (hand gestures).		

Look-Fors	Notes	Observed (Y/N)
Clear learning routines established around phonemic awareness (e.g., daily drill, when introducing new vocabulary there is a phonemic awareness portion).		
Combinations of large-group, small-group, and peer-assisted learning combinations are used to support phonemic awareness instruction.		
Total number of indicators observed out of 12:		

Example Coaching Guide for Phonemic Awareness

Purpose: A tool designed to support school leaders in their instructional coaching as it relates to ensuring practices connected to the science of reading are observed and implemented.

User: School leaders, principals, assistant principals, literacy coaches/interventionists and any designated literacy leader

Step 1

- What went very well during the observation?
- What evidence will you cite to support the effectiveness of the instruction?
 - Instruction on the speech sounds of English
 - Instruction on syllabication
 - Use of multi-sensory or manipulatives to support learning of phonemes
 - Strategies for segmentation, blending, or manipulation of speech sounds
 - Connections to letters or letter combination
 - Students able to segment syllables and phonemes
 - Students making associations of speech sounds and letter or letter combinations
 - Speech and phoneme resources available to students
 - Routines established for learning about phonemes and phonemic awareness
 - Multiple learning environments were used such as small groups, peer-assisted, large groups, intervention groups, etc.

Step 2: Identify areas you observed that you would like to expand on with the instructor. This coaching conversation is intended to improve practice in a non-judgmental manner, allowing the instructor to reach conclusions through effective question stems and clear observations. Consider the following stems:

- Give me more information about . . .
- Tell me if this captures your . . .
- Is that idea different from . . .
- I'd be interested in hearing more about . . .
- Give me an example of . . .
- What might you see happen if . . .

Step 3: Based on our conversation, what elements of effective instruction do you plan to work on for improvement?

- Collaboratively develop a goal that the educator is willing to work on to improve one element of effective instruction.
- When do you plan to start working on that goal? What support do you need to work on that goal?

Step 4: When do you think you will be ready for me to observe your goal in action? Establish the next

coaching session with the intent to look at the goal the teacher is working on and provide feedback on the implementation of the goal.

Suggested Tools

Step 1

Coach’s Evidence	Educator’s Reaction (to praise)

Step 2: Notes of Educator’s Responses to Clarifying Questions

Step 3: SMART Goals (Specific, Measurable, Achievable, Relevant and Time-Bound)

Step 4: Action Plan

• What are the next steps needed for the educator to work on the goal?
• How much practice is needed to master the goal?
• What support is needed to master the goal?
• When does the educator feel they are ready to demonstrate achievement of the goal?

Appendix D: Facilitation Protocols and Activities

Jigsaw

A jigsaw is a cooperative learning strategy to support the development of content knowledge and improve listening and communication. While this activity is referenced once in the activities in this guide, jigsaws can be used with any other course reading that may need additional exploration.

Directions

1. Determine how and where you will break up content as equally as possible. This will determine how many expert groups are needed (e.g., three subtopics within the topic might need three expert groups).
2. Assign each participant to an expert group to form groups of equal sizes.
3. Give groups time to study their specific topic or section of reading and become experts in the assigned topic.
4. At the end of the assigned time, form new groups that contain one person from each expert group.
5. Have each expert within the new group teach their group about their assigned topic.
6. Repeat until each expert in the group has presented on their topic.

At the end of the jigsaw, each group will have learned about all content within the specific topic.

Action Planning

If your district or location does not already have one, facilitators can use the framework on the following page for goal-setting and action-planning activities throughout the coursework. This can be adapted to meet the needs of the participant group.

Action Planning Template

GOAL:					
Action Step	Begin Date	End Date	Support Needed	Notes	
					☐
					☐
					☐
					☐
					☐

Continue, Start, Stop

The Continue, Start, Stop framework is a reflective tool that can be useful for action planning as they internalize the new content being learned. The framework is specifically designed to first allow users to identify what is currently working well and aligned with science before identifying something new they will start. Additionally, it allows users to identify what the new practice might replace (e.g., stop). When paired with an action plan, this framework can also be useful in prioritizing actions if multiple new practices are identified. Many times closing activities include a continue-start-stop framework.

Continue	Start	Stop
What current practices are in place that align with the evidence-based practices identified in the course content? Are there any methods/practices that you currently implement but can enhance? If so, how?	What research-aligned practices will I introduce to support the development of proficient reading? Are there any methods/strategies that you plan to embed in your instruction? If so, which ones?	What current practices are not aligned with what reading science identifies as effective practice and need to be removed from my instructional routines and practice?

Response Cards

Response cards are a way to quickly gauge understanding of a concept while maintaining engagement of the group. In the context of this guide, true/false response cards are utilized, although responses could be adapted for a variety of classroom activities.

Appendix E: Instructional Strategies

CDE Reviewers: The following instructional strategies can be found within this module.

Instructional Strategy	Description	Location in Module
PLUSS Model	A conceptual framework to support successful learning for Emergent Bilingual learners	Section 3: Language-Rich Environment Element 1: Interactive Language Opportunities
Sentence Frames	A strategy to encourage oral discourse that may be particularly helpful for Emergent Bilingual students	Section 3: Language-Rich Environment Element 1: Interactive Language Opportunities
Translanguaging	A teaching strategy that encourages students to use both their home language(s) and English as they learn. Instead of keeping languages separate, translanguaging allows students to fluidly use all their linguistic resources to understand content, express themselves, and make meaning across languages.	Section 3: Language-Rich Environment Element 1: Interactive Language Opportunities
Turn and Talk	A strategy promoting student-to-student language development	Section 3: Language-Rich Environment Element 1: Interactive Language Opportunities
Wordplay	A type of interactive language opportunity to support the development of oral language, which might include games like Scrabble, Boggle or Balderdash or play on vocabulary apps or interactive whiteboards	Section 3: Language-Rich Environment Element 1: Interactive Language Opportunities
Dialogic	A teaching strategy supporting oral language	Section 3:

Reading	development that can be planned and implemented with any picture book being read aloud to students	Language-Rich Environment Element 1: Interactive Language Opportunities
Reciprocal Teaching	A strategy that provides interactive language opportunities for students and provides students practice in four comprehension strategies: questioning, clarifying, summarizing and predicting	Section 3: Language-Rich Environment Element 1: Interactive Language Opportunities
Contrastive Analysis	Identify the commonalities and differences between English and another language to support Emergent Bilingual learners with cross-language transfer	Section 6: Capitalizing on Similarities and Differences Between Spanish and English
Sound-Spelling Transfer Analysis	Identifying transferable and non transferable sound spelling in English and a student's home language (e.g., Sound-Spelling Transfer - Spanish/English).	Section 6: Capitalizing on Similarities and Differences Between Spanish and English
Advanced Phoneme Level Phonological Awareness Tasks	Phonemic awareness tasks in which students delete, add or substitute phonemes	Section 7: The Importance of Phonemic Awareness
Basic Phoneme Level Phonological Awareness Tasks	Phonemic awareness tasks in which students work with the smallest units of spoken language to isolate, blend and segment the phonemes of a spoken word	Section 7: The Importance of Phonemic Awareness
Keywords for Phonemic Awareness	Pair letter-sound relationships with words that reinforce how to pronounce the target sound for vowel sounds and troublesome consonant sounds	Section 7: The Importance of Phonemic Awareness

Sound Walls	Visual representation of the consonant and vowel charts with focus on the phonemes's articulatory gesture	Section 7: Teaching the Sounds in Your Classroom
Onset-Rime–Level Phonological Awareness Tasks	Phonological awareness tasks in which students recognize, generate or categorize rhymes and blend, segment or manipulate the onset or rimes of words	Section 8: Implementing Phonological Awareness Instruction
Syllable Level Phonological Awareness Tasks	Phonological awareness tasks in which students blend, segment or manipulate syllables	Section 8: Implementing Phonological Awareness Instruction
Word Level Phonological Awareness Tasks	Phonological awareness tasks working with the largest units of spoken language, which might include sentence segmentation or blending, segmenting or manipulating base words of compound words	Section 8: Implementing Phonological Awareness Instruction
Explicit, Direct Phoneme Instruction	As phonemes are introduced, teach each phoneme's articulatory gestures (e.g., place of articulation, manner of articulation, voicing)	Section 8: Effective Phonemic Awareness Instruction
Elkonin Boxes/ Phoneme Mapping	A multisensory strategy to support students with blending or segmenting phonemes in which students hear a spoken word and move counters or markers to "map" and visually represent each phoneme within a word.	Section 8: Phonemic Awareness Lesson Example
Multisensory Strategies	Instructional procedures using visual, auditory and/or tactile-kinesthetic sensory systems used to complete phonological awareness tasks (e.g., finger tapping, clapping, arm tapping or using blocks, bingo blotters, popping fidgets or slinkys)	Section 8: Making Phonemic Awareness Multisensory
Linguistic Approach to Spelling	Spelling error analysis with explicit corrective feedback	Section 9: The Link Between Spelling and Phonology

Appendix F: Review of Conceptual Models Word List

background knowledge

Four-Part Processing Model of Word Recognition

phonological awareness

orthographic processor

literacy knowledge

word recognition

decoding (and spelling)

reading comprehension

verbal reasoning

increasingly strategic

meaning processor

language comprehension

vocabulary

skilled reading

context processor

language structures

Scarborough's Reading Rope

increasingly automatic

phonics

Simple View of Reading

sight recognition

phonological processor

Appendix G: Vowel Sound Activity Images



Appendix H: Spelling and Phonology Activity

Part 1: Error Type Sort

Column Headers

Phonological Error

Orthographic Error

Sample Spelling Error Cards

sdop for stop	pet for bet
shop for chop	kot for cot
seddle for settle	jrip for drip
teem for team	sop for stop
stik for stick	mete for meet
rig for ring	tam for tame
tab for tap	bit for bet

Part 2: Identifying Phonological Error Features

allophonic variation: affrication	cognate pair confusion; voiceless for voiced	omission of second sound in a blend
manner of articulation; fricative for affricate	vowel confusion	allophonic variation: aspiration
cognate pair confusion; voiced for voiceless	allophonic variation: nasalization	allophonic variation: flapping

Part 3: Matching Intervention to Error
