



**BUILDING A STRONG
FOUNDATION FOR LIFELONG
LITERACY SUCCESS FOR
ADMINISTRATORS/PRINCIPALS**
*MODULE 3: EXPLORING PHONICS AND
WORD STUDY—FACILITATOR'S GUIDE*

PUBLIC CONSULTING GROUP

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Module 3: Exploring Phonics and Word Study

Exploring Phonics and Word Study

Module 3, Exploring Phonics and Word Study, provides an overview of phonics and spelling instruction; the syllable structure of English and teaching multisyllabic words; and morphology, including how to use prefixes, suffixes and roots. The module reinforces the research on the science of reading and the relationships between the conceptual models, the components of effective reading instruction, how the brain learns to read, and strategies to support word reading difficulties. Table 1.1 provides an overview of each section and its key content.

		Required Coursework	
		5-hour	20-hour
Introduction: Section overview and pre-assessment		Y	Y
Phonics and Systematic Word Study: A Critical Component of Effective Literacy Instruction	This section of module 3 provides the rationale for teaching fundamental phonics skills to students in K–3 and those who are experiencing difficulty in reading and for teaching advanced skills to older students. Connections to conceptual models of reading development and difficulties will be reviewed in relation to phonics and spelling, in addition to the exploration of Ehri's Phases of Reading Development.	N	Y
Phonics and Early Reading Instruction	Participants explore the structure of a phonics lesson, learn strategies for making the connection from letters to sounds (phonics) and move to strategies for making the connection of sounds to letters (spelling).	N	Y
Teaching Beginning Phonics and Spelling	This lesson is dedicated to the exploration of early phonics and spelling skills and provides an overview of the procedures for teaching the decoding and encoding (spelling) of phonetically regular words.	N	N
Syllable Structure of English: Six Syllable Types	In this section, participants learn techniques for teaching the six syllable types and combining syllables. Participants also learn about some of the advanced phonics skills of spelling by position within a word, the role of schwa in multisyllabic words and the consistency of final stable syllables.	N	N

Irregular and High-Frequency Words	Participants learn how to build their students' orthographic mapping and memory for irregular words and how to differentiate irregular words from high-frequency words, and they learn strategies to teach irregular words for reading and spelling.	N	N
Morphology: Word Parts and Word Building	Participants connect the history of English to the concept of meaningful word parts. Additionally, the connection between word meaning and prefixes, roots and suffixes is explained, and a concise overview of teaching morphology is described.	N	N
Adolescent Intensive Intervention	This section focuses on best practices for accelerating reading growth for our adolescent learners with severe deficits in need of word study and other foundational skills instruction.	N	N
Assessing Phonics and Spelling	In this section, the focus is on screeners, diagnostic assessments and progress monitoring of phonics and spelling skill development.	N	N
Leading Phonics and Word Study	In this section, participants consider the topic of leading phonics and word study that is centered around data-driven decision-making, observations in classrooms, and coaching feedback.	Y	Y
Closing: Section summary and post-Assessment			

Table 1.1 *Exploring Phonics and Word Study 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 3 content.

Facilitation/coaching ideas for each section follow. Note that introductory and closing sections are not included as these are best done asynchronously.

Supporting Alignment Across Classrooms and Tiers of Instruction

The coursework introduces a large amount of vocabulary and terminology to be used during instruction with students. One primary responsibility of school and/or district leaders is to ensure coherent learning systems and structures 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). The pursuit of coherent systems and structures begins with ensuring all staff members commit to using a common instructional language. It is highly recommended that facilitators emphasize the importance of common instructional language by explicitly teaching 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 occupational therapist or special education teacher to support letter formation and hear two different sets of language to form the same letter. Another student may receive additional phonics instruction through an interventionist or literacy specialist using the term *vowel digraph* while the general education teacher uses the term *vowel team*. 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.

Phonics and Systematic Word Study: A Critical Component of Effective Literacy Instruction

(Required 20-hour coursework)

Overview

This section of module 3 provides the rationale for teaching fundamental phonics skills to students in K–3 and those who are experiencing difficulty in reading, as well as teaching advanced skills to older students. Connections to conceptual models of reading development and difficulties—the Simple View of Reading, Scarborough's Reading Rope and the Four-Part Processing Model for word recognition—will be reviewed in relation to phonics and spelling. Finally, Ehri's Phases of Reading Development will be explored to set the stage for an in-depth look at phonics and word study throughout the subsequent sections of this module. Subsections include the following:

- Why Phonics?
- Revisiting the Conceptual Models
- Introduction to Ehri's Phases of Reading Development



Learning Objectives

- Explain the importance of phonics/spelling instruction and how it fits into the conceptual models.
- Apply Ehri's Phases of Reading Development to students' reading and writing samples.



Essential Questions

- How do phonics and spelling instruction support reading development?
- How can knowledge of Ehri's Phases of Reading Development support student instruction?

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 phonics and word study, including self-reporting their level of understanding of related key terms, previous training in this area, current phonics and word study practices, 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 phonics and word study in the district/region/school of participants or other information that will assist in understanding the current landscape.
- Ask participants to bring 5–10 writing samples from their location if planning to complete the curriculum application activity.

During

Learning Activities



Activating Prior Knowledge: Snowball Fight!

Materials

- Sticky notes or quarter-sized sheets of paper
- Pens/pencils

Directions

1. Have each participant write their biggest takeaway or key idea related to the rationale for teaching phonics skills or how phonics relates to each of the conceptual models on their sticky note or small sheet of paper. (Depending on the group size and time allotted, each participant might write more key ideas on additional sheets of paper.)
2. Once everyone has written their thought/idea, have everyone ball up their paper and throw it across the room like a snowball. (Or have a snowball fight!)
3. After the snowball fight, have participants pick up a snowball. Have participants take turns reading and discussing the key ideas and takeaways on their snowball, encouraging elaboration on ideas and concepts. Once everyone has shared, participants might also work together to group like concepts and develop a concept map with the snowballs to demonstrate the relationships among all the shared key ideas.



Building Content Knowledge: One Word



Materials

- Large pieces of paper/poster (5 total)
- Markers
- Handout: [Ehri's Phases of Reading Development](#)
- Article: "[How Children Learn to Read Words](#)"

Directions

1. Label each piece of paper with one phase of Ehri's Phases of Reading Development (e.g., pre-alphabetic, partial alphabetic, full alphabetic, consolidated alphabetic, automatic), and hang each around the room.

NOTE: Facilitators might also choose to add the subheadings Grade, Reading Skills, Phonemic Awareness, Spelling/Writing Skills and Student Examples on each poster as well.

2. Direct participants to the subsection Introduction to Ehri's Phases of Reading Development within the Learning Management System (LMS).



Have participants briefly review the section content to prepare for the activity.

-----OR-----



Have participants work through the session content for the subsection.

3. Divide participants into five equal groups, and assign each group to start at one of the posted phases.
4. Give participants 1–2 minutes to come up with one word, phrase or example corresponding to their assigned phase. Words and phrases might include the grade level, phonemic awareness skills, reading skills and spelling/writing skills typically aligned with each phase of development. Additionally, participants could list an example of a student response or spelling associated with the phase. (See above note in step 1 related to subheadings.)
5. At the end of the designated time, have participants rotate to the next posted phase, and give them another minute to add one word, phrase or example corresponding to the phase.
6. Repeat until all groups have been to each phase at least once. (You might choose to rotate two or three times around so that multiple examples can be added by groups.)
7. Debrief and review each phase as a whole group.



Curriculum Application: What Phase?



Materials

- Classroom writing samples (recommended each participant bring 5–10 samples)

Directions

1. Direct participants to the subsection Introduction to Ehri's Phases of Reading Development and the What Phase: Writing Samples activity within the Learning Management System (LMS).



Briefly review participant responses, and ask them what cues they used to identify the correct phase of reading development.

-----OR-----



Have participants complete the What Phase: Writing Samples in the Learning Management System (LMS). Pause between each sample to discuss what cues they used to identify the correct phase of reading development.

2. Have participants look at each of the writing samples they brought from their locations and identify the phase of reading development matching each sample. (If you did the Building Content Knowledge: One Word activity, have participants cover student names and hang the samples next to the correct phase, and do a [Gallery Walk](#), viewing and discussing the posted

examples.)

What's Next?

- Upcoming Course Content
 - Phonics and Early Reading Instruction
 - Phonics: Where Do We Begin?
 - The Rationale for Systematic, Explicit, Multisensory Phonics
 - The Components of an Effective Phonics and Spelling Lesson
 - Allocation of Instructional Time
 - Making Instruction Integrated and Multisensory
- Coaching Opportunities (see "After" option below)

After

- Follow up with participants to provide support in understanding the different phases of development they see across classrooms at their locations.

Phonics and Early Reading Instruction

(Required 20-hour coursework)

Phonics follows a similar system, whether students are at the beginning level or are moving into more advanced concepts. In this lesson, participants will see the structure of the lesson, learn strategies for making the connection from letters to sounds (phonics) and move to strategies for making the connection of sounds to letters (spelling). The rationale for using systematic, explicit multisensory techniques, along with many examples of how this can be accomplished, is presented in this lesson through the following subsections:

- Phonics: Where Do We Begin?
- The Rationale for Systematic, Explicit, Multisensory Phonics
- The Components of an Effective Phonics and Spelling Lesson
- Allocation of Instructional Time
- Making Instruction Integrated and Multisensory



Learning Objectives

- Learn the components of an effective phonics and spelling lesson.
- Reflect on current instructional practices related to phonics, thinking about sequence, content and time allocation.



Essential Questions

- What is systematic, explicit, multisensory phonics and how does it benefit students?
- How does your current practice align to the research-based components identified within the course content?

Before

- Poll participants on their current materials and practices alignment with content within the section. Facilitators can list statements and ideas taken from the section content (e.g., “Instructional materials and routines use decodable texts with each skill to provide students with targeted practice with newly learned skills in context”; “Materials use a consistent, systematic routine for phonics lessons”; “Phonics lesson with a review of previously learned skills or prerequisite skills”; “The phonics scope and sequence follows a logical sequence”), and have participants “rate” where their location might fall on a Likert scale for each (1 = disagree, 3 = neutral, 5 = strongly agree).
- Ask participants to bring one or two upcoming phonics lesson plans from their location to the in-person session.
- Review and familiarize yourself with the scope and sequence of phonics skills used by participants.
- Gather baseline data related to phonics lesson planning and implementation of each

component using the [Sample Systematic Phonics Lesson Plan](#) to identify strengths and training needs.

During

Learning Activities



Curriculum Application: Phonics Scope and Sequence Analysis

Materials

- Current phonics scope and sequence
- Handout: [Broad Progression Sequence of Phonics Skills](#)
- Group recording form

Directions

1. Break participants into small groups of three to four participants. If possible, include a teacher from each grade level so that participants can have a detailed view of the vertical progression of the current scope and sequence of skills across grade levels.
2. Have participants look at the current scope and sequence of phonics instruction. Ask them to compare and contrast the current scope and sequence with the [Broad Progression Sequence of Phonics Skills](#) handout, and discuss how each is similar or different.
3. Debrief with the group, and share out each group's observations of what portions of the current scope and sequence follow a logical sequence of simple to complex and what components of the current scope and sequence may not align with a simple-to-complex model.
4. For any components identified that may not follow a logical sequence of instruction, brainstorm possible solutions with participants that might be implemented to support a more logical sequence of skills.

NOTE: The purpose of this activity is to give participants the opportunity to engage in critical thinking to enhance their literacy practices. It is likely that the current scope and sequence does not align *exactly* with the [Broad Progression Sequence of Phonics Skills](#) handout. Any slight differences between the sample scope and sequence highlighted on the handout and the participant's current scope and sequence should be discussed with participants identifying whether any deviations are logical and research-aligned.



Building Content Knowledge: Structured Literacy



Materials

- Article: "[Here's Why Schools Should Use Structured Literacy](#)"

Directions

1. Direct participants to the subsection The Rationale for Systematic, Explicit, Multisensory Phonics within the Learning Management System (LMS).
2. Have participants locate the article "[Here's Why Schools Should Use Structured Literacy](#)".



Have participants briefly review the article and their notes/reflections they made during the completion of the coursework.

-----OR-----



Divide participants into two groups. Assign each group to read a specific portion of the article (see recommendations below).

- Group 1: Structured Literacy Practices
 - "[Here's Why Schools Should Use Structured Literacy](#)" (What is Structured Literacy?, Why is Structured Literacy Effective?)
- Group 2: Traditional Literacy Practices
 - "[Here's Why Schools Should Use Structured Literacy](#)" (How is Literacy Usually Taught?, More About Phonics in Typical Literacy Instruction)

Give groups 15 minutes to become "experts" on their assigned topic. At the end of 15 minutes, form pairs with a participant from each group in the pair. Have participants teach and then discuss with their partner the differences between the practices. Have participants include examples of how components of instruction are typically taught/delivered within each.

3. Debrief the big ideas with the group, including the following reflection questions:
 - In your own words, describe structured literacy and the impact it can have on students.
 - Does your (or your school's) instruction align more to structured literacy or "typical" literacy practices ?
 - How can you begin to incorporate some (or more) structured literacy into your daily phonics routine?

NOTE: Additionally, or alternatively, facilitators can label sides of the room with "Traditional Literacy Practices" and "Structured Literacy" and then make statements or model a quick activity and have participants move to the side of the room illustrated by the statement or example.



Curriculum Application: Lesson Plan Analysis

Materials

- Handout: [Sample Systematic Phonics Lesson Plan](#) (or large poster of sample plan)
- Participant-provided upcoming phonics lesson plans and instructional materials

Directions

1. Divide participants into groups.
2. Have participants identify each part of the systematic lesson plan within upcoming lesson plans (or within teaching materials/guides used at their location) and identify any parts that are missing or may need to be enhanced or strengthened to align with the best practices identified within the course content.
3. Debrief with participants related to the lesson strengths or opportunities for growth within their lesson plans and materials.
4. Have participants make additions or modifications to their lesson plans or routines within materials.
5. Work with participants to identify action steps to support the ongoing implementation of systematic phonics lessons incorporating each identified component. For example, if participants identified that lessons did not begin with adequate review of concepts or prerequisite skills for new materials, the group might begin to identify the skills/concepts that will become a part of the review within the lesson and how they might work with their teachers to ensure this becomes a part of regular practice. Or, if participants identify that the phonemic awareness component of the lesson does not include enough practice with the target phoneme for the lesson, they might identify additional words that will be used during the phonemic awareness part of the lesson to provide practice with the target phoneme and discuss ways they can support their teachers in ensuring this practice is consistently implemented.



Building Content Knowledge: Questions



Materials

- Article: "[What's the Role of Amount of Reading Instruction?](#)"
- Sticky notes/small pieces of paper (two per participant)

Directions

1. Direct participants to the subsection Allocation of Instructional Time within the Learning Management System (LMS).
2. Have participants locate the article "[What's the Role of Amount of Reading Instruction?](#)"



Have participants briefly review the article and develop three to five different questions (each on a separate sticky note/piece of paper).

-----OR-----



Have participants read the article and develop one or two different questions (each on a separate sticky note/piece of paper).

Encourage participants to develop open-ended higher-order questions that will support robust discussion and questions related to how participants might translate information within the article into their classroom practices.

3. Mix up and place each of the questions in a container, and ask participants to select a question, read it aloud, provide their own thoughts and response, and then open up for discussion for the rest of the group. Repeat this process with as many questions as time allows.



Curriculum Application: Make it Multisensory

NOTE: This activity can be combined with the lesson plan analysis activity, if appropriate.

Materials

- Handout: [Multisensory Prompts and Strategies](#) (copy for each participant/small group or projected for the group to reference)
- Phonics lesson plans from the model lesson plan or lesson plan analysis activities

Directions

1. Using the lesson plans from previous activities, have participants identify three to five places within the phonics lesson plans in which multisensory prompts and strategies could be embedded within the instruction to support student learning. Participants can work individually or in small groups to share ideas.

2. Debrief and share out in the large group with participants identifying specific places within the model lesson or their lesson plans/materials that they were able to add multisensory prompting and strategies. Identify prompts and strategies added that may become part of everyday instructional routines and across lessons to support student learning.
3. Give participants 3–5 minutes to prepare to model the updated portion of the lesson plan. In small groups of four or five, allow each participant to model and practice (and experience) multisensory strategies within phonics instruction.

What's Next?

- Upcoming Course Content
 - Leading Phonics and Word Study
 - Data-Driven Decisions: The Phonics/Spelling Health of Students
 - School Leader Literacy Walk-Through and Observation: Phonics/Spelling
 - Coaching Guides for Phonics/Spelling
 - Professional Learning and Phonics/Spelling
- Coaching Opportunities (see “After” options below)

After

- Work with a teacher willing to model a systematic phonics lesson using one of the lesson plans analyzed and modified during the curriculum application activity. Prior to the model, have participants review the strengths, weaknesses and changes to the lesson plan from the lesson plan analysis activity. As you observe the modeled lesson, make observations/notes on a copy of the lesson plan or on the [Sample Systematic Phonics Lesson Plan](#) handout to see the flow through each component. Following the lesson, debrief with observation participants.
- Identify model lesson planning and implementation within the school/district/region for participants to observe of systematic phonics lessons that include all components.

Leading Phonics and Word Study

(Required 5- and 20-hour coursework)

In this section, participants consider the topic of leading phonics and word study that is centered around data-driven decision-making, observations in classrooms, and coaching feedback. They will also consider how these processes inform collective and collaborative inquiry about the effective teaching and learning of phonics/spelling—important processes for ensuring teacher growth and improved student learning. This module is divided into the following sections:

- Data-Driven Decisions: The Phonics/Spelling Health of Students
- School Leader Literacy Walk-Through and Observation: Phonics/Spelling
- Coaching Guides for Phonics/Spelling
- Professional Learning and Phonics/Spelling



Learning Objectives

- Leaders will use data collected from interim/benchmark assessments and literacy walk-throughs for effective instruction of phonics/spelling to guide decisions around coaching and professional development.
- Leaders will consider a process of conducting observations using a walk-through tool with specifics to look for to help make coaching and professional development decisions.



Essential Questions

- What are the key look-fors in phonics/spelling instruction?
- What does the data tell me about the overall phonics/spelling health at my location?

Before

- Have participants access and have available data for their location related to phonics/spelling (e.g., interim/benchmark data, screening data) disaggregated by classroom.

During

Learning Activities



Application: Data-Driven Decisions and Next Steps

Materials

- Interim/Benchmark/Screening phonological awareness data for their location disaggregated by classroom

- Teacher schedules

Directions

1. Review the following considerations when looking at phonics/spelling data identified within the coursework and address any questions and comments:
 - Phonics and spelling are measured as part of benchmark assessments given at least three times per year.
 - Beginning phonics is a part of core instruction for kindergarten through third grade. It includes content on symbol-sound relationships, digraphs, blends, vowel pairs, and syllable types. After third grade, advanced phonics becomes the focus. It includes the teaching of syllable divisions, roots and affixes, combining forms, and word origins. Advanced phonics teaching continues through twelfth grade, with more emphasis on integrating these skills into English language arts classes.
 - Spelling is part of core instruction for first grade through twelfth grade. The spelling scope and sequence can mirror phonics instruction through writing.
 - Handwriting and keyboarding are often overlooked skills. Lack of direct and systematic instruction in these skills can impact spelling development that requires writing and typing.
 - Students who struggle to blend or segment words will need Tier 2 or Tier 3 intervention to secure phonemic awareness, which is an underlying skill of phonics. This is best done through acceleration, not remediation.
 - Data analysis is used to determine what phonemic elements students find challenging (e.g., short vowels, vowel teams, blends, digraphs).
 - Student spelling/writing analysis is used to determine the type of errors. Are students representing all the sounds? Do students demonstrate an understanding of word parts, such as prefixes, suffixes, or base words? Given the appropriate grade level, do students demonstrate an understanding of standard English spelling conventions?
2. Have participants access and review screening and benchmark data related to phonics and spelling and identify the percent of students in each classroom who are on level, need strategic support, or need intensive support.
3. Have participants identify and prioritize classrooms that they will complete instructional walkthroughs for during instruction in phonics and spelling using the [Literacy Leader Walk-Through Tool: Phonics/Spelling](#). If some of the same classrooms are identified for walk-throughs of phonics/spelling, participants can also do a second walk-through, observing phonemic awareness instruction to monitor growth or application of next steps identified during coaching following the first walk-through.
4. If time permits, have participants prepare blank forms for each walk-through and block/schedule time on their calendar to complete walk-throughs as soon as possible after the session.



Building Content Knowledge: Walk-Throughs and Coaching

Materials

- Video: "Decodable Words in Isolation and in Text"

Directions

1. Direct participants to the subsection Phonemic Awareness Walk-Through Look-Fors.



Have participants pull up their completed [Literacy Leader Walk-Through Tool: Phonics/Spelling](#) for the "Decodable Words in Isolation and in Text" video.

-----OR-----



Watch the "Decodable Words in Isolation and in Text" video and have each participant complete the [Literacy Leader Walk-Through Tool: Phonics/Spelling](#) handout as they watch.

2. Debrief and discuss participant observations and scores with the group.
3. Break participants into small groups. If participants watched multiple videos, group participants by the video watched. Give each group time to review the [Example Coaching Guide for Phonics/Spelling](#).
4. Using the completed [Literacy Leader Walk-Through Tool: Phonics/Spelling](#) for the video they watch, each group the [Example Coaching Guide for Phonics/Spelling](#) have participants role-play coaching based on their observation data, with a focus on the action planning and development of a SMART goal. (Participants can reference the Coaching Guides for Phonics/Spelling subsection.)
5. Debrief as a group related to the coaching tool and process, with a focus on SMART goal development.
6. If time allows, have participants develop a SMART goal for themselves related to the content and activities within Module 3.



Application: Professional Development Action Planning

Materials

- Handout: [School-wide Professional Development Action Plan](#) (if available, have participants use their notes and planning from Module 2 for reference in thinking about building a more comprehensive plan)
- Completed [Literacy Leader Walk-Through Tool: Phonemic Awareness](#) (from observations following Module 2)
- Handout: [Literacy Leader Walk-Through Tool: Phonics/Spelling](#)

- Notes from previous Curriculum Application activities (Phonics Scope and Sequence Analysis, Lesson Plan Analysis, Make it Multisensory)

Directions

1. Review the [School-wide Professional Development Action Plan](#) with participants. Provide examples of how you might use data from the Walk-Through and Coaching activity to drive possible professional development opportunities.
2. Have participants use their notes from previous Curriculum Application activities (Phonics Scope and Sequence Analysis, Lesson Plan Analysis, Make it Multisensory), any walk-through data they gathered prior to the session using the handout [Literacy Leader Walk-Through Tool: Phonemic Awareness](#), and any other relevant data to begin exploring ideas for professional development.
3. Discuss upcoming walk-throughs of phonics/spelling instruction (participants identified these walk-throughs during the Data-Driven Decisions and Next Steps activity) and how this data will also drive professional development planning decisions.

What's Next?

- Upcoming Course Content
 - Creating Fluent Readers (Module 4)
 - Introduction to Fluency
 - Reviewing the Simple View of Reading and Scarborough's Reading Rope
 - What Is Fluency?
 - The Progression of Fluency Development
 - What Does Fluency Have to Do with Meaning?
 - Why Don't Students Become Fluent Readers?
 - Putting it All Together
- Coaching Opportunities (see "After" options below)

After

- Provide support for administrators for planning and completing walk-throughs using [Literacy Leader Walk-Through Tool: Phonemic Awareness](#) and [Literacy Leader Walk-Through Tool: Phonics/Spelling](#) as identified in the Data-Driven Decisions and Next Steps activity.
- Provide coaching support using a side-by-side coaching model following observations using data collected using the [Literacy Leader Walk-Through Tool: Phonics/Spelling](#) and the [Example Coaching Guide for Phonics/Spelling](#).
- Support participants in looking at disaggregated phonics/spelling data and walk-through data to further develop their [School-wide Professional Development Action Plan](#).

Appendix A: Module 3 Objectives

In this module, participants will learn the following:

- The structure of language.
- Orthography.
- The broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (Romance), and Greek.
- The grapheme as a functional correspondence unit or representation of a phoneme.
- How to recognize and explain common orthographic rules and patterns in English.
- The difference between high-frequency and irregular words.
- How to identify, explain, and categorize the six basic syllable types in English spelling.
- Morphology.
- How to identify and categorize common morphemes in English, including Anglo-Saxon compounds, inflectional suffixes, and derivational suffixes; Latin-based prefixes, roots, and derivational suffixes; and Greek-based combining forms.
- How to administer and interpret assessments for planning instruction.
- The differences among screening, diagnostic, outcome, and progress-monitoring assessments
- The range of skills typically assessed in terms of phonological skills, decoding skills, oral reading skills, spelling, and writing.
- The content and purposes of the most common diagnostic tests used by psychologists and educational evaluators.
- The reciprocal relationship among phonological processing, reading, spelling, and vocabulary
- The principles of effective assessments, intervention, and instruction for adolescent students with word-reading and spelling deficits.
- Phonics and word-recognition knowledge related to reading.
- How to know or recognize the appropriate sequence of phonics concepts from basic to advanced.
- The principles of explicit and direct teaching: model, lead, give guided practice, and review.
- The rationale for multisensory and multimodal techniques.
- The routines of a complete lesson format, from the introduction of a word-recognition concept to fluent application in meaningful reading and writing.
- Research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
- How to use data collected from interim/benchmark assessments and literacy walk-throughs for effective instruction of phonics/spelling to guide decisions around coaching and professional development.
- How to conduct observations using a walk-through tool with specifics to look for to help make coaching and professional development decisions.

Appendix B: Module 3 Bibliography

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Appendix C: Facilitation Protocols and Activities

Below is a list of a variety of facilitation protocols and activities that can be used to support participant understanding of course content. Not all protocols are included in sample activities, which have been included as a resource for the facilitator to tailor activities to group needs.

Gallery Walk

A gallery walk is a strategy that allows participants (or students!) to move around the learning space to engage with content and each other. Participants have the opportunity to share their work with others and reflect on answers provided by others.

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?

Think-Pair-Share

Think-Pair-Share is another cooperative learning activity. After posing a question or prompt, participants are given time to think before being paired with another participant to share out their own thoughts and discuss.

Free Recall

Free Recall is a retrieval practice that asks participants to recall information about a topic. In this guide, free recall is used as an activating strategy during in-person sessions to promote retrieval of information learned during the asynchronous portions of the online coursework.

I Thought, I Think

The I Thought, I Think routine supports participants in reflecting on their thinking on a topic and how it might have changed throughout the duration of a section of coursework as a result of the instruction.

Quick Write Collaboration

This cooperative learning activity is used as retrieval practice in this module but could be used in a variety of different ways. Participants are broken into small groups and given time to write everything they learned about a module, similar to the Free Recall strategy. However, at the end of the designated time, participants pass their paper to the left, read the information from the other participants and then are given additional time to add thoughts and information. This process is repeated until each participant receives their own paper with input and thoughts from all group members.

Appendix D: Instructional Strategies

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

Instructional Strategy	Description	Location in Module
Multisensory Phonics Strategy	Strategies using visual, auditory, and tactile-kinesthetic sensory systems to create deeper learning experiences.	Section 3: Language-Rich Environment Element 3: Classroom Arrangement
Keywords for Spelling	A cue to support students in recalling spelling of phonemes.	Section 4: Phonological Awareness Defined
Letter Naming Routine	A routine for explicit instruction in letter names, sound, and form, serving as a foundation for teaching more in-depth letter-sound knowledge.	Section 4: Check for Understanding
Word Analysis	Strategies where students mark up words with diacritical marks and syllable types to better understand how to read and spell the word.	Section 4: Consonant Blends
Orthographic Mapping	A routine in which students segment the sounds and then map the spelling of those sounds into separate boxes.	Section 4: Phoneme Grapheme Mapping
Spelling Voice	An instructional scaffold that involves a second dictation of a multisyllabic word containing a schwa sound using the pure, accented vowel sounds to support students in using sound-symbol and orthographic knowledge in spelling.	Section 4: Phoneme Grapheme Mapping
Word Chains	A sequence of words where each word changes by one phoneme or letter from the previous word, helping students develop phonemic awareness and spelling skills (e.g., cat → bat → bet → bit → sit).	Section 4: Phoneme Grapheme Mapping
Decodable Text	Provides students practice with phonics features that have been previously taught directly to the student; the purpose is to practice reading words and sentences containing the skill learned within connected text; students read aloud the text to practice decoding skills while being monitored for correct, accurate reading.	Section 4: Watch and Learn: Decodable Words in Isolation and in Text
Syllable Sorts	A syllable sort is an activity where students categorize	Section 5:

	words or word parts based on whether they contain a vowel sound, helping reinforce the concept that each syllable must include a vowel. Advanced syllable sorts have students sort syllables by the six syllable types.	Syllable Sort
Syllable Coding	A multisensory scaffold to reinforce the recognition of orthographic patterns that can support students in decoding and accurate vowel pronunciation of syllables and words.	Section 5: Teaching the Definition of a Syllable
Syllable Combining	A word analysis skill providing students with kinesthetic practice in multisyllabic word building and a visual representation of how words are created with individual syllables.	Section 5: Combining Syllables
Irregular Word Routine	A routine for teaching irregular words (or words with a pattern that students have not yet learned to decode), calling attention to the phonetically regular graphemes in a word and graphemes that do not follow the expected pronunciation rules.	Section 6: Teaching Irregular Words for Reading and Spelling
Capturing Word Parts	A strategy in which students keep an ongoing record of affixes and roots for reinforcement and review.	Section 7: Prefixes and Suffixes with Base Words
Counting Morphemes and Syllables	A reinforcement activity in which students are given a list of words with multiple affixes and identify the number of morphemes in each word and then compare the number of morphemes to the number of sounds.	Section 7: Activities to Review and Reinforce Teaching of Morphemes
Morphemic Word Analysis	Strategies used to support students in decoding unfamiliar multisyllabic words.	Section 7: Reading Strategies
Word Sorts for Teaching Morphemes	Structural analysis strategies that help students identify similarities within words by breaking down their parts and categorizing them based on specific elements of the word.	Section 7: More Strategies to Apply When Reading Unfamiliar Words
Strategic/High-Impact Tutoring	Tutoring that supports a student in completing a specific assignment but also teaches the student strategies for that assignment that can be used to complete similar tasks independently.	Section 8: Addressing the Struggling Reader