



**BUILDING A STRONG
FOUNDATION FOR LIFELONG
LITERACY SUCCESS FOR
ADMINISTRATORS/PRINCIPALS**
*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.

		Required Coursework	
		5-hour	20-hour
Introduction: Section overview and pre-assessment		Y	Y
Language Foundations of Reading	Participants explore the language foundations of reading and think about the role of early oral language in literacy development.	N	Y (one subsection)
Language-Rich Environment	This section reminds participants of the fact that language acquisition is a natural experience that humans are hardwired for, while reading is not.	N	Y (one subsection)
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.	N	Y
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.	N	Y
Phonological Awareness Development in Speakers of Other Languages	Participants look at phonological awareness development in English Learners and understand the importance of being informed about the sound systems of other languages.	N	Y
Phonemic Awareness	This section focuses on the element of phonological awareness that has direct links to learning to read: phonemic awareness.	N	N

Effective Phonological Awareness Instruction	Participants gain an understanding of the aspects of phonological skill instruction, including brief, multisensory, conceptual and auditory-verbal strategies.	N	N
The Phoneme-Grapheme Connection	Participants consider the connection between phonemic awareness and success in spelling.	N	N
Assessing Phonological Awareness	In this section, participants gain an understanding of the assessment cycle, including types of assessment of phonemic awareness skill development.	N	N
Leading Oral Language and Phonology	In this section, participants consider the topic of oral language and phonology centered around data-driven decision-making, classroom observations, and coaching feedback, and how these processes inform collective and collaborative inquiry about effective teaching and learning.	Y	Y
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 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 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/Language-Rich Environment

(Required 20-hour coursework)

NOTE: It is recommended that facilitators combine these sessions.

Within the Language Foundations of Reading section, participants explore the language foundations of reading and think about the role of early oral language in literacy development. This section of Module 2 includes the following subsection:

- The Role of Early Oral Language in Literacy Development

Within the Language-Rich Environment section, participants are reminded of the fact that language acquisition is a natural experience that humans are hardwired for, while reading is not. Participants engage with content in the following subsection:

- Learning to Speak Is Natural; Learning to Read Is Not



Learning Objectives

- Examine the role of early oral language in literacy development.
- Understand the differences in the acquisition and cognitive processes between spoken and written language.



Essential Questions

- What is the role of early oral language in literacy development?
- What is the difference in the acquisition of spoken language and written language with respect to the human brain?

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 its role in literacy development and any 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



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 C 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.



Reflection: I Thought, I Think

Materials/Resources

- Group recording space (e.g., whiteboard, chart paper)

Directions

1. Give participants time to think about the prompt "[I thought, I think...](#)" from Appendix C to reflect on any perceptions or ideas that have changed over the first module of coursework.
2. At the end of the think time, have participants record what they thought prior to beginning the course and what they now think on the group recording space.
3. Debrief as a group and highlight some of the key ideas shared.

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" option below)

After

- Follow up with participants as needed to support understanding of section objectives.

Introduction to Phonology/Digging Deeper into Phonology

(Required 20-hour coursework)

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 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 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

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.
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.
5. Provide participants time to identify steps that they might take to support the implementation of any identified practices into their locations.

What’s Next?

- Upcoming Course Content
 - Phonological Awareness Development in Speakers of Other Languages
 - Phonological Awareness and Cross-Language Transfer
- Coaching Opportunities (see “After” option 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

(Required 20-hour coursework)

Participants look at phonological awareness development in English Learners and understand the importance of being informed about the sound systems of other languages. Additionally, participants 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 at locations 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 work in small groups to identify ways in which current instructional practices 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.

3. Have participants use the notes within the teacher's guides or other materials to plan a discussion with school staff to 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
 - Leading Oral Language and Phonology
 - Data-Driven Decision: The Phonemic Awareness Health of Students
 - School Leader Literacy Walk-Through and Observation: Phonemic Awareness
 - Coaching vs. Evaluation
 - Coaching Guides for Phonemic Awareness
 - Professional Learning and Phonemic Awareness
- Coaching Opportunities (see "After" options below)

After

- Provide ongoing support to participants in coaching for their teachers around 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 and identifying needs specific to their locations.

Leading Oral Language and Phonology

(Required 5- and 20-hour coursework)

In this section, participants consider the topic of oral language and phonology centered around data-driven decision-making, classroom observations, and coaching feedback, and how these processes inform collective and collaborative inquiry about effective teaching and learning. This section of the module is divided into the following subsections:

- Data-Driven Decision: The Phonemic Awareness Health of Students
- School Leader Literacy Walk-Through and Observation: Phonemic Awareness
- Coaching vs. Evaluation
- Coaching Guides for Phonemic Awareness
- Professional Learning and Phonemic Awareness



Learning Objectives

- Leaders will use data collected from interim/benchmark assessments and literacy walk-throughs for effective instruction and phonemic awareness to guide decisions around coaching and professional development
- Leaders will consider conducting observations using a walk-through guide of look-fors to help make coaching and professional development decisions.
- Leaders will be able to distinguish the difference between coaching and evaluation of staff members.
- Leaders will understand how adults learn, the different types of professional development options, and how to use data to drive the professional development of educators.



Essential Questions

- What are the key look-fors when thinking about effective phonological awareness instruction?
- How do I use student and walk-through data to develop a professional development plan for my location?

Before

- Have participants observe a data team meeting at their location using the [Data Team Structures and Concepts to Consider Checklist](#). Facilitate follow-up discussion and action planning related to any observations.
- Have participants access and have available data for their location related to phonological awareness (e.g. interim/benchmark data, screening data) disaggregated by classroom.
- Have participants collect observation data using the [Literacy Leader Walk-Through Tool: Effective Instruction](#). Facilitate online discussion related to overall observations and questions that arise related to the tool.

During

Learning Activities

NOTE: Formats of activities across modules follow a consistent systematic process. This intentional design is to ensure participants become familiar with the use of consistent and systematic processes for using data to make instructional decisions and in professional development planning.



Application: Data-Driven Decisions and Next Steps

Materials

- Interim/benchmark/screening phonological awareness data for their location disaggregated by classroom
- Teacher schedules

Directions

1. Have participants access and review classroom data related to phonological awareness and identify the percent of students in each classroom who are on level, need strategic support, and need intensive support.
2. Have participants identify and prioritize classrooms that they will complete instructional walkthroughs for during instruction in phonological awareness using the [Literacy Leader Walk-Through Tool: Phonemic Awareness](#).
3. 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

- Videos: “Reach Workshop Series: Phonological Awareness”, “Blending Sounds in Syllables with Autumn”, “Phoneme Deletion”, “Phonemic Awareness Instructional Video for Middle School Students”

Directions

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



Have participants pull up their completed [Literacy Leader Walk-Through Tool: Phonemic Awareness](#) for the video(s) they chose to watch.

-----OR-----



Watch one or more of the videos together and have each participant complete the [Literacy Leader Walk-Through Tool: Phonemic Awareness](#) 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 Phonemic Awareness](#).
4. Using the completed [Literacy Leader Walk-Through Tool: Phonemic Awareness](#) for the video they watch, each group the [Example Coaching Guide for Phonemic Awareness](#) have participants role-play coaching based on their observation data.
5. Debrief as a group related to the coaching tool and process.



Application: Professional Development Action Planning

Materials

- Handout: [School-wide Professional Development Action Plan](#)
- Completed [Literacy Leader Walk-Through Tool: Phonemic Awareness](#) (from Building Content Knowledge Activity)
- Handout: [Literacy Leader Walk-Through Tool: Effective Instruction](#)
- Notes from previous Curriculum Application activities (Development of Phonological Skills and Enhancing Instruction for English Learners)

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 (Development of Phonological Skills and Enhancing Instruction for English Learners), any walk-through data they gathered prior to the session using the handout [Literacy Leader Walk-Through Tool: Effective Instruction](#), and any other relevant data to begin exploring ideas for professional development.
3. Discuss upcoming walk-throughs of phonological awareness 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
 - 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
- 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](#) 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: Effective Instruction](#), [Literacy Leader Walk-Through Tool: Phonemic Awareness](#), and the [Example Coaching Guide for Phonemic Awareness](#).
- Support participants in looking at disaggregated classroom phonological awareness data and walk-through data to further develop their [School-wide Professional Development Action Plan](#).

Appendix A : Module 2 Objectives

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.
- How to use data collected from interim/benchmark assessments and literacy walk-throughs for effective instruction and phonemic awareness to guide decisions around coaching and professional development.
- How to conduct observations using a walk-through guide of look-fors to help make coaching and professional development decisions.
- How to distinguish between coaching and evaluation of staff members.
- How adults learn, the different types of professional development options, and how to use data to drive the professional development of educators.

Appendix B : Module 2 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.

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	
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>

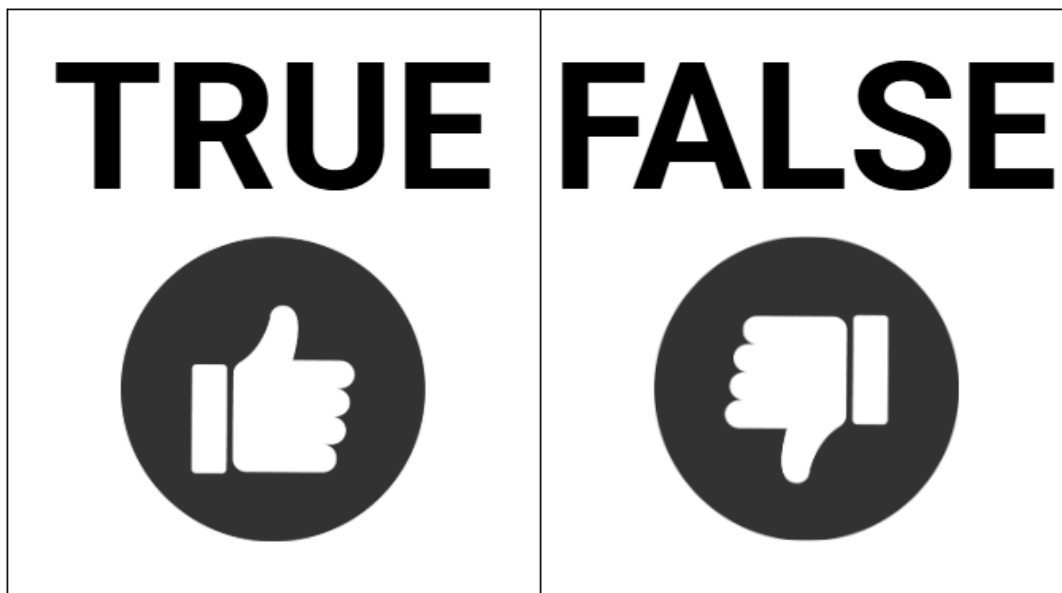
Continue, Start, Stop

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
<p>What current practices are in place that align with the evidence-based practices identified in the course content?</p> <p>Are there any methods/practices that you currently implement but can enhance? If so, how?</p>	<p>What research-aligned practices will I introduce to support the development of proficient reading?</p> <p>Are there any methods/strategies that you plan to embed in your instruction? If so, which ones?</p>	<p>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?</p>

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.



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.

Appendix D: 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