



Title: The Language of Reading & Spelling: Sounds, Symbols, & Meanings
Language Essentials for Best Practices – Part 2

Audience: All K-12 educators, language and literacy specialists, and administrators

Instructional Level: Intermediate

Course Description:

Reading, writing, and spelling – it’s about oral language and building the brain for literacy! Success in reading, writing, and spelling requires a systematic way of learning, practicing, and applying knowledge about sounds, letters, and meanings of spoken and written words. Whether you’re a classroom teacher new to the study of language structure or a seasoned specialist, this course will provide essential knowledge and tools to more effectively deliver structured word study instruction. *In this module, we focus on the sounds – the phonology – of words.*

Phonological awareness is critical for learning to read and write in an alphabetic writing system, such as English; it’s estimated that 80% of our students who struggle to read and spell have deficits in phonemic awareness and other types of phonological skills. Research tells us that explicit and direct teaching of phonemes and phonological awareness (PA) skills can accelerate reading and spelling development not only for struggling students but for all students. This is why PA instruction has been mandated for all students in all early grade classrooms for the past two decades.

But research also tells us that *most classroom teachers and literacy interventionists themselves lack the level of phonological awareness skill necessary to effectively teach their students to read and spell.*

Fortunately, these adults – just like their students – benefit from explicit and direct teaching of phonemes and phonological awareness skills.

In this “Know Your Pho” module of The Language of Reading & Spelling webinar series, you’ll take a pre-test to determine what we’re calling your PAQ - Phonological Awareness Quotient. It includes questions like the ones that follow; only you will know how you scored.



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What's My PAQ?

What's the difference between phonological awareness and phonemic awareness? Do phonemic and phonetic mean the same thing? What are the different types of phonological awareness skills and the recommended sequence of instruction? How many phonemes in each of these words: Though, Car, Catch, Short, Squirrel? Why do my ELL students struggle with learning English phonics and how can I help?

How do you think you did? Register for The Language of Reading & Spelling – Part 2 (Know Your Pho) webinar and you'll receive the full pre-test. During the webinar, you'll receive answers, additional examples, and practice and you'll be inspired with ideas and activities you can use with your students. At the end of the webinar you'll have the chance to take a post-test to self-assess your growth in PAQ. This course will provide you with a deeper understanding of the language structure of words, access to free on-line resources to help more effectively implement word study instruction, and a new-found level of confidence in your ability to deliver structured literacy instruction to your students.

Key Benefits of Attending:

1. *Acquire professional knowledge and develop the level of phonological awareness skill you need to effectively teach your students to read and spell.* Understand the importance of phonology and speech-to-print (encoding) instruction for the development of robust lexical representations of words; know the differences between phones, allophones, phonemes, phonics, phonetics, phonological awareness, and phonemic awareness and the role of each in the teaching and development of reading and spelling; classify English phonemes based on place, manner, and voicing; correctly count, segment, and blend phonemes of English words; properly sequence phonological awareness instruction from the most broad to the most narrow task.
2. *Use best practices to teach new word study activities with your students.* Facilitate student success by following the proper sequence of phonological awareness instruction; correctly teach the segmenting and blending of phonemes; identify and remediate common PA deficits that often go unidentified, especially in older students, ELL students, and students with dyslexia; facilitate the development of robust lexical representations of words by combining phonological awareness instruction with attention to orthographic and morphological structure of words.



Learning Objectives:

1. Define and explain the differences between phones, allophones, phonemes, phonics, phonetics, phonological awareness, and phonemic awareness; explain the role of each in the development of reading and spelling.
2. Describe the phonological awareness continuum and the sequence of instruction from less complex (broad tasks) to more complex (narrow tasks).
3. Provide at least one example of each phonological task within the sequence of instruction for developing phonological awareness.
4. Describe the process and development of categorical perception of speech sounds and explain why ELL students struggle with discrimination of English phonemes and consequently struggle with learning to read and write in English.
5. Define prosodic awareness and explain its important role in reading and spelling and the need for explicit instruction in prosodic awareness for struggling readers and spellers.
6. Correctly pronounce English phonemes.
7. Correctly segment and blend phonemes and syllables in English words.
8. Analyze and describe the phonological, orthographic, and morphological structure of individual English words.
9. Complete a self-assessment of your clinical teaching knowledge and skills for phonological awareness instruction.

