



**Title:** The Language of Reading & Spelling: Phonology

**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 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 and practical knowledge to deliver word study instruction more effectively.

*In this module, we focus on the sounds—the phonology—of words.* You'll gain an understanding of phonology and the very important differences between phonological representations, phonological processing, phonological and phonemic awareness (PA), phonemes, allophones, phones, phonetics, and phonics. You'll examine which types of PA skills are important for learning to read and spell and whether to teach PA in isolation or combined with letters. You'll learn about the role dialect plays in phonology and how to adjust word study instruction to accommodate dialectal differences. You'll gain insight into why ELL students and students with speech sound disorders and/or dyslexia may experience literacy learning problems related to phonological deficits and how you can address those deficits.

Through hands-on practice with a variety of words, you'll gain a deeper understanding of the phonological structure of words and learn about free online resources that can help *you* develop the PA skills *you* need to effectively teach your students to read and spell, and that can be used to augment word study instruction.



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After completing this course, you'll have working knowledge and practical skills needed to implement word study instruction more effectively and a new-found level of confidence in your understanding of phonology and in your ability to deliver literacy instruction based on current best practices for teaching phonological awareness within a multi-linguistic model of word study.

### **Learning Objectives:**

1. Define and explain the differences between phones, allophones, phonemes, phonics, phonetics, phonological representations, phonological processing, phonological awareness, and phonemic awareness; explain the role of each in the development of reading and spelling.
2. Differentiate between the knowledge teachers of reading and spelling need to have to be effective instructors vs. what needs to be taught to students.
3. Describe the process and development of categorical perception of speech sounds; explain the implications of atypical categorical perception in students with dyslexia; explain why ELL students struggle with discrimination of English phonemes and consequently struggle with learning to read and write in English.
4. Analyze and correctly describe the phonological structures of English words: phonemes, syllables, onset-rhymes, lexical stress.
5. Identify which PA skills are needed for learning to read and spell and explain reasons for and for not teaching PA skills in isolation.
6. Describe how to correctly model and teach the segmenting and blending phonemes and syllables in English words.
7. Describe at least two activities for the development of phonological awareness skills.

