

[Module #: 1 Phonological Awareness](#)

[Module #: 2 Define Word Identification](#)

[Module #: 3 What is Phonics?](#)

[Module #: 4 Structural Analysis](#)

[Module #: 5 Sight Words Rapid Recognition](#)

[Module #: 6 Assessment](#)

[Module #: 7 Teaching Phonics](#)

[Module #: 8 Review](#)

Module #: 1

Title of Module: Phonological awareness

Objective: Identify the components of phonological awareness and their role in learning to read.

Overview: Welcome to week #1, phonological awareness. In this module, you will define phonological awareness, know why it is important, and learn strategies for assessing and teaching it.

Activities:

1. Begin by taking the Reading Rockets [Phonemic Awareness Pre-Test](#). How did you do?
2. Let's explore the Reading Rockets module on Phonological and Phonemic Awareness. Read the [Introduction](#), which includes the difference between phonological and phonemic awareness and how phonological awareness relates to phonics. Watch the short video to learn about the distinction between letters and sounds, especially as it relates to reading.
3. Now it is time to dig deeper. Read through the [Phonological and Phonemic Awareness: In Depth](#) section to learn the definition of phonological awareness, the four skills included in phonological awareness, benefits for teaching phonological awareness and examples of instruction. Watch the video: Helping Struggling Readers.
4. Continue learning about phonological awareness and specific activities for assessing and teaching it in the [Phonological and Phonemic Awareness: In Practice](#) section. It is divided into four sections: Language Comprehension Activities, Phonological Awareness Activities, Single Phoneme Instruction and Phonemic Awareness Activities. Read and practice doing at least one activity from each section.

5. Check out the Phonological Awareness Powerpoint presentation to solidify your understanding of phonological awareness and its importance.
6. Finally, go back to the Reading Rockets module and take the [Phonemic Awareness Post-Test](#). How did you do?

Discussion prompt: Discuss how you would incorporate instruction in phonological awareness in your Kindergarten or 1st grade classroom and why you would choose that type of instruction.

Resources: Phonological Awareness PowerPoint and [Reading Rockets Phonological Awareness](#)

Module #: 2

Title of Module: Define word identification

Objective: Recognize that phonics is one part of word identification.

Overview: Welcome to week #2, word identification. In this module, you will define what it means to identify words and learn the phases of word identification.

Activities:

1. Begin by reading the chapter on Word Identification. It provides an overview of how phonics is only one type of word identification.
2. Explore Targeted Reading Intervention's [Word Identification website](#) to learn more about the different types of word identification.
3. Read the [Decoding](#) article from All About Adolescent Literacy.

Discussion prompt (Choose one):

1. Your principal has asked you to compose a letter for the parents of your students explaining how you teach word identification. Discuss four points that you will include in your letter and explain why each point is important.
2. The authors of the text discuss many strategies for teaching phonics. Explain three strategies and how you would adapt them to your own classroom. Include why you selected the strategies.

Resources: Word Identification chapter, [Word Identification website](#), [Decoding Article](#)

Module #: 3

Title of Module: What is phonics?

Objectives: Explain the interconnectedness of phonological awareness, phonics, and spelling, as well as the role of each in a language arts program. Recognize the six syllable types found in English orthography.

Overview: Welcome to week #3, what is phonics? In this module, you will learn about different phonics programs and instruction, phonograms including onsets and rimes, syllable types, and vocabulary. There's a lot of ground to cover in this module. Therefore, make sure you budget your time accordingly.

Activities:

1. Start by looking at the Reading Rockets module on Phonics. Read the [Introduction](#), which emphasizes how phonics programs should be systematic and explicit. Watch the short video on the Alphabetic Principle to learn how one teacher connects letters and sounds in her classroom.
2. Take the [Phonics Pre-Test](#). How did you do?
3. Read through the [Phonics: In Depth](#) section to learn systematic and explicit phonics instruction methods as well as kinds of phonics instruction. Then watch the video: Phonics vs. Whole Language.
4. Continue learning about phonics lessons for kindergarten and beyond in the [Phonics: In Practice](#) section. While reading, think about how you could incorporate these approaches in your lessons.
5. Read the article [How Spelling Supports Reading](#).
6. Now it's time to learn about rimes, which are also called phonograms and word families. To begin, watch this [Onset and Rime](#) video from Axelson Academy. Notice that it tells you what Common Core State Standard this matches. Next, check out some of the [Onset and Rimes Games](#) from Reading Rockets and some of the [Onset and Rimes Activities](#) from Pearson and [Onset and Rimes Activities](#) from the Florida Center for Reading Research. Lastly, play around with the [Word Family Sort](#) which is a free, interactive tool that helps students recognize word patterns by having them sort a series of words into short-vowel word families.
7. Let's move on to syllable types. First, review the [6 Syllable Types](#) from Natomas Unified School District and the [6 Syllable Types](#) from Teacher's Take-Out. Next, watch the [Syllable Pattern Help](#) video and the [Syllable Lesson](#) video. Then read the [Reading Rockets 6 Syllable Types](#) article. To end your syllable type learning, review the [Syllable Games](#) from Reading Rockets.

8. Phonics includes a lot of vocabulary such as digraphs, diphthongs, long and short vowel sounds, r controlled vowels, silent e, and blends that you must know. To assist you with digraphs, watch the [4h Brothers](#) video. The next video on [Diphthongs](#) is a little longer. Try to focus on the first two and half minutes. For [R Controlled Vowels](#), this video has a good story to help you remember them. Then watch [Silent E](#) to learn more about Magic E. Lastly, check out [Phonics on the Web](#) and [Enchanted Learning](#) to learn more about blends.
9. You've learned a lot in this module. Ready to go back to the Reading Rockets module and take the [Phonics Post-Test](#)? Did your score improve?

Discussion Prompt: Share one way that you use systematic and explicit phonics instruction in your classroom.

Resources: [Reading Rockets Phonics](#), [How Spelling Supports Reading](#), [Onset and Rime](#), [Onset and Rimes Games](#), [Onset and Rimes Activities](#), [Onset and Rimes Activities](#), [Word Family Sort](#), [6 Syllable Types](#), [6 Syllable Types](#), [Syllable Pattern Help](#), [Syllable Lesson](#), [Reading Rockets 6 Syllable Types](#), [Syllable Games](#), [4h Brothers](#), [Diphthongs](#), [R Controlled Vowels](#), [Silent E](#), [Phonics on the Web](#), [Enchanted Learning](#), [Phonics Post-Test](#)

Module #: 4

Title of Module: Structural Analysis

Objective: Explain the interconnectedness of phonological awareness, phonics, and spelling, as well as the role of each in a language arts program.

Overview: Welcome to week #4, structural analysis. In this module, you will learn about morphemes and why they matter.

Activities:

1. Read [Linking the Language: A Cross-Disciplinary Vocabulary Approach](#).
2. Read [Key Literacy Component: Morphology](#) to figure out what good readers do, the challenges adolescent readers face with morphology, and how instruction can help adolescents with morphology.
3. Watch [Inflections and Affixes](#) to see the most frequently occurring inflections and affixes.
4. Read [Root Words, Roots and Affixes](#) from Reading Rockets.

Discussion Prompt:

Resources: [Linking the Language: A Cross-Disciplinary Vocabulary Approach](#), [Key Literacy Component: Morphology](#), [Inflections and Affixes](#), [Root Words, Roots and Affixes](#)

Module #: 5

Title of Module: Sight Words: Rapid Recognition

Objective: Explain the interconnectedness of phonological awareness, phonics, and spelling, as well as the role of each in a language arts program.

Overview: Welcome to week #5, sight words. In this module you will learn what sight words are, why they are important, and how to implement sight word practice into your curriculum.

Activities:

1. What are sight words? Watch [What are Sight Words?](#) video to discover what sight words are and why they are so important.
2. How to help with sight words? Read the [Three Ways to Help Students Who Struggle With Sight Words](#) article to learn more about how to integrate sight word practice into your curriculum.
3. Now that you know the importance of sight words here are some different ways your students can practice their sight words in class.
 - [Printable sight words](#)
 - [Printable sight word games](#)
 - [Online sight word games](#)
 - [Online sight word bingo](#)
 - [Online sight word match](#)
 - [Online sight word memory game](#)
 - [Drag and drop picture sight word game](#)
 - [Drag and drop the letters sight word spelling game](#)

Discussion Prompt:

Resources: [What are Sight Words?](#), [Three Ways to Help Students Who Struggle With Sight Words](#), [Printable sight words](#), [Printable sight word games](#), [Online sight word games](#), [Online sight word bingo](#), [Online sight word match](#), [Online sight word memory game](#), [Drag and drop picture sight word game](#), [Drag and drop the letters sight word spelling game](#)

Module #: 6

Title of Module: Assessment

Objectives: Demonstrate your knowledge of phonics terminology. Learn how to assess students for sight word understanding.

Overview: Welcome to week #6, assessment. In this module you will learn how to assess students to demonstrate evidence of identifying sight words through a teacher-led assessment. Plus, you will learn the key vocabulary to understand the terminology used with teaching phonics to students.

Activities:

1. Read [Chapter #1 Words Their Way](#) on word study and why it's important for teaching literacy.
2. Use the [assessment tool](#) to test your student's understanding of phonics.

Name #22 Tyler Date _____

Word Knowledge Inventory

1. <u>bed</u>	14. <u>carries</u>
2. <u>ship</u>	15. <u>marched</u>
3. <u>when</u>	16. <u>shour</u>
4. <u>lump</u>	17. <u>bottle</u>
5. <u>float</u>	18. <u>favoer</u>
6. <u>train</u>	19. <u>ripen</u>
7. <u>places</u>	20. <u>seller</u>
8. <u>drive</u>	21. <u>plegar</u>
9. <u>bright</u>	22. <u>forchoment</u>
10. <u>shopping</u>	23. <u>confindend</u>
11. <u>spoil</u>	24. <u>sivities</u>
12. <u>giving</u>	25. <u>opozishin</u>
13. <u>choiced</u>	

Developmental Word Knowledge Inventory
Recording Sheet • Grade 1

Next Step Guided Reading Assessment, Grades K-2 © 2013, Scholastic Inc. • 26

3. How did the student do? Identify the student's stage of spelling. What patterns do you notice? Where would you start instruction and why?
4. Study the phonics [key vocabulary](#) to understand the terminology.

Discussion Prompt:

Resources: [Chapter #1 Words Their Way](#), [assessment tool](#), [key vocabulary](#)

Module #: 7

Title of Module: Teaching Phonics

Objectives: Develop teaching strategies for phonemic and morphological patterns. Design a plan of instructional activities based on assessments.

Overview: Welcome to week #7, teaching phonics. In this module, you will review how to equip yourself with a wide array of instructional strategies considering that children learn phonics at different rates. Also, since children have varying backgrounds, you will review multiple instructional strategies that can be employed when developing lesson plans.

Activities:

1. Search [Read Write Think](#) and review various phonics lessons to integrate into your curriculum.
2. To assist you with teaching digraphs, watch the [Teaching Consonants Digraphs](#) video. Then watch the [Long and Short Vowel Sounds](#) video to associate long and short sounds with common spellings for the five major vowels.
3. Finally, peruse the [Literacy Teaching Guide: Phonics](#) to gain a deeper insight into teaching phonics and to expose some of the common myths about teaching phonics.

Discussion Prompt: Prior to reading the Literacy Teaching Guide, which myth did you believe? How has the reading changed your thinking?

Resources: [Read Write Think](#), [Teaching Consonants Digraphs](#), [Long and Short Vowel Sounds](#), [Literacy Teaching Guide: Phonics](#)

Module #: 8

Title of Module: Review

Objectives: Identify the components of phonological awareness and their role in learning to read. Recognize that phonics is one part of word identification. Recognize the six syllable types found in English orthography. Explain the interconnectedness of phonological awareness, phonics, and spelling, as well as the role of each in a language arts program. Analyze students' writing samples to determine the knowledge of letter-sound correspondence. Develop teaching strategies for phonemic and morphological patterns. Design a plan of instructional activities based on assessments.

Overview: Welcome to week #8, review. In this module, you will review all of the phonics terminology that you need to know for your assessment.

Activities:

1. Review the phonics [key vocabulary](#) to understand the terminology.
2. Practice phonics terminology with [Quizlet](#) and [Cram](#) flashcards.

Discussion Prompt: What method do you find effective when reviewing for assessments?

Resources: [key vocabulary](#), [Quizlet](#), [Cram](#)