Module 2: Building Oral Language and Phonology

Public Consulting Group LLC

Course Description: Building Oral Language and Phonology is a self-paced, asynchronous module that examines the language foundations of reading and the oral and written language systems related to literacy. Topics addressed in this module include the progression of oral language development and how a language-rich environment in the classroom can help further develop students' oral language and literacy learning. Additionally, this module explores the importance of phonological awareness and the developmental progression of phonological awareness skills, as well as the impotence of explicit phonemic awareness instruction and how to assess phonological awareness skills.

Course Learning Outcomes:

Part 1: The Language Foundations of Reading

- Understand and explain the relationship between language comprehension, reading development, the Simple View of Reading, and Scarborough's Reading Rope. (KPS 1.4)
- Understand and explain the role of early oral language in literacy development. (KPS 4F.1)
- Explain the progression of oral language development. (KPS 1.8)
- Understand and recognize how the oral language systems relate to literacy. (KPS 1.1)
- Analyze the connections between language and literacy. (KPS 1.1)
- Understand the teacher's role in creating a language-rich environment. (KPS 1.8, 4A.1)
- Identify the elements of a language-rich environment. (KPS 1.5)
- Understand the role of oral language development as it relates to the adolescent learner. (KPS 1.8)

Part 2: Phonological Awareness Development and Instruction

- Understand and explain the relationship between phonological awareness and reading development in Scarborough's Reading Rope. (KPS 1.4)
- Understand the importance of phonological awareness. (KPS 1.1)
- Explain and apply the continuum of phonological awareness skills. (KPS 4B.2)
- Know and apply the developmental progression of phonological awareness skills. (KPS 4B.4)
- Understand and apply blending and segmenting activities across the levels of phonological awareness. (KPS 4B.2)
- Apply considerations for levels of phonological sensitivity. (KPS 4B.2)

Module 2: Building Oral Language and Phonology

- Identify the elements of effective phonological awareness instruction. (KPS 4A.1, 4A.2)
- Discuss the importance of phonemic awareness for learners of alphabetic writing systems. (KPS 4B.1)
- Understand, identify, pronounce, and compare all consonant and vowel phonemes of English. (KPS 4B.1)
- Apply the use of phoneme mapping for phonological awareness instruction. (KPS 4B.1)
- Understand how to capitalize on similarities and differences between Spanish and English. (KPS 4B.7)
- Apply considerations for the principles of phonemic awareness instruction. (KPS 4B.6)
- Apply considerations for the types of phonemic awareness skill development, across age and grade. (KPS 4B.4)
- Administer and interpret a diagnostic survey to assess where a student is on the phonological awareness continuum. (KPS 3.6)
- Understand how to assess phonological awareness skills. (KPS 3.6)
- Identify common phonological processing deficits in adolescent learners. (KPS 4B.3)

IDA KPS Standards Covered in This Module:

Standard 1: Foundations of Literacy Acquisition	
1.1	Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
1.2	Understand that learning to read, for most people, requires explicit instruction.
1.3	Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
1.4	Identify and explain aspects of cognition and behavior that affect reading and writing development.
1.5	Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
1.6	Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
1.7	Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).

Module 2: Building Oral Language and Phonology

1.8	Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
1.9	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.
Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia	
2.1	Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.
2.3	Identify the distinguishing characteristics of dyslexia.
Standard 3: Assessment	
3.1	Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
3.5	Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.
3.6	Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
3.7	Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.
Standard 4: Structured Literacy Instruction	
Substandard A: Essential Principles and Practices of Structured Literacy Instruction	
4A.1	Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
4A.2	Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.
4A.3	Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.
Substandard B: Phonological and Phonemic Awareness	

Module 2: Building Oral Language and Phonology

4B.1	Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.
4B.2	Understand/apply in practice considerations for levels of phonological sensitivity.
4B.3	Understand/apply in practice considerations for phonemic-awareness difficulties.
4B.4	Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade.
4B.5	Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.
4B.6	Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.
4B.7	Know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.
Substandard E: Vocabulary	
4E.1	Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
4E.2	Know/apply in practice considerations for the sources of wide differences in students' vocabularies.
4E.3	Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.
4E.4	Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.
Substandard F: Listening and Reading Comprehension	
4F.1	Know/apply in practice considerations for factors that contribute to deep comprehension.

Module 2: Building Oral Language and Phonology

4F.2	Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.
4F.3	Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.
4F.4	Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.

Professional Dispositions and Practices Statement: PCG strives to be an advocate for students who are struggling readers or who have dyslexia or other reading disorders. To the best of our knowledge, PCG assures the following content provided is the most accurate and unbiased representation available based on current research and scientifically best practices in the field. This content has been developed by a team of subject matter experts who are vetted to have the experience, credentials, and training necessary to develop our content. PCG actively avoids yet acknowledges any conflicts of interest when they occur in the field or with clients and maintains our advocacy to the appropriate treatment and access to instruction for individuals with dyslexia and related learning difficulties. We are committed to providing course content that is aligned with the accreditation and credentialing process supported by the Center for Effective Reading Instruction and the International Dyslexia Association and do so with respect to student and client confidentiality and the intellectual property of others in the development of this course.

Course Schedule/Outlines:

Lesson 1: Introduction

- *Introduction*
- *Objectives*
- *"Professional Dispositions and Practices"*
- *Pre-assessment*
- *Navigation of the learning management system*

Module 2: Building Oral Language and Phonology

<u>Lesson 2: Language Foundations of Reading</u> (KPS 1.1, 1.6, 1.8, 1.9, 4F.1, 4F.2, 4F.3, 4F.5)

In this lesson, we will return to the conceptual model/frameworks of the Simple View of Reading and Scarbrough's Reading Rope. We will explain why oral language development is a necessary element to literacy development at the word reading and writing level as well as reading comprehension.

- *Review of the Conceptual Frameworks*
- *Linking Language and Reading Comprehension*
- *Academic Language*
- *The Role of Early Oral Language in Literacy Development*
- *Language Milestones*
- *Explaining Oral Language Systems and Literacy*
- *Connections Between Language, Literacy, and Instruction*

<u>Lesson 3: Language Rich Environment</u> (KPS 4F.1, 4F.2, 4F.3, 4F.5)

This lesson of the module will focus on creating a language-rich environment for your students.

- *The Role of the Teacher in Creating a Language-Rich Environment*
- *Language-Rich Lesson Examples*
- *Language-Rich Materials*
- *Language-Rich Environments*
- *Learning to Speak is Natural; Learning to Read is Not*

<u>Lesson 4: Introduction to Phonology</u> (KPS 4F.1, 4F.2, 4F.3, 4F.5, 4E.1, 4E.2, 4E.3, 4E.4)

In this lesson, the focus is on phonological awareness and its importance to reading development. We will examine how difficulties with phonological processing and phonological awareness relate to dyslexia and other reading difficulties.

- *Definition of phonological awareness*
- *Phonological Awareness and the Conceptual Frameworks*

Module 2: Building Oral Language and Phonology

<u>Lesson 5: Digging Deeper into Phonological Awareness</u> (KPS 4B.1, 4B.2, 4B.3, 4B.4, 4B.5, 4B.6, 4B.7)

This lesson of the module will focus on the elements of effective instruction, including the importance of explicit, systematic instruction and the elements of effective instruction that build upon previously taught skills in a logical sequence.

- *Deeper exploration of phonological awareness*
- *Phonological Processing Deficits in Young Learners*
- *Phonological Processing Deficits in Adolescent Learners*
- *How phonological awareness develops in learners*
- *The Developmental Progression of Phonological Awareness*

<u>Lesson 6: Phonological Awareness Development in Speakers of Other Languages</u> (KPS 1.1, 1.6, 1.8, 1.9, 4B.1, 4B.2, 4B.3, 4B.4, 4B.5, 4B.6, 4B.7)

In this lesson, the focus will be on phonological awareness instruction and development with our Emergent Bilinguals. Time will be spent looking at phonological awareness development in Emergent Bilinguals and how teachers can be more informed about the sound systems of other languages. Then, participants will learn how phonological awareness is an early predictor of reading development in Emergent Bilinguals. Last, we will focus on an examination of the similarities and differences between the English and Spanish languages.

- *Phonological Awareness and Cross-Language Transfer*
- *Phonological Awareness as an Early Predictor in Emergent Bilinguals*
- *Capitalizing on Similarities and Differences Between Spanish and English*

<u>Lesson 7: Phonemic Awareness</u> (KPS 4B.1, 4B.2, 4B.3, 4B.4, 4B.5, 4B.6, 4B.7)

This lesson will focus on the element of phonological awareness that has direct links to learning to reading: phonemic awareness. This includes a review of the conceptual frameworks, a dive into the speech sounds of English, and teaching methods to support the development of phonemic awareness.

- *The Importance of Phonemic Awareness*
- *Phoneme Pairs*

Module 2: Building Oral Language and Phonology

- *Consonant Phonemes in Standard English*
- *Vowel Phonemes in Standard English*
- *Teaching the Sounds in your Classroom*

<u>Lesson 8: Effective Phonemic Awareness Instruction</u> (KPS 4A.1, 4A.2, 4A.3, 4B.1, 4B.2, 4B.3, 4B.4, 4B.5, 4B.6, 4B.7)

This lesson will focus on understanding the aspects of phonological skill instruction including brief, multisensory, conceptual, and auditory-verbal strategies. Participants will also explore the reciprocal relationship among phonological processing, reading, spelling, and vocabulary.

- *Effective Phonemic Awareness Instruction*
- *Elkonin Boxes*
- *Phoneme-Grapheme Mapping*
- *Making Phonemic Awareness Multisensory*
- *Identifying Types of Phonemic Awareness Skills*

<u>Lesson 9: Phonemic Awareness and Spelling</u> (KPS 4A.1, 4A.2, 4A.3, 4B.1, 4B.2, 4B.3, 4B.4, 4B.5, 4B.6, 4B.7)

Participants will consider the connection between phonemic awareness and success in spelling. The focus will be on the link between the awareness of the sounds in spoken words and how students may represent them in written words.

- *The Importance of the Phoneme-Grapheme Connection*
- *What is the Alphabetic Principle*
- *Adolescent and Adult Learners*
- *Allophonic variations*
- *Phases of spelling development*

Module 2: Building Oral Language and Phonology

<u>Lesson 10: Assessing Phonological Awareness</u> (KPS 3.1, 3.5, 3.6, 3.7, 4A.1, 4A.2, 4A.3, 4B.1, 4B.2, 4B.3, 4B.4, 4B.5, 4B.6, 4B.7)

In this lesson, the focus will be on the assessment cycle with a focus on screeners, diagnostic assessments and progress monitoring of phonemic awareness skill development.

- *The Assessment Cycle*
- *Screeners for Phonemic Awareness*
- *Diagnostic Assessment for Phonemic Awareness*
- *Progress Monitoring of Phonemic Awareness*

<u>Lesson 11: Closing Activities</u>

- *Closing*
- *Key Assessment 2*