Module Description

In this module, participants will examine the language foundations of reading and learn about the oral and written language systems related to literacy. Participants will learn the progression of oral language development and make connections between the language components and literacy instruction. Building on participants' knowledge and awareness of the language foundations of reading, the next area of focus explores how a language-rich environment in the classroom can help further develop students' oral language and literacy learning. It includes descriptions and examples of the three elements of a language-rich environment and videos of lessons that demonstrate how teachers can provide interactive language opportunities.

In the phonological awareness development and instruction section, participants will learn about the three most common reading related phonological processes and their contributions to reading development and difficulties. Next, participants will learn about the importance of phonological awareness and explore the levels of phonological awareness as well as the developmental progression of phonological awareness skills. Participants will then learn about the importance of phoneme awareness and its relevance to reading. Once participants have learned about phonological awareness and processing and why it is important, they will learn how to teach phonological awareness and implications for typical and struggling readers. Participants will identify where students are on the phonological awareness continuum as a method of formative assessment and learn about effective phonological awareness instruction. Participants will analyze two lessons to identify effective features.

Participants will learn the importance of phonemic awareness instruction. Participants will learn about continuous and stop sounds and the importance of producing the most "blendable" sounds. Participants will complete phonemic awareness activities and view phonemic awareness videos as well as classify types of phonemic awareness skills. Finally, participants will review effective phonological awareness instruction and analyze two lessons to identify effective features of lessons on phonemic awareness.

In this module, participants will learn:

Part 1: The Language Foundations of Reading

- 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

Part 2: Phonological Awareness Development and Instruction

- 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 Elkonin boxes 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

Module Outline

Section 1: Introduction

Welcome

Welcome to "Oral Language and Phonology"! This module is the second of six online modules in Colorado's "Building a Strong Foundation: Developing Early Literacy Skills" professional learning series, aimed at supporting teachers' efforts to teach reading foundational skills in grades Kindergarten through third grade. The modules in this course are:

- Module 1: Introduction to the Science of Reading
- Module 2: Oral Language and Phonology
- Module 3: Phonics and Word Study
- Module 4: Creating Fluent Readers
- Module 5: Developing Vocabulary
- Module 6: Increasing Reading Comprehension

Pre-Assessment

Section 2: Language Foundations of Reading

Educator Standards addressed in Section 2:

4.02(5) The elementary educator is highly knowledgeable about research-based literacy development, is able to develop oral and written learning, as well as:

4.02(5)(a) understand and explain the language processing requirements of proficient reading and

writing including phonological (speech sound) processing; orthographic (print) processing; semantic (meaning) processing; syntactic (sentence level) processing; discourse (connected text level) processing.

4.02(5)(c) define and identify environmental, cultural and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences, cultural values).

4.02(5)(d) know and identify phases in the typical developmental progression of oral language (semantic, syntactic, pragmatic); phonological skill; printed word recognition; spelling; reading fluency; reading comprehension; and written expression.

4.02(5)(e) understand and explain the known causal relationship among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension and writing.

4.02(5)(f) know and explain how the relationships among the major components of research-based literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression).

4.02(5)(g) know reasonable goals and expectations for learners at various stages of reading and writing development.

Section Overview

Review of Conceptual Models

In this section, you will review the Simple View of Reading and the Scarborough Reading Rope that you learned about in Module 1, with a focus on the language foundations of reading.

The Role of Oral Language in Early Literacy Development

In this section, you explore the connections between early oral language development and later reading comprehension success. You will read an article, "The Role of Early Oral Language in Literacy Development," and review the milestones of language development.

The Importance of Oral Language

In this multimedia presentation you will learn the role that oral language plays in learning to read and the reciprocal relationship between language and literacy.

The Language Foundations of Reading

In this section you will learn about universal features of languages around the world.

Exploring the Oral Language Systems and Literacy

In this presentation, you will learn about the five components of oral language. This interactive presentation will give you an opportunity to explore each of these components in depth. You will also link to a handout to use as a resource.

Connections Between Language, Literacy, and Instruction

In this section you will apply your knowledge about language systems to your daily classroom experiences.

Check for Understanding

Section 3: Language-Rich Environment

Educator Standards addressed in Section 3:

4.02(5) The elementary educator is highly knowledgeable about research-based literacy development, is able to develop oral and written learning

Section Overview

The Teacher's Role in Creating a Language-Rich Environment

This brief multimedia presentation provides a definition of a language-rich environment and describes a teacher's role in creating one. It also provides examples of each of the elements of a language-rich environment.

Language-Rich Environment Element 1: Interactive Language Opportunities

Although the three elements of a language-rich environment work simultaneously, in these subsections we will review each element individually in order to have a deeper understanding of how each contributes to a language-rich environment.

Language-Rich Lesson Examples

To conclude this subsection of the module, you will watch three videos that illustrate language-rich classrooms and the ways in which teachers can provide interactive language opportunities. Using a handout, you will record ways in which the teachers provided interactive language opportunities and your observations about how the materials and the classroom arrangement contributed to a language-rich environment. You will also answer guiding questions to identify what you viewed in the video that is similar to your own classroom as well as what you would want to incorporate into your classroom's language-rich environment. You will have the opportunity to compare your observations about how the teachers provided interactive language opportunities to a sample response.

Language-Rich Environment Element 2: Materials

Language-Rich Environment Element 3: Classroom Arrangement

Check for Understanding

Section 4: Introduction to Phonology

Educator Standards addressed in Section 4:

4.02(5)(e) understand and explain the known causal relationship among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension and writing.
4.02(6) The elementary educator is knowledgeable about the structure of language including:
     4.02(6)(a) phonology (the speech sound system),

4.02(8)(e) understand the reciprocal relationship among phonological processing, reading, spelling and vocabulary.

Section Overview

Phonological Awareness

This introductory activity sets the stage for learning about phonological and phonemic awareness. You will be introduced to what phonological awareness is, why it is important, and how it impacts other foundational reading skills. You will download a handout to see what you already know about the root word *phon*.

Phonological Awareness and the Conceptual Models

In this activity, you will identify where phonemic awareness fits into our conceptual models, especially after learning about how important it is and how it connects to all other reading components.

Check for Understanding

Section 5: Digging Deeper into Phonological Awareness

Educator Standards addressed in Section 5:

4.02(5)(a) understand and explain the language processing requirements of proficient reading and writing including phonological (speech sound) processing

4.02(8) The elementary educator is able to develop phonology, and is able to:

4.02(8)(a) identify the general goal of phonological skill instruction and be able to explicitly state the goal of any phonological teaching activity.

4.02(8)(b) know the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation).

4.02(8)(c) identify the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting and deleting sounds.

4.02(8)(d) understand the principles of phonological skill instruction: brief, multisensory, conceptual and auditory-verbal.

4.02(8)(e) understand the reciprocal relationship among phonological processing, reading, spelling and vocabulary.

Section Overview

Digging Deeper into Phonological Awareness

In this section, you will learn about the three areas of phonological processing and how these three areas contribute to reading skills through the lens of what you and your students are doing daily in your classroom.

The Phonological Awareness Continuum

In this section you will be introduced to the continuum of phonological skills and view a video about phonological awareness skills.

The Developmental Progression of Phonological Awareness

In this section, you will read and reflect on an article by Moats and Tolman, "The Development of Phonological Skills" and learn about the ages of development for phonological awareness.

Check for Understanding

Section 6: Phonological Awareness Development in Speakers of Other Languages

Educator Standards addressed in Section 6:

4.02(8)(f) understand the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics.

Section Overview

Phonological Awareness and Cross-Language Transfer

In this section you will get a clear picture of the step-by-step processes involved with phonological awareness instruction with English learners.

Check for Understanding

Section 7: Phonemic Awareness

Educator Standards addressed in Section 7:

4.02(8) The elementary educator is able to develop phonology, and is able to:
- 4.02(8)(a) identify the general goal of phonological skill instruction and be able to explicitly state the goal of any phonological teaching activity.
- 4.02(8)(b) know the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation).
- 4.02(8)(c) identify the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting and deleting sounds.
- 4.02(8)(d) understand the principles of phonological skill instruction: brief, multisensory, conceptual and auditory-verbal.
- 4.02(8)(e) understand the reciprocal relationship among phonological processing, reading, spelling and vocabulary.

Section Overview

The Importance of Phonemic Awareness

In this section you will learn about the importance of phonemic awareness and review the subskills and hierarchy of skill development and you will view a multi-media presentation on how to teach them.

Phoneme Pairs

Interactive presentation.

Consonant Phonemes in Standard English

In this section you will learn about consonant sounds, conduct an activity sort, and review a Consonant Sound Pronunciation Guide.

Vowel Phonemes of Standard English

In this section you will learn about vowel sounds, review a Vowel Valley Chart and view a video on articulatory vowels, the production of speech sounds in the vocal track.

Teaching the Sounds in Your Classroom

In this section you will think about how to make certain that you are teaching 'pure' and explicit sounds.

Working with Sounds in Instruction: Blendable, Stop and Continuous Sounds

In this section, you will learn how phonemes need to be pronounced in a manner that makes them the most "blendable."

Check for Understanding

Section 8: Effective Phonological Awareness Instruction

Educator Standards addressed in Section 8:

4.02(8) The elementary educator is able to develop phonology, and is able to:
   4.02(8)(a) identify the general goal of phonological skill instruction and be able to explicitly state the goal of any phonological teaching activity.
   4.02(8)(b) know the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation).
   4.02(8)(c) identify the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting and deleting sounds.
   4.02(8)(d) understand the principles of phonological skill instruction
   4.02(8)(e) understand the reciprocal relationship among phonological processing, reading, spelling and vocabulary.

Section Overview

Effective Phonological Awareness Instruction

In this section, you will take a look at phonological awareness instruction and consider what effective teaching looks like.

Effective Phonemic Awareness Instruction

In this section, you will take a look at phonemic awareness instruction and consider what effective teaching looks like.

Blending and Segmenting Across the Levels

In this section, you will specifically look at how blending and segmenting builds across the word, syllable, onset-rime, and the phoneme levels.

Phonemic Awareness Lesson Example

In this section, you will view how to use Elkonin boxes to support phonological instruction.

Identify Types of Phonemic Awareness Skills

In this section you will review a summary of phonemic awareness skills. Then you will read five teacher-student scenarios and select the type of phonemic awareness skill each demonstrates.

Phonological or Phonemic Sound Scenarios

In this activity you will read five examples of student responses to phonological and phonemic awareness activities. For each, you will select scaffolds and "next steps" for instruction. You will also identify where the student is on the continuum to demonstrate how you can use it for formative assessment.

Check for Understanding

Section 9: Phonological Awareness and Spelling

Educator Standards addressed in Section 9:

4.02(6) The elementary educator is knowledgeable about the structure of language including:
4.02(6)(a) phonology (the speech sound system), and is able to:
    4.02(6)(a)(i) identify, pronounce, classify and compare the consonant and vowel phonemes of
    English.
4.02(8)(e) understand the reciprocal relationship among phonological processing, reading, spelling and vocabulary.

Section Overview

The Importance of Phonological Awareness and Spelling Development

In this section, you will the learn about the relationship between phonological awareness and spelling and view a video on explicit direct instruction.

Phonological Awareness and Spelling Instruction

In this section, you will the learn about the relationship between phonological awareness and spelling.

Check for Understanding

Section 10: Assessing Phonological Awareness

Educator Standards addressed in Section 10:

  4.02(7) The elementary educator is knowledgeable about the administration and interpretation of
      assessments for planning instruction, including:
      4.02(7)(a) understanding the differences among screening, diagnostic, outcome and
          progress monitoring assessments.
      4.02(7)(c) understanding the principles of progress monitoring to indicate progress.
      4.02(7)(d) knowing the range of skills typically assessed in terms of phonological skills
      4.02(7)(e) recognizing the content and purposes of the most common diagnostic tests

Section Overview

The Assessment Cycle

In this introductory section, you will view the three components of the assessment process.

Universal Screener

In this section, you will become familiar with universal screeners and look at them by grade level.

Diagnostic Assessments

In this section you will connect the diagnostic assessment information to the continuum.

Progress Monitoring

In this section you will learn about the need to progress monitor and why it is important.

Check for Understanding

Section 11: Closing Activities

Section Overview

Put it into Practice

Post-Assessment

Module Feedback

Module Completion