Professional Development Institute

Flex Course Syllabus

Developing Phonemic Awareness in Emergent Readers (PreK-2)

PDI Course Number: 76T02

UCSD Course Number: EDUC41478

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, please click here.

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Are you struggling to find effective research-based teaching practices to teach the essential foundational skills of reading? This online course is designed to help PreK-2 teachers as they explore a variety of ways to develop their students' phonemic awareness skills so that these emergent readers can become more successful, both in school and at home. The course begins by delving into the research behind phonemic awareness. Teachers will learn how to assess their emergent readers' phonemic awareness skills. Teachers will take a deep dive into a variety of research-based best practices as their young students learn to auditorily and visually discriminate the various sounds and letters as they transition from emergent to early readers. Teachers will be introduced to the alphabetic principle, and they will learn how phoneme knowledge can be used to blend sounds into words. Several instructional strategies for helping students increase their phonemic awareness include such things as blending, rhyming, onset and rime, syllable segmentation, and more. As students learn about print concepts, teachers will learn how to use the language experience approach to reinforce basic phonemic skills and concepts so that student comprehension increases. Other essential foundational skills which are addressed throughout the course include the cloze procedure, maze technique, retelling procedure, high frequency and sight words, and read-alouds. Teachers will understand how to build essential home-school

connections so that the basic reading skills learned in the classroom can be practiced and reinforced at home. Finally, teachers will be introduced to the connection between phonemic awareness and writing. By the end of this course, teachers will feel more confident in their ability to incorporate a variety of best practices into their own teaching habits so that PreK-2 students have a solid foundation in phonemic awareness.

Educational Outcomes

1. Teachers will become aware of the current research on phonemic awareness.
2. Teachers will clearly understand the difference between phonemic awareness and phonics.
3. Teachers will learn how to assess students' phonemic awareness.
4. Teachers will learn strategies for introducing letters and phonemes.
5. Teachers will learn about the multi-sensory approach to teaching students as they learn to visually and auditorily discriminate the similarities and differences in sounds and words in their quest to learning how to read.
6. Teachers will understand how auditory discrimination affects a student's phonemic awareness skills.
7. Teachers will be introduced to the alphabetic principle, and they will learn how to apply it to the teaching and learning of phonemic awareness.
8. Teachers will learn about phonemes, and they will explore a variety of activities that can be used in the classroom to help build students' phonemic awareness skills.
9. Teachers will take a deep dive into a variety of strategies to help students learn how to blend two-sound and three-sound phonemes into words.
10. Teachers will learn a variety of strategies for taking students through the three stages of rhyming so that students can increase their phonemic awareness skills.
11. Teachers will understand the importance of teaching syllable segmentation, and they will learn several strategies for teaching this important phonemic awareness skill to their PreK-2 students.
12. Teachers will learn how to use onsets and rimes to teach letter-sound correspondence to their PreK-2 students.
13. Teachers will learn strategies to reinforce print concepts in their PreK-2 classrooms.
14. Teachers will learn the procedure to using the language experience approach (LEA) as a tool for early literacy and learning.
15. Teachers will learn about the different levels of reaching comprehension (literal, inferential, applied), and they will learn strategies for teaching each level to emergent readers.
16. Teachers will learn how the cloze procedure and maze technique can be used to help PreK-2 students learn how to use context clues for unknown words.
17. Teachers will learn a variety of strategies to help them assess their PreK-2 students' early literacy skills using the retelling procedure.
18. Teachers will learn strategies to help their emergent and early readers develop fluency with sight words and high frequency words.
19. Teachers will learn a variety of strategies to make the most of read-alouds in their PreK-2 classrooms.

20. Teachers will learn about the importance of home literacy environments, and they will be introduced to several techniques to turn parents into partners.
21. Teachers will be introduced to the different domains of writing.
22. Teachers will understand the process of writing.
23. Teachers will learn how phonemic awareness impacts writing, and they will learn strategies to help their emergent writers become more successful.
24. Teachers will be introduced to a variety of children's literature that can be used to emphasize phonemic awareness in PreK-2 students.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Phonemic Awareness Book Activities (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Phonemic Awareness Research
- Assessing Phonemic Awareness
- Introduction to the Common Core Standards for Reading
- **Assignment #1**

Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about phonemic awareness. Your autobiography should be a minimum of three paragraphs.

- **Test #1**

Unit Two

- Visual and Auditory Discrimination
- Introducing Letters and Alphabetic Knowledge
- Introducing Phonemes
- **Assignment #2**
  As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and/or video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- Introducing Blending
- Introducing Rhymes
- Introducing Syllable Segmentation
- Onset and Rime
- **Assignment #3**
  Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to teaching phonemic awareness strategies and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.
- **Test #3**

Unit Four

- Concepts About Print
- Language Experience Approach
- The Importance of Comprehension
- **Test #4**

Unit Five

- Cloze Procedure and Maze Technique
- Assessment Through Retelling
- High Frequency and Sight Words

- **Test #5**

Unit Six

- Making the Most Out of Read-Alouds
- Getting Parents Involved: Reading at Home
- The Emergent Writer
- **Assignment #4**
  Select five predictable or rhyming books you would like to use with your students. Write a two-to-three sentence synopsis of each book. Develop an activity for each book that reinforces the rhyming language in the story. Try to make at least one of the activities multi-sensory. Give the title and author of the books as well as a specific and detailed description (minimum two to three paragraphs) of each activity. Keep in mind that this assignment is a cumulative project and therefore, you are expected to demonstrate the knowledge you gained from the course and your ability to apply what you have learned in a practical setting.
- **Assignment #5**
  The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

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