# 

|  | **Note Taking Template:** Building a Statewide Awareness of The Science of Reading and Structured Literacy: Course 2 |
| --- | --- |

| Section 1: Getting Started | | |
| --- | --- | --- |
| Topics | Reflect | Respond |
| Review | What are three key takeaways that you learned in Course 1? |  |
| Rate your understanding | Rate your understanding of the following terms on a scale of 1-5 using the following criteria:  1 - I have never heard of this before  2 - I have heard the term, but do not fully understand its meaning  3 - I am somewhat familiar with this term  4 - I know this term and fully understand its meaning  5 - I have a deep understanding of this term and could explain it to others | Phonemic Awareness: 1 2 3 4 5  Phonics: 1 2 3 4 5  Encoding: 1 2 3 4 5  Morphology: 1 2 3 4 5 |

| Section 2: Phonemic Awareness | | |
| --- | --- | --- |
| Topics | Reflect | Respond |
| Book: “What is Phonemic Awareness?”  “Phon” means sound | What is phonemic awareness? |  |
| Phonemic awareness (PA) | Think of a vocabulary word you may teach in your setting. What is the word?  Practice segmenting the phonemes of that word using your non-dominant hand. |  |
| The sound stream | Why is it challenging for some students to develop PA? |  |
| Students with dyslexia | What are some characteristics of students with dyslexia related to PA? |  |
| Teaching PA | Practice vocalizing the following phonemes without adding “uh” afterwards (e.g., /t/ not /tuh/)  /b/ /d/ /g/ /h/ /j/ /k/ /l/ /m/ /p/ /r/ /v/ /y/ /z/ |  |
| MLLs | What is a sound that will be particularly challenging for native Spanish speakers to pronounce and why? |  |
| Book: Phonemic Awareness Development and Assessments”  Development of PA | What is the progression of PA development ? | 1)  2)  3)  4) |
| Phonemic Awareness tasks | If using these tasks as a quick-check of older students' phonemic awareness, it is advised to use word items where the number of letters in the word differs from the number of phonemes in the word (e.g. words containing digraphs, trigraphs) These are quick-checks that can be done at any time in any setting to determine if a student’s comprehension issues may be due to underlying phonemic awareness challenges.   1. Think of a one-syllable word containing a digraph (e.g.,sh, ch, ee, ea) that you could use as a quick-check with an older student 2. Think of a one-syllable word containing a trigraph (e.g., dge, tch, igh) that you could use as a quick-check with an older student | 1)  2) |
| Phonemic Awareness Assessment | What are two ways you can measure a student’s phonemic awareness ability? |  |
| Supports and Resources | What is one phonemic awareness task from the Google Bitmoji classroom that you could incorporate in your setting? |  |

| Section 3: Phonics | | |
| --- | --- | --- |
| Topics | Reflect | Respond |
| Book: A Look at Phonics Instruction  What is phonics? | What two brain-processors are connected through phonics instruction? |  |
| The Six Syllable Types | Fill in the correct syllable type for the words in the *Respond* column. The words will either be closed, VCe, open, or r-controlled | Pi -  Shade -  Verb -  Kick - |
| Phonics instruction should continue beyond kindergarten and first grade - Extension question | The framework in Chapter 4 recommends teaching advanced phonics to older students. This includes multiple spelling patterns for vowels. This is important as there are many ways of spelling English vowel sounds.  For example, underline each novel way of spelling long /ā/ in the following sentence. How many different ways of spelling /ā/ are represented in this sentence?  Tracy gave Trey eighty dollars for a great, clay train.  For a list of sound-symbol correspondences, refer to the [RIDE Checklist](https://media.ride.ri.gov/EEIE/GuidanceSY20-21/ELA-Checklist.pdf) or the RIDE Phonogram Cards liked in this course. |  |
| “Irregular” words | What is the Heart Word Approach?  Identify the “tricky” (non-phonetic) part of the following words by writing them down and putting a heart around the non-phonetic part of the word:   * Friend * People * Stretch * Weigh |  |
| Quick Write | List three skills necessary to build before a student can use sheet music to play an instrument. How is this similar to learning to read? How do decodable texts support this process? | 1)  2)  3)  Explanation: |
| Book: Phonics Assessment and Instruction | What is one compensatory strategy that a student may develop in the absence of adequate phonics instruction? |  |
| Quick write | Children with dyslexia like Nava and Lin need your commitment to reading science to succeed. Reflect on all that you have learned about phonics instruction -- what is one new thing that you can add to your practice? |  |

| Section 4: Spelling | | |
| --- | --- | --- |
| Topics | Reflect | Respond |
| Introductory activity | What are all of the possible spellings for the word you heard pronounced? |  |
| Book: The Importance of Spelling for Literacy Development | What are the three layers of spelling? |  |
| Spelling rules and generalizations | What corrective feedback could you could give to a student who spelled the following words incorrectly:   1. koin 2. hungre   Use the spelling generalizations on page 4 of the [RIDE student checklist](http://media.ride.ri.gov/EEIE/GuidanceSY20-21/ELA-Checklist.pdf) as a reference. | 1. Use \_\_\_\_ to spell /k/ before the letter \_\_\_\_ in the word coin. 2. \_\_\_\_ most often says /ē/ at the end of multisyllabic words |
| What is morphology? (video) | Morphemes are the smallest unit of \_\_\_\_\_ in a word.  Morphology is helpful for which three domains of literacy? |  |
| Explain the difference between inflectional and derivational morphemes. | Inflectional -  Derivational - |
| Morphology Influences Spelling | How can an understanding of a word’s morphemes support spelling development? |  |
| What are some words that students have trouble decoding and spelling in your setting? Are there any morphological connections you can use to explain the pronunciation or spelling of this word? Using [www.etymonline.com](http://www.etymonline.com) to look up the word’s etymology may help. |  |
| Quick check | Analyze the student writing in chapter 8 and think about the following questions.   * Why do you think he makes the spelling errors he makes? * When/how is his spelling influenced by his understanding of sound/pattern/meaning? * Where would you place this student in Bear and Barone’s stages (located in chapter two of this book)? |  |

| Section 5: Putting it all Together | | |
| --- | --- | --- |
| Topics | Reflect | Respond |
| Reflection questions | 1. What is one practice to avoid when teaching students to decode words? 2. What is one practice to avoid when teaching spelling? 3. What are practices you can incorporate in your setting to support the development of:  * Phonemic awareness * Decoding * Spelling | 1)  2)  3) |
| Rate your understanding | Now that you have taken this course, rate your understanding of the following terms on a scale of 1-5 using the following criteria:  1 - I have never heard of this before  2 - I have heard the term, but do not fully understand its meaning  3 - I am somewhat familiar with this term  4 - I know this term and fully understand its meaning  5 - I have a deep understanding of this term and could explain it to others | Phonemic Awareness: 1 2 3 4 5  Phonics: 1 2 3 4 5  Encoding: 1 2 3 4 5  Morphology: 1 2 3 4 5 |