

# **Proposal for Course on Phonological Awareness Assessment and Training**

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## **I Course description, purpose and goal**

This is a comprehensive course for k-3 teachers, specialists and administrators on phonological awareness. Through lecture and group activities students will gain an understanding of the importance of this skill and learn how to both assess and train it. Emphasis will be on the application of the research to classroom practice through engaging and playful activities.

## **II Course Objectives**

- Students will be able to explain the difference between "Phonological awareness", "phonemic awareness" and "phonics".
- Students will be familiar with major research findings on phonological awareness assessment and training
- Students will understand the sequence in which the skill develops and know what skill level to expect at different grade levels
- Students will gain skills to assess children in grades k-3
- Students will learn activities appropriate for whole classrooms in grades K-2 and activities for remedial instruction of older students
- Students will become familiar with phonological awareness activities from several of the major basal reading programs

## **III Instructional Methodologies**

- Lecture
- Discussion
- Videotape demonstrations
- Group activities: student demonstrations
- Case study assignment

# Phonological Awareness Assessment and Training

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### 1) Theoretical Overview

- a) Defining *Phonological Awareness* and *Phonemic Awareness*
- b) How they differ from *Phonics*
- c) Why Phonological awareness is important and is included in the reading initiative
- d) Why it is "necessary but not sufficient"
- e) Why it is difficult
- f) Factors that put children at risk for phonological awareness deficits
- g) Other related phonological processing skills
- h) How the skill develops

### 2) Research Review

- a) Introduction: Perceptions about reading disabilities: Language deficits versus visual/perceptual deficits
- b) Key research findings
  1. Discrimination and prediction studies
  2. Task comparisons
  3. The reciprocal nature of reading and phonological awareness
  4. Training studies

### 3) The Development of Phonological Awareness

- a) Concept of Word
- b) Rhyming
  1. Recognition
  2. Production
- c) Syllable
  1. Blending
  2. Segmentation
  3. Deletion
- d) Phoneme
  1. Discrimination
  2. Production
  3. Isolation (initial/final)
  4. Complete segmentation
  5. Manipulations: deletion, substitution, transposition

#### **4) Sounds of the English Language**

- a) Classifying consonant and vowels
- b) Dealing with ESL students

#### **5) Assessment of Phonological Awareness**

- a) Theoretical Issues: when and who to assess
- b) Choosing an instrument
- c) Formal assessment measures
  1. The Test of Phonological Awareness (TOPA)
  2. Sawyer's Test of Awareness of Language Segments
  3. Rosner's Deletion Task
  4. Lindamood Auditory Conceptualization Test
  5. Sound Blending: Woodcock Reading Mastery Test
  6. Samples of measures in basal reading programs:  
Scholastic; Harcourt Brace; MacMillan

#### **6) Training Phonological Awareness**

- a) Theoretical issues: Do you need to assess before you train?  
When to introduce letters?
- b) Activities for each of the development: video and class demonstrations
- c) Intensive intervention programs:  
Torgesen and Bryant's *Phonological Awareness Training for Reading*  
Lindamood's *Auditory Discrimination in Depth*
- d) Evaluating the effectiveness of an activity/program

#### **7) Integrating Sounds and Letters**

- a) Issues in sequence of letter introduction
- b) Demonstration of model lesson
- c) Activities for students in 2<sup>nd</sup> grade and above