**EDU 3320\_Phonics**

A great deal of phonics instruction is understanding the definitions of the abundance of terms used under this category, the scope and sequence of instruction, explicit and implicit instruction and opportunity for students to engage with their newly developed skills, levels of complexity what allows you to plan for growth and remediation. The resources this week provide an in-depth and concentrated exposure to all of these concepts and are full of rich information, including definitions and classroom teaching practices.

Your work for this week is to *begin* a personalized “file” of information that categorizes and provides an explicit and implicit approach that you may use in your as you gain a better understanding of the process of teaching, assessing, and remediating phonics instruction for your students. This document will be invaluable to you as you prepare for the licensure exams in reading.

Attached is a chart that includes the terms you will encounter over the next 8 weeks. Begin to fill out the chart from the multiple resources provided. You will only fill out the chart for Module 1 at this time.

Please note: The information you are including must be in your own words, as there is no value in just copy/pasting information. Also, add citation information from the resources you used, including the title, author, date, page #.

You will be adding to this chart and resubmitting throughout the term.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mdl | Concept | Explained (in your own words, NOT a definition) | Examples | Citation/source |
| 1 | Phonemic Awareness |  |  |  |
| 1 | Phonological Awareness |  |  |  |
| 1 | Phoneme |  |  |  |
| 1 | Alliteration |  |  |  |
| 1 | Rhyme |  |  |  |
| 1 | Onset-Rime |  |  |  |
| 1 | Phoneme  Blending & Segmenting |  |  |  |
| 1 | Phoneme  Deletion & Manipulation |  |  |  |
| 1 | Syllables |  |  |  |
| 2 | Phonemes vs. grapheme |  |  |  |
| 2 | Single consonants |  |  |  |
| 2 | Consonant digraphs |  |  |  |
| 2 | Consonant blends/clusters |  |  |  |
| 2 | Vowels: short |  |  |  |
| 2 | Vowels: long |  |  |  |
| 2 | Vowels: Diphthongs |  |  |  |
| 2 | Vowels: R-controlled |  |  |  |
| 2 | Morphemes |  |  |  |
| 2 | Regular vs. Irregular word reading |  |  |  |
| 2 | Letter-sound correspondence |  |  |  |
| 2 | Decoding vs Sight-word reading |  |  |  |
| 2 | Alphabetic Principle |  |  |  |
| 2 | Phonological recoding |  |  |  |
| 2 | Alphabetic Awareness |  |  |  |
| 2 | Alphabetic Understanding |  |  |  |
| 2 | Miscue Analysis |  |  |  |
| 3 | Transfer and Overlearning |  |  |  |
| 3 | Systematic and explicit instruction |  |  |  |
| 3 | Scope and sequence |  |  |  |
| 3 | Print referencing |  |  |  |
| 3 | Interactive writing |  |  |  |
| 3 | Word prompting |  |  |  |
| 5 | Phases of Alphabetic Knowledge:  Prealphabetic |  |  |  |
| 5 | Phases of Alphabetic Knowledge:  Partial Alphabetic |  |  |  |
| 5 | Phases of Alphabetic Knowledge:  Full Alphabetic |  |  |  |
| 5 | Phases of Alphabetic Knowledge:  Consolidated Alphabetic |  |  |  |
| 5 | High-Frequency words |  |  |  |
| 5 | High-Frequency Words vs. Sight Words |  |  |  |
| 5 | Short Vowel Word Families |  |  |  |
| 5 | Dolch Words |  |  |  |
| 5 | Word Sorting |  |  |  |
| 5 | Elkonin boxes |  |  |  |

Below are 2 examples of the expected responses. Please make sure to include:

* Key ideas from the Material provided in this course. Please do not use outside resources. 1 exception are the Book Award sections.
* Your understanding: The information you are including must be in your own words, as there is no value in just copy/pasting information.
* Add citation information from the resources you used, including the title, author, date, page #.

EXAMPLES BELOW:

|  |  |  |
| --- | --- | --- |
| **Terminology/ Concept** | **Key ideas, your understanding, and example(s)** | **Citation of your source** (Title, author, date, pg #) |
| **Genre**  (Module 1) | **1.** A genre is a category of book based on the content and style of writing. Most books fit 1 genre, but many cross into multiple categories.  **2.** Example: The True Confessions of Charlotte Doyle is Historical fiction, as it is a fictional story set in a realistic historical context. | **3.** Ken, Lilia (2012).  Entering the World of  Children’s Literature. (pp. 7-8) |
| **Your definition of**  **Children’s Literature**  (Module 1) | **1.** Children’s Literature can be defined as written material that is produced for the purpose of entertaining or informing children ages 0-12 and designed to be read entirely. Children’s literature can be read and enjoyed by all ages, but the intent of its content is for the benefit of children. Most children’s literature books are accompanied by photos that help to tell the story or impart clues to the vocabulary seen on various pages.  **2.** A good example of Children’s Literature is Lewis Carrol’s series of books about Alice, which, according to “is the first novel written specifically for children that was purely entertaining” (p. 25). (J. Martinez, 2021) | **3.** Ken, Lilia (2012).  Entering the World of  Children’s Literature. (pp. 2-4) |

Scoring Rubric

1. Key ideas and Understanding: **30 pts.** Information summarizes the key information from the course materials, in students own words, and is covers all important details included.
2. Example: **10 pts.** Correct example is included and explained. Examples are not ones taken directly from the text.
3. Citations: **10 pts.** All citation information is included