

Curriculum Planning Tool

Reading Module 1 Beginning Word Reading

Use this Curriculum Planning Tool to assist you in planning the best use of an Online Academy module in your courses. The Planning Tool contains four pages. Page one (below) shows the module Table of Contents. Page two provides an overview of the module's contents, including the (1) goals of the module, (2) discussion questions relevant to the module, (3) the topic title of each lesson in the module, and (4) a list of the glossary words used in the module. Page three is a course integration plan form that allows you to record where the module could fit into the courses you teach. Page four contains a breakdown of all the student tasks included in the module. There is also space on page four for you to plan where each task may fit into your course plan.

Module 1 Beginning Word Reading

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Content Overview

Reading Module 1: Beginning Word Reading

The first lesson describes the process of reading development from the emergent literacy period to the mature reader level. Lessons 2 through 4 describe how phonological awareness affects reading and spelling skills. Assessment and instructional methods are highlighted. The module is appropriate for teachers of students of all ages whose difficulty with phonological awareness is impacting their reading and spelling skills.

Goals:

1. To discuss the process of emergent reading development and how early childhood experiences can affect it.
2. To discuss the factors that should be considered when conceptualizing a balanced literacy program.
3. To explain why it is important for teachers to develop their knowledge about phonemes and have an understanding of the distinctive characteristics of each.
4. To demonstrate how you would teach and assess phonological awareness and teach beginning word reading.
5. To describe the dimension of difficulty that should be considered when choosing words for phonological awareness activities and beginning word reading and spelling. Give examples of each.
6. To describe the features of effective intervention programs.

Discussion Questions:

1. What needs to be considered when developing a balanced literacy program?
2. What are the different factors that can cause readers to have difficulty with beginning reading?
3. How do you use the types of research-based interventions that have been shown to strengthen the beginning reading skills of students who may be at risk, or who have been identified as having a reading disability?
4. How does a student's phonological and phonemic awareness affect his or her ability to learn to read?
5. What are the characteristics of effective intervention programs?

Lesson Topics:

1. The Development of Literacy: As Reading Instruction Begins
2. Learning about Phonemes
3. Teaching Phonological Awareness
4. Beginning Word Reading and Spelling for Reading Comprehension

Glossary:

Affricates	Dialect	Literacy	Screening
Alliteration	Diphthong	Mnemonic device	Segmenting
Alphabetic principle	Emergent literacy	Nasals	Sound analysis
Assessment	Explicit	Onset	Sound comparison
At risk	Expressive language	Pattern or patterned books	Sound deletion
Automaticity	Fricatives	Perinatal	Sound judgment
Basal reading programs	Frustration reading level	Phoneme	Sound manipulation
Blending	Glides	Phonemic awareness	Sound production
CCCVC words	Grapheme	Phonics	Sound synthesis
CCVCC words	Hissing or hisser sounds	Phonological awareness	Standard spelling
CVC words	Independent reading level	Phonology	Stops and stop-like sounds
CVCC words	Inference	Postnatal	Story understanding
Comprehensive language arts program	Instructional reading level	Predictable books	Systematic instruction
Consonant blend	Intervention	Prenatal	Unvoiced sounds
Consonant cluster	Invented spelling	Primary language	VC words
Continuous sounds	Letter-name knowledge	Receptive language	Voiced sounds
Conventional spelling	Letter-sound knowledge	Rime	Voicing
Decoding	Linguistic	Scaffolded instruction or scaffolding	Vowel circle map
	Liquids	Scratching or scratcher sounds	Word recognition

Course Integration Plan

Course Integration: Courses in which this module would be applicable:	
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Lessons	Courses in which the lessons would be applicable:
Lesson 1 The Development of Literacy: As Reading Instruction Begins	
Lesson 2 Learning About Phonemes	
Lesson 3 Teaching Phonological Awareness	
Lesson 4 Beginning Word Reading and Spelling	

Notes:

Students' Tasks

The following is a comprehensive list of every task that students are asked to complete in this module. Use this task breakdown sheet to designate where each task best fits into your course(s).

Support Level Assessment	
Support Level Directed Questions	
Lesson 1 Assessment	
Lesson 1 Activity	
Lesson 1 Directed Questions	
Lesson 2 Assessment	
Lesson 2 Activity	
Lesson 2 Directed Questions	
Lesson 3 Assessment	
Lesson 3 Activity	
Lesson 3 Directed Questions	
Lesson 4 Assessment	
Lesson 4 Activity	
Lesson 4 Directed Questions	
Practice 1	
Practice 2	

A Curriculum Planning Tool is available for each of the 22 modules produced by the Online Academy. The modules cover three content areas: Positive Behavioral Supports, Reading, and Technology in Education. All the Curriculum Planning Tools are available online at onlineacademy.org. Instructors are free to access the tools and print multiple copies.