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What effect does Phonemic Awareness have on Young Readers?

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A School Improvement Plan Project Presented

in Partial Fulfillment of the Requirements

For the Degree of Master of Education

Abstract

A School Improvement Plan is an excellent roadmap that consecutively lays down particular interventions that a school will implement. The plan strengthens shared governance by offering an opportunity where the district collaboratively identifies interventions and plans to address priority areas that require improvements. Students who have difficulty learning are subjected to the reading and repetition hypothesis. However, certain approaches and techniques see learners devise ways of embedding context in their guessing worlds, skipping the words they are not familiar with and memorizing phrases and terms.

Therefore, teaching phonemic awareness to young children in their early years dispels later challenges related to reading by boosting emergent literacy skills. By supporting teaching phonemic awareness to young children, there is a need to integrate mixed interventions to address later reading challenges and nurture early reading skills. Cognitive techniques and teaching learners phonemic awareness with ELL, Autism, and dyslexia enhance literacy skills, consist of the abilities that reduce early literacy challenges.

Keywords: phonemic Awareness, phonics, early literacy, intervention

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What effect does Phonemic Awareness have on Young Readers?

Over the past decades, schools seem to utilize struggling readers' procedures and approaches while teaching by employing a reading hypothesis that scientists continuously repeat. Numerous guardians and instructors perceive something wrong with this approach. A perplexing number of kids within America (US) cannot read well. In terms of all fourth-graders, a third of them cannot read at the fundamental level, and numerous students do not become exceptional readers as they conclude their high school studies (Hanford, 2019). As a result, these techniques used by struggling readers, such as employing context in guessing words, memorizing the terms or phrases, and skipping those words they are not familiar with, are the procedures utilized and taught to most reading beginners. This implies that a student is on the skilled reading path when a word achieves this basis which creates difficulties for numerous students learning to read. Children who do not start on a good note may find it challenging to master the reading process.

The problem is a few schools still utilize cueing reading strategies rather than in conjunction with phonics instruction. Although numerous individuals are not familiar with three cueing, most instructors are probably knowledgeable with MSV. M represents employing meaning while deriving words, S represents utilizing sentence structure, and V represents graphical or visual data (word letters). However, recent developments in the science of reading seem to develop cueing into a whole language. Scientific research has revealed that skilled readers can read the words without depending on the setting or visual cues (Hanford, 2019). The truth is that this disproven hypothesis surrounding how reading is carried out is still driving how numerous children are instructed to read, thus illustrating a portion of the issue. Based on this hypothesis, school districts spend countless taxpayer dollars on educational modules or programs. Instructors are taught the theory as they work and undertake educator preparation

programs. As long as this disproven hypothesis is still a portion of US education or instruction, numerous students are susceptible to struggling while learning to read.

The purpose of this school improvement is to incorporate comprehension skills, phonics, and phonemic awareness under the science of reading to establish or create successful readers. This is because the science of reading has demonstrated the best methods to help students learn to read, such as successfully decoding unfamiliar words (Shanahan, 2020). I hope the knowledge gained will improve teaching, learning, and collaboration by incorporating insights and research from disciplines including cognitive science, educational and developmental psychology. This means that education or instruction will transition from presentation to practice, be hands-on and directly apply to reading and spelling. Phonemic awareness will be utilized in predicting a student's reading ability (Oanh & Tri, 2019). This ability to hear and distinguish among diverse speech sounds allows students to acquire and comprehend language easily. The other insight specifies that successful reading necessitates knowledge on letters and sounds relationships as the students or children sound out words to learn the words (phonics). The conclusion of this school improvement plan will ensure professional development is delivered to numerous American instructors and teachers, which focuses on creating successful readers using comprehension capabilities, phonics, and phonemic awareness.

The literature review research was gathered from scholarly peer-reviewed journals found in scholar and DeWitt Library databases. The supporting articles are written by domain and academic specialists. This implies they are scholarly because they add to academic teaching or instruction by sharing current data, insights, news, research discoveries and hypotheses, and summaries of research findings. The articles were gathered using keywords or terms of student phonemic awareness, phonics, comprehension skills, and science of reading. Thus, each source

or journal article is peer-reviewed. Therefore, the data and statistics are verifiable with a reference list. The literature review will be employed in designing a professional development plan suitable for student reading needs and the needs of the teachers.

Literature Review

Teaching Phonemic Awareness to Toddlers through Preschoolers

Teaching phonemic awareness to toddlers through preschoolers dispels later reading challenges by enhancing emergent literacy skills. A research study that couples phonemic awareness instruction in supporting preschool children's emergent literacy skills reveals that articulation is associated with phonemic awareness and reading skills (Becker & Sylvan, 2021). The latter exploration illustrates that after utilizing bidirectional collaboration between a teacher and a speech-language pathologist to provide articulatory placement approaches to link early phonemic placement tasks with speech production accurately, preschool children amassed literacy skills.

A study on the impact of combining phonological awareness and explicit movement among preschool-aged learners found that teaching preschoolers with early movement and literacy escalates performance (Callcott, Hammond, & Hill, 2015). For instance, Callcott et al. (2015) states that the group that received a combination of movement and explicit phonological awareness performed highly compared to the control group. The findings support Becker and Sylvan (2021) that teaching preschoolers through combined articulatory placement approaches linking phonological awareness with movement ignites emergent literacy skills. On the other hand, an exploration on teaching phonics and phonemic awareness (PA) to preschoolers with ASD (autism spectrum disorder) amassed results that utilizing a mixed-methods design improved phonics and PA, speech sound production, and overall early literacy (Quinney, 2018). The

exploration indicates that when teachers employ mixed interventions, such as linking phonics and PA, it escalates literacy skills among typical preschoolers and those with ASD.

Further, a qualitative case study investigating how preschoolers could employ iPads to develop phonemic awareness concluded that although the learners used iPads to practice phonemic awareness, they depicted minimal creativity during the exercise (Scalf, 2020). The case study's results mean that developing emergent literacy skills requires student-participant collaboration. Hence, the current literature provides conclusions that support the theme that teaching phonemic awareness to toddlers through preschoolers needs collaborating mixed interventions to curb later reading difficulties and propels early literacy skills.

Teaching students Phonemic Awareness with Autism, Dyslexia, and ELL

Teaching students phonemic awareness with autism, dyslexia, and English language learners (ELLs) escalates literacy and minimizes early literacy difficulties. An exploration of phonemic awareness among preschool ELLs found that using play-based tasks in scaffolding phonemic awareness in the treatment category through the teachers' coaching and training caused a substantial change in their phonemic segmentation ability (Bell, 2010).

The results convey that when the teachers' instruction on ELL preschoolers entails coaching and training phonemic awareness, the learners depict phonemic segmentation, a significant factor in literacy ability. Another exploration on the function of phonemic awareness in reading the second language reveals that phonemic awareness encompasses a constellation of abilities that dispels early literacy difficulties, including reading (Koda, 1998).

The findings indicate that preschoolers that gather phonemic awareness develop multiple literacy abilities. By illustration, the study exhibits that some of the constellations of abilities emerging from phonemic awareness that include phonemic manipulation skills. Another

investigation on literacy skills and phonological awareness among children from deprived social environments found that phonological awareness intervention focusing on initial phoneme discrimination, syllable segmentation, and rhyme awareness had minimal impact on the later literacy ability compared to the control group that does not receive intervention on nonword spelling and rhyme awareness (Nancollis, Lawrie, & Dodd, 2005). The latter findings suggest that phonological awareness that focuses on initial phoneme discrimination does not enhance later literacy acquisition among children.

A research study on the impact of cognitive approaches on dyslexic children's phonemic awareness states that the learners utilize particular cognitive methods that escalate their phonemic awareness in comprehension reading (Thangarajathi & Menaha, 2020). The four pieces of literature provide conclusions that convey that cognitive techniques and teaching students phonemic awareness with autism, dyslexia, and ELL increases literacy skills, including a constellation of abilities, which minimize early literacy difficulties.

The Relationship Between Phonological Awareness and Reading

Phonological awareness is associated with early reading ability among preschoolers. A research study on the impact of instruction on phonemic awareness to early reading ability among kindergarten children found that although most learners depicted high comprehension of phonemic awareness, struggling students improved by progressing towards early reading abilities and literacy skills (Al-Bataineh & Sims-King, 2013).

The results reveal that phonemic awareness instruction correlates with early reading and literacy skills. On the other hand, an investigation on the development of spelling, vocabulary, reading comprehension, and decoding informs that reading comprehension in the elementary school years escalates with progress in classes but declines in higher grades (Aarnoutse et al.,

2001). The latter exposition indicates that reading comprehension increases with grades but gradually closes the academic gap in higher grades. Aarnoutse et al. support Al-Bataineh and Sims-King phonetic phonemic awareness instruction escalate reading ability in elementary school years, leading to closure in the academic gap in higher grades. In another instance, an exploration of the association between reading and phonological awareness reveals that assessing phonological awareness predicts word reading in second grade and kindergarten (Hogan, Catts, & Little, 2005).

The revelation that assessing phonological awareness ignites word reading among kindergarten students. Other related literature states that teaching children on attending phonemes and comprehending print concepts escalates early reading success (Nichols et al., 2004). The pieces of literature provide conclusions supporting the theme that phonological awareness correlates with early reading ability in children.

School Profile and Baseline

Student Performance

LeMars's current data from 2021 assessments are as listed: Elementary Science (57), Math (76), and FAST scores of 72, Middle School Science (59), Math (72), and 49 for 6th grade. High school's data holds a greater data for science (71), but is similar in range with Math and Reading. There is no FAST in the high school level.

Student and Community Characteristics

Le Mars Community School enrolls 78% white, 0.5% Asians, 2.7% black, 14.7 percent Hispanic, 0.3 percent American Indian, and 0.9 percent Native Hawaiian students in its schools. Additionally, 2.9% of students identify as being of more than one race, and 0% did state their ethnicity. Consequently, 47 percent of the pupils are female, while 53 percent are male. In the Le

Mars Community School, 27.2% of students qualify for free or reduced-price meals, and 5.3% of students are English language learners, thanks to government funding. Le Mars Community School has a total of Six schools that serve 2,283 pupils in the community (LeMars Community Schools). Twenty percent of the students in the district are ethnic minorities. Students from low-income families make up 27.2 percent of the student body.

School Characteristics

One high school and three middle schools make up the Le Mars Community Schools dedicated to cultivating academic success. A well-rounded education necessitates the involvement of every school in the Le Mars community. In a supportive setting, primary schools help pupils lay the groundwork for a successful future. However, the middle school aims to help students fulfill their full potential by catering to the requirements of teenagers. In terms of academics and extracurriculars, the high school has a long history of success. While pursuing a degree, students can receive college credit for their courses. Opportunities to excel in athletics, academics, and the fine arts are available at Le Mars Community Schools in Iowa. As a result, the schools provide a wide variety of extra-curricular engagement to assist students in developing a wide range of abilities. Students at the Le Mars Community Schools can participate in various music programs, including choir, band, and orchestra, to express themselves (LeMars Community Schools). When it comes to athletics, students at Le Mars Community Schools are given the option to participate in a wide range of successful activities.

School Mission

Through active cooperation with students, schools, families, and the community, Le Mars Community schools aim to ensure that every kid receives a quality education by developing characters, enhancing life-long learning, and nurturing basic skills.

School Vision

There is a shared desire to elevate standards for both students and staff members. As a result, the school will be able to devote the time and resources necessary to improving student performance by implementing new techniques, methodologies, curriculum, classroom facilities, and technology. In order to cultivate self-motivated, lifelong learners, all student levels of engagement will be exploited (LeMars Community Schools). When these pupils are evaluated, they will show that they have met or exceeded the new requirements.

Current Student Learning Goals

At Le Mars, we believe all people can learn. Our schools provide a thriving learning experience that serves all students' unique needs. Nearly all kids in kindergarten through fifth grade should meet or exceed the FAST CBM reading goal by 2026. Eighty percent of children in grades 3 to 5, 6 to 8, and 9 to 11 will meet or exceed competence on the Iowa Statewide Assessment of Student Progress (ISASP) in reading, mathematics, and science by 2026.

Reflect on Teacher Strategies, Assessment Practices, and Professional Development

Le Mars provides the necessary resources to attain the 36-hour professional competence development cooperation time requirements. Again, teachers are given appropriate items to help achieve the set annual goals in science, reading, and math. Finally, the management has structured plans for reporting from all categories of the schools regarding implementable strategies to improve the current results of science, reading, and math skills among students in levels 3-11.

Teachers receive compensation with their professional training and preparation, which allows them to assume leadership responsibilities in instruction and curriculum at Le Mars Community School. They also effectively cooperate with other teaching staff, both new

and veteran, in a focused, targeted, and supportive manner to enhance student achievement in academics and ex-curricula activities.

Needs Assessment

Every educational institution has to utilize all sources and energy to improve its facilities, educational services, teaching methods, instructional strategies, and curriculum to provide maximum benefit to the learners. The Le Mars Community District has been encouraged to identify shortcomings in the educational content, methods, and strategies to implement the latest strategies for the wellbeing of learners. In response, one place that requires immediate attention for certain changes is curriculum and instruction.

The school is familiar with the importance of enabling learners to learn to read as early as they start their education. For this purpose, the school uses the Center for Collaborative Classroom. The program is highly effective for its variety of materials for children of all ages (Center for the Collaborative Classroom & Shefelbine, 2020). However, it lacks some important features. For example, it does not provide enough phonemic awareness to learners. As a result, students face difficulty as they continue to progress to higher grades. Therefore, the team has decided to look for a more effective and comprehensive program for children, which should address the issue of phonemic awareness.

Since providing phonemic awareness to young learners is the main target to enable them to learn to read and pronounce the words accurately before they move to higher grades, the team has identified HD Word as suitable options in addition to the curriculum Center for Collaborative Classroom. HD Word is a collection of lessons designed for students of elementary classes and grades 1-5. The content of HD Word emphasizes the teaching of phonemic awareness and phonics to all learners as early as they begin their academic careers. The goal is that as they grow

mature, they should not spend much time learning phonics and pay more attention to important facts covered in different subjects. In addition, HD Word provides a systematic approach to growth from one class to another considering the child's learning capacity without jumping from too simple to too complex words. The workbooks available for all learners provide them opportunities to use their skills and understand the differences between different phonics.

The reason behind choosing the supplement of curriculum is that early school years have a lot of impact on a child's performance in higher grades. If a child learns to read different words with the help of phonics at the earliest, they are expected to face fewer challenges associated with reading in the higher grades (Stuart & Fugnitto, n.d.). If they continue to struggle because of the lack of awareness of phonemics, they will continue to face challenges in the higher grades. As a result, their attention will be divided between his reading problems and understanding of concepts. The knowledge and understanding of phonemic awareness and phonics can make a student read fluently to pay more attention to the meanings of words. Consequently, they read more content, gather more vocabulary, and store more information.

Every school should remain alert to the progress of students and the challenges learners face. The administration must look for an innovative solution to the problems of children learning in different grades. For the Le Mars District, it is the right time to supplement the current curriculum with HD Word so that children should learn phonics and develop their reading skills for the future. If students are successful or have been exposed to these learning opportunities now, they will begin to show greater success in the upper grades.

School Data and Analysis

School Data

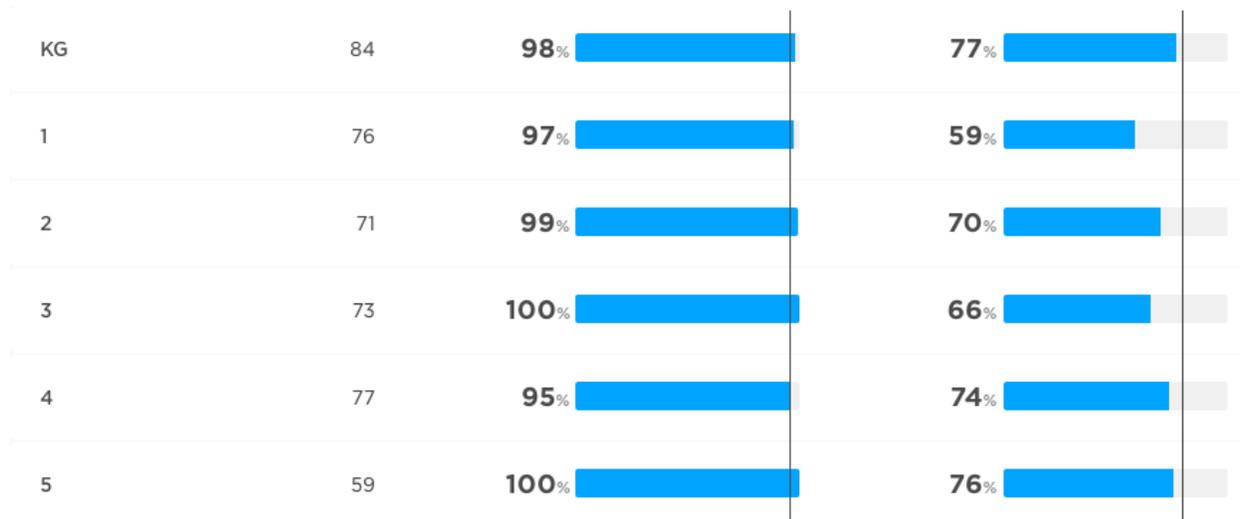
At Le Mars Community, there are a variety of informal assessments given to students throughout the year. Specifically, an elementary-wide screener given to all students is the FAST (Formative Assessment System for Teachers). This screener provides educators with a tool to screen, monitor, and analyze reading skills of students from kindergarten to fifth grade. The intentions for the formative assessment screener is to provide results for use in planning reading instruction.

The FAST data shows a lack in phonemic awareness and phonics instruction. It supports the need of more phonemic awareness in our core instruction. At Kluckhohn Elementary, 439 students K-5th were 70% proficient in reading shown in Figure 1, with 1st graders being the lowest percent and 5th grade being the highest percent shown in Figure 2. Specifically, in first grade, students are being assessed over sight words, word segmenting, nonsense words, and story passages.

Figure 1

Kluckhohn Elementary Proficiency Data



Figure 2*Class wide Proficiency Data*

Once students are in third grade, the main focus for data collection is CBM- English (Curriculum Based Measurement), which is story reading. Although WPM (words per minute) may not give us an exact focus point, we have examined the accuracy of reading and many students are missing multisyllabic words, where we start to see our lack of phonemic awareness and understanding word parts. Given each student's missing skills, we can begin to assess them on phonemic awareness and provide intervention for the students who need support.

Analysis of Data

After examining the data, first grade is being assessed in more areas, broken up into different subtests. Second through fifth graders are assessed on words per minute in CBM reading. Although the data from grade to grade may not be accurate, we can take a look at where students are doing poorly. For example, Student A missed sight words such as the, like and Student B missed multisyllabic words. This gives us an idea on which students need more phonemic awareness of words. In this case, student A and B could both use phonemic awareness. Student A could use more phonemic awareness to identify more individual sounds whether they

be heart sounds or sounds we do not have to memorize. Student B could use more phonemic awareness for breaking words apart and understanding word parts.

School Weaknesses/Challenges

One of the highest areas of weakness indicated on the FAST data is word segmenting. This is where students lack skills in word segmenting could be an area where phonemic awareness becomes present in more in depth curriculum. Other areas of weakness are sight words and nonsense words. Many first graders are being progress monitored in both areas, and students showing little to some growth. Although nonsense words are an area of concern, the data shows students are slowly progressing in manipulating sounds and creating words.

Additional Assessment Recommendations

Other assessments that would be necessary for data collection would be the Phonological Awareness Screening Test (PAST), the Heggerty Screener, or the Really Great Reading diagnostic decoding survey. The phonological awareness screening test is reliable based on samples of students from kindergarteners to fifth graders. It is used with students as a formal reading assessment and provides an informal, verbally administered diagnostic tool that evaluates fourteen aspects of phonemic awareness. It assesses a students' level of proficiency with syllables, onset-rimes, and phonemes.

The Heggerty screener is used to show progress with phonological and phonemic awareness skills as well. Lastly, Really Great Reading's diagnostic decoding survey is an assessment of phonics skills and assesses a students' skills in simple and complex single-syllable words, decodable two-syllable words, and sight words. All three recommendations collect and provide similar, but different information on a student's phonemic awareness skills. All examples would be useful information.

Action Plan

The literature review has multiple strategies that can be utilized for the plan. Phonemic awareness skills can be applied to teach elementary students, but also toddlers. The 2-directional collaboration or integration between a speech-language pathologist and teacher would be utilized for improving the literacy skills of all children. The plan further includes that elementary students would be taught through the use of integrated articulatory placement approaches relating phonological awareness with movement that can eventually enhance literacy skills. The literature further revealed that play-based tasks within phonemic awareness through the teachers' training and coaching can bring major changes in elementary students' phonemic segmentation capability (Bell, 2010). This strategy can specifically be utilized for dyslexia, autism, and ELLs. Young children with autism face difficulties in learning and play-based tasks can help in encouraging learning.

Information found within the review revealed that early reading abilities can help in developing phonological awareness (Al-Bataineh & Sims-King, 2013). The focus will be on developing reading habits among students that can eventually help in boosting phonological awareness. The strategies include developing a regular reading routine, motivating the child to read regularly, assisting the reluctant reader in finding books that they love, utilizing the reading examples, and staying involved with the child. The strategies can play a crucial role in improving reading habits that can eventually boost phonological awareness. The techniques can reinforce comprehension and learning by utilizing more senses as the students read. The development of reading habits can eventually help in building phonemic awareness among the readers. It can eventually have a profound impact on the cognitive abilities of the student.

Steps for Solving the Problem

“*Heggerty Program*” is one of the major steps and techniques for improving phonemic awareness among elementary students (Heggerty, 2022). In this program, daily phonemic and phonological awareness lessons are incorporated. The “*Heggerty Phonemic Awareness Curriculum*” refers to a thirty-five-week program of lesson plans, which deliver an exceptional level of student engagement and explicit modeling (Heggerty, 2022). The program is a great step to develop a student’s encoding and decoding skills and abilities.

The hand-motion posters can be utilized for supplementing the Heggerty program. The lessons incorporated in the program would be consistently taught regularly, with scaffold and modeling support, students then learn to understand language and interpret the sound in words.

This particular plan teaches five core phonological awareness skills. The skills are segmentation, rhyme, blending, initial phoneme isolation, and final phoneme isolation. In the rhyme domain, students would understand production, recognition, and repetition. The students would also learn to blend syllables and words. They would further learn segmenting into syllables, words, and onset-rime (Heggerty, 2022). The literacy skills would include language awareness and alphabet knowledge. The students will successfully differentiate between alphabets, learn all the alphabets, and understand the sound of every alphabet.

Another step is to use the “*Really Great Reading*” program for boosting reading skills and phonological awareness. The program focuses on delivering professional development, interventions, grouping, and prevention (ReallyGreatReading, 2022). Through the use of the program, the focus will be to create a strong literary foundation among the students and assist eliminate decoding problems. The “Launchpad” lesson teaches younger students to develop

phonemic and phonological awareness, recognize the ideas of letter and print names, develop sound-letter knowledge, and how letters may be put together for creating words.

Although the Heggerty 35-week program is not ideal at this point in the year, it will still be beneficial to introduce the program. It will also be rewarding for students to be aware of phonological awareness skills and use them in their future reading. “*Really Great Reading*” will be used as an introduction to phonics lesson, but will not fully get incorporated until phonemic awareness is mastered. Figure 3 shows an overall review of intervention program examples.

Figure 3

Curriculum Information

| Curriculum | Targeted Area | Length of Program |
|----------------------|---|---------------------------------|
| Heggerty | segmentation, rhyme, blending, initial phenome isolation, and final phenome isolation | 10-15 per day, 35 lessons |
| Really Great Reading | Phonemic awareness, phonics concepts, and word-attack skills | 15-20 minutes per day, 28 weeks |

Examples of Screeners

Phonemic awareness skills play an important role in early reading, and it is important to screen student’s abilities in their early stages of school. Phonemic awareness interacts with the development of vocabulary and word recognition. The Phonological Awareness Screening Test (PAST) can be used to show the effectiveness of parts of the program, as well as the Heggerty screener. Both screeners will give a collection of information on a student’s skills.

Implementation of the Plan

Teaching phonemic awareness younger children deals with later reading challenges by enhancing literacy skills. Elementary students can use various platforms like iPads to help develop phonemic awareness. Learners participate and collaborate on the whole issues of the learning for them to get the impact and the ultimate learning experience. Therefore, teaching preschoolers would need a mixed approach to deal with the teaching challenges that come way after and thus propel early literacy skills.

For learners with difficulties in learning, using a cognitive approach to phonemic awareness in the whole comprehension reading would be beneficial. Therefore, learners who have challenges in education increase their literacy skills. The skills incorporated abilities constellation with reduced early literacy challenges. Ensuring effective learning takes place, an intervention to the effect has to be in place.

An improvement plan would act as a great tool through which the impact could be monitored and through. The program gives direction both to inform the situation before the intervention and the possible gaps following the implementation of the intervention. Below is a timeline of the implementation of the school improvement plan. The five week process will hopefully show us some data growth, but we may not see a overall result for a few years. Listed in the timeline is what the weeks consist of and what resources are needed to support the process.

School Improvement Plan Timeline

| | |
|---|--|
| <p>Week 1</p> <ul style="list-style-type: none"> ▪ Review of the timeline document ▪ Start the root cause analysis | <p>Resources</p> <ul style="list-style-type: none"> ▪ 2020-2021 timeline and Data. |
|---|--|

| | |
|---|--|
| <p>Week 2</p> <ul style="list-style-type: none"> ▪ Need Assessment ▪ Schedule planning meeting ▪ Analyze demographic Data ▪ Data collection ▪ Review of the school's vision, mission, and values. | <ul style="list-style-type: none"> ▪ School calendar. ▪ Current year executive summary, and action plan |
| <p>Week 3: Inquiry process</p> <ul style="list-style-type: none"> ▪ Analysis of learners' achievement data ▪ Do comprehensive needs assessment. ▪ Complete challenges solving cycle ▪ Start on the inquiry process and analysis of the root cause. | <p>Resources</p> <ul style="list-style-type: none"> ▪ School-based common assessment. ▪ Adoption of data to enhance learners' learning. |
| <p>Week 4: Design</p> <ul style="list-style-type: none"> ▪ Structure and action plan with the school initiative. ▪ Design a monitoring system. ▪ Align teacher's development plan to action steps. ▪ Inclusion of division intervention plan. | <p>Resources</p> <ul style="list-style-type: none"> ▪ Teacher's development calendar. ▪ Monitoring schedule. ▪ Objectives ▪ Universal assessment ▪ Learning assessment |
| <p>Week 5: Evaluation</p> <ul style="list-style-type: none"> ▪ Structure system of evaluation. ▪ The structure calendar supports planning, monitoring, and overall evaluation, supporting interventions. | <p>Resources</p> <ul style="list-style-type: none"> ▪ School intervention strategies ▪ Monitoring schedules ▪ School scheduling plan |

Plan for Monitoring the Success or Failure of the Interventions

A great way of evaluating intervention is to divide its schedule into three major phases (Anderson, 2021). The first phase is before the intervention starts, the second phase is the actual implementation, and the third would take the number of occasions that it completes. The plan looks into the evaluation of various areas of intervention. It strengthens shared governance by offering an opportunity where the educators collaboratively identify interventions and plans to address priority areas that require improvements.

Progress monitoring would also happen on approaches and techniques that learners use to devise their ways. Evaluate the embedding context in their guessing worlds, skipping the words they are unfamiliar with, and memorizing phrases and terms (Anderson, 2021). Finally, the monitoring process would assess the cognitive techniques and teach learners phonemic awareness with ELL, Autism, and dyslexia. The overall measures enhance literacy skills.

Barriers and Challenges

Planning and implementation of an educational plan may have challenges like most other plans. The first challenge is the inability to plan or have adequate planning. The teachers need to consider all the needs of their learners for perfect planning. Without the proper professional backing, planning may be challenging. However, the teachers may not be well-versed in the appropriate planning process.

Lack of commitment towards the plan would be another challenge for educators. Plan development may be challenging, and owing fidelity to most implementers poses a challenge (Saiegh-Haddad, 2019). Fear of failure is a challenge that makes the planning process take place. Inferiority information is a challenge that weighs down the planning process. Poor quality and insufficient quantity of information are excellent recipes for a failure in planning.

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