



# Introduction to Phonics Instruction and Strategies

## Course Syllabus

### Course Description

The purpose of this professional development course is to give participants the knowledge and tools they need to implement more phonics into their classroom. First, participants will be given the research behind the need for phonics instruction. They will then use that knowledge to discover the different parts of phonics and all the skills that embody that general term. Lastly, participants will find strategies and activities that they can incorporate into their classroom and possibly become a leader for phonics instruction in their school.

This course enhances classroom teaching effectiveness and supports improved student outcomes by explaining research-based knowledge of phonics instruction, clarifies key concepts such as phonological and phonemic awareness, explores systematic and explicit phonics teaching strategies across early childhood and elementary grades, and supports educators in applying effective activities and planning next steps to enhance phonics instruction in their classrooms and schools.

### Course Objectives

At the end of this course you should be able to:

TO 1\*: Analyze the principles of phonics instruction and evaluate the cognitive and literacy-based benefits of explicit, systematic phonics teaching.

TO 2: Differentiate between phonological awareness and phonemic awareness, providing examples of instructional strategies for each.

TO 3: Identify and explain the essential components of a systematic and explicit phonics lesson, including instructional sequence, scaffolding techniques, and assessment practices.

TO 4: Summarize current research on Pre-K phonics instruction and describe developmentally appropriate phonics skills and evidence-based strategies for emergent readers.

TO 5: Compare and contrast phonics instruction research, skill expectations, and instructional strategies for kindergarten, first, and second grade, citing relevant developmental benchmarks.



TO 6: Reflect on current phonics instruction practices and formulate a targeted action plan to improve or enhance instructional effectiveness based on course content.

\*(TO 1) stands for Training Outcome 1. Each module in this course focuses on one of the Training Outcomes.

### **Modules**

- Module 1: What is phonics and what is it good for?, Quiz 1
- Module 2: Letter-Sound Correspondence, Quiz 2
- Module 3: Systematic and explicit lessons, Quiz 3
- Module 4: Phonics in Pre Kindergarten, Quiz 4
- Module 5: K-2 strategies and lessons, Quiz 5
- Module 6: Shift to Structured Literacy, Quiz 6

### **Grading:**

Each quiz must be passed at an 80% or higher (three attempts allowed).

### **Format**

This is a self-paced, asynchronous (no required live meetings) course. Throughout the PD course, you will find it helpful to take notes along the way to assist with the quizzes. Within each module, you will find reflection assessments that are not graded but will help in your journey through the course. There is an interactive forum in the course to help you connect with peers and instructors, share ideas, and collaborate on best practices throughout your learning journey.