



Chapter 2 Leader's Lens

Phonemic Awareness

Consider the following supervision supports and classroom connections as you lead and guide teachers through implementing effective phonemic awareness instruction.

Supervision Supports	
Practical Research	<ul style="list-style-type: none"> • Have you shared current research on the importance of phonemic awareness? • Have you shared materials and resources that support best practices in phonemic awareness instruction?
Professional Development	<ul style="list-style-type: none"> • What do you consider essential professional development for phonemic awareness? Where would you begin? • How would you support collaborative teams as teachers implement phonemic awareness practices within the literacy block? • Are there phonemic awareness resources to consider purchasing for the professional library?
Feedback and Expectations	<ul style="list-style-type: none"> • Does my feedback support phonemic awareness that is intentional and explicit? • Am I specific with expectations of what phonemic awareness should look like in the classroom?
Financial Focus	<ul style="list-style-type: none"> • Is there money budgeted to provide materials that could be used for phonemic awareness instruction?
Classroom Connections (Look-Fors)	
Literacy-Rich Environment	<ul style="list-style-type: none"> • Notice the use of wall space to support phonemic awareness (sound wall). • Notice the selection of books in the classroom library that support phonemic awareness and alphabet knowledge.
Direct Instruction	<p>Notice the following instructional practices which include:</p> <ul style="list-style-type: none"> • Defined time for phonemic awareness instruction • A focus on one or two skills per lesson • Instruction that moves from less complex to more complex skills • The majority of time focused on isolating, segmenting, and blending sounds • Instruction that sometimes include letters • Instruction that is differentiated depending on student's proficiency