

## Affirmations and Action Planning for Phonemic Awareness

	Questions to Consider	Evidence Seen	Action Needed
Slides 6 - 11	<ul style="list-style-type: none"> <li>○ Did I know the difference in phonemic/phonological awareness and phonics?</li> <li>○ What are phonemes?</li> <li>○ Why is it important to start with phonological awareness?</li> </ul>		
Slides 12 - 22	<ul style="list-style-type: none"> <li>○ Did I find any practices in my program or curriculum that mirror some of these activities?</li> <li>○ What is the same or different?</li> <li>○ Will I need to find someone teaching a lower grade level with materials to access this type of practice?</li> </ul>		
Slides 23 - 30	<ul style="list-style-type: none"> <li>○ Is my phonics program systematic, explicit, and begins in kindergarten supporting students' mastery regardless of grade level with phonemic awareness included in the instructional routines?</li> <li>○ Have I looked at phonemic awareness levels with the understanding that this development continuum has a sequence for development and learning?</li> <li>○ Do I know which levels of development my students need targeted instruction?</li> </ul>		
Slides 1 - end	<ul style="list-style-type: none"> <li>○ Are we, as a district, ensuring all students who struggle to read get time and focus on phonological and phonemic awareness?</li> <li>○ Do we have time set aside to work as teams on shared students?</li> <li>○ Is it more difficult in upper grades to address time and focus for 'catching up'?</li> </ul>		

	<ul style="list-style-type: none"><li>○ Do we need to revisit and clarify standards for our system and curriculum so we know who and what each of us needs to put into place for students to be successful readers?</li></ul>		
	<ul style="list-style-type: none"><li>○ What works in Reading Instruction?</li></ul>		
	<ul style="list-style-type: none"><li>○ What was most impactful today to my teaching?</li></ul>	<b>What are my initial Next Steps?</b>	<b>By what date shall I begin?</b>