



Principal's Implementation Checklist

Phonemic Awareness (K-5)

Course Objectives:

Participants will:

1. Define phonological awareness and its components
2. Understand why phoneme awareness is important
3. Identify the progression of phoneme awareness skills
4. Learn how to teach and model effective phonemic awareness strategies
5. Know how to explicitly teach blending and segmenting
6. Understand the importance of concepts about print and letter identification

During a brief classroom “walkthrough” observation, the school principal can use the following checklist to note activities and strategies taught in the course and implemented in the classroom.

Teacher:	Date:	School:			
	Degree of Implementation				
<i>Strategies</i>	<i>1 (low)</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5 (high)</i>
Teacher follows preplanned skill sequence for developing phonemic awareness					
Teaches easier sounds before more difficult sounds					
Teacher models using hand motions when appropriate					
Teacher extends direct teaching into learning activities throughout the day					
Teacher uses puppets and other tangible items to teach phonemic awareness					
Teaches students to finger spell					
Teacher watches student responses and gives corrective feedback					
Provides practice on skills as needed by individual students					
Comments: _____					

