

Structured Literacy Competency 7 — Explicit Instruction: Phonological Awareness

Advancing CCS Foundational Skills Standard RF 2

ID	Practice	All Teachers	Elementary Educators	Special Educators	Remedial Reading
7.1P	Use evidence-aligned instructional strategies or routines to teach all students to detect, identify, and manipulate elements of spoken language, with an emphasis on phonemes as indicated by data on student instructional needs.		✓	✓	✓
7.2P	Make explicit comparisons between the phonological systems of English and the phonological systems of ELs/MLs home language and/or the phonological systems of dialects that differ from GAE (e.g., AAE), when possible, with special emphasis on those phonemes that are not present in L1.		✓	✓	✓
7.3P	Align phoneme awareness instruction to the content and goals of the reading and spelling lesson to support students' transfer of skills.		✓	✓	✓
7.4P	Identify reasons for students' challenges distinguishing, pronouncing, and associating phonemes with symbols and use evidence-aligned instructional strategies to target remediation.			✓	✓

ID	Knowledge	All Teachers	Elementary Educators	Special Educators	Remedial Reading
7.5K	Identify, pronounce, classify, and compare the consonant and vowel phonemes in English, to include co-articulation effects and language variations, and explain how this knowledge supports learning for native speakers of English and ELs/MLs.		✓	✓	✓
7.6K	Describe the common developmental progression of phonological and phoneme awareness skills across age and grade, including the common developmental progression for levels of phonological sensitivity.	✓	✓	✓	✓
7.7K	Identify and describe the components of phonological processing and how difficulty in one or more combinations of these components are likely to impact students' literacy acquisition and development.			✓	✓
7.8K	Identify factors that may cause students to experience difficulties with phonemic awareness tasks and for each: (1) explain their potential impact on a student's phonemic awareness proficiency; (2) identify instructional considerations to address these factors; and (3) identify other school-based education professionals who can be consulted for additional guidance and support. ⁶			✓	✓