

## ARPDC Resources Site: ELAL Curriculum

**Title:** *A New Look at how Sound Walls Support Learning in the New English Language Arts and Literature Curriculum*

**Description:** These revamped sessions on Sound Walls support the new ELAL Curriculum and continue to support all learners. This is an effective instructional tool that focuses on both decoding AND encoding through phonological awareness. Let's discuss the use of a SOUND WALL in your classroom and begin to build a Sound Wall to use in your classroom.

### Key Points of the Resource (Part 1):

1. Curriculum Connections – Identifies the connections between the learning outcomes in the new curriculum and the requirements of **Structured Literacy** (Phonological Awareness, Phonics & Word Recognition, Written Expression, and Vocabulary)
2. Sound Walls require a shift in approaching decoding and reading
  - a. **Why isn't a Word Wall effective?** - The cueing system is not effective because it relies on students using too much guesswork when they are reading and spelling on their own.
  - b. Students need direct and explicit instruction on how to read, write, and spell. A **sound wall** is a tool that allows for this valuable, explicit phonemic awareness and phonics instruction.
3. Sound Walls are based on the 5 Key Concepts in the Science of Reading:
  - a. Reading is not a natural process (matching words to print)
  - b. Instruction must be sequential & systematic
  - c. [The simple view of reading](#) – reading comprehension is the combination of decoding (ability to apply sound-symbol relationships to read words) and language comprehension (ability to understand spoken language)
  - d. Phonemic awareness – looks at the individual sounds in words
  - e. Orthographic Mapping – the formation of letter-sound to create spelling
4. The Five Pillars of Literacy
  - a. Phonemic Awareness
  - b. Phonics
  - c. Fluency
  - d. Vocabulary
  - e. Comprehension
5. You have to plan instruction – include a clear sequence of phonological awareness instruction, and phonics and spelling instruction
6. How to introduce a sound wall in your classroom
  - a. start slowly
  - b. begin with phonemic awareness scope & sequence
  - c. the sound wall should be empty (or covered) at the start

- d. slowly grow it one phoneme at a time
- e. when introducing a new phoneme, ask your students what their lips, teeth, tongue and voice are doing, and how air is flowing through their mouth

**Key Points of the Resource (Part 2):**

1. Principles of effective teaching of reading, spelling and writing
  - a. Explicit teaching of phonological skills, phonics, fluent word recognition, vocabulary, text comprehension, and literature appreciation
  - b. Phoneme awareness instruction
  - c. Instruction must be systematic and explicit
  - d. Daily exposure to a variety of texts and incentives for children to read independently and with other
  - e. Vocabulary is best taught with a variety of complementary methods
  - f. Make use of valuable comprehension strategies such as summarizing, clarifying, questioning, etc.
  - g. Encourage frequent prose writing to enable deeper understanding of what is read
2. A Scope & Sequence is used to cover content
  - a. Follow a scope and sequence that teaches wide contrasts first (eg. note 'm' & 'n' or 'g' & 'j')
  - b. Teach a few consonants with a vowel to blend into words
3. Implementation of a Sound Wall – the structure
  - a. Voiced and unvoiced consonants & alternate consonant spellings
  - b. The vowel valley & alternate vowel spellings
4. Direct, explicit instruction involves
  - a. Strategy instruction
  - b. Modelling
  - c. Demonstration
  - d. Feedback
  - e. Guided & independent practice
  - f. Repetition
  - g. Visual supports
  - h. Transfer
5. When using Sound Walls to support learners, remember:
  - a. Vowels and consonants are SOUNDS not letters
  - b. Letters represent sounds, letters don't make sounds
  - c. Phonemes are units of sounds
  - d. Graphemes are letters that represent sounds
  - e. Sounds can be 1, 2, 3, 4 letters (graphemes)
6. Why use a Sound Wall instead of a Word Wall?
  - a. 50% of words are predictable by rule
  - b. 36 % are predictable except for one sound
  - c. 10% are predictable with morphology and word origin knowledge
  - d. Only 4% of words are truly irregular

**To Gain Maximum Benefit from this resource:**

1. Watch part 1 of this resource first to gain an understanding of what a sound wall is, how it can be used to meet the new curriculum learning outcomes, and how you can start to implement a sound wall in your classroom.
2. Watch part 2 of this resource which delves more into the specific planning and implementation of sound walls in the classroom.