

## Abstract

As reading proficiency scores of students across the nation remain stagnant, many school districts, including Farmington Public Schools, have made increasing reading proficiency in their students a focus area of instruction. Research has shown the positive effects that training in phonological awareness has on students' overall reading proficiency. This project explores the effects of using instruction in music to support student acquisition of phonological awareness, as the auditory processes for understanding each are very similar. Guided by a Music Learning Theory approach, activities teaching rhythm skills, melody skills and those combining instruction in both skill sets are presented to teachers as complementary tools to traditional instruction in phonological awareness.