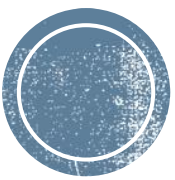


# The Road to Readings

Ensuring Every Child is a Successful Reader

By: Rachel Smith M. Ed.

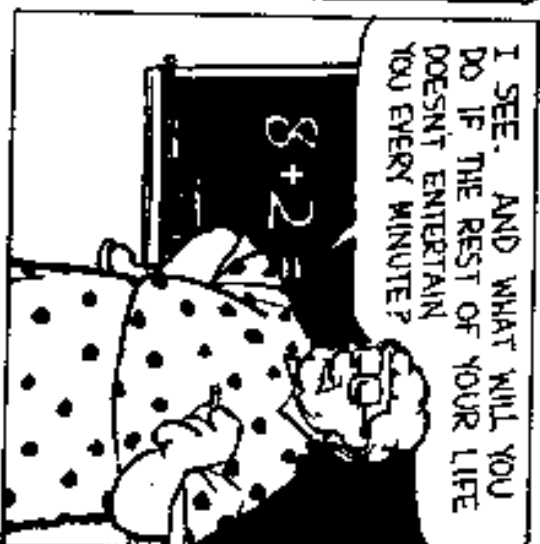
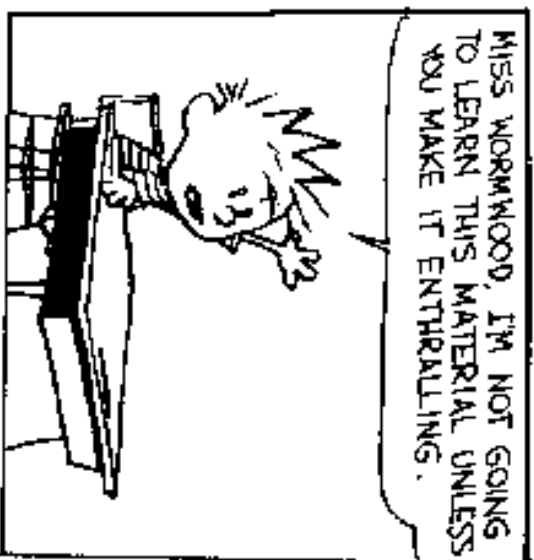




# The 3 fundamental pre-reading skills

Phonemic Awareness, Letter Recognition, Print Awareness

## Calvin and Hobbes



*Phoneme awareness performance is a strong predictor of long-term reading and spelling success and can predict literacy performance more accurately than variables such as intelligence, vocabulary, knowledge, and socioeconomic status.*

- Gillon, 2004

*The most common cause of children's early difficulties in acquiring accurate and fluent word recognition skills involves individual differences in their phonological knowledge and skills.*

Torgensen, 2002

# Phonemic Awareness

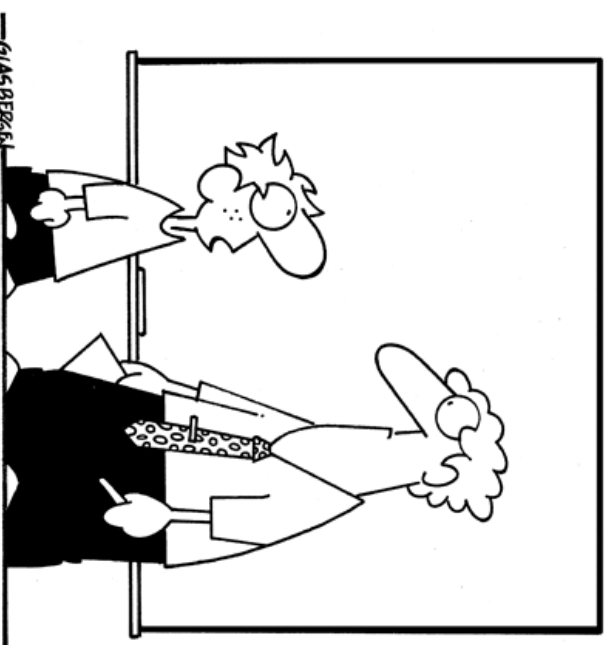
The ability to detect, identify, and manipulate phonemes (individual sounds) in spoken words.



# Types of Phonemic Awareness:

© Randy Glasbergen / glasbergen.com

- Isolation
- Identity
- Categorization
- Blending
- Segmentation
- Deletion
- Addition
- Substitution



—GLASBERGEN—  
“If my mind wanders during class, think of me  
as part of a distance learning program.”



# Amount of Instruction

<u>Preschool and Kindergarten</u>	<u>1<sup>st</sup> Grade</u>	<u>2<sup>nd</sup> Grade and above</u>
<ul style="list-style-type: none"><li>▪ 10-15 minutes per day</li><li>▪ Intervention: an additional 15 minutes per day, 3-4 times a week for as long as needed.</li></ul>	<ul style="list-style-type: none"><li>▪ 10 minutes for the 1<sup>st</sup> three months of the school year.</li><li>▪ Intervention: an additional 15 minutes per day, 3-4 times a week for as long as needed.</li></ul>	<ul style="list-style-type: none"><li>▪ Intervention only.</li><li>▪ 15 minutes per day, 3-4 times a week for as long as needed.</li></ul>



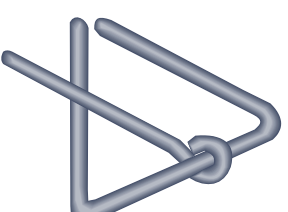
# Grade Level Expectations

<u>Kindergarten</u>	<u>1<sup>st</sup> Grade</u>	<u>2<sup>nd</sup> Grade and above</u>
<ul style="list-style-type: none"><li>▪ Hear individual words in sentences.</li><li>▪ Hear syllables in words</li><li>▪ Match beginning and ending sounds in words.</li><li>▪ Recognize and produce rhyming words</li><li>▪ Blend word segments</li><li>▪ Sequence of letter and sounds</li><li>▪ Apply to spell words</li></ul>	<ul style="list-style-type: none"><li>▪ Match medial sounds</li><li>▪ Segment and blend phonemes</li><li>▪ Onset and rimes</li><li>▪ Count syllables</li><li>▪ Can blend and segment phonemes</li><li>▪ Uses invented spelling</li></ul>	<ul style="list-style-type: none"><li>▪ Increase ability to segment words</li><li>▪ Increase ability to use patterns (onset and rime)</li><li>▪ Includes vowels in every syllable</li><li>▪ Represents spelling patterns in writing.</li></ul>



# Listening Games

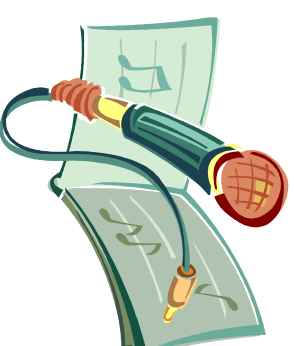
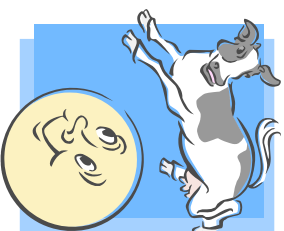
- Musical instruments
- Tick-Tock
- Who says what
- Whisper Your Name
- Telephone
- Do you remember?





# Rhyming Games

- Songs
- Stories
- Nursery Rhymes
- Sound Boards
- Memory
- Transition activities



# Syllable Games

- Bear talk
- Sorting
- Pom Poms



# Word and Sentence

- Word and Sentences Games
  - Which word is longer
  - Pom Poms
- Cut up sentences

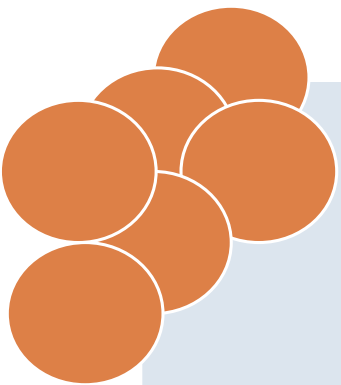
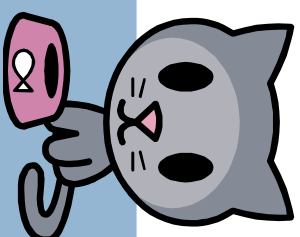
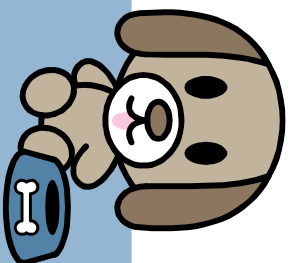


# Phonemic Awareness Games

- Initial and Final Sound Games
  - Sound Boards
  - Puppet/ Children
  - I Spy
  - Rap
  - Memory
  - Roll and find Bingo
  - Alliteration book
- Phonemes Games
  - Snail talk
  - Elkonin boxes
  - Snap cubes
  - Finger Puppet
  - Sorts
  - Team Sound Off

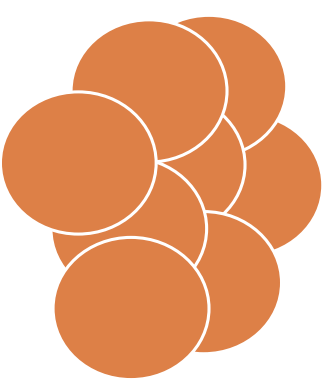
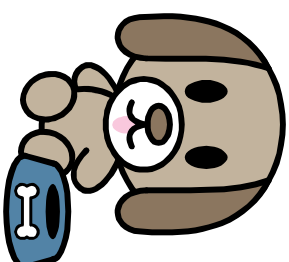


# Sound Boards



# Elkonin Boxes

--	--	--



--	--	--



*Reading depends first and foremost on visual letter recognition.*

- Adams, 1990

*A child's ability to identify the letters of the alphabet by name is one of the best predictors of how readily he or she will learn to read.*

Treiman, Kessler & Pollo, 2006

# Letter Recognition

The ability to automatically identify (recognize) the letters of the alphabet.

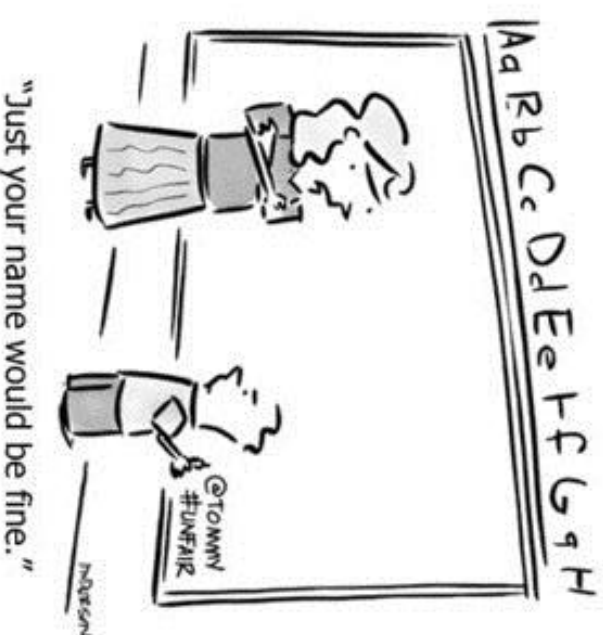


# Instruction

- No best sequence
- Emergent readers should be able to say letter names in and out of sequence, automatically.
- Upper and lower case letters in one minute
- Songs
- Board Drills
- Read Alphabet books

© MARK ANDERSON

WWW.ANDERSTOONS.COM





# Grade Level Expectations

<u>Preschool</u> <ul style="list-style-type: none"><li>▪ Recognize his or her name.</li><li>▪ Identify some alphabet letters</li><li>▪ Been exposed to all the letter names</li></ul>	<u>Kindergarten</u> <ul style="list-style-type: none"><li>▪ Knows all letter names</li><li>▪ Recognizes all letter shapes (uppercase, lowercase, different fonts)</li></ul>	<u>1<sup>st</sup> Grade</u> <ul style="list-style-type: none"><li>▪ Knows all letter names, shapes, and sounds.</li></ul>
---	---	---



# Visually Similar Letters

Letters whose form shares 50% or more of strokes in target letter's form.

- B-D, B-P, B-R, E-F, F-P, G-O, K-X, M-N, M-W, O-Q, O-U, P-R, U-V, V-Y

Letters whose overall form is identical or similar to target letters form when rotated, flipped, or reversed.

- b-d, b-p, b-q, d-g, d-q, e-a, g-q, g-y, i-j, i-l, k-x, m-n, n-c, n-h, p-q, u-v, u-w, u-y, w-m, y-v

A letter pair whose forms are almost identical in upper- and lowercase.

- Cc, Kk, Oo, Pp, Ss, Uu, Vv, Ww, Xx, Zz



# Letter Names and Sounds

## Beginning

- b, d, j, k, p, t, v, z

## End

- f, l, m, n, r, s, x

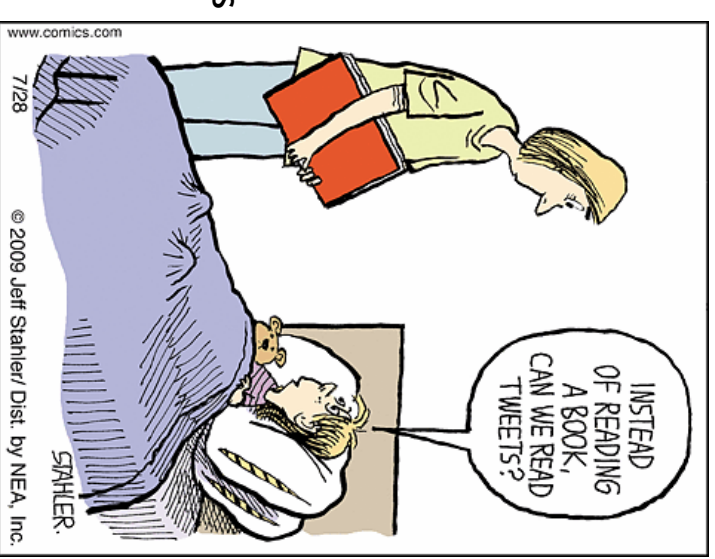
## Long Vowel

- a, e, i, o, u



# Letter Recognition Activities

- Bean Bag Toss
  - Guess Who?
  - Sandpaper Letters
  - Building Letters
  - Matching different fonts
  - Letter Safari Hunt
  - Fluency Practice
  - Handwriting Practice
  - Clip It
- Matching/Memory
  - Mystery Letter
  - Letter Path
  - Water painting
  - Connect the dot with letters
  - Tic Tac Toe with letters



*Global awareness of the forms, functions, and uses of print provides not just the motivation but the basic conceptual backdrop against which reading and writing may best be learned.*

- Adams, 1990.

*The performance of children on tests designed to measure concepts about print has been found to predict future reading achievement and to be strongly related to other, more traditional measures of reading readiness and achievement.*

- Tunmer Et. Al., 1988

# Print

## Awareness

Understanding and appreciating the forms and functions of printed language (words).



# Elements of Print Awareness

## Functions of Print

- Print carries the message
- Print is used for different purposes
- Print matches speech, word for word

## Conventions of Print

- Print is Print
- Words are made up of letters
- Words are separated by spaces
- Sentences are made up of words
- Sentences have a capital and punctuation mark
- Text is read from left to right
- Return sweep to get to the next line
- Page read from top to bottom
- Move to next page

## Book Conventions

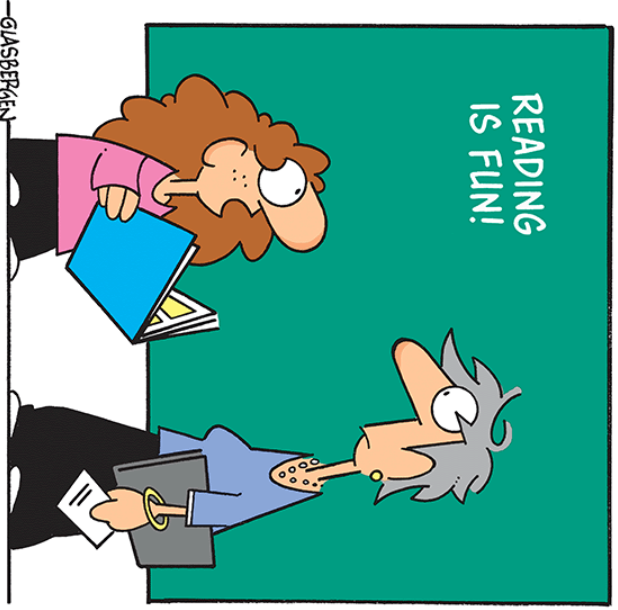
- Front and back cover
- Right side up
- A book has a spine
- Title and title page
- Author and/or illustrator
- A book has pages
- Pages are turned in order



# End of Kindergarten

- Know parts of a book, how books are held and read
- Identify book's title, author, and illustrators
- Follows print from left to right, top to bottom
- Understands the relationship between print and pictures
- The print carries the message, not the pictures
- Know the difference between letters and words
- Know that sentences are made up of words
- Know there are spaces between words
- Know that print represents spoken language

© Randy Glasbergen / glasbergen.com



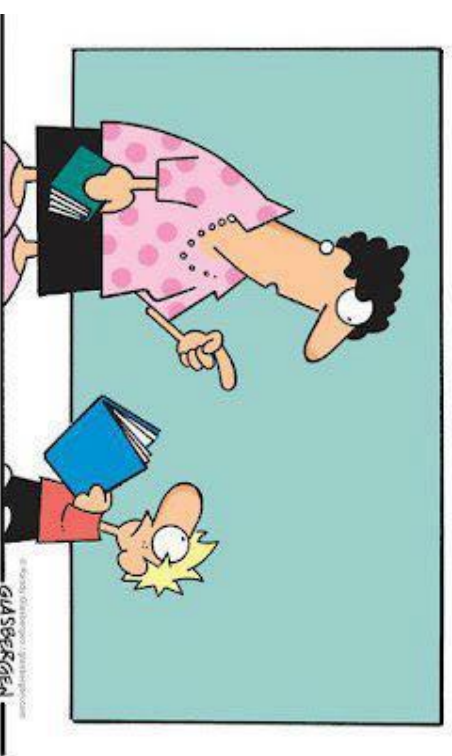
—GLASBERGEN

"I tapped the page, but nothing happened!"



# Print Awareness Activities

- Publishing/Writing Center/Book Making
- Labeling/finding parts of a book
- Print Rich environment
- Encourage literacy activities at home
- Teach/Model



It's called **reading**.

It's how people install new software into their brains.





*Systematic phonics instruction helps students learn to read more effectively than nonsystematic phonics or no phonics instructions.*

- *National Reading Panel, 2000*

*Systematic phonics instruction is effective in preventing reading difficulties among at-risk students and in helping children overcome reading difficulties.*

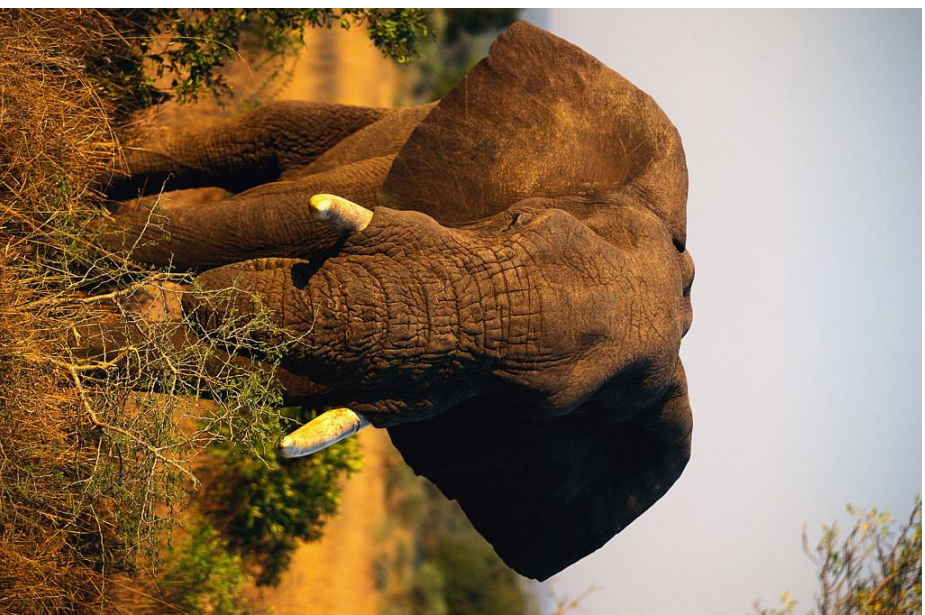
- *Armbruster, Lehr, and Osborn, 2001*

# Phonics

The instruction of the systematic relationship between letters/letter combinations in written language and spoken sounds. It also teaches how to use these relationships to read and spell words.



# Decodings



An African  
elephant.



# Grade Level Expectations

<u>Kindergarten</u>	<u>1st Grade</u>	<u>2nd Grade</u>
<ul style="list-style-type: none"><li>▪ Concept of print</li><li>▪ Alphabet recognition</li><li>▪ Phonemic awareness</li><li>▪ Blending (CVC patterns)</li><li>▪ Understand a story</li></ul>	<ul style="list-style-type: none"><li>▪ Phonemic awareness</li><li>▪ Blending</li><li>▪ Word building</li><li>▪ Short vowels &amp; consonants</li><li>▪ Blends and digraphs</li><li>▪ Final e</li><li>▪ Long-vowel digraphs</li><li>▪ Other vowel sounds</li><li>▪ -ed, -ing, and plurals</li><li>▪ Contractions and compound words</li></ul>	<ul style="list-style-type: none"><li>▪ Review skills</li><li>▪ Complex vowel spellings</li><li>▪ Compound words</li><li>▪ Affixes</li><li>▪ Multisyllabic words</li><li>▪ Syllabication strategies</li></ul>



# Good Phonics Instruction

- Develops the understanding of sounds and letters (alphabetic principle).
- Incorporates phonemic awareness.
- Practice in reading words.
- Frequent, daily lessons
- Leads to automatic word recognition.
- Promotes a curiosity about words
- Adjusts to the needs of the students
- Connected to spelling/writing
- Only one part of a comprehensive reading program.



# General Sequence

- Single consonants and short vowels
- Consonant digraphs
- Long vowels with silent e
- Long vowels at the end of words or syllables
- Y as a vowel
- R-controlled vowels
- Silent consonants
- Vowel digraphs
- Variant vowel digraphs and diphthongs.



# Phonics Activities

- Word ladders
- Word Walls
- Building words
- Sorts
- Decodable books
- Bingo
- Spin/roll a word
- Word Checkers
- Word Hunt
- Graphing sounds/letters in words
- Word Baseball
- Hopscotch
- Worksheets
- Elkonin Boxes



Read the clues, then write the words.  
Start at the bottom and climb to the top.



farm animal with a  
snout and curly tail  
**Change the last  
letter.**

**F**arm **F**un



a deep hole in the  
ground  
**Change the vowel.**

an animal that lives  
with a person  
**Change the vowel.**

a pan used for  
cooking  
"Mom makes soup  
in a big \_\_\_\_."  
**Change the first  
letter.**

a small bed that  
can be folded and  
put away  
**Change the last  
letter.**

5	_____
4	_____
3	_____
2	_____
1	_____

**C O W**

