



Family Learning
COMMUNITY
Arizona

Foundational Skills in Reading

Kindergarten through Third Grade



Meet Your Presenter

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- Based at headquarters in Louisville, Kentucky
- Background: Classroom teacher, reading interventionist, instructional coach; college of education adjunct professor



Learning Outcomes

Through this session, participants will:

- Increase knowledge of foundational skills in reading.
- Explore phonological awareness.
- Identify effective strategies for teaching phonics.
- Discuss strategies for teaching vocabulary.



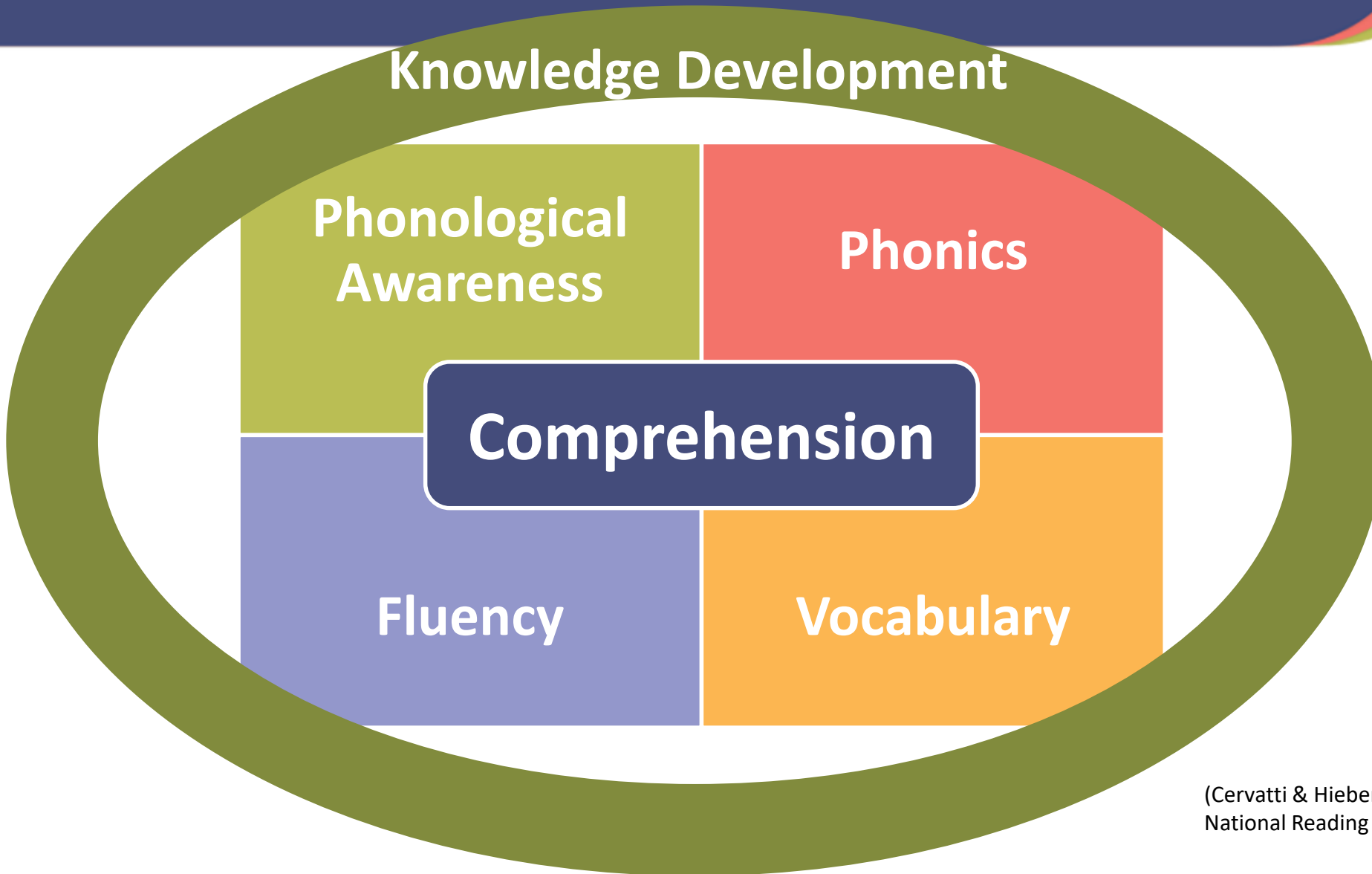
What are Foundational Skills?

What are Foundational Skills?

- Part of the Common Core State Standards (CCSS).
- In the CCSS, there are three sets of reading standards: Literary Texts, Expository Text, and Foundational Skills.
- In revised standards some states, like Arizona, have retained the three sets while others, like Nebraska, have embedded foundational skills into other reading standards.
- Includes skills such as rhyming, alphabet recognition, sound-letter correspondence, and sight word fluency.



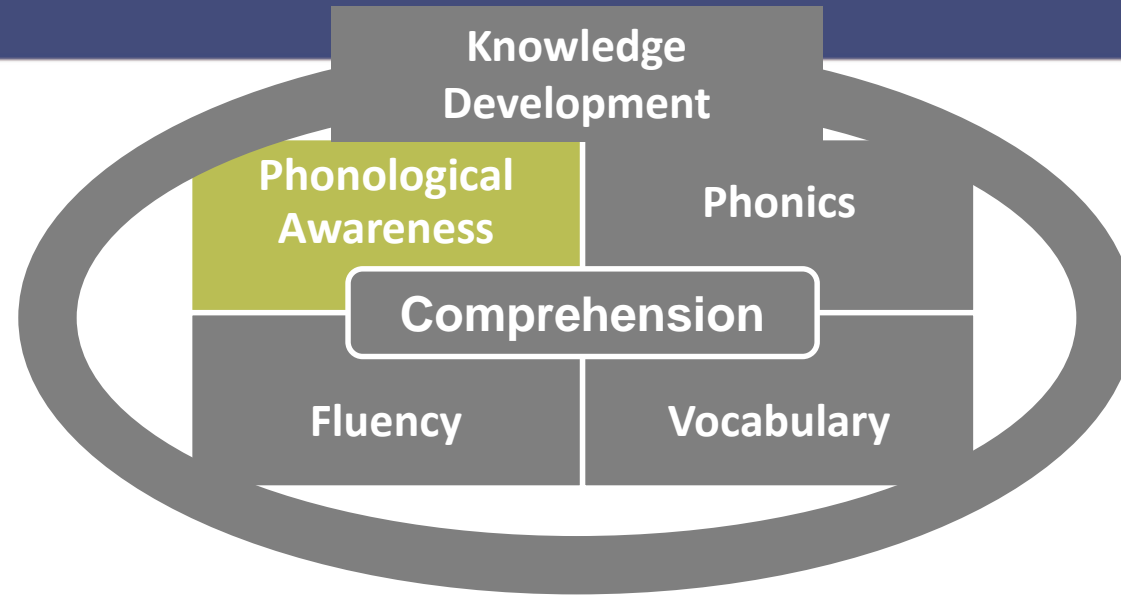
Components of Reading Instruction



(Cervatti & Hiebert, 2015;
National Reading Panel, 2000)

Phonological Awareness

Phonological Awareness



Phonological Awareness is “the ability to pay attention to, identify, and reflect on various sound segments of speech” (Bear, et al., 2016, p. 104).

Broad umbrella term that includes **Phonemic Awareness**.



Phonological Awareness

Rhyming
Words

Alliteration

Syllables

Words in a
Sentence

Onset/Rime

Phonemic Awareness

Isolation of
Sounds

Blending of
Sounds




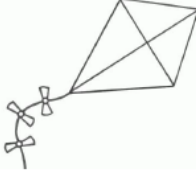







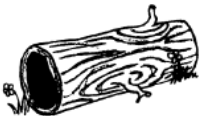
Segmenting
of Sounds

Addition,
Deletion, or
Substitution
of Sounds



Phonemic Awareness: Isolating Sounds

- Use picture sorts to help students isolate sounds.
- Focus on beginning, middle, or ending sounds.
- Sample: Initial /k/ and initial /l/.

Phonemic Awareness: Blending Sounds

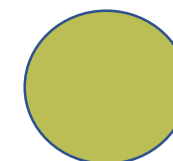
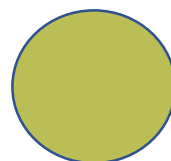
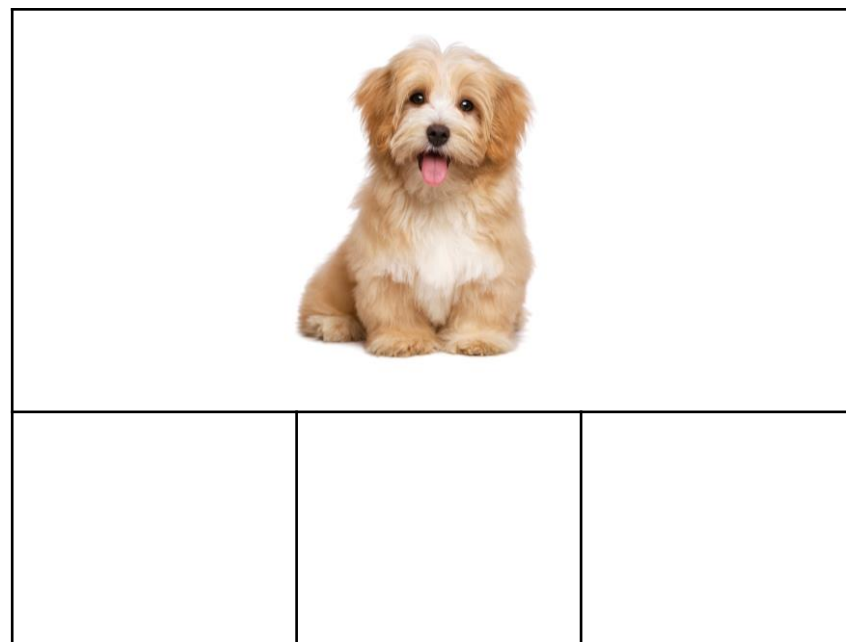
- Use manipulatives to help students blend individual sounds into words.
- Start with CVC words.
- Say each sound as you tap the corresponding block; push the blocks together and say the whole word.



Phonemic Awareness: Segmenting of Sounds



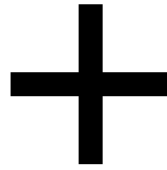
- Use Elkonin Boxes to help students segment words into individual sounds.
- Start with CVC words.
- Say each sound as you tap the corresponding block; push the blocks together and say the whole word.



Phonological Awareness

- Orally
- Pictures
- Manipulatives

- **No written letters or words!**



Phonological Awareness

- Typically mastered by end of first grade.
- Assess struggling readers in grades 2-3 to identify gaps and provide targeted, tiered support.



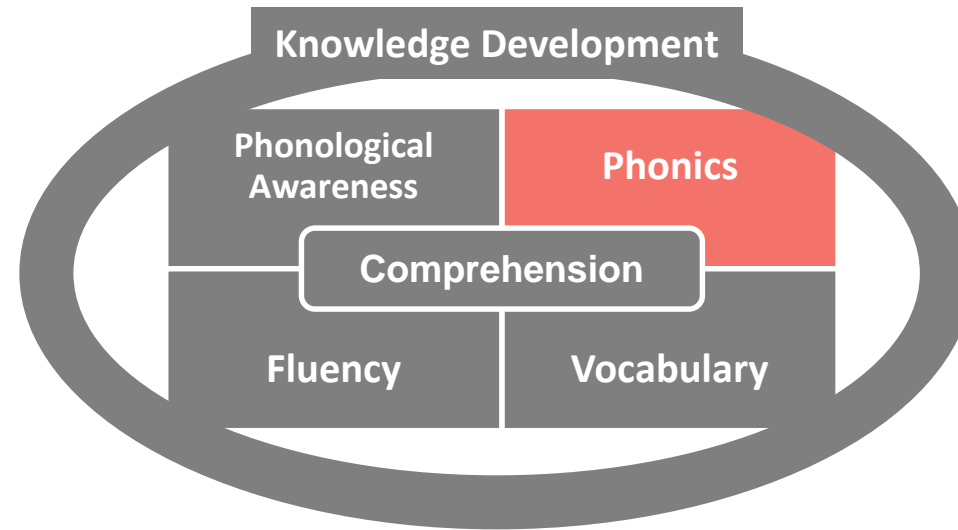
Phonemic Awareness: Ideas for Distance Learning

- Encourage families to do chants and fingerplays that include rhymes. If you are doing virtual class meetings, consider teaching a rhyme or chant each week.
- Assign scavenger hunts based on sounds. Encourage families to take pictures of items that begin or end with a certain sound. (Examples: /m/ sound or /sh/ sound.)
- For packets: Send picture sorts like the example shown.
- Online: Professor Garfield has free games for blending, deletion, and substitution.



Phonics

Phonics



Phonics is a teaching method that **connects spoken sounds to written symbols** (Reutzel & Cooter, 2015).

Phonics is both **systematic** and **predictable**.



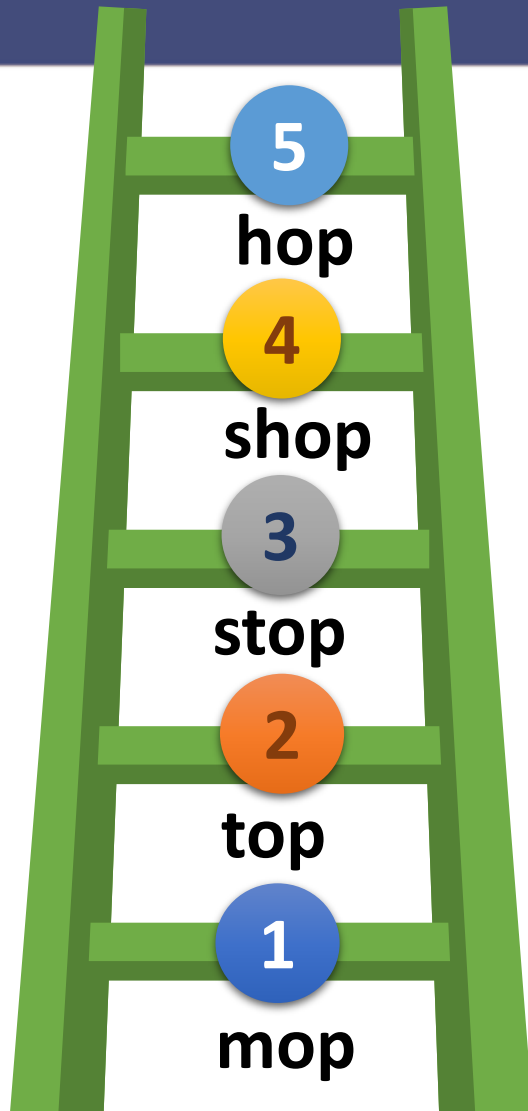
Decoding

Sounding Out
individual sounds
letter-by-letter
left-to-right
m-a-t

Analogy
scan left-to-right
identify familiar
phonograms or letter
patterns
add additional sounds
m-at



Phonics Strategy: Word Ladders



- 5 How a rabbit moves.
- 4 What a person does at a store.
- 3 What a car does at a red light.
- 2 Another word for lid.
- 1 A tool for cleaning the floor.

Sight Words

- High-Frequency Words
- Taught
 - Holistically
 - Intentionally
 - Systematically
- Practiced in isolation and connected text



Sight Word Routines

Mon.

- Introduce 5 words.
- Talk about letters and phonetic elements.
- Add to word wall.

Tue.

- Recite chants or sing sight word songs.

Wed.

- Focus on meaning.
- Do Cloze activities with sight word books.
- Read in connected text.

Thur.

- Do word building activities with letter tiles, magnetic letters, or cut & paste letters.

Fri.

- Do tactile word building with Play-Doh®, Wikki Sticks®, rainbow words, or sand trays.



Phonics: Ideas for Distance Learning

- Assign families to do building words activities. Assign a set of letters, and families work together to build as many words as they can. The set {a e e h l p n s t} allows for practice with short a, short e, long a_e, and long ee spelling patterns.
- Assign sight word lists and fun activities for practicing them such as sidewalk chalk, memory games, or high five words.
- For packets: Word ladders are available online.
- Online: ReadWriteThink.org has free online games for alphabet recognition, sound-letter correspondence and other phonics skills.



Check for Understanding

How is phonological awareness different from phonics?

Share:

- Type your thinking in the chat box.

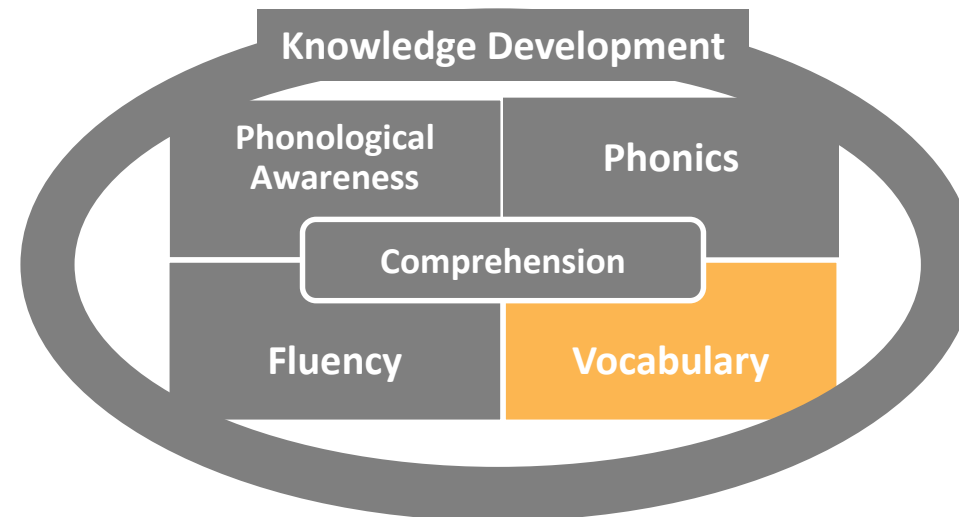


Vocabulary

Vocabulary

Vocabulary collectively refers to words that a person...

- hears and understands,
- uses when speaking,
- identifies and understands in text,
- and uses when writing.



Vocabulary



(Beck, McKeown, & Kucan 2002)

- Academic Vocabulary refers to both words and structures that are common in written text.
- To develop academic vocabulary, children often need purposeful instruction.



Read-Alouds with Inferential Prompts

- Use open-ended prompts during read-alouds
 - Predicting
 - Problem-solving
 - Hypothesizing
- Before, during, and after reading



Read-Alouds with Inferential Prompts



Adults can...

- ask open-ended questions,
- think-aloud to model,
- confirm children's responses,
- model thinking and language,
- and extend children's thinking and language.

Children can..

- turn and talk to discuss,
- share with the whole group,
- repeat stems,
- and extend responses.



Read-Alouds with Intentional Vocabulary

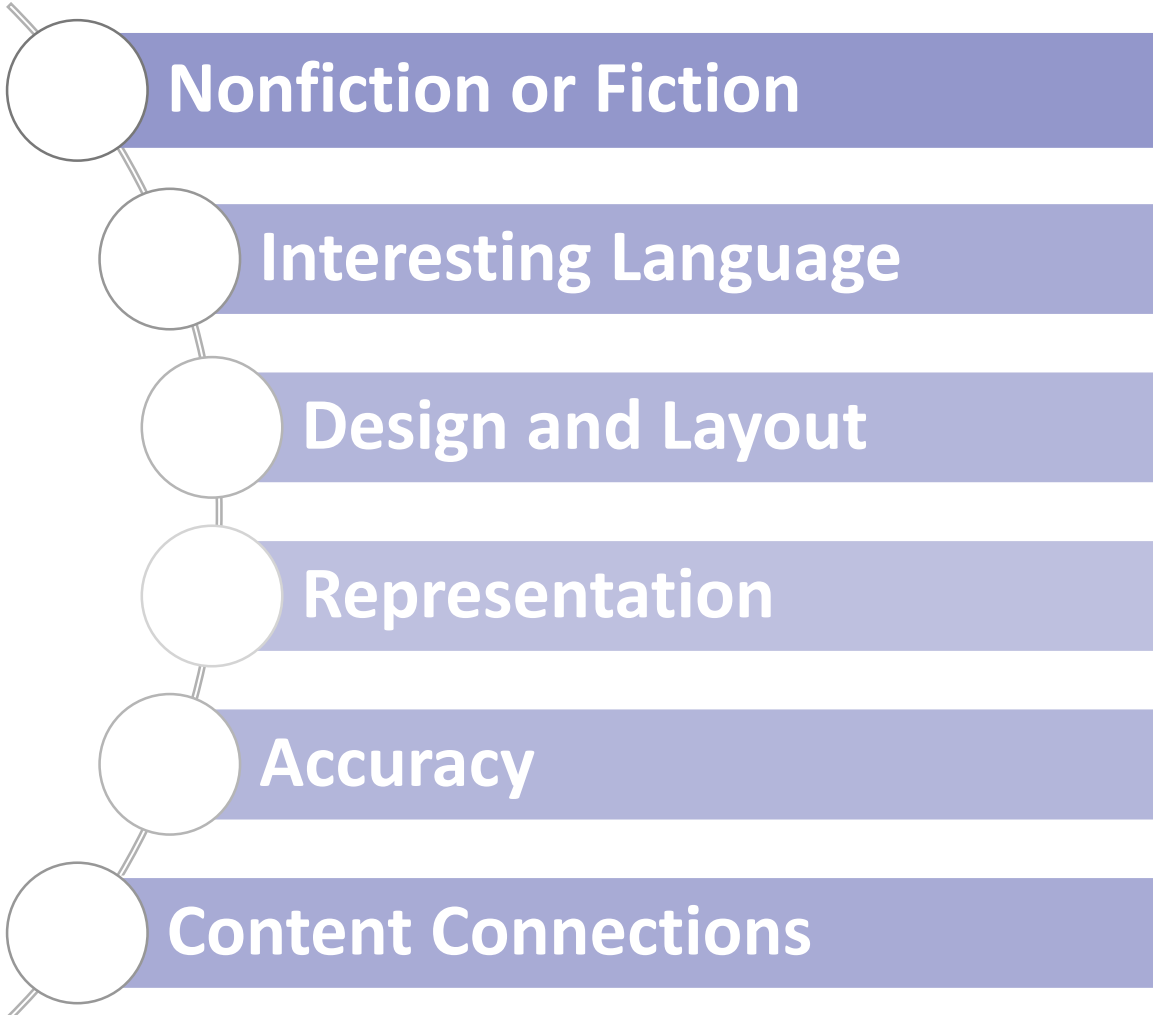
- Before reading, introduce one or two focus words.
 - definition.,
 - a synonym,
 - or an example.
- After reading, do activities to extend understanding of words.



(Kindle, 2009)



Choosing Texts for Read-Alouds



Vocabulary: Ideas for Distance Learning

- Model interactive read-alouds for families via videoconferencing. Talk to parents, while you are reading to kids, about asking questions and pointing out vocabulary.
- Focus on students' hobbies or interests. Ask students to create a mini-dictionary (i.e. basketball: dribble, dunk, foul). Allow the format to be families' choice: video where words are demonstrated, a booklet with drawings, or PowerPoint slides with pictures.
- Online: PBS Kids has online stories and games to build vocabulary.



FEEDBACK

Please take a minute to complete the Google follow-up form for this session. Your feedback allows us to plan more effective sessions in the future and to provide the targeted support that our partners need.

This form will collect your email address. Anyone who completes the feedback form will receive a free digital copy of some resources mentioned.

<https://forms.gle/gnhPZhH6rANmwcac7>



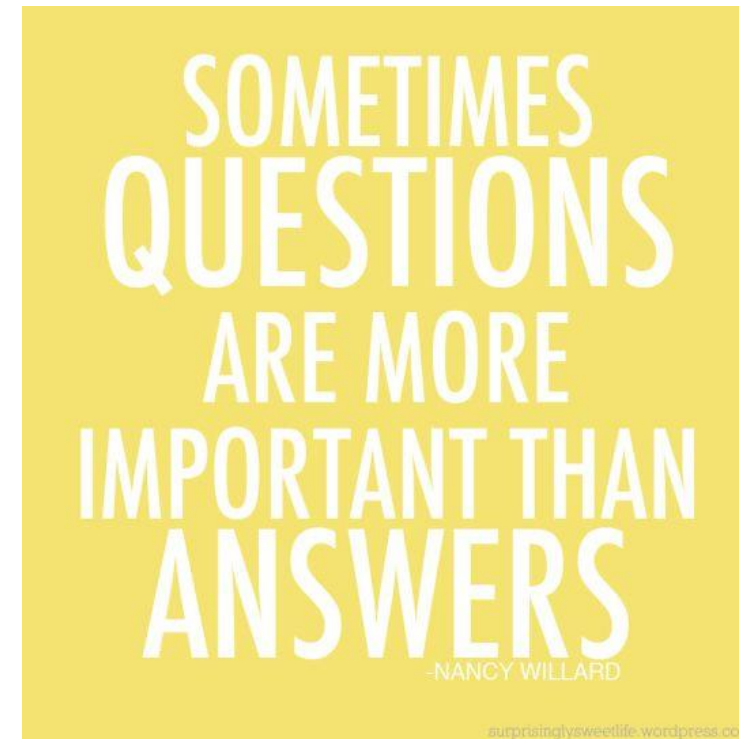
Time for Questions

To ask your question:

- Type it in the chat box

OR

- Raise your hand, unmute yourself, and wait to be recognized.



Please contact us:

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