

*A First Grade Teacher's Guide to*  
**SUPPORTING FAMILY INVOLVEMENT IN  
FOUNDATIONAL READING SKILLS**

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# Introduction

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## Overview of the K–3 Suite of Teacher’s Guides

Learning to read begins at home through everyday parent–child interactions, long before children attend school. Parents’ continuing support of literacy development throughout elementary school positively affects their children’s reading ability.<sup>1</sup> Many recent efforts to motivate parents to be involved in their child’s literacy development involve informing parents about how to incorporate literacy development into daily routines, such as labeling food items at the grocery store or conversing while folding laundry. Teacher leadership and communication are critical—the more teachers encourage and assist parents, the more likely parents are to become involved in the education of their children.<sup>2</sup> If teachers encourage and guide parents, parents may prioritize time to work with their child, even though they have many other responsibilities. With regard to communication, one study found email, phone calls, and learning management systems useful ways to share information and motivate families to engage in literacy related activities.<sup>3</sup> Text messages to give literacy tips and reminders to families is a powerful technique to promote student’s literacy at home.<sup>4</sup> See table 5 for more ways to increase family motivation.

To assist you in helping families support literacy, the Georgia Department of Education partnered with the Regional Educational Laboratory Southeast to create a suite of grade-specific Teacher’s Guides that certified teachers can use with families to encourage and facilitate literacy support for children in the home. For families to participate, they must be motivated to support their child’s literacy development and be able to set aside time to read with their child and engage in some literacy activities together.

There are four Teacher’s Guides that span kindergarten through grade 3. The information in each grade-specific Teacher’s Guide is designed to assist you in supporting home literacy activities that are:

- Aligned to classroom instruction.
- Informed by student need.
- Grounded in evidence-based practices (the WWC Educator’s Practice Guide *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*).<sup>5</sup>
- Facilitated by ongoing parent–teacher communication.

Each grade-specific Teacher’s Guide provides a framework for literacy support that you can present during your school’s family literacy nights and parent–teacher conferences. Each Teacher’s Guide includes the following:

- Recommendation Reminders that include a brief summary of how-to steps and a glossary.
- Teacher Scaffolds that model the language you can use during family literacy nights and parent–teacher conferences to explain to families how to engage their child in an activity.
- Family Literacy Videos that show families engaging their child in Family Activities.
- Family Activities, which are evidence-based literacy activities to share with families during family literacy nights and parent–teacher conferences.

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1 Christenson & Reschly, 2010; Barnard, 2004; Englund, Luckner, Whaley, & Egeland, 2004.

2 Henderson & Berla, 1994.

3 Laho, 2019.

4 Mayer, Kalil, Oreopoulos, & Gallegos, 2015; York, Loeb, & Doss, 2019.

5 Foorman, Beyler, Borradaile, Coyne, Denton, Dimino, et al., 2016.

- Appendixes, with Teacher Text Messages to Families, Video Links, Books to Share, and Teacher Resources.

## A First-Grade Teacher’s Guide to Help You Support Families

*A First-Grade Teacher’s Guide to Supporting Family Involvement in Foundational Reading Skills* serves as a companion to the What Works Clearinghouse (WWC) Educator’s Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade for teachers and administrators.<sup>6</sup> Materials for professional learning communities<sup>7</sup> support implementation of the recommendations from the *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* practice guide. The WWC practice guide and professional learning community materials are for teaching students at school, and this *First-Grade Teacher’s Guide* is to help you support families in practicing foundational reading skills with their child at home (figure 1).

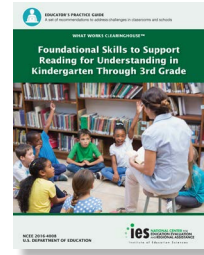
**Figure 1: The What Works Clearinghouse Practice Guide and Supporting Professional Learning Communities Materials and the First-Grade Teacher’s Guide**



6 Foorman, Beyler, Borradaile, Coyne, Denton, Dimino, et al., 2016.  
 7 Kosanovich & Foorman, 2016.

## Background on the Companion WWC Practice Guide

The WWC Educator’s Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade provides a systematic review of the past 20 years of research on reading and supports teachers in developing students’ foundational reading skills. The WWC practice guide focuses on the skills that enable students to read words, relate those words to their oral language, and read books with sufficient accuracy and fluency to understand what they read.



The practice guide describes four evidence-based recommendations that educators can use to improve foundational reading skills in the early grades. Each recommendation includes how-to steps that provide examples for implementing the recommendations with students. The four recommendations and how-to steps are outlined in table 1.



**Table 1: Four Recommendations and How-to Steps to Improve Foundational Reading Skills in Kindergarten Through 3rd Grade**

Recommendations	How-to Steps
<p><b>RECOMMENDATION 1</b></p> <p>Teach students academic language skills, including the use of inferential and narrative language, and word knowledge.</p>	<p><b>HOW-TO STEP 1</b> Engage students in conversations that support the use and comprehension of inferential language.</p> <p><b>HOW-TO STEP 2</b> Explicitly engage students in developing narrative language skills.</p> <p><b>HOW-TO STEP 3</b> Teach academic vocabulary in the context of other reading activities.</p>
<p><b>RECOMMENDATION 2</b></p> <p>Develop awareness of the segments of sound in speech and how they link to letters.</p>	<p><b>HOW-TO STEP 1</b> Teach students to recognize and manipulate segments of sound in speech.</p> <p><b>HOW-TO STEP 2</b> Teach students letter-sound relations.</p> <p><b>HOW-TO STEP 3</b> Use word building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness.</p>
<p><b>RECOMMENDATION 3</b></p> <p>Teach students to decode words, analyze word parts, and write and recognize words.</p>	<p><b>HOW-TO STEP 1</b> Teach students to blend letter-sound and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.</p> <p><b>HOW-TO STEP 2</b> Instruct students in common sound-spelling patterns.</p> <p><b>HOW-TO STEP 3</b> Teach students to recognize common word parts.</p> <p><b>HOW-TO STEP 4</b> Have students read decodable words in isolation and in text.</p> <p><b>HOW-TO STEP 5</b> Teach regular and irregular high-frequency words so that students can recognize them efficiently.</p> <p><b>HOW-TO STEP 6</b> Introduce non-decodable words that are essential to the meaning of the text as whole words.</p>
<p><b>RECOMMENDATION 4</b></p> <p>Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</p>	<p><b>HOW-TO STEP 1</b> As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.</p> <p><b>HOW-TO STEP 2</b> Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.</p> <p><b>HOW-TO STEP 6</b> Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.</p>

## Description and Use of this First-Grade Teacher’s Guide

This *First-Grade Teacher’s Guide* is organized according to the four recommendations and how-to steps from the WWC Educator’s Practice Guide *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*. The included activities follow the typical developmental progression through which students learn to read. Although you may use this Teacher’s Guide sequentially, the activities are designed to be used flexibly. You can select activities to share with families based on each student’s instructional needs. Some language is repeated throughout a few of the Teacher Scaffolds to ensure convenient access to all necessary information and materials.



Relevant first-grade activities from the four recommendations are included in this Teacher’s Guide. When selecting activities to share with families, use student data and your observations to determine which activities will best fit a student’s instructional needs. Examples of data you can use to tailor activities include quantitative data, such as test data and attendance, and qualitative data, for example, teacher observation and student responses to instructional activities. It is recommended that you use data collected with formative assessments in your core reading program to help you choose activities for your students. It may also be helpful to consider the typical development of skills for first-grade students. The activities that you share with families should include content that you have already taught the student so that they enable families to provide extra practice with skills you have taught in the classroom. The goal is to engage families in activities that promote learning in a positive environment, not to induce frustration. All four recommendations span the entire year of first grade except Recommendation 2, Phonological Awareness and Letter–Sound Relations, which is covered early in the first-grade year.

**Recommendation 1** focuses on using academic language and building vocabulary. These activities can be recommended to every child at any time throughout the year. You can help families by recommending texts to use, but since the goal is for families to have discussions about books and experiences they share, any book or experience that they share and talk about will be helpful to the development of the child’s foundational reading skills.

**Recommendation 2** focuses on phonological awareness and letter–sound relations. The activities begin with easier phonemic awareness activities and progress toward more complex activities. To help determine appropriate activities for each student, you could use the free phonemic awareness assessments from Heggerty, which are intended for the beginning, middle, and end of first grade (<https://www.heggerty.org/download-assessments-and-resources>). A free assessment such as the Core Phonics Survey ([http://www.scholastic.com/dodea/module\\_2/resources/dodea\\_m2\\_tr\\_core.pdf](http://www.scholastic.com/dodea/module_2/resources/dodea_m2_tr_core.pdf)) could also be used to collect data to help you choose activities.

**Recommendation 3** focuses on decoding, writing, and recognizing words. Similar to the family activities for Recommendation 2, these activities are organized from easier to more complex word recognition activities. You could use the free assessments for first grade foundational skills from Really Great Reading (<https://www.reallygreatreading.com/diagnostics>) as a resource to help select appropriate activities.

**Recommendation 4** focuses on fluency and comprehension. You could use the oral reading fluency assessments from your core reading program to select appropriate activities. If a student is having difficulty self-correcting word-reading errors, for example, you could recommend the Does That Make Sense activity for that family to guide them on what to do when a child misreads a word while practicing reading a text out loud.

Although the activities are designed to be used flexibly, the scope and sequence in table 2 illustrates one example of when the activities might be shared with families across the school year

**Table 2: Sample Scope and Sequence**

<b>Week</b>	<b>Recommendation 1: Academic Language</b>	<b>Recommendation 2: Phonological Awareness and Letter–Sound Relations</b>	<b>Recommendation 3: Decode, Analyze, Write, and Recognize Words</b>	<b>Recommendation 4: Fluency and Comprehension</b>
1	Talking While You Read Trifold	Onset and Rime Picture Cards		
2			Word Puzzles (Level 1)	When I Read to You, When You Read to Me Bookmark
3		Say and Side Individual Sounds in Words		
4	Talking While You Read Bookmark			
5			Memory Using High-Frequency Words	
6		First Sound? Middle Sound? Last Sound?		
7	Talking and Writing in the Kitchen			
8		Consonant and Short Vowel Sound Practice Using Junk Mail		
9	Grocery Shop Talk			
10		Letter–Sound Practice Building Words		
11			Sound-Spelling Pattern Word Sort: ch, sh, th	
12				
13				
14		Building Words With Silent e		
15			Let’s Read Words and Sentences	
16				
17				Does That Make Sense?
18		Change a Letter, Change the Word		
19			Word Puzzles (Level 2)	
20				
21			Sound-Spelling Pattern Word Sort: ar, er, ir, or, ur	

22				Practice Reading Out Loud Bookmark
23				
24			Challenging and Important Words	
25				
26			Word Puzzles (Level 3)	
27				
28			Prefix, Base Word, Suffix	
29				
30				

Table 3 illustrates one way to include activities from this guide at a family literacy night if, for example, you facilitate two family literacy nights a year.

**Table 3: Example for Two Family Literacy Nights**

Fall Family Literacy Night	Spring Family Literacy Night
<p><b>Recommendation 2: Phonological Awareness and Letter–Sound Relations</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher Scaffold:</b> How-to Step 1: Phonemic Awareness, Manipulating Individual Sounds in Words</li> <li>• <b>Video 2.1:</b> Say and Slide Individual Sounds in Words <a href="https://youtu.be/Cwi2TctQYY0">https://youtu.be/Cwi2TctQYY0</a> (3:36)</li> <li>• <b>Family Activity:</b> Say and Slide Individual Sounds in Words</li> </ul>	<p><b>Recommendation 4: Fluency and Comprehension</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher Scaffold:</b> How-to Step 3: Oral Reading Practice</li> <li>• <b>Video 4.3:</b> Echo Reading (<i>Sheep in a Jeep</i>) <a href="https://youtu.be/Pm_zeF0s8l8">https://youtu.be/Pm_zeF0s8l8</a> (2:54)</li> <li>• <b>Family Activity:</b> Practice Reading Out Loud Bookmark</li> </ul>

This First-Grade Teacher’s Guide is organized to present information for your knowledge (Recommendation Reminders), information for you to communicate and videos for you to share with families (Teacher Scaffolds), and activities to give to families (Family Activities). Specifically, it includes:



**Recommendation Reminders:** These are for your information. They present a brief overview of each Recommendation and How-to Steps from the WWC practice guide. The Recommendation Reminders are not intended to be read to or shared with parents. A glossary is included for you in each Recommendation Reminder but is not necessary for the families’ implementation of the activities. Each Recommendation Reminder has a blue border along the edge of the page.



**Teacher Scaffolds:** These model the language you can use during family literacy nights and parent–teacher conferences to explain to families how to engage their child in an activity. Use the Teacher Scaffolds to describe a specific skill, explain why it is important in learning to read, and show families how to support that skill.

Because families may be unsure about how to help their child with foundational reading skills and may need positive interactions and reassurance from you, the Teacher Scaffolds use family-friendly language. Such language helps cultivate relationships that encourage you and the child's family to work as a team to support and enhance each child's foundational reading skills.

Review the Teacher Scaffold before meeting with families so that you become familiar with the kind of family-friendly language to use, prepare any needed materials, and cue up the family videos. Each Teacher Scaffold begins with a Preparation Box that lists what to prepare and print before a parent-teacher conference or family literacy night. Make any needed adaptations according to your school's context. For example, if books from the school library are not sent home with students, then you can adapt that part of the Teacher Scaffold to inform families where they might be able to borrow books. Each Teacher Scaffold includes key points about the Family Literacy Videos and how to access them.



**Family Activities:** Family Activities are evidence-based literacy activities that you explain and share with families during family literacy nights and parent-teacher conferences. Family Activities include easy-to-follow steps to help families support their child's foundational reading skills at home. Materials needed for each Family Activity, such as letter cards, are included. When you share Family Activities, explain that they should be completed with the child, frequently, and with patience and positive feedback. Emphasize that using the Family Activities at home will be a fun way to spend family time together!



**Family Literacy Videos:** The Family Literacy Videos show families engaging their child in activities related to the skill that you just explained and modeled. Show and discuss the videos using the key points about the videos found in each associated Teacher Scaffold. Table 4 lists all of the first-grade Family Literacy Video titles and links that you can share with families. Explain to families how they can access the free videos and activities online: <https://www.youtube.com/playlist?list=PLVHqsnePfULrjkTeS-jvVIQeP-HKRWpry>



**Table 4: Videos for First-Grade Family Involvement in Foundational Reading Skills**

<b>Recommendation 1: Academic Language</b>		
<b>Video Title (book title in parenthesis)</b>	<b>Link</b>	<b>Duration</b>
1.1 Talking While You Read ( <i>The Legend of Spookley the Square Pumpkin</i> )	<a href="https://youtu.be/swGWWqJRC2g">https://youtu.be/swGWWqJRC2g</a>	2:51
1.3 Language Development in the Kitchen	<a href="https://youtu.be/PKv0lv30H8Y">https://youtu.be/PKv0lv30H8Y</a>	6:06
<b>Recommendation 2: Phonological Awareness and Letter–Sound Relations</b>		
2.1 Onset and Rime Picture Cards	<a href="https://youtu.be/xb8hJSG_YYU">https://youtu.be/xb8hJSG_YYU</a>	3:39
2.1 Say and Slide Individual Sounds in Words	<a href="https://youtu.be/Cwi2TctQYY0">https://youtu.be/Cwi2TctQYY0</a>	3:36
2.1 First Sound? Middle Sound? Last Sound?	<a href="https://youtu.be/dJF01klkdNM">https://youtu.be/dJF01klkdNM</a>	4:13
2.2 Consonant and Short Vowel Sound Practice Using Junk Mail	<a href="https://youtu.be/CzhHCH0r3gA">https://youtu.be/CzhHCH0r3gA</a>	2:06
2.2 Letter–sound Practice and Building Words	<a href="https://youtu.be/YqCmnbvVBjg">https://youtu.be/YqCmnbvVBjg</a>	3:27
2.3 Spelling and Reading Words with Silent e	<a href="https://youtu.be/yKGL63QQUo4">https://youtu.be/yKGL63QQUo4</a>	3:24
2.3 Change a Letter, Change the Word	<a href="https://youtu.be/KqK5T9jkbK8">https://youtu.be/KqK5T9jkbK8</a>	4:42
<b>Recommendation 3: Decode, Analyze, Write, and Recognize Words</b>		
3.1 Word Puzzles	<a href="https://youtu.be/34cj31WTP6s">https://youtu.be/34cj31WTP6s</a>	2:43
3.2 Sound–Spelling Pattern Word Sort	<a href="https://youtu.be/mPXlqyT3LSg">https://youtu.be/mPXlqyT3LSg</a>	3:16
3.3 Prefix, Base Word, Suffix	<a href="https://youtu.be/MULUBiHkE6Q">https://youtu.be/MULUBiHkE6Q</a>	5:09
3.4 Let’s Read Words and Sentences	<a href="https://youtu.be/i44PSpTgSTk">https://youtu.be/i44PSpTgSTk</a>	4:27
3.5 Memory Using High-Frequency Words	<a href="https://youtu.be/V1lrTm5G5B4">https://youtu.be/V1lrTm5G5B4</a>	3:30
3.6 Challenging and Important Words ( <i>Click, Clack, Moo: Cows That Type</i> )	<a href="https://youtu.be/ibFW6nXYkY">https://youtu.be/ibFW6nXYkY</a>	6:24
<b>Recommendation 4: Fluency and Comprehension</b>		
4.1 When I Read to You ( <i>Tacky the Penguin</i> )	<a href="https://youtu.be/0q0eiOyvycg">https://youtu.be/0q0eiOyvycg</a>	4:19
4.1 When You Read to Me ( <i>Sheep Out to Eat</i> )	<a href="https://youtu.be/gpZCCrnMBwo">https://youtu.be/gpZCCrnMBwo</a>	3:55
4.2 Does that Make Sense?	<a href="https://youtu.be/6MwITzOnD6U">https://youtu.be/6MwITzOnD6U</a>	2:57
4.3 Echo Reading ( <i>Sheep in a Jeep</i> )	<a href="https://youtu.be/Pm_zeF0s8l8">https://youtu.be/Pm_zeF0s8l8</a>	2:54
4.3 Reading Together ( <i>The Pout-Pout Fish</i> )	<a href="https://youtu.be/IXLNRw-H6wA">https://youtu.be/IXLNRw-H6wA</a>	3:13

## Nine Steps for Teachers

Before you meet with families:

1. Identify instructional needs using student data. See *Description and Use of This First-Grade Teacher's Guide* section, above, for more information.
2. Select a **Family Activity** from one of the four recommendations, with consideration for the individual student's instructional needs using data, the skills you have taught, and the time of year.
3. Read the **Recommendation Reminder**, which includes a brief summary of How-to Steps and Glossary for your background knowledge.
4. Read the **Teacher Scaffold**, adapt it to your school context, and use it as a guide to communicate with families at family literacy nights and parent–teacher conferences. The text in the Teacher Scaffold that you say or paraphrase to families is reflected in a regular font. This is suggested language and is meant to facilitate a conversation with families. Italicized text indicates a direction to you and is not part of what you say to families. The titles of the Family Videos, Family Activities, key words, letters, and letter sounds are in bold.

Refer to the **Preparation Box** at the beginning of each Teacher Scaffold and print the appropriate number of copies of the **Family Activities**, check that you can access the Family Literacy Videos, and cue up the appropriate videos.

5. Refer to the **Appendix** for text messages you may want to send to families as reminders, video information and books to share from the recommendation, and Teacher Resources. Gather any of these materials that you plan to share with families.

During your meetings with families:

6. Use the **Teacher Scaffold** as a guide to explain the skill and its importance in learning how to read.
7. Explain and model examples from the **Family Activities** that you have prepared to send home with families to use with their child. First explain the process of the activity. Then, model, or demonstrate, what you expect the families to do for each activity. Involve family members, including children in the model (either the whole group you are working with or members who volunteer).
8. Show and discuss the **Family Literacy Video(s)**. Emphasize the key points about each video and answer family questions.
9. Provide the **Family Activities** to families. Emphasize that using the activities is a fun way for families to spend time with their child and that it is important for family members to express how proud they are of their child for practicing reading. Ask families if they'd like you to text them some tips about helping their child at home. Select and send text messages found in the Appendix that match a child's instructional needs.

## Common Challenges and Solutions





Table 5 describes common challenges you may encounter when using this guide to support family involvement in their child’s literacy development. It also includes approaches you might consider for overcoming those challenges.

**Table 5: Common Challenges and Solutions**

Common Challenge	Approaches to Overcome Challenges
Families don’t attend family literacy nights, parent–teacher conferences, or other school functions.	<ul style="list-style-type: none"> <li>• Strategize with your principal about how to provide childcare or food at a family literacy night.</li> <li>• Schedule parent–teacher conferences across a variety of days and times in an effort to provide convenient times for families.</li> <li>• Communicate with families to try to determine their reasons for not attending, and take steps to address their reasons.</li> </ul>
Families might not feel comfortable attending a school function.	<ul style="list-style-type: none"> <li>• Establish a positive relationship with families by sharing information about what to expect at the family literacy night or parent–teacher conference. Information could be shared through a text message, email, class newsletter, or a note sent home.</li> <li>• Provide a welcoming and encouraging environment in your classroom. Provide families with a tour of your classroom and describe a “school day in the life” of their child.</li> <li>• Provide snacks during family literacy nights and parent–teacher conferences.</li> <li>• Consider partnering with community-based organizations, like the public library or a family restaurant, that might already have built trust relationships with parents to encourage attendance.</li> </ul>
Families lack time to engage in the activities with their children.	<ul style="list-style-type: none"> <li>• Provide families with all the materials needed to complete activities at home so that they won’t have to spend time looking for needed materials.</li> <li>• If an activity requires a book, lend families a book from your classroom or school library so that they don’t have to spend time searching.</li> <li>• Suggest times for engaging in the activities, such as during dinner preparation or on weekends.</li> <li>• Suggest who could engage the child in the activities. It could be an older sibling, an aunt or uncle, or grandparents, as well as parents.</li> </ul>
Families might not have Internet access or may have a hard time using technology.	<ul style="list-style-type: none"> <li>• Internet access is not a requirement to engage in the activities since you provide the activities to families. You can show families relevant videos during parent–teacher conferences and family literacy nights.</li> <li>• Share ways to access the videos at a public library or perhaps in your school library or classroom.</li> <li>• Show families how to access the videos on a smartphone, tablet, or computer.</li> </ul>

# Recommendation 1: Academic Language

## Recommendation Reminder

Recommendation 1	How-to Steps
 Teach students academic-language skills, including the use of inferential and narrative language, and word knowledge.	 Engage students in conversations that support the use and comprehension of inferential language.
	 Explicitly engage students in developing narrative language skills.
	 Teach academic vocabulary in the context of other reading activities.

## Glossary

**Academic language** is the formal language that is common in books and at school.

**Inferential language** reflects the ability to process information that is not directly stated and to draw conclusions.

**Narrative language** is language that follows the rules of storytelling and includes story elements such as setting, characters, sequencing of events, and outcome.

**Vocabulary knowledge** includes knowledge about the meanings of words, how words are used, and how words are pronounced.

Recommendation 1 from the WWC practice guide describes the importance of teaching **academic language**, which is the formal language that is common in books and at school. It includes words and structures that are common across academic subjects and also unique to individual subjects but that students might not encounter in everyday conversations.

By stimulating the development of oral and written academic language skills, you will help students improve their listening and reading comprehension across all grades, K–3 and beyond. Academic language skills include the following:

- Inferential language skills.
- Narrative language skills.
- Vocabulary knowledge.

One strategy to teach academic vocabulary is to have grade-level teams develop a common set of vocabulary words that align with reading selections and curriculum standards. Words on the list should occur frequently in a variety of contexts but should otherwise be unfamiliar to most students. Each week, a small group of those words can be taught explicitly by providing a clear definition, a meaningful example, and supportive sentences that include the word in multiple contexts. Following that, extended opportunities can be provided for students to use the word in their reading, writing, and discussions.

**Inferential language** helps students think analytically and understand text that connects ideas from multiple contexts. Inferential language requires students to discuss topics beyond their immediate context by engaging in predicting, reasoning, problem-solving, hypothesizing, and contrasting.

To engage students in conversations that support the use and comprehension of inferential language, you can facilitate discussions focused on informational or narrative text before, during, and after reading the text. Asking students increasingly challenging, open-ended questions about the text will encourage them to think critically and use inferential language.

**Narrative language** skills can be used to discuss a story, an informational text, or an experience. Narrative language skills include being able to connect the events of a story, the aspects of an experience, or pieces of information from informational text.

Explicitly engaging students in developing narrative language skills requires you to model, teach, and encourage the use of complex grammatical structures (for example, compound sentences) and elements of linguistic structure (for example, connectives and pronoun references). Classroom activities that help students develop narrative language include predicting and summarizing text.

**Vocabulary knowledge** refers to knowledge about the meanings, uses, and pronunciation of words. Academic vocabulary (for example, **estimate**, **contrast**, **select**) is specific to words that students encounter in formal settings, such as school, and in texts that they are expected to read at school (see above).

**Dialogic Reading**, which describes parents having a conversation, or dialogue, when reading with their child, is an activity that can help families address Recommendation 1. The Teacher Scaffold explains this activity in plain language for families. Although it is important for educators to be familiar with the term *Dialogic Reading*, families only need to understand that interacting while reading with their child is important; therefore, the term is not referenced in the Teacher Scaffold.



## RECOMMENDATION 1: ACADEMIC LANGUAGE

How-to Step 1: Inferential Language

How-to Step 2: Narrative Language



# Teacher Scaffold for How-to Steps 1 and 2: Talking While You Read

## Why Is Talking While You Read Important?

It is important to talk with your child when you read together because having conversations about books will help your child become a better reader. Having a conversation about a book will develop your child's vocabulary and knowledge about the topic of the book. Whether you are reading a fairy tale, a picture book, an informational book, or any other text, you can engage in a discussion as you enjoy reading together.

## How Do We Talk While We Read?

When you and your child sit down to read a new book, first read the entire book to your child. Next, read the book again but stop on every page or every other page to have a conversation. Finally, after you have talked about the book as you read it together, ask your child to re-tell part or all of the story to you or explain the information that is shared in the book.

The best books to use have detailed pictures and are about topics that are interesting to your child. You can use books from your home or borrow a book from your child's classroom library, school library, or the public library. Also, keep in mind that you can access books on laptop computers, tablets, digital reading devices, and smartphones. Websites such as [Project Gutenberg](#) provide free access to books and mobile formats especially for smartphones. Don't forget to look through your smartphone's app store for free apps containing books for children.

## Use PEER to Talk While You Read

To engage your child in conversation while you read, you can use the acronym PEER:

**P**rompt, **E**valuate, **E**xpand, and **R**epeat. First, **prompt** your child by asking a question about the book. Next, **evaluate** your child's answer either by confirming that it is correct or by telling your child the correct answer. **Expand** your child's response by adding more information. Finally, **repeat** the original prompt to see if your child expands the original answer. Use this sequence on every page or every other page. Use **wh** questions for your prompts. **Wh** prompts usually begin with **w** or **h** (who, what, where, when, why, and how). A conversation might go like this:

## Preparation Box

### Cue Up Selected Videos

- 1.1 Talking While You Read  
(*The Legend of Spookley the Square Pumpkin*)  
<https://youtu.be/swGWVqJrc2g> (2:51)

### Print Selected Family Resources

- Talking While You Read Trifold
- Talking While You Read Bookmark

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## RECOMMENDATION 1: ACADEMIC LANGUAGE

How-to Step 1: Inferential Language

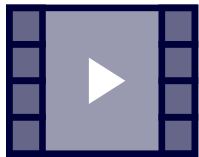
How-to Step 2: Narrative Language

**Prompt** your child to say something about the book. “What did the caterpillar do after it hatched from the egg?” Your child might respond, “Eat.”

**Evaluate** your child’s response by confirming it (“That’s right.”) or providing the correct answer.

**Expand** your child’s response by rephrasing and adding information to it. “Can you tell me what the caterpillar ate?” (Child says, “Cake and oranges.”) “That’s right. After the caterpillar hatched from the egg, it ate cake and oranges.”

**Repeat** the prompt to make sure your child learned from the expansion. “What did the caterpillar do after it hatched from the egg?” If your child doesn’t say the answer in a complete sentence, then repeat the answer and ask your child to say it, “After the caterpillar hatched from the egg, it ate cake and oranges.” Model how to answer questions in complete sentences and encourage your child to do so.



## Family Literacy Videos

Now, let’s watch a video of a mom and daughter engaging in **Talking While You Read** as they read a book together. Notice the mom has the **Talking While You Read Bookmark** to remind her about the kinds of questions to ask. I will provide this bookmark to each of you today. *Review the key points before or after the video. Answer family questions about the video.*

### 1.1 Talking While You Read (*The Legend of Spookley the Square Pumpkin*) (2:51)

#### Key Points About the Video

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- Mom continually uses the word round to help her daughter build vocabulary.
- Mom restates her daughter’s answers in complete sentences to model oral language skills.
- Mom uses the Talking While You Read Bookmark to remind herself of the kinds of questions to ask.

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**RECOMMENDATION 1: ACADEMIC LANGUAGE**

How-to Step 1: Inferential Language

How-to Step 2: Narrative Language



## Family Activities for How-to Steps 1 and 2: Talking While You Read

The **Talking While You Read Trifold** includes an overview of how to use PEER. There is also a story with questions placed where they are most helpful to prompt your child. Remember to read the story through one time first with your child. On the second reading, use PEER as you ask each question.

*This trifold is printed one-sided, so it is blank on the back. Give this to families after you have taught them the Talking While You Read process and have shown the accompanying video.*

You can use the **Talking While You Read Bookmark** to engage your child in conversation while reading any book.

*Print one-sided, laminate (optional), cut along outside edge and on dotted lines, and give to families to use with their child as they read books.*

*Answer questions about the Family Activities.*

Remember to enjoy the conversations with your child! Provide a lot of positive praise and feedback about how your child is learning about both the topic from the book and specific new words. If you are enjoying yourself while reading and talking, your child will too.

## Talking While You Read

When you read together, talk with your child about the book. Talking develops your child's vocabulary and understanding of the book.

Choose a book with detailed pictures and of interest to your child. First, read the entire book to your child. Next, read the book again, stopping on every page or every other page to have a conversation using PEER:

**P**rompt your child to say something about the book by asking a question. Ask **wh** questions (who? what? when? where? why? how?).

**E**valuate your child's response.

**E**xpand your child's response by rephrasing and adding information to it.

**R**epeat the prompt.

**Use PEER with any book.**



## The Tortoise and the Hare by Aesop (with example prompts)

A Hare was making fun of the Tortoise one day for being so slow.

"Do you ever get anywhere?" he asked with a mocking laugh.

"Yes," replied the Tortoise, "and I get there sooner than you think. I'll run you a race and prove it."

**What is a Hare? What is a Tortoise?**

**What does mocking mean? Why was the Hare making fun of the Tortoise?**

The Hare was much amused at the idea of running a race with the Tortoise, but for the fun of the thing he agreed. So the Fox, who had consented to act as judge, marked the distance and started the runners off.

**What does amuse mean? Why was the Hare amused?**

**What does consented mean?"**



The Hare was soon far out of sight, and to make the Tortoise feel very deeply how ridiculous it was for him to try a race with a Hare, he lay down beside the course to take a nap until the Tortoise should catch up.

**Why did the Hare think the Tortoise should feel ridiculous? If you were the Hare, how would you run the race?**

The Tortoise meanwhile kept going slowly but steadily, and, after a time, passed the place where the Hare was sleeping. But the Hare slept on very peacefully; and when at last he did wake up, the Tortoise was near the goal. The Hare now ran his swiftest, but he could not overtake the Tortoise in time.

The moral, or lesson, of the story is: slow and steady wins the race.

**Who won the race? Why?**

**What does swiftest mean?"**





### Talking While You Read Using PEER

Choose a book with detailed pictures and of interest to your child. First, read the entire book to your child. Next, read the book again and stop on every page or every other page to have a conversation using PEER and **wh** questions (who, what, where, when, why, how).

**Prompt** your child to say something about the book. "What did the caterpillar do after it hatched from the egg?" Child responds, "Eat."

**Evaluate** your child's response. "That's right."

**Expand** your child's response by rephrasing and adding information to it. "Can you tell me what the caterpillar ate?" (Child says, "Cake and oranges."). "That's right. After the caterpillar hatched from the egg, it ate cake and oranges."

**Repeat** the prompt. "What did the caterpillar do after it hatched from the egg?" If your child doesn't say the answer in a complete sentence, then repeat the answer and ask your child to say it, "After the caterpillar hatched from the egg, it ate cake and oranges." Model how to answer questions in complete sentences and encourage your child to do so.

#### Example wh Questions

- What is the name of this? (point to an object)
- What is \_\_\_\_\_ used for?
- Where does this story take place?
- When did...?
- Why did...?
- Why is he/she smiling?
- How do you think he/she feels?

### Talking While You Read Using PEER

Choose a book with detailed pictures and of interest to your child. First, read the entire book to your child. Next, read the book again and stop on every page or every other page to have a conversation using PEER and **wh** questions (who, what, where, when, why, how).

**Prompt** your child to say something about the book. "What did the caterpillar do after it hatched from the egg?" Child responds, "Eat."

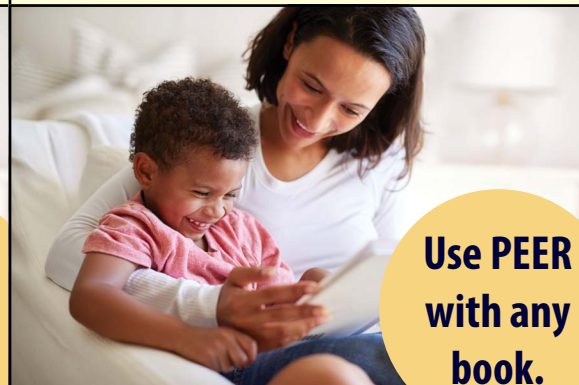
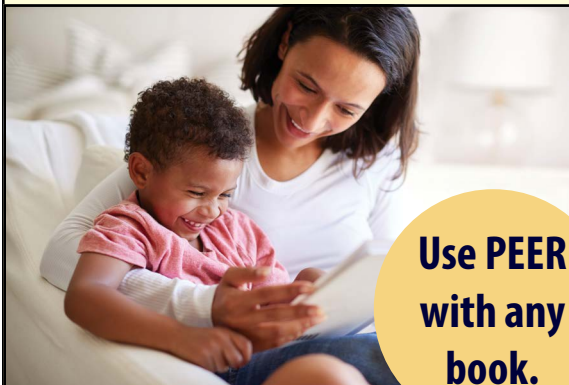
**Evaluate** your child's response. "That's right."

**Expand** your child's response by rephrasing and adding information to it. "Can you tell me what the caterpillar ate?" (Child says, "Cake and oranges."). "That's right. After the caterpillar hatched from the egg, it ate cake and oranges."

**Repeat** the prompt. "What did the caterpillar do after it hatched from the egg?" If your child doesn't say the answer in a complete sentence, then repeat the answer and ask your child to say it, "After the caterpillar hatched from the egg, it ate cake and oranges." Model how to answer questions in complete sentences and encourage your child to do so.

#### Example wh Questions

- What is the name of this? (point to an object)
- What is \_\_\_\_\_ used for?
- Where does this story take place?
- When did...?
- Why did...?
- Why is he/she smiling?
- How do you think he/she feels?







## Teacher Scaffold for How-to Step 3: Supporting Oral Language and Vocabulary

### What is Oral Language and Vocabulary?

**Oral language** is the way we communicate with others through speaking and listening. We are using oral language right now as I speak to you and you listen to me.

**Vocabulary knowledge** is a crucial part of oral language and includes understanding the meaning of words, how to use them, and how to pronounce them. Speaking and listening to your child every day about books and your child's experiences will help your child practice oral language. And we all know the more you practice something, the better you become at it!

Oral language practice will help your child expand his or her vocabulary. Children with strong oral language skills and large vocabularies typically become better readers. The best ways to give your child a strong foundation for learning to read are to read to, talk to, and listen to your child every day.

### How Can Families Support Oral Language and Vocabulary Development?

Read! Talk! Listen! Take every opportunity to talk with and listen to your child. Talk about people you know, places you go, and experiences you have together. Writing with your child also helps with oral language development.

- Ask questions that require more than a yes or no answer. For example, instead of asking, "Did you have a good day?" ask, "What was your favorite part of school today?" Continue to ask questions about your child's response. If the answer was "Recess," ask, "Who did you play with?" "What did you do?" "How do you play that game?"
- When you speak with your child, model speaking in complete sentences and provide details. For example, if your child points to a butterfly and says, "Butterfly!" say, "Yes, that is a monarch butterfly! Aren't her colorful wings beautiful?"
- Get excited if your child asks what a word means! Tell your child it is great to ask questions about unknown words. Explain what the word means and use it in a sentence using a context that your child understands. For example, "**Combine** means put together. I need to **combine** these two small boxes of cereal into one big box. Let's **combine** this load of dirty clothes with this load of dirty clothes so we only have to do one load of laundry today!"

### Preparation Box

#### Cue Up Selected Videos

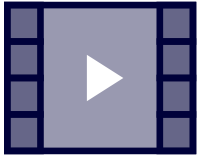
- 1.3 Language Development in the Kitchen  
<https://youtu.be/PKv0lv30H8Y> (6:06)

#### Print Selected Family Resources

- Talking and Writing in the Kitchen
- Grocery Shop Talk

## RECOMMENDATION 1: ACADEMIC LANGUAGE

### How-to Step 3: Academic Vocabulary



## Family Literacy Videos

Now, let's watch a video called **Language Development in the Kitchen**. This video demonstrates how a mom supports her children's oral language and vocabulary while baking with her children. Review the key points and answer family questions about the video.

### 1.3 Language Development in the Kitchen (6:06)

#### Key Points About the Video

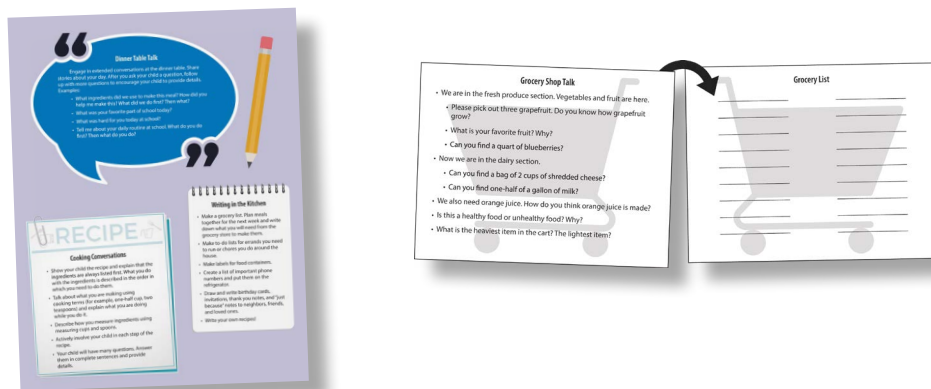
- Children have fun baking brownies and planning to write a welcome note for new neighbors.
- Mom fully involves the children in reading the recipe, gathering the ingredients, and making brownies while talking about what they are doing.
- Mom asks many questions and encourages both children to engage in the conversation.



## Family Activities for How-to Step 3: Supporting Oral Language and Vocabulary

Let's look at the Family Activity **Talking and Writing in the Kitchen**. *Explain the three activities and demonstrate an example or two. Print this activity one-sided for families to post on their refrigerator.* Take this home and put it on your refrigerator and have fun speaking, listening, and writing in the kitchen!

Let's look at the Family Activity **Grocery Shop Talk**. You can use this to write a grocery list with your child. While at the grocery store, use the questions on this activity to engage your child in conversation. *Make up your own questions too! Print this activity one-sided and give to families for writing a grocery list and asking questions during shopping.*



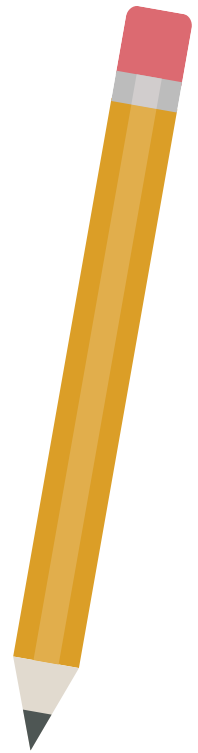
*Answer questions about the Family Activities.*



## Dinner Table Talk

Engage in extended conversations at the dinner table. Share stories about your day. After you ask your child a question, follow up with more questions to encourage your child to provide details. Examples:

- What ingredients did we use to make this meal? How did you help me make this? What did we do first? Then what?
- What was your favorite part of school today?
- What was hard for you today at school?
- Tell me about your daily routine at school. What do you do first? Then what do you do?



## Writing in the Kitchen

- Make a grocery list. Plan meals together for the next week and write down what you will need from the grocery store to make them.
- Make to-do lists for errands you need to run or chores you do around the house.
- Make labels for food containers.
- Create a list of important phone numbers and put them on the refrigerator.
- Draw and write birthday cards, invitations, thank you notes, and “just because” notes to neighbors, friends, and loved ones.
- Write your own recipes!



## RECIPE

### Cooking Conversations

- Show your child the recipe and explain that the ingredients are always listed first. What you do with the ingredients is described in the order in which you need to do them.
- Talk about what you are making using cooking terms (for example, one-half cup, two teaspoons) and explain what you are doing while you do it.
- Describe how you measure ingredients using measuring cups and spoons.
- Actively involve your child in each step of the recipe.
- Your child will have many questions. Answer them in complete sentences and provide details.



# APPENDIX 1

## Teacher Text Messages to Families

Ask families if they'd like you to text them some tips to help them read with their child at home. Send the text messages below at appropriate times to families that request them.







- Talk to your child as you read books together! Ask **wh** questions (what, where, when, why, and how) on every page.
- Make a to-do list of errands with your child. Have your child read each errand before you complete it, and then cross it off the list when it is completed.
- Have conversations at the dinner table during which each person tells about his or her favorite part of the day. Ask your child who he or she played with and what they did at recess. Ask about favorites (color, shape, song, animal) and model how to answer in complete sentences (**My favorite color is blue.**)

## Videos

Video	Author of Book	Link	Duration
1.1 Talking While You Read ( <i>The Legend of Spookley the Square Pumpkin</i> )	Joe Troiano and Susan Banta	<a href="https://youtu.be/swGWVqJrc2g">https://youtu.be/swGWVqJrc2g</a>	2:51
1.3 Language Development in the Kitchen		<a href="https://youtu.be/PKv0lv30H8Y">https://youtu.be/PKv0lv30H8Y</a>	6:06

# Recommendation 2: Phonological Awareness And Letter–Sound Relations

## Recommendation Reminder

Recommendation 2	How-to Steps
 <p>Develop awareness of the segments of sound in speech and how they link to letters.</p>	 <p>Teach students to recognize and manipulate segments of sound in speech.</p>
	 <p>Teach students letter–sound relations.</p>
	 <p>Use word building and other activities to link students' knowledge of letter–sound relations with phonemic awareness.</p>

## Glossary

**Alphabetic principle** is the understanding that letters or combinations of letters represent individual sounds. For example, the letter **s** represents the sound /s/ and the letter combination **sh** represents the sound /sh/.

**Elkonin sound boxes** are tools used during phonemic awareness and encoding instruction. One box is provided for each sound in a target word. Elkonin boxes are sometimes referred to as sound boxes. For example, the word **fish** would have three sound boxes so each box represents one sound, /f/ /i/ /sh/.

**Encoding** refers to determining the spelling of a word based on the sounds in the word.

**Letter–name knowledge** is the ability to recognize and name letters.

**Letter–sound knowledge** is the ability to look at a letter in print and say the sound it represents.

**Onset and rime** For example, in a single-syllable word, the onset is the initial phoneme(s) and the rime is the medial vowel and the remaining consonant(s). In the word **sun**, the onset is /s/ and the rime is /un/. In the word **stop**, the onset is /st/ and the rime is /op/.

**Phoneme** is the smallest unit of sound. For example, there are two phonemes, or sounds, in the word **me**: /m/ /ē/. There are three phonemes or sounds in the word **chop**: /ch/ / ɔ / /p/.

**Phonological awareness** is an awareness of sounds in spoken words. For example, understanding that there are three words in the spoken sentence **I like candy** or that the word **computer** has three parts or syllables: **com-pu-ter**. Children eventually understand that words are made up of individual sounds and that those sounds can be moved around to make new words. For example, **sat** has three sounds (phonemes), /s/ / ă / /t/. If we change the beginning sound /s/ to a /b/, the word becomes **bat**.

**Rhyme** means words share the same middle and ending sound: **cat** and **rat** rhyme; **spoon** and **moon** rhyme.

## Glossary (continued)

**Syllable** is a larger unit of sound within a word. For example, the word **folder** has two syllables or units: **fold-er**. The word **Saturday** has three syllables or units: **Sat-ur-day**.

The main idea of Recommendation 2 from the WWC practice guide is to teach students the **alphabetic principle**. The alphabetic principle is the concept that letters and letter combinations represent individual sounds (phonemes) in written words. Recommendation 2 explains how to teach students to recognize and manipulate the segments of sounds in speech (**phonological awareness**), link those sounds to letters, and combine this knowledge to begin to read and spell single-syllable words.

## Phonological Awareness Continuum

Table 6 illustrates phonological awareness skills in order from easier to more complex. The goal of phonological awareness instruction is to help students segment and blend individual phonemes in spoken words to prepare them to learn the individual sounds that letters represent.

**Table 6: Sequence of Phonological Awareness Skills**

Skill	Example	Instruction
Segment sentences into words.	The moon shines brightly (four words).	Teach during a class discussion using students' sentences.
Segment compound words into smaller words.	cupcake = cup-cake	Use pictures (for example, cup and cake, bird and house, foot and ball).
Segment words into syllables.	engine = en-gine microwave = mi-cro-wave	Clap for each syllable in a spoken word or picture.
Segment words into onsets (initial consonant or consonant blend) and rimes (vowel and final consonants).	book = /b/ and /ook/ sleep = /sl/ and /eep/	Select one-syllable words from a book that students have previously read, and ask them to say the onset and the rime.
Segment and blend individual phonemes in words.	fan = /f/ /ă/ /n/ sit = /s/ /i/ /t/	Use Elkonin sound boxes and markers to identify individual sounds in spoken words.

## A Sequence for Instruction

When students can isolate phonemes in spoken words, teach them letter names and their corresponding sounds, working with a few letters at a time and using the following sequence:

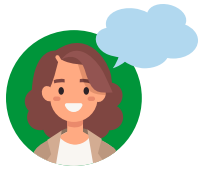
- Consonants and short vowel sounds represented by a single letter.
- Consonant blends (for example, **fl**, **sm**, **st**) and two-letter consonant digraphs (for example, **sh**, **th**, **ch**).
- Long vowels with silent **e**.
- Two-letter vowel teams (for example, **ea**, **oa**, **ai**).

When letters or letter combinations correspond to multiple sounds, start with the most common sound each letter represents.



- Teach phonemes one at a time by introducing the letter name and letter sound in both uppercase and lowercase form.
- Show a picture with a regular word containing that phoneme (for example, **duck** for **d**) and tell the students a story about the picture that frequently incorporates the target sound.
- Ensure that students have multiple opportunities to practice the target letter sound along with other letter sounds previously learned.
- Include opportunities to write the target letter in meaningful contexts, such as writing familiar names or words.

The final step in understanding the alphabetic principle is to help students connect their phonemic awareness (the ability to recognize individual sounds in spoken words) with the knowledge of letter–sound relations through word building and other activities. As soon as students have learned a few letter sounds, they can begin to spell and decode words using Elkonin sound boxes with letter tiles, for example. Begin with commonly spelled consonant-vowel-consonant (CVC) words and gradually include more advanced words: consonant-vowel-consonant-silent e (CVCe), CCVC, and CVCC. Always begin by modeling the activity, and scaffold as students practice.



## Teacher Scaffold for How-to Step 1: Phonological Awareness: Onset and Rime

*The three Teacher Scaffolds and associated Family Activities for this How-to Step are organized from easier to more difficult.*

### Sounds in Words

Although speaking and listening may not seem related to learning to read, being aware of sounds in words is very important to reading. This awareness allows children to break apart words orally and use sounds to learn to read and write words. Children first need to become aware of sounds in words without relating those sounds to print. They demonstrate their knowledge using their speaking and listening skills.

You can help your child develop an awareness of sounds in spoken words. Singing silly songs and making up silly words or poems are ways to enhance your child's awareness of sounds. These skills are fun to practice because most children love to play with sounds in words. For example, you can make up silly sentences in which most of the words begin with the same sound: **Leo the lion liked to lick a lot of lollipops!**

There are many different types of sounds in words. For example, you can separate a word into its onset and rime. The onset is the part of a word before the vowel. The rime is the part of a word including the vowel and the string of letters that follows. In the word **sun**, /s/ is the onset and /un/ is the rime. In the word **ring**, /r/ is the onset and /ing/ is the rime. In the word **stop**, /st/ is the onset and /op/ is the rime.



## Family Activities for How-to Step 1: Phonological Awareness: Onset and Rime Picture Cards

*Review the Family Activity and model at least one example. Include family members in the model, either the whole family or members who volunteer.*

Let's review the Family Activity **Onset and Rime Picture Cards** to help your child take apart and put together the onset and rime of a spoken word. Here are two picture puzzle pieces that make up a picture of a **nail**. I'll hold up the first part and say the onset, /n/. I'll hold up the other puzzle piece and say the rime, /ail/. I'll slide the puzzle pieces together and say the whole word, **nail**. Now you try one. Here are two picture puzzle pieces for **snake**. *Hold up the first puzzle piece for **snake** and ask families for the onset (/sn/). Hold up the second puzzle piece and ask families for the rime (/ake/). Slide the two puzzle pieces together and ask for the whole word (**snake**).* This is a picture of a **snake**. The onset is /sn/. The rime is /ake/. The word is **snake**.

*Answer questions about the Family Activity.*

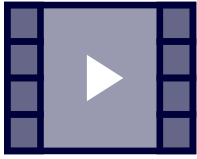
### Preparation Box

#### Cue Up Selected Videos

- 2.1 Onset and Rime Picture Cards  
[https://youtu.be/xb8hJSG\\_YYU](https://youtu.be/xb8hJSG_YYU) (3:39)

#### Print Selected Family Resources

- Onset and Rime Picture Puzzles



## Family Literacy Videos

Now, let's watch a video of a mom and her daughter engaging in an onset and rime activity.

### 2.1 Onset and Rime Picture Cards (3:39)

#### Key Points About the Video

- Mom has her daughter review the names of the pictures before beginning the activity to make sure that her daughter knows the name of each picture.
- Mom offers positive encouragement throughout the activity ("Good! You did that well! You said the onset and rime correctly! You got that, girl!").

*Review the key points and answer family questions about the video.*

Take the Family Activity home and have fun with onsets and rimes!

# Onset and Rime Picture Cards

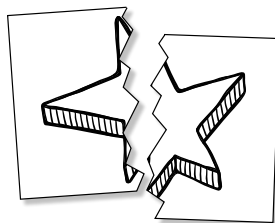
## Background Information

Ask your child to take apart and put together onsets and rimes by matching picture puzzle pieces. The **onset** is the part of a single-syllable word before the vowel. The **rime** is the part of a word including the vowel and the letters that follows. See examples below.

Word	Onset	Rime
dog	/d/	/og/
king	/k/	/ing/
nail	/n/	/ail/
frog	/fr/	/og/

## Directions

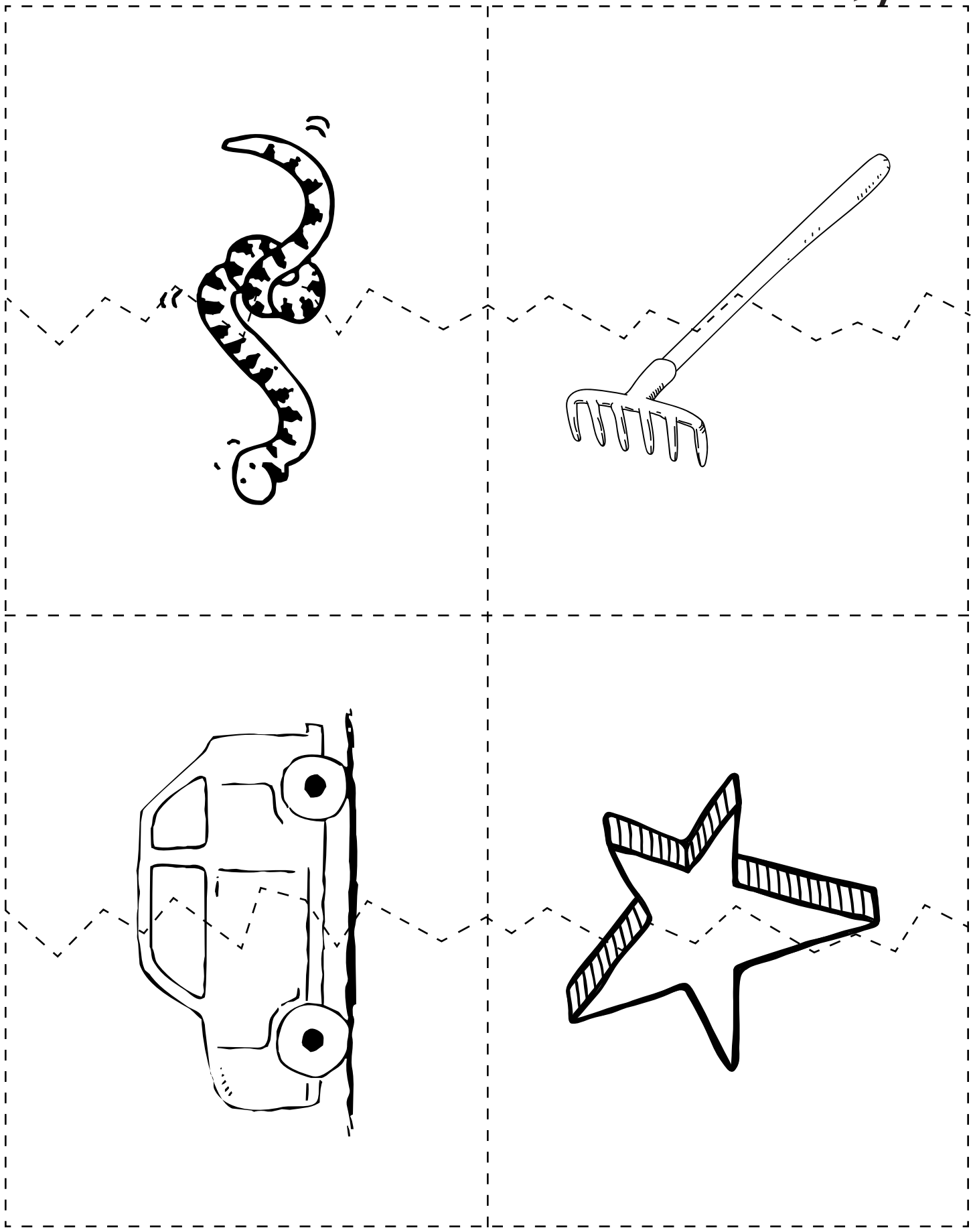
1. Ask your child to name each picture. Provide picture names when needed.
2. Cut apart and scramble the picture puzzle pieces face up on a flat surface.
3. While matching the puzzle pieces, ask your child to say the onset (**/st/**) and the rime (**/ar/**), and then the whole word (**star**).



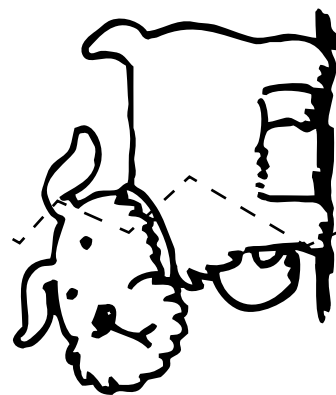
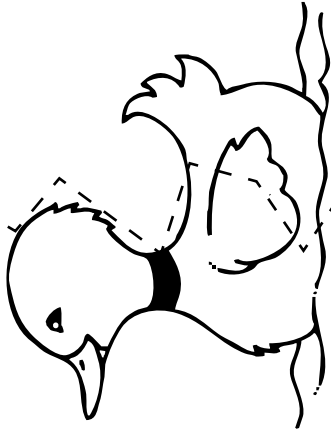
**"/st/.../ar/. Star!"**

## Key

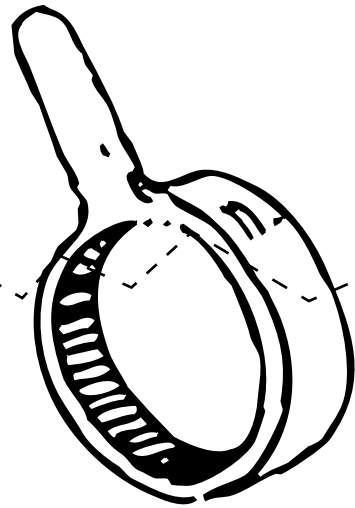
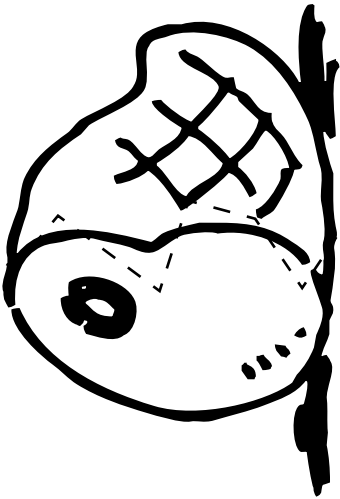
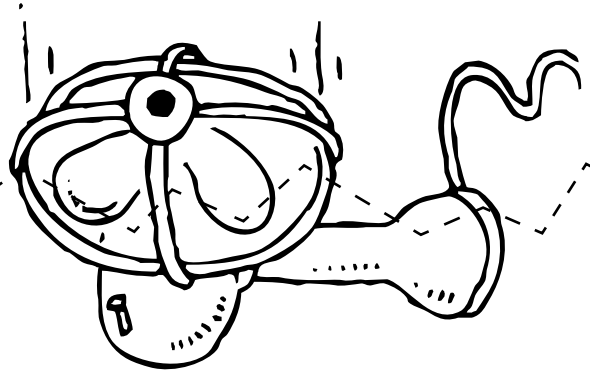
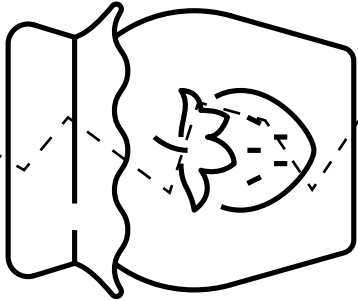
Word	Onset	Rime	Word	Onset	Rime
snake	/sn/	/ake/	ham	/h/	/am/
rake	/r/	/ake/	pan	/p/	/an/
car	/k/	/ar/	fish	/f/	/ish/
star	/st/	/ar/	dish	/d/	/ish/
duck	/d/	/uck/	pail	/p/	/ail/
truck	/tr/	/uck/	bug	/b/	/ug/
dog	/d/	/og/	rug	/r/	/ug/
frog	/fr/	/og/	ring	/r/	/ing/
jam	/j/	/am/	king	/k/	/ing/
fan	/f/	/an/	kite	/k/	/ite/



snake, rake, car, star

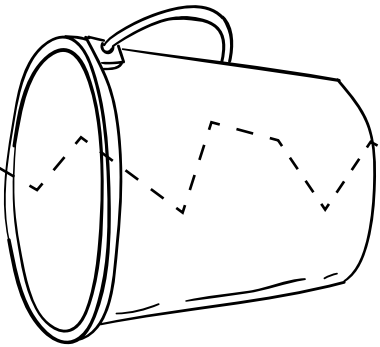
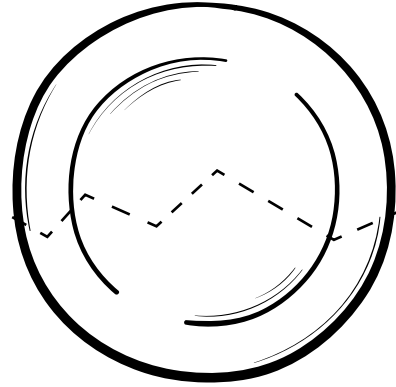


duck, truck, frog, dog

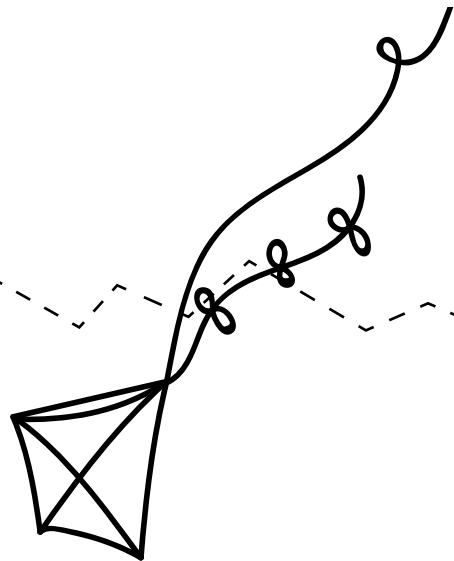
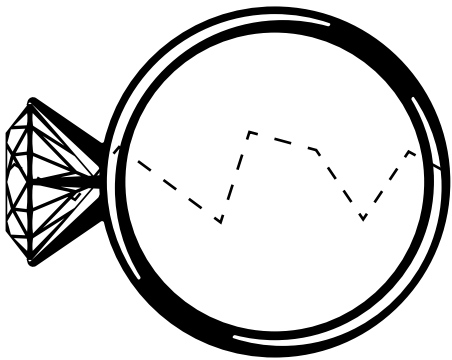
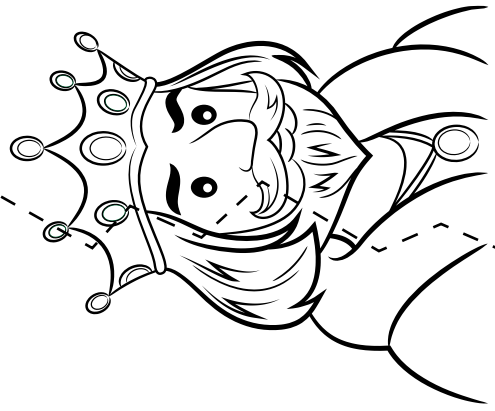
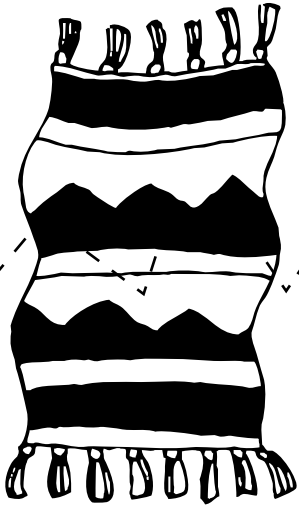


jam, fan, ham, pan

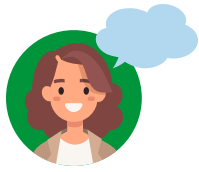




fish, dish, pail, bug



rug, king, ring, kite



## Teacher Scaffold for How-to Step 1: Phonemic Awareness: Manipulating Individual Sounds in Words

*The three Teacher Scaffolds and associated Family Activities for this How-to Step are organized from easier to more difficult. This is the middle activity.*

### Sounds in Words

Although speaking and listening may not seem related to learning to read, being aware of sounds in words is very important to reading. This awareness allows children to break apart words orally and use sounds to learn to read and write words. Children first need to become aware of sounds in words without relating those sounds to print. They demonstrate their knowledge using their speaking and listening skills.

You can help your child develop an awareness of sounds in spoken words. Singing silly songs and making up silly words or poems are ways to enhance your child's awareness of sounds. These skills are fun to practice because most children love to play with sounds in words.

### Pull Apart and Put Together Individual Sounds in Words

An **individual sound** in a word is called a **phoneme**. Being able to pull apart, or separate, and put together individual sounds in spoken words will help your child become a better reader and speller. If your child can hear the individual sounds in a word and put those sounds together, it will help your child connect those sounds to letters when he or she reads and spells.



## Family Activities for How-to Step 1: Phonemic Awareness: Manipulating Individual Sounds in Words

*Review the Family Activity and model at least one example. Include family members in the model, either the whole family or members who volunteer.*

Let's review the Family Activity **Say and Slide Individual Sounds in Words**. For this activity, your child will separate, or pull apart, and put together individual sounds of a spoken word. *Project the Family Activity so everyone can see it. Have counters cut out, or use any small object (like buttons) that fit into the sound boxes on the Family Activity.* Here is a picture of **tea**. Each box under the picture equals one sound. The boxes are called sound boxes. *Show the counters.* These are counters. Each counter equals one sound. You may cut out the counters from the Family Activity or use pennies, beans, buttons, or any other small object that will fit into a sound box.

I will say each sound in **tea** and slide a counter in a box for each sound I say. **Tea**. *Slide a counter in each box as you say each sound. /t/ /ea/.* Model again and touch each counter for each sound as you say it. **Tea** has two sounds: **/t/ /ea/**, so I slid two counters into two sound boxes.

### Preparation Box

#### Cue Up Selected Videos

- 2.1 Say and Slide Individual Sounds in Words  
<https://youtu.be/Cwi2TctQYY0> (3:36)

#### Print Selected Family Resources

- Say and Slide Individual Sounds in Words

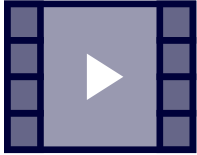
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## RECOMMENDATION 2: PHONOLOGICAL AWARENESS AND LETTER-SOUND RELATIONS

### How-to Step 1: Segments of Sounds in Speech

Here is another example. This is a picture of **cheese**. I will say each sound I hear in **cheese** and slide a counter into a sound box as I say each sound. **Cheese. /ch/ /ee/ /z/. Slide a counter in each box as you say each sound. Run your finger under the counters as you read the word. Cheese.**

*Answer questions about the Family Activity.*



## Family Literacy Videos

Now, let's watch a video of a mom and daughter pull apart and put together individual sounds in words using pictures, sound boxes, and counters. *Review the key points and answer family questions about the video.*

### 2.1 Say and Slide Individual Sounds in Words (3:36)

#### Key Points About the Video

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- Mom explains the activity and shows an example before she asks her daughter to try it.
- Mom is patient and shows her daughter how to do the task when her daughter has a difficult time with the word **paper**.
- Mom tells her daughter that she worked hard and did a good job.

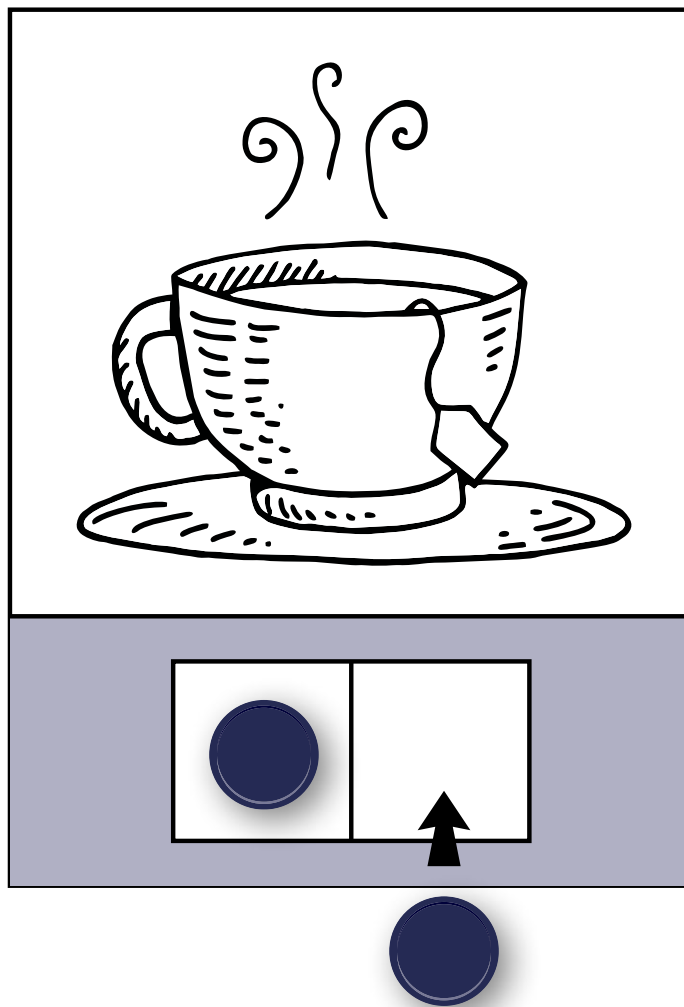
Take the Family Activity home and have fun with individual sounds in words! Tell your child you are proud of him or her for working hard on reading skills.

# Say and Slide Individual Sounds in Words

## Directions

Cut out the counters. Or use pennies, buttons, or any other small object that will fit into the sound boxes.

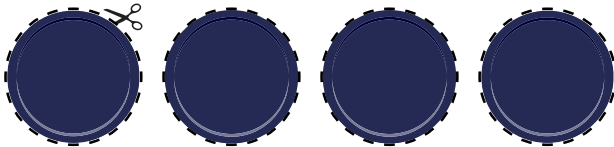
1. Ask your child to name the picture (for example, **tea**). Provide picture names when needed.
2. Ask your child to say each sound in the word and slide a counter into a box for each sound said (**/t/ /ea/**).
3. Ask your child to say the word (**tea**).

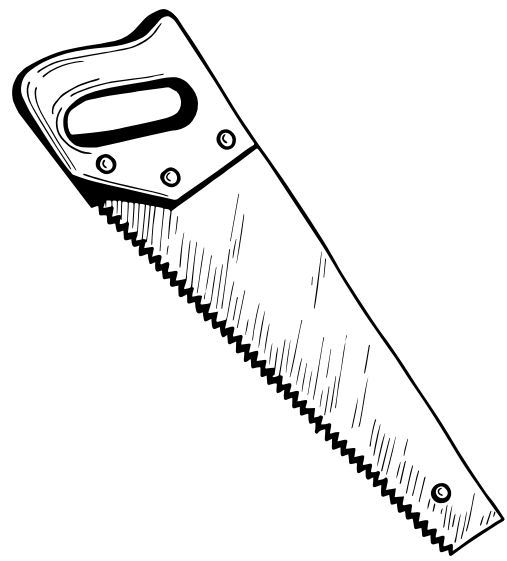


## Key

Words	Individual Sounds	Number of Sounds
tea	/t/-/ea/	2
saw	/s/-/aw/	2
pin	/p/-/i/-/n/	3
rain	/r/-/ai/-/n/	3
cheese	/ch/-/ee/-/z/	3
shirt	/sh/-/ir/-/t/	3
train	/t/-/r/-/ai/-/n/	4
drum	/d/-/r/-/u/-/m/	4
paper	/p/-/a/-/p/-/er/	4
spoon	/s/-/p/-/oo/-/n/	4
fork	/f/-/or/-/k/	3

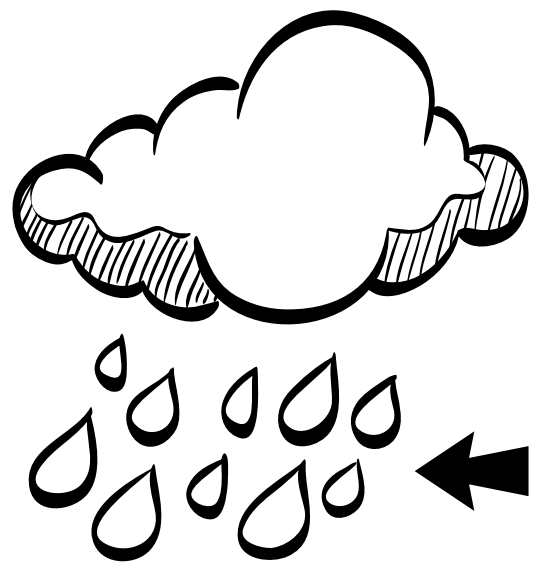
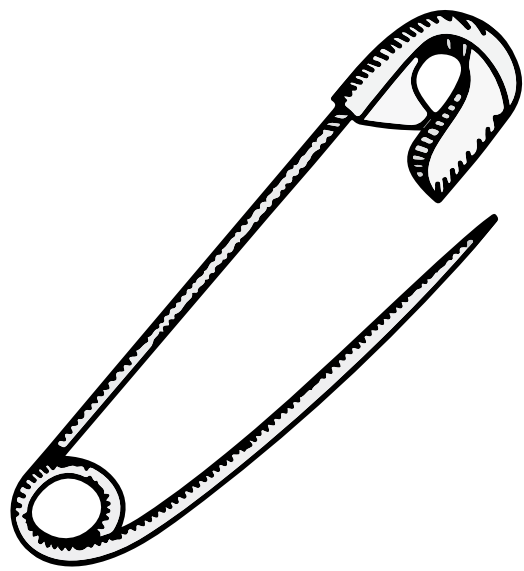
## Counters





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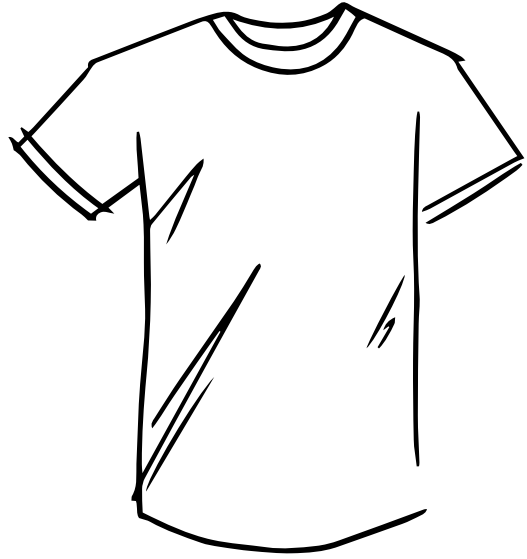
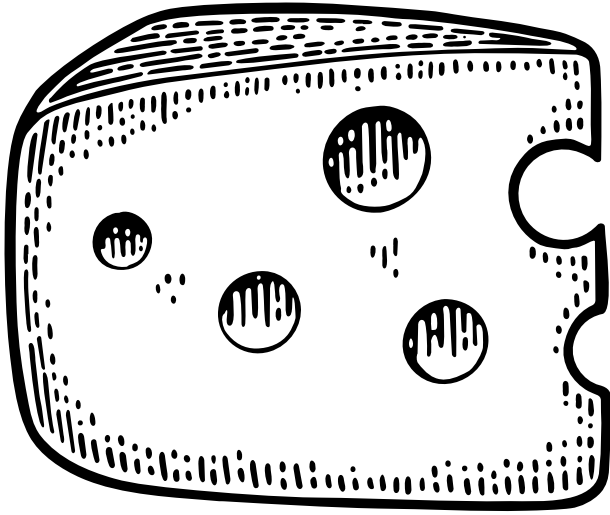
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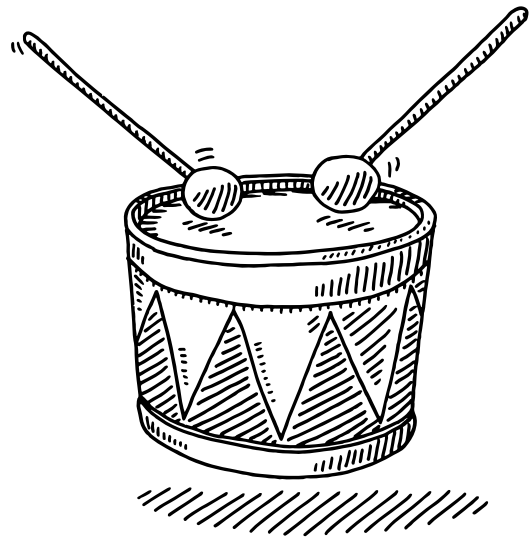
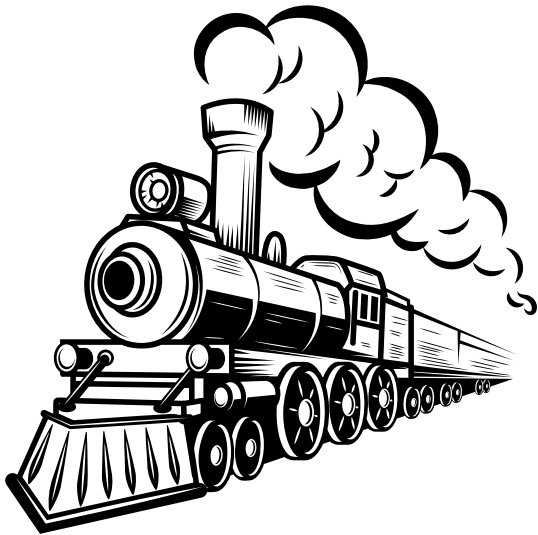
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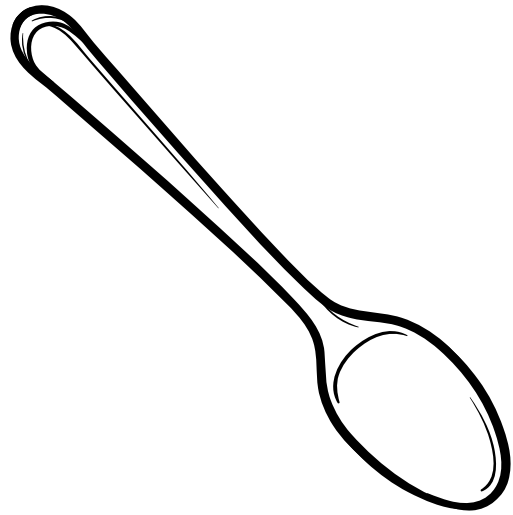
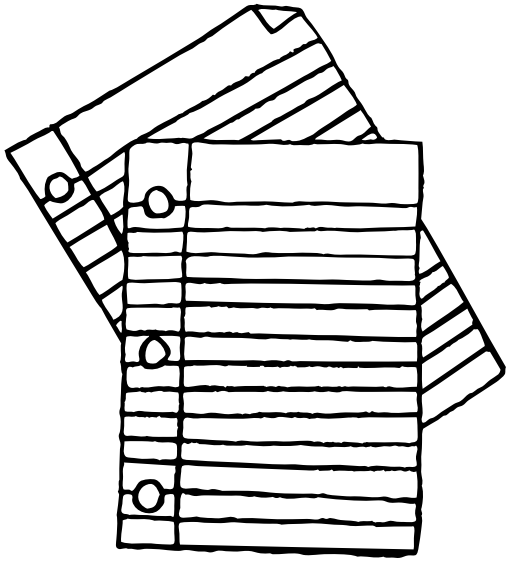
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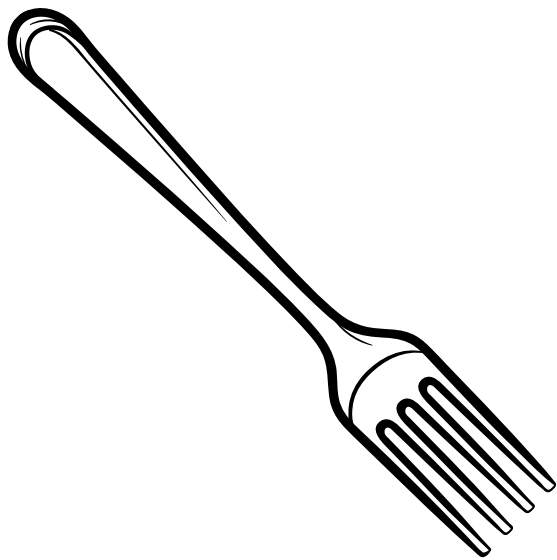
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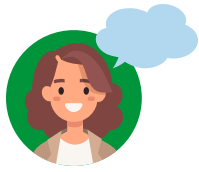


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## Teacher Scaffold for How-to Step 1: Phonemic Awareness: First, Middle, and Last Sound

*The three Teacher Scaffolds and associated Family Activities for this How-to Step are organized from easier to more difficult. This is the most difficult activity.*

### Sounds in Words

Although speaking and listening may not seem related to learning to read, being aware of sounds in words is very important to reading. This awareness allows children to break apart words orally and use sounds to learn to read and write words. Children first need to become aware of sounds in words without relating those sounds to print. They demonstrate their knowledge using their speaking and listening skills.

You can help your child develop an awareness of sounds in spoken words. Singing silly songs and making up silly words or poems are ways to enhance your child's awareness of sounds. These skills are fun to practice because most children love to play with sounds in words.

### Listening for the First, Middle, and Last Sound

An **individual sound** in a word is called a **phoneme**. Identifying the first, middle, and last sound of a word will help your child become a better reader and speller. Hearing the individual sounds in words will help your child link those sounds to letters when she or he reads or spells.

- The beginning sound of a word is the first sound you hear when you say the word. The first sound in **soap** is /s/.
- The middle sound of a word is the sound you hear in the middle when you say the word. The middle sound in **soap** is /ō/.
- The ending sound of a word is the last sound you hear when you say the word. The last sound in **soap** is /p/.



## Family Activities for How-to Step 1: Phonemic Awareness: First Sound? Middle Sound? Last Sound?

*Review the Family Activity and model at least one example. Include family members in the model, either the whole family or members who volunteer.*

Let's review the Family Activity **First Sound? Middle Sound? Last Sound?** to help your child listen for individual sounds of a spoken word. *Show the Family Activity and point to each picture*

### Preparation Box

#### Cue Up Selected Videos

- 2.1 First Sound? Middle Sound? Last Sound?  
<https://youtu.be/dJF01klkdNM> (4:13)

#### Print Selected Family Resources

- First Sound? Middle Sound? Last Sound?

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## RECOMMENDATION 2: PHONOLOGICAL AWARENESS AND LETTER-SOUND RELATIONS

### How-to Step 1: Segments of Sounds in Speech

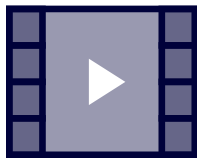
*as you describe it.* Here is a picture of a **shark** divided into three parts: the beginning is the head, the middle is the body, and the end is the tail. The first sound in **shark** is /sh/. The middle sound in **shark** is /ar/. The last sound in **shark** is /k/. *Show examples of the double-picture cards.*

First, name each of the pictures and decide what sound they have in common. Do they have the same first sound? The same middle sound? Or the same last sound? Then place the double-picture card under the beginning of the shark if they have the same first sound, under the middle of the shark if they have the same middle sound, or under the end of the shark if they have the same last sound.

Let's try one. *Hold up the double-picture card. **Duck, dog. Duck and dog** both have the same first sound, /d/, so I will place the picture card under the head of the shark, for the first, or beginning, sound. Hold up the picture of **bus and sun**.*

Can you name each picture? **Bus. Sun.** Do **bus** and **sun** have the same first sound? No, the first sound of **bus** is /b/ and the first sound in **sun** is /s/. Do **bus** and **sun** have the same middle sound? Yes! The middle sound in **bus** is /ŭ/ and the middle sound in **sun** is /ŭ/. So, we will place this double-picture card under the middle of the shark because **bus** and **sun** have the same middle sound.

*Answer questions about the Family Activity.*



## Family Literacy Videos

Now, let's watch a video of a mom and daughter sorting pictures according to their first, middle, and last sound. *Review the key points and answer family questions about the video.*

### 2.1 First Sound? Middle Sound? Last Sound? (4:13)

#### Key Points About the Video

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- Mom asks her daughter to identify the sound that is the same in two words and tell whether it is the first, middle, or last sound in the words.
- Mom asks her daughter to explain her answers.
- Mom provides positive feedback throughout the activity.

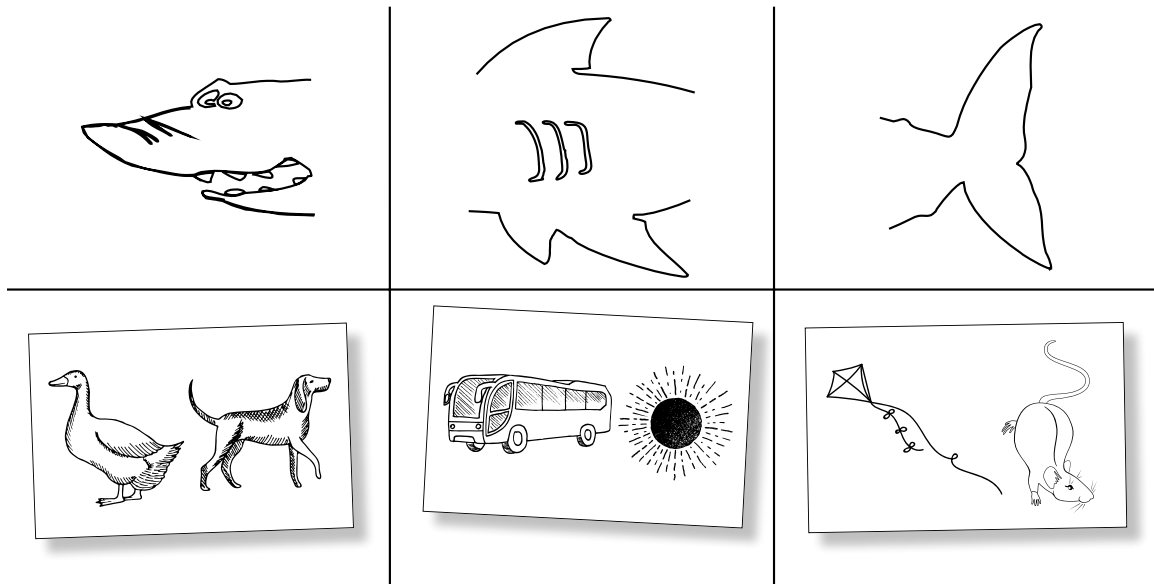
Take the Family Activity home and have fun with individual sounds in words! Tell your child you are proud of him or her for working hard on reading skills.

# First Sound? Middle Sound? Last Sound?

## Directions

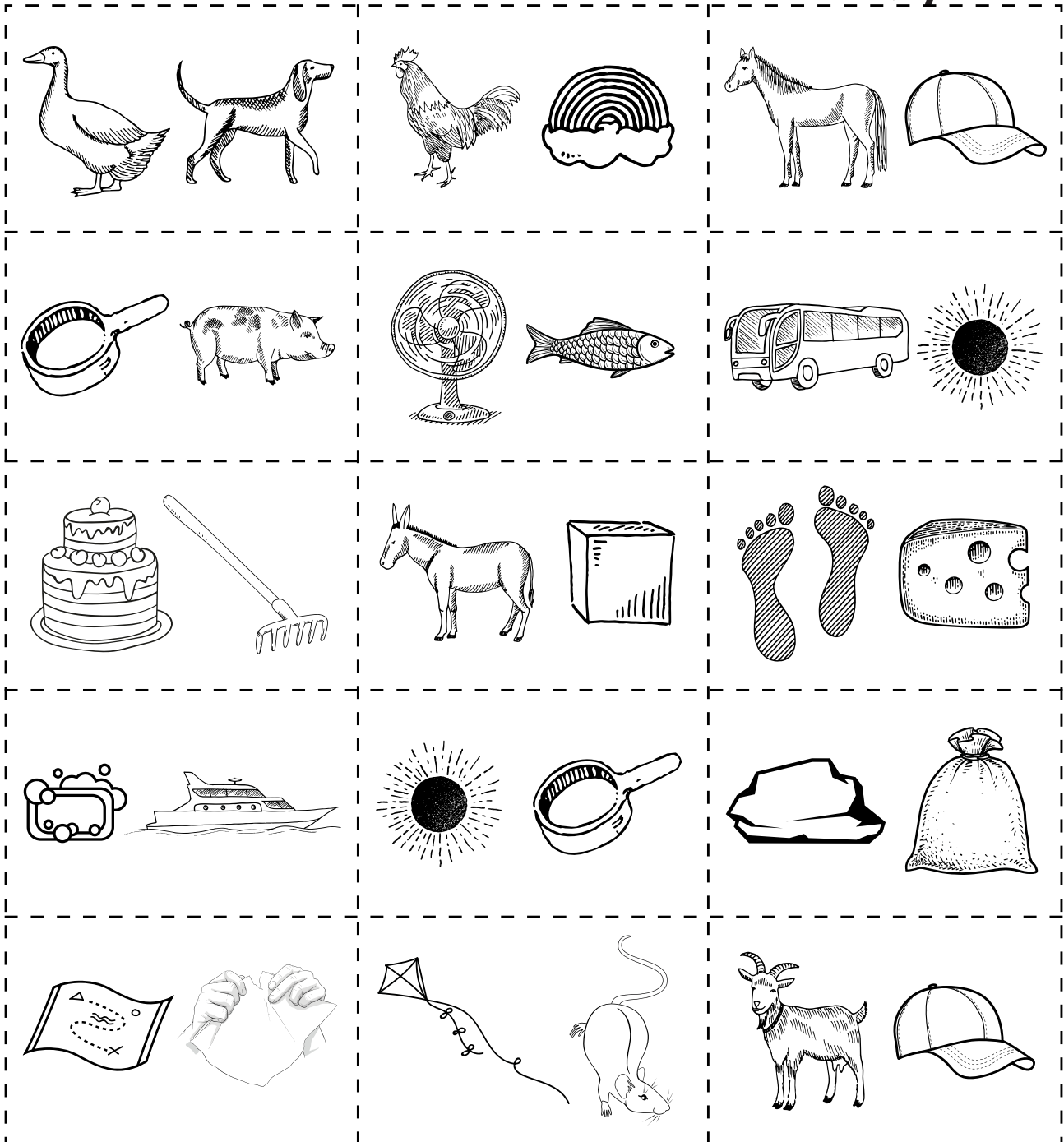
1. Cut apart the double picture cards (two pictures will be on one card).
2. Ask your child to name each picture. Provide picture names when needed.
3. Describe the picture of the shark by saying, "Here is a picture of a **shark** divided into three parts: the beginning is the head, the middle is the body, and the end is the tail. The beginning sound in **shark** is /sh/. The middle sound in **shark** is /ar/. The last sound, or ending sound, in **shark** is /k/.
4. Ask your child to select a card and name each picture (for example, **kite**, **rat**). If your child does not know the name of the picture, provide the name.
5. Ask your child, "Which sound is the same?" (/t/).
6. Ask your child, "Is the same sound the first sound? Middle sound? Or last sound?" (**last**).
7. Ask your child to sort the picture card under the head (for first sound), body (for middle sound), or tail (for last sound) of the shark.

## Example:



## Key

<b>Words</b>	<b>Which Sound is the Same?</b>	<b>Where is the same sound? First? Middle? Last?</b>
duck/dog	/d/	first
rooster/rainbow	/r/	first
horse/hat	/h/	first
pan/pig	/p/	first
fan/fish	/f/	first
bus/sun	/ū/	middle
cake/rake	/ā/	middle
mule/cube	/ū/	middle
feet/cheese	/ee/	middle
soap/boat	/ō/	middle
sun/pan	/n/	last
rock/sack	/k/	last
map/rip	/p/	last
kite/rat	/t/	last
goat/hat	/t/	last

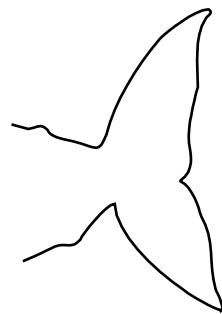
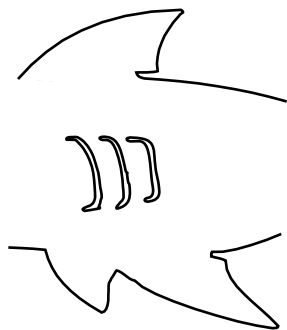


duck/dog  
pan/pig  
cake/rake  
soap/boat  
map/rip

rooster/rainbow  
fan/fish  
mule/cube  
sun/pan  
kite/rat

horse/hat  
bus/sun  
feet/cheese  
rock/sack  
goat/hat







## Teacher Scaffold for How-to Step 2: Letter Names and Letter Sounds

There are two Teacher Scaffolds and associated Family Activities for this How-to Step. This one focuses on identifying letter names and letter sounds. The next one focuses on building words by changing the first letter(s) using letter cards.

### What Are Letter–Name and Letter–Sound Knowledge?

It is important for children to know letter names and letter sounds. **Letter–name knowledge** is recognizing and naming letters. An example of recognizing letters is showing a child the letters **n**, **a**, and **s**, asking which letter is **s**, and seeing the child point to the **s**. An example of naming letters is when a child looks at the letter **m** and orally names that letter.

A child demonstrates **letter–sound knowledge** when he or she can look at a letter in print and tell you the sound it represents. For example, if you point to the letter **f** and ask, “What sound?” The child will say /f/.

### Vowels and Consonants

Write **a**, **e**, **i**, **o**, **u** on the board and point to each letter as you say its name and sound. The vowels are **a**, **e**, **i**, **o**, **u**. Each vowel has a short sound and a long sound. The short sound of each vowel is: **a**, /ă/; **e**, /ĕ/; **i**, /ĭ/; **o**, /ŏ/; **u**, /ŭ/. The long sound of each vowel is when the vowel says its name, **a**, **e**, **i**, **o**, **u**. The other letters of the alphabet are called consonants. For example, **b**, **c**, and **d** are consonants.



## Family Activities for How-to Step 2: Consonant and Short Vowel Sound Practice

Review the Family Activity and model at least one example. Include family members in the model, either the whole family or members who volunteer.

There are many ways to support your child’s knowledge of letter names and letter sounds. For example, you can look for a specific letter in a book or in a newspaper. You can point out letters on signs while driving. You can sing the alphabet song while your child is getting ready for school. Once your child knows letter names, begin to ask about the sound a letter makes after your child identifies a letter name.

I can let you know which letters and letter combinations I have taught in class so that you can make sure to practice those letters and letter combinations with your child. I can also tell you which letters and letter combinations your child has already mastered and which ones he or she still needs to work on. See *Teacher Resources in the Appendix on pages 44-45*.

### Preparation Box

#### Cue Up Selected Videos

- 2.2 Consonant and Short Vowel Sound Practice Using Junk Mail  
<https://youtu.be/CzhHCH0r3gA> (2:06)

#### Print Selected Family Resources

- Consonant and Short Vowel Sound Practice

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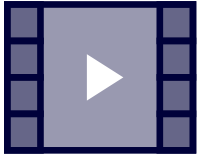
## RECOMMENDATION 2: PHONOLOGICAL AWARENESS AND LETTER-SOUND RELATIONS

### How-to Step 2: Letter–Sound Relations

Let’s review the Family Activity **Consonant and Short Vowel Sound Practice** for helping your child practice letter sounds. For this activity, ask your child to identify the sounds of letters you point to or circle in a newspaper, magazine, or junk mail. *Model an example.*

The **Books to Share** section of the Family Activity is a list of suggested books that you can read to your child. As you share a book with your child, point to a specific letter once in a while and ask him or her to say the letter names and letter sounds. *Model.*

*Answer questions about the Family Activity.*



## Family Literacy Videos

Now, let’s watch a video of a mom and her son engaging in a letter–name and letter–sound activity using junk mail. *Review the key points and answer family questions about the video.*

### 2.2 Consonant and Short Vowel Sound Practice Using Junk Mail (2:06)

#### Key Points About the Video

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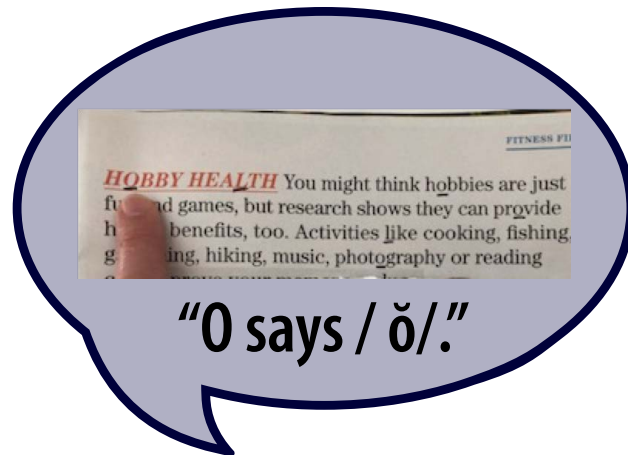
- Mom explains the activity and provides an example for her son by saying the letter name and the letter sound.
- Mom and son laugh and have fun with the activity.

Take the Family Activity home and have fun with practicing letter names and letter sounds!

# Consonant and Short Vowel Sound Practice

## Directions

1. Ask your child's teacher which letter sounds your child knows and which ones he or she should practice.
2. Circle, underline, or point to letters in print and ask your child to name the letter and the letter sound. Use printed material such as newspapers, magazines, or junk mail.



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## Books to Share

### Suggested Books to Practice Letter-Names and Letter-Sounds

As you share the book, periodically point to a letter and ask your child to say the letter-name and the letter-sound.

*LMNO Peas* by Keith Baker

*Click, Clack, Quackity-Quack: An Alphabetic Adventure* by Doreen Cronin

*Eating the Alphabet* by Lois Ehlert

*Alphabeasties and Other Amazing Types* by Sharon Werner

*I Stink!* by Kate and Jim McMullen



## Teacher Scaffold for How-to Step 2: Sounds With Two or More Letters

There are two Teacher Scaffolds and associated Family Activities for this How-to Step. This one focuses on building words by changing the first letter(s) using letter cards. The previous one focused on identifying letter names and letter sounds.

### What Are Letter–Name and Letter–Sound Knowledge?

It is important for children to know letter names and letter sounds. **Letter–name knowledge** is recognizing and naming letters. An example of recognizing letters is showing a child the letters **n**, **a**, and **s**, asking which letter is **s**, and seeing the child point to the **s**. An example of naming letters is when a child looks at the letter **m** and orally names that letter.

A child demonstrates **letter–sound knowledge** when he or she can look at a letter in print and tell you the sound it represents. For example, if you point to the letter **f** and ask, “What sound does this letter make?”, your child will say /f/.

### Sounds With Two or More Letters

Write **flag** on the board and underline **fl**. Write **stop** on the board and underline **st**. Point to each phonic element or word as you explain. When children know a few letter-sounds, we encourage them to blend, or put together, the sounds to read and spell words. We are working on saying the sounds when two or more letters are put together. For example, **fl** says /fl/ as in **flag** and **st** says /st/ as in **stop**. If your child knows that **s** says /s/ and **t** says /t/, then he or she can blend those two sounds, /st/.

Write **ch**, **th**, and **sh** on the board. Write **cheese**, **that**, **thin**, and **shop** on the board. Underline **ch**, **th**, and **sh** in each word. Point to each phonic element or word as you explain. Sometimes, two letters make one sound. For example, **ch** says /ch/ as in **cheese**, **th** says /th/ as in **that** or /th/ as in **thin**, and **sh** says /sh/ as in **shop**.

I can let you know which letters and letter combinations I have taught in class so that you can make sure to practice those letters and letter combinations with your child. I can also tell you which letters and letter combinations your child has already mastered and which ones he or she still needs to work on. See *Teacher Resources in the Appendix on pages 44-45*.

## Preparation Box

### Cue Up Selected Videos

- 2.2 Letter–Sound Practice and Building Words  
<https://youtu.be/YqCmnbBVbjg> (3:27)

### Print Selected Family Resources

- Letter–Sound Practice and Building Words

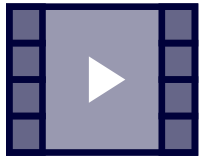


## Family Activities for How-to Step 2: Sounds With Two or More Letters

*Review the Family Activity and model at least one example. Include family members in the model, either the whole family or members who volunteer.*

Let's review the Family Activity **Letter Sound Practice and Building Words** to help your child practice letter sounds. For this activity, your child will change the beginning sound or sounds of a word to build a new word. *Use the onsets (p, f, tr, qu, sn, n, s, t) and rime (-ail) cards to model this activity.* For example, here is the end of a word, **-ail**. I can change the beginning sound or sounds of this word to build a new word. I can spell **pail** by adding the **p** to the beginning. Then I can change the **p** to **tr** to spell the word **trail**.

If you spell a word that your child is not familiar with, give a kid-friendly definition. Use the word in a sentence that relates to something your child has experienced to build vocabulary. For example, a **trail** is like a small road or a path that you could walk or maybe ride your bike on. We followed the **trail** on our hike through the woods. *Continue building new words asking for volunteers to help.*



### Family Literacy Videos

Now, let's watch a video of a mom and her son engaging in building words by changing the first letter or letters. *Review the key points and answer family questions about the video.*

## 2.2 Letter–Sound Practice and Building Words (3:27)

### Key Points About the Video

- Mom focuses on helping her son blend individual sounds to spell and read the words.
- **fl** is a consonant blend. It has two sounds, /f/ and /l/. The son knows each of these letter sounds so is able to blend them to spell the word **flag**.
- **br** is a consonant blend. It has two sounds, /b/ and /r/. The son knows each of these letter sounds so is able to blend them to spell the word **brag**.
- Mom talks about the meanings of the words to build her son's vocabulary.

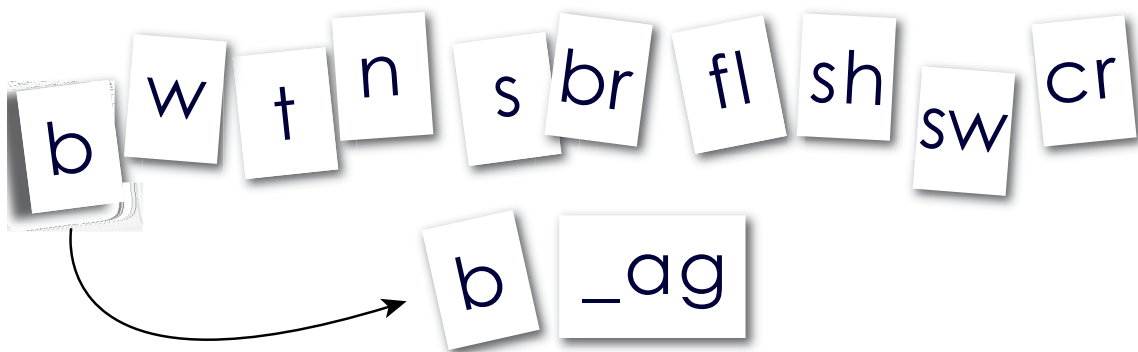
Take the Family Activity home and have fun with building words. Tell your child how proud you are of him or her for spelling and reading words!

# Letter–Sound Practice and Building Words

## Directions:

Have your child help you cut out each set of the beginning letter sound cards and word ending cards. Place each set in a zip-lock bag.

1. Provide your child with word ending card (**\_ag**).
2. Provide your child with the beginning letter sound cards (**b, w, t, n, s, br, fl, sh, sw, cr**).
3. Ask your child to select a beginning letter sound card to build a word and read it (**bag**).
4. If your child needs help reading the word, say the beginning then the end then put them together.
5. If your child does not know the meaning of the word, provide a kid-friendly definition. Use the word in a sentence that relates to something your child has experienced.
6. Ask your child to change the beginning sound(s) of the word to make and read a new word.



## Key

Set 1	Set 2	Set 3
<b>_ag</b>	<b>_ail</b>	<b>_im</b>
<b>b, w, t, n, s, br, fl, sw, cr</b>	<b>n, m, s, t, p, f, w, sn, tr, qu</b>	<b>d, h, r, T, br, gr, sl, sw, tr</b>
<b>bag</b>	<b>nail</b>	<b>dim</b>
<b>wag</b>	<b>mail</b>	<b>him</b>
<b>tag</b>	<b>sail</b>	<b>rim</b>
<b>nag</b>	<b>tail</b>	<b>Tim</b>
<b>sag</b>	<b>wail</b>	<b>brim</b>
<b>brag</b>	<b>pail</b>	<b>grim</b>
<b>flag</b>	<b>fail</b>	<b>slim</b>
<b>swag</b>	<b>snail</b>	<b>swim</b>
	<b>trail</b>	<b>trim</b>
	<b>quail</b>	

Letter-Sound Practice and Building Words Set 1



n

fl

cr

w

s

b

t

br

ms

dg

—



Letter-Sound Practice and Building Words Set 2



tr

f

t

n

qu

w

m

ail

—

us

p

s

Letter-Sound Practice and Building Words Set 3



d

h

r

T

br

gr

s

swms

tr

im

—

ui



## Teacher Scaffold for How-to Step 3: Silent e Rule

*There are two Teacher Scaffolds and associated Family Activities for this How-to Step. This one focuses on the silent e rule. The next one focuses on building new words by changing the first letter(s).*

### What Does It Mean to Link Letters to Sounds?

An important step in learning to read is being able to connect how words are separated into individual sounds with knowledge of how letters relate to sounds. For example, when you are able to hear the individual sounds in the word **sat**, /s/ /ă/ /t/ and know that **s** represents /s/, **a** represents /ă/ and **t** represents /t/, you are linking letters to sounds. It is critical to understand and know how to do this in learning to read.

### Silent e Rule

*Write the word **can** on the board. Write the word **cane** under it as you explain the silent e rule. When we have a word like **can**, and we add an **e** at the end, the word changes to **cane**. We call this the silent e rule. We do not say the sound of **e**; it is silent. The silent **e** also changes the vowel before it to a long vowel. A vowel is long when it says its letter name. **Can** has a short **a**, /ă/. But when we add the silent **e** to the end, /ă/ changes to /a/. Here are other examples. Write them on the board as you explain: **mad/made, rid/ride, hop/hope**.*



## Family Activities for How-to Step 3: Silent e Rule

*Review the Family Activity and model at least one example. Include family members in the model, either the whole family or members who volunteer.*

Let's review the Family Activity **Building Words With Silent e** for helping your child apply the silent e rule to read words. For this activity, your child will read a word, add the silent **e**, and read the new word. If there is a word that your child is not familiar with, give a kid-friendly definition. Use the word in a sentence that relates to something your child has experienced to build vocabulary. For example, a **slope** is like a small hill, where one end is higher than the other. Our driveway is on a **slope**. *Model a few examples using the Family Activity and family volunteers.* I will read this word, **at**. Now, I will spell **at** and add the silent **e**. Now, I'll read the new word, **ate**. I **ate** my lunch. This word is **mad**. I'll add the silent **e** and spell the new word, **made**. We **made** lunch together.

## Preparation Box

### Cue Up Selected Videos

- 2.3 Spelling and Reading Words With Silent e  
<https://youtu.be/yKGL63QQUo4> (3:24)

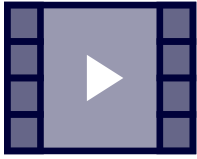
### Print Selected Family Resources

- Building Words With Silent e

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## RECOMMENDATION 2: PHONOLOGICAL AWARENESS AND LETTER-SOUND RELATIONS

### How-to Step 3: Activities to Link Letter–Sound Relations with Phonemic Awareness



## Family Literacy Videos

Now, let's watch a video of a mom and her son engaging in building words with silent **e**. *Review the key points and answer family questions about the video.*

### 2.3 Spelling and Reading Words With Silent e (3:24)

#### Key Points About the Video

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- Mom offers her son positive encouragement (That's right! Excellent!).
- Mom asks her son to use words in a sentence to make sure he knows their meanings.
- Mom asks her son to read the list of words at the end of the activity for another opportunity to practice reading.

Take the Family Activity home and have fun with building words with silent **e**. Remind your child how proud you are of him or her for practicing reading and spelling words with the silent **e**.

# Building Words With Silent e

## Directions

1. Ask your child to read the word in the column on the left (Word With Short Vowel).
2. Ask your child to spell the word using the silent e in the column on the right (Word With Silent e).
3. Ask your child to read the new word.
4. If your child does not know the meaning of the word, provide a kid-friendly definition. Use the word in a sentence that relates to something your child has experienced.

Word With Short Vowel	Word With Silent e
at	ate
mad	
plan	
can	
rid	
bit	
slid	
rod	
hop	
not	
slop	
tub	
cub	

## Key

<b>Word With Short Vowel</b>	<b>Word With Silent e</b>
at	ate
mad	made
plan	plane
can	cane
rid	ride
bit	bite
slid	slide
rod	rode
hop	hope
not	note
slop	slope
tub	tube
cub	cube



## Teacher Scaffold for How-to Step 3: Linking Letter–Sound Relations with Phonemic Awareness

*There are two Teacher Scaffolds and associated Family Activities for this How-to Step. The previous one focused on the silent e rule. This one focuses on building new words by changing the first letter(s).*

### Preparation Box

#### Cue Up Selected Videos

- 2.3 Change a Letter, Change the Word  
<https://youtu.be/KqK5T9jkbK8> (4:42)

#### Print Selected Family Resources

- Change a Letter, Change the Word

### What Does It Mean to Link Letters to Sounds?

An important step in learning to read is being able to connect how words are separated into individual sounds with knowledge of how letters relate to sounds. For example, when you are able to hear the individual sounds in the word **sat**, /s/ /ă/ /t/ and know that **s** represents /s/, **a** represents /ă/ and **t** represents /t/, you are linking letters to sounds. It is critical to understand and know how to do this in learning to read.

### Word-Changing Activities

Word-changing activities can help support your child’s learning to read and spell. Word-changing activities include using letters whose sounds you know to build a word. Then, you change a letter or letters to change the word. Word changing can be fun for children and helps them become better spellers and readers. I can let you know which letters and letter combinations I have taught in class so that you can make sure to practice those letters and letter combinations with your child. I can also tell you which letters your child has already mastered and which ones he or she still needs to work on. *See Teacher Resources in the Appendix on pages 44-45.*



## Family Activities for How-to Step 3: Change a Letter, Change the Word

*Review the Family Activity and model at least one example. Include family members in the model, either the whole family or members who volunteer.*

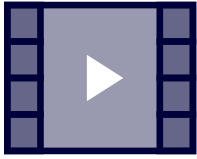
Let’s review the Family Activity **Change a Letter, Change the Word**. You will provide your child with a word to spell. Then, you will say another word and your child will determine which letters to change from the first word to spell the new word. Let’s try one. *Use the Family Activity to model a couple of examples with family volunteers.* Spell the word **cat**. Now, which letter will you change in **cat** to spell **hat**? Yes, you will change the **c**, so circle the **c**. Now, spell the word **hat**. Great job! You changed **cat** to **hat** by changing the first letter from **c** to **h**.

*Answer questions about the Family Activity.*

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## RECOMMENDATION 2: PHONOLOGICAL AWARENESS AND LETTER-SOUND RELATIONS

### How-to Step 3: Activities to Link Letter–Sound Relations with Phonemic Awareness



## Family Literacy Videos

Now, let's watch a video of a caretaker and child engaging in a word-changing activity. *Review the key points and answer family questions about the video.*

### 2.3 Change a Letter, Change the Word (4:42)

#### Key Points About the Video

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- Caretaker is encouraging (Great! You got this!).
- Caretaker uses words in sentences and talks about the meanings of words.
- Caretaker is patient and breaks the task down into small steps (spell, write word, change letters, write new word).

Take the Family Activity home and have fun changing words to spell new words. Remind your child how proud you are of him or her for practicing letter sounds and spelling words!



# Change a Letter, Change the Word

## Directions

Say each word to your child using the steps below (word lists are on the next page). An example is in parentheses.

- 1. Spell the word \_\_\_\_\_ in the First Word column.**  
(Spell the word **cat** in the First Word column.)
- 2. Which letter will you change in \_\_\_\_\_ to spell \_\_\_\_\_? Circle that letter.**  
(Which letter will you change in **cat** to spell **hat**? Circle that letter.)
- 3. Spell the new word, \_\_\_\_\_, in the New Word column.**  
(Spell the new word, **hat**, in the New Word column.)

First Word	New Word
cat	hat

First Word	New Word
pen	hen

First Word	New Word
toy	joy

First Word	New Word
shell	bell

## Key

First Word	New Word
cat	hat
hop	mop
rug	mug
wig	pig
dog	log
cot	pot

First Word	New Word
pen	hen
pet	net
fox	box
run	sun
ham	jam
cub	tub

First Word	New Word
toy	joy
rose	nose
hug	bug
trunk	<u>sk</u> unk
lamp	<u>st</u> amp
core	<u>sn</u> ore

First Word	New Word
shell	bell
crib	bib
knee	bee
cap	map
fan	pan
bed	<u>sl</u> ed

# APPENDIX 2

## Teacher Text Messages to Families

Ask families if they'd like you to text them some tips to help them read with their child at home. Send the text messages below at appropriate times to families that request them.



- Say a sentence and ask your child to tell you how many words are in the sentence.
- Clap for every syllable (word part) you hear in a spoken word. Use the names of things you see while in the car (**tractor, trac-tor**), in the grocery store (**watermelon, wa-ter-mel-on**), at the park, or at home.
- Say two words, and ask your child to hold a thumb up if they rhyme and thumb down if they don't rhyme.
- Say the beginning sounds in a word, and then say the vowel and the rest of the sounds: /s/ /at/. Ask your child to say the whole word: **sat**.
- Ask your child to say each sound in a word in the order he or she hears it. If you say **mat** your child will say /m/ /ă/ /t/. Use the following words: **bed, bug, goat, hand, mask, pie, mop, bell, ten, fish, moon**.
- Ask your child to find specific letters. You can use any text you see: a newspaper, a menu, signs in a store, and posters in a doctor's office.
- Point to a letter and ask your child what sound the letter makes. You can do this anywhere: at home while reading a newspaper, at a restaurant while looking at a menu, in a store while waiting in line and looking at sale signs, and at a doctor's office while looking at a magazine.

## Videos

Video	Link	Duration
2.1 Onset and Rime Picture Cards	<a href="https://youtu.be/xb8hJSG_YYU">https://youtu.be/xb8hJSG_YYU</a>	3:39
2.1 Say and Slide Individual Sounds in Words	<a href="https://youtu.be/Cwi2TctQYY0">https://youtu.be/Cwi2TctQYY0</a>	3:36
2.1 First Sound? Middle Sound? Last Sound?	<a href="https://youtu.be/dJF01klkdNM">https://youtu.be/dJF01klkdNM</a>	4:13
2.2 Consonant and Short Vowel Sound Practice Using Junk Mail	<a href="https://youtu.be/CzhHCH0r3gA">https://youtu.be/CzhHCH0r3gA</a>	2:06
2.2 Letter–Sound Practice and Building Words	<a href="https://youtu.be/YqCmnbVBJg">https://youtu.be/YqCmnbVBJg</a>	3:27
2.3 Spelling and Reading Words With Silent e	<a href="https://youtu.be/yKGL63QUo4">https://youtu.be/yKGL63QUo4</a>	3:24
2.3 Change a Letter, Change the Word	<a href="https://youtu.be/KqK5T9jkbK8">https://youtu.be/KqK5T9jkbK8</a>	4:42

## Books to Share

Title and Author
<i>LMNO Peas</i> by Keith Baker
<i>Click, Clack, Quackity-Quack: An Alphabetic Adventure</i> by Doreen Cronin
<i>Eating the Alphabet</i> by Lois Ehlert
<i>Alphabeasties and Other Amazing Types</i> by Sharon Werner
<i>I Stink!</i> by Kate and Jim McMullen

# Teacher Resources

## Teacher Resource for Parent–Teacher Conferences

Student \_\_\_\_\_ Date \_\_\_\_\_

**Green = I know**

**Yellow = Still learning. Please help me practice.**

**Blue = Not yet taught**

Uppercase Letter–Name					
A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				

Lowercase Letter–Name					
a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				

Letter–Sound Assess short and long vowel sounds.					
/a/	/b/	/c/	/d/	/e/	/f/
/g/	/h/	/i/	/j/	/k/	/l/
/m/	/n/	/o/	/p/	/q/	/r/
/s/	/t/	/u/	/v/	/w/	/x/
/y/	/z/				

# Teacher Resources

## Teacher Resource for Parent–Teacher Conferences

Student \_\_\_\_\_ Date \_\_\_\_\_

**Green = I know**

**Yellow = Still learning. Please help me practice.**








**Blue = Not yet taught**

Letter–Sound Combinations					

Common Letter–Sound Combinations					
/th/	/sh/	/ch/	/ph/	/ng/	/kn/
/wh/	/wr/	/qu/	/tch/	/dge/	/ai/
/au/	/aw/	/ew/	/igh/	/oa/	/oi/
/oo/	/ow/	/oy/			
R controlled vowels		Long a		Long e	
/ar/		a_e		/ee/	
/er/		/ai/		/ie/	
/or/		/ay/		/ea/	
/er/		a_y		e_e	
		/ei/		/ey/	
		/ea/		/ei/	
		/ey/		/y/	
				/ea/	

# Recommendation 3: Decode, Analyze, Write, And Recognize Words

## Recommendation Reminder

Recommendation 3	How-to Steps
 <p>Teach students to decode words, analyze word parts, and write and recognize words.</p>	 <p>Teach students to blend letter–sound and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation.</p>
	 <p>Instruct students in common sound–spelling patterns.</p>
	 <p>Teach students to recognize common word parts.</p>
	 <p>Have students read decodable words in isolation and in text.</p>
	 <p>Teach regular and irregular high-frequency words so that students can recognize them efficiently</p>
	 <p>Introduce non-decodable words that are essential to the meaning of the text as whole words.</p>

## Glossary

**Blending** is the ability to put sounds together to say or read a word. To read a word, students must know the sounds the letters represent in the word and be able to blend those sounds to come up with the correct word. When they see the word **fan**, they are able to say /f/ /ă/ /n/, **fan**.

**Decoding** is the ability to translate a word from print to speech, usually by employing knowledge of letter–sound relations; also, the act of deciphering a new word by sounding it out.

**Elkonin sound boxes** are tools used during phonemic awareness and encoding instruction. One box is provided for each sound in a target word. Elkonin boxes are sometimes referred to as sound boxes.

**Encoding** refers to determining the spelling of a word based on the sounds in the word.

**High-frequency words** are words that appear frequently in books. Examples of high-frequency words include **the, was, very, up**.

**Irregular high-frequency words** have irregular sound–spelling patterns; for example, **the, friend, have**.

## Glossary (continued)

**Non-decodable words** are challenging to read because the child cannot yet decode them. Non-decodable words are made up of irregular sound–spelling patterns (for example, **of**) or sound–spelling patterns the child has not yet learned.

**Regular high-frequency** words have regular sound–spelling patterns; for example, **in, did, then**.

**Schwa** sounds like “uh” and should not be added when saying individual sounds; for example, **t** says /t/, not /tuh/.

**Sound–spelling pattern** refers to the connection between a sound and the way it is written. Some sounds correspond to a single letter (for example, /s/ corresponds to **s**) but other sounds may correspond to multiple letters (for example, long /ā/ can be spelled in various ways as in the words **bait, bake, baby, great, vein**). Letters can also be combined to form a single sound (for example, **ph** represents /f/, **kn** represents /n/, and **dge** represents /j/).

Recommendation 3 describes the importance of teaching students a blending strategy, common sound–spelling patterns, ways to recognize common word parts (morphology), decodable words, high-frequency words, and non-decodable words. **Blending** is reading a word from left to right by sounding out each successive letter or chunking a combination of letters into one sound. When teaching a blending strategy, it is important to start with familiar consonant-vowel-consonant words made up of letter sounds students already know. As students become proficient using a blending strategy, you can gradually progress to longer words and words that are new to students. Pocket charts with letter tiles, magnetic letters, and Elkonin sound boxes can be used to teach a blending strategy. Ensure that students do not add a schwa sound (“uh”) after **stop sounds** (for example, incorrectly pronouncing /t/ as /tuh/), because that can affect the ability to blend sounds into a recognizable word.

## Sound–Spelling Patterns

**Sound–spelling patterns** are letters that are combined to form unique sounds that appear in multiple words (for example, **-dge**). (See Appendix 3 for a consonant, vowel, and syllable construction patterns chart.) Teach students common sound–spelling patterns one at a time with plenty of examples, familiar words, and ample opportunities to practice with teacher feedback. Begin with initial consonant patterns and then move to vowel patterns and syllable-construction patterns. When students recognize these patterns, they can identify more complex words by pronouncing smaller parts of the word as they read.

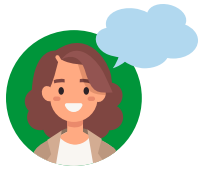
Teach students how to break down a word into smaller, meaningful word parts (**morphemes**) to help them read more challenging words. Teach students about suffixes, contractions, prefixes, and base words and roots and how to combine them to create words. Explicitly teach students a word-analysis strategy to help them decode complex words.

Have students read decodable words in isolation and in text. For example, when teaching **ea** and **ee**, have students practice reading **ea** and **ee** in isolation; in a list of words that contain **ea** and **ee**; and in decodable, connected text that has many words with **ea** and **ee**.



Being able to quickly recognize high-frequency words will speed up students' reading so that they can focus on the meaning of text. Teach students **regular** and **irregular high-frequency words**. Because irregular words do not have consistent sound–spelling patterns, irregular words should be taught in a say, spell/write, then say again fashion, where the student says the word, spells and writes the word, and then says the word again. Students can apply their letter–sound skills to read regular high-frequency words. Flashcards and word walls are examples of activities that you can use to teach high-frequency words.

**Non-decodable** words are made up of irregular sound–spelling patterns or sound–spelling patterns that students have not yet learned. Before introducing a new text, teach a few non-decodable words that are essential to the meaning of the text.



## Teacher Scaffold for How-to Step 1: Blending Words

### What is Blending?

Before describing what blending is, write the word *fan* where family members can see it. Blending is the ability to put sounds together to read a word. To read a word, children must know the sounds the letters represent in the word and be able to blend those sounds to come up with the correct word. For example, after children know the letter sounds (*point to the letters as you say each sound*) /f/ for **f**, /ă/ for **a**, and /n/ for **n**, they learn to blend those sounds together to read the whole word. When they see the word **fan**, they are able to say (*model blending by pointing to the letters as you say each sound and holding the sounds*) /f/, /ă/, /n/, **fan**. We call this blending words.

### Preparation Box

#### Cue Up Selected Videos

- 3.1 Word Puzzles  
<https://youtu.be/34cj31WTP6s> (2:43)

#### Print Selected Family Resources

- Letter Puzzles (Levels 1, 2, or 3)



## Family Activities for How-to Step 1: Word Puzzles (Levels 1–3)

**Teacher Note:** This Family Activity includes three activities, organized from easier to more difficult. Select the one appropriate for the instructional level of the student. Level 1 includes consonant-vowel-consonant (CVC) words. Level 2 includes CCVC words. Level 3 includes CCVCC words. Each level includes words that begin with continuous sounds and stop sounds. **Continuous sounds** are letter sounds that are not distorted if you hold the sound (for example, /m/, /n/, /f/), so they are easier to blend. **Stop sounds** are letter sounds that need to be said quickly so they will not be distorted (for example, /c/, /p/, /t/). It is important not to add the schwa sound (“uh”) to stop sounds because that will interfere with blending. The schwa sound is when you add /uh/ to the end of a letter sound; for example, a student might say /suh/ instead of /s/. Say /s/ /ă/ /t/, not /suh/ /ă/ /tuh/. Blank puzzle pieces are included in the Family Activities so that you can create words that are specific to those your students need to practice.

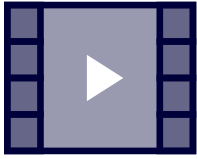
Let’s review the Family Activity **Word Puzzles (Level 1)**. You will cut apart the letter puzzles, just one page at a time, and scramble the letter puzzle pieces face up. Your child will complete each puzzle, saying each letter sound as he or she puts it together. Then, your child will read the whole word. *Model at least one example from the Family Activity. Include family members in the model, either the whole family or members who volunteer.* To make sure your child understands the meaning of each word, you can ask him or her to use the word in a sentence. Or you can explain what the word means and use it in a sentence. *Print the letter puzzles one-sided for cutting and building words.*

The Family Activity also includes recommended books that you can read with your child. These books include words that your child can practice blending with your help. Maybe take turns reading a page to each other! *Add appropriate books that families can borrow from your classroom library, the school library, the public library, or any other appropriate source. Answer questions about the Family Activity and the recommended books.*

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**RECOMMENDATION 3: DECODE, ANALYZE, WRITE, AND RECOGNIZE WORDS**

**How-to Step 1: Blending**



## Family Literacy Videos

Now, let's watch a video of a caretaker and child playing **Word Puzzles**. *Review key points before or after the video. Answer family questions about the video.*

### **3.1 Word Puzzles (2:43)**

#### **Key Points About the Video**

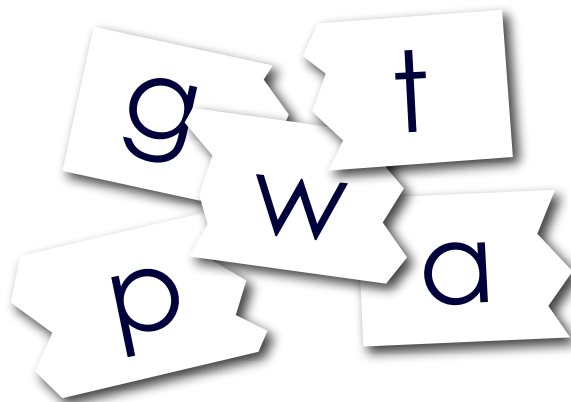
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- The caretaker encourages the child to say each letter sound that he selects to spell the word.
- As the child identifies letter sounds and blends the sounds in each word, the caretaker provides positive feedback.
- The caretaker makes sure that the child knows what each word means by asking the child to use the word in a sentence or by explaining what the word means.

Take the Family Activity home and have fun with blending letters into words! Let your child know that you are proud of him or her for practicing blending sounds to read words.

# Word Puzzles (Level 1)

1. Cut apart the provided letters puzzle pieces, and work with just one page at a time.
2. Scramble letter puzzle pieces face up.
3. Ask your child to complete the word puzzles by matching the letter puzzle pieces.  
As your child connects each letter puzzle piece, he or she will blend the sounds together.
4. Ask your child to read the word.
5. To be sure your child knows the meaning of the word, you may ask him or her to use the word in a sentence. Or, explain what the word means and use it in a sentence.
6. Use the blank puzzle pieces to create your own words.



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## Books to Share

### Suggested Books for Blending Practice

While your child reads, support him or her in blending the sounds when needed. To blend, say each letter sound in the word in the order they appear and then read the whole word. For example, /s/, /ü/, /n/, *sun*.

*The Cat in the Hat* by Dr. Seuss

*One Fish, Two Fish, Red Fish, Blue Fish* by Dr. Seuss

Step Into Reading: <http://www.stepintoreading.com>

I Can Read: <https://www.icanread.com>



c	a	t
h	o	p
w	i	g
p	e	t
t	u	b



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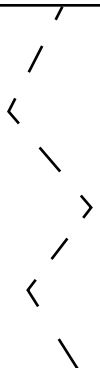
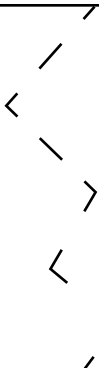


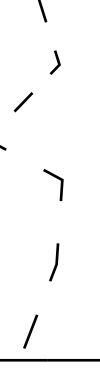
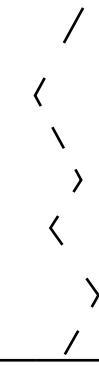
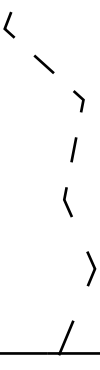
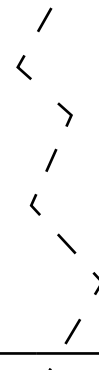

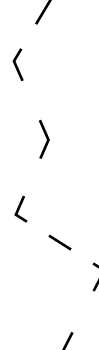
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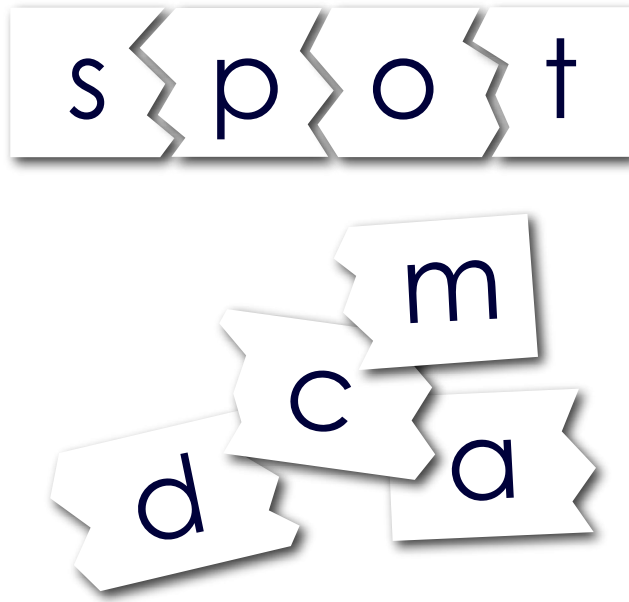
jam, fox, sip, bed, hug



# Word Puzzles (Level 2)

1. Cut apart the provided letters puzzle pieces, and work with just one page at a time.
2. Scramble letter puzzle pieces face up.
3. Ask your child to complete the word puzzles by matching the letter puzzle pieces. As your child connects each letter puzzle piece, he or she will blend the sounds together.
4. Ask your child to read the word.
5. To be sure your child knows the meaning of the word, you may ask him or her to use the word in a sentence. Or, explain what the word means and use it in a sentence.
6. Use the blank puzzle pieces to create your own words.



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## Books to Share

### Suggested Books for Blending Practice

While your child reads, support him or her in blending the sounds when needed. To blend, say each letter sound in the word in the order they appear and then read the whole word. For example, /s/, /u/, /n/, *sun*.

*The Cat in the Hat* by Dr. Seuss

*One Fish, Two Fish, Red Fish, Blue Fish* by Dr. Seuss

Step Into Reading: <http://www.stepintoreading.com>

I Can Read: <https://www.icanread.com>





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# Word Puzzles (Level 3)

1. Cut apart the provided letters puzzle pieces, and work with just one page at a time.
2. Scramble letter puzzle pieces face up.
3. Ask your child to complete the word puzzles by matching the letter puzzle pieces.  
As your child connects each letter puzzle piece, he or she will blend the sounds together.
4. Ask your child to read the word.
5. To be sure your child knows the meaning of the word, you may ask him or her to use the word in a sentence. Or, explain what the word means and use it in a sentence.
6. Use the blank puzzle pieces to create your own words.



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## Books to Share

### Suggested Books for Blending Practice

While your child reads, support him or her in blending the sounds when needed. To blend, say each letter sound in the word in the order they appear and then read the whole word. For example, /s/, /u/, /n/, *sun*.

*The Cat in the Hat* by Dr. Seuss

*One Fish, Two Fish, Red Fish, Blue Fish* by Dr. Seuss

Step Into Reading: <http://www.stepintoreading.com>

I Can Read: <https://www.icanread.com>



t r u n k

s p e n d

c r u s t

f r o s t

d r i n k



b r a n d

s c r a m

t w i s t

p l a n t



A dashed zigzag line for tracing, consisting of several connected 'V' and inverted 'V' shapes.	A dashed zigzag line for tracing, consisting of several connected 'V' and inverted 'V' shapes.	A dashed zigzag line for tracing, consisting of several connected 'V' and inverted 'V' shapes.	A dashed zigzag line for tracing, consisting of several connected 'V' and inverted 'V' shapes.
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## Teacher Scaffold for How-to Step 2: Sound–Spelling Patterns

### What is a Sound–Spelling Pattern?

Write the following three lists of words where family members can see them. As you explain sound–spelling patterns, underline the sound–spelling pattern (**ch**, **sh**, **th**) in each word.

<b>ch</b>	<b>sh</b>	<b>th</b>
chop	fresh	this
hunch	shop	thick
champ	fish	with

**Sound–spelling patterns** consist of letters that are often combined to make a specific sound. Look at these common sound–spelling patterns: **ch**, **sh**, **th**. These are called sound–spelling patterns because each time these letters are together, they make the same sound. For example, when **c** and **h** are together, they make the sound, /**ch**/ as in **chop**.

Let's look at the first list. Notice how each word has the same sound–spelling pattern, **ch** as in **chop**, **hunch**, **chat**. Did you notice that **ch** can be at the beginning or end of a word? Read the list and underline **ch** as you read each word. Repeat for **sh** and **th**. Underline the target sound–spelling pattern as you read each word.

I teach common sound–spelling patterns that appear in multiple words. Understanding sound–spelling patterns can help children read and spell many words.



## Family Activities for How-to Step 2: Sound–Spelling Pattern Word Sort

Let's review the Family Activity **Sound–Spelling Pattern Word Sort**. Review each step on the Family Activity. Model at least one example. Include family members in the model, either the whole family or members who volunteer. The sound–spelling pattern sorts included here are **ch**, **sh**, **th** and **r-controlled vowels** (**ar**, **er**, **ir**, **or**, **ur**). A blank template is included so that you can create a sort using sound–spelling patterns that are specific to your students. Answer questions about the Family Activity.

### Preparation Box

#### Cue Up Selected Videos

- 3.2 Sound–Spelling Pattern Word Sort  
<https://youtu.be/mPXlqyT3LSg> (3:16)

#### Print Selected Family Resources

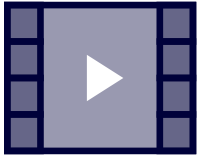
- Sound–Spelling Pattern Word Sort



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**RECOMMENDATION 3: DECODE, ANALYZE, WRITE, AND RECOGNIZE WORDS**

**How-to Step 2: Common Sound Spelling Patterns**



## Family Literacy Videos

Now, let's watch a video of a mom and her son sorting words with common sound–spelling patterns. *Review key points before or after the video. Answer family questions about the video.*

### **3.2 Sound–Spelling Pattern Word Sort (3:16)**

#### **Key Points About the Video**

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- Mom encourages her son to read the words after he sorts them under the sound–spelling pattern.
- Mom talks about the meaning of words to help her son build his vocabulary.
- Mom tells her son that she is proud of him.

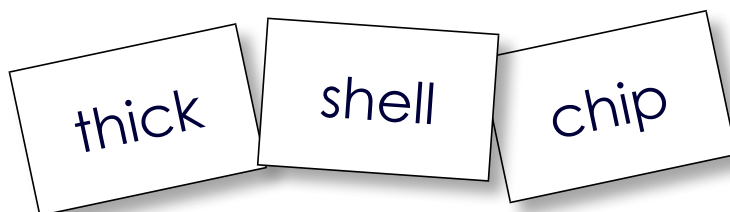
Take the Family Activity home and have fun sorting words with common sound spelling–patterns. Let your child know that you are proud of him or her for practicing sound–spelling patterns.

# Sound–Spelling Pattern Word Sort: ch, sh, th

Cut apart the word cards before beginning. Then, ask your child to:

1. Select a word card and read it. Help your child read the word by blending if needed.
2. Tell you which sound–spelling pattern is in the word: **ch, sh, th**. (Some words won't have one of these sound–spelling patterns).
3. Place the word card under that sound–spelling pattern: **ch, sh, th**.
4. Once your child is finished sorting the words, have him or her read each word and identify the common sound–spelling pattern.
5. Discuss the meaning of each word. Use it in a sentence or ask your child to use it in a sentence.

ch	sh	th
	fish	this



ch

sh

th

th

sh

ch

other

this

fresh

chop

phone



thick

shop

arch

when

there

shell

hunch

write

tenth

fish

champ

knock

with

brush

chip

bold

# Sound–Spelling Pattern Word Sort:

## ar, er, ir, or, ur

Cut apart the word cards before beginning. Then, ask your child to:

1. Select a word card and read it. Help your child read the word by blending if needed.
2. Tell you which sound–spelling is in the word: **ar, er, ir, or, ur**. (Some words won't have one of these sound–spelling patterns).
3. Place the word card under that sound–spelling pattern: **ar, er, ir, or, ur**.
4. Once he or she is finished sorting the words, have your child read each word and identify the common sound–spelling pattern.
5. Discuss the meaning of each word. Use it in a sentence or ask your child to use it in a sentence.

ar	er	ir	or	ur
park			fork	



**ar**

**er**

**ir**

**or**

**ur**

or

park

farm

shark



er

her

serve

herd

other

ir

bird

shirt

dirt

boat



or

fork

sport

born

deal

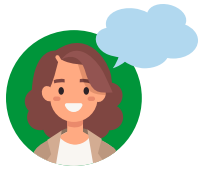
ur

hurt

burn

nurse

blue



## Teacher Scaffold for How-to Step 3: Common Word Parts

### What Are Common Word Parts?

Write the word **place** on the board. As you explain base word, prefix, and suffix, add to the word **place**. Use different color markers or chalk for the base word, the prefix, and the suffix.

This is the word **place**. It is sometimes called a base word because it has meaning on its own and can stand alone.

It is also called a base word because we can add to it to change the word. For example, we can add the ending **-ment** to make the word **placement**. When we add a word part to the end of a base word, it is called a suffix. We can also add the prefix **re-** to **place** to make the word **replace**. When we add a word part to the beginning of a base word, it is called a prefix.

<b>Word</b>	=	<b>Prefix</b>	+	<b>Base Word</b>	+	<b>Suffix</b>
replacement	=	re	+	place	+	ment

I teach common word parts like base words, prefixes, and suffixes because it enables children to break words into smaller, meaningful word parts, which can help them read, write, and understand words that are more challenging.



## Family Activities for How-to Step 3: Prefix, Base Word, Suffix

Let's review the Family Activity **Prefix, Base Word, Suffix**. Review each step on the Family Activity. Model at least one example. Include family members in the model, either the whole family or members who volunteer. Answer questions about the Family Activity. A blank template is included so that you can create this activity using word parts that are specific to your students.

### Preparation Box

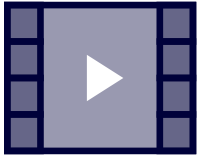
#### Cue Up Selected Videos

- 3.3 Prefix, Base Word, Suffix  
<https://youtu.be/MULUBiHkE6Q> (5:09)

#### Print Selected Family Resources

- Prefix, Base Word, Suffix





## Family Literacy Videos

Now, let's watch a video of a mom and her son breaking apart a word into its common word parts: prefix, base word, and suffix. *Review key points before or after the video. Answer family questions about the video.*

### 3.3 Prefix, Base Word, Suffix (5:09)

#### Key Points About the Video

- Mom explains base words, prefixes, and suffixes.
- Mom talks about the meanings of the words and uses them in sentences to help her son build his vocabulary.
- Mom says words in parts to help her son determine the base word, prefix, and suffix.

Take the Family Activity home and have fun with common word parts. Let your child know that you are proud of him or her for practicing common word parts.

# Prefix, Base Word, Suffix

A base word can stand alone and has meaning (for example, **place**). A suffix is a word part added to the end of a word (for example, **-ment**). If you add the suffix **-ment** to the base word, **place**, the word is **placement**. A prefix is a word part added to the beginning of a word or base word (for example, **re-**). If the prefix **re-** is added to **place**, the word is **replace**.

1. Ask your child to read the word.
2. Ask your child to break the word into its word parts (prefix, base word, and suffix) and write the word parts.
3. Ask your child what the word means. If your child is unsure of the word meaning, explain the word to your child. Use it in a sentence and ask your child to try to use it in a sentence.
4. Use the blank table to create your own base words with prefixes and suffixes.

## Key

Word	Prefix	Base Word	Suffix
replacement	re	place	ment
undo	un	do	
personal		person	al
misuse	mis	use	
discolored	dis	color	ed
harmless		harm	less
trainer		train	er
unsure	un	sure	
remarkable	re	mark	able
fearless		fear	less

## Example

<i>Word = Prefix + Base Word + Suffix</i>
<i>Replacement = re + place + ment</i>

Word	Prefix + Base Word + Suffix
replacement	<div style="display: flex; justify-content: space-around; align-items: center;"> <span style="border-bottom: 1px solid black; padding: 0 5px;">re</span> <span>+</span> <span style="border-bottom: 1px solid black; padding: 0 5px;">place</span> <span>+</span> <span style="border-bottom: 1px solid black; padding: 0 5px;">ment</span> </div>
undo	<div style="display: flex; justify-content: space-around; align-items: center;"> <span style="border-bottom: 1px solid black; width: 50px;"></span> <span>+</span> <span style="border-bottom: 1px solid black; width: 50px;"></span> <span>+</span> <span style="border-bottom: 1px solid black; width: 50px;"></span> </div>
personal	<div style="display: flex; justify-content: space-around; align-items: center;"> <span style="border-bottom: 1px solid black; width: 50px;"></span> <span>+</span> <span style="border-bottom: 1px solid black; width: 50px;"></span> <span>+</span> <span style="border-bottom: 1px solid black; width: 50px;"></span> </div>
misuse	<div style="display: flex; justify-content: space-around; align-items: center;"> <span style="border-bottom: 1px solid black; width: 50px;"></span> <span>+</span> <span style="border-bottom: 1px solid black; width: 50px;"></span> <span>+</span> <span style="border-bottom: 1px solid black; width: 50px;"></span> </div>
discolored	<div style="display: flex; justify-content: space-around; align-items: center;"> <span style="border-bottom: 1px solid black; width: 50px;"></span> <span>+</span> <span style="border-bottom: 1px solid black; width: 50px;"></span> <span>+</span> <span style="border-bottom: 1px solid black; width: 50px;"></span> </div>
harmless	<div style="display: flex; justify-content: space-around; align-items: center;"> <span style="border-bottom: 1px solid black; width: 50px;"></span> <span>+</span> <span style="border-bottom: 1px solid black; width: 50px;"></span> <span>+</span> <span style="border-bottom: 1px solid black; width: 50px;"></span> </div>
trainer	<div style="display: flex; justify-content: space-around; align-items: center;"> <span style="border-bottom: 1px solid black; width: 50px;"></span> <span>+</span> <span style="border-bottom: 1px solid black; width: 50px;"></span> <span>+</span> <span style="border-bottom: 1px solid black; width: 50px;"></span> </div>
unsure	<div style="display: flex; justify-content: space-around; align-items: center;"> <span style="border-bottom: 1px solid black; width: 50px;"></span> <span>+</span> <span style="border-bottom: 1px solid black; width: 50px;"></span> <span>+</span> <span style="border-bottom: 1px solid black; width: 50px;"></span> </div>
remarkable	<div style="display: flex; justify-content: space-around; align-items: center;"> <span style="border-bottom: 1px solid black; width: 50px;"></span> <span>+</span> <span style="border-bottom: 1px solid black; width: 50px;"></span> <span>+</span> <span style="border-bottom: 1px solid black; width: 50px;"></span> </div>
fearless	<div style="display: flex; justify-content: space-around; align-items: center;"> <span style="border-bottom: 1px solid black; width: 50px;"></span> <span>+</span> <span style="border-bottom: 1px solid black; width: 50px;"></span> <span>+</span> <span style="border-bottom: 1px solid black; width: 50px;"></span> </div>

Word	Prefix + Base Word + Suffix
<b>unhelpful</b>	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>un</span> <span>+</span> <span>help</span> <span>+</span> <span>ful</span> </div>
	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>_____</span> <span>+</span> <span>_____</span> <span>+</span> <span>_____</span> </div>
	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>_____</span> <span>+</span> <span>_____</span> <span>+</span> <span>_____</span> </div>
	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>_____</span> <span>+</span> <span>_____</span> <span>+</span> <span>_____</span> </div>
	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>_____</span> <span>+</span> <span>_____</span> <span>+</span> <span>_____</span> </div>
	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>_____</span> <span>+</span> <span>_____</span> <span>+</span> <span>_____</span> </div>
	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>_____</span> <span>+</span> <span>_____</span> <span>+</span> <span>_____</span> </div>
	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>_____</span> <span>+</span> <span>_____</span> <span>+</span> <span>_____</span> </div>
	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>_____</span> <span>+</span> <span>_____</span> <span>+</span> <span>_____</span> </div>
	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>_____</span> <span>+</span> <span>_____</span> <span>+</span> <span>_____</span> </div>



## Teacher Scaffold for How-to Step 4: Reading Words

### Reading Words

Write the word **soil** where family members can see it.

Once children know letter sounds, like the letter **s** says /s/, and how to blend, they can read many words! Blending is the ability to put sounds together to read a word. *Model blending by pointing to the letters as you say each sound and holding the sounds.* For example, when children see the word **soil**, they are able to say /s/, /oi/, /l/, **soil**.

There are many ways to support your child in reading words. For example, provide opportunities for your child to practice reading words in a list or on flashcards. It is also important to practice reading words in sentences and stories.



## Family Activities for How-to Step 4: Let's Read Words and Sentences

Let's review the Family Activity **Let's Read Words and Sentences**. For this activity, ask your child to read each word in the list and then read the paragraph. The paragraph includes the words from the word list. Encourage your child to point to the words while reading. If needed, help your child say the sounds in the word and then blend them together to read the word. If your child needs more support, model reading each word or sentence first and then have your child read what you just read. *Model an example from the Family Activity. Include family members in the model, either the whole family or members who volunteer.*

Keep in mind that the purpose of this activity is for your child to practice using the letter-sound knowledge and blending strategy that he or she has learned. The more your child practices, the better and more confident a reader he or she will become.

*Answer questions about the Family Activity.*

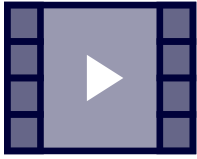
### Preparation Box

#### Cue Up Selected Videos

- 3.4 Let's Read Words and Sentences  
<https://youtu.be/i44PSpIgSTk> (4:27)

#### Print Selected Family Resources

- Let's Read Words and Sentences



## Family Literacy Videos

Now, let's watch a video of a mom and her son engaging in reading word lists and sentences. *Review key points before or after the video. Answer family questions about the video.*

### 3.4 Let's Read Words and Sentences (4:27)

#### Key Points About the Video

- Mom encourages her son to point to the words as he reads.
- When her son has difficulty with a word, mom points to the sound-spelling in the word, reminds him what it says, then asks him to read the word and the whole sentence (**oi**, /**oi**/, **noise**; **o**, /**ö**/, **slop**).
- Mom reminds her son to pause a little longer when he sees a period, so the words don't all run together.
- Mom asks questions after each paragraph to make sure her son understands what he reads.

Take the Family Activity home and have fun with practicing reading words and sentences. Tell your child how proud you are of him or her for practicing reading.

# Let's Read Words and Sentences

Encourage your child to point to the words while reading. If needed, help your child say the sounds in the word and then blend them together to read the word. If more support is needed, model reading each word or sentence first and then have your child read what you read.

1. Ask your child to read the word list.
2. Ask your child to read the paragraph.
3. Help your child with any words that are difficult.
4. Talk about the meanings of the words and paragraphs.

Word List	Paragraph
soil voice coin join noise foil oink choice avoid	<p>Sam went out to buy foil from the store. He lost his coins on the way. He looked for his coins, but he could not see them. Sam asked Luis to join him and help look for the coins. They could not find them. Then, Sam and Luis heard a voice. It was Mia. She found Sam's coins! Sam, Luis, and Mia went to the store together to buy the foil.</p>
list must fast rest mist gust fist best	<p>I made a list. I must go to the store fast so I can come home and rest. There was mist when I went out. There was also a gust of wind. The store did not have what I needed. I shook my fist! So, I just did my best and went home to rest.</p>
sled slim slip slab slid slop slam	<p>I wanted to sled down the hill. There was a slim chance that I would get hurt. I tried not to slip on the ice as I made my way to the hill. I sat on a slab of cardboard and pushed off! I only slid an inch. The snow was slop so I could not sled. At least I did not slam into anything.</p>



## Teacher Scaffold for How-to Step 5: High-Frequency Words

### What are High-Frequency Words?

**High-frequency words** are words that appear frequently in books. Examples of high-frequency words are **again, every, know, could**. It is important that children learn how to read high-frequency words automatically. When a child doesn't hesitate to read a word and pronounces it correctly, the child knows the word automatically. To become good readers, children must be able to read high-frequency words automatically.

Practice is the key. The more your child reads and writes high-frequency words, the better your child will get at reading them automatically. There are many activities that families can do to help their children read high-frequency words automatically.

1. Show your child the high-frequency word **of**. Have your child say the word, write the word, and then say the word again. *Demonstrate the activity just described.*
2. Use the provided high-frequency word cards as flashcards, and time your child as he or she reads a stack of them. You can place words that were challenging for your child in a separate pile, so that you know which words need more practice. The goal is to read more words correctly in less time each time you engage in the activity. *Demonstrate the flashcard activity just described.*



## Family Activities for How-to Step 5: Memory Using High-Frequency Words

Let's review the Family Activity **Memory Using High-Frequency Words**. *Review the set up and play instructions for the Memory Game. Model an example of how to take a turn. Include family members in the model, either the whole family or members who volunteer. Print the two-page matching sets single-sided because the cards will need to be cut out.*

*Answer questions about the Family Activity.*

### Preparation Box

#### Cue Up Selected Videos

- 3.5 Memory Using High-Frequency Words  
<https://youtu.be/V1IrTm5G5B4> (3:30)

#### Print Selected Family Resources

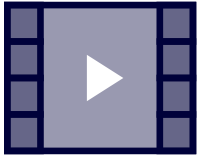
- Memory Using High-Frequency Words



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**RECOMMENDATION 3: DECODE, ANALYZE, WRITE, AND RECOGNIZE WORDS**

**How-to Step 5: High-Frequency Words**



## Family Literacy Videos

Now, let's watch a video of a mom and her son engaging in a high-frequency word activity. *Review key points before or after the video. Answer family questions about the video.*

### **3.5 Memory Using High-Frequency Words (3:30)**

#### **Key Points About the Video**

---

- Mom tells her son she is proud of him for practicing reading high-frequency words.
- Mom reminds her son to read each word on every card he flips over.
- Mom uses high-frequency word cards as flashcards to provide her son another opportunity to practice.

Take the Family Activity home and have fun with high-frequency words!

# Memory Using High-Frequency Words

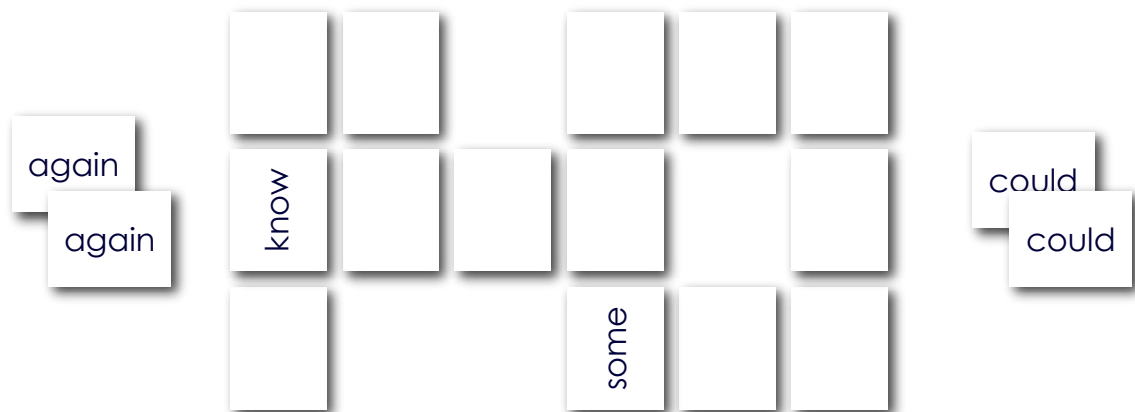
Use the provided high-frequency word cards to play a memory game with your child.

## Set up

1. Cut apart the high-frequency word cards. There are two matching sets of cards: one has a symbol on each word card (a star) and one does not.
2. Select nine high-frequency words. Use both word cards for each word you select, for a total of 18 cards. For example, if you select the word **any**, use the two **any** word cards, one with a star and one without it.
3. Place the selected cards face down in rows.

## Play

1. Take turns. Turn over two cards, read each card out loud, and determine whether the same word is on each card.
2. If the cards match (for example, **again, again**), place to the side. If the cards do not match (for example, **know, some**), turn the cards back over in their original places.
3. Continue until all cards are matched.



High-Frequency Words



by ★

any ★

after ★

could ★

as ★

again ★

every ★

ask ★

an ★

her ★

giving ★

fly ★

him ★

had ★

from ★

his ★

has ★

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round ★

open ★

thank ★

some ★

over ★

them ★

stop ★

put ★





then



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when



by

any

after

could

as

again

every

ask

an







her

giving

fly

him

had

from

his

has

give

of

let

how

old

live

just

once

may

know





take

round

open

thank

some

over

them

stop

put

then

think

walk

were

when





## Teacher Scaffold for How-to Step 6: Challenging and Important Words

### What Are Challenging and Important Words?

Sometimes children want to read books that have words that are challenging to read but that are important for understanding what they are reading. For example, many children love to learn about dinosaurs but would have a hard time reading about dinosaurs because many of the words are too challenging. The word **tyrannosaurus** would be considered challenging to read but is an important word in a book about dinosaurs. Such words are challenging because the child either has not learned a sound–spelling pattern contained in the word or the word contains irregular sound–spelling patterns as in the words **pigeon** or **villain**.



## Family Activities for How-to Step 6: Challenging and Important Words Bookmark

For this activity, you can read the book out loud to your child, your child can read out loud to you, or, you can take turns reading. Before reading a book with your child, skim it to see if there are any challenging and important words. Select three such words that appear most frequently in the book. Introduce the words to your child before you read or your child reads the book. Point to each word in the book and tell your child how to pronounce it and what it means. Ask your child to point to the word and say it. *Model using a biography from your classroom library. Include family members in the model, either the whole family or members who volunteer.*

Let's review the Family Activity **Challenging and Important Words Bookmark**. You can use this activity as a bookmark to remind you of the steps for discussing challenging and important words with your child as you read informational books. Informational books explain factual information. Science and social studies books are examples of informational books. A biography is another example of an informational book. A biography is a description of a person's life. Examples of biographies are under **Books to Share**. *Add your suggested books to this list and let families know where they may be able to borrow those books—for example, from your classroom library, the school library, or the public library.*

*Print one-sided, laminate (optional), cut along the dotted lines, and give to families to use with their child as they read books.*

It's important to share books about topics your child loves. The more interested your child is in the topic of the book, the more excited and motivated your child will be to share it with you!

*Answer questions about the Family Activity.*

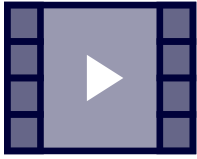
### Preparation Box

#### Cue Up Selected Videos

- 3.6. Challenging and Important Words (Click, Clack, Moo: Cows That Type)  
<https://youtu.be/ibFW6nXYIkY> (6:24)

#### Print Selected Family Resources

- Challenging and Important Words Bookmark



## Family Literacy Videos

Now let's watch a video of a mom and her son reviewing challenging and important words. *Review key points before or after the video. Answer family questions about the video*

### **3.6 Challenging and Important Words (*Click, Clack, Moo: Cows That Type*) (6:24)**

#### **Key Points About the Video**

- Mom reviews the meanings of challenging and important words (**electric blanket**, **strike**, **neutral**) before reading the book.
- Mom asks questions and talks about the meanings of challenging and important words as she reads to make sure her son is understanding the book.

Take the Family Activity home and have fun talking about and reading challenging and important words!

# Challenging and Important Words Bookmark



## Challenging and Important Words Bookmark

Share books with your child that have words that are challenging to read but important to understand the information in the book.

Examples: **tyrannosaurus rex**, **precipitation**, **rotation**. When you read together:

1. Skim the book to find three challenging, important words that appear often.
2. Point to the word in the book and read it to your child.
3. Have your child look at the word and repeat it.
4. Explain what the word means and why it is important to understand the word for this book.
5. As you read the book, stop at the challenging, important word to talk about it.
6. Point to the word again and ask your child to read it and explain what it means.

## Challenging and Important Words Bookmark

Share books with your child that have words that are challenging to read but important to understand the information in the book.

Examples: **tyrannosaurus rex**, **precipitation**, **rotation**. When you read together:

1. Skim the book to find three challenging, important words that appear often.
2. Point to the word in the book and read it to your child.
3. Have your child look at the word and repeat it.
4. Explain what the word means and why it is important to understand the word for this book.
5. As you read the book, stop at the challenging, important word to talk about it.
6. Point to the word again and ask your child to read it and explain what it means.

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## Books to Share

### Suggested Biographies

Below are examples of biographies to read with your child. Use the provided bookmark as a reminder to talk about challenging and important words that appear often in the book.

*Abe Lincoln and the Muddy Pig* by Stephen Krensky

*Me... Jane* by Patrick McDonnell

*Martin's Big Words* by Doreen Rappaport and Bryan Collier

*Wilma Unlimited* by Kathleen Krull



# APPENDIX 3

## Teacher Text Messages to Families

Ask families if they'd like you to text them some tips to help them read with their child at home. Send the text messages below at appropriate times to families that request them.



- Text message 1 of 2: Blending means putting sounds together to read a word, like /s/, /ū/, /n/, **sun**. Help your child read simple sentences so that blending becomes easier and faster. Borrow books from your child's classroom or the public library.
- Text message 2 of 2: Simple silly sentences to practice blending:

The cat sat on the mat.

The rat ran on the mat.

The bug sat on the rug in the mud.

Bugs tug on rugs.

Jam is on the top of the mop!

Ted sat on the red bed.

Sam had jam on his ham.

- High-frequency words are words that appear frequently in books such as **after, some, could, then**. It is important that children learn how to read high-frequency words quickly and correctly. Ask me for a list of high-frequency words your child should practice.
- Remember to explain challenging and important words to your child as you read books together.

## Videos

Video	Link	Duration
3.1 Word Puzzles	<a href="https://youtu.be/34cj31WTP6s">https://youtu.be/34cj31WTP6s</a>	2:43
3.2 Sound–Spelling Pattern Word Sort	<a href="https://youtu.be/mPXlqyT3LSg">https://youtu.be/mPXlqyT3LSg</a>	3:16
3.3 Prefix, Base Word, Suffix	<a href="https://youtu.be/MULUBiHkE6Q">https://youtu.be/MULUBiHkE6Q</a>	5:09
3.4 Let's Read Words and Sentences	<a href="https://youtu.be/i44PSpTgSTk">https://youtu.be/i44PSpTgSTk</a>	4:27
3.5 Memory Using High-Frequency Words	<a href="https://youtu.be/V1lrTm5G5B4">https://youtu.be/V1lrTm5G5B4</a>	3:30
3.6 Challenging and Important Words	<a href="https://youtu.be/ibFW6nXYIKY">https://youtu.be/ibFW6nXYIKY</a>	6:24

## Books to Share

How-to Step	Activity	Title and Author
1: Blending	<p><b>Blending Practice</b></p> <p>While your child reads, support him or her in blending when needed. Remember, to blend, say each letter sound in the word in the order it appears and then read the whole word: for example, /m/, /ă/, /n/, <b>man</b>.</p>	<i>The Cat in the Hat</i> by Dr. Seuss
		<i>One Fish, Two Fish, Red Fish, Blue Fish</i> by Dr. Seuss
		Step Into Reading: <a href="http://www.stepintoreading.com">http://www.stepintoreading.com</a>
		I Can Read: <a href="https://www.icanread.com">https://www.icanread.com</a>
6: Reading Non-decodable Words	<p><b>Biographies</b></p> <p>Here are examples of biographies to read with your child. Use the provided bookmark as a reminder to talk about challenging and important words that appear often in the book.</p>	<i>Abe Lincoln and the Muddy Pig</i> by Stephen Krensky
		<i>Me. . . Jane</i> by Patrick McDonnell
		<i>Martin's Big Words</i> by Doreen Rappaport and Bryan Collier
		<i>Wilma Unlimited</i> by Kathleen Krull

## Teacher Resources





Table 7: Consonant, Vowel, and Syllable–Construction Patterns.\*

Category	Pattern	Examples
<b>Consonant patterns</b>	<b>Consonant digraphs and trigraphs</b> (multiletter combinations that stand for one phoneme)	th, sh, ch, ph, ng, tch, dge
	<b>Blends</b> (two or more consecutive consonants that retain their individual sounds)	scr, st, cl, ft
	<b>Silent-letter combinations</b> (two letters; one represents the phoneme, and the other is not pronounced)	kn, wr, gn, rh, mb
<b>Vowel patterns</b>	<b>Vowel teams</b> (combination of two, three, or four letters standing for a single vowel sound)	ea, oo, oa, igh, eigh
	<b>Vowel diphthongs</b> (complex speech sounds or glides that begin with one vowel and gradually change to another vowel within the same syllable)	oi, ou
	<b>R-controlled vowels or bossy r's</b> (vowels making a unique sound when followed by r)	r, er, ir, or, ur
	<b>Long e</b>	ee, ie, ea, e_e, ey, ei, y, ea
	<b>Long a</b>	a_e, ai, ay, a_y, ei, ea, ey
<b>Syllable-construction patterns</b>	<b>Closed syllables</b> (short vowel spelled with a single vowel letter and ending in one or more consonants)	in-sect stu-dent
	<b>Vowel-consonant-silent e</b> (long vowel spelled with one vowel + one consonant + silent e)	com-pete base-ball
	<b>Open syllables</b> (ending with a long vowel sound, spelled with a single vowel letter)	pro-gram tor-na-do
	<b>Vowel team</b> (multiple letters spelling the vowel)	train-er neigh-bor-hood
	<b>Vowel-r</b> (vowel pronunciation changing before /r/)	char-ter cir-cus
	<b>Consonant-le</b> (unaccented final syllable containing a consonant before l followed by a silent e)	drib-ble puz-zle

\* Source: Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., et al. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Educator's Practice Guide (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance.

# Recommendation 4: Fluency and Comprehension

## Recommendation Reminder

Recommendation 4	How-to Steps
 <p>Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</p>	 <p>As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.</p>
	 <p>Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.</p>
	 <p>Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.</p>

### Glossary

**Accuracy** means reading words correctly.

**Choral reading** is when two people read the same text out loud at the same time and pace.

**Comprehension** means understanding what you are reading.

**Echo reading** is when a more proficient reader reads a sentence or paragraph as the less proficient reader follows along with his or her finger, and then the less proficient reader reads the same sentence or paragraph.

**Fluency** means reading words correctly, quickly (at a conversational pace), and with expression.

**Model** means showing someone the behavior that you expect him or her to follow.

**Reading together or partner reading** is when a more proficient reader and a less proficient reader read the same text at the same time.

**Self-correct** is when you realize that you misread a word and go back and correct it on your own.

Recommendation 4 reminds us to ensure that each student reads connected text every day to support reading **accuracy**, **fluency**, and **comprehension**. As students read orally, model and scaffold instruction to support accurate and efficient word identification. Activities in which students receive support from a more proficient reader can aid in word identification. This support can be from you in small groups or from an assistant, another family member, or even a peer. Model effective **word identification** strategies and provide scaffolded support to the student when a challenging word is encountered.

**Instructional-level text** is used so that students can practice recently taught sound–spelling patterns. Students should be able to read at least 90 percent of the words accurately in instructional-level text. When students encounter a challenging word, remind them of the

decoding strategy they have learned. If the word is not decodable or is irregular, tell them the word and have them repeat it. As students become more proficient in reading, gradually release more responsibility to them to determine difficult words, providing support when students encounter more challenging words.

## Reading Accurately and Fluently

Teach students how to monitor their understanding of the text and how to correct their word-reading errors. Also, introduce reading activities that integrate reading words accurately and fluently. When a student misreads a word that he or she should be able to read, pause to allow the student opportunity to self-correct the error and then have the student correctly reread the sentence that contained the misread word. If the student is unable to identify the word correctly, read the sentence exactly as the student read it and ask the student if it makes sense. As students begin to self-correct and self-monitor, you can use these kinds of scaffolds less frequently.

## Reading with Expression

Provide opportunities for oral reading practice with feedback to develop fluent and accurate **reading with expression**. Model how to read in meaningful phrases as opposed to word by word, and teach students how to interpret punctuation marks. Decrease support for expressive reading as students begin to read text in longer phrases. Model how to read accurately and fluently using familiar texts. Gradually move to more challenging texts as students' reading rate and accuracy progress. When students practice fluency reading on their own, they should read independent-level text. **Independent-level text** means a student can read at least 95 percent of the words accurately. When students read orally with support from a more proficient reader, they should read text at their instructional level. **Frustration-level text** is text that is difficult for students to read accurately. Students should not read text at their frustration level without teacher instruction and support.

Activities to practice reading fluently include partner reading, echo reading, and choral reading. In **partner reading**, two students work together to read an assigned text. In **echo reading**, a more proficient reader such as the teacher reads a section of the text out loud and then the student reads the same section of text out loud. In **choral reading**, students all read the same text out loud at a set pace. Computerized devices can also provide oral reading practice if the text used is at an appropriate level for the student. **Repeated reading**, or reading the same text multiple times for mastery, exposes students to the same words repeatedly so they are less likely to practice incorrect word reading or guess at words and more likely to read words efficiently by increasing accuracy and rate. **Wide reading**, or reading many different kinds of texts, exposes students to diverse vocabulary and world knowledge.



## Teacher Scaffold for How-to Step 1: Accurate and Efficient Word Identification

### What Is Accurate and Efficient Word Identification?

As your child moves through first grade and continues to learn to read, it won't be long before he or she is reading sentences, paragraphs, and books! As your child practices reading out loud, it is important to help him or her to read words correctly and quickly. When children read words accurately, it helps them understand what they are reading, and as children practice reading, they read words more efficiently by increasing accuracy and rate.

When children can read words correctly and fairly quickly, they can focus their attention on understanding what they are reading instead of trying to identify each word.

### How Can Families Support Accurate and Efficient Word Identification?

Families can do two important things to help their child read words correctly and quickly.

1. Read out loud to your child every day! Reading to your child can be a special time together. It shows that reading is important and fun. Reading out loud will help your child understand what reading should sound like and provides a **model** of how to read words correctly, quickly, and with expression. Reading with the right expression means that you are talking like the characters in the book—your voice sounds excited when the character is excited or sad when the character is sad.
2. **Encourage** and help your child as he or she reads out loud. You may need to help your child with words that are difficult to read. You might provide a reminder by saying, "Let's say each sound in this word and then put the sounds together to read it." Any reminder that encourages your child to use what he or she already knows to figure out the word can be helpful. Sometimes, showing your child how to say each sound and then read the word may be helpful. As you read with your child, remember to be patient, as reading is a skill that takes a lot of practice. Be sure to let your child know that you are proud of his or her progress! The support and encouragement you give your child will help him or her improve in reading and become an independent reader.

When choosing books for your child to read out loud, select books that are of interest to your child, are not too easy or too hard, and are linked to his or her experiences or concerns. You can ask me for recommendations of books at your child's reading level. If your child is interested in cars or is afraid of the dark, it can be helpful to select books on those topics.

### Preparation Box

#### Cue Up Selected Videos

- 4.1 When I Read to You  
(*Tacky the Penguin*)  
<https://youtu.be/0q0ei0yvycg> (4:19)
- 4.1 When You Read to Me  
(*Sheep Out to Eat*)  
<https://youtu.be/gpZCCrMBwo> (3:55)

#### Print Selected Family Resources

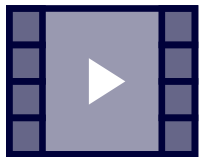
- When I Read to You, When You Read to Me Bookmark



## Family Activities for How-to Step 1: Accurate and Efficient Word Identification

Let's review the Family Activity **When I Read to You, When You Read to Me Bookmark**. On one side of this bookmark are tips to use as you read out loud to your child. On the other side are tips for when your child reads out loud to you. The Family Activity also includes recommended books that you can read to your child.

*Add appropriate books that families can borrow from your classroom library, the school library, the public library, or any other appropriate source. Answer questions about the Family Activity and the recommended books.*



### Family Literacy Videos

Now, let's watch a video of a family engaging in **When I Read to You**. Review key points before or after the video. Answer family questions about the video.

#### 4.1 When I Read to You (*Tacky the Penguin*) (4:19)

##### Key Points About the Video

- Mom reads at a conversational pace, which is at the same pace at which we talk.
- Mom reads with expression, changing the tone of her voice to match the characters' feelings in the book.
- Mom asks questions and talks about the meanings of words that are important to know in order to understand the story (**companion, odd, greet, graceful, puzzled, dreadfully**).

Let's watch another video of a family engaging in **When You Read to Me**. Review key points before or after the video. Answer family questions about the video.

#### 4.1 When You Read to Me (*Sheep Out to Eat*) (3:55)

##### Key Points About the Video

- Mom encourages her son to point to the words as he reads.
- Mom helps her son read the word **spinach** by reading it for him because it is a word he has not read before.
- Mom asks about the meanings of words (**feed, waiter**).
- Mom asks questions to make sure her son understands what he is reading.

Take the Family Activity home and have fun reading out loud to your child and listening to your child read out loud to you. Tell your child how proud you are that he or she is practicing reading!

# When I Read to You, When You Read to Me Bookmark



## When I Read to You

Reading to your child can be a special time to spend together. Here are tips for reading out loud to a child:

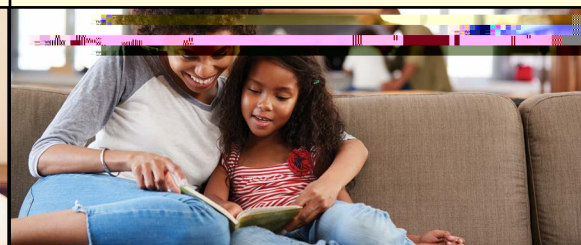
- Read to your child every day.
- Read about things your child is interested in and enjoys.
- Read at the same pace that you talk.
- Read with expression. Give different characters different voices. Change your voice to match how the character in the book feels.
- Reread books your child enjoys.
- Explain some words that your child may not understand.
- Read different types of things like poems, books that tell a story, and informational books (for example, factual books about volcanoes, weather, or animals).
- Read books that are too difficult for your child to read on his/her own.

## When You Read to Me

Listening to your child read out loud can help him/her read words correctly and quickly. Here are tips for when your child reads out loud to you.

Select books that are:

- Interesting to your child.
  - Not too easy or too hard.
  - Linked to your child's experiences or concerns.
  - Recommended by your child's teacher.
- Have your child point to the words while reading.
- When your child makes a mistake, reread the sentence with the mistake and ask, "Does that make sense?"
- When your child cannot read a word, use these tips in this order until he/she reads the word:
  - Say each sound in this word and then put the sounds together.
  - What is the first sound? Next sound? Next sound? Can you put the sounds together to read the word?
  - Let's say each sound together and then read the word.
  - I'll say each sound in the word and then read it. Then you try.
  - This word is \_\_\_\_\_. What is this word? Read this sentence again.





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## Books to Share

### Suggested Books to Read Out Loud with Your Child

Model reading words correctly, at a conversational pace, and with expression.

*Fly Guy Book Series* by Tedd Arnold

*Green Eggs and Ham* by Dr. Seuss

*The Magic Treehouse Series* by Mary Pope Osborne: <https://www.magictreehouse.com>

*Pete the Cat Series* by James Dean



## Teacher Scaffold for How-to Step 2: Self-Monitor Understanding and Self-Correct Errors

### Recognizing Misread Words and Correcting Errors

Experienced readers know when what they are reading does not make sense because they have misread a word.

Once they realize that they have misread a word, experienced readers can correct their mistake. First grade students are still beginning readers, and beginning readers don't always notice when they misread a word because they don't always pay attention to what they are reading. So it is important to show your children how to recognize misread words when they read. A reader should think about what he or she is reading and decide whether it makes sense or not, that is, **self-monitor**. We also need to show children how to **self-correct** when they misread a word. Improving the ability to self-monitor and self-correct will help children understand what they read and become better readers.

### Preparation Box

#### Cue Up Selected Videos

- 4.2 Does That Make Sense?  
<https://youtu.be/6MwITzOnD6U> (2:57)

#### Print Selected Family Resources

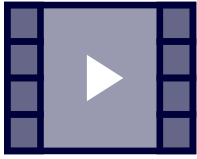
- Does That Make Sense?



## Family Activities for How-to Step 2: Self-Monitor Understanding and Self-Correct Errors

Families can help children monitor what they read and make corrections when they misread words. As you read to your child, you can provide examples of how to recognize when words are misread by "thinking out loud." You can say things like, "That didn't make sense. I'm going to read that sentence again." When your child reads to you and misreads a word, ask your child to stop and see if he or she can correct the error. If not, reread the sentence with the misread word exactly as your child read it and ask, "Did that make sense?" If your child does not self-correct, read the word and have him or her reread it. Then have your child read the sentence correctly.

Let's review the Family Activity **Does That Make Sense?** *Review each step on the Family Activity. Model at least one example. Include family members in the model, either the whole family or members who volunteer.*



## Family Literacy Videos

Now, let's watch a video showing us what this looks like at home. *Review key points before or after the video. Answer family questions about the video.*

### 4.2 Does That Make Sense? (2:57)

#### Key Points About the Video

- Mom reminds her son that everyone makes mistakes and that she will help him fix any mistakes.
- Mom asks her son to reread the word he misread (**eat**) correctly and then read the whole sentence again for another opportunity to practice.
- Mom makes sure that what her son read makes sense to him by ensuring that he reads each word correctly and by asking him questions about what he read.

Let's review the Family Activity **Books to Share**, a list of suggested books that your child may be able to read to you with your help. *Add appropriate books that families can borrow from your classroom library, the school library, the public library, or any other appropriate source.*

*Answer questions about the Family Activity.*

Take the Family Activity home and have fun helping your child monitor his or her understanding and correct errors. As you read with your child, remember to be patient, as reading is a skill that takes a lot of practice. Tell your child how proud you are that he or she is practicing reading!

# Does That Make Sense?



## Does That Make Sense?

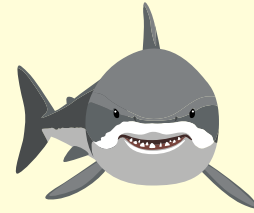
It is important to help children pay attention to what they read and make corrections when words are misread. Ask your child to read the story. When your child misreads a word:

1. Ask, "Does that make sense?"
2. If your child does not know where the error was made, point to the word and ask him/her to read it.
3. If he/she cannot read the word, read the sentence exactly how he/she read it, with the error. Ask, "Does that make sense?"
4. If he/she does not fix the mistake, read the word and ask your child to read the word.
5. Ask your child to read the whole sentence correctly.



## Great White Shark

The great white shark is one of the biggest sharks around. It can grow to be 20 feet long. The



great white shark has a white belly and a gray back and lives in most of the oceans in the world.

When they are born, these sharks are about five feet long. They must swim away from their mother or she might eat them!

The great white shark has thousands of teeth. When it loses a tooth, a new one takes its place. It eats meat, including fish, dolphins, seals and sea lions. After a big meal, the shark might not eat again for one or two months. It is the only shark known to lift its head out of the water, maybe to look around and see what it can eat.

The shark must swim all the time, even when sleeping, or it will sink. I don't ever want to meet a great white shark!

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## Books to Share

### Suggested Books for Recognizing Misread Words and Correcting Errors

Listen to your child read and help your child recognize and correct misread words.

*Click, Clack, Moo: Cows That Type* by Doreen Cronin

*Frog and Toad Series* by Arnold Lobel

*If You Give a Moose a Muffin* by Laura Joffe Numeroff

*Splat the Cat Series* by Rob Scotton

*The Very Hungry Caterpillar* by Eric Carle



## Teacher Scaffold for How-to Step 3: Oral Reading Practice

### Why is Oral Reading Practice Important?

**Oral reading practice** is when children read out loud. It is very important that children in first grade have many opportunities for oral reading practice. As children read out loud, it is important to have a more proficient reader who listens and offers help when needed. As children read out loud, they get better at reading words correctly, quickly, and with the right expression (that is, fluently).

Reading words quickly means reading them at the same pace at which we talk. When you read with the right expression, you understand what commas, periods, and question marks mean. Reading with expression shows that you understand what you read when you, for example, change your voice to be excited when a character is excited. When children read fluently, they can focus their attention on understanding what they read, rather than trying to figure out *how* to read the words. The more children practice reading out loud with support, the better readers they will become!

### How Can Families Support Oral Reading Practice?

There are many ways to support your child in oral reading practice. You can echo read and read together.

1. **Echo reading** means the more proficient reader reads part of a book out loud and then the child reads the same part out loud. Thus, the child echoes what you read. As you echo read with your child, make sure that he or she follows along while you read by looking at the words as you read them. Your child should point to the words as he or she reads the same thing you read. This is to make sure your child is paying attention to the words and not just repeating what you say.
2. **Reading together** means you and your child read the same thing out loud at the same time. When you read at the same time, make sure your child follows along by pointing to each word. You can slow your pace of reading down a little when you read at the same time. Always offer positive encouragement, and let your child know how proud you are that he or she is practicing reading.



## Family Activities for How-to Step 3: Oral Reading Practice

Let's review the Family Activity **Practice Reading Out Loud Bookmark**. This bookmark reminds us of the importance of reading with our child every day. More proficient readers should read out loud to be a model for what good reading sounds like. Children should practice reading out loud as they receive help from a more proficient reader.

## Preparation Box

### Cue Up Selected Videos

- 4.3 Echo Reading (*Sheep in a Jeep*)  
[https://youtu.be/Pm\\_zeF0s8l8](https://youtu.be/Pm_zeF0s8l8) (2:54)
- 4.3 Reading Together (*The Pout-Pout Fish*)  
<https://youtu.be/IXLNRw-H6wA> (3:13)

### Print Selected Family Resources

- Practice Reading Out Loud Bookmark

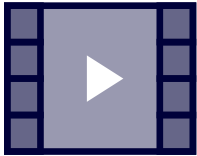
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## RECOMMENDATION 4: FLUENCY AND COMPREHENSION

### How-to Step 3: Oral Reading Practice

The encouragement and support children receive as they read out loud will help them become more fluent and confident readers. Be patient as children read out loud and remind them often of how proud you are of them for practicing reading. *Model at least one example of echo reading and one example of reading together. Include family members in the model, either the whole family or members who volunteer.*

Suggested books to share as you echo read and read together are also included. *Add appropriate books that families can borrow from your classroom library, the school library, the public library, or any other appropriate source.*



## Family Literacy Videos

Let's watch a family engaged in **Echo Reading**. *Review key points before or after the video. Answer family questions about the video.*

### 4.3 Echo Reading (*Sheep in a Jeep*) (2:54)

#### Key Points About the Video

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- Mom reads at a conversational pace and with expression to model fluent reading.
- Mom encourages her son to point to the words as he reads and reviews words (**leap, tug, shrug, heap**) to make sure he understands what they are reading.
- Mom tells her son she is proud of him for practicing reading.

Here is a video of a family **Reading Together**. *Review key points before or after the video. Answer family questions about the video.*

### 4.3 Reading Together (*The Pout-Pout Fish*) (3:13)

#### Key Points About the Video

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- Mom points to the words as she and her son read together.
- Mom asks about and explains important words (**pout, frown, glum**) to build her son's vocabulary and make sure her son understands what they are reading.
- Mom offers positive support by having fun with the book and telling her son he did a good job reading.

Take the Family Activity home and have fun practicing reading out loud. As you read with your child, remember to be patient, as reading is a skill that takes a lot of practice. Tell your child how proud you are that he or she is practicing reading!

# Practice Reading Out Loud Bookmark



## Echo Reading

Reading out loud while getting help from a more proficient reader will build your child's confidence, help your child become a more accurate and faster reader, and help your child understand what is being read.

**Echo reading** is when you read a sentence and then your child reads the same sentence. Over time, read longer books and encourage your child to read at the same pace that we talk. Echo reading helps build your child's confidence. Follow these steps:

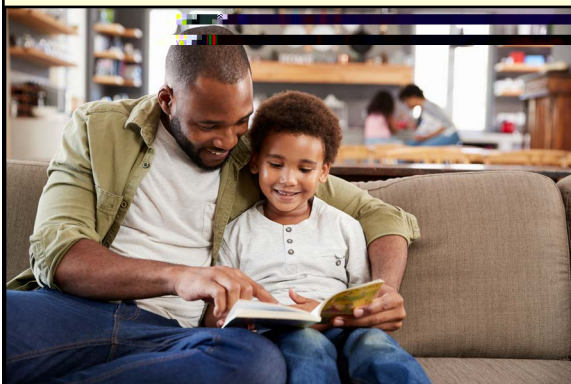
1. Share a book or have two copies of the same book.
2. Read a sentence out loud from the book.
3. Have your child read the same sentence out loud. Ask your child to follow words with finger while reading.
4. Continue Steps 2 and 3 for the rest of the book.

## Reading Together

Reading out loud while getting help from a more proficient reader will build your child's confidence, help your child become a more accurate and faster reader, and help your child understand what is being read.

**Reading together** is when you and your child read the same thing at the same time. Your child can point to the words. Read with expression—change your voice to match the characters feelings and follow punctuation (question marks, periods, commas).

- Sit together to share a book.
- Read the book out loud at the same time.
- Tell your child how much you love to read together and how proud of him or her you are for practicing reading.





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## Books to Share

### Suggested Books to Practice Reading Out Loud

Use the information on the bookmark to Echo Read and Read Together.

*Corduroy* by Don Freeman

*Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst

*If You Give a Mouse a Cookie* by Laura Joffe Numeroff

*You Read to Me, I'll Read to You: Very Short Fairy Tales to Read Together* by Mary Ann Hoberman

*There Was an Old Lady Who Swallowed Fly Guy* by Tedd Arnold

# APPENDIX 4

## Teacher Text Messages to Families

Ask families if they'd like you to text them some tips to help them read with their child at home. Send the text messages below at appropriate times to families that request them.



- Places to find books to share with your child: our classroom library, your public library, yard sales, and your friends and family.
- Look at websites and apps for free online children's books:
  - Storyjumper: <https://www.storyjumper.com>
  - Free Kids Books: <https://freekidsbooks.org>
- When your child is just beginning to read, look for books that include letter sounds that your child already knows, sentences that repeat, and topics that your child is interested in reading about.
- When selecting a book for your child to read to you, select a book that is interesting and enjoyable to your child. Ask your child to read page 2 of the book out loud. If there are four or five words that your child does not know, select an easier book.
- When your child reads out loud and does not know a word, ask your child to use the letter sounds he or she knows to read the word. If your child still needs help, tell your child the word then have him or her repeat the word and read it in the sentence. Tell your child how proud you are that he or she is practicing reading!
- Make time this weekend to create a special space in your home for reading together and storing books. Include a soft chair, pillows, or a beanbag chair in your special reading space.
- Spend some time together reading before bedtime.
- Keep books in baskets or on top of coffee tables so children can see them and easily reach them.

## Videos

Video	Author of Books Used	Link	Duration
4.1: When I Read to You ( <i>Tacky the Penguin</i> )	Lynn Munsinger	<a href="https://youtu.be/0q0eiOyvycg">https://youtu.be/0q0eiOyvycg</a>	4:19
4.1: When You Read to Me ( <i>Sheep Out to Eat</i> )	Nancy Shaw	<a href="https://youtu.be/gpZCCrnMBwo">https://youtu.be/gpZCCrnMBwo</a>	3:55
4.2: Does That Make Sense?		<a href="https://youtu.be/L1ytE7pnHeA">https://youtu.be/L1ytE7pnHeA</a>	2:57
4.3: Echo Reading ( <i>Sheep in a Jeep</i> )	Nancy Shaw	<a href="https://youtu.be/Pm_zeF0s8l8">https://youtu.be/Pm_zeF0s8l8</a>	2:54
4.3 Reading Together ( <i>The Pout-Pout Fish</i> )	Deborah Diesen	<a href="https://youtu.be/IXLNRw-H6wA">https://youtu.be/IXLNRw-H6wA</a>	3:13

## Books to Share

How-to Step	Activity	Title and Author
1: As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.	<b>Read Out Loud to Your Child</b>  Model reading words correctly, at a conversational pace and with expression.	<i>Fly Guy Book Series</i> by Tedd Arnold
		<i>Green Eggs and Ham</i> by Dr. Seuss
		<i>The Magic Treehouse Series</i> by Mary Pope Osborne: <a href="https://www.magictreehouse.com">https://www.magictreehouse.com</a>
		<i>Pete the Cat Series</i> by James Dean
2: Teach students to self-monitor their understanding of the text and to self-correct word reading errors.	<b>Recognizing Misread Words and Correcting Errors</b>  Listen to your child read and help him or her recognize and correct misread words.	<i>Click, Clack, Moo: Cows That Type</i> by Doreen Cronin
		<i>Frog and Toad Series</i> by Arnold Lobel
		<i>If You Give a Moose a Muffin</i> by Laura Joffe Numeroff
		<i>Splat the Cat Series</i> by Rob Scotton
		<i>The Very Hungry Caterpillar</i> by Eric Carle
3: Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.	<b>Practice Reading Out Loud</b>  Use the information on the bookmark to Echo Read and Read Together.	<i>Corduroy</i> by Don Freeman
		<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst
		<i>If You Give a Mouse a Cookie</i> by Laura Joffe Numeroff
		<i>You Read to Me, I'll Read to You: Very Short Fairy Tales to Read Together</i> by Mary Ann Hoberman
		<i>There Was an Old Lady Who Swallowed Fly Guy</i> by Tedd Arnold

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This resource is available on the Regional Educational Laboratory website at <http://ies.ed.gov/ncee/edlabs>.

