What is Literacy?
How can we promote it at home?

Mr. Jordan Simons
Assistant Principal

Objectives (in the next hour)

- To show how Interconnected reading-talking-writing activities are important for students to develop comprehension and oral language
- Breakdown the Five Pillars of Reading and discuss home activities you can employ with your children.

Materials and Resources (Including this Slides Deck!)

Parent Resources and Information Link

https://docs.google.com/document/d/1uC2fPvjIeUAWMHf-FMmtAzvLQfzSBTXJuAxN7veWXQ8/edit?usp=sharing

The Oakland Gardens School – PS 203Q
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www.oaklandgardens203.org @PS203Q
Deborah Florio, Principal

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Links to Parent Resources and Information

- Link to Presentation
- Phonemic Awareness Activities
  - https://www.readingrockets.org/reading-101-guide-parents/kindergarten/phonological-and-phonemic-awareness-activities-your-kindergartner
- Fluency Activities:
  - https://www.readingrockets.org/reading-101-guide-parents/second-grade/fluency-activities-your-second-grader
- iReady Log In
  - https://login.i-ready.com/
- Florida Center for Reading Research Activities
  - https://fcrr.org/student-center-activities

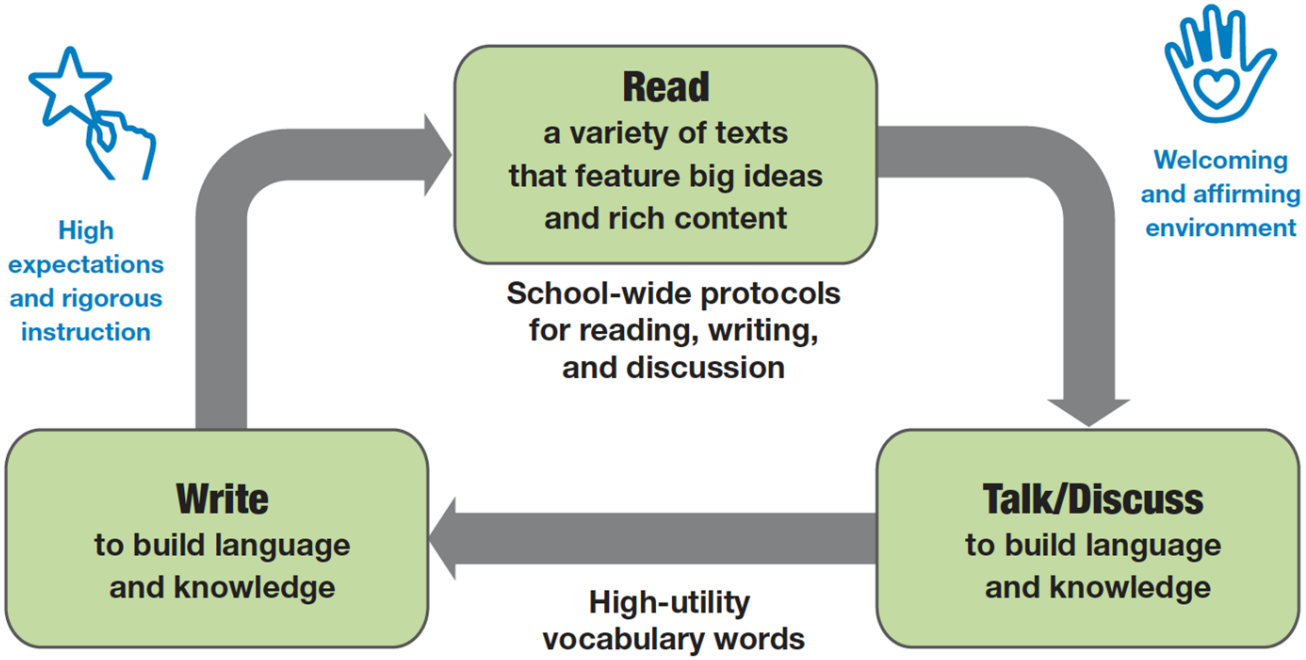
Interconnect Reading, Writing, Listening, and Speaking Experiences

See…Think..Wonder

As I click through and the boxes disappear:

- What do you see?
- What does it make you think about?
- What does it makes you wonder about?

Reading-Talking-Writing



PILLARS OF READING

The Simple View of Reading

Reading Words & Sentences

- Phonemic Awareness
- Phonics
- Reading Fluency

Understanding What is Read

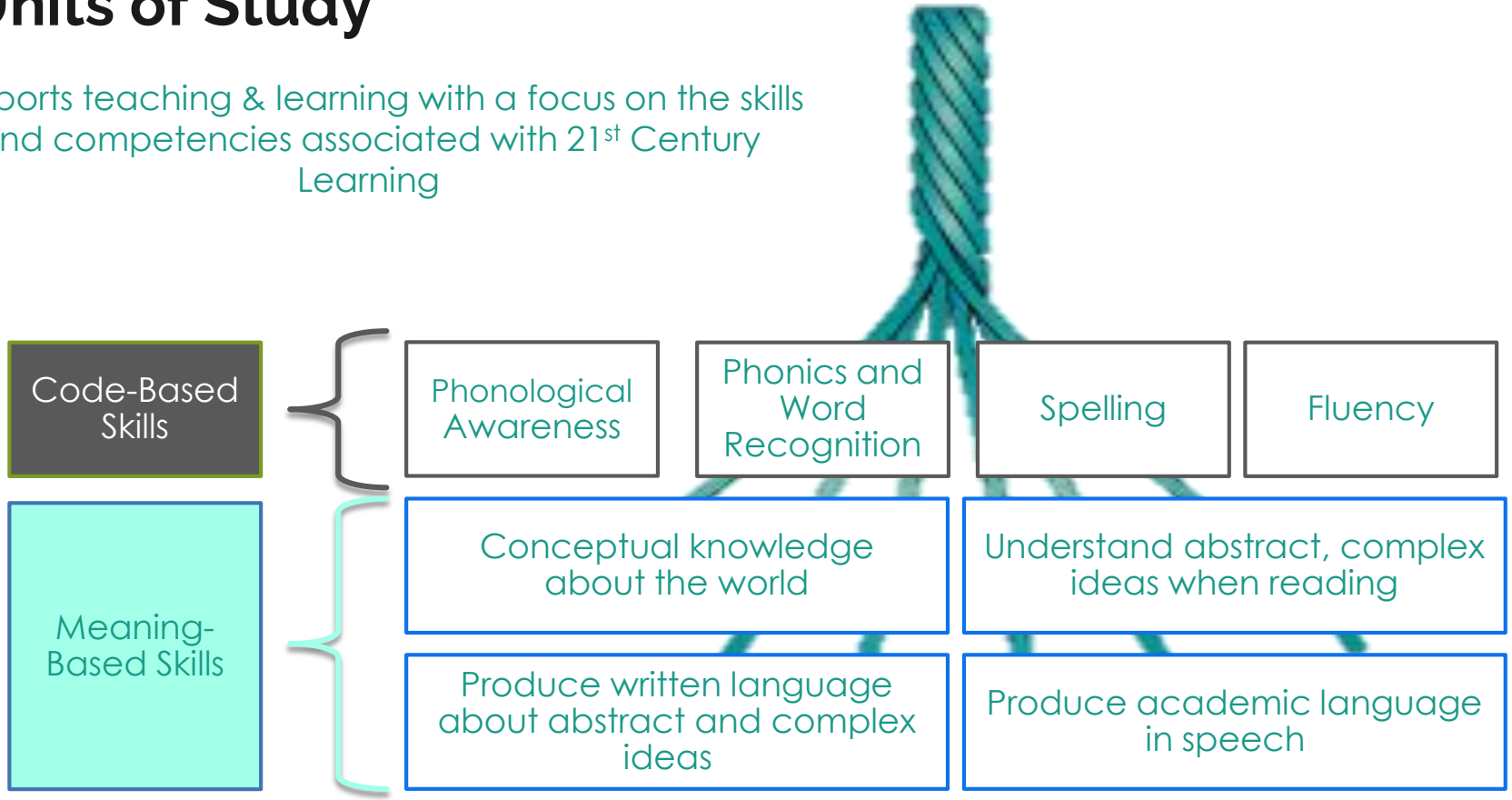
- Vocabulary
- Comprehension

Successful Reading

(Gough & Tumner, 1986)

The Foundation: A Curriculum with Units of Study

Supports teaching & learning with a focus on the skills and competencies associated with 21st Century Learning



Phonemic Awareness

PA cont'd

- Phonemic awareness is **<u>not</u>** phonics
- Phonemic awareness is **<u>auditory</u>** and does not involve words in print

Phonemic Awareness

The two most critical skills

Blending at the phoneme level

- Putting individual sounds together to make a spoken word

/fff/ - /iii/ - /nnn/ → fin

Segmenting at the phoneme level

- Pulling individual sounds apart in a spoken word

fin → /fff/ - /iii/ - /nnn/

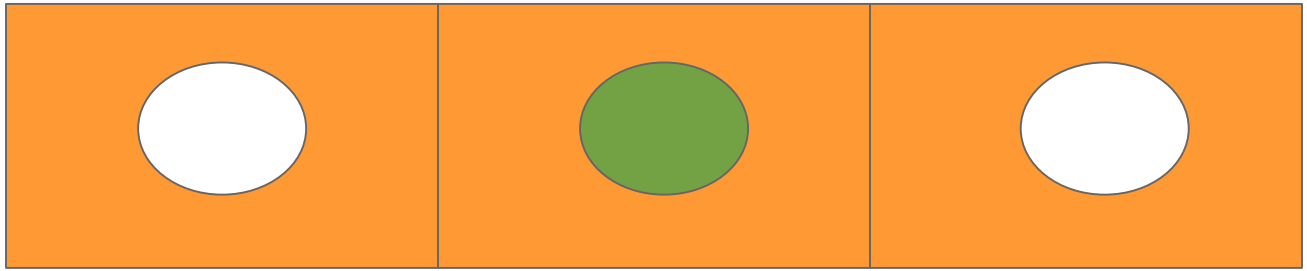
What Can I Do At Home to Promote Phonemic Awareness?

Read rhyming books

Play “I Spy”’

Practice Combining Words and Syllables

Link to More: https://www.readingrockets.org/reading-101-guide-parents/kindergarten/phonological-and-phonemic-awareness-activities-your-kindergartner



Phonics

Phonics-Word Reading/Decoding

- Using the relationship between the letters in written language and the sounds of spoken language to read and spell words.

Phonics

Read these words

Fip

Zomp

Straip

Rupkin

Why is Phonics Important?

- Decoding is an essential and primary means of recognizing words

There are simply too many words in the English language to rely on memorization as a primary word identification strategy.

- Good readers rely primarily on the letters in a word rather than context or pictures to identify familiar and unfamiliar words

Rain poured down.

It swirled and around him.

Key Phonics Skills

Letter-Sound Correspondences & Letter Combinations – Knowing the sounds that correspond to letters and letter combinations and the letters and letter combinations that correspond to sounds (the sound of b is /b/, /fffff/ is the sound of ph)

Regular Word Reading/Spelling – Reading/spelling words in which each letter represents its most common sound (mat, sled, fast)

Advanced Phonics Skills – Reading/spelling words that include letter patterns and combinations (shop, train, make)

Multi-syllabic Word Reading– Reading/spelling multisyllabic words and words with prefixes and suffixes (mu-sic, re-port, tall-est, Wis-con-sin)

Phonics: Decoding (reading)

M	U	D

Watch me read this word. I'll touch each letter and say its sound. I won't stop between sounds. /mmm/-/uuu/-/d/ Now I'll say it fast – mud. The word is mud.

Now its your turn to read this word. I'll touch each letter and you say its sound. Don't stop between sounds. /mmm/-/uuu/-/d/ Now say it fast – mud. You read the word mud!

Phonics: Encoding (spelling)

F	I	N

- I'll spell the word fin. First I'll listen for the sounds in fin and touch a square for each sound.*/fff/-/iii/-nnn/*. Now I'll choose the letter that goes with each sound. **f i n**

- Now its your turn to spell the word fin. First say the sounds in fin and I'll touch a square for each sound. /fff/-/iii/-nnn/. Now you'll choose the letter that goes with each sound.**f i n.**

Multisyllabic Reading/Spelling

Teaches essential preskills

Vowel teams and combinations

Prefixes and suffixes

Teaches flexible word reading strategy

Circle the word parts at the beginning of the word (prefixes)

Circle the word parts at the end of the word (suffixes)

Underline the vowels

Say the parts of the word

Say the whole word

Make it a real word

What can I do at home to promote phonics development?

- Teach your children to match the letters in their names with the sounds in their names.
- Write letters on pieces of paper and put them in a paper bag. Let your children reach into the bag and take out letters. Have them say the sounds that match the letters.
- Make letter-sounds and ask your children to draw the matching letters in cornmeal or sand.
- Analysis of prefixes and suffixes

** THE KEY IS TO MAKE SURE STUDENTS ARE MATCHING LETTERS TO SOUNDS IN PRINT**

Fluency

Reading Fluency

- Fluency is the ability of students to read quickly, accurately, and with expression and phrasing (i.e., prosody) (Haas & Brown, 2019).
- A strong, fluent reader can quickly and accurately decode words in print (known as automaticity) and can free up the cognitive space needed to make meaning from text.

“Accuracy, rate and prosody in oral reading”

What can I do at home to promote fluency?

1) students listen to text as they follow along with the book (repeatedly)

2) students follow the print using their fingers as guides (or teacher tracks the print for them), and

3) reading materials are used that students would be unable to read independently (not too far out of reach, but challenging).

For More: https://www.readingrockets.org/reading-101-guide-parents/second-grade/fluency-activities-your-second-grader

Vocabulary and Comprehension

What We Know from Research…

Children enter school with meaningful differences in vocabulary knowledge as a result of differences in experiences and exposure to literacy and language activities. The vocabulary gap grows larger in the early grades. Children who enter with limited vocabulary knowledge grow much more discrepant over time from their peers who have rich vocabulary knowledge.

Meaningful Differences

	Words heard per hour	Words heard in a 100-hour week	Words heard in a 5,200-hour year	Words heard in 4 years
Group A	616	62,000	3 million	13 million
Group B	1,251	125,000	6 million	26 million
Group C	2,153	215,000	11 million	45 million

The difference between Group A and Group C is what is often referred to as the 30-million word gap.

Michael D. Coyne, Ph. D., University of Conn.

What can I do at home to promote vocabulary?

“Research has shown that children who read even ten minutes a day outside of school experience substantially higher rates of vocabulary growth between second and fifth grade than children who do little or no reading.”

Building Vocabulary and Comprehension

Best to build vocabulary through the following sources:

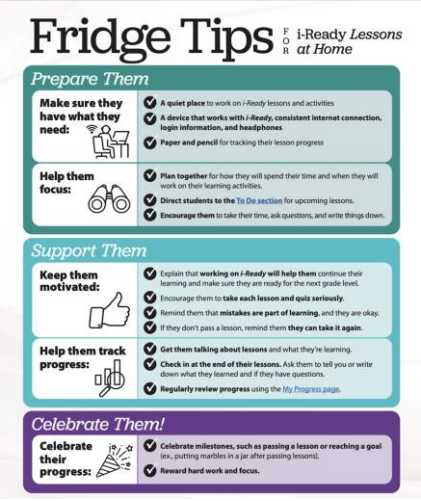
- Newspapers
- Popular magazines
- Children’s books
- The study of prefixes and suffixes
- Experiential Learning!

Asking your child to explain or write to you what they have read is a fundamental key to promoting understanding and comprehension.

Building Comprehension

- Focus on a small chunk of text -- NOT A WHOLE PASSAGE
- Draw on students' existing knowledge
- Build students' background knowledge
- Focus on key vocabulary, including transition words (e.g., therefore, first, however), content specific words (e.g., petri dish, robber barons, hypotenuse), and high-utility words
- Ask questions to promote understanding and prompt critical thinking and analysis

Some More Home Support



Fridge Tips FOR i-Ready Lessons at Home

Prepare Them

Make sure they have what they need:
- **A quiet place** to work on *i-Ready* lessons and activities
- **A device that works with *i-Ready*, consistent internet connection, login information, and headphones**
- **Paper and pencil** for tracking their lesson progress

Help them focus:
- **Plan together** for how they will spend their time and when they will work on their learning activities.
- **Direct students to the To Do section** for upcoming lessons.
- **Encourage them** to take their time, ask questions, and write things down.

Support Them

Keep them motivated:
- Explain that **working on *i-Ready* will help them** continue their learning and make sure they are ready for the next grade level.
- Encourage them to **take each lesson and quiz seriously**.
- Remind them that **mistakes are part of learning**, and they are okay.
- If they don't pass a lesson, remind them **they can take it again**.

Help them track progress:
- **Get them talking about lessons** and what they're learning.
- **Check in at the end of their lessons.** Ask them to tell you or write down what they learned and if they have questions.
- **Regularly review progress** using the My Progress page.

Celebrate Them!

Celebrate their progress:
- **Celebrate milestones, such as passing a lesson or reaching a goal** (ex., putting marbles in a jar after passing lessons).
- **Reward hard work and focus.**

https://fcrr.org/student-center-activities

FCRR
FLORIDA CENTER for READING RESEARCH

Core Knowledge Language Arts

Questions?