SPDG Literacy Training for Parents
Module 1
INTRODUCTIONS -

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Objectives

By the end of our workshop, you will leave with:

- ...a basic understanding of the big 5 areas of reading instruction
- ...an understanding of how you can support your children in phonemic awareness and phonics skills
Agenda

- Discussion: What does reading look like in your home?
- How parents can impact their child’s reading development
- Overview: The “Big 5” areas of reading
- A deeper dig into phonemic awareness and activities you can try
- A deeper dig into phonics and activities you can try
- What to do next - Read to Succeed: Reading Resources for Parents (Module 2 - At Home Online Resource)
CONVERSATION STARTER

What does reading look like in your home?
A parents Crucial Role

- You are your child’s first most important teacher.
- Your modeling, encouragement, presence and support in your child’s reading makes a big difference for children.
- Throughout tonight we will be providing examples of how you can be a model and support for your child.

Feel free to share this resource with others!
The more that you read, the more things you will know.
The more that you learn, the more places you’ll go.
— Dr. Seuss
Your kids will likely know these words!
Big 5 overview Video

https://www.youtube.com/watch?v=uHhik2Q-ZfE
Phonemic Awareness

The ability to hear and use sounds in words

- Research indicates that phonemic awareness is one of the best predictors of a child’s ability to read in the early years of school.
Phonics

The ability to match written letters with the sounds of speech and apply this knowledge in reading and spelling.

- Children need direct and sequenced instruction in phonics

Dog

Cat

Bird
Fluency

The ability to read text aloud and to one’s self with accuracy, speed and proper expression.

- When a child struggles with fluency they often do not have the mental energy left to devote to understanding what they read.

These next 3 skills will be covered in depth in Modules 3 and 4.
Vocabulary

Understanding word meaning.

- Talking to children and modeling rich language is important.
- Giving children an opportunity to talk and use words is also important.
Comprehension

Making meaning from what you read.
Quick Conversation at your Table

Review the big 5.

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<thead>
<tr>
<th>Know</th>
<th>Wonder</th>
<th>Learn</th>
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10 minutes
Phonemic Awareness - What should your child be able to do according to our standards?

Kindergarten:
I can tell when two words rhyme.
I can say words that rhyme.
I can clap the syllables of a word I say or hear.
I can count the syllables of a word I say or hear.
I can name the beginning sound of a word I say or hear.
I can name the middle sound of a word I say or hear.
I can name the ending sound of a word I say or hear.
I can change a letter in a word to make a new word.

First Grade
I can produce single syllable words by blending sounds, including consonant blends.
I can break words into sounds and syllables.
I can distinguish between long and short vowel sounds.
I can isolate and pronounce beginning, middle and ending sounds in words.
I can add or substitute sounds in one-syllable words to make new words.
**Phonemic Awareness** - What should your child be able to do according to our standards?

- The 2nd through 5th Grade Standards do not include phonemic awareness skills because it is intended that children at this age have mastered this concept, however there are skills they can work on.

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<tbody>
<tr>
<td>6</td>
<td>Syllable Deletion</td>
<td>Say &quot;tulip&quot; now say it again, but don’t say /tu/ (lip)</td>
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<td></td>
<td>Blending of 2- and 3- phoneme words</td>
<td>/sl/ /ul/ /ln/ (sun), /bl/ /al/ (bow)</td>
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<td></td>
<td>Segments 2- and 3- phoneme words (no blends)</td>
<td>Say the sounds in the word “boat” as you move a bead for each sound (/bs/ /ol/ /tr/).</td>
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<tr>
<td>6 1/2</td>
<td>Segments words that have up to 3- or 4- phonemes (including blends)</td>
<td>Say the sounds in the word “black” as you move a bead for each sound (/bs/ /ll/ /al/ /k/).</td>
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<td></td>
<td>Phoneme substitution to build new words (no blends)</td>
<td>Change the /c/ in “cat” to /b/ (bat).</td>
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<td>7</td>
<td>Phoneme Deletion (initial and final word positions)</td>
<td>Say “seed”. Now say it again without the /d/ (see).</td>
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<tr>
<td>8</td>
<td>Phoneme Deletion (initial position including blends)</td>
<td>Say “sled”. Now say it again without the /s/ (led).</td>
</tr>
<tr>
<td>9</td>
<td>Phoneme Deletion (medial and final blend positions)</td>
<td>Say “snail”. Now say it again without the /n/ (sail).</td>
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Adams, et al., 1998; Gillon, 2004; Goswami, 2000; Paulston, 2004; Rath, 2001

Be sure to visit [www.maketakeczech.com](http://www.maketakeczech.com) for ideas and activities for teaching phonological and phonemic awareness skills!
**Phonemic Awareness Activities you can do**

From the Florida Center for Reading Research

"Yes, fox and box rhyme! Rhyme time!"

"No, dog and hat do not rhyme!"
**Phonics - What should your child be able to do according to our standards?**

**Kindergarten:**
- I can change a letter in a word to make a new word.
- I can say the sounds of each letter.
- I can identify long and short vowel sounds in simple words.
- I can read high-frequency words.
- I can find the difference in words that look the same.

**First Grade:**
- I can read word high frequency words.
- I can decode/read words with one or two-syllables.
- I can read words with inflectional endings.
- I can read words with different digraphs and consonant blends.
- I can read words with a long vowel because of final -e and vowel teams.
PHONICS - WHAT SHOULD YOUR CHILD BE ABLE TO DO ACCORDING TO OUR STANDARDS?

Second Grade:

- I can identify the long and short sound of each vowel.
- I can decode words with long and short vowels.
- I can decode words with vowel teams.
- I can read two-syllable words with long vowels.
- I can read two-syllable words with short vowels.
- I can read words with common irregular spellings. (like soft c or -tion)
- I can read words with prefixes.
- I can read words with suffixes.
- I can read second-grade high-frequency words.

Third Grade:

- I can identify and know the meaning of the most common prefixes and suffixes.
- I can decode words with common Latin suffixes.
- I can decode multisyllabic words.
- I can read grade-appropriate high frequency words.
PHONICS - WHAT SHOULD YOUR CHILD BE ABLE TO DO ACCORDING TO OUR STANDARDS?

Fourth Grade:
I can decode unfamiliar multisyllabic words.
I can decode words that have more than one syllable.
I can use phonics rules and patterns to decode.

Fifth Grade:
I can decode unfamiliar multisyllabic words.
Why does this matter?

Phonics gives kids the tools that they need to unlock decodable words.

- Helps children use the sound-symbol relationship to read and write words.
Phonics Activities you can do

From the Florida Center for Reading Research
Module 2 - At Home Online Resource


- Visit the appropriate parent resource depending on the age and skill set of your child.
- Review the age/grade appropriate resources
- Choose 1 phonemic awareness activity to complete with your child
- Choose 1 phonics activity to complete with your child
- Fill out the parent survey to share what you did and its impact