

The Path to Reading and Spelling

Hosted by
The Dyslexia Initiative

<https://www.thedyslexiainitiative.org/the-parent-sessions>

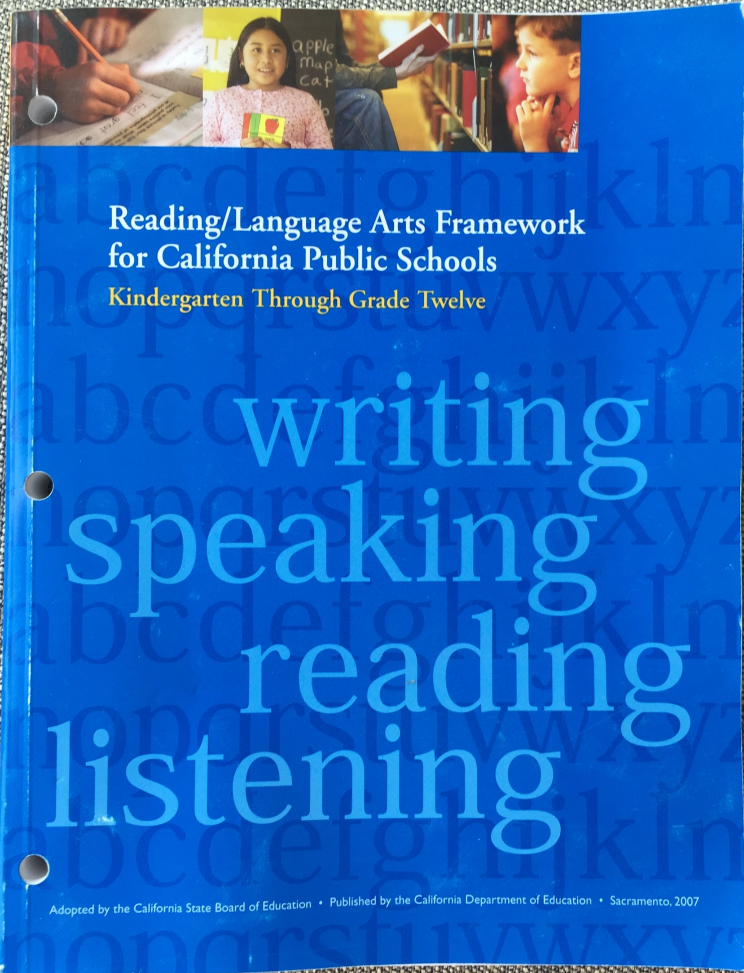
Marvi Hagopian, Presenter

January 20, 2022

The Path to Reading and Spelling

Purposes of Today's Session Is to:

- Observe a phonemic awareness activity on initial phoneme segmentation.
- Share a phonemic awareness warm-up to prepare children for sound/spelling correspondence lessons.
- Introduce sound/spelling cards.
- Explain a sound/spelling correspondence routine.



California Reading/Language Arts Framework

<https://www.yumpu.com/en/document/read/24882456/reading-language-arts-framework-california-department-of->

Download the document here:

<https://yumpudownload.com/?fbclid=IwAR2wesfdYdYUw2YjQ6hfsmbGa3FxZjcmThQaL5to1W-1o0fMIcWk0oJJSc4>

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The Simple View of Reading:

<https://www.readingrockets.org/article/simple-view-reading>

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Scarborough's Reading Rope

This image originally appeared in the following publication: Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

https://en.wikipedia.org/wiki/Hollis_Scarborough

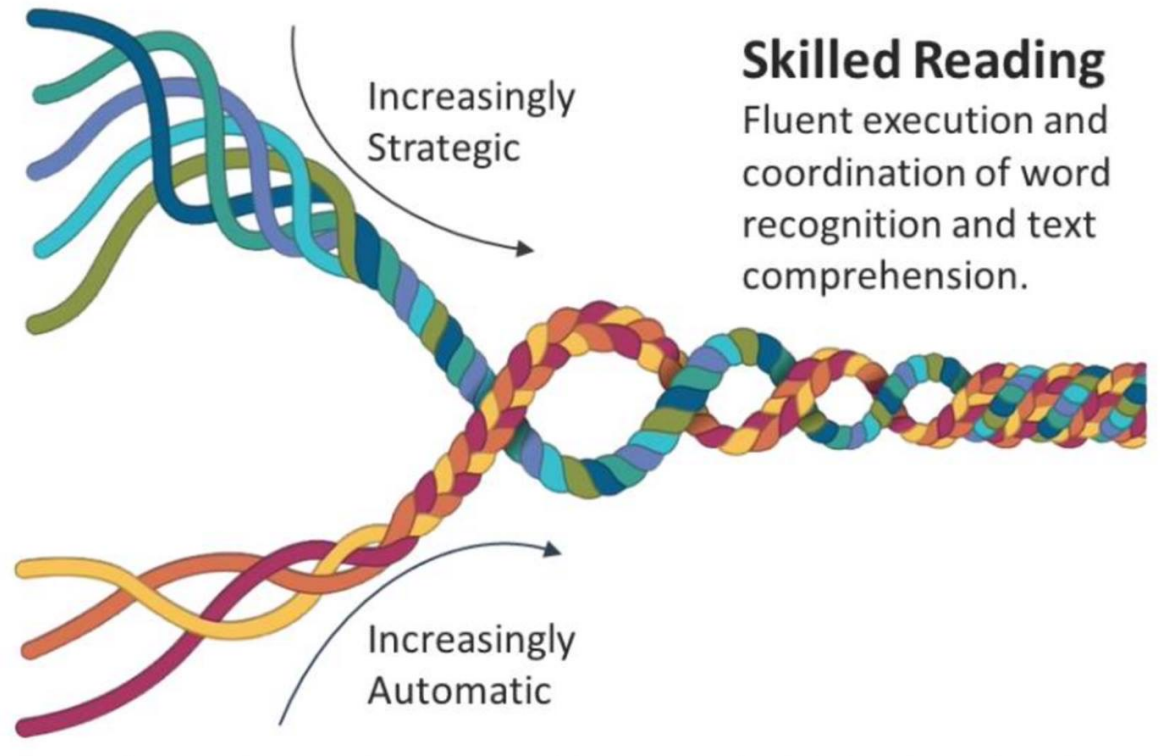
https://www.google.com/books/edition/Handbook_of_Early_Literacy_Research/a_fiqtdRQGwC?hl=en

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Photo courtesy of AIM Institute for Learning and Research

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ELA Standards

Word Analysis, Fluency, and Systematic Vocabulary Development

Kindergarten

Phonemic Awareness:

Distinguish orally-stated one-syllable words and separate them into beginning and ending sounds.

Decoding and Word Recognition:

Match all consonant and short-vowel sounds to appropriate letters.

Grade 1

Phonemic Awareness:

Distinguish initial, medial, and final sounds in single syllable words.

Decoding and Word Recognition:

Generate the sounds from all letters and letter patterns, including consonant blends and long-and short-vowel patterns.

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Academic Language

**Phonemic awareness and sound/spelling
correspondence academic words:**

- Sound
- Letter/Spelling
- First/Starts/Begins
- Last/Ends
- Middle

Check for understanding.

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Onset Fluency/Initial Phoneme Isolation:

<https://www.youtube.com/watch?v=1DCi7Tar29o>

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Phonemic Awareness Warm-up Activities

Remember to:

- Play games using words that begin with the sound of the target letter.
- Show pictures of objects beginning with the target sound.
- Play the  game.

<https://dryicons.com/free-icons/thumbs-up-thumbs-down> Icon by Dryicons

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Progression of Phonemic Awareness Lessons

Teaching Phoneme Isolation:

- Separate the **first** sound in a word.
- Separate the **ending** sound in a word.
- Separate the **middle** sound in a word.

Daily phonemic awareness activities are designed to be brief (5 minutes).

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Houghton Mifflin Sound/Spelling Card Examples

Effectively Using Sound-Spelling Cards in the Classroom:

<https://www.youtube.com/watch?v=u4X3kQXs8WY>

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Houghton Mifflin Sound/Spelling Card Examples

Monday Mornings with Marisa: Sound Spelling Cards

https://www.youtube.com/watch?v=R9tM2k_7QCg

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Sound/Spelling Card Lesson

Prerequisite Knowledge

1. A sound/spelling card was used to introduce the letter.
 - The teacher asked students to tell her what they know about the letter.
 - The students knew the:
 - 1) Letter's name
 - 2) Letters were upper- and lower-case J
 - 3) Letter was a consonant (Consonants are color-coded black; vowels are red.)

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Sound/Spelling Card Lesson

2. The **name** and **picture** of the card is introduced.

- The **name** reminds students of the sound the spelling represents.
- The **picture** reminds students of the sound the spelling represents.

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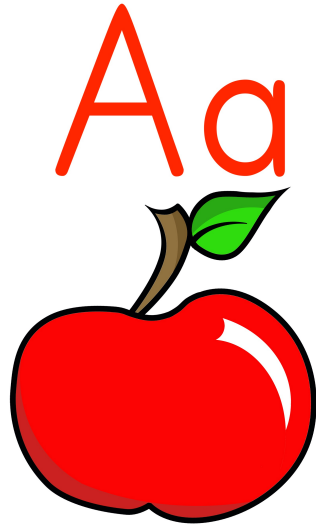
Sound/Spelling Card Lesson

3. The children were told they would learn the hidden spellings in later lessons.
4. An alliterative story emphasizing the target sound was read aloud two times.

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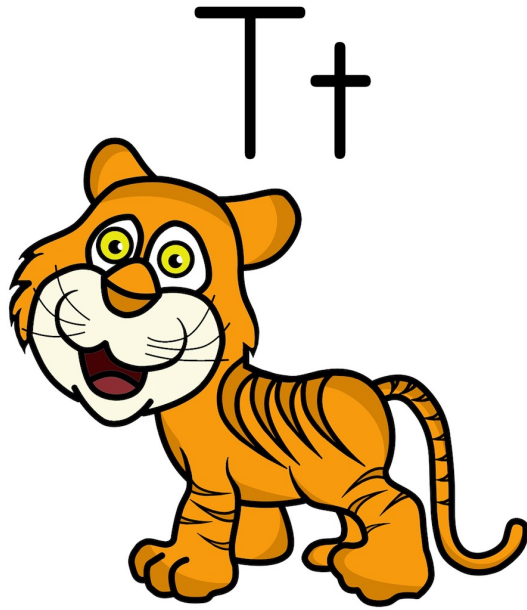
Sound/Spelling Card Lesson

5. The children were asked to practice saying the sound 5 times.
6. The teacher explained where the spelling most often occurs in a word or syllable. Some **sound/spellings** are unique to their placement in a word ...or in relation to the sounds that come before or after the spelling.



Short-Vowel Sound/Spelling Correspondence Routine:

- This letter is **A**.
- What's the letter's name? The child answers, "**A**."
- Yes, this letter's name is **A**.
- Red letters are vowels.
- Is **A** a consonant or a vowel? The child will say, "Vowel."
- Yes, **A** is a vowel. Red letters are vowels.
- The sound of **A** is /a/.
- What's the sound of **A**? The child responds, "/a/."
- Yes, **A** says /a/.
- The spelling for /a/ is **A**.
- What's the spelling? The child answers, "**A**."
- Tell me again, name of the letter? The child says, "**A**."
- Sound? The child says, "/a/."
- Spelling? The child says, "**A**."
- Great! **A** says /a/.



Consonant Sound/Spelling Correspondence Routine:

- This letter is T.
- What's the letter's name? The child answers, "T."
- Yes, this letter's name is T.
- Black letters are consonants.
- Is T a consonant or a vowel? The child will say, "Consonant."
- Yes, T is a consonant. Black letters are consonants.
- The sound of T is /t/.
- What's the sound of T? The child responds, "/t/."
- Yes, T says /t/.
- The spelling for /t/ is T.
- What's the spelling? The child answers, "T."
- Tell me again, name of the letter? The child says, "T."
- Sound? The child says, "/t/."
- Spelling? The child says, "T."
- Great! T says /t/.
- What word starts with /t/?
- Use _____ in a sentence

The Path to
Reading and
Spelling
Mixed
Practice

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| T | t | t | T | t | t | T | t | T |
| a | t | s | m | t | a | m | a | |
| s | t | a | t | m | s | a | m | |
| t | s | t | a | m | t | a | s | t |
| a | t | m | t | a | s | t | a | t |

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Delivering a Lesson

- Pronounce consonant sounds correctly with no /ə/ at the end.
- Watch the child's mouth as sounds are pronounced and look for articulation errors.
- Make corrections gently and respectfully.
- Reteach when necessary.
- Have the child say words starting with the target sound and use them in a sentence.
- Children who have challenges with letter or word retrieval will need extra support and practice.

Think Time

Embrace the Pause



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Sound/Spelling Lesson



colorful-wrapped-gift-box-icon-
red-bow-colorful-wrapped-gift-
box-icon-presents-decoration-
flat-design-christmas-surprise-
bow-138984165.jpg

- Simple View of Reading: if a word has been decoded and its meaning is known, the word has been read
- Ensure children understand the academic language used in the lesson.
- Do a phonemic awareness warm-up lesson prior to teaching a sound/spelling.
- Remind children to use sound/spelling cards when decoding and spelling.

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Sound/Spelling Lesson



colorful-wrapped-gift-box-icon-
red-bow-colorful-wrapped-gift-
box-icon-presents-decoration-
flat-design-christmas-surprise-
bow-138984165.jpg

- Create activities and games that focus on the target sound/spelling.
- Use mixed practice for new and previously taught sounds/spellings.
- Pause for Think Time.
- Reteach when necessary.
- Provide ample practice in a variety of ways until proficiency is achieved.

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Recommendations:

1. Visit The Dyslexia Initiative website.

- <https://www.thedyslexiainitiative.org>
- Choose "Recorded Sessions" in the menu.
- Click on "The Parent Sessions."

2. Use sound/spelling cards to teach sound/spelling correspondence.

3. Follow a consistent routine when teaching sounds/spellings.

4. Join us Thursday, February 3, 2022, for Parent Session 15 on Letter Formation and Handwriting.



<http://clipart-library.com/people-talking-cliparts.html>

Chat

- Get to know each other
- Make comments
- Ask questions