

Early Literacy Skills

Supporting Your Child As They Begin Their
Journey

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Tonight's Outcomes

- Understand that there is a continuum of Phonological Awareness Skills
- Learn how we begin teaching reading to your child
- Feel confident supporting your child at home



LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE

VOCABULARY KNOWLEDGE

LANGUAGE STRUCTURES

VERBAL REASONING

LITERACY KNOWLEDGE

*increasingly
strategic*

Skilled Reading: Fluent
execution and
coordination of word
recognition and text
comprehension.

WORD RECOGNITION

PHONOLOGICAL AWARENESS

DECODING (and SPELLING)

SIGHT RECOGNITION

*increasingly
automatic*

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Scarborough, 2001

Phonological Awareness

Phonological Awareness is an individual's awareness of the sound structure of a spoken word (Gillon, 2004).

Why Is This Necessary?

- Phoneme = speech sound
- Foundation for reading success
- Readies students for letter-sound relations they will encounter in print
- Improves word reading, spelling, and comprehension

How Will My Child Learn Early Literacy Skills?

“One of the most important jobs of any teacher of reading and writing is to direct students’ attention to the details in printed words so that they can readily access the meanings that print represents.” (Moats, 2010)

In The Classroom:

- Phonological Awareness Activities (words in a sentence, syllable counting, rhyming, blending and segmenting of multisyllabic words.)
- **Phonics** is taught systematically and explicitly
- **Phonics** is taught in a multisensory way
- Students are provided rich oral language experiences, taught print concepts and are allowed opportunities to practice and transfer these skills with support and guidance





Sentence Segmentation- Segment sentences into spoken words

Ex: The dog sat (3 words)

Rhyme- Match word endings

Ex: Recognition (do sat and cat rhyme?) Production (what word rhymes with mop?)

Syllable- Count, blend, segment syllables in multisyllabic words

Ex: Count (picnic=2 syllables) Blend (/pa/per/=paper) Segment (magnet=/mag/net/)

Onset-Rime- Blend and segment the initial consonant/consonant cluster (onset) and the vowel and any consonant sounds spoken after it (rime.)

Ex: Blend (/sh/ake/=shake) Segment (grin=/gr/in/)



Phoneme- Isolate and produce phonemes in one-syllable words in the initial, final and medial positions.

Ex: First sound in sun (/s/) Last (/n/) Medial (/u/)

Phoneme- Blend, Segment, and Substitute phonemes in one-syllable words.

Ex: Blend (/r/u/n/=run) Segment(run=/r/u/n/) Substitute (what is the word if we change /r/ to /s/?)



So, What Can *I* Do?!

Focus on Oral Language!

PreK-2

Nursery Rhymes

Alliteration

Concepts About Print

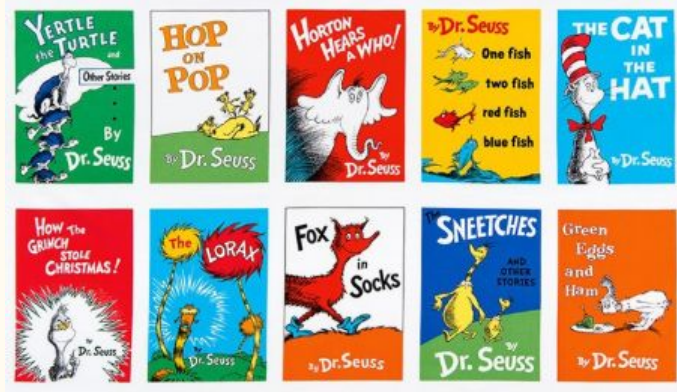
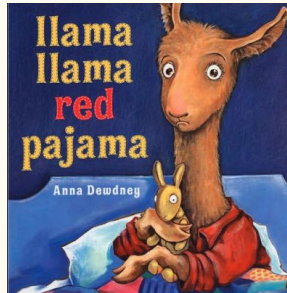
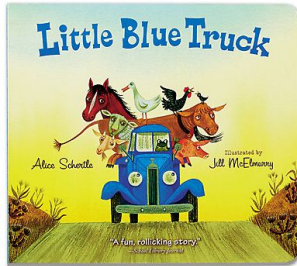
Wordless Books

Storytelling

Build Vocabulary

Nursery Rhymes/ Rhyming Books

Build Awareness of Rhyming and Rhythm



Alliteration

Build an awareness of Beginning Sounds



Use names to show the link between letters and sounds:

“*Jessica*, your name begins the same way as the word *jar*. They both begin with the letter *j*!” Think of other words that begin with *j*

Create Imaginary Grocery Lists with items that begin the same way:

Carrots, corn, cake, candy

Play *What’s The Beginning Sound?*

Say a word. Have your child tell you the sound it begins with.

Play *What Doesn’t Belong?*

Alligator, Apple, Unicorn

Ice Cream, Table, Island

Monkey, Cat, Marble

Concepts Of Print

Building Print Awareness

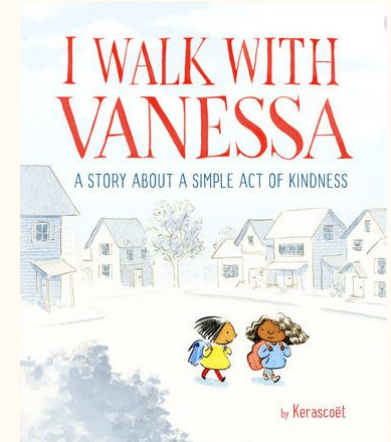
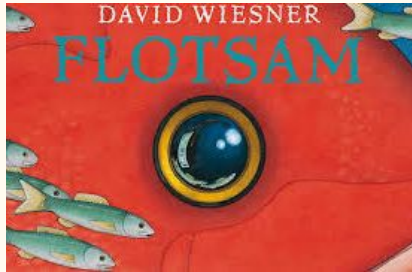


- Say and Show, “This is the cover of the book. Here is the title.”
- “The author of this book is _____” Remind your child that an author writes a book.
- Point under the words as you read.
- Demonstrate caring for books and how to properly turn the page

Wordless Books & Storytelling

Build a sense of “how a story goes”

Supports Vocabulary, Oral Language, Comprehension and Writing



Building Vocabulary

- Narrate!

“Throw that bag of peas into the cart. Toss it in. Throw and toss are similar or kind of the same!”

“I’m exhausted. That means I am so tired.”

- Building or Drawing by giving Directions

Let’s try it!

When In Doubt:

Remember: It is all about mindset!



The Power of...YET!