

1. Teach kids that print has meaning.
2. Learn letters
3. Phonological awareness - understand sounds, language, syllables, onset rime, rhyming to teach phonological awareness
4. Phonemic awareness - a type of phonological awareness, the ability to identify and manipulate individual phonemes within the word. Ex. Cat is one syllable and 3 phonemes. This is called segmenting C (kuh) A (ah) T (tuh). Blending is the opposite process of synthesizing the segments into a unified sound. Deleting is when students take out a sound like asking a student to predict pronunciation when deleting a phoneme like Cat to At.
5. Instructional Strategies: games that encourage rhyming and sound matching, Clapping syllables to increase awareness of sounds within a word, Using chips to count phonemes, Elkonin Boxes to understand phonemes. (Each Elkonin box represents 1 phoneme in a word.)
6. Progression of skills (Easier to Hard): 1. Rhymes and syllables 2. Phonemes (within phonemes easier is identification and manipulation is harder, example cat to cut is a form of insertion manipulation, cat to at is deletion manipulation, pat to prat is insertion manipulation.)
7. Decoding is reading, encoding is writing
8. Blending is part of the reading process, Segmenting is part of the writing process
9. Digraphs are a pair of letters that make a single phoneme, ex SH in ship, ch in chair, th in think, ea in bead
10. Blends are a combination of 2 or more consonants that retain individual sounds but are pronounced quickly. Bl in blue to St in stop
11. Basics of phonics instruction:
  - a. Decoding skills: these are consonant sounds, Short long vowel sounds, consonant blends and digraphs, complex vowel patterns ex. Diphongs (vowel sounds in which tongue glides from 1 vowel sound to another within the same syllable, ex. Sky, buy, boy), R controlled vowels (Bossy r) when vowel is followed by the letter r alternating the way the vowel is pronounced, ex. Car, star, fern, bird
  - b. Syllable Types:
    - i. Closed (end with at least one consonant which closes the vowel. This makes the vowel make a short sound, ex. Cat, dog, Rabbit, picnic),
    - ii. Open syllables (end with a vowel that is not followed by a consonant and has a long vowel sound, ex. He, me, go, know, now, baby, open, tiger)
    - iii. Vowel-consonant e (magic e syllables or silent e, it contains a vowel followed by a consonant followed by a silent e. This makes the preceding vowel say its name, ex. tote)
    - iv. Vowel teams: consists 2 or more vowels that represent a single sound and work together in a syllable. 1. Long vowel teams, ex seat, 2. variant vowel teams, unique or unexpected sound, 3. Diphthongs, 4.
    - v. R controlled syllable types,

- vi. Consonant le, (Creates a schwa vowel sound which occurs before the le at the end of a word ex. Candle. The schwa sound (uh) is the most common vowel sound in the english language)
  - c. High Frequency Words/Sight words
  - d. Teach words that do not follow regular patterns
12. Word analysis strategies: Structural analysis (prefixes, suffixes, inflectional endings(suffixes added to the base to indicate possession, tenses), contextual analysis(using context clues), Using morphological clues to figure out word meanings (latin roots),
13. Supporting Struggle learners: Orton-Gillengham (multisensory approach to teach reading.), small groups, running records/tracking mistakes, miscue analysis, decoding inventories
14. Fluency: Students can now read words on the page that is age appropriate. 3 components of fluency:, 1. accuracy(correctly reading the word), 2. rate (speed that they read the word), 3. prosody (expression and intonation of the reading of text.)
- a. Developing Fluency (repeated readings, pair reading, choral readings, echo readings), Reader's Theater,
  - b. Accessing Fluency: wpm
15. Vocabulary Development