

The Path to Reading and Spelling

Hosted by
The Dyslexia Initiative

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

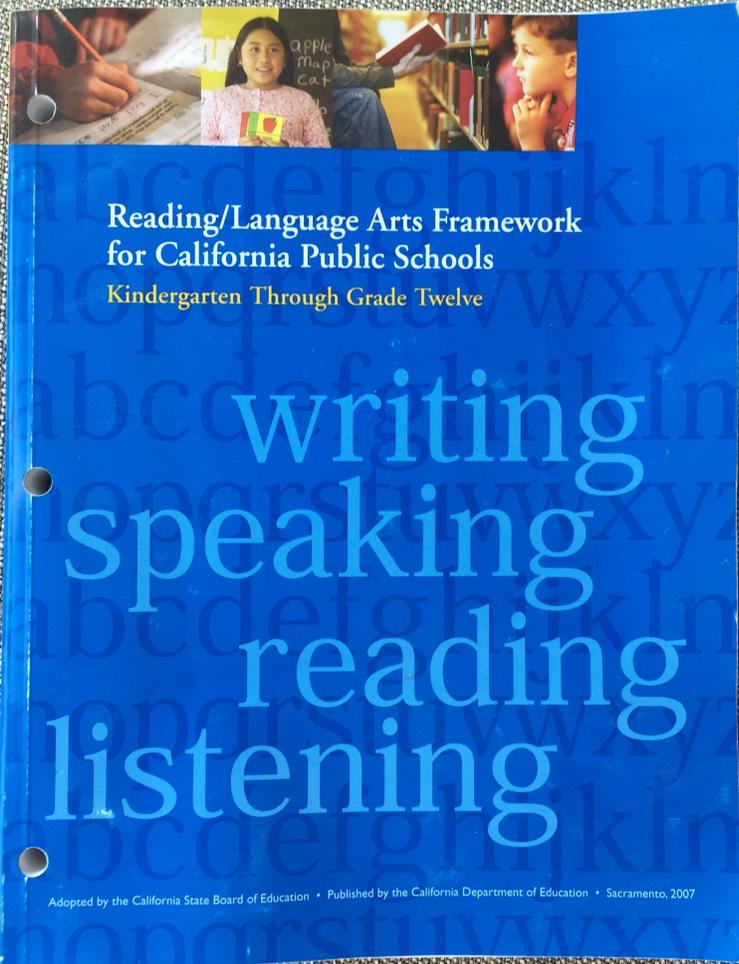
Marvi Hagopian, Presenter

November 16, 2021

The Path to Reading and Spelling

Purpose of Today's Session

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



California Reading/Language Arts Frameworks

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

Download the document here:

<https://yumpudownload.com/?fbclid=IwAR2wesfdYdYUw2YjQ6hfsmbGa3FxZjcmThQaL5to1W-Io0fMIcWk0oJJSc4>

The Path to Reading and Spelling

The Simple View of Reading:

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

The Path to Reading and Spelling

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

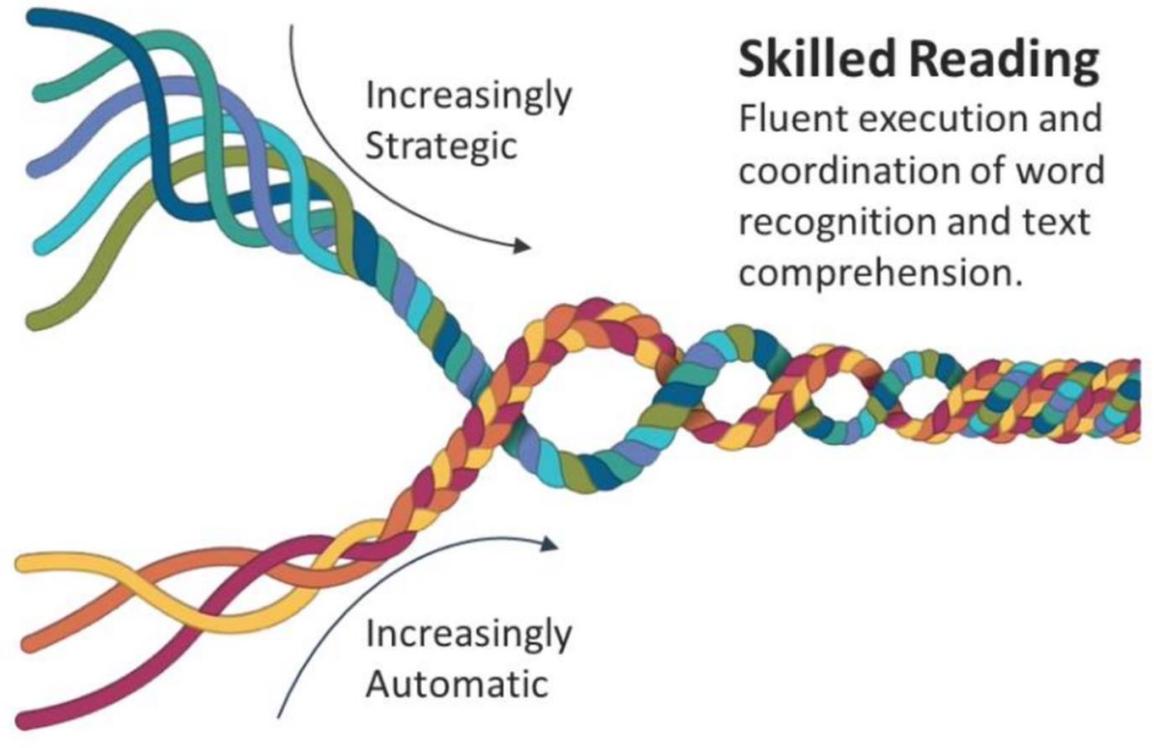
https://www.google.com/books/edition/Handbook_of_Early_Literacy_Research/a_fiqtdRQGwC?hl=en

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

The Path to Reading and Spelling

ELA Standards

Word Analysis, Fluency, and Systematic Vocabulary Development

Kindergarten

Grade 1

Phonemic Awareness:

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

Decoding and Word Recognition:

Match all consonant and short vowel sounds to appropriate letters.

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.

The Path to Reading and Spelling

Academic Language

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

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

Check for understanding.

The Path to Reading and Spelling

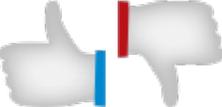
Onset Fluency/Initial Phoneme Isolation:

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

The Path to Reading and Spelling

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.
- Be brief (5 minutes is sufficient).

The Path to Reading and Spelling



Houghton Mifflin Sound/Spelling Card Examples

Effectively Using Sound-Spelling Cards in the Classroom:

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

The Path to Reading and Spelling



Houghton Mifflin Sound/Spelling Card Examples

Monday Mornings with Marisa: Sound Spelling Cards

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

The Path to Reading and Spelling

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.)

The Path to Reading and Spelling

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.

The Path to Reading and Spelling

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.

The Path to Reading and Spelling

Sound/Spelling Card Lesson

5. The children were asked to repeat the sound 5 times.
/j/ /j/ /j/ /j/ /j/
6. Where the spelling most often occurs was explained:
 - /j/ is spelled “j” at the beginning of a word or syllable.
 - When a word or syllable starts with /j/ it is usually spelled with a “J.”

The Path to Reading and Spelling 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/.

The Path to Reading and Spelling

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/.

The Path to Reading and Spelling

Mixed Practice

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 a t m t a s t

The Path to Reading and Spelling

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.
- Children who have challenges with letter or word retrieval will need extra support and practice.

Think Time

Embrace the Pause



The Path to Reading and Spelling

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.



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

The Path to Reading and Spelling

Sound/Spelling Lesson

- 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 mastery is achieved.

The Path to Reading and Spelling

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.



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

Chat

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