



## Grade K-5 eLearning Guide – Weeks 3 & 4

### Critical, Evidence-Based Components of Dyslexia Instruction

- **Phonological awareness** – “phonological awareness is the understanding of the internal sound structure of words. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds. An important aspect of phonological awareness is the ability to segment spoken words into their component phonemes [phonemic awareness].” (Birsh, 2018, p. 26).
- **Sound-symbol association** – Sound-symbol association is the knowledge of the various speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds. The mastery of sound-symbol association (alphabetic principle) is the foundation for the ability to read (decode) and spell (encode) (Birsh, 2018, p. 26). “Explicit phonics refers to an organized program in which these sound symbol correspondences are taught systematically” (Berninger & Wolf, 2009, p. 53).
- **Syllabication** – “A syllable is a unit of oral or written language with one vowel sound. Instruction must include the six basic types of syllables in the English language; closed, open, vowel-consonant-e, r-controlled, vowel pair (or vowel team), and final stable syllable. Syllable division rules must be directly taught in relation to the word structure” (Birsh, 2018, p. 26).
- **Orthography** – Orthography is the written spelling patterns and rules in a given language. Students must be taught the regularity and irregularity of the orthographic patterns of a language in an explicit and systematic manner. The instruction should be integrated with phonology and sound-symbol knowledge.
- **Morphology** – “Morphology is the study of how morphemes are combined to form words. A morpheme is the smallest unit of meaning in the language” (Birsh, 2018, p. 26).
- **Syntax** – “Syntax is the set of principles that dictate sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence variation, and the mechanics of language” (Birsh, 2018, p. 26).
- **Reading comprehension** – Reading comprehension is the process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific purpose for reading. The reader’s skill in reading comprehension depends upon the development of accurate and fluent word recognition, oral language development (especially vocabulary and listening comprehension), background knowledge, use of appropriate strategies to enhance comprehension and repair it if it breaks down, and the reader’s interest in what he or she is reading and motivation to comprehend its meaning (Birsh, 2018, p. 14; Snow, 2002).
- **Reading fluency** – “Reading fluency is the ability to read text with sufficient speed and accuracy to support comprehension” (Moats & Dakin, 2008, p. 52). Fluency also includes prosody.

# Grades K-5 - Phonological Awareness

## Objectives

- Students will understand that spoken language is made up of words and that words are made up of individual units of sound (phonemes).
- Students will develop an awareness that words are composed of phonemes (sounds).
- Students will develop an awareness that sounds have distinct articulatory features.
- Skills include:
  - concept of spoken word
  - rhyme
  - syllables
  - phonemes
  - phoneme manipulation

**Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.**

## For Parents

- Each day, choose one or two activities to develop phonological awareness.
- Make sure they are short and fun.
- Avoid allowing your child to get frustrated.
- Print task list provided below.
- Complete this process for all lesson activities.

## For Students

- Listen to a sentence read aloud and think about how many words are in it.
  - [Concept of Spoken Word](#)
- Recognize, complete and produce rhyme
  - [List Rhyming Words](#)
- Blend, segment or delete syllables
  - [List of Syllables](#)
- Phonemes
  - [Phoneme List](#)
- Optional Lessons
  - Read a rhyming book with your child and identify rhyming words.
    - [List of books that rhyme](#)
    - [Nursery Rhymes](#)

## Resources

- [Phonological Awareness](#)
- [The Measured Mom](#)

# Grades K-5 - Fluency

## Objectives

- Students will understand that fluency is the ability to decode and comprehend at the same time.
- Students will develop fluency by grouping words into appropriate clauses or phrases with correct intonation, stress, and pausing.

**Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.**

## For Parents

- Each day choose one or two activities to develop fluency.
- Print tasks list provided below.
- Complete this process for all the lesson activities.
- Do activities to help your child read easily and smoothly.

## For Students

- Select a poem and read alone or with a parent, re-read, buddy read.
  - [Sight word poems](#)
  - [Plum Gum poems](#)
- Practice reading red word/snap word phrases.
  - [Fluency phrases](#)
- Read the alphabets with intonation, punctuation, and prosody.
  - [Alphabet conversation](#)
- Practice reading a sentence tune demonstrating appropriate expression.
  - [Sentence Tune](#)

## Resources

- [29 Most Popular Children's Poems](#)
- [Poetry4kids](#)
- [Timothy Raskinski Fluency Resources](#)

# Grades K-5 - Handwriting

## Objectives

- The student will practice handwriting using multisensory methods in order to strengthen the multiple language processes involved, such as letter production, listening to the letter names, saying letter names, and producing the letters from memory.

**Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.**

## For Parents

- Choose one or two practice pages every day.
- Prompt your child to say the letter name and the letter sound as they write the letter. For example, "T says /t/."

## For Students

- OG Zaner Bloser Practice Pages
  - [OG Zaner Bloser](#)

## Resources

- [Kindergarten Tracing Letters Worksheets](#)
- [Free Cursive Writing Worksheets - Printable](#)
- [Make Your Own Salt Tray](#)

# Grades K-5 - Sound Symbol Association

## Objectives

- Sound-symbol association is the knowledge of the various speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds. The mastery of sound-symbol association (alphabetic principle) is the foundation for the ability to read (decode) and spell (encode) (Birsh, 2018, p. 26).
- Students will be able to achieve automaticity with naming and identifying letters and their sounds.

**Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.**

## For Parents

- Print tasks list provided below.
- Have students point to each letter, say its name, and produce its sound.
- Repeated practice is encouraged with both upper and lower case letters.

## For Students

- Lower Case Rapid Naming
  - [Chart](#)
- Upper Case Rapid Naming
  - [Chart](#)
- Vowel Rapid Naming
  - [Chart](#)

## Resources

- [Alphabet flash cards](#)

# Grades K-5 - Syllabication (Decoding)

## Objectives

- A syllable is a unit of oral or written language with one vowel sound.
- Learning to recognize syllable types trains the brain to break words into manageable chunks.
- Students will use their knowledge of syllable types to decode multisyllabic words strategically.

**Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.**

## For Parents

- Print tasks list provided below.
- Discuss with your student.
- Revise work as needed.
- Complete this process for all the lesson activities.

## For Students

- Mixed Syllable Types
  - [Decoding 1](#)
  - [Decoding 2](#)
  - [Decoding 3](#)
  - [Decoding 4](#)
  - [Decoding 5](#)
  - [Decoding 6](#)
  - [Decoding 7](#)
  - [Decoding 8](#)
  - [Decoding 9](#)
  - [Decoding 10](#)

## Resources

- [7 Syllable Types](#)
- [What is a syllable](#)
- [Syllable Division Bookmark](#)

# Grades K-5 - Comprehension

## Objectives

- Students will understand that reading is more than reading words; reading is understanding what is being conveyed through the text.
- Students will demonstrate reading comprehension by answering questions about and discussing what they read.

**Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.**

## For Parents

- Print tasks list provided below.
- Have your child read a book or chapter in a book. Use the Comprehension Questions Resource to ask questions and discuss the book with your child. Another variation is to have your child draw what is happening on sticky notes or paper as they read. Then, share those with you.
- Have your child listen to and read along with an audiobook. Ask them to tell you about what he read.
- Buddy read with your child.

## For Students

- Choose a book from your bookshelf, the library, or Learning Ally to read.
- Use the comprehension questions to discuss your book with an adult.
- [Comprehension Questions](#)
- [More Reading Comprehension Questions](#)
- [Learning Ally Audiobooks](#)
- [What do I Already Know?](#)
- [Summary News](#)

## Resources

- [Learning Ally: Audio Books for Dyslexia & Learning Disabilities](#)
- [Comprehension Bookmark](#)
- [Time for Kids-Free Digital Library](#)
- [Scholastic News-Free Resources](#)