

Grade K-5 Overview – Weeks 9 & 10

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.
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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

- 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 the lesson activities.

For Students

- Listen to a sentence read aloud and think about how many words are in it.
 - [Sentence Segmentation](#)
- Rhyme Production
 - [Matching Rhyme Time](#)
 - [Rhyminga-lot-oh!](#)
- Blending & Segmenting Syllables
 - [Blending & Syllables](#)
 - [Blending & Segmenting- Treasure Chest](#)
- Phonemes-beginning and ending sounds
 - [Phoneme Matching-One Card Out](#)
 - [Phoneme Isolating-Move & Tell](#)
 - [Phoneme Manipulation-Make It, Find it, Keep it](#)
- Read a rhyming book with your child and identify rhyming words.
 - [List of books that rhyme](#)
 - [Rhyme & Repetition Books](#)
 - [Nursery Rhymes](#)

Resources

- [Phonological Awareness](#)
- [The Measured Mom](#)
- [What is Phonological Awareness?](#)

- [What is Phonological Awareness video](#)

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

- 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 from the Sight Word Poems, Plum Gum Poems below, or from one of the additional **Resources** to read alone or with a parent, re-read, buddy read.
 - [Sight word poems](#)
 - [Plum Gum poems](#)
 - [Jack Prelutsky Poems](#)
 - [Reader's Theater Scripts](#)
- Practice reading red word/snap word phrases.
 - [Fluency phrases](#)
 - [Syllable Speed Practice](#)
 - [Fast Words](#)
- Read the alphabets with intonation, punctuation, and prosody.
 - [Alphabet conversation](#)
- Practice reading a sentence tune demonstrating appropriate expression.
 - [Sentence Tune](#)
- Practice reading sentences. Make sure to change your voice for each type of punctuation (? = voice goes up at the end, ! = speak with strong emotion). Take a look at the **Punctuation for Fluency** Resource as a reminder.
 - [Fluency Sentences](#)
 - [Roll an Emoji](#)

Resources

- [What is Fluency?](#)
- [29 Most Popular Children's Poems](#)
- [Poetry4kids](#)
- [Timothy Rasinski Fluency Resources](#)
- [Shel Silverstein Poems](#)

- [Punctuation for Fluency](#)

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 Page
 - [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 charts provided below for concepts your child has learned.
- Set a timer for 1 minute. Start the timer and have students point to the letter(s) in each box and say the sound, reading the rows left to right and top to bottom. If the student gets to the bottom of the page and there is still time left, have them continue again at the top of the page until the timer goes off. Count how many sounds they were able to say correctly in 1 minute. The next time they do the activity, see if they can increase the number they get correct.
- Repeated practice is encouraged.

For Students

- Lower Case Rapid Naming
 - [Chart](#)
- Upper Case Rapid Naming
 - [Chart](#)
- Vowel Rapid Naming
 - [Chart](#)
- [R-blends Rapid Naming](#)
- [L-blends Rapid Naming](#)
- [S-blends Rapid Naming](#)
- [Tri-blends Rapid Naming](#)
- [Vowel Teams Rapid Naming](#)
- [Digraphs Rapid Naming](#)
- [Final T Blends Rapid Naming](#)
- [Final Other Blends Rapid Naming](#)
- [R-Controlled Rapid Naming](#)
- [Diphthongs Rapid Naming](#)
- [Consonant -le Rapid Naming](#)

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

- Students should choose syllable division tasks for the syllable types they have learned with their Dyslexia Support Teacher.
- Discuss with your student. The [7 Syllable Types](#) and [Syllable Division Bookmark](#) in the Resources below are helpful for refreshing student's memories or for reference as they do the syllable division tasks.
- Revise work as needed.

For Students

- Choose a Syllable Type or 2 that you have learned in class to practice.
 - [Syllable Division - Closed](#)
 - [Syllable Division - Open](#)
 - [Syllable Division - Magic E](#)
 - [Closed/Magic E practice](#)
 - [Mixed Closed, Open, Magic E](#)
 - [Bossy R](#)
 - [Dividing Longer words with Open, Closed and Magic E](#)
 - [Vowel Teams & Diphthongs](#)
 - [Syllable Division - Consonant le](#)
 - [Syllable Division V/V](#)
- If you have learned all 7 seven types, sort syllables by syllable type.
 - [Seven Syllable Type Sort](#)
 - [Piece It Together](#)

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](#)