

*Literacy*  
NIGHT



# Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"  
reads **20 minutes**  
each day

3600 minutes in  
a school year

**1,800,000 words**



*90<sup>th</sup> percentile*

Student "B"  
reads **5 minutes**  
each day

900 minutes in  
a school year

**282,000 words**



*50<sup>th</sup> percentile*

Student "C"  
reads **1 minute**  
each day

180 minutes in  
a school year

**8,000 words**



*10<sup>th</sup> percentile*



By the end of 6<sup>th</sup> grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)

Grade	F + P Level	Lexile
	<b>AA</b>	
Kinder	<b>A</b>	
	<b>B</b>	
	<b>C</b>	
	<b>D</b>	
	<b>E</b>	
1st	<b>F</b>	<b>100-149</b>
	<b>G</b>	<b>150-199</b>
	<b>H, I</b>	<b>200-299</b>
	<b>J</b>	<b>300-399</b>
	<b>K</b>	<b>300-399</b>
2nd	<b>L, M</b>	<b>400-499</b>
	<b>N</b>	<b>500-599</b>
3rd	<b>O, P</b>	<b>600-699</b>
	<b>Q, R, S</b>	<b>700-799</b>
5th	<b>T, U, V</b>	<b>800-899</b>

# Phonemic Awareness Skills

## ISOLATING Sounds:

- What is the 1<sup>st</sup> sound in *cat*? (/k/)
- What is the last sound in *cat*? (/t/)
- What is the middle sound in *cat*? (/ə/)

## DELETING Phonemes:

- Say *cat*: What word do we get when we take away the /k/? (at)
- Say *frog*: Take away the /r/. What is left? (fog)

## BLENDING Phonemes:

- Blending onset and rime: s-at = sat
- Blending individual phonemes:  
/s/ /a/ /t/= sat

## SEGMENTING Phonemes:

- Segmenting onset and rime:  
*cat* = k - at
- Segmenting individual phonemes:  
*cat* = /k/ /a/ /t/

## SUBSTITUTING Phonemes

- Say *cat*: What word do you get when we change the /k/ to /p/? (pat)
- Say *sed*: What word do you get when you change /l/ to /p/? (sped)

## ADDING Phonemes:

- Say *at*: What word do we get when we add /s/ before *at*? (sat)
- Say *sick*: What word do you get when you add /l/ after /s/? (slick)

# Decoding

...IS READING.

...IS PRINT TO SPEECH.

...IS, SEE A WORD, SAY THE PHONEMES.

@HELLOLITERACY

- \*Look for sounds in words that you know
- \*Say the sounds
- \*Blend the sounds together

# Encoding

...IS SPELLING.

...IS SPEECH TO PRINT.

...IS, HEAR A WORD, SPELL THE GRAPHEMES.

@HELLOLITERACY

- \*Listen for the sounds you hear.
- \*Write the graphemes (letters) that match those sounds to spell the word.

# FLUENCY CHECKLIST:

- ✓ **ACCURACY:** I read the words correctly
- ✓ **RATE:** I read not too fast and not too slow
- ✓ **EXPRESSION:** I read with feeling, and I didn't sound like a robot
- ✓ **PUNCTUATION:** I follow most or all of the punctuation marks as I read the text

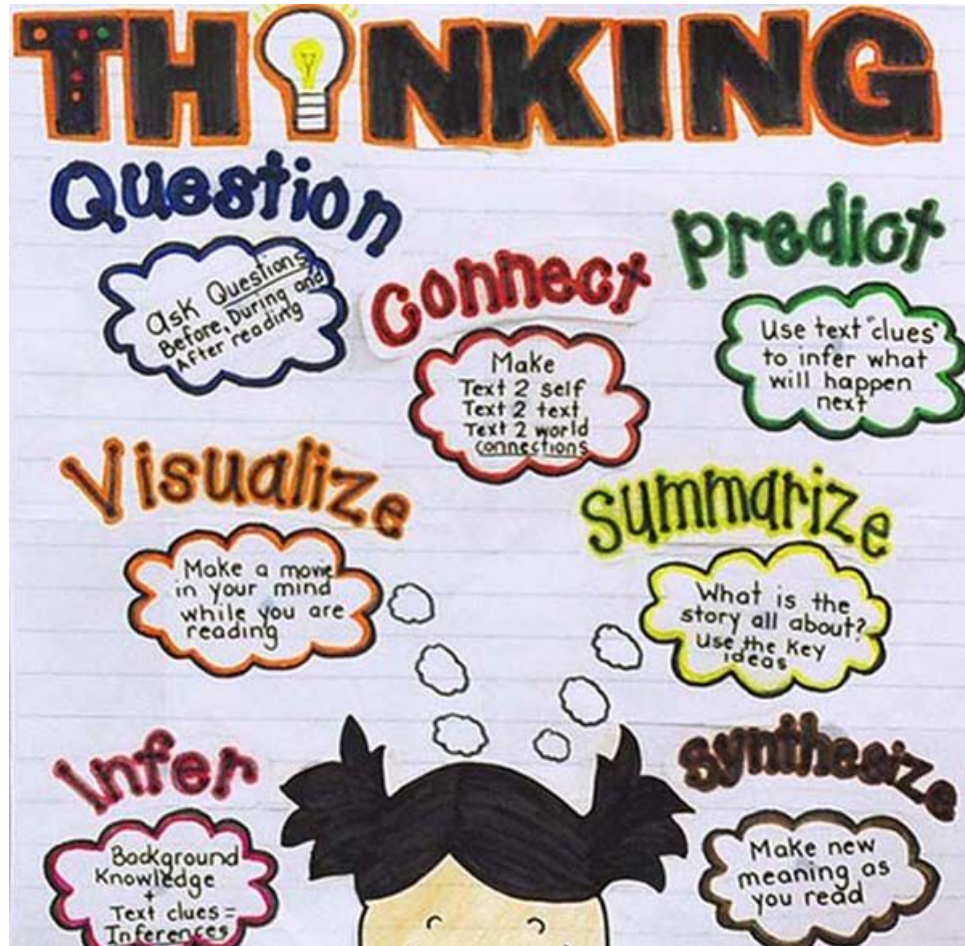


# COMPREHENSION



I understand  
what I read.

# Comprehension & Fluency





# Vocabulary

## Vocabulary Strategies

1. Reread (or read on) and look for clues.



2. Use the picture to explain the word.



3. Use a known part.



4. Make a connection.



5. Substitute a word that makes sense.

The crab burrowed into the sand.



dug

Don't be afraid to use  
**BIG** words with  
little kids.

If they  
can say  
Tyrannosaurus Rex...  
they can say  
anything!

~CINNAMON



# Questions



Contact :

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