

Instructional Coaches Night

Supporting Literacy at Home for K-2 Readers ●



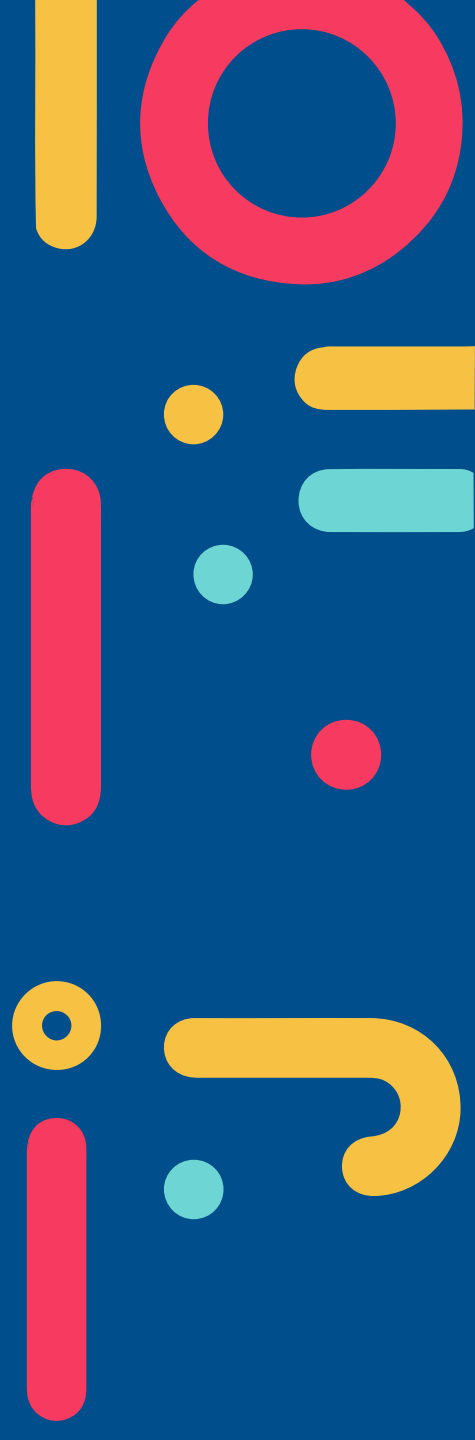
Hello! I'm...

Maria Martinez, the K-3 Instructional Coach at Chesterfield.

I am excited to bring tonight's presentation on how to support your K-2 student at home in Literacy!

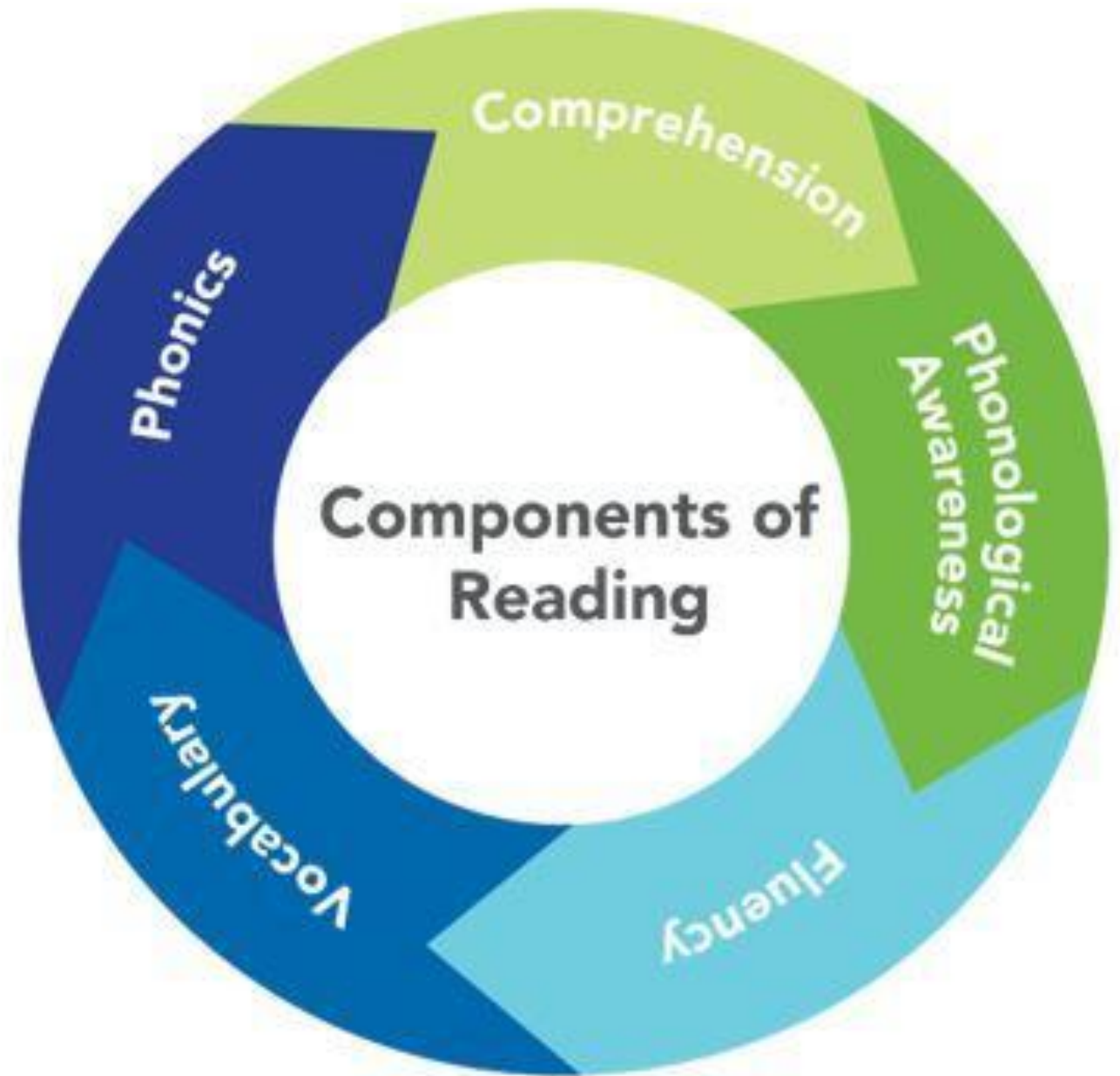
Tonight's Agenda

- Introduction
- What is Reading?
- Strategies to Support at Home

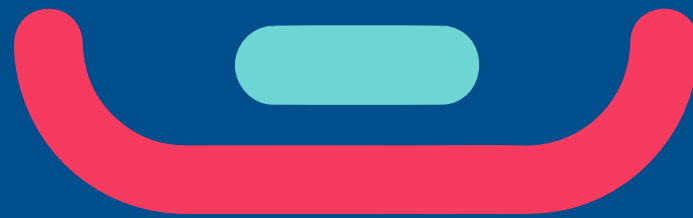


What is Reading?

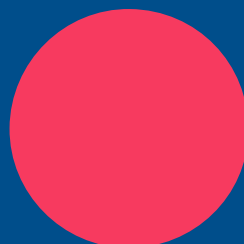
...The Five Components



Florida Center for Reading Research



Reading is the motivated and
fluent coordination of word
recognition and comprehension.



— Diane H. Leipzig

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Building the Motivation and Love of Reading!

- Create a Literature Rich Environment!
- Books! Books! Books!
- Model! Model! Model!



The 3 Steps Readers Must Do

Identify words in print.

Readers must be able to: break apart sounds, identify and apply letter/sound relationship, analyze words and spelling patterns, and expand number of words they can identify automatically.

Make meaning for comprehension.

Readers will be use background knowledge, understand how language works, understand various genres and purposes for reading, begin to classify and categorize, and use strategies to construct meaning (What do I do...)

Combine identifying words and meaning to read fluently.

Readers must have accuracy in word recognition, the rate of reading will be brisk to help comprehension, phrasing/expression will sound like speech, and transform these strategies for word recognition into automatic skills.

Print Awareness

This is the earliest introduction to literacy. There is an understanding that print has meaning.

A reader will:

- Understand books have letters and words
- Understand what books are used for
- Understand how a book works (turning pages, read left to right, start at the top...)

Activities to Support

- Read Aloud!
 - Point out and draw attention to words
 - Point out letters (upper case/lower case)
 - Point out how the book is organized (I will read the first page and start at the top.)
- Use objects around the house (cereal boxes, menus, letters...)
- Point out print everywhere!

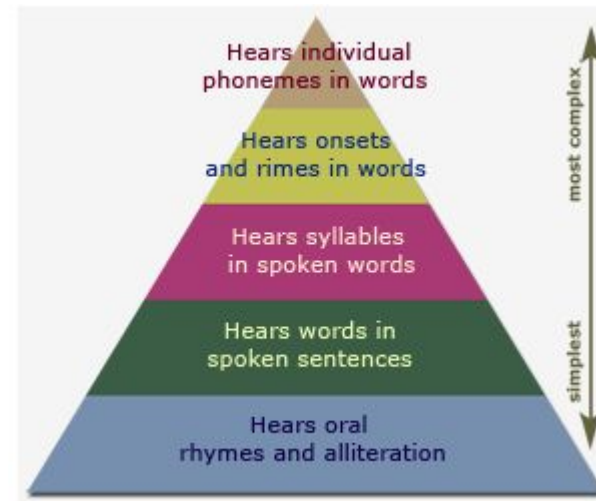


Phonological Awareness

This is a critical early literacy skill. It is the recognition of sounds in spoken words.

A reader will:

- Identify words that rhyme
- Count syllables
- Recognize alliteration
- Segment words in a sentence
- Onset rimes



Activities to Support

- Rhyming activities
- Movement to the number of words in a sentence. (example march)
- Clap out syllables
- Alliteration (My mom makes my morning milk.)
- Blending activities and segmenting activities

Phonemic Awareness

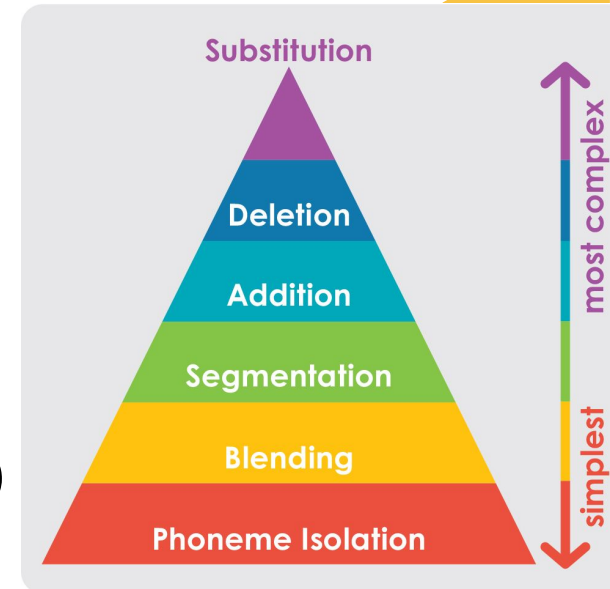
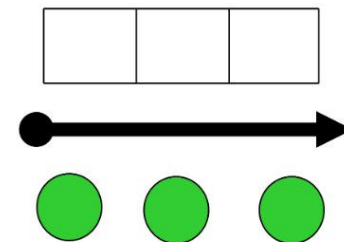
It is a strong predictor of reading success in the first two years of school. Also the foundation for spelling and word recognition. It is the ability to manipulate sounds (phonemes) in spoken words.

A reader will:

- Identify, hear, and manipulate individual sounds (phonemes) in words
- Recognize words with same beginning sound
- Isolate first or last sound of a word (dog- /d/ and /t/ in sit)
- Combine or blend separate sounds to say word (“/m/, /a/, /t/ in mat”)
- Break or segment word into separate sounds (“hot- /h/, /o/, /t/”)

Activities to Support

- Games to find all the words that begin with the same sound
- Letter Boxes
- I Spy, Sleuth games
- Stretch out sounds, Push Sounds, Connect Sounds



Phonics

It is a strong predictor of reading success. It is teaching the alphabetic principle. It is the concept that letters and letter patterns represents the sound of spoken language and the relationship of letters and sounds.

A reader will:

- Identify, name, and write letters.
- Understand the relationship of letter and sounds and able to apply familiar/unfamiliar words to begin reading with fluency.

Activities to Support

- Point out letters!
- Letter matching (upper/lower case)
- Letter/sound matching
- Alphabet books
- Word ladders



Fluency

It is the ability for a reader to read accurately, quickly, and with expression. Fluent readers can decode words and focus on the meaning of text.

A reader will:

- Recognize words immediately and not have to pause and sound out
- Sound natural when reading
- Group words to help in comprehension
- Can begin to make connections, apply background knowledge, and meaning

Activities to Support

- Read! Read! Read!
- Listen to audio books or read alouds
- Record it!
- I read, you read



Comprehension

The purpose of reading! This is understanding what is being read and make meaning.

A reader will:

- Be active in the process
- Use word recognition skills, read fluently
- Use fix it strategies, and reading strategies to support
- Use prior knowledge and experiences

Activities to Support

- Read! Read!Read!
- Before Reading: Ask what book can be about, picture walk, brainstorm
- During: Be active, stop and discuss tricky words, strategies to use, discuss what is occurring, ask them to visualize the story, make predictions
- After: Help them reflect by having Book Chats (summarize, tell me your favorite part, rate the book, make connections)
- Act it out! Have them act out characters, scence, or story





Thank you!

Do you have any questions?

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Resources:

<https://padlet.com/mmartinez132/86huvum1qk341ri0>

