



Grades: Preschool - 3rd

SUPPORTING LITERACY AT HOME

This guide includes activities to help your child learn the five components of reading:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension



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SUPPORTING LITERACY AT HOME

Parents and Guardians,

The KCSD recognizes that reading proficiency is a critical skill and a foundational component of all students' future learning. We are committed to ensuring that all students can proficiently read grade-level texts before exiting third grade, reach grade-level benchmarks, and, as a result, attain transition readiness markers established by the district at grades 5, 8, and 12.

Research shows that individuals who read proficiently are more likely to achieve higher levels of education, earn higher incomes, and experience better health outcomes. Furthermore, reading proficiency is a key predictor of critical thinking, problem-solving, and decision-making skills—essential abilities for success in a rapidly changing global economy.

This **Read-at-Home Family Guide** is designed to help you support your child in developing foundational reading skills and becoming a skilled reader.

The KCSD

SCIENCE OF READING

Facts

- Our brains are naturally wired for oral language but not for reading. Humans invented reading, and we must learn to rewire our brains in order to do so.
- When reading, our brains process **every letter at a rate of 250 milliseconds per word**.
- Children must first learn oral language before written language; therefore, talking and reading to your child from infancy is crucial for their language development.

WR

The ability to transform print into spoken language

Word Recognition

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LC

The ability to understand spoken language

Language Comprehension

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RC

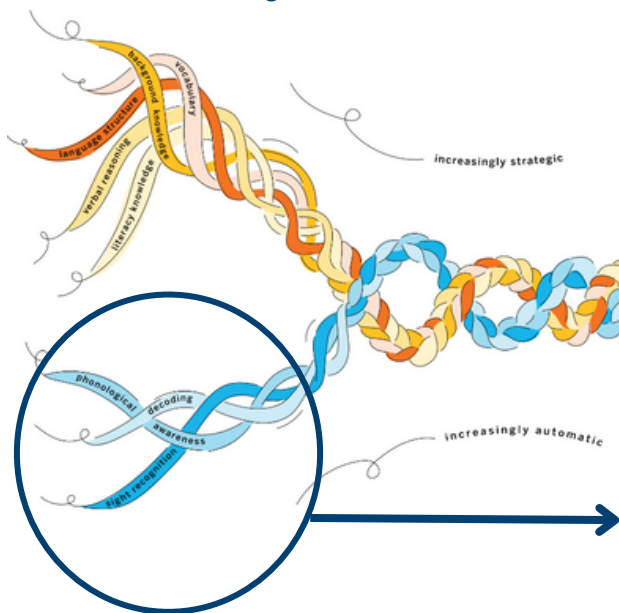
The ability to understand written language

Reading Comprehension

SCIENCE OF READING

PHONEMIC AWARENESS PHONICS FLUENCY

Scarborough's Reading Rope illustrates all the necessary components of skilled reading. In grades K-2, your student is likely still learning each strand in isolation while working to become increasingly automatic in word recognition and more strategic in language comprehension. By third grade, students should weave all strands together to become skilled readers.



Phonemic Awareness:

Understanding that spoken words are made up of individual sounds (phonemes). Phonemic awareness is one of the strongest early predictors of reading success..

Decoding:

Recognizing that letters represent the 44 sounds of the English language.

Sight Recognition:

Reading words automatically on sight or by blending sounds.

WORD RECOGNITION

PHONEMIC AWARENESS



Phonemic Awareness is the ability to hear, distinguish, produce, remember, and manipulate sounds.

This includes:

- Recognizing sounds, both alone and within words
- Adding sounds to words
- Taking apart words and breaking them into their different sounds
- Changing sounds to create new words
 - e.g., change “cat” to “hat,” “hat” to “hot,” and “hot” to “hop”
- Counting syllables
- Recognizing rhymes

WORD RECOGNITION

PHONEMIC AWARENESS ACTIVITIES

Hearing Words that Rhyme

Encourage your child to listen for words that rhyme when you say them aloud—such as *fun, sun; hat, cat; and fish, wish*.

See if your child can produce new words that rhyme with the ones you say.

EX: *fan, pan, ran, can, tan*

Counting Syllables

Practice counting syllables in the names of friends and family members.

Ex: E-li-jah (3 syllables), Rob-ert (2 syllables), Kim (1 syllable)

Recognizing Sounds at the Beginning of Words

Ask your child to identify words that begin with the same sound from a list of three words.

EX: paper, pear, dish
phone, car, fox
dog, hat, doll

Recognizing and Blending Sounds

Practice hearing individual sounds in words.

EX: Say, “Say this word after me: Pet.”

-“What is the first sound?” (/p/)

-“What is the middle sound?” (/e/)

-“What is the last sound?” (/t/)

Words to practice with three sounds: mat, tub, kit.

Words to practice with four sounds: sled, drip, flat.

WORD RECOGNITION

PHONICS



Phonics is the ability to understand the relationship between letters and the sounds they represent.

This includes:

- Recognizing print patterns that represent sounds
 - The letter blend ph makes the sound "fff.."
- Syllable patterns
 - Vowel teams - two vowels making one sound. For example, "boat."

Common Consonant Digraphs and Blends:

bl, br, ch, ck, cl, cr, dr, fl, fr, gh, gl, gr, ng, ph, pl, pr, qu, sc, sh, sk, sl, sm, sn, sp, st, sw, th, tr, tw, wh, wr

Common Consonant Trigraphs:

nth, sch, scr, shr, spl, spr, squ, str, thr

Common Vowel Digraphs:

ai, au, aw, ay, ea, ee, ei, eu, ew, ey, ie, oi, oo, ou, ow, oy

- Word parts
 - prefixes, suffixes, and root words

WORD RECOGNITION

PHONICS ACTIVITIES

Practice letter sounds coupled with letter recognition. These skills are taught at school, but you can take learning up a notch with fun activities.



Rainbow Hop Letter Sounds

Write letters of the alphabet on colored shapes; have your child hop to the letters while making the corresponding sound.



Stretch and Sound Words

Use string and paper to write words that your child can practice; blend the sounds together as they stretch out the string.



Beginning Letter Sound Sort

Use sidewalk chalk to write the letters of the alphabet outside; have your child find objects that begin with those letters.

WORD RECOGNITION

FLUENCY



Fluency is the ability to accurately read, at an appropriate pace, with suitable expression that leads to accurate and deep comprehension and motivation to read. This includes:

- Automatic word recognition
- Accurate word recognition
- Use of expression
- Understanding what is read both silently and aloud

Fluency is the result of strong skills in phonemic awareness and phonics.

WORD RECOGNITION

FLUENCY ACTIVITIES

Read aloud and often! Choose books on topics that excite your child, and read with gusto, using different voices for each character.

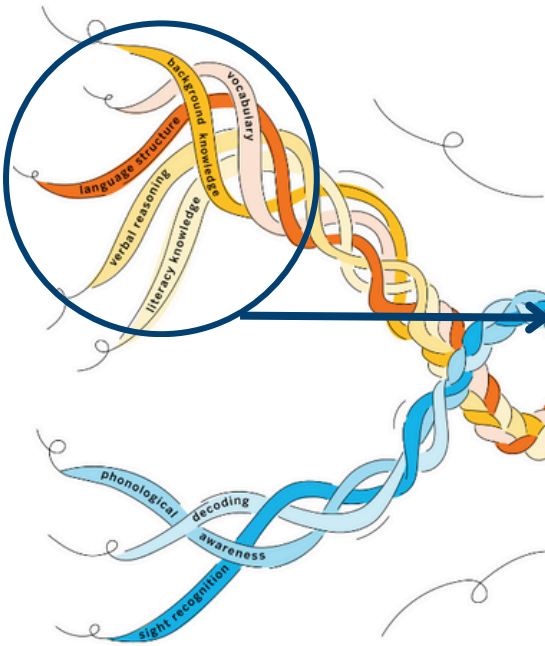
Listen to models of fluent and expressive reading.

- Find opportunities for your child to listen and follow along with audio recordings.
- Use appropriate expression when reading dialogue.
- Encourage your child to mimic your phrasing and expression from a song, poem, or book.

Revisit familiar books. Kids enjoy practicing reading words for which they have mastered phonics patterns. This builds confident readers.

LANGUAGE COMPREHENSION

VOCABULARY COMPREHENSION



Background Knowledge: Having broad understanding of a topic based on prior experiences and learning.

Vocabulary: Knowing and understanding a wide range of words and their meanings.

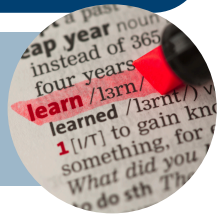
Language Structure: Developing understanding based on word choices and grammatical rules.

Verbal Reasoning: Making connections between ideas within a text to understand a topic.

Literacy Knowledge: Understanding the purposes, features, and rules/patterns of written text.

LANGUAGE COMPREHENSION

VOCABULARY



Vocabulary is the knowledge of individual word meaning in a text and the concepts that words are trying to communicate.

- Receptive Vocabulary
 - Words we understand when read or spoken to us.
- Expressive Vocabulary
 - Words we know well enough to use in speaking and writing.

Research shows that repeated exposure to new words and hands-on experiences with them lead to vocabulary growth.

LANGUAGE COMPREHENSION

VOCABULARY ACTIVITIES

Have conversations. Talk with your child everyday.

Involve your child. Help your child learn new words as you narrate new activities or daily tasks.

Use big words. Read aloud books at a higher reading level.

Go for a walk. Discuss the different types of things you see.

Talk about books. Discuss story elements such as the characters, setting, and problems/solutions.

Tell stories. Talk about your day and encourage your child to share, too.

Sorting and grouping objects. Have your child sort items and categorize them to learn word relationships.

Use other sources of text. Read items such as road signs, billboards, and cereal boxes to build vocabulary.

LANGUAGE COMPREHENSION

COMPREHENSION



Comprehension is the ability to understand and draw meaning from text, which is the ultimate goal in reading.

This requires students not only to have strong skills in phonemic awareness, phonics, fluency, and vocabulary, but also to use background knowledge, understand sentence structures, and draw logical conclusions across a variety of texts.

This includes:

- Paying attention to important information
- Interpreting the specific meanings of words in context
- Identifying the main idea and key details
- Responding to questions verbally
- Applying new information gained through reading

LANGUAGE COMPREHENSION

COMPREHENSION ACTIVITIES

Reinforce previous WORD RECOGNITION skills while reading. (EX: That word has *dig* in it. When we add -ing, it *becomes digging*.)

Activate background knowledge before reading. (EX: What do we know about farms?)

Ask questions during read alouds such as:

- How do you think the character feels? How do you know?
- What do you think will happen next?
- Where does the story take place?

Use active thinking strategies to:

- **Monitor for meaning** - Pause to ask questions and reread parts of the text for better understanding.
- **Make inferences** - Figure out what's not directly stated.
- **Create sensory images** - Use words that show what something looks, sounds, smells, tastes, or feels like.
- **Synthesize information** - Put ideas together to understand the big picture or make your own meaning.
- **Problem solve to repair meaning**- If something doesn't make sense, go back, reread, look for clues, and ask questions to figure it out.

FOR MORE INFORMATION

**KDE Read to
Succeed Guidance**



**KCSD: MTSS
Guide**



**Scarborough's
Reading Rope**



**KCSD: Literacy
Guide**



**KCSD Literacy
Website**



**KDE Read at
Home Family Guide**

