

PHONICS



The goal of phonics instruction is to help children learn the idea that letters represent the sounds of spoken language—and that there is an organized, logical, and predictable relationship between spoken sounds and written letters. Decoding is when we use letter-sound relationships to translate a printed word into speech, sometimes called “sounding out” a word. This allows children to apply these relationships to both familiar and unfamiliar words.

Orton Gillingham is used in K-2. Students are taught and practice reading decodable words, sentences, and books as well as spelling decodable words and sentences. Red Words are high frequency words that may not be decodable and are taught and practiced through reading and spelling practice.

COMPREHENSION

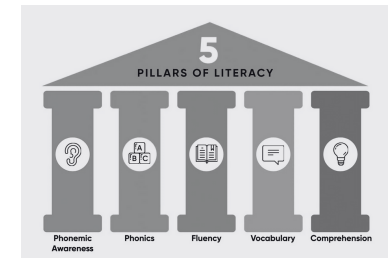
Comprehension is the ability to make meaning of a text at deeper and deeper levels. Students are directly taught comprehension skills and strategies through modeling by the teacher, shared texts and collaboration, and individual practice of grade level texts and questions.

At the conclusion of many of the reading comprehension units, students will be assessed in which they will read (or listen to in K-1) a grade level passage and complete text-dependent questions. These are called Checks for Understanding.

K-1 students will also practice visualizing, an essential skill for making meaning, using a strategy called *Visualizing and Verbalizing*.



HCCSC ELEMENTARY LITERACY INSTRUCTION

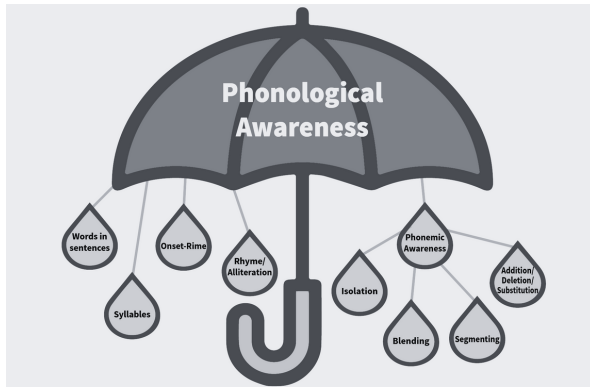


In HCCSC, we center our literacy instruction around the 5 Reading Pillars—phonological awareness, phonics, fluency, vocabulary, and comprehension—identified by the National Reading Panel. While some grade levels give more emphasis on a pillar, all students will be instructed in and practice all five pillars while in elementary school.

Intervention is also provided based universal screener and diagnostic assessment data of specific skills within the pillars to bring students to grade level expectations.



PHONOLOGICAL AWARENESS



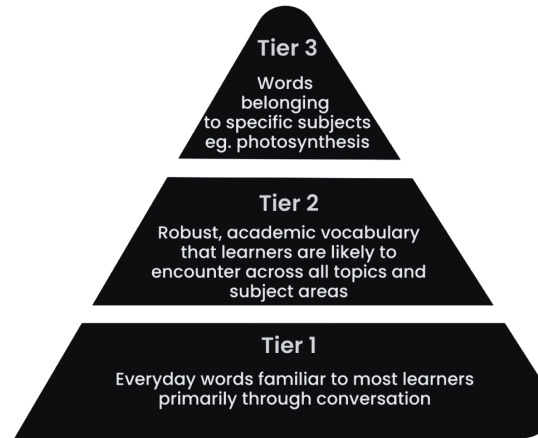
Before children learn to read print, they need to become aware of how the sounds in words work. They must understand that words are made up of individual speech sounds, or phonemes. A child's skill in phonological and phonemic awareness is a good predictor of later reading success or difficulty.

In HCCSC, K-2 students participate in a program called Heggerty. It explicitly teaches and helps students practice phonological and phonemic awareness skills through physical movement and repetition

Learn more here.



VOCABULARY



Vocabulary plays a fundamental role in the reading process and is critical to reading comprehension. Children learn the meanings of most words indirectly, through everyday experiences with oral and written language. Other words are learned through carefully designed instruction. It is essential that parents and caregivers talk with their students every day to build Tier 1 vocabulary.

All K-5 Students receive direct instruction of Tier 2 words they will encounter in the grade level texts. 3rd-5th grade students will also learn and practice morphology by studying prefixes; suffixes; and Anglo-Saxon, Greek, and Latin roots.

FLUENCY

Fluency is the ability to read a text accurately, at the right pace, and with expression. It's the bridge between decoding and comprehension and builds stamina for reading lengthy or complex texts.

Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means. In other words, fluent readers recognize words and comprehend at the same time.

Less fluent readers, however, must focus their attention on figuring out the words, leaving them little attention for understanding the meaning of text.

K-2 students practice fluency within Orton Gillingham phonics instruction by reading sounds, words, phrases, sentences, and books. Accuracy is valued above all followed by the pacing to solidify phonics skills. Expression is included when texts are read for comprehension. 3-5 students focus on all three components using grade level texts.

