

# SUMMER CONNECTIONS

Maximizing Scholar Learning and Engagement

Thursday, February 19 | 6-7:30 pm



FEDERAL WAY  
PUBLIC SCHOOLS





# Growing Elementary Readers at Home

Jenarae Bach, PK-5 ELA/SS Facilitator



**Welcome! As you get settled....**

**Please fill out your name tent**

**Front**

Age of your scholar

School your scholar  
goes to

**Back**

Your Scholars strength in  
reading

Their favorite book

*four*



**GOAL 4: CONTENT-AREA COMPETENCE**  
Mastery of All Subjects



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# Strategic Plan Connection



## PRIORITY #1: HIGH QUALITY RIGOROUS INSTRUCTION PK-12

### 4 Content-Area Competence: MASTERY OF ALL SUBJECTS

Every student scholar will receive equitable opportunity for success, and will meet or exceed standards of performance in all subjects by the end of each grade.

By 2024, 80% of 8th grade scholars will be meeting or exceeding grade-level standards in ELA.

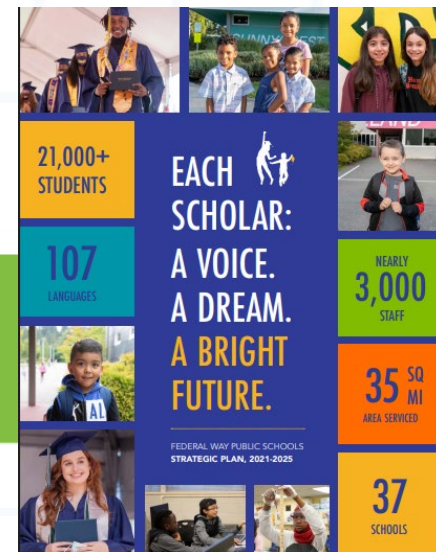
- \* Percent of scholars meeting grade-level standards in core subjects, as measured by state assessments
- \* Percent of scholars demonstrating proficiency in a standards-based grading system (in each subject)
  - Percent of scholars enrolled in and completing Algebra by 8th grade with a 3.0 grade point average
- \* Percent of scholars participating in advanced coursework and earning a passing grade
  - Percent of scholars who are biliterate
  - Percent of scholars meeting standard on benchmark assessments

Each scholar develops cultural confidence as a learner and rigorously applies his/her knowledge and skills to new and different experiences.



### EACH AND EVERY FAMILY WILL:

- Know they are seen, heard, and valued as partners in their scholar's education
- Feel welcomed, connected with, and have a sense of belonging to our schools and district
- Feel empowered to communicate with staff around scholar academic and social-emotional goals and progress
- Be provided the information and resources necessary to support their scholar's success



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# Overview of Learning



Families will gain an understanding of why reading is challenging and understand the foundational blocks that make up early reading specifically related to Phonics. Families will become familiar with ways to support their scholar at home.



# Agenda

## TOPICS

- Introductions
- Why is reading hard?
- Science of reading and how children learn to read
- Phonological Awareness, Phonics, Sight Words
- Ways for Families to support at home
- Resources

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GOAL 4: CONTENT-AREA COMPETENCE

Mastery of All Subjects

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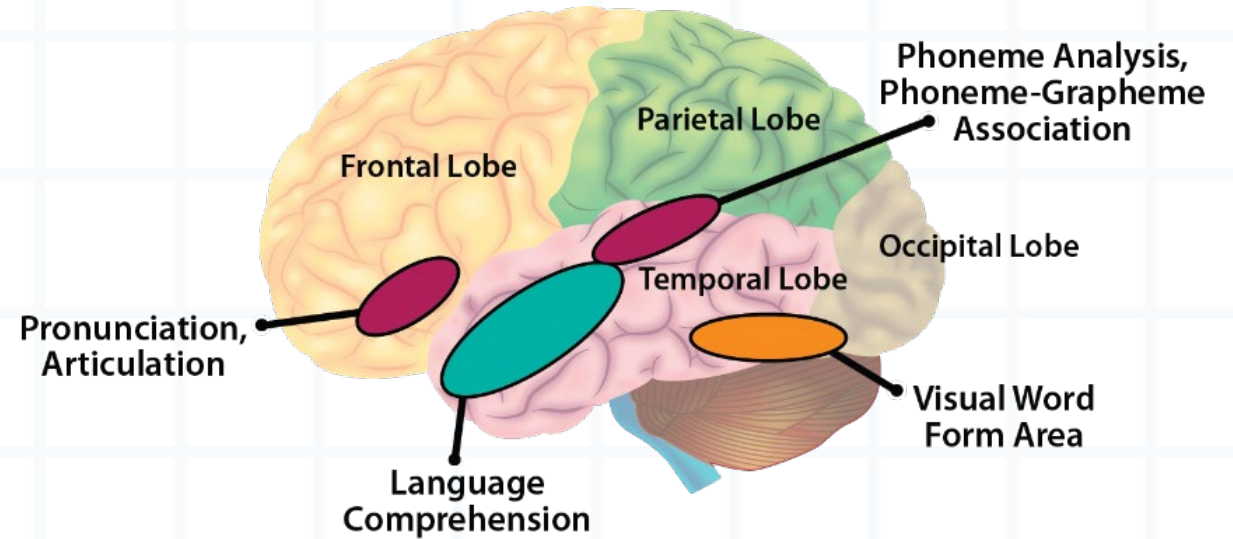


# Science of Reading

Research makes it clear - different parts of the brain are activated when learning to read – Superhighway

Virtually all scholars can learn to read- with direct, aligned, research- based instruction

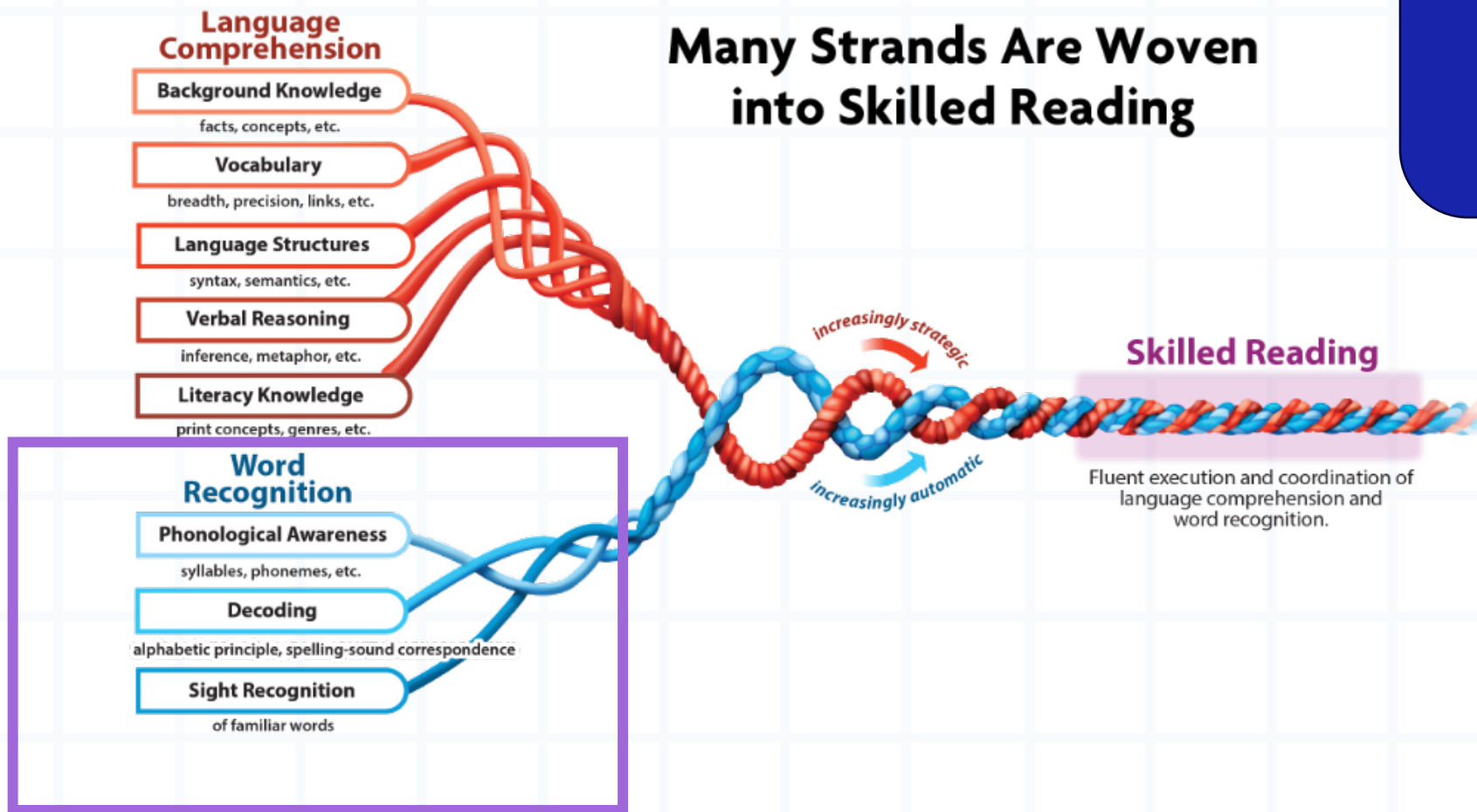
This brain pathway to develop reading looks the same matter how many languages you speak



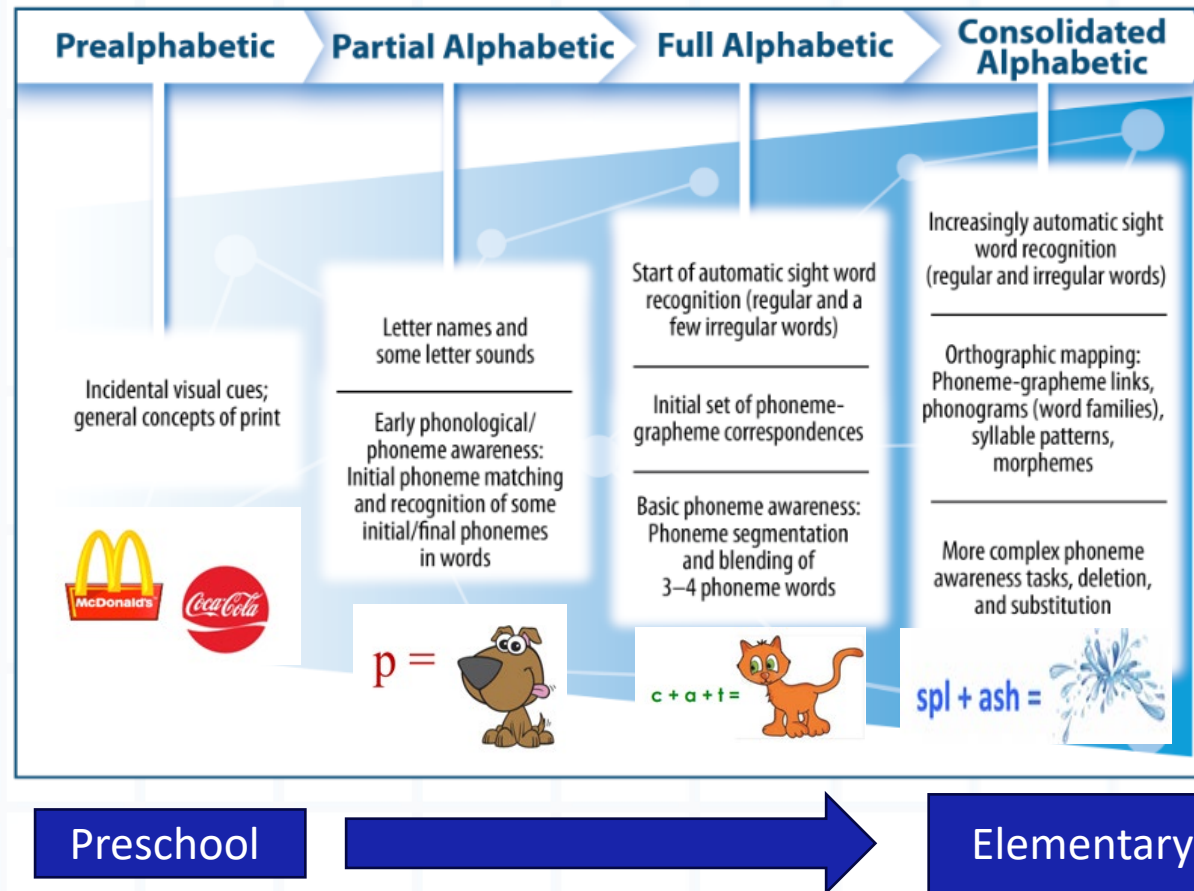
# Reading Rope

What makes up reading?



## Many Strands Are Woven into Skilled Reading



# Ehri's Phases of Word Reading Development







## Examples of various phases

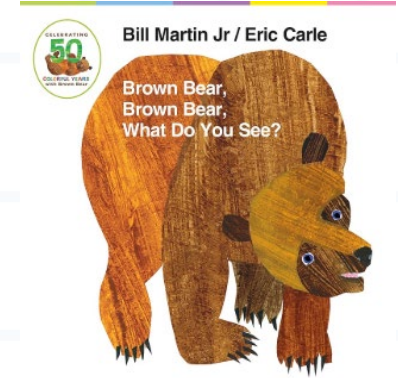
	lg		kz
kars	tcr	lon	teacher
long		teechr	cars



# Ways to Support at Home

Connect reading and writing at home

Phase	Image	Ways to Support at Home	Resources
Pre-Alphabetic		Read Rhyming books Talk with your child	-Brown Bear Book -Rhyming Puzzles
Partial- Alphabetic		Practice letter sounds and phoneme articulation	-Puzzles -Alphabet -Beginning sounds
Full alphabetic		Combine and separate sounds. CVC words -Pin, hit, hat,	-magnetic letters -foam bath letters -play dough
Consolidated alphabetic		Point out parts within words	-the suffix S means more than one -prefix, suffix -root words



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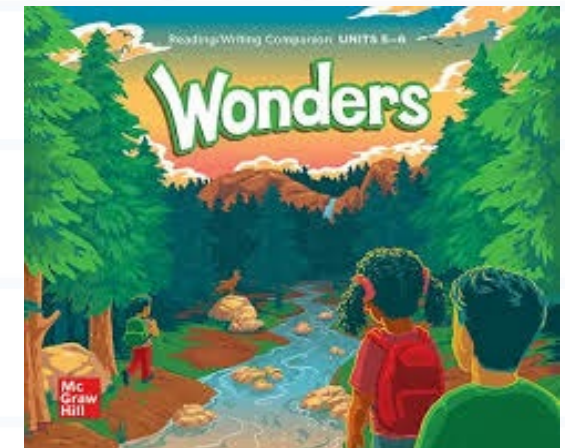


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# Classroom Application

- K-2 Phonemeic Awareness- Heggerty
- K- 3 Phonics/Decoding- Foundations
- K- 5 Language Comprehension- Wonders
- Supplemental Resources Depending on Need



# What order are letter sounds taught in?

## Scope & Sequence At-a-Glance: All Concepts (K-2)

### Alphabet

1. a /ă/
2. m /m/
3. s /s/
4. t /t/
5. VC & CVC Words
6. p /p/
7. f /f/
8. i /i/
9. n /n/
10. CVC Practice (a, i)
11. Nasalized A (am, an)
12. o /ō/
13. d /d/
14. c /k/
15. u /ū/
16. g /g/
17. b /b/
18. e /ĕ/
19. VC & CVC Practice (all)
20. -s /s/
21. -z /z/
22. k /k/
23. h /h/
24. r /r/ Part 1
25. r /r/ Part 2

### Alphabet Review & Longer Words

- (incl. CVC, CCVC, CVCC, CCVCC, & CCCVC)
35. Short A Review (incl. Nasalized A)
  36. Short I Review
  37. Short O Review
  38. Short A, I, O Review
  39. Short U Review
  40. Short E Review
  41. Short Vowels Review (all)

### Digraphs

42. FLSZ Spelling Rule (ff, ll, ss, zz)
43. -all, -oll, -ull
44. ck /k/
45. sh /sh/
46. Voiced th /th/
47. Unvoiced th /th/
48. ch /ch/
49. Digraphs Review 1
50. wh /w/, ph /f/
51. ng /ŋ/
52. nk /ŋk/
53. Digraphs Review 2 (incl. CCCVC)

### VCe

54. a\_e /ă/
55. i\_e /ī/

### Ending Spelling Patterns

69. tch /ch/
70. dge /j/
71. tch /ch/, dge /j/ Review
72. Long VCC (-ild, -old, -ind, -olt, -ost)
73. y /ī/
74. y /ē/
75. -le
76. Ending Patterns Review

### R-Controlled Vowels

77. ar /ar/
78. or, ore /or/
79. ar /ar/ & or, ore /or/ Review
80. er /er/
81. ir, ur /er/
82. Spelling /er/: er, ir, ur, w + or
83. R-Controlled Vowels Review

### Long Vowel Teams

84. ai, ay /ā/
85. ee, ea, ey /ē/
86. oa, ow, oe /ō/
87. ie, igh /ī/
88. Vowel Teams Review 1

### Other Vowel Teams

### Suffixes & Prefixes

99. -s/-es
100. -er/-est
101. -ly
102. -less, -ful
103. un-
104. pre-, re-
105. dis-
106. Affixes Review 1

### Suffix Spelling Changes

107. Doubling Rule -ed, -ing
108. Doubling Rule -er, -est
109. Drop -e Rule
110. -y to i Rule

### Low Frequency Spellings

111. -ar, -or /er/
112. air, are, ear /air/
113. ear /ear/
114. Alternate /ā/ (ei, ey, eigh, aigh, ea)
115. Alternate Long U (ew, eu, ue /yū/; ou /ū/)
116. ough /aw/, /ō/
117. Signal Vowels (c /s/, g /j/)
118. ch /sh/, /k/; gn /n/, gh /g/; silent t

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# K-3 Phonics- Classroom Application Foundations

**m a t**



Say /m/ and tap index finger to thumb.

Say /a/ and tap middle finger to thumb.

Say /t/ and tap ring finger to thumb.

PK K 1

**Sky Line Letters**

t b f l h k

**Plane Line Letters**



























n m i u r p j

**Plane Line Round Letters** **Special e**

c o a g d s q e

**Plane Line Slide Letters**

v w y x z

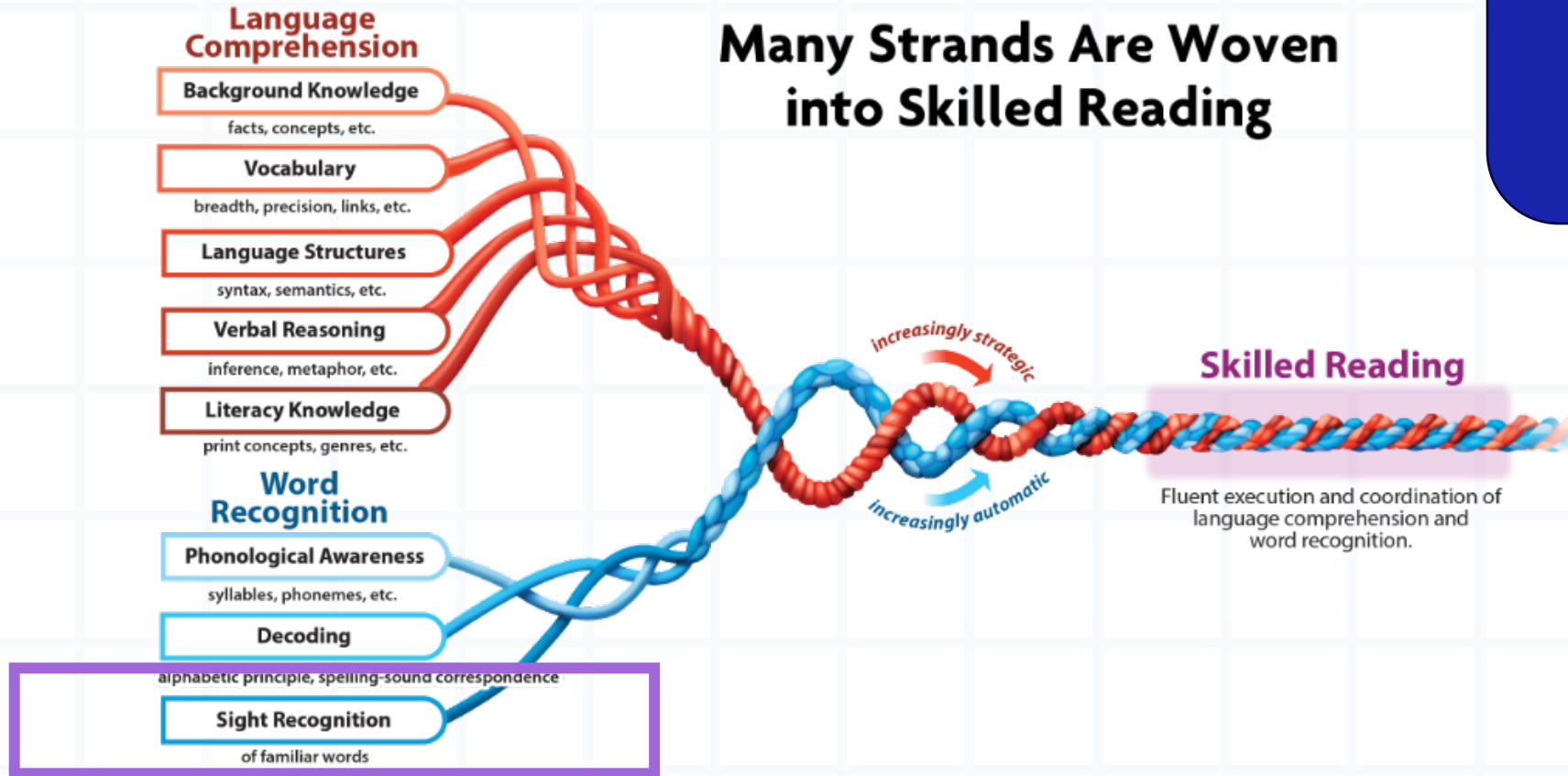
<b>Aa</b>  apple	<b>Bb</b>  bat	<b>Cc</b>  cat	<b>Dd</b>  dog	<b>Ee</b>  Ed	<b>Ff</b>  fan
<b>Gg</b>  game	<b>Hh</b>  hat	<b>Ii</b>  ick	<b>Jj</b>  jug	<b>Kk</b>  kite	<b>Ll</b>  lamp
<b>Mm</b>  man	<b>Nn</b>  nut	<b>Oo</b>  octopus	<b>Pp</b>  pan	<b>Qu</b>  queen	<b>Rr</b>  rat
<b>Ss</b>  snake	<b>Tt</b>  top	<b>Uu</b>  up	<b>Vv</b>  van	<b>Ww</b>  wind	<b>Xx</b>  fox
<b>Yy</b>  yellow	<b>Zz</b>  zebra				



# Reading Rope

What makes up reading?

## Many Strands Are Woven into Skilled Reading



# HFW, Trick Words, Sight Words, Heart Words

## High Frequency Words K-2

*"The term sight word means any word that can be read automatically." - Ehri, 2005*

### Does Foundations® include high frequency word (HFW, Trick Word) instruction?

In Foundations®, there are two types of high frequency words: phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum. These words appear so often in text that learning to read them on sight will increase children's reading fluency (Joseph et al., 2013). As a result, students need to learn to recognize and spell them quickly.

To help students learn high frequency words, the teacher shows the word, points out the familiar word structure already taught, and indicates the part they are not familiar with—the "tricky" part of the word. This "tricky" part is why high frequency words are called Trick Words in Foundations.



the  
said

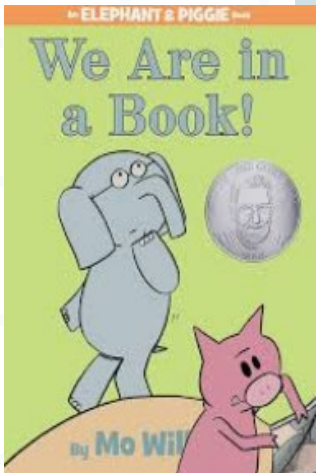


# Selecting Books for your Scholar

High-Frequency

High-Frequency Words

Repeated exposure



Predictable

Repetition

Rhythm & rhyme

Memorization

Relies on picture cues

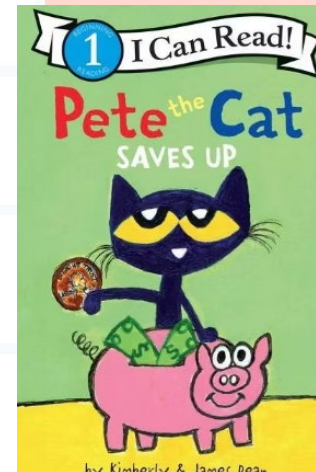


Leveled Text

Ranked (A-Z, Lexial)

Subjective criteria

Often tied to a program

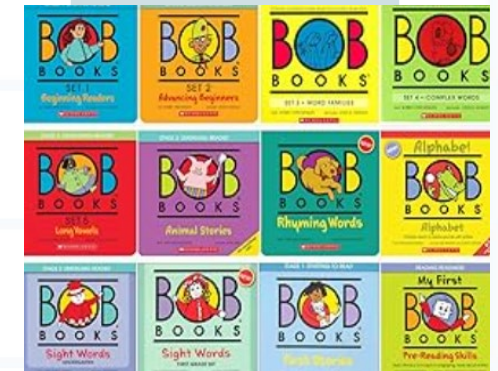


Decodable Text

Controlled for phonics

Alphabetic code based

No guesswork



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# Interactive Games – Google "UFLI Interactive Games"

at X sap sip and pin if O the  
in tap sit map O fit mat is X  
O I pit pat its X a nap it

Tic Tac Toe

sketch

unwell	silently	fault	s	x				
on	bump	w	w	trust	shortly			
for	k	pair	rupture	s	h			
bi	ly	c	st	br	ess	n	e	subtraction
flung	r	le	air	beep	active			

Bingo

con except sleepover untie mast mum  
junk blight hoped turn tubs spoke  
skillful known pow nap stay brochure  
slid earplug premade reversible fans rein  
kisses baby dump dusk fir rupture  
text arch outside thus searing cops

Roll-n-Read

and

Wordcards

class

swift	sloth	him	dress	script
cloth	on	trash	gland	vend
clack	still	back	class	cluck

Start → a → dish → it's → speck → stall  
jest → red → t → and → strap  
sixth → would → Finish  
troll → bull

nags face looking ted Finish  
urge → unlocks → bangle → ray → boldly → moms → curse  
maid bench pang nectar → pall → since → highest





# 5 Ways to Support your K-2 Reader at Home

1. Talk about rhyming words
2. Practice letter sounds- Make it fun!
3. Practice trick words/sight words- Create a list on the fridge!
4. Read Children's books aloud, point out rhyming words, talk about new and tricky vocabulary words, retell the story/facts learned
5. Talk and write about your daily life (together or independently)



# Thank you!

Questions, comments feel free to reach out-

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**Please make your way to your next breakout session**

6:55-7:30 pm

## **WORKSHOPS**

The A-B-C's of Raising Resilient Kids: Your Simple Guide to Emotional, Social & Digital Wellness - Part B

Room B117

Growing Readers at Home (Secondary)

Room B113

FWPS Summer Learning: Fueling Ways to Power Scholars

Room B109



## **RESOURCE FAIR**

Speak with representatives from participating organizations about summer resources, childcare, and more.

Commons

# Feedback Survey

**Please help us improve by sharing your feedback about today's event through a 3-minute survey:**

*Encuesta posterior al evento: !Ayúdenos a mejorar!*

*Sau buổi sự kiện: Hãy giúp chúng tôi cải thiện!*

Опрос мнения по окончании мероприятия:  
Помогите нам учесть недочёты!

پست-نظرسنجی : رویدادبه ما کمک می کند  
بهبود یابیم!



**Scan the QR code or, Visit:**  
[www.fwps.org/FamilyAcademySurvey](http://www.fwps.org/FamilyAcademySurvey)