

Solidify the Foundations of Language for Future Readers

Arlene Sonday

Weave all learning activities into the fabric of play.
Play is the work of children.

Model language

- read stories/poems
- sing songs
- conversation
- combine talk/play

Book Handling

- 6 months - grasp the book; taste it
- 1 year - point with 1 finger
- 11-15 months - hold book right side up
- 18 months - turn page
- 2 years - understand upside down pictures

Verbal Link

- 13-14 months - book babble
- 15-18 months - fills in a word in the text
- 17-25 months - reads to dolls or animals
- 25-27 months - protest wrong word is read
- 30-36 months - reads familiar books to self
- 3 ½ years - knows that print represents words

Five Essential Components of Reading Instruction

- Phonemic awareness
- Explicit phonics
- Fluency
- Vocabulary
- Comprehension

(National Reading Panel, 2000)

Phonological/phonemic awareness

The ability to play with language by

- identifying environmental sounds
- breaking a sentence into words
- breaking a word into syllables
- rhyming

Print is not involved

Phonological/phonemic awareness

- isolating onset or ending sounds
- cloze
- deletion of word parts
- substitution of word parts

Print is not involved

Phonological/phonemic awareness

- Combining compound words
 - pop...corn
 - cow...boy
 - mail...man
- Segmenting compound words
 - pancake
 - subway
 - Sunshine

Print is not involved

Phonological/phonemic awareness

- Cloze
 - Mary had a little ---
 - fla...sh, slee...p; f...ish, s...and

Print is not involved

Phonological/Phonemic awareness

- Deletion
 - Say "cowboy".
Say it again, but don't say "cow".
 - Say "sand".
Say it again, but don't say "s".
- Substitution
 - Say "sand".
Say it again, but say "b" instead of "s".

Phonemic awareness

Understanding that words and syllable are made up of speech sounds, which are represented by alphabetic symbols or letters.

Phonemic Awareness

Research indicates that Phonemic Awareness is the best predictor of the ease of early reading acquisition, better even than IQ, vocabulary, and listening comprehension.

(Stanovich, 1993-1994)

Phonemic awareness

- Alphabet
 - sequencing and recognition, alphabet strip
- Segmenting sentences, syllables and sounds of words
 - I see a dog.
 - Ja...cob, Jen...ni...fer, Juan
 - c...a...t, sl...ee...p

Phonemic awareness

- Blending sounds into words
 - s...ee...d, s...ai...l, m...a...n, t...o...p
- Pronunciation

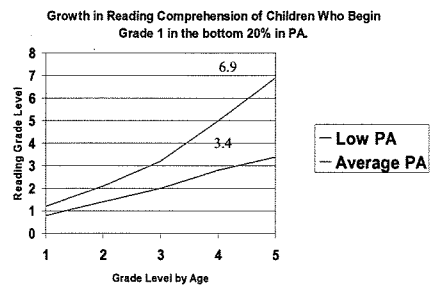
Systematic, explicit phonics

Direct instruction in the sound-symbol correspondences, with practice reading and spelling sounds in isolation, in the context of words, and in sentences.

Correlational studies have identified phonological awareness and letter knowledge as the two best predictors of how well children will learn to read during the first 2 years of instruction.

National Reading Panel, 2000

Why Phonemic Awareness?



Systematic, explicit phonics

Sound-symbol connection

- Consonants:
s t b m l d n p k j v z f
c g r h qu w x y
- Vowels:
a i o u e

Alphabet strip

Fluency

Rapid Automatic Naming

- Shapes
 - △ ◆ ○ □ △ □ ◆ □
 - △ ◆ ○ □ ○ △ ◆
- Colors
 - ■ □ ■ □ ■ ■

Fluency

Rapid Automatic Naming

- Letter names and sounds
 - S M T L A M T A L S T
 - p o d e n d o p n e o e

Fluency - Phrasing

AB CDE F GHI JKLM N OPQ RSTU. VW. X. YZ.

ABC. DE? FGH! IJK. LM! NOP? QRS. TU? WX! Y.Z?

Reading phrases in context

The tabby cat was sitting on the porch in the shade.

Vocabulary

- Speaking/conversing
- Listening
- Reading

Vocabulary - Categorizing

- Animals
- Vegetables
- Fruit
- Flowers
- Birds
- Clothing
- Footwear
- Things that spin
- Games
- Vehicles
- Furniture

Vocabulary - Categorizing

- Containers
 - cup, can, mug, glass, jar, tumbler,
 - bucket, pail, barrel, pouch, bag,
 - backpack, sack, vase, purse
- Things with teeth
 - animals, people, fish, combs, gears

Vocabulary - Categorizing

- **Opposites**

hot/cold high/low big/little
tall/short sharp/dull wet/dry
hard/soft up/down dark/light

- **Multiple Meanings**

fly bat sharp
hard light stick

Comprehension

- Picture comprehension
- Listening comprehension
- Reading comprehension

Comprehension

Questions to ask:

- **Factual-** Where did she find the lost puppy?
When did the boy get to school?
- **Predictive-** What do you think he saw?
How long will it take to build the wall?
- **Open-ended-** How would you have solved that problem?
What was your favorite part of the story?
- **Retell**

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Multisensory reinforcement

Practice using three pathways of learning through eyes, ears, and sense of touch. Students simultaneously see the letter(s), hear the sound, feel how it is formed with their lips, tongue and throat, and feel the form as the sound is traced or written.

Multisensory reinforcement

- Seeing
- Speaking, listening
- Tracing, writing
- Manipulation

Pre-Writing

- Feeling, identifying, sorting, sequencing
- Shapes, sizes, colors
- Cutting out pictures/shapes, puzzles, clay, assembling toys

Pre-Writing

- Activities that require pinching – games with pegs, tongs, tweezers
- Coloring books
- Forming letters
 - Upper and lower case
 - Top down/counter-clockwise

Numbers and Counting

- Count forward and backward
- Count by one's, ten's, five's, two's
- Read/write symbols for numbers
- Number strip
- Games and manipulatives

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