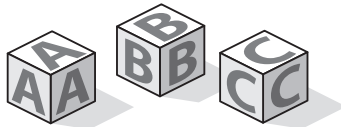


# Foundations

- List 1. Typical Literacy Development
  - List 2. Speech Sound Development
  - List 3. Sound-Awareness Books
  - List 4. Rhyming Books
  - List 5. Predictable Books
  - List 6. Books without Words
  - List 7. Print Concepts
  - List 8. Phonics Awareness
  - List 9. Rhyming Words
  - List 10. Minimal Pairs
  - List 11. Word Segmentation
  - List 12. Active Response Activities
  - List 13. Handwriting Charts
  - List 14. Reading and Language Tips for Parents of Young Children
  - List 15. Language Arts Glossary for Parents and Others
- 



**T**he foundation for reading and literacy starts long before children enter school and begin formal instruction. It emerges through the complex interactions of children's physical, cognitive, and social-emotional development. Research shows this development proceeds more or less in the same order for all children unless they have a disability and that most children learn to speak by age three and learn to read by age seven. Knowing the progression of literacy-related development from birth to age seven helps teachers and others recognize young children who are typically developing and those who are not. It also aids planning and support for children's learning by pointing out the developmental progression of skills acquisition.

By the time children attend school there are discernable differences in their language use and familiarity with print and other literacy-related activities. To help children be successful direct instruction is needed. In direct instruction, teachers focus attention on specific skills and provide lots of opportunity for practicing them. Research has helped target the most important skills.

The National Early Literacy Panel reviewed the findings of scientific research on literacy development and identified several skills essential to young children's literacy success (McGill-Frazen, 2010): expressive and receptive oral language, knowledge of the alphabetic principle, phonemic and phonological awareness, and knowledge of print concepts. These findings complemented those of the earlier National Reading Panel (NICHD, 2000).

Children's development in these areas occurs through their encounters with language—both spoken and written. The most widely given advice for developing the skills needed for literacy is talk to and read to each child—early and often. Much of what must be learned can be experienced through listening and speaking and by engaging in dialogue around children's books. Children learn to anticipate and predict with books that have predictable phrases, sentences, and refrains. They learn to attend to ending sounds with rhymes and books that rhyme. They learn to express themselves, tell stories, and develop comprehension skills with wordless picture books.

While nestling side by side with an adult or older child and listening to stories being read aloud, children learn a host of important print and literacy concepts, including how to hold a book, when and how to turn the page, and the directionality of print from left to right and top to bottom. As they watch and listen, children begin to understand the one-to-one relationship between the word pointed to on the page and the spoken word. They also form the key understanding that print is speech written down. By talking about the stories they develop concepts of characters, setting, and story line. Exposure to many books helps develop children's listening comprehension skills, which are stepping stones for comprehending what they will soon read and enjoy on their own.

Play is child's work. Playing with language, especially through rhymes, helps children recognize the rhythm of words and sentences and discern whether two sounds are the same or not. Children's ability to recognize, separate, and manipulate sounds in a word is a foundation skill for reading, spelling, and writing. Using sound boxes to segment or break apart words into syllables and sounds has been found to be very effective in helping children understand sound-symbol relationships.

As children develop awareness of sounds and their spellings, they should be encouraged to write. In the beginning their writing will appear as squiggles and curlicues, but as they become



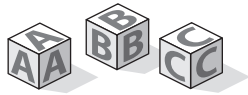
more familiar with the upper- and lowercase letters and their sounds from stories and rhymes, their writing will progress to more letter like symbols, to invented spellings not very related to sounds, and then to spelling and writing that use the sound-symbol relationships they know. Over time, and with learning to recognize some high-frequency words, children will use conventional spelling appropriate to their grade and age. These foundation skills set the stage for more formal study of phonics, context clues, and word study, as well as vocabulary development, comprehension, and other literacy skills.

All children benefit from active engagement and practice. Using active response activities for skills development gives every child the opportunity to learn. Active response exercises are effective with English language learners (ELLs) as well as English speakers and with children across skill levels. Their fast pace and gamelike quality make learning and practice fun.

This section of the book contains lists and materials for each of the aspects of reading and literacy foundations discussed. In addition, it includes tips to share with parents and others and a glossary of terms related to early literacy.

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- Tracey, D. H., & Morrow, L.M. (2015). Best practices in early literacy. In L. B. Gambrell & L. M. Morrow (Eds.), *Best practices in literacy instruction* (5th ed., pp. 85–106). New York: The Guilford Press.





# LIST 1. TYPICAL LITERACY DEVELOPMENT

The foundations for children's learning to read and write begin at birth. Research shows there is a gradual, multifaceted process of learning to understand and use language for thinking and communication. This process and its result are often referred to as *emergent literacy*. Though children do not take a lock-step path, studies show there is a general order of literacy development that can be described as typical whether the child is learning English, another language, or more than one language. Not all children reach milestones at the same age; however, most learn to speak by age three and learn to read by age seven. There can be quantitative as well as qualitative differences among children's development, even when they reach milestones at about the same time. For example, two children may begin to use two-word sentences by age two, but one might produce many more two-word utterances and have a larger repertoire of words to use than the other child.

Children discover language through play, exploration, and interaction with others. The most salient positive factor in language development is a language-rich environment that includes lots of interaction with parents and caregivers who engage children with the spoken word using songs, rhymes, and stories, lots of stories.

The following list shows the typical development of speech (producing sounds), language (attaching meaning to spoken sounds), reading, and writing in young children—important information for teachers and parents of preschool and primary grade children.

## Zero to Six Months

- Use different sounding cries for different purposes
- Coo, babble, and make gurgling sounds
- Recognize and are soothed by caregivers' voices
- Smile when spoken to
- Focus on the sounds of the language they hear and imitate these sounds
- Attend to music and sounds made by toys
- Respond to their names
- Track source of sounds with eyes or by turning head
- Respond to changes in tone
- Include /b/, /p/, and /m/ sounds in babbling

## Six to Twelve Months

- Develop physical control and skills: roll over, sit up, bounce, crawl, stand up, and walk
- Play pat-a-cake and peek-a-boo
- Babble in short and long groups of sounds like syllables
- Use babble and gestures to communicate wants
- Begin to respond to commands such as *give me* and *come here*
- Understand simple words for common things such as *milk, shoe, dog, dolly*
- Say first words such as *mama, dada, car, doggie*
- Begin to name objects and respond to request to *show me*

## One to Two Years

- Use one- and two-word sentences purposefully
- Have vocabulary of about twenty words, mostly nouns, by first birthday and acquire about 250 by second birthday, including some verbs (*go, see*) and other parts of speech (*more, no, big, dirty, pretty*)



- Respond to simple directions or questions such as *Where is your cup?* and *Point to your nose.*
- Enjoy stories, rhymes, and songs with repetition
- Pose two-word questions such as *More milk?* for *May I have more milk?*
- Use many beginning consonant sounds
- Generalize labels to category of things such as *doggie* for all animals

### Two to Three Years

- Can walk, run, jump, and climb
- Name many objects in environment
- Recognize that pictures are symbols, not the real thing, and can point to a picture of something in a book when requested
- Begin using pronouns (*me, you, mine*) and prepositions (*in, on, under*)
- Use two-, three-, and four-word sentences
- Ask adults to read them stories and can recognize favorites by their covers
- Talk about characters in books
- Imitate adult reading by holding and looking at books, turning pages
- Have between one thousand and two thousand words in spoken vocabulary by third birthday
- Use /k/, /g/, /f/, /t/, /d/, and /n/ sounds
- Articulate well enough to be understood by most people
- Distinguish between writing and drawing and make marks or scribbles that resemble letters
- Ask for names of objects for which they do not have word as in *What's its name?*
- Notice details in print such as the initial letter of their names

### Three to Four Years

- Use three- and four-word sentences competently
- Begin using plurals and past tenses
- Understand questions dealing with their activities and surroundings
- Tell about own experiences and include description
- Understand and reply to questions that link circumstance to action such as *What do you do when you are hungry?*
- Can give name, age, and gender
- Know basic colors and shapes by name
- Retell some key details of stories read to them
- Imitate tone and cadence of adults while pretend reading
- Demonstrate knowledge of print concepts such as directionality and one-to-one correspondence between words printed and read
- Recognize lower- and uppercase letters and begin to write some letters
- Begin to match letters with sounds
- Begin to match written words with spoken words
- Demonstrate familiarity with beginning sounds and ending sounds that rhyme
- Begin to copy some words such as their *names, mom, dad, I love you, family, a pet's name*

### Four to Five Years

- Know names of most things in their environment, including names of common animals, community helpers (*doctor, firefighter, and police officer*), school, church, store, numbers one to twenty, and so on



- Know and use relational prepositions correctly (*in, on, under, over, next to, etc.*)
- Have between 2,500 and 5,000 word vocabularies
- Can repeat four digits or four-syllable words
- Can produce most vowels and diphthong sounds
- Verbalize during and after activities using appropriate details and commentary
- Communicate with adults and other children readily
- Understand comparisons when visual objects are presented
- Understand and demonstrate knowledge of print concepts and phonological awareness such as print carries meaning, sounds are represented by letters, the order of letters in a word is important, roles of author and illustrator
- Attend to story and can answer the five W questions about it
- Articulate most sounds correctly and is understood by others even if articulation problem exists
- Read environmental print
- Tell a real or invented story and stay on topic
- Manipulate initial consonant sounds to make rhyming words
- Tell and understand puns or other jokes
- Dictate titles and sentences to go with drawings
- Begin to write sentences using known letter-sound associations, even if only using the initial sound of the words

### Five to Six Years

- Understand and use time concepts such as *morning, night, day, tomorrow, yesterday, today, before, and after*
- Understand and provide common opposites such as *top-bottom* and *big-small*
- Use many descriptive adverbs and adjectives in speaking
- Articulate consonant and vowel sounds correctly with few exceptions and is understood by others
- Understand that writing is used for different purposes, such as signs, letters, stories, explanations, and directions
- Attend to and repeat sentences of up to nine words
- Follow a sequence of three directions
- Recognize words that rhyme, that have the same beginning sound or that have the same medial sound
- Define objects by how they are used such as *towel, bed, table, jacket*
- Begin to use compound and complex sentences
- Apply conventions of grammar to speech
- Know the regular sound-letter correspondences for consonants and short and long vowels
- Read simple controlled vocabulary texts and retell the story
- Write stories using known letter-sound associations and learned spellings of high-frequency words
- Use capital letters at the beginning of a sentence and end punctuation
- Have a sight vocabulary of 100 to 150 words
- Sound out new words with support
- Make predictions based on a story's title, illustrations, and parts read
- Understand and use common punctuation to guide oral reading intonation

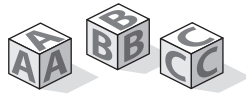
### Six to Seven Years

- Read and retell familiar stories
- Recall and discuss prior knowledge



- Use phonics and context clues to figure out unknown words
- Use word parts (prefixes, suffixes, root words) and similar known words to decode unfamiliar words
- Read familiar texts with fluency
- Give reasons for the actions of characters in a story
- Use a variety of repair strategies when they encounter a comprehension problem including rereading, slowing down, reading to the end of the paragraph
- Make, confirm, and revise predictions based on reading
- Write using regular spellings of sounds and learned spellings of high-frequency words
- Use references such as a word wall or picture dictionary to find the correct spelling of words as needed
- Write in complete sentences and use initial capitalization, commas, and end punctuation correctly
- Have a sight vocabulary of five hundred words or more
- Articulate clearly all sounds in the language
- Know the less common sound-letter correspondences including hard and soft sounds of *c* and *g*, blends, digraphs, and diphthongs, and use them in reading and writing
- Distinguish among different types of text including poems, fictional stories, fables, fairy tales, and informational text
- Recognize the main elements of a story including characters, setting, action
- Compare the characters, settings, or actions of two or more stories
- Write a story of three or five sentences in response to a picture prompt
- Choose appropriate and varied words in speaking and writing
- Write legibly in manuscript





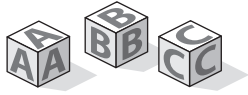
## LIST 2. SPEECH SOUND DEVELOPMENT

Children's repertoire of oral speech sounds (phonemes) develops slowly over five to six years. This chart shows the age at which 75 percent of children have mastered each spoken phoneme. Sounds are shown using the \*International Phonetic Alphabet (IPA).

CONSONANTS SYLLABLE POSITION					VOWELS AND DIPHTHONGS				CONSONANT BLENDS			
IPA*	Conventional	Age	Age	Age	IPA	Conventional	Age	Blend	Age	Blend	Age	
m		2	2	3	i	Long E Me	2	pr-	5			
n		2	2	3	I	Short I Is	4	br-	5			
ŋ	(ng) sing	—	3	nt**	e	Short E Me <u>t</u>	3	tr-	5			
p		2	2	4	æ	Short A A <u>t</u>	4	dr-	5	sl-	6	
b		2	2	3	ʌ	Short U U <u>p</u>	2	kr-	5	sw-	5	
t		2	5	3	ə	Schwa A <u>lone</u>	2	gr-	5	tw-	5	
d		2	3	4	ɑ	Broad A F <u>a</u> ther	2	fr-	5	kw-	5	
k		3	3	4	ɔ	Broad O O <u>ff</u>	3	θr-	6	-ŋk	4	
g		3	3	4	v	Short OO L <u>oo</u> k	4	pl-	5	-ŋg	5	
r		5	4	4	u	Long OO M <u>oo</u> n	2	bl-	5	-mp	3	
l		4	4	4				kl-	5	-nt	4	
f		3	3	3				gl-	5	-nd	6	
v		5	5	4				fl-	5	spr-	5	
θ	(voiceless) thin	5	nt	nt	ju	Long U U <u>se</u>	3	-ld	6	spl-	5	
ð	(th voiced) this	5	5	nt				-lk	5	str-	5	
s		5	5	5				-lf	5	skr-	5	
z		5	3	3	ou	Long O G <u>o</u>	2	-lv	5	skw-	5	
ʃ	(sh) shoe	5	5	5	au	Ou O <u>ut</u>	3	-lz	5	-ns	5	
ʒ	(zh) measure	nt	5	nt	eI	Long A M <u>a</u> y	4	sm-	5	-ps	5	
h		2	nt	—	aI	Long I I <u>c</u> e	3	sn-	5	-ts	5	
		5	nt	—	ɔI	OI B <u>o</u> y	3	sp-	5	-mz	5	
w		2	2	—				st-	5	-nz	5	
j	(y) yes	4	4	—				-st	6	-ŋz	5	
tʃ	(ch) chief	5	5	4				sk-	5	-dz	5	
dʒ	(j) just	4	4	6				-ks	5	-gz	5	







## LIST 3. SOUND-AWARENESS BOOKS

Sound awareness books help young readers focus on recognizing and producing specific sounds. Repetition of a consonant sound in the beginning or ending position in words or of a vowel sound in the middle of words helps reinforce sound-symbol relationships—a critical foundation for emergent reading and writing. The following lists highlight books that focus on either consonant sounds or vowel sounds. They include old and new favorites enjoyed by children in preschool through grade 2.

### Consonant Sounds

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- *Benji's Blanket* by Marc Brown
- *Bertie and the Bear* by Pamela Allen
- *The Carrot Seed* by Ruth Krauss
- *Cat's Do, Dogs Don't* by Norma Simon
- *Crow Boy* by Taro Yashima
- *Dig, Drill, Dump, Fill* by Tana Hoban
- *Digging up Dinosaurs* by Aliki
- *Fish Is Fish* by Leo Lionni
- *The Gingerbread Boy* by Paul Galdone
- *Gobble, Growl, Grunt* by Peter Spier
- *Hats, Hats, Hats* by Ann Morris
- *A House Is a House for Me* by Maryann Hoberman
- *How Many Bugs in a Box?* by David Carter
- *How Many Trucks Can a Tow Truck Tow?* by Charlotte Pomerantz
- *Jamberry* by Bruce Degen
- *Joshua James Likes Trucks* by Catherine Petrie
- *Jump, Frog, Jump* by Robert Kalan
- *Koko's Kitten* by Francine Patterson
- *Lazy Lions, Lucky Lambs* by Patricia R. Giff
- *Mickey's Magnet* by Franklyn Branley
- *Mrs. Wishy-Washy* by Joy Cowley
- *The Napping House* by Audrey Woods
- *One Fish, Two Fish* by Dr. Seuss
- *Pancakes, Pancakes* by Eric Carle
- *Peter's Chair* by Ezra Jack Keats
- *Pingo the Plaid Panda* by Loreen Leedy
- *The Popcorn Book* by Tomie dePaola
- *Quick, Quack, Quick!* by Marsha Arnold
- *Red is Best* by Kathy Stinson
- *Sadie and the Snowman* by Allan Morgan
- *Shake My Sillies Out* by Raffi
- *Sheep on a Ship* by Nancy Shaw
- *Swan Sky* by Keizaburo Tejima
- *A Tiger Called Thomas* by Charlotte Zolotow
- *Tom and His Tractor* by Leslie Wood
- *The Very Busy Spider* by Eric Carle
- *Where Does the Garbage Go?* by Paul Showers
- *Yummy, Yummy* by Judith Grey
- *Zella, Zack, and Zodiac* by Bill Peet
- *Zippering, Zapping, Zooming Bats* by Ann Earle



## Vowel Sounds

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### A

*All About Arthur* by Eric Carle  
*The Cat Sat on the Mat* by Alice Cameron  
*Jack and Jake* by Alik  
*The Paper Crane* by Molly Bang  
*Skate, Kate, Skate* by Patty Carratello  
*Taste the Raindrops* by Anna Hines

### E

*The Bee Tree* by Patricia Polacco  
*Emma's Pet* by David McPhail  
*Hester the Jester* by Ben Shecter  
*Sheep in a Jeep* by Nancy Shaw  
*Ten Sleepy Sheep* by Holly Keller  
*Who Has These Feet?* by Laura Hulbert

### I

*Iris Has a Virus* by Arlene Alda  
*Itchy, Itchy Chicken Pox* by Grace Maccarone  
*The Missing Mitten Mystery* by Steven Kellogg

*Mrs. Brice's Mice* by Syd Hoff  
*Slim and Jim* by Richard Egielski  
*Whistle for Willie* by Ezra Jack Keats

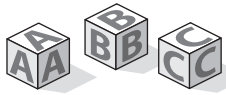
### O

*Flossie and the Fox* by Patricia C. McKissack  
*Fox in Socks* by Dr. Seuss  
*Hop on Pop* by Dr. Seuss  
*Joe and the Snow* by Tomie dePaola  
*Over in the Meadow* by Olive Wadsworth  
*Toad on the Road* by Susan Schade and John Buller

### U

*The Bug in the Jug Wants a Hug* by Brian Cleary  
*Duke the Blue Mule* by Patty Carratello  
*One Duck Stuck* by Phyllis Root  
*Sun Up, Sun Down* by Gail Gibbons  
*Tubby the Tuba* by Paul Tripp  
*Underwear* by Mary Monsell





## LIST 4. RHYMING BOOKS

If you ask adults to recall a favorite book from their childhood, many will name a rhyming book and some will begin to recite it. Whether it's one of the Dr. Seuss classics or another, such as Bemelmans, *Madeline*, rhyming books have helped generations lay a foundation of phonological (sound) awareness and readiness for reading. They still do. In addition to focusing attention on the ending sounds of words, books that rhyme help children discriminate among sounds, recognize patterns, and develop memory skills—all important foundation skills for literacy. Perhaps their most important contribution is that they happily engage children in the pleasures of reading. This list contains the titles of more than one hundred rhyming books for young children to enjoy.

- *Aliens Love Underpants* by Claire Freedman
- *Altoona Baboona* by Janie Bynum
- *The Animals' Song* by David L. Harrison
- *Baby Beluga* by Raffi
- *Baby Says "Moo!"* by JoAnn Early Macken, illustrated by David Walker
- *Bats in the Band* by Brian Lies
- *Bear Snores On* by Karma Wilson, illustrated by Jane Chapman
- *The Big Blue Spot* by Peter Horowitz
- *Big Honey Hunt* by Stan Berenstain
- *Bob & Rob & Corn on the Cob* by Todd McQueen
- *Bubble Gum, Bubble Gum* by Lisa Wheeler
- *Buzz Said the Bee* by Wendy Cheyette Lewison
- *By Day, By Night* by Amy Gibson
- *The Caboose Who Got Loose* by Bill Peet
- *A Camping Spree with Mr. Magee* by Chris Van Dusen
- *Cat in the Hat* by Dr. Seuss
- *Chick Chicka Boom Boom* by Bill Martin Jr. and John Archambault
- *Chicken Cheeks* by Michael Ian Black
- *Click, Clack, Moo: Cows That Type* by Doreen Cronin and Betsy Lewin
- *Construction* by Sally Sutton
- *The Cow Loves Cookies* by Karma Wilson
- *A Crowded Ride in the Countryside* by Frank B. Edwards
- *Dinosaur Roar! Board Book* by Paul and Henrietta Stickland
- *Do You Know Which Ones Will Grow?* by Susan A. Shea
- *Down by the Bay* by Raffi
- *Down to the Sea with Mr. Magee* by Chris Van Dusen
- *Drummer Hoff* by Barbara and Ed Emberley
- *Duck in the Truck* by Jez Alborough
- *Each Peach Pear Plum* by Janet and Allan Ahlberg
- *Everywhere Babies* by Susan Meyers and Marla Frazee
- *Farmer Joe and the Music Show* by Tony Mitton
- *Felicity Floo Visits the Zoo* by E. S. Redmond
- *Five Little Pumpkins* by Iris Van Rynback
- *Flashing Fire Engines* by Tony Mitton, illustrated by Ant Parker
- *Fox in Socks* by Dr. Seuss

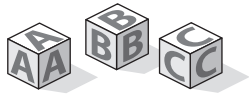


- *A Frog in the Bog* by Karma Wilson
- *The Frogs and Toads All Sang* by Arnold Lobel
- *Giraffes Can't Dance* by Giles Andreae
- *Golden Domes and Silver Lanterns: A Muslim Book of Colors* by Hena Khan
- *Good Night, Sleep Tight* by Mem Fox
- *Good Sports: Rhymes about Running, Jumping, Throwing, and More* by Jack Prelutsky
- *Goodnight, Goodnight Construction Site* by Sherri Duskey Rinker
- *Granny Went to Market* by Stella Blackstone
- *Green Eggs and Ham* by Dr. Seuss
- *The Gruffalo* by Julia Donaldson and Ariel Scheffler
- *Hairy, Scary, Ordinary: What Is an Adjective?* by Brian P. Cleary
- *Have You Seen My New Blue Socks?* by Eve Bunting
- *Hello Toes! Hello Feet!* by Ann Whitford Paul
- *Hilda Must Be Dancing* by Karma Wilson
- *Horton Hears a Who!* by Dr. Seuss
- *The House Book* by Keith Du Quette
- *How Big Is a Pig?* by Claire Beaton
- *How Do Dinosaurs Eat Their Food?* by Jane Yolen and Mark Teague
- *How Do Dinosaurs Say Goodnight?* by Jane Yolen and Mark Teague
- *How Do You Hug a Porcupine?* by Laurie Isop
- *The Hungry Thing* by Jane Slepian and Ann Seidler
- *Hush Little One* by John Butler
- *Hush! A Thai Lullaby* by Minfong Ho
- *Hush, Little Alien* by Daniel Kirk
- *I Ain't Gonna Paint No More!* by Karen Beaumont
- *I Am Cow, Hear Me Moo!* by Jill Esbaum
- *I Know a Rhino* by Charles Fuge
- *I Like Myself* by Karen Beaumont
- *I Went Walking* by Sue Williams
- *If All the Animals Came Inside* by Eric Pinder
- *If I Built a House* by Chris Van Dusen
- *Iggy Peck, Architect* by Andrea Beaty
- *Is There Really a Human Race?* by Jamie Lee Curtis, illustrated by Laura Cornell
- *Is Your Mama a Llama?* by Deborah Guarino
- *It's Hard to Be Five* by Jamie Lee Curtis
- *Jamberry* by Bruce Degen
- *Jillian Jiggs* by Phoebe Gilman
- *Kermit the Hermit* by Bill Peet
- *A Leaf Can Be ...* by Laura Purdie Salas
- *Let It Fall* by Maryann Cocca-Leffler
- *Little Blue Truck* by Alice Schertle
- *The Little School Bus* by Margery Cuyler
- *Llama Llama and the Bully Goat* by Anna Dewdney
- *Llama Llama Home with Mama* by Anna Dewdney
- *Mighty Dads* by Joan Holub



- *The Monster Who Ate My Peas* by Danny Schnitzlein
- *Moo Baa La La La* by Sandra Boynton
- *Moose on the Loose* by Carol P. Ocher
- *Moses Supposes His Toes Are Roses* by Nancy Patz
- *Mrs. McNosh Hangs Up Her Wash* by Nadine Bernard Westcott
- *My Granny Went to Market* by Stella Blackstone
- *My Truck Is Stuck!* by Kevin Lewis, illustrated by Daniel Kirk
- *Nelly Gnu and Daddy Too* by Anna Dewdney
- *The Night Parade* by Lily Roscoe
- *No Pirates Allowed! Said Library Lou* by Rhonda Gowler Greene
- *No Sleep for the Sheep!* by Karen Beaumont
- *No Two Alike* by Keith Baker 2011
- *Not Now! Said the Cow* by Joanne Oppenheim
- *One Big Pair of Underwear* by Laura Gehl
- *One Duck Stuck* by Phyllis Root, illustrated by Jane Chapman
- *One Fish Two Fish Red Fish Blue Fish* by Dr. Seuss
- *One Little Mouse* by Dori Chaconas
- *Oodles of Noodle* by Lucia Hymes and James L. Hymes Jr.
- *Parts* by Tedd Arnold
- *Pretend You're a Cat* by Jean Marzollo, illustrated by Jerry Pinkney
- *The Recess Queen* by Alexis O'Neill
- *The Secret Science Project That Almost Ate the School* by Judy Sierra
- *Seven Silly Eaters* by Mary Ann Hoberman
- *Sheep in a Jeep* by Nancy Shaw
- *Sheep, Sheep, Sheep, Help Me Fall Asleep* by Alan Alda
- *Silly Tilly* by Eileen Spinelli
- *The Sneetches* by Dr. Seuss
- *Stand Back Said the Elephant, I'm Going to Sneeze!* by Patricia Thomas
- *Steam Train, Dream Train* by Sherri Duskey Rinker
- *Straight and Curvy, Meek and Nervy: More about Antonyms* by Brian P. Cleary
- *Ten on the Sled* by Kim Norman, illustrated by Liza Woodruff
- *This Little Chick* by John Lawrence
- *The Three Ninja Pigs* by Corey Rosen Schwartz
- *Tiptoe Joe* by Ginger Foglesong Gibson
- *Today I Feel Silly & Other Moods That Make My Day* by Jamie Lee Curtis
- *Train Song* by Diane Siebert
- *Trashy Town* by Andrea Zimmerman and David Clemesha, illustrated by Dan Yaccarino
- *Waking Beauty* by Leah Wilcox
- *When Dinosaurs Go Visiting* by Linda Martin
- *Whose Toes Are Those?* by Jabari Asim
- *Wild about Books* by Judy Sierra
- *Zin! Zin! Zin! A Violin* by Lloyd Moss
- *Zookeeper Sue* by Chris Demarest





## LIST 5. PREDICTABLE BOOKS

Predictable books are stepping stones in early literacy. Their structures enable young readers to follow along and participate in the reading of the story, holding their interest and aiding their comprehension.

In a *cumulative story*, each new thing or event is added to the previous ones and the list is repeated (*Bringing Rain to the Kapiti Plain* by Verna Aardema, 1981). A *circular story* weaves the plot so that the ending brings you back to the beginning (*If You Give a Moose a Muffin* by Laura Numeroff, 1991).

Some stories use a repeating *question-answer format* (*Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr., 1992). Others use a familiar sequence, such as numbers, seasons, or days of the week, to structure the story (*Chicken Soup with Rice* by Maurice Sendak, 1962).

*Repeating pattern stories* help children anticipate what is coming by repeating words, phrases, or other story elements (*The Little Red Hen* by Paul Galdone, 2006). Last, authors often use strong *rhyme schemes* that enable the reader to predict upcoming words or phrases (*Is Your Mama a Llama?* by Deborah Guarino, 1989).

The following books will engage your young readers happily in following story lines, predicting what's next, and joining in the reading.

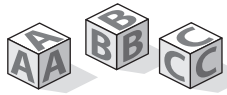
- *10 Bears in my My Bed* by Stanley Mack, 1974
- *Anansi Goes Fishing* by Eric Kimmel, 1992
- *Animal Numbers* by Bert Kitchen, 1987
- *Anno's Counting Book* by Mitsumasa Anno, 1977
- *The Baby Beebeebird* by Diane Redfield Massie, 2000
- *Barn Dance* by Bill Martin, Jr., 1986
- *Bringing the Rain to Kapiti Plain* by Verna Aardema, 1981.
- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr., 1967
- *Buzz, Buzz, Buzz* by Byron Barton, 1973
- *Can I Keep Him?* by Steven Kellogg, 1971
- *Chester's Way* by Kevin Henkes, 1988
- *Chicka Chicka Boom Boom* by Bill Martin, Jr., 1989
- *Count and See* by Tana Hoban, 1972
- *Counting Wildflowers* by Bruce McMillan, 1986
- *The Cow Who Clucked* by Denise Fleming, 2006
- *Dear Zoo* by Rod Campbell, 2007
- *Do You Know What I'll Do?* by Charlotte Zolotow, 1958
- *Do You Know Which Ones Will Grow?* by Susan Shea, 2012
- *The Doorbell Rang* by Pat Hutchins, 1986
- *Each Peach Pear Plum* by Janet and Allan Ahlberg, 1979
- *Farmer Duck* by Martin Waddell, 1995
- *Give the Dog a Bone* by Steven Kellogg, 2000
- *Good Morning Chick* by Mirra Ginsburg, 1980
- *Goodnight Moon* by Margaret Wise Brown, 1947
- *The Grouchy Ladybug* by Eric Carle, 1977
- *Have You Seen My Duckling?* By by Nancy Tafuri, 1984
- *Have You Seen my My Cat?* by Eric Carle, 1973
- *Henny Penny* by H. Werner Zimmerman, 1989
- *The House That Jack Built* by Rodney Peppe, 1985



- *If the Dinosaurs Came Back* by Bernard Mast, 1978
- *If You Give a Moose a Muffin* by Laura Numeroff, 1991
- *If You Give a Pig a Pancake* by Laura Numeroff, 1998
- *If You Give Mouse a Cookie* by Laura Numeroff, 1985
- *If You Take a Mouse to School* by Laura Numeroff, 2002
- *In 1492* by Jean Marzollo, 1989
- *Jesse Bear, What Will You Wear?* by Nancy Carlstrom, 1986
- *The Lady with the Alligator Purse* by Nadine B. Westcott, 1988
- *Moirá's Birthday* by Robert Munsch, 1987
- *Mouse Paint* by Ellen Walsh, 1989
- *My Friend Rabbit* by Eric Rohmann, 2002
- *My Heart Is Like a Zoo* by Michael Hall, 2009
- *The Name of the Tree* by Celia Lottridge, 1989
- *Never Ever Shout in a Zoo* by Karma Wilson, 2004
- *One Fish Two Fish* by Dr. Seuss, 1960
- *One Hundred Angry Ants* by Elinor Pinczes, 1993
- *Over on the Farm* by Christopher Gunson, 1997
- *Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin, Jr., 1991
- *Shoes* by Elizabeth Winthrop, 1986
- *Ten, Nine, Eight* by Molly Bang, 1983
- *The Teddy Bears' Picnic* by Jimmy Kennedy, 1987
- *The Three Bears* by Paul Galdone, 1972
- *The Very Hungry Caterpillar* by Eric Carle, 1969
- *There Was an Old Lady Who Swallowed a Fly* by Simms Taback, 1997
- *This is the Bear* by Sarah Hayes, 1986
- *Too Much Noise* by Ann McGovern, 1992
- *Waving: A Counting Book* by Peter Sis, 1988
- *When Pigs Fly* by Valerie Coulman, 2001
- *Where Are You Going Little Mouse?* by Robert Kraus, 1986
- *Where There's a Bear, There's Trouble* by Michael Catchpool, 2002
- *Who's Counting?* by Nancy Tafuri, 1986
- *Whose Hat?* by Margaret Miller, 1988
- *Whose Mouse Are You?* by Robert Kraus, 1970
- *Whose Shoe?* by Margaret Miller, 1991
- *Why Mosquitoes Buzz in People's Ears* by Verna Aardema, 1975







## LIST 6. BOOKS WITHOUT WORDS

Wordless picture books enable even very young children to enjoy stories and participate in their telling. With some guidance they can learn to “read” the pictures and develop a host of emergent literacy skills, including using vocabulary, sequencing, prediction, story line comprehension, characterization, inference skills, setting, and more. Wordless books can also be used to introduce young English language learners to common vocabulary in context. Early positive reading experiences through picture books motivate children to learn to read. Here are some new and old favorites for your classroom library.

- *I Hunter* by Pat Hutchins
- *The Adventures of Polo* by Regis Faller
- *Ah Ha!* by Jeff Mack
- *Alligator’s Toothache* by Diane De Groat
- *The Angel and the Soldier Boy* by Peter Collington
- *Animal Alphabet* by Bert Kitchen
- *Anno’s Flea Market* by Mitsumasa Anno
- *Anno’s Journey* by Mitsumasa Anno
- *Anno’s Spain* by Mitsumasa Anno
- *Anno’s U.S.A.* by Mitsumasa Anno
- *Another Story to Tell* by Dick Bruna
- *April Fools* by Fernando Krahn
- *Ball* by Mary Sullivan
- *A Ball for Daisy* by Chris Raschka
- *The Bear and the Fly* by Paula Winter
- *Big Ones, Little Ones* by Tana Hoban
- *Bluebird* by Bob Staake
- *Bow-Wow Bugs a Bug* by Mark Newgarden and Megan Montague Cash
- *A Boy, a Dog, a Frog and a Friend* by Mercer Mayer
- *A Boy, a Dog, and a Frog* by Mercer Mayer
- *The Boy, the Bear, the Baron, the Bard* by Gregory Rogers
- *Carl Goes Shopping* by Alexandra Day
- *Carl’s Birthday* by Alexandra Day
- *Carl’s Christmas* by Alexandra Day
- *Chalk* by Bill Thomson
- *Changes, Changes* by Pat Hutchins
- *Clementina’s Cactus* by Ezra Jack Keats
- *The Conductor* by Laetitia Devernay
- *Creepy Castle* by John Goodall
- *The Creepy Thing* by Fernando Krahn
- *Deep in the Forest* by Brinton Turkle
- *Do You Want to Be My Friend?* by Eric Carle
- *The Farmer and the Clown* by Marla Frazee
- *Flora and the Flamingo* by Molly Idle
- *Flotsam* by David Wiesner



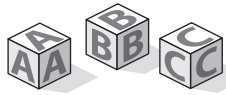


- *The Flower Man* by Mark Ludy
- *Follow Carl!* by Alexandra Day
- *Follow Me!* by Nancy Tafuri
- *Free Fall* by David Weisner
- *Frog Goes to Dinner* by Mercer Mayer
- *Frog on His Own* by Mercer Mayer
- *Frog, Where Are You?* by Mercer Mayer
- *Good Dog, Carl* by Alexandra Day
- *Good Night, Garden Gnome* by Jamichael Henterly
- *Good Night, Gorilla* by Peggy Rathmann
- *The Great Cat Chase* by Mercer Mayer
- *The Grey Lady and the Strawberry Snatcher* by Molly Bang
- *Happy Birthday, Max* by Hanne Turk
- *Have You Seen My Duckling?* by Nancy Tafuri
- *Hiccup* by Mercer Mayer
- *Home* by Jeannie Baker
- *Hug* by Jez Alborough
- *The Hunter and the Animals* by Tomie dePaola
- *I Read Signs* by Tana Hoban
- *I Read Symbols* by Tana Hoban
- *Is It Red? Is It Yellow? Is It Blue?* by Tana Hoban
- *Island Dog* by Rebecca Goodale
- *Journey* by Aaron Becker
- *Junglewalk* by Nancy Tafuri
- *Last Night* by Hyewon Yum
- *The Lion & the Mouse* by Jerry Pinkney
- *Little Star* by Antonin Louchard
- *Looking Down* by Steve Jenkins
- *Max Packs* by Hanne Turk
- *Midsummer Knight* by Gregory Rogers
- *The Midnight Adventures of Kelly, Dot and Esmeralda* by John Goodall
- *Mirror* by Jeannie Baker
- *Moonlight* by Jan Ormerod
- *Museum Trip* by Barbara Lehman
- *Noah's Ark* by Peter Spier
- *One Frog Too Many* by Mercer Mayer and Marianna Mayer
- *Oops* by Arthur Geisert
- *Over, Under, Through, and Other Spatial Concepts* by Tana Hoban
- *Paddy Pork's Holiday* by John Goodall
- *Pancakes for Breakfast* by Tomie dePaola
- *The Paperboy* by Dav Pilkey
- *People* by Peter Spier
- *Peter Spier's Rain* by Peter Spier



- *Picnic* by Emily Arnold McCully
- *The Rabbit Problem* by Emily Gravett
- *Rainstorm* by Barbara Lehman
- *The Red Book* by Barbara Lehman
- *Re-Zoom* by Istavan Banyai
- *The Ring* by Lisa Maizlish
- *Rosie's Walk* by Pat Hutchins
- *Sea of Dreams* by Dennis Nolan
- *The Secret in the Dungeon* by Fernando Krahn
- *Sector 7* by David Wiesner
- *Shadow* by Suzy Lee
- *Sidewalk Circus* by Paul Fleischman and Kevin Hawkes
- *The Silver Pony* by Lynd Ward
- *Snapshot Max* by Hanne Turk
- *Snow* by Isao Sasaki
- *The Snowman* by Raymond Briggs
- *South* by Patrick McDonnell
- *Space Colony* by Joe Burlson
- *The Surprise Picnic* by John Goodall
- *Time Flies* by Eric Rohmann
- *Trainstop* by Barbara Lehman
- *The Tree House* by Marije Tolman
- *Truck* by Donald Crews
- *Tuesday* by David Weisner
- *The Tunnel Calamity* by Edward Gorey
- *The Umbrella* by Ingrid Schubert
- *The Umbrella* by Jan Brett
- *Wave* by Suzy Lee
- *Will's Mammoth* by Rafe Martin
- *Window* by Jeannie Baker
- *The Yellow Balloon* by Charlotte Demantons
- *Yellow Umbrella* by Jae-Soo Liu
- *Zoom* by Istavan Banyai





## LIST 7. PRINT CONCEPTS

Early experiences with books help young children develop an awareness of print and concepts related to words, language, books, and reading that are important foundations for formal instruction. A child's interactions with adults and older students about books provide models that link books to excitement, enjoyment, ideas, and the pleasures of sharing. These same experiences can also focus attention on fundamental behaviors and print knowledge.

When reading to children, it is a simple matter to point out different parts of a book and call attention to specific details such as directionality, word boundaries, and punctuation marks. Later, ask the child to show you where to begin reading, where to go next when the page is done, and so on. Pointing under each word as you read helps children recognize the one-to-one correspondence between the written and spoken word. Having the child point as you read demonstrates his or her understanding.

The following list includes concepts of print for children in prekindergarten and kindergarten. Use the list to guide discussion during story time and as the basis for a print awareness assessment.

The student can do the following.

### Recognize and can point to

- the front of the book
- the back of the book
- the book spine
- the title of the book
- the author's name
- an illustration or picture in the book (realistic)
- page numbers
- table of contents (for a collection of stories)

### Understand and can explain roles of

- the author
- the illustrator
- the reader
- the audience

### Understand and can demonstrate

- how to hold a book
- how to turn pages
- reading from left to right in a line
- making a return sweep to next line
- reading from top to bottom of page
- reading from front to back of the book

### Understand that

- spoken words can be written down
- the words tell the story
- the illustrations are related to the story but are not the story
- the one-to-one correspondence of words read and the printed words
- the order of the letters is important
- space separates words
- punctuation marks have a purpose

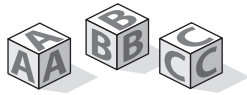
### Recognize and can point to

- letters, words, and punctuation marks
- a word and a sentence
- the first and last letter of a word
- the first and last word of a sentence
- a period, a question mark, an exclamation mark, a comma
- a capital and a lowercase letter

### Recognize and can name

- all upper- and lowercase letters



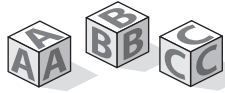


## LIST 8. PHONICS AWARENESS

American English language uses twenty-six alphabetic letters in more than one hundred combinations to represent about forty-five speech sounds (the exact number depends on the specific regional variation). Phonics helps new and experienced readers make connections between letter patterns and the speech sounds for which they stand. It begins with an awareness and recognition of letters and sounds, then builds connections between them, starting with the most frequent and distinct correspondences.

<b>Letter knowledge</b>	Recognize, name, and distinguish upper- and lowercase letters.
<b>Word segmentation</b>	Recognize or separate individual words within a sentence. <i>Example:</i> "I went to the store." (five words)
<b>Syllable segmentation</b>	Recognize and separate syllables within words. <i>Examples:</i> Bill-y, Ton-ya, a-bout, talk-ing
<b>Syllable blending</b>	Listen to two spoken word parts and blend them into a single word. <i>Example:</i> let-ter → letter
<b>Phonemic awareness—consonants</b>	<p>Tell whether the initial consonant sounds of two or more words are the same or different. <i>Examples:</i> mat/sat, big/beg, pay/pit/pen, lip/fit/like</p> <p>Tell whether the final consonant sounds of two or more words are the same or different. <i>Examples:</i> sat/sad, met/mat, five/hive, fin/stem/men</p>
<b>Phonemic awareness—Vowels</b>	Tell whether the vowel sound in two or more words is the same or different. <i>Examples:</i> mane/cane; pin/pen; stick/stock/stuck
<b>Phonemic blending</b>	Blend two or more phonemes or speech sounds together to form a word. <i>Example:</i> /t/ /o/ /m/ → Tom
<b>Phonemic segmentation</b>	Separate and pronounce the individual sounds of a word. <i>Example:</i> cat → /c/ /a/ /t/
<b>Rhyming</b>	Recognize and produce rhyming pairs. <i>Examples:</i> tan/pan, big/pig, get/set; tap/map
<b>Onset substitution</b>	Remove the initial consonant sound from the beginning of a word and substitute it with another consonant sound to form a different word in a word family. <i>Example:</i> mat → /m/ + at, /s/ + at = sat, /f/ + at = fat; /k/ + at = cat





## LIST 9. RHYMING WORDS

Rhyming is an important link to other emergent reading skills. Rhyming involves auditory attention and discrimination, the ability to manipulate beginning sounds to produce different words that have the same ending, and the ability to group or separate words by their sounds. Many studies have shown that children who are intentionally exposed to rhyming in their preschool years are more likely to be successful in early reading.

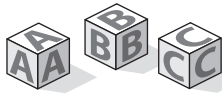
After exposure to books and nursery or other favorite rhymes that have strong rhythm and rhyme schemes, games and other activities that lead children to recognize and produce rhyming words are important. Here are some rhyming words to get them started. Remember, rhyming words end in the same sounds, not necessarily the same letter.

my	try	cry	die	fry
lie	fly	spy	sky	dry
make	take	bake	fake	flake
cake	steak	break	Jake	lake
day	stay	may	play	spray
pay	say	way	pray	tray
ball	Paul	call	fall	tall
wall	small	hall	stall	crawl
bell	fell	smell	spell	shell
tell	sell	well	yell	cell
need	seed	feed	lead	speed
bleed	weed	read	bead	freed
best	test	rest	messed	pressed
dressed	guest	nest	west	pest
sit	fit	bit	knit	spit
quit	hit	pit	split	lit
fine	dine	line	vine	spine
shine	nine	mine	pine	whine
Jill	fill	bill	pill	will
hill	kill	chill	sill	mill
bite	light	night	fight	kite
sight	bright	white	write	sprite
king	ring	sing	bring	wing
thing	sting	string	ding	spring
pot	got	hot	knot	rot
spot	shot	lot	cot	dot



store sore	floor pour	tour four	more door	core chore
Bob job	slob blob	knob snob	rob mob	cob sob
Chuck luck	duck tuck	stuck cluck	truck buck	muck struck
jump lump	hump pump	stump clump	bump grump	dump plump
go dough	slow know	snow grow	throw show	blow sew
ate gate	date late	plate wait	great crate	state skate
air stare	care share	bear there	chair square	dare fair
Sam pam	am bam	jam lamb	yam clam	ham slam
back snack	pack black	sack whack	rack track	quack stack
bum plum	some rum	gum chum	hum glum	drum strum
stop flop	cop drop	mop shop	top chop	pop hop
ink wink	think sink	blink link	stink pink	drink shrink
zip flip	lip chip	skip ship	dip whip	rip trip





## LIST 10. MINIMAL PAIRS

Minimal pairs are sets of words that differ by only one phoneme or sound. The difference may be in the initial, medial, or final position of the words as in *pit/bit*, *pit/pat*, and *pit/pin*. A single sound difference changes the word. Being able to distinguish sounds and produce each one is important to understanding spoken language, speaking, learning phonics, and spelling. Small-group or one-to-one practice with minimal pairs is especially helpful to students whose language background is not Standard American English. The following lists focus on sounds that students often find difficult to differentiate.

To practice producing the sounds, pronounce the word pair and then have the students echo your pronunciation. Repeat three times before moving on to the next pair. The repetition helps students correct their auditory discrimination before altering their sound production.

To practice sound differentiation, give students two cards, one labeled *same* and the other labeled *different*. Ask students to listen to the pairs of words and to hold up one of the cards to show whether they are the same or different. Intermix pairs of identical words with the minimal pairs. A sample discrimination practice set is provided in the following. When contrasting two sounds, practice with each presented first, as in *pig/big*, *big/pig*.

### Sample Practice Set

bit/pit	big/big	pig/big	pat/pat	bat/pat
bet/pet	but/putt	bet/bet	putt/putt	but/putt
pit/bit	big/pig	pet/bet	putt/but	pat/bat

### Consonant Sounds

<b>b</b>	bag tag ban van bat pat bark park bee pea boo zoo but hut Ben yen	buy dye bun sun bet pet bay pay beg Peg back shack bin chin ball wall	bee key boom zoo, bin pin beep peep big pig bird third beef leaf bun run	bus Gus back Zack bug pug beach peach bees peas bake shake beep jeep bunch lunch	bin fin buy rye bath path bye pie beep sheep bees these book cook base lace
<b>hard c (k)</b>	call Paul  cat fat cap gap coat goat cook look call shawl cot yacht cat gnat	calm palm  cast fast curl girl cold gold keep sheep cake lake kite white calf laugh	cone bone  cool fool coal goal coast toast kick thick kin win code load kick Rick	kale bale  kin fin card guard cap zap cat chat Ken when case race camp lamp	cool tool  king zing cage gauge keel kneel cage wage cow wow coke yolk coal pole
<b>ch</b>	chin gin chess jess chunk junk chop pop chair dare chimp limp chest vest chop cop	cheap jeep cello Jello chive jive chest best cheer year chop mop chain vane cheap keep	chest jest chip gyp cheese g's chair bear chick wick chase lace chase foes chin Lynn	cheer jeer chose joe's cherry Gerry chew two chase race chair mare charm farm chick Mick	chill Jill choke joke chain Jane chip dip chime rhyme chalk hawk chum come chase nose



**Consonant Sounds (Continued)**

<b>d</b>	dim Tim dip tip dine pine deal peel deep seep down gown dirty thirty dean mean	dusk tusk down town dough bow dark park deer veer dare care den then day yay	den ten dart tart duck buck date Kate debt vet deer fear Doug hug dill will	Dee tea die tie din kin den Zen dole coal dough hoe dart heart dig jig	door tore dot tot Dale bale dial vial dig big Dick thick dye why deep jeep
<b>f</b>	fat vat file vile fable table far car fake cake fawn yawn fog log fell yell	fan tan fail veil fair pair fun done fame game fun one fees these fog jog	fear veer fan pan fold hold fill dill fed said fine shine fade jade foes those	fender vendor fee peel fear deer fit kit fade shade folk yolk fax Jack's funny money	fine vine fine dine fall ball fool cool foam gnome phone loan fight height foe sew
<b>hard g</b>	got pot gap cap guard bard gig rig goal roll gust rust gill chill goat moat	goo boo goat vote gown down gave wave gourd lord gave shave gorge George got not	gun pun go dough goal coal guest rest give live gun sun get jet gear near	got tot guest vest go foe Gail rail goose juice gum thumb gear cheer gale whale	get vet gear fear get yet go woe got hot gape shape gill mill go though
<b>h</b>	hop pop hub tub heat wheat hawk chalk horn corn hoe though hello mellow high why	hook book hen pen heap leap hum chum hush lush hiss this ham yam hurt shirt	hay bay hast taste hip whip hair pair hack back haze ways hose shows hash rash	heart part horde cord host toast hatch latch host most hard yard herd third head shed	hi bye hold bold hear year hoist moist hail whale hole roll hank thank hope nope
<b>j (dg)</b>	jig pig jar car jump pump jeep heap jest test gel cell jaw saw jute shoot	jack back jail tail Jill gill jaw thaw jeer beer jade raid jest vest Joan moan	joke poke Jane pain Jake shake job cob jelly belly jog log junk punk Jake rake	gin tin jet pet jam lamb jeans beans jeep weep jack's sax germ worm joe though	jade paid joke yoke Jen ten jess less just gust jam yam Jane lane jay they
<b>l</b>	lick pick lace face lash cash laugh half loose goose leech peach line wine law thaw	loss toss leap peep leaf thief load code lock rock lunch bunch lawn yawn lake take	light bite lame fame lark park latch thatch lag gag link wink lone tone lamb ram	lard guard load toad less guess lane pane lip whip lush hush leeks beaks lunch munch	licks fix let bet lash mash locks fox leak peak lay weigh lick thick linger finger





**Consonant Sounds (Continued)**

<b>r</b>	rack lack rink link right light rain pain roll goal rook nook runny money road load	race lace rocket locket rock lock rig fig rake cake rug bug rail shale rink think	rice lice row low rate late rare fair road toad reap jeep rook look rest nest	reach leech red led rush lush rocks fox rule pool rose those reef sheaf wrestle trestle	rain lane rug lug ramp lamp raid fade rail pale rash cash ram lamb rat that
<b>s</b>	sip pip seek leak sight kite sign mine sun pun sack shack sail tail sank thank	sum yum seep peep sign line seal real sink think scene bean saw thaw sink zinc	sob cob sigh why sage page sunk junk sash rash sum thumb sage cage sock shock	sue you six licks surf turf sign pine source horse sage wage seat sheet sank bank	soak coke sour tower silly chilly sink rink seat Pete sigh thigh sick wick sour shower
<b>sh</b>	shy pie sheaf thief shows rose shoes choose sheep peep shark lark show though shawl wall	show sew shark park shower sour shack bake shock sock shoe ewe ship zip shine sign	shirt Bert shook rook shark bark shop chop shed wed sheaf leaf shirt dirt shy dye	shack rack shine pine shoe chew shore tore shop top shy thy ship whip shoot suit	shower power shut rut shine wine she thee shell tell share their shell cell chic leak
<b>t</b>	ten den table label test west teal wheel town gown taping gaping tight bite teak week	tick think tore door tight white tool cool toast host taste haste team beam tin gin	table fable tank thank town down took look two chew tease these test nest torn horn	tax fax test guest toss loss tart dart toes those typed wiped ted bed tone moan	tail veil table gable ten then torn thorn tie dye ticket wicket tile vial tax backs
<b>Voiceless th</b>	thick pick thaw gnaw thumb dumb thick lick thimble nimble thumb yum thank tank thatch latch	third bird thick wick think pink thin fin thorn born think kink thumb come thigh pie	thaw jaw thanks banks thorn born thatch patch think link thumb numb thick sick thanks tanks	thirty dirty thick tick thief leaf think mink three free thirsty Kirsty thief sheaf thumb gum	thorn mourn thigh thy third nerd thief beef thunder wonder thread Fred thick kick third gird
<b>Voiced th</b>	then wren they yay there where that hat then ken those foes those rose these g's	these wheeze that gnat they may those chose thigh thy these cheese thy lie these mare	though row those woes though joe that rat though show then Len that cat those hose	their wear then when this miss then men this kiss these knees thee sea them hem	they ray those nose thee knee they lay thee lee though sew that hat that vat



**Consonant Sounds (Continued)**

<b>v</b>	vet yet vat gnat vast cast vein lane v sea vote note V's these veer gear	van ran veer year veal kneel vest guest vane sane vest west vat chat vile file	vote wrote vow cow vein Wayne vie sigh verse nurse vine shine vent dent veil sail	veil rail vet net veil kale vine wine vie lie Vaughan yawn vest best vine sign	veal real vine line vet wet V's wheeze veer deer vial mile vine pine veer sheer
<b>z</b>	Zack yak zoo Lou zest rest Zen Len zone phone Zen when zinc wink zest guest	zoom room zone lone Zen yen zone Joan zest nest zap gap zoo shoe zoom boom	zip whip zinc rink zap map zap yap Zack Jack zing ring zeal veal zing king	zest west zip lip Zack rack zit knit zoos choose zit wit zest chest zap cap	Z's wheeze zap wrap zip rip zinc mink zipper ripper zoo two zoo due zone cone

## Vowel Sounds

<b>ā ā</b>	bake back base bass played plaid brain bran gale gal	fade fad rain ran rake rack mate mat lace lass	cape cap haze has shame sham slate slat aid add	fate fat snake snack made mad same Sam cane can	plane plan tape tap ate at Kate cat bait bat
<b>ā ē</b>	bait bet aid Ed paper pepper Yale yell taste test	late let raid red fade fed sale sell wade wed	gate get rake wreck wait wet lace less waist west	pain pen fail fell date debt Wayne when trade tread	main men mate met Nate net shade shed shale shell
<b>ē ē</b>	bead bed meat met keen Ken deal dell need Ned	bean ben Pete pet dean den jean Jen lead led	heed head seat set feed fed peep pep weak wed	deed dead teen ten weed wed feel fell speak speck	beet bet mean men read red seal sell speed sped
<b>ē ĩ</b>	Pete pit feet fit sleep slip week wick sleek slick	meat mitt deep dip seek sick teen tin bean bin	read rid seen sin seat sit wheeze whiz fleet flit	lead lid feel fill leave live keen kin leap lip	deal dill team Tim heal hill sheep ship heap hip
<b>ī ĩ</b>	like lick side Sid light lit quite quit heist hissed	hide hid fine fin time Tim pike pick mice miss	slide slid wine win fight fit might mitt pipe pip	sight sit bite bit sign sin spite spit stripe strip	dime dim dine din ripe rip kite kit diaper dipper
<b>ī ā</b>	pie pay buy bay rise raise right rate ride raid	lie lay dye day time tame light late dime dame	rye ray sty stay rice race spy spay prize praise	pine pain high hey spice space spry spray guise gaze	sign sane line lane height hate ply play my may
<b>ī ă</b>	kite cat dime dam brine bran lice lass stripe strap	might mat fine fan died dad mice mass bike back	fight fat Mike Mack flight flat bride brad riper wrapper	dine Dan like lack ripe wrap plied plaid tide tad	mine man climb clam grind grand bite bat yipes yaps
<b>ō ō</b>	road rod folks fox slope slop robe rob coat cot	hope hop holy holly smoke smock cloak clock mope mop	goat got note not soak sock cone con tote tot	wrote rot joke jock cope cop toad Todd code cod	dote dot poke pock Joan John node nod roan Ron
<b>ō ī</b>	doe dye road ride boat bite tone tine sown sign	toe tie load lied coat kite dome dime phoned find	low lie crows cries sewed side phone fine stow sty	so sigh flows flies float flight load line flow fly	go guy note night bloat blight moan mine crow cry



**Vowel Sounds (*Continued*)**

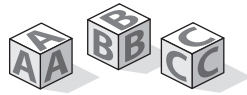
<b>ū ũ</b>	cube cub mute mutt fuel full mood mud	tube tub Luke luck puke puck boot but	cute cut rune run mule mull roof rough	dune done dude dud root rut boon bun	Jude Judd duke duck stewed stud gloom glum
<b>ǎ ě</b>	pack peck sat set mat met dance dense pan pen	mass mess lad led land lend pat pet laughed left	dad dead vary very bag beg land lend past pest	sand send lag leg rack wreck Dan den sad said	ham hem batter better band bend bad bed tan ten
<b>ǎ ĭ</b>	pan pin sat sit stack stick draft drift slam slim	ban pin lacks licks pack pick wax wicks drank drink	knack nick cat kit cast kissed track trick dad did	span spin Dan din panned pinned Tammy Timmy lack lick	can kin fan fin ram rim tax ticks fat fit
<b>ǎ ǒ</b>	hat hot hag hog rat rot rack rock black block	pat pot mass moss sap sop cad cod pad pod	cat cot lack lock flack flock axe ox chap chop	bag bog map mop fax fox add odd jag jog	racket rocket sacks sox Nat not jack jock Mack mock
<b>ǎ ũ</b>	rag rug back buck lag lug patter putter badge budge	calf cuff branch brunch track truck dance dunce rash rush	ankle uncle gal gull slam slum rang rung bank bunk	fan fun damp dump stack stuck ramble rumble ran run	sang sung ram rum stamp stump dank dunk bash bush
<b>ě ĭ</b>	let lit check chick hell hill weather wither better bitter	pet pit ten tin peg pig left lift bell bill	set sit spell spill etch itch mess miss lest list	fell fill pen pin when win dead did sense since	hem him tell till bed bid rest wrist peck pick
<b>ě ǒ</b>	pep pop check chock said sod yet yacht flex flocks	den don net not penned pond debt dot ken con	fender fonder deck dock pet pot fleck flock fend fond	ted Todd beg bog leg log red rod friend frond	read rod bend bond keg cog Ned nod get got
<b>ě ũ</b>	bed bud meddle muddle desk dusk peg pug wrestle rustle	pep pup pen pun dell dull leg lug ready ruddy	best bust pedal puddle flesh flush Meg mug settle subtle	dead dud check chuck dense dunce crest crust best bust	bet but deck duck bench bunch rest rust jest just
<b>ĭ ǒ</b>	pit pot nib knob flick flock click clock rickets rockets	tip top kid cod tick tock nick knock spit spot	clip clop Sid sod lick lock picket pocket slit slot	kit cot knit not fib fob stick stock hip hop	lip lop slip slop jib job ship shop drip drop



**Vowel Sounds (Continued)**

<b>ī ū</b>	pin pun sin sun bid bud lick luck miss muss	bin bun din done tin ton trick truck tress truss	rim rum bidly buddy fin fun stick stuck mitt mutt	pink punk stint stunt shrink shrunk hint hunt spin spun	sink sunk drink drunk kiss cuss gist just bid bud
<b>ō ū</b>	pot put boss bus dog dug pop pup cot cut	lost lust model muddle hot hut shot shut dock duck	lock luck rot rut gosh gush robbed rubbed smog smug	mom mum knot nut cob cub spotter sputter robber rubber	jots juts shot shut knob nub rob rub sob sub
<b>ō aw</b>	odd awed tot taught hock hawk	don dawn cot caught stock stalk	not naught sod sawed knotty naughty	pod pawed body bawdy fond fawed	pond pawed clod clawed collar caller
<b>ū aw</b>	done dawn cull call cruller crawler	dug dog gull gall bus boss	sun sawn fun fawn flood flawed	hunch haunch punch paunch thud thawed	lunch launch bubble bauble bud baud
<b>ū ōo</b>	tuck took stud stood	luck look putt put	buck book Huck's hooks	huff hoof cud could	shuck shook puff poof





## LIST 11. WORD SEGMENTATION

Children's ability to recognize and manipulate the different sounds in a word is a key skill in beginning reading, spelling, and writing. Over many years researchers have found that pairing a physical action with segmenting a word into its component sounds helps students differentiate sounds, segment words into their component sounds, and recognize sound-symbol correspondences more easily. The following technique makes the segmentation of words into individual sounds a multisensory experience involving auditory, visual, and kinesthetic-tactile senses.

The procedure is simple. The student is given a paper strip or sheet with two squares printed on it, each square being large enough to fit a marker or token. Next, the student listens to a word pronounced slowly and repeats it, moving one token or marker into a box for each sound heard. Given a two-phoneme word such as *it*, the student would move one two tokens into each of the two boxes. Practice segmenting words using this technique for five to ten minutes daily to focus on sounds being taught as well as those previously learned. As skills develop, move to longer and less frequently used words.

Tips for practice exercises, lists of practice words, variations for using this technique, and templates for two-, three-, and four-phoneme words are provided in the following.

### Tips for Practice Exercises

1. Have same-color bingo markers or tokens available and prepare paper strips with two, three, and four squares of a size to fit the markers or tokens. Laminating them makes them reusable for many weeks.
2. Model the process by saying a word slowly, articulating it sound by sound; for each sound, move a bingo marker into the next slot, left to right. [Be sure you are seated beside the student so the order of the sounds in the words and the order of placing the markers are correct or use a document camera to show the class.]
3. Do a think-aloud to explain what you are doing. "I will stretch out the word while I am saying it so I can listen and hear all of its sounds. I will move a marker into its box when I hear a different sound. I will put only one marker in each box, so I can see how many sounds the word has."
4. When the student understands the process, give the student markers and the strip with boxes. Tell the student to listen to the word as you say it, and then say it with you s-l-o-w-l-y. Then have the student repeat the word slowly moving a marker into a corresponding box for each sound.
5. Progress through words of increasing difficulty, beginning with words having two or three phonemes to words having six phonemes.
6. Progress from the teacher saying the word, stretching it, and having the student repeat the stretched word, to the teacher providing the word and the student stretching it to isolate the sounds.

### Variations for Segmenting Words into Sounds

1. Show a picture for the word to help students remember the word they are working on.
2. Prepare worksheets with multiple sets of boxes to accommodate up to ten words per page.
3. Work with a small group of two to five students with each having his or her own markers and box strips. Students will repeat the word together, stretching it out and moving the markers into appropriate boxes.
4. Set up the exercise on a smart board and allow students to take turns sliding an icon into each box.
5. For advanced students, instead of moving markers, have students write the appropriate spelling of the phonemes in the boxes. For example, *rain* has three phonemes. The student will write *r*, *ai*, *n* in the three boxes. *Note:* Vowel and consonant digraphs (*ch*, *ow*, *th*, etc.) will have two letters in one box.
6. Use two colors of markers, one for consonant sounds and one for vowel sounds.
7. For advanced students, use the same technique to divide words into syllables.



## Practice Words

The following practice words are grouped in general teaching order beginning with short vowels and regular consonants. *Note:* Each letter of a blend has its own box; the two letters of a digraph have only one box.

### Two-phoneme words (VC)

am	an	as	at	ax	Ed	if
in	is	it	on	ox	up	us

### Three-phoneme words (CVC) *ă, ě, ĭ*

dad	Sam	had	tap	sad	cat	bed
sat	let	get	hen	men	sit	can
did	van	ran	jam	map	fat	lip
win	hat	cab	pit	mix	fix	pet
ten	bag	dan	rat	net	hid	fed
dip	him	bat	zip	pen	six	set
man	red	wet	set	lit	nap	mat

### Three-phoneme words (CVC) *ö, ů*

Bob	mud	hum	fun	run	cut	nut
dug	top	hug	got	rob	mop	pop
bus	rub	job	rug	fox	dot	sub
hop	but	hog	mom	nod	not	cup
mug	fog	box	jog	sun	yum	pot
hot	tub	bug	cop	cot	log	pup

### Four-phoneme words (CCVC) with initial blends

crab	drip	frog	trap	snap	clam	Brad
slam	glad	club	stem	clap	slip	flip
drop	plum	stop	grab	drum	spot	crib
trip	slim	trot	flop	clip	clop	plot
flag	slid	plan	sled	swim	trim	skip
skin	clog	slot	snip	slap	spin	flat

### Four-phoneme words (CVCC) with end blends

mist	hint	sank	bent	test	limp	just
best	cent	link	felt	land	bump	fact
dump	tilt	wink	went	lift	gust	lamp
lint	nest	mend	rest	belt	held	dent
sand	gift	must	mint	lump	bend	tent
bunk	hunt	sunk	tank	hunt	pink	send
sank	hand	pond	dust	sift	vest	list



**Three-phoneme words (CVC) with vowel digraphs**

rain	keep	feet	read	seem	paid	wait
neat	soap	deal	tail	leaf	meat	weak
coat	beat	wait	loaf	load	fail	mail
goal	loan	goat	feel	week	jail	coal
moan	rail	pain	sail	foam	toad	gain

**Three-phoneme words (CVCe)**

make	five	pete	line	hope	June	note
home	made	ride	rule	tune	vote	mine
name	tube	late	time	mile	rake	joke
bite	wave	fine	same	life	size	vine
like	gave	bike	came	side	wide	wife
hide	bone	base	pole	state	nine	pipe
wipe	ripe	poke	dave	kite	rake	gate
tape	save	game	cake	date	lime	dime

**Three-phoneme words with consonant digraphs (CCVC or CVCC)**

that	bath	chat	with	much	wrap	such
chin	rush	fish	hush	then	ring	dish
shut	this	than	thin	wing	whip	knot
whim	song	knit	chip	lash	dish	math
sing	cash	lung	rash	Josh	path	Beth
mush	wish	inch	ship	shot	shop	chop

**Sound Squares Template**

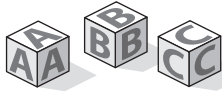
*A full-size version of these templates is available for free download at the book's website.*

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## LIST 12. ACTIVE RESPONSE ACTIVITIES

An active response activity is one that engages all students in the learning exercise at the same time. In a traditional question-and-answer session, the teacher calls on one student at a time. As a result, each student may have a one-in-fifteen or one-in-twenty opportunity to respond and get feedback. In an active response activity, the teacher asks a question, makes a statement, or shows a flashcard, and all students answer by holding up a response card. For example, using *yes-no* response cards, students would hold up either the *yes* card or the *no* card to answer questions, such as, *Is today Friday? Is this a vowel?* In this way, every student has the opportunity to respond to and get feedback on every task.

Active response activities are useful for groups of varying skill levels. They are also an effective way to include English language learners before they feel confident enough to respond singly. Using a variety of active response cards, students can practice and demonstrate their acquisition of target phonics knowledge, vocabulary, comprehension skills, idioms, language structures, and more. Active response can be used as a review, either with true-false or multiple-choice responses. Prompts can be spoken or shown as cards or slides.

### ACTIVITY: PROCEDURES

1. Photocopy the set of active response cards you want to use (yes-no, true-false, same-different, before-after, 1-2-3-4, A-B-C-D) onto heavy paper called *index stock* (or *card stock*) making one set for each student. Use a different color for each response (e.g., green—yes, red—no).
2. Distribute a set to each student. Explain how the cards will be used in class. Model putting the cards face up on the desk. Then demonstrate how to select and *show the answer*. Yes-no example: Ask: *Are peaches a type of fruit?* Tell students they are to show the answer quickly and that you will check that all have answered before moving on. Show the *yes* card to the class. Tell students the signal you will use for them to return their cards to the desk (head nod or *OK* comment). Then ask the next question: *Are peas a type of fruit?* Show the *no* card. Use your signal and then return the card to the desk. When students indicate they understand how to participate in the activity, begin the practice exercise.
3. Begin slowly and wait until everyone has responded, picking up the pace when everyone has understood the question-response pattern. Repeat challenging items throughout the session to enable students to correct an earlier wrong response and show their learning.
4. Provide a plastic sandwich-sized bag with a zipper lock to each student and write the student's name on the bag with a waterproof marker.

Following are examples of active response activities using yes-no, true-false, same-different, before-after, 1-2-3-4, or A-B-C-D) response cards.

### YES-NO RESPONSE CARDS

- Is Hector a boy? Is Anna a boy?
- Do birds fly? Do cats bark?
- Are baby lions called kittens?
- Can you use a paddle to write?
- Do you see with your ears?
- Is this blue? (Show card or object.)
- Is this California? (Point to x state on map.)



Is this breakfast? (Show picture of meal.)  
Is this a sweater? (Show picture of clothing.)

### Same-Different Response Cards

The sounds at the beginning of pit-pen  
The sounds at the beginning of sight-slight  
The sounds at the beginning of big-pig  
The sounds at the end of pat-pad  
The sounds at the end of bang-bank  
The sounds at the end of hit-hid

### Before-After Response Cards

Study: before or after a test?  
Practice: before or after a performance?  
Pay: before or after picking a sandwich?  
Wet: before or after the rain?  
Sleepy: before or after nap?

### True-False Response Cards

Ms. Polk is the science teacher.  
It is raining today.  
It snowed yesterday.  
The custodian cleans the school.  
Rene has red hair.  
The American flag has twenty-five stars.  
George Washington is president.  
New York City is the capital of New York.

### 1-2-3-4 or A-B-C-D response cards\*

Where do you sleep? 1. table, 2. desk, 3. bed, 4. lamp  
Which one goes with parties? 1, 2, 3, or 4 (show pictures)  
I have a toothache. Call: A. the nurse, B. the dentist, C. the clerk, D. the minister  
The boy in the story had: A. a dog, B. a cat, C. a monkey, D. a pony

\*To minimize memory issues and focus on vocabulary knowledge, show the images with their corresponding letter or number using presentation software.

### Variations

**ELLs.** Students can respond aloud as well as showing the card (works well with young children). ELL students benefit from patterned sentences. For the previous example, you might have them respond by showing their cards and saying: *Yes, peaches are a type of fruit, or No, peas are not fruit.*

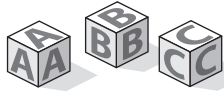
**Content subjects.** In content subjects, response cards can be prepared for any yes-no, true-false, or multiple-choice question.



A full-size version of these templates is available for free download at the book's website.

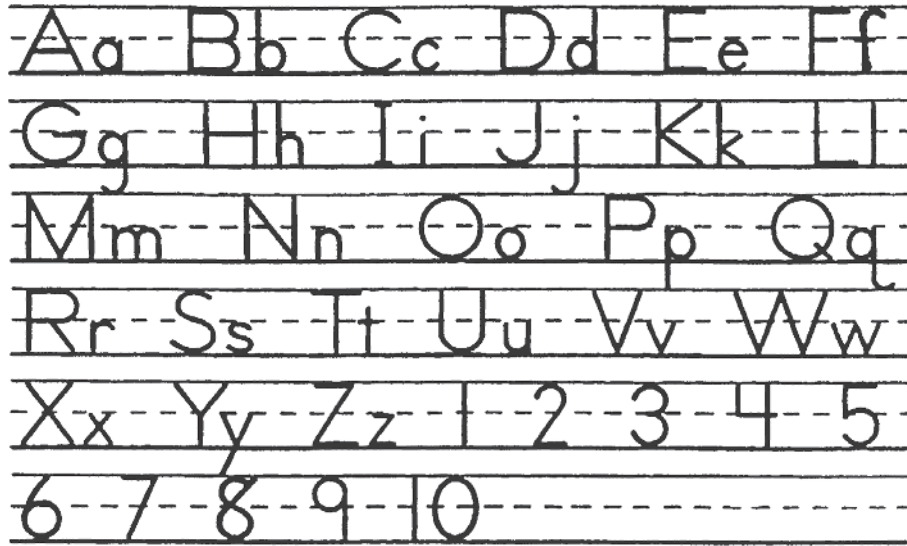
Yes	No
true	false
same	different
A	B
C	D
before	after
1	2
3	4





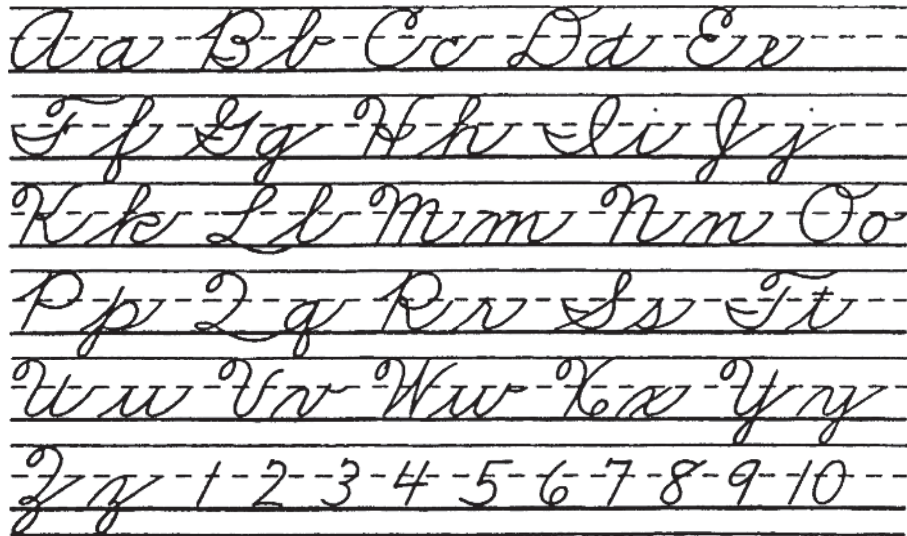
## LIST 13. HANDWRITING CHARTS

The ability to recognize upper- and lowercase letters by name is an important foundation skill in early literacy. Letter features and production are also a part of early exploration of sounds and the symbols we use to represent them. Young students need lots of practice forming letters. The two styles of manuscript printing presented in the following are simple and enable an easy transition to their cursive cousins. Although some schools have deemphasized cursive handwriting in their curricula to make room for keyboarding skills, all students should be given the opportunity to transition and practice cursive handwriting. These two writing systems are here to help.



Zaner-Bloser Manuscript Alphabet

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Zaner-Bloser Cursive Alphabet

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

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

D'Nealian Manuscript Alphabet  
Used with permission from D'Nealian, Home/School Activities: Manuscript Practice for Grades 1-3, Copyright © 1986 Scott, Foresman and Company.

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

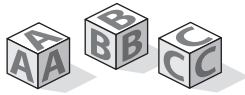
A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

D'Nealian Cursive Alphabet  
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0 1 2 3 4 5 6 7 8 9

D'Nealian Numbers  
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## LIST 14. READING AND LANGUAGE TIPS FOR PARENTS OF YOUNG CHILDREN

Parents are children's first reading and language teachers. Young children develop early reading and language skills naturally through play, conversation, and imitation. Helping children get ready to read is easy, fun, and rewarding. Here are fifty ways parents and others can make a positive difference in a child's early learning and literacy development.

1. Read to your child every day. It's never too early to start. Even before they understand words, children respond to the flow and sounds of language.
2. Recite or sing nursery rhymes and children's songs often, even to very young children. Rhythm, rhyme, and music stimulate children's brains and help them recognize and respond to sound patterns.
3. Talk to your child as much as possible. The more words a child hears the more he or she understands.
4. Point out and name things in the child's environment: *Look! There's a butterfly. See the yellow butterfly? Can you say but-ter-fly? There's another butterfly. Now we have two butterflies!* Repeating the word helps children learn to recognize its sound pattern and link it to the image.
5. Pick a variety of books to share including rhyming books, picture books, and predictable books that repeat key words or phrases. Pick books on topics the children enjoy and on topics that are new to them. This keeps children interested and expands what they know.
6. Read and reread favorites. Rereading helps develop children's memory for the story, an awareness of how words and sentence work, and other skills, such as recognizing a story's beginning, middle, and ending.
7. Don't be surprised if the child begins to recite parts of a favorite story with you. This demonstrates interest in the story and the development of memory and language skills. Show your approval with praise: *Wow! What a good memory you have!*
8. Use picture books without words to help the child learn to interpret pictures and tell a story. Pictures give a lot of information to children that an author could not provide using the limited number of words that a new reader knows.
9. Point to the words as you read them. After a while, have your child point to each word as you read. This process helps children learn to read from left to right, from the top of the page to the bottom, and to turn to the next page and start at the top left again. Pointing while reading has also helped children match the sound of the spoken word to the visual image of the word.
10. Use the pictures in books to help your child understand the story. Have your child point to details in the pictures and tell you about them.
11. Let your child "read" you the pictures in a familiar picture book. Ask questions: *What happens next? Then what? Where did it go? How do you know that?* Questions like these help children connect meaning to print.
12. Use book words when talking to your child. Point out the book's cover, the title (the name of the story), the author (the name of the person who wrote the book), the illustrator (the name of the person who drew the pictures), the pages (each sheet of paper in the book,), and so on. Knowing these book-related words enables the child to talk about books. *Oops, there's jelly on the cover! Read Llama Llama Red Pajama, please, Mommy!*
13. Look at magazines, brochures, store flyers, or other print media with your child. Ask him to tell you what he sees in the pictures.
14. Share your delight in the world around you by pointing out interesting sights. For example, *Look at that beautiful seashell. See the pretty colors inside? Is that pink or orange?* Using descriptive words and pointing to details helps build a child's word knowledge and ability to notice little things as well as big things.



15. Help develop attention and memory using books with lots of repetition by pausing for your child to supply the repeated word.
16. Engage your child in conversations about her day, her likes and favorite things, the weather, the garden, the family, or any topic. The more a child speaks the more practice she has thinking and putting her thoughts into words to express herself. This practice builds language skills that will help her to read and to write.
17. Encourage your child to “read” signs and graphics in your neighborhood and places you visit often. In no time, children learn to identify their favorite fast-food restaurants, stop signs, exit signs, and particular stores and products by their logos and names. Linking meaning to a visual image (red exit signs, male and female icons for restrooms, or the words Kix, Coke, and Pepsi) is a precursor to reading.
18. Help preschoolers make their own books by picking out pictures in discarded magazines to cut and paste into “books.” Some book ideas: a yellow book (all things yellow), a happy book, a fast book, a sleepy book, a numbers book, a people book, a hungry book. Sorting and picking things that belong to the same category helps children make logical connections.
19. Pick a letter for the day. Draw a large one, then have your child find more of them on a page from a discarded magazine. Your child can mark the letters with a washable highlighter.
20. Read the weekly supermarket ads with your child, using them as a way to teach the names of fruit, vegetables, and other food and household items.
21. Enlist your child’s help “writing” a grocery shopping list. Allow him to use child-safe scissors to cut out pictures of food items and to glue them to paper with a glue stick to make a shopping list.
22. Use the pictures in books to expand your child’s vocabulary. Provide synonyms for words he or she knows. (*Sometimes we call that a ... Do you know another name for ...*)
23. Help your child organize knowledge by reviewing related words. (*What other car words can you think of? Food words? Feeling words?*)
24. Take your child to story time at your local library or bookstore—sharing books with other children increases enjoyment and connects children in a different social setting.
25. Give your junk mail to children to pretend read. Imitating reading behaviors develops children’s interest in reading and makes them pay attention to the details of what readers do (how to hold a book or paper, turning pages, etc.).
26. Try tongue twisters in the car as you travel. They focus attention on specific sounds and improve children’s speech. Start slow, then speed up. Tongue twister competitions always end in laughter.
27. Provide paper and pencils and encourage your child to pretend to write while you are writing a shopping list, paying bills, writing greeting cards.
28. When reading to your child, stop periodically and talk about what has happened so far. Ask your child to tell what he or she thinks will happen next, then read to find out.
29. Help your child get a library card in his or her own name as early as your library allows. Have your child help pick a special place to keep the library card so it doesn’t get lost or damaged. This will show it is valuable.
30. Use a book to begin a conversation about a difficult life topic, such as a trip to the hospital, the birth of a sibling, divorce, the death of a grandparent.
31. Treat books as though they are special. Your child will also.
32. Offer choices for your read-aloud time: *Which would you like today? A story about a family on a trip or a story about a boy and his new friend?*
33. Read with expression to help communicate meaning as well as hold interest.
34. Give books as presents or to commemorate a special event.
35. Record some favorite books so you can read to your child, even if you are not home or are busy.
36. Start your child’s use of reference books early with a picture dictionary.

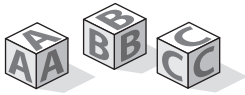




37. Set an example as an avid reader. Let your child see you reading a book, magazine, the newspaper, an online article, or e-mail.
38. Take a photo of your child having fun and print it or paste it to a piece of paper. Then, have your child dictate a title or caption for the picture. Over time, encourage your child to suggest a phrase, then a sentence, and eventually a three- to five-sentence story about the experience. Practice reading the captions together.
39. Make a costume for your child based on his or her favorite book character.
40. Make rebus recipe cards (using small pictures and diagrams) and help your child make a favorite snack by reading the recipe. Some are available on the web or in bookstores.
41. Help your child recognize cereal names and other common food stuff and help read the labels in the supermarket.
42. Show your child how to act out a story character's part with a finger puppet, dolls, or action figures. Then both of you take parts and tell the story together with your puppets or dolls.
43. Encourage response to stories by providing different kinds of art materials and ideas for creating after-reading artwork, for example, finger paint, paper-plate masks, sponge paintings, and potato stamps.
44. Take favorite books or books on tape in the car, on vacation, to grandparents' homes, wherever you travel. Children's travel restlessness is often easy to overcome with a familiar favorite story.
45. Encourage and respond to children's interests by helping them pick out books on special topics, for example, pets, dinosaurs, bugs, horses, building things, how things work.
46. Use new sights and experiences as teaching tools for new words. Explain new things, tell stories about new places, tell the names of new objects and their uses.
47. Discuss the difference between real and make-believe. Can animals talk like people do? Are there really magic stones?
48. Use a book character as the theme for a birthday party.
49. Use similes to help define a new concept. This helps bridge something your child knows to understanding something new. *It's like a train but it has ...*
50. Play "before and after" for a familiar sequence. For example: *Do you put your shoes on before or after your socks? Do you get a bowl before or after you pour your cereal?* Have your child ask you before and after questions as well.







## LIST 15. LANGUAGE ARTS GLOSSARY FOR PARENTS AND OTHERS

Every field and profession has its own specialized vocabulary, including reading and the other language arts. As teachers, we learn our key terms from textbooks, research articles, and colleagues in schools. By contrast, parents, aides, volunteers, and others are often confronted with our terminology through their children’s homework, websites, report cards, and answers to the perennial parent inquiry, “What did you learn in school today?” Even the title of this list can raise questions: What are language *arts*? Isn’t a *glossary* the same as a *dictionary*?

The following definitions explain, in nontechnical language, terms frequently used in reading and language arts instruction. Use them on your class website, in communications with families about current and upcoming learning goals, and during orientations with aides and others. They may also be helpful to adults who did not complete their education in the United States.

- affixes** Affixes are word parts that are added to either the beginning of a word (prefixes such as *un-* and *pre-*) or the end of a word (suffixes such as *-ing* and *-able*). See *prefixes* and *suffixes*.
- alphabetic principle** The alphabetic principle refers to an understanding that oral language is made of speech sounds and that written language uses specific letters to represent those speech sounds.
- antonyms** Antonyms are words that have meanings opposite to each other. These word pairs are antonyms: *most-least*, *cry-laugh*, *front-back*, and *fresh-stale*.
- association** An association is a connection between things. In reading, making associations among ideas or parts in text is a basic task of comprehension. It enables the reader to identify a main idea and supporting details or words that contribute to a theme or setting.
- atlas** An atlas is a book of maps.
- auditory acuity** Auditory acuity means the ability of the ear to hear accurately across the range of sounds used by humans.
- auditory discrimination** Auditory discrimination means the ability to tell one sound from another, for example: *pit/pat*, *big/bit*.
- authentic assessment** An authentic assessment is an evaluation or test that uses a real-life task to check someone’s knowledge and skills.
- automaticity** Automaticity means a reader’s ability to read words without appearing to make an effort to figure them out; the ability to know words as soon as they are seen.
- balanced reading instruction** Balanced reading instruction focuses students’ attention on comprehension, or gaining meaning from, print from the beginning of reading instruction. Even when students can read only a limited number of words, they are encouraged to discuss and respond to what the words say. Balanced reading programs use phonics to teach word recognition skills and begin writing instruction as soon as students know some letter-sound associations.
- basal readers** A basal reader is a textbook used for reading instruction. The word *basal* means basic. Basal readers are often simply called *readers* or *reading books*. A basal reader contains short stories and informational pieces that are appropriate for each skill and grade level.



<b>BDA strategies</b>	BDA stands for <u>b</u> efore, <u>d</u> uring and <u>a</u> fter. Students learn a number of thinking strategies to use before reading, during reading, and after reading to help them recognize words and understand the text.
<b>best work portfolio</b>	A best work portfolio is a collection of a student's work that includes the student's best work to date and is updated as skills and knowledge progress. Best work portfolios are often used at the end of the school year to evaluate progress made.
<b>blending</b>	Blending means to put parts together to make a whole. In reading, we blend individual sounds to make words.
<b>book words</b>	Book words are the labels used for different parts of a book. They include the title, the author's name, the illustrator's name, page numbers, spine, illustrations, cover, table of contents, headings, and so on.
<b>breve</b>	A breve is a mark printed or written above a vowel to show that it is a short vowel. A <i>short a</i> is spelled like this <i>ă</i> and has the sound of the <i>a</i> in the word <i>căt</i> .
<b>closed syllable</b>	A closed syllable ends in a consonant sound and its vowel has a short sound as in <i>sīt</i> .
<b>comparison</b>	A comparison is a statement that tells how two or more things are alike.
<b>compound word</b>	A compound word is formed by connecting two words together. <i>Homework</i> , <i>headache</i> , <i>ice cream</i> , and <i>merry-go-round</i> are examples of compound words.
<b>comprehension skills</b>	Comprehension skills include recognizing a main idea and its supporting details, sequencing or putting events in a logical order, making inferences, predicting, locating evidence or facts to support an idea, and adjusting reading speed to the material to be read.
<b>consonant</b>	A consonant is a letter of the alphabet that represents a brief speech sound. These are consonants: <i>b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, and y</i> .
<b>content neutral prompt</b>	A content neutral prompt is one that encourages and guides students' thinking but does not give the answer to the question asked. Examples of content neutral prompts include <i>What happened next?</i> <i>Why do you think the character did that?</i> <i>Tell me how the problem was resolved.</i>
<b>context clues</b>	A context clue is a hint that a writer gives to help readers understand the meaning of important vocabulary in text.
<b>contrast</b>	A contrast is a statement that tells how two or more things are different.
<b>controlled vocabulary text</b>	A controlled vocabulary text is a book for new readers that uses a limited number of words that occur frequently in the language and that are decodable using consistent spelling patterns. See <i>decodable texts</i> .
<b>decodable text</b>	A decodable text is a book for new readers that uses a limited number of words that occur frequently in the language and that are decodable using phonics. See <i>controlled vocabulary texts</i> .
<b>decoding</b>	Decoding is the communication process by which we unlock or discover the ideas or meaning represented by words or symbols. See <i>encoding</i> .



<b>denotation and connotation</b>	Denotation means the dictionary definition of a word. Connotation means the feeling or idea that a word gives in addition to its dictionary meaning. For example, these words all mean a place to sleep: <i>bed</i> , <i>cot</i> , <i>crib</i> , <i>bunk</i> , <i>sack</i> , and <i>cradle</i> . Each of these words is appropriate in some, but not all, circumstances.
<b>derivational suffix</b>	A derivational suffix is a word part that can be added to the end of a word to change its meaning and make a new word. For example, adding the derivational suffix <i>-able</i> to <i>drink</i> makes the word <i>drinkable</i> ; adding the suffix <i>-ful</i> to <i>hope</i> makes the word <i>hopeful</i> .
<b>dictionary</b>	A dictionary is a reference book containing words listed in alphabetical order and providing information about word meanings, pronunciation, and origins.
<b>digraph</b>	A digraph is a two-letter symbol that represents one speech sound, for example, the digraph <i>ph</i> represents the sound /f/.
<b>diphthong</b>	A diphthong is a two-letter symbol that represents a single vowel sound that seems to glide from the first sound into the second sound, for example, the diphthong <i>oi</i> that represents the vowel sound in <i>oil</i> .
<b>directed reading thinking activity (DRTA)</b>	DRTA is a reading instruction sequence that encourages students to think about what they are reading. The sequence starts by asking students to predict what the story is about based on its title and other clues; next students read to find out whether their predictions were accurate. The process of prediction and reading to find out is repeated throughout the text.
<b>ELA</b>	ELA is an abbreviation of English language arts.
<b>ELLs</b>	ELLs is an abbreviation of English language learners and refers to students who are learning English as a second or possibly third language.
<b>emergent literacy</b>	Emergent literacy refers to children’s early activities of awareness, exploration, and imitation of language, reading, and writing that evolve over time toward standard language use and conventional reading and writing.
<b>encoding</b>	Encoding is the communication process by which we express ideas using words or symbols. See <i>decoding</i> .
<b>English language arts (twenty-first century)</b>	The six English language arts for the twenty-first century are reading, listening, viewing, writing, speaking, and presenting.
<b>English language arts (traditional)</b>	The four traditional English language arts are reading, writing, listening, and speaking.
<b>environmental print</b>	Environmental print is print found in the physical environment around us and includes signs, labels, billboards, logos, and so on.
<b>expressive language arts</b>	The expressive language arts are those used to express ideas, feelings, and information. They are writing, speaking, and presenting. See <i>receptive language arts</i> .
<b>fable</b>	A fable is a short story that often has animals as characters and that teaches a lesson. An example of a fable is the story about the tortoise and the hare.
<b>fact</b>	A fact is an idea that is shared and has evidence to support it.



<b>fairy tale</b>	A fairy tale is an imaginary story about fairies, elves, and magical deeds.
<b>fiction</b>	Fiction is writing that is based on invented information.
<b>figurative language</b>	Figurative language is language that cannot be understood literally. Authors use figurative language to help readers visualize or picture what is being described.
<b>fluency</b>	Fluency in reading has three elements: accurate word recognition, appropriate speed, and changes in intonation that show understanding of what is being read.
<b>folktales</b>	Folktales are stories passed from one generation to another through storytelling. Folktales include fairy tales, myths, and legends.
<b>frustration level</b>	Books and other reading material are at a student's frustration level if many words are unknown and need to be sounded out. When students struggle with recognizing words and have to stop frequently to sound them out, they can lose track of the meaning and will have difficulty explaining or retelling what was read. Books that are too far above students' word knowledge or decoding skill level will be frustrating and may cause students to dislike and avoid reading.
<b>genres</b>	Genres are the categories of literature including fiction, poetry, and nonfiction. Each has many subcategories.
<b>glossary</b>	A glossary is an alphabetical list of key words with their definitions as they are used in a specific book or field.
<b>graphic organizers</b>	A graphic organizer is a visual display that shows the relationships among facts, concepts, ideas, or other types of information.
<b>growth portfolio</b>	A growth portfolio is a collection of a student's work that shows the development of knowledge and skills over a period of time.
<b>hearing</b>	Hearing is the physical sense by which sound is perceived as a result of sound waves hitting membranes in the ear.
<b>high-frequency words</b>	High-frequency words are those that are used most often. They are usually taught to young children as sight words because they are very useful and because many are not phonically regular.
<b>homonyms</b>	Homonyms are words that sound alike but have different meanings.
<b>idioms</b>	An idiom is a phrase that cannot be understood from the meaning of its individual words. For example, <i>It was raining cats and dogs</i> .
<b>independent level</b>	Books and other reading material are at a student's independent level if nearly all the words (nine out of ten) are easily recognized and the student has no difficulty explaining or retelling what he or she has read. The independent level is best for reading for pleasure. Reading books at the independent level helps students develop reading speed and accuracy.
<b>inference</b>	An inference is meaning that is implied or based on information not explicitly stated. Some inferences are based on hints in the text; others are based on the reader's knowledge.



<b>inflectional suffix</b>	An inflectional suffix is added to a word to change its grammatical form and use. Inflectional suffixes do not change the core meaning of the word. These are the most frequently used inflectional suffixes: <ul style="list-style-type: none"> <li>-s or -es (indicate plural)</li> <li>-y, -ish, -ic, -like, -ese (indicate adjectives)</li> <li>-ly (indicates it is an adverb)</li> <li>-ed (indicates past tense)</li> <li>-ing (indicates present participle—going on in the present)</li> </ul>
<b>informational text</b>	Informational text is written material that explains something. Books about animals, the weather, and trains are examples of informational texts.
<b>instructional level</b>	Books and other reading material are at a student’s instructional level if most of the words (eight out of ten) are easily recognized and the student can figure out the rest with a little help. The student should also be able to explain or retell what he or she has read. Reading at the instructional level gives students opportunities to learn new words and skills but is not so challenging that they want to avoid reading.
<b>KWL chart</b>	A KWL chart is a graphic organizer that identifies what students already <u>know</u> , <u>want to learn</u> , and have <u>learned</u> .
<b>L1 and L2</b>	L1 means a person’s first language or home language. L2 means the second language that a person is learning.
<b>language experience approach (LEA)</b>	The language experience approach is an early reading strategy often used in P–2 classes. The steps include have a group experience, discuss it, dictate story, review story, reading story (teacher, then teacher with students), reread story and parts, cut copy into strips, match to whole story, reread, cut strips into words, manipulate words, and put words in word book.
<b>legend</b>	A legend is a type of folktale handed down from one generation to another. Legends are usually based in fact. They change over time but retain their meaning and cultural symbolism.
<b>levels of text</b>	Based on a student’s reading skills, library books and other reading materials will be just right for reading without help (independent level), best for reading with a teacher or other more skilled reader (instructional level), or too difficult for the student (frustration level). See <i>independent level</i> , <i>instructional level</i> , and <i>frustration level</i> for more information. See also <i>listening level</i> .
<b>Lexile measures</b>	Lexile measures refer to two different things. The first is a Lexile measure of a specific text. It is an estimate of the level of difficulty it presents to a reader and is based on a computer application that uses word frequency and sentence length to determine a score. The second measure is a score based on a student’s standardized test results that estimates his or her reading ability. Lexile measures are intended to match students with reading material at a level of difficulty appropriate to their abilities.
<b>listening</b>	Listening is a mental process that focuses on sounds heard by the ears, interprets the sounds, and derives meaning from them.



<b>listening level</b>	Books and audio recordings are at a student's listening level if the student can listen to and understand most of the words and ideas presented. Students' listening levels do not take into account their reading skills. They are an indication of the level of vocabulary and concepts students can understand. Sometimes listening levels are used to estimate the gap between where students are based on their current word recognition skills and where they could be if their reading skills are improved.
<b>literacy</b>	Literacy is the use of the six language arts to process and communicate feelings, ideas, and information.
<b>literacy coach</b>	A literacy coach is a reading specialist who provides support and professional development for teachers. A literacy coach may suggest instructional methods or strategies for helping struggling students and support the classroom teacher as she or he uses the new approach.
<b>logography</b>	Logography refers to <i>reading</i> a logo or symbol and getting meaning. Most young children can pick out their favorite restaurant by its logo, for example, recognizing a McDonalds restaurant by its <i>golden arches</i> not by the word <i>McDonalds</i> .
<b>long vowel sound</b>	There are six long vowel sounds in American English: <i>/ā/</i> as in <u>a</u> pron, <i>/ē/</i> as in <u>e</u> qual, <i>/ī/</i> as in <u>i</u> ce cream, <i>/ō/</i> as in <u>o</u> pal, <i>/ū/</i> as in <u>u</u> le, <i>/ōō/</i> as in m <u>oo</u> n. The long vowel sounds have many different spellings. For example, <i>/ā/</i> is spelled <i>a</i> , <i>ay</i> , <i>a_e</i> , <i>ai</i> , <i>ei</i> , and <i>eigh</i> . See <i>short vowel sound, syllable patterns</i> .
<b>macron</b>	A macron is a mark printed or written above a vowel to show that it is a long vowel. One of the spellings of the <i>long e</i> is <i>ē</i> . It has the sound of the <i>e</i> in the word <i>equal.</i>
<b>morpheme</b>	A morpheme is the smallest unit of sound with meaning. For example, the suffix <i>-er</i> is a morpheme that means <i>one who does</i> . It adds this meaning when it is attached at the end of a word as in <i>work + er = worker</i> .
<b>morphology</b>	Morphology is the study of word parts (roots and affixes) and how they are arranged to form words. See <i>root word, affixes</i> .
<b>myth</b>	A myth is a fictional explanation of how parts of our world came to be and work, such as why there is night and day. Myths are handed down from generation to generation. Greek and Roman myths are best known, but most cultures have myths.
<b>narratives</b>	A narrative is a type of writing that tells a story. Narratives can be based on true facts (nonfiction) or they can be based on imagined events and characters (fiction).
<b>narrator</b>	A narrator is the person telling a story.
<b>nonfiction</b>	Nonfiction is writing based on real people, things, places, or events.
<b>onomatopoeia</b>	Onomatopoeias are words that sound like their meanings. For example, <i>Bam! Bam! I heard the cabinet doors slam shut</i> .
<b>open syllable</b>	An open syllable ends in a vowel sound; the vowel sound is long in the word <i>gō</i> .





<b>opinion</b>	An opinion is a person's thoughts about something that may not have evidence to support it.
<b>orthography</b>	Orthography refers to spelling patterns and the specific order of letters in words.
<b>pangram</b>	A pangram is a sentence that uses all the letters of the alphabet. Pangrams are used for handwriting and keyboarding practice or assessment.
<b>paraphrase</b>	A paraphrase is a retelling of something using our own words. A paraphrase is like a synonym for text.
<b>phoneme</b>	A phoneme is a speech sound. American English uses about forty-five different sounds. Phonemes are represented by letters. To show that we mean the sound and not the letter, we write phonemes between forward leaning lines (/). This is how we write the sound that goes with the letter <i>b</i> : /b/.
<b>phonemic awareness</b>	Phonemic awareness means a person recognizes the sounds of speech as different from other sounds around them.
<b>phonemic substitution</b>	Phonemic substitution means replacing one phoneme, or speech sound, with another. See <i>phonogram</i> .
<b>phonics</b>	Phonics is the system of sound-to-letter relationships used in a language.
<b>phonogram</b>	A phonogram is a spelling pattern. It is made of a vowel plus a final consonant sound. Phonograms are also called <i>rimes</i> . To make a word with a phonogram, you add a consonant to the beginning of the phonogram. The consonant is called the <i>onset</i> . See <i>consonant</i> , <i>vowel</i> , <i>rime</i> , <i>onset</i> , and <i>word family</i> .
<b>phonological awareness</b>	Phonological awareness is the recognition that sounds form spoken words and that the order of sounds changes the words. It also includes recognition of rhymes, syllables, beginning (onset) sounds of words, and ending sounds of words.
<b>point of view</b>	Point of view refers to who is narrating or telling the story: A story told from a <i>first-person</i> point of view uses the word <i>I</i> as in <i>I opened the door</i> . In writing with a <i>second person</i> point of view, the author or the main character talks to <i>you</i> as in <i>To stay healthy, you must get enough exercise</i> . In writing that has a <i>third-person</i> point of view, the narrator seems to be watching from outside the story and uses <i>he</i> , <i>she</i> , <i>it</i> , and <i>they</i> in the telling the story as in <i>First, he opened the window and helped her climb in</i> .
<b>prediction</b>	A prediction is a statement about the future based on information and events already known. Predictions can be based on information stated in the text or the knowledge and experiences of the reader or information from both the story and the reader.
<b>prefixes</b>	Prefixes are morphemes, or letters or groups of letters that have meaning. When a prefix is added to the beginning of a word it changes its meaning. For example, when the prefix <i>un-</i> , which means <i>not</i> , is added to the word <i>happy</i> , the word that is formed, <i>unhappy</i> , means <i>not happy</i> .
<b>readability level</b>	The readability level of text is an estimate of its level of difficulty or complexity. Readability measures usually consider the difficulty of the vocabulary words and the difficulty or complexity of the sentences. Lexiles measures, DRP levels, and the Fry Readability Graph are three commonly used measures of readability levels.



<b>reader-response strategies</b>	Reader-response strategies are the way a person reacts to reading or listening to a text. Each person interacts with the work differently. Some strategies used to encourage and record these responses include having students draw pictures, write about it, and act out parts.
<b>reading</b>	Reading is the thinking process through which we construct meaning from print.
<b>reading specialist</b>	A reading specialist is a teacher who has advanced education, usually a master's degree, in the field of reading or literacy instruction. A reading specialist can evaluate students' reading skills and identify areas of strength and areas that need improvement. Reading specialists are also skilled in research-based strategies to remediate or improve reading achievement for individual students. Reading specialists often provide instruction in reading to small groups or individual children in addition to the instruction provided in the students' classrooms.
<b>receptive language arts</b>	The receptive language arts are those that provide information to the individual. They are reading, listening, and viewing. See <i>expressive language arts</i> .
<b>repair strategies</b>	When readers notice that they do not understand what they are reading, they can use a variety of strategies to repair their comprehension including rereading a section; reading to the end of the sentence or paragraph and thinking about it; looking back at an earlier section; checking a fact, word, or idea; slowing down their reading; looking at the illustrations; using a reference; or asking a question.
<b>repetition</b>	Repetition means to say or do something again. In literature, repetition is used for emphasis.
<b>resource room</b>	A resource room is a separate classroom where students who are having difficulty learning to read or do math may go for part of the school day to have extra individualized or small group instruction in the area of difficulty.
<b>retell</b>	To retell a story means to restate the story using the same or different words but preserving the story and much of the detail. Retelling is an effective way to check students' reading comprehension.
<b>rhyme</b>	Rhyme occurs when two or more words end with the same sound.
<b>rhythm</b>	Rhythm is the regular, repeated pattern of sounds or movements.
<b>root word</b>	A root word (also called <i>base word</i> ) is the main part of a word that carries the meaning. A root word is the base to which prefixes and suffixes can be added. For example, we can add a prefix and a suffix to the root word <i>tell</i> : $re+tell = retell$ $tell+ing = telling$ $re+tell+ing = retelling$
<b>running record</b>	A running record is an oral reading assessment that gives information about a student's skills in word recognition, fluency, and reading comprehension. For a running record, the student reads a passage aloud while the teacher marks a copy to show how the student read each word. The student then retells the passage as an indicator of comprehension.





<b>scaffolding</b>	Scaffolding means the support and guidance given by the teacher that enables a student to do what he or she could not do without the support.
<b>schema (pl. schemata)</b>	A schema is a packet of information about a topic that is based on a person's experiences and stored in his or her brain. Schemata fill in missing details in understanding and enable readers to make predictions and inferences based on the logical relationships they understood from past experiences.
<b>segmentation</b>	Segmentation means taking something apart or separating it into its parts. In reading, we segment sentences into words, words into syllables, and syllables into speech sounds.
<b>semantics</b>	Semantics refers to the particular meanings of words.
<b>sequence</b>	Sequence refers to the time order, logical order, or pattern of occurrences. Sequence helps readers draw conclusions, see cause and effect, and make predictions. Some words that signal sequence include <i>first, second, next, before, after, last, then</i> .
<b>shared reading</b>	Shared reading is an experience in which students read with a teacher or other competent reader. In shared reading the teacher usually reads first and then rereads with students. Shared reading enables students to participate in reading materials they cannot read on their own.
<b>short vowel sounds</b>	There are six short vowel sounds in American English: <i>/ă/</i> as in <u>a</u> t; <i>/ĕ/</i> as in <u>e</u> nd, <u>br</u> ead; <i>/ĭ/</i> as in <u>i</u> n, <u>sy</u> nc; <i>/ŏ/</i> as in <u>o</u> n; <i>/ŭ/</i> as in <u>h</u> ug; and <i>/ŏŏ/</i> as in <u>bo</u> ok, <u>pu</u> sh See <i>long vowel sounds, syllable patterns</i> .
<b>signal words</b>	Signal words are used by the author to help readers understand how text is organized or what is important. Signal words can show order ( <i>first, second, before, next</i> ), cause ( <i>because, since</i> ), contrast ( <i>but, however</i> ), sameness ( <i>like, also</i> ), or results ( <i>therefore, so</i> ). Signal words are also called <i>transition words</i> .
<b>simile</b>	A simile is a comparison of two things using the word <i>like</i> or <i>as</i> . For example, Her golden hair shone <i>like the sun</i> . It was <i>as smooth as silk</i> .
<b>suffix</b>	A suffix is a letter or group of letters that are added to the end of a word or word stem to change its meaning or alter its use. See <i>derivational suffix</i> and <i>inflectional suffix</i> .
<b>summarize</b>	To summarize, the reader retells the main idea and important points of a story in a logical sequence, combining and condensing description and rewording the text.
<b>syllable</b>	A syllable is a pronounceable word part that has a vowel sound. Every syllable must have a vowel sound and may also have consonant sounds. A vowel by itself can be a syllable as in <i>a•ble</i> , but a consonant by itself cannot be a syllable.
<b>syllable patterns</b>	A syllable pattern is the arrangement of vowels (v) and consonants (c) in the syllables of a word. The pattern helps determine how to pronounce the word. Syllable patterns for long vowel sounds: <i>cv, vcv, cvcle</i> Syllable patterns for short vowel sounds: <i>vc, cvc, cvccvc</i> See <i>open syllable</i> and <i>closed syllable</i> .



<b>synonyms</b>	Synonyms are words that have similar meanings. For example: <i>look, glance at, see; supply, provide, furnish; help, aid, assist; heal, mend, cure; carry, tote, lug; children, youngsters, tots</i>
<b>syntax</b>	Syntax refers to the rules for using different types of words, called <i>parts of speech</i> , in sentences. Another word for syntax is <i>grammar</i> .
<b>tall tale</b>	A tall tale is a humorous story based on a real person who is said to accomplish amazing things far beyond what is possible, for example, stories about Johnny Appleseed or Paul Bunyan.
<b>transition words</b>	Transition words are used by the author to help readers understand how text is organized or what is important. Signal words can show order ( <i>first, second, before, next</i> ), cause ( <i>because, since</i> ), contrast ( <i>but, however</i> ), sameness ( <i>like, also</i> ), or results ( <i>therefore, so</i> ). Transition words are also called <i>signal words</i> .
<b>virgule</b>	A virgule is a forward-leaning line that is used to write sounds. To show that we mean the sound (a phoneme) and not the letter that represents the sound, we write phonemes between virgules ( <i>/</i> ). This is how we write the sound that goes with the letters <i>sh</i> : <i>/sh/</i> .
<b>visual acuity</b>	Visual acuity means the ability of the eyes to see accurately in the range of visual expected for humans.
<b>visual discrimination</b>	Visual discrimination means the ability to tell one thing from another by site, for example, tell one letter from another as in <i>P/R</i> .
<b>voiced consonant</b>	Voiced consonants are consonant sounds produced using the vocal cords and include <i>v, th, z,</i> and <i>zh</i> (as in <i>meas<u>ure</u></i> )
<b>voiceless consonant</b>	Voiceless consonants are consonant sounds produced without using the vocal cords.
<b>vowel</b>	A vowel is a letter of the alphabet that represents a speech sound that allows air to flow. These are vowel letters: <i>a, e, i, o, u</i> . The letters <i>u, w, y</i> are sometimes used to show vowel sounds as in <i><u>au</u>to, <u>aw</u>ful, and <u>my</u></i> .
<b>vowel teams</b>	A vowel team is made of two vowel letters that together make one sound. These are some of the vowel teams: <i>ay, ai, aw, ea, ee, ew, ie, oa, oe, oi, oo, ou, ow, oy,</i> and <i>ue</i> .
<b>word family</b>	A set of words formed by adding different beginning sounds to a spelling pattern or phonogram ( <i>-ack: back, sack, black, tack,</i> etc.). See <i>onset, rhyme,</i> and <i>phonogram</i> .
<b>word shapes</b>	Word shapes are visual shapes created by the letters that spell a word. Length and shape are used by readers to help recognize words. For example, if you saw the outline but not the letters for these words, you could easily tell which shape was <i>the</i> and which was <i>elephant</i> .
<b>word wall</b>	A word wall is a visual tool that supports independent reading and writing. As words are learned they are listed alphabetically on a wall or board so that students can refer to them for spelling and as reminders of known words.

