**Title I Reading Syllabus**

**What is Title I Reading?**

Title I reading is an intervention program here at Rockwood where K-3 students who are demonstrating need in one of the five essential components of reading including phonological/phonemic awareness, phonics, vocabulary, fluency, and comprehension, receive tailored interventions provided by a reading specialist. Title I classes last for 30 minutes daily and are considered tier 2 interventions. If a student requires additional supports in one or more of the above listed areas, tier 3 services are offered through our WINNERS class periods. Please note that your child is not being pulled from classroom instruction. During the Title and WINNERS class periods outlined in our schedule, all students are receiving some form of remediation or enrichment. It is all in the name WINNERS, which stands for What I Need Now Enrichment and Remediation done Strategically. WINNERS classes are also facilitated by grade level teachers and our district paraprofessionals assist with these instructional procedures.

**Kindergarten and First Grade Foundational Skills**

In kindergarten and first grade, we focus very heavily on development of foundational reading skills within our Title and MTSS instruction. The five foundational areas of literacy development are as follows. We encourage you to work at home with your child to help develop these skills. Under each skill area, there are activities for you to practice with your child to help strengthen their skill set. We appreciate all your hard work at home!

**Phonological Awareness**

Phonological awareness skills are skills that require no written work. As educators, we say this is the part of reading development that can be “completed in the dark” because all these skills only require auditory (listening) skills. Within phonological awareness, students are asked to manipulate individual phonemes (sounds) in words and larger pieces including a vowel (syllables). Students may be asked to segment (break apart), blend (put together), substitute (replace), or delete (remove) an individual sound or syllable within a word. The following are some activities you can use at home to practice this skill.

**Activities**

1. **Breaking Words in Syllables**

Breaking words into syllables is a skill that students will continue to use as they move throughout their development of essential reading skills. Provide your child with a word (ex: raindrop). Next, have your child repeat the word back to you. Then, ask your child to count the syllables. We teach students NOT to use their fingers for this process to help lessen the confusion between counting syllables and individual sounds within words (this can be tricky for young learners). Instead, ask your child to place their hand under their chin, knuckle side up. Each time their chin touches their hand, that counts as one syllable within a word. For the example above, raindrop, my chin touches my hand two times, rain/drop, that shows there are two syllables within that word. Below I have included a list of 2 and 3 syllable words to use with your child for this activity. Please feel free to use other 2-3 syllable words you can think of as well!

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| --- | --- |
| **2 Syllable**   * Raindrop * Cupcake * Football * Hotdog * Mushroom * Monkey * Teacher * Water * Kitten * Pumpkin * Carrot | **3 Syllable**   * Computer * Cheerleader * Telephone * Popsicle * Strawberry * Hamburger * Astronaut * Paperclip * Calendar * Elephant * Ladybug |

\*\* We will move into 4 syllable words as students continue to develop a foundation with 2-3 syllable words.

1. **Rhyming**

Rhyming is a process of identifying and/or producing two words that have the same ending sounds (ex: cat/bat rhyme but can/bat do not). Simple activities for this skill include having students produce rhyming words (Parent Prompt: Give me two words that rhyme with fan). You may also have your child distinguish between words that do/do not rhyme (Parent Prompt: Do cat/pat rhyme? How about dog/pet?). Students can also take a scavenger hunt around the house to find objects that rhyme (ex: can/fan).

1. **Blending Sounds**

Blending sounds is another skill within phonological awareness that does not require any paper/pencil work. For this skill, give your child the sounds within a word (ex: /f/l/i/p/). After listening to all the sounds within a word, have your child blend the sounds and produce the whole word those sounds form (ex: flip). Below, I have included a list of words with 3 or 4 sounds for students to blend. Please feel free to use other 3 or 4 sound words you can think of as well! Remember you only give your child the sounds, they produce the word.

|  |  |
| --- | --- |
| **3 Sounds**   * Rain (R-ai-n) * Cup (C-u-p) * Hot (H-o-t) * Dog (D-o-g) * Bug (B-u-g) * Pop (P-o-p) * Tan (T-a-n) * Play (P-l-ay) * Rose (R-o-se) * Cake (C-a-ke) * Box **(**B-o-x) | **4 Sounds**   * Drip (D-r-i-p) * Stem (S-t-e-m) * Swim (S-w-i-m) * Drum (D-r-u-m) * Frog (F-r-o-g) * Grab (G-r-a-b) * Stop (S-t-o-p) * Crop (C-r-o-p) * Brag (B-r-a-g) * Bend (B-e-n-d) * Jump (J-u-m-p) |

1. **Segmenting Sounds**

Segmenting sounds is the OPPOSITE of blending sounds. For this skill, give your child a whole word (ex: clip). Ask them to finger stretch the word into each individual sound. Unlike with counting syllables, students can and should utilize their fingers to stretch the word into individual sounds (ex: /c/l/i/p)/ You may use the same list of words provided above. Remember you now give your child the whole word and they produce the individual sounds.

|  |  |
| --- | --- |
| **3 Sounds**   * Rain * Cup * Hot * Dog * Bug * Pop * Tan * Play * Rose * Cake * Box | **4 Sounds**   * Drip * Stem * Swim * Drum * Frog * Grab * Stop * Crop * Brag * Bend * Jump |

1. **Deleting/Manipulating Sounds**

Deleting and manipulating sounds are more advanced skills. This is the last skill within the phonological continuum that we teach students. Below, I have included some parent prompts to be used for this skill set.

|  |
| --- |
| Parent Prompts  **Changing Ending Sounds**  Have the child say hot. Ask him/her to change the /t/ (say the sound not the letter) to a /p/. They should be able to say the new word is hop.  **Changing Beginning Sounds**  Have the child say hot. Ask him/her to change the /h/ (say the sound not the letter) to a /p/. They should be able to say the new word is pot.  **Changing Middle Sounds**  Have the child say hot. Ask him/her to change the /o/ (say the sound not the letter) to a /i/. They should be able to say the new word is hit.  \*You can utilize some of the CVC, consonant-vowel-consonant, words above and other words you develop. |

**Phonics**

Phonics moves past the auditory process (phonological awareness) and involves written representation. Kindergarten students focus a great deal on segmenting (break apart) and blending (put together) the sounds in what we call CVC or consonant, vowel, consonant words. In first grade, students are expected to continue to sound out CVC-consonant, vowel, consonant words (ex: cat), words with beginning/ending blends (ex: stop or best), and words with beginning/ending digraphs (ex: ship or dish). This process allows us to see if students are able to apply their knowledge of letters and sounds to decode a word.

On the first grade DIBELS assessment we utilize for both benchmark and progress monitoring data, students are expected to read whole CVC or VC-vowel consonant, words. This means students only receive credit for a whole word read IF he/she is able to say the word fully without saying individual sounds. These words are always nonsense words. Nonsense words are words you would not see in real life (ex: vop). This is a tricky skill for students to grasp. We try to encourage students to say the sounds in their head and then produce the whole word when they read it aloud.

Below are some activities for you to practice at home with your child to help advance his/her phonics skills.

**Activities**

I have included four word lists below. These lists contain real words, nonsense words, words with blends, and words with digraphs. Students can practice reading and writing the words within these lists. In addition, sorting words is an additional activity that can be beneficial in helping

**CVC Words- Each letter makes one sound.**

**Real Words:** • Gum • Hit • Leg • Cap • Hog • Six • Hum • Fog • Top • Pit • Bad • Set • Yet

**Nonsense Words:** • Feb • Huz • Rav • Dop • Vit • Det • Hux • Zat • Boj • Yib • Jec • Fuf • Cav

**Blends- Each letter makes on sound.**

• Stop • Spot • Skip • Slip • Swim • Twin • Clap • Frog • Flop • Brad • Blend

**Digraphs- Sh, Ch, Th, Wh, and Ph make only one sound.**

• Shop • Ship • Wish • Chin • Chip • Which • This • That • Bath • Phone

**Fluency**

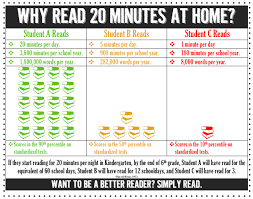
**Sight Words (Automaticity)**

Throughout the school year, your child will be exposed to multiple sight words. These are the words that are non-decodable. This means that students cannot and should not be attempting to sound them out and/or finger stretch the sounds. We call this automaticity because students need to know the word automatically (no more than three seconds) when the word appears within a text and/or completing a sight word check assessment. These words are very important and will appear again and again throughout their education within all subjects. Becoming fluent with sight word recognition will help students when it is time to start reading larger texts. They will be able to automatically recognize these words and this in return will help with their reading rate, smoothness, and phrasing.

Around the middle of first grade, students begin to read larger pieces of text and we begin assessing for what is called fluency. Often, people think that fluency refers only to “how fast” someone is able to read accurately, or without making errors. The truth is, fluency is made up of several different component and each is important to helping a student build meaning, or comprehend, what is being read. The following are some vital areas of fluency that you can practice at home with your child.

**Rate-** Rate is often referred to as speed. However, speed does not mean fast. Students need to find the “just right” rate when reading to help build comprehension.

**Accuracy-** Accuracy is another way of saying reading words correctly. For example, if a student reads the word were as where on a fluency assessment, it would be marked as an error. Reading accurately is also another very vital part to developing strong comprehension.

** Prosody-** Prosody refers to your voice when reading. Are you showing the emotion of the character? Are you changing your voice when you see an exclamation point verses a question mark? These are a few of the subtle changes in a student’s voice and volume we look for in the development of prosody.

**Note:** We recommend that you read at home with your child for 20 minutes daily. At this age, the adult or older sibling reading with the child will be most likely be doing the reading but it is great for younger students to have a model of these fluency concepts listed above.

**Comprehension**

Comprehension refers to the meaning we build as readers. Comprehension can take place while reading independently or when listening to someone read. Asking questions before reading can help activate prior knowledge and asking questions during/after reading can help you monitor if your child is able to comprehend essential parts of a text such as the characters, setting, and plot. At this age we focus a great deal on the above listed story elements as well as differentiating between fiction and nonfiction texts.

**Second and Third Grade Foundational Skills**

**Phonics**

Phonics moves past the auditory process (phonological awareness) and involves written representation. In kindergarten and first grade, we focus a great deal of teaching students how to segment (break apart) and blend (put together) the sounds in what we call CVC or consonant, vowel, consonant words. As students leave first grade, they are expected to continue to sound out CVC-consonant, vowel, consonant words (ex: cat), words with beginning/ending blends (ex: stop or best), and words with beginning/ending digraphs (ex: ship or dish). By the beginning of second grade, we start to work on words that have long vowel sounds. The following are the long vowel patterns we begin to work on in second grade and move through completing as students move into third grade.

**Long Vowel Chunks (Phonics skills 6-7)**

These chunks are predictable and always make the same sound.

ai- rain                ay- play               oa- boat               ee- feet              ie (at the end)- pie

ie (in the middle)-chief                  igh-night

These chunks are unpredictable and make different sounds within words. Unlike the ie chunk  above, position in a word does not help a child figure out the sound each chunk makes. For example, ow at the end of snow has a long o sound but ow at the end of cow does not.

ou- shout        ou- fought         ow- cow              ow-snow              ea- eat   ea-steak

ea- sweat         oo-food             oo-book               oe- toe             ue-hue        ui- fruit

**Diphthongs**

 Two vowels that make their own unique sound when put together in a word.

au-haul              aw- saw                 oi- oil                  oy- boy

In addition to long vowel sounds, we work on r-controlled vowels. The following are the five r-controlled vowels and the sound each produces. Er, Ir, and Ur all make the /r/ sound, so when having students spell words, we give them a key picture/word to remember to help differentiate between the three. Please note when we give them the clues, their spelling is not being tested. In a test situation within the regular education classroom, this would not be permissible. We also work on the soft c/g rule and unexpected consonants (you only hear one sound ex: kn).

**R-Controlled Vowels (Skill 8)**

ar- car,          er- fern          ir-dirt        or-corn       ur-turkey

**Soft C/G (Skill 9)**

**Soft C-** Anytime a c is followed by an i, e, or y in a word, it makes the /s/ sound instead of the /k/ sound. Examples-cylinder, circus, and dice

**Soft G-** Anytime a g is followed by an i,e, or y in a word, it makes the /j/ sound instead of the /g/ sound. Examples: giant, huge, and gym

**Unexpected Consonants (Skill 9)**

kn- knife     wr- wrong     gn- gnat tch- scratch   mb- lamb

As students move through third grade, we also begin working on breaking words into syllables. Unlike in kindergarten and first grade, students now have to view multisyllabic words in written form and break them apart. By this time, they should have a phonological background which will help them accomplish this skill more effectively.

**Vocabulary**

Within your child’s regular education classroom, he/she is provided with a list of new vocabulary terms and definitions weekly. If your child receives Title I supports, he/she will receive additional instruction with the use of those vocabulary terms. As the Title teachers, we work closely with the regular education teachers to provide coherent instruction for students. We also support vocabulary acquisition through shared readings and interactive read alouds.

**Fluency**

Starting at the beginning of second grade, students begin to read passages and are assessed for both fluency and accuracy. Often, people think that fluency refers only to “how fast” someone is able to read accurately, or without making errors. The truth is, fluency is made up of several different components and each is important to helping a student build meaning, or comprehend, what is being read. The following are some vital areas of fluency that you can practice at home with your child.

**Rate-** Rate is often referred to as speed. However, speed does not mean fast. Students need to find the “just right” rate when reading to help build comprehension.

**Accuracy-** Accuracy is another way of saying reading words correctly. For example, if a student reads the word were as where on a fluency assessment, it would be marked as an error. Reading accurately is also another very vital part to developing strong comprehension.

**Prosody-** Prosody refers to your voice when reading. Are you showing the emotion of the character? Are you changing your voice when you see an exclamation point versus a question mark? These are a few of the subtle changes in a student’s voice and volume we look for in the development of prosody.

**Note:** We recommend that you read at home with your child for 20 minutes daily. At this age, students should begin reading some material to an adult (sibling, mom, dad, grandma, etc.) while also being read to by an adult at times as well.

**Comprehension**

Comprehension refers to the meaning we build as readers. Comprehension can take place while reading independently or when listening to someone read. Asking questions before reading can help activate prior knowledge and asking questions during/after reading can help you monitor if your child is able to comprehend essential parts of a text. Students in second and third grade begin to learn about text features, text structure, author’s purpose, making inferences, building connections, predicting, visualizing, and evaluating a piece of literature, nonfiction, or informational text.