



Curriculum, Instruction, and Professional Development  
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## **Foundational Reading Skills Parent Guide**

The Office of Curriculum, Instruction, and Professional Development created a guide for parents and guardians to support children outside of school in the areas of print concepts, phonological awareness, and phonics and word recognition. The guide names each skill, gives examples, and offers fun activities and suggestions for practicing each skill. All students in Grades K-2 are assessed on these skills which are aligned to Common Core Reading Standards: Foundational Skills (K-2). The assessments are designed to measure individual growth from Kindergarten to Grade Two.

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<b>Kindergarten Skills</b>	<b>Examples</b> (these are examples ONLY, NOT the actual words from the test)	<b>Ideas for Practicing Skills At Home</b>
<p><b><u>Rhyming</u></b> Given a word, students will produce two words that rhyme with the given word.</p>	<p><b>Teacher says:</b>    <b>Possible Answer:</b>  <b>sun</b>                fun, run  <b>tan</b>                 can, ban  <b>mop</b>                top, cop</p>	<ul style="list-style-type: none"> <li>• Read many rhyming books.</li> <li>• Sing nursery rhymes.</li> <li>• Orally play with words by changing the beginning sound (nonsense words are acceptable).</li> <li>• Change the beginning letter of family and friends' names to produce a rhyme. Example: <b>Henry</b>-Penry-Fenry</li> </ul>
<p><b><u>Syllable Counting</u></b> Given a word, students will segment the word by clapping and breaking up the word into syllables.</p>	<p><b>Teacher says:</b>    <b>Answer:</b>  <b>little</b>                lit-tle (2)  <b>caterpillar</b>        cat-er-pil-lar (4)  <b>dog</b>                  dog (1)</p>	<ul style="list-style-type: none"> <li>• Go for a walk and count the number of syllables in objects you see on your walk.</li> <li>• Count the number of syllables in family and friends' names.</li> </ul>
<p><b><u>Blending Onset and Rimes</u></b> Teacher will isolate the beginning phoneme in a word, pause, and then give the rest of the word. Student will blend the word.</p>	<p><b>Teacher says:</b>    <b>Answer:</b>  /j/ am                jam  /f/ un                 fun  /b/ ig                 big</p>	<ul style="list-style-type: none"> <li>• This is done orally.</li> <li>• Practice this skill while driving in the car.</li> </ul>
<p><b><u>Blending Phonemes</u></b> Teacher says each sound pausing between each phoneme (sound):</p>	<p>Student blends the sounds together:   <b>Teacher says:</b>    <b>Answer:</b>  /d/ /ŏ/ /g/            dog  /c/ /ă/ /t/             cat  /h/ /ĭ/ /m/            him</p>	<ul style="list-style-type: none"> <li>• This is done orally!</li> <li>• While reading aloud to your child, periodically say each sound of a word and your child can blend it.</li> </ul> <p>Example: The boy r-a-n ("ran") to the car.</p>
<p><b><u>Phonemes</u></b> <b><u>Isolating and Pronouncing Initial</u></b> Given two words with the same initial sound, students will produce the beginning sound.</p>	<p><b>Teacher says:</b>    <b>Answer:</b>  fit fat                 /f/  zig zag                /z/  pan pig                /p/</p>	<ul style="list-style-type: none"> <li>• Start with words that have the same initial sound as your child's name, family and friends' names. Example: Ryan and rug                  Daniel and dog</li> <li>• Pick a letter of the alphabet and have your child brainstorm as many words he/she can that begin with that sound.</li> </ul>
<p><b><u>Phonemes</u></b> <b><u>Isolating and Pronouncing Final</u></b> Given two words with the same final sound, students will produce the ending sound.</p>	<p><b>Teachers says:</b>    <b>Answer:</b>  book talk             /k/  map rip                /p/  ram dim                /m/</p>	<ul style="list-style-type: none"> <li>• Start with words that have the same final sound as your child's name, family and friends' names. Example: Ryan pain                  Daniel fall</li> <li>• Pick a letter of the alphabet and have your child brainstorm as many words he/she can that end with that sound.</li> </ul>

Kindergarten Skills	Examples (these are examples ONLY, NOT the actual words from the test)	Ideas for Practicing Skills At Home
<p><b><u>Segmenting Phonemes</u></b> Given a word, students will isolate each phoneme (sound) in the given word.</p>	<p>Student responds by saying each sound pausing between each phoneme (sound):</p> <p><b><u>Teacher says:</u></b>                      <b><u>Answer:</u></b></p> <p>fit    /f/   /i/   /t/</p> <p>beg    /b/   /ĕ/   /g/</p>	<ul style="list-style-type: none"> <li>• Practice this skill orally.</li> </ul>
<p><b><u>Substituting Individual Sounds to Make New Words</u></b> Given a word, students will change the medial sound to make a new word.</p>	<p><b><u>Teacher says:</u></b> The word is pan. Change the /ă/ to /i/. What's the new word? <b><u>Answer:</u></b> pin</p> <p><b><u>Teacher says:</u></b> The word is mate. Change the /ā/ to /ū/. What's the new word? <b><u>Answer:</u></b> mute</p>	<ul style="list-style-type: none"> <li>• Play with words, changing the medial sound.</li> <li>• Make sure your child knows that vowels have both a long and short vowel sound.</li> </ul>
<p><b><u>Letter Recognition and Sounds</u></b> Student will identify the letter name and sound for each letter of the alphabet.</p>	<p>All uppercase and lowercase letters</p>	<ul style="list-style-type: none"> <li>• Have students first learn the letters in their own name.</li> <li>• Have students learn the letters in family and friends' names.</li> <li>• Cut up the letters of child's name. Have your child sequence the letters and practice saying each letter while pointing.</li> <li>• Write the letters on flash cards. Have students practice saying the name of the letter and the corresponding sound.</li> </ul>
<p><b><u>High Frequency Words</u></b> These are the words most commonly found in print.</p>	<p>the    go    all    for me    to    I    with of    she    that    on by    in    at    are and    is    it like    can    have a    we    he my    you    was see    that    they</p>	<ul style="list-style-type: none"> <li>• Write each high frequency word on a flash card.</li> <li>• Place these words throughout the house.</li> <li>• Look for these words while reading books with your child.</li> <li>• Start with only 5 words and once your child has mastered those words, add the next five.</li> </ul>

First Grade Skills	Examples (these are examples ONLY, NOT the actual words from the test)	Ideas for Practicing Skills At Home		
<p><b><u>Blending Phonemes</u></b> Teacher says each sound pausing between each phoneme (sound):</p>	<p>Student blend the sounds together:</p> <p><b>Teacher says:</b>                      <b>Answer:</b>  /d/   /ō/   /g/                              dog  /c/   /ă/   /t/                              cat  /c/   /ō/   /m/                              comb  /p/   /i/   /n/   /ch/                        pinch  /t/   /r/   /ă/   /p                            trap</p>	<ul style="list-style-type: none"> <li>• This is done orally! The students are listening to the sounds and blending the sounds together.</li> <li>• Practice orally blending sounds while driving in the car.</li> <li>• While reading aloud to your child, periodically say each sound of a word and your child can blend it.</li> </ul> <p>Example: The boy r-a-n (“ran”) to the car.</p>		
<p><b><u>Segmenting Phonemes</u></b> Given a word, students will isolate each phoneme (sound) in the given word.</p>	<p>Student responds by saying each sound pausing between each phoneme (sound):</p> <p><b>Teacher says:</b>                      <b>Answer:</b>  bark                                      /b/   /ar/   /k/  stop                                      /s/   /t/   /o/   /p/  tack                                      /t/   /a/   /ck/  letter                                    /l/   /e/   /tt/   /er/  book                                    /b/   /oo/   /k/</p>	<ul style="list-style-type: none"> <li>• Practice this skill orally.</li> <li>• While studying for a spelling test, have your child say each phoneme (sound) aloud prior to writing each letter.</li> </ul>		
<p><b><u>Consonant Digraphs</u></b> (two letters that represent one speech sound)</p>	<p>/ch/ (chipmunk)  /sh/ (shell)  /wh/ (whale)  /ph/ (phone)  /th/ (thimble)</p>	<ul style="list-style-type: none"> <li>• Write the digraphs on flash cards.</li> <li>• Locate words in the environment that have the different digraphs.</li> <li>• Students need to know the spellings and the corresponding sound.</li> </ul>		
<p><b><u>One syllable short vowels</u></b> (read three letter words with consonant, short vowel, consonant spellings)</p>	<p><b><u>Examples</u></b>  pet   ran   sit   cup   cot</p>	<ul style="list-style-type: none"> <li>• While reading aloud to your child, stop at the three letter words and have your child read these.</li> </ul>		
<p><b><u>Final-e</u></b> (the silent e added to the end of a word changes the vowel to a long vowel sound)</p>	<p><b><u>Examples</u></b>  pine  mute  mope  fine  hate  tape</p>	<ul style="list-style-type: none"> <li>• On one side of a flash card write the word without the e and on the flip side, write the word with an e. Have your child practice reading the two words, keeping in mind the e changes the vowel to a long vowel.</li> </ul> <p>Example:      <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>pin</td></tr></table>      <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>pine</td></tr></table></p> <p>Examples:  mut mute  mop, mope  fin, fine  hat, hate</p>	pin	pine
pin				
pine				

First Grade Skills	Examples (these are examples ONLY, NOT the actual words from the test)	Ideas for Practicing Skills At Home
<p><b><u>Long Vowel Digraphs</u></b> (two vowels that represent one long vowel sound) Long a: /ai/ /ay/ Long e: /ee/ /ea/ /ie/ Long i: /ie/ Long o: /oa/ /oe/ /ow/ Long u: /ew/ /ue/</p>	<p><b><u>Examples</u></b> rain, pay feet, mean, piece pie boat, toe, low blew, cue</p>	<ul style="list-style-type: none"> <li>Write the long vowel digraphs on flash cards.</li> <li>Point out the vowel digraphs while reading aloud with your child.</li> <li>Practice reading words with long vowel digraphs.</li> </ul> <p>Students need to know the sound spellings as well as applying those sound spellings when reading words.</p>
<p><b><u>Diphthongs</u></b> /ow/, /ou/ /aw/, /au/ /oo/ /oo/ oi, oy</p>	<p><b><u>Examples</u></b> cow, plow, town, pout hawk, pawn, Paul goo, toon, loop look, took, hook coil, toy, boy</p>	<ul style="list-style-type: none"> <li>Write the diphthongs on flash cards.</li> <li>Point out the diphthongs while reading aloud with your child.</li> <li>Practice reading words with diphthongs.</li> </ul> <p>Students need to know the sound spellings as well as applying those sound spellings when reading words.</p>
<p><b><u>R-Controlled Vowels</u></b> /ir/ /ur/ /er/ /or/ /ar/</p>	<p><b><u>Examples</u></b> bird, flirt, purr, turn, perk fort, pork, more park, dart, armadillo</p>	<ul style="list-style-type: none"> <li>Point out the R-controlled vowels while reading aloud with your child.</li> <li>Practice reading words with R-Controlled Vowels.</li> </ul>
<p><b><u>Inflectional Endings</u></b> -ing -ed -ly -en -est -s -es</p>	<p><b><u>Examples</u></b> eating, flying, reading asked, licked nicely, sweetly, slowly, sadly fasten, blacken, frozen slowest, fastest dogs, cats bushes</p>	<ul style="list-style-type: none"> <li>Practice reading words that have a suffix added to the end of a word.</li> </ul> <p>Write words on flash cards and fold the flashcard. Example: Have your child first read the word: eat. Unfold the card and have your child read the new word :</p> <p>eating</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> <span style="margin-right: 20px;">eat</span> <span>ing</span> </div>
<p><b><u>Regular Two-Syllable Words</u></b> Students will read two-syllable words.</p>	<p><b><u>Examples</u></b> velvet, habit, fossil, absent, kitten</p>	<ul style="list-style-type: none"> <li>Have your child practice decoding two-syllable words by breaking the words into syllables. vel-vet hab-it</li> </ul>
<p><b><u>High Frequency Words</u></b> (these are the exact high frequency words each child must be able to read with fluency)</p>	<p>after    because    been    before    can't come    could    does    down    each first    find    from    good    here how    its    look    make    may must    now    our    out    place put    right    said    say    some such    than    them    their    what when    where    which    who    why</p>	<ul style="list-style-type: none"> <li>Write each high frequency word on a flash card.</li> <li>Place these words throughout the house.</li> <li>Look for these words while reading books with your child.</li> </ul>

