



# WAYS TO SUPPORT EARLY READING AT HOME

**Purpose:** A menu of skills and activities based on grade level + microphase to help teachers set goals with families and students for supporting reading at home. This list emphasizes phonological awareness, Alphabet knowledge/phonics, and concepts of print. Skills for K-3 are organized by [alphabetic microphases](#).

## Phonological Awareness

*Sample Goal: Our family will work on phonological awareness games \_\_\_\_ times a week for 5 minutes each time.*

Skill	Ways to support at home
Word Awareness	<ul style="list-style-type: none"> <li>- Counts or claps words in a sentence</li> <li>- Play "I Spy" with just letters. I.e. "I spy a letter with just a curve..." (Child should answer 'C!')</li> <li>- <a href="#">Word Awareness worksheet</a> (<a href="#">Spanish version</a>)</li> </ul>
Syllable Awareness	<ul style="list-style-type: none"> <li>- Clapping syllables in a word (blend and segment)</li> <li>- <a href="#">Syllable Cards</a></li> <li>- Gather five to ten toys/items from home and place in a box, or basket. Ask your child to pull out an item and identify it. Then ask them to clap the syllables in that word (I.e. pencil = pen (clap) + cil (clap))</li> </ul>
Rhyme/Onset-Rime	<ul style="list-style-type: none"> <li>- Singing nursery rhymes</li> <li>- Playing silly rhyme games</li> <li>- Recognizing rhymes</li> <li>- Generating own rhymes</li> </ul>
Beginning Sounds	<ul style="list-style-type: none"> <li>- Sorting <a href="#">pictures by beginning sound</a>. I.e. Bus, Bee, Bell, Ball</li> <li>- Identify first sound in words. I.e. Your name, their name, their favorite color, etc.</li> <li>- <a href="#">Beginning Sound Blackout</a> game</li> </ul>
Ending Sounds	<ul style="list-style-type: none"> <li>- Identify last sound in words I.e. Your name, their name, their favorite color, etc.</li> <li>- <a href="#">Roll end sound</a> game</li> </ul>
Blending Sounds	<ul style="list-style-type: none"> <li>- Break down a word. I.e. Sunshine = sun+shine</li> </ul>
Segment Sounds	<ul style="list-style-type: none"> <li>- "What sounds do you hear in the word dog?" Response "/d/ /o/ /g/"</li> </ul>
Manipulate Sounds	<ul style="list-style-type: none"> <li>- "What is cat without the /c/ sound?" (A list of things like this?)</li> </ul>

**Note for Dual Language Learners:** Phonological Awareness is a transferable skill, meaning that developing awareness of sounds in one language (for example Spanish) transfers to another language (for example English). The more similar the languages are, the more transfers. English and Spanish are very similar, however there are a few important differences to note.

1. Spanish emphasizes SYLLABLES (ga-to) whereas English emphasizes onset and rhyme (c-at). Thus, blending and segmenting CVC words in English may be difficult for Spanish-dominant speakers.
2. Spanish has 5 vowel phonemes (a,e,i,o,u). When these phonemes are combined, they create an additional 16 vowel diphthongs. English has about 20 vowel phonemes (depending on regional accents), including diphthongs). Thus, distinguishing vowel sounds in English may be difficult for Spanish-dominant speakers.

## Concepts about print

Sample Goal: We will “pretend read” \_\_\_\_\_ times a week and practice the skill of...

Knowing how to hold a book
Front cover, back cover
Words vs pictures
Knowing where to start to read and moving finger left to right
Page sequencing
Letter vs. word
Return sweep
One to one
Punctuation (period, exclamation mark, question mark)

**Note for Dual Language Learners:** All concepts of print transfer between English and Spanish, as they are both alphabetic languages that are read from left to right.

## Alphabet Knowledge & Phonics

Sample PS Goal: I know the letters in my name (at least 3)

Sample PK Goal: I know all my letter names (make smaller goals pending on assessment) UPPER first. Then lower.

Sample K-3rd Goals:

If your child is at this level...	To get to the next level they need to be able to do this..	Ways to support that at home are...
Early Pre-Alphabetic	<p><b>ABC Knowledge:</b> Learns and recognizes letters in name.</p> <p><b>Concepts of print:</b> Knows how to hold a book and turn pages. Points to the words versus the pictures.</p> <p><b>Phonological Awareness:</b> Participates in familiar songs in rhymes</p>	<ol style="list-style-type: none"> <li>1. Sing common nursery rhymes. Pause and see if the child can fill in the rhyme</li> <li>2. Child holds the book and turns the pages while the parent reads or the child pretends to read.</li> <li>3. Practice naming the letters in the child’s name <ul style="list-style-type: none"> <li>• Give child letter cards with the uppercase letters in their first name. Have the child place them in order naming the letters out loud. Child may look at their written name while doing this activity or match the letter cards to a written copy of their name. <a href="#">Name</a></li> </ul> </li> </ol>

		<p><u>Recognition</u></p> <ul style="list-style-type: none"> <li>Point out the letters in your child’s name when you see them in the environment. (for example, “that’s the M from Miguel or the S from Sara)</li> </ul> <p>4. Activities with letters</p> <ul style="list-style-type: none"> <li>Give your child 3D letters (like fridge magnets) or letter cards and have them sort them by shapes, grouping all of the letter with straight lines (l, i v, etc.), with curves (c, s, r, etc.) with circles (o, p b, d, etc.)</li> </ul>
<p>Mid Pre-Alphabetic</p>	<p><b>ABC Knowledge:</b> Learn some uppercase and lowercase letter names</p> <p><b>Concepts of print:</b> Counts words in a sentence</p> <p><b>Phonological Awareness:</b> Identifies rhyming words</p>	<ol style="list-style-type: none"> <li>Matching, Counting and Naming letters on the Alphabet Arc (<a href="https://www.alphabetletter.com/">https://www.alphabetletter.com/</a>)</li> <li>Parent says a sentence. Child repeats sentence clapping each word. Child repeats sentence counting each word. <a href="#">Word Awareness worksheet (Spanish version)</a></li> <li>Use the EL Letter Cards to play different games <ul style="list-style-type: none"> <li>Put the letter cards in a bag. Have the child choose one and say the name of the letter.</li> <li>Choose a letter card and go on a scavenger hunt - how many letters can we find that match. Say the name each time you find a letter.</li> </ul> </li> </ol>
<p>Late Pre-Alphabetic</p>	<p><b>ABC Knowledge:</b> Learn many letter names (35+)</p> <p><b>Concepts of print:</b> Tracks print left to right and understands that letters make words.</p> <p><b>Phonological Awareness:</b> Identifies syllables (clapping)</p>	<ol style="list-style-type: none"> <li>Alphabet Practice: <ol style="list-style-type: none"> <li>Place all 26 letters in order on Alphabet Arc (<a href="https://www.alphabetletter.com/">https://www.alphabetletter.com/</a>)</li> <li>Practices writing and naming letters using Trace, Copy, Cover, Close <ol style="list-style-type: none"> <li>Trace: Parent forms letter and names it. Child traces with finger and names it.</li> <li>Copy: Child copies letter 3 times and names it.</li> <li>Cover: Parent covers the model and child forms and names letter from memory.</li> <li>Close: Child forms letter with eyes closed.</li> </ol> </li> </ol> </li> <li>“Pretend Read” to others by pointing to the words while telling a story OR hold book and track words while adult reads the out loud.</li> <li>Sort pictures by how many syllables are in the word. Counts syllables by clapping, stomping or hopping while saying the word. <a href="#">Syllable Sort</a></li> </ol>

<p>Early Partial Alphabetic</p>	<p><b>ABC Knowledge:</b> Recognizes and names all letter names. (Uppercase and lowercase)</p> <p><b>Phonological Awareness:</b> Identifies beginning sounds</p> <p><b>Phonics:</b> Identifies some letter sounds. Read and spell words with 2 and 3 letters (VC and CVC) and some common digraphs (sh, th, ch).</p>	<ol style="list-style-type: none"> <li>Alphabet Awareness Games <ul style="list-style-type: none"> <li>Missing Letter Sequencing for alphabet awareness (a,b,___ - g_i) <a href="#">Alphabet Sequencing</a></li> <li>Lowercase/Uppercase letter matching <a href="#">Letter Matching Game</a></li> </ul> </li> <li>Sort Pictures by beginning sound.</li> <li>Practice writing CVC words from a word list -using sound boxes (<a href="#">CVC 1</a>)</li> </ol>
<p>Mid Partial Alphabetic</p>	<p><b>Phonological Awareness:</b> Distinguishes short vowel sounds. Segments and blends sounds</p> <p><b>Phonics:</b> Read and spell words with 2 and 3 letters (VC and CVC) and some common digraphs (sh, th, ch).</p>	<ol style="list-style-type: none"> <li>Sort pictures by middle (short vowel) sound. (<a href="#">short vowel sort</a>)</li> <li>Practice reading words with short vowels. <ol style="list-style-type: none"> <li><a href="#">Fly Leaf Publishing (Part 1)</a></li> <li><a href="#">CVC Reading Board Games</a></li> </ol> </li> <li>Practice writing CVC words from a word list -using sound boxes (<a href="#">CVC 1</a>)</li> </ol>
<p>Late Partial Alphabetic</p>	<p><b>Phonological Awareness:</b> Distinguishes long and short vowel sounds.</p> <p><b>Phonics:</b> Read and spell short vowel words with 2, 3 and 4 letter words. (common digraphs and beginning and final blends)</p>	<ol style="list-style-type: none"> <li>Regular practice with decodable readers.</li> <li>Sorting pictures by long and short vowel sounds.(<a href="#">Long/Short Vowel</a>)</li> <li>Practice writing sentences with short vowel words from word list. <a href="#">Short vowel word list</a></li> </ol>
<p>Early Full Alphabetic</p>	<p><b>Phonics:</b> Read and spell words with silent e (CVCe)</p>	<ol style="list-style-type: none"> <li>Regular practice with decodable readers.</li> <li>Practice writing words &amp; sentences from a word list <a href="#">CVCe Word List</a></li> <li>Play games with silent e cards <a href="#">Silent e word cards</a> <ol style="list-style-type: none"> <li>Pull the word from a pile, read the word and make a sentence.</li> <li>Memory Match - Flip all cards over - turn two over read them and try to make a match)</li> </ol> </li> </ol>
<p>Mid Full Alphabetic</p>	<p><b>Phonics:</b> Read and spell words with common long vowel patterns (oa, ow, ee, ea, _y, ai, ay, ie, igh, oo) and common word endings (-ing, -ed, s, es)</p>	<ol style="list-style-type: none"> <li>Regular practice with decodable readers.</li> <li>Sorts words with long vowel sounds and circles or highlight the vowel pattern.</li> <li>Write sentences and stories from word lists words with focus on long vowel patterns and word endings. <a href="#">Long vowel &amp; word ending lists</a></li> </ol>

Late Full Alphabetic	<p><b>Phonics:</b> Read and spell words with r-controlled vowels (ar, or, er, ir, ur)</p> <p>Read and spell words with closed and open syllables.</p>	<ol style="list-style-type: none"> <li>1. Regular practice with decodable readers.</li> <li>2. Review open and closed syllables. <a href="#">Open and Closed Syllable Houses</a></li> <li>3. Makes sentences and stories from word lists words with focus on r-controlled patterns. Circle or highlight the r-controlled pattern. <a href="#">r controlled word list</a></li> </ol>
Early Consolidated	<p><b>Phonics:</b> Read and spell two syllable words with vowel teams (oy, oi, ou, ow, oo, ui, ue, ew), contractions and words that end in ed, tion, and sion.</p> <p>Use knowledge of rules connected to most syllable types (open, closed, long vowel, CVCe, r controlled)</p>	<ol style="list-style-type: none"> <li>1. Regular practice with decodable readers.</li> <li>2. Read words from word list that -ed ending. Create sentences and stories that include these words. <a href="#">ed word list</a></li> <li>3. Make a silly story using words from the Wild Old Words word list. <a href="#">Wild Old Word List</a></li> </ol>
Mid Consolidated	<p><b>Phonics:</b> Read and spell two syllable words that end with -le, new spelling patterns (-ck, -tch, -dge) and word ending able, ible)</p> <p>Or</p> <p>Use knowledge of rules connected to all 6 syllable types. (specifically consonant le)</p>	<ol style="list-style-type: none"> <li>1. Practice spelling words from word list that have spelling patterns _ck, _tch, _dge and explain rules for when these patterns are use. <a href="#">Word list - ending -tch, -dge. and -ck</a></li> <li>2. Regular practice with decodable readers.</li> <li>3. Separate words two syllable words that have _le ending while playing the <a href="#">Turtle Game</a></li> </ol>
Late Consolidated	<p><b>Phonics:</b> Read and spell two syllable words with plural ending -y, homophones and compound words.</p> <p>Or</p> <p>Use knowledge of rules connected to all 6 syllable types.</p>	<ol style="list-style-type: none"> <li>1. Regular Practice with Decodable Readers.</li> <li>2. Practice reading spelling contractions by playing contraction bingo <a href="#">Contraction Bingo</a></li> <li>3. Teach someone else about the 6 syllable types and the rules for syllable division. Go on a hunt for examples of each syllable type. <a href="#">Syllable Work</a></li> </ol>