

This document provides a summary of Recommendation 2 from the REL Southeast guide A *Kindergarten Teacher’s Guide to Supporting Family Involvement in Foundational Reading Skills*, a companion to the WWC practice guide *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*. Full reference at the bottom of this page.



## *Develop awareness of the segments of sound in speech and how they link to letters*



*For students to be able to read and comprehend, they must first develop phonological awareness, the ability to recognize and manipulate the segments of sound in words. To develop this ability, students must be able to identify the following: individual sounds (phonemes) in words; print letters of the alphabet; and corresponding sounds for each letter.*

***The companion guide on which this summary document is based assists teachers in informing and supporting families to help children develop phonological awareness and letter–sound relations.***

*Supporting Family Engagement*

### *How to carry out the recommendation*

1. Teach students to recognize and manipulate segments of sounds in speech.
2. Teach students letter–sound relations.
3. Use word-building and other activities to link students’ knowledge of letter–sound relations with phonemic awareness.

### *Potential roadblocks*

1. Families don’t attend family literacy nights or parent–teacher conferences.
2. Families might not feel comfortable attending a school function.
3. Families lack time to engage in the activities with their children.
4. Families may not have internet access or may have a hard time accessing the internet.

*Reference:* Kosanovich, M., Lee, L. & Foorman, B. (2020). *A kindergarten teacher’s guide to supporting family involvement in foundational reading skills* (REL 2020-016). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=5674>

## Teacher scaffolds for steps in *How to carry out the recommendation*

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### 1. Teach students to recognize and manipulate segments of sounds in speech.

Recognizing the sounds in words is important in children’s development of reading. Teachers can explain how families can support children in discovering the sounds that various letters and groups of letters represent. Parents and caregivers can use singing, rhyming, and nonsense words to encourage children to see the connections between sounds and letters. Teachers can stress that children need to strengthen their spoken language skills *before* linking sounds to letters. Parents and caregivers can also call attention to the first sound in a word and to word families, such as *man*, *pan*, and *can*.

#### **Phonological awareness: syllables**

Teachers and families can make up nonsense sentences using words that begin with the same sound: “Mary Martin made more music making machines!” It is also important to highlight the different types of sounds found in words. One skill that children need to develop is separating words into syllables. For example, *telephone* has three parts or syllables: *tel-e-phone*. Being able break words apart and identify syllables will help children learn to read or spell the words.

#### **Videos to support Step 1 – Phonological awareness: syllables**

Video Title (Book Title in Parentheses)	Link
2.1 Syllable Sort	<a href="https://youtu.be/pcTDCoR-NsY">https://youtu.be/pcTDCoR-NsY</a>
2.1 Read Aloud and Syllable Practice ( <i>Silly Sally</i> )	<a href="https://youtu.be/n1C4L8y95kM">https://youtu.be/n1C4L8y95kM</a>

*Note: Adapted from page K|2|4 of the guide referenced on the first page of this document.*

Printable family resources are available on pages K|2|5–K|2|6 of the guide referenced on the first page of this document.

#### **Phonological awareness: rhyme**

Words contain many different types of sounds. Rhyming words have the same ending sound and represent one type of sound relationship (for example, *cat* and *hat*). Recognizing that words rhyme and being able to say other words that rhyme with a given word can help children read new words. For example, when children encounter an unfamiliar word like *hare*, they can use a rhyming word that they know, such as *care*, to help them read the new word.

#### **Videos to support Step 1 – Phonological awareness: rhyme**

Video Title (Book Title in Parentheses)	Link
2.1 Rhyme Time	<a href="https://youtu.be/BXiWuB6XMfg">https://youtu.be/BXiWuB6XMfg</a>
2.1 Read Aloud and Rhyme ( <i>Green Eggs and Ham</i> )	<a href="https://youtu.be/hYKzgymUoJs">https://youtu.be/hYKzgymUoJs</a>

*Note: Adapted from page K|2|8 of the guide referenced on the first page of this document.*

Printable family resources are available on pages K|2|9–K|2|16 of the guide referenced on the first page of this document.

### **Phonemic awareness**

The most important sound recognition skill children need to develop when learning to read is phonemic awareness.

“Phonemic awareness is the ability to understand that sounds in spoken language work together to make words. Phonemic awareness is auditory; it does not involve printed letters. It includes the ability to notice, think about, and manipulate the individual phonemes in spoken words.”

*Note: Definition quoted from page 41 of the practice guide referenced on the last page of this document.*

As children develop the ability to recognize individual sounds within words, it will help them sound out simple words as they learn to read. Being able to recognize the sounds at the beginning and ending of a word is beneficial. To help children recognize patterns in word sounds, words with the same ending sound are often grouped into word families.

### **Videos to support Step 1 – Phonemic awareness**

<b>Video Title (Book Title in Parentheses)</b>	<b>Link</b>
2.1 Add a Sound to Make a New Word	<a href="https://youtu.be/RPlxbRF52rM">https://youtu.be/RPlxbRF52rM</a>
2.1 Saying Individual Sounds in Words	<a href="https://youtu.be/SPKRN_sXeVs">https://youtu.be/SPKRN_sXeVs</a>
2.1 Read Aloud and Individual Sounds in Words ( <i>There’s a Wocket in My Pocket</i> )	<a href="https://youtu.be/NjP0k9p0MpE">https://youtu.be/NjP0k9p0MpE</a>

*Note: Adapted from page K|i/6 of the guide referenced on the first page of this document.*

Printable family resources are available on pages K|2|20–K|2|21 of the guide referenced on the first page of this document.

## **2. Teach students letter–sound relations.**

Families can also support the transition from spoken to written language by reinforcing alphabet letter names to help build letter–sound knowledge. Pointing out letters in the environment or having children circle letters in print will help children recognize and practice naming letters. Teachers can let families know which letters are being taught in class so that the families can reinforce those letters at home.

### **Videos to support Step 2**

<b>Video Title (Nursery Rhyme Title in Parentheses)</b>	<b>Link</b>
2.2 Letter-Naming Using a Letter Arc	<a href="https://youtu.be/QvN70v1QRHI">https://youtu.be/QvN70v1QRHI</a>
2.2 Letter–Sound Practice Using a Letter Arc	<a href="https://youtu.be/_MPZ6KAKC9k">https://youtu.be/_MPZ6KAKC9k</a>
2.2 Short-Vowel Practice	<a href="https://youtu.be/EGf2lL9eALg">https://youtu.be/EGf2lL9eALg</a>
2.2 Letter–Sound Writing (“Humpty Dumpty”)	<a href="https://youtu.be/-jkL7Plx834">https://youtu.be/-jkL7Plx834</a>

*Note: Adapted from pages K|2|23–K|2|24 of the guide referenced on the first page of this document.*

Printable family resources to accompany Step 2 are available on pages K|2|25– K|2|47 of the guide referenced on the first page of this document.

**3. Use word-building and other activities to link students' knowledge of letter-sound relations with phonemic awareness.**

Making connections between the individual sounds of words and understanding how the letters in the words relate to these sounds are important in the process of learning to read. As children build their spoken language skills and link these skills to letters, families can support the link between spoken language to reading and spelling through word-building and wordplay.

**Videos to support Step 3**

<b>Video Title</b>	<b>Link</b>
2.3 Step Up to Spelling Words	<a href="https://youtu.be/N0lvwxoNV8g">https://youtu.be/N0lvwxoNV8g</a>
2.3 Step Up to Writing Words	<a href="https://youtu.be/j_8DJLn0aPQ">https://youtu.be/j_8DJLn0aPQ</a>

*Note: Adapted from page K|2|49 of the guide referenced on the first page of this document.*

Printable family resources to accompany Step 3 are available on pages K|2|50–K|2|62 of the guide referenced on the first page of this document.

Additionally, sample text messages with tips teachers can send to support family engagement in this recommendation are available in Appendix 2 on page K|2|63.

After selecting appropriate family resources to support this recommendation, please see page K|i|7 of the guide referenced on the first page of this document for overall guidance to help maximize the effectiveness in supporting families.

## Common Challenges and Approaches to Overcome Them

Common Challenge	Approaches to Overcome Challenge
<i>Families don't attend family literacy nights or parent-teacher conferences.</i>	Work with your school to provide support (for example, refreshments, childcare) at the event. Be sure to offer a range of time options (for example, before school, during the day, in the evening) for parent-teacher conferences.
<i>Families might not feel comfortable attending a school function.</i>	Communicate in advance what to expect at the event. Be welcoming when families arrive in your classroom, and provide an orientation to the layout and function of the room. Have refreshments available. Involve community entities that might have rapport with your families.
<i>Families lack time to engage in the activities with their children.</i>	Send home all the materials needed for any suggested activity, including copies of any books. Let families know that there are many possible times for the activities, such as weekends or during meal preparation. Also let them know that it is okay if an older sibling or other relative engages in activities with the child.
<i>Families may not have internet access or may have a hard time accessing the internet.</i>	Videos can be shared at school events (for example, parent-teacher conferences or family literacy nights). Show families how to find and view the videos, if possible, on a computer, tablet, or smartphone, or even via the school or public library.

*Note: Adapted from page K/i/8 of the guide referenced on the first page of this document.*



The companion guide from which the information in this document is summarized is designed to support the use of the What Works Clearinghouse (WWC) practice guide *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* (NCEE 2016-4008), by B. Foorman et al., 2016, U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance (<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>).