

STAGES OF WORD READING DEVELOPMENT

PRE-ALPHABETIC PHASE

1

- Know general print concepts
- Recognizes incidental features of words
- No letter-sound knowledge

L O O K

PARTIAL ALPHABETIC PHASE

- Has some letter-sound knowledge
- Early phonological and phonemic skills (hearing and identifying syllables and some letter sounds in the word)

2

s p e n t
/ / \ /
/s/ /e/ /t/

FULL ALPHABETIC PHASE

- some automatic word recognition
- uses letter-sound knowledge
- Basic phonemic awareness (segmenting and blending words with 3-4 sounds)

3

b l a n k
/ / / \ \ /
/b/ /l/ /a/ /n/ /k/

CONSOLIDATED ALPHABETIC PHASE

- Continue to develop automatic word recognition
- Use word families, syllable patterns and morpheme knowledge to read words
- Demonstrates advanced phonemic awareness skills (deletion, substitutions, reversal of phonemes)

4

c a r p e n t e r
/car/ /pen/ /ter/

Common Risk Factors for Dyslexia

The following is a list of some common traits of dyslexia. Students who have difficulties with the skills below do not necessarily have dyslexia, however, they will benefit from a structured literacy approach and intervention.

Difficulty with:

- retrieving words when speaking
- learning letter names, colors, numbers, days of the week
- making expected progress despite effective instruction over a long period of time
- learning the relationship between sounds and letters
- recognizing, producing, and working with individual sounds in spoken words
- reading out loud
- spelling
- handwriting
- organizing written and spoken language

More Information

ReadingRockets.org
DyslexiaIDA.org

Growing PreK-3 Readers

Parent Guide to Ashland City Schools Commitment to Reading Development

Scan for Audio Recording

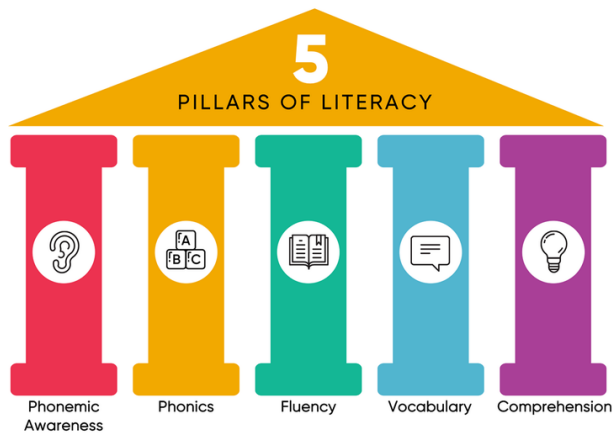


Snapshot of the Science of Reading

The Science of Reading is based on hundreds of thousands of research studies by educators, speech and language specialists, psychologists, neurologists, and more.

The Science of Reading gives focus to these 5 essential areas of literacy, which are also referred to as the 5 pillars of literacy.

- Phonological Awareness- is the ability to notice the sound structure of spoken words
- Phonics- a system for approaching reading that focuses on the relationship between letters and sounds
- Fluency- the ability to read a text quickly, accurately, and with proper expression
- Vocabulary- the knowledge of words and word meanings
- Comprehension- phonological awareness, phonics, fluency, and vocabulary all lead to comprehension, the ability to derive meaning from a text



Structured Literacy

Ashland City Schools is committed to provide all students with instruction using a Structured Literacy approach. In accordance with state law our teachers have been trained in structured literacy practices.

A structured literacy approach includes:

- A specific order is followed to teach skills, beginning with simple to more complex skills.
- Teacher directed instruction focuses on the skills that students need to know to go from speech to print through the use of corrective feedback and modeling, along with teacher supported and independent student practice.
- Structured literacy includes systematic practice, review, and correction of errors as students learn their new skills.
- Structured literacy teaching will begin in early childhood and continue through high school. Listening, speaking, reading, and writing are paired with one another to teach reading skills.

Evidence Based Intervention



The National Reading Panel identified five key components of an effective reading intervention program: phonemic awareness, systematic phonics, fluency, vocabulary, and comprehension instruction.

Our evidence based intervention will include the following practices:

Systematic and Cumulative:

- the organization of material follows the logical order
- begins with the easiest and most basic concepts and progresses to more difficult concepts and elements
- each step must be based on concepts previously learned

Explicit Instruction:

- purposeful teaching of all concepts with continuous student-teacher interaction

Diagnostic Teaching:

- the instruction is based on targeted and continuous assessment
- the instruction meets a student's needs
- the content presented must be mastered to the degree of automaticity

Multi-Sensory:

- more than one sense is used during teaching/learning (seeing, hearing, doing, touching)

