

# **LATA Reading Series**

## **Session1: From Speech to Text**

INFORMED TEACHERS ARE OUR BEST INSURANCE AGAINST READING FAILURE.  
WHILE PROGRAMS ARE VERY HELPFUL TOOLS, PROGRAMS DON'T TEACH, TEACHER DO!

LOUISA MOATS

**The National Reading Panel:** Comprehensive reading instruction must address 5 pillars or skills: Phonemic Awareness, Phonics, Fluency, Vocabulary and Phonics.

### **Phonemic Awareness:**

- **Phonological Awareness** is the ability to identify the sound structure in spoken words. It is made up of syllables, rhymes, phonemes, etc.
- **Phonemic Awareness** focuses on the individual sounds in words. This is what is required for reading success.

**Phonics:** words are made up of sounds and letters represent those sounds

**Nancy Young's Ladder of Reading:** student benefit from (and many require) explicit reading instruction.

**Strategies for building Phonics and Phonemic Awareness skills:** Choose activities where you can build and practice both skill sets at the same time. When students manipulate and work with the letters and sound that make up words, we see significant skill growth.

**Working with Elkonin cubes**  
**Letter Tile Manipulation**  
**Decodable Texts**  
**Blending Board**

**Additive Blending**  
**Phoneme-Graheme Spelling**  
**Word Ladders**



## Anatomy of a Phonics Lesson

- Phonemic Awareness Activity (new concept or review of concepts previously taught)
- I Do: Introduce, teach and model the concept
- We Do: Practice the skill together
- You Do: Provide opportunities for independent practice and monitor skill development.
- Read the concept in text
- Write the concept (spelling or sentence work)
- Review the concept

“Not only did students progress in their reading abilities, but when they got stuck, they had strategies that they could rely on to help them figure out how to read and spell new words.

-B Courage

