

Phonics: Using the relationships between letters and sounds to pronounce a group of letters (words) or to spell words.

Letter-Sound Correspondence Knowledge

- Identifies the letter when someone produces the corresponding sound.
- Says the most common sound associated with individual letters.
- Produces the sounds associated with all individual letters fluently (ex: 1 letter-sound per second).
- Produces the sounds that correspond to frequently used letter combinations (ex: sh, er, th, ch...).

Decoding

- Blends the sounds of individual letters to read one-syllable, short-vowel, decodable words (ex: sun, map).
- Decodes (sounds out and blends) words with consonant blends (ex: mask, slip, play).
- Decodes (sounds out and blends) words with letter combinations accurately (diagraphs: fish, bath, chin; common letter combinations: book, farm, toy).
- Uses knowledge of individual letter-sound correspondences and letter-combinations to read regular monosyllabic (one syllable) words fluently (e.g: mask, skip, play, fish, them, chin, at a rate of one word every 1 to 1.5 seconds).
- Reads words with common words parts (ex: ing, all, ike).

Ways to work on these skills:

1. Play word games with your child (Scrabble, Scrabble Junior, Boggle, Hangman, etc.)
2. Give you child letter tiles and ask them to arrange the tiles into words (ex: Give the tiles a,c,t – now make 'cat'. Remove the c tile and what word do you have? /at/ Put an /m/ tile in front and what do you have? /mat/)
3. Using sidewalk chalk, make a hopscotch game using rhyming words. Have your child hop through it while reading the words. For a kindergarten child, just use letters instead of words.