



How To Use Florida Center For Reading Research Resources A Guiding Document For Parents

Getting Started

Visit the Florida Center for Reading Research Website: <https://fcrr.org/resources/index.html>
Click on the Resources tab to open the resource page.



Use the side navigation pane to locate Student Center Activities.
Then choose the grade level for your student-specific activities.



Understanding the Skills

- **Phonemic awareness** is the ability to identify and manipulate individual sounds (phonemes) in spoken words. We know that a student's skill in phonological awareness is a good predictor of later reading success or difficulty.
 - **Matching**- example - looking at a picture, identify the animal as a penguin and identify the first sound of penguin as /p/.
 - **Isolating**- matching items that have the same beginning sound.
 - **Segmenting**- Give student a word "cat" and the student identifies the 3 sounds /c/ /a/ /t/
 - **Blending**- Student hears three sounds in a word /c/ /a/ /t/ and will then blend the sounds together to say "cat."
 - **Manipulating**- Give the student a word "feet", then ask them to delete the first sound /f/ and ask what word remains

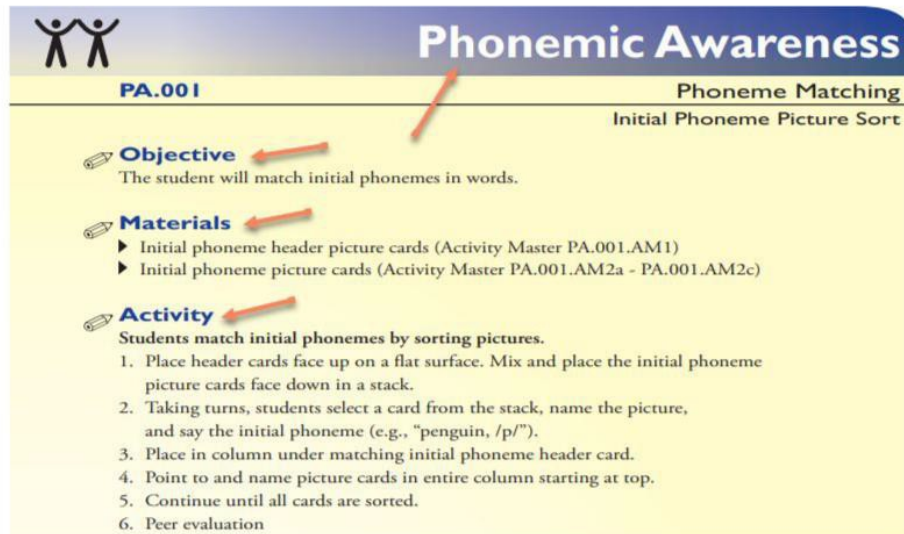
- **Phonics** is the understanding that there is a predictable relationship between the sounds of spoken language, and the letters and spellings that represent those sounds in written language.
 - **Letter-sound correspondence** - student is given a word, for example “monkey” and identify the first sound as /m/ - student then identifies the letter m as the sound /m/ at the beginning of the word.
 - **Syllable patterns** - syllable cards are developed and students play a matching game to make real words. For example the word “publish” would be placed on 2 separate cards (“pub” and “lish”) along with other multisyllabic words. Place cards face down and students choose until they make a match, creating a real word.
 - **High Frequency words** - those words which occur most frequently in written material, for example, “and”, “the”, “as” and “it”. They are often words that have little meaning on their own, but they do contribute a great deal to the meaning of a sentence.
- **Fluency** is the ability to read a text correctly and quickly.
 - **Phrases** - Reading (and re-reading) of smaller, disconnected text can lessen the stress of reading and allow the student to practice reading smaller chunks to build accuracy and automaticity.
 - **Connected text** - Repeated reading of a few phrases of connected text several times per week gives students practice reading high-frequency words and developing fluency and general proficiency.
- **Vocabulary** refers to the words children must know to communicate effectively. In school terms, it can be described as oral vocabulary or reading vocabulary.
 - **Word Knowledge** - work on different types of words (ie. contractions) to help build fluency and understanding
 - **Word Analysis** - analyzing the structure of words to identify common parts (roots, suffixes, prefixes)
 - **Word Meaning** - building word knowledge to enhance comprehension
- **Reading Comprehension** is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read.
 - **Narrative text** - is a story with complication or problematic events and it tries to find the resolutions to solve the problems.
 - **Expository text** - is a type of informational text that provides factual information about a topic using a clear, non-narrative organizational structure with a major topic and supporting information. Expository texts can include topics such as historical, scientific or economic information.
 - **Monitoring for understanding** - Teaching strategies the student will use background knowledge to comprehend text.

What to Choose?


- Choose 1-2 activities per day. Choose those areas identified as being a need for your child.
- Materials need not be fancy. 3 x 5 cards work just as well as printed pages. Some of these activities can even be done without materials.
- The important thing to keep in mind is to make the activities fun. If your child becomes frustrated, or unable to continue – choose another activity or pick it back up at another time of day.


How to Use?

Once you've selected your topic, you can click on it to access the lesson plan. Each lesson includes an Objective, materials, and the activity instructions.




PA.001 **Phoneme Matching**
Initial Phoneme Picture Sort

 **Objective** ← The student will match initial phonemes in words.

 **Materials** ←

- ▶ Initial phoneme header picture cards (Activity Master PA.001.AM1)
- ▶ Initial phoneme picture cards (Activity Master PA.001.AM2a - PA.001.AM2c)

 **Activity** ←

Students match initial phonemes by sorting pictures.

1. Place header cards face up on a flat surface. Mix and place the initial phoneme picture cards face down in a stack.
2. Taking turns, students select a card from the stack, name the picture, and say the initial phoneme (e.g., "penguin, /p/").
3. Place in column under matching initial phoneme header card.
4. Point to and name picture cards in entire column starting at top.
5. Continue until all cards are sorted.
6. Peer evaluation