

## Foundational Instructional Practices

- The two foundational instructional Tier 1 teacher practices for kindergarten and first grade are
  - Explicit and systematic letter-sound instruction
  - Explicit and systematic phonological awareness instruction
- These had greatest prevention effects for word-level reading difficulties
- Letter sound instruction is not enough
  - Studies including letter-sound instruction without phonemic awareness did not do as well

## Double Dose for Students At-Risk

- Most studies with the best outcomes focused on Tier 1 or Tier 2, not both in conjunction with one another
- However, best practice would suggest starting Tier 1 instruction in letter-sound skills and phonological skills early and supplemental that with at-risk students in small group

## Using Letters to Teach Phonemic Awareness

- A statement by the NRP (2000) has been interpreted by many to say phonemic awareness should be taught using letters
  - "...explicitly and systematically teaching children to manipulate phonemes with letters..."
- This was not the intent of the NRP
  - Examining the studies which "used letters" vs. "did not use letters"
  - Examining the Panel's example study to illustrate their point
  - Directly asking the chair of that section of the NRP
- Phonemic skills must be eventually oral and automatic
  - Teaching the skills may involve multisensory prompts

## Using Teaching Phonological/Phonemic Awareness

- Phonological awareness includes
  - Rhyming, first sound awareness, syllable segmentation
  - Onset-rime awareness
  - Phoneme awareness
- It is phoneme awareness that interacts with reading because alphabetic writing uses phoneme-based characters (i.e., letters); the other levels are preparatory for phoneme-level awareness
- Multiple tasks have been successfully used at k-1
  - Segmentation, blending, categorizing, identifying, manipulation
  - Phoneme manipulation more important for remediation

## Learning the Code- Letters

- Teach letter names or sounds first

## Module 10.2 Instructional Practices that Prevent Reading Difficulties

- People have very strong opinions- the research is equivocal
- Sounds needed for blending, names already known from alphabet and can be helpful instructionally for reading and spelling
- Teaching digraphs and blends
  - Digraphs- function like individual letters
  - Blends extremely common in English
- Precisely pronounce letter sounds in isolation
  - T does not say “tuh”
  - Imprecise letter sound instruction affects blending for at-risk students

### Teaching the Code- Additional Concepts

- Teaching phonic rules
  - The basic rules are useful
  - Teaching all the exceptions to the rules have not been shown to help students catch up
- Combine with spelling
- Use distributed practice
- Embedded Picture Mnemonics