



# OAKLAND SCHOOL VOLUNTEERS

## ELEMENTARY LITERACY VOLUNTEER TRAINING

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## I. Introduction to the Culture of Literacy in OUSD

### A. OUSD's Approach to Literacy

#### **FULL SERVICE COMMUNITY SCHOOL DISTRICT**

Utilizing public schools as hubs, community schools bring together many partners to offer a range of support and opportunities to children, youth, families and communities. The vision for this approach is that all OUSD students will find joy in their academic experience, and graduate with skills to ensure they are caring, competent, and fully informed, critical thinkers prepared for college, career, and community success. Literacy is an integral part of the bigger picture.



## **FRAMEWORK FOR LEARNING**

The Common Core Standards ensure students are ready for success after high school by establishing guidelines for what every student should know in math and English language arts from K - 12th grade. The standards were drafted by experts and are designed to ensure students are prepared for today's entry-level careers, freshman-level college courses, and workforce training programs.

### SKILL DEVELOPMENT FOCUS

Critical-Thinking	Purposeful, self-regulatory judgement. Reasoned consideration to evidence, context, conceptualizations, methods, and criteria
Problem-Solving	Defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; implementing a solution 1) Define the problem > 2) Generate new ideas > 3) Evaluate and select solutions > 4) Implementing and evaluation
Analytical Skills	The ability to examine something by separating it into parts and studying their relationships and influences

## **IMPLEMENTATION APPROACH**

OUSDs Balanced Approach to Literacy using the Common Core Standards provides the authentic opportunities to learn, practice, and apply the skills students need to become fully literate individuals capable of lifelong learning. To interweave “learning to read” and “reading to learn” primary activities are:

1. Word Study
2. Read Alouds
3. Shared Reading
4. Reading Workshop
5. Interactive and Shared Writing
6. Writing Workshop



These six components are interwoven in order to balance learning to read with reading to learn. Ex:

- *Foundational reading* skills are taught primarily during **Word Study** time, but are reinforced during **Reading Workshop** word solving strategies, **Writing Workshop** spelling strategies, **Shared Reading** and **Interactive Writing**.
- *Comprehension* is taught and practiced primarily during **Reading Workshop** time, but is also modeled and practiced during **Interactive Read Alouds** and **Shared Reading**.

**Throughout the literacy block, there is a gradual release of responsibility.** Daily workshops begin with a teacher-directed mini-lesson followed by independent work time in which students have the opportunity to apply the strategies to self-chosen books or writing pieces, reflect on their process as readers and writers, and set monitor their goals. During independent reading/writing time, the teacher provides the small group support and guidance that each student needs to solidify the strategies.

## **ENGLISH LANGUAGE LEARNERS AND MULTILINGUAL ACHIEVEMENT (ELLMA)**

In the current context of the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), our [English Language Learners](#) are expected to meet the same academic demands as their peers, with a new emphasis on using sophisticated language to articulate thinking and reasoning in ways that are specific to each subject area. The challenges are great, but so are the opportunities.

### HOME LANGUAGES

 **50.7%**

**SPEAK NON-ENGLISH HOME LANGUAGE IN 2019-20**

33.2% speak Spanish, 4.0% speak Cantonese, 3.6% speak Mam, 2.4% speak Arabic, 2.1% speak Vietnamese.

57 non-English native languages spoken in OUSD.

### ENGLISH LANGUAGE LEARNERS<sup>8</sup>

 **32.9%**

**ENGLISH LANGUAGE LEARNERS IN 2019-20**

11,814 Students Total. 45.0% of 4,566 Grade 6-12 ELLs are Long Term English Language Learners.

### NEWCOMERS

 **2,978**

**NEWCOMERS IN 2019-20**

13 schools with Newcomer Programs.

233 Refugee students, 254 Asylee students, 679 Unaccompanied Immigrant Youth.

## TOP THINGS YOU CAN DO TO SUPPORT LANGUAGE DEVELOPMENT

Purpose	Actions
1 Language is an important part of one's culture and identity. Being bilingual can be a strong source of pride, and is an asset and a huge advantage in today's economy.	Find ways for students to bring their home culture and language into school projects and discussions. Encourage students to read and write in their home language.
2 Have fun with language! "Read" wordless picture books, and tell stories to children.	Wordless picture books tell stories through pictures. Students can learn how stories progress, make predictions, and develop a love of books.
3 Help students focus on understanding books by attaching meaning to the words they read.	Encourage students to read and read again, in their home language and in English. Ask them about the meaning behind what they read, and what they thought about what they read.

## **B. Building Curriculum Familiarity**

### **PHONEMIC AWARENESS CURRICULUM**

Heggerty Phonemic Awareness is a well-organized 35-week curriculum of daily phonemic awareness lesson plans. Developed on a systematic scope and sequence of skills, each level focuses on eight phonemic awareness Skills, along with two additional activities to develop Letter and Sound recognition, and Language Awareness. The lessons are designed to deliver Tier 1 phonemic awareness instruction in a whole group setting and only take 10-12 minutes. For students in need of extra support, portions of the lesson could be used in a small group and serve as a "second dose" of phonemic awareness instruction.

## **SIPPS: SYSTEMATIC INSTRUCTION ON PHONEMIC AWARENESS, PHONICS, AND SIGHT WORDS**

SIPPS LEVELS	DESCRIPTION	AREAS OF FOCUS
Beginning Level K-1 <sup>st</sup>	Students will be able to read very simple, repetitive books. Focus on the alphabet. <ul style="list-style-type: none"> <li>• Consonants</li> <li>• Short vowels</li> <li>• 81 sight words</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of print</li> <li>• Phonological awareness</li> <li>• Blending and segmentation</li> <li>• Initial phonics consonants and digraphs</li> <li>• Short vowels</li> <li>• High-frequency sight words</li> </ul>
Extension Level 1st-2 <sup>nd</sup>	Students will be able to read single-syllable words with complex vowels and 184 high-frequency sight words, and they will be reading simple books. Focus on spelling patterns.	<ul style="list-style-type: none"> <li>• Segmentation &amp; manipulation of sounds</li> <li>• Consonant blends</li> <li>• Long vowels</li> <li>• Vowel digraphs</li> <li>• Generalized rules in phonics</li> <li>• High-frequency sight words</li> </ul>
Challenge Level 2 <sup>nd</sup>	By the end they will be able to read polysyllabic words with accuracy and fluency.	<ul style="list-style-type: none"> <li>• Six syllable words</li> <li>• Roots, prefixes, &amp; suffixes</li> <li>• High-frequency academic vocabulary</li> <li>• Sight syllables and their meaning</li> </ul>

### **WORDS THEIR WAY**

STAGE 3 (1ST-4 <sup>TH</sup> GRADE)	STAGE 4 (3RD-5 <sup>TH</sup> GRADE)	STAGE 5 (3RD-5 <sup>TH</sup> GRADE)
Within Word Pattern Spelling Stage	Syllables and Affixes Spelling Stage	Derivational Relations Spelling Stage
Students spell most single syllables, short vowel words correctly. Include patterns or chunks of letter sequences.	Multisyllabic words and patterns, vowel combinations, and inflected endings. Students also work with prefixes, suffixes, and homophones.	Students spell most words correctly. Sort words by pattern and meaning. Continued work with prefixes, suffixes, examine bases and roots.

### **FOUNTAS AND PINNELL**

Fountas & Pinnell is a reading assessment tool that determines the reading level for each student. Knowing what reading level a student is on is a powerful indicator of what areas of growth a student's needs to focus on. In Oakland, classroom libraries have their books labeled by their level. This way you can always make sure to choose a book that is on your students level when reading with them.

Kinder A - D	1st Grade E - J	2nd Grade K - M	3rd Grade N - P	4th Grade Q - S	5th Grade T - V
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## C. Resources to Continue Learning

Common Core	Myths vs. Facts, FAQ, and Additional Resources	<a href="http://www.corestandards.org">www.corestandards.org</a>
Data	Individual school data here available to the public.	<a href="http://www.ousdata.org/community-members">http://www.ousdata.org/community-members</a>
Edutopia	Articles, videos, and discussion boards for educators. Includes a focus on culturally responsive teaching, social-emotional development, english language learners, and more.	<a href="https://www.edutopia.org/">https://www.edutopia.org/</a>
OUSD Curriculum	Elementary literacy curriculum and deep dive on Balanced Literacy.	<a href="http://www.bit.ly/OUSDBalancedLiteracy">http://www.bit.ly/OUSDBalancedLiteracy</a>
Reading Rockets	Professional Development tips for reaching reading and helping struggling readers. Includes blogs, videos, and content specifically made for volunteers.	<a href="https://www.readingrockets.org/">https://www.readingrockets.org/</a>
Scholastic	Scholastic's webpage for educators to support with lessons and ideas, books and authors, tool kits, activities, and blog.	<a href="https://www.scholastic.com/teachers/lessons-and-ideas/">https://www.scholastic.com/teachers/lessons-and-ideas/</a>

### Approved Educational Apps:

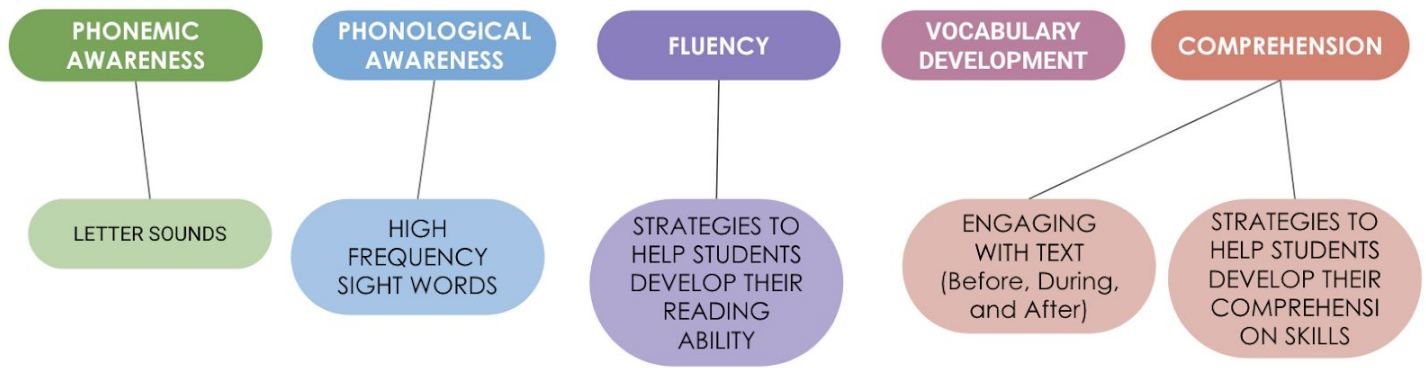
Logging into all apps requires logging into "Clever". Students log into "Clever" and then are automatically logged into the rest of the apps.

APP	CONTENTS	URL
BrainPop	Educational Videos and Activities (K-8): Science, Social Studies, English, Math, Arts, Health & SEL, Engineering & Tech	<a href="https://www.brainpop.com/">https://www.brainpop.com/</a>
Britannica School*	Online Encyclopedia (K-12) Use "OUSD" in both fields to sign in	<a href="https://school.eb.com/levels">https://school.eb.com/levels</a>
Freckle	Math & Reading Practice (K-8)	<a href="https://www.freckle.com/">https://www.freckle.com/</a>
Newsela	News Articles for Students (K-12)	<a href="https://newsela.com/">https://newsela.com/</a>
Public Library*	Free eBook lending using library account	<a href="https://www.oaklandlibrary.org/">https://www.oaklandlibrary.org/</a>

\* Does **NOT** require a Clever account to sign-in

## II. The Building Blocks of Literacy & Tutoring Strategies

Educators have broken down the different skills needed to be able to read to learn into five categories. This section shares definitions and tutoring strategies for how to help students acquire and employ these skills.



### A. Phonemic Awareness

The ability to hear, identify, and manipulate the individual sounds (or phonemes) in spoken words.

#### **TUTORING STRATEGY: LETTER SOUNDS (AKA PHONEMES)**

As a tutor, it will be essential for you to model good reading and “sounding out” skills for your students.

- Each individual letter has one, short sound that it makes.
- When sounding out letters, do not add any additional sounds to the words, and say them as concisely as possible.
- Adding extra sounds to letters is called “adding the shwa,” and can be detrimental to a student’s ability to segment and blend words.
- Long vowels say their name!

**DUAL/MULTI LANGUAGE LEARNER TIP-** It can be helpful for students who are learning English to associate an action when learning sounds or words. The kinetic action assists in recalling the correct word or sound. For example, the short “a” vowel makes an /a/ sound as in apple. Teaching this sound along with the action of ‘holding an apple with their hand’ or ‘biting into an apple with their hand’ can be a powerful tool.

Letter sounds will be a particularly tricky skill for Dual Language Learners because their native language may interpret sounds very differently, or this may be an entirely new concept for them. Classrooms will have the letter sounds and image reminders up on the wall. The following table is for us to practice, and for you to refer back to.



## B. Phonological Awareness

The ability to match speech sounds with their letters.

### **TUTORING STRATEGY: HIGH FREQUENCY SIGHT WORDS**

Educators have developed lists of the most common words found on any page of text. Many of these words cannot be “sounded out” because they do not follow the rules. Students are taught to memorize these words so they can be read without needing analysis. This work helps develop a student's fluency and comprehension skills.

## C. Fluency

The ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically.

- **Automaticity** is the fast, effortless word recognition that comes with a great deal of reading practice.
- **Word Families** are word patterns learned to be able to read more words. Ex: - at, -it, -ad

### **TUTORING STRATEGIES: SOUNDING OUT WORDS**

Strategy	Description	Sample Actions
<b>#1 Look at the Picture</b>	Use the picture as a clue to figure out unfamiliar words.	<i>“That’s a tricky word! What is the first sound of that word? Do you see any pictures that start with the same sound as the tricky word? Maybe the picture is a clue?”</i>
<b>#2 Chunk It</b>	Break the word down and look for chunks / parts already known.	<i>“That’s a new word! Let’s try to break this long word into chunks to find the little words inside of it. Let’s use our fingers to cover up the last few letters. What word is left?”</i>
<b>#3 Re-Read</b>	Stop at the tricky word and go back to the beginning of the sentence and read it again.	<ol style="list-style-type: none"><li>1. Have students go back to the beginning and read the sentence again from the start, pointing to each word as they say it.</li><li>2. Have students sound out the first couple of letters in the tricky word so they know what sound it should start with, and to help them guess what the word might be.</li><li>3. Make sure students are asking themselves if the word they sound out makes sense in the sentence or not.</li></ol>
<b>#4 Skip and Go Back / Context Clues</b>	Students skip the difficult word to read the words around it and use the surrounding information and their knowledge about the world to sound out the difficult word.	<ol style="list-style-type: none"><li>1. Have students skip the tricky word and finish reading the sentence.</li><li>2. Have students sound out the first couple of letters in the tricky word so they know what sound it should start with.</li><li>3. Have students look at the other words in the sentence and the sentences before and after to see if the other words/phrases can help them figure out what the tricky word might be.</li></ol>

## D. Vocabulary

The words we must know to be able to communicate effectively.

- **Listening vocabulary**—the words we need to know to understand what we hear.
- **Speaking vocabulary**—the words we use when we speak.
- **Reading vocabulary**—the words we need to know to understand what we read.
- **Writing vocabulary**—the words we use in writing.

### **TUTORING STRATEGY: CONVERSATIONS WITH STUDENTS**

Reading books is a fantastic way for students to explore the world around them. In fact, when students relate to a book, their self-esteem grows and helps instill a lifelong love of reading. Sharing stories increases exposure to rare words and helps build vocabulary with students.

## E. Comprehension

Good readers have a purpose for their reading (a desire to learn), and they think actively as they read. Students should monitor their own comprehension, knowing when they understand what they read and when they do not.

### **TUTORING STRATEGY: ENGAGING WITH TEXT**

When reading with students, the process below is a great way to reinforce comprehension. More of your time should be spent with them reading to you than you reading to them! If you will be working with 3rd-5th graders, this will likely be the strategy you use most, since students have ideally learned the foundations. Older grades will spend increasingly more time reading nonfiction works as well.

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<b>BEFORE YOU READ</b>	<ol style="list-style-type: none"><li>1. Have the student identify the author, title, and parts of the book</li><li>2. Take a picture flip through the pages before reading to get excited about the story</li><li>3. Ask students to make a prediction about what they think will happen during the book. Suggest they start their sentences like this: <i>"I think this is about..." "This section is sad/happy because..."</i></li></ol>
<b>WHILE YOU READ</b>	<ol style="list-style-type: none"><li>1. Ask your student about what they're reading throughout the story to check for comprehension. This will also help students practice expressing themselves.</li><li>2. Guess and check the narrative throughout will support their comprehension ability. This is how adults read to themselves, we just break it down more to teach the skill to students.</li><li>3. Try out the reading and comprehension strategies listed below and on the next page.</li><li>4. Suggest that your student try to guess the ending.</li></ol>
<b>AFTER YOU READ</b>	<ol style="list-style-type: none"><li>1. Have students retell the story.</li><li>2. Have students summarize the story, including the characters, and plot development. Ask them to make comparisons of the text to themselves, other books you've read, or the work around them.</li><li>3. Have students share their opinions about the story</li></ol>

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## **TUTORING STRATEGY: SUPPORTING COMPREHENSION**

Comprehension, or extracting meaning from what you read, is the ultimate goal of reading. Experienced readers take this for granted and may not appreciate the reading comprehension skills required. The process of comprehension is both interactive and strategic. Rather than passively reading text, readers must analyze it, internalize it and make it their own.

<b>Strategy</b>	<b>Description</b>	<b>Sample Tutor Actions</b>
<b>#1 Schema (Activating Prior Knowledge)</b>	Linking knowledge from previous experiences with ideas in the text.	You Ask: "Has this ever happened to you?" "What does this remind you of?" "What do you know about this?"
<b>#2 Predict and Qualify</b>	Making an informed guess about what will come next in a reading, and using text as a basis for the prediction.	You Ask/State: "What do you think will happen next?" "What part of the story makes you think that?" "I wonder..."
<b>#3 Making Connections</b>	Students compare and contrast text with personal experiences, with different parts of the text, and with what they know about the world.	Encourage students to find connections between the text and: 1. Themselves 2. Other books they've read 3. The world around them
<b>#4 Ask Questions</b>	Students ask questions of themselves as they are reading, and use information from the text to answer their own questions.	You Suggest That: "Sometimes you can ask yourself a question to make sure you understand what you are reading. Do you have a question you would like to ask?"
<b>#5 Metacognition</b>	Awareness of one's own thinking and learning.	Encourage students to ask themselves: "How am I learning this?" "What is helping me understand what I am reading?" "What strategy works best for me?"

### **DUAL/MULTI LANGUAGE LEARNER TIP**

It's helpful to prompt students with the sentence started listed above. Often this helps them become more successful in finishing the sentence themselves. For instance, "This happened to me when..." or "I predict ..."

## III. Components of Writing

### A. Strategies to Help Students Develop Their Writing Skills

Writing involves many techniques and skills. Young writers can often be intimidated or overwhelmed when there is not enough focus. When working with students on writing, ensure your focus is on a single, narrowly defined topic. When correcting mistakes, do so by asking questions so that the student does the heavy thinking on how to make the corrections. These skills are developed throughout a student's academic career overtime.

Component	Description	Sample Tutor Questions
#1 Ideas	Learning to express ideas within a story builds understanding of the main theme.	<i>"What important details help you tell the story?"</i> <i>"Why are you writing about this? What makes it interesting to you?"</i> <i>"Can you describe your story with your five senses?"</i>
#2 Organization	Organization is the internal structure. There is a clear sequence of logical information.	<i>"What happened first?"</i> <i>"Then what happened? What happened next?"</i> <i>"How did the story end or conclude?"</i>
#3 Word Choice	Word choice is the ability to communicate precisely, creatively, and functionally. Using language to <i>show</i> the reader what is occurring—rather than <i>telling</i> —is important.	<i>"Are there other words to express yourself?"</i> <i>"Imagine you want the reader to see the story in the way you see it, what would you show them?"</i>
#4 Sentence Fluency	Sentence fluency is the rhythm and flow of the language. Sentences should flow, vary in length, structure, and style.	<i>"What are some different ways to begin/end your sentence?"</i> <i>"Read aloud your sentences, does it flow well to you?"</i>
#5 Conventions	Conventions are the mechanical traits of writing. They include spelling, punctuation, capitalization, grammar/usage, and paragraphing.	<i>"When do we need capitalization?"</i> <i>"What are the different punctuation marks? What would be best for this sentence?"</i>

#### DUAL/MULTI LANGUAGE LEARNER TIP!

Spelling, in particular, can be frustrating for students who are learning English. Remind students to sound words out and not to worry too much about spelling.



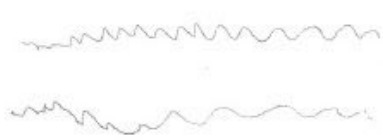

## B. EMERGENT WRITING IN EARLY CHILDHOOD

Some older students and adults can face challenges in writing (language-based disabilities or simply inadequate instruction and/or instruction time spent during early childhood years), so understanding these emergent stages may be helpful in supporting the child(ren) you work with.

### **WHAT IS 'EMERGENT WRITING' AND WHY IS IT IMPORTANT?**

Emergent writing describes young children's first attempts at the writing process. Young children begin to imitate the act of writing by creating drawings and symbolic markings that represent their thoughts and ideas. These early drawings and symbolic markings are the beginning of a series of stages that children progress through as they learn to write. Emergent writing skills, such as name writing proficiency, are important predictors of children's future reading and writing skills.

Educators play an important role in the development of preK aged children's emergent writing by encouraging children to communicate their thoughts and record their ideas. In some early childhood classrooms, however, emergent writing experiences are few and far between. One recent study, which is in accord with earlier research, found that 4- and 5-year olds (spread across 81 classrooms) averaged **just two minutes a day** either writing or being taught writing<sup>1</sup>.

Stages of Emergent Writing		
Stage	Description	Example
<b>Drawing</b>	Drawings that represent writing	
<b>Scribbling</b>	Marks or scribbles the child intends to be writing	
<b>Wavy scribbles or mock handwriting</b>	Wavy scribbles that imitate cursive writing and have a left-to-right progression; child pretends to write words	
<b>Letter-like forms or mock letters</b>	Letters and marks that resemble letter-like shapes	

<sup>1</sup> Pelatti et al. 2014, Hall et al. 2015, Row & Neitzel 2010; Dennis & Votteler 2013, National Center for Family & Literacy 2008; Puranik & Lonigan 2012 <https://www.naeyc.org/resources/pubs/yc/nov2017/emergent-writing>

<b>Letter strings</b>	Strings of letters that do not create words, written left to right, including uppercase and lowercase letters	SNOHOPIPI
<b>Transitional writing</b>	Letters with spaces in between to resemble words; letters/words copied from environmental print; letters often reversed	S LOOJ
<b>Invented or phonetic spelling</b>	Different ways to represent the sounds in words; the first letter of the word or beginning and ending sounds represent the entire word	ILKTHE DOG
<b>Beginning word and phrase writing</b>	Words with beginning, middle, and ending letter sounds; short phrases	C AT M O M
<b>Conventional spelling and sentence writing</b>	Correct spelling of words, generally the child's name and words such as <i>mom</i> and <i>dad</i> ; sentences with punctuation and correct use of uppercase and lowercase letters	MADISON

# APPENDIX

**STAGES OF LITERACY DEVELOPMENT** - Every child learns at a different pace. The following tables shows ways to encourage literacy development for elementary school students of different ages:

AGE	LITERACY DEVELOPMENT
K 5 y/o	<ul style="list-style-type: none"> <li>● Help strengthen students' reading skills by encouraging them to read predictable books on their own. Books that have just a few words with lots of repetition and many pictures are best.</li> <li>● Practice identifying letter sounds, especially when writing.</li> <li>● Encourage students to make up their own stories using drawings and a few words.</li> </ul>
1 <sup>st</sup> 6 y/o	<ul style="list-style-type: none"> <li>● Use writing and drawing to show thoughts and feelings about a story. Enjoys reading with a partner.</li> <li>● Help strengthen students' reading skills by encouraging them to read predictable books on their own. Books that have just a few words with lots of repetition and many pictures are best.</li> </ul>
2 <sup>nd</sup> 7 y/o	<ul style="list-style-type: none"> <li>● Encourage independent reading. Add greater focus on developing comprehension skills. Ask questions like: "What was that story about?" "What happened at the beginning, middle, and end?"</li> <li>● Encourage students to write in paragraphs, in chronological order, and place emphasis on spelling.</li> </ul>
3 <sup>rd</sup> 8 y/o	<ul style="list-style-type: none"> <li>● Texts should be more complex and advanced, allowing for more high-level thinking to develop.</li> <li>● Independent reading should be geared towards their specific interests to encourage continued growth and ability to sound out trickier words.</li> </ul>
4 <sup>th</sup> 9 y/o	<ul style="list-style-type: none"> <li>● Provide students with passages to practice reading for information / acquisition of knowledge.</li> <li>● Focus on the student's comprehension ability &amp; encourage students to self-correct quickly.</li> <li>● Student's written work should be more coherent and easily understood by adults and peers.</li> </ul>
5 <sup>th</sup> 10 y/o	<ul style="list-style-type: none"> <li>● Encourage students to analyze and think critically about ideas presented in a text.</li> <li>● Help students to form their own opinions based on facts; create their own point of view.</li> <li>● Provide students with opportunities to read many different types of texts to acquire different forms of information, both fiction and nonfiction. Students should write both academically and creatively.</li> </ul>

**VOCABULARY FOR VOLUNTEERS** - You will not be expected to memorize these words. These definitions are here to help you clear up any confusion as well as to advance your understanding.

Phonemic Awareness	The specific ability to focus on and manipulate individual sounds. The smallest units comprising spoken language - "Phoneme". 44 total in the English Language (including sounds from letter combinations, ex: "th"). Foundation for spelling and word recognition skills.
Phonological Awareness	Identifying and manipulating units of oral language: syllables, onsets, rimes. Visuals and sounds combined - "Phonics"
Blending	Blending is the skill of joining individual speech sounds (phonemes) together to make a word.
Segmentation	The ability to break words down into individual sounds.
Digraphs	Two or more consonants that, together, represent one sound.
Rime	The string of letters that follow the first letter of a word, usually a vowel and final consonants
Graphemes	A written symbol that represents a sound