



# Science of Reading Family Toolkit: 1st Grade

 CITY OF CLEVELAND  
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## What is a Family Toolkit? How do I use it?

We believe families are an under-utilized resource and partner. As we all know, learning starts at home. For too long, families have not been provided usable resources to support their own child's reading development. This toolkit is meant to provide you with real resources you can use at home with your child that will improve their reading skills.

### In this toolkit, you can find:

- [Checklist](#): This is a broad literacy skills checklist to see what your Kindergarten child should know by the end of Kindergarten.
- [Screener](#): A screener is a short assessment you can give your child that shows what they know and do not know of the Kindergarten literacy skills and can help you see growth over time.
- [Routines](#): These are general routines that you can use with your child to build and support their literacy skills.
- [Flashcards](#): Printable flashcards set to use with your child with directions for parents on the back!
- [1st Grade Decodables](#): These are decodable texts that you can use with your Kindergartener to practice their reading.
- [Activities and Worksheets](#): These are additional resources for practice.

### How to Use the Toolkit:

- 1) Use the **Screener** to identify your child's current reading skills.
- 2) Review the **Checklist** to identify areas to practice.
- 3) Utilize the **Routines, Flashcards, Decodables, and Activities** to grow their skills.
- 4) Use the resources daily for 15 minutes with your child.
- 5) Provide praise and recognition to your child for their hard work and growth.
- 6) Continue to work all year long until the **Checklist** is complete.

## First Grade Checklist

This checklist is a simple outline of what your kid should know by the end of First Grade. It is not all inclusive, it is simply a tool for you to understand where your child should be for specific focused skills related to the Science of Reading.

- Can identify all consonant and vowel sounds, including common digraphs (e.g., "ch," "sh") and blends (e.g., "bl," "tr").
- Recognizes short and long vowel sounds in words (e.g., "cat" vs. "cake").
- Can read high-frequency words by sight (e.g., "the," "said," "where") without decoding.
- Begins decoding two-syllable words (e.g., "basket," "sunset").
- Reads grade-level texts accurately, using appropriate expression and phrasing.
- Pauses for punctuation and adjusts tone for question marks, exclamation marks, etc.
- Reads texts aloud smoothly without frequent pauses or hesitations.
- Notices when a word or sentence doesn't make sense and self-corrects.
- Demonstrates understanding of new words through context or conversation.
- Understands and uses simple synonyms (big = large) and antonyms (hot ≠ cold).
- Can retell stories in sequence, including key details (who, what, where, when, and why).
- Can explain the main idea of a story.
- Can answer literal questions about a story (e.g., "Who was in the story?").
- Makes logical predictions based on what has been read.
- Identifies the main idea of a passage or story and provides supporting details.
- Can explain simple cause-and-effect relationships in a story.
- Spells many common sight words correctly and applies phonics knowledge to spell.

## First Grade Literacy Screener: Directions for Family

**What is a literacy screener?** A screener is a quick assessment of the Kindergarten literacy skills that students know and do not know. It is used to give you, as the family member, an idea of where your child is starting off and can help you understand how to support your student with their literacy skills. The screener is testing skills your child has not learned yet and is simply a tool for you to understand where your child is and what they still need to learn by the end of Kindergarten.

**What should the literacy screener not be used for?** In no way should the literacy screener be used to judge your child and it is not meant to tell you whether they are behind or ahead of their peers. They have not learned the skills yet! It really is just for you to understand where they are and what skills they need support with. All the skills in the screener can be directly supported by you with the items in this toolkit!

**Can I give the screener multiple times?** One reason you might give the screener multiple times is for you as their family member to see your child's growth throughout the year! If you are giving it multiple times it should be at the beginning of the year, the middle of the year and the end of the year to see growth! Do not give it multiple times close together. It takes time to build and learn these skills!

**How long should the literacy screener take?** The literacy screener should take right around 10 minutes! We would never want your child to be frustrated.

**What should I do if my child does not know an answer?** Say no problem and move on! We do not want children to feel frustrated! We know they have not yet learned these skills and it is just to see what they do and do not know.

**How should I introduce the screener to my child?** Say that you want to be able to support them with their reading this year because you love them and you know how important reading is! Tell them how excited you are to see what they learn in Kindergarten. Tell them you are going to ask them some questions to see what they do and do not know! Say that they haven't learned these yet so it is totally fine if they do not know! You just want to understand so you can help their teacher teach them by doing some work with them at home.

**Should I score the screener?** Use the scoring guide provided to take notes on what your child does and does not know so you can better support them and/or see their growth as the year progresses!

**What else do I need to know?** Make sure you find a quiet, distraction-free place to give the screener to your child!

# First Grade Literacy Screener: Parent Script

## Part 1: Letter Recognition

**Time:** 1 minute

**Materials:** Student screener handout.

**Support Resource:** Here is a [video](#) of the correct letter sounds! We as adults often don't remember the letter sounds correctly, always! It is worth a watch to make sure you know what you are listening for.

- **Instructions:** Ask your child to say the sound each letter makes in Part 1 of the student screener handout. Point to each letter one at a time.
- **Prompt:** "The purpose of this section is to hear you make sounds for each letter. What sound does each letter make?" (Note: If your child needs more prompting, ask for each letter "what sound?")

## Part 2: CVC (Consonant-Vowel-Consonant) Words

**Time:** 1-2 minutes

**Materials:** Student screener handout.

- **Instructions:** Ask your child to read each word one at a time.
- **Prompt:** "The purpose of this section is for you to read me short words following the consonant vowel consonant pattern. Reach each word." (Note: If your child needs more prompting, ask for each letter "what word?")

## Part 3: Words with Blends and Digraphs

**Time:** 1-2 minutes

**Materials:** Student screener handout.

- **Instructions:** Ask your child to read each word one at a time.
- **Prompt:** "The purpose of this section is for you to read me words that have blends or digraphs in them. Reach each word." (Note: If your child needs more prompting, ask for each letter "what word?")

## Part 4: Long Vowel Words with a Silent 'e'

**Time:** 1-2 minutes

**Materials:** Student screener handout.

- **Instructions:** Ask your child to read each word one at a time.
- **Prompt:** "In this section I am still listening for how you read each word. Reach each word." (Note: If your child needs more prompting, ask for each letter "what word?")

## Part 5: Long Vowel Words

**Time:** 1-2 minutes

**Materials:** Student screener handout.

- **Instructions:** Ask your child to read each word one at a time.
- **Prompt:** "In this section I am still listening for how you read each word. Reach each word."  
(Note: If your child needs more prompting, ask for each letter "what word?")

## **Part 6: Short Decodable Passage**

**Time:** 1 minute

**Materials:** Student screener handout.

- **Instructions:** Ask your child to read the passage below within one minute. Stop your timer after exactly one minute and your child can stop reading. Mark where your child left off and any missed, incorrect or skipped words on the scoring sheet. If your child does not get a word within 3-5 seconds, give them the word and mark it as incorrect.
- **Prompt:** "In this section I want you to read a short passage or text. I am only going to have you read for one minute, after my timer goes off you can stop reading. Do the best you can!"

## First Grade Literacy Screener: Student Handout

### Part 1:

b	h	j	m	y
---	---	---	---	---

### Part 2:

cat	hop	sun	bed	lip
-----	-----	-----	-----	-----

### Part 3:

flag	ship	chat	stop	drum
------	------	------	------	------

### Part 4:

rain	goat	beach	tree	like
------	------	-------	------	------

### Part 6:

Jake and Meg went to the park with a big blue kite. The wind was strong, and the kite flew high up in the sky. Jake held the string tight so the kite would not fall. Meg said, 'Look at it go!' They watched the kite as it danced in the wind.

## First Grade Literacy Screener: Scoring

Part 1: Letter Recognition		
Scoring Directions	Recording Space	Where My Child is At
<p>Put a small X through each letter sound your child does not know or gets incorrectly.</p>	<p> <input type="checkbox"/> b  <input type="checkbox"/> h  <input type="checkbox"/> j  <input type="checkbox"/> m  <input type="checkbox"/> y                 </p>	<p>Mastery: Correctly identifies 5 letter sounds.</p> <p>Emerging: Correctly identifies 3-4 letter sounds.</p> <p>Needs Support: Correctly identifies less than two letter sounds.</p> <p>*Note: Letter sound recognition is a Kindergarten skill.</p>
<p><b>What parts of the Literacy Toolkit support my child with this skill?</b> Letter recognition is a Kindergarten skill. You should use the Kindergarten toolkit letter flashcards to support your scholar with this skill.</p>		

Part 2: CVC Words		
Scoring Directions	Recording Space	Where My Child is At
<p>Put a small X through each word your child reads incorrectly.</p>	<p> <input type="checkbox"/> cat  <input type="checkbox"/> hop  <input type="checkbox"/> sun  <input type="checkbox"/> bed  <input type="checkbox"/> lip                 </p>	<p>Mastery: Correctly reads 4-5 words..</p> <p>Emerging: Correctly reads 3-4 words.</p> <p>Needs Support: Correctly reads less than 3 words..</p> <p>*Note: CVC word reading is a Kindergarten skill.</p>
<p><b>What parts of the Literacy Toolkit support my child with this skill?</b> Reading CVC words is a Kindergarten skill. Use the Kindergarten toolkit to support your child with CVC word reading.</p>		

### Part 3: Words with Blends and Digraphs

Scoring Directions	Recording Space	Where My Child is At
Put a small X through each word your child reads incorrectly.	<input type="checkbox"/> flag <input type="checkbox"/> ship <input type="checkbox"/> chat <input type="checkbox"/> stop <input type="checkbox"/> drum	Mastery: Correctly reads 4-5 words..  Emerging: Correctly reads 3-4 words..  Needs Support: Correctly reads less than 3 words..

**What parts of the Literacy Toolkit support my child with this skill?** Use the blends and digraph flashcards with your child. Use them in order of the sets, allowing your child to master all the blends and digraphs. See more in the after school and weekend routine about how the flashcards can be used. You should also support practice through the aligned section of decodable text links!

### Part 4: Long Vowel Words with a Silent E

Scoring Directions	Recording Space	Where My Child is At
Put a small X through each word your child reads incorrectly.	<input type="checkbox"/> cake <input type="checkbox"/> ride <input type="checkbox"/> home <input type="checkbox"/> kite <input type="checkbox"/> cube	Mastery: Correctly reads 4-5 words..  Emerging: Correctly reads 3-4 words..  Needs Support: Correctly reads less than 3 words..

**What parts of the Literacy Toolkit support my child with this skill?** Use the flashcard set, long vowel words with the silent e. You should also support practice through the aligned section of decodable text links!

### Part 5: Long Vowel Words

Scoring Directions	Recording Space	Where My Child is At
Put a small X through each word your child reads incorrectly.	<input type="checkbox"/> rain <input type="checkbox"/> goat <input type="checkbox"/> beach <input type="checkbox"/> tree <input type="checkbox"/> like	Mastery: Correctly reads 4-5 words..  Emerging: Correctly reads 3-4 words..  Needs Support: Correctly reads less than 3 words..

**What parts of the Literacy Toolkit support my child with this skill?** Use the flashcard set, long vowel sounds. You should support practice through the aligned section of decodable text links!

## Part 6: Short Decodable Passage

### Scoring Directions

**Scoring Directions:** Set your timer for one minute. When your timer goes off, your child should stop reading.

Mark where your child left off if they were not able to finish the entire passage within one minute.

Mark each word your child got incorrect or skipped by crossing it out on the recording space below. If you tell your child a word, mark it as incorrect.

To score, you will count the words your child reads correctly within one minute. (There are 61 words in the passage.)

### Recording Space

**Jake and Meg went to the park with a big blue kite. The wind was strong, and the kite flew high up in the sky. Jake held the string tight so the kite would not fall. Meg said, 'Look at it go!' They watched the kite as it danced in the wind.**

### Where My Child is At

**Fluent:** Correctly reads 55-61 words within one minute. Your child is reading fluently for their grade level (end of first grade goal).

**Developing Fluency:** Correctly reads 40-54 words within one minute. Your child is developing fluency and needs some support to work toward the end of first grade-level fluency.

**Emerging:** Correctly reads less than 40 words in a minute. Your child needs more support to reach fluency expectations aligned with the end of first grade.

**What parts of the Literacy Toolkit support my child with this skill?** The more your child practices reading, the better they will become at reading fluency. Follow the reading routines for after school and weekends! In addition, you could practice fluency by doing the following:

- Choral reading: Read a sentence, two or three of any second grade level text together at the same time, to practice fluent reading.
- Repeated Reading: Have your child repeat after your fluent reading for chunks of text, mimicking your fluency.
- Oral Reading practice: Your child needs to continually practice reading aloud and receiving feedback on their reading aloud!

## First Grade Routines

Research shows that a first grader's attention span is between 10-20 minutes! It does not take long to support your child's literacy development. Below are routines you can engage in with your child to advance their skills and knowledge. All the resources you will need can be found in this toolkit!

### After School or Weekend Routine

Have 10-15 minutes after school or on the weekend to practice literacy skills with your child? Follow this routine. Family tutoring and support in literacy can exponentially drive students to become better readers.

Time to Spend: 10-20 minutes

- Use the flashcards within the kit to practice reading words with corresponding first grade skills (5 minutes)
- Use the Decodable Texts to practice reading (10-12 minutes)
- Use the other first grade activities to support literacy development!
  - High frequency words
  - Writing worksheets
  - Fluency activity

## Car Ride Routine

Time to Spend: 5-10 minutes

In the car is a great time to play phonemic awareness games with your child! See below for examples.

- **Say it Fast:** Play a say it fast word game. Take a word and say the word one phoneme (letter sound) at a time. For example, you might say /b/ /u/ /g/ and ask your child to say the word!
- **I'm Thinking of a Word:** Think of a word that your child has to guess. Give them clues about the word such as what the first sound of the word is and how many sounds are in the word. For example, "I am thinking of a word that starts with /m/ and has three sounds." (The answer here could be something like mat or man or mop.)
  - Give a hint by giving a definition of a word or by giving the vowel sound you are looking for.
- **Syllable Count Challenge:** Say a word and ask your child to clap out or count the syllables. For example, "How many syllables are in the word banana?"
- **What Word?:** Play a changing sound word game! Say a word like game and ask your child what new word you might get if you switch the /g/ sound in game to the /s/ sound? The right answer here would be same! You can do this with any word you can think of!
- **Find the Sound:** Pick a sound (example /s/) and challenge your child to listen for words with that sound as you talk or listen to the radio. Every time they hear a word with the target sound, they get a point.

## Bedtime Routine

Time to Spend: 10 minutes

Read your student a book before bedtime - any picture book will do! Use your Imagination Library books as a good place to start.

- **Read the title of the book.** Ask "What do you think this book is going to be about?" "Is this story going to be fiction (pretend) or nonfiction (about real people and things)? How do you know?"
  
- **Read the story.** Stop at some pages to ask questions related to the story.
  - Example: If a character feels sad on a page, you can ask "When are times that you feel sad?"
  - Example: If there is a page about leaves turning colors because it is Fall, you might ask "What is happening with the trees outside right now? Are the leaves turning colors?"
  - Example: If there is some suspense, you might ask, "What do you think is going to happen next?"
  
- **Ask follow up questions.** At the end of the story you can ask your child:
  - "Did you enjoy the story? Why or why not?"
  - "What happened in the story?"
  - "Who was your favorite character?"
  - Any other question that naturally relates to the book!

# 1st Grade Flashcards

**What are flashcards used for?** Flashcards are a great way to practice literacy skills with your child! Cut out the cards and use them as practice. Brain research shows the more we repeat practicing, the more children (or adults!) will remember the things we practice.

We can use flashcards to teach new things but mostly, we use them to practice skills we have already learned!

## Sets of 1st Grade Flashcards

- Set 8: [Blends](#)
- Set 9: [Blend Words](#)
- Set 10: [Digraphs](#)
- Set 11: [Digraph Words](#)
- Set 12: [R-controlled Vowels](#)
- Set 13: [R-controlled Vowel Words](#)
- Set 14: [Silent -e Long Vowels](#)
- Set 15: [Silent -e Long Vowel Words](#)
- Set 16: [Long Vowel Teams](#)
- Set 17: [Long Vowel Team Words](#)

**How should I use these flashcards?** Flashcards should be used during the after school and/or weekend routine.

1. Use the screener to determine what your child is ready for! These flashcards go in order of progressing skills.
  - For example, if your child struggled with some of their letter blends - start with using one every few days they did not know and a short time reviewing the ones they do.
2. Print the flashcards. Cut down the middle and fold them in half. (The script will appear on the back of every card.)
3. There are How To instructions with each flashcard set! Make sure to read those before you get started.
4. There are introduction cards (with a picture) and review cards (without a picture) in each set.
5. You do not, and should not, do every flash card every time.
6. Flashcards should be used for 10 minutes at a time.

## First Grade Decodables

**What is a decodable text?** A decodable text is a book or story that mostly uses letter sounds and patterns that students have already learned. This way, when students read they don't need to guess what a word is - they can decode it (or sound it out!) Practicing reading with decodable texts allows students to practice their phonics skills.

### How should I use a decodable text with my student?

Preview the Text	Read the title together. Ask: "What might this text be about?"
Read the Text	Allow your child to read out loud to you. They should be able to read *most of the text independently.
What should I do when my child is stuck?	<p>Is your child stuck on a CVC word with sounds they already know? If so, ask your child to sound out the word. Support them where they might be stuck on sounds. Then, they should blend the sounds together to make the word. After, have them repeat the word.</p> <p>Is the word your child stuck on an irregular word, sight word or have sounds/patterns your child does not know yet? No problem. Read the word out loud to them.</p>
Comprehension	At the end of the text, ask your child to either draw a picture or verbally tell you "what was this text about?"
Order of Decodable Texts	<p>Use the decodable texts that match the skills your child is working on or has learned. They are, for the most part, in a usable order.</p> <p>Kids should not read decodable texts that include skills they have not yet learned.</p>

Title	Skill
<a href="#">19 Decodable Passages</a> from the Text Project (PDF)	Review from Kindergarten to use at the start of first grade
<a href="#">Earth Day at the Farmer's Market</a> from Beyond Decodables (PDF)	Consonant Digraphs
<a href="#">Fatima's Sunflower</a> from Beyond Decodables (PDF)	
<a href="#">Yousef at the Arboretum</a> from Beyond Decodables (PDF)	
<a href="#">We Can Recycle</a> from Beyond Decodables (PDF)	
<a href="#">Kip's Tree</a> from Beyond Decodables (PDF)	
<a href="#">In the Garden</a> from Beyond Decodables (PDF)	
<a href="#">Dash and the Seed</a> from Beyond Decodables (PDF)	
<a href="#">We Can Compost!</a> from Beyond Decodables (PDF)	
<a href="#">Snack Jobs</a> from Beyond Decodables (PDF)	
<a href="#">Rick and Dock</a> from Beyond Decodables (PDF)	
<a href="#">Recess</a> from Beyond Decodables (PDF)	
<a href="#">The King of Spring</a> from Flyleaf Publishing (virtual text)	
<a href="#">The Twins This and That</a> from Flyleaf Publishing (virtual text)	
<a href="#">Mr. Sanchez and the Kick Ball Champ</a> from Flyleaf Publishing (virtual text)	
<a href="#">Frank the Fish Gets His Wish</a> from Flyleaf Publishing (virtual text)	
<a href="#">Phil Can Read!</a> from Flyleaf Publishing (virtual text)	
<a href="#">Interesting Elephants</a> from Flyleaf Publishing (virtual text)	
<a href="#">The Flash helps</a> from SPELD (PDF)	
<a href="#">Lunch for Sant the ant</a> from SPELD (PDF)	

<a href="#">Kev at the shop</a> from SPELD (PDF)	
<a href="#">What's in the sack?</a> from SPELD (PDF)	
<a href="#">The Flash is back</a> from SPELD (PDF)	
<a href="#">The kids' band rocks!</a> from SPELD (PDF)	
<a href="#">The quest for a quoll</a> from SPELD (PDF)	
<a href="#">The Case of Jake's Escape</a> from Flyleaf Publishing ( <i>virtual text</i> )	<b>Long vowels with a silent e</b>
<a href="#">My Summertime Camping Trip</a> from Flyleaf Publishing ( <i>virtual text</i> )	
<a href="#">Mister Mole's Stove</a> from Flyleaf Publishing ( <i>virtual text</i> )	
<a href="#">Summer Fun at Duke Park</a> from Flyleaf Publishing ( <i>virtual text</i> )	
<a href="#">Amazing Snakes!</a> from Flyleaf Publishing ( <i>virtual text</i> )	
<a href="#">Jane</a> from Half Pint Readers ( <i>virtual text</i> )	
<a href="#">Mike</a> from Half Pint Readers ( <i>virtual text</i> )	
<a href="#">Rose</a> from Half Pint Readers ( <i>virtual text</i> )	
<a href="#">The Tune</a> from Half Pint Readers ( <i>virtual text</i> )	
<a href="#">Steve and Pete</a> from Half Pint Readers ( <i>virtual text</i> )	
<a href="#">Jake's Big Day</a> from Half Pint Readers ( <i>virtual text</i> )	
<a href="#">A Cake Mishap</a> from the Text Project (PDF)	
<a href="#">A Hike</a> from the Text Project (PDF)	
<a href="#">First Skates</a> from the Text Project (PDF)	
<a href="#">Gray Mule</a> from the Text Project (PDF)	
<a href="#">Hens and Drakes</a> from the Text Project (PDF)	
<a href="#">Jake's Cake</a> from the Text Project (PDF)	
<a href="#">Jump Rope</a> from the Text Project (PDF)	
<a href="#">Late for the Plane</a> from the Text Project (PDF)	
<a href="#">Lost Bike</a> from the Text Project (PDF)	

<a href="#">How Are Legos Made?</a> from Beyond Decodables (PDF)	
<a href="#">Genius Gia Hears Boston</a> from Beyond Decodables (PDF)	
<a href="#">Genius Gia Makes a Sound</a> from Beyond Decodables (PDF)	
<a href="#">Luna Moth</a> from Flyleaf Publishing (virtual text)	<b>Single long vowels</b>
<a href="#">Good Bats!</a> from Flyleaf Publishing (virtual text)	
<a href="#">Queen Bee Needs to Be Free</a> from Flyleaf Publishing (virtual text)	
<a href="#">Dog Agility</a> from Flyleaf Publishing (virtual text)	
<a href="#">Marvin's Trip</a> to Mars from Flyleaf Publishing (virtual text)	<b>r -controlled vowels</b>
<a href="#">A Sled Dog Morning</a> from Flyleaf Publishing (virtual text)	
<a href="#">Fir Tree Circus</a> from Flyleaf Publishing (virtual text)	
<a href="#">Pearl Learns a Lesson</a> from Flyleaf Publishing (virtual text)	

## First Grade High Frequency Word List

**What are high frequency words?** High frequency words are words that are used a lot in text that students read but are not decodable (they do not follow the regular "code") or are not decodable yet. Therefore, students will need to learn these words in order to read text independently.

- go
- is
- like
- see
- this
- to
- we
- a
- first
- good
- my
- was
- find
- for
- many
- one
- she
- then
- are
- buy
- said
- too
- will
- you
- live
- do
- our
- what
- want
- with
- your
- about
- make
- who
- every
- day
- look
- they

- all
- now
- well
- will
- there
- were
- would
- some
- here
- walk
- why
- where
- this
- then
- when
- which
- does
- because
- again
- should
- something
- won't
- don't
- almost

# First Grade Activities and Worksheets

## Word/Spelling Practice

### (High Frequency Words, Words with Blends, Digraphs and/or Long Vowel Sounds)

Sick of flash cards? Here are some other ideas to practice spelling (encoding) and decoding words from the high frequency word list or words with blends, digraphs or long vowel sounds with a silent e.

- **Use shaving cream!** Have your student practice writing or spelling their words in shaving cream.
  - Directions: Set up some shaving cream on a cookie sheet, a cleanable surface, etc. Have your child use their finger to draw the letters, name or words in the shaving cream!
  - Picture:



- **Use sand or salt!** Have your student practice writing or spelling words or high in sand or salt.
  - Directions: Set up the salt or sand on a cookie sheet or something similar to avoid a mess etc. Have your child use their finger to draw the letters, name or words in the sand or salt.
- **Use letter magnets!** Have your student practice spelling words with letter magnets on the fridge or a cookie sheet.
  - Directions: Give your child a CVC word out loud and have them use the magnets to spell the word.
  - Link: [Here](#) is a link to buy letter magnets for less than \$10.
- **Syllable Stomp:** Say two to four syllable words like picnic, basket, etc. and have your child stomp the syllables for each word. Have your child break apart the word into syllables (with stomps) and say each part and then put the word back together again.
- **Decoding Detective:** Use a small magnifying glass and have your student be a decoding detective! Use the magnifying glass to have them find words and sound them out to decode them. If they are sounding them out with each sound, have them blend the word together at the end.

## Writing Prompts and Practice

Using knowledge of their letter sounds to write words is just as important as using them to read words! Use the student writing page to have your student respond to a writing prompt by drawing a picture and using their knowledge of letter sounds, blends and digraphs to write a corresponding sentence or sentences!

Your child will definitely not be able to spell every word correctly and that is totally okay! We are looking for them to spell CVC words, high-frequency words, blends/digraphs and long vowel words with a silent-e correctly by the end of first grade but otherwise, they should spell inventively using their knowledge of letter sounds. For example, they might spell the word special, "speshul" and that would make sense at this stage of their literacy development!

### Writing Prompt Ideas

- What was the best part of your day?
- What was the worst part of your day?
- What did you do this weekend?
- What is your favorite animal?
- What do you like to do at the park?
- What do you like to do at school?
- Tell me about your family.
- What is the weather like outside today?
- What is your favorite thing to play with?
- What does it look like outside in Summer? In Winter? In Spring? In Fall?
- Tell me about your classroom.
- What would we find at a farm?
- If you were a superhero, what would you be able to do?