# Kindergarten Foundational Skills Instruction: Whole and Small Group Settings

In **kindergarten**, children develop print concepts, phonological awareness, and knowledge of letter names and sounds, all of which contribute to the development of fluent reading. These skills are a necessary **foundation** to reach the ultimate goal of reading: **comprehension**.

## Print Concepts: What Are They and Why Do They Matter?

**Print concepts** includeknowledge of print conventions (e.g., in English, print is read top to bottom, left to right), the understanding that printed letters make words that correspond to oral language, and that print carries meaning. Print concepts allow children to begin interacting and interpreting text. Print concepts may be modeled and discussed in authentic reading contexts, such as during a teacher-led read-aloud or during teacher-child interactions in the classroom library. Interacting with print and observing others interacting with print in both authentic and dramatic play contexts supports development of print concepts (Morrow & Schickedanz, 2006).

### Research-Based Instruction to Support Students to Acquire Print Concepts

* Print Awareness, from Reading Rockets ([Instruction\*\*](https://www.readingrockets.org/article/print-awareness-guidelines-instruction))
* Print Concepts, from Road to the Common Core, Nashville Public Television ([Video](http://d3tt741pwxqwm0.cloudfront.net/Nashville-TN-PBS/print-concepts-k-1/index.html))
* Book Knowledge and Print Concepts, from the National Center on Early Childhood Development, Teaching, and Learning ([Research and information](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/dtl-pla-book-knowledge-print-concepts.pdf))

#### Print Concepts: Leveraging Linguistic Assets for Multilingual Learners

Different languages have different concepts of print. For example, Arabic and Hebrew read from right to left while English, Spanish and French all read left to right (Peregoy & Boyle, 2000). Because writing systems have specific conventions that govern the visual and orthographic aspects of print, conventions of written English can be unfamiliar to students who primarily use a language other than English. Teachers can point out and help children compare print characteristics of English and their home languages.

##### Supports for English Learners

* Become familiar with student background so instruction can be tailored (Gay, 2000).
* Model how you read in addition to reading to students. The act of pointing visually reinforces the process for learners who are looking for context (Tabors, 2008).
* Reinforce the forms and functions of print found in classroom signs, labels, posters, calendars, etc. Include multilingual environmental print to make the connection between English and the language(s) spoken by students in the class.
* Remember to involve parents as collaborative partners.
* [5 Classroom Elements that Provide Opportunity for Dual Language Learners](https://www.doe.mass.edu/massliteracy/literacy-block/5-classroom-elements.docx)
* [5 Practical Strategies for Supporting Dual Language Learners’ Language and Literacy Skills](https://www.doe.mass.edu/massliteracy/literacy-block/5-practical-strategies.docx)

##### Learn More

* [8 Strategies for Preschool ELLs' Language and Literacy Development\*\*](https://www.colorincolorado.org/article/8-strategies-preschool-ells-language-and-literacy-development), from Colorín Colorado

## Phonological Awareness: What is This and Why Does This Matter?

**Phonological awareness** is “the recognition that words have constituent sounds. Constituents of a word (e.g., book) may be distinguished in three ways: by syllables (/book/), by onsets and rimes (/b/ and /ook/), or by phonemes (/b/ and /oo/ and /k/)” ([Massachusetts 2017 English Language Arts and Literacy Framework](http://www.doe.mass.edu/frameworks/ela/2017-06.pdf), page 180).

Phoneme awareness is “the ability to understand that sounds in spoken language work together

to make words. Phonemic awareness is auditory; it does not involve printed letters. It includes the

ability to notice, think about, and manipulate the individual phonemes in spoken words. Phonemic

awareness is a type of phonological awareness” ([Foorman et al, 2016](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=20)).

Phonological awareness is necessary for learning to decode words in an alphabetic language, such as English. “People who can take apart words into sounds, recognize their identity, and put them together again have the foundation skill for using the alphabetic principle. Without phoneme awareness, students may be mystified by the print system and how it represents the spoken word” ([Moats & Tolman, 2009\*\*](https://www.readingrockets.org/article/why-phonological-awareness-important-reading-and-spelling)).

### What Linguistic Factors Might Impact How Students Acquire Phonological Awareness?

Students have greatest awareness of the sounds in the language or [language variation](https://www.aft.org/ae/summer2021/washington_seidenberg) that they  hear and speak most often, and can connect that awareness to new or unfamiliar sounds in English. Phonological awareness developed in one language has been shown in studies to “cross over” into English, enabling children who have developed awareness in their home language to utilize those skills in English as well ([International Literacy Association](https://www.literacyworldwide.org/docs/default-source/where-we-stand/9457_Phonological_Awareness_1-2020_Final.pdf), 2020). Beginning phonemic awareness practice with the sounds and patterns that the two languages share is supportive. Instruction can then progress to sounds and patterns that exist in English but not the student’s home language (Helman, 2004).  Additionally, [dialectal variation within American English](https://www.aft.org/ae/summer2021/washington_seidenberg) may result in mismatches between the oral and written language system and could also impact the acquisition of phonics skills.

#### Research-Based Instruction to Support Students in Acquiring Phonological Awareness

Phonological awareness develops in a [typical sequence\*\*](https://www.readingrockets.org/article/development-phonological-skills), first with larger units of spoken language (e.g., syllables) then moving into smaller units (e.g., onsite-rime, individual phonemes). These are not distinct “steps” but broad stages that can overlap. Awareness of phonemes is most important for reading ability, because in an alphabetic language like English, words are made of letter patterns that correspond to individual sounds.

Poetry, songs, and rhymes are authentic contexts that offer opportunities for students to notice the sounds in words. Word and sound games are also engaging for young children while promoting phonological awareness. Shared reading and engaging students in conversations about texts, while often seen as strategies that primarily promote [language development](http://www.doe.mass.edu/massliteracy/literacy-block/oral-language.html) and comprehension, also strengthen phonological skills for children with different skill levels ([Swanson et al., 2012](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3319370/); Schickedanz & McGee, 2010).

##### Resources

* Phonological awareness activities, from Florida Center for Reading Research ([Activities](https://www.fcrr.org/student-center-activities/kindergarten-and-first-grade#sca3))
* Phonological Awareness Activities, from Free Reading ([Activities](http://www.freereading.net/wiki/Phonological_Awareness_Activities.html))
* Phoneme segmentation, from National Center on Intensive Intervention ([Instruction](https://intensiveintervention.org/sites/default/files/Phoneme_Segmentation_508.pdf))
* Elkonin Sound Boxes, from Understood.org ([Video](https://www.youtube.com/watch?time_continue=27&v=Pzg5jRy1PwE&feature=emb_logo))
* Phonemic Awareness Hand Motions, from Heggerty ([Video Playlist](https://www.youtube.com/playlist?list=PLqsyZlEkrFNqOwDChnYX8w01C7YzBwa3X))
* Onset and Rime with felt squares, from The Barksdale Reading Institute ([Video](https://www.youtube.com/watch?v=EKNgx_vo3bQ))
* Correct pronunciation of English phonemes, from Rollins Center for Language and Literacy ([Video](https://www.youtube.com/watch?v=wBuA589kfMg))
* Phoneme Blending, from Literacy Instructional Routines to Support Foundational Skills Instruction, Idaho Department of Education ([Video](https://youtu.be/OO9rFGAbm10))
* Phoneme Segmentation, from Literacy Instructional Routines to Support Foundational Skills Instruction, Idaho Department of Education ([Video](https://drive.google.com/file/d/1d-LaDZtA4oUMPsZHCtYDqrYf7BXUKGg7/view))

#### Phonological Skills: Leveraging Linguistic Assets for Multilingual Learners

* “Young English learners can acquire age appropriate phonemic awareness skills even when their English proficiency is not fully developed and teachers need to provide students opportunities to develop these skills as early as possible” (Linan-Thompson & Vaughn, 2007).
* English learners may benefit from supports for hearing and producing sounds in English that are new to them. Instruction in the sounds of English will help English learners develop phonological awareness in English (Bear et al., 2003; Helman, 2004).
* Phonological skills are more closely related to word reading ability than is language-minority status (Lesaux et al, 2008).
* Phonological awareness developed in one language has been shown in studies to translate into English, enabling children who have developed awareness in their home language to utilize those skills in English as well ([International Literacy Association](https://www.literacyworldwide.org/docs/default-source/where-we-stand/9457_Phonological_Awareness_1-2020_Final.pdf), 2020). Beginning phonemic awareness practice with the sounds and patterns that the two languages share is supportive. Instruction can then progress to sounds and patterns that exist in English but not the student’s home language (Helman, 2004).

##### Supports for English Learners

* Create extensive experiences with fun and appealing songs, poems, chants, and read-alouds that will allow students to hear and reproduce the sound patterns of English.
* Songs and poems, with their rhythm and repetition, are easily memorized and can be used to teach phonemic awareness and print concepts to English learners. In addition to increased retention due to repetition, rhymes allow English learners to safely play with language. Rhymes exist in every language and teachers can ask students or their parents to share culturally relevant and teachable rhymes with the class and can build phonemic awareness activities around them ([Colorín Colorado\*\*](https://www.colorincolorado.org/article/english-language-learners-and-five-essential-components-reading-instruction-0)).
* Help very beginning readers learn to identify sounds in short words. Use words that begin with a consonant, have a short vowel, and end in a consonant (CVC) (Gersten & Geva, 2003).
* Be familiar with the sounds that might be difficult for students of particular language backgrounds to hear or pronounce, and provide extra practice (Helman, 2004).
* Practice phonemic awareness in small groups of 4-6 students when possible (Linan-Thompson & Vaughn, 2007).
* [5 Classroom Elements that Provide Opportunity for Dual Language Learners](https://www.doe.mass.edu/massliteracy/literacy-block/5-classroom-elements.docx)
* [5 Practical Strategies for Supporting Dual Language Learners’ Language and Literacy Skills](https://www.doe.mass.edu/massliteracy/literacy-block/5-practical-strategies.docx)

##### Learn More

* [Literacy Development for Preschool EL’s\*\*](https://www.colorincolorado.org/article/8-strategies-preschool-ells-language-and-literacy-development#h-literacy-development-for-preschool-ells), from Colorín Colorado
* [Phonemic Inventories and Cultural and Linguistic Information Across Languages](https://www.asha.org/practice/multicultural/Phono/#phon), from American Speech- Language-Hearing Association

## Phonics and Decoding: What is This and Why Does This Matter?

**Phonics** is a “way of teaching the code-based portion of reading and spelling that stresses symbol-sound relationships; especially important in beginning reading instruction”([Massachusetts 2017 English Language Arts and Literacy Framework](http://www.doe.mass.edu/frameworks/ela/2017-06.pdf), page 180).

**Decoding is “**the ability to translate a word from print to speech, usually by employing knowledge of letter-sound relationships; also the act of deciphering a new word by sounding it out” ([Foorman et al. 2016](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf), page 38).

Decoding skills allow readers to “get the print off the page.” When children are skilled decoders they can develop fluent, automatic word reading in order to focus on the real goal of reading: comprehension. Fluent reading in an alphabetic language such as English is not possible without skillful phonic decoding. In a review of the research on early reading instruction, prominent researchers Catherine Snow and Connie Juel concluded that focused instruction on letters and sounds is “helpful for all children, harmful for none, and crucial for some” (Snow & Juel, 2005).

Phonics instruction beginning in kindergarten is essential to set students up for future success ([Foorman et al., 2016](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf)); young children’s knowledge of letter names and sounds is the best predictor of later reading and spelling abilities ([Piasta & Wagner, 2010](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2910925/)).

### What Linguistic Factors Might Impact How Students Acquire Phonics Knowledge and Decoding Skill?

For multilingual learners, teachers should consider if a student’s home language is logographic or syllabic to inform plans to introduce the child to English letters and to make supportive connections to their home language-based knowledge (Bialystok, 2002; Durgunoğlu, 2002). To make supportive connections to a student’s home language, educators may consider:

* How is the home language the same and how is it different from English?
* Are there words in the home language that sound the same and mean the same thing in both languages?
* Are there words in the home language and English that sound the same but mean different things?
* How are words changed and formed in the home language — singular and plural forms, present tense and past tense forms of verbs? (Cloud, Genesee, and Hamayan, 2009, Chapter 3)

English learners may speak with a dialect different than the teacher’s. This can affect the pronunciations of English words. This does not indicate any problem with phonics or decoding acquisition, as long as pronunciations are consistent (Colorín Colorado\*\*). Additionally, students who primarily use a non-mainstream dialect of American English experience a mismatch between their oral language system and the written language system taught in school; this can impact the acquisition of phonics skills.  For example, if within the student’s dialect the final /g/ sound is dropped from words like *jumping* or *going*, phonetically decoding those words will take additional time or instruction so the sound/spelling variation used in instruction can be learned (Seidenberg & Washington, 2021).

#### What does Phonics include in Kindergarten?

Kindergarten students should learn to recognize and name all upper and lowercase letters of the alphabet. In addition, it is recommended that kindergarteners learn to recognize and read consistent letter-sound correspondences, including predictable consonants, short vowels, and certain digraphs and blends. For more specifics, refer to the *LETRS Scope and Sequence for Word Study, Reading, and Spelling* (Moats & Tolman, 2019).

[LETRS sample scope and sequence](https://www.doe.mass.edu/massliteracy/letrs-scope-sequence.pdf)

Beginning phonics instruction includes letter names, sounds, and formation. Letter formation is important because slow or labored writing can sap cognitive resources the same way that dysfluent reading does, impeding comprehension (McCarney et al., 2013).

#### Research-Based Instruction to Support Skills in Phonics and Decoding in Kindergarten

Instruction in phonics should be systematic and explicit. According to Brady (2011), “Systematic and explicit approaches to phonics instruction have been shown in a range of studies to be more effective than more implicit approaches.” **Systematic** phonics lessons follow a planned sequence from simpler to more complex letter-sound correspondences and spelling patterns, as opposed to teaching phonics rules and patterns incidentally as they arise in text. **Explicit** phonics instruction goes beyond pointing out examples of spelling patterns; it provides explanations of how and when spelling rules and patterns are used (Brady, 2011). Explicit instruction also typically includes a gradual release approach with active practice opportunities for students to transfer and apply the phonics they are learning.

Beginning phonics instruction includes letter names, letter sounds, and letter formation. Students benefit from rapid, repetitive cycles of practice with each letter’s name, sound, and form, rather than a letter per week ([Jones, Clark, & Reutzel, 2012](https://digitalcommons.usu.edu/teal_facpub/404/)).

When students are taught new letter-sound correspondences, they should practice applying that knowledge by encoding (i.e., spelling) and decoding words, both in isolation and in connected text. Blending is particularly important to practice as students learn new sound-spelling correspondences and need to practice using them to read real words. Invented spelling is an authentic application of phonics knowledge, and should be supported (Ouelette & Sénéchal, 2016).

##### Resources

* Phonics activities, from Florida Center for Reading Research ([Activities](https://www.fcrr.org/student-center-activities/kindergarten-and-first-grade#sca6))
* Letter Knowledge and Phonics Instruction Guide, from Middle Tennessee State University ([Instruction)](https://www.mtsu.edu/dyslexia/LessonFrameLKandPhonicsv.2.012918.pdf)
* Letter-sound Identification, from National Center on Intensive Intervention ([Instruction](https://intensiveintervention.org/sites/default/files/LetterSoundID-508.pdf))
* Decoding Instruction Kindergarten, from Anita Archer on explicitinstruction.org ([Video](https://explicitinstruction.org/video-elementary/elementary-video-11/))
* Phonics and Decoding, from Reading Rockets ([Video\*\*](https://www.readingrockets.org/reading-topics/phonics-and-decoding))
* Sounding Out, from Free Reading ([Activities](http://www.freereading.net/wiki/Sounding_Out_Activities.html))

Also, see this collection of brief videos from the Idaho Department of Education within their Literacy Instructional Routines to Support Foundational Skills Instruction:

* Letter Names and Sounds, ([Video](https://youtu.be/qMQgjP_lcuw))
* Sound-Spelling Card, ([Video](https://www.youtube.com/watch?v=MvzjXNRm78Q))
* Continuous Blending, ([Video](https://www.youtube.com/watch?v=g7LtGmaDlIY))
* Sound-by-Sound Blending, ([Video](https://www.youtube.com/watch?v=_eO8Y6aAHso))
* Dictation, ([Video](https://www.youtube.com/watch?v=q0lGyYXhIOM))

#### Practice with Decodable Text

“**Decodable text** is text in which a high proportion of words (80%-90%) comprise letter-sound correspondences that have already been taught. It is used for the purpose of providing practice with specific decoding skills and is a bridge between learning phonics and the application of phonics in independent reading” ([Florida Center for Reading Research, Glossary of Reading Terms](https://www.fcrr.org/node/1016)).

Decodable texts are used to promote transfer of phonics and decoding skills into real text. Teachers use decodable texts for a targeted purpose, as one part of a wide variety of texts students are exposed to throughout instruction. Decodable texts are most beneficial when children are early in their development of phonics knowledge; this timing varies for individual children. When students are learning basic phonics patterns, including those typically taught in kindergarten and first grade, decodable texts support applied practice.

##### Resources

* Teaching with Decodable Text, from 95% Group (recorded [Webinar](https://info.95percentgroup.com/decodables-webinar-replay?submissionGuid=6ca2b22f-d103-4f77-9483-07ef3da3a8ad))
* Decodable Text Sources, from The Reading League ([Resource](https://www.thereadingleague.org/wp-content/uploads/2020/11/Decodables-Update-November-2020.pdf))
* Decodable Readers Protocol, from Achieve the Core ([Instruction](https://achievethecore.org/content/upload/Decodable%20Reader%20Protocol_2018.pdf))
* [Free online decodable texts](https://portal.flyleafpublishing.com/), from Flyleaf Publishing
* [Free online decodable texts](https://www.speld-sa.org.au/services/phonic-books.html), from SPELD Australia

#### High-frequency Words

“Children must learn to quickly recognize words that appear frequently in all kinds of text, also known as high-frequency words. Because these words occur so often in text, learning to recognize them quickly will speed up the reading process so that students can focus more on the meaning of the text” ([Foorman et al, 2016](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28), page 28).

“Many high-frequency words are ‘grammatical glue’ necessary to form and read sentences, such as *do*, *does*, *were*, *are*, *was*, *of*” (Moats, 2019). High-frequency words may be regularly or irregularly spelled. Irregular words are words that have one or more letter-sound patterns that don’t correspond to their typical sounds. A majority of high-frequency words are regular or have just one irregular letter-sound pattern. Whether high-frequency words are regular or irregular, they should be taught associated with their spelling, sounds, and meaning, and **not** memorized as a single unit by “sight” (Moats & Tolman, 2019).

##### Resources

* Strategies for Teaching Irregular “Tricky Words”, from The Reading League ([Video](https://www.youtube.com/watch?v=R2F1_CNImec))
* A New Model for Teaching High-Frequency Words, from Reading Rockets([Instruction\*\*](https://www.readingrockets.org/article/new-model-teaching-high-frequency-words))
* High Frequency Words, from Literacy Instructional Routines to Support Foundational Skills Instruction, Idaho Department of Education ([Video](https://www.youtube.com/watch?v=-e9jbig1dgI))

#### Phonics and Decoding: Leveraging Linguistic Assets for Multilingual Learners

* English learners may have alphabet knowledge in a home language with similarities and differences from English. A child’s home language may use the same letters as English, but have different names and sounds for each letter (e.g., Spanish). Or a child’s home language may use a different alphabet and English letters are not yet familiar (e.g., Cyrillic alphabet).
* ELs may feel anxious and/or frustrated about attempting to produce sounds in English. A supportive environment helps lower affective filter and promotes risk taking (Krashen & Terrell, 1983).
* During small-group time, provide extra practice opportunities on those sounds or sound patterns identified as different from the student’s primary language, knowing that precision from students will occur over time (Instruction Partners, 2021).

##### Supports for English Learners

* “An effective phonics program for English language learners uses a synthetic approach that follows a defined sequence and includes direct teaching of a set of letter-sound relationships” (Linan-Thompson & Vaughn, 2007).
* Plan instruction that provides many opportunities to see, play with, and compare letters. Include games, songs, and other activities that help children identify and name letters, provide activities in which children learn uppercase and lowercase forms of letters, and point out differences and similarities among the letters (Schickedanz & Collins, 2013).
* Empower students by explicitly teaching English letter-sound correspondences. Teach phonics explicitly using a multi-sensory approach, which may include tools such as manipulative tiles ([Foorman et al. 2016](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28)).
* Combine phonics and decoding instruction with intensive development of the oral language English Learners need for comprehension (Gersten & Geva, 2003).
* Plan writing activities that encourage children to practice making the letters they are learning and provide them opportunities to experiment with and manipulate letters to make words and messages (Blevins, 1998).
* Teach the meaning and use of high-frequency words when teaching students to recognize them in print ([Foorman et al. 2016](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28)).
* Pre-teaching vocabulary is an important part of good phonics instruction with ELs so that students aren't trying to figure out new vocabulary items out of context ([Colorín Colorado\*\*](https://www.colorincolorado.org/article/reading-101-english-language-learners#h-phonics-and-english-language-learners)).
* [5 Classroom Elements that Provide Opportunity for Dual Language Learners](https://www.doe.mass.edu/massliteracy/literacy-block/5-classroom-elements.docx)
* [5 Practical Strategies for Supporting Dual Language Learners’ Language and Literacy Skills](https://www.doe.mass.edu/massliteracy/literacy-block/5-practical-strategies.docx)

##### Learn More

* [Phonics Challenges and Strategies for ELs\*\*](https://www.colorincolorado.org/article/reading-101-english-language-learners#h-phonics-and-english-language-learners), from Colorín Colorado

### Sources of Information for Educators: Foundational Skills in Kindergarten

* Duke, N. and Mesmer, H. A. [Phonics Faux Pas: Avoiding Instructional Missteps in Teaching Letter-Sound Relationships](https://www.aft.org/ae/winter2018-2019/duke_mesmer), from American Educator (2018).
* [Foundational Skills Guidance](https://achievethecore.org/content/upload/Foundational%20Skills%20Guidance%20Document.pdf), from Achieve the Core
* Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, from the Institute of Education Sciences ([Research and information](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=20), [Video playlist](https://www.youtube.com/playlist?list=PLVHqsnePfULo3KA8dspX6558xwZxVr2rB), [Guide for PLCs](https://ies.ed.gov/ncee/edlabs/regions/southeast/plc.asp))
* Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. [Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide](https://ies.ed.gov/ncee/wwc/PracticeGuide/6), from the Institute of Education Sciences (2007).
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* [How Children Learn to Read Words: Ehri's Phases](https://education.ufl.edu/ufli/files/2020/03/EhriPhases.pdf), from University of Florida Literacy Institute
* [Meeting the Challenges of Early Literacy Phonics Instruction](https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-meeting-challenges-early-literacy-phonics-instruction.pdf), from International Literacy Association (2019).
* [Phonological Awareness in Early Childhood Literacy Development](https://www.literacyworldwide.org/docs/default-source/where-we-stand/9457_Phonological_Awareness_1-2020_Final.pdf), from International Literacy Association (2020).
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* Teaching Children To Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, from the National Reading Panel ([full report](https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf); [brief summary](https://www.nichd.nih.gov/publications/pubs/nrp/findings))
* Torgesen, J. [Avoiding the Devastating Downward Spiral: The Evidence That Early Intervention Prevents Reading Failure](https://www.aft.org/periodical/american-educator/fall-2004/avoiding-devastating-downward-spiral), from American Educator (2004).
* What Is Phonological Awareness, from Understood.org ([Video](https://www.youtube.com/watch?v=K0G6teawxls))

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