



CLASSROOM MAGAZINES

Address and Build Phonemic Awareness



According to **Reading First**, the ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken words helps children learn to read. The phonemic awareness instruction and practice activities in **Scholastic Classroom Magazines** equip children with the foundation they need to become proficient readers.

Let's Find Out[®] (Kindergarten) and *Scholastic News*[®] Grades 1 and 2, which qualify for Reading First funds, are supported by critical research findings on phonemic awareness development. The following chart explains how these magazines align to the research.

| Key Research on Phonemic Awareness | Scholastic Classroom Magazines Alignment to Research |
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| <p>TEACH EXPLICITLY AND SYSTEMATICALLY The characteristics of phonemic awareness training found to be the most effective in enhancing phonemic awareness, reading, and spelling skills included explicit and systematic instruction (National Reading Panel, 2000).</p> | <p><i>Let's Find Out</i> explicitly teaches phonemic awareness. Skills include:</p> <ul style="list-style-type: none"> • Alphabet recognition • Syllable recognition • Rhyming words • Isolating beginning and ending sounds in words • Oral blending and oral segmentation <p><i>Scholastic News</i> Grades 1 and 2 also teach students to recognize the alphabet, syllables, and word rhyming.</p> |
| <p>ISOLATE SOUNDS Effective phonemic awareness instruction teaches children to notice, think about, and manipulate sounds in spoken language. Teachers use many activities to build phonemic awareness, including phoneme isolation (Put Reading First, 2001).</p> | <p><i>Let's Find Out</i> instruction helps children isolate phonemes in spoken words. Lessons include listening for the following:</p> <ul style="list-style-type: none"> • Beginning consonant sounds in words • Ending consonant sounds in words |
| <p>LEARN RHYMES There are five phonemic awareness task types, including learning to hear rhymes and alliteration (Adams, 1990).</p> | <p>Children develop an awareness of sound patterns and rhymes presented in issues of <i>Let's Find Out</i> through:</p> <ul style="list-style-type: none"> • Poetry • Songs <p><i>Scholastic News</i> Grades 1 and 2 contain:</p> <ul style="list-style-type: none"> • Big Poetry Fun Phonics <p>Families reinforce skills at home with skills pages and recommended activities, including reading aloud books that contain poems.</p> |



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| <p>SPLIT SYLLABLES One of the five phonemic awareness task types is learning to split syllables (Adams, 1990)</p> | <p>In <i>Let's Find Out</i> and <i>Scholastic News</i> Grades 1 and 2, children build phonemic awareness by learning to identify syllables during teacher-directed activities connected to the issues, such as:</p> <ul style="list-style-type: none"> • Children count how many syllables there are in targeted words. • They clap out each syllable in their names and other words related to the issues' text. |
| <p>TEACH BLENDING AND SEGMENTING Teaching children to blend and segment phonemes along with letters can have a significant impact on reading and writing (Blevins, 1998)</p> | <p><i>Let's Find Out</i> lessons teach students how to blend and segment sounds. Students practice skills within the context of the magazines' nonfiction text and within magazine activities.</p> |
| <p>TEACH ALPHABET RECOGNITION A child who can recognize most letters with thorough confidence will have an easier time learning about letter sounds and word spellings than a child who has to work at distinguishing the individual letters (Adams, 1990).</p> | <p>Throughout the year, <i>Let's Find Out</i> and <i>Scholastic News</i> Grade 1 provide students with opportunities to hear letter sounds and connect them to written letters. Students gain exposure to letters in a variety of ways, including:</p> <ul style="list-style-type: none"> • Student issues that contain nonfiction text • Big Issues for shared reading • Skills pages and activities • Print-rich classroom posters • Family activities (<i>Let's Find Out</i>) |
| <p>USE KEY WORDS AND PICTURES Key words and pictures should be used to introduce sound-spelling relationships (Blevins, 1998).</p> | <p><i>Let's Find Out</i> and <i>Scholastic News</i> Grades 1 and 2 include child-friendly, nonfiction content that supports phonemic awareness development. These magazines provide:</p> <ul style="list-style-type: none"> • Student issues that contain picture-text correlations • Student activities that include matching pictures to beginning letter sounds • Picture-filled classroom posters that connect to lessons |
| <p>LEAD TO BUILDING SPELLING SKILLS Phonemic awareness is important because it helps children learn to spell (Put Reading First, 2001)</p> | <p><i>Scholastic News</i> Grade 1 helps students move from oral word recognition to written expression by providing:</p> <ul style="list-style-type: none"> • Phonetic spelling of words next to the written spelling of words • Student writing activities that reinforce emerging spelling skills |
| <p>TEACH IN SMALL GROUPS When children were taught phonemic awareness in small groups, their learning was greater than when they were taught individually or in classrooms (National Reading Panel, 2000).</p> | <p>Small-group instruction can be taught using:</p> <ul style="list-style-type: none"> • Individual student copies • Big Issues that match the student copy and provide interactive shared-reading experiences |

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