

Rhyming to Reading:

A Phonological Awareness and Early Literacy Program



BACKGROUND: Research reveals that 15 to 20% of all children will experience difficulty in learning to read and children with speech and language deficits are 4 to 5 times more likely to have a reading deficit as compared to typically developing children.

Rhyming to Reading is a unique early literacy product presented in an interactive format containing 15 detailed lesson plans; more than 80 instructional video clips; material lists; parent handouts and printable materials for each lesson. Each session is presented in an interactive format using slides, video clips and movement activities. It includes a program overview, research results and take-home ideas to enhance literacy teaching. It is suggested for use by early childhood educators, teachers, speech-language pathologists and parents.

Advantages:

- Provides phonological awareness training through a multisensory approach which involves simultaneously teaching through visual (seeing), auditory (hearing) and kinesthetic-tactile (touch and feeling) modes to enhance memory and learning.
- Addresses the 5 key components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension.
- Engages young children, 4 – 6 years of age, in interactive, fun-filled activities such as games, songs, books and movements to increase early literacy skills.
- Developed by speech-language pathologists and supported by research.
- Easy to implement with excellent outcomes.

Program includes:

- Easy-to-follow written instructions to teach phonological awareness and early literacy lessons.
- Instructional videos to show educators how to use multisensory strategies to enhance literacy learning.
- Engaging activities to teach the concepts of rhyming, segmenting, blending, letter-sound correspondence, vocabulary, comprehension and rapid naming.
- Full color printable materials for rule cards, sound cards, and picture cards along with lesson plans, parent newsletters and pre- and post-tests to track children's progress.

EFFECTIVENESS

A retrospective study which reviewed outcomes of 342 participants was conducted and showed that **Rhyming to Reading** is an effective program to teach early literacy skills, phonological awareness and phonics skills to young children.

Rhyming to Reading:

- Provided statistically significant increases in test scores from pre- to post-test.
- Is effective in teaching phonological awareness skills across subject groups (language disordered and typically developing children).
- Provided improvements in preschool-aged children as well as kindergarteners.
- Provided statistically significant gains in all targeted phonological awareness skills with the greatest gains shown in the areas of rhyme production, letter-sound correspondence, syllable segmentation and final sound production.

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Rhyming to Reading

ADDITIONAL DETAILS: Research reveals that stimulation of phonological awareness in young children increases their future reading outcomes. Educators who utilize this multisensory approach to develop phonological awareness skills can successfully teach children to link the sound of a letter with the written symbol.

Phonemic awareness is the ability to notice and manipulate the individual sounds in spoken words. The program defines and delineates the importance of skills such as rhyming, alliteration, identification of initial, medial and final sounds in words, syllable segmentation and sound deletion and blending.

Phonics is the connection between written letters and sounds. The program demonstrates how to teach letter-sound correspondence in an explicit, systematic and multisensory manner. The letter-sound correspondences targeted in **Rhyming to Reading** were chosen based on their frequency of use in the English language and were chosen to represent a variety of articulatory features. Each sound is given a name and a hand cue to facilitate learning. The oral-motor production of each sound is taught to the children by teaching placement, manner and voicing.

Reading fluency refers to the ability to read accurately, quickly and with expression. The techniques used in **Rhyming to Reading** will enhance reading fluency skills. **Rhyming to Reading** uses books to teach early literacy skills. Although the children in the program are not yet reading independently, they listen to the teacher or speech language pathologist model rate, rhythm and expression while reading books. **Rhyming to Reading** includes fluency practice each session with the Reading Race game which encourages the children to rapidly produce letter names and sounds.

Vocabulary instruction is an important component of a literacy program. In **Rhyming to Reading** children are encouraged to be curious about words and to think about what words mean. They are exposed to new vocabulary words during the program and are provided with their definitions. Techniques for enhancing vocabulary learning are also presented in the program.

The foundations of reading comprehension are taught in this program. **Rhyming to Reading** teaches young children to read with a purpose. It teaches students to think actively as they read. Children learn to be aware of what they do and do not understand. They are asked questions that guide their learning.

Rhyming to Reading is research and evidence-based, and kids, parents and teachers love it! **Rhyming to Reading** captures a child's interest and introduces them to materials that they will want to remember, think about and repeat, so their learning continues long after each class is over.