

RISE Arkansas

An informational newsletter exploring the Science of Reading in Arkansas

All part of the code

Each month, the RISE Newsletter shares information about the science of reading. In order to read, you need to decode or sound out words. This month's topic focuses on writing. Encoding, or spelling, is the process of breaking down a spoken word into its separate sounds and is just as important as reading. In fact, the two go hand in hand. Dr. Louisa Moats states, "Spelling is a critical element not only in reading fluency and comprehension, but also across the curriculum in all subject areas. It is shown that students who improve in spelling instruction, also improve in writing fluency and reading word-attack skills. If students have a higher knowledge of spelling, they are able to make more sense of the words that they are reading; therefore, it is easier for them to remember what is being read. "



DECODING

ENCODING



What is needed for both?

PHONEMIC AWARENESS

This is your ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words.

ALPHABET KNOWLEDGE

The ability to recognize and name uppercase and lowercase letters, recognize letter symbols in print, and know that there are sounds associated with each letter.

Phoneme Blending

When students combine phonemes to form a word, it is known as blending. You blend the individual sounds together to form a word. For example, /c/ /a/ /t/ is cat.

Phoneme Segmentation

When students break a spoken word into its separate sounds, or phonemes, it is known as segmentation. For example, there are four sounds in the word frog: /f/ /r/ /o/ /g/. This is necessary to spell a word.

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1 ALL PART OF THE CODE

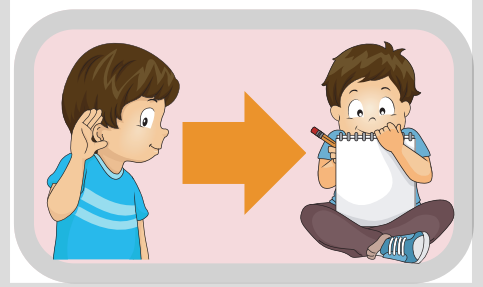
2 THE JOBS OF SILENT E

3 TYPES OF SENTENCES

4 BE A SENTENCE SUPER SLUETH

What is encoding?

Sometimes educators use the word encoding when referring to spelling or writing. Encoding is the process of hearing a sound and being able to write a symbol to represent that sound.



More on encoding

Each grade level has standards to define what words students should be able to spell. To the right is a side-by-side document that shows grade-level expectations to help parents understand what words students should be able to encode in each grade. Many of these encoding standards were covered previously in the RISE Newsletter Syllable Type Series which can be found [here](#). Below is another important thing for children to remember when they are encoding.



6 jobs of silent e!

Makes the vowel before it say its name.

make five hole cube

game



Makes c and g make a soft sound.

dance range garage spice



prince

Keeps v and u from being the last letter.

give twelve above true

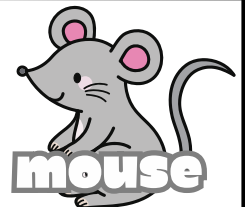
GLUE

glue



Shows that a word is not plural.

please moose tense tease



mouse

Adds a vowel to a word that has the consonant + le syllable type. (Remember, every syllable has a vowel.)

table candle puzzle people



turtle

Makes *th* say its voiced sound.

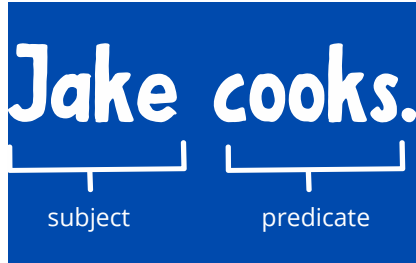
teethe clothe breathe



bathe

What is a Sentence?

It is important that teachers and parents help students understand from the start how to write an effective sentence. In order to write an effective sentence, students need to know what one looks and sounds like. The most basic sentence contains a subject and a predicate and is a complete thought.



The subject is what (or whom) the sentence is about. The predicate tells something about the subject and contains the verb. If you are missing one or both of these, you have a

sentence fragment. The following are examples of sentence fragments:

- Lisa and Sherry
- played the tuba
- President of the United States

Four Types of Sentences

Declarative

Declarative sentences make a statement. They tell something and end with a period.



Ted is my friend.

Interrogative

Interrogative sentences ask a question and end with a question mark.



Where is my dog?

Imperative

Imperative sentences give advice or instructions. They can also express a request or command and they end with a period.



Give me a smile.

Exclamatory

Exclamatory sentences show strong feelings and end with an exclamation point.



Watch out!

EC Corner

Before kids can write sentences, they need lots of practice hearing and experimenting with orally saying sentences.

Most children start to make simple sentences between 18-24 months of age.

If a child reaches 30 months and is not combining words into short sentences, they could be at a higher risk for later learning challenges (Schum 2007).

Talk early and often with your little one.

These conversations will provide a strong foundation for children when they start writing!



Countdown



160 Days until the

SOLAR ECLIPSE



MONDAY, APRIL 8, 2024



Be a Sentence Super Slueth

Read each item below and determine whether it is a sentence or sentence fragment. If it is a sentence, determine which kind of sentence it is and circle the correct sentence type. If it is not a sentence, draw a line through it. Each item also has a word that ends with a silent e. Discuss what job silent e is doing in that word. You can do it, Super Slueth!

My cat caught a mouse.

Declarative Interrogative Imperative Exclamatory

give the ball

Declarative Interrogative Imperative Exclamatory

twelve people in my class

Declarative Interrogative Imperative Exclamatory

Go make the bed.

Declarative Interrogative Imperative Exclamatory

Is she starting to teethe?

Declarative Interrogative Imperative Exclamatory

can dance in a circle

Declarative Interrogative Imperative Exclamatory

Jake and Natalie

Declarative Interrogative Imperative Exclamatory

Look up above!

Declarative Interrogative Imperative Exclamatory

Did you light the candle?

Declarative Interrogative Imperative Exclamatory

The moose found

Declarative Interrogative Imperative Exclamatory

Can you do it? Give it a try.

The best way to become a better sentence writer is to practice. Try and construct each type of sentence discussed on page 3. Bonus Challenge! Try and use words that contain the silent e.



Want more?



Scan here to practice even more!