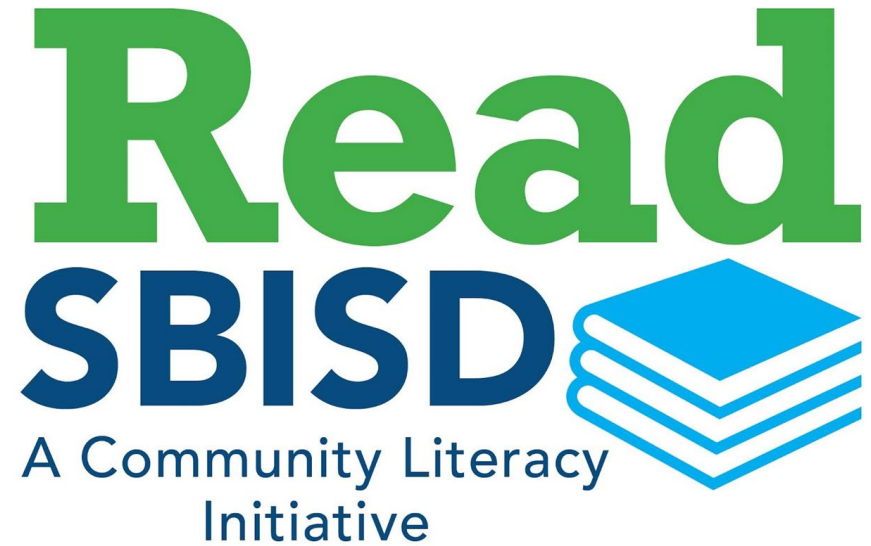


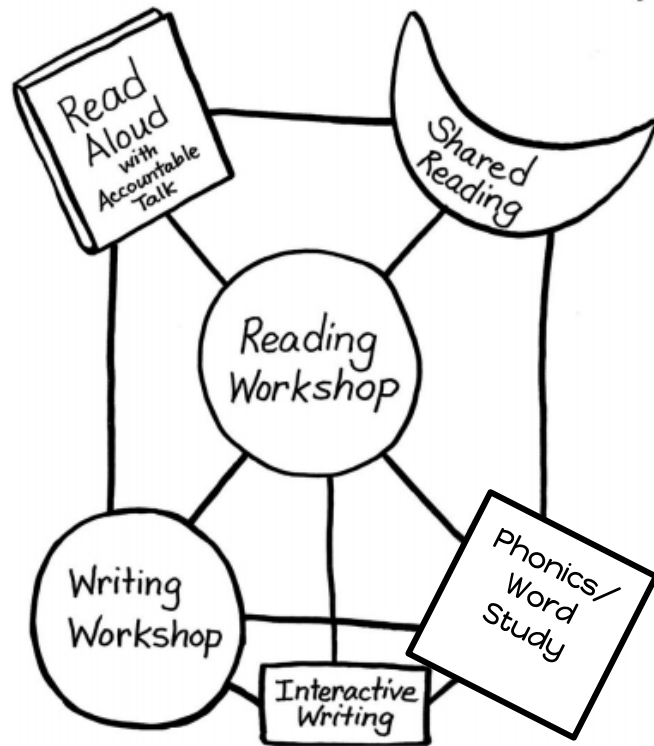


Parent U Supporting your Child's
Literacy Development:
Connecting Literacy at School with
Literacy at Home

*Presented by SBISD's Elementary
Humanities, Dyslexia, and Multilingual*



The Components of Balanced Literacy



Tips for
supporting your
children as
readers and
writers.



Readers need time to read in school and at home.

How Many Books Should I Read Each Week?

Levels A-I	10-12 books
Levels J-K	8-10 books
Levels L-M	4-6 books
Levels N-Q	2-4 books
Levels R-T	1-4 books
Levels U+	50-70 pages

Educators often reference the study below demonstrating the power of reading volume:

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day
3600 minutes in a
school year

1,800,000 words



90th percentile

Student "B"
reads **5 minutes**
each day
900 minutes in a
school year

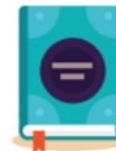
282,000 words



50th percentile

Student "C"
reads **1 minute**
each day
180 minutes in a
school year

8,000 words



10th percentile

By the end of the 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

Nagy & Herman 1987

Readers need
to identify
themselves as
readers.

**Avoid
Saying...**

**Instead,
Try Saying...**

This book is too hard for you to read!	This book is harder than you've been reading. Let's look at it together and make a plan for how I can help support you.
This book is too easy for you to read!	A lot of times I enjoy reading a book that makes me feel good, this is something that we all enjoy in our reading stack. Let's make a plan for what else will be in your reading stack.
You've already read that book. You don't need to read it again.	I have books that I love rereading because they are so great! This must be a book you really loved the first time you read it. It's great that you want to read it again. Let's look for another book that is like this because you might enjoy reading it, too.
You're a level (___) reader.	You're a reader, not a level! Some books on a level are just right for you, but make sure you are also thinking about what is interesting to you, too.

Readers Self Select Texts and Interact Independently with Text

STUDENTS & FAMILIES > LIBRARY > DIGITAL RESOURCES

Digital Resources
Description of Digital Resources

Summer Reading

Book Act
Contact

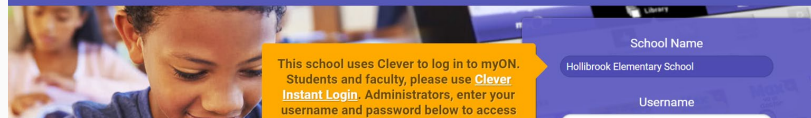
DIGITAL RESOURCES

eResources

Click here to learn how to access these resources from anywhere.

RENAISSANCE
myON

Login



Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. 1

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
110.2	110.3	110.4	110.5	110.6	110.7
(4)	(5)	(5)	(5)	(5)	(5)
(A) self-select text and interact independently with text for increasing periods of time.	(A) self-select text and interact independently with text for increasing periods of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.
periods of time.	periods of time.	time.	time.	time.	time.

Taking a Book Walk

Taking a book walk or sneak peek is a quick exercise to prepare the reader up in the morning and think about accordingly.

If we're going to clean the garage, we're going on a picnic or going to know what to expect. The same is

Taking a book walk provides a

- Peruse
- Browse
- See how it's organized
- Look at the pictures, photographs
- Identify genre
- Make predictions
- Locate tricky or exciting vocabulary
- See the author's purpose
- Get comfortable with the format

Here's what it might sound like:

Parent: With genuine enthusiasm going to read today! I think you're before we read it. That's what good cover? The title? What's the voice even open it up?"

Student: Makes a prediction or a

Parent: Gives credence to the student guiding questions such as, "What the page?" If it's non-fiction, pay an index, the large headings and high the student turn the pages and follow the storyline according to the pictures

Grade 2

Grade 3

Grade 4

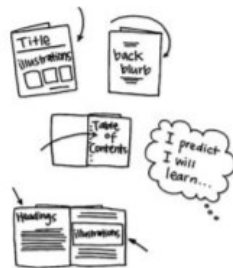
Grade 5

LITERAL COMPREHENSION

Orienting

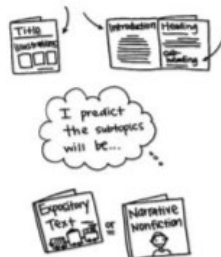
Before I read, I use the title, illustrations, back blurb, headings, and table of contents (if there is one) to predict what I will learn from reading this text.

When asked to, I can show the parts of the text that led to my predictions.



Before I read, I preview the text(s). I also study the table of contents (if there is one), the title, introductions, headings and subheadings, and illustrations. I do this to decide what to read and also to predict the major subtopics I will learn about.

I also notice if this is an expository or a narrative nonfiction (biography) text to organize myself to get started learning from the text (e.g., "First I'll probably learn... Then I think I'll learn...").



Before I read, I preview the text(s). I also study the table of contents (if there is one), headings, introductions, topic sentences, text features, and so on. I can recognize a common structure in the text (such as chronology or cause-effect or compare and contrast). I rely on all my previewing to help me predict how the text will go, and when doing research, to decide what to read and in what order.

My previewing helps me decide how to organize my note-taking or thinking. I ask, "Will I organize what I am learning into subtopics? Cause and effect?"



I'm experienced enough with complicated texts to know the structure and main idea of a complex text may be revealed slowly.

Before I read, I preview the text(s). I use transition words and phrases to cue me into how the text will be structured. I not only think about how the text is structured (compare-contrast, claim and supports), but also about whether this is a genre I know—a biography, a research article, an overview, or an argument. My knowledge of genre shapes my expectations.

My previewing also helps me structure my note-taking and thinking. When I anticipate learning about several subtopics and main ideas, I ready myself to synthesize information on several bigger categories. I also know I'll probably incorporate information from several texts.



portunity a text.

enced enough with
d texts to know the
nd main idea of a
xt may be revealed

d. I preview
I use transition
phrases to cue
w the text will
ed. I not only
how the text is
(compare-contrast,
upports), but
whether this is a
w—a biography,
article, an
r an argument. My
of genre shapes
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ring also helps me
y note-taking and
then I anticipate
out several
nd main ideas, I
ff to synthesize
n on several bigger
I also know
/ incorporate
from several texts.



Readers need opportunities to talk about their text.



Say Something!

Reading is not an underground activity. Though most people read silently with an occasional chuckle, tear or aha, text is meant to be shared.

Say Something is a strategy used in school to remind readers to stop at certain points and talk about what they have read.

Parents have the unique opportunity to dialogue with students about print. It's a good idea to use a little Post-It® or create a little STOP sign to insert periodically throughout a piece of text to initiate discussion.

There are no right answers or things to say. It's just important to react to the text.

Some ideas follow:

- Make a connection! Text to text, text to self, text to world.
- Ask a question.
- Tell what this makes you think about.
- Make a prediction.
- Read your favorite part.
- Pick out a favorite phrase or word.
- Ask for clarification.
- Explain the picture in your head from a particular passage.
- React...do you agree? Disagree?
- Comment on the author's style.
- Tell what you think another character might be feeling.
- What is the most important thing about what you just read?
- Make an inference.

In water and on land

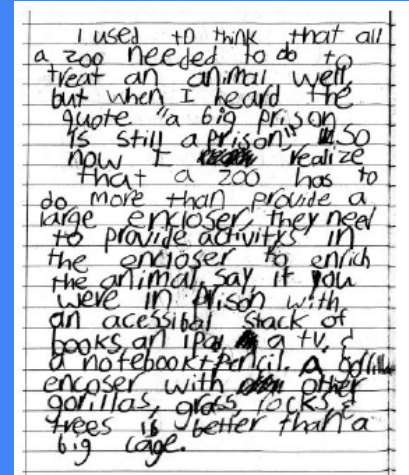
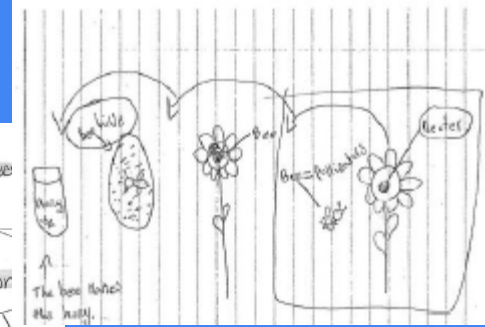
Frogs and toads live on land but spend almost all of their lives in water because their lungs, like the water in fish, disappear in water and frogs can hold in water and their skin is so sticky. They need water to keep their skin from drying out. The green frog below is a common frog that lives in the south of North America.

A photograph of a bright green frog with large eyes, sitting in shallow water with green lily pads. The frog is facing right.

A photograph of a toad with mottled brown and white skin, sitting on a dark, textured log or rock. The toad is facing right.

Toads are like frogs but they have a different shape. They have a more rounded body and a different skin texture. They also live in water and on land. The toad below is a common toad that lives in the south of North America.

A large, bold, black exclamation mark on a white background.



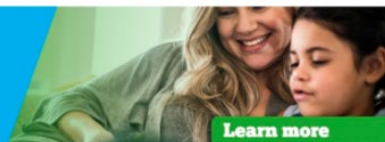
ReadSBISD Website Resources

www.springbranchisd.com/read



You can support your reader!
A new resource for SBISD families

**The Read SBISD
Parent Guide**



[Learn more](#)

Reading Resources for Parents

PDFs & helpful documents

- Kinder - 2nd Grade Phonics Instruction Overview
- Reading Log
- Anchor Charts Strategies
- Strategies for English Language Learners
- Sound Box

Snap Words

- Kindergarten Snap Words
- 1st Grade Snap Words
- 2nd Grade Snap Words

Alphabet Chart

- Kindergarten Alphabet Chart
- 1st Grade Alphabet Chart

How-To Videos

Before Reading

- Literacy in a Busy Home
- Book Baggies
- Book Orienting
- What is a Sneak Peek?
- How to do a "Book Walk"
- How to Read a Series
- Refueling Reading
- Using Legos to Build Oral Language

During Reading

- That word is hard! What now?
- How to support active reading
- Reading with fluency...it can be hard!
- Incorporating writing to help with longer books
- Non-fiction strategies
- Making and Recording Sounds
- Recognizing Snap Words
- Rhyming Words
- Segmenting Words
- Sounding Words
- Onset and Rime
- Cross Checking

After Reading

- The end! What now?
- Writing a Simple Sentence
- Talking About Books
- How to use a Reading Log

En Español

- Palabras comunes (Video)
- Palabras de una sílaba (Video)
- Dividir palabras en sílabas (Video)
- Tabla de alfabeto

Palabras Comunes

- Palabras comunes de kindergarten
- Palabras comunes de 1er grado



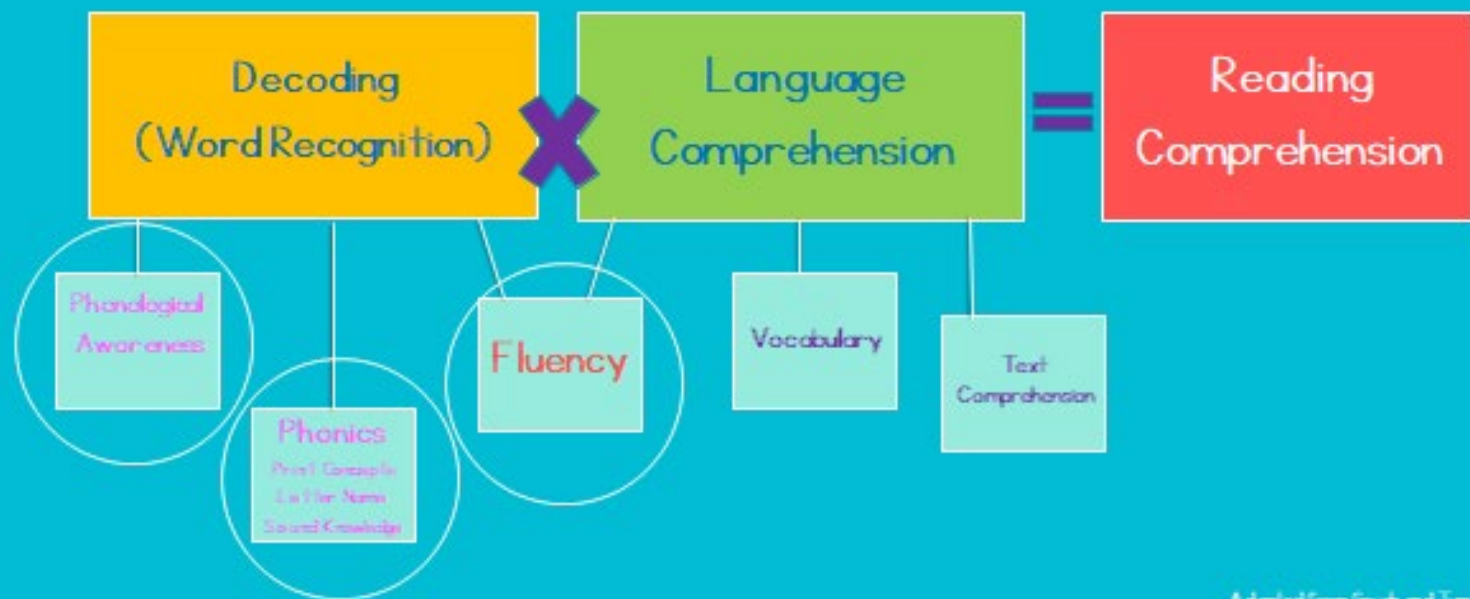
Supporting Dyslexic Students



- Written expression is the deepest form of comprehension; transcribing our mental thought processes and inner ideas in a coherent fashion is crucial toward the development of academic success.
- Children spend nearly 60% of their school day actively engaged in the process of written expression or some equivalent fine motor related endeavor.
- Students must demonstrate the ability to write in a variety of styles while simultaneously demonstrating their linguistic prowess through the mastery of spelling, syntax, grammar, capitalization, punctuation, and organization of ideas.

The Big Picture

The Simple View of Reading

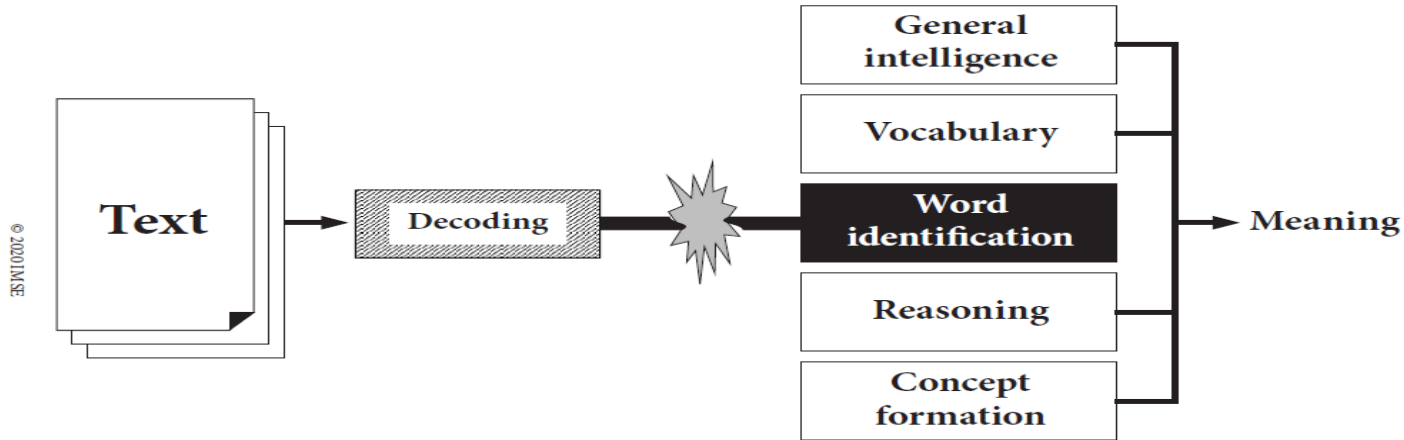


Adapted from Gough and Tunmer, 1985

Going From Text to Meaning

34

READING DISABILITY: GOING FROM TEXT TO MEANING










A phonologic weakness blocks decoding, which in turn interferes with word identification. This prevents readers with dyslexia from applying their higher-level skills to get at a word's meaning. But even if they can't identify the word specifically, they can apply these higher-level skills to the context around the unknown word to guess at its meaning.

Shaywitz, Sally, M.D., (2005). Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level

Syllabication

7 Syllable Types

	Closed (Cl)
	Open (O)
	Magic-e (ME)
	Vowel Team (VT)
	Bossy R (BR)
	Diphthong (DT)
	Consonant-le (Cle)

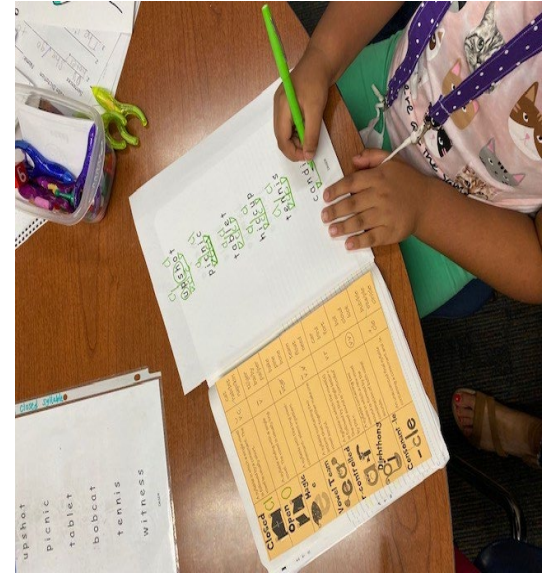
4 Syllable Division Rules

1. **vc/cv**
rab/bit

1. **v/cv**
o/pen

1. **vc/v**
lim/it

1. **v/v**
po/et



Strategies That Help

- Handwriting proficiency for younger student
- Learning Ally
- Speech to Text
- Google Read Write
- Read together or aloud
- Stop, think and jot
- Chunking text



SBISD Dyslexia Resources

- [SBISD Dyslexia Padlet](#)
- [SBISD Dyslexia Website](#)
- [SBISD Dyslexia Twitter Page](#)



Empowering growth. Forging strengths.

What about English Learners (ELs)

- What is the TELPAS?
- [TELPAS FAQs for Parents](#)



TELPAS English Proficiency Levels

- **Beginning**—are in the **early** stages of learning English.
- **Intermediate**—use common, basic English in **routine** academic activities but need considerable English-language support to make learning understandable.
- **Advanced**—understand and use academic English in classroom activities when given **some English-language support**. In social situations, these students can understand most of what they hear.
- **Advanced High**—have a large enough vocabulary in English to communicate **clearly and fluently** in most situations.

How do we help our English Learners grow?

Speaking - Structured Conversations (sentence stems)

- [FlipGrid](#)

Reading/Listening:

- [ReadWork.org](#)
- [Epic!](#)
- [YouTube](#) (speed)

How can families support English learners?

- **Be a role model** children imitate actions (reading, speaking in complete sentences)
- **Have routines for homework:** Have a set time and place with necessary materials
- **Practice language in creative ways:** Make something (sandwich), draw, paint, acting
- **Use your native tongue:** knowledge transfers: vocabulary, reading fluency, elaboration
- **Stay connected with teachers:** Support your child with class content



[Parent Article](#)

[Language & Literacy Development Article](#)

Join us on
November 16, 2021
6:00 - 7:00

**Parent U:
Home/School Literacy
Connection for
Grades 6-8**

Thank you for
**INSPIRING
READERS**
and SHAPING
the future for Every Child.

