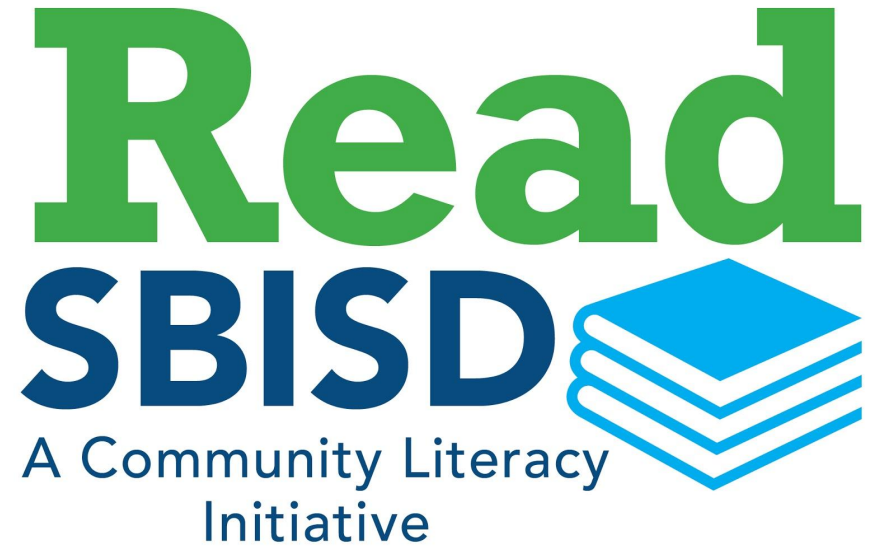




Parent U Supporting your Child's
Literacy Development:
**Make Writing a Habit: Storytelling,
Emergent Writing Stages, and Letter
Formation**

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



ReadSBISD Website Resources

**Read
SBISD**
A Community
LITERACY INITIATIVE

Parent Guide

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
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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





Early Literacy in SBISD

The Components of Balanced Literacy



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

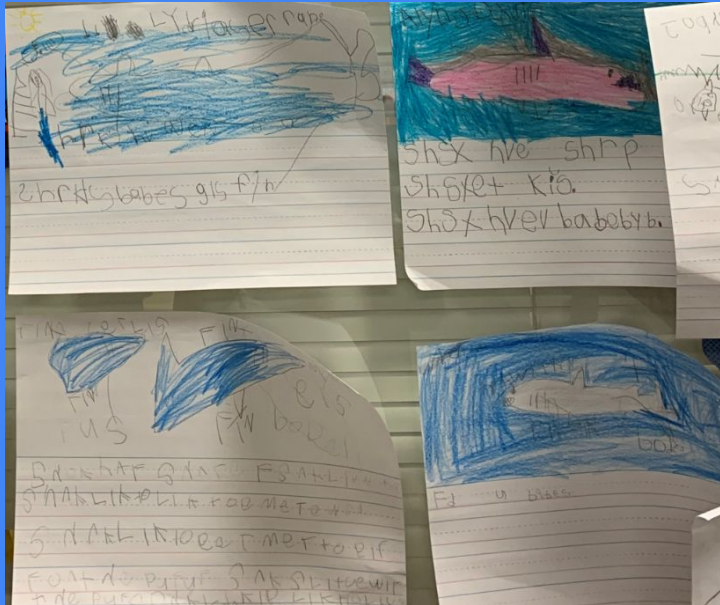


10th percentile

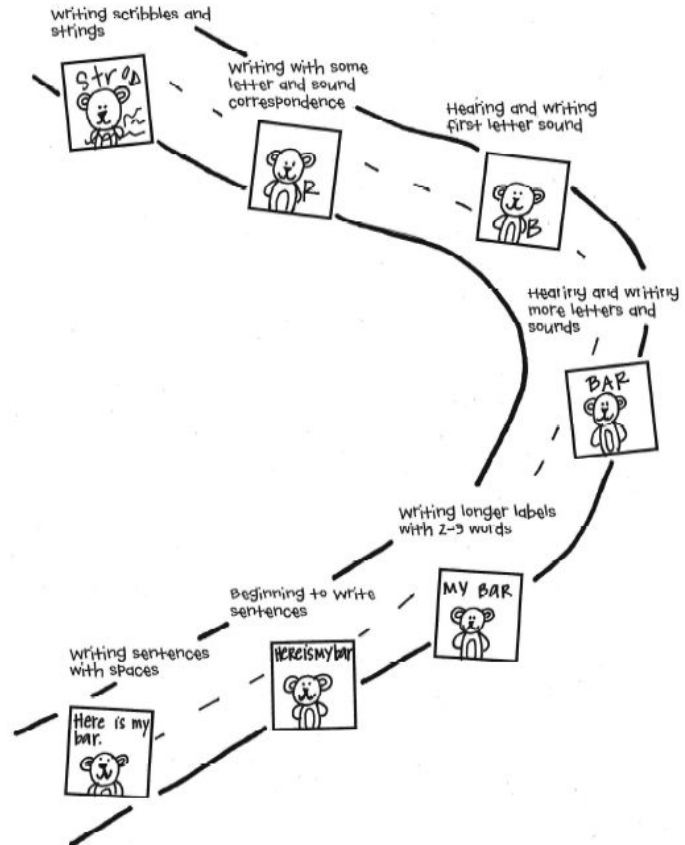
By the end of the 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

Nagy & Herman 1987

Stages of Writing Development



A Progression of Spelling Development



What are the types of writing that we do in school?

A solid yellow square.

Narrative

A solid light blue square.

Informational

A solid green square.

Opinion

**What can this
look like in your
home?**



Supporting Writing at Home



- Model it: notes, email, shopping lists. **Ask your child what might he/she add to the list.**
- While shopping...have your child write a reverse list. **Engage your child in writing while shopping.**
- Write down the stories that your child says while playing Legos, trucks, dolls. **Read the story back and have your child illustrate it.**
- Practice letter formation

Great Writing Materials That You Might Already Have at Home

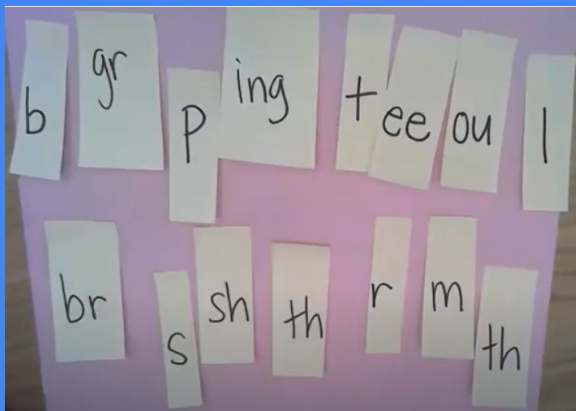
- Notebook paper
- Computer paper
- Scrap paper
- Index cards
- Post-it Notes
- Any pen or pencil
- Markers
- Colored pencils
- Chalk
- Crayons
- Shaving Cream

Ideas to Connect to Writing in School

- Find small moments
- Oral rehearsal
- Using sequencing words

Great Responses to Stories

- Tell me more about...
- What did it look like? What did it sound like? Who else was there?
- Oh, you should write about that!



Supporting Phonics at Home

- Make an alphabet chart to match the letter to the sound.
- Work on letter features.
- Play Guess the Letter! Provide the letter features and ask your child to respond by naming the letter and its sound or the other way around.
- Match uppercase letters to the corresponding lowercase letters.
- Use sound boxes to break words and write the sounds.
 - ◊ For example, CVC (consonant-vowel-consonant) in the words cat, fun, car, etc.
- Practice the different ways vowels sound (short/long vowels).
- Distinguish between vowels and consonants by sorting and writing a list of words that contain a specific vowel/consonant.
- Recognize consonant blends (e.g., bl, cr, gr) in words.
- Write other words that are made up of the same blend.
- Provide pictures of objects that contain a blend.
- Find digraphs (e.g., sh, th, ch) in words.
- Write other words that are made up of the same digraphs.
- Write a book of digraphs.
- Label objects around your home with high-frequency or "snap words" (ex. the table).
- Build high-frequency words (Snap Words) by using:
 - ◊ Popsicle sticks
 - ◊ Magnetic letters
 - ◊ Index cards/ flashcards/sticky notes

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Video: Using Legos to Build Oral Language

Videos from Teachers College at Columbia University

Reading and Writing Project Admin + 1 • 24d

TCRWP PreK-2 Family Videos

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al Story

nas ideas
cómo pueden
s niños para
e oral, lo cual
de lectura y
sar memorias
er de contar
usar fotos
anie shares
nbers about
ids in order to

Supporting Your Children with Reading

Impactful ways.



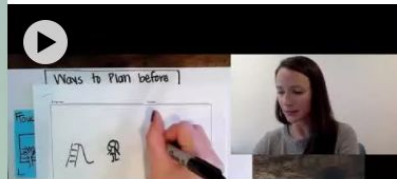
How to Talk with Your Children About th...
by Teachers College Reading and Writing...
YouTube

Retelling Books, NE Texts

Supporting Your Children with Writing

How to Help Your Young Writer Make a Plan for their Writing

In this video, Brittany shares ways caregivers can help their child make a plan before they begin putting pen to paper to write a story.



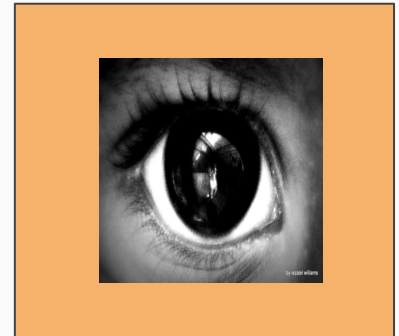
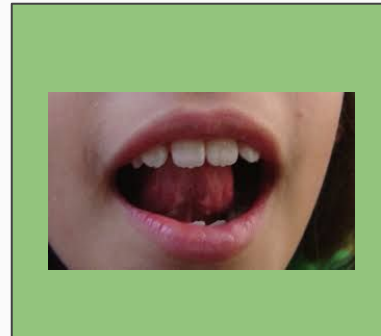
Supporting Your Children with Phonics

Playing Games with Your Child #1: Alphabet Bingo

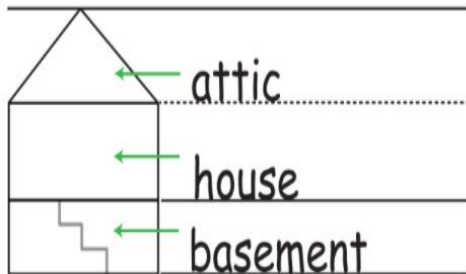
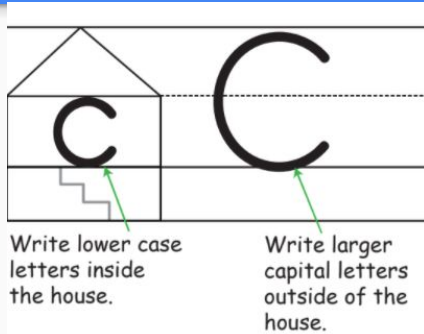
Jepi has made a series of practical videos that help parents and caregivers engage kids in warm, fun games that support alphabetic knowledge-building. This video explains Alphabet Bingo, a game parents can create in just a few minutes of time and return to often.

Understanding Handwriting Processing

Despite the widespread beliefs that handwriting is purely a motor skill or that only multisensory methods are needed to teach handwriting, multiple language processes are also involved in handwriting. Handwriting draws on language **by hand (letter production)**, **language by ear (listening to letter names when writing dictated letters)**, **language by mouth (saying letter names)**, and **language by eye (viewing the letters to be copied or reviewing for accuracy the letters that are produced from memory)** (Berninger & Wolf, 2016).



Letter Formation Supports



- Use letter formation paper to give context of where the letter needs to begin, end- go from concrete to abstract
- Verbalize letter name and sound: “c says /k/”
- Make it tactile by using a bumpy screen, puffy paint, or sandpaper- there are roughly 3,000 nerve endings in our fingertips
- Model and verbalize before student practices

Building Fine Motor Muscles



- Your child can strengthen his fingers and improve his pencil grip using pinching tools found around the house such as tweezers, kids' chopsticks joined at one end, or ice tongs.
- Toss pieces of cereal, cotton balls, balled up scraps of paper, or small erasers onto the table and see how many you and your child can pick up with a pinching tool in a minute.
- Play board games and use pinching tools to move the playing pieces.
- Roll clay into ropes and practice making letters with your child. This builds hand strength, boosts fine motor skills, and reinforces the shapes of letters in the mind.

Increasing Writing Fluency

Difficulty with transcription skills, including spelling, mechanics and handwriting interfere with working memory, which prevents students from getting their thoughts on paper effectively

"...Automaticity of letter writing is the single best predictor of length and quality of written composition in primary years." (Graham, Berninger, Abbott, Abbott & Whitaker, 1997)

Back Burners

Things you do automatically, without actively thinking about them



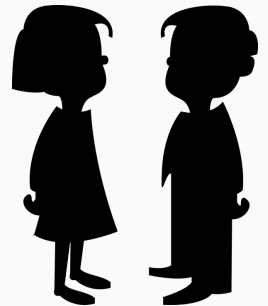
Front Burners

Things you must concentrate actively to do (working memory)

Oral Language Development



- We learn language by interacting with others.
- In general:
 - Children say their first words between 12 and 18 months of age.
 - They begin to use complex sentences by the age of 4 to 4 ½ years.
 - By the time they start kindergarten, children know most of the fundamentals of their language, so that they are able to converse.
- As with learning to walk, learning to talk requires time for development and practice in everyday situations.



[Young Children's Oral Language Development](#)

Oral Language Development & Literacy



Research tells us that children who have strong oral language skills often have strong reading and writing skills. Educators and parents should encourage oral language even in the earliest stages of a child's development.

- **Get close & listen:** Your child should see your lips and facial expressions (eyes).
- **Respond & expand:** Respond with gestures or words and expand the conversation.
- **Introduce new words:** Use new words to expand vocabulary.
- **Tell stories:** Share past, current, or future events. Use your imagination.
- **Use props:** Use costumes to role-play and props like puppets, microphone, and telephone.

[Promoting Oral Language Development in Young Children](#)

Oral Language Activities



Try the following activities with your child(ren):

- **Word games:** “I spy with my little eye...”
- **Jokes:** Why did the picture go to jail? Because it was framed.
- **Riddles:** How many months of the year have 28 days? All of them!
- **Rhymes:** Twinkle, Twinkle Little Star
- **Songs:** [51 Best Kids’ Songs Almost Any Parent Can Sing](#)
- **Tongue twisters:** [20 Easy and Popular Tongue Twisters for Kids](#) (I scream, you scream, we all scream for ice cream!)

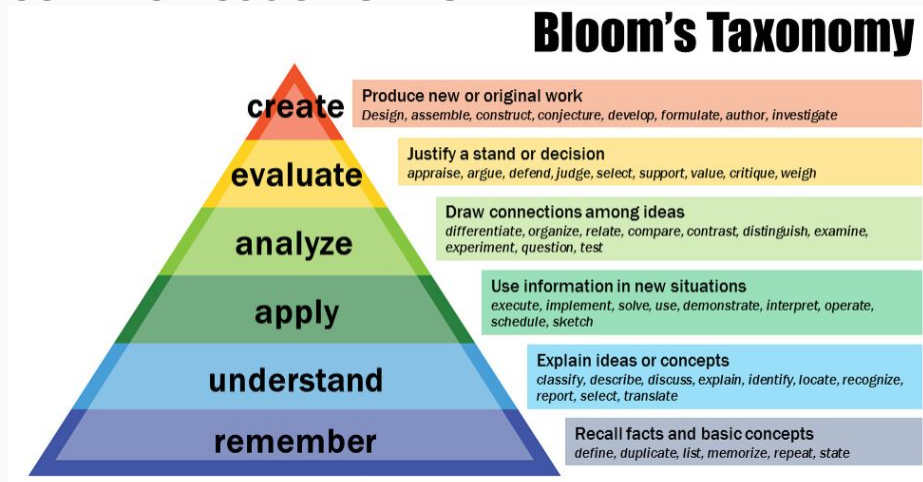


[Activities that help develop language learning](#)

Storytelling



Sharing stories (real or make-believe) can provide a good bonding time while helping develop communication skills.



[A Parent's Guide to Bloom's Taxonomy](#)

Example



[40+ Open-Ended Questions for Kids & Parents](#)

"Reading and writing are reciprocal processes in that what is learned in one can be used to strengthen and expand the other. Both reading and writing are part of a larger processing system, and they are related at every level of language learning."

from *When Readers Struggle: Teaching That Works*
by Irene Fountas and Gay Su Pinnell

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

