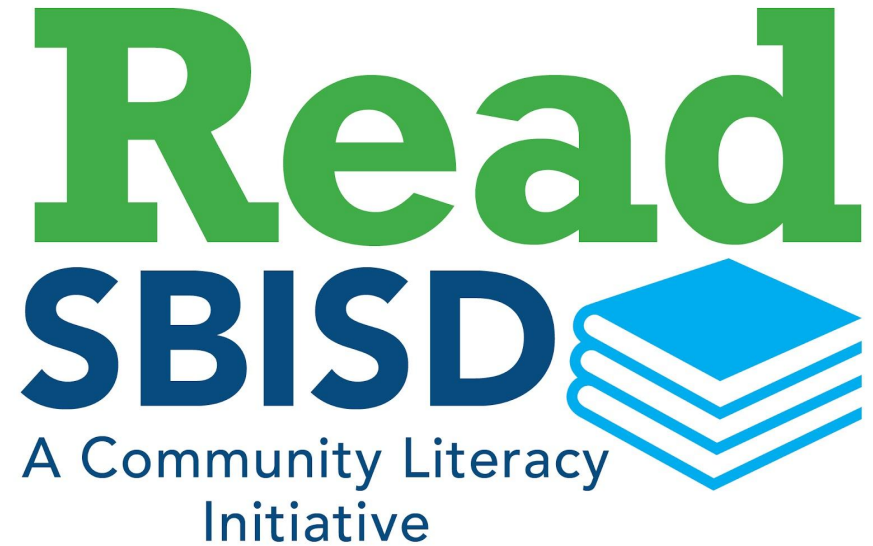


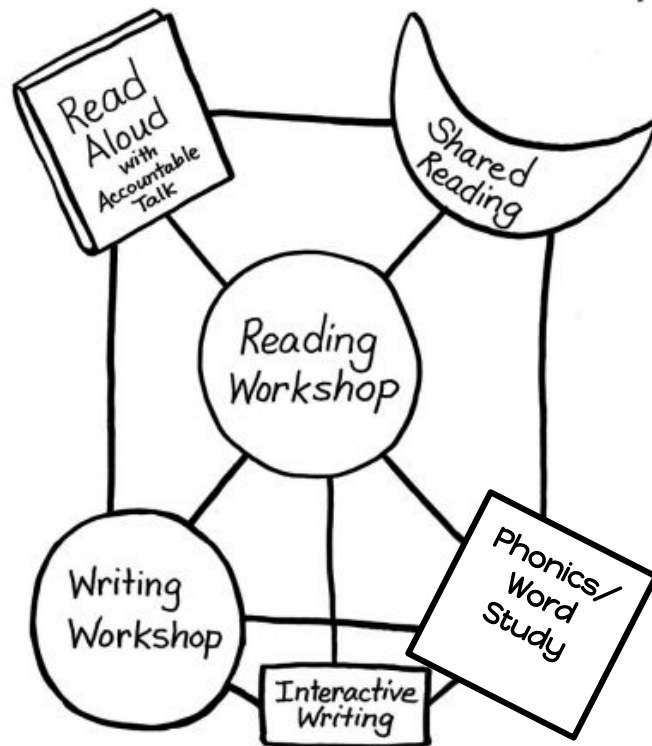


Parent U Supporting your Child's  
Literacy Development:  
Connecting Literacy at School with  
Literacy at Home

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



# The Components of Balanced Literacy



What can this  
look like in your  
home?



# Start with your child's name!

- Clap the syllables in the names in your family
- Beginning sounds in our family names - match with other objects (*Daddy, dishes; Mommy, mop*)
- Recognize the letters in your name and other words that begin with these letters
- Chant names, go on a letter hunt, build letters out of found objects.

Phonological  
Awareness is the  
capacity to  
recognize and use  
sounds in spoken  
language

## Supporting Phonological Awareness at Home

- Clapping syllables of objects in the house
- Counting words in a sentence to build word awareness.
- Letter Sound Games (Example: *I Spy something that starts with the /k/ sound.*)

**Phonemic  
Awareness is the  
ability to recognize  
and manipulate  
phonemes, the  
smallest unit of  
sounds**

## **Supporting Phonemic Awareness at Home**

- Word play: cat, hat, bat, rat  
Or bug, rug, tug, mug while  
throwing a ball back and  
forth
- Say it without the first sound
- Magic Bag - Blend  
phonemes

## Supporting Emergent Readers at Home

### 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

big	eat	make	out
take			

## Make it a SNAP word!

1. Read it!



2. Study it!



3. Spell it!



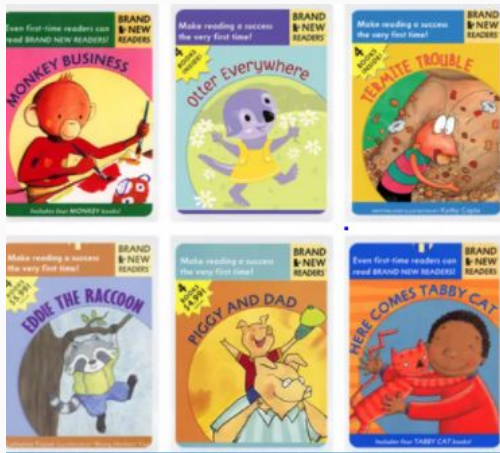
4. Cover, write and check it!



5. Use it!

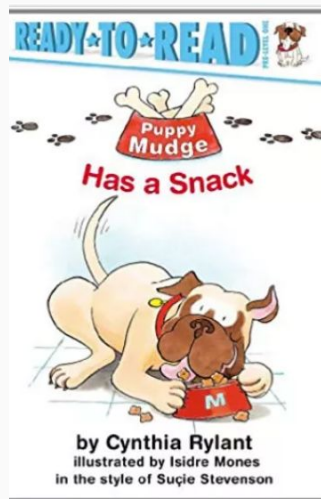






## Level C/D

## Level E



Text Band	Characteristics
A/B	<ul style="list-style-type: none"> <li>One or two lines of text per page</li> <li>Highly predictable as the text consists of a pattern</li> <li>Pictures support the text</li> <li>Simple sentences made up of many high-frequency words, also known as <b>Snap Words</b></li> </ul>
C/D	<ul style="list-style-type: none"> <li>Texts continue to follow a pattern, but the last page consists of a pattern change</li> <li>Many high-frequency words (snap words) that are not easy to decode</li> <li>Detailed pictures/illustrations</li> <li>Multiple lines of text</li> <li>Dialogue statements by characters are introduced (the characters have a voice)</li> <li>Question marks, exclamation marks, and apostrophes in possessive forms of words or contractions</li> <li>Inflectional endings become more apparent (e.g., jumps, jumped, jumping)</li> <li>Consonant blends (e.g., crayon, blue) and digraphs (e.g., ship, this) introduced</li> </ul>
E	<ul style="list-style-type: none"> <li>Sentences become longer</li> <li>Illustrations are less helpful</li> <li>Inflectional endings become very common (e.g., jumps, jumped, jumping)</li> <li>Contractions continue to be a part of the text (e.g., don't, can't)</li> <li>Compound words appear (e.g., doghouse, playground)</li> <li>Noticing word parts is important as the first or last letter of a word will not be enough to help read unfamiliar words</li> </ul>

# ReadSBISD Website Resources

[www.springbranchisd.com/read](http://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



# Before Reading: Sneak Peek

## Taking a Book Walk / Sneak Peek

*Taking a book walk or sneak peek is known as previewing the text. It's a quick exercise to prepare the reader for the text. It is like when we wake up in the morning and think about our day and what to wear. We dress accordingly.*

If we're going to clean the garage, our outfit looks very different than if we're going on a picnic or going to a wedding. We get ready because we know what to expect. The same is true for reading different genres.

### Taking a book walk provides a time to:

- Peruse
- Browse
- See how it's organized
- Look at the pictures, photographs, captions
- 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, "Whoa, cool! Look at this book we're going to read today! I think you're going to like it a lot! Let's check it out before we read it. That's what good readers do! What can we tell by the cover? The title? What's the voice inside your head thinking before we even open it up?"

**Student:** Makes a prediction or a connection... says something!

**Parent:** Gives credence to the student's thought and continues to ask guiding questions such as, "What do you think we'll see when we turn the page?" If it's non-fiction, pay attention to the table of contents, the index, the large headings and highlighted vocabulary. If it's fiction, have the student turn the pages and comment on what is happening in the storyline according to the pictures.

# Say Something During Reading



## 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:

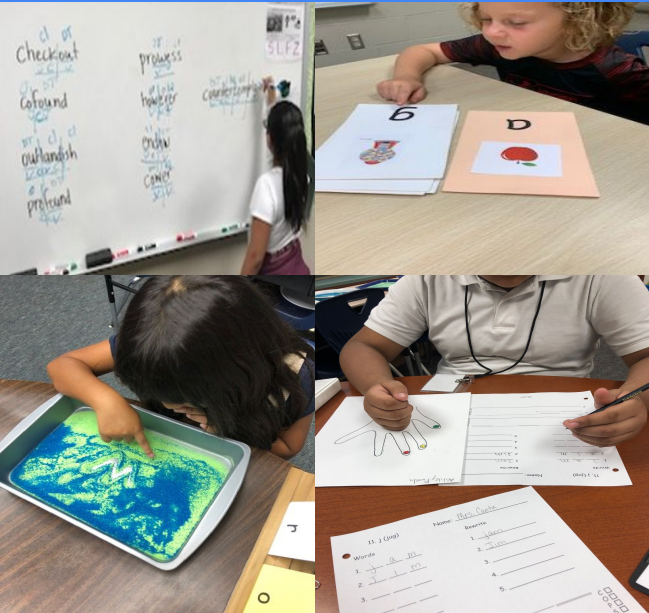
- Make a connection! Text to text, text to self, text to world.
- Ask a question.
- Tell what this makes you think about.
- Make a prediction.
- Read your favorite part.
- Pick out a favorite phrase or word.
- Ask for clarification.
- Explain the picture in your head from a particular passage.
- React...do 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.



After Reading:  
Conversations,  
Connections, and  
Joy Continues



# SBISD Dyslexia



## Department Collaboration

- Despite a strong Tier 1 classroom experience, dyslexia can occur in 1 out of 5 students.
- Early intervention is the key.
- Per HB 1886, SBISD screens Kindergartners and 1st graders once a year.

## Our Beliefs & Program

- Early evidence-based intervention is essential to transformative remediation.
- Multi-sensory teaching strategies paired with systematic sequential lessons focused on phonological awareness and phonics help to create pathway in the brain that are necessary for learning.
- We use the IMSE Orton Gillingham methodology to provide standard protocol instruction to students in our program.



**Spring Branch**  
Independent School District  
DYSLEXIA DEPARTMENT

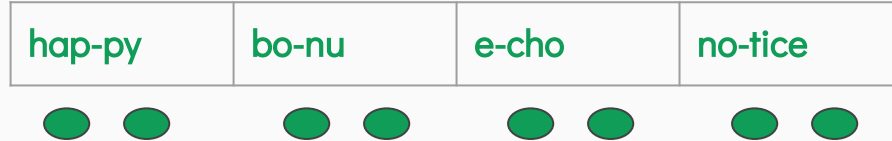
Empowering growth. Forging strengths.

# Phonological Awareness

Word Level



Syllable Level



Onset-Rime  
Level



Phoneme Level



# Syllabication

## 7 Syllable Types








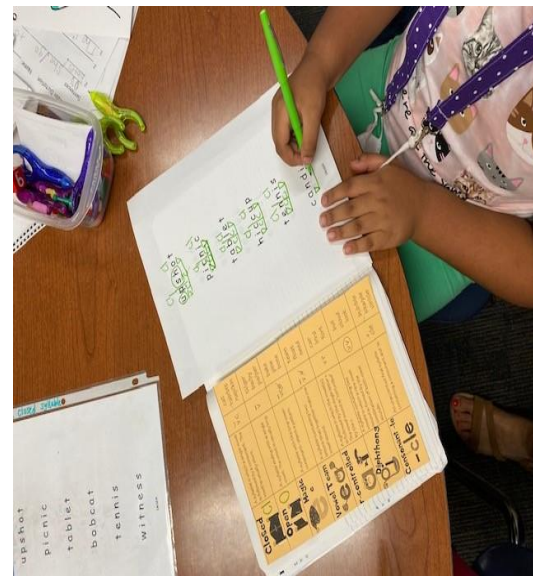
	Closed (Cl)
	Open (O)
	Magic-e (ME)
	Vowel Team (VT)
	Bossy R (BR)
	Diphthong (DT)
	Consonant-le (Cle)

Image copyrighted by IMSE

## 4 Syllable Division Rules

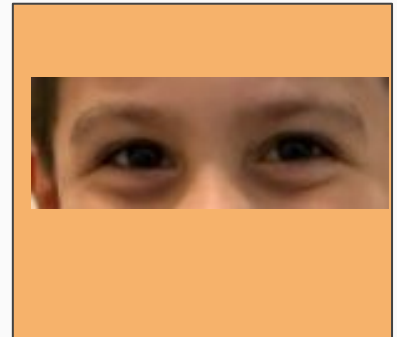
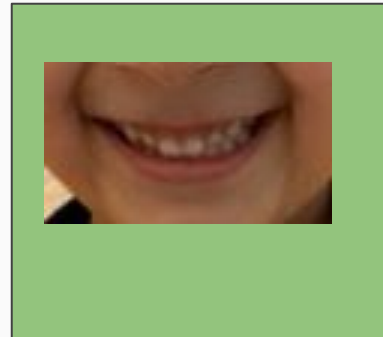
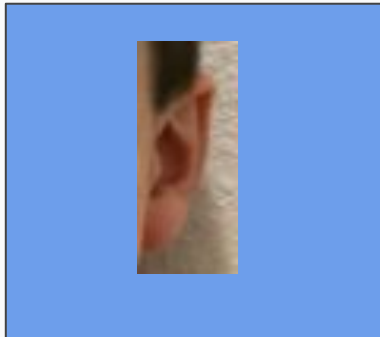
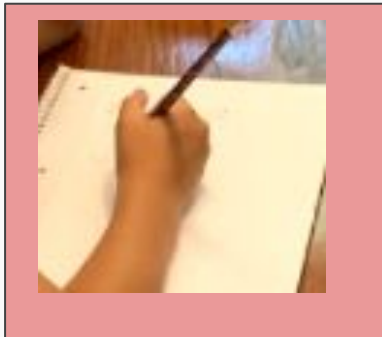
1. **vc/cv**  
*rab/bit*
2. **v/cv**  
*o/pen*
3. **vc/v**  
*lim/it*
4. **v/v**  
*po/et*

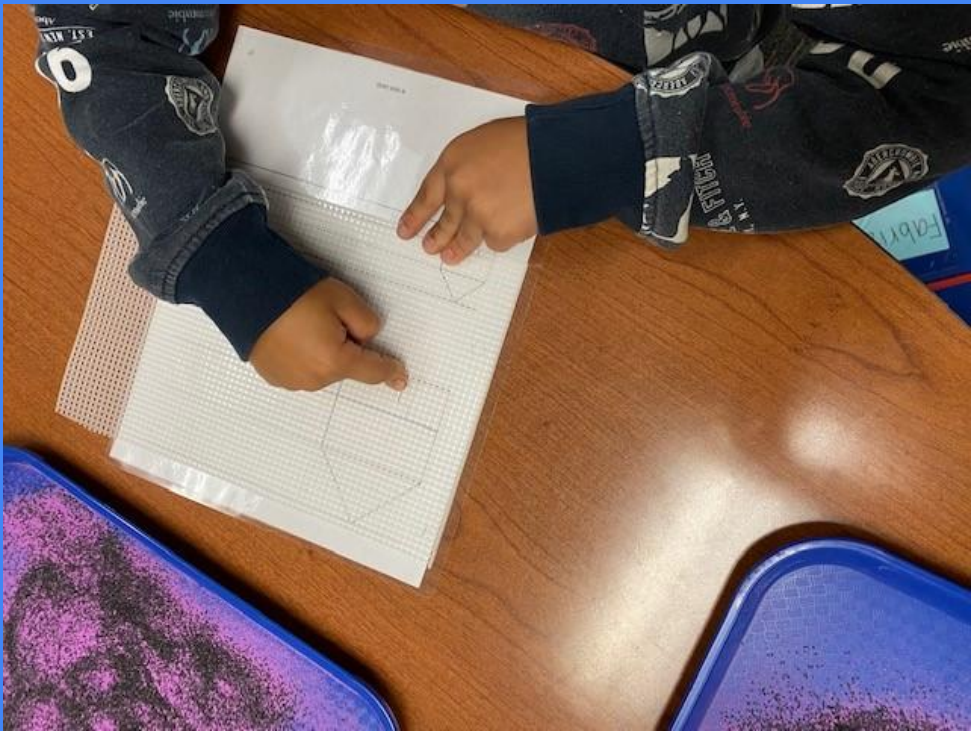




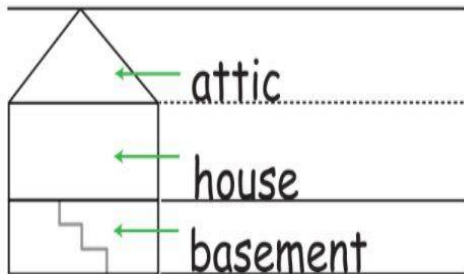
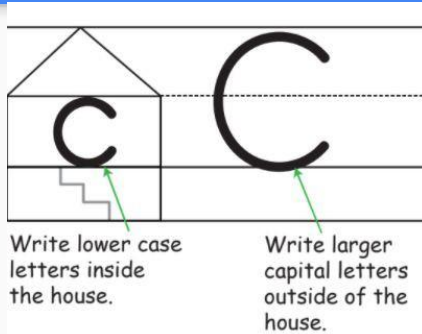
# Understanding Handwriting Processing

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 , this makes it concrete
- 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

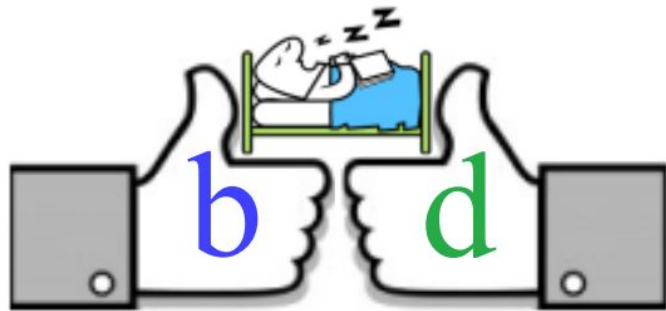
△ b d f h k l t

△ a c e i m n o r s u v w x z

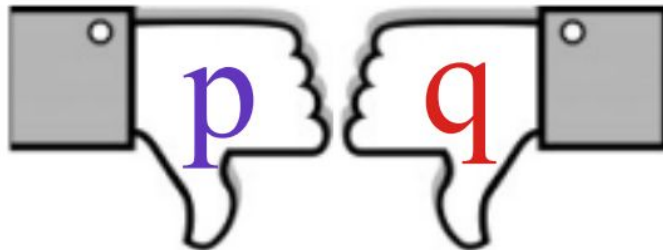
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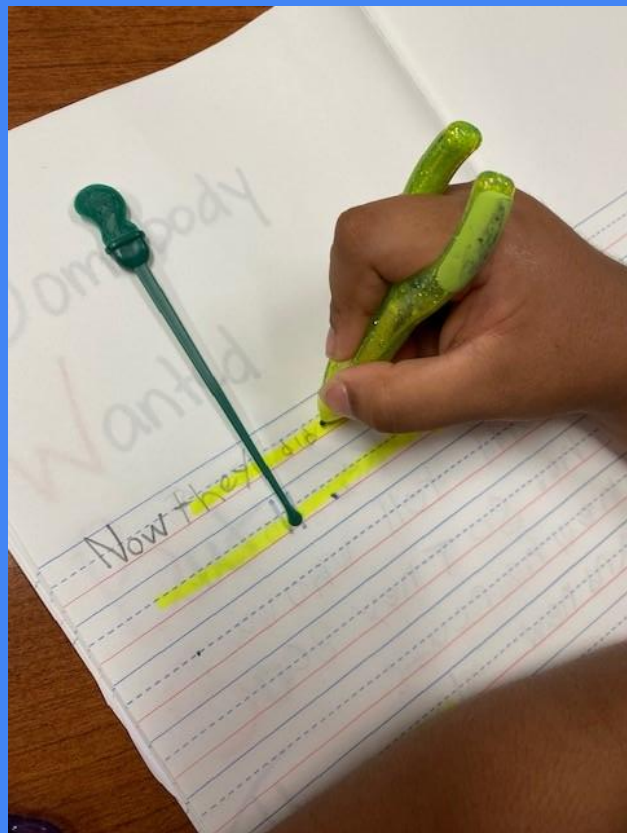
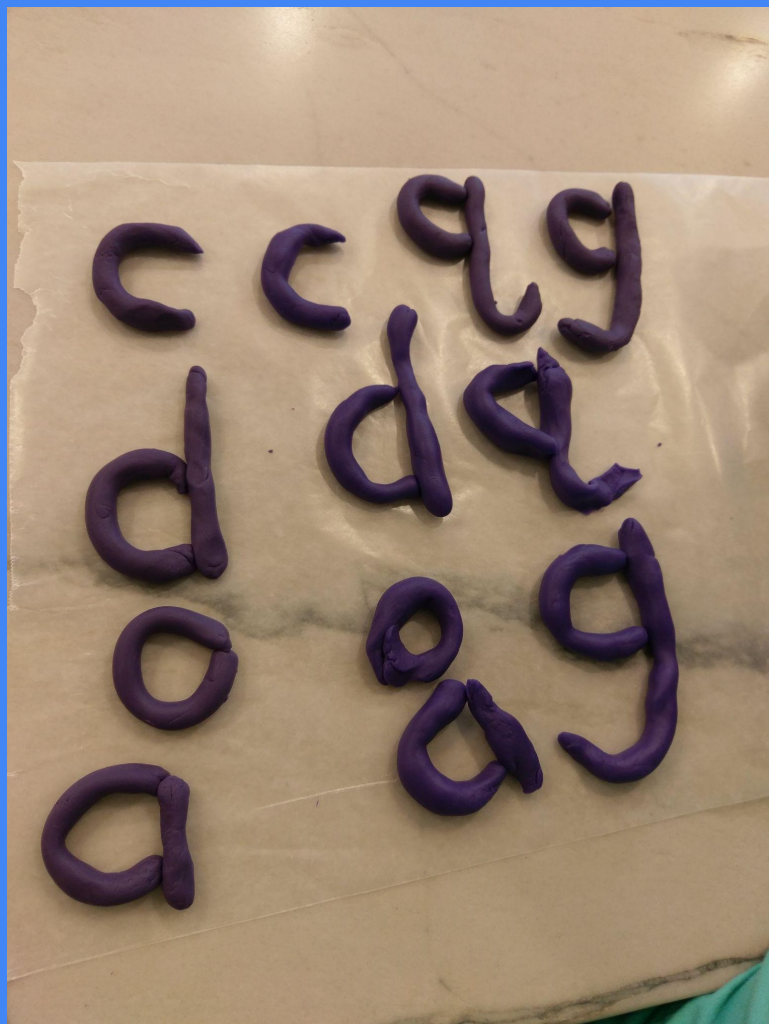
# Reversals

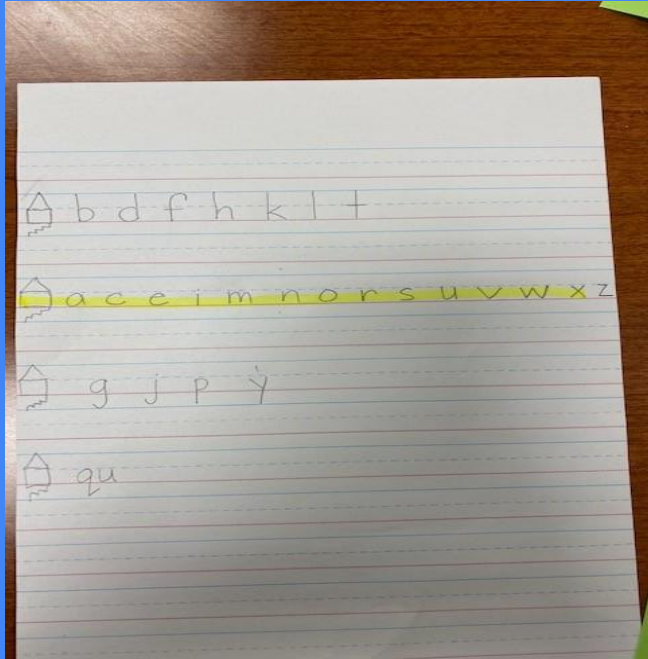


Make your **b**ed **d**pretty **p**retty **q**uickly!









## Supporting writing at home

- Practice letter formation Chalk, salt or sugar, shaving cream
- Model it: notes, email, shopping lists. **Ask your child what he/she could 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.**

# SBISD Dyslexia Resources

- [Phonological Awareness Padlet](#)
- [SBISD Dyslexia Padlet](#)
- [How to make sounds correctly](#)
- [R Video](#)
- [SBISD Dyslexia Website](#)
- [SBISDDyslexia Twitter Page](#)



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# 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 October 26,  
6:00 - 7:00

**Parent U:  
Home/School Literacy  
Connection for  
Grades 3-5**

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

