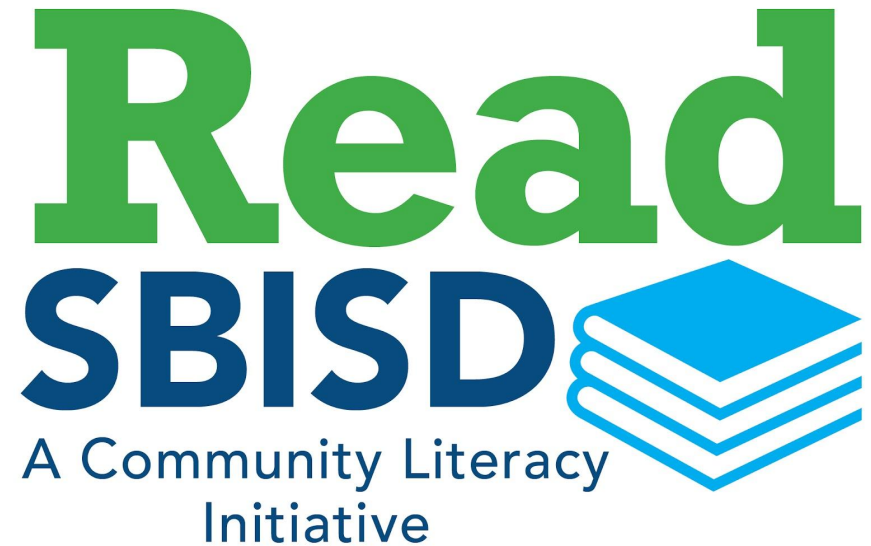
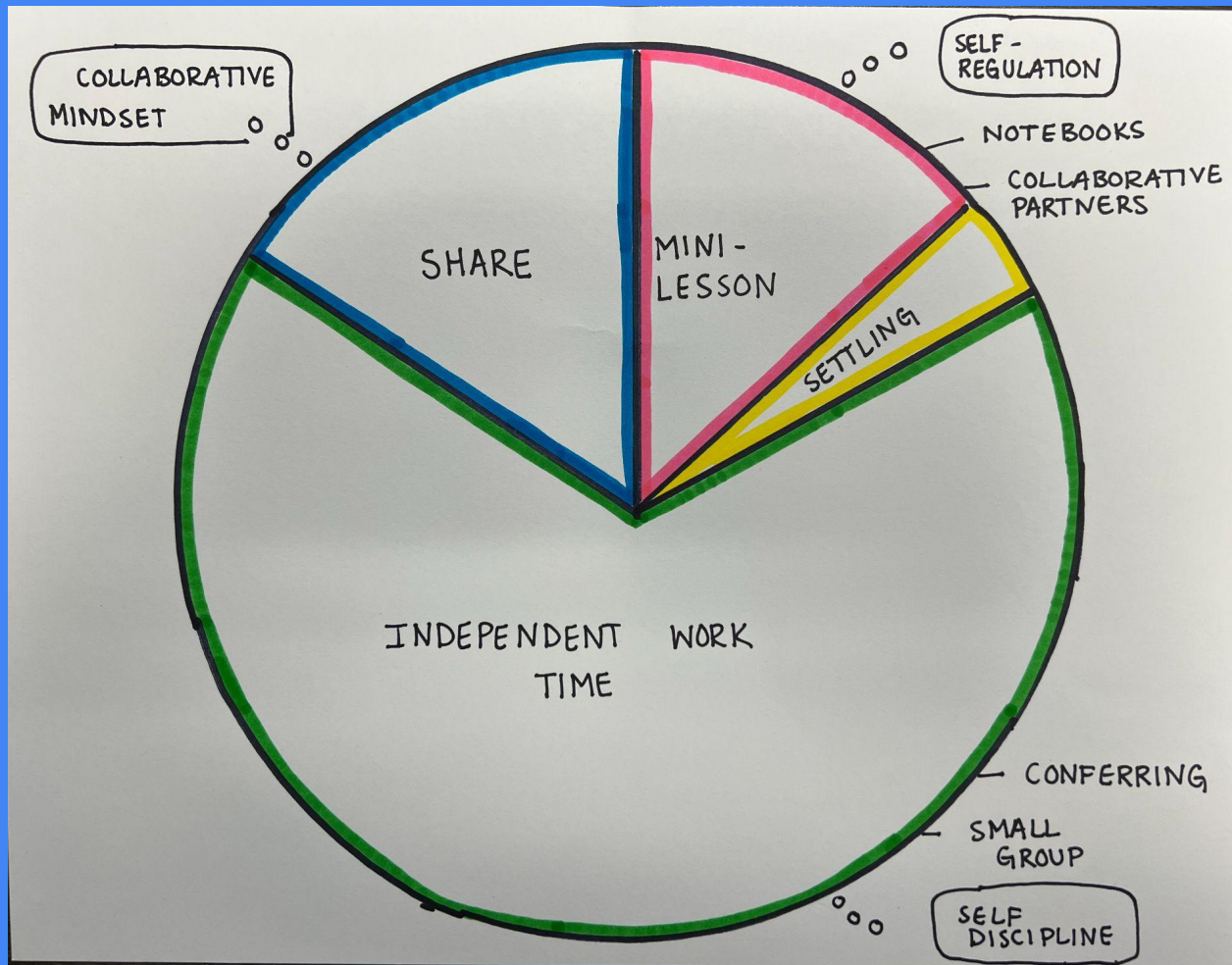




Parent U Supporting your Child's  
Literacy Development:  
Connecting Literacy at School with  
Literacy at Home

*Presented by SBISD's Middle School  
Humanities, Dyslexia, and Multilingual*





**Mini-Lesson: Teacher models and does thinking aloud while students self-regulate**

**Settling: Two minutes to settle and transition into independent work**

**Independent Work Time: Students are actively reading and/or writing on goals set from small groups and conferences.**

**Share: Collaboration between partners and book clubs. Monitor student comprehension and progress.**

# Tips for supporting your children as readers and writers.



Image Source: <https://choices.scholastic.com/pages/ideashook/2017/09/middle-school-health-how-parents-can-help-kids-make-better-choices.html>

# Readers need time to read in school and at home.

Reading Volume Across the Week

Level	About how long to read one book:	Number of books kids will read in workshop:	Number of books to send home each day:	Number of books to send home for the weekend:	Number of books overall for the week, in & out of school:
A, B	1-2 minutes	10-15 books (*lots of rereading)	10-15 books (*lots of rereading)	10-15 books (*lots of rereading)	10-15 books (*lots of rereading)
C, D, E, F	2-4 minutes	10-12 books*	10-12 books*	10-12 books*	10-12 books*
G, H, I	5-10 minutes	3-6 books*	3-6 books*	3-6 books*	3-6 books*
J, K (picture & chapter books)	10-20 minutes	2-3 books	2-3 books	4-6 books	8-12 books
L, M (picture & chapter books)	25-60 minutes	$\frac{1}{2}$ - 2	2	2-4	4-8
N, O, P, Q (picture & chapter books)	1-3 hours	$\frac{1}{2}$ or less	1	1-2	2-4
R, S, T	3 or more hours	Less than $\frac{1}{2}$	1	1-2	1-3
U, V, W	3 or more hours	Less than $\frac{1}{2}$	1	1-2	1-3
X, Y, Z	3 or more hours	Less than $\frac{1}{2}$	1	1-2	1-3

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**



90<sup>th</sup> percentile

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

**282,000 words**



50<sup>th</sup> percentile

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

**8,000 words**



10<sup>th</sup> percentile

By the end of the 6<sup>th</sup> 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 Self Select Texts and Interact Independently with Text

STUDENTS & FAMILIES > LIBRARY > DIGITAL RESOURCES

## DIGITAL RESOURCES

Digital Resources

Description of Digital Resources

Summer Reading

Book Access

Contact

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I
110.6	110.7	110.22	110.23	110.24	110.36
(6)	(6)	(5)	(5)	(5)	(4)
(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected text;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;

- ▶ PowerKnowledge Earth Space Science
- ▶ PowerKnowledge Life Science
- ▶ PowerKnowledge Physical Science
- ▶ ProQuest SIRS Discoverer
- ▶ Sora
- ▶ TeachingBooks.net

RENAISSANCE  
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Students and faculty, please use **Clever**

School Name

Hollbrook Elementary School

Giving educators innovative ways to design and deliver engaging learning experiences every day

Meet the New Discovery Education

# Readers need opportunities to talk about their text.

- The main idea of this text is \_\_\_\_\_. I think the author's purpose is \_\_\_\_\_.
- The main argument of the passage is \_\_\_\_\_.
- The following quotation best signifies the main idea of the text: \_\_\_\_\_.

- The main point of the passage is \_\_\_\_\_ and the author's purpose forward are \_\_\_\_\_.
- The statement best represents the main idea of the text: \_\_\_\_\_.
- The detail that best represents the main idea of the text is \_\_\_\_\_.
- The text provides these specific details: \_\_\_\_\_ and \_\_\_\_\_. The generalization I can make is \_\_\_\_\_.
- This is leading me to believe that this text is mostly \_\_\_\_\_.
- The pictures (or text features) add to or try to distract from the text by \_\_\_\_\_.
- The most important thing this is about is \_\_\_\_\_ also about \_\_\_\_\_.

- The structure I used to help me hold on to the information in the article was \_\_\_\_\_. I chose this because \_\_\_\_\_.
- The author created a structure between the text feature and paragraphs \_\_\_\_\_ and \_\_\_\_\_ to help the reader understand \_\_\_\_\_.

- The details reveal the structure is \_\_\_\_\_.
- The author justifies his or her position by \_\_\_\_\_.
- The author uses structures to \_\_\_\_\_.

- The author chose to not use a clear structure because \_\_\_\_\_.
- The relationship between the paragraphs is \_\_\_\_\_.
- The impact of this organization was \_\_\_\_\_.
- There were several structures in the text: \_\_\_\_\_, and \_\_\_\_\_.

- The author switched to a \_\_\_\_\_ structure in paragraph \_\_\_\_\_. I think the author chose this structure here because \_\_\_\_\_.
- The author signals the relationship of ideas by \_\_\_\_\_.

- Some of the vocabulary I already know about this topic is: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

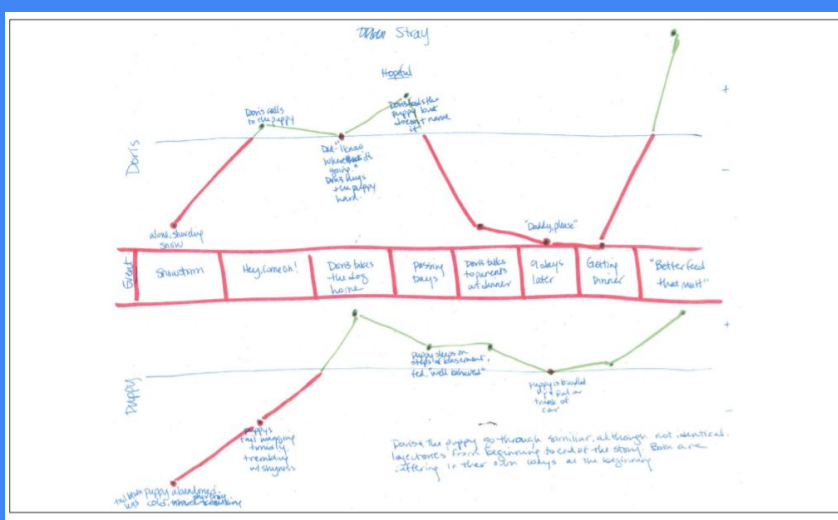
- A word part or root I recognize within this word is \_\_\_\_\_. That part means \_\_\_\_\_. So, I think this word might mean \_\_\_\_\_.

- The words in sentence \_\_\_\_\_ create the impression that \_\_\_\_\_.

- The words \_\_\_\_\_ capture the theme of the text by \_\_\_\_\_.

- The author used the word \_\_\_\_\_ to impact tone, point of view, or mood by \_\_\_\_\_.

Readers  
respond to  
text in a  
variety of  
ways.



Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I
110.6	110.7	110.22	110.23	110.24	110.36
(7)	(7)	(6)	(6)	(6)	(5)
(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;
(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;	(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;	(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;
(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence and original commentary to support a comprehensive response;

- 1) Jacqueline Woodson used inner thought of (mainly) Lafayette and everybody else in the book.
- ↓
- Jacqueline Woodson, the author of Miracle Boys, used inner thought of Lafayette, the protagonist that we follow in the book, and everybody else in the book.
- 2) Woodson makes her characters think and she makes her characters reflective in their actions.
- ↓
- Because* Woodson makes ~~her~~ all of her characters think and reflective in everything they do, she made us build a relationship with ~~over~~ the characters, and we were able to understand the characters actions.

Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36
The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex texts.					
(9)4 (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	(9)5 (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	(8)6 (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;	(8)7 (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;	(8)8 (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;	(7) (A) read and respond to American, British, and world literature;

# Building a Reading Life with Your Children

## Extra Tips for Choosing New Books When You Feel Stuck

### Think about your reading level.

Ask yourself: What kinds of books was I reading at the end of last year? What level was I reading easily? Then look for books that look and feel like that, or that are marked with that level. It's smart to start the year with fast-and-furious reading, which means choosing just-right books.

### Think about authors you've loved.

If you loved Judy Blume, she writes a lot of books at different levels. So do prolific authors such as Suzanne Collins, Matt Christopher, Mike Lupica, Walter Dean Myers, Matt de la Peña, Jacqueline Woodson, and Avi. Look for an author you recognize. Pick up some of his or her books. See if one feels right.

### Think about genres you've enjoyed, in books or movies.

If you love dystopian, check out series like *Divergent*, *Gone*, *The Maze Runner*. If you love thrillers, check out Alex Rider. If you love sci-fi like *Star Trek*, check out the *Artemis Fowl* series. If you love romance and tragedy, find anything by John Green. If you like sports stories, try books by Matt Christopher, Chris Crutcher, Mike Lupica, Matt de la Peña.



# Supporting Dyslexic Students



## THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

### LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
(inference, metaphor, etc.)

LITERACY KNOWLEDGE  
(print concepts, genres, etc.)

### WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

SIGHT RECOGNITION  
(of familiar words)

**SKILLED READING:**  
Fluent execution and  
coordination of word  
recognition and text  
comprehension.

increasingly  
strategic

increasingly  
automatic

The image, courtesy of the author, originally appeared in the following publication:  
Scarborough, H. S. (2001). Connecting early language and literacy to later reading  
(dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.),  
*Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

# 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

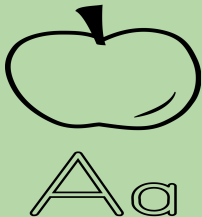
1. **vc/cv**  
*rab/bit*
2. **v/cv**  
*o/pen*
3. **vc/v**  
*lim/it*
4. **v/v**  
*po/et*



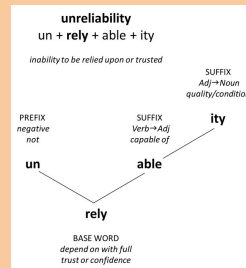
# Phonology, Morphology and Etymology

Phonology (speech sounds) is a branch of linguistics concerned with the systematic organization of sounds in languages. A phoneme is the smallest linguistic unit important to word recognition.

There are approximately 44 phonemes used in spoken English.



Morphology is the study of the forms of words. A morpheme is a meaningful morphological unit that cannot be divided any further. It is the smallest unit of language that holds meaning. Affixes, for instance, (prefixes and suffixes) are morphemes.



Etymology is the study of the origin of words and the way in which their meanings have changed throughout history.

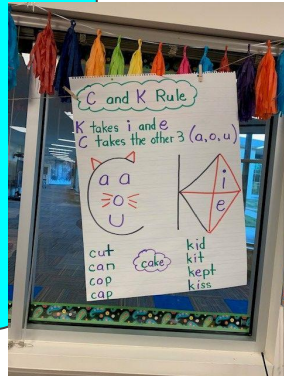


# Orthography



Orthography (print) refers to the total writing system of a spoken language.

- Established spelling rules of a written language, or the “spelling system”
- A grapheme is a letter or letters representing a sound
- Learning common spelling rules and patterns in the English language
- Teaching basic syllable types, and the difference between high-frequency and irregular words





# Strategies That Help

- Audio books
- Accommodations
- CHOICE!!!
- Reader's Theater
- Read together or aloud
- Book clubs
- Talking about what they are reading
- Stop, think and jot
- Chunking text



# SBISD Dyslexia Resources

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



Empowering growth. Forging strengths.

# What about Emergent Bilinguals (EBs)/(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 Emergent Bilinguals grow?

Speaking – Structured Conversations (sentence stems)

- [FlipGrid](#)

Reading/Listening:

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

# How can families support Emergent Bilinguals?

- **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](#)

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

