

English Language Arts Parent University Grades PreK-2

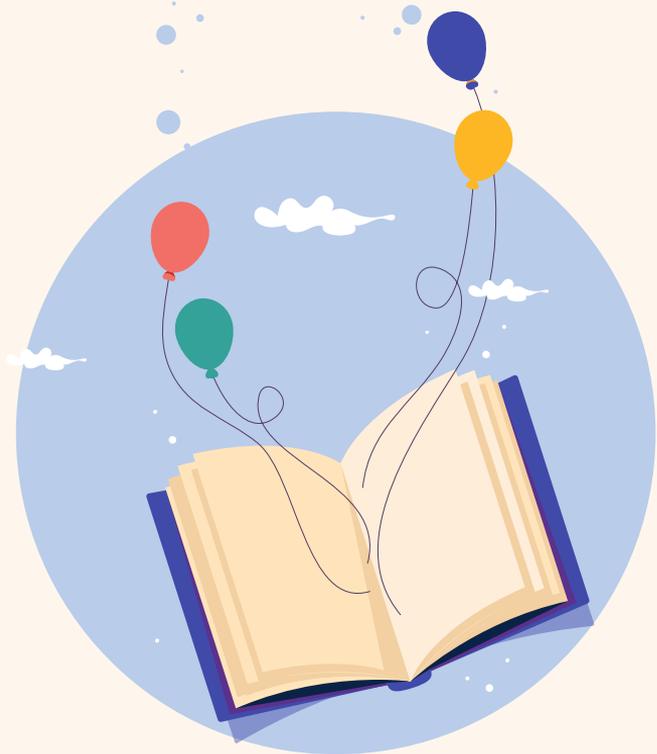
Livingston Public Schools
Presented By: Leala Baxter
PreK-6 ELA Supervisor





Agenda for the Evening

- Literacy Instruction for **All!**
 - Why is Reading Engagement SO Important?
 - Supporting Your Child's Literacy Development
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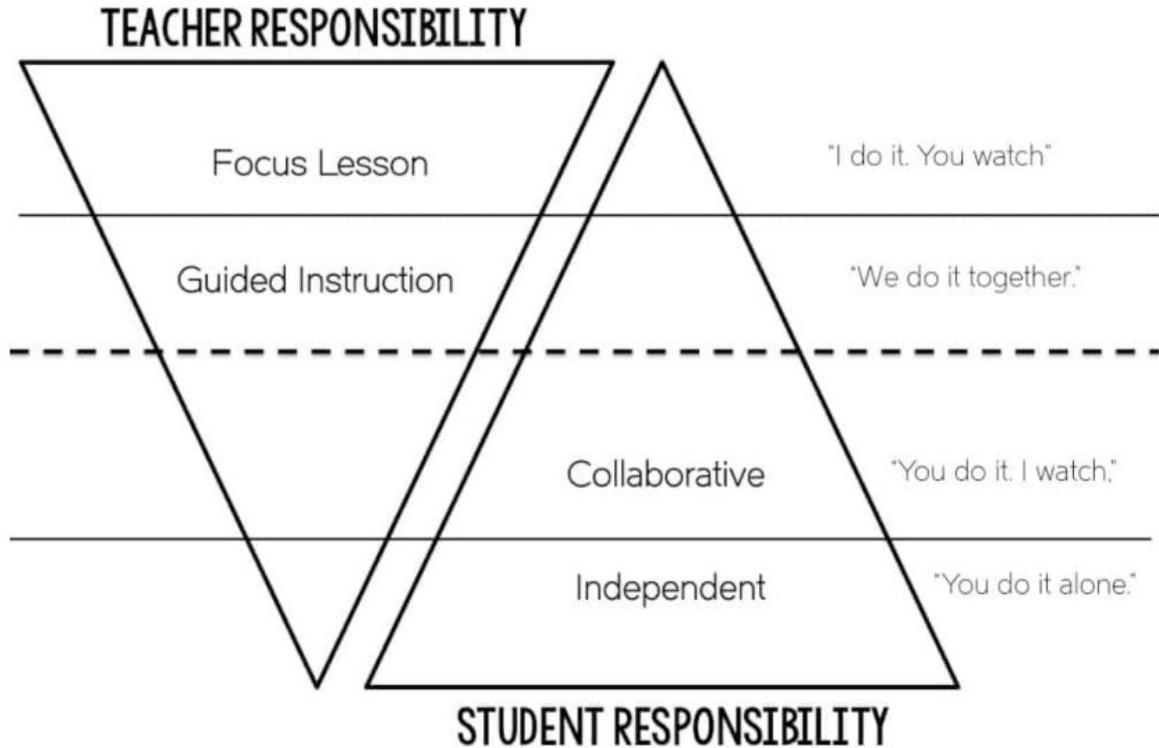


Literacy Instruction for ALL!

One Size Does NOT Fit All
in
Literacy Instruction



Balanced Literacy Instruction



The Reading & Writing Workshop Model

- **Mini-Lesson**
 - Whole group
 - Teacher modeling
 - Explicit/Focused Skill or Strategy
 - Mentor text & exemplars
 - Turn and talk
 - 10-15 minutes
- **Guided Practice**
 - Small group
 - Personalized
 - Discussion
 - Teacher provided specific feedback
- **Independent Practice**
 - Individualized
 - Choice
 - One-to-One Conferencing

Additional ELA Instructional Components

Word Study includes:

- Phonological & Phonemic Awareness
- Phonics: Decoding
- Spelling: Encoding
- Vocabulary

- *Interactive Read Aloud*
- *Shared Reading*
- *Interactive Writing*
- *Shared Writing*
- *Handwriting*

Oral language is the foundation of literacy. Key to a student's ability to read, speak, listen, and write effectively.



Why is reading
engagement SO
important?

Many children report losing interest in reading between third and fourth grades. (Scholastic, 2019)



ACCESS

- Classroom Library
- Elementary Media Center
- Livingston Public Library - digital/ebooks
- getepic.com
- RAZPlus; K-2
- Open Library
- Clare Landrigan - Virtual Bookroom
- New Jersey Literacy Association - YouTube

Scholastic Book Wizard - Offers: genre, theme, grade range, blurb

Common Sense Media - Book Reviews. The goal: to promote safe media and technology for students.



"Flood" your child with BOOKS!

CHOICE

Allowing students to self-select their books results in more involvement and thus more motivation to read.

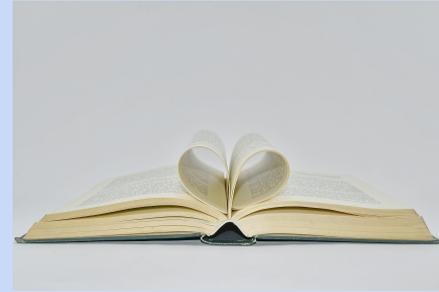
(Sewell, 2003; Guthrie, 2007; Pruzinskiy, 2014)

Choice in reading brings MOTIVATION and ENGAGEMENT!

Ways We Find Books to Read

- Author
- Recommendations (list from teachers, other peers)
- Genre
- Cover
- Title
- **Series**
- Illustrator
- TV Shows/Movies
- Topic
- Awards and Lists

*If the Book Fits,
Read It!*



Please remember, I am a

READER...

not a level!

Growing Readers with Text Selection

To grow as readers, children should enjoy texts within a range of complexity based on criteria such as interest, genre and personal experiences, not limited to one 'level' of books.

Interest: Am I interested in learning about this character or subject?

Words: Use the five finger rule as you read the first page or two.
Is the book just right?

Voice: Does my reading sound like my talking voice?

Talk: Can I talk about what I read? Can I talk about what I think?

***I know this is a good book for me if the answers are...**

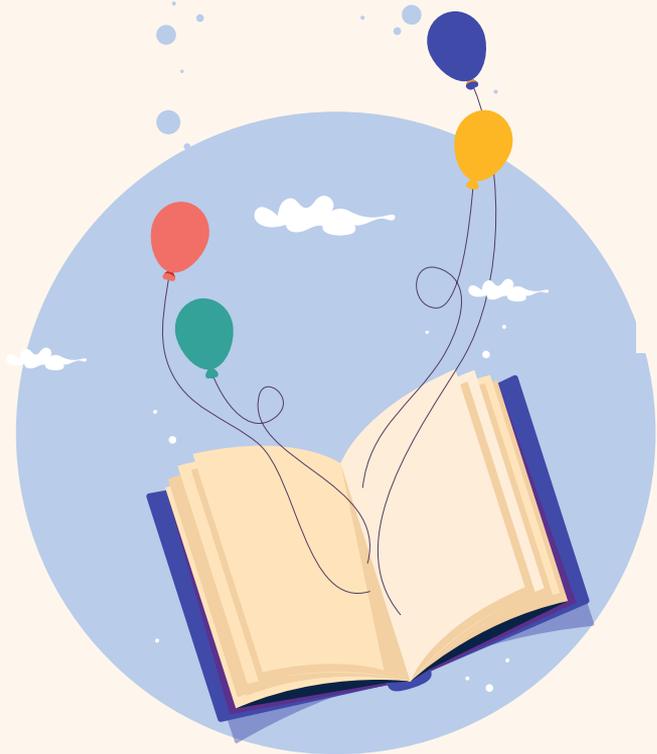
Yes, Yes, Yes, Yes!

Five Finger Rule



0-1 = too easy
2-3 = just right
4 = okay to try
5+ = too hard

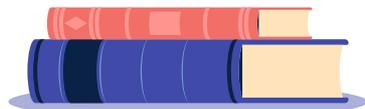
• Open a book to any page. Start reading. Hold up a finger every time you see a word you do not know. •



Supporting Your Child's Literacy Development

*“Alone we can do so little.
Together we can do so much.”*

-Helen Keller



Five Essential Components of Reading Instruction

National Reading Panel, 2000

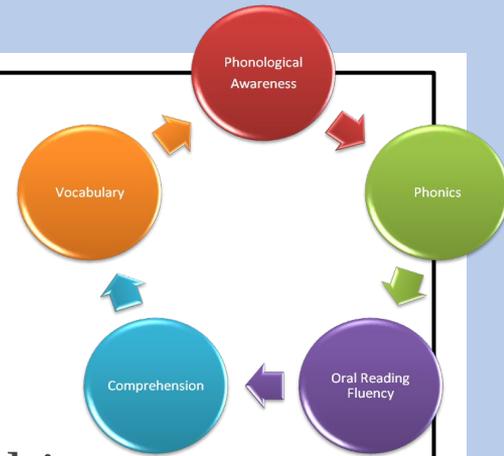
📖 Phonological & Phonemic Awareness

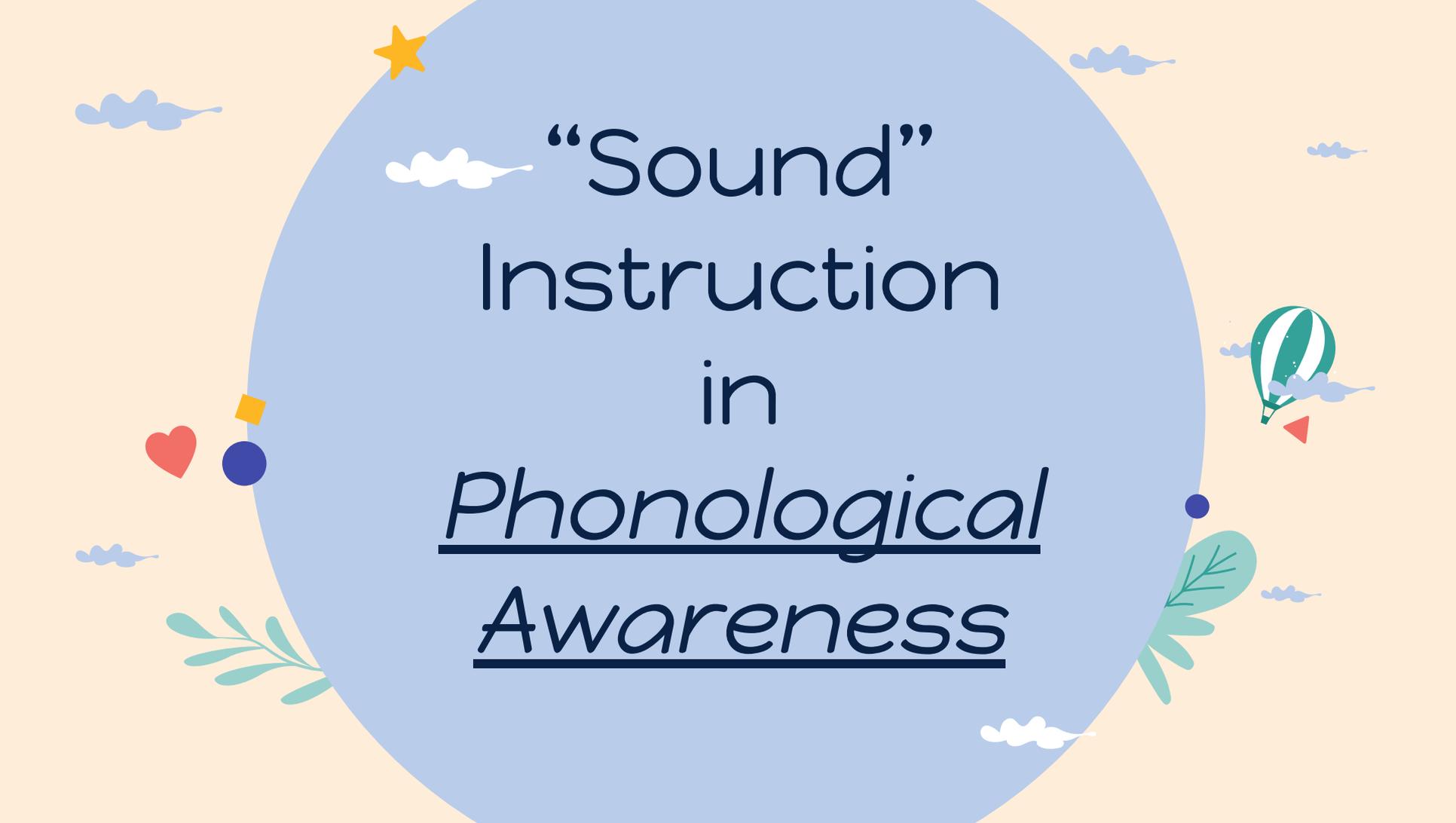
📖 Phonics = Grapheme/Letter - Sound Relationship

📖 Fluency = Accuracy + Automaticity + Prosody

📖 Vocabulary

📖 Comprehension





“Sound”
Instruction
in
Phonological
Awareness

Phonological and Phonemic Awareness

One's sensitivity to, or explicit awareness of the phonological structure of words in one's language.

Simply put, it involves attention to the sound structure of oral language.

Focus is on the sounds of:

- Words in a sentence
- Rhymes
- Syllables in multisyllabic words
- Sounds in a word
- Attention to phonemes rather than to the meaning of the word

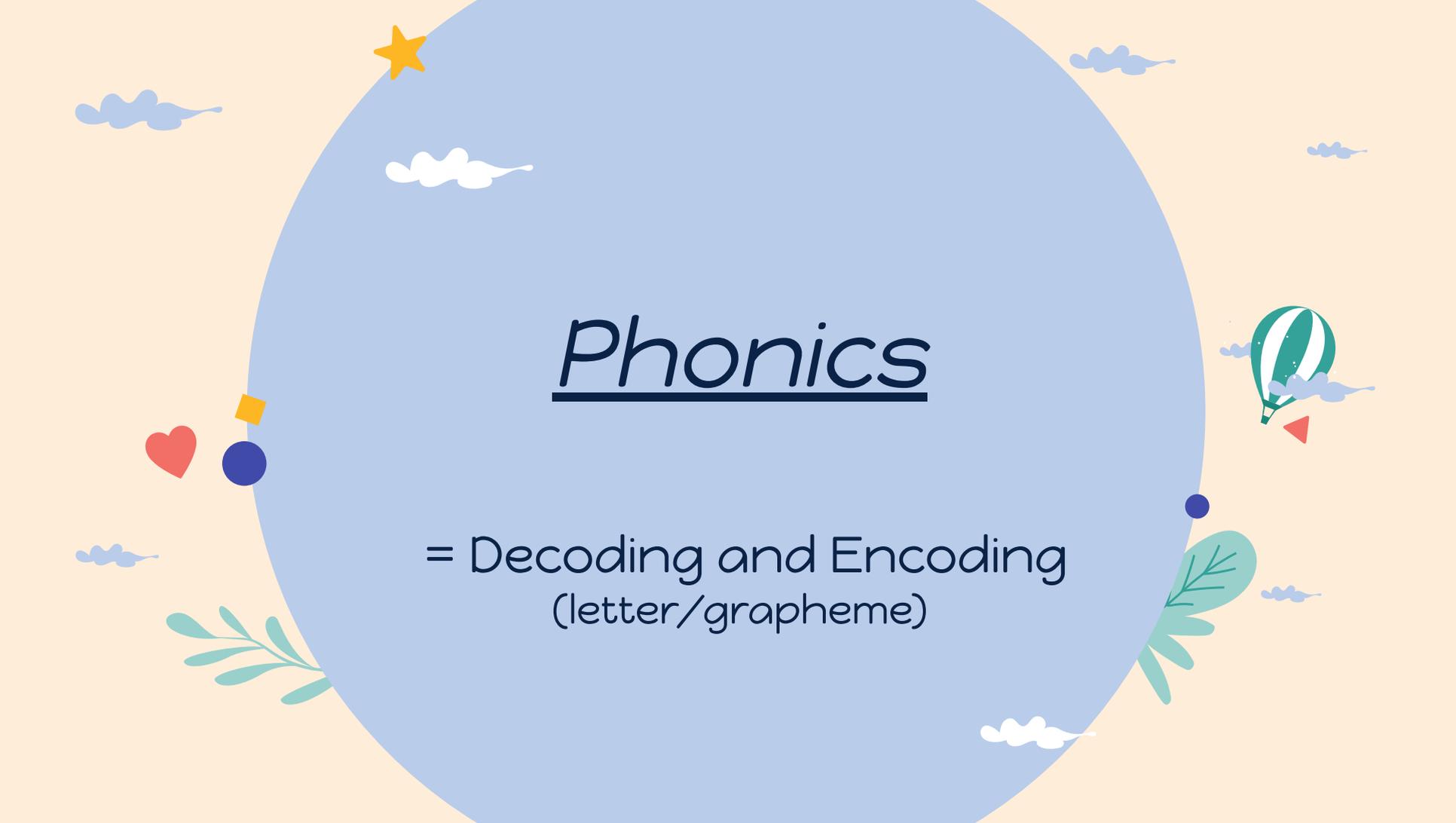


“Correlational studies have identified phonemic awareness and letter knowledge as the two best school-entry predictors of how well children will learn to read during their first two years of school.”
(National Reading Panel, 2000)

Phonological Awareness

Word, Rhyme, Syllable Instruction

- Word Level: Say sentence and have students clap/pound to each word when repeating or “push” items.
 - Tom ran home. Jake likes to play soccer.
- Syllable Level: Say a word or sentence and have students clap/pound to each syllable when repeating. Say a word and student colors number of boxes to match each syllable.
 - My students are awesome! Yesterday it was sunny outside.
- Bean Bag/Object Pass: Say the pledge or Itsy Bitsy Spider by word and pass object with each word. Try syllable level. *Use a familiar poem or rhyme
- Reading to your child - rhyming books, pattern books (listening for rhyme/pattern)
- Poems, Nursery Rhymes (Mother Goose)
- Tongue Twisters
- Going on a Picnic

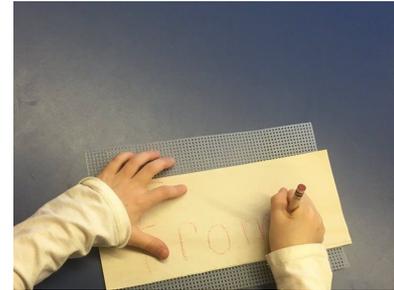


Phonics

= Decoding and Encoding
(letter/grapheme)

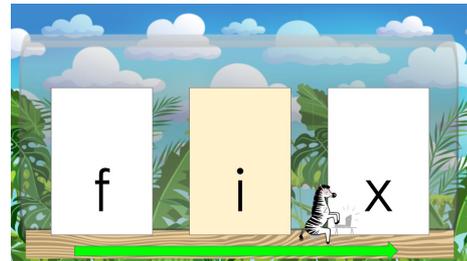
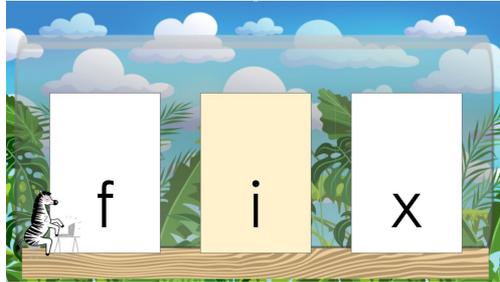
Let's Explore Words

Decodable/Phonetic Words
and
Irregular Words

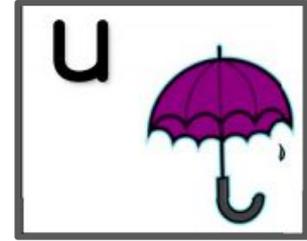
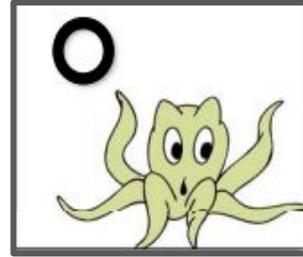
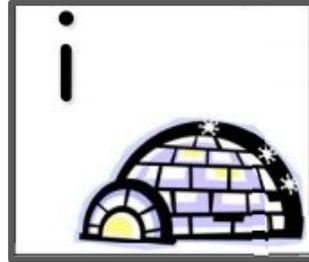
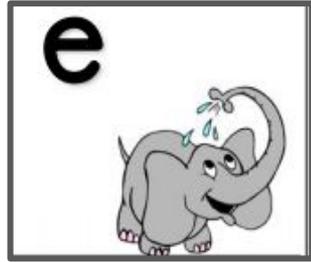
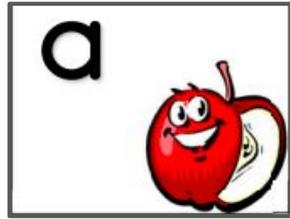


Phonetic Words

- Make words with magnetic letters, cereal, etc.
-[Letter Tiles Website](#)



Phonics = Mapping Words



Look closely at all the letters.

Blend the sounds together to read the word.

Does it look right?
Does it sound right?

/red/

/drift/

/r/ /ɛ/ /d/

/d/ /r/ /i/ /f/ /t/

Use: letter combinations, syllables, affixes (prefix/suffix)

Get your mouth ready to make the first sound.

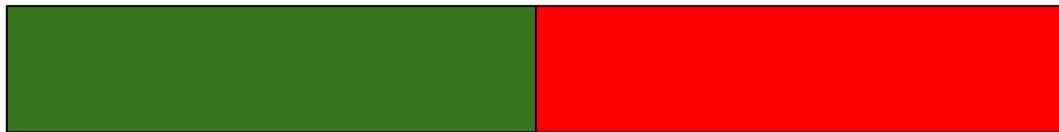


Irregular Words



the

Sounds like



th

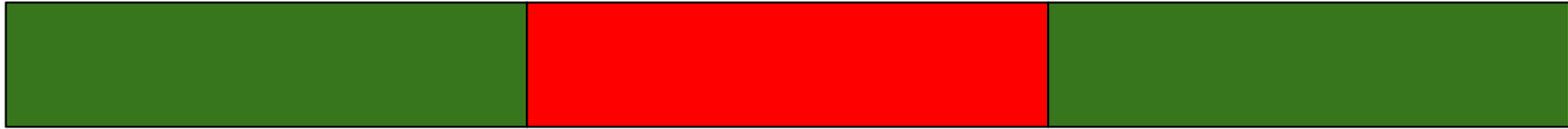
e

What time will **the** train leave the station?



said

Sounds like



s

ai



d

Dad **said**, "Time for bed."



because

Sounds like



b

e

c

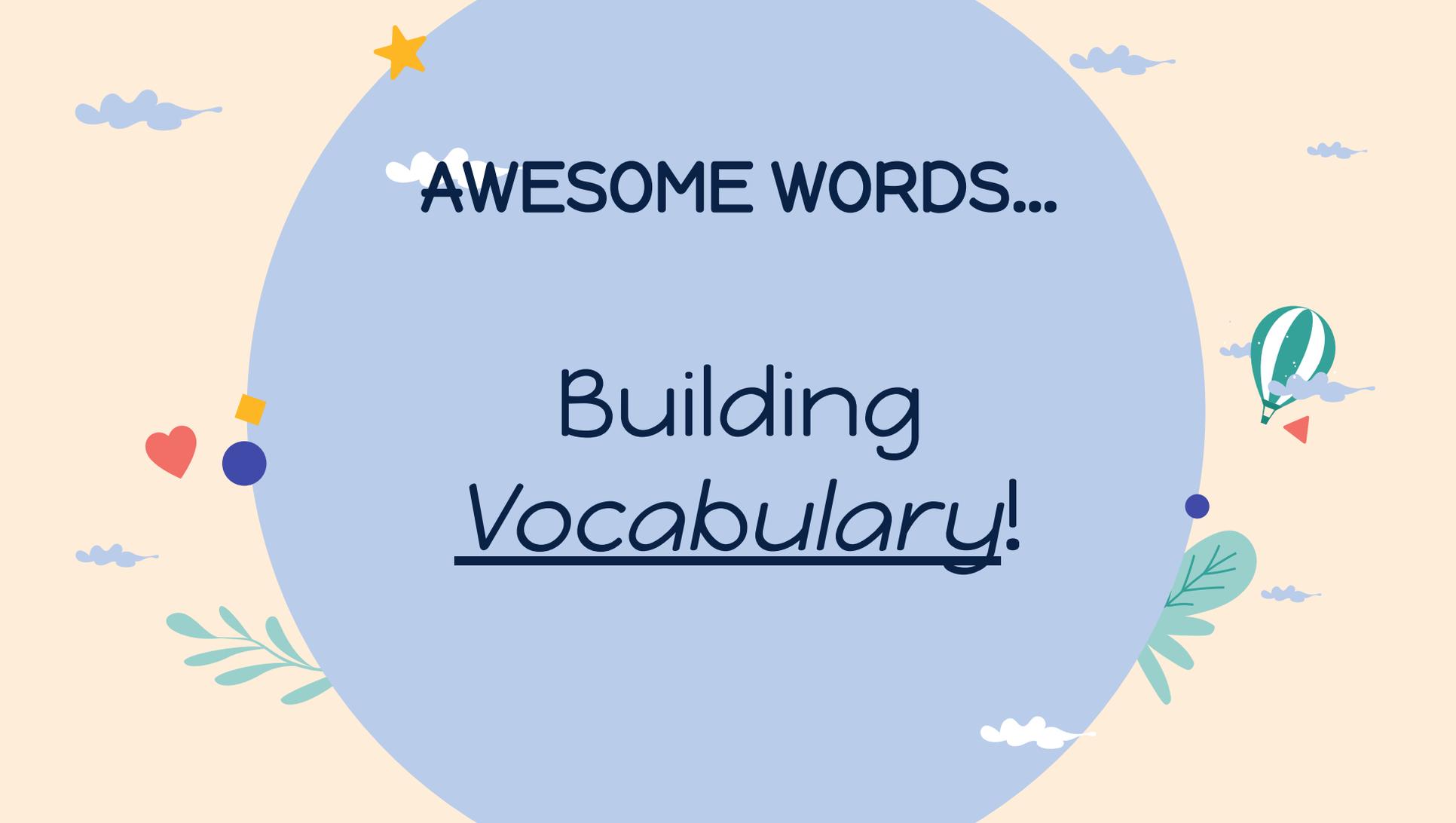
au

se



I feel safe **because** I am home.





AWESOME WORDS...

Building
Vocabulary!

Fostering Word Consciousness

- **Vocabulary Word Games:**

- Bananagrams
- Scrabble
- Word Charades
- Word Search and Crossword Puzzles
- Puns and Riddles
- Guess my word
 - Antonym or Synonym,
 - Use adjectives to describe the word
- Environmental Print (store names, street signs...)

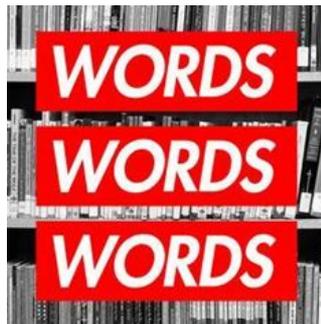


W	V	E	R	T	I	C	A	L	L	Seek
R	O	O	A	F	F	L	S	A	B	Find
A	C	R	I	L	I	A	T	O	A	Random
N	D	O	D	K	O	N	W	D	C	Sleuth
D	R	K	E	S	Q	O	D	D	K	Backward
O	E	E	P	Z	E	G	L	I	W	Vertical
M	S	I	I	H	O	A	E	R	A	Diagonal
A	L	R	K	R	R	I	R	E	R	Wikipedia
K	O	D	I	D	E	D	R	C	D	Horizontal
H	E	L	W	S	L	E	U	T	H	Word Search

Word Nerds

“Texts of all kinds are filled with what could be fascinating ideas and information, but even if our kids are able to decode and pronounce the words, they may not understand their meaning without explicit vocabulary instruction.”

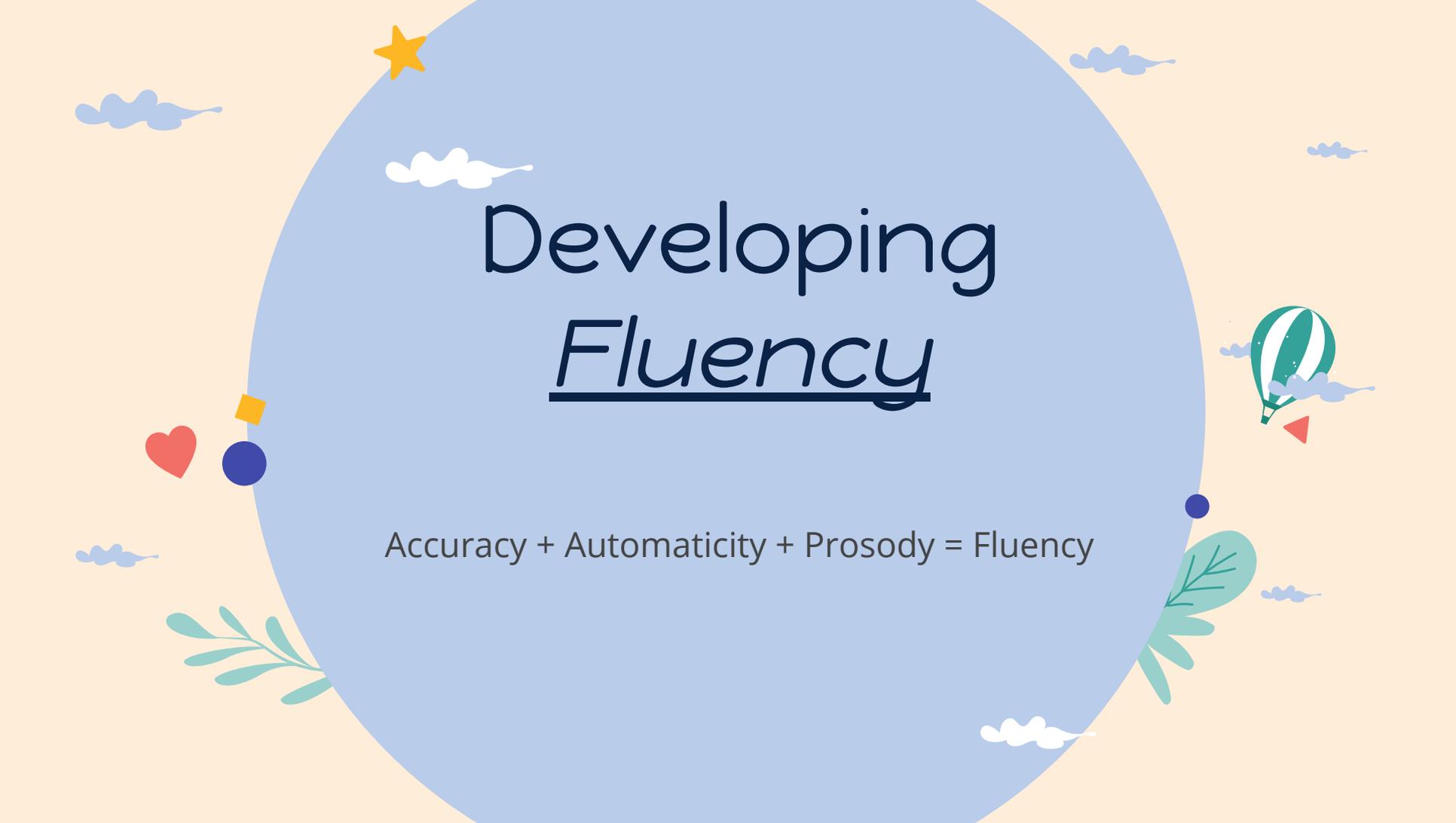
By [Brenda Overturf](#), [Leslie Montgomery](#), and [Margot Holmes Smith](#)





Supporting Oral Language Development and Vocabulary Growth Through **Read-Alouds**

- Always peruse the book before reading it aloud to your child
 - Select the words you want your child to learn
 - Read the book aloud – the first reading should have minimal interruptions
 - During the second reading interrupt your reading to explain the meaning of targeted words
 - The parent/teacher-child talk that surrounds a read aloud is valuable
- 
- 



Developing Fluency

Accuracy + Automaticity + Prosody = Fluency

The Magic # is 4!



1. **Model Fluent Reading – Read aloud to your child using pacing and intonation.**
2. **Echo Reading** – Adult reads aloud (models sentence, paragraph or page), then child reads the same passage aloud; adult provides support as needed.
3. **Choral Reading** – Adult and child read text together.
4. **Impress Method** – Adult and child read text together, however, adult is reading slightly faster than child.
5. **Reader's Theater** – Child reads and rereads script until it has been learned well enough to perform.
6. **E-books** – Child listens to stories on Playaway/iPad/Kindle, etc. as they follow along in book.
7. **Singing** song lyrics.
8. **Repeated Readings....Read, Reread, Reread, and Reread!!!**
***Poems** are great for fluency and repeated readings.

***Practice with books that are on an independent reading level!**



Growing Comprehension

Comprehension Instruction: (K-2)



- Before Reading → Front-loading: Before starting a book, talk about the topic, introduce new words, and look through the pages.
- During and After Reading → Prompt your child to make sure what they are saying makes sense, sounds right and looks right. Discuss the story or text. “What do you think will happen next?” Also, ask some why questions.
- Reciprocal Teaching → Have the children be the teacher and you be the student.

Discussing a Book

Fiction:

- Tell me about the characters in the story (who, actions, feelings, grow/change; evidence in the text). Tell me about the setting (where and when).
- Was there a problem in the story? How was it solved? What is the message the author is trying to tell us?
- Retell what happened in the story, start from the beginning, middle, to end, and remember to tell the important details/events.
- What connections can you make to the book, to other books?
- How did the story make you feel? Why?

Nonfiction: Reading to Learn

- What do you already know about the topic?
- Do you have any questions about the topic?
- What information did you learn from reading this book?



Supporting Writing at Home

- Oral language - Talk! Engage in Conversation! Tell stories! READ!
- Provide *FUN* writing essentials
- Connect to real audiences and purposes.
 - newspapers
 - letters
- Respond to the writer's writing.
 - "I noticed you..."
 - "I love the part when you..."
 - "I am confused about..."



*Please, do not be an editor! Support your child by modeling how.
Do not "just" change your child's writing.

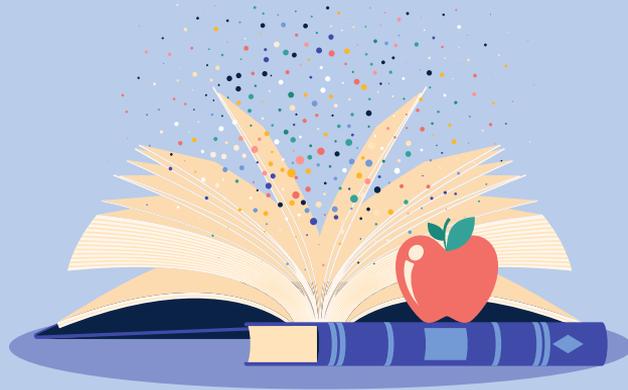
CREATE YOUR OWN STORY!



Look at the picture and create a story based on it. Be as creative as you want!

Literacy is Magical

...when you READ
TO or WITH your child!



What does the research say about reading at home?

Why Read 20 Minutes At Home?		
Student A Reads...	Student B Reads...	Student C Reads...
• 20 minutes per day	• 5 minutes per day	• 1 minutes per day
• 3,600 minutes per school year	• 900 minutes per school year	• 180 minutes per school year
• 1,800,000 words per year	• 282,000 words per year	• 8,000 words per year
		
Scores in the 90th percentile on standardized tests.	Scores in the 50th percentile on standardized tests.	Scores in the 10th percentile on standardized tests.

The Importance of Reading Aloud

NO ONE would deny the importance of conversation in a child's life. But when it comes to building rich vocabulary, nothing does it like words that come from "print." When researchers counted the words we use most often, the total came to 10,000 different words (the most common word is "the"). Beyond the 10,000 mark, you meet what are called the "rare" words. Though we use these words less frequently in conversation, they make up more and more of what you must know in order to understand complicated ideas and feelings in print, be it *The New York Times*, textbook, or novel. Thus the more rare (book) words a child knows, the more easily he or she will be able to read complex ideas.

— from *Why Read Aloud to Children?*

Jim Trelease: Why Read Aloud to Children!

Reading Together...the best part of your day, and theirs!

Model Reading Behaviors

- Identify left and right pages of the book
- Match spoken word with printed word
- Read left to right and return to the next line
- Read top to bottom
- Attend to beginning letter(s), middle, progressing to using the final letter(s)
- Search for and uses information in pictures
- Attend to story/text structure
- Make predictions and inferences
- READ, READ, READ, READ, READ!

* Read for different purposes: signs, recipes, directions on how to play a game or build something, billboards, store signs, commercials, etc.



What to say to help your child use...

- **Visual** (information from the print)
 - Look at how the way the word begins.
 - Point to the word and look closely at all the letters.
 - Say the sounds of the letters and blend them together. *use finger for tracking if helpful
 - Does that look right to you?
- **Structure** (the way we talk)
 - Does that sound right?
 - Can we say it that way?
- **Meaning** (of the story or illustrations)
 - Look at the picture to help yourself.
 - Think about what would make sense.



*Remain positive and compliment: I like the way you tried...

Supporting Your Child's Reading Life

- Have a designated area in your house that is “quiet” and comfortable
- Make sure that your child observes you reading; be a role model
- Create family reading time
- Keep reading materials throughout the house (books, magazines, bookmarks, post-it notes, etc.)
- Visit your public library often
- Have a discussion about what your child is reading
- Set realistic goals together

~ Summer Reading Ideas ~ Virtual Book Tasting



[Summer Reading](#)

[More Summer Reading Ideas](#)





“The mind, once stretched by a new idea, never returns to its original dimensions.”

— Ralph Waldo Emerson



“Parking Lot”

Please share your questions and/or take-away(s) using the Chat feature in Zoom.



Thank You for joining me this evening!

Do you have any questions?

Email me @
lbaxter@livingston.org

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