



How is Reading and Writing Taught Today?

How Can I Help My Child Become a Lifelong Reader and Writer?

Agenda

1. What is involved in the process of learning how to read and write?
 2. How do teachers teach reading and writing?
 3. How can you help your child become a better reader and writer?
 4. Break-out sessions
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Read Aloud

Wolf!

By Becky Bloom



Conditions that foster reading and writing:

- Expectations
- Allowing mistakes
- Providing feedback
- Being immersed in a “print” environment
- Practice
- Choice

What is involved in the process of learning to read?

- Fundamentals: concepts of print
- Comprehension: within the text, about the story and beyond the story
- Fluency: expression, phrasing, rate and accuracy
- Vocabulary
- Engagement: learning to love reading and writing

What is involved in the process of learning to write?

- Generating Ideas
- Organization of their thinking
- Clear and concise choice of words and sentence arrangement
- Writing for a variety of purposes and audiences
- Mechanics (spelling/grammar, etc.)

How do teachers teach reading and writing?

- Workshop Model
 - Mini-lesson (direct instruction with guided practice)
 - Independent Practice
 - Share

A peek inside the classroom

- Video of writing in kindergarten
- Video of small group reading instruction in grade 2

How can you help your child improve as a writer?

- Let your children see you write often and ask their opinion of what you've said
- Talk through their ideas with them
- Help them organize their thoughts prior to writing
- Celebrate their approximations with spelling
- Encourage them to use the tools/strategies they are learning in school in regard to spelling and grammar

How can you help your child improve as a reader?

Research Shows:

- Sheer volume of reading was a distinguishing feature of high achieving classrooms (Allington 2006)
 - If we want children to read a lot we must find texts for them that are ACCESSIBLE and ENGAGE them
 - If we want children to improve their vocabulary and reading fluency, we must get them to log many hours of printed pages.
 - The act of reading (EASY TEXT) itself serves to increase the achievement differences among children.

Why can't I skip my reading homework tonight?

- Student **A** reads 20 minutes each day, 3,600 minutes in a school year.
- Student **B** reads 5 minutes each day, 900 minutes in a school year.
- Student **C** reads 1 minute each day, 180 minutes in a school year.
- BY THE END OF 6th grade...Student A will have read an equivalent of 60 school days and Student B will have read an equivalent of 12 school days. Student C will have read an equivalent of 3 school days. Who do you expect to have a better vocabulary? Expect to be more successful in school?

Best practices for nightly reading homework

- Sit side-by-side with your child
- Don't tell the words
- Move beyond, "sound it out"
- Reread for fluency
- Allow some mistakes to go uncorrected
- Allow your child to read the same book multiple times
- Keep reading to your child

My child says she is a level...what does that mean?

So how do I know if a book is “Just Right?”

- Your child:
 - can read most of the words with few errors
 - can read with appropriate fluency, not choppy or word by word
 - understands the meaning of the text but will still have questions/things to talk about
 - Is comfortable with the book/chapter length and font size
 - is interested in the topic, has read another book in the series, familiar with genre
- If the book is too hard, it can be read aloud to your child

Implications for parents...

- We all need to FIND QUALITY TIME to read to our kids as well as give them time to read
- Our children need to be matched to appropriate texts

Parent Resources

- District website
- The Pelham Library
- Suggestions from your child's teacher
- Julie Liebersohn - jliebersohn@pelhamschools.org
x1707
- Maria Thompson - mthompson@pelhamschools.org
x1108

Find ELA updates and program resources, including parent specific curriculum guides, on the **K-5 ELA** page under the district Teaching and Learning heading, then Academic Program K-12.



Q/A

Break-Out Sessions to Learn More (K-2)

- Previewing a Book with my child/getting them ready to read the book and sharing my thinking with them (Mrs. Stivala) Room 114
- How to help my child when they get stuck on an unknown word (Ms. Gallagher) Room 113
- Games for sight words and/or spelling (Ms. DeVico) Room 110

3 Break-Out sessions: Rooms 110, 113, and 114

Thank you for attending

