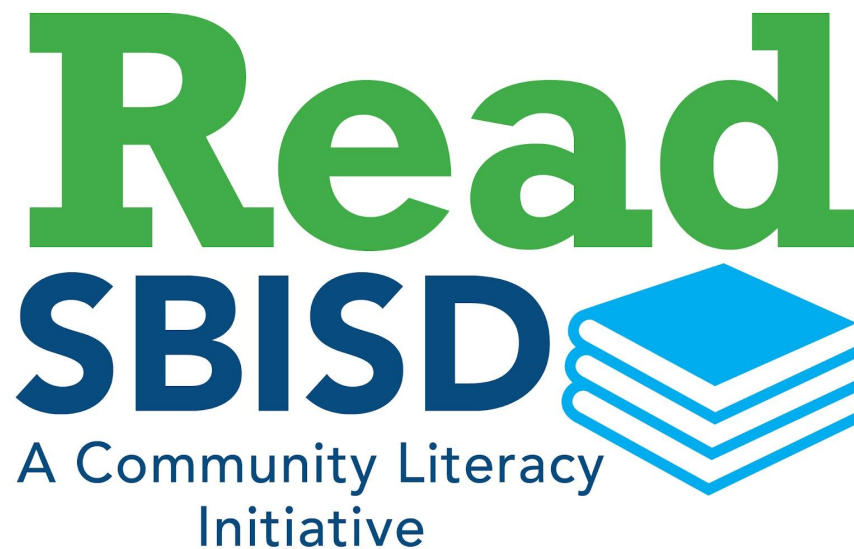




Literacy Tips for My Primary Reader

Presented by SBISD's Elementary Humanities, Dyslexia, Special Education and Multilingual





Families as Partners

- increased reading fluency
- increased reading comprehension
- increased self-confidence
- increased ability to articulate thoughts

Scarborough's Rope

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Scarborough, H. (2001). Connecting early language and literacy to later reading (Middletown, CT: News and Presses, Pp. 10-11).



Gough, P. B., & Tunmer, W. E. (1986). Decoding, Reading, and Reading Disability. Remedial and Special Education, 7(1), 6-10.

The Components of Balanced Literacy



How can you support reading, writing, and phonics at home?

Building Reading Stamina and Volume

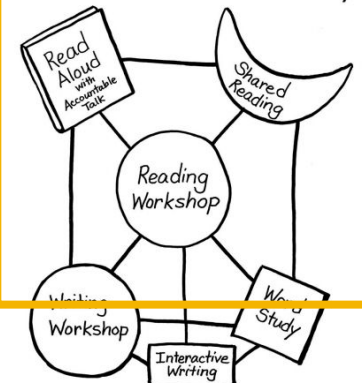
- Have a reading time and place.
- Share interest in books your child wants to read.
- Seesaw read - be your child's reading buddy
- Read all kinds of materials, including lists
- Read nonfiction books
- Model - read anything!

How Many Books Should I Read Each Week?

Levels A-I	10-12 books
Levels J-K	8-10 books
Levels L-M	4-6 books
Levels N-Q	2-4 books
Levels R-T	1-4 books
Levels U+	50-70 pages



The Components of Balanced Literacy



Before Reading: Sneak Peek

Sneak Peek with Young Readers

- Look at the cover and pictures.
- Talk about who is in the story.
- Discuss what is happening in the pages.
- Build a little vocabulary for your child to apply when they read.
- Predict what might be the problem.
- With nonfiction books, discuss what the topic might be and the details.

Sneak Peek with Early Chapter Books

- Notice the cover and the title.
- Read the "blurb" on the back of the book. The blurb will share the main character(s) and the problem. It might hint at the setting (the time and place) of the story.
- Discuss with your child what you have learned and put it together with the cover.
- Picture walk (lower level chapter books), knowing the pictures are not necessarily telling the story, but help with some visual supports.
- As children get older, themes begin to grow more evident in the blurbs of the books.

Sneak Peek with Nonfiction Books

- Notice the cover and title. Ask, "What do you think this book might be about?"
- Look at the back of the book for a blurb to gather information and vocabulary.
- Look at the pictures, captions and graphs in the book to gather information and discuss vocabulary.
- Notice the structure of the book. Many nonfiction books have different types of structures that might need to be pointed out to younger readers, such as headers and bullet points.
- Discuss the author's purpose.

During Reading

*Say Something to
encourage
comprehension*

- Share thoughts
- Wonder...notice interesting things
- Talk about characters...how they are feeling and why

After Reading:

Conversations,
Connections, and Joy
Continues

Share a
favorite
part

Tell what
you learned
about the
topic

Reread a part
to sound like
the character

Talk about
what was
interesting

Revisit the
pictures to
tell the story
again

ReadSBISD

Website Resources

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

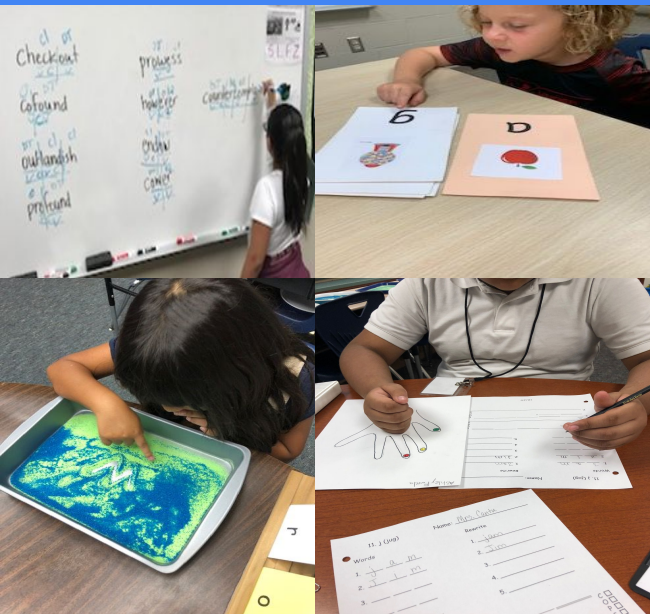
- Palabras comunes (Video)
- Palabras de una sílaba (Video)
- Dividir palabras en sílabas (Video)
- Tabla de alfabeto

Palabras Comunes

- Palabras comunes de kindergarten
- Palabras comunes de 1er grado



SBISD Dyslexia



Empowering growth. Forging strengths.

Department Collaboration

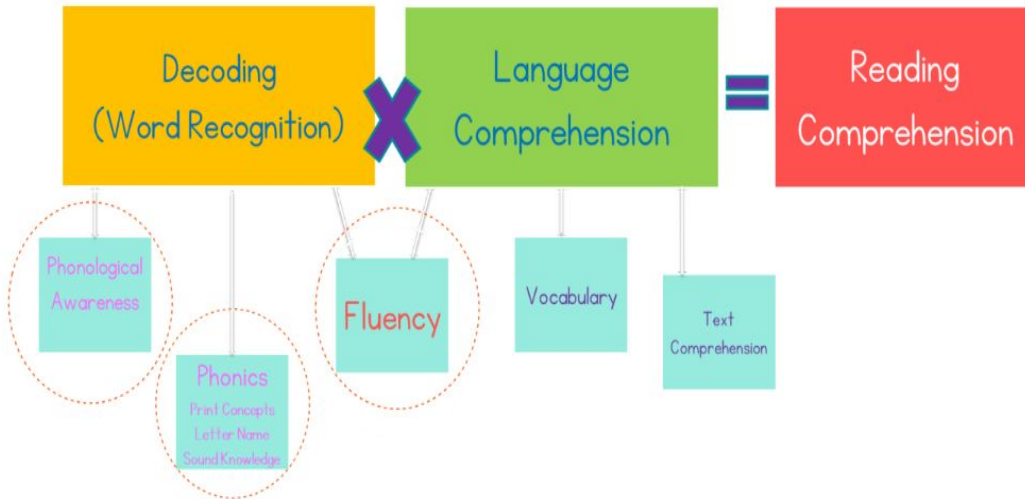
- Even with a strong Tier 1 classroom experience, students with c struggle to develop as readers. In some cases, dyslexia is a factor.
- Early intervention is the key.
- Per HB 1886, SBISD screens Kindergartners and 1st graders for dyslexia.

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 and the Esperanza Language Program to provide standard protocol instruction to students identified.

Evidence Based Components & Delivery

WHAT

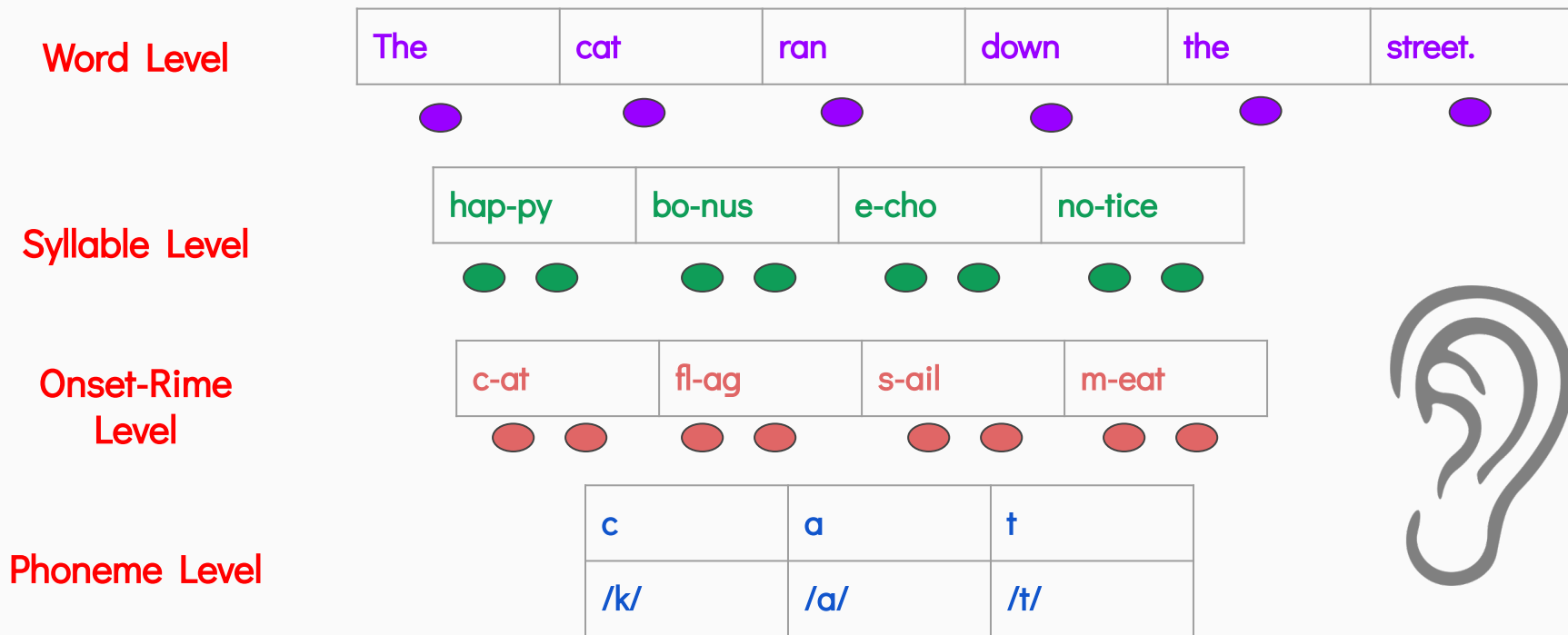


HOW



Multisensory
Systematic and Cumulative
Explicit
Diagnostic Teaching to Automaticity
Synthetic
Analytic

Levels of Phonological Awareness



Syllabication

7 Syllable Types








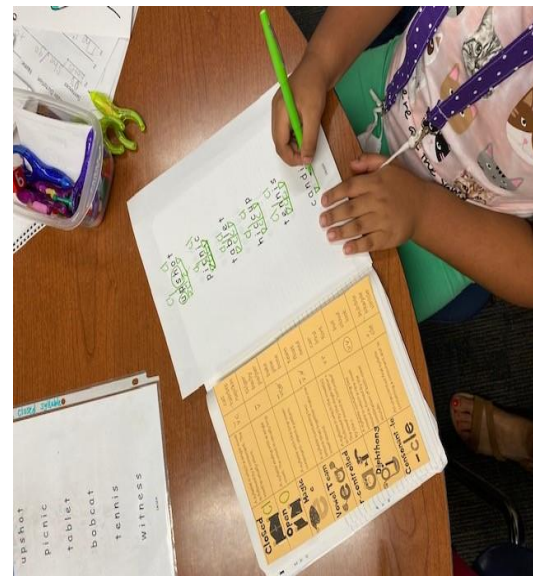
	Closed (Cl)
	Open (O)
	Magic-e (ME)
	Vowel Team (VT)
	Bossy R (BR)
	Diphthong (DT)
	Consonant-le (Cle)

Image copyrighted by IMSE

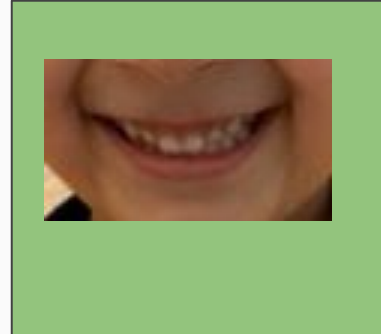
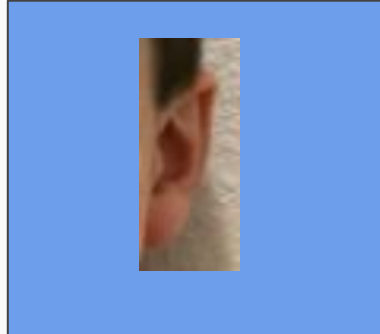
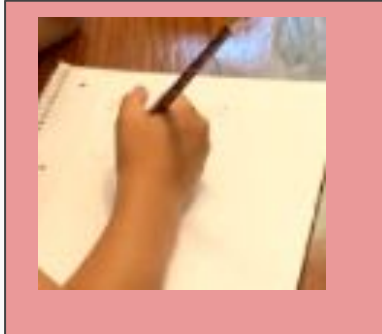
4 Syllable Division Rules

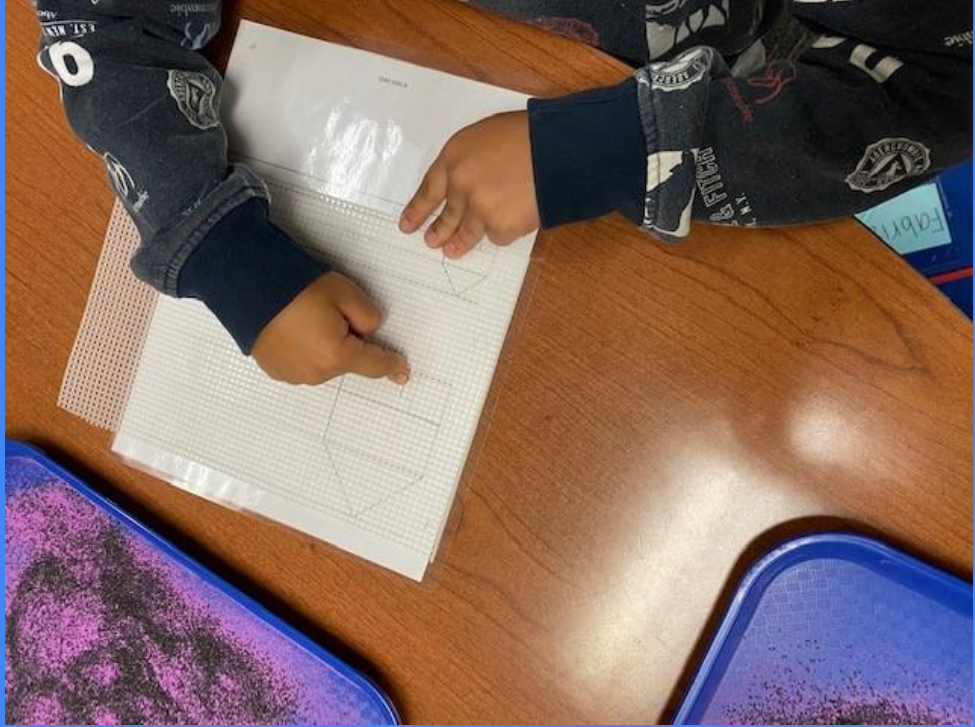
1. **vc/cv**
rab/bit
2. **v/cv**
o/pen
3. **vc/v**
lim/it
4. **v/v**
po/et



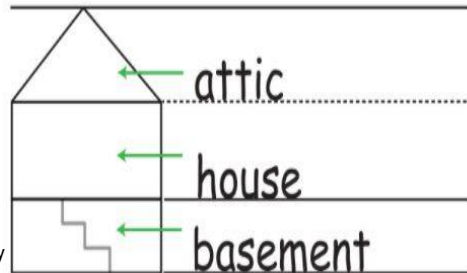
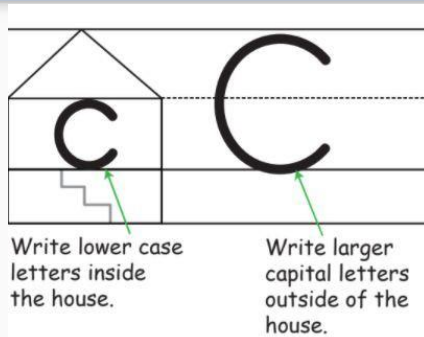
Understanding Handwriting Processing

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 fine grade sandpaper- there are roughly 3,000 nerve endings in our fingertips
- Model and verbalize before student practices
- Work on both gross and fine motor skills for students. Big to small.

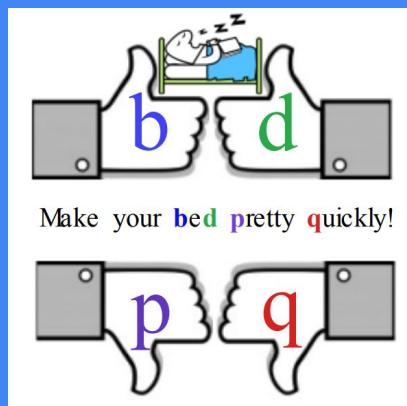
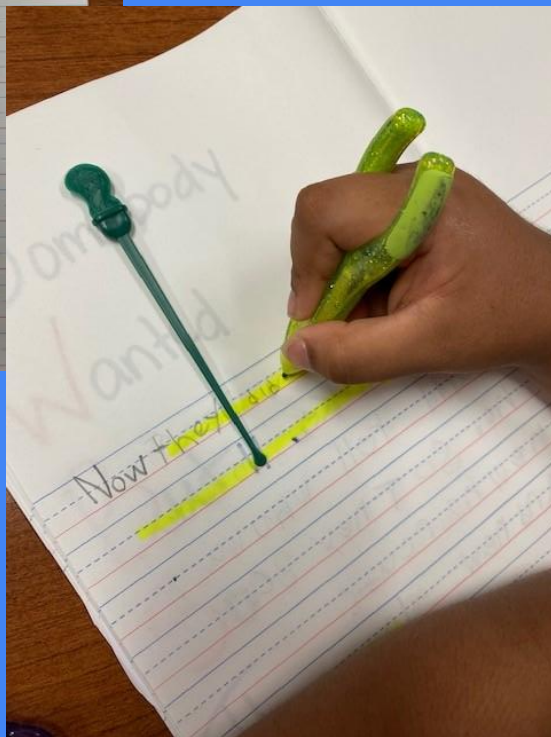
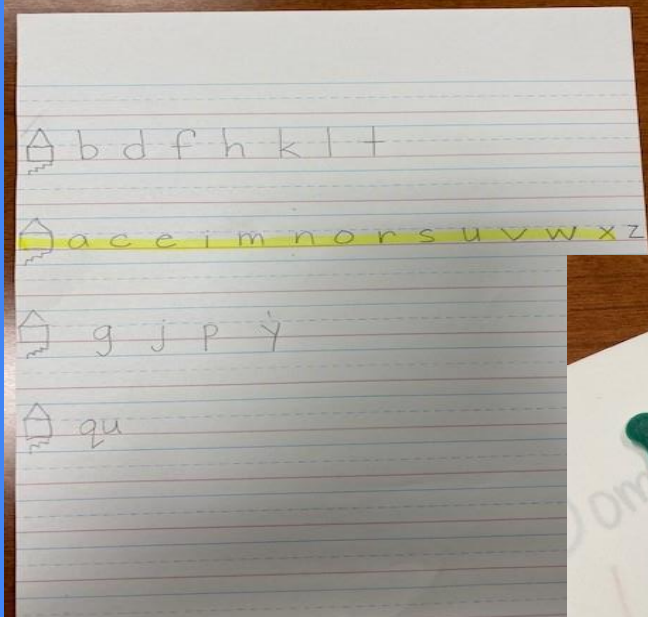
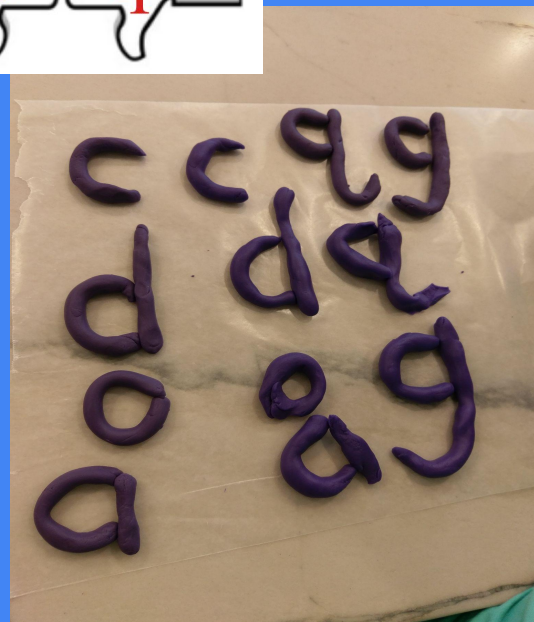


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IMSE



Supporting Reading & Writing at Home

- Read aloud to your child.
- Use Learning Ally, Talking Books Program, and Google Read Write to access books and print.
- Practice decoding and fluency with decodable readers.
- Encourage your child to demonstrate decoding strategies learned, when reading.
- Practice letter formation with different mediums (salt, chalk, sugar, sand, or shaving cream) **WHILE** verbalizing the letter name and sound.
- Model it: notes, email, shopping lists. While shopping...have your child write a reverse list. **Engage your child in writing while shopping.**

SBISD Dyslexia Resources

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



Empowering growth. Forging strengths.

SBISD Multilingual Department:

What about Emergent Bilingual Students/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)

- [Flip](#)

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](#)

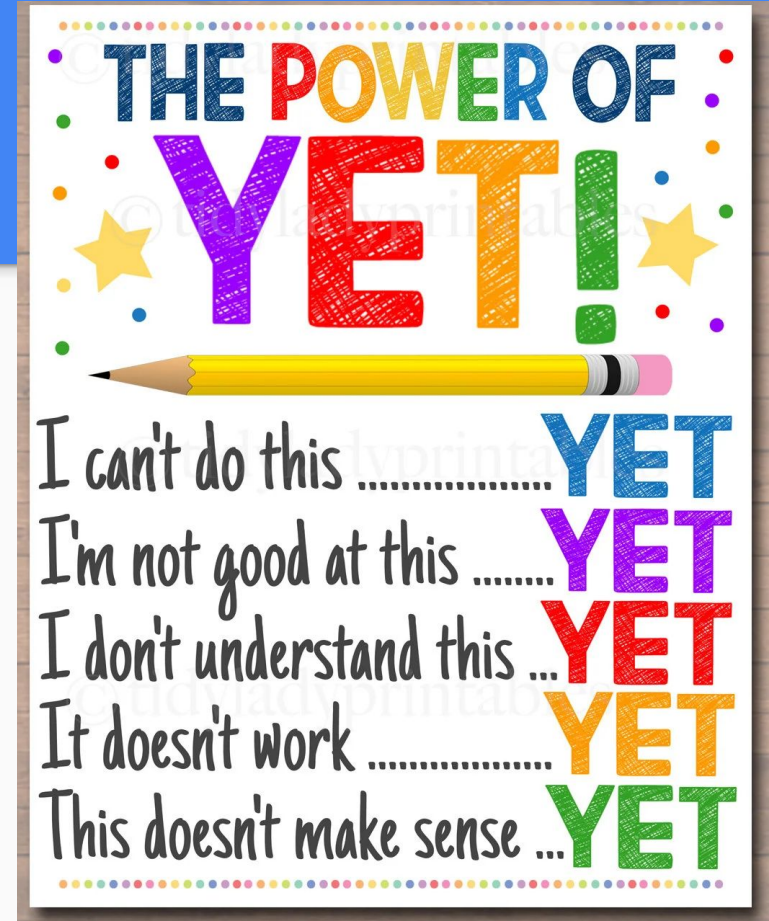
[Language & Literacy Development Article](#)

What if my child is significantly behind?

Help to develop a "growth mindset" in your child.

Remind your child of all the things he or she does really well.

Remind your child not to compare himself or herself to others, but to themselves at an earlier skill level.



What if my child is significantly behind?

Continue to build vocabulary and comprehension by reading text at a higher level than your child can read independently.



Photo credit: Mart Production via Pexels

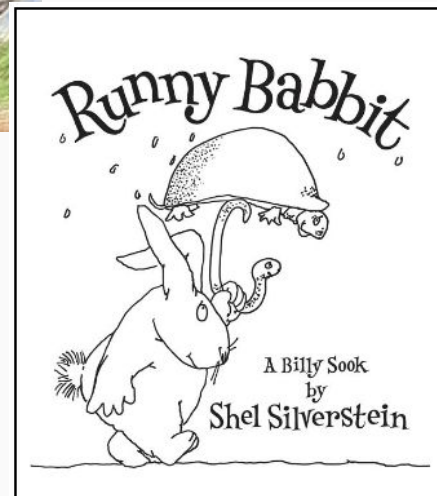
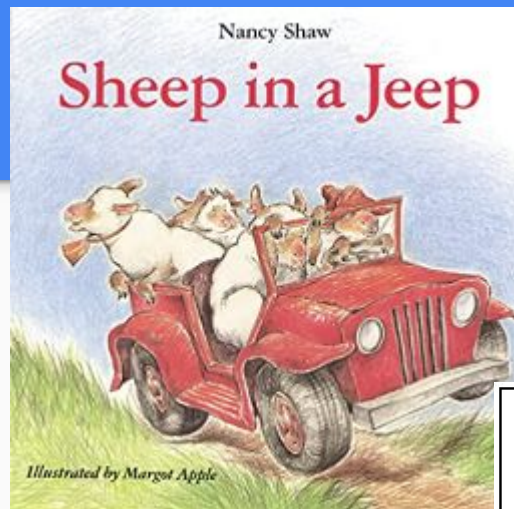
What if my child is significantly behind?

Spend ample time on
phonological awareness
(sounds only - no letters)

[Video](#)

[Phonological Awareness](#)

[Books](#)



What if my child is significantly behind?

Consult with your child's teacher. Is there a reason to suspect a disability? Ask the Student Support Committee to consider whether a referral for evaluation is appropriate.



Photo credit: Pixbay

Join us on November 10,
6:00 – 7:00

Parent U:
*What Do I Need to Know
about STAAR Redesign?*
For Grades 3–8

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

