

Instructional Coaches Night

Supporting Literacy at Home for 3-6 Readers



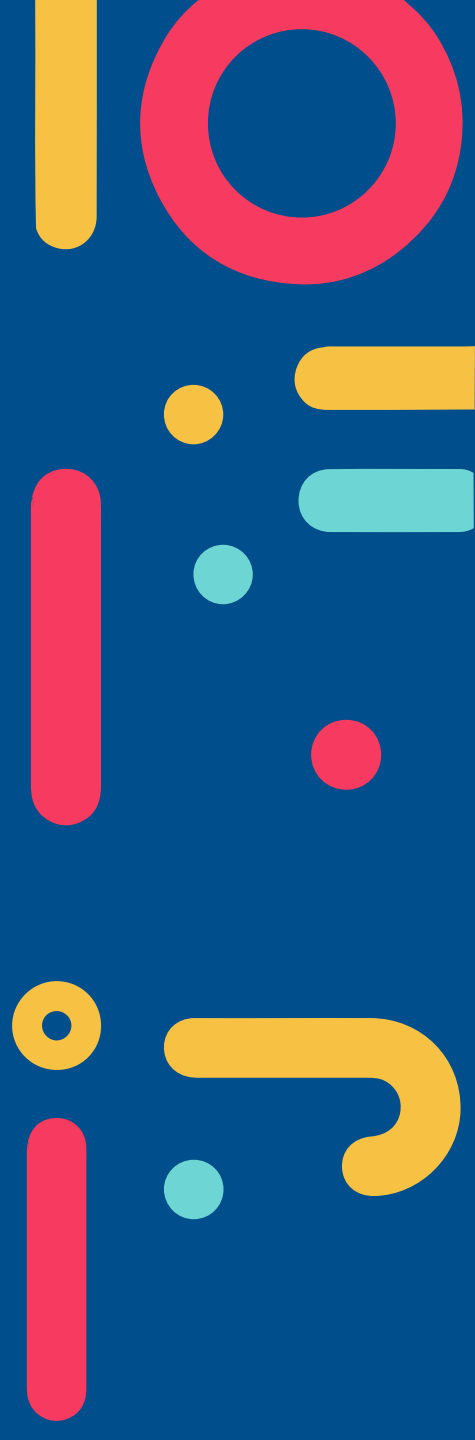
Hello! I'm...

Maria Martinez, the K-3 Instructional Coach at Chesterfield.

I am excited to bring tonight's presentation on how to support your 3-6 student at home in Literacy!

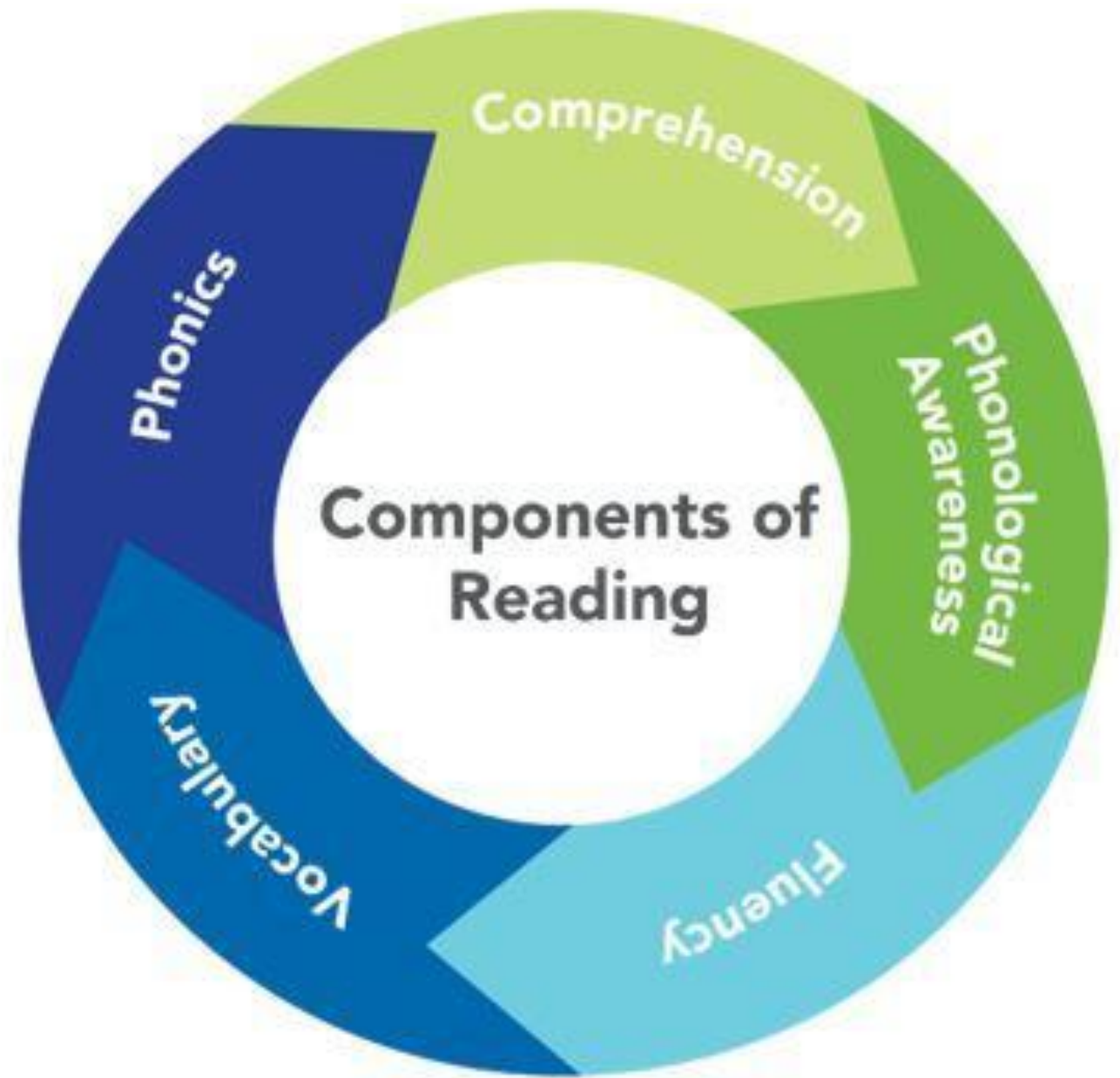
Tonight's Agenda

- Introduction
- What is Reading?
- Strategies to Support at Home

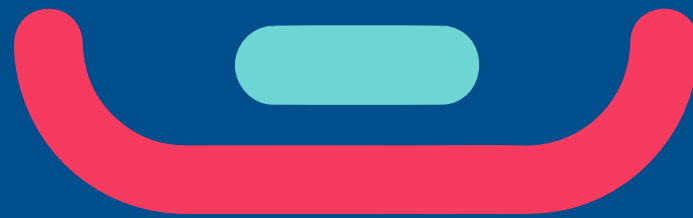


What is Reading?

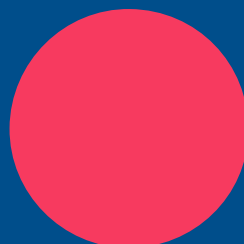
...The Five Components



Florida Center for Reading Research



Reading is the motivated and
fluent coordination of word
recognition and comprehension.



— Diane H. Leipzig

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Building the Motivation and Love of Reading!

- Create a Literature Rich Environment!
- Books! Books! Books!
- Model! Model! Model!



The 3 Steps Readers Must Do

Identify words in print.

Readers must be able to: break apart sounds, identify and apply letter/sound relationship, analyze words and spelling patterns, and expand number of words they can identify automatically.

Make meaning for comprehension.

Readers will be use background knowledge, understand how language works, understand various genres and purposes for reading, begin to classify and categorize, and use strategies to construct meaning (What do I do...)

Combine identifying words and meaning to read fluently.

Readers must have accuracy in word recognition, the rate of reading will be brisk to help comprehension, phrasing/expression will sound like speech, and transform these strategies for word recognition into automatic skills.

Foundational Skills

It is a strong predictor of reading success. It is teaching the alphabetic principle. It is the concept that letters and letter patterns represents the sound of spoken language and the relationship of letters and sounds.

A reader will:

- Know and apply grade-level phonics and word skills to decode
- Understand the relationship of letter and sounds and able to apply familiar/unfamiliar words to begin reading with fluency.

Activities to Support

- Word games (Scrabble, Boggle)
- Say it out loud (Let me hear it, try to say in a different way, try to break it into syllables, does it sound like a word you've heard)
- Word ladders



Fluency

It is the ability for a reader to read accurately, quickly, and with expression. Fluent readers can decode words and focus on the meaning of text.

A reader will:

- Recognize words immediately and not have to pause and sound out
- Sound natural when reading
- Group words to help in comprehension
- Can begin to make connections, apply background knowledge, and meaning

Activities to Support

- Read! Read! Read!
- Listen to audio books or read alouds
- Record it!
- I read, you read
- Poetry



Vocabulary

Vocabulary is the core of literacy. It plays a fundamental role in the reading process and critical for comprehension. Vocabulary is part of the four domains of language (listening, speaking, reading, and writing). It is a combined approach of indirect and direct instruction.

A reader will:

- Understand the words read
- Engage in daily language
- Use parts of speech, affixes, root words, context clues, visuals, etc...
- Use prior knowledge and experiences

Activities to Support

- Read! Read! Read!
- Word games
- Repeated exposure
- Pre-Teach or provide definitions
- Visual support or realia



Vocabulary in the Content Areas

Vocabulary is at the heart of content learning! It provides the ability for a reader to comprehend both content and concepts.

A reader will:

- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases. (Tier Vocabulary)
- Know and apply grade-level phonics and word skills to decode
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Activities to Support

- Show relationship and connection of words
- Preview vocabulary ahead of time
- Read! Read! Read!
- Categorize and classify
- Model



Comprehension

The purpose of reading! This is understanding what is being read and make meaning.

A reader will:

- Be active in the process
- Use word recognition skills, read fluently
- Use fix it strategies, and reading strategies to support
- Use prior knowledge and experiences

Activities to Support

- Read! Read!Read!
- Before Reading: Ask what book can be about, picture walk, brainstorm
- During: Be active, stop and discuss tricky words, strategies to use, discuss what is occurring, ask them to visualize the story, make predictions
- After: Help them reflect by having Book Chats (summarize, tell me your favorite part, rate the book, make connections)
- Act it out! Have them act out characters, scence, or story



Comprehension-Digging Deeper

Comprehension at these levels are more complex and require the reader to “dig” deep.

A reader will:

- Explain what the book is telling them (surface level)
- Explain what the author is telling them and how the author does it
- Explain how the book connects to self, texts, and the world
- Higher level skills: analyzing, inferring, developing theories, supporting with evidence, activating background knowledge, theme

Activities to Support

- Read! Read!Read!
- Prove it!
- Puzzles
- Text talks



Comprehension in the Content Areas

Dual process for readers: Understanding content and making meaning

A reader will:

- Use text features and structures
- Preview text
- Use analytical skills to understand complex texts/concepts
- Research topics to gain more information and varying points of view
- Read like a historian, mathematician, or a scientist

Activities to Support

- Read! Read!Read!
- What I want to know, wonder, and learned
- Graphic organizers (premade or reader created)





Thank you!

Do you have any questions?

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Resources:

<https://padlet.com/mmartinez132/4c4hgl dh10lz umn4>

