



Parent University

Reading Strategies

December 12, 2024



EQUITY
ENGAGEMENT &
PARTNERSHIPS

LONG BEACH UNIFIED SCHOOL DISTRICT

Interpretation available in
Spanish and Khmer

Interpretación disponible en
español y camboyano

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Wifi Access Personal or Guest Device

Network: LBSDguest

Username: LBSD (all caps)

Password: educate (all lowercase)



EEP Staff Introductions

Slide Decks for Tonight's Presentation



Engagement is Vision and Strategic Work!

Core Value

Authentic Community Engagement and Collaboration

We believe that by working together we can address challenges and take actions needed to have a positive impact on student outcomes. We value the diverse perspectives, culture and languages of our collective community and acknowledge the importance of partnership and transparent communication to achieve our vision.

Adult Portrait

Community-Minded and Collaborative Leader

Adults build strong relationships with peers and the community. They collaborate both locally and globally to catalyze change and reach common goals.

System Portrait

Open District: Family, Community and City Collaboration

LBUSD is committed to working in partnership with our families, our community, and our city government, and we develop the systems and structures needed to build trust, listen deeply, craft shared goals and collaborate to attain them.

A Culture of Inclusion, Well-Being and Affirmation

LBUSD intentionally develops an affirming, asset-based culture in which every student, family member, staff member and community member feels a sense of welcome and belonging.

Featured Department:



ELA Curriculum Office
Jamaica Ross
jlross@lbschools.net

Welcome Inclusion Activity



The home is the child's first school,
the parent is the child's first teacher,
and reading is the child's first subject.

Barbara Kutt

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What are you already
doing as your child's
first teacher?



I do what you do!

Talk, listen, laugh, talk about history, family, religion, culture, honor others' identities, talk about current events, help or release, make mistakes & say sorry...



Purpose of Today

To help adults/families understand how word reading and comprehension develops.

To share strategies that adults/families can use to reinforce reading skills at home.



Reading



Thinking



Writing

Many Strands 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 correspondence

Sight Recognition

of familiar words

increasingly strategic
increasingly automatic

Skilled Reading

Fluent execution and coordination of
language comprehension and
word recognition

Figure 1.9 Reading Rope
(Scarborough, 2001)

What do you notice?



Print Concepts

K

1

2

Complete

Phonological
Awareness

K

1

2

Complete

Phonics and Word
Recognition

K

1

2

Fluency

K

1

2

Phonemic Awareness

Definition: Ability to hear, identify, and manipulate individual sounds (phonemes) in words.

Why it matters: Phonemic awareness is the foundation of reading. It helps children decode (sound out) words.

Example: Rhyming games, "What sound do you hear at the beginning of 'cat'?"



Phonics

Definition: Understanding the relationship between letters and sounds.

Why it matters: Phonics helps children sound out unfamiliar words.

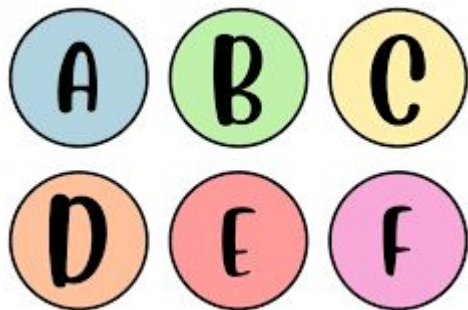
Example: The letter "m" makes the /m/ sound, as in "moon."



Phonics

Making Words

1. Grab one page of letters.
2. Listen to the directions I give to spell words.



How many words can you make?

The word "IMAGINATION" is displayed in large, colorful, 3D block letters. Each letter is a different color: I (green), M (pink), A (blue), G (orange), I (purple), N (red), A (green), T (pink), I (blue), O (orange), N (blue).
twinkl

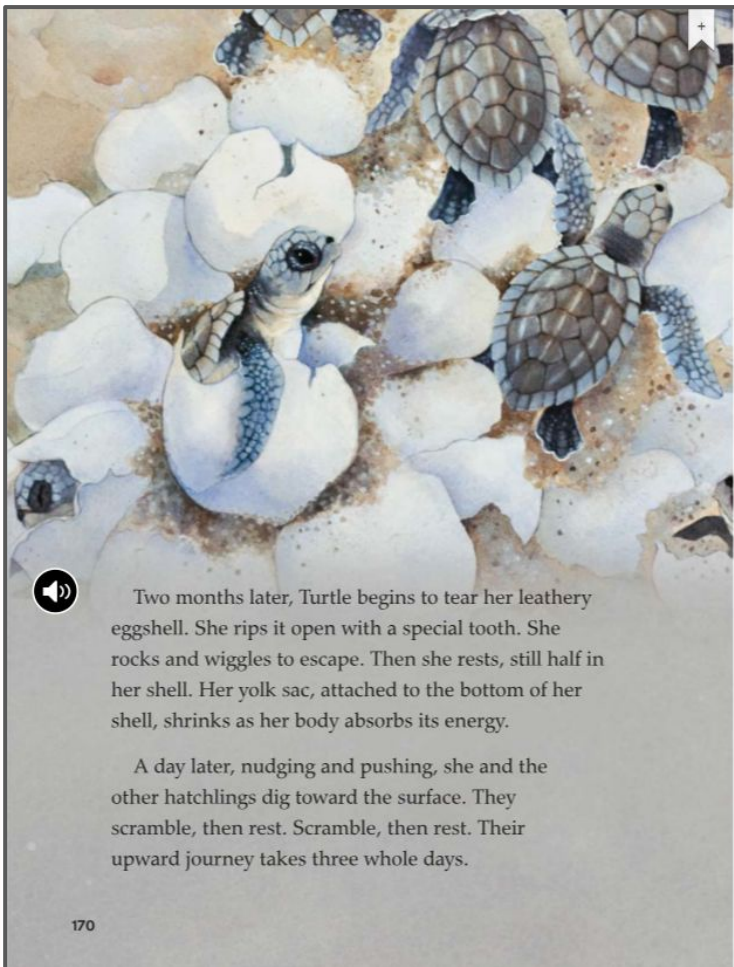
Fluency

Definition: The ability to read smoothly and quickly with good expression.

Why it matters: Fluency is important for understanding what is read and for reading with confidence.

Example: Practice reading books with words that match the letter sounds they know and high frequency words they know.





Two months later, Turtle begins to tear her leathery eggshell. She rips it open with a special tooth. She rocks and wiggles to escape. Then she rests, still half in her shell. Her yolk sac, attached to the bottom of her shell, shrinks as her body absorbs its energy.

A day later, nudging and pushing, she and the other hatchlings dig toward the surface. They scramble, then rest. Scramble, then rest. Their upward journey takes three whole days.

Fluency

What changed from the first read to the second read?

What was impacted by knowing how to read with fluency?

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Figure 1.9 Reading Rope
(Scarborough, 2001)

How can providing access to resources affect people?

How does this opportunity, that you are engaged in right now, affect you and others?

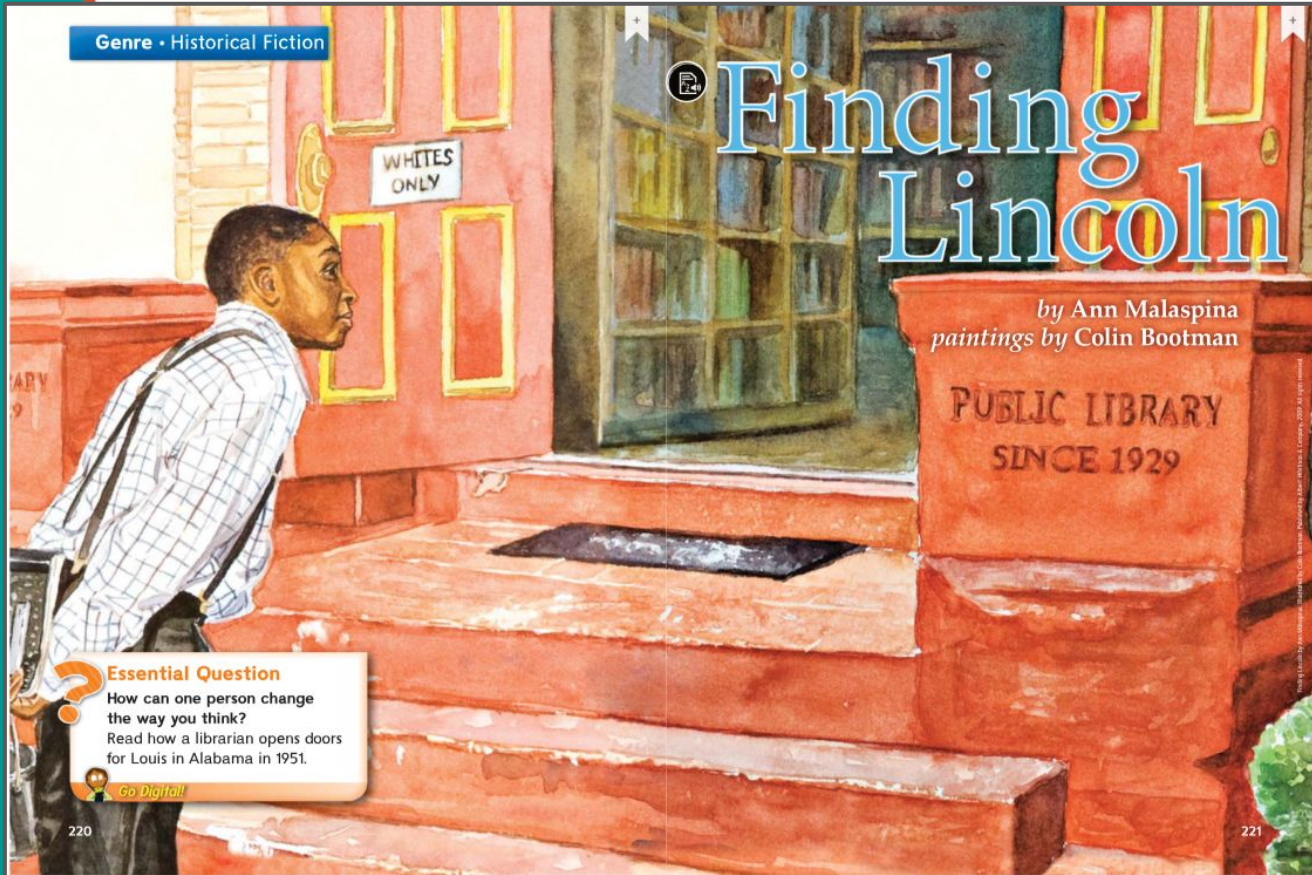


How can providing access to resources affect people?

- How can one person make a difference?
- How did Jackie Robinson's access to baseball affect others?



How can providing access to resources affect people?



How can providing access to resources affect people?



What are you noticing?

What are you wondering?

How can providing access to resources affect people?

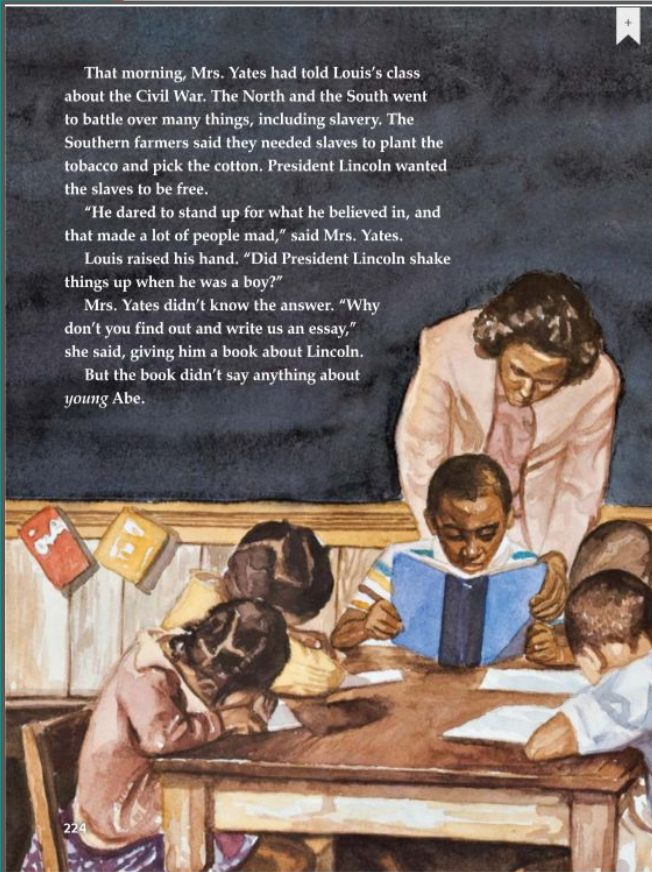
That morning, Mrs. Yates had told Louis's class about the Civil War. The North and the South went to battle over many things, including slavery. The Southern farmers said they needed slaves to plant the tobacco and pick the cotton. President Lincoln wanted the slaves to be free.

"He dared to stand up for what he believed in, and that made a lot of people mad," said Mrs. Yates.

Louis raised his hand. "Did President Lincoln shake things up when he was a boy?"

Mrs. Yates didn't know the answer. "Why don't you find out and write us an essay," she said, giving him a book about Lincoln.

But the book didn't say anything about *young* Abe.



Now Louis stared at his blank paper. "I need to find a book about President Lincoln when he was a boy," he told Mama.

"I have an idea," Mama said.

After the biscuits were baked, she took Louis to the basement of their church. She and her friends had started a small library where people **donated** books they didn't want anymore. Louis saw cookbooks, mysteries, and a book of maps, but no books about President Lincoln or honeybees.

"One day soon we'll be checking books out of the main library. Just you wait," Mama said on the way back home.

Louis didn't want to wait anymore. And he wasn't going to!



What is this part
of the story
making you think?

How can providing access to resources affect people?

The next day after school, Louis stopped in front of the main library. Holding his breath, he climbed the wide steps and pushed open the door. Everywhere he looked, books were shelved high. Louis didn't have time to count, but a million seemed about right.

The library was also full of people. Every one of them turned to stare at Louis.

In the quiet room, Louis's heart was beating as loud as a tin drum. He began walking to the front desk. He was so **nervous** that he bumped into a man's chair.



"Watch where you're going, boy," said the man.

"Excuse me," mumbled Louis. On the polished floor, his sneakers squeaked like an old rusty hinge.

Two librarians sat at the desk, looking at him. "Can't you read?" said one, pointing at the "Whites Only" sign next to the door.

Louis's face burned like it did when he ran fast on a hot day in August.

The second librarian put down the book she was holding. "You'd better go home," she said, leading Louis back to the door. As she gently pushed him outside, she whispered, "Come back tomorrow after five."

STOP AND CHECK

Visualize How does Louis feel in the public library? Use the descriptions to visualize the events in the story.



How can providing access to resources affect people?



Louis didn't see how tomorrow would be any different. Still, Mrs. Yates was waiting for that essay. He had to go back.

The next afternoon, Louis told Mama he needed to run an errand. Before she could ask a question, he was off.

He ran all the way to the library and up the front steps. It was after five o'clock. The door wouldn't budge when he pushed it. Just as Louis turned to go, he heard a voice.

"Shh, come in quickly." The door cracked open, and the librarian from yesterday peeked out.

Inside, the library was dark and quiet. "Now, what book did you want?" she asked.

"I need a book about President Lincoln when he was a boy."



"Follow me."

Louis followed her down one stack of books, then another. She stopped, moving her finger along a high shelf.

"Here it is."

She pulled down a book. Her hand was shaking, like Louis's insides. She could get in big trouble for helping him. She might have to pay a fine or even lose her job.

Louis read the cover, *Abe Lincoln Grows Up*, by Carl Sandburg. She had found just the right book!

What are you noticing?

What are you wondering?

Is there anything you want to push back on?

How can providing access to resources affect people?

Then Louis thought of something.
“Don’t I need a library card?”

Even Daddy and Mama couldn’t get a library card. Staring down at his sneakers, Louis wished he could **disappear**.

The librarian was quiet for a moment. Then she tapped him on the shoulder.

“Come on. I’ll give you a **temporary** one. You do live in town, don’t you?”

Louis raised his head. “Yes, ma’am.” This librarian didn’t seem to mind shaking things up at all!

Walking slowly down the street, Louis looked at the book and his library card all the way home.



How can providing access to resources affect people?



Louis burst in the kitchen door. He couldn't wait to tell everybody.

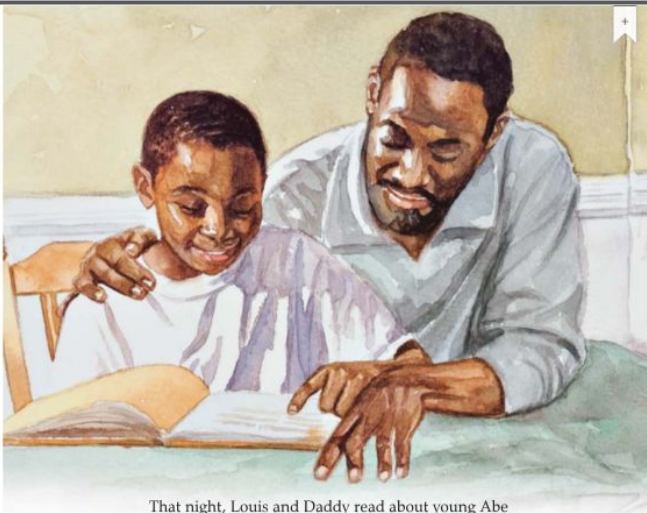
When she heard what had happened, Mama threw up her hands in **amazement**. Daddy shook his head like he had when Louis caught the catfish up at the lake last summer. "Isn't that something!" he kept saying.

Mama put her arm around Louis. "I hope no one got in trouble."

Daddy cleared his throat. "Mama and I just want you to be careful."

STOP AND CHECK

Visualize How do Louis's parents feel when Louis comes home with the library book? Use the descriptions to visualize how they act.



That night, Louis and Daddy read about young Abe and his kindness to animals. Though he grew up in the wilderness, Abe didn't like to shoot game. When he saw his friends hurting a turtle, Abe **refused** to join in. He didn't care if he wasn't like the other boys.

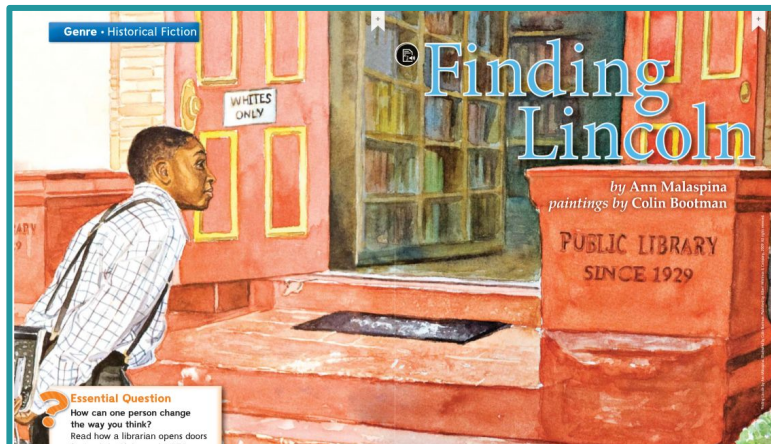
Abe also liked to have fun. Once he lifted a boy upside down so he could walk across the ceiling. Abe had to clean up the muddy footprints.

Abe could swing an ax, drive a plow, and win a wrestling match with anyone he met. What he liked best was to read a book. Some people said he was lazy and thought too much. Abe was just in a hurry to learn everything he could.

What are your thoughts and ideas about this text?

What else does it make you think about?

How can providing access to resources affect people?



*Excellence
and Equity*



People in wheelchairs can now visit the ancient Machu Picchu

By Smithsonian.com, adapted by Newsela staff on 02.15.19
Word Count 469
Level 590L



Image 1. Machu Picchu, also known as "The Old Mountain," is an Inca city in Peru. A travel company called Wheel the World will offer specialized wheelchairs that can traverse difficult terrain such as this wonder of the world. Photo: Wheel the World

OFFICE OF CURRICULUM INSTRUCTION
OCIPD
AND PROFESSIONAL DEVELOPMENT

Tips for Building Knowledge & Language to Support Reading Comprehension

Read about topics your child is interested in.

Broaden your understanding of text.

Engage your child in conversations about topics, support them into making connections across topics.

Support your child in learning about scientific phenomena.

Talk, read, watch, listen to historical understandings

Encourage your child to push back, to question, and to wonder.



Questions and Workshop Feedback

 ThoughtExchange



QR Code at your table

<https://tejoin.com/scroll/999491482>



Upcoming Workshops



January 9:
**Supporting English
Language Learners**

6:00 -7:30pm @ Browning High School

Parent University

(562) 997-8322

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@LBUSDparentu