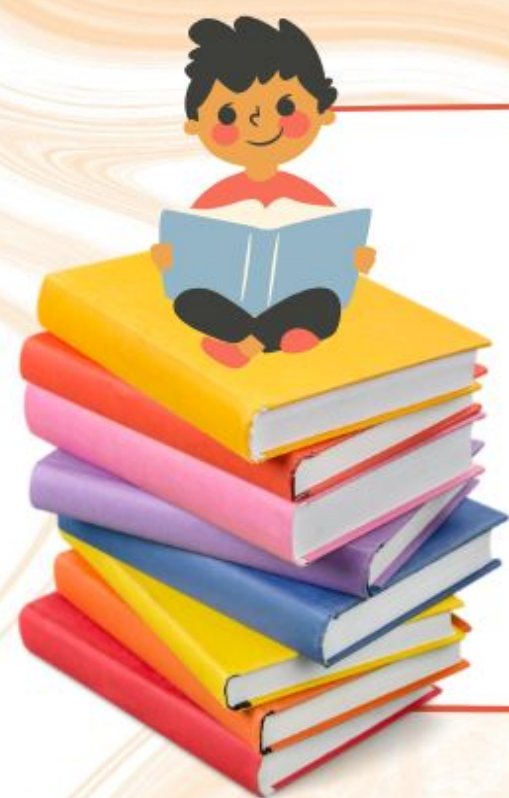




SYOSSET VIRTUAL ELEMENTARY CURRICULUM

# K-2 READING WORKSHOP



**Presented By**

Dr. Jeanette Wojcik, Assistant Superintendent for Elementary Curriculum

Allison Wasserman, Principal of Berry Hill

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Colleen Vereline, Elementary Tech Support Specialist

# Agenda

## How Can We Support Children's Reading Development?

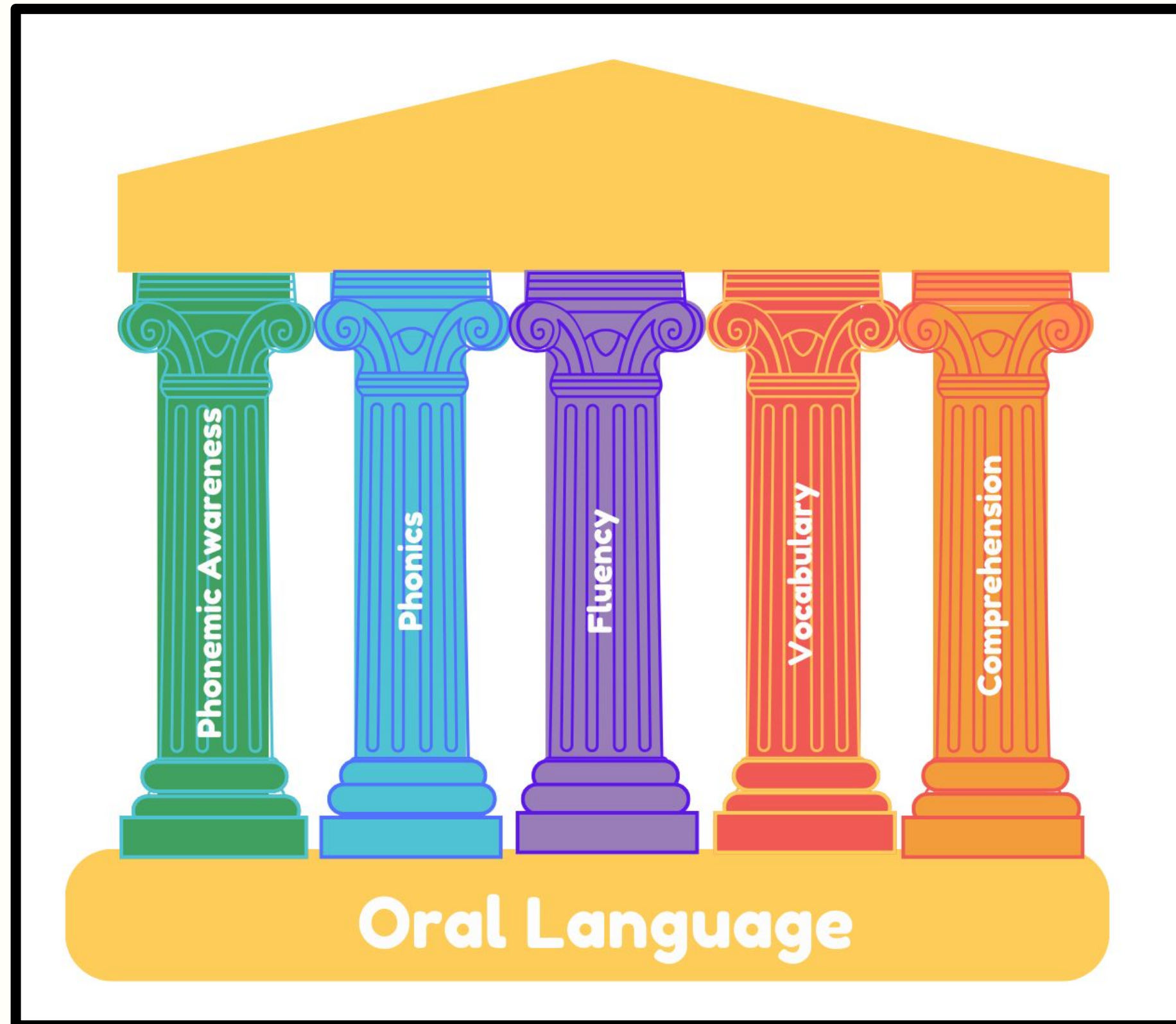
- What are the key concepts at the core of developing strong reading skills (5 literacy pillars)?
- How is my child learning to read at school?
- How can I help my child at home?
- Questions about my child's reading:
  - How do I know what my child is working on?
  - How do I choose books with my child?
  - How do I help my reluctant reader?

# Lifelong Literacy Practices

## Lifelong Practices of Readers and Writers

| Lifelong Practices of Readers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Lifelong Practices of Writers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Readers:</p> <ul style="list-style-type: none"><li>• think, write, speak, and listen to understand</li><li>• read often and widely from a range of global and diverse texts</li><li>• read for multiple purposes, including for learning and for pleasure</li><li>• self-select texts based on interest</li><li>• persevere through challenging, complex texts</li><li>• enrich personal language, background knowledge, and vocabulary through reading and communicating with others</li><li>• monitor comprehension and apply reading strategies flexibly</li><li>• make connections (to self, other texts, ideas, cultures, eras, etc.)</li></ul> | <p>Writers:</p> <ul style="list-style-type: none"><li>• think, read, speak, and listen to support writing</li><li>• write often and widely in a variety of formats, using print and digital resources and tools</li><li>• write for multiple purposes, including for learning and for pleasure</li><li>• persevere through challenging writing tasks</li><li>• enrich personal language, background knowledge, and vocabulary through writing and communicating with others</li><li>• experiment and play with language</li><li>• analyze mentor texts to enhance writing</li><li>• strengthen writing by planning, revising, editing, rewriting, or trying a new approach</li></ul> |

# 5 Pillars of Literacy



# How Literacy Skills Develop? (developmentally appropriate)

|                    | PreK | K | Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 |
|--------------------|------|---|-------|-------|-------|-------|-------|
| Comprehension      |      |   |       |       |       |       |       |
| Vocabulary         |      |   |       |       |       |       |       |
| Fluency            |      |   |       |       |       |       |       |
| Phonics            |      |   |       |       |       |       |       |
| Phonemic Awareness |      |   |       |       |       |       |       |
| Oral Language      |      |   |       |       |       |       |       |

# Oral Language



Oral language is the foundation of all literacy skills.

It refers to the system of sounds, words, and rules used for spoken communication, encompassing both speaking and listening skills.

It builds awareness of words, sentence structure, social communication rules, and more.

Exposure to consistent and diverse listening and speaking experiences.

# NYS Speaking & Listening Standards

## Kindergarten

## First Grade

## Second Grade

Participate in collaborative conversations with diverse peers and adults in small and large groups and during play

Follow agreed-upon rules for discussion, including listening to others, taking turns, and staying on topic.

Participate in conversations through multiple exchanges.

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.

Consider individual differences when communicating with others.

Ask questions to clear up any confusion about topics and texts under discussion.

Ask for clarification and further explanation as needed about topics and texts under discussion.

Participate in a conversation about features of diverse texts and formats.

Develop and answer questions about key details in diverse texts and formats

Recount or describe key ideas or details of diverse texts and formats.

Develop & answer questions to clarify what the speaker says

Develop and answer questions to clarify what the speaker says and identify a speaker's point of view.

Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s).

# Oral Language Development: How do we teach it?

## Reading Aloud



## Turn and Talk



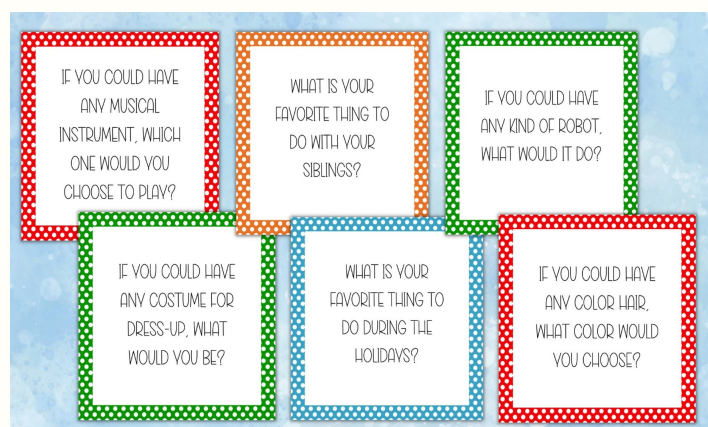
## Storytelling



## Drama and Role- Play



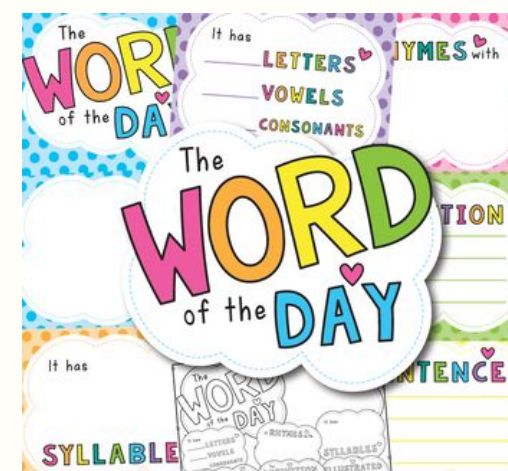
## Conversation Cards



## Word Games



## Word of the Day



## Rhyme Time



# Oral Language: Ways to Support at Home



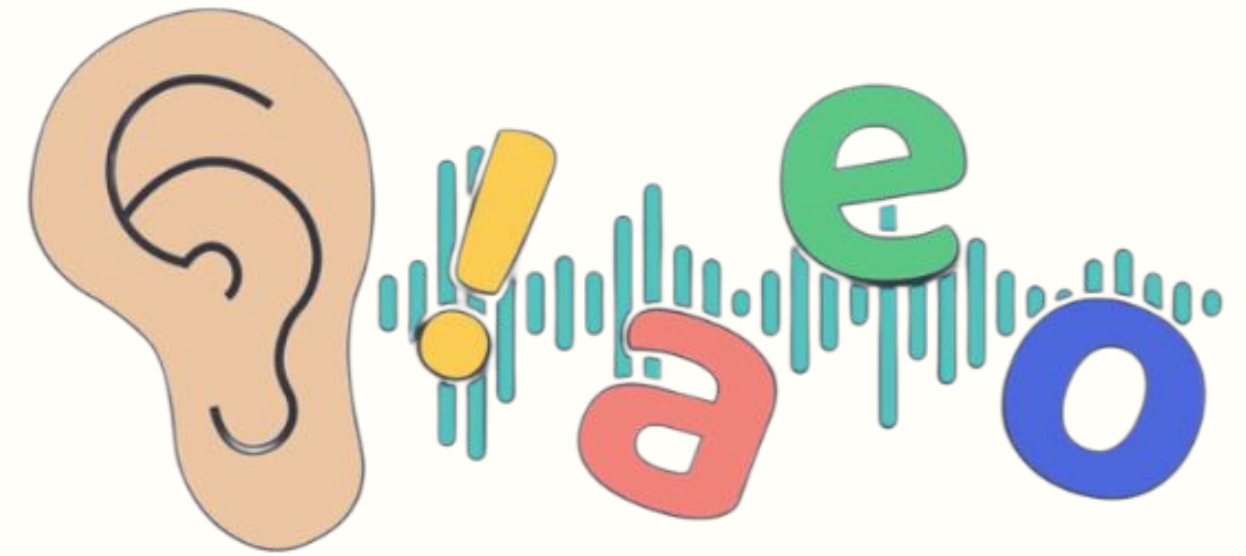
**Promote speaking and listening throughout the day.** Engage in conversations that are frequent and meaningful. Ask questions that will require elaboration and thoughts instead of a simple "yes" or "no" response providing opportunities for children to talk and discuss.

**Read together often:** Reading should be an interactive experience. Discuss and explore the characters, story and illustrations. Have your child retell the story in their own words. Acting out the story or creating a puppet show can be used as a fun activity for retelling a story.

**Incorporate Language Rich Activities:** Storytelling, Dramatic Play, Rhyming and Sound play, Singing songs together, Show and Tell

**Be a language model:** Use language with rich vocabulary and varied sentence structures ("Vehicle" instead of "car")

# Phonemic Awareness



The ability to hear, identify and manipulate sounds in spoken words.

Phonemic awareness is the most reliable predictor of reading achievement

# NYS Phonological Awareness Standards

| Kindergarten                                                                 | First Grade                                                                   |
|------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |                                                                               |
| Recognize and produce spoken rhyming words.                                  |                                                                               |
| Blend and segment syllables in spoken words.                                 | Count, blend and segment single syllable words that include consonant blends. |
| Blend and segment onsets and rimes of spoken words.                          | Manipulate individual sounds (phonemes) in single-syllable spoken words.      |
| Blend and segment individual sounds (phonemes) in spoken one-syllable words. |                                                                               |
| Create new words by manipulating the phonemes orally in one-syllable words.  |                                                                               |

# Phonemic Awareness : Key Concepts



The lights are off in this house.  
These are auditory activities.

| hear and manipulate syllables                                                                                  | hear and manipulate onset-rime                                                                             |
|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
|  <u>dining</u><br>din-ing |  <u>nook</u><br>n-ook |

**Phonemic Awareness:**  
hear and manipulate phonemes

den

|     |     |     |
|-----|-----|-----|
| /d/ | /e/ | /n/ |
|-----|-----|-----|



Phonemes are the smallest units of sound. Remember we are working with sounds, not letters.

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# Phonemic Awareness : How do we teach it?

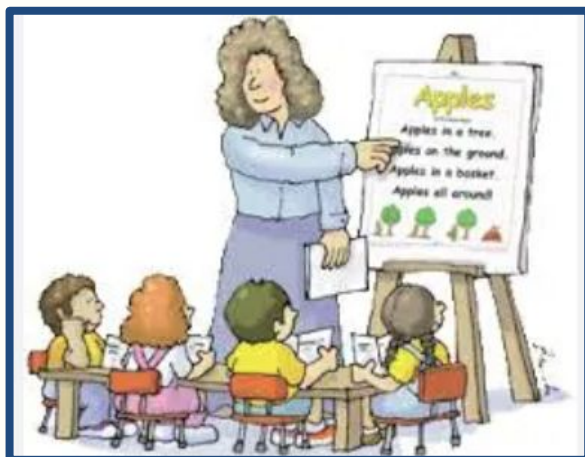
## Oral Language Activities



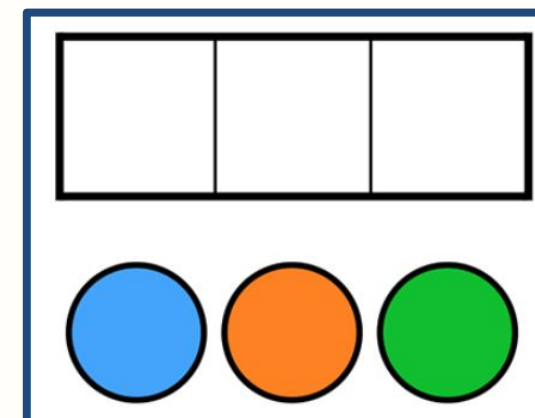
## Read Aloud



## Shared Reading



## Manipulative and Word Games



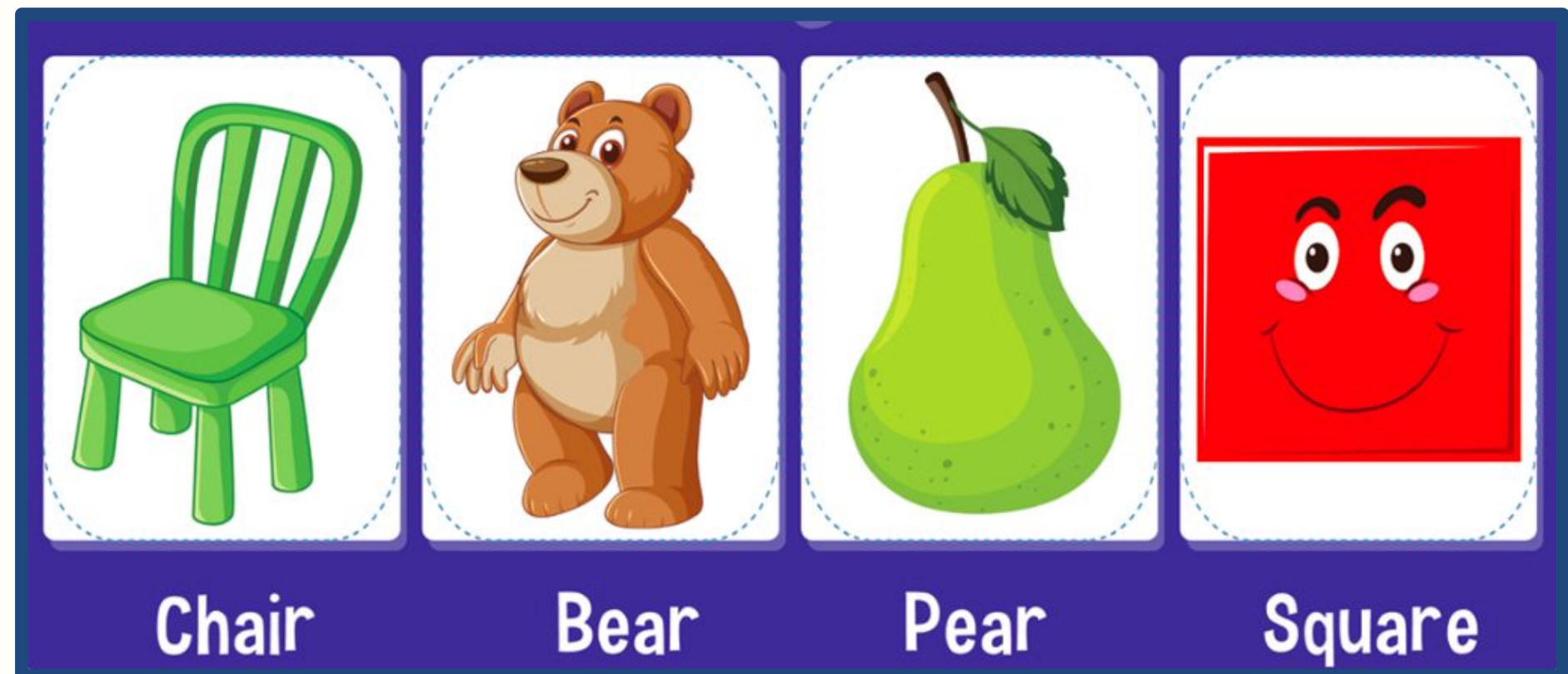
# Phonemic Awareness: Ways to Support at Home



## Rhyming

Give your children opportunities to identify and produce words that have the same ending sounds,

- Read and discuss nursery rhymes
- "I Spy"
- I'm Going on a Trip
- Bingo



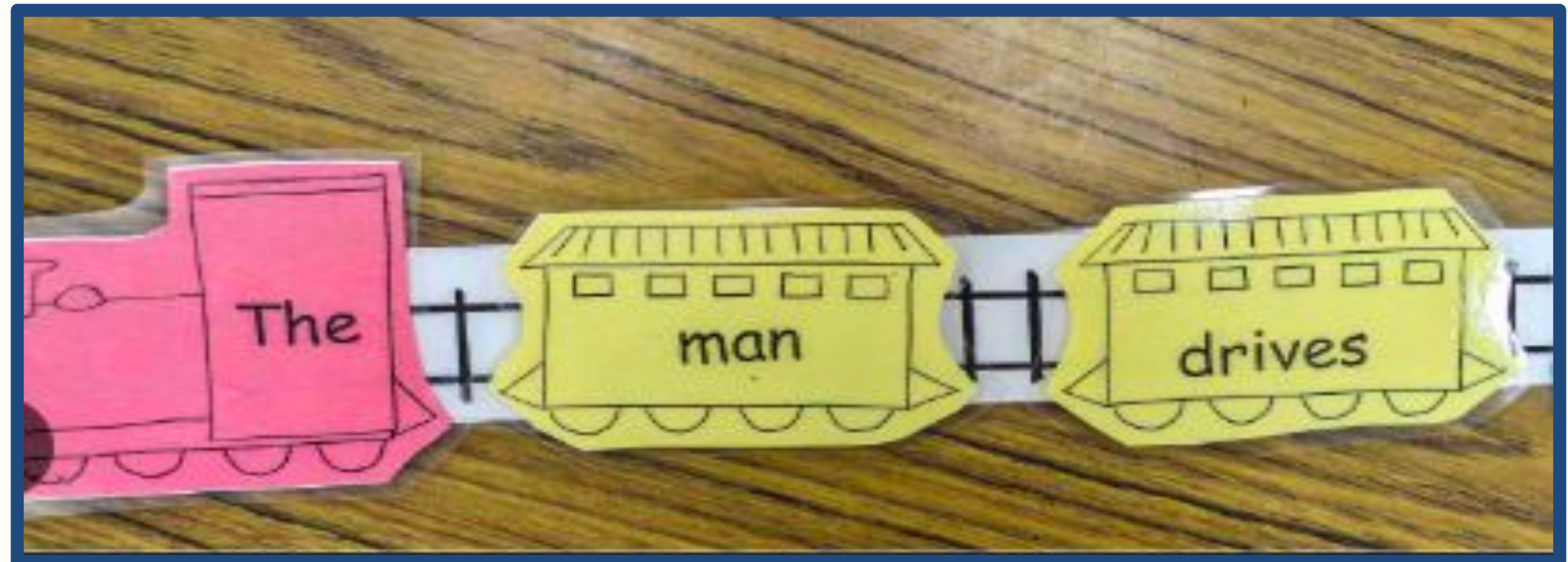
# Phonemic Awareness: Ways to Support at Home



## Sentence Segmentation

Give your children opportunities to listen to sentences and break them apart into individual words.

- Clapping sentences (\*\*)
- Count the number of words on your fingers
- Use counters to count the number of words
- Hopscotch sentences



# Phonemic Awareness: Ways to Support at Home



## Syllables:

Give your children opportunities to break words into smaller parts

- Count the syllables in your name (\*\*)
- Robot (\*\*)
- Syllable Ladder



# Phonemic Awareness: Ways to Support at Home



## Phoneme Identification, Segmentation, Blending

*Give your children opportunities to hear and identify sounds in words, put sounds together to make words and break words into individual sounds and*

- Find the Picture (\*\*)
- What Sound Do You Hear?
- Say a word and replace the beginning sound with another sound to make a new word
- Break up a word and put it back together



# Phonics



Recognizing the relationship between sounds, letters, letter combinations and words

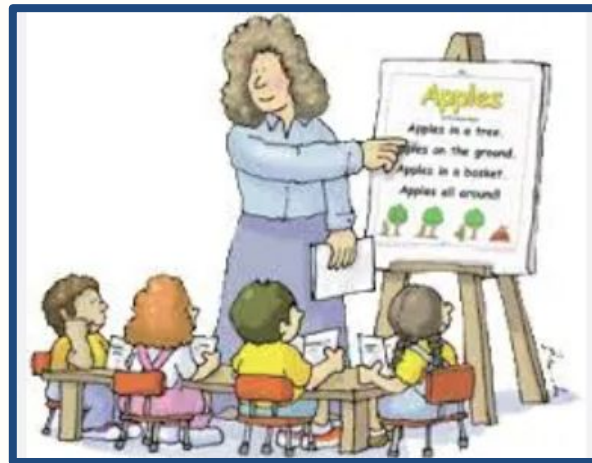
Accurately decoding words reduces the cognitive load and allows the reader to use more mental energy for comprehension

# NYS Phonics Standards

| Kindergarten                                                                                                                 | First Grade                                                                                                           | Second Grade                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant. | Know the letter-sound correspondences for common blends and consonant digraphs (e.g., sh, ch, th).                    |                                                                                                                     |
| Decode short vowel sounds with common spellings.                                                                             | Decode long vowel sounds in regularly spelled one-syllable words (e.g., final -e conventions and common vowel teams). | Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams). |
| Decode some regularly spelled one-syllable words.                                                                            | Decode regularly spelled one-syllable words.                                                                          |                                                                                                                     |
|                                                                                                                              | Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.   | Decode short and long vowel sounds in two-syllable words.                                                           |
|                                                                                                                              | Decode two-syllable words following basic patterns by breaking the words into syllables.                              | Decode regularly spelled two-syllable words.                                                                        |
|                                                                                                                              | Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked).                                 | Recognize and identify root words and common suffixes and prefixes.                                                 |
| Read common high-frequency words by sight.                                                                                   | Read most common high-frequency words by sight.                                                                       | Read all common high-frequency words by sight.                                                                      |

# Phonics : How do we teach it?

## Shared Reading Experiences

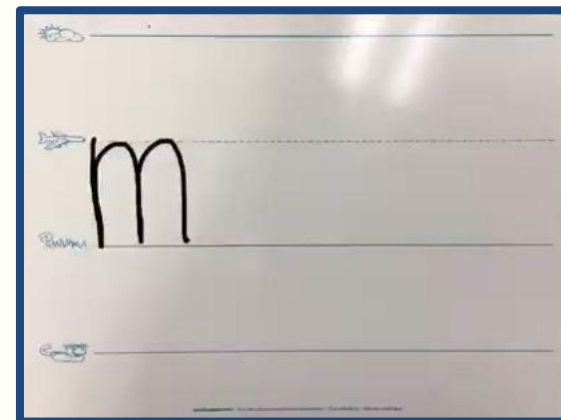
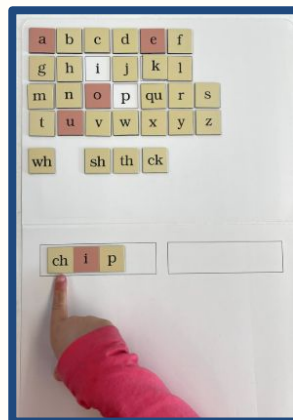


## Picture Symbol Cards

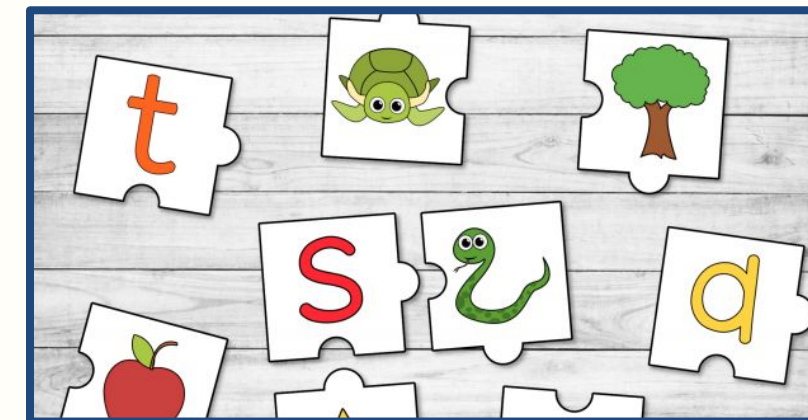
(reinforce letter sound recognition)



## Word Building and Dictation



## Word Sorts and Word Games



Whole Group and Small Group Activities

# Phonics: Ways to Support at Home



**Read varied books :** Read alphabet books, study picture books

**Make reading interactive :** Talk about the letters and words you see

**Sing phonics songs:** Use phonics songs to make learning fun and engaging.

**Introduce letters and their sounds:** Use flashcards, alphabet charts, or the alphabet song to help them learn the sounds of each letter.

**Play phonics games:** Incorporate games like "I Spy" to practice letter sounds or "Playdough Letters" to help them form letters. Go on phonics scavenger hunts to find specific letters, digraphs, vowel teams, r controlled vowels

**Create words by blending sounds and letters:** Use flashcards or other materials to help your child practice blending sounds together to make words.

# Phonics: Ways to Support at Home



**Engage in physical activities:** Incorporate activities like alphabet aerobics or hopping on letters to make learning more active.

**Look for letters and words everywhere:** Point out letters including consonants, digraphs, prefixes suffixes and various vowel types on signs, packaging, or in books.

**Talk about the sounds you hear:** Encourage them to listen for different sounds in their environment. Connect sounds to their names and spelling patterns.

**Play word games** such as word ladders, bingo, mem

**Practice building words with short vowels, vowel teams and r controlled vowels**

**Engage in varied writing activities :** Encourage your child to create labels or lists and journal about weekends, vacations or other special events

# Vocabulary



Understanding words, their definitions and their context  
Readers need to understand 98% of the words to comprehend  
what they are reading

# NYS Vocabulary Standards

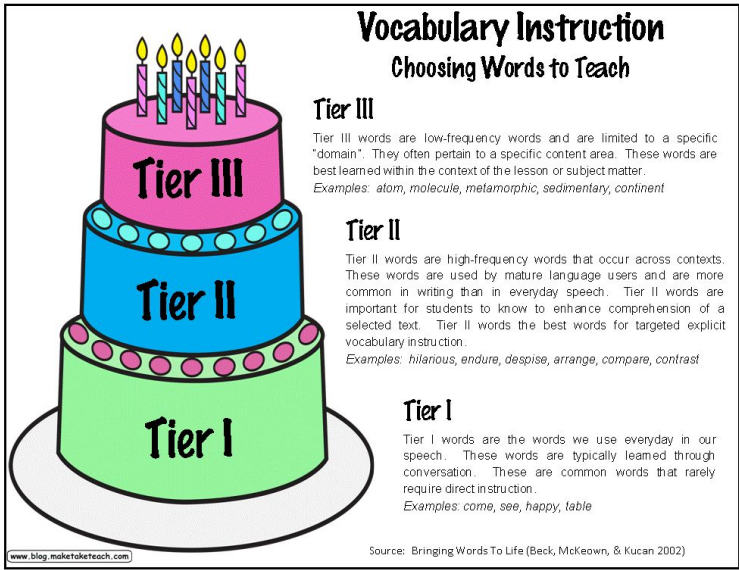
| Kindergarten                                                                                                                                                                                                     | First Grade                                                                                                                                                                                                 | Second Grade                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following: Identify new meanings for familiar words and apply them accurately. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies                                                                           | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.                                                                                   |
| Explore and discuss word relationships and word meanings                                                                                                                                                         | Demonstrate understanding of word relationships and nuances in word meanings                                                                                                                                | Demonstrate understanding of word relationships and nuances in word meanings.                                                                                                                                        |
| Use words and phrases acquired through conversations, reading and being read to, and responding to texts.                                                                                                        | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy.). |

# Vocabulary : How do we teach it?

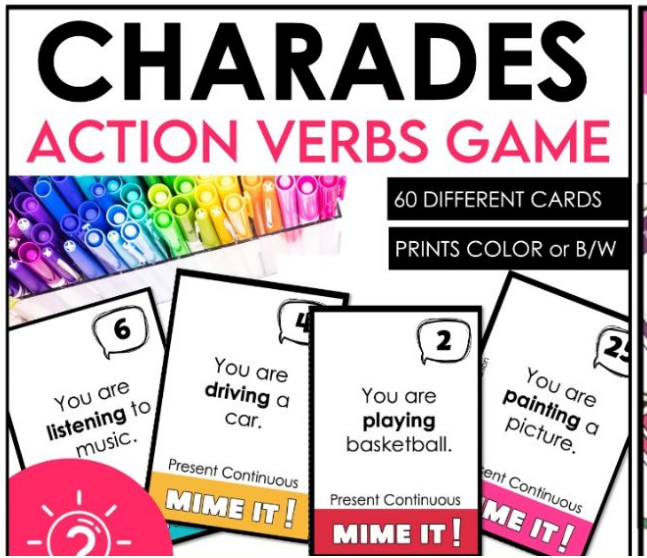
## Conversations & Read Alouds



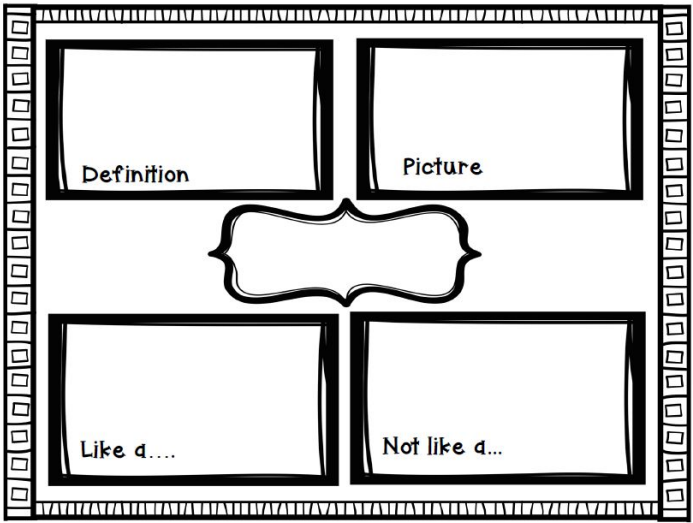
## Levels of Vocabulary



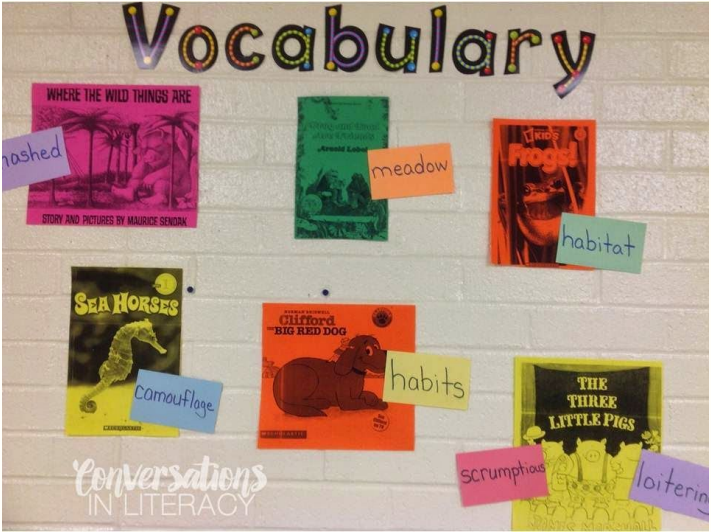
## Engaging Learning Activities



## Graphic Organizers



## Word Walls



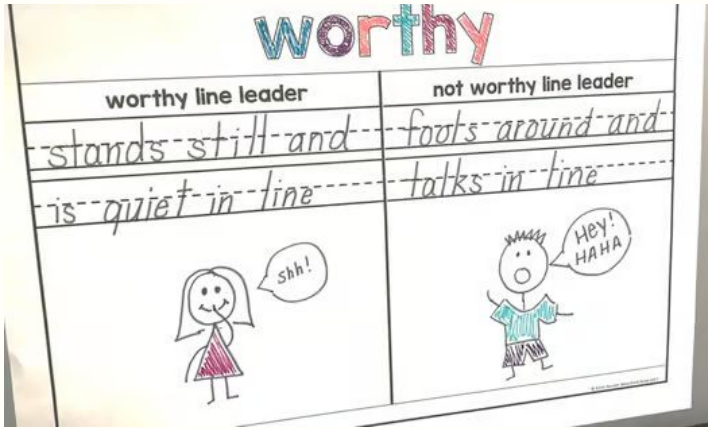
## Repetition



## Word of the Day



## Examples and Non-examples



# Vocabulary: Ways to Support at Home



- **Use rich language in conversations with your child.** (For example, instead of saying, "this ice cream is good" you might say, "this caramel ice cream is scrumptious.")
- **Print-rich environment:** Label items throughout your home so that your child can connect a word with its meaning. Create a menu, grocery list.
- **Read with your child.** Reading aloud exposes your child to lots of vivid language that is not found in books for beginning readers. Offer a kid-friendly definition and connect it to a similar word and a shared experience.
- **Play word games:** Act it out. Have your child act out the meaning of words or create skits and their own examples

# Fluency



The ability is read with speed, accuracy and appropriate expression

Fluency is the bridge between decoding and comprehension

By reading at an appropriate pace, with proper phrasing and with intonation, expression, and emphasis on the correct words, a reader both communicates that the text is making sense and makes sense of the reading. (Rasinski)

# NYS Fluency Standards

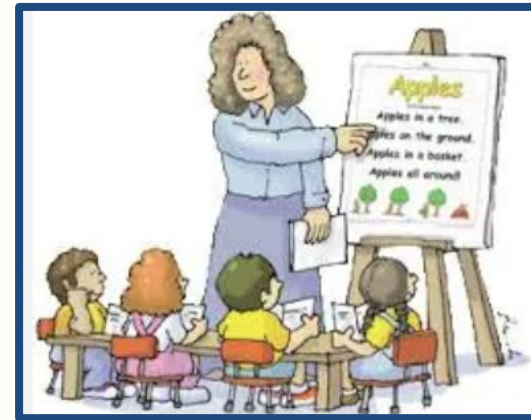
| Kindergarten                                                                         | First Grade                                                                                                                            | Second Grade                                                                         |
|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Will engage with emergent reader texts and read-alouds to demonstrate comprehension. | Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension. | Read grade-level text with sufficient accuracy and fluency to support comprehension. |

# Fluency: How do we teach it?

## Read Aloud



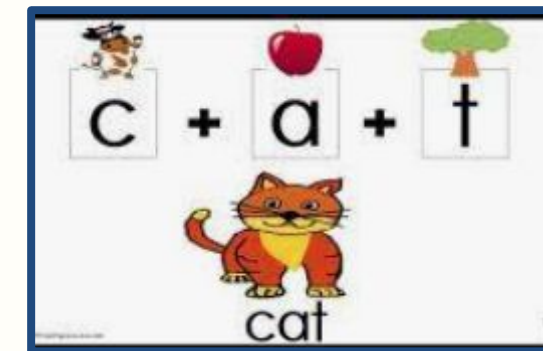
## Shared Reading, Partner Reading, Repeated Reading



## Sight Word Practice



## Explicit Decoding Instruction Through Word Building, Dictation & Exposure to Decodable Texts



Whole Group and Small Group Activities

# Fluency: Ways to Support at Home



**Model fluent reading** : When you provide that model, it's an opportunity for the child to get familiar with the story, understand the pacing, and then mimic you.

**Choral Reading or Partner Reading**: Read a story out loud, and ask your child to read along with you at the same pace. This helps them understand what fluent reading feels like, and gives them the chance to practice it themselves at your pace,

**Practice Sight Words** : Talk about what words look like so they can instantly recognize them, they won't have to spend valuable reading time (and brainpower!) trying to sound them out

**Create a Friendly Audience** : Give your children a purpose for reading that makes them comfortable. Gather people, pets or stuffed animals to listen to your child read.

**Make it fun**: Choose engaging books, use silly voices, readers theater, and create a positive reading environment.

# Comprehension



Understanding and learning to make meaning of a wide variety of texts.

Comprehension is not an automatic or passive process- it is highly interactive and planned.

# NYS Comprehension Standards

## K-2

Key Ideas & Details

Craft & Structure

Integration of Knowledge & Ideas

# Comprehension : How do we teach it?

## Create a Positive Reading Environment



## Interactive Read-Alouds



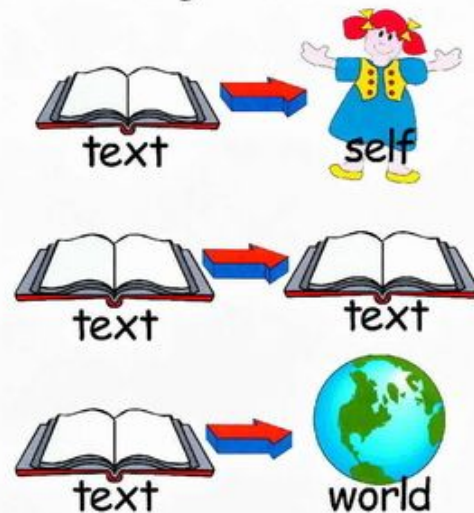
## Visualizing Strategies



## Graphic Organizers

| STORY MAP        |          |
|------------------|----------|
| Name: _____      |          |
| Title _____      |          |
| Characters       | Setting  |
| Important Events |          |
| Problem          | Solution |

## Making Connections



## Monitoring Comprehension



## Retelling



## Ask Questions



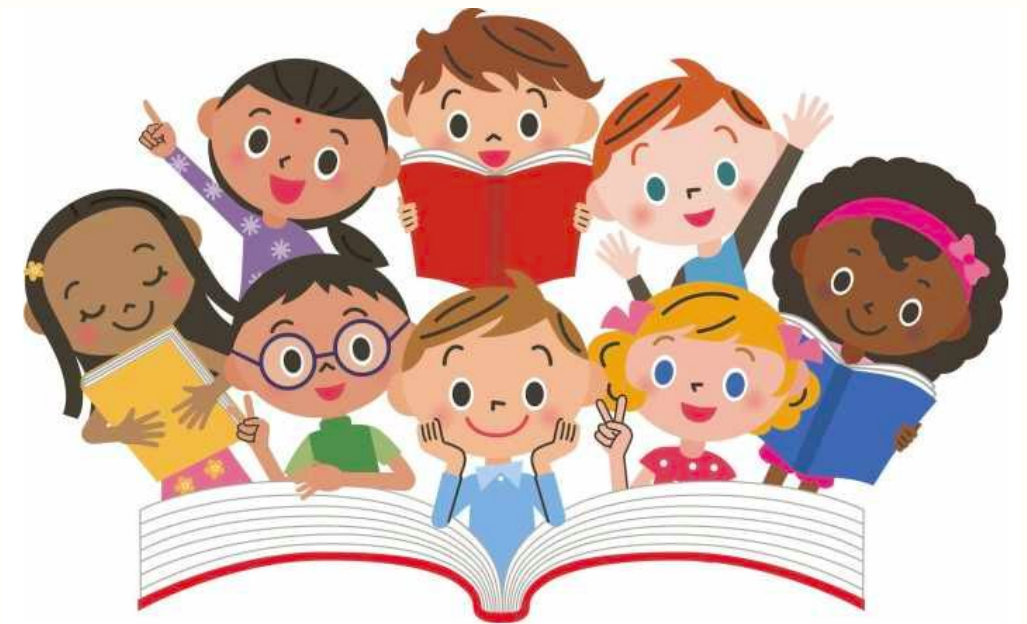
# Comprehension: Ways to Support at Home



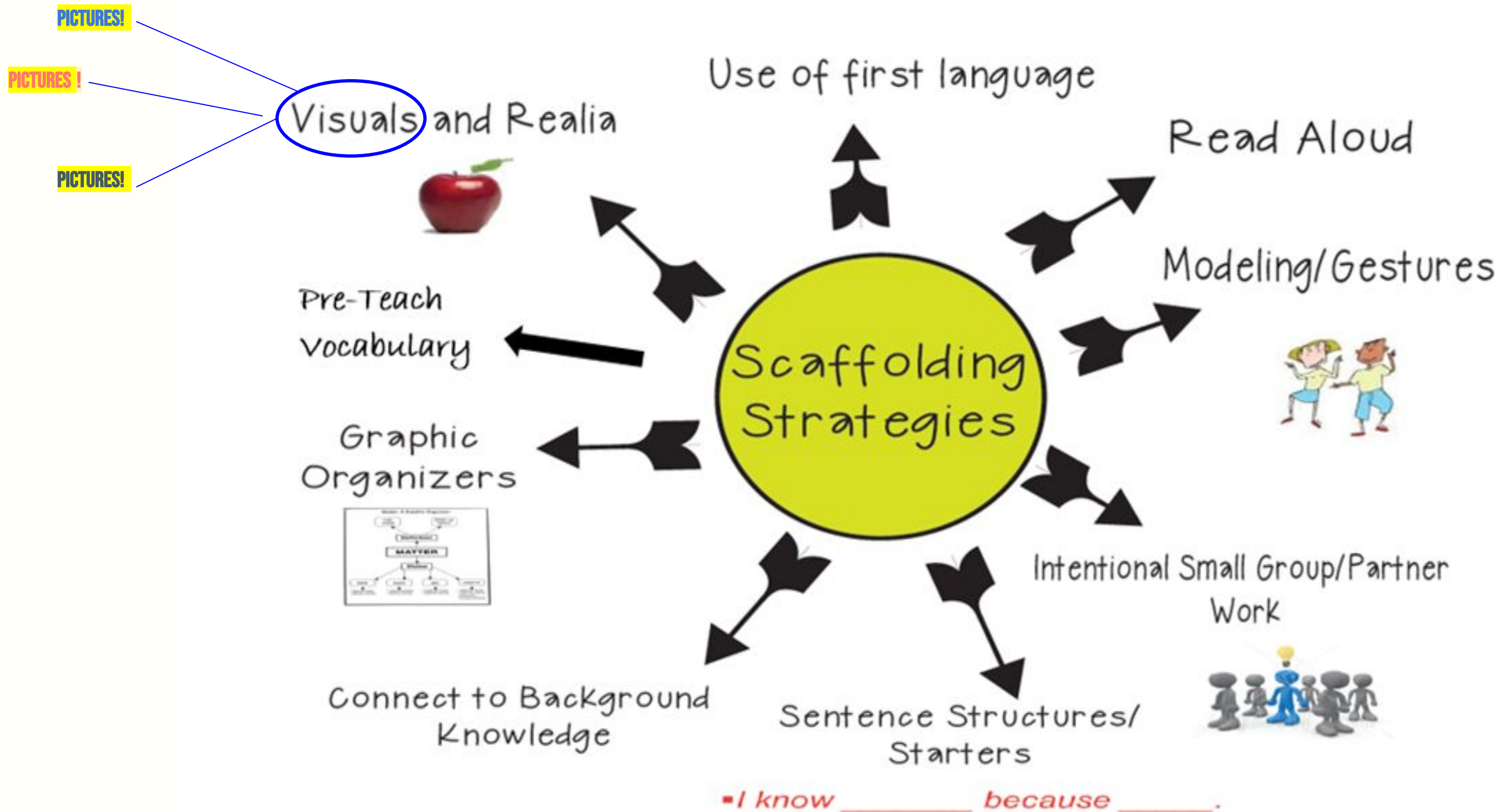
- **Read Together & Keep It Fun!**: Just 15 minutes each day makes a big difference. It's one of the best ways to learn about the world and make connections between their own lives and what is in the book. It will spark curiosity, joy and a desire to explore and learn.
- **Take a "book walk"**: Look closely at the front and back cover, the pictures etc. When you sit down for a read aloud ask, "What do you think this book might be about? Why?" Discuss the pictures and think what might happen in the story.
- **Make a movie in your mind**: Have your child close their eyes and create a mental movie of the scene. Encourage them to use all five senses.
- **Active reading**: Model active reading. Stop and discuss what is happening as you read. Discuss interesting vocabulary. Ask your child "How do you think the character feels? Have you ever felt like that? What do you think might happen next."
- **Tell me about it**: After reading aloud, ask your child to summarize what the book was about in their own words. Encourage your child to ask questions. It's one of the best and easiest ways to check for understanding.

# Supporting All Readers in School

- Universal Screeners such as the NWEA inform instruction
- Foundations whole group lessons support Tier 1 students (80% of a class)
- Guided reading and strategy groups provide small group instruction in classrooms
- Learning Center provides small group individualized instruction to close gaps in decoding, comprehension and fluency work
- Student progress is monitored through running records and progress monitoring tools such as AIMSweb



# Supporting English Language Learners at School



# Supporting English Language Learners at School

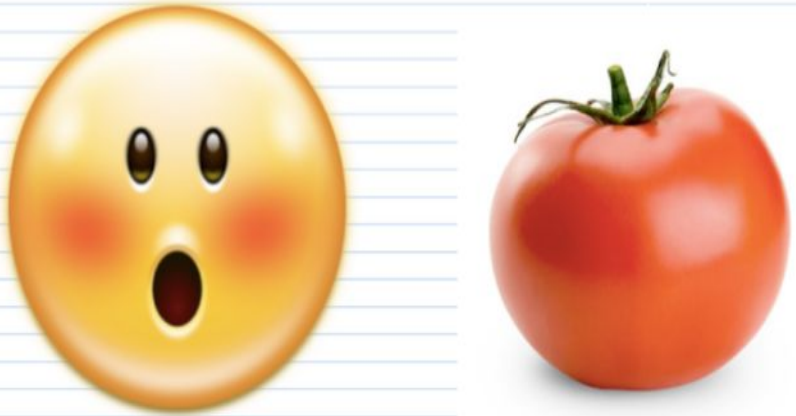
## Vocabulary Support with Pictures!

An image will help ELLs make abstract ideas as concrete as possible and therefore, help clarify meaning and promote understanding.



The rain went splat onto the pavement.

Pair pictures with unfamiliar words



He was so embarrassed that his checks turned as red as a tomato.

Use pictures to help with figurative language

| Executive Branch Vocabulary List |                                                                                                      |                                                                                       |
|----------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Word                             | Meaning                                                                                              | Symbol                                                                                |
| Approve                          | Officially agree on                                                                                  |   |
| Cabinet                          | A group of advisors to a president or other leader to a country                                      |  |
| Constitution                     | The set of written rules and ideas upon which United States laws are based                           |  |
| Election                         | The act of choosing a person for government office by voting.                                        |  |
| Executive                        | Of or relating to the branch of government that leads a nation and carries out the laws of the land. |  |
| Veto                             | To refuse to approve a bill so it does not become a law.                                             |  |

Create a picture dictionary with Google Read & Write

# Supporting English Language Learners at Home

Read in English or in your language



Talk about school



Use your surroundings for language development



Raz-Kids



Play dates with friends



Watch English TV with subtitles



Look for opportunities to write



Use your public library and other resources



# Encouraging a Love of Reading



A large, stylized green double quote icon.

There are many little  
ways to enlarge your  
child's world. Love of  
books is the best of all.

JACQUELINE KENNEDY ONASSIS

# Reading is Key



Student "A"  
reads **20 minutes**  
each day

3600 minutes in  
a school year

1,800,000 words



Student "B"  
reads **5 minutes**  
each day

900 minutes in  
a school year

282,000 words



Student "C"  
reads **1 minute**  
each day

180 minutes in  
a school year

8,000 words



# Choosing Books

- Let your child choose books
- Read what interests your child
- Choose books that reflect your daily life
- Reread 'old favorites'
- Create an organized and easily accessible library for your child.
- Provide a role model for your child - Family DEAR time
- Talk to your child about what they are reading.
- Create a print rich environment at home

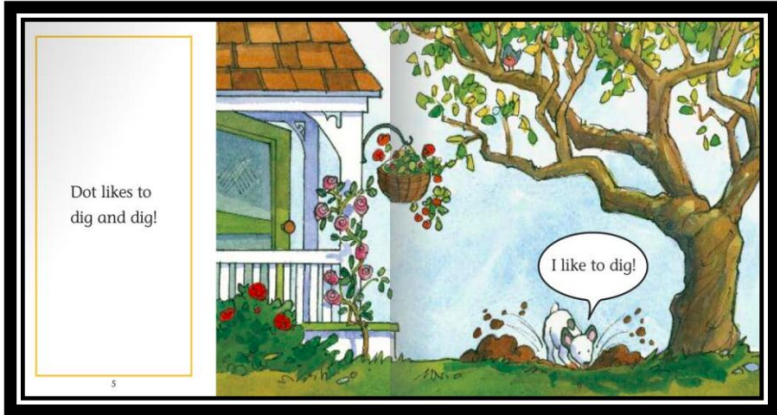


# Finding Accessible Books for My Child

## Things to Keep in Mind

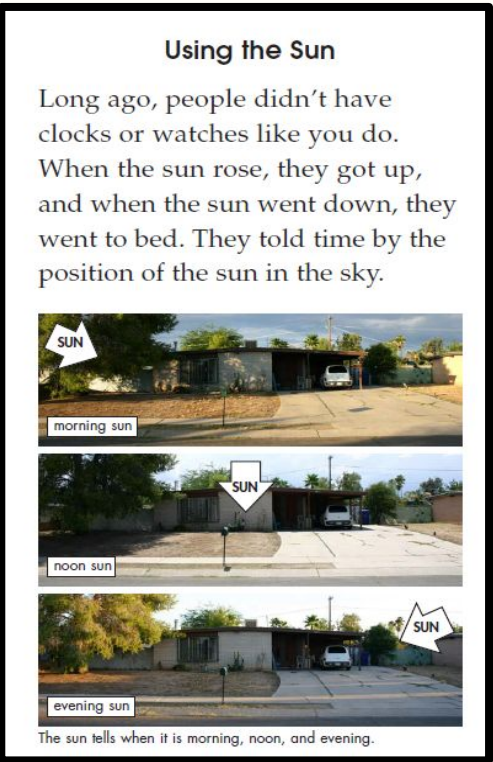
### Early and Emergent Readers

- Simple text with words that children have the phonics skills to sound out
- Include words with phonics patterns students have been taught.
- Include high frequency words / sight words and story words students have been taught.
- Start with CVC words and move on to more complex spelling patterns.
- Pictures support the words.



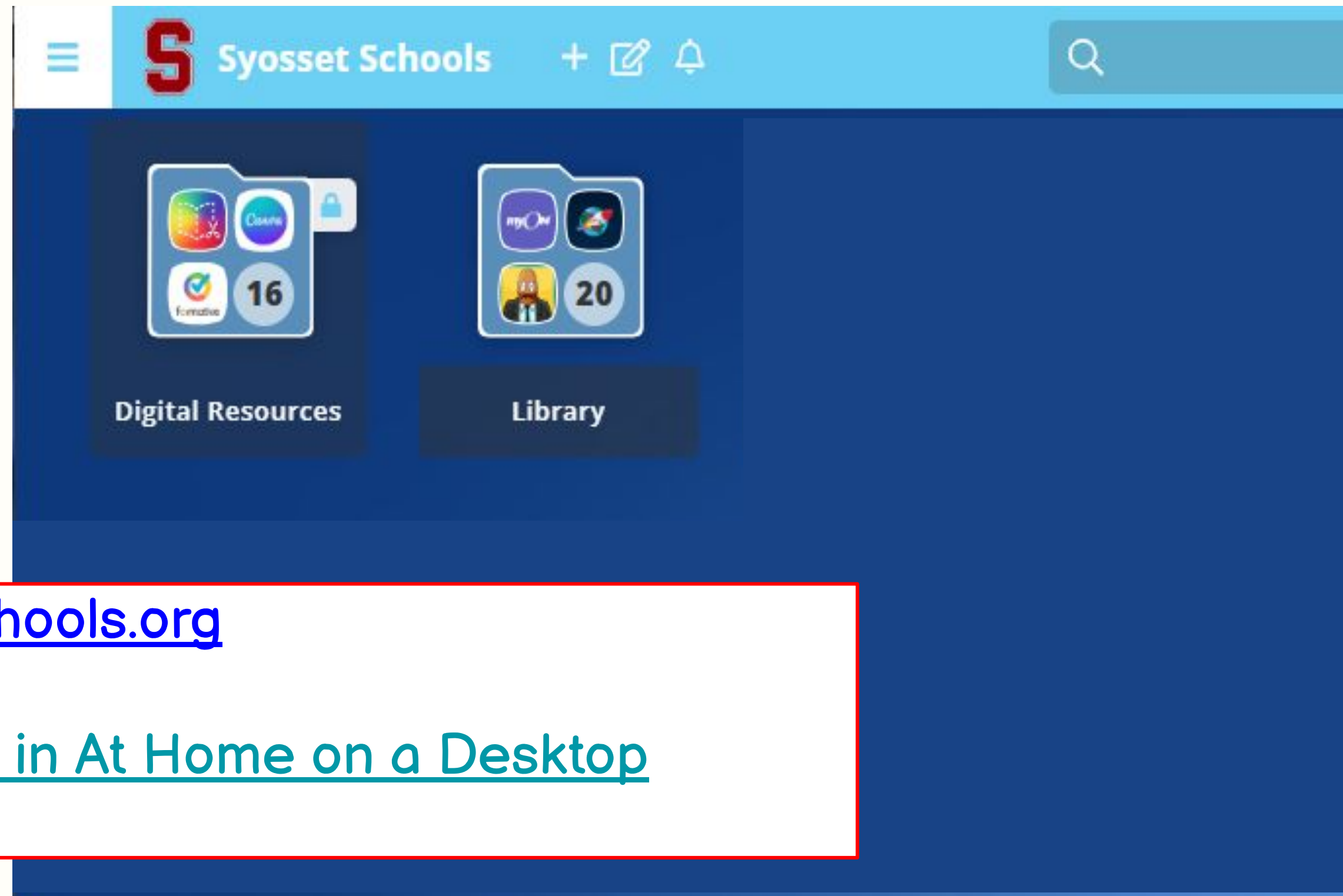
### Transitional and Independent Readers

- Words are familiar to students.
- A significant portion of the words are high frequency words.
- Length of text and placement of text on pages
- Number of different words
- Difficulty of vocabulary and content
- Complexity of language and syntax



# Digital Reading Resources in Classlink

Students can Sign into our Digital Resources through ClassLink



User Name: [@syossetschools.org](mailto:@syossetschools.org)

Video directions on: ["How to Sign in At Home on a Desktop Computer."](#)

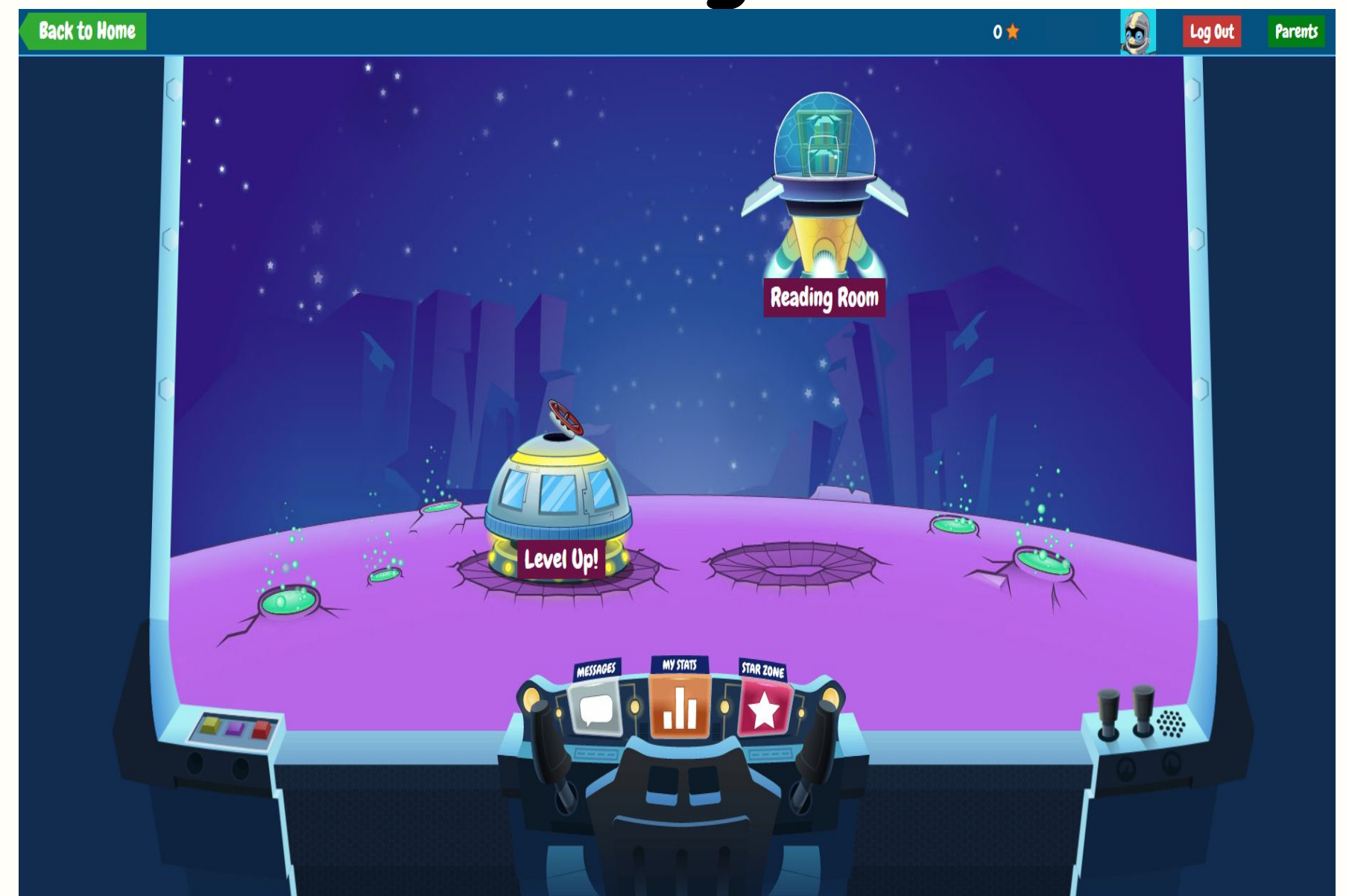
# Digital Reading Resources in Classlink



# Digital Reading Resources in Classlink Learning A-Z

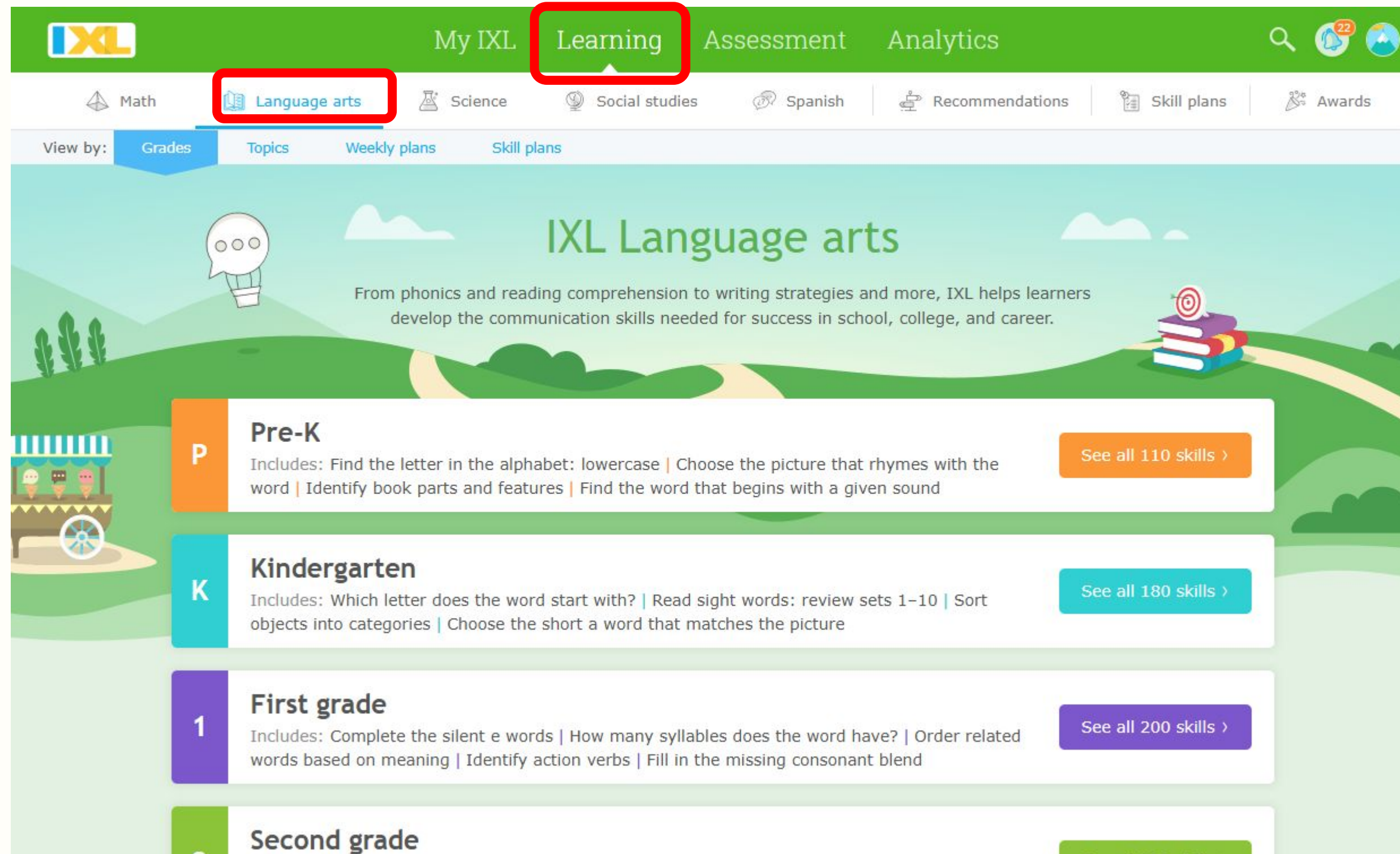
## Parent's Guide to Learning A-Z

### Reading Room



# Digital Reading Resources in Classlink IXL

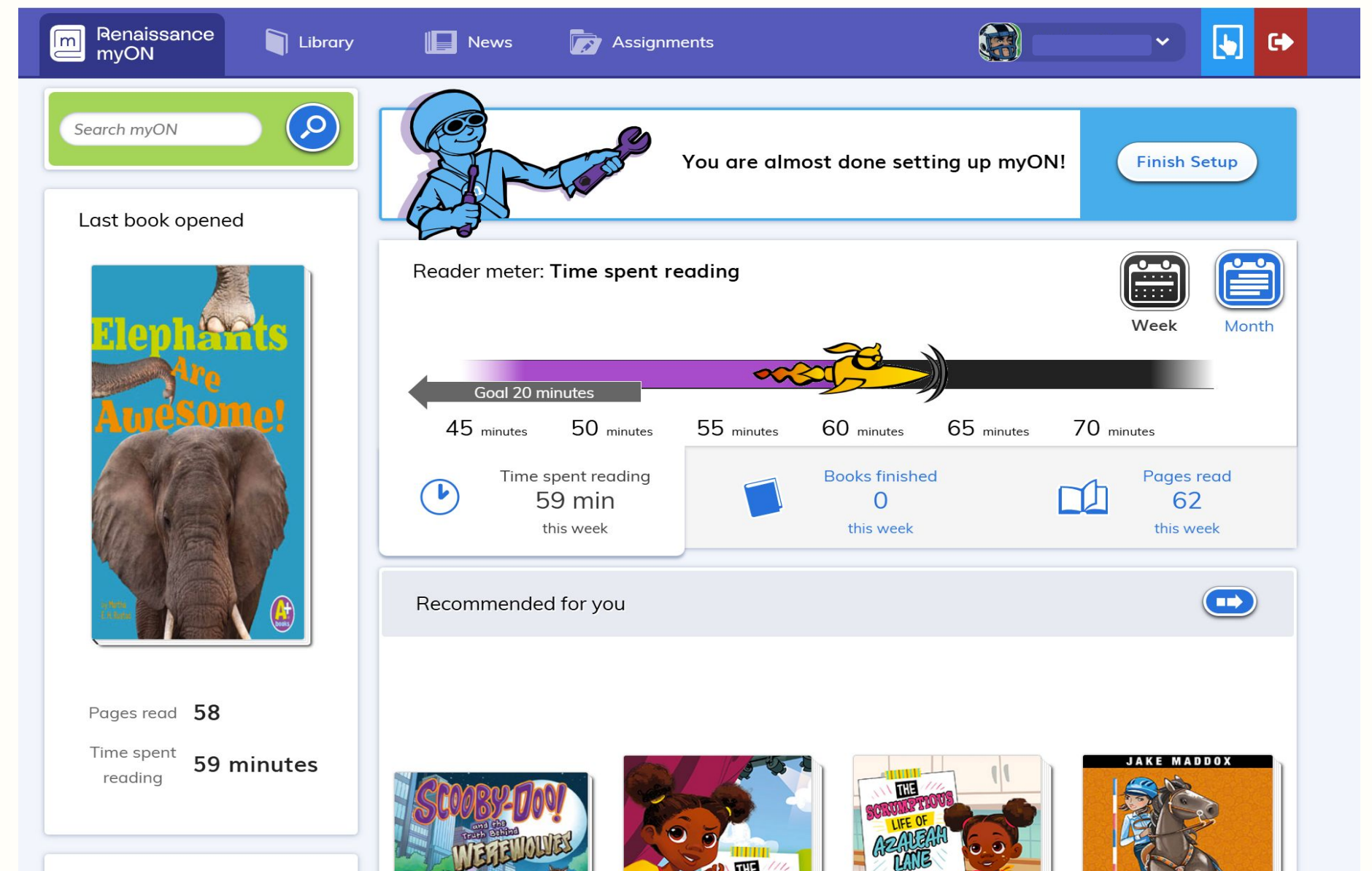
## Parent's Guide to IXL



# Digital Reading Resources in Classlink

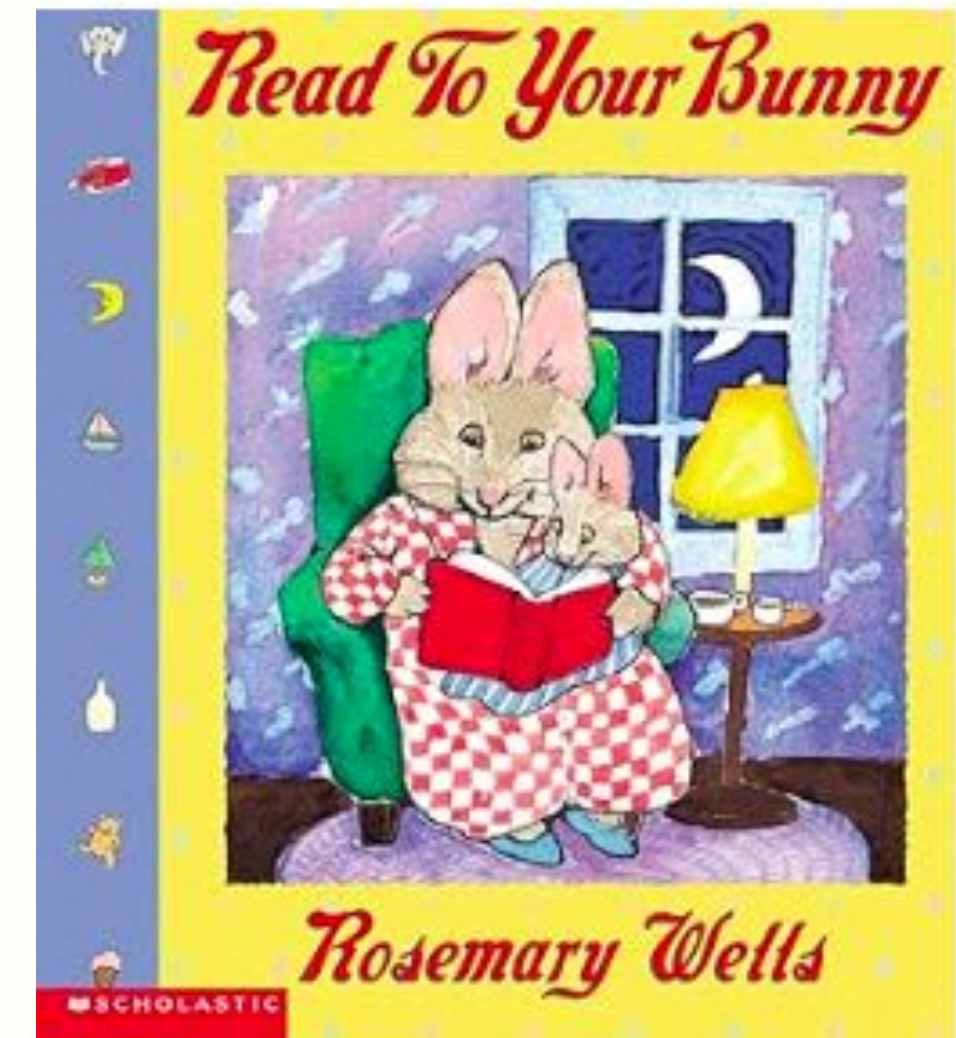
myON

## Parent's Guide to myON



# Don't Forget.... You Are Never Too Old For a Read Aloud

- Prompt children's active involvement in constructing a book's meaning
- Clarify and extend children's understanding about the meaning of the book
- Expand and extend the language of children's responses
- Explain the meanings of some vocabulary included in the book
- Prompt children to use new vocabulary in their responses.



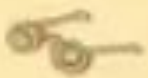


# *Read To Your Bunny*



*Rosemary Wells*

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*Reading together  
twenty minutes a day  
is the most important  
gift you can give  
your child.*



Read to  
your bunny  
often,



It's twenty  
minutes  
of fun.



It's twenty  
minutes  
of moonlight,



And twenty  
minutes of  
sun.



Twenty  
old-favorite  
minutes,



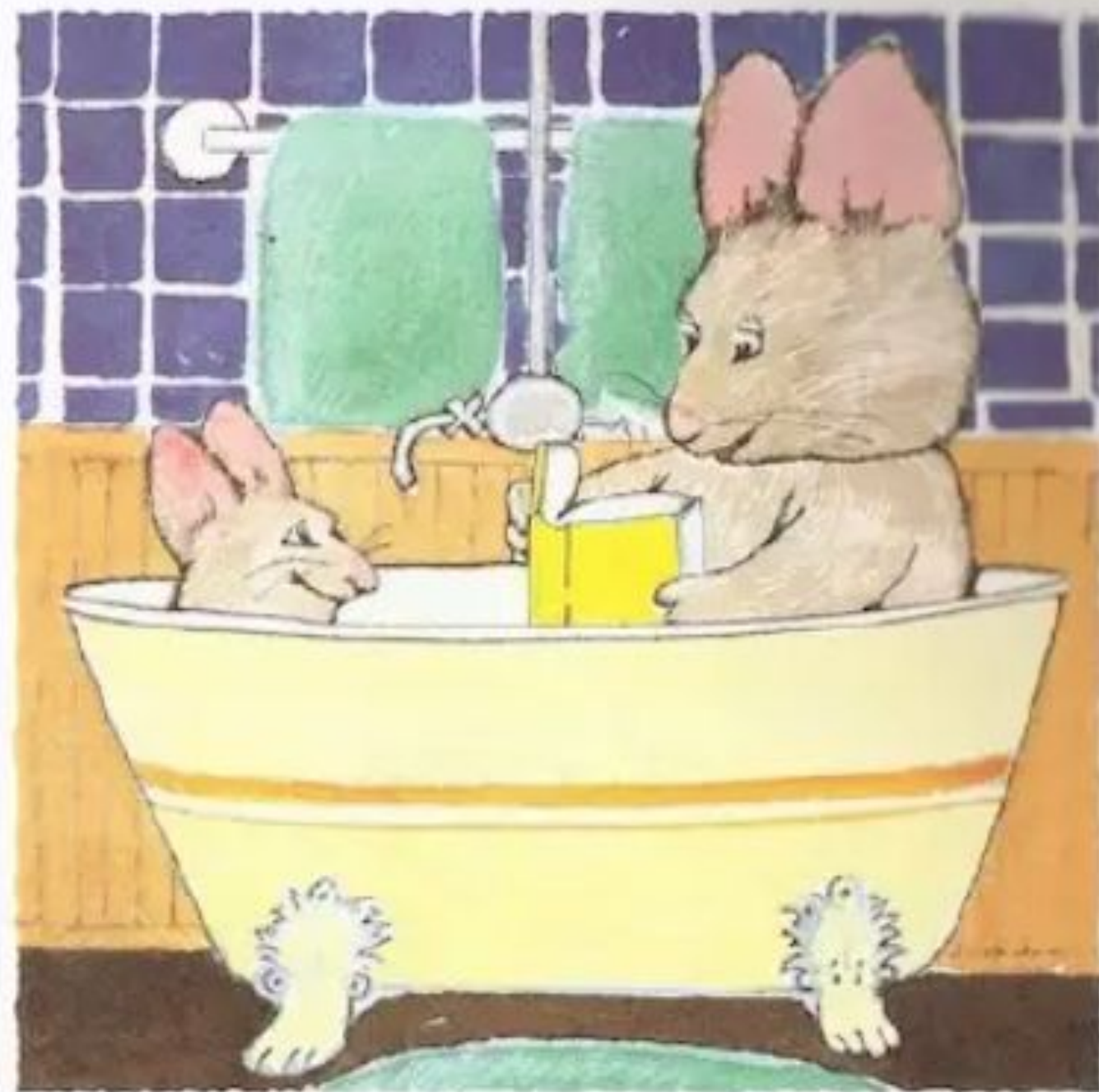
Twenty  
minutes  
brand-new,



Read to  
your bunny  
often,



And...



Your bunny  
will read  
to you.



