



SYOSSET VIRTUAL ELEMENTARY CURRICULUM

3-5 READING WORKSHOP



Presented By

Dr. Jeanette Wojcik, Assistant Superintendent for Elementary Curriculum

Dr. Sari McKeown, Principal of Village

Stephanie Nunziata, Developmental Learning Specialist

Jennifer Messina, Special Education Teacher

Nina Soto, ENL Teacher

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 child choose books?



Lifelong Practices of Readers and Writers

Lifelong Practices of Readers	Lifelong Practices of Writers
Readers: • think, write, speak, and listen to understand • read often and widely from a range of global and diverse texts • read for multiple purposes, including for learning and for pleasure • self-select texts based on interest • persevere through challenging, complex texts • enrich personal language, background knowledge, and vocabulary through reading and communicating with others • monitor comprehension and apply reading strategies flexibly • make connections (to self, other texts, ideas, cultures, eras, etc.)	Writers: • think, read, speak, and listen to support writing • write often and widely in a variety of formats, using print and digital resources and tools • write for multiple purposes, including for learning and for pleasure • persevere through challenging writing tasks • enrich personal language, background knowledge, and vocabulary through writing and communicating with others • experiment and play with language • analyze mentor texts to enhance writing • strengthen writing by planning, revising, editing, rewriting, or trying a new approach



Stages of Literacy Acquisition

Learning the code

The ability to decode and encode written language

Students:

- develop phonological awareness
- understand the alphabetic principle

Making meaning

The knowledge, strategies, and awareness to gain and convey meaning when reading and writing

Students understand:

- the types and purposes of different text
- texts are for an audience

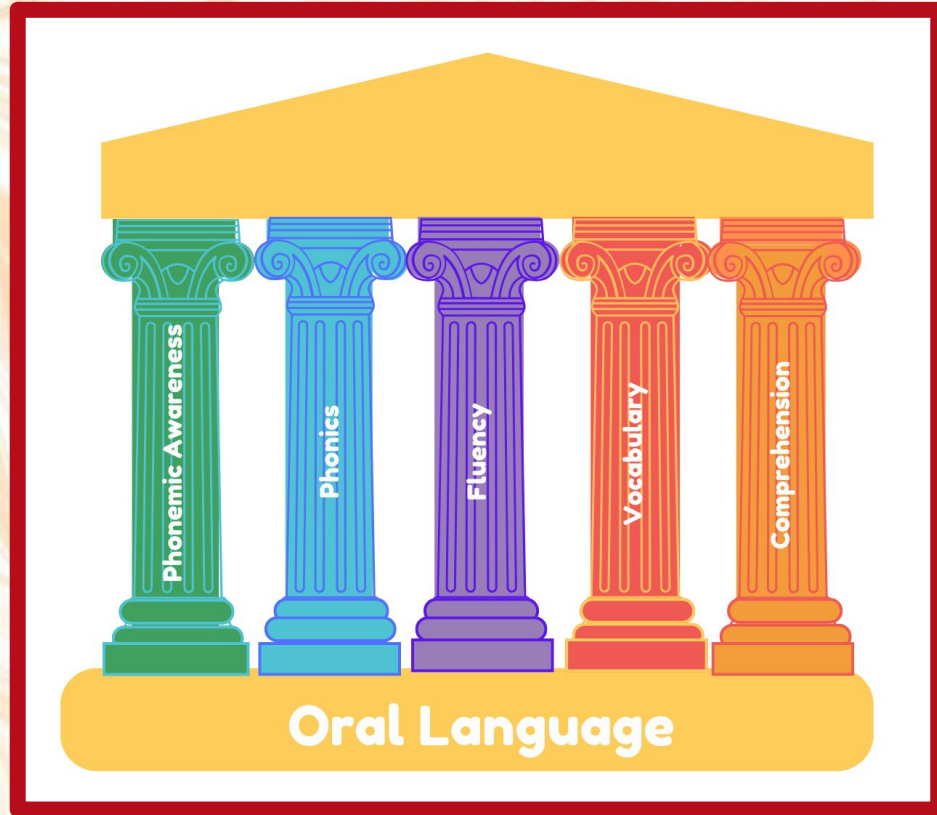
Thinking critically

Analysing meaning

Students:

- read and respond critically to text
- are critically aware when composing text

5 Pillars of Literacy



ORAL LANGUAGE

The ways students communicate and comprehend through listening and speaking. Involves a purposeful and interactive exchange of ideas, information and understanding.

NYS Speaking & Listening Standards

Grade 3	Grade 4	Grade 5
Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others
Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.	
Ask questions to check understanding of information presented and link comments to the remarks of others.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
Explain their own ideas and understanding of the discussion. Consider individual differences when communicating with others.	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.	Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions.

Oral Language Development

Oral Language Concepts:

- **Effective participation in discussions**
 - Being prepared to discuss books, express own ideas, build on other's ideas
- **Clear and purposeful communication**
 - Present information aloud, tell stories of things they've read or experienced
- **Active listening and comprehension**
 - Listen attentively, identify the central idea and ask questions in order to understand
- **Use of language conventions**
 - Developing a stronger command of academic language; use precise language and vocabulary
- **Understanding non-verbal cues**

How we teach it?

- **Whole-Class Read-Aloud - Teacher selected texts that relate to current Unit:**
 - **Turn & Talk** - partners will discuss a prompt related to the text
 - **Stop & Jot** - to prepare for conversation, teachers may have students write before conversing
 - **Student-led Discussion** - Teachers train students to be able to determine stopping points and possible conversation starters
- **Small Group Book Clubs**
 - Students determine how much to read, what to discuss, and how information connects

Oral Language Development

Ways to Support Your Child:

- Engage in rich conversation:
 - Ask open-ended questions: What was the most interesting thing that happened today?
 - Extend their language: Build upon what your child says with more detail and different vocabulary
- Read together or discuss books together:
 - Ask questions about the plot & characters. Encourage your child to think about what's happening and why.
 - Connect the story to your lives or other books
- Encourage storytelling:
 - Share family stories about your childhood or history
 - Ask your child to retell stories or videos they've watched
- Build Vocabulary in Context:
 - Point out new words
 - Use new words in everyday conversation

COMPREHENSION

The dynamic and multifaceted process through which readers actively engage with various texts to construct meaning, develop understanding, and make connections.

Comprehension - Key Ideas & Details

Grade 3	Grade 4	Grade 5
Develop and answer questions to locate relevant and specific details in a text to support an answer or inference .	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences .	
Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text .	
In literary texts, describe character traits, motivations, or feelings , drawing on specific details from the text. In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.	In literary texts, describe a character, setting, or event , drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why , based on specific evidence from the text.	In literary texts, compare and contrast two or more characters, settings, and events , drawing on specific details in the text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.

Comprehension - Key Ideas & Details

Concepts:

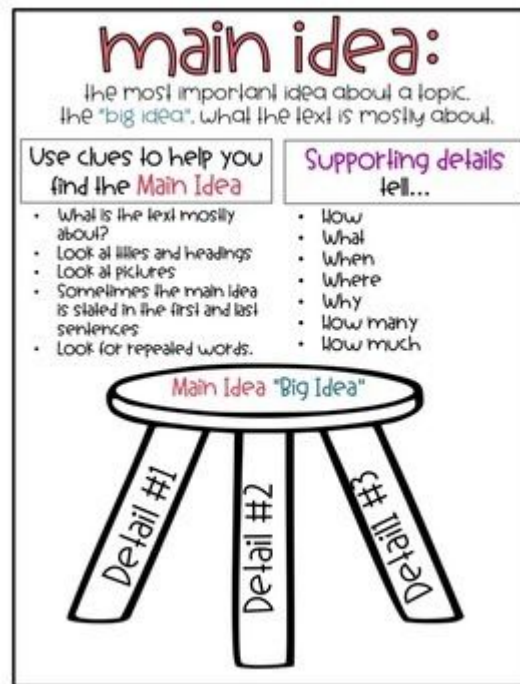
- Refer specifically to the text
 - Be able to find the part of the text that supports your idea
- Determine the main idea
 - Identify the central idea and explain how it's supported by details
- Summarize
 - Put what you have read into your own words
- Understand relationships
 - Describe the connections within the text
- Analyze characters and events in literary texts
 - Describe a character's traits & motivations
- Analyze information in informational texts
 - Describe the connections between ideas, concepts or a series of events



Comprehension - Key Ideas & Details

How We Teach These Concepts:

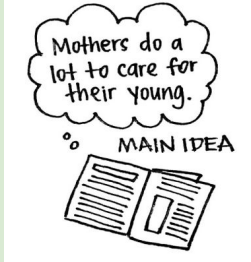
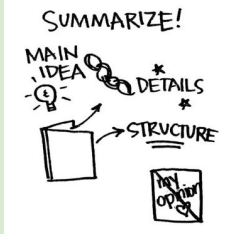
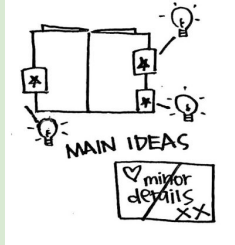
- Teacher Modeling:
 - Think-Alouds - Teachers model by saying things like, "This part seems to be important to the main idea because..."
- Anchor Charts:
 - Visual aids that outline the strategies for finding key ideas and details
- Annotating Texts Together:
 - Teacher & students working together to find the areas of the text that are important for understanding the text. Annotated texts serve as reference for students during independent reading.
- Graphic Organizers:
 - Teacher-provided graphic organizers that support students in the process of pulling out the details that lead to theme and central idea production.



Comprehension - Key Ideas & Details

Ways to Support Your Child (nonfiction):

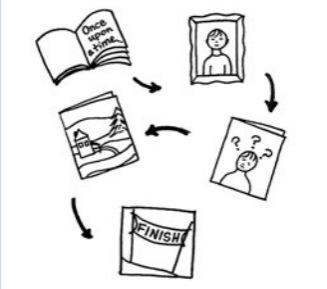
- When reading with your child (or watching a TV show or movie together), talk about what happened. Choose **one** skill to focus on, such as main idea. Here is a progression of the work your child needs to practice as they grow as a reader:

<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
Identify the main idea of a specific part of text or subtopic 	Pause to summarize, saying the main idea of that part and linking it to related points. 	Figure out several main ideas in a text that thread through the whole text. 

Comprehension - Key Ideas & Details

Ways to Support Your Child (fiction):

- Here are skills students can practice when thinking about character change:

<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
Notice how a character changes across the story (feelings, traits, motivations, behaviors) and why. 	When noticing a character changing, consider the causes (problem, setting, other characters, etc.) and how what the character is learning may lead to the theme. 	Consider how the character's change is important to the whole story and can teach us how people like the character may deal with challenges or issues. 

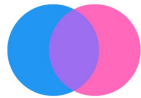
Comprehension - Craft & Structure

Grade 3	Grade 4	Grade 5
Determine the meaning of words, phrases, figurative language, and academic and content-specific words.		Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.
In literary texts, identify parts of stories , dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension.	In literary texts, identify and analyze structural elements , using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.	In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.
Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text.	In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. In informational texts, compare and contrast a primary and secondary source on the same event or topic.	In literary texts, explain how a narrator's or speaker's point of view influences how events are described . In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Comprehension - Craft & Structure

Concepts:

- Author's Choices
 - Authors make deliberate choices about word selection, text organization, and use of literary devices
- Text Organization
 - Different types of texts have distinct organizational patterns that help us understand what we are reading
- Language use
 - Specific words, phrases & figurative language contribute to our comprehension
- Point of View
 - Identifying & understanding the perspective of the text
- Text Features
 - Various visual and organizational elements enhance our comprehension

TEXT STRUCTURES		
compare and contrast		tell how two or more things are alike and different
sequence or chronological		tell things in the order they happened
cause and effect		tell what happened and why it happened
problem and solution		describe a problem and how it can be fixed

Comprehension - Craft & Structure

How We Teach These Concepts:

Answer Key

Who is telling the story?

Point of View

1st Person
The story is told by one of the characters.

2nd Person
The narrator is talking directly to the reader.

3rd Person
The story is told by the narrator.

2nd Person
You hit the ball as hard as you can. You watch the ball land over the fence. Your heart begins to race as you start to run.

1st Person
I hit the ball as hard as I could. As the ball landed beyond the fence, I knew I had hit a home run!

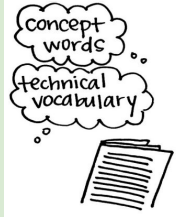
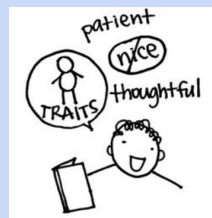
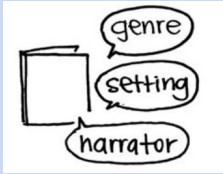
3rd Person
Sanjay hit the ball as hard as he could. The ball landed over the fence. Sanjay had finally hit a home run!

- Whole Class Read-Alouds:
 - Teachers support students to identify the perspective of characters and author
 - Students practice discussing how an author's or character's perspective affects the understanding of the text
 - Discussions help students to unpack challenging vocabulary and figurative language
- Explicit Teaching of Text Structures:
 - Students learn to identify common structures authors use & which words signal text changes
- Writing About Reading:
 - Students self-select parts of the text to expand their understanding on by writing long off a text.

Comprehension - Craft & Structure

Ways to Support Your Child:

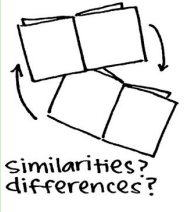
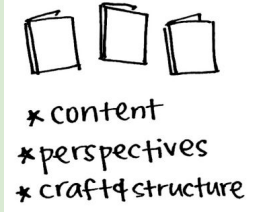
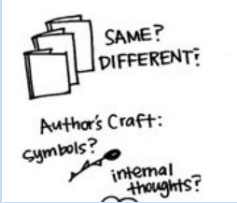
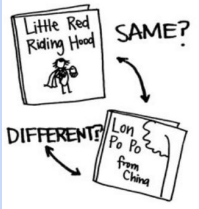
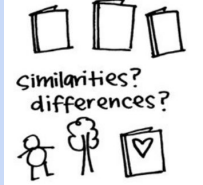
- In reading nonfiction & literary texts, students expand their vocabulary knowledge:

<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
Keep track of new words nonfiction texts are teaching me about a topic. 	Deepen understanding of concepts related to nonfiction topics (adaptation) and begin to use vocabulary in speaking and writing. 	In addition to growing conceptual vocabulary, accumulate technical vocabulary associated with a specific topic. 
Use accurate words for character traits. 	Use precise language to describe characters alongside literary language (genre, narrator, setting) 	Discuss books with academic words (focus, perspective, tone) 

Comprehension - Craft & Structure

Ways to Support Your Child:

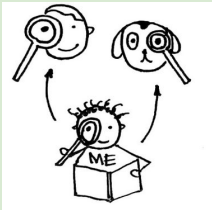
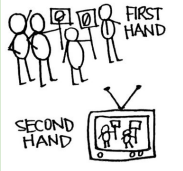
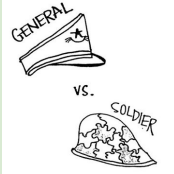
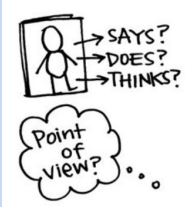
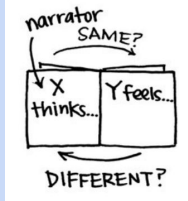
- In reading nonfiction & literary texts, students compare & contrast text structure & text elements:

<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
Identify the similarities & differences in how two texts teach about the same topic. 	Compare & contrast several texts and how information is treated (craft techniques used, focus, perspective). 	Compare and contrast different texts considering content, perspectives, craft & structure. 
Notice similarities & differences across text sets or book series. 	Compare and contrast different versions of the same text. 	Explain how a theme and an author's craft is developed differently across texts. 

Comprehension - Craft & Structure

Ways to Support Your Child:

- In reading nonfiction & literary texts, students analyze the perspective of the author:

<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
Name who is explaining the information. 	Recognize if the story is being told by the author's personal experience (first person) or if the author was not present (secondhand source). 	Notice when the same topic is written from different points of view and think about how those different perspective give different information. 
Name how the character feels. 	Using everything you have learned about a character's life to explain why a character feels like he/she does. 	Distinguish between different character's perspectives. 

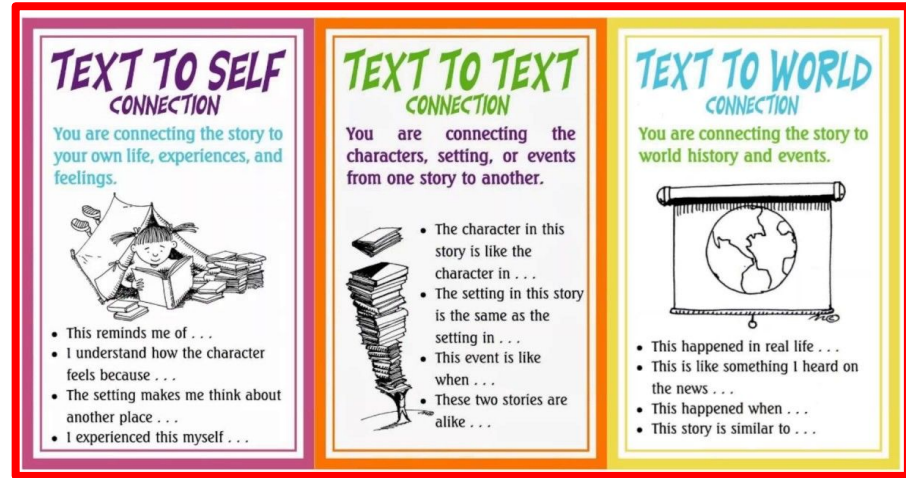
Comprehension - Integration of Knowledge & Ideas

Grade 3	Grade 4	Grade 5
Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur).	Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text.	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts.
Explain how claims in a text are supported by relevant reasons and evidence.		Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.
Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.		Use established criteria to categorize texts and make informed judgements about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences

Comprehension - Integration of Ideas

Concepts:

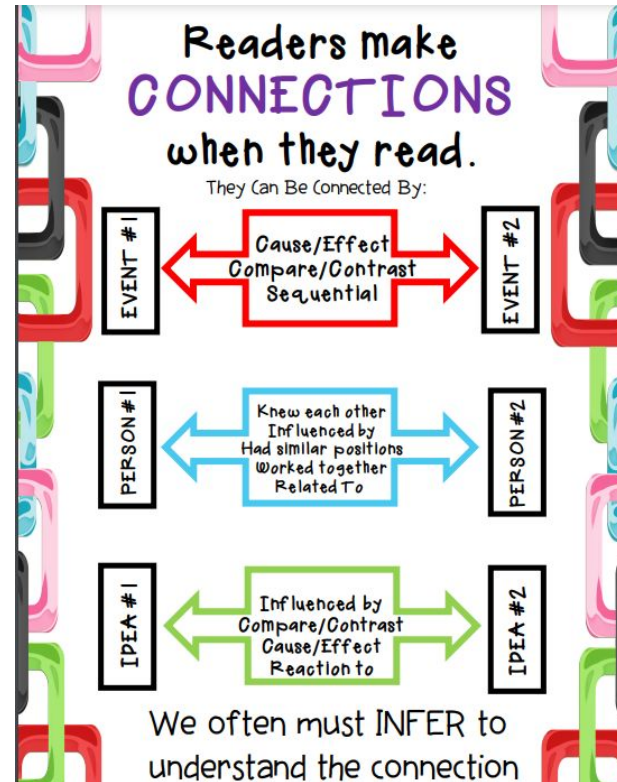
- Connecting Within the Text:
 - How different parts of the text relate to each other
- Connecting Across Texts:
 - Identifying similarities & differences by different authors or themes
- Connecting Text & Visuals
 - Understanding how illustrations, photographs, and other visual information enhance or clarify information
- Identifying Evidence:
 - Locating specific details to support understanding the text
- Distinguishing Fact from Opinion



Comprehension - Integration of Ideas

How We Teach These Concepts:

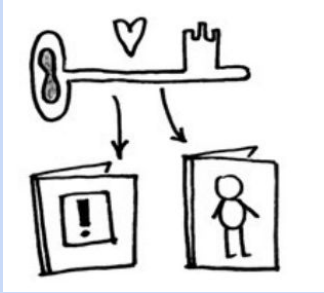
- Connecting Ideas within a Book:
 - Identifying relationships between ideas (cause & effect, problem & solution, compare & contrast, main idea & details)
- Connecting Ideas Across a Series:
 - Synthesizing how themes, characters, author's styles remain consistent or change over time
- Connecting Ideas Across a Topic:
 - Identifying common themes, analyzing different points of view, determining bias, interpreting how bias affects a source's reliability
- Connecting Ideas from Different Perspectives:
 - Understanding different perspectives leads to empathy and advocating for the greater good



Comprehension - Integration of Ideas

Ways to Support Your Child:

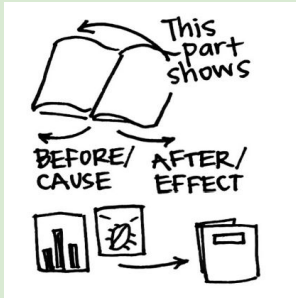
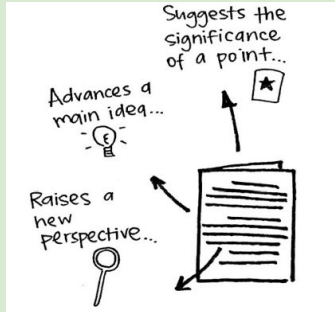
- Being able to connect multiple parts of a text together is challenging for children without adult support.

<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
Identify which story element (setting, character, problem, solution) this part of the story is talking about. 	Identify one part of the story and talk about its importance to the overall story. 	Connect different parts of the story together to explain a symbol or theme. 

Comprehension - Integration of Ideas

Ways to Support Your Child:

- Here is one way students can analyze a part of a nonfiction text:

<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
Identify how one part of a text fits within the larger text (more information on the same topic, a new topic, or subtopic).	Consider predictable ways that parts of a text may be important to the main idea (a different perspective, a solution to a problem, an effect of a cause, an answer to a question).	Think about how this part of the text advances the author's main ideas/claims, raises a new perspective, or shows an implication of an idea.
		

Ways to Help Your Child

When Choosing a Book with Your Child	Figuring Out Unknown Words	Talking & Thinking Critically about a Text
• Choose a topic or character that you're interested in. • Consider the '5 Finger Rule' - open to any page, try to read the words. Place a finger on any tricky words. If you get to 5 fingers, the book is too hard to read on your own.	• Stop when a word doesn't make sense. • Can you find a part you know? • Break up the word by its parts (prefix, base word, suffix) • Try to read the word part-by-part from beginning to end. • Reread sentence to make it sound smooth.	• What was your favorite part? Why? • Tell me why you want to be friends with this character? • Why do you think the author used that word or phrase? • How would you feel if this happened to you? • What new information did you learn? • How does this information connect to other things you know?

Supporting All Readers

- Celebrate Progress, Not Just Levels:
 - Books are leveled, children are not just a letter.
 - Praise effort, curiosity, and trying new genres:
 - I love how curious you were about that book!
 - You stuck with that chapter even when it was tricky!
- Syosset's Multi-Tiered System of Supports (MTSS) provides a framework to ensure student success:
 - Universal screener of NWEA MAP Growth Assessment given 3x year
 - Students who need support in reading receive small-group targeted interventions in whichever area of Reading they need:
 - In the classroom
 - In the Learning Center
 - Progress Monitoring is used to ensure that students are making the progress we expect

English Language Learners and Visual Supports

VARIOUS valuable visual supports

@valentinaESL

for thinking & learning

★ view

★ think

★ analyze

★ discuss

★ write

infographics

sketchnotes

real objects

videos

images

labeled pictures

diagrams

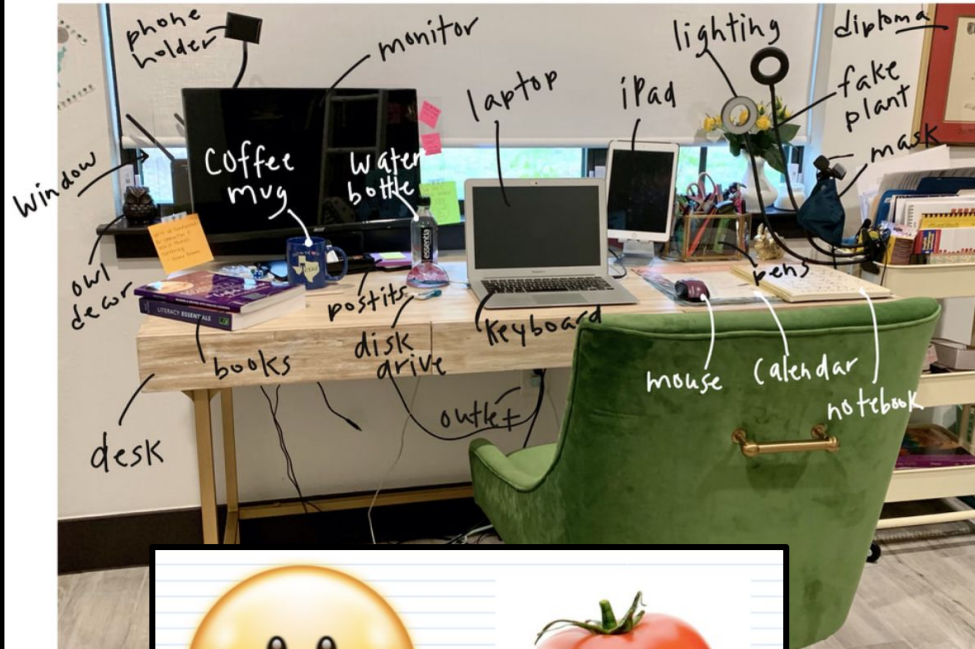
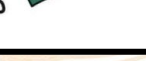
charts

cartoons

comics

picture books

wordless books



Using
pictures with
everything



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

Accessing Language in Different Ways

reading a
play or
drama



singing a song, or
reading song lyrics

Five Little Flowers

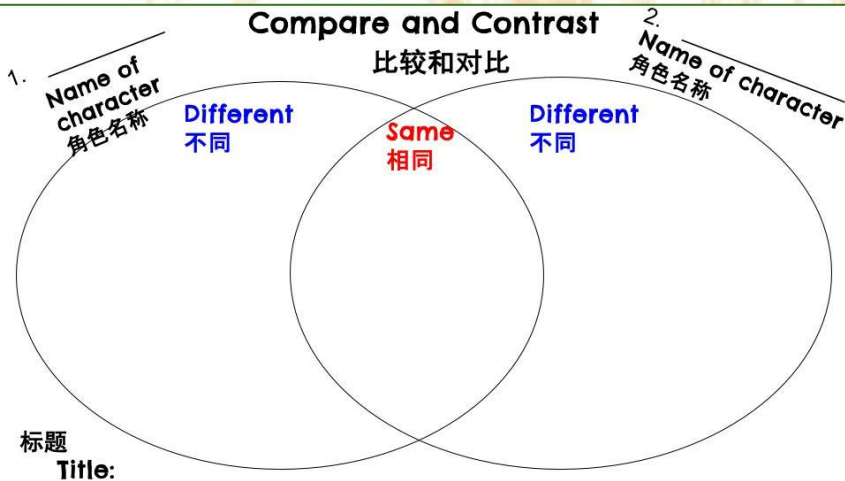
Five little flowers growing in a row,
The first one said, "I'm purple you know!"
The second one said, "I'm pink as pink can be."
The third one said, "I'm blue like the sea."
The fourth one said, "I'm a very red fellow."
And the fifth one said, "My color is yellow."
Then out came the sun, big and bright.
And five little flowers smiled in delight.



reading a poem

Compare and Contrast

比较和对比



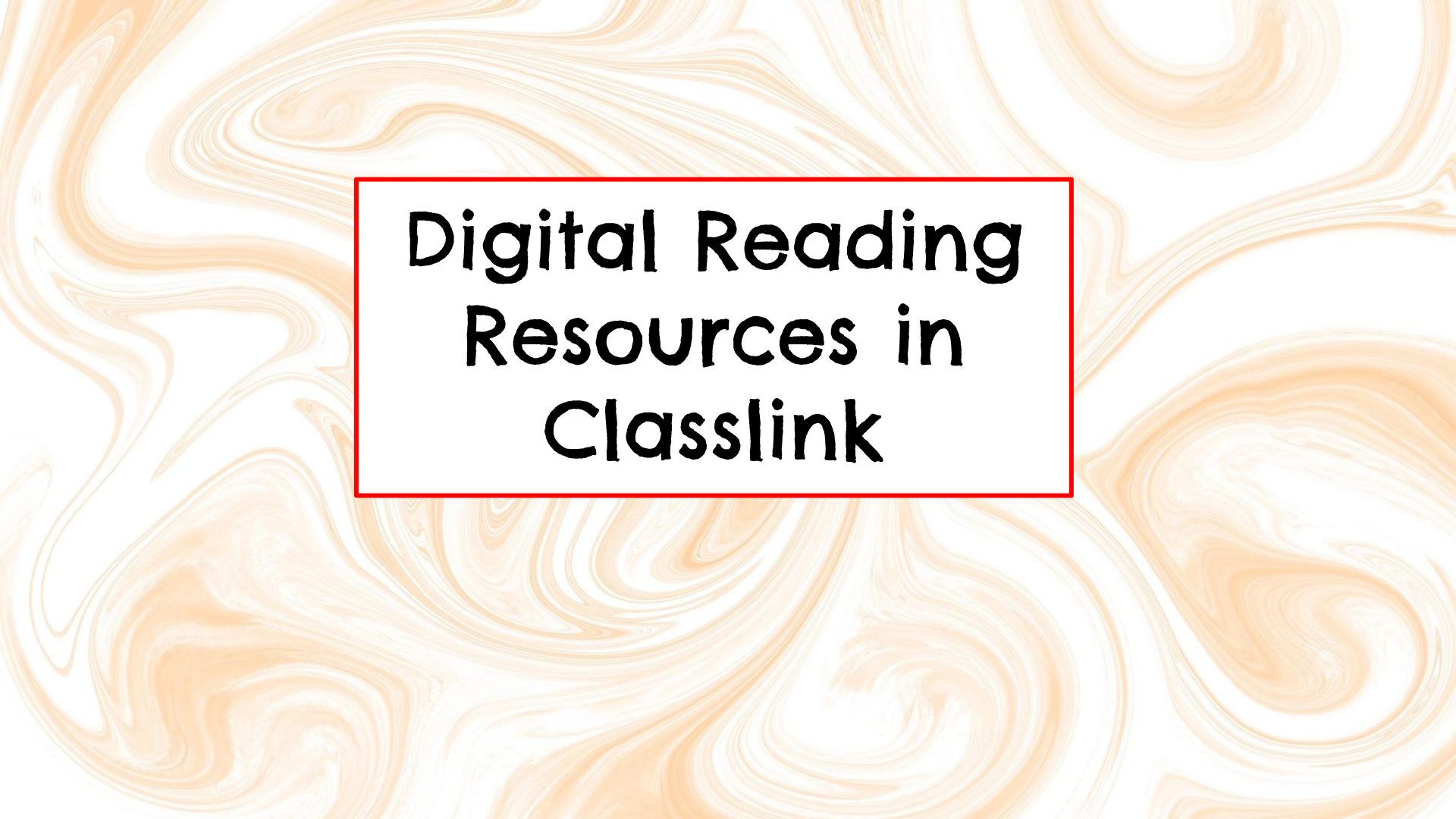
Graphic
organizers
help with a
lot of
information



Growing as a Multilingual Learner

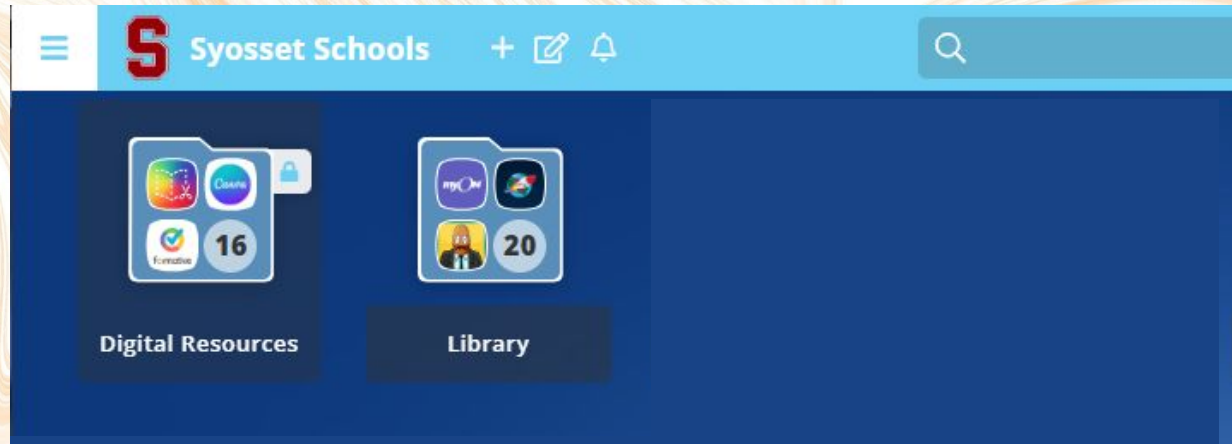
- Encourage continued reading, writing, and speaking in your child's first language (L1) at home.
- Literacy skills in one language support growth in English – strong readers in any language become strong readers in all languages.
- Exposure to books, conversations, and writing in both languages accelerates academic success.
- Being multilingual is an academic strength that supports critical thinking, creativity, and global skills!



The background of the slide features a marbled pattern with swirling, organic shapes in various shades of orange, from light cream to deep burnt orange, set against a white base. The pattern is dense and covers the entire area.

Digital Reading Resources in Classlink

Students can Sign into our Digital Resources through ClassLink



User Name: @syossetschools.org

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

Students can access Learning A-Z, IXL, and myON from ClassLink



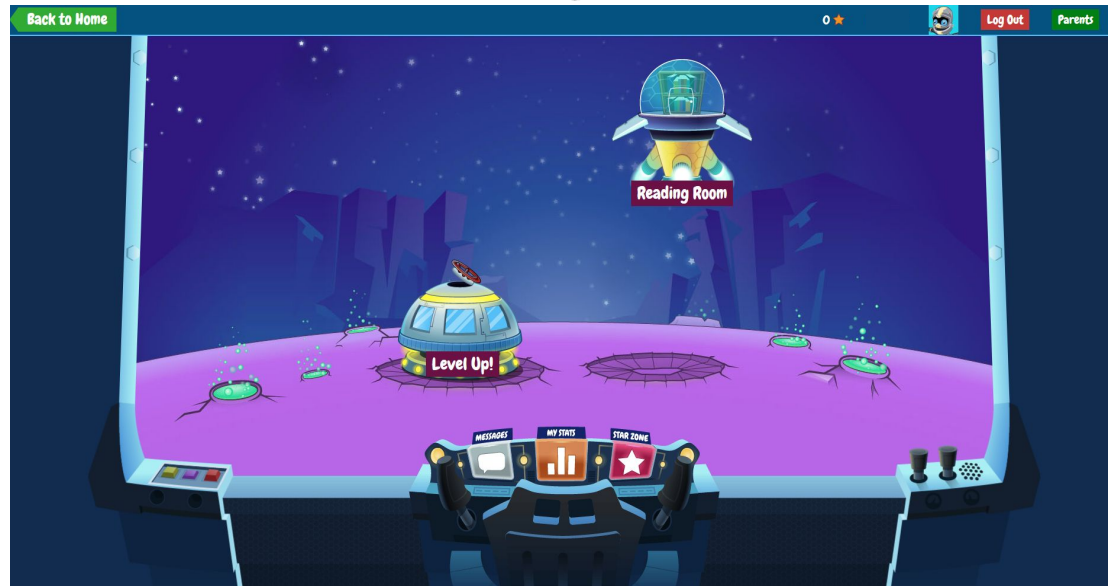
Digital Reading Resources in Classlink: Learning A-Z

[Parent's Guide to Learning A-Z](#)

Learning A-Z (Raz Kids)



Reading Room



Digital Reading Resources in Classlink: myON

Parent's Guide to myON



A screenshot of the myON website interface. The top navigation bar is purple and contains links for 'Renaissance myON', 'Library', 'News', and 'Assignments'. A user profile icon is on the right. Below the navigation bar is a green search bar with the text 'Search myON' and a magnifying glass icon. To the right of the search bar is a blue banner with a cartoon character holding a wrench and the text 'You are almost done setting up myON!'. A 'Finish Setup' button is on the right. Below the banner is a section titled 'Reader meter: Time spent reading'. It features a progress bar with a yellow character running. The progress bar has markers for 45 minutes, 50 minutes, 55 minutes, 60 minutes, 65 minutes, and 70 minutes. The goal is 20 minutes. Below the progress bar, it shows 'Time spent reading 59 min this week'. To the right, it shows 'Books finished 0 this week' and 'Pages read 62 this week'. Below this is a section titled 'Recommended for you' with a right arrow button. At the bottom, there are four book covers: 'Scooby-Doo! and the Werewolf', 'The Secret Life of Bees', 'The Life of a Girl', and 'Jake Maddox'.

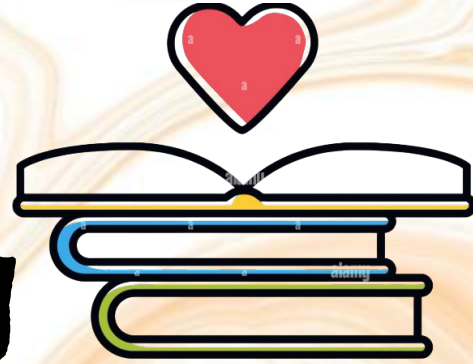
Digital Reading Resources in Classlink: IXL

Parent's Guide to IXL

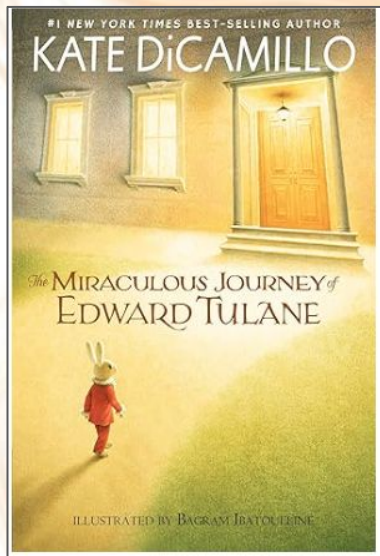


A screenshot of the IXL Learning interface. The top navigation bar is green and contains the IXL logo, "My IXL", "Learning" (highlighted with a red box), "Assessment", and "Analytics". Below this is a secondary navigation bar with "Math" and "Language arts" (highlighted with a red box). The main content area is titled "Third grade language arts" and includes a sidebar with a vertical list of subjects (P, K, 1, 2, 3, 4, 5) and a list of skills. The skills are categorized into four groups: A. Short and long vowels, B. Blends, digraphs, and trigraphs, C. Multisyllabic words, D. Variant, diphthong, and r vowel patterns, and E. Irregular words. Each group has a list of specific skills with descriptions. The interface also includes a search bar, a user profile icon for "Jeffrey", and various filters and recommendations.

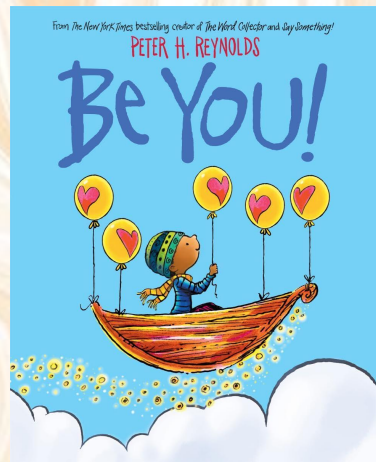
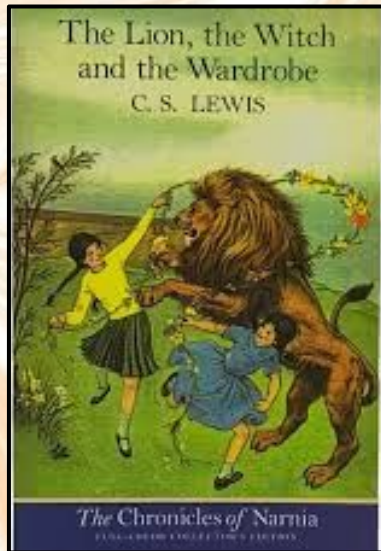
Encouraging a Love of Reading



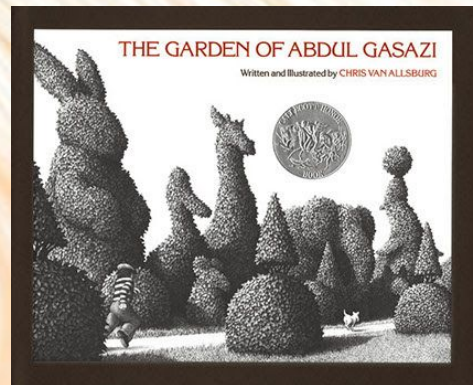
Book We Love!



Dr. Wojcik

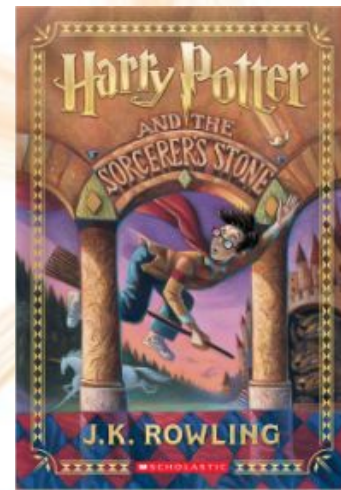


Ms. Messina



Dr. McKeown

Ms. Nunziata



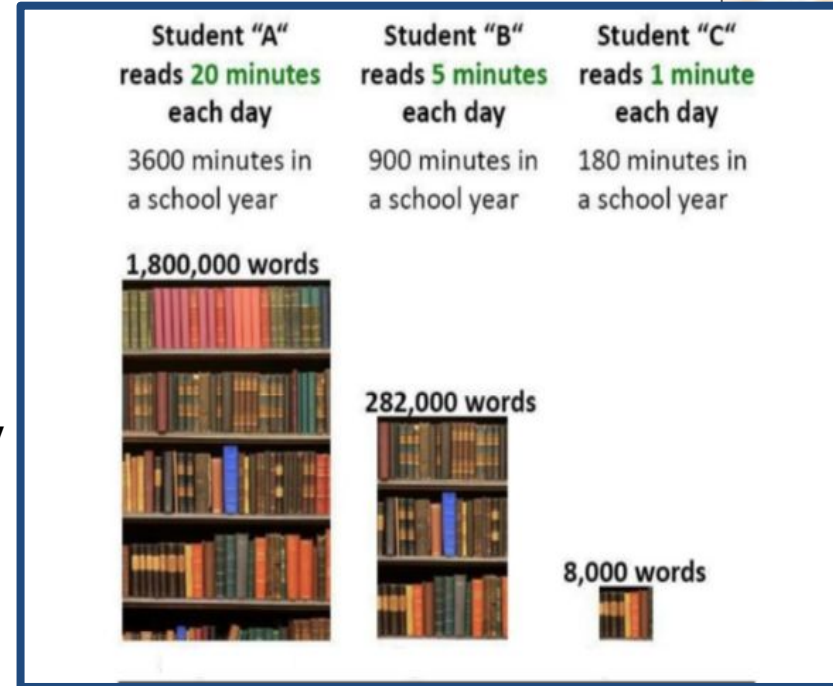
Ms. Soto

Frequently Asked Questions

- How is my child growing as a reader?
- What should I be doing as a parent to help my child succeed?
- How can a parent encourage reading at home?
- How to make reading more interesting and routine for the kids?
- What books could you recommend for my child?

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

Independent Readers <i>Up to grade 3</i>	Expanding Readers <i>Grade 3 and beyond</i>
• 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	• Increased Vocabulary and Content Complexity • Longer and Denser Texts • Complex Story Structures and Themes • Text Features and Structures in Nonfiction • Greater Emphasis on Background Knowledge and Critical Thinking



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

JACQUELINE KENNEDY ONASSIS