



# Parent Coffee

Literacy in the Lower School

November 30, 2021

# Our Mission:

In the Lower School,  
our goal is to  
create and foster  
a **LOVE** of reading!



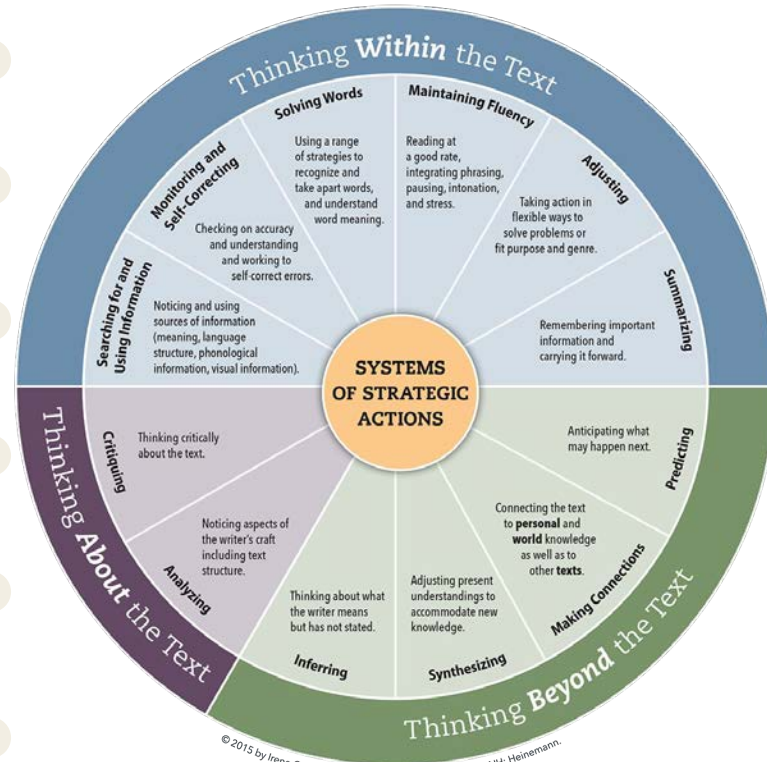
Finding a  
relaxing spot  
to read in the  
classroom!

# Reading Wheel

Thinking Within the Text

Thinking About the Text

Thinking Beyond the Text





## Lower School Divisions

01

### Early Childhood

Explorers, PreK and  
Kindergarten

02

### Lower Elementary

Grades 1-2

03

### Upper Elementary

Grades 3-5

04

### Child Study Team

Reading Support at School  
and Ideas for Supporting  
Reading at Home



01

# Early Childhood

Explorers, PreK and  
Kindergarten

Explorers  
and Prek:

Language-Based  
Activities

Listen to Stories

Concepts  
of Print

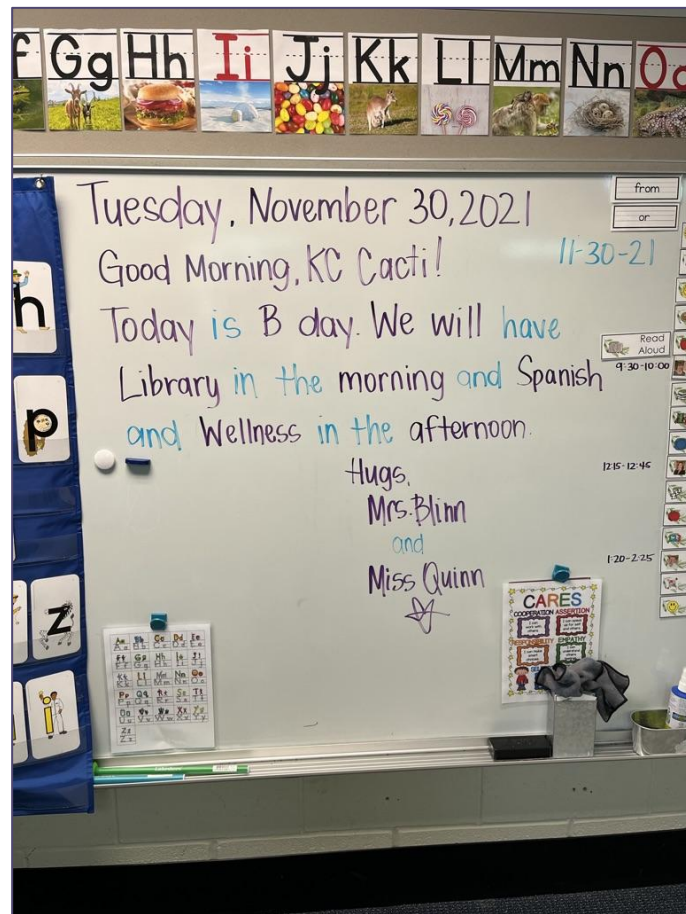
playing with  
sounds and  
words

Environmental  
Print

Phonemic  
Awareness







# Components

## Phonics

**Letterland  
& Lexia**

Explicit lessons  
and songs on  
each letter and  
their sound(s)  
and handwriting  
instruction

## Guided Reading

**Small Group**

Leveled books at  
the students'  
instructional levels  
and learning  
specific skills

- Interactive  
Read Aloud  
&  
Minilessons

**Whole Group**

Diverse literature  
with focused  
talking points,  
lessons to practice  
talking about  
books and what  
we are reading

## Writing

**Free Choice &  
Responding to  
Reading**

Phonetic spelling,  
individualized,  
conference with  
teacher



# Kindergarten:

## Phonics Practice



### How to Move from One Spot to Another

Walk quickly, but do not run.

Use a 0 level voice.

Keep your hands and feet in your own space.

### Ways to Choose Books

Front cover

Title

Illustrations

An author you like

Things you like

Books your friends like

A book that the teacher reads

## Management

## Minilessons

## Writing About Reading

### How to Use the Pictures to Tell the Story

Look carefully at the pictures.

Think about what is happening in the picture.

Tell the story!

### Places I Like to Go

I like to go to Disney World.

### Things I Like to Read About

I like to Read about Jokers.

### Sometimes you feel like a character in a book.

	feels Boy in green shirt Ava Martin
	feels Henry Liam Nisha Sophia
	feels Big Al Jaden Mai



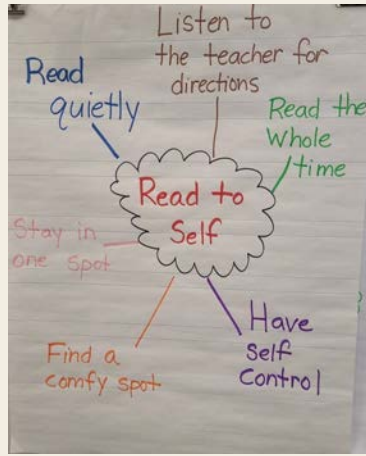
02

# Lower Elementary

Grades 1 & 2

# 1st Grade:

Phonics Practice



Management

Writing About Reading

Literary Analysis Minilessons

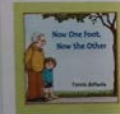
Fiction  
A Fiction book is a story that the author made up.



The author gives a message in a story.



Treat others as you would like to be treated.

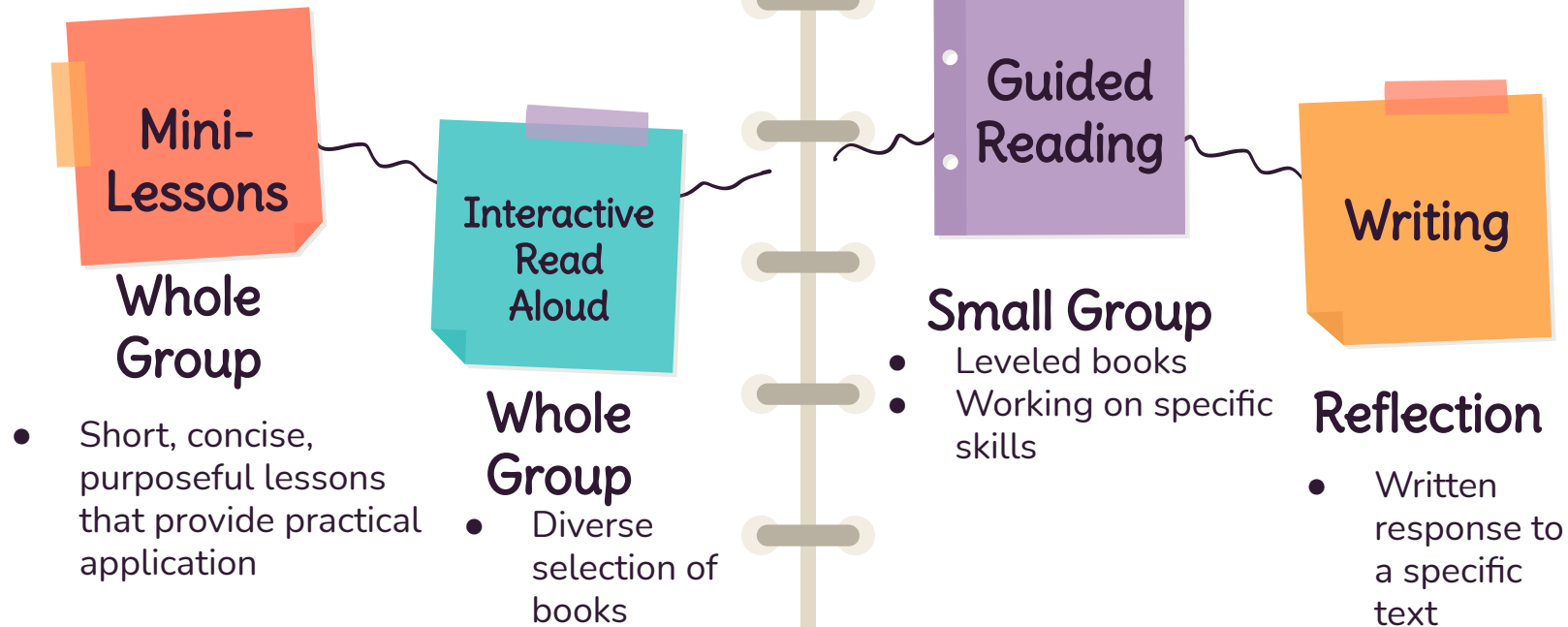


Family members help each other in times of need.



Be creative by using your imagination. It is okay to be different.

# Components





# 2nd Grade:

Voice Level Chart			
0	1	2	3
Silent	Soft	Normal	Loud
Independent Reading	Lunch Partner work	flex group discussions	recess
hallway walking	asking for help	recess	At times at PE
Independent Working	Working with a teacher	Morning meeting	to alert danger
Chill time	Closing Circle	Chasing Circle	
* at the teachers talking	Morning work	asking ? during it	

Management

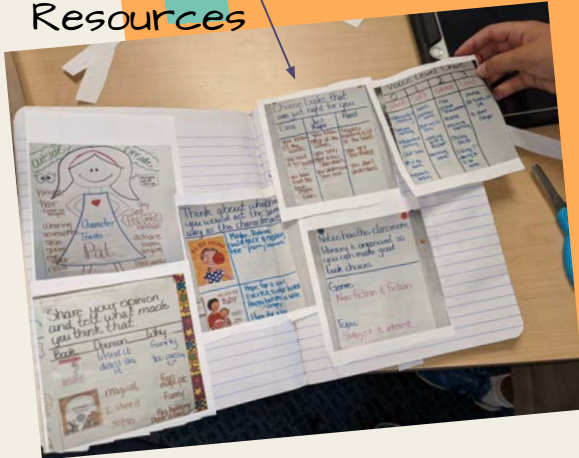
Writing About Reading

Literary Analysis  
Minilessons

the retelling HAND



Student Resources



September 9, 2021

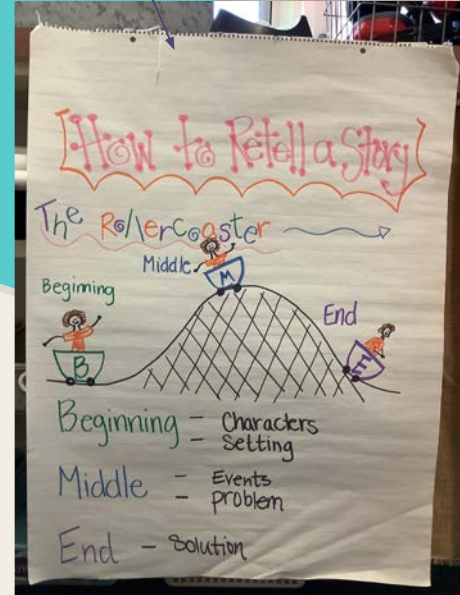
Dear Mrs. Grain,

Today the book I read was STAR WARS The Last Jedi.

My favorite character is Rey, kylo Ren, and Luke Skywalker. Today I'll just explain why I like Rey.

I like her because she is an interesting character. And she goes on interesting adventures. And she's kind and curious.

From  
allison



			Phonological Awareness	Phonics / P.A.	Structural Analysis	Automaticity / Fluency	Vocabulary	Comprehension
PreK	LEVEL 1	A Picnic in the Woods	*	*		*	*	*
Kindergarten	LEVEL 2	A Day at the Beach	*	*		*	*	*
	LEVEL 3	A Snow Day in the City	*	*		*	*	*
	LEVEL 4	The Amazon Rainforest	*	*		*	*	*
	LEVEL 5	The Scottish Cliffs		*		*	*	*
Grade 1	LEVEL 6	A Day in Paris		*		*	*	*
	LEVEL 7	The African Serengeti		*		*	*	*
	LEVEL 8	The South Pole		*		*	*	*
	LEVEL 9	The Egyptian Desert		*		*	*	*
Grade 2	LEVEL 10	An English Garden		*	*	*	*	*
	LEVEL 11	The Swiss Alps		*		*	*	*
	LEVEL 12	A Russian Circus		*	*	*	*	*
Grade 3	LEVEL 13	The Indian Rainforest			*	*	*	*
	LEVEL 14	A Japanese Garden			*	*	*	*
Grade 4	LEVEL 15	The Great Barrier Reef			*	*	*	*
	LEVEL 16	A Hawaiian Paradise			*	*	*	*
Grade 5	LEVEL 17	A Southwest Fiesta			*	*	*	*
	LEVEL 18	The Ancient Greek Countryside			*	*	*	*

# LEXIA

## CORE5

### READING

Lexia® Core5® Reading is an **adaptive blended learning program** that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn.



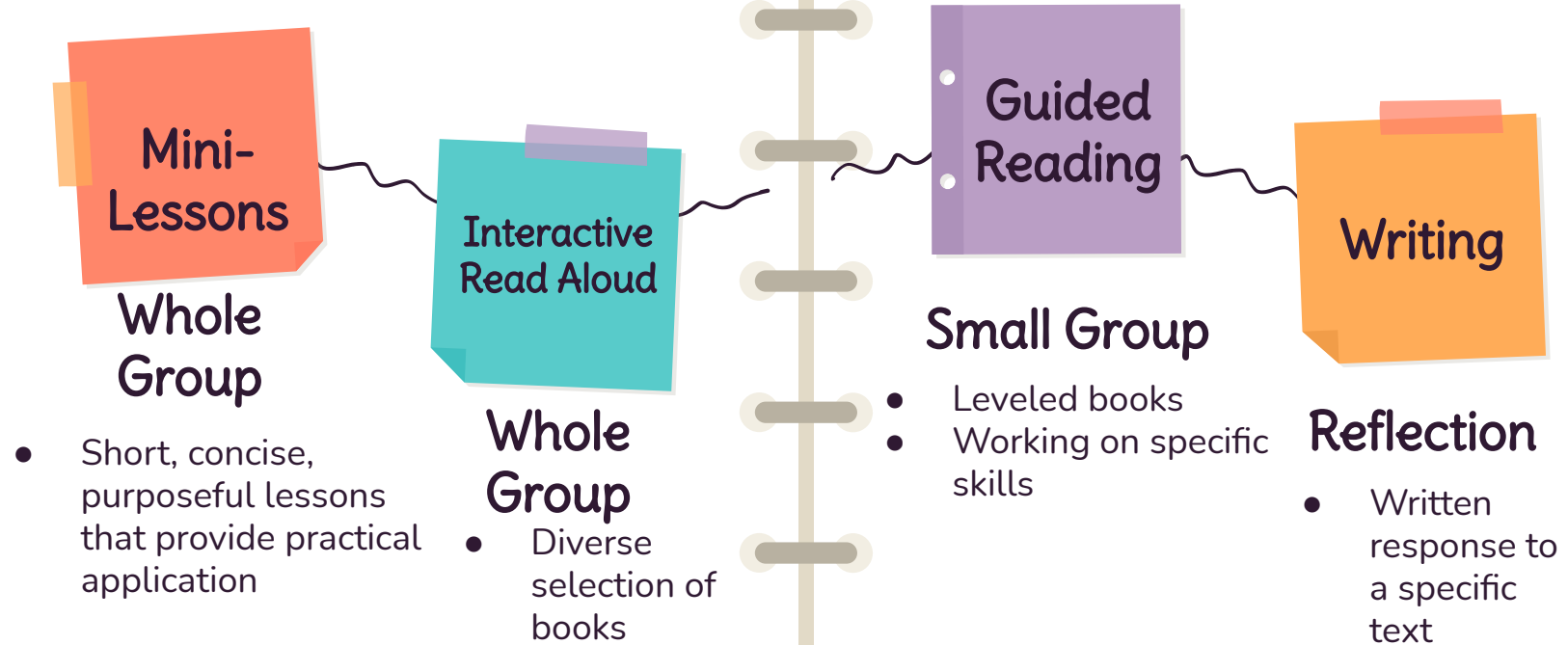
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# Upper Elementary

Grades 3-5



# Components



# Novel Units

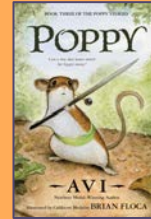


## Third



## Fourth

### Book Clubs!



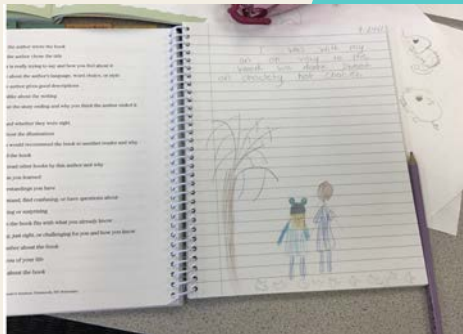
## Fifth



## Independent Practice



## Writing About Reading



# Literary Analysis Minilessons

The characters are always imagined but they could be real		
Character	Seems Real Or Not Real	Why?
Sassy	Real	She bickers with her brother, she does ballet, she tries to focus, she follows her dreams and she has a family.
Tim The Can Man	Real	He wants to buy himself a skateboard, he was told to save money by collecting cans, and he shows CAPES.
Angie Wonder	Real	He is born with a special ability, he is worried about going to school, he meets other kids, and he is afraid of people having fun.

What you know about the character can help you to predict.

What is Auggie Like?	What Might Auggie Do Next?
Auggie is a very sympathetic person.	Auggie might help Summer or Jack Will.
Auggie is forgiving and considerate.	Auggie might forgive Jack Will and maybe even Julian.
Auggie can sometimes be very depressed.	Auggie might go to his room and cry.

# 4th Grade:

The Author has a Purpose for Writing a Book

## Literary Analysis Minilessons

## Writing About Reading

Question:	Answer:
Why did Poppy agree to meet Mr. Ocax face to face?	Poppy agreed to meet Mr. Ocax face to face <b>because</b> when Poppy saw Mr. Ocax, "What fun it would be to humiliate him. Just the idea of it brought a feeling of power." She was thinking too highly of making fun of Mr. Ocax. (Pg. 138)



Independent  
Practice

## Finding Text Evidence to Support our Thinking

**Constructed Response**

**R.A.P.P.**

**Restate the question**  
Change the question to a statement to begin your short answer response.

**Answer the question**  
Determine your answer and state it in a complete sentence.

**Prove it with text**  
Reread and search the text, find at least TWO supporting details that prove your answer, and then rewrite into your response.

**Proofread and edit**  
Does my answer make sense?  
Have I used punctuation correctly?  
Are all capital letters used correctly?  
Are all words spelled correctly?



Sharing  
About  
Reading



# 5th Grade:

**R**estate  
Use all important words from the question to create a statement sentence.

**A**nsWER  
Answer all parts of the question in complete sentences.

**C**ite  
Use evidence from the text to support your answer.

**E**xplain  
Explain how the text evidence supports your answer.




**S**um it up  
Sum up your answer by restating the question to create a closing sentence.

Finding Text Evidence  
to Support our  
Thinking

Writing About  
Reading

Literary  
Analysis  
Minilessons

The author gives a message in fiction and nonfiction books.

Book	Message	Evidence
	<ul style="list-style-type: none"> <li>Family members should not be separated.</li> <li>People should have freedom.</li> </ul>	<ul style="list-style-type: none"> <li>"He said nothing should come between a father and his family."</li> </ul>
	<ul style="list-style-type: none"> <li>One person can change the world.</li> <li>It is important to speak out against injustice.</li> <li>Every child has the right to an education.</li> </ul>	<ul style="list-style-type: none"> <li>"One child, one teacher, one pen, can change the world."</li> <li>"She speaks out again, stronger than before."</li> </ul>
	<ul style="list-style-type: none"> <li>Books can change your life and give you a sense of freedom.</li> <li>Everyone has the right to knowledge.</li> <li>Everyone is equal and deserves the same rights.</li> </ul>	<ul style="list-style-type: none"> <li>"Every page was a ticket to freedom, to the place where he would always be free."</li> </ul>

Independent  
Practice

**Character Feelings** Write  
Choose one character, identify how feelings may experience in your reading this past week and find a kind of textual evidence that proves the character had this feeling.

CHARACTER NAME: William Miller

Three feelings they experience:  
 1. Confused  
 2. Delighted  
 3. Angry

Circle one: this character showed evidence of this feeling through their:  
 Thoughts: "I'm not sure what to do." Word: Confused


Circle one: this character showed evidence of this feeling through their:  
 Actions: "He smiled and said 'Hi'." Word: Delighted

Circle one: this character showed evidence of this feeling through their:  
 Thoughts: "I'm so mad at him!" Word: Angry

**Character Traits** Write  
Choose one character, identify four traits that describe them. Identify an example of a behavior, action, or words that help you know each of the character's traits.

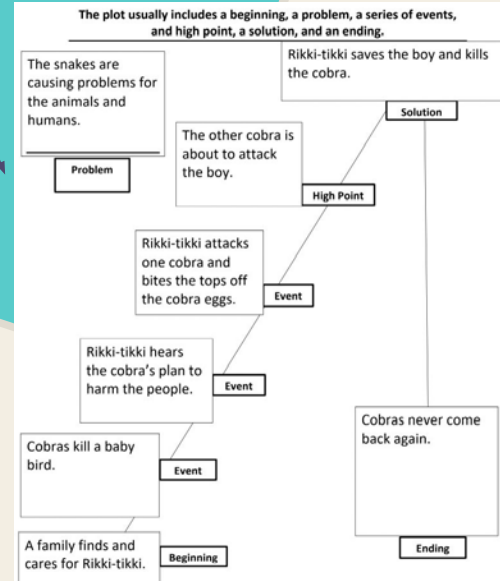
Book Title: Little Town on the Prairie

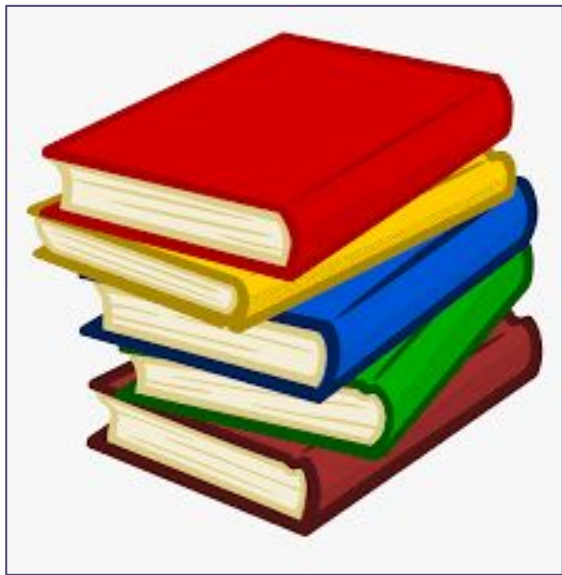
Character name: Mary

Profile pic of the character: 

Four traits that describe the character:  
 Trait #1: Caring Text evidence of the trait: "She always does what her sisters and parents want and she always helps them without being asked."  
 Trait #2: Hardworking Text evidence of the trait: "Her shoulders ached, her neck ached, her fingers were roughened by needle pricks, but she knew she had to keep going for Mary."  
 Trait #3: Kind Text evidence of the trait: "She always gives to the poor and the needy."  
 Trait #4: Brave Text evidence of the trait: "She was not afraid of the snakes and the wild animals."

In the book Little Town on the Prairie, by Laura Ingalls Wilder, the main character, Laura, is caring. Laura is caring because she's always doing what her sisters and parents want and she always helps them without being asked. On page 46, the author writes, "Laura had never sat still for so long. Her shoulders ached, her neck ached, her fingers were roughened by needle pricks, but she knew she had to keep going for Mary." This demonstrates that Laura is caring because she didn't want to sew but she did because her sister needed more skirts for college. In conclusion, Laura being caring impacts her because it makes her feel good by doing things for her family.





04

# Child Study Team (CST) Reading Support

# Reading Support at School

- Support for students who are not reading at benchmark or are showing the need for additional support in literacy skills
- Classroom teachers and Support Specialists work together to identify areas of need
- One-on-one and small group lessons
- Frequency is dependent on need
- Pull-out and push-in support
- Goal is short term support to remediate areas of need



# Engaging Readers at Home

# Ways to Encourage Reading

- Make reading a regular activity in your home
- Read with and to your child
- Read favorite books over and over
- Allow your child think time when reading

- Partner read with your child - you read a page, I'll read a page
- Visit the library with your child
- Listen to audiobooks together
- Talk about what you are reading and what your child is reading

# Encourage Beginning Reading Strategies

## Does it look right?

You said 'puppy', but the word starts with a D.

## Does it make sense?

Does the word you read make sense in the context of the sentence/story? Can you think of a word that would make sense?

## Can the picture help?

Use the picture for clues. The word starts with a C, is there something on the page that starts with a C?

## Get your mouth ready for the first sound

## Skip it, then try again

Read past the word to the end of the end of the sentence. Now try it again.

## Talk to your child about what they are reading

- Activate prior knowledge about the topic
- Make connections
- Make predictions

- Ask questions
- Make inferences
- Talk about the print
- Talk about the illustrations
- Visualize

Open  
ended  
questions  
to ask:



- Talk about what you learned in this book/ what happened in the story.
- Talk about what the book made you think of; other books, your experiences?
- Talk about what you liked about this book. Talk about what you didn't like.

- What happened first in the story? Next? Last?
- What is the genre of the book you read? How do you know?
- Show me something that was new or surprising.
- What do you know about the character?
- Show me a page where the pictures or photos helped you understand the words or to understand what was going on in the story.
- Why did ----- happen? How do you know?
- Talk about some facts you remember about the topic. (if the book is non-fiction)



## Websites and Resources to Explore

- Reading Rockets  
([readingrockets.org](http://readingrockets.org))
- National Center on  
Improving Literacy  
([improvingliteracy.org](http://improvingliteracy.org))
- Teach Mama  
([teachmama.com](http://teachmama.com))
- PBS for Parents  
([pbs.org/parents](http://pbs.org/parents))
- International Dyslexia  
Association  
([dyslexiaida.org](http://dyslexiaida.org))