Supporting Your Student with Reading

Welcome!

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Presenter

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Chat Moderator

Together, we will...

- Discuss the importance of **reading skill growth** and **reading confidence**
- Review how to access information about **your student's reading strengths** and **areas for growth**
- Practice **reading strategies** that you can **use at home** with your student to **grow their reading skills and confidence**

Agenda

1) Why is there so much talk about reading?

2) What are my student's strengths and areas for growth in regards to reading?

3) How can I support my student to grow their reading skills?

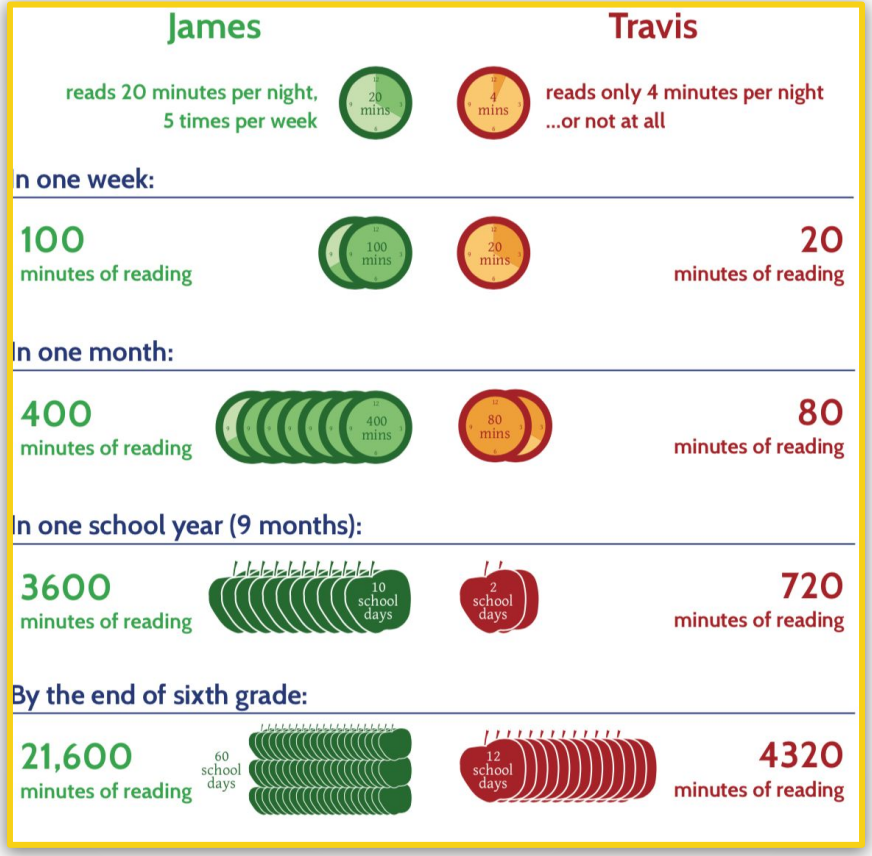
Why is there so much talk about reading?

"The **ability to read and interpret complex texts** is the **clearest differentiator** between those **ready for workplace-level reading and college-level reading** and those who are not."

What contributes to a student's ability to ***read*** and ***interpret*** complex texts?

1. **Opportunities** to practice reading
2. **Culture** or **feelings** about reading

Opportunities to Practice Reading



Culture or Feelings about Reading

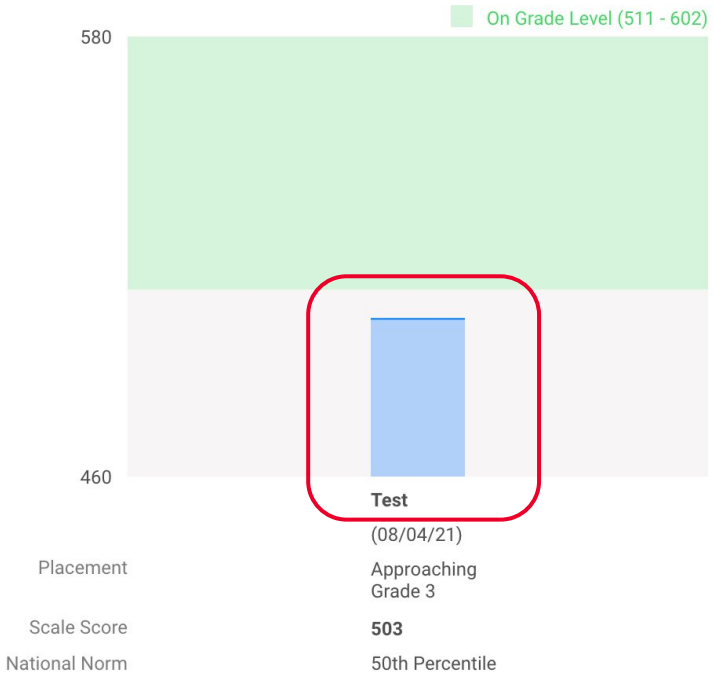
- **Talk** with students about what you're reading
- Let students read **what they're interested in**
  - *Comic books or graphic novels*
  - *Books or articles in languages other than English*
- Let your students **see you reading**
  - To learn → *how to use a new toy or home appliance*
  - For fun → *a novel while at the park*
  - For work → *an email from a colleague*
- Visit **the library** together
- **Read to your student**

Your Learner

i-Ready

- i-Ready is a program that we use to **monitor** your student's **reading and math levels** AND **support them to grow** their **reading and math levels**
- Diagnostic assessments occur **3 times a year**
- Diagnostic results show us a **student's overall reading level,** their **reading strengths**, and their **reading areas for growth**

Analyzing the Results



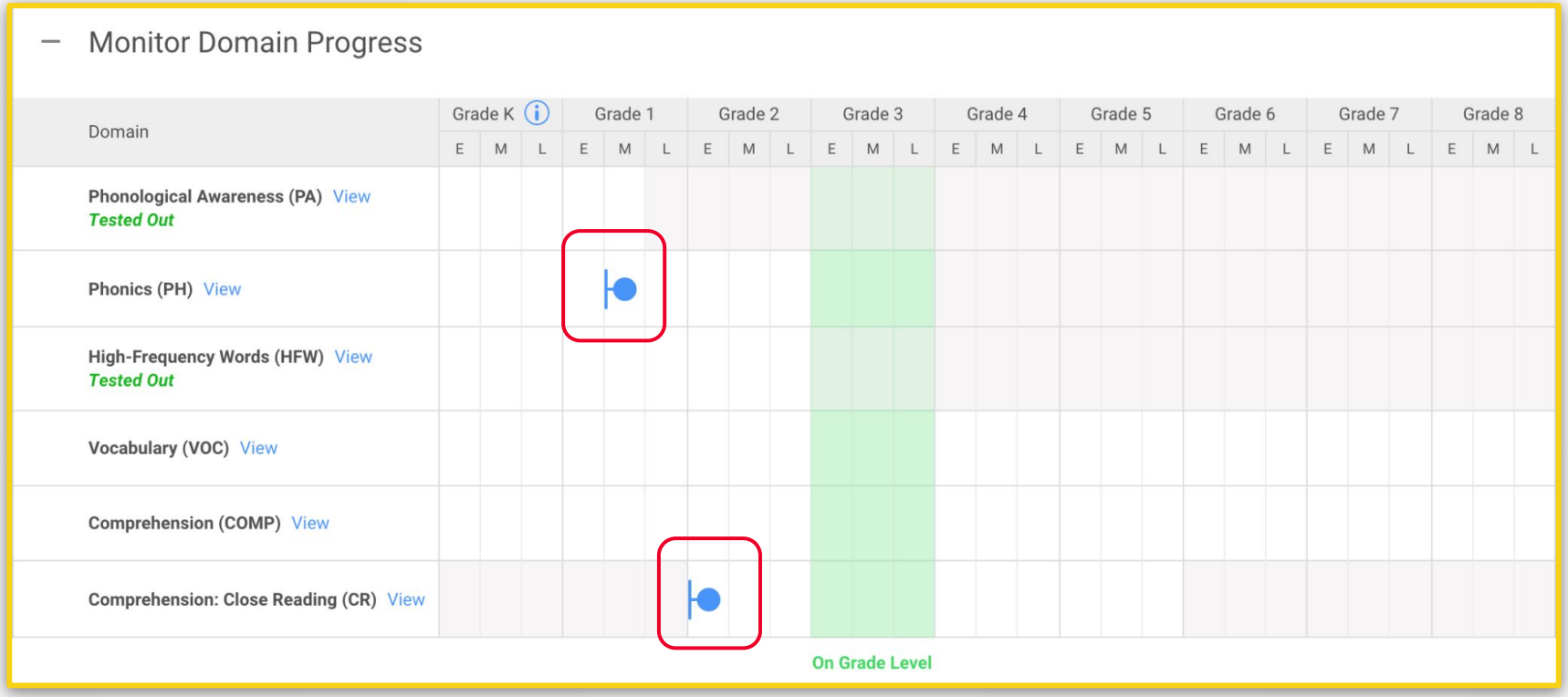
* Foundational Domains

Domain	Test (08/04/21)
Overall	**Approaching Grade 3**
Phonological Awareness*	Tested Out
Phonics*	Needs Improvement
High-Frequency Words*	Tested Out
Vocabulary	At Grade 3
Comprehension: Literature	Approaching Grade 3
Comprehension: Informational Text	Approaching Grade 3

Lexile ® Reading Measure	Lexile Reading Range	Find A Book
575L	475L-625L	Pick a book based on your student's Lexile measure and personal interests. Search for books at https://hub.lexile.com/find-a-book

Use i-Ready weekly

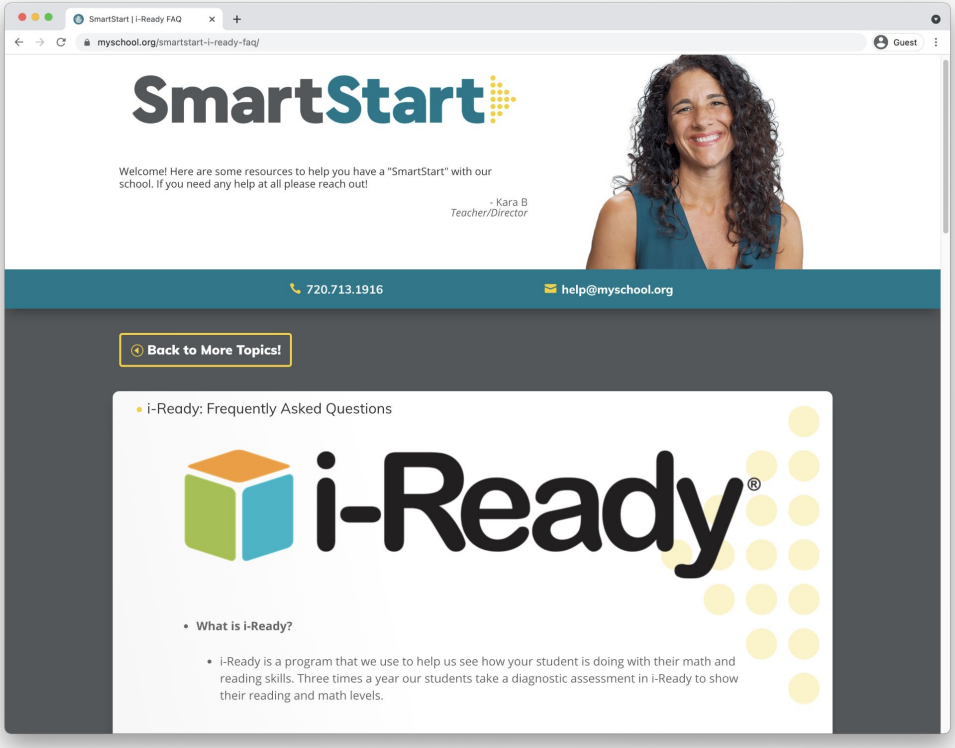
- Complete 3 lessons per week to practice below-grade level skills AND to get ahead!



i-Ready - *Resource*

i-Ready Frequently Asked Questions

mySchool.org/i-Ready



Strategies

Reading Strategies

Visualizing

Making Connections

Summarizing

1. Visualizing - *Overview*

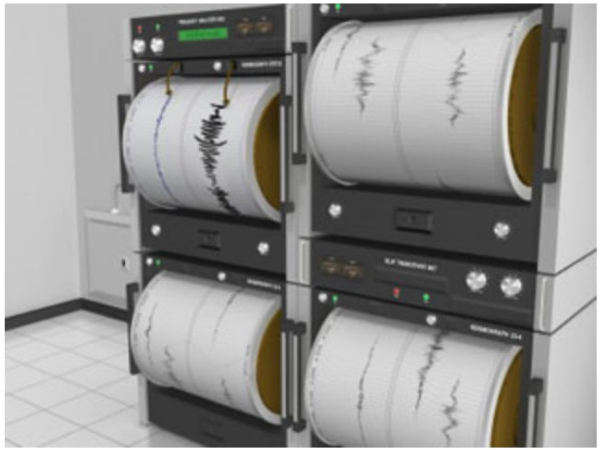
- Good readers **create pictures** or a **movie in their heads** as they read.
- Drawing a **quick sketch** on a piece of scratch paper helps make a **student's thinking visible**.
- Visualizing by drawing a quick sketch helps a student
  - Remember **big ideas** and **details**
  - **Better understand** and remember what they are reading

Hutchins, *Seven Keys to Comprehension: How to Help Your Kids Read and Get It*

1. Visualizing - *Application*

Measuring Earthquakes

What other factors can change Earth's crust?



Like volcanoes, earthquakes are reminders to us that Earth is constantly changing. Earthquakes can cause some areas to rise and others to sink. In Montana in 1959, rocks slid down a hillside and formed a ridge over 90 meters hig across a valley! An Alaskan earthquake in 1964 caused an islar to rise almost 10 meters. These big changes happened very quickly.

2. Making Connections - *Overview*

- When students **make connections** between what they read to what they already know, they…
  - **Retain** more information
  - Better **understand** the text
  - Are more **engaged** with the information
- There are **three main types** of connections
  - Text-to-self
  - Text-to-text
  - Text-to-world

https://www.readingrockets.org/article/building-background-knowledge

2. Making Connections - *Application*

Mickie tried to blink back tears as she watched her brother Sam walk away. She missed him already. He felt their eyes on his back and tried to put a cheerful spring in his step. In reality, he felt weighed down by more than just the heavy bag hanging from his shoulder. His tour of duty was one year, an impossibly long time--and with a war on, they wouldn't necessarily let him come home after that.

I've felt this way before. She must be sad.

This reminds me of the novel, *The Things They Carried* by *Tim O'Brien, when the main character hides how he's really feeling.*

This reminds me of what I heard on the news about a long war.

3. Summarizing - *Overview*

- Summarizing requires students to **focus on the main ideas** of a text and to decide what is important **without omitting key ideas**
- A “gist” statement prompts students to consider, “What’s the essence of this paragraph, chapter, or article?”
- Writing a gist statement helps readers **identify key concepts** and **analyze information**
  - Choose a paragraph or section
  - Identify the 5 W’s and 1 H
  - Combine this information in 20 words or less

National Learning Behaviour Support: Get the Gist - Summarizing

3. Summarizing - *Application*

8th Grade Social Studies

from "Benedict Arnold: Two Sides of a Bitter Coin"

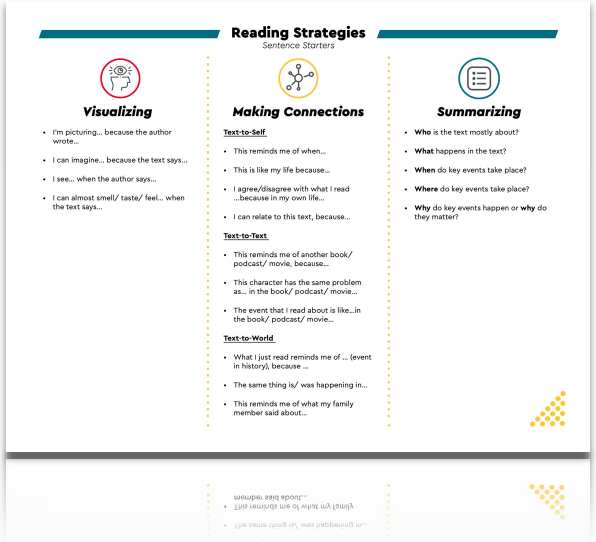
[1] Benedict Arnold (1741-1801) was an American general during the American Revolutionary War. He originally fought for the colonists' Continental Army but later defected to the British Army. Today, the name "Benedict Arnold" has become [5] synonymous with treason and betrayal. As you read, takes notes on what led to Arnold's change of loyalties. Benedict Arnold ... built himself into a genuine war hero, then died penniless in exile from the country he once loved. An intensely loyal and brave man, he made a brilliant battlefield commander [10] but, once spurned, turned his back on the country that put its faith in him and is forever more remembered as a traitor.

1) **Highlight/identify the 5 W's:**
Who - Benedict Arnold (line 1)
What - a war hero turned traitor (lines 2-4)
When - Revolutionary War (line 2)
Where - New England (line 2)
Why - "Once spurned" (line 10)

2) **Create a 20-word Gist Statement:**
Benedict Arnold was a war hero turned traitor during the American Revolutionary War. An American betrayal encouraged him work with Britain.

Benedict Arnold: Two Sides of a Bitter Coin (CommonLit.org)

Reading Strategies - *Resource*



Reading Strategies

Sentence Starters

Visualizing

- I'm picturing... because the author wrote...
- I can imagine... because the text says...
- I see... when the author says...
- I can almost smell/ taste/ feel... when the text says...

Making Connections

Text-to-Self

- This reminds me of when...
- This is like my life because...
- I agree/disagree with what I read ...because in my own life...
- I can relate to this text, because...

Text-to-Text

- This reminds me of another book/ podcast/ movie, because...
- This character has the same problem as... in the book/ podcast/ movie...
- The event that I read about is like...in the book/ podcast/ movie...

Text-to-World

- What I just read reminds me of ... (event in history), because ...
- The same thing is/ was happening in...
- This reminds me of what my family member said about...

Summarizing

- **Who** is the text mostly about?
- **What** happens in the text?
- **When** do key events take place?
- **Where** do key events take place?
- **Why** do key events happen or **why** do they matter?

[Reading Strategies - Sentence Starters]

We’re here for you!

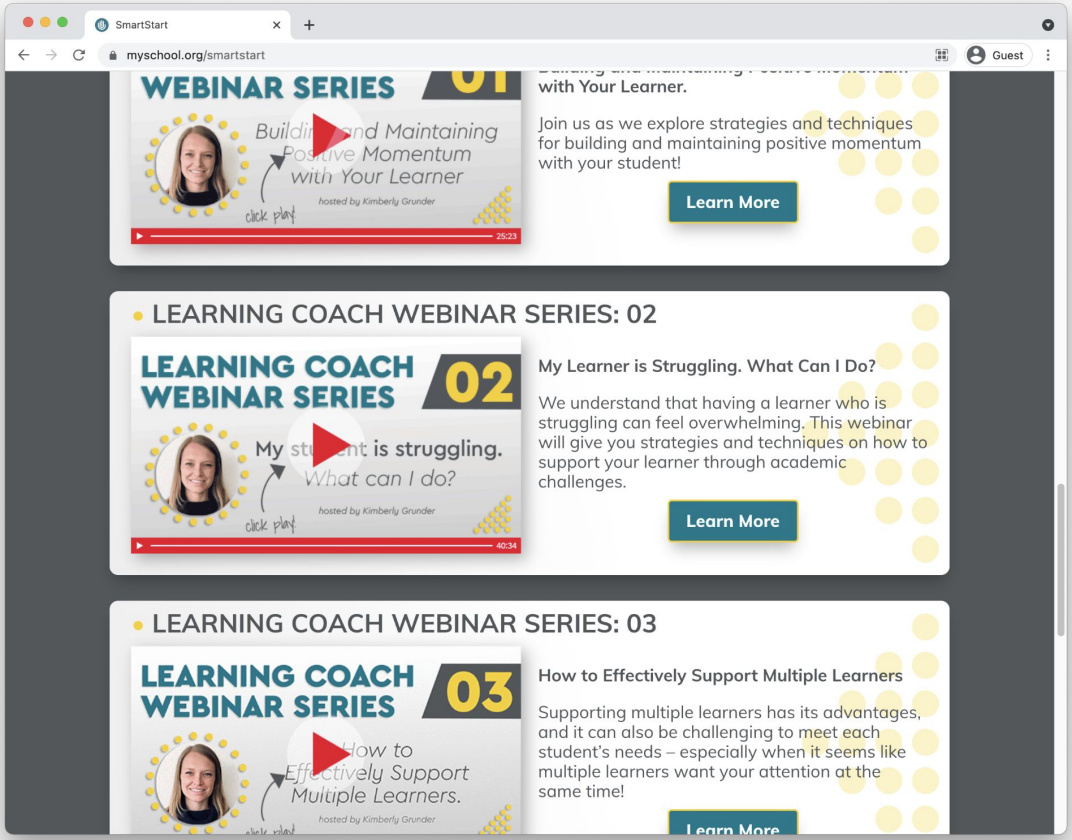
Email:

help@myschool.org

Call:

Arizona	Colorado
602-641-8220	720-713-1916

mySchool.org/SmartStart



Thank You!