

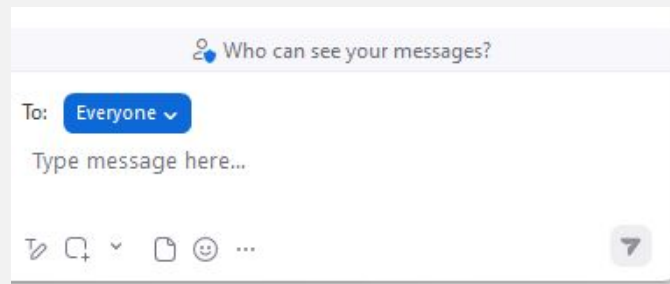
Welcome to our Spotlight Series

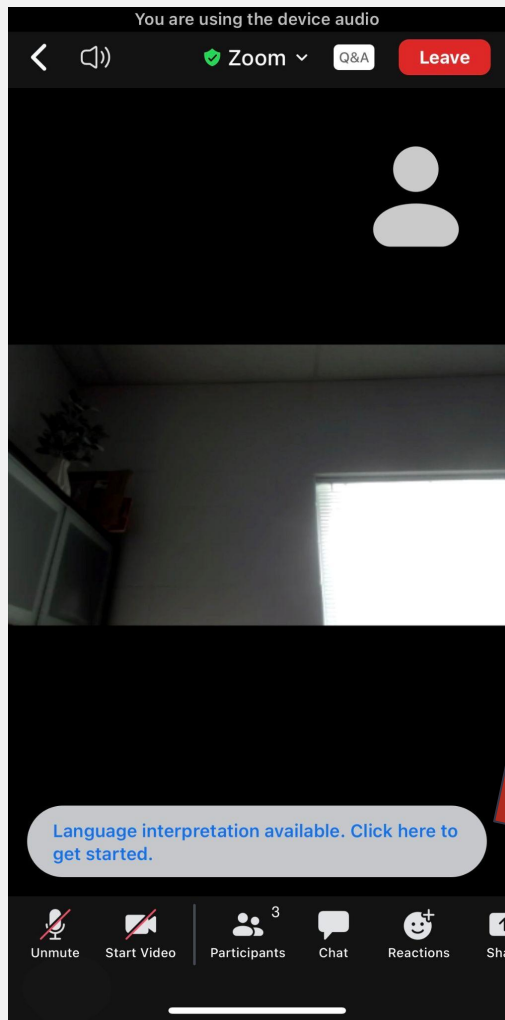
- **Write your child/children's grade level in the chat.**

Escriba el nivel de grado de su hijo o hijos en el chat.

- **What are you hoping to learn about in this session?
Share in the chat.**

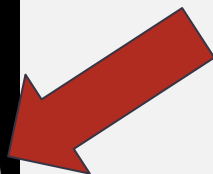
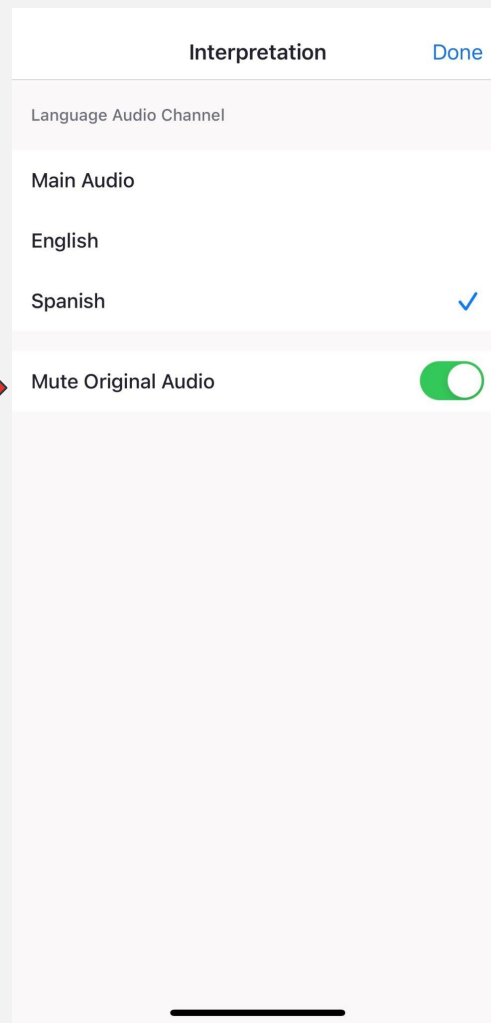
¿Qué esperas aprender en esta sesión? Comparte en el chat.



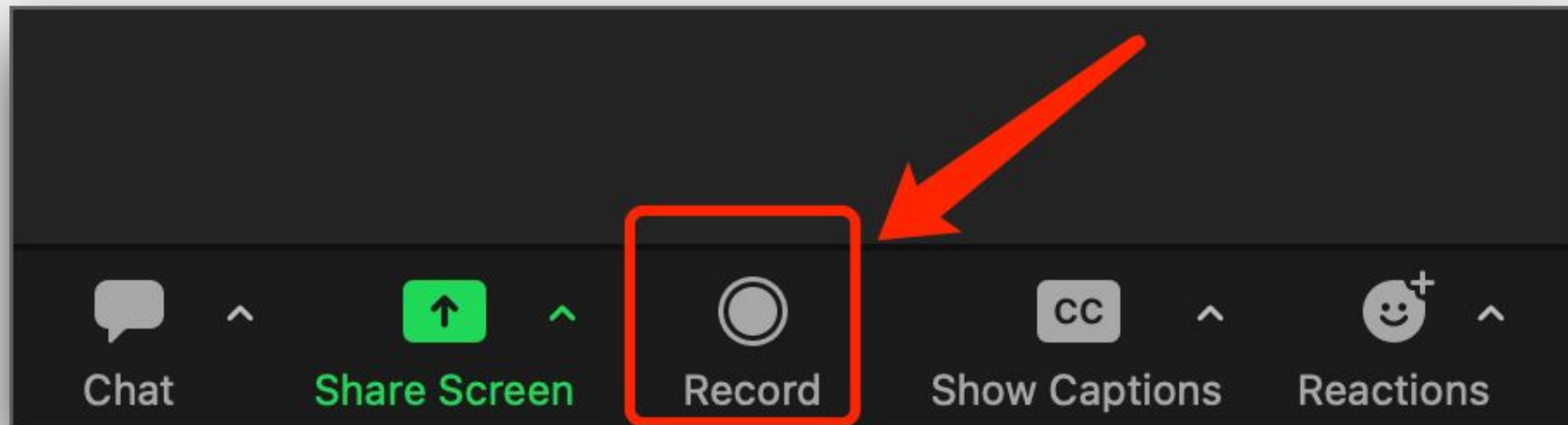


If you would like
Spanish
translation

Si desea una
traducción al
español



Recording/Grabación



Spotlight Series #4

Supporting Oral Language
and Reading Comprehension
at Home



Who are we? ¿Quiénes somos?



Juliana Abouraad

Reading Specialist



Rachel Jenkins

Instructional Coach



Outcomes/Resultados

- Learn evidence-based information about your child's **reading development and instruction**
- Define **oral language** and **reading** comprehension
- Explore ways to **support** your student at **home**

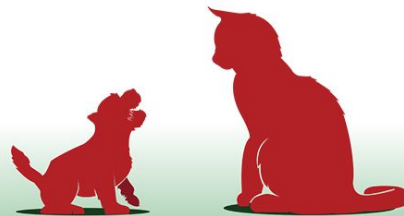
Parking Lot



Reading Development

What is Reading?

The Simple View of Reading



"The little dog barked at the big cat."

Accuracy & Fluency

Meaning

The little dog barked at the big cat.

Seeing each letter but not knowing what sounds these letters represent.



?

No meaning associated.

The...l...i...t...t...e...d...o...g...b...a...r...k...e...d...a...t...t...h...e...b...i...g...c...a...t

Producing the sounds the letters make, but it takes a lot of effort.



Recognizing each word, but not the overall meaning of the sentence.

The little dog barked at the big cat.

Putting the individual sounds together easily to pronounce each word.



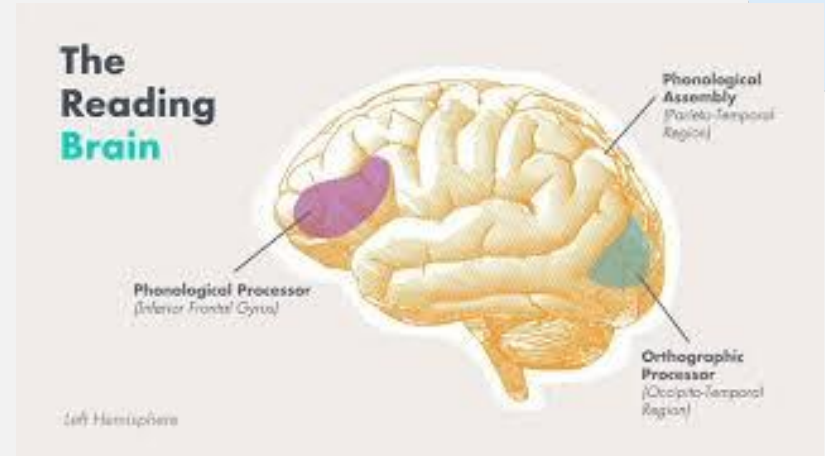
Fully grasping the meaning of the sentence.



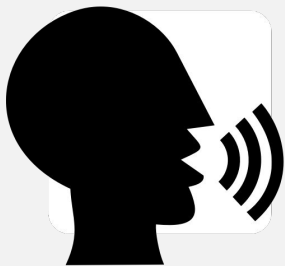
The research reported here is funded by awards to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award # S933160023). The opinions expressed are those of the authors and do not represent views of OESSE, OSEP, or the U.S. Department of Education. © National Center on Improving Literacy. <https://improvingliteracy.org> | twitter.com/NCLiteracy | facebook.com/improvingliteracy

What does research tell us?

- Our brains are not wired to read
- The foundation of reading and writing is based on spoken and written language skills

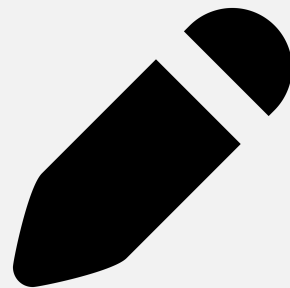


Spoken Language and Written Language Skills Defined



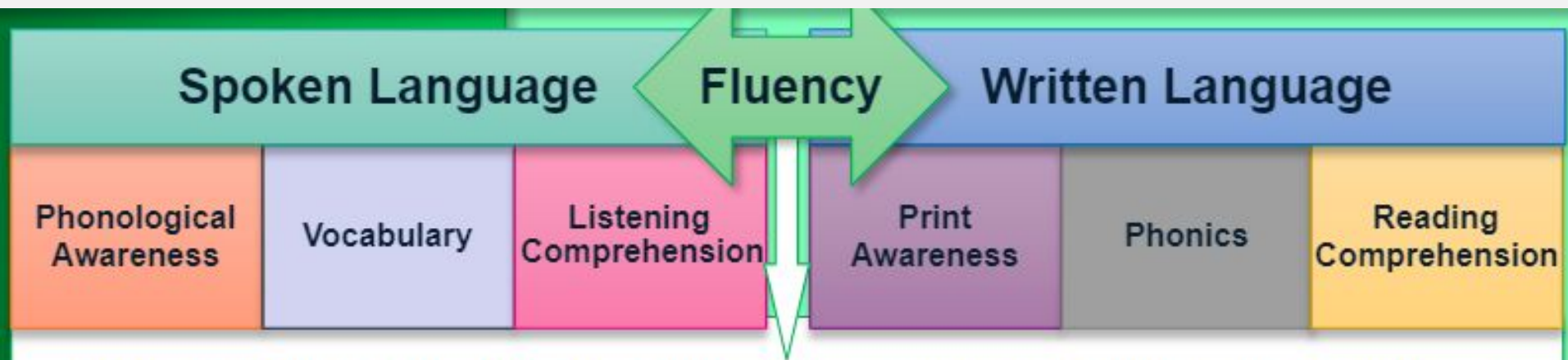
Spoken Language

Understanding and using sounds, words, and ideas from speaking and listening.



Written Language

Understanding and using sounds, words, and ideas from reading and writing.



Is the ability to read words and reading material correctly, with enough speed (rate), and expression.

Reading Development Over Time

Emergent Readers

About birth
to Age 6

School Age:
Preschool to
Kindergarten

- Learning Letter Names and Sounds
- Starts to detect rhyme
- Retells stories
- Draws pictures and begins to write name

- Names letters and sounds
- Developing sight word bank
- Concept of print developed
- Talk about books they have read
- Count and break syllables
- Read and write single syllable words

Age 6-7

School Age:
1st to 2nd
Grade

Early Readers

Transitional Readers

Ages 7-8

School Age:
2nd to 3rd
grade

- Reading sounds more like talking
- Decodes unfamiliar words, but may still need support
- Reading longer
- Generally reads with understanding

- Reading and spelling with confidence
- Understanding longer and more difficult types of material
- Should be using word parts to figure out words

Ages 8+

School Age:
Grades 3+

Fluent Readers

Learning About Print → Learning to Read → Reading to Learn

Simple View of Reading



<https://www.waterford.org/education/simple-view-of-reading/>

What's Coming?

- Basal Resource (K-6)
- VALLS (K-3) Literacy Screener
- New standards for ELA
- Continued intervention





Reflection

- Questions?
- Comments.
- Aha moments!

Ways to Support at Home: Language Comprehension

Simple View of Reading

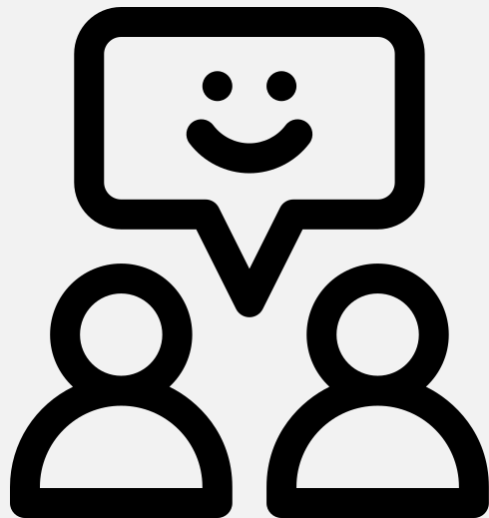


<https://www.waterford.org/education/simple-view-of-reading/>

5 Ways to Deepen Oral Language Comprehension

Leading to Reading Comprehension

Talk, Listen, Ask (In all languages)



1. TALK: Talk to your child about everyday life.
2. LISTEN: Listen and repeat back what you hear your child say.
3. ASK: Ask your child questions that can't be answered with one word.

Use a PEER When You Read Aloud

P	Prompt
E	Evaluate
E	Expand
R	Repeat the prompt

What animal is this?

That's right! It is a bear.

What color is the bear?

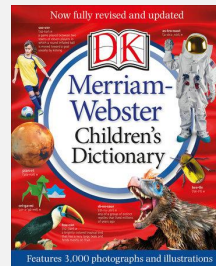
Good job! It is a brown bear. That's called a Grizzly bear. Can you say Grizzly bear?



Guess the Word

1. Choose one new word your child learned in the story.
2. Ask your child to write the word down.
3. Read the sentence in which that word occurs, then guess what the word might mean.
4. Together, look up the definition in a dictionary (or dictionary.com learners) to check the accuracy of the guesses.

One of the fun parts of reading is learning new words. The more words we learn, the better we read, and the more we understand the story!



Share Wordless Picture Books

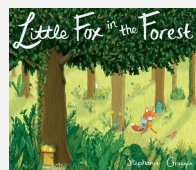
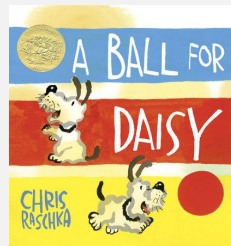
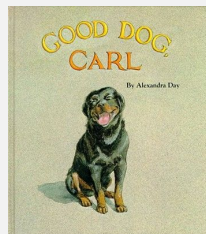
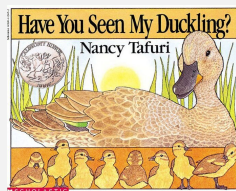
- Each “reader” listens and speaks, creating their own story in their own words. They can also write their own original story to accompany the book.

Tips		
No right or wrong ways to read a wordless picture book.	Look at the cover and talk about the title.	Encourage details by asking “W” questions: Who? Where? When? Why?

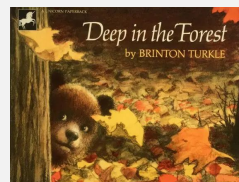
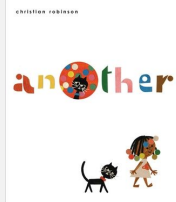
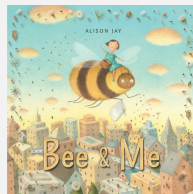
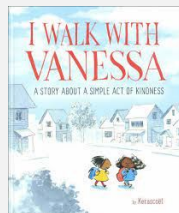
Share Wordless Picture Books

Recommendations

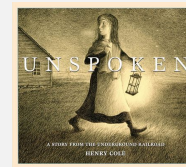
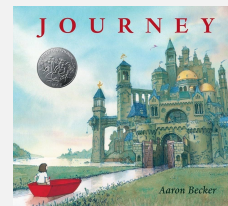
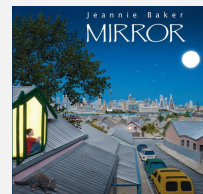
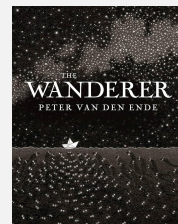
Prek-K



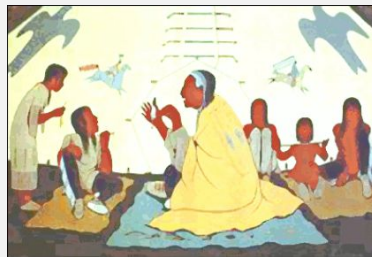
1-3



4-6



Tell a Story: Oral Storytelling



You are your child's best storyteller! Tell a story from your past and allow your child to ask questions along the way!

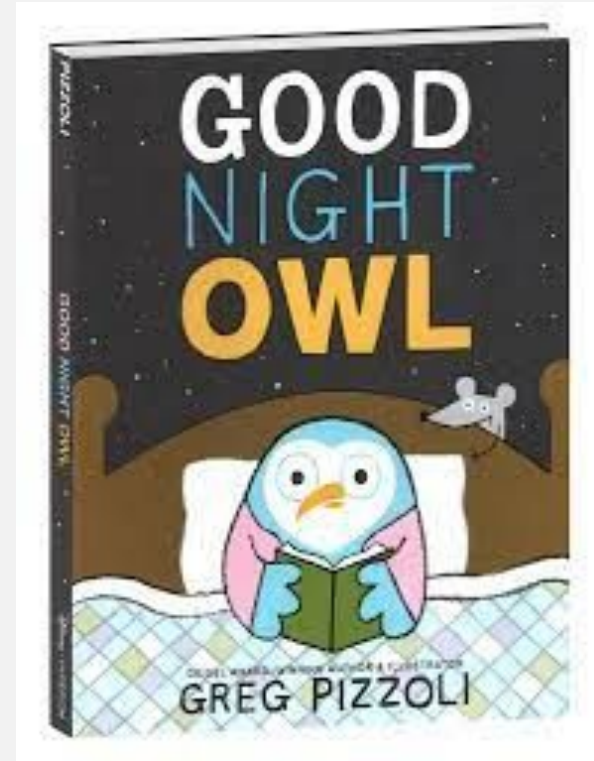
Prompts:

- What was a wild weather event you have experienced?
- Tell the story of your favorite family tradition.
 - Who started the tradition?
 - How old were you when you learned about it? How has it changed over the years?
- Tell the story of a time when you did something that made you feel really proud. Why was this accomplishment important to you?
- Tell the story of a time when you needed help and were afraid to ask for it. What happened?

Use Somebody...Wanted...But...So...Then...

SUMMARY

Somebody	→	Who is the main character?
Wanted	→	What did the main character want to do?
But	→	What was the problem?
So	→	How did the character solve the problem?
Then	→	What was the resolution?





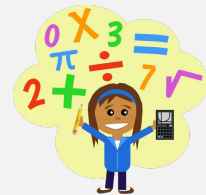
Questions? Preguntas?

Upcoming Topics and Months



- **Family Math Night** (Pi Day Celebration)
 - March 14th
- **Data Collection:** Understanding your students' yearly growth
 - April (Date TBD)

- **Noche de matemáticas en familia** (celebración del Día de Pi)
 - 14 de marzo
- **Recopilación de datos:** Comprender el crecimiento anual de sus estudiantes
 - Abril (Fecha por determinar)



Feedback

Please let us know your thoughts about tonight's session