

Background

Simple View of Reading

WR = Word Recognition, LC = Language Comprehension, RC = Reading Comprehension



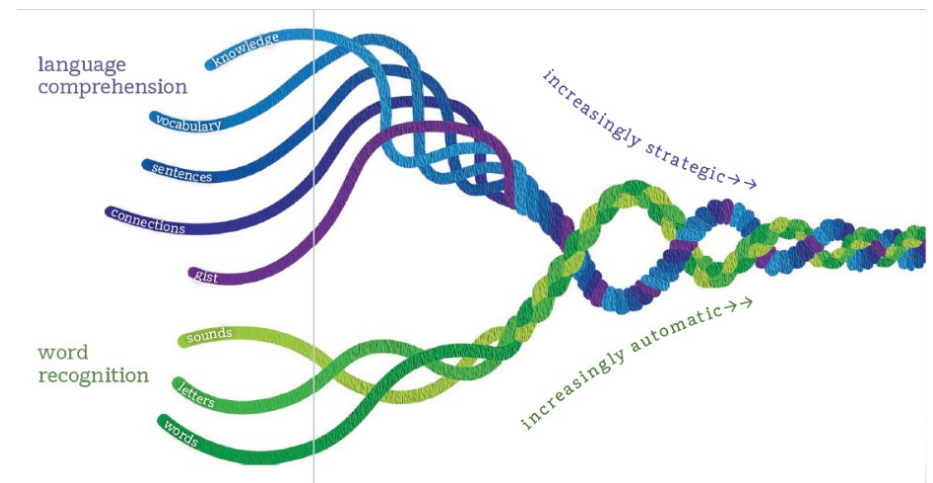
Word Recognition:

- Phonological Awareness: Hearing sounds and blending (putting the sounds together to form a word), hearing syllables and blending
- Decoding: Alphabetic Knowledge (letter names), spelling-sound relationships
- Sight Recognition: familiar words, words with irregular sounds (the, they, of, ...)

Language Comprehension:

- Background Knowledge: facts, concepts – knowing about a lot of topics
- Vocabulary: Knowledge of prefixes, suffixes, roots
- Language Structures: syntax (the arrangement of words), semantics (meaning of words, phrases)
- Verbal Reasoning: making inferences (using clues to figure out what is happening), metaphor (figurative language)
- Literacy Knowledge: Print Concepts, genres (fantasy, historical fiction, mystery...)

When WORD RECOGNITION skills become automatic and LANGUAGE COMPREHENSION skills become more strategic, a SKILLED READER is the result.



What is in this book?

Big Ideas are summaries of what students are learning and expected to master by the end of the year. They do not include all the skills taught or topics covered. As students get older, the Big Ideas decrease as we move from Learning to Read into Reading to Learn. Once students become skilled readers, the focus shifts to their engagement with text. For many of the big ideas, there are at home activities that are simple to do and are like what is being done in the classroom. If you need any further explanation about any of the big ideas or activities, you are welcome to contact the reading support staff at your school site or the classroom teacher. With many of the curriculum units, there are letters that may be sent home that would give more details and additional suggested activities.

In addition to the big idea and activity charts, you will find tricky word charts, sight word chart, sight syllable chart, Greek and Latin Root chart, sound spelling card pages, academic conversation tools, and recommended reading for the summer or anytime throughout the year.

- Tricky Words/Sight Words – Students need lots of practice with these words. Many of them have an irregular sound-spelling (tricky spelling) and are also highly used in text. Students who achieve automatic recognition of these words demonstrate more fluent reading. With younger students we have listed some ideas for games to play.
- Sight Syllables – Like the tricky words/sight words, students need lots of practice with these word parts. The irregular list includes syllables with an irregular sound spelling. The chart includes very common syllables that when students automatically recognize the syllable, they decode words quickly and the fluency of their reading increases.
- Greek and Latin Roots – Many words in the English language come from other languages the most common being Greek and Latin. The roots included are common roots and knowledge of these roots and their meanings will help students better understand what they are reading as they enter upper elementary, middle school grades and into high school.
- Sound-Spelling Cards – This helps students with sounding out and spelling words. Each card represents one sound and shows how that sound is spelled. Some sounds have multiple spellings. The pictures on the cards provide a visual clue for students to determine if they are looking at the correct sound spelling card. In most cases, the first sound you hear when you say the name of the picture is the sound for the card. Vowel sound cards are the exception. Students in Kindergarten – Sixth grade are familiar with these cards and use them in the classroom.
- Academic Conversation Tools – These tools will be helpful in having a conversation about a text with your student. They offer cues, strategies, and suggested questions to use. The tools will also help with writing tasks. Writing is often easier after having a conversation about a topic.
- Recommended Reading – We strongly encourage students to read over the summer. Books can be accessed through one of our online resources, as well as checking at the Public Library.



Kindergarten Big Ideas and At Home Activities

Big Ideas (Skills)	Activity
<ul style="list-style-type: none"> Read decodable books to practice sounding out words and fluency (automatic). <ul style="list-style-type: none"> Track with finger from left to right Words are made of sound parts (syllables, phonemes). Phonemes (sounds) are blended to form words. Sounds in words are represented by symbols. 	<ul style="list-style-type: none"> Read to your student, Read with your student (take turns), Listen to your student read Chaining: word activity where a group of letters is given, and students make words by only changing one letter at a time. For example: Letters to use: m, a, t, d, o, c, g, and l – Start with “at”, add “m”: mat, change “m” to “s”: sat, change “t” to “g”: sag ... (It is acceptable to make nonsense words when chaining). With each word made, students should sound out and read.
<ul style="list-style-type: none"> Tricky Words/Sight Words have irregular sounds or sounds we have not learned. Some Tricky Words will become “Sticky Words” (stuck in their brain so it is recognized automatically). 	<ul style="list-style-type: none"> Read, Spell, Read (routine): Make flashcards with tricky words. Choose 3-5 to practice at a time. Show student the word. If they know the word, they read the word, spell the word, read the word again. If student does not read word, tell student the word and have them repeat the word and finish the routine by spelling and reading again. Make a second set of cards to play the following games: <ul style="list-style-type: none"> Go Fish Memory Hide and Go find (hide one set of words and use the other set to send the student looking for the word) <ul style="list-style-type: none"> Student can take the card with them to find the match
<ul style="list-style-type: none"> Symbols (letters) are used to spell words Sentences begin with a capital letter and end with punctuation (., ?, !). 	<ul style="list-style-type: none"> Practice writing letters Practice writing words: copy the words from the chaining activity Practice writing simple sentences



Tricky Words to Know:




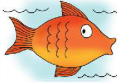

one	two	three	the	a	blue	yellow	look	I
are	little	down	out	of	funny	all	from	was
when	word	why	to	where	no	once	said	says
were	here	there	he	she	we	be	me	they
their	my	by	you	your				






Sounds to know by the end of Kindergarten






SIPPS® Beginning Level
Spelling-Sound Wall Cards






Appendix ○






SIPPS® Beginning Level
Spelling-Sound Wall Cards

 b	 c k _ck	 d	 f	 g
--	--	--	--	--






 h	 j _dge	 l	 m	 n
--	--	--	--	--

 p	 qu_	 r	 s	 t
--	--	--	--	--

 v	 w	 x	 y	 z
--	--	--	--	--

 a_ at the chair	 e_ edge of the chair	 i_ in the chair	 o_ on the chair	 u_ under the chair
---	--	---	---	--

Short Vowels

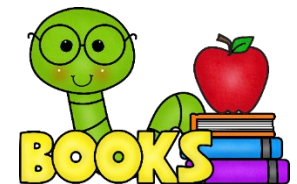
 th(2)	 sh	 ch _tch	 wh_ _ing	
--	---	---	--	---

First Grade Big Ideas and At Home Activities

Big Ideas (Skills)	Activity
<ul style="list-style-type: none"> Read decodable books to practice sounding out and fluency (automatic). Tricky Spellings are spellings that can be sounded more than one way. Student answer comprehension questions orally and/or in writing after reading each story. 	<ul style="list-style-type: none"> Read to your student, Read with your student (take turns), Listen to your student read Read a variety of books: informational (non-fiction), fables, fairytales, short biographies, historical fiction.... Ask and answer questions about the reading (sample questions provided at the end). Chaining: (include tricky spellings and long vowel spellings) (see Kindergarten for example) With each word made, students should sound out and read.
<ul style="list-style-type: none"> Tricky Words/Sight Words have irregular sounds or sounds we have not learned. (First grade list includes some from Kindergarten) Some Tricky Words will become “Sticky Words” (stuck in their brain so it is recognized automatically). 	<ul style="list-style-type: none"> Read, Spell, Read (routine): Make flashcards with tricky words. Choose 5-10 to practice at a time. If student knows word, remove from stack. Make a second set of cards to play the following games: <ul style="list-style-type: none"> Go Fish Memory Hide and Go find (hide one set of words and use the other set to send the student looking for the word)
<ul style="list-style-type: none"> Sentences begin with a capital letter and end with punctuation (., ?, !). Writing is a process. <ul style="list-style-type: none"> Brainstorm ideas Draft (write all the ideas in sentence form, grouped into paragraphs if ready) Edit and Revise (fix mistakes, remove unnecessary/repetitive text) Final Piece 	<ul style="list-style-type: none"> Practice expanding sentences. <ul style="list-style-type: none"> Include descriptive words (adjectives: what color, how many, how does it feel...) Include where something is happening (prepositions: under the table, in the kitchen...) After reading, write a multi-sentence (2 or more) response to the text: summary, make a connection to your own experiences. Use the writing process to write stories, letters expressing an opinion...







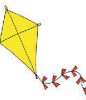






Tricky Words to Know:

a	I	no	so	of	is	to	all	some	are	have
were	one	once	do	two	the	who	said	says	was	when
why	where	what	which	here	there	he	she	be	me	we
they	their	my	by	you	your	because	could	should	would	down
yesterday	today	tomorrow	how	coach	picture	cow				
















Sounds to know by the end of First Grade (include Tricky Spellings)

SIPPS Extension Level
Spelling-Sound Wall Cards

 a_	 e_	 i_	 o_	 u_	Short Vowels	
 a_e ai_ _ay	 e_e ee ea __y	 i_e _igh _y	 o_e oa_ ow	 u_e _ew		Long Vowels
 oo u_e _ew	 oo	 ou_ ow	 oi _oy	 au_ aw a(I) a(II)		
 er ir ur	 ar	 or				

SIPPS Extension Level
Spelling-Sound Wall Cards

 c k _ck	 f ph	 j _dge	 n kn_	 qu_
	 r wr	 s c(e) c(i) c(y)		
 th(2)	 sh	 ch _tch	 wh_	 _ng
 _ing	 (ending) _ed (3)	 (ending) _s (2)	 (ending) _es	

Second Grade Big Ideas and At Home Activities

Big Ideas (Skills)	Activity
<ul style="list-style-type: none"> Words may have more than one syllable (word part with one vowel sound) Transition from Learning to Read to Reading to Learn. Continue to practice reading with decodable readers. Tricky Spellings are spellings that can be sounded more than one way. Student answer comprehension questions orally and/or in writing after reading each story. 	<ul style="list-style-type: none"> Read to your student, Read with your student (take turns), Listen to your student read Read a variety of books: informational (non-fiction), fables, fairytales, short biographies, historical fiction.... Ask and answer question about the reading (sample questions provided at the end).
<ul style="list-style-type: none"> Tricky Words/Sight Word have irregular sounds or sounds we have not learned. (Second grade list includes some from Kindergarten and First grade) <ul style="list-style-type: none"> Some tricky words will be related to content of a text. Many Tricky Words should be “Sticky Words” now (stuck in their brain so it is recognized automatically). 	<ul style="list-style-type: none"> Read, Spell, Read (routine): Make flashcards with tricky words. Choose 10-15 to practice at a time. If student knows word, remove from stack. Make a second set of cards to play the following games: <ul style="list-style-type: none"> Go Fish Memory Hide and Go find (hide one set of words and use the other set to send the student looking for the word)
<ul style="list-style-type: none"> Paragraphs are made up of multiple sentences about the same idea. Writing is a process. <ul style="list-style-type: none"> Brainstorm ideas Draft (write all the ideas in sentence form, grouped into paragraphs if ready) Edit and Revise (fix mistakes, remove unnecessary/repetitive text) Final Piece 	<ul style="list-style-type: none"> Practice writing paragraphs After reading, write a paragraph response to the text: summary, make a connection to your own experiences Use the writing process to write stories, persuasive letters, different endings to stories, ...



Tricky Words to Know:

the	he	she	we	be	me	was	of	a
do	down	how	to	what	where	why	from	could
would	should	there	said	says	word	I	you	your
street	my	by	have	all	who	no	go	so
are	were	some	they	their	early	whose	bomb	signature
war	tomorrow	imagine	soldier	broad	iron	special	shoe	new

SIPPS Sights Words to Know K-2 (some are repeated from Grade Level Tricky Words)

A, B	C, D	E, F	G, H, I, K	L, M	N, O, P	R, S	T, U, V	W	Y
a	call	early	give	large	neither	read(2)	talk	walk	you
after	carry	earth	go	learn	never	ready	the	want	young
again	caught	eight	goes	lie	no	said	their	was	your
ago	change	either	gold	like	nothing	saw	there	watch	
all	child	enough	gone	little	of	says	they	water	
answer	children	even	good	live(2)	often	school	thought	way	
any	climb	ever	great	look	old	see	through	we	
are	cold	every	group	love	once	she	tie	were	
ball	come	eye	guess	many	one	shoe	to	what	
be	could	father	half	me	only	should	today	where	
beautiful	day	few	have	mind	other	since	toe	who	
because	do	find	he	miss	our	small	too	who's	
been	does	floor	head	money	out	so	toward	whole	
bird	don't	fly	heard	month	over	some	true	whose	
blue	done	food	heart	most	people	sure	two	why	
both	door	for	her	mother	picture		under	wild	
bought	down	four	here	move	pie		very	woman	
bread		friend	hour	Mr.	piece			women	
brother		from	I	Mrs.	play			won	
brought		full	key	Ms.	pull			won't	
build			kind	my	push			word	
built					put			work	
busy								would	
buy									
by									

(2) – word has two ways to pronounce it – short vowel sound (irregular for the spelling), and the regular long vowel sound


Third Grade Big Ideas and At Home Activities

Big Ideas (Skills)	Activity
<ul style="list-style-type: none"> • Reading to Learn • Fictional narratives have common elements: dialogue, narration, characters, plot, and setting. • Fiction has themes such as friendship, hospitality, and responsibility. • Literary tools in fiction include personification, perspective, and point of view • Non-Fiction (informational) text utilizes headings, subheadings, main ideas, details, charts/tables/graphs, and pictures to organize information. 	<ul style="list-style-type: none"> • Start a family Book of the Month club (chapter books, please) <ul style="list-style-type: none"> ○ Read together – take turns reading paragraphs/chapters ○ Increase the number of pages every few months. • Read a variety of books: informational (non-fiction), fables, fairytales, short biographies, historical fiction.... • While reading, draw student's attention to features of informational text to help comprehension. • Ask and answer question about the reading (sample questions provided at the end).
<ul style="list-style-type: none"> • Vocabulary is important for reading comprehension. • Adding prefixes and suffixes to base words/roots changes meaning and part of speech. 	<ul style="list-style-type: none"> • Practice adding prefixes and suffixes to words and using them in sentences. <ul style="list-style-type: none"> ○ Choose a root/base word: ex: cycle ○ Add different prefixes and suffixes to see how the meaning changes: unicycle, bicycle, tricycle, recycle, cyclist
<ul style="list-style-type: none"> • Paragraphs are made up of multiple sentences about the same idea. • Writing is a process. <ul style="list-style-type: none"> ○ Brainstorm ideas ○ Draft (write all the ideas in sentence form, grouped into paragraphs if ready) ○ Edit and Revise (fix mistakes, remove unnecessary/repetitive text) ○ Final Piece 	<ul style="list-style-type: none"> • Practice writing paragraphs. • After reading, write a paragraph response to the text: summary, make a connection to your own experiences, write about a character, setting, or plot. • Use the writing process to write original stories, persuasive letters/essays, opinion pieces, speeches, informational paragraphs....



Prefixes (at the beginning of the base word/root) to Know								
dis-	mis-	un-	non-	re-	pre-	pro-	anti-	uni-
bi-	tri-	multi-	over-	mid-	under-			
Suffixes (at the end of the base word/root) to Know								
-er	-or	-ist	-ian	-y	-al	-ous	-ly	-ive
-ish	-ness	-able	-ible	-est				

Fourth – Fifth Grade Big Ideas and At Home Activities

Big Ideas (Skills)	Activity
<ul style="list-style-type: none"> • Reading to Learn • Reading with a purpose • Literary tools in fiction include simile, metaphor, dialogue, transition words, sensory details, and point of view. • Fiction has themes such as friendship, hospitality, and responsibility. • Non-Fiction (informational) text utilizes headings, subheadings, main ideas, details, charts/tables/graphs, and pictures to organize information. • Poetry can be a free form, creative, imaginative written form of expression. <ul style="list-style-type: none"> ○ Poetry uses rhyme, repetition, alliteration, meter, and tone. 	<ul style="list-style-type: none"> • Start a family Book of the Month club (chapter books, please) <ul style="list-style-type: none"> ○ Read together – take turns reading paragraphs/chapters ○ Increase the number of pages every few months • Read a variety of books: informational (non-fiction), fables, fairytales, short biographies, historical fiction.... • Set a purpose for reading. Ex: focus on character development • While reading, draw students attention to features of informational text to help comprehension. • Ask and answer questions about the reading (sample questions provided at the end). • Read poems with your student and discuss the elements and meaning.
<ul style="list-style-type: none"> • Vocabulary is important for reading comprehension. • Adding prefixes and suffixes to base words/roots changes meaning and part of speech. • Quickly identifying irregular/regular sight syllables makes it easier to decode multisyllabic words. <ul style="list-style-type: none"> ○ Some sight syllables have meanings. • Dividing words into syllables helps with decoding and spelling. 	<ul style="list-style-type: none"> • When reading, follow these steps with a word your student gets stuck on: <ul style="list-style-type: none"> ○ Find irregular/regular sight syllables and underline them. ○ Then divide the word into syllables using these general rules: <ul style="list-style-type: none"> ▪ 2 consonants between 2 vowels, divide in between the consonants ▪ 1 consonant between 2 vowels, divide before the consonant first ○ This will get a close approximation of how to read the word.
<ul style="list-style-type: none"> • Paragraphs are made up of multiple sentences about the same idea. • Essays are made up of multiple paragraphs about a topic. • Writing is a process. <ul style="list-style-type: none"> ○ Brainstorm ideas ○ Draft (write all the ideas in sentence form, grouped into paragraphs if ready) ○ Edit and Revise (fix mistakes, remove unnecessary/repetitive text) ○ Final Piece 	<ul style="list-style-type: none"> • Practice writing paragraphs • After reading, write a paragraph response to the text: summary, make a connection to your own experiences, write about a character, setting, or plot. • Use the writing process to write original stories, persuasive letters/essays, opinion pieces (include evidence from text, personal experiences to support opinion), speeches, informational paragraphs/essays.... 

Sight Syllables to Know

col	ish	ad	sym	pic	ex	ment	duct	less	in
sub	est	micro	ant	en	fore	mo	ac	scan	de
nect	-ship	dif	frac	-scope	mem	ness	anti	mid	un
re	div	vent	ob	ult	script	co	il	multi	ject
semi	mis	quent	pel	ing	vid	act	dent	im	hos
pre	con	-tude	vill	cred	non	prob	bi	pend	tri
ist	ab	min	ent	fac	ves	cap	dis	spec	mand
grat	em	vict	-ic	med	pas	vis	-vade	-ful	di
sus	pro	trans	ac	dem	com	crim	dict		

Challenge SIPPS is an intervention/enrichment program that focuses on reading and writing multi-syllabic words. It teaches generalizations (rules that apply most of the time) to help students decode words faster and more accurately. Challenge is for 2nd grade students and up with a focus on 4th and 5th grade students mastering the concepts. This program may be used with students in 6th – 8th grade also.



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SIPPS® Challenge Level Irregular Sight Syllables

SIPPS® Challenge Level

- <u>able</u>				
- <u>al</u>	<u>civ</u>	- <u>hood</u>	<u>per</u>	- <u>ster</u>
- <u>ance</u>	- <u>dle</u>	- <u>ible</u>	<u>phon</u>	<u>sym</u>
- <u>ative</u>	- <u>eer</u>	<u>inter-</u>	<u>photo</u>	<u>syn</u>
<u>auto-</u>	- <u>ence</u>	- <u>ious</u>	- <u>ple</u>	<u>sys</u>
- <u>ble</u>	- <u>er</u>	- <u>ive</u>	<u>por</u>	- <u>tion</u>
<u>cent</u>	- <u>ful</u>	- <u>ly</u>	<u>port</u>	- <u>tive</u>
<u>cir</u>	- <u>gle</u>	<u>meter</u>	<u>quad</u>	- <u>tle</u>
<u>circ</u>	<u>graph</u>	- <u>ous</u>	- <u>sion</u> (2)	- <u>ture</u>

Key Generalizations (Rules that apply most of the time)

Vowel Sound Generalizations (applies to one syllable word or syllable within a multi-syllabic word)

*Purpose of this generalization is to get a close approximation of how to sound out words/syllables. Once we get close, we can change a vowel as needed to make the word sound correct.

- One vowel **at the end** is **long**.
- One vowel **not at the end** is **short**.

Final -e – “e” **at the end** is always silent

Examples:

One Syllable Word

- go – vowel is **at the end** so it is the long o vowel sound
- cat – vowel is **not at the end** so it is the short a vowel sound


Multi-Syllabic Word

- sim/ple – first vowel is **not at the end** so it is the short i sound/second vowel is an “e” **at the end** so it is silent
- re/peat – first vowel is **at the end** of the first syllable so it is the long e sound.
- con/so/nant – first vowel is **not at the end** so it is the short o sound, second vowel is **at the end** so it is the long o sound, and last vowel is **not at the end** so it is the short a sound. *Once we sound it out by syllable, we will realize the middle syllable “so” is read with a schwa sound (unaccented syllable, usually a short u sound).

Dividing Words into Syllables

- **The Routine**
 - Underline an “irregular” sight syllable at the end.
 - Words are divided between consonants or before/after one consonant
 - Mark the first two vowels and count how many consonants are in between.
 - 2 consonants – divide in between
 - 1 consonant – first divide before, if that doesn’t work, then divide after
 - Continue until you run out of vowels.
 - Never divide the following: vowel teams (see sound spelling graphic), r-controlled vowels (ar, er, ir, or, ur), final e syllables that follow the VCe spelling pattern (first spelling on sound spelling graphic long vowels)

Sixth - Eighth Grade Big Ideas and At Home Activities

Big Ideas (Skills)	Activity
<ul style="list-style-type: none"> Students read sets and sequences of compelling texts that support deep engagement in a variety of reading, writing, and speaking and listening activities. Students explore text structures and elements across a broad range of genres—including plays, poetry, memoirs, visual documents, primary and secondary sources, and audio and video performances. Students develop knowledge of a wide range of subject areas—from classic literature to contemporary literature; from neuroscience to key American thinkers; from modern drama to Greek mythology. Students develop a broad vocabulary. 	<div>  <p>Amplify</p> </div> <p>Students can access all the texts online through the EUSD Student Classlink.</p> <ul style="list-style-type: none"> Rereading the text independently at home Practice with vocabulary lists. Practice Academic conversation skills (see below) after reading a text together. <ul style="list-style-type: none"> Start a family Book of the Month club (chapter books, please) <ul style="list-style-type: none"> Read together – take turns reading paragraphs/chapters Increase the number of pages every few months Read a variety of books: informational (non-fiction), fables, fairytales, short biographies, historical fiction....

Did you know?

Most modern English words originated in other languages. Greek and Latin roots form the basis for many words and knowing what they mean assists with reading comprehension. Here is a selection of common roots and their meanings to study.

Study Common Greek and Latin Roots to enhance comprehension of text									
Root	Meaning	Root	Meaning	Root	Meaning	Root	Meaning	Root	Meaning
act	do	card, cord	heart	form	shape	man	hand	port	carry
aero	air	chron	time	gen	birth, race	mar	sea	rupt	break
alter	other	claim, clam	shout	geo	earth	meter	measure	saur	lizard
ann, enn	year	corp	body	graph	write	miss, mit	send	struct	build
aqua	water	cred	believe	junct	join	morph	shape	tact	touch
ast	star	dic	speak	jud, jur, jus	law	phon	sound	therm	heat
aud	hear	fac, fic	make, do	lab	work	photo	light	vid, vis	see
bio	life	flect, flex	bend	Loc	place	pod	foot	volv	turn

Academic Conversation Tools

ACADEMIC CONVERSATIONS AT HOME: SKILL 1

Parents and Guardians : Thank you for supporting your child's continued learning. Your child has been learning skills to successfully engage in conversations with classmates. These skills promote students' academic language development, story comprehension, problem-solving skills and overall communication skills! Please use these skills with your child when he or she is completing school work, after a movie, at the dinner table or any time you talk with your child. There are Five Conversation Skills.

SKILL 1: ELABORATE AND CLARIFY

Use this skill when you want your child to give more information about a topic.



PULL HANDS APART

SAMPLE CONVERSATION

This is an example of what a conversation between you and your child might sound like.



Student: The main character in the book was a good person.

Parent: Can you tell me what you mean when you say he was a "good" person?

Student: In my opinion, he first showed his goodness when he helped Mrs. Smith carry her groceries to the car. Then he helped his friend.

Parent: Can you be more specific about what he did to help his friend?

PARENT QUESTIONS

Use these questions to start a conversation with your child.



Can you elaborate on...?
What do you mean by...?
What makes you think that?
Can you clarify the part about...?
Can you be more specific? How so?
How/Why is that important?
I'd love to hear more about...
How does that connect to...?

STUDENT RESPONSES

Encourage your child to respond using the following language.



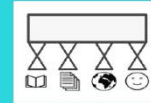
I think it means that...
In other words...
I believe that...
An analogy for this might be...
It is important because...It's similar to when...

ACADEMIC CONVERSATIONS AT HOME: SKILL 2

Parents and Guardians : Thank you for supporting your child's continued learning. Your child has been learning skills to successfully engage in conversations with classmates. These skills promote students' academic language development, story comprehension, problem-solving skills and overall communication skills! Please use these skills with your child when he or she is completing school work, after a movie, at the dinner table or any time you talk with your child. There are Five Conversation Skills.

SKILL 2: SUPPORT IDEAS WITH EXAMPLES

Use this skill when you want your child to strengthen an idea or argument with specific examples from the story, the real world or his/her experiences.



MAKE A TABLE WITH YOUR HANDS

SAMPLE CONVERSATION

This is an example of what a conversation between you and your child might sound like.



Student: I liked the part when the dinosaur was hiding because he was scared.

Parent: Can you give me an example of how this might apply to your life?

Student: An example from my life is when I ate one of your delicious cookies last night, and I thought I might get in trouble so I hid.

Parent: That's a great example. I know you like my chocolate chip cookies!

PARENT QUESTIONS

Use these questions to start a conversation with your child.



Can you give an example from the text?
Can you show where it says that?
What are examples from other texts?
What is a real-world example?
What is an example from your life?
What is the evidence for that...?
Why do you say that?
How do you justify that?
What does that look like?

STUDENT RESPONSES

Encourage your child to respond using the following language.



For example...
In the text it said that...
One case showed that...
An example from my life is...
For instance...According to...
An illustration of this could be...
In this situation...
To demonstrate...
In fact...

ACADEMIC CONVERSATIONS AT HOME: SKILL 3

Parents and Guardians : Thank you for supporting your child's continued learning. Your child has been learning skills to successfully engage in conversations with classmates. These skills promote students' academic language development, story comprehension, problem-solving skills and overall communication skills! Please use these skills with your child when he or she is completing school work, after a movie, at the dinner table or any time you talk with your child. There are Five Conversation Skills.

SKILL 3: BUILD ON/CHALLENGE PARTNER'S IDEAS

Use this skill when you want your child to build on other's ideas or connect his/her ideas to others.



LAYER HANDS ON EACH OTHER AND BUILD UP

SAMPLE CONVERSATION

This is an example of what a conversation between you and your child might sound like.



Student: The main character in the movie was a mean person.

Parent: I agree with you, but I also thought he had some nice traits too. Do you agree or disagree?

Student: I agree, he had some good traits. I would add, however, that most of his actions in the movie were not very nice.

Parent: Can you be more specific?

PARENT QUESTIONS

Use these questions to start a conversation with your child.



What do you think about the idea that...?Can you add to this idea?
Do you agree?
What might be other points of view?
What are other ideas?
How does that connect to the idea...?
I am not sure if this is relevant, but...
How can we bring this back to the question of...?

STUDENT RESPONSES

Encourage your child to respond using the following language.



I would add that...
I want to expand on your point about...
I want to follow up on your idea...(To challenge:)
Then again, I think that...
Another way to look at this could be...
Yet I wonder also if...If ____, then ____
What struck me about what you said is...

ACADEMIC CONVERSATIONS AT HOME: SKILL 4

Parents and Guardians : Thank you for supporting your child's continued learning. Your child has been learning skills to successfully engage in conversations with classmates. These skills promote students' academic language development, story comprehension, problem-solving skills and overall communication skills! Please use these skills with your child when he or she is completing school work, after a movie, at the dinner table or any time you talk with your child. There are Five Conversation Skills.

SKILL 4: PARAPHRASE

Use this skill when you want your child to listen to, understand and keep track of ideas and key points, then put these ideas in their own words.



MOVE BOTH PALMS TOWARD EACH OTHER

SAMPLE CONVERSATION

This is an example of what a conversation between you and your child might sound like.



Parent: We read part of the story this morning. What do we know so far?

Student: I know birds and insects can escape by flying away.

Parent: How can you relate your idea to what I said earlier about the importance of wings?

Student: Essentially, you think that...and I think...therefore our ideas fit together.

PARENT QUESTIONS

Use these questions to start a conversation with your child.



I'm not sure that was clear...
I can't remember all that I said.
How can we relate what I said to the topic/question?
What do we know so far?
What is your take on what I said?
I don't know. Did that make sense?
What are you hearing?

STUDENT RESPONSES

Encourage your child to respond using the following language.



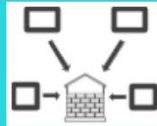
So, are you saying that...
Let me see if I understand you...
Am I right in hearing you say that...?
In a nutshell, you are arguing that...
In other words...
What I am hearing is...
Essentially, you think that...
It sounds like you are saying that...

ACADEMIC CONVERSATIONS AT HOME: SKILL 5

Parents and Guardians : Thank you for supporting your child's continued learning. Your child has been learning skills to successfully engage in conversations with classmates. These skills promote students' academic language development, story comprehension, problem-solving skills and overall communication skills! Please use these skills with your child when he or she is completing school work, after a movie, at the dinner table or any time you talk with your child. There are Five Conversation Skills.

SKILL 5: SYNTHESIZE CONVERSATION POINTS

Use this skill when you want your child to remember, highlight, and combine key ideas from the conversation into a coherent thought statement.



**STRETCH BOTH ARMS OUT
WIDE THEN
CUP HANDS INTO A BALL**

SAMPLE CONVERSATION

This is an example of what a conversation between you and your child might sound like.



Parent: What do you think about the idea that fish share similar characteristics such as they have gills?

Student: I agree with you. I would add that they are water dwellers.

Parent: Agreed. Most fish live in freshwater. Do you agree?

Student: I want to follow up on your idea. While I agree that some fish, like my goldfish, live in freshwater. I would add that some live in saltwater like clownfish. Nemo was a clownfish!

PARENT QUESTIONS

Use these questions to start a conversation with your child.



What do you think about the idea that...?
Can you add to this idea?
Do you agree?
What might be other points of view?
What are other ideas?
How does that connect to the idea...?
I am not sure if this is relevant, but...
How can we bring this back to the question of...?

STUDENT RESPONSES

Encourage your child to respond using the following language.



I would add that...
I want to expand on your point about...
I want to follow up on your idea...(To challenge:)
Then again, I think that...
Another way to look at this could be...
Yet I wonder also if...If _____, then _____
What struck me about what you said is...

Resources:

Recommended Reading from EUSD District Librarian

KINDER-2ND

SUMMER

Reading List

LOCAL LIBRARIES:
LANCASTER LIBRARY: 601 W LANCASTER BLVD
PALMDALE CITY LIBRARY: 700 E PALMDALE BOULEVARD

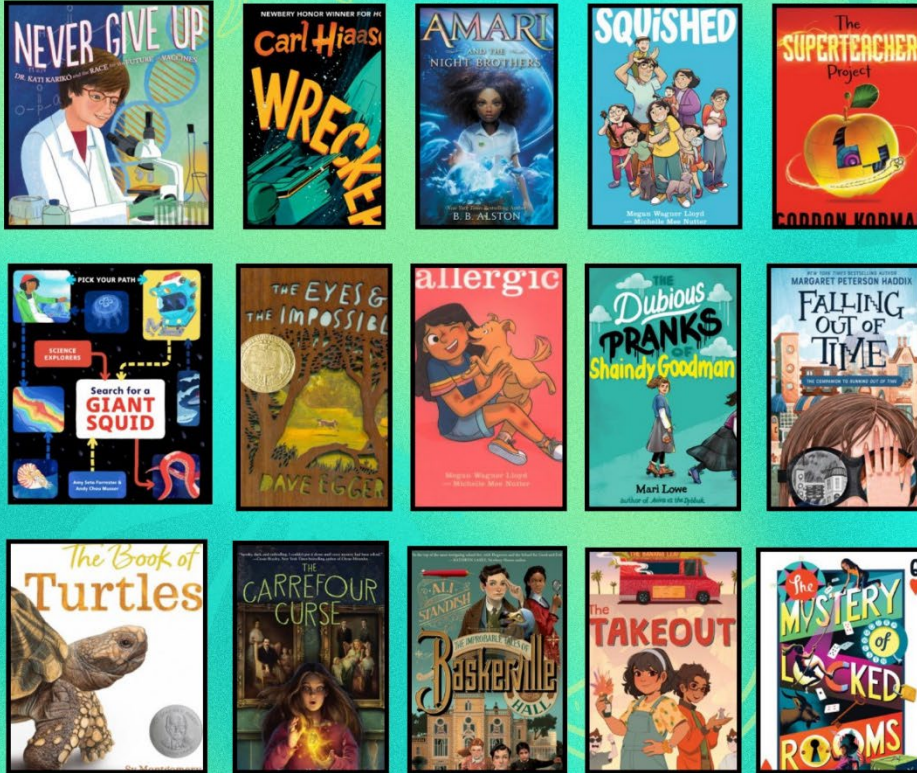
3RD-4TH

Summer

READING LIST

LOCAL LIBRARIES:
LANCASTER LIBRARY: 601 W LANCASTER BLVD
PALMDALE CITY LIBRARY: 700 E PALMDALE BOULEVARD

5TH-6TH GRADE
Summer
READING LIST



LOCAL LIBRARIES:
LANCASTER LIBRARY: 601 W LANCASTER BLVD
PALMDALE CITY LIBRARY: 700 E PALMDALE BOULEVARD


MIDDLE SCHOOL
SUMMER
READING LIST

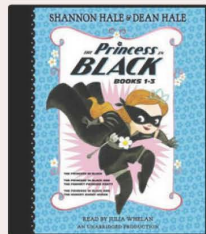


LOCAL LIBRARIES:
LANCASTER LIBRARY: 601 W LANCASTER BLVD
PALMDALE CITY LIBRARY: 700 E PALMDALE BOULEVARD

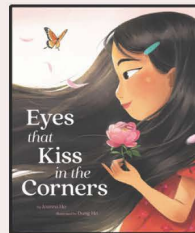
Recommended Reading from Book Break (Virtual Author Visits)

K-1st Grade SUMMER READING LIST

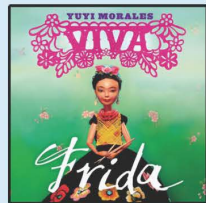
 BookBreak



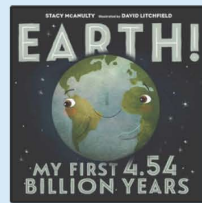
**THE PRINCESS
IN BLACK**
By
*Shannon Hale &
LeUyen Pham*



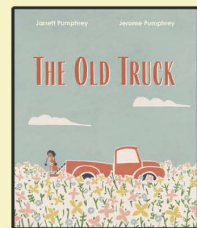
**EYES THAT KISS IN
THE CORNER**
By
Joanna Ho



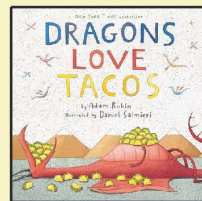
VIVA FRIDA
By
Yuyi Morales



**EARTH! MY FIRST
4.5 BILLION YEARS**
By
Stacy McAnulty




THE OLD TRUCK
By
*Jarrett & Jerome
Pumphrey*



**DRAGONS LOVE
TACOS**
By
Adam Rubin

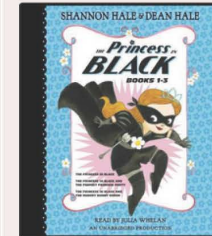


2nd-3rd Grade SUMMER READING LIST

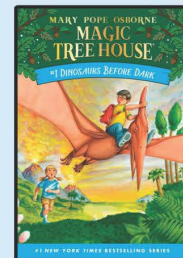
 BookBreak



**THE FIRST CAT
IN SPACE ATE PIZZA**
By
Mac Barnett



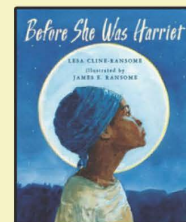
**THE PRINCESS IN
BLACK**
By
*Shannon Hale &
LeUyen Pham*



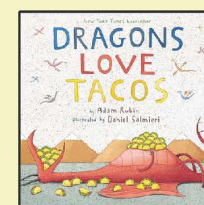
THE MAGIC TREE HOUSE
Dinosaurs Before Dark
By
*Mary Pope
Osborne*



JOJO MAKOOONS
The Used-To-Be
Best Friend
By
Dawn Quigley



**BEFORE SHE WAS
HARRIET**
By
*Lesa and James
Ransome*



**DRAGONS LOVE
TACOS**
By
Adam Rubin

Get Ready for Another Year of BookBreak Author Talks!

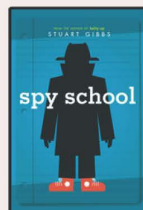
Get Ready for Another Year of BookBreak Author Talks!

4th-5th Grade SUMMER READING LIST

BookBreak

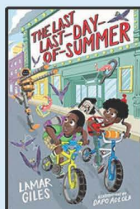


EL DEAFO
By
Cece Bell



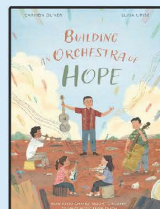
SPY SCHOOL
By
Stuart Gibbs

THE LAST LAST DAY OF SUMMER



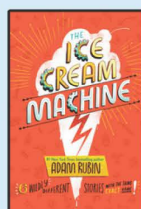
By
Lamar Giles

BUILDING AN ORCHESTRA OF HOPE

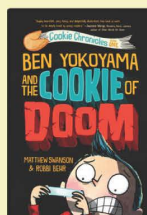


By
Carmen Oliver

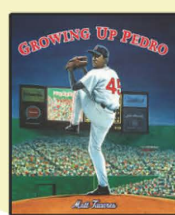
THE ICE CREAM MACHINE



By
Adam Rubin



BEN YOKOYAMA AND THE COOKIE OF DOOM
By
Matthew Swanson & Robbi Behr



GROWING UP PEDRO
By
Matt Tavares



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6th Grade SUMMER READING LIST

BookBreak

A THOUSAND STEPS INTO NIGHT



Tracie Chee

NEW KID



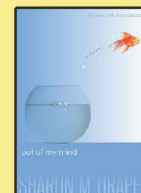
Jerry Craft

UNSTUCK



Barbara Dee

OUT OF MY MIND



Sharon Draper

STARFISH



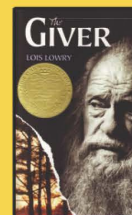
Lisa Fipps

REFUGEE



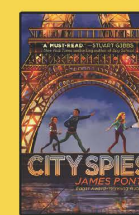
Alan Gratz

THE GIVER



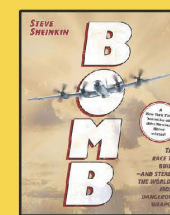
Lois Lowry

CITY SPIES



James Ponti

BOMB



Steve Sheinkin

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7th-8th Grade SUMMER READING LIST

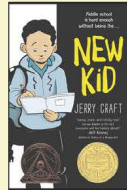


A THOUSAND STEPS INTO NIGHT



Tracie Chee

NEW KID



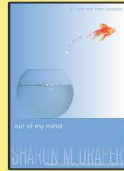
Jerry Craft

UNSTUCK



Barbara Dee

OUT OF MY MIND



Sharon Draper

STARFISH



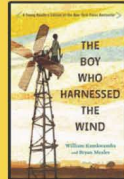
Lisa Fipps

REFUGEE



Alan Gratz

THE BOY WHO HARNESSSED THE WIND



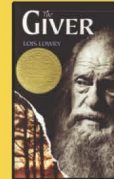
*William
Kamkwamba*

RAIN IS NOT MY INDIAN NAME



*Cynthia
Leitich Smith*

THE GIVER



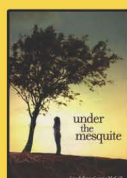
Lois Lowry

LEGEND



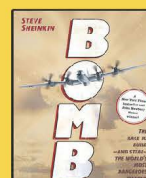
Marie Lu

UNDER THE MESQUITE



*Guadalupe
Garcia McCall*

BOMB



Steve Sheinkin

Get Ready for Another Year of BookBreak Author Talks!

Online Resources

LA County Public Library



Sora by OverDrive

Sora by OverDrive: Students have access to the library online through their EUSD Student Classlink

Online Learning from the Los Angeles County Public Library for all Ages: This section offers courses in a variety of areas and tutoring. You will need a Library Card and Pin number to access these resources. Please read carefully to determine if there is a fee or limit to the number of free courses/sessions you receive. <https://lacountylibrary.org/learn/>



This resource found on the webpage, offers tutoring for students in grade K-12.

If you need to get a library card: <https://lacountylibrary.org/library-cards/>

EUSD Resources



Available through EUSD Student Classlink until the end of June. Students may continue to work on their personalized learning path.



Amplify

Core Curriculum App available through EUSD Student Classlink. Students may access their grade level core curriculum to review texts, skills that are taught in class.

Reading Instruction and Skills Practice - External

Khan Academy for All Ages and Khan Kids App – Courses> Reading & Language Arts

www.khanacademy.org