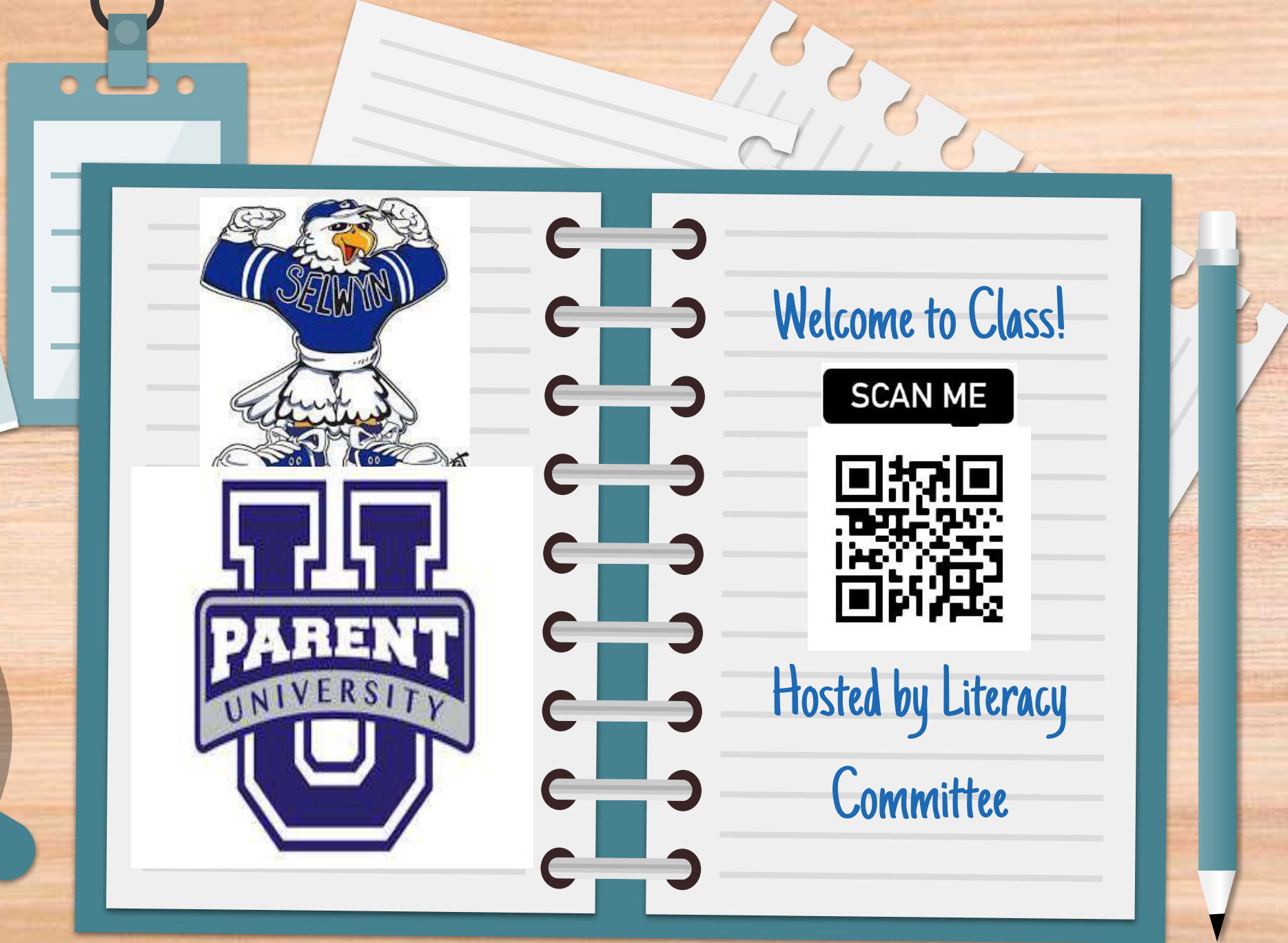



Thursday  
February 17th



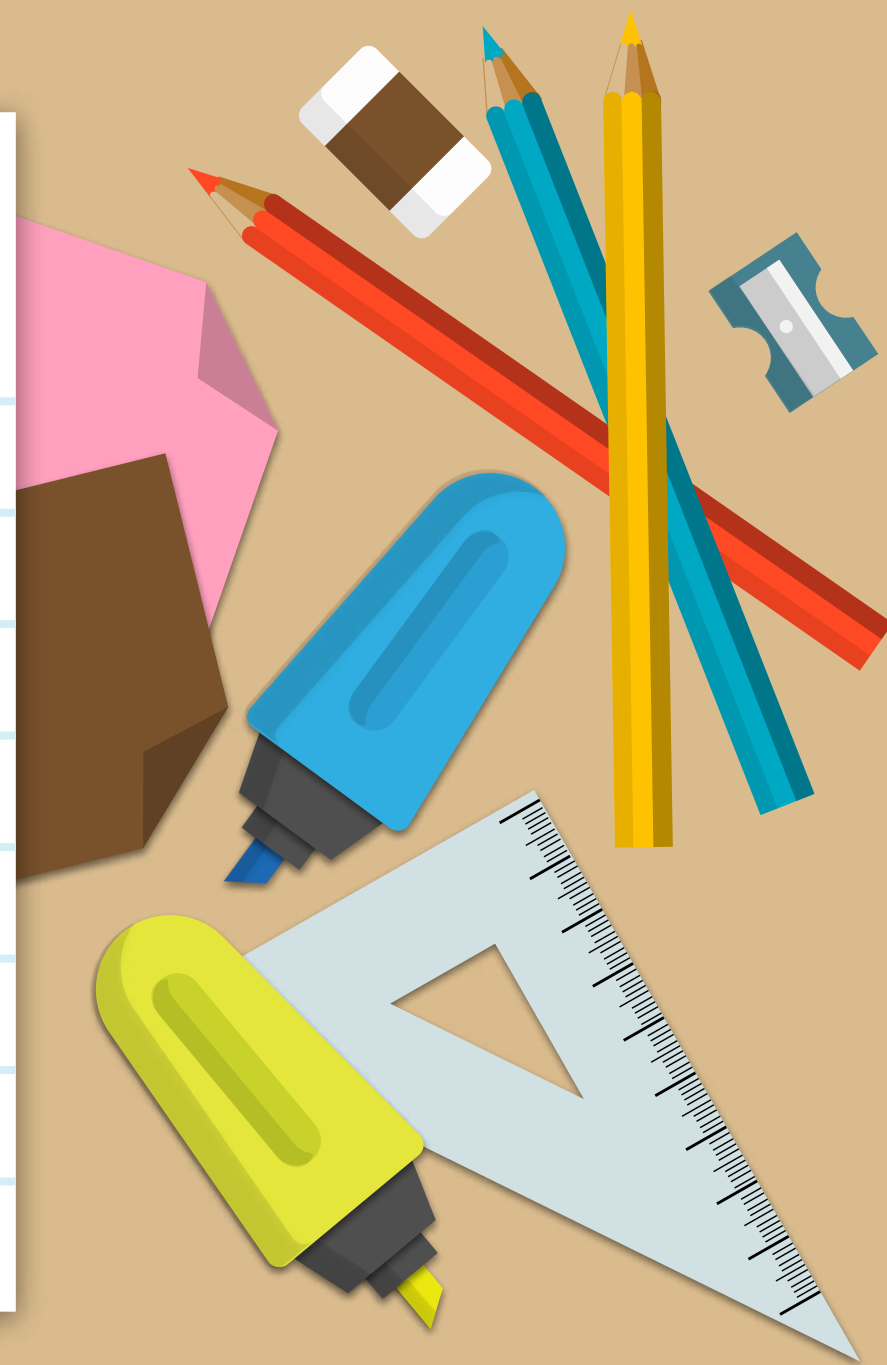


# Parent University Goal



The purpose of Parent University is to build the partnership between the school and the home by designating and finding fun activities for parents and guardians to play while learning more about the curriculum.

— Dr. Sharone Harris







GROUPS

Join Us!

SCAN ME



<https://bit.ly/Feb10PU>

## Our Time Together

- ★ Committee Introductions
- ★ Grade Level Literacy Activities
- ★ Grade Level Breakout Rooms
  - Literacy Skills
  - Strengths/Improvements
  - Take Home Literacy Activities



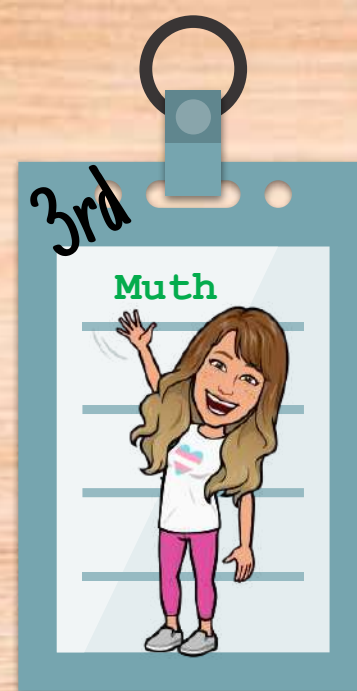
*Add to  
Calendar!*  
*Next PU...*  
*April 28th*





# Literacy Committee Members





## Meet our Team!



Selwyn Literacy Committee members includes a classroom teacher from each grade level and one instructional support staff. We meet monthly to plan literacy alignment and support literacy instructional resources for each grade level.



# Grade Level Literacy Activities





# Take Home Literacy Activities



## Kindergarten

Read, Roll, and Write/Draw



## First Grade

Read, Roll, and Write



## Second Grade

Read, Roll, and Write



## Third Grade

Read, Roll, and Write



## Fourth Grade

Read, Roll, and Write



## Fifth Grade

Read, Roll, and Write







# Breakout Rooms

K

Mateer

Read,  
Roll,  
Write/  
Draw

1st

Vruwink

Read,  
Roll, and  
Write

2nd

Hager

Read,  
Roll, and  
Write

3rd

Muth/  
Kepley

Read, Roll,  
and Write

4th

Postal

Read, Roll,  
and Write

5th

Lin


Read, Roll, and  
Write



# Breakout Groups

Please join the grade level breakout session you are interested in. All classroom teachers will send an electronic version of this activity home in their weekly newsletter with instructions.



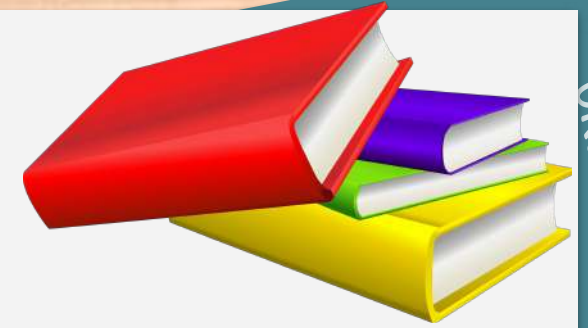


# Welcome to the Kindergarten Breakout Room!

Hosted by: Mrs. Amy Mateer



Tonight we will discuss ...



GROUPS

- Learning to Read
- Decoding (sounding out words)
- Skills Taught So Far - What's Next?
- How to Make Reading F-U-N!
- Types of Questions for Comprehension
- How to utilize the game at home!
- Short time for Q & A





# LEARNING TO READ



- **LEARNING TO READ IS LIKE LEARNING TO SPEAK – EVERY CHILD DOES IT DIFFERENTLY AND AT THEIR OWN PACE. JUST AS YOUR CHILD LEARNED TO SPEAK SUCCESSFULLY THEY WILL ALSO LEARN TO READ. WE NEED TO TAKE CARE NOT TO RUSH THE NATURAL PROCESS OF YOUR CHILD. PUSHING CHILDREN BEYOND WHAT THEY ARE DEVELOPMENTALLY READY FOR CAN LEAD TO FRUSTRATION AND NEGATIVE FEELINGS ABOUT THIS WONDERFUL SKILL AND IT RARELY LEADS TO EARLIER SUCCESS**
- **YOUR ROLE IS TO ENCOURAGE THIS PROCESS BY PROVIDING POSITIVE EXPERIENCES WITH READING AND VARIOUS OPPORTUNITIES FOR YOUR CHILD TO INTERACT WITH PRINT AND STORIES. WE TELL OUR CHILDREN THEY ARE READING FROM THE MOMENT THEY CAN TELL ABOUT THE PICTURES IN A BOOK. THIS AS WELL AS MEMORIZING IS AN IMPORTANT STAGE OF READING SO BUILD YOUR CHILD'S CONFIDENCE AT THE LEVEL WHERE THEY ARE TODAY. THIS WILL LEAD TO GREATER SUCCESS IN “TRUE” READING LATER ON.**



# “Sounding Out” - Decoding

**Sounding out unknown words is one of the hardest of the decoding strategies and many kindergarten children are not ready for this yet.** Sounding out a word is very complicated and involves the multiple steps of making each sound, remembering each sound and blending them into something that makes sense.

m a p



“/m/”

m a p



“/ă/”

m a p



“/p/”

## DON'T

- Cover up the pictures

## DO

- Use statements to get your child thinking about meaning- it must make sense
- Ask questions

**“Pound , finger-tap, pound”**

**Pound - the word - *map***

**Fingertap the sounds - /m/, /a/, /p/**

**Pound the word again - *map***

**1 pound per syllable**

**“Buc” - /b/, /u/, /k/ “ket” /k/, /e/, /t/**



# Let's discuss what we've done so far...

Skills taught thus far:

- All Letters Uppercase and Lowercase
- 5 short vowels - a,e,i,o,u
- Rhyming & Syllables
- Phoneme Segmentation CVC words
  - First, Middle and Last sounds
- Story Elements - Fiction
  - Character, Setting,, Problem & Solution

What we've noticed:

- Children have difficulty distinguishing the /e/ and /i/ short vowel sounds in CVC words
- Children have difficulty with setting including time and place
- At times the solution does not match the problem



GROUPS



# Let's take a look at what's to come...



GROUPS

## Upcoming Skill Focus:

- Phoneme Chaining
  - Bed - red - rod - rat - cat - cap - cot - dot - dog
- Phoneme Blending - NWF
  - Blending of real and nonsense words
- Phoneme Manipulation
  - Adding, deleting sounds, counting phonemes, segmenting phonemes
- Non - Fiction Text - Text Features - Elements

## What we've noticed (in the past):

- Progression of sounds normally occur in the following order - initial, final, medial
- Medial Sounds are difficult
- Non - Fiction Texts
  - Very interesting - hard to understand main idea and supporting details
  - Text Elements - clues to show us it is a non-fiction text



K





# How to Make Reading F-U-N



- Little Distractions - knock out hunger beforehand
- Bookmark timer
- Cozy Spot / Fluffy Bean Bag / Pillow Fort
- Flashlight Reading
- Reading to animals, stuffed animal, sibling
- Read outside ... picnic reading
- Be the model for reading! Choose Audio book instead of radio/electronics
- Epic, Raz Kids, Media books / Early Morning Check-out



K



# Let's take a look at your practice activity...

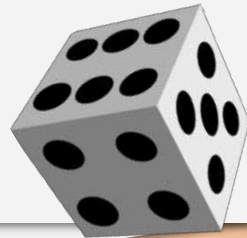


GROUPS

## Materials Needed

Ziploc Bag that came home with students:

- Book
- Questioning Sheet
- Dice



### Kindergarten Read, Roll, and Write

If you roll a...	Engage Questions	Expand On It
	<b>What is the setting of the story and who are the main character(s)?</b> <i>Remember the setting tells the Where and the When (example: at the farm, during the day OR over The 4th of July in the summer)</i>	<b>Do you like this setting OR character? Why?</b> <i>What is something from the story that explains why you like this setting OR character.</i>
	<b>What is the beginning, middle, &amp; end of the story?</b> <i>In most stories, the beginning tells what they are doing and where they are. In the middle is usually the problem in the story. The end is usually the solution.</i>	<b>If the problem wasn't solved, how would the story be different?</b> <i>If there wasn't a conflict, can you think of a different ending?</i>
	<b>What was the problem in the story? How was it solved?</b> <i>If there was not a problem in the story, was there a big event that happened?</i>	<b>Have you had a problem like the one in the story? How did you solve the problem? Was it solved the same way in the story?</b> <i>Would you have solved the problem in a similar or a different way?</i>
	<b>Flip back to the big event/idea in the story. What clues from pictures tell you about how the characters are feeling?</b> <i>The big event might be the problem or solution. If there are no pictures, what words explain how they are feeling?</i>	<b>At the big event/idea, find in the text where the character(s) are talking. Reread it in a voice that matches their feelings.</b> <i>If there is no dialogue in the text, point to the characters and use a voice that matches how they feel.</i>
	<b>Is this book fiction or nonfiction? How do you know?</b> <i>Does it have characters with a problem/solution OR is it a book that teaches you information about a topic?</i>	<b>What is something you would like to know more about with this book?</b> <i>If fiction, do you want to find a sequel with the same characters? If it's nonfiction, is there more you want to learn on that topic?</i>
	<b>Who is telling the story? How do you know?</b> <i>Is it a narrator or is a character telling the story? If it is nonfiction, identify the author &amp; illustrator on the book cover.</i>	<b>Would you change this story? What would you change in the story? How could the story be different?</b> <i>Explain which story you would like best.</i>





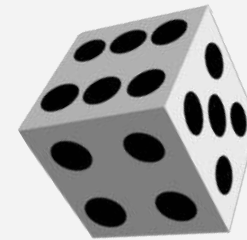
# Let's talk about how to PLAY!

Directions:

1. First read a story with your child.
2. Second, roll dice.
3. Third, find question!
4. Fourth, extend it with a challenge!
5. Model your thinking using the book and pictures as a reference

Kindergarten Read, Roll, and Write

If you roll a...	Engage Questions	Expand On It
	<b>What is the setting of the story and who are the main character(s)?</b> <i>Remember the setting tells the Where and the When (example: at the farm, during the day OR over The 4th of July in the summer)</i>	<b>Do you like this setting OR character? Why?</b> <i>What is something from the story that explains why you like this setting OR character.</i>
	<b>What is the beginning, middle, &amp; end of the story?</b> <i>In most stories, the beginning tells what they are doing and where they are. In the middle it usually the problem in the story. The end is usually the solution.</i>	<b>If the problem wasn't solved, how would the story be different?</b> <i>If there wasn't a conflict, can you think of a different ending?</i>
	<b>What was the problem in the story? How was it solved?</b> <i>If there was not a problem in the story, was there a big event that happened?</i>	<b>Have you had a problem like the one in the story? How did you solve the problem? Was it solved the same way in the story?</b> <i>Would you have solved the problem in a similar or a different way?</i>
	<b>Flip back to the big event/idea in the story. What clues from pictures tell you about how the characters are feeling?</b> <i>The big event might be the problem or solution. If there are no pictures, what words explain how they are feeling?</i>	<b>At the big event/idea, find in the text where the character(s) are talking. Reread it in a voice that matches their feelings.</b> <i>If there is no dialogue in the text, point to the characters and use a voice that matches how they feel.</i>
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GROUPS

Any Questions for the Group?

any questions?



THANK YOU for attending...

Please contact your child's teacher for specific questions!



GROUPS







Thank you for joining  
us this evening!

A yellow pencil with an orange eraser and a sharpened lead tip, positioned vertically on the left side of the notebook.

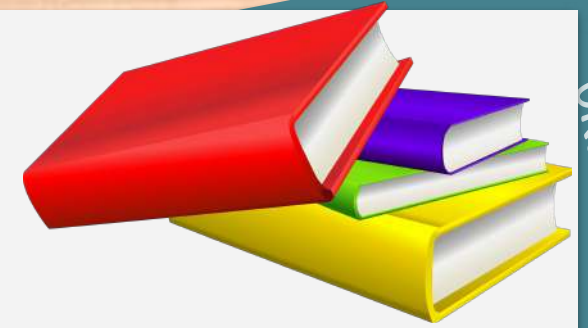
# Welcome to the First Grade Breakout Room!

Hosted by: Ms. Lara Vruwink





## Tonight we will discuss ...



GROUPS

- Importance of Reading Nightly
- Best Practices: Reading with your Child
- How to Make Reading F-U-N!
- Types of Questions for Comprehension
- How to utilize the game at home!
- Short time for Q & A

1<sup>st</sup>



# Importance of Nightly Reading

- First Grade is a BIG year for growth!
  - If not reading before 1st, usually this is when it begins!
- Research says a literature rich environment is key!
- "If not reading by the end of 1st grade they will struggle."
  - Research based LETRS
- This 1-on-1 time with you child
- 6 additional minutes of reading each day can improve a child's reading performance
- Children who read 20 minutes a day are exposed to 2 million words per day VS. 5 minutes a day they will only hear 282,000.



GROUPS





## Best Practices



GROUPS

- Ideal levels: If they can read about 90% on own; 5 Finger Rule
- Find the Best Time ... you might do this after they've had an after school snack, then save bedtime for a story you read to them.
- Let your child read it first. Encourage them to do their best (take a picture walk, use pictures to help with storyline, skip harder words).
- Let's see this in action ...

1st



1<sup>st</sup>



# NIGHTLY READING HOMEWORK

BEST PRACTICES FOR PARENTS



Use this QR  
code for video.





## Best Practices (continued)



GROUPS

- Let them read it and refrain from telling them to the word
  - What do you notice? (magic e, sight word) Try it! Skip it & Come Back! What do you notice about this word? What would make sense? ("sound it out" doesn't always work ... compare to another word ... over up a part & have them do this ...
  - If sight word or there isn't obvious clues, tell them. If they've made a good try, tell them.
- You read a page OR sentence, then they read.
- Keep it another night for fluency!

1<sup>st</sup>



# How to Make Reading F-U-N



- Little Distractions - knock out hunger beforehand
- Bookmark timer
- Cozy Spot / Fluffy Bean Bag / Pillow Fort
- Flashlight Reading
- Reading to animals, stuffed animal, sibling
- Read outside ... picnic reading
- Be the model for reading! Choose Audio book instead of radio/electronics
- Epic, Raz Kids, Media books / Early Morning Check-out

1<sup>st</sup>





# Types of Comprehension Questions



Literal - "right there" questions

Inferencing - using background knowledge & context clues from story

Relational - text to self connections

Higher Order Thinking - the "why" or "how" to provide an explanation

1<sup>st</sup>



Let's discuss what we've done so far...

## Skills taught thus far:

- Phonics Skills

- Reading a list of short vowel words (1 or 2 syllable)
- Decodable stories
- Sight Words

- Fictional Story Elements:

- B: Setting, Characters
- M: problem, main event
- E: solution, conclusion

## Non-fictional Story Elements

- Structured differently
- Identify Text Features
- High Interest, but can be harder.



1st





Let's discuss what we've done so far...



### What we've noticed:

- Students still struggle with setting ... the WHERE & WHEN
- Ending doesn't match problem said in the middle
- Inferencing / Relational Questioning
- Non-fiction Text & text features
- The difference between main idea and supporting details

1<sup>st</sup>



# Let's take a look at what's to come...



## Upcoming Skill Focus:

- 2 syllable words - finding the vowels
- Magic E and vowel teams
- Writing non-fiction with main idea and supporting details

## What we've noticed (in the past):

- Struggling Readers - daily practice, sight word fluency, find the vowels!  
What do you notice about this word?
- Read and Done ... Do something with it!



# Let's take a look at your practice activity...



## Materials Needed

- Book
- Questioning Sheet
- Dice

## Image of Activity

STAPLES

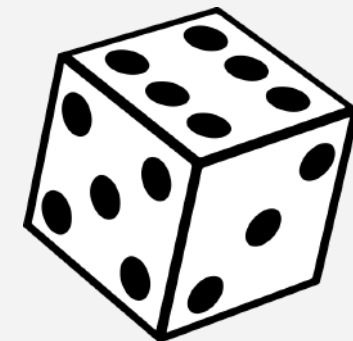
1st Grade Read, Roll, and Write

If you roll a...	Engage Questions	Expand On It
1	<b>What is the setting of the story and who are the main character(s)?</b> <i>Remember the setting tells the Where and the When (example: at the farm, during the day OR over the 4th of July in the summer)</i>	<b>Do you like this setting OR character? Why?</b> <i>What is something from the story that explains why you like this setting OR character?</i>
2	<b>What is the beginning, middle, &amp; end of the story?</b> <i>In most stories, the beginning tells what they are doing and where they are. The middle is usually the problem in the story. The end is usually the solution.</i>	<b>If the problem wasn't solved, how would the story be different?</b> <i>If there wasn't a conflict, can you think of a different ending?</i>
3	<b>What was the problem in the story?</b> <b>How was it solved?</b> <i>If there was not a problem in the story, was there a big event that happened?</i>	<b>Can you relate to the problem in the story?</b> <b>Has this happened to you before?</b> <i>Would you have solved the problem in a similar or a different way?</i>
4	<b>Flip back to the big event in the story. What clues from pictures tell you about how the characters are feeling?</b> <i>The big event might be the problem or solution. If there are no pictures, what words explain how they are feeling?</i>	<b>At the big event, find in the text where the character(s) are talking. Reread it in a voice that matches their feelings.</b> <i>If there is no dialogue in the text, point to the characters and use a voice that matches how they feel.</i>
5	<b>Is this book fiction or nonfiction?</b> <b>How do you know?</b> <i>Does it have characters with a problem/solution OR is it a book that teaches you information about a topic?</i>	<b>What is something you would like to know more about with this book?</b> <i>If fiction, do you want to find a sequel with the same characters? If it's nonfiction, is there more you want to learn on that topic?</i>
6	<b>Who is telling the story? How do you know?</b> <i>Is it a narrator or is a character telling the story? If it is nonfiction, identify the author &amp; illustrator on the book cover.</i>	<b>Could this story be told differently if told by a different character? How would the story be different?</b> <i>Explain which story you would like best.</i>





# Let's talk about how to PLAY!



Directions:

Image of Activity

1. First read for 20 minutes
2. Second, roll dice.
3. Third, find question!
4. Fourth, extend it with a challenge!

1st Grade Read, Roll, and Write

If you roll a...	Engage Questions	Expand On It
	<b>What is the setting of the story and who are the main character(s)?</b> <i>Remember the setting tells the Where and the When (example: at the farm, during the day OR over The 4th of July in the summer).</i>	<b>Do you like this setting OR character? Why?</b> <i>What is something from the story that explains why you like this setting OR character.</i>
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	<b>Who is telling the story? How do you know?</b> <i>Is it a narrator or is a character telling the story? If it is nonfiction, identify the author &amp; illustrator on the book cover.</i>	<b>Could this story be told differently if told by a different character? How would the story be different?</b> <i>Explain which story you would like best.</i>

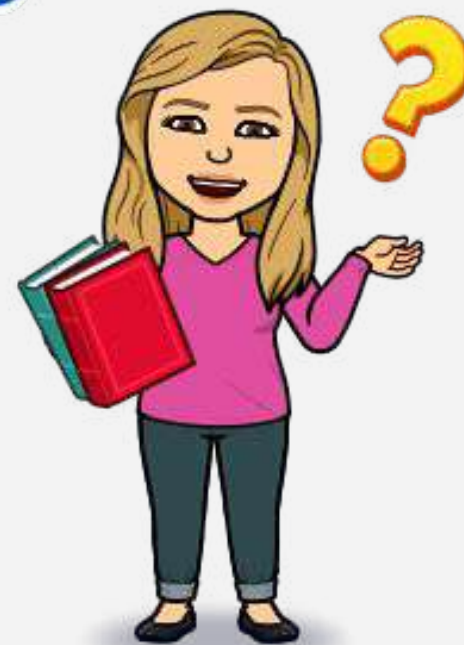


Any Questions for the Group?



Any Questions?

THANK YOU for attending...  
Please contact your child's teacher for  
specific questions!







Thank you for joining  
us this evening!





# Welcome to the **Second Grade** Breakout Room!

Hosted by: Mrs. Mary Draper Hager





















# Let's discuss what we've done so far...

## Phonics

- \*Reading a list of high frequency words

- \*Decodable stories - reading with fluency

- \*Prefixes and Suffixes

6 Syllable Types	
<b>1. Closed</b> Syllables that have a single vowel followed by a consonant. Often referred to as a CVC pattern.	<b>2. Open</b> Syllables that end with a vowel. In open syllable words, the vowel usually makes its long sound.
 mit-tens	 rock-et
 bath-tub	 yo-yo
 ti-ger	 pa-per
<b>3. R-Controlled</b> Syllables in which an r follows the vowel(s). The r "controls" the vowel sound.	<b>4. Vowel + Silent e</b> Syllables that have a single vowel with a silent e at the end. Typically, the vowel makes the long sound in these syllables.
 tar-get	 dirt-y
 bur-ger	 bath-ro-be
 nini-ty	 race-car
<b>5. Vowel Team</b> Syllables with two vowels that act as a team to create one sound (like ai, ee, ea & oa) or two sounds (like aw, ow, oi, & oy).	<b>6. Consonant + le</b> Syllables that have a consonant followed by an -le. These syllables are unaccented and found at the end of the word.
 ap-ple	 rain-bow
 cow-boy	 fau-cet
 tur-tle	 cir-cle

Let's discuss what we've done so far...

- Fiction

- Beginning:  
setting, characters
- Middle: problem, main event
- End: solution, conclusion

- Nonfiction:

- Text features
- Research
- Graphic organizers



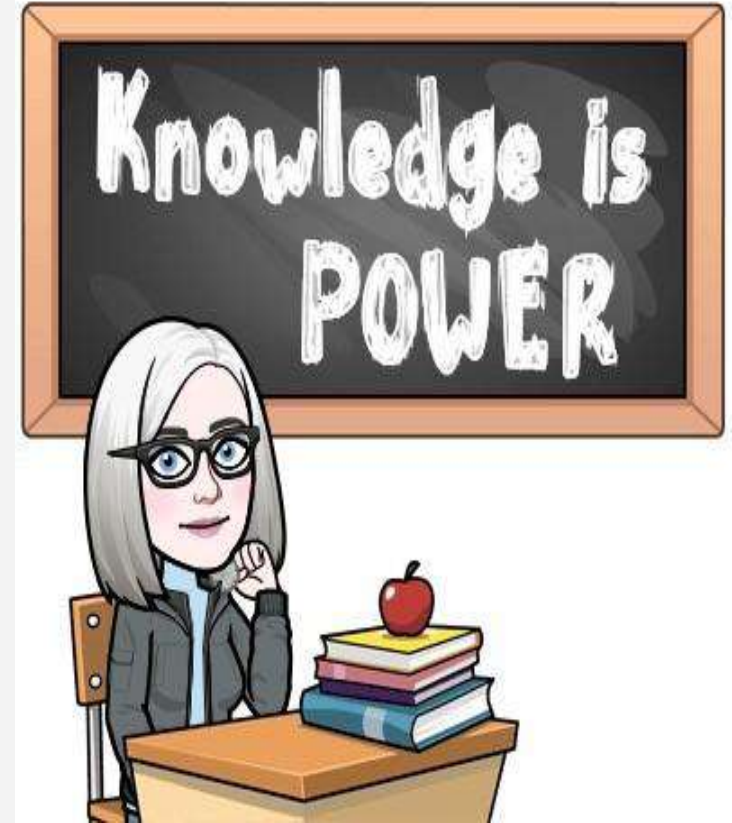
GROUPS





## Let's take a look at what's to come...

- Finding and citing evidence in the text
- Making inferences
- Recognizing context clues to help understand vocabulary
- Homophones
- \*Poetry \*Fairy Tales/Folk Tales



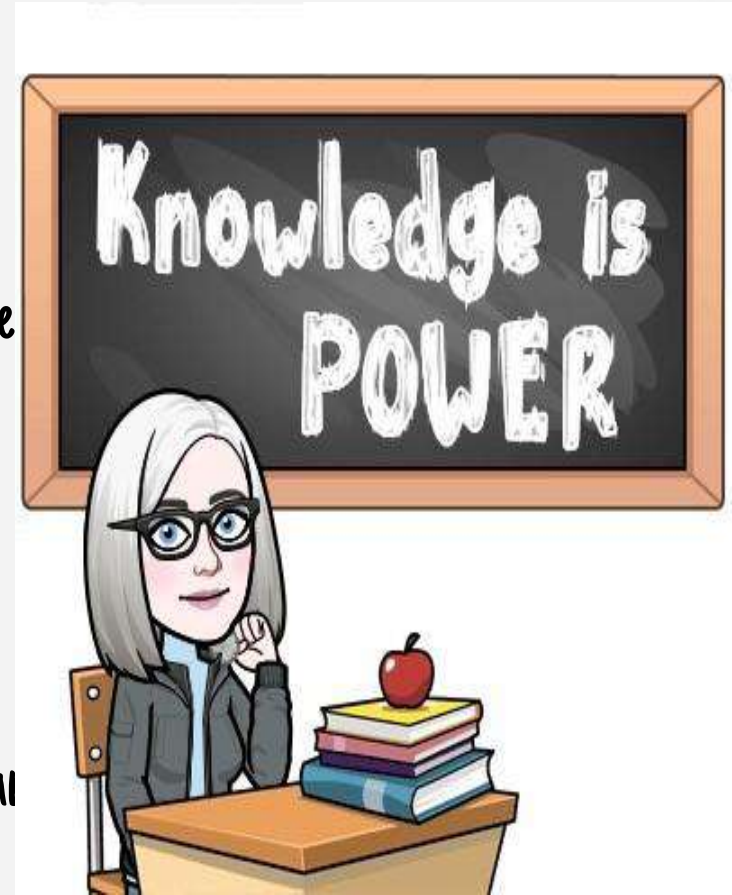
# Types of Comprehension Questions

Literal - "right there" questions

Inferencing - using background knowledge & context clue from story

Relational - text to self connections

Higher Order Thinking - the "why" or "how" to provide an explanation



2<sup>nd</sup>



# NIGHTLY READING HOMEWORK

BEST PRACTICES FOR PARENTS



CULT OF PEDAGOGY



GROUPS





## Things to remember...

- Students love to read with you!
- They also enjoy retelling stories
- They love to play games
- If it is not a game, just tell them it is and they will love it anyway...



## How to make reading comfortable and fun...

- Little Distractions - knock out hunger beforehand
- Reading blanket to curl up under
- Cozy Spot / Fluffy Bean Bag / Pillow Fort
- Flashlight Reading
- Reading to animals, stuffed animal, sibling
- Read outside ... picnic reading



Let's take a look at your practice activity...

## Materials Needed

- Book
- Questioning Sheet
- Dice





# Let's talk about how to PLAY!

Directions:

1. First read for 20 minutes
2. Second, roll dice.
3. Third, find question!
4. Fourth, extend it with a challenge!

2<sup>nd</sup>



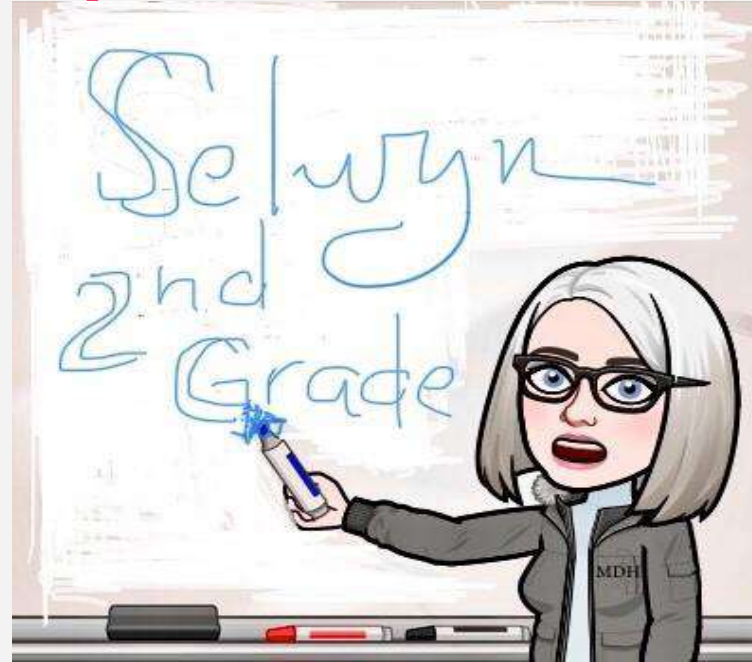
GROUPS



2nd



Any Questions for the Group?



GROUPS

THANK YOU for attending...

Please contact your child's teacher for specific questions!





Thank you for joining  
us this evening!



A yellow pencil with a pink eraser and a sharp lead tip, positioned vertically on the left side of the slide.

# Welcome to the Third Grade Breakout Room!

Hosted by: Mrs. Becky Muth and Ms. Ashtyn Kepley



# Let's discuss what we've done so far...



GROUPS

## Skills taught thus far:

- Summarizing the text
- Making inferences and predictions
- Finding context clues to decode meanings of words
- Finding the main idea and supporting details within text
- Using close reading strategies to improve comprehension
- Writing four paragraph essays

## What we've noticed:

- Writing and developing topic sentences has been challenging for students
- We have had to revisit finding the main idea within the text
- Emphasizing going back into the text to answer questions
- Practicing increasing reading stamina



# Let's take a look at what's to come...



GROUPS

## Upcoming Skill Focus:

- More practice making inferences and drawing conclusion within a text
- Exploring fictional literary classics
- Continuing finding the gist or summarizing passages and chapters within a text
- Researching nonfiction text
- Creating a PSA about conserving and protecting the Earth's water supply

## What we've noticed (in the past):

- Students LOVE fiction novel studies together
- Students enjoy identifying nonfiction text features and learning about earth science
- After water unit, students feel more comfortable understanding the layout of non-fiction texts





# Let's take a look at your practice activity...









GROUPS

## Materials Needed

- Fiction Text or Fiction Book
- The Product Game Board
- Dice
- Positive Attitude

## Image of Activity

### 3rd Grade Read, Roll, and Write

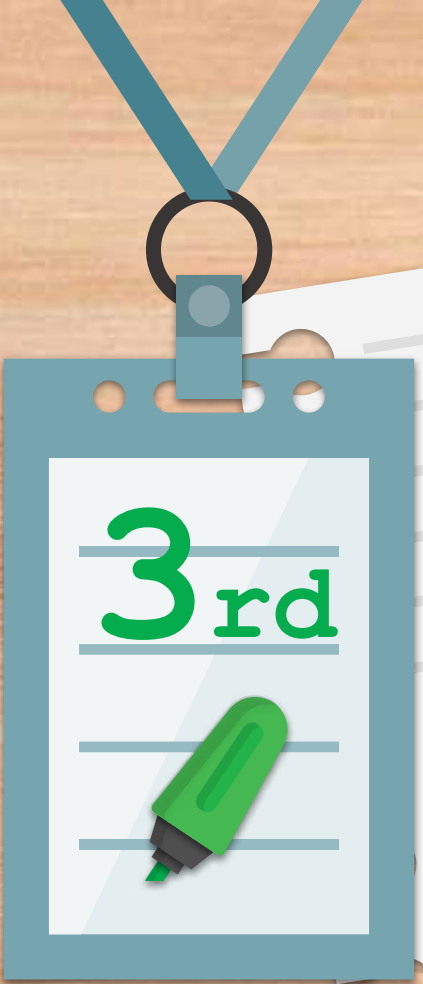
If you roll a...	Engage Questions	Expand On It
	Using specific evidence from the text - <ul style="list-style-type: none"><li>Describe who the characters are?</li><li>What is the story about?</li><li>When and where does it take place?</li><li>How did the main character solve the problem?</li></ul>	Using evidence from the text, infer what will happen in the next chapter. Use actions, thoughts and words to describe inside character traits of the main characters. How does the setting impact the story?
	Using evidence and specific details from the text, what is the central message/lesson/moral of the story?	What lesson does the main character learn throughout the course of the story?
	Using evidence from the text, describe characters in the story. Use actions, thoughts or words to support each character trait.	How does the character grow or change throughout the story? Use evidence from your text to support the answer.
	Determine the meaning of words and phrases in the text.	Identify the word roots, prefixes or suffixes.
	Identify various parts of stories, dramas, and poems such as chapters, scenes, and stanzas.	Describe how each part builds and expands on earlier sections of the texts
	Describe the author's point of view of the story.	Explain how the author's point of view is different from your own.



## Let's talk about how to PLAY!

- Read a fiction text or a fiction book on student's reading level
- Roll the dice
- Find the corresponding number on the gameboard
- Discuss the answer to the gameboard question to a family member or friend

Extension - Discuss extension question to expand your answer



Any Questions for the Group?



GROUPS

3rd



THANK YOU for attending...  
Please contact your child's teacher for specific questions!







Thank you for joining  
us this evening!

[illegible]

## Let's discuss what we've done so far...

- RL.4.1 Refer to details and examples in the text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.
- RL.4.10 By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
- RI.4.10 By the end of grade 4, read and understand informational texts within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.



## What we've noticed...

- Students need to read literature within the 4-5 text complexity band proficiently and independently for sustained periods of time.
- Students need continued work on going back into the text to find evidence to support their answers.
- Finding the Theme: What is the moral, lesson or the message of the story? What did the author want you to learn from this text? Theme does not have specific details from the text, but rather the overall message.
- Finding the Main Idea: The main idea is what the text is mostly about in one sentence.
- Practice going back into the text to find the quote that best answers the question. On tests, students may be asked, what quote best supports the main idea. They will be given four quotes from the text but only one supports the main idea.



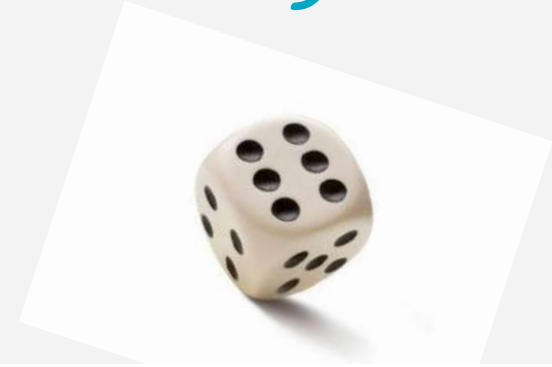
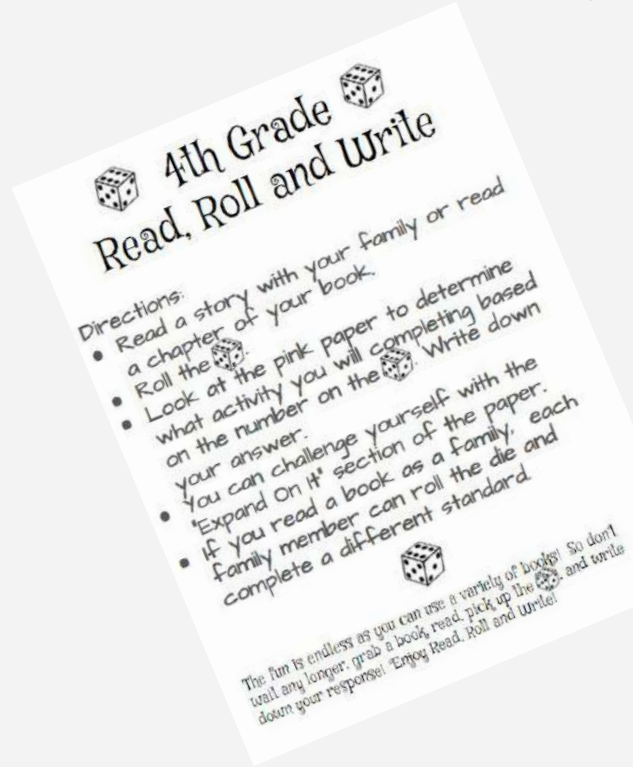
4<sup>th</sup>



# Let's take a look at your practice activity...

## Materials Needed

- One die
- Activity Paper
- Paper
- Pencil



4th Grade Read, Roll, and Write

If you roll a...	Engage Questions	Expand On It
	In your own words, explain what you read. Use details and make inferences from the text. To make inferences, find evidence in the text and what you already know.	Quote accurately from a text when explaining what it says explicitly. Explain how this quote provides evidence to support your description of what you read.
	Determine the theme of the story. The theme is the overall message that the author wanted the reader to know from the text. Include a summary of your text.	Use evidence from the text to support the theme of your story. Include this quote in your summary and explain if the theme was implied or explicitly given in the text.
	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	How do the characters in the story respond to challenges in the text? What character traits does the character show? How does the setting affect the mood of the story? Include these answers in your summary of the text.
	Determine the meaning of words and phrases as they are used in a text. Including words that affect meaning and tone.	Look for an unfamiliar word. Write down what you think the word means based on the context clues. Then look up the definition of the word and record this. Now look at the word and determine how the word affects the overall tone of the story? Why did the author choose this word?
	Decide if you have a poem, drama, or prose, and refer to the structural elements of poems and drama when explaining. Explain what makes your text a poem, drama or prose.	Explain why you think the author or poet chose this type of structure for this text? Analyze why you think the author wrote this as a poem, drama or prose?
	Compare and contrast the point of view that your text is narrated from.	Describe how a narrator's or speaker's point of view influences how events are described. Become a different character in the text and write about their point of view of the same event.











# Let's talk about how to PLAY!

4th Grade: Read, Roll and Write

## 4th Grade Read, Roll, and Write

If you roll a...	Engage Questions	Expand On It
	In your own words, explain what you read. Use details and make inferences from the text. To make inferences, find evidence in the text and what you already know.	Quote accurately from a text when explaining what it says explicitly. Explain how this quote provides evidence to support your description of what you read.
	Determine the theme of the story. The theme is the overall message that the author wanted the reader to know from the text. Include a summary of your text.	Use evidence from the text to support the theme of your story. Include this quote in your summary and explain if the theme was implied or explicitly given in the text.
	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	How do the characters in the story respond to challenges in the text? What character traits does the character show? How does the setting affect the mood of the story? Include these answers in your summary of the text.
	Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.	Look for an unfamiliar word. Write down what you think the word means based on the context clues. Then look up the definition of the word and record this. Now look at the word and determine how the word affects the overall tone of the story? Why did the author choose this word?
	Decide if you have a poem, drama, or prose, and refer to the structural elements of poems and drama when explaining. Explain what makes your text a poem, drama or prose.	Explain why you think the author or poet chose this type of structure for this text? Analyze why you think the author wrote this as a poem, drama or prose?
	Compare and contrast the point of view that your text is narrated from.	Describe how a narrator's or speaker's point of view influences how events are described. Become a different character in the text and write about their point of view of the same event.

GROUPS

4<sup>th</sup>







Going  
Forward



How do we  
address these  
topics in the  
classroom!

1. During Module time, we work with various text and engage in a deep dive into the text.
2. ALL Block time is dedicated to working in small groups on these skills. The teachers meet with students and complete daily work in ,the standards.
3. Novel Studies begin next week.  
Thank you Building Blocks for the books! Students will be reading and working in a packet to discuss the topics included in this game.

Any Questions for the Group?

THANK YOU for attending...

Please contact your child's teacher for specific questions!



GROUPS

4th





Thank you for joining  
us this evening!



A yellow pencil with an orange eraser and a sharpened lead tip, positioned vertically on the left side of the notebook.

# Welcome to the Fifth Grade Breakout Room!

Hosted by: Mr. Jonathan Lin



# Let's discuss what we've done so far...

## Skill: Figurative Language

- Students worked on learning several different types of figurative language that they may encounter in their texts.
  - Similes - a comparison between two things using *like* or *as*
  - Metaphors - a comparison between two things without using *like* or *as*
  - Idioms - a widely used saying or expression
  - Hyperboles - exaggerated statements not meant to be taken literally
  - Oxymorons - a figure of speech that combines contradictory words with opposing meanings

5<sup>th</sup>



GROUPS



# Let's discuss what we've done so far...

## Skill: Text Structure

- Students worked on developing their understanding of author's craft with different texts. They have read several texts to see how the organization of the information in the text contributes to the author's purpose.
  - Problem/Solution - gives evidence of a problem and one or more solutions to the problem
  - Description - tells the characteristics of a topic
  - Proposition/Support - states a main idea or claim and gives details or evidence to support it
  - Chronological/Sequential - relates a sequence of events or steps in a process
  - Cause/Effect - explains the reason something is happening and what happened as a result
  - Comparison - explains how two things or ideas are the same/different

5<sup>th</sup>





# Let's discuss what we've done so far...

Skill: Point of View and Perspective

- Students have been working on understanding the three major points of views and some of the variants in them.
  - First Person Point of View - the narrator is you talking about yourself
    - I, myself, my, us, our
  - Second Person Point of View - the narrator is someone else talking about you
    - You
  - Third Person Point of View - the narrator is someone else talking about everyone
    - s/he, they, their, his, her

5<sup>th</sup>



GROUPS



# Let's discuss what we've done so far...

## Skill: Summarizing and Finding the Main Idea

- Students have had sufficient practice in determining the gist of paragraphs of different texts. They use this to help them summarize a text and find the main idea.
- Students have worked on assembling the big pieces of information to create their summaries, and to avoid minute details that contribute "too much."

5<sup>th</sup>



GROUPS

# Let's discuss what we've done so far...

## Skill: Making Inferences

- Students have had a lot of practice making inferences from what they are reading. This is typically taught to students as an “educated guess,” where students take evidence from the text and use their background knowledge to draw conclusions.
  - For example, “Janie kept looking at the clock and the door of the classroom. ‘Only 15 more minutes,’ she thought to herself.”
    - Students can use evidence from the text and their own experiences to determine that Janie is impatiently waiting for her class to end.

5<sup>th</sup>





# Let's discuss what we've done so far...

## Skill: Writing

- Within the scope of writing, students have practiced several skills involving using proper punctuation, spelling, and capitalization. Additionally, students have worked on writing different types of essays.
  - Providing examples and elaborating (why is this important for the readers to know?)
  - Using concrete language and sensory details (providing vivid imagery for readers)
  - Writing in different perspectives (changes to what type of information is provided)
- Students have also worked on Elaboration, which involves providing reasoning for why specific quotes or evidence was included.

5<sup>th</sup>



# Let's take a look at what's to come...

## Upcoming Skill Focus:

- Even More Writing
- Text Features
- Making Inferences
- Summarizing a Text
- Reading Comprehension Practice

## What we've noticed (in the past):

- Vocabulary Development
  - Incorporate and encourage strong vocabulary in conversation
- Current Events (National and Global)
- Reading
  - Read aloud to an adult
  - Be read to aloud by an adult
- Sustained Reading of Novels
- Using (not finding) Text Evidence

5<sup>th</sup>



GROUPS

# Let's take a look at your practice activity...

## Materials Needed

- Paper and writing tools
- Game Board
- Six-sided die

If you roll a...	Engage Questions	Expand On It
1	- Why did the author write this? What evidence supports your idea? - Why did _____? What are specific text examples that support your answer?	- What specific details from the text tell you where and when the story takes place?
2	- What happened at the beginning, middle, and end of the story? - What is the theme of the story? What helped you decide that this is the theme?	- How does the theme relate to the characters' actions?
3	- Why does (character) react _____ (character 2)? How does _____?	- What is the theme of the story? What helped you decide that this is the theme?
4	- What does _____ say? - What does _____ say? - How are the _____ in this section/chapter/setting? - How does this _____?	- How does the theme relate to the characters' actions?
5	- Who is telling this story? - Are the narrator and the main character the same? - How does the narrator's point of view affect the story?	- How does the theme relate to the characters' actions?
6	- What is the main conflict of the story? - How does the conflict affect the story?	- How does the theme relate to the characters' actions?





# Let's talk about how to PLAY!

Directions:

Determine which book (or chapter) you will be completing the activity for.

Roll the die.

Answer the question orally or for practice writing, write it on a sheet of paper.

**5th Grade Read, Roll, and Write**

If you roll a...	Engage Questions	Expand On It
1	- Why did the author write this? What evidence supports your idea? - Why did _____? What are specific text examples that support your answer?	- What specific details from the text tell you where and when the story takes place?
2	- What happened at the beginning, middle, and end of the story? - What is the theme of the story? What helped you decide that this is the theme?	- How does the theme relate to the characters' actions?
3	- Why does (character) react _____ (character 2)? How _____ - How does _____	- How does the theme relate to the characters' actions?
4	- What does _____ - What does _____ what it says something _____	- How does the theme relate to the characters' actions?
5	- How are the _____ this section/ch _____ setting? - How does this _____	- How does the theme relate to the characters' actions?
6	- Who is telling this _____ - Are the narrator a _____ - What _____	- How does the theme relate to the characters' actions?

*The One and Only Ivan*  
What is the theme of the story? What helped you decide that this is the theme?  
How does the theme relate to the characters' actions?





Thank you for joining  
us this evening!