

Parent Information Meeting Literacy Grades K-2

December 3, 2013

6:15 p.m.

Garrett Park
Elementary School



Reading Levels

Reading Targets
Text Level Chart: K-5

Grade level	End of First Quarter	End of Second Quarter	End of Third Quarter	End of Fourth Quarter
Kindergarten	(Not Applicable)	Level I (A)	Level 2-3 (B-C)	Level 4 (C)*
First Grade	Level 5-7 (D-E)	Level 8-11 (F-G)	Level 12-15 (H-I)	Level 16-17 (J)
Second Grade	Level J	Level K	Level L	Level M
Third Grade	Level M	Level N	Level O	Level P
Fourth Grade	Level Q-R		Level S-T	
Fifth Grade	Level T-U		Level V-W	

* The level 4 has been identified as the stretch goal for the end of kindergarten, in accordance with the 7 Keys to College Readiness campaign. Key One: Advanced Reading in Grades K-2

Text Level 4 Example

Sample text from *Little Chimp and Big Chimp*.

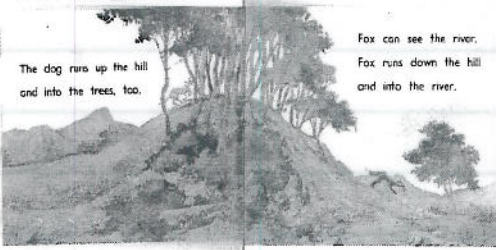


Big Chimp wakes up.
Big Chimp is looking
for Little Chimp.

Text Level 6 Example

Sample text from *Clever Fox*.

The dog runs up the hill
and into the trees, too.

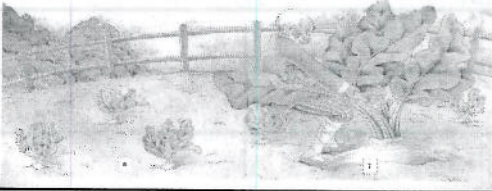


Fox can see the river.
Fox runs down the hill
and into the river.

Text Level 16 Example

Sample text from *The Tale of the Turnip*.

One day,
the old man said,
"Let us have some turnip soup."
And he went out into the garden
to pull up the enormous turnip.



He pulled
and he pulled
but the enormous turnip
would not come up
out of the ground.

Text Level M Example

Sample text from *Seasons and Weather*.

Introduction

As the year passes, the seasons change.
In most places, there are four seasons:
summer, autumn, winter, and spring.

During summer, we can play outside
in the hot weather.

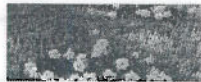


In autumn, the weather is cooler.
The leaves on many trees change color
and fall to the ground.

In some places, it snows in winter.
The weather is very cold.



In spring,
the weather gets warmer again.
Plants grow new flowers and leaves.



There are changes all around us
during the year.

mClass Assessment

- 3 times per year (September, January, and May)
- Given in Grades K-2
- Individually administered
- Running record and oral comprehension at every level
- Written comprehension beginning at Level 10
- Written comprehension scored beginning at Level J
- Begins at Level 3 and ends at Level P

Decoding Strategies

- Look at the picture
- Get your mouth ready
- Stretch the word out
- Skip the word
- Read the rest of the sentence (context clues)
- Break the word apart
- Does it look right?
- Does it make sense?
- Does it sound right?

Comprehension Strategies

Before Reading:

- Picture walk
- Predictions about what will happen

During Reading:

- Connections
- Characters (feelings and traits)
- Think-Alouds
- Questioning

After Reading:

- Draw pictures
- Take notes
- Revisit predictions

Useful Links

Guided reading instruction videos:

- <http://www.montgomeryschoolsmd.org/departments/development/resources/reading%20grades%201%20and%202/index.shtml>

Strategies and Resources:

- <http://www.readingrockets.org/pdfs/10%20Things%20to%20Raise%20a%20Reader.pdf>
- <http://www.readingrockets.org/pdfs/edextras/55348-en.pdf>
- <http://www.colorincolorado.org/pdfs/edextras/29918-en.pdf>
- <http://it.pinellas.k12.fl.us/Teachers3/purlanb/bookmarks.html>

Useful Links

Summer reading list with books by level:

- <http://www.montgomeryschoolsmd.org/uploadedFiles/schools/woodlines/parents/SummerReadingListByLevel.pdf>

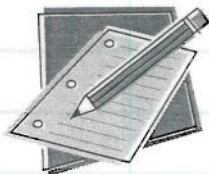
Levels 4-M text characteristics:

- <http://www.montgomeryschoolsmd.org/uploadedFiles/curriculum/english/elementary/7keytextlevels.pdf>

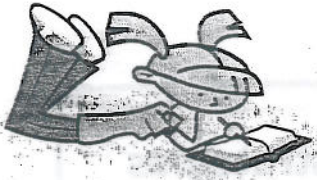
Levels J-P text characteristics:

- <http://www.montgomeryschoolsmd.org/uploadedFiles/schools/strawberryknolles/specials/staffdevelopment/resources/J-P%20Text%20Characteristics.pdf>

Thank you for coming!



Please take a moment to fill out the evaluation. It will provide our committee with valuable feedback.



Balanced Literacy Elements



READ ALOUD: The teacher reads aloud to the whole class or small groups from a variety of selected texts and may be reread many times.

SHARED READING: The teacher uses an enlarged text so that all children can see and participate in the reading of the text following a pointer.

GUIDED READING: The teacher works with small groups of children (usually 4-6) who have similar reading skills and processes. The teacher makes key teaching points before and after reading the text he/she has selected and introduced. The children read the entire text themselves orally or silently.

INDEPENDENT READING: Children read on their own or with a partner a wide range of materials, some of which are special collections of books that have been leveled.

SHARED/INTERACTIVE WRITING: The teacher and children work together to compose written works.

GUIDED WRITING/WRITER'S WORKSHOP: The teacher guides the children through the writing process in a variety of forms and provides instruction through mini-lessons and conferences.

INDEPENDENT WRITING: Children write their own pieces of written work in a variety of forms.

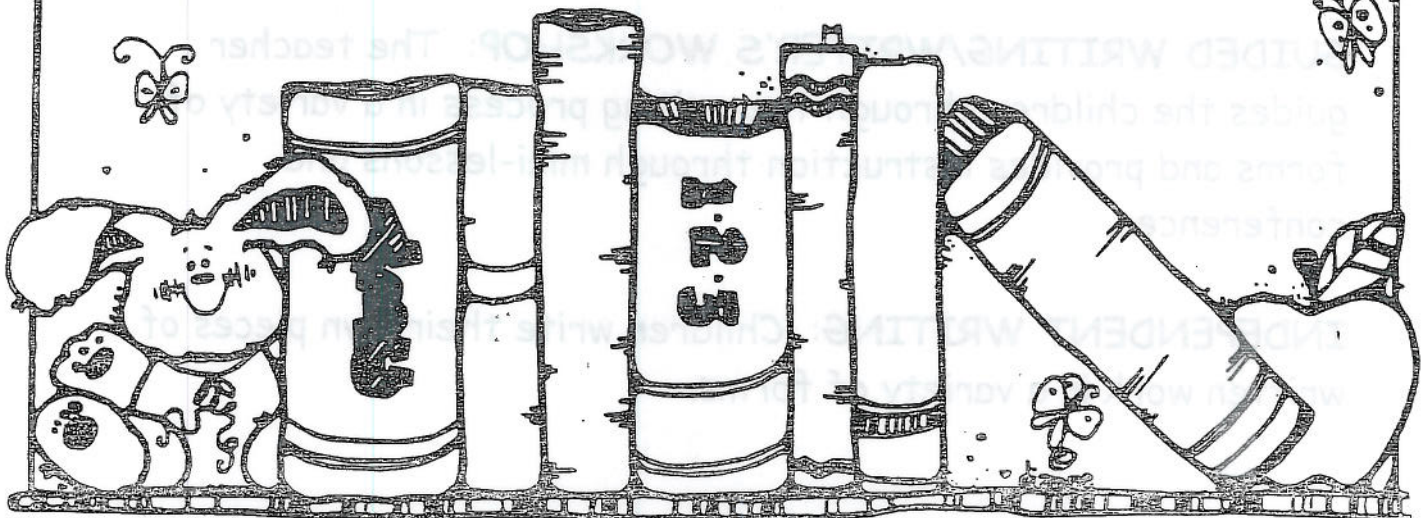
When helping your child read at home, several strategies may be used to aid in decoding unknown words.

1. Tell the child to look at the picture. You may tell the child the word is something that can be seen in the picture, if that is the case.
2. Tell the child to look for chunks in the word, such as *it* in sit, *at* in mat, or *and* and *ing* in standing.
3. Ask the child to get his/her mouth ready to say the word by shaping the mouth for the beginning letter.
4. Ask the child if the word looks like another word s/he knows. Does *bed* look like *red*?, for example.
5. Ask the child to go on and read to the end of the sentence. Often by reading the other words in context, the child can figure out the unknown word.
6. If the child says the wrong word while reading, ask questions like:

Does it make sense?

Does it sound right?

Does it look right?



Choose a Book That is Just Right!

Ask yourself these questions. If you answer YES, the book is probably:



TOO EASY!

- Have you read it lots of times before?
- Do you understand the story very well?
- Do you know almost every word?
- Can you read it smoothly?



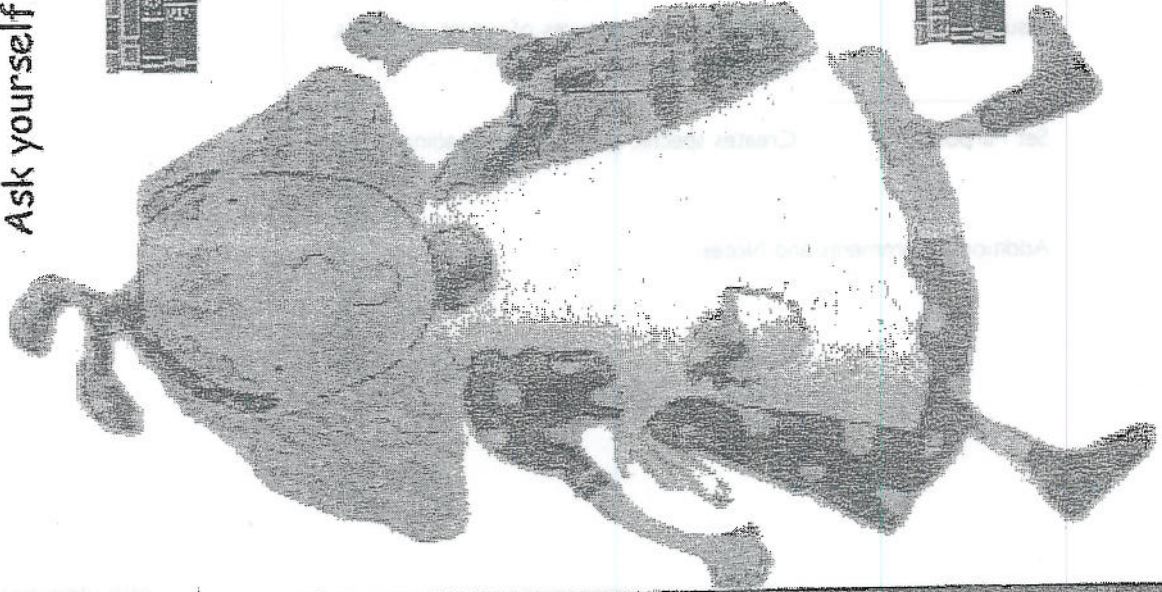
JUST RIGHT!

- Is the book new to you?
- Do you understand a lot of the book?
- Are there just a few words a page you don't know?
- When you read, are some places smooth and some choppy?



TOO HARD!

- Are there more than 5 words on a page you don't know?
- Are you confused about what is happening in this book?
- When you read, does it sound pretty choppy?



Checklist of Strategies Students Use Before Reading

Student's Name _____ Observation Date _____

Before-Reading Strategies	Behaviors That Indicate Student Is Using Strategy	Notes
Brainstorm, Cluster, Fast-Write, Web, K-W-H-L, List	Activates prior knowledge and experiences to make them accessible during reading.	
Predict	Uses pictures, the title, and some text to support predictions.	
Skim	Reads captions, boldface headings, words, charts, and graphs to familiarize self with material.	
Question	Uses pictures, chapter headings, boldface headings and words, captions, graphs, and charts to generate meaningful questions.	
Predict Meaning Of New Vocabulary	Uses knowledge of roots, prefixes, and suffixes to predict meanings. Takes risks. Has broad word knowledge.	
Visualize	Creates mental pictures of words, concepts, and predictions.	
Set Purposes	Creates specific purposes for reading.	

Additional Comments and Notes:

Checklist of Strategies Students Use While Reading

Student's Name _____ Observation Date _____

During-Reading Strategies	Behaviors That Indicate Student Is Using Strategy	Notes
Adjust Reading Rate	Adjusts rate with purposes such as skimming, reading to recall, reading for pleasure.	
Predict/Support Confirm/Adjust	Supports predictions with text. Uses prior knowledge to confirm and adjust while reading.	
Question	Raises questions while reading. Knows that the text might not answer all questions.	
Self-Correct	Knows when a word or phrase doesn't make sense and is able to correct without help. Has strategies to pronounce tough words.	
Monitor Understanding	Can identify parts of a text that are and aren't understood.	
Reread	Rereads to improve recall, to revisit favorite parts, and to understand confusing parts.	
Read/Pause/ Summarize	Stops to check recall.	

Additional Comments and Notes:

Checklist of Strategies Students Use After Reading

Student's Name _____ Observation Date _____

After-Reading Strategies	Behaviors That Indicate Student Is Using Strategy	Notes
Confirm/Adjust Predictions	Uses specific text details to adjust predictions.	
Retell	Orally or in writing, uses details to retell story. Sequences events.	
Skim and Reread	Returns to text to prove points during discussions and for written responses.	
Take Notes	Can independently note important parts.	
Make Inferences	Uses dialogue, settings, conflicts, plot, characters' decisions, and facts to explore implied meanings.	
Reflect on Reading	Draws, talks, and writes about reading.	

Additional Comments and Notes:

Questions To Ask While Reading

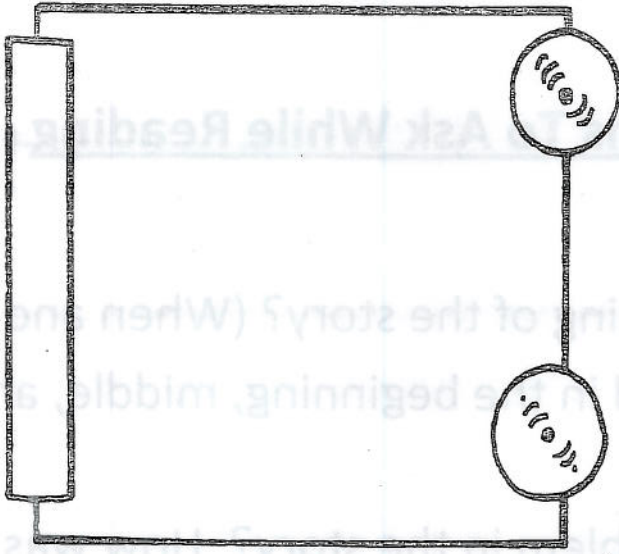
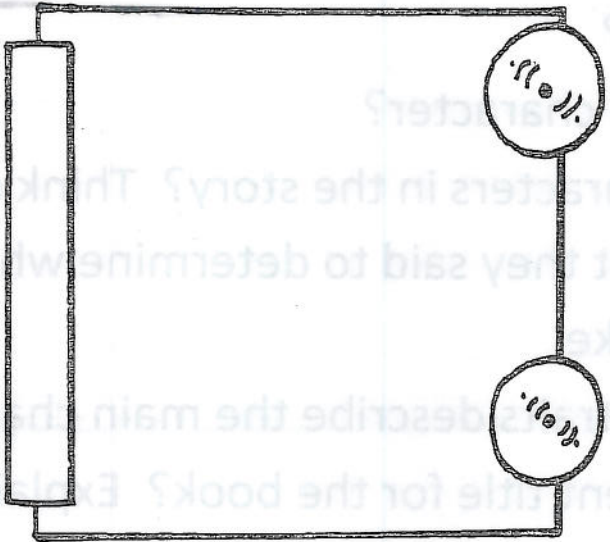
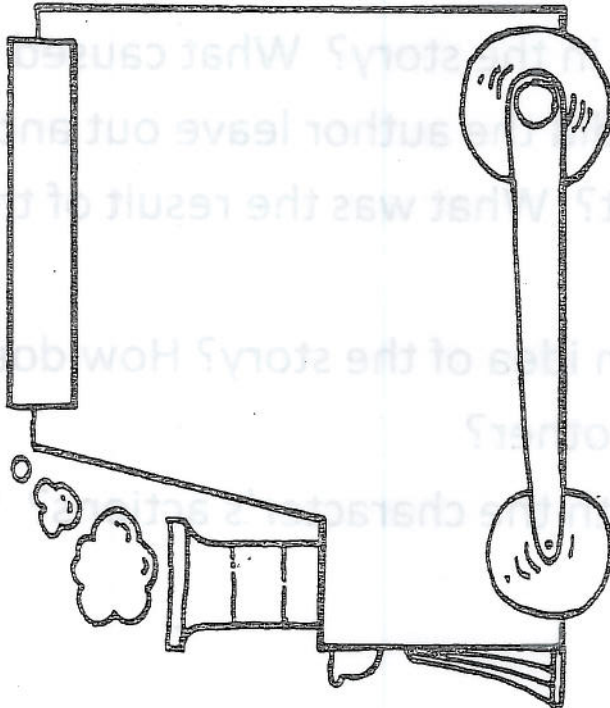
- What is the setting of the story? (When and Where)
- What happened in the beginning, middle, and end of the story?
- What is the problem in the story? How was the problem solved?
- Who is the main character?
- Who are the characters in the story? Think of their actions and what they said to determine what the characters are like.
- What character traits describe the main character?
- What is a different title for the book? Explain your answer.
- What happened in the story? What caused it to happen? What did the author leave out and expect you to figure out? What was the result of these events?
- What is the main idea of the story? How does one event lead to another?
- Do you agree with the character's actions? What would you do?

Name: _____

Date: _____







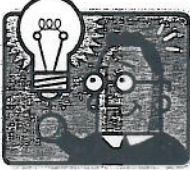


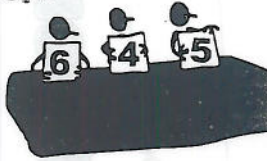




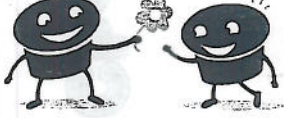



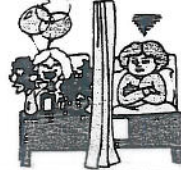

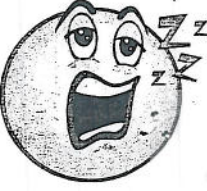






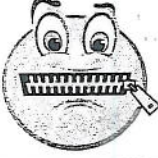







All Aboard!

Title: _____



Handwriting practice lines consisting of three columns of vertical lines. Each column has a solid top line, a dashed middle line, and a solid bottom line.

CHARACTER TRAITS

<p>-affectionate -caring -loving</p> 	<p>brave</p> 	<p>thoughtful</p> 	<p>calm</p> 	<p>careful</p> 
<p>bossy</p> 	<p>clever</p> 	<p>creative</p> 	<p>cruel</p> 	<p>fair</p> 
<p>foolish</p> 	<p>forgetful</p> <p>Don't FORGET!</p> 	<p>friendly</p> 	<p>funny</p> 	<p>giving</p> 
<p>greedy</p> 	<p>helpful</p> 	<p>honest</p> 	<p>jealous</p> 	<p>kind</p> 
<p>lazy</p> 	<p>lonely</p> 	<p>-mean -unkind</p> 	<p>nervous</p> 	<p>respectful</p> 
<p>-rude -unfriendly</p> 	<p>selfish</p> 	<p>-shy -quiet</p> 	<p>Silly</p> 	<p>-smart -intelligent</p> 
<p>sneaky</p> 	<p>stubborn</p> 	<p>talkative</p> 	<p>unhappy</p> 	<p>weak</p> 

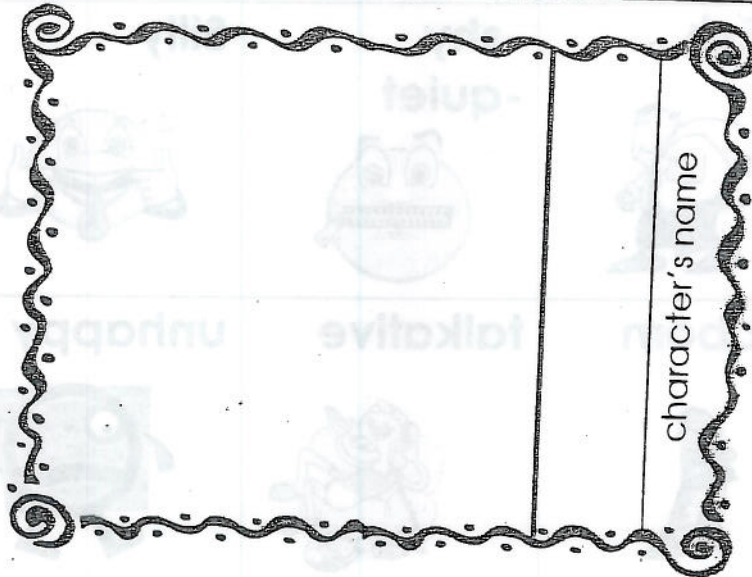
Name: _____

Date: _____

The Proof Is in the Character

Title: _____

Draw the character.



Character Traits

A. _____

B. _____

Proof

A. _____

B. _____

Character Comparison

Children compare and contrast themselves to a character in a story.

MATERIALS: copies of page 29, pencils, crayons

WHEN TO USE: after reading

DIRECTIONS:

- 1 Have children write the title on the line. Have children record a character's name on the line at the top of one circle. Then have them record their own name at the top of the other circle.
- 2 Have children ponder any differences between themselves and the chosen character, and record these differences in the outer circles.
- 3 Have children ponder any similarities they share with the chosen character, and record these similarities on the lines in the middle area.
- 4 Use the organizer to encourage discussion:
 - ⊗ Do you think you share more similarities or more differences with this character? Why?
 - ⊗ What type of relationship would you share with this character if you had the chance to meet? What makes you think this is true?

Name: Daniel Date: January 11

Character Comparison


Title: Wemberly Worried

Character: Wemberly Your Name: Daniel

special doll, Petal
rubs Petal's ears
worried about everything
going to start nursery school

worried about starting new school
has special friends
likes school

special toy dog, Kandi
rubs Kandi's nose
worries sometimes
going to start Kindergarten



Tips

- * Help children choose characters carefully so that they can relate to them in some way. However, it's fine if a child does not feel he or she has anything in common with a character. This might lead to an interesting discussion!
- * Encourage children to respond using specific details.

A great book for this organizer is:

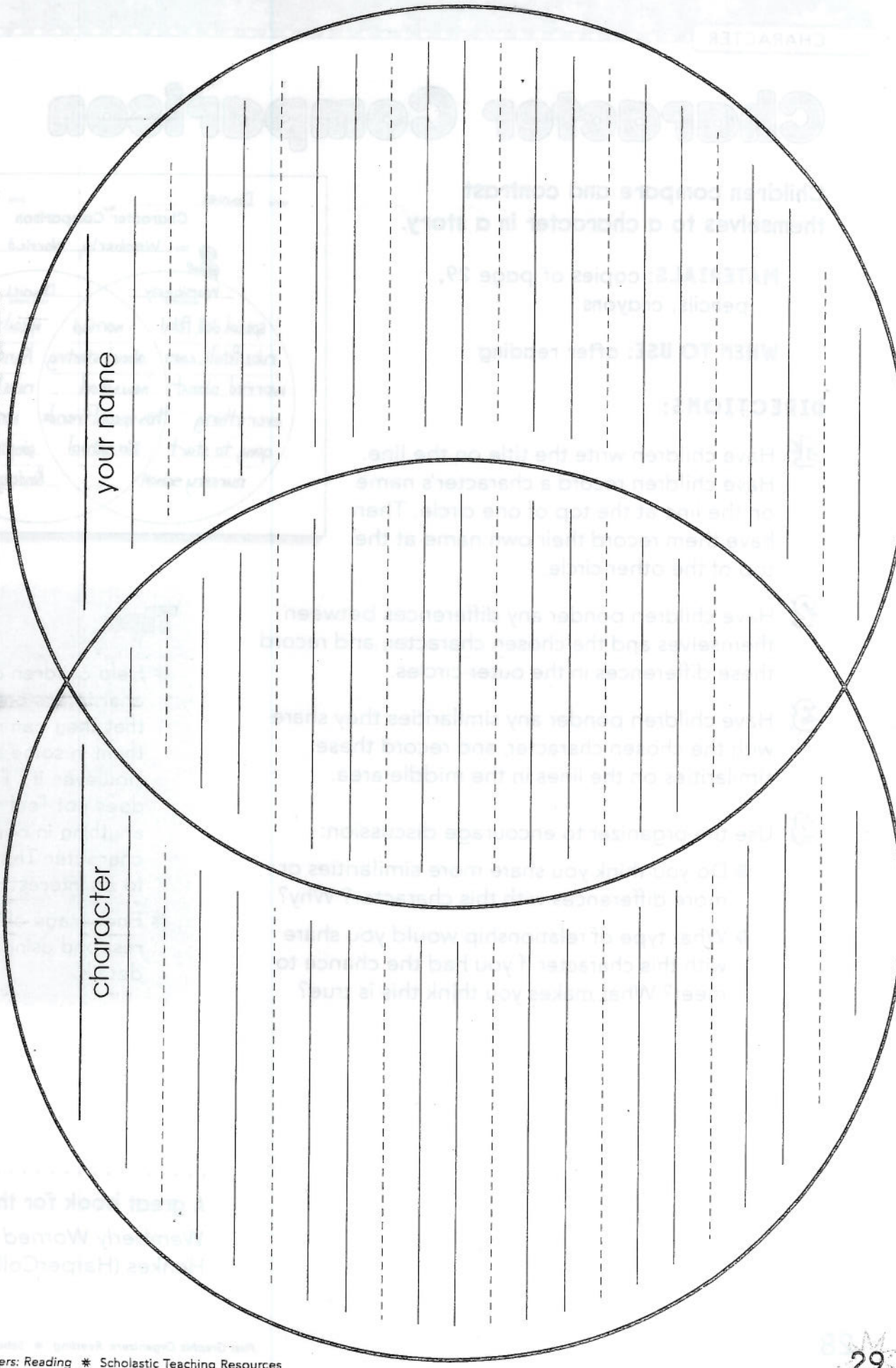
Wemberly Worried by Kevin Henkes (HarperCollins, 2000)

Name: _____

Date: _____

Character Comparison

Title: _____



Character Connection

Children will note a character's feelings throughout the story, using specific incidents to support their conclusions.

MATERIALS: copies of page 19, pencils, crayons

WHEN TO USE: during or after reading

DIRECTIONS:

- 1 As you read, help children note times when a character in the story exhibits a particular feeling.
- 2 Have children record the title. Help children locate and record the page on which a character is happy. (Not all books have page numbers. This step is not critical, but it helps children recognize where information is in a text.) By drawing or writing, children show how they know the character is feeling that way.
- 3 Children continue identifying the character's feelings and supporting their judgments, based on proof from the story.
- 4 Use the organizer to encourage discussion:
 - ☉ Why did the character feel a certain way? How do you know? (Did the text tell you, did you figure it out from an illustration, or did you gather other information and infer that the character felt a certain way?)
 - ☉ Why is it important to recognize how a character feels?
 - ☉ What makes a character's feelings change over time?

Name: Dave Date: May 20

Character Connection

Character: Mrs. Wishy-Washy
 Title: Mrs. Wishy-Washy

	page(s)	Proof. Write or draw.
happy 😊	14	She likes giving the animals a bath.
sad 😞	9	The animals made a mess!
surprised 😲		
mad 😡	10	Too much mud!

First Graphic Organizers, Reading * Scholastic Teaching Resources

Tips

- ✦ Provide a page number and have children identify the feelings of the character at that point in the story.
- ✦ Fill in the last line with another feeling before distributing the handout. Have the students support it.

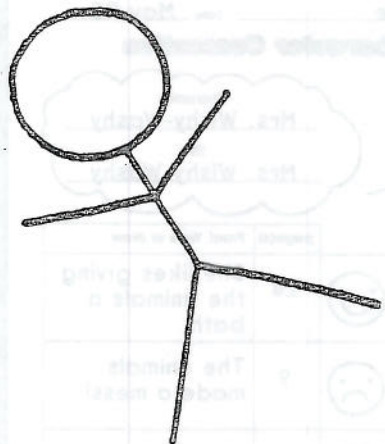
A great book for this organizer is:

Mrs. Wishy-Washy by Joy Cowley
(The Wright Group, 1980)

Name: _____





Date: _____

Character Connection



Character: _____

Title: _____

		page(s)	Proof. Write or draw.
happy			
sad			
surprised			
_____			

Name _____

Date _____

Title and Author: _____

Characters: _____

Setting: _____

Event #1:

Event #2:

Event #3:

Event #4:

Solution: _____

Name _____

Elements of Fiction

1. What is the setting of the story?

2. Who are the characters in the story?

3. What is the problem in the story?

4. What was the solution to the problem?

5. What was your favorite part of the story?

Favorite Part

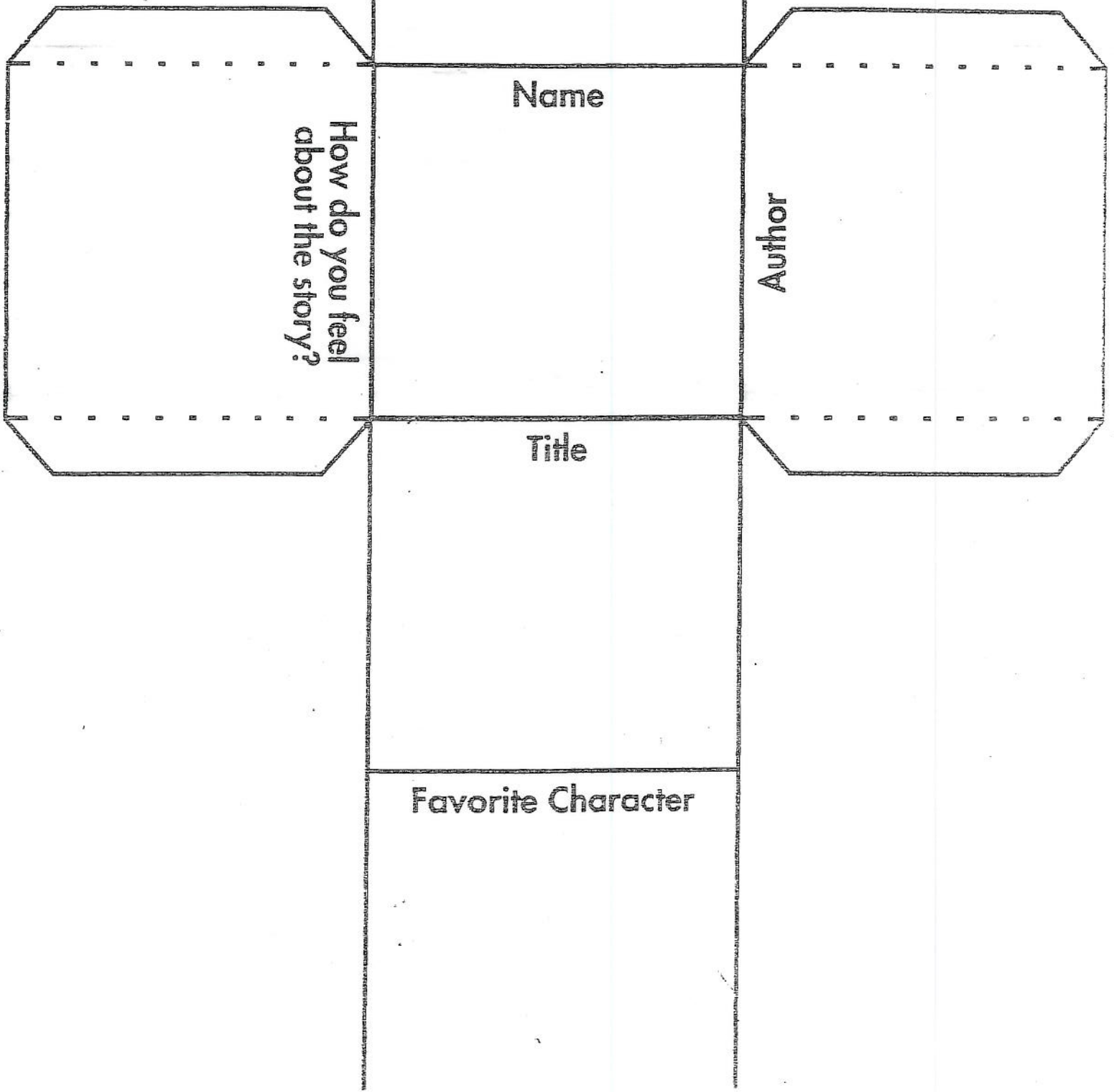
Name

Author

Title

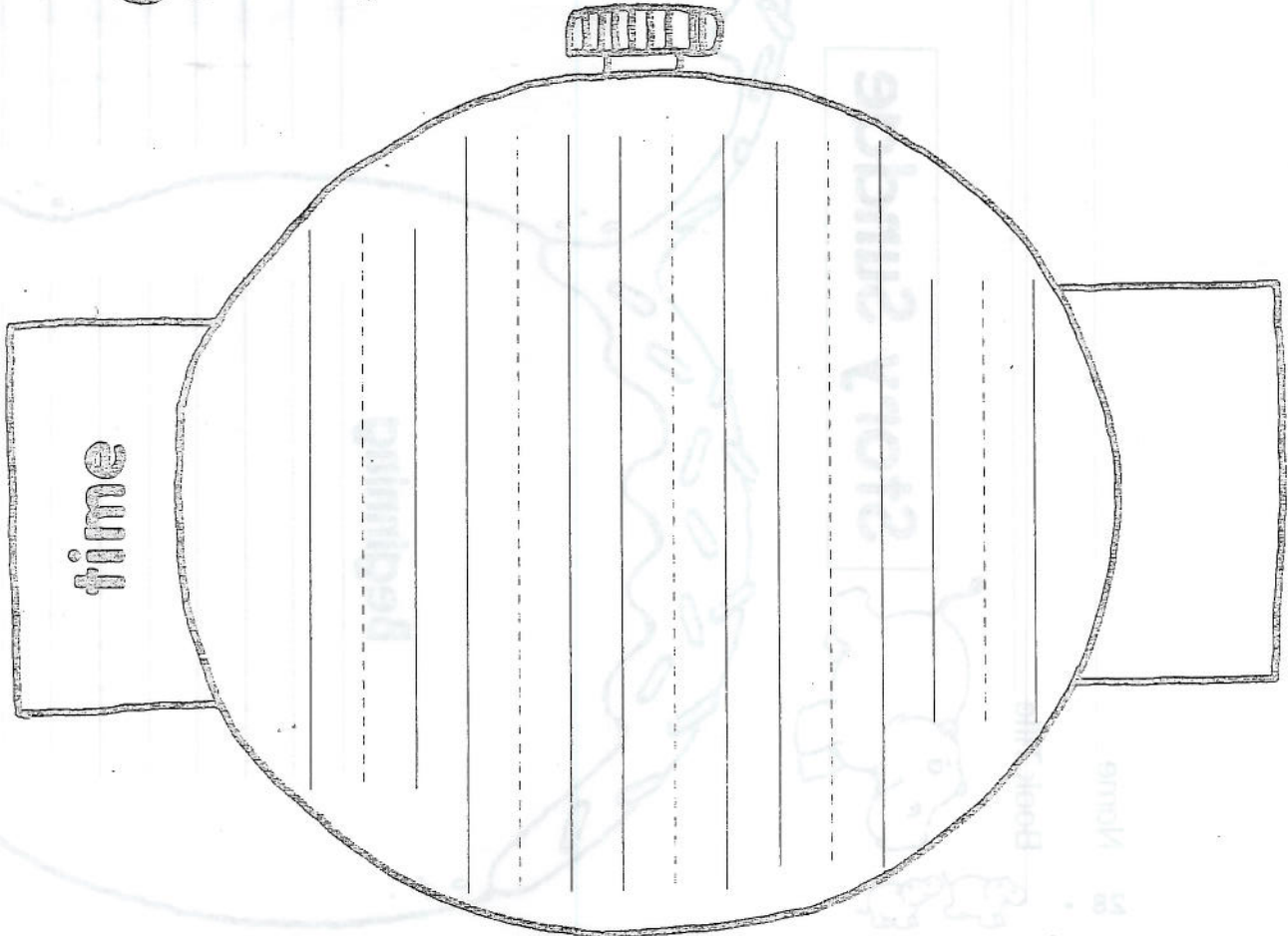
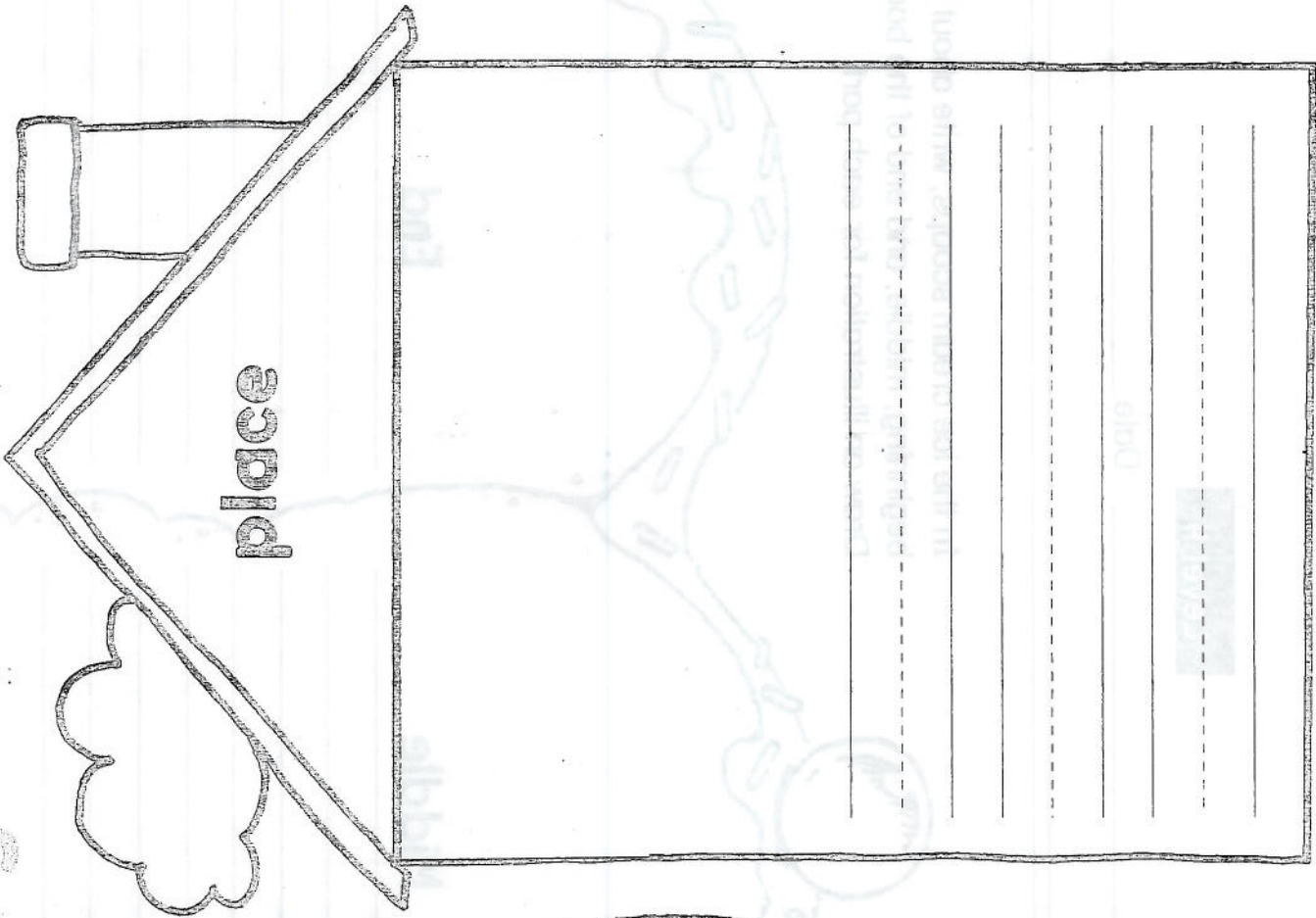
Favorite Character

How do you feel
about the story?



Name: _____ Title: _____ Date: _____

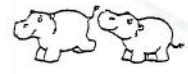
Setting



Name _____

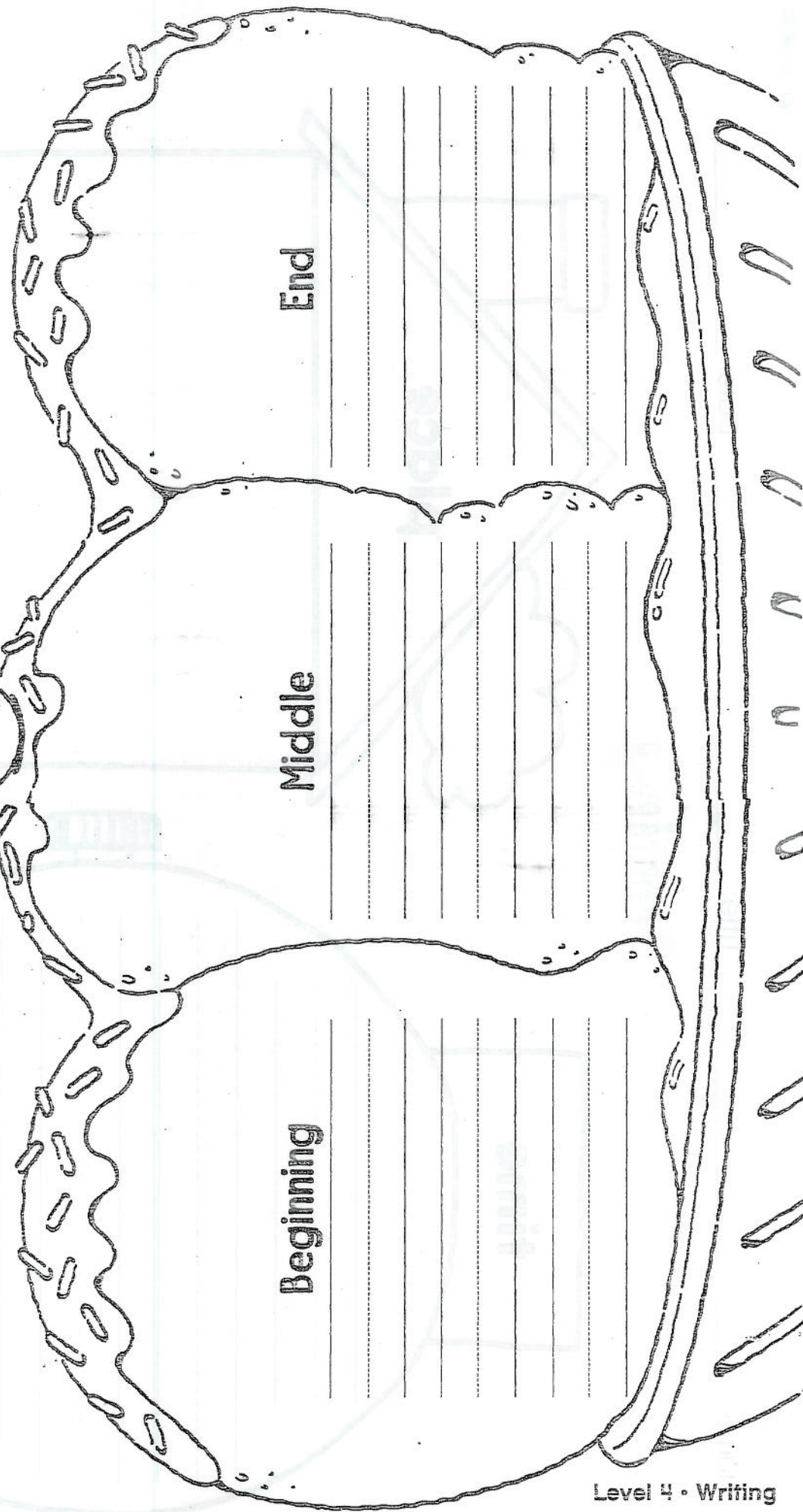
Date _____

Book Title _____



Story Sundae

In the ice cream scoops, write about the beginning, middle, and end of the book. Draw an illustration for each part.



Beginning

Middle

End

Sequence Circle

Children will retell a story using transition words to convey the passage of time or sequence of events.

MATERIALS: copies of page 31, pencils, crayons

WHEN TO USE: after reading

DIRECTIONS:

- 1 Have children fill in the title, then identify the four main events in the story. (This will take practice and modeling for young children. Identifying the beginning and ending first may help.)
- 2 Have children begin with the top left quarter and write the first key event, beginning with the words "First..." or "In the beginning..."
- 3 Children follow the arrows and record the next two key events in sections two and three respectively. They should preface each statement using transition words such as *next* and *then* to note the sequence of events. Then, they record the ending in the last remaining quarter, beginning with "Finally..." or "In the end..." Children can illustrate each quarter.
- 4 Use the organizer to encourage discussion:
 - ⊗ How did the first event impact the second event? How did the second event impact the third?
 - ⊗ How does the author let you know time is passing? (Phrases like *That night*, *All the next day*, *At last* help show the passage of events.)
 - ⊗ There are other events that we did not include. Why are the events you chose considered important?

Name: Carolyn Date: November 10

Sequence Circle

Title: Frog and Toad Together

First Frog gives toad seeds to plant.	Then Toad plants the seeds but they don't grow.
Finally the seeds started to grow! The End!	After Toad read stories and played music.

Tip

* Children may choose to illustrate before, or instead of writing. This is a helpful way for many children to organize the sequence in their minds. They may then use the illustration to guide a verbal response.

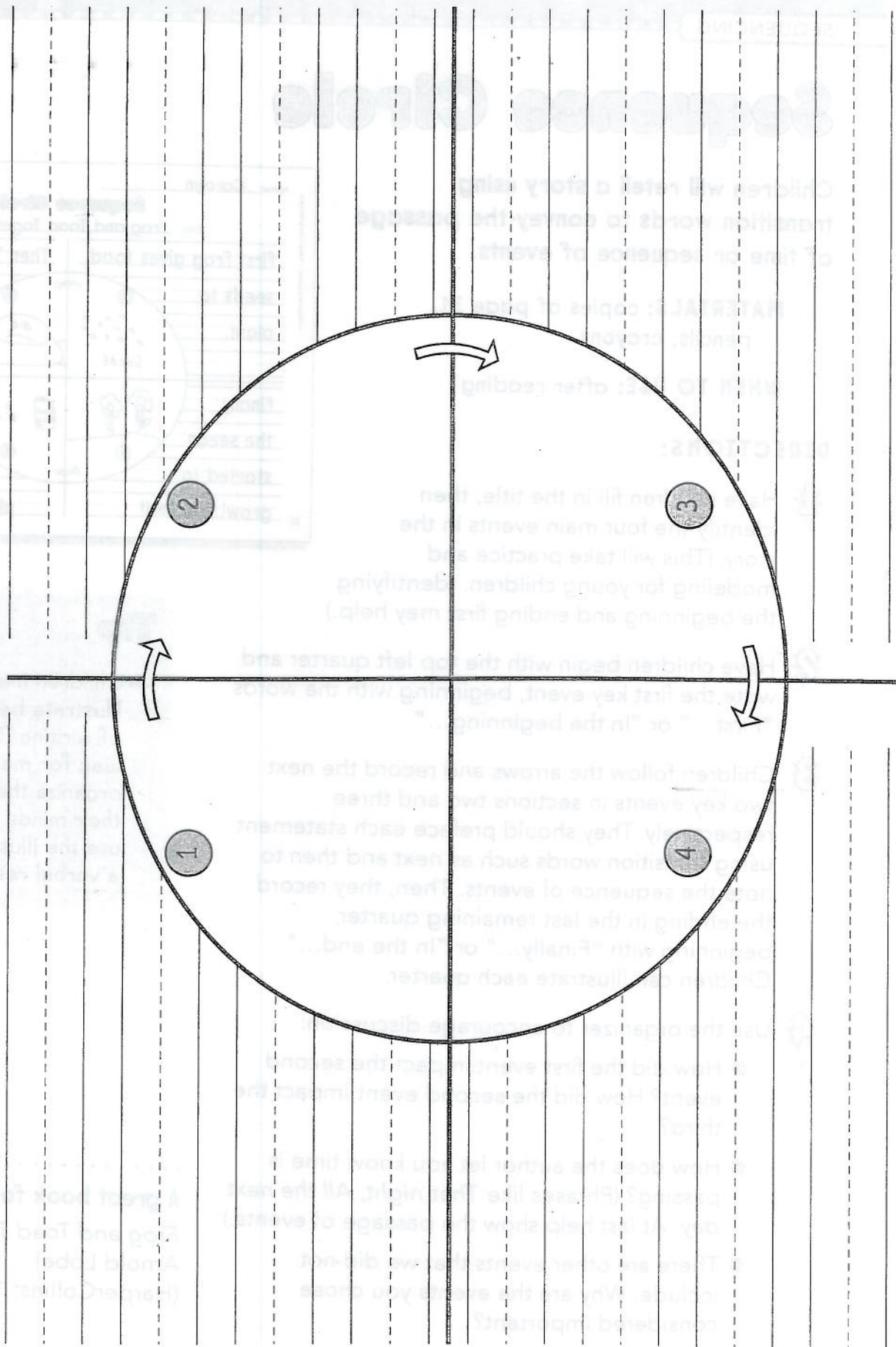
A great book for this organizer is:
Frog and Toad Together by Arnold Lobel
 (HarperCollins, 1971)

Name: _____



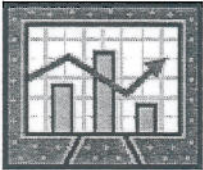

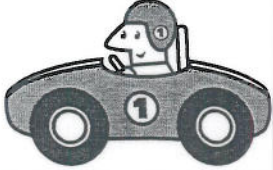



Date: _____

Sequence Circle

Title: _____



Text Features

<p><u>Heading</u></p> <p>Browns Win Super bowl!</p> 	<p><u>Caption</u></p>  <p>Sunflowers can be found growing in the desert.</p>	<p><u>Bold Face Print</u> (key words)</p> <p>Snakes inject their poisonous venom into their prey.</p>
<p><u>Chart</u></p> 	<p><u>Map</u></p> 	<p><u>Illustration</u></p> 
<p><u>Photograph</u></p> 	<p><u>Table of Contents</u></p> <p>The great plant contest.....4 Stretching for sunshine.....7 Struggling in the shade10</p>	<p><u>Glossary</u></p> <p>Prey: An animal that is hunted by a predator.</p> <p>Venom: The poison that a snake injects when it bites and animal with its fangs</p>
<p><u>Index</u></p> <p>Animals 4, 8, 9 Athletes 4, 18 Bones 6, 10 Dairy foods 6, 14 Lunch 14, 17</p>	<p><u>Diagram</u></p> 	<p><u>Labels</u></p>  <p>ear</p>




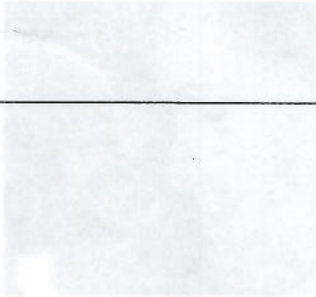
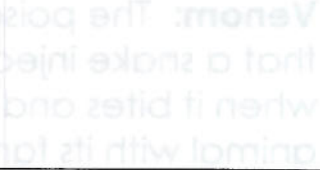





Text Features

Name _____ Date _____

Title of Book: _____

1. Identify four text features in the text. Explain what you learned from each text feature. Be specific!

Text Feature	What I Learned
	
	
	
	

Name: _____ Date: _____

Nonfiction News

Topic: _____

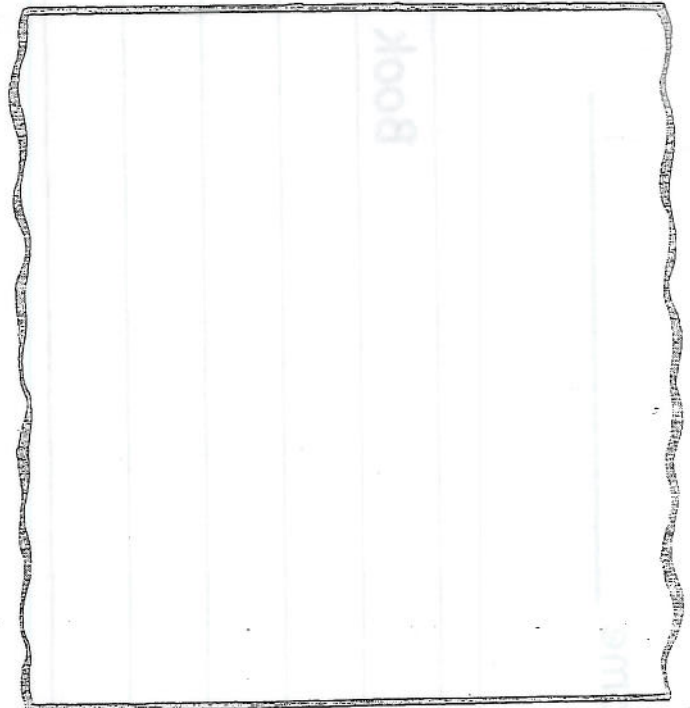
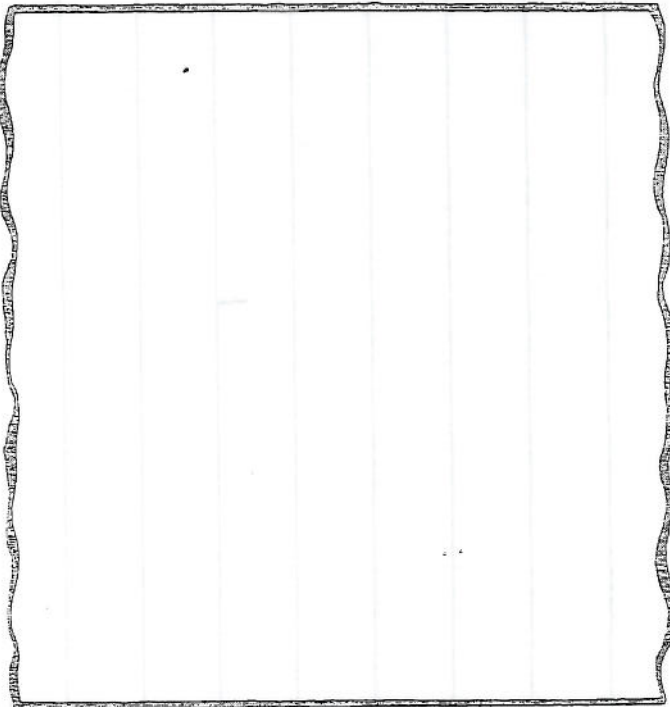
Title: _____

Fact 1

Fact 2

Handwriting practice lines for Fact 1, consisting of a solid top line, a dashed midline, and a solid bottom line, repeated ten times.

Handwriting practice lines for Fact 2, consisting of a solid top line, a dashed midline, and a solid bottom line, repeated ten times.



Name _____

Reading Log

	Book Title	Rating
1.		♡♡♡♡♡
2.		♡♡♡♡♡
3.		♡♡♡♡♡
4.		♡♡♡♡♡
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