

---

---

# Language at SWIS

— Parent Workshop 2018 —

---

---

Natalie Campbell, Franco Rodriguez, Selina Arnaudon

# Goals

- Understand the reasons for the change
- Explain student assessment tools
- Provide samples of student growth
- Reader's and Writer's Workshop model
- Parents role for literacy (reading and writing)
- Questions and Answers

---

---

# Reading

Pre-K - Grade 5

---

---

# Fountas and Pinnell Reading Assessment

- Understand the reasons for the change
  - F & P reading assessments
    - Similar format
    - Stronger comprehension questions
    - Aligned with curriculum and Scope and Sequences

# Sample of Student Assessment

## F+P Benchmark Assessments

- Oral reading
  - Miscues
  - Fluency
- Comprehension
  - Within the text
  - Beyond the text
  - About the text
- Levels are for teacher use only

Recording Form Part One: Oral Reading (continued)

**Bedtime for Nick • Level G**

Sources of Information Used

Page	Text	E	E			SC		
			M	S	V	M	S	V
9	"Good night, Nick," his mom said. "Now it's time to go to sleep." <i>bed   sc</i>	1	0	3	0	1	0	0
10	"I can't go to sleep," said Nick. "I will give you a good night kiss," said <i>his</i> Nick's mom.	2	1	0	0	0	0	0
11	"Good night, Nick," his mom said. "Go to sleep now."	1	0	0	0	0	0	0
12	"I can't go to sleep," said Nick. "Will you <i>please</i> open the door?" he asked. Nick's mom opened the door. Light came <i>in</i> into the room.	1	0	0	0	0	0	0
<b>Subtotal</b>		<b>5</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>

Recording Form Part Two: Comprehension Conversation

**Bedtime for Nick • Level G**

Beginning with the first prompt, have a conversation with the student. Note the key understandings the student expresses. Use the prompts to give you information about the student's understanding. Score for evidence of all understandings expressed—with or without a prompt. For scoring details, see the rubric in the Assessment Guide. Circle the number in the score column that reflects the level of understanding demonstrated.

**Comprehension Scoring Key**

- Student demonstrates **proficiency** in understanding the text.
- Student is **approaching proficiency** in understanding the text.
- Student demonstrates **limited proficiency** in understanding the text.
- Student's comprehension is **not proficient**.

Key Understandings	Prompts	Score
<b>Within the Text</b> Nick gets ready for bed, but he can't sleep. He asks his mom to do <u>different</u> things to help him sleep: read a story, turn on the nightlight, give a kiss, and open the door. Nick's dog Wags comes in the room and Nick is able to go to sleep. <i>Note any additional understandings:</i>	Tell the important things that happen in the story. Is there anything else?	0 1 2 3
<b>Beyond and About the Text</b> Nick misses Wags and that's why he can't sleep. He says something is missing, but when Wags comes in he says now we can go to sleep. <i>I don't know.</i> Nick loves Wags and misses him. That's why he can't sleep. The picture shows how happy Nick is to see Wags. <i>He was waiting for Wags, maybe he was playing outside.</i> Sample response: I have trouble sleeping when I'm sick. When that happens my mom helps me by sitting with me until I fall asleep. Nick had his dog and I have my mom to help me sleep. (Accept logical responses that make a connection between the student's personal experiences and the content.) <i>Note any additional understandings: I couldn't sleep too.</i>	What is the real reason Nick can't sleep? How do you know that? How do you think Nick feels about Wags? What makes you think that? <i>He loves Wags.</i> Tell about a time when you had trouble sleeping or doing something else. Was your problem like Nick's? Why or why not?	0 1 2 3

**Guide to Total Score, Levels A-K**

- 3-4 Proficient
- 4 Approaching Proficiency
- 3 Limited Proficiency
- 0-2 Not Proficient

Total Score: 4 / 6

# How can you help at home?

Provide time to support your child's reading interests

Read to your child (English, Chinese and other Mother tongue texts)

Model reading in your household

Talk with your child's teacher

Reading strategy bookmark and sentence starters

Thinking Within the Text, Beyond the Text, About the Text

## Comprehension Strategies:



**I wonder...**Ask questions about what you are reading: Who? What? Where? When? How? Why? Is? Are? Did? Will? Could? Would? Should?



**Visualize...**  
Make pictures in your mind while you are reading.



**Make Connections...**  
Text-to-self, text-to-text and text-to-word.



**Re-Read...**When something doesn't make sense, read it again.  
Self-correct, if needed.



**Predict...**  
Make predictions about what you think will happen next.



**Stop and Think...**  
Take time to stop and think about what you are reading.

### If your child makes an error while reading...

First, wait and see if your child self-corrects the error when s/he comes to the end of the sentence. If the error is self-corrected, give positive reinforcement.

If the error is NOT self-corrected, gently say one or more of the following: Wait a minute...did that make sense? Read that sentence again, please.

OR...

That makes sense, but let's look a little more carefully at the word. Do the phonics match? Try that sentence again.

## My Bookmark of Strategies:

If I'm stuck on a word I can...



**Think...**  
Think about what would make sense.



**Pictures...**  
Look at the pictures to get a clue.



**Look inside the word or "Chunk It"...**  
Look for a "chunk" or a little word inside the word.



**Re-Read...**  
Go back to the beginning of the sentence and read it again.



**Get your mouth ready or "Beep It"...**  
Go back to the beginning of the sentence and start again.



When you come to the unknown word, "get your mouth ready" (say just the beginning sound[s]), and read on to see what would make sense.



Check to see if you were right by using your phonics.



**Sound it out...**  
Use your phonics and sound it out.  
Be sure it makes sense.

[Click here to print your own bookmark](#)

## Question Stems

### Thinking Within the Text

- ✓ What was the problem in the story? What did \_\_\_\_\_ do to solve the problem?
- ✓ What happened in the story? How did the story end?
- ✓ Explain what you learned in this book. What did you learn about \_\_\_\_\_?
- ✓ What were some important facts about \_\_\_\_\_ in this book?
- ✓ What information did you learn from the (chart, map, label, graph, photo, drawing, glossary)? What kind of information does it give you?

### Thinking Beyond the Text

- ✓ Tell me some ways \_\_\_\_\_ and \_\_\_\_\_ are alike/different.
- ✓ Tell me how \_\_\_\_\_ felt when \_\_\_\_\_. Why?
- ✓ Why is \_\_\_\_\_ important?
- ✓ How does \_\_\_\_\_ change? What does \_\_\_\_\_ learn?
- ✓ How do you think \_\_\_\_\_ felt when (or about) \_\_\_\_\_?
- ✓ Why do you think \_\_\_\_\_? Can you give an example from the book?
- ✓ Make a prediction about \_\_\_\_\_. How do you know something is going to happen here?
- ✓ What does the writer say that makes you think that?
- ✓ What is a question you still have about \_\_\_\_\_?
- ✓ What lesson did \_\_\_\_\_ learn?
- ✓ What was the value of \_\_\_\_\_ to \_\_\_\_\_?



## Thinking About the Text

- ✓ Is this a good title for this story? Why (not)?
- ✓ What makes the title, \_\_\_\_\_ a good one for this book?
- ✓ What did \_\_\_\_\_ learn? How do you know this?
- ✓ Why do you think the writer said \_\_\_\_\_?
- ✓ What did the writer mean by \_\_\_\_\_?
- ✓ Show the sections of the book and tell the kind of information in each section.
- ✓ How does the heading help you read the book?
- ✓ How did the writer help you understand \_\_\_\_\_?
- ✓ How did the writer make this book interesting?
- ✓ Look at the way the writer began the book. What did the writer do to get you interested in the topic?
- ✓ What side do you think the writer is on? Why?
- ✓ What is the significance of \_\_\_\_\_?
- ✓ Why do you think the writer wrote this book in 1<sup>st</sup> (or 3<sup>rd</sup>) person?
- ✓ What genre did the writer use? What makes you think that?
- ✓ Look at the way the writer ended the book. Do you think this is a good way to end? Why or why not?
- ✓ Give an example of a description the writer used to show what \_\_\_\_\_ was like.
- ✓ What was the most important part of the story and why?
- ✓ Find the part in the story where \_\_\_\_\_.
- ✓ What did the writer mean when s/he said \_\_\_\_\_?
- ✓ What was the writer's message?
- ✓ The writer used specific words/phrases to describe \_\_\_\_\_. Can you give examples?
- ✓ How did the writer let you know that something exciting was going to happen (foreshadowing)? Find examples from the text.
- ✓ Look back at the text and find some powerful descriptive words. Explain what they mean.

# What not to do...

Don't worry about your child's reading level - that is for the teachers!

Don't cover the pictures in a book if they are still beginner readers - this is a very important reading strategy.

Don't force them to read something they are not interested in - let them choose books & topics they enjoy.

Don't make reading each night a chore - help them to set up a comfortable reading environment for them to read in, so they want to read.

Don't worry about your child's reading - if there are concerns, your child's teacher will be in contact with you.

# Reader's and Writer's Workshop

Framework is based on research

Aligns to Fountas and Pinnell Continuum

Professional Development

Teachers College at Columbia University, New York

EARCOS workshops within the Asian Pacific region

Collaboration with HKIS

Resources available

---

---

# Writing

Pre-K - Grade 5

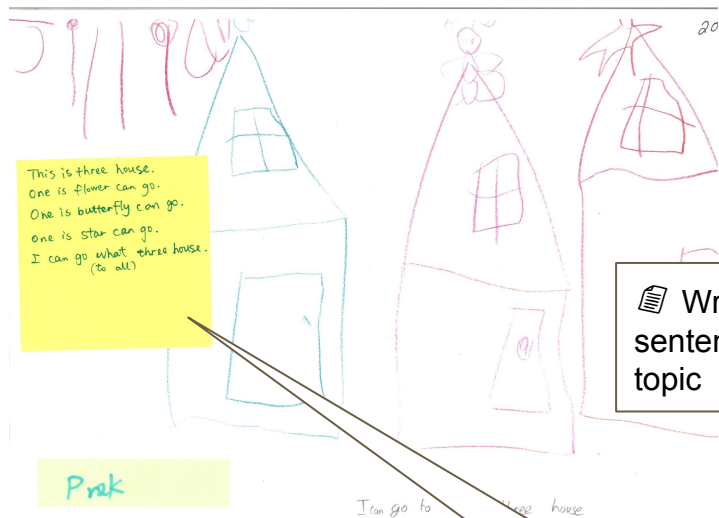
---

---

# Writing

- Writing for moderation purposes completed 3 times a year
- Informs teaching and learning
- Provides student goals
- Identifies areas of strength and areas for development within our SWIS scope and sequence
- Formative assessment is not always visibly marked
  - Writer's Notebooks, Homework, Workbooks

# Sample of SWIS student growth (PreK and 1)



Writes several sentences about a topic

Relies primarily on pictures to convey meaning.

Spell simple words and some high frequency words correctly

Title:

There are a merma that swim in the sea and wold day that merma has maic the merma was happy but her frand was not happy

# Sample of SWIS student growth (G3 and G5)

✍ Spells most high frequency words correctly and moves towards conventional spelling

house live a pretty  
it who is very clever  
er cat for a walk in  
he sat on the chair  
things on the seat it

✍ Uses dialogue

look like a newspaper, she said Alice. So she took it  
Home. At home she look at the newspaper it said  
in the forest nearby has a treasure!  
So she took off. In the forest she meet some friend  
and the friend tell Alice all about it there was  
a smart rabbit who said but you must be very  
careful she warned. Alice thanked her friends,  
and then walk day and night.

One day she heard a loud sound, the sound  
came closer and closer. It a tiger the tiger  
chase Alice to a hole I think the tiger is  
telling something so she gave it some meat  
to eat. Alice ride the tiger into the hole when

✍ Writes fiction with clear beginning, middle and end

Disaster on ~~the~~ Calisto  
~~Moon~~

In the year 2175, the UPNA (The United penguin nation of Antarctica) have officially announced the invention of the Omega bomb, this weapon was so powerful that the bomb can't be stored on earth, so, it was stored on the Moon instead.

The penguin scientist named Alexander. Omega or Alexander Omega, claimed that this bomb had the yield of 50,000 megatons of TNT, it could blow up Antarctica itself.

Two years later, the bomb was moved to Jupiter's moon, Calisto because of Moon colonization.

But, there was a problem: the Omega Bomb has been activated. Some how so the thing is about to go boom.

The National Security group

to evacuate, they must

The penguin pilots where Sigma and Alpha, the best pilots in Antarctica

That night, Sigma and Alpha sat into the shuttle, the cockpit was silent, they wondered if they could come back alive

The rocket launched, fire came out of the nozzle, it shot off with a bang (it was traveling at 40000 km/s), after a few minutes, they arrived at Jupiter. The shuttle took off and orbited at full velocity, with the rocket closed.

✍ Uses transitional sentences to connect paragraphs

# How can you help at home?

Promote literature within your household

Provide time to support your child's writing interest

Ask your child what they are writing in class

Journal writing

Story telling

Shopping lists

Talk with your child's teacher



# Questions & Answers

