
KP Literacy Night

— November 2024



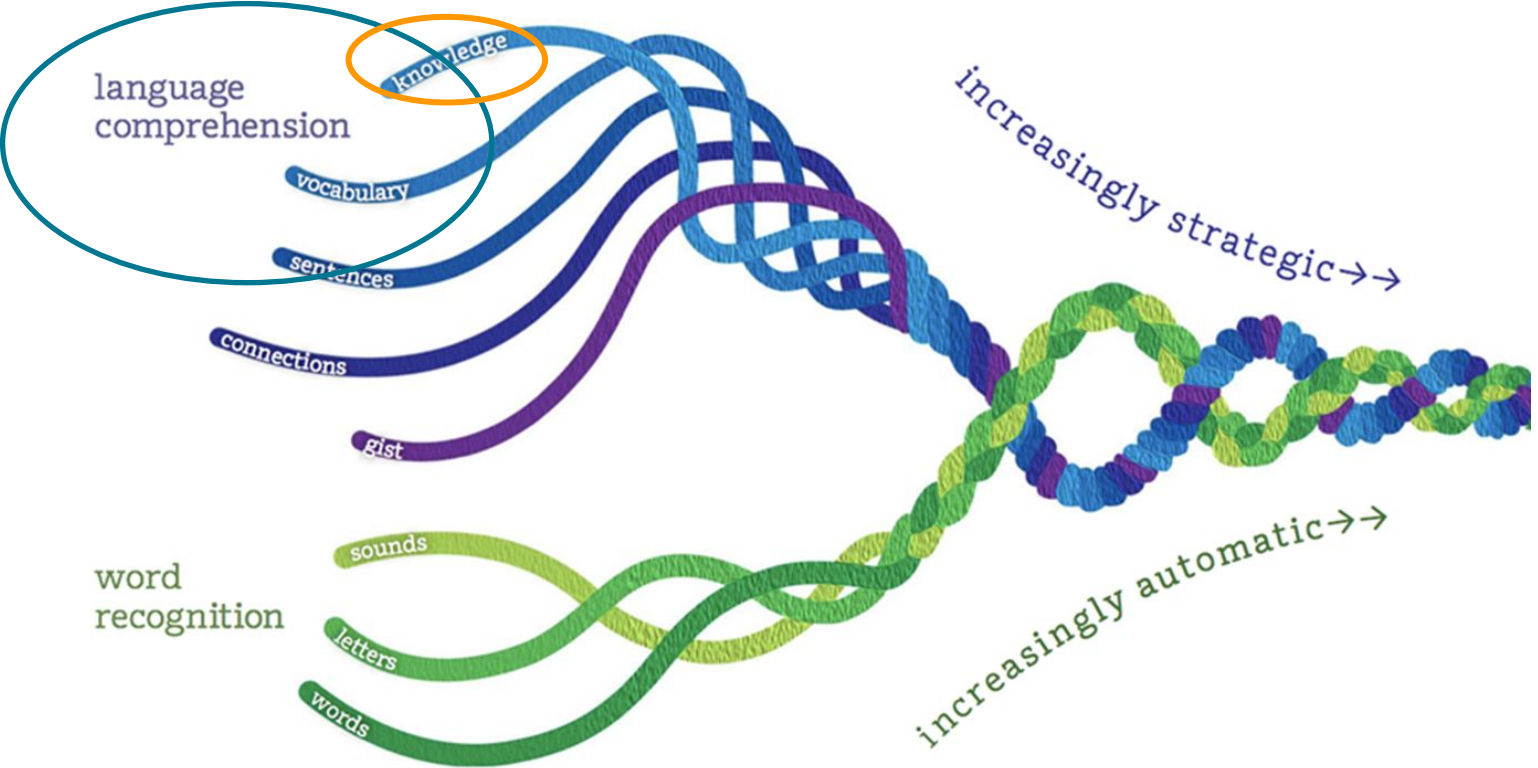
Agenda

Describe how children's reading comprehension develops and the key components

Describe how Amplify supports students to become strong readers

Identify how you can support your students at home

The Reading Rope (Scarborough)



Read “Batsmen and Bowlers” independently. What are you doing to make sense of this text? What makes it challenging?

Batsmen & Bowlers

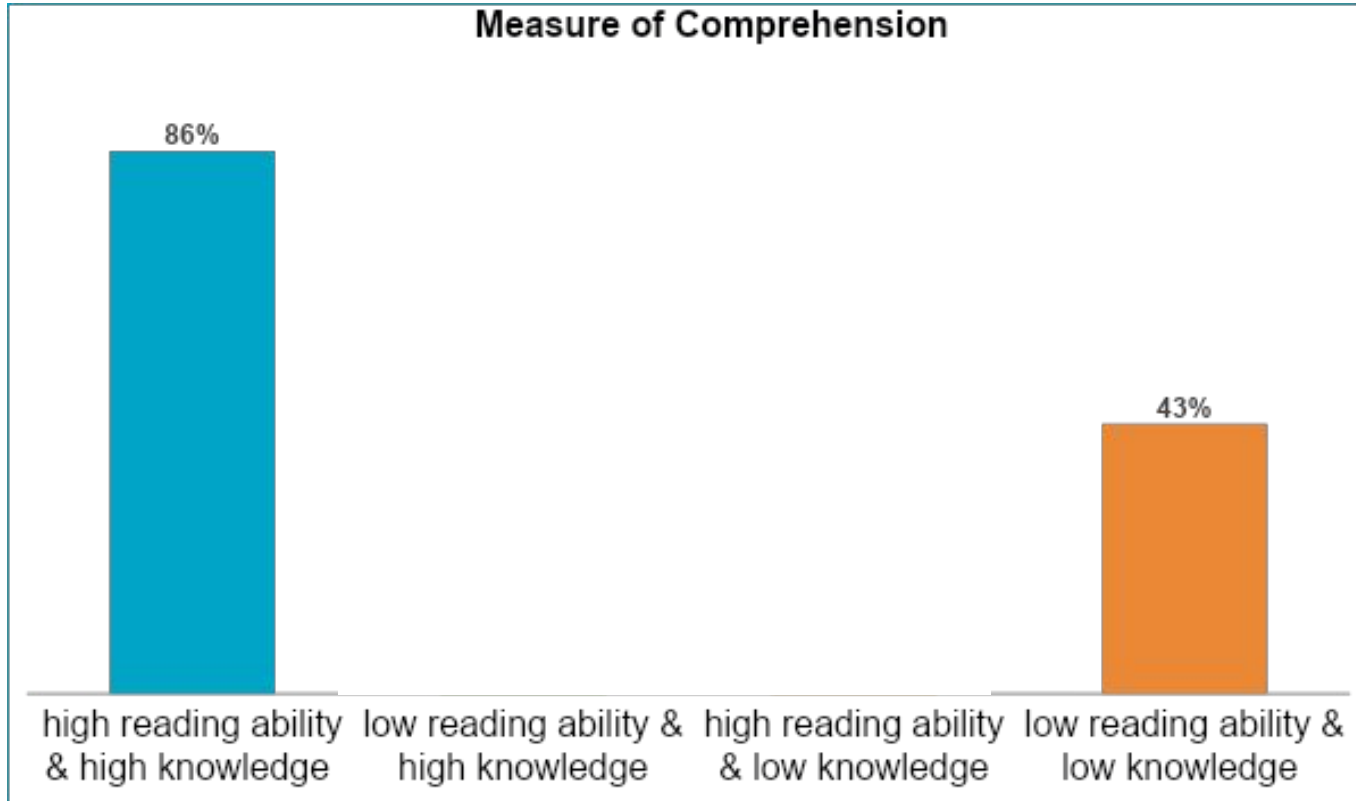
The Batsmen were merciless against the Bowlers. The Bowlers placed their men in slips and covers. But to no avail. The Batsmen hit one four after another along with an occasional six. Not once did their balls hit their stumps or get caught.

Researchers Recht and Leslie explored the role of knowledge on reading comprehension.

Recht & Leslie (1988) Compared Reading Comprehension for Four Categories of Students

High reading ability High knowledge of baseball	High reading ability Low knowledge of baseball
Low reading ability High knowledge of baseball	Low reading ability Low knowledge of baseball

Knowledge of the topic had a much bigger impact on comprehension than generalized reading ability did.

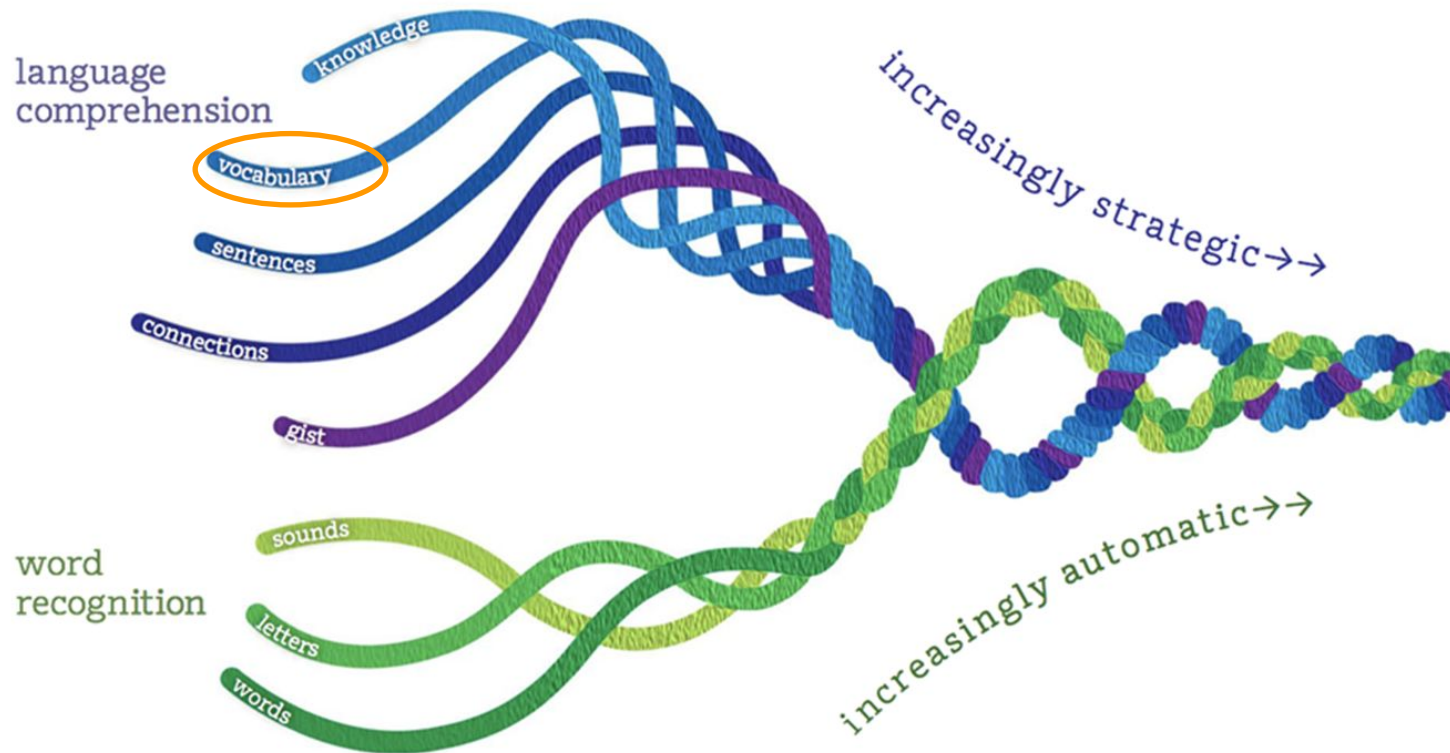


The effect of knowledge on reading comprehension is strong.

General cultural knowledge correlates about .50 with reading comprehension test scores. That's about the same correlation between parents' heights and their kids' heights



How We Learn to Read: What is Reading Acquisition?



How is vocabulary a barrier to comprehension?

When she was twenty-six, Eliza bought tickets to _____. Few _____ had ever been there. Eliza wrote _____ for the _____ back home. She loved sharing the _____ things she saw, such as _____ and the _____. Eliza even wrote a book – the first _____ about _____.

When Eliza went back to _____, it wasn't long before she started thinking about _____ again. She decided to visit her older brother, who was working in _____.

Eliza _____ across the ocean.

What do you learn about Eliza from the first paragraph?

What is special about the book Eliza wrote?

What is the main idea of the passage?

What's the main idea of this passage?

When she was twenty-six, Eliza bought tickets to **faraway Alaska**. Few **tourists** had ever been there. Eliza wrote **reports** for the **newspapers** back home. She loved sharing the **fascinating** things she saw, such as **huge glaciers, spouting whales**, and the **native people**. Eliza even wrote a book – the first **guidebook** about **Alaska**.

When Eliza went back to **Washington**, it wasn't long before she started thinking about **traveling** again. She decided to visit her older brother, who was working in **Japan**. Eliza **sailed** across the ocean.

How did it feel to read this passage and attempt to answer these questions with and without the vocabulary?

Knowledge helps build vocabulary

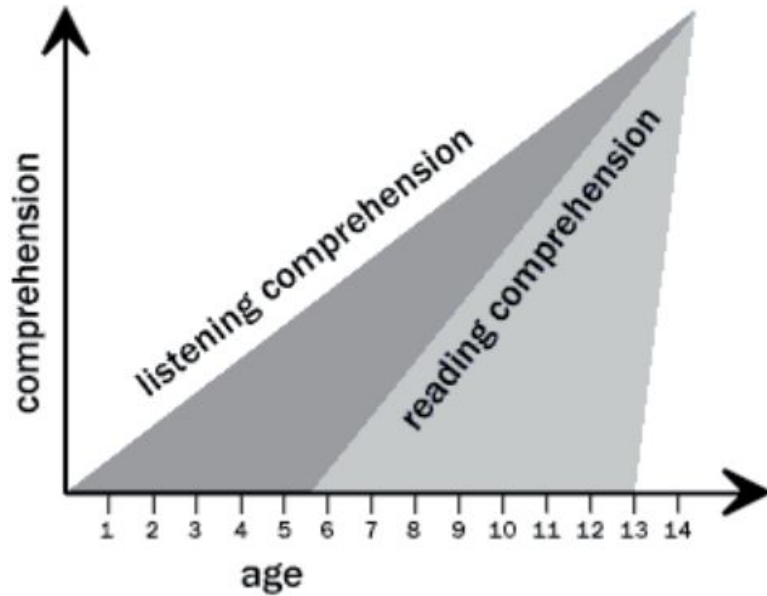


Reading or listening to a series of text on the same topic can yield as much as **four times the vocabulary growth.**

(Landauer and Dumais, 1997)

In the early grades, read alouds of high-quality texts help students grow their knowledge of the world, vocabulary, and oral language skills.

Listening and Reading Comprehension, by Age



“Teachers can read aloud to build students’ knowledge of the world beyond their scope and to help students make connections from the known to the new. There is likely no better way to draw children into the treasures stored in the written word than through reading aloud to them as much as possible.”

– David Liben, lead researcher for Appendix A of the CCSS

Sources: [Appendix A of the Common Core State Standards](#); Liben & Liben, [“Both/And Literacy Instruction K-5”](#)

Writing

“Our work has convinced us that, even with a thoughtful question, many students fail to write. This failure occurs not because they do not use the writing process with a thoughtful question, **but because they do not have sufficient knowledge in the first place**. No matter how thought-provoking the question is, one cannot reflect on knowledge one does not have. One cannot analyze information that is sketchy, inaccurate, or poorly understood. One cannot synthesize from nothing. It is up to teachers, then, to provide activities and experiences that give students knowledge and help them construct meaning from that knowledge.”

- The Vermont Writing Collaborative

Agenda

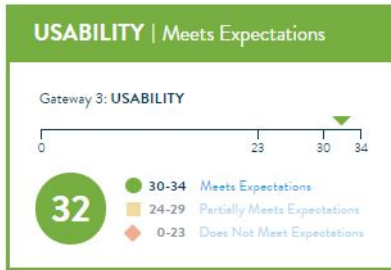
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Describe how Amplify supports students to become strong readers

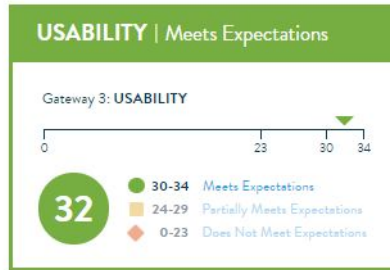
Identify how you can support your students at home

CKLA Materials are truly high-quality instructional materials!

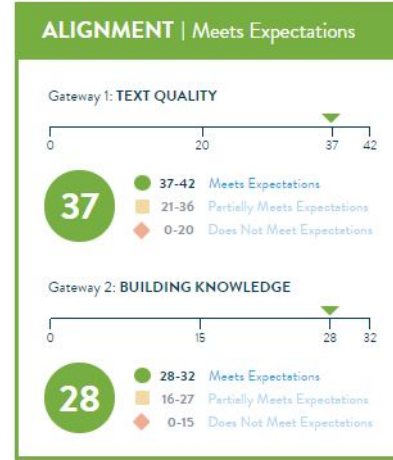
Third Grade



Fourth Grade



Fifth Grade

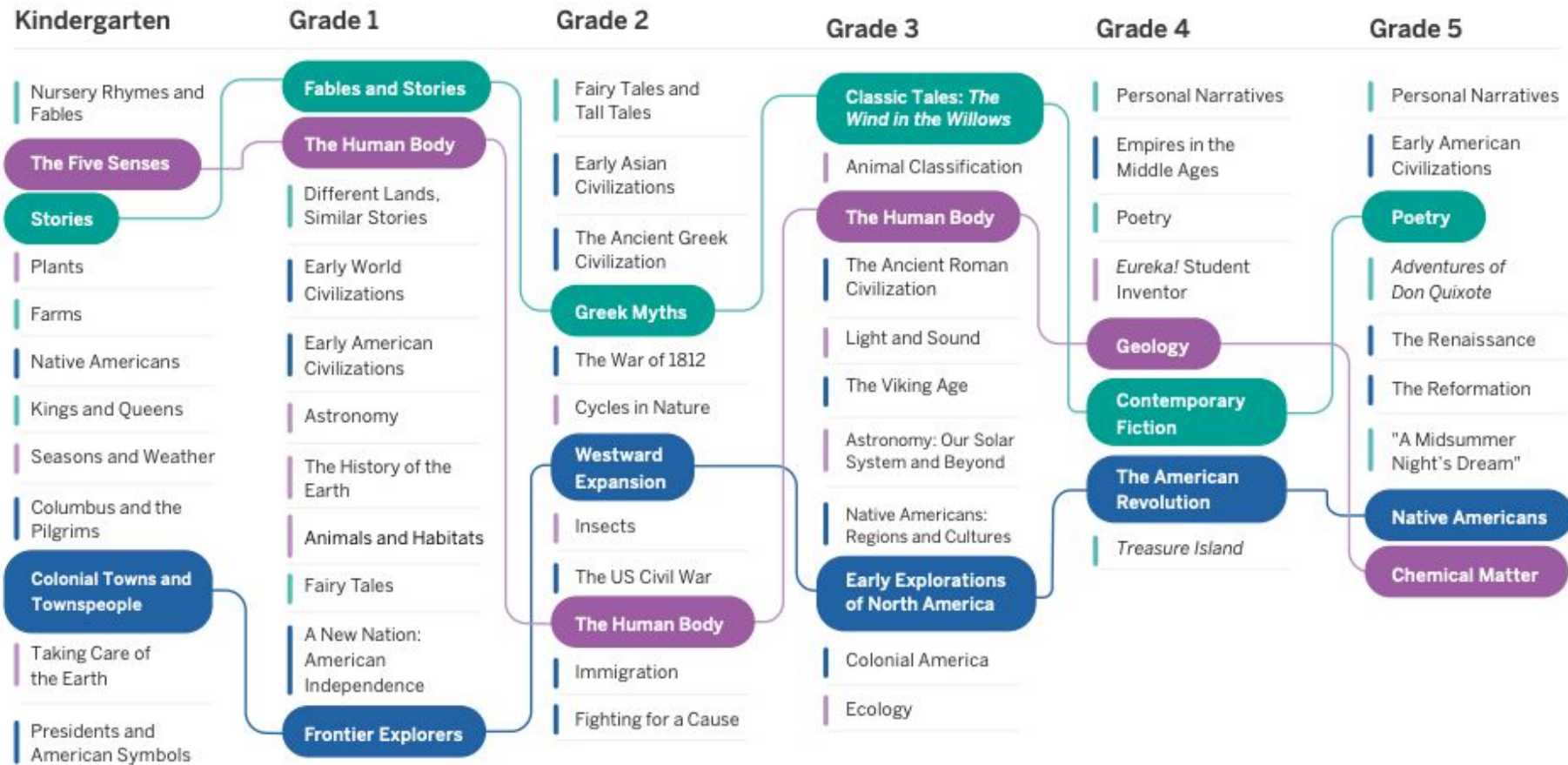


CKLA is designed to systematically build knowledge within and across grades.

AMPLIFY CKLA KNOWLEDGE INVENTORY (K-5)

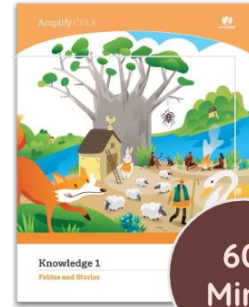
Grade	PreK	K	1	2	3	4	5
Unit 1	All About Me	Nursery Rhymes & Fables	Fables & Stories	Fairy Tales & Tall Tales	Classic Tales: The Wind in the Willows	Personal Narratives	Personal Narratives
Unit 2	Families and Communities	The Five Senses	The Human Body	Early Asian Civilizations	Animal Classification	Empires in the Middle Ages	Early American Civilizations
Unit 3	Animals	Stories	Different Lands, Similar Stories	The Ancient Greek Civilization	The Human Body: Systems and Senses	Poetry	Poetry
Unit 4	Plants	Plants	Early World Civilizations	Greek Myths	The Ancient Roman Civilization	Eureka! Student Inventor	Adventures of Don Quixote
Unit 5	Habitats	Farms	Early American Civilizations	The War of 1812	Light and Sound	Geology	The Renaissance
Unit 6	Important People in American History	Native Americans	Astronomy	Cycles in Nature	The Viking Age	Contemporary Fiction (Excerpts from <i>The House on Mango Street</i>)	The Reformation
Unit 7	Classic Tales	Kings & Queens	The History of the Earth	Westward Expansion	Astronomy: Our Solar System and Beyond	American Revolution	A Midsummer Night's Dream
Unit 8		Seasons & Weather	Animals & Habitats	Insects	Native Americans: Regions & Cultures	Treasure Island	Native Americans
Unit 9		Columbus & the Pilgrims	Fairy Tales	The U.S. Civil War	Early Explorations of North America		Chemical Matter
Unit 10		Colonial Towns & Townspeople	A New Nation: American Independence	Human Body: Building Blocks & Nutrition	Colonial America		
Unit 11		Taking Care of the Earth	Frontier Explorers	Immigration	Ecology		
Unit 12		Presidents & American Symbols		Fighting for a Cause			
Supplemental Knowledge Research Unit		Art and the World Around Us	Adventure Stories: Tales from the Edge of the World	Up, Up, and Away: The Age of Aviation	All That Jazz	Energy: Past, Present, and Future	Beyond Juneteenth: 1865 to present

Explore all Amplify CKLA units and follow sample K–5 connections across **literature**, **science**, and **history** domains:



In grades K-2, the focus is on listening to complex texts, discussing them and writing about them.

- Designed to provide quality foundational skills instruction
- Includes 60 minutes of Skills Strand lessons that address grade-level standards that include print concepts, phonological awareness, and phonics and word recognition.
 - Skills units build incrementally
- Includes 60 minutes of of knowledge building



60
Mins



60
Mins

In grades 3-5, increasing focus is on independent reading of complex, knowledge-rich texts.

90 (4th & 5th) – 120 (3rd) Minutes of Instructional Time



Reading (45 minutes)

- Students read from their anthologies each day with a mix of read aloud, shared reading, close reading, partner reading, independent reading

Writing, Morphology, Grammar, Spelling (45 minutes)

- During each unit, students use the writing process to create a piece of writing in the three main genres (expository, narrative, opinion/argument). Students also build and practice grade level word analysis and language skills.

Grade 3 Only: Interactive Read-Aloud (30 minutes)

- Students practice speaking and listening about/to a complex text that builds knowledge and vocabulary around the unit topic.

What does that look like for my child?



Agenda

Describe how children's reading comprehension develops and the key components

Describe how Amplify supports students to become strong readers

Identify how you can support your students at home

Support their knowledge building!

Leverage the communications from the teacher to build knowledge on the topics they are learning about - check out books from the library, visit local museums, etc.

Amplify CKLA Trade Book List



Discussion Questions and Application Activities

Use the following prompts, questions, and activities to help students reflect on, explore, and apply what they have read.

Items for literary or informational text:

1. Summarize the text you read in a paragraph or several sentences.
2. Draw a picture of what you read today and write a caption or sentence about your picture. Be prepared to explain your image.
3. After reading this text, I wonder...
4. Would you recommend this text to a friend? Why or why not?
5. Write a letter recommending this text to a friend and giving at least three reasons for your recommendation.
6. Write a review of what you read and describe whether or not you liked it. Make sure to include reasons for your opinion.
7. If you could be any character in the text you read today, who would you be and why? Give three reasons for your choice.
8. Invent a conversation or dialogue between two characters or persons in the text you read. Write what each character says in the dialogue. Remember to use quotation marks.
9. Was there anything in the text that surprised you? Explain what it was and why it surprised you.
10. Describe a problem that someone in the text faced and what he or she did about it.
11. Make a timeline of three to five events that took place in your text.
12. Pretend you are a reporter who has to interview the main character or person in the text you read, and write down five questions you would ask.
13. Make a prediction about what will happen next in the text. Explain why you think this will happen.
14. Write a diary entry from the perspective of a character or person in the text you read.
15. Talk about something in the text you read today that is similar to another work you have already read.
16. Draw a Venn diagram to show the similarities and differences between yourself and a person in the text you read.
17. Draw a Venn diagram that compares and contrasts your home with how, when, and where a person from your text lives.
18. Imagine you had to write a new title for the work you read. Suggest several new titles for it.
19. If your text included any words you did not know, write them down. Use a dictionary to look up their meaning. Write that meaning down and use each word in a new sentence.
20. Name three questions you would like to ask the author of the work you read.

Caregiver Resources

Take-Home Letters

Supporting Independent Reading at Home

Family members who would like to support a child's independent reading can consider the following strategies.

- Read to your child or listen to your child reading aloud.
- Take your child to the public library for a wide range of books to read and explore.
- Many libraries offer free children's educational programs, such as story time, reading hours, or author visits; such events help promote a love of reading.
- Make reading part of your daily home routine. You may wish to let your child read for a set amount of time during the day. Another option is to have a family reading time in which all family members read. When adults model a love of reading, it often rubs off on children!

Note: In determining a reading routine, consider how to establish a time that will not be interrupted or overlooked. For example, many parents report that reading before bedtime often gets rushed or skipped at the end of a busy day when children may be overtired or well past their bedtime. They have found more success by establishing a reading time earlier in the day—and then if their children also read at night, all the better.

- Ask your child detailed questions about what he or she has read. Encourage children to explain what they liked or disliked about a text; to describe the characters, plot points, or settings of a fictional text; or to explain what they learned from an informational text.
- When possible, build family outings or recreational activities around what children are reading. For example, if your child enjoyed a book on the National Parks, you might plan to explore a park in your area. Even if you do not live near a National Park, you could visit a state or local park for a family picnic or hike.
- Ask your children to identify a topic they would like to learn more about, then declare that topic a "Family Focus" for a specific period of time. During this time, have every family member read an age-appropriate book about the topic. When the time concludes, have a special event in which everyone shares what they learned about the topic.

Note: The special event does not have to be elaborate. The point is to designate a time and place to focus on sharing. For example, if your family focused on Hawaii, the special event could simply be a discussion over a family dinner. If you wanted to be elaborate, you could serve pineapple (which was traditionally grown in Hawaii) as dessert and have everyone try hula dancing after eating!

AmplifyCKLA

Welcome!

Grade 3, Unit 1
Classic Tales:
The Wind in the Willows

In this unit, students will be exposed to classic children's stories and will learn about the elements of fictional narratives.

What's the story?

Students will explore interesting **themes** and discuss **character traits** through a variety of classics, from *The Wind in the Willows* to a selection from *Alice's Adventures in Wonderland*.

What will my student learn?

Students will learn about the **elements of fictional narratives**, including dialogue, narration, characters, plot, and setting. They will be **exposed to rich language** and a variety of **vocabulary** and will **discuss literature** with their teacher and classmates. Students will be guided through a variety of **writing experiences** focused on different purposes for their writing. They will also **collaborate** with their classmates and **share their ideas** as they develop and deepen their understanding of these literacy skills.

Conversation starters

Use your student questions about the unit to promote discussion and continued learning:

- Follow up:** What are the main characters in your reading today?
- Describe:** Are there any adjectives you would use to describe those characters?
- Summarize:** How would you describe that setting?
- Themes:** What are some of the recurring themes that you have noticed in the text you read?
- Collaborate:** How would you describe that setting?

Note: Some of the recurring themes that you have noticed in the text you read may be repeated in other stories your teacher has been reading or in the stories you are reading today.

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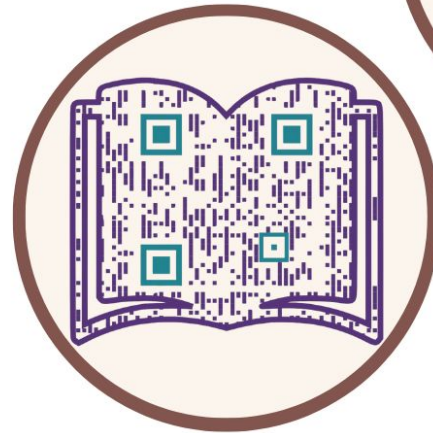
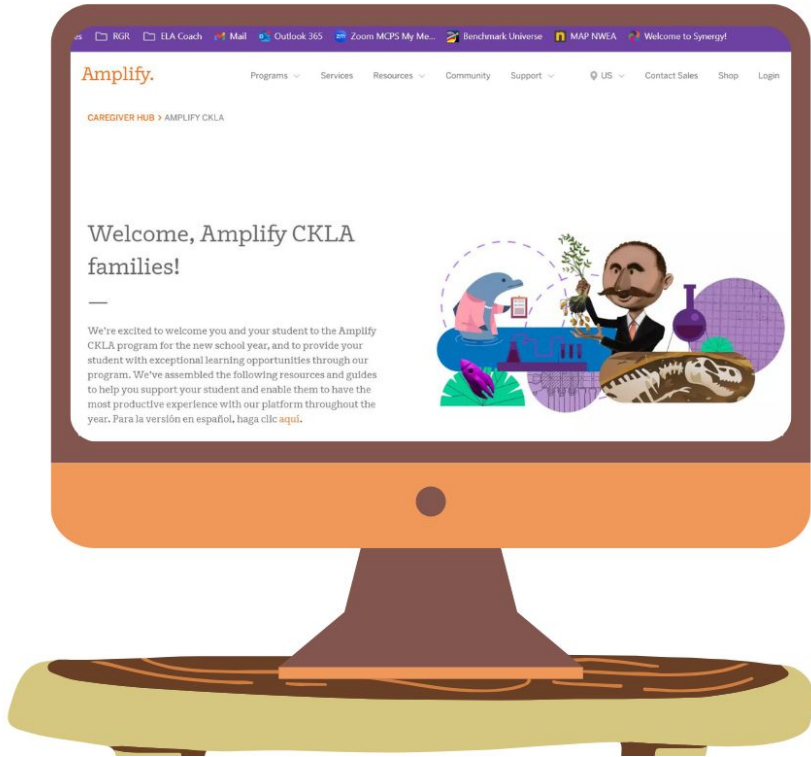
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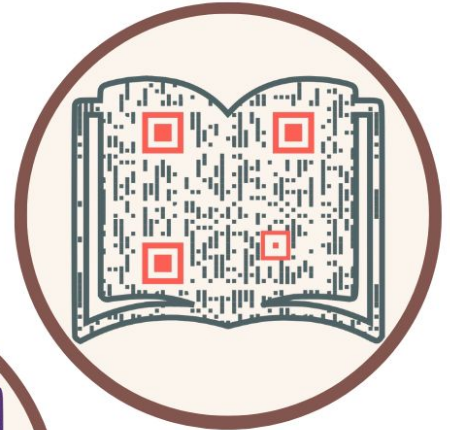
1. Summarize the text you read today and write a caption or sentence about your picture.
2. Draw a picture of the text you read. Be prepared to explain your image.
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4. Would you recommend this text to a friend and giving at least three reasons for your recommendation.
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Amplify CKLA: Caregiver Hub

A one stop shop for resources and guides in both Spanish and English!



Español

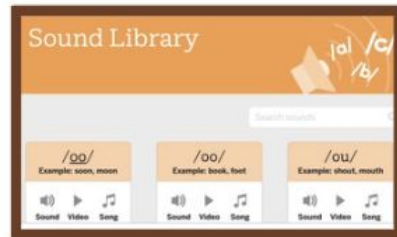
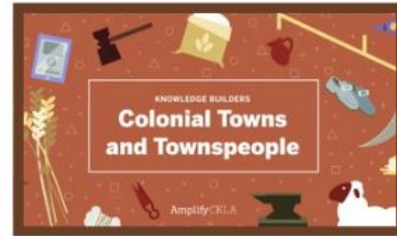


English

Amplify CKLA: Student Hub

CKLA Hub for Students

- ✓ Knowledge Builder Videos for Grades K-2
- ✓ Sound Library for Grades K-2
- ✓ Recorded Daily Read-Alouds

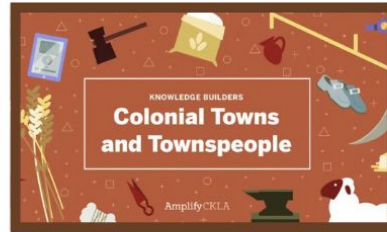
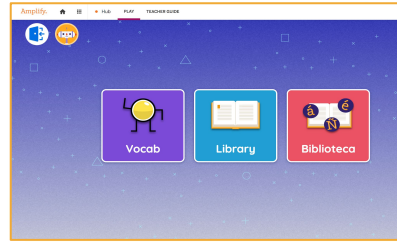


Click [here](#) for login information by grade level

Amplify CKLA: Student Hub

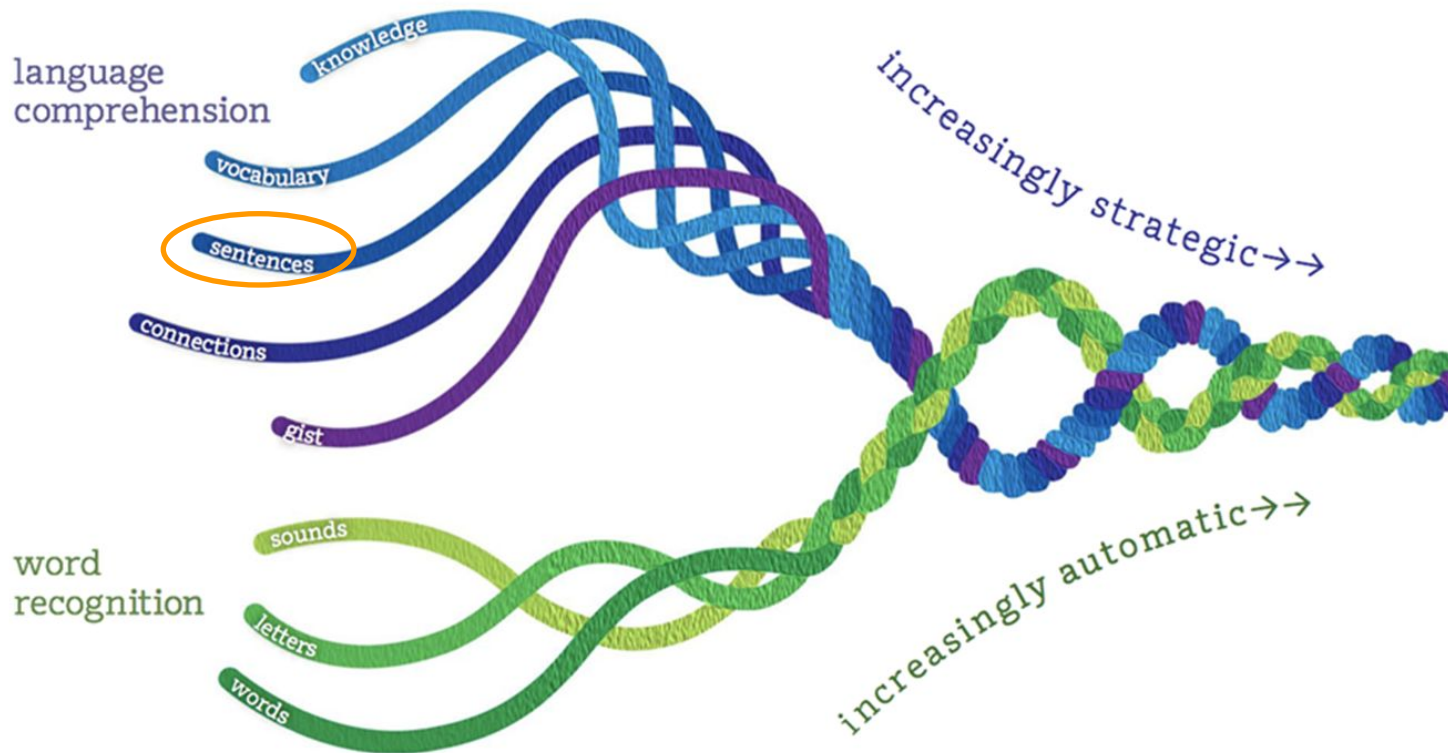
CKLA Hub for Students

- ✓ Vocabulary App for Grades 3-5
- ✓ Recorded Daily Read-Alouds
- ✓ Student Readers in Spanish



Click [here](#) for login information by grade level

How We Learn to Read: What is Reading Acquisition?



Support their writing - through talking!

Narrate what you are doing and leave a blank for the **transition word**:

We are going to buy ice cream at Safeway. _____, we have to do other errands first.

Or, provide a sentence and a **transition word**, and have your child complete the sentence following the transition.

Washington D.C. has many tourist attractions. In particular, _____.

Transition Type	When to Use	Example
Time-and-Sequence Transition	Narratives; a series of chronological events such as a lab report or math process	Assigning homework on weekends is a terrible idea. In addition , studying for two tests on the same day is a bad idea.
Conclusion Transitions	To introduce the last sentences of a paragraph	Often plastic waste is not recycled properly. Therefore , significant amounts of trash build up in rivers and oceans.
Illustration Transitions	To make the link between two sentences clear	The earth is getting hotter. As a result , there is less ice for walrus to rest on.

“Because, But, So”

- Give your child a sentence stem and ask them to turn it into three separate sentences using each conjunction in turn. This could be about a topic they are learning about in school, or about everyday things in your lives. This approach requires students to engage in far more specific thinking than just asking an open-ended question.

Example: We couldn't go to the park...

- We couldn't go to the park **because** it was raining.
- We couldn't go park, **but** all my friends were able to go out.
- We couldn't go to the park, **so** we chose to play board games inside.

Example: Julius Caesar was a great military leader....

- Julius Caesar was a great military leader **because** he made quick decisions and didn't hesitate.
- Julius Caesar was a great military leader, **but** he was greedy with his power and became a dictator.
- Julius Caesar was a great military leader, **so** he conquered many lands with his loyal army.

Thank you and contact us!

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