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# Understanding and Supporting Your Primary Readers and Writers

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How Readers and Writers  
Develop in  
Kindergarten, First and  
Second Grade

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*Camille Trotman - Kindergarten Teacher*  
*John Raynes - First Grade Teacher*  
*Gretchen Lustig - Second Grade Teacher*

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# Today's Agenda

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- Our own reading lives
- Reading Volume
- Kindergarten Readers
- First Grade Readers
- Second Grade Readers
- Writing at Peck Slip
- How you can help at home



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What do you remember  
about learning to read and  
write?

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The more that you read,  
The more things you will know.

The more that you learn,  
The more places you'll go.

-Dr. Seuss

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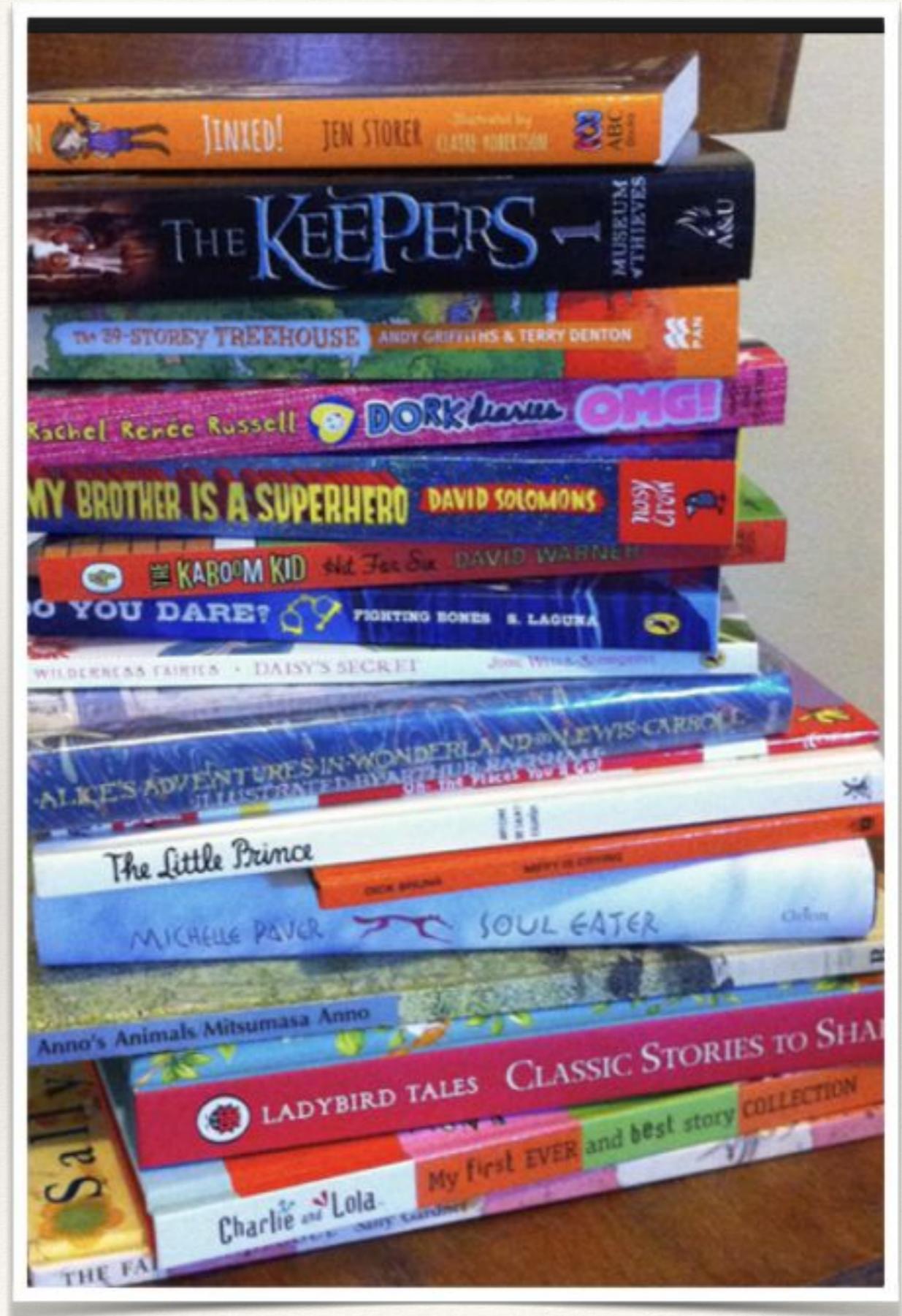
# Reading Volume and Achievement

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“Stephen Krashen found that the single greatest factor in reading achievement (even above socio-economics) was reading volume - how much reading people do.”

- Donalyn Miller

“I’ve Got Research, Yes, I Do. I’ve Got Research. How About You?” (February 8, 2015)



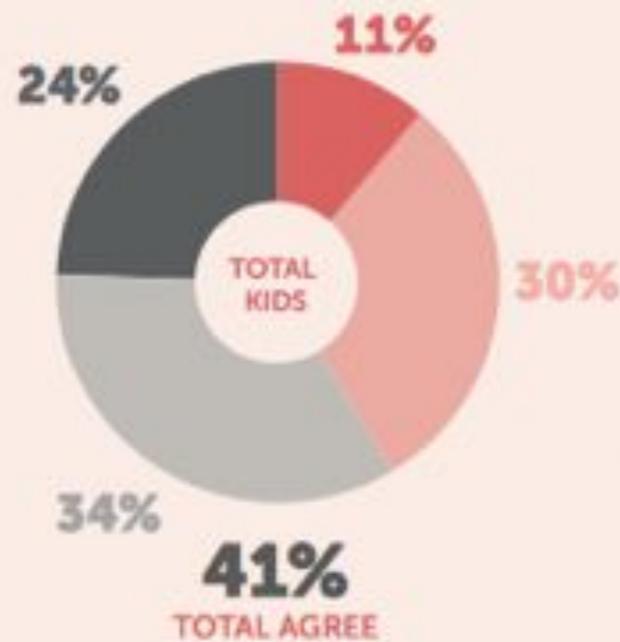
# Access

Four in 10 children (41%), increasing with age, say they have trouble finding books they like.

## CHILDREN'S AGREEMENT WITH STATEMENT: "I HAVE TROUBLE FINDING BOOKS THAT I LIKE"

Base: Children Ages 6–17

 Agree a lot   
  Agree a little   
  Disagree a little   
  Disagree a lot



**57%** OF KIDS AGES 6–17 WHO ARE INFREQUENT READERS SAY:

I have trouble finding books I like



COMPARED WITH ONLY **26%** OF FREQUENT READERS



QK12. Please tell me whether you agree a lot, agree a little, disagree a little, or disagree a lot with each of the following statements. NOTE: See Appendix D for full question responses.

# Choice

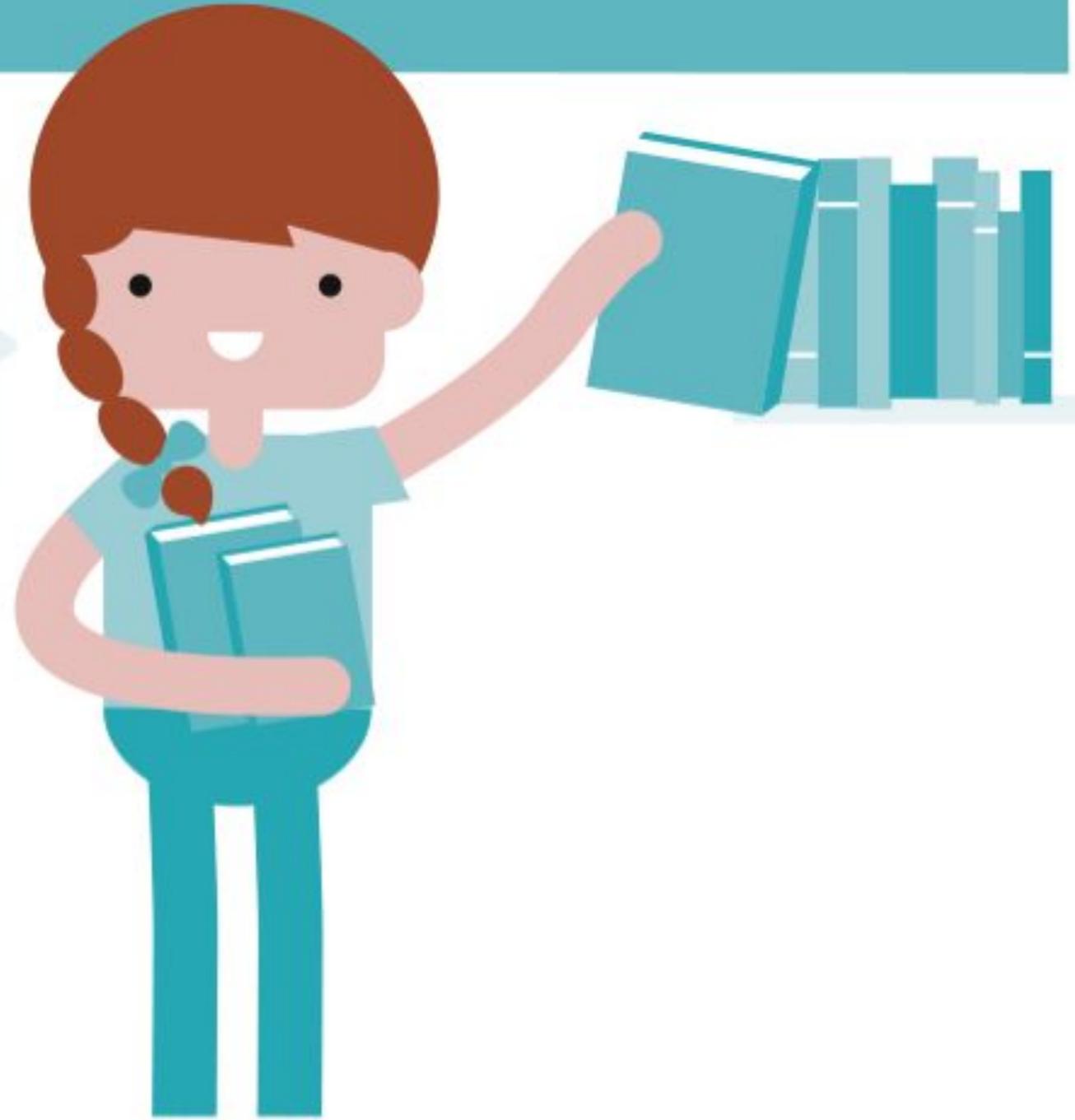
## 1 CHOICE RULES

My favorite books are the ones that I have picked out myself

**89%**

**OF KIDS AGES 6–17**

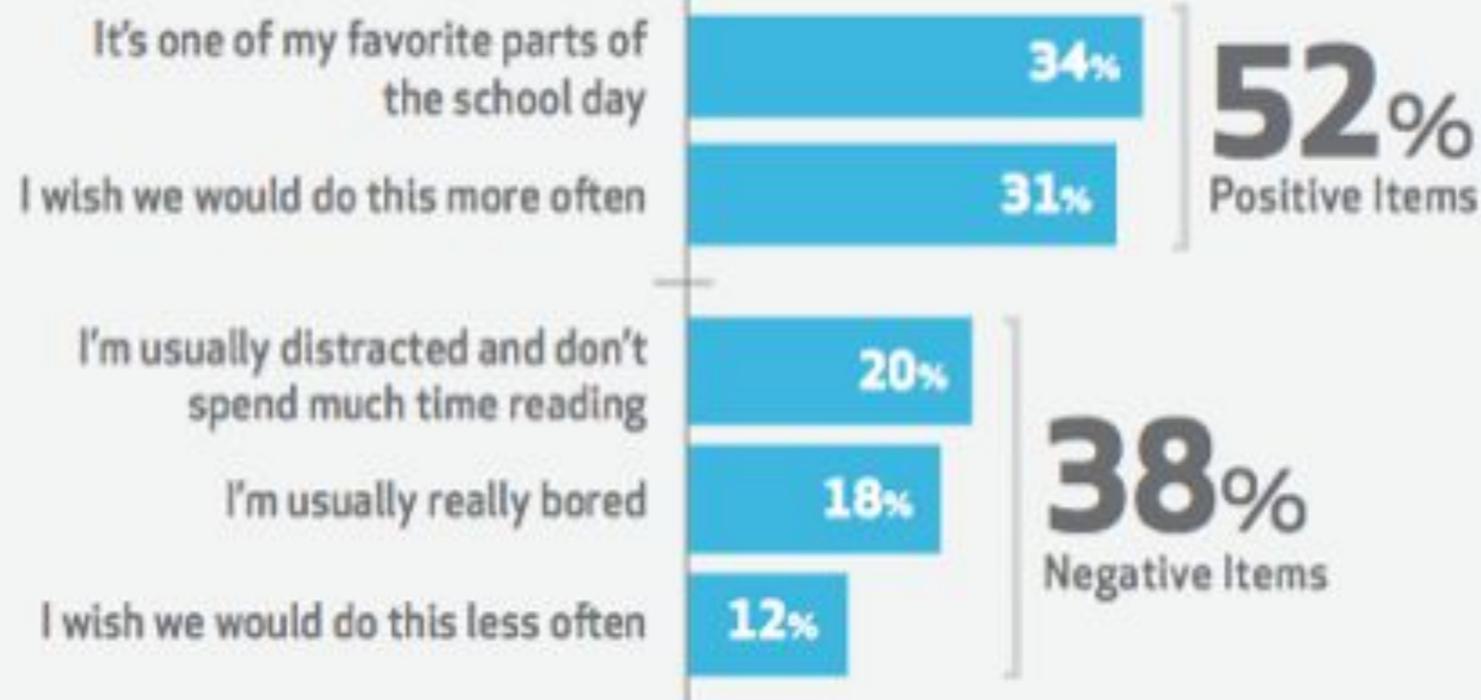
**AGREE**



# Time to Read Independently

## How Children Feel About Independent Reading Time at School

Base: Children Ages 6-17 Who Read Independently with Their Class or School at a Certain Time



**Access + Choice + Time  
+ Teaching = Reading  
Volume**

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# Reading is a developmental process.

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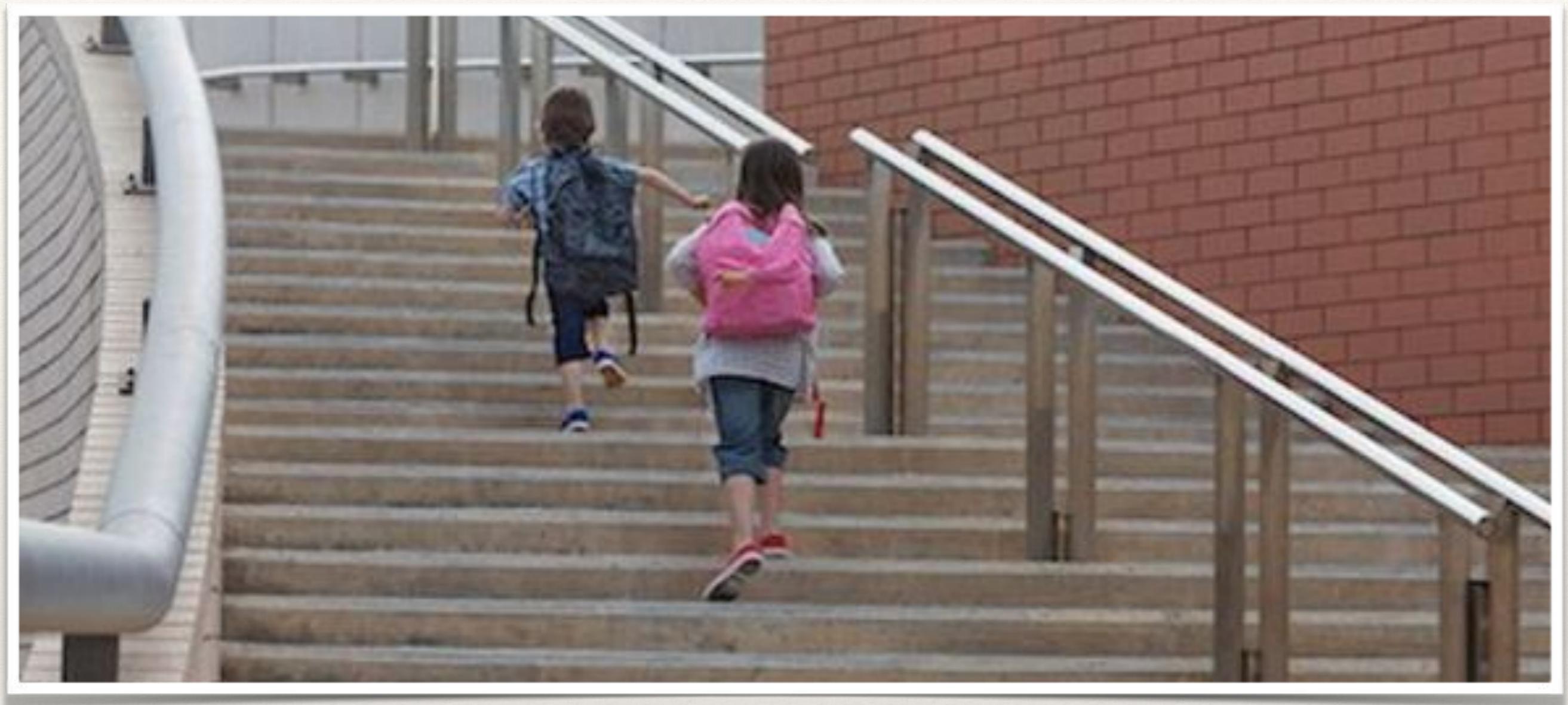
# Our Role

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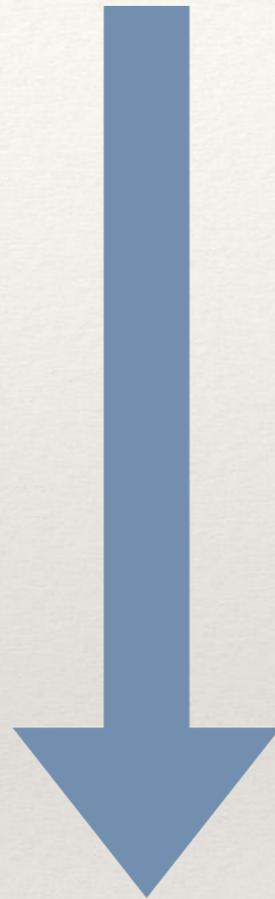


**What makes reading challenging?**



**Readers learn step by step.**

**Learning to Read**

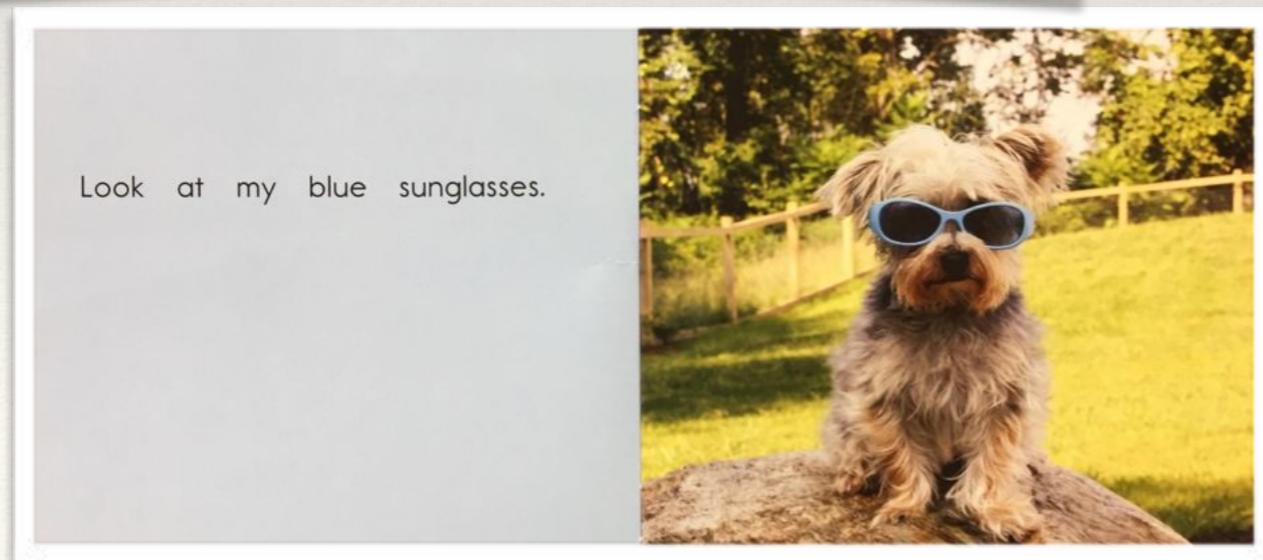
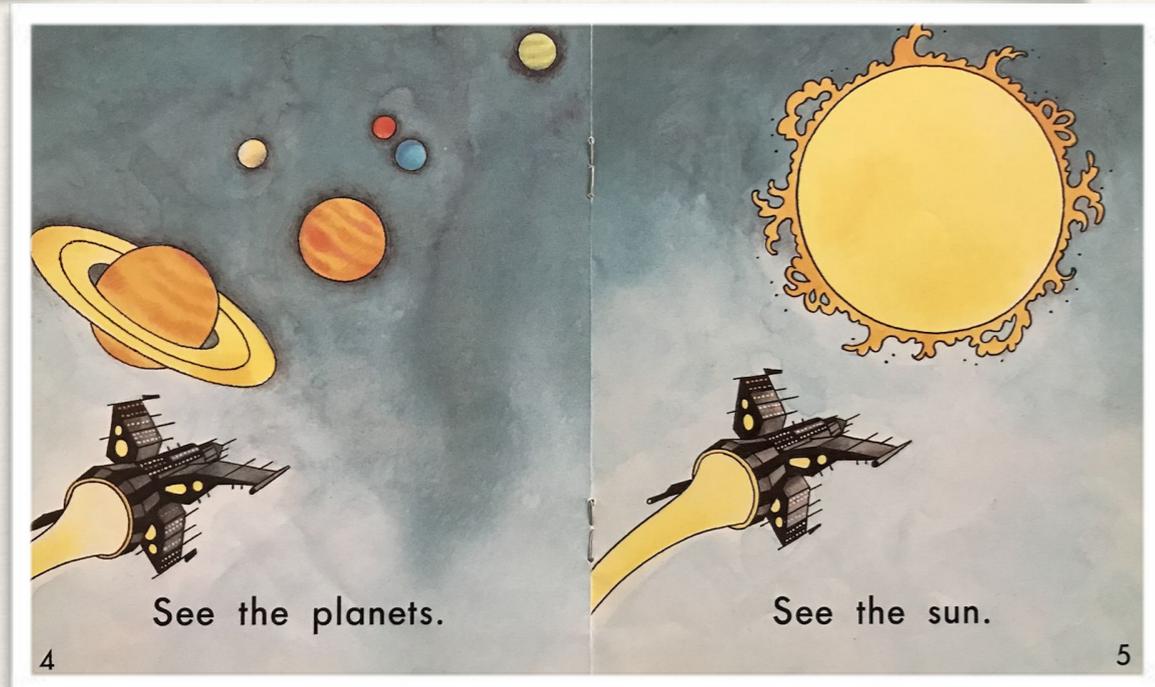


**Reading to Learn**

# In Kindergarten



- how books work
- left to right
- one to one
- pictures support words



# As Kindergarten Ends

- Letters make sounds
- When we put letter sounds together they make words
- High frequency words
- Monitor for meaning

"Come here, Daisy,"  
said Jack.  
"Look! I am Super Dog!"



Here is a baby porcupine.  
Look out!  
The baby porcupine  
has sharp quills, too!



# In Early First Grade

"Look at this bone,"  
said Daisy.  
"I like bones!"



"Grrr!" said Bella.  
"This is my bone!  
Go away, Daisy. Go away!"



"Look at this bone,"  
said Jack.  
"I like bones!"



"Grrr!" said Bella.  
"This is my bone!  
Go away, Jack. Go away!"



- Predictable sentence structure
- Familiar themes and idea
- Pictures support the words
- Simple dialogue

# In Mid-First Grade

"I like pumpkins in the fall.  
We need to get  
a pumpkin," said Rosie.

Bella and Rosie went  
to the pumpkin patch.  
They looked at the pumpkins.  
They were big and orange.

"We need a *big* pumpkin,"  
said Bella.



- Longer and varied sentences
- Inflectional endings -ed
- More complex story lines

# End of First Grade Beginning of Second Grade

Then the two puppies,  
Jack and Daisy,  
ran into the room.

"What is that loud noise?"  
asked Jack. "I'm afraid!"

More lightning slashed  
across the sky.  
CRASH! BOOM!



10

Daisy started to shiver.  
"Oh, no! Something bad  
is happening," she cried.

Daisy crawled under  
the chair with Rosie.

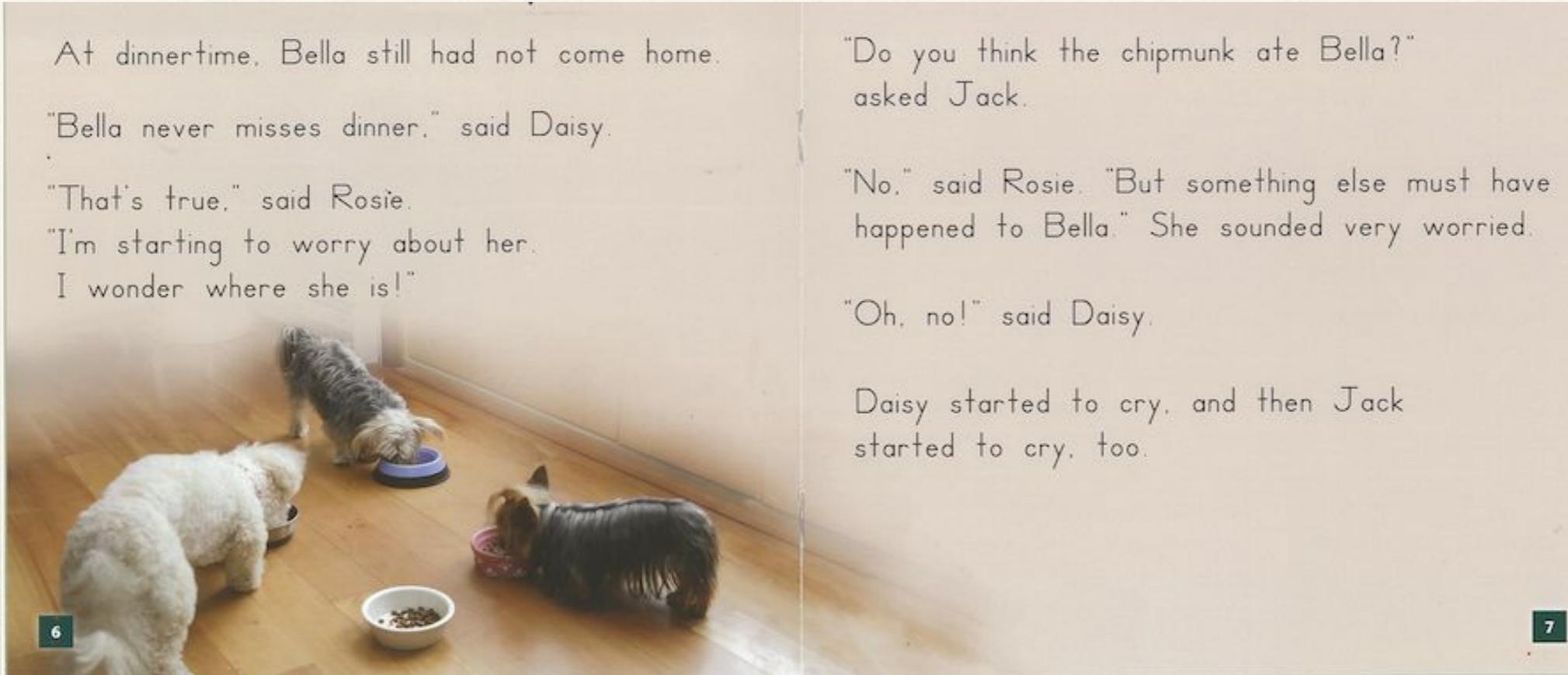
"Rosie, are you afraid, too?"  
asked Daisy.



11

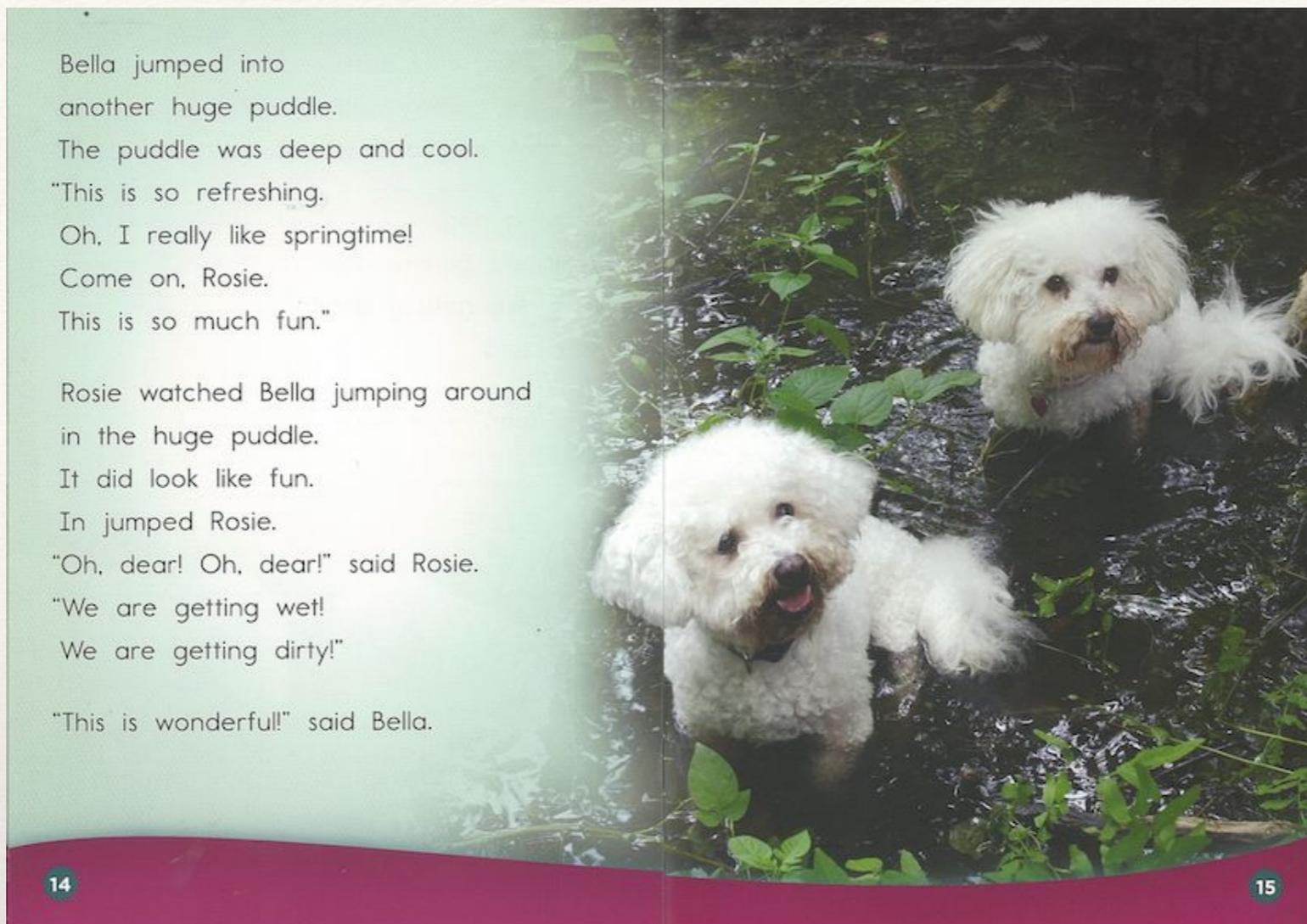
- Longer books, chapters 40-75 pages
- Sentences that travel across multiple lines
- Sophisticated syllable patterns
- Dialogue includes new words to assign the speaker (asked, cried, yelled)

# Middle of Second Grade

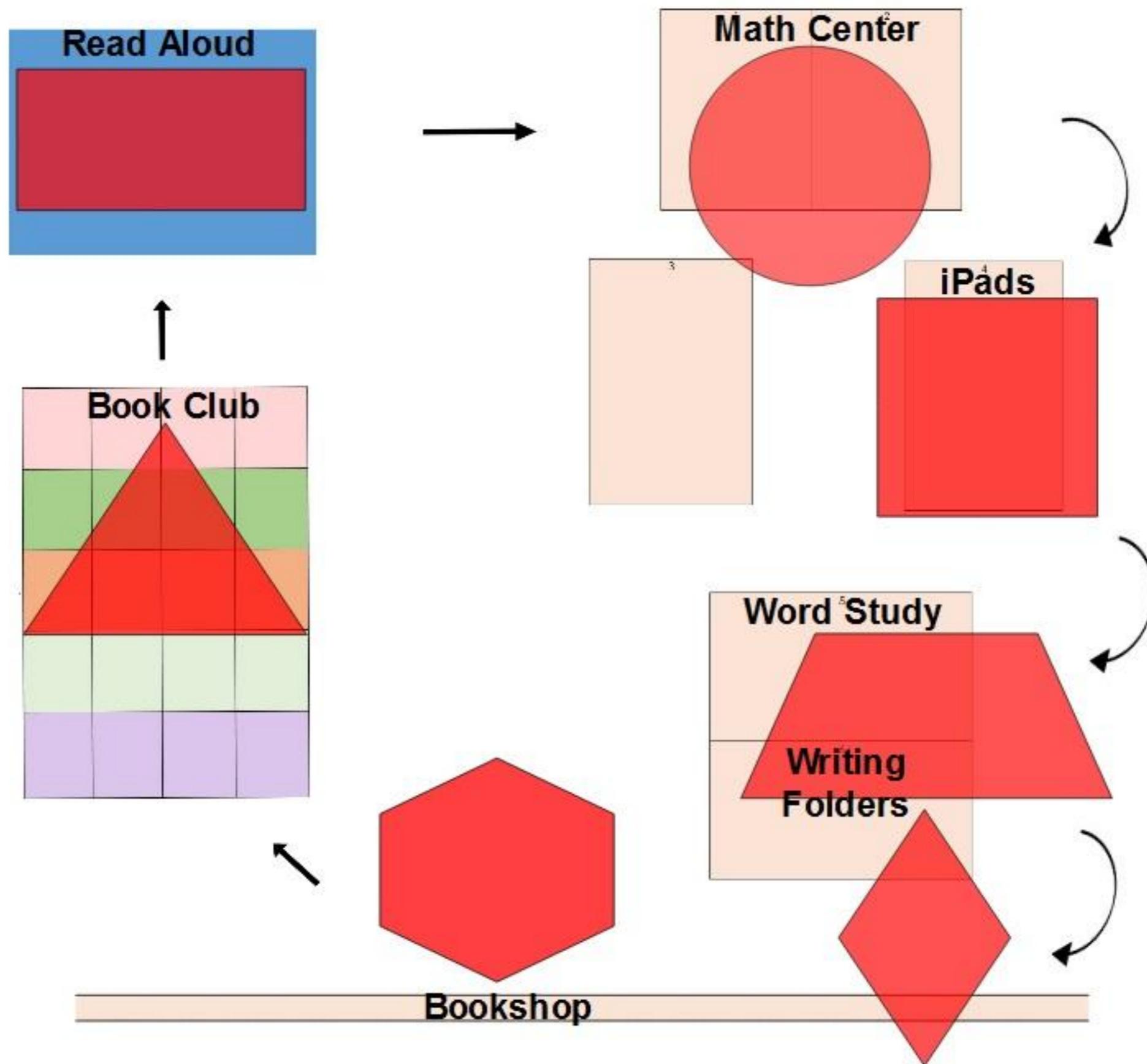


- Longer books, chapters 60-100 pages
- Multiple characters
- More sophisticated themes
- Complex plot with numerous episodes

# End of Second Grade Beginning of Third Grade



- Longer books, chapters 60-100 pages
- Characters are revealed by what they say, think and do and by what others think and say about them
- Characters change in response to the plot challenges
- The setting becomes an important part of the story, influencing characters and plot



**Monday Stations 2**

## Teaching Points

- Readers read part of the story in their heads.
- Readers slow down to figure out new words.
- Readers use the pictures to figure out new words.
- Readers look for chunks they know to help figure out new words.
- Readers think about what is happening in the story to help them figure out new words.
- Readers notice when something does not make sense. They may reread the sentence or page to help them understand.
- Readers think about the characters as they read.
- Readers predict what might happen next in the story.
- Readers think about (infer) the problem and the solution in the story.
- Readers think about (infer) what lesson the author may be trying to teach them.
- Readers use text features to help them understand nonfiction.

## Behaviors to Notice & Support

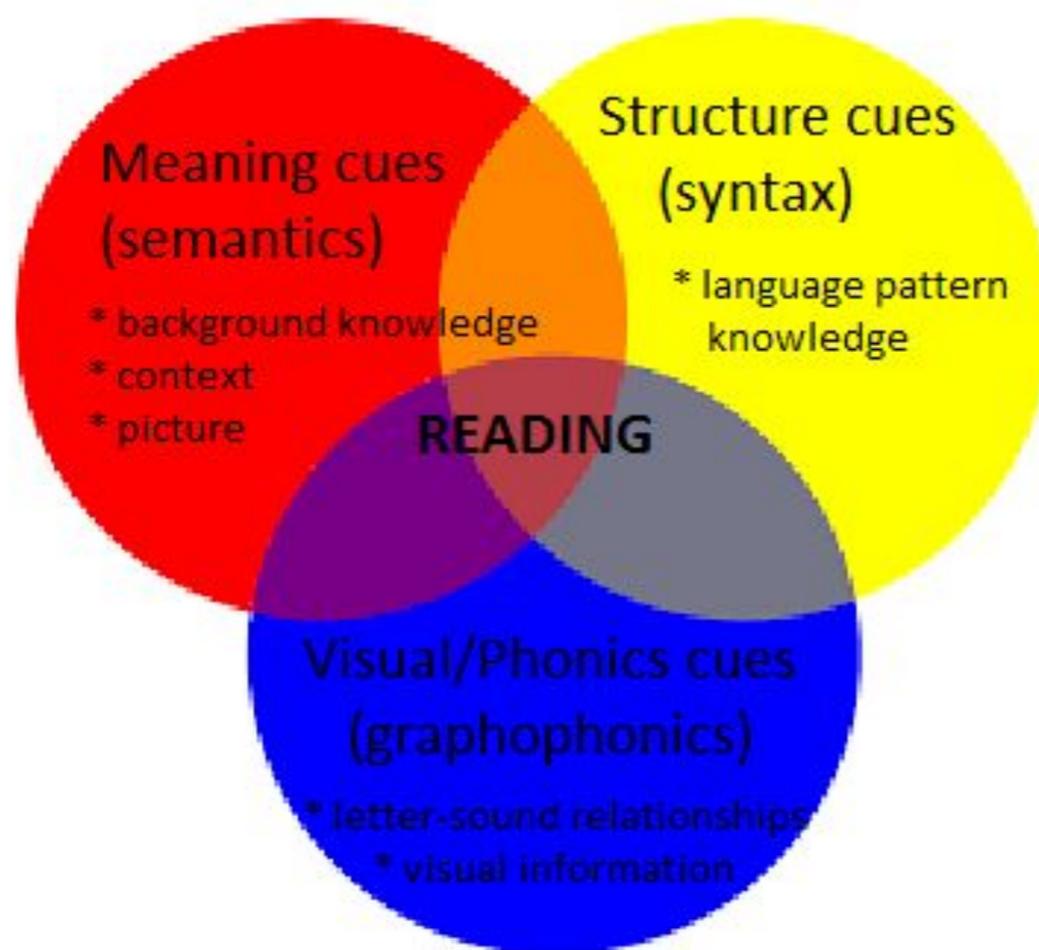
1. Uses multiple sources of information within the text to process text smoothly.
2. Uses multiple strategies to figure out new words while focusing on meaning.
3. Analyzes words from left to right, using knowledge of letter/sound relationships.
4. Uses known words and word parts to figure out new words.
5. Reads fluently, slowing down ONLY to read new words. Resumes reading speed.
6. Flexibly uses meaning, language, syntax and visual information to monitor reading.
7. Goes beyond the text during discussions and interprets the author's intentions.
8. Makes inferences and predictions when analyzing the character and plot.
9. Sustains independent reading, with stamina, in one text over several days.
10. Silently reads sections of the text.

## Reading Support Cycle – May

| Days                  | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------------|--------|---------|-----------|----------|--------|
| Literacy Centers (GR) |        |         |           |          |        |
| Ind. Reading          |        |         |           |          |        |
| Buddy Reading         |        |         |           |          |        |
| Quiet Time            |        |         |           |          |        |
| Work Time             |        |         |           |          |        |

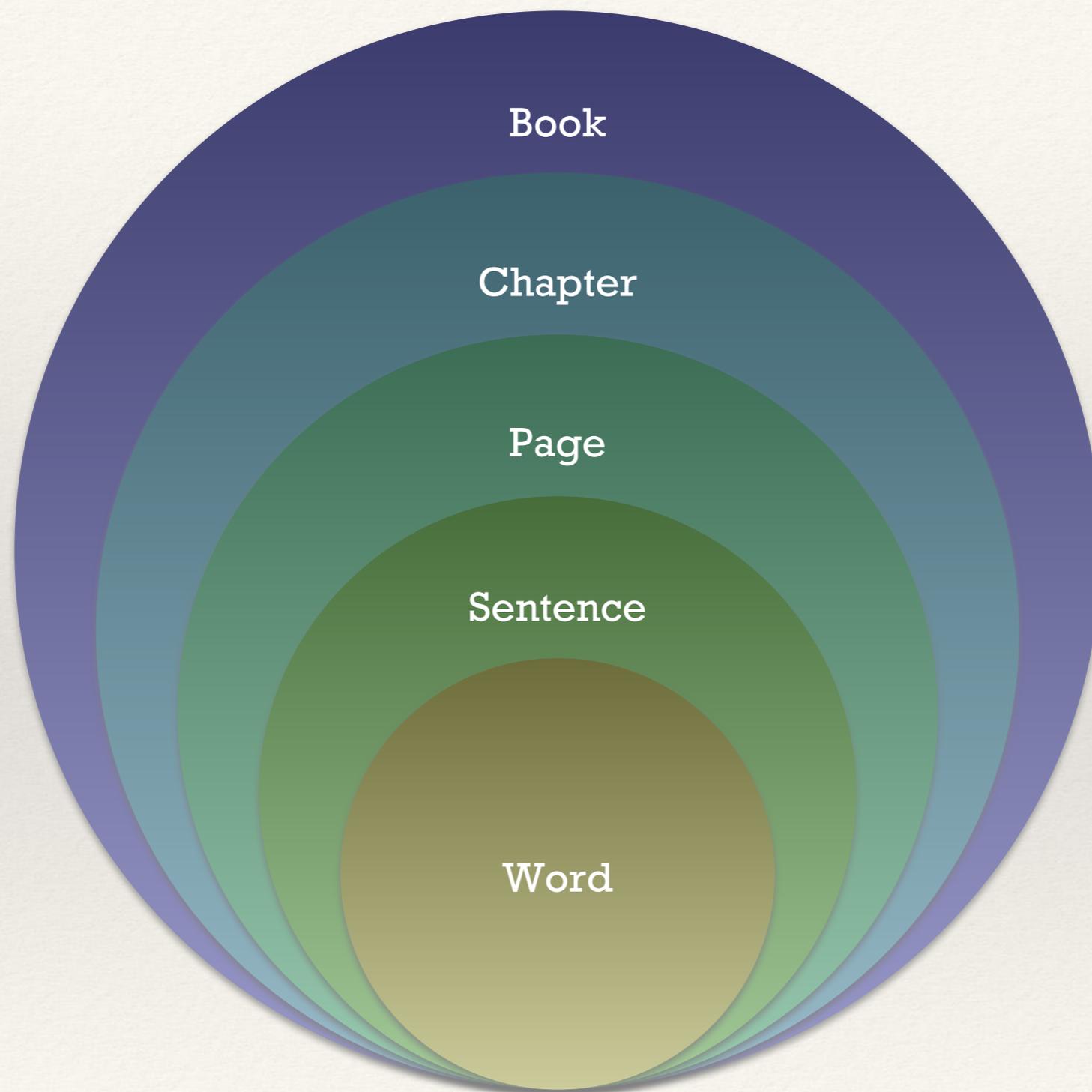
Reading is a process of making meaning.

## Multi-cueing



Does it look right?  
Does it sound right?  
Does it make sense?

Reading is a process of making meaning.



Children want to write before they want to read. They are more fascinated by their own marks than by the marks of others. Young children leave their messages on refrigerators, wallpaper, moist window panes, sidewalks and even on paper.

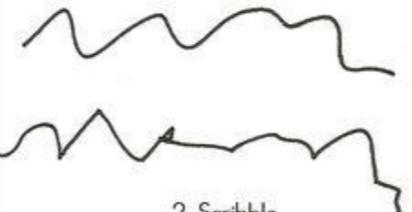
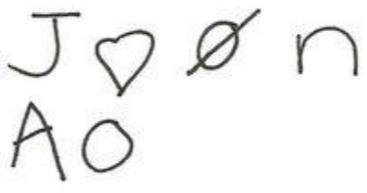
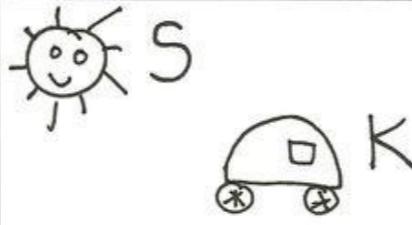
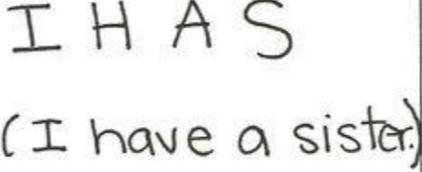
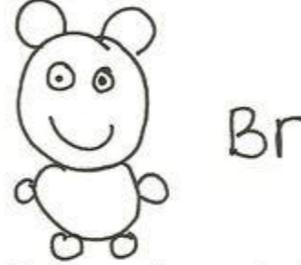
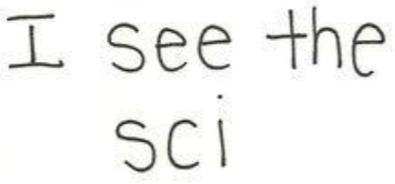
*-From Children Want to Write - Donald Graves, Thomas Newkirk and Penny Kittle*

# Stages of Writing Development

These are the steps a child goes through when they are learning to write. 🖋️ It is a **PROCESS!**

## EVOLUTION OF A CHILD'S WRITING

(Drawings are an important part of a child's writing and often a child will repeat the theme of his/her drawing on subsequent pages)

|   |  |   |
|---|--|---|
|  <p>1. Scribble Stage<br/>(Starting point any place on the page)</p>                          |  <p>2. Scribble<br/>(Left to right progression)</p>                   |  <p>3. Mock Letters<br/>(Can be personal or conventional)</p>              |
|  <p>4. Letter String<br/>(Left to right and progressively downward)</p>                       |  <p>5. Groups of letters with space in between to resemble words</p> |  <p>6. Picture Labeling<br/>(Matching beginning letter to sound)</p>      |
|  <p>7. Copies Environmental Print</p>  |  <p>8. Uses first letter of a word to represent the word</p>        |  <p>9. Uses beginning letter and ending letter to represent the word</p> |
|  <p>10. Hears Medial Sounds<br/>(Writes word with beginning, medial and ending letters)</p> |  <p>11. Phrase Writing</p>  |  <p>12. Whole Sentence Writing</p>                                       |

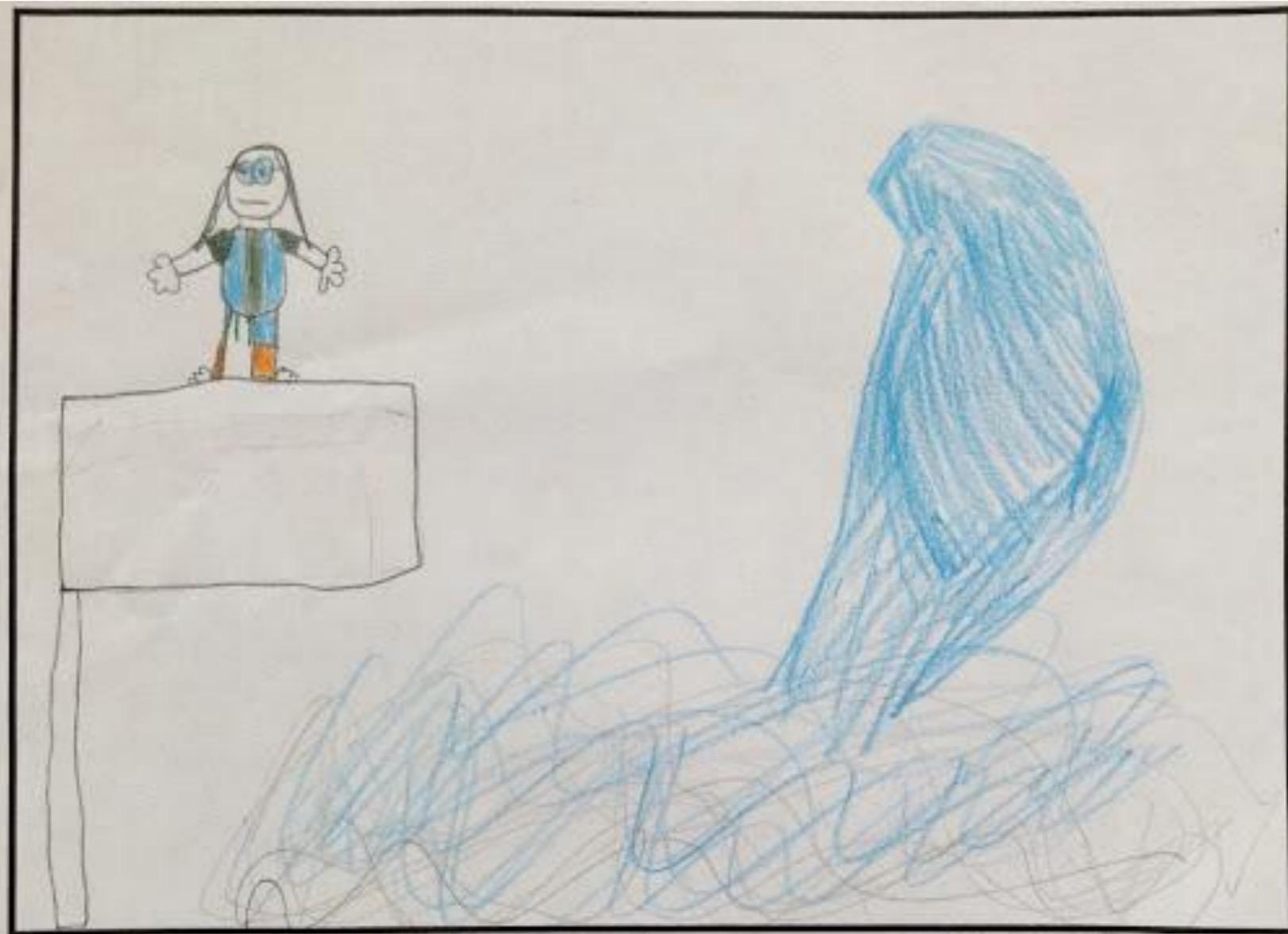
# Writing at Peck Slip School

Narrative

Informative

Persuasive

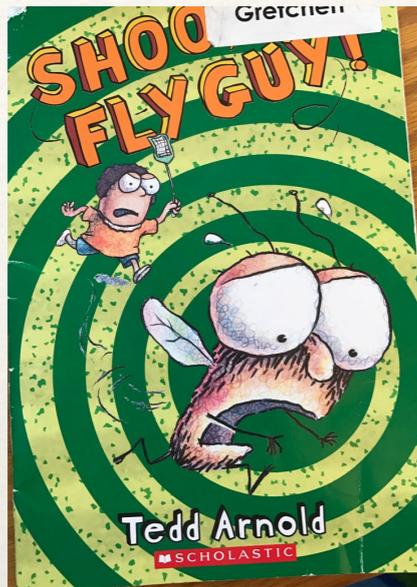
# Narrative



At the first day of swimming. My  
Teacher pushed me off the diving  
board.



# Persuasive



Title: SHOO FLY GUY  
 Author: Tedd Arnold

FLY GUY love's to eat Yucke zt  
 wif. FLY GUY, z fox rivret  
 food wuz brown ozeylunf  
 y lumpy and z melle? He land  
 z on the kap ztu f. Is he goi-  
 ng to find food or not?

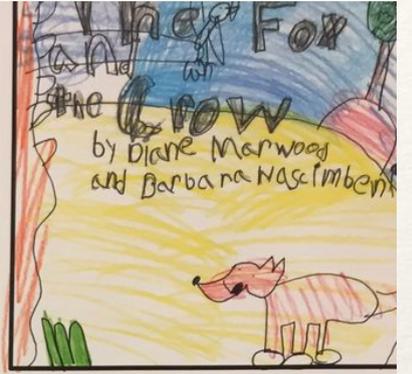
Grant



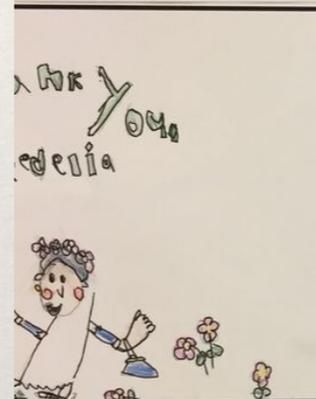
I love HAPPY DAY  
 because it is brown  
 and it is the best  
 food



A book I love is Squares because  
 it says how to play marshmallow  
 squares. and I like playing  
 Marshmallow squares.



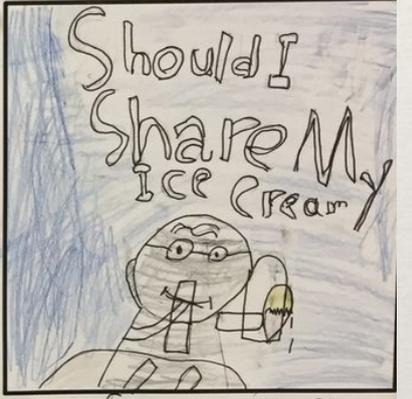
A book I love is The Fox  
 and The Crow  
 by Diane Marwood and  
 Barbara Nascimbeni because  
 I love it



A book I love is Thank you  
 Bedelia because  
 I like to see all the  
 z z the da?



A book I love is Fair Share  
 because everyone is  
 sharing pizza.



A book I love is Should I Share  
 My Ice cream because  
 the ice melts.



A book I love is SLIMY PILE



A book I love is What a Hungry  
 PUPPY because I love PUPPUS.



A book I love is UFO because  
 I love Nick

"You should read this book because...  
 • tell us what you liked about the book  
 • give your opinion

Not sure what book to choose?  
 See which books are recommended by your classmates!

fiction ← →

non-fiction ↓

Little Miss Gilly

Cambridge for the first time

MARTINS BIG WORDS

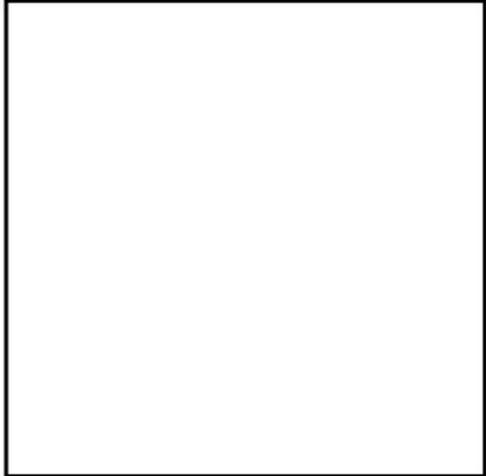
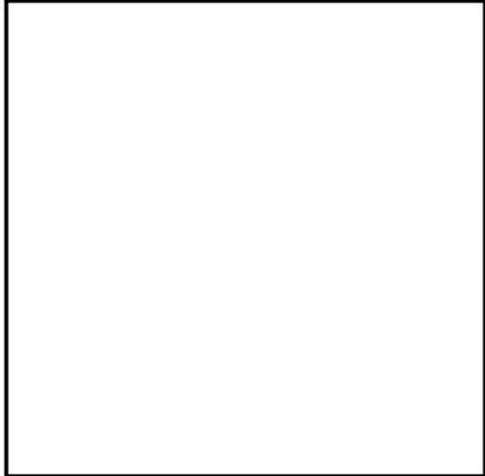
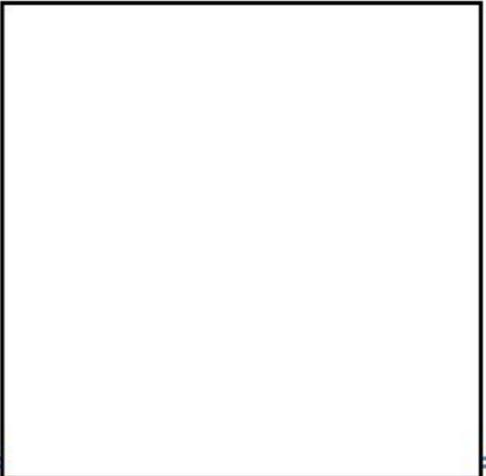
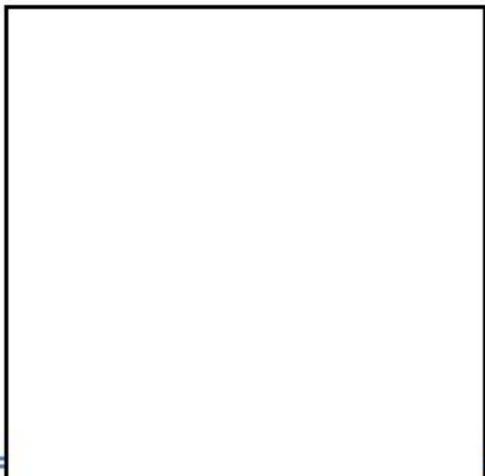
book recommendations

# Supporting Student Independence

## Writer's Workshop Checklist

|                 |  |   |
|-----------------|--|---|
| 1. Name         | <del>John</del>  | ✓ |
| 2. Reread       | Then she went <u>swimmi</u><br> | ✓ |
| 3. Think        |                                | ✓ |
| 4. Draw         |                               | ✓ |
| 5. Write        |                               | ✓ |
| 6. Cross out    | My <u>sitter</u><br>sister   | ✓ |
| 7. Reread again | swimming in<br>               | ✓ |

## My Writing Conference Goals

|   |   |
|---|---|
|   |   |
|  |  |

# The Writing Process

## Planning

- plan what you need to do
- like a blueprint, instructions, chart

It helps you know what to write about. Without this your story won't make sense.

## Writing

- Writing about your story
- Write what you planned

It's not a story or book if you don't write it.

## Revising (adding on)

- go back to reread your writing for
- words to add
- add another part
- adding details to pictures + words

You need to make your story more interesting.

## Editing

- look back and check
- spelling (fix it)
- punctuation (, ! ?)

You have to check and make sure you didn't make mistakes.

## Publish

- Add a cover
- staples
- draw color

This makes your book more fun for the reader so they know what it's about.

# When you're CONFERRING

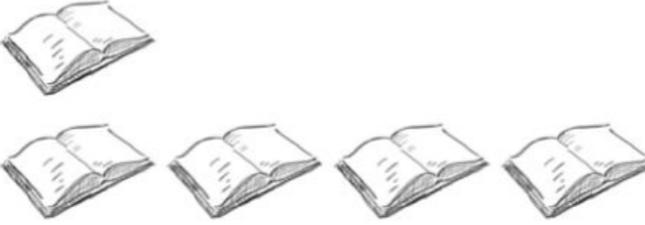
## Teacher Jobs

- ask questions
- give students jobs to add
- help the kids write more (add details)
- give advice (help someone)
- listen to kid's ideas
- let the kids do the writing
- give kids goals with post-its
- check in with all the kids

## Kid Jobs

- answer questions
- read their writing
- ask a teacher a question
  - word spelling
  - about ideas to add
- adding on what the teacher asks you to
- do the writing
- do the idea that the teacher talks to you about

# WHY READ 20 minutes AT HOME?

| student <b>A</b> reads:  | student <b>B</b> reads:   | student <b>C</b> reads:   |
|--|---|---|
| ▶ <b>20 minutes</b> per day  | ▶ <b>5 minutes</b> per day  | ▶ <b>1 minute</b> per day   |
| ▶ <b>3,600 minutes</b> per school year   | ▶ <b>900 minutes</b> per school year  | ▶ <b>180 minutes</b> per school year  |
| ▶ <b>1,800,000 words</b> per year  | ▶ <b>282,000 words</b> per year   | ▶ <b>8,000 words</b> per year   |
|  |  |  |
| Scores in the <b>90th percentile</b> on standardized tests                         | Scores in the <b>50th percentile</b> on standardized tests                            | Scores in the <b>10th percentile</b> on standardized tests                            |

By the end of 6th grade, Student **A** will have read the equivalent of **60 school days**, Student **B** will have read only **12 school days**, and Student **C** will have read **3**. (Nagy & Herman, 1987)

want to be a better **READER**? a better **WRITER**? a better **COMMUNICATOR**? **READ!**

# Read TO, WITH and BY

## TO

- Read aloud to your child, no matter how old they are. Think and talk about the book together.

## WITH

- Read with your child, taking turns reading aloud and modeling what good reading sounds like.
- Explore interests and go together to find books on these topics.
- Look in books together to find answers to questions.
- Reread an old favorite talking about what you learned or noticed this time around.
- Read with your child side by side, let them see you as a reader.

## BY

- Encourage your child to read independently every day.
- Ask open ended questions about what they have read to spark thoughtful conversations.

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# What are we teaching your reader?

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- To **LOVE** books
- To choose books that are interesting
- To read independently
- To think while reading



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# What are we teaching your writer?

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- To **LOVE** to write
- To write purposefully
- To write independently



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