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# How to Help Your Struggling Reader at Home

## Strategies & Resources for Parents

Presented by Holly Dean M.Ed.  
Intervention Specialist

University of Utah Reading Clinic



Wasatch Reading Summit

October 7-8, 2016



U·U·R·C

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### THE UNIVERSITY OF UTAH READING CLINIC (UURC)



The University of Utah Reading Clinic was created by the 1999 Utah Legislature to provide specific "direct services" to Utah educators and parents. The goals of the clinic include:

- serving as a [resource for parents](#) by offering [assessment](#) and [intervention](#) to struggling readers.
- providing professional development to [educators](#)

**Contact information**

The University of Utah Reading clinic (UURC) is located at:

5242 So. College Drive (480 West)  
Suite 100  
Murray, Utah 84123  
([Driving Directions](#))

Phone: (801) 265-3951  
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# What Makes Learning To Read So Difficult?

*Learning to read is not natural or easy for most children. Reading is an acquired skill, unlike spoken language.....*

*-Louisa Moats*

Reading requires **language knowledge** and language proficiency. Students require instruction that develops awareness of sounds, syllables, meaningful word parts, relationships among word meanings, and the structure of written text.

*-Teaching Reading IS Rocket Science*

## **Word Recognition**

- *correctly and quickly*

## **Fluent Reading**

- minimal effort spent on decoding
- more effort devoted to understanding/comprehending

# Is my child a struggling reader?

Most common symptom of difficulty?

**Poor fluency** – rooted in difficulties with word recognition



*\*The ability to sound out words is a major foundation that allows rapid recognition of words "by sight".*

Difficulties recognizing words = *guessing*

→unreliable and inefficient

→prolongs and *contributes* to poor word recognition

# 2 Areas to Focus on at Home

## Foundational Skills



**decoding (phonics)**  
**word recognition**

## Working in Text



**reading fluency**



ReadingHorizons

<http://athome.readinghorizons.com/workshop/overview>

# Parent Online Workshop

athome.readinghorizons.com



Resources



Phonics Training

REQUEST ACCESS

GO TO WORKSHOP

Free to anyone for 30 days

# Workshop Overview

## Introduction

- research based
- explicit and systematic phonics
- multi-sensory

## Marking System

- allow students to examine the internal structure of words, identifying likely and unlikely patterns

## Delivery Method

- active learning
- visual cues aid memory
- repeating-verbal cues

## Multi-Sensory Approach

- auditory
- visual
- kinesthetic

## Pacing/Scope

- use as a reference

# Syllabus– Areas of Focus

letter groups 1-5

phonetic rules 1-5

decoding skills 1-2

spelling rules

spelling c & k  
many jobs of y

short vowel sounds  
long vowel sounds  
special vowel combinations  
special vowels sounds

blends  
diagraphs  
digraph blends  
diphthongs

plurals

suffixes

decoding words of any length

exceptions

Modules are short and descriptive  
**easy** (foundational) → **complex** (advanced)

The alphabet is introduced in five letter groups

Aa Bb Ff Dd Gg

Hh Jj Ll Mm Ee

Nn Pp Rr Ss Oo

Tt Vv Ww Xx Yy Uu

Zz Qq Cc Kk Ii

### letter groups 1-5

Instruction time varies

Practice = examples vary

Another Sound for C

We call this marking "Rainbow S"



cent

### spelling c & k

Instruction = 2:00

Practice = examples to mark

TION, -SION

-tion and -sion always form their own syllables



-tion



-sion

### other suffixes

Instruction = 2:32

Practice = examples to mark



ReadingHorizons®



## On the Website

### Solutions

- Homeschool Reading
- Struggling Reader
- Tutoring
- Dyslexia
- Adult Instruction

### Resources

- Our Approach
- Reading Academy
- Phonics Training
- Testimonials
- Customer Support
- Become an Affiliate

### Blogs

#### Categories

- ▶ Struggling Readers
- ▶ Reading Activities
- ▶ General
- ▶ Dyslexia
- ▶ Homeschooling

<http://www.uurc.utah.edu/General/Workshops.php>

**Join us at the UURC Nov. 9-10 for the Reading Horizons Workshop**

## Software for your child to use at home



For Younger Learners (Ages 4-9):

[Reading Horizons Discovery](#) uses characters, games, and themes to engage younger learners while providing them with a solid foundation in reading skills. Full-color books help younger learners transfer the decoding skills they learn in the program to engaging and relatable stories.



For Older Learners (Ages 10+):

[Reading Horizons Elevate](#) appeals to older learners and struggling readers by developing the basic skills they need to master in a way that respects their maturity level. Older learners enjoy the autonomy and privacy offered through software instruction. To further engage and interest students, a library of reading passages is also included.

You can get more information about this software on our website  
[uurc.utah.edu](http://uurc.utah.edu)



# www.uurc.utah.edu

- For Parents
- For All
  - Tutoring Calendar
  - Summer
  - At Home
  - Distance Tutoring
  - Resource Links
- For All
  - Services
  - Research Base
  - Reading Horizons Discovery
  - Forms and Charts
  - Leveled Books
- For Educators
- Botswana
- For U Students
- UURC Staff
- UURC Tutors



*all materials are*  
**FREE!**

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# Grade Level Academic Word Lists & Charts

For Parents

- FAQs
- Tutoring Calendar
- Summer
- At Home
- Distance Tutoring
- Resource Links

For All

- Services
- Research Base
- Reading Habits Discovery
- Forms and Charts
- Selected Books

For Educators

- Botswana

For U Students

- UURC Staff
- UURC Tutors

## Home Word Charts

- Choose grade level
- Choose chart #
- Print student & parent copy
- Print chart
- Follow directions on chart
- Chart progress

Grade 2 **1** 2 3 4 5 6 7 8 9 10 11 12 13 14

**2nd Grade Word List #1**  
Student Copy

round	looking	I'm	goat
kick	drive	alarm	found
car	presents	plane	remember
inside	exercise	better	fossils
great	town	hear	caught
brought	frightened	interesting	also
clever	punish	another	brave
bunny	down	they're	far
men	bear	circle	dinosaurs
elephant	moon	bacon	pick
joints	quarter	steer	crayons
doctor	continents	flower	cereal
clean	equals	lunches	room
check	van	tell	twins
fields	hoses	these	brag
unless	hobby	circle	stuff
insect	hamster	own	where
saw	classroom	schools	dollar
wet	music	dropped	climb
mouse	solo	fort	flat
watch	energy	rain	planet
asked	float	jump	state
Indians	wash	hamburger	wanted
rectangle	swim	spend	bottle
yawn	didn't	mountain	matter

**2nd Grade Word List #1**  
Parent Copy

looking	I'm	goat
drive	alarm	found
presents	plane	remember
exercise	better	fossils
town	hear	caught
frightened	interesting	also
punish	another	brave
down	they're	far
bear	circle	dinosaurs
moon	bacon	pick
quarter	steer	crayons
continents	flower	cereal
equals	lunches	room
van	tell	twins
hoses	these	brag
hobby	circle	stuff
hamster	own	where
classroom	schools	dollar
music	dropped	climb
solo	fort	flat
energy	rain	planet
float	jump	state
wash	hamburger	wanted
rectangle	swim	spend
yawn	didn't	mountain
		matter

University of Utah Reading Clinic  
2nd Grade Word List Reading Chart

Student \_\_\_\_\_ Tutor \_\_\_\_\_  
Start Date \_\_\_\_\_ End Date \_\_\_\_\_

Read this word chart with your child every day.  
1. Set a timer to count up. When your child starts reading aloud, start timer.  
2. Mark your child's errors on the page-protected list with a wet-erase marker while he/she reads.  
3. If your child hesitates for more than 3 seconds give him/her the word and count it as an error. If your student corrects the word on his/her own, do not count as an error.  
4. After your child has read the entire list, put a dot and write the time on the graph (see example).  
5. Count number of errors and write number in the box at the bottom of the page (see example).  
6. Review the errors for that day; make sure your child says each word correctly.  
Use this list until your child's times are below the bolded line, three times in a row, and with less than 5 errors. Then, your tutor will give you the next list.

10:00						
9:30						
9:00						
8:30						
8:00						
7:30						
7:00						
6:50						
6:40						
6:30						
6:20						
6:10						
6:00						
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3:30						
3:20						
3:10						
3:00						
2:50						
2:40						
2:30						
2:20						
2:10						
2:00						

Number of Errors \_\_\_\_\_  
Date \_\_\_\_\_

# The Importance of Fluency

*"the ability to read quickly, effortlessly, and efficiently with good, meaningful expression"*

-Tim Rasinski

Your child's rate must be fast enough to allow him/her to comprehend text

BUT.....

***Fluency is more than speed.*** Fluent readers make their message understood:

- they read in phrases
- they respect intonation patterns in sentence structure
- they communicate with the listener

## What does dysfluent reading sound/look like?

- fragmented and choppy
- reads word-by-word
- too many unfamiliar words
- lacks knowledge of vocabulary
- ignores punctuation
- sounds out sight words
- tires easily and/or falls apart

# Your Child's Reading Level

## Independent Reading Level

- Highest level your child can read ***without*** help
- Adequate background knowledge
- Can access this text ***very quickly*** and with ***very few errors***

## Instructional Reading Level

- Highest level you child can read ***with some*** assistance
- Adequate background knowledge
- Can access text ***fairly quickly*** with ***few or no errors***

## Frustration Reading Level

- This level requires **extensive or even moderate assistance**
- Your child **does not** have adequate background knowledge on a topic

# Now you are ready to practice at home

## Home reading routines & materials should meet three conditions:

- Cell phones should be put away and the TV turned off.
- Your child should find the topic interesting.
- The text should be is on his/her instructional or independent level. A good rule of thumb here is that more than 1 error per every 10 words means the text is too hard.

Take turns reading every other page. Stop occasionally and talk about what's happening. When oral reading time is up, tell your child to read silently for another 15 minutes, and give a guiding question that you'll want answered (e.g., Why is Ron so mad at Harry?).

# Finding The Right Text For Your Reader

Websites to help you find books on your child's level. It is time to read, **read, read!**

<http://www.arbookfind.com>

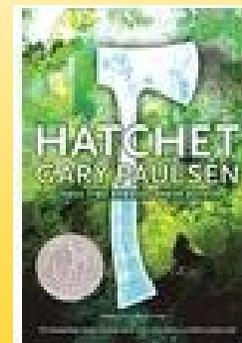
**Accelerated Reader (ar)**

BL = **5.7**

<http://www.scholastic.com/bookwizard>

**Scholastic**

grade level equivalent = **5.8**



# Fluency Criteria Chart

Independent level criteria for a 5.8 book  
97% accuracy and  $\geq 130$  words per minute

## Rate Conversion Charts

Accuracy %	READING RATE (for 100 words)			
# of Errors & Correct Percentage	Time Taken WPM	Time Taken WPM	Time Taken WPM	Time Taken WPM
0	100	100%	30 sec	200
1	99	99%	31 sec	194
2	98	98%	32 sec	188
3	97	97%	33 sec	182
4	96	96%	34 sec	176
5	95	95%	35 sec	171
6	94	94%	36 sec	167
7	93	93%	37 sec	162
8	92	92%	38 sec	158
9	91	91%	39 sec	154
10	90	90%	40 sec	150
11	89	89%	41 sec	146
12	88	88%	42 sec	143
13	87	87%	43 sec	140
14	86	86%	44 sec	136
15	85	85%	45 sec	133
16	84	84%	46 sec	130
17	83	83%	47 sec	128
18	82	82%	48 sec	125
19	81	81%	49 sec	122
20	80	80%	50 sec	120
21	79	79%	51 sec	118
22	78	78%	52 sec	115
23	77	77%	53 sec	113
24	76	76%	54 sec	111
25	75	75%	55 sec	109
26	74	74%	56 sec	107
27	73	73%	57 sec	105
28	72	72%	58 sec	103
29	71	71%	59 sec	102
30	70	70%	1 min	100
31	69	69%	1 min 1 sec	99
32	68	68%	1 min 2 sec	97
33	67	67%	1 min 3 sec	96
34	66	66%	1 min 4 sec	95

### READING RATE (for 50 words)

Time Taken	WPM	Time Taken	WPM
< 1 min	>50	1 min 36 sec - 1 min 38 sec	31
1 min	50	1 min 39 sec - 1 min 41 sec	30
1 min 1 sec	49	1 min 42 sec - 1 min 45 sec	29
1 min 2 sec - 1 min 3 sec	48	1 min 46 sec - 1 min 49 sec	28
1 min 4 sec	47	1 min 50 sec - 1 min 53 sec	27
1 min 5 sec	46	1 min 54 sec - 1 min 57 sec	26
1 min 6 sec - 1 min 7 sec	45	1 min 58 sec - 2 min 2 sec	25
1 min 8 sec	44	2 min 3 sec - 2 min 7 sec	24
1 min 9 sec - 1 min 10 sec	43	2 min 8 sec - 2 min 13 sec	23
1 min 11 sec - 1 min 12 sec	42	2 min 14 sec - 2 min 19 sec	22
1 min 13 sec - 1 min 14 sec	41	2 min 20 sec - 2 min 26 sec	21
1 min 15 sec	40	2 min 27 sec - 2 min 33 sec	20
1 min 16 sec - 1 min 17 sec	39	2 min 34 sec - 2 min 42 sec	19
1 min 18 sec - 1 min 20 sec	38	2 min 43 sec - 2 min 53 sec	18
1 min 21 sec - 1 min 22 sec	37	2 min 52 sec - 3 min 1 sec	17
1 min 23 sec - 1 min 24 sec	36	3 min 2 sec - 3 min 13 sec	16
1 min 25 sec - 1 min 26 sec	35	3 min 14 sec - 3 min 26 sec	15
1 min 27 sec - 1 min 29 sec	34	3 min 27 sec - 3 min 42 sec	14
1 min 30 sec - 1 min 32 sec	33	3 min 43 sec - 4 min	13
1 min 33 sec - 1 min 35 sec	32	> 4 min	< 13

Accuracy %	# of Errors & Correct Percentage
0	50
1	49
2	48
3	47
4	46
5	45
6	44
7	43
8	42
9	41
10	40
11	39
12	38
13	37
14	36
15	35
16	34
17	33
18	32

Passage Level	Instructional Acc. (%)	Instructional Rate (WPM)	Independent Acc. (%)	Independent Rate (WPM)
K-End	N/A	N/A	N/A	N/A
G1-October (ES5)	85	$\geq 20$	85	$\geq 20$
G1-March	90	$\geq 30$	90	$\geq 30$
G1-End	90	$\geq 40$	90	$\geq 50$
G2-Mid	90	$\geq 60$	93	$\geq 65$
G2-End	90	$\geq 80$	93	$\geq 90$
3E (G3-Early)	90	$\geq 80$	93	$\geq 80$
3M (G3-Mid)	90	$\geq 90$	95	$\geq 90$
3D (G3-End)	90	$\geq 100$	95	$\geq 110$
4E (G4-Early)	90	$\geq 95$	95	$\geq 95$
4M (G4-Mid)	95	$\geq 105$	97	$\geq 110$
4D (G4-End)	95	$\geq 110$	97	$\geq 120$
5E (G5-Early)	95	$\geq 100$	97	$\geq 110$
5M (G5-Mid)	95	$\geq 110$	97	$\geq 120$
5D (G5-End)	95	$\geq 120$	97	$\geq 130$
6E (G6-Early)	95	$\geq 110$	97	$\geq 120$
6M (G6-Mid)	95	$\geq 120$	97	$\geq 140$
6D (G6-End)	95	$\geq 130$	97	$\geq 150$
7E (G7-Early)	95	$\geq 120$	97	$\geq 130$
7M (G7-Mid)	95	$\geq 130$	97	$\geq 135$
7D (G7-End)	95	$\geq 140$	97	$\geq 150$
8E (G8-Early)	95	$\geq 120$	97	$\geq 135$
8M (G8-Mid)	95	$\geq 130$	97	$\geq 145$
8D (G8-End)	95	$\geq 140$	97	$\geq 150$

# Checking for Accuracy & Fluency

Independent level criteria for a 5.8 book  
97% accuracy and  $\geq$  130 words per minute

- Count out 100 words
- Mark starting★ and ending / points
- Start timer at 0:00
- Begin timer when your child begins to read★
- When your child finishes / stop timer
- Look up the time (i.e. :43) on conversion chart
- That is your rate (140 wpm)
- How many errors? (i.e. -3)
- That is your accuracy (97%)
- 97% and 140 wpm
- MEETS CRITERIA ! Great book to read at home.

Passage Level	Instructional Acc. (%)	Instructional Rate (WPM)	Independent Acc. (%)	Independent Rate (WPM)
K-End	N/A	N/A	N/A	N/A
G1-October (ESS)	85	$\geq$ 20	85	$\geq$ 20
G1-March	90	$\geq$ 30	90	$\geq$ 30
L-End	90	$\geq$ 40	90	$\geq$ 50
L2-Mid	90	$\geq$ 60	93	$\geq$ 65
L2-End	90	$\geq$ 80	93	$\geq$ 90
L3-Early	90	$\geq$ 80	93	$\geq$ 80
L3-Mid	90	$\geq$ 90	95	$\geq$ 90
L3-End	90	$\geq$ 100	95	$\geq$ 110
L4-Early	90	$\geq$ 95	95	$\geq$ 95
L4-Mid	95	$\geq$ 105	97	$\geq$ 110
L4-End	95	$\geq$ 110	97	$\geq$ 120
L5-Early	95	$\geq$ 100	97	$\geq$ 110
L5-Mid	95	$\geq$ 110	97	$\geq$ 120
L5-End	95	$\geq$ 120	97	$\geq$ 130
L6-Early	95	$\geq$ 110	97	$\geq$ 125
L6-Mid	95	$\geq$ 120	97	$\geq$ 140
L6-End	95	$\geq$ 130	97	$\geq$ 150
L7-Early	95	$\geq$ 120	97	$\geq$ 130
L7-Mid	95	$\geq$ 130	97	$\geq$ 135
L7-End	95	$\geq$ 140	97	$\geq$ 150
L8-Early	95	$\geq$ 120	97	$\geq$ 135
L8-Mid	95	$\geq$ 130	97	$\geq$ 145
L8-End	95	$\geq$ 140	97	$\geq$ 150

Brian did, knew only that Brian's mother wanted to break the marriage apart. The split had come and then the divorce, all so fast, and the court had left him with his mother except for the summers and what the judge called "visitation rights." So formal. Brian hated judges as he hated lawyers. Judges that leaned over the bench and asked Brian if he understood where he was to live and why. Judges with the caring look that meant nothing as lawyers said legal phrases that meant nothing.

★ In the summer Brian would live with his father. In the school year with his mother. That's what the judge said after looking at papers on his desk and listening to the lawyers talk. Talk. Words.

Now the plane lurched slightly to the right and Brian looked at the pilot. He was rubbing his shoulder again and there was the sudden smell of body gas in the plane. Brian turned back to avoid embarrassing the pilot, who was obviously in some discomfort. Must have stomach troubles.

So this summer, this first summer when he was allowed to have "visitation rights" with his father, with the divorce only one month old, Brian was heading north. His father was a mechanical engineer who had designed or invented a new drill bit for oil drilling, a self-cleaning, self-sharpening bit. He was working in the oil fields of Canada, up on the tree line where the tundra started and the forests ended. Brian was riding up from New York with some drilling

6

Accuracy %	Time Taken WPM	Time Taken WPM	Time Taken WPM	Time Taken WPM
100%	1:00	1:00	1:00	1:00
95%	1:05	1:05	1:05	1:05
90%	1:10	1:10	1:10	1:10
85%	1:15	1:15	1:15	1:15
80%	1:20	1:20	1:20	1:20
75%	1:25	1:25	1:25	1:25
70%	1:30	1:30	1:30	1:30
65%	1:35	1:35	1:35	1:35
60%	1:40	1:40	1:40	1:40
55%	1:45	1:45	1:45	1:45
50%	1:50	1:50	1:50	1:50
45%	1:55	1:55	1:55	1:55
40%	2:00	2:00	2:00	2:00
35%	2:05	2:05	2:05	2:05
30%	2:10	2:10	2:10	2:10
25%	2:15	2:15	2:15	2:15
20%	2:20	2:20	2:20	2:20
15%	2:25	2:25	2:25	2:25
10%	2:30	2:30	2:30	2:30
5%	2:35	2:35	2:35	2:35
0%	2:40	2:40	2:40	2:40

Rate Conversion Chart

**TextProject**

[textproject.org](http://textproject.org)

# Quality Complex Text

TextProject is a website designed specifically to bring beginning and struggling readers high levels of literacy through a variety of strategies and tools – *particularly the texts used for reading instruction*

- High-quality student texts FREE to download
- Vocabulary lessons and lists
- Open access resources for all

# Classroom Materials



# Students Texts





## Book I Level I



Jam on buns. Yum!



Buns



Jam

## Beginning Reads

Connect student's oral language knowledge with written language. The texts do this by placing a premium on words that are both highly concrete and phonetically regular—words such *dog*, *cat*, *pet*, and *big*.



# Book 1 Level 10

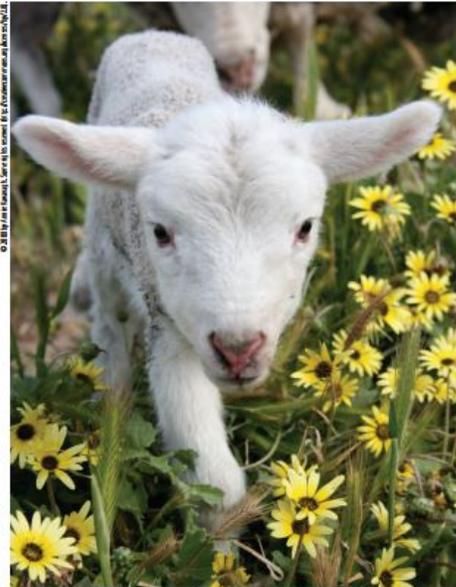


Ewes need to eat lots of plants to make milk for their lambs. Spring is a time when there are lots of plants for ewes to eat.



Level 10  
Book 1

## Spring



For more information about Beginning Reads, visit [www.textproject.org/beginningreads](http://www.textproject.org/beginningreads)  
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Spring is a busy time on a farm. Many animals on a farm have their babies in the spring. Sheep are one of these animals.



A mother sheep is called an ewe. Her baby is called a lamb. Ewes have their lambs in the spring.



## FYI for Kids

- collection of engaging and high-quality magazine articles
- text that is essential for increasing students' engagement
- text that is essential proficiency with complex texts—
- short engaging articles that communicate critical information

<http://textproject.org/classroom-materials/students/fyi-for-kids>

### Volume 1 Issue 1

90% of words in text come from 4,000 simple word families-the other 10% are '**extended vocabulary**'. Volume 1 text contains 1% of that extended vocabulary, and so on.

#### Bird Nests

volume 1  
issue 1



Most birds build nests, but all nests are not alike. The most common bird nest is the kind made by robins. Robins build nests that look like cups. They make a frame of twigs and sticks and cover it with mud. When this is done, robins line their nest with fine moss, feathers, and hair they find on the ground.

Barn swallows build nests of mud.

They make them in barns, close to the roof where it is safe. Sometimes several swallows build nests near one another.

Some birds build their nests in unusual ways. All birds use their beaks to help make their nests, but Tailorbirds use their beak as a needle to sew leaves together. Tailorbirds use threads they gather from the cotton in cotton plants.

Some birds don't build nests at all. Some lay their eggs right on the ground or on a rocky cliff. Auks are birds that lay their eggs on rocky cliffs near the sea.

Auks' eggs are pointed at one end. This shape lets the eggs roll in a circle if another animal tries to move them or if the wind blows hard. Because the eggs can roll in a circle, they do not roll off the cliff.

King penguins also do not build nests. Instead, they tuck their eggs into the folds of skin on their lower belly. The eggs rest on their feet and stay warm in the cold arctic winds.

Some bird species also lay their eggs in the nests of other birds. Cuckoos get other birds to keep their eggs safe and to feed their babies.

Most birds build a new nest each year. Some use the same nest for several years but clean the nest a little each year. Eagles build huge platform nests that they use for several years. However different they are, though, birds build nests that are just right for their families.



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# The Tides

volume 5  
issue 3



The ocean is always moving. Waves are created by soft breezes and by huge storms. The Sun and Moon pull on the ocean, making the water level rise and fall.

The water's rising and falling is called the ocean's tide. Ocean tides usually rise and fall twice a day.

When the water level rises, we say the tide is coming in. With each wave, water flows farther up onto the beach. Soon, the water covers the intertidal zone. The intertidal zone is the area that lies between high tide and low tide. *Intertidal* means "between the tides."

As the tide comes in, sand and seaweed wash onto the shore. So do shells and pieces of wood. No one can stop the tide, or even slow it down. The tide is too powerful.

After the tide rises for about six hours, it begins to fall. Then we say that the tide is going out. Water flows away from the beach. The intertidal zone is uncovered. Sand and seaweed float out to sea.

Some water stays behind when the tide goes out, though. It forms pools between rocks on shore. Many plants and animals live in these tide pools. Starfish, mussels, crabs, and snails live there. Sometimes small fish get trapped there as the tide goes out.

You might find a tide pool when you visit an ocean beach. Stay still and watch closely. You might see sea animals, including starfish, mussels, crabs, and snails. You might see birds hunting in the pools. You might also see animals eating the seaweed and the algae, which is a kind of small plant that grows on rocks. But do be careful. Algae and seaweed make rocks slippery.

The ocean tides have been rising and falling for billions of years. All day and all night, in gentle breezes and huge ocean storms, the tide keeps coming in, then going out, covering and uncovering the beach.



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Volume 5 Issue 3



## The Tides

Name \_\_\_\_\_

Write all these words in the right places to complete this puzzle, which tells some things you learned about tides. You can reread the article before you begin, but don't look back at it while you are working. After you've completed the puzzle, read it to someone.



coming	going	hunt	low	ocean
pools	pull	rises	six	starfish

The \_\_\_\_\_ is always moving. Waves roll in, and the water level \_\_\_\_\_ and falls. When the water level rises, we say the tide is \_\_\_\_\_ in. Then, after about \_\_\_\_\_ hours, the water level starts to fall. When the water level falls, we say the tide is \_\_\_\_\_ out.

High and low tides are caused by the Sun and the Moon, which \_\_\_\_\_ on the ocean. There are two high tides and two \_\_\_\_\_ tides every day. When the tide goes out, some water stays on the beach and forms \_\_\_\_\_. Animals, including \_\_\_\_\_, mussels, and crabs, live in these tide pools. Birds \_\_\_\_\_ for food in these pools, and plants grow there.

Comprehension Response Activities  
FYI for Kids — Level 5



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Comprehension Response Activity



# Fluency Practice at Home

## - Repeated Readings

Use text your child has read at least once- **independent** or instructional level

- They will read the same text 4 times
- Count out 200 words-mark with
- Mark a \* where the timing will begin
- Set the timer for 2 minutes [2:00] ↓
- Student reads, you follow & track errors
- Count words read after timer sounds
- Count the # of errors and *fix*
- Do this 2x in each sitting
- Graph the data with your child
- *Highly motivating!*

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Issue 3

**FYI**  
for  
kids!

### The Tides



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## **Audiobooks**

Materials for K-12, college, professionals

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Fees waivers available – apply for assistance

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•Category    •Subject    •Grade



## VOICetext Books

Audiobooks *highlighting words* as students read along reinforcing:

- **word ID**
- **decoding skills**
- **reading fluency**

# How to get started

## Browse Audiobooks

**Available format(s):**  
VOICExtext (H)

**Add to Bookshelf**

[What's an Audio Format](#)



**I'm ready to listen to my audiobooks!**

**Continue**

### How to listen



To listen to the audiobooks saved in your bookshelf...



You need to install the right software or app...



**Choose a Device**

## To Listen

Personalize with adjustments to:

- Text size and color
- Background color
- Speed of reader voice
- Pitch of reader voice

## **Research Shows:**

76% Improved Reading Comprehension

67% Increased Motivation

61% Improved Self-confidence

60% Improved Attitude Toward Reading

52% Improved Reading Accuracy

# Eligibility for Services

Learning Ally's mission is to help those who learn differently. You will need to provide documentation.

IEP / 504 Plan

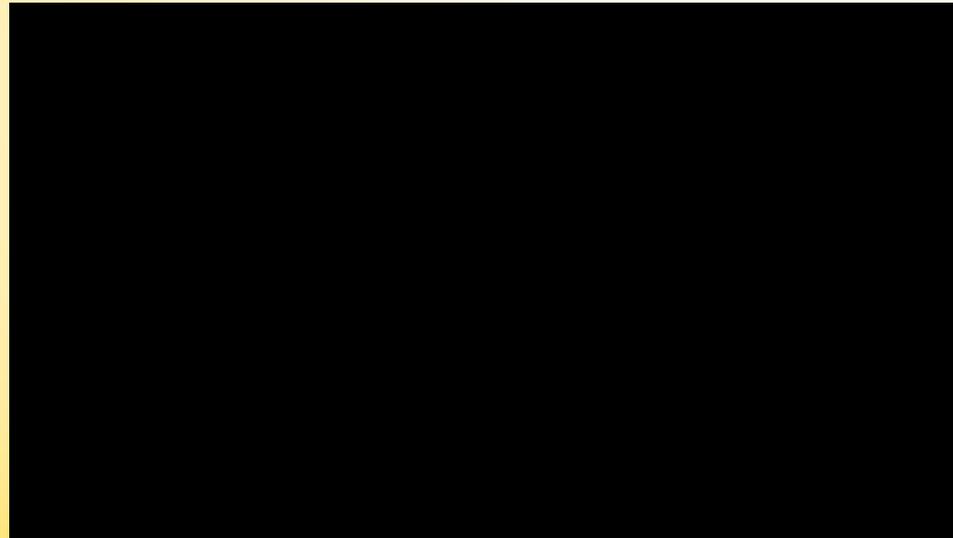
No IEP or 504 Plan, but a clinician has diagnosed me with a print disability

Bookshare or NLS member

I don't have any documentation



# Livescribe Echo Smartpen





# Echo Smartpen & Notebooks



2GB Echo™ smartpen

Syncs to Mac and Windows computers

\$129.95

[ADD TO CART](#)



A5 Single Subject Notebook, 4-Pack (#1-4), Echo Page Controls

5.8"x8.3", lined, 160 pages

\$19.95

[ADD TO CART](#)

# Recording the Teacher/Presentation

- electronic pen also records audio
- hit record at the bottom of the paper
- microphone built into the digital pen records audio of presentation
- you write key words to highlight parts of the presentation
- audio syncs to the notes
- return to any point in the audio presentation by simply touching a word or sketch in your notes
- adding audio to notes gives your child a comprehensive record of the important points



# Some Reviews

**PROS** The smart pen syncs audio from presentations or lectures to your handwritten, digitized notes

**CONS** You must **buy/use** paper printed with a special microdot pattern

**OVERALL** While it's noticeably larger than a standard ink pen, the Echo Smartpen is an excellent pen for *taking comprehensive notes with audio*

# Apps

## Dr. Cheeseman's App Chat



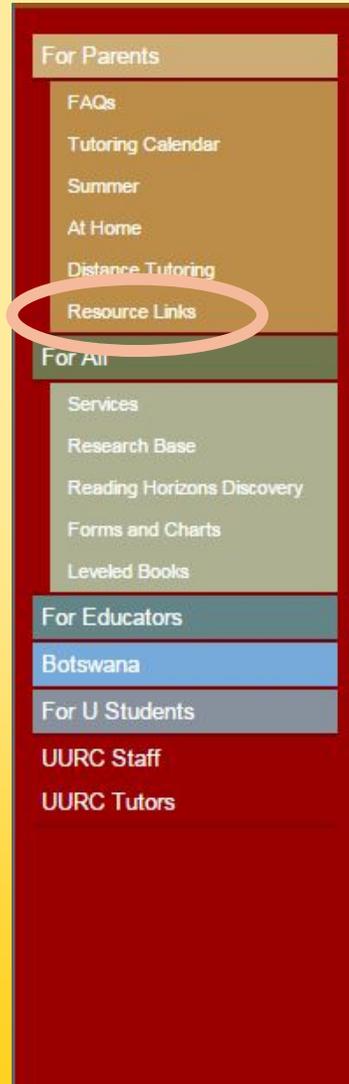
<https://dyslexiaida.org/dr-cheesmans-app-chat-spelling>

<https://dyslexiaida.org/dr-cheesmans-app-chat-vocabulary-morphology>

<https://dyslexiaida.org/dr-cheesmans-app-chat-dont-miss-these-award-winning-apps-for-vocabulary-and-comprehension>

<https://dyslexiaida.org/dr-cheesmans-app-chat-find-the-best-literacy-apps-for-preschool-and-kindergarten-children>

# Reference Sites/Apps For your Child



Dictionary.com (+app)

Thesuarus.com (+app)

The Visual Thesaurus (no app)

WordSift (no app)

Dragon Dictation (app)

# Thank You !

Please access this presentation @

<http://www.uurc.utah.edu/Educators/Links.php>

***University of Utah Reading Clinic offers:***

- services on-site and via distance technology
- comprehensive reading assessments
- intervention services (for mild, moderate, & severe difficulties – including dyslexia)
- summer reading programs
- parent workshops & training
- professional development for schools/educators
- tutor training
- free online materials for home and school

**Holly Dean**  
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