

What Reading Means to Your Children and their Future

My language arts expectations require students to read for at least 15 minutes per night. I encourage students to read one independent novel per week, two weeks at the most. District expectations require students to read one novel in a month's time. Students are to also read the "article of the week" that is passed out on Fridays and needs to be read and completed with the accompanying questions answered. In order to keep your child on track, I really need your support and cooperation. *Please help your child by ensuring they have a quiet place to read and that they are actually reading.*

Deficient readers are far more likely than skilled readers to be high school dropouts.

- ✓ Half of America's Below-Basic readers failed to complete high school.
- ✓ One-third of readers at the Basic level dropped out of high school.

- For high school dropouts, the average reading score is 55 points lower than for high school graduates
- Recent estimates show that only 70% of high school students earn a diploma on time.

<http://www.nea.gov/research/toread.pdf>



It All Adds Up!

The report titled "*The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings*" reveals that over an adult's working life, high school graduates can expect, on average, to earn \$1.2 million; those with a bachelor's degree, \$2.1 million; and people with a master's degree, \$2.5 million. Persons with doctoral degrees earn an average of \$3.4 million during their working life.

The report also found that the average yearly earnings for high school dropouts was \$18,900, \$25,900 for high school graduates, \$45,400 for college graduates, and \$99,300 for workers with professional degrees (M.D., J.D., D.D.S., or D.V.M.).

Deficient readers are more likely than skilled readers to be out of the workforce.

- More than half of Below-Basic readers are not in the workforce.

- 44% of Basic readers lack a full-time or part-time job—twice the percentage of Proficient readers in that category.



National Center for Education

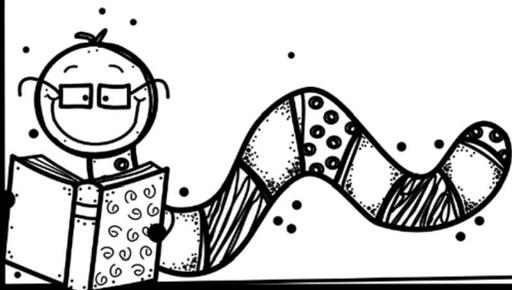
According to data accumulated by the National Center for Education Statistics, Elementary students who read an average of 2 hours per day are about 10 times more likely to graduate high school and enter college than students who read less than 20 minutes per day. Not surprisingly, this snowballing reading effect also translates into success in life -- when comparing the two groups of children, the students who got in the habit of reading about 2 hours per day will grow up to earn approximately \$300,000 more over the course of their lives than students who read less than 20 minutes.

<u>Achievement Percentile on National Test</u>	<u>Minutes Read per Day</u>	<u>Words Read per Year</u>
90 th	40.4	2, 357, 000
50 th	12.9	601,000
10 th	1.6	51, 000

Taken from Allington, R (2006). *What Really Matters for Struggling Readers*

Literacy and Skill Improvement from Reading Daily

- Readers improve their general knowledge, and more importantly, are able to spot patterns quicker. If you can spot patterns quicker, your analytical skills receive a boost.
- Text comprehension is improved with daily, quality reading. Just like any other muscle, the more you read and work out your brain, the stronger you will get. As with sports, to get better, you've got to practice. The same goes for reading!
- Grammar skills and spelling skills are improved after continued exposure to quality literature and writing. Students can see these skills used correctly in context. In turn, they are more likely to apply these skills to their own writing.
- Better vocabulary skills come from daily reading. The more words students are exposed to, the better their reading comprehension.
- Positive attitudes come from success. The more students read, the higher their reading achievement and their attitude towards reading and school in general.





A Parent Guide to 6th Grade Language Arts Common Core and Literary Terms to Know



In VVSD, we focus on all Common Core standards, but we assess the following “power” standards. These standards and terms can assist you if your child needs help or if you want to talk to your child about what he or she is learning in language arts.



Common Core Standard RL/RI.6.1-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- * Making inferences (implicit information) - Using clues from the text and background knowledge to form a reasonable conclusion.
- * Explicit- information that is stated directly in the text.
- * Annotating- Marking the text to show your thoughts and feelings and noting your explanation.
- * Claim-A statement that one claims or declares is true. Claims are supported with specific text evidence.
- * Citing textual evidence- to quote or write the author's *exact* words so you can support or prove an answer or response is true.
- * Supporting details- details that support or explain the large, or central ideas, in a text. These details can appear as examples, quotations, or other information used to support the author's ideas.



Common Core Standard RL/RI.6.2- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- * Central Idea- a large, important idea that is developed in a paragraph or throughout a text with supporting details.
- * Key Idea- is just like a main idea. One paragraph or multiple paragraphs can develop an idea with details.
- * Theme- A universal truth, message or lesson about life and human nature. Can be developed through dialogue, character actions, interactions, character response, setting, conflict.
- * Summary-A recap of the most important ideas or events in a text written without personal opinion. (This can include the 5 W's-Who, What, When, Where and Why)

RI=Reading Informational Text

RL=Reading Literature

Common Core Standard RL/RI.6.3- Analyze how and why individuals, events, or ideas develop and interact over the course of a text. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

* Plot-the key events in a story told in order from the exposition, rising action, climax, falling action, and resolution.

- * Exposition- The beginning of a story where the characters and conflict are introduced.
- * Rising Action-The main events in a story as the character tries to solve his conflict.
- * Climax- The turning point in the story when the main character makes a decision that directly leads to the resolution and shows the character changing.
- * Falling Action- The steps the character takes to solve his or her problems.
- * Resolution- The ending of the story when the conflict is finally resolved.

* Character Development-How a character changes over the course of a story.

- * Characterization- the way a writer reveals a character's personality (says, thoughts, feelings, effect on other characters, actions, physical description, what is said about a character from another).
- * Character Traits- adjectives that describe a character's personality.



Common Core Standard RL/RI.6.4- Interpret words and phrases as they are used in a text, including determining connotative and figurative meanings.

* Context Clues-Words & sentences around or near an unfamiliar word that help you figure out what the word means. There are different types of context clues including antonym, cause and effect, comparison, definition, example, inference, and synonym.

* Prefixes, Suffixes, Roots - word or part of a word that helps determine its meaning.

* Denotation- The dictionary definition; a word's literal meaning only. No emotions or feelings are associated with the word.

* Connotation- A word's emotional meaning; suggestions and associations that are connected to a Word.

* Figurative Language-Language that uses words or expressions with a meaning that is different from the literal interpretation. When a writer uses literal language, he or she is simply stating the facts as they are written.

- * Alliteration-repetition of the first letter in a word throughout a sentence
- * Hyperbole-An extreme exaggeration
- * Metaphor-A comparison of two unlike things without using like or as
- * Onomatopoeia-words that emulate the sounds they represent
- * Personification-When an inanimate object or something that is not a person is given human-like qualities
- * Simile-A comparison of two unlike things using like or as