





## Tips for Supporting English Language Arts Home Learning

Though home learning success may look different during a time when we are all redefining our roles, remember that we are all in this together! Here are **simple tips and reminders for helping students learn to read and write:**

	<p>Reading abilities vary. <b>If the reading level of a selection is too hard for your student, read the selection to or with them whenever possible.</b></p> <p><b>To help children to read and complete assignments without getting frustrated, break up instructional time into more manageable parts as needed based on your child's need and your needs.</b> If you notice your child's focus is starting to wander, refocus by asking questions or changing the activity.</p>
	<p><b>Help support reading comprehension by talking about what your child is reading.</b></p> <p><b>Ask children to retell what they've read in their own words.</b> When reading informational text, ask children to identify the topic and tell the most important idea about the topic. What details support the main idea?</p> <p><b>Rereading a text can help build fluency and understanding.</b> Successful readers often re-read when they get stuck by asking themselves: Does this look right? Does this sound right? Does this make sense?</p> <p><b>Remind children to break up unknown words into parts.</b> It is okay to pronounce unknown words for children, especially when they are unusual or do not follow a known pattern.</p> <p><b>Younger readers need to reread out loud to build fluency and learn letter sound patterns.</b> Practice reading aloud in different voices, volumes, and for varied audiences when possible. Read to a pet, over the phone to a friend or grandparent, or even a favorite toy.</p>
	<p>When children of any age are writing, <b>don't feel the need to correct mistakes in punctuation and spelling right away.</b> Allow children to get their ideas down first. Focus on organization next and proofreading last. Everyone has strengths and weaknesses when it comes to writing. Praise the strengths and ask children to choose 1-2 areas of writing that need improvement and focus on those.</p> <p><b>Reading written work aloud allows writers to hear their writing and notice when it is clunky or does not make sense.</b></p> <p><b>Learners in grades K-2 should review their COPS when they are close to finishing a piece of writing:</b> <u>C</u>apitalization, <u>O</u>rganization, <u>P</u>unctuation, <u>S</u>pelling</p> <p><b>Learners in grades 3-12 should review their ARMS first to revise writing:</b> <u>A</u>dd words, sentences, ideas; <u>R</u>emove unneeded words, sentences; <u>M</u>ove ideas, sentences around to make writing stronger; <u>S</u>ubstitute stronger words and sentences as needed</p> <p><b>Then learners in grade 3-12 can check for CUPS after they have revised their writing and are ready for proofreading:</b> <u>C</u>apitalization, <u>U</u>sage, <u>P</u>unctuation, <u>S</u>pelling</p>
	<p><b>Encourage children to read something every day that they choose to read.</b> That something can be a book, but it can also be informational articles about a favorite subject, video game reviews, tables, charts, and graphs, music and even song lyrics.</p> <p>West Ada Library resources can be found here: <a href="https://www.westada.org/domain/3929">https://www.westada.org/domain/3929</a></p>