

# RISE Arkansas

An informational newsletter exploring the Science of Reading in Arkansas

October 1, 2022



Issue 20

## National Hispanic Heritage Month

As we continue to celebrate National Hispanic Heritage Month, we would like to highlight a wonderful resource that supports English Learners and helps them succeed in the classroom.

"One of the most important things parents can do is provide lots of language and literacy experiences at home. Language and literacy expert, Elsa Cárdenas-Hagan, suggests that you share family stories with your child, [in your native language] use descriptive vocabulary in everyday conversations, and try to read aloud for at least 20 minutes each day to model fluent reading and comprehension skills. Check out this series of Reading SOS questions focusing on language and literacy topics for bilingual families and features Dr. Elsa Cárdenas-Hagan." Continue reading and exploring more resources on the [Colorín colorado! website!](https://www.colorincolorado.com/)



A bilingual site for educators and families of English language learners

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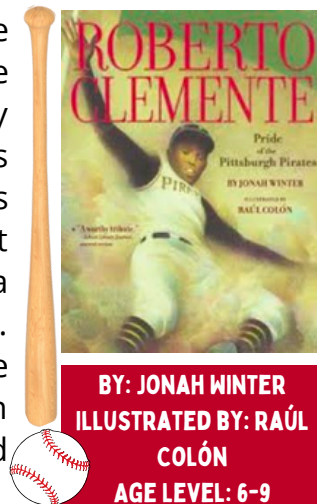
SYLLABLE TYPES

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SNAKES, SLIDES AND SYLLABLES

## Celebrate by Reading

October is when regular Major League Baseball games wind down and the playoff season heats up. If your family loves baseball, make sure to check this book out at your local library. This moving tribute is the perfect introduction to Roberto Clemente, a famous Puerto Rican baseball player. Readers will learn of his humble beginnings, the challenges he faced in a new country, and his unprecedented accomplishments as one of the greatest baseball players in history. Even more importantly, readers will come to understand the way that Clemente's generosity shaped so much of his life.



October is Dyslexia Awareness Month.

Click here to read the October 2021 RISE Newsletter all about dyslexia.



# G.U.I.D.E. for Life

In the September RISE Newsletter, we began to explore the G.U.I.D.E. for Life principles. These principles represent skills needed to thrive at home, at school, on the job and in the community. This month's principle is U for Understanding.

## UNDERSTANDING

This principle refers to the ability to recognize one's feelings, values, and emotions in the moment and their influence on behavior in different personal and academic situations. Self-awareness assesses one's strengths and limitations to develop a healthy, well-grounded sense of self-confidence. Students who demonstrate understanding are reflective, articulate, resourceful, growth-minded, curious, and inquisitive.

### Understanding Goals include:

#### Being able to clearly articulate information I want to share

- I can articulate how I feel in various situations.
- I am aware of and can clearly articulate my personal strengths and areas in which I want to grow.
- I can articulate data, findings, and thoughts through oral and written communication.

#### Being growth-minded, curious and inquisitive

- I can identify my personal aspirations and how dedication and hard work will help me achieve them.
- I am aware of my personal characteristics and how they impact and/or influence my behavior.

#### Being reflective

- I am aware of what I know and how I learn best.
- I am willing to accept constructive feedback for continuous improvement.
- I take responsibility for my actions and am aware of how they impact others.

#### Being resourceful

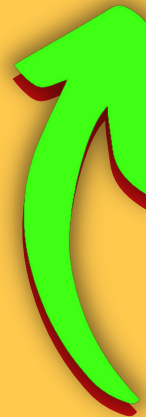
- I ask questions, investigate and explore new topics of learning.
- I can identify resources both in and out of school and seek help when needed.



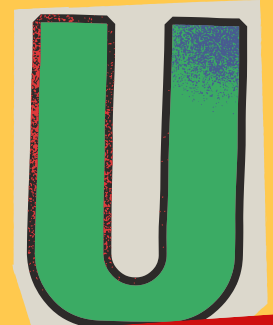
What does this look like in Early Elementary?



What does this look like in Late Elementary?



Check out the DESE Website for more information on G.U.I.D.E. for Life!



**IS FOR**



# The Importance of Syllables

Reading is a code-based system and readers are most successful when they are taught the code. A syllable is a part of a word that contains a single vowel sound and is pronounced as a unit. In this series, we will explain why it is important for readers to learn about syllables and the six different syllable types. We will offer examples and strategies to help emerging readers become more familiar with each syllable type.

*To determine the syllable type for each example, start with the vowel and look to the right.*

A Closed Syllable has one vowel and is followed by one or more consonants. The vowel usually makes a short vowel sound. Closed Syllables are the most common syllable type in our language and are introduced in Kindergarten.

## Closed Syllable



sun  
rock

An Open Syllable ends in one vowel. The vowel at the end usually makes a long vowel sound, or says its name. Open Syllables are introduced in Kindergarten.

## Open Syllable



me

Some words are multisyllabic which means that they have more than one syllable. Syllable Division Rules will help students "chunk" up bigger words into more manageable parts. This strategy will help students determine what the vowel sound will be. The following are the steps to determine where to divide syllables:

1. Find the vowels.
2. Look between the vowels to find the pattern of the consonants (c) and vowels (v) - VCV, VCCV. See patterns below.
3. Now that you know where to divide the syllable, read each syllable according to the syllable type explained above.

## VCCV Pattern



If two consonants come between two vowels, the most common choice is to divide between the consonants. This word has 2 closed syllable types.

## VCV Pattern



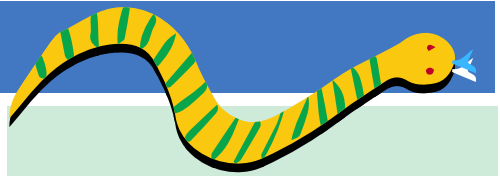
If a word has one consonant between two vowels, the most common choice is to divide before the consonant creating an open syllable.

## VCV Pattern



cab | in

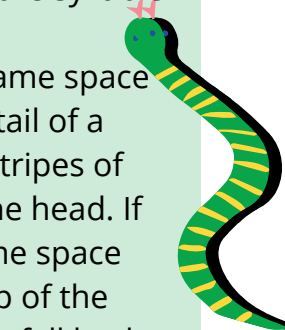
If the VCV division above does not produce a recognizable word, then divide the word after the consonant creating a closed syllable.



**PRACTICE READING OPEN AND CLOSED SYLLABLES BY PLAYING SNAKES, SLIDES AND SYLLABLE SILLINESS ON PAGE FOUR.**

Materials: A printed copy of page 4 and a pair of dice. Directions: Players will roll the dice and add the two numbers together to see how far they should move along the game board starting at number 1. Read each word and identify how many syllables the word contains. Then, each player should tell if it is an open syllable, closed syllable, or a combination. Some words are nonsense words but players can still read and identify the syllable type!

If you land on a game space that contains the tail of a snake, climb the stripes of the snake up to the head. If you land on a game space that shows the top of the slide, players must fall back to the bottom of the slide. If players land on a game space that does not contain a word (at the bottom of a slide or head of a snake) no action must be taken. Just rest and relax! The first player to get to space 49 is the winner!



# Snakes, Slides, and Syllable Silliness!

We ♥ Snakes!



Game instructions on Page 3

<p>Picnic 43</p>	<p>Picnic 44</p>	<p>Solo 45</p>	<p>hotdog 46</p>	<p>47</p>	<p>cactus 48</p>	<p>Winner 49</p>
<p>bacon 42</p>	<p>open 41</p>	<p>unit 40</p>	<p>39</p>	<p>human 38</p>	<p>robot 37</p>	<p>YAY! 36</p>
<p>29</p>	<p>pod 30</p>	<p>po 31</p>	<p>polo 32</p>	<p>33</p>	<p>we 34</p>	<p>wed 35</p>
<p>Sun 28</p>	<p>27</p>	<p>he 26</p>	<p>got 25</p>	<p>go 24</p>	<p>23</p>	<p>she 22</p>
<p>re 15</p>	<p>16</p>	<p>bed 17</p>	<p>be 18</p>	<p>19</p>	<p>ba 20</p>	<p>21</p>
<p>if 14</p>	<p>it 13</p>	<p>12</p>	<p>at 11</p>	<p>hut 10</p>	<p>9</p>	<p>nap 8</p>
<p>So 1</p>	<p>Sod 2</p>	<p>me 3</p>	<p>4</p>	<p>met 5</p>	<p>not 6</p>	<p>no 7</p>