



# Welcome to Grits

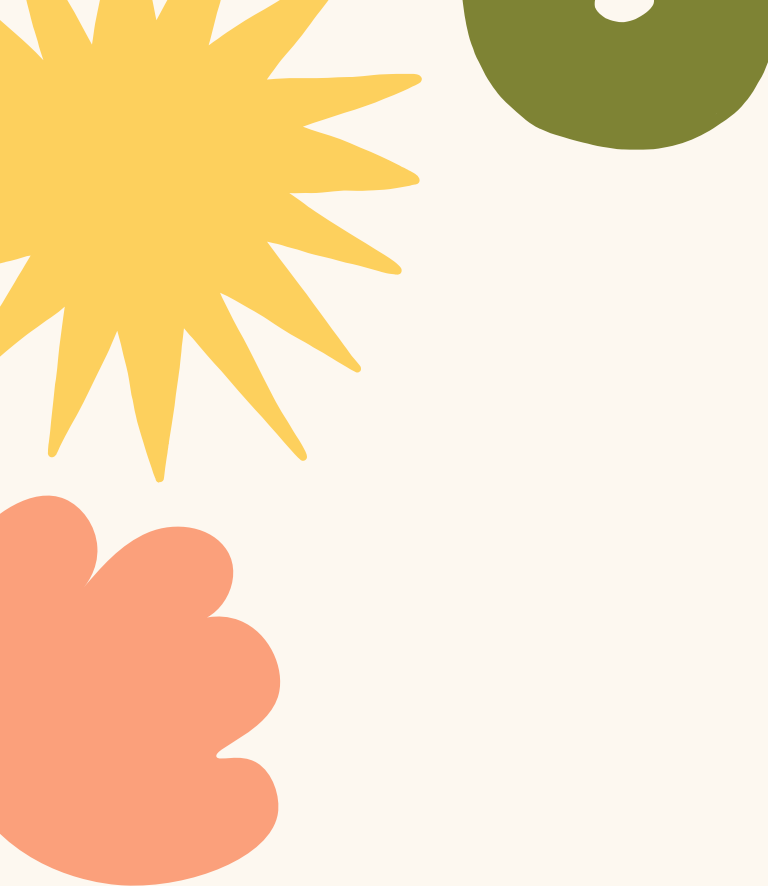


## with Grandparents

Please go through the line to grab grits for yourself. Your student(s) should be here shortly.

We will stop serving grits at 9:15





# Building Strong Reading Habits



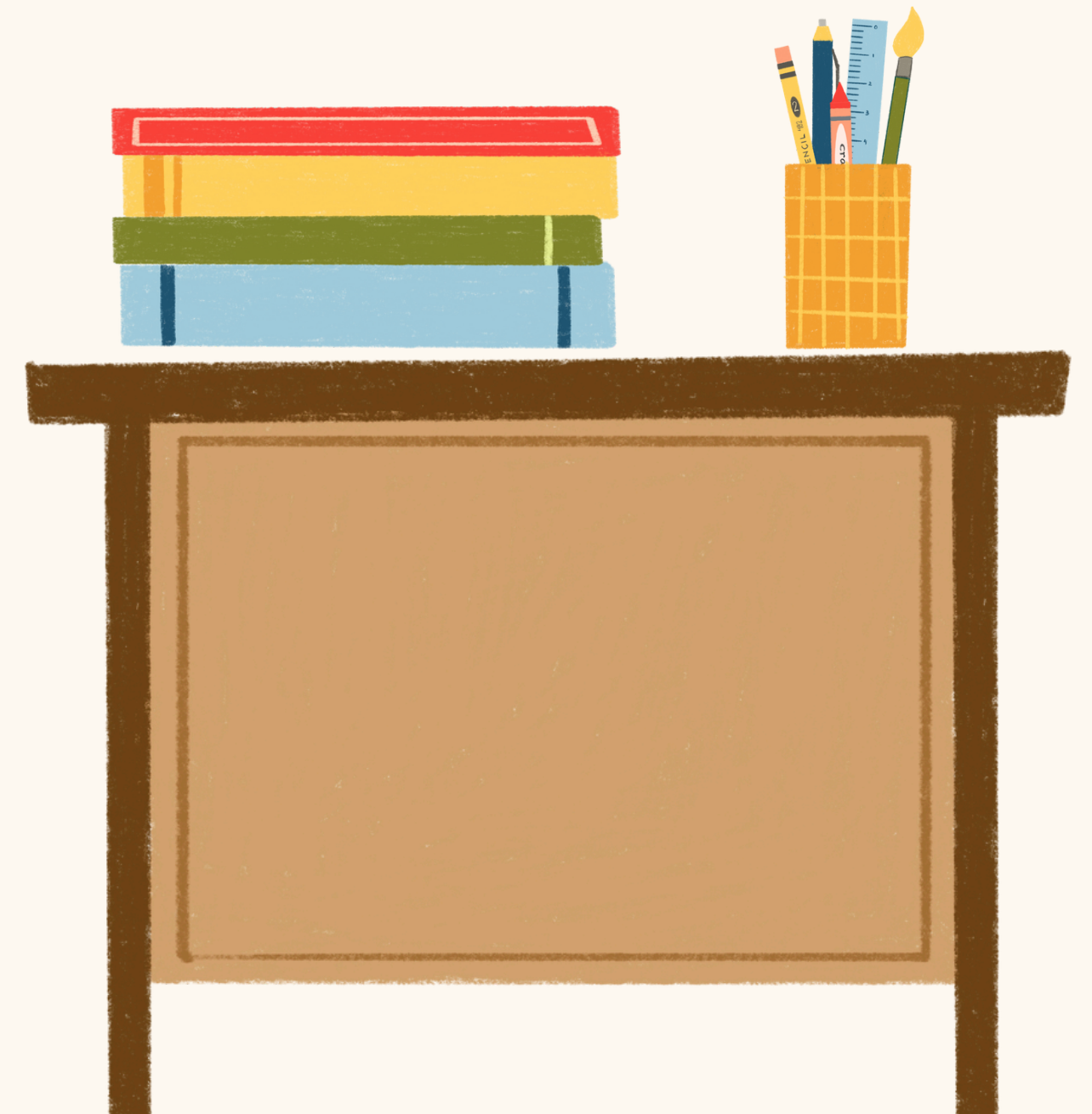
# Learning Intention

Students can develop positive reading habits by setting goals, creating routines, and exploring books that interest them.



# Why Reading Matters

- 1 Reading builds our brain power, improves communication, and allows us to explore new worlds.
- 2 Just 20 minutes of reading a day exposes you to 1.8 million words a year! It also helps build your attention span and concentration.



# Reading Matters

By 6<sup>th</sup> grade **Student A** will have read for **60** whole days of school.  
**Student B** will have only read for **12** whole days of school.

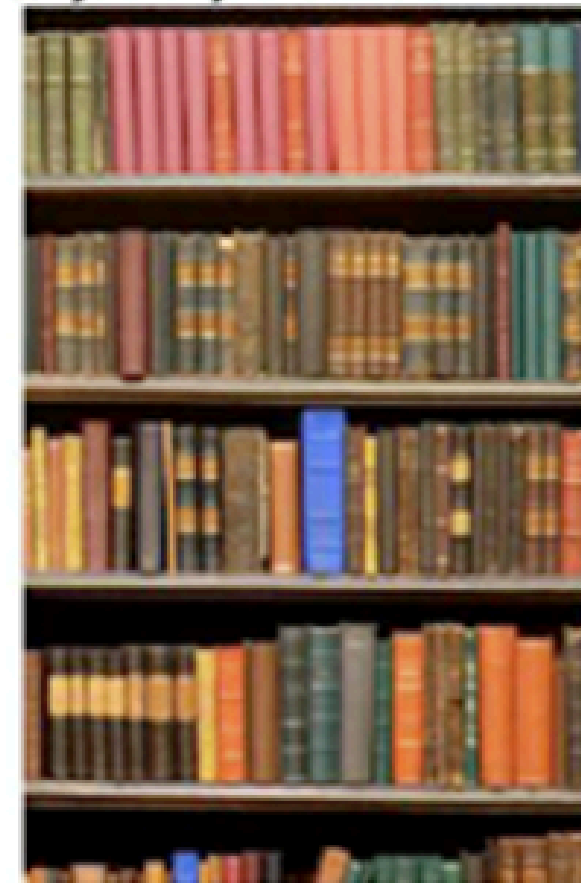


## Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"  
reads **20 minutes**  
each day

3600 minutes in  
a school year

1,800,000 words

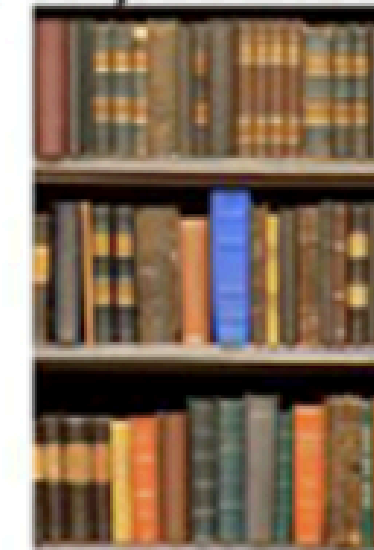


90<sup>th</sup> percentile

Student "B"  
reads **5 minutes**  
each day

900 minutes in  
a school year

282,000 words

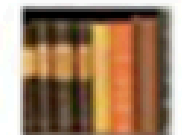


50<sup>th</sup> percentile

Student "C"  
reads **1 minute**  
each day

180 minutes in  
a school year

8,000 words



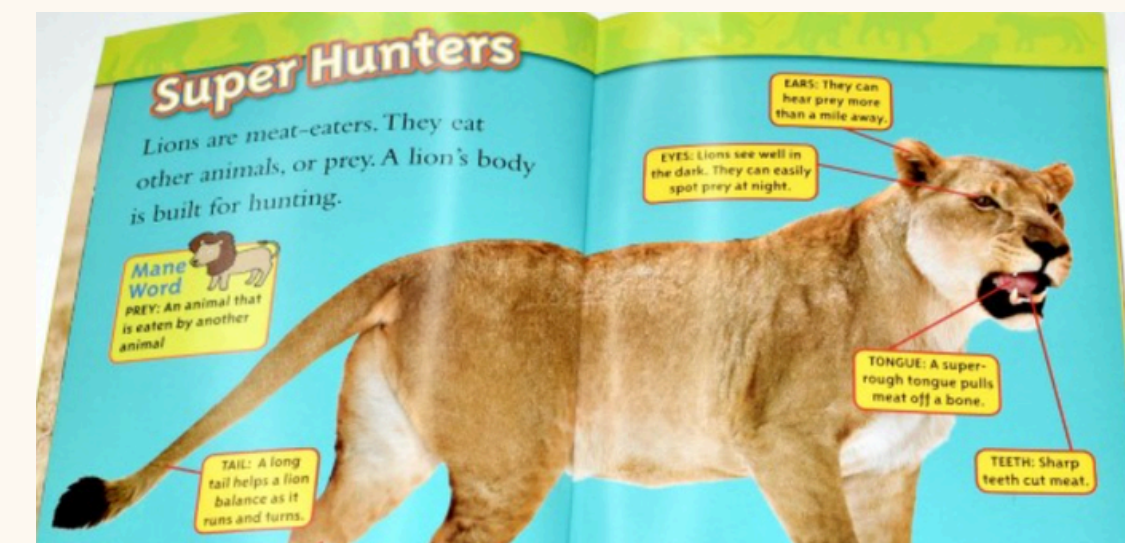
10<sup>th</sup> percentile

# Find Books You Love

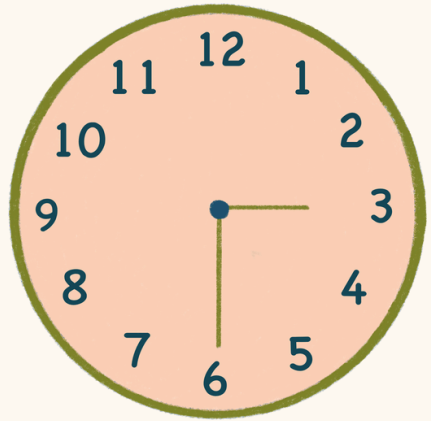


Reading is fun when you  
choose books that interest  
you.

Try different genres, authors, or  
formats like graphic novels.



# Create a Routine



Set a specific time and place for reading.

This could be after lunch, after school, before bed, or even on the bus.



# Set Reading Goals

Goals keep you motivated.  
What do you hope to  
achieve this year?

For example, "I will read for 20 minutes  
every day this week."



# Track Your Progress

Celebrate your reading achievements.

Reading logs, journals, or reading apps are all great ways to track your progress.

Student Reading Log

| Date | Book Title | Author | AR Level | Read: (Check one)                                                                                                     | Score | Teacher Initials |
|------|------------|--------|----------|-----------------------------------------------------------------------------------------------------------------------|-------|------------------|
|      |            |        |          | <input type="checkbox"/> Read To<br><input type="checkbox"/> Read with<br><input type="checkbox"/> Read Independently |       |                  |
|      |            |        |          | <input type="checkbox"/> Read To<br><input type="checkbox"/> Read with<br><input type="checkbox"/> Read Independently |       |                  |
|      |            |        |          | <input type="checkbox"/> Read To<br><input type="checkbox"/> Read with<br><input type="checkbox"/> Read Independently |       |                  |
|      |            |        |          | <input type="checkbox"/> Read To<br><input type="checkbox"/> Read with<br><input type="checkbox"/> Read Independently |       |                  |
|      |            |        |          | <input type="checkbox"/> Read To<br><input type="checkbox"/> Read with<br><input type="checkbox"/> Read Independently |       |                  |
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|      |            |        |          | <input type="checkbox"/> Read To<br><input type="checkbox"/> Read with<br><input type="checkbox"/> Read Independently |       |                  |





# Reading Strategies

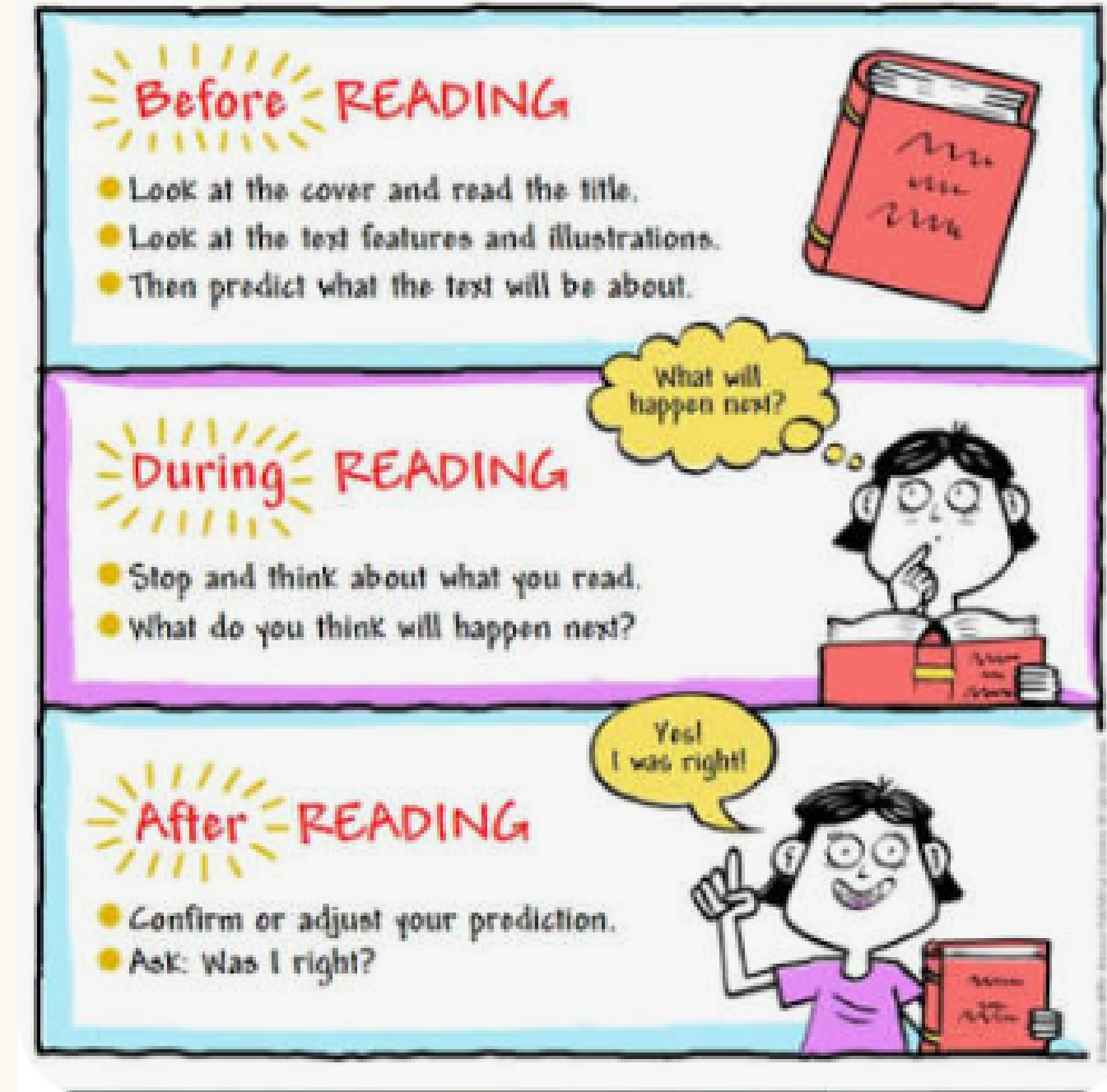


# Predicting

Use clues from the title, pictures, and headings to make an educated guess.



You can also use your background knowledge to make predictions!



# Find Main Idea/ Summarize

- 1 What is the key message?
- 2 Explain the key message and supporting details in your own words.



# Make Connections

## Text to Self

Connect what you read to your life.

## Text to Text

Connect what you read to another text you've read.

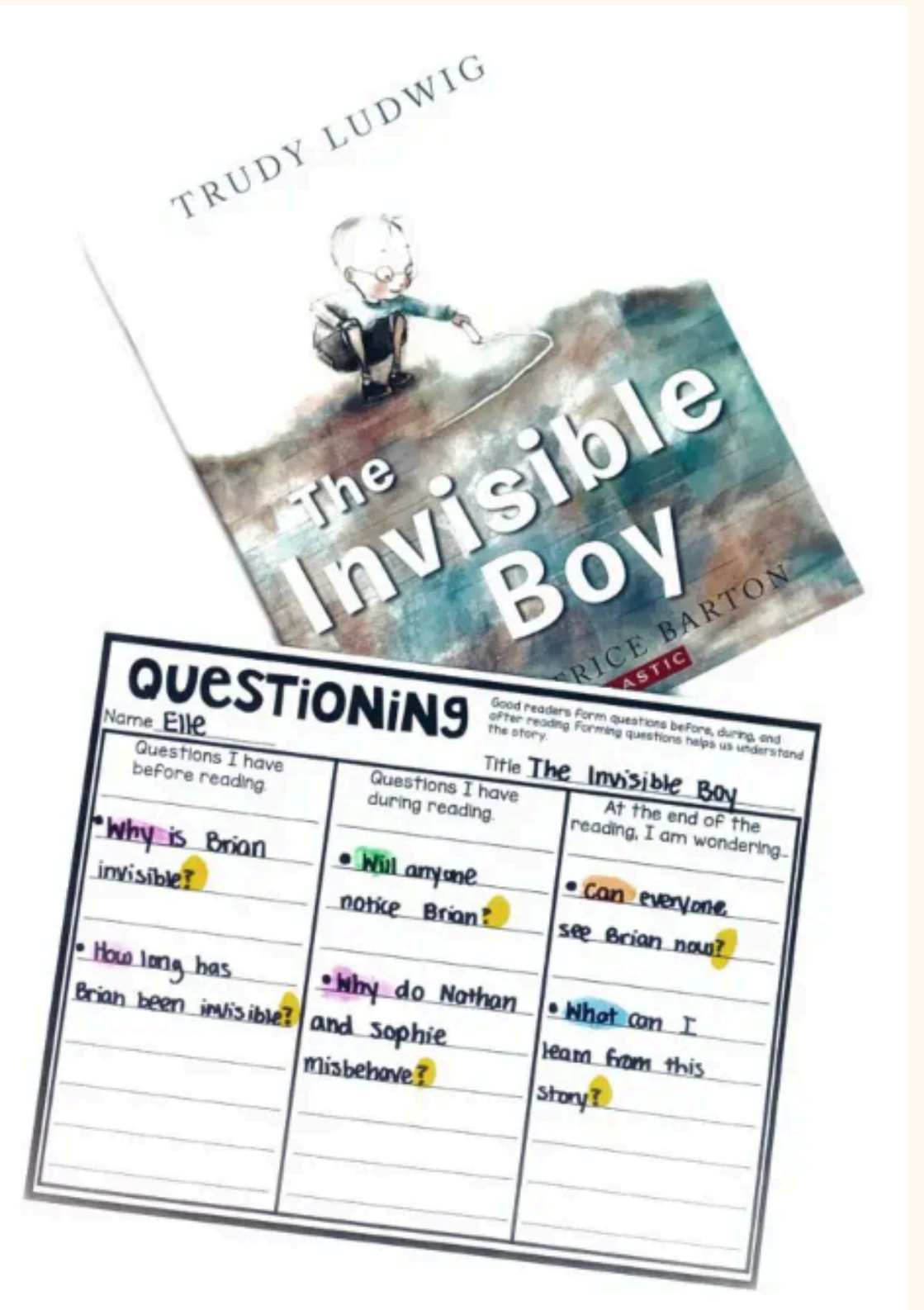
## Text to World

Connect what you read to something happening in the world.



# Strong Readers Ask Questions

Ask questions before, during, and after reading to help make sense of what is being read.



| QUESTIONING                                                                                                     |                                       |                                            |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------------------------|
| Good readers form questions before, during, and after reading. Forming questions helps us understand the story. |                                       |                                            |
| Name: Ella                                                                                                      | Title: The Invisible Boy              |                                            |
| Questions I have before reading.                                                                                | Questions I have during reading.      | At the end of the reading, I am wondering. |
| • Why is Brian invisible?                                                                                       | • Will anyone notice Brian?           | • Can everyone see Brian now?              |
| • How long has Brian been invisible?                                                                            | • Why do Nathan and Sophie misbehave? | • What can I learn from this story?        |
|                                                                                                                 |                                       |                                            |
|                                                                                                                 |                                       |                                            |
|                                                                                                                 |                                       |                                            |

# Resources

set:nAFtkgVhlwg

