

# Rio Online Literacy

Learning Priority is providing great opportunities during these school closure times.

1. **Reading Fluency Suite** - Students can **read and record** passages. LST will score them and students will automatically have **word work** assigned, as well as **comprehension** quizzes and **sight words**. Teachers can listen to the kids read, and also view the scores. Follow this link for a student tutorial: [LP Fluency Student Video Guide](#)

2. **Reading Register** - Kids read books or passages and create their own assignments with a choice of 5 activities. Students can also see what books other kids are reading and reflect 'meaning making' through their creative activities. Follow this link for a student tutorial: [Reading Register Student Video Guide](#)

## 1. Reading Fluency Suite

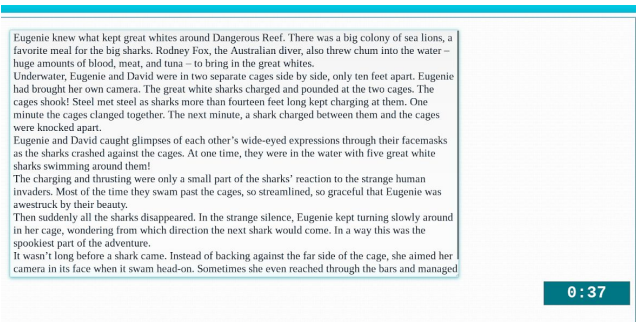
Select a passage from any source of your choice.

(Reading AZ, Reading for comprehension, Houghton Mifflin Harcourt, Newsela, Epic, etc)

Using this passage you can also select one or all of the following activities for your students. LST will upload and assign them to your students' portal.

### ✓ A. Fluency Reading

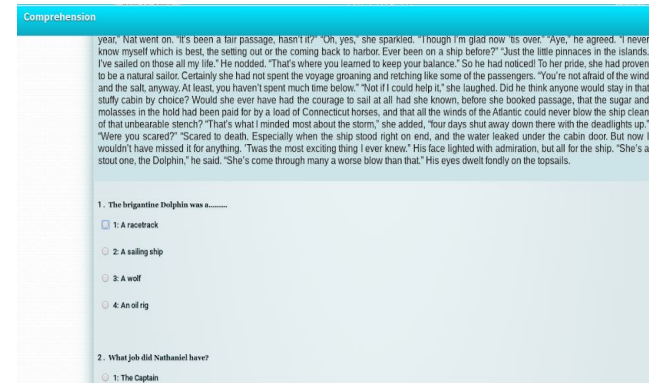
Your student will be able to read it out loud, and retell the information retained. (1 minute)



Eugenie knew what kept great whites around Dangerous Reef. There was a big colony of sea lions, a favorite meal for the big sharks. Rodney Fox, the Australian diver, also threw chum into the water – huge amounts of blood, meat, and tuna – to bring in the great whites. Underwater, Eugenie and David were in two separate cages side by side, only ten feet apart. Eugenie had brought her own camera. The great white sharks charged and pounded at the two cages. The cages shook! Steel met steel as sharks more than fourteen feet long kept charging at them. One minute the cages clanged together. The next minute, a shark charged between them and the cages were knocked apart. Eugenie and David caught glimpses of each other's wide-eyed expressions through their facemasks as the sharks crashed against the cages. At one time, they were in the water with five great white sharks swimming around them! The charging and thrashing were only a small part of the sharks' reaction to the strange human invaders. Most of the time they swam past the cages, so streamlined, so graceful that Eugenie was awestruck by their beauty. Then suddenly all the sharks disappeared. In the strange silence, Eugenie kept turning slowly around in her cage, wondering from which direction the next shark would come. In a way this was the spookiest part of the adventure. It wasn't long before a shark came. Instead of backing against the far side of the cage, she aimed her camera in its face when it swam head-on. Sometimes she even reached through the bars and managed

0:37

### ✓ B. Comprehension Questions



Comprehension

year," Nat went on. "It's been a fair passage, hasn't it?" "Oh, yes," she sparkled. "I though I'm glad now 'tis owt." "Aye," he agreed. "I never know myself which is best, the setting out or the coming back to harbor. Ever been on a ship before?" "Just the little pinnaces in the islands. I've sailed on those all my life." He nodded. "That's where you learned to keep your balance." So he had noticed! To her pride, she had proven to be a natural sailor. Certainly she had not spent the voyage groaning and retching like some of the passengers. "You're not afraid of the wind and the salt, anyway. At least, you haven't spent much time below." "Not if I could help it," she laughed. Did he think anyone would stay in that stuffy cabin by choice? Would she ever have had the courage to sail at all had she known, before she booked passage, that the sugar and molasses in the hold had been paid for by a load of Connecticut horses, and that all the winds of the Atlantic could never blow the ship clean of that unbearable stench? "That's what I minded most about the storm," she added, "four days shut away down there with the deadlights up." "Were you scared?" "Scared to death. Especially when the ship stood right on end, and the water leaked under the cabin door. But now I wouldn't have missed it for anything. 'Twas the most exciting thing I ever knew." His face lighted with admiration, but all for the ship. "She's a stout one, the Dolphin," he said. "She's come through many a worse blow than that." His eyes dwelt fondly on the topsails.

1. The brigantine Dolphin was a.....

1: A raceback

2: A sailing ship

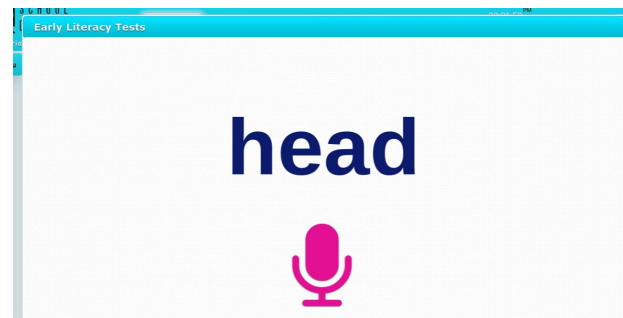
3: A wolf

4: An oil rig

2. What job did Nathaniel have?


1: The Captain

✓ C. **Sight Words** target specific vocabulary standards. Students will record each word out loud, all error words are assigned again. Students may view their results after. check

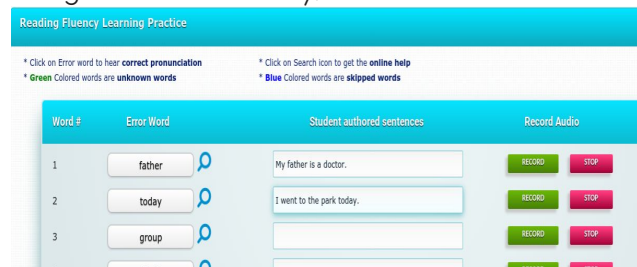


Early Literacy Tests

head



✓ D. **Word Work** automatically generates a vocabulary list from each student's words read incorrectly in their fluency passage. Students will search the definition of the misread word, pronunciation, create a sentence, then record it using the word correctly.



Reading Fluency Learning Practice

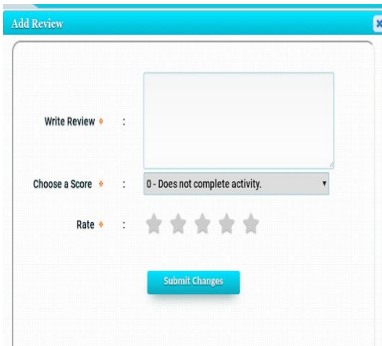
\* Click on Error word to hear correct pronunciation  
\* Green Colored words are unknown words  
\* Click on Search icon to get the online help  
\* Blue Colored words are skipped words

Word #	Error Word	Student authored sentences	Record Audio
1	father	My father is a doctor.	RECORD STOP
2	today	I went to the park today.	RECORD STOP
3	group		RECORD STOP
4	best		RECORD STOP

# Rio Online Literacy

## 2. Reading Register

Using a passage, article, book of teacher's or student's choice. Kids can enter independent "meaning making" activities, that reflect their connection and creativity towards what they read. They can write a **Review**, say a **Retell** (these two are the most encouraged), create a **Quiz**, or make a descriptive **Drawing** or diagram. Student worksheet instructions for each activity can be provided to teachers.

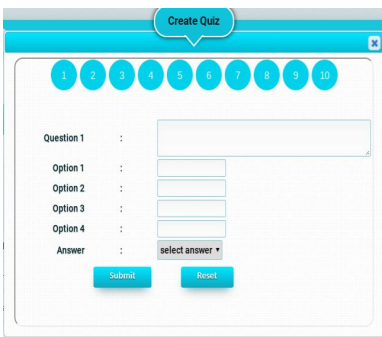
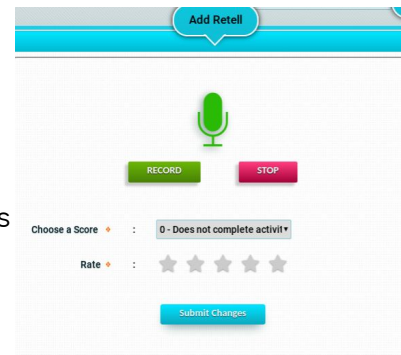


### A. Written Review

Students will type a review with details like the genre, main characters or subject, a sequential plot, and their expressive opinion. Hence, creating connection and interest towards what they are reading.

### B. Audio Retell

Children can comfortably speak in length about what they read. Again, they will give concrete information like: genres, main characters or subjects, a sequential plot, and their expressive opinion.

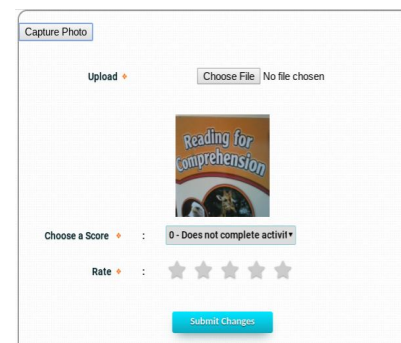


### C. Quiz Creation

Kids can self create a 10 question quiz of what they read. Using a sequential order they can generate 6 basic questions and 4 more challenging ones.

### D. Drawing or Diagram

Students will create a descriptive drawing or diagram of the plot of the story, their favorite part, or sequence of the beginning, middle, end; as instructed by the teacher.



Teachers are welcome to email LST staff with a passage, article, or book of your choice, indicating the activities you're selecting for your class. LST will give you weekly reports of your students' scores. We will provide individualized explanation and teacher training if you'd like to explore more possibilities. We will reach out one by one as needed through google hangout, zoom, phone calls, or other online means.

#### LST staff contact information:

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## Small Groups

We are now providing support for teachers by forming reading groups to read and complete reading comprehension activities together.

These groups can be directed to include students who need help improving their reading, who are having trouble transitioning to online learning, or need extra support and motivation to join their class activities.

Also, they can be made up of students who enjoy reading, want to be engaged and form part of a book club to make reading fun!

\*LST will order books for the students and mail them out to their homes. We will set a weekly time to meet with the group of students and report back to the teacher on the student progress.

We will also have online reading sources and activities from [Learning Priority.com](https://www.learningpriority.com)

Please reach out to us, we are happy to help!

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