



High School




English Language Arts At-Home Resources



Online or screen time resources



Offline/no screen time resources

ELA RESOURCES (SCREEN TIME OR WITH TECHNOLOGY) 		
Name of Site and Link	Description/Directions/Explanation	Subject
Fort Bend County Libraries https://www.fortbend.lib.tx.us/	Provides books and e-books. The libraries will be allowing online ordering with curbside pick up soon.	English I-II On-Level and PreAP English III-IV HS Reading
FBISD Books in the Bend Book Talks https://flipgrid.com/bendbooks	Support fellow readers by filming a book talk about what you are reading. This FBISD only site includes information on book talks for parents and students, a sample script, and examples of book talks from the curriculum coordinator. Click the link and sign in using your school email. To add a book talk, select "Books in the Bend" and record your response.	English I-II On-Level and PreAP English III-IV HS Reading
Gutenberg https://www.gutenberg.org/	This website includes thousands of FREE ebooks you can download and read. Most of these are "in the public domain," which means they are older texts.	English I-II On-Level and PreAP English III-IV HS Reading

The Slowdown https://www.slowdownshow.org/	Podcasts with poems	English I-II On-Level and PreAP English III-IV HS Reading
Poetry Foundation https://www.poetryfoundation.org/learn/teens	Allows kids to read, listen to, and learn about different poems and poets.	English I-II On-Level and PreAP English III-IV HS Reading
The Real Time Curriculum Project https://www.realtimecurriculumproject.org/	A curated collection of resources to support at-home learning	English I-II On-Level and PreAP English III-IV HS Reading
Houston Chronicle https://chron.com	Use to read the latest news and summaries of world events.	English I-II On-Level and PreAP English III-IV HS Reading
National Geographic https://www.nationalgeographic.com/	Provides latest stories and news on geography and wildlife.	English I-II On-Level and PreAP English III-IV HS Reading
National Public Radio https://www.npr.org/sections/news/	Articles based on region and topic	English I-II On-Level and PreAP English III-IV HS Reading
Purdue Online Writing Lab (OWL) https://owl.purdue.edu/owl/purdue_owl.html	Writing resources for grammar, style, and mechanics	English I-II On-Level and PreAP English III-IV Practical Writing


Dictionary.com Dictionary.com	<p>definitions, synonyms, word origins and etymologies</p> <p>Sign up for “word of the day.” They also have word games and crossword puzzles to flex those vocabulary muscles.</p>	<p>English I-II On-Level and PreAP</p> <p>English III-IV</p> <p>HS Reading</p> <p>Practical Writing</p>
Make Beliefs Comix https://www.makebeliefscomix.com/	<p>Students can create their own comics to retell or create their own comic adventures.</p>	<p>English I-II On-Level and PreAP</p> <p>English III-IV</p> <p>HS Reading</p>
Common Lit https://www.commonlit.org/	<p>A variety of text sets matched by theme with questions and the option to adjust the complexity of the text</p>	<p>English I-II On-Level and PreAP</p> <p>English III-IV</p> <p>HS Reading</p>
PowerPoint Online (Students access through their Office 365 login) https://www.fortbendisd.com/studentshome	<p>Have your student create a digital dictionary in PowerPoint Online. They can create a slide for each letter and add words as they discover them in reading. Students should add a definition (in their own words), an example sentence, and an image that represents what the word means to them. (Note: PowerPoint contains access to student-friendly images that are easy to credit.)</p>	<p>English I-IV</p> <p>HS Reading</p> <p>Practical Writing</p>
Young Adult Library Association http://www.ala.org/yalsa/book-media-lists International Literacy Association	<p>Lists of high-interest books for students</p> <p>Note: While these books are award winners, parents and students should still work together to review and select content that is best suited to the student’s age, maturity, and culture.</p>	<p>English I-II On-Level and PreAP</p> <p>English III-IV</p> <p>HS Reading</p>

<p>https://www.literacyworldwide.org/get-resources/reading-lists</p> <p>Texas Library Association</p> <p>https://txla.org/tools-resources/reading-lists/</p> <p>Houston Area Independent Schools Library Network</p> <p>http://haisln.org/reading-lists.html</p> <p>American Library Association</p> <p>http://www.ala.org/alsc/awards/grants/bookmedia</p>		
<p>Sway</p> <p>(Students access through their Office 365 login)</p> <p>https://www.fortbendisd.com/studentshome</p>	<p>Students can present information in a variety of formats. They can use Sway, a digital poster tool), to visually present their analysis of a text using video, images, and text formatting.</p>	<p>English I-II On-Level and PreAP</p> <p>English III-IV</p> <p>Practical Writing</p>
<p>WeVideo</p> <p>(Students access through any Schoology course)</p> <p>https://fortbendisd.schoology.com/</p>	<p>Students can use WeVideo , a multimedia tool, to create a film or news report about their topic. We Video projects may be shared between students to collaborate on a video project.</p>	<p>English I-II On-Level and PreAP</p> <p>English III-IV</p> <p>Practical Writing</p>
<p>Collaborative Documents in Office 365 Collaborative Documents in Office 365</p> <p>(Students can log in through FBISD Student Home Page)</p>	<p>Students can create collaborative documents (e.g. Word or PowerPoint) and share with a friend from a class via distance.</p> <p>Students save a document to their OneDrive, click on the three dots, and then click on</p>	<p>English I-II On-Level and PreAP</p> <p>English III-IV</p> <p>Practical Writing</p>

https://fortbendis.d.schoology.com/	Share. They can find a school friend by typing on their name. Click Send.	
Bookish First Book Bingo https://forum.bookishfirst.com/t/about-bookish-bingo/26	Play “Book Bingo.” <u>Bookish First</u> has monthly bingo cards to download. Each square has a different description of a book, from the color of the cover to the content. Challenge the family to a bingo match.	English I-II On-Level and PreAP English III-IV HS Reading
NY Times Writing Prompts https://www.nytimes.com/2020/03/15/learning/students-can-respond-to-daily-writing-prompts-inspired-by-the-new-york-times-at-home-for-free.html	Writing prompts for students	English I-II On-Level and PreAP English III-IV Practical Writing
STAAR test prompts https://tea.texas.gov/student-assessment/testing/staar/staar-released-test-questions	Writing prompts for students	English I-II On-Level and PreAP English III-IV Practical Writing
AP Language prompts https://apcentral.collegeboard.org/courses/ap-english-language-and-composition/exam AP Literature prompts	Writing prompts for students	English I-II On-Level and PreAP English III-IV Practical Writing

https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition/exam		
Moving Writers https://movingwriters.org/100-days-of-summer-writing/	Use their 100 Days of Summer Writing all year long—photos and other options for written response	English I-II On-Level and PreAP English III-IV Practical Writing
Visual Prompts http://visualprompts.weebly.com/	Visuals to prompt writing that can be sorted by grade level and content	English I-II On-Level and PreAP English III-IV Practical Writing
Daily Writing Tips https://www.dailywritingtips.com/english-grammar-101-all-you-need-to-know/	Online style guide	English I-IV Practical Writing
Graphic Organizers/Note-taking Tools Graphic Organizers/Note-taking Tools Bubbl: https://bubbl.us/ MindMup: https://www.mindmup.com/ Venn Diagram: http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-30973.html	These tools enable students to organize information into categories in order to create well-written paragraphs.	English I-II On-Level and PreAP English III-IV Practical Writing

NewELA https://newsela.com/	Current event articles and stories written at various reading levels.	All courses
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ELA RESOURCES/ACTIVITIES (NO SCREEN TIME OR TECHNOLOGY) 	
Description	Course
Keep a log of the number of pages or minutes the family reads each week. Work together to determine how much time is reasonable to spend during a week reading. Set goals to increase the number and celebrate when you do. Take into account work responsibilities, summer activities, and family events. All family members can contribute to the total, whether they are reading picture books, blog posts, novels, trade manuals, etc. This helps increase the volume of reading as well as stamina.	English I-II On-Level and PreAP English III-IV HS Reading
Read with, to, and alongside your children. Your children will value reading more if they see that the adults in their lives value reading. Talk to your children about what you are reading. Share your reading life with your children, no matter your interests. It might even inspire them to look at new topics.	English I-II On-Level and PreAP English III-IV HS Reading
<p>Talk to your kids about what they are reading. Reading is a social activity. Whether a person loves or hates a book, they are always eager to talk about it. Give your children this opportunity.</p> <p>“BHH Reading” is a protocol developed by noted literacy experts Kylene Beers and Robert Probst in their book <i>Disrupting Thinking</i> (2017). As students and other family members read, you can use these questions to talk about your texts. As you read, think about what is....</p> <ul style="list-style-type: none"> ▪ In the Book: <ul style="list-style-type: none"> ○ What’s this about? ○ Who’s telling the story? ○ What does the author want me to know? 	English I-II On-Level and PreAP English III-IV HS Reading

<ul style="list-style-type: none"> ▪ In your Head: <ul style="list-style-type: none"> ○ What surprised me? ○ What does the author think I already know? ○ What changed, challenged, or confirmed my thinking? ○ What did I notice? ▪ In your Heart: <ul style="list-style-type: none"> ○ What did I learn about me? ○ How will this help me to be better? 	
<p>Write sentence stems on strips of paper or popsicle sticks. Draw one and fill in the blank to talk about a book. Some sentence stems include:</p> <ul style="list-style-type: none"> • That reminds me of... • I don't understand... • Why... • It confused me when... • I got it when... • I wonder... • This is good because... • I agree/disagree... • I can relate to... • This makes me think of... • I have connection to... • I got stuck. . . • I figured out. . . • I got confused when. . . so... • I didn't expect. . . • I first thought. . . but now I realize. . . • What puzzled me the most was. . . • I was really surprised when... • I will understand this better if I . . . • I think tomorrow I would like to try. . . 	<p>English I-II On-Level and PreAP</p> <p>English III-IV</p> <p>HS Reading</p>
<p>Please work with your child to select the right text for them. The resources provided here are options from reliable sources, but you have the final word in what your child reads.</p>	<p>English I-II On-Level and PreAP</p> <p>English III-IV</p>

	HS Reading
<p>To grow vocabulary...</p> <ul style="list-style-type: none"> When your child asks what a word means, help them look it up in a traditional dictionary or a web-based one. Help them use clues in the text to find the best definition, then talk through how the definition helps them understand what they are reading. Keep a family word wall. As you and your child come across new words in text, write them on a piece of paper and put them up on the refrigerator, the bathroom mirror, the back of a door—any blank space. Watch for those words in other texts or listen for them on television. 	<p>English I-II On-Level and PreAP</p> <p>English III-IV</p> <p>HS Reading</p>
<p>To grow your writers...</p> <ul style="list-style-type: none"> Have students keep a journal, whether on paper or in a digital format (Word or Sway). They can write about daily experiences or respond to texts they have read. Give them old fashioned paper and pen to write and mail a real letter to a family member, teacher, or friend. Students have access to Office 365 email and can communicate with their peers. This provides an outlet for students who may feel secluded at this time. Students can create their own comics to retell or create comic adventures. Use a prompt to jumpstart your writers: <ul style="list-style-type: none"> Want to add practice for timed writing? Pick an old STAAR Writing Prompt at https://tea.texas.gov/student-assessment/testing/staar/staar-resources. Set a timer for one hour to plan/organize and write a response. These sites also have creative writing prompts: <ul style="list-style-type: none"> https://wabisabilearning.com/blogs/literacy-numeracy/creative-writing-prompts https://movingwriters.org/100-days-of-summer-writing/g Have your writer respond to a visual image. <ul style="list-style-type: none"> Find a picture on your camera or in old photo album and write a story for it, create the dialogue between people in the picture, or describe the setting. Write 	<p>English I-II On-Level and PreAP</p> <p>English III-IV</p> <p>Practical Writing</p>

<p>what happened in the moment before the picture or what will happen in the moment after.</p> <ul style="list-style-type: none"> ○ Find pictures from the newspaper and write about them. ○ Visual Prompts provides images and prompts to write about. They can be sorted by genre, subject, or grade level. Find them at http://visualprompts.weebly.com/. <ul style="list-style-type: none"> • Confer with your child about their writing. Some tips: <ul style="list-style-type: none"> ○ Focus on what your child <i>can</i> do rather than on errors. ○ Follow a protocol—have the child read their writing aloud to you while you simply listen. Have them read it again, and this time, take notes on things you hear. You might listen for things that stand out to you like vivid images or strong word choice, details you want to know more about, or emotions the writing creates for you. You can ask your writer, “What are you working on that I can listen for?” or “What would you like me to give you feedback on?” ○ Be careful about pointing out grammar mistakes each time you read or listen to your child’s writing. If you see a pattern of grammatical mistakes, or just want to refresh your memory about a grammar rule, check out these resources: <ul style="list-style-type: none"> ▪ Purdue Online Writing Lab: https://owl.purdue.edu/owl/purdue_owl.html ▪ Grammar Book: https://www.grammarbook.com/english_rules.asp ▪ Daily Writing Tips: https://www.dailywritingtips.com/english-grammar-101-all-you-need-to-know/ 	
<p>To grow your thinkers...</p> <ul style="list-style-type: none"> • When kids have questions about something, help them look it up online. Guide them through analyzing the source. Let them share what they learn with other family members: <ul style="list-style-type: none"> • 3-2-1 Report: List 3 things you will remember the most, 2 things you might still be wondering about, and 1 thing you 	<p>English I-II On-Level and PreAP</p> <p>English III-IV</p>

learned. Students may create a three column foldable for this.

- Two Minute Report: Investigate a topic, then create a two minute report to share with the family.
- Creative options for sharing learning include
- Create a story board that shares the information they learned in story form.
- Learn more here:
<https://www.scholastic.com/teachers/articles/teaching-content/what-are-storyboards/>
- Online storyboards: <https://www.storyboardthat.com/>
- Create a one-pager. Learn more here:
<https://www.cultofpedagogy.com/one-pagers/>
- Create sketchnotes. Learn more here:
<https://www.weareteachers.com/use-sketchnotes-in-the-classroom/>
- Provide some time to research and develop a new skill or hobby:
- Investigating a recipe, then making it for the family. Check out this list of the best 50 food and cooking blogs:
<https://detailed.com/food-blogs/>
- Starting a garden: <https://commonsensehome.com/start-a-garden/>
- Learning to knit, crochet, or quilt
- Designing an exercise plan for yourself using YouTube videos or other online resources
- Learning, practicing, and performing magic tricks
- Help students develop a list of questions to interview a relative over the phone or via email.
- Let students create and use a secret code with a sibling, parent, or friend. Challenge other family members to crack the code.