

# Celebrate the Power of Reading Trainer's Handbook



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## Understanding Families in Poverty

**M**any of the families are from economically deprived households where survival is paramount. Parents truly care about their children's progress and wish for them a better life than their own; however they lack knowledge in how exactly to help their children.

Possible factors that may affect their children's academic development:

- There is no print in the homes although there may be a television set.
- Phonemic awareness activities (rhymes, word plays) are not used.
- Conversation with children is often limited to directives.
- There is little expansion of children's vocabulary.
- Supplies such as pencils, paper, crayons, and scissors are not available for the children.
- Organizational skills are not highly developed.
- The parent may have poor reading skills and may be embarrassed by this.
- Conversely, since neighbors may read at the same level, there may be little awareness that skills are low.

- There may be the thinking that since a child is reading (even below grade level) there is no problem.
- Transportation problems ensure children are confined to their neighborhood, with the result that background knowledge and experiences are limited.
- Literacy is not highly valued.

It is essential to take into consideration these possible limitations when considering interactive literacy assignments for the home.

In addition, parents are unaware of the fact that as the world moves towards higher technologies, children will need higher-level skills to function - that the skills that served their own generation will no longer be sufficient. When this is pointed out, the importance of their role in helping their children is better understood.

To gain an appreciation of the impact of economics on life-style and the effect of intergenerational poverty, [A Framework for Understanding Poverty](#) by Ruby K. Payne is highly recommended.

## The Curriculum

The color-coded curriculum is designed to incorporate the five essential ingredients of literacy - phonemic awareness, phonics, vocabulary, fluency and text comprehension - in five different modules. The twenty-minute sessions at the *Reading Celebration Fairs* introduce the parents to the concepts, and the follow-up one-hour workshops provide more in-depth information and practice with activities for use at home with their children.

The sessions are not tutoring sessions - parents may not have the educational skill to do this successfully - but incorporate interactive activities designed to foster literacy in the home. The activities are modeled by the trainer for the parents to use with their children. They are designed to encourage broader literacy behaviors in the home.

Parents, especially those with more than one child or those holding down two jobs, are frequently exhausted by the end of the day. Helping their child with homework, much less carrying out additional assignments, may seem overwhelming. The activities and games suggested are, therefore, often things that can be done with their children at other times - while in the car, or walking; while at the supermarket or laundromat; waiting at the doctor's office or an agency.

Many of the parents come from backgrounds where literacy focused games, typical of middle-class homes, have not been practiced. The session activities may

incorporate these games, and are designed to be enjoyable for the parent, simple enough to be easily recalled for use with their child, and will, hopefully, translate into a pleasant interactive experience for parent and child together at home. When possible, home activities suggest using informal encounters with print (environmental print - labels, signs and ads) - print often not viewed by the parents as reading material.

Time may not permit practicing all the activities included for each session: the extras are intended to allow for individual choices, based on the abilities of the group and the grade levels of their children. If desired, the group can be sub-divided into smaller groups for some of the activities. Be respectful of the fact, however, that some parents may have low-level skills and may wish to participate only as a member of a larger group.

Additional suggestions for literacy activities and information for parents are included in the "At-A-Glance" tables for each module, and can be incorporated into the ideas shared with the parents at each session.

Most importantly, the individual sessions and workshops are always intended to encourage parent participation and enjoyment. Have fun together!



## Curriculum Talk for Parents

**W**e understand that with jobs and taking care of one or more children, you may be exhausted by the end of the day, and that there may barely be time to help your child with homework, much less do extra activities.

Many of these sessions are therefore designed to demonstrate games and activities that you can do with your child at other times - while you're in the car or walking, at the supermarket or laundromat, at the doctor's office, or at another agency. If you use these activities on a regular basis you can do a great deal to help your child with reading.

The sessions are divided into the five skills important in reading. Building a good reader is like a recipe for baking a cake. Each skill is an ingredient. Mix together phonemic awareness and phonics. Then add vocabulary. Pour in fluency, and finally stir in text comprehension. Bake in an oven of encouragement. Without all the proper ingredients you would have a hard

time making the cake. It is the same for a reader - if one of these skills is missing, it will be difficult to create a good, solid reader.

The five sessions at today's Reading Celebration Fair will give you some examples of things you can do to help your child with the various reading skills. Different groups will be starting with different sessions, but you will cover all five today.

Every family will receive five books. Each book lends itself to one of the skills, and we hope that you will use them at home with your child to practice the activities you learn here. In addition, your child will receive a copy of The Tall Tale. This book is ideal for carrying out what you have learned, especially in the areas of phonemic awareness and vocabulary.

The follow-up workshops over the next few weeks will give you more ideas of ways to help your child and provide additional in-depth information about the various skills.

Skill	Approach	Details	Activities	Information Handouts	Suggested Material
Phonemic Awareness	Phonemes Rhymes Word Play Syllables	Ability to hear sounds Beginning sounds / alliteration Making rhymes Clapping to syllables Manipulating phonemes	Break words into sounds Word rhymes / Rap rhymes Construct alliterative sentences Clap syllables of names Trade initials	<i>Did You Know?</i> <i>Rhyming Riddles</i> <i>Tongue Twisters</i> <i>Phonemic Awareness</i> <i>Ways to Help a Child</i>	Rhyme books Word play books
Phonics	Alphabet knowledge Decoding Analogy Word structure Irregular words	Letter recognition Letter-sound relationship Combinations - blending Word patterns - roots Sight words - spelling words	Alphabet games Sounding out Word families Compound words Spelling rap	<i>Did You Know?</i> <i>Alphabet Games</i> <i>Phonics</i> <i>Ways to Help a Child</i>	Alphabet books "Phonic" books
Fluency	Book choice Speed Accuracy Proper expression Encouragement	Appropriate, or easy, books Fluency and speed come with practice Ways to practice Reading with expression	Analogy script Choose right book Join in with repetitious book Echo read Adult read: then child reads same Fun with expression	<i>Did You Know?</i> <i>Choosing Books</i> <i>Fluency</i> <i>Ways to Help a Child</i>	Repetitious books Rhyming books "Dramatic" books Poems Taped stories
Vocabulary	Oral Vocabulary Print Vocabulary Indirect Instruction Direct Instruction Context Clues	Conversational vocabulary Expanding vocabulary through books & games Word learning strategies Contextual vocabulary	Technical vocabulary script Brainstorm words with similar meanings / opposites Base words Words in categories Frequently used vocabulary	<i>Did You Know?</i> <i>Vocabulary</i> <i>Ways to Help a Child</i>	Informational books Picture dictionaries Word books
Text Comprehension	Ability to form mental images Listening comprehension Prior knowledge & experience Problem solving - thinking process	Mental images Reading aloud Prior knowledge Predictions Comprehension questions Summaries Sequential retelling	Visualization details of passage Engage child in a book - reading aloud Predictions based on prior knowledge Read story, asking questions Retell stories sequentially Strategies for chapter books	<i>Involve Your Child in a Book</i> <i>Reading Aloud</i> <i>Chapter Books</i> <i>Did You Know?</i> <i>Ways to Help a Child</i>	Predictable books Traditional tales Chapter books

## Recommended Books

Skill	Reading Celebration Fair	Follow-up Workshops	Other Suggestions
<b>Phonemic Awareness</b>	Miss Mary Mack The Tall Tale	A My Name Is... The Wind Blew Fathers, Mothers, Sisters, Brothers	Sheep in a Jeep (N. Shaw) Old Mother Hubbard and Her Wonderful Dog (J. Marshall) A-Hunting We Will Go (S. Kellog) Mr. Brown Can Moo (Dr. Seuss)
<b>Phonics</b>	It Begins with an A	Farm Alphabet Book More Spaghetti, I Say Butterfly Alphabet	Hop on Pop (Dr. Seuss) Animals A to Z The Eye Book (T. LeSieg)
<b>Vocabulary</b>	It's a Good Thing There Are Insects The Tall Tale	First Thousand Words in English Living On a Space Shuttle All About Alligators	Informational books Friendly Dolphins (A. Fowler) Engine, Engine, Number Nine (S. Calmenson) Old Mother Hubbard and Her Wonderful Dog (J. Marshall) I Read Signs (T. Hoban) Old Hat New Hat (Berenstain)
<b>Fluency</b>	Buzz Said the Bee	Who Took the Cookies from the Cookie Jar? (B. Lass & T. Sturges) Henny Penny Junie B. Jones Smells Something Fishy	The Three Little Pigs The Gingerbread Man The Little Red Hen (P. Galdone) Shoes From Grandpa (M. Fox) The Doorbell Rang (P. Hutchins) Junie B. Jones series (B. Park)
<b>Text Comprehension</b>	The Magic Fish	The Doorbell Rang (P. Hutchins) The Meanest Things to Say (Cosby) Mike's Mystery (G. Warner) Midnight on the Moon (M. Osborne)	If You Give a Mouse a Cookie (L. Numeroff) Joseph Had a Little Overcoat (S. Taback) Amelia Bedelia (P. Parish) The Stories Julian Tells (A. Cameron) The Magic Tree House series (M. Osborne) The Bailey School Kids series

## Phonemic Awareness Module

Phonemic awareness is being able to hear the sounds of our language.

### Information for Trainers:

- Before conducting the follow-up workshop read the materials from the Reading Celebration Fair Phonemic Awareness Session for review purposes.
- During the workshop choose activities most appropriate for the makeup of your group. Activities are in order of difficulty.

### Goals:

To convey to parents a basic understanding of what phonemic awareness is, and to demonstrate activities designed to help their children practice this skill.

### Content Description:

Rhymes; Alliterations; Syllables; Phoneme Blending / Segmenting; Phoneme Manipulation; Using the Book

### Suggested Give-Away Books:

RCF Session: Miss Mary Mack by Mary Ann Hoberman

Follow-up Workshop: Choose **one** appropriate book for each family.

A - My Name Is... by Alice Lyne

The Wind Blew by Pat Hutchins

Fathers, Mothers, Sisters, Brothers by Mary Ann Hoberman

### Notes:

- Children may never have heard rhymes or wordplays used in their homes.
- The only rhymes many families know were learned at school.
- Impress on parents with babies or toddlers that using rhymes with them now will help with reading readiness later.
- Encourage families who speak another language to use their own traditional rhymes with their children.
- Families will, in addition to the give away books, receive a copy of The Tall Tale at the Reading Celebration Fair. Demonstrate how this book can be use to encourage phonemic awareness skills.

## Phonemic Awareness

### Reading Celebration Fair At-A-Glance

Specific Skill	Focus	Activities	Home Activities	Parent Information
Rhymes	Recognizing and making oral rhymes	Parent input about remembered rhymes <i>Rap rhymes - rhyming words*</i>	Jump Rope Rhymes* / Songs & Rap*	If a child can recognize and use rhymes it will help her to hear that words are made up of different sounds
Alliteration	Identify and work with beginning phonemes	<i>Tongue Twisters</i> <i>What's In a Name? Alliteration*</i>	<i>Tongue Twisters*</i> <i>What's In a Name?</i>	Using Tongue Twisters helps children hear the beginning phoneme sounds
Syllables	Identify and work with syllables in spoken language	Clap syllables in parents' names*	<i>What's In a Name?</i>	
Phonemes - Blending / Segmenting	Understand that spoken words are made up of individual sounds	Partners: <i>Pat-a-Cake Phonemes</i>	<i>What's In a Name?</i>	Being able to hear the individual phonemes in words is necessary for using phonics successfully
Phonemes - Manipulation	Recognize and use phoneme substitution	Partners: <i>Trade Initials</i>	<i>What's In a Name?</i>	

\*Appropriate for both older children and Pre-K.

## Phonemic Awareness

### Reading Celebration Fair: Trainer's Plan

#### Introduction: *Memories of Rhyme*

- Discuss rhymes parents remember. (Nursery rhymes, jump rope rhymes, circle rhymes?) What rhymes do their children know?
- What kind of rhymes do they now enjoy? (Songs, rap?)
- Ask volunteers to share some rhymes they remember. Encourage the group to join in.

#### Activities: *See What's In a Name? and Tongue Twisters*

- As a group, brainstorm **rhymes** for some of the parents' names.
- Clap **syllables** of names of parents.
- **Alliteration:** Ask volunteers to recite any **Tongue Twisters** they remember.
- Make their own: find adjectives beginning with the same sounds as some of the names.
- **Phonemes:** choose some names and demonstrate how to separate into phonemes.
- With partners, have parents play *Pat-a-Cake* with the phonemes in their own names.
- With the same partners, play *Trading Initials*.


#### Discussion: *Did You Know?*

- Talk about the rhythm of language - the sounds in language.
- Explain that in order to read, children must be able to **hear** these sounds.
- Emphasize that children need phonemic awareness skills to be able to master phonics when reading. They need to be able to hear the individual sounds before they can apply them to the alphabet letters in words they read.
- Remind them that all the activities they have done can help children with reading.

#### Book: *Miss Mary Mack*

- Demonstrate how they can be used to encourage Phonemic Awareness skills (rhyme, alliteration, clapping syllables ...)

# Phonemic Awareness



Is being able to  
**hear** the sounds  
of our language.

Parent Handout

## Phonemic Awareness Activities

### Rhymes

- Rap
- Jump Rope Rhymes
- What's In a Name?

### Alliteration

- Tongue Twisters
- What's In a Name?

### Syllables

- What's In a Name?

### Phonemes - Segmenting / Blending

- Pat-a-Cake
- What's In a Name?

### Phonemes - Manipulation

- Trading Initials

## Phonemic Awareness

is being able to hear the sounds of our language.

## Did You Know?

These make your child a better reader and speller:

- Using rhymes
- Clapping to syllables in words
- Making up tongue twisters
- Playing word games

This helps your child use phonics successfully in reading and also helps in spelling. Your child learns that all words are made up of different sounds and putting sounds together makes whole words.

Phonemic Awareness

Rhymes



## Jump Rope Rhymes

- What jump rope rhymes do you remember?
- Share one with your child.
- Repeat it many times until your child can join in.

## Songs and Rap

- Listen to a song or rap your child likes.
- Ask child which words rhyme.
- Encourage older children to make up their own rap.



Phonemic Awareness

Tongue Twisters

## Tongue Twisters

**Round and round the rugged rocks,  
The ragged rascals ran their rural race.**

**She sells sea-shells on the sea shore.  
The shells she sells are sea-shells I'm sure.  
So if she sells sea-shells on the sea shore,  
I'm sure the shells are sea-shore shells.**

**Peter Piper picked a peck of pickled peppers;  
A peck of pickled peppers Peter Piper picked.  
If Peter Piper picked a peck of pickled peppers,  
Where's the peck of pickled peppers Peter Piper  
picked?**

**Swan swam over the sea;  
Swim, swan, swim!  
Swan swam back again,  
Well swum, swan!**

Phonemic Awareness

## What's In a Name?

Lots of Activities

Use your child's name and have fun together.

### Rhymes:

Think of a word that rhymes. If none rhyme, make up a silly rhyme.

Ex: Marcus - Marcus Parcus

### Alliteration:

Think of an adjective (describing word) that begins with the same sound as his name.

Add a verb (doing word).

Ex: **Mighty Marcus** - **Mighty Marcus moves**

### Hands Together / Jumping Jacks:

Clap the syllables in his name. Or do Jumping Jacks to the syllables.

Ex: Mar/cus

Phonemic Awareness

## What's In a Name? (Cont'd)

Lots of Activities

Use your child's name and have fun together.

### Pieces of a Name:

Say the individual sounds in his name.

Ex: /m/ /ar/ /c/ /u/ /s/

### Pat-a-Cake:

Say the sounds while playing Pat-a-cake together. End by clapping hands to hips, saying the whole name.

Ex: /m/ /ar/ /c/ /u/ /s/ **Marcus**

### Trade Initials:

Trade the first sounds of his name and your name.

Ex: **Marcus** and **Lashawnda** becomes **Larcus** and **Mashawnda**

Phonemic Awareness

Manipulating Phonemes

## Trading Initials

- Say child's name. (Ex: Marcus)
- Say your name. (Ex: Latonya)
- Ask child what **sound** (not letter name) his name begins with. (/m/)
- Ask child what **sound** (not letter name) your name begins with. (/l/)
- Trade beginning sounds of your names. (Ex: Marcus and Latonya are now **L**arcus and **M**atonya)
- Choose two other names and do the same.

Phonemic Awareness

Phoneme Blending

## Pat-a-Cake

Stand or sit facing your child, with the palms of your hands out.

Say a word. (Ex: help)

Break the word into its four sounds.

(/h/ /e/ /l/ /p/)

As you say each sound clap each other's palms, in Pat-a-Cake fashion.

Finish by clapping your hips, and saying the word. (help)

Words: clap, hand, plan, band, lend, slip, flop, sold, raft, lift

## Phonics Module

Phonics is the association of print with speech.

### Information for Trainers:

- Before conducting the follow-up workshop read the materials from the Reading Celebration Fair Phonic Session for review purposes.
- During the workshop choose activities most appropriate for the makeup of your group.
- Trainers will need a copy of It Begins with an A to demonstrate *Using the Book* at the follow-up workshop.

### Goals:

To convey to parents a basic understanding of what phonics is, and to demonstrate activities designed to help their children with this skill.

### Content Description:

Alphabet Knowledge; Decoding; Analogy; Word Structure; Irregular Words

### Suggested Books:

RCF Session: It Begins with an A by Stephanie Calmenson

Follow-up Workshop: Choose **one** appropriate book for each family.

Farm Alphabet Book by Jane Miller

More Spaghetti, I Say by Rita Golden Coleman

Butterfly Alphabet by Kjell Sandved

### Notes:

- Parents may consider text in books the only print a child must read. Stress the practice a child gains from reading informal and environmental print. Parents need to encourage their children to read wherever they are.
- Parents may not be aware that encouraging a child to write (notes, lists or stories) can help with reading.
- Families will receive a set of magnetic alphabetic letters at the follow-up workshop.

## Phonics

### Reading Celebration Fair At-A-Glance

Specific Skill	Focus	Activities	Extra Home Activities	Information
Alphabet Knowledge	Letter recognition Letter-sound correspondence Letter combinations	<i>Alphabet Suitcase</i>	<i>Alphabet Fun</i> <i>I Spy</i>	Games can help a child learn letters and sounds he may not know.
Decoding	Blend sounds together		Help child sound out simple words in signs	Encourage child to write notes, lists, stories.
Analogy	See the patterns in words Onset and rimes (word families)	<i>Words Have Families</i>	Brainstorm rhymes for simple words together ex: dot, cot, lot	
Word Structure	Analyze words: break into parts already known: root words, prefixes, suffixes Syllabication Compound words		<i>Environmental Print*</i> (for Pre-K and K)	Breaking words into recognizable parts can help a child figure out new words.
Irregular Words	Recognize high frequency irregular words (Sight words)	<i>Spelling Rap</i>	Make up raps for spelling words.	

\*Appropriate for both older children and Pre-K.

## Phonics

### Reading Celebration Fair: Trainer's Plan

#### Introduction and Welcome: Memories of Learning the Alphabet

- Discuss with parents their memories of how they learned the alphabet - through songs, rhymes, chants, games, repetition?
- What do they remember about learning the letter sounds?
- Does anyone remember fun ways of learning these skills? Games can help a child learn, and parents can have fun with their children while helping them learn.

#### Activities: Alphabet Knowledge - See: *Alphabet Suitcase*

- **Alphabet Suitcase:** play as a group. Alphabet games are a great way to help a child learn letters he is unsure of. (**I-Spy** is another game to play when waiting somewhere with their child.)
- **Analogies:** Knowing word families can help a child figure out new words when reading. Ask for words that rhyme with *can*. Explain that c-an, p-an, r-an and v-an are all part of the word family *-an*, and when a child recognizes this pattern, he will be able to read other *-an* words.

#### Discussion: *Did You Know?*

- Emphasize that a child must be able to **hear** the sounds of our language (phonemic awareness) before she can use phonics to sound out words when reading.

- She must also know the whole alphabet, the sounds individual or groups of letters make, and recognize the relationship between the written letters and their sounds.
- Breaking words into smaller units the child recognizes, or being aware of word families can also help a child read new words.

#### Activities: Irregular Words - See: *Spelling Rap*

- Remind the group that some words in English cannot be decoded. Imagine trying to sound out *night*! These words have to be learned as sight words.
- Play *Spelling Rap*. This game could also be used to help children with spelling words.

#### Book: "It Begins With an A" - See: *Using the Book*

- Demonstrate how they can be used to have fun with the alphabet - perhaps parents and children together could make up their own alphabet riddles?

## Using the Book to Illustrate Skills

*It Begins With an A*  
by Stephanie Calmeson  
Illustrated by Marisabina Russo

Note: since there are no page numbers, pages are defined by the letters on them.

### Alphabet Knowledge

**Letter recognition:** Alphabet uppercase letter shown on each page. Lower case letters in the text.

**Letter-sound correspondence:** Use the letter beginning each answer to the riddle.

**Letter combinations:** A: *start* K: *stay* L: *stick* N: *smell*  
B: *throw* Y: *thing*

### Decoding

**Blending sounds:** B: *red* C: *get* L: *fun* R: *hop* T: *dog*

### Analogy

**Patterns in words:** C: *get; set* L: *stick; lick* M: *bright; night*  
S: *thin; chin*

### Word Structure

**Base words:** G: *stretches* H: *banging* Z: *striped*

**Finding chunks:** D: *button* H: *always* J: *butter;*  
*pickles* L: *candy*

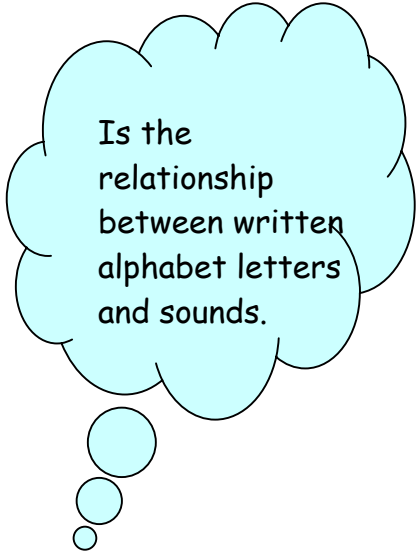
**Compound words:** J: *peanut* J: *something*

### Irregular Words

**Sight words:** A: *this* B: *you* C: *your* D: *the*  
F: *two* K: *where* Q: *here*

### Context

**Does it make sense?:** F: If child reads, "*you put into your shop*" instead of "*shoe*", ask child if it makes sense.



Is the  
relationship  
between written  
alphabet letters  
and sounds.

# Phonics

Parent Handout

## Phonics Activities

### Alphabet Knowledge

- Alphabet Fun
- Alphabet Suitcase
- I Spy

### Analogy

- Words Have Families

### Word Structure

- Environmental Print

### Irregular Words

- Spelling Rap

## Phonics

is the relationship between  
written alphabet letters and sounds.

## Did You Know?

To be able to use phonics successfully in  
reading a child must:

- Be able to **hear** the sounds in our language
- Know the alphabet well
- Know the sounds the alphabet letters make
- Be able to blend the sounds together
- See patterns in words
- Know the word he reads makes sense

**Children who use phonics are more successful  
readers. Phonics also helps them spell words  
when they are writing.**

## Alphabet Fun

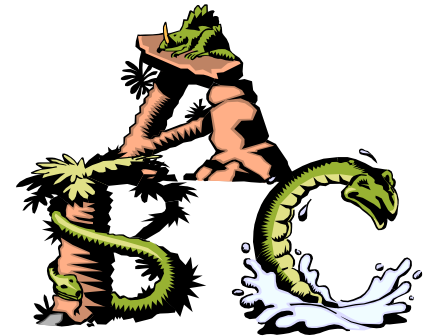
- Find out what letter your child needs to work on.
- Work with one letter at a time.
- Make sure child knows that letter before starting with another.
- Let your child "write" the letters; help only if he needs it.
- Have child say the name of the letter as he writes it.
- Say the sound it makes.



## Alphabet Fun

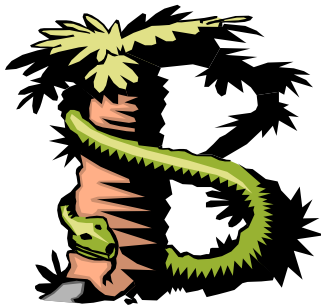
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- Use hands to "write" large letters in the **air**.
- Use a **flashlight** in a dark room to "write" letters on the wall
- Use **fingers, hands** or **body** to form letters
- Use **actions**: crawl, jump or hop out letter shapes
- Take turns "writing" letters with fingers on each other's **backs**
- Use **shaving cream** on a cookie sheet to write letters
- Use **play-dough, clay** or **pipe-cleaners** to form letters
- Make a **rainbow letter**: trace over a letter with a crayon; repeat four times with different colors



## I Spy With My Little Eye

- Think of an object in the room. (ex: a book)
- Say, "I spy with my little eye something beginning with **b** /b/."  
(Say the letter name and the sound.)
- Have child guess.
- Take turns.



## Alphabet Suitcase

- Ask child to name a place. Ex: Miami
- Say "We're going to Miami and we're going to pack a suitcase."
- We can only take things beginning with the same letter as Miami - **m**.
- Say the letter and its sound.
- Ask child what he can pack that begins with **m** /m/.
- (Objects can be silly. Have fun!)

Ex: maps, money, monkeys, melons...



Phonics

Blending/Decoding/Patterns

**Some Words for:**  
*Words Have Families,*

bat cat fat hat mat pat rat

can fan pan ran van

bit fit hit sit

hop mop top

Phonics

Patterns

**Words Have Families!**

Use: *It Begins with an A*

These words belong to word families:

On page with **C**: get set      On page with **W**:  
wet

- Ask child if he can think of any more words that belong to the **-et** family.
- Think of rhymes! Ex: bet jet let met net pet set vet yet
- Write them next to *wet*.

More word families from the book:

Page A: **then**      E: **hen**

Page P: **bed**      U: **red**

Page S: **thin**      chin

Page U: **string**      thing

Page L: **stick**      lick

Page M: **bright**      night      W: **right**

## Environmental Print

Things to do with Pre-K and Kindergarten children.

Product labels	Road Signs	Commercials
Billboards	Coupons	Advertisements
Store signs	Business names	

- Make a collage of labels and advertisements for child to read
- In supermarket, read product labels
- Read door signs: Men; Women; Exit; Pull; Push
- In car, read road signs, billboards, store names
- Read informational signs: **Danger; Stop; Wet Paint**

## Spelling Rap

Choose sight words or spelling words your child must learn.

Let's read: **the, does, and said**

Child repeats the three words.

Now let's rap!

I'll say **the**, and you say **the**. (Child echoes **the**.)

I'll spell **the**: **T-H-E**.

Now you spell **the**. (Child echoes **T-H-E**.)

I'll say **does**, and you say **does**. (Child echoes **does**.)

I'll spell **does**: **D-O-E-S**.





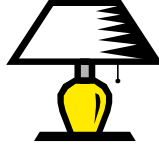





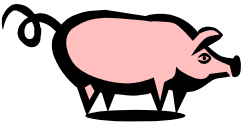


Now you spell **does**. (Child echoes **D-O-E-S**.)

I'll say **said**, and you say **said**. (Child echoes **said**.)







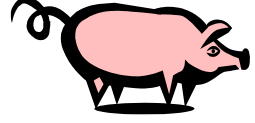
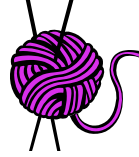
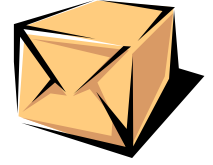
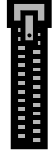

I'll spell **said**: **S-A-I-D**.

Now you spell **said**. (Child echoes **S-A-I-D**.)

Reading Celebration Fair

Beginning Consonants		j		jug	
b		bell	k		key
c		cat	l		lamp
d		dog	m		mouse
f		fish	n		nest
g		ghost	p		pig
h		hand	r		ring

Trainer's Packet

s		sun	Short Vowels		
t		tent	a		cat
v		van	e		bed
w		watch	i		pig
y		yarn	o		box
z		zip	u		cup

## Fluency Module

Fluency is when a child reads quickly enough to get meaning, with few errors, and with proper expression.

### Information for Trainers:

- Before conducting the follow-up workshop read the materials from the Reading Celebration Fair Fluency Session for review purposes.
- There will not be time during the workshop to do many activities. Read the directions to the group and make suggestions of those you consider the most appropriate for parents to do at home with their child.

### Goals:

To convey to parents an understanding of the different skills involved in reading fluently, and to demonstrate activities designed to help their children build fluency.

### Content Description:

Book Choice, Speed, Accuracy, Proper Expression, Practice, Encouragement

### Suggested Give-Away Books:

RCF Session: Buzz Said the Bee by Wendy Cheyette Lewison and Hans Wilhelm

Follow-up Workshop: Choose **one** appropriate book for each family.

Who Took the Cookies from the Cookie Jar? Bonnie Lass & Thileman Sturges

Henny Penny by H. Werner Zimmerman

Junie B. Jones Smells Something Fishy by Barbara Park

### Notes:

- *Practice:* Suggest a variety of ways for parents to read together with their children: echo read, join in, read alternate lines or paragraphs.
- *Accuracy:* Parents may think that just reading a book is sufficient. Stress how important it is to help a child prepare for reading a book by talking about the book and reviewing new vocabulary; and that discussion about the book after reading ensures that the child has understood what he has read.
- *Proper Expression:* Explain that beginning readers are still focused on decoding and are not expected to read with much expression.
- *Encouragement:* Feeling self-confident breeds success. Suggest ways parents can encourage their children - commenting on difficult words a child has figured out or self corrected, the number of times a child chooses to read a book etc. - so a child gains confidence in his reading ability.

## Fluency

### Reading Celebration Fair At-A-Glance

Specific Skill	Approach	Activities	Home Activities	Parent Information
Book Choice	Appropriate books: Easy Repetitious Interesting or fun Poems	<i>Choosing Books:</i> Read and discuss	Visit library to choose appropriate books Ask school for suggestions	<i>Choosing Books</i>
Speed	Repetition in book helps build speed Use short excerpts or poems	<i>Fluency Script:</i> Read and discuss <i>The Driving Lesson:</i> Read together in various ways: together, in small groups etc.	Use repetitive book: Parent reads: when child joins in with phrases he know, parent drops voice	Have fun rereading book together in a variety of ways - speed will increase
Accuracy	Understanding vocabulary Knowledge of new words Comprehension	<i>The Driving Lesson:</i> Make sure child knows vocabulary and names Question: Why did Kiara not want to drive again?	Explain new words before child reads Question child after reading to make sure he understands	Child must be able to understand what he is reading
Proper Expression	Choose material that can be dramatic Have fun	<i>The Driving Lesson:</i> Encourage group to use expression when characters are talking	Use expression while reading cartoon strips Read or retell fairy tales in dramatic way	Parent models by reading with expression to child Beginning readers are still decoding and will not read with much expression
Practice	Make practice purposeful	Rereading in different ways makes practice fun	Have child reread favorite books to siblings Use easy book and tape from library for child to read along with*	Listen to child read every day
Encouragement	Build self-confidence in readers	<i>The Driving Lesson:</i> Kiara gave up as a result of constant correction and no positive feedback; can be same for a child reading	Comment favorably when child reads	If a child feels successful he will gain confidence
Book		<i>I Read, We Read:</i> read directions for doing at home	<i>I Read, We Read:</i> Use at home with new book	<i>Fluency: Did You Know?</i>

\*Appropriate for both older children and Pre-K.

## Fluency

### Reading Celebration Fair: Trainer's Plan

#### Introduction and Welcome: *Fluency Script*

- *Fluency Script*: What do we think of when we talk about reading fluently? Follow script - engage parents and encourage discussion.

#### Discussion: *Choosing Books*

- *Choosing Books*: The right choice of books is important in practicing fluency. Emphasize that books should be easy enough for child not to struggle. Poems are also a good choice as they are short (leading to a sense of accomplishment on completion) and have rhyme.

#### Activities: *The Driving Lesson*

- *The Driving Lesson*: This is written as a child's repetitive book to give parents practice in reading in a variety of ways with their child. Follow directions and use to demonstrate:
- **Choral reading**: reading together.
- **"Joining in"**: read and have parents join in at repetition; trainer then drops voice so parents are reading by themselves.
- **Small group reading**: each group reads a certain character's lines.
- **Accuracy**: explain any words or names parents might not know. Ask questions: Why did Kiara not want to drive

again? Emphasize child needs to understand what he is reading.

- **Proper expression**: encourage expression in voice when the characters are speaking.
- **Practice and Speed**: explain that reading the same text in different ways (practice) helps increase speed.
- **Encouragement**: discuss whether Kiara felt encouraged by her family. Point out that it can be similar to a child learning to read, and that encouragement leads to self-confidence and more willingness to try.

#### Discussion: *Did You Know?*

- Read information and tie it in with the activities parents did.

#### Books: *I Read, We Read*

- Read directions of *I Read, We Read* for parents to use at home with their child's new book.



## Fluency Script

When asking questions, encourage feedback and participation from parents.

Think about something that someone you know does very well; for example playing the drums or another instrument. How do they get so good? Practice often - and the more they do it, the more they enjoy it and the better they get.

Do you remember learning to drive a car - you need to practice and use a variety of strategies all at the same time - steering, accelerating, braking, checking the rear-view mirror, changing gear and so on. How do you get better so that you can start driving faster than 15 m.p.h.? If you remain at the beginner's level, you couldn't get on the road and you would soon give up. If you did get on the road, other drivers would find you very annoying and you would be very nervous! You also need to be accurate - imagine if you weren't accurate in steering. How do you get better, more accurate, and build up speed, so you can start enjoying driving?

Reading is like this - if you remain at the beginning stage, reading slowly and stumbling over words, you will never understand all you read and will never enjoy it. Like driving a car, you want to get faster, more accurate, and want to do it well enough so you can enjoy it! So how can you help your child get to this stage of fluency?

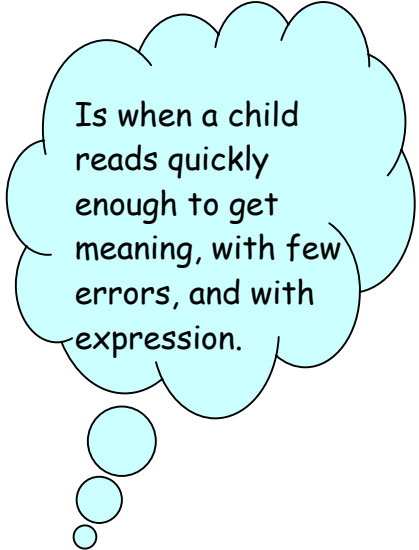
Just as driving is not a skill by itself - it involves steering, accelerating, braking and changing gear - so fluency

is not just one skill - it is practicing all the other reading skills together: phonemic awareness, phonetics, vocabulary and comprehension. Helping your child in all these areas will help him work towards fluency.

Some other things you can do to guide your child in practicing fluency:

- Choose easy books (if you were learning an instrument, you would give up if you were given a really difficult piece of music to play!).
- Read a repetitive book with your child, have him join in, and drop your voice when he can read it by himself.
- Read and reread books in fun ways: read together, read one line each, take turns reading different lines, read using different voices.
- Ask questions about the book before and after reading to make sure child understands what he is reading. Explain any words child might not know.
- Just as driving a car or playing an instrument involves practice, so does fluency. The more your child reads the faster he will get.
- Read a short book. Using a short book, read a paragraph. Have your child read the same paragraph after you. Continue until you finish the book.

# Fluency



Is when a child reads quickly enough to get meaning, with few errors, and with expression.

Parent Handout

## Fluency Activities

### Practice / Speed

- *The Driving Lesson*
- *I Read, We Read, You Read*

### Accuracy

- *The Driving Lesson*

### Books

- *I Read, We Read, You Read*
- *Choosing Books*

## Fluency

is when a child reads quickly enough to get meaning, with few errors, and with expression.

## Did You Know?

You can help your child read more fluently by doing these things:

- Read to your child often, using expression
- Listen to your child read every day
- Choose easy books for practice
- Have your child re-read favorite books
- Encourage your child to use expression in his voice
- Ask questions about what he has read
- Give him lots of encouragement

**A child who reads fluently can better understand what he is reading.**

Fluency

## Choosing Books

to practice fluency

- Easier books
- Simple text
- Repetition or rhyme
- Predictability
- Interesting or fun for child
- Poems

Books for practicing fluency need to be easy enough so child does not struggle.

Choosing the right book or poem prevents frustration.

Fluency

Speed

## I Read, We Read, You Read

Use the book you receive or a poem.

- Discuss the book with the child before reading it.
- Read the book to the child pointing at each word.
- Point at and explain any words child may not know.
- Ask questions during the reading.
- Read the book **with** the child; drop your voice at repetitive parts your child can read.
- Have fun: read together, read different lines, use different voices.
- Have the child read alone -comment positively.
- Ask the child to tell you about the book.
- Suggest the child reads to family members.

Fluency

## The Driving Lesson

Kiara got in the car. So did Mom, Auntie Lil and Grandma May.

Kara turned the key. The car started.

"Step on the brake," yelled Mom.

"Turn the wheel," yelled Auntie Lil.

"Beep the horn," yelled Grandma May.

Kiara drove down the road.

A mailbox was by the side of the road.

"Step on the brake," yelled Mom.

"Turn the wheel," yelled Auntie Lil.

"Beep the horn," yelled Grandma May.

Kiara drove on. A red car drove by.

"Step on the brake," yelled Mom.

"Turn the wheel," yelled Auntie Lil.

"Beep the horn," yelled Grandma May.

Fluency

## The Driving Lesson (cont'd.)

Kiara passed the car. She drove up to her house.

"Step on the brake," yelled Mom.

"Turn the wheel," yelled Auntie Lil.

"Beep the horn," yelled Grandma May.

Kiara got out of the car. So did Mom, Auntie Lil and Grandma May.

"I don't think I want to drive again," said Kiara.

### Activities

- Read together.
- Divide group into three: one Mom, one Auntie Lil, and one Grandma May.
- Each group reads the line pertaining to their character.
- Trainer reads the rest. Everyone reads the final line.
- Have fun!



## Vocabulary Module

Vocabulary is the words we need to be able to communicate.

### Information for Trainers:

- Before conducting the follow-up workshop read the materials from the Reading Celebration Fair Vocabulary Session for review purposes.
- During the workshop choose activities most appropriate for the makeup of your group.

### Goals:

To convey to parents an understanding of the different kinds of vocabulary, and to demonstrate activities that will help their children expand their vocabularies.

### Content Description:

Oral Vocabulary; Print Vocabulary; Developing Vocabulary Indirectly; Developing Vocabulary Directly; Context Clues

### Suggested Give-Away Books:

RCF Session: It's A Good Thing There Are Insects by Allan Fowler

Follow-up Workshop: Choose **one** appropriate book for each family.

First Thousand Words in English by Heather Amery

Living on a Space Shuttle by Carmen Bredson

All About Alligators by Jim Arnosky

### Note:

- *Oral Vocabulary.* Parents may be unaware that the ability to read new words is helped by having a large oral vocabulary.
- *Print Vocabulary.* Once a child reads well she learns most new vocabulary from books.
- *Developing Vocabulary Indirectly.* Parents may think that once their child is able to read they no longer need to read aloud to them.
- *Developing Vocabulary Directly.* Children need constant repetition and reinforcement in learning new words - it takes from 4 to 15 successful attempts to read a word before it is read automatically.
- *The Tall Tale.* Families will receive a copy of this book at the Reading Celebration Fair. Demonstrate how the book can be used to expand vocabulary skills.

## Vocabulary

### Reading Celebration Fair At-A-Glance

Specific Skill	Focus	Activities	Home Activities	Parent Information
Oral Vocabulary	Words used in speaking Words recognized in listening	<i>Computer Talk:</i> Read to group	Converse with child	The more words a child is exposed to the more words he will be able to read A child needs to build a mental dictionary
Print Vocabulary	Words recognized in reading Words used in writing	<i>Computer Talk:</i> Have group look at text; easy to read? Why not?	Read new words in magazines, on signs, on labels Explain words child does not know	Child must first know word before reading it Once a child reads well he learns most new vocabulary from books
Developing Vocabulary Indirectly	Conversations with adult Being read to Reading widely on own	Choose from following activities: <i>Categories</i> <i>Sound Story</i>	Read variety of books to child Visit library so child can find different kinds of books	Reading aloud to child introduces him to vocabulary not heard in everyday language and vocabulary he is not yet able to read
Developing Vocabulary Directly	Being taught: Individual words Word learning strategies	Adding to Words	Expand vocabulary with games Repeated exposure to new words	It takes from 4 to 15 successful attempts to read a word before it is read automatically
Context Clues	Definitions Restatements Examples Descriptions	<i>Figuring Out the Word</i>	Look at text to figure out what a word might mean	Look for clues to a word's meaning in text

\*Appropriate for both older children and Pre-K.

## Vocabulary

### Reading Celebration Fair: Trainer's Plan

#### Introduction and Welcome: *Computer Talk*

- *Computer Talk*: Read to group and discuss: Does anyone understand the words? What is it talking about? Who might understand this? (Someone who works with a computer; they hear the words daily, and see them written.) Point out it is the same for a child learning new words. When he hears them frequently he recognizes them.
- *Computer Talk*: Have group look at text. Mention that if we heard the words daily we would recognize them and it would be easier for us to read the passage.
- Explain young children learn most of their language from hearing it. To be able to successfully read a word they must first recognize it from their mental dictionary. Once they can read well they learn most of their vocabulary from reading books.

#### Activities: *Categories; Sound Story; Adding to Words*

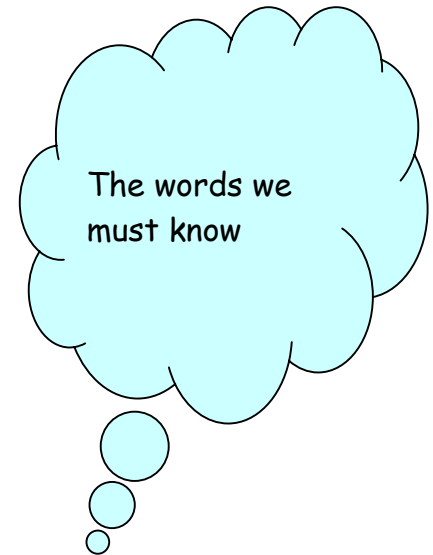
- Explain all these activities will help children expand their vocabularies.
- Choose from activities. Divide into smaller groups if preferred. Read instructions with parents. Have groups brainstorm words. Have fun together!
- Remind parents that they can use these games with their child when in the car, or waiting somewhere with him. Make the games fun so child will want to repeat them.
- Talk about using road signs, supermarket signs and labels to expand vocabulary. See *While You're Out*.

#### Discussion: *Vocabulary: Did You Know?*

- Expand on points mentioned.
- Emphasize that the more words a child knows the easier it will be to read those words, and to work out new words she comes across in print.
- When a parent introduces new words in conversation and through environmental print and repeats them frequently she helps expand his vocabulary.
- When she reads to her child she gives her vocabulary she does not learn from everyday speech.

#### Book: *It's a Good Thing There Are Insects*

- Demonstrate how to use the book to introduce new vocabulary to the child.



# Vocabulary

Parent Handbook

## Vocabulary Activities

### Oral / Print Vocabulary

- *Computer Talk*

### Developing Vocabulary Indirectly

- Categories
- Sound Story

### Developing Vocabulary Directly

- *Adding to Words*

### Context Clues

- *Figuring Out the Word*

## Vocabulary

A child learns new vocabulary from hearing it and reading it.

A child needs a wide vocabulary to read well: he needs to know what a word is before he can understand what he is reading.

## Did You Know?

You can help your child develop vocabulary in these ways:

- Have conversations with your child
- Read aloud to your child from all kinds of books
- Explain words your child does not know in a story
- Find different kinds of books for her to read
- Give your child new experiences - take her to pet shops, parks, zoos, museums
- Name new things your child sees; use specific names  
*Ex: sheephead, not just fish*
- Use new words your child is learning often, so she can remember them

## Computer Talk



Defragmentation, also referred to as defragging and disk optimization, is a software controlled operation that moves scattered parts of files so they are once again contiguous.

This is easy for someone who works with computers to read, because they recognize the words. For the rest of us, it's more difficult! This is what a simple story might seem like for a child who does not recognize many words!

## Categories

With your child find as many words as you can that will fit into these categories.

Try to think of unusual words. Explain them to your child.

**Clothes:** shirts, blouses, vests, dresses, robes, coveralls ....

**Furniture:** bed, table, bureau, chair, wardrobe, couch ...,

**Buildings:** houses, bungalows, apartment buildings ....

**Dogs:** Poodles, Labradors, Retrievers ....

Together, think of more categories and words. When naming things for your child, **use the specific name** rather than the general name. Ex: *Poodle* instead of *dog*

Vocabulary

Vocabulary Instruction

### Sound Story

- Read the three sets of sound words with your child.
- If he does not know a word, ask him what he thinks it means from the sound.
- Let your child choose one set of words for making up a story.
- Read the words again and ask him what he thinks his story will be about.
- Help him make up a story using the words (add *-s*, *-ed*, *-ing* to words if needed).

<b>rustle</b>	<b>hoot</b>	<b>snap</b>	<b>creak</b>
<b>howl</b>	<b>rattle</b>	<b>slam</b>	<b>groan</b>
<b>roar</b>	<b>honk</b>	<b>zoom</b>	<b>screech</b>
<b>bang</b>	<b>crash</b>		
<b>babble</b>	<b>coo</b>	<b>gurgle</b>	<b>screech</b>
<b>cry</b>	<b>burp</b>	<b>chuckle</b>	

Vocabulary

Developing Vocabulary

### Adding to Words

How many words can you and your child think of using these base words?

**ice**    **rain**    **wind**    **sun**    **read**    **milk**  
**book**    **water**

Examples:

**play:** playful; playpen; player; ballplayer; playing field;

**happy:** happily; happiness; unhappy; unhappily;

**sun:** sunny; Sunday; sunlight; sunglasses; sunflower;

Vocabulary

Context Clues

## Figuring Out the Word

The group was **rambunctious**. Anne was racing around. Tina was hopping on one foot. Pat and Sam were pushing each other. Mary was yelling. Andy called for order.

- What do you think **rambunctious** means?
- What clues made you think this?

Definition of **rambunctious**: boisterous, disorderly

## Text Comprehension Module

Text comprehension is making sense out of print.

### Information for Trainers:

- **Before conducting the follow-up workshop read the materials from the Reading Celebration Fair Text Comprehension Session for review purposes.**
- **Books: RCF Session:** Due to time limitations the book modeled during the 20-minute session will be Class Picture Day. Only the trainer will require a copy.
- **Follow-up Workshop:** The book modeled will be The Magic Fish. Parents can be reminded to bring the copy they have already received; otherwise there should be sufficient copies left over to use for practice.

### Goals:

To convey to parents an understanding of the different skills involved in text comprehension, and to demonstrate activities designed to help their children get meaning from reading.

### Content Description:

Listening Comprehension; Ability to Form Mental Image; Prior Knowledge and Experience; Problem Solving and Thinking Process; Strategies for Chapter Books

### Suggested Give-Away Books:

RCF Session: The Magic Fish by Freya Littledale  
 Follow-up Workshop: Choose **one** appropriate book for each family.  
The Doorbell Rang by Pat Hutchins  
The Meanest Things to Say by Bill Cosby  
Mike's Mystery by Gertrude Chandler Warner  
Midnight on the Moon by Mary Pope Osborne

### Note:

- *Reading Aloud:* Parents may think that since their child is able to read it is no longer necessary to read aloud to him.
- *Prior Knowledge:* Children may have limited experiences and knowledge. Before a child reads, discuss the book and new vocabulary, and remind her of how things in the book relate to her own experiences.
- *Problem Solving and Thinking Skills:* Parents may need advice in how to pose open-ended questions.
- *Retelling Stories:* Cultural approaches to story telling may tie in with an exciting, emotional approach that begins with the climax, and works backwards loosely through the details. Books and traditional stories, however, work through a fairly rigid, sequential structure. Children, used to the non-structured version of storytelling, may need help in organizing the concept of a beginning, a middle and an end in retelling a story.

## Text Comprehension

### Reading Celebration Fair At-A-Glance

Specific Skill	Focus	Activities	Home Activities	Parent Information
Listening Comprehension	Foundation for text comprehension Involve child in book Ask questions and discuss predictions	Model picture book* Beginning readers need opportunities to hear complex books read aloud	Retell stories* Have child tell story just from pictures or wordless book*	<i>Involve Your Child in a Book Reading Aloud:</i> increases child's interest in books and desire to learn to read
Ability to Form Mental Images	Encourage mental pictures of characters, setting etc.	<i>Mind Pictures*</i>	Tell stories*	Good readers are able to form mental pictures of what they read Television viewing does not encourage this.
Prior Knowledge & Experience	Preview text and vocabulary Make predictions	<u>The Doorbell Rang</u> : Make predictions based on cover, title, pictures*	Before reading a book have child look through it and tell you what he thinks it is about and what might happen in it*	Use a predictable book
Problem Solving Thinking Process	"Think aloud" Summarize paragraphs, story Make inferences Draw conclusions	<u>The Doorbell Rang</u> : What will happen next? How will it end?* Ask volunteer to retell story using sequential order*	Retell story: remind children to keep it in order - a beginning, middle and end*	Ask questions that make child think about story
Strategies for Reading Chapter Books / Text Books	Preview text and vocabulary Make predictions Make inferences Summarize	<i>Chapter Books</i> : Read and explain handout	Before reading: Ask child to figure out what book will be about	<i>Chapter Books</i>

\*Appropriate for both older children and Pre-K.

## Text Comprehension

### Reading Celebration Fair: Trainer's Plan

#### Introduction and Welcome: *Mind Pictures*

- Do you know any good storytellers? People who can make you feel as though you were there when they are telling you about something that happened?
- *Mind Pictures*: Read passage and follow directions.
- The ability to form mental images is something that helps good readers to understand what they are reading. Television does not encourage this.
- When you read aloud to your child you help her develop listening comprehension. A child needs this before she can read with understanding.

#### Activity: The Doorbell Rang: *Involving Your Child in a Book*

- Model reading The Doorbell Rang to group. Follow format of *Involving Your Child* but concentrate also on comprehension strategies.
- Making prediction: *Look at the cover. What do you think the story is about?*
- Asking questions: *What will happen? How will it end?*
- Making inferences: *Did Sam and Victoria want more friends to visit? Why or why not?*
- Drawing conclusions: *Were the children happy to see Grandma at the end of the story? Why or why not?*
- After reading: *Summarize story.*

- Explain these are all strategies you can teach a child to use when she is reading to the parent. Encourage the child to think the story through; to realize if something does not make sense the way he is reading it. Suggest using a predictable book - it is easier for the child to think about what will happen.
- Retell the story: Ask for a volunteer to do this. Point out that this is another strategy to make the child think about what she has read and to help a child learn the sequence structure of a beginning, a middle, and an end of a story.

#### Discussion: *Reading Aloud; Did You Know?*

- *Reading Aloud*: Ask: Is it still necessary to read to a child once she can read by herself?
- Stress how important it is to continue reading to a child even when a child is reading independently: increasing vocabulary child cannot yet read, exposing child to more background information, building up listening comprehension.
- *Did You Know?* Read and expand on information. Remind group that for a child to have good text comprehension, she must also have good phonemic skills, phonic ability, vocabulary and fluency.

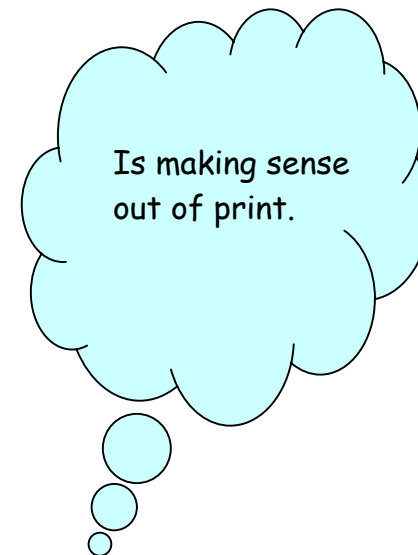
#### Book: The Magic Fish

## Mind Pictures

*Before reading the passage, ask the group to listen carefully and form pictures in their minds. After reading, ask the questions that follow. Explain that there are no set answers - everyone will probably have a different answer, based on their own prior knowledge and experience.*

There was a loud crash. Maria ran to the window and looked out. Two cars were in the road below - one an expensive, late model car; the other a much older model. The drivers, one young and the other middle-aged, were out of their cars, yelling at each other. A siren sounded in the distance.

*Where is this taking place - in the country or in a town? Where does Maria live - in a house or an apartment? What has happened? Describe the cars involved. What are the drivers, male or female? How are they dressed? Which one owns which car? What is going to happen next?*



# Text Comprehension

Parent Handout

## Text Comprehension Activities

### Mental Images

- *Mind Pictures*

### Prior Knowledge

- The Doorbell Rang
- The Magic Fish

## Text Comprehension

Reading is making sense out of the text.  
A child must have good listening comprehension before he can have good reading comprehension.

### Did You Know?

You can help your child get meaning from reading by:

- Telling stories
- Reading aloud
- Showing child how to predict what a book is about **before** he reads it
- Asking questions about what is happening and what might happen **while** child is reading
- Asking child to tell you what were the main things that happened, **after** he has read the book
- Encouraging child to **think** about what he is reading so that it makes sense
- Having child retell story in the right order
- Practicing together all the other skills involved in reading - phonemic awareness, phonics, vocabulary and fluency

## Reading Aloud

Listening comprehension is the foundation for text comprehension.

When a child listens to stories it helps him:

- Develop listening skills
- Increase understanding
- Build vocabulary and knowledge - he hears words he cannot yet read himself
- Encourage discussion of tradition and values
- Create bonds between parent and child
- Extend imagination

When a child is able to understand books he listens to, it helps to build understanding of books he reads.

## Involving Your Child in a Book

### Introduce the book

- First look through the book yourself.
- Talk about the cover. Read the title, author's and illustrator's names.

### Look at the pictures

- Glance through the book with the child, before you read.
- Ask questions about the illustrations: *What is happening?*  
*Why do you think \_\_\_\_\_ is doing that?*

### Read the book

- Ask questions: *Why did he do that? What will happen next?*

### Guess the ending

- Stop reading before the end of the book and ask child how she thinks it will end.
- Finish reading the book. Discuss the endings.

Text Comprehension

Reading

## Chapter Books

### Prediction Strategies for Child to Use

- Read the front and back cover
- Read the titles of the chapters
- Look at the pictures
- Read the first page
- Think about what might happen
- Use any information you have learned so far

While reading the book, summarize each page or chapter as you read.

## Grade Level Expectations

### FLORIDA DEPARTMENT OF EDUCATION

The following pages are the grade level expectations in reading for children for each year set by the Florida Department of Education. A complete listing of all grade level expectations may be found at:

[www.myfloridaeducation.com](http://www.myfloridaeducation.com)

### Reading Kindergarten

The kindergarten student:

- uses titles and illustrations to make oral predictions.
- understands how print is organized and read (for example, locating print on a page, matching print to speech, knowing parts of a book, reading top-to-bottom, left-to-right, sweeping back to left for the next line).
- knows the names of the letters of the alphabet, both upper and lower case.
- knows the sounds of the letters of the alphabet.
- understands the concept of words and constructs meaning from shared text, illustrations, graphics, and charts.
- understands basic phonetic principles (for example, knows rhyming words; knows words that have the same initial and final sounds; knows which sound is in the beginning, middle, end of a word; blends individual sounds into words).
- understands that print conveys meaning.
- identifies frequently used words.
- identifies words that name persons, places, or things and words that name actions.
- identifies and sorts common words from within basic categories (for example, colors, shapes, foods).

### Reading Kindergarten Level Expectations (cont'd)

- uses a variety of sources to build vocabulary (for example, word walls, other people, life experiences).
- develops vocabulary by discussing characters and events from a story.
- uses strategies to comprehend text (for example, retelling, discussing, asking questions).
- knows the main idea or essential message from a read-aloud story or informational piece.
- selects materials to read for pleasure.
- supports oral and written responses with details from the informative text.
- understands that illustrations reinforce the information in a text.
- knows alphabetical order of letters.
- uses pictures, environmental print (for example, signs, billboards), and people to obtain information.

### Reading First Grade Level Expectations

The first grade student:

- uses prior knowledge, illustrations, and text to make predictions.
- uses basic elements of phonetic analysis (for example, hears, segments, substitutes, and blends sounds in words).
- uses sound/symbol relationships as visual cues for decoding.
- uses beginning letters (onsets) and patterns (rhymes) as visual cues for decoding.
- uses structural cues to decode words (for example, word order, sentence boundaries).
- uses context clues to construct meaning (meaning cues) (for example, illustrations, knowledge of the story and topic).
- cross checks visual, structural, and meaning cues to figure out unknown words.
- knows common words from within basic categories.
- uses knowledge of individual words in unknown compound words to predict their meaning.
- uses resources and references to build upon word meanings (for example, beginning dictionaries and available technology).
- uses knowledge of suffixes (including -er, -est, -ful) to determine meanings of words.
- develops vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.

### Reading First Grade Level Expectations (cont'd)

- uses a variety of strategies to comprehend text (for example, retelling stories in correct sequence, recalling details, rereading).
- knows the main idea or theme and supporting details of a story or informational piece.
- uses specific details and information from a text to answer literal questions.
- makes inferences based on text and prior knowledge (for example, regarding traits, feelings, actions of characters).
- identifies similarities and differences between two texts (for example, in topics, characters, problems).
- selects material to read for pleasure (for example, favorite books and stories).
- reads aloud familiar stories, poems, and passages.
- reads for information used in performing tasks (for example, directions, graphs, charts, signs, captions).
- uses background knowledge and supporting reasons from the text to determine whether a story or text is fact or fiction.
- uses simple reference material to obtain information (for example, table of contents, fiction and nonfiction books, picture dictionaries, audio visual software).
- alphabetizes words according to the initial letter.
- uses alphabetical order to locate information.

### Reading Second Grade Level Expectations

The second grade student:

- uses prior knowledge, illustrations, and text to make and confirm predictions.
- blends sound components into words.
- applies knowledge of beginning letters (onsets) and spelling patterns (rhymes) in single and multi-syllable words as visual cues for decoding.
- uses a variety of structural cues (for example, word order, prefixes, suffixes, verb endings) to decode unfamiliar words.
- uses a variety of context cues to construct meaning (meaning cues) (for example, illustrations, diagrams, information in the story, titles and headings, sequence).
- cross-checks visual, structural, and meaning cues to figure out unknown words.
- identifies simple, multiple-meaning words.
- uses knowledge of contractions, base words, and compound words to determine meanings of words.
- uses knowledge of prefixes (including *un-*, *re-*, *pre-*, *mis-*) and suffixes (including *-er*, *-est*, *-ful*) to determine meaning of words.
- knows homophones, synonyms, and antonyms for a variety of words.

### Reading Second Grade Level Expectations (cont'd)

- develops vocabulary by reading independently and listening to and discussing both familiar and conceptually challenging selections.
- uses resources and references to build upon word meanings (for example, dictionaries, glossaries).
- uses a variety of strategies to comprehend text (for example, self-monitoring, predicting, retelling, discussing, restating ideas).
- summarizes information in texts (including but not limited to central idea, supporting details, connections between texts).
- uses specific ideas, details, and information from text to answer literal questions.
- makes connections and inferences based on text and prior knowledge (for example, order of events, possible outcomes).
- understands similarities and differences across texts (for example, topics, characters, problems).
- selects materials to read for pleasure, as a group or independently.

### Reading Third Grade Level Expectations

The third grade student:

- uses text features to predict content and monitor comprehension (for example, uses table of contents, indexes, captions, illustrations, key words, preview text).
- uses knowledge of formats, ideas, plots, and elements from previous reading to generate questions and make predictions about content of text.
- uses decoding strategies to clarify pronunciation (for example, less common vowel patterns, homophones).
- uses context clues (for example, known words, phrases, structures) to infer the meaning of new and unfamiliar words, including synonyms, antonyms, and homophones.
- makes, confirms, and revises predictions.
- establishes a purpose for reading (for example, entertainment; skimming for facts; answering a specific question).
- uses a variety of strategies to determine meaning and increase vocabulary (for example, prefixes, suffixes, root words, less common vowel patterns, homophones, compound words, contractions).
- discusses meanings of words and develops vocabulary through meaningful real-world experiences.
- develops vocabulary by reading independently and using reference books.

### Reading Third Grade Level Expectations (cont'd)

- uses a variety of strategies to monitor reading in third-grade or higher texts (for example, rereading, self-correcting, summarizing, checking other sources, class and group discussions, reading on, trying alternative pronunciations, asking questions).
- understands explicit and implicit ideas and information in third-grade or higher texts (for example, main idea, implied message, relevant supporting details and facts, chronological order of events).
- identifies author's purpose in a simple text.
- recognizes when a text is intended primarily to persuade.
- knows personal preferences for fiction and nonfiction texts (for example, novels, stories, poems, biographies, journals, magazines, interviews).
- reads and organizes information (for example, in story maps, graphs, charts) for different purposes (for example, being informed, following directions, making a report, conducting interviews, taking a test, performing a task).
- knows the difference between a fact and an opinion.
- understands the use of comparison and contrast within a selection.

### Reading Fourth Grade Level Expectations

The fourth grade student:

- uses text features to predict content and monitor comprehension (for example, glossary, headings, side-headings, sub-headings; paragraphs; print variations such as italics, bold face, underlines).
- uses prior knowledge integrated with text features to generate questions and make predictions about content of text.
- extends previously learned knowledge and skills of the third grade with increasingly complex reading selections and assignments and tasks (for example, decoding, context clues, predicting, variety of word structure, constructing meaning, purposes of reading).
- uses a variety of strategies to determine meaning and increase vocabulary (for example, multiple meaning words, antonyms, synonyms, word relationships, root words, homonyms).
- develops vocabulary by listening to, reading in class and independently, and discussing both familiar and conceptually challenging selections.
- uses resources and references such as dictionary, thesaurus, and context to build word meanings.
- uses a variety of strategies to monitor reading in fourth-grade or higher texts (for example, rereading, self-correcting, summarizing, checking other sources, class and group discussions, questioning whether text makes sense, searching for cues, identifying miscues).

### Reading Fourth Grade Level Expectations (cont'd)

- understands explicit and implicit ideas and information in fourth-grade or higher texts (for example, knowing main idea or essential message, connecting important ideas with corresponding details, making inferences about information, distinguishing between significant and minor details, knowing chronological order of events).
- identifies author's purpose in a text.
- recognizes text that is written primarily to persuade.
- distinguishes between informational and persuasive texts.
- uses knowledge of authors' styles, themes, and genres to choose own reading.
- reads and organizes information (for example, in outlines, timelines, graphic organizers) throughout a single source for a variety of purposes (for example, discovering models for own writing, making a report, conducting interviews, taking a test, performing a task).
- identifies examples of fact, fiction, and opinion in text.
- understands a variety of textual organizations (for example, comparison and contrast, cause-and-effect, sequence of events).
- recognizes comparison or contrast in a text and understands how it impacts the meaning of a text.
- uses a variety of reference materials to gather information, including multiple representations of information for a research project (for example, maps, charts, photos).
- uses a systematic research process (including but not limited to selecting a topic, formulating questions, narrowing the focus of a topic, developing a plan for gathering information).

### Reading Fifth Grade Level Expectations

The fifth grade student:

- extends previously learned pre-reading knowledge and skills of the fourth grade with increasingly complex reading texts and assignments and tasks.
- refines previously learned knowledge and skills of the third grade with increasingly complex reading selections and assignments and tasks (for example, decoding, context clues, predicting, variety of word structure, constructing meaning, purposes of reading).
- uses a variety of strategies to determine meaning and increase vocabulary (for example, homonyms, homophones, prefixes, suffixes, word-origins, multiple meanings, antonyms, synonyms, word relationships).
- develops vocabulary by reading independently.
- develops vocabulary by listening to, reading, and discussing both familiar and conceptually challenging selections.
- uses resources and references and context to build word meanings (for example, dictionary, thesaurus).
- identifies, classifies, and demonstrates knowledge of levels of specificity among fifth-grade or higher level words from a variety of categories.
- uses a variety of strategies to monitor reading in fifth-grade or higher texts (for example, adjusting reading rate according to purpose and text difficulty, rereading, self-correcting, summarizing, checking other sources, class and group discussions, trying an alternate word).
- extends previously learned knowledge and skills of the fourth grade level with increasingly complex reading texts and assignments and tasks.

### Reading Fifth Grade Level Expectations (cont'd)

- describes author's purpose and describes how an author's perspective influences the text.
- knows characteristics of persuasive text.
- uses a variety of criteria to choose own reading (for example, author's style, themes, knowledge of genres, text difficulty, recommendations of others).
- reads and organizes information from multiple sources for a variety of purposes (for example, to support opinions, predictions, and conclusions; to write a research report; to conduct interviews; to take a test; to perform tasks).
- extends previously learned knowledge and skills of the fourth grade level with increasingly complex reading texts and assignments and tasks (for example, explicit and implicit ideas).
- extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks (for example, differences between fact, fiction, opinion).
- extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks (for example, textual organization, comparison and contrast).describes author's purpose and describes how an author's perspective influences the text.
- extends previously learned knowledge and skills of the fourth grade with increasingly complex texts and assignments and tasks (for example, using reference materials and processes).

## Reference Books

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NAEYC (National Association for the Education of Young Children)

1998 *Learning to Read and Write: Developmentally Appropriate Practices for Young Children.* Newark, DE: International Reading Association

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2000 *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction.* National Institute for Literacy

National Research Council: Catherine E. Snow, M. Susan Burns, and Peg Griffin, eds.

1998 *Preventing Reading Difficulties in Young Children.* Washington, DC: National Academy Press

Neuman, Susan B., Carol Copple, and Sue Bredekamp

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The National Institute for Literacy: C. Ralph Adler, ed.

2001 *Put Reading First: The Research Building Blocks for Teaching Children to Read: Kindergarten through Grade 3.* The Partnership for Reading

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2003 *K- 3 Reading Academy*

Payne, Ruby K.

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