

Celebrate the Power of Reading Trainer's Handbook



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Understanding Families in Poverty

Many 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

We 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
Phonemic Awareness	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)
Phonics	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)
Vocabulary	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)
Fluency	Buzz Said the Bee	Who Took the Cookie 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)
Text Comprehension	The Magic Fish	The Door Bell Rang (P. Hutchins) The Meanest Things to Say (Cosby) Mike's Mysteries (G. Warner) Midnight on the Moon	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

Follow-Up Technical Assistance Workshop At-A-Glance

Specific Skill	Focus	Activities	Home Activities	Parent Information
Rhymes	Recognize and make oral rhymes	<i>Make up a group rap</i> <i>Rhyming Riddles*</i> <i>What's In a Name? - Rhymes*</i> <i>A-Hunting We Will Go*</i>	<i>Jump Rope / Rap Rhymes</i> <i>Rhyming Riddles*</i>	If a child can recognize and use rhymes it will help him 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>	Think of adjectives, beginning with the first letter of their names, for family members	Using Tongue Twisters help children hear the beginning sounds in words and reinforces specific letter sounds
Syllables	Identify and work with syllables in spoken language	<i>What's In a Name? - Syllables</i> <i>Jumping Jacks</i>	<i>Clapping/ Jumping Jacks</i> <i>While you are out clap syllables of words you see</i> <i>- signs, ads, store names</i>	A child needs to be able to hear large chunks, like syllables, in words before he can work on individual phoneme sounds
Phonemes - Blending / Segmenting	Understand that spoken words are broken into individual sounds	<i>What's In a Name? - Phonemes</i> <i>What's In a Name? - Pat-a-Cake</i>	<i>Three Letter Words</i> <i>Pat-a-Cake</i> <i>Pieces in Names</i>	Being able to hear phonemes in words is necessary for using phonics successfully
Phonemes - Manipulation	Recognize and substitute beginning phonemes	<i>What's In a Name? Trading Initials</i> <i>Old MacDonald Had a Farm*</i>	<i>Trading Initials</i> <i>Old MacDonald Had a Farm*</i> While you are out switch beginning letters of two word store names - ex: Dinn Wixie, Kurger Bing	

*Appropriate for both older children and Pre-K.

Phonemic Awareness

Follow-Up Technical Assistance Workshop: Trainer's Plan

Review: Reading Celebration Fair Phonemic Awareness session.

- Ask for feedback if activities were used at home with child.
- Explain many of the activities will be repeated, but this time using their children's names.
- Review *Did You Know?*

Activities: Rhyme: *What's in a Name?; Rhyming Riddles; A-Hunting We Will Go*

- As a group, find rhymes for children's names. (If no words rhyme, make up silly rhymes.)
- Choose a few rhyming riddles and do together.
- Sing *A-Hunting We Will Go*; make up new rhymes together.
- If parents are interested, make up a rap together.

Activities: Alliteration: *Tongue Twisters; What's In a Name?*

- Remind parents of tongue twisters; most words begin with the same sound.
- Alliteration is the same: make their own. Follow directions in *What's In a Name?* Point out this is also a fun way to learn parts of speech.

Activities: Syllables: *What's In a Name?*

- Clap syllables in child's name.

Activities: Phonemes: *What's In a Name?; Three Letter Words; Old MacDonald*

- Sound out phonemes in child's name.
- Demonstrate *Three Letter Words*, choosing a few words.
- With partners, have parents play *Pat-a-Cake* using phonemes in child's name.
- With same partners, play *Trading Initials*, using children's names.
- Sing *Old MacDonald Had a Farm* together.
- End by pointing out that many of these activities can be done while in the car, waiting rooms, laundromats, etc. as well as at home.

Discussion: Phonemic Awareness: How You Can Help A Child


- Discuss points made in handout.
- Stress that children must be able to **hear** the sounds in language, before they can use phonics in reading.

Books: Each family will receive one age appropriate book.

- *A-My Name Is...*
- *The Wind Blew*
- *Fathers, Mothers, Sisters, Brothers*
- Use one book to demonstrate how to encourage phonemic awareness skills.



Phonemic Awareness



Is being able to
hear the sounds
of our language.

Parent Handbook

Phonemic Awareness Activities

Rhymes

- A-Hunting We Will Go
- Miss Mary Mack
- Rap
- Rhyming Riddles
- 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
- Three Letter Words
- What's In a Name?

Phonemes - Manipulation

- Old MacDonald Had a Farm
- 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

Rhymes

Rhyming Riddles

I rhyme with **all**.
You bounce me.
What am I? (**Ball**)

I rhyme with **boy**.
You play with me.
What am I? (**Toy**)

I rhyme with **hair**.
You sit on me.
What am I? (**Chair**)

I rhyme with **mouse**.
You live in me.
What am I? (**House**)

I rhyme with **goat**.
You sail me.
What am I? (**Boat**)

I rhyme with **tar**.
You ride in me.
What am I? (**Car**)

I rhyme with **floor**.
You shut me.
What am I? (**Door**)

I rhyme with **look**.
You read me.
What am I? (**Book**)

I rhyme with **habit**.
I can hop.
What am I? (**Rabbit**)

I rhyme with **dock**.
You tell time with me.
What am I? (**Clock**)

I rhyme with **head**.
You sleep in me.
What am I? (**Bed**)

I rhyme with **down**.
I'm funny.
What am I? (**Clown**)

Phonemic Awareness

Rhymes

A-Hunting We Will Go

A-hunting we will go,
 A-hunting we will go.
 We'll catch a fox
 And put him in a box,
 And then we'll let him go!

- Sing song together.
- Child names another animal.
- Child thinks of a word that rhymes for the next line. (This can be silly. Have fun!) Ex: frog on a dog; cat in a hat; mouse in a house
- Sing the new verse together. Then make up more rhymes. Help child think of rhymes if this is difficult for him.

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**

Three Letter Words

Say a three-letter word. (Ex: big)
Ask your child to say its three sounds.
(Ex: /b/ /i/ /g/)

If this is easy for him, use words with four letters.

3-letter words: cat, mop, pet, dog, sip, bit, fun, job, can, tap

4-letter words: land, tent, lamp, find, send, help, hold, flap, stop, trim

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

Old MacDonald Had a Farm

- Before each verse, child chooses an animal for the farm.
- Ask your child what sound the animal's name begins with.
- Add the same sound to E I E I O. (Ex: Dee, die, dee, die, doh)
- Sing the song together with the new sounds.

Animal chosen: horse

Old MacDonald had a farm,
 He, hi, he, hi, ho.
 And on that farm he had a horse.
 He, hi, he, hi, ho.



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

- is being aware of the sounds of our language
- is being able to **hear** the individual sounds or chunks of sound
- is an important skill in learning to read
- is a necessary skill for using phonics successfully
- will help in spelling
- using **rhymes** and breaking words into **syllables** will help to develop this skill

Phonemic Awareness

Ways to Help A Child

- Use rhymes and songs together
- Take turns saying a word and finding words that will rhyme with the word
- Clap out syllables in words

/el/ /e/ /phant/

- Break up words into their individual sounds

/c/ /a/ /t/ - cat

- Ask child what words would sound like without their first sound

dog - og

- Play word games and use activity sheets



Useful Web Sites

These can be accessed on home, library or school computers.

Just Read Families!

<http://www.justreadfamilies.org>

PBS Kids

<http://pbskids.org>

Association for Library Service to Children

<http://www.ala.org/ala/alsc/greatwebsites>

Reading is Fundamental - Parent's Page

<http://www.rif.org/parents/>

Reading Rockets - Reading Comprehension

<http://www.readingrockets.org/>

FCAT Explorer - Requires a password available from your child's teacher.

<http://www.fcatexplorer.com/>

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

Follow-Up Technical Assistance Workshop At-A-Glance

Specific Skill	Focus	Activities	Home Activities	Parent Information
Alphabet Knowledge	Letter recognition Letter-sound correspondence Letter combinations	<i>Alphabet Suitcase*</i> <i>I Spy*</i> <i>Old MacDonald Had an Alphabet*</i> <i>Alphabet Fun</i>	<i>Alphabet Fun</i> <i>Treasure Hunt*</i> <i>Letter Combos</i> <i>While You're Out</i>	Games can help a child learn letters and sounds he may not know.
Decoding	Blend sounds together	<i>Stretch the Sounds</i> <i>Say It Slowly; Say It Fast</i>	Help child sound out words in signs and ads	Encourage child to write notes, lists and stories. Give child 5 seconds to figure out a word for himself before helping.
Analogy	See the patterns in words Onset and rimes (word families)	<i>Words Have Families</i>	<i>While You're Out</i> Use Magnetic Letters to make word families	Help child see patterns in words.
Word Structure	Analyze words: break into parts already known: root words, prefixes, suffixes Syllabication Compound words	<i>Word Chunks</i> <i>Adding On</i> <i>Two Words in One</i>	<i>While You're Out</i> <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> <i>Five Letter Words</i>	<i>Sight Words: Count Them</i> <i>Back Writing</i>	Point out irregular words child is learning in ads, signs, magazines, etc.

*Appropriate for both older children and Pre-K.

Phonics

Follow-Up Technical Assistance Workshop: Trainer's Plan

Introduction and Welcome

- Have parents introduce themselves, and give names, ages and grades of their children.

Review: Reading Celebration Fair Phonics Session: *Did You Know?*

- Ask for feedback if activities were used at home with child. Explain that some of the activities will be repeated to remind parents of games.
- *Did You Know?*: Review.

Activities: *Alphabet Knowledge: Alphabet Suitcase, I Spy, Old MacDonald, Alphabet Fun.*

- *Alphabet Suitcase, I Spy* or sing *Old MacDonald Had an Alphabet*. Choose one and play together.
- Remind parents that children must know the alphabet well to read, and that games can help teach letters they are unsure of. Many games can be played in the car, at stores or when out. Read instructions of activities not used (parents can use these at home).
- *Alphabet Fun*: If parents have children learning to write the alphabet, have parents make letters with hands or fingers.
- *Treasure Hunt, Letter Combos* and *While You're Out*: Review for families to do at home.

Activities: Decoding and Analogy: *Stretch the Sounds, Say It Slowly, Words Have Families: Choose one and demonstrate.*

- *Stretch the Sounds* or *Say It Slowly: Say It Fast* Demonstrate either with book. Practice with other words from the list if parents have beginning readers.
- *Words Have Families*: Explain that breaking words into parts child already knows helps child when reading unfamiliar words. If available, use word family chart or wheel to demonstrate how changing one letter makes new words. Involve parents in making new words.

Activities: Word Structure and Irregular Words

- *Word Chunks*: Show parents how to help children break words into smaller units.
- *Adding On*: Explain the concept of base words.
- *Two Words in One*: Think of some compound words together.
- Choose either *Spelling Rap* or *Five Letter Words* to demonstrate methods to help children remember spellings.

Discussion: *Phonics, Ways You Can Help a Child, Magnetic Letters*

- If necessary, elaborate on points mentioned in handouts.
- Discuss activities to do with the magnetic letters families will receive.

Books: Each family will receive one age appropriate book.

- Farm Alphabet Book
- More Spaghetti I Say
- Butterfly Alphabet
- Using the Book: Use It Begins with an A to demonstrate.



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*

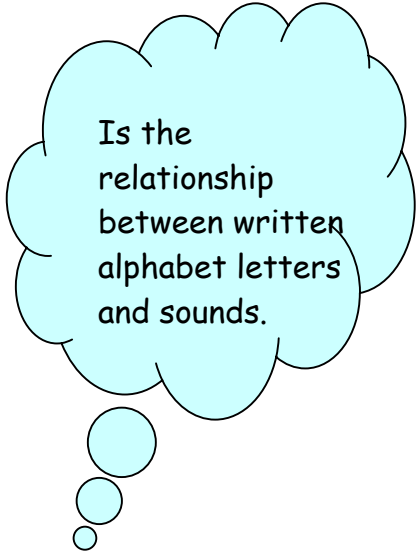
Compound words: J: *peanut* J: *something*

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 Handbook

Phonics Activities

Alphabet Knowledge

- Alphabet Fun
- Alphabet Suitcase
- I Spy
- Old MacDonald Had an Alphabet
- Treasure Hunt
- While You're Out
- Letter Combos

Decoding

- Say It Slowly: Say it Fast
- Stretch the Sounds

Analogy

- Words Have Families

Word Structure

- Word Chunks
- While You're Out
- Find the Base
- Adding On
- Two Words in One

Irregular Words

- Spelling Rap
- Five Letter Words
- Sight Words: Count Them
- Back Writing

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

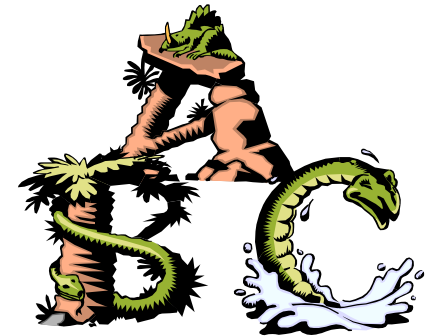
- Find out what letter your child needs to work on.
- Work with one letter at a time.
- Make sure child knows that letter before starting with another.
- Let your child "write" the letters; help only if he needs it.
- Have child say the name of the letter as he writes it.
- Say the sound it makes.



Alphabet Fun

(Continued)

- 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



Phonics

Alphabet

Treasure Hunt

- Name a letter and its sound. Ex: p /p/
- Child walks through room or house.
- He names any objects he sees beginning with the letter p.

Ex: pans, pictures, pencils



Phonics

Alphabet

Alphabet Suitcase

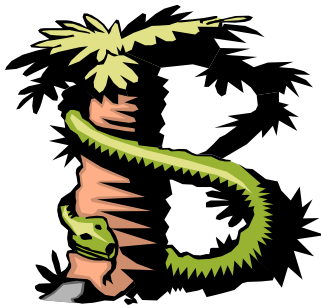
- Ask child to name a place. Ex: Miami
- Say "We're going to Miami and we're going to pack a suitcase."
- We can only take things beginning with the same letter as Miami - m.
- Say the letter and its sound.
- Ask child what he can pack that begins with m /m/.
- (Objects can be silly. Have fun!)

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



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.



Old MacDonald Had an Alphabet

Use a letter your child is learning
After saying the letter name, use the sound the
letter makes.

Old MacDonald had an alphabet,
E I E I O.

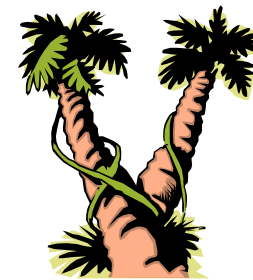
And in this alphabet he had a V,
Vee, Vie, Vee, Vie, Vo.

With a /v/ /v/ here,

And a /v/ /v/ there,

Here a /v/; there a /v/; everywhere a /v/ /v/,

Old MacDonald had an alphabet,
Vee, Vie, Vee, Vie, Vo.



Letter Combos

Use: It Begins with an A

- Look at page with **A**. Show the child the word **start**.
- Say **start** and have child say it.
- Separate sound **st-** from **-art**. Explain the two letters make one sound.
- Have child say **st-**, then add it to **-art** to say **start**.
- Look at page K: **stay** and L: **stick**. Read them with your child.
- Write other words beginning with **st-**:
Ex: **stop store stamp stone stand**

Other words in the book to look at:

Page N: **smell**

Page Y: **thing**

Page B:

throw

Say It Slowly: Say It Fast

Use: It Begins with an A

- Have child look at a three letter word
Ex: On page with P: **bed**
- Say first sound in the word slowly - /b/
- Add the next sound slowly - /be/
- Add the third sound slowly - /bed/
- Now put the sounds together faster - **bed**
- Look at the book to find more words



Some Words for:
Words Have Families,
Stretch the Sounds,
Slow and Fast

bat cat fat hat mat pat rat

can fan pan ran van

bit fit hit sit

hop mop top

Stretch the Sounds

Use: *It Begins with an A*

- Have child look at a three letter word
Ex: On page L: **fun**
- Say the sounds together without stopping
Ex: **ffuuunnn** (not /f/ /u/ /n/ - with three separate sounds)
- Look at the book to find more words

On page B: **red** C: **get set** D: **hug**

E: **hen** J: **can** P: **bed** R: **hop**

T: **dog** U: **red** W: **wet get**

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**

Phonics

Word Chunks

Child looks for short words he knows in a long word he does not know.

Use: *It Begins with an A*

- Cover parts in a long word so child can see short words he knows.
- Look at page with D. Find the word **button**.
- Cover **ton** so child sees and reads **but**.
- Then child looks at the whole word.
- Child says **but**, then sounds out /t/ and adds **on**.
- Ask child to put the words and sounds together to say the whole word: **button**.

Other words in the book you can chunk.

On page with H: **always** J: **butter** **pickles**

Add It On

Use: *It Begins with an A*

- Look at page with H.
- Show child the word **banging**.
- Cover **ing** and ask child to read **bang**.
- This is the base word.
- Other endings could be **-ed** (banged) or **-s** (bangs).

Other words from the book:

Page with G: **stretches** Z: **striped**

Two Words In One!

Compound Words

Use: *It Begins with an A*

- Show child page with I in the book. Find the word **something**.
- Do not say the word.
- Cover **some**.
- Have child read the word he sees - **thing**.
- Now cover **thing**.
- Have child read the word he sees - **some**.
- Show him the whole word again - **something**.
- Ask him to put the two parts together and say the whole word - **something**.

Note: PreK, Kindergarten and Grade 1 children can clap the syllables instead.

More Compound Words

Use some of these words for practice.
Together think of others and write them
underneath.

pancake	eyelid
fireman	keyhole
barnyard	seashore
raincoat	bedroom
chalkboard	sunset
baseball	nobody
something	anyone
mailbox	football

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**.)

Five Letter Words

Sing to: "There Was a Farmer Had a Dog" /
"Bingo"

There is a word I want to spell,
And **under** is that word,
U - n - d - e - r,
U - n - d - e - r,
U - n - d - e - r,
And **under** is that word.

Some words are difficult to sound out and have to be learned as **sight words**.
Use this rhyme to practice spelling five letter sight words.

More Five Letter Words

(Continued)

Choose one word for your child and sing the song.
Only use another word after your child knows the first word well.

there	which	these	first
water	where	after	great
large	again	study	learn
world	story	watch	leave
every	earth	paper	often
until	today	color	table
piece	group	young	order
heard			

Sight Words: Count Them

(words that are difficult to sound out)

Book: *It Begins with an A*

Examples of frequently used irregular words:

the	was	have	with	said
does	want	there	were	you
because	though	again	answer	
children	sentence	through	beautiful	

- Use your book, a newspaper or a magazine.
- Choose one sight word.
- Show your child the word. Say the word.
- Ask your child to find the word again.
- See how many times she can find it on a page.

Back Writing

- Use new words a child is learning.
- Show child three short sight words.
- Choose one and tell him the beginning letter.
- Do not tell him the word.
- Slowly write the word on his back with your finger.
- Ask him to guess the word.
- Write the word on his back again, saying each letter.
- At the end say the word.
- Take turns with your child.

While You're Out

Things to do with your child in the car, supermarket, or laundromat. Look at store names, signs, ads, grocery store items.

- Find words that begin with the first letter of child's name
- Find words that end with the same letter as child's name
- Read words or names she knows
- Find words beginning with two or three letters that blend
Ex: **STOP** **St**ore **Str**eeet
- Find short words she knows in longer words
Ex: **Win**n Dixie; **Dollar St**ore; Wal-**Mart**; Wal**green**
Drug Store
- Encourage child to read words she sees; help if she needs it

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**

Phonics

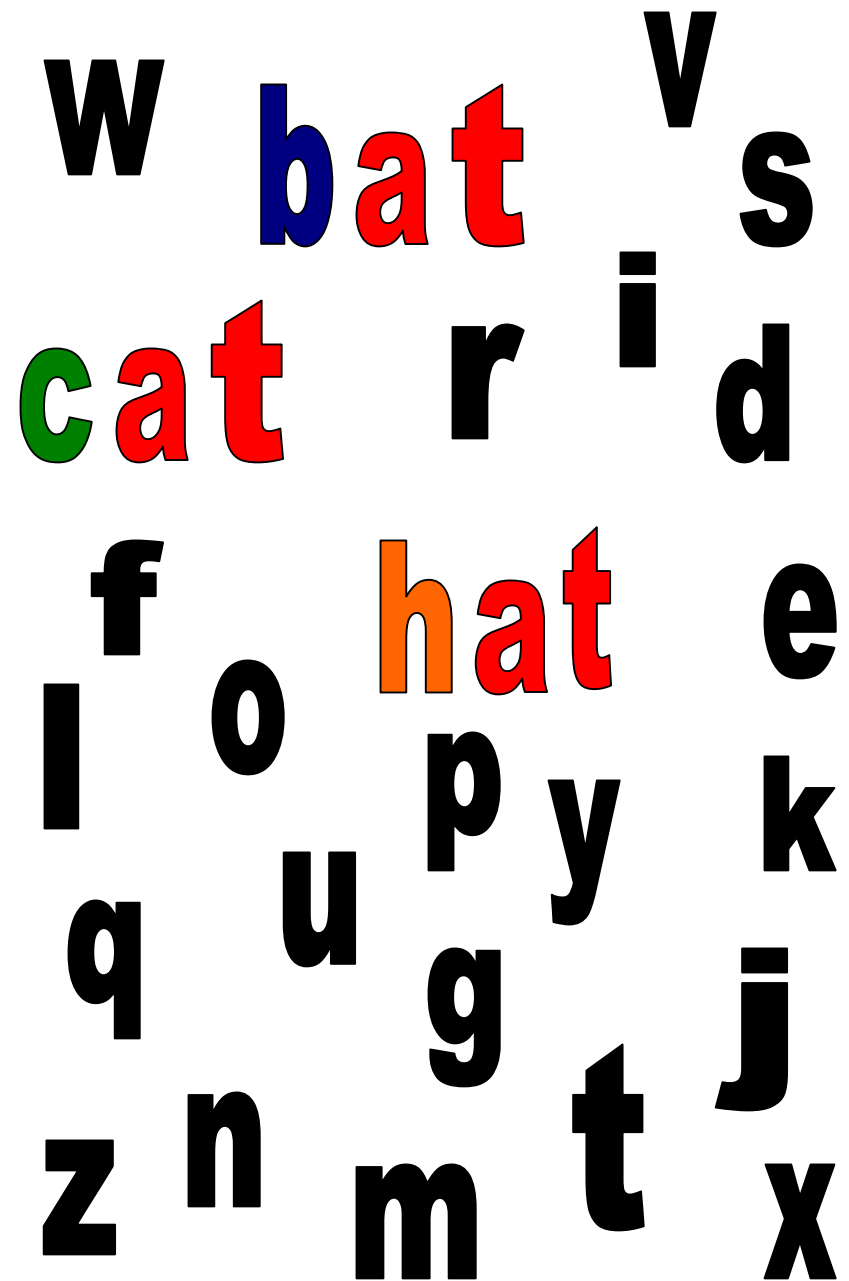
Magnetic Letters

Use your magnetic letters to make:



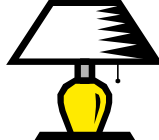





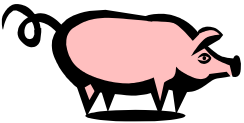


- Names and words child knows.
- Spelling words child must learn.
- Word families: Place **at** together. Ask child what it says.
- Have child add a letter in front to make a new word.
- Remove and use a different letter for another word.

Ex: b-at, c-at, f-at, h-at







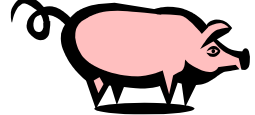
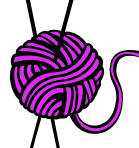

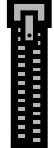

- Have child read word each time.
- See how many words child can make in the word family.
- Make other word families.



Follow-up Workshops

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 Handbook

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

Phonics

is the association of print with speech

To successfully use phonics in reading, a child must be able to do the following:

- Hear the sounds in our language
- Break words into syllables
- Recognize, name and make the sound of all the alphabet letters
- Convert the written letters to their sounds
- Blend the sounds he reads together
- See patterns in words
- Realize a word he misreads does not make sense in the sentence
- Recognize common sight words

Phonics will also help your child with writing and spelling.

Phonics

Ways to Help a Child

- Think of **rhymes** for simple words
- Clap out **syllables** in longer words
- Play **alphabet games**
- Help your child **sound out** new words
- Help find **smaller words** child knows in longer words
- Play games to practice **sight words**
- If child guesses words while reading, ask if it **makes sense**
- Give child **time** to figure out words
- **Read** stories and informational books to your child
- Encourage child to **write** - lists, notes, stories
- Ask child's **teacher** for more ways to help your child
- **Encourage your child and have fun together!**



Useful Web Sites

These can be accessed on home, library or school computers.

Just Read Families!

<http://www.justreadfamilies.org>

PBS Kids

<http://pbskids.org>

Association for Library Service to Children

<http://www.ala.org/ala/alsc/greatwebsites>

Reading is Fundamental - Parent's Page

<http://www.rif.org/parents/>

Reading Rockets - Reading Comprehension

<http://www.readingrockets.org/>

FCAT Explorer - Requires a password available from your child's teacher.

<http://www.fcatexplorer.com/>

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? by 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

Follow-Up Technical Assistance Workshop 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> : Review <i>Fluency Script</i> : Review	Visit library: choose appropriate book	<i>Choosing Books</i> <i>Fluency: Did You Know</i>
Speed	Repetition in a book will help build speed Use short excerpts or poems	<i>The Driving Lesson</i> : Review strategies <u>Buzz Said the Bee</u> or <u>Henny Penny</u> : Read, modeling strategies <i>Read Labels</i> : Read directions for parents to use at home	<i>Read Labels and Ads</i> Echo read poem with your child: read one line; child echoes same line. Continue with whole poem.	Speed will result from fluent and meaning filled reading
Accuracy	Understanding vocabulary Knowledge of new words Questions after reading to ensure comprehension	<u>Buzz Said the Bee</u> or <u>Henny Penny</u> : Model strategies	Before reading: Make sure child knows and understands all vocabulary Ask questions after reading	Discuss book with child before and after reading
Proper Expression	Adult modeling Choose material that can be dramatic Have fun	<u>Buzz Said the Bee</u> or <u>Henny Penny</u> : Model strategies <i>TV Ads</i> Retell fairy tale stories using expression*	Read short story on tape* Use expression while reading cartoon strips* Read fairy tales as a drama*	Beginning readers will not have enough skills to be able to read expressively
Practice	Make practice purposeful	Rereading in different ways makes practice fun <i>Once I Saw a Little Bird</i> : Read directions to parents for use at home	Have child re-read favorite books to siblings <i>Once I Saw a Little Bird</i>	Listen to child read every day; find fun ways to practice
Encouragement	Build self-confidence in readers "Joining in" helps build confidence	Use positive comment to group Explain if a child feels successful, he will gain confidence <i>If You Ever</i> : Demonstrate "joining in"	Comment favorably when child reads <i>If You Ever</i> Read repetitious book - child joins in - then reads alone	<i>Fluency Ways to Help</i>

* Appropriate for both older children and Pre-K.

Fluency

Follow-Up Technical Assistance Workshop: Trainer's Plan

Introduction & Welcome: *Fluency Script; Did You Know?; Choosing Books*

- *Fluency Script:* Remind parents of what is involved in building fluency. Use *Did You Know?* and *Choosing Books* for further information.

Activities: *The Driving Lesson; Buzz Said the Bee or Henny Penny*

- *The Driving Lesson:* Review analogy and strategies.
- **Book:** choose one title to read and model.
- Distribute practice books.
- **Joining In:** read; invite parents to join in at repetitious parts, and then drop voice so parents are reading alone.
- **Accuracy:** explain names or possible new words. Ask comprehension questions before and after. Emphasize child needs to understand what he is reading.
- **Practice and Speed:** choral read; use groups or volunteers to represent different animals when reading.
- Point out that increased speed results from the practice.
- **Expression:** use expression and different voices for the different animals.
- **Encouragement:** remind parents to make positive comments when their child reads.

- Collect books used for practice.

Discussion: *Fluency, Ways to Help A Child*

Discuss information; relate information to the activities done.

Activities: *TV Ads; If You Ever; Once I Saw a Little Bird; If All the Seas; Read Labels*

- Read the material and instructions for all activities. These activities can be done at home with their children.
- If there is time choose one or two activities to practice with the group.

Books: Each family will receive one age appropriate book.

- Who Took the Cookies from Cookie Jar?
- Henny Penny
- Jimmie B. Jones Gave Us Something Fishy



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?

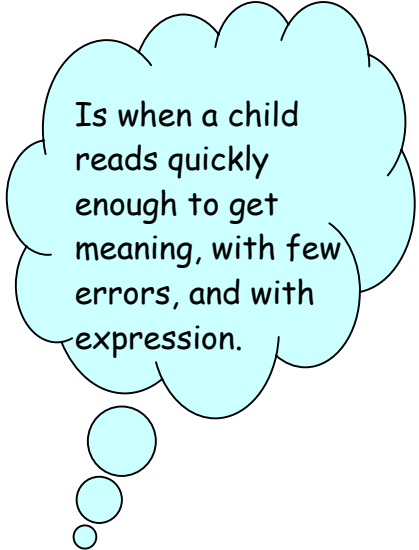
Just as driving is not a skill by itself - it involves steering, accelerating, braking and changing gear - so fluency

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 Handbook

Fluency Activities

Practice / Speed

- The Driving Lesson
- Read Labels and Ads
- I Read, We Read, You Read
- Once I Saw a Little Bird
- If You Ever
- If All the Seas Were One Sea

Accuracy

- The Driving Lesson
- Read Labels and Ads

Proper Expression

- TV Ads

Books

- Buzz Said the Bee
- Henny Penny

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!



Fluency

Expression

TV Ads

Sale of the year!
Don't miss our low, low prices!
Everything must go!
Hurry in today!

- First read without expression.
- Then read with expression - like a TV ad.
- Ask child if he can hear a difference.
- Then have child read ad with expression.
- Explain if he reads using expression it's more interesting to listen to.

Fluency

Joining In / Practice

If You Ever

If you ever ever ever ever ever
 If you ever ever ever meet a whale
 You must never never never never never
 You must never never never touch its tail;
 For if you ever ever ever ever ever
 If you ever ever ever touch its tail,
 You will never never never never never
 You will never never meet another whale.

- Read slowly to child, pointing under each word.
- Read again pointing at each word; ask child to join in.
- When child joins in with *ever* and *never*, drop your voice.
- Let him say the words himself as you point.
- Reread, letting child read as many words as he can.
- When he can read the poem himself, ask him to practice so he can read to others.

Fluency

Practice

Once I Saw a Little Bird

Once I saw a little bird
Come hop, hop, hop.
And I cried, "Little bird,
Will you stop, stop, stop."

I was going to the window
To say, "How do you do?"
But he shook his little tail
And away he flew.

- Read poem to child.
- Point to words child might not know and say them.
- Ex: once, little, window, shook
- Read again; then have child read with you.
- Ask child to read it by herself.
- Have her practice reading it to family members.
- Comment on how well she is doing.

Fluency

Speed/ Accuracy

Read Labels and Ads

Inside: Use products child sees daily: cereal boxes, milk cartons, juice containers, flyers
Outside: Use ads or signs with sentences child sees daily

- Point out print to child.
- Read to child.
- Explain and read any words child might not know.
- Read it together.
- Have child read it.
- Make a game of it; do this daily until child can read the sentences fluently.

Fluency

is when a child reads:

- Quickly enough to get meaning
- Without making many errors
- Using proper expression in her voice

When a child reads fluently she can more easily understand what she is reading.

Fluency is vital to comprehension.

Reading to your child and listening to your child read every day are the most important things you can do to encourage fluency!

Fluency

Ways to Help a Child

- **Listen to your child read every day**
- Read to your child using expression
- Use books that are easy for your child
- Let your child reread favorite books often
- Ask your child to read to family members
- Encourage your child to use expression in his voice
- Ask questions about what he has read to make sure he understands it
- **Be encouraging and have fun together**

When a child reads fluently he can understand what he is reading.



Useful Web Sites

These can be accessed on home, library or school computers.

Just Read Families!

<http://www.justreadfamilies.org>

PBS Kids

<http://pbskids.org>

Association for Library Service to Children

<http://www.ala.org/ala/alsc/greatwebsites>

Reading is Fundamental - Parent's Page

<http://www.rif.org/parents/>

Reading Rockets - Reading Comprehension

<http://www.readingrockets.org/>

FCAT Explorer - Requires a password available from your child's teacher.

<http://www.fcatexplorer.com/>

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

Follow-Up Technical Assistance Workshop At-A-Glance

Specific Skill	Focus	Activities	Home Activities	Parent Information
Oral Vocabulary	Words used in speaking Words recognized in listening	<i>More Computer Talk</i> : what may seem incomprehensible to many people is easy for those who hear the language daily	Converse with child* Expand vocabulary by naming new objects and actions* Comment to child when a word he has learnt is heard on radio, TV or in a movie*	If a child hears a variety of words daily, he will expand his oral vocabulary Child must know what a word is before he can understand what he is reading
Print Vocabulary	Words recognized in reading Words used in writing	<i>More Computer Talk</i> : for someone who has heard the language daily, the vocabulary is understood when read	<i>While You're Out</i> Find same word in different texts and remind child of it	Reading is the foundation for learning new words If child has a large oral vocabulary he will recognize more written vocabulary
Developing Vocabulary Indirectly	Conversations with adults Being read to Reading widely on own	<i>Categories*</i> <i>Sound Story</i>	Read variety of books to child* Provide a variety of books for child to read Widen child's experiences - and vocabulary*	Reading aloud to child introduces him to vocabulary not heard in everyday conversations
Developing Vocabulary Directly	Being taught: Individual words Word learning strategies	<i>Adding to Words*</i> <i>The Hoarse Horse</i> <i>An Open/Shut Case*</i>	Use dictionary Repetition of new words* Repeated exposure to 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>	Point out clues in text which might tell child what word is Guess meaning: then look up in a dictionary	The context helps a child know he has deciphered a word correctly: the word will fit the meaning of the sentence.

*Appropriate for both older children and Pre-K.

Vocabulary

Follow-Up Technical Assistance Workshop: Trainer's Plan

Introduction and Welcome:

- Have parents introduce themselves, and give names, ages and grades of their children.

Review: Reading Celebration Fair Vocabulary Session

- Ask for feedback if activities were used at home with child.
- *Did You Know?* Review.
- *More Computer Talk*: Remind parents of what they learned from *Computer Talk* activity at the Reading Celebration Fair Vocabulary session. Is this text any easier to understand? If we heard and saw these words daily we would probably find it easier to read.

Activities: Listed below

- **Categories:** Choose one category not used already. Brainstorm vocabulary as a group. Remind parents to use specific words, not normally used in everyday talk, with children. (Ex: *earwig*, not *bug*)
- **Sound Story:** Make up a story with one set of the sound words, as a group.
- **Adding to Words:** Brainstorm as a group. Write words on chalkboard. Ask what the base words are. Explain if parent covers prefixes or suffixes of base words, a child may be able to read a word he is unsure of. Demonstrate on chalk board.
- **The Hoarse Horse:** Have fun choosing sets of homonyms and making sentences from them.

- **An Open/Shut Case:** Use words listed to find opposites, or add others. Knowing the opposite can help define the meaning of a word.
- **While You're Out:** Read instructions for parents to do at home with their child. Emphasize that parents need to make an effort to use words not ordinarily used - this will help a child to recognize the word when he reads it. Repeatedly reading the word as a game will help child remember it.
- **Figuring out the Word:** Point out clues in the text that suggest the meaning of the word. When reading with their child, help child figure out words from clues like these.

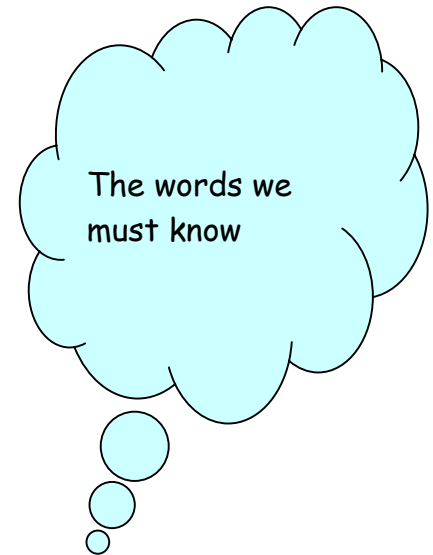
Discussion: *Vocabulary, Ways to Help A Child*

- Expand on points mentioned.
- Readers must know what words mean before they can understand what they are reading.

Books: Each family will receive one age appropriate book.

- First Thousand Words in English
- Living on a Space Shuttle
- All About Alligators
- Use one book to demonstrate how to encourage vocabulary skills.





Vocabulary

Parent Handbook

Vocabulary Activities

Oral Vocabulary

- *Computer Talk*

Print Vocabulary

- More Computer Talk
- While You're Out

Developing Vocabulary Indirectly

- Categories
- Sound Story

Developing Vocabulary Directly

- Adding to Words
- The Hoarse Horse
- An Open/Shut Case

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!

More Computer Talk

Computer organization skills include the ability to optimize the performance of the computer's hard drive. This may include defragmentations, virus scans, and the ability to understand systems information including peripherals such as keyboard, mouse and printers, computer RAM (random access memory) and computer registers.

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).

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

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;

While You're Out

It takes from 4 to 15 successful attempts to read a word before it becomes automatic! Encourage child to read the words every time he sees them.

- Look at road signs.
- Show child sign; ask him to read it, or read it for him.
- Ask child what he thinks it means.
- If he does not know, use simpler words to explain it to him.
- Every time you see the sign ask him to read it.
- Make a big deal of it when he knows the word!

Examples of signs: **Yield** (give way) **Caution** (be careful) **Intersection** (the place where two or more roads cross)

- Read labels and signs in the supermarket.
- Read signs for different kinds of fruit and vegetables.
- Add extra words like a **bunch** of bananas, a **head** of cabbage, an **ear** of corn, a pea **pod**.

An Open-Shut Case

Antonyms or opposites

- With your child find opposites for these words.
(Sometimes there are two or more.)
- Take turns asking each other the opposites of the words.

in	up	quiet	near	talk
over	high	round	stop	clean
left	fast	empty	big	long
above	night	heavy	hot	
awake	smooth			



Examples:

open (closed / shut)
 front (back)
 talk (listen)
 give (take)
 happy (sad / unhappy)
 throw (catch)
 few (many)

The Hoarse Horse

Homonyms - words that sound the same but have different meanings.

- Explain to your child what a homonym is.
- Show your child the homonyms and read them with her.
- Explain any words she does not know.
- Make up sentences together with the words.

no **know**

Ex: **No**, I don't **know** how to swim.

rode **road** **rowed**

Ex: Tom **rode** his bike down the **road** to the river; then got in his boat and **rowed** away.

horse **hoarse**

Ex: The **horse** sounded a little **hoarse** when it neighed.

read	red	meat	meet
here	hair	knew	new
mail	male	see	sea

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

Vocabulary

Knowing a lot of words is necessary for comprehension. The larger a child's vocabulary, the easier it is for him to understand what he is reading.

A child can learn vocabulary from:

- Listening to adults
- Having stories and informational books read to him
- Reading widely himself
- Being taught words
- Being taught strategies for learning words
- Figuring out what an unknown word is from clues in the text
- Hearing new words repeated in different ways

Vocabulary

Ways to Help a Child

- Have conversations with your child
- Read story and informational books to your child
- ask questions before, during and after reading
- Explain new words to your child before reading
- Discuss books with your child after reading
- Use new words she has learned in different ways, and often
- Teach your child new words about things she shows an interest in
- Take your child to different places; name new things she sees or does
- Relate new words to child's own experience



Useful Web Sites

These can be accessed on home, library or school computers.

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FCAT Explorer - Requires a password available from your child's teacher.

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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 Mysteries 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

Follow-Up Technical Assistance Workshop 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	<i>Simon Says*</i>	Read aloud to child* Listen in silence: have child describe sounds he hears* Have child tell story just from pictures or wordless book*	<i>Involve Your Child in a Book Reading Aloud</i> Beginning readers need opportunities to hear complex books read aloud
Ability to Form Mental Images	Encourage mental pictures of characters, setting etc.	<i>Mind Pictures:</i> remind group of activity* Use to demonstrate inferences, drawing conclusions, prior knowledge	Tell stories (about childhood, fairy tales, traditional stories)*	Good readers are able to form mental pictures of what they read TV viewing does not encourage this.
Prior Knowledge & Experience (Before Reading)	Preview text and vocabulary Make predictions	<u>The Magic Fish:</u> Distribute practice books Make predictions based on cover, title, pictures*	Before reading ask child what he thinks book is about and what will happen*	Choose predictable book to practice text comprehension
Problem Solving Thinking Process	"Think aloud" Summarize paragraphs, story Make inferences Draw conclusions	<u>The Magic Fish:</u> What will happen next? Does this make sense? How will it end? After reading: what happened? Retell story in sequential order	What is the gist of the paragraph - what is it trying to tell us? Retell story with beginning, middle and end*	Use questions that make child think about the story Encourage child to ask questions - it shows he is thinking about the story
Strategies for Reading Chapter Books / Text Books	Preview text and vocabulary Make predictions Summarize	<i>Chapter Books:</i> Strategies : look at cover, title, description on back cover, pictures, to find out	Before reading: Ask child to figure out what book will be about	<i>Chapter Books</i>

Text Comprehension

Follow-Up Technical Assistance Workshop: Trainer's Plan

Introduction and Welcome:

- **Simon Says:** Play for a short time.
- Ask if anyone understands what playing the game has to do with text comprehension.
- Explain that the game involves careful listening - sometimes a difficult skill for children to acquire in today's world with the distractions of T.V., phones ringing and so on. This skill is also necessary in listening to stories. Reading aloud to a child helps the child develop listening comprehension, the foundation of text comprehension.

Review: *Reading Aloud; Did You Know? Involving Your Child*

- *Reading Aloud / Did You Know:* Review and expand on points. Emphasize how important it is to keep reading to a child even after the child is reading independently - the child learns vocabulary he is unable to read on his own; gains new knowledge and can more easily work on developing comprehension.
- *Involving Your Child:* Remind parents of how to engage a child in a book.
- *Mind Pictures:* Use text to demonstrate using prior knowledge, making inferences, drawing conclusions - using thinking skills. Explain that these are the kind of questions a parent can ask to help their child think about a story.

Activities: The Magic Fish

- Distribute practice books.
- As this is the final workshop, while modeling the book, include some of the other reading skills in your demonstration and point out to parents what you are doing.
- The Magic Fish: Model reading the book, using text comprehension strategies.

- **Making predictions:** Look at the cover. What is the story about? Have you ever been fishing? Tell me about it.
- **Asking questions:** How will the wife react? What will happen next?
- **Making inferences:** Is the wife easily satisfied?
- **Drawing conclusions:** How do you think the story might end? Why?
- **After reading:** summarize story
- Explain how you used questions to promote **thinking** -these are strategies a parent can teach a child to use when he is reading to her.
- **Retell the story:** Explain it is sometimes difficult for the child to remember the sequential order of a story. Look at pictures to remind child of the beginning, middle and end. Do as a group thinking it through together.

Discussion: **Chapter Books**

- Use a chapter book to demonstrate to the group the prediction strategies a child can use.

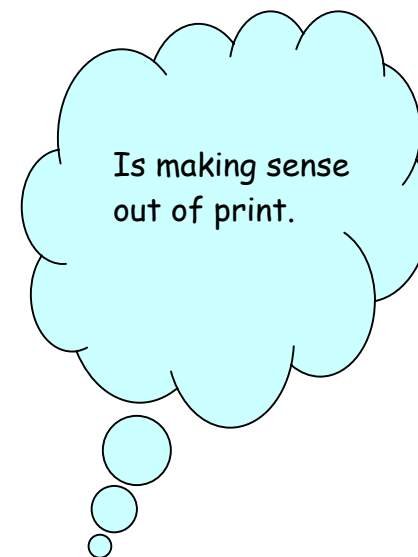
Discussion: *Ways to Help a Child*

- Discuss and expand on information.
- Remind parents that for a child to have good text comprehension, he must also have good skills in phonemic awareness, phonics, vocabulary and fluency.

Books: Each family will receive one age appropriate book.

- The Door Bell Rang
- The Meanest Things to Say
- Mike's Mysteries
- Midnight on the Moon





Text Comprehension

Parent Handbook

Text Comprehension Activities

Listening Comprehension

- *Simon Says*

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.

Questions to Ask

when your child reads The Magic Fish.

Before Reading

- Look through the book yourself. Explain any words your child might not know. What is a castle? Who usually lives there?
- Look at the cover and pictures. What do you think the book is about?
- What do you think will happen in the story?
- Have you ever been fishing? Did you catch anything? Tell me all about it.

During Reading

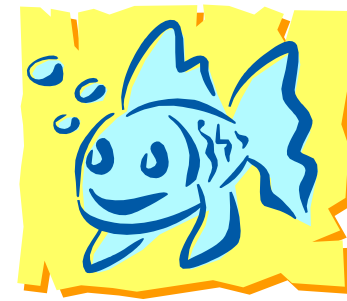
- What is happening? What will happen next?
- Have you ever heard a fish talk? (p 7) Why is this fish talking? (p 7)
- What do you think the wife will do when the fisherman tells her about the fish? (p 8) Do you think she will get what she asked for? (p 13)
- Will the wife be happy with what she has? (p 21) What do you think the wife will do now? (p 27) What will she say? (p27)
- Make up more of your own questions.
- How do you think the story will end? (p 30)
- Have your child ask his own questions and think about the answers.

Questions to Ask (cont'd)

when your child reads The Magic Fish.

After Reading

- What was the story about? Who were the characters?
- Ask child to retell the story in his own words. (He can use the pictures to help him.) Make sure he has the beginning, the middle part and the ending in order.
- Talk about the story together. What would the child do if he caught a magic fish?



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.

Text Comprehension: Ways to Help a Child

Text comprehension is getting meaning from print - understanding what is read.

- Read aloud to child.
- Tell stories.
- Choose predictable books for beginning readers.
- Before reading, ask child what she thinks the book is about.
- While reading, ask child questions that make her think about the story.
- After reading, ask child to tell you the gist of the story.
- Ask child to retell the story in order: the beginning, the middle and the end.
- Encourage child to ask questions to figure out what she is reading.
- Remind child about something in the book that she has experienced.
- Ask her to tell you about it.
- Talk about the book together - what part did the child like best.



Useful Web Sites

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FCAT Explorer - Requires a password available from your child's teacher.

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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

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

Hall, Susan L. and Louisa C. Moates

1999 *Straight Talk About Reading: How Parents Can Make a Difference During the Early Years.* Lincolnwood, IL : Contemporary Books

Handel, Ruth D.

1999 *Building Family Literacy in an Urban Community.* New York: Teachers College Press

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

National Reading Panel

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

2000 *Learning to Read and Write: Developmentally Appropriate Practices for Young Children.* Washington DC: National Association for the Education of Young Children

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

Just Read, Florida!

2003 *K- 3 Reading Academy*

Payne, Ruby K.

2001 *A Framework for Understanding Poverty.* Highland, TX: ahal Process, Inc.

