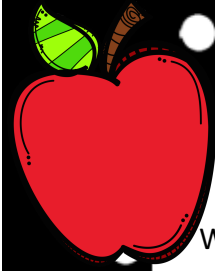


Oral Reading Fluency Parent Handout

What is Oral Reading Fluency? Reading fluency is the ability to read quickly and easily. It means that a child can recognize and decode (sound out) words accurately and automatically and understand the words as they are being read. Children who do not read fluently (choppy readers) often times spend so much mental energy sounding out the words that there is not much energy left to spend comprehending the text.

To Help Your Child Develop Fluency:

- Model fluent reading. Provide opportunities when your child can hear you read aloud. Be sure to read with expression pausing appropriately at punctuation marks and changing voice for characters.
- Teach your child high frequency sight words. High frequency sight words are words that readers are encouraged to recognize without having to sound them out. It is estimated that the first 100 sight words account for approximately 50% of what we read. Words such as “the”, “and” and “he” are considered high frequency sight words. These words can be practiced on flashcards. As you and your child read, point out the sight words in the story. Some children are able to identify the words on flashcards; however, this skill does not transfer to reading. Pointing them out as you read helps in transferring to reading the words in books.
- Repeated reading has proven to be one of the best strategies for developing reading fluency. Children should be provided with many opportunities to read the same passage (or story) orally several times. It is best if the adult reads the passage (paragraph, story) first and then has the child read and re-read the same text. Typically reading the text four times is suggested when focusing on improving fluency skills.
- Paired reading is another strategy to improve oral reading fluency. Using this strategy, you and your child read the words aloud together. Be sure to read at your child’s speed reading every word. Make sure your child is looking at each word as one of you points to the words. If your child reads the word incorrectly, say the word and then have your child immediately repeat the word.
- Having your child listen to a taped recording of a book while following along in the story is another good strategy to improve oral reading fluency. Children benefit from listening to fluent readers read while following along in the book. Encourage your child to point to the words on the page while listening to the story as this helps to strengthen word recognition skills.

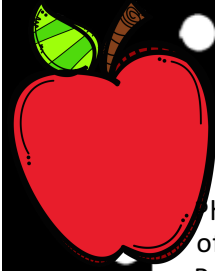


Reading Comprehension Parent Handout

What is Reading Comprehension? Reading comprehension is the ability to understand what is being read. Children must be able to read the words in the text and combine it with what they already know to “think” about what the author is trying to say. Reading comprehension is NOT just finding answers in the text. Children must be able to interact with the text, think deeper, analyze, predict and be able to summarize what is written.

To Help Your Child With Comprehension:

- Before reading, look through the book and find words that your child may not know the meaning. Talk about the words with your child– discuss the meaning of the word and give examples. For example, “I was looking through the book and found this word, ‘ecstatic’. Ecstatic means very, very happy and excited. I was ecstatic on the day you were born. Can you think of a time when you were ecstatic?”
- Before reading a story with your child, look at the cover. Read the title and look at the picture if there is one. Talk about what you already know about the topic and try to make a connection with what your child already knows. For example, before reading a book on “Desert Animals”, you can talk about what your child already knows about the desert and animals that live in different areas. Activating this “prior knowledge” helps with reading comprehension.
- While reading, help your child make connections with the text. When you ask your child a questions such as “how would you feel if that happened to you?” or “does this part of the story remind you of our vacation on the beach?” you are having your child make a “text-to-self” connection”.
- Encourage your child to make predictions while reading. (“What do you think will happen next?” “Let’s keep reading and see”).
- Model thoughtful question asking while reading. Stay away from yes/no questions. Questions such as “Why do you think the boy was afraid?” is preferable to “Was the boy afraid?”
- Model what good readers do when they don’t understand what they are reading. “Think-aloud”, or verbalize, what you are doing. For example, “I’m not quite sure I what this means, I’m going to go back and re-read this part.”
- During and after reading, have your child retell or summarize the text.
- Encourage your child to “make a movie in his/her head” while reading. This strategy is known as mental imagery and helps with reading comprehension. If reading a chapter book with limited pictures on the pages, stop periodically in the story and share with your child how you are picturing the scene and ask him/her to share with you.
- Read aloud to your child and read with your child everyday!



Phonemic Awareness Parent Handout

Phonemic awareness is the ability to hear and manipulate individual sounds in words. Children must first understand that words are made up of separate speech sounds that can be blended together to make words before they can make sense of using the alphabet to read and write. Research has identified phonemic awareness and letter knowledge as the best two predictors of how well a child will learn to read during the first two years of school (National Reading Panel, 2000). Children who develop strong phonemic awareness skills at an early age are more likely to become fluent readers and better spellers than children who do not.

To Help Your Child With Phonemic Awareness:

- To help your child recognize rhymes:
 - Read books and poems that focus on the rhythm of language and rhyme. Books such as “Hop on Pop” or “Sheep in a Jeep” help children pay attention to sounds in words.
 - Give your child a noisemaker (such as a whistle). Tell your child to make noise if you say two words that rhyme (cat, cup; sit, mitt)
 - Play words games such as “Guess My Word”. “I’m thinking of a word that rhymes with _____. Can you guess my word?”
- To help your child recognize beginning sounds:
 - Have a sound scavenger hunt. Give your child a bag and ask him/her to find as many things around the house that begin with a certain sound.
 - Play “I spy” with beginning sounds of words “I spy something that begins with /t/”.
- To help your child blend sounds to make words:
 - Have your child guess a word that you sound out slowly (ssssssuuuuunnnnn).
 - Give your child a small car (such as a Matchbox car). Write a 3-4 letter word on a piece of paper with the letters spaced apart. Have your child drive the car over each letter saying the letter sound. Have your child begin driving the car slowly over the letters and then drive over them again slightly faster. Continue until the word is said at a good rate.
- To help your child segment (separate) sounds in words:
 - Give your child 3-5 blocks, beads, bingo chips or similar items. Say a word and have your child move an object for each sound in the word.
 - Play Head, Shoulders, Knees and Toes with sounds. Say a word and have your child touch his/her head for the first sound, shoulders for the second sound, and knees for the third while saying each sound.



Reading Strategies for Emergent Readers

An emergent reader has print awareness, reads in left-to-right and top-to-bottom progression, uses some beginning and ending letter sounds, may tell a story from memory, may invent text, interprets/uses picture cues to help tell a story and is beginning to use high-frequency (sight) words.

STOP! Before Reading Checklist (for Emergent Readers)

- What do I know about this subject?
- What do I predict I am going to learn?
 - Do I have any Questions?

SLOW DOWN! During Reading Checklist (for Emergent Readers)

- Can I tell myself the important facts so far?
 - Can I make some connections?
 - Is my MIND-MOVIE turned on?

GO! After Reading Checklist (for Emergent Readers)

- What did I learn?
- What was confusing? Should I re-read anything?
 - What was the BIG idea?
 - How was my MIND-MOVIE?



Reading Strategies for Transitional and Fluent Readers

Reading Strategies for Transitional Readers: A transitional reader recognizes the importance of monitoring reading for understanding, uses multiple sources of information and begins to read a greater variety of longer text.

Reading Strategies for Fluent Readers: A fluent reader uses all sources of information flexibly to problem-solve independently and reads a variety of genres for information and pleasure.

STOP! Before Reading Checklist (for Transitional and Fluent Readers)

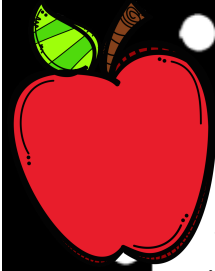
- Preview the text and make a prediction.
- Set a purpose for reading by asking questions.

SLOW DOWN! During Reading Checklist (for Transitional and Fluent Readers)

- Can you visualize what you are reading? (Did you make any pictures or images in your head?)
 - Make inferences as you read. (What did you notice about what you read?)

GO! After Reading Checklist (for Transitional and Fluent Readers)

- Can you summarize what you read? (What's important? What are the main topics?)
- Is the author trying to inform the reader, persuade the reader or entertain the reader?
What makes you say that?



Sight Word Parent Handout

The Dolch Sight Word list is a list of 220 words that make up between 50-70% of the words we encounter in text. Most of these words are words that must be quickly recognized in order to read fluently. Many sight words cannot be “sounded out” and they need to be memorized or learned by “sight.”

To Help Your Child With Sight Words:

- Have your child write sight words with glitter glue!
- Have your child write sight words with wikki stix!
- Have your child write sight words with playdoh!
- Have your child write sight words with puffy paint!
- Put craft sand on a paper plate. Have your child practice tracing sight words in the sand!
- Put hair gel in a zip lock baggie. Seal the baggie. Have your child write the letters of the sight word in the gel!
- Squirt shaving cream on a plate or table. Spread the cream. Have your child write the sight words in the shaving cream.
 - Jump, hop, clap, tap out the letters of the sight word (t-h-e “the”).

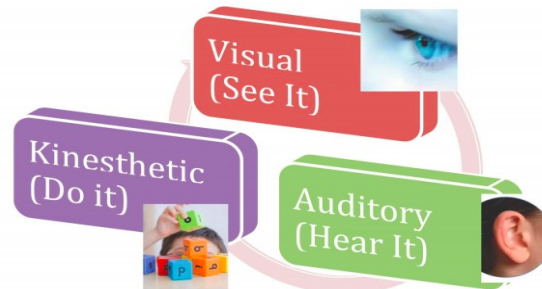
Sight Word Games:

- Make sight word flashcards on 3 x 5 index cards and place them on a ring. Short and frequent practice with naming the words works better than longer sessions. Try reviewing the cards during commercial breaks.
- Draw a star on the back of a 3 x 5 index card. Place this card and the flash- cards face down on the table. Take turns turning over a card and reading the words. Try to be the player who finds the card with a star.
 - Play “Slap Jack” with the sight word and star cards. When the star card is turned over, the first player to slap it wins.
 - Make duplicates of the sight word cards and play the memory game.
- Make several 5 x 5 grids and put sight words in the squares. Make your own chips with the words written on them. Play bingo.
- Write the sight words on sticky notes and place them on a wall. Turn down the lights and give your child a flashlight. Have your child shine the light on the words and read each word.

Multi-Sensory Techniques for Sight Word Instruction

Multi-sensory activities allow children to simultaneously integrate their audio, visual and tactile senses to support their reading and spelling of sight words.

Following are four activities that incorporate multisensory techniques to help students learn sight words. The activities go from easiest to most difficult to reflect the gradual release model of learning. It is suggested to follow all four activities (in order) when practicing a new sight word. However, the activities can be done in isolation to provide extra practice!



Activity 1: What's Missing?

Directions: Have your child make the sight word with magnetic letters in front of them (note: the same process can be followed using a dry erase board/ marker). Using the magnetic letters allows them to use their tactile and visual senses simultaneously. Next, have your child spell the word aloud, while they point to each letter. It is important for children to spell the word aloud to make sure they are looking at the letters in sequence. Then, have your child close his/her eyes and take away one letter from the word. Finally, have your child open his/ her eyes and ask, "What's missing?" Your child should then find and supply the missing letter. Continue this procedure until all of the letters have been removed and replaced by your child. At the end, have your child spell the word once more looking at each letter in a left to right progression.



Activity 2: Mix and Fix

Directions: Tell your child to make the same sight word used in Step 1, while having them attend to the sequence of the letters. Then ask your child to "mix" up the word (scramble the sequence of the letters). Once the letters are "mixed" have your child "fix" the word by rearranging the letters into the correct order and spelling the word aloud. While spelling the word aloud, your child should pull down each letter as it is said. The "mixing & fixing" of the letters allows children to use their tactile sense.



Step 3: Table Writing

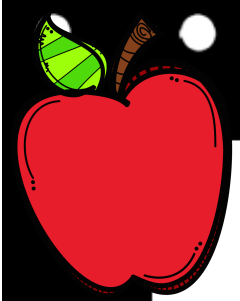
Directions: Have your child write the sight word from Steps 1 & 2 on the table with their finger. The pressure applied to the fingertip while tracing is what makes the activity powerful, as well as stimulates visual memory for learning the sight word. For extra support, I often add sandpaper into the mix.



Step 4: Whiteboard Writing

Directions: Ask your child to write the sight word from Steps 1-3 on whiteboards and say (not spell) it aloud as they check it with their finger. For this activity, your child should focus on the entire word, not the individual letters of the sight word.





Helpful Websites:

ABCya! Arranged by grade level, this site contains a great set of computer based activities for grades K-5th. K & 1st grade have oral direction options. Holiday-oriented choices are included in each grade level.

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

Starfall: This well-known site contains a number of activities for learning ABCs, reading, online stories, and more.

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

The SAG-AFTRA Foundation's award-winning children's literacy website, Storyline Online, streams videos featuring celebrated actors reading children's books alongside creatively produced illustrations. Readers include Viola Davis, Chris Pine, Lily Tomlin, Kevin Costner, Annette Bening, James Earl Jones, Betty White and dozens more.

<http://www.storylineonline.net>

Reading Eggs makes the learning to read journey fun, interactive, and highly rewarding for ages 2-13 – and it's based on solid scientific research.**

<http://www.readingeggs.com>

**There is a fee associated with this website