Beginning First-Graders (6 years):

- Carry a book along to appointments, etc. so child can fit in reading while waiting.
- Have your child read stories to you using print, picture clues, and memory that shows he/she is making sense of the story.
- Encourage re-reading of a favorite book or poem; re-reading improves speed and accuracy.
- Dig deeper into the story - ask why characters did what they did.
- Balance TV time with reading time - ensure your child has enough time to read.
- Choose books that are challenging but not too difficult. If your child struggles and misses five words or more from the covers or the first page of the book, it may be too difficult.
- Be patient as your child sounds out a word - don't rescue too soon. Praise efforts at sounding out the word.
- Play word games - have your child sound out rhyming words as you repeat rhyming words like cat, fat, bat, etc.
- I read-You read -We Both Read - take turns reading to one another and read a story together to help your child become better at reading.
- Encourage your child to play computer games that strengthen reading skills.

Second Graders (7 years):

- Tell family stories - connect family history to your child.
- Be a fan - encourage reading and writing; praise work that your child has done.
- After your child has sounded out a word, have him/her re-read the sentence to get the meaning of the sentence.
- Create a book - fold paper together to form a book - have your child practice writing a story and creating illustrations.
- Take turns making up a story.
- Point out how related words have similar spellings and meanings.
- Create a game of sight words to help your child recognize those words automatically.
- Encourage your child to play computer games/apps that strengthen reading skills.

Third Graders (8 years):

- Make books special - take your child to the library to get a library card, help him/her take part in summer reading programs, have a place for books in the home, and encourage your child to carry a book everywhere.
- Introduce book series such as *A to Z Mysteries* to your child, so he/she will be encouraged to pick up another book when one is finished.
- Use a dictionary or dictionary website to determine the meaning of unknown words; let your child click on the speaker of an online dictionary to hear how the word sounds.
- Talk about everyday activities to build your child's background knowledge, help build listening skills, and comprehension.
- Read different types of books and different types of writing.
- Help your child predict what might happen next in the story based on what has already occurred.
- Summarize a story in a few sentences.
- Play travel games with your child. They help with comprehension and familiarity with words (for example: The homonym game for the word jam - it could be traffic jam or fruit jam; or, the alphabet game with billboards - have your child identify words in alphabetical order from billboards you pass).
- Encourage your child to play computer games that strengthen reading skills.

Resources:

http://www.readingrockets.org/newsletters/extras/

www.readingrockets.org

http://www2.ed.gov/parents/read/resources/readingtips/readingtips.pdf

http://www.scholastic.com/parents/resources/article/more-reading-resources/reading-tips-parents

http://ok.gov/sde/reading-and-literacy-resources

http://gamequarium.com/readquarium/

http://www.shelcocath.pvt.k12.ia.us/SCCS/reading_websites_for_first_throu.htm

http://www.paec.org/david/reading/parents.pdf

It's All About READING

IN MID-DEL

The Reading Sufficiency Act effective November 1, 2011 provides:

- K - 3 students will be screened and assessed at the beginning and throughout each year.
- Any student not reading on level will be provided an Academic Progress Plan to increase his/her ability to read on level.
- Beginning with the 2016-2017 school year, students who score below the proficient level on the reading portion of the statewide third-grade assessment, will be retained in third grade unless the student is exempt for good cause, scores proficient on an approved screener, scores at the third-grade level on an approved screener in Grades 1 or 2, qualifies through a student portfolio or alternate assessment, or is granted a probationary promotion.
- Any unsuccessful or at-risk student will receive additional reading instruction and services, including tutoring, as specified in the student's Academic Progress Plan to ensure maximum probability of success.
- Parents will receive written notification of student progress and status.
- Highly-qualified, effective teachers will be utilized for students who need reading assistance.

How Mid-Del Addresses this Law:

- All Mid-Del students' progress is monitored on a regular basis to provide the best instruction to meet every student's need.
- For students not reading on level, tutoring and remediation will continue to be done during the school day and during before and after-school programs.
- Summer school programs for those students not reading on level or those not scoring satisfactory on their state standardized assessments will be provided.
- Regular communication of progress will be provided to parents.
- Mid-Del will continue to hire the most highly-qualified, effective teachers to ensure the best learning opportunities for Mid-Del students.
- Reading instruction will be provided that focuses on strategies that help students achieve their maximum potential in small group, whole group, and one-on-one instruction.
- Mid-Del 's Board of Education has approved a comprehensive READ plan that provides for reading instruction.

When the young people of Mid-Del enter our schools, they will be safe.

When they enter our classrooms, they will be challenged.

When they leave our schools, they will be ready.

How to Help Your Child Become a Reader

Babies (6 weeks to 1 year):

- Provide a comfortable place for a regular, daily story time.
- Choose baby-friendly "board" books, cloth books, and soft plastic books for bath time.
- Choose books with brightly colored pictures - show them as you read.
- Keep books where your baby can reach them.
- Point out printed words as you shop or read.
- Talk to your baby all day long - ask questions and point out what you see.
- Encourage coos, growls, and gurgles that will help language development.
- Sing, read, repeat to strengthen language development.
- Use different tones with your voice to convey emotion of the story.
- Pay attention to your child's response and stop when your child becomes restless.

Toddlers (1-3 years)

- Assist your toddler in choosing books that he/she enjoys and books that are colorful with flaps, sounds, etc.
- Toddlers are active and will listen even when moving.
- Read often and keep the stories short and simple.
- Help your child "pretend" read. Join in with memorized parts; pause to allow him/her to finish a phrase or chant a rhyme.
- Make mistakes and let your child fill in the right part.
- Ask questions and give your child enough time to think about an answer.
- Help your child tie in things in the story with things that are familiar to your child. Share stories that have every day experiences such as eating, dressing, playing, napping, etc.
- Encourage your child to tell you his/her ideas about the story and prompt him/her to "tell me more."
- Point out letters within the story that spell your child's name and other familiar things.
- Read favorite stories again and again as they will build an enthusiasm for reading.

For Preschoolers (3 and 4 years):

- Read together every day.
- Help your child identify sounds and letters and make letter-sound matches within the stories.
- Give everything a name to help build vocabulary.
- Talk about your love of reading; spend time with your child reading.
- Read with humor and inflection - give the characters their own voice.
- Stop if your child loses interest.
- Ask questions and discuss what is happening in the story.
- Point out how there are spaces between words and how we read left to right - it is great preparation for writing.

Kindergartners (5 years):

- Help your child identify printed words (signs, labels, etc.).
- Let your child retell favorite stories to show that he/she knows the story.
- Re-read favorite stories, and have your child fill in parts of the story as you read.
- Ask your child to share an experience from his/her day.
- Sing songs, recite poems, and say tongue twisters - this helps your child become sensitive to different sounds in words.
- Relate stories and books to what has happened in real life - if you read about animals, relate it to a trip to the zoo; if you read about a dog - to the family dog, etc.
- Use your child's name to help build links between letters and sounds - Bill has the same sound as bed, big, bag, etc.
- Trace and say letters - encourage connecting the sound of letters to the letters.
- Play sound games - "I'm thinking of a letter and it goes ssssssssssss."