

## Resources for Parents

[www.colorincolorado.org](http://www.colorincolorado.org)

Great resources! Also for English Language Learners

<http://www.readingsource.net/websitesforkids.html>

Games that support all the components of reading

[www.readingrockets.org](http://www.readingrockets.org)

<http://www.pbs.org/parents/education>

<http://www.pta.org/parentsguides>



*Literacy is at the root of a person's ability to succeed and the family is at the heart.*

—Lind, 1999

**Any questions or concerns?  
The Literacy Team at**

**is here to support you as  
you continue to work with  
your child at home.**

## Important Literacy Legislation



In 2016, the Michigan Legislature passed the **Third Grade Retention Law** to ensure that students exit Third Grade reading at or above

grade level. This legislation will affect 2016-2017 Kindergarten students by the time they are in Third Grade.

In accordance with this law, and as a means of better informing classroom instruction, districts will be providing K-3 assessments to students across the state. These assessments will identify students who are reading below grade level and in need of intensive reading intervention. They will also provide useful information to help teachers tailor instruction to meet individual student needs, and parents to help work with their child at home.

### 5 Essential Components of Reading

1 Comprehension

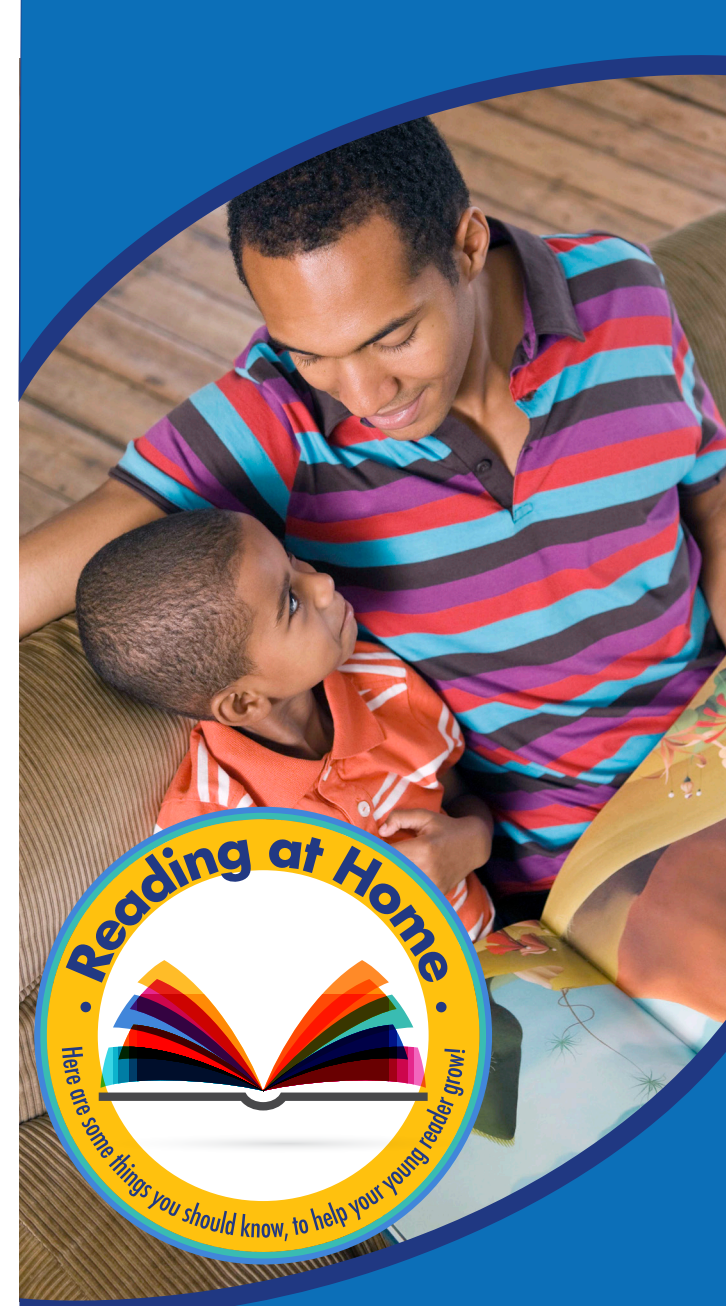
2 Phonemic Awareness

3 Phonics

4 Vocabulary

5 Fluency

**Readers are Leaders at:**



*You are your child's first and most important teacher! Studies show that it's vitally important for children to have a good start in reading. What you do at home is what will help your child become a successful, confident reader!*

# Helping Your Child Become a Successful, Confident, Reader!

## **Read with your child every day!**

Reading every day is crucial for beginning readers! This means during breaks and over the summer, too. Summer Learning Loss is really hard on children. They lose nine weeks or one quarter of progress by not reading in the summer.

**Follow the 20-minute rule:**  
*A beginning reader should spend at least 20 minutes a day reading to or with someone.*

## **What if my child gets stuck on words?**

Be patient. Don't just tell your child a word that he/she doesn't know. Here are some cues we use in the classroom and during reading interventions. You can remind your child to:

- Look at the pictures for a clue.
- Get your lips ready for the first sound. Don't forget the last sound, too!
- Look for familiar chunks to help figure out the word.
- Can we flip that vowel sound? For example, change from a short "a" sound to a long "a".
- Have your child skip the word and read ahead for clues. Then go back and think about the word again.
- If it's a difficult word, and these strategies don't help, simply supply the word and go on.

## **What if my child keeps reading words incorrectly?**

- Ask your child, "Does that sound right?", "Does that look right?", "Does that make sense?". Then try again!

## **How can I help my child understand when he/she is reading?**

To help your child with **comprehension**, make sure you always talk about the text before, during, and after reading.

### **Try this before you read:**

- Talk about the title and cover. Make predictions about the text.
- Look through the book together. Talk about how the book is organized. Is it fiction or non-fiction? Is there a table of contents or a glossary to read? Are there any challenging words you already notice and could talk about?

### **Try this while you read:**

- Stop every few pages to ask your child to retell you what they have read so far and to make predictions about what the author may write about next.
- Occasionally, have your child stop and write about what they have read. This will build connections for not only comprehending what they read, but also sounding out words, and creating meaningful sentences and ideas in print.

### **Try this after you read:**

- Have your child compare his/her predictions with what really happened.
- Retell the story, or the fact that they read about.
- Help your child **make connections**. Did the book remind them of any other book they read, something that happened to them, or something else in the world?

- Were there any new vocabulary words in the book? Discuss what they mean.
- Were there any pictures, graphs, headings, diagrams, etc. that were in the book? Discuss what they show you.
- Discuss what lessons or new ideas this book could teach someone.
- Discuss why the author wrote this book.

## **How can I help my child read fluently?**

To help your child with **fluency**, remind them that reading aloud should sound like you are talking. It should have flow and expression. Reading with fluency helps the reader bring the book "to life" and to reach deeper meaning.

### **Try this:**

- Pay attention to punctuation. Pause at certain spots (phrasing), and have your voice go up or down (intonation), depending on the end mark.
- Read with expression. If there are quotation marks in this story, have your child practice using different voices. Also, think about how the character is feeling, and make your voice show that.
- Echo read with your child. You read/model a couple of sentences and your child echoes back the sentences. Then switch roles!
- Help your child **make connections**. Did the book remind them of any other book they read, something that happened to them, or something else in the world?
- Reread! Rereading increases fluency and also deepens comprehension.

**So... Read, Read, and Read again with your child every day!**