



Grades: Kindergarten – Third

AT-HOME
READING SUCCESS PLAN
CONCORD ELEMENTARY SCHOOL

At-Home Reading Success Plan

Student _____ Date _____

Grade _____ Teacher _____

Completed By _____



Identified Areas of Strength	Identified Areas the Need Growth
<input type="checkbox"/> Phonemic Awareness: <i>Ability to hear and distinguish sounds</i>	<input type="checkbox"/> Phonemic Awareness: <i>Ability to hear and distinguish sounds</i>
<input type="checkbox"/> Phonics: <i>Ability to understand relationship between letters and sounds they represent</i>	<input type="checkbox"/> Phonics: <i>Ability to understand relationship between letters and sounds they represent</i>
<input type="checkbox"/> Fluency: <i>Ability to read with sufficient speed to support understanding</i>	<input type="checkbox"/> Fluency: <i>Ability to read with sufficient speed to support understanding</i>
<input type="checkbox"/> Vocabulary/Oral Language: <i>Knowledge of, and memory for, word meanings</i>	<input type="checkbox"/> Vocabulary/Oral Language: <i>Knowledge of, and memory for, word meanings</i>
<input type="checkbox"/> Comprehension: <i>Ability to understand and draw meaning from text</i>	<input type="checkbox"/> Comprehension: <i>Ability to understand and draw meaning from text</i>
<input type="checkbox"/> Writing: <i>Ability to use mechanics in writing OR ability to compose quality writing</i>	<input type="checkbox"/> Writing: <i>Ability to use mechanics in writing OR ability to compose quality writing</i>

Dear Parents,

You are your child's first teacher, and reading activities at home promote early literacy. Working with your child at home to make sure they are on grade level by third grade is extremely important. Students reading at or above grade level at the end of their third grade year are much more likely to experience future academic success. The best strategy to help promote success in early literacy is to read each night with your child for twenty minutes. The **At-Home Reading Success Plan** will provide several other strategies that you can do at home with your child to further their reading abilities. You do not have to do every strategy listed every day, but we highly encourage completing one activity along with twenty minutes of reading each night. We are honored and excited to work with you to prepare your child for a future of academic success.

Happy Reading!!

Concord Elementary School Staff



Phonemic Awareness

Phonemic awareness is the ability to hear and distinguish sounds. This includes:

- Recognizing sounds, alone and in words
- Adding sounds to words
- Taking apart words and breaking them into their different sounds
- Moving sounds



Phonemic Awareness Activities K-1

- ☐ Play "I Spy" with your child, but instead of giving a color say, "I spy something that starts with /b/." OR "I spy something with these sound /d/ /o/ /g/." Have your child do the same.
- ☐ Play a game in which you say a word and your child has to break apart all of the sounds. Ask your child to stretch out a word like dog and he/she can pretend to stretch the word with a rubber band. You should say /d//o//g/
- ☐ Play the "Silly Name Game". Replace the first letter of each family member's name with a different letter. For example 'Tob' for 'Bob', 'Watt' for 'Matt', etc.
- ☐ Explain that rhymes are words that sound the same at the end
- ☐ Read books over and over again containing rhymes
- ☐ As you read, have your child complete the rhyming word at the end of each line
- ☐ Orally provide pairs of words that rhyme and pairs that do not rhyme (EX; pan.man; pat/boy). Ask, "Do 'pan' and 'man' rhyme? Why? Do 'pat' and 'boy' rhyme? Why not?"



Phonemic Awareness Activities K-1

- ☐ Prompt your child to produce rhymes. Ask, "Can you tell me a word that rhymes with 'cake'?"
- ☐ Sing rhyming songs like "Row, Row, Row Your Boat" or "Twinkle, Twinkle Little Star".
- ☐ 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.
 - ☐ Jump for Sounds. Say a word and have your child jump for each sound in the word while saying the sound



Phonemic Awareness Activities 2-3

- ☐ Demonstrate clapping a word into its syllables, Ask your child to clap words into syllables.
- ☐ Make tally marks for the number of syllables in the names of the people in your family, favorite foods, etc.
- ☐ Give your child a small car. Write a 5+ 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 the letters again and 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 4-7 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.
 - ☐ Jump for sounds. Say a word and have your child jump for each sound in the word while saying the sound



Phonics

Phonics is the ability to understand the relationship between letters and the sounds they represent. This includes:

- Recognizing print patterns that represent sounds
- Syllable patterns
- Word parts (prefix, suffix, and root words)

Common Consonant Digraphs and Blends:

bl, br, ch, ck, cl, cr, dr, fl, fr, gh, gl, gr, ng, ph, pl, pr, qu,
sc, sh, sk, sl, sm, sn, sp, st, sw, th, tr, tw, wh, wr

Common Consonant Trigraphs:

Nth, sch, scr, shr, spl, spr, squ, str, thr

Common Vowel Digraphs:

Ai, au, aw, ay, ea, ee, ei, eu, ew, ey, ie, oi, oo, ou, ow, oy



Phonics Activities K-1

- ☐ Make letter-sounds and have your child write the letter or letters that match the sounds.
- ☐ Play word games that connect sounds with syllables and words. (for example, if the letters "p-e-n" spell pen, how do you spell hen?).
- ☐ Write letters on cards. Hold up the cards one at a time and have your child say the sounds (for example, the /d/ sound for the letter d).
- ☐ Teach your child to match the letters in his/her name with the sounds in his/her name.
- ☐ Point out words that begin with the same letter as your child's names (for example, John and jump). Talk about how the beginning sounds of the words are alike.
- ☐ Use alphabet books and guessing games to give your child practice in matching letters and sounds. A good example is the game, "I am thinking of something that starts with /t/."
- ☐ Write letters on pieces of paper and put them in a paper bag. Let your child reach into the bag and take out letters. Have your child say the sounds that match the letters.
- ☐ Take a letter and hide it in your hand. Let your child guess in which hand is the letter. Then show the letter and have your child say the letter name and make the sound (for example, the letter m matches the /m/ sound as in man).



Phonics Activities K-1

- ☐ Make letter-sounds and ask your child to draw the matching letters in cornmeal or sand.
- ☐ Take egg cartons and put a paper letter in each slot until you have all the letters of the alphabet in order. Say letter-sounds and ask your child to pick out the letters that match those sounds.
- ☐ Building words - Using magnetic letters, make a three letter word on the refrigerator (cat). Have your child read the word and use it in a sentence. Every day, change one letter to make a new word. Start by changing only the beginning letter (cat, bat, hat, sat, mat, rat, pat). Then change only the ending letter (pat, pal, pad, pan). Finally, change only the middle letter (pan, pen, pin, pun).
- ☐ Making words - For this game, you will need magnetic letters and three bags. Put half of the consonants into the first bag. Put the vowels into the middle bag, and put the remaining consonants into the last bag. Have your child pull one letter from the first bag. That will be the first letter of their word. Then have your child pull from the vowel bag for the second letter of the word and from the other consonant bag for the third letter of the word. Next, the child will read the word and decide if it is a real word or a nonsense word. Take turns, replacing the vowels as needed until there are no more consonants left.
- ☐ Read alphabet books to your child and eventually ask him/her to name the items on the page that you know he/she can successfully tell you.



Phonics Activities K-1

- ☐ Labeling words - When reading with your child, keep Post-it notes handy. Every so often, have your child choose one object in the picture and write the word on a Post-it. Put the note in the book to read each time you come to that page.
- ☐ Practicing words with pictures - Choose pictures from a magazine or catalog. Say the name of the picture, have your child say the sound that the picture begins with and the name of that letter. Hunting for words - Choose a letter and have your child hunt for five items beginning with that letter sound. As each object is found, help your child write the word on a list. For example, if the target sound is "m", the child might find and write mop, mat, Mom, money, and microwave.
- ☐ Hints for helping your child sound out words
 - ☐ First Sound - Have your child say the first sound in the word and make a guess based on the picture or surrounding words. Double-check the printed word to see if it matches the child's guess.
 - ☐ Sound and Blend - Have your child say each sound separately (sss aaa t). This is called "sounding it out", and then say the sounds together (sat). This is "blending".
 - ☐ Familiar Parts - When your child starts reading longer words, have him notice the parts of the word that he already knows. For example, in a word such as "presenting", your child may already know the prefix pre-, the word "sent," and the word ending -ing.
- ☐ Teach your child to recognize the letters in his or her name.
- ☐ Use magnetic letters to spell words on the refrigerator or spell names of family members and friends.



Phonics Activities K-1

- ☐ Recognizing shapes is the beginning of recognizing the features of letters. Have your child sort letters by tall tails, short tails, hooks, humps, and circles. Your child can continue to sort by feature combinations as well (Ex: circles and tall tails, hooks and circles, humps and tall tails, etc.)
- ☐ Ask your child to name stores, restaurants, and other places that have signs. This is called environmental print. Have your child cut the images of these signs from bags, takeout containers, and fliers and post them somewhere to make an Environmental Print Word Wall.
- ☐ Ask your child to look through ads to point out things he/she recognizes. Ask if they know any of the letters on the page.
- ☐ Use stores as an opportunity for learning! Ask questions like, "Can you find something that has a letter C? Can you find a word that begins with an M? Can you find something with 4 letters?" Praise all efforts and keep it like a game.
- ☐ Make alphabet letters out of Play-doh®.
- ☐ Write letters with your finger on your child's back and have them guess the letter. Have your child do the same to you.
- ☐ Play "Memory" or "Go Fish" using alphabet cards.



Phonics Activities 2-3

- ❑ Play word games that connect sounds with syllables and words (for example, if the letters "l-a-t-e-r" spell later, how do you spell hater? How many syllables are in later?).
- ❑ Write vowel and consonant digraphs, trigraphs, and blends on cards. Hold up the cards one at a time and have your child say the sounds (for example, the long e sound /ē/ for the vowel digraphs ea and ee).
- ❑ Writing words - Many children love to send and receive notes, and writing is a great way to reinforce phonics skills. Send your child notes in his/her backpack or place notes on the pillow. Have a relative or friend send a letter or email to your child. Whenever your child receives a note, have him/her write back. Don't be concerned about spelling. Instead, have your child sound out the words to the best of his/her ability.
- ❑ Hunting for words - Choose a blend and have your child hunt for five items beginning with that sound. As each object is found, help your child write the word on a list. For example, if the target sound is "bl", the child might find and write blanket, blood, blue, blizzard, blast.
- ❑ Play "Memory" or "Go Fish" using consonant and vowel digraphs, trigraphs, and blends.



Phonics Activities 2-3

- ❑ Hints for helping your child sound out words
 - ❑ First Sound - Have your child say the first sound in the word and make a guess based on the picture or surrounding words. Double-check the printed word to see if it matches the child's guess.
 - ❑ Sound and Blend - Have your child say each sound separately (sss aaa t). This is called "sounding it out", and then say the sounds together (sat). This is "blending".
 - ❑ Familiar Parts - When your child starts reading longer words, have him notice the parts of the word that he already knows. For example, in a word such as "presenting", your child may already know the prefix pre-, the word "sent," and the word ending -ing.



Fluency

Fluency is the ability to read with sufficient speed to support understanding. This includes:

- ☐ Automatic word recognition
- ☐ Accurate word recognition
- ☐ Use of expression



Fluency Activities K-1

- ❑ Repeated reading - Choose a passage that will not be very difficult for your child. Read the passage aloud to your child, and then read it together, helping your child figure out any tricky words. Next, have your child read the passage to you with a focus on accuracy. Finally, have your child read the passage to you again, paying attention to fluency and expression. The goal is to sound smooth and natural.
- ❑ Use different voices - When reading a familiar story or passage, try having your child use different voices. Read the story in a mouse voice, cowboy voice, or a princess voice. This is another way to do repeated reading, and it adds some fun to reading practice.
- ❑ Read to different audiences - Reading aloud is a way to communicate to an audience. When a reader keeps the audience in mind, he/ she knows that his reading must be fluent and expressive. Provide a variety of opportunities for your child to read to an audience. Your child can read to stuffed animals, pets, siblings, neighbors, grandparents - anyone who is willing to listen. This is a good way to show off what was practiced with repeated reading.
- ❑ Record the reading - After your child has practiced a passage, have him/her record it with a tape player or MP3 device. Once recorded, your child can listen to his reading and follow along in the book. Often, he/she will want to record it again and make it even better!



Fluency Activities K-1

- ❑ When you read a story, use appropriate expression during dialogue. Encourage your child to mimic your expression. Talk with him/her about what that expression means. Ex: If the character is excited about going to the park, he/she should sound like that in his/her voice. Encourage your child to repeat key phrases or dialogue.
- ❑ Recite nursery rhymes and poems to build familiar phrases in speech.
- ❑ In a repetitive text, ask your child to repeat the familiar phrase with you. Ex: For the story, "The House that Jack Built" your child can recite with you " in the house that Jack built."
- ❑ Point out punctuation marks that aid in expression such as question marks, exclamation points and quotation marks. Demonstrate how your voice changes as you read for each. Only focus on one during a book. Remember it is important to enjoy it first and foremost.
- ❑ Encourage child to sing favorite songs and repeat favorite lines of songs.
- ❑ Make your own books of favorite songs for child to practice "reading". This builds confidence and helps your child identify him/herself as a reader.
- ❑ Say a sentence to your child and ask him/her to repeat it to you. Challenge your child to increase the number of words he/she can repeat. As you say it, put it in meaningful phrases. Ex: The boy went/ to the store /with his mother.



Fluency Activities 2-3

- ❑ Repeated reading - Choose a passage that will not be very difficult for your child. Read the passage aloud to your child, and then read it together, helping your child figure out any tricky words. Next, have your child read the passage to you with a focus on accuracy. Finally, have your child read the passage to you again, paying attention to fluency and expression. The goal is to sound smooth and natural.
- ❑ Use different voices - When reading a familiar story or passage, try having your child use different voices. Read the story in a mouse voice, cowboy voice, or a princess voice. This is another way to do repeated reading, and it adds some fun to reading practice.
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- ❑ Record the reading - After your child has practiced a passage, have him/her record it with a tape player or MP3 device. Once recorded, your child can listen to his reading and follow along in the book. Often, he/she will want to record it again and make it even better!



Fluency Activities 2-3

- ❑ When you read a story, use appropriate expression during dialogue. Encourage your child to mimic your expression. Talk with him/her about what that expression means. Ex: If the character is excited about going to the park, he/she should sound like that in his/her voice. Encourage your child to repeat key phrases or dialogue.
- ❑ Make your own books of favorite songs for child to practice “reading”. This builds confidence and helps your child identify him/herself as a reader.
- ❑ Alternate repeating the favorite lines of a poem with your child. He/she will mimic your phrasing and expression.



Vocabulary

Vocabulary is students' knowledge of and memory for word meanings.
This includes:

- ☐ Receptive Vocabulary
 - ☐ Words we understand when we read or spoken to us
- ☐ Expressive Vocabulary
 - ☐ Words we know well enough to use in speaking and writing



Vocabulary Activities K-1

- ❑ Read aloud – Continue to read aloud to your child even after he is able to read independently. Choose books above your child's level because they are likely to contain broader vocabulary. This way, you are actually teaching him new words and how they are used in context.
- ❑ Preview words – Before reading to or with your child, scan through the book, choose two words that you think might be interesting or unfamiliar to your child. Tell your child what the words are and what they mean. As you read the book, have your child listen for those words.
- ❑ Hot potato (version 1) – Play hot potato with synonyms. Choose a word, and then your child has to think of another word that means the same thing. Take turns until neither player can think of another word. For example, you may say, "Cold," and your child might say, "Freezing." Then you could say, "Chilly," and so on. Try the game again with antonyms (opposites).
- ❑ Hot potato (version 2) – Play hot potato with categories. For younger children, the categories can be simple: pets, clothes, family members. For older children, the categories can be quite complex: The Revolutionary War, astronomy, math terms.
- ❑ Word Collecting – Have each family member be on the lookout for interesting words that they heard that day. At dinner or bedtime, have everyone share the word they collected and tell what they think it means. If the child shares an incorrect meaning, guide him/her to the correct meaning. Try to use some of the words in conversation.



Vocabulary Activities K-1

- ❑ Introduce your child to a variety of experiences to help build background knowledge he/she can use while making sense of print by taking them to the park, museums, the zoo, etc.
- ❑ Play “categories” with your child. Name a topic such as “farms” and ask your child to think of all the words he/she can related to that topic. This is a great way to build word knowledge!
- ❑ Discuss opposites (antonyms). Discuss positional words such as beside, below, under, over, etc. Make it into a game at dinner by asking your child to place his/her fork in different places in relation to his/her plate. Ex: Put your fork above your plate.
- ❑ Use the language of books such as author, title, illustrator, title page, etc.
- ❑ Discuss ordinal words such as first, last, beginning, middle, etc.
- ❑ Talk about how things are similar/alike as well as how things are different. Ex: How is a dog like a cat? How is a dog different from a cat? y War, astronomy, math terms.
- ❑ Use a variety of words to describe feelings and emotions. For example, your child says he/she is happy. You can validate that by saying, “I’m so glad you are so joyful today! You sure look happy!”
- ❑ Trips to everyday places build vocabulary. Discuss what you are doing and seeing as you are going through the store, for example. “I’m here in the bakery. I can find donuts, cookies, and bread.” Ask your child, “What else do you think I could find here?”
- ❑ When you read a book about a topic, ask him/her to tell you all the words related to it. Ex: If you read a book about a dog, he/she might say dog, puppies, toy, food, play, leash. Add other words to help expand upon what he/she says.



Vocabulary Activities 2-3

- ❑ Read aloud - Continue to read aloud to your child even after he is able to read independently. Choose books above your child's level because they are likely to contain broader vocabulary. This way, you are actually teaching him new words and how they are used in context.
- ❑ Preview words - Before reading to or with your child, scan through the book, choose two words that you think might be interesting or unfamiliar to your child. Tell your child what the words are and what they mean. As you read the book, have your child listen for those words.
- ❑ Hot potato (version 1) - Play hot potato with synonyms. Choose a word, and then your child has to think of another word that means the same thing. Take turns until neither player can think of another word. For example, you may say, "Cold," and your child might say, "Freezing." Then you could say, "Chilly," and so on. Try the game again with antonyms (opposites).
- ❑ Hot potato (version 2) - Play hot potato with categories. For younger children, the categories can be simple: pets, clothes, family members. For older children, the categories can be quite complex: The Revolutionary War, astronomy, math terms.
- ❑ Hot Potato (version 3) - Play hot potato with categories. For younger children, the categories can be simple: pets, clothes, family members. For older children, the categories can be quite complex: The Revolutionary war, astronomy, math terms.



Vocabulary Activities 2-3

- ❑ Word Collecting - Have each family member be on the lookout for interesting words that they heard that day. At dinner or bedtime, have everyone share the word they collected and tell what they think it means. If the child shares an incorrect meaning, guide him/her to the correct meaning. Try to use some of the words in conversation.
- ❑ Play "categories" with your child. Name a topic such as "ecosystems" and ask your child to think of all the words he/she can related to that topic. This is a great way to build word knowledge!
- ❑ When you read a book about a topic, ask him/her to tell you all the words related to it. Ex: If you read a book about dinosaurs, he/she might say Tyrannosaurus Rex, paleontologist, herbivore, carnivore, fossil. Add other words to help expand upon what he/she says.



Comprehension

Comprehension is the ability to understand and draw meaning from text. This includes:

- ☐ Paying attention to important information
- ☐ Interpreting specific meanings in text
- ☐ Identifying the main idea
- ☐ Verbal responses to questions
- ☐ Application of new information gained



Comprehension Activities K-1

- ❑ Sequencing errands - Talk about errands that you will run today. Use sequencing words (sequence, first, next, last, finally, beginning, middle, end) when describing your trip. For example, you might say, "We are going to make three stops. First, we will go to the gas station. Next, we will go to the bank. Finally, we will go to the grocery store."
- ❑ Everyday comprehension - Ask your child who, what, when, where, why, how questions about an event in his/her day. For example, if your child attended a party, you could ask, "Who was there? What did you do? When did you have cake? Where did you go? Why did the invitation have dogs on it? How did the birthday child like the presents?" Once your child is comfortable answering these questions about his/ her experiences, try asking these questions about a book you've read together.
- ❑ Think aloud - When you read aloud to your child, talk about what you are thinking. It is your opportunity to show your child that reading is a lot more than just figuring out the words. Describe how you feel about what's going on in the book, what you think will happen next, or what you thought about a character's choice.

Reading Fiction

- ❑ Before reading - Point out the title and author. Look at the picture on the cover and ask, "What do you think is going to happen in this story? Why?" This will help your child set purpose for reading.



Comprehension Activities K-1

- ❑ During reading - Stop every now and then to ask your child to tell you what has happened so far or what he/she predicts will happen. You might also ask for your child's opinion. "Do you think the character did the right thing? How do you feel about that choice?" Explain any unfamiliar words.
- ❑ After reading - Ask your child to retell the story from the beginning, and ask for opinions, too. "What was your favorite part? Would you recommend this to a friend?"

Reading Nonfiction

- ❑ Before reading - Point out the title and author. Look at the picture on the cover and ask, "What do you think you'll learn about in this book? Why?" This helps your child consider what he already knows about the topic. Look at the table of contents. You and your child may choose to read the book cover to cover or go directly to a certain chapter.\
- ❑ During reading - Don't forget the captions, headings, sidebars, or any other information on the page. Young readers tend to overlook these, so it's a good idea to show that the author includes lots of information in these "extras".
- ❑ After reading - Ask your child, "What was it mostly about? What do you still want to know? Where could you find out?"



Comprehension Activities K-1

Other Ideas

- ☐ Before your child reads a story, read the title and look at the cover. Ask, "What do you think will happen in the story?"
- ☐ Take a quick "book look" and encourage your child to talk about what he/she thinks about what might happen in the story.
- ☐ As your child reads, ask questions that start with who, what, where, when, why, and how. If your child does not answer with an appropriate response, redirect by saying, "I think you mean a person because it was a "who" question" then restate the question.
- ☐ After you read a few pages, ask "What do you think will happen next?"
- ☐ Ask your child to talk about the beginning, middle and end of the story. You will need to model this several times first.
- ☐ Discuss words related to stories such as characters, problem, and solution. For example, "How did characters of the Three Bears solve the problem of the porridge being too hot?" If the child does not know, show the picture or reread the page.
- ☐ After reading, ask your child, "What was your favorite part? Show me. Why do you like that part?"



Comprehension Activities K-1

- ❑ Ask questions about character traits. Ex: "Which character do you think was kind? Which character was bossy? How do you know?" If your child doesn't know, give your answer. You may need to do this many times before your child can do it. He/she may also "mimic" your answer. Encourage your child's attempts.
- ❑ Encourage deeper thinking by asking, "If the story kept going, what do you think would happen next?"
- ❑ Help your child make connections to his/her life experience while reading. You could say, "Is there anything you read in the story that reminds you of something? The boy who went to the zoo with his family reminds me of when we went to the zoo over the summer. What do you think?"
- ❑ As you are reading, think out loud to your child. Ask questions such as "I wonder why the boy is crying in the picture? Will he find his lost toy?" This demonstrates that reading and comprehension is an active process, not passive. · · Make puppets to help your child retell a favorite story or use stuffed animals as props to retell a story or part of a favorite story.



Comprehension Activities 2-3

- ❑ Sequencing comics - Choose a comic strip from the Sunday paper. Cut out each square and mix the squares up. Have your child put them in order and describe what is happening. Encourage your child to use words like first, second, next, finally, etc.
- ❑ Everyday comprehension - Ask your child who, what, when, where, why, how questions about an event in his/her day. Once your child is comfortable answering these questions about his/ her experiences, try asking these questions about a book you've read together.

Reading Fiction

- ❑ Before reading - Point out the title and author. Look at the picture on the cover and ask, "What do you think is going to happen in this story? Why?" This will help your child set purpose for reading.
- ❑ During reading - Stop every now and then to ask your child to tell you what has happened so far or what he/she predicts will happen. You might also ask for your child's opinion. "Do you think the character did the right thing? How do you feel about that choice?" Explain any unfamiliar words.
- ❑ After reading - Ask your child to retell the story from the beginning, and ask for opinions, too. "What was your favorite part? Would you recommend this to a friend?"

Reading Nonfiction

- ❑ Before reading - Point out the title and author. Look at the picture on the cover and ask, "What do you think you'll learn about in this book? Why?" This helps your child consider what he already knows about the topic. Look at the table of contents.



Comprehension Activities 2-3

- ❑ During reading - Don't forget the captions, headings, sidebars, or any other information on the page. Young readers tend to overlook these, so it's a good idea to show that the author includes lots of information in these "extras".
- ❑ After reading - Ask your child, "What was it mostly about? What do you still want to know? Where could you find out?"

Other Ideas

- ❑ Discuss words related to stories such as characters, problem, and solution. For example, "How did the Wright Brothers find a solution to help their plane fly longer?" If the child does not know, show the picture or reread the page.
- ❑ Ask questions about character traits. Ex: "Which character do you think was kind? Which character was bossy? How do you know?" If your child doesn't know, give your answer. You may need to do this many times before your child can do it.
- ❑ Encourage deeper thinking by asking, "If the story kept going, what do you think would happen next?"
- ❑ Help your child make connections to his/her life experience while reading. You could say, "Is there anything you read in the story that reminds you of something?"



Literacy Success Agreement

We are excited to work in partnership with you to help ensure your child's success in literacy. Below you will find a list of things we are going to do in order to improve your child's literacy achievement. Also, you will find a list of activities that we need for you to complete with your child as mentioned today. By signing below you are committing to making sure the selected activities are completed in order to help increase your child's reading ability.

You Can Count Us To!	We will Count on You To!
<input type="checkbox"/> Provide high quality tier one instruction using research based best practice like the K-3 Essential Literacy Practices	<input type="checkbox"/> Ensure your child reads for 20 minutes each night
<input type="checkbox"/> Provide high quality literacy resources to your child at school as well as home	<input type="checkbox"/> Complete one literacy activity selected in the plan each night
<input type="checkbox"/> Regularly assess and analyze your student's reading data to develop the best instructional plans possible	<input type="checkbox"/> Praise your child's effort in taking risks and practicing to become a better reader. Learning to read is tough it is about the process not about being smart.
<input type="checkbox"/> Listen to your child read each and every day and provide positive constructive feedback as they are learning	<input type="checkbox"/> Regularly attend The Reading Success Meetings to discuss your student's IRIP
<input type="checkbox"/> Participate in professional development to enhance our understanding of literacy instruction	<input type="checkbox"/> Attend at least one of the four parent engagement workshops that will be offered at night
<input type="checkbox"/> Provide Success Time for your child. Success Time is a scheduled 30 minute block of time to provide additional reading instruction that is individualized to the students needs.	<input type="checkbox"/> Provide your child the resources to read each night by making sure they have a quiet space, books, and the correct lighting.

By signing below, you are saying you understand committing to these activities are critical to the success of your child. Each one completed will increase your child's opportunity to learn, grow, and excel in all literacy areas.

Student Signature _____ Parent Signature _____

Teacher Signature _____ Date _____

Concord Elementary School

Parent Resources

Reading Rockets

<http://www.readingrockets.org/article/best-practices-planning-interventions-students-reading-problems>

Resources for Parents – Reading Partners

<http://readingpartners.org/take-action/resources-for-parents/>

Family Reading Partnership

<http://www.familyreading.org/great-ideas/favorite-websites/websites-promoting-literacy/>

Collaborative Educational Services

<https://www.collaborative.org/programs/early-childhood/parent-programs/parent-resources>

Literacy Activities

file:///C:/Users/Rebecca%20Hutchinson/Downloads/Pre_Kindergarten_Literacy_Activities%20(1).pdf

The structure and activities in this plan were compiled by the Mississippi Department of Education (2011)

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