

A young child with light-colored hair is shown in profile, blowing bubbles. The child is smiling and looking upwards. The background is a soft, greenish-yellow color with many bubbles floating around. The text is overlaid on the upper left portion of the image.

Welcome to Literacy in the Home Evening!

Presented by
Jason Oliver



Agenda

- Introductions
- What does the research say about reading at home.
- What your child might be doing at school.
- Suggestions and Ideas to support reading in your home.
- Comments, Questions...
- Read with your child.



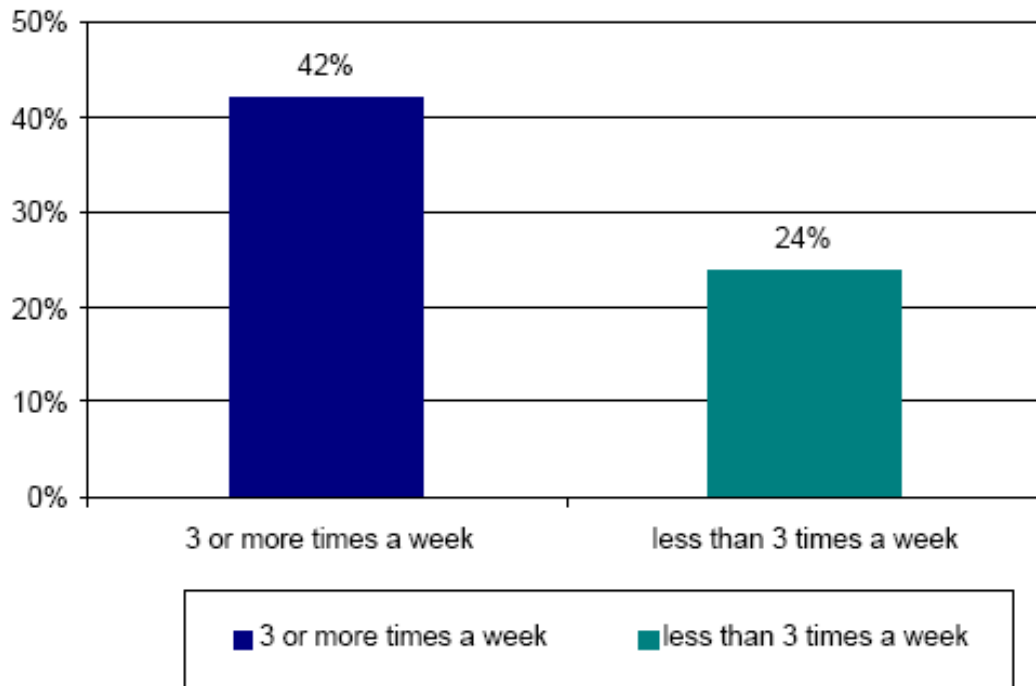
What does the research say?

Home and parents
account for 48% of their
children's sixth grade
reading achievement!

*(Darling-Hammond, 1996; Teachers
for America's Future).*

What does the research say?

FIGURE 1: Number of Emerging Literacy Skills by Frequency of Reading to Child

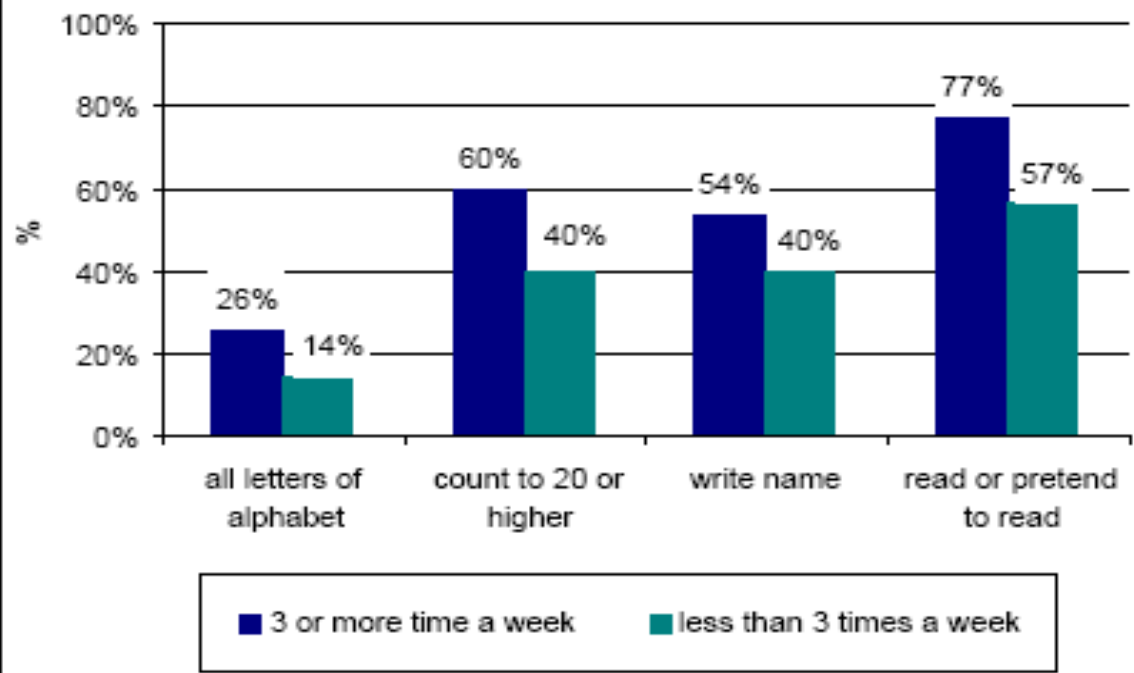


Children who were read to frequently are nearly twice as likely as other children to show three or more skills associated with emerging literacy. (See Figure 1.)

Source: Nord, C.W., Lennon, J., Liu, B., and Chandler, K. (1999). *Home literacy activities and signs of children's emerging literacy 1993 and 1999* (NCES No. 2000-026). Washington, DC: U.S. Department of Education.

Reading Skills are improved by reading at home!

FIGURE 2: Emerging Literacy Skills by Frequency of Reading to Child



In 1999, children who were read to three or more times in the last week by a family member were more likely to recognize all letters of the alphabet than children read to less frequently. Children who were read to frequently were also more likely than those who were not to count to 20 or higher, to write their own names, and to read or pretend to read. (See Figure 2.)

Source: Nord, C.W., Lennon, J., Liu, B., and Chandler, K. (1999). *Home literacy activities and signs of children's emerging literacy: 1993 and 1999* (NCES No. 2000-026). Washington, DC: U.S. Department of Education.



What is your child learning in school?

- Daily reading instruction occurs in the following areas...
 - Phonemic awareness
 - Phonics
 - Comprehension
 - Vocabulary
 - Fluency



How do we determine what to teach...

- Developmental Reading Assessment (DRA2)
 - Newly implemented this year
 - 3 times per year at report card time.
 - This will occur in grades K-5



The Developmental Reading Assessment

- 3 component...
 - Reading Engagement
 - Oral Reading Fluency
 - Comprehension



Why do you need to know this?

- Putting children in the right books is essential.
- We want to teach children to read in at the instructional level (90-95% accuracy)
- How do you support this at home...
 - Get your child in the right books!

The Continuum of Literature

Grade Level	DRA2 Level	Reading A-Z level
Kindergarten	A	A
Kindergarten	1	B
Kindergarten	2	B
1 st	3	C
1 st	4	C
1 st	6	D
1 st	8	E
1 st	10	F
1 st	12	G
1 st	14	H
1 st _2 nd	16	I
2 nd	18	J
2 nd	20	K
2 nd	24	L



Grade Level	DRA2 Level	Reading A-Z level
2nd- 3rd	28	M
3rd	30	N
3rd	34	O
3rd- 4th	38	P
4th	40	Q, R, S
5th	50	S, T, U
6th	60	U, V, W
7th	70	W, X, Y
8th	80	Y, Z

bookwizard.scholastic.com



The Five Finger Rule

- For books read aloud by the child...
 - Have the child read the page
 - If there are five or more words they do not know or read incorrectly then the book is probably not an independent read.



What about interest?

- Sometimes this trumps level.
- If your child is excited about a series, author, genre, or book it might be good to go with it.
- Motivation can push a child with more difficult material.
- These might also make good read alouds.



Tips for reading at home

- **Read to Baby**
- **Be Silly**
- **Encourage Your Child**
- **Make Reading Together a Habit**
- **Match Books to Activities**
- **Know When to Quit**
- **Play with Words**
- **Point Out the Details**
- **Be Enthusiastic**
- **Draw Pictures to Go with the Story**
- **Have Your Child Retell the Story**

A close-up photograph of a young child's face, smiling broadly with their mouth open, showing their teeth. Their hands are raised in the air, palms facing forward. The background is a soft, out-of-focus green and yellow.

Approaches to reading at Home!

Level of Support

Reading Activity

High

- Read aloud to your child.

Medium

- Have your child repeat what you read.

- Alternate the pages you read.

- Read aloud together/ Read silently together.

Low


- Listening to your child read to you.



When Readers Come to Words They Don't Know . . .

Good listeners can . . .

- Pay close attention to the reader's error
- Ask "Does that sound right?"
- Give the reader time to fix the mistake
- Fix only important mistakes that interfere with the meaning of the story
- Suggest a strategy (letters, pictures, context)
- Praise the reader's efforts
- Ask them if you can tell them the word, if they are still stuck



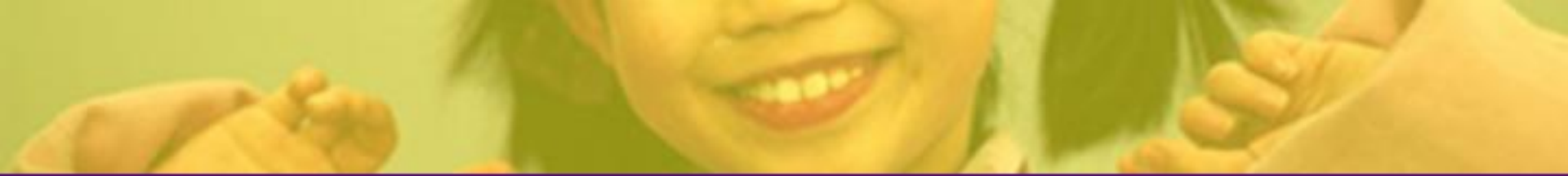
What do I do when my child is stuck on a word?

- Look to the picture for clues
- Stretch the sounds in the word
- Look for word parts (ch, ing, sh, str...)
- Skip the word, read ahead, and come back to it.
- Give it a try...Does it make sense? Look right? Sound right?



Instead of... “Sound it out”

- Look at the picture, do you see clues to what the word might be?
- Does what said sound right? Look right? Make sense?
- Something didn't seem right, let's look at...
- Skip it and come back.
- Are you saying all of the sounds?



They walked to the bookstore to buy a novel.

They walked to a bookstore to buy a novel.

They walked to the big park to buy a book.

They walked to the bookstore to buy a ?.



What about comprehension?

- Stop and talk about it.
- Break the story into smaller parts.
- Guess what will happen next.
- Give (or ask for) an opinion about an event
- Identify story elements (characters, setting, problem, solution, important events)



What about comprehension?

- Ask Questions
- Make Connections
- Create Mental Images
- Make Inferences
- Determine Importance
- Use Fix-up Strategies



What about Writing?

- Writing development is a slow process.
- Give opportunities to write.
- Give them reasons to write.
- Let them see you write.
- Let them join you in writing.
- Let them tell a story while you write.



How can reading lead to writing?

- Continue the story
- Character Adventures
- Wordless books
- Letter Writing
- Information Books
- Patterned Writing
- Writing Tools



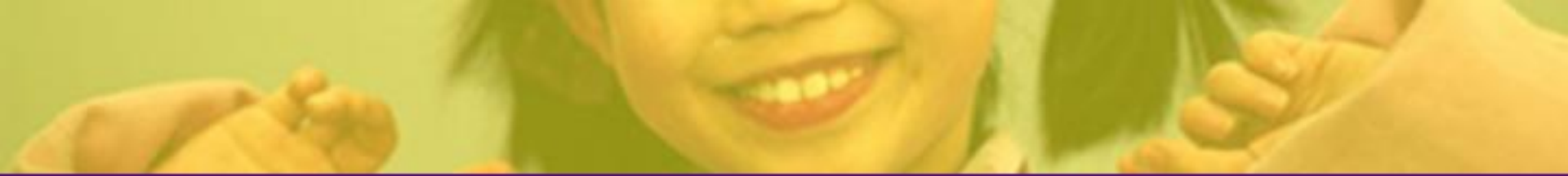
What to write about...

- Shopping Lists
- Invitations
- Thank you cards
- Stories about family
- Journals
- Diaries
- Complaints
- Letters
- Things to take on a trip
- Labels
- ABC Books
- Holiday cards



Materials

- Reading With Your Kids Packet
- “Literacy In the Home” Parent Information Packet



Questions Comments