



Creating a Superhero Reader!

How to best help your child at home
with their literacy skills

Harbordale Elementary
April 25, 2017





WALLS CHALLENGE

**Expand your reading horizons!
Read a book outside your comfort zone:**

1

A book about a **character who doesn't look or live like you.**

Diversity comes in many forms: race, religion, gender, geography, sexual orientation, class, ability, and more.

2

A book about a **topic you don't know much about.**

Explore your world with a STEM book (Science, Technology, Engineering, and Mathematics).

You don't have to be an all-star athlete to dive into a book on sports.

History isn't all facts and dates. Immerse yourself in a memoir, historical fiction, or nonfiction title.

3

A book in a **format that you don't normally read for fun.**

A picture book • A chapter book
A graphic novel • A book in verse



CHILDREN ARE MADE READERS
ON THE LAPS OF THEIR PARENTS.

- EMILIE BARONNET



Illustration

JOYOFMOM.COM • FB:JOYOFMOM

READING

is to the

MIND

what

exercise

is to the **BODY.**

Sir Richard Steele



How do I get my child to like reading?

What do I do if she can't decode a word?

Should he really be reading every night?

Am I pushing too hard?

Should I correct the mistakes on the HW?





I am just starting
to learn this. I
don't understand
it yet.



I am beginning
to understand
this, but I still
need some help.



I understand
this and I can
do this on my



I am an expert.
I can teach this
to someone else.

Reading, why is it so important?

1. Practice makes perfect! Same goes for reading.
2. Reading exercises and strengthens the brain.
3. Reading improves concentration, it requires focus. Avid readers are more focused adults.
4. Reading builds background. It teaches us about the world and exposes us to new ideas.
5. Reading improves vocabulary and overall language skills.
6. **Reading improves writing abilities...they go hand and hand!**
7. Reading improves imagination.
8. Reading improves empathy skills.
9. Regular readers excel in school...in ALL areas!
10. Reading actually relaxes the body and soothes the mind.
(P.S. TV and Video Games can stress the brain out!)

20" MINUTES OF READING

Choosing a book

Arguing that a comic book "counts"

Setting the iPad timer

Trying out every ringtone for the timer

Playing Minecraft on the sly

Sobbing about losing iPad privileges for playing Minecraft on the sly

Whining "How many more minutes?"

Staring off into space

Random chatter about The Amazing World of Gumball

Getting a snack

Complaining the book is too long/hard/heavy/boring

Getting another snack

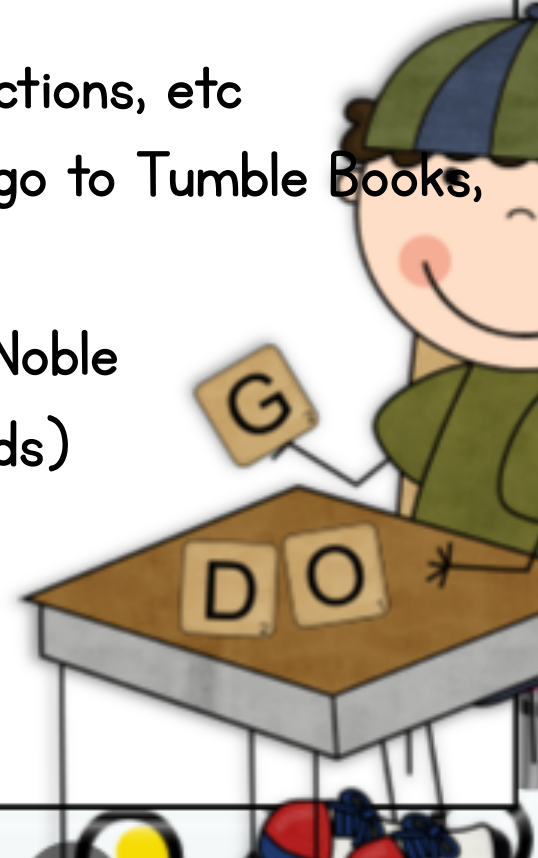
READING

TOTAL TIME: 2 HOURS



Make Reading a Ritual

- Set a routine (bath, book, bed)
- Allow your child to pick their favorite book as many times as they want
- Make an inviting/cozy environment
- Have a variety of reading materials like magazines, poems, comics, fiction and nonfiction
- Keep books in the car, in your bag, by the bed, etc.
- Even on a busy day...READ...even if only for 5 minutes
- READ EVERYTHING! Signs, food labels, cookbooks, directions, etc
- Listen to audio books while following along in the book, go to Tumble Books, Storyline Online, You Tube, etc
- Make going to the library a treat, or even Barnes and Noble (tell friends and relatives to buy them books or giftcards)
- Read the book, then watch the matching movie...
make it a BIG deal



IS CAN'T WE SKI READING TONIGHT

Student A reads 20 minutes each day. This equals 3600 minutes a school year. Student A will read approximately 100,000 words.

Student B reads 5 minutes each day. This equals 900 minutes in a school year. Student B will read approximately 282,000 words.

Student C reads 1 minute each day. This equals 180 minutes a school year. Student C will read approximately 546,000 words.



At the end of the school year, Student A will have read the equivalent of 60 school



Read to Your Child, with Your Child, and Have Your Child Read to You

- Reading aloud is a MUST!
- It creates a love of books, reading, and provides a model of what good reading sounds like
- DON'T STOP reading to your child...even when they can read independently
- Read and have your child point to the words (for beginners)
- Read alternate pages or paragraphs
- Have "think alouds" during the reading...ask questions and make predictions
- Read silently as a family. Turn off the TV and have the whole family read independently in the same room...then discuss what each of you read
- MODEL being a reader!

and aloud to our children
to read them things they
enjoy. To read to them
tries we are already tired
of. To do the voices, to
make it interesting, and
t to stop reading to the
st because they learn to
read to themselves. Use
reading-aloud time as
nding time, as time when
no phones are being
checked, when the
istractions of the world
are put aside.

Neil Gaiman, *The Graveyard Book*

JIM TRELEASE

THE READ-ALOUD HANDBOOK

INCLUDES A GIANT TREASURY OF GREAT READ-ALOUD BOOKS

seventh edition



THE MILLION COPY BESTSELLER NOW



JIM TRELEASE

Author, *The Read-Aloud Handbook*



People would stand in line for days for hundreds of dollars if there were a vaccine that could do everything for a child that read-aloud does. It expands their interest, vocabulary, comprehension, grammar, attention span. Simply put, it's a free "oral vaccine" for literacy.

- Jim Trelease -



FREE

THIRTY DO'S
TO REMEMBER
WHEN
READING ALOUD

THE WAY SOME
PARENTS SHOULD
KNOW ABOUT
READING

THE CONNECTION
BETWEEN TV &
SCHOOL SCORES

A small formula to explain
THE WAY SOME READ
A LOT AND SOME
READ VERY LITTLE

The more you read,
the better you get,
the more better you get,
the more better you get,
the more you like
it, the more you do

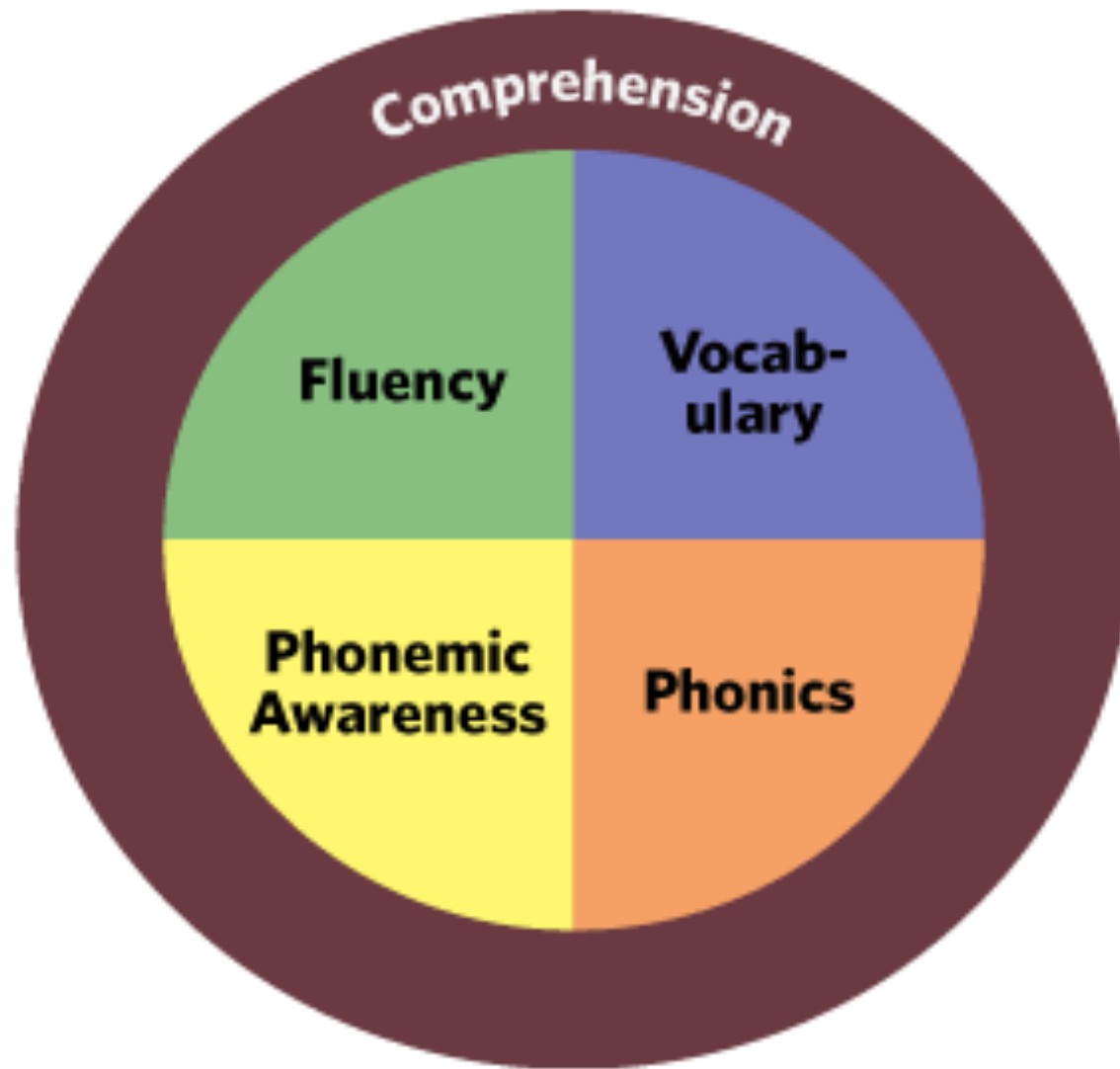
Jim Trelease

A READ ALOUD IS
COMMERCIAL FOR
READING. -JIM
TRELEASE



When your child becomes a more independent reader, we often let him or her read on their own and stop reading aloud as often. It's understandable since we want them to progress from reading aloud and independently but it's important to remember that reading aloud is important for children of all ages. Even adults enjoy listening to books read aloud on tape. Take turns each time deciding who will read. When you read aloud to your child you are giving them time to sit and listen about what they are listening to without the pressure of sounding out words or making mistakes if they are reading smoothly. Listening to books read aloud also allows children to hear new words they may have difficulty reading on their own so you want your child involved while you read. Be sure to track print and tell them you will see them watching while you read. Don't forget

Essential Components of Reading



can you help your child become a better reader? By exposing them to the joys of reading! The five domains of reading are five components that all of us need to become better readers. When reading with your child at home check to see how many of the five domains you are practicing!

Phonemic Awareness:

The ability to understand that each word is made up of sounds. We can tell how many sounds are in a word, which words rhyme or even change a word by changing one sound.

Phonics:

The ability to know which letters make which sounds. We can decode (sound out) words while we read. We can spell words based on phonics patterns.

Vocabulary:

The ability to understand what a word means. We can give a definition or use the clues in the story to help us determine the meaning. The more words you know the more you will understand the story!

Fluency:

The ability to read quickly, accurately and with expression. We can read smoothly, we don't have to

5.

Comprehension:

The ability to understand what happened in the story and why. Comprehension makes us dive deep into the text to analyze the characters and purpose of the text. We can answer questions before, during and after reading that show we have understood the text as a whole.



With a First Grader

Frog? Four?
Gate?
FORK?



OK, stop guessing.
Sound it out.



20 minutes later

Ffff ... rrr ...
rrr ... ah ...



AHH! The word
"forget!"



Ah! Here's that word
again. Remember?
We just saw it!



Frog? Four? Ga
FO
FO
GO



Ok, how do I know what my kid should be reading?

Stage	Grade Level	Basal Level	Guided Reading Level	
Emergent	Kindergarten	Readiness	A	
			B (1)	
			C (K)	
Early	Grade 1	Pre-Primer	D	
			E	
			F	
		Primer	G	
			Grade 1	H (2)
			Grade 1 Late	I (2)
Early Fluent	Grade 2	Grade 2 Early	J	
			K	
			L (3)	
		Grade 2	M (3)	
			N	
			O, P (4)	
Fluent	Grade 3	Grade 3	Q	
			R	
			S (5)	
		Grade 4	T (4)	
			U	
			V (6)	

GRADE LEVEL	GUIDED READING LEVELS
Grade K	A B C D E
Grade 1	D E F G H I J K
Grade 2	J K L M N
Grade 3	M N O P Q
Grade 4	P Q R S T
Grade 5	S T U V W
Grade 6	V W X Y Z

Levels A-C



Levels D+



LEVEL C

What does that mean?
It means that the book your child is reading has:

- Lots of picture support
- Continued patterns, but not too predictable
- There is an end to the story (a wrap-up)
- Change in punctuation

What the book may look like:




You can support your child with their reading by making sure they:

- ✓ Point under the words
- ✓ Reread to improve fluency
- ✓ Understands the difference between fiction and non-fiction
- ✓ Use picture clues to read unknown words
- ✓ Ask: Does that word you read look right? Does it sound right? Does it make sense?
- ✓ Pictures match words. When telling the main idea use the pictures to help.

Book Bag Letter to Parents





Setting the Stage

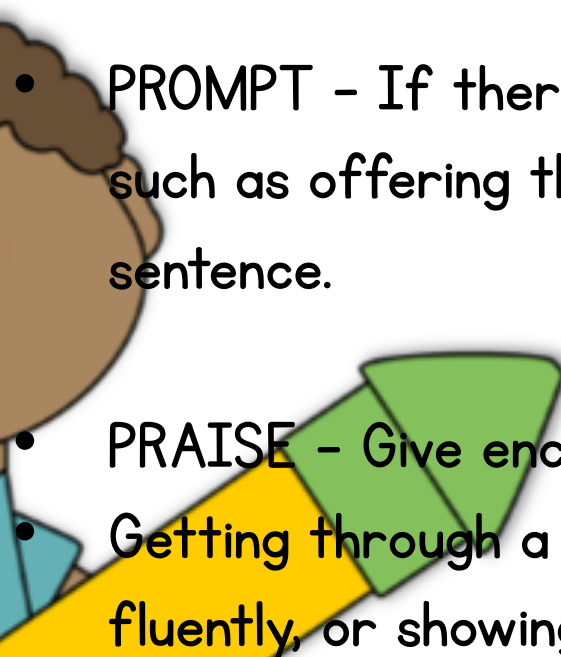
- Before reading, look at the cover, title, and author
- Ask to make predictions about the book
- Do a picture walk (flip to each page and look at the pictures and talk about them)
- Confirm or change predictions
- Point out words that may be difficult, introduce and talk about them
- During and after reading ask questions to guide and check comprehension



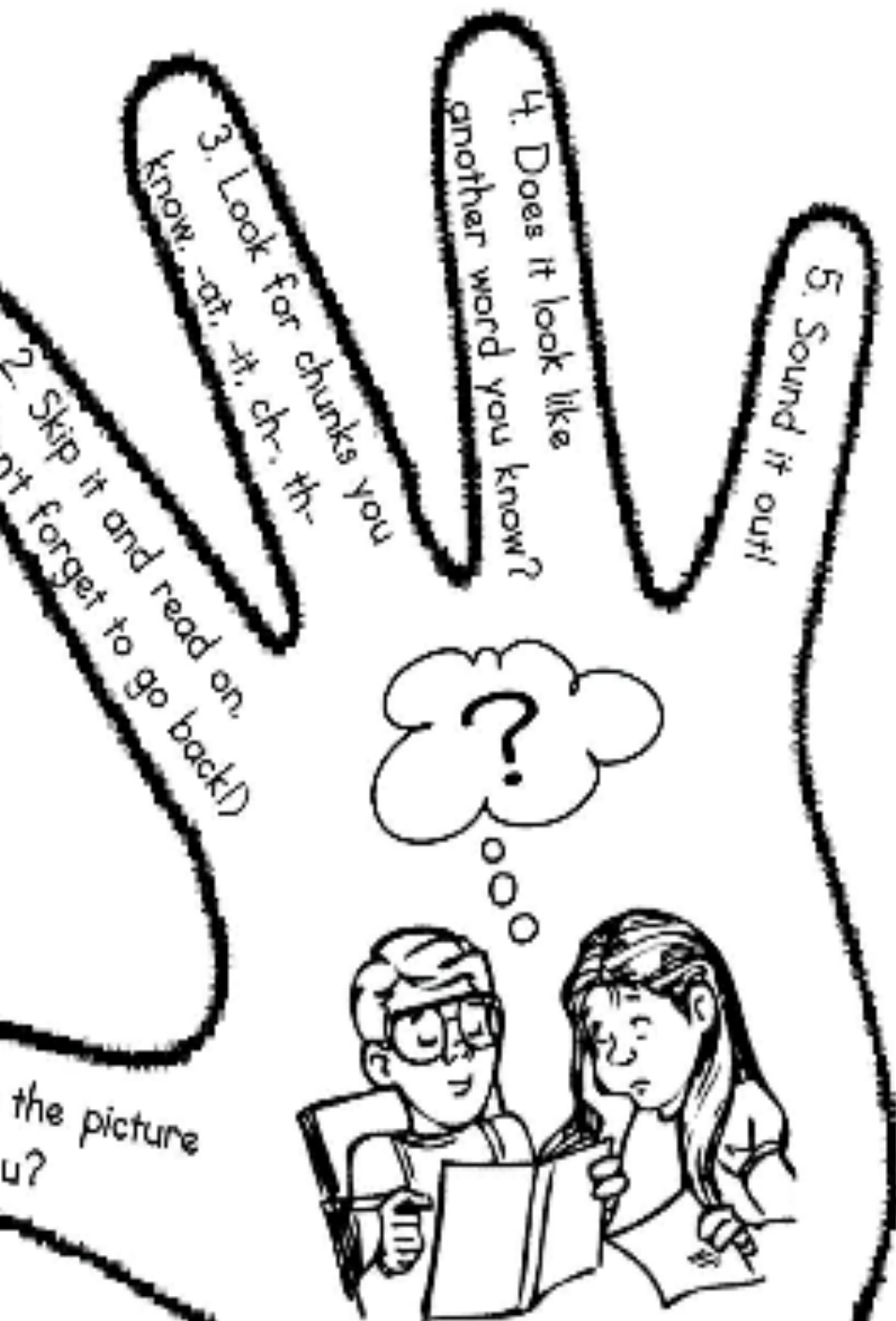


Pause, Prompt, Praise

Don't worry about teaching reading, that is the teacher's job, but here are some helpful tips:

- **PAUSE** - if your child comes to an unknown word or makes a mistake, pause for 3 seconds. This allows time for self-correction.
 - **PROMPT** - If there is no self-correct, give the word or offer a prompt such as offering the beginning sound or encouraging to re-read the sentence.
 - **PRAISE** - Give encouragement by congratulating when finishing a page, or
 - Getting through a difficult word, having few or no errors, reading fluently, or showing comprehension.
- 

Meet A Tricky Word:



FINGER RULING

What To Do: Pick a book. Open the book to any page. Put one finger up for each word you don't know.

- 0-1 Too Easy
- 1-2 Perfect Choice
- 4 Give It A Try
- 5+ Too Hard



Read to Self (Independently)

- Try to find books based on interest and ability
- Going on a trip? Find books to research the area
- Try a series or author
- Instead of setting a time, set a goal like a chapter or amount of pages - STAMINA is key
- Still Set the Stage and discuss after...CHAT, NOT QUIZ
- Ask about a favorite part, exciting event, interesting character, setting, problem, solution...SOMEBODY WANTED BUT SO...





Independent Reading

Reading Achievement and Vocabulary Exposure

Some students in America are reading a lot more than others, are encountering many more words per year than others, and are reading better than others. This study by Anderson, Wilson, and Fielding found that the amount of time a child spent reading was strongly correlated with the scores the child earned on tests of reading proficiency. The students who read more read better. They found that the students in the highest category in terms of amount of reading read books, magazines, newspapers, comic books, and mail for more than an hour each day. Students who read more scored better on reading tests, and "...time spent reading books was the best predictor of a child's growth as a reader from the second to the fifth grade." (p. 294)

PERCENTILE RANK (IN TERMS OF AMOUNT OF READING)	MINUTES PER DAY	WORDS PER YEAR
98th	67.3	4,733,000
90th	33.4	2,355,000
70th	16.9	1,168,000
50th	9.2	601,000
30th	4.3	251,000
10th	1.0	51,000
2nd	0	-

T **A** **M** **I** **N** **A**

is doing
anything for
L **O** **N** **G** period
of time
w **i** **t** **h** **O** **u** **t**
getting **t** **i** **r** **e** **d**
g **i** **v** **i** **n** **g** **u** **p**

I **P** **I** **C** **K** Good Fit B

I look at the book

Purpose (Why do I want to read the

Interest (Am I interested in the

Comprehend (Do I understand
reading?)

Know the words (Do I know

a picture walk BEFORE reading.

What may happen in the book.

and encourage your child to track print.

word or sentence and have your child

is reading each page.

t the story as you read.

you think will happen

What does this story

you of?

story again! Repeated

build fluency and



READ ALOUD

- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Ask questions before, during and after reading.
- Point out details in the illustrations.
- Use different voices for the

ECHO READ

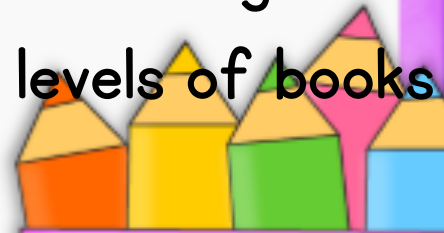
- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Read a sentence or page. Have your children echo the sentence or page back to you.
- Ask questions

CHORAL READ

- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Read the story out loud together at the same time.
- Your child will use your guide if they

Be Supportive and Realistic

- No bribing! A reward could be a visit to the library or a new book
- No criticizing or judging
- Let them read anything they are interested in, even if you don't approve...it is better than nothing
- Not every book needs to be finished if not interested
- Don't compare your child to others.
- Don't expect MAJOR changes overnight...LOOK for small changes
- Use sites like Scholastic and AR Bookfinder to check levels of books
- Know your child's reading level. Ask the teacher
- Know grade level expectations



by Daniel Pennac
illustrated by Quentin Blake



1 The right not to read.



2 The right to skip.



3 The right not to finish a book.



4 The right to read it again.



5 The right to read anything.



6 The right to mistake a book for real life.



7 The right to read

Try this page —
it's fantastic!



8 The right to dip in.



9 The right to read out loud.

10 rights — 1 warning
Just make fun of people
who don't read —
or they won't.



The Rights of the Reader



Daniel Pennac

Translated and Illustrated by Quentin Blake

readers truly love to read. All readers may not love novels but that's the great thing about reading, there are so many different kinds of text to read! It is important for your child find something that they love to read. Below are some tips to foster a LOVE of reading!

LOVE TO READ!

Let your child explore all different kinds of text. Encourage them to read books, magazines, comics, e-books, newspapers and more! Let them choose what they want to read even if it may not be a perfect fit from time to time.

Model great reading for your child. Show them how you can gain new information from text. Establish reading routines and establish reading time each day. Read aloud to your child. Take your child to the library or bookstore. Ask your child to share with you what they are reading.





Putting it to Paper

Readers are good writers and writers are good readers

Leave notes for your kid, ask a question and ask them to write back

Have a family chalkboard that encourages writing

Always have your child write their own cards and thank yous

Encourage them to write or send emails to friends and family

Buy a cute journal and fun pen for keeping a diary

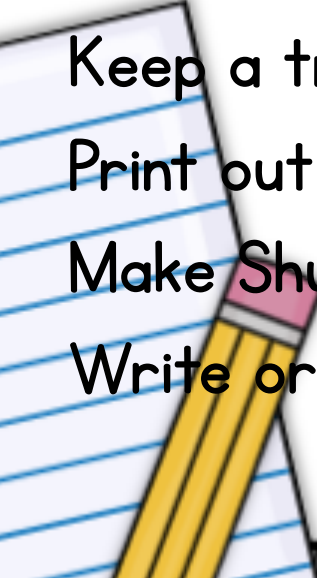
Keep exciting writing utensils and paper in the house and accessible

Keep a travel journal on trips

Print out photos and have your child write captions for a scrapbook

Make Butterfly type books together

Write or email a favorite star or author



ll begin with *box*; the plural is *boxes*,
the plural of *ox* is *oxen*, not *oxes*.

e fowl is a *goose*, and two are called *geese*,
the plural of *moose* is never called *meese*.

may find a lone *mouse* or a house full of
the plural of *house* is *houses*, not *hice*.

plural of *man* is always *men*,
the plural of *pan* is never *pen*.

speak of a *foot*, and you show me two *feet*,
I give you a *book*, would a pair be a *beek*?

ne is a *tooth* and a whole set are *teeth*,
y shouldn't two *booths* be called *beeth*?

Letters do not represent sounds.

Semi-phonetic:

Letters represent some of the sounds in words.

Phonetic:

Words are spelled the way they sound.

Transitional:

Spelling patterns are evident.

Conventional:

The majority of words are spelled correctly.



(The bunny likes to jump.)

M M O T A E

(Mom made a turkey.)

Her is
Som Fun
Colrs
wen you
and you
Mak the wrld
go arnd.

(Here is some fun colors. When you're around, you make the world go around.)

The weelk befor
the geogre fair
we wil get
redy.

(The week before the geography fair, we will get ready.)

(Correct spelling.)





Spelling/Writing Do's and Don'ts

- Don't correct your child's spelling, ask them to sound it out and write all the sounds
- Don't let them rely on you
- Do correct tricky words you know they have learned before like sight words that cannot be sounded out
- Do focus on word families and roots of words

butiful



Word Play

Play games as a family that encourage word play like

BOGGLE

SCRABBLE

HEADBANDZ

HANGMAN

BANANAGRAMS

ETC...

eracy is how a family interacts with literacy materials
rds, illustrations, etc.). Family literacy can be practiced
ng books before bedtime, writing each other letters,
word games, singing songs or cooking together while
ing a recipe. Below are ten ways to improve family
literacy.

**Read, read, read! Read
books, magazines,
newspapers and digital print!**

**Ask your child about what
they're reading. Ask
questions before, during and
after reading.**

**Write notes, e-mails, texts
or letters to each other
each day.**

**Sing songs together. Make
up new songs too! The sillier
the better!**

6.

Tell family jokes.

7.

**Play board games and word games
together. Have a family game ni**

8.

**Keep a family calendar. Make fa
to-do lists, and grocery lists. Wri
down wishes/goals for each seas**

9.

**Visit the library or bookstore tog
Check your local library for wee
read aloud classes.**



Word of the Day:

Choose a new word each day to be the word of the day. Teach your child what it means. Use it for them throughout the day and encourage them to use it too!

Board Games:

Play board games that focus on using words such as Apples to Apples, Taboo, Blurt, Scategories, or Boggle. Ask your child to use the words in a sentence. If they can't, model it for them.

Go Digital:

There are many different websites and mobile device applications (apps) that help kids practice new vocabulary. Check out these: Tiny Hands First Words, Bugs and Buttons, Endless Alphabet, Peek-a-boo Barn, My PlayHome.

Detective:

Find a word in a book that you don't know. Write it down, use the dictionary to look up the meaning. Try using the clues from the story to figure it out before you read the definition.

The Alphabet Game:

Give your child a category (ex. girl's names, foods, animals, etc.). Challenge them to the alphabet

6.

Make Your Own Dictionary:

Use a notebook or journal to create your own dictionary. Draw pictures and remember what the words mean. Add definitions.

7.

Describe it:

How many words can you think of to describe it? While eating breakfast or dinner challenge your kiddo to describe how the food tastes, feels, smells, and sounds using as many adjectives as you can.

8.

Don't Say it!:

While riding in the car or sitting at the table designate a "no-no" word that you can't say for the day (for example, "no" or "go"). Instead of saying the word, you must use a synonym.

9.

Word Jar:

Create a word jar of words that are tricky when reading at home. Pull out one word from the jar each day to learn and use in conversation.

10.

Cut it Up:

Take an old newspaper or magazine and cut up words that are tricky to read.



I am just starting
to learn this. I
don't understand
it yet.



I am beginning
to understand
this, but I still
need some help.



I understand
this and I can
do this on my



I am an expert.
I can teach this
to someone else.



Everyone is
a reader

Some just haven't
found their
favorite book
yet.

