

READING STRATEGIES



FOR YOU AND YOUR CHILD

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A Collection of Resources for Teachers and Parents

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Date: _____

Dear Parent(s):

Enclosed please find some practical reading strategies as well as reading *reminders* for you and your child. The packet contains ready to use strategies based on the 5 components of reading (phonemic awareness, phonics, fluency, vocabulary and reading comprehension). Remember to make reading fun! You can modify the given materials to meet your child's individual needs or create your own games and ideas. Also attached are places to go and websites to explore.

I hope you will find the information useful. If I can be of further assistance, please call me at _____.

Sincerely,

Your School Psychologist



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Ways Parents Can Promote Reading at Home

- 📖 Establish a quiet comfortable place to read.
- 📖 Keep reading time enjoyable and relaxed. Be enthusiastic when approaching reading.
- 📖 Read aloud to your child daily.
- 📖 Read your child's book over and over.
- 📖 Select a high-interest book or magazine at your child's independent reading level and read with him/her in the evenings.
- 📖 To increase interest in reading activities, play computer games that require reading to progress from one stage to another.
- 📖 Stop and ask about the pictures and about what is happening in the story.
- 📖 Read from a variety of children's books, including fairy tales, songbooks, poems, and information books.
- 📖 Listen to your child read daily.
- 📖 Be a "reading model" for your child. Let your child see you reading magazines, newspapers, and books.
- 📖 Schedule regular trips to the library.
- 📖 Talk with your child frequently so that he/she will connect the spoken with the written word.
- 📖 Make reading a privilege. For example, you might allow children to stay up an extra fifteen minutes if they are reading in bed.

"You are your child's first teacher"

Activities you can try at home to develop the 5 components of reading

The activities that follow are denoted by level of difficulty for the parent in terms of preparation and materials.

- * Activities with one star require little preparation and few materials.
- ** Activities with two stars may require more preparation of materials, such as books on tape.
- *** Activities with three stars require the most preparation and/or materials and are more extensive to complete.

COMPONENT 1

Phonemic Awareness



What is Phonemic Awareness?

Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words.

Sound Matching Activities*

Materials: Erase board and erase board marker or paper and pencil; blackboard and chalk.

Directions: Have your child sit and listen as you sound out letter sounds in words. Then have him/her write down the individual sounds and then the entire word.

Example:

Parent: Listen: I'm going to say the sounds in the word "jam" - /j/ /a/ /m/. What is the word?

Child: Jam

Parent: Say the sounds in the word "jam."

Child: /j/ /a/ /m/.

Parent: Now write the sound in "jam": /j/, write j; /a/, write a; /m/, write m.

Parent: (Writes jam on small erase board.) Now we're going to read the word "jam."

Source: Armbruster, B., Lehr, F., & Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read*. Washington, DC: National Institute for Literacy (available online at www.nifl.gov)

Additional Suggestions for Sound Matching:

Materials: None. Include word games, rhymes, and riddles.

Directions: To generate examples of a word beginning with a particular sound, the following nursery rhyme may be used “This Little Piggy.” The parent says the nursery rhyme **first** then the phoneme sound, **not** the letter name. Then the parent and the child say the phoneme sound.

This little piggy went to /m/
This little piggy stayed /h/
This little piggy had roast /b/
This little piggy had /n/
And this little piggy cried,
/w/, /w/, /w/, all the way /h/.

Websites:

- www.-personal.umich.edu (for examples of other nursery rhymes)
- www.starfall.com, www.riverdeep.com (to practice phonemic awareness skills)
- <http://members.tripod.com/~ESL4Kids/phonics.html> (worded for teachers but activities can be modified)

Source: Yopp, H.K. (1992). Developing phonemic awareness in young children. *The Reading Teacher*, 45(9), 696-703.



Nonsense*

Materials: Book of familiar stories or poems

Directions:

1. Invite your child to sit down and close his/her eyes so that he/she can concentrate on what he/she will hear.
2. Recite or read aloud a familiar story or poem to your child but, once in a while, by changing its words or wording, change its sense to nonsense. The children's challenge is to detect such changes whenever they occur. When they do so correctly, encourage them to explain what was wrong. As the game is replayed in more subtle variations across the year, it will also help to sharpen your child's awareness of the phonology, words, syntax and semantics of language.

Additional examples for Nonsense:

Song a sing of sixpence	Reverse words
Baa baa purple sheep	Substitute words
Humpty Dumpty wall on a sat	Swap word order
Jack fell down and crown his broke	Swap word order
One, two shuckle my boo	Swap word parts
I'm a tittle leapot	Swap word parts
The eensy weensy spider went up the spouter wat	Swap word parts
One, two, buckle my shoe	Switch order
Five, six, pick up sticks	of events
Little Miss Muffet, eating a tuffet	Switch order
sat on her curds and whey	of events
Goldilocks went inside and	Switch order
knocked on the door	of events
The first little piggy built	Switch order
himself a house of bricks	of events

Clapping Names*

Materials: None

Directions:

1. When you first introduce this activity, model it by using several names of contrasting lengths.
2. Pronounce your child's first name, syllable by syllable, while clapping it out, before inviting your child to say and clap the name along with you. After each name has been clapped, ask, "How many syllables did you hear?"
3. Don't forget last names, too! It is easy to continue clapping other words and to count the syllable in each. If a name has many syllables, you may need to let your child count the syllables as they are clapping

Additional suggestions for Clapping Names:

- Ask your child to clap and count the syllables of their first and last names together.
- After determining the number of syllables in a name, ask your child to hold two fingers horizontally under his/her chin, so he/she can feel the chin drop for each syllable. To maximize the effect, encourage your child to elongate or stretch each syllable.
- As follows, this activity can be done to a rhythmic chant, such as "Bippity, Bippity Bumble Bee" Example: Bippity, bippity bumble bee, tell me what your name should be.

COMPONENT 2

Phonics



What is Phonics?

Phonics is instruction that teaches children the relationships among the letters of written language and the individual sounds of spoken language. It teaches children to use these relationships to read and write words.

The following are different labels to describe these relationships: letter-sound associations, letter-sound correspondences, sound-symbol correspondences.

Letter-Sound Associations*

Materials: Old magazines or clip art/images found on your computer/internet to remember letter shape and sound; index cards or card stock to make alphabet cards, sandbox, beans glued to construction paper to trace new letter-sound; Scrabble or Boggle game pieces to teach sound sequencing and blending.

Directions:

1. Use pictures that will help your child remember the letter shape and sound. For example, present the letter “o” as a drawing of an octopus, the letter “m” as two mountains, the letter “e” as an egg, and the letter “s” as a snake.
2. Have your child create his/her own set of alphabet cards. On each card have him/her write a letter and then draw a picture of a word that begins with that letter.

3. If your child has difficulty retaining phonic elements, add a tactile component, such as tracing new letter-sound combinations as they are learned.
4. Use letter tiles to teach the concept of sound sequencing and blending. Arrange a given set of tiles and have your child attempt to pronounce real or nonsense words.

Additional suggestions:

- Teach your child new words in families. Select common word patterns, such as *at* or *am*, and then identify and practice common words in the family such as “sat,” “bat” and “rat.” Help your child learn to identify the patterns rapidly and automatically.
- As your child learns sight words, place them in a word box and create word families around them. You can use an index or recipe box for the word box.
- When your child is working with one particular word ending such as *ing* or *ed*, color code it each time it appears in the text prior to reading the passage (use a highlighter for color-coding).
- Teach your child how to use a dictionary and its pronunciation symbols to pronounce unfamiliar words.



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- Introduce your child to the many different and fun ways technology can deliver information and encourage reading. From low-tech tools, such as educational television shows, to more high-tech tools, such as computer software programs aimed at improving phonics and other reading skills, technology can increase children’s independence and confidence so they are able to accomplish certain tasks-such as reading assignments-on their own.

Websites:

- SchwabLearning.org-designed specifically for parents
- SparkTop.org-created expressly for kids ages 8-12 with learning difficulties.

Source: Mather, N. & Jaffe, L.E. *Woodcock-Johnson III: Reports, recommendations, and strategies* (2002). New York: John Wiley & Sons.

Word Attack*

Materials: Index card.

Directions:

1. Prompt your child to apply a chain of word-attack skills whenever he/she misreads a word. Give these cues in descending order. If your child correctly identifies the word after any cue, then stop delivering cues at that point and direct him/her to continue reading. NOTE: To avoid too many reading interruptions, do not correct minor errors (e.g., misreading or omitting *the* or *a*, dropping suffixes such as *-s*, *ed*, or *-ing*).
2. “*Try another way.*” This cue is given directly after a reading error and alerts the your child to the fact that he/she has misread the word.
3. “*Finish the sentence and guess the word.*” The child is encouraged to make use of the sentence context to discover the correct word pronunciation.
4. “*Break the word into parts and pronounce each one.*” Direct your child to sound out the segments of a word independently.

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5. Using an index card, cover over parts of the word and let your child sound out only the part of the word that is visible. This approach teaches him/her a method for reducing the amount of visual information in each word.
 6. “*What sound does ‘ _____ ’ make?*” As you cover selected parts of the word with an index card, your child is directed to use phonics information to sound out the word.
 7. “The word is _____.” If your child cannot decode the word despite your support, then supply the word. Direct him/her to repeat the word and to continue reading.

Source: www.interventioncentral.org



COMPONENT 3

Reading Fluency



What is Fluency?

- Speed + Accuracy= Fluency
- Fluency means reading quickly and in a meaningful way.
- It's decoding and comprehending simultaneously.
- It is smooth and effortless reading.
- It involves freedom from word identification problems.

Fluent Readers....

- Recognize words automatically.
- Read aloud effortlessly and with expression.
- Do not have to concentrate on decoding.
- Can focus on comprehension.

Some Factors that Inhibit Fluency....

- Unfamiliarity with text
- Limited vocabulary
- Difficulty with syntax
- Decoding breakdown.

Read Alouds *

Materials: Story

Directions: Dramatize your voice as you read. Your child will delight in hearing words “come to life.” Take turns reading different parts, or invite your child to act out each role as you share stories aloud.

Source: Fitzpatrick, J. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Huntington Beach, CA: Creative Press.

Paired Reading*

Materials: Story

Directions:

1. Let your child choose the reading material and show interest in the chosen book. Talk about the title, cover, and find out if your child has any knowledge about the particular topic. Ask your child what he/she expects might happen during the story.
2. Read all the words out loud together with your child adjusting for rate so that the language is still fluent and meaningful. When an error is made, repeat the word and have your child state the word as well. Then proceed to reading out loud together again.
3. When the reading gets easier, prearrange some nonverbal signal with your child, such as a nudge or a hand squeeze, to indicate to you that he or she wishes to read alone.

Additional suggestions for Paired Readings:

- When your child comes to an unknown word, wait 5 seconds to allow your child to figure it out.
- After reading a short story or chapter each day, start the following day by talking about what happened in the story.
- The suggested amount of time to spend on this strategy is 15-20 minutes per day.
- When working with your child provide praise, praise, and more praise.



Automatic Reading**

Materials: Stories, tape recorder, cassette tape, books on tape and local library card.

Directions:

1. Have your child choose a few books of interest that he/she would like to hear aloud.
2. Record your own voice while reading the text fluently.
3. Have your child repeatedly listen to the tape while reading along, until he or she is able to “sound like the parent” without the tape.

Additional suggestions for Automatic Readings:

- You may wish to purchase books on tape or check some out that are readily available at your local library and bookstores.



Popcorn Reading *

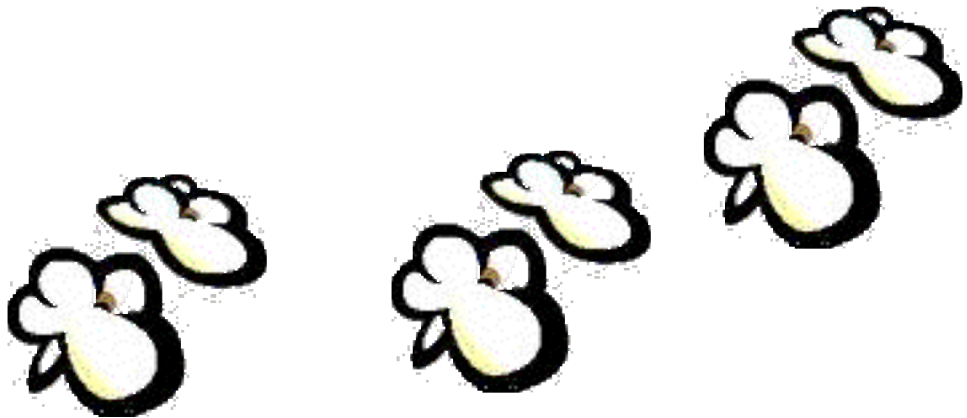
Materials: Story

Directions:

1. Have your child select a book of interest to read together.
2. Begin by reading the story aloud to your child and read no more than a few sentences of the first page of the story.
3. After a few sentences, stop and call out “popcorn” to signal to your child that your turn is over and that it is his/her turn to continue reading.
4. Your child then reads a few sentences and calls out “popcorn” whenever he/she wants to turn it back to you.

Additional suggestions for Popcorn Reading:

- You may decide to vary the directions by calling out “popcorn” at the end of each sentence or at the end of every page. However, keeping it spontaneous will encourage your child to follow along more and keep his/her attention.
- When calling popcorn, and turning it over to the next person, the transition should be quick and without interrupting the natural flow of the story. The next reader should be able to jump in quickly, thus the name “popcorn”.



Hot! Hotter! Hottest! ***

Materials: Books, paper or poster board, colorful markers and reward of your choice. Keep reward simple (e.g., favorite snack, trip or one on one time).

Directions:

1. Help your child choose a goal, such as reading five books in a week. Help him/her reach that goal by taking him to the library to select and borrow books.
2. Draw a goal chart in the form of a thermometer and track your child's progress by coloring in the "mercury" of the thermometer as he/she takes steps towards reaching that goal. Mark the points on the thermometer to read "Hot," "Hotter," and "Hottest."
3. Choose a proper reward and give it to your child when the mercury reaches the "Hottest" section of the thermometer.

Phrased Readings ***

Materials: Poems, sentence strips and markers.

Directions:

1. To help your child read phrases better, begin with a terrific poem. (See resources below for suggestions)
2. Select a poem and write its lines onto sentence strips, which serve as cue cards, to show your child how good readers cluster portions of text rather than saying each word separately.
3. Hold up strips one at a time and have yourself and your child read the phrases together.

Resources for Poetry Books:

- Prelutsky, J. (2000). *The random house book of poetry for children*. New York: Random House.
- Schenk de Regniers, B., Moore, E., White, M.M. et al. (1998). *Sing a song of popcorn: Every child's book of poems*. Scranton: Scholastic.
- Martin Jr., B., Archambault, J. & Brogan, P. (1986). *Treasure chest of poetry*. Allen, TX : DLM Teaching.
- Prelutsky, J. (1999). *The 20th century children's poetry treasury*. New York: Knopf.

Reader's Theatre ***

Materials: Books for reader's theatre (see resources), copy of script, props, costumes.

Directions:

1. Give your child a copy of a script and read it aloud as you would any other piece of literature. (See resources below for script sources).
2. After you read aloud, repeat the script then read the script together.
3. After you and your child have had enough practice, choose a character for your part and allow your child to choose a part.
4. Put together a few props and costumes and invite other family members and friends of your child to attend the performance.

Other suggestions for Reader's Theatre:

- You may invite other family members and friends to participate and take on a role in the script.
- Encourage your child to make eye contact with the audience and hold his/her script at chest level to avoid hiding his/her face.

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- You may also want to videotape the performance so that you can all review it later. In doing so, you will show your child that he/she is indeed a fluent reader.

Additional Suggestions: Use video camera.

Resources:

Braun, W. (2000). *A reader's theatre treasury of stories*. Braun & Braun.

Bauer, C.F., (1991). *Presenting reader's theatre*. Bronx: H.W. Wilson.

Barchers, S.I., (1993). *Reader's theatre for beginning readers*. Englewood, CO : Teachers Ideas Press.

Blau, L. (2000). *The best of reader's theatre*. One From the Heart Publications (available on line at www.lisablau.com).



COMPONENT 4

Vocabulary



What is Vocabulary?

Vocabulary is the name for words we must know in order to listen, speak, read, and write effectively. There are strong connections between the size of a child's vocabulary, how well they comprehend what they read, and how well they do in school.

How do children learn vocabulary?

Children learn indirectly, by hearing and seeing words as they listen, talk, and read; and directly by parents and teachers teaching them the meanings of certain words.

Source: National Institute for Literacy www.nifl.gov/partnershipforreading

4 square*

This strategy is very useful for learning new vocabulary terms, particularly in science and social studies (non-fiction).

Materials: Index card, paper, pen or markers.

Directions:

1. Divide an index card into 4 squares.
2. Write the targeted word in the top left hand square.
3. Write the definition in the bottom left hand square.
4. Write a personal association for the word in the top right hand square. It should be a word that helps you remember the new word.
5. Draw a picture to help you remember the word.

Example 1:

Cottage	Cabin at the lake
A small house	(Draw a picture here)

Example 2:

Gift	The Playstation I got on my birthday
A present; something you give to someone	(Draw a picture here)

Concept Map*

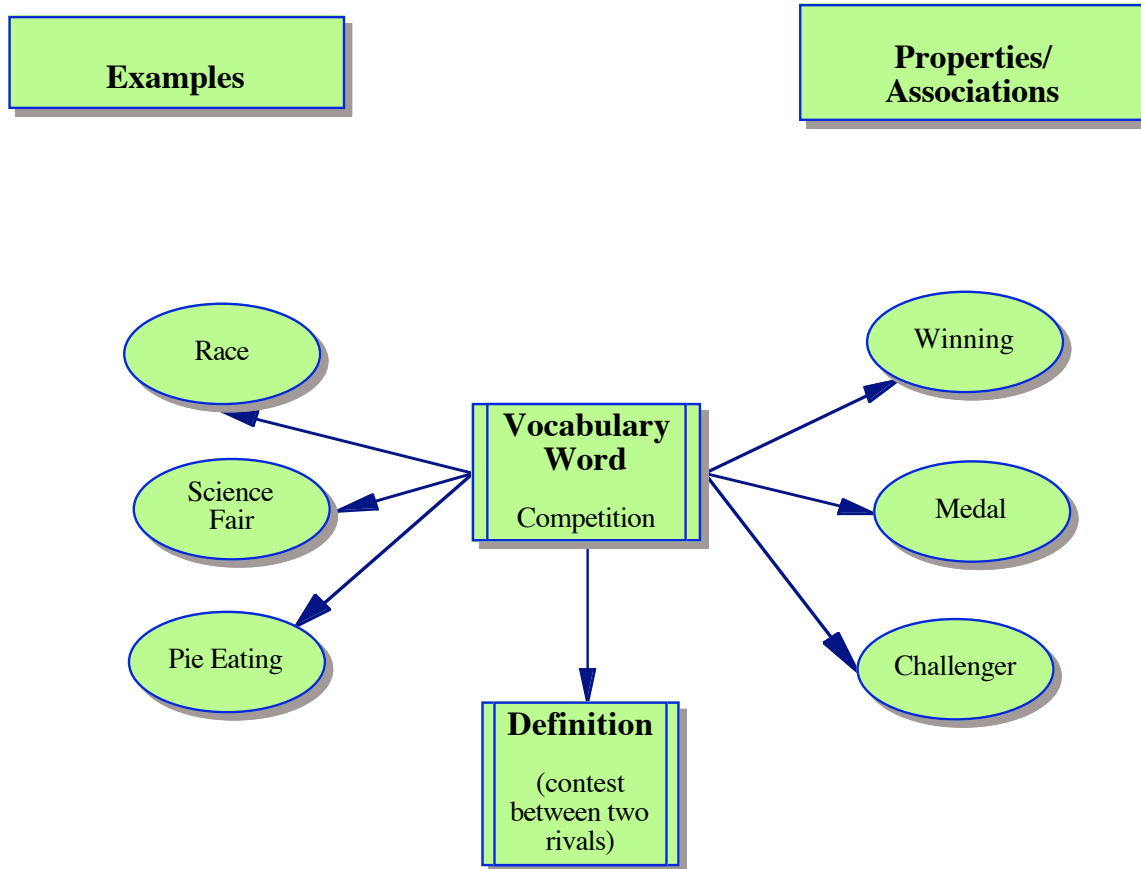
Concept Maps help to connect related ideas and organize thinking.

Materials: Child's spelling list or dictionary, paper, pencil and paper.

Directions:

1. Start with a vocabulary word and its corresponding definition.
2. Then have your child write down any words he or she can think of related to the word or its definition.
3. Finally, write down concrete real-world examples of when the word has been observed by the child.

Example:



“My father owns....”*

This activity uses real world associations to help expand vocabulary.

Example: “My father owns a grocery store, and in it he sells something that begins with the letter ‘B’ ”...Then your child can supply the answer. Another variation is “My father owns a school, hospital, park, movie theater, stadium, arena...”

Additional Suggestions:

Use letter sounds to substitute for letter names.

Additional categories can be substituted for letter names such as colors or descriptive categories such as “heavy” or “small.”

Source: www.familyeducation.com



Daily Word Categories*

Daily Categories can introduce essential vocabulary and teach valuable academic and social lessons:

Qualities to make friends

1. helpful
2. caring
3. sincere
4. share
5. compassion
6. generous

Things to do when in trouble

1. be truthful
2. admit
3. discuss
4. listen
5. be polite
6. show eye contact

Things you can measure

1. weight
2. length
3. volume
4. temperature
5. distance
6. time

Additional Suggestions: Other categories may include: shapes, sizes, emotions, frequency, opinions others have about you, advantages of learning to read.

Source: www.wordcentral.com

Posting Vocabulary*

Materials: Index cards, spelling list.

Directions:

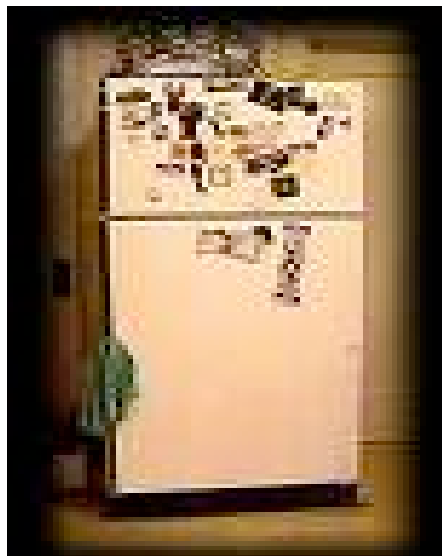
1. Post child's spelling list on the refrigerator.
2. Each week a family member can pick a "Word of the Week" and everyone in the family tries to use that word as much as possible in everyday conversation.
3. For younger students post identifying cards labeling objects around the house to aid in visual recognition and spelling.

Source: www.wordcentral.com

Websites for vocabulary building:

www.vocabulary.com

www.tampareads.com/vocabulary/FCAT/bothFCAT.htm



COMPONENT 5

Comprehension



What is Comprehension?

Comprehension is the ability to understand material that is read. Specific reading comprehension strategies can be taught to your child in order to help him/her understand printed text. Phonemic awareness, phonics, fluency, and vocabulary are all needed for comprehension.

Source: *Helping Limited English Proficient (LEP) Children Develop Reading Skills: Recommendations for Parents* developed by Broward County Public Schools.

Choosing a Book

Directions:

1. Find a book that is at your child's reading level. If your child is struggling when sounding out words, the text is too difficult and they will not understand what they are reading. If you are not sure about your child's reading level, ask his/her teacher.
2. A rule of thumb: When choosing a book for your child, have him/her read the first ten words of the story. If your child can read the words easily, then it is most likely written at an appropriate level for him/her.
3. Make sure the subject of the book is of particular interest to your child.

Pre Reading*

Directions: Before reading a book, pre-reading strategies will help your child prepare for the text as well as make connections to what he/she already knows.

1. Look at the title. This helps your child anticipate what the story is about.
2. Preview text-look at pictures, bold print, and graphics.
3. Make predictions. Ask, “What do you think this is about?”
4. Make a connection. Ask, “What do you know about this topic?”
5. Provide important background information relevant to the selection in order to expand knowledge.

During Reading

A good reader thinks about the meaning of a story. While reading, help your child by:

1. Grouping information into chunks. Read a paragraph or divide the page into halves or thirds. Ask, “What was this about?” If your child cannot summarize what was read, have him/her read it again.
2. Interact with the text while he/she reads by asking questions-Who? What? Where? Why? And How?
3. Encourage your child to ask questions about what he or she is reading.

Post Reading

After reading, ask your child open ended questions. For example:

- What is the main idea.....?
- What happens after.....?
- What part of the story did you like best?
- What would you change in the story?
- What is your opinion of (characters, events, ideas).....?
- What is the best solution to the problem of.....?
- What would happen if.....?

Make a Book**

Turn your child's written stories into a homemade book. Making books is a multi-step process from planning to writing to producing the final product.

Materials: Construction paper; yarn or ribbon; heavy paper or cardboard; colorful cloth or wrapping paper; paste; safety scissors.

Directions:

1. Paste pages of your child's written story onto pieces of construction paper. For younger children, have them dictate the story to you. You may need to guide your child and help him/her organize the beginning, middle, and end of a story.
2. Discuss the order in which the pages should go.
3. Number the pages.
4. Make covers for the book with heavy paper or cardboard. You might want to paste colorful cloth or wrapping paper onto the covers.
5. Punch holes in the pages and the covers.
6. Bind the book together by lacing the yarn or ribbon through the holes. Make knots in the loose ends or tie them in a bow so that the yarn or ribbon won't slip out.



Source: www.abc-read.com

Sequencing Fun*

Materials: Short story, strips of paper, construction paper and glue.

Directions:

-
1. Read a short story to your child or have your child read to you.
 2. In advance type up key events to the story and cut them out into strips.
 3. Have your child read the strips out loud.
 4. Have the child place the strips in the correct order and glue on to construction paper.

Additional Suggestions: Take one of the sentence strips and cut each word into its own individual strip. Have the child put the sentence back together in the correct order.

Source: www.abc-read.com

Story Dictations*

Materials: Pen and paper or computer for adult. Markers or crayons and paper for child.

Directions:

1. Sit down with your child at the computer or with pen and paper. Explain to him/her that you want him/her to tell you a story and you will write it down. Your child is going to be the author!
2. As your child dictates the story, you type or write. Remember, this is your child's story so don't add your own words.
3. When your child is finished, you read back the story. Ask your child if this is what he/she wanted to say or if he/she would like to make changes.
4. Print the final copy and encourage your child to draw a picture to compliment the writing. Post it proudly where other family members can read, enjoy and compliment the budding author!

Note: Even children as young as three years old can engage in this activity. Make it fun and don't get caught up in expecting perfection.

Websites:

- www.rhlschool.com/reading.htm
- readingonline.org/articles/handbook/pressley/index.html
- www.edict.com.hk/vic/comp/readcomp.htm
- <http://curry.edschool.virginia.edu/go/readquest/strat/>
- www.tengrill.com/tens/016.shtml
- www.busyteacherscafe.com/wspages/reading.htm
- www.teach-nology.com/gold/

Source: www.abc-read.com



READ ALOUD REMINDERS

Choosing the book

- ❖ Go to the library regularly and help your child choose some books each time.
- ❖ Encourage your child to pick a variety of books (fiction and non-fiction).
- ❖ Vary the texts from simple to more complex.
- ❖ Re-read the same books if your child chooses.
- ❖ Be flexible. If your child doesn't seem to like the book you're reading, try another one.

Introducing the book

- ❖ Model holding the book.
- ❖ Look at the front of the book.
- ❖ Read the title, pointing to the words.
- ❖ Point to the author and illustrator.
- ❖ Look at the picture on the front cover, and use it to stimulate your child's interest in the book.
- ❖ Show the title page.

Reading the book

- ❖ Point to the words as you read the book.
- ❖ Point to the first word on the left page.
- ❖ Follow the words from left to right.
- ❖ Answer any questions your child may have about the book.
- ❖ Read slowly and with expression.
- ❖ Seek points of interest in the illustrations.

Resources

Locating Materials

- **Is Your Child at a Title I School?**
Title I Schools offer free educational materials on loan (books, filmstrips, story tapes, flash cards, educational games, equipment and videos)
For Information call (754) 321-1410 or (754) 321-1421
- Request a copy of the book “Helping Your Child Become a Reader” published by US Department of Education. See <http://www.ed.gov/offices/OIIA/pfie/reading> or call 1-800-USA-LEARN
- Visit your local library
Libraries not only have educational CDs, tapes, videos and books, they also provide opportunities for children and families to come together for story times, crafts, learning with computers, etc. Get a library card for your child so he/she will be encouraged to check out books. Participate in the Reading Across Broward program at your local library and at the school. Children record on a log the number of books read over the summer and receive prizes.
- Visit your local Super stores and computer/technology stores

Helpful Questions to ask Your Child's Teacher

- Can you show me my child's school based assessment results? Of the 5 components of reading, in what area(s) does my child need help?
- What are my child's strengths as they relate to the 5 components of reading?
- Are there websites associated with my child's reading book (e.g., Harcourt) and ways to reinforce the skills being taught in class?
- What is my child's independent reading level?

As a way to monitor your child's progress, remember to ask these questions periodically as many of these assessments are given throughout the year.

Hope these suggestions and activities are something you and your child find useful. Remember that your involvement with your child's education is the most important indicator of your child's success.

Happy Reading!



The School Board of Broward County, Florida

www.browardschools.com

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Dr. Frank Till

Superintendent of Schools

“The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender, national origin, marital status, race, religion, or sexual orientation.”