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| **Family Read-At-Home Plan** | | | | | | | | | | | | | | | | | | |
| Parents,  -You are your child’s first teacher and reading with your child is a proven way to promote early literacy. Helping to make sure your child is reading on grade level is one of the most important things you can do to prepare him/her for the future. By reading with your child for 20 minutes per day and making a few simple strategies a part of your daily  routine, you can make a positive impact on your child’s success in school. | | | | | | | | | | | | | | | | | | |
| **Five Areas of Reading** | | | | | | | | | | | | | | | | | | |
| **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 | | | | | | | | | | | **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 (prefixes, suffixes, 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 | | | | | | | |
| **Fluency**  Fluency is the ability to read with sufficient speed to support understanding.  This includes:  -Automatic word recognition  -Accurate word recognition  -Use of expression | | | | | | | | | | | **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 through reading | | | | | | | |
| **Vocabulary**  Vocabulary is students’ knowledge of and memory for word meanings.  This includes:  -Receptive Vocabulary  -Words we understand when read or spoken to us  -Expressive Vocabulary  -Words we know well enough to use in  speaking and writing | | | | | | | | | | |  | | | | | | | |
| **Kindergarten DRA Scores** | | | | | **1st Grade DRA Scores** | | | | | | **2nd Grade DRA Scores** | | | | **3rd Grade DRA Scores** | | | |
| 1 | 2 | 3 | 4 | 6 | 6-8 | 10 | 12 | 14 | 16 | 18 | 18 | 20 | 24 | 30 | 30 | 34 | 38 |
| **Emergent Readers** | | | | | **Early Readers** | | | | | | **Transitional Readers** | | | | **Extending Readers** | | | |

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| **Emergent Readers**  **(DRA 1-6)**  **Students at this level:**   * Read from left to right * Use meaning and beginning sounds * Reread for understanding * Read and write 30 words * Discuss stories after reading * Write simple messages | |
| **Phonemic Awareness**  \*Play a game in which you say a word and your child has to break apart all the sounds. Ask your child to stretch out a word like dog and h/she can pretend to stretch a word with a rubber band.  - our child should say /d/ /o/ /g/.  \*Play “I Spy” but instead of giving a color, say “I spy something that starts with /b/” or I spy something that with has these sounds, /d/o/g/.” Have your child do the same.  \*Read books over and over again containing rhymes. As you read, have your child complete the rhyming word at the end of each line.  \*Prompt your child to produce rhymes. Ask, “Can you tell me a word that rhymes with ‘cake’?”, and sing rhyming songs like “Twinkle, Twinkle  Little Star”. | **Phonics Activities**  \*Teach your child to recognize the letters in his or her name.  \*Write letters on cards. Hold up the cards one at a time and have your child say the letter name and sound.  \*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.  \*Write letters with your finger on your child’s back and have them guess the letter. |
| **Vocabulary Activities**  \*Play “categories” with your child. Name a topic such as “farms” and ask your child to think of all the words he/she can relate to that topic. This is a great way to build word knowledge.  \*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?  \*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?”  \*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. | **Fluency Activities**  \*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.  \*Speak in complete sentences “pizza”, “I want pizza.”  \*Using a favorite book, have your child tell the story in their own words using the pictures to help them.  \*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. |
| **Comprehension Activities**  - Before reading, take a quick “book look” and encourage your child to talk about what he or she thinks about what might happen in the story.  - During reading, 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.  - When you read aloud to your child, talk about what you are thinking. It is your opportunity to show your child that reading is much more than just figuring out the words.  - After reading, ask your child, “What was your favorite part? Show me. Why do you like that part? | |  |  |  |  | | --- | --- | --- | --- | | **Kindergarten High Frequency Words** | | | | | a | am | an | and | | at | can | come | do | | go | he | I | in | | is | it | like | me | | my | no | see | so | | the | to | up | we | | you |  |  |  | |
| **Visit your local library to enjoy books at the emergent level!**  **Level 1**  *Count and See;* Hoban, Tana  *Do - ou Want to be My Friend?;* Carle, Eric  *Great Cat Chase;* Mayer, Mercer  *My Book;* Maris, Ron  *My Very First Book of Colors;* Carle, Eric  *Now We Can Go;* Jonas, Cann  **Level 2**  *Cat on the Mat;* Wildsmith, Brian *Chicken Soup;* Fitros, Pamela *Grizzwold;* Hoff, Syd  *Have - ou Seen My Cat?;* Carle, Eric  *Have - ou Seen My Duckling?;* Tafuri, Nancy  *I'm Hungry;* Fitros, Pamela | **Level 4**  *Bears in the Night;* Berenstain, Stan *Bears on Wheels;* Berenstain, Stan *Fast Draw Freddie;* Hamsa, Bobbie *Ice is...Whee!;* Greene, Carol  *Mary Wore Her Red Dress;* Peek, Merle  *Mud;* Lewison, Wendy  *My Dream;* Wildsmith, Brian  *Oops!;* Mayer, Mercer  *Roll Over!;* Peek, Merle *School Bus;* Crews, Donald *Snow Joe;* Greene, Carol  *Spots, Feathers, and Curly Tails;* Tafuri, Nancy  *The Chick and Duckling;* Ginsurg, Mirra *Too Many Balloons;* Matthias, Catherine *Toot, Toot;* Wildsmith, Brian  *What's for Lunch?;* Carle, Eric  *Where is It?;* Lillegard, Dee |

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| **Early Readers**  **DRA 6-18**  **Students at this level:**   * Know their letters and sounds * Are learning to read and write high frequency words * Read for meaning * Read with expression * Use phonics skills to solve unknown words   Reread when necessary to clarify reading | |
| **Phonemic Awareness Activities**  \*Play a game in which you say a word and your child has to break apart all the sounds. Ask your child to stretch out a word like dog and h/she can pretend to stretch a word with a rubber band.  - our child 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.  \*Demonstrate clapping a word into its syllables.  Ask your child to clap words into syllables. | **Phonics Activities**  \*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.  \*1st 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 it matches the child’s guess.  \*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 Activities**  \*Point out punctuation marks that aid in expression such as question marks, exclamation points and quotation marks. Demonstrate how our voice changes as you read for each. Only focus on one during a book. Remember it is important to enjoy it first and foremost.  \*Make your own books of favorite songs for your 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. | **Vocabulary Activities**  \*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, and 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.  \*Play “categories” with your child. Name a topic such as “farms” and ask your child to think of all the words he/she can relate to that topic. This is a great way to build word knowledge. |

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| |  |  |  |  | | --- | --- | --- | --- | | **High Frequency Words Grade 1** | | | | | all  by  has  into  or  this  will  are  came have little  out  two  with | as  can  he  look  play  up  your  away come  her  make  put  us  back | did here man said very be from him not saw was  because  get  his | now  she went been going how  of  that what but  had  if  one  they who | | **Comprehension Activities**  \*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 much 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.  \*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?”  \*“Which character was bossy? How do you know?” If your child doesn’t know, give your answer. - ou many need to do this many times before your child can do it. He/she may also “mimic” your answer. Encourage your child’s attempts. |
| **Visit your local library to enjoy books at the emergent level!**  **Level 6**  *Where's Al?;* Barton, Byron  *Footprints in the Snow;* Benjamin, Cynthia  *Things I Like;* Browne, Anthony  *Sid and Sam;* Buck, Nola  *How Many Bugs in a Box?;* Carter, David  *Wheels;* Cobb, Annie  *Happy Birthday, Danny and the Dinosaur;* Hoff, Syd  *My Messy Room;* Packard, Mary  *Mary Wore Her Red Dress;* Peek, Merle  *It's Game Day;* Salem, Lynn & Stewart, J.  *I Love Mud and Mud Loves Me;* Stephens, Vicki  *Wake Up, Wake Up!;* Wildsmith, B. & R.  *Sleepy Dog;* Ziefert, Harriet  **Level 8**  *Sunshine, Moonshine;* Armstrong, Jennifer  *Henry's Busy Day;* Campbell, Rod *Go Dog Go;* Eastman, Philip D. *Tortillas;* Gonzalez-Jensen  *Gum on the Drum;* Gregorich, Barbara  *Traffic Jam;* Harper, Leslie  *Where's Spot?;* Hill, Eric  *Oh a Hunting We Will Go;* Langstaff, John  *All By Myself;* Mayer, Mercer  *Ear Book;* Perkins, Al  *Paper Bag Trail;* Schreiber, Anne & Doughty, A *It Looked Like Spilt Milk;* Shaw, Charles *Nickels and Pennies;* Williams, Deborah | **Level 10**  *Just Like Daddy;* Asch, Frank  *Dark, Dark Tale, A;* Brown, Ruth  *Ten Black Dots;* Crews, Donald  *Across the Stream;* Ginsburg,Mirra  *SHHH;* Henkes, Kevin  *Johnny Lion's Rubber Boots* Hurd, Edith Thacher  *Rosie's Walk;* Hutchins, Pat  *Itchy, Itchy Chicken Pox;* Maccarone, Grace  *Are - You There Bear?;* Maris, Ron  *Bread, Bread, Bread;* Morris, Ann  *Tiger Is a Scaredy Cat;* Phillips,JohJoan  *The Lady With the Alligator Purse;* Westcott, Nadine  **Level 12**  *Each Peach Pear Plum;* Ahlberg, Allan & Janet  *Mine's the Best;* Bonsall, Crosby *Snow, The;* Burningham, John *Biscuit;* Capucilli, Alyssa Satin  *Polar Bear, Polar Bear,What Do You See?;* Carle, Eric  *Alligator Shoes;* Dorros, Arthur  *One Fish, Two Fish, Red Fish, Blue Fish;* Dr. Seuss  *Growing Vegetable Soup;* Ehlert, Lois *More Spaghetti I Say;* Gelman. Rita *The Carrot Seed;* Kraus, Ruth  *Buzz Said the Bee;* Lewison, Wendy *I'm a Caterpillar;* Marzollo, Jean *Great Race, The;* McPhail, David *Curious George ;* Rey, H.A |