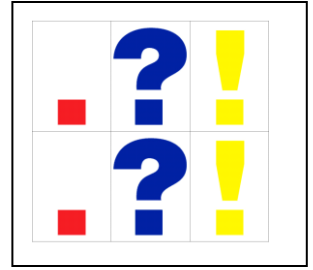


Working on Fluency

Learning to Read the Punctuation



Dear Parent(s)/Guardian(s),

Your child is working to develop his/her fluency when he/she reads. Fluency means the pace and flow with which we read. Good readers have a nice even flow. For this to develop, I suggest you:

- Model "reading punctuation" as described below.
- Pre-view a page, point out the punctuation and discuss how it will change the way we read.
**Don't focus on all punctuation marks in one night. Choose one and work on it all week. Then, when you see progress, move to another.

How to "read the punctuation":

- Commas: Commas mean we need to pause and take a quick breath.
- Periods mean we need to come to a full stop before moving on. For instance, quickly count to 3, then move on. DON'T FORGET TO BREATHE!
- Question marks mean we need to raise our voice slightly at the end of the sentence.
- Exclamation marks mean we need to read with EMOTION (i.e., happy, sad, angry, surprised, excited, etc.). How we read it depends on the content of the sentence.



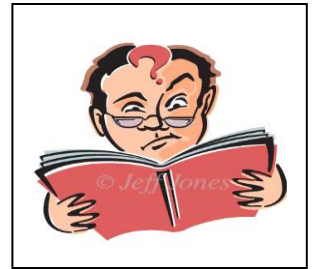
"You are breaking my heart!"
cried the princess.

Advanced:

- Quotation marks mean people are talking. Try changing your voice to match the characters.
- When words are written darker or bigger it means you read them with emphasis.

Working on Accuracy

Back up and Reread - Does it Make Sense?



Dear Parent(s)/Guardian(s),

Your child is working to develop his/her reading accuracy. Reading accuracy means a child is able to accurately read most of the words. In order to help your child develop this strategy, please follow the suggestions below:

- Model checking for understanding (as described below). As you read, make silly mistakes and discuss whether or not your sentence makes any sense. Discuss what WOULD make sense.
- Ask your child "Does that make sense?" as he/she reads. Doing this often will help your child begin to do so independently.

How to Check for Understanding:

- When your child makes an error that changes the meaning (i.e., the cold walked away instead of the "child" walked away). Ask your child "Does that make sense?". If your child says, "no", then ask him/her what they should do. If a child does not see his/her error, explain what does not make sense. Then suggest:
 - Go back and re-read the sentence.
 - Ask yourself, "What WOULD make sense here?".
 - Go back and look closely at the words in your sentence.
 - Try what might make sense and look closely at your words.
 - Try sounding out words of which you aren't sure until it makes sense.
- **When a sentence does NOT make sense, you must not move on until it does. (If a child has great difficulty tell him/her what it should be and explain to him/her where his/her mistake was).

Working on Comprehension

Checking for Understanding – Retelling the Story



Dear Parent(s)/Guardian(s),

Your child is working to develop his/her reading comprehension. Comprehension is the most important part of reading. It means that a child understands what he/she has read. In order to help your child develop his/her comprehension level, I suggest you:

- Model how to retell a story (as described below).
- Ask the “Somebody, Wanted, But, So, Then” questions after a child has read.

How to Model a Retelling:

- Read a story to your child.
- Remind him/her that every story has a beginning, middle and end.

The beginning is where we introduce who the characters are.

The middle is where we learn what the problem is.

The end is where we learn how the problem is solved.

Retell the 3 parts of the story read.

Helping Students Retell a Story:

Ask your child many questions about what he/she reads:

Somebody – Who is the main character?

Wanted – What did the character want to do?

But- What was the problem?

So – What did the character do?

Then – How did the story end?

Information Texts:

Retelling information texts can be tricky! You must summarize the important information:

Step 1: Explain what the text was about.

Step 2: Explain the author's purpose (i.e., to teach the reader about volcanoes).

Step 3: Give 3 of the most important facts you learned.

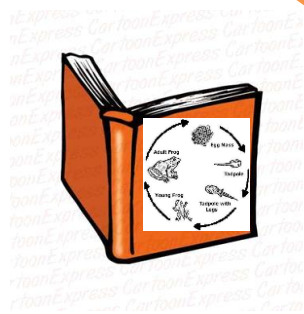
This book is about frogs. The author's purpose is to inform readers about the lifecycle of a frog.

I learned many things.

Frogs are amphibians.

They hatch from eggs.

Tadpoles are baby frogs.



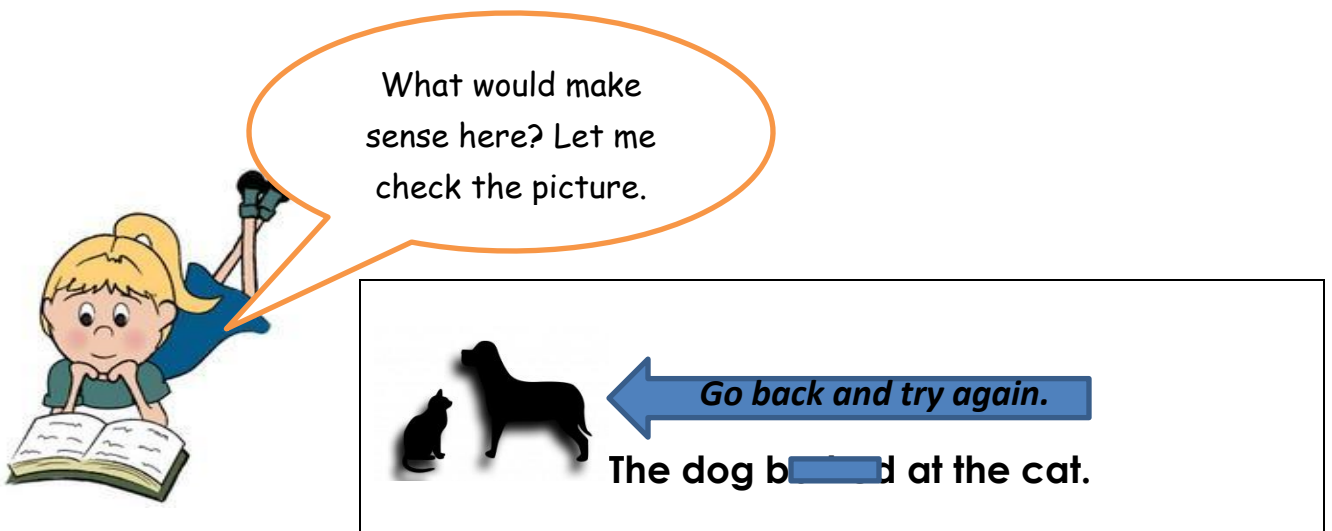
Working on Accuracy
Skip the Word, Then Come back

Dear Parent(s)/Guardian(s),

Your child is working to develop his/her reading accuracy. Reading accuracy means a child is able to accurately read most of the words. In order to help your child develop this strategy, please follow the suggestions below:

Model Skip the Word and Come Back:

- Pretend to not know a word in the text.
- Read the sentence.
- When you get to the word, skip it until you get to the end of the sentence.
- Go back to the beginning.
- Reread the sentence. Stop at the word. Look at it carefully. Look at the beginning and end sounds.
- Look at the picture and ask what would make sense?
- Try the word in the sentence.
- Repeat until it makes sense.
- **Then have your child follow the same steps.**



Working on Accuracy

Do the Words and Pictures Match?

Dear Parent(s)/Guardian(s),

Your child is working to develop his/her reading accuracy. Reading accuracy means a child is able to accurately read most of the words. In order to help your child develop this strategy, please follow the suggestions below:

Model – Checking that the words and picture match:

- Take time to go over the pictures in the book. Point out the characters; discuss what is happening in the picture. Talk about what words might be important based on the pictures.
- Read a sentence. Stop at a word and ask your child what word would make sense here. Go back to the picture and look for clues.

Have your child follow the same steps when they are reading.



Working on Accuracy
Guess a Word that Makes Sense

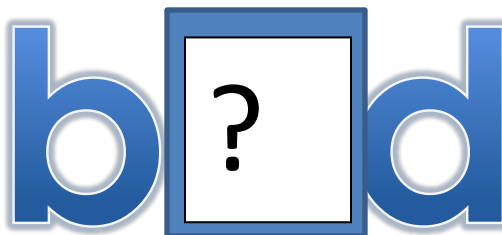
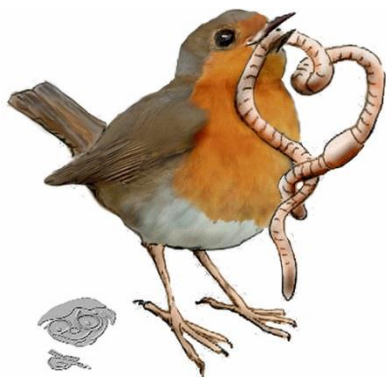
Dear Parent(s)/Guardian(s),

Your child is working to develop his/her reading accuracy. Reading accuracy means a child is able to accurately read most of the words. In order to help your child develop this strategy, please follow the suggestions below:

Sometimes words are too hard to sound out and sometimes we get really stuck trying to determine what a word can be. If we understand what we are reading, then we can “guess” a word that makes sense.

What do we do?

Look at the picture as well as the first and last letters of the word. Then we ask ourselves, “What word has those sounds and would **MAKE SENSE** here?”




Maybe the word is bird!


Model – Guess a Word that Makes sense:

- You can cover an important word in the sentence. Read the sentence. Then look at the pictures, look at the first and last letters.
- Guess some words that have the right sounds but do not make sense.
- Ask yourself if those words make sense.
- Try some that do make sense.
- Uncover the word and check if you were right.

Have your child follow these steps when they cannot read a word.



Well I saw a telescope in the picture... The book was about space. Maybe the word that starts with "t" was telescope. I will go back and try it.



The man built a t e .

Working on Fluency

Reread the Text

Dear Parent(s)/Guardian(s),

Your child is working to develop his/her fluency when he/she reads. Fluency means the pace and flow with which we read. Good readers have a nice even flow.

For this to develop, I suggest your child:

- Reread the same text multiple times.
- Reread the text until the words flow and the pacing is even.
- When the reading flows nicely practice reading with expression/voice. For instance:
 - o Change your voice to match your characters.
 - o If words are written darker, underlined, written in capital letters, etc., then you read them with more emphasis.
 - o Read the punctuation.



Get into character!