

Read-at-Home Plan

Parents Road Map to Reading Success at Home

Successful Components for Reading	If the student is struggling, It looks/sounds like...	Suggested Activities		Resources to Support Reading
<p><u>Phonological Awareness</u> -is an awareness of the multiple units of oral language.</p> <p>Phonemic Awareness -is the ability to hear, identify, and manipulate individual sounds--phonemes--in spoken words.</p>	<p>-Lack of interest in nursery rhymes, alliteration, or rhyming stories (for younger children) -Struggles identifying what sounds words start with -Difficulty putting sounds together to make words (blending) -Cannot think of simple rhymes -Cannot break words into syllables -Struggles spelling (for older children)</p>	<p>-Roll a Sentence: Roll a die, say a sentence with that number of words. Student checks if you did it correctly. Switch roles! -Walking Words: Say a word. Student takes one step for each syllable. Do together if they struggle. -Word War: Start with a simple word and take turns saying a word that rhymes with it. Last one to say a rhyme wins! -Guess My Word: Choose a word and say the sounds that make it. Student tries to guess the word. Then let the student give the sounds for clues and you guess the word.</p>		<p>Nursery Rhyme Books</p> <p>Word List https://www.readingrockets.org/article/top-10-resources-phonological-and-phonemic-awareness https://www.readingrockets.org/reading_research_guides_resources</p>
<p>Phonics</p> <ul style="list-style-type: none"> • Alphabetic Principle • Decoding • Encoding <p>Phonics is the ability to understand the relationship between letters and the sounds they represent.</p> <p>This includes:</p>	<p>-Has a hard time identifying letter names or sounds -Struggles sounding out words -Struggles remembering sounds for different phonics patterns -Gets stuck on words when reading -Reads slowly and laboriously -Guesses what words are</p>	<p>- Use letter magnets. - Have students spell out-loud while they write spelling words. - Say a sound to your student and have your child write the letter or letters that match that sound. Using magnetic letters, make a three letter word on the refrigerator (cat). Have your child read the word and use it in a sentence. -Write letters on pieces of paper and put them in a paper bag. Let your child</p>		<p>-Clever (through MPS) -Edgenuity -Wonders (McGraw-Hill) -Freckle -MyON www.storylineonline.net</p>

<ul style="list-style-type: none"> - recognizing print patterns that represent sounds; - syllable patterns; and - word parts (prefixes, suffixes, and root words). 		<p>reach into the bag and take out letters. Have your child say the sounds that match the letters.</p> <ul style="list-style-type: none"> -Take a letter and hide it in your hand. Let your child guess which hand the letter is in. Then show the letter and have your child say the letter name and make the sound 		
<p style="text-align: center;"><u>Fluency</u></p> <p>Reading fluency is the ability to read text easily, quickly, and with expression. It includes the following:</p> <ul style="list-style-type: none"> • accurate and automatic word recognition • grouping words into meaningful phrases • expressive oral reading <p>Fluent reading is often quick paced, but not always. Fluent readers slow down and process challenging text more deliberately. They adjust their reading rates according to the purpose of the reading and the challenges posed by the text.</p>	<ul style="list-style-type: none"> -Struggles with sight words (high frequency words) -Skips words -Reads slowly -Has word errors (says wrong word, does not say ending sound, omits or substitute sounds) -Does not read smoothly 	<ul style="list-style-type: none"> -Practice sight words from a high frequency list with flash cards, writing the sight words in sand, salt, or flour on a colored paper plate, or using PlayDoh to make the words or write the words in it -Reread passages -Model reading smoothly and have your child read with you-finger tracking as you go 		<p>http://www.clarkness.com/</p>
<p style="text-align: center;"><u>Vocabulary</u></p> <p>Vocabulary refers to students' knowledge of and</p>	<p>Misuses common words</p> <ul style="list-style-type: none"> • Has trouble coming up with the right word to describe something 	<ul style="list-style-type: none"> -Read to your child frequently and at length. Preview words - Before reading to or with your child, scan through the book, choose two 		<p>Clever (through MPS)</p> <ul style="list-style-type: none"> -Edgenuity -MyON

<p>memory for word meanings.</p> <p>This includes:</p> <ul style="list-style-type: none"> - words students understand when they are read or spoken to (receptive vocabulary) - words students know well enough to use in speaking and writing (expressive vocabulary) 	<ul style="list-style-type: none"> • Uses the same words over and over again in writing • Gets confused when reading • Doesn't know what you mean when you ask a question with/about a vocabulary word. 	<p>words that you think might be interesting or unfamiliar to your child. Tell your child what the words are and what they mean. As you read the book, have your child listen for those words.</p> <ul style="list-style-type: none"> -Have conversations with your child where you are an active participant. <p>(Meaning, no more “uh-huh”s).</p> <ul style="list-style-type: none"> -Respond and talk with your child in complete sentences and expect complete answers. -Talk as much as possible about what you see, wherever you are. Have a conversation with your child at the store, describing the items you see. Using words such as first, next, and last, describe the process for pumping gas at the station. Talk about what you taste, smell, feel, and see as you follow a new recipe to make dinner. -Practice vocabulary in the kitchen! Pick an ingredient and brainstorm as many words as you can to describe what it looks like, tastes like, feels like, and smells like. Discuss what other recipes use the same ingredient. 		
<p><u>Comprehension</u> Comprehension is the ability to understand and draw meaning from text.</p>	<p>Many students sound like they're reading beautifully but have difficulty with understanding vocabulary and figurative language,</p>	<ul style="list-style-type: none"> -Discussing or activating prior knowledge, -Developing questions while reading, -Connecting what they are reading 		

<p>Comprehension is the ultimate goal of reading. Students who easily comprehend what they just read are more likely to enjoy reading. They are also more effective readers, which helps them academically and in their personal life.</p>	<p>inferencing, verbal reasoning, grammatical development, and oral expression</p>	<p>to another text, something they have seen, or something they have experienced, -Visualizing or picturing what they are reading, -Making predictions about what will come next in the text, -Looking back for keywords and rereading in order to clarify or answer questions -Thinking aloud to model the strategies and thought processes needed for comprehension.</p>		
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Additional Resources:

<https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/index.asp>