

Reading Progress Report -- Glenwood Heights Primary

Reading by Your Child (Independent Reading Level)

Your child is receiving reading instruction at a guided reading level A (early kindergarten). Your child is beginning to explore print, which is the first stage in the reading process. Your child should be interested in all kinds of print so keep as many types available as possible. You can help your child understand the reading process by modeling reading in your everyday life (ie., reading a cookbook, the mail, e-mail, texts, road signs, grocery lists, etc.).

This is a great time to read books to your child. You could make it part of your bedtime routine or with an after school snack. Select high interest books – things your child really likes.

Readers at this level . . .

- choose the same book time and time again. By hearing the same book many times your child is learning printed stories stay consistent.
- memorize familiar stories. This should be encouraged because the words your child memorizes in the story will appear in other places.
- enjoy looking at the pictures. This should entice your child into wanting to know what the words are saying.

Level A books are intended to be engaging for young children. Level A books typically have:

- a simple story that relates to children's personal experiences.
- pictures directly matching the words on the page.
- words at the same place on every page.
- one simple sentence on every page.

At home, your child would benefit from reading on a daily basis for 15 minutes. Books at this reading level are difficult to find at the public libraries but may be checked out at the **Parent Education Resource Center (PERC)**. PERC location and hours are on the attached flyer.

Reading with Your Child (Listening to Your Child Read Aloud)

It is very important for a reading session to be relaxed and enjoyable. If the situation gets "tense" and your child does not **want** to read, it is better to read **to** your child.

Don't be over-anxious about errors and continually correct your child. This will make your child stop trying and simply wait for you to give the word. (You want your child to practice strategies for figuring out the word, not to depend on you.)

When your child . . .

IS STUCK ON A WORD.

- WAIT (for 5-10 seconds); don't leave your child trying to guess the word for too long.
- Say, "**Look at the picture**" and point to the object.
- Say, "**It rhymes with...**" or, "**It starts like...**"
- Say the word and let your child keep reading so meaning is not lost.

SAYS A WORD THAT DOESN'T MAKE SENSE.

- Ask the following questions:
 - "Does this make sense?"**
 - "Does this sound right?"**
 - "Do the pictures and/or words look right?"**
- If your child stops reading, WAIT (5-10) seconds to see if your child self-corrects.
 - ❖ If your child self-corrects, provide appropriate praise.
 - ❖ If your child is "stuck," go through the above procedure.

READS AN INCORRECT WORD THAT MAKES SENSE.

- Since the mistake made sense, your child read for meaning. Now say,
"Look closely at the letters in the word. What do you think it could be?"
(Avoid saying, "Sound it out," unless the word is one of the few words that can be sounded out.)
- If necessary, tell your child the word.

Reading to Your Child

Make listening to a story a regular part of your child's bedtime routine. This will help your child develop a lifetime habit of reading before your child goes to sleep.

Help your child select the story or book. (There will be times when you share one of your favorites.)

Relax! Sit your child on your knee or by your side, or make sure your child is lying comfortably in bed.

Talk very briefly about the cover, the illustrations, and the book's title before you start.

Make sure your child can see all the pictures. These help a young reader follow the story or understand the information in a nonfiction book.

From time to time, run your finger under the print to show that your voice follows the line of text.

After reading a story, talk about it for a minute or two (not too long!). You might ask some questions, but be careful not to destroy your child's enjoyment of the book. Ask questions such as:

- Why do you think he/she did that?
- What did you think was going to happen?
- What would you have done if...?
- What might have happened if...?

If your child prefers to read about factual subjects, ask questions such as:

- What did you learn about...that you didn't know before?
- Did this book tell you what you wanted to know about...?