

## Reading Progress Report – Glenwood Heights Primary

### Reading by Your Child

(Independent Reading Level)

Your child is receiving reading instruction at level E (first grade – second to fourth month). Your child is independently reading at a Level D (beginning 1<sup>st</sup> grade).

Readers at this level. . .

- move away from pointing to each word as they read because their eyes are tracking the print.
- recognize many high frequency words.
- notice when their reading doesn't make sense and self-correct errors.

Level D books typically have. . .

- anywhere from two to six lines of words on a page.
- words with more endings than easier books they have read in the past (er, ed, ing, s, etc.).
- some complexity but are very easy for students to understand.
- familiar concepts (family, play, school, pets) that are supported by pictures.

Books that you might find at the public library at this level include: Where's AI? by Barton, Oops! by Mayer, Bears on Wheels by Berenstain, or the *Step Into Reading Series, Step 1*.

If you are coming up short on materials to read at home books at this reading level 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** him/her.

If your child has difficulty with more than one word in every ten words, choose an easier book or read the book to your child.

Don't be over-anxious about errors and continually correct your child. This will make him/her 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.
- If possible, tell your child the meaning of the word.
- Say, "**It rhymes with...**" or, "**It starts like...**"
- Use the pictures.
- Ask your child to reread the sentence.
- If your child still cannot read the troublesome word, ask him/her to
  - ❖ read past it to the end of the sentence;
  - ❖ go back to the word; and
  - ❖ look at the first letter and predict what the word might be.
- Say the word and let your child keep reading so meaning is not lost.

#### SAYS A WORD THAT DOESN'T MAKE SENSE.

- If your child reads on, wait until the end of the sentence.  
Cross check:
  - "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 he/she 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.

- At the end of the sentence or paragraph (even at the end of the page), say:  
**"Look closely at the letters in the word. You read..., which has the right meaning, but could it be that word?"**
- 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 he or she 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 that he or she is lying comfortably in bed.

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

Make sure that 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...?

Rereading is an important strategy at this time. Encourage your child to reread familiar books aloud or independently.