

# Reading Progress Report – Glenwood Heights Primary

## Reading by Your Child (Independent Reading Level)

Your child is receiving reading instruction at level G (late to mid-first grade). Your child is independently reading at level F (mid-first grade).

### Readers at this level

- easily solve words with common letter-sound relationships (“ake” in “bake”).
- recognize many high frequency words.
- notice when their reading doesn’t make sense and self-correct errors.
- read aloud smoothly.
- relate the illustrations to the text.
- focus on using all of the reading strategies, yet may need some assistance.

### Level F books typically have

- anywhere from three to eight lines of print on a page.
- 10 or more words in a sentence.
- a clear beginning, series of events, and ending.
- many “high frequency words.”
- a variety of words with easy spelling patterns
- pictures that support and/or match the text.

At home, your child would benefit from reading to you on a daily basis for 15 minutes. When borrowing or purchasing books, you may want to consider easy picture books with 3-8 lines of print per page.

Books at this level often have a repeated story pattern throughout the text. Examples: The Foot Book by Dr. Seuss, Itchy, Itchy Chicken Pox by Hello Reader Level 1, Invasion of the Pig Sisters, Ready to Read Series, Level 3. 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 Centers (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.)

### **COMPREHENSION – "I understand what I read."**

#### **Before reading, think about . . . (Choose one or two)**

- the title
- the pictures
- what I already know about the topic
- my purpose for reading
- my predictions about the text
- what questions do I have about the book

#### **While reading . . .**

- back up and re-read when the meaning isn't clear
- check for understanding – re-tell the story or passage
- read ahead past difficult words or groups of words to get more information
- confirm or correct my predictions
- think about how this text relates to me or to other books or materials I've read before
- think about the questions I have
- think about how this connects to the real world or my own life
- make a picture or mental image of the story

#### **After Reading . . . (Choose one or two)**

- think about the author's message or purpose
- reflect on how the text matched or didn't match my predictions
- think about how the text relates to real life (experiences I've had in my life)
- think about how this text relates to other books I've read before
- summarize the important ideas
- think about new words I've learned (or look up new words in a dictionary)
- think about why I did or did not like this book
- reflect on whether or not my questions about the book were answered

## **ACCURACY – “I can read the words.”**

### **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.

**FLUENCY** – “**I can read accurately, with expression, and understand what I read.**”

**A fluent reader moves through the text smoothly, not too fast and not too slow. There are few slow-downs, stops, or pauses to solve words.**

- Read books that are a good fit – use your child’s independent reading level as a guide.
- Reread books that are familiar to your child (books that your child won't have to struggle with accuracy.) Your child already knows what the book is about. Comprehension is assured. The task will be to move his/her eyes through the text more rapidly.
- Finger point or use a ruler or bookmark under the words to train your child's eyes to follow the words quickly.
- Practice reading high frequency words.
- Record your child’s reading into a computer or other recording device so he/she can listen to it and then improve upon it.
- Have your child read to younger siblings after practicing reading the book fluently.
- Have your child listen to fluent, expressive readers. It may be you or you may be more comfortable taking your child to library story times or having him/her listen to books on tape or CD. Children need to hear rhythmic, phrased reading in order to become more fluent readers themselves.
- Model reading your child's own book for him/her. Show your child what the book would sound like if he/she were to read it fluently.

**EXPANDING VOCABULARY** – “**I know, find, and use interesting words.**”

- While reading, tune in to interesting words and then use those words in speaking.
- Use pictures and diagrams to help your child understand new words.
- Define new words for your child.