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A PRIMARY HOMEWORK HANDBOOK
THAT PROMOTES LITERACY

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Reading Option

by
Jill Lynn Puich
June 1996

A PRIMARY HOMEWORK HANDBOOK
THAT PROMOTES LITERACY

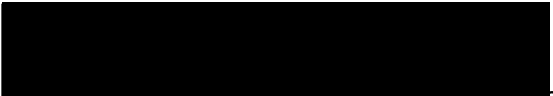
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Approved by:


Dr. Patricia Tefft, Cousin, First Reader

6/17/96
Date


Joseph Gray, Second Reader

ABSTRACT

This project was developed to provide homework assistance for teachers, students and parents. Many parents and teachers are not communicating for various reasons and the homework is not getting completed.

The homework handbook is divided into three sessions. The first section provides assistance for the classroom teacher in the area of reading. The teacher is provided with homework assistance, assessment forms, comprehension ideas, homework contracts, book reports, and reading strategy forms.

Section two helps students with motivation, setting goals, comprehending what is read, self evaluations, and homework assignments.

Section three provides simple step by steps for the parent to help their child with homework, reading verification forms, book logs, reading strategies, and comprehension questions to ask the child.

ACKNOWLEDGMENTS

I would like to thank Professor Patricia Tefft Cousin for her assistance and guidance throughout the composition of this project. I also thank my parents, Donald and Wilma Puich for their generosity through the years and helping emotionally and financially with college. Without my parents, this project would not be possible. I thank my brother, Sam Puich for supporting me throughout this project.

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INTRODUCTION AND STATEMENT OF THE PROBLEM

1a

Teachers and parents are willing to work together to ensure success for their child. There is a time and scheduling problem which makes it difficult for parents to meet with their child's teacher. Teachers want parents as equal partners and to take an active role in their child's education, but are often unable to reach parents at home during their academic day. Many parents feel it is the school's responsibility to educate our youth. Whatever the problem or issue, we have a responsibility to teach our children. We must work through these issues and meet half-way for the sake of our children who are our future.

Problem 2

Most parents want to help their child succeed but lack necessary skills and training required to help. Teachers would love to train parents who want to learn new strategies to help their child, but their time schedules do not permit it. Some parents are working during school hours and are unable to come to school. Teachers are finding it difficult to reach parents on the phone. Some families do not own telephones or the parent is working. Teachers send notes home with students to keep the parent informed. Often times, the notes get misplaced or the student forgets to show their family.

Homework is not getting completed. Notes are not getting to the household. There is a breakdown in communication between the school and the family. Parents cannot help if they do not know what is going on in the classroom. The purpose of this handbook is to bring the help to the parent so they can follow simple step by step strategies to help their child to become a successful reader. My goal is to communicate and establish a good rapport between the school and the family while helping the student become a successful reader.

As a primary teacher, I hear many reasons why homework is not completed. According to Finders (1994), "many parents dropped out of school and lack literacy skills necessary to help their children. Other reasons for not helping the child learn at home include: "I work all day and am very tired when I come home from work, " says one working mother. "I get frustrated with little Johnny because he will not listen to me. He doesn't want to do his homework," fretted another parent. "I did not graduate from high school and I want my child to have a better chance in life than I did," replied a father. "The homework is too hard for me to understand. If I can't understand it, how will my child understand it?" asked a father. "I wish we could go back to the way we learned to read, write and spell. We had phonic worksheets and workbooks to complete. This new way of the 1990's is not working for our child," pleaded one family. There are so many reasons that the work did not get turned in" (p. 5-8). The result is that the child loses valuable homework assignments and the message conveyed from the parent to the child is that the work is unimportant.

Teachers should work together with parents and understand the concerns that they have. Instead of blaming each other, parents and teachers need to work together and come up with a plan for homework that will work. Research shows that students who receive help from home are more likely to succeed in school than students who do not receive help from home. *Stop*

The purpose of this study is to provide parents with a primary reading homework handbook that has simple and easy to use homework ideas that will promote literacy. The teacher who lacks time will have a ready to send home handbook for the parent who needs help with homework, but who does not come to the school for the help. This handbook is ready to send home and is explained so that parents will understand.

It will be beneficial to parents who cannot get to school or for parents who are easily frustrated when working with their child.

The goals of the review of the literature are as follows: 1) to provide parents with information about why reading to their child is important; 2) to explain to parents how children learn language; 3) to provide each parent with ideas and activities to teach reading at home; 4) to provide and explain various reading strategies to parents so they can teach their child new strategies to try when they come to a word they do not know; 5) to help parents who lack funds and books necessary to help with reading and to come up with materials that are simple, inexpensive and easy to locate and 6) to explain to parents why it is important to be positive, enthusiastic and encouraging when doing reading homework with your child.

The handbook will include three sections: 1) homework help for the classroom teacher and reading assessment forms; 2) homework for the student that promotes literacy, comprehension and motivates the student; and 3) step by step homework help, comprehension questioning ideas, and new reading strategies to teach your child. This section also includes reading logs, a parent questionnaire, and homework assignment ideas. Each section will provide ready to use forms for the teacher, student and parent. An explanation will be provided for each form.

After implementing the handbook, the student will receive reading attention needed from the home to motivate the student to excel and practice reading more often. The parent will not feel helpless and homework will be more successful since both parties know exactly what to do and there are not boring, tedious homework worksheets to fill out. Reading will be fun when someone from the home is taking an active part in the educational process. The teacher will have ready to send home assignments and reading assessment forms to begin using in class.

LITERATURE REVIEW

The review of the literature on parental involvement indicates that students who receive parental help at home with reading are more likely to be successful in school than students who do not receive any parental help. According to Cullinan (1992), "Children whose parents have taken them to the museums and libraries, and to visit relatives in faraway places, these children invariably have larger vocabularies and interest spans than do children who spend their days monotonously watching four hours of television in the same neighborhood day after day" (p.2).

Cullinan (1992) states "Children can understand more sophisticated and complicated books that are read to them than the books they read alone. Understanding new words in spoken language comes before understanding them while reading. If a child has never heard the word "earthquake" he or she is not likely to recognize it or understand what it means when he or she faces it in a book" (p.22).

Parents and teachers are working together and communicating about what needs to be done for the benefit of the child. Many schools have a telephone homework hotline for parents to call and actually hear what the child needs to do for homework. Some schools have parent meetings to teach them how to help their child with homework. At Davidson Elementary School in San Bernardino, parents can come to weekly training sessions that provide reading and writing suggestions to try with their child.

An informal evaluation was conducted on a parent volunteer tutoring program. The study involved 108 kindergartners who received reading tutoring throughout the year. Over 2000 hours of reading to children were logged as a result of parent efforts. Further, 89 parents

volunteered regularly at least two hours per week to read to children. The students and parents surveyed valued reading more after the read together program was conducted (Neuman, 1995).

This review of the literature is organized into the following areas that will support my handbook: a) What is a parent homework handbook? b) Why is reading to your child important? c) How do children learn? d) What skills can you teach to help your child improve their reading? e) What reading strategies can you try at home when reading books with your child? f) Where can you go and what can you do if you have few funds or resources to teach reading at home? and g) Why is it so important to be positive, encouraging and enthusiastic when doing school-work with your child?

What is a Parent Homework Handbook?

A parent homework handbook is a collection of materials devised by the classroom teacher. The materials consist of homework assignments and instructions for the parent and student. The directions are more thorough than a regular homework packet sent home. Parents will have something to refer to when doing homework with their child.

Why Read To Your Child?

Each time you read a story to you child, you are planting a seed and nurturing it. The joy you give to you child returns to your a hundred fold; it keeps on growing. That's the beauty of planting seeds (Cullinan, 1992).

When parents help their children learn to read, they open the door to a big, exciting world. Parents can begin an endless learning chain like this: You read to you children, they develop a love of stories, they want to read on their own, they practice reading, and finally they read for their won information and pleasure. Parents are the first and

most important teacher. They taught their children to talk, to listen, and to understand language. The next step is to teach their children how to read.

Parents must know and understand that they are critical in building their child's success in school. They must be provided information needed to help their children (Finders & Lewis, 1994).

Parents first must become aware of the value of reading to their children. According to Hill (1989), "Family reading promotes relationships between generations; builds positive motivation towards reading; provides hands-on experiences with books through reading, discussing, writing, and encourages a non-judgmental discussion of children's books by adults." (p.10).

Children need to see and hear good reading models at home. Parents need to turn off the television and read more often to their children. If children see that parents value reading, they will too. If parents do not read at home, students are less likely to read at home. Parents are encouraged to read to their children and discuss illustrations, characters, and plot.

Barron (1990) states, "Children become better readers mainly by being read to. When they hear favorite books read and reread again, they are drawn into the story's imaginary world and begin to care about the characters. Literacy grows through all kinds of talk about stories and books" (p.7).

At Davidson Elementary School in San Bernardino, California, the principal is asking each teacher to make sure that every child read for at least an hour a day. She wants the students to value and practice reading. Many students who had difficulty with reading improved tremendously since she implemented this program.

Mooney (1988) believe, "Children learn when they are given

responsibility for their own learning. Children need time to experiment with and practice new learning in meaningful contexts. They need a variety of experiences, resources, and high quality models. The atmosphere needs to be one that develops curiosity and thinking skills, encourages risk-taking , provides feedback and encourages the learner toward further learning. They need to work in an environment where it is expected that all children will learn and they are provided with support that allows them to do so. The reading program must be relevant to the child's individual needs" (p. 7-8). The home environment needs to promote literacy. Turn the TV off and read, read, read. Students need to see their writing hanging up on the refrigerator so they can read it. Parents need to write to their children so children can read and communicate with them. Soup labels, food items, newspaper clippings, and words should be all over the house so the kids can read them. Cullinan (1992), "By reading to your child often, your child will do better in school; improve as a reader and enjoy a richer, fuller life" (p.6). The most important thing you can do is to read aloud stories and poems. Having books in the house for children to read makes them feel comfortable with books. Books become their friends.

Barron (1990), "Children become readers mainly by being read to. When they hear their favorite books read and reread again, they are drawn into the story's imaginary world and they begin to care about the characters. They broaden their horizons beyond their own experiences when the reader and the child figure out the meaning of the story together, and when they talk about parts of the story together" (p.17). By discussing pictures, plot, characters, setting, and the story's sequence, students gain comprehension skills necessary that will help future readings of other stories.

Butler (1988) says, "The advantages of hearing texts read aloud are

numerous: 1) It allows children to enjoy a start that might be too difficult for them to read independently; 2) It provides a good model of oral reading; 3) It generates further interest in literature; 4) It helps children get to know how different authors express ideas; 5) It stimulates the imagination; 6) It makes children aware of the sounds and beauty of written language; 7) It introduces children to new vocabulary and language structures in context; 8) It brings the characters to life and gives children insight into other people's experiences of the world; 9) It shows that you, a significant adult, see reading as a valuable and worthwhile experience; and 10) Reading aloud introduces them to the rich world of literature" (p.7).

How Do Children Learn?

In *Read To Me: Raising Kids Who Love to Read* by Bernice E. Cullinan (1992), "Children learn language naturally as we learned to talk, to listen, and to understand language. If we do the same things we did when our children were learning to talk, they can learn to read and to write with pretty much the same ease" (p.8.).

We say that a child learns to talk naturally. If you think about what you did to help your child learn to talk, you'll see that there were certain learning conditions present. For example, from the very moment your child was born you surrounded her or him with language. You talked to her or him while feeding, dressing and bathing them. You never stopped talking. We literally drenched children in words as filled every waking moment with the sounds of language.

Your child gradually attached meaning to some of the words they heard and began to try to say them. You were providing models or giving demonstrations of language. Your child learned that they could use

language to get others to respond.

Your child tried to imitate some of your models by making sounds themselves. When they first tried to use language the attempts did not sound a lot like your model but you praised them for their efforts. If he said, "wa-wa," you gave him a drink of water.

If we do the same things to encourage reading and writing that we did to encourage learning to talk, children will learn to read and write just as "naturally" as they learned to talk. That means surrounding them with books (let them see that print is important), modeling reading by reading to them (show them how), and encouraging their attempts to read even when they make mistakes (praise their attempts).

It may seem logical to want to break reading down into small tasks, sounding out words and letters. You did not do this with speaking. You did not have your child practice the b/buh/ sound. You gave your child messages through words and sentences, and gradually your child began to create messages to send back to you. The emphasis is on the meaning of words. It makes sense to the child in speaking and reading. We have learned that we need to use whole words, not just sounds, to teach reading so that it makes sense to the child. Teachers now know the importance of keeping meaning whole in reading, writing and listening. Children learn better this way.

Mooney and Davis (1995) believe that children's learning is supported and enhanced when they are given time to experiment with and practice new learning in meaningful contexts (p.1.). Children learn faster if they are interested in the subject and it is meaningful to them. For example, a student who enjoys animals would rather hear a story about animals than a story about sports. Try to choose a subject that is relevant to the child.

New Zealand teachers believe that children learn to read and write

by reading a story that is meaningful to the children then responding to the story in the child's own words. For example, who do you think the book was about? What do you think the book was about? Why did you like the story? Write about your favorite part of the story.

In summary, children learn by hearing good models read, talk, and surround them with words and print. Children also learn faster if the subject interest them. If we allow students choices in their learning, opportunities to explore and practice new learning in meaningful contexts, students learn faster and are more successful. Children learn they are working in an environment where it is expected that all children will learn and where they are provided with support that allows them to do so. Give children responsibility for their own learning. Guide them, not tell how.

What Can You Do At Home To Help Teach Your Child To Read?

Visual, listening, and talking activities prepare a child for reading, but children need to want to read. That is where the home environment that is supportive in reading comes into play. The object in teaching reading is not to turn out readers who read only when they "have to" but to turn out readers who enjoy reading and who continue to read even when the homework is over. Here are some ways parents can encourage reading as a habit at home, about and beyond the school assignment.

All children need a reading corner at home. A bookshelf can be painted or you may use a cardboard box or crate. The point is to make reading convenient, enticing, and above all, to build a child's image of themselves as a reader.

Try family read-alouds on summer picnics or family get togethers.

Have a family reading day. Try reading aloud to others who are doing household chores. Or if all else fails, have children read to you while you are cleaning the refrigerator, washing dishes or just making the bed. Act out stories or poems. Tape record your voices for added motivation. Let your children dictate stories to you and then draw pictures to accompany the words. They will be able to "read" their words back to you. Older brothers and sisters can take turns as secretaries. Try to go with children at least once a week to the public library or the school's library. Check books out to take home and read.

The Los Angeles Times (1994) suggests that parents need to set routines for their household. Set definite limits on television. Have a set time and place for homework. Be firm. If 6 p.m. to 7 p.m. is set as a quiet time for study, stick to it. If this schedule is disrupted, get back on track as soon as possible.

Children need to know that parents value learning and expect them to make the best of their talents and abilities. Make expectations clear and consistent. Meeting challenges in order to make the best of one's unique potential is the basis for healthy self-esteem.

Focus on your child's strengths. Find activities that your child can do and will enjoy doing. The key is to help your child develop his or her own identity in terms of the things he or she does well.

Read to children often and ask open-ended questions about the book that allow the student to think about the story and do not have just a yes or no answer. For example, look at the cover of the book and tell me what you think the story will be about? In the handbook, I will provide some questions you may try at home when reading with your child.

Your child needs help with tracking, which means pointing to each word with a finger. Model and show how to point to each word when reading a story. You may also ask your child to point to a specific

word on the page to see whether or not they can find the word. example, point to the word dog on page 1.

You can help your child read better and faster if you ask questions that allow them to think. If you ask them to discuss pictures in the story, the plot, the setting, the characters and the story order, students are more likely to comprehend what they are reading. Try not to ask questions that require a yes or no answer.

Reading Strategies That Can Help Your Child!

Children need to be guided to try a new strategies when they come to a word they do not know. Many think the only thing to do is to sound out the word. Here are some new strategies to try at home with your child: 1) Have your child look at the picture and try to figure out the unknown word. If there are no illustrations in the book, then this cannot be used. 2) Sound out each letter in the word. 3) Skip words you do not know and come back to them after reading the entire sentence. 4) Find words you know to help you figure out the unknown word. 5) Figure out what happened at the beginning of the story? The middle? The end? 6) Guess at the word to see if it makes sense in the sentence? Ask yourself if the word you guess sounds right and looks right. 7) Ask what word would or could fit in the sentence. 8) Look at how the word begins and try to say it.

These are just some things that will help your child to not get stuck on one word and rely on you to tell them the word. Try to get your child in the habit of using these when reading. In the handbook, I have provided you with a reading strategy guide that you can use to help with reading.

Begin reading with your child and when they come to a word they do not know, try one strategy at a time to see if it helps. Do not tell them the word unless you have tried all the strategies possible. The

goal is to have the child gain confidence as a reader so he or she will become more independent.

Books and Resources On A Limited Budget

Many parents lack resources to purchase books and want to know what they can do to and how they can find materials to help their child. There are many things you can do and places you can go to get books and supplies for your child that are free or inexpensive.

The best thing you can do for your child is give them your time and your patience. Even though you may work, allow at least 20 minutes a day to read with your child. If you do not have books at home, you may check books out at your child's school library or the public library. Try to select books that are slightly above your child's reading level. Books that are too easy for your child build confidence, but do not challenge your child to become a better reader.

Try to visit your child's teacher often. Teachers are willing to share books, supplies, and provide materials to help your child. Parents may write to their children daily and have their child respond to their letter. This is a good way to find out how your child is doing in school and what makes them happy. When writing to your child, try to use full sentences and ask them a question that requires them to answer in a full sentence. For example, Dear Jill, tell me three things you learned in school today?

Students who are just beginning to read (emergent) can read soup labels, food items, cereal boxes, or other items in the household. You may choose to have your child collect items in the home, glue them together on a piece of paper and read the words to family members.

Although television is not always a positive influence on children, it sometimes is very helpful during commercials. Many commercials provide good reading models and songs that kids remember to help them

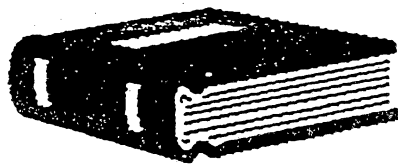
A student who is discouraged loses confidence and will not try. We need to focus on what the child does know rather than what the child does not know. Try to build confidence by saying, "nice try, can you think of another word to use?" Rewarding your child with praise can make all the difference in the world to a child who does not like to read. By asking your child to read to you often gives them the attention they are longing for. They soon realize that reading gives positive attention and they will want to read more often.

Summary

The project's goal is to involve the teacher, student and parent in the educational process and to work together to ensure reading success. The review of the literature suggested that parents who are positive, good reading role models, and work with their child are more likely to have a child that is a successful reader. I have provided parents with beginning knowledge of how children learn, how to help improve their reading and some strategies to try when a child comes to a word they do not know. Many parents lack funds and materials. I have provided many new ideas for them to provide a rich and meaningful reading corner in the home. The student will learn comprehension and reading skills while working closely with their parents and teacher.

APPENDIX

A PRIMARY HOMEWORK HANDBOOK
THAT PROMOTES LITERACY



BY JILL LYNN PUICH

INTRODUCTION

This handbook is designed to help teachers, parents and students (grades K-3) with homework that promotes literacy. Through the use of this handbook, teachers will save time and have something readily available to give to parents that explains how to help with reading in the home environment. Parents will have the handbook to guide them through reading homework. They can refer to various sections to meet their child's individual needs. Students will become more literate after parents, teachers and students use this handbook and work together for reading success. The teacher, the student, and the parent will each have their own area in the handbook to refer to.



The Teacher's Reading
and Homework Helper

Section 1



EXPLANATION OF FORMS FOR TEACHERS

This section of the handbook is designed to explain the various forms included in the handbook for the teacher to use. Each form will be discussed in order to demonstrate how to use it and what it is intended to measure. All forms included will help the classroom teacher measure reading progress or can be used to send home for homework to help the student become a more proficient reader.

TEACHER OBSERVATIONS AND ASSESSMENTS

- * Class Reading Observations
- * In-Process Reading Strategies
- * Running Record Forms
- * Oral Reading Analysis
(comprehension Monitoring)
- * Oral Reading "Home" Work
- * Reading Rubric
- * Reading Journal evaluation
- * Concepts About Print
- * Comprehension Checklist
- * Assessment or Reading Comprehension

This section of the handbook is designed to explain various forms/assessments/strategies that the teacher can refer to if they do not understand something. Since the majority of teachers are trained with these forms, assessments and reading strategies, only a brief explanation will be provided in this section.

Class Reading Observations

This form serves as a checklist of basic reading skills. There is room to record the information for all students on a single page.

In Process Reading Strategies

This assessment allows the teacher to check each student to see what reading strategy he or she is using. The teacher can then make academic decisions to decide what reading strategies they will teach the child.

Running Record Form

A running record is a procedure used for documenting a reading observation: the reading strategies used by the student and their comments about the text read:

Procedure:

1. Select a book that is somewhat familiar to the student he/she has read before. It may also be an unfamiliar text.
2. Make a copy of the text or use a blank sheet of paper for markings.
3. Ask the student to read the text aloud, then mark your copy or blank sheet of paper as the student reads.
4. While the student is reading, note any comments, miscues, or self-corrections.
5. After the running record is taken, ask yourself questions about the strategies the student used when reading:
 - * What cues does the student depend on?
 - * Is what the student read grammatically correct?
 - * Does the student use visual cues?
 - * Does the student self-correct?
 - * Is the student aware when his/her reading does not make sense?
 - * Where on the reading scale (grade level) would you place the student by the reading?

Oral Reading Analysis

This form provides reading strategies for the teacher to observe when the student is reading the text aloud. The teacher codes each strategy by using 3 consistently, 2 sometimes, 1 rarely and 0 not observed. There are four boxes next to each reading strategy to read with and score each child four times during the school-year. After scoring the student, the teacher is able to make academic decision necessary for the student to progress as a reader.

Oral reading "Home" Work

This assessment asks the teacher to rate the child's oral language development and attitude about reading.

Reading Rubric

This rubric can be used to assess comprehension after students read a story to you. Immediately following the reading of the story, ask students to retell the story. Students' responses are then scored against the reading comprehension rubric. Teachers may have to use their best judgment when scoring each student. The total number of points possible to score is 240. To receive a score, divide 240 by the students' total that you gave them.

Reading Journal Evaluation

If you ask students to keep a journal for their responses to books read, you will need a way to assess these responses. The "Reading Journal Evaluation" is an excellent way of reviewing what the students have written and determining their level of comprehension. The evaluation also considers their ability to communicate in writing, giving this assessment tool a dual purpose.

Concepts About Print

This form is a quick reference guide for the teacher to use to help with questioning and observations during reading. It is especially

helpful for new teachers who are just learning how to observe and need help with questioning.

Comprehension Checklist

The comprehension checklist provides the teacher with questions to ask the student based on the child's reading of the unfamiliar book. This form aides the teacher in deciding whether or not the child is understanding what he or she read. The teacher is asked to write down the students' responses and write their own notes about the child's comprehension ability.

Assessment of Reading Comprehension

Narrative forms are excellent compliments to checklists. This form allows you to score the child's reading ability and to provide a narrative of examples based on the child's reading of an unfamiliar book.

Anecdotal Facts and Observations

Class Reading Observations

| Class Reading Observations | | | | | | | | | | | | | | |
|----------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|---------------------------------------|
| | | | | | | | | | | | | | | Locates front cover of a book |
| | | | | | | | | | | | | | | Locates back cover of a book |
| | | | | | | | | | | | | | | Locates title of a book |
| | | | | | | | | | | | | | | Locates author of a book |
| | | | | | | | | | | | | | | Locates illustrator of a book |
| | | | | | | | | | | | | | | Knows what an author does |
| | | | | | | | | | | | | | | Knows what an illustrator does |
| | | | | | | | | | | | | | | Can find a specific page number |
| | | | | | | | | | | | | | | Reads/moves finger from left to right |
| | | | | | | | | | | | | | | Reads/moves finger from top to bottom |
| | | | | | | | | | | | | | | Reads or mock reads |
| | | | | | | | | | | | | | | Is able to read high frequency words |
| | | | | | | | | | | | | | | Can point to a specific word |
| | | | | | | | | | | | | | | Enjoys looking at books |
| | | | | | | | | | | | | | | Listens during story time |

In-Process Reading Strategies

Student's Name _____

E = Uses strategy in a consistently *Effective* way

S = Strategy is *Sometimes* used effectively and sometimes ineffectively.

I = Uses strategy in consistently *Ineffective* way.

N = *Not* observed to use strategy.

| | Text & Date | Text & Date | Text & Date | Text & Date | Text & Date |
|-----------------------------|----------------|----------------|----------------|----------------|----------------|
| Looks back | | | | | |
| Rereads | | | | | |
| Skips | | | | | |
| Substitutes word | | | | | |
| Asks for help | | | | | |
| Uses graphophonic cues | | | | | |
| Uses pictures/visual cues | | | | | |
| Uses context | | | | | |
| Uses background information | | | | | |
| Self-corrects miscues | | | | | |
| Recognizes miscue | | | | | |

Notes _____

RUNNING RECORD

Name: _____ Teacher: _____
 Date: _____ School: _____

Running Words _____ Acc.: _____ % SC Rate 1: _____
 Errors _____

____ Easy 95-100% ____ Inst. 90-94% ____ Hard 50-89%

COMMENTS:

| Page | TITLE: | TOTALS: | | Words: | | Errors | |
|------|--------|---------|----|--------|----|--------|----|
| | | E | SC | E | SC | E | SC |
| | | | | | | | |
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| | | | | | | | |
| | | | | | | | |

COMPREHENSION MONITORING
Oral Reading Analysis

| Description of Strategy | Date | | | | |
|--|------|--|--|--|--|
| attempts to solve problems independently | | | | | |
| skips words | | | | | |
| repeats text | | | | | |
| looks ahead | | | | | |
| looks back | | | | | |
| substitutes meaningful words | | | | | |
| makes meaningful omissions/insertions | | | | | |
| uses picture clues | | | | | |
| uses contextual clues | | | | | |
| uses visual information | | | | | |
| sounds out words successfully | | | | | |
| cross checks sources of information | | | | | |
| recognizes errors | | | | | |
| self-corrects errors | | | | | |
| asks for help as appropriate | | | | | |
| integrates prior knowledge and text | | | | | |

CODE 3 - Consistent 2 - Sometimes 1 - Rarely 0 - Not Observed

ORAL READING "HOME" WORK


| Always | Some | Rarely |
|--------|------|--------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Fluency

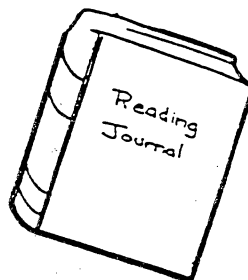
- expresses a willingness to read
- appears to enjoy reading
- appears relaxed during reading
- reads with expression
- stops or pauses at punctuation
- uses proper phrasing
- reads at an appropriate rate
- changes voice and pitch
- responds during reading
- discusses story after reading

Additional Comments:

READING RUBRIC
Construction of Meaning

| Description of Strategy | often (15) | sometimes (10) | rarely (5) | never (0) |
|--|---------------|-------------------|---------------|--------------|
| makes predictions | | | | |
| infers details not stated in text | | | | |
| identifies new words in context | | | | |
| searches for information (picture, text) | | | | |
| cross checks multiple cue sources | | | | |
| repeats as if to confirm | | | | |
| makes largely meaningful miscues | | | | |
| independently detects errors | | | | |
| applies fix up strategies | | | | |
| reads at an appropriate rate | | | | |
| uses expression | | | | |
| retells the text accurately | | | | |
| responds appropriately to questions | | | | |
| participates meaningfully in discussion | | | | |
| uses text to support discussion | | | | |
| reinspects text to locate information | | | | |
| TOTAL SCORE  | | | | |

Reading Journal Evaluation



Student's Name _____

Date of Evaluation _____

Number of Entries _____

1. Can the reader communicate in writing? _____

Examples: _____

2. Can the reader recall details about the story? _____

Examples: _____

3. Does the reader appear to understand the story? _____

Examples: _____

4. Does the reader appear to understand story elements such as setting, character, and plot? _____

Examples: _____

5. Does the reader give an opinion of the story? _____

Examples: _____

Other observations: _____

CONCEPTS ABOUT PRINT
Questioning Guide

| Observation | Question |
|---|---|
| knows front of a book | Show me the front of the book. |
| attends to print | <i>Observations during assessment</i> |
| uses picture clues to support the text | <i>Observations during assessment</i> |
| uses story language | <i>Observations during assessment</i> |
| knows where to start reading | Show me where to start reading. |
| moves left to right across print | Which way do I go next? |
| makes return sweep to the next line | Then which way do I go? |
| matches word-by-word | You point while I read. |
| understands first and last of text | Show me the first/last part of the sentence. |
| understands top and bottom of page | Show me the top/bottom of the page. |
| turns pages in order | <i>Observations during assessment</i> |
| reads left page before right | Where do I start reading? |
| can identify one and two letters | Show me one/two letters. |
| can identify first letter and last letter | Show me the first/last letter of a word. |
| can identify capital letter | Show me a capital letter. |
| can point to a specific letter | Show me the letter <u>(letter name)</u> . |
| can match upper/lower case letters | Show me another letter like this. |
| uses beginning letter sounds | <i>Observations during writing/sound test</i> |
| uses final letter sounds | <i>Observations during writing/sound test</i> |
| can identify one and two words | Show me one/two words. |
| can locate familiar words in print | Show me the word <u>(known word)</u> |
| can locate unfamiliar words in print | Show me the word <u>(unknown word)</u> |
| can identify reversals (on/no, saw/was) | Show me the word <u>(on/no; was/saw)</u> |
| knows period (.) | What is this for? (accept name or function) |
| knows question mark (?) | What is this for? (accept name or function) |
| knows exclamation mark (!) | What is this for? (accept name or function) |
| knows quotation marks (" ") | What is this for? (accept name or function) |

COMPREHENSION CHECKLIST

To be used after oral or silent reading

Name _____ Date _____

Selection _____ Oral ☐ Silent ☐

The child gives a plot summary.
(What was the story about?)

The child relates the sequence of events.
(What happened after _____?)

The child recognizes cause and effect relationships.
(Why did _____ happen?)

Characters:

The child recalls the main characters.
(Who was in the story?)

The child relates what the main characters did.
(What did _____ do in the story?)

The child understands the relationship of the characters to one another.
(How did _____ feel about _____?)

The child can describe the characters.
(What was _____ like?)

The child understands the relative importance of the characters.
(Who was more important in the story?)

Summary:

Level of comprehension: Full and detailed ☐
Partial ☐
Fragmentary ☐

NOTES

Assessment of Reading Comprehension: Narrative Form

| | | |
|----------------------|-------------|------------|
| Student's Name _____ | | |
| Age _____ | Grade _____ | Date _____ |

Use a book the child is unfamiliar with for this comprehension assessment.

Name of book _____

Scoring Scale: 1 = unsuccessful 2 = moderately successful 3 = successful

1. The child can retell the story including all main events.

Score _____

Examples/Comments _____

2. The child can retell the story in chronological order.

Score _____

Examples/Comments _____

3. The child can answer questions about details in the story.

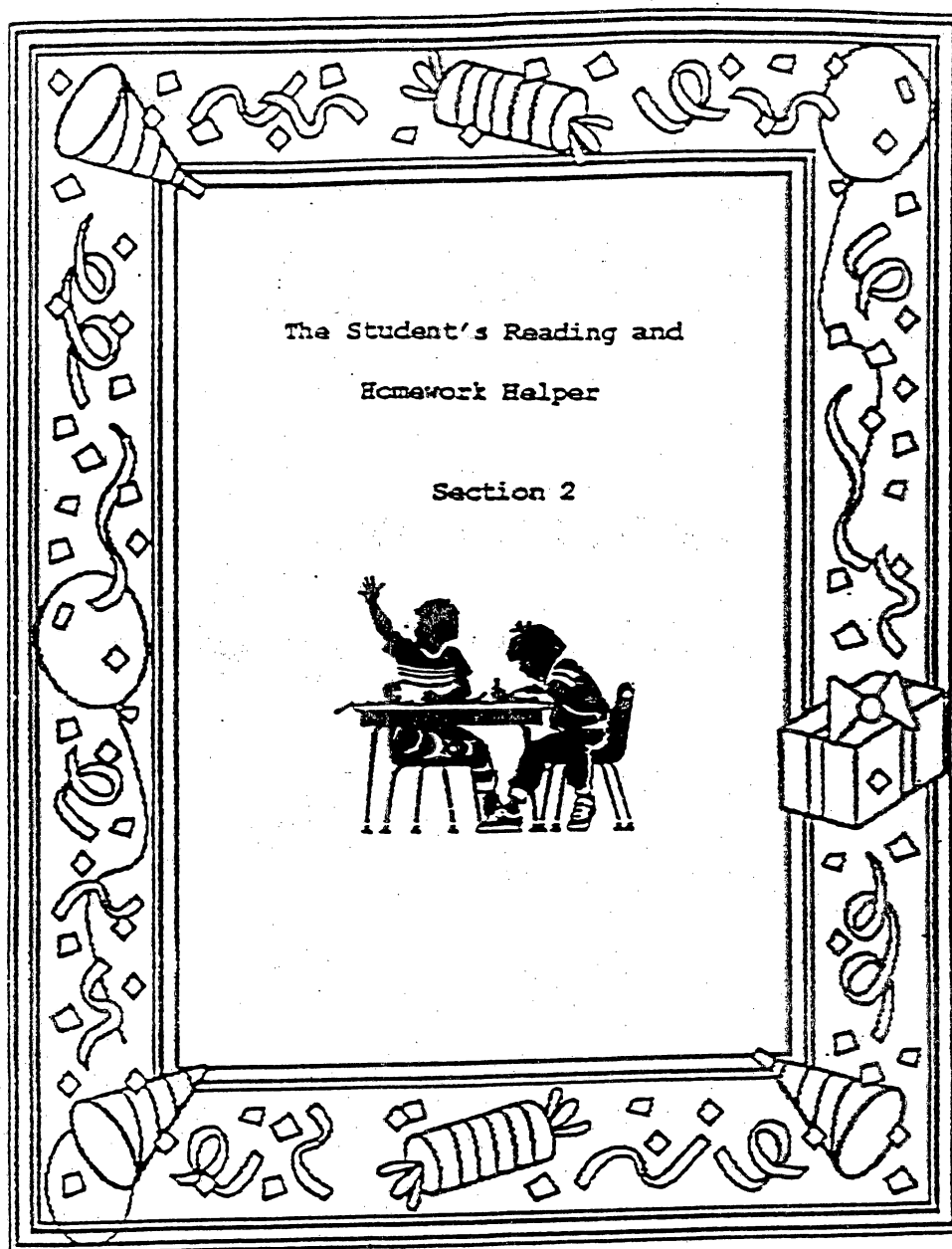
Score _____

Examples/Comments _____

4. The child can define words from the story.

Score _____

Examples/Comments _____



EXPLANATION OF FORMS FOR STUDENTS

This section of the handbook is designed to explain various forms that the student will do for homework. Each form will be discussed in order to demonstrate how to use it. The student section is divided into four subsections:

PART A: HOW TO SELECT READING MATERIALS ACCORDING TO INTERESTS

- * Reading Interest Inventory
- * Reading Survey
- * Reading Concepts Self-Evaluation

PART B: FORMS TO MOTIVATE THE STUDENT TO DO HOMEWORK

- * Reading Contract
- * Homework Plan
- * Homework Contract
- * Accomplishments and Goals: Reading/Writing

PART C: FORMS TO IMPROVE READING

- * Reading Strategies
- * Story Vocabulary Chart
- * Weekly Learning Log
- * Think Aloud Checklist
- * Reading Self Evaluation
- * Let's Celebrate Reading
- * I Read At Home
- * Reading Evaluation

PART D: FORMS TO IMPROVE READING COMPREHENSION

- * Book Report
- * The 5 W's Form
- * Beginning, Middle, Ending Form
- * Character Comprehension
- * Places Comprehension
- * Sequencing Comprehension

PART A:

HOW TO SELECT READING MATERIALS ACCORDING TO INTERESTS

Reading Interest Inventory

This form is given to the student to fill out and then give back to the teacher or parent so they may select books that the child is interested in reading. This form is basic enough and can be completed with little or no assistance.

Reading Survey

This survey is basic enough for a student to complete with little or no assistance. The first two questions simply ask the student to circle the appropriate response. The last two questions require the student to write an answer. Of particular interest may be the last question in which the student is asked what he/she does when encountering an unfamiliar word.

Reading Concepts Self-Evaluation

This form requires that an interviewer work with the student. This self-evaluation form requires that students consider their attitudes toward reading and their reading activities beyond the classroom situation.

READING INTEREST INVENTORY

Check the things below you like to read about. Name something specific when appropriate:

- | | |
|--|--|
| <input type="checkbox"/> animals _____ | <input type="checkbox"/> pets _____ |
| <input type="checkbox"/> biography _____ | <input type="checkbox"/> history _____ |
| <input type="checkbox"/> plants _____ | <input type="checkbox"/> science _____ |
| <input type="checkbox"/> nature _____ | <input type="checkbox"/> seasons _____ |
| <input type="checkbox"/> space _____ | <input type="checkbox"/> planets _____ |
| <input type="checkbox"/> movies _____ | <input type="checkbox"/> T.V. _____ |
| <input type="checkbox"/> adventure _____ | <input type="checkbox"/> art _____ |
| <input type="checkbox"/> computer _____ | <input type="checkbox"/> dancing _____ |
| <input type="checkbox"/> travel _____ | <input type="checkbox"/> sports _____ |
| <input type="checkbox"/> scary _____ | <input type="checkbox"/> mystery _____ |
| <input type="checkbox"/> music _____ | <input type="checkbox"/> cooking _____ |
| <input type="checkbox"/> other _____ | |

What is the name of your favorite book? _____

What kind of things do you like to read?

- | | | |
|--|--|---|
| <input type="checkbox"/> picture books | <input type="checkbox"/> chapter books | <input type="checkbox"/> wordless books |
| <input type="checkbox"/> magazines | <input type="checkbox"/> comic books | <input type="checkbox"/> "how to" books |
| <input type="checkbox"/> song books | <input type="checkbox"/> poetry books | <input type="checkbox"/> joke books |

Do you like to read

- | | | |
|------------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> very much | <input type="checkbox"/> somewhat | <input type="checkbox"/> not at all |
|------------------------------------|-----------------------------------|-------------------------------------|

How often do you read at home

- | | | |
|--------------------------------|------------------------------------|---------------------------------|
| <input type="checkbox"/> often | <input type="checkbox"/> sometimes | <input type="checkbox"/> rarely |
|--------------------------------|------------------------------------|---------------------------------|

Do you prefer to read:

- | | | |
|-----------------------------------|--|--------------------------------------|
| <input type="checkbox"/> alone | <input type="checkbox"/> with a friend | <input type="checkbox"/> with a tape |
| <input type="checkbox"/> out loud | <input type="checkbox"/> silently | |

Do you like to listen to someone read to you? ☐ yes ☐ no

Who reads to you? _____ With you? _____

Reading Survey

Name: _____

1. How do you feel about reading? *(Circle one.)*



2. Is it important to be a good reader? *(Circle one.)*



yes



not sure



no

3. Write the name of the last book you read.

4. When you come to a word that you do not know, what do you do?

Student Self-Evaluation

Reading Concepts Self-Evaluation

| | | |
|----------------------------|-------------|------------|
| Student's Name _____ | | |
| Age _____ | Grade _____ | Date _____ |
| Name of Interviewer: _____ | | |

1. Do you know how to read? _____
2. How did you learn to read? _____
3. Do you like to read? _____
4. What do you read? _____
5. Is reading easy or hard? _____
6. Is learning to read important? _____
Why? _____
7. Why do people read? _____
8. Do you read at home? _____
9. Why do you read at home? _____
10. What do you read at home? _____
11. Do the people in your family read? _____
12. What do they read? _____
13. Do they ever read to you? _____
14. What do they read to you? _____
15. Where do they read to you? _____
16. When do they read to you? _____
17. What do you look at while you are being read to? _____
18. Do you ever go to the public library? _____
19. Do you check out books? _____
20. What types of books do you check out? _____
21. Name some of your favorite books. _____
22. Do you have any comments about reading? _____

PART B:

FORMS TO MOTIVATE THE STUDENT TO DO HOMEWORK

In this section, the student will sign homework contracts, set goals for learning, and devise a homework plan.

Reading Contract

This form is used to teach students responsibility and set reading goals to motivate them. This form is simple to fill out and can be done with little or no assistance. The student should give the completed contract to the parent or teacher to monitor.

Homework Plan

The homework plan allows the student to devise a plan that he or she thinks they can accomplish. It allows the student to set their goals and work at a pace he or she can follow. When the homework is completed, the student puts a wish in writing so the teacher can reward or praise as necessary. The plan is set up as a contract between the student and the teacher or parent. A handshake is used to put the plan into effect. The student is asked to circle each day the plan is followed.

Homework Contract

The homework contract is used weekly to set goals and remind students when work is due in class. This is especially helpful to students who are forgetful and do not always turn in homework assignments. The student, parent, and teacher devise a plan together, set a completion date, and list a motivator or reward when the work is completed and submitted.

Accomplishments and Goals for Reading and Writing

This form asks the student to write what he or she does well in reading and writing and what is being worked on in these subject areas. This sheet is helpful for self-esteem and student reflection as well as reminding students what work is to be completed.

Reading Contract

_____ date

I, _____, agree to read _____.

student

number of books or pages

To do this I will need to read _____ each day.

pages or minutes

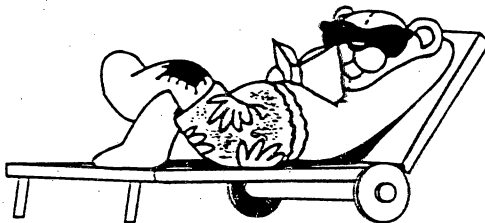
I plan to complete this contract in _____.

number of days or weeks

I will keep a record of my progress.

student signature

teacher signature



Reading Contract

_____ date

I, _____, agree to read _____.

student

number of books or pages

To do this I will need to read _____ each day.

pages or minutes

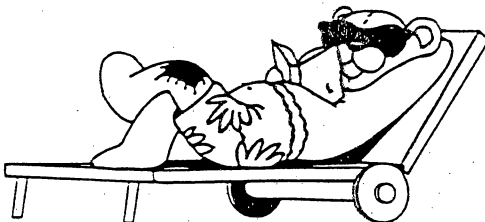
I plan to complete this contract in _____.

number of days or weeks

I will keep a record of my progress.

student signature

teacher signature



Homework Plan

Doing my homework is important.

This is my own plan.

When my work is finished, my teacher will

Now, let's shake hands.

student signature

We've made a plan!

teacher signature

Color a circle each day you follow your plan.



Monday



Tuesday



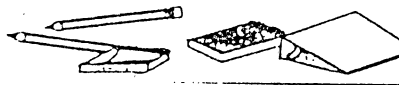
Wednesday



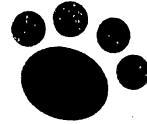
Thursday



Friday



Homework Contract



For the week of _____

I, _____,

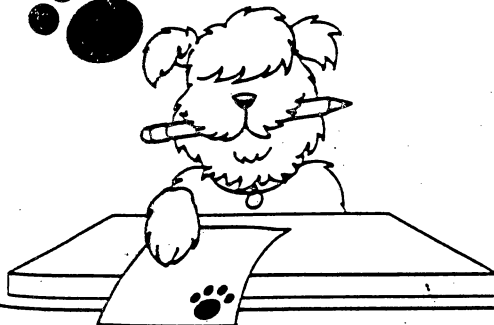
agree to this plan:

I will turn in my work on _____

My reward for completing this contract will be _____

student signature

teacher signature



Check a box each day you follow your plan.

Monday ☐ Tuesday ☐

Wednesday ☐ Thursday ☐

Friday ☐



Accomplishments and Goals:
Reading/Writing

Student's Name: _____

What I do well in Reading / Writing

| Date | |
|------|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

What I'm Working on in Reading / Writing

| Date | |
|------|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

PART C:

FORMS TO IMPROVE THE STUDENTS' READING

In this section, the student will be provided reading strategies, vocabulary charts, learning logs, self-evaluations, book report forms, and reading logs that will increase reading ability.

Reading Strategies

This sheet is provided for the student to use when he or she encounters an unknown word. The emergent reader may need assistance by an adult or fluent reader, otherwise this form can be used with little or no assistance. The student is provided ten different strategies to try when reading and encountering an unknown word.

Story Vocabulary Chart

The student is asked to list difficult words, interesting words, and new phrases and expressions in the text being studied. This form allows students to choose his or her own words that may interest them or be too difficult for them. Vocabulary is increased when using this form.

Weekly Learning Log

The student is asked to keep a weekly learning plan and write down a learning goal to accomplish by the end of the week. The student lists the daily activity, homework assignment and is allowed to reflect upon the material each day. At the end of the week, the parent or teacher comments on the weekly learning log and provides feedback.

Think Aloud Checklist

The student is asked to reflect upon his or her daily reading. The student does his or her own evaluating. The emergent reader will need assistance. This form may be completed with little or no assistance. After using this checklist, the student learns what to do the next time he or she is reading a book.

Reading Self-Evaluation

This self-evaluation is simple and can be done with little or no assistance. Again, the emergent reader may need some help reading and answering the questions. This form asks the student whether or not he or she understands what they read, in what way are you (the student) proud of your reading, and what problems did you have in reading.

I Read At Home

The student is asked to document what book he or she read and who the book was read to. The student may collect the logs and set reading goals.

Let's Celebrate Reading

This form is used to list the student's favorite books, new words seen in the text and list a book that is easy to read.

Reading Evaluation

The student lists books that are easy to read and writes down three things he or she does when encountering an unknown word in the text.

Reading Strategies

Ask yourself....

1. Did I look at the pictures and try to figure out what the story was about?
2. Did I sound out each letter in the word?
3. Did I skip words I didn't know and come back to them after reading the entire sentence?
4. Did I try to find words within words to figure out the unknown word? ex. sunset, outside, into
5. Did I find words I know in the sentence?
6. Did I figure out what happened at the beginning, middle, and ending of the story?
7. Did you look at the beginning of the word and take a guess to see if it made sense in the sentence?
8. Did you look at the entire word to see if the word you guessed looked right and made sense in the sentence?
9. Can you retell the story?
10. If you still do not know the word...ask for help.

STORY VOCABULARY CHART

Title _____

| DIFFICULT WORDS | INTERESTING WORDS |
|----------------------------------|--------------------------|
| Page # | Page # |
| <hr/> | <hr/> |
| <hr/> | <hr/> |
| <hr/> | <hr/> |
| <hr/> | <hr/> |
| <hr/> | <hr/> |
| <hr/> | <hr/> |
| <hr/> | <hr/> |
| <hr/> | <hr/> |
| PHRASES & EXPRESSIONS | |
| Page # | |
| <hr/> | |
| <hr/> | |
| <hr/> | |

Weekly Learning Log Week of _____

Goals for the Week _____

| | Activity | Homework | Daily Reflection |
|----------------------------|----------|----------|------------------|
| M O N | | | |
| T U E | | | |
| W E D | | | |
| T H U R | | | |
| F R I | | | |

Weekly Reflection _____

Parent or Teacher Comment _____

Teacher Signature _____ **Parent Signature** _____

THINK-ALLOUD CHECKLIST

| Always | Some | Rarely |
|--------|------|--------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

While I was reading I

Thought about my reading.

Made sure my reading made sense.

Used the pictures to help.

Made predictions.

Formed pictures in my head.

Noticed problems.

Fixed problems.

I fixed these problems:

I did not fix these problems:

My reading made sense:

☐ yes

☐ mostly

☐ no

READING SELF EVALUATION

Name _____ Date _____

Title _____

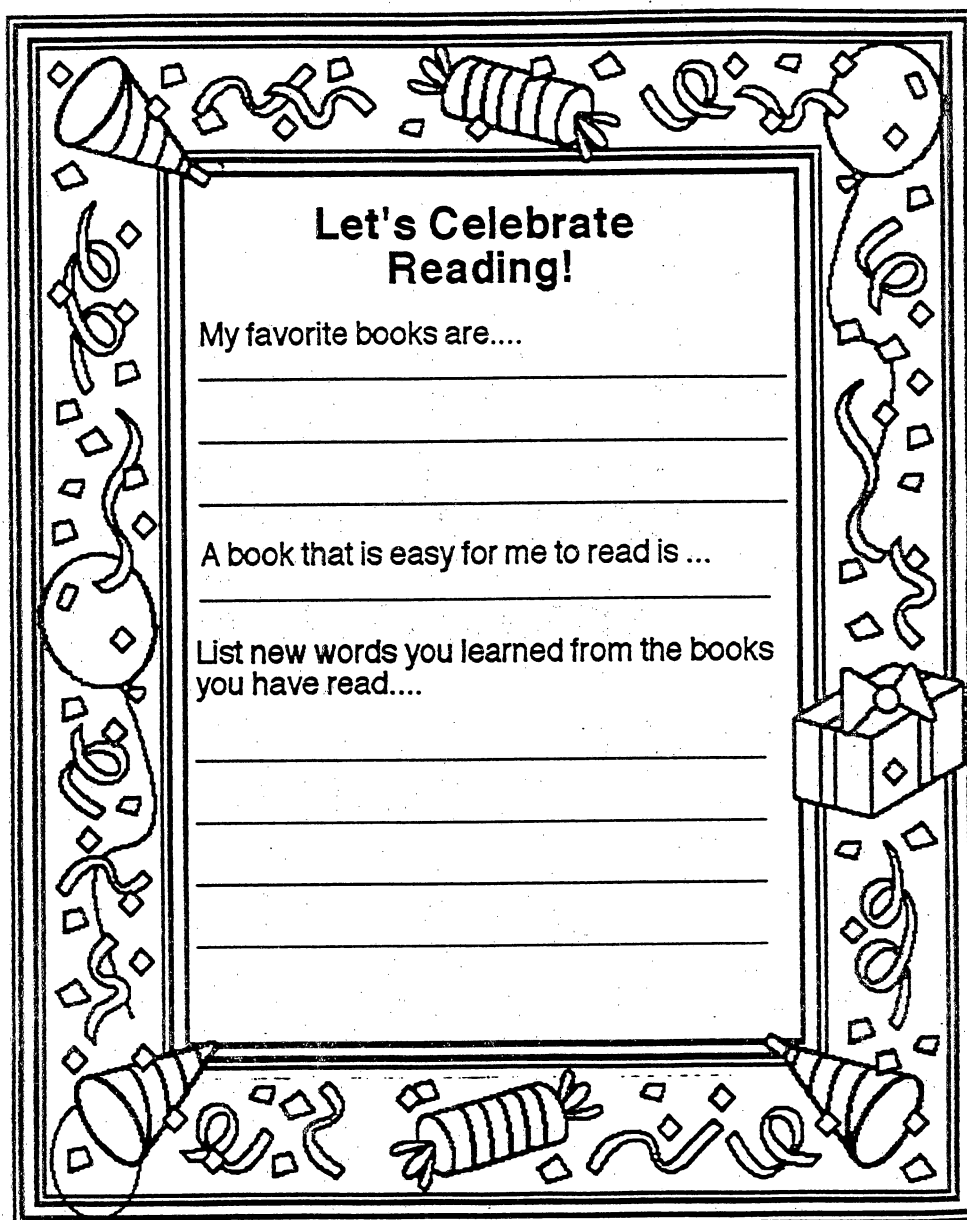
- ☐ I understood everything I read
- ☐ I understood most of what I read
- ☐ I understood some of what I read
- ☐ I did not understand what I read

In what way are you proud of your reading?

What problems did you have in reading?

What can you do to help you understand what you read?

- ☐ read it again
- ☐ slow down
- ☐ ask a friend to explain it, then read it again
- ☐ read it with a friend
- ☐ read it into a tape recorder and listen to it
- ☐ listen to someone read it
- ☐ read it out loud
- ☐ discuss the information with someone
- ☐ ask for help

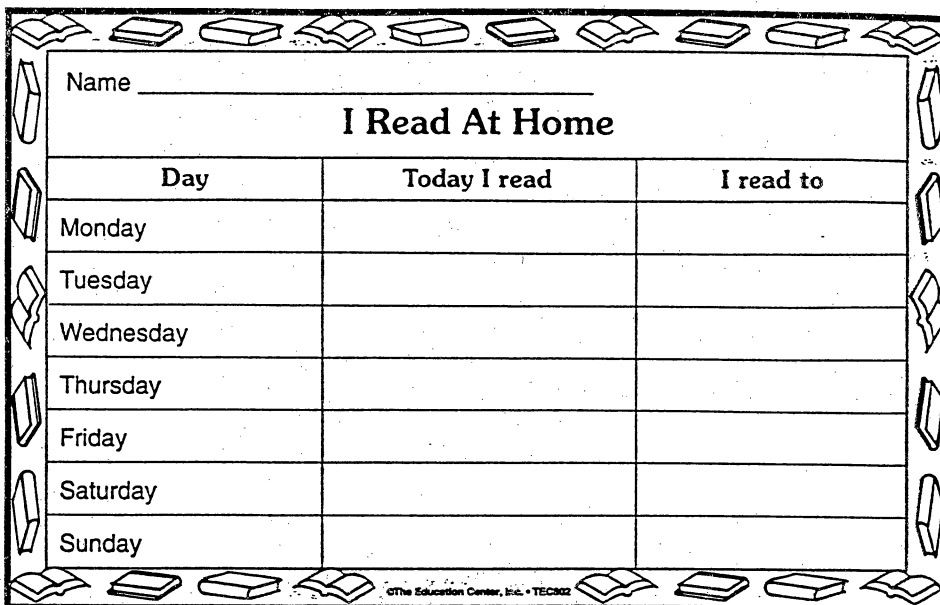


Let's Celebrate Reading!

My favorite books are....

A book that is easy for me to read is ...

List new words you learned from the books you have read....

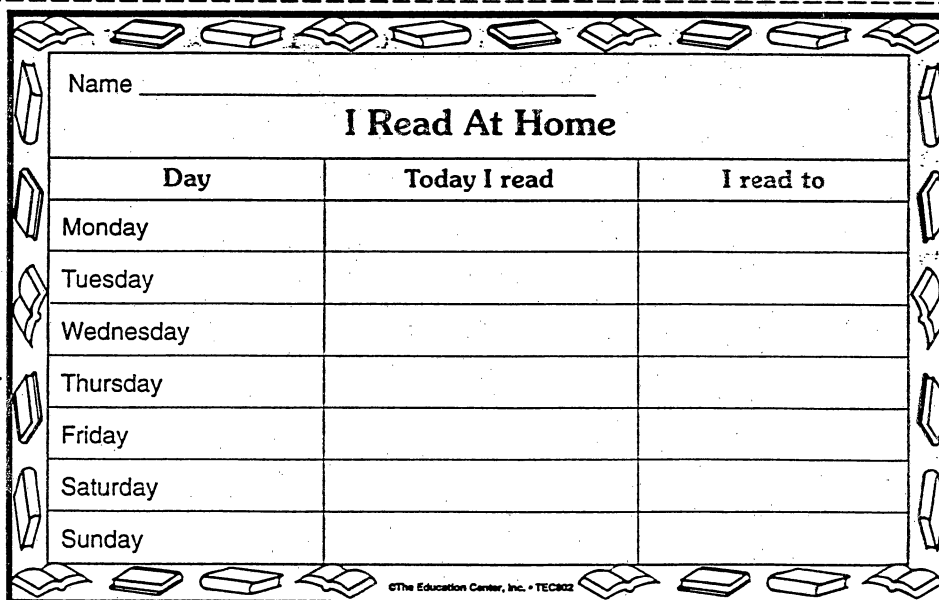


Name _____

I Read At Home

| Day | Today I read | I read to |
|-----------|--------------|-----------|
| Monday | | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |
| Saturday | | |
| Sunday | | |

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Name _____

I Read At Home

| Day | Today I read | I read to |
|-----------|--------------|-----------|
| Monday | | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |
| Saturday | | |
| Sunday | | |

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Name _____ Date _____

A book that is easy for me to read is

If I don't know a word when I first
see it I can

1.

2.

3.

PART D:
FORMS TO IMPROVE READING COMPREHENSION

In this section, the student will be provided with book reports and questions that promote higher level thinking skills. All of the forms in this section are simple and can be completed with little or no assistance except for the emergent reader/writer who may need some guidance. All of the forms in this section were written by the author of this project.

Book Report

On this form, the student will be asked to write the name of the book, the author, what the book was about, and what their favorite part of the book or story was. The student also will rate the book.

The Five W's Form

The Five W's form is better known as Who? What? Where? When? Why? The student is asked to answer each of these five questions after reading a book and tell how the book ended. A picture can be drawn about the book on the back of this form.

Beginning, Middle, and Ending Form

On this assessment, the student is asked to list the book's title and author as well as what happened in the beginning, middle , and ending of the story.

Character Comprehension Form

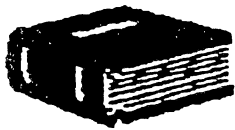
On this form, the student will list the characters in the story, what each character did in the story, and who was your favorite character in the story and why. Who was your least favorite character in the story and why is also asked.

Places Comprehension

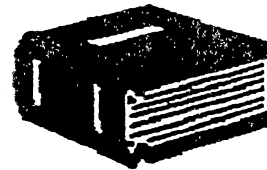
This form asks the student to list the book title, author, and all of the places where the story took place. The student is asked to write what place was their favorite and why. The student is also asked to recall specific details such as where did the story begin and end. On the back of this assessment, the student may again draw a picture of his or her favorite place in the story.

Sequencing Comprehension

The sequencing comprehension form is used so students can recall what happened first...fifth in a story. The student must also recall the ending of the story and draw each of the five events.



Book Report
By _____



The name of my book was _____.

The author of my book was _____.

This book was about _____

_____.

My favorite part of the story was _____

_____.

My favorite character was _____

because _____.

Rate your book. Circle one.

A ...for awesome

G...for good

Ok...for just ok

Student's Name _____

Name of the Book _____

Author _____

Who was the story about? _____

What was the story about? _____

Where did the story take place? _____

When did the story take place? _____

Why did you like the story? _____

How did the story end? _____

Draw a picture that tells about your book on the back
of this sheet.

Name_____

Title of the Story_____

Author_____

What happened at the beginning of the story?

What happened in the middle of the story?

What happened at the end of the story?

Name _____

Title _____

Author _____

1. List the characters in the story. _____

2. What did each character do in the story?

3. Who was your favorite character? Why?

4. Which character did you dislike in the story?
Why?

Name_____

Title_____

Author_____

1. List all the places that the story took place.

2. Which place was your favorite? Why?

3. Where did the story begin?_____

4. Where did the story end?_____

Draw a picture of your favorite PLACE in the story.

Name _____

Title _____

Author _____

List the sequence of events in your story.

What happened first?

What happened second?

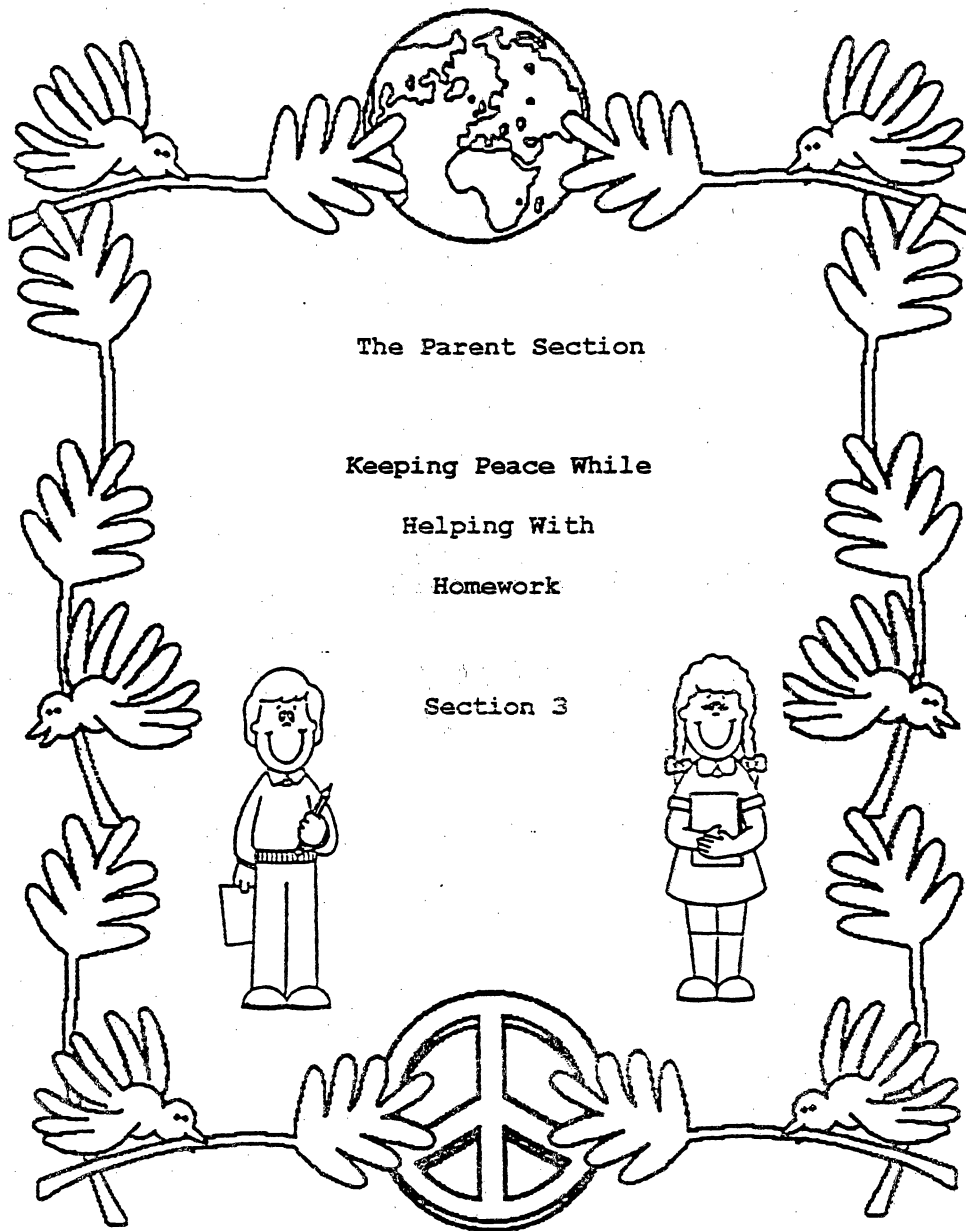
What happened third?

What happened fourth?

What happened fifth?

What happened last?

On the back, draw each of the five events in the order that they happened.



EXPLANATION OF FORMS FOR PARENTS

This section of the handbook is designed to explain various forms for parents and to refer to and to help their child with reading. Each form will be discussed in order to demonstrate how to use it. This section is divided into one subsection:

THE PARENT HOMEWORK HELPER

- * The Step by Step Homework Plan
- * Parent Questionnaire
- * Record A Book Form
- * Reading Verification Sheet
- * At Home Reading Form
- * Reading Log
- * Questions to Help Comprehension
- * Two Stars and a Wish
- * Parent/Child Communication Form
- * Prompts
- * Reading with your Child

In this section of the handbook, the parent will be provided step by step homework help, a parent questionnaire to fill out, book logs, questions to ask your child to help with comprehension, parent/child communication forms, and reading strategies to teach your child when he or she comes to an unknown word. Each form has simple to use directions and can be completed by simply filling out what each form directs.

Step by Step Homework Help

This form was designed for parents to follow when they do not know how to get started with helping with homework. Steps one through seven are simple and easy to follow and provide guidance to parents about how to select a book and read it to your child while teaching skills.

Parent Questionnaire

It is important for parents to consider their children's strengths and weaknesses in the classroom. They should also consider what goals they have for their children so they can help them achieve them. This form will help parents direct the present and the future of their children's education. Space to write additional comments is provided.

Record A Book Form

This form is provided so parents can communicate with the classroom teacher about their child's reading and anything else they may wish to add. The parent is asked to record the title of the book that was read to the child and then write a note to the student's teacher.

Reading Verification Form

This form is provided for parents to communicate and log their child's reading progress and return to the teacher. This is especially important because the child sees that both the parent and teacher value reading.

At Home Reading

This is another form for parent and teacher to communicate regarding what books are being read at home. This form provides four logs for parents to send to school so the classroom teacher is aware that the family values reading.

Reading Log

This form provides students a log to record the date, the number of books read, how many pages in the book, and a place to record how long it took to read the book. Parents need to sign the form and monitor their child's reading progress.

Questions to Help Comprehension

This sheet is used as a handy reference to guide parents when they are reading a book with their child. It is simple to follow and provides twenty-five questions that the parent can ask their child about the story.

Two Stars and a Wish

After sharing the book with their child, parents are asked to give him or her two stars (for something the child did real well) and a wish (for something they wish their child could do). The sheet is to be sent to school so the classroom teacher is informed.

Parent and Child Communication Log

This form provides parents an opportunity to write their child a sentence and ask him or her a question. The student writes back to the parent. This communication process is on-going and needs to be done daily. The student is able to express feelings and writing to the parent becomes meaningful and used for a purpose.

Prompts

The prompts are used to guide the parent to help their child with reading and remind the parent to praise their child and ask questions

that promote higher level thinking.

Reading With Your Child

This form is provided to parents as a summary sheet so they can be reminded of what steps to follow when helping with homework. Keep this sheet handy and use it nightly to stay reminded that reading to your child is very important.

Step by Step Help

1. Select a book for your child to read that interests your child. You may use the reading inventory sheet that is provided in the handbook.
2. Make sure that the book is not too easy nor too hard for your child to read. The book needs to be somewhat challenging to your child, but if it is too difficult, then your child may give up. If the book is too easy, then your child may not improve with reading.
3. Before reading the book to your child, discuss the cover. Ask questions, such as "What do you think this book is about?" Next, discuss the title and the author of the book.
4. Go through each page of the story discussing the pictures on each page. Do not read the story yet. Ask your child questions about each picture that lead them to words on the page. Eg. If there is a boy sitting in a box on the page, you may ask, "What is the boy sitting in?"
5. After you have discussed the illustrations, predicted what the story will be about, and guided them to words on the page, begin reading the story together. You can also have your child read the story independently and refer to the reading strategy form if your child comes to a word he or she doesn't know. Try each strategy before telling what the word is.
6. Refer to the questioning form for help in deciding what questions to ask your child and how to ask the question.
7. After reading the story, use the comprehension forms to decide if your child knows what the story was about. If your child needs help with comprehension, you may use the reading choices forms to choose an activity to go with the story that will promote comprehension. Also, discuss or have your child illustrate and write about what happened at the beginning of the book, the middle and the end.

Parent Questionnaire

| | | |
|--------------------------------------|-------------|------------|
| Student's Name _____ | | |
| Age _____ | Grade _____ | Date _____ |
| Name of adult completing form: _____ | | |

1. What is going well for your child this year?

2. What progress has your child made since the beginning of the school year?

3. Do you have any concerns about your child?

4. Do you have any suggestions for working with your child?

5. What are your goals for your child this school year?

Additional Comments:

Thank you for your time!

Dear Parents:

We've read the book _____
and your child is ready to read it to you. Find a comfortable chair
and enjoy!

When your child has finished reading, please take a few moments
and share your response by writing a note. Please tell a couple of
things that pleased you about your child's reading and anything else
you'd like to add.

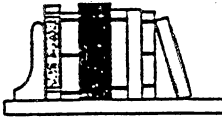


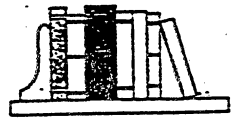
Best wishes,

Dear Parents:

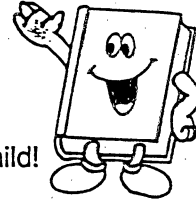
We've read the book _____
and your child is ready to read it to you. Find a comfortable chair
and enjoy!

When your child has finished reading, please take a few moments
and share your response by writing a note. Please tell a couple of
things that pleased you about your child's reading and anything else
you'd like to add.

Best wishes,

| | | |
|---|--|--|
| <h2 style="margin: 0;">Reading Verification</h2> | |  |
| I verify that my child, _____ read the following: | | |
| _____ <small style="display: block; text-align: center;">title of material</small> | _____ <small style="display: block; text-align: center;">pages/minutes</small> | |
| _____ <small style="display: block; text-align: center;">date</small> | _____ <small style="display: block; text-align: center;">parent signature</small> | |
| <small>©The Education Center, Inc. • TEC802</small> | | |
| <h2 style="margin: 0;">Reading Verification</h2> | |  |
| I verify that my child, _____ read the following: | | |
| _____ <small style="display: block; text-align: center;">title of material</small> | _____ <small style="display: block; text-align: center;">pages/minutes</small> | |
| _____ <small style="display: block; text-align: center;">date</small> | _____ <small style="display: block; text-align: center;">parent signature</small> | |
| <small>©The Education Center, Inc. • TEC802</small> | | |
| <h2 style="margin: 0;">Reading Verification</h2> | |  |
| I verify that my child, _____ read the following: | | |
| _____ <small style="display: block; text-align: center;">title of material</small> | _____ <small style="display: block; text-align: center;">pages/minutes</small> | |
| _____ <small style="display: block; text-align: center;">date</small> | _____ <small style="display: block; text-align: center;">parent signature</small> | |
| <small>©The Education Center, Inc. • TEC802</small> | | |
| <h2 style="margin: 0;">Reading Verification</h2> | |  |
| I verify that my child, _____ read the following: | | |
| _____ <small style="display: block; text-align: center;">title of material</small> | _____ <small style="display: block; text-align: center;">pages/minutes</small> | |
| _____ <small style="display: block; text-align: center;">date</small> | _____ <small style="display: block; text-align: center;">parent signature</small> | |
| <small>©The Education Center, Inc. • TEC802</small> | | |

At-Home Reading



_____ read
_____ child
_____ pages/minutes today. I am so proud of my child!

_____ date

_____ parent signature

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At-Home Reading



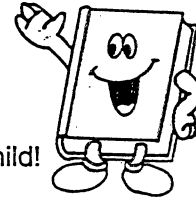
_____ read
_____ child
_____ pages/minutes today. I am so proud of my child!

_____ date

_____ parent signature

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At-Home Reading



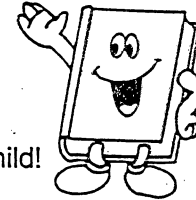
_____ read
_____ child
_____ pages/minutes today. I am so proud of my child!

_____ date

_____ parent signature

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At-Home Reading



_____ read
_____ child
_____ pages/minutes today. I am so proud of my child!

_____ date

_____ parent signature

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Parent Evaluation

Home Reading Log

Student's Name _____

Name of parent completing form: _____

Please record the time your child spends reading at home.



| Date | Title of Book | Pages | Time Start | Time Stop |
|------|---------------|-------|------------|-----------|
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Questions To Ask Your Child

Can you point to each word that you read?

Now I will ask you to point to a specific word on the page. Can you find the word that I say?

Find a word on the page that you do not know. Can you try to sound it out? What can you do to figure out what that word is?

Check to see if the word that you read makes sense and looks right to your. Does the word make sense in the sentence?

What do you think will happen in this story?

What does this story remind you of?

Could this story really happen?

Why did you like or dislike the story?

What did you learn from the book?

Would you like to go back and read that again?

What letter does that start with?

How did you know what that word was? What strategy did you use?

What part of the story did you like?

Another good title for this story would be

Retell the story in your own words.

Be/act like one of the characters.

Ask yourself the 5 W questions/ (Who was the story about? What was the story about? What did each character do in the story? Where did the story take place? When did the story happen? Why did you like the story? Why did the author write the story? How would you change the story?

What characters in the story did you like? Were any characters like you? Which one? Why?

Can you find the period? What is a period?

Can you find the question mark? What is a question mark?

Can you find a vowel on this page. Can you find two vowels together?

Find a word that is plural (more than one). Ex. dogs

Dear Parents:

After sharing this book with _____ could you please give him/her two stars and a wish for their reading. (Ask your child to explain.)

★

★

Wish

Please send this sheet back to school along with the book.

Parent & Child Communication Log

Directions: Write a sentence to your child. Ask them a question. They will write back to you.

Parent _____

Student _____

Parent _____

Student _____

Parent _____

Student _____

Parent _____

Student _____

Parent _____

Student _____

Parent _____

Student _____

Parent _____

Student _____

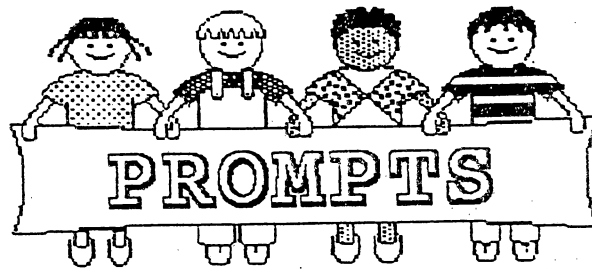
Parent _____

Student _____

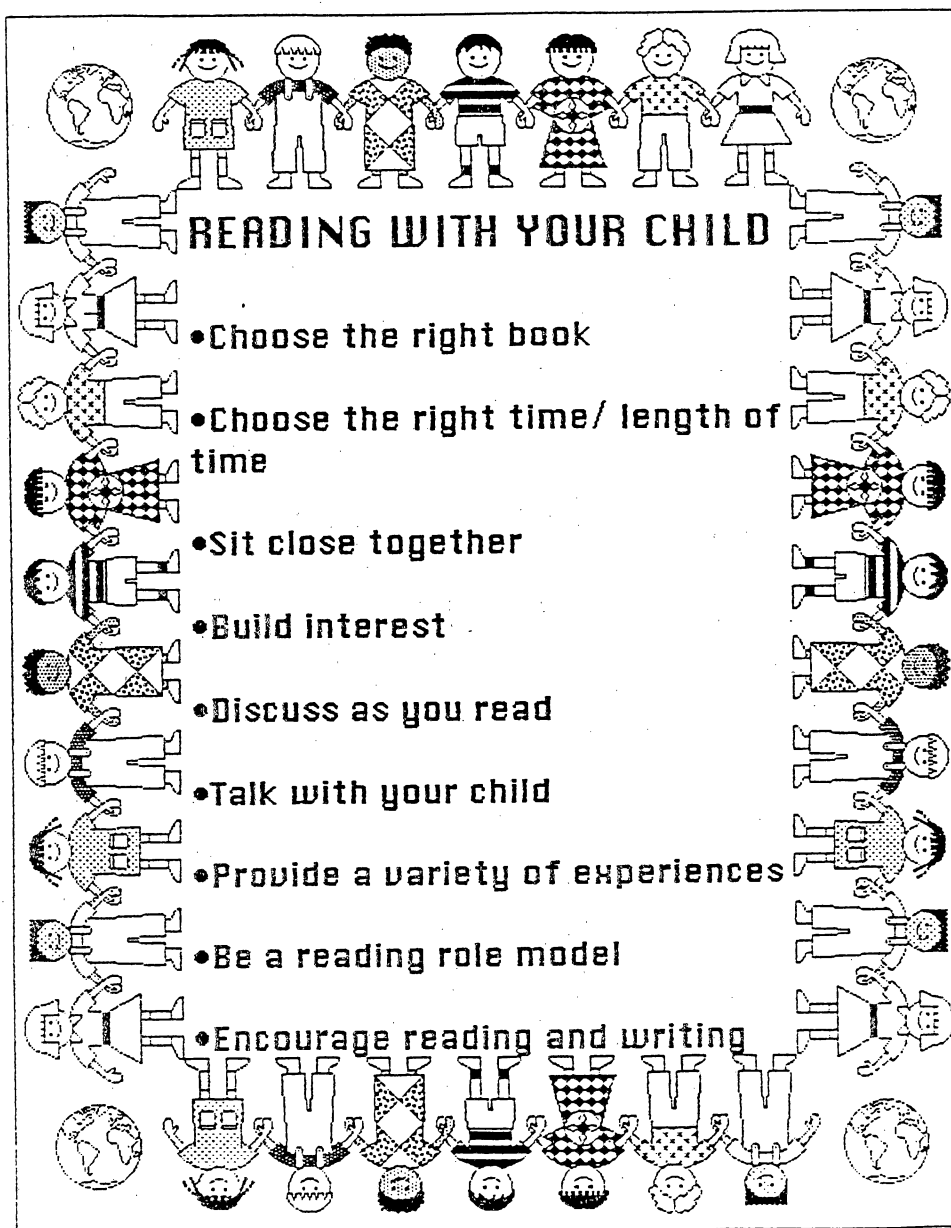
Parent _____

Student _____

Parent _____



- PRAISE, PRAISE, PRAISE your child !!
- What does the title tell you?
- What does the picture tell you?
- Predict a word that makes sense.
- Think about what word makes sense and looks right.
- What word would sound right?
- Get your mouth ready.
- PRAISE, PRAISE, PRAISE your child.



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