

At Home Reading Plan

Parent Information



Coopersville Area Public Schools

What is the 3rd grade reading law?

In 2016, the Michigan Legislature passed a law that requires schools to identify learners who are struggling with reading and writing and to provide additional help.

How is my child identified as having a reading concern?

Assessments are given to all children who are in Kindergarten through Third grade within 30 days of the first day of school. An Individualized Reading Improvement Plan (IRIP) will be written for all learners who have been identified through these assessments as having a reading concern.

When is an Individualized Reading Improvement Plan (IRIP) Developed?

An IRIP is developed following identification of a reading concern within 30 days of the screening assessment. The IRIP is developed with the help of teachers, the principal, parent or legal guardian, and anyone else that the team agrees needs to be involved. Your child will remain on an IRIP as long as there is a reading concern. Your child will be assessed several times throughout the year to check on their progress. IRIPs should be updated to reflect the needs of your child.

What is the *Read at Home Plan* ?

A “Read at Home” plan is developed to help families support their child at home. Resources and activities are provided to families in the form of suggested activities to do at home and online resources that may be helpful. You can find these resources on our website under the **Parent and Community** tab and at the end of this document.

What are the 5 pillars of reading instruction?

phonemic awareness - the conscious awareness of individual speech sounds and the ability to manipulate those sounds (change, delete, blend, isolate)

phonics - the study of relationships between letters and the sounds they represent

fluency - accurate reading at a rate where expression and understanding are appropriate

vocabulary - knowledge and memory of word meanings

comprehension - the understanding and interpreting of what you’ve read

What activities can I do at home to help my child in these areas?

phonemic awareness

- ★ Play “I Spy” with your child, but instead of giving a color say, “I spy something that starts with /b/.” or “I spy something with these sounds, /d/ /õ/ /g/.” Have your child do the same.
- ★ Play a game in which you say a word and your child has to break apart all the sounds. Ask your child to stretch out a word like dog and he/she can pretend to stretch a word with a rubber band. Your child should say /d/ /õ/ /g/.
- ★ Read books over and over again containing rhymes.

- ★ Demonstrate clapping a word into its syllables. Ask your child to clap words into syllables.
- ★ Give your child 4-7 blocks, beads, bingo chips or similar items. Say a word and have your child move an object for each sound in the word.

phonics

- ★ Play word games that connect sounds with syllables and words. (for example, if the letters "p-e-n" spell pen, how do you spell hen?).
- ★ Take egg cartons and put a paper letter in each slot until you have all the letters of the alphabet in order. Say letter-sounds and ask your child to pick out the letters that match those sounds.
- ★ Sound and Blend - Have your child say each sound separately (sss aaa t). This is called "sounding it out", and then say the sounds together (sat). This is "blending".
- ★ Write vowel and consonant digraphs, trigraphs, and blends on cards. Hold up the cards one at a time and have your child say the sounds (for example, the long e sound /ē/ for the vowel digraphs ea and ee).

Common Consonant Digraphs (2 letters/1 sound): ch, ck, gh, ng, ph, qu, sc, sh, th, wh, wr

Blends: bl, br, cl, cr, dr, fl, fr gl, gr, pl, pr, sc, ,sk, sl, sm, sn, sp, st, sw, tr, tw

Common Consonant Trigraphs (3 letters): nth, sch, scr, shr, spl, spr, squ, str, thr

Common Vowel Digraphs (2 letters): ai, au, aw, ay, ea, ee, ei, eu, ew, ey, ie, oi, oo, ou, ow, oy

fluency

- ★ Repeated reading - Choose a passage that will not be very difficult for your child. Read the passage aloud to your child, and then read it together, helping your child figure out any tricky words. Next, have your child read the passage to you with a focus on accuracy. Finally, have your child read the passage to you again, paying attention to fluency and expression. The goal is to sound smooth and natural.
- ★ Read to different audiences - Reading aloud is a way to communicate to an audience. When a reader keeps the audience in mind, he/ she knows that his reading must be fluent and expressive. Provide a variety of opportunities for your child to read to an audience. Your child can read to stuffed animals, pets, siblings, neighbors, grandparents - anyone who is willing to listen. This is a good way to show off what was practiced with repeated reading.
- ★ When you read a story, use appropriate expression during the speaking parts (dialogue). Encourage your child to copy your expression. Talk with him/her about what that expression means. Ex: If the character is excited about going to the park, he/she should sound like that in his/her voice. Encourage your child to repeat key phrases or dialogue.

- ★ Record the reading - After your child has practiced a passage, have him/ her record it with a tape player, or cell phone. Once recorded, your child can listen to his/her reading and follow along in the book. Often, he/ she will want to record it again and make it even better!

vocabulary

- ★ Preview words - Before reading to or with your child, scan through the book, choose two words that you think might be interesting or unfamiliar to your child. Tell your child what the words are and what they mean. As you read the book, have your child listen for those words.
- ★ Word Collecting - Have each family member be on the look out for interesting words that they heard that day. At dinner or bedtime, have everyone share the word they collected and tell what they think it means. If the child shares an incorrect meaning, guide him/her to the correct meaning. Try to use some of the words in conversation.
- ★ Play “categories” with your child. Name a topic such as “jungle” and ask your child to think of all the words he/she can related to that topic. This is a great way to build word knowledge!
- ★ Talk to your child. Discuss your day and events. Include new vocabulary words in your conversations. Build a language rich home.

comprehension

- ★ Before your child reads a story, read the title and look at the cover. Ask, “What do you think will happen in the story?”
- ★ As your child reads, ask questions that start with who, what, where, when, why, and how. If your child does not answer with an appropriate response, redirect by saying, “I think you mean a person because it was a “who” question” then restate the question.
- ★ Help your child make connections to his/her life experience while reading. You could say, “Is there anything you read in the story that reminds you of something? The boy who went to the zoo with his family reminds me of when we went to the zoo over the summer. What do you think?”
- ★ During reading fiction (made up/stories) - Stop every now and then to ask your child to tell you what has happened so far or what he/she predicts will happen. You might also ask for your child's opinion. “Do you think the character did the right thing? How do you feel about that choice?” Explain any unfamiliar words.
- ★ During reading nonfiction (real/information) - Don't forget the captions, headings, sidebars, or any other information on the page. Young readers tend to overlook these, so it's a good idea to show that the author includes lots of information in these “extras”.
- ★ Ask questions about character traits. Ex: “Which character do you think was kind? Which character was bossy? How do you know?” If your child doesn't know, give your answer. You may need to do this many times before your child can do it.

Links to additional online resources you can use at home:

For students:

 [At Home Reading Plan-Technology At Home](#)

For Parents:

 [At Home Reading Plan- Parent Resources](#)