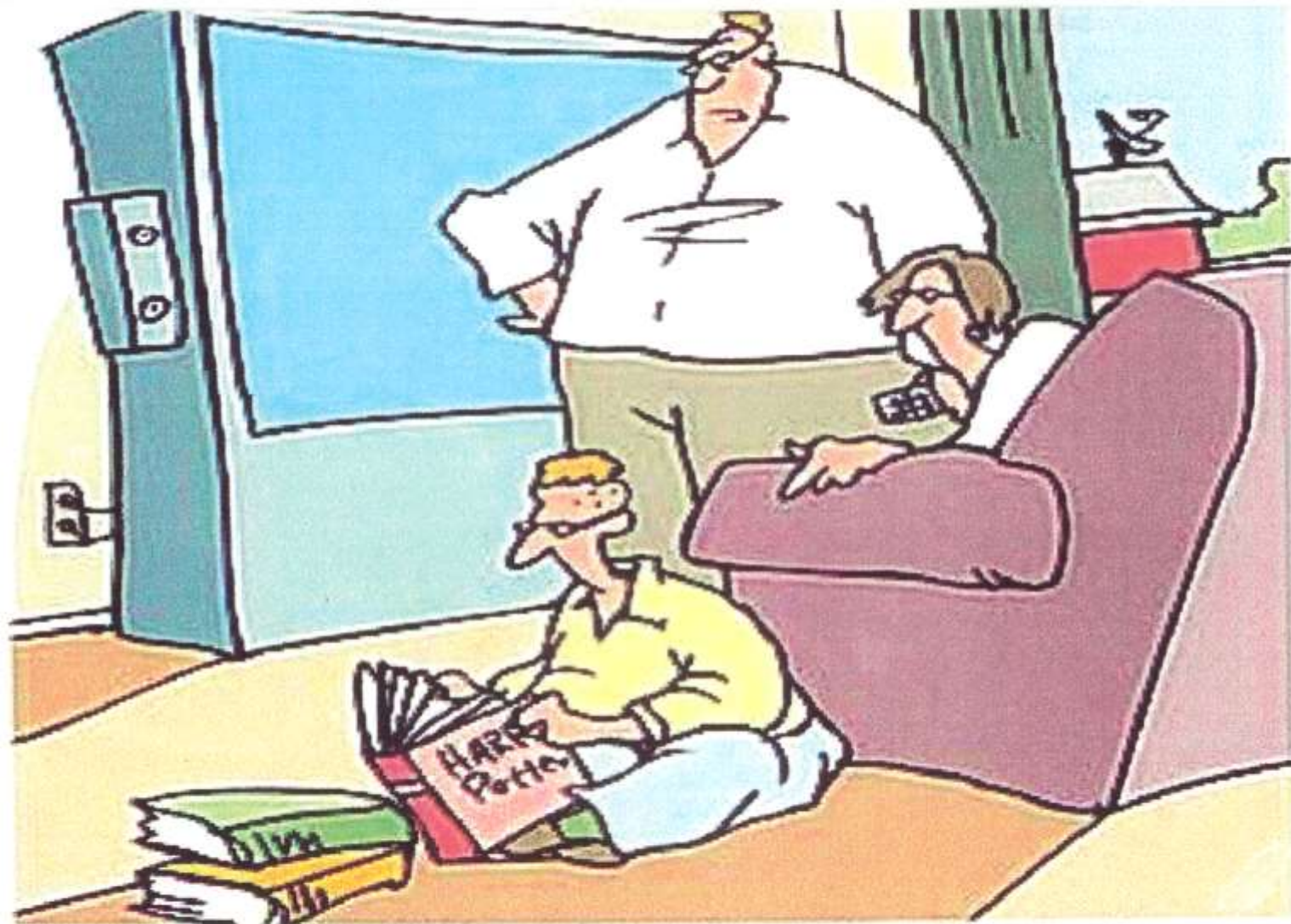# Building Readers:
## *A Parent's Guide*

Utah State Board of Education
Susan J. Okroy
Literacy Specialist

# Utah State Board of Education

- *The Building Readers: A Parent's Guide* manual is aligned with current research and the Utah Elementary Language Arts Core Curriculum.

- The purpose of the manual is to provide elementary grade children with additional reading practice to increase fluency and comprehension by using challenging texts.

"I'd appreciate it if you'd wait until school to do that. We've worked long and hard to bring you state-of-the-art home theater."

# Age Appropriate Suggestions
## For Parents to Encourage Their Children to Read



Encouraging Your Child to Read, written by Blatt, Lesaux, and Snow; Usable Knowledge at the Harvard Graduate School of Education
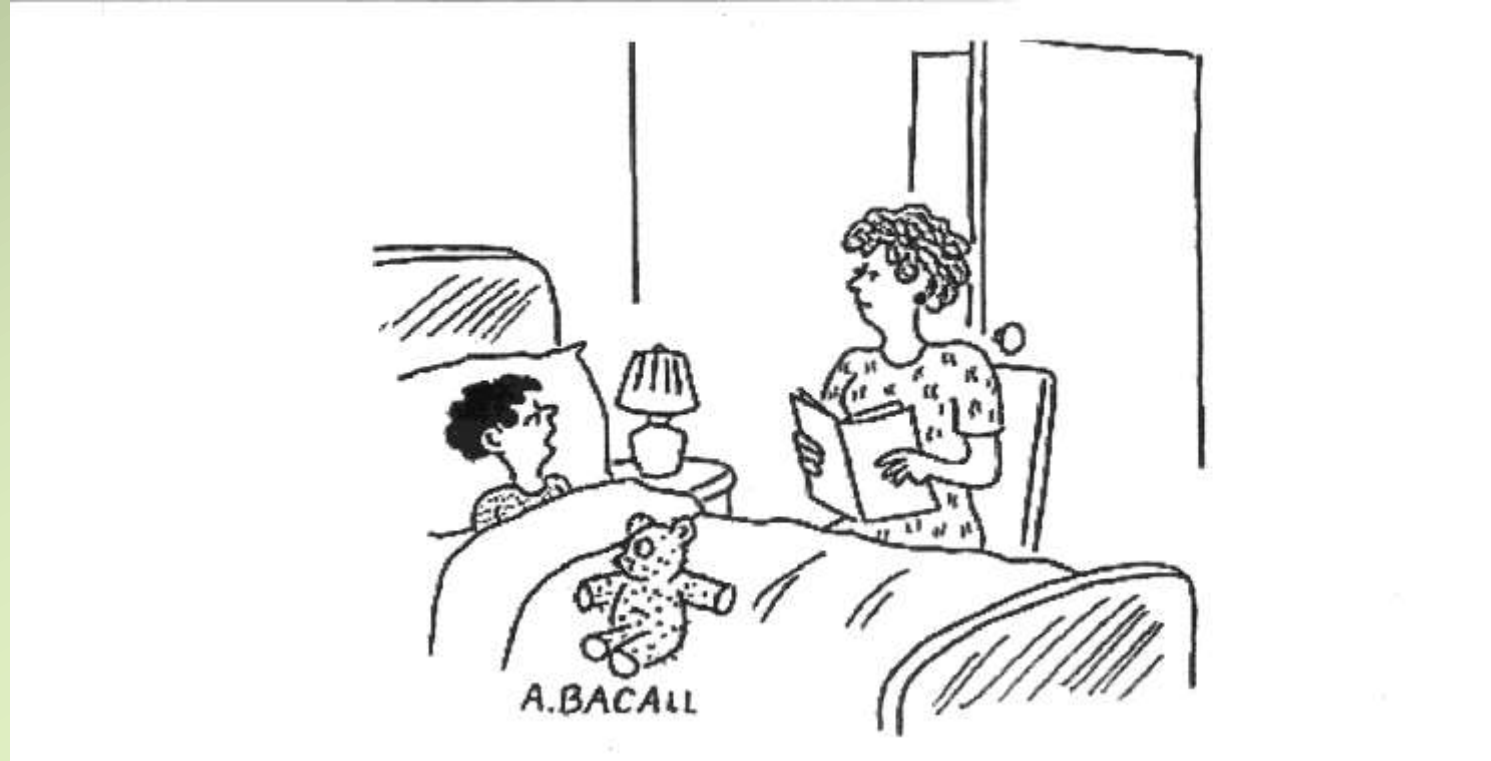
Parent's Guide (p. 15)

# Reading to Children

As parents, the most important thing we can do is read to our children early and often. Reading is the path to success in school and life. When children learn to love books, they learn to love learning."

---Laura Bush

# Read with Enthusiasm!



"CAN YOU READ THE STORY
WITH MORE ENTHUSIASM?
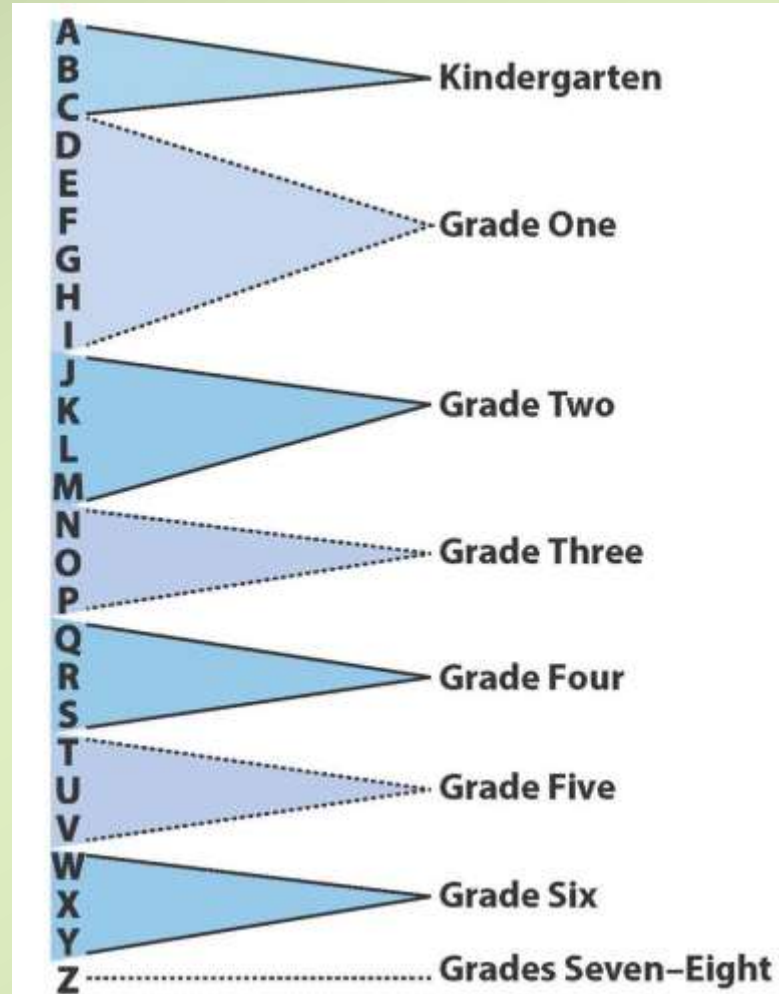YOU'RE PUTTING ME TO SLEEP."

# Glossary of Terms

STAR Advanced

## Glossary of Terms

| Component | Definition | Instructional Outcomes |
|---|---|---|
| Assessment | The process of gathering data in order to better understand student strengths and weaknesses. | Developing instructional strategies based on students' needs, identifying gaps in learning, isolating sources of confusion, and assessing the effectiveness of instruction. |
| Chunking | A strategy for breaking text into smaller sections such as sentences, paragraphs, or sections. | Focusing on smaller sections helps students comprehend more complex text. |
| Comprehension | Ability to understand what has been read; readers making sense of the text. | Students understand what they read, remember what they read, and communicate to others what they have read. |
| Fluency | The reading of text smoothly, not hindered with word-by-word reading and other word recognition problems that might hinder comprehension. | The reader groups words quickly to help gain meaning. Reading sounds natural, as if he/she is speaking with expression. |

Parent's Guide (p. 19)

# Text Gradient

# Approximate Text Level Correspondences

## Approximate Text Level Correspondences

| Grade Level | Guided Reading | DRA2 | Utah Core Lexile[1] | DIBELS ORF[2] |
|---|---|---|---|---|
| K | A | A, 1 | BR to 220L | 00 |
| | B | 2 | | |
| | C | 3, 4 | | 00 |
| 1 | D | 6 | 220L to 500L | |
| | E | 8 | | 23 |
| | F | 10 | | |
| | G | 12 | | |
| | H | 14 | | |
| | I | 16 | | 47 |
| 2 | J | 18 | 450L to 790L | 52 |
| | K | 20 | | 72 |
| | L | 24 | | |
| | M | 28 | | 87 |
| 3 | N | 30 | | 70 |
| | O | 34 | | 86 |
| | P | 38 | | 100 |
| 4 | Q | 40 | 770L to 980L | 90 |
| | R | | | 103 |
| | S | | | 115 |
| 5 | T | 50 | | 111 |
| | U | | | 120 |
| | V | | | 130 |
| 6 | W | 60 | 995L to 1155L | 107 |
| | X | | | 109 |
| | Y | | | 120 |
| 7+ | Z | 70 | | 120+ |

DIBELS:
- Beginning
- Middle
- End of Year

[1] Adapted from Common Core State Standards, Appendix A, p. 8, © 2012, Common Core Standard Initiative. University of Utah Reading Clinic: 11/20/2013 MB
[2] Oral Reading Fluency.

Parent's Guide (p. 24)

# Materials

- 1. Texts: Use grade level texts for 1$^{st}$ grade students. Use reading material about two grade levels above the student's current reading level for 2$^{nd}$ through 6$^{th}$ grade students. The difficulty of the reading material can increase as the student's fluency increased (see approximate Text Level Correspondences p. 24)

- 2. Pocket folder, notebook, and pencil

- 3. Text or passage at student's current level (one minute timed reading)

- 4. Index cards 3 x 5 inches

- 5. Timer

A Parent's Guide (p. 25)

# Neurological Impress Method or Dyad Reading Process

- Share one book two grade levels above student's current reading level.

- Sit side-by-side.

- Track with one SMOOTH finger.

- Read with two voices.

- Keep eyes on words.

- Don't go too fast or too slow.

- Write down words you don't know.

- Have fun!

Parent's Guide (p. 9)

# Research: Neurological Impress Method

- Neurological Impress Method (NIM) or Dyad Method (Heckelman)

- Study in Merced County, California, (1962) with 24 remedial readers

- Used to improve reading fluency and comprehension

- Students given a maximum of 7.25 hours of instruction with NIM for six weeks

- Results: Mean gain in reading comprehension was 1.9 grade levels

- Rational: "NIM exposes students to accurate, correct reading patterns (Heckelman, 1969)."

Parent's Guide (p. 10)

# Reading Procedure

- 1. Student and adult read aloud together (15 minutes)

- 2. Comprehension (3-5 minutes)
  – The adult and the student talk about the text/questions.

- 3. Vocabulary/Writing (3-5 minutes)
  – The adult finds two difficult words to discuss with the student.

- 4. Sight Words (3-5 minutes)
  – The adult and the student practice the grade level sight word list.

- 5. Fluency-Timed Reading (1 minute)
  – The adult times the student for one minute and subtracts the errors (Words Correct Per Minute (WCPM)

CELEBRATE!

Parent's Guide (p. 25-28)

# Decoding Words



- 1. Say the letter sounds in the word.

- 2. Blend the sounds together in sequence.

- 3. Use parts of the word you know to decode the word (prefixes, suffixes, phonograms/little words within the bigger word).

- 4. For multisyllabic words, break the word into syllables by identifying vowels and vowel combinations and identify the silent /e/ if present.

- 5. After three attempts, tell the student the word and ask the student to reread the sentence.

Parent's Guide (p. 26)

# Student and Adult Read Aloud
## (15 minutes)

- 1st grade: Use grade level texts.

- 2nd-6th grade: Use reading material about two grade levels above the student's current reading level. The difficulty of the reading material can increase as the student's fluency increases.

- 1. The adult and student sit side-by-side. The adult sits slightly behind the student. The student and the adult read aloud together from the same text. The adult smoothly tracks the words with one finger while reading.

- 2. (Note: The adult should read slightly faster than the student's normal rate. He/she should also read slightly louder with good phrasing and expression.) Occasionally during each session, the adult should lower the volume of his/her voice so that the student's voice leads the reading.

- 3. For only a few minutes each session, the adult should read at his/her normal pace so that the student is being pulled along to higher rates of speed. Do not finish reading at this speed. Return to original rate of speed before ending the session.

Parent's Guide (p. 29)

# Narrative Text Comprehension
## (3-5 minutes)

If the student read narrative/fiction text, use the questions below. The student should cite evidence from the text to support answers.

- 1. What is the main setting or other settings in the text?

- 2. Name the main character and some secondary characters in the text.

- 3. What are some problems and/or solutions in the text?

- 4. Continued . . .

Parent's Guide (p. 31-32)

# Informational Text Comprehension

## (3-5 minutes)

If the student read informational/nonfiction text, use the questions below. The student should cite evidence from the text to support answers.

- 1. What is the topic or main idea of the text?

- 2. What key details support the topic or main idea of the text?

- 3. Use the question words **who, what, where, when, why, how,** or **what if.**

- 4. Continued . . .

Parent's Guide (p. 33)

# Strategies Good Readers Use

- 1. **Predicting** – Use clues from the text or illustrations to predict what will happen next.
  - – Example: I think . . . because . . .

- 2. **Questioning**
  - – Example: Ask questions as you read.
  - – Exatple: Use the question words **who, what, where, when, why, how**, and **what if**.

- 3. **Clarifying** – How can you figure out a difficult word or idea in the text?
  - – Example: Reread, reread, reread!
  - – Example: Talk to someone else about your observations or questions.

- 4. **Summarizing** – Use your own words, tell the main ideas from the text in order.
  - – Example: This text is about . . .

Parent's Guide (p. 34)

# Vocabulary

1. Review previous vocabulary words.

2. Choose two challenging words from the text the student just read.

3. Draw the four-square diagram in the student's notebook. Older students can draw it themselves.



Parent's Guide (p. 36)

# Vocabulary Activity

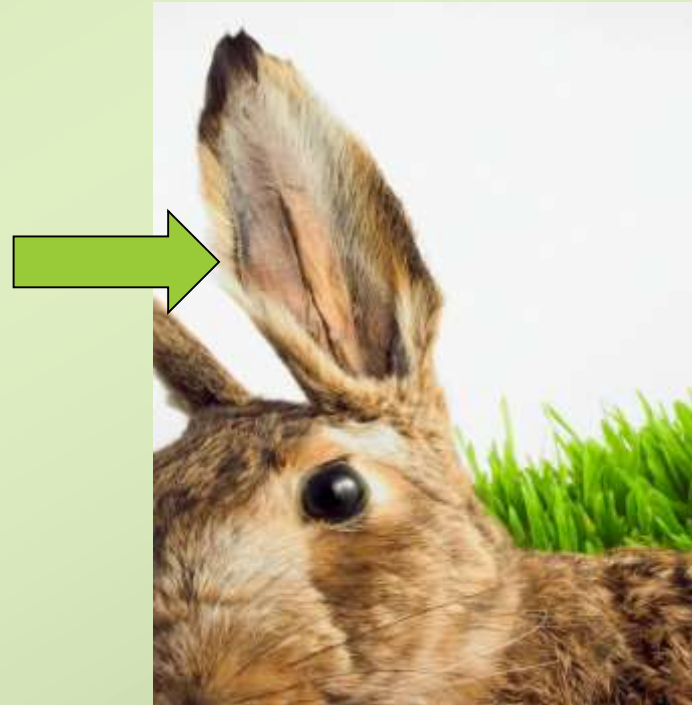| Word: elated | |
|---|---|
| 1. Write the word:<br><br>   **elated** | 2. Write student friendly description:<br><br>   **extremely happy** |
| 3. Write a meaningful sentence:<br><br>I was **elated** when I found out I got an "A" on my mathematics test! | 4. Draw a simple diagram or picture<br><br> |
| **Comments/Mastery:**<br><br>Child understands this word/remembers it well. | |

# Sight Words
## (3-5 minutes)

- 1. The student practices the grade level sight word list, one column at a time, until the page is mastered.

- GOAL: Read grade level sight words in approximately one minute with 95 percent or better accuracy by the end of the grade level.

- 2. The adult writes one or two missed words on 3x5 inch cards and practices them with the student. The adult stores the sight word cards for the next session.

- 3. CELEBRATE SUCCESS!

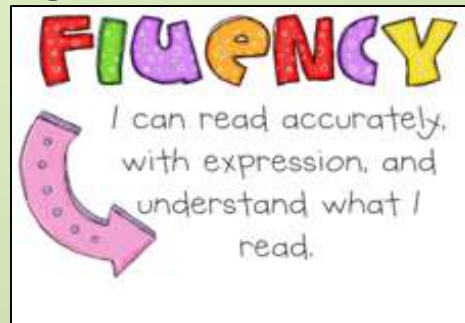- Tip: Sight words are words we can't sound out or that we use so frequently, we learn them by sight.

Parent's Guide (p. 37)

# **Fluency**

- Fluency is the ability to read a text with:
  - **E**xpression
  - **A**ccuracy
  - **R**ate
  - **S**moothness

Parent's Guide (p. 47)

# Fluency
## (1 minute timing)

- 1. The student reads (new material) for one minute from a passage or a text on his/her current reading level.

- 2. The adult times the student, counts the total words read, subtracts errors, and has the student chart the words correct per minute (WCPM) - see page 50.

- 3. The student retells the information read and practices reading the passage a few times with expression, accuracy rate, and smoothness (EARS).

- 4. The student colors in the total (WCPM) on the Oral Reading Chart, p. 50, by subtracting the errors from the total words read.

Parent's Guide (p. 48)

# Reading Aloud to Children

"If parents understood the huge educational benefits and intense happiness brought about by reading aloud to their children, and if every parent and every adult caring for a child – read aloud a minimum of 3 stories a day to the children in their lives, we could probably wipe out illiteracy within one generation."

–     *Mem Fox*

*Australian Children's Book Author*

# Reading is fun!

# Happy Reading!