

Student Reading Success Activity Guide



A guide designed for Student Success Teams (families, caregivers, tutors, teachers, etc.) working with young children in Kindergarten-3rd grade

Student Reading Success Activity Guide

Dear Student Success Team Member,

Thank you for your important work! Reading with young children is a **proven way** to promote early literacy. Helping to make sure children are reading on grade level by third grade is one of the most important things we can do to prepare children for a successful future. **Reading with a child for 20 minutes per day and making a few simple strategies a part of your daily routine can make a positive impact on a child's success in school.**

The SC Education Oversight Committee is happy to provide you with this Student Reading Success Activity Guide, which includes age-appropriate games to help children become more proficient readers! We are grateful to the SC General Assembly which allows our agency the ability to produce publications like this for the public through innovative partnerships designed to increase student achievement (*2014-15 Appropriations Act, Proviso 1A.53*).

Sincerely,



David Whittemore, Chairman
SC Education Oversight Committee



Dr. Danny Merck, Vice Chairman
SC Education Oversight Committee



Phonemic Awareness

Phonemic awareness is the ability to hear and distinguish sounds. This includes:

- **Recognizing sounds, alone and in words**
- **Adding sounds to words**
- **Taking apart words and breaking them into their different sounds**



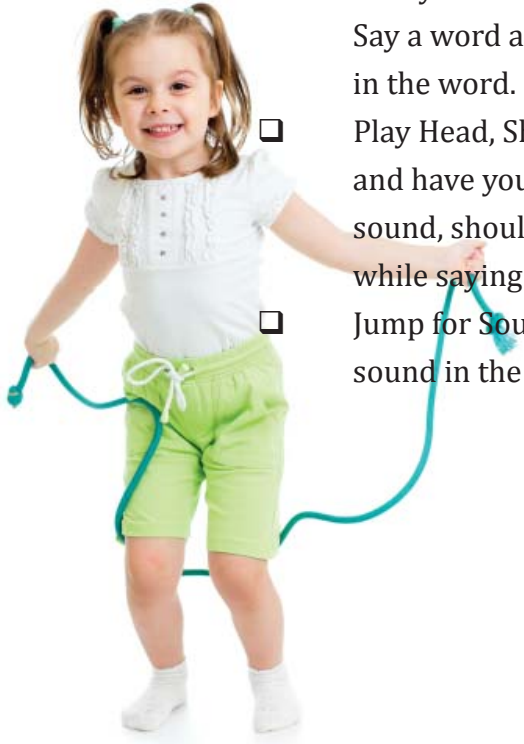
Activities—

Kindergarten - 1st Grade

- 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 using their hands. Your child should say /d/ /õ/ /g/.
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- Play the “Silly Name Game”. Replace the first letter of each family member’s name with a different letter. For example, ‘Tob’ for ‘Bob’, ‘Watt’ for ‘Matt’, etc. Have the child identify the beginning letter/sound.
 - Say a sentence aloud and ask your child to determine how many words were in the sentence.
 - Explain that rhymes are words that sound the same at the end.
 - Read books over and over again containing rhymes.
 - As you read, have your child complete the rhyming word at the end of each line.
 - Orally provide pairs of words that rhyme and pairs that do not rhyme (EX; pan/man; pat/boy). Ask, “Do ‘pan’ and ‘man’ rhyme? Why? Do ‘pat’ and ‘boy’ rhyme? Why not?”
 - Prompt your child to produce rhymes. Ask, “Can you tell me a word that rhymes with ‘cake’?”
 - Sing rhyming songs like “Row, Row, Row Your Boat” or “Twinkle, Twinkle Little Star”.
 - Give your child a small car (such as a Matchbox car). Write a 3-4 letter word on a piece of paper with the letters spaced apart. Have your child drive the car over each letter saying the letter sound. Have your child begin driving the car slowly over the letters and then drive over them again slightly faster. Continue until the word is said at a good rate.

Activities—Kindergarten - 1st Grade

- ❑ To help your child separate (segment) sounds in words:
 - ❑ Give your child 3-5 blocks, beads, bingo chips, or similar items. Say a word and have your child move an object for each sound in the word.
 - ❑ Play Head, Shoulders, Knees and Toes with sounds. Say a word and have your child touch his/her head for the first sound, shoulders for the second sound, and knees for the third while saying each sound.
 - ❑ Jump for Sounds. Say a word and have your child jump for each sound in the word while saying the sound.



Activities—2nd Grade - 3rd Grade

- ❑ Demonstrate clapping a word into its syllables. Ask your child to clap words into syllables.
- ❑ Make tally marks for the number of syllables in the names of people in your family, favorite foods, etc.
- ❑ Give your child a small car (such as a Matchbox car). Write a 5+ letter word on a piece of paper with the letters spaced apart. Have your child drive the car over each letter saying the letter sound. Have your child begin driving the car slowly over the letters and then drive over them again slightly faster. Continue until the word is said at a good rate.
- ❑ To help your child segment (separate) sounds in words:
 - ❑ 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.
 - ❑ Play Head, Shoulders, Knees and Toes with sounds. Say a word and have your child touch his/her head for the first sound, shoulders for the second sound, and knees for the third while saying each sound.
 - ❑ Jump for Sounds. Say a word and have your child jump for each sound in the word while saying the sound.



Phonics

Phonics is the ability to understand the relationship between letters and the sounds they represent. This includes:

- Recognizing letter combinations that represent sounds
- Syllable patterns
- Word parts (prefixes, suffixes, and root words)



Common Consonant Digraphs (a pair of letters representing a single speech sound) and Blends:

bl, br, ch, ck, cl, cr, dr, fl, fr, gh, gl, gr, ng, ph, pl, pr, qu, sc, sh, sk, sl, sm, sn, sp, st, sw, th, tr, tw, wh, wr

Common Consonant Trigraphs (three letters spelling one consonant or vowel): nth, sch, scr, shr, spl, spr, squ, str, thr

Common Vowel Digraphs:

ai, au, aw, ay, ea, ee, ei, eu, ew, ey, ie, oi, oo, ou, ow, oy

Activities—Kindergarten - 1st Grade

- Make letter-sounds and have your child write the letter or letters that match the sounds.
- 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?).
- Write letters on cards. Hold up the cards one at a time and have your child say the sounds (for example, the /d/ sound for the letter d).
- Teach your child to match the letters in his/her name with the sounds in his/her name.
- Point out words that begin with the same letter as your child’s names (for example, John and jump). Talk about how the beginning sounds of the words are alike.
- Use alphabet books and guessing games to give your child practice in matching letters and sounds. A good example is the game, “I am thinking of something that starts with /t/.
- Write letters on pieces of paper and put them in a paper bag. Let your child reach into the bag and take out letters. Have your child say the sounds that match the letters.
- Take a letter and hide it in your hand. Let your child guess in which hand is the letter. Then show the letter and have your child say the letter name and make the sound (for example, the letter m matches the /m/ sound as in man).
- Make letter-sounds and ask your child to draw the matching letters in cornmeal or sand.
- 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.
- Building words - Using magnetic letters, make a three letter word on the refrigerator (cat). Have your child read the word and use it in a sentence. Every day, change one letter to make a new word. Start by changing only the beginning letter (cat, bat, hat, sat, mat, rat, pat). Then change only the ending letter (pat, pal, pad, pan). Finally, change only the middle letter (pan, pen, pin, pun).

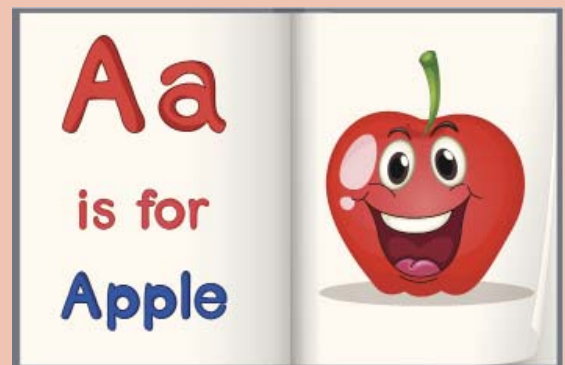
Activities—Kindergarten - 1st Grade

- ❑ Making words - For this game, you will need magnetic letters and three bags. Put half of the consonants into the first bag. Put the vowels into the middle bag, and put the remaining consonants into the last bag. Have your child pull one letter from the first bag. That will be the first letter of their word. Then have your child pull from the vowel bag for the second letter of the word and from the other consonant bag for the third letter of the word. Next, the child will read the word and decide if it is a real word or a nonsense word. Take turns, replacing the vowels as needed until there are no more consonants left.
- ❑ Labeling words - When reading with your child, keep Post-it notes handy. Every so often, have your child choose one object in the picture and write the word on a Post-it. Put the note in the book to read each time you come to that page.
- ❑ Practicing words with pictures - Choose pictures from a magazine or catalog. Say the name of the picture, have your child say the sound that the picture begins with and the name of that letter.
- ❑ Hunting for words - Choose a letter and have your child hunt for five items beginning with that letter sound. As each object is found, help your child write the word on a list. For example, if the target sound is “m”, the child might find and write mop, mat, Mom, money, and microwave.
- ❑ Teach your child to recognize the letters in his or her name.



Hints for helping your child sound out words

- First Sound - Have your child say the first sound in the word and make a guess based on the picture or surrounding words. Double-check the printed word to see if it matches the child’s guess.
- 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”.
- Familiar Parts - When your child starts reading longer words, have him notice the parts of the word that he already knows. For example, in a word such as “presenting”, your child may already know the prefix pre-, the word “sent,” and the word ending -ing.



Activities—Kindergarten - 1st Grade

- ❑ Use magnetic letters to spell words on the refrigerator or spell names of family members and friends.
- ❑ Discuss how names are similar and different.
- ❑ Recognizing shapes is the beginning of recognizing the features of letters. Have your child sort letters by tall tails, short tails, hooks, humps, and circles. Your child can continue to sort by feature combinations as well (Ex: circles and tall tails, hooks and circles, humps and tall tails, etc.)
- ❑ Ask your child to name stores, restaurants, and other places that have signs. This is called environmental print. Have your child cut the images of these signs from bags, take-out containers, and fliers and post them somewhere to make an Environmental Print Word Wall.
- ❑ Ask your child to look through ads to point out things he/she recognizes. Ask if they know any of the letters on the page.



- ❑ Use stores as an opportunity for learning! Ask questions like, “Can you find something that has a letter C? Can you find a word that begins with an M? Can you find something with 4 letters?” Praise all efforts and keep it like a game.

- ❑ Make alphabet letters out of Play-doh®.
- ❑ Write letters with your finger on your child’s back and have them guess the letter. Have your child do the same to you.
- ❑ Play “Memory” or “Go Fish” using alphabet cards.
- ❑ Read alphabet books to your child and eventually ask him/her to name the items on the page that you know he/she can successfully tell you.



Activities—2nd Grade - 3rd Grade

- ❑ Make blend-sounds and have your child write the letters that match the sounds.
- ❑ Play word games that connect sounds with syllables and words (for example, if the letters "l-a-t-e-r" spell later, how do you spell hater? How many syllables are in later?).
- ❑ 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).
- ❑ Writing words - Many children love to send and receive notes, and writing is a great way to reinforce phonics skills. Send your child notes in his/her backpack or place notes on the pillow. Have a relative or friend send a letter or email to your child. Whenever your child receives a note, have him/her write back. Don't be concerned about spelling. Instead, have your child sound out the words to the best of his/her ability.
- ❑ Hunting for words - Choose a blend and have your child hunt for five items beginning with that sound. As each object is found, help your child write the word on a list. For example, if the target sound is "bl", the child might find and write blanket, blood, blue, blizzard, blast.
- ❑ Play "Memory" or "Go Fish" using consonant and vowel digraphs, trigraphs, and blends. Common vowel digraphs in English include ai (as in rain), ay (day), ea (teach), ea (bread), ea (break), ee (free), ei (eight), ey (key), ie (piece), oa (road), oo (book), oo (room), ow (slow), and ue (true). Common consonant digraphs in English include ch (as in church), ch (school), ng (king), ph (phone), sh (shoe), th (then), th (think), and wh (wheel).



Hints for helping your child sound out words

- First Sound - Have your child say the first sound in the word and make a guess based on the picture or surrounding words. Double-check the printed word to see if it matches the child's guess.
- 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".
- Familiar Parts - When your child starts reading longer words, have him notice the parts of the word that he already knows. For example, in a word such as "presenting", your child may already know the prefix pre-, the word "sent," and the word ending -ing.



Fluency

Fluency is the ability to read with sufficient speed to support understanding.

This includes:

- **Automatic word recognition**
- **Accurate word recognition**
- **Use of expression**

Activities—Kindergarten -1st Grade

- ❑ 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.
- ❑ Use different voices - When reading a familiar story or passage, try having your child use different voices. Read the story in a mouse voice, cowboy voice, or a princess voice. This is another way to do repeated reading, and it adds some fun to reading practice.



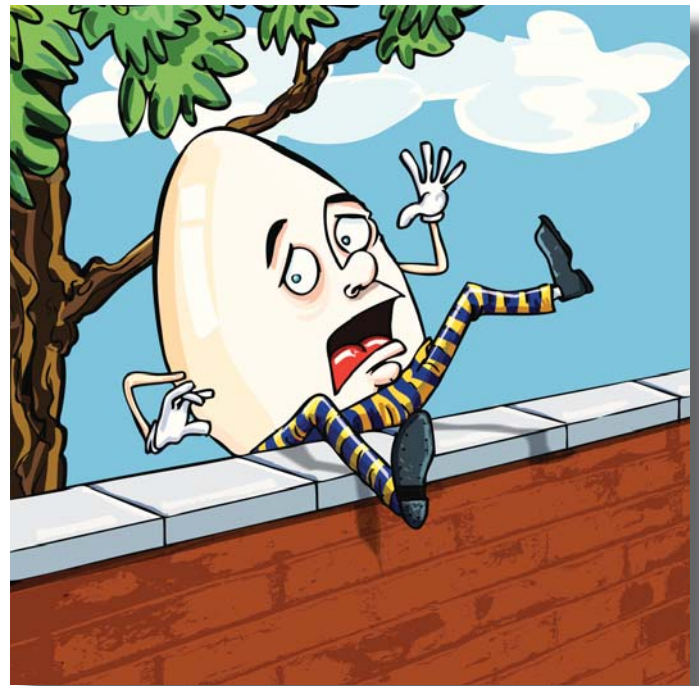
- ❑ Read to different audiences - Reading aloud is a way to communicate to an audience. When a reader keeps the audience in mind, he/she knows that his reading must be fluent and expressive. Provide a variety of opportunities for your child to read to an audience. Your child can read to stuffed animals, pets, siblings, neighbors, grandparents - anyone who is willing to listen. This is a good way to show off what was practiced with repeated reading.
- ❑ Record the reading - After your child has practiced a passage, have him/her record it with a tape player, phone, or MP3 device. Once

recorded, your child can listen to his reading and follow along in the book. Often, he/she will want to record it again and make it even better!

- ❑ When you read a story, use appropriate expression during dialogue. Encourage your child to mimic 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.
- ❑ Recite nursery rhymes and poems to build familiar phrases in speech.
- ❑ In a repetitive text, ask your child to repeat the familiar phrase with you. Ex: For the story, “The House that Jack Built” your child can recite with you “ in the house that Jack built.”

Activities—Kindergarten -1st Grade

- ❑ 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.
- ❑ Point out punctuation marks that aid in expression such as question marks, exclamation points and quotation marks. Demonstrate how your voice changes as you read for each. Only focus on one during a book. Remember it is important to enjoy it first and foremost.
- ❑ Encourage child to sing favorite songs and repeat favorite lines of songs.
- ❑ Make your own books of favorite songs for child to practice “reading”. This builds confidence and helps your child identify him/herself as a reader.
- ❑ Say a sentence to your child and ask him/her to repeat it to you. Challenge your child to increase the number of words he/she can repeat. As you say it, put it in meaningful phrases. Ex: The boy went/ to the store /with his mother.
- ❑ Alternate repeating the favorite lines of a poem or nursery rhyme with your child. He/ she will mimic your phrasing and expression.



Activities—2nd Grade - 3rd Grade

- ❑ 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.
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- ❑ Record the reading - After your child has practiced a passage, have him/her record it with a tape player, cell phone, or MP3 device. Once recorded, your child can listen to his reading and follow along in the book. Often, he/she will want to record it again and make it even better!
- ❑ When you read a story, use appropriate expression during dialogue. Encourage your child to mimic 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.
- ❑ Make your own books of favorite songs for child to practice “reading”. This builds confidence and helps your child identify him/herself as a reader.
- ❑ Alternate repeating the favorite lines of a poem with your child. He/ she will mimic your phrasing and expression.



Vocabulary

Vocabulary is students' knowledge of and memory for word meanings.

This includes:

- **Receptive Vocabulary** — words we understand when read or spoken to us
- **Expressive vocabulary** — words we know well enough to use in speaking and writing

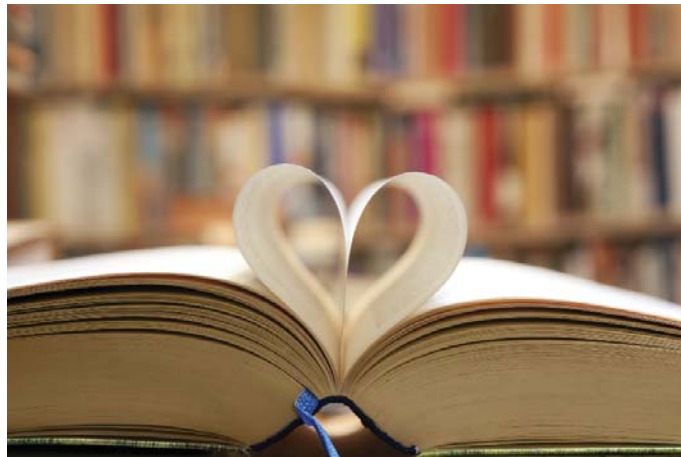
Activities—Kindergarten - 1st Grade

- ❑ Read aloud - Continue to read aloud to your child even after he is able to read independently. Choose books above your child's level because they are likely to contain broader vocabulary. This way, you are actually teaching him new words and how they are used in context.
- ❑ 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.
- ❑ Hot potato (version 1) - Play hot potato with synonyms. Choose a word, and then your child has to think of another word that means the same thing. Take turns until neither player can think of another word. For example, you may say, "Cold," and your child might say, "Freezing." Then you could say, "Chilly," and so on. Try the game again with antonyms (opposites).
- ❑ Hot potato (version 2) - Play hot potato with categories. For younger children, the categories can be simple: pets, clothes, family members. For older children, the categories can be quite complex: The Revolutionary War, astronomy, math terms.
- ❑ 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.
- ❑ Introduce your child to a variety of experiences to help build background knowledge he/she can use while making sense of print by taking them to the park, museums, the zoo, etc.
- ❑ Play "categories" with your child. Name a topic such as "farms" 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!
- ❑ Discuss opposites (antonyms).



Activities—Kindergarten - 1st Grade

- ❑ Discuss positional words such as beside, below, under, over, etc. Make it into a game at dinner by asking your child to place his/her fork in different places in relation to his/her plate. Ex: Put your fork above your plate.
- ❑ Use the language of books such as author, title, illustrator, title page, etc.
- ❑ Discuss ordinal words such as first, last, beginning, middle, etc.
- ❑ Talk about how things are similar/alike as well as how things are different. Ex: How is a dog like a cat? How is a dog different from a cat?
- ❑ Use a variety of words to describe feelings and emotions. For example, your child says he/she is happy. You can validate that by saying, "I'm so glad you are so joyful today! You sure look happy!"
- ❑ Trips to everyday places build vocabulary. Discuss what you are doing and seeing as you are going through the store, for example. "I'm here in the bakery. I can find donuts, cookies, and bread." Ask your child, "What else do you think I could find here?"
- ❑ When you read a book about a topic, ask him/her to tell you all the words related to it. Ex: If you read a book about a dog, he/she might say dog, puppies, toy, food, play, leash. Add other words to help expand upon what he/she says.
- ❑ When you read a book, ask your child to identify categories for words he/she has read. Ex: If you read a book about pumpkins, you could put the words pumpkin, leaf, stem, and seeds into a category about the parts of a plant.



Activities—2nd Grade - 3rd Grade

- ❑ Read aloud - Continue to read aloud to your child even after he is able to read independently. Choose books above your child's level because they are likely to contain broader vocabulary. This way, you are actually teaching him new words and how they are used in context.
- ❑ 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.
- ❑ Hot potato (version 1) - Play hot potato with synonyms (words with similar meanings). Choose a word, and then your child has to think of another word that means the same thing. Take turns until neither player can think of another word. For example, you may say, "Cold," and your child might say, "Freezing." Then you could say, "Chilly," and so on. Try the game again with antonyms (opposites).
- ❑ Hot potato (version 2) - Play hot potato with prefixes or suffixes. The prefixes dis-, ex-, mis-, non-, pre-, re-, and un- are common. Common suffixes include -able/-ible, -ed, -er, -est, -ful, -ish, -less, -ly, -ment, and -ness.
- ❑ Hot potato (version 3) - Play hot potato with categories. For younger children, the categories can be simple: pets, clothes, family members. For older children, the categories can be quite complex: The Revolutionary War, astronomy, math terms.
- ❑ 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 "ecosystems" 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!
- ❑ When you read a book about a topic, ask him/her to tell you all the words related to it. Ex: If you read a book about dinosaurs, he/she might say Tyrannosaurus Rex, paleontologist, herbivore, carnivore, fossil. Add other words to help expand upon what he/she says.



Comprehension

Comprehension is the ability to understand and draw meaning from text.

This includes:

- Paying attention to important information
- Understanding specific meanings in text
- Identifying the main idea
- Verbal responses to questions
- Using new information gained through reading

Activities—Kindergarten -1st Grade



- ❑ Sequencing errands - Talk about errands that you will run today. Use sequencing words (sequence, first, next, last, finally, beginning, middle, end) when describing your trip. For example, you might say, "We are going to make three stops. First, we will go to the gas station. Next, we will go to the bank. Finally, we will go to the grocery store."
- ❑ Every day comprehension - Ask your child who, what, when, where, why, how questions about an event in his/her day. For example, if your child attended a party, you could ask, "Who was there? What did you do? When did you have cake? Where did you go? Why did the invitation have dogs on it? How did

the birthday child like the presents?" Once your child is comfortable answering these questions about his/ her experiences, try asking these questions about a book you've read together.

- ❑ Think aloud - When you read aloud to your child, talk about what you are thinking. It is your opportunity to show your child that reading is a lot more than just figuring out the words. Describe how you feel about what's going on in the book, what you think will happen next, or what you thought about a character's choice.

Reading Fiction

- ❑ Before reading - Point out the title and author. Look at the picture on the cover and ask, "What do you think is going to happen in this story? Why?" This will help your child set purpose for reading.
- ❑ During reading - 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.
- ❑ After reading - Ask your child to retell the story from the beginning, and ask for opinions, too. "What was your favorite part? Would you recommend this to a friend?"

Reading Nonfiction

- ❑ Before reading - Point out the title and author. Look at the picture on the cover and ask, "What do you think you'll learn about in this book? Why?" This helps your child consider what he already knows about the topic. Look at the table of contents. You and your child may choose to read the book cover to cover or go directly to a certain chapter.
- ❑ During reading - 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".
- ❑ After reading - Ask your child, "What was it mostly about? What do you still want to know? Where could you find out?"

Other Ideas

- ❑ Before your child reads a story, read the title and look at the cover. Ask, "What do you think will happen in the story?"
- ❑ Take a quick "book look" and encourage your child to talk about what he/she thinks about what might 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.
- ❑ After you read a few pages, ask "What do you think will happen next?"
- ❑ Ask your child to talk about the beginning, middle and end of the story. You will need to model this several times first.
- ❑ Discuss words related to stories such as characters, problem, and solution. For example, "How did characters of the Three Bears solve the problem of the porridge being too hot?" If the child does not know, show the picture or reread the page.
- ❑ After reading, ask your child, "What was your favorite part? Show me. Why do you like that part?"
- ❑ 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. He/she may also "mimic" your answer. Encourage your child's attempts.
- ❑ Encourage deeper thinking by asking, "If the story kept going, what do you think would happen next?"
- ❑ 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?"
- ❑ As you are reading, think out loud to your child. Ask questions such as "I wonder why the boy is crying in the picture? Will he find his lost toy?" This demonstrates that reading and comprehension is an active process, not passive.
- ❑ Make puppets to help your child retell a favorite story or use stuffed animals as props to retell a story or part of a favorite story.



Activities—2nd Grade - 3rd Grade

- ❑ Sequencing comics - Choose a comic strip from the Sunday paper. Cut out each square and mix the squares up. Have your child put them in order and describe what is happening. Encourage your child to use words like first, second, next, finally, etc.
- ❑ Every day comprehension - Ask your child who, what, when, where, why, how questions about an event in his/her day. Once your child is comfortable answering these questions about his/ her experiences, try asking these questions about a book you've read together.



Reading Fiction

- ❑ Before reading - Point out the title and author. Look at the picture on the cover and ask, "What do you think is going to happen in this story? Why?" This will help your child set purpose for reading.
- ❑ During reading - 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.
- ❑ After reading - Ask your child to retell the story from the beginning, and ask for opinions, too. "What was your favorite part? Would you recommend this to a friend?"

Reading Nonfiction

- ❑ Before reading - Point out the title and author. Look at the picture on the cover and ask, "What do you think you'll learn about in this book? Why?" This helps your child consider what he already knows about the topic. Look at the table of contents.
- ❑ During reading - 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".
- ❑ After reading - Ask your child, "What was it mostly about? What do you still want to know? Where could you find out?"

Other Ideas

- ❑ Discuss words related to stories such as characters, problem, and solution. For example, “How did the Wright Brothers find a solution to help their plane fly longer?” If the child does not know, show the picture or reread the page.
- ❑ 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.
- ❑ Encourage deeper thinking by asking, “If the story kept going, what do you think would happen next?”
- ❑ 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?”



MILESTONES OF EARLY LITERACY DEVELOPMENT

NEWBORN TO 6 MONTHS

TALK, READ, SING, PLAY Right from birth, babies are listening, looking, and learning. So find, and enjoy, those everyday moments when you can talk, read, sing, and play together with your baby.



6 TO 12 MONTHS

holds head steady
sits in lap without support
grasps book, puts in mouth
drops, throws book

MOTOR DEVELOPMENT

What your child is doing

COMMUNICATION AND COGNITION

What your child is saying and learning

12 TO 24 MONTHS

holds and walks with book
no longer puts book in mouth right away
turns board book pages

says single words, then 2- to 4-word phrases
gives book to adult to read
points at pictures
turns book right-side up
names pictures, follows simple stories

2 TO 3 YEARS

learns to turn paper pages, 2 to 3 pages at a time
starts to scribble

adds 2-4 new words per day
names familiar objects
likes the same book again and again
completes sentences and rhymes in familiar stories

3 TO 4 YEARS

turns pages one at a time, and from left to right
sits still for longer stories
scribbles and draws

recites whole phrases from books
moves toward letter recognition
begins to detect rhyme
pretends to read to dolls and stuffed animals

4 TO 5 YEARS

starts to copy letters and numbers
sits still for even longer stories

can listen longer
recognizes numbers, letters
can retell familiar stories
can make rhymes
learning letter names and sounds

ANTICIPATORY GUIDANCE

What parents can do

Ask questions and wait for your child to answer

Read and speak in your first language

smile and answer when your child speaks or points

let your child help turn the pages; keep naming things
use books in family routines: naptime, bedtime; on the potty; in the car, bus
use books to calm or distract your child while waiting

ask "Where's the dog?" or "What is that?"

be willing to read the same book again and again
as you read, talk about the pictures
keep using books in daily routines

ask "What happens next?" in familiar stories

point out letters, numbers
point out words and pictures that begin with the same sound
together, make up stories about the pictures

relate the story to your child's own experiences

let your child see you read
ask your child to tell the story
encourage writing, drawing
point out the letters in your child's name

LET YOUR CHILD CHOOSE WHICH BOOK TO READ. FIND STORIES ABOUT THINGS YOUR CHILD LIKES.

WHAT TO READ

board and cloth books; books with baby faces; nursery rhymes

rhyming books; picture books that tell stories; search and find books

picture books that tell longer stories; counting and alphabet books

fairy tales and legends; books with longer stories, fewer pictures

INDICADORES DEL DESARROLLO INICIAL DE LA LECTOESCRITURA

RECIÉN NACIDO A 6 MESES

HABLEN, LEAN, CANTEN, JUEGUEN Ya desde que nacen, los bebés escuchan, miran y aprenden. Entonces, busque y disfrute esos momentos cotidianos en los que puede hablar, leer, cantar y jugar junto con su bebé.



6 A 12 MESES

sostiene bien la cabeza
se sienta en el regazo
sin ayuda
sujeta el libro, se lo lleva
a la boca
deja caer o arroja los libros

DESARROLLO MOTRIZ

**Qué hace
su hijo**

sonríe, balbucea, gorjea
le gusta su voz y desea
escucharla
le gustan las imágenes de las
caras de bebés
empieza a decir "ma", "ba", "da"
responde a su propio nombre
palmea las imágenes en el
libro para mostrar interés

ORIENTACIÓN ANTICIPATORIA

**Qué pueden hacer
los padres**

**Haga preguntas y espere
que su hijo responda**

**Lea y hable en su
primer idioma**

QUÉ PUEDEN LEER

libros de cartón y de tela;
libros con caras de bebés;
canciones de cuna

12 A 24 MESES

sostiene el libro y camina
con él
no se lleva el libro a la boca
enseguida
voltea las páginas de libros
de cartón

dice palabras sueltas, luego
frases de 2 a 4 palabras
le da el libro al adulto para
que lo lea
señala las imágenes
voltea el lado correcto del
libro hacia arriba
 nombra imágenes, sigue
historias sencillas

sonríe y responde cuando su
hijo hable o señale
deje que el niño ayude a
voltear las páginas; siga
nombrando cosas
use libros en las rutinas
familiares: para la hora de la
siesta, del juego o de dormir;
cuando va al baño; en el
automóvil o autobús
use libros para calmar o
distraer a su hijo mientras
esperan

libros de cartón, libros de
rimas, libros de imágenes,
libros que nombran cosas

2 A 3 AÑOS

aprende a voltear las páginas
de papel, 2 a 3 páginas a
la vez
empieza a hacer garabatos

aprende 2 a 4 palabras nuevas
por día
 nombra objetos familiares
le gusta el mismo libro una y
otra vez
 completa oraciones y rimas
en historias conocidas

pregunte "¿Dónde está el
perro?" o "¿Qué es eso?"
esté dispuesto a leer el mismo
libro una y otra vez
 mientras lee, hable sobre las
imágenes
 siga usando libros en las
rutinas diarias

libros de rimas, libros de
imágenes que cuentan
historias; libros de buscar
y encontrar

3 A 4 AÑOS

voltea las páginas una a la vez
y de izquierda a derecha
se queda sentado sin moverse
con cuentos más largos
garabatea y dibuja

recita frases enteras de libros
empieza a reconocer las letras
empieza a detectar la rima
juega a leerles a muñecos y
peluches

pregunte "¿Qué sucede
ahora?" en los cuentos
conocidos
 señale letras y números
 señale palabras e imágenes
que empiezan con el mismo
sonido
 juntos, inventen historias
sobre las imágenes

libros de imágenes que
cuentan historias más largas;
libros con el alfabeto y los
números

4 A 5 AÑOS

empieza a copiar letras y
números
se queda sentado sin
moverse con cuentos más
largos aun

puede escuchar durante
más tiempo
 reconoce números y letras
puede repetir cuentos
conocidos
 puede hacer rimas
aprende los nombres y los
sonidos de las letras

relacione la historia con las
experiencias propias de
su hijo
 asegúrese de que su hijo lo
vea leer
 pídale a su hijo que cuente la
historia
 motive a escribir y dibujar
 señale las letras del nombre
de su hijo

DEJE A SU HIJO ELEGIR QUÉ LIBRO DESEA LEER. BUSQUE HISTORIAS SOBRE COSAS QUE LE GUSTAN A SU HIJO.

cuentos de hadas y leyendas;
libros con historias más
largas y menos imágenes

RESOURCES

Family-Friendly Guides to the SC Academic Standards

<http://scfriendlystandards.org/>

Everyday Learning Opportunities for Children

<http://storytimeoregon.com/>

Activities for the 5 Components of Reading

<http://www.fcrr.org/for-educators/sca.asp>

Put Reading First:

Helping Your Child Learn to Read – A Parent Guide(K-3)

http://www.centeroninstruction.org/files/PutReadingFirst_ParentGuide.pdf

Strategies for Teaching English Language Learners

<http://www.scholastic.com/teachers/article/strategies-teaching-english-language-learners>

Parent Tips: Help Your Child Have a Good School Year

<http://www.colorincolorado.org/article/33152/>

This activity guide was adapted from plans developed by the Mississippi Department of Education, Conewago Valley School District, PA; Downers Grove Grade School District 58, IL; and Blue Valley School District, KS.

Partners



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