Coloma Elementary Read at-Home Plan

Reading Matters

Reading is the most important subject in school. Reading plays a role in your child's success in all the other subjects.

At Coloma Elementary we believe that the most effective educational team requires a partnership between the school, families, and the community.

Together we <u>CAN</u> and <u>WILL</u> make a difference!



Coloma Elementary Read at Home Plan

Dear Parents, Guardians, and Families,

Our belief at Coloma Elementary is that educating your child is a team effort. We believe that the awesome responsibility and challenge of helping your child be a successful learner includes empowering families with the necessary knowledge and tools to support their child's learning.

Why it Matters:



You are your child's first teacher…

- Each year your child spends approximately 6,000 waking hours growing, learning, and experiencing new things.
- Birth to age 5 you get all of those hours! (unless your child has been enrolled in a preschool or early learning program)
- When they reach school age, they spend right around 1,000 of those hours receiving instruction here with us.
- That means that 5,000 of their waking hours each year are spent at home with families and friends.

You have 5 times the opportunity to impact your child's learning!

Coloma Elementary Read at Home Plan

Why it Matters:

Reading has lifelong implications…

- Students who start kindergarten behind form the largest group of dropouts and have less than a 12% chance of attending a four-year university.

- 42% of adults who read at the below-basic level on a 2003 National Assessment of Adult Literacy had household incomes of less than $20,000.

Reading problems are difficult to fix, but easy to prevent!

Students who need interventions, such as additional assistance by teachers with special training and curriculum, are twice as expensive to educate. Most school districts spend $1,800 to $3,400 per child, per year on students who need remediation.

One of the most important things you can do to prepare your child for his/ her future is to help to make sure they are reading at grade level by 3rd grade.

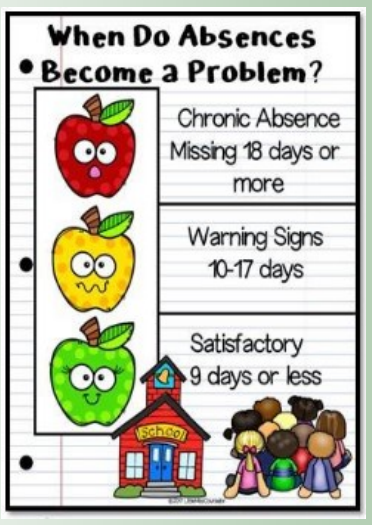
Build a Habit of Good Attendance Early

Why it Matters:

School Success Goes Hand in Hand with Good Attendance!

- Starting in Kindergarten, too many absences can cause your child to fall behind. 85% of kindergartners with poor attendance will struggle to read at grade level in 3rd grade.

- Missing just 10% (18 days) can make it harder for your child to learn to read.



- Students who miss just a day or a few days every few weeks often also fall behind.

- Being late to school directly affects learning and success.

- Absences affect the whole classroom and learning environment for ***ALL*** students.

What Can You Do?

- Set a regular bedtime and morning routine.

- Lay out backpacks and clothes the night before to reduce morning stress.

- Develop back-up plans for getting to school if something unexpected comes up. Call a family member, friend, neighbor, or other parent to help get your child to school.

- If at all possible avoid medical appointments during the school day… if that is not possible, schedule them so your child does not miss a full day of instruction.

- Plan extended vacations when school is not in session.

- Don't let your child stay home unless he/she is truly sick. **Keep in mind complaints of stomach aches or headaches can be a sign of anxiety and are not a reason to stay home.

- If your child is feeling anxious about coming to school:

  - Introduce your child to teachers and classmates before school starts to ease the transition.

  -Talk to your child's teacher or the school social worker for advice on how to make your child feel more comfortable and excited about learning.

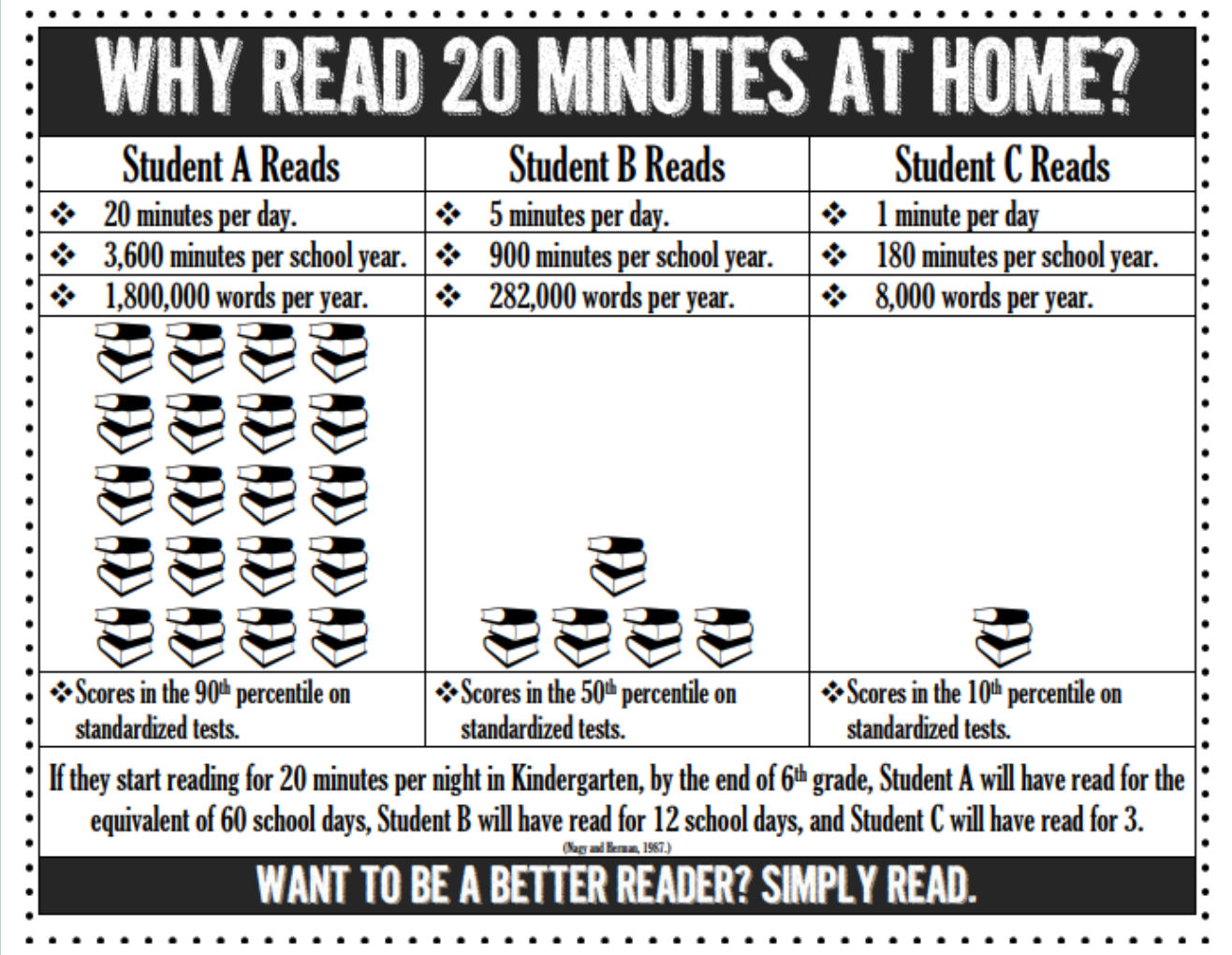
Attending school regularly helps children feel better about school and themselves. Ensuring that your child comes to school regularly shows them that you value their education and develops their own desire to learn. Good attendance is a lifelong lesson that will help your child do well in high school college, and the workforce some day.

Want to be a Better Reader??

JUST READ

Why it Matters:

- Reading with your child is a proven way to promote early literacy and YOU have the power to influence your child's success in school by making reading a daily routine in your home.
- Students who read 20 minutes per day starting in kindergarten generally score in the 90th percentile on standardized assessments.
- If you spend just 20 minutes per day reading with your child, they will hear 1.8 billion words per year developing the vocabulary to be successful in other content areas.
- Our brains develop as we "feed" them with experiences. The experience of reading (whether you're the reader or the one being read to) activates and "exercises" many of the areas of the brain.
- The experience of being read to helps children develop good listening skills by keying them into the components of language.



What is Takes to Grow a Reader



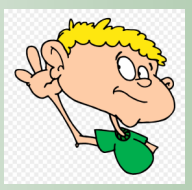
The following pages were developed to provide families with examples of games and activities that can be done at home to support reading development in all of the areas that play a role in growing a reader!

Phonemic Awareness

Phonemes are the individual sounds that make up words.

map has three phonemes (sounds) /m/ /a/ /p/

stop has four phonemes (sounds) /s/ /t/ /o/ /p/



Phonemic awareness is important because children need to be able to hear and manipulate the individual sounds in words before they can begin to read or write them.

We know that a student's skill in phonemic awareness is a good predictor of later reading success or difficulty.

PHONEMIC AWARENESS

Isolating Sounds:

- What is the 1st sound in *cat?*
- What is the last sound in *cat?*
- What is the middle sound in *cat?*

Blending Sounds:

- Blending onset and rime: c-at= cat
- Blending individual phonemes: /c/ /a/ /t/= cat

Segmenting:

- Segmenting onset and rime: *cat= c - at*
- Segmenting individual phonemes: *cat= /c/ /a/ /t/*

Deleting Phonemes:

Cat: What word do we get when we take away the /c/?

Substituting:

Cat: What word do you get when we change the /c/ to /p/?

Adding Phonemes:

Cat: What word do we get when we add /s/ to *cat*? (harder)

at: What word do we get when we add a /c/ to *at*? (easier)

Examples of Phonemic Awareness Skills

- **Sound and Word discrimination**: What word doesn't belong with the others: "cat", "mat", "bat", "ran"? **"ran"**
- **Rhyming**: What word rhymes with "cat"? **bat**
- **Syllable splitting**: The onset of "cat" is **/k/**, the rime is **/at/**
- **Blending**: What word is made up of the sounds /k/ /a/ /t/? **"cat"**
- **Phonemic segmentation**: What are the sounds in "cat"? **/k/ /a/ /t/**
- **Phoneme deletion**: What is "cat" without the /k/? **"at"**
- **Phoneme manipulation**: What word would you have if you changed the /t/ in cat to an /n/? **"can"**

Phonemic Awareness

Activities K-1

Rhyming Activities

- 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.
- 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.”

Syllable Counting and Splitting

- Say a word and have your child clap the syllables.
- Place a 1 in one area, a 2 in a different spot, and a 3 in a third spot. Shout a word and have the children run to the number that represents the correct amount of syllables. Say the word slowly, broken down into syllables, to help children self-correct.
- Grab a couple of kick balls or soccer balls. Say a word slowly and have the kids will kick out for every syllable in a word.



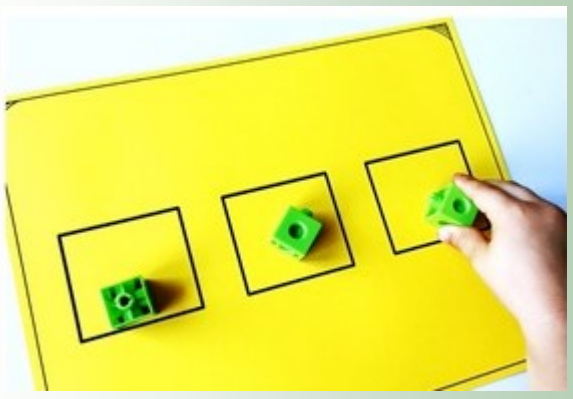
Phonemic Awareness

Activities K-1

Sound and Blending Activities

- Give your child instructions in sound-talk e.g., It's home t-igh-m **time**! Let's go out to p-l-ay **play**!

- Play "I Spy" with your child, but instead of naming a color say, "I spy something that starts with /b/" or "I spy something with these sounds, /d/ /ŏ/ /g/." Have your child do the same.



- Give your child blocks, beads, or small similar items. Say a word and have your child move an object for each sound in the word.

- Play Heads, Shoulders, Knees, and Toes with sounds. Say a word and have your child touch their head for the first sound, shoulders for the second sound, and knees for the third sound while saying the word.

- Say a word and have your child jump for each sound in the word while saying the word.

- 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 with a pretend rubber band. Your child should say……. /d/ /ŏ/ /g/.



Phonics

Phonics is the relationship between letters and sounds in language. Phonic instruction usually starts in kindergarten. Phonics skills are the building blocks to reading. While they're not always intuitive; once you know the rules, they can help quite a bit.

Here are some basic phonics rules to keep in mind as your child learns to read:

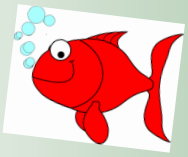
- **Short vowels:** When there is a single vowel in a short word or syllable, the vowel usually makes a short sound. Short vowels usually appear at the beginning of the word or between two consonants. Examples of short vowels are found in the words: cat, pig, bus.
- **Long vowels:** When a short word or syllable ends with a vowel/ consonant /e combination, the vowel is usually long and the "e" at the end of the word is silent (this rule doesn't apply in all cases). Examples of vowel/consonant/e combinations are: bake, side, role. Here's another rule with long vowels: when a word or syllable has a single vowel and it appears at the end of the word or syllable, the vowel usually makes the long sound. Examples are: no, she.
- **Consonant blends:** When two or three consonants are blended together, each consonant sound should be heard in the blend. Some examples of consonant blends are: **bl**ack, **gr**ab, **st**op.
- **Consonant digraphs:** A combination of two consonants sounds that together represent a new sound. Examples of consonant digraphs are: **sh**op, **ch**in, **ph**oto.
- **R-controlled vowels:** When a vowel is followed by the letter "r," the vowel does not make the long or short sound but is considered "r-controlled." Examples are: b**ir**d, c**or**n, n**ur**se.
- **Vowel diphthongs:** The term "vowel diphthong" refers to the blending of two vowels sounds – both vowel sounds are usually heard and they make a gliding sound. Examples include: m**oo**n, s**aw**, m**ou**th.

Phonics

Activities

- 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.

- Say letter-sounds and have your child write the letter or letters that match the sounds.



- Play "Memory" or "Go Fish" using alphabet cards.

- Make cards with letters written on them. As you hold up the cards one at a time, have your child say the sounds (for example, the /d/ sound for the letter d).

- 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.



- Hunt 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.

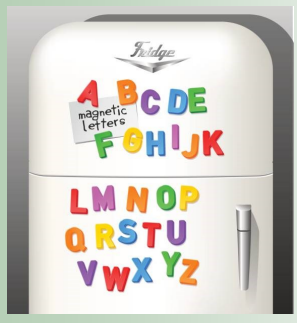
- When you go to a store to shop turn it into a game. Ask questions like, "Can you find something that has a letter C? Can you find a word that begins with an M? Can you find something with 4 letters?"



Phonics

Activities cont.

- Build 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).



- Make Words. For this game, you will need magnetic letters or letter cards 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.

- Beginning/ Middle/ End: Give your child a chart divided into three sections. You can label the three sections, ‘beginning’, ‘middle’ and ‘end’. Give your child a specific sound and read out words containing that sound. They have to decide if that sound was found in the beginning, middle or end of the word by writing the sound in that appropriate column.

B	M	E

Phonics

Activities cont.

As your child's phonics skills develop, you can make the activities more challenging by including blends and digraphs, long vowel patterns, and prefixes and suffixes into previous activities.

- 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.

- Play word games that connect words with similar sound patterns (for example, if you can spell letter…. "l-e-t- t-e-r", how do you spell better?)

- 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).

Online Sites to Visit for Even More Phonics Activities

- 500+ free phonics pintables: https://www.themeasuredmom.com/word-families/



- Ultimate List of Phonics Activities https://thisreadingmama.com/ultimate-list-free-phonics-activities/



Fluency

Fluency is the ability to read with speed, accuracy, and proper expression. Young readers should be able to read with automaticity, and a smooth, natural tone rather than reading with a choppy, word-by-word uncertainty. Fluent reading lincreases your child's ability to understand a text and promotes greater enjoyment of reading.

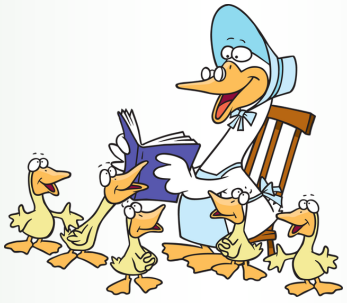
- Say a sentence to your child and ask him/her to repeat it. Challenge your child to increase the number of words he/ she can repeat. As you say it, put it in meaningful phrases. Ex: The boy went/to the store/with his mother.

- Make your own books of favorite songs for your child to practice "reading." This builds confidence and helps your child identify him/herself as a reader.

- 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.

- Alternate repeating the favorite lines of a poem or nursery rhyme with your child. Have your child mimic your phrasing and expression.



Fluency

Activities cont.

- 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.

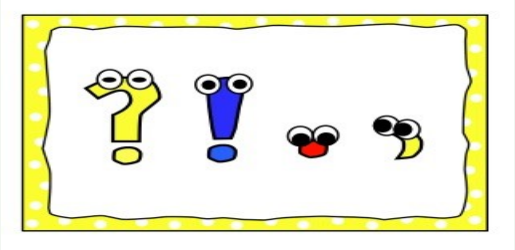
- Record the Reading. After your child has practiced a passage, record them reading it. Once recorded, your child can listen to his reading and follow along in the book. Often, he/she will want to record it again and make it even better!



- 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.

- 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.”

- 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.



Vocabulary

Vocabulary is the knowledge of and memory for words and word meanings.

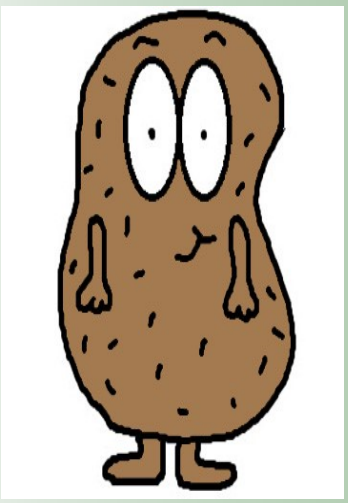
<u>Receptive Vocabulary</u>
Words we understand when we read or hear them.

<u>Expressive Vocabulary</u>
Words we understand well enough to use in our own speaking and writing.

- Read Aloud. It is important 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 them new words and how they are used in context.

- Preview Words. Before reading to or with your child, scan through the book, choose a few 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.

- 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.

Vocabulary

Activities

- 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.

- Word Collecting. Have each family member be on the lookout 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.

- 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 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.

Comprehension

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read.

When a child is not comprehending…….

A kid's perspective: What this feels like to me

Children will usually express their frustration and difficulties in a general way, with statements like "I hate reading!" or "This is dumb!" But if they could, this is how kids might describe how comprehension difficulties in particular affect their reading:

- It takes me so long to read something. It's hard to follow along with everything going on.
- I didn't really get what that book was about.
- Why did that character do that? I just don't get it!
- I'm not sure what the most important parts of the book were.
- I couldn't really create an image in my head of what was going on.

A parent's perspective: What I see at home

Here are some clues for parents that a child may have problems with comprehension:

- She's not able to summarize a passage or a book.
- He might be able to tell you what happened in a story, but can't explain why events went the way they did.
- She can't explain what a character's thoughts or feelings might have been.
- He doesn't link events in a book to similar events from another book or from real life.

Comprehension

Building Comprehension Activities

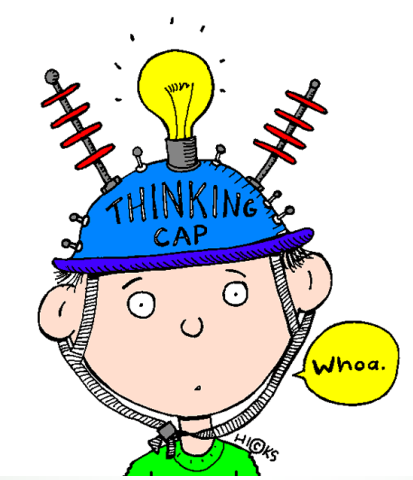
As young children are building listening and reading comprehension with stories…. They can build the foundations of understanding during everyday tasks, activities, and through listening to your thinking.



- 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, and 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.



Comprehension

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.

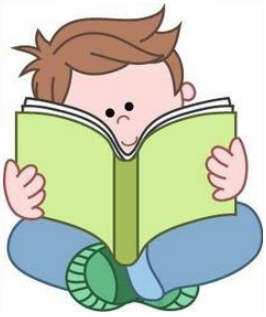
- After reading. Ask your child to retell the story from the beginning, and ask for opinions, too. “What was your favorite part? Would you recommend this to a friend?”

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 a 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?



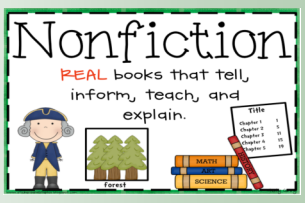
Comprehension

Before Reading:

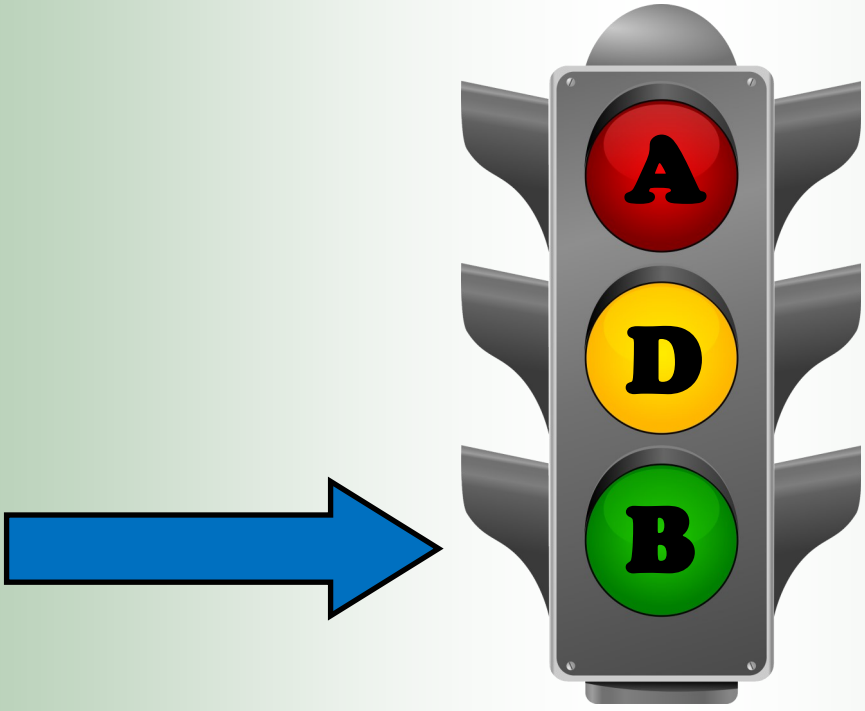
- Before your child reads a story, take a quick “book look” looking at the title, cover, and illustrations/ pictures. Encourage your child to talk about what he/she thinks about what might happen in the story. Ask, “What makes you think that?”



- What characters do you think might be in the book?
- Do you think there will be problem in the story? Why?



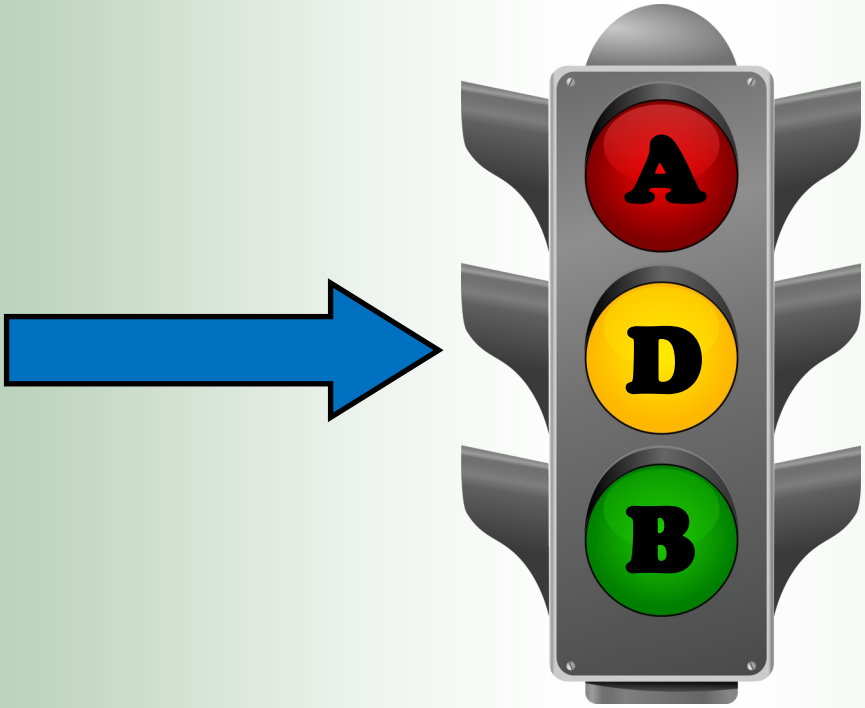
- What do you already know about the topic of this book?
- Does the topic or story relate to you or someone you know? How?
- Do you think it will be like any other book you’ve read? If so, which one, and how do you think it will be similar?



Comprehension

During Reading:

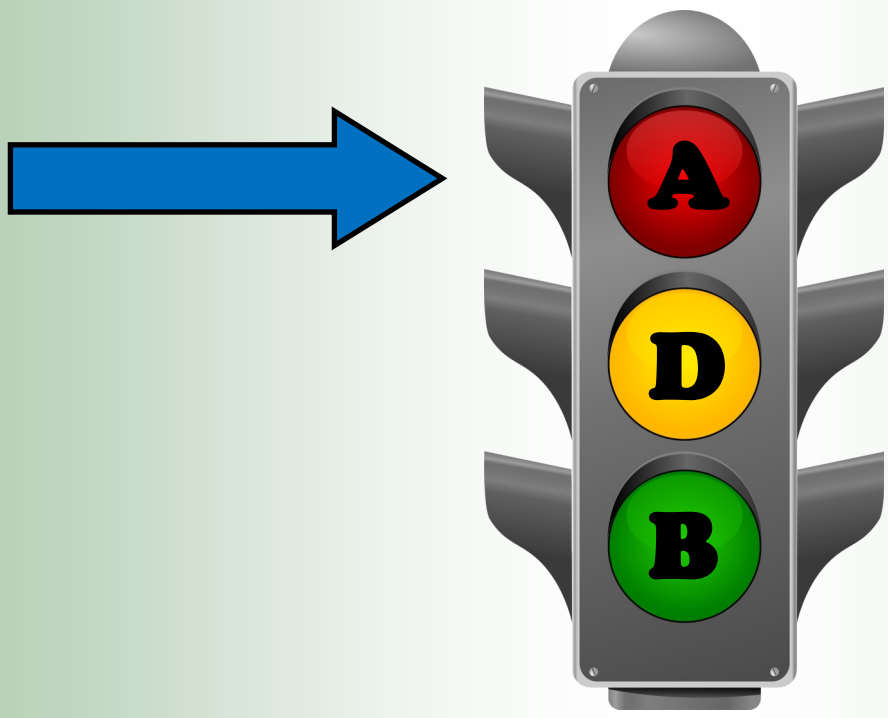
- What has happened so far in the story? What do you predict will happen next?
- How do you think the story will end?
- Why do you think the character did _____?
- What would you have done if you were the character?
- How would you have felt if you were the character?
- When you read, what pictures did you see in your head? How did you imagine it looked like?
- What are you wondering about as you read? What questions do you have?
- Think about the predictions you made before reading; do you still think the story will go that way? Why or why not? How do you think it will go now?



Comprehension

After Reading:

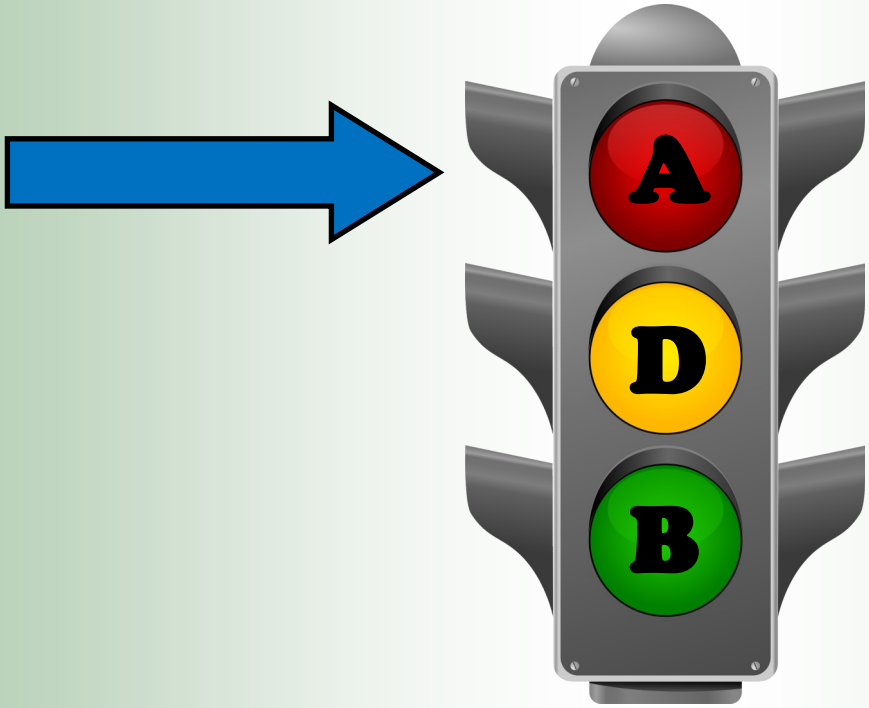
- Why is the title a good title for the book/story? If you had to give it a different title, what would be another good title for it?
- Were your predictions correct? Where did you have to fix your prediction as you read?
- If there was a problem, did it get solved? How did the character try to solve the problem? What happened because of the problem?
- Did any of the characters change through the story? Who changed, and how did they change?
- Can you retell the story in sequence order using the sequence words: first, second, then, next, etc.
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and why do you think that?



Comprehension

After Reading:

- Encourage deeper thinking by asking, “If the story kept going, what do you think would happen next?”
- Does this book remind you of another book you know? Does it remind you of something you’ve experienced in real life?
- Why do you think the author wrote this? What is the most important point that the author is trying to make in his/her writing?
- What was your favorite part? Why? If you could change one part, what would you change?
- If you could ask the author a question, what would you ask?
- Would you recommend this book/ story to a friend? Why or why not?



Writing

Building the foundation for writing should begin early.

- Prior to age 3, young children experiment with squiggles and building muscle stamina for writing.

- At about 3 years of age, young children begin to understand drawn and written marks can stand for objects or words. This is symbolic knowledge. You can support this by reading books together and pointing out letters, numbers, animals, and people.

- **Talk, Talk, Talk with Your Child-** Talk about your everyday family activities, describe what's happening outside, talk about where you're going while in the car or on the bus. Ask your child to talk about his day. Encourage him to explain something they did, or a game he played.

- **Making Early Marks-** In order for any child to write meaningfully, he or she must first build up their fine motor skills. Art projects, working with play dough, measuring and pouring sand and water, and practicing writing are excellent ways to improve fine motor skills.

- **Story Talk-** Think aloud about a story. Talking about stories helps children develop their vocabularies, link stories to everyday life, and use what they know about the world to make sense out of stories. Connect your story to a similar story your child may have experienced. Help your child tell their story. Children are great mimics. When you tell stories, your child will begin to tell stories, too.



Writing

Drawing Pictures That Tell a Story- Ask your child to dictate a story to you. It could include any memory or activity. Have them to draw their story. When their drawing is finished, ask them to retell the story to you or a family member pointing out the parts of their picture that represent their story as they tell it.

Begin to Add Words- Have letter, word and picture cards or stencils available. Encourage children to practice tracing or writing the letters. Use white boards, their fingers, play dough, shoe strings, etc., to practice writing the letters. Encourage your child to use words along with their pictures to tell their story.

Write Longer Stories- Encourage your child to write longer stories and continue to add events and details over time.

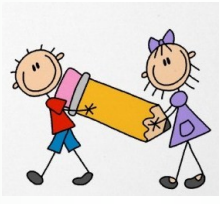
Write for a Variety of Purposes- Write personal stories, imaginative stories, informational reports, lists, recipes, menus, invitations, or cards.

Helpful Reminders to Support Writing:

- Create writing stations by keeping markers, crayons, pencils, and paper in places around your home that offer lots of light and flat surfaces to work on. Be sure to offer lots of choices of materials for your child to create with.

- Carry writing materials with you everywhere you go so when waiting in line or at the doctor's office you can write together.

- Show Enthusiasm. Keep your child writing and drawing by showing how much you like their work. Praise their efforts frequently, and show you care by hanging their creations on your fridge or another place in the home. Be sure to ask them to read you what they've written!



Resources for Parents

Helping Your Child Become a Reader - U.S. Department of Education

https://www2.ed.gov/parents/academic/help/reader/index.html

Reading Tips for Parents - Florida Department of Education

http://www.fldoe.org/core/fileparse.php/7539/urlt/Parent-Tips.pdf

Reading at Home: 10 Simple Strategies for Parents

http://www.k12reader.com/reading-at-home-simple-strategies-for-creating-strong-readers/

Reading Tips for Parents

https://www2.ed.gov/parents/read/resources/readingtips/readingtips.pdf

Reading Tips for Parents (in 11 Languages)

http://www.readingrockets.org/article/reading-tips-parents-11-languages

Scholastic's Reading Tips for Parents

http://www.scholastic.com/parents/resources/article/more-reading-resources/reading-tips-parents

Tips for Helping Children with Reading Comprehension Difficulties

https://www.superduperinc.com/handouts/pdf/136_Reading_Comprehension_Difficulties.pdf

Reading Comprehension Tips for Parents

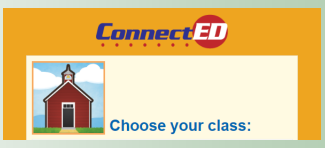
https://www.bloom-carroll.k12.oh.us/pdf/reading-comprehension-tips-for-parents.pdf

A Parent's Little Guide to Helping Children Read

http://www.springboard.org.uk/data/files/Parents/parents-little-guide.pdf

Resources for Kids

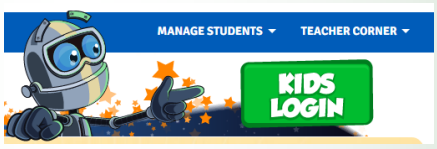
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