

Reading Response Board: Fiction

Read your book and choose a response question. Write or discuss your answer to the question. Color the checkmark when you are done!

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Reading Response Board: Nonfiction

Read your book and choose a response question. Write or discuss your answer to the question. Color the checkmark when you are done!

<input checked="" type="checkbox"/> What is the main idea of what you read? Give 3 details to support the main idea.	<input checked="" type="checkbox"/> Write 3 important facts or new information from your text. Give 2 opinions about the topic.	<input checked="" type="checkbox"/> What new questions do you have after reading this text? How can you find the answers to those questions?
<input checked="" type="checkbox"/> What are some words you did not know in your text? Use a dictionary or context clues to explain the meanings.	<input checked="" type="checkbox"/> Copy the part of your text that you found to be very interesting. Explain why it is interesting to you.	<input checked="" type="checkbox"/> Write a summary of what you read in your text today.
<input checked="" type="checkbox"/> Does this topic remind you of another topic or text you have read about before?	<input checked="" type="checkbox"/> What text features do you see within your text? Give some examples and explain their purpose.	<input checked="" type="checkbox"/> What are your feelings and/or thoughts about this topic. Explain.

Reading Response Board: Reflection

Read your book and choose a response question. Write or discuss your answer to the question. Color the checkmark when you are done!

<input checked="" type="checkbox"/> What were your feelings after reading a portion of this book? Why? How have your feelings changed?	<input checked="" type="checkbox"/> Did this book make you laugh? Cry? Worry? Smile? Become angry? Explain.	<input checked="" type="checkbox"/> What came as a surprise, or shock, in the book? Explain.
<input checked="" type="checkbox"/> Pick a part where you did not agree with how a character or person handled a situation. How would you have handled it?	<input checked="" type="checkbox"/> What is the best part of the book? What is the worst part? Explain.	<input checked="" type="checkbox"/> Do you like the ending of the book? Why or why not? How would you change it?
<input checked="" type="checkbox"/> After reading, what important lessons did you learn? How has the text inspired or changed you? Explain.	<input checked="" type="checkbox"/> Select a quote/sentence from your reading that you liked. Why did you pick it and what does it make you think about?	<input checked="" type="checkbox"/> Do you have any unanswered questions or new wonderings about the story or text? Explain.

Reading Response Board: Evaluation

Read your book and choose a response question. Write or discuss your answer to the question. Color the checkmark when you are done!

<input checked="" type="checkbox"/> Do you think the title fits the book? Why or why not? What could another title be?	<input checked="" type="checkbox"/> What was the author's purpose for writing this book? What is the genre? Explain your reasoning.	<input checked="" type="checkbox"/> Did you find this book to be interesting and hold your attention? Why or why not?
<input checked="" type="checkbox"/> Do you think this book would make a good movie? What events/characters would you add or remove? Explain.	<input checked="" type="checkbox"/> Who should or should not read this book? (Think: audience) Explain your recommendation.	<input checked="" type="checkbox"/> What is the most important word, sentence or phrase of your book or text? Explain.
<input checked="" type="checkbox"/> Why did you choose to read this story or text? Explain your reasons.	<input checked="" type="checkbox"/> What parts of the book seem most believable? What seems unbelievable? Explain.	<input checked="" type="checkbox"/> How would the text be different if it were told in a different time period?

Reading Response Board: Creativity

Read your book and choose a response question. Write or discuss your answer to the question. Color the checkmark when you are done!

<input checked="" type="checkbox"/> Create a commercial to persuade others to read this book.	<input checked="" type="checkbox"/> Illustrate a book cover that is different from the actual cover. Why did you design it this way?	<input checked="" type="checkbox"/> Write a letter to the author of the book. Ask questions and share your thoughts.
<input checked="" type="checkbox"/> Describe at least 3 cause and effect examples in detail. Make a t-chart to show your examples.	<input checked="" type="checkbox"/> Create a theme song with lyrics for this book. (Think about the events, plot and people/characters)	<input checked="" type="checkbox"/> Write a poem about your book. (Think events, plot, characters, conflict, etc.)
<input checked="" type="checkbox"/> Pretend that you are the author and will be writing a sequel to this book. Explain what should happen.	<input checked="" type="checkbox"/> Make a comic strip retelling the main events of the story or text.	<input checked="" type="checkbox"/> Design a timeline showing important dates or events, in sequence, from your text.

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Reading Tips for Parents

1. Read to preschool children at least 20-30 minutes a day. Have older children read to you.

Reading is the most basic of the basic skills. Make reading a natural part of your child's daily routine.

2. Keep good books, magazines and newspapers in the house.

Get a library card and use it. Make it easy, both for adults and children, to find something interesting to read.

3. Add to your children's enjoyment of reading by discussing each book they read.

It helps them learn to express themselves. You'll enjoy the conversations, too.

4. Make sure your children see you read for at least 20-30 minutes a day.

Remember, you're their primary role model.

5. If you have difficulty reading, tell your children stories.

Hearing about your family history and your experiences will help your children develop an appreciation of language, storytelling and the past.

6. Limit TV viewing and monitor what your child watches.

Studies show that excessive television viewing is directly linked to poor school performance. Inappropriate television programming can also adversely affect your child's behavior.

7. Meet with your child's teacher to find out what your child should learn and how you can help.

Know what kind of homework is expected from your child and make sure he or she completes it.

8. Provide your children with a regular, quiet place where they can do homework.

Make it easy for them to find a place to work. Set up a place with few distractions, but close enough so they can ask you questions.

9. Expect every child, not just those considered bright, to take tough academic courses.

Advanced Math, Science, English, History, Arts and Foreign Language courses provide the kind of knowledge and skills they need.

10. Demonstrate your own commitment to high standards. Don't ask teachers to give your children unearned grades and promotions.

The goal is a good education, not a good report card.

11. Support school efforts to develop and maintain rules for student discipline.

Children thrive in an environment where they know what is expected of them.

12. Familiarize yourself with academic standards in your state.

Find out whether your state has academic standards and make sure they are rigorous enough. Learn what schools are doing to achieve these standards.

13. Find out whether your school has high standards and clear expectations for its students.

Ask what children should know and be able to do by the fourth grade in math and reading...by the

eighth grade...and by graduation. What about history? English? Science? Make sure your children are acquiring the skills and knowledge they need in all subjects.

14. Ask for REAL data and information about student performance and progress.

Ask how your school ranks compared to other schools. Find out if advanced courses are offered, and whether students have additional learning opportunities before and after school and during summers.

15. Challenge the notion that your school is one of the "better" ones. Chances are its standards are still not as high as those in many other industrialized nations or the best schools in your state.

Support teachers, principals and superintendents who want to make improvements.

16. Give time to your school.

Put your time into meetings, tutoring, research, discussions - whatever it takes to improve your school. Join or build a partnership with local businesses, colleges, teachers and parents to improve teaching and learning.

17. Find out about after-school and summer programs in your community.

Help interest your child in learning outside of the school day. Give your child the opportunity to explore new skills and participate in art and music programs.

18. Join or develop partnerships to support students who want or need more learning time beyond the regular school day. If they exist, help make them better. If they don't, help start them.

There may not be enough hours in the average school day to support excellence. Set up additional time for learning to give students more opportunities to master tough subjects. Help ensure that ALL students are able to meet high standards.

19. Follow the advice of many experts.

Students should not work at a part-time job more than 15-20 hours a week during the school year. Recognize that study time and homework will result in far greater Earning power over the long-term than a part-time job. If children Need to work, make sure their work is an experience from which They can learn important academic or workplace skills.

Suggestions to Help Build Your Child's Reading Skills in Fifth Grade

Schedule 20 minutes of time everyday for your child to read.

- Go to the school library, public library, or to the local bookstore often and read new books together. After you read, talk about what is happening in the book.
- Encourage reading fluency by having your child read and reread familiar books. It can also be helpful to have your child read a short passage over several times while you record the time it takes. Children often enjoy seeing if they can improve their time from one reading to the next, and the repeated reading helps to establish a habit of fluent reading.
- Have him read a book to a younger sibling (or even to a pet), perhaps playing "teacher" and asking a brother or sister questions as he reads.
- Have your child tell you new words he is learning- from a book he is reading, something you or the teacher said, or even a conversation that he heard at school. Talk about what it means then make up a sentence with the new word. If needed, use the dictionary to figure out what the word means. Play a game where each of you have to use the word in a sentence at least twice that day. Try to use the word again that week. Maybe add the words to a "my new vocabulary word list" and post it on the refrigerator.

Overview of the Components of Reading

The Six Areas of Reading

Oral Language	<p>Oral Language is the means in which children communicate their thoughts, ideas and emotions. It lays the foundation for reading comprehension. In order to understand language at a text level, they must understand language at an oral level. Children internalize new knowledge through discussion with others. They learn how words work through listening to, talking about, and working with them.</p>
Phonemic/Phonological Awareness	<ul style="list-style-type: none"> ● Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds in spoken words. Hearing individual sounds within a word allows the learner to connect letters to sounds. Acquiring phonemic awareness is important because it is the foundation for spelling and word ● Phonological awareness includes identifying and manipulating parts of oral language such as words, syllables, and onsets and rimes. Rhymes, repetitions, and songs are all examples of how a child can practice phonological awareness.
Phonics	<p>Phonics is the understanding of how sounds correlate with letters in an alphabetic system. This includes recognizing print that represent a sound, syllables, and word parts.</p>
Fluency	<p>Fluency in reading is the ability to read continuous text with appropriate momentum, phrasing, attention to conventions, and stress. Fluency in word solving is the ability to quickly and accurately solve words.</p>
Vocabulary	<p>Vocabulary is the knowledge of words used in language and their meaning. As children begin to read more difficult texts, they must learn vocabulary outside of their oral language.</p>
Comprehension	<p>Comprehension is the ability to process and make</p>

	meaning from text. Students must understand and make meaning of information read in various texts to expand their knowledge of the real world.
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Oral Language

Oral Language is the means in which children communicate their thoughts, ideas and emotions. It is a child's most powerful learning tool. Children internalize new knowledge through discussion with their peers. They learn how words work through listening to, talking about, and working with them.

- Have your child recall or restate what he/she reads in their own words.
- Engage in conversations during dinner, and limit distractions such as the television, cell phones, or loud music.
- Practice conversational turn taking with your child.
- Encourage your child to talk more by asking questions such as "What do you think?" "Do you agree?" "Why or why not?"
- Encourage your child to elaborate on his/her ideas or opinions.
- Model how to listen to others respectfully and responsibly.
- Tell jokes, riddles, puns to demonstrate how language can be used for the purpose of humor.

Phonemic/Phonological Awareness

Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds in spoken words. Hearing individual sounds within a word allows the learner to connect letters to sounds. Phonological awareness includes identifying and manipulating parts of oral language such as words, syllables, and onsets and rimes. Rhymes, repetitions, and songs are all examples of how a child can practice phonological awareness.

- Model how to break apart unfamiliar words when reading aloud to your child.
- Ask your child to produce a group of words that begin with the same initial sound. This is alliteration. For example, "Molly monkey moved many mice."
- Practice clapping out words with three or more syllables (*par/a/graph; el/e/va/tor*)
- Highlight, describe, segment, and pronounce individual speech sounds if similar sounding words are confused (e.g., **flush/flesh/fresh; entomologist/etymologist; gorilla/guerilla**).
- Recognizing words that have the same ending sound. Which word does not belong: steak, mail, lake, break (mail)

Phonics

Phonics is the understanding of how sounds correlate with letters in an alphabetic system. This includes recognizing print that represent a sound, syllables, and word parts.

Credit to Broward Schools and Alachua County Public Schools for information provided.

- If your child is having difficulty spelling a word, have him/her break the word into syllables to write them (to/ge/th/er).
- Practice reading and writing high frequency words. The more fluent your child is with high frequency words, the more attention can be focused on comprehension.
- Have your child decode multisyllabic words by isolating prefixes and suffixes.
- Writing is a great way to reinforce phonics skills. Send notes to your child in their backpack or lunchbox. Have your child send a friendly letter or email to a relative. Assist them as they sound out the words and compose the letter.

Fluency

Fluency in reading is the ability to read continuous text with appropriate momentum, phrasing, attention to conventions, and stress. Fluency in word solving is the ability to quickly and accurately solve words.

- Read aloud to your child to provide an example of how fluent reading sounds.
- Record your child reading and invite him to listen to his reading and follow along in the book.
- Have your child mimic your expression and phrasing while you are reading.
- Alternate reading sentences or paragraphs with your child.
- Engage in repeated readings. After he feels comfortable, time him reading for a minute using expression. Repeat the timing and record the time/number of words read.

HIGH FREQUENCY WORDS

The first 10 words of the list make up about 24% of all written material, according to Dr. Edward Fry. The Fry list was created as an updated list from Dolch based on the changes in language and is made up of 1000 of the most commonly used words in the English language. It is ordered by frequency so all of the Dolch words are embedded in this list.

👉 First 25 words make up 1/3 of all items published

👉 First 100 words make up 1/2 of all words found in publications

👉 First 300 words make up 65% of all written materials

Practicing these high frequency words helps students increase fluency.

Fry's First 100 Words

1. the	21. at	41. there	61. some
2. of	22. be	42. use	62. her
3. and	23. this	43. an	63. would
4. a	24. have	44. each	64. make
5. to	25. from	45. which	65. like
6. in	26. or	46. she	66. him
7. is	27. one	47. do	67. into
8. you	28. had	48. how	68. time
9. that	29. by	49. their	69. has
10. it	30. words	50. if	70. look
11. he	31. but	51. will	71. two
12. was	32. not	52. up	72. more
13. for	33. what	53. other	73. write
14. on	34. all	54. about	74. go
15. are	35. were	55. out	75. see
16. as	36. we	56. many	76. number
17. with	37. when	57. then	77. no
18. his	38. your	58. them	78. way
19. they	39. can	59. these	79. could
20. I	40. said	60. so	80. people

Vocabulary

Vocabulary is the knowledge of words used in language and their meaning. As children begin to read more difficult texts, they must learn vocabulary outside of their oral language.

- Preview words before reading to or with your child. Discuss the meaning of words that may be interesting or confusing to your child.
- Parents model talking or thinking out loud as you turn the pages of the book. This is a helpful way for your child to see and hear what a successful reader does when faced with difficult or unfamiliar topics. For example, "When I looked at this photograph, I asked myself, "Where is Antarctica? Is that the same place as the South Pole?" Then talk together about how and what you would need to do to find the answer to the questions.
- Play a word collection game with family members by having each family member collect as many new or interesting words they read or came across that day. During dinner time, have the family members share their words. Discuss the meanings of the words and practice saying them.
- Have a family game night with games like *Apples to Apples*, *Scrabble*, or *Bananagrams*.

Comprehension

The ability to process and draw meaning from text(s) on many levels. Students must understand and make meaning of information read in various texts to expand their knowledge of the real world.

Fiction Text

- Ask your child to summarize the story including words such as characters, setting, problem and solution. For example: *How did the main character solve the problem in the story?*
- Help your child connect the characters /events in the story to their own life or other books they've read.

Nonfiction Text

- Point out text features such as captions, headings, sidebars, and timelines to your child as you preview the book. Ask your child how these text features can help you understand what you are reading better.
- Have your child write their own captions about pictures from the text to demonstrate their learning/knowledge about the topic.

Importance of Attendance

School Attendance is essential to academic success. Students that attend school regularly beginning in kindergarten can be 5 times more likely to have grade level proficiency in 3rd grade than students that miss just 2 days per month in the first two years of school.

Chronic Absenteeism: Missing 10% or more of school days in a school year. This can be as little as 1 or 2 days per month.

Strategies for Good Attendance

- Set a regular bedtime and morning routine.
Lay out clothes and pack backpacks the night before school.
- Don't let your child stay home unless they are truly sick. (Temperature higher than 100.4 oF, throwing up or having diarrhea, eyes are pink and crusty)
- If your child seems anxious about school, talk to teachers, school counselors, school social workers, or other parents for advice on how to make them feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent
- Avoid medical appointments and extended trips when school is in session.

Resources for Literacy at home:

General Resources:

Alachua County Library District

<https://www.aclib.us/services>

Children's Choice 2019 (from International Literacy Association)

<https://www.literacyworldwide.org/docs/default-source/reading-lists/childrens-choices/childrens-choices-reading-list-2019.pdf>

Just Take 20 For Families

<http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/families/>

Just Take 20 For Families Kindergarten through Second Grade

<http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/families/k-2/>

Just Take 20 For Families Third Grade through Fifth Grade

<http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/families/3-5/>

Credit to Broward Schools and Alachua County Public Schools for information provided.

PBS Kids

<https://pbskids.org/>

PBS Parents

<https://www.pbs.org/parents>

Readwritethink

<http://www.readwritethink.org/parent-afterschool-resources/>

Teachers' Choice 2019 (from International Literacy Association)

<https://www.literacyworldwide.org/docs/default-source/reading-lists/teachers-choices/teachers-choices-reading-list-2019.pdf>

Kindergarten to 2nd Grade Resources:

FCRR for Kindergarten and First Grade

https://www.fcrr.org/curriculum/pdf/GK-1/TRG_Final_Part1.pdf

FCRR for Second Grade and Third Grade

https://www.fcrr.org/curriculum/PDF/G2-3/2-3TRG_1.pdf

Mother Goose's Nursery Rhymes

<https://www.poetryfoundation.org/poets/mother-goose>

Phonemic Awareness Activities from Reading Rocket

<http://www.readingrockets.org/article/phonemic-awareness-young-children>

Phonics Instruction from Reading Rocket

<http://www.readingrockets.org/teaching/reading101-course/modules/phonics/in-depth>

3rd to 5th Grade Resources:

FCRR for Second Grade and Third Grade

https://www.fcrr.org/curriculum/PDF/G2-3/2-3TRG_1.pdf

FCRR for Fourth Grade and Fifth Grade

<https://www.fcrr.org/documents/sca/G4-5/45TRGPartOne.pdf>

Third Through Fifth Grade Resources - Reading Like a Pro

<http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/families/3-5/35-reading.stml#build>

