

Centennial ISD 12

CERF/Title I Parent Connection

"The more you read, the more things you will know. The more that you learn, the more places you'll go."

Dr. Seuss
I Can Read With My Eyes Shut!

What Good Readers Do

There are many things to remember when learning to read. Good readers do many things before, during and after they read. Here are some tips to help your child as you read with them.

BEFORE READING -

- Take a picture walk—look at the cover and flip through the pages looking at pictures
- Tell what you think the book might be about
- Ask where the story might take place

DURING READING -

- Ask questions about the story—what's happening?
- Ask your child what they think about what's going on in the story
- Ask your child to predict what they think will happen next
- Ask your child if the words they read make sense—help them to go back and reread the words to make sense
- Help your child figure out the words they don't understand



AFTER READING -

- Have your child retell the story in their own words
- Ask your child what they liked best about the story
- Ask your child who they would be if they were in the story

5 Pillars of Reading Instruction

Reading research has identified 5 main areas of reading that are key in reading instruction. These are

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

The CERF Parent Connections Newsletter will highlight one area each month with information that explains each pillar of reading and gives examples of how parents can help reinforce these critical reading skills at home.

To become skilled readers, children need a solid base in

each of these 5 pillars of reading instruction.

Classroom teachers, CERF, Title I, and Special Education teachers all work to reinforce these skills and assist children as they work toward the goal of becoming independent readers who read to learn.

You as parents are key partners in this journey.

Read
with
your
child
every
day!

Parents are Partners in Literacy



“Our language is funny—a fat chance and a slim chance are the same thing.”

~J. Gustav White

Oral Language—how to help your child

Some days it seems all our children do is talk, talk, talk and ask us question after question! As a parent it's very easy to get tired of this and frustrated by the constant chatter! But, this is a very important developmental activity for children. Good oral language skills are directly related to academic achievement.

Researchers Betty Hart and Todd Risley found that the number of words that parents spoke to their child really mattered. The more children are spoken to and encouraged to speak and answer questions, the more they build a strong language background.

Parents can increase their child's oral language which in turn helps to build the child's speaking vocabulary and eventually their reading vocabulary.

Parent Tips

- Tell children names of a wide variety of people, places and things
- Use many different words to explain something—for example: supermarket—a place to buy food; a store; a retail center that sells food; a business that offers meat, fruit, vegetables, etc. for sale
- Encourage children to tell what something means in their own words
- Point out interesting words

Phonemic Awareness

“There are many little ways to enlarge your child's world. Love of books is the best of all.”

-Jacqueline Kennedy

Phonemic Awareness is the ability to recognize and manipulate the various sounds that make up words.

“Research has shown that a child's awareness of the sounds of spoken words is a strong predictor of his or her later success in learning to read” (International Reading Association).

When parents talk to their children in that special parent “baby language”

of repeated babbling, coos, and words; children are first exposed to the sounds of language. As parents exaggerate the sounds of some letters; rhyme, and repeat others (for example, “He-l-l-l-l-o-o little one, aren't you a cutie, pet-tut-ie, puddin' pie”) children can develop a heightened awareness of sounds in our spoken language. This lays the foundation needed to hear the sounds and

listen for the differences in words as children begin the process of learning to read. That old song, *The Name Game* is a perfect example of playing with phonemic awareness—remember singing “Banana Fana Fo Fanna Anna”? Have some fun with your child singing and rhyming together.

Spotlight on Kindergarten: 3 Ways You Can Develop Phonemic Awareness Skills At Home

Here are some quick ways to help improve your child's phonemic awareness skills at home:

- 1) **Read lots of books with rhyming words to your child.** Have them help you point out the matching rhyming words. Then, leave out the second rhyming word when reading and see if they can predict what the word will be. Play the rhyming word game—say a word and have your child produce a word that rhymes with your word.
- 2) **Point out matching sounds.** Whenever possible, draw attention to the sounds in words. Point out the beginning sounds in words like /b/ in ‘baby’ or the ending sounds like /t/ in ‘cat’. Say groups of three words where two of the words either have the same beginning sound or common final sound. Have your child identify the two words that match. You can also use pictures and have your child figure out which picture words can go together because of common sounds.
- 3) **Blend and segment words.** Divide words up into their separate parts when speaking (/t/ /able/ for ‘table’.) Have your child put the parts together to form the word. Once your child masters this game, you can raise the challenge level by saying words in all of their separate parts (/r/ /a/ /t/ for ‘rat’). When your child is able to successfully play these games, have your child take the turn saying the sounds in words and you can be the guesser. You can also work together to count out the amount of sounds in words. For example, ‘turkey’ has four sounds: /t/ /ur/ k/ /ē/.