

KINDERGARTEN THROUGH 3RD GRADE

PARENTS' READ-AT-HOME PLAN FOR  
**STUDENT SUCCESS**

## ACTIVITIES

This guide includes activities to help your child practice five of the components of reading

Phonemic Awareness

Phonics

Fluency

Vocabulary

Comprehension



**Kent ISD**

*We Lead Learning*



# Parents' Read-At-Home-Plan for **Student Success**

Kindergarten – 3<sup>rd</sup> Grade

Dear Parents,

You are your child's first teacher, and reading with your child is a proven way to promote early literacy. Helping to make sure your child is reading on grade level by third grade is one of the most important things you can do to prepare him or her for the future. By reading with your child for 20 minutes per day and making a few simple strategies a part of your daily home routine, you can make a positive impact on your child's success in school.

We are happy to provide you with this Read-at-Home Plan, which includes strategies to help your child become a proficient reader!



Look for this icon to find a parent quick tip video on reading skills.



Look for this icon at the end of the packet for information on parent literacy workshops.



# 3<sup>rd</sup> Grade Reading Law

## A Parent Guide to Public Act 306



## 1 What Is The Law All About?

- In an effort to boost reading achievement, Michigan lawmakers passed Public Act 306 in October 2016.
- Michigan's test scores on both the Michigan-based M-STEP ELA assessment and the NAEP (National Assessment of Educational Progress) reading assessment have shown a need for attention to early reading and literacy.
- On the 2015 NAEP, Michigan was 41st in the nation for 4th grade reading achievement.
- To help more students be proficient by the end of 3rd grade, the law requires extra support for K-3 students who are not at grade level in reading.
- The law also states that a child may be retained in 3rd grade if he/she is one or more grade levels behind in reading at the end of 3rd grade.

## 2 What Do I Need To Know As a Parent?

- Your child's reading progress will be closely monitored.
- If your child is not reading where expected, a plan to improve reading will be created. This includes:
  - Extra instruction or support in areas of need.
  - Ongoing checks on reading progress.
  - A read at home plan.
- If you are notified your child may be retained, you have the right to meet with school officials and to request an exemption if in the best interest of your child. You have the right and are encouraged to be involved every step of the way!



## 3 How Will This Affect My Child?

### In Grades K-3:

- Your school will use tests to identify students that need extra help with reading. These students:
  - Are at risk of not passing the M-STEP ELA in 3rd grade.
  - Are not reading at the expected level for his or her grade level and time of year.



If your child is identified as needing additional supports (extra help), your school will provide your child with an individual reading improvement plan. This means your child's teacher and school will work with your child to find where your child needs support in his reading development and create a plan to support him or her.

- The extra supports in your child's reading improvement plan will occur in small groups during the school day.
  - Your child will not miss regular reading instruction.
  - Part of your child's reading plan will include a read at home plan that encourages you and your child to read and write outside of the school day.
  - Your child may also be encouraged to participate in summer reading programs.
- Your child's teacher will also receive supports in evidence-based effective practices in teaching reading and writing supporting all learners to grow as readers and writers.

### In 3rd Grade:

- Starting in 2019-2020, a student will not be promoted to 4th grade unless he or she:
  - Receives a reading score of less than 1 year behind on grade 3 ELA state assessment (M-STEP).
  - Shows a grade 3 reading level on another test approved by superintendent of public instruction.
  - Shows a grade 3 reading level through a portfolio, or collection, of student work in all grade 3 ELA standards.
  - A child will only be required to repeat 3rd grade once.
- You will be notified by the state and district if your child may be required to be retained.
- You as a parent have the right:
  - To ask for a "good cause exemption" with the school or district within 30 days once notified.
  - To request a meeting with school officials (principal, etc.).





# 3<sup>rd</sup> Grade Reading Law

## A Parent Guide to Public Act 306



### 3 How Will This Affect My Child? *continued*

**Are there any exceptions?** Considerations **may** be made if your child:

- Has an IEP or 504 plan.
  - Is an English Learner who has less than 3 years of English instruction.
  - Has had a reading improvement plan for 2 years and was previously retained.
  - Has been enrolled in current district for less than 2 years and did not receive reading support.
  - Is grade level in all other subjects.
  - Is in the best interest of the student and requested within 30 days.
- If a request is made, the district superintendent will make a decision in writing and notify parents.
- The decision will be shared at least 30 days before school begins. The decision is final.

**If your child repeats 3rd grade :**

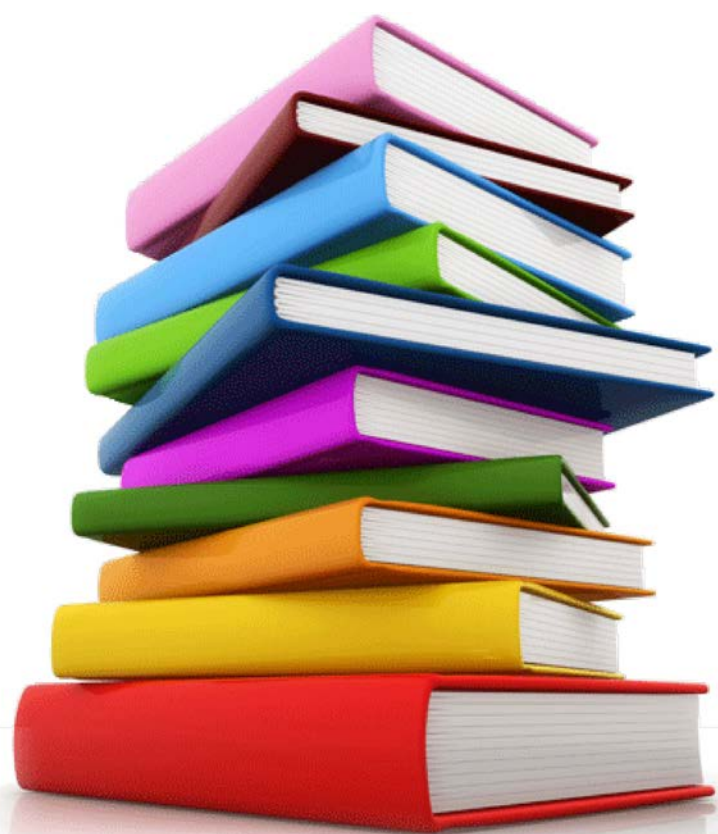
- His/her class will be with a highly rated teacher and/or reading specialist.
- Most of the day will be spent on reading instruction, but some 4th grade standards will also be taught.
- Students will still have an independent reading improvement plan and get extra support.
- Student progress will be closely monitored.



### 4 What Can I Do To Support My Child?

➤ Read at home with your child daily with books they enjoy- even in the summer. Some ways to do this:

- Read out loud to your child.
- Listen to your child read.
- Echo read  
(You read a line, then they repeat).
- Read together at the same time.
- Reread or retell favorite stories.
- Talk to your child about the reading.



➤ As you read:

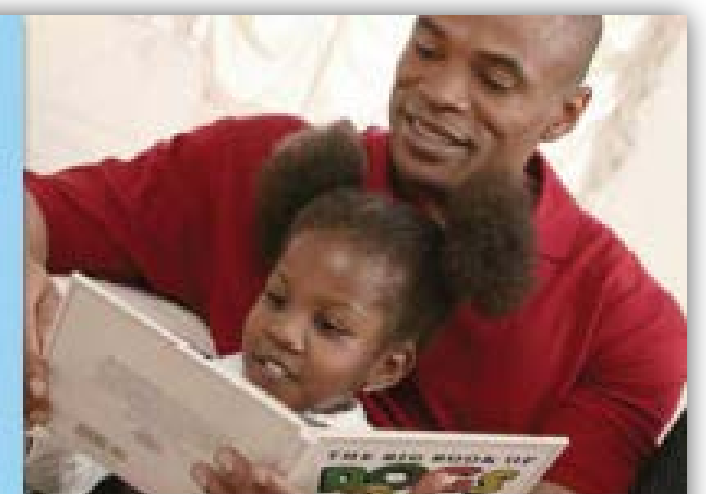
- Ask your child to share what they remember.
- Ask questions about the reading.
- Talk about your favorite parts, what you have learned, or who is in the book and what they do.
- Talk about the pictures in the book how they connect to the words on the page.
- Help connect the stories to your child's life or other books you have read.

- Encourage writing- Let children write the sounds they hear, spelling is developmental and a work in progress.
- Be involved in your child's education and support the reading plan if your child has one.
- Talk to and with your kids a lot- knowing more words helps kids to understand the words they read better.

Watch this reading activity and try it at home with your child:  
**Echo Reading:**



<http://bit.ly/2dUEDPI>



**Contact your building principal for further information and support for your child.**

**Kent ISD Contacts:**

[MarkRaffler@kentisd.org](mailto:MarkRaffler@kentisd.org); [KatieMomber@kentisd.org](mailto:KatieMomber@kentisd.org); [JenniferMerkel@kentisd.org](mailto:JenniferMerkel@kentisd.org)  
[SarahShoemaker@kentisd.org](mailto:SarahShoemaker@kentisd.org); [KimVanAntwerp@kentisd.org](mailto:KimVanAntwerp@kentisd.org)



# Did you know?

30 million

.....

Children from professional families have heard 30 million more words by the time they are three years old than those from families in poverty.

4x

.....

Students who are not proficient readers by 3rd grade are four times more likely to drop out of high school.

1/2

.....

In Michigan, less than 1/2 of third Graders are not proficient on the 3<sup>rd</sup> grade state ELA assessment.

85-90%




.....

For 85-90% of poor readers, intervention and support programs implemented before 3rd grade can increase reading skills to average grade levels.

85%

.....

Children spend 15% of their lives from age five to age 16 in school and 85% with families parents and communities.

WHY READ 20 MINUTES AT HOME?		
<b>Student A reads:</b> ➤ 20 minutes per day = 3,600 minutes per school year = 1,800,000 words per year	<b>Student B reads:</b> ➤ 5 minutes per day = 900 minutes per school year = 282,000 words per year	<b>Student C reads:</b> ➤ 1 minute per day = 180 minutes per school year = 8,000 words per year
		
= Scores in the 90th percentile on standardized tests	= Scores in the 50th percentile on standardized tests	= Scores in the 10th percentile on standardized tests
If a student starts reading 20 minutes per night at home in Kindergarten, by the end of 6 <sup>th</sup> grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3 school days. This gap in reading experience and resulting vocabulary knowledge adds up across time.		
<b>Want to be a better reader? Just Read.</b>		



# Read at Home Plan

## Daily Overview

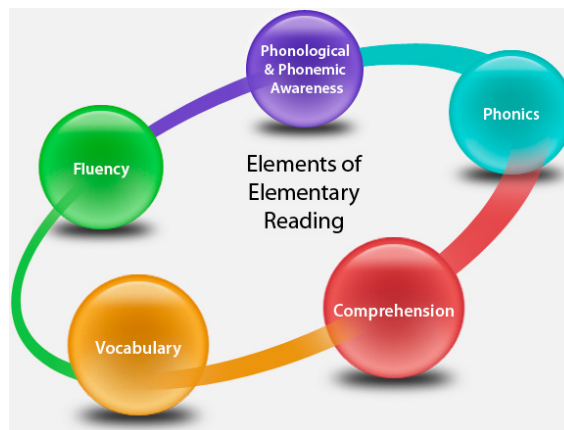
### 1 **Make time to read outside of school daily for a minimum of 20 minutes.**

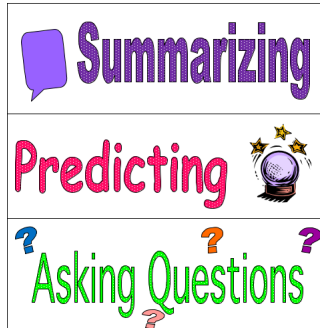
- Be creative about ways to find time (riding in the car, in the waiting room for an appointment, while you are cooking, nightly bedtime stories, etc.).
- 20 minutes continuous reading is great! If you are wondering when you might find time for 20 minutes in your schedule, take advantage of smaller chunks of time whenever possible.



### 2 **Choose one or two quick activities, as recommended from the packet, in your child's area(s) of focus.**

- These activities are meant to support your child's reading development. They are designed to be used in partnership with daily at home reading.
- These activities are brief, three to five minutes, and can be used on the go.





## Comprehension

**Comprehension is the ability to understand and draw meaning from text. This includes:**

- **Paying attention to important information**
- **Interpreting specific meanings in text**
- **Identifying the main idea**
- **Verbal responses to questions**
- **Application of new information gained through reading**



**Access a parent quick tip video on comprehension activities:**

**<http://bit.ly/parentactivatepriorknowledge>**

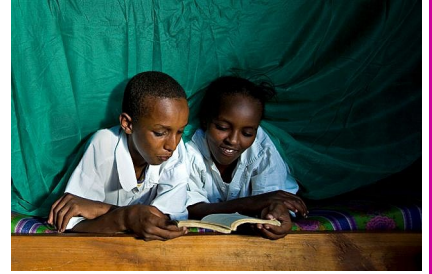
**<http://bit.ly/parentssummarizing>**

**<http://bit.ly/parentpredicting>**

**<http://bit.ly/parentquestioningforcomprehension>**

## Comprehension Activities—K-1

**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.



## Comprehension Activities—K-1

- 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?"

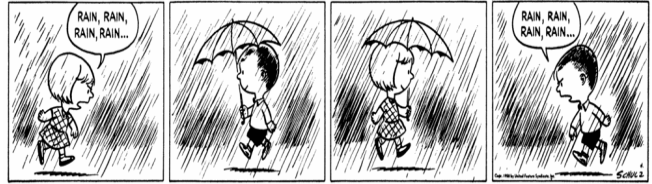
### Other Ideas

- 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.



## Comprehension Activities—2-3

**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?"





# Help Your Child Succeed in School: Build the Habit of Good Attendance Early

School success goes hand in hand with good attendance!

## DID YOU KNOW?

- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.

## WHAT YOU CAN DO

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your child to her teachers and classmates before school starts to help her transition.
- Don't let your child stay home unless she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her 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.

## When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

For more on school readiness, visit [attendanceworks.org](http://attendanceworks.org) and [reachoutandread.org](http://reachoutandread.org)

## Resources

### Ready4K

**(3 text messages a week with facts, tips, and growth ideas. Other grades coming)**

<https://ready4k.parentpowered.com/>

### Michigan Electronic Library

<http://kids.mel.org/>

<http://bkflix.grolier.com/> (Scholastic Bookflix)

### Starfall

[www.starfall.com](http://www.starfall.com)

### Storyline Online

[www.storylineonline.net](http://www.storylineonline.net)

### Activities for the 5 Components of Reading

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

### Parents' Guide to Student Success (National PTA)

<http://www.pta.org/parentsguides>

### Put Reading First: Helping Your Child Learn to Read – A Parent Guide (K-3)

[http://www.centeroninstruction.org/files/PutReadingFirst\\_ParentGuide.pdf](http://www.centeroninstruction.org/files/PutReadingFirst_ParentGuide.pdf)

### Kids and Family Reading Report

<http://www.scholastic.com/readingreport/>

### Michigan Department of Education – Early Literacy Initiative

[http://www.michigan.gov/mde/0,4615,7-140-28753\\_74161---,00.html](http://www.michigan.gov/mde/0,4615,7-140-28753_74161---,00.html)

### Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade

[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc\\_foundationalreading\\_070516.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf)

This resource was adapted from the Mississippi Department of Education's Parents' Read-At-Home-Plan and plans developed by Conewago Valley School District, PA; Downers Grove Grade School District 58, IL; and Blue Valley School District, KS and Oakland Schools.





## (District Name) Literacy Workshops

Please be sure to take advantage of our parent literacy workshops throughout the year:

Date of Workshop, Phonemic Awareness Activities, Location, Time

Date of Workshop, Phonics Activities, Location, Time

Date of Workshop, Workshop on the Importance of Fluency in Reading, Location, Time

Date of Workshop, Fun with Vocabulary Development, Location, Time

Date of Workshop, Keys to Reading Comprehension, Location, Time