# Read-at-Home Plan

## Parents Road Map to Reading Success at Home

<table>
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<tr>
<th>Successful Components for Reading</th>
<th>If the student is struggling, It looks/sounds like…</th>
<th>Suggested Activities</th>
<th>Resources to Support Reading</th>
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</thead>
<tbody>
<tr>
<td><strong>Phonological Awareness</strong></td>
<td>- Lack of interest in nursery rhymes, alliteration, or rhyming stories (for younger children)</td>
<td>- Roll a Sentence: Roll a die, say a sentence with that number of words. Student checks if you did it correctly. Switch roles! - Walking Words: Say a word. Student takes one step for each syllable. Do together if they struggle. - Word War: Start with a simple word and take turns saying a word that rhymes with it. Last one to say a rhyme wins! - Guess My Word: Choose a word and say the sounds that make it. Student tries to guess the word. Then let the student give the sounds for clues and you guess the word.</td>
<td>Nursery Rhyme Books</td>
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<td>- is an awareness of the multiple units of oral language.</td>
<td>- Struggles identifying what sounds words start with - Difficulty putting sounds together to make words (blending)</td>
<td>- Use letter magnets. - Have students spell out-loud while they write spelling words. - Say a sound to your student and have your child write the letter or letters that match that sound. Using magnetic letters, make a three letter word on the refrigerator (cat). Have your child read the word and use it in a sentence. - 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 word.</td>
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<td><strong>Phonemic Awareness</strong></td>
<td>- Cannot think of simple rhymes - Cannot break words into syllables - Struggles spelling (for older children)</td>
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<td>- is the ability to hear, identify, and manipulate individual sounds--phonemes--in spoken words.</td>
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<td><strong>Phonics</strong></td>
<td>- Has a hard time identifying letter names or sounds - Struggles sounding out words - Struggles remembering sounds for different phonics patterns - Gets stuck on words when reading - Reads slowly and laboriously - Guesses what words are</td>
<td>-</td>
<td>-Clever (through MPS) - Edgenuity - Wonders (McGraw-Hill) - Freckle - MyON - <a href="http://www.storylineonline.net">www.storylineonline.net</a></td>
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<td>- Alphabetic Principle</td>
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<td>- Decoding</td>
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<tr>
<td>- Encoding</td>
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<td>Phonics is the ability to understand the relationship between letters and the sounds they represent.</td>
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<td><strong>This includes:</strong></td>
<td>- recognizing print patterns</td>
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**Nursery Rhyme Books**

- Word List
  - [https://www.readingrockets.org/article/top-10-resources-phonological-and-phonemic-awareness](https://www.readingrockets.org/article/top-10-resources-phonological-and-phonemic-awareness)
  - [https://www.readingrockets.org/reading_research_guides_resources](https://www.readingrockets.org/reading_research_guides_resources)

**Resources to Support Reading**

- [https://www.readingrockets.org/article/top-10-resources-phonological-and-phonemic-awareness](https://www.readingrockets.org/article/top-10-resources-phonological-and-phonemic-awareness)
- [https://www.readingrockets.org/reading_research_guides_resources](https://www.readingrockets.org/reading_research_guides_resources)
- [www.storylineonline.net](http://www.storylineonline.net)
| That represent sounds;  
- syllable patterns; and  
- word parts (prefixes, suffixes, and root words). | sounds that match the letters.  
- Take a letter and hide it in your hand. Let your child guess which hand the letter is in. Then show the letter and have your child say the letter name and make the sound |  |
|---|---|---|
| **Fluency**  
Reading fluency is the ability to read text easily, quickly, and with expression. It includes the following:  
- accurate and automatic word recognition  
- grouping words into meaningful phrases  
- expressive oral reading  
Fluent reading is often quick paced, but not always. Fluent readers slow down and process challenging text more deliberately. They adjust their reading rates according to the purpose of the reading and the challenges posed by the text. | - Struggles with sight words (high frequency words)  
- Skips words  
- Reads slowly  
- Has word errors (says wrong word, does not say ending sound, omits or substitute sounds)  
- Does not read smoothly  
- Practice sight words from a high frequency list with flash cards, writing the sight words in sand, salt, or flour on a colored paper plate, or using PlayDoh to make the words or write the words in it  
- Reread passages  
- Model reading smoothly and have your child read with you-finger tracking as you go | **http://www.clarkness.com/** |
| **Vocabulary**  
Vocabulary refers to students' knowledge of and memory for word meanings.  
This includes:  
- words students misuses common words  
- Has trouble coming up with the right word to describe something  
- Uses the same words over and over again in writing | - Read to your child frequently and at length. 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  
- Edgenuity  
- MyON | Clever (through MPS)  
- Edgenuity  
- MyON |
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<th>Understand when they are read or spoken to (receptive vocabulary) - words students know well enough to use in speaking and writing (expressive vocabulary)</th>
<th>Gets confused when reading.</th>
<th>Doesn’t know what you mean when you ask a question with/about a vocabulary word.</th>
<th>Many students sound like they’re reading beautifully but have difficulty with understanding vocabulary and figurative language, inferencing, verbal reasoning, grammatical development, and oral.</th>
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<tbody>
<tr>
<td><strong>Comprehension</strong> Comprehension is the ability to understand and draw meaning from text. Comprehension is the ultimate goal of reading.</td>
<td>Discussing or activating prior knowledge.</td>
<td>-Developing questions while reading, -Connecting what they are reading to another text, something they have seen, or something they have experienced,</td>
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Students who easily comprehend what they just read are more likely to enjoy reading. They are also more effective readers, which helps them academically and in their personal life.

| expression | - Visualizing or picturing what they are reading,  
|           | - Making predictions about what will come next in the text,  
|           | - Looking back for keywords and rereading in order to clarify or answer questions  
|           | - Thinking aloud to model the strategies and thought processes needed for comprehension.  |

Additional Resources: