

Parent Reading Support

Impendent Reading Level	Instructional Reading Level	Frustration Reading Level
95% accuracy or greater *Reading independently	90 - 94% accuracy level *Reading with support	Less than 90% *Text is too hard

This support should take no more than 30 minutes a day and should take place in a comfortable area where distractions are limited. A suggested time for this support is after your child comes home from school and has a snack and a little free time to unwind. It is recommended that the support happen at least 5 times a week.

Activity	Time Spent	Reading Level and Materials Needed	Procedure
1. Reading Familiar Books	5 Minutes	Independent Book bag of familiar books	Have your child choose a book(s) from their independent reading bag and read aloud for 5 minutes making sure that you are sitting next to each other so you can both see the text. This supports reading fluency, mastery and confidence in the reader.
2. Reading yesterday's book	5 Minutes	Independent (This may still be at an instructional level and if so, keep it as the new book of the day) 1. Running record sheet	Have your child read yesterday's book aloud and record on a running record sheet. Refer to the handout that outlines what your child should do when they come to a word they don't know and coach them through. Provide positive feedback for progress made.
3. Review ring words	1 minute	Word ring	Each time your child correctly identifies a "ring word", put a checkmark in top right hand corner. Once there are 10 checkmarks, the word is mastered and gets transferred to the mastered "ring word" set. This set can be read every couple of weeks just for review.

4. Review yesterday's sentence	1 minute	Envelope with yesterday's sentence in it	Have your child put yesterday's sentence back together highlighting the key word used that day.
5. Introducing new word	5 minutes	1. Cue card 2. Scribbler	Choose a word from either the identified trouble word list or a trouble word from previous reading and write it on a cue card. Have your child look at the word and tell them the word. Together, clap out the individual sounds in that word. Ask your child how many sounds they hear; cat - 3 sounds, the - 2 sounds. Have your child write the new word 3 or 4 times in their scribbler, each time saying the sound as they write the letter then saying the complete word. C-a-t, cat.
6. Writing the new sentence	5 minutes	1. Sentence strip and marker 2. Envelope	Using the new word, have your child come up with a short sentence using that word. Record this sentence on the sentence strip yourself. (Later on, if you feel your child feels confident enough, they can try recording the sentence in their scribbler before you record it on the sentence strip.) Point to the words and have your child read the sentence aloud. Next, cut up the strip, mix it up and have your child reassemble it. Do this a few times then put it in an envelope for future use.

<p>7. Introducing and reading new book</p>	<p>5 minutes</p>	<p>Instructional level</p> <ol style="list-style-type: none"> 1. New book 2. Running record sheet 3. Handouts - "Before, During and After reading strategies" and "Word Decoding Strategies" 	<p>Refer to the "Before, During and After Reading Strategies" handout to support you with this activity. The Before Reading Strategies apply here. As the child reads this new book aloud, do a running record. Pay attention to the word decoding strategies outlined in the "During Reading Strategies" part of the handout. After the book has been read, as outlined in After Reading Strategies, ask a few questions about the story to ensure comprehension. If the book proves too difficult, (frustration level) choose a new book from your supply. It is so important that your child does not feel frustrated or unsuccessful with the reading they are doing. *This new book and new sentence needs to be read one more time today. Before or at bed time is suggested.</p>
--	------------------	---	---