



Raising Readers Newsletter August, 2013

Check out this newsletter for some great reading tips and resources!

How to Help Your Child Select Good Fit Books

Every year many parents ask, "How can I help my child choose books that he or she can read?" There is a very simple way to help your child choose good fit books. It is called IPICK. IPICK is an acronym that stands for: I choose books to read, Purpose, Interest, Comprehend, and know the words.

Here are some easy steps that you and your child can follow in order to choose good fit books:

1. Have your child choose a book. This is the first I in IPICK which means "I choose books to read".
2. Ask your child, "What is your purpose for choosing this book?" You may also want to ask, "is it for fun or to learn something?". This is the P in IPICK which means purpose.
3. Ask your child, "Is this a book you are interested in?" This is the second I, which means interest.
4. Have your child read a page of the book. After your child reads the page, ask your child, "Who did you read about and what did they do?". This is the C in IPICK which stands for Comprehend. If it is a good fit book your child should be able to answer your question.
5. Have your child read another page (or use the same page) and ask, "Did you know the words?" This is the K in IPICK which stands for know the words. Your child should know all or almost all of the words in order for it to be a good fit book.

-www.thedailycafe.com

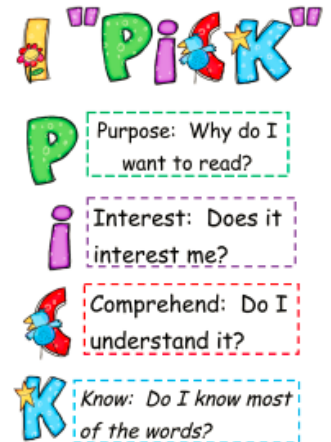
Resources-

Here is a link that includes information about good fit books:

http://coes.pasco.k12.fl.us/Connerton/Welcome_files/Good%20Fit%20Book%20Parent%20Night.ppt.pdf

Here is another great resource for finding good fit books:

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



Focus on the Super 7

Encourage students to use these strategies at home! Good readers use these strategies to better comprehend text.

Strategies	Definition	What Good Readers Are Thinking...
Monitoring for Meaning	Good readers stop to think about their reading and know what to do when they don't understand.	<ul style="list-style-type: none"> • Is this making sense? • Wait, what's going on here? • What have I learned? • Should I slow down? Speed up? Do I need to reread? • How do I say this word? • What does this word mean? • What text clues help me fill in missing information?
Schema	Good readers connect what they know with what they are reading.	<ul style="list-style-type: none"> • Does this remind me of something? • Has this ever happened to me? • Do I know someone like him or her? Am I like this character? • Have I ever felt this way? • What do I already know that will help me understand what I'm reading? • Does this information confirm or conflict with what I've read in other sources?
Questioning	Good readers ask themselves questions when they read.	<ul style="list-style-type: none"> • What is the author saying? • Why is that happening? • Why did this character...? • Is this important? • This makes me wonder _____. • How does this information connect with what I have already read?
Mental Images	Good readers picture what is happening while they read.	<ul style="list-style-type: none"> • What are the pictures/scenes in my mind? • What do I hear, taste, smell, or feel? • What do the characters, setting, and the events of the story look like in my mind? • Can I picture this new information?
Inferring	Good readers create personal meaning from the text using schema and information from the text. Readers must use this meaning to form ideas that are not in the text.	<ul style="list-style-type: none"> • Since _____ happened, I think _____ will happen. • I'm guessing this will be about _____. • This title/heading/picture makes me think _____. • Although the author hasn't told me this, I think _____.
Determining Importance	Good readers identify the most important ideas and restate them in their own words.	<ul style="list-style-type: none"> • This story is mainly about.. • How is the story organized? • The author's most important ideas were... • How does the text's organization help me? • What are the key words? • Are the ideas in the text supported with convincing evidence?
Synthesizing	Good readers can put all the pieces together to create understanding.	<ul style="list-style-type: none"> • How can I take what I just read and connect it to what I already know? • What do I understand now that I didn't understand before? • How has the story changed your way of thinking about the characters/topic/situation?

Focus on the Big 5

What are the five essential components of reading instruction? What can you do at home to help your child?

Concept	Description
<u>Phonemic Awareness</u>	Means knowing that spoken words are made up of smaller parts called phonemes. Teaching phonemic awareness gives children a basic foundation that helps them learn to read and spell.
<u>Phonics</u> Instruction	Phonics teaches students about the relationship between phonemes and printed letters and explains how to use this knowledge to read and spell.
<u>Fluency</u>	Fluency means being able to read quickly, knowing what the words are and what they mean, and properly expressing certain words - putting the right feeling, emotion, or emphasis on the right word or phrase. Teaching fluency includes guided oral reading, in which students read out loud to someone who corrects their mistakes and provides them with feedback, and independent silent reading where students read silently to themselves.
Comprehension: <u>Vocabulary instruction</u>	Teaches students how to recognize words and understand them.
Comprehension: <u>Text comprehension instruction</u>	Teaches specific plans or strategies students can use to help them understand what they are reading.

Here is a great link to activities that emphasize each of the Big 5 components of reading that you can try at home!

<http://www.bluevalleyk12.org/education/components/scrapbook/default.php?sectiondetailid=23544&inkid=nav-menu-container-4-297256>

The Big 5 for parents! <http://blog.maketaketeach.com/wp-content/uploads/2012/09/Five-Big-Ideas-In-Reading-Instruction1.pdf>

Encourage Your Child to be an Active Reader!

It is very important that students are actively engaged before, during, and after reading. It is also extremely important for students to respond to what they're reading. Encourage your child to use these "Thinking Stems!"

<p><u>A. Making Connections:</u></p> <ol style="list-style-type: none"> 1. This reminds me of... 2. An experience I have had like that... 3. This reminds me of the book _____ because... 4. How can I live differently because this book has been a part of my life? 	<p><u>B. Asking Questions:</u></p> <ol style="list-style-type: none"> 1. I wonder... 2. How come... 3. Why... 4. I'm confused... 5. What if... 6. I don't understand...
<p><u>C. Visualizing/Sensory Images:</u></p> <ol style="list-style-type: none"> 1. In my mind I picture _____ when I read _____ 2. I visualized... 3. I can see... 4. I can taste/hear/smell/feel... 	<p><u>D. Inferring/Predicting:</u></p> <ol style="list-style-type: none"> 1. I think... 2. Maybe this means... 3. I'm guessing... 4. This allows me to assume... 5. I predict _____ because...
<p><u>E. Summarizing:</u></p> <ol style="list-style-type: none"> 1. So far this book is mostly about... 2. The main ideas in this book are... 3. Some important events are _____ because... 4. First....Next....Then....Finally 	<p><u>F. Synthesizing:</u></p> <ol style="list-style-type: none"> 1. I'm thinking that... 2. At first I thought _____ but now I'm thinking _____ because... 3. I'm changing my thinking again because... 4. I think the lesson or theme is _____ because... 5. These events have caused me to believe...
<p><u>G. Author's Message:</u></p> <ol style="list-style-type: none"> 1. What is this story really about? 2. What does this story say about the world? 3. Whose story is being told? 4. What are the themes I have been identifying so far? 5. What is the lesson of this book? 	<p><u>H. Evaluating:</u></p> <ol style="list-style-type: none"> 1. I agree with _____ because... 2. I don't think ...

Thinking stems continued on Page 5!

<p><u>I. Setting (Time and Place):</u></p> <ol style="list-style-type: none"> 1. This story takes place... 2. Something I noticed about the setting... 3. I would/would not like to live during this time period/in this place because... 4. The author used _____ to describe the setting... 	<p><u>J. Characters:</u></p> <ol style="list-style-type: none"> 1. If I were (<u>character's name</u>) I would... 2. The character that interests me most is _____ because... 3. A character that really changed in the story was _____ because he/she ... 4. I like/don't like (<u>character's name</u>) because...
<p><u>K. Plot:</u></p> <ol style="list-style-type: none"> 1. I think a problem in this story is... 2. I think (<u>character's name</u>) will try to solve this problem by... 3. An event that I think might happen next is... 4. Another way this story could have ended is... 5. Predict how the character might overcome an obstacle. 	<p><u>L. Language:</u></p> <ol style="list-style-type: none"> 1. I like the way the author described... 2. _____ is a new word for me. I think it might mean _____ because... 3. An interesting (word, phrase, or sentence) that I noticed ... 4. _____ is one of my favorite passages because... <p>*Record page numbers where you noticed language!</p>
<p><u>M. Author:</u></p> <ol style="list-style-type: none"> 1. I think the author wrote this book because... 2. It's interesting how the author... 3. Something I noticed about the author's style... 4. I'd like to read another book by this author because... 5. I do/don't like this author's writing style because... 	<p><u>N. Illustrator:</u></p> <ol style="list-style-type: none"> 1. If I were the illustrator of this book I would change/draw... 2. I could draw _____ as a symbol for _____ because... 3. Illustrations would/wouldn't make this story more interesting because...
<p><u>O. Non-Fiction Prompts:</u></p> <ol style="list-style-type: none"> 1. Something that interests me about this topic is... 2. Something new I learned... 3. I want to learn more about... 4. Some questions I still have about the topic... 5. The author made the topic interesting by.... 6. An illustration or picture that interested me the most was _____ because... 7. Something I don't understand... 	<p><u>P. Open - ended Prompts:</u></p> <ol style="list-style-type: none"> 1. If I could change one part of the selection, I would change _____ because ... 2. I wish... 3. Something that surprised me was... 4. As I read this selection, I felt _____ because... 5. I liked/didn't like when _____ because... 6. My favorite part was when _____ because... 7. I noticed... 8. I think the genre of this selection is _____ because...

What Can You Do to Motivate Your Child to Read?

Here are a few tried-and-true guidelines from Reading Is Fundamental on how to motivate kids to read, with comments and suggestions from kids themselves.

Let kids pick out their own books

Book choice is a strong motivation for readers young and old. Let kids pick out books at the library or bookstore. It's almost a sure thing they'll want to read them. If you pick them out, they won't.

"Let your children pick out whatever interests them. When I was little, I always picked dinosaur books. My dad would read them to me. I got to pick out any book, and he would read it, no matter how hard it was," says Brian.

Set goals and reward reading

Reward reading with more reading, we've always said. Stop by the library or bookstore for the next book in your child's favorite series, or let your child shop for it online. Most kids agree, but they don't also see a problem with more... well, extrinsic rewards.

"Go around your town and find out about contests - you know, like the ones at the library where if you read so many books, you get a reward. Or make up your own," says Vincent. "If your kid likes ice cream, then every time he finishes, say, two chapter books at least over a hundred pages, then take him out for a little treat."

Let your kids see you read

Read the newspaper over your morning coffee, take a magazine from the rack in a doctor's office while you wait, and stuff a paperback into your purse, pocket, or briefcase. Your kids will catch on to the fact that reading is something you like to do in your spare time.

"If parents don't read a lot in front of kids, and instead watch lots of electronics - like TV and the computer - then the kids will think that's what they're supposed to do and they might not read as much," says Cameron.

Make reading together fun and memorable

Parents can convey important positive impressions about reading by making reading an experience their children will remember and cherish.

Emily says, "My mom really likes to read to me and she makes the books sound funny by using different voices."

It's not what you read to your child that counts; it's how. Make a story come alive by changing your voice and pace, or using sound effects and motions.

"For me, it was not just books - it was how my mom read the book that got my attention," says Brit-tany.

Create loving associations with books and reading

Reading together is a time for closeness and cuddling - another way to show your love as a parent, grandparent, or caring adult.

Resources Galore!

Students giving other students recommendations for books! Features book reviews written by students kindergarten through twelfth grade!

<http://teacher.scholastic.com/activities/swyar/browse.asp>

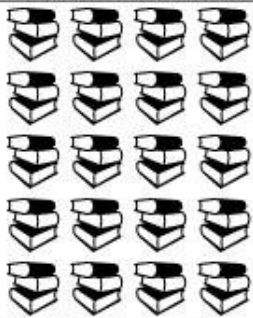

There's an App for that! Check out this website for some great reading apps to download! These are apps that would promote the use of the five components of reading!

<http://www.readingrockets.org/teaching/reading101/literacyapps/>

Do you want to help your child select a great book?

Check out this list of Young Hoosier Book Award Winners!

http://www.teachingbooks.net/tb.cgi?go=1&isAdv=1&keyword_type1=list&list_type=own_state

WHY READ 20 MINUTES AT HOME?		
Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 th percentile on standardized tests.	❖ Scores in the 50 th percentile on standardized tests.	❖ Scores in the 10 th percentile on standardized tests.
If they start reading for 20 minutes per night in Kindergarten, by the end of 6th 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.		
WANT TO BE A BETTER READER? SIMPLY READ.		

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