

Suggestions to Help Build Your Child's Reading Skills in Third Grade

- Talk often with your child to build listening and speaking skills.
- Read to and with your child often. Talk to her about the words and ideas in books. Encourage your child to read on her own.
- Ask your child's teacher how you can help your child practice at home what she is learning at school.

Use reading opportunities to help your child develop fluency

- Listen to your child read books that he has brought home from school. Be patient as your child practices reading. Let him know that you are proud of his reading.
- If your child is not a very fluent reader (that is, she reads slowly and makes lots of mistakes), ask her to reread a paragraph or page a few times.

Find opportunities for your child to spell and write

- Encourage your child to write often--for example, letters and thank-you notes to relatives and friends, simple stories, e-mails, and items for the grocery list.
- Help your child learn the correct spellings of words.

Find opportunities to help your child develop vocabulary, knowledge of the world, and comprehension

- Talk about new words that your child has read or heard. Ask her to make up sentences with the new words or use the words in other situations.
- Help your child use the dictionary or thesaurus to check on the meanings of new words she reads or hears.
- Help your child become aware of prefixes, suffixes, and root words. Point them out in books you are reading together or in print materials around the house. Ask her to think of other words related to the words you are discussing.

Overview of the Components of Reading

The Six Areas of Reading	
Oral Language	<p>Oral Language is the means in which children communicate their thoughts, ideas and emotions. It lays the foundation for reading comprehension. In order to understand language at a text level, they must understand language at an oral level. Children internalize new knowledge through discussion with others. They learn how words work through listening to, talking about, and working with them.</p>
Phonemic/Phonological Awareness	<ul style="list-style-type: none"> ● Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds in spoken words. Hearing individual sounds within a word allows the learner to connect letters to sounds. Acquiring phonemic awareness is important because it is the foundation for spelling and word ● Phonological awareness includes identifying and manipulating parts of oral language such as words, syllables, and onsets and rimes. Rhymes, repetitions, and songs are all examples of how a child can practice phonological awareness.
Phonics	<p>Phonics is the understanding of how sounds correlate with letters in an alphabetic system. This includes recognizing print that represent a sound, syllables, and word parts.</p>
Fluency	<p>Fluency in reading is the ability to read continuous text with appropriate momentum, phrasing, attention to conventions, and stress. Fluency in word solving is the ability to quickly and accurately solve words.</p>
Vocabulary	<p>Vocabulary is the knowledge of words used in language and their meaning. As children begin to read more difficult texts, they must learn vocabulary outside of their oral language.</p>
Comprehension	<p>Comprehension is the ability to process and make</p>

	meaning from text. Students must understand and make meaning of information read in various texts to expand their knowledge of the real world.
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Oral Language

Oral Language is the means in which children communicate their thoughts, ideas and emotions. It is a child's most powerful learning tool. Children internalize new knowledge through discussion with their peers. They learn how words work through listening to, talking about, and working with them.

- While shopping for groceries, discuss what you will buy, how many items you may need, and what you will make. Discuss the size (large or small), shape (long, round, square), and weight (heavy or light) of the packages.
- Have your child practice reciting short poems and songs.
- Use descriptive words when talking about different rooms and furnishings in the house.
- Have your child practice using descriptive words to describe a character or setting of a story.
- Have your child practice using language from stories and informational texts when retelling or making a prediction.
- Build vocabulary by introducing a new word and offer its definition, or use it in a context that is easily understood. For example, say "I think I will drive the vehicle to the store. I am too tired to walk."

Phonemic/Phonological Awareness

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- Encourage word play using poems, rhymes, or songs. Try saying, "What rhymes with Matt?"
- Make up a silly rhyme like, "Did Matt sit on the hat? Oh no, it is now a flat hat!"
- Segmenting the initial consonant or consonant cluster (onset) and the vowel and consonant sounds spoken after it (rime). For example, Shake (/sh/ - ake)
- When reading aloud, say word slowly and repeat if necessary. Pronouncing a word slowly makes it easier to hear the individual sounds within the words.
- Practice manipulating phonemes. For example - If you change the /b/ in big to /d/, what word do you have? (dig).
- Practice segmenting and blending words. For example /d/, /o/, /g/ is *dog*.
- Practice deleting part of a word. Ask your child to say "sandbox" without "sand," the answer is "box." Now say "football" without "ball," the answer is "foot."

Phonics

Credit to Broward Schools and Alachua County Public Schools for information provided.

Phonics is the understanding of how sounds correlate with letters in an alphabetic system.

This includes recognizing print that represent a sound, syllables, and word parts.

- Write letter clusters on cards (*gl, pr, spr*). Hold up the cards one at a time and have your child practice reading the sounds. Have your child find words with the letter clusters in a book.
- Have your child find objects in the house that begin with a digraph (*ch, th, sh*) such as chair, thermos, or shoe. Help your child write a list of objects and underline the digraph.
- Use magnetic letters to build words with prefixes and suffixes like “*submarine*” or “*development*”.
- Have your child practice categorizing words that have a similar ending (*branch, rock, dash, both* are words that end in digraphs).
- Help your child sound out unfamiliar words by saying the first sound in the word, and using picture cues to guess the word.
- Play a phonics race by setting the timer and competing to come up with the most words with a blend (*cl, pr, bl*) in one minute. Compare your word lists and play again.

Writing is a great way to reinforce phonics skills. Send notes to your child in their backpack or lunchbox. Have your child send a friendly letter or email to a relative. Model for them how to sound out the words.

Fluency

Fluency in reading is the ability to read continuous text with appropriate momentum, phrasing, attention to conventions, and stress. Fluency in word solving is the ability to quickly and accurately solve words.

- Read aloud to your child to provide an example of how fluent reading sounds.
- Record your child reading and invite him to listen to his reading and follow along in the book.
- Have your child mimic your expression and phrasing while you are reading.
- Alternate reading sentences or paragraphs with your child.
- Engage in repeated readings. After he feels comfortable, time him reading for a minute using expression. Repeat the timing and record the time/number of words read.

HIGH FREQUENCY WORDS

The first 10 words of the list make up about 24% of all written material, according to Dr. Edward Fry. The Fry list was created as an updated list from Dolch based on the changes in language and is made up of 1000 of the most commonly used words in the English language. It is ordered by frequency so all of the Dolch words are embedded in this list.

👉 First 25 words make up 1/3 of all items published

👉 First 100 words make up 1/2 of all words found in publications

👉 First 300 words make up 65% of all written materials

Practicing these high frequency words helps students increase fluency.

Fry's First 100 Words

1. the	21. at	41. there	61. some
2. of	22. be	42. use	62. her
3. and	23. this	43. an	63. would
4. a	24. have	44. each	64. make
5. to	25. from	45. which	65. like
6. in	26. or	46. she	66. him
7. is	27. one	47. do	67. into
8. you	28. had	48. how	68. time
9. that	29. by	49. their	69. has
10. it	30. words	50. if	70. look
11. he	31. but	51. will	71. two
12. was	32. not	52. up	72. more
13. for	33. what	53. other	73. write
14. on	34. all	54. about	74. go
15. are	35. were	55. out	75. see
16. as	36. we	56. many	76. number
17. with	37. when	57. then	77. no
18. his	38. your	58. them	78. way
19. they	39. can	59. these	79. could
20. I	40. said	60. so	80. people

Vocabulary

Vocabulary is the knowledge of words used in language and their meaning. As children begin to read more difficult texts, they must learn vocabulary outside of their oral language.

- Before reading, preview the book and discuss words you think are interesting or potentially confusing.
- Discuss ordinal words such as first, last, beginning, middle, etc.
- When at the grocery store, discuss items you see as you go through the store. For example, you can say, "We are in the produce department. This is where we can find grapes, apples, and potatoes."
- Use flashcards to practice word associations. For example if the topic is seasons you could place words such as winter, spring, summer, fall in one category.
- Post vocabulary words all over the house (bathroom mirror, refrigerator, sliding glass doors, kitchen table)

Comprehension

The ability to process and draw meaning from text(s) on many levels. Students must understand and make meaning of information read in various texts to expand their knowledge of the real world.

Fiction Text

Credit to Broward Schools and Alachua County Public Schools for information provided.

- Ask your child to summarize the *beginning*, *middle*, and *end* of a story.
- As your child is reading, ask his or her opinion about the character(s) and the events in the story.

Nonfiction Text

- While previewing the book, ask you child, “What do you already know about this topic?”
- Have you child point out text features such as *table of contents*, *captions*, *charts*, *diagrams*. Have them explain how these features help them to learn about the topic, both orally and in written form.

Importance of Attendance

School Attendance is essential to academic success. Students that attend school regularly beginning in kindergarten can be 5 times more likely to have grade level proficiency in 3rd grade than students that miss just 2 days per month in the first two years of school.

Chronic Absenteeism: Missing 10% or more of school days in a school year. This can be as little as 1 or 2 days per month.

Strategies for Good Attendance

- Set a regular bedtime and morning routine.
Lay out clothes and pack backpacks the night before school.
- Don't let your child stay home unless they are truly sick. (Temperature higher than 100.4 oF, throwing up or having diarrhea, eyes are pink and crusty)
- If your child seems anxious about school, talk to teachers, school counselors, school social workers, or other parents for advice on how to make them 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.

Resources for Literacy at home:

General Resources:

Alachua County Library District

<https://www.aclib.us/services>

Children's Choice 2019 (from International Literacy Association)

<https://www.literacyworldwide.org/docs/default-source/reading-lists/childrens-choices/childrens-choices-reading-list-2019.pdf>

Just Take 20 For Families

<http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/families/>

Just Take 20 For Families Kindergarten through Second Grade

<http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/families/k-2/>

Just Take 20 For Families Third Grade through Fifth Grade

<http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/families/3-5/>

PBS Kids

<https://pbskids.org/>

PBS Parents

<https://www.pbs.org/parents>

Readwritethink

<http://www.readwritethink.org/parent-afterschool-resources/>

Teachers' Choice 2019 (from International Literacy Association)

<https://www.literacyworldwide.org/docs/default-source/reading-lists/teachers-choices/teachers-choices-reading-list-2019.pdf>

Kindergarten to 2nd Grade Resources:

FCRR for Kindergarten and First Grade

https://www.fcrr.org/curriculum/pdf/GK-1/TRG_Final_Part1.pdf

FCRR for Second Grade and Third Grade

https://www.fcrr.org/curriculum/PDF/G2-3/2-3TRG_1.pdf

Mother Goose's Nursery Rhymes

<https://www.poetryfoundation.org/poets/mother-goose>

Phonemic Awareness Activities from Reading Rocket

<http://www.readingrockets.org/article/phonemic-awareness-young-children>

Phonics Instruction from Reading Rocket

<http://www.readingrockets.org/teaching/reading101-course/modules/phonics/in-depth>

3rd to 5th Grade Resources:

FCRR for Second Grade and Third Grade

https://www.fcrr.org/curriculum/PDF/G2-3/2-3TRG_1.pdf

FCRR for Fourth Grade and Fifth Grade

<https://www.fcrr.org/documents/sca/G4-5/45TRGPartOne.pdf>

Third Through Fifth Grade Resources - Reading Like a Pro

<http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/families/3-5/35-reading.shtml#build>

