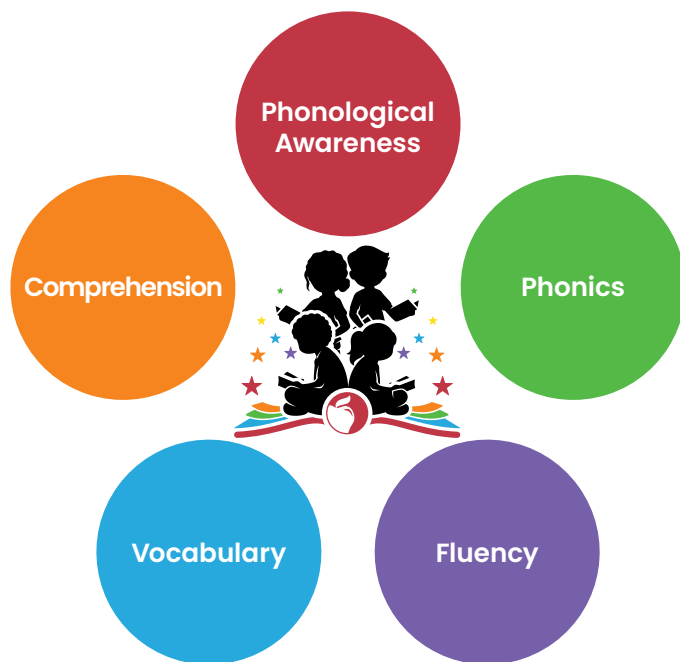




The
Five
Essential Components
of Reading
Family Activity Guide

Five essential components support successful reading and writing:



Which components should we work on at home?

If your child is in Kindergarten through 3rd grade and is on a Reading Improvement and Monitoring Plan (RIMP), the RIMP will indicate one or more of these areas in which your child needs support. The RIMP can be viewed in the Infinite Campus Parent Portal.

Areas of Identified Need:

- ☐ Phonological Awareness
- ☐ Phonics
- ☐ Vocabulary
- ☐ Fluency
- ☐ Comprehension- Literature
- ☐ Comprehension- Informational Text
- ☐ Other:

Overall	● Early 2 (490) Standard Error +/- 11
Phonological Awareness*	● Tested Out
Phonics*	● Grade 1
High-Frequency Words*	● Max Score
Vocabulary	● Grade 1
Comprehension- Literature	● Grade 3
Comprehension- Informational Text	● Early 2

If your child does not have a RIMP, you can find information on your child's progress in these components on iReady Diagnostic reports.

There are many things you can do outside of the classroom to reinforce your child's learning in these areas. In addition to games and strategies focused on each component, ***the most important thing you can do to help your child become a confident, independent reader is to provide as many opportunities to read as possible.*** ***Make it a regular and celebrated part of your daily life, and you will set them up to become lifelong readers.***

What is Phonological Awareness?

Phonological awareness is the ability to hear and play with sounds in words. This includes hearing, identifying, and substituting syllables and individual consonant and vowel sounds. It refers to what we hear and does not involve print.

Children must understand how sounds go together to form words when we speak before they can decode printed words. Phonological awareness is a critical early indicator of successful reading and writing.

Activities to Support Phonological Awareness:

(When a letter is written between two lines like this /b/, say the sound of the letter not the letter name.)



- ★ Choose an object in the room and divide the word into syllables.
For example, “ta....ble.” Have your child say the complete word (table). Repeat with several objects. Then switch roles. Have your child choose an object in the room and say the syllables.
- ★ Choose a category (i.e. “fruit”). Don’t tell your child the category. Begin giving them various words within the category to blend.
For example: /p/ /l/ /u/ /m/ (You say each sound individually. Your child repeats those sounds after you say them and then says the entire word (plum). After you do a few words in the category, have your child guess the category.

- ★ Say a one-syllable word. Your child segments the word by saying each sound in the word and karate chopping between sounds.
Example: you say “hat,” they repeat “hat” and then they say the individual sounds (not letter names) as they chop with their hands, one time for each sound. /h/ (chop) /a/ (chop) /t/ (chop)
- ★ Identify individual sounds in words.
“What is the first sound in ‘big?’” (/b/)
“What is the last sound in ‘wish?’” (/sh/)
- ★ Identify the word with the odd sound in a sequence. Focus on beginning, ending, or middle sounds.
“Which word does not belong? Bus, bun, rug.” (rug)
“Which word does not belong? Noise, proud, crown? (Noise)
- ★ Tell what is left when a sound is removed.
“What is ‘smile’ without /s/?” (mile)
- ★ Tell the new word that is made when you change a sound in a word.
“Say ‘tall.’ Change /t/ to /m/. What is the new word?” (mall)
“Say ‘sweet.’ Change /w/ to /l/. What is the new word?” (sleet)



What is Phonics?

Phonics is connecting sounds with individual letters or groups of letters. Phonics instruction teaches students the relationship between sounds and letters we see. It is necessary for reading, writing, and spelling.

Phonics allows students to figure out and recognize written words, connecting the symbols on the page to spoken words.

Activities to Support Phonics:

See the next pages for a list of sounds and spelling patterns that are introduced at each grade. Use this list as you select sounds for each activity.

- ★ Make letter sounds and ask your children to write the matching letters. You can use paper and pencil, a dry erase board, sidewalk chalk, a tray of sand or uncooked rice, or colored hair gel sealed in a clear plastic bag. Changing the materials can keep the activity fresh and fun.
- ★ Pick a spelling pattern that your child is learning. Have them brainstorm words that include that spelling pattern or search for words with that spelling pattern in books.
- ★ In English, there are many spelling options for some sounds. For example, the sound /k/ can be spelled with c, k, or ck depending on the word. Challenge your child to recall and write all of the various spelling patterns for an individual sound that they have been taught.
By the end of 3rd grade, students will have been introduced to nine different ways to spell the long a /ā/ sound!



letter - keyword - sound

for spelling patterns introduced in each grade level

Kindergarten

a apple /ă/	qu queen /kw/
b bat /b/	r rat /r/
c cat /c/	s snake /s/
d dog /d/	t top /t/
e Ed /ě/	u up /ũ/
f fun /f/	v van /v/
g game /g/	w wind /w/
h hat /h/	x fox /ks/
i itch /ĩ/	y yellow /y/
j jug /j/	z zebra /z/
k kite /k/	wh whistle /w/
l lamp /l/	ch chin /ch/
m man /m/	sh ship /sh/
n nut /n/	th thumb /th/
o octopus /ö/	ck sock /k/
p pan /p/	

letter - keyword - sound

for spelling patterns introduced in each grade level

1st Grade

all ball /ól/	oi coin /oi/
am ham /am/	oy boy /oi/
an fan /ab/	oa boat /ō/
ang fang /ang/	oe toe /ō/
ing ring /ing/	ow snow /ō/ ow plow /ou/
ong song /ong/	ou trout /ou/ ou soup /ü/
ung lung /ung/	oo school /ü/ oo book /ōo/
ank bank /ank/	ue blue /ü/ ue rescue /ü/
ink pink /ink/	ew chew /ü/
onk honk /onk/	au August /ó/
unk junk /unk/	aw saw /ó/
ar car /ar/	a safe /ā/
or horn /or/	e Pete /ē/
er her /ər/	i pine /ī/
ir bird /ər/	o home /ō/
ur burn /ər/	u mule /ū/
ai bait /ā/	u rule /ü/
ay play	s bugs /z/
ee jeep	
ea eat /ē/	
ey key /ē/	

letter - keyword - sound

for spelling patterns introduced in each grade level

2nd Grade 3rd Grade

y cry /ī/	eigh eight /ā/
y baby /ē/	ei vein /ā/
a acorn /ā/	ea steak /ā/
e me /ē/	ie piece /ē/
i hi /ī/	ei ceiling /ē/
o no /ō/	ea bread /ě/
u pupil /ū/	igh light /ī/
u flu /ü/	ui suit /ü/
2nd graders continue working with the many sounds introduced in the previous level, learning to both read and spell words with these patterns.	wr wrist /r/
	rh rhyme /r/
	gn gnat /n/
	kn knife /n/
	mn column /m/
	mb lamb /m/
	gh ghost /g/
	a wash /ó/
	a squash /ó/
	a Alaska /ü/
	i animal /ü/ or /ī/
	i champion /ē/

What is Fluency?

Fluency is the ability to read words accurately, quickly, and smoothly with expression and understanding. A fluent reader does not have to stop often to figure out words. Fluent reading sounds like natural talking, not choppy or robotic.

Fluency is essential for understanding the meaning of what is being read. Fluency also impacts motivation to read. A reader that is struggling to figure out words is unlikely to enjoy reading.

Activities to Support Fluency:



- ★ When practicing fluent reading, it is important that the book is not too difficult. To see if the book is the “right level,” have your child read one page, holding up a finger for each word that they struggle with. If there are more than five words on the page that they are unable to read, the book is likely too hard for them. Choose an easier text to practice fluency.
- ★ Take turns reading. You go first. You will be modeling fluent reading while giving your child an opportunity to practice independent reading. You can switch readers on every page or, for more advanced readers, every chapter.



- ★ Encourage your child to re-read their favorite books. This gives them confidence and allows them to develop the accuracy and speed needed to read fluently without having to focus on figuring out the words.
- ★ Use audiobooks. Audiobooks paired with text allow students to link the words on the page with fluent and expressive reading. You can find audio titles on Scholastic Literacy Pro (available to CCS students through the Clever portal) or at the Columbus Metropolitan Library.
- ★ Have your child create their own audiobooks. Let them record themselves while reading aloud. They may need to record the book several times (giving them extra practice) as they try to do their most expressive, accurate, and fluent reading.



What is Vocabulary?

Vocabulary is the collection of words a person understands. We have oral vocabulary (words we understand and are able to use in conversation) and reading vocabulary (words we recognize and understand in text).

A large vocabulary will help your child become a better reader and writer! You can only understand text if you know what the words mean. We learn vocabulary through listening and reading. The number of words a child hears spoken at home will directly impact their success in reading. Students with large vocabularies are more confident readers and have more tools for figuring out new words.

Activities to Support Vocabulary:

- ★ Talk with your child every day about a variety of topics. By talking and listening, your child will build oral language and vocabulary.
- ★ While reading with your child, make sure to discuss the story. Use a variety of words to describe characters or events from the story. If your child comes to a new word, talk about the meaning and try to explain it in a way your child can understand.



- ★ Help your child be aware of learning new words by keeping track of them at home. Give your child a strip of paper or index card to use as a bookmark. Have them write down any new words they discover while they read. Discuss the words, look up the meaning, and use them in sentences.
- ★ Treat every experience as an opportunity to learn new words. For example, as you take a walk, talk about words such as “stroll,” “meander,” and “saunter.” If it is cold outside, how many words can your child think of to describe the weather? (chilly, freezing, frigid, brisk, etc.) If you need to cut something up for a recipe, will you “chop,” “slice,” or “mince?”
- ★ Many word parts have meaning. Show your child some words with the same part, such as disagree, disobey, dislike, disappear. Ask them to identify the part that is the same (dis). Can they figure out what it means (dis=not) Can they think of more words with the same part?
- ★ Read a lot! Read all sorts of books, signs, directions, recipes, food labels... A wide variety of reading material will expose children to a wide variety of new words.

What is Comprehension?

Reading comprehension is understanding what you read. Students use many skills to help with comprehension. Making predictions, retelling, inferring, and analyzing are all related to comprehension. Students can develop comprehension skills through books read aloud to them even before they become independent readers.

Comprehension is the purpose for reading. Comprehension results when a reader accurately decodes the words on the page, understands what those words mean, and uses their knowledge and experience to understand the ideas presented in the text.

Activities to Support Comprehension:

- ★ Encourage your child to ask questions as they read. What are they wondering about? This will require them to think deeply about the text.

- ★ Create a visual representation. Ask your child to draw or paint a scene from what they read including lots of details. They could also make a map of the setting and places in the text.



- ★ Summarizing is a powerful comprehension skill. It involves identifying the important details of the text and understanding the main idea. You can have your child practice summarizing by reading just a few pages and then putting the important ideas into their own words.

- ★ Prompt your child to make connections to their own life and other texts that they have read. Weave this into your discussion or questioning after reading in order to link comprehension with real-world concepts your child can relate to.

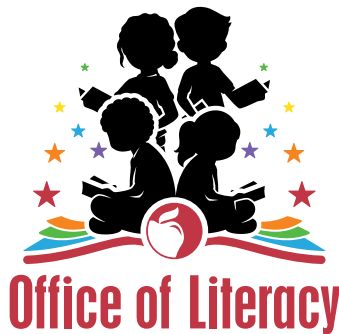
- ★ Background knowledge and real-life experiences play an important role in reading comprehension. Reading multiple books on the same topic or doing something hands-on related to the book will strengthen your child's understanding.

- ★ Reading and understanding directions is a real life skill. Have your child read directions to a game. Comprehension is necessary in order to understand how to play the game. If you need to assemble something or do another household project, have your child read the directions and help with the project. Recipes are another great opportunity to apply reading comprehension skills.



The most important thing you can do to help your child become a confident, independent reader is to provide as many opportunities to read as possible.

Make it a regular and celebrated part of your daily life, and you will set them up to become lifelong readers.



For more information, contact the Columbus City Schools Office of Literacy
literacy@columbus.k12.oh.us

