

Daily 5

School-Home Connection



During Daily 5, your child will be learning and practicing new reading strategies. I'd like to provide you with some insight on reading strategies and goals that your child will work on this year.

When reading with your child, you can focus your reading that day on one of these aspects. Your child should be able to tell you exactly what goal he/she is working on: "I am working on accuracy and I am looking for small words inside of big words to help me read new words."

Research shows that when students know exactly what they need to work on, and why, they are much more successful in meeting their goals! You can do this at home too. This I divided into four categories: Comprehension, Accuracy, Fluency, and Expanding Vocabulary.

Comprehension- "I understand what I read."

☆ Check for Understanding: We have learned that it is very important to not only do our best reading, but also to do our best thinking! We know that it is necessary to stop often during reading to make sure we have understood what we are reading. Practice this at home by stopping every so often during the story. Your child should be able to give a quick summary of what he/she just read. Who is the story about? What has happened so far? Go ahead and use the words, "Let's check for understanding," with your child. He/she knows just what it means!

☆ Back Up and Reread: Have you ever read a page or two of a book and suddenly realized that you don't have a clue what you just read? What do you probably do? You back up and reread it! This strategy is important for children to try when they have not understood something they just read. BY backing up and reading a section or page over, they will hopefully take their time and focus in more which will lead to a clearer understanding!

☆ Summarize the Story:

- What happened at the beginning, middle, and end of the story
- What was the main problem in the story?
- What was the solution?

☆ Making connections: We discussed 3 different connections that the student can make while reading.

- Text to Self: The student tells how he/she has something in common with the characters or the story.
- Text to World: The student makes a connection with the knowledge that he has with something in the book.

- Text to Text: The student makes a connection between two books (same characters, setting, etc.)
- ☆ Identify Genre: The student can tell what type of text he/she is reading (fiction: mystery, science fiction, realistic fiction, historical fiction; non-fiction: informational, biography, autobiography, reference materials; poetry)
- ☆ Make predictions: Your child is practicing stopping in the story and thinking about what might happen next. It should make sense with what is happening in the story but doesn't have to be correct.
- ☆ Know author's purpose: Your student can determine what the author's purpose was in writing the book (to inform, to entertain, persuade, etc.).
- ☆ Use text features: This is most important in non-fiction text. The student can use titles, headings, captions, and graphics to understand more about what is happening in the book.
- ☆ Ask questions throughout reading: Your child is working on thinking and asking why while reading. They are realizing that good readers continue to ask questions throughout the reading process.
- ☆ Infer and Support with Evidence: Students should be able to use clues from what is happening in the story to figure out the meaning of the selection.

Accuracy- "I can read the words."

- ☆ Cross-Checking: Your child has been learning to stop when they have just read a sentence that doesn't make sense or if they get to a word that they just don't know. After they find that tricky word, they ask themselves some questions: "Does the word I'm reading (or thinking it could be) match up with the letters or picture I see on the page?" "Does it sound right?" "Does it make sense?"
- ☆ Find Chunks in words: This means that the student is finding smaller words or parts in the larger word.
- ☆ Skip the word and come back: The student can skip the word and then come back after reading the rest of the sentence. It might give context to what the word is and how to say it.

Fluency- "I can read smoothly, with expression."

- ☆ Choose Good Fit Books: This is a BIG one for any age! We have learned that it is SO important to spend time reading books that are good fit books for each of us (we used shoes to see how different people need different size shoes). It is very important for your child to be able to read books that they can read independently with very few to NO errors. We use the 3 finger rule- if they can't read more than 3 words on a page then the book is too hard right now. This will

help them become smooth (fluent) readers. I meet with each child often so that they can show me the just-right books in their book tote. After your child reads a book to you at home, ask them to share how they felt about the book. Did the book feel too easy, too hard, or just right? Why? (Sometimes students can read all of the words in a book but still not understand what he/she just read, this is why it's important to check for understanding!)

- ☆ Read and read it again: Your child is learning that when you are reading sometimes you need to read it multiple times to read it the correct way. We have talked about how it sounds to read so that people enjoy listening to it and not like a robot.
- ☆ Read and talk like the characters: This means that your child is working on expression and making the book come to life. Add emphasis on different characters and what they are saying. If there is something exciting going on in the story, make it sound exciting and how the characters really would sound.
- ☆ Use punctuation to help expression: It always sounds good to read a book and not read choppy or word by word. As adults, we know that a sentence means to pause in reading. That is how we want our students to read. It is also important to pause for commas as well. The ending punctuation can also aid in expression.
- ☆ Voracious Reading: Your child will become a more fluent reader when they increase the amount of texts that he/she reads.

Expand Vocabulary- I know, find, and use interesting words.”

- ☆ Tune into Interesting Words: We are excited to learn new words and figure out what words mean. When this happens at school, the students are encouraged to add the word to the vocabulary section of their binder. This way, students can refer back to the words and increase his/her vocabulary. Perhaps you could keep a notebook at home to jot down interesting words that you and your child come across when reading.
- ☆ Ask for help defining the word: Student can ask another person (adult or other student) if they come across a word they do not know. The student records the word and page number on a new words chart and then can ask when reading time is over (if it is silent reading time).
- ☆ Use a tool- dictionary, thesaurus, or glossary: The student can use a dictionary or dictionary.com as a tool when they don't know a word while reading.
- ☆ Use other words to help (context) and prior knowledge: This is an extremely important skill. Students are charged to read different types/levels of texts and students need to be able to use what they already know to determine new word meanings. Students can use words within the rest of the sentence or paragraph to know what a word means.