

NIGHTLY WORK READING LOGS

➤ EDITABLE PAGES

➤ 6 COVER VERSIONS

➤ HOME TO SCHOOL

➤ PARENT SIGNATURE



Caroline Koehler

EARLY LEARNER HOME READING

R.E.A.D. Club
Readers Emerging And Developing

Helpful reading prompts to say to your student

Using One-to-One Word Matching
Read it with your finger.
Did that match?
Were there enough words?
Did you run out of words?

Using Known Letters, Sounds, or Word Parts
Do you know a word that starts with those letters?
Do you know a word like that?
What do you think it could be?
What could you try?

Using Meaning and Comprehension
You said (state the incorrect word). Does that make sense?
Can we say it this way?
Try that again and think about what would make sense.
Try that again and think about what would sound right.

Use Self-Monitoring
What would you expect to see at the beginning/ending of...?
How did you know?
Point to each word.
Look at the picture.
I like the way you did that.
Was that okay?
Why did you stop?

Date	Title	Level	Comments	Parent/ Guardian Initials
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This reading log travels from home to school every day. After reading, please place this in your student's backpack each night.



R.E.A.D. Log
Readers Emerging And Developing



 I love to read! 

First Grade

R.E.A.D. Club
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Use Self-Monitoring
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I like the way you did that.
Was that okay?
Why did you stop?

R.E.A.D. Club
Readers Emerging And Developing

How to

If your child:

- remembers the words.
- has to do some of the reading.
- enjoys reading.
- notices mistakes.

If your child:

- memorized the words.
- doesn't have to read.
- doesn't have to think.

If your child:

- needs help with the words.
- has to solve many words.
- gets frustrated.
- does not enjoy reading.
- makes several mistakes.



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PARENT INFO PAGES

READ. Club
Readers Emerging And Developing

So why read to your child?

The most exciting reason to read with your child is the pleasure that parents and guardians experience by sharing books and stories with their children. But the benefit goes far beyond that.

When you sit with your child and read together, the child is learning a lot about how books work. They learn where the front of the book is, that print contains a message by you pointing to the words, that words are read from left to right, and how to turn the pages at an appropriate time.

Most books contain language structures that follow the basic patterns of our spoken language. Printed books are just speech that has been written down. When children are read to, they hear the patterns over and over. As they begin to read, a child's language becomes their strongest asset. When children are familiar with language patterns, they can use them to make sense out of often words.

You can provide your student with a variety of language experiences by sharing different kinds of books with them. Remember to include fairytales, nursery rhymes, Mother Goose, poems, and other fun books.

Reading to your child also provides time for you to talk about the story and what is happening. This helps the child to see that stories have meaning and are more than a string of letters and words. In addition, these conversations between you and your student provide more experience with language fluency, by setting aside time for reading, you are showing that reading is fun and important. You are also your child's first teacher. A simple activity like this can help your child get off to a good start in the world of reading. While reading, you will be giving your child many tools that they can use as they learn to work with books.



READ. Club
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What to do if your child doesn't recognize an error and continues reading the text

Let your child continue reading to the end of the book. Return to a page where an error occurred and have your child read the text again to see if he or she notices the error this time and self-corrects.

If not, help your child by using one or more of the following strategies.

Helping your child correct a phonic error using a picture in the book

Text: "Go home," said the hen.
Child reads: "Go home," said the rooster.

You, the parent/guardian, cover the sentence with the error and say:

"What do you expect to see at the beginning of rooster?"
Your child will probably say "r." If not, you can say "r" and make the "mmm" noise.

Then have your child reread the text. One of the following will happen.

Your child does notice the error. If this happens, praise him or her for noticing the error. Your child might self-correct the error at this time. However if he or she needs further help identifying the word, have your child think of a word that means the same thing as the picture, but starts with /h/. If necessary, give him or her choice, like *hen*, *hog*, or *hen*. Regardless of the guess your child makes, have him or her try it in the sentence to see if the guess "makes sense with the picture and looks right."

Your child does not notice the error. If this happens, cover all "h" words on the page and unmask the words gradually while he or she is reading but stop on the first letter of the word that was read incorrectly (*hen*). He or she will be thinking "h" but will see the "h" instead. Then, ask your child what he or she notices. Next, have your child think of a word that means the same thing, but starts with /h/ or give him or her three possible word choices as described above.



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How to help your child correct an error does not make sense with the picture

After reading the story, return to the page where the error occurred and have your child read the text again to see if he or she notices the error.

Text: Put some pickle on it.
Child: Put some onion on it.

If your child does not notice the error after the rereading, ask what he or she sees in the picture. After getting your child to mention the "pickle," have him or her reread the text. Your child will probably notice the pickle in the sentence. You can then mention that not only is the pickle in the picture, but the word "pickle" starts with "p."

However, if your child still thinks that the picture shows an onion instead of a pickle, you might say an onion is usually white, not green, and give other clues that will help him or her identify the pickle. It is important that your child understands that the picture and the words go together to create meaning. In reading, meaning is the most important outcome and, when overlooked, your child's comprehension of the text is at risk.

If your child makes a meaning error while reading a story, be sure to work on it before any other kind of error.

How to help your child correct a grammatical or structural error

After reading the story, return to the page where the error occurred and have your child read the text again to see if he or she notices the error.

Text: Now take a bite.
Child: Now tastes a bite.

After your child has read the text, ask either of the questions below.

"Is that the way we would say that?"
"How would you say that?"

Or give a choice of how to make the text "sound" right.

"Would you say, 'Now taste a bite or now take a bite?'"

After getting a response from your child, have him or her reread the text to see if the text "looks right and sounds right."



READ. Club
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Dear Parents and Guardians,

READ. Club is a reading program in which parents become actively involved with their child's reading instruction. This program puts books in children's hands that are interesting, enjoyable, and able to be read successfully at their individual reading levels. You will see books from school come home nightly.

Attached you will find strategies that you can use with your child before, during, and after a reading session with your child's selected book. It is important to read through this material because it will help you focus on reading strategies that will help your student become a stronger reader. These strategies are used everyday during our guided reading lessons and small group reading lessons at school.

The READ. club consists of the following steps:

- At school, your child selects a book on his/her own reading level to read with you at home.
- At home, the parent/guardian introduces the book to his/her child. See handouts for book instructions.
- Have your child read the book to you twice. The first time you read the book, your child will be problem solving unknown words with your help. At the beginning of this program, you may support your child by chorally reading (where you and your child read at the same time) or partner reading (where you read, then your child reads) the selected book together. As time goes on, your child will read to you more independently.
- The second reading of the book is to practice fluency where your child is reading automatically, smoothly, and with voice expression. If your child wants to read the book again, feel free to do so.
- Then the parent/guardian records the reading by writing the title, book level, and how the reading went, (too hard, just right, or too easy) and signs the book log.
- Your child returns the book to school the next day.
- Your student begins the process over again by selecting a new book for that day.

Research supports that children who read at home each night increase their progress in reading.



READ. Club
Readers Emerging And Developing

What to do before your child reads a book to you

Talk about what you expect the book to be about by using the picture on the cover. Ask questions like the ones below.

- What is the setting?
- Where is the event taking place?
- Who is the story going to be about?

When reading, stop in the middle of the book and ask your student to predict what is going to happen. Predicting helps students confirm or adjust their ideas about the text.

Point out any unknown words to your student. Explore the meaning of these unknown words and how they fit into this book and other situations.



How to Start the First Weeks of Reading

Modeling the reading of predictable texts is very important for you to do. Your child will join in as he or she feels comfortable. Modeling reading helps your child develop fluency, increase sight word recognition, and gain confidence in his or her reading ability.

After your introduction, read the text aloud by while placing your finger to underneath each word as you read it. Tell your child that some words will need more than one point or tap. There is no need to explain that a word has more than one syllable, only that it needs more than one tap. For example, with the phrase peanut butter both words need two taps.

Read the book a second time and encourage your child to read along with you. If your child is picking up the pattern of the text, gradually fade your voice and let him or her take over the reading. By the third reading, have your child be in charge of holding the book, turning the pages, and doing the one-to-one match of text by pointing to the words while reading. Assist only as needed. Praise your child for using the pictures or cues and for pointing to the exact words as he or she reads.





READ. Club
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How to know when a parent/guardian should just ignore an error

This kind of error is too close to make an issue about unless it is the only error made by your child.

In this case say, "That looks like stars and stars makes sense, but it says, 'steps' in this story."

This strategy allows you to praise your child for making a thoughtful guess using picture cues (or phonic or grammatical cues in different examples), but you have introduced the word "steps" for the next reading of the book.

What to do after reading the book

Praise your child for his or her efforts in self-correcting errors. You may even return to a page and show your child how he or she self-corrected a tricky word. Let your child know how proud you are that he or she can be such a smart reader. We as teachers and parents must try to praise children as often as possible for their efforts and successes! Praise is the best way to encourage your child to repeat good reading strategies.

Make a comment about something you enjoyed about the story and ask your child what he or she liked about it.

Ask your child to retell the story to you. If he or she really has problems with this, let him or her look at the book again. After several weeks, your child should be able to retell the story without looking at the illustrations.

Have your child reread to you or to someone else to work on fluency, the easy flow of reading that shows expression, and to try to read without pointing at the words unless the text is challenging.



READ. Club
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What to do if your child stops without attempting to solve the difficult text

First, give your child time to solve the difficult text. If they are still stuck, then you can help by using the prompts below.

- Ask, "Why did you stop reading?"
- Ask, "Does the picture give you a clue?"
- Ask, "What would make sense or look right?"
- Tell them, "Read it again and get your mouth ready to say the first sound of that tricky word."
- Tell them, "Try sounding the word out."
- Ask, "Do you think that word could be _____ or _____?"

READ. Club
Readers Emerging And Developing

How to fill out the READ. Log

Record the date, title of the book, the book's level, your student's success with the book (too hard, just right, or too easy).

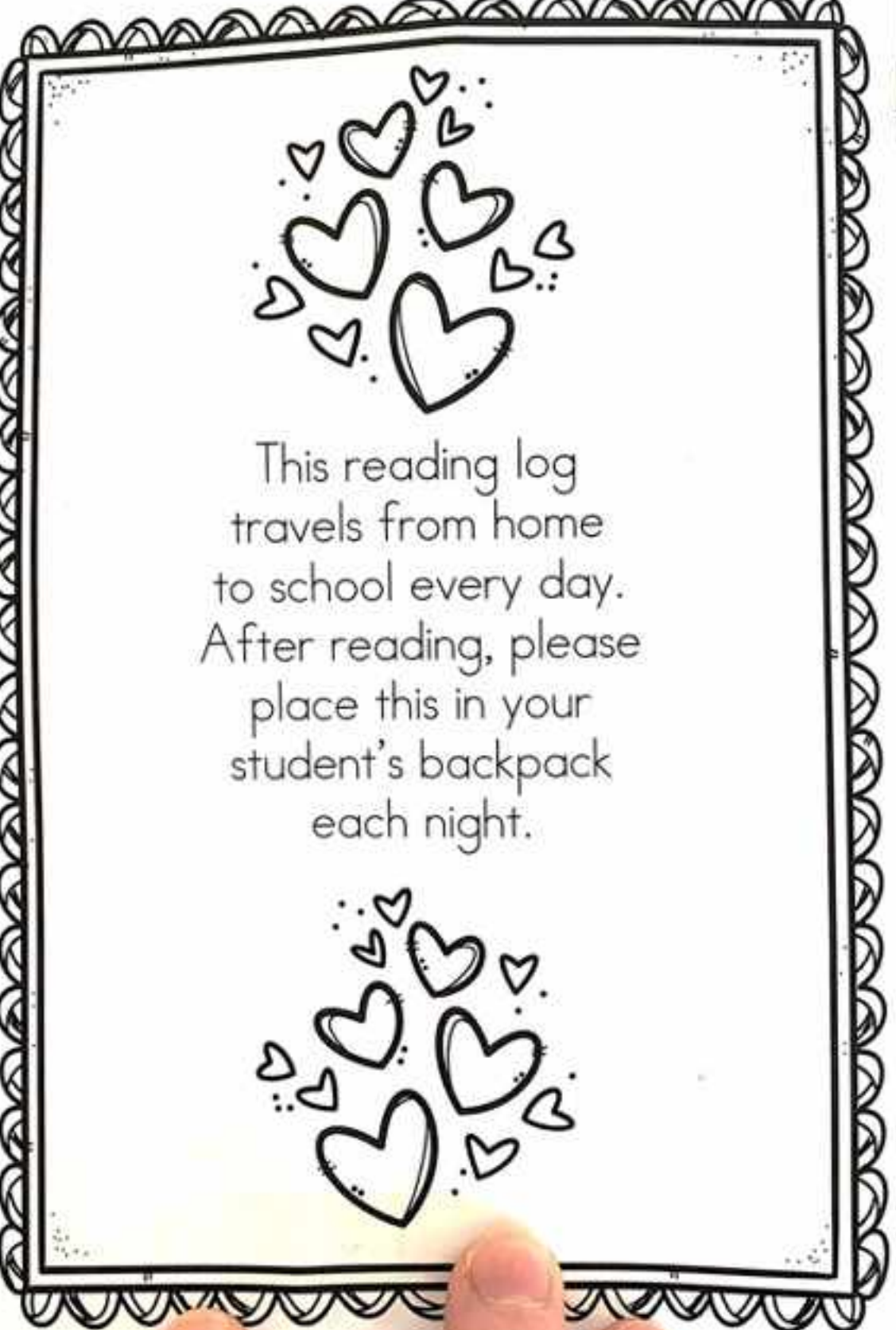
READ. log

Sample student's book

Filled out log for 1 night

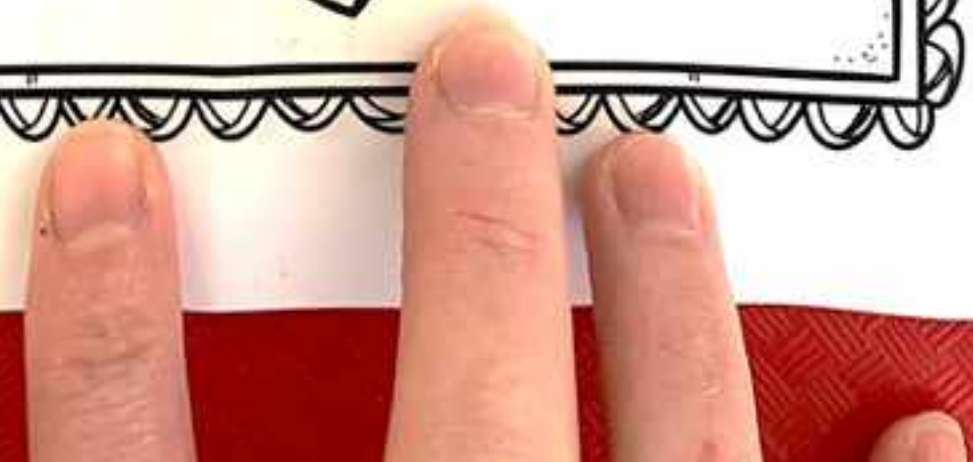
The reading level





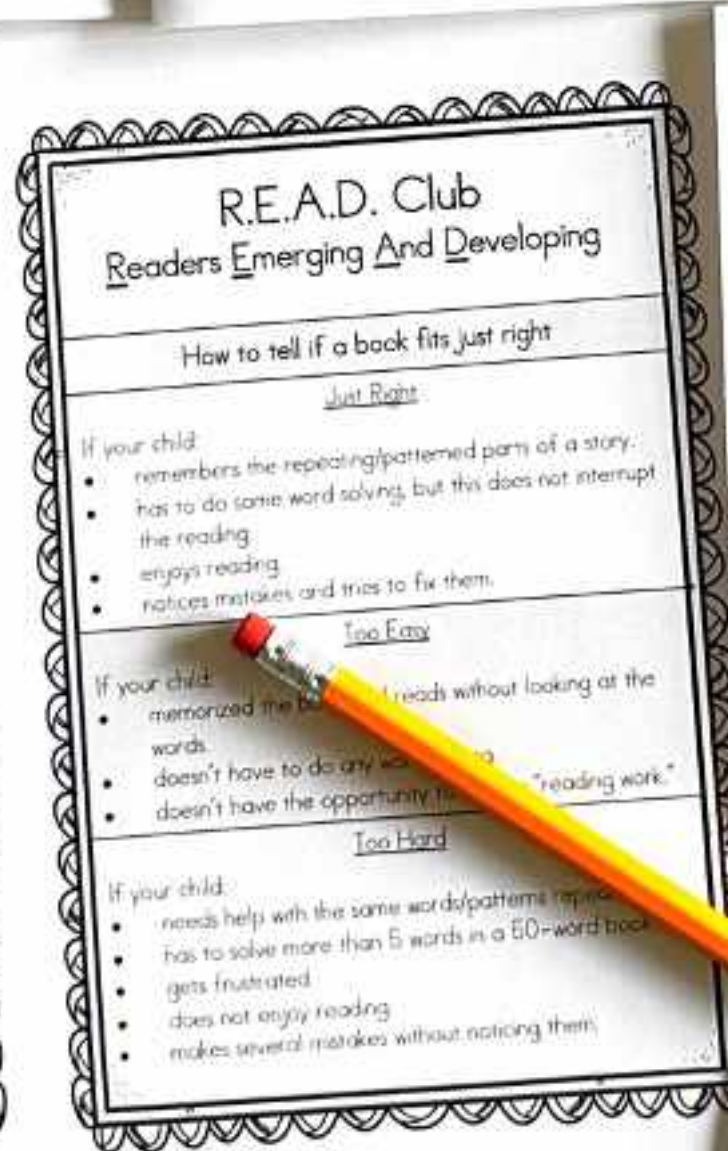
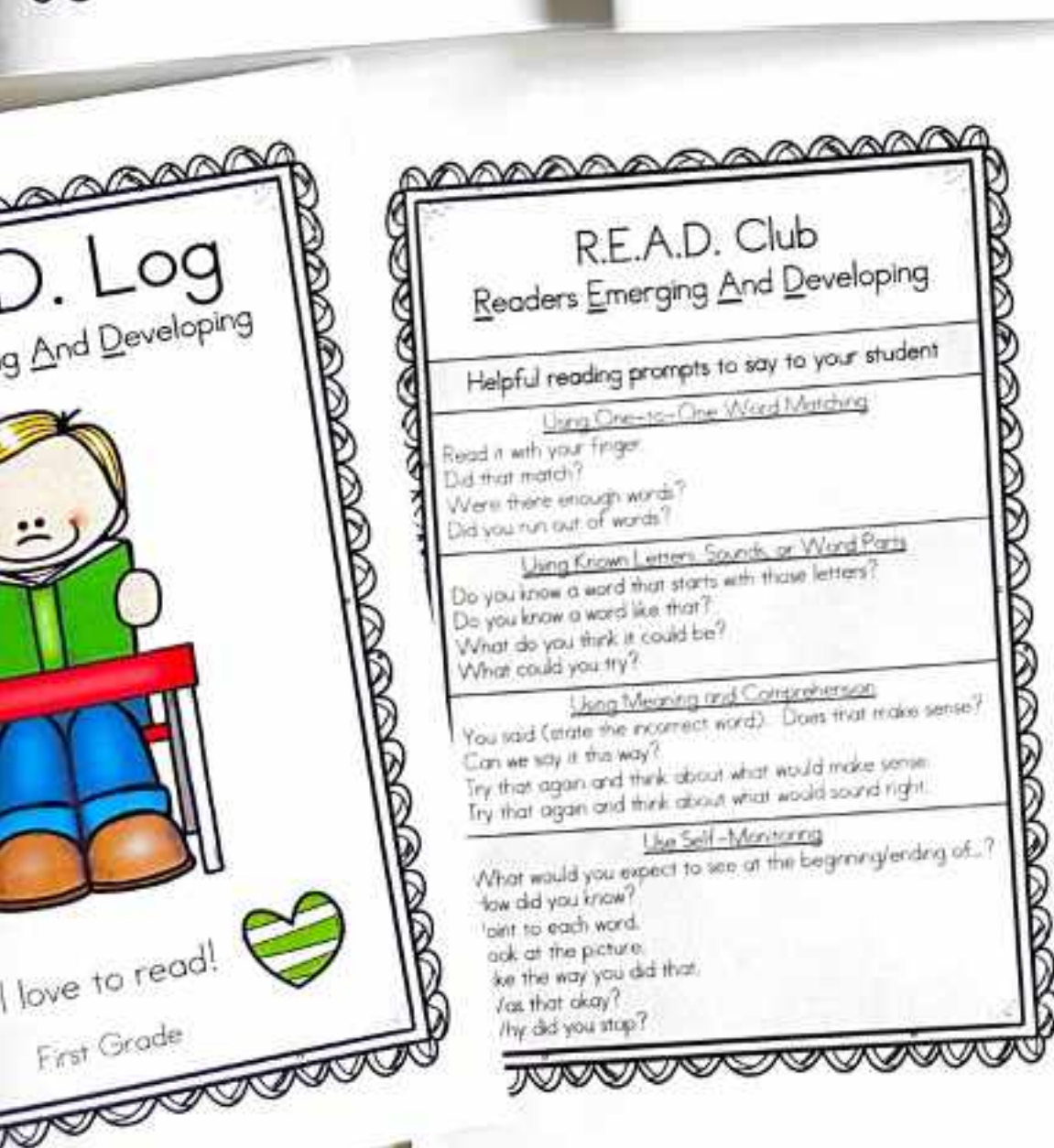
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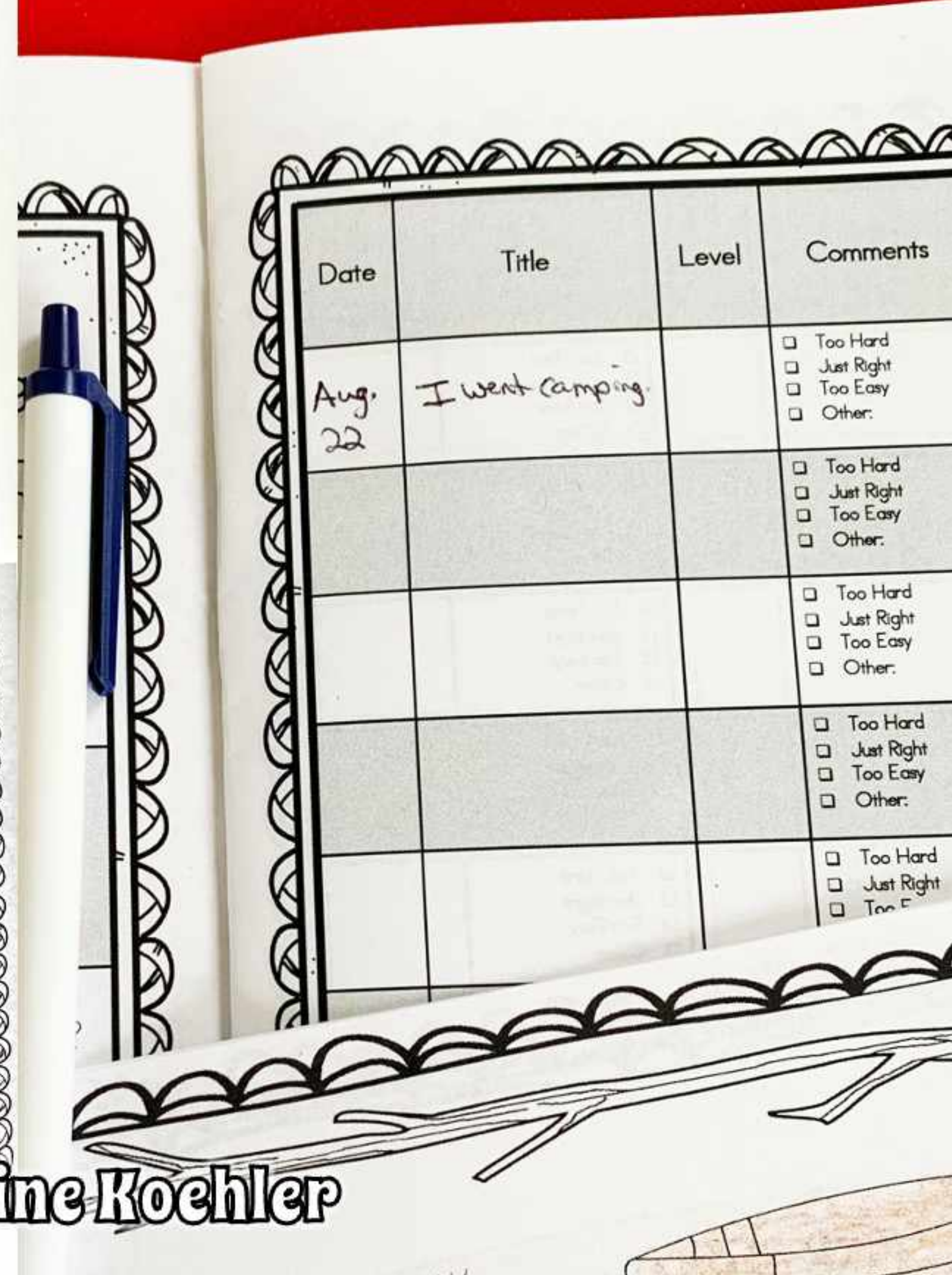
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EDITABLE READING LOGS



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