



Dear Parents,

The *100 BOOK CHALLENGE Independent Reading Program* is in full swing in all K–3 classrooms at Franklin, Lindbergh, and Hoover Elementary Schools!

Thank you for all of your support for this special initiative. Our goal is to ensure that EVERY STUDENT has opportunities EVERY DAY to read books that they can read and understand on their own. Yes, the books may seem very easy for your child to read, but that is the point. Since your child has no trouble reading the words, we can now dig deeper into the THINKING required by our new Standards by asking questions that go well beyond simply “Who is the character in the story?” or “What is the setting of the story?”

Research shows us that practicing reading benefits both high-performing and low-performing students. High-performing students are practicing reading 3.4 to 4.1 times more than low-performing students. The top 5% of readers read 144 times more than the bottom 5%. Students with lower reading abilities will have significant gains from reading practice, up to 2.66 grade levels in one year, by reading one hour a day, every day. Students who read well and continue to read for an hour a day will be exposed to 4.7 million words a year. These students typically perform in the highest bracket on standardized tests.*

Our mission is to grow readers. In order to grow readers, reading at home is required. Much like a parent requires a child to wear a safety belt in an automobile or to brush his or her teeth each night, these practices are required until they become habits. We want children to become avid readers, successful readers. We want them to see that reading is fun and exciting, and that it opens doors to new ideas. We want them to have access to books they can read and understand on their own. The 100 BOOK CHALLENGE program is our support system for creating access to books and supporting readers as they grow.

We need your help to make this initiative a success. Every night you should see your child coming home with a 100 BOOK CHALLENGE folder in which you will find the BOOKS they are to read, a LOGSHEET for tracking TIME spent reading, and a SKILLS CARD to guide you in supporting your child and his/her reading. Oftentimes, you will find your child’s POWER GOAL indicated on the Skills Card. This is a skill/strategy your child’s teacher may have circled or starred to indicate what your child should be practicing as he or she is reading or what needs to be practiced after the reading.

In addition to taking time with your child each night to support them in their reading, we ask that you help your child to fill out their logsheet. **REMEMBER: We are tracking TIME, not BOOKS.** We expect your child to read for 30 minutes each night and will require two Steps Monday through Friday AND one Step on Saturday, one Step on Sunday and one Step on school holidays. Each “STEP” is 15 minutes of reading, so 2 “STEPS” should be indicated on the logsheet. Only 2 lines need to be filled out.

- Example: If your child reads 5 books in 15 minutes, then they should choose 1 of their favorite books to write on the line/Step.
- Example: If your child is reading a chapter book and reads several pages over the course of 15 minutes, then they should indicate on their log the page numbers they read. The title might be the same on both lines/Steps.

Most importantly, please SIGN on the line for each Step your child read. You should also put a check mark or X in the “HOME” column to indicate that the reading was done at home.

Please feel free to contact your child’s teacher anytime with any further questions about this exciting initiative.

THE MORE YOU READ, THE SMARTER YOU GET!

*Patterns of Reading Practice: How Differences in Reading Practice Explain Differences in Schools and Students by Terrance D. Paul, Institute for Academic Excellence, 1996.



Using 100 BOOK CHALLENGE® Skills Cards

A Parent's Guide

The 100 BOOK CHALLENGE Skills Cards travel between school and home daily. They are made to help you, the parent, be a successful Home Reading Coach and help your child make growth in reading. On each card, you will find the skills and strategies for each level. The included Comprehension questions match the higher-order thinking skills required by high-stakes tests. Here we've included some tips to help you make the best use of the Skills Cards.

Responsibilities of a Home Reading Coach

- ☆ Turn off TV, phone, computers, and games. Eliminate distractions.
- ☆ Read with your child, or observe him/her reading, for 30 minutes. (For children in 2Y through 1R, taking breaks may be necessary.)
- ☆ Think and talk about the books afterward. **THIS IS WHEN TO USE THE SKILLS CARD** (see right).
- ☆ Sign 100 BOOK CHALLENGE logsheet. Sign ONE line for each 15-minute Step of reading.
- ☆ Have the student pack up the books for a safe return to school.

The Basics of Coaching

1. Let your child do the work. The 100 BOOK CHALLENGE focuses on INDEPENDENT reading. If your child has selected appropriate books, you should not have to help him at all. He should enjoy the reading, and so should you. Listen all the time. Don't talk unless you absolutely have to. If your child makes a mistake, do this:
 - ▶ WAIT and don't say anything. Give him a chance to work it out on his own.
 - ▶ If your child corrects the mistake, praise him. ("I like the way you fixed that all on your own.")
 - ▶ If your child goes on for a while and does not correct the mistake, try one of these:
 - Ignore it, if it does not change the meaning of the text (Saying *home* instead of *house* doesn't change the basic meaning. Saying *horse* instead of *house* does change the meaning.)
 - Ask if what he read makes sense.
 - Give him the word and keep on going. Don't make a big deal of it.
2. Give your child the coaching he needs, when he needs it. See the back of this letter for suggestions about what to look for and say at each of the color levels.
3. Talk to your child about reading. Reading is thinking. Use a comprehension question from the Skills Card to start a discussion. Or just ask, "What are you thinking?" Explore, don't test. Just as adults enjoy talking to friends about their reading, kids do, too. Make book talk a regular activity in your home--over dinner, in the car, anywhere--so long as it happens!
4. Take 5 minutes to practice your child's Power Goal, the one his teacher asked him to work on. Use flash cards if necessary. When using flash cards, remember the 80/20 rule: Make sure 80% is material that your child knows well, and only 20% is new. Feeling successful means she'll enjoy the practice and stay engaged longer.

Supporting Your Child's Reading

	What to Say and Do	Don't Worry About
1-3Y	<p><u>1Y</u>: "I'll read the first page or two, then you finish it."</p> <p><u>2Y</u>: "Can you point to each word as you say it?"</p> <p><u>3Y</u>: "Let me see your lips ready to make that first letter sound. Now look at the picture. What starts with that sound?"</p> <p><u>Transition to 1G</u>: Use flash cards and games to help transitioning readers memorize consonant sounds and Power Words.</p>	<p>...word substitutions that do not change the meaning of the sentence. (e.g., If student says "I have a cat," when the text says "I have the cat.")</p> <p>...words that don't match the text, but DO match the picture and make sense. (e.g., If the child says "I see the stairs," when the text says "I see the steps.") He got the meaning and the first letter sound. Don't worry about the rest, for now.</p> <p>...trying to "sound out the word." He'll learn that later. Be patient. Enjoy the books together.</p>
1G-2G	<p>"Let me see your lips ready to make that first letter sound. Now look at the picture. What starts with that sound?"</p> <p>When your child's error changes the meaning of the sentence, ask "Did that make sense? Can you reread that part?"</p> <p>Use flash cards and games to help readers memorize sounds and Power Words. For 1G, work on consonant sounds only. For 2G, work on blends (bl, br, cl, cr, etc.) and digraphs (ch, th, sh, wh).</p>	
1B	<p>"Can you use your fingers to find a chunk in the word that you already know?" (e.g., If the unknown word is "ham," your child should cover the letter "h," read "am," then uncover the "h" to read "ham.")</p> <p>When your child's error changes the meaning of the sentence, ask "Did that make sense? Can you reread that part?"</p> <p>Choose a few power chunks from the back of the Skills Card to practice each night. Get your child to use their fingers to decode the words on the card and read across the whole row (if they are able). Have them write some other words that have the same word chunk.</p>	
2B-1R	<p>"Can you use your fingers to find a chunk in the word that you already know?" (e.g., If the unknown word is "hammer," your child should cover the letters "mer," read "ham," then uncover "mer" to read "hammer.")</p> <p>When your child's error changes the meaning of the sentence, ask "Did that make sense? Can you reread that part?"</p> <p>Use a comprehension question from the Skills Card to start a discussion. Explore, don't test.</p>	
2R	<p>"Try a different sound for that letter or chunk."</p> <p>"Try accenting a different syllable. Keep trying until you recognize the word."</p> <p>When your child's error changes the meaning of the sentence, ask "Did that make sense? Can you reread that part?"</p> <p>Use a comprehension question from the Skills Card to start a discussion. Explore, don't test.</p>	
WT-GL	<p>"What word on this page is new for you? What do you think it probably means?"</p> <p>"What genre would you say this book is? How do you know?"</p> <p>Use a comprehension question from the Skills Card to start a discussion. Explore, don't test.</p> <p>Ask your child to choose and explain a few of the Academic Vocabulary words from the back of the card each night.</p>	<p>...helping your child sound out words. Readers at Wt and above should be doing this independently. DO worry if your child has trouble decoding words quickly using chunking. If he is having this problem, he probably needs to read easier books.</p>

For more coaching help with levels 1Y through 2G, visit www.americanreadingathome.com