



## Internet Resources for Reading Help

[www.brevard.k12.fl.us](http://www.brevard.k12.fl.us)

[www.brev.org](http://www.brev.org)

[http://etc.usf.edu/flstandards/la/la\\_sss.pdf](http://etc.usf.edu/flstandards/la/la_sss.pdf)

[www.ed.gov/parents/landing.jhtml?src=fp](http://www.ed.gov/parents/landing.jhtml?src=fp)

[www.readtomeintl.org](http://www.readtomeintl.org)

[www.aap.org/family/readmeastory.htm](http://www.aap.org/family/readmeastory.htm)

[www.flreads.org](http://www.flreads.org)

[www.fcatexplorer.com](http://www.fcatexplorer.com)\*

[www.justreadflorida.com](http://www.justreadflorida.com)

[www.nifl.gov](http://www.nifl.gov)

[www.lexile.com](http://www.lexile.com)

[www.inetclassroom.com](http://www.inetclassroom.com)\*

\* Requires logon and password-  
available from Brevard Public Schools.

## Need a Library Card? It's FREE and easy!

Library cards may be obtained at all Brevard County Library locations upon verification of current local residency.

A Juvenile/ Student card may be obtained by any individual under 18 with a parent or legal guardian's identification and signature.

For more information, please contact the Brevard County Libraries at (321) 633-1792 or visit their website: [www.brev.org](http://www.brev.org)

## The Five Essential Components of Reading

There are five critical skills that students develop when learning to read:

-  **Phonemic Awareness-** Recognizing and using individual sounds to create words.  
/m/ /a/ /t/ = mat
-  **Phonics-** Understanding the relationship between written letters and spoken sounds.  
Word families (ex. \_\_ug = bug, dug, rug)
-  **Reading Fluency-** Developing the ability to read a text with ease, rhythm, and expression.
-  **Vocabulary Development-** Learning the meaning and pronunciation of words, including prefixes, suffixes and base words.
-  **Reading Comprehension Strategies-** Acquiring strategies to understand, communicate, and remember what is read: Asking questions, discussing, and writing about text.

### SCHOOL BOARD MEMBERS

Robert Jordan, Chairman  
Janice Kershaw, Vice Chairman  
Larry Hughes  
Amy Kneessy  
Dr. Barbara A. Murray

### SUPERINTENDENT

Dr. Richard A. DiPatri

### Division of Curriculum and Instruction

Brenda Blackburn,  
Associate Superintendent

### Office of Elementary Programs

Lynn Spadaccini, Director



This document is adapted from Duval County Public Schools' *Parent Guide for Elementary School Reading*.

## A Parent Guide for Elementary School Reading



## Brevard Public Schools Brevard County, Florida

# Is Your Child Struggling with Reading?

Here are some clues to help you determine if your child needs help:

<b>If your child:</b>	<b>Then:</b>
Does not recognize words that rhyme.	Sing nursery rhymes with your child.
Does not recognize most letters of the alphabet.	Play with words and letters using alphabet magnets on the refrigerator.
Cannot say the common sounds of most letters.	Say words that begin with the letter sounds and say the sounds and words: "B is for bear- /b/ /b/ bear."
Stumbles through words.	Use flashcards to practice sight words and label household objects.
Reads very slowly with many pauses.	Read stories several times while keeping track of how long it takes to read. Try to read the same story in fewer minutes each time.
Reads too fast, blurring words, rushing through information.	Practice pausing at periods and commas. Also use correct expression with exclamation marks, question marks, and quotation marks.
Reads words but can't answer questions about what he/she read.	Practice retelling a story a page or chapter at a time, either orally or in writing.
Does not believe he/she is a good reader.	Build confidence by encouraging reading and good book choices that are on the child's reading level (not necessarily grade level).
Does not enjoy reading.	Help your child select books that interest him/her, such as books about ballet, space, motorcycles, etc. Visiting the school or public library will expose your child to a variety of books.
Appears to have difficulty using science, math, or social studies textbooks to complete assignments and/or does not appear to put much effort into reading assignments.	Point out the ways that non-fiction reading is different than story reading. Practice using bold print words, captions, headings, highlighted phrases, etc. when determining meaning.
*For additional ideas to help your child, please ask your child's teacher or visit the web sites listed in this brochure.	

# How Can You Motivate Your Child to Read?

- Your example is important. Let your child see you reading newspapers, magazines, and books.
- When you read, share your thoughts and reactions to the story or article. Encourage your child to do the same for his/her reading.
- Set aside a special time for reading to/with your child every day. This will teach your child that reading is important and enjoyable.
- Encourage and praise your child's efforts to read.
- Visit the school or public library often.
- Turn off the TV and talk with your child.
- Make sure books are available and conveniently located.



## Choosing the Right Book

Listen to your child read the first page of the book he/she selects. If your child makes five or more errors on the first page, the book is too hard.

Brevard Public Schools assesses reading comprehension with the Scholastic Reading Inventory. This inventory gives each child a Lexile score, which is an appropriate range of text difficulty/demand. The average child should be in the range of scores shown below.

Your child may be working above or below the average range. Contact your child's teacher for more information regarding your child's Lexile level.

<b>Grade</b>	<b>Lexile Levels</b>
<b>K</b>	<b>Beginning Reading (BR)</b>
<b>1</b>	<b>200-400</b>
<b>2</b>	<b>300-500</b>
<b>3</b>	<b>500-700</b>
<b>4</b>	<b>650-850</b>
<b>5</b>	<b>750-950</b>
<b>6</b>	<b>850-1050</b>

# Is Your Child on Track?

In addition to reading levels, here are some examples of grade level benchmarks for reading. Visit [http://etc.usf.edu/flstandards/la/la\\_sss.pdf](http://etc.usf.edu/flstandards/la/la_sss.pdf) for a more complete list.

### By the end of Kindergarten

- Is able to retell a story that has been read to him/her.
- Recognizes upper and lowercase letters.
- Understands that letters make sounds and knows most consonant sounds.

### By the end of First Grade

- Is able to retell a story read by him/herself.
- Sounds out simple words like cat, frog, and grass.
- Reads basic sight words such as: what, said, they.

### By the end of Second Grade

- Reads short fiction and nonfiction text independently.
- Asks and answers How, Why, and What-if questions.
- Sounds out difficult words by using word patterns and word parts.

### Third through Sixth Grade

- Asks questions about concepts presented in text.
- Supports ideas from reading based on evidence in the story.
- Makes connections with text to other text, self, and world.
- Uses strategies to determine meaning and increase vocabulary for reading, including context clues and word relationships.
- Identifies cause and effect, main idea, important details, and character motivation in fiction and nonfiction texts.
- Compares and contrasts themes, characters, and ideas from more than one text.
- Reads and interprets information found in timelines, maps, and charts.
- Reads with rhythm and expression that sounds like everyday speech.