

POWERFUL PARTNERSHIPS

FOR  
STUDENT  
SUCCESS



1ST  
GRADE

A FAMILY READING SUPPORT GUIDE



## STUDENT EXPECTATIONS

Parents are their child's first teachers in life and know their child better than anyone else. Parents have valuable insights into their child's needs, strengths, abilities, and interests. The collaboration of parents and educators is vital in guiding each child toward success. The Powerful Partnerships for Student Success series outlines what your child should learn at each grade level. You can encourage your child's academic growth by reinforcing classroom activities at home. The Powerful Partnerships for Student Success series represent what all students should know and be able to do in Reading by the end of the grade level represented. The achievement of the expectations will help your child meet the assessment standards established by our state. It is only through your support and active participation in your child's education that we form a partnership for success for all the children in Alaska.

If you have specific questions regarding curriculum or school programs, please call your child's school. Do not be afraid to reach out to your child's teacher for additional activities to support mastery of the standards. This guide will help set clear and consistent expectations for your child, build your child's knowledge and skills, and help set high goals for your child.





## READING

In first grade, your child will build important reading, writing, speaking, and listening skills. Your child will continue to learn the letters and sounds that make up words. Children will think, talk, and write about what they read in stories, articles, and other sources of information. In their writing, children will work on putting together clear sentences on a range of topics using a growing vocabulary. Activities in these areas will include:

- Reading stories and showing they understand the story's lesson or moral.
- Asking and answering questions about a story, including characters, setting, and major events.
- Comparing and contrasting the experiences of different characters.
- Identifying the reasons an author gives to support a point.
- Explaining differences between texts that tell stories and texts that provide information.
- Participating in class discussions by listening, responding to what others are saying, and asking questions.
- Describing people, places, things, and events; expressing feelings and ideas clearly.
- Learning basic rules of spoken and written English.
- Working with others to gather facts and information on a topic.
- Writing to describe an event, provide information on a topic, or share an opinion.



## Your child can ask and answer questions about a literary text using key details from the text.

- Ask questions to clarify meaning.
- Visualize key elements within the text.
- Ask and answer questions before, during, and after reading.
- With a question in mind, take notes based on reading.

### VOCABULARY

**FICTION** is a story that is make-believe; includes characters, a setting, a problem, and a solution.

**NONFICTION** is a text that gives true information or facts; includes things such as photographs, charts, or maps.



### HELP AT HOME

- Play “Question Toss.” Ask a question then toss a ball to your child. They answer the question then ask a related follow-up question and toss the ball back to you. Repeat.
- Encourage your child to ask questions about the text before, during, and after reading.
- Ask your child questions before, during and after reading a book. Ask questions such as:
  - What do you think will happen next?
  - Where is this story happening?
  - What is your favorite part of the story?
  - What do you think the problem was in the story and was the problem solved?



Your child can retell stories, including key details, and demonstrate understanding of their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) lesson.

- Identify the major character, setting, problem, and solution when retelling a story.
- Make connections to a text, based on prior knowledge.
- Identify the main topic of a multi-paragraphed text.
- Demonstrate the ability to understand the main topic of a paragraph.

## HELP AT HOME

- Use a story map to identify the characters, setting, problem, and solution.
- Show a picture to your child and ask them to tell you everything they can about the picture.
- After reading a book, have your child start at the beginning and tell the important details and events that happened. Then, retell the middle and end of the story in the same way.

## RESOURCES

### SAMPLE STORY MAP

Using a sheet of notebook paper or construction paper, make a simple story map for your child to complete as they read a story.

BOOK TITLE: \_\_\_\_\_ AUTHOR: \_\_\_\_\_

CHARAC-	
	SETTING
PROBLEM	
	SOLUTION



Your child can describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.

- Identify the characters in a story.
- Orally describe a character.
- Identify basic story elements, as well as major events or challenges, within a story.
- Use prior knowledge to predict what might happen next in the text.
- Establish a connection that relates to the main topic.
- Identify the cause and effect or the problem and solution of the actions, events, or steps and how it relates to the topic.
- Monitor thinking so that they understand when meaning is lost.

## VOCABULARY

CHARACTERS are the people or animals that are in the story. The SETTING is where the story takes place. The MAIN EVENTS are the important things that happen in the story.

## HELP AT HOME

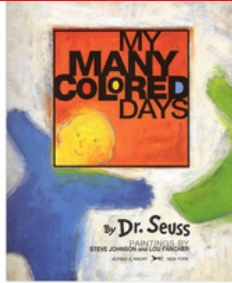
- Ask your child questions before, during and after reading a book.
- Ask questions such as:
  - “What do you think will happen next?”
  - “Where is this story happening?”
  - “What do you think the problem was in the story and was the problem solved?”
  - Ask your child to list several possible outcomes for the story.
- Choose a character from a favorite book or movie and have your child describe their hair color, eye color, face shape, body shape, etc. Then have your child elaborate on the character’s personality, and behavior (e.g., shy, funny, angry, playful, honest, sincere).



Your child can identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.

- Understand words that portray different feelings and emotions (e.g., happy, sad, joyful, angry).
- Interpret context by using picture clues to understand feelings or emotions.

#### RESOURCES



#### HELP AT HOME

- Read stories that show different feelings, such as Dr. Seuss' *My Many Colored Days*. Discuss the different feelings each color represents.
- Read poems appropriate for first grade. Discuss with your child how the poem makes them feel and what words suggest those feelings.
- After reading a book, ask your child how that book made them feel and what part of the book made them feel that way.

Your child can explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide range of text types.

- Compare and contrast books that tell a story (fiction) and those that give information (nonfiction).
- Understand informational text features (e.g., table of contents, headings, captions, diagrams).
- Understand that books that tell stories include poems, fables, fantasy, etc.

#### HELP AT HOME

- Using a storybook and an informational book, flip through the pages. Notice the visual differences between the two books. Explain to your child what each book has that is similar and different.

#### VOCABULARY

COMPARE refers to how things are the same.

CONTRAST refers to how things are different.



Your child can identify who is telling the story at various points in a text (e.g., a character in the text or a narrator/story teller).

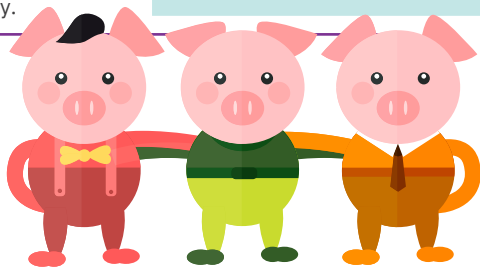
- Identify the characters that are in the story.
- Identify the narrator.
- Understand the points at which the characters are having conversations.
- Understand that the author’s purpose can be to entertain, share information, or persuade someone to do something.

## HELP AT HOME

- Read several stories where characters are having conversations with each other. Stop while reading and discuss who is talking at different points.
- Read fractured fairy tales, such as “The True Story of the Big Bad Wolf,” as well as the original version of the fairy tale, “The Three Little Pigs.” Discuss the different points of view and who is telling their side of the story.
- Help your child act out a story using different voices or different puppets to tell the story.
- After reading the story, ask your child to draw a picture of their favorite part and tell you about the character they include in their drawing.

## VOCABULARY

A **NARRATOR** or **SPEAKER** is the person who is telling the story.





Your child can use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.

- Identify characters, setting, problem, and, solution.
- Understand that illustrations and drawings give information that supports the written text.
- Use visual cues found in the illustrations and drawings to infer, predict, and draw conclusions about the text.

### VOCABULARY

To PREDICT is to guess at what you think will happen next, based on the information that you already know.

INFERRING means to “read between the lines” rather than just think about what information is given to you directly within the text.

### HELP AT HOME

- Before reading, do a “picture walk” through a book with your child. Look at each illustration and discuss what might be happening. Then read the book to see if your predictions were correct. Compare your predictions to what actually happened.
- Show your child an illustration (picture) in a book. Have your child describe what is happening in the picture.
- Using illustrations from a book, have your child predict what different things could happen next.

Your child can identify the main topic or author’s purpose (e.g., to teach or tell us about...) and retell key details of a text.

- Understand the difference between main idea and key details.
- Use text features and/or illustrations to determine main idea and details.

### HELP AT HOME

- After reading a book, have your child sum up the book in one or two sentences. Have them decide what the entire story was about. Then have your child give details that support the main idea of the story.
- For longer books, have your child tell the main idea and key details in each chapter, rather than the entire book.



With prompting and support, your child can compare and contrast the adventures and experiences of characters in stories.

- Identify the characters in the story.
- Compare (tell what they have in common).
- Contrast (tell how they are different).



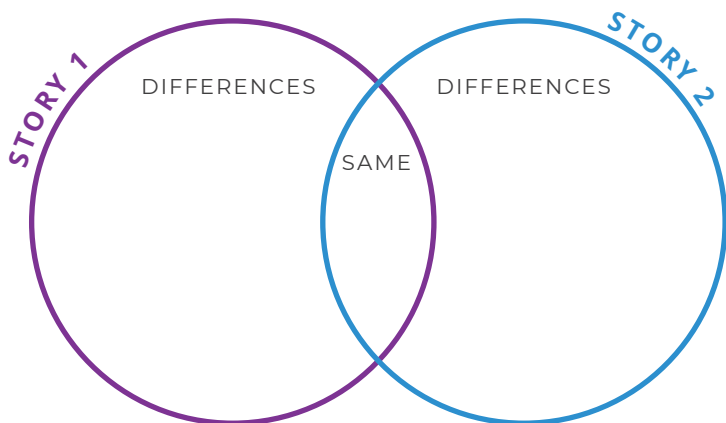
## RESOURCES

### SAMPLE VENN DIAGRAM

Using a sheet of notebook paper or construction paper, make a simple Venn diagram for your child to complete after he reads two stories.

## HELP AT HOME

- Read two stories that have the same character. For example, read two different versions of “The Gingerbread Man.” Have your child compare and contrast the adventures that “The Gingerbread Man” has in both stories. How are they the same and different?
- Use a Venn diagram to compare and contrast the two versions of the story.
- After reading, have your child compare and contrast two characters from the same story. For example, after reading “The Three Billy Goats Gruff,” have your child compare and contrast the billy goats and the troll.



With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.

- Understand that books that tell stories include poems, fables, fantasy, etc.
- Ask questions to clarify meaning of prose and poetry.

### RESOURCES



### HELP AT HOME

- Share a poem or written story from different parts of Alaska.
- Share “Happy Thoughts” by Robert Louis Stevenson, “Confetti: Poems for Children” by Pat Mora, and other collections of poetry.
- Share poems by Alaska Native poets Joan Naviyuk, Carrie Ayaguduk Ojanen, and Ishmael Angaluuk Hope.

With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.

- Distinguish between prior knowledge and new information.
- Understand that background information can support answers to questions using key details.

### VOCABULARY

To ELICIT PRIOR KNOWLEDGE helps students make connections to new information found in what they are reading. By connecting something ‘old’ to something ‘new’ it helps them better understand the new.

### HELP AT HOME

- Ask your child what this text reminds them of or makes them think about.
- Ask your child, “How is this like something in your life or something you know?”



Your child can describe the connection between two individuals, events, ideas, or pieces of information in a text.

- Use background knowledge and experiences to understand the text.
- Understand authors write about real people, events, and ideas in an informational text.

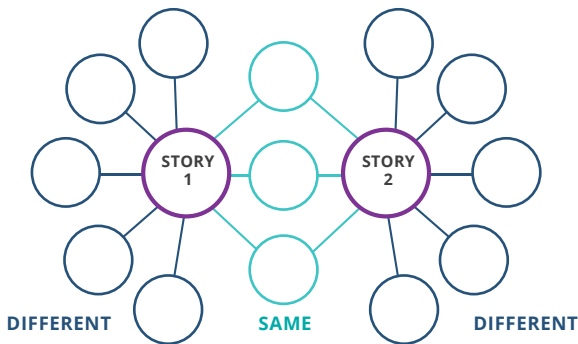
### HELP AT HOME

- Read a variety of different types of stories involving multiple characters with interactions between other characters.
- Read two informational texts that have similar themes. Discuss the connection between the two texts.
- Use a double bubble map to organize your information from the two texts.

### RESOURCES

#### SAMPLE DOUBLE BUBBLE

Using a sheet of notebook paper or construction paper, make a simple double bubble map for your child to complete after they read two stories.



Your child can ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

- Use background knowledge and experiences to convey meaning of unfamiliar words in a text.
- Understand that questions often begin with who, what, when, where, why, and how.
- Make notes, while reading, when he has questions about the meaning of a word that needs to be clarified.

## HELP AT HOME

- Have your child re-read text and/or read ahead, to clarify the meaning of an unfamiliar word found in texts.
- Prompt your child to say something about the book using a W or H question. Respond by rephrasing and adding information to it.



## 5 W'S AND AN H QUESTIONS

WHO	Who was there?
WHAT	What happened?
WHEN	When did it happen?
WHERE	Where did it happen?
WHY	Why did it happen?
HOW	How did it happen?

Your child can distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

- Understand the difference between pictures and words.
- Identify important details contained in pictures or other illustrations.
- Understand that words and pictures work together to provide information.

## HELP AT HOME

- While reading, divide a sheet of paper into two columns. Use one column for information found within the text and the other column to record information learned through the text features.



Your child can know and use various text features (e.g., title, labels with graphics, bold print, visual cues such as arrows, electronic menus, icons to locate key facts or information in a text.

- Understand the difference between informational or nonfiction text and fictional text.
- Understand text features assist readers in locating information quickly.
- Understand text features are used to share additional information in a text.

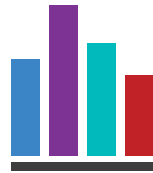
### HELP AT HOME

- Explore different forms of nonfiction text (e.g., newspaper/magazine articles, biographies, informational/historical text). Identify the different text features that the author uses.
- Discuss with your child the important information that each text structure adds to the text.

### TEXT FEATURES

Common text features include:

- Photographs
- Captions
- Labels
- Illustrations
- Maps
- Indexes
- Glossary
- Diagrams
- Table of Contents
- Charts and graphs
- Icons



Your child can use illustrations and details in a text to describe its key ideas.

- Identify the author is the person who writes the story and the illustrator creates the pictures in a book.
- Understand good readers use the illustrations to gain a deeper meaning of the text.
- Describe what is pictured in an illustration.

### HELP AT HOME

- While reading, discuss the illustrations as they connect to the story.
- After reading, ask your child to share which key ideas from the story are illustrated.



Your child can identify the opinions an author states to support points in a text.

- Recall details from a text.
- Determine what are considered relevant and irrelevant details.

### HELP AT HOME

- Use a graphic organizer to help organize and summarize a text and organize the supporting details.

### INTERNET RESOURCES



Visit these websites to find different types of graphic organizers:

- <https://www.hmco.com/blog/free-graphic-organizer-templates>
- <https://www.studenthandouts.com/graphic-organizers/>

Your child can identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two graphics, descriptions, or steps in a process to make something).

- Identify similarities (compare) and differences (contrast) between objects, characters, texts, etc.

### HELP AT HOME

- Using two nonfiction books that have a similar topic (e.g., “How to” books that describe the process of how something is made), have your child compare the two texts, point out similarities in procedures, illustrations, or processes.
- Use graphic organizers to record and organize information in comparing and contrasting the two texts.



With prompting and support, your child can read informational texts on a wide range of topics appropriately complex for grade 1, with scaffolding as needed.

- Understand that readers have a purpose for reading.
- Understand informational text features (e.g., table of contents, headings, captions, diagrams).
- Demonstrate the ability to understand the main topic of an informational text.
- Demonstrate the ability to explain the difference between nonfiction and fiction.

### HELP AT HOME

- Encourage your child's natural curiosity to read with a purpose for finding answers to questions they have about the world around them.

### VOCABULARY

SCAFFOLDING is in the ZONE OF PROXIMAL DEVELOPMENT, in which a student can do something with the aid and support of an adult. That zone is in between the things that the child can do on their own and the things the child cannot yet do.





Your child can demonstrate understanding of the organization and basic features of print.

- Understand the direction to start and continue reading print.
- Understand print features (e.g. title, capital letter, punctuation, page numbers, beginning and end).
- Identify the correct way to hold and open a book (e.g. front cover, spine, back cover.)
- Distinguish between letters, words and spaces.

### HELP AT HOME

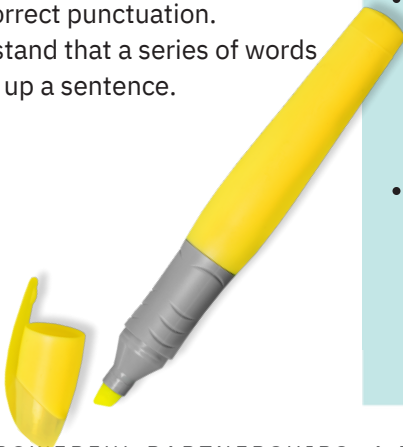
- While reading a story, ask your child to point to the title, the author, and the illustrator.
- Ask your child to describe the difference between the front and back covers of a book.

Your child can recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

- Know the difference between a capital letter and a lowercase letter.
- Understand that all sentences begin with a capital letter and end with correct punctuation.
- Understand that a series of words makes up a sentence.

### HELP AT HOME

- Using a newspaper article, use a highlighter or marker to highlight the capital letters in the text.
- Write several simple sentences on a piece of paper. Have your child decide which punctuation mark needs to be placed at the end of the sentence.
- Using any book, have your child “frame” a sentence using two fingers. Place one finger at the beginning of the sentence and one at the end of the sentence.



Your child can demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through these four skills:

a. Your child can distinguish long from short vowel sounds in spoken single-syllable words.

- Know the sounds of the letters of the alphabet.
- Differentiate between vowels and consonants.
- Understand that vowels can have more than one sound.
- Understand that vowels have different pattern rules.
- Understand the rules of language that make a vowel long or short.

### HELP AT HOME

- Have your child associate a short vowel sound to a key word, such as: i = igloo, a = apple, o = octopus, u = umbrella, e = elephant.
- Print a vowel pattern and vowel teams chart for your child. This will help him associate a key word to the long vowel patterns found in words.

b. Your child can orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

- Understand that words can be divided into parts.
- Understand that words can be blended and broken apart.
- Identify blends and combine sounds to make a word.
- Identify individual sounds within a word.

### HELP AT HOME

- Exaggerate each sound in a one-syllable word like C-A-T and ask your child to blend the sounds together to say the word.
- Use a large rubber band or piece of elastic to play Stretch It - Shrink It, taking turns exaggerating individual sounds in one-syllable words and blending the sounds together to say the word. D-O-G, dog.



c. Your child can isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

- Know the sounds of the letters of the alphabet.
- Understand that letters blend together to create words.
- Identify consonant blends (e.g., bl, st, gr).
- Decompose words into their basic sounds.

VOCABULARY

INITIAL SOUND: beginning sound  
MEDIAL SOUND: middle sound  
FINAL SOUND: ending sound

HELP AT HOME

- Give your child a simple C-V-C (consonant – vowel – consonant) word or other one syllable word (e.g., cat, hop, sip, stop, jump). Have your child unblend the word into its individual sounds.
- Try giving your child the sounds of a C-V-C word (pausing one second between each sound). Have your child blend the sounds together to produce a word.

d. Your child can segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

- Know the sounds of the letters of the alphabet.
- Understand that sounds/letters are placed in sequential order to produce readable words.
- Understand that syllables are parts that a word is broken into.
- Understand that words can be changed by changing the initial, medial, or final sound (e.g., cat to bat).

HELP AT HOME

- Have your child listen to a spoken word and produce each individual sound that makes up that word.
- Using counters (e.g., buttons, pennies, cubes), move a counter up to represent each sound in the word (e.g., c-a-t = 3 counters, j-u-m-p = 4 counters).



Your child can know and apply grade-level phonics and word analysis skills through decoding words as shown through these seven standards:

a. Your child can know the spelling-sound correspondences for common consonant digraphs.

- Know the sounds of each letter of the alphabet.
- Understand that some letters can be joined together to make one sound.

INTERNET RESOURCES



A list of common digraphs can be located on the Internet.

HELP AT HOME

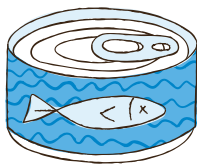
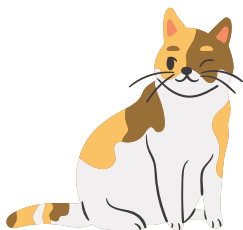
- Print a digraph chart of the most common digraphs. This will help your child associate a key word and picture with each of the digraphs.
- Have your child practice unblending words that contain digraphs and writing them correctly.

b. Your child can decode regularly spelled one-syllable words.

- Pronounce all letter sounds.
- Identify individual sounds within a word.
- Blend sounds together to create words.
- Identify common words by sight.

HELP AT HOME

- Play a letter-change game: say the word BAT, now change the beginning sound from B to C. The new word is CAT. Now change the final sound T to N. The new word is CAN.
- Build one-syllable words together using magnet letters.



























c. Your child can know final -e and common vowel team conventions for representing long vowel sounds.

- Understand vowel patterns and vowel teams in order to decode words.
- Apply word analysis skills to decode unfamiliar words.

### HELP AT HOME

- Give your child a word card with simple C-V-C words that when an “e” is added to the end, the word changes (e.g., cap = cape, hat = hate, hop=hope, cut = cute). Have your child use a magnetic letter or cut out letter “e” and place at the end of the word card. Say the new word with the long vowel sound.

### RESOURCES

VOWEL TEAMS			
 ee	 ay	 oa	 ie
 igh	 ea	 ai	 ow
 y	 y	 ar	 er
 ur	 or	 ir	 oy
 ou	 ew	 oo	 ow
 ue	 aw	 oi	 oo

### VOWEL TEAMS

- They come as a team.
- Two vowels next to each other.
- Two letters that come together to make one sound.
- Some vowel teams can be spelled more than one way (e.g., ai-rain; ay-hay).



d. Your child can use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- Know the sounds of the letters of the alphabet.
- Distinguish between vowels and consonants.
- Understand that each syllable must have a vowel sound.
- Understand vowel patterns and vowel teams.

### HELP AT HOME

- Call out any word to your child and have them clap the syllable pattern (e.g., hip-po-pot-a-mus = 5).
- Write a word on a card or paper. Have your child try to find where to divide the word between the syllables (e.g., helicopter = hel / i / cop / ter).

e. Your child can decode two-syllable words following basic patterns by breaking the words into syllables.

- Pronounce all letter sounds.
- Understand that words are made up of individual sounds.
- Identify individual sounds in words.
- Blend sounds together to create words.

### HELP AT HOME

- Clap or beat a drum for each syllable in the names in your family. Lin-da has 2 beats. A-man-da has 3 beats. John has 1 beat. How many beats do you hear?



## f. Your child can read words with inflectional endings.

- Read through the entire word.
- Understand suffixes -s, -es are added to nouns to mean more than one.
- Understand suffix -ing is added to a verb to mean it is happening now.
- Understand that -ed is added to a verb to mean that it has already happened.

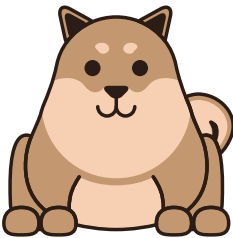
### VOCABULARY

INFLECTIONAL ENDINGS are letters added to the end of a base word that changes the word's meaning (e.g., bats, wishes).

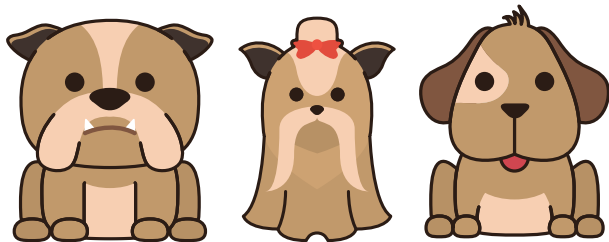
### HELP AT HOME

- Using a magazine, or newspaper article, have your child use a highlighter to locate words that contain a suffix.
- Play Chop the Word: the word is *covering*. Chop the ending. What's the new word? *Cover*. Repeat with other words that end in -ed, -es, -s, and -ing.
- Write a simple base word on a card. Have your child add a suffix to the word to change the meaning of the word (e.g., plant + s = plants, plant + ed = planted, plant +ing = planting). To extend the learning have your child produce a sentence with the newly created words to help them understand when each is used and how they are different.

# DOG



# DOG+S



g. Your child can recognize and read grade-appropriate irregularly spelled words.

- Understand that some words cannot be decoded (unblended) in order to read and do not follow predictable patterns.

### HELP AT HOME

- Using “Fry’s First 100-Word List,” create flashcards for unpredictable word pattern words. Starting with 5-10 cards, practice reading these cards until your child has reached mastery. When your child has reached mastery on a card, replace that card with a new word to learn. Review cards that have been achieved weekly.

#### FRY SIGHT WORD LIST 1-100

Ranked by Frequency/Grouped by Five  
“These are the most common words in English, ranked in frequency order.

The first 25 make up about a third of all printed material. The first 100 make up about half of all written material.”

(Fry & Kress, 2006, p.51)

<b>LIST 1</b> the of and a to	<b>LIST 2</b> in is you that it	<b>LIST 3</b> he was for on are	<b>LIST 4</b> as with his they I	<b>LIST 5</b> at be this have from
<b>LIST 6</b> or one had by word	<b>LIST 7</b> but not what all were	<b>LIST 8</b> we when your can said	<b>LIST 9</b> there use an each which	<b>LIST 10</b> she do how their if
<b>LIST 11</b> will up other about out	<b>LIST 12</b> many then them these so	<b>LIST 13</b> some her would make like	<b>LIST 14</b> him into time has look	<b>LIST 15</b> two more write go see
<b>LIST 16</b> number no way could people	<b>LIST 17</b> my than first water been	<b>LIST 18</b> call who am its now	<b>LIST 19</b> find long down day old	<b>LIST 20</b> get come made may part





Your child can read with sufficient accuracy and fluency to support comprehension through these three skills:

a. Your child can read on-level text with purpose and understanding.

- Demonstrate an understanding of a text when it is read aloud.
- Understand that a reader has a purpose when reading.

### STAGES OF READING DEVELOPMENT

EARLY EMERGENT READERS are beginning to learn sound/symbol relationships--starting with consonants and short vowels--and are able to read CVC (consonant-vowel-consonant) words, as well as a number of high-frequency words.

EMERGENT READERS are developing a much better grasp of comprehension strategies and word-attack skills. They can recognize different types of text, particularly fiction and nonfiction, and recognize that reading has a variety of purposes.

EARLY FLUENT READERS are experiencing a greater variety of text and are able to recognize different styles and genres. Independence often varies with the type of text being read.

### HELP AT HOME

- When reading aloud to your child, demonstrate the different voices and emotions of each character through your tone of voice and expressions.
- Create a printed copy of a text for your child. Have them use crayons, markers or highlighters to highlight the sections of text that show someone is speaking (usually in quotations). Then have your child read the text paying close attention to the expression he uses when they get to these sections.

FLUENT READERS read a wide range of text types and do so independently. They will continue to refine and develop their reading skills as they encounter more difficult reading materials. For the most part, they are capable of improving their reading skills and selection of materials independently through increased practice.



b. Your child can read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

- Read with fluency and expression.
- Understand that reading involves rhythm, rate, and expression.

## HELP AT HOME

- Give your child the opportunity to read and reread texts to build their fluency skills.
- Read plays with scripts for characters to practice reading with expression.
- Invite your child to read along with you in choral reading a familiar story.

