2019-2020 Early Literacy Parent Notice

Student Name _______________________________

Idaho Reading Indicator information: Fall IRI score____________

The above graphic shows the progression of skills needed for reading proficiency. It takes years to develop into a proficient reader and much of our time in elementary school is spent in this development. If a student is struggling in one of these areas, the natural progress of reading development will be impaired.

The Idaho Reading Indicator is a quick assessment to determine if students are obtaining the reading skills they should have for their grade level. A score of “3” or “2” on an IRI indicates that more support is necessary for your student’s success. Research-based instructional interventions will be provided; targeting the skill that your student is struggling to develop (per Idaho House Bill 451 and 526).

Research-based instructional interventions in the area marked below will be provided for your child. If they scored a 3 on the assessment, they will receive sixty hours of targeted instruction in the area(s) of need. If they scored a 2, they will receive thirty hours of targeted instruction in the area(s) of need.

Your student will receive intervention for the following skill (see the attached information sheet on ways you can help at home):

Phonemic Awareness          Phonics          Fluency           Vocabulary          Comprehension

Team signatures:

Activities to help at home:  https://perc.sde.idaho.gov/

Please sign, cut and return the bottom section of this page to your child’s teacher. Your signature indicates that you have received and read this information

Parent Input: __________________________________________________________________________
______________________________________________________________________________________

Parent Signature ___________________________________________Date____________

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Inspiring Excellence — Every Child, Every Day

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Phonemic Awareness:

The ability to use individual sounds to both breakdown and build words. This piece of reading readiness is verbal.

Skill practice your child will receive as part of intervention:

- Phoneme blending (putting sounds together)  
  - example: h - a – t = hat

- Phoneme segmenting (breaking up words into individual sounds)  
  - example: hat = h – a – t

What you can do at home to practice phonemic awareness:

- Read rhyming books and practice rhyming
- Talk about the beginning, middle, and ending sounds of simple words
- Help your student determine the different sounds they hear in a word
- Help your student determine how many different sounds are in a word
Phonics:

Using written symbols to represent the sounds we hear.

Skill practice your child may receive as part of intervention:

- CVC Blends (consonant-vowel-consonant)
- Digraphs (two letters that work together to make one sound like)
- R-Controlled (any sound where “r” changes the original sound –like “er”)
- Long Vowel sounds
- Diphthongs (two vowels in a single syllable-like “oi”)
- Variant Vowels (different letter combinations to say the same vowel sound)
- other phonics patterns as needed.

Some things you can do at home to practice phonics skills:

- Practice letter sounds
- Practice reading the Journey’s decodable readers
- Have your child write simple notes like the grocery list or little reminders

The more a student associates the letters with the right sound—the stronger their phonics skills become.
Fluency:

Reading is smooth and understandable—sounds like we are talking (normal rate and expression)

Skill practice your child may receive as part of intervention:

- Repeated Oral Reading (reading the same thing over and over)
- Partner Reading (child reads a page then partner reads a page)
- Phrase-Cued Reading (reading that is divided into natural phrases or pauses)
- Reader’s Theater

What you can do at home to practice fluency:

**Building fluency takes lots of practice!**

- Read stories out loud! Listening to stories being read fluently helps students understand what reading should sound like.
- Listen to audio books
- Have your student read out loud to you
- Read a story together-taking turns reading the pages
- Have your student record themselves reading then listen to their recording
Vocabulary:

Understanding the meaning of the words found in text and using them appropriately in conversation and writing.

Skill practice your child may receive as part of intervention:

- Learning the meanings of words they find in text or conversation
- Practice using words appropriately in conversation
- Practice using context clues (using other words in text to determine the meaning of an unknown word)
- Practice in building understanding of the relationship between words
  - synonyms – words that mean the same thing
  - antonyms – words that mean opposites

What you can do at home to build vocabulary:

- Talk about interesting words you use in conversation and/or find in text
- Talk about what words mean
- Talk about how different words can change the meaning of the sentence
- Use a word of the day app together
Comprehension:

Understanding what we read and being able to think about how the new information fits into the world around us.

Skill practice your child may receive as part of intervention:

- Discussing reading selections
- Making connections between what they are reading and to their own lives and/or to other texts
- Determining the main idea of a text
- Discussing how characters in the text relate to one another

What you can do at home to build comprehension skills:

- Discuss what your student is reading.

  Some question ideas:

  o "What is this story about?"
  o "How is this story like the story we read last week?"
  o "Have you ever had anything like this happen in your life?"
  o "Why do you think the author wrote this story?"
  o "The main character did ____, how did you feel about that?"
  o "What are some facts that we learned from this story?"
  o "What is the main character’s opinion of ____?"