

## **Books for Guided Reading and why they stay at school at BLES**

At BLES we don't normally send home the books we use for Guided Reading because of several reasons. The main reason is because the texts we use for Guided Reading are on the student's instructional level. That means that the student needs help from the teacher to handle that text. Therefore, it's not something that the student **can** read independently. The texts we use in grades 3, 4, and 5 are often used over a week or two and may be used in more than one period, since our teachers teach two or three sections of reading a day. If a student has spent a week or two reading the text in class with the teacher, would they want to take it home and read it again? I wouldn't.

### **So, what can parents do at home to support their student's reading?**

Most teachers send home books on the student's independent level that they **should** be reading independently daily. There is generally a reading log or a reading response that accompanies this. Make sure that your child has a book that he/she can read and is interested in reading. If your child's teacher has indicated that fluency is a problem for your child, then have them read aloud to you at least some of the time. Get out old nursery rhymes and poems and practice reading them until they can do so fluently. Find a book of tongue twisters or write down some that you remember from childhood and have them practice.

Ask that your child bring home the basal for his/her grade level. Most of our teachers are not using these daily for instruction. You can use this to see how well your child is able to read grade-level material. You can also do this with their science or social studies texts, too.

If remembering what they read is a concern, then ask your child's teacher or call me (Marcia Baxter, literacy specialist) for ideas and strategies to use to help your child keep up with characters and plot, etc. Talk with them about keeping a picture in their heads while they read...like playing a movie. Ask them if they can make any connections to what they are reading. Is this story like something that has happened to him/her before or like something he/she has read before.

Think about what YOU do when you read something. Think about what YOU do to figure out words you don't know. Think about how YOU keep up with what's going on in a story. Talk with your child about these things.