



PARENT GUIDE TO EARLY READING SKILLS KINDERGARTEN TO GRADE 3

HELP YOUR CHILD MASTER SOUNDS, LETTERS AND SMOOTH READING

This parent guide of sample ideas was designed to help you grow your child into a strong reader. You don't have to be a teacher or a reading specialist. But start as early as you can, even before kindergarten begins, and practice often. And don't hold back from making it fun.

If you want help or more ideas, visit Readby4th.org and ask your child's teacher to partner directly with you to support your child's reading adventure.

KINDERGARTEN

Sounds "Phonological Awareness"

CHILD CAN:

1. Tell if words rhyme. Bat, mat: YES! Bat, ball: No.
2. Say words that rhyme. Hears "hop" and says words like: stop, shop, cop. Hears "day" and says words, like: say, play, sleigh.
3. Hear a word and make just the first sound of that word. Hears "pup" and then makes the sound /p/. Hears "hamburger" and makes the sound /h/.
4. Hear a word and make just the last sound of that word. Hears "bad" and then makes the sound of /d/. Hears "drum" and then makes the sound of /m/.
5. Hear a simple three-letter word, and make just the middle sound. Hears "bad" and then makes the sound of /a/. Hears "hop" and then makes the sound of /o/.

Letters and Words "Phonics"

CHILD CAN:

1. Recognize and name all of the letters
2. Write all of the capital and lower-case letters.
3. Read and spell simple three-letter, short-vowel words (by the end of the kindergarten school year). Reads and spells words, like: cat, met, sip, hop, and hug.
4. Read and spell simple long-vowel words (by the end of the kindergarten school year). Reads and spells words like: rake, bite, and cute.
5. Say the sound each letter makes. Adult points to, or writes, a letter and child makes the sound of the letter (including short and long vowel sounds).
6. Read kindergarten-level high-frequency sight words that may not follow rules like: I, the, and was.

GRADE 1

Sounds "Phonological Awareness"

CHILD CAN:

1. Hear the number of syllables in a word. One syllable: cat. Two syllables: tiger. Three syllables: elephant.
2. Hear the difference between short- and long-vowel sounds. Child can say:
 - Short "a" vowel sound in cap and the long "a" vowel sound in cape
 - Short "e" vowel sound in pet and the long "e" vowel sound in meat
 - Short "i" vowel sound in bit and the long "i" vowel sound in light
 - Short "o" vowel sound in hop and the long "o" vowel sound in snow
 - Short "u" vowel sound in up and the long "u" vowel sound in cube
3. Put sounds together to make a word. Child can hear:
 - Three separate sounds, /p/ /i/ /g/, and says "pig."
 - Three separate sounds, /ch/ /o/ /p/, and says "chop."
 - Four separate sounds, /s/ /l/ /i/ /p/, and says "slip."
4. Make the middle sound in words with three sounds. Hears "lap", and then says the short-vowel sound /a/. Hears "rope" and says the long-vowel sound /o/.
5. Break apart words with three or four sounds into individual sounds. Hears "ride" and says the sound /r/, then the long-vowel sound /i/, then the sound /d/. Hears "flat" and says the sound /f/, then the sound /l/, then the short-vowel sound /a/, then the sound /t/.

Letters and Words "Phonics"

CHILD CAN:

1. Read and spell words with digraphs (two letters with one sound), such as: wh, th, sh, ch, ck. Sample words with digraphs: chin, check, thud, thick, ship, which.
2. Read and spell words with initial blends (two consonants next to each other that make two sounds), such as: slip, drag, flop, step, trip, grin, stun.
3. Read and spell long-vowel words with digraphs and initial blends, such as: plate, chime, spoke, shine, she, cry, and fly.
4. Read words with double vowels, such as: rain, meet, meat, read, and heat.
5. Read and spell two-syllable words with short-vowel sounds, such as: rabbit, bandit, and suntan.
6. Read first-grade-level, high-frequency sight words that may not follow rules like: what, could, and said.

GRADE 2

Letters and Words “Phonics”

CHILD CAN:

1. Use a final “e” to make the vowel sound long, adding a final “e” to change words, such as: cap/cape; fin/fine; cut/cute; and not/note.
2. Read two-syllable words with long vowels, such as: baby, pancake, happy, combine, and refine.
3. Read and write common contractions, for example in rewriting the following words as contractions: “can not” to “can’t” and “I have” to “I’ve.”
4. Read words with common prefixes (beginning of word) and suffixes (end of word), such as:
 - Prefixes: re (recycle, replay, remind); dis (dislike, disrupt, disappoint); un (unpack, unhappy, undo); and pre (preheat, preview, premade)
 - Suffixes: s, es (rabbits, boxes, brushes); ed (jumped, cried, folded); and ing (ringing, reminding, standing)
5. Read second-grade-level, high-frequency sight words that may not follow rules like: know, through, and because.

GRADE 3

Letters and Words “Phonics”

CHILD CAN:

1. Read and understand words with common prefixes (beginning of word) and suffixes (end of word), such as:
 - Prefixes: im (impossible, impression, immature); mis (mistake, misrepresent, misread) and il (illustrate, illogical).
 - Suffixes: ly (lovely, happily, gladly); er, or (player, writer, visitor); ion (champion, action, vacation); able (dependable, readable, reasonable); ible (visible, audible); and ment (department, amazement, compartment).
2. Read multisyllable words that increase in length, such as:
 - Compound words: playground, handshake, snowman, and highway.
 - Two-syllable words: rabbit, tiger, and donkey.
 - Three-syllable words: misconduct, rectangle, and gentleman.
3. Read third-grade-level, high-frequency sight words that may not follow rules like: thought, enough, and together.

Smooth Reading “Fluency”

KINDERGARTEN

CHILD CAN:

Read at independent reading Level A (at the beginning of the school year) and at Level C (by the end of kindergarten).

GRADE 1

CHILD CAN:

Read at independent reading Level D (at the beginning of the school year) and at Level I (by the end of first grade).

GRADE 2

CHILD CAN:

Read at independent reading Level J (at the beginning of the school year) and at Level L (by the end of second grade).

GRADE 3

CHILD CAN:

Read at independent reading Level M (at the beginning of the school year) and at Level O (by the end of third grade).

ALL CHILDREN AT EVERY GRADE LEVEL CAN:

- Practice reading aloud the same book using correct words and expression.
- Read aloud with a speaking voice.
- Read a lot of books on different topics.
- Enjoy adults reading books to him.

Download a “Parent Guide to Reading Levels” at Readby4th.org or ask your child’s teacher.

YOUR CHILD’S LOVE OF READING BEGINS WITH YOU.

- Attend a parent workshop. To find a workshop, go to readby4th.org/workshops.
- Team up with teachers. Bring this flyer to your parent meeting.
- Help your child get to school every day on time. Reading is taught in the morning.



Table Activities Directions

Phonological Awareness

1. Spread out the **white picture cards** on the table.
2. Rhyming:
 - a. Help your child create pairs of pictures with names that rhyme.
 - b. Choose a picture and ask your child for as many words as possible that rhyme, and then discuss whether the words are “real” or not.
3. Beginning, Middle and End Sounds:
 - a. Have your child choose a picture, name it, and then make JUST the first sound of the word. Later, ask about the ending sound, and finally, the middle sound.
 - b. You sound out the name of a picture, and ask your child to find the picture. For example: mmmmmm – oooooo – ppp, and the child says, “mop” and finds the picture.

Phonics – Kindergarten and 1st Grade

1. Spread out the **white picture cards** and the **yellow letter cards**.
2. Letters and Sounds:
 - a. Point to an uppercase letter, and ask your child for the name of the letter, its sound, and then match it with the lower case letter.
 - b. Use the letters like a flashcard deck and see how fast your child can name 20 letters.
 - c. Have child choose a picture and then find the letter that matches the first sound.
3. Blending to Make Words:
 - a. You use the letters to spell three letter words from the picture deck, have your child read the word, and then find the picture.
 - b. Your child spells a word with the letter cards, and then you replace one letter to make a new word. So that mop becomes top, and top becomes tap, and tap becomes nap.

Phonics – 2nd and 3rd Grade

1. Find the **Orange prefix/suffix/root word cards** and the **contraction squares and the large triangle**
2. Prefixes and Suffixes:
 - a. Use the cards to make as many new words as you can with your child.
3. Contractions:
 - a. Child chooses a square, reads the two words, and then finds the contraction on the triangle.
 - b. Parent points to a contraction on the large triangle, then child reads the contraction and also says the two words that make up the contraction. Child finds the square with the two words.

Phonics – Kindergarten to 3rd Grade

1. Find the **blue sight word deck** and **sight word list**.
2. Sight Words
 - a. With the Sight Words, see how quickly your child can read 20. Then practice and try again.
 - b. Ask your child to spell the sight words while tapping the table for each letter.

Fluency

1. Fluent Reading
 - a. Choose a reading passage appropriate for your child's grade, and time your child reading for one minute. Then have the child practice, and time him/her again.
 - b. Make an audio or video recording of your child reading a passage the first time, and then after some practice do another recording. Then show them the difference!





mop	hop	bug	mug
		pig	dig
		chain	rain
	tree		bee

b	d	g	h	i
m	n	o	p	r
t	u	ai	ee	ch
B	D	G	H	I
M	N	O	P	R
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BLEED

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SAFE ZONE

DIELINE

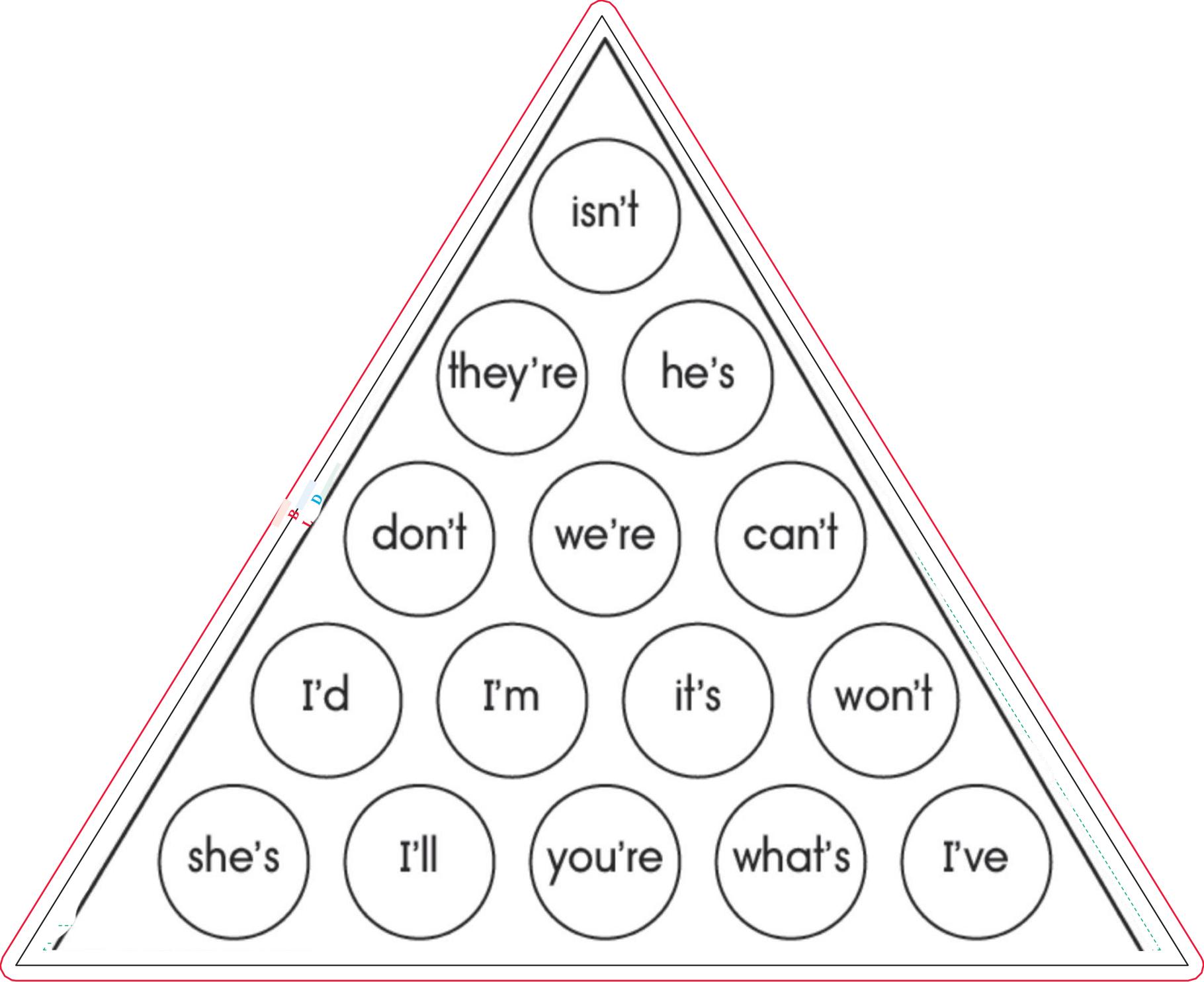
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BLEED

DIELINE

SAFE ZONE

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you are

I am

PERFORATE

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I have



Second 100 Words – Grade 1 to Grade 2

- | | | | |
|--------------|-------------|---------------|-------------|
| 1. over | 26. say | 51. set | 76. try |
| 2. new | 27. great | 52. put | 77. kind |
| 3. sound | 28. where | 53. end | 78. hand |
| 4. take | 29. help | 54. does | 79. picture |
| 5. only | 30. through | 55. another | 80. again |
| 6. little | 31. much | 56. well | 81. change |
| 7. work | 32. before | 57. large | 82. off |
| 8. know | 33. line | 58. must | 83. play |
| 9. place | 34. right | 59. big | 84. spell |
| 10. years | 35. too | 60. even | 85. air |
| 11. live | 36. means | 61. such | 86. away |
| 12. me | 37. old | 62. because | 87. animal |
| 13. back | 38. any | 63. turn | 88. house |
| 14. give | 39. same | 64. here | 89. point |
| 15. most | 40. tell | 65. why | 90. page |
| 16. very | 41. boy | 66. ask | 91. letter |
| 17. after | 42. follow | 67. went | 92. mother |
| 18. things | 43. came | 68. men | 93. answer |
| 19. our | 44. want | 69. read | 94. found |
| 20. just | 45. show | 70. need | 95. study |
| 21. name | 46. also | 71. land | 96. still |
| 22. good | 47. around | 72. different | 97. learn |
| 23. sentence | 48. form | 73. home | 98. should |
| 24. man | 49. three | 74. us | 99. America |
| 25. think | 50. small | 75. move | 100. world |



over

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kind

sound where

end

hand

take

help

does

picture

only

through another

again

The Big Hike

Tamara opened her eyes and jumped out of bed. Most days she hated getting up early. But today was different. Today Tamara was wide awake and excited. Today her family was going on a hike. This was Tamara's first hike. She pulled on her new shoes and tied the laces. Tamara's mother had bought the new shoes just for the hike. They were brown boots. The bottom of the boots was made of rubber and had curves to help Tamara walk on rocky ground. Tamara put on pants, a shirt, and a big jacket. She was ready to go hiking.

"Tamara," her mother called. "Are you ready?"

"Yes, I am!" Tamara said.

Tamara ran down the stairs. Her mother and older brother James were there at the bottom. They were all wearing new boots like Tamara's. James was hopping up and down impatiently. Everyone was ready for the hike.

Tamara's family got into the car. They drove for two hours until they were far away from the city. Once they left the city and the suburbs, there weren't many buildings beside the road. Instead there were trees and fields. Tamara saw herds of cows chewing on grass. The road climbed up. They were driving into the mountains. Tamara rolled down her window. The air was cool and she liked it. It smelled like leaves and flowers. Soon, Tamara's mother parked the car.

"Are we here? Is this the hike?" asked Tamara.

"Yes," said James. "See that trail? That's where we'll start hiking." James had hiked this trail before and it was one of his favorites.

Tamara looked at the trail. It was a dirt path and went into the forest. Tall trees and tiny flowers lined both sides of the path. Tamara, her

mother, and her brother began to walk. Butterflies and bumblebees flew over the flowers. At first the bees made Tamara nervous, but soon she saw that they were more interested in the flowers than they were in her.

Tamara's mother talked about the other times the family had gone hiking. James talked about the time he went camping with the Boy Scouts. Tamara wanted to talk, but she felt out of breath. The trail was steep. They had been walking uphill for an hour by now. Tamara took hold of her mother's hand. "I'm tired," she said.

"Come on, Tamara," said her brother. "You can do it! You're ten years old. That's old enough to hike."

Tamara kept going. If her brother said she could do it, Tamara knew she could do. James never lied. They kept walking uphill. Tamara looked around at the plants to keep her mind off of how tired she felt. There was green everywhere. There were trees with long draping leaves that Tamara had never seen before. She saw a small and furry rabbit by the side of the trail. Tamara gasped with surprise and the rabbit ran away at the sound.

"Look, Tamara!" her brother called suddenly. The trail had ended. Tamara and her family were at a pool at the bottom of a waterfall. Tamara looked up at the water rushing down and at the fish swimming in the pool. Her mother sat on a rock at the edge of the pool and began to unpack their picnic. There were peanut butter and banana sandwiches, baby carrots, and chocolate chip cookies. Tamara took off her boots and sat on the edge of the rock. As she bit into her sandwich, she dipped her toes into the cool water. "Congratulations Tamara!" said her mother. "You just finished your first hike!" Tamara smiled. She decided that she liked hiking.