

Grade Three Reading Proficiency Indicators

Enterprise Scale

A student's ability to read at grade level by the 3rd grade is the #1 indicator whether or not that student will complete high school.

— Annie E. Casey Foundation

Learning to read is the focus of the early elementary-school years. By the end of grade three, students are expected to have learned to read. By fourth grade, a dramatic shift occurs: Students are expected to put those reading skills to use by reading to learn in all subject areas. The amount of time on reading instruction decreases as students advance through school. As a result, it is extremely difficult for students to catch up if they cannot read well by the end of third grade. Renaissance is ready to assist states and their educators by providing a picture of a child's reading proficiency from kindergarten through grade three.

What are the Reading Proficiency Indicators?

Through research and empirical data, Renaissance® has identified a list of skills that designate reading proficiency at each grade level from kindergarten through grade three. These skills are the Reading Proficiency Indicators. The Reading Proficiency Indicators, paired with Renaissance Star Early Literacy®, are one tool—a trusted, valid, and reliable one—that educators can use to gather and report objective data with respect to grade-level literacy proficiency. That data can drive the development of relevant instructional opportunities and minimize achievement gaps.

How to use the Proficiency Indicators

Understanding a student's level of proficiency with the indicator skills provides valuable insight into the skill instruction a student may need. After you administer a Star Early Literacy assessment, use your state benchmark report to identify whether a student is on track for meeting the end of grade three reading proficiency expectations.

To help students who do not yet have the reading skills expected, focus on the Proficiency Indicators listed below for each grade level. Each Indicator is associated with a Renaissance Learning Progression skill. The set of skills included in the learning progression built for your state's standards is based on analysis of the standards. Additional guidelines and resources are available in Renaissance Flow 360®.

Four customizable form letters are included for reporting to parents on progress and to suggest powerful ways to aid their student's literacy development at home.

Indicator Skills	Renaissance Learning Progression Skills
Identify common prefixes	Identify the meanings of grade-level appropriate affixes (e.g., dis-, non-, re-, un-, and -ful, -ly, -ness) and infer how they affect the meanings of words
Identify common derivational suffixes	Identify the meanings of grade-level appropriate affixes (e.g., dis-, non-, re-, un-, and -ful, -ly, -ness) and infer how they affect the meanings of words
Know the meaning of common prefixes	Identify the meanings of grade-level appropriate affixes (e.g., dis-, non-, re-, un-, and -ful, -ly, -ness) and infer how they affect the meanings of words
Know the meaning of common derivational suffixes	Identify the meanings of grade-level appropriate affixes (e.g., dis-, non-, re-, un-, and -ful, -ly, -ness) and infer how they affect the meanings of words
Decode words with common Latin suffixes	Decode words with common Latin suffixes, such as the <i>-or</i> in <i>elevator</i> or <i>-ment</i> in <i>government</i> , and identify the meanings of the words
Decode multisyllable words	Decode increasingly difficult multisyllable words by identifying syllable patterns (e.g., transportation)
Read words with irregular spellings	Read grade-level irregularly spelled sight words automatically (e.g., certain, notice)
Read texts with purpose and understanding	Identify purpose for reading (e.g., for enjoyment, to answer a question, to learn about a subject) and comprehend on-level texts demonstrated by talking about interesting characters or surprising events, writing an answer to the question, or summarizing what was learned
Read on-level text accurately and fluently	Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet third-grade benchmarks
Confirm word recognition and understanding	Confirm or correct understanding of a word or a larger text by using context clues, including both words and text structures, by using phonics, particularly understanding of word morphology, and by slowing reading pace and/or rereading
Self-correct word recognition and understanding	Confirm or correct understanding of a word or a larger text by using context clues, including both words and text structures, by using phonics, particularly understanding of word morphology, and by slowing reading pace and/or rereading

Determine the meanings of grade-level words using knowledge of synonyms	Explain the differences in shades of meaning between related words and synonyms, especially those that describe states of mind (e.g., worried, excited, astonished, amazed) or differ in degrees of certainty (e.g., know, believe, suspect)
Determine the meanings of grade-level words using knowledge of antonyms	Name antonyms or near antonyms for grade-appropriate words (e.g., happiness/sadness)
Determine the meanings of grade-level multi-meaning words	Identify and use homophones (e.g., hole/whole, weak/week) and homographs/multiple-meaning words (e.g., hard, chest) and determine their meanings in grade-appropriate texts using sentence context or prior knowledge of spellings

* Skill is predictive of later literacy success.

Grade 2

Indicator Skills	Renaissance Learning Progression Skills
Distinguish between long and short vowel sounds	Distinguish short vowel sounds from long vowel sounds to read single-syllable words (e.g., reading the words <i>egg</i> , <i>we</i> , and <i>key</i> , students identify <i>egg</i> as having the short vowel sound)
Recognize common vowel teams	Decode words with long vowel digraphs (e.g., pick the word <i>need</i> : <i>nede</i> , <i>nead</i> , <i>need</i>) and isolate the spelling pattern used (e.g., pick the vowel team that spells the long <i>a</i> sound in <i>tail</i> : <i>ae</i> , <i>ai</i> , <i>au</i>)
Decode two-syllable words with long vowels	Decode words with long vowel syllable patterns (V-CV and VC-V) by using principles of chunking
Decode words with prefixes and suffixes	Decode words with common affixes (e.g., un-, re-, over-, -er, -est) and familiar base words
Read words with irregular spelling	Recognize and automatically read grade-appropriate irregularly-spelled words (e.g., <i>answer</i> , <i>beautiful</i>)
Read texts with purpose and understanding	Identify purpose for reading (e.g., for enjoyment, to answer a question) and comprehend on-level texts demonstrated by rereading favorite parts to self or other audience or by answering pre-reading questions
Read on-level text accurately and fluently	Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet second-grade benchmarks

Confirm word recognition and understanding	Confirm or correct understanding of a word in context through the use of various text features (e.g., illustrations, bold print, glossaries), phonics (e.g., sounding out words, especially initial and final letters), and by applying repair strategies (e.g., slowing reading pace and/or rereading aloud)
Self-correct word recognition and understanding	Confirm or correct understanding of a word in context through the use of various text features (e.g., illustrations, bold print, glossaries), phonics (e.g., sounding out words, especially initial and final letters), and by applying repair strategies (e.g., slowing reading pace and/or rereading aloud)
Determine the meanings of grade-level words using knowledge of synonyms	Distinguish the differences in shades of meaning among closely related grade-appropriate verbs and adjectives (e.g., toss, throw, hurl)
*Determine the meanings of grade-level words using knowledge of antonyms	Name antonyms for grade-appropriate words (e.g., many/few)
Determine the meanings of grade-level multi-meaning words	Identify and use homophones (e.g., know/no, hear/here) and homographs/multiple-meaning words (e.g., point, safe) and determine their meanings in grade-appropriate texts using sentence context or prior knowledge of spellings

* Skill is predictive of later literacy success.

Grade 1

Indicator Skills	Renaissance Learning Progression Skills
Identify vowel sounds	<p>Decode regularly spelled single-syllable grade-level words by identifying short vowel sounds (e.g., read the words <i>cup</i>, <i>nap</i>, and <i>man</i>; <i>cup</i> has the same middle vowel sound as <i>run</i>)</p> <p>Identify long vowel sounds using common vowel team spellings in order to decode single-syllable words (e.g., pick the word with the same middle vowel sound as <i>meat</i> from <i>feel</i>, <i>bed</i>, and <i>let</i>)</p>
Identify sentence features	Locate the capital letter that begins a sentence, and the period, question mark, or exclamation point that ends it
*Identify rhyming words	Use knowledge of sound-symbol correspondences to identify rhyming words in word families (e.g., sleep, keep, sheep)

Distinguish long from short vowel sounds	Distinguish long vowel sounds from short vowel sounds in spoken single-syllable words (e.g., pick the picture that has the long /a/ from picture of a mat, cane, and can)
Identify/recognize words with inconsistent spelling-sound correspondences	Use knowledge of multiple pronunciations of vowel team spelling patterns to decode associated words (e.g., read, bread; hear, learn; pie, piece)
Blend phonemes to produce single-syllable words	Blend phonemes, including consonant blends, to pronounce single-syllable words (e.g., blend the sounds /s/ /e/ /d/ to produce <i>sled</i>)
Identify and pronounce the initial consonant phoneme	Isolate and then pronounce the initial, medial, or final sound in single-syllable words including those with long vowels and consonant blends (e.g., what is the middle sound in <i>goat</i> ?)
Identify and pronounce the medial vowel phoneme	Isolate and then pronounce the initial, medial, or final sound in single-syllable words including those with long vowels and consonant blends (e.g., what is the middle sound in <i>goat</i> ?)
Identify and pronounce the final consonant phoneme	Isolate and then pronounce the initial, medial, or final sound in single-syllable words including those with long vowels and consonant blends (e.g., what is the middle sound in <i>goat</i> ?)
*Substitute final consonant sound	Substitute final consonants or consonant blends to create new words
Segment phonemes in words	Segment single-syllable words into their component phonemes, including consonant blends, in sequence (e.g., segment <i>glad</i> into the sounds /g/ /l/ /a/ /d/)
*Distinguish consonant blends	Isolate, identify, and distinguish initial consonant blends to decode regularly spelled words (e.g., pick the word that starts with /bl/ from choices <i>block, brew, book</i>)
Recognize common consonant digraphs	Recognize and identify the spelling-sound correspondences for common consonant digraphs in words (e.g., pick the word that has /sh/ from choices <i>saw, wash, have</i>)
Decode one-syllable words	Decode regularly spelled single-syllable grade-level words by identifying short vowel sounds (e.g., read the words <i>cup, nap, and man</i> ; <i>cup</i> has the same middle vowel sound as <i>run</i>)
Decode words with long vowel sounds	Decode words by identifying the correctly spelled CVCe pattern in a word from a spoken sentence (e.g., read the words <i>drive, drove, and dove</i> and recognize that <i>drove</i> is the correct spelling of the word)

Know common vowel graphemes that represent long vowel sounds	Distinguish common spellings of long vowel phonemes in spoken words (e.g., <i>phone</i> has a different middle vowel sound than <i>like</i>)
Know that every syllable must have a vowel sound	Segment printed two-syllable words, making sure each syllable contains a vowel sound
Decode two-syllable words	Decode words with long vowel syllable patterns (V-CV and VC-V) by using principles of chunking
Read words with inflectional endings	Identify the meanings of familiar base words with common inflectional forms (e.g., -ed, -ing, -s, -es) to read grade-appropriate words
Create new words by combining base words with affixes to connect known words to new words	Identify the meanings of familiar base words with common inflectional forms (e.g., -ed, -ing, -s, -es) to read grade-appropriate words
Identify and understand compound words	Decode grade-appropriate two-syllable compounds (e.g., bedtime)
Read words with irregular spellings	Read grade-level sight words automatically (e.g., again, could, every)
Recognize words with irregular spellings	Recognize silent letters that represent consonants
Recognize words with irregular spellings	Recognize letters that represent vowel sounds in irregularly spelled words (e.g., to, put, come)
Read texts with purpose and understanding	Identify with guidance the purpose for reading (e.g., for enjoyment, to learn something new), and show comprehension of on-level texts by answering questions after reading that reflect on the purpose (e.g., What parts of the story did you like? What did you learn?)
Read on-level text accurately and fluently	Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet first-grade benchmarks
Confirm word recognition and understanding	With assistance, confirm or correct understanding of a word in context through the use of illustrations, phonics (e.g., sounding out words, especially initial and final letters), and by applying repair strategies (e.g., slowing reading pace and/or asking questions)

Self-correct word recognition and understanding	With assistance, confirm or correct understanding of a word in context through the use of illustrations, phonics (e.g., sounding out words, especially initial and final letters), and by applying repair strategies (e.g., slowing reading pace and/or asking questions)
---	---

* Skill is predictive of later literacy success.

Kindergarten

Indicator Skills	Renaissance Learning Progression Skills
Pages are read from left to right and top to bottom	Track printed words from left to right and top to bottom on a page
Understand printed words carry meaning	Understand that words are specific sequences of letters that carry meaning
Understand words are separated by spaces	Know that spaces separate words (e.g., recognize the difference between <i>Thecatsleeps.</i> and <i>The cat sleeps.</i>)
*Recognize and name all upper- and lowercase letters of the alphabet	Name all the letters of the alphabet and recognize their lower- and uppercase forms (e.g., pick another way to write the letter <i>G</i> from <i>q, g, j</i>)
*Recognize rhyming words	Distinguish between rhyming and nonrhyming words in spoken language (e.g., choose the word that rhymes with <i>hen</i> from <i>fan, pen, bun</i>)
Produce rhyming words	Recognize and produce rhyming sounds in words (e.g., choose word with /at/ sound from <i>cat</i>)
Count syllables	Blend, count, and segment syllables in spoken words (e.g., from an oral prompt, students identify that /spi/-/der/ makes the word <i>spider</i>)
Pronounce syllables	Blend, count, and segment syllables in spoken words (e.g., from an oral prompt, students identify that /spi/-/der/ makes the word <i>spider</i>)
Blend syllables	Blend, count, and segment syllables in spoken words (e.g., from an oral prompt, students identify that /spi/-/der/ makes the word <i>spider</i>)
Segment syllables	Blend, count, and segment syllables in spoken words (e.g., from an oral prompt, students identify that /spi/-/der/ makes the word <i>spider</i>)
Blend onsets and rimes	Identify and blend onsets and rimes in single-syllable words (e.g., identify the sounds /m/ /an/ in <i>man</i> and blend the sounds /m/ /an/ to produce <i>man</i>)

Segment onsets and rimes	Segment onsets and rimes in single-syllable words (e.g., segment <i>man</i> into the sounds /m/ /an/)
Isolate and pronounce the initial sounds in three-phoneme words	Isolate, say, and distinguish initial or final phonemes in spoken CVC words (e.g., say the initial sound in <i>hat</i> , the final sound in <i>cup</i>)
Produce primary consonant sounds	Identify initial consonant sounds with the letters that represent them (e.g., Pick the word that begins with the sound /g/, <i>get</i> ; pick the first letter you hear in <i>mop</i> , /m/)
Recognize, identify, and produce alliterative words	Recognize, identify, and produce groups of words that begin with the same initial sound (i.e., alliterative words)
Isolate and pronounce the medial vowel sounds in three-phoneme words	Isolate and distinguish short vowel sounds in single-syllable words in spoken language (e.g., from a verbal prompt, identify that <i>hat</i> has a different middle vowel sound than <i>hit</i>)
Isolate and pronounce the final sounds in three-phoneme words	Isolate, say, and distinguish initial or final phonemes in spoken CVC words (e.g., say the initial sound in <i>hat</i> , the final sound in <i>cup</i>)
Add individual sounds (phonemes) in simple, one-syllable words to make new words	Add or substitute initial or final phonemes in order to produce new one-syllable words in spoken language (e.g., change the /k/ in <i>cat</i> to /h/ to make <i>hat</i> ; change the /g/ in <i>bug</i> to /s/ to make <i>bus</i>)
*Substitute individual sounds (phonemes) in simple, one-syllable words to make new words	Add or substitute initial or final phonemes in order to produce new one-syllable words in spoken language (e.g., change the /k/ in <i>cat</i> to /h/ to make <i>hat</i> ; change the /g/ in <i>bug</i> to /s/ to make <i>bus</i>)
Know one-to-one letter-sound correspondences	Isolate, say, and distinguish initial or final phonemes in spoken CVC words (e.g., say the initial sound in <i>hat</i> , the final sound in <i>cup</i>)
Associate long vowel sounds with common spellings	Identify the letters that most commonly represent long vowel sounds (e.g., a_e, i_e, o_e, u_e)
Associate short vowel sounds with common spellings	Identify and match the short vowel sounds with the letters that represent them
Read high-frequency sight words	Read grade-appropriate high-frequency (e.g., Dolch, Fry) words by sight

Distinguish between similarly spelled words	Distinguish between similarly spelled words by identifying the sounds of the consonants that differ (e.g., pick the word that has the /k/ sound: <i>cat, pat, pat</i>)
Distinguish between similarly spelled words	Distinguish between similarly spelled words by identifying the sounds of the vowels that differ (e.g., pick the word that has the /a/ sound: <i>cat, cot, cut</i>)
Read emergent-level texts with purpose	Identify purpose for reading (e.g., listening comprehension, enjoyment) by choosing with direct support an appropriate book to read, and read and comprehend emergent-reader texts (i.e., predictable texts with rhyme, repetition, illustration support, simple sentences, familiar topics, clear ideas) demonstrated by answering questions during and after the reading that reflect on the purpose (e.g., what parts of the story did you like?)
Understand emergent-level texts	Identify purpose for reading (e.g., listening comprehension, enjoyment) by choosing with direct support an appropriate book to read, and read and comprehend emergent-reader texts (i.e., predictable texts with rhyme, repetition, illustration support, simple sentences, familiar topics, clear ideas) demonstrated by answering questions during and after the reading that reflect on the purpose (e.g., what parts of the story did you like?)
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content	Ask and answer questions to clarify the meanings of words when listening to informational texts, and apply foundational skills and strategies when encountering new vocabulary (e.g., use context clues, apply decoding strategies)
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content	Ask and answer questions to clarify the meanings of words when listening to literary texts, and apply foundational skills and strategies when encountering new vocabulary (e.g., use context clues, apply decoding strategies)

* Skill is predictive of later literacy success.

Sample Parent Letters

Following are sample letters to parents on students' progress toward achieving reading proficiency. The letters frame a student's level of proficiency in relation to the stages of reading development used in other Star Early Literacy reports.

To determine which letter to use, first select the stage of reading that corresponds to the student's Star Early Literacy score* (see table below). Select the appropriate letter for that stage of reading. Then fill in just two pieces of information—one for the student's name and another to indicate the score. This fill-in information can be entered into paragraph two of the letter. You will also want to sign the letter at the end.

The letter also contains a sample of at-home activities. Other suitable activities can be found at <http://help.renaissance.com/sel/Resources>.

Stages of Reading Development				
Early Emergent	Late Emergent	Transitional	Probable	Proficient
300–487	488–674	675–774	775–799	800

*Star Early Literacy scores are shown in context of the Star Enterprise scale.

Star Early Literacy Scaled Scores are used to classify every student into broad stages of reading development:

Students at the **Early Emergent Reader** stage are beginning to understand that printed text has meaning. They are learning that reading involves printed words and sentences, and that print flows from left to right and from the top to the bottom of the page. Early Emergent Readers are also beginning to identify colors, shapes, numbers, and letters.

- At the **Late Emergent Reader** stage, students can identify most of the letters of the alphabet and can match most of the letters to their sounds. Late Emergent Readers can recognize some printed words in their surroundings, including signs and their names. Late Emergent Readers, with their growing knowledge of letter sounds and word structure, are probably beginning to sound out simple printed words and are starting to get meaning from text. Students at this stage have mastered their alphabet skills and letter-sound relationships
- **Transitional Readers** are generally starting to apply basic concepts about print and books to unfamiliar text. Students at this stage are beginning to read unfamiliar words and easy-reader material, but are not yet fluent, independent readers.
- Students at the **Probable Reader** stage are becoming proficient at recognizing many words, both in and out of context. They spend less time identifying and sounding out words and more time understanding what they have read. Probable Readers are generally able to read silently and to read aloud some easy texts with accuracy, fluency, and expression.

For more information, please consult the *Star Early Literacy Technical Manual*, "Approaches and Rationales for Recommended Uses: Literacy Classification."

Dear Parent or Guardian,

As you know, reading is a skill all students need. Research shows that children who can read well by the end of third grade are most likely to do well all through their school years. Our school tracks the progress of each student in grades K-3 toward the goal of reading proficiency. We want to give you the information you need about your child's reading progress.

_____’s Renaissance Star Early Literacy Enterprise score is _____, which is at the Early Emergent stage of reading. At this stage, a student is usually beginning to understand that printed text has meaning and that print flows from left to right. Emergent Readers are also beginning to identify colors, shapes, numbers, and letters.

All children can benefit from extra time on reading. Here is just a sample of the kinds of things you can work on at home.

Early Emergent Reader Skills	At-Home Activities
Recognize and name all upper- and lowercase letters of the alphabet	Start with finding the letters in his or her name in other print; sing the alphabet song.
Recognize rhyming words	Share a book with repeated rhyming phrases (e.g., <i>Brown Bear</i>) aloud with your child. Stress the rhyming words and encourage your student to find words which rhyme (e.g., “Brown bear, brown bear what do you see? I see a green frog looking at me.” “Which word rhymes with see?”).
Pick out the letter that is the same or different	Play games with letter shapes: Match uppercase letters with their lowercase forms; tell which letter is different in a set of 3; pick out a number that is in a set of letters; pick out letters that have tails.

Thank you for supporting your student's reading progress.

Sincerely,

Dear Parent or Guardian,

As you know, reading is a skill all students need. Research shows that children who can read well by the end of third grade are most likely to do well all through their school years. Our school tracks the progress of each student in grades K-3 toward the goal of reading proficiency. We want to give you the information you need about your child's reading progress.

_____’s Renaissance Star Early Literacy Enterprise score is _____, which is at the Late Emergent stage of reading. At this stage, a student is usually beginning to sound out simple printed words and is starting to get the meaning from text. Students at this stage have mastered their alphabet skills and letter-sound relationships.

All children can benefit from extra time on reading. Here is just a sample of the kinds of things you can work on at home.

Late Emergent Reader Skills	At-Home Activities
For all skills	Read to your child and listen to your child read to you!
Recognize and name all upper- and lowercase letters of the alphabet	Help your child learn the names of the letters and the sounds the letters make. Turn it into a game and make it fun! "I'm thinking of a letter and it makes the sound mmmmmm. What letter is it?"
Recognize and name all upper- and lowercase letters of the alphabet	Use flash cards to have your child practice naming the letters quickly.
Produce rhyming words	Share a book with repeated rhyming phrases (e.g., <i>Brown Bear</i>) with your child. Leave off the final rhyming word within a phrase and help your child fill in the missing rhyming word. (e.g., "Brown bear, brown bear what do you see ? I see a green frog looking at ____.")
Substitute individual sounds in simple, one-syllable words to make new words	Share <i>There's a Wocket in My Pocket</i> (Seuss, 1974) with your child. In the story, first sounds of everyday objects are substituted as a child talks about strange creatures around the house, such as the "zamp in the lamp." Your child can make up strange creatures in the house such as the "zuk in my book" or "floom in my room."

Thank you for supporting your student's reading progress.

Sincerely,

Dear Parent or Guardian,

As you know, reading is a skill all students need. Research shows that children who can read well by the end of third grade are most likely to do well all through their school years. Our school tracks the progress of each student in grades K-3 toward the goal of reading proficiency. We want to give you the information you need about your child's reading progress.

_____’s Renaissance Star Early Literacy Enterprise score is _____, which is at the Transitional Reader stage of reading. At this stage, a student is usually beginning to read unfamiliar words and easy-reader material, but is not yet a fluent, independent reader.

All children can benefit from extra time on reading. Here is just a sample of the kinds of things you can work on at home.

Transitional Reader Skills	At-Home Activities
For all skills	Have your child read to you!
Read with purpose and understanding	Ask your child to tell you about what he or she just read. Ask questions and lead the discussion to get a full response.
Identify words that are opposite and words that are the same	Play the game Same or Opposite: You start by saying a pair of words that are opposites and ask <i>Same or Opposite?</i> Mix it up—also give pairs of words that mean about the same thing. When you think your child is ready, switch roles and let him or her think of the words for you to answer “Same or Opposite” to.
Determine the meanings of words using knowledge of homographs (words that are spelled the same but have different meanings)	Practice wordplay games while driving in the car or riding on the bus with your child. Talk about how the word <i>jam</i> means something you put on toast as well as cars stuck in traffic. How many other homographs can your student think of? When children are highly familiar with the meaning of a word, they have an easier time reading it.

Thank you for supporting your student’s reading progress.

Sincerely,

Dear Parent or Guardian,

As you know, reading is a skill all students need. Research shows that children who can read well by the end of third grade are most likely to do well all through their school years. Our school tracks the progress of each student in grades K-3 toward the goal of reading proficiency. We want to give you the information you need about your child's reading progress.

_____’s Renaissance Star Early Literacy Enterprise score is _____, which is at the Probable Reader stage of reading. At this stage, a student is usually able to read easy texts both silently and aloud with accuracy, fluency, and expression.

All children can benefit from extra time on reading. Here is just a sample of the kinds of things you can work on at home.

Probable Reader Skills	At-Home Activities
For all skills	Have your child read to you!
Read with purpose and understanding	Take turns reading with your child. As you read, ask your child to follow along in his/her text. On your child's turn to read, follow along with him or her in your own text. Continue taking turns until the entire text has been read. Reread the text several times for additional practice.
Identify words that are opposite and words that are the same	Play the game Same or Opposite: You start by saying a pair of words that are opposites and ask <i>Same or Opposite?</i> Mix it up—also give pairs of words that mean about the same thing. When you think your child is ready, switch roles and let him or her think of the words for you to answer “Same or Opposite” to.
Determine the meanings of words using knowledge of homographs (words that are spelled the same but have different meanings)	Practice wordplay games while driving in the car or riding on the bus with your child. Talk about how the word jam means something you put on toast as well as cars stuck in traffic. How many other homographs can your student think of? When children are highly familiar with the meaning of a word, they have an easier time reading it.

Thank you for supporting your student's reading progress.

Sincerely,

Dear Parent or Guardian,

As you know, reading is a skill all students need. Research shows that children who can read well by the end of third grade are most likely to do well all through their school years. Our school tracks the progress of each student in grades K-3 toward the goal of reading proficiency. We want to give you the information you need about your child's reading progress.

_____’s Renaissance Star Early Literacy Enterprise score is _____, which is at the Proficient Reader stage of reading. At this stage a student is usually able to read independently with understanding and to read aloud grade-level texts with accuracy, fluency, and expression..

All children can benefit from extra time on reading. Here is just a sample of the kinds of things you can work on at home.

Proficient Reader Skills	At-Home Activities
For all skills	Take turns reading aloud from a text your child chooses. Talk about the text. Ask some questions that start with “why.”
Read with purpose and understanding	Ask your child to tell you what he or she thinks will happen next as you pause a reading session.
Determine the meanings of words that have more than one meaning	Practice wordplay games while driving in the car or riding on the bus with the child. Talk about how the word <i>jam</i> means something you put on toast as well as cars stuck in traffic. How many other homonyms can the child think of? When children are highly familiar with the meaning of a word, they have an easier time reading it.
Identify the meanings of affixes such as <i>dis-</i> , <i>non-</i> , <i>re-</i> , <i>un-</i> and <i>-ful</i> , <i>-ly</i> , <i>-ness</i> , and decide how they affect the meanings of words	From a list of root words, create new words using the affixes. Decide what the new words mean and check the dictionary to confirm. (Sample root words to use: <i>act</i> , <i>credit</i> , <i>port</i> , <i>sign</i> , <i>merge</i> , <i>script</i>)

Thank you for supporting your student's reading progress.

Sincerely,