



# Using 100 BOOK CHALLENGE® Skills Cards

## A Parent's Guide

The 100 BOOK CHALLENGE Skills Cards travel between school and home daily. They are made to help you, the parent, be a successful Home Reading Coach and help your child make growth in reading. On each card, you will find the skills and strategies for each level. The included Comprehension questions match the higher-order thinking skills required by high-stakes tests. Here we've included some tips to help you make the best use of the Skills Cards.

### Responsibilities of a Home Reading Coach

- ☆ Turn off TV, phone, computers, and games. Eliminate distractions.
- ☆ Read with your child, or observe him/her reading, for 30 minutes. (For children in 1Y through 1R, taking breaks may be necessary.)
- ☆ Think and talk about the books afterward. **THIS IS WHEN TO USE THE SKILLS CARD** (see right).
- ☆ Sign 100 BOOK CHALLENGE logsheet. Sign ONE line for each 15-minute Step of reading.
- ☆ Have the student pack up the books for a safe return to school.

### The Basics of Coaching

1. Let your child do the work. The 100 BOOK CHALLENGE focuses on INDEPENDENT reading. If your child has selected appropriate books, you should not have to help him at all. He should enjoy the reading, and so should you. Listen all the time. Don't talk unless you absolutely have to. If your child makes a mistake, do this:
  - ▶ WAIT and don't say anything. Give him a chance to work it out on his own.
  - ▶ If your child corrects the mistake, praise him. ("I like the way you fixed that all on your own.")
  - ▶ If your child goes on for a while and does not correct the mistake, try one of these:
    - Ignore it, if it does not change the meaning of the text (Saying *home* instead of *house* doesn't change the basic meaning. Saying *horse* instead of *house* does change the meaning.)
    - Ask if what he read makes sense.
    - Give him the word and keep on going. Don't make a big deal of it.
2. Give your child the coaching he needs, when he needs it. See the back of this letter for suggestions about what to look for and say at each of the color levels.
3. Talk to your child about reading. Reading is thinking. Use a comprehension question from the Skills Card to start a discussion. Or just ask, "What are you thinking?" Explore, don't test. Just as adults enjoy talking to friends about their reading, kids do, too. Make book talk a regular activity in your home--over dinner, in the car, anywhere--so long as it happens!
4. Take 5 minutes to practice your child's Power Goal, the one his teacher asked him to work on. Use flash cards if necessary. When using flash cards, remember the 80/20 rule: Make sure 80% is material that your child knows well, and only 20% is new. Feeling successful means she'll enjoy the practice and stay engaged longer.

# Supporting Your Child's Reading: 1Y-2R

	Focus	What to Say and Do	Don't Worry About
<b>1Y</b>	Patterns and Pictures	relies on pattern and pictures; no phonics strategies yet.	"I'll read the first page or two, then you finish it."
<b>2Y</b>	Tracking		
<b>3Y</b>	Most Initial Consonant Sounds	<b>d</b>	"Let me see your lips ready to make that first letter sound. Now look at the picture. What starts with that sound?"
<b>1G</b>	1G Power Words	<b>day</b>	<p>"Let me see your lips ready to make that first letter sound. Now look at the picture. What starts with that sound?"</p> <p>When your child's error changes the meaning of the sentence, ask "Did that make sense? Can you reread that part?"</p> <p>Use flash cards and games to help readers memorize sounds and Power Words. For 1G, work on consonant sounds only. For 2G, work on blends (bl, br, cl, cr, etc.) and digraphs (ch, th, sh, wh).</p>
<b>2G</b>	2G Power Words Initial Blends & Digraphs	<b>pl</b>	
<b>1B</b>	How to use familiar chunks (vowel families) to figure out most 1-syllable words.	<b>play</b>	<p>"Can you use your fingers to find a chunk in the word that you already know?" (e.g., If the unknown word is "ham," your child should cover the letter "h," read "am," then uncover the "h" to read "ham.")</p> <p>When your child's error changes the meaning of the sentence, ask "Did that make sense? Can you reread that part?"</p> <p>Choose a few power chunks from the back of the Skills Card to practice each night. Get your child to use his fingers to decode the words on the card and read across the whole row (if he is able). Have him write some other words that have the same word chunk.</p>
<b>2B</b>	How to figure out most 2-syllable words.	<b>player</b>	<p>...asking your child to sound out letter by letter, or to use "rules" for decoding. Learning to notice and use word patterns is much faster. Help him practice chunking.</p> <p>...drilling the words on the back of the cards for memorization. These are provided for students to develop quick and flexible word chunking. Practice using the chunks.</p>
<b>1R</b>	How to figure out most 3-syllable words.	<b>playfully</b>	
<b>2R</b>	How to figure out any word familiar from speech	<b>payable</b>	

# Supporting Your Child's Reading: Wt-Gl

	Focus	What to Say and Do	Don't Worry About
<b>Wt</b>	Vocabulary in Context	"What word on this page is new to you? What do you think it probably means?"	<p>...helping your child sound out words. Readers at Wt and above should be doing this independently. DO worry if your child has trouble decoding words quickly using chunking. If she is having this problem, she probably needs to read easier books.</p>
<b>Bk</b>	Series Habit and Building Vocabulary using Word Parts	"Can you find anything inside the word to help you know what it means?"	
<b>Or</b>	Comfort in New Genres	"What genre would you say this book is? How do you know?"	
<b>Pu</b>	Genre Expansion/Proficiency in New Genres	"What do you expect to see in this book based on it's genre? What makes you say that?"	
<b>1Br</b>	Author's Craft, Point of View, Bias	Discuss author's perspectives and biases and how these might influence the text.	
<b>2Br</b>		Discuss author's political position, cultural background, and historical context and how these might influence the text.  "Does this book stick to the rules of its genre? Why/why not? How does it compare to others you've read in this genre?"	
<b>Si</b>	Literary Analysis	Use a comprehension question from the Skills Card to start a discussion. Explore, don't test.	
<b>Gl</b>	College and Career Ready		

The Difference Between Wt & Gl: Academic Vocabulary	
Level	Academic Vocabulary Words/Phrases Per Page
<b>White</b>	1-2
<b>Black</b>	3-5
<b>Orange</b>	6-10
<b>Purple</b>	11-15
<b>1-2Bronze</b>	16-20
<b>Silver</b>	21-25
<b>Gold</b>	25+