

Literacy Tips From the School City of Hobart's LCs

By Kathy Martin

The School City of Hobart is proud to have Literacy Coordinators (LCs) working with elementary classroom teachers as they implement the Reading and Writing Project from Teachers College out of Columbia University, New York. At George Earle, Kathy Martin and Margie Potter serve in this role, while at Joan Martin the Literacy Coordinators are Amy Adzia and Bev Crouch. Carolyn Polomchak is Liberty's Literacy Coordinator, and Marge Craig and Imelda O'Neill are Ridge View's LCs.

The Literacy Coordinators at each building have received extensive training in the components of the research-based Reading and Writing Workshops. Teachers College will be coming to Hobart to continue conducting on-site lab visits and training throughout the school year. The LCs will be a valuable resource to busy classroom teachers, working hard to sustain the work of Teachers College "in between" the on-site lab visits. LCs may also co-teach lessons, provide demonstration lessons, or confer with individual students or small groups. Another part of their job will include meeting with teachers to co-plan and co-strategize concerning students' progress. As proponents for literacy,

the LCs are experts with reading and writing. They plan on providing useful tips for parents and community members who want to help promote the love of reading and writing. This newsletter has tips for reading success.

Reading Tips That Work!

The bottom line for increasing students' reading progress is for all students to be reading large volumes of "just-right" books. What is a "just-right" book? A "just-right" book is a book that the student will enjoy and can read: 1.) fluently and 2.) with strong comprehension. Let's work on fluency this time. Many people feel that to improve a child's reading, the child should be reading "harder" books. We now know this is not the case. In a just-right book, the child should make no more than five errors in a 100-word passage (95% accuracy) or the book is probably too hard. Think about it... as an adult, how long would you stick with a book where you had to stop and figure out a word 25 times on a page (example: a 500-word page from a book or magazine article you were reading).



Grade	Words Per Minute	Grade	Words Per Minute
1	60 – 90	6	195 – 220
2	85 – 120	7	215 – 245
3	115 – 140	8	235 – 270
4	140 – 170	9,10,11	250 – 270
5	170 – 195	12	250 – 300

Fluency includes the rate a child is reading and other components, such as reading with expression and proper phrasing in order to get the intended meaning from the author. "Make it sound like talking" is something a parent or teacher can say to a child to help them understand how reading should sound in order for it to make sense. Reading rate will affect the number of books a child can read. As in everything else, "practice

makes perfect" – the more you read, the better you get! Teachers and parents can check a child's reading rate by simply asking the child to read out loud for one minute, and counting the words read. Strive toward the rates listed in the chart.

Practice reading at school and at home is needed to improve a child's reading skills. The School City of Hobart is recommending the following reading minutes to improve all of our children's reading skills at the elementary level. The number of minutes at home matches closely to what will be done in Reading Workshop during independent reading at school each day.

Kindergarten	Start the year with 3 minutes, work up to 10 minutes
1st grade	Start with 10 minutes, work up to 20 minutes
2nd grade	Start with 20 minutes, work up to 30 minutes
3rd, 4th & 5th grades	30 minutes



Happy Reading!!