



TIGER Reading Success

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G uiding

E arly (and struggling)

R eaders

to

Reading Success





TIGER Reading Success

- With Parents as our #1 Partners in Reading Education





- A presentation by:
 - Lynne La France
 - Reading Specialist
- Title I Reading Program
- Roslund Elementary School





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Topics

- Understanding How We Learn to Read
- Understanding the 3 Cueing Systems
- Understanding Important Early Reading Behaviors
- Understanding Reading Strategies
- Teacher Talk at Home

Some Extra Parent How to's:

- How to present a new book to an early reader
- How to help a child become more fluent
- Some Important Reminders





TIGER Reading Success Using the 3 Reading Cues/Hints

The 3 Reading cues/hints are:
Meaning, Structure, and Visual

- **Good readers** use all three cues at the same time. to produce reading that makes sense to the reader.





TIGER Reading Success Meaning

- Good reading is not about the skills involved in reading, it is about the thinking involved in reading.

* Reading must make sense to the reader!





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Meaning-Can you read this?

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Meaning

- If you were able to read any or all of the words on the last page you were using your meaning cue. If you had sounded out the words it would not have made sense because the letters were all mixed up. But being the good reader that you are, you knew it had to make sense!





TIGER Reading Success Structure

- Structure cues refer to the organization and arrangement of the text. Grammar, punctuation, capitalization, and patterns in the book language like a rhyming pattern or repeated phrase are structure cues. Look at this sentence and answer the question at the end.
- One day a jop blurped a snork. The snork vunned to the jop and said, "You ziffy jop! Don't ever blurp me again!" The jop just pliffed and blurped the snork again.
- What did the jop do? How did that make the snork feel?
- What does ziffy mean? What will the snork do now?
- If you answered any of these questions you used the structure of the text to help.





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Visual: Symbol/Sound Relationships

Every symbol stands for a sound.

Sounds put together make words.

Words put together make sentences.

Sentences put together make stories.

When readers are first learning to look at words, they notice the first letter. As they learn more they will notice the last letter.




When they become experienced readers they will notice all the letters in the word.





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Putting your cues all together in order to read!

- Let's learn to read. Here is the visual cue.
- .
- Here's a hint:  and  say the d sound.
- Do you need another cue?
- Yes, remember good readers use all 3 cues at the same time.

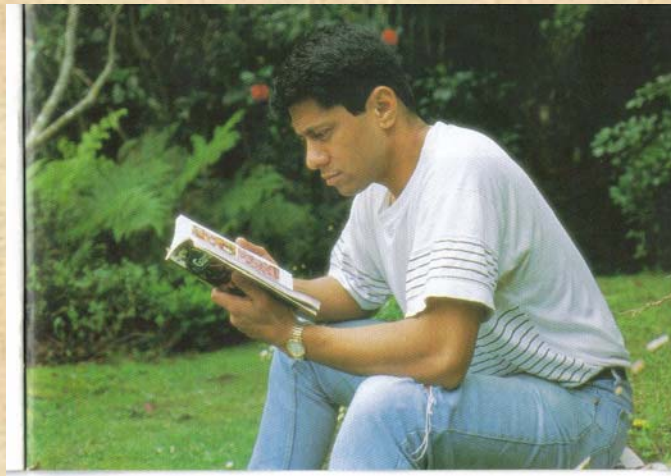




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Using all your cues.

- Lets add some meaning. Here's a picture to help.



Let's add some structure.
The first two pages in this story
say: Dad is cooking. Dad is driving.



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Early Reading Behaviors

- Early reading behaviors are very important. They are:
 - left to right directionality
 - top to bottom directionality
 - 1:1 word matching
 - finding known and unknown words in print and being able to use those words as anchors in order to recognize when 1:1 matching is off.
 - The realization that the symbols tell the story and what is read has to sound right and make sense.





TIGER Reading Success Reading Strategies

- A strategy is a plan of attack that good readers use when faced with a problem in reading.

- Good Readers are always predicting based on the meaning of what will make sense to them.



- Good readers employ a variety of strategies in order to confirm their predictions or make self-corrections.





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Reading Strategies

- Self Monitoring is the most important reading strategy. Self monitoring = all the following strategies:
 - Searching for Cues (M,S,V) -Is there something here that will help me?
 - Cross Checking-Does it make sense, sound right, and look right? (checks a few letters to make sure.)
 - Rereading* **VERY IMPORTANT** strategy
 - Self correction
 - Looking for chunks/sounding it out
 - Skipping a word and reading on. Coming back to the word to solve the problem. *Only use this after the child has a firm grasp of 1:1 matching





TIGER Reading Success Teacher Talk at Home

- ***For all prompts you use at home, remember to use them when your child is both right and wrong. If you only use a prompt when a child is wrong they won't actually check up on themselves.***
- For 1:1 matching say: Did that match? Did you run out of words? Did you have enough words?
- To anchor on a known word point slowly and say:
You said....., Were you right?
- Tell your children that their mouth has to match up to their finger. Teach them that it's not okay to move their finger ahead to catch up. If they have to move their finger ahead then a mistake happened. Tell them to "Try that again."





TIGER Reading Success Teacher Talk at Home

- For searching for cues say:
 - Does it make sense?
 - Does it sound right?
 - Does it look right?
 - Point to the first letter.
 - Check the picture.





TIGER Reading Success Teacher Talk at Home

- For cross checking say:
 - Does it look right and make sense? Does it sound right and make sense?
 - Get your mouth ready and think what makes sense. ***
 - If a child says something that makes sense but is not right say:
 - It could be But look at...
 - Now (point to the part of the word you would like the child to notice.
 - Cover the word and say: What would you expect to see at the beginning of?
 - What would you expect to see at the end of?
 - Are you right? Try that again. What could it be?





TIGER Reading Success Teacher Talk at Home

- To encourage rereading and self corrections say:
 - You said..... Try that again.
 - Check it. Are you right?
 - When a child rereads or self corrects say:
 - I like how you figured that out.
 - I like how you made it make sense (look right, sound right).
 - Show me the tricky part. I like how you went back and figured it out by yourself.





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Teacher Talk at Home

- Okay, you've tried it all but nothing has helped your child figure out the word. Now it's time to look for chunks or sound it out. Say:
 - Do you see any parts you know. Frame smaller parts of the word that your child knows.
 - Cover up endings.
 - **Remember that sounding out words should be fairly quick and not take away from the meaning.
 - After 5 seconds give a told. Make sure the child repeats the word or rereads the sentence.
 - Always have your child reread from the beginning of the sentence if it has interrupted the flow of the reading.





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Teacher Talk at Home

- Sometimes it's best to tell your child a word and move on quickly. Tell your child the word in these situations:
 - New vocabulary that your child does not know.
 - Words that your child does not have the skills to sound out yet or are irregular words that do not follow the rules.
 - If you are working to get your child to become a more fluent reader.
 - Remember, the best time to discuss sounds and rules is when your child is writing or after he has finished reading the story.



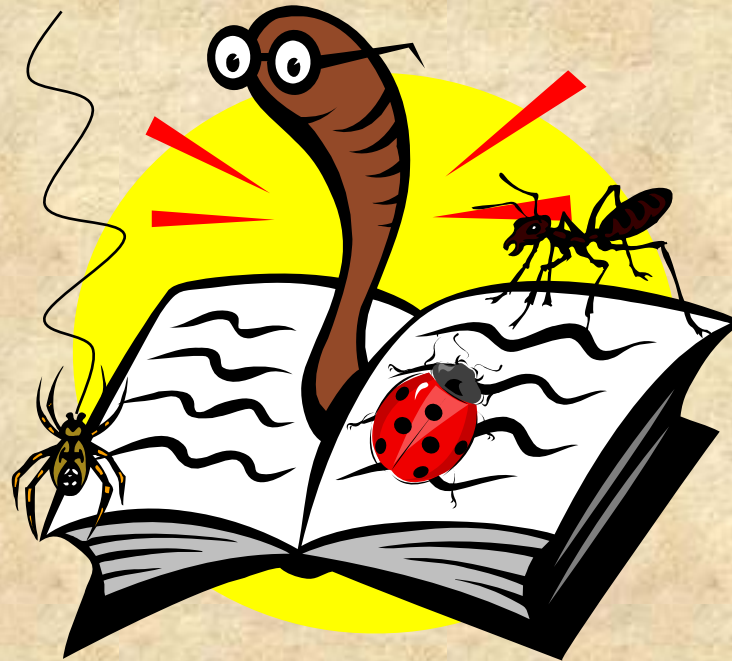


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More How to's

- How to improve your child's chances for reading a new book without too much help.

De-bug
the
book!





TIGER Reading Success De-Bug the Book!

- Begin by picking the right book. The right book for new readers or struggling readers will have pictures that support the text. There will usually be a pattern or repeated phrase in the book. Most of the words will be figured out by the context or the structure of the text. There will be a few words to work on, but not too many.
- Look at all the pictures and have a conversation about what is happening in the pictures. For some children it will be necessary to cover the words in order to get them to discuss the pictures.
- Give your child the names of the characters and use the names in the conversation.





TIGER Reading Success De-Bugging the Book!

- Get your child to talk by asking questions about the pictures. What is happening here? What do you think will happen now?, etc. There are no wrong answers here. However, do not let your child stray off the topic. Jump in with your version of the pictures if your child is off track with his version. Use the vocabulary words from the book in your conversation. Try to get your child to say the names and words in the conversation. Say, "Do you think you will see the word "... in this story. What letter can you hear at the beginning of "...? Can you find the word "... on this page?" For new vocabulary words, use the word while discussing the picture. Tell your child what the word means. Ask your child to say the word. Ask your child what the word will start with. Have your child point to the word in the story. Say, "What word is that?"
- Remember, all of this happens BEFORE you read the book.





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Why teach Fluency?

- ***If a child is not reading fluently, they cannot attend to the meaning of what they read. If a child is reading word by word, even from the earliest readers, work on improving fluency before moving onto harder materials.***

Good reading involves constructing meaning from the words and being able to think about what has been read.



When a reader is concentrating solely on saying the words, he is not able to follow the story at the same time.



TIGER Reading Success Fluency How to's

- Pick a book at the child's independent reading level to work on fluency. Children should read lots of books at their independent levels in order to become more fluent. Use familiar books or books with a pattern for teaching fluency.
- Drop back levels until the child can read with some expression and fluency.
- Model using exaggerated expression.
- Have the child try it until he can mimic your expression.





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Fluency How to's

- Teach children what to do with their voices at the punctuation. (Drop it down at periods and raise it up at question marks.) Demonstrate this over and over.
- Have children "read it with you." Read at a fluent pace and have your child try to match his/her voice to yours. Practice it this way several times then have your child try it on his own.
- Model how it should sound. Then say, "Now you try it." If you still get word by word reading, try this a couple more times.
- Prompt with, "Make it sound like talking." or "Yes, that was right. Try it again and this time make it sound like you're finished." (at periods.) or once again show them how it should sound and say, "Now you try it."





TIGER Reading Success Fluency How to's

- Use highlighting tape to highlight the punctuation in the book. (Red for periods and green at the end of lines with no punctuation.)
- You point and have your child try to keep up with your pointing while he/she reads. Provide a challenge but don't go so fast that your child cannot keep up. (This will backfire if your child feels nervous or threatened at all.)
- Time a reading of a paragraph and have your child practice until they can beat their time.
- Have your child read into a tape recorder and play it back together. Have your child critique himself. Thumbs up, thumbs down, or just okay.





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Important Reminders

- It's the Meaning during reading that is most important! Therefore:
 - Do not interrupt with long explanations or dragged out sounding out of words during reading. Use one quick prompt to help your child solve the problem. If that doesn't help, tell the child the word, have him/her repeat the word and move on.
 - Reread after any interruptions, for whatever reasons. Rereading gets the meaning going again.
 - Don't feel compelled to correct every little error as long as the meaning is okay.
 - Do interrupt if at any point it doesn't make sense and your child doesn't notice on his own. Briefly work on the part that didn't make sense or tell the child the word and insist on rereading from the beginning of the sentence.





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Important Reminders

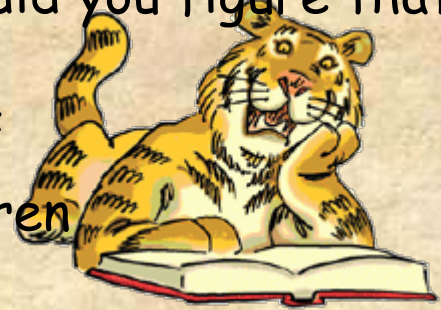
- Eyes need to be on the words and tracking, even on parts that the child may have memorized.
- Children need to be sitting up like a good reader and head cannot be moving around in order to focus on words.
- Your child needs to be the active reader, not you. If you are giving too many tells or prompts then you are doing all the work. The book might be too hard or maybe your child would rather relax and let you do it all.
- Demonstrate everything you would like your child to do first.
Then say "Now you do it." This will keep your child actively involved in the reading process.





TIGER Reading Success Important Reminders

- Give lots of praise, but remember that most of time it should come after your child is done reading so as not to interrupt the flow of reading.
- Go back to the page where something good occurred and say, "I like how you"(then explain what happened that was good).
- Or say, "Where was the tricky part? How did you figure that out?"
- This type of praise reinforces the kinds of behaviors you want to encourage the children to continue to use.





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Important Reminders

- I know we all have busy, busy lives but try to make time to:
- Give children lots of opportunities to have conversations with older children or adults.
- Read to your children often. Just because they are learning to read, doesn't mean they won't enjoy being read to.
- Let children see that you enjoy reading and think that it's important. **Boys need to see that reading is important to men.
- Dads, let your sons see you reading, or help with homework. This helps struggling boys.
- Provide children with lots of different experiences that they can relate to their reading experiences.

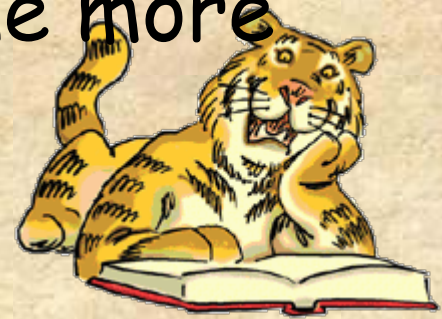




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Parent make the difference!

- Don't be overwhelmed. Take one new thing you have learned today and add it to the ways you help your child with reading. When that one new thing becomes automatic, add one more thing. Before long you will be an expert! Good Luck!
Thank you for coming!





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