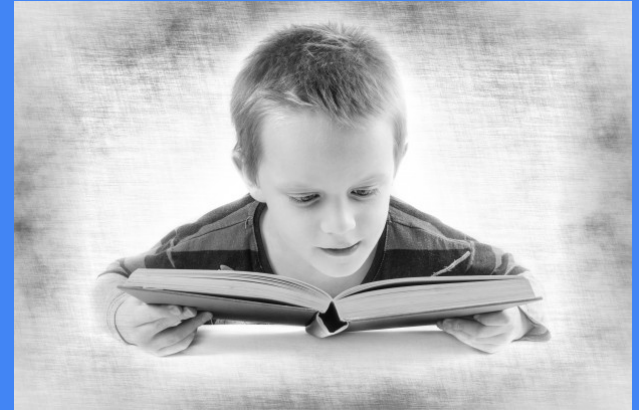


How Parents Can Help a Struggling Reader

presented by Leslie Mundt



Outcomes

1) Understand the key components of **reading comprehension**



2) Identify **areas of need** for your struggling reader

3) Learn **reading strategies** to help your child at home



Key Components of Reading Comprehension

1. Decoding
2. Fluency
3. Vocabulary
4. Sentence Construction
5. Reasoning and Background Knowledge
6. Working Memory and Attention

Decoding

To decode a word readers must have:

- phonemic awareness

- phonics knowledge

- syllable knowledge

- structural analysis

Phonemic Awareness



Phonemes are the smallest units making up spoken language which combine to form syllables and words.

Phonemic awareness refers to the student's ability to break a single word into sounds. A child recognizes the beginning sound of the word and the individual sounds that make up the word. The child can also manipulate the sounds to form a word by blending those sounds.

Phonemic Awareness Struggles

Your child has trouble...

-**rhyming** words

-counting **syllables**

-**identifying sounds** in a word

Phonics

Phonics is the relationship between the **letters, or letter combinations**, in written language and the individual sounds in spoken language.

Phonics instruction teaches students how to use these relationships to **read and spell words**.

Phonics is necessary to read **one syllable words**

Phonics Struggles

Your child has difficulty reading one syllable words containing....

-short vowel sounds (bat, fed, hot, fin, run) -long vowel sounds (made, go)

-common letter combinations (wh, th, sh, tch, ck)

-vowel exceptions (ang, ing, ong, ung, ank, ink, onk, unk, ild, old, oll, ost, ind, igh)

-vowel teams (ea, ee, ai, ay, oa, oo, ie, ue)

-diphthongs (oi, oy, ou, au, aw)

Structural Analysis

- used to decode words with **more than one syllable**
- recognize **root** or **base** words (autograph, paragraph, graphite)
- recognize **prefixes** (re-, pre-, un-, in-, il-, dis-, inter-)
- recognize **suffixes** (-er, -est, -ly, -ous, -ive, -ance, -ness)
- breaking words into **syllables** (vacation, limitlessly, electrical)

Structural Analysis struggles

-Your child struggles to read words with **more than one syllable**

-**does not** have a strategy to attack multi-syllable words

Structural analysis

It is **not** very effective to look for little words inside of big words

The words **go**, **over**, and **me** are not helpful to decode “**government**”

Students need to identify root words, prefixes, suffixes, and divide the word into syllables

Fluency

Fluency is the ability to read as well as we speak and to make sense of the text without having to stop and decode each word.

Fluent readers are able to read orally with appropriate speed, accuracy, and proper expression.

Fluency struggles

-**word by word** reading due to inadequate decoding ability

-**incorrect phrasing** due to inadequate fluency skills

Increasing Reading Fluency due to decoding

- use reading material on a lower level

- encourage your child to read frequently

- it may take 20-70 exposures to a word for it to become part of our sight vocabulary

- use context clues (allow your child to read to the end of the sentence to allow for them to self correct a word that didn't make sense)

Increasing Reading Fluency due to phrasing

-Call attention to **punctuation**

. ! ? , ““

-Code **meaningful phrases**

The tall boy ran across the yard to get away from the barking dog.

Vocabulary

Reading comprehension is closely connected to vocabulary.

It is easier to understand text the larger the reader's vocabulary is.

The larger a student's oral vocabulary is, the easier it is for a beginning reader to make sense of those words in print.

As texts become more advanced, readers must learn new vocabulary that are not part of their oral vocabulary.

Increasing Vocabulary Knowledge

-Most vocabulary is learned **incidentally**

-Only a small percentage of vocabulary is learned through specific vocabulary instruction

-The best way to increase vocabulary is to **read, read, read** about many different topics

-Don't be afraid to use **“big”** words in your everyday language with your children

-Spend time having conversations with your children

-Read books frequently with your child and discuss meanings of new words

When you encounter a new word reading with your child...

-use it in a sentence outside the context of the book

-ask them questions using the word

Comprehension

Comprehension is a complex cognitive process readers use to understand what they have read.

The ultimate goal is for readers to comprehend what they have read.

Factors that Affect Comprehension

- Background knowledge** about the subject
- Your child's **interest** in the reading material
- Having a **purpose** for reading
- Your child's **ability to decode words** with ease and read fluently

Comprehension Struggles

Difficulty...

-making **mental images**

-**retelling** what they read, summarizing, telling the main idea, telling the theme

-making **inferences**

-recognizing the **structure of the text**

Helping with Comprehension

Have your child...

-**draw a sketch** to show their mental pictures after reading a paragraph, page, or chapter of a fiction story

-**retell** the beginning, middle, and end of what they read

-**ask questions** before, during, and after reading

Helping with Comprehension

Have your child...

-**act out** the beginning, middle, and end of a story

-**set a purpose** for reading a fiction or non-fiction text

-**watch a short video online** about a topic that your child has little background knowledge about before reading

Text and Sentence Structure

The boy walked.

After the boy threw away his trash reluctantly, he walked back to his seat.

Your bones fuse, or join together, as you get older.

Fiction stories vs. Non-fiction passages

Working Memory and Attention

Attention allows your child to take in the information from the text.

Working memory allows your child to retain that information and use it to get meaning from the text.

It's how your child holds onto and works with information stored in their short term memory.

Working memory is used to follow directions and learn.

Increasing Working Memory

- visualize how something should look before attempting task (cleaning room, setting table)
- have your child explain how to do something as they are doing it
- use highlighters and sticky notes during reading to note important information or key details
- use multi-sensory techniques (toss a ball back and forth while you tell your child steps/tasks they need to do)

Important Take Aways....Questions?