

# Reading Guidelines

- Sit next to your child while s/he reads so you can see the words & illustrations.
- Expect it to be on the easy side.
- Continue to read to your child, as well as buddy read and listen to them read.

## How can I help my child with reading and comprehension?

Now that your child is reading, what should you do? **Model, Model, Model!** When your child observes you reading, they don't see all the thinking that is going on in your head. They just see an open book and silence. What your child needs now is to have you model all that thinking!

While reading aloud to or with your child talk about your thinking:

- Make connections to experiences, people, places and stories that you have encountered during your life.
- Make predictions about what will happen next.
- Based on clues that the author has given & what you know about the world, you make inferences into how a character may feel or determine what an author is trying to tell you indirectly.
- Ask yourself questions: I wonder? How did that happen? What does that mean? Who would do that? Hold-on, do I understand this?
- Comment about the story or text. "Wow, I didn't know that!" "No Way!" "I would love to ..."  
"YIKES!, I would never..."
- Create pictures in your mind.

## Questions Parents Can Ask When Reading With Children

Use these questions to help students share information about the text. Notice that the questioner **always** share first as a model **before** asking for a response.

- |  |   |
|--|---|
| • I liked when...                                    | • What did you like?  |
| • I didn't like when...                              | • Was there anything that you didn't like?                  |
| • I still wonder what happened after...              | • What else would you like to know?                         |
| • In this book I learned...                          | • Was there anything that you learned?                      |
| • I enjoyed the part where_____                      | • What part did you enjoy?                                  |
| • I found it_____ when_____                          | • How did you feel?   |
| (feeling: exciting/strange)                          |   |
| • I felt that _____ should have_____                 | • What advice would you give?                               |
| • _____ made me think that _____ is going to happen. | • What do you think might happen? What made you think that? |

# Tricky Word Strategies

- Look to the picture for a clue.
- Slowly stretch each letter sound to make the word.
- Break the word into chunks you already know.
- Try to re-read the sentence. Think “What makes sense?”
- Skip the tricky word. Read to the end. Go back & try it again.
- Flip the vowel sound. Try the short & long sounds

In addition to modeling your thinking make a point to....

# Support & Compliment

## Word Solving

When an error is made **WAIT** to give your child a chance to work on it independently. Encourage them to use a phonics strategy or two. After a couple of tries, give them the word and move on.

## Comprehension

Ask questions that invite recall AND thinking, such as, “What do you think \_\_\_\_ means?”

## Fluency

Model expressive reading & have your child echo read. Encourage just-right pacing (not too fast, not too slow). Demonstrate how to attend to the punctuation (pausing at the end of sentences, adding expression based on the punctuation mark).

- You tried more than one strategy on your own!
- Nice job trying a different vowel sound!
- Way to stick with it to work on solving that word!
- Super work looking for chunks in that word!
  
- Fabulous job stopping to think about the text instead of reading just to get to the next page!
- You are self-monitoring & working on it when it doesn’t make sense!
- Great job remembering details!
  
- You sounded just like the character would sound!
- I could hear you take a break after punctuation marks!
- You are doing a great job reading in phrases, not word-by-word!