

WHAT ARE SOME DIFFERENT WAYS TO HELP MY STUDENT READ?

Vocabulary and Sight Word check: Before your student starts to read, scan through a segment for any unknown sight words or vocabulary words first. Ask your student to read the words and discuss the meanings (if needed). This will help your student understand the text easier the first time they read it and may reduce the need to reread.

Shared Reading: The choice to share reading is often made when the book or chapter length is a bit daunting for your student. You can divide at paragraphs (a good way to bring attention to this form), at pages, even at sentences for a beginning reader or simply at arbitrary places chosen ahead of time. If your student decides to “test” you by choosing dividing places which give them much less of the reading, this may be perfectly OK --- it can be a useful step for a child who is fearful of reading or who needs to experience being in control. With your encouragement, this reluctance could eventually turn into an eagerness and feeling of pride at being able to read.

Guided Reading: Here you will need to have skimmed ahead of your student a bit so you can ask them to read for a particular reason. For example, “Read until we find out why she told the lie (or whatever). You’ll be helping the child focus on the most important reason for reading: *understanding and making associations in response to subject matter; in other words, comprehension.*”

Silent Reading with Recap: Students need to be able to *summarize* or put into their own words what they have read. Choose a (fairly short at first) passage for silent reading and afterwards have your student retell or write what they remember of it. Notice whether they are able to reword the material (not simply parrot the original), and whether they demonstrate an understanding of key vocabulary and ideas in the passage. It is known that when material is “processed” in the brain (put into different words, condensed or expanded without altering its meaning, and integrated with related material) it is much more reliably remembered and understood. These skills become crucial as students reach upper middle school and high school levels.