

Learning to Read: Promoting Your Child's Reading Growth

A Workshop for Parents of Emergent & Early Readers

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Learning to Read: Promoting Your Child's Reading Growth

In this workshop, we will examine the following

- What is reading?
- How do we learn to read?
- How can parents most effectively help their children with their emerging and early literacy skills at home with just-right-books?



Parents belong at the center of a young child's education. The single best way to improve elementary education is to strengthen parents' role in it, both by reinforcing their relationship with the school and by helping and encouraging them in their one critical job of teaching the young. Not all teachers are parents, but all parents are teachers (Bennet, 1986).



Early and Emergent Literacy Goals

There are two important goals:

- Make sure your students leave Kindergarten, first and second grades with elements of print, sound-symbol correspondence and a base of sight words.
- Establish home perspectives and attitudes about reading and the importance of information literacy.

(Snow, Burns, and Griffin, 1998).



How did you learn to read?

Describe your earliest experience with books?

What was your favorite book?



Early Readers

Early readers invent most of the words since they don't know what a letter is or the names of most letters.

They use pictures to help tell or create a story.

They often memorize stories.

The word they learn to read first is their name.



Emergent Readers

- Emergent readers have learned sounds and their corresponding letter symbols.
- They have mastered sounding out little /c/ /v/ /c/ words.
- They have mastered basic sight words.
- They are learning to write their own stories using /c/ /v/ /c/ words and inventive spelling. Understanding that spoken and written words convey important messages.



Emergent Readers

Children learn to read by:

- Looking for picture cues
- Looking for what makes the most sense
- Sound out words
- Skip words and return to find a word that makes the most sense
- Using their base of sight words
- Asking for help



Early and Emergent Readers

Children *want* to read! Effective readers:

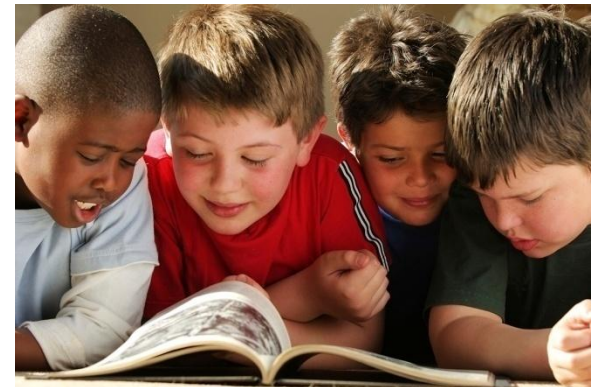
- Read books over and over again
- Talk about books
- Feel good when they know most of the words



HOW PARENTS CAN HELP Read Aloud to Your Child

Benefits of reading aloud include:

- Promoting a love of reading
- Demonstrating concepts of print (letters, words, meaning, vocabulary, left-to-right with return sweep)
- Stimulates the imagination
- Improve listening skills
- Improve the ability to manipulate language (rhymes)



HOW PARENTS CAN HELP Read Aloud to Your Child

- Practice sound-to-letter correspondence
- Practice weekly sight words in and out of context—sight words are words a child is not sounding out, but automatically recognizes (known as automaticity) and helps to speed up a child’s prosody (expression), and fluidic rate (how quickly and naturally the child reads aloud).



HOW PARENTS CAN HELP Reading Just-Right-Books

- Find out your child's reading level from the teacher.
- Choose books that are either at the child's reading level or one level below.
- Choose favorite books.
- Echo read with your child. Slide your finger under each word.
- Let your child read to you with support.
- Ask your child "What," "Where", "When," and "How" questions.



FREQUENTLY ASKED QUESTIONS

Learning to Read

When will my child learn to read?

- Most children learn to decode print between the ages of 5 and 7, though they develop at different rates, and boys often develop more slowly.

How will I know if my child is struggling as a reader?

- If your child is not recognizing all 26 letters and corresponding sounds, they do not appear to enjoy reading, they are having trouble mastering sight words, please make an appointment to see your child's teacher. Additional support may be necessary.



FREQUENTLY ASKED QUESTIONS

Learning to Read

How important is Phonics?

- Phonics is the ability to match sounds to letters. It is one important strategy in reading. Reading improves phonetic ability, and phonics improves reading.

My child seems to write some of his or her letter backward. Should I be worried?

- Many students confuse b, d; j, l; m, n; and p, q. This often occurs through second grade. Simply redirect your child to write the letter the proper direction.



FREQUENTLY ASKED QUESTIONS

Learning to Read

How much time should I read with my child?

- Ideally, you should read 15-minutes each day. Take advantage of natural reading situations. Children love finding words they know on the milk carton, cereal boxes, license plates, and signs.

Once my child is reading on his or her own, should I continue to read aloud?

- No child or adult is ever too old to be read to. Encourage your child through just-right-books to do a majority of the reading, but encourage their love of reading by allowing them to listen.

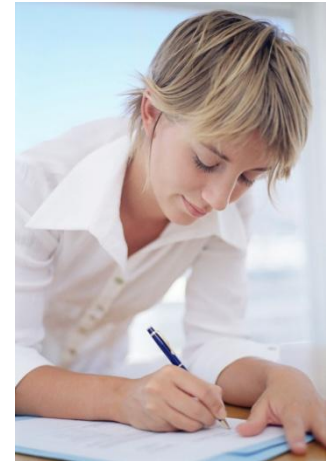


FREQUENTLY ASKED QUESTIONS

Learning to Read

Should I make sure my child can read and write each word correctly?

- Children should be corrected on sight words, but when they substitute a word that does not change the meaning, it is pointless to correct them. Adults do the same thing.
- Adults do not always spell everything correctly. Research is now showing that while spelling is essential for final publication, the more children are corrected in their spelling the less vocabulary choices they use, and the less they write (Trehearne, 2002).



FREQUENTLY ASKED QUESTIONS

Learning to Read

How do I increase my child's vocabulary?

- Talk to them. Take them on outings and discuss what they will do and what they did when the outing is over. Write together about the outing.

I don't speak English well. What can I do?

- Let your child see and hear you read in your native language.
- Encourage the use of the native language and English at home.
- Participate in an adult English literacy class. You are your child's best and first teacher.



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