

## **A Parent's Guide to Teaching Reading**

- recognizing words
- choosing what to read
- developing fluency
- reading program components
- 7 keys to comprehension

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## **Introduction**

This guide will help explain some of the ways your child will be developing their reading skills this year.

## **Recognizing Words**

- learning letter patterns and sounds through word study and spelling patterns
- Building a sight vocabulary using high frequency words to be recognized instead of sounded out.
- sounding out words using the sounds letters make
- chunking bigger words into parts or syllables
- building vocabulary by hearing, reading and learning new words.

## **Choosing the Right Book**

- Studies show that children make better progress when they read at their own level– not too easy and not too hard. Goldilocks rule!
- It is really important that children read what interests them.
- Children can be exposed to a wide variety of reading: fiction, non-fiction, mystery, biography, poetry, novels, magazines, comics etc...

## **Becoming a Fluent Reader**

Fluency means the ability to read smoothly at a good speed without too many mistakes.

Fluency can be developed by:

- reading something at an easier level
- reading a text 2 or 3 times so it becomes fluent
- reading out loud together with a stronger reader

## **Reading Program Components**

- Whole class reading lessons
- Reading alone or in small groups with the teacher
- Read Alouds where the teacher models what to do and thinks out loud while reading
- Shared reading where children read to each other and discuss ideas with each other
- Independent Reading where children read books specifically at their level.
- PM Benchmarks where children read aloud to the teacher who scores the reading record to find a PM Benchmark level for that child
- Reading log where children read and record what they read at home every night

## **7 Keys to Comprehension**

We teach these “keys” to help children understand what they read. By using these tools children can understand the deeper meaning of a text. Researchers built these “keys” on what good readers do when they read.

Visualizing - Readers can see, hear, touch, taste and smell the various images that the author is writing about.

Making Connections - Readers use what they already know to help them understand what they are reading. The text reminds them of something they have read about or heard of before.

Making Inferences - Readers can use their own knowledge and clues from the text to figure out the deeper meaning. It’s like reading between the lines.

Asking Questions - Good readers are always asking themselves questions and wondering about things as they read.

Determining Important Information - Readers can pick out the important information in a text such as a story or non-fiction.

Synthesizing - Good readers can put it all together, changing their ideas as they read. They can see the big picture at the end.

Fix-up Strategies - readers know what to do when they aren’t sure about what they have read. They can look up a word, re-read or skip ahead to figure it out.