

General Reading Strategies



For students who love reading and
students who will love reading!

Our Agenda

- Introduction
- Purpose of reading
- Types of reading material
- Creating rapport with your student
- Setting the atmosphere/environment
- Potential barriers
- Basic reading strategies



Please write down any questions you may have so I can respond to them after the session.

- **Questions are great!**



The importance of fluency

- Fluent readers make connections among the ideas in a text and between these ideas and their background knowledge; they are able to focus on comprehension.
- Less fluent readers focus on decoding and accessing the meaning of individual words. Therefore, they have little attention left for comprehending the text.

Why reading matters

- Low literacy is strongly related to unemployment, poverty, and crime. About 43 percent of those with the lowest literacy skills live in poverty, and 70 percent of the prison population falls into the two lowest levels of reading proficiency. (National Institute for Literacy Fact Sheet)

A passion for reading!

- Reading releases your imagination!



Reader's Bill of Rights

1. The right to not read.
 2. The right to skip pages.
 3. The right to not finish.
 4. The right to reread.
 5. The right to read anything.
 6. The right to escapism.
 7. The right to read anywhere.
 8. The right to browse.
 9. The right to read out loud.
 10. The right to not defend your tastes.
- by Daniel Pennac.

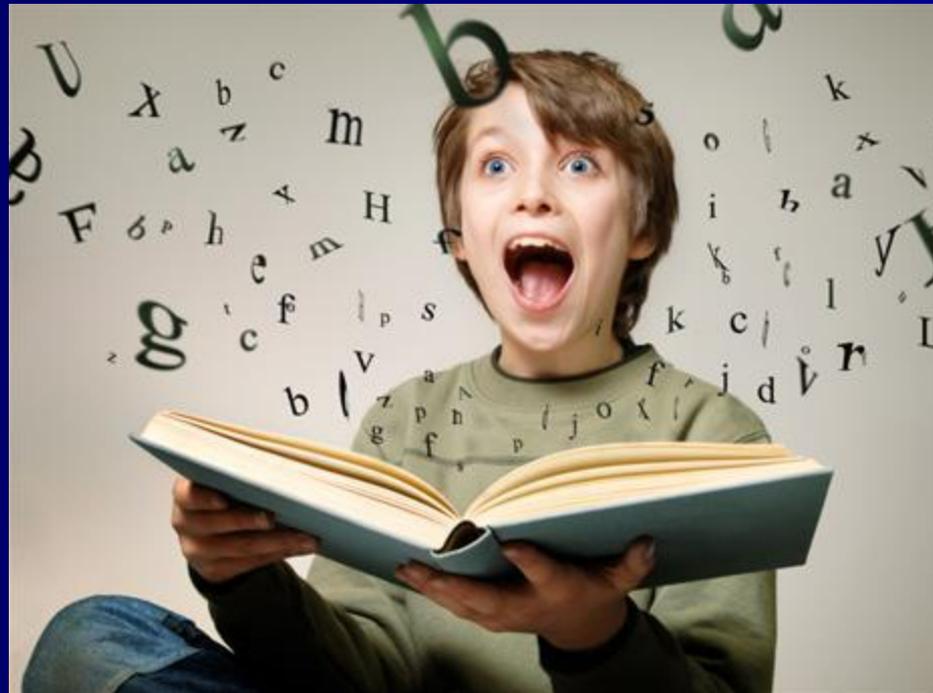
Establishing rapport with your student

- In order to learn a student must trust you.
- Ask questions, listen, remember and respond.



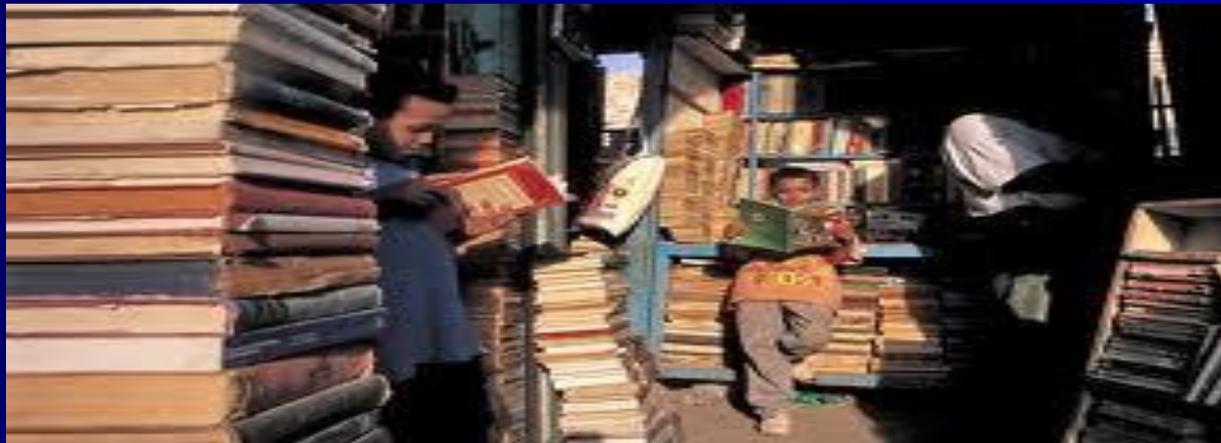
High interest texts

- Reading should be exciting!



Setting the atmosphere

- Creating a routine and a space, work with what you have!



Other barriers...

- Students face many challenges and it is very important that your biases are not one of them...



Areas of Focus

- comprehension
- deduction/inference
- organization/grammar
- language/tone
- purpose/intent
- context/relevance
- vocabulary

Areas of reading competence

- **Phonemic Awareness**— identify and manipulate sounds to make words.
- **Phonics**— relationship between written letters and the sounds they make.
- **Fluency**— ability to read text accurately with appropriate pacing.
- **Vocabulary**— words we use to communicate.
- **Comprehension**— understand the message, intent and substance of the text.

- **Pause-** while your student is reading, Take turns reading sentences. Adjust your pacing to the students' processing. Take a break and read aloud allowing you student to listen. This is a marathon not a sprint.
- **Prompt-** help the student sound out words they are struggling with- allow them to try but step in before they get frustrated. Repetition is key to mastery and fluency. Prompting builds on what the student knows— prompting is not criticism it is positive and affirming. Ask questions about the text to deepen comprehension and facilitate connection between the student and the text.
- **Praise!-** reading is fun! When your student is successful tell them! Reward them for effort. Building confidence is critical especially for struggling readers. Remember it takes seven compliments to negate a criticism. Compliment your student but avoid exaggeration —students will learn not to trust you if they believe you are not being truthful.

Remember to

- Keep sessions short—gradually build time in increments. On average kids can stay focused Elementary 3-5 minutes, Middle school for 5-7 minutes, high school 10-15 minutes. This will increase over time!
- Keep sessions relaxed – find a comfortable place where you can settle down.
- Give lots of praise, progress may not always be fast – children do not always find the skill of reading *and* understanding easy to grasp

Talk, talk, talk!

- Talk about the book before you begin to read – look at the front cover and the pictures (if any) and ask your student to think about or even guess what the book may be about.
- Ask questions to check your students' understanding e.g. what might happen next? Why did something happen?
- Talk about the book afterwards – did they enjoy it? Why? What was the best part?

Stay engaged...

- If your student struggles over a particular word, try to find ways to help them remember--look at the 'shape' of the word, or guess the word from the meaning of the sentence and or the pictures. Use the word in a sentence to demonstrate other ways to use the word. Make a list as you go of the "hard words" with the student to help them remember.
- Be a good model for your student – let them see you reading – anything and everything – newspapers, magazines, catalogues, books etc. – let them know that reading is a valuable skill.
- Tell them about a book or story you liked when you were a child. You may still be able to find a copy of it on the internet!

Keep it interesting!

- Make up a story—you can take turns; you start the story then your student picks up with the following sentence then you go back and forth. Tell them a story about when you were a child or something that happened to you at school, remember you don't always need a book to tell a good story.
- Take turns to read parts of the story-by sentences, paragraphs or action.
- Tell them one thing you really enjoy about listening to them read.
- Act out the best part of the story together.
- Change the ending of the story and imagine how much better it would be or worse!

Comprehension

- *Can they understand, describe, select or retrieve information events or ideas from texts using quotations?*
- Where do the characters live?
- Who are the main characters?
- What happened in the story?
- Describe the problem in the story? How would you solve it?
- Can you identify words that describe the setting or character?
- What happened after....? Can you tell me why....?
- Look at the picture of the character, how do you think they are feeling? Why be?
- Describe what happened at/when. What do you think will happen next? What did the character say to....?

Deduction/Inference

- *Can they deduce, infer and understand information from the text?*
- What do you think will happen because of ...?
- Through whose eyes is the story told?
- Why do you think ... feels...?
- If this was you, what would you do next?
- How have the characters changed during the story?
- *Predict* what you think is going to happen next. What makes you think this?
- How do you know that...? (*Deduce/Infer*)
- What does the main character feel at this point in the story?

Organization

- *Have they thought about the structure and organization of the text-what it looks like?*
- How does the title of the story encourage you to read more?
- How does the story blurb on the back cover encourage you to read the book? What things do you now want to find out after reading the blurb?
- Some of the text is printed in a different way, why do you think the writer does this?
- Why has the author repeated structures, words and phrases?
- What is the purpose of the pictures?
- What is the purpose of a caption?
- Why did the author choose to change paragraphs here?

Language/tone

- *Can they explain and comment on the writer's use of language-including grammar features?*
- Which words has the author used to make the writing sound more formal/informal?
- Why has the author used (Italics, bold, exclamation marks, headings, bullet points, captions etc.)
- What has the author used in the text to make the characters sound funny/sad/angry?
- Think of another word you can use here. What different effect would your word have?
- As a reader, how do you feel about this character? What makes you feel that way?
- Can you find any similes/metaphors in the story?
- Find some adjectives that help you picture the scene/character in your mind.
- Find a sentence that encourages you to want to read more of the story.

Purpose/intent

- *Can they express the writer's purpose and viewpoint of writing the story?*
- What makes this a GOOD story?
- What effect do you think the story has on the reader?
- Could the story be better? What would you suggest?
- What impression does the author want to give of this character? Why?
- What is the purpose of this paragraph? (e.g. time moves on)
- What question would you like to ask the writer of the story?
- Who is this author trying to reach/persuade?
- Would you solve the problem in the story in a different way?
- Do you think.....was right to?
- Does the article/story try to get you to feel... or think...?

Context/relevance

- *Can they relate the story to its social, historical or cultural tradition?*
- Where is the story set?
- How is the hero/heroine of this story similar to others you have read about?
- What does the story remind you of?
- Does the story remind you of something that has happened to you?
- How would you have felt in that situation?
- What might you have done instead?
- What other stories have similar openings/endings to this one
- Many stories have messages, what is the message of this story?
- Are there any familiar patterns that you notice? E.g. story structure, imagery.
- Does the story make you want to find out anything else about the history, cultural, social area being discussed?

The End!

Thoughts?

Was this helpful? How?

What might have made it more useful?

Thanks!