

READING:

A KEY TO SUCCESS

WAYS PARENTS CAN HELP

*INFORMATION***INFORMATION***INFORMATION*

READING is one of the basic skill subjects - one that is crucial for successful school performance. But reading is also a complex process involving many skills. Three main types of skills are **word recognition, reading comprehension and reading application skills**.

WORD RECOGNITION SKILLS refer to the ability to look at a word and say its name.

This task may be accomplished in many different ways. A reader may have encountered a word many times before and know it by **sight**. The set of letters within a word and or the shape of the word, that is, its **configuration**, may be familiar to the reader. Or the reader may use a **phonics** approach to decode a word. In this case, the reader looks at each letter, recalls the sound associated with each letter, and blends the sounds into the appropriate word. **Structural analysis** may also be used. In this case the reader analyzes the root word and any prefixes or suffixes to identify the new word.

The reader may also use **context clues** to help him/her identify unfamiliar words. **Context clues** are the surrounding words in a sentence or paragraph which help the reader to figure out unknown words. Sometimes a reader can use context clues to help him/her define a word which he/she may be able to pronounce but not understand.

Word recognition skills provide the foundation for understanding reading material.

COMPREHENSION SKILLS refer to the ability to understand what is read.

To check comprehension the reader reads some material either orally or silently. The reader then attempts to answer questions about the material. Some questions may require

simple **recall** of the information, or memory of the details read, or the sequence of events. Questions may also require the reader to test his or her **knowledge of the words** in the reading material. A reader may also attempt to summarize the material read by stating its **main idea**. Other comprehension skills may require the reader to draw **conclusions** or to make **inferences**, to make **predictions** and/or **judgments** about the material read.

Comprehension skills provide the basis upon which reading application skills are built.

READING APPLICATION SKILLS refer to the ability to use word recognition and comprehension skills in real life situations. That is, reading is used as a tool for learning new material and gaining new information. Examples are the use of reading in other school skill areas, such as mathematics, science, and social studies; and in everyday situations such as reading signs, newspapers, television notices, menus, time schedules, traffic signs and others.

PARENTS' ROLE IN READING

Parents are their children's first teachers. Teaching is a major role in parenting, and it is an important factor in children's developing confidence and interest in and love for reading.

Research tells us that when children read outside of school they do better in school. Hence, if we are to build a nation of successful readers, we must begin to expose our children to reading at home. A key element in that process is the parents.

Parents YOU can participate in the process. YOU can build a nation of successful readers by what YOU do at home! YOU can participate by:

- modelling the reading habits that you want your children to develop
- encouraging a love for reading by making reading materials a mainstay in your home
- fostering a sense of reading success by building on your children's interests and curiosity by providing the kinds of reading material your children will enjoy

- involving children in making choices when selecting reading material
- reading something daily : poems, comics, stories you or your children write
- keeping books, magazines, newspapers and other printed material where they are readily available to your children
- creating peaceful, comfortable spots where children can feel relaxed while reading
- providing opportunities for your children to share their ideas and responses to material they read
- encouraging your children to join and use the public library
- encouraging your children to share stories they have written or read
- relating everyday activities to reading by purchasing reading material that deal with these activities, sports, pets, family outings, telephoning, shopping, music, television, cars, relationships, careers, jobs, household chores, writing

TIPS FOR HELPING YOUR CHILD WITH READING

SHOW YOU THINK READING IS IMPORTANT BY:

- *setting a good example by reading yourself*
- *reading with your child*
- *setting a regular time everyday for reading*
- *eliminating common distraction and interruptions*
- *keeping an assortment of new reading material*
- *ensuring that your child's and your membership in your public library is active*
- *giving books and other reading material as gifts and rewards*

PROVIDE GUIDANCE TO ENCOURAGE GOOD READING HABITS BY:

- *respecting your child's taste or choice of reading material*
- *assisting your child in getting organized for reading (getting books, paper, pencil, dictionary, etc. before sitting to read)*

- *modeling good study or reading habits*

CREATE APPRECIATION OF THE WRITTEN WORD BY:

- *finding time to read aloud with your child daily*
- *teaching about books and their value*
- *showing how reading material relates to every day living*
- *creating opportunities for your child to write stories, lists, message, letters, notes, and postcards to relatives and friends*
- *encouraging your child to share in reading your local newspaper regularly*

ENCOURAGE THE HABIT OF READING REFLECTIVELY BY:

- *pausing for discussions as you and your child read*
- *discussing the language, content and relevance of reading material to real life and other knowledge*
- *pausing to explore the meanings of new words*
- *pausing to explore ways of using new words in new situations*
- *revisiting new words and concepts later, when books have been put aside*

SUPPORT THE EFFORTS OF YOUR CHILD'S SCHOOL BY:

- *meeting with your child's teacher to discuss some things you can do*
- *meeting with your child's teacher to discuss any concerns or problems*
- *following up with your child's teacher to monitor progress*

SUPPORT YOUR ADVANCED READER BY:

- *encouraging your child to read more often*
- *encouraging your child to formulate questions before, during and after reading a piece of printed material*
- *encouraging your child to read from a wide range of reading material*
- *supplying reading materials that touch on the readers*

special needs and interests

- *encouraging your child to keep a journal of books he/she reads, the journal*
- *may include a summary of what is read or how he/she feels about the material read*

SUPPORT YOUR WEAK READER BY:

- *reading to your child everyday*
- *encouraging your child to develop oral or written stories based on pictures and other everyday situations*
- *encouraging your child to make and test predictions on what they read*
- *encouraging regular visits to the local library to read and explore various printed material*
- *using games that encourage word identification and vocabulary development*
- *increasing your child's awareness of print (words or ideas) around them on signs, billboards, labels, television, and others*
- *having children cut out captions, words, pictures, advertisements, in newspapers and magazines and glue them on paper and then write stories to accompany them*
- *expressing their feelings by drawing pictures and writing sentences to explain them*
- *reading a story or poem to your child, have your child illustrate a part of the story, then have your child dictate or write a few sentences that tell about the illustration*
- *encouraging your child to make a word dictionary*

SUPPORT YOUR DISINTERESTED READER BY:

- *selecting reading material that your child is interested and curious about*
- *arranging for your child to read to younger brother or sisters*
- *allowing your child some choice in selecting the reading material he/she would like to read*
- *encouraging your child's efforts at reading with little rewards/prizes*
- *helping your child to see benefits for reading and its role in every day life*
- *using your child's interest in television, radio and other activities as a basis for reading*

READING

I think reading is a
wonderful pastime.

Almost everyone reads for
fun.

We need to read because
success in life

Depends on our ability to
read.

Reading makes us
interesting people.

Reading takes us to far away
lands.

I like to read because it's
fun!

***Adapted from a work
written by***

10 year old Danielle Isaie

Summersdale,

Castries, St. Lucia

***The suggestions in this brochure are designed to help
parents encourage***

***their children to read. Many of the ideas can be used to
spur reading interest***

year-round. The development of reading habit and a love

***of books can bring
enjoyment year-round. Parents get involved in the
process, today!!!!!!!!!!!!!!***

June 1998

Prepared by: Martina Augustin

Consultant to ECERP

Curriculum and Remediation Initiative