



# NOTES

## *How to Support Your Child's Reading at Home*



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### Library Hours

|                             |           |
|-----------------------------|-----------|
| Monday - Thursday           | 9am - 8pm |
| Friday                      | 9am - 6pm |
| Saturday                    | 9am - 5pm |
| Closed Sundays and Holidays |           |

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## Coaching Your Child: What to Say Instead of “Sound It Out”

**Prompts to say to your child while he/she is reading to help:**

**Develop Early Reading Behaviors** (the basic reading concepts developed through early reading experiences in kindergarten and early first grade)

- Read it with your finger.
- Did you have enough/too many words?
- Did it match?
- Try \_\_\_\_\_. Would that make sense?
- Try \_\_\_\_\_. Would that sound right?
- Do you think the word \_\_\_\_\_ would look right?
- Can you find \_\_\_\_\_? (a known word or a new word)
- Read that again and start the word.

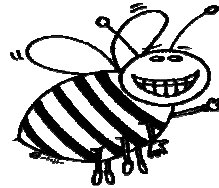
**Monitor While Reading** (to notice an error and think about his/her problem-solving)

- Were you right?
- Where’s the tricky word?
- What did you notice? (after hesitation)
- Why did you stop?
- What letter would you expect to see at the beginning/end?
- Would \_\_\_\_\_ fit there?
- It could be \_\_\_\_\_, but look at \_\_\_\_\_.
- Check it, does it look right, sound right, and make sense?
- You got the first/last part right.
- Check the middle of the word.
- You almost got that, see if you can find what is wrong.
- Try that again, another way.

Particularly with beginning readers, please do not cover the pictures or “quiz” your child on the words out of the context of the story; reading is a meaning-making process and we use the pictures to help us gain meaning. Beginning readers use the context of story to inform and confirm their developing understandings about how to process the text.

Remember that reading involves learning how to apply many different behaviors and strategies independently, while reading for meaning. Children need to experience success on long stretches of text. If you use the “prompts” provided in this booklet, be sure you use them thoughtfully; don’t constantly interrupt the reading because it distracts from the meaning of the story. If you notice that your child is having a lot of difficulty, select an easier book and make the challenging book one you read aloud.

Happy Reading!





## Some Helpful Hints When Reading With Your Child

The most effective way to improve as a reader is to spend large amounts of time engaged in the act of reading. Daily reading of new stories that are not too challenging, and rereading familiar stories will bolster a child's reading development.

Reading aloud to your child is vital, regardless of their age. They benefit from this model of fluent reading, and it often exposes them to stories that are more challenging than they could read independently. The discussions that follow will improve their comprehension.

Relax and remain patient when reading with your child. Learning to read is an incredibly complex process! Be sure they aren't trying to read a story that is too challenging – this will lead to frustration and will not provide them with enough efficient and effective practice to be beneficial.

Remember to praise your child for not only correct reading, but their good attempts, too!

**Use Meaning to Problem-Solve** (to think about what would make sense, using context and prior knowledge)

- Check the picture.
- Does that make sense?
- Try that again and think about what would make sense.

**Use Language Structure to Problem-Solve** (to think about what would sound right, using knowledge of how the English language sounds)

- Does that sound right?
- You said \_\_\_\_\_. Can we say it that way?
- Try that again and think about what would sound right.

**Use Visual Information to Problem-Solve** (to look carefully at the print and think about what would look right by gaining information from letters)

- Does that look right?
- Do you know a word like that?
- Do you know a word that starts/ends with those letters?
- Look carefully at what you know that might help.
- Notice the syllables.
- Look at the root word/prefix/suffix.
- Break the word into parts.





**Use Multiple Sources of Information to Problem-Solve**  
(to think about what would make sense, sound right, and look right simultaneously)

- Check to see if what you said makes sense, sounds right, and looks right.
- It could be \_\_\_\_\_, but look at \_\_\_\_\_.
- Do you know a word that would fit the meaning and looks like this word?
- What else could it be?
- What can you do to help yourself?
- What do you know that might help?
- Reread and try this part again.

**Self-Correct** (to fix his/her mistakes on own)

- Something wasn't quite right
- You're nearly right, try that again.
- You have to try something, what can you do?
- I like the way you worked that out!
- You solved the tricky part! How did you know?
- Skilled readers keep trying – good for you!
- Skilled readers ... (praise behavior you just saw him/her engage in).

**Read Fluently** (reading in a phrased, smooth manner at an appropriate pace)

- Listen to yourself, how do you think your reading sounds?
- Make your reading sound smooth, like talking ... then provide a model.
- How would you say that?
- Make your voice go down when you see the period/up when you see the question mark.
- Take a short breath when you see the exclamation point.
- Use emphasis when you see the exclamation point.
- Make your voice show what you think the author meant.
- Make it sound like the characters are talking.

