



SPECIAL EDUCATION PARENT ADVISORY COMMITTEE (SEPAC)



Reading Strategies for Home

Reading Instruction Continuum at School

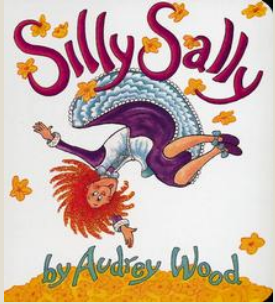
- Reading Instruction in the classroom
 - Small group reinforcement in the classroom
 - consult with reading specialists as needed
 - Reading Lab/AIS
 - State Assessments
 - STAR
 - RtI – goals and strategies
- *Benchmark Scores
- *Individual assessments



Reading Instruction Continuum at School (slide 2)

- Inclusion setting (ICT)
 - general education curriculum, as well as work on specific IEP goals
- Resource Room (RR)
 - work on IEP goals
 - can be a mix of students with IEPs, 504 plans and without IEPs (if room)
 - students' primary reading instruction is still in the general education classroom
- Special Class Reading (SC-Reading)
 - Work on IEP reading goals
 - only classified students
 - more intensive program
 - students grouped based on complexity of reading needs





Strategies for Home



- **Phonemic Awareness**

- Read nursery rhymes or rhyming books (Dr. Seuss, *Silly Sally*)
- *Play with language, make up silly words (rhyming)*
- *Say a word, find other words that start the same*
- *Say words, say each sound and “punch out” or make the last sound loud*

Phonics

*Decoding – “sounding out” and encoding – spelling

*spelling practice

- *Magnetic letters

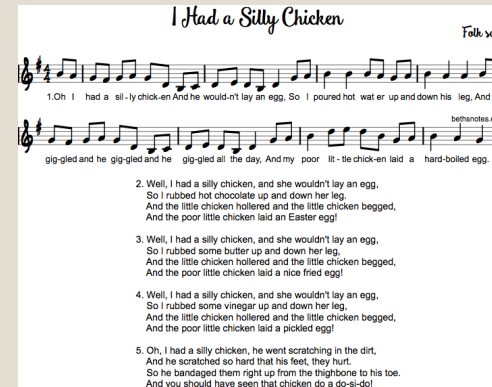
- *Finger spelling, tapping out sounds

- *Let your child be the teacher and “grade” your spelling test



- **Fluency**

- Practice rereading short passages
- Sing song lyrics
- Use a dollar store microphone
- Learn a nursery rhyme or short poem
- Have your child read to a pet or stuffed animal
- Read aloud to your child. This provides a model of what fluent reading sounds like.



- **Vocabulary**

- *Have your child highlight words they are unsure of
- *Use google to find word meanings and how to say them
- *Use a variety of words for the same idea or object (sad, upset, unhappy, grumpy, moody)
- *Talk about and name/label what you see (All the leaves on the oak tree are changing colors. Aren't they beautiful? What's your favorite)
- *Read stories to you child and talk about interesting words.
- *Keep a list of interesting or unusual words
- * **Talk A LOT**



***Comprehension**

*When you read to your child talk about the story while you are reading

- Why do you think..
- Who is your favorite character? Why?
- Have you ever felt like _____?

*Post – It notes

Put a ? where you don't understand

Write notes or a one sentence summary (Who did what when where and why.

They can also do this verbally)

*Read the material aloud to your child while they follow along. If they struggle with decoding this will allow them to focus on the meaning.

*Draw what you are thinking

***Text books**

*Preview – read headings, captions and bold print words (vocabulary). Look at pictures and graphs. Read the questions (what do they want me to know). Stop and paraphrase after “chunks of information.”

*Visualize information

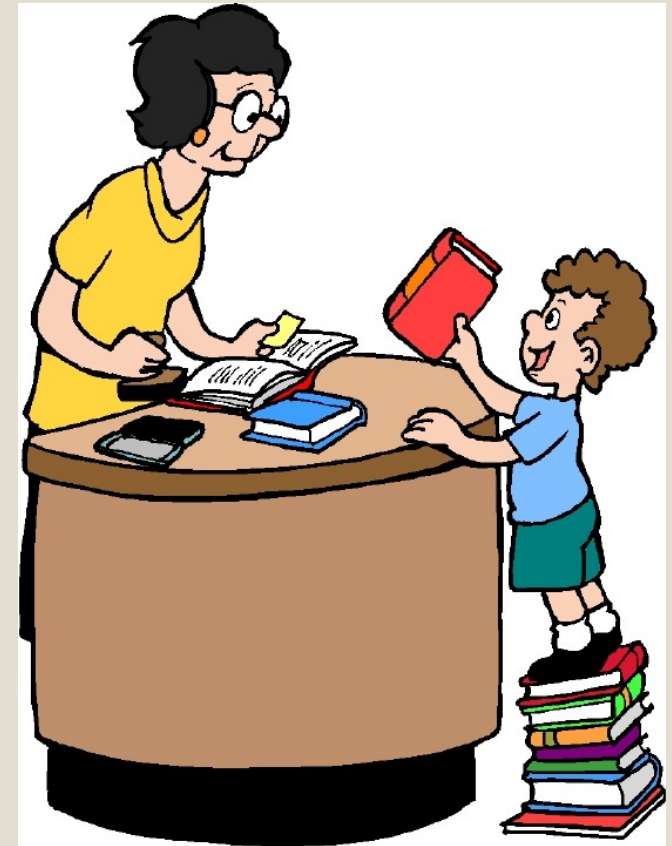
*Make flashcards (use student's own words) and color code by topic

*Set a timer, walk away and come back later. Working for 3 ten minute sessions is easier than 1 thirty minute session. (Depending on age of child)



Resources

- Library
 - Free resource
 - Own library card
 - Wallkill and Plattekill – all district residents
 - Gardiner – read to a dog
- RAZ Kids
- Quizlet
- Castle Learning
- Immersive Reader
- Handout with free apps and websites



Tidbits



- Keep reading relaxed and fun
- These are ideas, not requirements. Students who struggle expend a lot of effort and energy to get through their day. They are tired when they get home. Feel free to read homework questions, passages, etc. to them. This can separate reading issues from learning science, social studies or math concepts.
- Read road signs, billboards, any environmental print.
- Let them choose from the take out menu and write down everyone's orders.
- Leave a short note for your child. Encourage them to write back.
- Holidays are approaching. Fill a stocking or box with office supplies. (post its, highlighter tape, highlighters, pens markers, magnetic letters for the fridge, index cards, ...)
- Hang up index cards with words they need to learn. Say the word each time you pass it or see it. Keep a tally. Set a goal (Can you read **were** 50 times?)





Grand Finale

- Even if your child has learned to read, please read to them. This is especially important for struggling readers. This is not in place of reading instruction and it won't "fix" a reading deficit, but it will help create an interest in reading – a reason to put in the hard work.
- Read stories that are interesting to your child that might be too hard for him/her to read. This helps develop vocabulary, comprehension, concepts, curiosity, and most importantly, joy in reading.
- Reading is a great way to spend time and make connections with your child. Share a favorite book from your childhood. Read about hobbies or books that your favorite movie is based on. Learn about a topic that is intriguing to your child.
- If you read, your child is more likely to read. It doesn't matter what you read, just that you read - dad, too ;)
- Your child is more than their reading problem. Celebrate their talents and interests!

Children are more than their reading problems. Celebrate their strengths, talents, interests and childhood.

