

# The Role of the Parent at Home

June 27, 2019

“Linguistic competence stands at the very center of what is crucially human in each of us. We are as we speak; we work as we read; we become human as we understand each other through language.”

- Language is the process by which ideas are exchanged through a system of meaningful symbols. In an alphabetic system, such as English, letters are assigned certain sounds, the sounds are strung together in a systematic way to form words, and the words are systematically strung together to make sentences.

# What is the best predictor of early reading acquisition?

- Intelligence
- Oral (speaking ) vocabulary
- Listening comprehension
- Understanding letter /sound relationships
- Being read to as a child
- Ability to rapidly name colors and objects
- Ability to manipulate sounds in syllables
- As a child being part of adult conversation
- Knowledge of the alphabet
- Understanding words are made up of syllables

Disabled readers do not readily acquire the alphabetic code because of deficits in phonological processing. Thus, disabled readers must be provided highly structured programs that explicitly teach application of phonological rules to print.

G. Reid Lyon

N.I.H.

# Samuel Torrey Orton

- Realized that all aspects of language functions were involved- listening, speaking, reading and writing.
- Diagnosis is medical; the treatment is educational

Anna Gillingham

Bessie Stillman

Developed an educational  
prescriptive to remediate dyslexic  
children

# Processes Involved in Reading

1. Phonemic Awareness
2. Phonics/ Word Study
3. Fluency
4. Vocabulary
5. Comprehension





Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words.

Before children learn to read print, they need to become aware of how sounds in words work. They must understand that words are made up of speech sounds, or phonemes.

Put Reading First,

2003

# Phonemic Awareness

- The smallest unit of sound within a syllable is called a **PHONEME**
- Research has shown that the ability to manipulate phonemes is a critical factor in learning to read.

clock



/k-l-o-k/

At home you can help by.....

Practicing the sounds of language. Read books with rhymes.

Teach your child rhymes, short poems, and songs.

Practice the alphabet by pointing out letters wherever you see them and by reading alphabet books.

# Phonics Instruction

Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.

It teaches children to use these relationships to read and write words.

We use the term sound-symbol to describe this relationship.

The goal of phonics instruction is to help children learn and use the alphabetic principle - the understanding that there are systematic and predictable relationships between written letters and spoken sounds.

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At home you can help by....

Listening to your child read words  
and appropriate books from school or  
from the library.

At home you can help your child  
by.....

Rereading familiar books.

Building reading accuracy.

Building reading comprehension.

# Rereading Familiar Books

Children need practice in reading comfortably and with expression using books they know.



# Building Reading Accuracy

If your child struggles with a word, tell he/she the correct word. You are not the teacher and do not want to promote the feeling of being engaged in a lesson.

Make reading a part of every day.  
Share conversations with your child  
while driving in the car, over meals  
and other times that you are together.  
Provide a comfortable place and a  
quiet time for your child to read

# Building Reading Comprehension

Talk with your child about what he/she is reading. Ask about new words. Talk about what happened in the story. Ask about the characters, places, and events that took place.

# *Oral Reading Fluency*

What is Oral  
Reading  
Fluency and  
why is it  
important?



- **More fluent readers** focus their attention on making connections among the ideas in a text and between these ideas and their background knowledge.
- Therefore, they are able to focus on comprehension.

**Less fluent readers** must focus their attention primarily on decoding individual words.

Therefore, they have little attention left for comprehending the text.

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# Vocabulary Instruction

- Vocabulary refers to the words we must know to communicate effectively. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.
- Vocabulary is very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean.

- Children learn word meanings in three different ways:
- They engage daily in oral language.
- They listen to adults read to them.
- They read extensively on their own.

Put Reading First, 2003

# Comprehension Instruction

- Comprehension is the reason for reading.
- As they read, good readers are both purposeful and active.

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