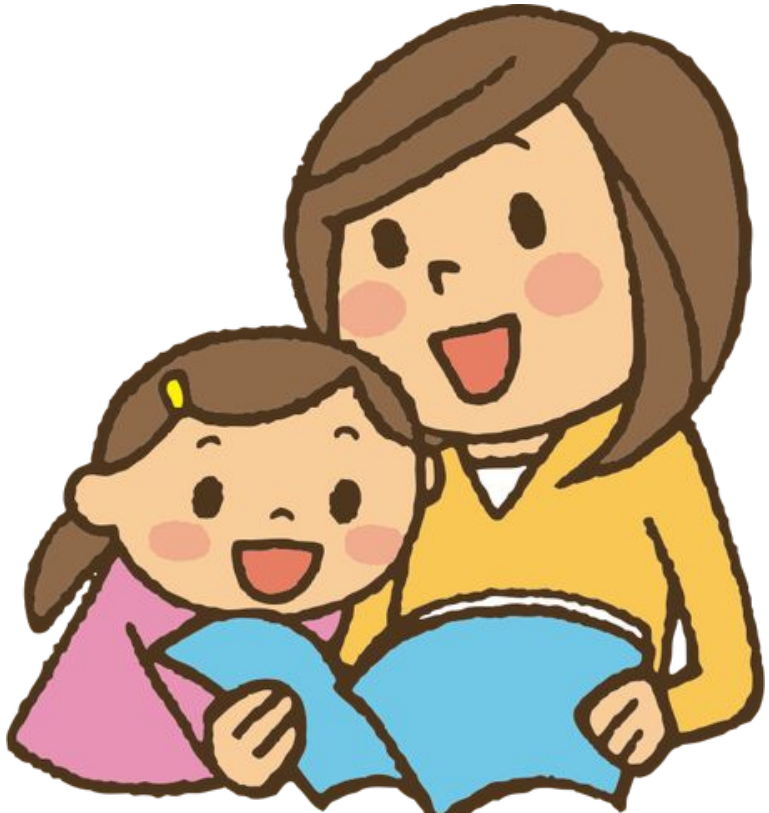
Early Reading Webinar for RLA Parents



Eileen O.Roxbee
Principal

Early Reading Development

It started way back when…



https://drive.google.com/file/d/1jL9FmoOCRkBPcaRY87igJviklGbfINoM/view

Reading Video

https://drive.google.com/file/d/1XFru93gLEGSpZ5nx3o8HeNiuZJDt02NT/view

Writing/Spelling video

EMERGENT READERS A- D levels

IF YOUR CHILD IS STUCK ON A WORD SAY:

- **Check the picture.**
- **Make the first sound.**
- **Reread and think about what would make sense.**
- **Tell them the word if they are still struggling**

IF YOUR CHILD MAKES A MISTAKE SAY:

- **Let's check that. Did that make sense?**
- **Did that look right?**
- **Did that match?**

Source: Pinoeer Valley Books

DESIRED LITERACY BEHAVIOR	TEACHER ACTION	PROMPT FOR STRATEGIC ACTION
Control one-to-one matching.	Demonstrate by pointing and reading a page of text.	· "Read it with your finger." · "Did it match?"
Use pictures to support meaning.	Point to the picture and talk about what would make sense.	· "What would make sense?" · "Check the picture."
Locate known and new words.	Point to the word if the student is unable to find it.	· "Can you find ___?"
Use language patterns.	Read language pattern. Ask students to repeat.	· "Let's say this together."

SELF MONITOR USING: · One-to-one matching · Known words · Mismatches in meaning and/or language	Tell students everything they read needs to make sense, look right, and sound right.	· "Do you think it looks like ___ (known word)?" · "Did that make sense?" · "Did that sound right?"
Predict what would make sense.	Tell students to think about the story, to look at the picture, and think what would make sense.	· "Try ___. Would that make sense?" · "Does that make sense?" · "Check the picture. What would make sense?"

EARLY READERS Levels D- F

IF YOUR CHILD IS STUCK ON A WORD:

- **Reread and think about what would make sense.**
- **Let me show you a part that might help. (Cover up the word with your finger, and then reveal to them a part of the word they already know.)**
- **Tell them the word if they are still struggling**

IF YOUR CHILD MAKES A MISTAKE:

- **Let's check that. Did that make sense? Did that look right?**
- **Let me help you! (Show them parts of the word.)**

Source: Pioneer Valley Books

Move away from finger pointing.	Pull student's finger out of the text.	· "Read it with your eyes."
Check one source of information (meaning, structure, visual) against another to confirm, make another attempt, or self-correct.	Tell students everything they read needs to make sense, look right, and sound right.	· "Check it!" · "That makes sense, but does it look right?" · "That looks right, but does it make sense?" · "That makes sense, but does it sound right?"
Reread to confirm reading or to problem solve.	Tell students to reread to see if they are right or to help themselves at points of difficulty.	· "Read that again to see if you were right." · "Read it again and make the first sound of the tricky word."

Use visual information to help predict, check and confirm.	Cover up the unknown word.	· "What letter would you expect to see at the beginning/end of ___?" · "Do you think it looks like ___?"
Read fluently.	models reading fluently.	· "Can you read this quickly?" · Put your words together so it sounds like talking."
Accumulate a reading vocabulary.	· Select books that have some of the same reading vocabulary. · Give students practice with new words by having them write or make words with magnetic letters.	· "You need to know that word tomorrow. Have you got it in your head?" · "Write it quickly. Good job. What is it?"

TRANSITIONAL READERS LEVELS F-M

IF YOUR CHILD IS STUCK ON A WORD SAY:

- Reread and think about what would make sense.
- Do you see a part that might help you? Take the word apart.
- Let me help you! (Show them the parts of the word.)

IF YOU CHILD IS NOT SURE OF THE WORD MEANING:

- Reread that sentence and look for clues.
- Use the picture.
- Replace it with a word that makes sense in the story. Reread the sentence with the replaced word.

Spource: Pioneer Valley Books

Self-correct using multiple sources of information	Tell students everything they read needs to make sense, look right, and sound right.	· "Something wasn't quite right." · "You made a mistake. Can you find it?" · "Were you right?" · "I like the way you found out what was wrong all by yourself."
Reread to confirm reading or to problem solve.	Tell students to reread to see if they are right or to help themselves at point of difficulty.	· "Read that again to see if you were right." · "Reread it again and make the first sound of the tricky word.
Predict what will happen next in the story.	Tell students they always need to be thinking about the story.	· "Try that again. Think about what would make sense in the story."

Self-correct at point of error.	Tell students everything they read needs to make sense, look right, and sound right.	· “Were you right?” · “I like the way you read that quickly.”
Monitor reading for fluency and phrasing in familiar and new text.	Tell students what they are reading needs to sound good.	· “Are you listening to how it sounds? · “Does it sound interesting?”
Work independently to solve new words in new text.	Tell students if something is tricky they need to work to figure out what it is.	· “What do you know that could help?” · “What can you try?”
Check reading with the overall meaning of the story.	Tell students everything they read needs to make sense, look right, and sound right.	· “Are you thinking about the story?”

Demonstrate an understanding of, and empathy for, characters and situations in the text.	Discuss what you understand, what you are feeling for the characters, and the situations the characters are facing.	· "What do you think the character really meant by saying that?" · "Why did the character act that way?" · "How would you feel if _____?"
Use known words and parts of words to problem solve new words.	Mask the part of the word with your finger to show students a part they know.	· "Do you know a word like that?" · "Do you know a word that starts/ends with those letters?



Sight Words

Learning high frequency words automatically





The Reading Writing Connection: Inventive spelling

READING PROVIDES THE BACKGROUND FOR WRITING: LOOKING AT WHAT AUTHORS DO WHEN THEY WRITE ALERTS THE CHILD TO WHAT IS POSSIBLE IN WRITING

INVENTINVE SPELLING ALLOWS US TO KNOW WHAT THE CHILD IS TRANSFERRING FROM READING TO WRiTING. IT IS A WINDOW INTO THEIR PHONOLOGICAL DEVELOPMENT.

Check the picture



Get your mouth ready



Look for chunks

sm art

Skip & Return

SKIP

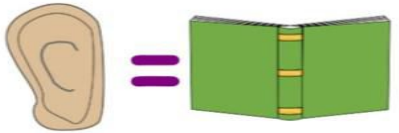
THINK

RETURN

Go back and read again

REREAD

Does it sound right?



Does it look right?



Does it make sense?



Check the beginning & end



twist

twist



Take the ending off

walk

walking



Run into the beginning



spr ing

spring

Cover & Slide

pl tic

plast

plastic



Try a different vowel sound.

a		
e		
i		
o		
u		

Use a word you **know**.

day
may
stay
play
clay



Look for a part that is the **same**.

Try a different vowel sound.



Looks at letters in **groups**.



QUESTIONS AND COMMENTS

READING

WRITING