

Attitude Towards Reading

1. Have fun together as you read. Have real conversations about the reading. Pretend you just saw a movie and are talking about it together. Try not to “quiz” your child about the reading. If you quiz them, let them quiz you!
2. Make sure your child sees you reading and enjoying it.
3. Go to the library and find joke books, true stories, or any other topic of interest your child might enjoy. Ask your child what s/he enjoys and find books about those topics.
4. Read aloud books that your child is unable to read. Reading aloud to your child is as important as having them read. It allows time for the child to enjoy books with you. It also builds a larger vocabulary because you can read more sophisticated texts.
5. Praise your child’s hard work and progress. This time is about enjoying reading and celebrating your child’s efforts.



Additional Reading Ideas to support your child’s reading development:

Children need practice and encouragement as they read. Children may have specific ways in which they need you to support them. Ask your child’s teacher to make recommendations and provide texts on your child’s independent reading level.

Practice in books your child can read, and hearing books read aloud are the most important ways to build comprehension, stamina, vocabulary, and a love for reading.

Model reading aloud with expression and a smooth pace.

Discuss the meaning of words and how they are used in context.

After reading individual sentences, paragraphs, and pages, ask questions, summarize, and make connections.

After finishing a book you read to your child or one s/he read, ask your child to retell the story in their own words.

Play games that focus on sounds and letters. For example, play “I Spy” with letters.

Sing rhyming songs.

Keep books and reading materials in your vehicle to read as you travel.



For reading resources, translation services and more information about Read to Succeed, scan QR Code or visit www.lexrich5.org/readtosucceed



SUPPORTING YOUR CHILD AS A READER

THE MOST IMPORTANT 20 MINUTES OF YOUR DAY!



Prompting Your Child as a Reader

Key Prompts for Decoding

If your child encounters a word they don't know, start by pausing and encouraging them to focus on the word. Sometimes, children need a moment to think before attempting to read it. If they're still unable to decode the word, try using these prompts:

- **Sound It Out and Blend:** Encourage your child to say the sounds of each letter and then blend them together. For example, if they know the sounds for **s**, **i**, and **t**, they can say /s/ /i/ /t/ and blend them to read "sit."
- **Help with Sounds If Needed:** If your child doesn't know the sounds, you can model them. For example, for the word "sleep," say: "/sl/ /ē/ /p/" and see if they can blend the sounds to say "sleep."
- **Break the Word into Parts:** Show your child how to break a tricky word into smaller chunks. For example, with the word "sand," cover the "s" and point out the word "and." Once they recognize "and," guide them to add the /s/ sound to read the entire word.
- **Chunk Big Words:** For longer words like "playground," help your child focus on smaller parts. Start with "play" by blending the beginning sound (pl) and vowel team (ay). Then, move to "ground," blending the beginning sound (gr), the "ou" sound, and the ending (nd). Finally, combine the parts to say the entire word.
- **Fix Misread Words:** If your child uses the wrong sound, encourage them to "try a different sound." For example, if they read "bread" as "breed," remind them that "ea" can make both short and long e sounds. Suggest trying the short e to correct it. An example is that the word "read" can be pronounced with a short e and a long e.
- **Think of Similar Words:** When stuck, prompt your child to think of words they already know. For instance, if they struggle with "fright," ask, "Does this word remind you of any others?" They might think of "right" or "light." If they can't, you can provide an example to help.



Your child chooses not to read or repeatedly chooses too hard books.

1. Often, children want to read books that send the message that they are "good readers," which they equate with chapter books. Explain that many picture books are written at the middle school level because of vocabulary.
2. Find books based on topics your child is interested in reading. Children are often motivated by informational books.
3. Make sure reading is a priority. Let your child see you reading.

Your child cannot talk about what s/he read.

1. If this happens, do not stress your child. Your child is simply not ready to read it.
2. Read the book to your child and find books that are easier for your child to read.
3. Ask your child's teacher to provide decodable books to support your child as a reader.

