

Effective Teaching of Reading –
What Parents and Families Can Do

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Video Available at:
<https://go.tcmpub.com/rasinski-video>

**Factors that Discriminate between Highly Effective and Less Effective Schools
in Literacy Achievement: An International Perspective**

41. **Phonics Teaching**
38. **Hours per Year School is Open**
37. **Number of Hours devoted to Instruction**
34. **Teacher Readership of Professional Materials**
32. **Individualized Instruction.**
31. **Informal Assessment**
29. **Encouragement to Read**
28. **Student Newspaper in School or Classroom**
26. **Books per Student in Classroom Library**
25. **Emphasis on General Assessment**
23. **Teacher Readership of Literature**
21. **School-wide Program for the Improvement of Reading
Instruction**
19. **Size of School Library (Books available per student)**
18. **Frequency in Visiting School Library.**
17. **Literature Emphasis**
13. **Total Teaching Experience of Teachers**
12. **Frequency in Borrowing Books from the Community Library**
11. **Presence of a Classroom Library**
9. **Comprehension Instruction**
8. **Reading Materials Available to Students**
3. **Amount of Reading Done in School**
2. **Amount of Reading Done at Home**
1. **Parent Involvement and Support**

Source: Postlethwaite, T. N. & Ross, K. N. *Effective Schools in Reading : Implications for the Classroom*. Hague: International Association for the Evaluation of Educational Achievement.

HELP YOUR CHILD IN READING (AND WRITING)

Timothy Rasinski, Ph.D.

Kent State University

- I. Be passionate about reading....**
 - A. Be a model of an avid reader**
 - B. Talk about reading with your child.**

- II. Read to you child.**
 - A. Benefits of reading to your children.**
 - B. Make it daily.**
 - C. Make the print accessible to your child.**
 - D. Choose the best books (and other texts) available.**
 - E. Above all, make it fun!**

- III. Read with your child ---- paired/assisted reading.**
 - A. Simultaneous (choral) reading.**
 - B. Alternate paragraphs or pages.**
 - C. Books on tape**
 - D. Captioned television**

- IV. Listen to your child read to you.**
 - A. Be positive and encouraging.**

- V. Make your home literacy rich**
 - A. Books. Poetry, Songs**
 - B. Magazines and newspapers.**
 - C. Paper, pencil, pens, and markers.**

- VI. Encourage writing at home.**
 - A. Take your child's dictation.**
 - B. Journals and dialogue journals.**
 - C. Lists and letters.**
 - D. Birthday books and family memoirs.**

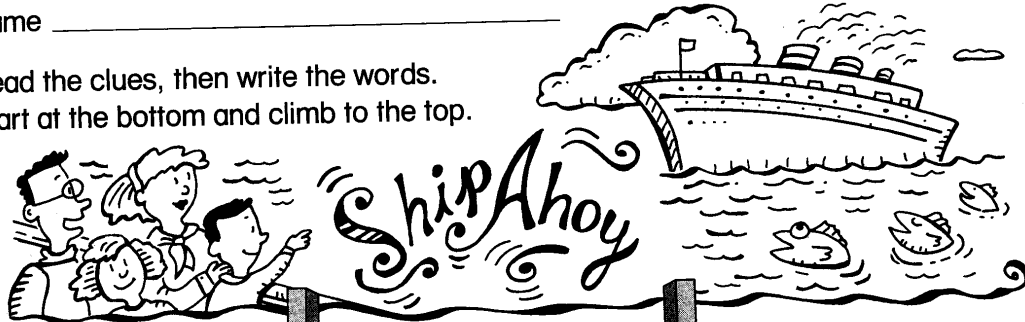
- VII. Celebrate reading and writing at home.**
 - A. Birthday parties.**
 - B. Games --- Scrabble, Hangman, Concentration, Word Ladders ***

- VIII. Fast Start* (a proven program for parents – and teachers)**

***Available at: <http://teacher.scholastic.com/>**
Search – FAST START

Name _____

Read the clues, then write the words.
Start at the bottom and climb to the top.



A group of ships.
Change one letter.

Partly frozen rain.
Change one letter.

A piece of paper.
Change one letter.

Animals that give us wool.
Change one letter.

What you do at night.
Change one letter.

A sharp slope uphill.
I'm tired because that hill was ____.
Add one letter.

When you walk, you first take a ____.
Change one letter.

Opposite of *go*.
Change one letter.

A store.
Change one letter.

s h i p

RASINSKI

Daily Word Ladders Grades 2-3 Scholastic Teaching Resources

Rotten Day

Ken Nesbitt

Today I had a rotten day
as I was coming in from play.
I accidentally stubbed my toes
and tripped and fell and whacked my nose.
I chipped a tooth. I cut my lip.
I scraped my knee. I hurt my hip.
I pulled my shoulder, tweaked my ear,
and got a bruise upon my rear.

I banged my elbow, barked my shin.
A welt is forming on my chin.
My pencil poked me in the thigh.
I got an eyelash in my eye.
I sprained my back. I wrenched my neck.
I'm feeling like a total wreck.
So that's the last time I refuse
when teacher says to tie my shoes.

Source: www.gigglepoetry.com

Fast Start

Read to

Read with

Listen to your child read

Word study!

Little Bo Peep

**Little Bo Peep
Has lost her sheep,
And doesn't know where to find them.
Leave them alone,
And they'll come home,
Wagging their tails behind them.**



Little Bo Peep

★ 8 ★

★ Looking at Words and Letters

- 1. Ask your child to find and circle the *t*'s.
- 2. Ask your child to find and circle the two lines in the poem that have only three words.
- 3. Say, *I'll say two words. You raise your hand if they begin the same:*
little, lost peep, bo lost, leave
- 4. Ask your child to count all the words in the poem.
- 5. Ask your child to point to the top, then the bottom, of the poem.

★ Playing With Sounds

- 1. Say, *Listen while I clap (or tap) the beats of the poem. Now let's clap (or tap) the beats of the poem together.*
- 2. Ask your child how many beats are in these words: *little* (2), *lost* (1), *leave* (1), *wagging* (2).
- 3. Say, *I'll say two words. Clap your hands if they rhyme:*
alone, them sheep, peep come, home

★ Beginning to Read

- 1. Ask your child to find and circle words with a long "o". (*Bo, know, alone, home*)
- 2. Say, *I'll say a word. You tell me the last sound in it:* peep, lost, them, tails.
- 3. Ask your child to find the words with two syllables or beats and to underline them. (*little, doesn't, alone, wagging, behind*)
- 4. Write *sheep* on a sheet of paper. Point out the *-eep* word family. Together, brainstorm, write, and read other words that rhyme and belong to the word family.
- 5. Together, choose two or three words from the poem. Add them to your word wall and practice these words daily. Or add them to your child's word bank (a collection of words on cards, one word per card).

Effects of Fast Start on At-Risk First Graders' Reading Acquisition

Mean Reading Letter and Word Recognition Accuracy

	<u>Pretest</u>	<u>Posttest</u>
Control	43.8	77.0
Fast Start Group:	46.2	100.6

Mean Fluency (WCPM)

	<u>Pretest</u>	<u>Posttest</u>
Control	1.0	13.4
Fast Start Group:	0.6	26.4

Rasinski, T., & Stevenson, B. "The Effects of Fast Start Reading, A Fluency Based Home Involvement Reading Program, On the Reading Achievement of Beginning Readers." *Reading Psychology: An International Quarterly*, 26, 109-125.

IMPROVING READING FLUENCY

What is reading fluency?

Reading fluency is reading accurately and with appropriate speed. It's also reading with expression.

Why is reading fluency important?

- Fluency is strongly linked to comprehension. If students have to put forth much of their effort to decoding ("sounding out") words, or if they read too slowly, or if they can't figure out how to use appropriate expression or phrasing, they may not have much effort left to put toward understanding the meaning of the text.
- Fluency has an impact not only on students' reading development, comprehension, and overall reading achievement, but also on their confidence and motivation as readers.

How can parents help their children become more fluent readers?

*** Read Aloud

Reading aloud to children is an opportunity for adults to model what fluent, expressive, meaningful reading looks and sounds like. It builds motivation for reading, it builds comprehension skills, and it improves vocabulary because adults may read books to children that are just above their reading level.

*** Repeated Readings

The idea behind repeated readings is that when children practice something, they get better at it. When a student reads a passage for the first time, some decoding may be necessary. After rereading it several times, the student will read it with more and more ease, enabling him/her to focus more on meaning rather than decoding words. Children can be given a short passage (or a short story or section of a book they are reading) to practice. They can read it several times through (3-5 times), and after they've decoded any tricky words and practiced appropriate speed, they will improve each time they read it. They will read the passage faster, more accurately, and with better comprehension. Simply, it means allowing a student to read and reread a passage until they have become fluent in reading it.

*** Paired Reading

Readers can be paired up so that there is a more capable reader (usually an adult) with a less capable reader. Once a book is chosen, the two readers sit alongside each other. They begin by reading in unison. The more fluent reader adjusts his/her reading rate to make it comfortable for the less fluent reader to follow and read along. The less fluent reader may read some of the text independently, and the helping reader joins in again when the less fluent reader has difficulty with the text. When an error occurs during paired reading, the more skilled reader supports the less skilled reader in decoding it, or provides the correct words.

*** Echo Reading

Echo reading is when the parent reads the sentence or the page in the book, demonstrating proper reading rate and expression. The child then repeats ("echoes") the reading. Children should point to the words as they echo read.

IMPROVING READING COMPREHENSION

Why is reading comprehension important?

The ability to read and make meaning from a wide variety of texts is essential to learning. If students can develop skills to learn and use vocabulary, understand story elements in fictional text, and follow patterns of information in nonfiction text, they will be more likely to achieve in all subject areas. With these skills, readers can:

- monitor their own understanding and adjust their reading if needed
- use background knowledge and life experiences to connect to what they are reading
- ask and answer questions about what they read
- infer the meaning of words and phrases
- determine the importance of specific ideas in text
- summarize what they read

How can parents help their children develop stronger comprehension?

*** Make Good Book Choices

We know how important it is to provide books for children that they are interested in reading. Books that children choose to read, perhaps about favorite sports, or books with funny characters, for example, will be more motivating for them to engage in. Adults can play a key role in helping students make the right choices. Once they find books with topics or stories they are interested in, help them choose books that are “just right” for them to read – not too hard, not too easy (although easy reads can certainly be motivating and fun at times). Also, expose them to a wide variety of genres. You may be able to spark interest in a type of book that they have never chosen before – Poetry? Science fiction?

*** Read Aloud and “Think Aloud”

Adults can read aloud to or with children, and while reading, stop occasionally to think out loud. This may mean verbalizing a question you have while you read, making a connection to the book (“That reminds me of...”), predicting what you think is going to happen next, or clarifying tricky words. Reading and thinking aloud can also be a great opportunity to show students what you do when you lose meaning or get confused as you read (reread, ask questions, read on and then go back to revisit the confusing part). Modeling for children how we want them to think while they read helps them understand how the process of making meaning from reading works.

*** Make Connections

If students can make connections with the text they are reading, their understanding of the text will be stronger, and they will be more likely to recall information from their reading. As adults read to or with children, it is important for them to help children relate what they are reading about to their own lives (text-to-self connections), to other books they have read (text-to-text connections), or to other people, places, or events in the world (text-to-world connections). Adults can model how to make these kinds of connections, or adults can simply ask children, “What does this remind you of?” while reading.

*** Retell or Summarize

After reading a section or page of a text, ask your child to retell it in his/her own words. The degree of detail your child provides, as well as the general coherence of the retelling can indicate how well your child comprehended the reading. Adults can provide helpful questions and prompts to guide children to include important ideas from the text. Asking brief questions such as “Who?” “What?” “Where?” “When?” and “Why?” can lead children to the right information. Adults can help students determine important information from a text by asking them to summarize it, which includes less detail than a retelling. This can be done by asking “What was that about?” or “Tell me the important parts from what you just read.”

Effective Comprehension Prompts

How are _____ and _____ alike?

How are you like or unlike the character in this story?

How is this story like another story we have read?

What is the main idea of _____?

What do you think would happen if _____?

What are the strengths and weakness of _____?

In what way is _____ related to _____?

How does _____ affect _____?

Compare _____ and _____ with regard to _____.

What do you think causes _____?

How does _____ tie in with what we have learned or read before?

Which one is the best _____ and why?

What are some possible solutions for the problem of _____?

Do you agree or disagree with this statement: _____? Why?

What do I (you) still not understand about...?

Family Fun Websites

Don't have a computer at home? Head to the library! ☺



- www.bookwizard.scholastic.com
 - Use this site to find a list of books at YOUR child's level.
 - Make sure you select DRA in the top right corner of the webpage. Then select "leveled search", enter your child's current reading level and any other information you'd like considered, then click search. It might be helpful to write some titles down before heading to the library, so your child is guaranteed to be successful with the book he\she takes home!
- www.funbrain.com
 - Come here to read books, complete madlib games and enjoy games for other subject areas.
- www.starfall.org
 - Enjoy a plethora of stories, games, poetry, skill building activities and make your own interactive writing samples.
- www.storiestogrowby.com
 - Enter the castle to select age appropriate text and enjoy the multicultural stories created by Whootie the Owl and friends. You may even find it interesting to read responses left by other children around the world.
- www.pbskids.org
 - Join the cast from your favorite PBS show to build reading skills in a fun and interactive manner. (At school, we love the Super Why section of the site!)
- www.gigglepoetry.com
 - Enjoy poetry for kids in different ways. From potty poems to mind your manners poems- you're sure to get some giggles!
- www.storyplace.org
 - Inside the elementary library and topsy turvy tales, you can create your own story and book suggestions to follow suit with your newly created book theme. You can also make books and other activities in print out activities.
- www.storylineonline.net
 - Listen and watch celebrities read your favorite children's books. (We loved Betty White reading *Harry The Dirty Dog*!
- www.googlekids.com
 - Head here to search for more awesome kids websites. If you find a really good one, pass it along! ☺
- www.abcya.com
 - This is a fantastic site FULL of sight word, typing, spelling and just plain FUN games!

