The Transition From Learning to Read to Reading to Learn
The boys arrows were nearly gone so they sat down on the grass and stopped hunting. Over at the edge of the wood, they saw Henry. To their surprise, he was making a bow to a small girl who was coming down the road. She had tears in her dress and tears in her eyes. She gave Henry a note which he brought over to the group of young hunters. Read to the boys, it caused great excitement. Does ran through the forest.
This shows how complex the English language is.

When reading we need to combine
• Visual information
• Structure
• Meaning

and quickly reread to self correct when one of these is lost. These strategies become more difficult as students read more difficult text.
Let’s look at ways in which we can assist our children to develop these strategies?
At any age, reading to your child is beneficial.
(a favourite book, sharing a novel, taking character roles, reading that you and your child enjoy ...)

“Let’s get a few things straight. No speed reading, no silly voices, no skipping pages....”
These books provide reading mileage should be done in a *relaxed, positive atmosphere.*

The books are at an *easy reading level* and involve very little intervention on the adults’ part.

It is more beneficial for a child to read one page of a book several times to build *fluency, intonation and expression* than a whole book word for word in a monotone.
The information presented in the next slide is from a research study on independent reading and young students by Nagy and Herman in 1987.

**Why Can’t I Skip My 20 Minutes of Reading Tonight?**
Student “A” reads **20 minutes** each day
3600 minutes in a school year

1,800,000 words

Student “B” reads **5 minutes** each day
900 minutes in a school year

282,000 words

Student “C” reads **1 minute** each day
180 minutes in a school year

8,000 words

90th percentile

50th percentile

10th percentile
When Reading
Check for FURV
Fluency
Understanding
Recall
Vocabulary
Reading with Fluency

. Reading clearly.
. Reading like we talk.
. Reading words together using phrasing.
. Stopping at punctuation marks.
Understanding

Children also need opportunities to process the information and relate their own personal experiences to those of the characters.

Discussing the text helps children to develop necessary comprehension skills.
Vocabulary

• Ask if there are any words or phrases that they are unsure of the meaning.
• Choose a word to discuss the meaning of, perhaps look the definition up in the dictionary.
• Discuss interesting phrases and what they might mean.
Unless we discuss text with our children we don’t know whether they are understanding what they are reading.

Discussing the meaning of phrases and looking up words, can be fun.

Words can have more than one meaning and readers need to decide which meaning fits the context.
This is a Reading Prompt for you to try with your child when they make an error in reading. When they get to the end of the sentence say

“Let’s try that sentence again and see if you can find the tricky part.”

Very often they will correct their own error after this prompt. This helps them to develop the strategy of rereading to self correct an error.
RESOURCES

Raz Kids
Online reading resource

Wall Space
Newsletter

Book Titles
When *Assessing the Reading Age* of a student the following skills are measured:

- Word *accuracy and decoding* skills.
- The use of *strategies*.
- *Fluency, intonation* and *phrasing*.
- *Recall* (the events or factual information).
- *Comprehension* (the ability to answer questions).
It was my intention to not only highlight the importance of children reading each day, but also the important role you play in their reading.