Reading to Learn: The skills that are required and how these can be reinforced.
Let’s look at ways in which we can assist older children with their reading?
**READING MODELLING**
When adults are seen to be reading for pleasure children are more likely to pick up a book and want to read.

**READING MILEAGE**
It is recommended that students in Year 5 & 6 read 20-30 mins each day, preferably for pleasure, books they are interested in.

**PARENT’S ROLE IN THE HOME READING**
- Ask your child to read a paragraph aloud at least once a week to reinforce the higher order reading skills
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.
Medical passages

- How would we go?
- What are the strategies a good reader would use?
- Unknown words – break them down – use known words and rules to work them out.
- So much decoding *takes* from *reading* therefore we need to use a variety of approaches to read successfully.
Examples of misinterpretations:
These examples are taken from reading sessions.

*Instinct*: when there are no animals left.

*More hunting for buried treasure, no doubt.*
Student interpreted as “He’s doubts he’ll look for treasure.”

*… caught her eye.*
Student interpreted as “She had something in her eye”

*… every waking moment.*
Student interpreted as “They were being woken every moment.”
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 words up can be fun.

Words can have more than one meaning and readers need to decide which meaning fits the context. These activities can help to broaden vocabulary and develop comprehension skills.
PROCESS INVOLVED IN READING TO LEARN:

- PREDICTING
- QUESTIONING
- CLARIFYING
- SUMMARIZING
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
90th percentile

Student “B” reads 5 minutes each day
900 minutes in a school year
282,000 words
50th percentile

Student “C” reads 1 minute each day
180 minutes in a school year
8,000 words
10th percentile
As important as early language experience is for establishing a child’s learning trajectory, reading experience is critical for the academic development of students beyond Year 3.

The study showed that even among students with weaker reading skills, extensive reading was linked to superior performance on measures of general knowledge, vocabulary, spelling, verbal fluency and reading comprehension.

Cunningham and Stanovich 1998
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*Adapted from Anderson, Wilson, and Fielding (1988).*
select a book, look it over, inside and out.

**Purpose:** Why might I want to read it?

**Interest:** Does it interest me?

**Comprehend:** Do I understand what I am reading?

**Know:** Do I know most of the words?
When *Assessing the Reading Age* of a student the following skills are measured:

- **Word Accuracy.**
- **Decoding** skills.
- The ability to combine **Strategies** – meaning, structure and visual information.
- **Fluency** – the number of words read per minute.
- **Intonation** and **Phrasing**.
- **Retell** – the ability to recall the sequence of events or factual information, including relevant details.
- **Comprehension** – the ability to answer literal and inferential questions.
**COMPREHENSION**  Typically, good readers:

...**understand the purpose of their reading:**
to choose an appropriate strategy,
- the need to skim for the general idea
- scan for specific information
- read closely to obtain detail

...**understand the purpose of the text:**
- to identify the characteristics of the text and the author’s purpose to -
  entertain, inform, advertise, persuade etc.

...**monitor their comprehension to:**
- integrate what they are reading with their existing knowledge.
- focus on the relevant parts of the text.
- distinguish major content from detail.
- evaluate content and monitor predictions.

...**adjust their reading strategies:**
- go back and reread if there is confusion.
- slow reading down if sentences are complex.
- use decoding strategies in combination with vocabulary knowledge.
It was my intention not only to highlight the importance of children reading each day, but also the important role you play in their reading.