

*Reading & Succeeding:  
A Parent Training Exercise*

**The Building Blocks of Reading**

Presented to Pringle School Parents

by

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Tonight we will share with you reading strategies that help to support young readers.

1. A brief introduction to the stages of literacy development.
2. 3 Instructional strategies needed for *balanced* reading success.
3. The characteristics that a good reader portrays.

“You can read to a child and he is entertained for  
a while,  
But if you teach a child to read,  
he can learn for a lifetime.”

- Conrad Faber

# The Emergent, Early and Fluent Stages of Reading

# Emergent Readers

- Enjoy listening to stories and view themselves as readers.
- Want to participate in reading stories, poems, and rhymes.
- Love to re-read their favorite books.
- They are developing their concepts of print. (directional movement, one to one matching, and book conventions.)

# The Early Reader

- Enjoys reading and responding to easy texts.
- *Loves to visit and use the library.*
- Likes to explore new words and language patterns.
- Has clear concepts about print, begins to use punctuation correctly, and self-corrects.
- Is beginning to integrate their use of the sources of information – meaning, structure, visual cues, and phonics.
- *Early readers learn more about reading strategies, each time they read.*

# A “just-right” book for 1<sup>st</sup> Grade:

- I like it.
- I can read most of it.
- I understand it. (I can tell someone what it's about.)

# The Fluent Reader

- *Pursues reading interests and takes time to read independently for enjoyment.*
- They are able to adapt reading processes and strategies for different purposes.
- They are critically reflective.
- They are learning how to adjust the way they read to overcome the challenges they meet in specialized styles, forms, and vocabularies of different kinds of text.



“That the brain learns to read at all attests to its remarkable ability to sift through seemingly confusing input and establish patterns and systems. For a few children, this process comes naturally; most have to be taught.”

~ David Sousa

# Dei Begdei

“ju sim sou sed ijr,” seb pu.

“sed, whi sud zi bi sad? Its mzi betdei

Ta hapias dei av da jio.”

“ja be8dei,” seb pu lg greit sapreiz.

“av kas It iz. Kantju si, luk at al da prezints div hded.”

Hi weivd a fut from said to said. “luk at ta begdei keik, kendalz zm pigh svga.”

“Kdntfu si dem?”

“nov, seb pu.

“nzid3 ken zi, “ seb Yo. “dzouk,” hi akspleind

“ha ha”

How many of you look forward  
to your birthday each year?

What is the best part of your  
birthday?

How would you feel if that didn't  
happen?

Tonight, I am going to share  
with you a story about Eyore on  
his birthday.

# Dei Begdei

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“ha ha”

# The Birthday

“ You seem so sad Eyore,” said Pooh.

“Sad, why should I be sad? It’s my birthday the happiest day of the year.”

“Your birthday,” said Pooh in great surprise.

“Of course it is. Can’t you see, look at all the presents I’ve had.”

He waved a foot from side to side. “Look at the birthday cake, candles and pink sugar.”

“Presents?” said Pooh. “Birthday cake?” said Pooh  
“Where”

“Can’t you see them?”

“No,” said Pooh.

“Neither can I,” said Eyore. “Joke,” he explained  
“Ha Ha.”

# Getting Ready to Read

“*The Hook*”



# Before Reading

- “Hook” your child into the story with personal experiences.
- Discuss the picture clues for making predictions.
- Take a walk through the book.
- “plant” vocabulary / phrases as you go
- Praise their correct prediction.

“There are no areas of the brain that specialize  
in reading.

Reading is probably the most difficult task we ask  
the brain to undertake.

~ David Sousa

# Sources of Information when reading.

## What cues does your child rely on?

### Meaning Cues

The ideas presented in the text and in any pictures.

*“Does it make sense?”*

### Visual Cues

Phonics

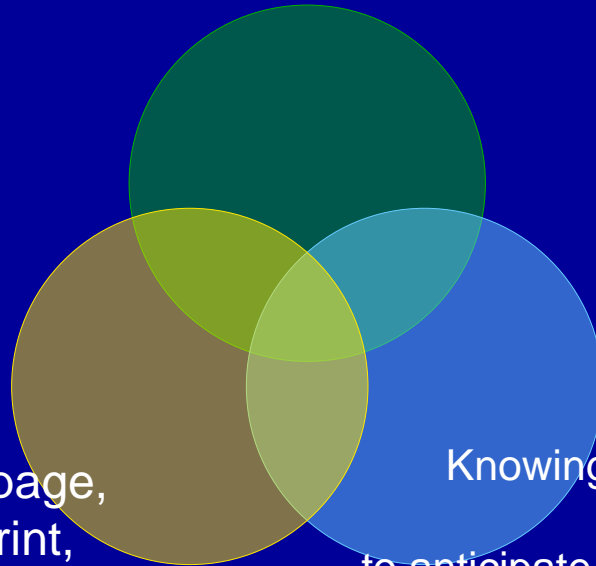
Printed letters on the page, the conventions of print, such as spacing and direction.

*“Does it look right?”*

### Structural Cues

Knowing the structure of a language allows the reader to anticipate the order of words in a sentence.

*“Can this word be said this way in this place in the sentence?”*



# The Importance of Balance

*When a reader learns to integrate these sources, the creation of meaning becomes almost instantaneous.*

~Reading for Life The Learner as a Reader

What Can You Say Besides  
*“Sound it out”*?

To help children monitor their reading:

- Provide wait time.
- “Try that again.”
- “Are you right?”

# To help children use their meaning (context of prior knowledge):

- Look at the picture to help yourself.
- “You said...Does that make sense?”
- Think what would make good sense.
- Start that sentence again.
- Make a good guess than go on.

# Did You Know?

Without meaning  
There is no learning.  
It goes in one ear  
And out the other.

~Sharon Faber



To help children  
use language structure (syntax):

- Does that sound right? Does it fit?
- Can we say it that way?

To help children cross check  
(use two or three sources of  
information):

- Check to see if what you said looks right and makes sense.
- It could be \_\_\_\_\_, but look at \_\_\_\_\_.

# To help children use *visual information* (print):

- Read all the words up to the tricky word and start it.
- Say more of the word.
- Does that look right to you?
- Get your mouth ready to say it.
- Look at how the word begins.
- Do you know another word that starts that way?
- If that was \_\_\_\_\_, what would you expect to see at the beginning? At the end?
- Do you know a word that looks / sounds like that?

# To help children problem solve independently:

- What can you do to help yourself?
- I like the way you tried to help yourself.
- Good readers keep trying – Good for you!
- I like the way you worked on the hard part.
- What can you try?
- Good readers... (praise the behavior).

# Did You Know?

Learning is cemented after 17 to 41 rehearsals.

~Sharon Faber

# What Makes a Good Reader?

## Make Connections

They think about what they read and relate it to their own lives and experiences by connecting to their prior knowledge.

# Ask Questions

Questioning is the strategy that keeps good readers engaged.

They constantly clarify their understanding and make meaning of what they are reading.

# Visualize

- Good readers create visual images in their minds based on the words they read. The pictures they create enhance their understanding and help their brain remember what they are reading.
- They “see” the setting, characters, and events as they occur.



# Make predictions

- Inferring requires good readers to take what they already know, gather clues, and think ahead to make a judgment and predict what is to come.
- Good Readers wonder what is going to happen next.

# Synthesize Information

- Good readers fit things together as they read. They combine new information with existing knowledge to form their ideas and interpretations of what they are reading.
- Good readers think about what they are reading and form opinions.

# Monitor Comprehension & Clarify

They continuously check to ensure what they are reading makes sense... if it doesn't, they have strategies to “fix-up” problems in their understanding.

“Genuine reading practice echoes the way in which children practice learning to talk or walk or ride a bike. Because they want so much to acquire that skill, there is no limit to the time and trouble they will take to master it – it isn’ t work, it is life.”

*Reading for Life, The Learner as a Reader*

Tonight we have shared with you reading strategies that help to support young readers.

1. An introduction to the stages of literacy development.
2. The importance of balancing the 3 Instructional strategies needed for reading success.
3. The characteristics that a good reader portrays.

*It really doesn't matter much  
what kids read as long as they  
read and enjoy what they're  
reading.*

~ Regie Routman

# *Appreciations!*

Pringle Parent Club

Jackson Books

Mr. Brian Gander

Mrs. Hardey

The Pringle Primary Staff 😊

&

*You* for joining us this evening!