

# Reading Strategies

## The Keys To Reading



# Make Your Finger Match



Make Your Finger  
Match



### What You Should See Your Child Doing

- Using pointer finger to point under each word read
- Moving finger from left to right

### How You Can Help

- Remind your child to point to each word.
- Help your child to make sure his/her finger matches what is read.

# Start the Word



**(Get your mouth ready)**

Start the Word



### What You Should See Your Child Doing

- Making the sound of the first letter in a tricky word
- Using the first sound to think of a word that makes sense

### How You Can Help

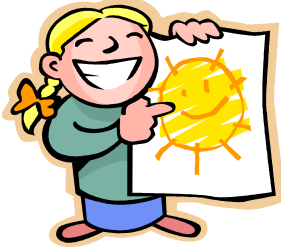
Ask:

- Did you look at the first letter and start the word?
- Can you think of a word that would make sense and starts with that letter?

# Look at the Picture



Look at the Picture



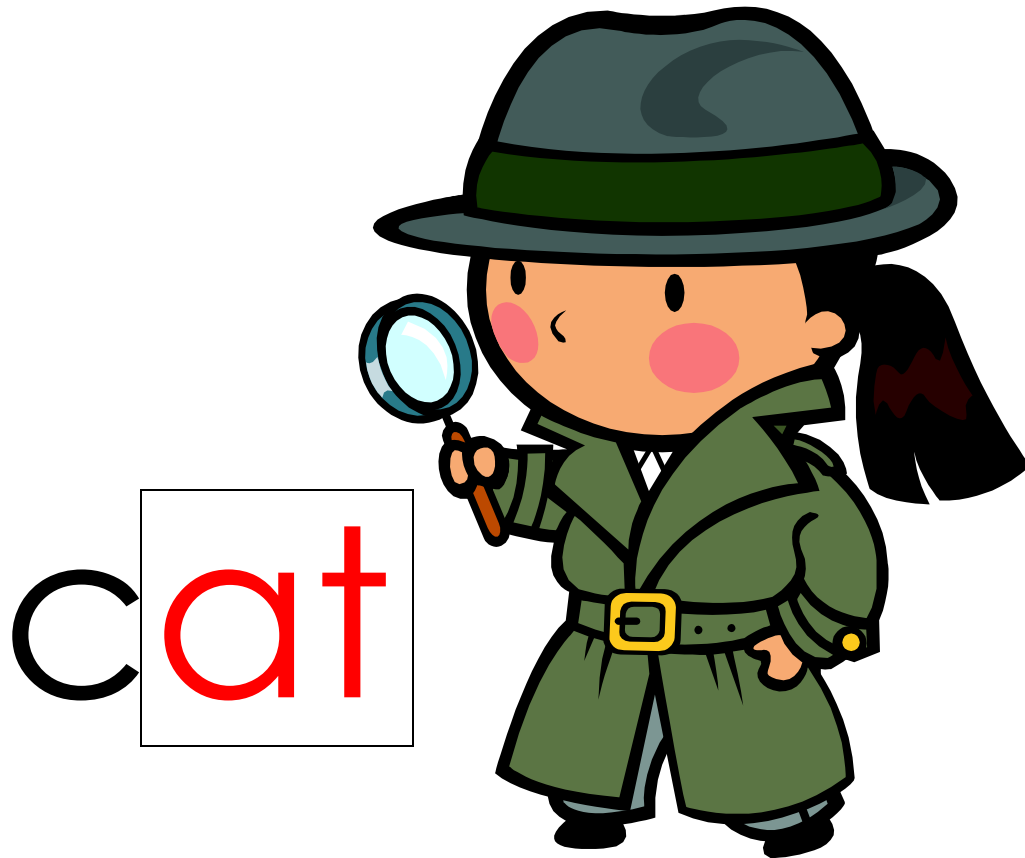
### What You Should See Your Child Doing

- Looking at the pictures before reading to activate background knowledge
- Referring to the pictures while reading to help in problem solving words

### How You Can Help

- Remind your child to look at the picture when he/she is stuck.
- Ask your child if what he/she read matches the picture.

# Look for the Chunk





Look for the Chunk



### What You Should See Your Child Doing

- Looking for known parts of the tricky word
- Using word families or smaller words to problem solve

### How You Can Help

Ask:

- Can you find a word or chunk you know in that word?
- Do you know a word that looks like that word?

# Guess and Check



## Guess and Check



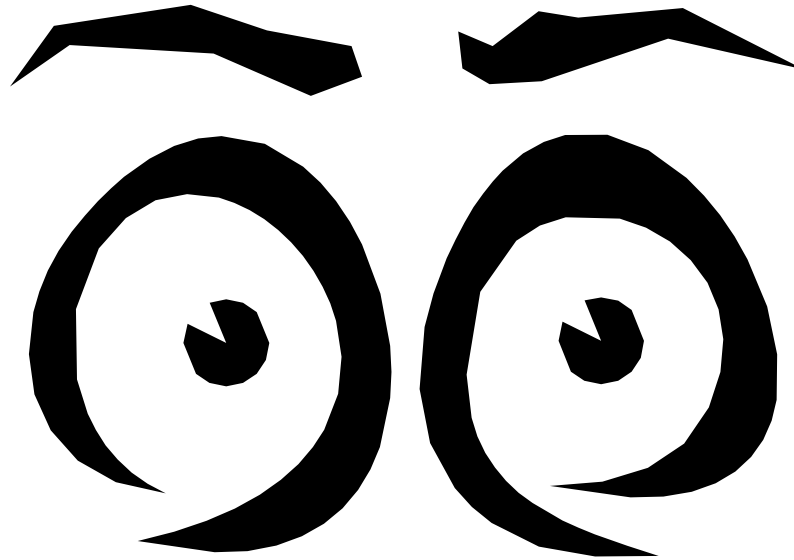
### What You Should See Your Child Doing

- Using a variety of reading strategies
- Monitoring reading by making sure it looks right, sounds right, and makes sense

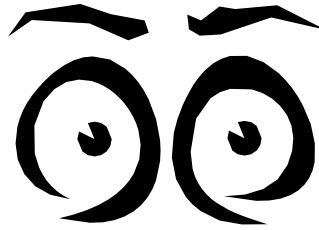
### How You Can Help

- Remind your child to use the reading strategies.
- Encourage your child to re-read to be sure that what is read looks right, sounds right, and makes sense.

Does It Look Right?



Does It Look Right?



### What You Should See Your Child Doing

- Checking his/her reading by looking through the entire word
- Deciding if the word read matches the print by looking through the word from left to right

### How You Can Help

Ask:

Does that word look right?

# Does It Sound Right?



Does It Sound Right



### What You Should See Your Child Doing

- Deciding if the word read sounds like language we use
- Correcting mistakes if what is read doesn't sound like everyday use of language

### How You Can Help

Ask:

Does that sound right?

Would you say it that way if you were talking?

# Does It Make Sense?





Does it Make Sense?



### What You Should See Your Child Doing

- Using common sense to problem solve an unknown word
- Making sure that what he/she reads makes sense

### How You Can Help

- Remind your child to monitor his/her own reading by asking:  
Does what I just read make sense?

# Re-Read



Re-Read

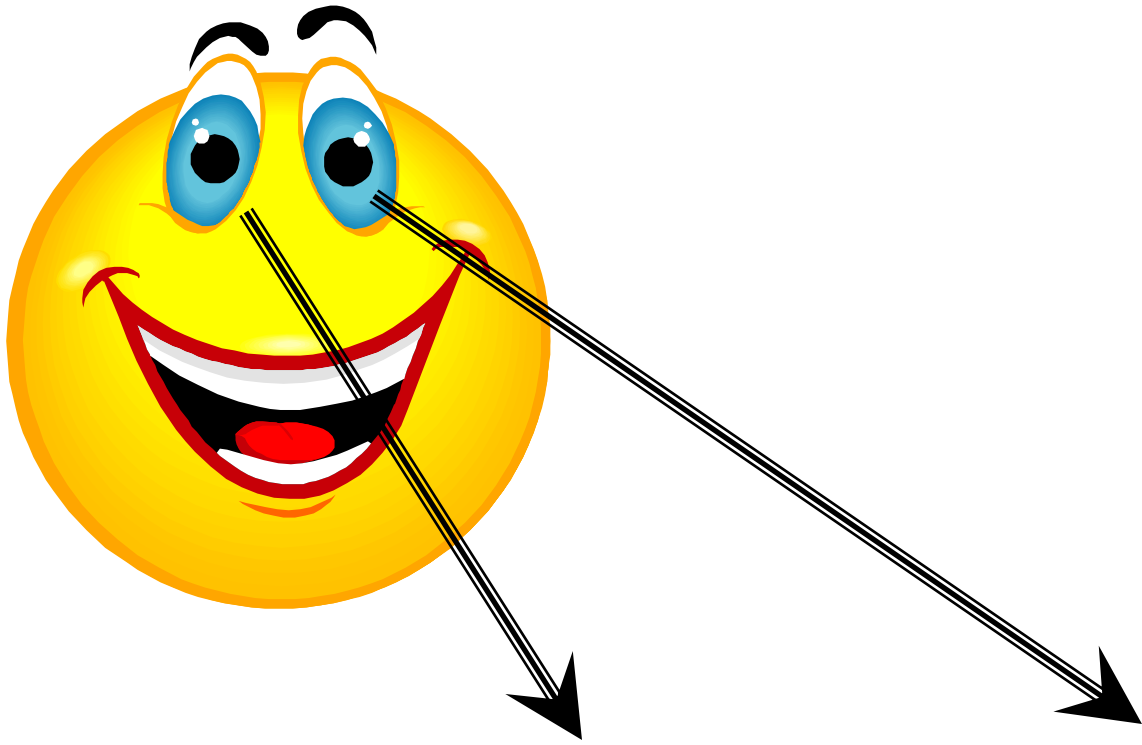


### What You Should See Your Child Doing

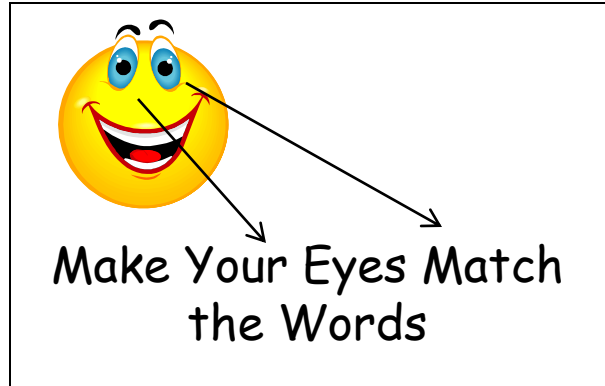
- Re-reading to problem solve when he/she notices something isn't right

### How You Can Help

- Encourage your child to re-read and use the strategies he/she knows to problem solve
  - Think about what makes sense and looks right



Make Your Eyes Match The Words



### What You Should See Your Child Doing

-When a child no longer needs to point under the words all the time, he/she can use his/her eyes to read along.  
This enhances reading fluency.

- He/she may occasionally still use their finger to match the words.

### - How You Can Help

-When your child begins to read without his/her finger in school, encourage him/her to do the same at home.

# Tap the word!



Tap the Word!



### What You Should See Your Child Doing

-When your child comes to an unfamiliar word, encourage him/her to use their fingers to tap out the sounds in sequence, and then blend the sounds together

### How You Can Help

-Remind your child to try to tap out the sounds in a word when they are stuck

little



Chop the word





### What You Should See Your Child Doing

- When a word has a double consonant in the middle of the word, he/she can "chop" the word into smaller pieces to make it easier to figure out

### How You Can Help

- Remind your child to "chop" double consonant words into smaller pieces that are easier to problem solve

# Try another vowel sound!

Cap



cape



Try another vowel sound

Cap



Cape



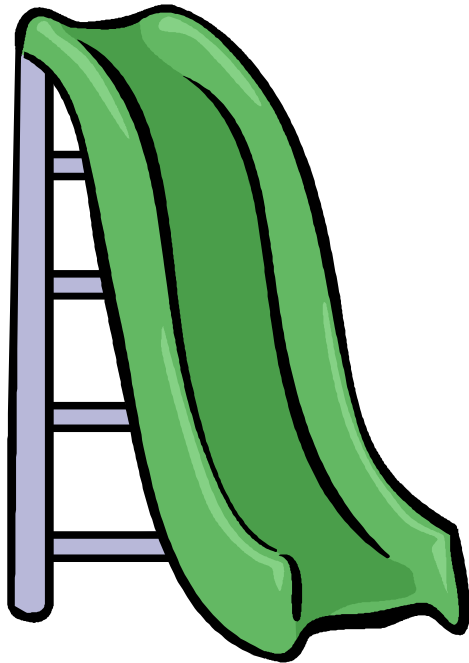
### What You Should See Your Child Doing

- When he/she tries one vowel sound in a word and it doesn't make sense, he/she can try another (short/long) vowel sound to solve the word

### How You Can Help

- Remind your child to quickly try another vowel sound when the word doesn't make sense

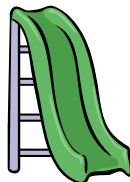
***Slide your finger under the word***



like



Slide your finger under  
the word



### What You Should See Your Child Doing

- When he/she comes to a word they don't know, he/she should slide their finger under the word, while they say and blend the sounds together

### How You Can Help

- Remind your child to slide his/her finger under the word, while they say and blend the sounds together