# Tutoring Reading

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Strategies for Success: Behavior and Attention

Reading starts with attention!

- Make sure you have the student's attention first. Eye contact!
- Give one- or two-step directions; check for understanding of each.
- One task at a time!
- Make it hands-on: active participation will help your student focus.
- Modify assignments to alleviate frustration.
- Use technology as needed.
- Use a timer to assist with focus. Be clear on what you expect them to accomplish in that time.

Specific Strategies to Help the Non-Reader
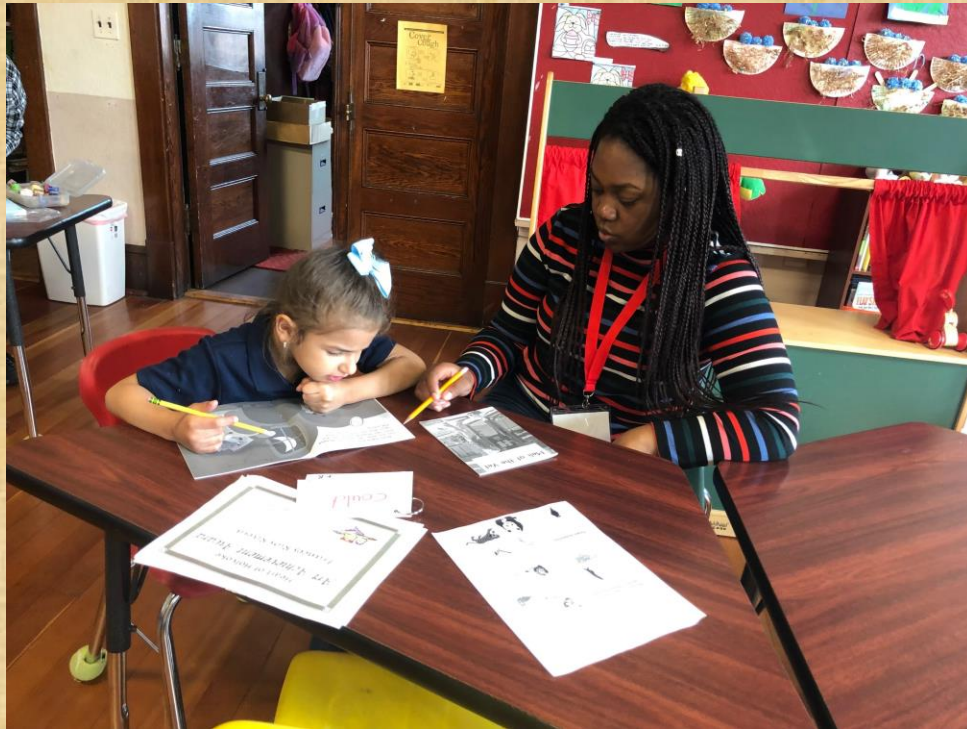
Start with phonics!

Games, letter and sound recognition – anything you can to make it fun and get a solid phonics foundation!

Communicate with your teacher!

If you have an idea for how to help your student, talk to the teacher so they can support that strategy in the classroom, (e.g. with technology, with pairing up students, etc.) … or give you more ideas!

Specific Strategies to Help the Non-Reader

- Arrange for your student to read easy books to younger students.
- Use pre-reading (individually or as a group) – activate prior knowledge and predict.
- Try reading with a partner to share responsibility for active reading.
- Work in cooperative groups to make inferences and "fill in gaps" together.
- Use "boards" where they can draw simple "stick figure sketches" based on their ideas or information they find in the text. (Use these as visual organizers.)

Specific Strategies to Help the Non-Reader

- Stress ideas and organization/structure when encountering text.

- Provide opportunities for re-reading and choral reading.
*Repeated "performances" (reading) bring fluency.

- Give your student chances to tell what he or she knows about the topic.

Specific Strategies to Help the Non-Reader

When the student is motivated, that is when we can get his or her ideas down on paper!

- Engage student
- Provide activities
- Add variety
- Include new information introduced by the reading
- Utilize known information
- Provide consistent practice
- Provide demonstrations of how to write about a topic
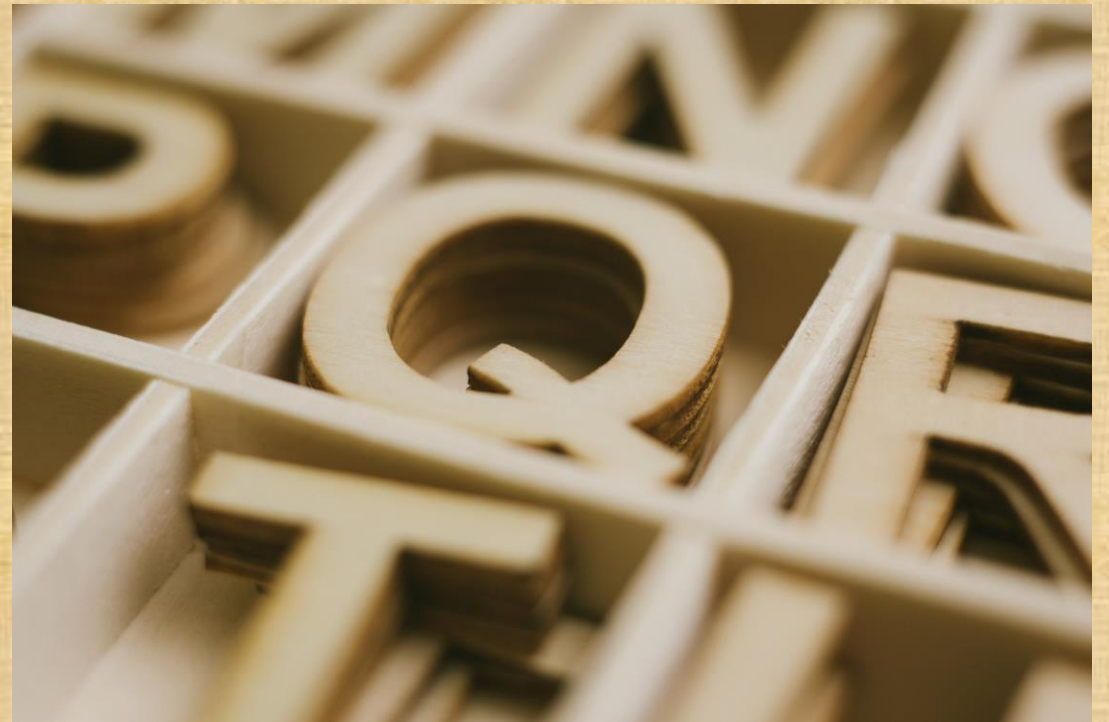
Making Meaning

Pre-Reading Behaviors

- Awareness of print
- Sound-manipulation games
- Awareness of rhyme
- Concepts about print
- Sound discrimination

Making Meaning

Learning Letters

- You don't have to follow ABC order
- 2 skills: visual ID and corresponding sound
- Incorporate movement and the senses
- Lots of review

Making Meaning

Blending Sounds

- Point to each letter and say the sound
- Slide through each sound slowly

Sight Words

- Short words, used frequently
- Should be memorized
- Use flashcards, games, patterned text
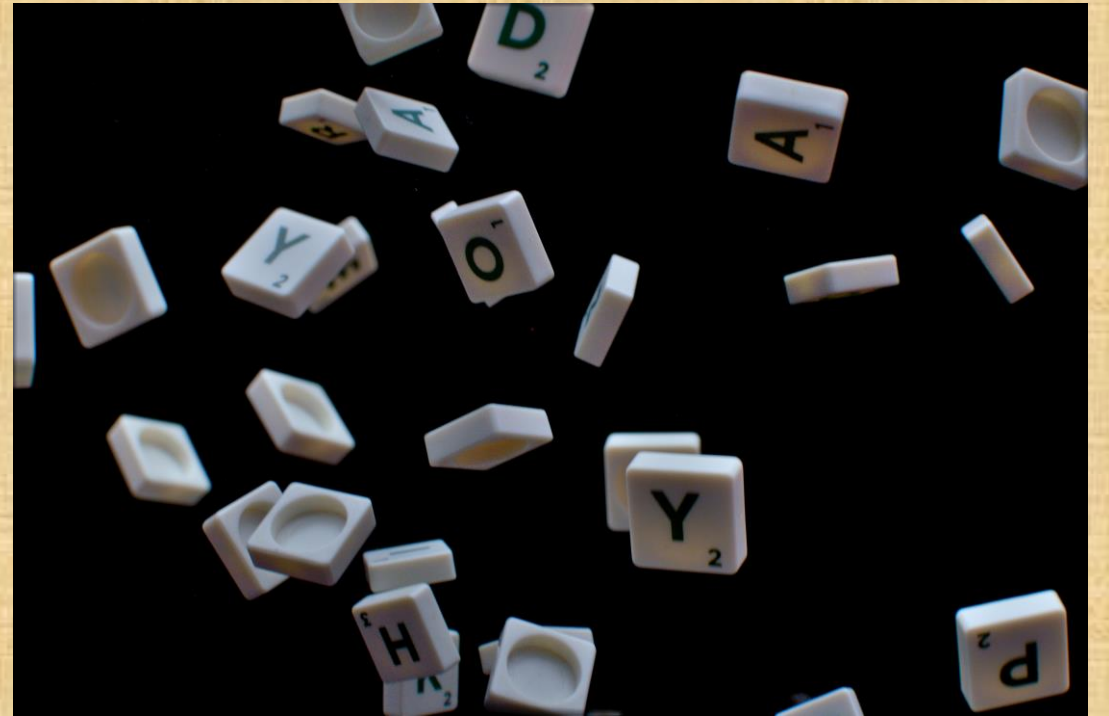
Making Meaning

Word Families

- If you can read "fan," you can read "man," "pan," "tan," etc.
- Start with 3 letter words using short vowels

Making Meaning

Other Phonics Skills

- Blends (e.g., "bl," "fl," "sm," "st," "tr," "gr")

- Diagraphs (e.g., "ch," "ck," "th," "sh," "wh")

- Glued sounds (e.g., "ank," "ink," "onk," "unk," "ang," "ing," "ong," "ung")

- There are many more!

Strategies and Behaviors of Good Readers

Behavior

Reading Strategy

Uses imagery to understand and enjoy reading

Visualization

Chooses books appropriate to reading level

Book Selection

Knows the purpose of the text and can set own purposes for reading

Skimming; Questioning; Predicting

Strategies and Behaviors of Good Readers

Behavior	Reading Strategy
Recalls details of what he/she has read	Pausing/Summarizing; Retelling; Note-taking
Adjusts reading rate for task and text	Monitoring Reading Rate; Skimming
Clears up confusing parts	Re-reading; Thinking Aloud; Using Context Clues

Strategies and Behaviors of Good Readers

Behavior

Reading Strategy

Asks questions and reads to answer these questions

Questioning; Setting Purposes; Re-reading; Skimming

Selects and uses new and interesting vocabulary from text

Using Context Clues; Skipping, Going On, and Re-reading; Expanding Word Knowledge

Uses information to think and make connections

Finding explicit or implied data in text to support ideas; Note-taking

Strategies and Behaviors of Good Readers

Behavior	**Reading Strategy**
Inquires to further understand information in text	Reflecting; Questioning; Rereading
Uses text to discover unstated meanings	Inferring; Concluding; Noting Cause/Effect; Comparing/Contrasting
Seeks help when needed	Self-monitoring
Accesses what he/she already knows about different text structures	Using Prior Knowledge

Have Fun!