

Parents as Tutors to Improve Reading

Goals

Parents will learn two simple reading techniques that can improve the overall reading skill of their elementary age children.

Parents will learn a process for determining when to use each technique.

Parents will learn how to use these techniques as either a supplement to the instruction occurring in school (previewing) or as a means of improving overall reading skill during school breaks.

Exclusions

These techniques are not a substitute for comprehensive reading instruction.

Acquisition then Fluency

What happens when we use an intervention designed for one level and the child is functioning at another level.

Deciding which intervention to use

A student reading 32 or more words correct per minute and having an accuracy score of 85% or greater is provided with a fluency intervention. A student performing below one or both of these criteria is provided with an accuracy intervention (Szadokierski, 2012).

Modeling-Error Correction Intervention

Materials: notepad, pen or pencil, reading book, and arrow sticky notes

1. *“I am going to read the story to you once and then have you read it back to me. Please follow along while I read”* Read the entire passage at a fluent speed. Although it is not required, encourage your child to follow along with their finger and try to redirect attention to place in passage if overly distracted. The passage you read should be between 50 and 100 words.

2. After reading the passage, say *“Now you read the story back to me. When you get to a word you don’t know, I will tell it to you and I want you to say it back to me and keep reading. Then at the end we’ll practice those words again.”*

3. Have your child read for 60 seconds, providing missed and incorrectly read words. At 60 seconds tell them *“Stop.”* Use a notepad to list word errors and an arrow sticky note to show where they stopped reading at 60 seconds.

4. Practice all missed words and phrases. Say *“This word (point) is _____. Say it back to me. Good. Now read this phrase out loud three times, _____ (point).* A phrase is generally the clause in which the word is embedded. If multiple words are missed in the same sentence, practice each word and then have them read whole sentence three times.

5. *“Now, when I say begin, start reading at the beginning of the story. Be sure to do your best reading.”* (Do not provide correction, just say “go on” for hesitations of 3 seconds). Say *“Stop”* after 60 seconds.

- Continue this process for 15 minutes using subsequent passages from their reading stories for the upcoming week. Two or three passages can be covered during one 15 minute session.

(Modified from Szadokierski, 2012).

Repeated Reading-Reward Intervention

Materials: notepad, pen or pencil, reading book, reading log, and arrow sticky notes

1. *“I want you to read the story out loud two times. If you come to a word you don’t know, try your best, but if you still don’t know it, skip it. After you’ve read the story twice we’ll do something different. Ready?”*

2. Have your child read the passage for 60 seconds. Tell them to “Go on” if they hesitate for 3 seconds or more. At 60 seconds tell the child “Stop.” Use the notepad to list word errors and an arrow sticky note to show where they stopped reading at 60 seconds. Count and record the number of words read correctly. Then say, *“Start the passage again. Begin.”*

3. Have them read for 60 seconds then say “Stop.” Place a second arrow sticky note showing where they stopped reading. Count and record the number of words read correctly. Calculate the “reading goal” by adding 20% to the initial reading rate. Show this “reading goal” to your child.

4. *I’ll keep track and tell you at the end whether you met the goal. Ready? Begin.* Have them read for 60 seconds then say “Stop.” Place an arrow sticky note where they stopped reading. Count and record the number of words read correctly. Praise your child if they achieve the goal. If they do not achieve the goal, note improvement on the third versus first reading of the passage and that they will have another opportunity on the next passage.

- Students often “speed read,” which for this is ok, but it can be difficult to track errors
- Continue this process for 15 minutes using subsequent passages from child’s reading stories.
- Instructions may be abbreviated when the child understands the instructional procedures.

(Modified from Szadokierski, 2012).

You are standing on a sandy, white beach on the Gulf of Mexico,	13
looking out over the water. You notice a huge bird with long,	25
narrow wings gliding over the ocean. Suddenly, the bird tucks its	36
wings to its side and drops a hundred feet straight down into the	49
water! Before you can blink, it shoots out of the sea with a large	63
fish in its claws and soars upward into the sky. You have just seen	77
an osprey catch its breakfast. Unfortunately, the sight you have	87
just seen has become quite rare. There are far fewer ospreys	98
today than there once were. One reason for this decline is that	110
people have moved into places that were once osprey nesting	120
areas. As more and more people settled in these areas, they cut	132
down trees to build houses, shops, and buildings. The gradual	142
encroachment of civilization has left ospreys with fewer places to build	153
their nests. In addition, people began to use fertilizers and other	164
chemicals that drained into the water supply. This poisoned the	174
fish that ospreys feed on. Finally, people sometimes frightened	183

the ospreys away from their nests, leaving their eggs to be	194
destroyed by the hot sun. Fortunately, help is on the way. Many	206
areas where ospreys build their nests are now protected. One of	217
these is the Gulf Islands National Seashore, a park that stretches	228
for more than one hundred miles along the Gulf of Mexico.	239
Osprey nests can be found on almost all of the islands in the park.	253
To protect the birds, people are not allowed in many parts of the	266
park. As a result, the number of ospreys on the islands is slowly	279
increasing. Also, many companies and wildlife clubs have set up	289
man-made nesting platforms in places where ospreys live. These	298
provide ospreys with safe, sturdy nesting sites out of the reach of	310
people. Because of the hard work of concerned people, things are	321
looking up for ospreys. Soon, watching an osprey swoop out of	332
the sky to catch its morning meal might not be such a rare sight	346
after all.	348