

## Reading With Your Child at Home

When listening to your child read at home, there are several prompts you can say or ask your child to help them to monitor themselves (other than the traditional “sound it out” method).

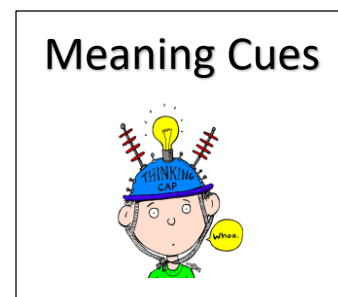
There are 3 systems good readers use when trying to read. One is based on the **meaning** of the word, another based on how the language sounds (the **structure** or grammar), and the last is based on how the word looks (the **visual** aspect). The goal is to use all 3 systems to verify the chosen word is correct.

If the sentence in the story said: **Jack and Jill ran up the hill with a pail of water.**

### What if your child says “pal” when the actual word was “pail”?

Your child **is using visual information, but not meaning**. He/she is looking at the word and may be sounding out the parts (not knowing the rule for “ai”). If your child is making this type of error, try one of these prompts to encourage them to think about the meaning:

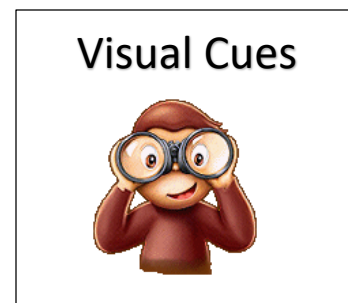
- Did that make sense?
- Look at the picture? What is happening?
- You said, “. . . with a *pal* of water.” Does that make sense?



### What if your child says “bucket” when the actual word was “pail”?

Your child **is using meaning because it makes sense, and structure because it sounds ok, but not using visual information**. This can be a good thing, because after all, we do want him/her to understand what they are reading. If your child is making this type of error, try one of these prompts to make it visually match:

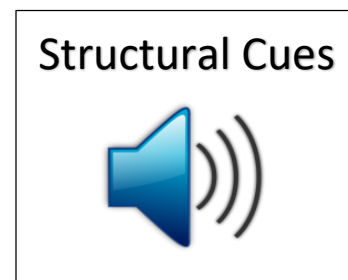
- Did that look right?
- Reread it. Get your mouth ready for that word.
- Think of another word that means the same thing.
- Do you see part of the word you know?



### What if your child says “runned” when the actual word was “ran”?

Your child **is not using structure (the way language is supposed to sound), but he/she is using visual information and meaning**. This happens frequently with verbs. If your child is making this type of error, try one of these prompts:

- Did that sound right?
- Does that sound the way we talk?
- Listen to this (give 2 choices). Which sounds better and looks right?



Finally, try to let the child finish the sentence before you jump in to help them fix the mistake. Many times a student will self-correct, which is a very good thing. This means he/she is monitoring their reading by himself/herself and noticing something didn't make sense, look right, or sound right. Then your child is on the road toward being an independent reader!!