

## Tips for Reading with Your Students

### Before Reading:

- **Choose a book to read with your student's input!** If they're avoiding reading books above their reading level, make sure to work to increase their confidence first and to keep their interests in mind.
  - If it's not a book that you have prepared to read in advance, approach it with curiosity and a learning mindset – your behavior and stance heavily impacts your student's motivation as well.
  - If it is a book you have prepared in advance, prepare some points to focus on, including:
    - Observations that can bring in their personal experiences (e.g. character is playing soccer; character is walking to school, etc)
    - Language-specific structures that can help develop language development (e.g. rhyming scheme, uses of similes/metaphors, figurative language)
      - If there is a predictable structure to the text, can also prepare stopping points where you can have the student predict what can come next!
- **Using the front cover, identify the author and illustrator and encourage students to predict what the book is about using the title and the cover illustration.**
  - This can increase curiosity and work on developing prediction skills – also provides students with a chance to connect their own knowledge to the book.

### During Reading:

- **Create a graphic organizer with the student that summarizes or highlights a specific content area!** This can happen during and/or after reading.
  - For example, if you're reading an informational text about a specific animal, you can co-create a chart that maps all the characteristics of the animal!
  - If you're reading a narrative text, you can use a graphic organizer to map the story arc, identifying the plot, climax, resolution, important characters, etc.
  - If you're reading a text that involves two or more characters, you can create a Venn diagram of similarities and differences.
    - An alternative to Venn diagrams is a Top Hat chart, where the top of the hat is split into two and provides space for identified differences, and the rim of the hat is for similarities!
- **Encourage your student to identify words that are unknown or unfamiliar to them** – you can model this by pausing over a complex word and guessing at the meaning together using context clues or previous knowledge of root words or affixes/prefixes and confirming with a dictionary

- For example:
  - “Unfamiliar”: the affix “-un” + “familiar” – breaking it down to these parts to guess at the meaning
  - “Exhilarated”: this word would usually appear within text that can show signs of exhilaration, including body gestures or excitement
- This process of modeling encourages students to not feel discouraged by not knowing words, and teaches them strategies to figure out how to attach meaning to it
- **Encourage students to follow along with the text with their finger, even if you’re the one reading.**
  - If they’re the one reading aloud, make sure to explicitly model sounding out words that they are struggling with. This will help students learn strategies for how they can break apart words into decodable parts for when they’re reading on their own.
- **Encourage students to explicitly connect the text to the illustrations!**
  - Can ask students to look at the illustration first before reading the text and predict what’s going to happen.
  - Can ask students to use the text to see what parts of it are being represented in the illustrations.

After Reading:

- **Refer to graphic organizers!**
- **Identify the theme or the main idea of the text!**
  - Encourage your student to take on the perspective of the characters or to imagine a different ending.
  - Have students provide evidence of their answers by revisiting the text.

Summary:

- Before reading, encourage students to make predictions about the book using the front cover and highlight the author and illustrator.
- During reading, encourage students to identify and break apart words that are unfamiliar to them.
  - For younger students, have them follow along with their fingers!
- After reading, ask questions and/or create a graphic organizer that summarizes the theme, story arc, or content area.