

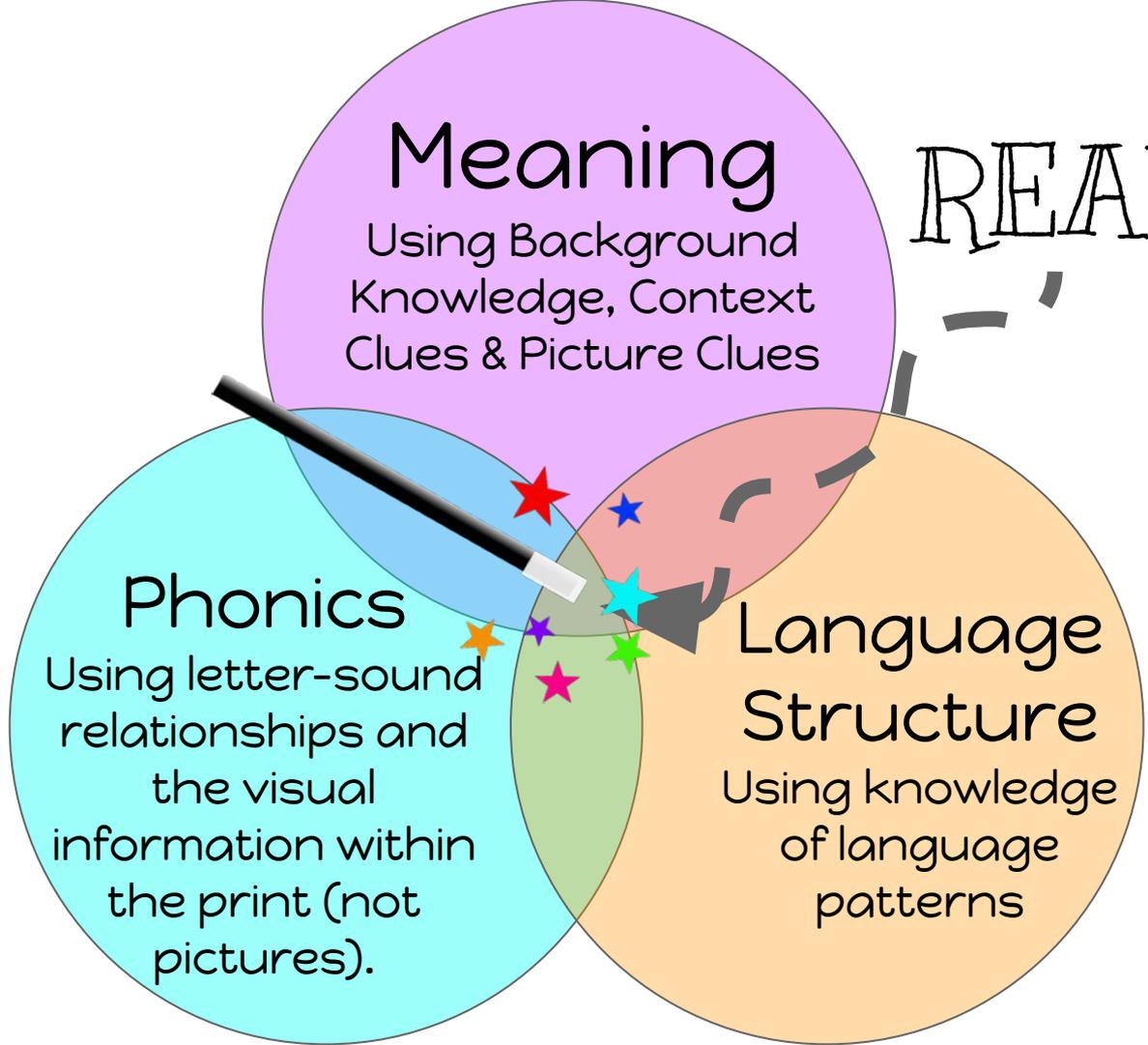
# HELPING MY CHILD WHO IS LEARNING TO READ

Meghan Holliday  
Literacy Specialist  
[meghan.holliday@jcschools.us](mailto:meghan.holliday@jcschools.us)  
Moreau Heights Elementary

# THREE WAYS TO SOLVE WORDS

Meaning, Structure & Visual

# READING



**Meaning**

Using Background Knowledge, Context Clues & Picture Clues

**Phonics**

Using letter-sound relationships and the visual information within the print (not pictures).

**Language Structure**

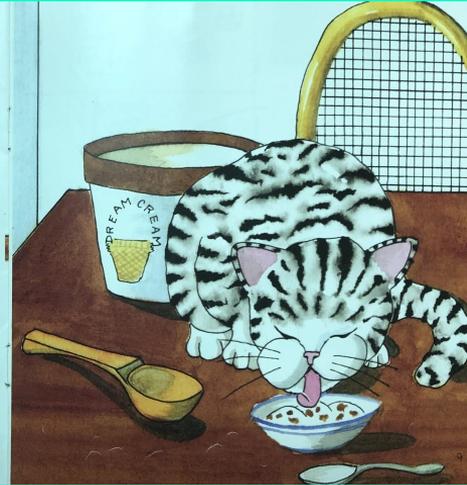
Using knowledge of language patterns

# Meaning

Using Background Knowledge,  
Context Clues, & Picture Clues

What makes sense?

Here is ice cream.  
Yum, yum!



# Language Structure

Using knowledge of language  
patterns

What sounds right?

We

was/are/were

/is going home.

—

# Phonics

Using letter-sound relationships  
and the visual information within  
the print (*not pictures*).

**What LOOKS right?**

I like the s-u-n

---

# What efficient readers do...

- Betsy Kaye's research of efficient 2nd graders:
  - More than 60 different ways to overtly solve words
  - Usually worked with large sub-word level units
    - Multisyllable segments (inter-ested)
    - Syllables (voy-age)
    - Root word + ending (sight-ing, strength-ened)
    - Halves of compound words (news-paper)
    - Onset-rime (fl-ip, th-eory)
  - Worked left to right through words
  - Substitutions that used multiple sources of information concurrently (errors that made sense, sounded right, and looked similar)

# What efficient readers DO NOT do...

- According to Kaye...
  - Stopped and waited for teacher to tell
  - Appealed for help without trying anything
  - Articulated letter-by-letter (y-e-s-t-e-r-d-a-y)
  - Skipped word and read on

orange

they

the

sure

40-50% what

of words cannot be accurately “sounded out” because they do not follow a regular phonetic pattern.

was

said

# READING IS LIKE JUGGLING!

It's our job to help the child not just focus on ONE way to solve words. We need to show them how to juggle the different systems that can help them solve words!



# How does this apply at home?

## SOLVING TRICKY WORDS

When your child reads to you and gets stuck on a word, FIRST, give them time to work!! Then, you can say:

1. Try something that makes sense.
2. Try something that sounds right.
3. Try something that looks right.
4. Try the first part and reread (integration=juggling).

Rather than just saying SOUND IT OUT.

# How does this apply at home?

## FIXING ERRORS

If your child makes an error (mistake), give them the TIME and opportunity to fix it themselves without telling them they made a mistake (good rule of thumb, wait until the end of the page).

If they do NOT notice, say something like...

1. Try that again and think about what makes sense
2. Try that again and think about what sounds right
3. Try that again and think about what would make sense AND look right.

By giving them these 'hints' you're helping them to figure out HOW to fix it, without telling them the answer.

QUESTIONS?