



Reading Strategies

Students should choose their own reading material, according to their reading and interest levels. You can help by suggesting books in their reading “comfort zone”. To do this, follow the “Rule of 5”. If there are more than 5 words on a page which they can’t read or understand, the text is too difficult.

Pre-reading Strategies

Warm up the Print

- ❖ **Preview** – Look at the title. Look at the pictures.
- ❖ **Personal Connections/Predicting** – What do you think will happen next? Has this ever happened to you? How would you feel if it did?
- ❖ **Vocabulary Introduction** – Pick out some difficult words and discuss them.
- ❖ **KWL** – What do I already **K**now about this subject? What do I **W**onder about it? After reading, what did I **L**earn?

Fluency Strategies

Strategies used During Reading to Improve Fluency

If a student’s reading is choppy and hesitant, too fast or too slow, try:

- ❖ **Choral or Unison Reading** – Tutor and student read at the same time, like singing. Fade your voice out as the student gains confidence, and then come back when needed.
- ❖ **Modeled Reading** – First the tutor reads a passage, and then the student reads a passage alone. (My turn – your turn)
- ❖ **Shared Reading** – By the end of the 8 week session, the child should be reading longer passages independently. Tutors should always read to the student during some part of the tutoring time.
- ❖ **Reader’s Theatre** – The student and the tutor share any dialogue in a story. This adds variety and fun to reading, helps the student read more expressively and to take more notice of quotation marks.
- ❖ **Tracking** – A smooth motion from left to right and line to line with a finger or ruler. It can be done below or above the line of text by the student, the tutor or both. Students will usually stop using a tracking method once they gain confidence in their reading.



Reading Strategies

Vocabulary Strategies

*Be an
Editor,
Not a
Dictionary*

What to do if the student has trouble sounding out a word.

- ❖ **Picture Clues** – Does the picture tell you what the word is?
- ❖ **Guess** – What would make sense?
- ❖ **Skip the Word or Phrase** – Skip the word or “click” on it, and continue reading to the end of the sentence or paragraph. Then go back and see what makes sense.
- ❖ **Read it Again** – Go back and try it again!
- ❖ **Substitute a Word** – e.g. street for sidewalk – Does it make sense?
- ❖ **Sounding-out Clues** – What sound or chunk of letters does the word start with? Try the short vowel sound first, then the long sound.

Comprehension Strategies

*We Read
for
Meaning*

Does the student understand what has been read? Use these strategies to check comprehension:

- ❖ **Summary** – Can the student:
 - Re-tell what happened at the beginning of the story, in the middle and at the end?
 - Explain the problem in the story and the solution?
 - Predict what will happen next?
 - Say if they learned something new?
 - Give an opinion?
- ❖ **Who, What, When, Where, Why, How** – Can the student answer these questions about what has been read?
- ❖ **Personal Connections** – Can the student relate to the story? Ask questions like: Has this ever happened to you? What would you do in this situation?
- ❖ **Silent Reading** – Can the student read a page silently and then discuss what has been read with the tutor or ask the tutor questions?