



Helping Middle Schoolers Improve Their Reading

FLAT ROCK MIDDLE SCHOOL
Title I Parent Workshop
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Three components of reading middle schoolers can improve:

Vocabulary: the words students must know to communicate and read effectively

Fluency: the capacity to read text accurately, quickly, and smoothly

Comprehension: the ability to understand and gain meaning from what has been read

Why is it important to help middle schoolers improve their reading skills?

- *Middle schoolers need strong vocabulary and reading comprehension skills to perform well on state assessments, such as the GMAS.
- *Reading is an important avenue for learning new material and gathering information.
- *Thinking ahead...The SAT / ACT, the exams the colleges and universities look at to determine whether the students can succeed in their post-secondary education, has reading comprehension sections and a writing section.
- *Have strong reading skills is critical for success in school now, in most careers, and in life.

What can parents/guardians do?

Help increase vocabulary.

Increase Conversation-Time

Turn off the TV and electronic devices; talk about current events and other interests. Make an effort to use more complex language in your conversations as your child grows and matures.



Play Word Games

Games such as Scrabble, Boggle, Upwords, and Scattergories are fun and will help your middle schooler learn new vocabulary words.



Visit The Library Often

Public libraries are great resources for books; ask the librarian for suggestions on titles that reflect your child's reading level and interest. Make visiting the library part of your family's routine.



Help improve reading fluency.

Model fluent reading. Choose a section of a book, magazine, or newspaper then read it effortlessly and smoothly with expression.

Try “Repeated Reading.” Read a passage then ask your middle schooler to repeat the reading. Another option is for the adult to record his or her voice as they read the passage then tape the youth’s voice reading the same material. Play back the tapes to note the difference between the readings.

Engage in “Choral Reading.” In this strategy, the adult and the adolescent read the passage at the same time, then discuss the problem areas of text.

Try “Echo Reading.” Reading a line or sentence from a book, then have the adolescent read the same line, trying to mimic the adult’s expression and fluency.

Support the development of reading comprehension skills.

Ask middle schoolers for their opinions about what they are reading and/or about the author. Parents should talk about what they are reading with adolescents.

Read the books that students are assigned for school. That way, you can discuss the books and check for comprehension.

Listen to books on CD's in the car or as a family at home. Talk about the stories.

After clipping articles for your middle schooler, **follow up with questions** such as, "What did you think of the article I gave you?" This is practice in talking about what has been read.

Take reading materials with you on outings. Encourage your middle schooler to read while riding in the car , waiting at doctor's office, passing time between activities.

Reading Strategies (Continued)

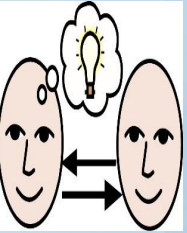


Sticky-Note Discussions

This works effectively after your child has read a selection, he/she uses sticky notes to mark the places he/she wants to talk about.

Read-and-Say-Something

This works effectively for difficult materials. Rather than having your child struggles alone with the meaning, have a discussion about the information contained in the text.



Authentic Questions

Ask your child to read or listen, record questions about the material he/she does not understand.



Reading Strategies (Continued)



Jump-In Reading

Enjoy reading a story with family members by allowing each person to read a portion of the story. This technique motivates your child to read a longer text.

Selective Underlining/Highlighting

Helps your child understand the story's main idea and for organizing information from selections.



Think-Pair-Share

Discussion strategy that helps ensure every member of the family becomes an active participant. It works well as a problem-solving strategy or as a break in a lecture.



Reading Strategies (Continued)

Seed Discussions

Helps your child lead his/her own discussion by writing down one important thing about what he/she is reading.



Know-Want to Know-Learned: (KWL)

It involves three overlapping events: your child brainstorms what he/she knows about a topic of discussion or story, records what he/she wants to know, and then list what he/she actually learned.

K	W	L
What I know	What I want to know	What I've learned

Pre and Post-Reading Journal Entries

Your child writes about what he/she knows before reading and then writes what he/she learned from his/her reading.



Reading Strategies (Continued)

Two-Column Notes: Main Idea and Details

Helps your child organize main ideas and details from reading assignments.



Problem-Solution Notes

This is organized so that your child creates chart with two (2) columns, lists the following four (4) questions in the left-hand column:

1. What is the problem?
2. What are the causes of the problem?
3. What are the effects of the problem?
4. What are the solutions to the problem?



Then, your child answers the aforementioned questions in the right column of the chart.

Reading Strategies (Continued)

Dialogue Logs

After all members of the family write about a particular topic/story, trade logs and comment back to each person response/information. This makes learning more social, and writers get a response right away.



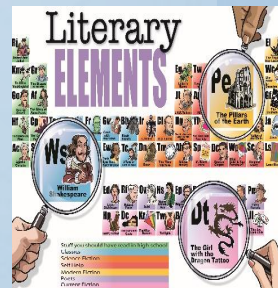
Perspective Entries

Your child can take on the role of characters, animals, or famous people. This helps your child empathize with a character's feelings and problems.



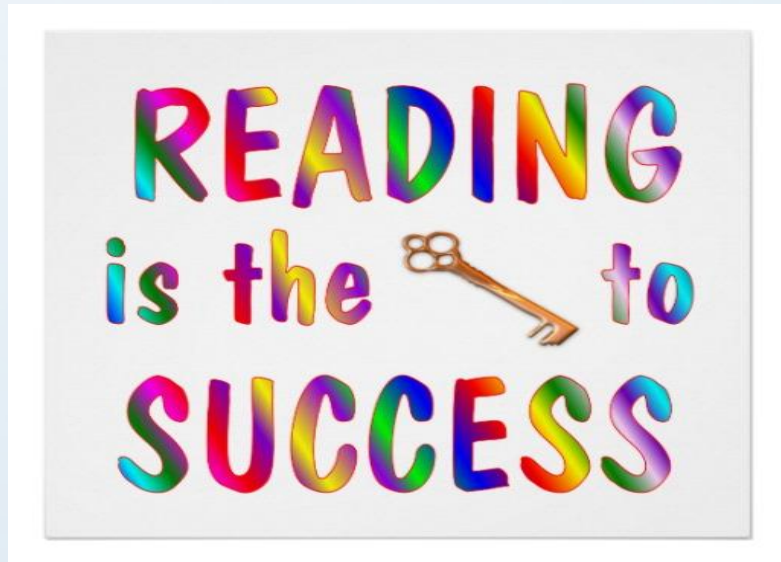
Literacy Elements

As your child reads a story, he/she can use sticky notes to record information in his/her journal about the character, setting, and problems. Then, you can have a discussion on the information gathered as result of this process.



Remember Rule #1!

Make sure your middle schooler reads, reads, reads and reads some more **EVERY DAY!**



Reading Online Resources for Parents

Helping Your Child Become a Reader - U.S. Department of Education

<https://www2.ed.gov/parents/academic/help/reader/index.html>

Reading Tips for Parents - Florida Department of Education

<http://www.fl DOE.org/core/fileparse.php/7539/urlt/Parent-Tips.pdf>

Reading at Home: 10 Simple Strategies for Parents

<http://www.k12reader.com/reading-at-home-simple-strategies-for-creating-strong-readers/>

Reading Tips for Parents

<https://www2.ed.gov/parents/read/resources/readingtips/readingtips.pdf>

Reading Tips for Parents (in 11 Languages)

<http://www.readingrockets.org/article/reading-tips-parents-11-languages>

Scholastic's Reading Tips for Parents

<http://www.scholastic.com/parents/resources/article/more-reading-resources/reading-tips-parents>

Reading Online Resources for Parents (Continued)

Reading Tips for Parents - Florida Department of Education

<http://www.fl DOE.org/core/fileparse.php/7539/urlt/Parent-Tips.pdf>

Strategies Packet for Parents and Students for Improving Reading, Writing and Mathematics

https://reports05.nwea.org/nwea/help/DRS_Inst_Strat.pdf

Reading Tips for Parents of Middle School Students

<http://www.nhcs.net/trask/Documents/Reading%20Tips%20for%20Parents.pdf>

Tips for Helping Children with Reading Comprehension Difficulties

https://www.superduperinc.com/handouts/pdf/136_Reading_Comprehension_Difficulties.pdf

Reading Comprehension Tips for Parents

<https://www.bloom-carroll.k12.oh.us/pdf/reading-comprehension-tips-for-parents.pdf>

A Parent's Little Guide to Helping Children Read

<http://www.springboard.org.uk/data/files/Parents/parents-little-guide.pdf>