What Kids Need to Read

* Oral language (In Resource Bank - Search Record of Oral Language)
* Adults to read to them daily
* Reading is all about MEANING (letters make words which make messages)
* Letter SOUNDS (not names) and an anchor word (their word)
* Start with working with their name!
* Lower case letters should be the focus (look at a page of text) over Upper case
* Difference between a letter and a word
* Reading is all about MEANING
* Fluency - How reading sounds – LIKE TALKING!
* Match (point to the words while someone else reads)
* Self-Monitoring – Good readers check even when right!
* Directionality of text
	+ Left to right
	+ Above then below pictures
	+ Left page then right
	+ Return sweep
	+ Spaces between words
* Meaning of front/back, top bottom
* Meaning of period, comma, talking/quotation marks
* Silly rhymes to remember Dolch/sight words
* Point out print and words in the environment – ask what sound items begin with

What to Teach Next

(Resources are available in the resource bank to assist with many of these)

* Model self-monitoring at all times! (Even when right! Make mistakes!)
* Model Fluency (we want rolling balls not bouncing balls). Let them hear the difference. Show them, and have them do it on new text.
* Environmental print! Point it out, make first sounds of words; involve parents here.
* Build alphabet books/personal dictionaries (their anchor words, and words they know)
* Explicitly go after one concept/skill at a time as a class and reinforce and re-teach if needed in small groups
* Provide class shared experiential reading lessons
* Direct instruction with modelled reading
* Experiential reading lessons (Students respond to a prompt/experience with one to 2 sentences. Teacher records their ideas with their name. E.g, Sadie – I loved all the colours and sounds! Then, each student reads their own sentence story and others if capable). Teacher explicitly teaches how to write each story and “thinks out loud” throughout the lesson involving the class at all steps.
* Shared, guided and scaffolded reading lessons
* Say words slowly & write what you hear
* Elkonin or Sound boxes
* Share the pen
* Bring words to fluency using a variety of methods
* Clap words into syllables
* Have “give it a go” words on desks for writing
* Dolch/sight words
* Home reading program
* Consider hosting “What Kids Need to Read” for parents of 0-4 year olds at your school.