

As a Reading Specialist, my primary goal is to help students become more skillful readers. In order to do this, I work with small groups of children on decoding strategies, vocabulary development, comprehension strategies, and fluency. Ms. Esposito



Cycle "2"

Grades 1-5 Leveled Literacy Intervention (LLI) Program

The LLI lessons are given in addition to the regular reading instruction your child receives in the classroom. Each night, your child will bring home a Take-Home Book, (Grades 1-3) which is a copy of a book he or she has already read in school. Ask your child to read the Take-Home Book to you, an older brother or sister, or another caregiver. You can even have your child read to a stuffed animal! The idea is to have your child read every night in order to practice what is being learned in school.

It is very important that the Take-Home Book be read and returned the next day!

What to do When your Child Gets "Stuck" on a Word

Even proficient readers make oral reading errors. Generally speaking, there are two kinds of reading mistakes.

1. Those that make sense. These are mistakes that do NOT affect the meaning of the sentence. Maybe the reader skips a word or substitutes another word for one that makes sense.

2. Mistakes that DON'T make sense. These are mistakes that totally affect the meaning of the sentence, for example if a child read *monkey* instead of *money*. These are the mistakes that we want correct because they can negatively impact reading comprehension.

When your child misreads a word, **wait until s/he gets at least to the end of the sentence before you stop him/her.** In many cases, readers need to finish the sentence for the context to help him realize something wasn't quite right. **Our goal is for your child to stop when they realize something didn't make sense and re-read to correct the mistake(s).** Correcting readers right on the spot can hinder them from learning how to make sense of what they read **for themselves.** So instead of jumping right in the moment the word is misread, just wait. This is hard to do but very important! Correcting reading mistakes *for* them often fosters readers who rely on *our* strategies, not their own. We want our readers to become independent critical thinkers as they read. Here are just a few thoughts in regards to helping your child figure out a word s/he doesn't know:

1. Once your child is at the end of the sentence, stop and ask, “Did that make sense to you?”

Be prepared because s/he might say, “Yes!” In this case, read the sentence exactly the way s/he read it aloud, such as “The boy used his *monkey* to buy the bike.” And again, ask if it makes sense.

2. Together, find the word(s) that didn’t make sense.

- Can you get your mouth ready to say the word? What is the first sound?
- What word that starts with *b*- would make the most sense in this sentence?
- This is a word you can sound out. Try it by stretching it slowly from **beginning to end**.
- Do you see a smaller word in that word that you know? Let’s use it to read the word.
- Look at the picture. Do you see something in the picture that might help you read this word?

3. Ask your child to re-read the words correctly.

This step is important to restoring your child’s comprehension. All of this should take about 1-2 minutes so your child can get back into the flow of the text.