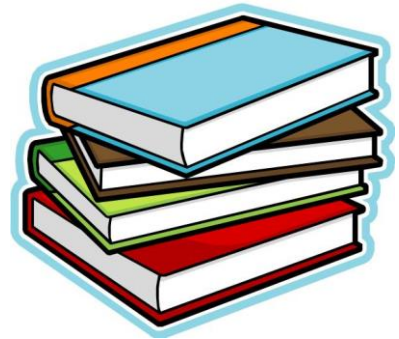


A TEACHER'S GUIDE TO READING DIFFICULTIES IN THE CLASSROOM

Are you concerned about a student in your class who is experiencing reading difficulties? Well, there are **two possible reasons** this student may be experiencing these difficulties - a child could experience just one of these or both.

- 1) Poor decoding skills, which involves letter awareness, knowing letters represent different sounds, and understanding how to blend these sounds to make words.
- 2) Comprehension difficulties, which involves vocabulary knowledge, making predictions, making connections to their current knowledge, determining what unfamiliar words mean, understanding the sequence of events in stories, and other related skills.



Curriculum Connections:

By the end of Grades 1-3, students should be able to read and understand a variety of texts, recognize text forms and stylistic elements, and use word knowledge to read fluently. This includes being able to identify purposes in texts, make inferences about texts, and predict the meaning of unfamiliar words.

Below are some **tips** for helping your struggling reader in the classroom. A Speech-Language Pathologist can provide you with individualized strategies for each child after they've completed an assessment of the child's reading abilities and determined the reason for their poor reading skills.

- ✚ Make flashcards for the class for new words/key words from the story you're reading. Include pictures with these keywords for added visual support!
- ✚ Talk about the illustrations in the book to support their understanding of the story.
- ✚ Use a graphic organizer to highlight the main ideas from stories, including headings such as setting, main character, action, and outcome.
- ✚ Make comments while reading a story, and relate the events in the story to students' real life experiences.
- ✚ Don't discourage re-reading favourite/familiar books – this provides extra reading practice and may increase their reading motivation!

Education & DLD

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