

Instructional implications for Reading Anxiety

At Home

- Read with your child for about 15 minutes every night. Enlist the help of the children's librarian at the public library to select interesting books that are at the instructional reading level (slightly above the child's present level of reading development). At [his, her] instructional reading level, your child should be able to read 95 to 97 words in a 100-word passage without difficulty.
- As a pleasurable activity, select a high-interest book or magazine at your child's independent reading level to read in the evenings. Stop at certain points and encourage your child to discuss the pictures and ideas presented in the story. Ask your child questions that will enhance interest and stimulate understanding of the story.
- Schedule weekly trips to the library so that your child can select books for recreational reading and for informational interest. Request help from the children's librarian in selecting books and magazines related to his interests.
- To increase interest in reading, encourage your son (daughter) to read simple stories to younger siblings. Patterned language books, in which phrases and lines from the story are frequently repeated, would be appropriate. These types of books may be found in the children's literature section of the public library.
- When reading with your child at home, provide as much assistance as needed. Take turns reading sentences, paragraphs, or pages. Initially, you may need to read a larger portion of the text. For example, you will read three sentences and then your will child read one.
- When reading with your Child] at home, let them read any words that they recognize easily and tell them words that they have difficulty identifying. Too much time spent trying to figure out unknown words may detract from comprehension, as well as from the enjoyment of reading with a parent.
- Play games at home that require simple reading and spelling, as sounding out words for spelling will reinforce sounding out words for reading. Adapt the rules according to the needs of your child or the (learning) object of the game. For example, in playing Scrabble, tell the child that they can make up any "word "as long as it follows a [consonant-vowel-consonant, consonant-vowel-consonant-final e] pattern and they can read it correctly.
- Spend time with your child using educational computer software designed to promote reading development. When you are sure that your child can handle one or more of the activities independently, with almost no errors, encourage [him, her] to play without your help, but check in to make sure that they are using the program appropriately or they will not benefit from it.
- Help your [son, daughter] select and order one or two magazines of interest with a readability level at or below his instructional reading level.

- Encourage discussions in the home about any books or magazines that your [son, daughter] is reading independently.
- Provide opportunities and guidance for functional reading, such as reading recipes, directions, catalogues, or television guides.
- Use an assisted reading method to help your child increase reading readiness or fluency. Read your child a phrase or sentence and then have him read it back. Move your finger along the line of print to help him focus on the word. Reread the passage several times. When your child recognizes the words, have him read independently. Provide assistance with words on which he is having difficulty.
- When reading with your child at home, if he is having difficulty keeping his place, point to the words with your finger or hold an index card under the line being read.
- Provide a time each evening for reading. Encourage your [son, daughter] to read at least 20 minutes each night.

At School (to share with the teacher)

- Match the readability of all classroom materials to the student's independent or instructional reading levels, depending on whether the related assignment is intended to be done independently or with support and guidance.
- Reduce the length of the reading assignments so that the student can complete them in the allotted time.
- Because the student reads slowly, base assignments on the amount of time spent reading rather than the number of pages.
- When assigning reading to the student, base the number of assigned pages on their reading rate and skill.
- Assign the student short passages at their reading level so that they can complete the reading without difficulty.
- Break reading assignments into smaller, more manageable units of text (e.g., one chapter, sections within a chapter, or paragraphs within a section).
- Select or have the student choose materials to read that are related to their interests.
- Set aside 15-30 minutes each day for recreational reading. Help the student to choose books and periodicals that are of interest to him and that are at their independent reading level.
- Until the student's basic reading skills improve, do not ask them to read aloud in class unless they volunteer.

- **If planning a time that students will read aloud in class**, give the student at least one day's warning. Give them a copy of (or show them in his book) the passage that they will be asked to read so that they can practice the material several times before they read it aloud in class. Plan a time to help them practice or make arrangements with another adult or the student's parents to do so.
- Because the student has a slow reading rate, provide extended time on tests involving reading and shorten classroom reading assignments.
- Because of the student's slow reading rate, as an alternative to assigning the student a specific number of pages to read in class or for homework, specify a certain amount of time for the student to read. Have the student keep a record of the number of pages completed within the time period.