

# Resources for the parent of a struggling reader

(Certainly not comprehensive, but a good place to start! -

A few of the links are Amazon affiliate links - I may get a teeny profit but at no cost to you)

**\*\*TIP\*\*** - Look up some parenting or Mom groups on Facebook and ask your questions. You'll get lots of great insight and advice to sift through. Particularly look for groups in your area so you can get the names of some great tutors or teachers who may help.

And one more - don't forget Pinterest to look up great activities for struggling readers. There is a wealth of information out there!

## Great articles with tips for struggling readers and some encouragement:

["The Struggling Reader and Learning To Wait Patiently"](#)

["How Not To Help A Struggling Reader"](#)

["Strategies to Help the Struggling Reader"](#)

["How to Teach Decoding Strategies to Struggling Readers"](#)

["10 Tech Hacks to Help a Struggling Reader"](#)

["7 No-Fail Ways to Give Your Struggling Reader Confidence"](#)

["Activities for Reading Fluency with Visual Dyslexia"](#)

["10 Dyslexia Apps to Help Your Struggling Reader Succeed"](#)

**[This](#) is a great article about pointers on finding a good tutor for your child. ("Four Steps to Finding an Excellent Tutor for Your Child").**

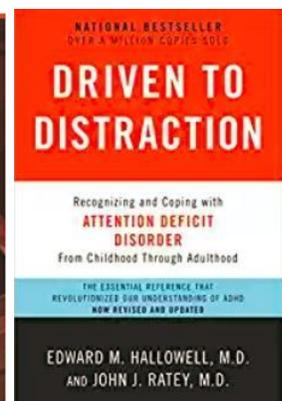
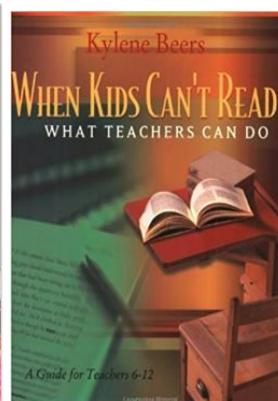
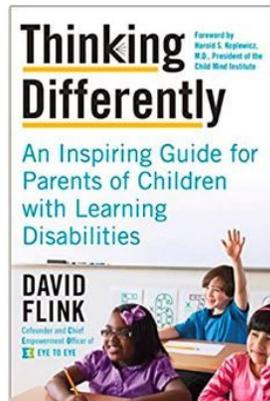
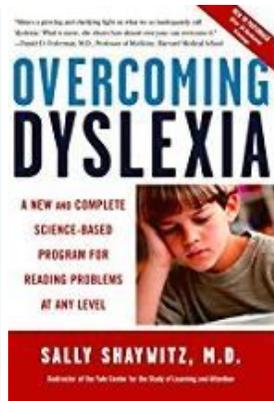
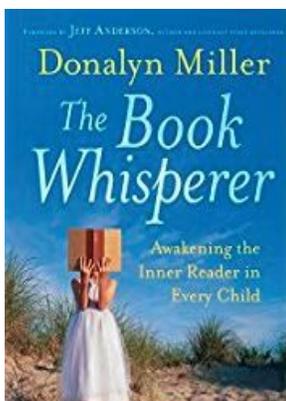
And here's a few more:

["6 Ways to Find a Tutor"](#)

["How to Find the Right Reading Tutor"](#)

["Choosing a Reading Specialist or Reading Tutor"](#)

## Books that might help:



**Definitions of terms to know when researching for your struggling reader:** (In addition, you may hear additional acronyms that can be confusing when discussing your child with teachers & reading specialists. Make sure to write down what they say and ask questions!)

*Dyslexia:* A specific learning disability that affects reading and related language-based processing skills.

*Dysgraphia:* A specific learning disability that affects a person's handwriting ability and fine motor skills.

*Dyscalculia :* A specific learning disability that affects a person's ability to understand numbers and learn math facts.

*Auditory Processing Disorder (APD):* Also known as Central Auditory Processing Disorder, this is a condition that adversely affects how sound that travels unimpeded through the ear is processed or interpreted by the brain.

*Language Processing Disorder:* A specific type of Auditory Processing Disorder (APD) in which there is difficulty attaching meaning to sound groups that form words, sentences and stories.

*ADHD:* A disorder that includes difficulty staying focused and paying attention, difficulty controlling behavior and hyperactivity.

*Dyspraxia:* A disorder that is characterized by difficulty in muscle control, which causes problems with movement and coordination, language and speech, and can affect learning.

*Executive Functioning:* An inefficiency in the cognitive management systems of the brain that affects a variety of neuropsychological processes such as planning, organization, strategizing, paying attention to and remembering details, and managing time and space.

*Automaticity:* Reading without conscious effort or attention to decoding.

*Blending:* The task of combining sounds rapidly, to accurately represent the word.

*Digraphs:* A group of two consecutive letters whose phonetic value is a single sound (e.g., /ea/ in bread; /ch/ in chat; /ng/ in sing).

*Diphthong:* A vowel produced by the tongue shifting position during articulation; a vowel that feels as if it has two parts, especially the vowels spelled ow, oy, ou, and oi.

*Comprehension:* Understanding what one is reading, the ultimate goal of all reading activity.

*Context Clue:* Using words or sentences around an unfamiliar word to help clarify its meaning.

*Decoding:* The ability to translate a word from print to speech, usually by employing knowledge of sound symbol correspondences; also the act of deciphering a new word by sounding it out.

*Diagnostic:* Tests that can be used to measure a variety of reading, language, or cognitive skills. Although they can be given as soon as a screening test indicates a child is behind in reading growth, they will usually be given only if a child fails to make adequate progress after being given extra help in learning to read. They are designed to provide a more precise and detailed picture of the full range of a child's knowledge and skill so that instruction can be more precisely planned.

*Five Components of Reading:* Phonemic awareness, phonics, fluency, vocabulary, and comprehension.

*Fluency:* Ability to read text quickly, accurately, and with proper expression. Fluency provides a bridge between word recognition and comprehension.

*Guided Oral Reading:* Instructional support including immediate corrective feedback as students read orally.

*High Frequency Words:* A small group of words (300-500) that account for a large percentage of the words in print and can be regular or irregular words (i.e., Dolch or Fry). Often, they are referred to as "sight words" since automatic recognition of these words is required for fluent reading.

*Independent Reading Level:* The level at which a reader can read text with 95% accuracy (i.e., no more than one error per 20 words read). Independent reading level is relatively easy text for the reader.

*Phonemic Awareness:* The ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.

*Phonics:* The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.

*Phonological Awareness:* One's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. This is an "umbrella" term that is used to refer to a student's sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.

*Sight Words:* These are words that are recognized immediately. Sometimes sight words are thought to be irregular, or high frequency words (e.g., the Dolch and Fry lists). However, any word that is recognized automatically is a sight word. These words may be phonetically regular or irregular.