



HELPING YOUR CHILD BECOME A SELF-REGULATED READER

The research reported here was supported by two grants to the University of Maryland, Grant R324A200012 from the Institute of Education Sciences and contract No. H326M200015 from the Office of Special Education Programs. The opinions expressed are those of the authors and do not represent views of the U.S. Department of Education.

WHAT IS SELF-REGULATED READING?

When a reader makes changes to their reading behaviors to better understand what they are reading, they are being a self-regulated reader. Self-regulated reading involves a reader adjusting how they read based on their awareness of knowledge, behaviors, and feelings related to reading.



Reading Strategies

(e.g., find the main idea, circle key words)



Self-Regulation Strategies

(e.g., planning, emotion management)



Self-Regulated Reader

Self-regulated reading involves both thoughts and behaviors. It involves the reader **planning** reading strategies before reading, **monitoring and changing** behaviors during reading, and **reflecting** on feelings and strategies after finishing a text.

WHY DOES SELF-REGULATED READING MATTER?

In elementary school, children read many stories. They also read with support from their teacher or classmates. However, as children get older, they read more complex texts with challenging words and ideas. They must also manage their own learning with less help from teachers and other adults. Becoming a self-regulated reader can help your child improve their focus, thinking, and grades.

WHAT CAN YOU DO?

Family members can help children with the shift from story reading to informational reading by supporting their self-regulated reading and helping them to practice using self-regulation strategies while reading.

Helping your child with self-regulated reading follows this three-stage process: **planning**, **checking**, and **reflecting**. You can provide the most help by supporting your child with planning before they read and reflecting with your child after they read.

However, during reading, you can also help your child monitor and change their reading behaviors by checking on their feelings, understanding, focus, and how they are doing.

On the following pages, we describe strategies for each step of the process.

BEFORE READING: PLANNING

Ask

Ask your child about their **knowledge** of the text, the **skills** they plan to use while reading, and how they **feel** about reading it. Consider questions such as the following:

- What are you reading about today for your science class?
- What do you think you might learn in your social studies reading tonight?
- Can you think of reading strategies that will help you understand the text?
- Can you tell me about the topic of your reading for tonight?
- How do you feel about the reading for homework tonight? What can you do about that?

Suggest

Tell your child about **strategies** that might help them successfully read and understand the text. Consider suggestions such as the following:

- Before you start reading, make sure that you know what questions you are trying to answer.
- As you are reading, make sure that you stop to see what you understand.
- Can you use a strategy that they taught you in school, like get the gist, to understand the text?

Provide

Give your child **materials** that will help them to use strategies to understand the text they are reading. Consider materials such as a pencil, paper, a highlighter, or a phone or computer with a dictionary app open to look up new words.

DURING READING: CHECKING IN

If you notice that your child has stopped reading or seems not to be focused on the text, ask them about what is going on and suggest strategies or methods that might help. Consider suggestions such as the following:

- Take a break and come back to it.
- Remember your questions and try skimming the text to find the information that relates to them.
- What could we do to celebrate you finishing your reading today?

Note: Be careful that you do not distract your child by interrupting their reading!

AFTER READING: REFLECTING

Ask

Ask your child about their **understanding** of the text, the **skills** they used, and how they **feel**. Consider questions such as the following:

- What was your science reading about today?
- What did you do that helped you understand the text?
- How does it feel to have read that and answered those questions?

Discuss

Talk to your child about different **strategies** that might help them read and understand the next text. Consider questions such as the following:

- What could you do next time you come across a hard word?
- How might taking more time before you start reading to think about the text help you understand it?
- What strategy helped you with your reading that you should try again?

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