Coe Elementary School

3-5 Reading Night for Families

Create and Presented by Bente Fernandi & Amy Fleisher, Coe Reading Specialists
Acknowledgments:
Welcome Families!

Overview of the Science of Learning to Read

Question and Answer Session
Why do we read?

- Enjoyment!!
- Increase knowledge
- Reduce stress
- Connect us to others and their stories
- Provide both a mirror and a window to our own lives
- Improve concentration
- Increase vocabulary
What do we read?

Any book that helps a child to form a habit of reading, to make reading one of his needs, is good for him. —Maya Angelou
Read Aloud!!

• Stimulates their imagination
• Advertises the joys of reading!
• Initiates them into reading community
• Provides access to literature they can’t read YET!
• Encourages them to keep reading
• Teaches them story, narrative, and information
• Develops language and listening skills
• Improves vocabulary

If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales. – Albert Einstein
Simple View of Reading

The purpose of reading is to understand what we read. In order to understand we need two skills:

1. Decoding skills (word-level reading)
2. Linguistic comprehension (understanding the spoken language of the writing)

\[ R = D \times LC \]

(reading comprehension = decoding x linguistic comprehension)
Decoding

скоол психодологи

school psychology
The snables tramped the mengs to the dwip. The dwip fropped. The mengs clambed a sib boogle. The snables gicked and gicked.

• Q1: What did the snables do to the mengs?
• Q2: What happened to the dwip?
• Q3: What kind of boogle did the mengs clamb?
• Q4: What did the snables eventually do?

You can answer the comprehension questions because of your understanding of basic grammar (verbs, nouns, adjectives) and you used punctuation.
\[ R = D \times LC \]

• On the first slide, if you could decode the Cyrillic alphabet, you could understand the word. (decode)

• On the second slide, you could crack the alphabetic code, but you don’t know what the words mean. (linguistic comprehension)

*Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* By David Kilpatrick
### Deeper Dive into the Mechanics of Reading

**Big Ideas: We need all of these to become fluent readers**

- **Phonological Awareness** (identify spoken sound)
- **Phonics** (decoding)
- **Sight Words** (including morphology)
- **Vocabulary** (including etymology)
- **Comprehension** (linguistic, background knowledge)
Phonological awareness is the ability to identify and manipulate sounds in spoken language.

Examples: rhyming, hearing word parts (syllables), identifying beginning sounds, blending sounds.

Phonemes are the smallest sounds in spoken language.

The goal is to hear and manipulate phonemes automatically (Advanced Phonemic Awareness).

Can do it with your eyes closed.
Phonological Awareness

Phonological Awareness is like the bottom piece of Velcro. It must be strong, or the top piece of Velcro will have nothing to stick to. Solid phonological awareness is essential to developing other reading skills.
Sound Games

- Rhyming games in the car
- Discover word families (how many words can we say or write that rhyme with night?)
- Tell riddles and jokes
- Read poetry aloud together
- Sing songs
- Additions, deletions, substitutions
  - Say lip, now add the /s/ sound to the front.
  - Say brake, now take away the /r/ sound.
  - Say bright, now substitute /b/ sound for /f/ sound.

*The more that you read, the more things you will know. The more that you learn, the more places you’ll go.* – Dr. Seuss
Decoding

Written language is a sound-symbol alphabetic **CODE**

The code: letters represent spoken sounds

Young readers are learning to **BREAK the CODE**

Phonics instruction is teaching the code

**Must do it with your eyes open**
The English language is not crazy. It is just complex.

English has a “deep orthography”

There are many ways to spell the same sound

Some letters have more than one sound

44 distinct sounds (phonemes)

70+ Spelling patterns (phonograms)

See at least 8 ways to spell the long a sound!

radar  reins  prey  rain  eight  day  ate  break
vein  vain  they  freight  weight  say  cake  great
train  sleigh  play  late  steak
Sight Recognition: when a word is instantly recognizable

Sight Words: words stored in the brain that can be effortlessly retrieved

Sight Words **LEAP** off the page

Sight Words are **NOT** visually memorized
For automatic word reading, the brains must map the exact sequence of a word’s printed letters to the word’s corresponding pronunciation.

Example: The exact order of the letters in the word “boat” must attach to the exact order of sounds in the word “boat.”
Orthographic mapping

• Sight vocabulary: pool of words that are effortlessly recognized by the reader.
• Length of the word is less important than the number of times a word has been encountered.
• Rare words are read more slowly than frequent ones.
• Continues through middle and high schools and throughout our lives.
Visible Morphology

• Morpheme is smallest unit of meaning.
• For example, -ed indicates past tense.
• Morphology provides a bridge between form and meaning.
• Students gain morphemic skills later in reading development with more text experience. (starting around 2nd grade, but growing ever more through high school)
• Ex. endings like –ed are more regular in spelling than in speech.
More Morphemes: prefixes

- 20 prefixes account for 97% of all prefixes
- Only 9 account for 75% of all prefixed words:

1. Un- (not) 26%
2. Re- (again) 14%
3. in-, im-, il-, ir- (not) 11%
4. Dis- (not) 7%
5. en-, em- (put into) 4%
6. Non- (not) 4%
7. In-, im- (in) 3%
8. Over- (excessive) 3%
9. Mis- (bad) 3%

Note that 48% of all prefixes means ‘not’ or the ‘opposite of’ the base word!

*Overcoming Dyslexia* by Sally Shaywitz
Spelling (encoding)

- Look for spelling patterns together.
- If your child asks how to spell a word, ask them what parts they already know.
- Break the syllables up as you help them spell.
- Ex. un.**for.get**.ta.ble
- Don’t belabor!
- Be patient, but consistent.

*To learn to read is to light a fire; every syllable that is spelled out is a spark.* – Victor Hugo
Sight vocabulary and orthographic mapping
(Dr. David Kilpatrick)

• **Sight vocabulary**: the pool of words that a person can identify immediately and effortlessly, without the need to sound out the word or use context clues.

• **Orthographic mapping**: the mental process used to store words for immediate, effortless retrieval. It is the mechanism for sight-word learning. It requires good phonemic awareness, letter-sound knowledge, and the alphabetic principle.

• **Largest factor** determining a child’s **fluency** is the size of that child’s sight vocabulary.
Fluency should mirror speech

- Pitch
- Tone
- Volume
- Emphasis
- Rhythm

Our brains are wired for speech. Reading makes the most sense when it sounds like speech.
Fluency = bridge to comprehension

- Automaticity
- Rate
- Expression
- Orthographic Mapping

- Language
- Vocabulary
- Morphology
- Background knowledge

"If readers do not develop adequate levels of fluency, they can get ‘stuck’ in the middle of the bridge, able to decode words but with insufficient automaticity to adequately facilitate comprehension. These students typically become our reluctant readers, often with dire consequences..."

(Jan Hasbrouck citing Baer, Kutner, & Sabatini, 2009, Torgesen 2004)
Accuracy

- Comprehension is limited by inaccurate reading (below 95%)
- The younger the student, the higher the accuracy should be (closer to 98%)
- Working memory becomes overloaded and comprehension impaired:
  1. If too much information comes into the brain at once
  2. OR if information comes too slowly, working memory can’t give enough attention to the information to comprehend the relationship between text and meaning.
Fluency & Accuracy

• Listen to your child read their book 3-5 minutes several times a week.
• Please **correct every mistake** – we don’t want children to guess!
• Read a paragraph, then have your child read it. (modeling fluency & accuracy).
• Allow re-reading of books.
• Encourage reading silently along with the audio book to increase fluency AND improve accuracy.

A person who won’t read has no advantage over one who can’t read.
—Mark Twain
Vocabulary

• English has the largest vocabulary.
• Words are derived or borrowed from Anglo-Saxon, French, Latin, Greek, German, Persian, Japanese, Algonquin, etc.
• The rules connected to these words have been ‘imported’ with them.
• We have so many words to choose from!
Comprehension

• Read along silently with audio version leads to higher level of comprehension.
• Ask questions about the book your child is reading.
• Ask your child to make predictions.
• Listen to your child read their book 3-5 minutes several times a week.
• Stop at words they struggle with to help them pull the word apart – looking for a familiar base word or affixes.

“Reading gives us someplace to go when we have to stay where we are.” – Mason Cooley
Why Can’t I Skip My 20 Minutes of Reading Tonight?

<table>
<thead>
<tr>
<th>Student “A”</th>
<th>Student “B”</th>
<th>Student “C”</th>
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<tr>
<td>reads 20 minutes each day</td>
<td>reads 5 minutes each day</td>
<td>reads 1 minute each day</td>
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<tr>
<td>3600 minutes in a school year</td>
<td>900 minutes in a school year</td>
<td>180 minutes in a school year</td>
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1,800,000 words

90th percentile

282,000 words

50th percentile

8,000 words

10th percentile

By the end of 6th grade Student “A” will have read the equivalent of 60 whole school days. Student “B” will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)
3 out of 4 people on welfare can’t read.

3 out of 5 people in American prisons can’t read.

Only 1 out of 3 fourth-graders reach the proficient reading level.

50% of adults cannot read a book written at an eighth-grade level.

85% of juvenile offenders have problems reading.

Currently, 45 million Americans are functionally illiterate and cannot read above a fifth-grade level.

(Source: National Institute for Literacy, National Center for Adult Literacy, The Literacy Company, U.S. Census Bureau)
Affects of Low Literacy Rates in American Adults

- Poor health outcomes
- Diminished employment opportunities and levels
- Generational illiteracy
- Poverty cycle
- Crime and incarceration rates

National Center for Education Statistics
Choice is extremely important!

“You don’t discourage children from reading because you feel they are reading the wrong thing. Fiction you do not like is the gateway drug to other books you may prefer them to read.”

“Well-meaning adults can easily destroy a child’s love of reading: stop them reading what they enjoy or give them worthy-but-dull books that you like... You’ll wind up with a generation convinced that reading is uncool and worse, unpleasant. “

– Neil Gaiman
Places to look for book recommendations!

- https://www.spl.org/
- https://www.leeandlow.com/ (independent book publisher focused on diversity)
- https://www.scholastic.com/home (search by grade level, reading level, interest, diversity, genre)
- Coe’s Kearns Library and Ms. Marjorie!
- Awesome blog: https://sites.google.com/view/what-book-should-you-read-next/home (Former Coe student Rachel Tromble – now fabulous 7th grader)
More Reading Ideas

• Family book club
• Poetry slam
• Turn on the closed captions on your TV
• Listen to audio books when riding in the car or cleaning bedrooms
• Read according to author!
• Series are a GREAT way to engage a reluctant reader (similar cadence, plot structure, and familiar characters)
• Which books ‘spark’ joy?! (brain response)

“There are many little ways to enlarge your child’s world. Love of books is the best of all.” – Jacqueline Kennedy
No Time to Stop!

- At least 95% of children can be taught to read
- When students begin to gain momentum in reading is time for all-out push – Not a time to halt intervention or reading at home!
- Teaching a child to sound out words without providing practice to apply skills will likely result in a child who:
  - Will not be a fluent reader
  - Will remain ineffectual in attacking new words
  - Reading will continue to remain effortful!
Final Thoughts

Prose fiction is something you build up from twenty-six letters and a handful of punctuation marks, and you, and you alone, using your imagination, create a world, and people it and look out through other eyes. You get to feel things, visit places and worlds you would never otherwise know. You learn that everyone else out there is a me, as well. You’re being someone else, and when you return to your own world, you’re going to be slightly changed. – Neil Gaiman
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<th>Fantasy</th>
<th>Mystery</th>
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<td>R.J. Pacio</td>
<td>Ellen Raskin</td>
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<td>* The Mighty Miss Malone</td>
<td>Esperanza Rising</td>
<td>Pam Munoz Ryan</td>
<td>Three Times Lucky</td>
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