

# SUMMER CONNECTIONS

Maximizing Scholar Learning and Engagement

Thursday, February 19 | 6-7:30 pm



FEDERAL WAY  
PUBLIC SCHOOLS



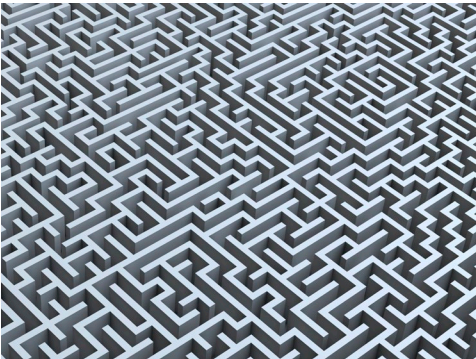
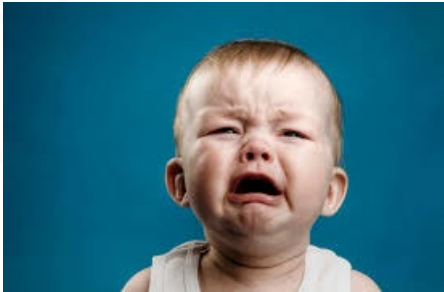
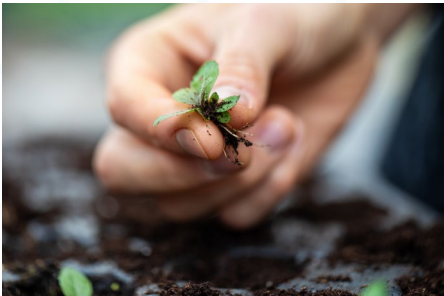


# Growing Readers at Home 6-12

Tami Smith, 6-12 ELA Facilitator



# Learning to read for me was like...



one



GOAL 1: THE EARLY YEARS  
Building the Foundation



## Learning Objective

**Families** will understand the science behind learning to read and learn **research based activities** to support scholars with literacy at home.



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## Why is Reading Hard?



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# Our Brains Aren't Wired to Read

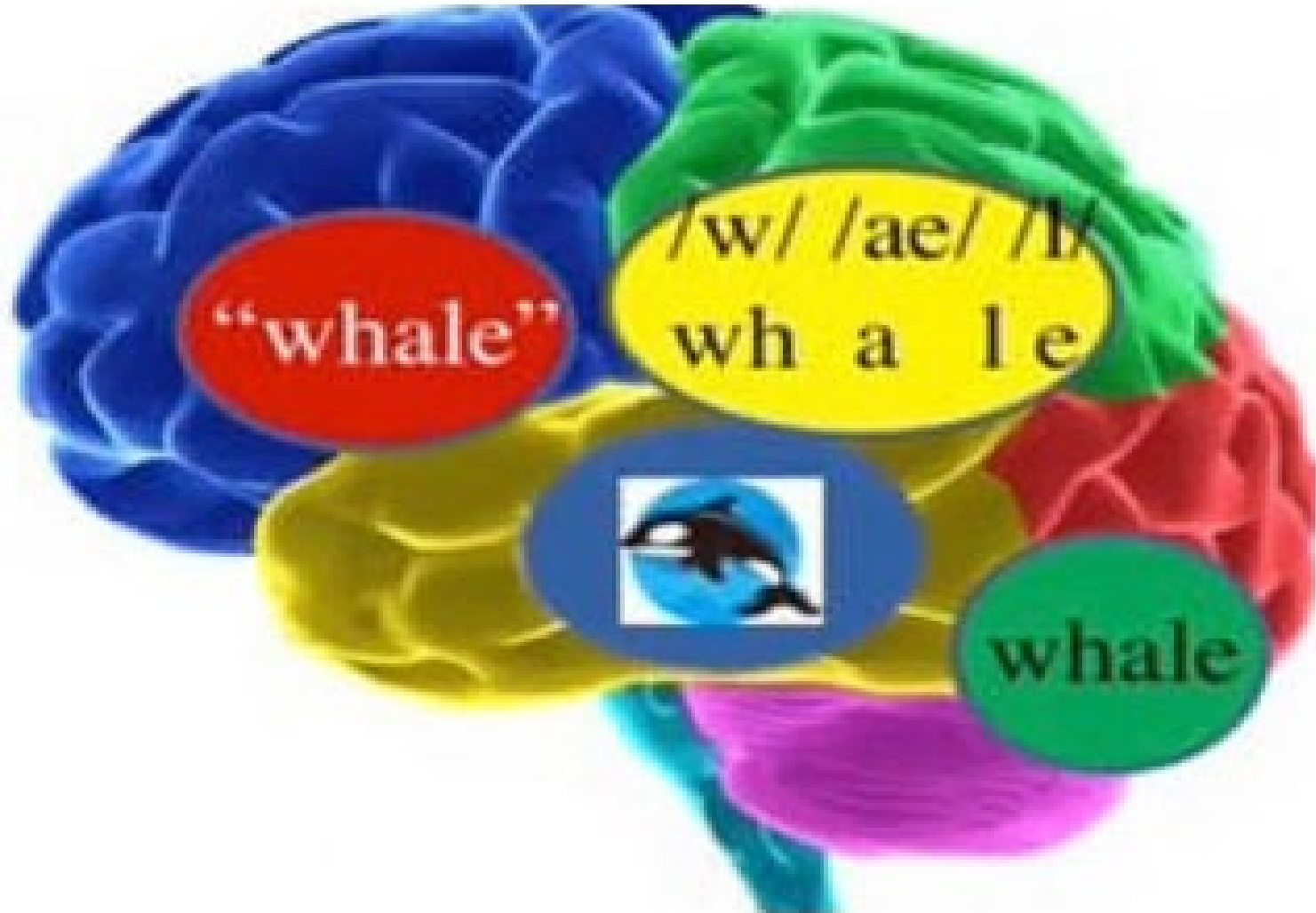
- Our brains are wired for Oral Language and Pictures
- Written language has only been around for 12,000-15,000 years which is not enough time for our neural pathways to adapt.
- We use 4 different parts of our brains and have to create meaningful pathways that connect them.
- English is one of the most orthographically deep languages which means our spelling system is based on morphology (meaningful parts of words) as well as letter/speech sounds



95% of people can learn to read



# The Reading Brain



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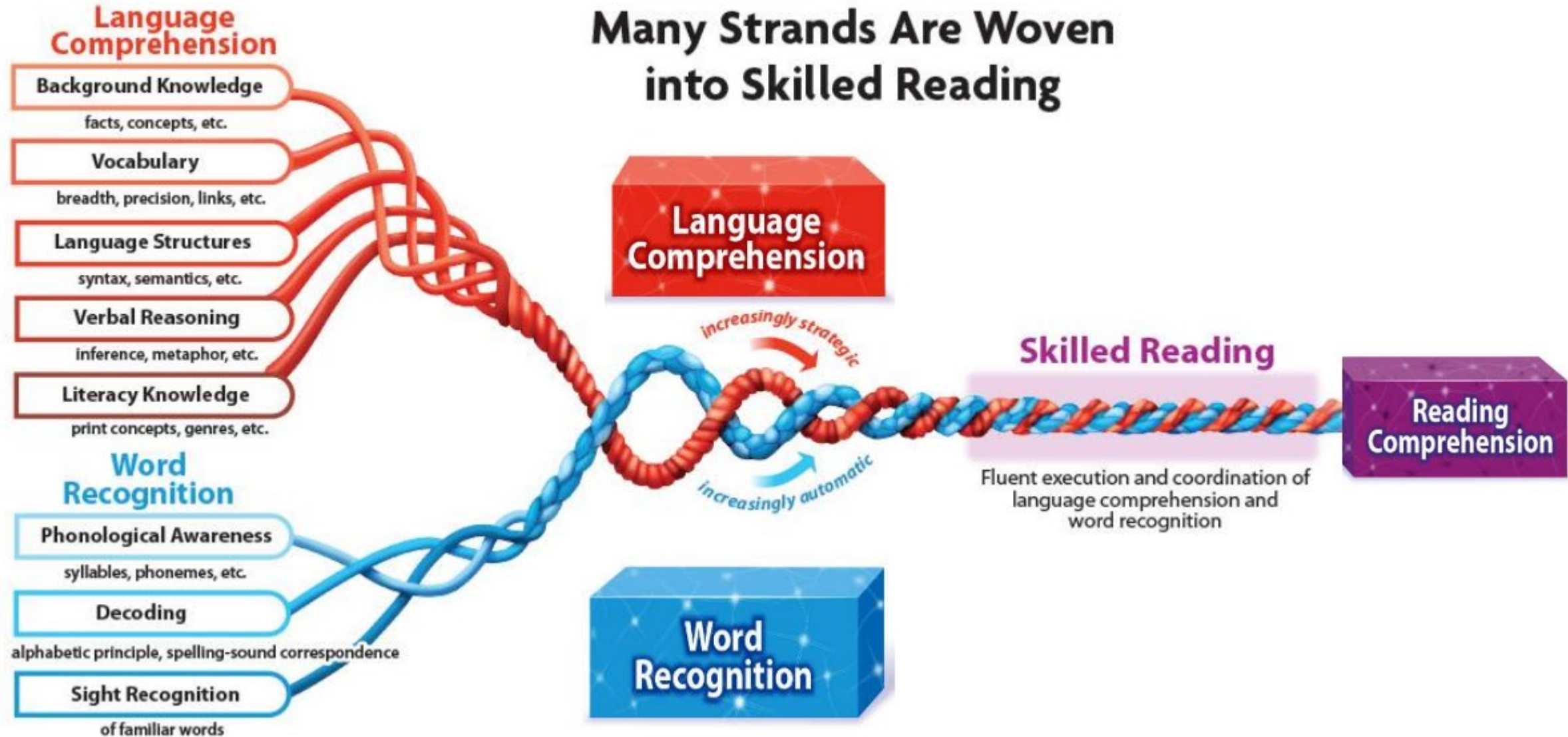


**GOAL 4: CONTENT-AREA COMPETENCE**  
Mastery of All Subjects



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# Scarborough's Reading Rope



# The Simple View of Reading

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**x**



**=**



Does any of this sound familiar for your students?



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Mastery of All Subjects



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PHONEMIC AWARENESS

PHONICS

FLUENCY

VOCABULARY

COMPREHENSION

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# Best Practices for Improving Secondary Literacy

85% of curriculum  
in secondary  
school is delivered  
via written text



- Build decoding skills so students can read multisyllabic words
- Provide purposeful fluency-building activities
- Routinely use a set of comprehension-building practices
  - Build world and word knowledge
  - Provide opportunities to ask and answer questions
  - Teach a routine for determining gist
  - Teach students to monitor comprehension as they read

Educators Practice Guide published by the National Center for Education Evaluation at Institute of Education Sciences, March 2022

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# Recommendation 1: Build Decoding Skills so Students can Read Multisyllabic Words



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1. Underline the single vowels and vowel or vowel-consonant combinations

unreasonable

2. Count the number of vowel sounds to determine how many syllables are in the word.

unreasonable

3. There are 5 vowels or vowel combinations so there are 5 syllables. Break the word into parts so every syllable has a vowel sound.

u/re/so/a/ble

4. Sound out the parts, then blend it back together.

u/re/so/a/ble

5. Practice together with multiple multisyllabic words until it becomes routine.

Reinforce a predictable routine for breaking down multisyllabic words

1. Are there any parts of familiar words (prefixes, root words or suffixes) you recognize

un/rea/son/a/ble

There are 2500 morphological word families that make up 90 percent of words found in texts written in English at the secondary level (Hiebert, Goodwin, & Cervetti, 2018)

2. Based on the syllables and your recognition of those word parts, blend this word together.

un/rea/son/a/ble

3. Based on what you know about the parts of familiar words, what does this word mean?

**un= not**

**reasonable= fair and sensible**

**unreasonable= not fair or sensible**

# Recommendation 2: Provide Purposeful Fluency Building Activities



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# FLUENCY

## What is Reading Fluency?

- Reading fluency refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text.
- Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension.
- The goal is reading speed and accuracy sufficient to support comprehension.



### Ways to Increase Fluency

- Model Fluent Reading
- Shared Reading with a partner
- Choral Reading
- Echo Reading
- Whisper Reading
- 1 min timed readings



Fluency is the **BRIDGE** to Comprehension!

COMPETENCE



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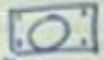


# Recommendation 3: Routinely Use Comprehension Building Practices



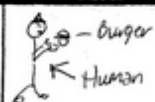

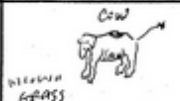

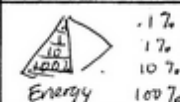
- Build world and word knowledge
- Provide opportunities to ask and answer questions
- Teach a routine for determining gist
- Teach students to monitor comprehension as they read



# Cognitive Content Dictionary


Word	Prediction	Definition	Sketch
economics	hearing (22) ecosystems (2) paying (10) must have it in order to live (2)	how the economy works when people buy things must have in order to survive	
needs	don't need it to survive (6)		
wants	buy (8), need to survive (9)	things people make or grow	
goods	job (1) people that help you (3)	different types of work people do for others	
services			

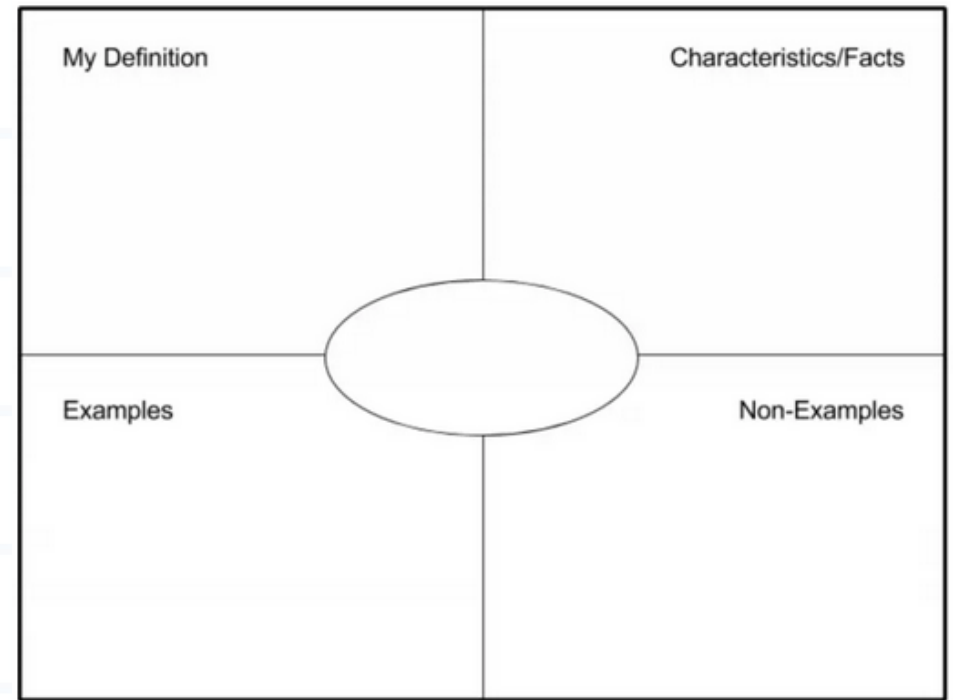
**Budget Vocabulary Matrix**  
text: Energy in an Ecosystem

Word	Definition	Related Words	Sentence	Visual
Heterotroph	Obtains energy from other organisms	Consumers Primary - herbivore Secondary - omnivore Tertiary - carnivore	A human is a heterotroph and a omnivore.	
Detritivores	organism that breaks down organic matter	Hyenas Vultures Decomposers fungi	Vultures are detritivores	
Trophic Level	Steps of energy levels in a food web/chain	Autotrophs Heterotrophs	Autotrophs are the first level (Trophic)	
Food chain Food web	Models of how energy flows through an ecosystem	Producer - autotroph Herbivore } Hetero omnivore } Trophs carnivore }	A mouse or snake is part of a food chain/web	
Biomass Ecological Pyramid	Total mass of all living things 90% of energy is lost each level	Ecosystem Biomass Energy Pyramid	Dogs are forms of biomass only 10% of energy is used to make Cells and tissues	

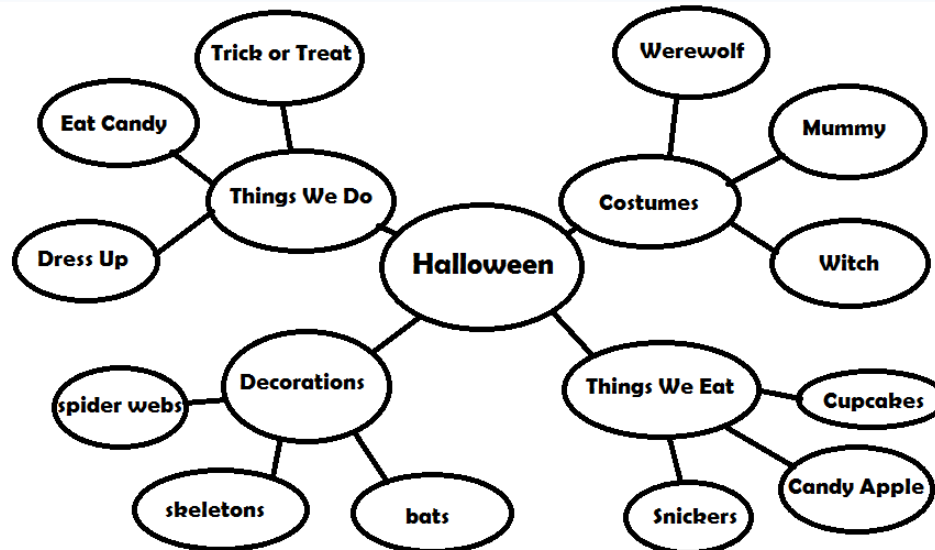
## Budget Vocabulary Matrix

# Vocabulary Squares

<b>Word -- lexicon</b>		<b>Rating 1-2-3-4</b>
<b>Synonym</b> vocabulary dictionary	<b>Explanation</b> all the words in a language the special words/phrases of a hobby, profession or interest group	<b>Image</b> 
<b>Alternative forms:</b> lexical = adj = having to do with/deal with words	<b>Examples:</b> The medical profession has its own _____. Teaching as well has its own _____. One example of a word commonly found in a skier's lexicon is	



## Frayer Model



## Word Webs

# Recommendation 3: Routinely Use Comprehension Building Practices



- Reading comprehension is “thinking guided by print” (Perfetti, 1985)
- Reading comprehension is a “process, not a product, through which the reader draws meaning from the text” (Carlisle & Rice, 2002)
- Reading comprehension is the “process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (Snow, 2002)

Reading comprehension is an active process!

Ask and Answer Questions  
Gist and Summary  
Monitor Comprehension

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Mastery of All Subjects



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# Teach Students to Question the Text






- When scholars develop their own questions, they can gain deeper understanding.
- It helps facilitate independence and confidence.
- Stems are a helpful scaffold.

- Who is (are) \_\_\_\_\_?
- What happens (happened) when \_\_\_\_\_?
- What is (was) \_\_\_\_\_?
- Why did (does) \_\_\_\_\_?
- How do (does) \_\_\_\_\_?
- How do \_\_\_\_\_ and \_\_\_\_\_ compare?
- What can you say about \_\_\_\_\_?
- What would happen if \_\_\_\_\_?



# Possible Routine for Gist

1. Identify and mark the most important person (referred to as the *who*), place, or thing (referred to as the *what*) in a section of text.
2. Mark and then list the important information about the most important person, place, or thing.
3. Synthesize or piece together the important information to formulate a gist statement.
4. Write the gist statement in your own words.
5. Check that the gist statement includes all the important information in a short, complete sentence that makes sense.

Somebody... Wanted... But... So... Then...	
 <b>Somebody</b>	Who is the story about?
 <b>wanted</b>	What does she/he want to do?
 <b>BUT</b>	What is the problem?
 <b>SO...</b>	What did he/she try to do?
 <b>THEN</b>	How was the problem solved?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Topic or text: \_\_\_\_\_

4-2-1 Summarize Organizer

FOUR key ideas				
The TWO most important ideas				
The ONE most important idea				
Summary paragraph:				



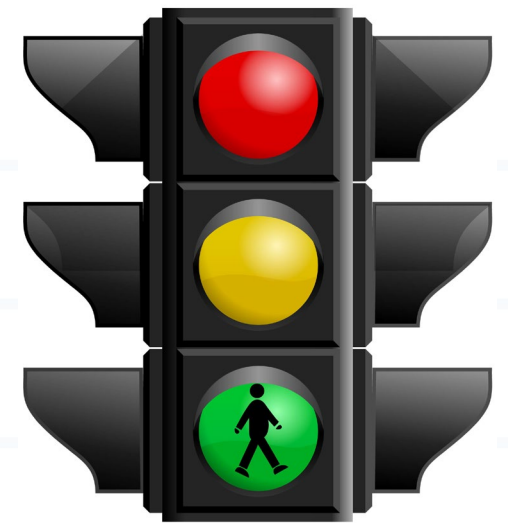
# Scaffolds: Explicitly Teach Component Skills

'Who' or 'what': \_\_\_\_\_

Most important idea about the 'who' or 'what': \_\_\_\_\_

GIST: \_\_\_\_\_

# Monitoring Comprehension



- Teach them to question themselves as they read.
- Have them mark words and places in the text that are confusing
- Teach them to reflect after reading

What was that section of text about? What is happening in this section?

Are there any words I cannot read or do not understand

Are there phrases or sentences that do not make sense?

Should I reread that section again?

What else do I know about this topic

Can I mark the main points so that I can remember them?

Today I learned.....

I was surprised by...

The most useful thing I will take from this lesson is...

One thing I am not sure about is...

The main thing I want to find out more about is....

After this session, I feel...



# Questions



# Feedback Survey

Please help us improve by sharing your feedback about today's event through a 3-minute survey:

*Encuesta posterior al evento: !Ayúdenos a mejorar!*

*Sau buổi sự kiện: Hãy giúp chúng tôi cải thiện!*

Опрос мнения по окончании мероприятия:  
Помогите нам учесть недочёты!

پست-نظرسنجی : رویدادہ ما کمک می کند  
بہبود یابیم!



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