


**Growing Readers at Home 6-12**

Tami Smith, 6-12 ELA Facilitator




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GOAL 1: THE EARLY YEARS  
Building the Foundation




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**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

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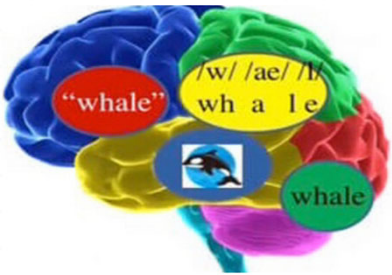
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**The Reading Brain**



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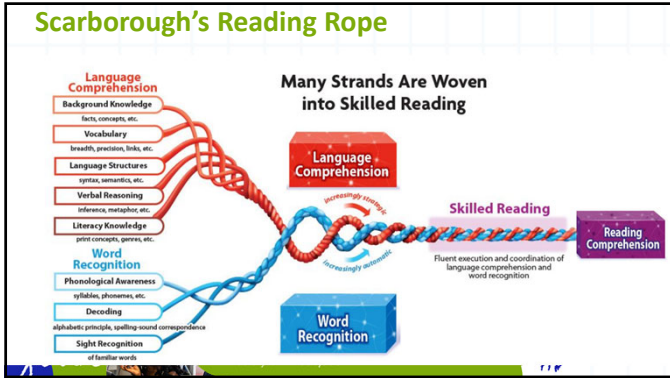
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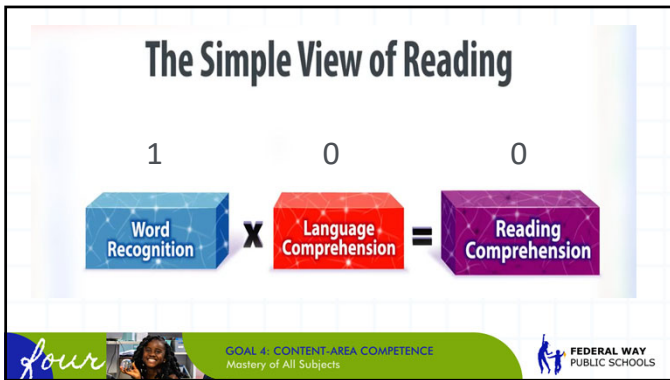
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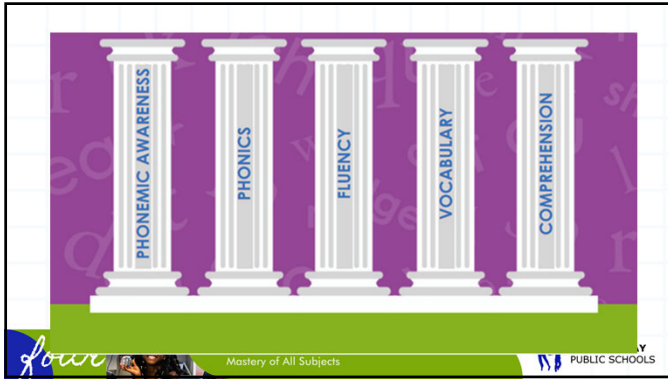
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### Best Practices for Improving Secondary Literacy

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 2012

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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.


un/rea/son/a/ble

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

un/rea/son/a/ble

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

Reinforce a predictable routine for breaking down multisyllabic words




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

un/rea/son/a/ble


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

There are 2500 morphological word families that make up 90 percent of words found in texts written in English at the secondary level (Hebert, Goodwin, & Conwell, 2020)




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**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!



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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



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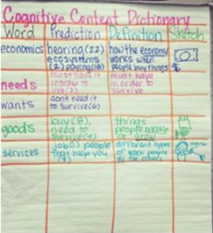
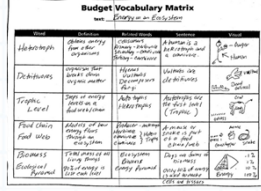
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### Cognitive Content Dictionary

#### Budget Vocabulary Matrix



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### Vocabulary Squares

<b>Word</b> – lesson	<b>Explanation</b> all the words in a language the special words/phrases of a hobby, profession or interest group	<b>Rating 1-2-3-4</b> Image
<b>Spelling</b> vocabulary dictionary		
<b>Alternative forms:</b> Innocent = not having to do with/dead with words	<b>Examples:</b> The medical profession has its own Teaching as well has its own Our example of a word commonly found in a skier's lexicon is	

My Definition

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Characteristics/Facts


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Examples


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Non-Examples

**Frayer Model**



**Word Webs**



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### Recommendation 3: Routinely Use Comprehension Building Practices

COMPREHENSION


- 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” (Carlsle & 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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### 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 \_\_\_\_\_?





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### 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.

The diagrams include a 'Somebody Wanted But So Then' flowchart, a '4-2-1 Summary Organizer' grid, and a circular diagram with five colored bubbles labeled 'Who?', 'What?', 'Why?', 'Where?', and 'When?'.




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### Scaffolds: Explicitly Teach Component Skills

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




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### 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...

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Questions



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