

## Spotlight on Reading- What Parents Need to Know

FACETS- Endless Possibilities Conference  
Wisconsin Dells  
Pam Heyde and Cheryl Ward  
Co-Captains: Literate Nation- WI  
Wisconsin Reading Coalition  
May 9, 2015

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## The Goal for Any Child:

**Full Potential**

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## Reading “King in the Classroom”

Shaywitz, Sally (2003)  
Yale Pediatric Neuroscientist

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## Background

- Of 50 M American school children, more than 10 M struggle to read
- Approximately 5-6 % (2- 3 M children) get the additional help they need
- < 50% of graduating high school seniors read proficiently
- Students who complete high school are not prepared for postsecondary options
- The rising demands of a society - higher levels of literacy demand that schools do a better job educating students

Pasternack, 2004

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## National Assessment of Educational Progress (NAEP)

### The Nation's Report Card-2013

- 63% of American 4<sup>th</sup> graders
- 71% of American 8<sup>th</sup> graders
- 65% of Wisconsin 4<sup>th</sup> graders
- 67% of Wisconsin 8<sup>th</sup> graders

Read **BELOW** Proficiency

(NCES, 2013)

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74%

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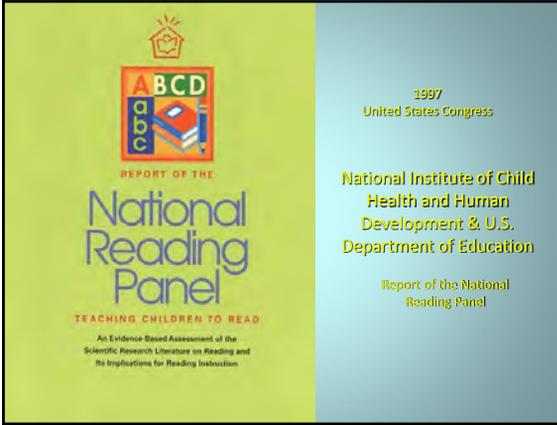
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### What We Know From Research

Thousands of studies have addressed these critical questions:

- How does a good reader read?
- How do students learn to read?
- Why do some students fail to learn easily?
- What is the relationship between spoken language and reading?
- How can we be most helpful to students with problems?

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### Why is it so hard to teach reading?

- Reading is not natural: man evolved to speak and not to read
- Reading is acquired and only 4,000 years old
- Speaking is natural and instinctive and an innate human ability approximately 50,000 years
- Reading is listening with your eyes: converting written symbols to sound.

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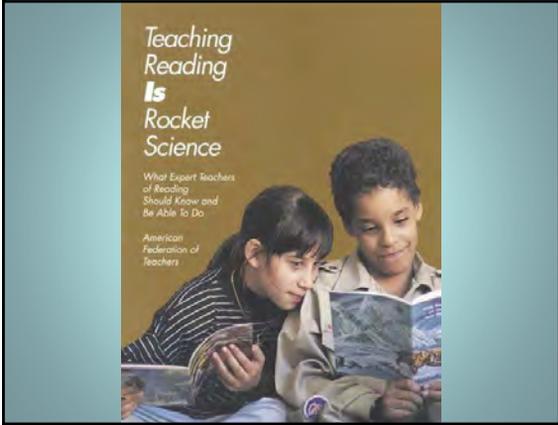
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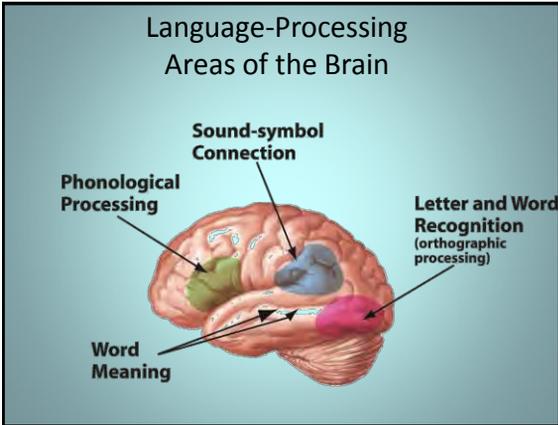
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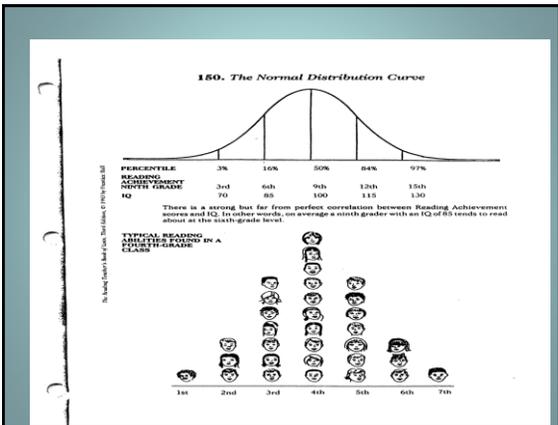
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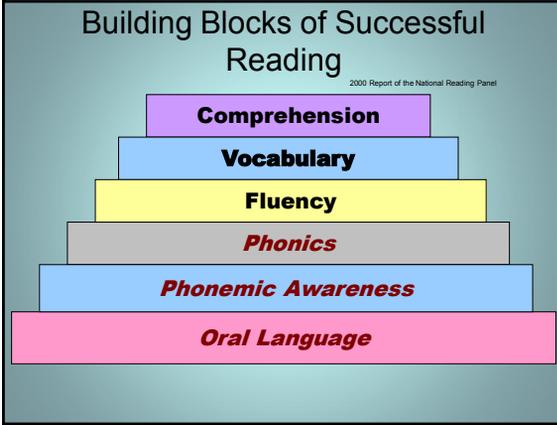
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### Essential Components of Effective Reading Instruction

- Speaking and listening-Oral Language
- Phonemic awareness
- Phonics and word recognition
- Fluency
- Vocabulary
- Comprehension
- Written expression

National Reading Panel, 1999



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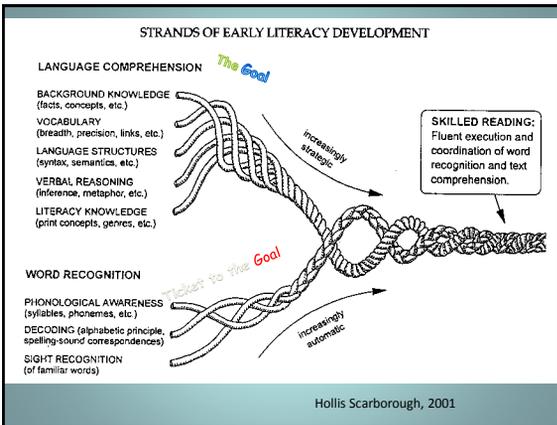
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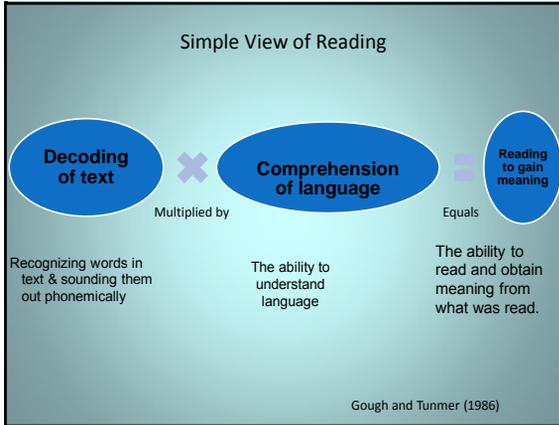
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## Foundational Reading

Every Student learning to read, of any age **MUST**  
**Lift the letters off the page**  
 Quickly, Effortlessly and Accurately for comprehension

**By grade 5-6: Mature reading =**  
*an individual is learning from what he or she reads.*




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## Predicting Poor Reading

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We can determine with over 90% accuracy whether or not a child in kindergarten will be in the bottom 10% of readers in 2<sup>nd</sup> grade by looking at:

- phonological awareness
- semantics (vocabulary)
- orthographic knowledge

Wagner, 2001

(c) Lucy Hart Paulson 13

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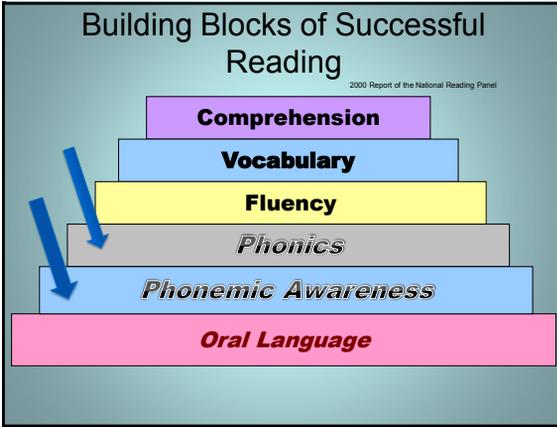
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**Phonemic Awareness**

- Is the part of “Phonological Awareness” that relates to the 44/45 sounds or phonemes in our English spoken language
- It is auditory (sounds in SPOKEN language) & does NOT involve print.
- Can be taught and learned
- Most reading curricula is inadequate for strugglers
- An overlooked difficulty in older readers
- Most teachers have not been prepared

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**What research says about phonemic awareness**

A child's level of **phonemic awareness** on entering school is widely held to be the **strongest single determinant** of the success that she or he will experience in learning to read — or, conversely, the likelihood that she or he will fail (Adams, 1990; Stanovich, 1986).

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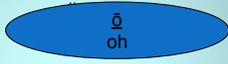
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# How many sounds?

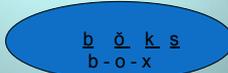
"oh": 1



"go": 2



"box": 4




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## Phonics Example: Long "a" Sound can be written many ways...

Teach one at a time to some learners!

|    |      |      |       |
|----|------|------|-------|
| a  | baby | eigh | eight |
| ai | rain | ea   | great |
| ay | play | ey   | they  |
| ei | vein |      |       |

ALSO...letters in English orthography can have more than one sound:

gown-grown eat-bread-steak soup-round

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## Do Teachers Know Phonology Step by Step?



Adapted from S. Hall

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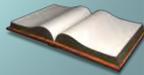
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### Characteristics Of Good Readers:

- Are phonologically aware
- Understand the alphabetic principle
  - "c says /k/ or sometimes it says /s/"
  - picnic clap city central




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### Characteristics of Good Readers cont.

- Apply skills in a rapid and fluent manner
- Have strong vocabularies jam  
your toe, jam on toast, you're toast
- Have good syntactical and grammatical skills

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### Characteristics of Poor Readers

- Over reliance on context and guessing
- Limited phonemic awareness
- Slow naming speed – lack of fluency in word recognition
- Must devote attention to decoding process, thus limited attention is available for meaning making

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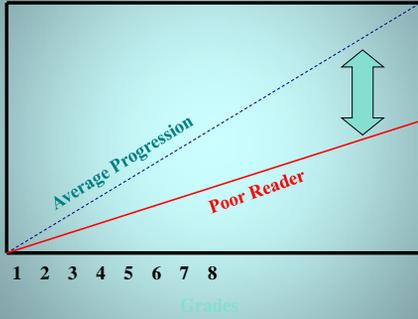
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### Hypothetical “Matthew Effects”



Author unknown

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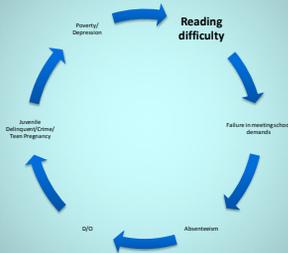
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### Cycle of Reading Failure



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### Effective Instruction

- The National Reading Panel (NRP) set guidelines.
- The NRP determined many teachers lack the proper knowledge needed to effectively instruct students.
- The NRP recommended teachers must take periodic continuing education coursework to keep current with new research and teaching strategies.
- Schools using science-based reading programs (SBRR).

(NRP, 2000)

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### NRP

#### 5 Essential Reading Components

- **Phonemic Awareness**- Explicit instruction in phonemic awareness (reading/spelling)
- **Phonics/decoding instruction** - systematic phonics (synthetic: sound to symbol), benefit to K-6<sup>th</sup> grade and kids struggling to read
- **Fluency**- Guided oral reading- better than silent
- **Vocabulary**- Beginning readers use the words they have heard to make sense of what they see in print- and leads to:
- **Comprehension**- Meaning from the print. Reading comprehension improves when a student are taught strategies: main idea, sequence, drawing conclusions.

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Reading programs  
will not teach your child  
to read proficiently if:

1. The program is not appropriate for the child
2. There are too many students in the reading class
3. The pace of the instruction is too rapid for children to achieve mastery of skills presented.

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### Parents Knowledge about Learning to Reading

- **Early Childhood Education**-Expansion and attention to early childhood education: Universal Screening for at-risk reading behavior
  - 2013 WI Legislation which mandates Universal Screening for all K, 1 and 2 students
- **Initiatives** to improve reading instruction in general education classrooms with the goal of intervention and remediation of reading difficulties
- Federal Law in 2004 /2006: Shift in the identification and diagnosis of a student with a learning disability (LD) by **employing the process of Response to Instruction/ Intervention (RtI)**

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### Parents Can...

1. Talk and interact with your child
2. Read to your child, model yourself reading to your child + talk to your child about what you have read
3. Take opportunities to interact with the print all around you with your child
4. Increase vocabulary : use, describe and read new words
5. Educate yourself about the essential components of reading
6. Ask questions of teachers and of your school
  - Is your child’s teacher trained effectively and supported to meet your child’s needs?

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### If you Suspect a Problem

- Talk to your child’s teachers and pediatrician about your concerns
- Request an evaluation of your child’s language and learning abilities to your local school district
- Find out about reading instruction for your child
  - Is the instruction based on meeting the needs of your child
- Request and explore accommodations and modifications to access the curriculum and academic concepts

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### Four Fundamental Beliefs

1. **Preventive action** is better than the wait-to-fail approach
2. **Early intervention** is more effective than later remediation
3. **Universal screening** helps prevent students from falling through the cracks
4. **Tiers of instruction** are *available* to meet the needs of students

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It is easier to build strong  
children,  
then to repair broken men

Frederick Douglas

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Thank You

Questions

Pam Heyde  
mpheyde@tds.net  
608-577-4559

Cheryl Ward, MS, CALP  
cacward@yahoo.com  
414-235-0816

Wisconsin Reading Coalition-  
[www.wisconsinreadingcoalition.org](http://www.wisconsinreadingcoalition.org)  
Literate Nation-[www.literatenation.org](http://www.literatenation.org)

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