SUPPORTING STRUGGLING READERS

ONLINE WEBINAR

for families of K-12 students

William & Mary
School of Education
Today’s Moderator

April Lawrence, Ed.D.
Associate Director of eLearning
Zoom Webinar Controls

Select “Panelists and Attendees” to say hi!

Enter your questions for panelists in the Q&A pod.
Today’s Presenters

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Format

(1) Practical Tips on These Topics
   (a) Texts & Motivation
   (b) Fluency
   (c) Comprehension
   (d) Phonological Awareness
   (e) Multisyllabic Decoding
   (f) High Frequency Words

(2) Q&A
Texts & Motivation

Dr. Kristin Conradi Smith
## Importance of Reading

(Anderson et al., 1988)

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<th>%ile Rank</th>
<th>Minutes of reading per day</th>
<th>Words read per year</th>
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<td>Books</td>
<td>Text</td>
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Role of Motivation
Text Resources

We Need Diverse Books
guysread.com
Scholastic Book Wizard
Children’s Choice Awards
Fluency: Reading With and To Your Child

Ellen Frackelton
What if the book your child wants to read is too hard? Read it to them!

BEFORE
• Talk about what you think the book may be about
• Point out the author, illustrator and title

DURING
• Stop and model what you think is going on
• Stop and give a kid friendly definition of words your child might not know

AFTER
• What part of the story did you like best? Why?
• Did your ideas change after reading the book?
What about audio books?

- Hold similar benefits to you reading aloud to them: exposes kids to text structures, vocabulary, and topics they might not be able to encounter yet when reading on their own.
- Ideal to have your child have a copy of the text and follow along while listening.
When your child reads to you: what if he doesn’t know a word?

3P Protocol from Dr. Shanahan

1. Pause
2. Prompt
3. Praise

It is okay to tell them what the word is after you’ve prompted them to look closely. But always encourage them to reread the sentence with the correct word.
What if your child can read it, but needs some additional support?

Echo Reading

Choral Reading
Echo Reading

- Parent (or older sibling) reads a portion of the text out loud, while the child follows along.
- Then child reads the same text out loud (or child and parent read it together).
- Continue through text in this manner.

Note: Video Example on eLearning Hub!

The next day Toad gave his jacket to Frog.
Frog thought that it was beautiful.
He put it on and jumped for joy.
None of the buttons fell off.
Toad had sewn them on very well.
Choral Reading

- Parent (or older sibling) and child read out loud at the same time. This provides support and models reading fluently and smoothly.
- Read entire text this way: do not slow down!

Note: Video Example on eLearning Hub!

The next day Toad gave his jacket to Frog. Frog thought that it was beautiful. He put it on and jumped for joy. None of the buttons fell off. Toad had sewed them on very well.
If stamina, confidence, or motivation is the issue... alternate turns

- Parent and child alternate reading (by paragraph, section, or page)
- Important that both partners have their eyes on the text
- Make sure to do a comprehension check between partners

Toad took all of the buttons out of his pocket. He took his sewing box down from the shelf. Toad sewed the buttons all over his jacket.

The next day Toad gave his jacket to Frog. Frog thought that it was beautiful. He put it on and jumped for joy. None of the buttons fell off. Toad had sewed them on very well.
Importance of **Rereading**: Practice Makes Perfect
Comprehension

Dr. Kristin Conradi Smith
What if your child can read the book independently?
What do we mean by comprehension?

Reading comprehension is thinking guided by print.

Perfetti (1995)
How do we support our kids’ comprehension?

Model

Talk

Help build Knowledge

Foster Curiosity About Words
Model how we comprehend: Think Alouds

- “I wonder...”
- “Based on what I know about this character, I bet he/she is going to...”
- “This part gives me an idea...”
- “I like how the author uses...... to show.....”
- “I wonder what the author means by.... I can re-read to help me understand.”
Talk about the text together

**FICTION**
- Tell me about the characters and setting.
- Did an event surprise you?
- Can you summarize what’s happened so far?
- Did you learn a new word?
- Can you make a prediction about what will happen?

**NONFICTION**
- What are you learning?
- Tell me some facts about what you’re reading.
- What are some details?
- What’s the most important thing you’ve learned?

Note: Some more tips on eLearning hub!
If you are reading together: Paragraph shrinking

Take turns reading and pause to summarize the text as you read. Partners alternate between being the coach and the player. The player reads a selection (a paragraph/page/section) and then the coach asks him/her to

1) Name the who or what of the paragraph
2) State the most important thing about who or what
3) State the main idea in ten words or less

The coach supports the player if he/she struggles to get right answer. Then they switch roles.
Toad took all of the buttons out of his pocket.
He took his sewing box down from the shelf.
Toad sewed the buttons all over his jacket.

The next day Toad gave his jacket to Frog.
Frog thought that it was beautiful.
He put it on and jumped for joy.
None of the buttons fell off.
Toad had sewed them on very well.

1) Name the who or what of the paragraph
2) State the most important thing about who or what
3) State the main idea in ten words or less
Help build background knowledge

Perfect fluency and persistent strategizing won’t help a reader understand a text for which they lack the necessary background knowledge.

What we know about the world helps us fill in gaps.
Activate or build background knowledge

“In this story today, we’re going to read about a class that goes on a field trip to a pumpkin patch. You went on a field trip there last year with your class. I want you to go back in your mind and think about the pumpkin patch and what you saw. What do you remember?”

“Our story today has a mongoose in it. I wasn’t 100% sure what a mongoose was and I thought maybe you wouldn’t either. A mongoose is a rodent-like animal that kind of looks like a weasel. They can be up to 11 pounds and 7-24 inches” (show with hands).
Foster word consciousness
Connect new words to known words

- talk
- chat
- discuss
- converse
- speak

Diagram:
- Spect "to look"
- spectacular
- speculate
- respectable
- respective
- respectable
- respect
- disrespectful
- specter
- spectator
- prospect
- circumspect
- spectrum
- spectacles
- inspector
Phonological Awareness

Mary Stowe
**TIP to Support Readers:** Provide phonological and phonemic awareness tasks during your daily activities at home.

*What does this mean?*
Reading is based on the sounds of the letters within our alphabet system.

Do you remember using **Pig Latin**? Say *dictionary*. Next, move the first consonant or consonant cluster to the end of the word: “ictionary-d.” Now add “ay” to the end of the word: “ictionary-day.”

**Examples of activities:**
- Break two syllable words into two parts – sparkle, spar-kle; clap twice
- Count the words within a sentence – The dog was in the yard. (6 words)
- Count the sounds within a word or say the individual sounds within a word – cat, c a t
- Rhyming words – do these words rhyme, hill and sill? Hill and mad?

Rhyming Games:
Start with common household objects and play with putting new first sounds onto the word.
Examples:
Use the word, wall, then wall can become Paul, mall, tall, ball.
Use bed, then bed can become fed, med, Ned, led, ped.
Use table, then table can become Mabel, sable, cable, label.
Use chair, then chair becomes bear/bare, mare, care, pare.
Counting Syllables in Names:

Begin the game with children’s names that have two syllables, like Stella. Say it slowly emphasizing the two syllables or more and ask how many syllables are in the name. Select another name and do the same. We might clap for each syllable.

Henry  Samuel  Morgan
David  A jax  Bes sie
Elkonin Boxes and Matchbox Cars:

and matchbox cars . Say a word such as mug, then divide or segment the word into the sounds in the word. /m//u//g/. As you say each sound, drive a small car into each box for each sound in the word. The cars may be different colors for each sound.

Many phonemic awareness activities may be found online: https://www.heggerty.org/phonemic-awareness-for-parents
Multisyllabic Decoding

Tammy Williams
What if your child has difficulty reading BIG words? Simplify with syllables!
Meaning Processor

Phonological Processor

Orthographic Processor

Context Processor

Job: process the meaning of words

Job: perceives, remembers, interprets, and produces the sounds of words

Job: process printed representation of speech, letters and letter patterns

Job: process printed representation of speech, letters and letter patterns

Fluency

How do the 6 Syllable Types & Syllable Division Patterns help readers?

“When skilled readers encounter a multisyllabic word, they automatically break it down into smaller units based on the brain’s memory of common letter patterns”


Some readers need to be explicitly taught how to break BIGGER words down into smaller units.
What are the 6 syllable types?

- **Closed**: A syllable with one vowel "closed in" by one or more consonants. The vowel sound is short.

- **Silent-e**: A syllable with a "e" pattern. The e jumps over the consonant to make the vowel say its name.

- **Vowel + R**: A syllable with a vowel followed by an "r". The vowel sound is neither short nor long.

- **Vowel Team**: A syllable with 2, 3, or 4 letters teaming up to represent 1 vowel sound.

- **Open**: A syllable that ends in a vowel. The vowel sound is long. (The vowel screams its name.)

- **Consonant -le**: A syllable with one consonant plus "le." It makes its own syllable at the end of a multisyllabic word.
Syllable Types vs. Syllable Division Pattern

cat ↔ catnip

treat ↔ treatment

no ↔ noble
Three Common Syllable Division Patterns

**Closed**
A syllable with one vowel "closed in" by one or more consonants. The vowel sound is short.

```
got
VC
```

- hit
- cup
- bit
- tight
- muffin
- magnet

- rabbit
  VCCCV
Three Common Syllable Division Patterns

- **Open**: A syllable that ends in a vowel. The vowel sound is long. (The vowel screams its name.)
- **Vowel + R**: A syllable with a vowel followed by an -r. The vowel sound is neither short nor long.

Examples:
- Open: go, no, ale, we
- Vowel + R: baby, horse, tiger
Three Common Syllable Division Patterns

**Closed**
A syllable with one vowel "closed in" by one or more consonants. The vowel sound is short.

camel
VCV

*VC*V
fantastic

calendar

flavorful
Don’t be scared to read BIG words! Simplify with SYLLABLES!
High Frequency Words

Mary Stowe
TIP to Support Readers: Practice high frequency words at home using the heart word method. [https://www.reallygreatreading.com/heart-word-magic](https://www.reallygreatreading.com/heart-word-magic)
Sight Words ➔ words that are easily recognized, but we wish all words to be sight words.

Instead of calling these words, sight words, let’s use **high frequency words** and they are **decodable** (sound can attach to each letter or letter combination as they typically would) and **partially decodable** (sound can attach to some of the letters or letter combinations as they typically would, but not others within the word).

**Dolch Word Lists:**
Pre-primer List - [https://0.tqn.com/z/g/specialed/library/list1.pdf](https://0.tqn.com/z/g/specialed/library/list1.pdf) and other grade levels.

**Red Word Lists:**
[https://numberdyslexia.com/100-orton-gillingham-red-words-list/](https://numberdyslexia.com/100-orton-gillingham-red-words-list/)

**Kucera-Frances Word Lists:**
[http://webhome.auburn.edu/~nunnath/engl6240/kucera67.html](http://webhome.auburn.edu/~nunnath/engl6240/kucera67.html)
Using the words from the high frequency lists provided, a game could also be made using egg cartons:
Resources

- https://education.ufl.edu/ufli/parent-resources/
- https://www.helpseducationfund.org/programs-services/#pastel
Q & A
MINDFULNESS FOR FAMILIES during the pandemic

ONLINE WEBINAR

Wednesday, May 6 at 3pm ET
tinyurl.com/wm-mindfulness

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