

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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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)

%ile Rank	Minutes of reading per day		Words read per year	
	Books	Text	Books	Text
90 th	21.1	33.4	1,823,000	2,357,000
70 th	9.6	16.9	622,000	1,168,000
50 th	4.6	9.2	282,000	601,000
30 th	1.8	4.3	106,000	251,000
10 th	0.1	1.0	8,000	51,000

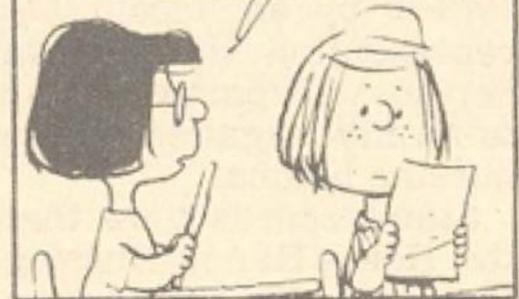
Role of Motivation

PEANUTS

"A SUMMER READING LIST.." WHAT'S A "SUMMER READING LIST"?"



OUR TEACHER HOPES WE'LL DO SOME READING DURING SUMMER VACATION



THESE ARE BOOKS SHE HAS SUGGESTED. WE READ JUST FOR PLEASURE...



FOR WHAT?



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?

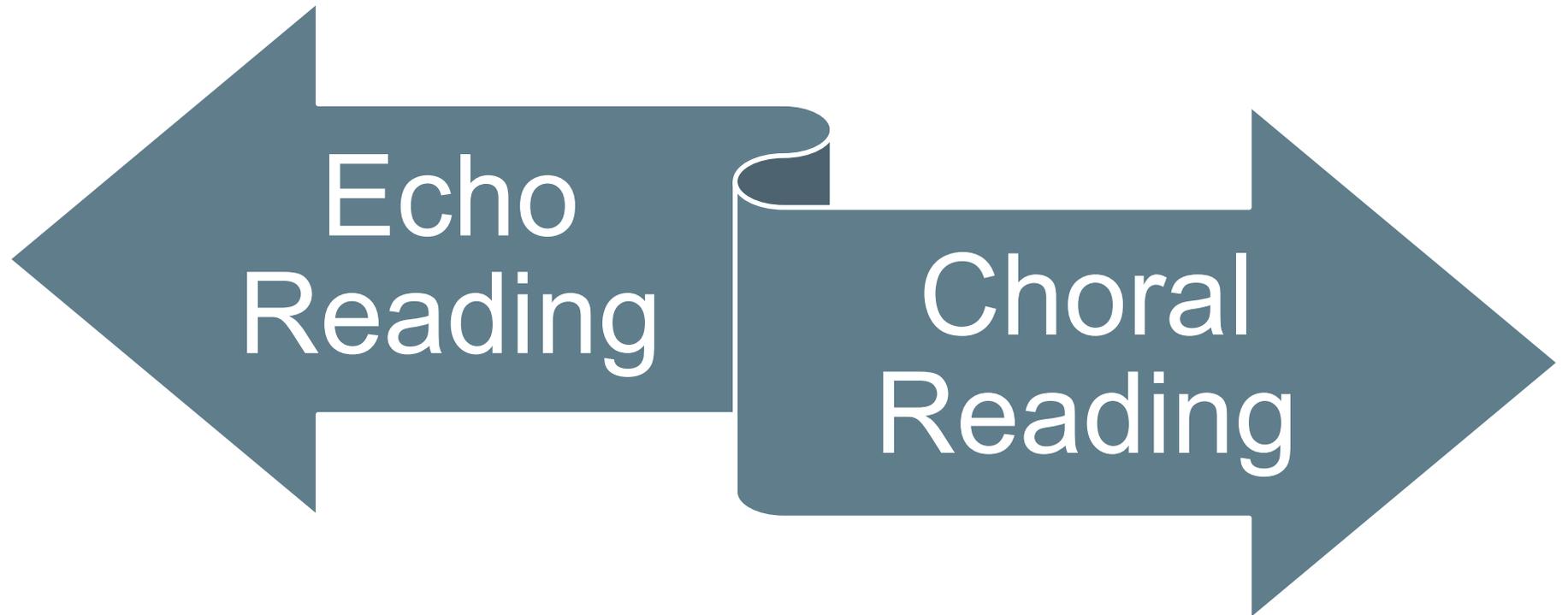
3P Protocol from Dr. Shanahan

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

- 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 sewed 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

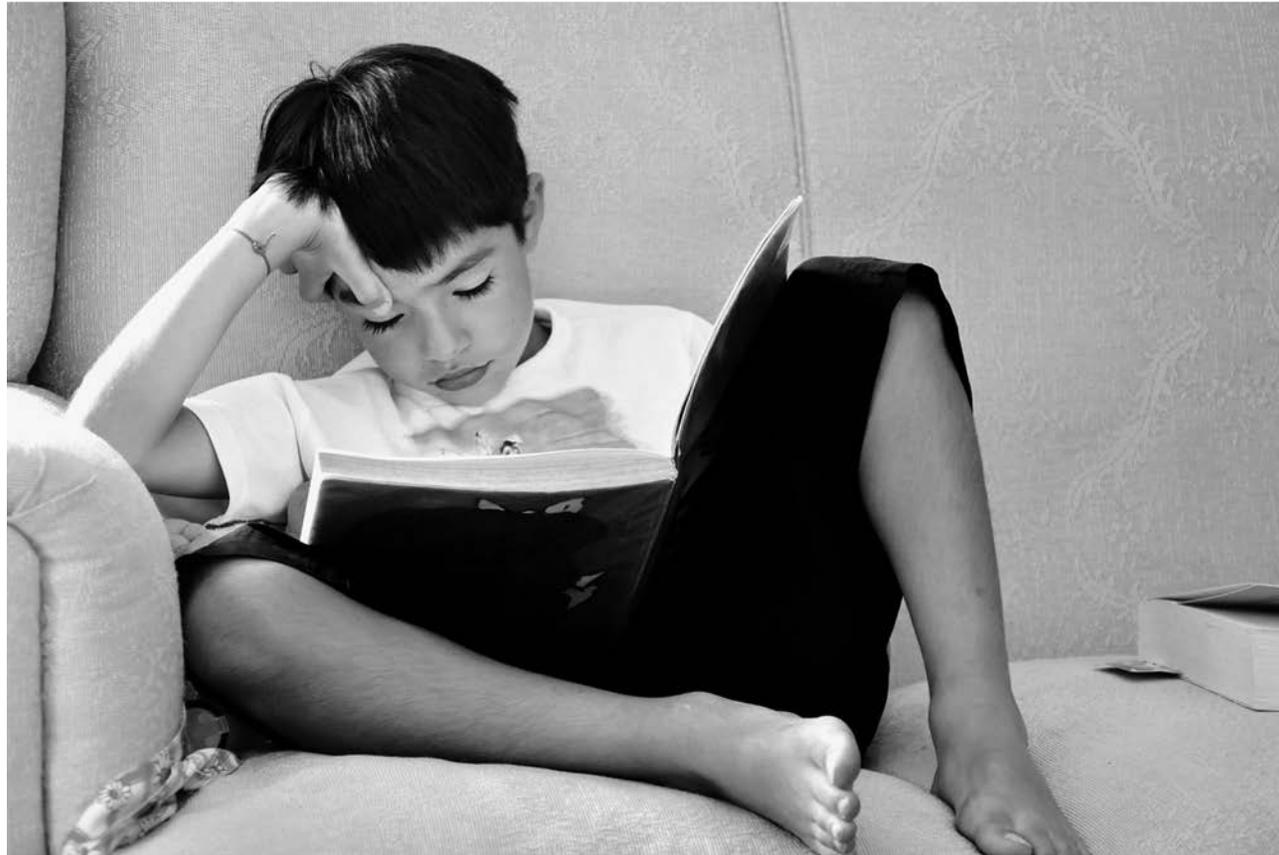


Comprehension

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?

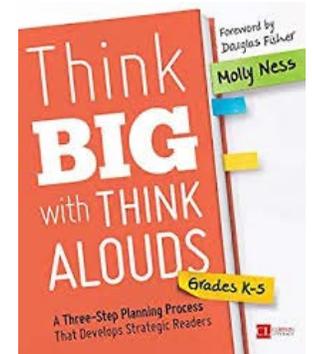
Model

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

(Fuchs et al., 2000)

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

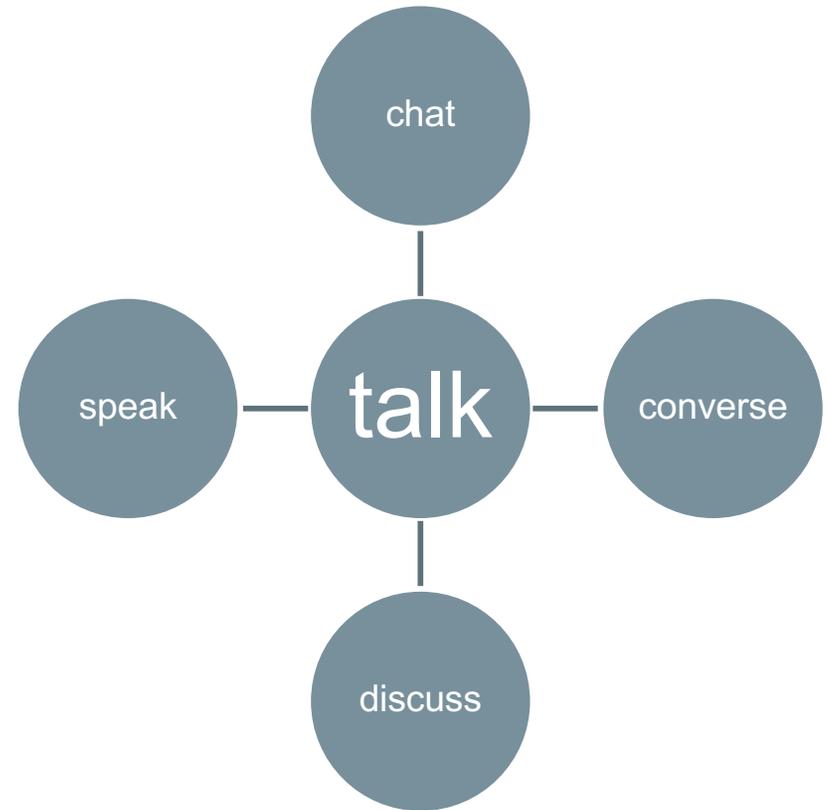
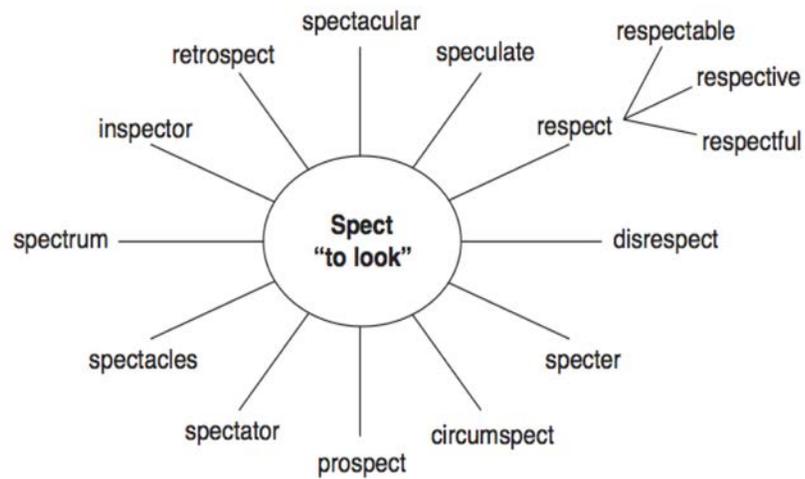
“In this story today, we’re going to read about a class that goes on a field trip to a pumpkin patch. You went on a field trip there last year with your class. I want you to go back in your mind and think about the pumpkin patch and what you saw. What do you remember?”

“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).





Connect new words to known words



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?

https://fcrr.org/resources/resources_sca_2-3.html and https://fcrr.org/documents/sca/G2-3/2-3PA_1_Phoneme_Matching.pdf

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:

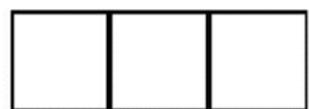
Begin the game with children's names that have two syllables, like Stella. Say it slowly emphasizing the two syllables or more and ask how many syllables are in the name. Select another name and do the same. We might clap for each syllable.

Hen ry
Da vid

Sam u el
A jax

Mor gan
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

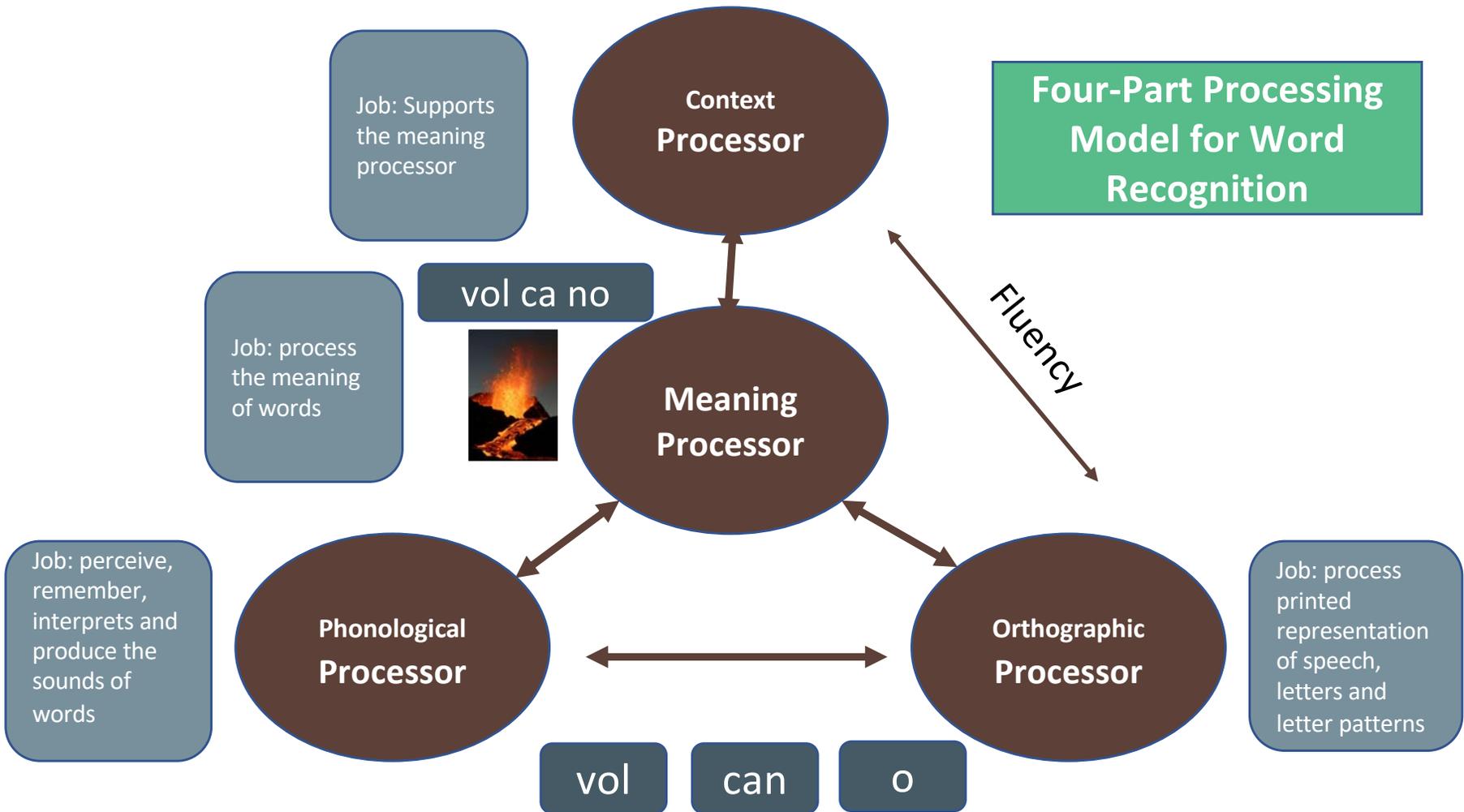




What if your child has difficulty reading BIG words? Simplify with syllables!



Four-Part Processing Model for Word Recognition



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**”

Honig, Bill, et al. *Teaching Reading Sourcebook: for All Educators Working to Improve Reading Achievement*. 2nd ed., Arena Press, 2013.

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.

V C

tot cap hit
tidbit muffin magnet

Silent-e



A syllable with a **vCe** pattern. The **e** jumps over the consonant to make the vowel say its name.

v C e

tape note slime
pancake tadpole athlete

Vowel + R



A syllable with a vowel followed by an -r. The vowel sound is neither short nor long.

v r

car hurt bird
carport lobster ~~maxmar~~

Vowel Team

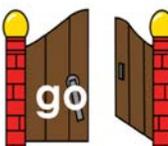


A syllable with 2, 3, or 4 letters teaming up to represent 1 vowel sound.

V V

night crowd bead
boat sail play
hoist rescue cloud

Open



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

C V

no she we
baby hotel tiger

Consonant -le

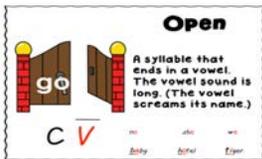
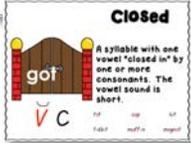
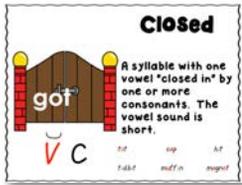


A syllable with one consonant plus 'le.' It makes its own syllable at the end of a multisyllabic word.

-cle

bubble handle humble
jungle circle purple
bugle sparkle eagle

Syllable Types vs. Syllable Division Pattern



cat

catnip

treat

treatment

no

noble

Three Common Syllable Division Patterns

Closed



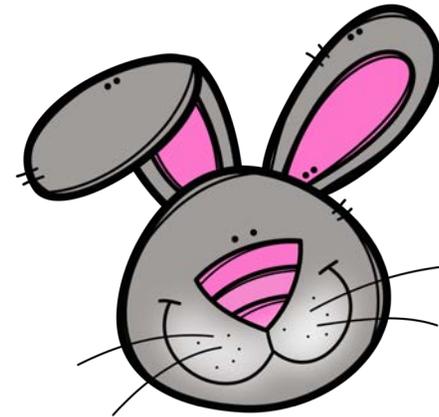
A syllable with one vowel "closed in" by one or more consonants. The vowel sound is short.

V C

tot	cap	hit
tidbit	muffin	magnet

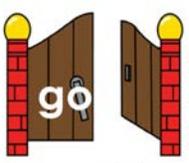
rab|bit

VCCV



Three Common Syllable Division Patterns

Open



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

C V

no she we
baby hotel tiger

Vowel + R



A syllable with a vowel followed by an -r. The vowel sound is neither short nor long.

V r

car hurt bird
carport lobster muscle

tiger

V * C V



Three Common Syllable Division Patterns

Closed

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

got

V C

tot	cap	hit
tidbit	muffin	magnet

camel

V C * V



v ccvccv
fantastic

v cv cc v
calendar

v cv cc v
flavorful

Don't be scared to read BIG words!
Simplify with **SYLLABLES!**

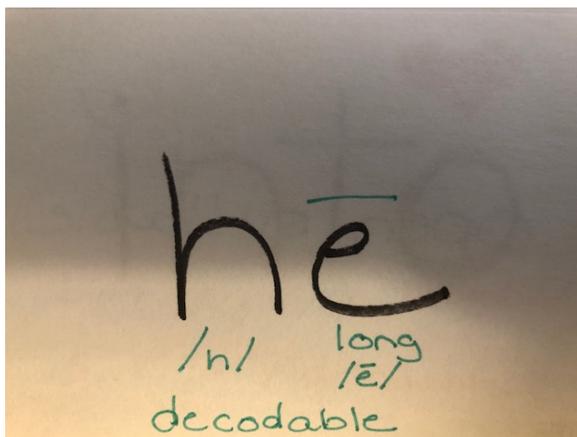
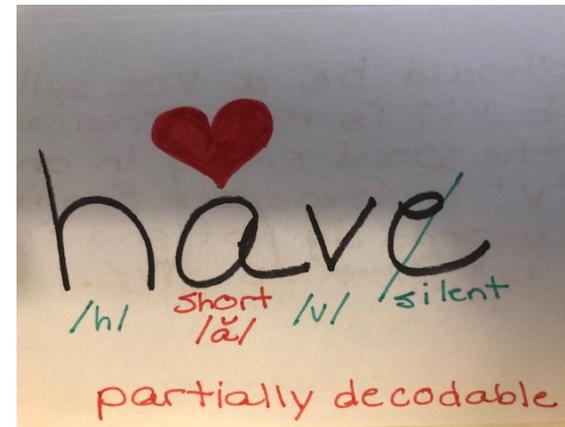
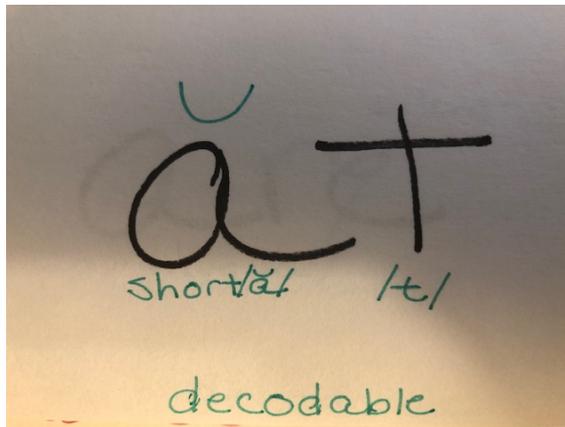


High Frequency Words

Mary Stowe



Tip to Support Readers: Practice high frequency words at home using the heart word method. <https://www.reallygreatreading.com/heart-word-magic>



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>
and other grade levels.

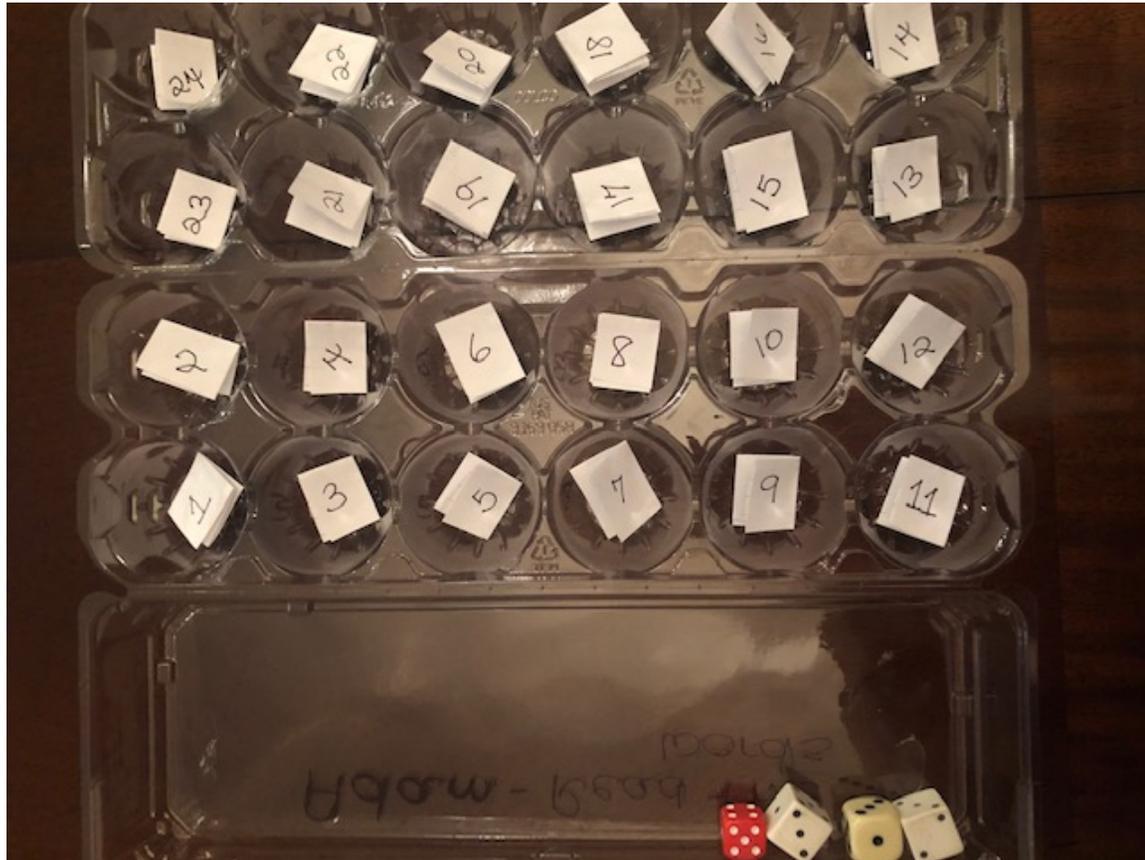
Red Word Lists:

<https://numberdyslexia.com/100-orton-gillingham-red-words-list/>

Kucera-Frances Word Lists:

<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.wm.edu/academics/ci/at-home-learning/reading/reading-with-your-child/index.php>
 - <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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