

SKILLED READERS BECOME ACHIEVERS



There is a clear science to teaching reading. We know more about how kids learn to read today than ever before thanks to research and cognitive science.

Reading is a complex process. Students need all components of Language Comprehension and Word Recognition to be skilled readers.

Effective reading instruction requires both foundational reading skills to decode words and knowledge-based competencies that support students in making meaning from text. Skills must be automatic and applied strategically.

(The Science of Reading, 2020)

RESOURCES FOR PARENTS



[HTTPS://BIT.LY/FAMRESOURCES](https://bit.ly/famresources)

BECOMING A READER

PARENT INFORMATION AND SUPPORT

"The more you read, the more things you will know. The more you learn, the more places you'll go."

-Dr. Seuss

STAGES OF READING DEVELOPMENT

Did you know that your brain is wired to learn to speak, but not read? For most children, learning to read is not an easy or natural process, it is actually an acquired skill.

Below outlines 4 stages of typical reading development.

(Moates & Tolman, 2019)

STAGE 1



- Letter naming
- Alphabet writing
- Understanding sounds in spoken words
- Interest in books
- Vocabulary and oral language

STAGE 2



- Rapid letter-naming
- Blending sounds in words
- Breaking sounds in words apart
- Letter sound correspondence
- Reading simple short vowel words
- Phonetic spelling
- Vocabulary and listening comprehension

STAGE 3



- Timed reading of real and nonsense words
- Reading simple sentences with decodable text.
- Correct or phonetic spelling of dictated simple words
- Sound-symbol knowledge of letters
- Vocabulary: retelling passages

STAGE 4



- Silent reading w/ comprehension
- Fluent oral reading
- Close Reading
- Spelling real words

EARLY MARKERS FOR READING PROBLEMS

Signs that a child may be at risk of dyslexia include: (*International Dyslexia Association 2022*) (*Mayo Clinic 2022*)

PRESCHOOL

- Late talking
- Learning new words slowly
- Problems forming words correctly, such as reversing sounds in words or confusing words that sound alike
- Problems remembering or naming letters, numbers and colors
- Difficulty learning nursery rhymes or playing rhyming games

SCHOOL AGE

- Reading well below the expected level for age
- Difficulty naming letters
- Difficulty matching letters and sounds
- Difficulty blending and segmenting sounds in spoken words
- Problems processing and understanding what he or she hears
- Difficulty finding the right word or forming answers to questions
- Problems remembering the sequence of things
- Slow progress or resource-intensive progress despite effective structured literacy
- Difficulty spelling
- Spending an unusually long-time completing tasks that involve reading or writing
- Avoiding activities that involve reading

EVIDENCE-BASED INTERVENTION STRATEGIES

- **Structured Literacy**
 - Sequence skills from simple to more difficult
- **Diagnostic Instruction**
 - Relate to the area of need after assessed
- **High/Immediate Teacher Feedback**
 - Use clear examples/non examples
 - Plan instruction deliberately
- **Systematic/Explicit**
 - Build on skills students have already been taught
 - Break tasks in small steps
 - Use a gradual release of responsibility
 - Practice to mastery level
- **Multisensory Instruction**
 - Use more than one sense: visual, auditory, hands-on

“It simply is not true that there are hundreds of ways to learn to read... when it comes to reading we all have roughly the same brain that imposes the same constraints and the same learning sequence.”

- Stanislas Dehaene, The Reading Brain