



Family Partnership: Sources of Reading Difficulty For Families and Caregivers

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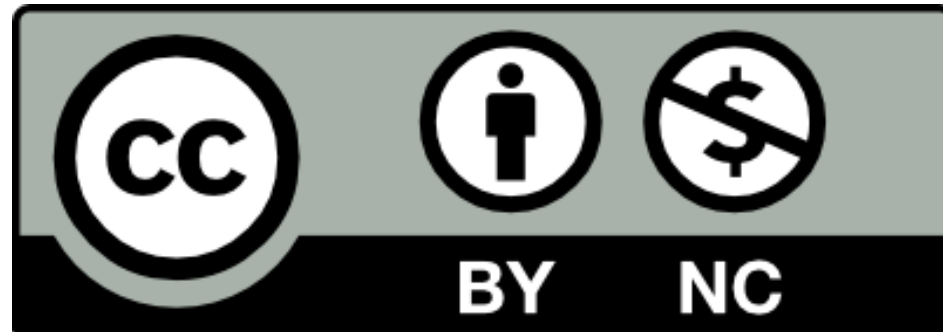


Acknowledgments

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- Institute of Educational Science (IES)
- Meadows Center for Preventing Educational Risk
- National Center on Improving Literacy (NCIL)
- University of Florida Literacy Institute (UFLI)
- Florida Center for Reading Research (FCRR)
- Michigan's Multi-Tiered System of Supports (MiMTSS) Technical Assistance (TA) Center

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Disclaimer Literacy Curricula and Intervention Programs

Any mention of specific literacy curricula or intervention programs in this presentation is for instructional purposes only and does not constitute an endorsement by the MiMTSS TA Center or the Michigan Department of Education (MDE).

To view a list of approved literacy curricula and intervention programs by the Section 35m Committee for Literacy Achievement, please visit the following page:

[The Committee for Literacy Achievement/HQ Literacy Materials Grant](https://www.michigan.gov/mde/services/academic-standards/literacy/literacy-grants/section-35m)

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Disclaimer Literacy Screening and Progress Monitoring

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To view a list of approved literacy screening or progress monitoring assessments, please visit the following page:

[K-12 Literacy and Dyslexia Law](https://www.michigan.gov/mde/services/academic-standards/literacy/k-12-literacy-and-dyslexia-law)

(<https://www.michigan.gov/mde/services/academic-standards/literacy/k-12-literacy-and-dyslexia-law>)

Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in chat, breakout rooms, polls



(Photo credit. Fauxels (n.d.). Retrieved from Pexels. <https://www.pexels.com/meeting-3184360>)

Training Evaluation

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center partners

Evaluation Questions

Thank you for participating in today's session, hosted by the MiMTSS Technical Assistance Center. This feedback survey should take less than 5 minutes to complete. We would like to understand your experience as a learner to ensure that professional learning sessions are relevant, high quality, useful, and promote equity. Results will be used to make improvements to professional learning and for reporting to TA Center funders and partners.

The session was of high quality.

Comment

The session was relevant to my current work.

Comment

I intend to use what I learned in this session in my work.

Comment

The session provided opportunities for active engagement, including opportunities to respond (e.g., chat, polls, practice, etc.), interact with others (e.g., discussion, breakout rooms), and make connections to my context (e.g., time for reflection, processing, planning).

Comment

Images, examples, stories, and wording represent the diversity and strengths of learners and educators in Michigan.

Comment

Purpose

Our purpose today is to welcome all families of all configurations, languages, and cultures into partnership around literacy, deepen our understanding, support our skills, and share resources

Intended Outcomes

- Reflect on your own experience learning to read
- Understand what breaks down in learning to read
- Understand how to help
- Accurately share with other parents, educators, community members
- Reflect on your own role in developing relationships, celebrating strengths, bidirectional communication (to and from school), and lifting barriers (issues)

Agenda

- 1.0 Introduction, Reflect on Learning to Read, Review
- 2.0 Big Ideas: Simple View of Reading, Variations, Progression
- 3.0 Where Reading Breaks Down
- 4.0 How to Help at Home and School
- 5.0 Question and Evaluation



(Photo credit: Nappy. (n.d.). Retrieved from Pexels. <https://www.pexels.com/photo/a-man-reading-a-book-to-his-baby-3536630/>)

1.0 Introductions, Reflections, and Review



Activity 1.2: Myths and Facts

- High expectations for kids matter
- High expectations have a strong impact
- Multiple researchers have found a strong effect
- This effect is found across gender, age, and ethnicity
- There are routines I can use at home
- Using routines can help kids

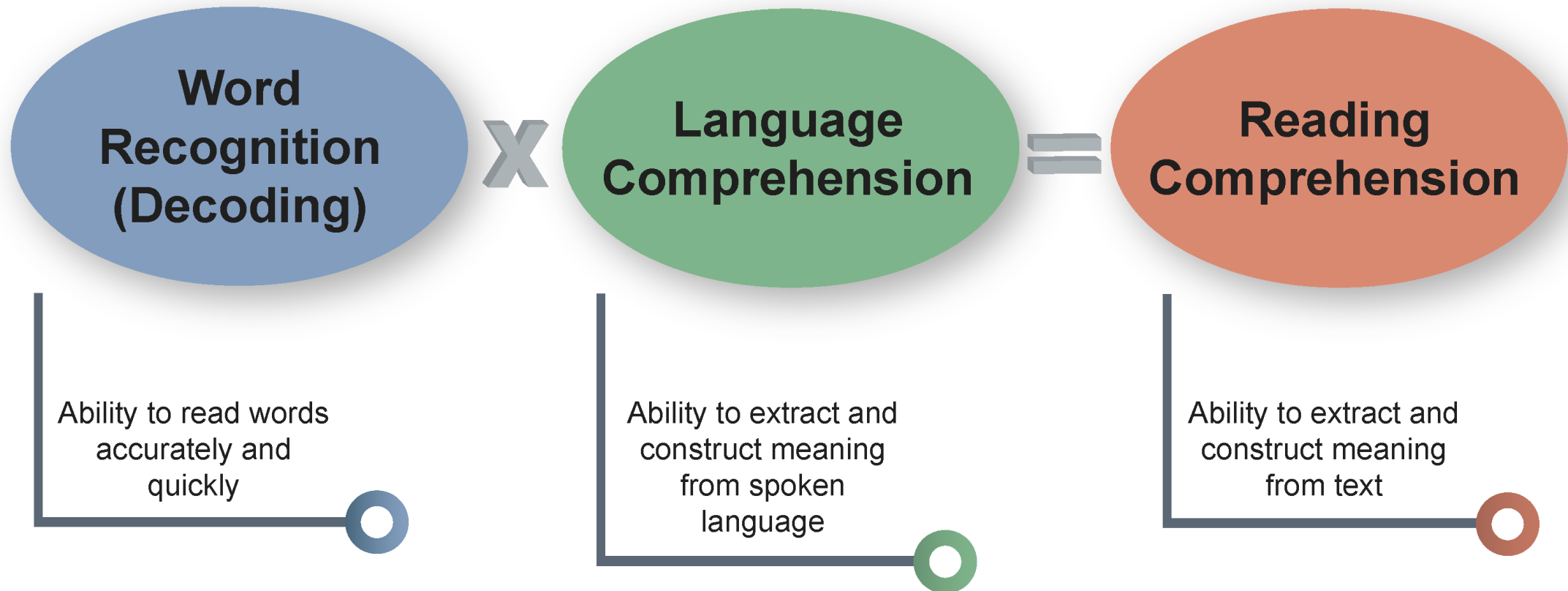
What is Family Partnership?

- Mutual trust
- Links to learning
- Strength based
- Culturally responsive
- Collaborative
- Interactive
- Co-creating
- Respectful
- Honors family knowledge

(Mapp & Bergman, 2019)

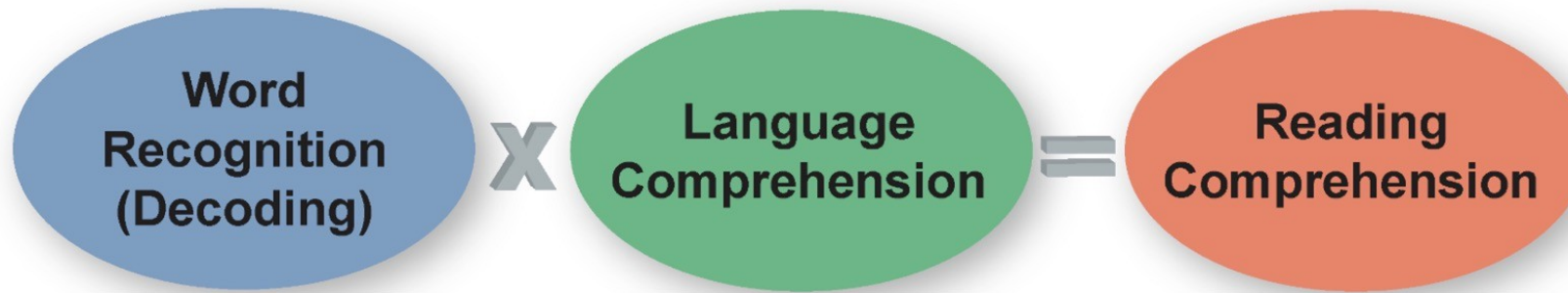
2. Big Ideas

Simple View of Reading



(Gough & Tunmer, 1986; Hoover & Gough, 1990; Tunmer & Hoover, 2019)

Simple View of Reading Formula



0	X	0	=	0
0	X	1	=	0
1	X	0	=	0
1	X	1	=	1

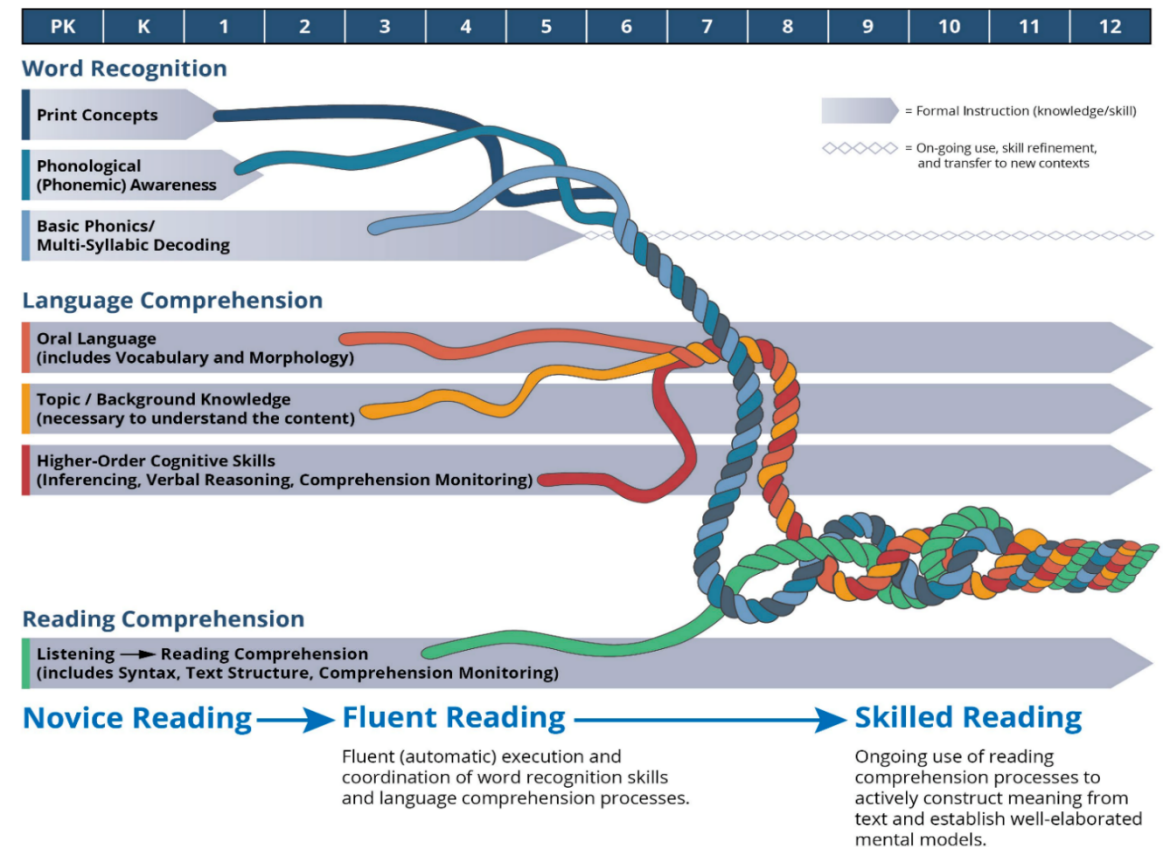
Activity 2.1: Waterfall Chat

- Directions:
 - Type your response to each question in the chat, i.e., Yes or No and Why
 - Wait to send your response
 - Listen for the cue to send your response
1. Annabell struggles to recognize words in print, but she can access meaning from spoken language. Would Annabell be able to understand what she reads? Yes or No. Why?
 2. LeRoy struggles with the meaning of spoken language but can recognize words in print. Would LeRoy be able to understand what he reads? Yes or No. Why?

Learning Progression

- The Learning Progression shows skills Pre Kindergarten through 12th grade leading from novice, to fluent, to skilled reading with comprehension
- Word Recognition skills include print concepts, phonological (phonemic) awareness, basic phonics and multi-syllable decoding (ongoing over time)
- Language Comprehension skills include oral language, topic and background knowledge, and higher order cognitive skills

(St. Martin, et. al., 2022)



3. Where Reading Breaks Down

Reading Rope

- **Language Comprehension:** Background knowledge (facts, concepts, Vocabulary (breadth, precision), Verbal reasoning (inference, metaphor), Literacy knowledge (print concepts, genre)
- **Word Recognition:** Phonological awareness (syllables, phonemes), Decoding (alphabetic principle, spelling sound correspondence), Sight recognition (familiar words)

(Scarborough, 2001)

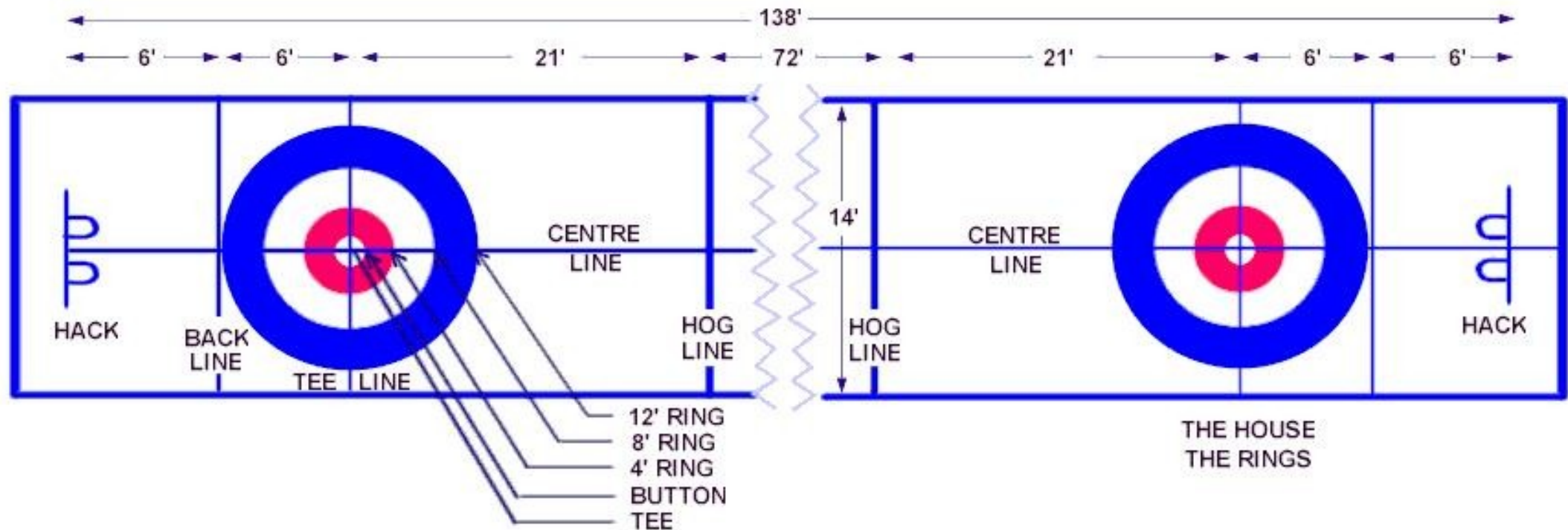


Figure 1.9 Reading Rope
(Scarborough, 2001)

Language Comprehension

- Background Knowledge
 - Pre-existing knowledge and facts
 - Example: T-line, stone, house
- Verbal Reasoning
 - The ability to understand and use reason to solve problems
 - Inference, metaphor
- Vocabulary
 - Knowledge of, memory for, word meanings
- Literacy knowledge
 - Print concepts
 - Genre

Example



(Photo credit: Minnesota Curling Association. (n.d.). Retrieved from <https://mncurling.org/mca5-introduction-to-curling/>)

Word Recognition

- Phonological awareness
 - Recognize that spoken words are made up of individual sound parts
- Decoding
 - Translate a word from print to speech
- Sight recognition
 - Recognize words accurately and quickly, as if by sight

Accuracy with Sounds

- Vowel sounds

- Example: /a/

- Mouth movement



- Consonant sounds

- Example

- /b/

- /c/

- /d/

- /g/

- /j/

- /p/

(Photo credit: UFLI Foundations Slides. (n.d.) Retrieved from <https://ufli.education.ufl.edu/foundations/toolbox/>)

Blending and Segmenting Sounds

- Blending (Put together)
- Segmenting (Take apart)

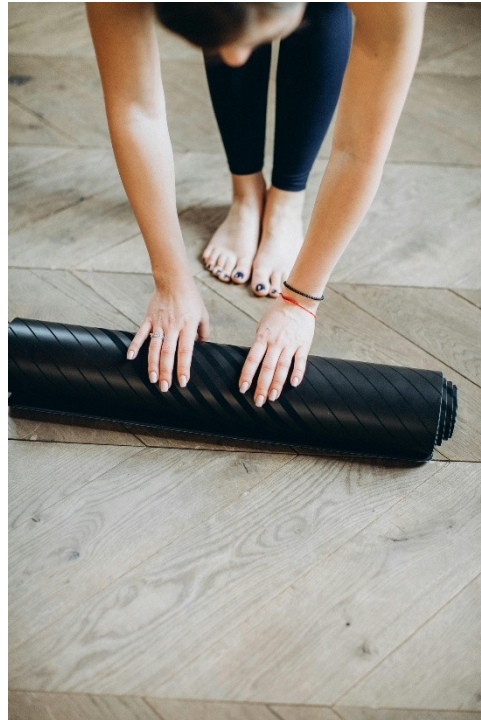


Photo credit: (Fairytale, E. (2025). Retrieved from Pexels. <https://www.pexels.com/photo/woman-preparing-her-yoga-mat-3823203/>)

Activity 3.1: Blending Routine

Blending Routine

- How does this word start?
- What's the next sound?
- What's the last sound?
- Put it together.
- What's the word?



(Photo credit: Grabowska, K. (2025). Retrieved from Pexels. <https://www.pexels.com/photo/open-grey-metal-soda-can-4195603> Photo credit: Pixabay. (2025). Retrieved from Pexels. <https://www.pexels.com/photo/sun-301599/>)

Alphabetic Principle

abcdefghijklmnopqrstuvwxyz

(Florida Center for Reading Research. (2021). *Letter recognition Alphabet Arc*. Retrieved from: <https://fcrr.org/resources/alphabet-arc>)

Phonics

- Decoding – translating a word from print to speech

cat

/c/ /a/ /t

- Multisyllabic Words

unreasonable

- Encoding – translating a word from speech to print



(Moats & Tolman, 2019; Institute of Educational Science (IES) Tips for Supporting Reading Skills at Home; Photo credit: Bolovtsova, K. (2025). Retrieved from Pexels. <https://www.pexels.com/photo/girl-with-cat-5263852/>)

Routines for Home

- Find routines in your electronic materials
- Routine for before, during, and after reading
- Routine for sounding out words
- Before reading, look at the cover of the book, talk about what the book might be about
- During reading, ask about letters, sounds, words and ideas. Use the book to answer
- After reading, talk about what happened and connections to life
- How does this word start (sound)?
- What's the next sound?
- What sound comes next?
- What happens when you put them together?
- What's the word?

(IES Tips for Supporting Reading Skills at Home (2016); NCIL Partnering for Children's Literacy Success)

Activity 3.2: Take a Cruise!

- [Explicit Instruction Kindergarten Decoding](https://explicitinstruction.org/video-elementary/elementary-video-11)
(<https://explicitinstruction.org/video-elementary/elementary-video-11>)
- [Explicit Instruction First Grade Decoding](https://explicitinstruction.org/video-elementary/elementary-video-10/)
(<https://explicitinstruction.org/video-elementary/elementary-video-10/>)
- [Meadows Center Early Grades Basic Phonics](https://meadowscenter.org/resource/helping-your-kid-withbasic-phonics-at-home)
(<https://meadowscenter.org/resource/helping-your-kid-withbasic-phonics-at-home>)
- [Meadows Center Multisyllabic Words](https://meadowscenter.org/resource/helping-your-kid-with-reading-multisyllable-words)
(<https://meadowscenter.org/resource/helping-your-kid-with-reading-multisyllable-words>)

4. How to Help at Home and School

How to Help at School

- Building trusting relationships
- Communication to/from school
- Asking questions, giving input
- Partnering around data, graphs, goals, outcomes, action plans
- Partnering around school improvement, selecting interventions or assessments, professional learning



(Photo credit: Fauxels (n.d.). Retrieved from Pexels. <https://www.pexels.com/photo/photo-of-people-sitting-near-wooden-table-3183188/>)

Example: Communicating with School

- Who is the child?
- What do they like to do? What do they dislike?
- What are language and literacy strengths? What are language and literacy challenges?
- What are successes, supports needed, and goals?

(National Center on Improving Literacy & PEATC)





Activity 4.3: Scenario

- You are leaving a professional learning event (training) on literacy.
- You run into another parent, Mrs. Williams, who is coming into the school to pick her child up from volleyball practice. As you talk with Mrs. Williams, she asks about the training. She adds, “I know nothing about teaching reading. I just cannot help at home.”
- What might you say to Mrs. Williams based on your learning tonight to reinforce the family school partnership and the importance of family routines at home?

5. Q&A, Wrap Up, Evaluation



Activity 5.1: Reflect in the Chat

I used to think ____ now I know ____

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