



Family Partnership Supporting Older Children with Reading Needs: for Families and Caregivers

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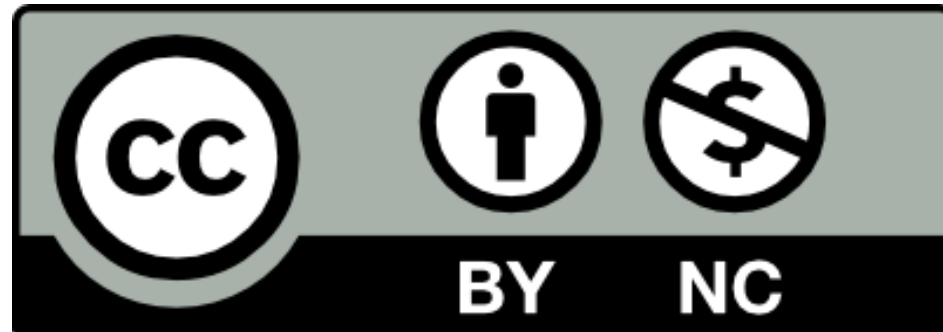


Acknowledgments

The content for this training day was developed based on the work of:

- Institute of Education Sciences (IES)
- National Center on Intensive Intervention (NCII)
- National Center on Improving Literacy (NCIL)
- The Meadows Center for Preventing Educational Risk
- Michigan Alliance for Families
- Michigan Department of Education (MDE)

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Disclaimer: Curricula and Intervention

- 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 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:
[Michigan Department of Education: The Committee for Literacy Achievement High Quality Literacy Materials Grant](https://www.michigan.gov/mde/services/academic-standards/literacy/literacy-grants/section-35m)
(<https://www.michigan.gov/mde/services/academic-standards/literacy/literacy-grants/section-35m>)

Disclaimer: Assessments

- Any mention of specific literacy screening or progress monitoring assessments in this presentation is for instructional purposes only and does not constitute an endorsement by the MiMTSS TA Center or the MDE
 - To view a list of approved literacy screening or progress monitoring assessments, visit the following page:
[Michigan Department of Education: 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 multiple ways
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

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 stakeholders

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

Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time-Keeper: keep track of time and bring the team back together



Purpose

The purpose of this session is to welcome families of all configurations, cultures, and languages into conversation and learn about how we can support older children with reading needs.



Intended Outcomes

- Differentiate between myths and facts
- Understand more about what works
- Learn about routines to use at home
- Share accurate information with other families
- Reflect on the family role in developing relationships, celebrating strengths, two-way communication, lifting up issues

Agenda

1.0 Myths and Facts

2.0 Big Ideas, Simple View of Reading, Learning Progression, and What Works

3.0 Routines to Help at Home

4.0 Reflections on Building Family Partnerships, Helpful Resources, and Next Steps

1. Myths and Facts

Activity 1.1: Myths and Facts

- Reading growth is biggest in elementary grades
- Kids in K-3 are learning to read, 4th and up are reading to learn
- Difficulty understanding text doesn't impact school success
- Gaps in reading don't have social, behavioral, or academic impacts
- Using routines at home and school helps kids
- Routines are a protective factor
- Difficulty understanding text can lead to fewer opportunities in life

What is Family Partnership?

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

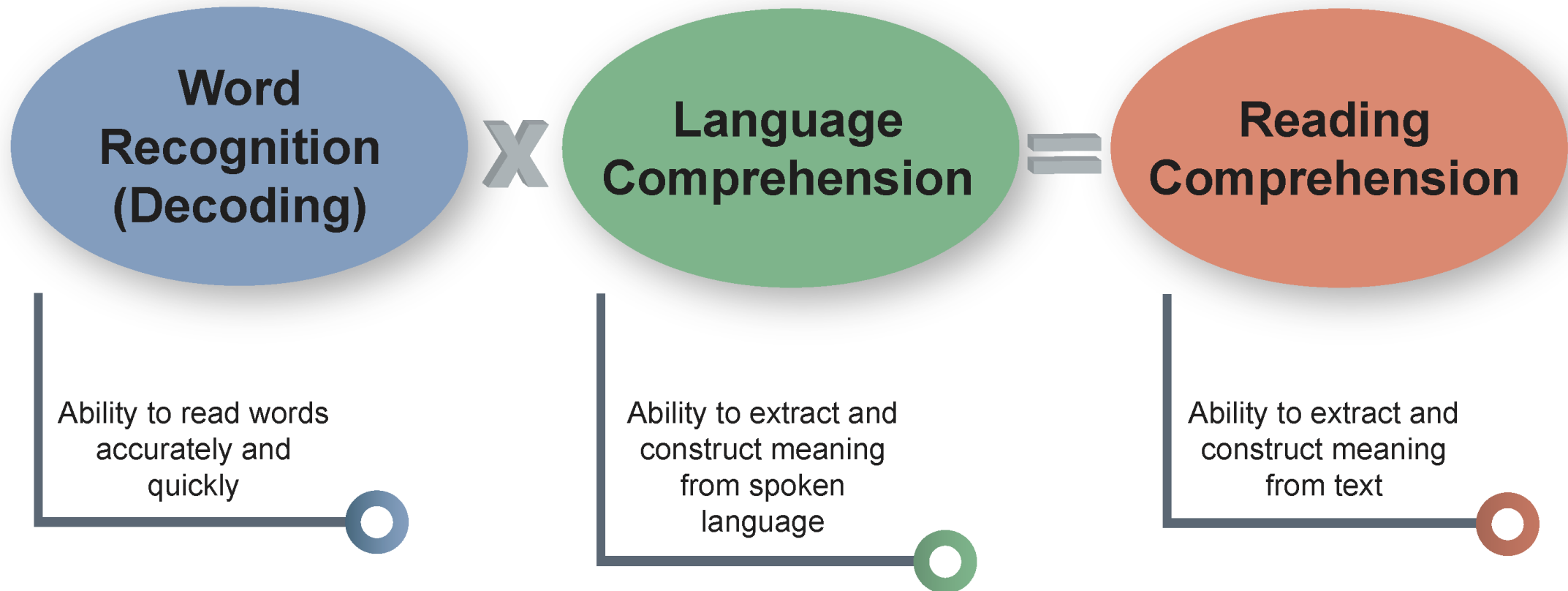
(Mapp & Bergman, 2019)

2. Big Ideas, Simple View of Reading, Learning Progression, and What Works

Big Ideas

- Nationally, 29% of 8th graders and 30% of 4th graders scored at or above the proficient level in reading
- In Michigan, 24% of eighth graders and 25% of 4th graders scored at or above the proficient level in reading
- Historically, 75% of students who drop out of school report academic difficulty in learning to read
- Shift in from “learning to read” to “reading to learn”
- Gaps in reading skill can have academic or school, social, emotional, behavioral impacts

Simple View of Reading

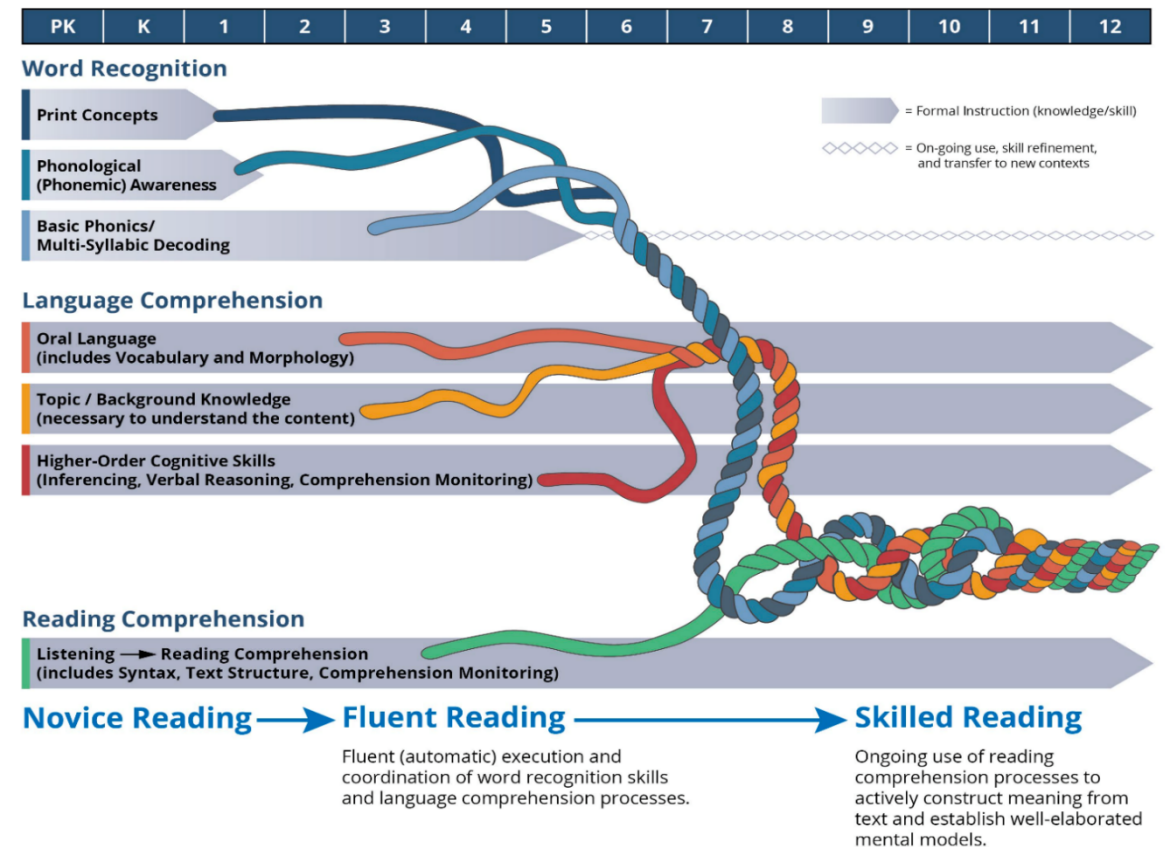


(Gough & Tunmer, 1986; Hoover & Gough, 1990; Tunmer & Hoover, 2019)

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)



What Works for Older Children with Reading Needs?

1. Build student's decoding skills so they can read complex multisyllabic words
2. Provide purposeful fluency-building practices to help read effortlessly
3. Routinely use a set of comprehension-building practices to help students make sense of the text
4. Provide students with opportunities to practice making sense of stretch text, i.e., challenging text, that will expose them to complex ideas and information

(IES Practice Guide: Vaughn, et. al., 2022; p. 3)

Answers about What Works

1. Build student's decoding skills so they can read complex multisyllabic words ***Strong Evidence**
2. Provide purposeful fluency-building practices to help read effortlessly ***Strong Evidence**
3. Routinely use a set of comprehension-building practices to help students make sense of the text ***Strong Evidence**
4. Provide students with opportunities to practice making sense of stretch text, i.e., challenging text, that will expose them to complex ideas and information ***Moderate Evidence**

(IES Practice Guide: Vaughn, et. al., 2022; p. 3)

3.0 Routines to Help at Home

Multisyllabic Word Reading Routine at Home

1. **Underline** the vowels
2. **Look** for familiar syllables and word parts
3. **Read** all of the syllables together **slowly**
4. **Read** the syllables at a **faster**, more fluent rate, and then **read the whole sentence**
5. **Check** for understanding

(Vaughn, et al., 2022; Swansen, 2020)

Multisyllabic Words

- Examples
 - Hallway
 - Computer
 - Everyone
 - Multisyllabic
 - Geometry
 - Trigonometry
 - Illustriousness
- Non-examples
 - Hall
 - Book
 - Read
 - Art
 - Lunch
- Example or Non-example?
 - Write
 - Sometimes
 - Short
 - Instruction
 - Endothermic

Multisyllabic Word Routine with Examples

1. **Underline** the vowels
2. **Look** for familiar syllables and word parts
 - multisyllabic
3. **Read** all of the syllables together **slowly**
4. **Read** the syllables at a **faster**, more fluent rate, and then **read the whole sentence**
 - instruction
5. **Check** for understanding

Activity 3.1: Multisyllabic Word Routine

- Describe the routine
 1. Briefly review the checklist
 2. Without looking, describe each step
 3. Look back at the checklist
 4. Mark steps described
 5. Try it again! Aim for 100%
 6. Switch roles
- Practicing the routine
 1. Briefly review the checklist
 2. Designate teacher, student, observer
 3. Teacher uses the routine
 4. Observer marks steps used
 5. Try it again! Aim for 100%
 6. Switch roles

Get the Gist Routine

- **Who or what** is this about?
 - Name the who or what the paragraph is about in a brief phrase
- What is the **most important idea(s)** about the who or what?
 - Identify two or three important details about the topic
- What's the **main idea**?
 - Shrink it. Say it / Write it in 10 words or less
 - Put it in your own words / check understanding

(Fuchs, Fuchs, Mathes, & Simmons, 1997; Capin & Vaughn, 2017; Archer, A.; Vaughn, S. et al., 2022)

Get the Gist: Worked Example

- Puffin colonies are declining because there is not enough fish for them to eat and fish populations are shifting as ocean temperatures rise due to global warming. Puffins can be hurt by oil spills as oil can ruin a puffin's feathers. The loss of insulation from its feathers causes puffins to freeze to death. Fishing nets also trap and drown puffins
- **Who or what** is this about? Puffins and humans
- **What is important** about the who or what? Warming, no food, oil, nets
- **What is the main idea** in 10 words or less? Human behavior starves, freezes, and drowns puffins reducing their population

Activity 3.2: Let's Practice

- Puffins go on land to nest and to lay eggs. Puffins build their nests on the sides or tops of high cliffs on secluded islands. The nest is a rock crevice or a burrow dug into grass near the cliff. There the female puffin lays a single egg. Both parents help take care of the egg. Every puffin has two bare spots called brood patches. These patches have extra blood vessels that help keep the egg warm
- **Who or what** is this about?
- **What is important** about the who or what?
- **What is the main idea** in 10 words or less?

Activity 3.3: Your turn

- When the egg hatches, the parents take turns bringing fish to the chick. For this task the oversized beak comes in very handy. It has backward-pointing ridges that allow a bird to carry many tiny fish at once. Chicks are ready to leave the nest about 40 to 50 days after hatching. They leave alone on their own, usually at night
- **Who or what** is this about?
- **What is important** about the who or what?
- **What is the main idea** in ten words or less?

4. Reflections on Building Family Partnerships, Helpful Resources, and Next Steps

Activity 4.1: Self-Reflection and Action Planning

Directions: Take a minute to jot a response to one or two of the questions below.

- How can I use routines to support my older child with reading at home?
- How can we (home and school) work together to prevent the drop in involvement with older children in middle school and high school?
- How can we increase our (home and school) connection and build trusting relationships where we can share information and address issues?

Next Steps

- Fill out the guided notes for today's session
- Try the routines and checklists
- Help your child internalize the routine at home and school
- Meet with other families
- Ask school about families learning together, team roles
- Partner with educators for your child



Activity 4.2: True or False

Directions: Take out your scrap paper

- I can tell the difference between myths and facts
- I can share with other families about routines that are proven to work

Closing

Today, we discussed myths and facts, learned about evidence for what works, practiced explaining and using routines like multisyllabic word reading and get the gist, and began brainstorming next steps.

I used to think _____, now I know _____.

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