



# Family Partnership: Sources of Reading Difficulty

## Places Where Reading Breaks Down

[mimtsstac.org](http://mimtsstac.org)



# Acknowledgments

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

- Institute of Educational Science (IES) Practice Guide: Tips for Supporting Reading Skills at Home
- Language Essentials for Teachers of Reading and Spelling (LETRS)
- National Center on Improving Literacy (NCIL), University of Florida Literacy Institute (UFLI), Florida Center for Reading Research (FCRR)

*Tips for  
Supporting Reading Skills at Home*



# Creative Commons License Information



You are free to share or adapt the resources for non-commercial purposes. We ask that you always attribute MiMTSS TA Center. All publications, materials, and resources on this site are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

# 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, unmute
  - Ask questions



# Training Effectiveness

- 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
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

# 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

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



# Intended Outcomes

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



# 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 Q&A and Evaluation



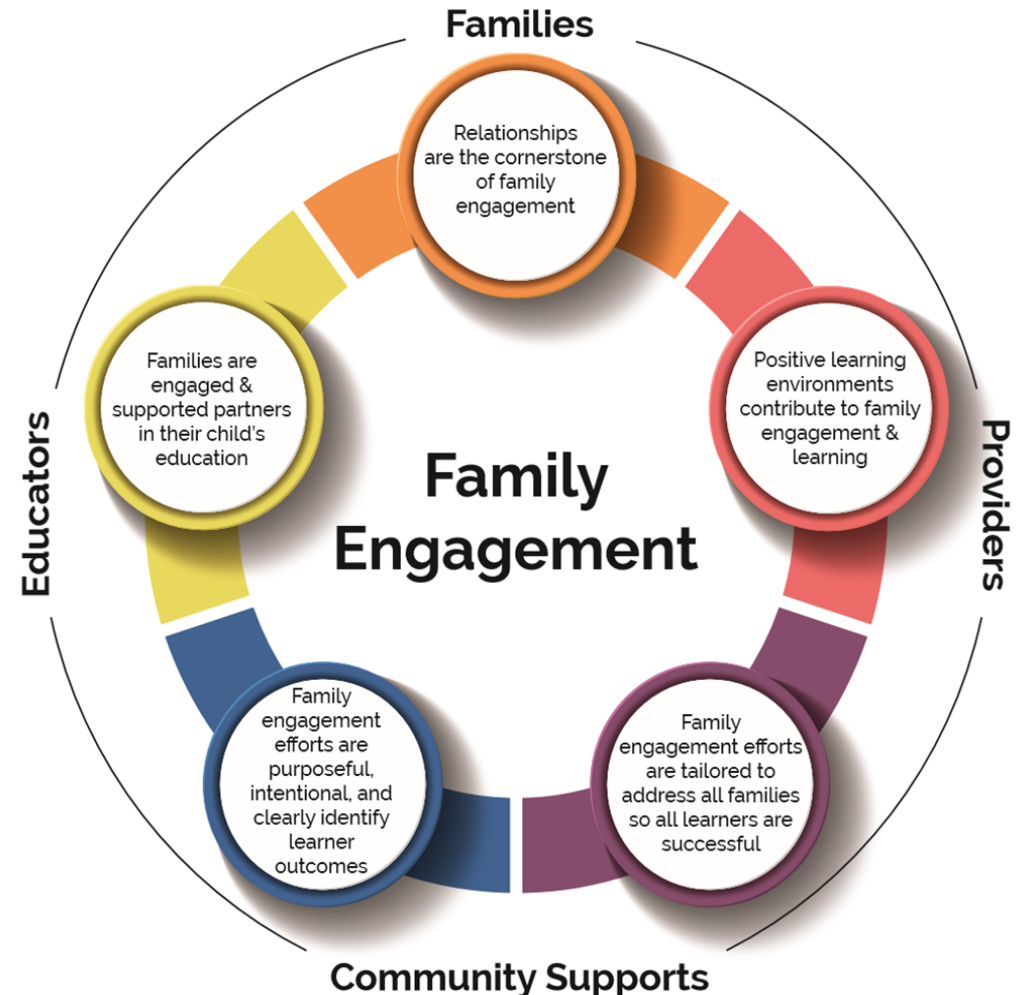
# 1.0 Introductions, Reflections, and Review

# Activity 1.1: Menti

- Directions
  - Navigate to [menti.com](https://www.menti.com)
  - Use code
  - Respond to the question
- Questions
  - What hopes and aspirations do you have for your child?
  - What word or phrase would you use to describe your experience with learning to read?
  - What word or phrase would you use to describe your child's experience with learning to read?
  - What are you hoping to get out of our session today?

# Family Engagement Definition and Principles

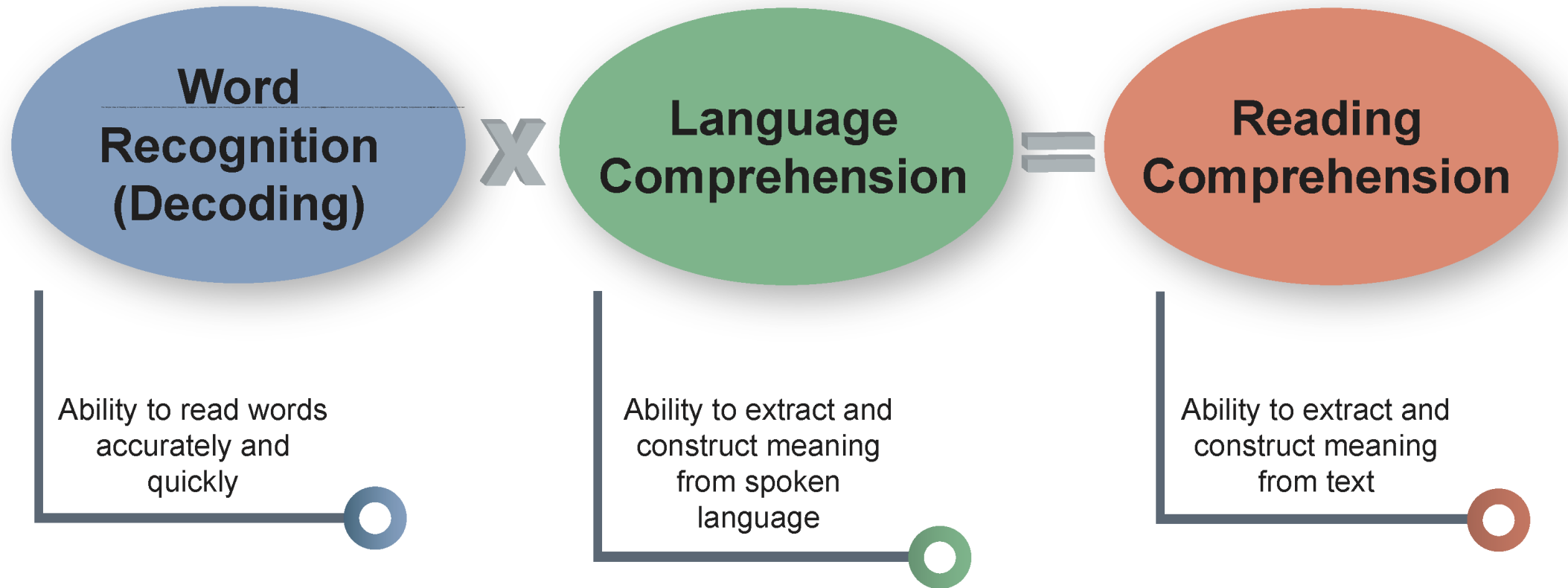
- Family engagement is a collaborative relationship between families, educators, providers, and partners to support and improve the learning, development, and health of every learner
- <https://www.michigan.gov/mde/resources/family-engagement>



Michigan Department of Education, 2020

## 2. Big Ideas

# Simple View of Reading



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

# Simple View of Reading Formula



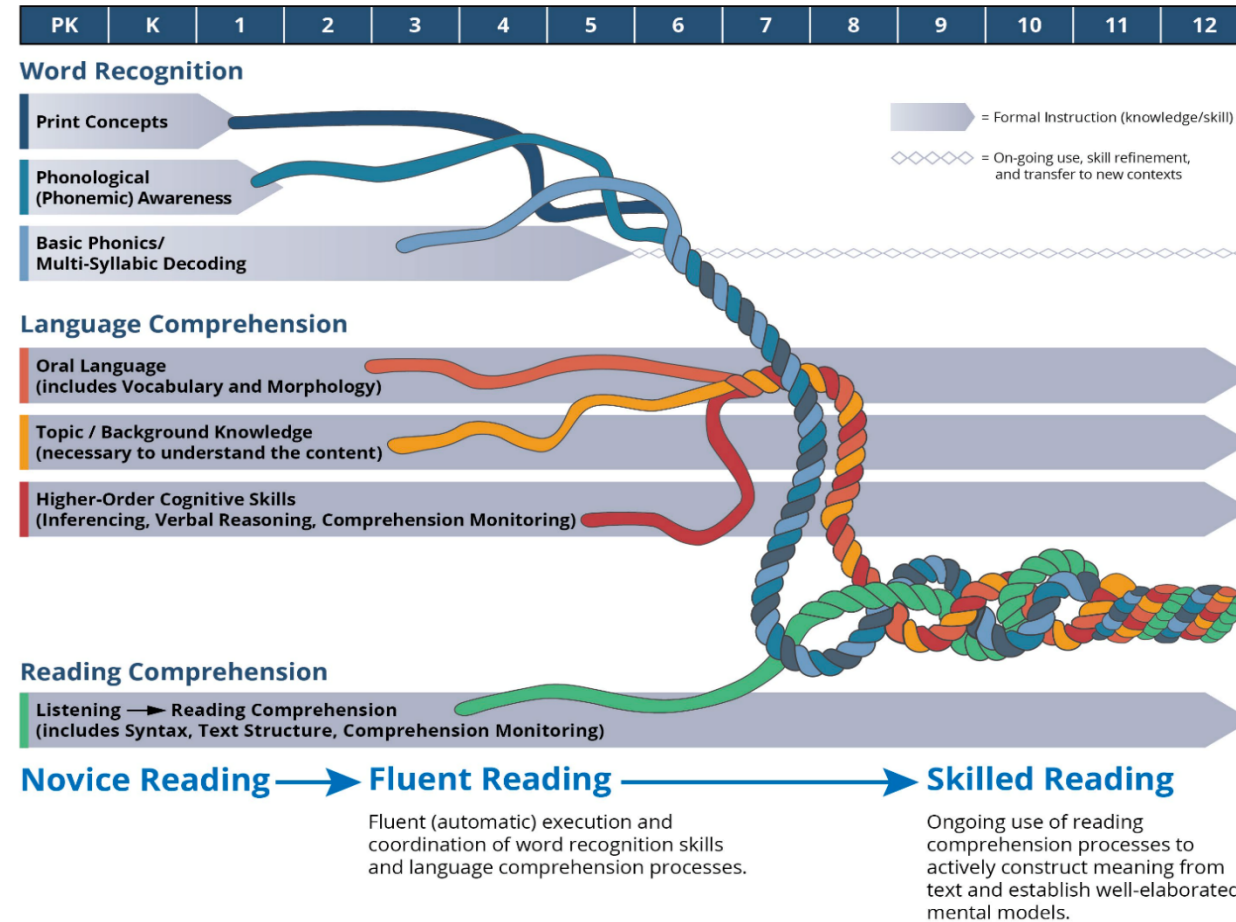
|   |   |   |   |   |
|---|---|---|---|---|
| 0 | X | 0 | = | 0 |
| 0 | X | 1 | = | 0 |
| 1 | X | 0 | = | 0 |
| 1 | X | 1 | = | 1 |

## 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 comprehend 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 comprehend what he reads? Yes or No. Why?



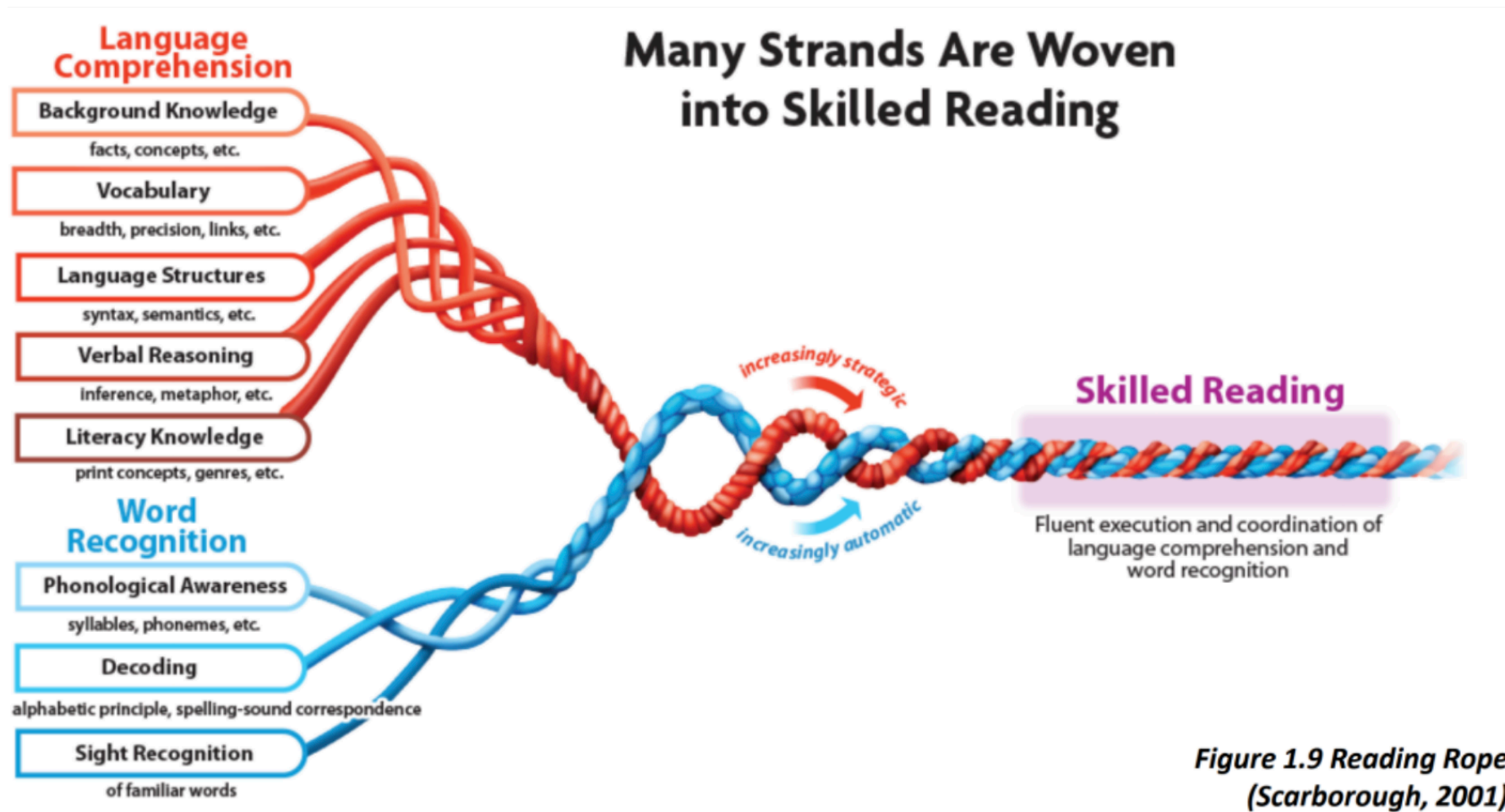
# What Do Kids Need to Know and Be Able to Do?



St. Martin, et al., 2022

### 3. Where Reading Breaks Down

# Reading Rope

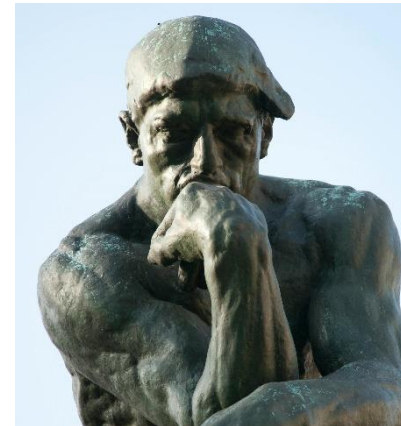


Scarborough, 2001

# Language Comprehension

- Background Knowledge
  - Example: T-line, stone, house
- Morphology
- Vocabulary
  - Example: T-line definition
- Verbal Reasoning

|            |  |                   |            |            |
|------------|--|-------------------|------------|------------|
| en<br>over | <b>joy</b><br>"a<br><i>happy<br/>feeling</i> " | able<br>ed<br>ing | ful<br>ous | ly<br>ness |
|------------|--|-------------------|------------|------------|



# Example

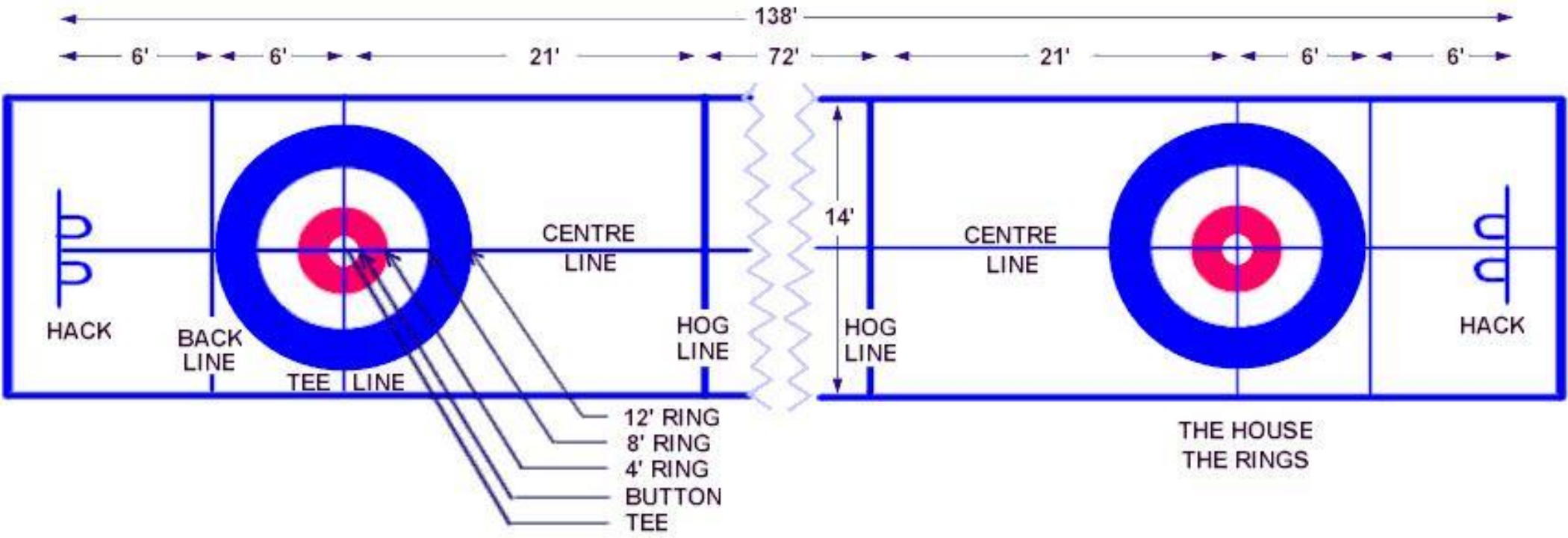


Image Credit: Minnesota Curling Association

# Accuracy with Sounds

- Vowel sounds



- Mouth movement



- Consonant sounds

- /b/
- /c/
- /d/
- /g/
- /j/
- /p/

# Blending and Segmenting Sounds

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



# 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?





# Alphabetic Principle

ABCDEF **GHIJKLMNOP** QRSTU VWXYZ

**E B D L K**  
**H G C F N**  
**M O**

abcdefghijklmnopqrstuvwxy<sup>z</sup>

Moats & Tolman, 2019; Florida Center for Reading Research (FCRR)

# 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

## Activity 3.2: Take a Cruise!

- Kindergarten Decoding

<https://explicitinstruction.org/video-elementary/elementary-video-11>

- Early Grades Basic Phonics

- <https://meadowscenter.org/resource/helping-your-kid-with-basic-phonics-at-home>

- First Grade Decoding

- <https://explicitinstruction.org/video-elementary/elementary-video-10/>


- Multisyllabic Words

- <https://meadowscenter.org/resource/helping-your-kid-with-reading-multisyllable-words>

## Activity 3.3: 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?

## 4. How to Help at Home and School




**Sing or listen to nursery rhymes, like Jack and Jill, Humpty Dumpty, or Baa, Baa, Black Sheep.**

**Say a sentence aloud and ask your child to count or tap the number of words in the sentence.**

**Talk about how some words can be broken down into smaller words and put two words together to make another word (strawberry).**

**Try playing with smaller sounds in words, like zip-pe or s-u-n.**

that can be answered with more than one or two words.



**Before reading, look at the cover and talk about what the book might be about.**

**During reading, ask your child about letters, sounds, words, or ideas. Encourage her to use information from the book to answer.**

**After reading, ask your child what happened in the book. Have her make connections to her life.**

Helping your child stretch apart and connect sounds to sound out words supports early reading success. For example:

**How does this word start?**  
Your child says, /mmm/.

**What's the next sound?**  
Your child says, /aaa/.

**What sound comes next?**  
Your child says, /nnn/.

**What happens when you put them together?**  
Your child says, /mmaaannn/.

**What is the word?**  
Your child says, man!




**LISTEN:** Notice speech sounds, letters, words, or ideas that seem hard.



**LOOK:** Watch for skills or tasks that seem difficult.



**WAIT:** Give time to self-correct, then provide a hint if needed.



**ENCOURAGE:** Praise and reassure as you talk about the book or activity.



**TALK:** Talk with your child's teacher about what you learned.

The research reported here is funded by a grant to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award # 5283D16003). The opinions expressed are those of the authors and do not represent views or policies of OESE, OSEP, or the U.S. Department of Education. You should not assume endorsement by the Federal government. © National Center on Improving Literacy. <https://improvingliteracy.org> | [twitter.com/NCLLiteracy](https://twitter.com/NCLLiteracy) | [facebook.com/improvingliteracy](https://facebook.com/improvingliteracy)

The research reported here is funded by a grant to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award # 5283D16003). The opinions expressed are those of the authors and do not represent views or policies of OESE, OSEP, or the U.S. Department of Education. You should not assume endorsement by the Federal government. © National Center on Improving Literacy. <https://improvingliteracy.org> | [twitter.com/NCLLiteracy](https://twitter.com/NCLLiteracy) | [facebook.com/improvingliteracy](https://facebook.com/improvingliteracy)

The research reported here is funded by a grant to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award # 5283D16003). The opinions expressed are those of the authors and do not represent views or policies of OESE, OSEP, or the U.S. Department of Education. You should not assume endorsement by the Federal government. © National Center on Improving Literacy. <https://improvingliteracy.org> | [twitter.com/NCLLiteracy](https://twitter.com/NCLLiteracy) | [facebook.com/improvingliteracy](https://facebook.com/improvingliteracy)

The research reported here is funded by a grant to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award # 5283D16003). The opinions expressed are those of the authors and do not represent views or policies of OESE, OSEP, or the U.S. Department of Education. You should not assume endorsement by the Federal government. © National Center on Improving Literacy. <https://improvingliteracy.org> | [twitter.com/NCLLiteracy](https://twitter.com/NCLLiteracy) | [facebook.com/improvingliteracy](https://facebook.com/improvingliteracy)

## Tips for Supporting Reading Skills at Home

# 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



# Example: Communication 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?





## 5. Q&A, Wrap Up, Evaluation

# References

- Dehaene, S. (2009). *Reading in the Brain: The new science of how we read*. New York: Penguin.
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13, 1-22.
- Gough, P.B., & Tunmer, W. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10.
- Hattie, J. A. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge.
- Hoover, W.A., & Gough, P.B. (1990). The simple view of reading. *Reading and Writing*, 2, 127-160.
- Jeynes, W. H. (2024). A Meta-Analysis: The Relationship Between the Parental Expectations Component of Parental Involvement with Students' Academic Achievement. *Urban Education*, 59(1), 63-95.
- Moats, L.C., Tolman, C.A. (2019). *LETRS 3<sup>rd</sup> Edition*. Dallas, TX: Voyager Sopris.

# References Continued

- Seidenberg, M. S. (2017). *Language at the Speed of Sight: How We Read, Why So Many Can't, and What Can Be Done about It*. New York: Basic Books.
- Senechal, M., & Young, L. (2008). The effect of family literacy interventions on children's acquisition of reading from kindergarten to grade 3: A meta-analytic review. *Review of Educational Research*, 78, 880-907.
- Tunmer, W.E., & Hoover, W.A. (2019). The cognitive foundations of learning to read: A framework for preventing and remediating reading difficulties. *Australian Journal of Learning Disabilities*, 24, 1, 75-123.