



Supporting Older Children with Reading Needs

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Activity: How Are You Feeling Right Now?

1. Life is good. I can handle life. I'm focused and ready. I can do this.
2. Just a little hiccup, nothing I can't handle.
3. Okay, sometimes my road is tough. Sometimes I'm confident.
4. What am I going to do? I'm frustrated.
5. I can't take it anymore. I am overwhelmed and stressed.



Activity: Getting Ready

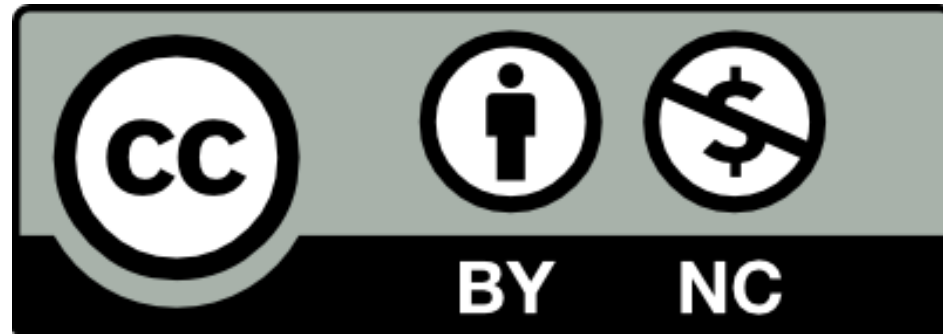
- If you are at 1 or 2:
 - Take a couple of minutes to acknowledge the fact that you are currently feeling pretty good and have a high readiness for engagement in today's learning
- If you are at 3, 4, or 5:
 - Take a couple of minutes to figure out what you need
 - Grounding exercise: Name 3 things you can see, feel, hear, smell, or touch
 - Positive self-talk: I am okay. I can handle this.
 - Take 3 deep breaths

Acknowledgments

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

- Institute of Education Science (IES)
- National Center on Intensive Intervention (NCII)
- National Center on Improving Literacy (NCIL)
- The Meadows Center for Preventing Educational Risk

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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, breakouts, polls, reactions, 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)

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 what works
- Share accurate information with parents, community members
- Practice routines to use at home
- Reflect on the family role in developing relationships, celebrating strengths, bidirectional communication, and lifting barriers

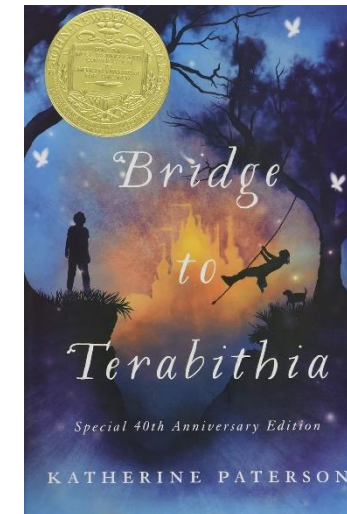
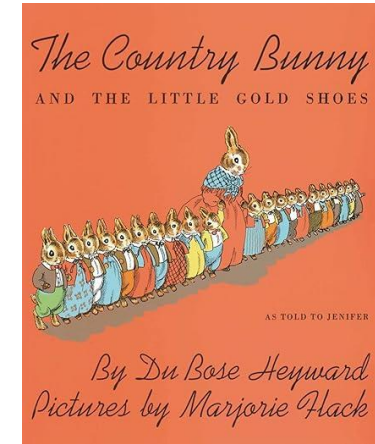
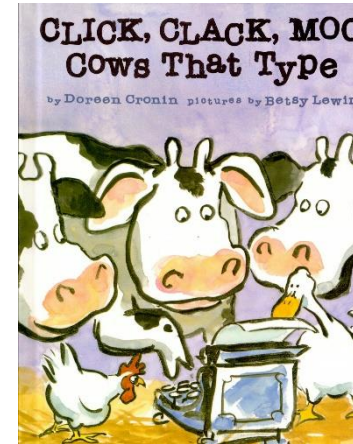
Agenda

- 1.0 Welcome, Introduction, and 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

1.0 Welcome, Introductions, Myths and Facts

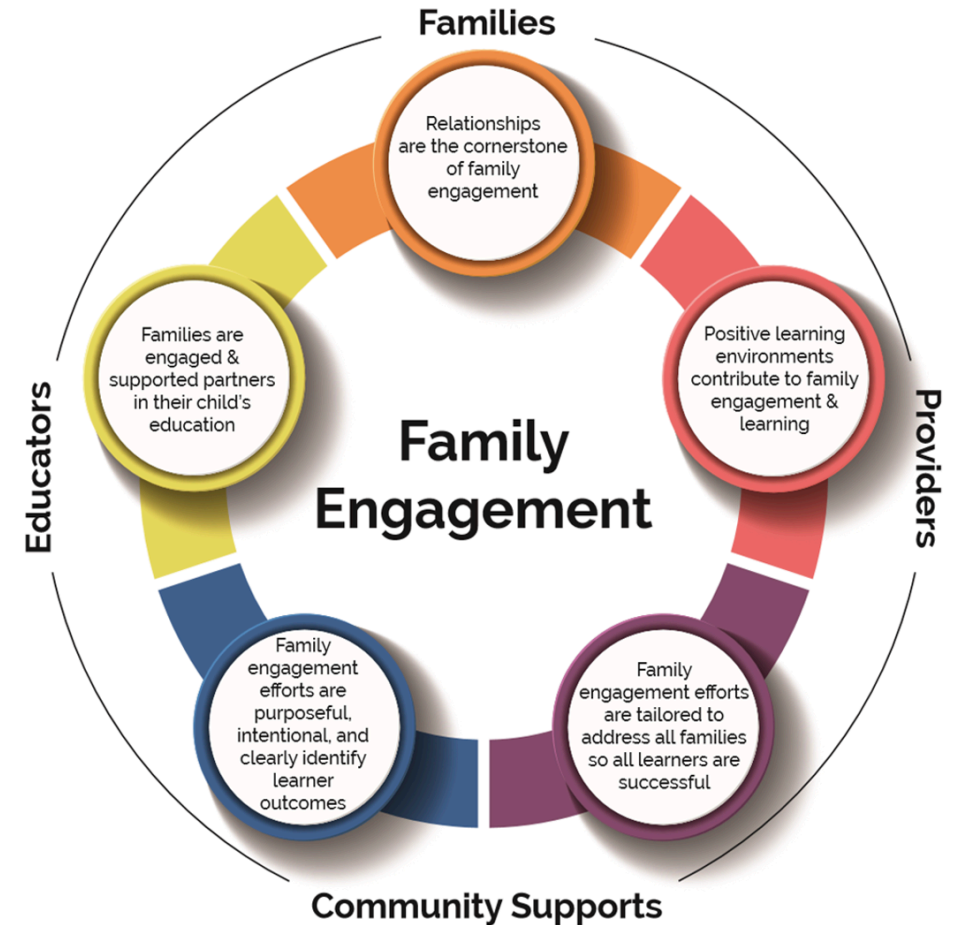
Introductions

- Lara MacQuarrie, She/her
 - Professional Learning, Content Development, Literacy Team
 - School Psychology - PK-12 & ISD
 - Mom, Sister, Aunt, Daughter
 - Home is Southeastern Michigan
 - My favorite kid's books: *The Country Bunny and the Little Gold Shoes*, *Bridge to Terabithia*, *The Water Protectors*
 - My favorite authors: J.R.R. Tolkien, Agatha Christie, Phillipa Gregory



Family Engagement Definition and Principles

- Family engagement:
 - Collaborative relationship
 - Shared responsibility
 - Between families, educators, providers, and partners
 - Working together “home to school” and “school to home”
 - Supporting the learning, development, and health of every learner



Michigan Department of Education, 2020



Activity 1.1

- Directions
 - Go to Menti
 - Respond to each question
 - Note your initial responses and answers in your guided notes

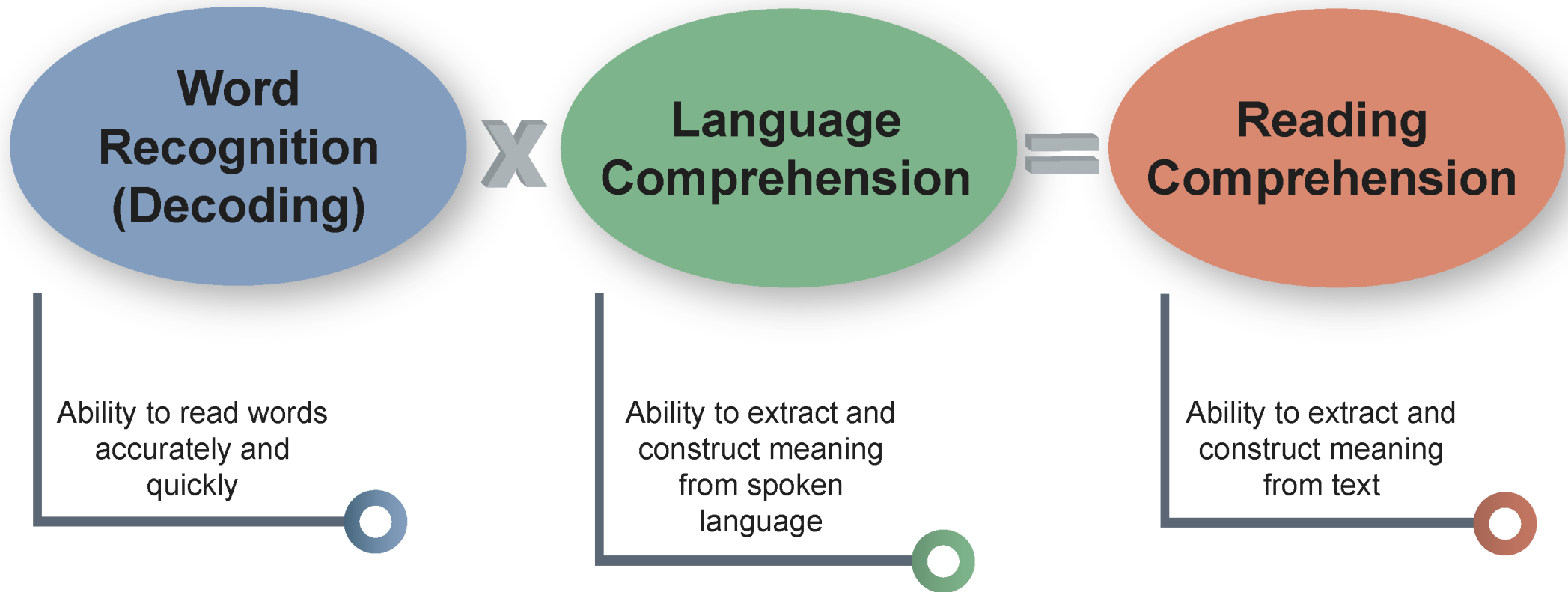
Be prepared to share in the chat!

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

Big Ideas

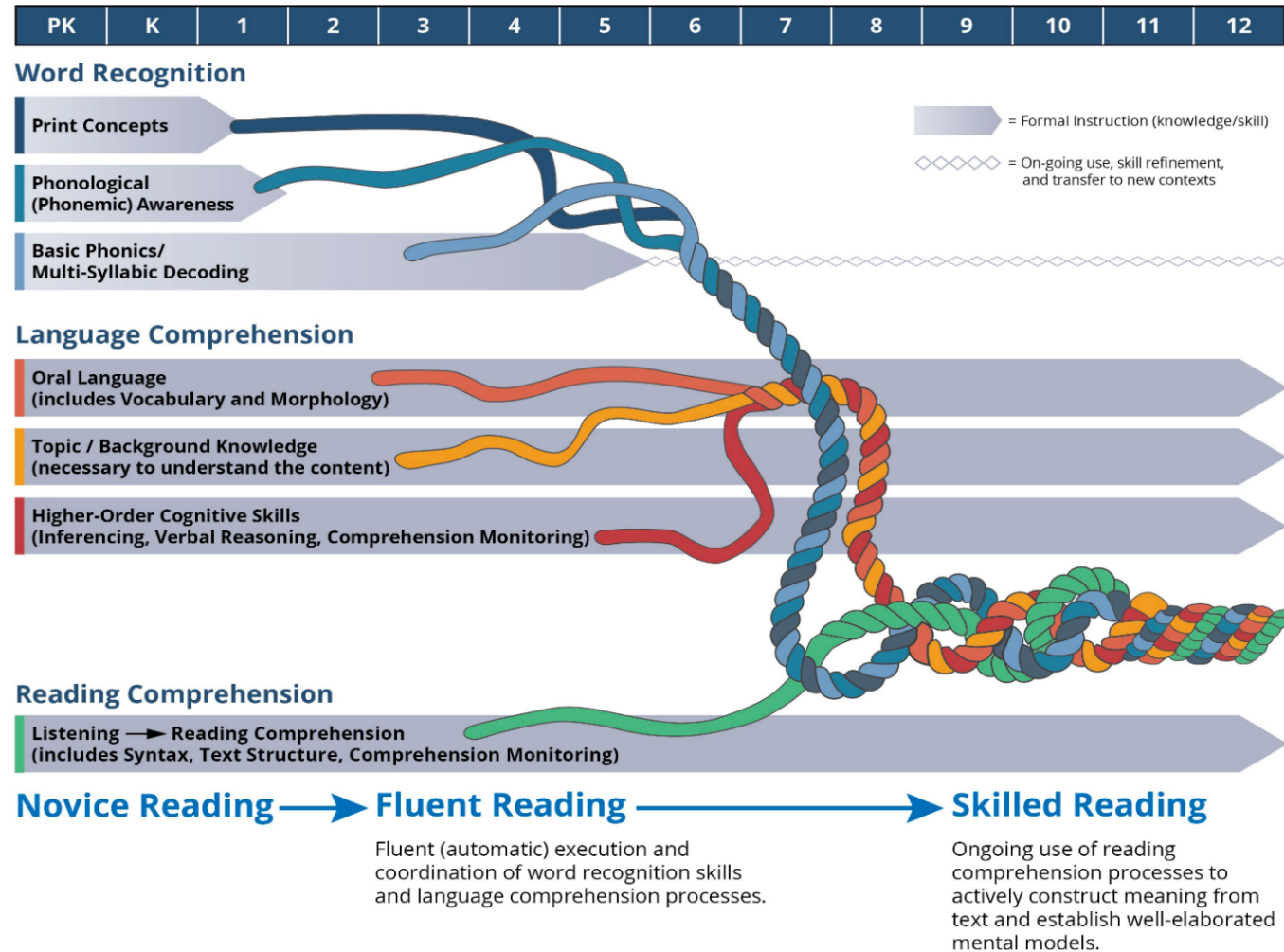
- Nationally, 29% of 8th graders and 30% of 4th graders scored at or above the proficient level in reading
- In Michigan, 24% of eighth graders and 25% of 4th graders scored at or above the proficient level in reading
- Historically, 75% of students who drop out of school report academic difficulty in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

Simple View of Reading



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

Learning Progression



St. Martin, et al., 2022

What Works for Older Children with Reading Needs?

Practice recommendation	Level of evidence		
	Minimal	Moderate	Strong
1. Build students' decoding skills so they can read complex multisyllabic words.			✓
2. Provide purposeful fluency-building activities to help students 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.		✓	

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

Example

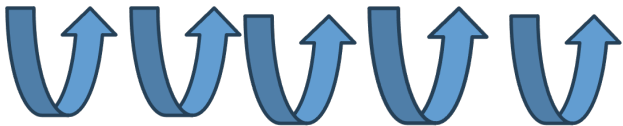
multisyllabic

Example: Underline Vowels

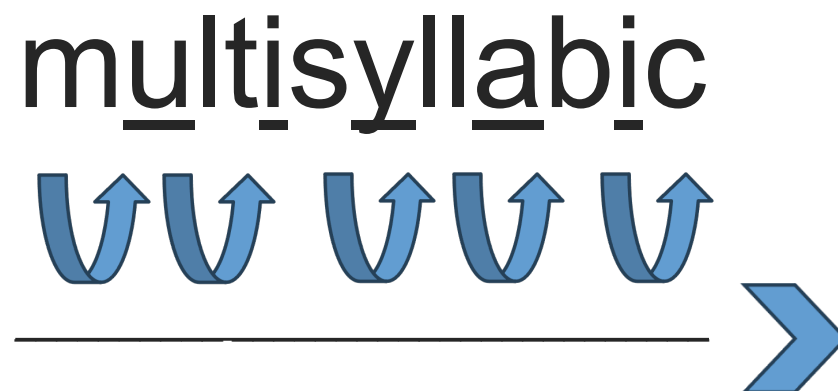
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Example: Look for Syllables and Word Parts

multisyllabic

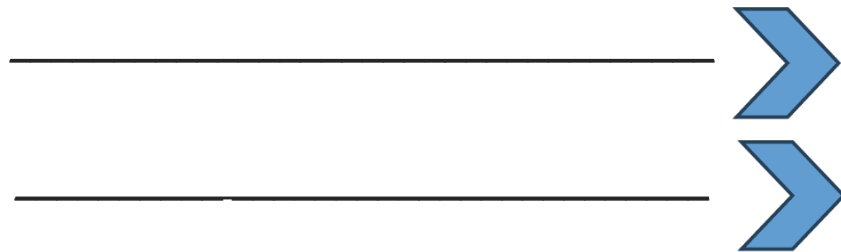


Example: Read Syllables Together



Example: Read Syllables Together Faster

multisyllabic





Activity 3.1: Describing the Routine

- Describe the routine
 1. Access the multisyllabic word routine in the Google Folder
 2. Briefly review the checklist
 3. Without looking, describe each step
 4. Look back at the checklist
 5. Mark steps described
 6. Try it again! Aim for 100%!
 7. Switch roles
 8. **Be prepared to share out**

Get the Gist

- **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 10 words or less?

4.0 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.
 1. How can I use routines to support my older child with reading at home?
 2. How can we (home and school) work together to prevent the drop in involvement with older children in middle school and high school?
 3. How can we increase our (home and school) connection and build trusting relationships where we can share information and address issues?

Be Prepared to Share Next Steps

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 _____.

Upcoming Professional Learning

- Family Partnership Opportunities
 - Literacy as a Life Skill, May 8th
 - Distinguishing Between an IEP and an Individualized Reading Improvement Plan (IRIP), May 29th
 - MDE Dyslexia Guidance, June 5th
 - Sources of Reading Difficulty, June 12th
 - Reading Assessments to Inform Assets and Needs, June 19th
- Learning Opportunities
 - MiMTSS Technical Assistance Center Youtube Channel videos on Literacy, Family Partnership
 - Michigan LETRS (Educators), new cohort registration starts 4/14/25

References and Resources

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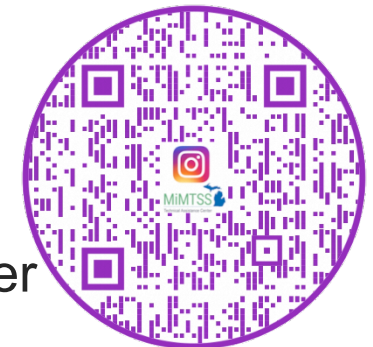
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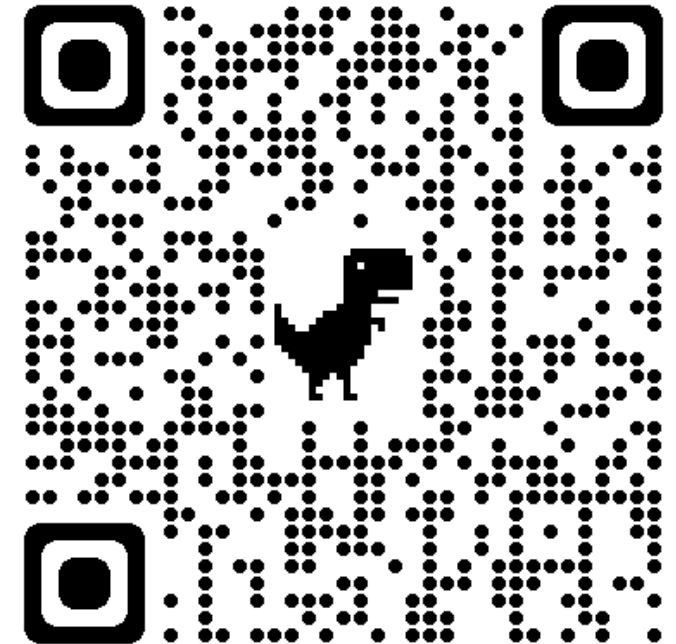


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