



Basics of Reading Instruction: A Primer for Parents & Community Members

1

Who's in the Room?



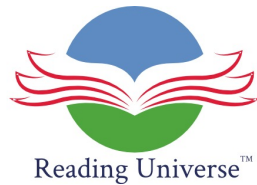
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2

Barksdale Reading Institute



The Barksdale Reading Institute works to significantly improve Mississippi students' pre-literacy and reading skills.



3

3

Learning to Read is Complicated but Not Impossible

Learning to read is harder than learning to do math.
2 + 2 always equals 4....but **ea** can say **read** or **bread** or **beard** or **heard**, and this can **break** your **heart**.

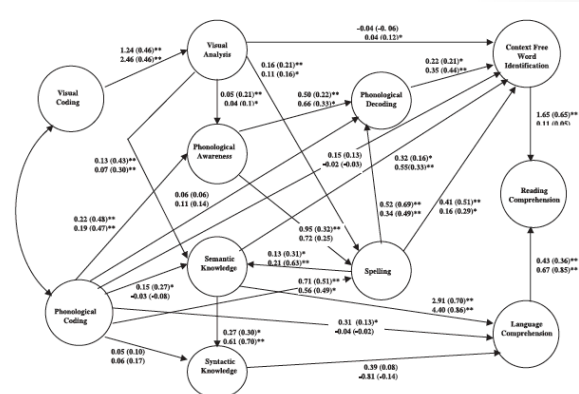


FIGURE 1 Convergent skills model of reading development: Younger/Older groups. Note: Coefficients for the Younger group are always listed above those for the Older group. Standard coefficients are in parentheses. * $p \leq .05$. ** $p \leq .01$.

4

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All brains process language the same way.



*"The fact is all people climb the same stairs to becoming readers. Some take them two or three at a time, while others have to drag themselves along with as much help as they can get, even occasionally backing down to repeat a step again and again. In the reading process, no one skips any steps, even if they leap over them so quickly it seems like they did. Only the pace and automaticity differ. This doesn't discount the importance of language and experience that readers bring in order to comprehend. But how can you comprehend a word before you identify it? **The path to constructing meaning from text begins at the phoneme level.** The preponderance of science supports this. And teachers must know the science."*

-Steve Dykstra, Ph.D. 2015

5

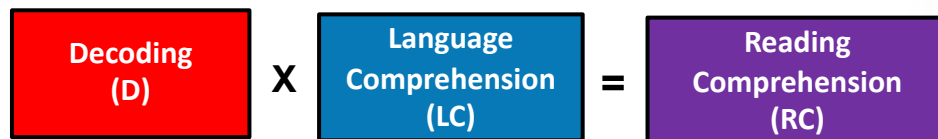
What Does It Take to Be a Reader?

The Simple View of Reading

$$D \times LC = RC$$

(Gough & Tunmer, 1986)

Cognitive
Processes:



6

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Decoding

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Phonological Awareness



Sentence Segmentation

Syllables

Onset and Rime

Phoneme Identification
& Categorization

Phoneme Segmentation

Phoneme Manipulation

8

8

How You Can Support Reading Development

For Younger Students

- Clap Syllables
- Recognize Rhyming
- Nursery Rhymes
- Isolate the first sound

For Older Students

- Break words into syllables and sounds for spelling and reading.



9

9

Phonics



Beginning Phonics and Spelling

Students first learn to apply the rules of decoding and encoding (spelling) with short vowels, consonant blends, and inflectional suffixes.

Alphabetic Principle	Short Vowels: VC & CVC Words	Consonant Digraphs & Trigraphs	Double Consonant Spellings ff, ll, ss, zz	Blends	Inflectional Suffixes and Doubling Rule: -s, -es, -ed, -ing, -er, -est	Two Syllables with Short Vowels
Examples: /m/ is spelled m /b/ is spelled b /k/ can be spelled c or k /ks/ is spelled x	Examples: VC CVC at map in pet cut map	Examples: ship them with chop ship luck	Examples: pitch badges fluff full floss fuzz	Examples: blend just clap trim stop	Examples: pin - pins fox - foxes walk - walked rest - resting fast - faster thin - thinnest run - running	Examples: cobweb bathtub picnic contact

Regularly spelled high frequency words should be taught as the spelling pattern is introduced.

Although irregularly spelled high frequency words must be memorized, all of them have some decodable part.

Advanced Phonics and Spelling

Students are ready for advanced phonics when they can read and spell 1- and 2-syllable short vowel words accurately and fluently.

Schwa /ə/	Vowel -r	Long Vowel Spelling Patterns	Vowel Teams for Diphthongs	Hard and Soft C and G	C-le	Silent Consonant Letters	Dropping e to Add Vowel Suffix	Affixes: Prefixes and Suffixes
Examples: gallon extra novel method attack	Examples: act barn fan war shirt earth	Examples: VCe - make Open - ga Vowel Teams - key boat sight	Examples: ow oi oa ou	Examples: cook city game gym	Examples: table bride purple	Examples: write ghost lamb	Examples: bake baking lovable	Examples: like like upwind gladly hopeful

Regularly spelled high frequency words should be taught as the spelling pattern is introduced.

Continue teaching spelling of more difficult irregularly spelled words.

10

10



How You Can Support Reading Development

- Teach the letter names
 - Alphabet Arc
 - Refrigerator Letters
 - Letters in Name
 - Say letters on signs
- Let students read stories
- Practice handwriting and spelling words.

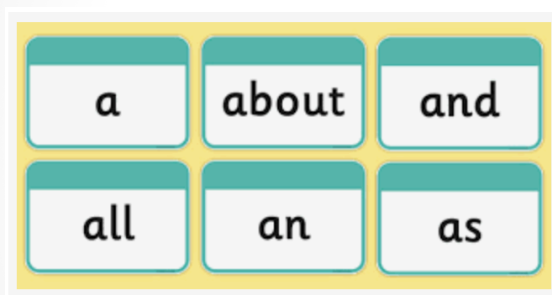


11

11

Sight Words

High Frequency Words



Building Fluency

Accuracy

Automaticity

Expression

12

12



How You Can Support Reading Development

- Read to your students and model fluency.
- Let students read their stories to you.
- Practice the high frequency words they are learning at school.



13

13

Language Comprehension

14

14



Background Knowledge & Vocabulary



15

15

How You Can Support Reading Development

- Read a variety of books, some nonfiction, some fiction, some poetry, some articles, etc.
- Talk to your children about:
 - current events.
 - things in your community.
 - things you see on television.
 - things you see on vacation.
- When children have technology time, encourage education videos such as National Geographic for Kids, Time for Kids, even some YouTube for Kids. There are great options to build background knowledge. Always monitor technology usage.



16

16



17



18

How You Can Support Reading Development

- Model and prompt children to use complete sentences.
- If improper grammar is used, restate the sentence the child says in the correct way.
- Model proper grammar usage in your speech.
- Talk about difficult sentences when reading together.



19

19

Reasoning Skills



How to Support Reading Development

Ask and Answer Why and How Often?

It teaches students to think and form reasonable solutions when needed.

20

20

21

21

22

22

The Scarborough Rope Model

Figure 2.2 The Path to Fluent Reading for Meaning
(Scarborough, 2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

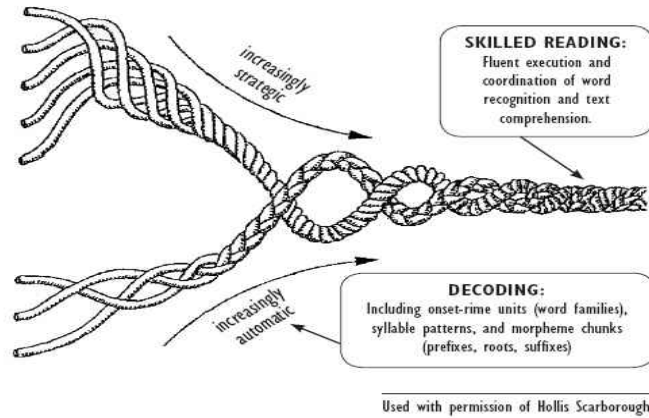
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.



23

These Skills Help Children...

Self-monitor

Organize Information as they Read

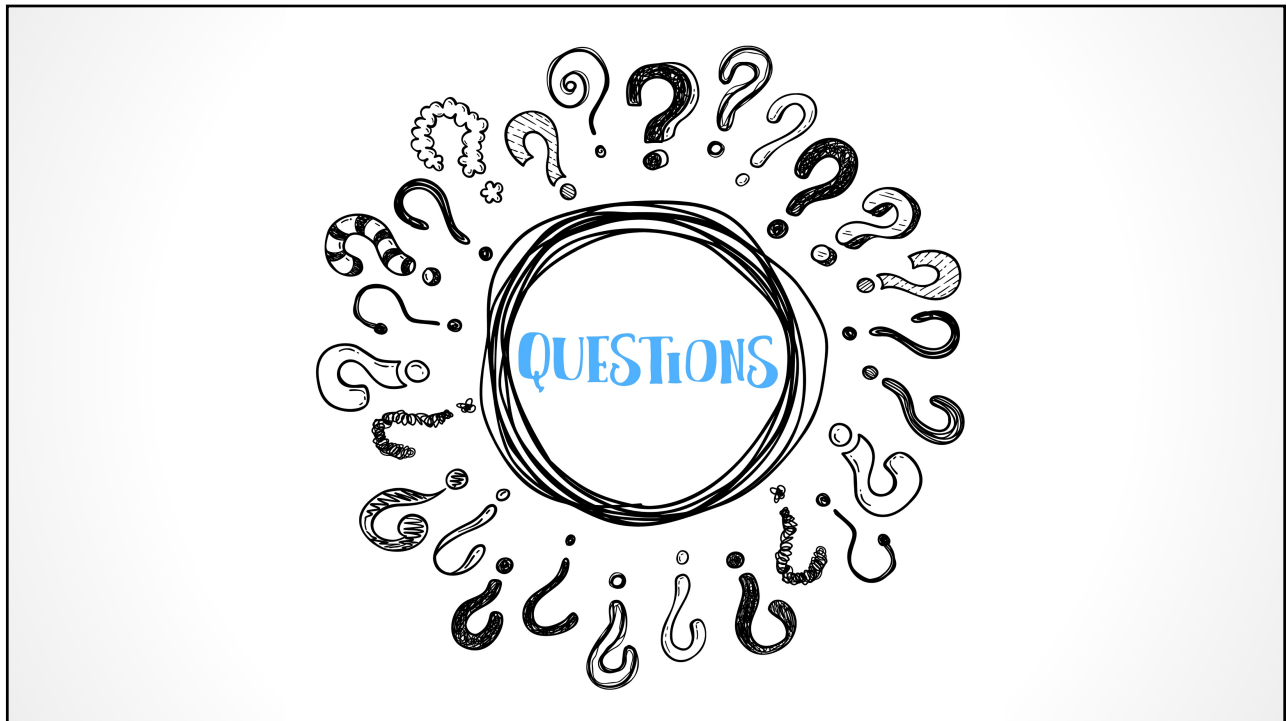
Generate and Answer Questions

Create Mental Images

Retell and Summarize

Which All Help Children Comprehend.

24



25