

Reading: what should we expect from our kids?

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Human brains are naturally wired to speak but are not naturally wired to read and write.

True or false?

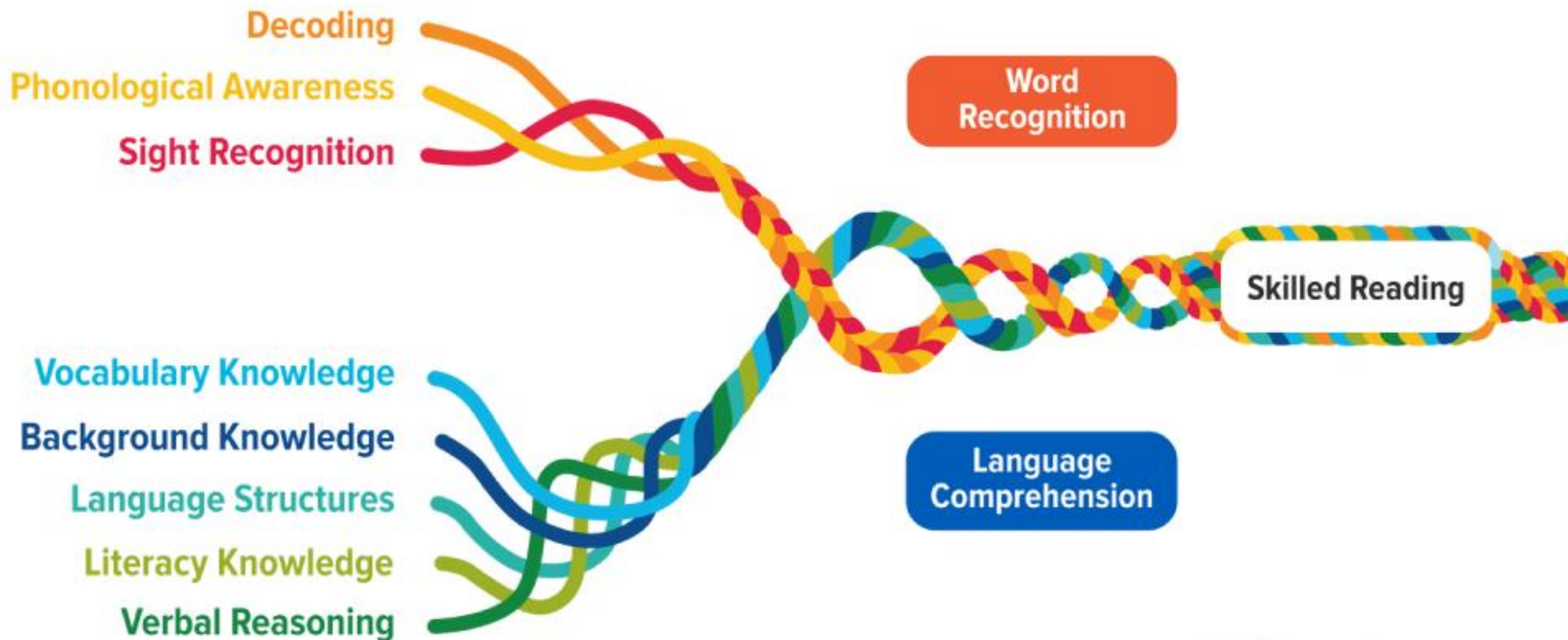


Our brains repurpose their different parts to create a reading neural network



Immersing children in literature and language-rich environments is important, but not sufficient to guarantee the development of the skills for successful reading

SCARBOROUGH'S READING ROPE

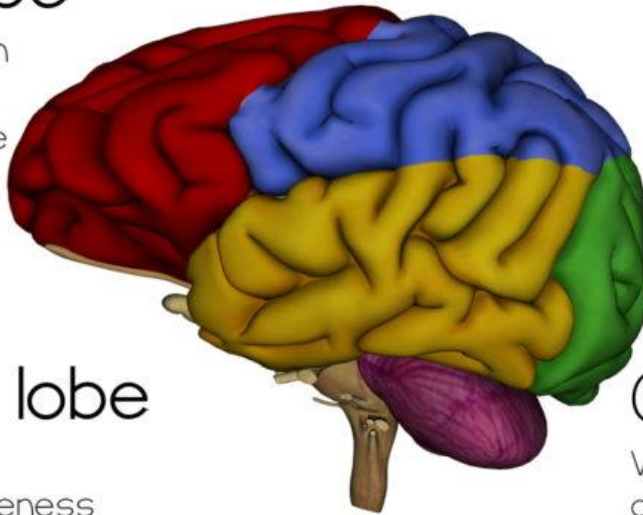


Each hemisphere is divided into

4 Lobes

Frontal lobe

Speech production
Reading fluency
Grammatical usage
Comprehension



Parietal lobe

Links spoken and written language to memory to give it meaning so we can understand what we hear and read.

Temporal lobe

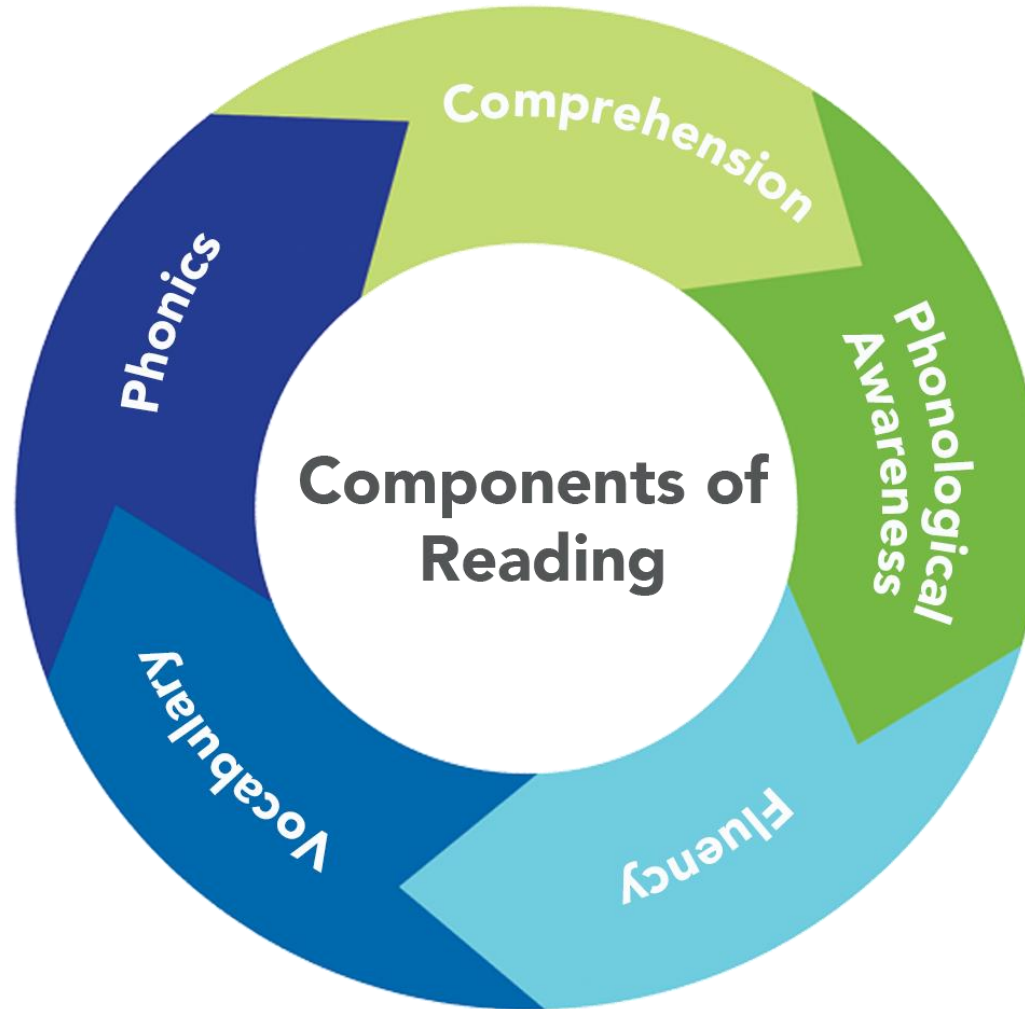
Verbal memory
Phonological awareness
Decoding/discriminating sounds

Occipital lobe

Where the primary visual cortex is located- important in the identification of letters.

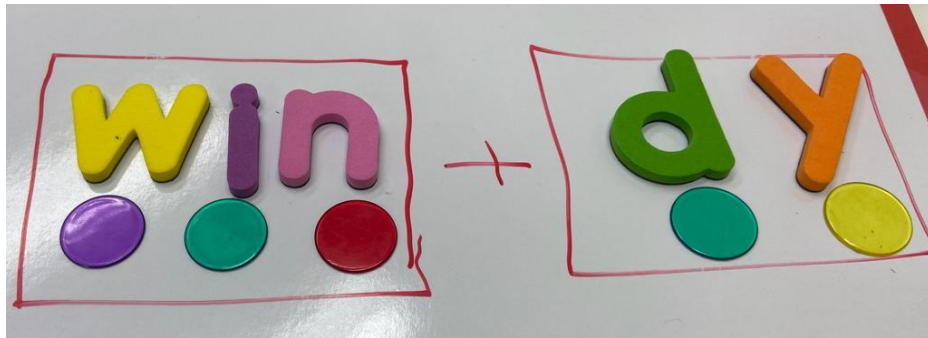
Each part of the brain has a job but they are not isolated.

Big 5 Components of Literacy

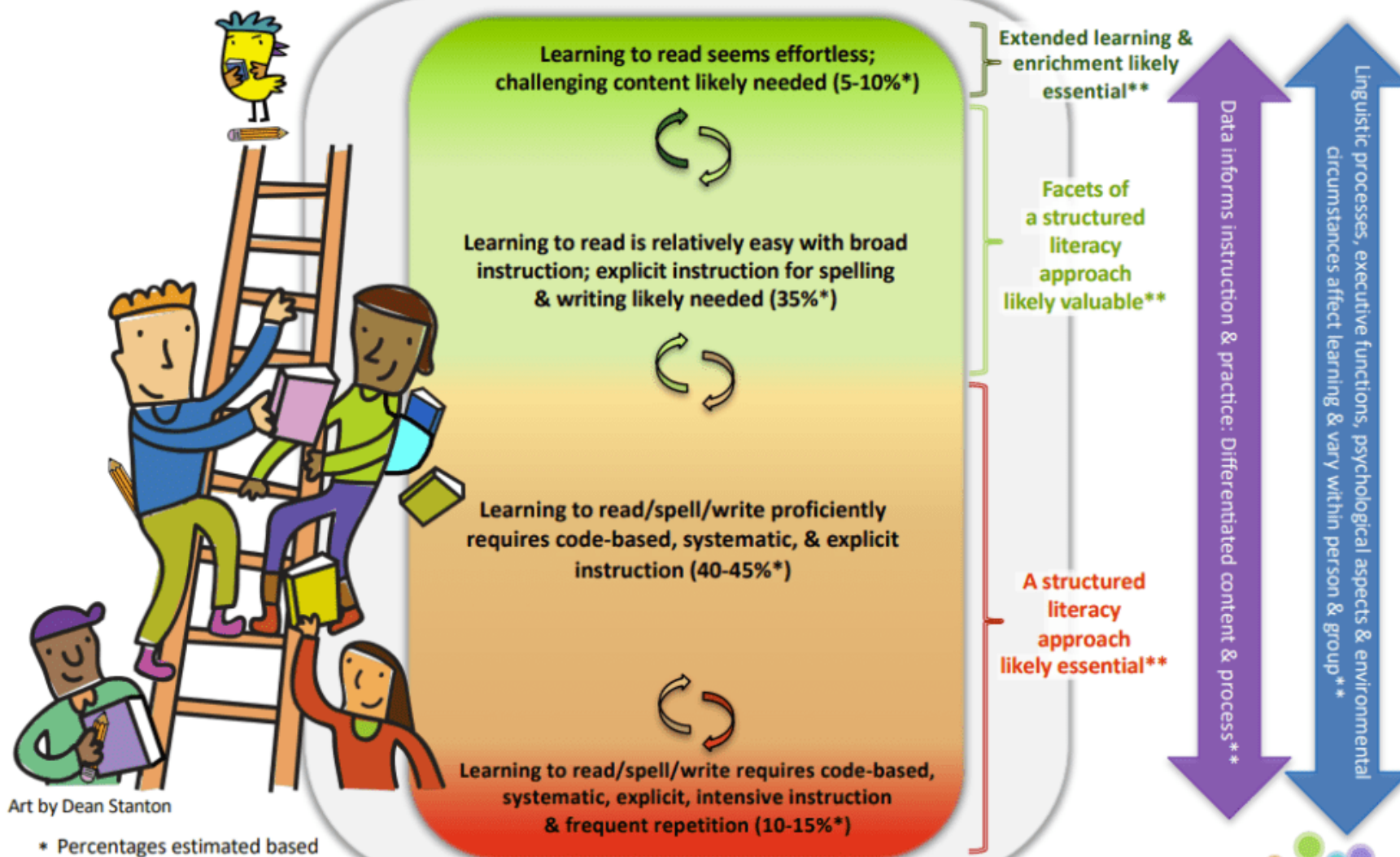


How do kids learn to read?

Kids learn to read by connecting the sounds of spoken language to the letters and words on the page.



The Ladder of Reading & Writing



Art by Dean Stanton

* Percentages estimated based on available evidence

** Terms defined and references at www.nancyyoung.ca

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“If students possess good reading habits, they can increase their critical reasoning skills and ultimately have better academic outcomes.”

What if they don't learn to read at grade level?

What if my child struggles?

Speak

Speak with your children's teacher to understand expectations for the grade level and her point of view on the evolution of the student. She is your best resource.

Talk

Talk with a learning/reading specialist to understand what can be done to fill the possible gaps.

Search

If recommended, search for a structured literacy intervention program (Orton-Gillingham, LindaMoodBell, Barton, Wilson...) to help fill the possible gaps that are keeping your kid behind grade level.

Don't wait

Don't wait until third grade to start an intervention program, early intervention is key to reading success.

When should I worry? What are the red flags for reading?

Preschool

- Trouble learning common nursery rhymes, such as “Jack and Jill”
- Difficulty learning (and remembering) the names of letters in the alphabet
- Seems unable to recognize letters in his/her own name
- Mispronounces familiar words; persistent “baby talk”
- Doesn’t recognize rhyming patterns like *cat*, *bat*, *rat*
- A family history of reading and/or spelling difficulties (dyslexia often runs in families)

Kindergarten and First Grade

- Reading errors that show no connection to the sounds of the letters on the page—will say “puppy” instead of the written word “dog” on an illustrated page with a picture of a dog
- Does not understand that words come apart
- Complains about how hard reading is; “disappears” when it is time to read
- A history of reading problems in parents or siblings
- Cannot sound out even simple words like *cat*, *map*, *nap*
- Does not associate letters with sounds, such as the letter b with the “b” sound

Second Grade through High School

Reading

- Very slow in acquiring reading skills. Reading is slow and awkward
- Trouble reading unfamiliar words, often making wild guesses because he cannot sound out the word
- Doesn't seem to have a strategy for reading new words
- Avoids reading out loud

Second Grade through High School

Speaking

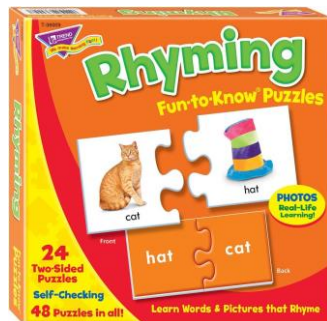
- Searches for a specific word and ends up using vague language, such as “stuff” or “thing,” without naming the object
- Pauses, hesitates, and/or uses lots of “um’s” when speaking
- Confuses words that sound alike, such as saying “tornado” for “volcano,” substituting “lotion” for “ocean”
- Mispronunciation of long, unfamiliar or complicated words
- Seems to need extra time to respond to questions

So, how CAN I HELP my child?

- Read aloud as often as possible to your child



- Play rhyme-based games



So, how CAN I HELP my child?

- Engage in word games

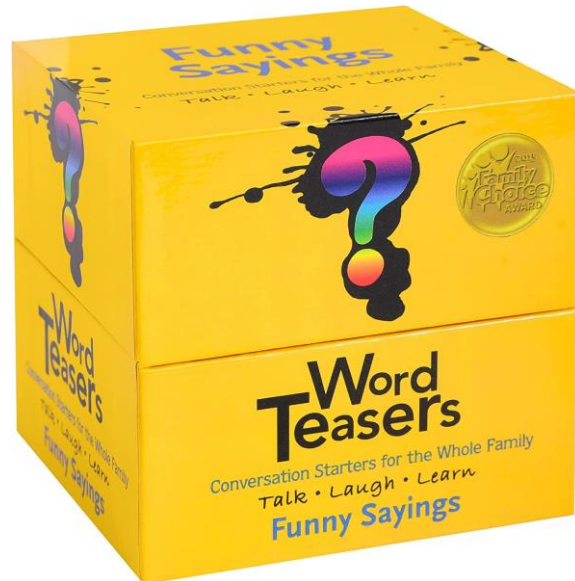
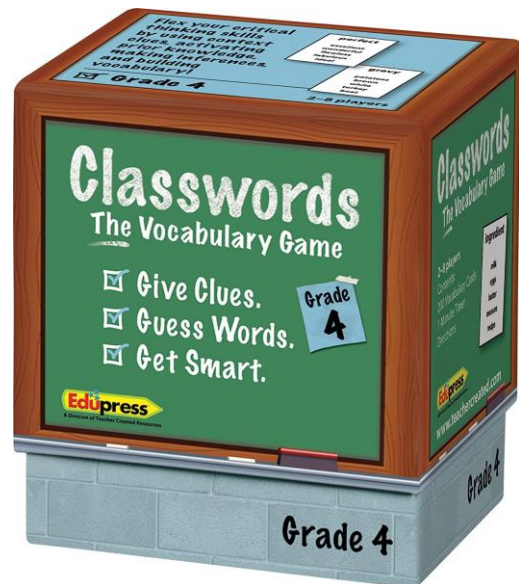
Ex: On a car trip everyone needs to say an animal that starts with the letter....

- Visit libraries



So, how CAN I HELP my child?

- Engage your older children in meaningful discussions about the books they are reading
- Play vocabularies games



So, how CAN I HELP my child?

- Teach them to listen to audio books. A car trip is always a good opportunity to share a book as a family.



So, how CAN I HELP my child?

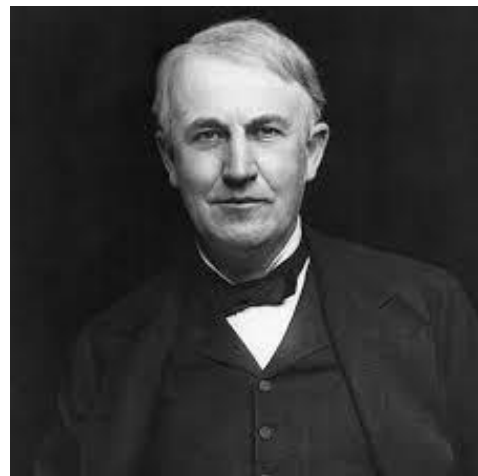
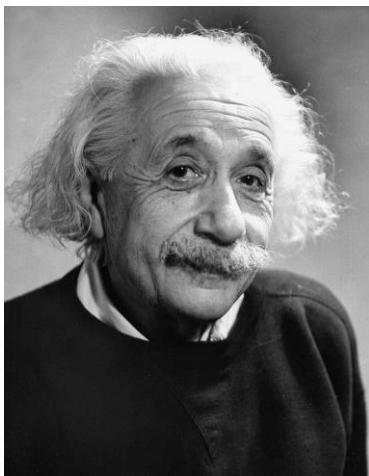
- Establish a routine for reading at home. During that time, be a role model and engage on a reading activity as well.
- Challenge your readers by creating reading challenges



Will 20 minutes of reading a day make a difference?

- Students who scored **90% better than their peers** on reading tests, read for **more than 20 minutes a day** – exposing them to **1.8 million words a year**.
- Students who scored at **the fifty percentile**, read on average only **4.6 minutes a day** – exposing them to **282,000 words per year**.
- Students in the **ten percentile** for reading, read **less than 1 minute per day** – exposing them to **8,000 words per year**. (It would take them one year to read as many words as a good reader would read in two days.)

What do these people have in common?



Suggested Books

- Reading in the Brain: The New Science of How We Read – Stanislas Dehaene
- Reader, Come Home – Maryanne Wolf
- The Knowledge Gap – Natalie Wexler
- Educated – Tera Watsover
- Looking for Heroes – Aidan A. Calvin
- The Teacher Who Couldn't Read – John Corcoran

Suggested Movies

- Like Stars on Earth
- Rescued by Ruby
- True Spirit

THANK YOU!

Contacts

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