

A young boy with short dark hair, wearing a blue denim jacket over a dark shirt, is shown from the chest up, looking down at an open book he is holding. The background is a soft, warm light.

# Teaching Every Child to Read: A Responsibility for Parents and Schools

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# Do we have a literacy crisis in America?

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1. About 20% of elementary students nation-wide have significant problems learning how to read.
2. At least another 20% of elementary students do not read fluently enough to enjoy or engage in independent reading.
3. The rate of reading failure for African-American, Hispanic, limited-English speakers and poor children ranges up to 60 and 70 percent.
4. One-third of poor readers nation-wide are from college-educated families.
5. 25% of adults in the United States lack the basic literacy skills required in a typical job.

Rising needs for high levels of literacy in our society demand that parents and schools break the mold of past performance—we clearly must do better than has ever been done before.

# Just Read, Florida!

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- Just Read, Florida! is Florida's state-wide reading initiative with the unequivocal goal for all students in Florida to be reading on grade level or higher throughout their school years by 2012.
- Reading First is the K-3 federal component of Just Read, Florida! and a component of the No Child Left Behind Act (NCLB) of 2001.

# Basic Premise of Just Read, Florida!

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- Prevention of reading problems is far more cost effective and efficient than remediation.
- Reading failure can be prevented by relying on the extensive scientific research base in reading.

# Four Main Elements of Just Read, Florida!

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- Parents and Families
- Community and Business Involvement
- Readiness Community
- Educators

<http://www.justreadflorida.com/>

# Reading First

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- Goal: To translate recent reading research into permanently improved practices in K-3 classrooms across the United States.
- States receive their Reading First funds when they develop a six year plan to accomplish the goal.
- School Districts that develop the best plans to do this in Florida receive Reading First awards for eligible schools in their district.

# Purpose of Reading First

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- Reading First funds can be spent on
  - high quality professional development for teachers
  - new reading assessments that are reliable and valid
  - instructional/curriculum materials and books

# Florida's Formula for Reading Improvement

$$5 + 3 + \textit{ii} + \textit{iii} = \text{NCLB}$$

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- 5** Five **skills** on which early reading instruction should focus
  
- 3** Three types of **assessment** to guide instruction
  - Screening
  - Progress monitoring
  - Diagnosis
  
- ii** High quality **initial instruction** is critical
  
- iii** **Immediate intensive interventions** for children lagging behind in the growth of critical reading skills

$$\underline{5} + 3 + \text{ii} + \text{iii} = \text{NCLB}$$

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## 5 Instructional Components:

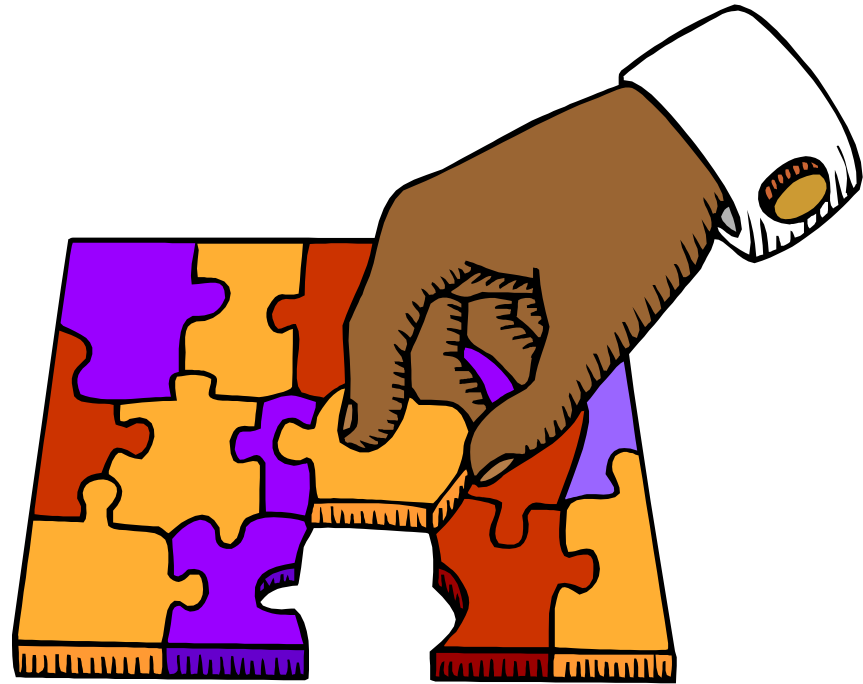
Phonemic Awareness

Phonics

Fluency

Vocabulary

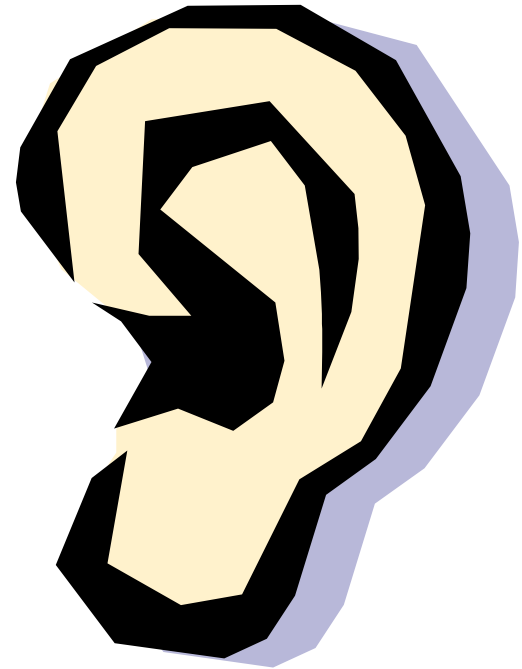
Comprehension



# Phonemic Awareness

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The ability to notice, think about, and work with the individual sounds of spoken words.



# Phonics

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Understanding the relationship between letters and sounds.



# Fluency

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The ability to read text  
-quickly,  
-accurately,  
-and with proper  
expression.



# Vocabulary

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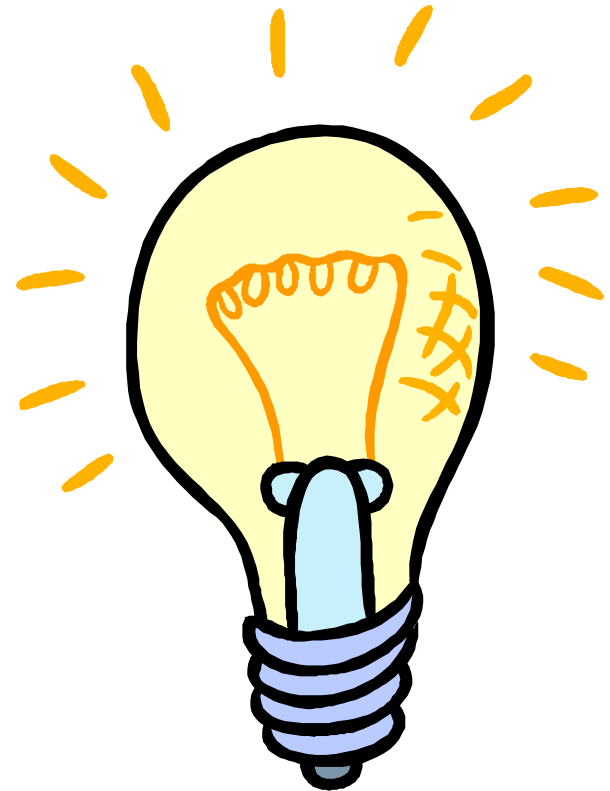
The knowledge of the meanings and pronunciation of words that are used in oral and written language.



# Comprehension

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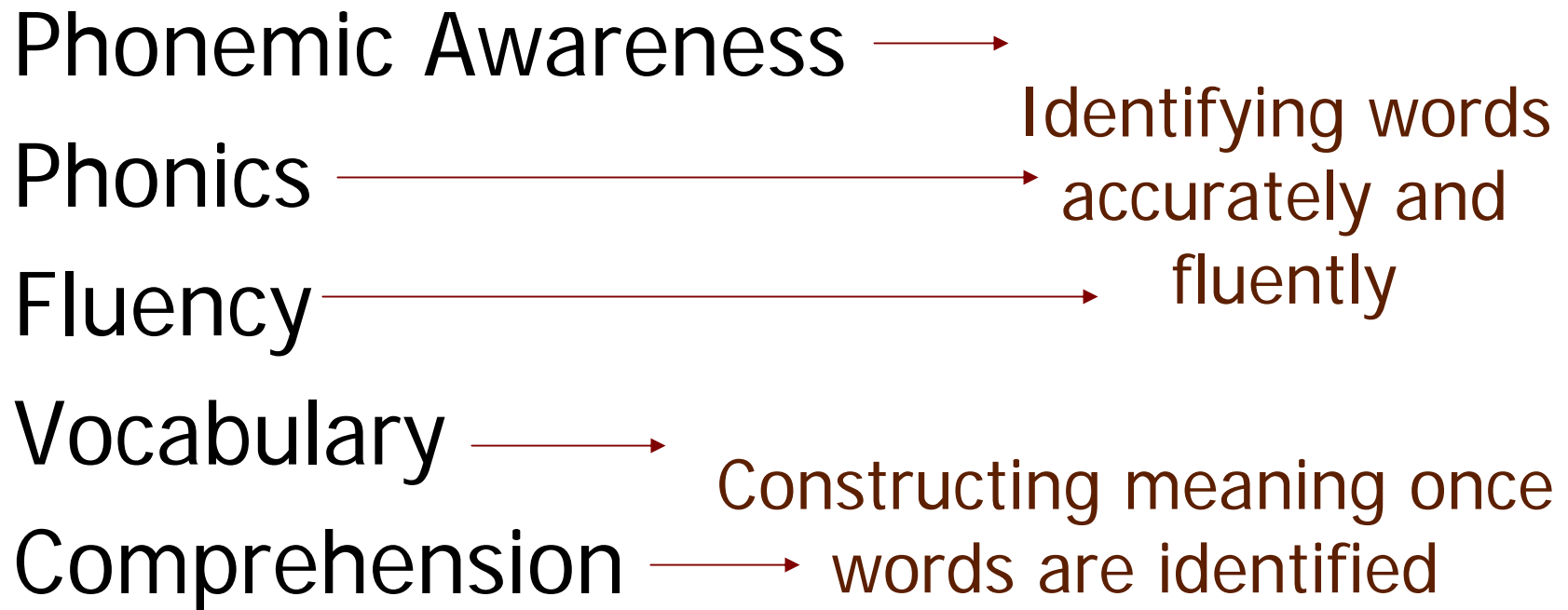
The ability to make sense of text and to monitor for understanding.



$$\underline{5} + 3 + \text{ii} + \text{iii} = \text{NCLB}$$

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*Five Instructional Components:*



$$5 + \underline{3} + \text{ii} + \text{iii} = \text{NCLB}$$

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Three types of assessment to guide instruction:

Screening to identify children who may need extra help

Progress Monitoring to determine if children are making adequate progress with current instruction

Diagnosis to determine specific instructional needs

$$5 + 3 + \underline{\text{ii}} + \underline{\text{iii}} + = \text{NCLB}$$

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The goal of initial instruction (ii) is to implement high quality instruction in all classrooms when students are learning to read.

- Instructional tool used to implement ii is a comprehensive reading program that is aligned with Reading First guidelines
- Because of the huge diversity in children's talent and preparation for learning to read, some children will require much, much more instruction and practice than others. These children will require immediate, intensive intervention (iii).

# Relationship between skill and motivation

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- If we want children to read well, we must encourage them to read a lot.
- If we want to encourage children to read a lot, we must teach them to read well.

# Stumbling Blocks to Becoming a Good Reader

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- Difficulty learning to read words accurately and fluently
- Insufficient vocabulary, general knowledge, and reasoning skills to support comprehension
- Absence or loss of initial motivation to read

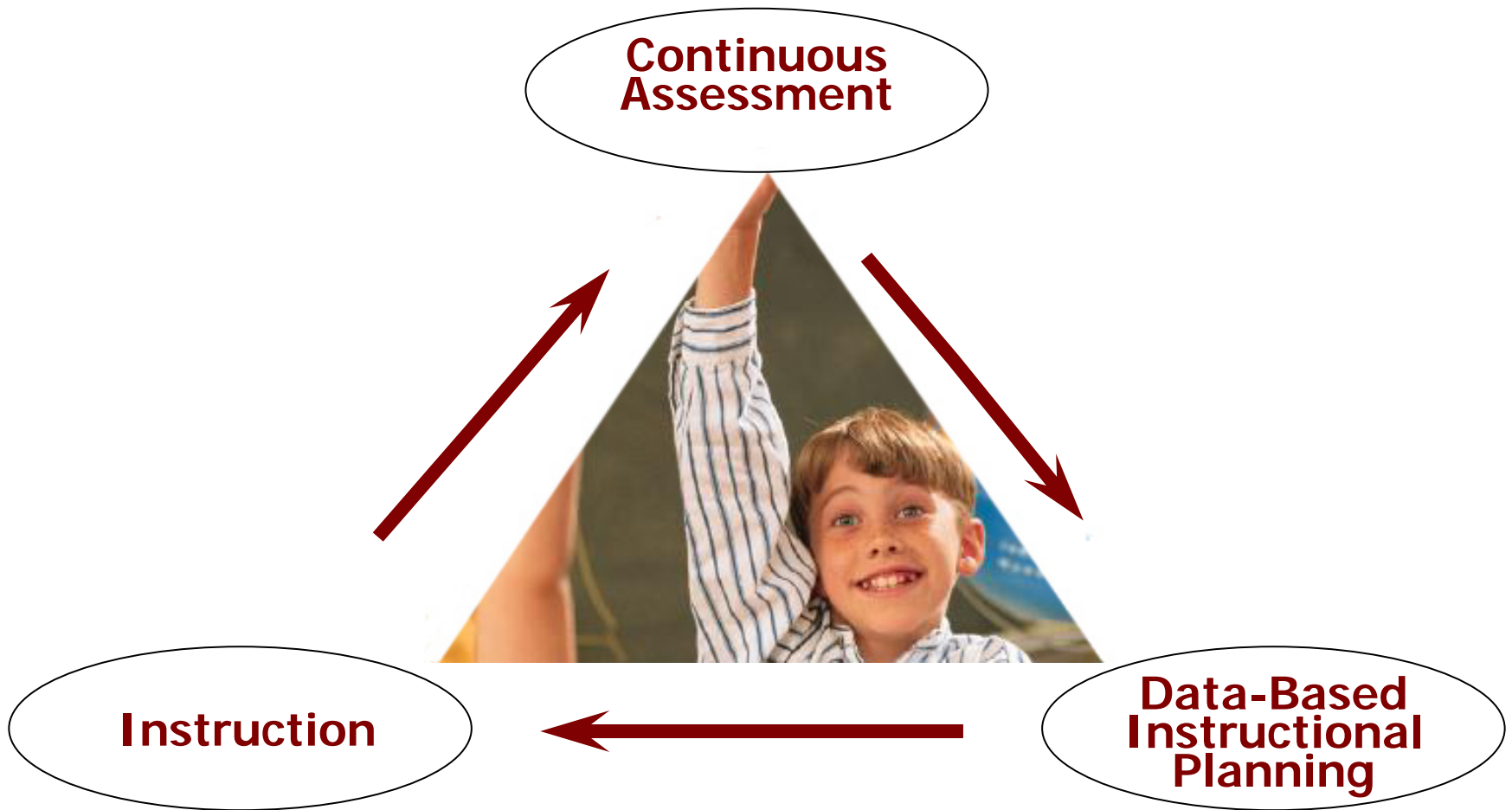
# Responsibilities of Schools

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- Increase the consistency with which high quality instruction is delivered in every classroom.
- Assess the growth of critical reading skills beginning in Kindergarten to identify children lagging behind. Continue to monitor progress to guide instruction
- Provide immediate intensive interventions for children who are struggling to learn to read.

# Model for Student Success

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# How can Parents help?

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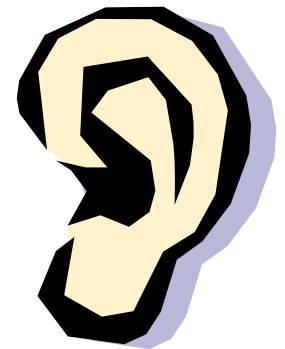
- Schedule 15 minutes of special time everyday to listen to your child read.
- Let your children see you reading!
- Create a special workspace and schedule daily quiet time for your children to do his/her homework.



# Parents, Kids, & Phonemic Awareness

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- Play word games with your child in the car, on a walk, while making dinner, etc.
- Make up rhymes/Sing Nursery rhymes
- Identify individual sounds in words (first, last, middle)
- “Say it Fast Game” (Blending)
- “Say it Slow Game” (Segmenting)



# Parents, Kids, & Phonics

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- Ask your child's teacher which letter sounds or letter sound combinations your child is struggling with. Write these letters on index cards and practice building words with other known letter sounds.
- Use magnetic letters to make words and read them.
- Highlight or underline words that you can sound out from the day's "junk mail." Ask your child to read these words.



# Parents, Kids, & Fluency

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- Have your child read and reread familiar books that are at his/her independent reading level.
- Have your child read a short passage multiple times. With each reading, you time and record how long it takes.



# Parents, Kids, & Vocabulary

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- Talk to your children often!
- Asks lots of questions and elicit longer and longer explanations.
- Use interesting words in your conversations.
- Provide a lot of explanations.
- The more you talk to your child, the faster their vocabulary will grow!



# Parents, Kids, & Vocabulary (continued)

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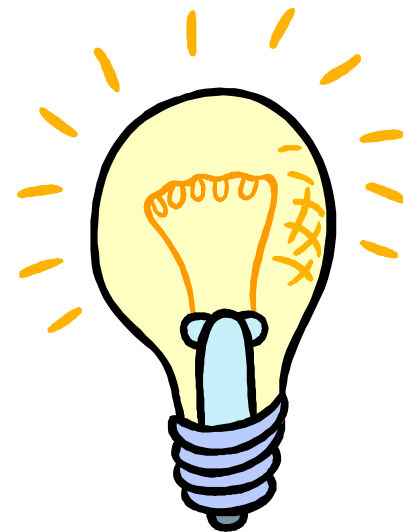


- Point to something and ask your child what it is and ask him/her to describe it to you.
- While reading, stop and explain the meaning of any words your child may not understand.
- Pick out a new vocabulary word from one of the books you are reading with your child. Talk about what it means. Then, make up a sentence with the new word. Try to use the word again and again that week.

# Parents, Kids, & Comprehension

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- Plan to go to the school library, public library, or local bookstore once each week and read a new book together.
  - Prediction
  - Main Idea
  - Retell



“If you add a little to a little, and then do it again, soon that little shall be much.”

--Hesiod



**You are your child's best  
advocate!**



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