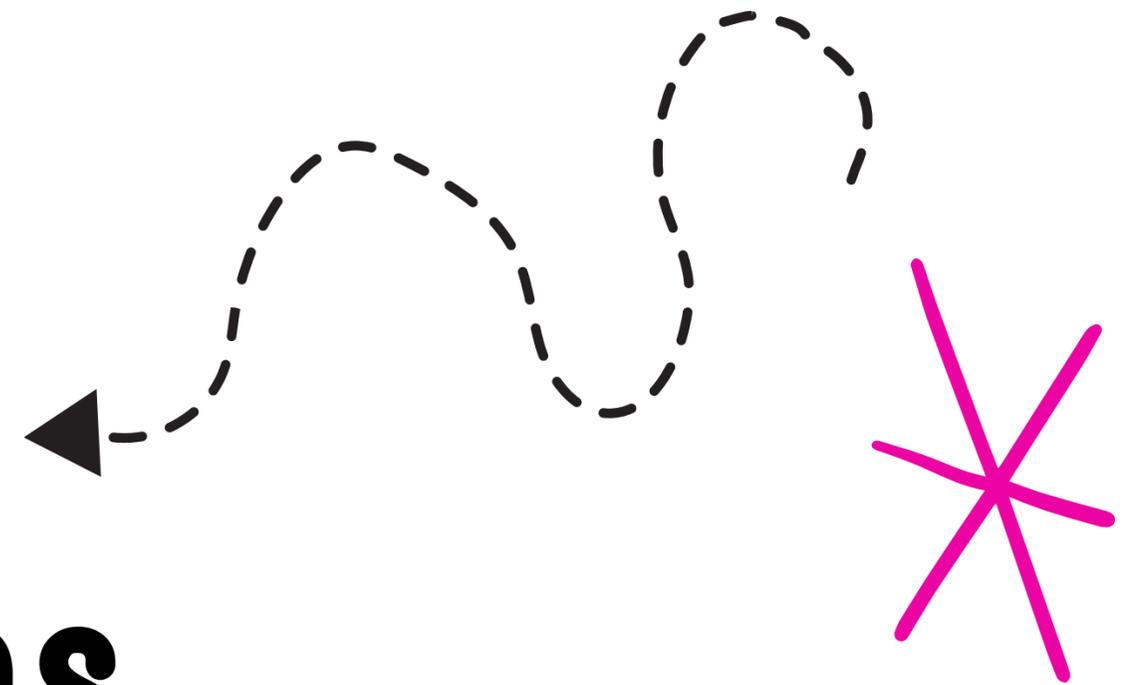


Before the Gap Widens

What Every Parent of a Struggling Reader
needs to know!

By: TheReadingReel

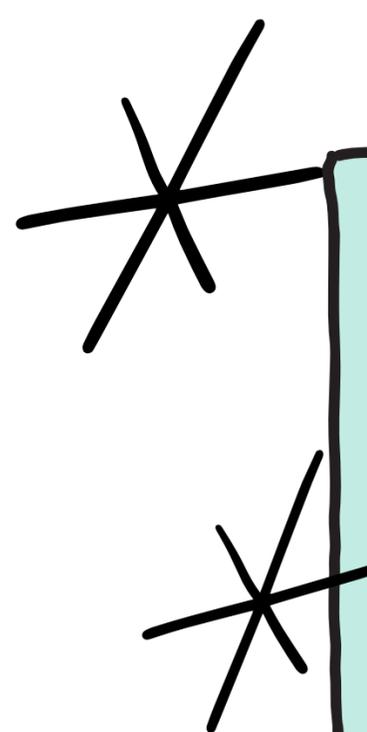


First Things First

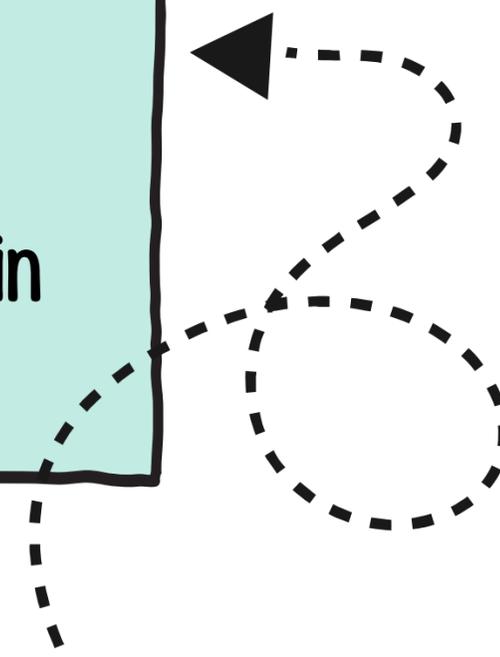
Is your child falling through the cracks?

Tonight is going to be a conversation on what the school may not be telling you about early reading struggles.



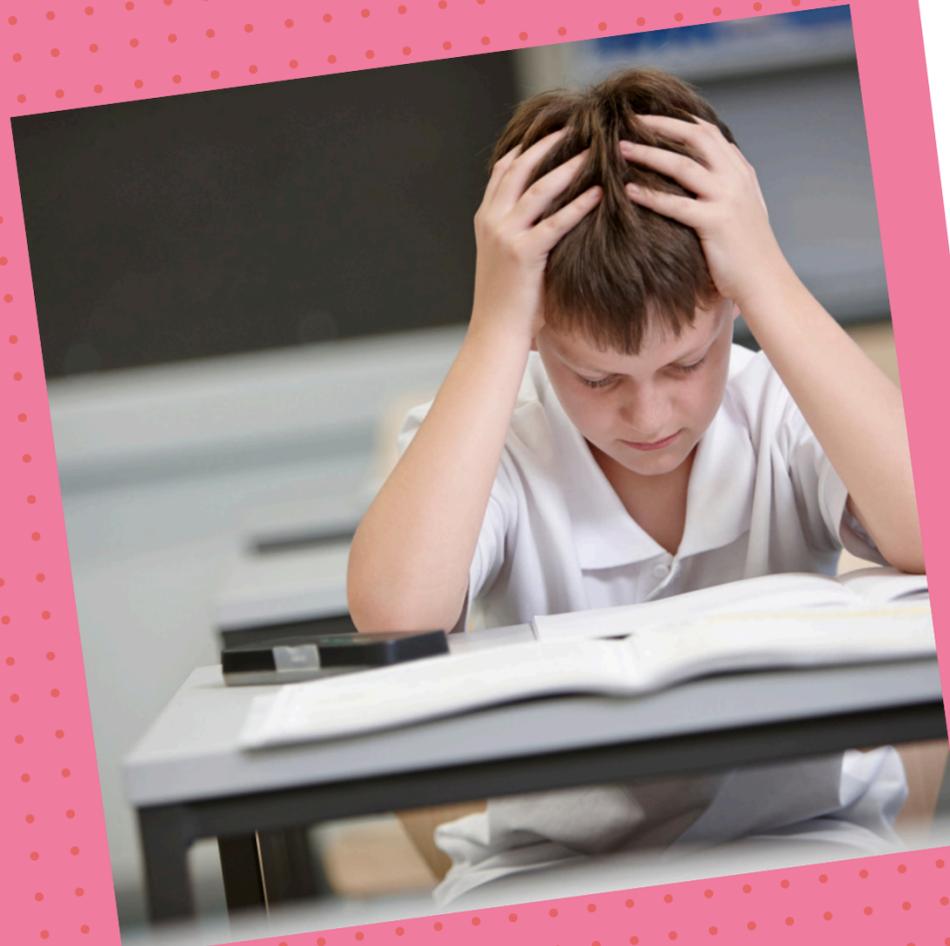


**This class is
for you if...**

- You suspect something is off.
 - Homework takes forever and often ends in tears
 - You're gut says, it's not clicking.
 - You're tired of feeling in the dark.
- 

YOU ARE SEEING THE SIGNS AT HOME

- The guessing at words
- The tears
- Homework battles
- The “I hate reading” moments
- The “gut” feeling that something is not clicking and no one is hearing you.



YOU ARE NOT IMAGINING IT AND YOU'RE DEFINITELY NOT ALONE.

66% of the average 4th grade children in the US are not reading proficiently.

In South Carolina, 64% of 4th graders read below proficiency.

21% of adults in the US are illiterate in 2024.



WHAT THE WAIT AND SEE METHOD TRULY MEANS

- Confidence drops
- Anxiety Rises
- Gap Widens

WHEN WE DON'T INTERVENE....

First grade is typically the year that students define themselves as good /bad readers.

A student behind at the end of first grade often continues to struggle and this is where the gap begins to widen. This is called the **Matthew effect**.

74% of struggling Readers in 3rd grade never catch up.

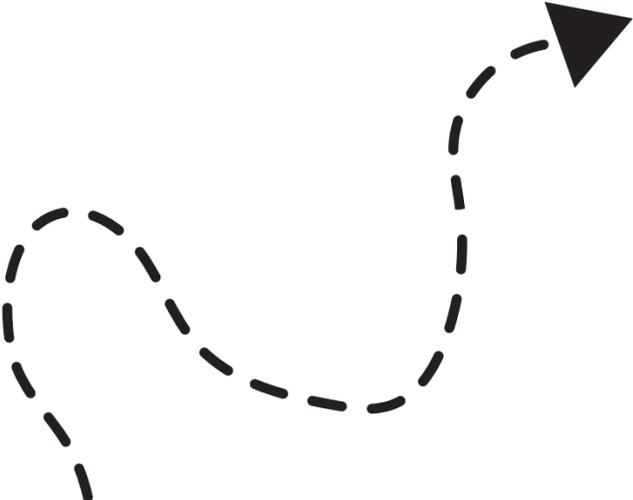


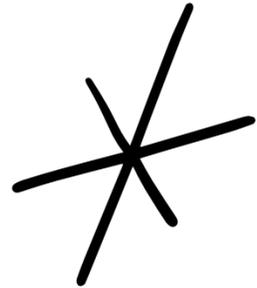
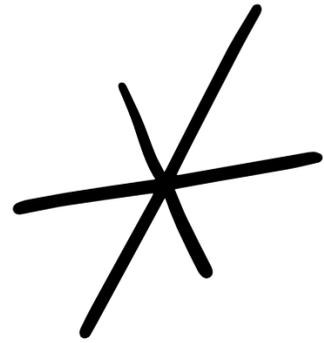
Hi there! I'm Katie!

Introduction



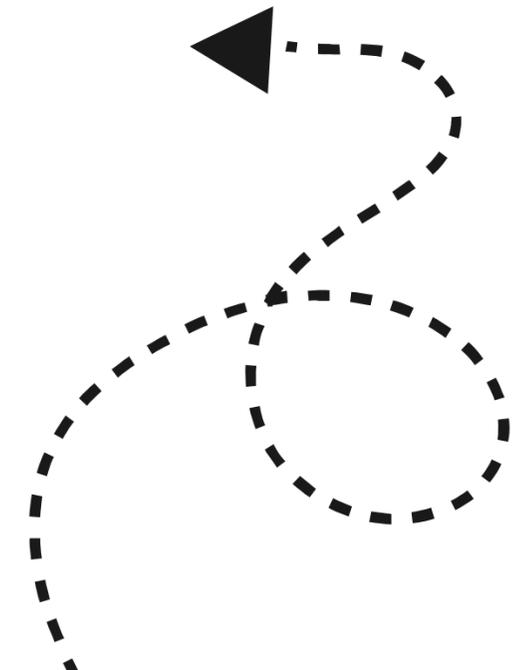
Hi! Thanks for being here, I'm Katie. Wife and mom of 4 girls. I'm a reading and dyslexia specialist with over 20 years of experience in education and 7 years emersed in struggling readers. I'm fueled with a passion to crush the literacy crisis. I'm an Orton Gillingham Practitioner and love wathcing my students grow but also love coaching families on next steps.





5 Early Warning Signs Most Schools Downplay

- Guesses instead of sounding out
- Avoids reading out loud
- Trouble remembering common words
 - of/for/the
- Homework meltdowns
- Says, "I'm dumb" or "I hate reading"



WHY TRADITIONAL READING HELP OFTEN FAILS

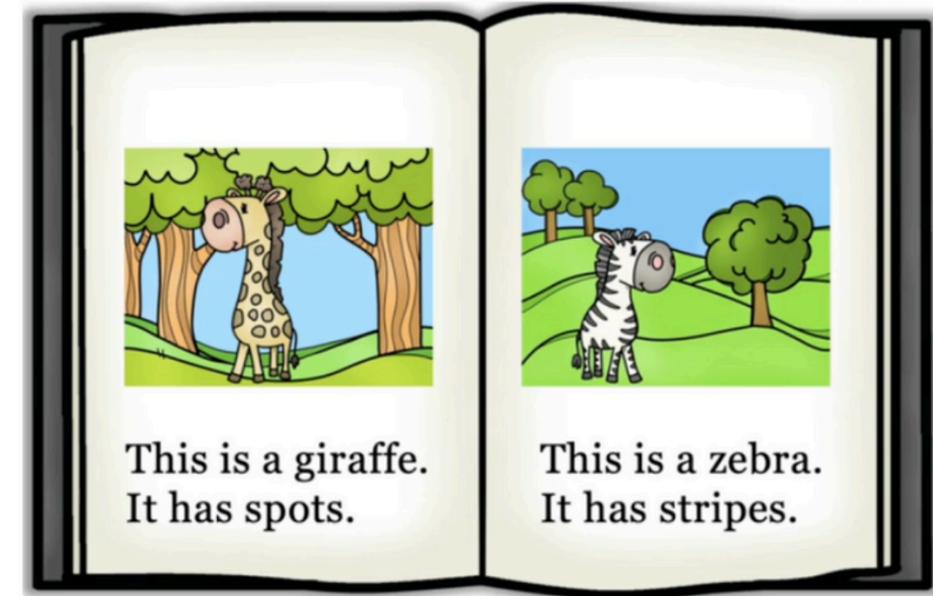
- Repetition without strategy
- Leveled readers that teach guessing
- No focus on phonemic awareness or decoding
- Assumes kids will "catch up" with time



BALANCED LITERACY
VS
STRUCTURED LITERACY

LEVELED READERS

- Predictable Text with repetitive words
- Promotes Memorization
- Heavily rely on pictures & context clues
- No phonics progression
- NOT Effective for ALL readers



DECODABLE READERS

- Words are meant to be decoded using the skills a reader possess
- Predictable and controlled text based on skills acquired
- Builds decoding confidence

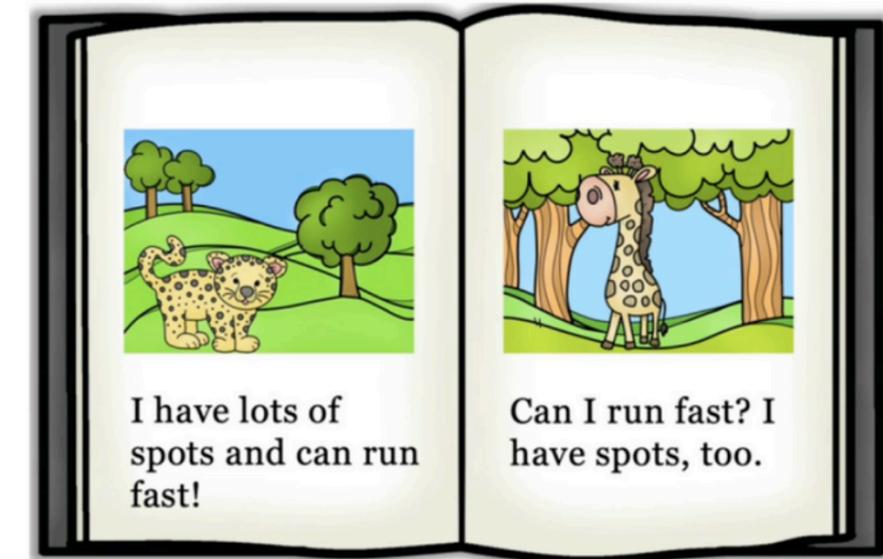
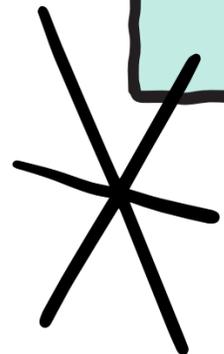
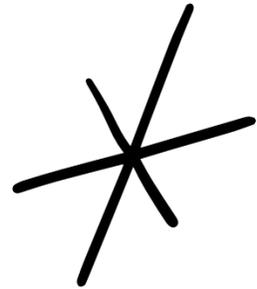
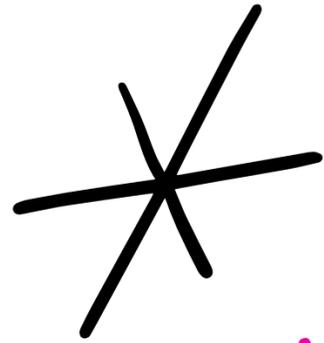


Image by This Reading Mama

BENEFICIAL FOR ALL, NECESSARY FOR SOME!



By the End of
Kindergarten



VC and CVC Words

in, up, on, it, map, rug, get
cups, cats

Closed Syllable with Blends

slam, mask, felt, grip

Digraphs and Floss

thin, chat, ship, whim, duck,
buzz, fill, mess

Long Vowels

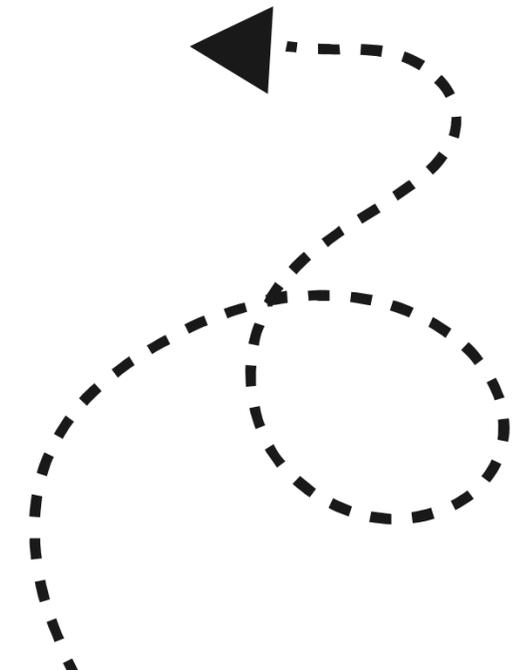
bike, came, eve

2 Closed Syllables

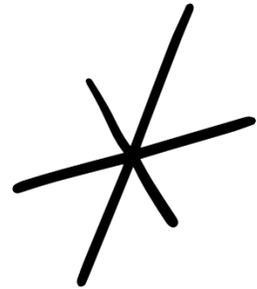
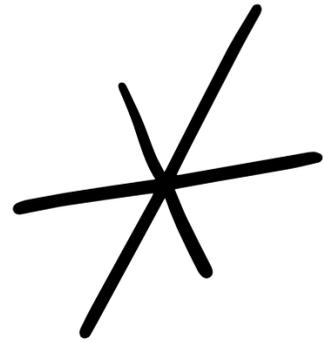
uphill, sunset, basket

High Frequency Words

a, the, I, to, and, was, for, you, is, of



By the End of 1st
Grade



CVC Words

cat, bag, pin, mug

Consonant Blends

clam, milk, desk, flag, script,
plump, bland

Digraphs and trigraphs

thin, chat, ship, whim, fudge, stitch

Open Syllables

go, be, baby,

VCE

fame, mine, globe, strike,

r-controlled

car, burn, her

Vowel Teams

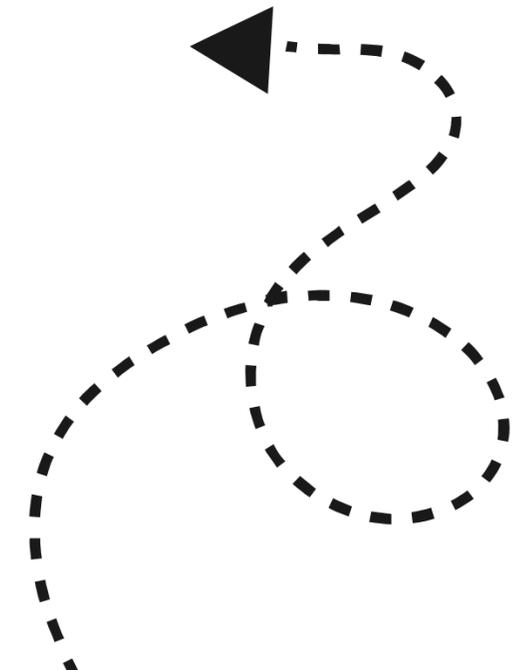
rain, play, coin, joy, meet, coat

Consonant le

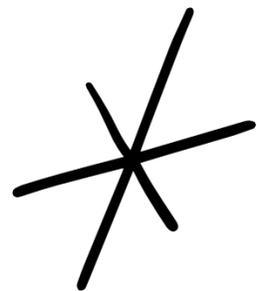
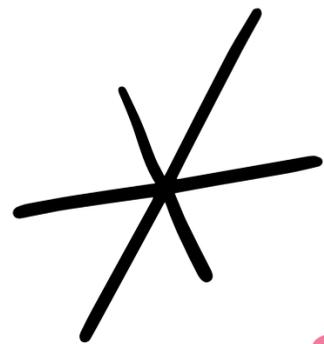
little, middle, cattle

Prefixes and Suffixes

unzip, redo, dogs, rented, running,



By the End of 2nd
Grade



Compound Words

jumprope, backpack, chopstick

Open/Closed

virus, broken

Multisyllabic Words

downtown, flashlight, suitcase, meatball, donkey

Suffixes

-ed, -er, -est, -ly, -ish, -ing, -ment -y
-able, -ible

Advance Vowel Teams

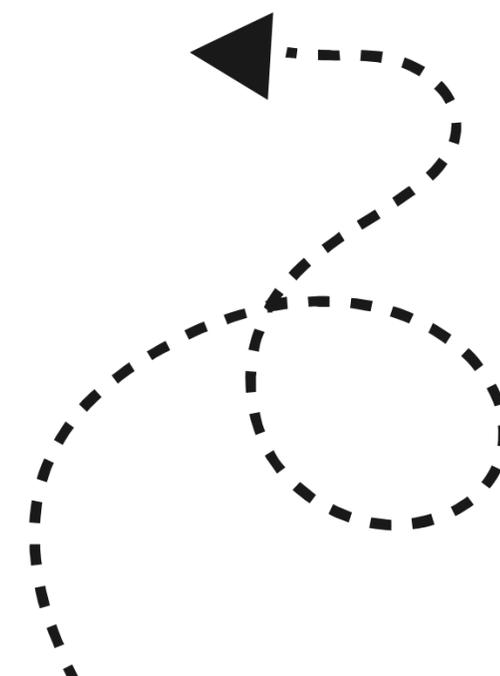
sleigh, thought, straight

Advance R-Controlled

collar, hare, chair, factor

silent letters

knock, wrist, gnat



PRESCHOOL YEARS

SIGNS OF DYSLEXIA



- Trouble learning or repeating nursery rhymes
- Difficulty learning and remembering the names of letters in the alphabet
- Difficulty or inability to recognize letters in their name
- Delayed speech or prolonged 'baby talk'
- Mispronunciations of familiar words
- Family history of reading and spelling difficulties (Dyslexia is genetic)

KINDERGARTEN & FIRST GRADE

SIGNS OF DYSLEXIA

- Difficulty with phonemic awareness and understanding that words can be segmented into syllables and sounds
- Difficulty rhyming: both recognition of a rhyme or reproducing one.
- Inability to learn to associate letters with sounds
- Reading errors that do not connect with the word presented Ex. reading the word tub as boat.
- Continually errors on same word throughout a passage that they've previously decoded.



KINDERGARTEN & FIRST GRADE

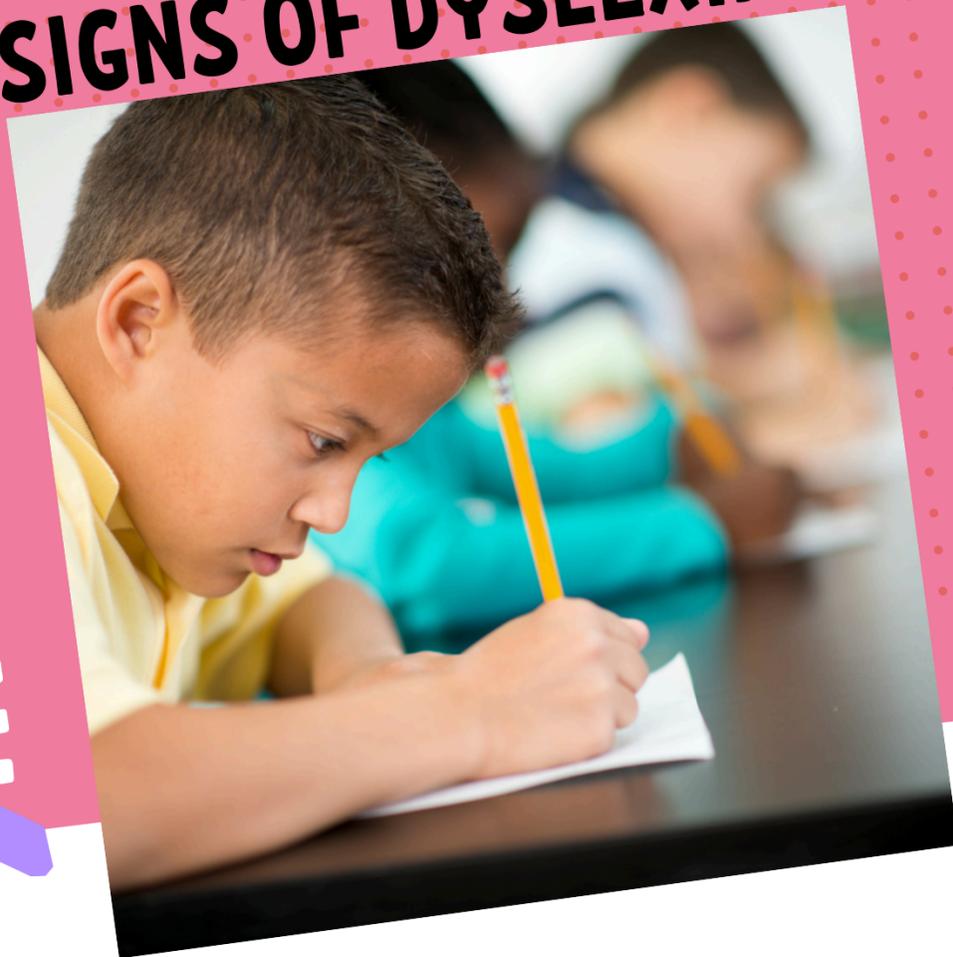
SIGNS OF DYSLEXIA



- Letter formation look more like stick figures that are not connected
- Inability to decode common one-syllable CVC words such as mad, pig
- Complaints about how reading is hard or shutting down with approached with a reading task
- Family history of reading and spelling difficulties (Dyslexia is genetic)



SIGNS OF DYSLEXIA



SECOND GRADE AND BEYOND

- Slow progress in acquiring reading skills
- Lack of strategy to read new words
- Inability to read or skipping over small function words: am, that, the, on
- Stumbling on multisyllabic words
- Omitting parts of words
- Fear of reading aloud, choppy and labored reading
- Substitution of words in text such as TV for television

SECOND GRADE AND BEYOND

SIGNS OF DYSLEXIA



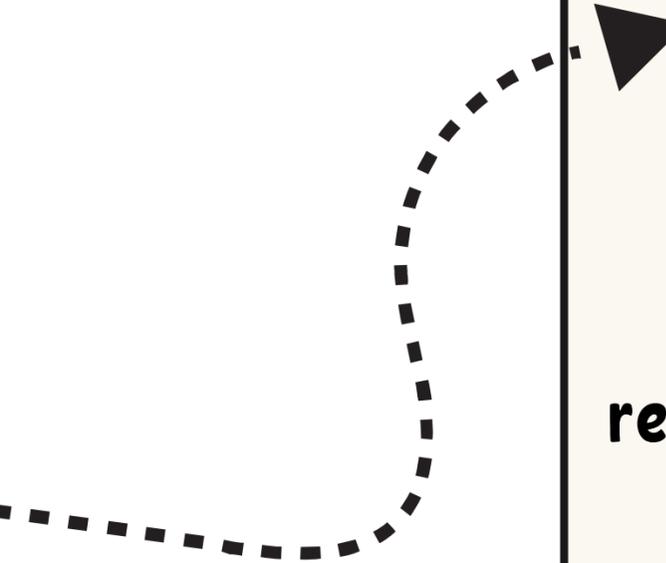
- Oral reading full of substitution, omissions, and mispronunciation
- Reading with little to no inflection
- Spelling errors
- Messy or illegible handwriting (with excellent fine motor)
- Ability to read within context rather than isolated single words
- Reliance on context of text
- Low Self - Esteem and avoidance of reading



UNCOMMON SIGNS



Directional Confusion: difficulty with left and right or getting lost in familiar environments.



Poor Memory Sequence: Difficulty remembering order of things such as days of the week, alphabet, or counting

Math Challenges: Difficulty with arithmetic, memorizing math facts or understanding word problems



Auditory Processing Difficulty : Trouble with following directions, keeping up with conversation or distinguishing similar sounds.

10 Ways to Support

Educate Yourself

Advocate for your child at school!

Provide Explicit Literacy Instruction

Offer repeated exposures and practice

Less is more!



Work on fluency building

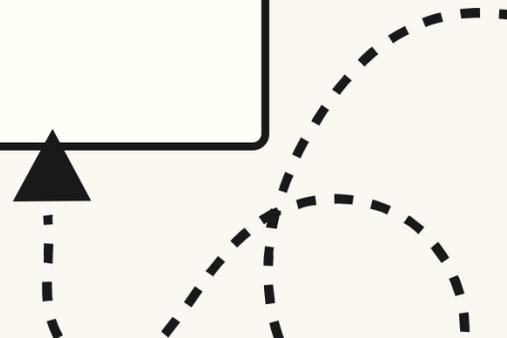
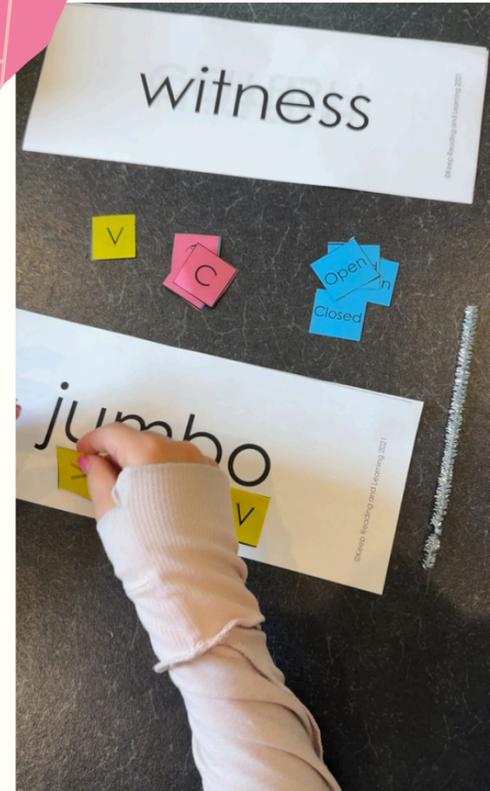
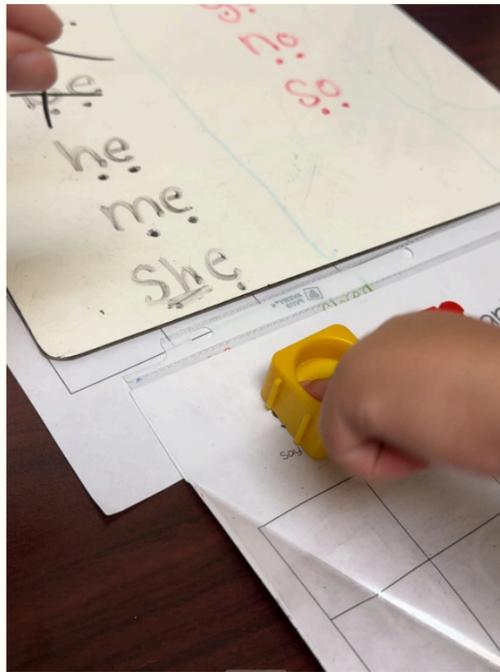
Make it Fun!

Provide positive and corrective feedback and encouragement

Use decodable text

Use Multi-Sensory Tools

Multi-Sensory





Make It Fun



Make it fun!

salt tray, shaving cream, bumpy board

Rainbow Writing: cat rain bath

champ		chat
	chip	
chess		

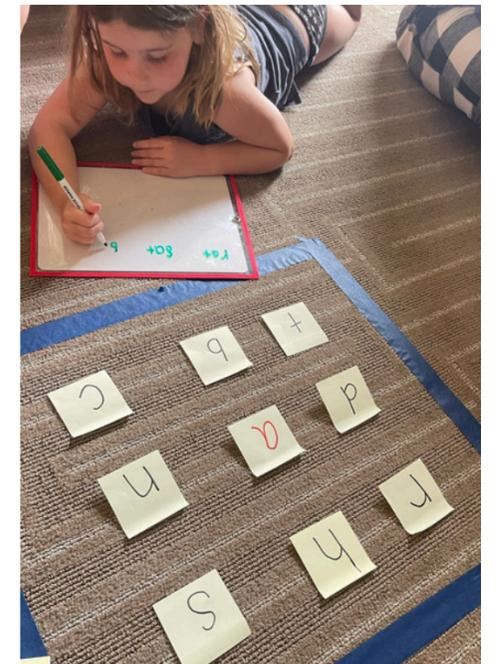
Make It Fun

Roll and Read
Lesson 35a: short a review

					
at	has	cat	had	as	bad
hat	bag	lab	fat	gas	mad
gag	lap	fad	cab	map	tag
jab	max	mat	wax	zap	dad
ax	dab	sad	rag	yap	vat
nab	tap	rap	gap	bat	at

5 Easy Games to make it fun!

1. Roll to the Top
2. Go Fish
3. Magic Squares
4. Sentence Mix Up
5. Snatch



Building Fluency & Decodable Text

Word Chains

bat
bit
bid
lid
led
sled
bled

Lesson 19: VC & CVC practice (all)



I See

Illustrate the story here:

I see a pig. The pig is in its pen. I see a cat. The cat is on the bed. I see a dog. The dog is in its den. I see a bat. The bat is on a tree. I see a bug. The bug is on a bat!

Lesson 118: ch /sh/, /k/: gn /n/, gh /g/; silent t



The School Chorus

Illustrate the story here:

Chris is in the school chorus. The chorus is a group of students who sing together. Chris goes to chorus practice every day after school. At chorus practice, the students learn how to sing new songs. First, everyone listens to their teacher sing the song. Next, they hum the song. Then, they whistle the tune. Finally, they all sing together.

After many weeks of practice, the chorus learned eight new songs. They were now ready to sing with the orchestra. The orchestra is a group of students who play instruments together. The chorus and the orchestra met in the auditorium to perform. The music they made was beautiful. It echoed through the halls and brought joy to all who could hear it.

Spelling Practices

Count sounds & Map words

Say it. Map it. Graph it. Write it.

Say the word. Map the word by placing chips in each box. Graph the sounds of the word in each box.
Write the word!

					
b	a	th			

bath

Don't forget to read your word!

@TheReadingReel

Grab the Map here!



What's Next

Research a practitioner that offers direct and explicit instruction.

Orton Gillingham Academy
LowCountry Literacy Project



**Complete and initial as
assessment with an Orton Gillingham Practitioner**

This should provide you with gaps and areas of need.

Once completed they can recommend the skills that need to be addressed

Grab free resources at

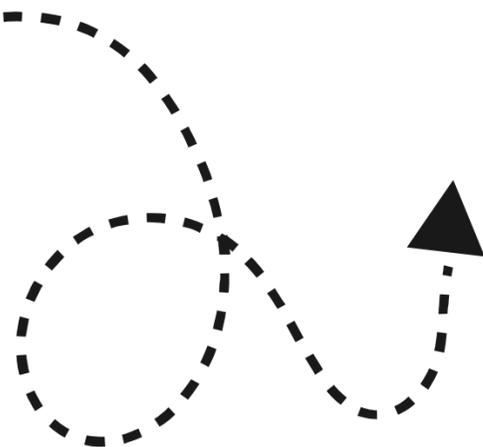
UFLI.edu

IMSE.org

Heggerty.org



**Early Intervention
gives
best results**



At Home

WITH THE READING REEL

First Things First

- Mastering letter sounds is crucial to begin blending. The good news, beginning with a few sounds you can make 100s of words!
- Words need to be "mapped" into memory, not memorized by a full unit. When spelling, count the sounds in the word, then go back and identify the letter/letters that represent that sound. I've included a sound map too!

Quick Tips

- Make it fun - you can turn anything into a game!
- Work in small chunks of time.
- Make it multi-sensory.

A Few Key Points:

1. Build Confidence - Many times students lack confidence and in turn struggle at even attempting work. Building confidence comes with encouraging words as well as successfully tackling activities. Give students a task that you know they can accomplish. (easier passages, words, etc)
2. Model then coach - Model the correct way and coach them through the process being direct and leaving no room for error.
3. Create a secret journal to write back and forth with each other. Hide it under a pillow. Focus on the writing, don't focus on spelling here.
4. Listen to Audiobooks and talk about them. This builds vocabulary and comprehension skills.

Use Spelling Words or words with same skill to make a game board.



Favorite Sites and Freebies:

Make sure to visit these sites to print skills-based games and readers:

- <https://ufli.education.ufl.edu>
- <https://fcrr.org>
- Fyleaf Publishing
- Heggerty.org
- <https://linktr.ee/carlasiravo/>

Magic Squares



Give child 8 consonants and a vowel. Have them make as many words as they can.

SMALL CHANGES BIG IMPACT!

If given a spelling list, sort by phonics skill, then use the word map to map the word.

Have child repeat words after you; then trace words in sand, shaving cream, flour etc. - Engaging this tactile activity will have a big impact.

Difficulty with Rhyming, Spelling, and missing sounds when reading?

Focus on Phonemic Awareness Work!

PHONEMIC AWARENESS

The ability to add, delete, and manipulate sounds within a word.

Short 2-3 minute drills:

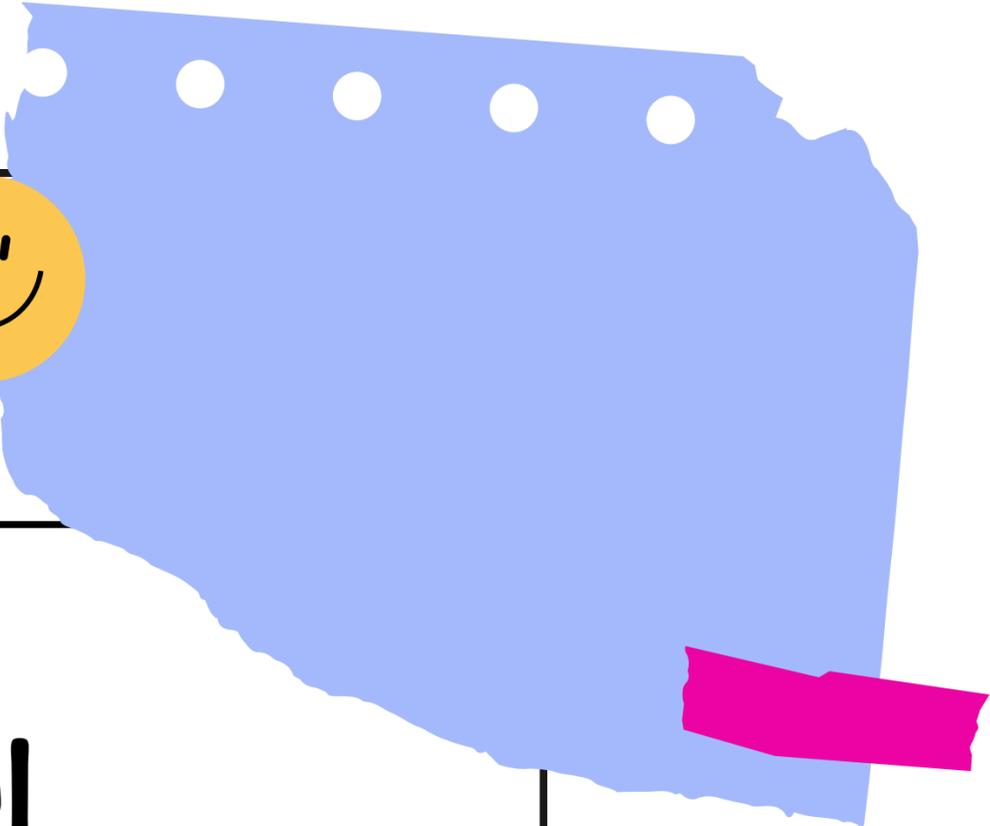
What do you hear at the beginning of cat? What do you hear at the end of bed? What do you hear in the middle of sit? Say slip, now say slip without the s? Need more examples? Reach out!

For more tips and tricks

Questions? Feel Free to Ask!

@TheReadingReel

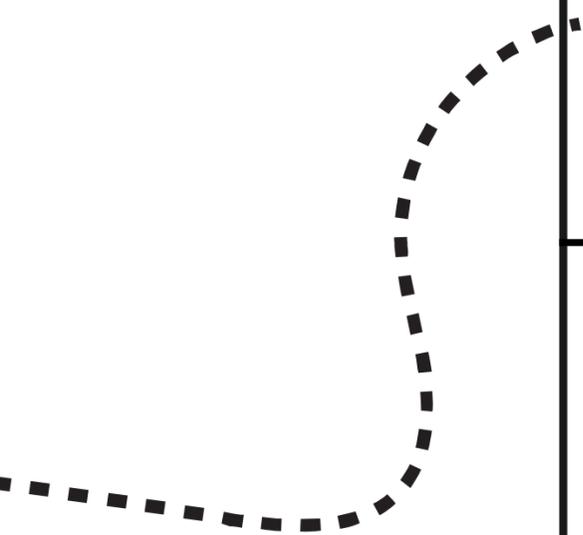
Grab the At Home with The Reading Reel Here



Next Steps

Follow @TheReadingReel

Visit www.thereadingreel.com



Questions?

