PARTNERING FOR SUCCESS

Family + Educator Collaboration for Literacy Improvement

ReadOhio Literacy Academy for Families • June 3, 2026

Kareem Weaver
Co-Founder and Executive Director, FULCRUM

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PURPOSE

Families see what systems miss.

Patterns at home are part of the evidence.

“Parent observations are not extra.
They are implementation data.”

Guessing

same word

Fatigue

avoidance

Shame

confusion

Evidence, not blame.

Hope plus honesty.

Ohio has momentum. Children still need precision.

59.8 – 65.8%

K–3 students on track on state-approved reading diagnostics in 2024–2025

61.3 – 67.7%

Grades 3–5 students proficient or higher on state ELA tests in 2024–2025

32%

Grades K–5 universal screening rate of potential dyslexia risk

Data is a flashlight, not a hammer.

OUTCOMES

You will leave with guidance for:

1. A simple reading question

Which part is hard right now, and how do we know?

2. A data conversation

What skill, what instruction,
what evidence, and what date?

3. A partnership loop

Notice, ask, align, monitor, and adjust together.

Reading is a civil right, a family issue, and a system responsibility.

A child cannot benefit from a promise that never reaches Thursday morning.

The standard is not adult activity.
The standard is whether children are learning to read.

The question that stayed with me:

Why aren’t children reading like they could be?

First-generation college graduate

A family and community push for opportunity.

Educator and leader

Classrooms, systems, and decisions that shape daily instruction.

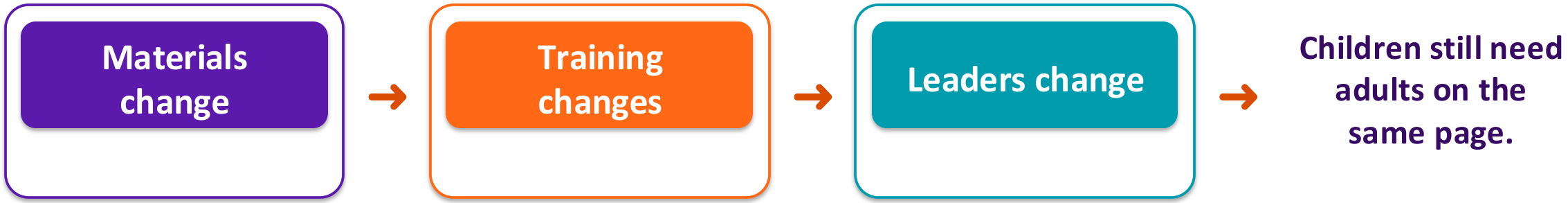
Community advocacy

Families and educators building a common cause.

FULCRUM began with an instructional question that became a systems question.

Families are the glue.

They carry continuity through materials, training, and leadership change.



Families are not the audience for literacy improvement.
Families are part of the improvement system.

A plain-language reading model.

Ask: which part is hard right now, and how do we know?

Word recognition

Can I read the words on the page accurately and automatically?

+

Language comprehension

Do I understand the words, sentences, ideas, and background knowledge?

= Reading comprehension

My path can feel like the norm.

Adult reading autobiography can make different student needs feel surprising.

Educator's reading autobiography

- Often early reading success
- Fluent adult reader
- Memory of "it just clicked"
- Less visible code instruction

THE GAP

"I learned one way."

"My students need something more explicit."

The full public we serve

- Wide range of decoding needs
- Dyslexia risk and language variation
- Gaps in knowledge and vocabulary
- Students rebuilding confidence

Structures and routines protect children from adult autobiography.

What would you do.....

10 kids are coming to live with you for 13 months:

- 1 kid has his own money and buys food.
- 3 kids will usually eat whatever you cook
- 4 kids must have broccoli regularly for 4 months
- 2 kids, medically, can only eat broccoli for at least the first 4 months. They get their blood tested regularly for vitamin K and C

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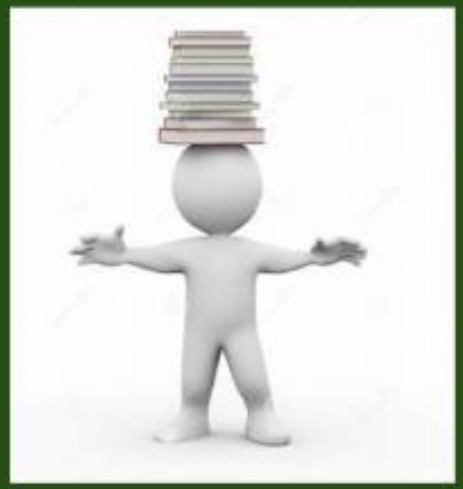
Learning to read was not the same experience for everyone



A

B

C

D

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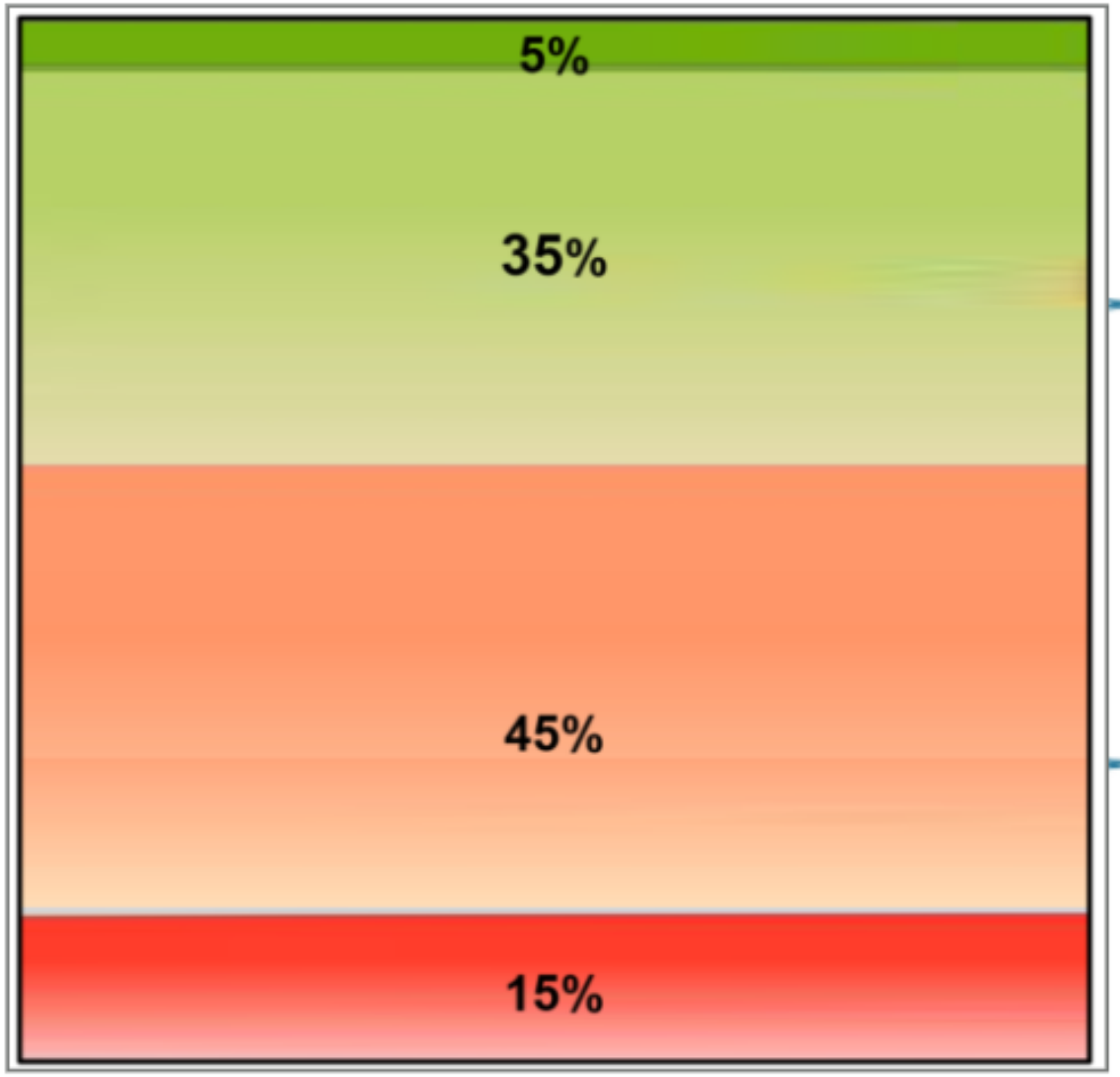
General Public



Advantaged by a structured literacy approach

Structured literacy approach essential

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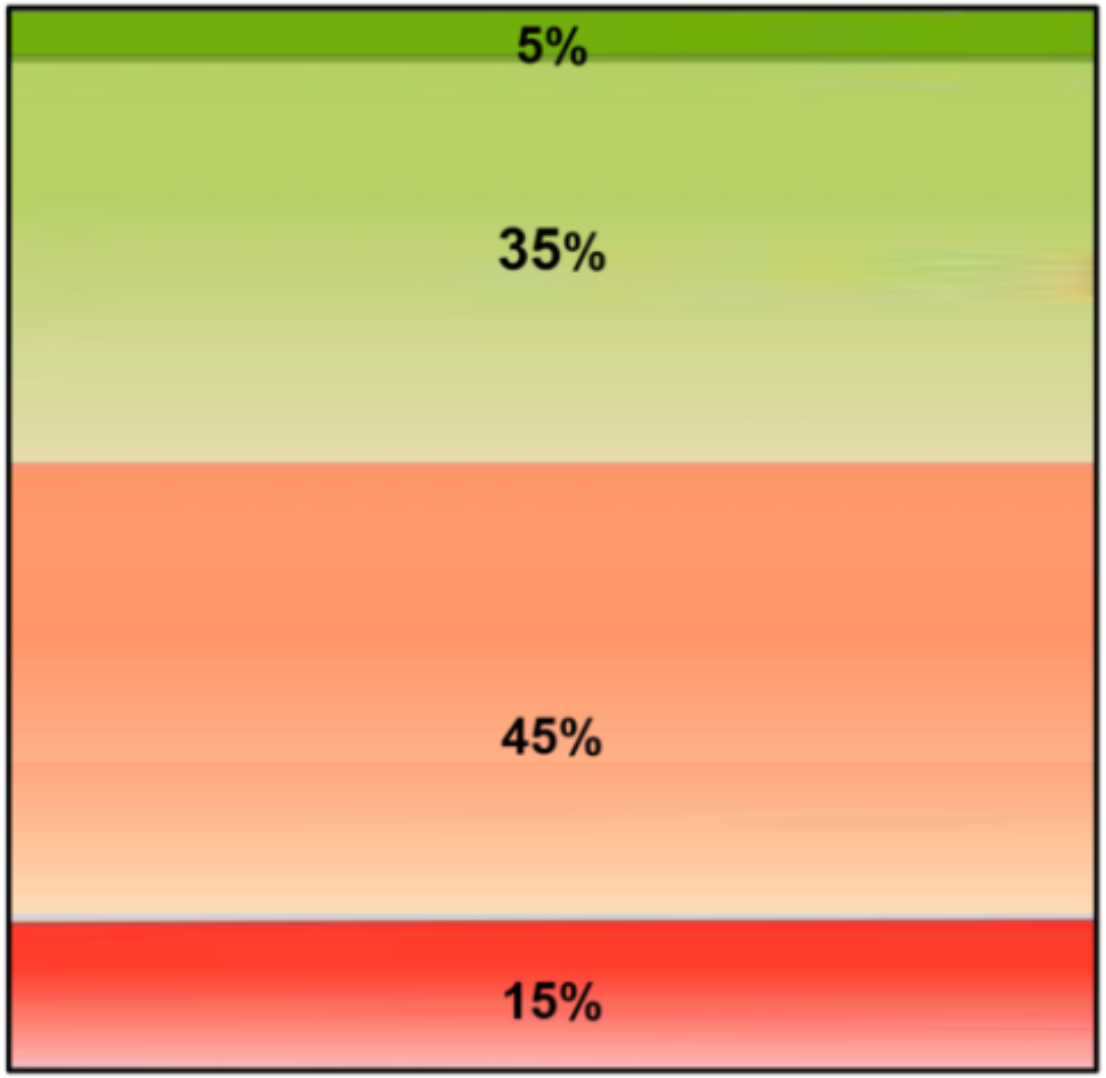
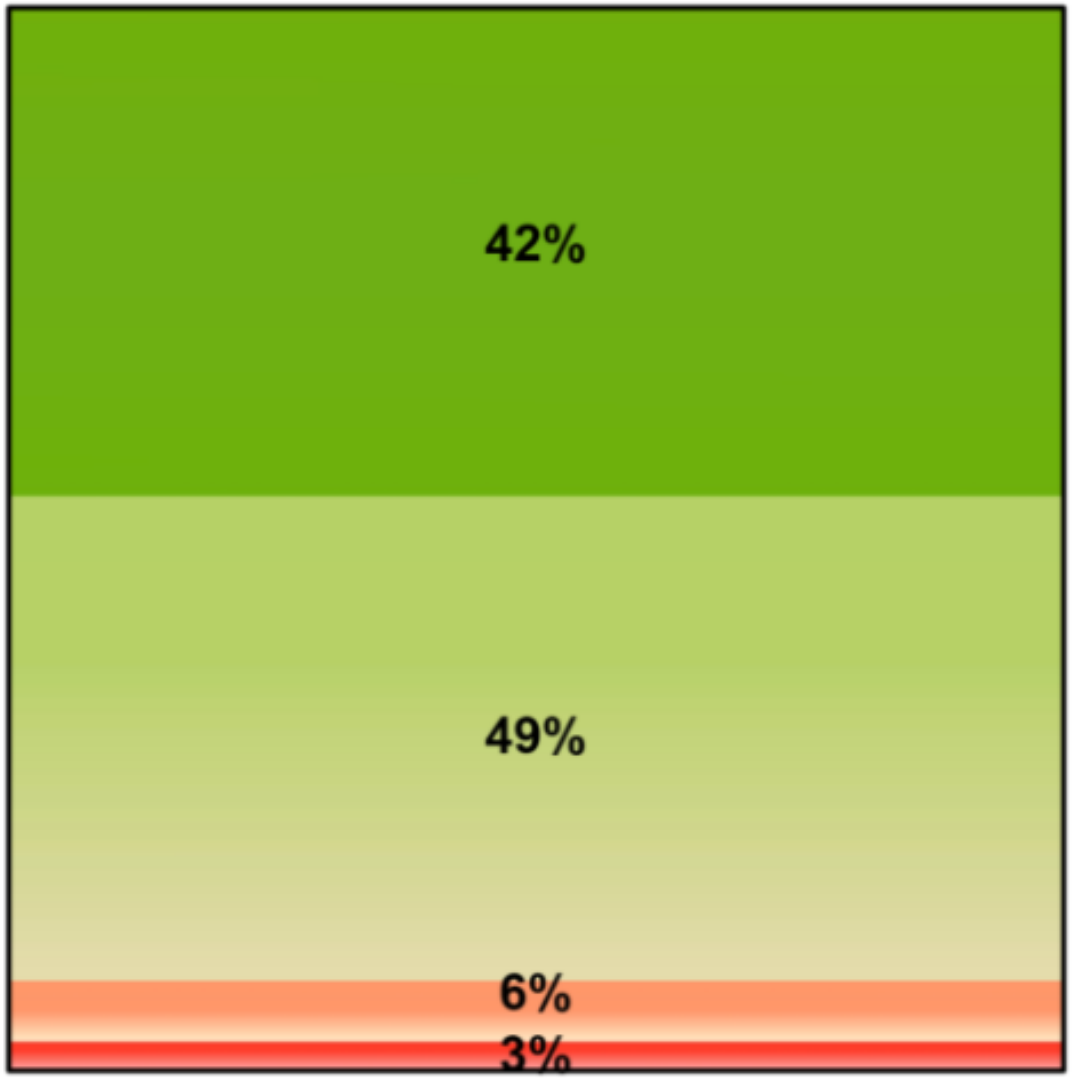
General Public



Educators



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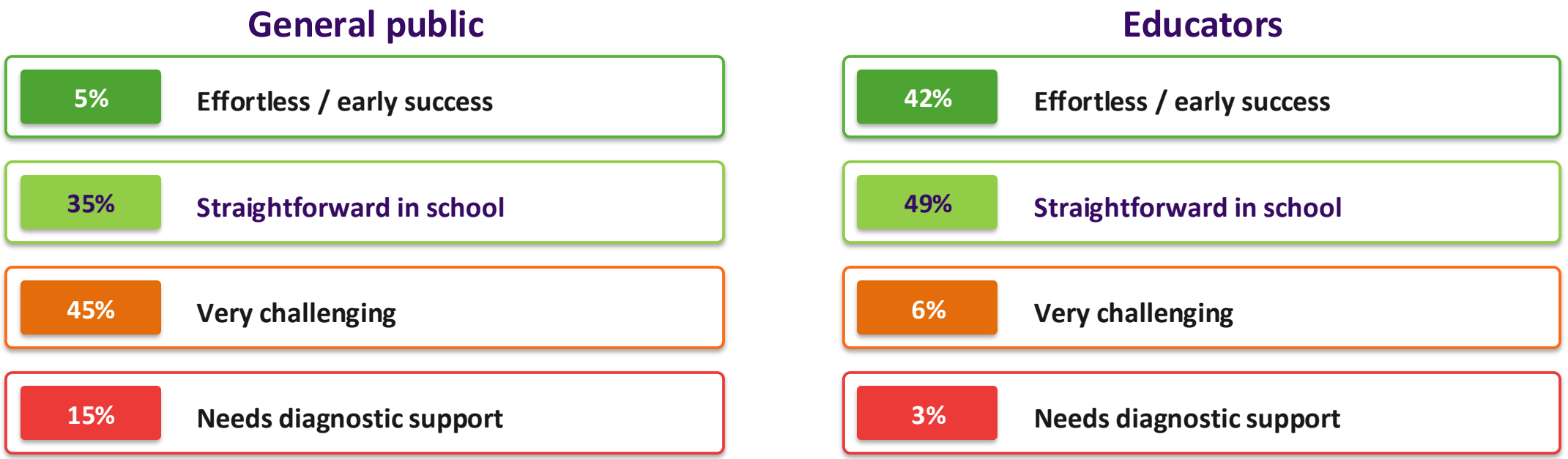
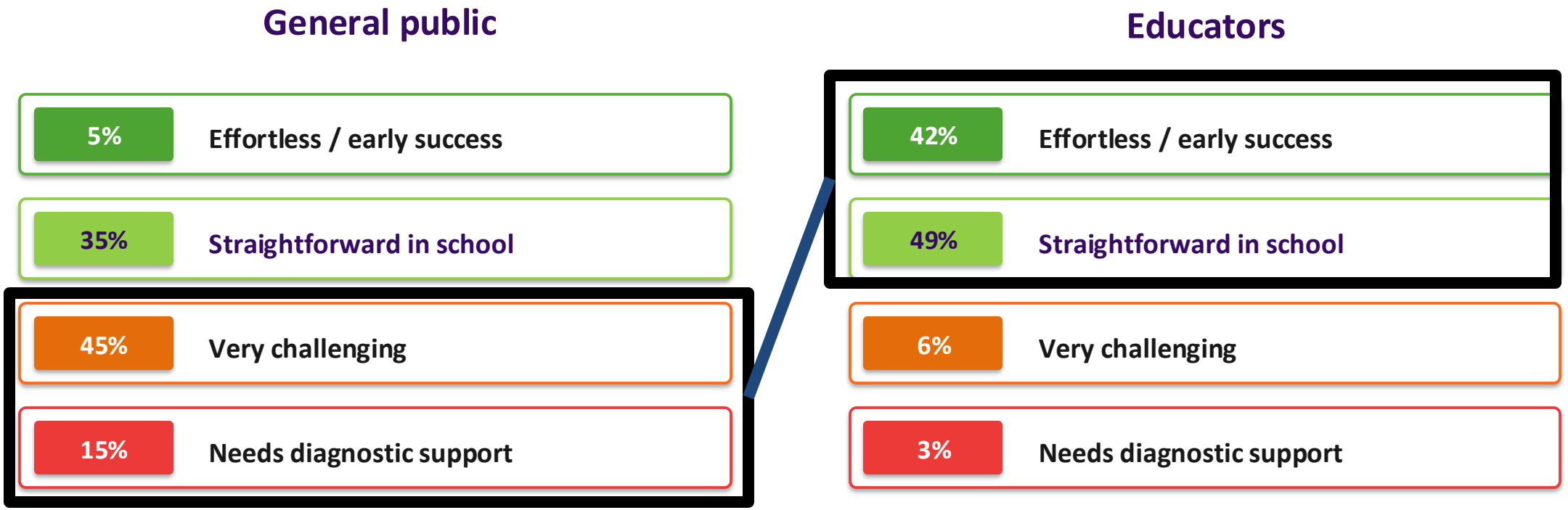
Experience ≠ evidence.



We close the gap with shared routines + shared evidence — not blame.

Experience ≠ evidence.



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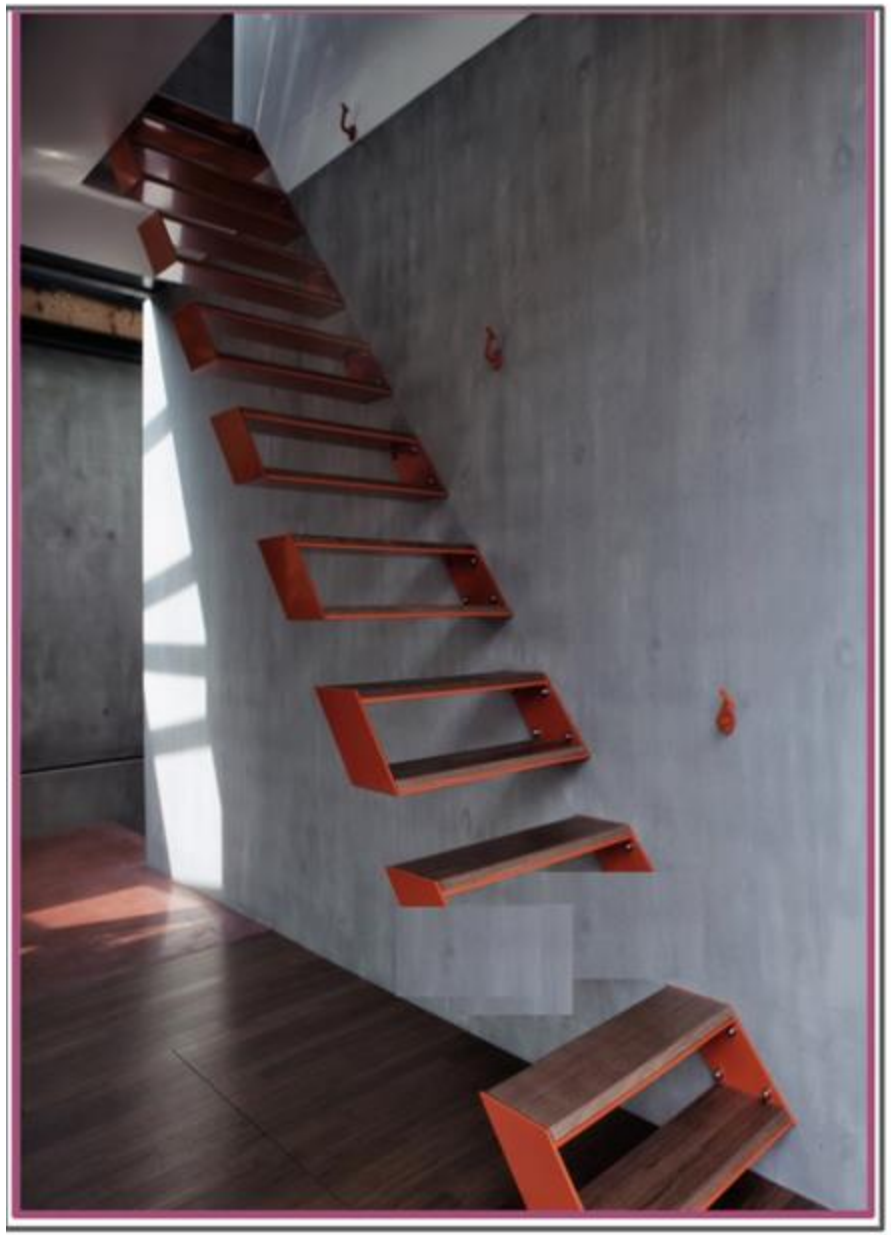
A



B

C

TRAJECTORY

Dyslexia is not destiny.

Support changes trajectory. **Waiting changes trajectory, too.**

With explicit instruction + support	Without timely support
• Accurate decoding grows • Confidence returns • Access to complex text expands	• Avoidance grows • Shame becomes “I’m not a reader” • Doors narrow over time

Family move: **“What skill? What instruction? What evidence? What date?”**

Reading struggle can look different at home.

A pattern is a clue. A clue deserves a conversation.

Guesses words

even when the word is on the page

Reads slowly

accurate but exhausted

Avoids reading

before the book even opens

Understands aloud

but not when reading alone

Feels embarrassed

shame, anger, or shutdown

Struggle is information, not blame.

The first question isn't: **"What is wrong with this child?"**

The questions should be:

What have they been taught?
How consistently?
How do we know?

Home move 1: read aloud for 10 minutes.

Keep ideas, vocabulary, and connection growing.

Pick something worth hearing

Stories, articles, poems, recipes, sports, science — interest matters.

Stop once or twice

Ask: What is happening? What changed? What word matters?

Keep it humane

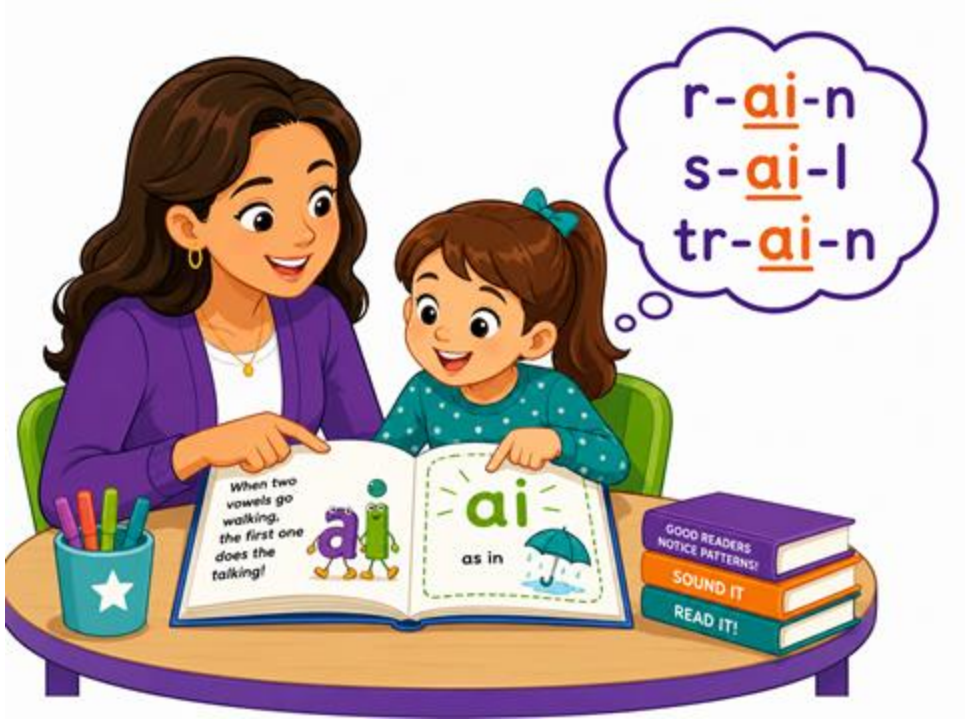
Ten good minutes can protect language and hope.

This is not families replacing instruction. It is families protecting language and joy.

Home move 2: notice one pattern.

A small target is better than a pile of worksheets.

I see “ai” in rain, sail, and train. Let’s spot it.



Families can reinforce a target without becoming the teacher.

Ask the school

Which sound-spelling pattern are you targeting?

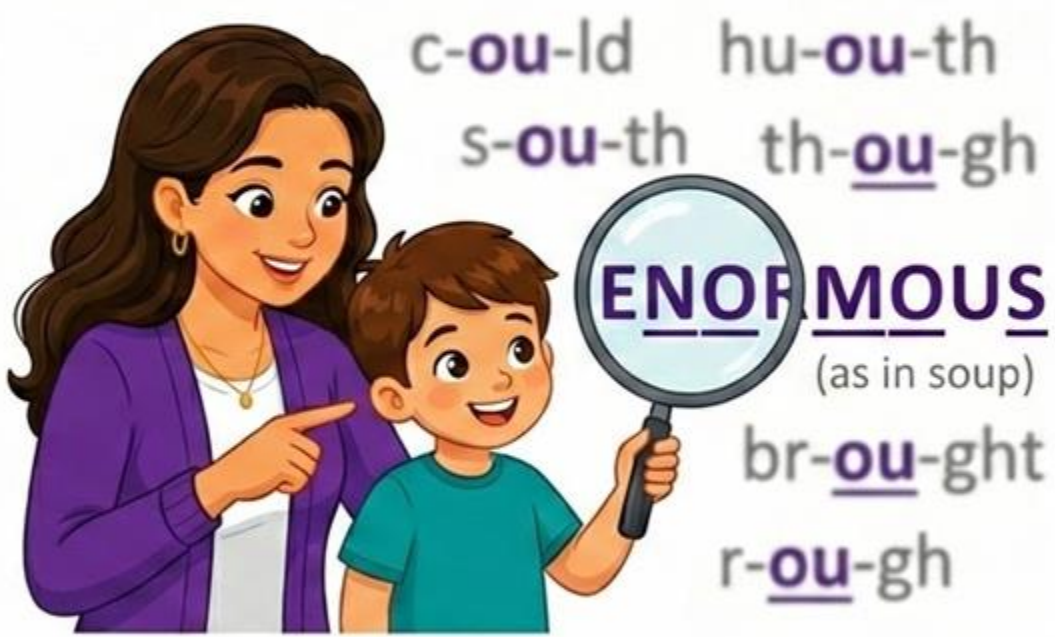
Watch for it

Books, signs, menus, notes, homework.

Home move 3: keep one word.

A simple language-comprehension move.

Choose one word that is useful or interesting.



Talk about it

Discuss the meaning, use simple examples.

Use it

Weave it into natural family talk.

Notice it

Spot it while cooking, walking, or reading.

A vocabulary move should feel doable, not like another burden.

Complex text belongs in the plan.

Access is not the same as sink-or-swim.

Students need complex text they can learn to master.

Access

Do not water down the ideas. Keep complex text on the table.

Support

Vocabulary • syntax • background knowledge • rereading

Mastery

Students explain, cite, discuss, and keep improving.

Family question: What complex text will my child access, and how will we help them master it?

Access → support → mastery

Students do not learn to master complexity by being protected from it forever.

1 Decode accurately

Foundational skill work where it is needed.

2 Build the bridge

Vocabulary, knowledge, and purpose.

3 Unpack the sentence

Syntax, phrases, and relationships among ideas.

4 Reread with evidence

Discuss, cite, explain, and revise thinking.

5 Navigate independently

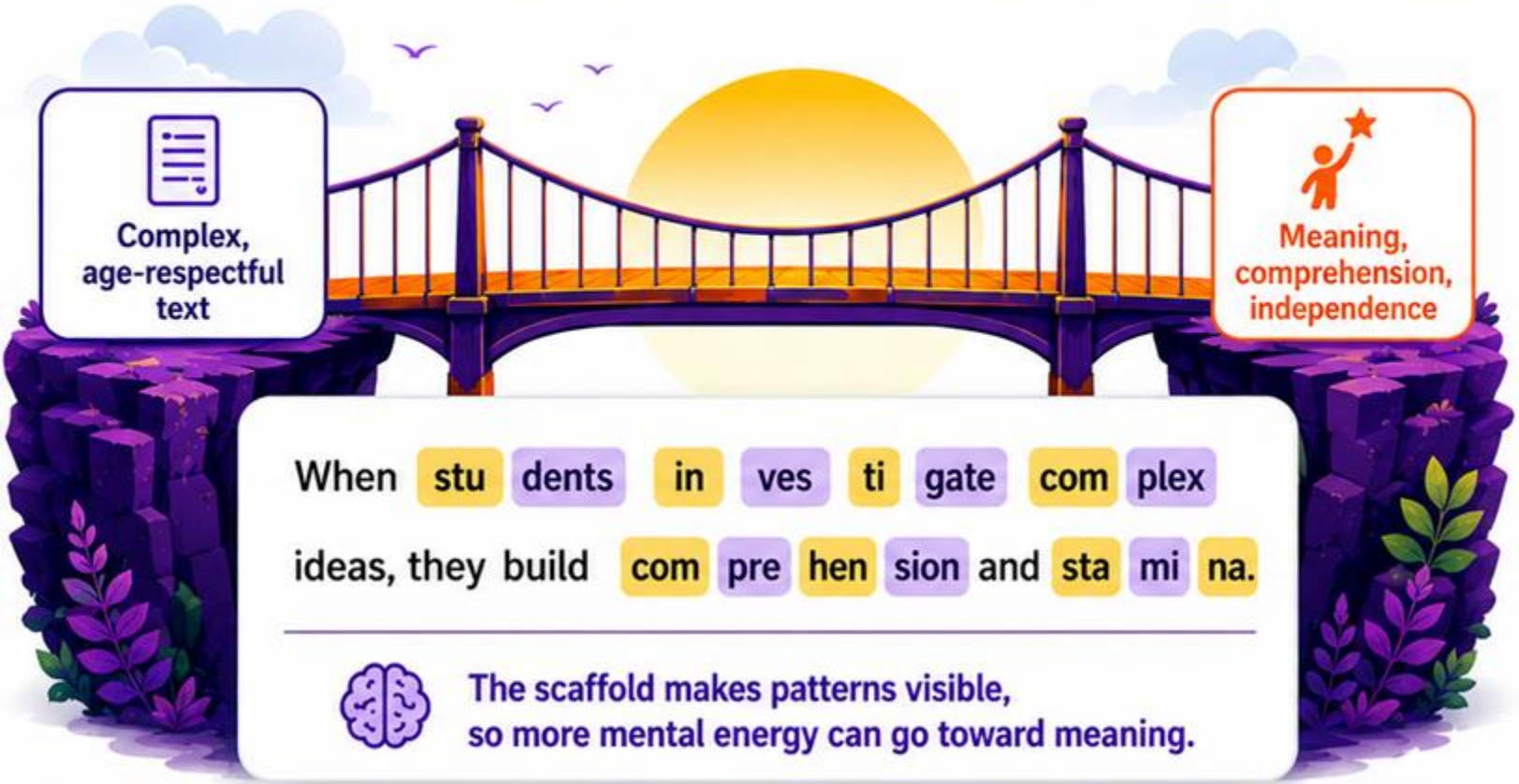
Stamina, confidence, transfer, and mastery.

Access is not exposure. Access means students learn to master the text.

WORD-STRUCTURE SCAFFOLD

A scaffold can bridge students to age-respectful text.

Noah Text is one example of making word structure visible while students engage with meaningful text.



1. **Word structure visible**
   Readers can see chunks and patterns.
2. **Less decoding load**
   The text becomes less defeating.
3. **More energy for meaning**
   Comprehension stays in the lesson.
4. **Fluency + stamina**
   Students practice staying with age-respectful text.

The goal is not the tool.
The goal is access, mastery, and independence.

IMPLEMENTATION QUESTION

Not, "Do we have a tool?" but,
"How does the scaffold help this child
access complex text and move toward independence?"

Noahtext.com

Noah Text®

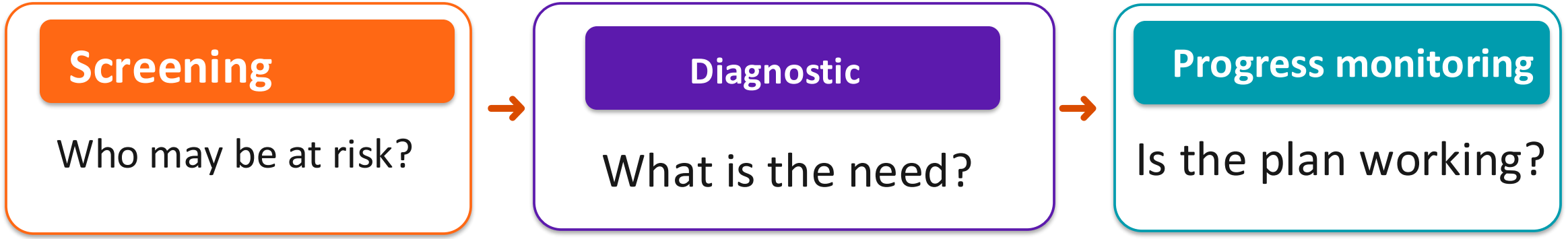
Here's an example of the larger principle: reduce the load while building the skill.

It's **im**por**tant** to build strong **read**ers. We have to work **in**cre**men**tal**ly** and go step by step.

- Developing and striving readers
- Resistant struggling readers
- Students with dyslexia
- Multilingual learners
- Adult dyslexic readers
- Adult education students
- Correctional education students

Assessment in plain language.

Each tool has a different job.



Screening opens a door.
Diagnostic information points to the target.
Progress monitoring tells us whether the plan is working.

Ask sharper questions.

Respectful does not mean vague.

What skill?

Name the specific target.

What instruction?

How does the plan match the target?

What evidence?

What data will show progress?

What date?

When will we review?

The goal is not to sound technical. The goal is to get precise enough to help the child.

Good support has five parts.

When support is needed, the plan must be tailored for a smaller group of kids. … and eventually, for the 1 child. Otherwise, it is not yet precise enough.

Need

the specific skill

Instruction

what will be taught

Dosage

how often + how long

Measure

how progress is checked

Decision rule

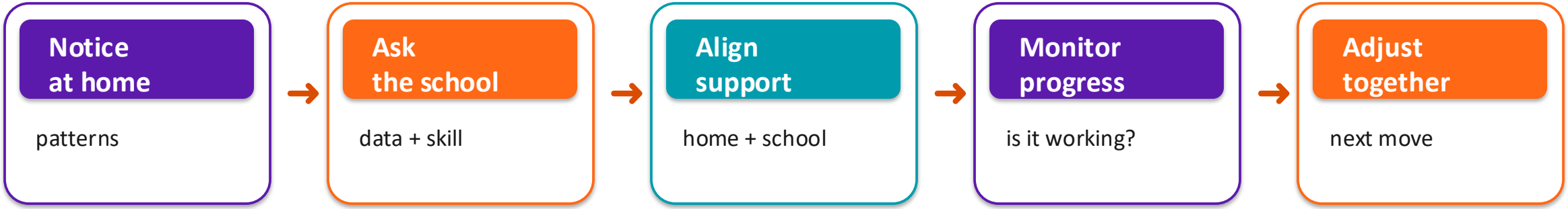
what happens next

Right need, right intensity: the student gains access.

A SHARED ROUTINE

The partnership loop.

Notice. Ask. Align. Monitor. Adjust.



Loop closed: a date, a decision, and a person responsible.

INTERACTION

Listening moment.

Six-minute pair-share.

What do you wish your child's school understood about reading at home?

2 minutes: Partner A • 2 minutes: Partner B • 2 minutes: What pattern did you hear?

Advocacy with precision.

A script families can use without becoming hostile.

“At home, I’m noticing _____.
Can we look together at the screening and diagnostic information?
I want to understand the specific skill, how the intervention matches it,
and when we will review progress.”

Respectful does not mean vague. Urgent does not mean hostile.

When the meeting stalls, ask about the data.

What evidence would change the plan?

1. **What data will show whether this is working?**
2. **How many weeks before we review progress?**
3. **Who is responsible for contacting me?**
4. **What will we do if progress is not enough?**

Families should not have to walk alone.

Family literacy circles can keep the loop closed.

Share questions

What did you ask? What answer helped?

Translate jargon

Put data and plans into plain language.

Track follow-up

Dates, names, and next steps.

Protect hope

Support without shame.

Language turns concern into partnership.

ACTION

Tomorrow morning: one home move + one school move.

At home

Read aloud for 10 minutes
Notice one target pattern
Keep one word

At school

Ask for the data
Ask for the target skill
Ask for the progress date

TAKEAWAY

Family action:

Print or screenshot this page.

Advocacy script

(I appreciate the work you are doing.) At home, I'm noticing _____.

Can we look together at the screening and diagnostic information? I

want to understand the target skill, the matching intervention, and the progress review date.

When the meeting stalls

- What data will show whether this is working?
- How many weeks before we review?
- Who contacts me?
- What happens if progress is not enough?

One home + one school + one text move

Home: read aloud, notice a pattern, or keep one word.

School: ask for the data, target skill, and progress date.

Text: ask what complex text your child is being supported to master.

CLOSE

Reading is non-negotiable.

Our children do not need adults to agree on **everything**.

They **do** need us to agree that reading is non-negotiable.

Thank you for being the glue.