

**The Tufts Literacy Corps**America Reads/America Counts at Tufts University

**Reflection Question for Reading Tutors**“Cracking the alphabetic code” and gaining reading “fluency” is key to early reading development. Most of us barely remember learning to read – but it is challenging and takes years to accomplish! Children typically learn to recognize letters between the ages of four and six, and typical readers can read quite well by the end of third grade, when they are nine. They continue to gain fluency and reading speed for the next couple of years. By fifth grade, typical readers can read just about anything, although they aren’t likely to understand texts beyond their years.

Think about the exercises in automaticity we explored during today’s session. Write a paragraph on what you think these activities might reveal about the reading process. (Don’t worry about being “right” or “wrong.” There probably are correct answers to this question – but you have no reason to know what they are yet, so just go wild and speculate!)

Then – think about helping young readers learn to read. Write a second paragraph about what the implications of these exercises might be. Based on our conversation today, the difference between reading the first garbled paragraph (about research at Cambridge University) and the phonetic passage may offer the most accurate information. The third reading of colored color words yields information as well. What might the relative difficulty everyone had reading colors embedded in conflicting print say about automaticity? (Again – don’t worry about being right or wrong. Just be creative.)