

Learning about Your Child's Reading Development

Facilitator's Guide: How Reading Typically Develops

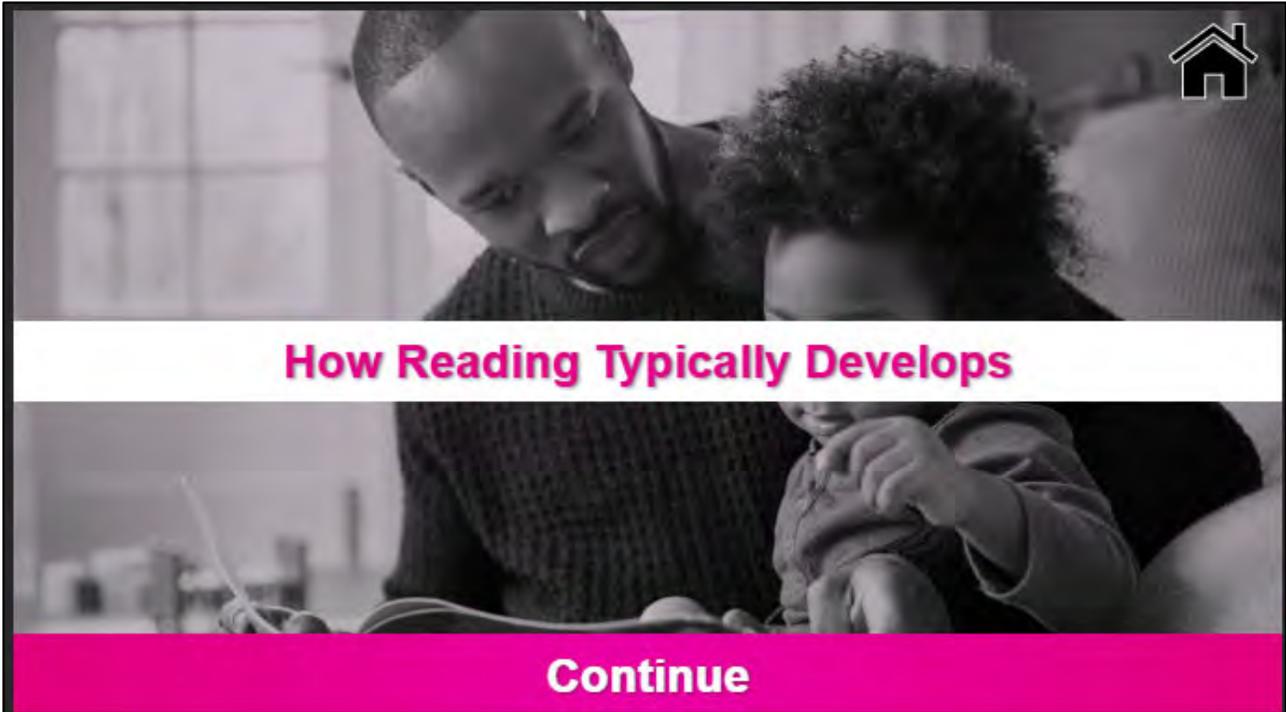
For more information: <https://improvingliteracy.org/kit/learning-about-your-childs-reading-development>

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Overview of The National Center on Improving Literacy (NCIL)

The NCIL's mission is to increase access to, and use of, evidence-based approaches to screen, identify, and teach pre-K to grade 12 students with literacy-related disabilities, including dyslexia.



Note: This slide explains why the topic is important/the session big ideas.

How reading typically develops. Your child typically move through several stages as he learns to read. You play a key role in his reading development at every stage. You are your child's first teacher because you can lay the foundation for becoming a skilled reader right from the start. You also can continue to help your child with the reading skills needed to be a successful reader as he grows.

Learning Objectives

- To learn evidence-based information on how reading typically develops in children, including key reading-related milestones
- To learn how to interact with children in ways that support and monitor their language and reading development

Note: Participant learning objectives to display and communicate when the workshop begins

How Reading Typically Develops



Continuum of Learning



Learning to read, like in all learning, happens across time. It involves learning many skills that must work effortlessly together. Your child usually learns and masters these skills at particular ages. He often begins to understand what reading is about by watching and listening to others read. His knowledge and abilities deepen and expand as reading skills are learned and practiced. Understanding what is expected at different ages can help you notice when your child's skills are progressing appropriately or not. There are signs to look for in your child that may show a risk for reading difficulties later. These difficulties are often noticeable very early when your child has trouble learning key language and early literacy skills compared to his peers. You play an important role in your child's education by sharing signs of risk in your child with others like your pediatrician.

How Reading Typically Develops



Emergent Readers

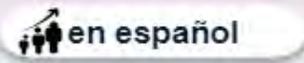
 **Watch Video**

 **Learn More**

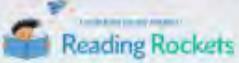


 **Risk Factors**

 **Milestones**

 **en español**

Video provided by: Watch on YouTube:

  **About birth to age six**

From birth to age six, your child is an emergent reader trying to make sense of words she hears and is learning how print works. She is budding in many important areas for becoming a skilled reader. For example, in spoken language, she is recognizing words and their meanings, learning letters and their sounds, and understanding books read aloud. Click Milestones to see ones for birth through age five. Click Risk Factors to see what to look for. Click Learn More for what you can do at home, what to look for in preschool, and key accomplishments by age five. Click See It In Action to hear a kindergartner use knowledge of letter-sound relationships to decode, or sound out, words.

Note: Click Risk Factors - Signs of risk for reading difficulties in this stage include trouble learning to talk, naming the letters of the alphabet (including in their own name), noticing and naming rhymes, noticing and playing with individual sounds in spoken words, and quickly naming aloud a series of familiar items (like letters, numbers, colors, or objects).

Video: Play See It In Action Reading Rockets (5:46)
 Teacher: How do you say it? Children: Azul, Azul!!! Narrator: Long before children set foot in a classroom, we can start giving them the skills they'll need to become strong readers. Dr. Needleman: Learning to read is much more than a set of skills you get in school. There is a whole foundation that gets built over the first years of life. Narrator: Laying that foundation starts with mom and dad. All it takes is some quality time. Two year old Ava Johnson and her mother Kimberly spend time reading and talking together every day. Ava: She loved books from the very beginning. Then she used to chew on the corners and just start to play with turning the pages. Now she's gotten to the point where she really appreciates the story itself. Narrator: Ava is lucky; only 60% of parents of children under five say they read to their kids every day, leaving the rest to play a dangerous game of catch up. Dr. Robert Needleman knows that children who are not read to early often start school at a disadvantage. Dr. Needleman: We know from very close study that when parents read with their children, they are really teaching language. Language is tremendously important for children's emotional development and also for their ability to succeed in school. Narrator: That's because early language development and later reading skills are intimately connected. The more you talk with a baby or toddler, the bigger that child's vocabulary will be by age three. So even if parents are not reading with their kids, they should be talking with them at all the time. Child: Oh oh, what happened? The box fall out? Woman: The box is falling out, isn't it? Dr. Todd Risley: When you only talk a little bit, it's only business. It's, "come here," "sit down," "Stay there." It's simple, it's not abstract. It's not fun. When you talk more, you're not talking more business; it's about something else. That's the good stuff and the more the child talks, the larger the vocabulary they have, the more different kinds of words and phrases that they use in their oral language, the easier and more readily they become readers. Narrator: Studies show that children who enter kindergarten with poor language skills have a very hard time catching up. The single best predictor of how children will do in school is how much they know before they get there. Dr. Needleman: If you look at the parents with the least amount of education, 30 percent of them say that they are reading aloud with their children every night, 70 percent don't. So that shows us what a long way we have to go. Narrator: To get there, Dr. Needleman co-founded Reach Out and Read. It's a national organization that works with health care providers like Dr. Nicole Lang to offer early literacy training as part of regular pediatric care. Dr. Needleman: The inspiration for Reach Out and Read was the realization that reading was a tremendously important part of children's development and yet, we in pediatrics didn't know anything about it. Narrator: Since pediatricians see both children and parents from day one, they're in a great position to help kids get a

head start on reading. Pediatrician: We have so many frequent well-child visits and we teach families how to be healthy and this is a part of that. You know, he may just want to put this in his mouth because he's teething and that's normal too. Dr. Needleman: When we bring a book into the exam room and we actually see how that child responds to the book, and see how the parent responds to the child responding to the book. It gives an in to talk with the parent about a very important topic which is: what can you do to help your child grow up intellectually alive? Dr. Lang: Sometimes there can be literacy problems with the parents or grandparents – or if they weren't read to as a child they don't see the importance of reading to their own children. I just say talk to them, sing to them, read to them. Narrator: Dr. Lang also tells parents to watch for early milestones in learning to read. At six months old, Isaiah should be reaching for the book, eager to turn pages. Man: Can we find a candle? Narrator: Two year old Justin should be pointing, and identifying pictures. He should be able to say at least 50 words and talk in two to three word sentences. Justin: Where's da lion? Narrator: Children who miss milestones should be checked for hearing issues or developmental problems. Kids with lots of ear infections should see a doctor too because the infections can lead to language delays. But even for kids like Justin, who are doing well, the time spent reading together can really pay off. Dr. Needleman: How much reading is enough for you? Adult: Is that the book you want to read? Dr. Needleman: If parents say well you know, I read to him 5 minutes every day. I ask the parent how does it feel, Oh, We love it. Ok, so, if you love it make it 10 minutes, and if you love 10, make it 15. We know that when children grow up to be successful readers they have been read to often, on average, 30 minutes a day. Woman: I feel so fortunate to have had such good exposure to reading and books my whole life. Reading isn't just a luxury – it's really about your health and a child's well being. Dr. Needleman: Whether children are read to at home on a regular basis becomes one other way that disadvantage gets transmitted from generation to generation – and we have an opportunity to interrupt that cycle. Dr. Lang: We're giving them lots of good information that they are taking to heart – and when we talk about reading and how important that is they say – ok, well I should be doing this too. Just as I give my child fruits and vegetables, you, I'll also read to them. That's what you must do – and the beetle lent the spider a helping leg or two.

Resource: **Distribute, review, and discuss** milestones and Learn More documents with participants. Tell participants to scan the information in relation to their child's age and refer back to the documents later for further review.

How Reading Typically Develops



Early Readers

 See It
In Action

Learn More



 Risk Factors

Video provided by:



Watch on YouTube



About age six to seven
(Grade 1 and Grade 2)

From age six to seven, your child is an early reader, usually linking speech sounds to letters to make words, learning to decode words, and beginning to make sense of what he reads. He is developing in many areas important for becoming a skilled reader. For example, in recognizing words and their meanings, reading, and spelling and writing. Click Risk Factors to see what to look for. Click Learn More for what you can do at home, what to look for in kindergarten through grade three classrooms, and key accomplishments by third grade. Click See It In Action to hear a first grader use knowledge of letter-sound relationships to decode, or sound out, words.

Note: Click Risk Factors - Signs for risk for reading difficulties in this stage include trouble quickly naming letters, learning letter-sound connections, noticing and playing with individual sounds in spoken words, and remembering words seen many times before.

Video: Play See It In Action Read Charlotte (.37)

Narrator: By the end of first grade, lots of kids stumble on the tougher words when they are reading. Child: Soft and silent, she swoo-, sw-, sw-, swooped? Woman: Yes, yes. Child: Through the trees to Sarah, and Percy, and Bill. Narrator: Be patient and give your child time to work through it. Self-correcting is an important skill to develop around this time.

Resource: Distribute, review, and discuss Learn More document with participants. Tell

participants to scan the information in relation to their child's age and refer back to the documents later for further review.

How Reading Typically Develops



Transitional Readers



[Learn More](#)

[Risk Factors](#)

About ages seven and eight
(Grade 2 and Grade 3)

From age seven to eight, your child is a transitional reader, usually reading “like she talks” and knows how to decode unfamiliar words and read with understanding, but may still need support with more difficult reading material. She should be progressing in recognizing multi-syllable words and their meanings, reading a variety of longer material, and spelling and writing independently. Click Risk Factors to see what to look out for. Click Learn More for checklists to track your child’s language and reading accomplishments from age two through grade three. Notice where she is showing success and what skills she’s still working on. Look for a steady pattern of growth with a few slower or faster periods. This is a healthy sign of your child’s reading development. Use the results from the checklists to talk to your child’s teacher, early childhood provider, or pediatrician if you have any concerns about your child’s reading progress.

Note: Click Risk Factors - Signs for risk for reading difficulties in this stage include trouble remembering words seen many times before, sounding out unknown words, reading fluently instead of word by word, and spelling words correctly.

Resource: **Distribute, review, and discuss** Learn More document with participants. Tell participants they can use the results from the checklists to talk to their child’s teacher, early childhood provider, or pediatrician if they have any concerns about their child’s reading progress.

How Reading Typically Develops



Fluent Readers



Video provided by:

Great!
SCHOOLS.org

Watch on YouTube



About ages eight and up
(Grade 3+)

From ages eight and up, your child is a fluent reader, often reading independently with confidence and understand longer and more difficult types of material. He should be using word parts to figure out words and relating sections of the story to one another. Click Risk Factors to see what to look for. Click See It In Action to hear a fourth grader use knowledge of letter-sound relationships to decode, or sound out, words.

Note: Click Risk Factors - Signs for risk for reading difficulties in this stage include trouble reading fluently instead of word by word, mispronouncing long, unfamiliar words, remembering the ideas in reading material, and spelling words correctly.

Video: Play See It In Action Great Schools (1.39)

Narrator: What does a fluent reader in fourth grade look like? Have you heard your fourth grader read lately? At this age they'll probably be reading pretty smoothly and at a speed that doesn't get in the way of them understanding what they read. Child: When I I was still a baby my father watched me and fed me and changed my diapers and did all the millions of other things a mother normally does for her child. Narrator: You'll probably see them correct themselves as they read or needing help with pronunciation. Each kid will sound a little differently as they read. Child: Early methods used by miners to keep the tunnels from caving didn't always work. Child: I think that all the love he had felt for my mother when he...she was alive he now lavished upon me. Narrator: A smooth reader still has to understand, so make sure after they've read a bit that you can tell that they're understanding what they read. Teacher: What can you infer about what his relationship is, Danny's relationship is with his dad? Child I think that he really likes his dad because he works all day with the shop and stuff and then he works at the filling station and his dad is raised him like his whole life so he's pretty much been taken care of. Narrator: So how do you know if your child's on track? Well, come summer, fourth graders who read fluently read more complex texts smoothly and with some expression, read at a natural speed, self correct mistakes as they go, and don't just read the words. They

understand what they read.

Guiding question to check for understanding: What does it mean to be a fluent reader?

How Reading Typically Develops

Fluent Readers

See It In Action Middle

Learn More

Videos provided by: **Great! SCHOOLS.org**

Middle and High Schoolers

See It In Action High

Risk Factors

Watch on YouTube:

In middle and high school, your child is often reading material that has many viewpoints and more complex language and ideas. She should be drawing on what she knows from other reading material and experiences to judge what she reads and come to conclusions. Click Risk Factors to see what to look for. Click Learn More for some middle and high school grade-level descriptions of what children should know and be able to do and what practices to look for in classrooms. Click See It In Action Middle to hear a middle schooler reading aloud or See It In Action High to hear how high schoolers show understanding when reading.

Note: Click Risk Factors - Signs for risk for reading difficulties in this stage include trouble remembering the ideas in reading material, spelling words correctly, taking notes and completing homework, and slow and effortful reading.

Video: Play See It In Action Middle Great Schools (2.31)

Narrator: You've probably heard that common middle school complaint at least once or twice in your household, "This is so long and so boring!" Well, they're right on one count, books are getting longer, and harder in middle school. And now, before they get to high school, is the time to make sure your child's reading is up to snuff. By now, kids are pretty comfortable reading the words on the page, but they should be able to go deeper than that. First, vocabulary. Harder, unfamiliar words are popping up constantly, but they should be able to figure out the meaning of these words. Here, Clara is trying to figure out a scientific word by applying what she knows and context clues. Teacher: What does solar storms mean? Child: Umm, I'm not sure. Teacher: If you don't know what that means how might you try to figure it out? Child: I could look at the context clues in that paragraph, like storms, not like actual storms with like rain and stuff. But like they could come across like they might have a lot of rocks flying at them or stuff like that. Narrator: Second, just as in elementary school, kids should be able to show their understanding by pointing to specific sentences in the text that support what they know. But in middle school, they are asked to make more complex inferences. Child: I think this story takes place in a utopia society so it's way in the future and I don't think that they have books. Teacher: Ok, and what evidence do you have to show that? Child: Umm, when Margie wrote "Today Tommy found a real book!" and you can tell by her excitement with the exclamation point. So I inferred that since she was happy that he found a real book it must be rare or almost impossible to find a real book. Narrator: Lastly, because texts are getting harder, you find your middle schooler struggling through what he reads. That's ok. The key at this age is not that they be able to read something easily, but rather that they can stick with reading even when it's hard. You can help by encouraging stamina and good reading strategies to help them understand what they read. The more they understand, the easier it will get. So, how do you know if your child's reading skills are up to snuff? Well, by the end of middle school, kids should be able to: figure out the meaning of unknown words, show understanding of more complex ideas with evidence from the text, and stick with reading even when it's tough and long.

Video: Play See It In Action High Great Schools (2.44)

Do you know that 70% of high school students need some form of reading help and remediation? You might be surprised as to why. Narrator: Bobby Cupp, High School Teacher. One common misconception about reading is that someone who can read the words in a text, also deeply understands those words. Child: After growing up poor in a mostly African-American neighborhood in Cincinnati, the young adults have reached their early twenties. One by one their brains were scanned by an MRI. Narrator: Does your child really understand what she reads? Kids who don't really understand what they're reading might hesitate and have trouble answering questions about it. Teacher: What is these couple of paragraphs about? Child: Umm, I'm not sure. Narrator: But kids who do understand can

show you they do. They can tell you the key ideas in a text and point to the sentences in that text that support those ideas. Child: I feel like the main idea is talking about how lead has influenced the crime rates and skills in like, school and how you perform. It talks about it right here, after they introduced the lead and how it affected the people that grew up in Cincinnati. Narrator: And as the vocabulary gets harder, they can figure out the meaning of unfamiliar words. Child: It says, "I've gotten off to a disastrous start". It means like the start is horribly wrong. Narrator: Because texts are more complex, even good readers won't understand everything they read. That's ok, but they need good strategies for sticking with it, to try to understand it. First, kids can reread the text. Teacher: If you're not sure what can you do? Child: Go back and reread. Narrator: They can ask questions. Child: The main question I had was where the majority of the lead exposure was coming from? Narrator: And they can make notes and annotations. So how do you make sure your child is understanding what he reads? Teacher: Parents can encourage their students to take a challenging piece of text, paragraph by paragraph. Narrator: So take a few minutes and make sure your high schooler is really understanding when they read. Man: What are you reading about? Child: I'm reading about how butterflies fly and navigate. Man: What's the main idea? Child: Well the main idea is how, when it's clear and sunny they navigate via the sun; and when it's a cloudy day they follow the magnetic poles of the earth. Narrator: So does your child understand what they read? If they can identify key ideas, and sentences that support those ideas, figure out the meaning of unfamiliar vocabulary and stick with it when they don't understand, chances are they do.

Resource: **Distribute, review, and discuss** the Learn More document with participants. Tell participants to scan the information in relation to their child's age and refer back to the documents later for further review.



How Reading Typically Develops

Continue to the Next Section

You have now completed the section on how reading typically develops in your child. Click on the bar to continue or the home icon to return to the main menu.

Note: This completes Session 2: How Reading Typically Develops.

Questions?



Slide to use for soliciting questions from participants and discussing answers on session content and related information at the end of the workshop. Review the big ideas from all three sessions and clarify as needed.

Thank You!

- [insert contact information]

Slide for inserting contact information so participants can communicate with you after the workshop.