



Learning about Your Child's Reading Development

Facilitator's Guide



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Introduction

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. This tutorial is part two of a four-part series on key roles that families can play for children's literacy success. Each of the four tutorials expands upon information in NCIL's literacy briefs and infographics on these key roles:

- Supporting Your Child's Literacy Development at Home
- Learning About Your Child's Reading Development
- Families and Schools Partnering for Children's Literacy Success
- Advocating for My Child's Literacy Needs

Purpose of and Intended Audience for the Tutorial

The purpose of the tutorial is to expand upon information in NCIL's *Learning About Your Child's Reading Development* literacy brief and infographic. Go to improvingliteracy.org to access this literacy brief and infographic. In the tutorial, participants will learn evidence-based information about children's reading development from preschool through adolescence, all in an interactive online experience. The tutorial includes a table of contents that can be used to tailor information to participants in a shorter, more targeted experience if needed. The intended audience for the tutorial is parents and caregivers of children in preschool through grade twelve. The online tutorial is available as a self-study, on demand resource on the NCIL website.

Purpose and Organization of the Facilitator Guide

The purpose of the facilitator guide is to provide information and materials to effectively facilitate the tutorial in-person as a workshop series and enable participants to achieve the learning objectives. The facilitator guide is organized by the workshop sessions. Each workshop session includes: the intended learning objectives, needed materials and equipment, the big ideas, and the suggested facilitation procedure. Accompanying this guide is a PowerPoint file, with facilitator notes, resource/activity directions, and guiding questions (where applicable). You may choose to use the narration that accompanies the online tutorial or mute the narration and present the content yourself.

Overview of the Workshop Series

The *Learning About Your Child's Reading Development* workshop series is divided into four workshop sessions: 1) skills needed to learn to read; 2) how reading typically develops; 3) why children might struggle to read; and 4) signs of risk for reading difficulties. Each workshop session lasts approximately two hours.

This session design is a suggestion only. Please adjust the number of sessions, content presentation, and/or session length based on your needs. For example, the strands can be broken down into eight one-hour sessions or sessions can be combined.

Example Dissemination Models

The following three models are examples of ways to disseminate the tutorial to participants. Please use your judgement to determine the best dissemination model given your organization's context, capacity, and experience. This may include considering other models not described here.

Model 1: Blended Workshop Series- Traditional - This model combines online and in-person formats to share tutorial content. In this model, participants view sections of the online tutorial in-person with a facilitator across a series of sessions.

Model 2: Blended Workshop Series- Flipped - This model combines online and in-person formats to share tutorial content. In this model, participants view sections of the online tutorial at home and then attend in-person gatherings to discuss the content with a facilitator across a series of sessions.

Model 3: Virtual Workshop Series - This model uses an online format to share tutorial content. In this model, participants view sections of the online tutorial virtually with a facilitator across a series of sessions.

Facilitator Roles and Responsibilities

The facilitator plays a key role in successfully disseminating the tutorial in a workshop setting. He or she should be able to fulfill the roles and responsibilities of the facilitator, understand adult learning principles, and have a good rapport with parents and caregivers. The facilitator may participate in-person or virtually. If virtually, an on-site host is recommended to handle logistics and greet participants.

Before the workshops, the facilitator:

- Reviews the tutorial content, including videos and resources
- Reads the session information in the facilitator guide
- Prepares for the session by addressing information in the facilitator guide, including printing the PowerPoint in notes format for use during the workshop
- Follows your organization's participant communication and registration processes, including drafting and sending an agenda (see examples in Appendix)

During the traditional or virtual blended workshops, the facilitator:

- Plays the tutorial section videos, reviews the resources, and conducts the activities
- Answers questions and provides clarification as needed
- Poses guiding questions for reflection on content at specified times during the tutorial
- Contextualizes and personalizes content, including what the information means for students with disabilities

During the flipped blended workshops, the facilitator:

- Reviews the tutorial section big ideas, reviews the resources and conducts the activities
- Answers questions and provides clarification as needed
- Poses guiding questions for reflection on content
- Offers opportunities to extend learning as needed
- Contextualizes and personalizes content, including what the information means for students with disabilities

After the workshops, the facilitator:

- Notes participant questions and comments that need addressing and plans to do so

- Distributes and collects workshop evaluation forms. Then reviews and uses evaluation feedback and other information to inform the design, content, and/or delivery of future workshops

Session 1

Skills Needed to Learn to Read

Learning Objectives

- To learn evidence-based information on the skills needed to learn to read
- To learn how to interact with children in ways that support and monitor their language and reading development

Materials and Equipment

- Laptop computer with audio speakers, projector, and display screen*
- Wireless internet connection*
- [*Learning About Your Child's Reading Development at Home*](#) tutorial link
- Chart paper, sticky notes, and pens
- One copy per participant (in presentation order):
 - [*Learning About Your Child's Reading Development*](#)
 - [*Learning to Read: "The Simple View of Reading"*](#)
 - [*How Families Promote Early Literacy*](#)
 - [*How Families Promote Early Literacy \(Spanish\)*](#)
 - [*Route to Reading: Map It Out*](#)

Big Ideas

- Parents and caregivers play an important role in supporting children's reading development, especially when children are having difficulty
- Reading is a complex system of making meaning from print that requires many skills. Reading successfully involves both correct word reading (accuracy and fluency) and understanding material read (meaning)
- Reading is not a natural process. Children's brains are not organized to read

Procedure

- Refer to session PowerPoint slides and speaker notes for facilitator guidance and instructions

Next Steps

- Answer participant questions and provide time for comments
- Distribute and collect an evaluation form from participants
- Provide participants with information about the next workshop or related information if available
- Encourage participants to try out strategies, tips, and activities learned during the workshop with children

Session 2

How Reading Typically Develops

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

Materials and Equipment

- Laptop computer with audio speakers, projector, and display screen*
- Wireless internet connection*
- [Learning About Your Child's Reading Development at Home](#) tutorial link
- One copy per participant (in presentation order):
 - [Milestones of Early Literacy Development](#)
 - [A Child Becomes a Reader: Birth Through Preschool](#)
 - [A Child Becomes a Reader: Kindergarten Through Grade 3](#)
 - [Literacy Begins At Home](#)
 - [10 Key Reading Practices for All Middle and High Schools](#)

Big Ideas

- Parents and caregivers play an important role in supporting children's reading, especially when children are having difficulty
- Learning to read, like in all learning, happens across time. Children typically move through several stages as they learn to read
- Understanding what is expected at different ages can help you notice when children's skills are progressing appropriately or not

Procedure

- Refer to session PowerPoint slides and speaker notes for facilitator guidance and instructions

Next Steps

- Answer participant questions and provide time for comments
- Distribute and collect an evaluation form from participants
- Provide participants with information about the next workshop or related information if available
- Encourage participants to try out strategies, tips, and activities learned during the workshop with children

Session 3

Why Children Might Struggle to Read

Learning Objectives

- To learn evidence-based information on the reasons why children might struggle to read
- To improve ability to determine if children are receiving effective reading practices in school
- To learn how to interact with children in ways that support and monitor their language and reading development

Materials and Equipment

- Laptop computer with audio speakers, projector, and display screen*
- Wireless internet connection*
- Chart paper
- [Learning About Your Child's Reading Development at Home](#) tutorial link
- One copy per participant (in presentation order):
 - [How Can I Help My Child With Content Area Reading at Home?](#)
 - [Route to Reading: Check for Potholes](#)

Big Ideas

- Parents and caregivers play an important role in supporting children's reading development, especially when children are having difficulty
- All children with reading difficulties are not the same. Because children may struggle to read for different reasons, children often have a specific profile of strengths and weakness in reading skills and strategies
- It is important to find out early if children are lagging behind so they don't miss out on the kind of early reading instruction and practice that helps them become a successful reader later

Procedure

- Refer to session PowerPoint slides and speaker notes for facilitator guidance and instructions
- Engage participants in completing the strand quiz at the end of the session

Next Steps

- Answer participant questions and provide time for comments
- Distribute and collect an evaluation form from participants
- Provide participants with information about the next workshop or related information if available
- Encourage participants to try out strategies, tips, and activities learned during the workshop with children

Session 4

Signs of Risk for Reading Difficulties

Learning Objectives

- To learn evidence-based information on the signs of risk for reading difficulties in children at different age levels
- To improve ability to determine whether children have reading difficulties
- To learn how to interact with children in ways that support and monitor their language and reading development

Materials and Equipment

- Laptop computer with audio speakers, projector, and display screen*
- Wireless internet connection*
- [Learning About Your Child's Reading Development at Home](#) tutorial link
- One copy per participant (in presentation order):
 - [Route to Reading: Do Regular Performance Checks](#)
 - [Route to Reading: Repair as Needed](#)
 - [What is Dyslexia?](#)
 - [Child Find: What It Is and How It Works](#)
 - [Questions Often Asked By Parents About Special Education Services](#)

Big Ideas

- Parents and caregivers play an important role in supporting children's reading development, especially when children are having difficulty
- Signs of risk for later reading difficulties are often noticeable very early when children have trouble learning key language and early literacy skills compared to their peers
- If there are concerns that children's language and/or reading difficulties are unexpected and unusual compared to their learning in other areas, seek further information early from the school and others about next steps

Procedure

- Refer to session PowerPoint slides and speaker notes for facilitator guidance and instructions

Next Steps

- Answer participant questions and provide time for comments
- Distribute and collect an evaluation form from participants
- Provide participants with information about the next workshop or related information if available
- Encourage participants to try out strategies, tips, and activities learned during the workshop with children

Appendix

Traditional or Virtual Workshop Agenda Example*

[Title of Workshop]

[Date, time, location]

Welcome and Introduction

Learning Objectives

Evidence-based Strategies, Tips, and Activities for [topic]

Questions and Comments

Next Steps

Flipped Workshop Agenda Example*

[Title of Workshop]

[Date, time, location]

Welcome and Introduction

Learning Objectives

Discussion of Evidence-based Strategies, Tips, and Activities for [topic]

Questions and Comments

Next Steps

**For subsequent workshop agendas, consider incorporating a “share out” after the welcome and introduction for participants to talk about the strategies, tips, and activities they tried from the previous workshop and what happened.*