Families and Schools Partnering for Children’s Literacy Success  
School Track Facilitator’s Guide: Share Literacy Resources

For more information: https://improvingliteracy.org/kit/

The research reported here is funded by a grant to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award #: S283D160003). The opinions or policies expressed are those of the authors and do not represent views of OESE, OSEP, or the U.S. Department of Education. You should not assume endorsement by the Federal government. Copyright © 2020 National Center on Improving Literacy.

**Note:** Greet participants and begin workshop with introductions as needed. Follow the facilitation procedure notes appropriate for the workshop session.

For the traditional blended and virtual dissemination models, activate the tutorial link and start with the introduction slide and then continue to the next slide.

For the flipped blended dissemination model, ask participants in they have any questions about the purpose of NCIL’s tutorial on Families and Schools Partnering for Children’s Literacy Success.

**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.

When discussing literacy instruction and intervention with families, you both can share literacy resources with one another to better understand and support children’s literacy development and that of others.
Learning Objectives

- To learn what literacy resources are important for you and families to share with one another to better understand and support children’s literacy development and that of others
- To learn how our language system works to listen, speak, read, and write well

Note: Participant learning objectives to display and communicate when the workshop begins.
When sharing literacy resources, it is important to first understand how our language system works in order to listen, speak, read, and write well. Two important foundational skills in early reading instruction are phonemic awareness and phonics. These two ideas can be easily confused by both teachers and families. Phonemic awareness is the ability to identify and play with individual sounds in spoken words. Phonemes are the smallest sound part in spoken language, like /c/ in "cat". Phonics is reading instruction in understanding how letters and groups of letters link to sounds to form letter-sound relationships and spelling patterns. Decoding is using your knowledge of letter-sound relationships to sound out words. These skills are important building blocks for understanding what you read. Click Phonological & Phonemic Awareness Toolkit and Alphabetic Principle & Phonics Toolkit for more information on these important skills.

For children who struggle to read, working with phonemes and decoding words can be especially difficult. You can share and discuss resources that aid families in helping their children practice these skills at home. Click Learn More Phonemes for tips on phonemes to share with families. Click Learn More Decoding for information on decoding to share with families.

**Resource:** Distribute, review, and discuss Tips for Teaching Your Child About Phonemes and What is Decoding? with participants. Have participants share how they would use these resources with families and what they would say.
Note: Click Phonological & Phonemic Awareness and Alphabetic Principle & Phonics to show the landing page for each Toolkit for more information to share with families on these important skills.
Learning to listen, speak, read, and write well also includes developing oral language skills and reading fluently and with meaning. Oral language is the way you communicate with others through speaking and listening. Fluency is the ability to read words, phrases, sentences, and stories correctly, with enough speed, and expression. Reading comprehension is the ability to understand what you’re reading. This is the goal of reading. To understand the meaning of what is being read, child must have strong language comprehension skills.

Click Learn More Comprehension for information to share with families on how to help improve children’s reading comprehension.

Click Watch Video to see how to help families choose books for kids who struggle with reading.

Remote learning can be especially challenging for everyone. You may find it difficult to share literacy resources that support all families and communicate them well to families. It can help to consider integrating different modes of dissemination, such as through an learning management system, website, email, texting, social media, public television, or in print. Then, imagine what information families need to access and understand the resources so they can facilitate their children’s learning. Be sure to incorporate explicit yet simple and easy to follow explanations on the purpose and use of the resources to address this. Click Learn More ELs for supporting English Learners’ language and literacy during distance learning.

Video: Play Watch Video Understood (2:56)
If your child struggles with reading, finding the right book can be a challenge. Many kids with learning issues have already decided they don’t like to read. So how can we keep them engaged
with reading at home? Here are a few ideas. Choose topics your child already likes. Start with topics your child already likes. If she only wants to read about soccer or superheroes, that’s OK. The most important thing is to keep children reading. And as their confidence grows, they might be open to exploring a broader range of topics. Find a book at the right reading level. Try to find a book at the right reading level. Kids get discouraged if a book is too hard. That’s especially true for children who are already struggling at school. One good way to pick a book is to use the “Five Finger Test.” Ask your child to pick a page in the middle of a book and read it aloud. Ask her to hold up a finger for each word she can’t read or doesn’t know. If it’s just two or three words on a page, that’s fine. But if there’s five or more words on a single page, that is too hard, that’s a formula for frustration. It’s probably time to look for a simpler book so your child can read without getting stuck too often. Maybe that harder book is one that you can read together. Choose books that boost your child’s confidence. Don’t worry if your child picks a book that seems too easy. Or, if she wants to read the same book again and again. Reading simpler books at home gives children a chance to develop their fluency as readers and boost their confidence. That’s especially important for kids with dyslexia. As parents, we can use the books our kids love to suggest a related book that’s more challenging. You can say, “Sure, you can read that ‘Elephant and Piggy’ book again. But as soon as you’re done, let’s try this other funny book that I think you might like.” That can be a win/win. Your child gets to read the book she picked out and then hopefully, she’ll try a book that’s a little more difficult and that might expose her to new vocabulary and new ideas. And remember, finding books that your child is interested in is really important. You can find lists of great books for reluctant readers and lots of other helpful resources on Understood.org.

Guiding question to check for understanding: What three tips were shared for finding the right books?

Resource: Distribute, review, and discuss How Can I Help to Improve My Child’s Reading Comprehension? with participants. Have participants share how they would use this resource with families and what they would say.

Resource: Distribute, review, and discuss Supporting Multilingual Learners (MLLs)/English Language Learners (ELLs) During the COVID-19 Shutdown and recommend that they review it back at school with their leadership team to inform decision-making.
Summarize the big ideas for participants:

- Two important foundational skills in early reading instruction are phonemic awareness and phonics.
- For children who struggle to read, working with phonemes and decoding words can be especially difficult.
- Learning to listen, speak, read, and write well also includes developing oral language skills and reading fluently and with meaning.

You have now completed the section on sharing literacy resources. Click on the bar to continue.

**Note:** This completes Session 3: Share Literacy Resources.
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.

**Activity:** Distribute to participants the Families & Schools Partnering for Children’s Literacy Success Checklist and have them reflect on the item statements related to the session learning objectives, including identifying a next step they will take after the workshop to further action on the item.
Thank You!

• [insert contact information]

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