



National Center on
Improving Literacy

The National Center on Improving Literacy (NCIL) is a partnership among literacy experts, university researchers, and technical assistance providers, with funding from the United States Department of Education.

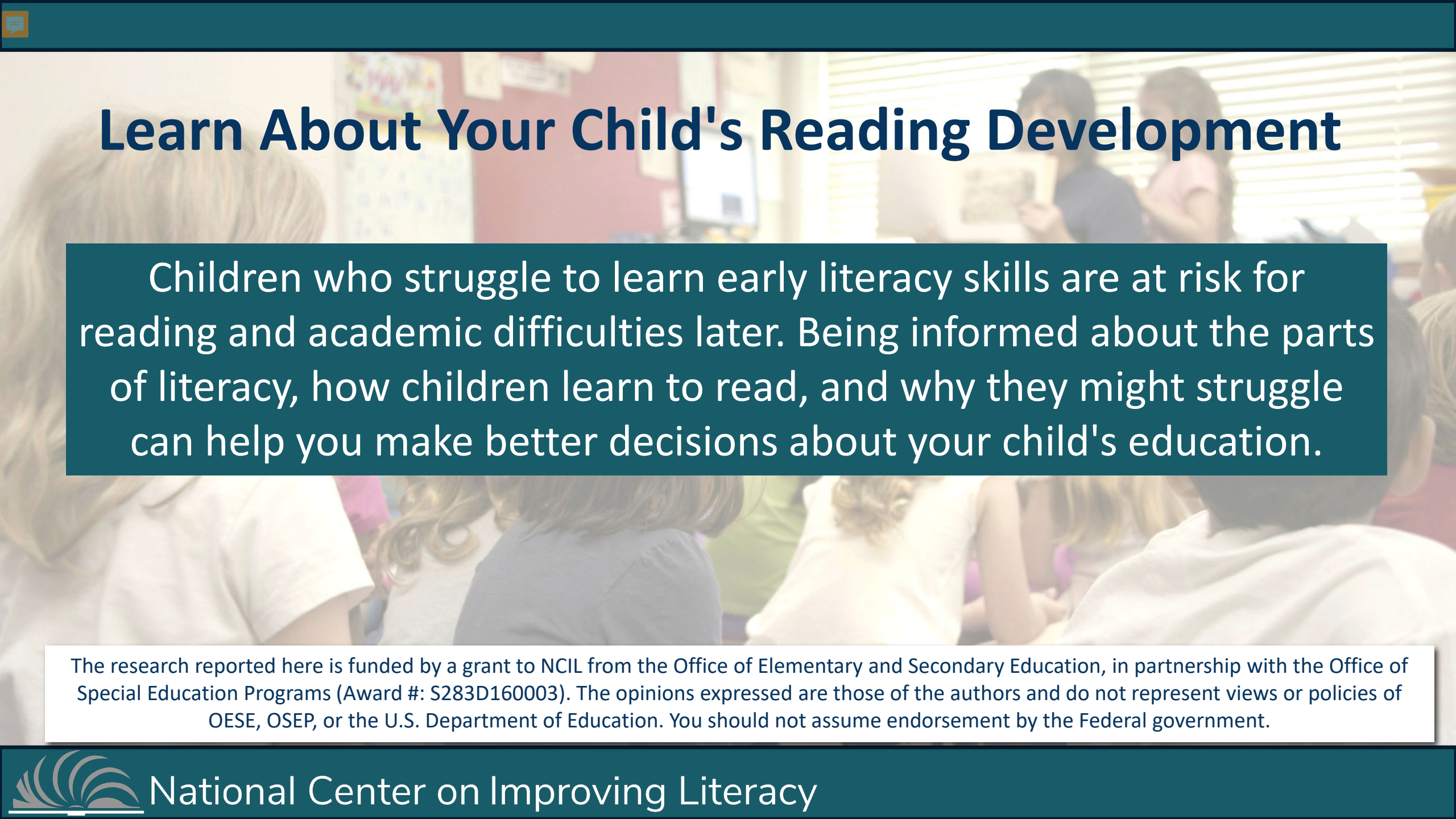
Our Mission is to increase access to, and use of, evidence-based approaches to screen, identify, and teach students with literacy-related disabilities, including dyslexia.

improvingliteracy.org 

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National Center on Improving Literacy

A blurred background image of a classroom with children. In the foreground, the backs of several children's heads are visible as they sit at desks. In the background, two more children are standing and looking at a book together. The scene is brightly lit, likely from windows with blinds.

Learn About Your Child's Reading Development

Children who struggle to learn early literacy skills are at risk for reading and academic difficulties later. Being informed about the parts of literacy, how children learn to read, and why they might struggle can help you make better decisions about your child's education.

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



A woman with dark hair is sitting outdoors, holding a young child on her lap. She is smiling and looking down at an open book she is holding. The child is also looking at the book. The background is a soft-focus green, suggesting foliage. The image is overlaid with a semi-transparent dark teal banner at the top and bottom, and a white text box in the center.

Welcome!

This workshop is part of a series on key roles that families can play for children's literacy success.



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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
- To acquire evidence-based information on how reading typically develops in children, including key reading-related milestones
- To learn evidence-based information on the reasons why children might struggle to read and the signs of risk for reading difficulties in children at different age levels
- To improve the ability to determine if children are receiving effective reading practices in school and whether children have reading difficulties



Agenda

Skills Needed to Learn to Read

How Reading Typically Develops

Why Children Might Struggle to Read

Signs of Risk for Reading Difficulties



A woman with curly hair is sitting and reading a book to a young child with curly hair. They are inside a white teepee-like structure. The woman is holding a book with a red and white zigzag pattern. The child is looking at the book with interest. The background is softly lit, suggesting a cozy indoor setting.

Skills Needed to Learn to Read



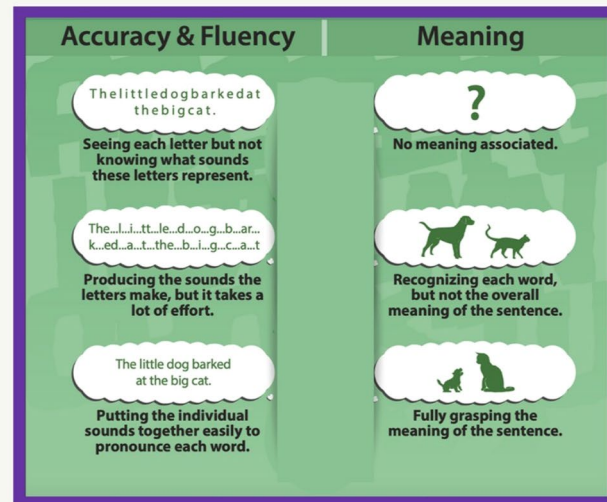
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Skills Needed to Learn to Read

AN OVERVIEW

WHAT IS THE SIMPLE VIEW OF READING?

The Simple View of Reading was developed in 1986 as a way to understand what makes for a good reader, and breaks reading down into two main skills: 1) reading each word in texts *accurately* and *fluently*, and 2) comprehending the *meaning* of the texts being read.



For students in the early stages of reading, or for those who struggle, reading is particularly difficult and requires careful instruction and intervention. Problem areas must be determined, and instruction and intervention to address these areas must be carefully planned and delivered.

For more information, visit improvingliteracy.org.



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Accuracy & Fluency

The little dog barked at the big cat.

Seeing each letter but not knowing what sounds these letters represent.

The...l...i...t...t...l...e...d...o...g...b...a...r...k...e...d...a...t...t...h...e...b...i...g...c...a...t

Producing the sounds the letters make, but it takes a lot of effort.

The little dog barked at the big cat.

Putting the individual sounds together easily to pronounce each word.

Meaning

?

No meaning associated.



Recognizing each word, but not the overall meaning of the sentence.



Fully grasping the meaning of the sentence.





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Skills Needed to Learn to Read

Spoken Language

Written Language

**Spoken
and
Heard**

Language can be . . .

**Written
and
Read**

**The foundation of reading and writing is based on
spoken and written language skills.**



Skills Needed to Learn to Read

Spoken Language

Understanding and using sounds, words, and ideas from **speaking and listening**.



Skills Needed to Learn to Read



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Skills Needed to Learn to Read



Written Language

Understanding and using sounds, words, and ideas from **reading and writing.**



Skills Needed to Learn to Read

Spoken Language

Phonological Awareness

The ability to recognize that spoken words are made up of individual sound parts.

Phonemic Awareness

The ability to identify and play with individual sounds in spoken words.



Skills Needed to Learn to Read

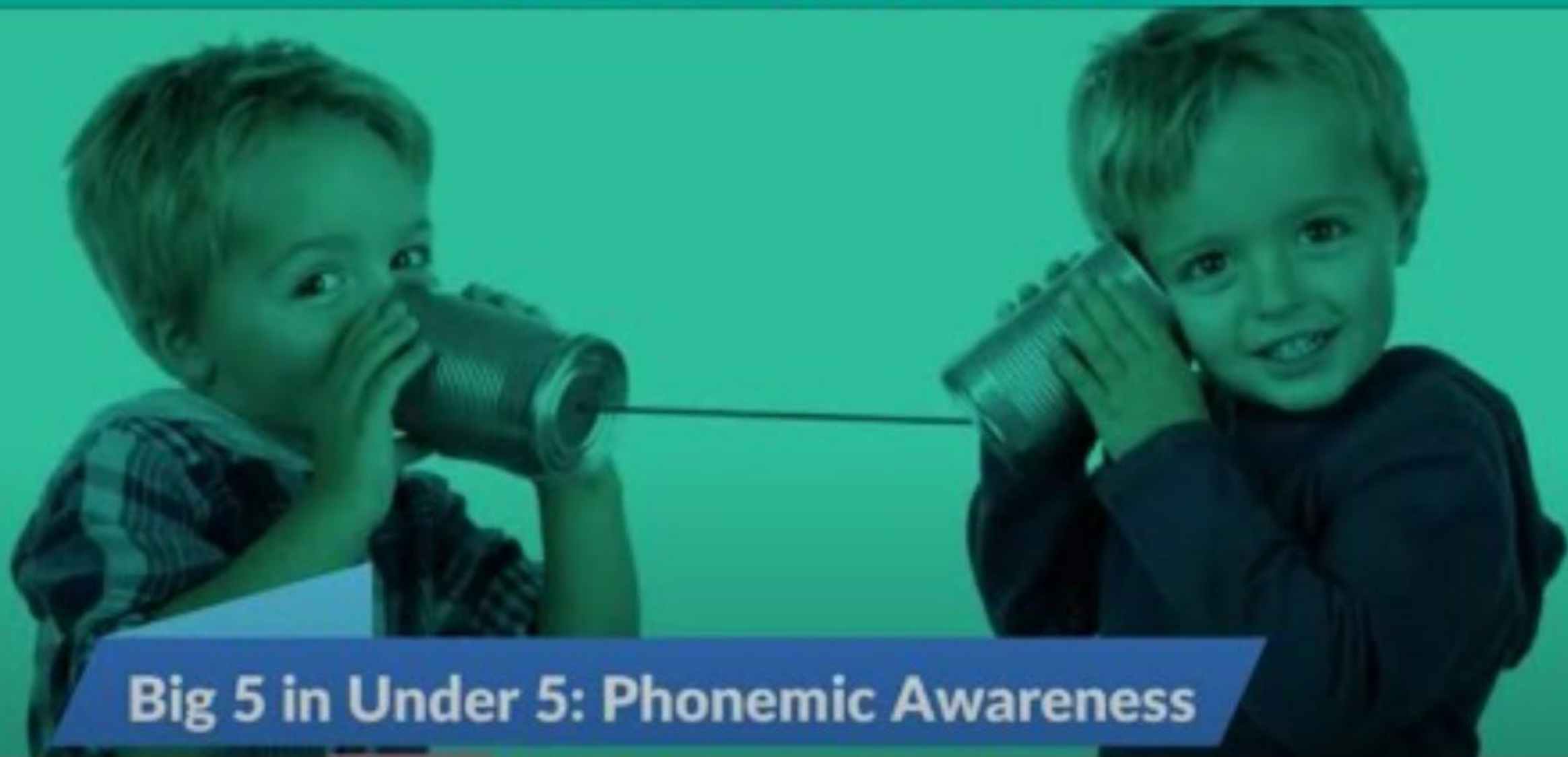


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Phonemic Awareness



Big 5 in Under 5: Phonemic Awareness

Skills Needed to Learn to Read

Spoken Language

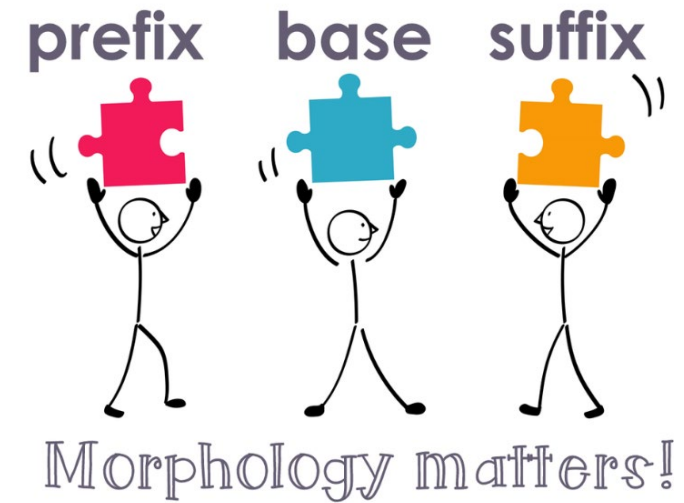
Phonological Awareness

Vocabulary

Knowing what words mean and how to say and use them correctly.

Morphology

The knowledge of word parts that have meaning such as affixes, roots, and base words.



Skills Needed to Learn to Read



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Skills Needed to Learn to Read

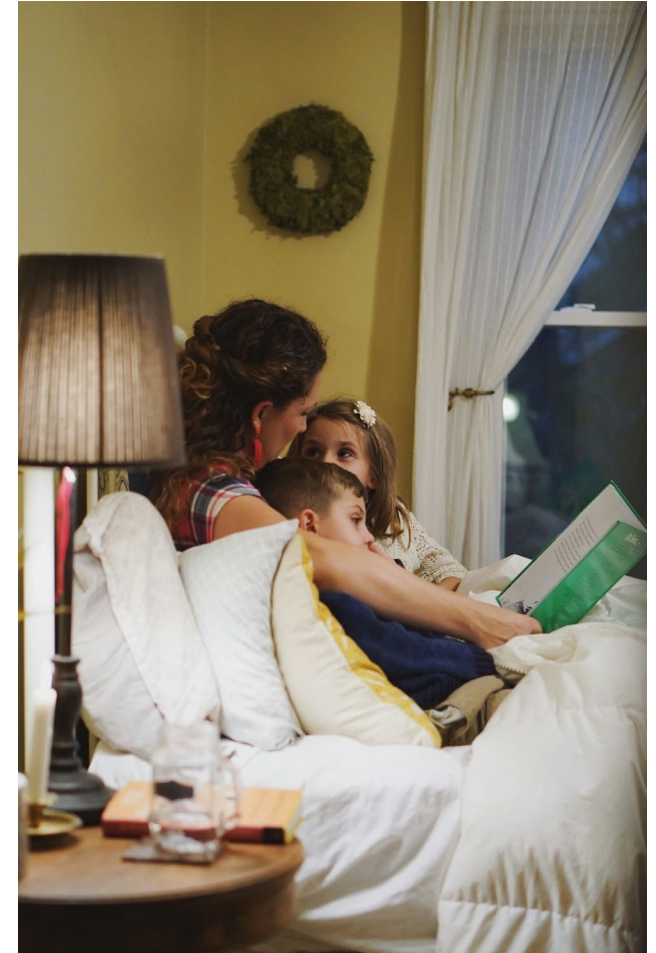
Spoken Language

**Phonological
Awareness**

Vocabulary

**Listening
Comprehension**

Is the ability to
understand what
others read and
say to you



Skills Needed to Learn to Read

Written Language

Print Awareness

Knowing about print and books and how they are used.

Alphabet Knowledge

The ability to name letters and know their sounds.



Skills Needed to Learn to Read



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Skills Needed to Learn to Read



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Skills Needed to Learn to Read

Written Language

Print Awareness

Knowing about print and books and how they are used.

Phonics

Is the process of using letter-sound relationships to read and spell words.

Alphabetic Principle

The understanding that letters match individual sounds in words.



Skills Needed to Learn to Read



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Phonics

A woman with dark hair and a young child are sitting together, looking at a book. The woman is on the left, leaning over the child. The child is on the right, holding the book. They are in a room with a window in the background. On the windowsill, there is a small plant in a pot and a decorative object. The scene is lit with warm, natural light.

Big 5 in Under 5: Phonics

Skills Needed to Learn to Read

Written Language

Print Awareness

Phonics

**Reading
Comprehension**

The ability to
understand what
you read.



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Skills Needed to Learn to Read



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Skills Needed to Learn to Read

Spoken Language

Fluency

Written Language

Phonological
Awareness

Vocabulary

Listening
Comprehension

Print
Awareness

Phonics

Reading
Comprehension

Fluency is the ability to read words and reading material correctly, with enough speed (rate) and expression.



Skills Needed to Learn to Read



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Fluency with Text



Big 5 in Under 5: Fluency with Text

Play (X)



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Skills Needed to Learn to Read

HOW-TO

THINGS PARENTS SHOULD ASK SCHOOLS ABOUT LITERACY DEVELOPMENT



Parents should never be afraid to talk to the school about their child's literacy development. Your child benefits when you and the school work together to support literacy development. Questions to ask include;

HOW TO BE INVOLVED

- What are the school's literacy goals for children and families?
- How does the school partner with families when developing its language and literacy goals for students?
- How can I support my child's language and literacy goals?

SPECIFICS ABOUT LITERACY INSTRUCTION

- What does my child need to know and be able to do?
- How is reading taught and by whom?
- When does literacy instruction and intervention happen and for how long?
- What materials or trainings are available to families?

HOW TO PRACTICE AT HOME

- What activities will help my child practice the skills learned at school?
- What strategies should I use to help my child read or write?
- What tools are available to help my child practice these skills?

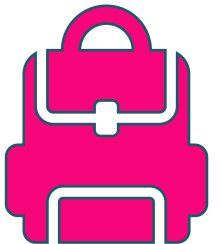
EXPRESS CONCERNS DIRECTLY

- How is my child's language and literacy learning being supported in this system?
- How are you monitoring my child's language and literacy progress?
- What might happen next if my child continues to struggle?

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Skills Needed to Learn to Read

 SK QUESTIONS

 UILD VOCABULARY

 ONNECT TO
KIDS' WORLDS

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How Reading Typically Develops



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How Reading Typically Develops



Continuum of Learning

**Emergent
Readers**

**Early
Readers**

**Transitional
Readers**

**Fluent
Readers**



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How Reading Typically Develops



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Emergent Readers:
About Birth to Age Six



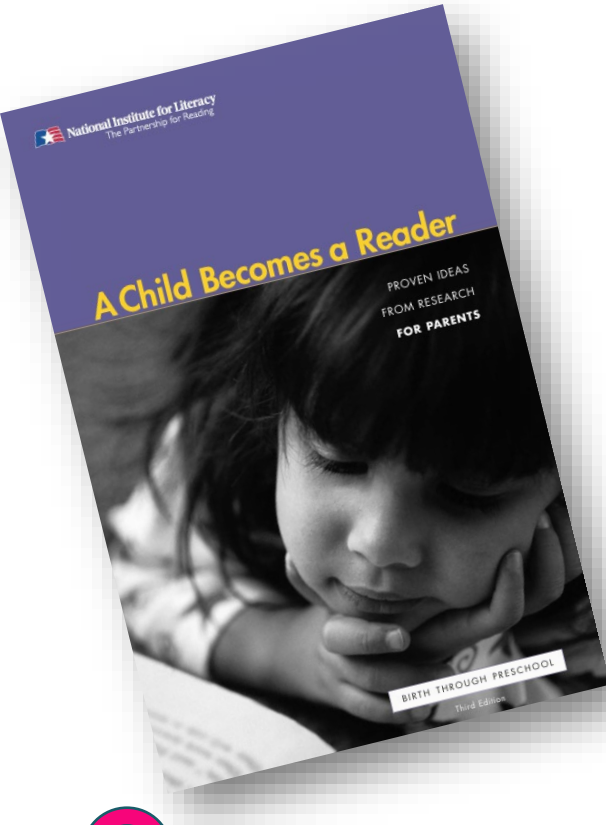
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How Reading Typically Develops

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
- Quickly naming aloud a series of familiar items (like letters, numbers, colors, or objects)



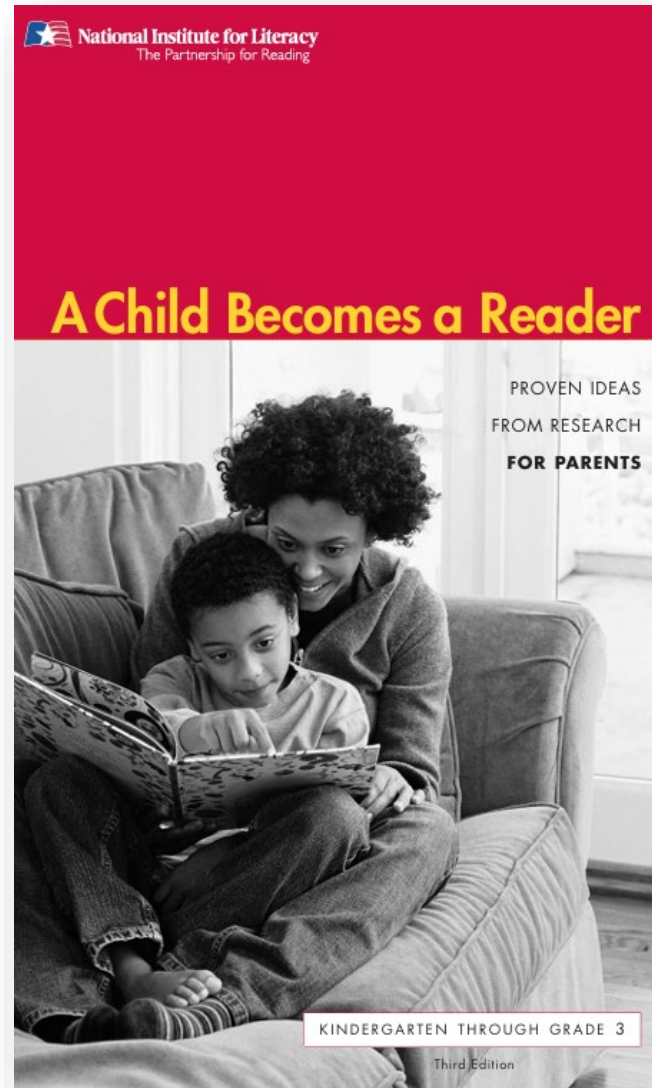
MILESTONES OF EARLY LITERACY DEVELOPMENT					
NEWBORN TO 6 MONTHS					
TALK, SING, READ, PLAY Right from birth, babies are listening, looking, and learning. So find, and enjoy, those everyday moments when you can talk, sing, read, and play together with your baby.					
6 TO 12 MONTHS	12 TO 24 MONTHS	2 TO 3 YEARS	3 TO 4 YEARS	4 TO 5 YEARS	
MOTOR DEVELOPMENT <i>What your child is doing</i>					
holds head steady sits in lap without support grasps book, puts in mouth drops, throws book	holds and walks with book no longer puts book in mouth right away turns board book pages	learns to turn paper pages, 2 to 3 pages at a time starts to scribble	turns pages one at a time, and from left to right sits still for longer stories scribbles and draws	starts to copy letters and numbers sits still for even longer stories	
COMMUNICATION AND COGNITION <i>What your child is saying and learning</i>					
smiles, babbles, coos likes and wants your voice likes pictures of baby faces begins to say "ma", "ba", "da" responds to own name pats picture to show interest	says single words, then 2- to 4-word phrases gives book to adult to read points at pictures turns book right-side up names pictures, follows simple stories	adds 2-4 new words per day names familiar objects likes the same book again and again completes sentences and rhymes in familiar stories	recites whole phrases from books moves toward letter recognition begins to detect rhyme pretends to read to dolls and stuffed animals	can listen longer recognizes numbers, letters can retell familiar stories can make rhymes learning letter names and sounds	
ANTICIPATORY GUIDANCE <i>What parents can do</i> <i>Ask questions and wait for your child to answer</i> <i>Read and speak in your first language</i>					
talk back and forth with your baby; make eye contact cuddle, talk, sing, read, play point at and name things: nose, ball, baby, dog... follow baby's cues for "more" or "stop" play games such as "peek-a-boo" or "pat-a-cake"	smile and answer when your child speaks or points let your child help turn the pages; keep naming things use books in family routines: naptime, playtime, bedtime; on the potty; in the car, bus use books to calm or distract your child while waiting	ask "Where's the dog?" or "What is that?" be willing to read the same book again and again as you read, talk about the pictures keep using books in daily routines	ask "What happens next?" in familiar stories point out letters, numbers point out words and pictures that begin with the same sound together, make up stories about the pictures	relate the story to your child's own experiences let your child see you read ask your child to tell the story encourage writing, drawing point out the letters in your child's name	
WHAT TO READ					
board and cloth books; books with baby faces; nursery rhymes	board books; rhyming books; picture books; books that name things	rhyming books; picture books that tell stories; search and find books	picture books that tell longer stories; counting and alphabet books	picture books that tell longer stories; counting and alphabet books	
LET YOUR CHILD CHOOSE WHICH BOOK TO READ. FIND STORIES ABOUT THINGS YOUR CHILD LIKES.					
www.reachoutandread.org reachoutandread					

Emergent Readers:
About Birth to Age Six



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How Reading Typically Develops

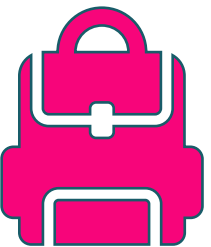


Risk Factors

Signs of 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
- Remembering words seen many times before

Early Readers:
About Ages Six to Seven



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How Reading Typically Develops



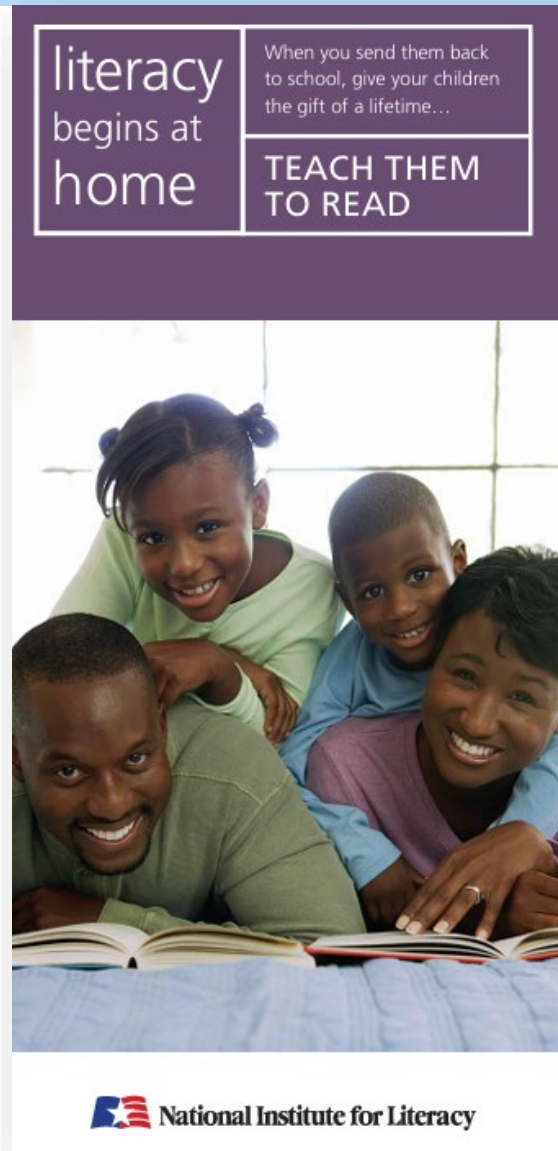
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Early Readers:
About Ages Six to Seven

How Reading Typically Develops



Risk Factors

Signs of 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
- Spelling words correctly

Transitional Readers:
About Ages Seven and Eight (Grades 2-3)

How Reading Typically Develops



Risk Factors

Signs of 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
- Spelling words correctly

Fluent Readers:
About Ages Eight and Up
(Grade 3+)



How Reading Typically Develops



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Great!
SCHOOLS.org



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Fluent Readers:
About Ages Eight and Up
(Grade 3+)

How Reading Typically Develops



Risk Factors

Signs of Risk for Reading Difficulties In this Stage Include Trouble:

- Remembering the ideas in reading material
- Spelling words correctly
- Taking notes and completing homework
- Slow and effortful reading

Middle Schoolers



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How Reading Typically Develops



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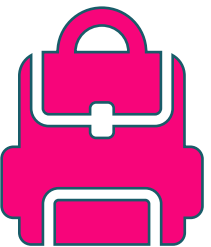
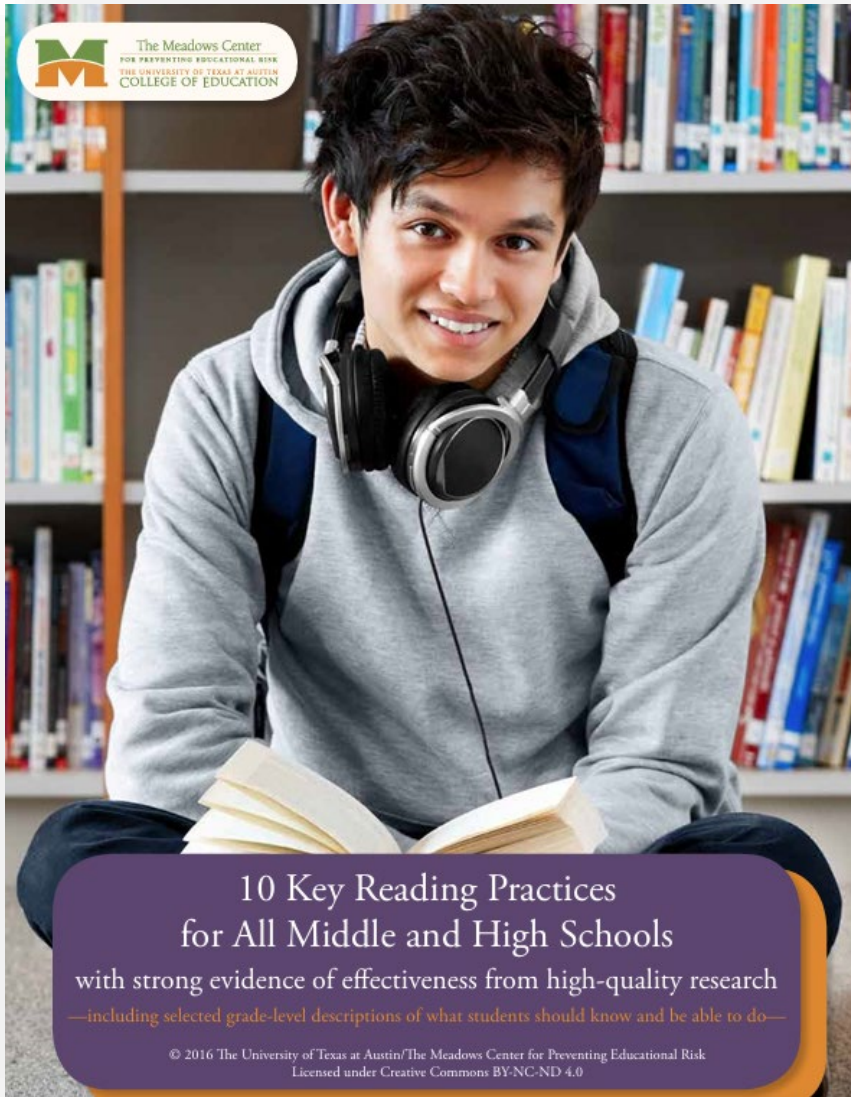
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Middle Schoolers

How Reading Typically Develops



High Schoolers



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How Reading Typically Develops

Watch now

Can your teen
understand
what they read?



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VISIT GREATSCHOOLS.ORG/MILESTONES

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High Schoolers



Why Children Might Struggle to Read



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Why Children Might Struggle to Read

Learning to read is a **complex process**.



Why Children Might Struggle to Read

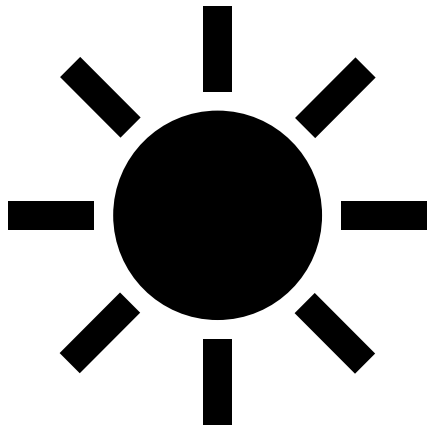


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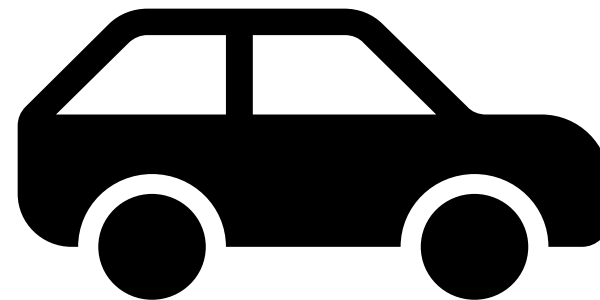


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Why Children Might Struggle to Read



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Why Children Might Struggle to Read

How to teach letters & sounds



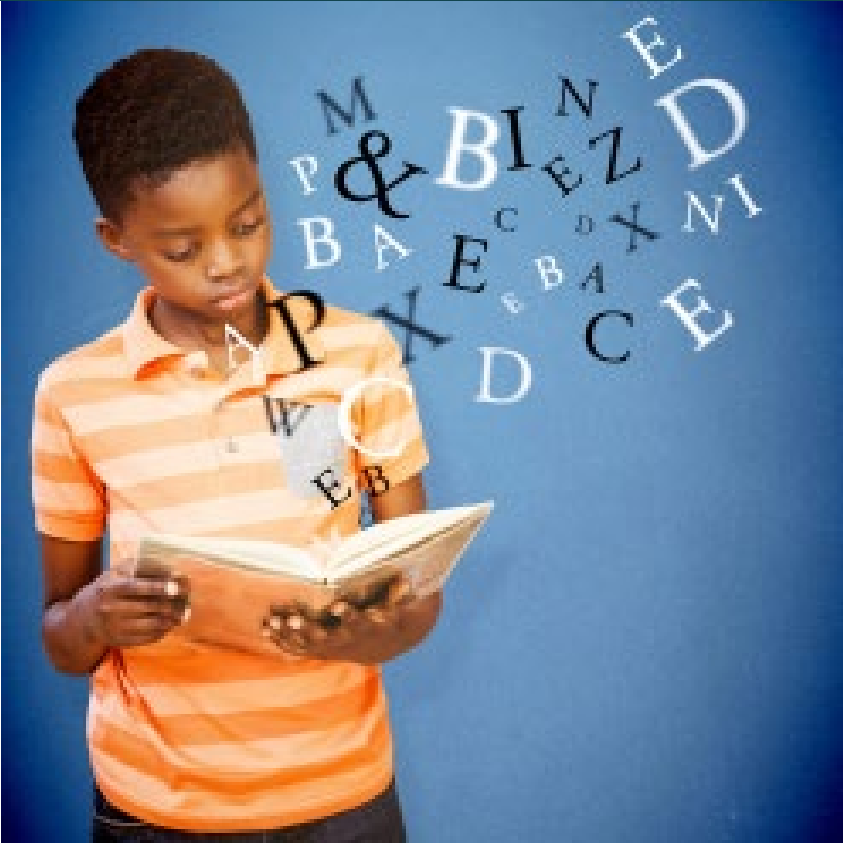
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Why Children Might Struggle to Read

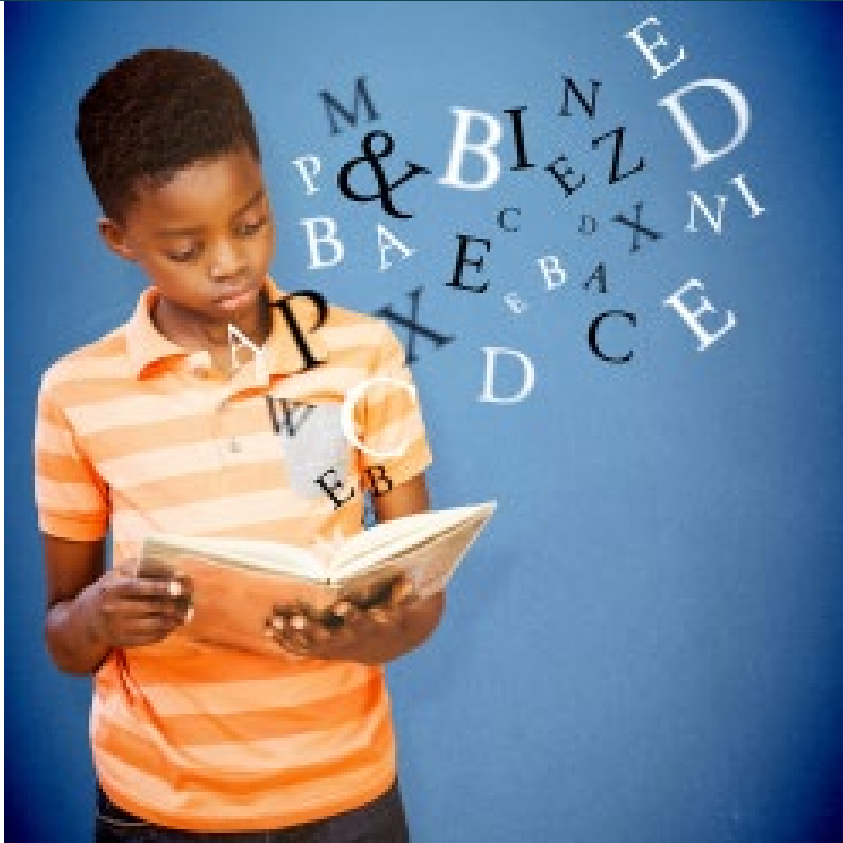
Trouble recognizing words.



Sub-
Under or below

 National Center on Improving Literacy

Trouble recognizing words.



Sub-

Under or below



Why Children Might Struggle to Read

Trouble
understanding
what is read.



**How Can I Help to Improve
My Child's Reading Comprehension?**
—Two Useful Strategies for Reading at Home—

Understanding is the primary goal of reading. Strong reading comprehension is critical to student success in all subjects. As students move into higher grades, the texts they read become increasingly complex. Upper-grade texts are often dense, packed with important concepts and technical vocabulary. Students need to be aware when their comprehension breaks down and have strategies for learning new information from text.

Parents can help students use comprehension strategies when reading at home. Here are two evidence-based strategies to try.

1. Ask and Answer Questions
When reading at home, prompt your child to ask questions and then answer them.

Asking their own questions about what they are reading helps students to focus on the text. We encourage you to prompt your child to ask questions about what the author is communicating or what the teacher expects your child to learn. For example, you might ask, "What kind of question would your teacher ask about this?" After coming up with a good question, ask your child to answer it using information from the reading.

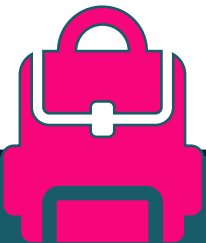
The table below shows two types of questions to ask. **Narrow questions** focus on details and facts that are directly stated in the text. This is a good starting place. Looking back in the text to answer narrow questions encourages your child to check facts, something that teachers require in class.

As your child becomes comfortable with this process, move on to **wide questions** about the greater meaning of the text. Wide questions require the reader to make inferences by combining pieces of information from different sentences and relating them to a larger topic.

Example Questions	Narrow Questions	Wide Questions
English language arts (Questions based on <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i> by E.L. Konigsburg)	Where do Claudia and Jamie go when they run away? How do Claudia and Jamie become interested in the angel statue?	Why were Claudia and Jamie successful in being unnoticed in the museum? Why is Claudia persistent in her search for information on the angel statue?
Science	What energy force keeps the solar system in rotation? What is the largest planet?	How would a change in the temperature of the sun affect the solar system? Why is it difficult for scientists to study the planets and moons in the solar system?

This work was supported by the U.S. Department of Education through Grant H326M150016 to The University of Texas at Austin and the University of Maryland. The opinions expressed are those of the authors and do not represent the views of the U.S. Department of Education.

PACT PLUS
PROMOTING ADOLESCENT COMPREHENSION OF TEXT



Why Children Might Struggle to Read

**How to
build
vocabulary
in kids**



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Why Children Might Struggle to Read

Limited English language skills.



Why Children Might Struggle to Read

Limited experience with books.



Why Children Might Struggle to Read

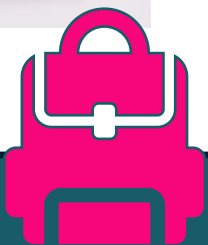
Mismatch between instruction and need.

Explicit Instruction:

Teaching that is direct and step-by-step, including explaining and showing how to do something.

Systematic Instruction:

Teaching that has a carefully planned sequence, including teaching necessary skills first, building from easier to more difficult tasks, and breaking down harder skills into smaller parts.

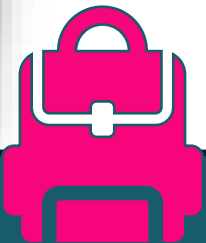
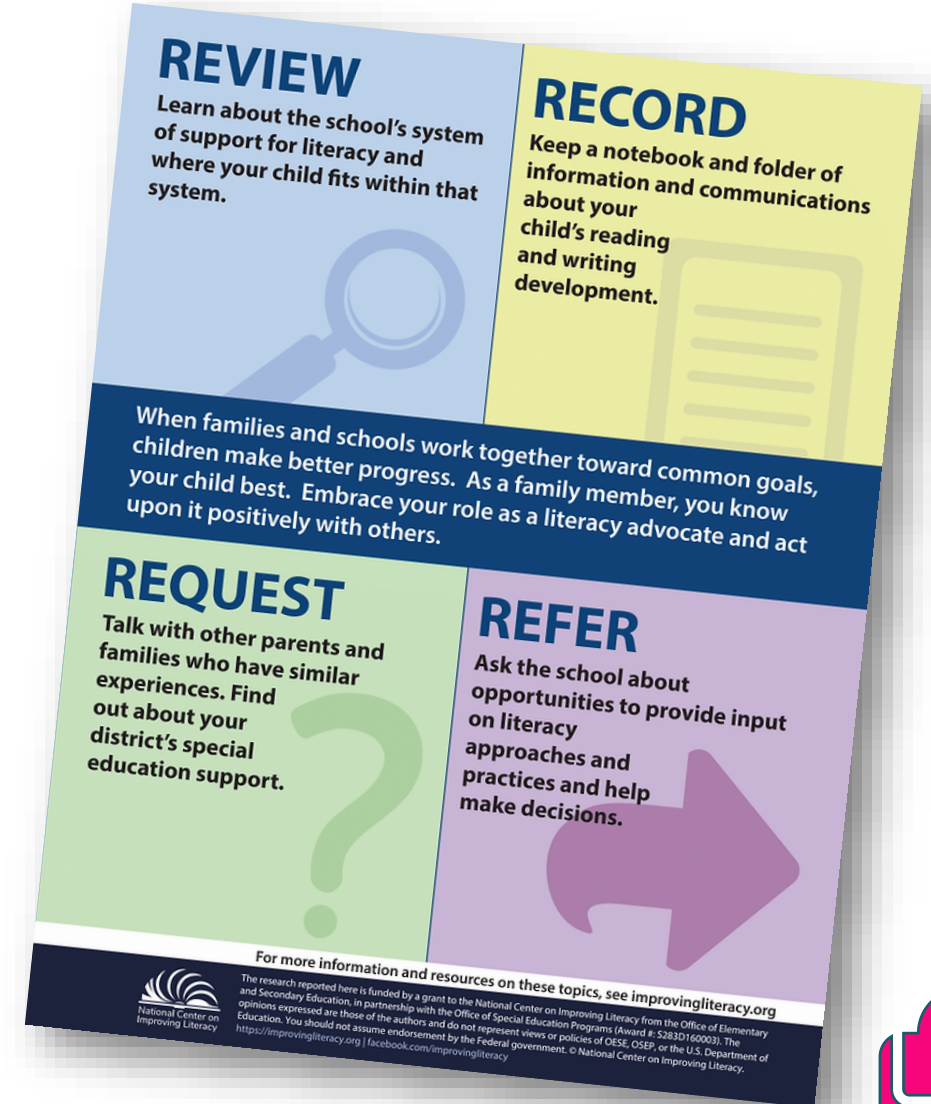


Why Children Might Struggle to Read

Mismatch between instruction and need.

Effective reading instruction in foundation reading skills includes:

- Learning the structure of language
 - Speech sounds
 - Alphabetic principle
- Applying these skills in books daily



Why Children Might Struggle to Read

I'm not
sure what
it means.

/th/ the /c/ /a/ /t/...
/s/...the cat sat!



How do I
say the
words?

"I Can't Do
It!"





Signs of Risk for Reading Difficulties



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Signs of Risk for Reading Difficulties

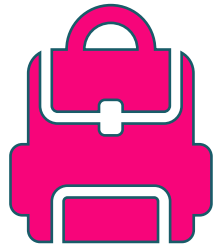
Emergent and Early Readers Have Trouble . . .	Transitional and Fluent Readers Have Trouble . . .
☐ Noticing and naming rhymes	☐ Sounding out unknown words (decoding)
☐ Noticing and playing with individual sounds in spoken words (phonemic awareness)	☐ Remembering words seen many times before (sight word recognition)
☐ Naming the letters of the alphabet (including the letters in their own name)	☐ Reading fluently ("Like you talk") instead of word by word
☐ Quickly naming aloud a series of familiar items, like letters, numbers, and colors (rapid naming)	☐ Remembering the ideas in reading material (comprehension) ☐ Spelling words correctly



Signs of Risk for Reading Difficulties

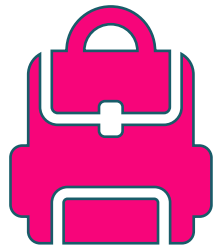
Screening Assessment

Is there an issue?



Diagnostic Assessment

What is the issue?



Questions to ask your child's school:



- ☒ What screening practices for literacy does the school use and when?
- ☒ How are children with reading difficulties identified?
- ☒ What information does the school collect on my child's literacy progress?
- ☒ How is the information used to make decisions about my child's literacy needs?



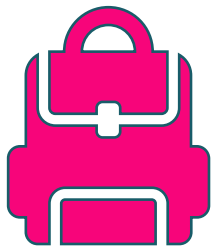
Signs of Risk for Reading Difficulties

What is the issue?

Questions to ask your child's school:



- ☒ What evidence-based literacy instruction and interventions are used?
- ☒ What types of support are offered to my child if he or she is struggling to read or write?
- ☒ What accommodations does the school provide to help my child read or write?



Signs of Risk for Reading Difficulties



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Signs of Risk for Reading Difficulties



FACTS ABOUT DYSLEXIA

- Dyslexia is defined as a **brain-based learning disability** that specifically impairs a person's ability to read.
- Dyslexia can be inherited.
- Dyslexia is associated with brain-based phonological impairments, **not visual problems**.
- Dyslexia affects about **1 in every 5 people**, making it the most commonly diagnosed learning disability.
- Individuals with dyslexia do not necessarily see and write letters or words backwards.
- Dyslexia is related to **reading difficulties**, not difficulties that arise from intellectual functioning.
- People with dyslexia can learn to read with **evidence-based explicit instruction**.

For more information, visit improvingliteracy.org.

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 #: H283D210004). 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 © 2024 National Center on Improving Literacy.

SIGNS OF DYSLEXIA BY AGE

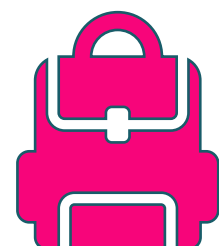
AGE GROUP	TYPICAL DEVELOPMENT	SIGNS OF DYSLEXIA
PRESCHOOL (AGES 3-5)	- Notice repeated sounds when spoken (like Baa, Baa, Black Sheep) - Notices and enjoys rhymes in songs - Understand that words carry meaning - Know at least 10 letters, including those in their name	- Have trouble learning common nursery rhymes - Don't recognize rhyming patterns - Struggle to learn and remember alphabet letters expected - Use persistent "baby talk" beyond what's expected
K - 1 ST GRADE (AGES 5-7)	- Learns letter-sound relationships (e.g., B says /b/) - Understands that sounds build words - Starts decoding simple words (e.g., cat, map) - Begins to understand what they read - Recognizes reading as meaningful and enjoyable	- Don't connect letters with their sounds - Have trouble breaking words into sounds or blending them - Struggles to sound out even basic words - Makes reading mistakes that don't match the letters altogether - Complain that reading is hard or avoid it
2ND GRADE (AGES 7+)	- Sounds out unfamiliar words independently - Breaks long words into parts (e.g., sun/shine) - Reads fluently with good comprehension - Spells common words correctly - Focuses on meaning while reading	- Frequently guesses instead of decoding - Has trouble decoding multisyllabic words - Reads slowly or avoids reading aloud - Has poor spelling and messy handwriting - Confuses similar-sounding words (e.g., form/from)

For more information, visit improvingliteracy.org.

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Child Find

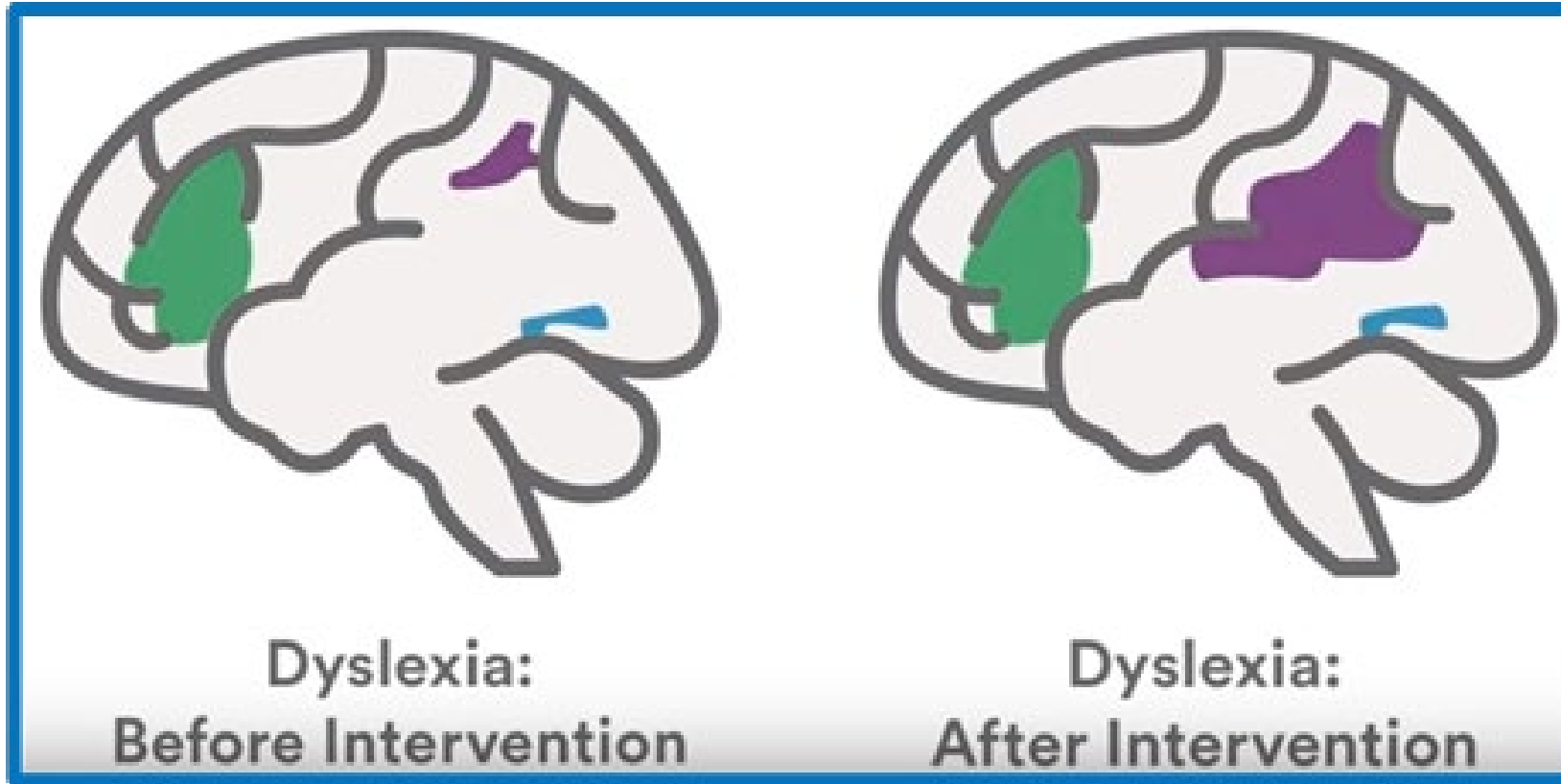


Center for Parent Information & Resources

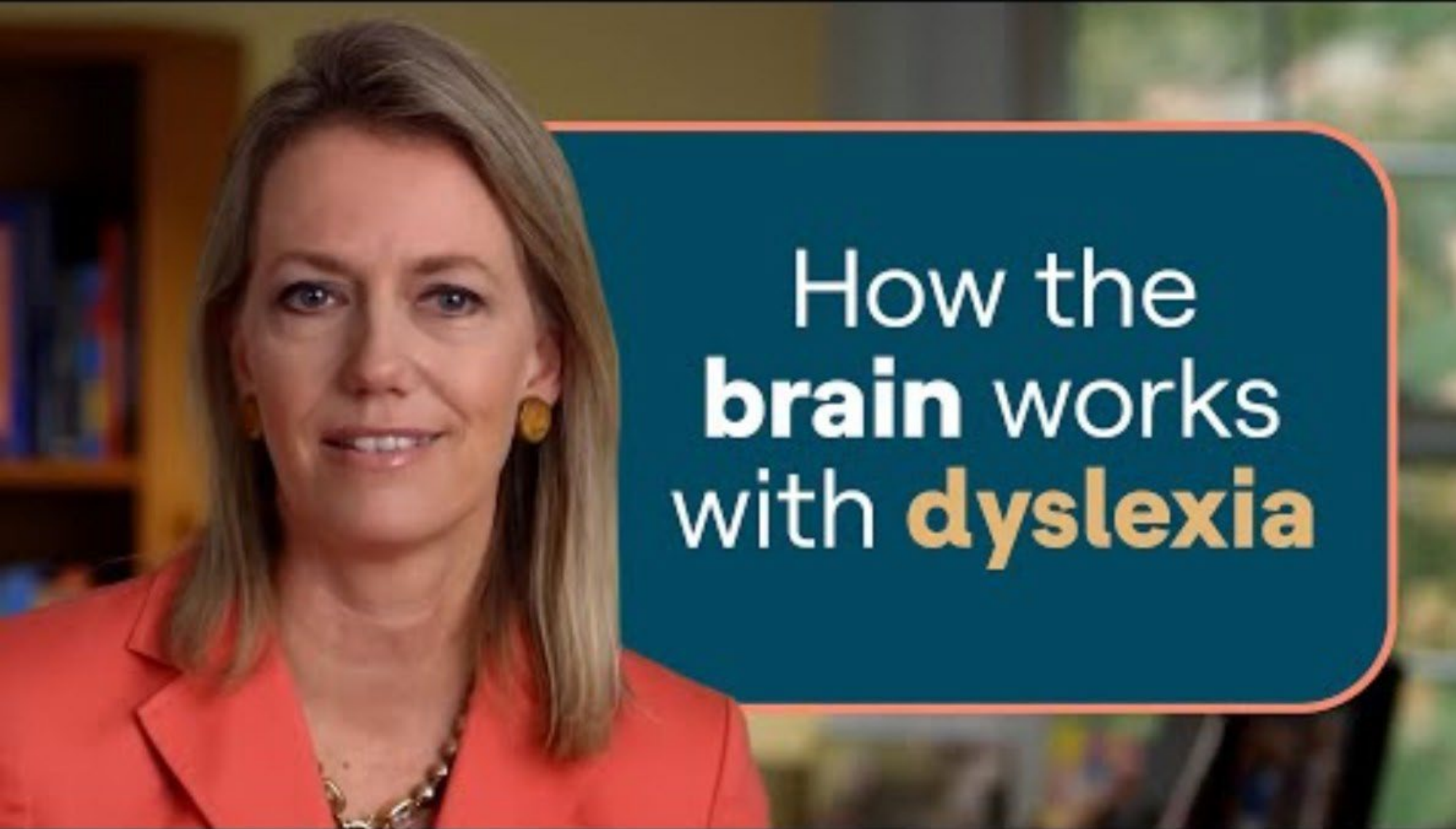


Signs of Risk for Reading Difficulties

Dyslexia and the Brain



Signs of Risk for Reading Difficulties



Video provided by:



Understood



National Center on Improving Literacy

Check for Understanding

Think about what you've learned about your child's reading development to help John. John has a son who avoids reading aloud and says that reading is hard. What can John look or listen for when helping his son that might explain his feelings about reading? Choose the answer that best fits.

- ☐ Has trouble noticing and playing with individual sounds in spoken words.
- ☐ Has trouble reading "like you talk" instead of word by word.
- ☐ Has trouble spelling words correctly.
- ☐ Has trouble sounding out unknown words.
- ☐ All of the above.





Learning About Your Child's Reading Development



Thank You



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Questions





Thank You!

- [insert contact information]

