

Learning About Your Child's Reading Development

FACILITATOR'S GUIDE



The National Center on Improving Literacy

Learning About Your Child's Reading Development

Facilitator Guide

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 workshop is part of a series on key roles that families can play in supporting adolescents' literacy success. Each of the workshops 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*
- *Partnering with Your Child's School*
- *Advocating for My Child's Literacy Needs*

Purpose of and Intended Audience for the Workshop

The purpose of this workshop is to provide families and caregivers of children with literacy knowledge to support their child's reading development. The intended audience for the workshop is parents and caregivers of children in preschool through grade twelve. In this workshop, participants will learn evidence-based information about children's reading development from preschool through adolescence. There are four sections to this workshop with a check for understanding at the end.

- *Skills Needed to Learn to Read*
- *How Reading Typically Develops*
- *Why Children Might Struggle to Read*
- *Signs of Risk for Reading Difficulties*

Purpose and Organization of the Facilitator Guide

The purpose of the facilitator guide is to provide information and materials to effectively facilitate the workshop in person as a series and enable participants to achieve the learning objectives. The facilitator guide is organized by sections. Each section includes: the intended learning objectives, necessary materials and equipment, the big ideas, and the suggested

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

facilitation procedure. Accompanying this guide is a PowerPoint file that includes all parts of this workshop. Each PowerPoint slide includes facilitator notes, resource/activity directions, and guiding questions (where applicable).

Organization of the PowerPoint Slides and Notes

The following formats are applied for all slide decks. Please familiarize yourself with these formatting conventions, so you know how to easily navigate the PowerPoint notes.

- The pink backpack  on a slide indicates there are resources to be distributed. These resources can be reviewed during the workshop, or participants can review on their own. You can click on the icon directly from the slide to access the online version. The URL is included in the speaker's notes. If the training is in person, you may choose to print some out and distribute as handouts.
- If there is a video, the link will be provided in the slide notes. The transcript for the video is provided so that you can decide if you want to show the video, or if you want to cover the topic through a discussion.
- Hidden slides are optional and may be used at the presenter's discretion based on the needs of the audience.
- **Yellow highlighted text** is for you to customize based on your state/grade for the presentation.
- **Bold text = Presenter Script (what the presenter should say).**
- Regular text = Presenter notes (reminders or instructions).
- *Italic text = Ideas for activity or interaction.*
- Underlined text = specific contexts (e.g., Zoom vs. in-person).
 - Regular text with bullet = specific instruction.
- * Asterisks indicate hints or ideas for customization.
- CLICK = Directions for slide animations.

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 into eight one-hour sessions or sessions can be combined.

Facilitator Roles and Responsibilities

The facilitator plays a key role in successfully disseminating the workshop. 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 elements of the facilitator guide and workshop content, including handouts, videos, and resources.
- Decides what information to share, customizing as needed.
- Checks that all links to videos and resources are working.
- Reads the session information in the facilitator guide.
- Prepares for the session by addressing information in the facilitator guide, including printing the PowerPoint slides 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 workshops, the facilitator:

- Presents the information presented on each slide using the script or directions in the notes as a guide.
- Facilitates any activities and discussions, and poses guiding questions for reflection on content at specified times during the workshop.
- Plays the workshop section videos, reviews the resources, and conducts the activities.
- Answers questions and provides clarification 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 follows up.
- Distributes and collects workshop evaluation forms, and then reviews and uses evaluation feedback 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*
- Chart paper, sticky notes, and pens
- Handouts - One copy per participant (in presentation order):

Handout Title	Slide #	URL
Simple view of reading	7	https://www.improvingliteracy.org/resource/learning-to-read-the-simple-view-of-reading
Phonological awareness	13	https://www.improvingliteracy.org/resource/phonological-awareness-what-is-it-and-how-does-it-relate-to-phonemic-awareness
Alphabetic principle	22	https://www.improvingliteracy.org/resource/alphabetic-principle-linking-sounds-to-letters
Alphabetic principle – phonological awareness of reading	22	https://www.improvingliteracy.org/resource/the-alphabetic-principle-from-phonological-awareness-to-reading-words
Partnering with schools	30	https://www.improvingliteracy.org/resource/how-families-can-partner-with-schools-on-literacy-development

Videos (in presentation order):

Topic	Slide #	Time <i>min:sec</i>	URL
Dr. G. Reid Lyon discusses the process of reading	8	3:34	https://www.youtube.com/watch?v=hzmnuAlHtqs
Develop spoken language	11	0:46	https://youtu.be/h3-5uz5cbsA?si=sldzuAl_LpPpXbA0

Effective Phonological Instruction	14	1:26	https://www.youtube.com/watch?v=CPderfCMNEo
Big 5 on phonological awareness	15	4:52	https://youtu.be/TLsCodzmJ6U?feature=shared
Help with vocabulary	17	1:30	https://www.youtube.com/watch?v=ulkX1aRTqTQ
How to pronounce letter sounds (practice letter sounds)	20	1:24	https://www.youtube.com/watch?v=3vgbN8_h3LE
How to help with letters and sounds	21	0:56	https://www.youtube.com/watch?v=TBI2d1j6AVU
Support for phonics	23	0:32	https://www.youtube.com/watch?v=zONozZOskEQ
In-depth on phonics	24	4:44	https://youtu.be/zHQSSu6BNe0?list=PLZXVpwHTPnn3d3ojpqMNE0Fa2ZUw3qIGT
Vocab/ comprehension instruction	26	1:17	https://www.youtube.com/watch?v=uUcthgj_RVU
How to help fluency	28	1:51	https://www.youtube.com/watch?v=J5PtrGalvRI
Fluency: Big 5 in Under 5	29	3:12	https://youtu.be/bzTENV9kkpk
How to actively read to child - English	31	3:40	https://www.youtube.com/watch?v=ILmloCC-OrM
How to actively read to child – Spanish	32	3:43	https://youtu.be/SnHCv96H10w
TOTAL		24:05	

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 the material being read (meaning).
- Reading is not a natural process. Children’s brains are not organized to read.

Procedure

- Refer to the 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 each participant.
- Provide participants with information about the next workshop or related resources if available.
- Encourage participants to try out strategies, tips, and activities learned during the workshop with their 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*
- Handouts - One copy per participant (in presentation order):

Handout Title	Slide #	URL
A Child Becomes a Reader	36	https://lincs.ed.gov/publications/pdf/reading_pre.pdf
Milestones	36	https://www.gradelevelreadingsuncoast.net/wp-content/uploads/2018/05/RORmilestones_English.pdf
Child Becomes a Reader	37	https://www.nichd.nih.gov/sites/default/files/publications/pubs/documents/readingk-3.pdf
Literacy Begins at Home	39	https://lincs.ed.gov/publications/pdf/Literacy_Home.pdf
10 Key Reading Practices	44	https://meadowscenter.org/wp-content/uploads/2022/04/10Keys_Secondary_Web1.pdf

Videos (in presentation order):

Topic	Slide #	Time <i>min:sec</i>	URL
How reading typically develops	35	5:46	https://www.youtube.com/watch?v=hj_qOqOuZd8
How a six or seven-year-old reads	38	:37	https://youtu.be/LDPriDmOIRc
Letter-sound relationships to decode	41	1:39	https://youtu.be/2k_-59O0cYc
Middle schooler reading aloud	43	2:31	https://youtu.be/c58usoDrfjc
How high schoolers show understanding	45	2:44	https://youtu.be/b-LsZ7TKGgE

TOTAL		13:28	
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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 the 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
- One copy per participant (in presentation order):

Handout Title	Slide #	URL
How Can I Help	52	https://meadowscenter.org/resource/how-can-i-help-to-improve-my-childs-reading-comprehension-two-useful-strategies-for-reading-at-home/
Effective Reading Interventions for Kids with Learning Disabilities	56	https://www.readingrockets.org/topics/dyslexia/articles/effective-reading-interventions-kids-learning-disabilities
Review, Record, Request, Refer	57	https://www.improvingliteracy.org/resource/advocating-for-my-child-s-literacy-needs
How to respond when kids say “I can’t do it”	58	https://www.understood.org/en/articles/what-to-say-when-child-says-i-cant-do-it

Videos (in presentation order):

Topic	Slide #	Time <i>min:sec</i>	URL
Margie Gills – why learning to read is harder	48	2:07	https://youtu.be/Dpi83OQEDaQ
How to teach letters and sounds	50	3:00	https://www.understood.org/en/articles/video-helping-kids-connect-letters-and-sounds-in-everyday-activities
Help your child build vocabulary	53	3:07	https://youtu.be/2e2N07-wCvQ

TOTAL		8:14	
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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 weaknesses in reading skills and strategies.
- It is important to find out early if children are lagging behind so they do not miss the kind of early reading instruction and practice that helps them become successful readers 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.
- *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.

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 the 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*
- One copy per participant (in presentation order):

Handout Title	Slide #	URL
How to look for patterns in your child	60	https://www.understood.org/en/articles/the-benefits-of-observing-your-child-and-taking-notes
Target the Problem	61	https://www.readingrockets.org/helping/target
My child is falling behind in school. Now what?	61	https://www.understood.org/en/learning-attention-issues/signs-symptoms/could-your-child-have/im-concerned-my-child-might-have-learning-and-attention-issues-now-what
How to talk to your child about learning and thinking differences	62	https://www.understood.org/en/articles/how-to-talk-to-your-child-about-learning-and-thinking-differences
Defining Dyslexia	64	https://www.improvingliteracy.org/resource/defining-dyslexia
Understanding Dyslexia: Signs to Watch for by Age	64	https://www.improvingliteracy.org/resource/understanding-dyslexia-signs-to-watch-for-by-age

Videos (in presentation order):

Topic	Slide #	Time <i>min:sec</i>	URL
What to do if you're worried about your child's reading	63	1:35	https://youtu.be/KaoWhLPlh3k
Dr. Guinevere Eden – How the brain works with dyslexia	66	9:34	https://youtu.be/QrF6m1mRsCQ

TOTAL		11:09	
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Child Find Resource links:

Handout Title	Slide #	URL
What is Child Find?	64	https://www.understood.org/en/articles/child-find-what-it-is-and-how-it-works
Individuals with Disabilities Education Act (IDEA)	64	https://sites.ed.gov/idea/
Questions Often Asked by Parents about Special Education Services	64	https://www.parentcenterhub.org/lg1/

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 from the school and others (e.g., pediatrician, school counselor, etc.) 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