

Supporting Your Child's Literacy Development Adolescent

[insert - Presenter Name]
[insert - Presenter Title]

If you have questions after the presentation, please contact: [insert contact name and email]

or

[Contact | National Center on Improving Literacy at nciliteracy@gmail.com](mailto:nciliteracy@gmail.com)



Supporting Your Child's Literacy Development



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.

Learn About Supporting Your Adolescent Child's Literacy Development

This workshop is part of a series on the key roles families play in supporting children's literacy success. It is designed for parents and caregivers of students in grades 6–12 who want to better understand how reading develops during adolescence and how to strengthen it at home. Families will learn the basics of the Science of Reading and the essential skills older students need to become confident, capable readers.

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 3: 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.



Learning Objectives

By the end of this session, participants will have learned:

- Simple, evidence-based ways to help students think deeply about what they read and build strong comprehension skills.
- Practical, research-supported ideas for creating everyday opportunities for students to read, write, and talk about their thinking.
- Strategies and activities that encourage students to explore books, ask questions, and make sense of information.
- How to interact with students in ways that support, guide, and keep track of their growing literacy skills.



Agenda

- Science of Reading and the Simple View of Reading Overview
- Engaging in Conversations
- Building a Literacy-Rich Environment
- Modeling Reading and Writing Behaviors
- Being a Media Mentor
- Motivating Your Child to Read
- The Family-School Partnership



Workshop Materials

- Science of Reading and the Simple View of Reading Overview
- How Can I Support My Adolescent's Development as a Writer?
- How Do I Engage in Partner Reading With My Child?
- The Family-School Partnership

AN OVERVIEW

THE SCIENCE OF READING

The Science of Reading is an interdisciplinary body of research about reading that helps explain why some people have difficulty, how to most effectively assess and teach reading, and how to improve.

WHAT IS IT?	WHAT ISN'T IT?
 It is based on 50+ years of scientifically based research with a preponderance of evidence proving — and disproving — theories about how children best learn to read.	 The Science of Reading is not a specific program, intervention, or product you can buy.
 It is an approach to teaching reading that centers around 5 Big Ideas: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	 It's not only about phonics. While important, phonics is only one of the 5 Big Ideas of the Science of Reading.
 It is ever-evolving, with new research and evidence all the time. As populations, communities, and approaches evolve, so should practices and methods of teaching.	 It is not considered done." As with any science, there is always more to learn. Researchers, teachers, and families can work together to bring the best research into classrooms.

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, U.S. Department of Education. The authors do not represent the views of the U.S. Department of Education. Copyright © 2024 National Center on Improving Literacy

How Can I Support My Adolescent's Development as a Writer?

- 1. Understand that writing is a process.**
Writers do not arrive immediately at polished work. Instead, they go through a process of planning, drafting, revising, editing, and publishing. Consider where in the process your adolescent is when you review your adolescent's writing and offer ideas or suggestions.
- 2. When giving feedback on your adolescent's writing during the planning, drafting, and revising stages, focus on the ideas, development, and organization of the piece. Later, during the editing stage, focus on spelling, grammar, and punctuation.**
 - Acknowledge the planning and ideas that went into creating the draft, being sure to offer praise and encouragement.
 - Ask your adolescent to explain the purpose, planning process, and ideas before offering suggestions or criticism.
 - Encourage your adolescent to self-assess the writing before offering your own assessment.
- 3. Frequently read, write, and discuss something of interest at home, using a variety of texts.**
Ideas include reading books, taking notes, writing about a hobby or special interest, collecting and compiling sports information, planning a trip and keeping a travel journal, and writing family stories.
- 4. Reinforce the idea that writing is a tool for learning. Encourage your adolescent to take notes, write summaries, and keep journals for a variety of purposes and topics.**
 - Demonstrate how you use writing in your everyday life by pointing out when you make lists, write notes, and communicate with others.
 - Point out opportunities for your adolescent to write as they come up in everyday life, such as writing notes, making lists, or keeping a journal.
- 5. Encourage your adolescent to work on both handwriting and typing skills.**
 - Research shows that handwriting and typing activate different areas of the brain.
 - Learning to type effectively ensures that your adolescent can use text down by looking at the keys.

This work was supported by the U.S. Department of Education through Grant H2230210004 to the National Center on Improving Literacy. The authors do not represent the views of the U.S. Department of Education.

How Do I Engage in Partner Reading With My Child?

Middle school students are expected to read and comprehend upper-level text. You might be wondering whether there are things you can do at home to improve your child's reading skills. Partner reading is an easy way to do just that by providing your child with more reading practice!

What are the components of partner reading?
There are two components of partner reading:
1. Partners take turns reading a short, interesting text.
2. Partners periodically stop and discuss text-based comprehension questions.

Why engage in partner reading?
Partner reading provides your child with the following:
1. Practice reading text aloud
2. Immediate corrective feedback
3. Text-based discussion
4. A model of what good reading sounds like

These benefits of partner reading can improve your child's reading fluency. Reading fluency is your child's ability to read quickly, accurately, and with expression. Better reading fluency is linked to better reading comprehension, which is the ultimate goal of reading (Stevens, Walker, & Vaughn, 2016).

Reading fluently isn't the only thing that will improve your child's reading. The more students read and interact with text, the better! As students are exposed to content and vocabulary, which can increase their background knowledge, comprehension (Swanson, Edmonds, & Hairrell, 2011). We but can you find at least 20 minutes 3 days per week to engage in partner reading?

PACT+PLUS
PACT+PLUS is a research-based, evidence-based practice for improving reading fluency and comprehension in middle school students.

HOW-TO

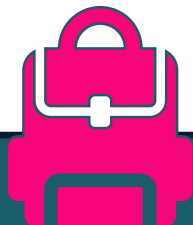
THINGS PARENTS SHOULD ASK SCHOOLS ABOUT LITERACY DEVELOPMENT

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	SPECIFICS ABOUT LITERACY INSTRUCTION
• 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?	• 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 can I do?

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Science of Reading and the Simple View of Reading Overview



The Science of Reading: What It *Is* and What It *Isn't*

What It *Is*

- Grounded in 50+ years of research on how children learn to read
- Built on the 5 Big Ideas: phonemic awareness, phonics, fluency, vocabulary, comprehension
- Continually evolving as communities, populations, and instructional methods change

What It *Isn't*

- Not a specific program, intervention, or product you can purchase
- Not only about phonics—phonics is just one of the 5 Big Ideas
- Not “finished”; like any science, it continues to grow as researchers, educators, and families contribute

AN OVERVIEW

THE SCIENCE OF READING



The Science of Reading is an interdisciplinary body of research about reading that helps explain why some people have difficulty, how to most effectively assess and teach reading, and how to improve.

WHAT IS IT?



It *is* based on 50+ years of scientifically based research with a preponderance of evidence proving — and disproving — theories about how children best learn to read.



It *is* an approach to teaching reading that centers around 5 Big Ideas: phonemic awareness, phonics, fluency, vocabulary, and comprehension.



It *is* ever-evolving, with new research and evidence all the time. As populations, communities, and approaches evolve, so should practices and methods of teaching.

WHAT ISN'T IT?



The Science of Reading is *not* a specific program, intervention, or product you can buy.



It's *not* only about phonics. While important, phonics is only one of the 5 Big Ideas of the Science of Reading.



It is *not* considered done.” As with any science, there is always more to learn. Researchers, teachers, and families can work together to bring the best research into classrooms.

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Learning to Read: The Simple View of Reading

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) understanding language.

**Word
Recognition**



**Language
Comprehension**



**Reading
Comprehension**



Reading involves two critical skills:

Language Comprehension:

Comprehending the meaning of the text

- Requires strong language comprehension skills
- Understanding vocabulary and sentence structure is key

Word Recognition:

Reading each word accurately and fluently

- Students need strategies to read unfamiliar words
- They must also recognize previously encountered words
- Fluency supports better comprehension

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

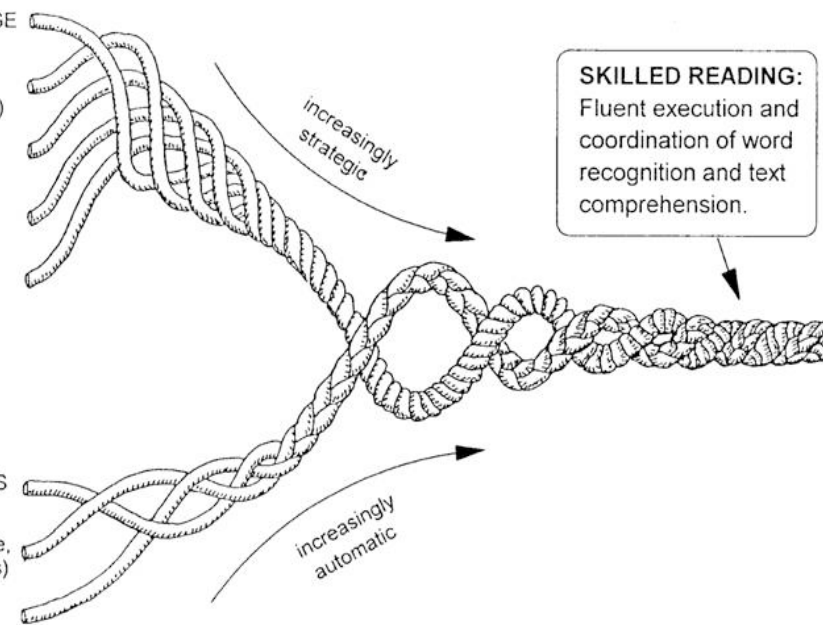


Image Credit: The image, courtesy of the author, originally appeared in the following publication: Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy (pp. 97–110). New York, NY: Guilford Press.



What do these skills look like in the classroom?

Word Recognition Skills

Accuracy & Fluency

The littledog 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.

Language Comprehension Skills





Four Key Ways to Support Your Child's Literacy Development



Listen:

Note which sounds, letters, words, or ideas seem hard for your child when reading aloud or talking.



Look:

Watch for the skills or tasks that appear difficult for your child. See if they improve with practice.



Help:

Pause and give your child a chance to correct a mistake. Then try giving her a hint or prompt to figure it out.



Encourage:

Talk with your child about the book or activity. Offer praise when successful and reassure him when difficulties arise.

Engaging in Conversations



Engaging in Conversations

- Talk about school, friends, or current events
- Ask questions about what they are reading
- Discuss information read together

Engaging in Conversations



**Does your teen have this key
communication skill?**

Watch the video to find out.

[Watch Video](#)



Video
provided by:

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Engaging in Conversations

Ask questions about what your child is reading to:

- See if they can identify key ideas and the sentences from the book that support them
- Figure out the meaning of unfamiliar words
- Support them if reading gets difficult

Engaging in Conversations

Watch now

Can your teen
understand
what they read?

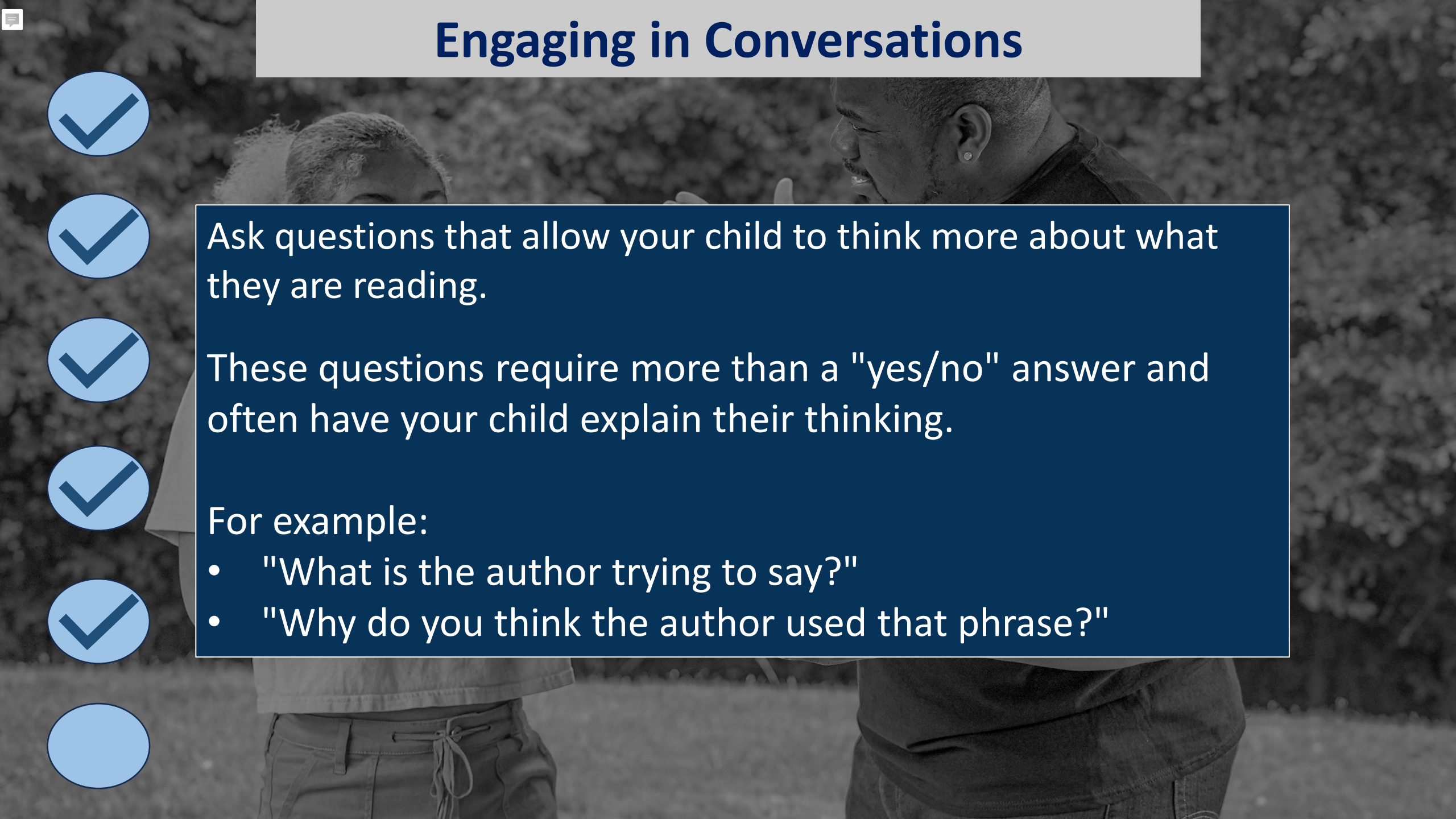
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Engaging in Conversations



Ask questions that allow your child to think more about what they are reading.

These questions require more than a "yes/no" answer and often have your child explain their thinking.

For example:

- "What is the author trying to say?"
- "Why do you think the author used that phrase?"

Engaging in Conversations

Question prompts for deeper thinking:



What questions would you ask if . . . ?



Do you think . . . ?



What was the problem with . . . ?



How would you . . . ?

Building a Literacy-Rich Environment



The background of the slide is a photograph of a library. It shows tall wooden bookshelves filled with books of various colors. A person's hand, wearing a brown knitted sleeve, is visible in the upper right, reaching up to touch a book. The person is also wearing blue jeans and a red bag is visible at the bottom. The overall scene is warm and inviting, representing a literacy-rich environment.

Building a Literacy-Rich Environment

A literary-rich environment is a place that encourages reading and writing, such as listening to stories, reading together, and talking about ideas.

You can:

- Have a variety of reading material at home
- Build off your child's interests
- Let your child choose what they read

Building a Literacy-Rich Environment

Types of Reading Material

- Books (fiction & informational)
- Magazines
- Newspapers
- Comics
- Articles
- Blogs

Places to Find Reading Material

- Public libraries
- Book stores
- Thrift stores
- Dollar stores
- Yard sales
- Online
- Borrowing from friends!

Modeling Reading and Writing Behaviors



Modeling Reading and Writing Behaviors

Model reading and writing behaviors for your child:

- Read and write regularly yourself
- Read and write together
- Show how reading and writing are related to other activities

Read Tip

Try it Out

How Can I Support My Adolescent's Development as a Writer?

1. **Understand that writing is a process.**
Writers do not sit at a desk and immediately produce a polished work. Instead, they go through a process of planning, drafting, revising, editing, and publishing. Consider where in the process your adolescent is when you review your adolescent's writing and offer advice or suggestions.

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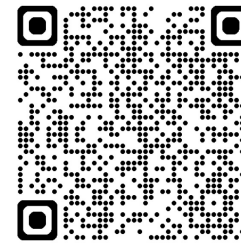
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5. **Encourage your adolescent to work on both handwriting and typing skills.**
• Research shows that handwriting and typing activate different areas of the brain. Effective handwriting has been shown to increase the quantity and quality of writing and improve content learning.
• Learning to type effectively ensures that your adolescent can use technology without being slowed down by typing at the keys.

This work was sponsored by the U.S. Department of Education through Grant ED0047000101 as part of the Partnership for 21st Century Learning. It is not to be distributed outside the Partnership for 21st Century Learning. © 2011 U.S. Department of Education.

PACT+PLUS
Partnership for 21st Century Learning



How Do I Engage in Partner Reading With My Child?

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PACT+PLUS
Partnership for 21st Century Learning

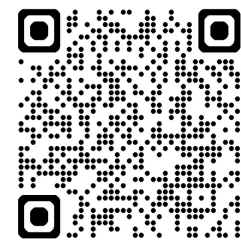
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4. A model of what good reading sounds like

These benefits of partner reading can improve your child's reading fluency. Reading fluency is your child's ability to read quickly, accurately, and with expression. Better reading fluency is linked to better reading comprehension, which is the ultimate goal of reading (Stevens, Walker, & Vaughn, 2016).

Reading fluently isn't the only thing that will improve your child's reading comprehension. Text-based discussions embedded in partner reading can also help your child connect information to make better sense of what he or she reads (Kamil et al., 2008).

How often should I engage in partner reading practice with my child?
The more students read and interact with text, the better! As students read, they are exposed to content and vocabulary, which can increase their background knowledge and, ultimately, comprehension (Swanson, Edmonds, & Harris, 2011). We know you are busy, but can you find at least 20 minutes 3 days per week to engage in partner reading with your child?

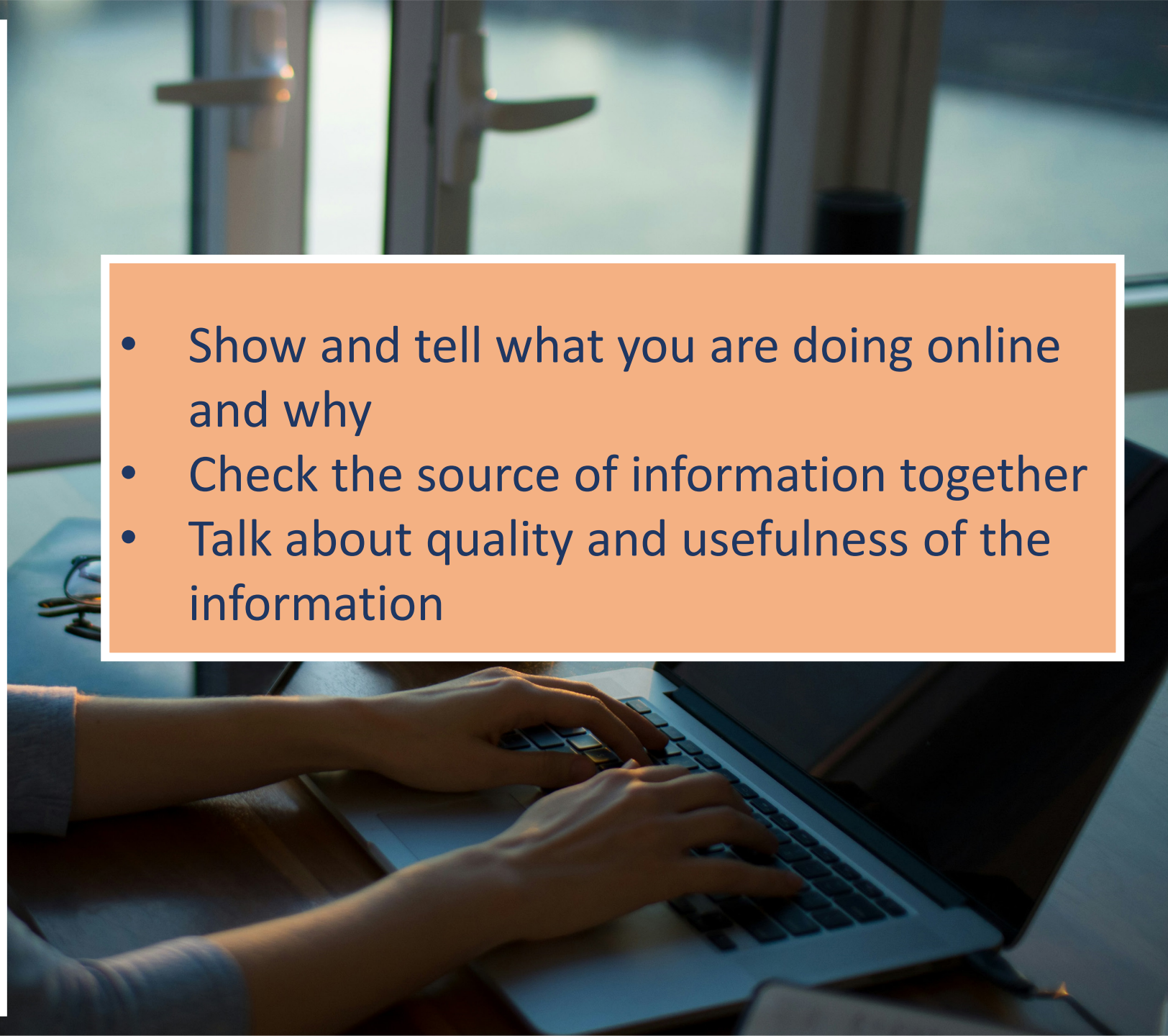


Being a Media Mentor



Being a Media Mentor

- Show and tell what you are doing online and why
- Check the source of information together
- Talk about quality and usefulness of the information



Being a Media Mentor

Does your teen have the skills needed to research a topic?

Watch this video to find out:

Watch [Video](#)

Video
provided by:



Motivating Your Child to Read



MOTIVATING YOUR CHILD TO READ

What Helps Teens Want to Read More

- **Set clear goals** - Help your child understand the purpose of the reading and what they're working toward.
- **Offer choices** - Let your child choose books, topics, or reading activities to boost interest and ownership.
- **Encourage reading with others** - Partner reading, small-group discussions, and shared reading build confidence and connection.

Keep Text Difficulty in Mind

- Many teens are asked to read texts that feel overwhelming. Don't be afraid to ask teachers to offer materials on the same topic at different difficulty levels to help your child stay engaged and successful.



MOTIVATING YOUR CHILD TO READ

Want to promote a love of reading in your teen?

Watch this video to learn how.

[Watch Video](#)

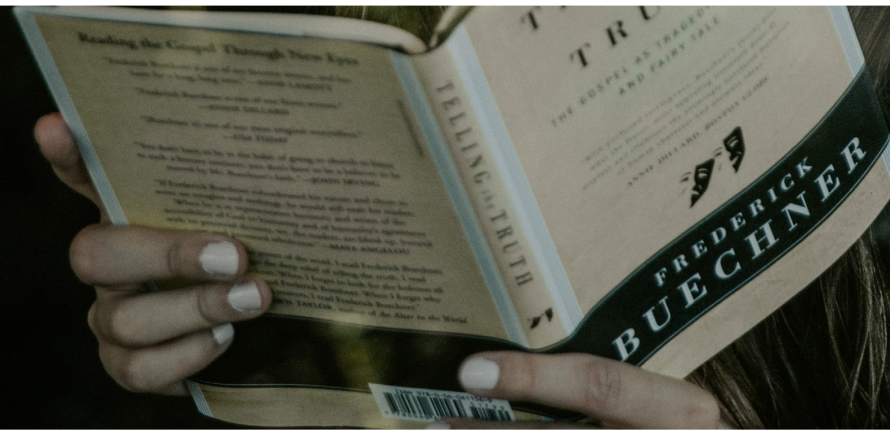
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MOTIVATING YOUR CHILD TO READ

Strategies to Motivate Your Child to Read

- Follow your child's lead.
- Separate reading for school and reading for fun.
- Listen to podcasts and audiobooks in the car.
- Try comics, graphic novels, or series.





How Families Can Partner with Schools on Literacy Development

Communicate and Interact Often

- Families should ask the school how best to communicate and should feel comfortable to ask questions if more information is needed.

Discuss Literacy Instruction and Intervention

- Families should know what literacy standards their child is working on, review whether those expectations are appropriate, and ask whether the instruction and interventions are evidence-based and focused on the skills their child needs most.

Practice Literacy Skills at Home

- Families should talk with the school about home literacy activities that match the child's skill level.

Address Concerns Together

- Families should discuss with the school which activities or tasks the child has trouble with at home, and what helped. Learn about the school's system of learning support.

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?
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HOW TO PRACTICE AT HOME

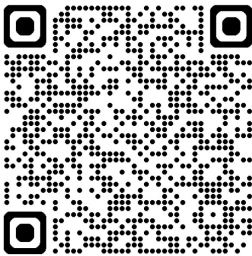
- What activities will help my child practice the skills learned at school?
- What strategies should I use to help my child read or write?
- What tools are available to help my child practice these skills?

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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Quiz Question

Jen has a daughter who reads slower than her peers. She reads to complete school assignments but does not read much otherwise. She'd rather play soccer and spend time with her friends. **What can Jen do to support her child's literacy development at home?**

- ☐ Have a variety of reading material, like magazines, comics and articles.
- ☐ Discuss information read together.
- ☐ Build on her interests and let her choose what to read.
- ☐ Separate reading for school and reading for fun.
- ☐ All of the above.



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Thank You!

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