

Supporting Your Child's Literacy Development - Adolescent

FACILITATOR'S GUIDE



The National Center on Improving Literacy

Supporting Your Child's Literacy Development - Adolescent

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 children's 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

This session is designed for parents and caregivers of adolescents in 6th through 12th grade who want to better understand how reading develops and how to support it at home. Families will gain a general understanding of the Science of Reading and the key skills adolescents need to become confident, successful readers. The session will offer practical, evidence-based strategies to spark adolescents' interest in reading, build their listening and comprehension skills, strengthen their awareness of speech sounds and letter-sound relationships, and support their growing word reading and oral reading abilities. Parents will also learn simple ways to interact with adolescents that nurture language and literacy development, along with ideas for partnering effectively with schools to support reading success.

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, needed materials and equipment, the big ideas, and the suggested facilitation procedure. Accompanying this guide is a PowerPoint file that includes all parts to this workshop. Each PowerPoint slide includes facilitator notes, resource/activity directions, and guiding questions (where applicable).

*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.

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 can either 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 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. In some cases, 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** on the slides is for you to customize based on your state/grade for the presentation.
- In the Notes section of the slides:
 - **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 *Supporting Your Child's Literacy Development: Adolescent* workshop series is divided into two sections with a check for understanding at the end. Each workshop section lasts approximately 30 – 45 minutes.

Section 1: Engaging in Conversations includes:

- *The Science of Reading and the Simple View of Reading*
- *Engaging in Conversations*

Section 2: Offering a Literacy-Rich Environment and Modeling Reading and Writing Behaviors includes:

- *Offering a Literacy-Rich Environment*

- *Modeling Reading and Writing Behaviors*
- *Being a Media Mentor*
- *Motivating Your Child to Read*
- *The Family-School Partnership*

This workshop 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 sessions of varying lengths or sessions can be combined into a larger one.

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.

Section 1 (Slides 1 – 20)

Skills Needed to Learn to Read

Learning Objectives

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

Materials and Equipment

- Laptop computer with audio speakers, projector, and display screen*
- Wireless internet connection*
- Chart paper, sticky notes, and pens
- One copy per participant (in presentation order):

Handout Title	Slide #	URL
The Science of Reading	9	The Science of Reading: An Overview – National Center on Improving Literacy
Parenting Tips for Teaching Older Kids Conversation Skills	15	https://www.fl DOE.org/core/fileparse.php/16301/urlt/35TOKCS.pdf

Videos (in presentation order):

Topic	Slide #	Time <i>min:sec</i>	URL
Can your teen hold their own in a discussion?	16	2:20	https://www.youtube.com/watch?v=Wd-fP4puheo
How to know if your teen can understand what they read	18	2:44	https://www.youtube.com/watch?v=b-LsZ7TKGgE
TOTAL		5:04	

Section 2 (Slides 21 – 36)

Handout Title	Slide #	URL
How Can I Support My Adolescent's Development as a Writer?	25	https://meadowscenter.org/resource/how-can-i-support-my-adolescents-development-as-a-writer/
How Do I Engage in Partner Reading with My Child?	25	https://meadowscenter.org/wp-content/uploads/2022/04/ParentFlyer_PartnerReading1.pdf
How Families Can Partner with Schools on Literacy Development	33	https://improvingliteracy.org/resource/how-families-can-partner-with-schools-on-literacy-development/

Videos (in presentation order):

Topic	Slide #	Time <i>min:sec</i>	URL
Research skills your teen needs for college	28	2:59	https://www.youtube.com/watch?v=WDNByiAV8tY
Promoting Love of Reading for Teens	31	3:36	https://www.youtube.com/watch?v=4qR3NcunD8g
TOTAL		6:35	

Big Ideas

- Parents and caregivers play an important role in supporting adolescents' reading development, especially when adolescents 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. Adolescents' 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 adolescents.

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