



Supporting Your Child's Literacy Development

Early Literacy

[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)



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 Child's Early Literacy Development

Families who support literacy development at home can strengthen their child's reading skills, comprehension, language growth, and overall confidence as a reader. These everyday efforts can also boost a child's interest in reading, improve their attitude toward reading, and help them stay focused. This workshop is part of a larger series highlighting the key roles families play in supporting children's literacy success.

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.



Workshop Overview



Agenda

- Workshop Overview
- Science of Reading and the Simple View of Reading Overview
- Literacy Development
- Supporting Your Child Through Each Literacy Stage
- Closing



Learning Objectives

By the end of this session, participants will:

- Acquire a general understanding of the Science of Reading and the critical skills needed for children to be successful readers.
- Use simple, meaningful conversations to help children build strong language and early reading skills.
- Try fun activities that help children hear and play with speech sounds and begin connecting those sounds to letters.
- Encourage children's excitement about books and reading through engaging read-alouds, shared reading routines, and exploring different kinds of books.
- Support children's understanding of stories and information by building background knowledge and talking together about what they hear and read.



Workshop Materials

The materials for this workshop include:

- The Science of Reading
- Supporting Your Child's Emergent Literacy at Home
- Tips for Families: Thick and Thin Conversations

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.

For more information, visit improvingliteracy.org



The research reported here is funded by a grant from the Office of Elementary and Secondary Education, U.S. Department of Education. The views expressed are those of the authors and do not represent the views of the U.S. Department of Education. Copyright © 2024 National Center on Improving Literacy



REL Southeast

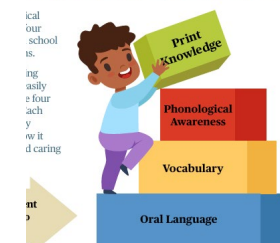
A Resource for Parents and Caring Adults of Preschool Children

Supporting Your Child's Emergent Literacy at Home

TIPS FOR FAMILIES THICK AND THIN CONVERSATIONS

From birth, children begin developing language and literacy skills. Parents and other caring adults help build these skills every day by talking, sharing experiences, reading books, and showing that there are lots of ways to make the most of everyday life. Some successful readers later in school.

Language and literacy skills that are the building blocks of literacy. At the preschool level, there are four important



from the Professional Learning Community: Emergent Literacy. This resource is based on the research and evidence-based instructional practices highlighted in the report, *Supporting Your Child's Emergent Literacy at Home*, a resource for teachers.

Turn thin into **thick**

Thick conversations:

- Give your child many chances to speak.
- Have many back-and-forth exchanges.
- Encourage your child to think and imagine.
- Help build positive relationships.

One way to turn a thin conversation...

Adult: Do you want to play with the boat? Child: Yes.
Adult: What color is it? Child: Blue.
Adult: Who will ride in the boat? Child: The man.



...into a **thick** one.

Adult: Which toy do you like to play with the most?
Child: The boat.
Adult: Oh, the boat is your favorite. What will you do with the boat?
Child: The man is going to ride on it.
Adult: Where is the man going?
Child: Into the bubbles.
Adult: The bubbles are thick. Watch out!
Child: Help! The man is falling out!
Adult: Oh no! Who will help the man?
Child: I'll get the whale!
Adult: The whale to the rescue!

Help me share my ideas in English or my home language!



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Themes for Today

Supporting Reading at Home

- Practice at home the same skills your child is learning at school
- Children who find reading challenging make the most progress with frequent practice
- Schools can help by sharing simple guidance on what to work on at home

Everyday activities that build literacy:

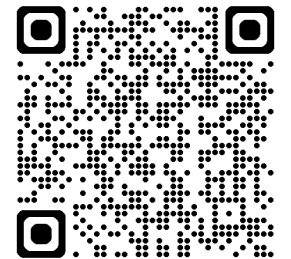
- Talk with your child throughout the day and ask questions
- Listen closely to their ideas and responses
- Read together and enjoy books as a shared routine
- Say the alphabet, play with sounds, and connect letters to their sounds
- Explore your community and talk about what you see to build background knowledge



10 Ways to Support Your Child's Literacy Development at Home

Taking part in literacy experiences at home can develop a child's reading ability, comprehension, and language skills. It may also enhance your child's interest in reading, their attitude towards it, and their ability to focus.

- 1 Read nursery rhymes and books aloud together. 
- 2 Sing, draw, and tell stories. 
- 3 Play audiobooks to increase the amount of language your child hears. 
- 4 Label objects in your home to show the importance of language, reading, and writing. 
- 5 Play word games. 
- 6 Talk about the meanings of words. 
- 7 Point out interesting or new words when reading together. 
- 8 Offer a literacy-rich environment at home. 
- 9 Talk about school, magazines, or current events. 
- 10 Model good literacy behavior by reading regularly yourself! 



Science of Reading and the Simple View of Reading



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



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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.

**Decoding/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

Decoding or 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)

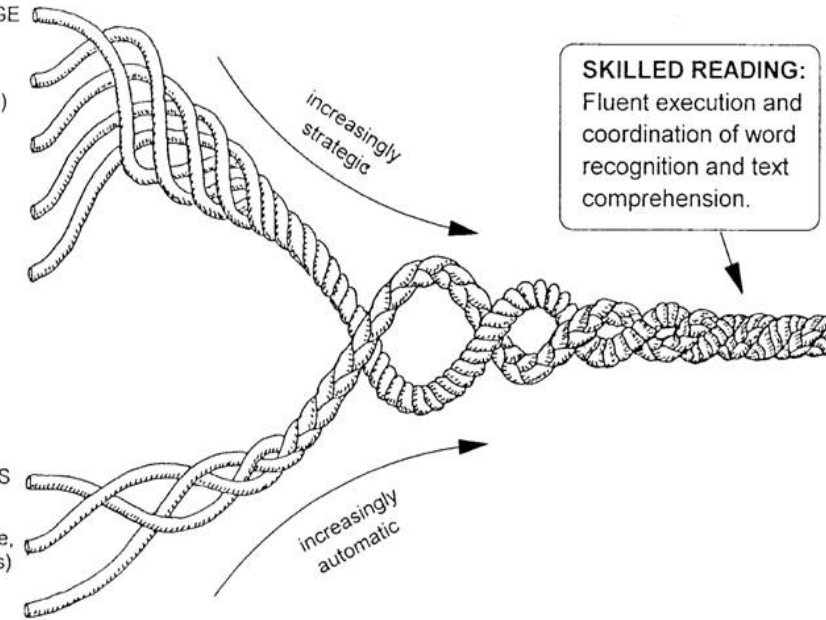


Image Credit: The image, courtesy of the author, originally appeared in the following publication: Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy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



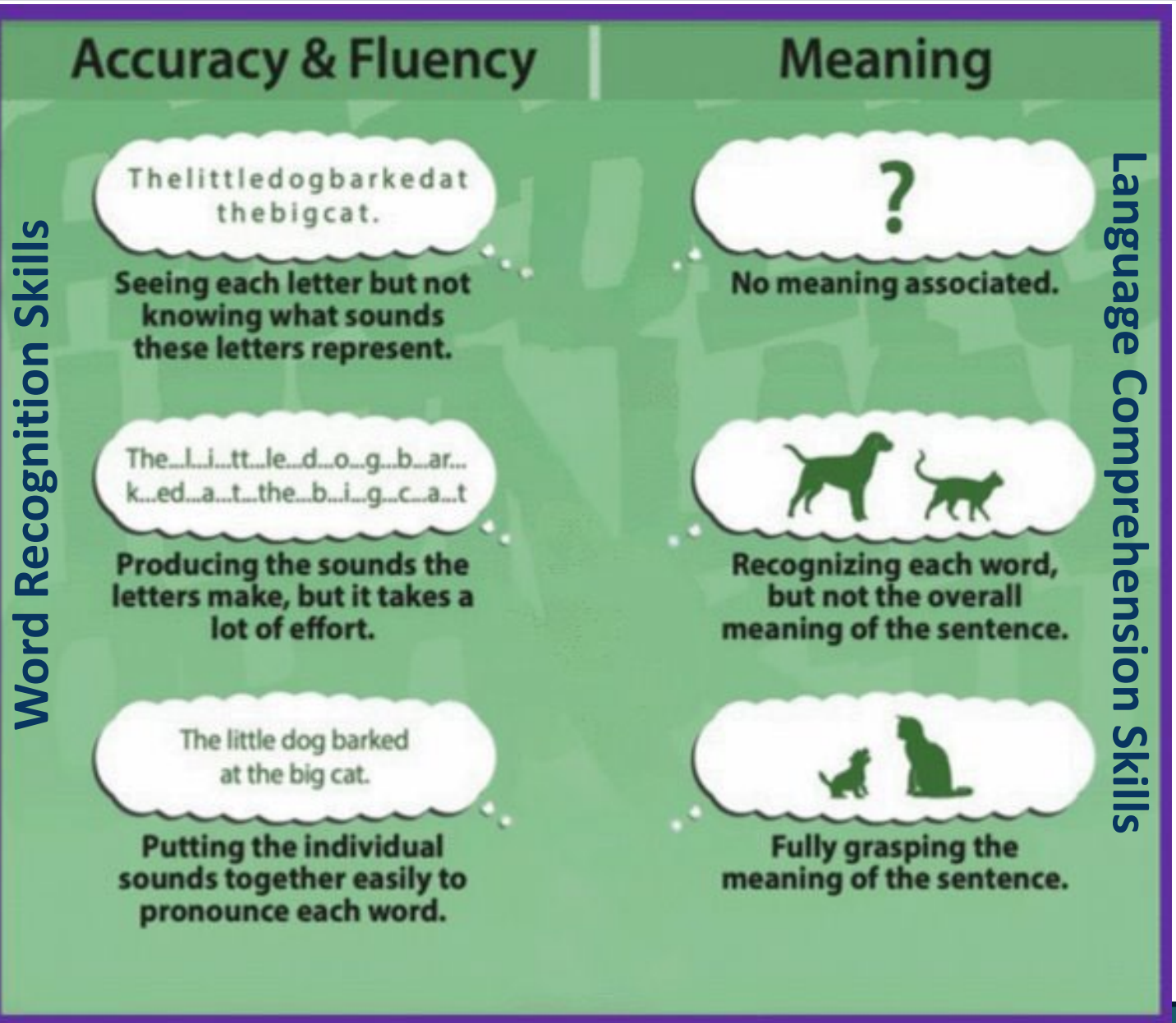
The Simple View of Reading Explained...

The

$$D \times LC = RC$$



An example of what these skills look like across stages of literacy development



Literacy Development

Birth – 5 years



Reading Skills at Different Ages

Babies (ages 0–12 months)

- Begin to reach for books
- Look at, reach for, or touch the pictures in books
- Respond to a story in a book by babbling or making sounds or acting excited
- Help turn book pages

Toddlers (ages 1–2 years)

- Look at pictures and be able to name familiar items (e.g. dog, cat, baby)
- Answer questions about what they hear in stories or see in books
- Identify or recognize their favorite books
- Narrate or recite words from their favorite books
- Pretend to read by pointing at words, turning pages, and making up stories

Preschoolers (ages 3–4 years)

- Understand print concepts such as:
 - Correctly holding and handling a book
 - Words are read from left to right and pages are read from top to bottom
- Start noticing words that **rhyme**
- Retell stories
- Recognize about half the letters of the alphabet
- Start matching letter sounds to letters (like knowing *b* makes a /b/ sound)
- Recognize their name in print and possible other often-seen words

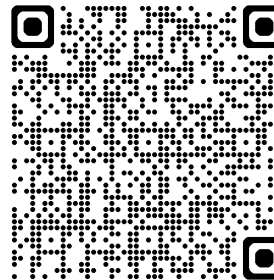
Source: [Reading skills at different ages English](#) by Understood. org





The Building Blocks of Early Literacy

- Oral Language
- Vocabulary
- Phonological Awareness
- Print Knowledge



Supporting Your Child's Emergent Literacy at Home

Learning to read begins at home. From birth, children begin developing language and literacy that help prepare them for reading! Parents and other caring adults help build these skills every day by playing, talking, listening, responding, sharing experiences, reading books, and showing interest in what children are doing. But there are lots of ways to make the most of everyday experiences to prepare children to become successful readers later in school.

Learning to read is not easy! There are language and literacy skills that are the building blocks for successful reading, called emergent literacy. At the preschool level, there are four important building blocks of emergent literacy:

Oral Language, Vocabulary, Phonological Awareness, and Print Knowledge. All four work together to help children later in school when formal reading instruction begins.

This resource provides ideas for building children's emergent literacy that can easily be done at home. It is organized by the four building blocks of emergent literacy. Each section describes the emergent literacy building block, why it is important, how it develops, and activities for parents and caring adults to do at home.

To get started, click on the emergent literacy building block you want to learn more about.



Learn More

This resource is part of the South Carolina *Professional Learning Community: Emergent Literacy* partnership. The information is based on the research and evidence-based instructional practices featured in the *Professional Learning Community: Emergent Literacy* materials and highlighted in the [Instructional Practices for Teaching Emergent Literacy at the Preschool Level](#) resource for teachers.

Supporting Your Child Through Each Literacy Stage

Birth – 5 years old



Supporting Reading Skills Across Different Ages

- **Talking with your child**
- Helping your child with speech sounds and letters
- Reading with your child
- Talking about books with your child
- Asking questions when talking about or reading books

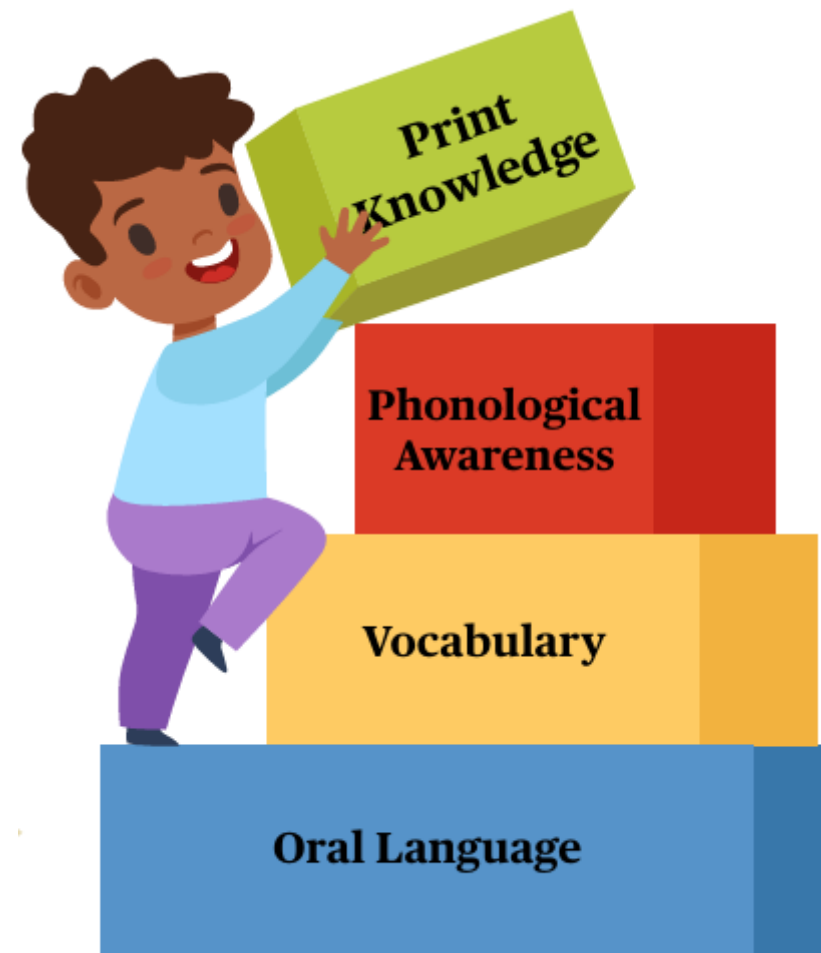


Image source: [Supporting Your Child's Emergent Literacy at Home IES Guide.pdf](#)



TALKING WITH YOUR CHILD

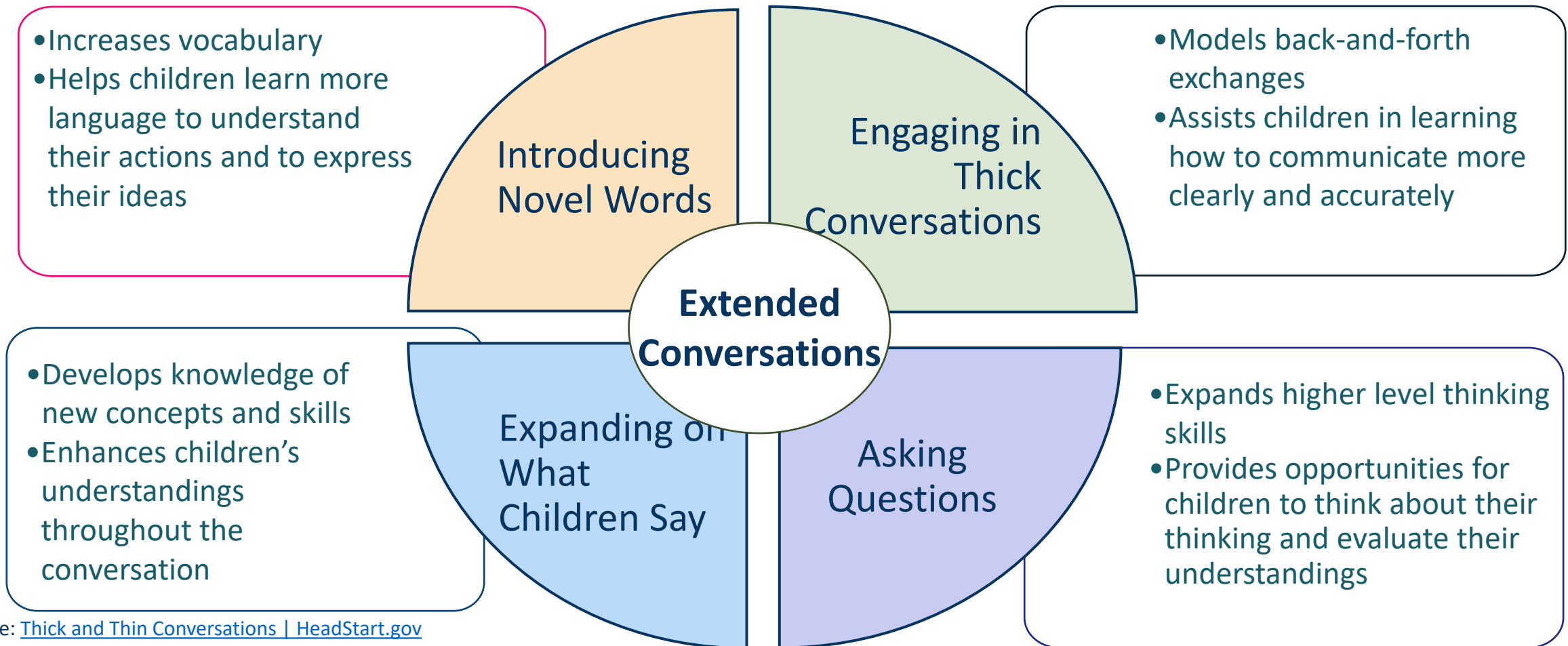
Helps your child:

- Learn about letters and letter sounds
- Learn new words and ideas
- Practice hearing and saying words
- Practice talking back and forth



TALKING WITH YOUR CHILD

Benefits of talking with your child



Source: [Thick and Thin Conversations](#) | [HeadStart.gov](#)



TALKING WITH YOUR CHILD

Talk with your child during playtime and other daily activities. Here are some ideas to try:

Support Oral Language Development Every Day by...

Talk about everything!
What are you doing?
How do you do that?
Encourage storytelling.
Tell me more about that.
What did you like about it?
Provide opportunities for your child to play and talk with other children.
Give your child many turns during a conversation by asking questions and making comments about what they say.

Support Vocabulary Development Every Day by...

Talk about everything!
What color is this? Shape?
What do we use this for?
Use describing words and ask questions to talk about what you and your child are doing.
Look at that beautiful butterfly! Where do you think it is going?
Explore places with your child and talk about what you are seeing, learning, and feeling.

Support Phonological Awareness Every Day by...

Modeling good language habits
Pronounce words and letter sounds clearly when playing, talking, and sharing books.
Help your child say sounds that are new or difficult for them. Let them see how you move your mouth when you say a sound.

Support Print Knowledge Every Day by...

Point out letters and say their names. Include uppercase and lowercase letters.
Make letters and talk about their name and sound.
Cut letters out of paper.
Trace letters in flour.

Source: Institute of Education Sciences [Supporting Your Child's Emergent Literacy at Home](#)



TALKING WITH YOUR CHILD

Aim for thick conversations with your child. Thick conversations are extended back-and-forth exchanges between an adult and child.

[Watch Video](#)



TALKING WITH YOUR CHILD

We want “thick” conversations!

THIN:

- Children use and hear limited language
- Questions only require one-word answers
- Stops thinking process

THICK:

- **Include multiple two-way exchanges**
- **Children use and hear a variety of language**
- **Respond to children’s interests and ideas**
- **Promote higher level thinking skills**
 - **Explaining**
 - **Connecting**
 - **Comparing**
 - **Imagining possibilities**

Source: [Thick and Thin Conversations | HeadStart.gov](https://www.headstart.gov/thick-and-thin-conversations)



TALKING WITH YOUR CHILD

Ask your child “WH”
questions:
Who? What? Where?
When? Why?

TRY IT OUT

Repeat all or part of
your child’s answer to
encourage them to
say more.

TRY IT OUT

Give new information
about the topic.

TRY IT OUT



TALKING WITH YOUR CHILD

Activity

Group Practice

Thin Conversation Example

Adult: What did you make?

Child: A plane.

Adult: Does it fly?

Child: Yes.

Thick Conversation Example

Adult: What was your favorite part of creating this piece of art?

Child: I liked making the plane.

Adult: Oh, you made an airplane. Tell me how you made this airplane.

Child: I drew on the paper and folded it up.

Adult: I see. You drew your design on the paper with markers and then folded the paper into an airplane. What is your next plan going to be?

Child: I am going to fly it in the sky.

Adult: Very interesting, how do you know that your plane will fly?

Child: Because I made these wings.

Adult: Oh, I see, so you think that the wings help the airplane fly. I think that is an excellent hypothesis. How will you test your idea that the wings will make your plane fly?

Child: I will throw it. (throws plane and laughs) **I did it!**

Adult: Yes, your airplane soared across the table! How do you think you could make your airplane fly higher?

Child: I will make it another wing.

Source: [Thick and Thin Conversations](#) | [HeadStart.gov](#)



TALKING WITH YOUR CHILD



THE NATIONAL CENTER ON
Parent, Family and
Community Engagement

TIPS FOR FAMILIES
THICK AND THIN CONVERSATIONS

Turn thin into **thick**

Thick conversations:

- Give your child many chances to speak.
- Have many back-and-forth exchanges.
- Encourage your child to think and imagine.
- Help build positive relationships.

One way to turn a thin conversation...

Adult: Do you want to play with the boat? **Child:** Yes.

Adult: What color is it? **Child:** Blue.

Adult: Who will ride in the boat? **Child:** The man.

...into a **thick** one.

Adult: Which toy do you like to play with the most?

Child: The boat.

Adult: Oh, the boat is your favorite. What will you do with the boat?

Child: The man is going to ride on it.

Adult: Where is the man going?

Child: Into the bubbles.

Adult: The bubbles are thick. Watch out!

Child: Help! The man is falling out!

Adult: Oh no! Who will help the man?

Child: I'll get the whale!

Adult: The whale to the rescue!

Help me share
my ideas in
English or my
home language!



Activity

Your turn to practice!

Using the Tips for Families: Thick and Thin Conversations handout, work with someone sitting close to you to role play the **Thin Conversation** and the **Thick Conversation**.



Source: [Thick and Thin Conversations](#) | [HeadStart.gov](#)



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TALKING WITH YOUR CHILD

Activity



TIPS FOR FAMILIES THICK AND THIN CONVERSATIONS

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Source: [Thick and Thin Conversations | HeadStart.gov](https://www.headstart.gov)

Share Out:

- What stood out or resonated with you as you were role playing?
- What did you enjoy about practicing a thick conversation?
- Did you identify any obstacles or barriers?



TALKING WITH YOUR CHILD

Review: Engaging your child in conversations involves...

- Actively listening to what your child says.
- Matching the tone and feelings of the conversation to your child's emotions.
- Building on your child's experiences and interests.
- Promoting many back-and-forth verbal exchanges between partners in the conversation.



Source: [Thick and Thin Conversations](#) | [HeadStart.gov](#)



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TALKING WITH YOUR CHILD

Review: Thick conversations with your child involve...

- Encouraging multiple back and forth exchanges.
- Providing opportunities to extend your child's language.
- Responding to your child's interests and ideas.
- Encouraging your child to engage in higher level thinking.



Source: [Thick and Thin Conversations](#) | [HeadStart.gov](#)



Supporting Reading Skills Across Different Ages

- Talking with your child
- **Helping your child with speech sounds and letters**
- Reading with your child
- Talking about books with your child
- Asking questions when talking about or reading books



Image source: [Supporting Your Child's Emergent Literacy at Home IES Guide.pdf](#)



HELPING YOUR CHILD WITH SPEECH SOUNDS AND LETTERS

Helps your child:

- Hear how language works
- Learn that letters relate to spoken sounds
- Link letters to their sounds
- Read words later

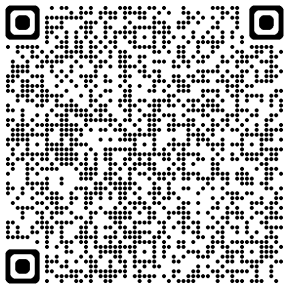


HELPING YOUR CHILD WITH SPEECH SOUNDS AND LETTERS

Noticing rhymes shows how language works.
Rhyming words have the same or similar end sounds.

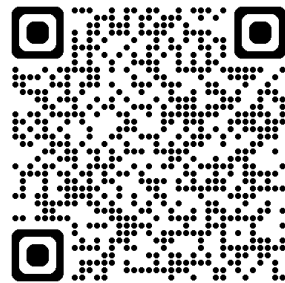
Sing or listen to
nursery rhymes.

See it in Action.



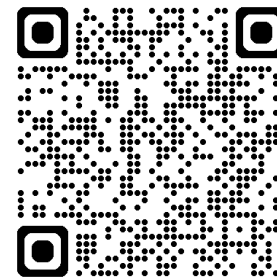
Read rhyming
books.

Get Started.



Play rhyming
games.

Try It Out



**Help Your Child
Fuel Up**

Helping your child with speech sounds supports early reading success.



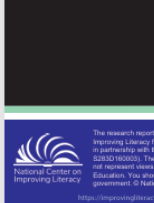
Sing or listen to nursery rhymes, like Jack and Jill, Humpty Dumpty, or Baa, Baa, Black Sheep.



Say a sentence aloud and ask your child to count or tap the number of words in the sentence.



Talk about how some words can be broken down into smaller words and put two words together to make another word (strawberry).



Try playing with smaller sounds in words, like zip-per or s-u-n.



The research reported here is funded by a grant to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, a partnership with the Office of Special Education Programs (OESP) at EDO/DOED. The opinions expressed are those of the authors and do not represent views or policies of OESP, EDO/DOED, or the U.S. Department of Education. You should not assume endorsement by the Federal government. © National Center on Improving Literacy

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HELPING YOUR CHILD WITH SPEECH SOUNDS AND LETTERS

Learning letters and letter sounds supports early reading success.

Use alphabet toys to make letter and letter sound learning exciting.



Try It Out.

Sing songs like “Bingo” or play games like “I Spy” to make letter and letter sound learning fun.



See It in Action.

Encourage your child’s interest in letters and their sounds.



Supporting Reading Skills Across Different Ages

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- **Reading with your child**
- Talking about books with your child
- Asking questions when talking about or reading books



Image source: [Supporting Your Child's Emergent Literacy at Home IES Guide.pdf](#)



READING WITH YOUR CHILD

Helps your child:

- Learn new sounds, words, and ideas
- Link letters to their sounds
- Learn how books work
- Develop an interest in reading



READING WITH YOUR CHILD

Get Ready to Read



Find a quiet, cozy spot so you both can listen and talk.



Let your child pick a book or choose one that matches their interests. Young children love to re-read the same book, and that is great!



Follow your child's lead and keep it fun.



READING WITH YOUR CHILD

[Watch Video](#)



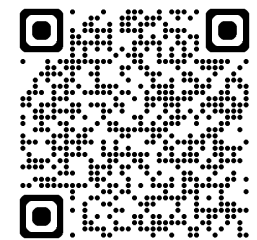
Video
provided by:



National Center on Improving Literacy

READING WITH YOUR CHILD

Video
provided by:
**Parkview
Health**



National Center on Improving Literacy

READING WITH YOUR CHILD

Tips to use when reading with your child



1. Make it fun! You and your child read and talk about the book together. It is interactive.
2. Read pictures, words, or use audio books. Label objects around the house and read them too.
3. Read and talk about the story in the language your child and you feel most comfortable.



READING WITH YOUR CHILD

When reading with your child, make it interactive.
Interactive reading engages your child by having
them discuss the story or narrative.

Watch the video
Talking While You Read: Bear Says Thanks

[Watch Video](#)

Video
provided by:



READING WITH YOUR CHILD

Video Review

1. Did the adult make it fun? Did they read and talk about the book together? Was it interactive?
2. As they were reading did they look at and talk about pictures and read the words?
3. Were they using language they were comfortable with while reading and talking about the story?



Supporting Reading Skills Across Different Ages

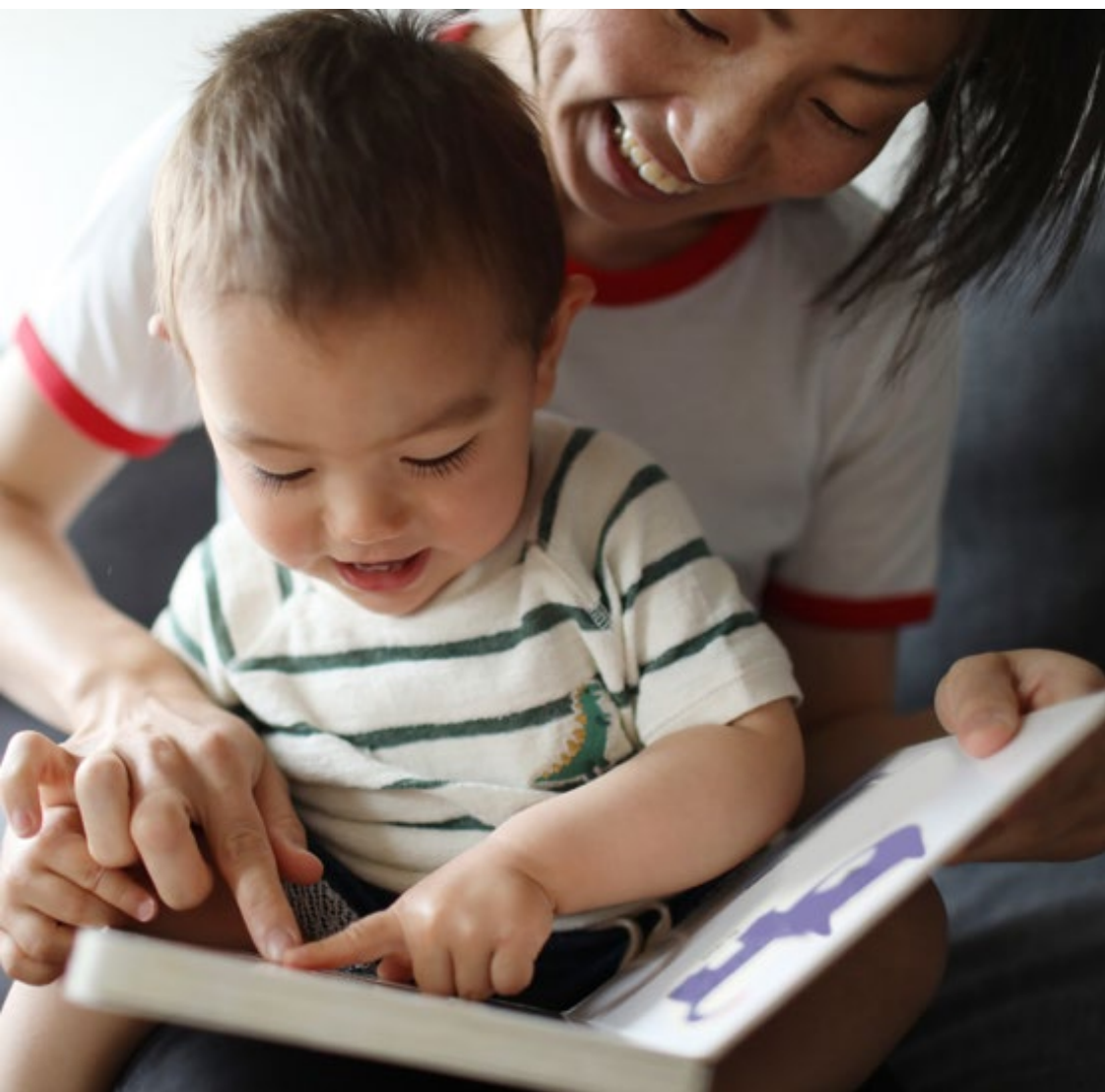
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Image source: [Supporting Your Child's Emergent Literacy at Home IES Guide.pdf](#)



TALKING ABOUT BOOKS WITH YOUR CHILD



Helps your child:

- Learn how to hold a book and the parts of a book
- Understand that words are read from left to right
- See that pictures stand for real things
- Learn that print tells a story
- Find new ways to say things
- Learn new words





TALKING ABOUT BOOKS WITH YOUR CHILD

What does it mean to talk about a book?

Looking at picture books together creates natural moments for talking and learning.

Even toddlers learn a lot from simple conversations about pictures.

Children learn that pictures and words stand for real things and can tell a story.

Talking about books builds vocabulary and helps children express themselves.

Focus on the pictures—ask questions, comment, and encourage your child to talk.

The goal is conversation, not reading every word on the page.

You help your child learn new words and clearer ways to communicate.

Everyday book talk builds strong early language skills.





TALKING ABOUT BOOKS WITH YOUR CHILD

Strategies to engage your child with the text.

Tip 1

- Talk about what you both see in the pictures. Name colors, shapes, and objects.

Tip 2

- Talk about what is happening in the story.

Tip 3

- Guess what might happen next in the story.

Tip 4

- Make connections between the book and your life or what you know.



TALKING ABOUT BOOKS WITH YOUR CHILD

Unsure of how to go about talking about books with your child?

Expand

Expand on your child's response by adding a few more words.

For example, "Yes, it's a big, red firetruck."

Repeat

Ask your child to repeat what you said.

For example, "Yes, it's a big red firetruck. Can you say big red firetruck?"

Caution

Do not point out errors when you expand and repeat. Instead, repeat what your child said using correct pronunciation.

For example, if your child says "burn" instead of "brown," you could say: "That's right, a brown cocoon."

Support

Say all the sounds in the word slowly and clearly for your child. This focuses their attention on the sounds and the way your mouth looks when making them.

For example, /b-r-o-w-n/.



Supporting Reading Skills Across Different Ages

- Talking with your child
- Helping your child with speech sounds and letters
- Reading with your child
- Talking about books with your child
- **Asking questions when talking about or reading books**



Image source: [Supporting Your Child's Emergent Literacy at Home IES Guide.pdf](#)



ASKING QUESTIONS WHEN TALKING ABOUT OR READING BOOKS

Helps your child:

- Think in new ways
- Consider new words and ideas
- Explain their thinking
- Make sense of letters, sounds, and words



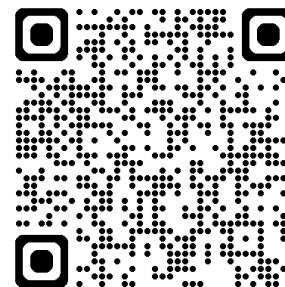
ASKING QUESTIONS WHEN TALKING ABOUT OR READING BOOKS

Asking questions helps to make talking about or reading books interactive.

Watch the video to learn more.

[Watch Video](#)

Video
provided by:



Watch on YouTube



ASKING QUESTIONS WHEN TALKING ABOUT OR READING BOOKS

CROWD helps you remember different kinds of questions to ask.

Completion

Ask your child to fill in the blank using words from the story after it is repeated several times or once it is very familiar.

For example:

- "And the caterpillar turned into a beautiful _____."

Recall

Ask your child to tell you what happened in the story.

For example:

"Can you tell me two foods the caterpillar ate?"

Open-Ended

Ask your child what is happening in a picture or story to get her talking.

For example:

- "Can you describe the caterpillar?"
- "Why do you think the caterpillar was so hungry?"

"Wh" Prompts

Ask your child *who*, *what*, *when*, *where*, and *why* questions.

For example:

- "What other foods might a caterpillar eat?"
- "Where does a caterpillar turn into a butterfly?"

Distancing

Ask your child to connect to something in their own life.

For example:

- "What do you think would happen if you ate that much?"



ASKING QUESTIONS WHEN TALKING ABOUT OR READING BOOKS



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Engage your child by asking questions . . .

- **Before Reading**
- **During Reading**
- **After Reading**



ASKING QUESTIONS WHEN TALKING ABOUT OR READING BOOKS



BEFORE READING

Look at the cover and talk about what the story might be about.

For example:

- "Let's read the title and look at the picture. What do you think this story is about?"



ASKING QUESTIONS WHEN TALKING ABOUT OR READING BOOKS

DURING READING

Ask your child about letters, sounds, words, or ideas.

For example:

- "Can you say the word that sounds like 'cave'?"
- "What games can you play at the beach?"
- "Why is the girl sad?"



ASKING QUESTIONS WHEN TALKING ABOUT OR READING BOOKS

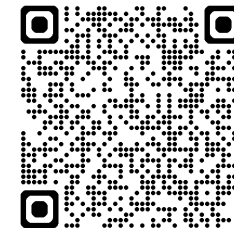


AFTER READING

Ask your child what happened in the story. Help them make connections.

For example:

- "What was the story about?"
- "What does this story remind you of?"
- "What did you like about the story?"



 **Help Your Child See the Journey's End**

Asking questions can help your child understand what she reads. Aim for ones that can be answered with more than one or two words.



Before reading, look at the cover and talk about what the book might be about.



During reading, ask your child about letters, sounds, words, or ideas. Encourage her to use information from the book to answer.



After reading, ask your child what happened in the book. Have her make connections to her life.



The research reported here is funded by a grant to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, a partnership with the Office of Special Education Programs (Award # E2ED180003). The opinions expressed are those of the authors and do not represent views or policies of ODE, OSEP, or the U.S. Department of Education. You should not assume endorsement by the Federal government. © National Center on Improving Literacy.

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Closing



Review

Ways to Support Your Child's Literacy Development Across Stages



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 them a hint or prompt to figure it out.



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



Review

Supporting Reading at Home

- Practice at home the same skills your child is learning at school
- Children who find reading challenging make the most progress with frequent practice
- Schools can help by sharing simple guidance on what to work on at home

Everyday activities that build literacy:

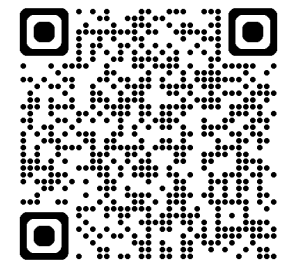
- Talk with your child throughout the day and ask questions
- Listen closely to their ideas and responses
- Read together and enjoy books as a shared routine
- Say the alphabet, play with sounds, and connect letters to their sounds
- Explore your community and talk about what you see to build background knowledge



10 Ways to Support Your Child's Literacy Development at Home

Taking part in literacy experiences at home can develop a child's reading ability, comprehension, and language skills. It may also enhance your child's interest in reading, their attitude towards it, and their ability to focus.

- 1** Read nursery rhymes and books aloud together. 
- 2** Sing, draw, and tell stories. 
- 3** Play audiobooks to increase the amount of language your child hears. 
- 4** Label objects in your home to show the importance of language, reading, and writing. 
- 5** Play word games. 
- 6** Talk about the meanings of words. 
- 7** Point out interesting or new words when reading together. 
- 8** Offer a literacy-rich environment at home. 
- 9** Talk about school, magazines, or current events. 
- 10** Model good literacy behavior by reading regularly yourself! 



Quiz Question

Andrew has a six-year-old child. They speak English and another language at home. What could Andrew do to support his child's literacy development?

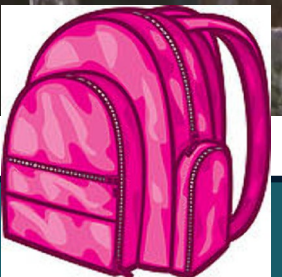
- ☐ Read and talk together, sing nursery rhymes, and tell stories.
- ☐ Use whatever language is most comfortable when talking and reading.
- ☐ Use daily activities as ways to build language and literacy skills.
- ☐ Play with spoken words and sounds.
- ☐ All of the above.



Quiz Question

Andrew has a six-year-old child. They speak English and another language at home. What could Andrew do to support his child's literacy development?

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- ☐ Play with spoken words and sounds.
- ☒ All of the above.





Today we explored and talked about...

- The Science of Reading and the critical skills needed for children to be successful readers.
- Using simple, meaningful conversations to help children build strong language and early reading skills.
- Trying fun activities to help children hear and play with speech sounds and begin connecting those sounds to letters.
- Encouraging children's excitement about books and reading to spark children's interest in reading.
- Supporting children's understanding of stories and information by building background knowledge and talking together about what they hear and read.



Additional Resources



10 Ways to Support Your Child's Literacy Development at Home

Taking part in literacy experiences at home can develop a child's reading ability, comprehension, and language skills. It may also enhance your child's interest in reading, their attitude towards it, and their ability to focus.

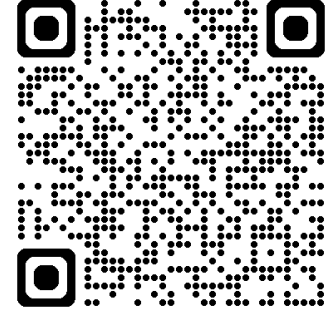
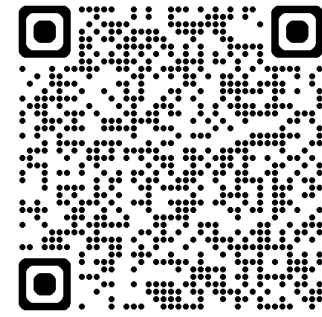
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- 6 Talk about the meanings of words.
- 7 Point out interesting or new words when reading together.
- 8 Offer a literacy-rich environment.
- 9 Talk about school, magazine, current events.
- 10 Model good literacy behavior by reading regularly yourself.

- 10 Ways to Support Your Child's Literacy Development at Home
- Milestones of Early Literacy Development
- Language Modeling and Conversations: Thick and Thin Conversations

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 What your child is doing 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 book board 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 What your child is saying and learning smiles, babbles, coos likes and wants your voice likes pictures of baby faces begins to say "mama," "dada," "no!" responds to own name puts pictures 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 What parents can do Ask questions and wait for your child to answer Read and speak to your first language	smile and answer when your child speaks or points let your child help turn the pages, keep naming things as you read, talk about the pictures 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 point out words and pictures that begin with the same sound together, make up stories about the pictures	ask "What happens next?" in familiar stories point out letters, numbers ask your child to tell the story encourage writing, drawing point out the letters in your child's name	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		



LANGUAGE MODELING AND CONVERSATIONS:
THICK AND THIN CONVERSATIONS



Additional Resources

- Supporting Your Child's Emergent Literacy Development at Home
- Tips for Families: Novel Words
- How Families Can Partner with Schools on Literacy Development

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A Resource for Parents and Caring Adults of Preschool Children

Supporting Your Child's Emergent Literacy at Home

Learning to read begins at home. From birth, children begin developing language and literacy that help prepare them for reading! Parents and other caring adults help build these skills every day by playing, talking, listening, responding, sharing experiences, reading books, and showing interest in what children are doing. But there are lots of ways to make the most of everyday experiences to prepare children to become successful readers later in school.

Learning to read is not easy! There are language and literacy skills that are the building blocks for successful reading, called emergent literacy. At the preschool level, there are four important building blocks of emergent literacy: Oral Language, Vocabulary, Phonological Awareness, and Print Knowledge. All four work together to help children later in school when formal reading instruction begins.

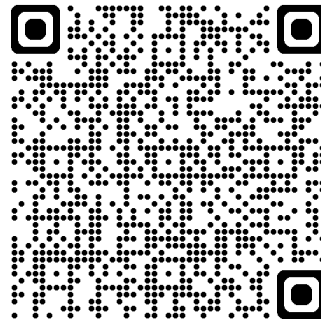
This resource provides ideas for building children's emergent literacy that can easily be done at home. It is organized by the four building blocks of emergent literacy. Each section describes the emergent literacy building block, why it is important, how it develops, and activities for parents and adults to do at home.



To get started, click on the emergent literacy building block you want to learn more about.

Learn More

This resource is part of the SoL partnership. The information is featured in the *Professional Learning Instructional Practices for Teachers*.



TIPS FOR FAMILIES NOVEL WORDS

Ideas for new words

How can you help your child learn new words? Just talk to your child, in English or your home language, as you work and play.

Use new words and explain what they mean. Play word games.



Teach new words throughout your day—eating, getting dressed, playing, and bathing.
"Ok, it's time to **rinse** your hair now."

Explain words so young children can understand.
"No, it won't bite you. It's a **grasshopper**. That's a **bug** that **hops** and **eats plants**."

When you go places, point out new words—at the library, the park, and the grocery store.
"Can you help me look for **aisle #5**? That's where we'll find the **peanut butter**."

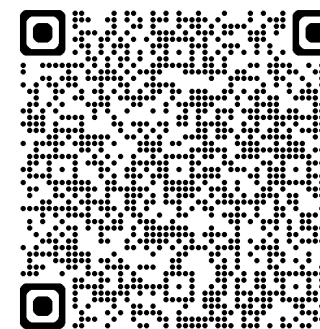
Talk about what's happening or what you are doing.
"Do you hear the **crow**? It's **cawing** so loudly this morning."

Write labels for objects in the house.
"This is the sign that says **couch**. Can you show me where it goes?"

Read new words on topics that interest your child.
"Wow, look at **Jupiter**. It is the **largest planet**."

Use similar but new words.
"Please get the **forks** and **knives**—the **silverware**—for the table."

Use rhymes and riddles to play with words.



For more information, contact us at: NCQI
This document was prepared for the U.S. Department of Health and Human Services by the National Center on Quality Teaching and Learning under Grant # H9020022 in collaboration with the National Center on Parent, Family and Community Engagement.

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?

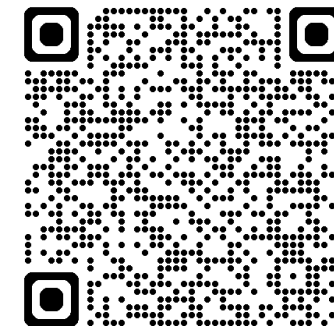
EXPRESS CONCERNS DIRECTLY

- 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?

For more information, visit [improvingliteracy.org](https://www.improvingliteracy.org)



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Questions



Thank You!

- [insert personal contact information]
- Contact NCIL: <https://improvingliteracy.org/contact-us/>
- Email: info@improvingliteracy.org

