

Supporting Your Child's Literacy Development - Early Literacy

FACILITATOR'S GUIDE



The National Center on Improving Literacy

Supporting Your Child's Literacy Development - Early Literacy

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

The intended audience for the workshop is parents and caregivers of children from ages birth to preschool. In this workshop, participants will learn evidence-based information about children's reading development from birth through preschool. This session aims to build participants' understanding of how children learn to read and the key skills that support reading success. It focuses on using everyday conversations and engaging activities to strengthen children's language, sound awareness, and early connections between sounds and letters. Participants will also learn how to foster a love of reading through interactive read-alouds and shared experiences, while supporting comprehension and building background knowledge and discussing texts together.

There are two sections to this workshop with a check for understanding at the end.

- *The Science of Reading and the Simple View of Reading*
- *Literacy Development Birth – 5 years*
- *Supporting Your Child Through Each Literacy Stage*
 - *Talking with your child*
 - *Helping your child with speech sounds and letters*

*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.

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

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).

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: Early Literacy* workshop series is divided into four workshop sessions: Session 1: The Science of Reading, the Simple View of Reading and Literacy Development Overview; Session 2: Talking with Your Child and Helping Your Child with Speech Sounds and Letters; Session 3: Reading with Your Child and Talking about Books with Your Child; and Session 4: Asking Questions When Talking About or Reading Books. Each workshop session lasts approximately 30-45 minutes.

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.

Session 1 (Slides 1 – 34)

Skills Needed to Learn to Read

Learning Objectives

By the end of this workshop, 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.

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	10	https://improvingliteracy.org/resource/the-science-of-reading-an-overview/
Supporting Your Child’s Emergent Literacy at Home	15	https://ies.ed.gov/sites/default/files/migrated/rel/regions/south-east/pdf/SupportingYourChildsEmergentLiteracyatHome.pdf

Tips for Families: Thick and Thin Conversations	30	https://headstart.gov/sites/default/files/pdf/no-search/iss/language-modeling-and-conversations/thick-thin-family-tips.pdf
---	----	---

Videos (in presentation order):

Topic	Slide #	Time <i>min:sec</i>	URL
The Simple View of Reading	13	1:37	https://youtu.be/OB2rta84XXY?si=X0jQM9ZATVdXlqQN
Thick and Thin Conversations	23	4:21	https://www.youtube.com/watch?v=oYTXWtOT_ls https://headstart.gov/video/thick-thin-conversations Embedded video on slide 24
TOTAL		5:58	

Resource Title	Slide #	URL
Reading Skills at Different Ages	16	https://assets.ctfassets.net/p0qf7j048i0q/1sI9SPu1jb1skDC2iv6KV7/00e9b1b75bdcb3e43f146209131b60b6/reading_skills_at_different_ages_english.pdf
Milestones of Early Development Chart	16	https://reachoutandread.org/wp-content/uploads/2023/04/ROR-Milestones-of-Early-Development-Chart.pdf
Supporting Your Child's Emergent Literacy at Home	17	https://ies.ed.gov/sites/default/files/migrated/rel/regions/south-east/pdf/SupportingYourChildsEmergentLiteracyatHome.pdf
Route to Reading Help Your Child Fuel Up	35	https://vapta.org/~documents/route%3A/download/2759/
Nursery rhymes	36	https://youtu.be/MJkkGFg3Z0Y?si=sQchunJOrfiy-2nK
Rhyming books	36	https://youtu.be/3RTJGCLwIGE?si=LnQjl3EsPR4iFBZb
Rhyming games	36	https://youtu.be/B5-y_faQrY?si=AwFwJSqcxviRzISD
Printable Alphabet Cards	37	https://www.eslflashcards.com/sets/alphabet/

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 (Slides 35 – 68)

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
- One copy per participant (in presentation order):

Handout Title	Slide #	URL
10 Ways to Support your Child's Literacy at Home	58	https://improvingliteracy.org/resource/supporting-your-child-s-literacy-at-home/

Videos (in presentation order):

Topic	Slide #	Time <i>min:sec</i>	URL
Dr. Maryanne Wolf – Importance of Reading with Your Child	38-39	3:18	https://youtu.be/2JZSzvOI1EM?si=WuMM8GCHHNlpk8H1
Talking While You Read: Bear Says Thanks	41	4:44	https://www.youtube.com/watch?v=F4GUFKTRiIU&t=92s
Questions to Ask When Reading to Children	50	3:54	https://youtu.be/j9j5c3sj-60?si=pod0CqdZrbxTSssO
TOTAL		11:16	

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 material 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 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