

Supporting Your Child's Literacy Development Elementary

[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 Elementary 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 Pre-K to 5 who want to better understand how reading develops and how to strengthen it at home. Families will learn the basics of the Science of Reading and the essential skills elementary 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:

- A general understanding of the Science of Reading and the critical skills needed for children to be successful readers.
- Evidence-based strategies, tips, and activities to help develop children's interest in and engagement with reading, listening and reading comprehension skills, ability to recognize speech sounds and identify letter-sound relationships, and word identification and oral reading skills.
- How to interact with children in ways that support and monitor their language and early literacy development.
- How families can partner with schools to support reading success.



Agenda

- Science of Reading and the Simple View of Reading Overview
- Reading with Your Child
- Helping Your Child Understand What is Read
- Helping Your Child with Speech Sounds
- Helping Your Child Blend Sounds to Figure Out Words
- Reading Together to Develop Fluency
- The Family-School Partnership



Workshop Materials

- Science of Reading and the Simple View of Reading Overview
- The Dialogic Reading Method
- Route to Reading: Help Your Child See the Journey's End
- 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 <i>not</i> 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 <i>not</i> 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 <i>not</i> considered done." As with any science, there is always more to learn. Researchers, teachers, and

For more information, visit improvingliteracy.org

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The Dialogic Reading Method from Read Together, Talk Together

The PEER sequence is a short conversation between the child and the adult. This approach to sharing a book is used *after* you have read a book through at least once. It can be used while reading almost every page of a book. The goal is simple: to let the child become the storyteller of the book. Then the adult reads less over time. Listen to the child talk; follow what is being shared by the child.

PEER Sequence:

- Prompt:** the child to say something about the book or page.
 - Ask the child a question about something on the page.
 - Have the child name an object on the page or talk about something in the story. This gets them engaged in the story and helps build their vocabulary.
- Evaluate:** the child's response.
 - Is their answer correct? This will help you figure out what information you can add.
- Expand:** the child's response by rephrasing or adding a little more information to it.
 - Expand on what the child said. This will help to build their vocabulary.
 - If the child gave an incorrect answer, help him with the correct answer.
- Repeat:** the child's response to make sure that the child has learned something from it.
 - Have the child repeat your expansion. This, too, will help their vocabulary.

CROWD: There are 5 types of Prompts to use to begin the PEER sequence.

- Completion:** Have your child complete a common word or phrase that provides children with information about the structure to later reading. This prompt is typically used in book phrases.
 - Have the child complete a common word or phrase and encourage them to listen for their part.
- Recall:** Ask your child questions about what happened in the story. For example, ask them about what happened in the story. Questions about what happened on the page that's just been read can also be asked at the end of a book to summarize the beginning if the story has been previously read.

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.

A y h b m t

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	EXPRESS CONCERNS DIRECTLY
- 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?	- How is my child's language and literacy learning being supported in this system? - How can you monitor my child's literacy learning?

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Science of Reading and the Simple View of Reading Overview



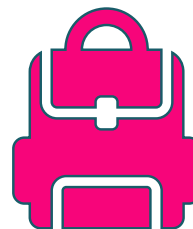
The Science of Reading: What It *Is* and What It *Isn't*

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.

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 It <i>is</i> 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 <i>not</i> 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)

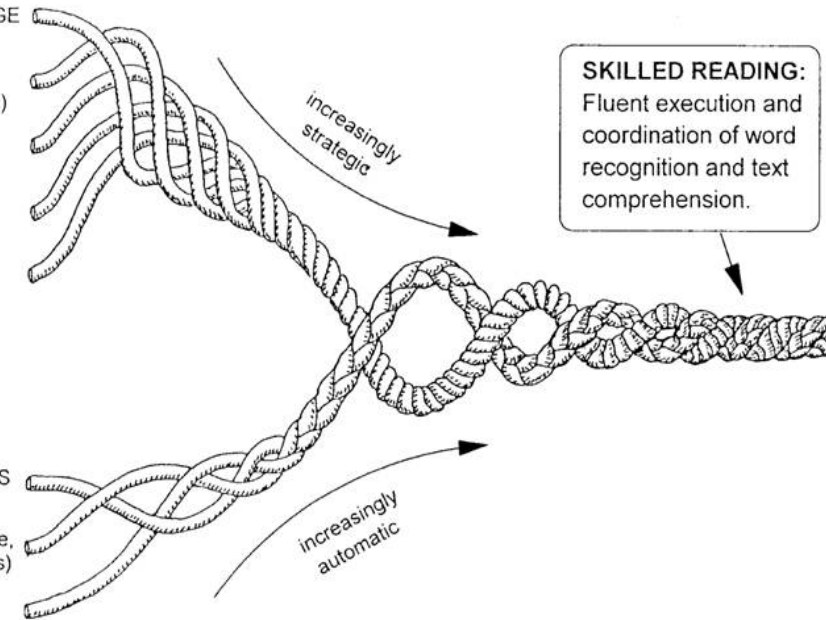


Image Credit: The image, courtesy of the author, originally appeared in the following publication: Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy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



Reading with Your Child



READING WITH YOUR CHILD

Helps your child:

- Learn new words and ideas
- Understand the purposes for reading
- Hear what reading sounds like
- Develop thinking and problem-solving skills
- Enjoy reading and learning



READING WITH YOUR CHILD

Reading with your child can promote their reading development. Listen to Dr. Jeanne Wanzek discuss how you can support your child's literacy development at home.

[Watch Video](#)



READING WITH YOUR CHILD



Get Ready to Read

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

Let your child choose a book or you pick one that matches her interests. It can be a book slightly harder than what your child can read on her own.

Follow your child's lead and keep it fun.



READING WITH YOUR CHILD

Reading with your child means you and your child read and talk about the book together. It is interactive.

Use these tips to read with your child:

- Read pictures, words, or use audio books.
- Read and talk in the language you and your child feel most comfortable.
- Try reading both fiction and informational books.
- Engage in Dialogic Reading with your child.



READING WITH YOUR CHILD



What Is Dialogic Reading?

- A way of reading *with* your child, not *to* your child
- Uses conversation to build language and thinking
- Builds on what families already do naturally



READING WITH YOUR CHILD

The Power of Dialogic Reading

[Watch Video](#)





READING WITH YOUR CHILD

Dialogic Reading with PEER

PEER: A Simple Way to Guide Book Conversations

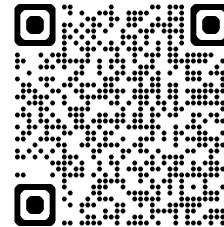
- Prompt
- Evaluate
- Expand
- Repeat



READING WITH YOUR CHILD

Activity

1. Find a partner and get a picture book.
2. Use the picture book to apply the PEER sequence following The Process of Dialogic Reading handout.
3. Use sticky notes to mark the places in the book where you would apply part of the sequence, noting which part and what you would ask.
4. Be prepared to share out.



The Dialogic Reading Method from *Read Together, Talk Together*

The PEER sequence is a short conversation between the child and the adult. This approach to sharing a book is used after you have read a book through at least once. It can be used while reading almost every page of a book. The goal is simple: to let the child become the storyteller of the book. Then the adult reads less over time. Listen to the child talk; follow what is being shared by the child.

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Evaluate the child's response.

- Is their answer correct? This will help you figure out what information you can add.

Expand the child's response by rephrasing or adding a little more information to it.

- Expand on what the child said. This will help to build their vocabulary.
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Repeat the child's response to make sure that the child has learned something from it.

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CROWD: There are 5 types of Prompts to use to begin the PEER sequence.

Completion - Have your child complete a common word or phrase in the story. This provides children with information about the structure of language that is critical to later reading. This prompt is typically used in books with rhyming or repetitive phrases.

- Have the child complete a common word or phrase in the story. This will encourage them to listen for their part.

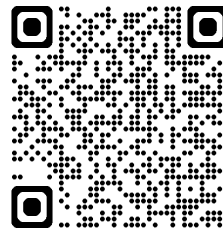
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READING WITH YOUR CHILD

Activity Share Out

- Where did you apply the PEER sequence?
- Which parts?
- What types of questions did you and your partner use?



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Helping Your Child Understand What is Read





HELPING YOUR CHILD UNDERSTAND WHAT IS READ

Ask smart questions to help your child understand what they read.

Ask questions that your child can answer with more than one or two words.

Ask questions that have your child use information from the story to answer.

Ask "Wh" questions (Who, What, When, Where, and Why) and "How" questions.

Ask questions about characters, ideas, or words in the story.



Dialogic Reading with CROWD

CROWD: Five Types of Prompts

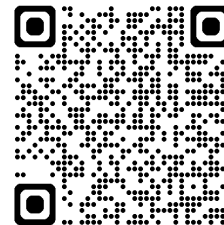
- **C — Completion** - Finish a familiar phrase or sentence.
 - *“Brown bear, brown bear, what do you... see.”*
- **R — Recall** - Ask about something that already happened in the story.
 - *“What happened to the caterpillar?”*
- **O — Open-Ended** - Invite the child to describe what they see.
 - *“Tell me what’s happening in this picture.”*
- **W — Wh- Questions** - Ask who, what, where, when, why, or how.
 - *“What’s the name of this?”*
- **D — Distancing** - Connect the story to the child’s own life.
 - *“Remember when we went to the farm. Which animals did we see?”*



HELPING YOUR CHILD UNDERSTAND WHAT IS READ

Activity

1. Work with a partner and get a picture book.
2. Use the picture book to apply the CROWD prompts following The Process of Dialogic Reading handout.
3. Use sticky notes to mark the places in the book where you would apply a prompt, noting which prompt and what you would ask.
4. Be prepared to share out.



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*Read Together, Talk Together***

The **PEER** sequence is a short conversation between the child and the adult. This approach to sharing a book is used after you have read a book through at least once. It can be used while reading almost every page of a book. The goal is simple: to let the child become the storyteller of the book. Then the adult reads less over time. Listen to the child talk; follow what is being shared by the child.

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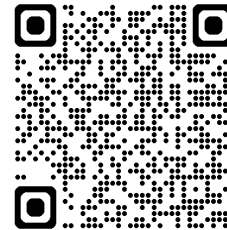
A stylized pink robot icon with a white outline, positioned in the bottom right corner of the handout.

HELPING YOUR CHILD UNDERSTAND WHAT IS READ

Activity Share Out

Which CROWD prompts do you and your partner use?

What did you ask?



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HELPING YOUR CHILD UNDERSTAND WHAT IS READ

Stories

have a made-up
chain of events.



Informational Materials

tell facts about the
world.



HELPING YOUR CHILD UNDERSTAND WHAT IS READ

Stories

- Why did the character do what he did?
- What else could he have done?
- If you were in the story, what would you have done?





HELPING YOUR CHILD UNDERSTAND WHAT IS READ

Informational Materials

- Why do birds fly south for the winter?
- What would happen if you planted a tree in the desert?
- Why is it important to recycle?



HELPING YOUR CHILD UNDERSTAND WHAT IS READ

Why should I read informational
books with my child?

Watch Video



HELPING YOUR CHILD UNDERSTAND WHAT IS READ



Make Connections



Take a Guess

Use book titles, pictures, or information you read as clues.





HELPING YOUR CHILD UNDERSTAND WHAT IS READ

You can ask questions that help your child to:



Make Connections

- To their life
- To what your child knows
- To the ideas in the books



Take a Guess

- About what the story might be about
- About what might happen next
- About why a character did something

Use titles, pictures, and information you read as clues.



HELPING YOUR CHILD UNDERSTAND WHAT IS READ



Engage your child by asking questions before, during, and after reading.

Before Reading

During Reading

After Reading



HELPING YOUR CHILD UNDERSTAND WHAT IS READ

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 might be about?"



HELPING YOUR CHILD UNDERSTAND WHAT IS READ

During Reading

Ask your child about letters, sounds, or ideas. Make connections between the books and what your child knows. Look for words your child doesn't know and talk about what the words mean.

For example:

**"That's the word exhausted. It means to feel so tired you can hardly move.
What's the word?"**



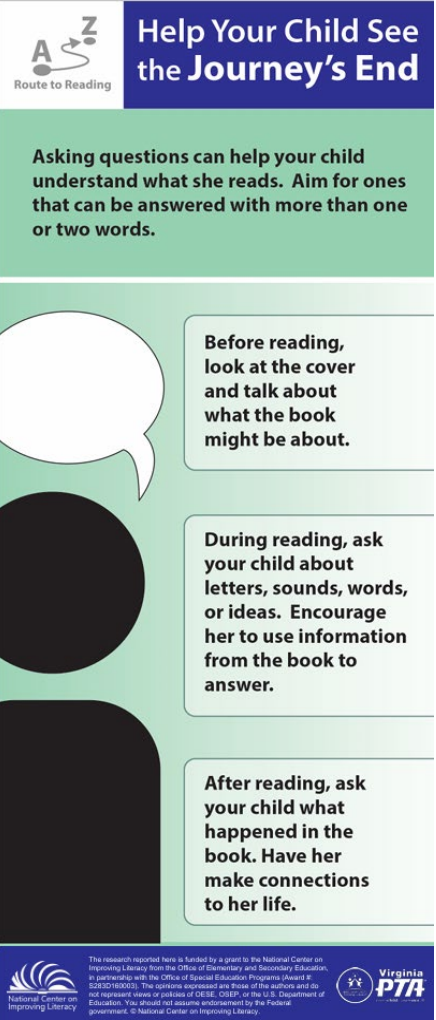
HELPING YOUR CHILD UNDERSTAND WHAT IS READ

After Reading

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

For example:

- "What's the story about?"
- "Why is it important to know about . . . ?"
- "What was the problem?"
- "How was the problem solved?"



Route to Reading Help Your Child See the Journey's End

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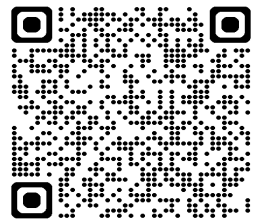
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After reading, ask your child what happened in the book. Have her make connections to her life.

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National Center on Improving Literacy **Virginia PTA**



Helping Your Child with Speech Sounds





Helping Your Child with Speech Sounds

Learning how speech can be broken into parts lays the foundation for breaking down smaller sound parts in speech.





Helping Your Child with Speech Sounds

**Show your child how they can break
down sentences into words:**

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

For example, say slowly
"the boy ate two
pieces of pizza."

Your child then says
each word while
counting or tapping
them.



Helping Your Child with Speech Sounds

Next, talk about:

- How some words can be broken down into smaller words
- How to put two words together to make another word

Adult: Sometimes you can put two words together to form another word. For example, if I put *straw* and *berry* together, I get *strawberry*. What do you get if you put *book* and *shelf* together?

Child: *Bookshelf*.

Adult: That's right! You can also break some words into smaller words. What do you get if you take the *cow* out of *cowboy*?

Child: *Boy*?

Adult: That's right!



Helping Your Child with Speech Sounds

Once your child is successful, help them break words into syllables:

➤ A syllable is a part of a word that has one vowel sound

Place your hand under your chin and notice together the number of times your chin moves down as you say a word slowly.

Now have your child try.

Hold up or tap a finger for each syllable as you say a specific word.

Now have your child try.



Helping Your Child Blend Sounds to Figure Out Words





Helping Your Child Blend Sounds to Figure Out Words

Correctly linking sounds to letters to sound out words helps your child:

- **Read new words**
- **Recognize familiar words**
- **Understand what is being read**



Helping Your Child Blend Sounds to Figure Out Words

Want to check your letter sound pronunciations?

Watch these videos to hear the correct way to say each consonant and vowel sound.

Watch [Video](#)



Watch [Video](#)



Helping Your Child Blend Sounds to Figure Out Words

Stretch and connect sounds together as much as possible.

Sounding out words smoothly helps children remember and combine sounds to arrive at the correct word. Here is an example with the word *man*:

Adult: How does this word start?

Child: /mmmm/

Adult: Then what's the next sound?

Child: /aaaaa/

Adult: And then what sound comes next?

Child: /nnnnn/

Adult: And then what happens when you put them together?

Child: /mmmmaaaaannnn/

Adult: What is the word?

Child: *Man!*



Helping Your Child Blend Sounds to Figure Out Words

Known Word

Ask:

- "Does the word make sense?"
- "Is it a real word?"
- Have your child check that the letters and sounds match

Unknown Word

- Have your child read the word again
- Make sure they joined all the sounds together correctly
- Discuss the word's meaning



Reading Together to Develop Fluency



Reading Together to Develop Fluency

Fluency is the ability to read words, phrases, sentences, and stories correctly, with enough speed and expression. Reading aloud frequently helps your child develop reading fluency.





Reading Together to Develop Fluency

- Set a steady pace. Slow down for difficult words and speed up when comfortable.
- Make sure the book is right for your child's reading ability.
- Show how you read like you talk.





Reading Together to Develop Fluency

Approaches to Try When Reading Aloud Together:

Take turns reading continuous passages of a book.

Read the same passage of a book aloud at the same time.

Read a passage of a book aloud and then have the child read the same passage aloud.



Reading Together to Develop Fluency

Building reading habits can set the stage for fluency development.

Watch the video to learn more.

[Watch Video](#)





Quiz Question

Jane has a child in fifth grade who is reading to learn in science and social studies. What could Jane do to support her child's word learning and understanding of new ideas?

Play word games and talk about interesting or unfamiliar words.

Read with her child.

Ask questions before, during, and after reading.

All of the above.





Quiz Question

Jane has a child in fifth grade who is reading to learn in science and social studies. What could Jane do to support her child's word learning and understanding of new ideas?

Play word games and talk about interesting or unfamiliar words.

Read with her child.

Ask questions before, during, and after reading.

All of the above.



The Family-School Partnership





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

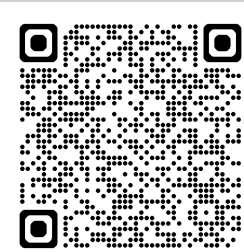
- Families should know what literacy standards their child is working on, review whether those expectations are appropriate, and ask whether the instruction and interventions are evidence-based and focused on the skills their child needs most.

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 how they 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?
- 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?

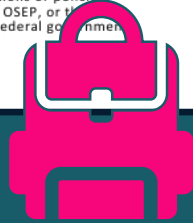
EXPRESS CONCERNS DIRECTLY

- 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.

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Questions



Thank You!

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

