

Supporting Your Child's Literacy Development - Elementary

FACILITATOR'S GUIDE



The National Center on Improving Literacy

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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 children in PreK through 5th 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 children need to become confident, successful readers. The session will offer practical, evidence-based strategies to spark children's 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 children that nurture language and early 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

*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.

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: Elementary* workshop series is divided into two workshop sections with a check for understanding at the end. Each workshop section lasts approximately 30-45 minutes.

Section 1 includes:

- *The Science of Reading and the Simple View of Reading*
- *Reading with Your Child*
- *Helping Your Child Understand What is Read*

Section 2 includes:

- *Helping Your Child with Speech Sounds*
- *Helping Your Child Blend Sounds to Figure Out Words*
- *Reading Together to Develop Fluency*
- *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 – 36)

Skills Needed to Learn to Read

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.

Materials and Equipment

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

Handout Title	Slide #	URL
The Science of Reading	8	https://improvingliteracy.org/resource/the-science-of-reading-an-overview/
Process of Dialogic Reading	20-21; 25-26	https://bookem-kids.org/wp-content/uploads/2025/10/Dialogic-Reading-Handout.pdf
Route to Reading: Help Your Child See the Journey’s End	36	https://vapta.org/~documents/programs/readingnight/route-reading-child-see-journey-end/?layout=file

Videos (in presentation order):

Topic	Slide #	Time <i>min:sec</i>	URL
Dr. Wanzek discusses how to support children’s literacy development at home	14	1:22	https://youtu.be/yAwDAjBDM5A?si=l-u5t7t2R3x_KoXp
Stephanie Berman: The Power of Dialogic Reading	18	0:33	https://youtu.be/CqwZgvj2YhE

Bringing Nonfiction to Life	30	3:43	https://youtu.be/oi1FE67SH5o?si=wXMtMpkF1108l3hb
TOTAL		5:05	

Section 2 (Slides 37 – 57)

Handout Title	Slide #	URL
Route to Reading: Help Your Child Fuel Up	40	https://vapta.org/~documents/route%3A/download/2759/
Route to Reading: Keep Your Child's Engine Running	45	https://vapta.org/~documents/route%3A/download/2760/
How Families Can Partner with Schools on Literacy Development	50	https://improvingliteracy.org/resource/how-families-can-partner-with-schools-on-literacy-development/

Videos (in presentation order):

Topic	Slide #	Time min:sec	URL
Vowels	44	1:07	https://youtu.be/YGMmZx1fQZQ?si=JNAa2KjCDAG3y8Qm
Consonants	44	3:13	https://youtu.be/Le9KrUfwmFk?si=wAvyRcA2JlklYhx
Raising Readers: Building Reading Habits	51	3:19	https://youtu.be/e2WFJb1WWJs?si=Owq4UkPA1bk7qlhD
TOTAL		9:39	

Big Ideas

- Parents and caregivers play important roles 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.

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