

“Partners in Literacy”

A Parent Training PowerPoint Developed by the Arkansas State Improvement Grant in Coordination with the Arkansas Parent Training and Information Network

Script for PowerPoint Slides

Slide 1

Hello, my name is _____. This training is being provided through the Arkansas Disability Coalition (ADC), Parent Training and Information Network (PTI) and the Department of Education, Special Education, State Improvement Grant (SIG).

Slide 2

We’re here today to talk about ways to support your child at home in the area of literacy. I want to begin by discussing Parental Involvement in your school.

Parent involvement increases children’s learning and their achievement.

Research has shown that the involvement of parents in the schooling of their children makes a significant difference, regardless of income and background. Students are more likely to earn higher grades and test scores, enroll in higher level programs, and be promoted from grade to grade without being retained or “held back.”

Encouraging learning at home and reinforcing what is taught at school *is* a critical component of parent involvement.

Slide 3

Now let’s talk about the word “Literacy.”

What is literacy? What does literacy mean to you?

The definition of literacy has changed over time as our knowledge and understanding of it has increased. One such definition of literacy is “the ability to speak, listen, read, and write.”

Slide 4

Which of these things are considered “literacy”? [**Let some parents answer.**]

This is a trick question....**ALL** of these things are considered literacy.

Literacy covers a wide range of areas. It is not just about holding a book and reading it.

Some other elements of literacy are:

- Following along
- Being read to
- Understanding a picture represents an object
- Learning to recognize letters
- Braille
- Sign language
- Writing

Being able to communicate in a variety of ways is part of “literacy.”

Slide 5

Now, let’s talk about some specific things you can do at home with your child to increase literacy skills. The research tells us that the **two most important** things you can do with your child is to Talk and Read with him or her. This will significantly increase your child’s success in school. So, if you don’t get anything else from today’s presentation, just knowing these two things is enough.

Talking or communicating with your child is one of the most important things you can do! The more your child experiences, the more they know about the world.

In addition, reading to your child helps to increase these experiences, especially if you talk about the book as you read. When you do this, even the youngest child learns about new things. And, as they watch you read, they will also learn how a book “works” – that books have titles, that stories have characters and settings, that reading happens from left to right, and that you turn pages in the same direction.

Again, talking and reading with your child are two of the most important things you can do to help your child become a reader!

Slide 6

Children often need to repeat and practice the things that they are learning. One teaching approach that you can use to help your child learn is the “**I DO, WE DO, YOU DO**” strategy.

When using this approach -- First, you will demonstrate or “do” the activity for your child so that they can see what you want them to do. As you do this, tell your child exactly what you are

doing. Know that it often is helpful to your child if you demonstrate the skill or task more than once.

The second step (“We do”) is for you and your child to do the activity together. How does this help your child to learn the task? Answer: This gives your child a chance to practice the skill with you so that you can make sure that it is done correctly this first time. You also have an opportunity to positively reinforce your child when the task is done correctly, or to quickly correct them if they are not quite being successful.

Third is the “You do” step. Here, you will let your child try the activity by himself. If he cannot do it, then start again by showing him or by doing it together.

It is important to make new learning fun for your child. Teaching a new skill does not need to be done in a single time period. Try to make sure that you stop before you or your child gets tired. You can always come back to the task at another time. One of your biggest goals is to make literacy fun!

Slide 7

We are getting ready to talk about the five essential elements of literacy that are widely recognized as critical components of reading instruction. Phonemic awareness, the first essential element of literacy we will discuss, is the ability to hear individual sounds in spoken words.

However, before we talk further about the five essential elements of literacy, and more specifically about the element of phonemic awareness, we should spend a little time discussing the broader category of phonological awareness (of which phonemic awareness is a subcategory).

Phonological Awareness includes phonemic awareness, but also includes (a) identifying and making oral rhymes, (b) identifying and working with syllables in spoken words, and (c) identifying and working with onset and rimes in spoken syllables.

Before your child learns to read, she needs to be aware of how sounds in words work. The picture of an ear on this slide is to emphasize that, right now, we are talking about hearing and sounds. We are not yet at the point of talking about learning letters.

Slide 8

The phonological continuum shows you the general order of skills that your child develops as he learns to hear individual sounds in words or phonemes. These skills are developmentally sequenced or ordered. In other words, your child is likely to be able to rhyme, before he or she is able to recognize individual syllables. In turn, he or she will be able to recognize syllables before recognizing individual phonemes.

[Note for trainer--Information came from Put Reading First, page 3 and the TPRI Intervention Activities Guide p. 29]

Remember, before your child learns to read, she needs to be aware of how sounds in words work. This continuum shows you the general order of skills that your child learns as he learns sounds.

[Let parents respond to or answer any or all of these activities, as appropriate. At each training, decide which activity to discuss, then model the activity, then let the parents do the activity.]

[Read 1.]

1. Rhyming “calls your child’s attention to the sound structure of words.”

[Rhyming activity] – Repeat common nursery rhymes like “Hey Diddle Diddle” and “Star Light” or read Dr. Seuss books or other rhyming books.]

[Rhyming activity] – Make sure your child knows what rhyming words are then take turns saying “The boat is loaded with keys...” and add rhyming words. **(Model)** “The boat is loaded with ...peas.” **[Trainees]** - “The boat is loaded with...” (cheese, fleas, trees, knees....)

[Rhyming activity] –” Say your child’s name, say a word that rhymes with it, then ask your child to say words that rhyme with their name. Think ahead about examples to use because it may be difficult for your child to come up with words that rhyme.

[Model] For Example, I might say “My name is Lou.” “Who, coo, and blue rhyme with Lou,” “What is your child’s name?” **[Ask Trainees to tell their children's names and if possible come up with rhyming words (some will be too hard to rhyme).]**

[Point to 2.]

2. Syllable awareness is “the ability to determine the number of syllables in a word.” Words have one or more syllables. For example, “Lisa” **[clap twice]**- has two syllables. What is your name? **[Clap the syllables. Repeat with 2 or 3 names.]** “My name is ‘Lou.’” – **[clap once.]** Lou has one syllable ONLY.

[Syllable Activity] – Use colored tiles, poker chips or something similar to push up or down (on a desk or white board) while counting the number of syllables in a word. Have your child push the tile up while saying the syllable. By counting the tiles, it is easy to see how many syllables are in the word.

[Syllable Activity] – (from brochure at upper elementary level) – Call out your child’s spelling words and ask your child to tell you the number of syllables in each word.

3. Again, phonemic awareness is a subcategory of phonological awareness with the narrowest focus. Phonemic awareness is the ability to identify and work with individual sounds in words spoken. If your child does not have phonemic awareness in place, then work on one of the broader areas of phonological awareness such as syllable awareness or oral rhyming. We will be talking more about phonemic awareness activities you can do with your child on the next few slides.

Remember, no letters are being used in any of these activities, just sounds!

Slide 9

[Read Elements from the slide.]

We are now ready to discuss the definitions of these Five Essential Elements of Literacy (also referred to as the Five Big Ideas) that I touched on previously and then talk about some activities you can do with your child in each area. Remember, these five essential elements of literacy are widely recognized as critical components of reading instruction.

We will spend a little extra time on Phonemic Awareness since most people are less aware of this literacy area.

Slide 10

The first of the Big Ideas, again—represented in the five essential elements of literacy—is phonemic awareness. Remember – Phonemic awareness is a subcategory of phonological awareness. The focus of phonemic awareness is narrower. It involves identifying and manipulating the individual sounds in words.

You see this ear. Once again, this is to emphasize that we are talking about sounds only right now-- not letters.

[Read slide.]

The most important thing to remember about phonemic awareness is that we are referring to sounds only, not letters or print. For example, when focusing on phonemic awareness, you would ask your child, “What is the first sound that you hear in the word apple?” You would **not** ask, “What sound does the letter ‘a’ make?”

Your child needs to learn and understand sounds before beginning to work with the letters associated with those sounds.

Phonemic awareness is important because it improves your child’s word reading and reading comprehension. It also helps your child learn how to spell. (*from “Put Reading First, The Research Building Blocks for Teaching Children to Read.” K-3*)

Slide 11

Phonemes are the smallest part of sound in a spoken word that makes a difference in the word’s meaning.

For example, changing the first phoneme in the word **hat** from /h/ to /b/ changes the word from **hat** to **bat**. This, then, changes the meaning of the word. (from “Put Reading First, The Research Building Blocks for Teaching Children to Read.” K-3 p. 2)

[Remember to say the sounds of /h/ and /b/, not the letters h or b.]

Once again, we are talking about sounds, not letters...at this point.

See the /h/? **[Point to the /h/ on the slide.]** The lines on each side of a letter mean that we are talking about the SOUND /h/, **not** the letter h.

The sound is /hhh/ (unvoiced) not /huh/ (voiced).

The same goes for other letters such as /s/ and /m/..... Say them with me. /sssss/ /mmm/
Great!... **not** /suh/ and /muh/.

Slide 12

In the next 2 slides, we are going to do some activities to demonstrate how the sounds work. We will be working with phonemes by breaking sounds apart, putting sounds back together, and substituting sounds.

[Read the box.]

Slide 13

As you can see, there are many types of phonemic awareness skills. **[Quickly say the categories.]**

These, too, are developmental in nature. In other words, it is easier for children to recognize individual sounds in a word (phoneme isolation) than to blend sounds into a word (phoneme blending). See the /v/? The lines on each side of the letter mean that we are talking about the **sound** /v/, not the letter v. Remember, the sound is /vvvv/, **not** /vuh/

Let's practice one of the activities that you could do at home with your child to develop phonemic awareness skills. Remember that these activities are developmental in nature. If your child, for instance, is not able to blend sounds into words (activity 3), try recognizing individual sounds in words (activity 1). If your child is unable to recognize individual sounds in words, try one of the broader categories of phonological awareness we discussed in a previous slide, such as clapping out syllables in words or rhyming. If you have questions regarding if and where your child needs assistance in this area, please talk with his teacher about which skills to work on.

1. **[Read the first bullet.]** Here we are talking about individual sounds in words. You as a parent would say, “What is the first sound in van?” **[Attendees answer /v/ not /vuh/.]** Another example is /CAT/ What is the first sound in /cat/. **[Attendees answer /c/.]** What is an example you can come up with?

2. Phoneme categorization involves helping children to understand that words begin or end with the same sound. This is one of the early signs of phoneme awareness.

Phoneme Categorization ACTIVITY – Ask your child to compare pairs of words and their beginning sounds. If both words begin with the same sound, then have him signal by (model) holding his thumb up. If one of the words does not match, then have him signal (model) by holding his thumb down.

[Participation - Have parents hold thumbs up or down for these words...Say two words at a time and then pause while the audience responds.]

Dip down [thumbs up]
sing some [thumb up]
yes no [thumb down]
walk wall [thumb up]

3. Phoneme Blending is the ability to blend sounds into words.

Phoneme blending ACTIVITY – Have your child listen carefully as you say words in parts. Such as /s/ /u/ /n/. Then ask her, “What word did I make?” Your child should learn to recognize “sun”. **[Give other examples and let parents respond.]**

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On most of these PowerPoint slides so far, the activities at the top have been arranged to be less difficult for your child than the activities at the bottom. Similarly, the phonemic awareness activities on the last slide should be easier for your child than the activities on this slide.

Now, let’s talk about some additional activities related to phonemic awareness.

4. Phoneme segmentation is the ability to break words into their sounds. **[Note: it is the opposite of blending.]**

Phoneme segmentation ACTIVITY: Ask your child to tell you each sound they hear.

Say, “Tell me the first sound you hear in FISH.”
Your child should respond, “/fff/”.

Next ask, “What is the second sound you hear in FISH?”
Your child should say “/ī/”.

Now say, “What is the last sound you hear in the word FISH?”
Your child’s response should be /sh/.

Now count the number of sounds (phonemes) in FISH using one finger to represent each sound. **[Model /F/ 1 /ī/ 2 /sh/ 3 (showing 1, 2, then 3 fingers).]**

Ask your child to do this along with you. **[Point out that sh is 2 letters, but 1 sound.]**

5. Phoneme addition. **[Read on the PowerPoint slide.]** It is the opposite of phoneme (sound) deletion.

6. Phoneme substitution. **[Read on the PowerPoint slide.]** This will be one of the hardest skills for your child to acquire. Remember, one step builds on the next step.

Slide 15

The next essential element of literacy that we want to talk about is phonics.

Phonics is important because it leads to an understanding of the alphabetic principle – the systematic and predictable relationship between written letters and spoken words. (*from “Put Reading First, The Research Building Blocks for Teaching Children to Read.” K-3*)

[Read the slide.]

We are now working with combining sounds with letters. If your child is having trouble with letters, you can continue to work on her, but may need to also go back to the previous phonemic awareness section and work more on sounds.

Now let’s talk about an activity related to phonics.

Slide 16

These activities are taken from the brochures, *Ideas to Build Your Child’s Reading Skills*. On this and the following slides, the first activity is from the infancy through Kindergarten level, the second activity is from the lower elementary level, and the third activity is from the upper elementary level brochure. Thus, each activity slide starts with activities appropriate for younger children and progresses up to the older age or more advanced activities.

The first activity, *Practice saying the names and sounds of letters with your child*, can be done in a variety of ways. Alphabet flash cards come in very handy here.

You can show your child a letter, say the sound and a word that begins with that sound, and then have your child repeat the sound as you point to the letter.

Let’s do this. **[Show the letter “J” and say, “The letter J stands for the /j/ in the word ‘jam’.”]**

Have your child say the sound with you. /j/ “Say /j/ with me”. I will point to the letter “j” each time I say the sound /j/. Now, I will point to the letter “j” and you say the sound without me saying it.” **[Point and audience says /j/.]**

As your child becomes comfortable with the letters and sounds, you can practice naming the letters and sounds more quickly to build fluency.

By the way, if you have a child who has visual difficulties, you can use felt or rubber letters so that your child can touch and feel them... or use Braille cards, or whatever works best for your child. Modifications can be *anything* that works for your child. It is an individual thing.

If you have a child that has hearing or auditory difficulties and/or uses sign language, then relate the letters to the sign for that letter. Another option is to let a child touch your neck (feel for vibrations) or mouth while you say the letter and its sound.

Our next activity is at the lower elementary level. **[Read activity.]**

Other examples of matching pictures with letter sounds are: “proud, loud, and cloud” for middle sounds, and “Climbing, jumping, running” for ending sounds. You might look through magazines, together with your child, to find pictures of matching letter sounds.

The third activity is at the upper elementary level. Back to syllables... Remember the clapping we did earlier?

Let’s use the word syllable. Sy lla ble = syllable **[Clap 3 times as you say sy lla ble. Say and clap the word sy lla ble faster a second time.]**

These are some more examples: pho n ics [**clap twice**]= phonics, grass hop per [**clap three times**]= grasshopper, snake [**clap once**]= snake

Slide 17

Fluency is the next essential element of literacy that we will talk about.

[Read slide.]

Fluency is important because it frees your child to understand what he or she reads. *(from “Put Reading First, The Research Building Blocks for Teaching Children to Read.” K-3)*

In other words, if your child is having difficulty decoding or reading word by word, he or she will most likely not read with enough speed to remember much of the content. Think about it this way: If you were trying to read something like an astrophysics textbook, and you were struggling to decode all of the technical words in it, you would probably have trouble understanding and remembering much about what you were reading.

So . . . Good fluency makes it easier for children to understand what is being read. More fluent readers make connections between what they are reading and their own background knowledge more easily. Thus, they better understand what they are reading. Less fluent readers focus their attention more on decoding (that is, “sounding out”) individual words which makes it harder to fully understand what a sentence or passage is trying to say or communicate.

[Point to picture on slide.] You will note in the picture that the student is reading Braille. Fluency is essential to comprehension, no matter what medium of print your child is using.

By the end of 1st grade, your child should be reading 40 words correctly per minute in grade-level passages. If they read fewer words per minute than this, we need to figure out why they are having difficulty and give them more practice or attention in these areas.

By the end of 2nd grade, your child should be reading 90 words correctly per minute in grade-level passages. If they read fewer words per minute, again, we need to determine why this is occurring and provide extra practice or attention to the problematic area.

By the end of 3rd grade your child should be reading 110 words correctly per minute in grade-level passages. If they read fewer words per minute than this, we need to determine why this is occurring and provide extra practice or attention to the problematic area.

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Here are a few tips you can use at home to build your child's fluency.

[Read the first activity on slide while pointing and sliding your finger in a continuous motion to each word.]

This is simple and allows your child to see and hear the word at the same time. This first activity is from the Kindergarten Reading Skill brochure, but it can be done with any aged child. In fact, consider using any and all of these activities with your child if you think they are needed or would be fun. Always, always, try to make reading fun for your child.

[Read Activity two.]

Reading with expression is a way to help your child understand what is being read, and checking to see if your child knows what he is reading. If your child is reading quickly without expression, it may indicate that he is just reading single words in isolation (this is called "word calling"), and not fully understanding what is being read.

Let me show you what I mean. **[Demonstrate by reading the following sentence with and without expression]:**

"When James heard the grade he had made on his test, he was ____."

Expression can also inject emotion—like happiness or sadness—into a sentence or passage. Listen to me read this sentence again. Based on my expression, tell me whether this should end with the word 'happy' or 'sad'.

[Demonstration - Read the sentence again and make it sound sad. Parents should respond with 'sad'.]

Now, will someone volunteer to read this sentence again and make it sound happy? **[Parent reads sentence with happy expression.]**

Remember, the younger the child, the shorter this should be, but don't make any of this very long. This same rule applies to the next activity.

This activity and the next activity are listed on both the lower elementary and the upper elementary brochures. Please look at your brochure for additional activities that you can do in the area of Fluency.

[Read the third activity.]

This helps with understanding the story and with learning to recognize all of the words in the reading selection.

Additional FLUENCY ACTIVITY-Let your child listen to audio tapes and read aloud from the book at the same time that he or she is listening. (Parents—please know that books and their “Books on Tape” can be checked out of your local library. Or, you can read and record a story book of your own.)

Note: If your child needs to use a card (usually 1st grade or before) to help get from the end of one line to the beginning of the next line, put the card above the line being read.

Slide 19

The next element of literacy is Vocabulary.

Vocabulary, simply, is. . . **[Read slide.]**

Knowing the meaning of words is important to understanding what is being read.

Vocabulary is extremely important because beginning readers use their oral vocabulary to make sense of the words that they see in print. Clearly, readers need to know what most of the words in a sentence or passage mean before they can understand what they are reading. (*from “Put Reading First, The Research Building Blocks for Teaching Children to Read.” K-3*)

Slide 20

Some quick activities you can do at home with your child to develop vocabulary are. . .

[Read the first activity.]

Here, we want to reinforce again how important it is to talk to your child at home. We mentioned this earlier today when we talked about some of the most important things, as a parent, that you can do to support your child's literacy.

[Read 2nd activity.]

Once again, even though this is listed as a Birth through Kindergarten activity, it is important to do this with your child no matter what age! A child must be exposed to words in order to learn what they mean. In addition, when your child experiences a lot of different things, and you talk to him or her about these things, vocabulary and his/her word knowledge really expands.

[Read 3rd Activity.]

This uses words and also helps give clues for understanding what the story might be about. This also helps increase comprehension or understanding.

[Read 4th Activity.]

These could be spelling words, math words, science words, or any words. You could look some words up in a dictionary or make up sentences using these words.

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The final and most important essential element of literacy is comprehension.

Comprehension is important because comprehension is the reason for reading. [*from "Put Reading First, The Research Building Blocks for Teaching Children to Read." K-3*]

When we read a novel for pleasure or a newspaper for information, our ultimate goal is to understand or comprehend what we are reading. We are not "reading" just to show that we can either decode the words or read the words quickly or fluently.

At the same time, decoding helps children to read fluently, which helps them to comprehend. We can't have one without the other.

[Read slide definitions.]

Slide 22

[Read Slide.]

These help with comprehension.

Slide 23

Comprehension activities help children to better understand and remember what they are reading, as well as to share or communicate what they've read to others.

Communication is an important part of a child's eventual comprehension skills. Here are a few simple activities that you can do with your child to increase comprehension skills.

[Read 1st Activity.]

[Participation - "What other questions could you ask?"]

[Read 2nd Activity.]

Basically, talk to your child and tell him what you are doing, why you are doing it, what you are planning to do next...that type of thing. For example, while cooking you might say, "I am breaking the egg against the edge of the bowl..."

[Read 3rd Activity.]

This helps your child look for clues to discover what is going to be read. This is an important step in beginning comprehension.

[Demonstrate –Show a book and let a parent tell you something about what the book might be about. Participation: If you have enough books, break into groups of two parents each. Then, let one of the two parents read the title of a book and describe what the book might be about.]

[Stay in groups of two for the next activity.]

[Read 4th Activity.]

If you tell your child that he will be telling the story back to you, then he will have a reason to listen more closely to the story. Keep the sections that you read to your child short.

[Demonstrate - Read a section of a story and have a parent retell it. Participation - If you have enough books, break into groups of two parents each. Then, let the two parents read a page of a book together, and have one retell the story to the other parent...Reverse roles for the next page, and then alternate throughout.]

[Tell parents to go back to regular seats.]

[Read 5th Activity.]

This really gives a child a reason to read for understanding. Be willing to help as much as is needed—both in reading and in following the recipe.

Slide 24

Before we leave the Five Essential Elements of Literacy, we need to take just a minute to discuss the DIBELS assessment which is administered in grades K-2 in most Arkansas schools, and can be used as high as 6th grade. The DIBELS assessment is given at least three times per year to

provide teachers with information regarding whether or not children's literacy skills are developing at an age-appropriate rate and level.

The DIBELS is also used for planning interventions when a child is not on target in certain areas. The activities we have been discussing (for example, in the phonics area-- practicing saying the names and sounds of letters) could be called "interventions" for particular areas of literacy a child might be having difficulty with. If you have a child in grades K-6, you can ask your child's teacher if the DIBELS assessment has been administered and if so, how your child is progressing in each area and what you can do to help. Use the activities we have been discussing today to help your child improve his literacy skills in any identified areas of concern.

You can find a DIBELS Parent brochure giving basic assessment information at the website <http://www.fcrr.org/assessment/PDFfiles/ParentBrochure.pdf> This website information is listed under the resource section of this presentation.

Slide 25

An Assistive technology device includes any item that is used to maintain or improve the functioning of individuals with disabilities. We have mentioned many activities that you can do with your child at home to increase literacy skills. Here are a few items you could use at home to provide easier access to literacy materials, if needed. These items could be used with all children, but are particularly useful if your child is unable to access material in traditional formats such as print.

Remember, assistive technology can be as "low tech" as a fat pencil or as "high tech" as a computer. Many items are not expensive, as you can see here. I want you to see some examples of some assistive technology devices, and how they are relevant and can be used to support children's literacy.

Be creative in coming up with your own assistive supports. Try using the low tech and inexpensive items first – that may be all that is needed to be **effective**. Being effective is what counts.

If a child is having trouble writing, then a fat pencil might be the answer. Or, maybe using a computer keyboard to type instead of writing.

If your child cannot physically hold a book, then maybe something like a cookbook stand will work.

If your child is having trouble seeing, then a magnifying glass or increased lighting might work.

A tape recorder with earphones might help someone who is having difficulty hearing, or perhaps help a child with memory or attention difficulties. Earphones are also excellent for use with general reading activities

Does anyone have any ideas on using a tape recorder with your reading or writing activities?

A computer can be adapted in many, many ways. Some examples are the two different types of “mice” shown here. A joystick can be substituted for a regular mouse, or there are very big mice or very small mice. Children can just talk to the computer- no mouse needed at all.

Besides the normal QWERTY keyboards that you probably have on your keyboard (QWERTY are the letters across the top left on your keyboard), there are one-handed keyboards, oversized keyboards, color coded keyboards, alphabetical keyboards.... There are even extra small keyboards that someone can use when pushing keys on a keyboard, made specifically for use with a mouth stick.

Letters and icons can be enlarged on almost all computer screens now. Universal design makes it easier for everyone, not just for those with a disability.

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Remember, there are resources in your school and community to help you.

[Read slide and mention the materials they might find, like computer access.]

Also, I can't emphasize enough how important it is to ask your child's teacher for help when trying to choose appropriate materials or activities to use at home to help your child increase his or her literacy skills.

Slide 27

The Brochures that we discussed earlier are online and can be downloaded at the Arkansas Department of Education--Special Education Unit website.

You are also welcome to make copies from the brochures you are receiving today.

[Also in Handout Packet to Parent Mentors.]

Slide 28

[Show booklet and discuss internal information in the book.]

*Put Reading First
Helping Your Child Learn to Read - A Parent Guide*

This brochure is designed for parents and gives ideas on what to expect from a school's reading program based on evidence from the research (preschool through grade 3). The brochure also suggests ways that parents can reinforce reading instruction at home with everyday activities and interactions.

To Download this document -- PDF, HTML (accessible format)

*To Order this document
Contact edpuborders@edpubs.org*

Spanish, too. “La Lectura es lo Primero”

Slide 29

[Show booklet.]

“A Child Becomes a Reader-Kindergarten through Grade 3”

This is a booklet for parents that was produced by the Partnership for Reading, National Institute for Literacy. It has reading and writing activities that you can do with your child at home.

It also describes what you might expect to see in an effective classroom at each grade. And, it describes skills that your child might be expected to have in the Five Essential areas of literacy - phonemic awareness, phonics, fluency, vocabulary, and comprehension.

[Could discuss classroom expectations.]

[Go over some skills expected at specific ages as you direct parents to look atp. 24 for K p. 37 for 1st grade and page 55 for 2nd & 3rd grade.]

The Birth Through Preschool version contains things that you can do with your child to help them become better readers. **[Direct Parents to look at pages 12 & 13.]**

For ages 3-4, it also talks about what to look for in a quality day care center and in a preschool—as it relates to helping your child become a successful reader.

There also are definitions of helpful terms and a listing of website resources.

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“Helping Your Child Become a Reader” is a booklet developed by the federal government. It is for infants through children ages 6 and older and has activities for making learning experiences out of everyday routines. These activities strengthen language and writing skills.

The booklet also describes (see Pages 35-41) skills that your child might be expected to learn and/or demonstrate at ages 3 through 6. Let’s look together at Page 39.

While the federal government is no longer printing this in booklet form, you can still download it at this website in both English and Spanish

[“Cómo ayudar a su hijo”] [4/06]

[Show booklet and discuss internal information in the book.]

[Go over some skills expected at specific ages. . . Begin on Page 39.]

Slide 31

A few more resources you can use via the Internet to access literacy information include...

Literacy Center.net -- developed by The Early Childhood Education Network has educational games using the alphabet, shapes, numbers, and phonemes in English, Spanish, German, and French.

There is a “For Families” section button in English and Spanish on the www.readingrockets.org website. It has some great ideas to work with your child. Under the “Articles A to Z” section (<http://readingrockets.org/articles/82>) there is “103 Things to Do Before/During/After Reading”. Please browse through the entire section to find other informative articles.

[Read bullet 3.] This is a great resource for teachers and parents.

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[Read Bullet 1 Title.] - This Arkansas website gives you access to the Arkansas Statewide Family Literacy Initiative (hosted by the Special Programs section of the Arkansas Department of Education) and Arkansas Even Start Family Literacy (Susan Johnson). They have more in-depth training (four videos) available for parents in the area of literacy. **[Show brochure.]**

[Read Bullet 2 Title.] -Dynamic Indicators of Basic Early Literacy Skills – This is produced in FL but it is an excellent parent guide for understanding what the DIBELS assessment is about. It explains Letter Naming, Initial Sounds, Phoneme Segmentation, Nonsense Words, and Oral Reading. It is given to children in grades K through 3 and can be given up to grade 6.

[Read Bullet 3 Title.] -The Special Education website gives information on the IDEA changes. It also has a link to download the 3 “Activities for Children...” brochures produced by the State Improvement Grant (SIG).

[Read Bullet 4 Title.] - This is a very active email sight for parents of children with disabilities to help other parents.

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The AR Literacy Intervention Matrix was developed through the Arkansas State Improvement Grant. It is a new resource designed for teachers, but parents might also use some of the activities from the Literacy Matrix with their children at home.

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Bullet 1

Look at bullet 1. The “Family Center Guide to Assistive Technology” is a booklet listed on the first page of this website **[Point to website in bullet 1.]** The booklet is also called “**Family Information Guide to Assistive Technology**” You can order one free copy of the booklet. After that, it is \$10 a copy.

Bullet 2 is the website for the State Improvement Grant.

Bullet 3 is the Arkansas Disability Coalition's website that will guide you to the appropriate Arkansas Parent Training and Information Network (PTI) center in your area.

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(There are no notes for slide 35.)