

Promoting Literacy Success

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Michigan's Multi-tiered System of Supports (MiMTSS)

Technical Assistance Center





Promoting Literacy Success

Michigan Alliance for Families

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mimtsstac.org



Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

Did you know that family engagement in a child's literacy learning positively and significantly impacts school performance?

The **purpose** of this presentation is to provide families with knowledge and skills in promoting literacy skills.

Intended Outcomes

- Discuss the benefits of partnering with their child's school to support literacy learning
- Identify key principles in supporting literacy learning
- Learn about the research and strategies to support literacy learning
- Identify resources to support families in their child's literacy success

Agenda

1.0 Introductions

2.0 Why is literacy important?

3.0 Essential components of early literacy

4.0 How families can support literacy

5.0 Partnering with schools

4.0 Resources

1.0 Introductions

Activity 1: Introductions

- In the chat, add:
 - Your name
 - Where you are from
 - Ages of your children or children you work with



2.0 Why is Literacy Important?

What we Know about Early Literacy

- “Early literacy (reading and writing) does not mean early reading instruction or teaching babies to read; it is the natural development of skills through the enjoyment of books, the importance of positive interactions between children and parents, and the critical role of literacy-rich experiences.” –American Library Association
- Literacy-rich experiences include the intentional teaching of skills within language- and print-rich environments

Early Literacy Experiences Matter!

- A study of 3- to 5-year-old children who had been read to at least three times a week found that the children were:
 - Two times more likely to recognize letters in the alphabet
 - Two times more likely to have sight word recognition
 - Two times more likely to understand words in context

(American Library Association, 2009)



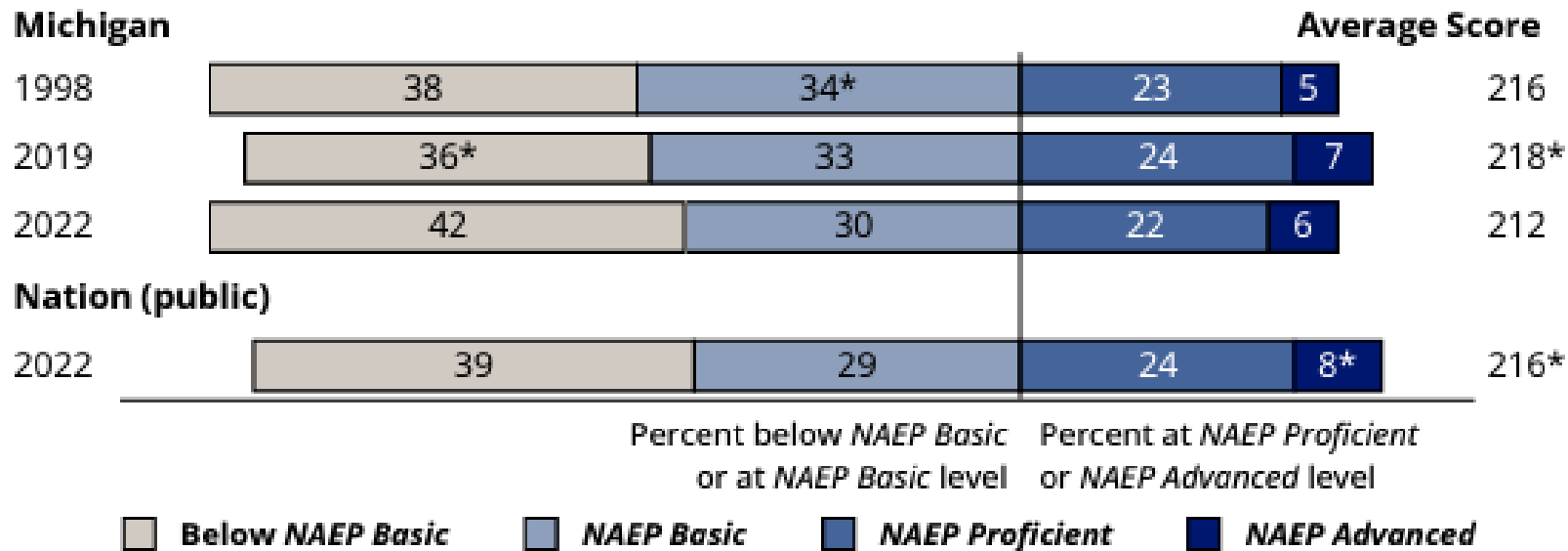
Why is Literacy Important?

"Sharing thoughts, ideas, and emotions is key to the human experience. Developing literacy skills facilitates effective communication. Over a lifetime, children hone their skills to read, write, speak, listen, think, and respond critically—skills that unlock the world's secrets and provide unlimited possibilities. Literacy matters because of the endless doors it opens!" –Jackie Bourassa

(Education Development Center, 2023)

Michigan Facts

NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



* Significantly different ($p < .05$) from the state's results in 2022. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

52% of Michigan's third-grade students had a "reading deficiency" between first and third grade

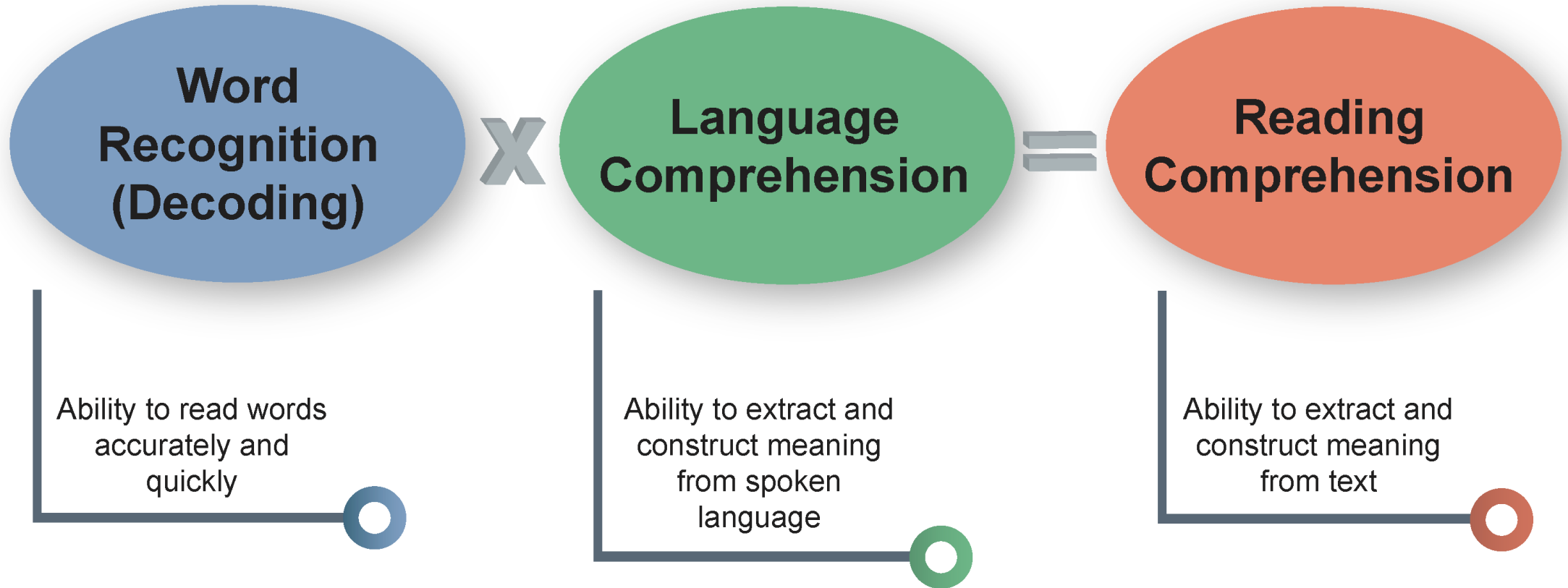
(Chambers, 2022; National Center for Education Statistics, 2022)

3.0 Essential Literacy Components

Components of Early Literacy

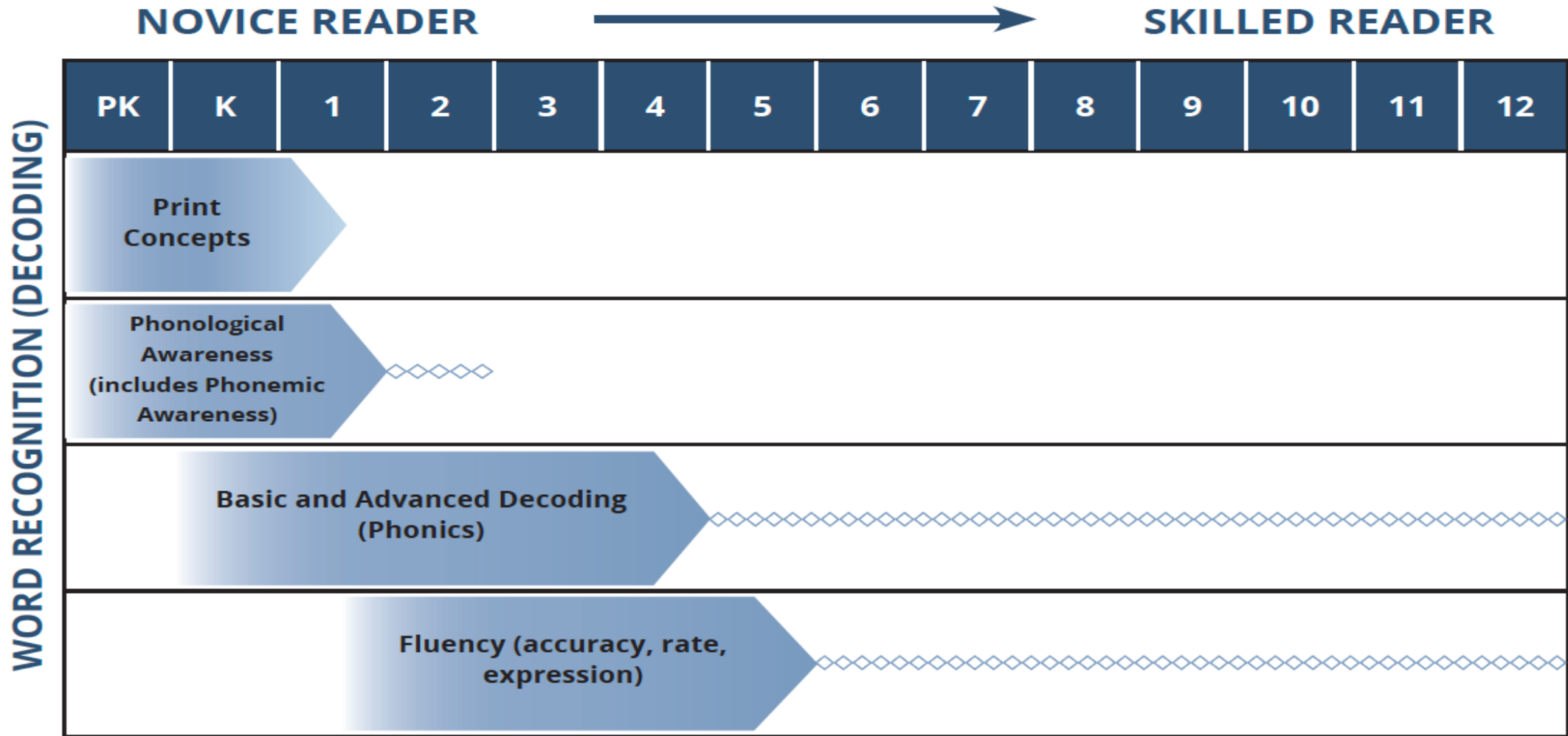
- Oral language (includes vocabulary)
- Phonological awareness (includes phonemic awareness)
- Phonics
- Fluency
- Comprehension

Simple View of Reading



(Gough & Tunmer, 1986; Hoover & Gough, 1990; Tunmer & Hoover, 2019)

Word Recognition Learning Progressions



From "Intensifying Literacy Instruction" (St. Martin, Vaughn, Troia, Fien, & Coyne, 2020)

Print Concepts

- Children with strong awareness of print can:
 - Recognize letters and words in their environment
 - Understand that those letters and words carry meaning and can be used in different ways

How can Families Encourage Print Concepts?

- Teach children to write their name. Use a capital letter and lower case for the rest of the letters. Write it for them and let them trace it, copy it, make it from play dough, or draw it in sand.
- Point out words and letters when reading together. ‘There’s the letter *M*, it says mmm for Mommy. Can you see the *S* that says sss for Sam?’
- Encourage children to find the letters in their name or the names of family members and in other places like books, signs, packaging, and shop windows.

Phonological Awareness

- Children with strong phonological awareness can hear:
 - Words and word spaces in language
 - Syllables- Unit of pronunciation with one vowel sound; for example, cat has one syllable, water has two syllables
 - Rhyme- Two or more sounds with the same ending sound like *ring, sing, thing*
 - Alliteration- Two or more sounds with the same beginning sound such as *Peter Piper picked a peck of pickled peppers*
 - Phonemes- Individual sounds in a word, such as dog has three phonemes, *d-o-g*

How can Families Encourage Phonological Awareness?

- Read aloud books or poems with rhyming words at the end of lines or sentences. Invite children to join in and predict the next rhyming word
- Listen for and clap with the syllables or familiar and new words, for example, *jump-ing, wa-ter, ha-ppi-ness, fab-u-lous*
- Sing songs, say nursery rhymes, chants, riddles, silly poems, tongue twisters, and jokes

Phonics

- The relationship between the letters (or letter combinations) in written language and the individual sounds in spoken language
- Phonics instruction teaches students how to use these relationships to read and spell words
- Phonics instruction enhances children's success in learning to read

How can Families Help with Phonics Learning at Home?

- Help children sound out words
 - Model how to say all the sounds in the word, stretching and connecting sounds together as much as possible
 - Have your child sound out the word with you
 - Repeat the word
 - Ask if the word makes sense

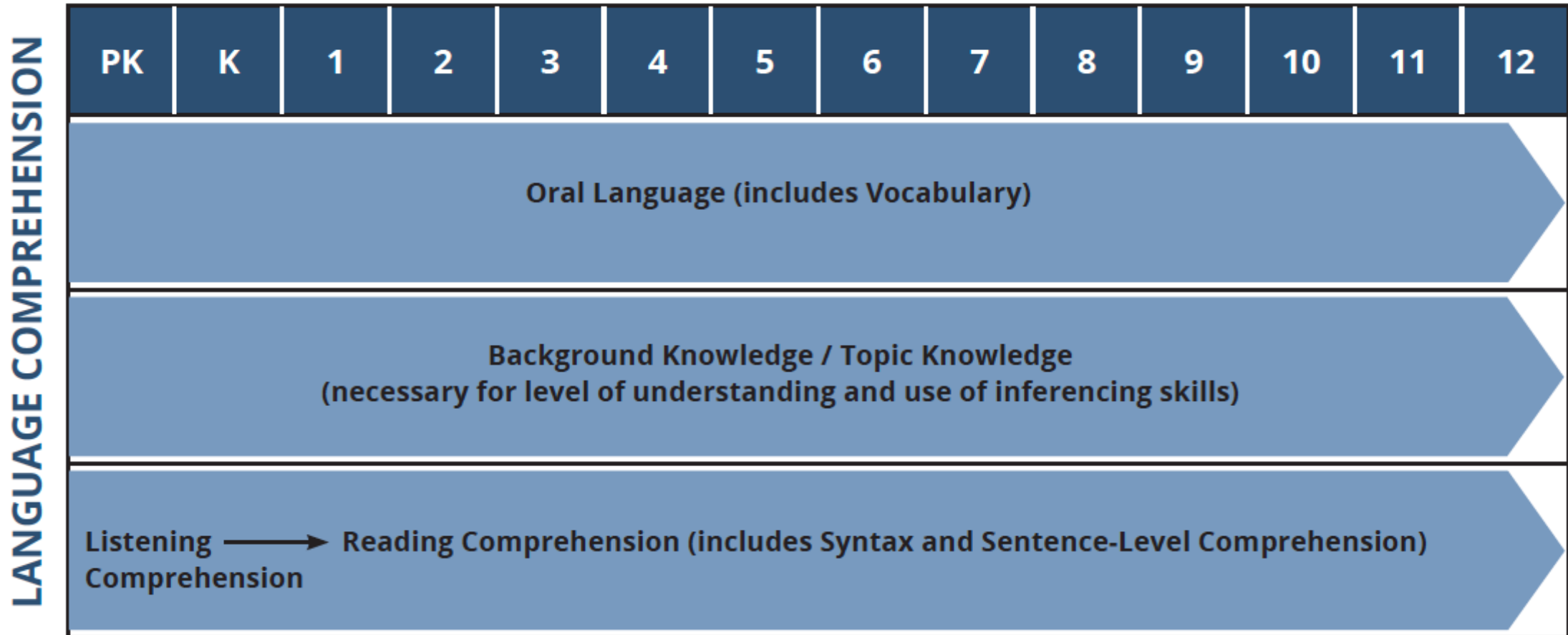
Fluency

- The ability to read as well as speak and to make sense of the text without having to stop and decode each word
- Has a positive impact on word recognition, reading fluency, and comprehension
- Makes oral reading lively and allows the author's message to be communicated clearly
- Gives readers confidence in their own ability as readers and helps them enjoy reading

How can Families Encourage Fluency?

- Read and reread favorite books
- Read aloud with emotion
- Invent sounds when reading
- Use different voices to indicate the characters and narrator
- Change your volume, tone and pace as you read different parts of a book
- Listen to audio books together
- Have fun and your child will too!

Language Comprehension Learning Progressions



From “Intensifying Literacy Instruction” (St. Martin, Vaughn, Troia, Fien, & Coyne, 2020)

Oral Language

- Oral language is the foundation for all literacy skills. If young children experience rich oral language by talking and listening to adults and other children, they will:
 - Have a larger vocabulary
 - Join in word play and rhyming
 - Learn how language can change in different situations
 - Understand that words have meaning and we use language to communicate information, ideas, feelings, and thoughts

How can Families Encourage Oral Language?

- Talk to your child and listen responsively
- Ask open-ended questions
- Read aloud to your child at least once a day
- Talk with your child about the books you read together

Vocabulary

- The larger a reader's vocabulary is, the easier it is to make sense of the text.
- “Vocabulary knowledge is knowledge: the knowledge of a word not only implies a definition, but also implies how that word fits into the world” (Steven Stahl, 2005).
- Supports reading development and increases comprehension.

(Stahl, 2005; National Reading Panel, 2000; Literacy Hub, 2023)

How can Families Support Vocabulary Development

- Reading aloud daily
- Become ‘word aware’ as you read aloud. While reading together, comment on words you know are new to your child. What do they sound like? What could they mean? What do they remind you of?
- Get your child to be a ‘word detective’ when out and about. Notice new and interesting words throughout your environment
- Use a wide vocabulary when speaking to your child
- Use new and unfamiliar words in conversation with your child

Comprehension

- The process readers use to understand what they have read
- Begins before children can read
- Includes predicting before reading and as they read
- Making connections between what is being read and personal experience
- Asking questions about what is being read
- Creating a mental picture of key parts of the story or information

How can Families Encourage Comprehension?

- Read together for lots of purposes
- Discuss and reflect on what you read together
- Share your response to a book read together with your child such as, “I like the part when...” or, “what did you like?”
- Talk about other books or experiences that you are reminded of when reading aloud, “this part of the story reminds me of...”
- Retell stories to each other after reading. Make stories part of play with dolls, art, sand play or play dough

4.0 How Can Families Support Literacy?

Families Play a Key Role in Literacy Success!

Children begin developing literacy skills from the moment they are born through relationships with caregivers. By talking, singing, and playing with your child, you provide the foundation your child needs to develop language and literacy skills.

For Young Children

- Nursery rhymes=increased language and early literacy development
- Label objects in your home. This can show the importance of language, reading, writing
- Talk about everyday experiences
- Show your child pictures and talk about them, “I see,” “I think,” “I wonder”
- Tell stories

(Reade, 2017)

For Older Children

- Play word games, talk about word meanings, and point out interesting or new words when reading together
- Ask questions before, during, and after reading aloud
- Before reading, look at the book cover and talk about what might happen in the story
- During reading ask your child what questions they have
- After reading, ask your child to summarize and relate the story to what they already know or who have experienced

(Reade, 2017)

5.0 Resources

Resources for Families

Reading Material



WHY PROVIDE AN ABUNDANCE OF READING MATERIAL?

With lots of reading materials available, children are encouraged to read. When children see adults reading, they learn the importance of reading.

Families of
Pre-K Children

How To Provide Opportunities To Read



Make Connections for Your Child.
Fascinated by trains? Princesses? There's a book about that!

- Find books or other reading materials related to your child's interests, hobbies, and activities.
- Share books or other reading materials that relate to your child's cultural background and experiences.



Surround Your Child With Books.
Have a variety of reading materials around the house every day.

- Provide lots of reading material in your home that your child can access. This encourages learning in your home.
- Read books and other digital and print resources to your children. This will help them gain skills needed throughout their lives.
- Start building a home library by visiting garage sales, thrift stores, and library giveaways.



Make a Reading Nook.
Having an abundance of books in the home shows reading is important.

- Read different kinds of materials together and talk about their purpose.
- Find a quiet, cozy spot to read together with your child.
- Make reading time a fun part of your routine and encourage your child to try new kinds of books and materials.



Model Reading.
When adults value reading, children learn to value reading too.

- Have your child see you reading for pleasure and purpose. For example:
 - Show your child how you read a recipe when cooking a new dish.
 - Let your child see you reading a magazine or a novel, or even the back of a cereal box.
 - Talk with your child about what you read and what you are learning as you read.

Public Libraries in Michigan: <https://publiclibraries.com/state/michigan>
 Dolly Parton's Library: <https://imaginationlibrary.com/usa/find-my-program>
 Creating a Home Library: <https://www.readingrockets.org/pdfs/elextras/26730-en.pdf>

CCNETWORK
Essential Instructional Practices in Early Literacy: Prekindergarten
<https://literacyessentials.org>

Read Alouds



WHY READ ALOUDS?

The most important thing you can do to prepare your child to be a successful reader is to read aloud to your child every day.

Families of
Pre-K Children

How To Provide Opportunities To Read



Draw Attention.
Draw your child's attention to the printed material.

- Point to objects in the pictures and run your finger under the words while you read them aloud.
- Point out characteristics of letters and their sounds.
- Point out words and talk about their meaning.
- Point out the parts of the book, such as the title, cover, author, and illustrator.



Ask Questions.
Help your child retell the text.

- Before, during, and/or after reading, ask your child about the:
 - Topic
 - Characters
 - Ideas
 - Emotions
 - Setting or location



Use Directionality.
Demonstrate reading left to right and top to bottom.

- Move your finger under the words, left to right, to help your child understand how to move his or her eyes across the page to read.
- Guide your child to run his or her fingers under the words as well.

Great Books To Read Aloud: <https://www.readingrockets.org/books>
 Practice Guides for Families: <http://www.earlyliteracylearning.org/ppparents.php>
 Videos: <https://www.readingrockets.org/webcasts/1002>

CCNETWORK
Essential Instructional Practices in Early Literacy: Prekindergarten
<https://literacyessentials.org>

(Michigan Department of Education, 2022)

More Resources for Families

Michigan Resources

- [Family Engagement for Literacy, Michigan Department of Education](#)
- [Is Your Child a Struggling Reader? Michigan Alliance for Families](#)
- [Facts for Families: What is the Read by Grade 3 Law? Michigan Department of Education](#)

National Resources

- [Tips for Supporting Reading Skills at Home, Institute for Education Sciences](#)
- [Why Some Kids Struggle and How to Help, Reading Rockets](#)

Today's Big Ideas

- Early literacy experiences at home are important for literacy success. Talk, read, and/or play with your child every day!
- The big concepts in literacy development include oral language, phonological awareness, phonics, fluency, and comprehension
- There are many resources available to support you and your child through their literacy journey. The more we learn, the more tools we have to support literacy learning!



Activity 2: Taking Action!

- In the chat, add one activity that you will be doing in the next week to support your child's literacy success
- Do not hit enter until you are told to
- After you hit enter, scroll up and review everyone's ideas

References

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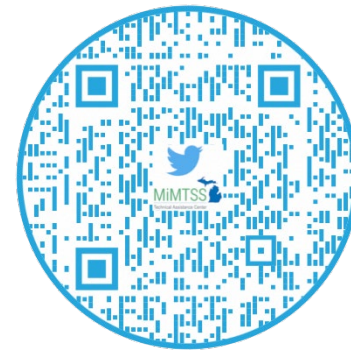
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- tinyurl.com/MiMTSSListserv
- TA Offerings, updates



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Michigan Alliance for Families

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