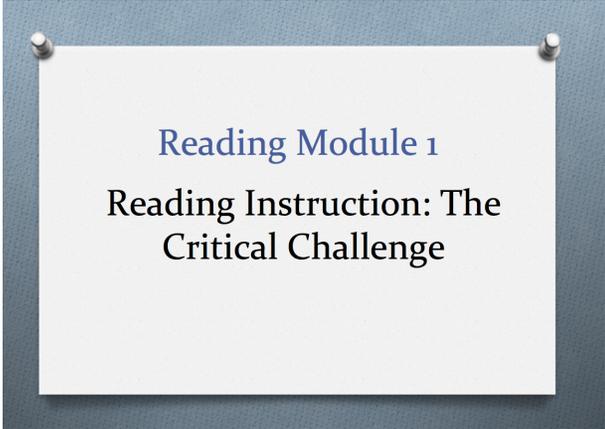
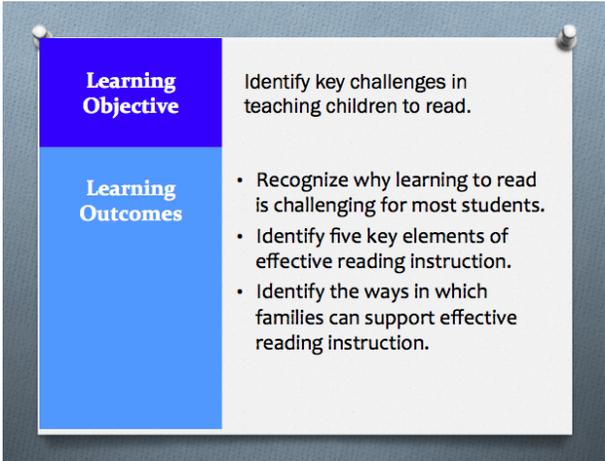


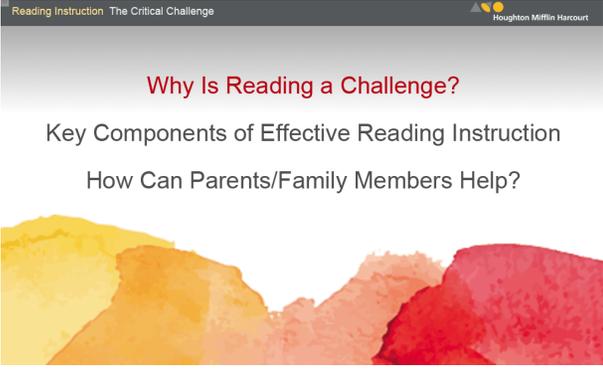
Module 1: Reading Instruction: The Critical Challenge

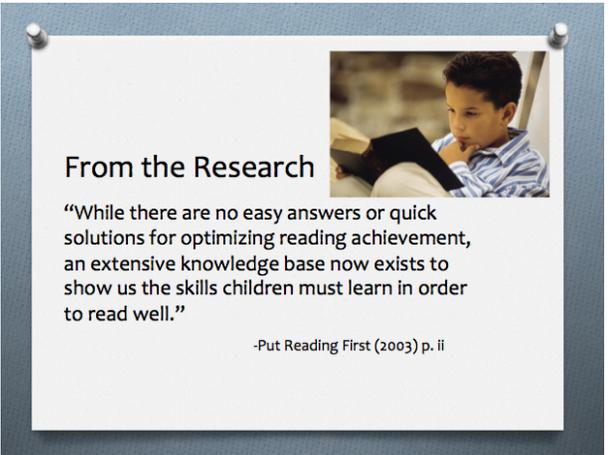
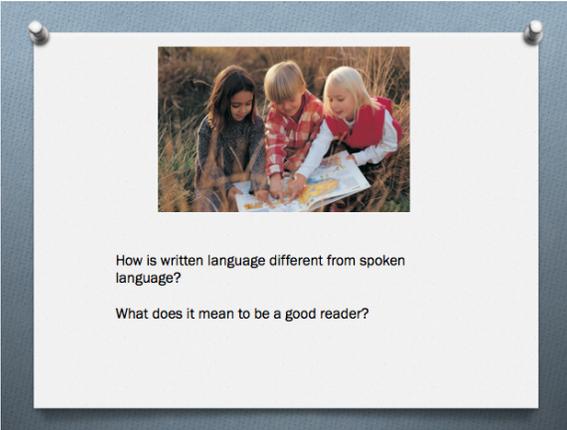
Lead	Ingrid H	Learning Objective Identify key challenges in teaching children to read. Learning Outcomes/Topics <ul style="list-style-type: none">● Recognize why learning to read is challenging for most students.● Identify five key elements of effective reading instruction.● Identify the ways in which families can support effective reading instruction.
Reviewers	Jeanne A Cathy H	
Revision History		

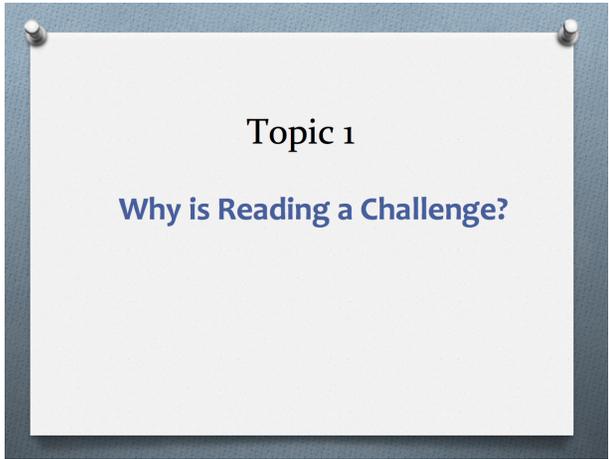
Additional Notes	10-15 min video tutorial Aimed at addressing the some of the challenges of teaching children to read. Previous experience: No previous experience required
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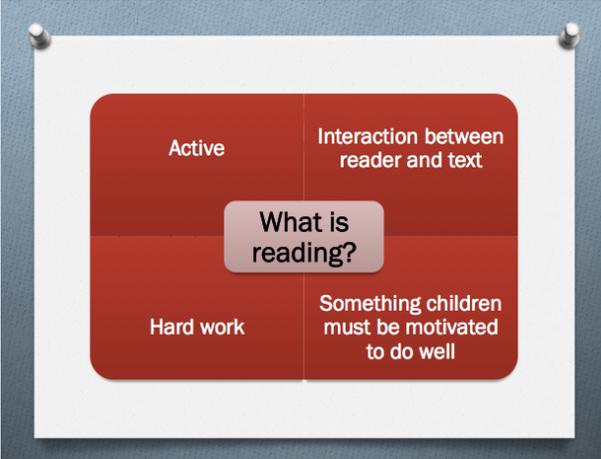
	Visual Reference <i>DRAFT form, some need design work</i>	Summary	Navigation, Animation, & Interaction notes	Audio script [notes in brackets]
1		Title screen	None	<p>In this module, you will learn about the main challenges presented in early literacy instruction.</p> <p>We hope that this course will give some insight into common difficulties faced by educators and students, and that this knowledge can help to inform your decisions as you develop content for reading instruction.</p> <p>Remember that you can use the pause forward button at the bottom of the screen at any time to pause the content or skip a topic or an interaction. You can also use the TOC button below the screen or the icon on the top left section of the screen to see your current location and to skip or repeat topics.</p>
2		Outcomes	Objectives and outcomes appear on screen.	<p>To begin, let's look at the module objective and learning outcomes.</p> <p>Take a moment to read each one. When you are done, select the forward arrow to continue.</p>

<p>3 [possible new slide]</p>	<p>visual to show a timeline of trends in reading instruction: Late 1970s-1995 Whole Language Late 1996- ?? Balanced Literacy/Guided Reading Late 1990s-2010 Scientifically Research-Based Reading (SBRR)/No Child Left Behind (NCLB) 2010- ?? Common Core State Standards (CCSS) Possible visuals to associate with each era: for Whole language: hearts and books; for Balanced Literacy: a scale, with hearts and books on one side, letters (ABC) on the other; for SBRR: letters (c a t) on a chalkboard with a teacher pointing to them for CCSS: a magnifying glass, a detective; the Thinker</p>	<p>Timeline</p>	<p>?</p>	<p>This module and the ones that follow are based on scientifically research-based reading instruction, or SBRR, which has been the basis of HMMH's core reading programs since the late 1990s, beginning with the <i>Trophies</i> program.</p> <p>To put these modules and SBRR in context, this timeline gives a broad overview of trends in reading education over the past few decades.</p> <p>Select each trend on the timeline to learn more. Begin with Whole Language. When you have played each section, select the forward arrow below the screen to continue.</p> <p>In the 1980s, an approach called "Whole Language" was all the rage. Whole language greatly appealed to many teachers who loved children's literature. The emphasis was on developing a love of reading and using multiple strategies--not just phonics-- to figure out words. Systematic phonics instruction was downplayed--in other words, the <i>parts</i> of reading were downplayed in favor of the "whole."</p> <p>In the 1990s, whole language started to be blamed for low reading scores. In response, a modification called Balanced Literacy emerged. Balanced literacy aims to <i>balance</i> a whole language approach with phonics and other skills-based instruction. Districts that use Balanced Literacy often also use a reading activity called Guided Reading, with little leveled books that children read in small, leveled groups-- so you will often see hear Balanced Literacy and Guided Reading discussed together. Balanced Literacy is still popular in many areas today.</p> <p>Whole language in its most extreme forms, however, has become widely discredited. Perhaps the biggest flaw of whole language was that it seemed to promote the idea that learning to read comes <i>naturally</i> to children-- which research shows is simply not the case for many</p>
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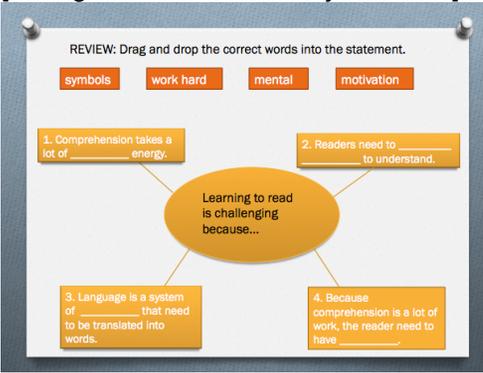
				<p>children. Thus, many children missed out on learning to read because it did not come naturally to them-- and they were not taught.</p> <p>The next major era in reading instruction was based on research and can be called scientifically-based reading research, or SBRR. This is also the era of No Child Left Behind. The emphasis returned to phonics as a first step in early reading, and educators were encouraged (with federal dollars) to use research-based methods for teaching reading. In addition, state tests were used to try to hold schools accountable for teaching children to read.</p> <p>Modules 1 through 3 are based on the research foundations of the SBRR era. We are now in the era of CCSS, or the Common Core State Standards. Today, we must still base our instruction on scientifically based research, but we must also understand certain shifts mandated by CCSS, at least in many states. These shifts are described in Module 5, but they largely revolve around helping all students to access complex texts and to read those texts closely and deeply, basing their interpretations on text evidence. Also, Common Core programs tend to give strong emphasis to writing, speaking, and listening, along with reading.</p>
4	 <p>Reading Instruction The Critical Challenge Houghton Mifflin Harcourt</p> <p>Why Is Reading a Challenge?</p> <p>Key Components of Effective Reading Instruction</p> <p>How Can Parents/Family Members Help?</p>	Overview	[Have each topic appear one by one as text is read]	<p>[title, and first topic appears] In this session, we'll discuss the fact that learning to read is very, very challenging for many children. We will look at why this is--why learning to read does not come naturally to most children.</p> <p>[second topic appears] Then we will explore how research can help teachers meet the challenge of helping every child become a skilled, confident reader.</p> <p>insert third topic We will also discuss how families can support</p>

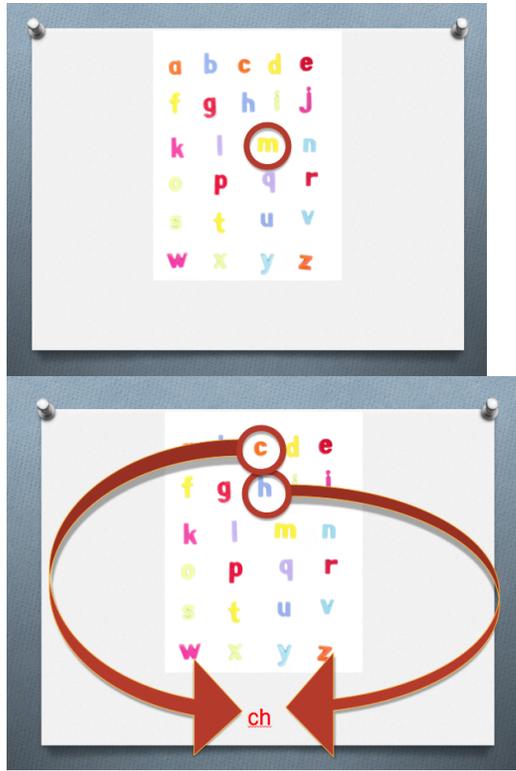
				teachers in this critical task.
5	 <p>From the Research</p> <p>“While there are no easy answers or quick solutions for optimizing reading achievement, an extensive knowledge base now exists to show us the skills children must learn in order to read well.”</p> <p>-Put Reading First (2003) p. ii</p>	Research quote 1	<p>add hyperlink from Put Reading First:</p> <p>http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf</p>	<p>According to research, reading instruction can be time consuming. There are often no easy answers or quick solutions for optimizing reading achievement. However, there is a large basis of research that has informed our reading instruction practices.</p>
6	 <p>How is written language different from spoken language?</p> <p>What does it mean to be a good reader?</p>	Introduction	<p>questions should appear one by one as they are read.</p>	<p>Let's begin by asking what you already know about reading. Take a moment to think about how you might answer each of these questions.</p> <p>[first question appears] How is written language different from spoken language?</p> <p>[second question appears] What does it mean to be a good reader?</p> <p>We will talk about both of these topics as we proceed through the module.</p>
7	<p>[Insert quiz with radio buttons for true/false after each question. Information is stored to be revealed in post-test.]</p>	True/False quiz	<p>[Test with radio buttons. At bottom of the page is a next button that continues the</p>	<p>Take a look at each of these statements and decide whether it is true or false. Click on the appropriate button. When you are finished, select the submit button.. forward arrow.</p>

	 <p>True or False?</p> <ol style="list-style-type: none"> 1. A good reader works hard to understand a text. <input type="radio"/> True <input type="radio"/> False 2. Written language is just as easy to learn as spoken language. <input type="radio"/> True <input type="radio"/> False 3. In an alphabetic language, small units of speech are represented by letters. <input type="radio"/> True <input type="radio"/> False 4. Most children learn to read easily and naturally, without instruction. <input type="radio"/> True <input type="radio"/> False 5. The vocabulary of written language is identical to the vocabulary of spoken language. <input type="radio"/> True <input type="radio"/> False 6. Gaining meaning from what you read is the goal of reading instruction. <input type="radio"/> True <input type="radio"/> False 		<p>module. Answers should be saved. Same quiz will appear at end of module for review.]</p>	<p>[after participants hit the forward button, have the following audio] This session will cover these aspects and more of reading instruction. You will have a chance to revisit these questions at the end of the session and reevaluate whether each statement is true or false.</p>
8	 <p>Topic 1</p> <p>Why is Reading a Challenge?</p>	Topic 1		<p>The first topic we're going to examine is <i>Why Is Reading a Challenge?</i></p>
9	<p>visual: a child trying very hard to read</p> <p>From someone who was once a struggling reader:</p> <p>"Some people there are who, being</p>			<p>What do you remember about learning to read?</p> <p>Learning to read is hard for most children. This might be hard for many people at HMH to understand. Perhaps for you, learning to read was a breeze. But that is not the case for most children, even for those who eventually <i>become</i> good readers. Consider these words from someone who eventually became a very good</p>

	<p>grown; forget the horrible task of learning to read. It is perhaps the greatest single effort that the human undertakes, and he must do it as a child." - John Steinbeck (1962 Nobel Prize Winner for Literature)</p>			<p>reader.</p> <p>Select the "Reveal" button to find out who said these words. Then select the forward arrow to continue.</p>
<p>10</p>	 <p>The diagram is a 2x2 grid with a central title 'What is reading?'. The quadrants contain the following text:</p> <ul style="list-style-type: none"> Top-left: Active Top-right: Interaction between reader and text Bottom-left: Hard work Bottom-right: Something children must be motivated to do well 	<p>What Is Reading?</p>	<p>[Whole chart appears and rows are highlighted one by one as the text is read. Once a row is read, it loses highlighting and next row is highlighted. Only one row is highlighted at a time.]</p>	<p>Now let's look at some aspects of what reading really is.</p> <p>[show first topic: active] First, reading is <i>active</i>. It is more than just moving your eyes over a page. It is also more than being able to sound out the words on the page, although that is a necessary step. Good readers are <i>active</i> and <i>purposeful</i>.</p> <p>[show second topic: "an interaction between the reader and the text"] Reading is an <i>interaction</i> between the reader and the text. The reader has to work hard on comprehending, or understanding. This means thinking about what kind of text is being read and monitoring whether he or she is comprehending the text. It also means using strategies to "fix up" comprehension when necessary, such as by rereading.</p> <p>[show third topic: hard word] Because comprehension is a lot of work, the reader needs to have a lot of <i>mental energy</i> and capacity to spend. That's why it is so important that children learn basic skills very well, so that those basic skills become "automatic" and take little effort. Then the reader has enough mental energy left to comprehend.</p> <p>[show fourth topic: something that children must be motivated to do well]</p>

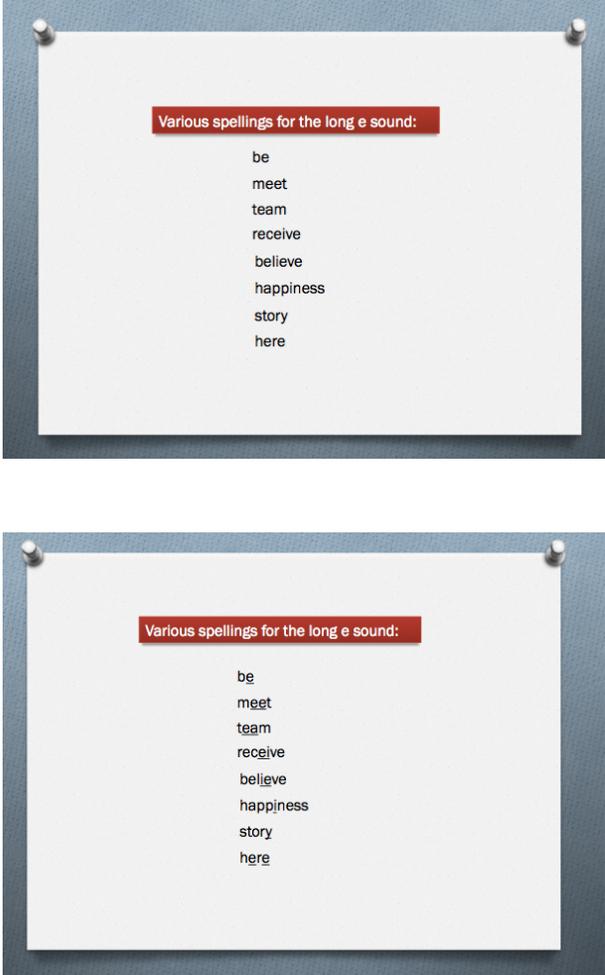
				Also, because comprehension is a lot of work, the reader needs to have <i>motivation</i> . Most children enter school eager to learn to read. To nurture and preserve this eagerness, we need to make sure they meet with success early and often, so that reading and learning remain enjoyable, positive experiences.
11	<p>[Change from interactive to just review]</p>	<p>Review what is reading</p> <p>[DELETE interactive part and just have screen for review]</p>	<p>Drag and drop interactive.</p>	<p>Now, take a moment to review what you just learned.</p> <p>When you are finished, select forward to continue.</p>
12		<p>LA Tip 1</p> <p>HMH Content Development Application</p>	<p>Statements appear one by one as they are read under the chart.</p>	<p>A few more notes about the nature of this thing we call reading:</p> <p>[New statement appears below chart: Reading does not come naturally, as speaking does.] Reading does not come naturally, as speaking does.</p> <p>Almost all children learn to speak without any instruction. It just seems to come naturally. But learning to read does not come naturally to most children. It needs to be explicitly taught.</p> <p>[New statement appears below the previous statement: Written language is different from spoken language in many ways.] Written language is different from spoken language in many ways. As you create products, you are helping students learn to understand written language.</p>

				<p>[New statement appears under previous statement: Writing is a system of symbols—letters—that need to be translated into words.]</p> <p>Writing is a system of symbols—letters—that need to be translated into words. Spoken language does not have this extra step. In fact, young children rarely think about spoken language, they just use it. Our work involves helping students learn and master the system of writing.</p>
12	<p>[Change from interactive to just review]</p> 	<p>Review what is reading</p> <p>DELETE interactive part</p>	<p>Drag and drop interactive.</p>	<p>Now, take a moment to review what you just learned. Choose a word or words and drag the box to the appropriate statement.</p>
13		<p>Written Language</p>	<p>Text appears as it is read aloud.</p>	<p>[show visual of English alphabet with first sentence]</p> <p>As you know, written English uses an <i>alphabetic</i> system.</p> <p>We have 26 letters that stand for about 40 to 44 phonemes, the smallest sound units in words.</p> <p>[show letter m circled and then animated at bottom]</p> <p>For example, the letter <i>m</i> stands for the sound /m/.</p> <p>Notice, however, that there is nothing about the</p>

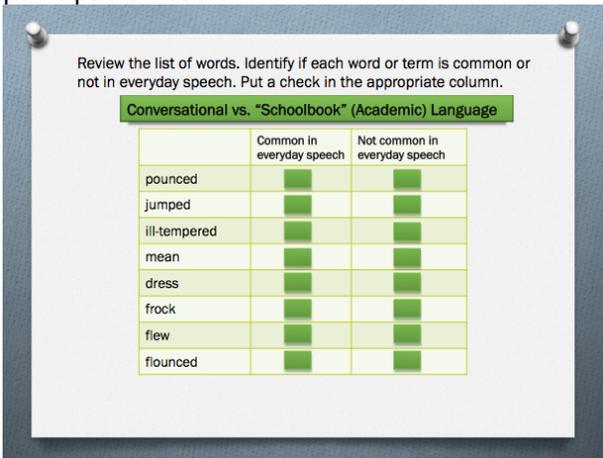
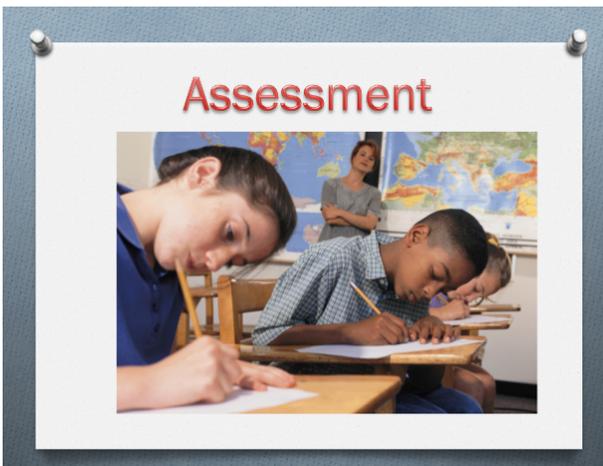


letter *m* that gives students a clue to the sound it stands for. Someone has to tell them that it stands for /m/.

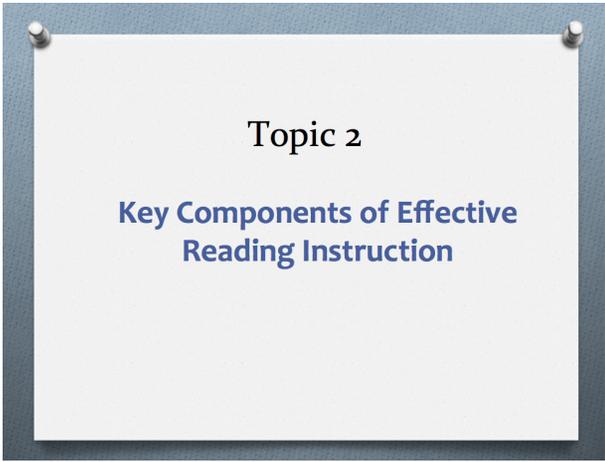
[pull out *c* and *h* and form *ch* under alphabet]
Sometimes two or more letters stand for just one sound; for example, the letters *ch* together stand for /ch/.

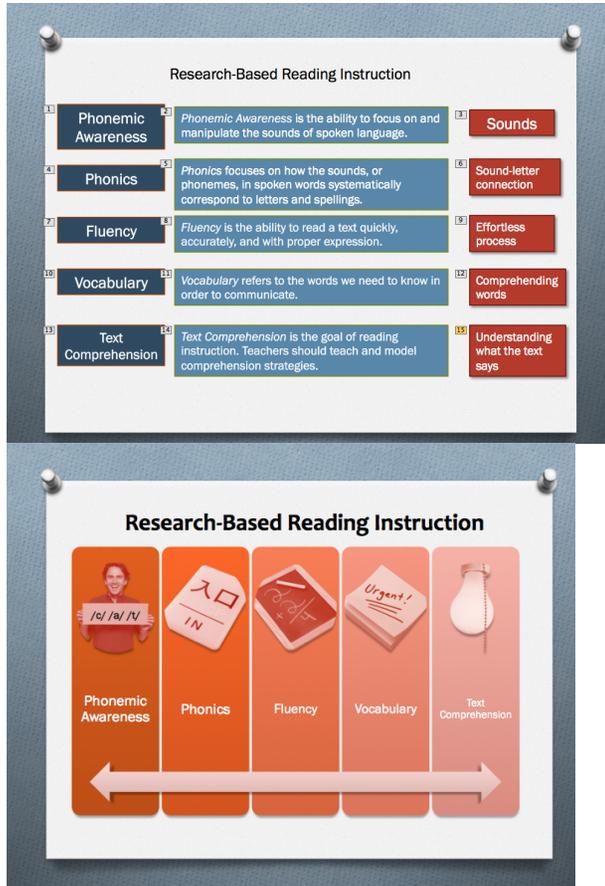
<p>14</p>		<p>Long e words</p>	<p>[Show this list of words, letting one appear at a time as it is read aloud.</p> <p>Various spellings for Long e sound: be meet team receive story happiness believe here]</p>	<p>Other languages, such as Spanish and French, are also alphabetic. However, they are not quite as hard to learn as English, because the spellings of English words are usually less obvious. For example, the sound for the long vowel e can be spelled eight different ways. [insert visual now, list of words]</p> <p>A linguist would say that English is “orthographically opaque,” compared with Spanish or French. In Spanish, for example, the eeeee sound is consistently spelled with one letter.</p> <p>[add highlights to the words to indicate long e sound.</p> <p>Looking at this list of 8 words, you can see 8 different ways the long vowel sound /ē/ can be written in English: a single e, ee, ea, ei, ie, i, y and e-consonant-e,. There are even more possibilities such as ey in <i>key</i>.</p> <p>One reason learning to read English is challenging is that there can be many sound-symbol correspondences, or spellings, for one sound.</p>
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15		Academic words	{show top cloud. Then show other words popping up one by one as mentioned]	<p>The <i>vocabulary</i> of written language, especially the words used in school and schoolbooks, can also be challenging for children. The language of books uses words and expressions you don't hear in everyday speech.</p> <p>For example, how many times do you hear words like [word appears on the screen] <i>photosynthesis</i> or [word appears on the screen] <i>rustling</i> in ordinary spoken language? Children need to be taught both specific vocabulary words and strategies for learning words on their own. They also need lots of practice reading, because they can learn words through multiple exposures, seeing them over and over in different contexts.</p>
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<p>16</p>	<p>[INTERACTIVE:Insert chart Conversational vs. Schoolbook (Academic) chart and have participants fill out</p>  <p>Review the list of words. Identify if each word or term is common or not in everyday speech. Put a check in the appropriate column.</p> <table border="1"> <thead> <tr> <th colspan="3">Conversational vs. "Schoolbook" (Academic) Language</th> </tr> <tr> <th></th> <th>Common in everyday speech</th> <th>Not common in everyday speech</th> </tr> </thead> <tbody> <tr> <td>pounced</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>jumped</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>ill-tempered</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>mean</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>dress</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>frock</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>flew</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>flounced</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Conversational vs. "Schoolbook" (Academic) Language				Common in everyday speech	Not common in everyday speech	pounced	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	jumped	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	ill-tempered	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	mean	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	dress	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	frock	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	flew	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	flounced	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Interactive: conversational and academic words</p>	<p>Have continue button for participants to push when the finish interactive.</p>	<p>Think about this list of words. Would you be more likely to encounter each word in everyday speech or in written language?</p> <p>The words you don't hear in everyday speech are words that you were taught or that you learned from reading books. We sometimes call these words academic vocabulary, or academic language.</p> <p>Give it a try: identify whether each word is common to everyday speech or not.</p> <p>When you are done, click Next.</p>
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<p>17</p>		<p>Assessment to Inform Instruction</p>		<p>A final note: We know that children acquire the necessary skills for reading at different rates, and we need to take this into consideration when developing content for reading programs. An effective reading program must provide the tools that teachers need to monitor children's progress. Then teachers can use what they learn from their assessment to adapt instruction to children's needs.</p> <p>Assessment is a huge topic, of course, and it inflames many passions both for and against --among teachers, administrators, and parents. But</p>																														

				<p>whether assessment is considered a necessary evil or a wonderful learning tool, it is clearly a critical part of a reading program. The most important function of assessment is to show whether the instruction a child is receiving is effective instruction.</p> <p>Assessment is not mainly about holding children accountable. It's mainly about holding schools, teachers, and content developers accountable.</p>																												
18	<p>NAEP RESULTS VISUAL -- suggest using the attached chart -- below-- here. It is public domain. J</p> <p>Percentage of students at or above Proficient in fourth-grade NAEP reading, by selected student groups: 1992, 2011, and 2013</p> <table border="1"> <caption>Percentage of students at or above Proficient in fourth-grade NAEP reading, by selected student groups: 1992, 2011, and 2013</caption> <thead> <tr> <th>Group</th> <th>'92</th> <th>'11</th> <th>'13</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>35*</td> <td>44*</td> <td>46</td> </tr> <tr> <td>Black</td> <td>8*</td> <td>17</td> <td>18</td> </tr> <tr> <td>Hispanic</td> <td>12*</td> <td>18</td> <td>20</td> </tr> <tr> <td>Asian/Pacific Islander</td> <td>25*</td> <td>49</td> <td>51</td> </tr> <tr> <td>Male</td> <td>25*</td> <td>31*</td> <td>32</td> </tr> <tr> <td>Female</td> <td>32*</td> <td>37*</td> <td>38</td> </tr> </tbody> </table>	Group	'92	'11	'13	White	35*	44*	46	Black	8*	17	18	Hispanic	12*	18	20	Asian/Pacific Islander	25*	49	51	Male	25*	31*	32	Female	32*	37*	38	<p>NEAP</p> <p>The Nation's Report Card</p>	<p>Add hyperlink to NEAP?</p>	<p>And to end this topic on a sobering note: nationwide assessments show that we have a long way to go to truly develop and implement effective content for reading instruction.</p> <p>[show charts];</p> <p>These are scores from a national test called the NAEP, or the National Assessment of Educational Progress, which is sometimes called "The Nation's Report Card." If this is our report card, we are literally failing-- <i>Most children in the United States cannot read proficiently, on grade level.</i> If you look at the bars for 2013, you will see that only 46% of white students, 18% of black students, 20% of Hispanic students, and 51% of Asian students are reading on grade level.</p> <p>To look on the bright side: The percentages</p>
Group	'92	'11	'13																													
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				of proficient readers do seem to be creeping up slowly, but only slowly. We cannot afford to backslide, and we cannot afford to base our reading programs on passing fads. We must continue to focus on effective, evidence-based reading instruction for all children.
19		Topic 2 Intro		<p>This topic covers 5 key components of effective reading instruction, as defined by SBRR, or scientifically-based reading research. The 5 key areas come from a report by the National Reading Panel, published in 2000. The panel considered over 100,000 studies of reading education, looking for actual evidence of effective practices, not theories or fads. The findings of the report were the basis of the federal law called “No Child Left Behind,” which used federal grants to encourage schools to use research-based methods of reading instruction.</p> <p>The most important take-away from the report for content development is that instruction in 5 key areas has been proven effective in teaching children to read.</p>
20	I like the guy with c a t ! Not sure about the visuals for phonics and fluency...]We will update these icons for the topics	Research based reading instruction topics	<p>Boxes appear as text is read. See instructions for timing</p> <p>[NOTE: we may want to navigate through by showing only</p>	<p>From the last topic, we know that learning to read is challenging for many children. Fortunately, the National Reading Panel report identified some effective instructional strategies to help all children become lifelong readers.</p> <p>Let’s take a look at the five key areas of reading instruction.</p>



some of the text and people can click on words to get more info or definitions to drill down to content]

[first box appears: 1. Phonemic awareness]

The first area is Phonemic Awareness.

Phonemic Awareness is the ability to focus on and manipulate the sounds of spoken language.

Phonemic awareness is one of the best predictors of children's success in learning to read. Children need to be able to identify and work with speech sounds, or *phonemes*, before they can understand what letter stand for those sounds.

Let's see how phonemically aware you are. How many sounds do you hear in each of these words: *bat*, *chime*, *stow*? Each of these words has three phonemes: /b/ /a/ /t/; /ch/ / (long i) / /m/; /s/ /t/ / (long o) /

[Second box appears]

The second area is phonics.

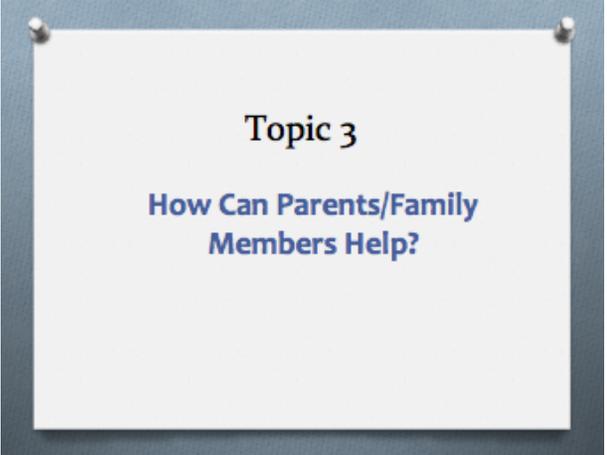
Phonics focuses on how the sounds, or phonemes, in spoken words systematically correspond to letters and spellings. Phonics teaches how the sounds of language are written in print. For example, children need to be taught that the letters *ch* stand for the /ch/ sound heard at the beginning of words such as *chime* and *chirp*.

[third box appears] The third area is Fluency.

Fluency is the ability to read a text quickly, accurately, and with proper expression.

Fluency is closely related to comprehension. We talked about the fact that comprehension takes a lot of mental

				<p>energy. A fluent reader reads with ease, saving plenty of mental energy for comprehension.</p> <p>[fourth box appears] The fourth area is vocabulary.</p> <p>Vocabulary refers to the words we need to know in order to communicate.</p> <p>Clearly, for children to comprehend what they are reading, they need to know most of the words.</p> <p>[fifth box appears] The fifth area is Text Comprehension.</p> <p>Text comprehension is the act of understanding written language. In reading, it involves the construction of meaning through an interactive exchange of ideas between the text and the reader. It is the goal of reading instruction. Teachers should teach and model strategies to help children comprehend the texts they read.</p> <p>Other areas of instruction, such as writing, are almost certainly important in reading instruction, but these five areas have been <i>proven</i> to be essential.</p>
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21	 <p>Learning Architect Construction Tip</p> <ul style="list-style-type: none"> • Our products are based on research. Read articles and stay current. • Activities should focus on the five research-based areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. 	LA Construction Tip 2 C		<p>Let's think about how this relates to our work as learning architects. First, our products are based on current research. It is helpful to learn about current trends and findings in research. Reading instruction should include the five research-based areas: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.</p>
22	 <p>Topic 3</p> <p>How Can Parents/Family Members Help?</p>	Topic 3		<p>The final topic in this module is: How Can Parents and Family Members Help?</p> <p>The last part of this session is about what parents and family members can do to support effective reading instruction. Having parents and other family members involved and informed is a key part of giving children the support they need for learning to read. As content developers, we can support school districts by offering effective means to involve families.</p>

23

From the Research

“The values, attitudes, and expectations held by parents and other caregivers with respect to literacy are likely to have a lasting effect on a child’s attitude about learning to read.”



-Snow, Burns, and Griffin (1998), p. 138

Research quote 3

Research clearly shows that the values, attitudes, and expectations held by parents and other caregivers with respect to literacy are likely to have a lasting effect on a child’s attitude about learning to read.

24

Building Better Readers
Home Literacy Activities

Activity	Details
Reading aloud	reading a book or another text to the child
Reading together	taking turns reading with the child, offering support and encouragement
Talking about stories	before, during and after reading
Talking about other texts	pointing out different forms and purposes of written language, such as newspapers, lists, instructions, advertisements, signs and cards
Writing	Encouraging the child to write for many purposes, such as to make a list, to thank someone, or to tell a story.
Discussing new words	Explaining words the child doesn't know; giving examples of how the word is used
Visiting a library together	Borrowing books for yourself as well as for the child
Setting an example	By reading for pleasure and for information
Setting high standards	Expecting the child to achieve, praising his or her accomplishments.

Building Better Readers

Begin with title and box showing only title row. Then have each row of text appear as it is read.

Parents and caregivers can play a critical role in helping their children develop knowledge of both oral and written language. Listed on this slide are just a few of the suggestions that we as content developers might provide to parents.

[insert text for first row]
Reading Aloud: reading a book or another text to the child

[insert text for second row]
Reading Together: taking turns reading with the child, offering support and encouragement

[insert text for third row]
Talking about Stories: Stopping to discuss the text before, during, and after reading.

			<p>[insert text for fourth row] Talking about Other Texts: Pointing out different forms and purposes of written language, such as newspapers, lists, instructions, advertisements, signs, websites, and cards.</p> <p>[insert text for fifth row] Writing: Encouraging the child to write for many purposes, such as to make a list, to thank someone, or to tell a story.</p> <p>[insert text for sixth row] Discussing New Words: Explaining words the child doesn't know; giving examples of how the word is used.</p> <p>[insert text for seventh row] Visiting a library together: Borrowing books for yourself as well as for the child. Modeling reading.</p> <p>[insert text for eighth row] Setting an Example: By reading for pleasure and for information. Modeling different purposes for reading.</p> <p>[insert text for ninth row] Setting High Standards: Expecting the child to try hard, praising his or her efforts and accomplishments. Select the forward arrow to continue.</p>
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25	 <p><i>True or False?</i></p> <ol style="list-style-type: none"> 1. A good reader works hard to understand a text. <input type="radio"/> True <input type="radio"/> False 2. Written language is just as easy to learn as spoken language. <input type="radio"/> True <input type="radio"/> False 3. In an alphabetic language, small units of speech are represented by letters. <input type="radio"/> True <input type="radio"/> False 4. Most children learn to read easily and naturally, without instruction. <input type="radio"/> True <input type="radio"/> False 5. The vocabulary of written language is identical to the vocabulary of spoken language. <input type="radio"/> True <input type="radio"/> False 6. Gaining meaning from what you read is the goal of reading instruction. <input type="radio"/> True <input type="radio"/> False 	<p>Post-Test</p> <p>DELETE</p>	<p>Test appears. When participant hits the answer button, the answers appear: (1. true, 2. false, 3. true, 4. false, 5. false, 6. true)</p>	<p>Want to find out if you've learned anything? Read these statements that you saw earlier and decide whether each one is true or false.. When you are finished, click Submit to see how you did. When you are ready, click on the forward arrow.</p>
26	<p>[insert screen with links to DOE, other sites, as well as CDG experts in the field of reading that can be a resource to others.]<i>we will need to add some more resources. We could also add a glossary for downloading (there is one at the end of the participant guide in the source material--). Where can we put that?</i></p>	<p>Resources</p>		<p>Here are some resources for reading instruction, including the sources referred to in this module. You can download a copy of this information for your reference.</p>
27	<p>[Insert closing CDGU image]</p>			<p>Congratulations! You have completed the first module in the reading instruction training program.</p> <p>Please select the CDGU link to take a brief survey about this course and to explore additional course offerings in this series, or in any of the many training opportunities offered by CDGU. We look forward to your feedback!</p>