

Facilitator Guide for The Science of Reading Workshop

Dear Facilitator,

This set of workshop materials and facilitator guide were created by the Ohio Statewide Family Engagement Center at The Ohio State University to support educators, community leaders, and other professionals working with families as they plan and facilitate the Science of Reading workshop.

The Science of Reading presentation has the following **OBJECTIVES**:

1. Foster connections between families, schools, and community partners.
2. Inform families of how science says reading and writing should be taught.
3. Empower families with the information, language, and resources needed to support and advocate for their children.

The workshop guide and materials are customizable to suit your audience, local school, and organizational context. Before conducting the workshop, please review and adjust the materials as necessary. Your expertise and discretion should guide you in making the appropriate adaptations to preserve the integrity of the content while ensuring the workshop's success.

ROLES DEFINED:

Our Commitment:

We are committed to providing you with guidance and materials for facilitating the Science of Reading workshop for families. Our team at the Ohio Statewide Family Engagement Center (OSU) will provide the facilitator workshop, materials, and technical assistance when you need it. Our team will contact you in the future to learn how you are using the workshop materials. We will use the data you provide us to improve the workshop and to build new resources in the future.

Your Commitment:

By attending this workshop and receiving these materials, you agree to:

- Facilitate at least one Science of Reading workshop for families this year
- Report back using two surveys at the conclusion of the workshop (or after each workshop if you facilitate more than one):
Facilitator Workshop Survey and the Participant Survey for families.

SURVEY INSTRUCTIONS

Please follow the steps below to complete the surveys related to the workshop:

1. Facilitator Survey

- **When to Complete:** Immediately after delivering the workshop.
- **Purpose:** This survey collects important information about the workshop for evaluation purposes.
- **Data Collected:** You will provide details including the workshop location, number of attendees, and other questions to examine the workshop's effectiveness and areas for improvement.
- **How to Access:** Click on the following link to access the survey: [Facilitator Survey](#)

2. Participant Survey

- **When to Complete:** At the end of the workshop.
- **Purpose:** This 4 question survey gathers feedback from parent participants to understand their experiences and the value of the workshop.
- **Encouragement to Participate:** Facilitators are encouraged to motivate participants to complete this survey. While participation is voluntary, every response is valuable.
- **How to Access:** [Family Survey](#)
 - QR Code and link are also available on the last slide of the Science of Reading PowerPoint presentation

We are excited to partner with you in reaching families with resources that will help them support their child's education journey.

If you have any questions or concerns about the materials, please email OhioSFEC@osu.edu.

Table of Contents

Dear Facilitator,..... 2

Table of Contents..... 4

Workshop at a Glance..... 5

Materials Provided..... 6

Before Workshop..... 7

 Considerations 8

 Parent or Caregiver as Co-facilitator 8

The Science of Reading Overview and Agenda 9

Detailed Facilitator Guide..... 10

How to Use Detailed Facilitator Guide 10

 Section 1: Opening 20

 Section 2: Learning 20

 Section 3: Closing 21

After the Workshop..... 22

 Submit Your Surveys: Instructions 22

Additional Resources..... 23

Workshop at a Glance

Title	Science of Reading Workshop
Objectives	1. Foster connections between families, schools, and community partners. 2. Inform families of how reading and writing are taught in Ohio schools. 3. Empower families with the information and language needed to support and advocate for their children.
Guiding Question(s)	How can we empower families to continue to engage in their child's literacy development?
Intended Audience	Families with students in Ohio. Materials can also be adapted to serve as professional development within your organization, or to be used with families in other states.
Mode of Instruction	The materials are designed to be easily adapted for in-person, online, or hybrid formats.
Duration	Recommendation: 60 minutes
Facilitator(s)	<i>[Insert names of facilitators from your school or organization]</i>

Materials Provided

The following materials are being provided to aid with delivering the Science of Reading Workshop for families:

- This Facilitator Guide
- PowerPoint Presentation slides with facilitator script and cues
- Flyer that can be customized to advertise your local Science of Reading Workshop
- Handouts:
 - What is the Science of Reading?
 - What is Structured Literacy?
 - What are Decodable Books?
 - Science of Reading: Questions to Ask

Before Workshop

Here are some recommendations for the steps you can take as you prepare to deliver this workshop.

1. Identify a co-presenter

- ✓ We recommend that you have a parent or community representative present with you who has established connections with the families you want to reach

2. Review Workshop Materials

- ✓ Thoroughly examine the facilitator guide, PowerPoint presentation, and handouts

3. Customize Content

- ✓ Make changes that suit your specific audience and context
- ✓ Tailor examples and discussion points to your specific audience
- ✓ Hide Slides that you will not be using. In the slide overview panel, 'right' click on the slide you want hidden. In the drop-down menu, choose "Hide Slide."

4. Understand Your Audience

- ✓ Research background information about families and students in your school, district, or organization
- ✓ Familiarize yourself with common terms and topics relevant to families

5. Prepare Handouts

- ✓ [What is the science of reading? The basics for families](#)
- ✓ [What is structured literacy?](#)

✓ [What are decodable books?](#)

✓ [Science of Reading: Questions to Ask](#)

6. Double-check your technology for display, video, and sound functions

7. Develop a Promotion Strategy

✓ Identify key communication channels (e.g., school/library newsletters, community boards, social media)

✓ Customize the provided workshop flyer

✓ Translate promo materials into relevant languages for multilingual families

✓ Include clear details on date, time, location, and workshop benefits

✓ Consider sending personalized text messages or phone calls to families that will benefit most from the workshop

8. Engage Community Partners

✓ Consider partnering with local organizations to host or present to families

✓ Ask local or community partners to share about the workshop

Considerations

Parent or Caregiver as Co-facilitator

As you prepare to facilitate the Science of Reading presentation, consider partnering with a co-facilitator. A co-facilitator can assist in presenting information, facilitating discussions, and distributing materials.

Choosing Your Co-Facilitator: We recommend selecting a co-facilitator who represents the families you aim to reach. This could be an active parent or caregiver from your school or an experienced family liaison who has established connections with these families.

Benefits of Having a Co-Facilitator:

1. **Building Connections:** A co-facilitator with existing relationships can foster connections between your school or organization and families, promoting a more inclusive and welcoming environment.
2. **Personal Insights:** A parent or caregiver co-presenter can share relatable experiences that resonate with other parents, making the presentation's content more accessible and relevant to their daily lives.
3. **Overcoming Barriers:** This co-presenter can help bridge cultural and linguistic gaps by providing familiar context and addressing community-specific concerns. Such peer interaction can build trust and encourage open communication, making parents feel more comfortable asking questions.
4. **Valuing Parent Voices:** Involving a parent as a co-presenter demonstrates your commitment to honoring parent experiences. It sends a strong message that families are essential partners in their children's education, fostering a collaborative approach that can enhance parent engagement.

In summary, having a co-facilitator can enrich the presentation, strengthen community ties, and create a more supportive learning environment for all families involved.

Workshop Agenda at a Glance

Title	The Science of Reading in Ohio Schools		
Time	60 minutes		
Guiding Question	How can we empower families to continue to engage in their child's literacy development?		
Learning Objectives	1. I can make connections with other families, my school, and community partners. 2. I can explain how science says reading and writing should be taught. 3. I can identify information, language, and resources needed to support and advocate for my child.		
Section	Slides	Suggested Time	Lesson and/or Activities
Opening	1-7/8	8-10 minutes	• Introductions • Learning Objectives (The What) • Purpose of Presentation (The Why) • Agenda Overview (The How)

			- Family Connection Activity: Choose 1 Activity - Turn & Talk (3 minutes) - Literacy Bingo (5 minutes)
Learning	9-27	25 minutes	- Learning to Talk - Learning to Read - Try it! (Optional or Hide) - History of science of reading - What is the science of reading - Structure Literacy - Ohio Laws Support Structured Literacy! - Our Local Literacy Materials - Try it! (Optional or Hide) - Talking vs. Writing - Early Skills - Intermediate Skills - Advanced Skills - At Home
Collaboration/ Application	28-37	15 minutes	Example Videos & Parent Perspective Discussion (Choose 2 or 3 videos & the corresponding parent perspective discussion questions after each video) ☐ Video 1: Hearing Syllables (0:43) & Parent Perspective ☐ Video 2: Listening for Sounds (1:03) & Parent Perspective ☐ Video 3: Sounds for Spelling (1:17) & Parent Perspective ☐ Video 4: Spelling and Syllable Type (1:19) & Parent Perspective ☐ Video 5: Roots, Prefixes & Suffixes (1:26) & Parent Perspective
Closing	38-43	10 minutes	- Questions to Ask - Additional Resources - Families and Schools - School Contact for More Information - Survey

Detailed Facilitator Guide

How to Use Detailed Facilitator Guide

You may use the detailed facilitator guide to assist you in conducting the workshop, while also incorporating any modifications or adjustments you deem necessary.

The workshop is structured in a table format, with slide titles, suggested timing, and script with facilitator cues.

Each row in the table corresponds to a specific slide and includes:

- Slide Title
- Recommended Duration (**reminder to speak slowly and to add pauses to allow for families to think about what you've said**)
- Scripted talking points and facilitator cues

The facilitator guide is comprised of a thorough script for each slide.

The scripted language is in **red font**, offering verbiage that can be directly utilized or customized during the presentation. Additionally, there are **bold words** with and *Asterisks* indicating where to animate bullet points or emphasize the main idea.

Lastly, a notes section is included for facilitators to add their own personal notes or reminders for reference throughout the workshop. Having the facilitator guide easily accessible during the workshop can be beneficial for quick reference.

Here is a link to the PowerPoint slides and script if facilitators would like to print packets for families.

Slide #	Title/Content	Duration	Script with [special notes]
OPENING SECTION			
1	The Science of Reading in Ohio Schools	30 secs	Facilitator says: "Welcome, Families! Thank you for coming today. We are so happy you are here!"
2	Introductions (your organization and facilitators)	40 secs	[Optional: Edit slide with your information. Right Click the round circle then select Change Picture, to insert your photo] Suggested script: Facilitator says: "My name is [insert name] and I'm joined by [insert name]. We are [describe role – parent, teacher, principal, community leader, etc.] We're here to help you on your child's journey to becoming a great reader and writer! Today we will share information about how science says reading and writing should be taught and what that looks like in Ohio schools. If you have any questions along the way, please feel free to ask."
3	Visit the Family Engagement Center's Website!	30 secs	Facilitator says: "The Ohio Statewide Family Engagement Center at The Ohio State University developed this workshop for any and all community partners in literacy. We have taken the workshop and adapted it for [our school/organization] but have kept the core information the same. We are glad to have The Ohio State and The Statewide Family Engagement Center as partners in supporting children's success in school and life!" <i>Virtual Tip: Share the link in the chat or question/answer box.</i>
4	Learning Objectives	30 secs	Facilitator says: By the end of today's presentation, we hope you can make connections with other families, school, and community partners, explain how science says reading and writing should be taught, and

			identify information, language, and resources needed to support and advocate for your child.
5	Why are we here?	1:10 min	Facilitator says: “Let’s start out today, with why this presentation was made for your family. How will the information in this session help you and your child?” • Well, we know that when we all work together*—schools, families, and community organizations like libraries— • When we all work together, it benefits everyone. • Everyone's job and life improves with support AND we can support each other better when we know more about what is going on in each other's world. • So, this session will help you as a family understand <i>what’s</i> being taught in school about reading and writing, and <i>how</i> it’s taught. • With this information, you can *talk to your child’s teacher more easily and ask good questions if you any have concerns. • Talking with their teacher also helps the teacher to know and understand your child better. • You’ll also learn some little things you can do to support your child’s reading and writing at home. Working together as partners and talking to each other often will give your child the *strong support they need to become a good reader and writer.”
6	Overview (Agenda)	1 min	Facilitator says: “During this workshop today, we’ll talk about 4 main things. Since reading and writing have to do with language, we’ll start off by looking at: • How we *learn to talk versus how we learn to read and write • Then we’ll learn about: What is this *Science of Reading and how the Science of Reading has helped to develop good reading and writing instruction called the • *Structured Literacy Approach; We’ll talk about what we mean by "structure" and give you lots of examples of what Structured Literacy looks like in classrooms.

			- Finally, we'll give you some really good *questions to ask your child's teacher. - These questions will help you <i>really get to know</i> how your child is doing with their reading and writing at school- and will help you form that strong support network for them. Let's get started by talking about how learning to read and learning to talk are related.
7	Option 1 Greeting & Connect: Turn and Talk	2-3 mins	Facilitator says: “We want to give you time to meet and get to know your neighbors! Turn to your neighbor, introduce yourself, share your children’s names, ages, maybe your favorite rhyme, song, or children’s story and what motivated you to come today. We’ll share for about 2 minutes and then come back together as a group. (WAIT 2 minutes) Thanks for sharing with each other! We have such a great group today.” <i>Virtual Tip: Have participants share their greeting in the chat.</i>
8	Option 2 Greeting & Connect: Turn and Talk	5 mins	Facilitator says: “For our literacy bingo game, we are going to get up and move! Find the bingo board on your table. When the time starts, you will - Find someone - Introduce yourself - Discuss something you each do from the bingo board - Write that person’s name in the space - Then find someone new! Let’s see who can be the first person to get a BINGO!” [Optional: Provide a prize, like your school’s swag (pencil, pen, water bottle, etc.) or something from the community] <i>Virtual Tip: This activity cannot be done virtually.</i>
			LEARNING SECTION
9	Learning to Talk: It’s natural!	1:10 min	Facilitator says:

			Now let's dig into how learning to talk is different than learning to read. • “How do we learn to talk? Do we go to school for it? Or does it happen naturally? • Let's look at babies-How do most babies learn to talk? We anxiously await their first word or babble of mama or dada. • Just by hearing words and interacting with us they typically learn to understand and babble words by the time they are 4-6 months old! • We don't have to teach children to talk or what mama and dada mean, they learn those words naturally. • In fact, our brains are wired at birth to learn to talk automatically- this happens naturally for up to 95% of kids. • Babies learn spoken language without instruction. They learn by hearing it around the house and they learn a lot when we play and interact with them- • And for a long, long time, talking to each other was the only way people communicated, so nothing else was needed.”
10	Learning to Read: The code	1:10 min	Facilitator says: • “At some point, though, someone thought, "Wouldn't it be great if we could write down what we say, so we could communicate with others even when we're not with them?" • So, for the English language, they took the sounds that we hear in words and made symbols for those sounds. • Other languages used symbols to represent entire words, syllables, or used pictures to represent things or ideas—BUT • For the English language, they used symbols to represent individual sounds. • Those symbols are the letters we use today—*the alphabet. • Like the letter *<a> represents the sound **/a/ • AND different letters used together could make entire words that we speak like *a-pple. • Remember, our brain is born ready to pick up on and learn spoken words, • It is NOT born to figure out this written code of letter symbols and how they relate to spoken words. • This has to be taught. • How to read and write HAS to be taught.”
11	Try It! OPTIONAL (Hide if not doing)	1:40 min	Facilitator says:

			"Now that we see how sounds from speech were used to make printed words or words in print, I want you to take a minute to Imagine you are your child, and you're seeing a word that you've never seen before, for the first time. How will you figure out what the word is, what it says? I am going to show you you a made-up word and I want you to pretend you are a child, seeing this word for the first time. Try to figure out what it says.... Ready? *CLICK* [Allow for WAIT time] How about this one? *CLICK* [Allow for WAIT time] How are you working to figure these words out. What are you doing in your mind? Are you trying to sound out the words? Are you looking for larger parts inside the words? Try this last one? *CLICK* [Allow for WAIT time] Good readers often don't have to think about <i>how</i> to read words very often and they just read them automatically. However, when learning to read or when trying to read unfamiliar words, we have to think of this basic code of letters representing sounds, for larger words like these, we also look for syllables or larger chunks of words that look familiar. The skills we use to figure out how to read new words, sounding out the letters, looking for larger parts like syllables and prefixes and suffixes, Those skills, if taught to children, will help them grow to be good readers and spellers."
12	Teaching Reading (two approaches)	1:10 min	Facilitator says: • "So, if how to read and spell written language has to be taught, and it's not learned naturally, • Teachers should be trained to teach children about *letters and sounds—how the letters as symbols relate to spoken words. • And some teachers were trained to teach reading and writing by teaching this "code" of letters to sounds. • But for a long time, people have argued about how reading should be taught.

			• Even way back in the 1800s there were people who believed that it wasn't necessary or that it was silly to teach letters and sounds. They believed that teachers should be taught to teach *reading in a different way. • So, instead of teaching this code and how to sound out words, teachers were supposed to have children memorize the picture of the* "whole word". • In this "whole word" method, kids would have to use pictures and guessing to figure out a word they didn't know, and they were taught new words by seeing the whole word and saying it over and over again."
13	Teaching Reading (timeline)	1:10 min	Facilitator says: "This other method of teaching reading, the *whole word method, has been used for a long time and is still used some today. Let's look at this timeline..... • By the 1950s and 1960s, some people realized that teaching kids to read by having them try to memorize "whole words" wasn't working well. • A lot of kids were having trouble learning to read and write. • SO.... • A really popular book was published, *"Why Johnny Can't Read", and this book drew attention to the weaknesses of the whole word method. • AND then later, a Harvard researcher,* Jeanne Chall (Jeen) did a big research project and she found: ○ that science was showing over and over again that teaching the alphabet code was really important for beginning readers and spellers! • BUT the "whole word" method and *other methods were so popular, • That colleges kept training teachers to use them even though they weren't working well. Finally, a *big research report was written in 2000 and it helped remind people what really works. • AND here is what they found....."
14	Five Things (National Reading Panel)	1:50 min	Facilitator says: • "This research was under the name the National Reading Panel • This panel or group of researchers found that indeed- ○ The sounds and letters in words are important to beginning readers! • They found five things in the research that really help kids learn to read: ○ First, was to teach kids to *listen carefully* and hear the parts of spoken words

			▪ for example, being able to pull three sounds out of the word "cat" c-a-t, or ▪ pull apart syllables like ro-bot, or ▪ hear and say rhymes like "bead" and "read" ○ It was also important to teach kids the *letters that go with each sound they hear*, this helps them to be able to sound out when reading or write the letters as they try to spell a word. ○ They also found that it was important to give students a lot of *practice* sounding out different spelling patterns so they could get comfortable reading and spelling different kinds of words quickly and smoothly. ○ Vocabulary was another important thing. *New words* that kids don't hear in everyday conversation should be taught directly so they build a strong vocabulary. ○ Finally, if kids have to read something really long, the researchers found that teaching them simple ways to *understand* these long texts helps them make sense of what they read. Now this research summary was written in 2000, BUT the research didn't stop! We have tons of new research every year. We call ALL of this research "The Science of Reading".....
15	What is the Science of Reading?	50 sec	Facilitator says: "So, what is the science of reading? • It is ALL the research to this day, that looks at how kids' bodies and brains learn to read and spell and write. • It's research from lots of different scientists—from psychologists to speech therapists, brain researchers, linguists and educators. • All of their work combined is called the science of reading • AND it never stops growing! With every research study done, we learn a little more about how to teach reading more effectively. • So yes! Reading and writing have to be taught, and we look to science to know the best way to teach it!"

			There is a handout [SHOW HANDOUT] from the Ohio Statewide Family Engagement Center that summarizes the basics of the science of reading for you. There is also an audio version if you'd rather listen to the content online. https://ohiofamiliesengage.osu.edu/resources/what-is-the-science-of-reading-the-basics-for-families/ <i>Virtual Tip: Share the link in the chat or question/answer box.</i>
16	The Science of Reading	30 sec	Facilitator says: "Keep in mind, "The Science of Reading" -- • is NOT *a book you can read or a particular program you can buy • AND it's NOT just knowing *letters and their sounds • Remember it's the results from research- and research tells us a lot! What the Science of Reading DOES do, what all that research does do... • is show us the *best way to teach reading and writing.... • We call it the <u>Structured Literacy Approach</u>" • When teachers use the science of reading to guide their teaching, it is often called taking a "structured literacy approach" because there is a lot of structure to how they go about teaching all of the letters, sounds, and skills to read and write.
17	Structured Literacy	1:10 min	Facilitator says: [SAY SLOWLY] • "The Structured Literacy Approach is a way of teaching reading and writing that's based on what science says works best. [REPEAT sentence SLOWLY] • It's *like following a recipe where teachers know what the ingredients are how to combine them—they know <i>what</i> to teach AND <i>how</i> to teach it • You can use this approach—Structured Literacy—in big classrooms, small groups, or even one-on-one sessions. • This approach works for *everyone!* —all kinds of learners— ○ whether you're just starting to read, or ○ you're a more advanced reader, or ○ if you're learning English. ○ AND It's <i>especially</i> helpful for students who have trouble with reading, like those with dyslexia.

			Teaching reading and writing in this way, with the Structured Literacy Approach, gives students the best chance to become great readers and writers.”
18	The “Structure”: What is taught	1:10 min	Facilitator says: “So why do is it called Structured Literacy? Well, because it is structured! The word structure means that the teaching is done in a clear, organized way. • To do this, teachers follow *lists that tell them what to teach and in what *order. • There are lists for things like what letters and sounds to teach and in what order, lists for spelling rules, syllables types, hard-to spell words (or uncommon spellings or pronunciations), prefixes, suffixes, root words, grammar, sentence structures, and how to write paragraphs and essays. • There are lots of lists! They help with both reading and writing. • The lists start with the easy stuff and *build up* to more complex material over time. • When all the lists from different areas of literacy are *used together, they help students improve in <i>all</i> areas of reading and writing.”
19	The “Structure”: How we teach it	3 min	[REMINDER TO..... SPEAK SLOWLY AND PAUSE OFTEN] Facilitator says: • “Besides these lists that say what to teach, how those things are taught is really important too. • AND how things are taught is <i>part</i> of the structured literacy approach. • Good teaching uses direct instruction*. • Good direct instruction means that things are explained clearly, teachers use examples, modeling, lots of practice with support, and they reteach or re-explain things if needed. • It also means teachers don’t expect students to figure things out on their own. • They teach everything* step by step, starting with the simple things and building up to harder stuff. • Teachers also don’t teach too much at once. • It's better to teach only a little bit of new material* at a time. Keeping the rest of the work review and practice. • Another interesting thing about how reading and writing is taught when using structured literacy- is that teachers try to have the kids use as *many of their senses* as possible!

			• Why do all the senses matter? Well, for many reasons but let's think: • I am going to say a word and pay attention to what happens in your mind when you hear it. • "cat" (pause) • When we hear the word cat, our brain lights up with activity! • It doesn't just light up in the area of our brain that hears sound.... • It lights up all over the place! • Scientists have taken pictures of the brain that show that when we hear, see, or write a word—these pictures of the brain show that our brain lights up with activity, not just in one place, but all over the place! • They found that when we see a word, our brain also thinks about how it sounds, what it means, and how to write AND how to say it, it even conjures up an image or picture in our mind. • Good teaching helps connect all these areas in the brain by giving lots of practice seeing, saying, writing, and hearing words. • In good lessons, kids are DOING things, not just listening. They use their eyes, ears, voices, and hands to learn how to read and write. • "Reading" is what we hear about most, but good literacy lessons should also *equally include spelling and writing*, because • Research shows that teaching spelling and writing helps students become better readers.
20	Ohio Laws Support Structured Literacy	1:50 min	Facilitator says: "Ohio is working really hard to make sure all kids get good reading and writing instruction in school. To do that, Ohio actually has LAWS about using the Structured Literacy Approach. • These laws make sure that anything the school uses to teach reading and writing follows *science* and is made for a structured literacy approach. • You see, schools and teachers will often *buy materials like entire reading programs*, books, workbooks, and worksheets from different companies to help teachers teach. • Now, some of these companies make their stuff <i>using to the science of reading</i>, • But other companies don't. • So, these laws in Ohio have really helped because...

			• Now, when Ohio schools go to buy stuff for the classrooms, they have a *list of good stuff* to pick from. And we, as families, can even see this list! • In fact, we can ask our child's teacher what stuff they are using to teach reading and writing, AND • We should be able to find it on the Ohio list of Approved materials. You can see this list using the link in the title of this slide. • The law made it so that schools and teachers don't have to search for good science-based teaching materials- they have a trusted list of things to choose from. • Oh! And this is really important! Ohio laws <i>also</i> are making sure that teachers who didn't get *structured literacy training, <i>*they get it now—that way teachers have both the materials and the knowledge to teach reading and writing using the Structured Literacy Approach!</i>" There is a handout [SHOW HANDOUT] from the Ohio Statewide Family Engagement Center that summarizes the basics of structured literacy for you. There is also an audio version if you'd rather listen to the content online. https://ohiofamiliesengage.osu.edu/resources/what-is-structured-literacy/ <i>Virtual Tip: Share the link in the chat or question/answer box.</i>
21	Our Literacy Materials	3-5 min	Facilitator says: "Let's take a look at some of these lists! We have some of these here for you—ones from local school(s) [add school(s) name] Teachers sometimes call these lists a scope and sequences. Different skills are taught in different grades, and the lists will be a little different based on what program or curriculum your school has chosen to use. Feel free to stand up and stretch here. [This is a great place for you to take a break in the presentation. Have a co-facilitator hand out official lists from the local schools showing what is being taught and in what order. OR you can have people get up from their seats to come over to a display table, giving them a chance to mingle)

			Try to include a list for targeted ages and include reading, spelling and writing/grammar, and morphology if possible. This is just a placeholder image, feel free to make it more specific.))
22	Parent Experience	2-5 min	• Use this slide for a parent cofacilitator to share about their experience supporting their child's literacy in partnership with the school. • Hide slide if you do not have a cofacilitator or your cofacilitator will present other content.
23	Try It! (OPTIONAL) (Hide if not doing)	2 min	Facilitator says: "Let's do a quick activity to help you see why teaching writing and the structure of writing, is such an important part of the structured literacy approach. • I'm going to say a sentence, • As you hear the sentence, try to figure out what you think it means! Ready? • Let's eat Grandma...(wait)..... • What did it mean?....(wait) did you think of this? *(animate)* • Okay, a little scary, right? • Now I'm going to say the same thing, I'm going to say it again, listen.....and figure out what you think it means.... • Let's eat, Grandma! • Did you think of something different that time? Even though I said the same words? • Maybe something like this?*(animate)* • Both sentences use the same words but mean different things. • You can probably tell that I mean something different in each sentence by listening to the tone of my voice and the tiny pauses between the words as I speak. • But what if I need to write these sentences? Then how would you know the difference? How will you know what I mean if the words are the same?"
24	Talking vs. Writing	1:50 min	Facilitator says: • "Well, remember earlier, we saw how babies learn to talk, and writing is kind of like the written form of talking. • BUT! There is BIG difference in how we talk and how we write.

			• When we talk or tell a story, it's often in *jumbled sentences*—stopping and starting our train of thought, running our sentences together, AND we use *facial expressions*, tone of voice, and gestures to help us communicate what we mean. • When someone reads our writing, we don't have *facial expressions, tone and gestures to help tell our story, and so the words and the <u>structure</u> of our sentences are all we have to communicate what we mean. • In the sentences you just heard, I said the same words, but I would have to use a punctuation mark, a comma, after the word eat, in order for grandma to make it out alive! • And *punctuation, like commas, are just one way that we structure writing so that we are sure to get our meaning across. • The structured literacy approach teaches kids the *written structure, not just of words with the order of letters and sounds, but the structure of sentences, paragraphs, and essays. • Writing instruction also helps kids *understand what they read better. • Research has shown that teaching kids how to use words to <i>write well</i> helps improve their reading. It helps them to *"see the code"* or structure inside what they read and helps them <u>understand</u> what they read better. • Let's take a closer look at how writing is structured.....
25	Early Skills	2 min	Facilitator says: "I'm going to show you some videos in a minute to give you an idea of what Structured Literacy looks like in action! But let me give you a sense of what activities you might see in school at different ages. Let's start with what early skills instruction looks like: • Lessons focus mainly on spoken language and pre-literacy skills. For example, teachers will read lots of books to kids, getting them familiar with *words that describe books* like: the cover of the book, the title, illustrations, who wrote the book—the author, and showing that we read from left to right by tracing the words as they read the stories aloud. They show kids how books work, how we use them. • Students will also learn lots of nursery rhymes. • Those rhyming stories help children to hear words that are similar like "wall" and "fall",

			• Which gives them clues about how letters and sounds work together to build words. • The beat or rhythm in these nursery rhymes also helps children to hear that larger words are broken into *syllables* when we speak, like the word to-ge-ther. Listen to this: [emphasize, rhymes and syllable breaks] <i>Hump-ty Dump-ty sat on a wall, Hump-ty Dump-ty had a great fall. All the king's horses and all the king's men Couldn't put Hump-ty to-ge-ther a-gain."</i> • Also, kids begin to learn to hold and use a pencil, crayon, or marker and practice *coloring and drawing*. • They will also begin to learn the names and sounds of *letters* and they practice tracing or writing letters and even work on writing their name. "
26	Intermediate Skills	1:30	Facilitator says: "Intermediate Skills • Students will work even more on learning to *hear and repeat sounds in words like syllables and rhyming, • *Letter writing, or handwriting becomes really important in these grades • Practicing good letter writing can help students to learn their letters and sounds better AND • When they can write a letter easily—without thinking—they can then focus on spelling and getting their ideas on the paper. • These students <i>need</i> to learn to what *letters go with what sounds*, such as, the letter says /b/ and <r> says /r/. • They need this because they will start learning to blend sounds together to *read* small words and pull apart the sounds in words to figure out how to *spell* them. • They will start to learn new spelling and sound patterns like when we use the letters: ch, dge, and the silent or sneaky <e>. • AND they will learn the exceptions to those patterns. • Hard-to spell words (sometimes called sight, red, or heart words) will also be taught early in school. • Kids will also start to learn how to read and write simple sentences—learning *sentence structure*
27	Advanced Skills	50 sec	Facilitator says:

			“Advanced Skills • Students will learn to read and spell *longer words* using syllables and prefixes, roots, and suffixes. • Teachers will continue to teach new words that kids don't hear a lot in conversation to help them build a big *vocabulary*. • And they will teach students ways or skills to help them*understand* what they read- since they will be reading longer books and reading passages. • In older grades students will keep working on those *writing skills* so they can write sentences, paragraphs and essays with good structure.
28	At Home	2:30 min	Facilitator says: • “At home, our families can be a great help to our kids as they learn to read and write. • It is really fun and special to share moments of new learning with our kids! Here are some little ways that might be able to support their reading and writing. Some ideas might be: ○ As simple as *talking with your child, having good conversations. Remember, listening and speaking are the foundation skills for reading and writing. Encourage them to ask questions. Conversations will help them learn new words, new sentence structures, and knowledge about the world that will help them to understand things that they read. ○ If you can, read to your child, you could read them just stuff that's around, like the back of the cereal box, signs, the menu at a restaurant, or books; OR If reading is difficult for you, there are lots videos online of people reading children's books. You could ask your child's teacher if they have a favorite YouTube channel or storyteller they would recommend for your child's story time. ○ Another idea might be to make some kind of letter cards or Post-its like we mentioned earlier so you can just *play* around with letter sounds, building words, and you can even make up your own matching or any other kind of letter games! ○ Also, having *writing materials* like markers, crayons, pens or pencils, and any kind of paper just around the house encourages writing and spelling. Our kids can help us make a list, or we can write notes to

			each other, or they keep a journal of ideas, or a diary! AND Writing tools make great gifts for children too. ○ AND this one is great! *Audiobooks*! Audiobooks are just the sound recording of someone reading a book. The library has lots of these we can get for free. We can play them from our phone—in the car or around the house. Audiobooks make it so kids can hear lots of new words, build a strong vocabulary, and learn about the world! Lastly, as they are learning to read, try and find what are called “decodable books” for early readers or readers that need more practice reading specific kinds of words.” We have a great resource about decodable books we will share at the end of the presentation.
COLLABORATION SECTION *NOTE: Be sure to choose 2 or 3 videos and discussion questions for this section. Hide or delete the videos and questions not being used. Check for video sound before the workshop.			
29	Early and Intermediate Skills in Action!	30 secs	Facilitator says: “Now, let’s take a look at some videos that show some of the early and intermediate skills in action!”
30	Video 1 Example: Hearing syllables	1:00 min	Facilitator says: In this video you’ll see how a teacher helps students to listen for the “big chunks of sound” in words OR syllables. As you watch, how are students using all of their senses? Could you see yourself practicing this at home? Have you seen your child practicing these at home? Hearing Syllables Video (0:43) [PLAY VIDEO] YouTube link: https://www.youtube.com/watch?v=C2I0tS-Z8il&t=3s
31	Hearing Syllables: Parent Perspective	6 min	Facilitator Says: Now, turn and talk to the people next to you and share your thoughts to the questions. [4 mins] 1. How are students using all of their senses? 2. How could you see yourself practicing this skill at home with your child?

			3. How have you seen your child practicing this skill at home? [After four minutes, ask for any parent to share to the whole group.] Would anyone like to share their thoughts? [1-2 minutes] [Notes from the video. Share with the group if not noticed: The teacher helps students to listen for the "big chunks of sound" in words OR syllables. The kids are using all of their senses: listening, speaking, watching, and using their hands to really engage with the words.] <i>Virtual Tip: Have families share in the chat or unmute to share their answers to the questions.</i>
32	Video 2 Example: Listening for Sounds	1:30	Facilitator says: "This video is of a whole class and shows lots of ways to help kids hear the sounds in words. As you watch, 1. What do you notice the teacher does to help the students? 2. How could you practice this skill at home with your child? 3. How have you seen your child practicing this skill at home? Listening for Sounds Video (1:03) [PLAY VIDEO] YouTube link: https://www.youtube.com/watch?v=rhZMjpcvpGA&t=1s
33	Listening for Sounds: Parent Perspective	6 mins	Facilitator Says: Now, turn and talk to the people next to you and share your thoughts to the questions. [4 mins] 1. What do you notice the teacher does to help the kids? 2. How could you practice this skill at home with your child? 3. How have you seen your child practicing this skill at home? [After four minutes, ask for any parent to share to the whole group.]

			Would anyone like to share their thoughts? [1-2 minutes] [Notes from the video. Share with the group if not noticed: This teachers helps kids to listen for: • The first sound in a word • The middle sound in a word • How to blend sounds together to make a word (for sounding out when reading) • How to break a word apart into sounds (like you would need to do for spelling)] <i>Virtual Tip: Have families share in the chat or unmute to share their answers to the questions.</i>
34	Video 3 Example: Sounds to spelling	1:30 min	Facilitator says: “This video will show you a teacher working one-on-one with a student.” As you watch, 1. How did the teacher help this student spell words? 2. How could you practice this skill at home with your child? 3. How have you seen your child practicing this skill at home? Sounds to Spelling Video (1:17) [PLAY VIDEO] YouTube link: https://www.youtube.com/watch?v=HYEHJiffwoM
35	Sounds to spelling: Parent Perspective	6 min	Facilitator Says: Now, turn and talk to the people next to you and share your thoughts to the questions. [4 mins] 1. How did the teacher help the student spell words? 2. How could you practice this skill at home with your child? 3. How have you seen your child practicing this skill at home? [After four minutes, ask for any parent to share to the whole group.]

			Would anyone like to share their thoughts? [1-2 minutes] [Notes from the video. Share with the group if not noticed: The student listens for the sounds in the word "got" and writes the letter for each sound to spell the word. Families can do this activity at home with cheerios or any small objects. Notice that children are taught to use their fingers to "tap out the sounds"] <i>Virtual Tip: Have families share in the chat or unmute to share their answers to the questions.</i>
36	Video 4 Example: Spelling and syllable type	1:30 min	Facilitator says: "This video shows a big classroom lesson with first grade students. In this, the kids are running the show!" As you watch, 1. What do you notice the students doing? 2. How could you see yourself practicing this skill at home with your child? 3. How have you seen your child practicing this skill at home? Sounds to Spelling Video (1:19) [PLAY VIDEO] YouTube link: https://www.youtube.com/watch?v=nHNKNxNDuCU
37	Spelling and syllable type: Parent Perspective	6 min	Facilitator Says: Now, turn and talk to the people next to you and share your thoughts to the questions. [4 mins] 1. What do you notice the students doing? 2. How could you see yourself practicing this skill at home with your child? 3. How have you seen your child practicing this skill at home? [After four minutes, ask for any parent to share to the whole group.] Would anyone like to share their thoughts? [1-2 minutes]

			[Notes from the video. Share with the group if not noticed: The students do a letter-sound warm-up, practice building a word together, then figure out the syllable type (which helps them figure out what the vowel sound will be)] <i>Virtual Tip: Have families share in the chat or unmute to share their answers to the questions.</i>
38	Video 5 Example: Roots, prefixes, suffixes	1:30 min	Facilitator says: “This last video shows three kids sorting words that have some of the same letters.” As you watch, 1. What do you notice the teacher and students doing? 2. How could you see yourself practicing this skill at home with your child? 3. How have you seen your child practicing this skill at home? Roots, prefixes, suffixes Video (1:26) [PLAY VIDEO] YouTube link: https://www.youtube.com/watch?v=7oSp4OXe1qA&t=1s
39	Roots, prefixes, suffixes: Parent Perspective	6 min	Facilitator says: Now, turn and talk to the people next to you and share your thoughts to the questions. [4 mins] 1. What do you notice the teacher and students doing? 2. How could you see yourself practicing this skill at home with your child? 3. How have you seen your child practicing this skill at home? [After four minutes, ask for any parent to share to the whole group.] Would anyone like to share their thoughts? [1-2 minutes] [Notes from the video. Share with the group if not noticed: Here, the teacher is helping the kids to learn to see the larger parts of words that hold meaning—in this case the base or root word. They are trying to find words with the same root word]

			or base <play>, p-l-a-y. The little boy on the right will figure out that <play> can be a root word even if there are some letters in front of it...as in "re-play". The teacher reminds them that what matters here is the meaning of the root word. Being able to "see" or hear the roots, prefixes, and suffixes inside words helps kids to figure out what a word means—increasing their reading, writing, and speaking vocabulary.] <i>Virtual Tip: Have families share in the chat or unmute to share their answers to the questions.</i>
			CLOSING SECTION
40	Questions to Ask	1:40	Facilitator says: • “Now, in 2019, most teachers weren’t using the Science of Reading, and instead, they were still relying on other methods to teach reading and writing. • Even now, according to the latest reports, only about one-third of students are reading and writing at grade level. • The good news is, many states, including Ohio, have laws and programs to teach reading more effectively with the Structured Literacy approach! • There is still a long way to go, so it's really important that families speak up and take part in making sure that kids get good reading and writing instruction. SO, to help you partner with the school and your child's teacher even more, Here are some ideas for questions to ask to get the conversation started. You might ask things like: • What *approach do you use to teach reading and writing (it should be a structured literacy approach)? • You could ask: What *curriculums or programs are you using (there might be more than one – are they on the approved list)? • AND How much time do you get to spend giving direct instruction using those materials? • Lastly, Is my child in or a part of any small groups for reading or writing? AND what types of things are they working on in those groups? • It's good to ask specific questions about where your child is in their learning and if they are on track to meet grade level goals. ”
41	Questions to Ask: Early readers	1:10 min	Facilitator says: • “Specific questions for early readers and spellers might be:

			○ How is their *handwriting or letter formation (is it automatic and smooth yet?), ○ How are they doing with hearing sounds and syllables in words....with rhyming? ○ What *letter-sounds do they know so far? ○ Also, are they able to *read small words by sounding them out? ○ And are they able to spell those same small words? ○ Also ask: What *hard-to-spell words do they know so far? (these are also called red words, high frequency, or sight words) ○ For each of these questions. Ask if they are having trouble with any specific letters or types of words. ○ A good idea might be to ask the teacher for a copy of the lists they are using, so you can keep track of exactly where your child is doing well or needs more practice. ○ Finally, we can ask the teacher for ways we can help at home. ○ They'll really appreciate the team effort!"
42	Questions to Ask: More advanced readers	1:40 min	Facilitator says: • "Specific questions for families with older readers and writers might be: ○ How is my child doing with reading and spelling *larger words OR are they still struggling to read and spell some smaller words? ○ What *syllable types have they mastered—and are they having trouble with any? ○ Again, considering older students are being asked to read and write bigger words, maybe ask: What *roots prefixes and suffixes they've learned, AND how are they doing reading and spelling those larger word parts? ○ And the writing assignments get harder as they get older too, so ask: ○ What *writing skills are they working on? ○ Are they remembering to capitalize and punctuate their sentences? ○ Are they having trouble with sentence structures or trouble writing longer papers? ○ Lastly, older students are asked to read longer and harder books and reading passages. SO, it would be good to ask:

			○ Are they *understanding what they read when they are given grade-level stuff? ○ Teachers in the older grades still have lists to follow for teaching using the Structured Literacy Approach so ○ Again, a good idea might be to ask the teacher for a copy of the lists they are using, so you can keep track of exactly where your child is doing well or where they might need more practice. Teachers enjoy working with families, and when parents and teachers talk about how kids are learning, research shows that students do much better in school.”
43	Curious for More	1 min	Facilitator says: “Watch: Dotting the ‘i’ in Literacy- Ohio has put together a beautifully done video, Dotting the ‘I’, that shows how they have committed to using the Science of Reading in their schools. In it, you’ll hear from the Kareem Weaver—the film star, community activist, and literacy expert; you’ll hear from the governor, teachers, administrators, and local celebrity advocate Brett Tingley. Brett reminds families of their critical role in advocating for the Science of Reading in their child’s classroom. It is well worth the watch! https://www.youtube.com/watch?v=qR-ctPFixzY View: Ohio Department of Education and Workforce Structured Literacy Materials Website https://go.osu.edu/odewhighqualitymaterials Read: What are decodable books? https://ohiofamiliesengage.osu.edu/resources/what-are-decodable-books/ [SHOW HANDOUT] Explore: The Family Literacy Toolkit https://ohiofamiliesengage.osu.edu/family-literacy-toolkit/ <i>Virtual Tip: Share the links in the chat or question/answer box.</i>
44	Families and Schools	30 sec	Facilitator says:

			Families are an important part of a child's reading and writing success. We want you to know: • what is being taught at school, • how your child is doing, and • how you can support your child at home. There is great evidence that shows that the more families and teachers talk and work together, the better the kids do! We invite and encourage you to talk with your child's teacher regularly. You have the power to make a huge difference in your child's education."
45	More questions on the science of reading?	30 secs	[Insert picture and contact information of the person at your school that families can contact with more questions]
46	Family Survey Closing Slide	1 min	Facilitator says: "It was lovely to see everyone today. Thanks for coming out! We would love to hear what you thought of the workshop! The Statewide Family Engagement Center loves feedback! It is important to all of us that we offer resources and events that help families like yours. So please take a minute to fill out this short survey. Your comments are very important to us. And when you're done filling out the survey, please feel free to stay after for a while to talk and connect more with other families and staff."
		TOTAL TIME: ~65 minutes	

After Your Workshop

Submit Your Surveys: Instructions

Please follow the steps below to complete the surveys related to the workshop:

1. [Facilitator Survey](#)
2. [Family Participants Survey](#)

Additional Resources for Facilitators

[Steps to Facilitate Adaptively When Things Go Wrong](#) – Bright Mornings

Bright Mornings Podcast with Elena Aguilar

These podcast episodes present tips and strategies for professional development that can be applied to facilitating with families.

- [Episode 123](#): Powerful Facilitation Starts and Ends with You
- [Episode 124](#): When Things Don't Go According to Plan
- [Episode 125](#): It's All in the Details
- [Episode 126](#): 10 Strategies to Shift a Mood