A black puzzle piece is missing from a larger puzzle that forms a globe. The puzzle piece is black and contains white text. The globe is light gray with a grid of latitude and longitude lines. The puzzle pieces are white with black outlines.

Are Families the
"Missing Piece" in
your literacy program?

Reaching Out to Families: How Parents Can Help their Children Learn to Read

OSSE LEA INSTITUTE – It Takes a City: DC Does it Best!

Eisenhart & Associates, Educational Consulting

May 20, 2016



What is the FOCUS for this session?

I want to make good use of our limited time together. During the next hour we will explore how early learning leaders and teachers can enlist the support of families to help children learn to read. These questions will guide us:

- What is the connection between classroom learning and families?
- What does research tell us about learning to read?
- How can families help children learn to read?
- What can early learning leaders and teachers do to enlist the support of families to help children learn to read?



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What is the Connection between Classroom Learning and Families?

1. Involvement programs that link to learning improve student achievement.
2. Speaking up for children protects and promotes their success.
3. All families can contribute to their children's success.
4. Community organizing gets results.

Henderson & Mapp (2002)



PTA National Standards for Family-School Partnerships

HANDOUT:

PTA's National Standards for Family-School Partnerships

Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2: Communicating effectively—Families and school staff engage in regular, meaningful communication about student learning.

Standard 3: Supporting student success—Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

For more information about the National Standards and PTA programs that promote family-school partnerships, visit www.pta.org.

RESOURCE: <http://www.pta.org/parents/>



What does Research tell us about Learning to Read?

Soundbites:

- The ability to read and write does not develop naturally.
(Durkin 1966)
- Specific skills required for reading and writing are learned through experiences with both oral and written language.
(Strickland 1994)
- Young children encounter diverse experiences with oral and written language in their home environments. This will impact their success in learning to read and write.
(Hart & Risley 1995; McGill-Franzen & Lanford 1994).
- The single most important activity for building the skills essential for reading success is reading aloud to children.
(Wells 1985; Bus, Van Ijzendoorn, & Pelegrini 1995)



What does Research tell us about Learning to Read?

Soundbites:

- It is the talk that surrounds storybook reading that gives it power. (Dickinson & Smith 1994)
- For dual language learners, studies show that strong skills in their first language promotes school achievement in a second language. (Wong & Fillmore 1991)
- Asking predictive and analytic questions before and after read-alouds enhances vocabulary development and comprehension skills. (Dickinson & Smith 1994).
- Reading and writing acquisition is best conceptualized as a developmental continuum rather than an all-or-nothing phenomenon.



A Word about **READING READINESS**

Although there are early literacy skills that provide the foundation for reading and writing success, schools should never use **READINESS** as a barrier to beginning school.



What are these early literacy skills?

- Oral language (receptive and expressive)
- An interest in books and learning how to read
- Concepts of Print
- Letter recognition
- Phonological Awareness

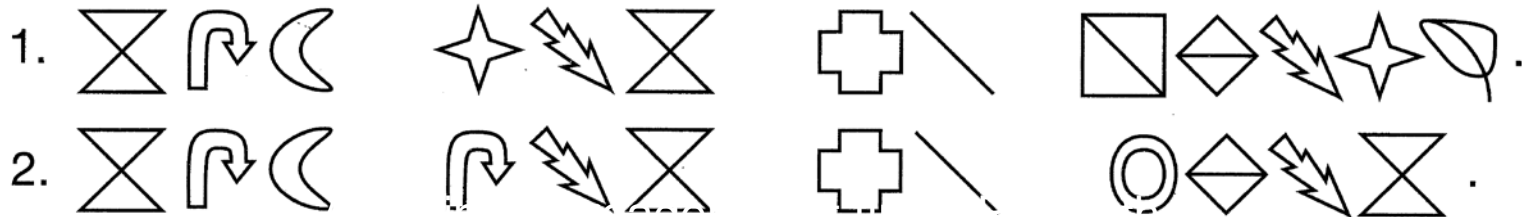


Learning to read is a complex process.

Do you remember when you learned to read?



Learning to Read!

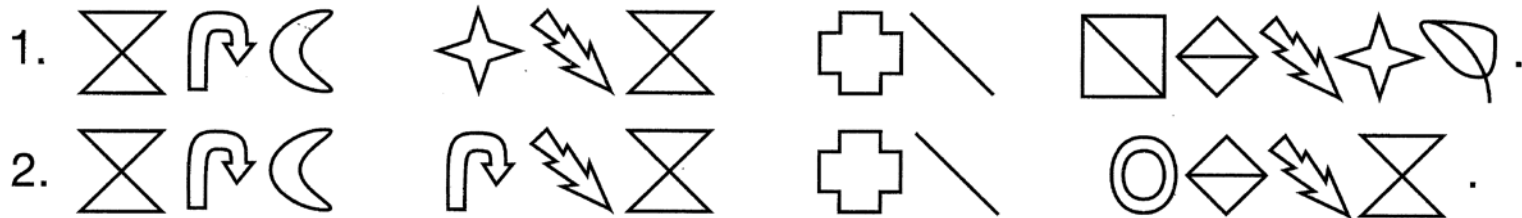


Pretend you are just five or six years old and you are learning to read.

Do you remember what it was like to try to make sense of written symbols?



Learning to Read!

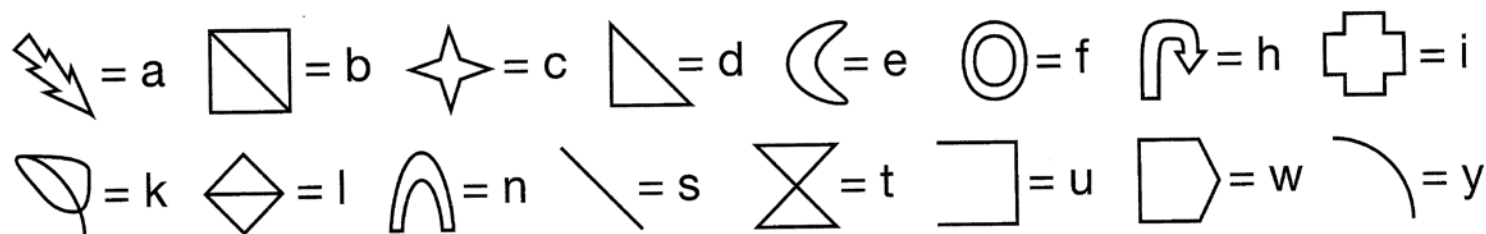


A beginning reader must first **BREAK** the **CODE**!

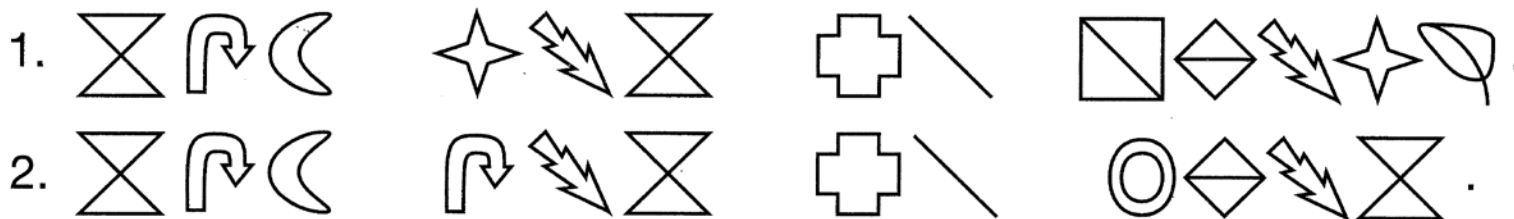
“Read” the two sentences at the top of this screen.



Breaking the CODE



Let's try this again . . .





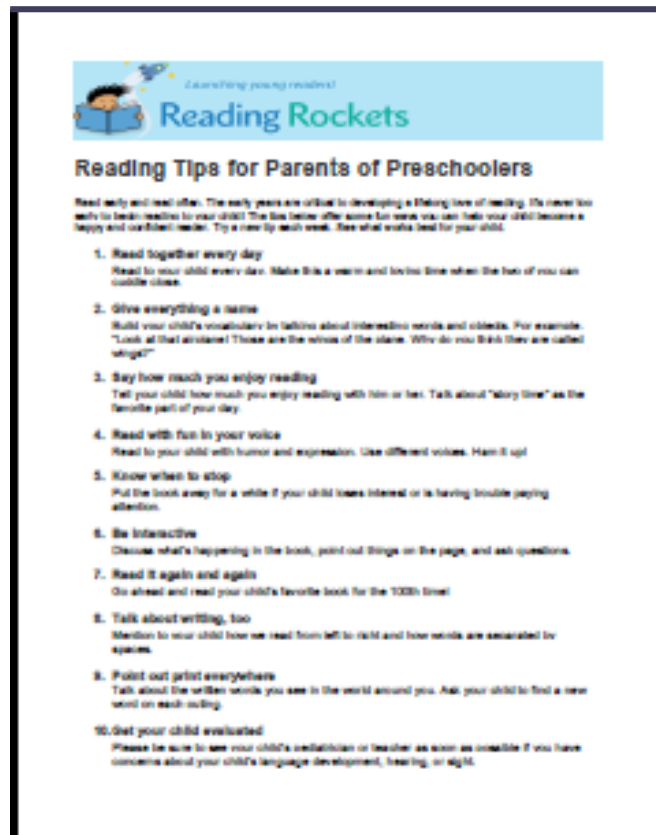
Learning to Read!

1. .
2. .

1. The cat is black.
2. The hat is flat.

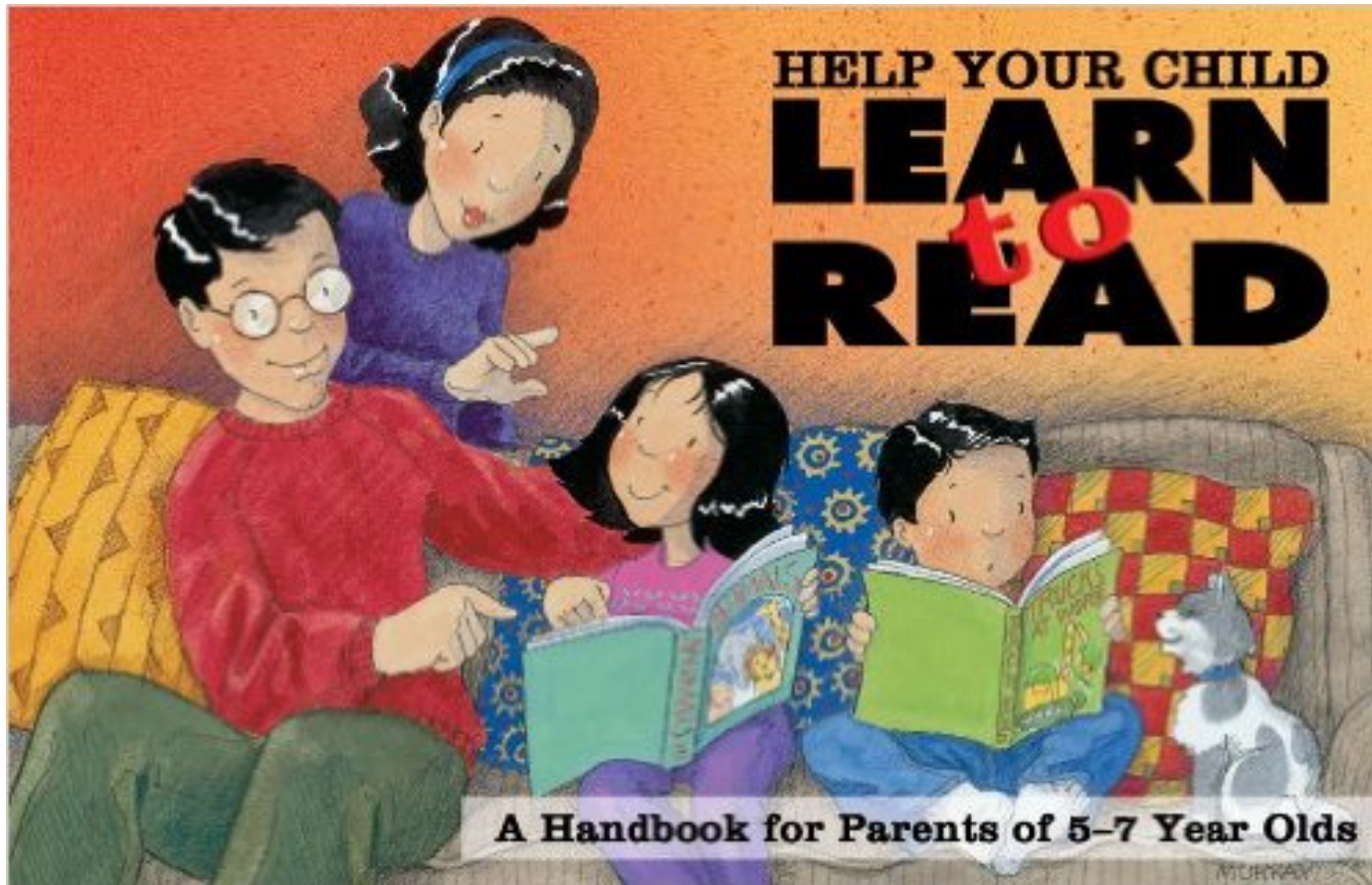
- = a = b = c = d = e = f = h = i
- = k = l = n = s = t = u = w = y

How can Families Help Children Learn to READ?



Handout: *Reading Tips for Parents of Preschoolers*

How can Families Help Children Learn to READ?



Corinne Eisenhart, Ph.D. (2016)



What can Early Learning Leaders Do to Enlist the Support of Families so they help Children Learn to Read?

Encourage parents to Read-Aloud to their children EVERY day. Teach parents effective Read-Aloud strategies.

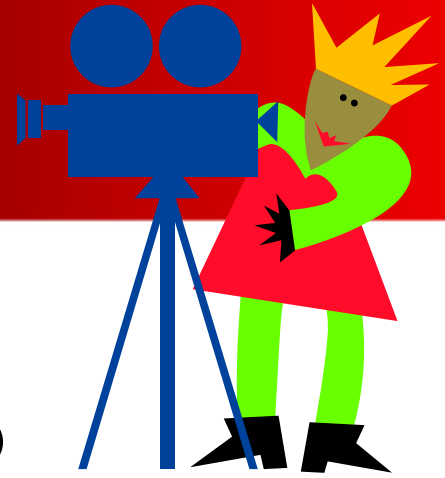


Read – Read – Read - Read

"Children are made readers on the laps of their parents."

— Emilie Buchwald

Read Aloud



As you watch this video clip of a mother reading to her young daughter, reflect on the strategies she uses to engage her child in the reading process.

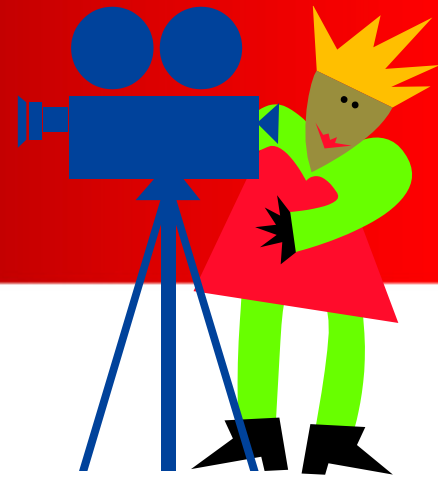
White Board Activity . . .



What do you do to reach out to parents?



Family Reading Night

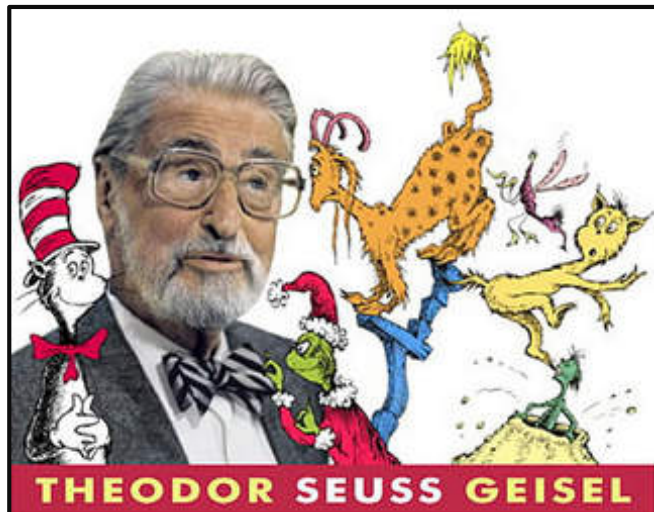


As you watch this video clip, reflect on the planning and implementation of an effective Family Reading Night.

Do you have any additional ideas for a successful Family Reading Night?



"Fill your house with stacks of books, in all the crannies and all the nooks."



— Dr. Seuss



Summary: Turn & Talk

3 - 2 - 1

3 ideas that are new or confirm your practice

2 ideas that you will share with your colleagues

1 idea you will implement