# Fluency

<table>
<thead>
<tr>
<th>What this looks like for children during a program</th>
<th>What this looks like for caregivers during a program</th>
<th>What this looks like for program facilitators</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Practice reading (aloud or silently)</td>
<td>● Select books for child that match reading level and interest</td>
<td>● Provide a selection of attractive titles for a wide range of reading levels and interests at program</td>
</tr>
<tr>
<td>● Gain confidence with sight words</td>
<td>● Practice supportive co-reading</td>
<td>● Booktalk or read book aloud during program</td>
</tr>
<tr>
<td>● Listen to story and follow along with printed word</td>
<td>● Read aloud to child</td>
<td>● Create opportunities within the program for the child to read (aloud or silently) at their own pace</td>
</tr>
<tr>
<td>● Reading or singing rhymes or songs</td>
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</tbody>
</table>

## Tips to Share During Program
- Kids who can read fluently and with expression have an easier time understanding what they’re reading. It also makes reading more fun!
- Use the five finger rule to help your child pick a book for them to practice fluency. Three fingers is a sweet spot for fluency development.
- Listen to your child read everyday. Give them lots of praise and encouragement.
- Take turns reading a book together. This helps your child practice fluency while also having the opportunity to watch as you model for them.
- Create a book-rich home environment by checking out books from the library.
- Read when your child is reading to show them how much you value reading. It could be a newspaper, magazine, or book.
- When you’re reading aloud ask your child to follow along by running their finger under the printed words as you read them.
- Point out **sight words** while reading to your child.
- Encourage your child to reread their favorite books. This helps them gain fluency.
- Encourage your child listen to an audiobook and following along with the printed words.
- Play rhyming games with your child.

## Program Examples
- Storytime for older kids
- Make an Audio Book/Podcast/Video

## Resources
<table>
<thead>
<tr>
<th>Background Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What this looks like for children during the program</strong></td>
</tr>
<tr>
<td>● Learn and then encounter new vocabulary several times during the same program</td>
</tr>
<tr>
<td><strong>What this looks like for caregivers during the program</strong></td>
</tr>
<tr>
<td>● Interact with child to define and contextualize new words</td>
</tr>
<tr>
<td><strong>What this looks like for program facilitators</strong></td>
</tr>
<tr>
<td>● Create opportunities to define and contextualize new words</td>
</tr>
<tr>
<td>● Provide visual and/or physical context for vocabulary</td>
</tr>
<tr>
<td>● Incorporate new vocabulary into several program activities</td>
</tr>
<tr>
<td>● Model defining and contextualizing for caregivers</td>
</tr>
</tbody>
</table>

**Tips to Share During the Program**

- Listen to audiobooks together. Talk about new words and ideas to help your child develop background knowledge.
- As you read together point out and talk about new vocabulary words.
- Read a nonfiction book together and explore new words using the glossary.
- Talk about the features of a nonfiction book (table of contents, glossaries, maps) and discuss how they make it easier to find information.

**Program Examples**

- Tinker Studio
- How to Build a House
- [The Real Poop on Pigeons](#)

**Resources**
### Comprehension

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<tr>
<td>● Retell the story that the program is based on</td>
<td>● Ask open-ended questions about the book</td>
<td>● Create activities that encourage narrative skills. This can be individually (child only) or collaboratively (peer groups or child-caregiver interactions)</td>
</tr>
<tr>
<td>● Tell a new story inspired by the program</td>
<td></td>
<td>● Create activities that define and explore character traits</td>
</tr>
<tr>
<td>● Retelling can be written, oral, play-based</td>
<td></td>
<td>● Create activities that encourage defining the problem and creatively solving it</td>
</tr>
<tr>
<td>● Define and discuss characters (names, identities, traits, etc.)</td>
<td></td>
<td>● Create activities or discussion opportunities that foster discussion about emotions, characters, plot, etc.</td>
</tr>
<tr>
<td>● Define the problem and how it is solved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Discusses how the book made them feel</td>
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### Tips to Share During the Program

- Ask your child open-ended questions about the characters, setting or plot.
- After reading a book with your child, retell the story using words, pictures or pretend play.
- When reading a book together, ask your child questions to help them relate the story to their own life.
- If there’s a character your child loves to read about, encourage them to write them a letter or draw them a picture.
- Talk about who is narrating the story.
- Discuss the characters in a story with your child. Try questions like, “Why do you think that character made that choice?” and “How do you think that character felt when that happened?”

### Program Examples

- **Adventures in Cartooning**
- **Pink is for Blobfish**
- **Roald Dahl Day**

### Resources
# Reading Motivation

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<tbody>
<tr>
<td>● Find books that are attractive and engaging their interests</td>
<td>● Find books that are attractive and engaging their developing reader’s interest</td>
<td>● Provide a selection of attractive titles for a wide range of reading levels and interests at program</td>
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<tr>
<td></td>
<td></td>
<td>● Booktalk or read book aloud during program</td>
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## Family Engagement at Home

### Caregivers
- Creates a book-rich home environment by checking out books from the library
- Selects books based on child’s interests

### Children
- Actively participants in selecting books to read
- Reads the same book multiple times

## Tips to Share During the Program

Importance of encouraging families to make reading fun. Create an environment of learning that’s stress-free

## Program Examples
- Princess in Black Day
- Drawing and Doodling Inspired by Graphic Novelist Elise Gravel
- Captain Underpants Day
- Narwhal & Jelly Celebration

## Resources
### Decoding

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<tr>
<td>● Gain skills around phonemic awareness</td>
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<td>●</td>
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</table>

#### Family Engagement at Home

**Caregivers**
- Uses alliteration to highlight phonemes
- Asks child, “Do we hear mmmmmm in the word Moon?”
- Points out familiar phonemes to child while reading together

**Children**
- Recognize and name all upper- and lowercase letters of the alphabet
- Follows words from left to right, top to bottom, and page by page
- Understand that words are separated by spaces in print
- Identifies vowels and their sounds (both long and short)
- Decodes double syllable words (2nd grade +)
- Decodes multisyllable words (3rd grade +)
- Distinguishes between similarly spelled words by identifying the sounds of the letters that differ
- Recognizes the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)

#### Tips to Share During the Program

Importance of repetition to reinforce neural pathways

**Program Examples:**
- [Backyard Explorers](#)

**Resources**