

Fluency

What this looks like for children during a program

- Practice reading (aloud or silently)
- Gain confidence with sight words
- Listen to story and follow along with printed word
- Reading or singing rhymes or songs

What this looks like for caregivers during a program

- Select books for child that match reading level and interest
- Practice supportive co-reading
- Read aloud to child

What this looks like for program facilitators

- Provide a selection of attractive titles for a wide range of reading levels and interests at program
- Booktalk or read book aloud during program
- Create opportunities within the program for the child to read (aloud or silently) at their own pace

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

Background Knowledge

What this looks like for children during the program

- Learn and then encounter new vocabulary several times during the same program

What this looks like for caregivers during the program

- Interact with child to define and contextualize new words

What this looks like for program facilitators

- Create opportunities to define and contextualize new words
- Provide visual and/or physical context for vocabulary
- Incorporate new vocabulary into several program activities
- Model defining and contextualizing for caregivers

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

What this looks like for children during the program

- Retell the story that the program is based on
- Tell a new story inspired by the program
- Retelling can be written, oral, play-based
- Define and discuss characters (names, identities, traits, etc.)
- Define the problem and how it is solved
- Discusses how the book made them feel

What this looks like for caregivers during the program

- Ask open-ended questions about the book

What this looks like for program facilitators

- Create activities that encourage narrative skills. This can be individually (child only) or collaboratively (peer groups or child-caregiver interactions)
- Create activities that define and explore character traits
- Create activities that encourage defining the problem and creatively solving it.
- Create activities or discussion opportunities that foster discussion about emotions, characters, plot, etc.

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

What this looks like for children during the program

- Find books that are attractive and engaging their interests

What this looks like for caregivers during the program

- Find books that are attractive and engaging their developing reader's interest

What this looks like for program facilitators

- Provide a selection of attractive titles for a wide range of reading levels and interests at program
- Booktalk or read book aloud during program

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

What this looks like for children during the program

- Gain skills around phonemic awareness

What this looks like for caregivers during the program

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What this looks like for program facilitators

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Family Engagement at Home

Caregivers

- Uses alliteration to highlight phonemes
- Asks child, “Do we hear mmmmm 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