

Ready4K[®]

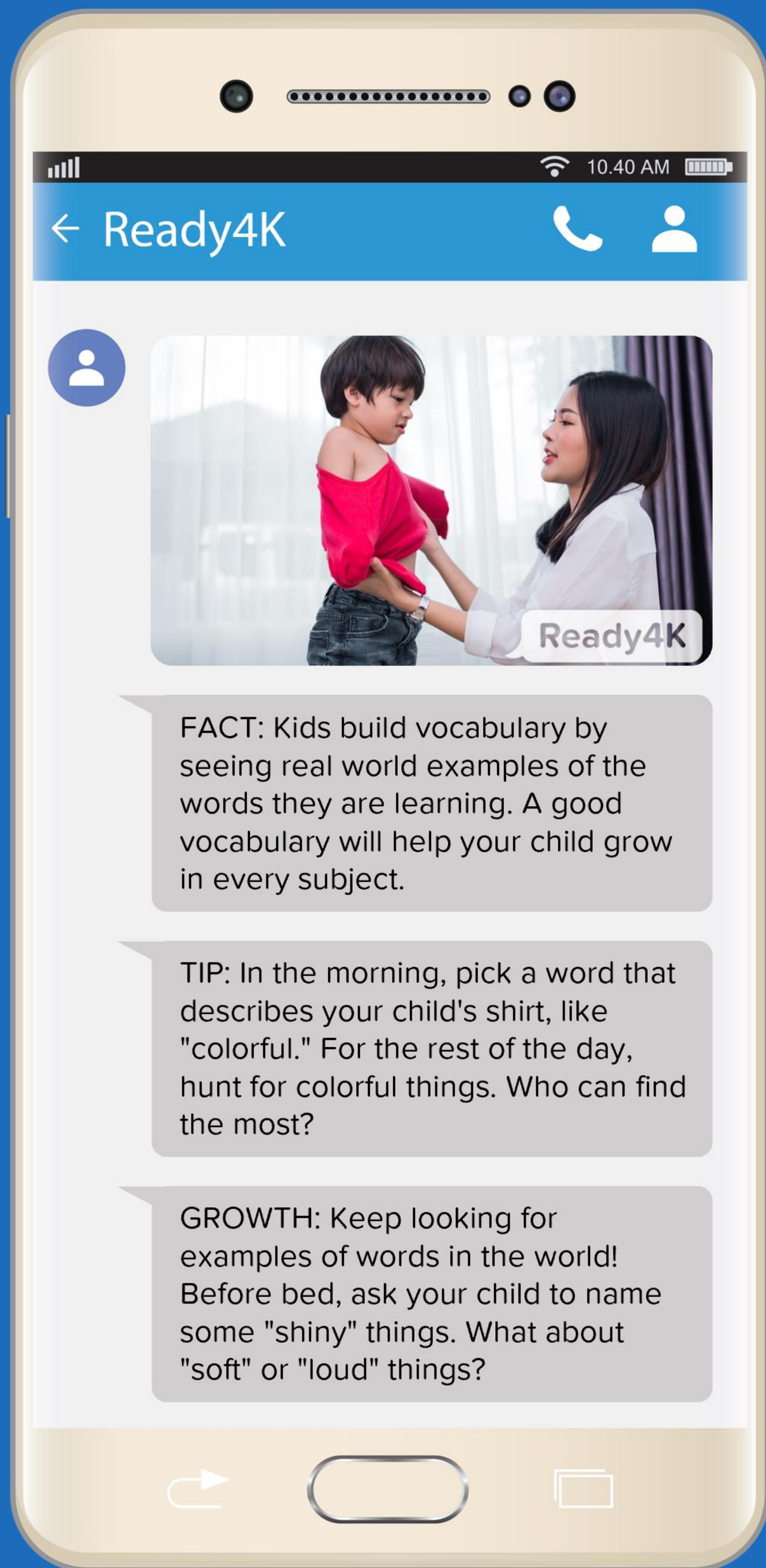
WEBINAR

Sparkling Family Literacy Moments

October 13, 2021

2pm ET / 11am PT






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How can we reach
ALL families with
literacy supports?



How can I ensure
literacy resources
are doable and
accessible?



How can I find the
just-right literacy
activities for
families right now?



Your turn to
CREATE!

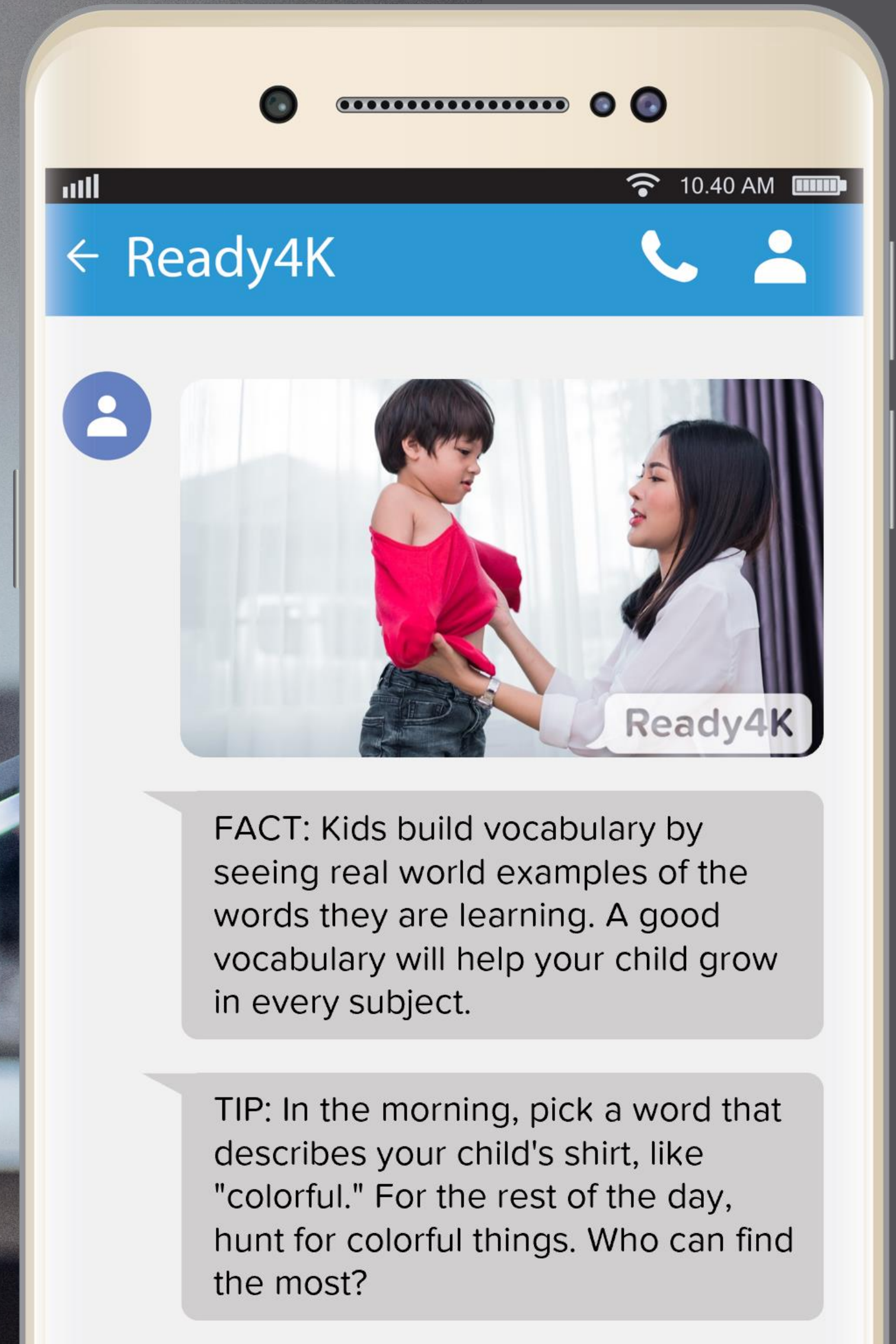
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THE INBOX EXERCISE

^ Important and unread

- ☆ Simon Perez Urgent! Substitute teacher needed for Mr. Cochran's 2nd grade classroom
- ☆ Alexis Jackson 11am deadline: Spirit day order forms must be submitted
- ☆ Rahima Healy Immediate Attention Required: Interpreter needed for 10am IEP meeting
[IEP Protocol](#)
- ☆ Noah Lowry Administrative leave update: Ms. Kirby arriving at 9am to pick up personal belongings
- ☆ Darrell Roberts Urgent! Concern over behavioral incident in classroom 2B
- ☆ Veronica Chang Notice: 2nd floor bathroom closed for cleaning. Strep throat outbreak in 3rd grade classroom.

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FACT: Kids build vocabulary by seeing real world examples of the words they are learning. A good vocabulary will help your child grow in every subject.

TIP: In the morning, pick a word that describes your child's shirt, like "colorful." For the rest of the day, hunt for colorful things. Who can find the most?

SKIP THE INBOX

The Most Accessible Technology

97% of American adults under 50 have cell phones

98% of cell phone owners send and receive texts

98% open rate for text messages (vs. 26% for email)

Traditionally under-served adults text with the highest frequency

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Communication

ASQ3 Ready4K

FACT: Your child's latest ASQ results show they're building communication skills. When you read and talk about stories together, these skills grow. You can build language and literacy at the same time!

TIP: Snuggle together and read a story before bed. After you finish, talk about the characters. Ask, "Who was your favorite? Why do you like them?"

GROWTH: Keep building language with stories! As you finish a book tonight, ask: "Which character would you like to be friends with? What would you do together?"

Personalized Learning
Age 5

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FACT: The more kids tell stories, the better they are at writing them. When kids tell stories, they learn how to describe events and put them together.

TIP: As you eat, tell a story about doing something for the first time, like riding a bike. What happened? What did it feel like? Now it's your child's turn.

GROWTH: Keep telling stories. Now tell about a time you lost something. What was it? Did you find it? How? Now your child can tell about losing something.

Core
3rd Grade

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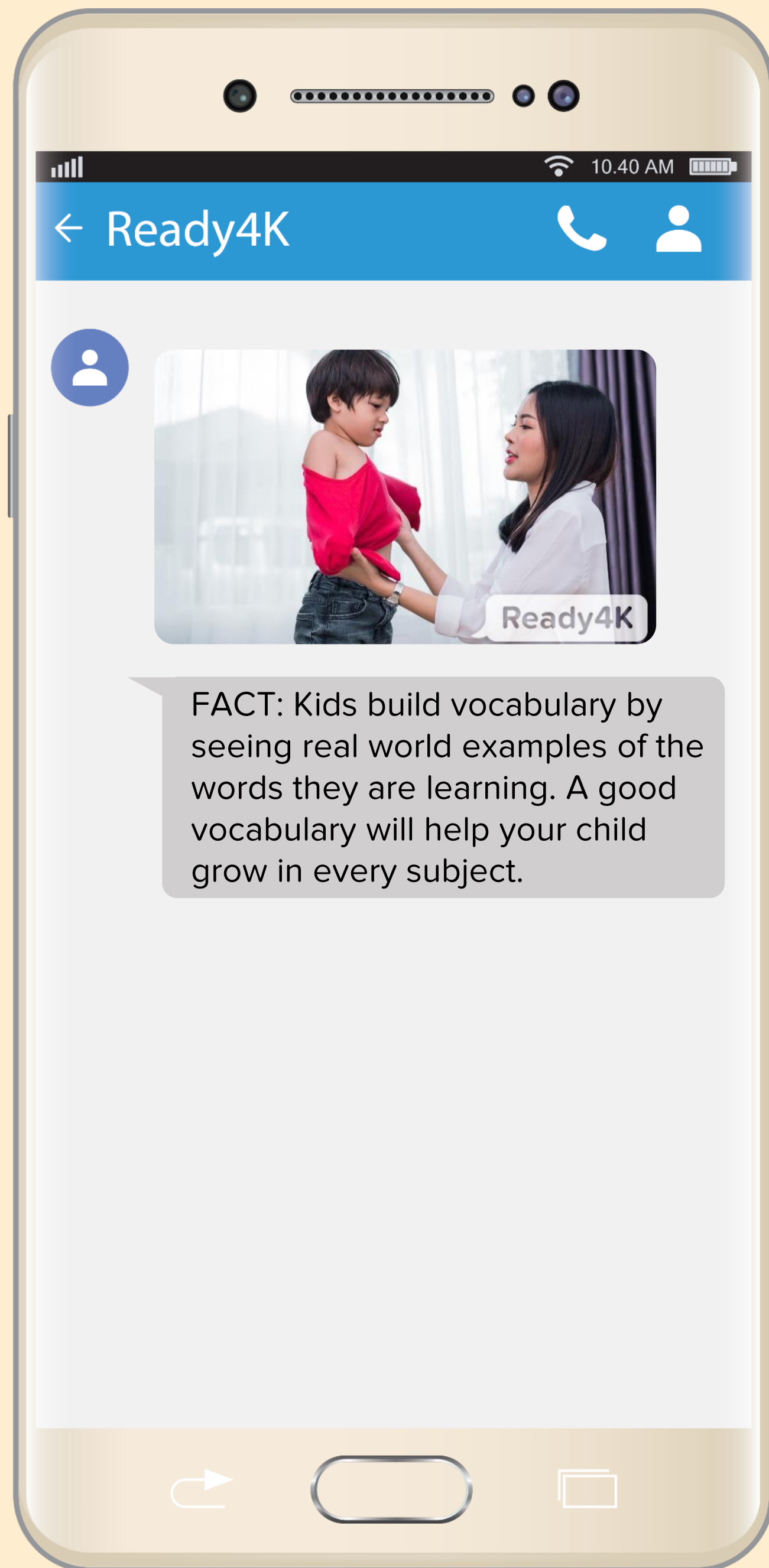
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FACT: In school, kids retell stories. They write about them, talk about them, and act them out. When kids retell stories, it shows they understand stories.

TIP: After your child finishes a book, play an acting game. Ask them to act out their favorite part. Can you find the page they are acting out?

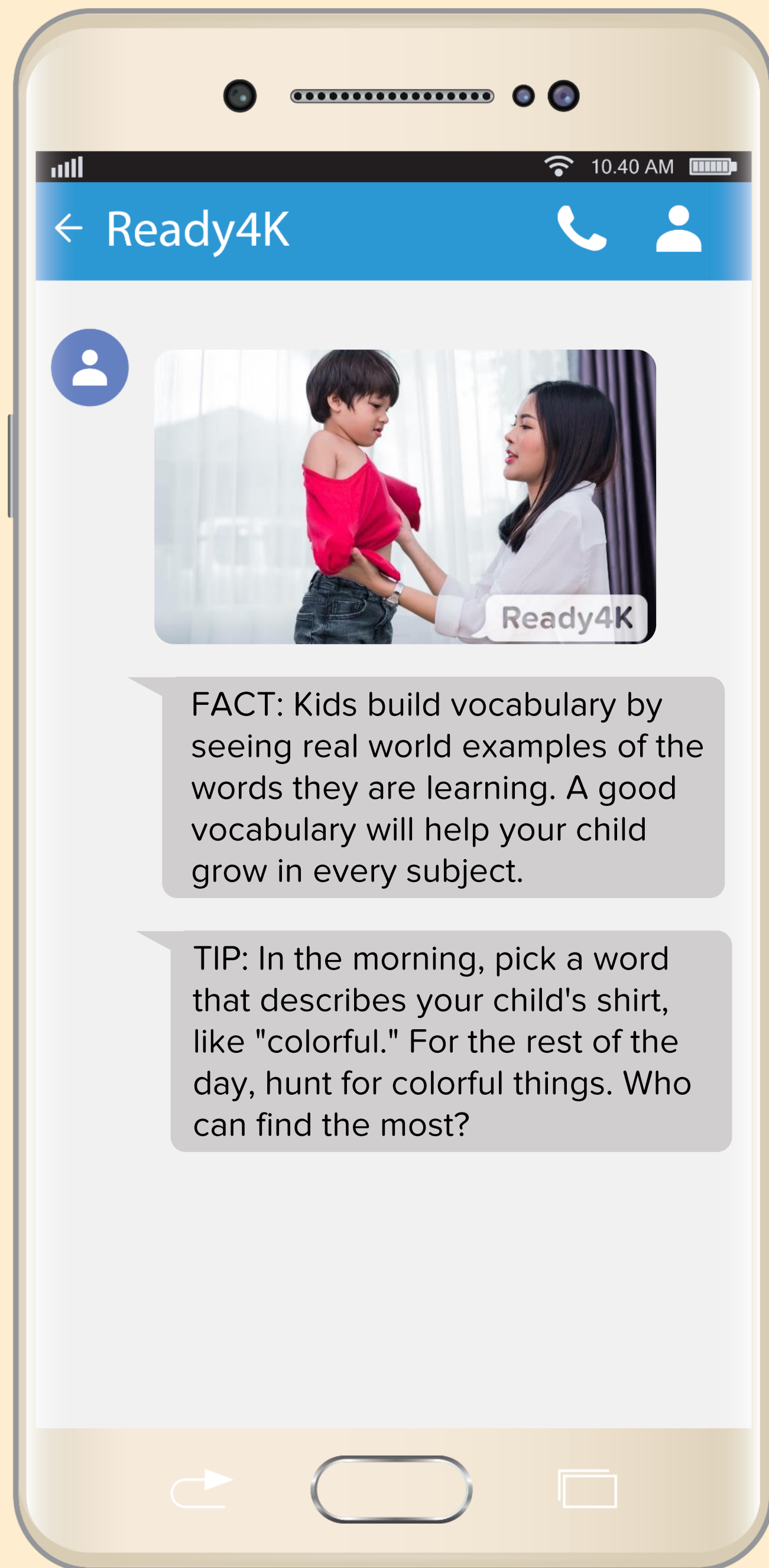
GROWTH: Keep retelling stories! Now retell a story that YOU loved as a child. Make sure to include lots of details about the setting and characters.

Trauma-Informed
1st Grade



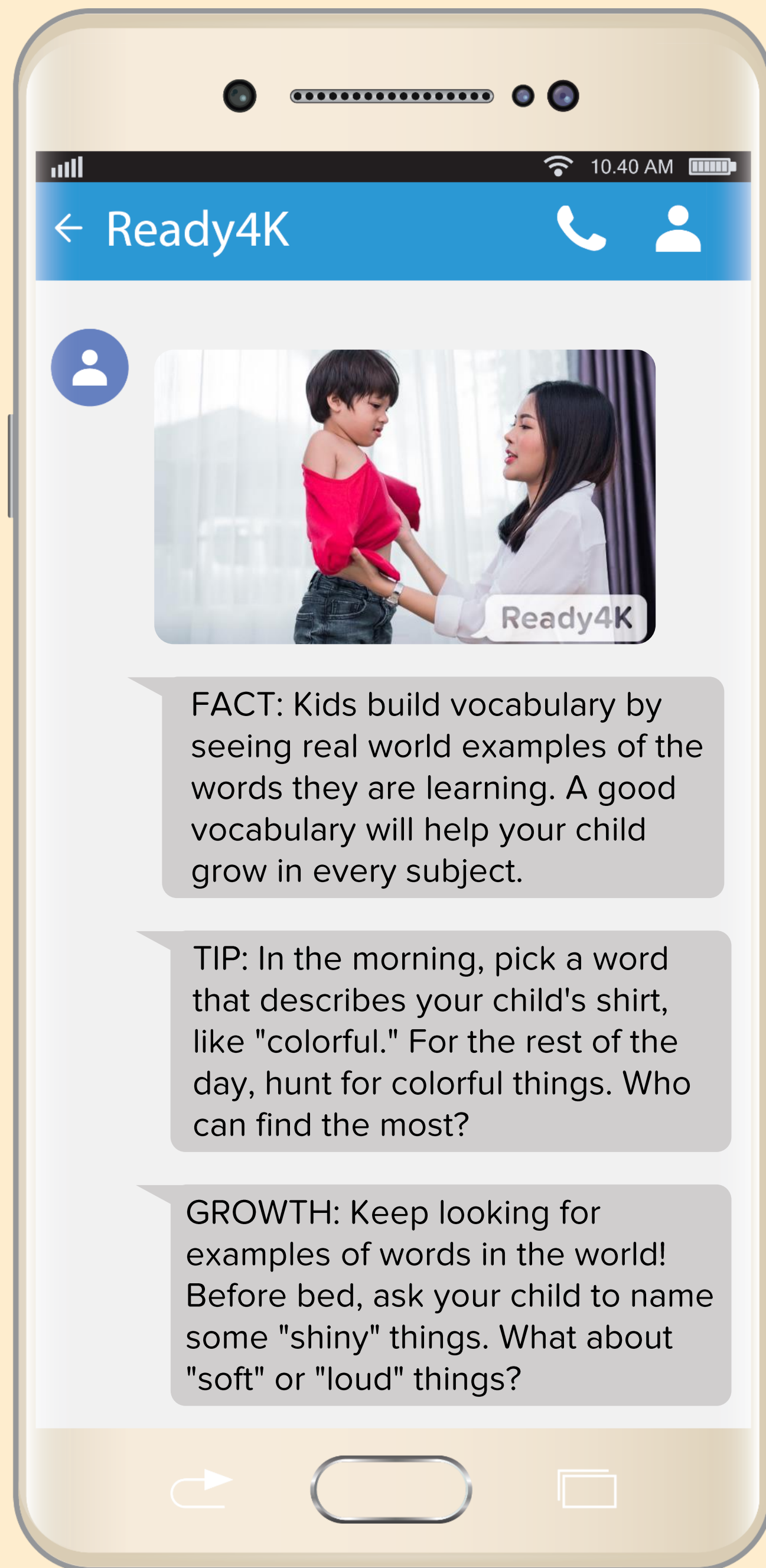
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TIP: In the morning, pick a word that describes your child's shirt, like "colorful." For the rest of the day, hunt for colorful things. Who can find the most?

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GROWTH: Keep looking for examples of words in the world! Before bed, ask your child to name some "shiny" things. What about "soft" or "loud" things?

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90%

of parents do it

+2-3 Months

Student Growth over a
School Year

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Fit into the activities
we're already doing

Provide
important
information

What Ready4K Families Say

Reliable and
helpful

Give me that
"I can do it!"
feeling

Easy and
Doable

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**How can I find the
just-right literacy
activities for**



families right now?



Start with a WHAT



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Review Time!



Knowledge

Do they have the background knowledge?



Tools

Do they have the tools?



Culturally-Aligned

Will the skill resonate from a cultural perspective or with a family's lived experiences?



Strengths-Based

Does the skill leverage a family's strengths?



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2. What language does your child use when speaking at home?

<input type="checkbox"/> Only English	<input type="checkbox"/> Mostly English but sometimes home language	<input type="checkbox"/> Both languages equally	<input type="checkbox"/> Mostly home language but also some English	<input type="checkbox"/> Only home language (not English)
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If more than one language is spoken at home, please specify which language the child uses most or with what family member the child uses each language:

3. How do you feel about your child continuing to learn his/her home language at the same time he/she learns English?

<input type="checkbox"/> I really want my child to learn English and maintain our home language.	<input type="checkbox"/> I don't really know how I feel about this.	<input type="checkbox"/> I am concerned about my child learning our home language and English at the same time.
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4. What country is your child/family from? What is your child's cultural heritage and what parts of your culture are most important to you and your family?

5. How can you help your child's teachers bring your language and culture into the classroom?

6. How can your child's teachers support you?



Spell out the WHY

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“I like any activity that gets my child talking and expressing herself!”

LANGUAGE SKILLS

QUESTIONS and CONVERSATIONS

My favorite activities are things like asking "what if ..." or "what is like ..." and just general conversation tips. It helps our relationship develop. Keeps it from just being "I'm an adult and you are a child" into "we can talk about anything"

Asking a silly question every morning and asking questions about my child's day, because I love to hear his answers especially when he is excited about something.

My favorite are the Dinner talks. I love to hear about their day and how they view things

SELF TALK

My favorite are the tips about positive self talk because I feel it is very important

I like talking to him as I do chores around the house. He listens and clearly enjoys hearing me explain things.

“We are busy, I love listening to him read out loud. Hearing his confidence grow is my favorite thing!”

BOOKS AND STORIES

ENGAGEMENT IDEAS

I like the suggestions of things to ask your child while reading

BONDING

We love to read books together. Since I work full time, it a great way to snuggle in a get some one-on-one time.

Reading books together. Fun for both mom and toddler and time to slow down and connect during busy days.

ACCESS

We love any activity with books. We love to learn about different things and now more than ever they help us to get to know about different people and places and nature .

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**“Phonics makes moments
more fun!”**

PHONEMIC AWARENESS

FUN...

Anything that has to do with cleaning up or laundry, because it makes it fun instead of a chore! And it's helpful to me! So we rhyme and sing while doing all of that 👍

FUN...

While ordering the house, talk like robots.

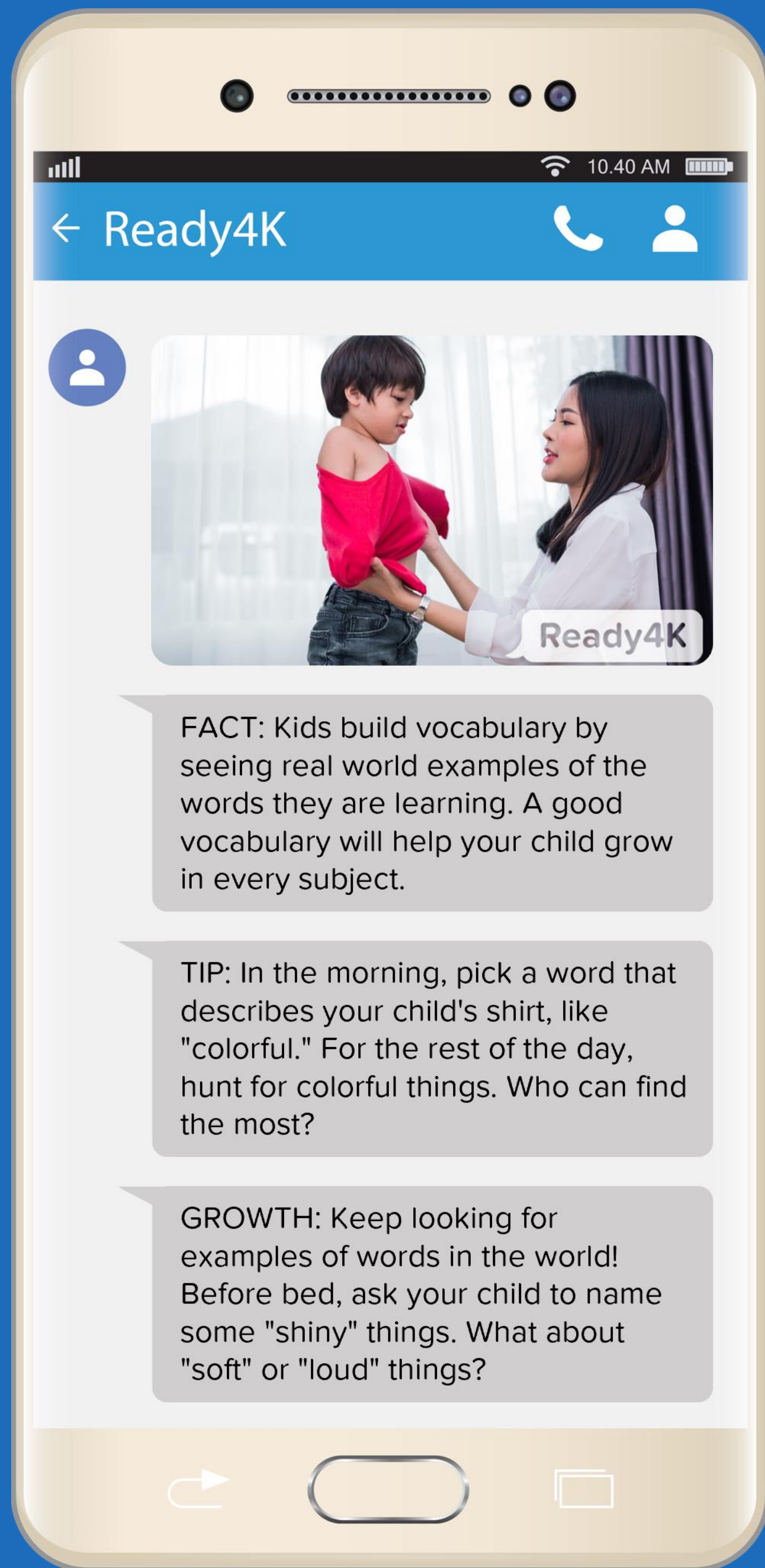
AND MORE FUN!

Supermarket and shopping ideas. Always great to learning in errands and have a fun distraction that has benefits.

*Reading
Skills!*

**Sharing feelings
Self-management
Confidence**





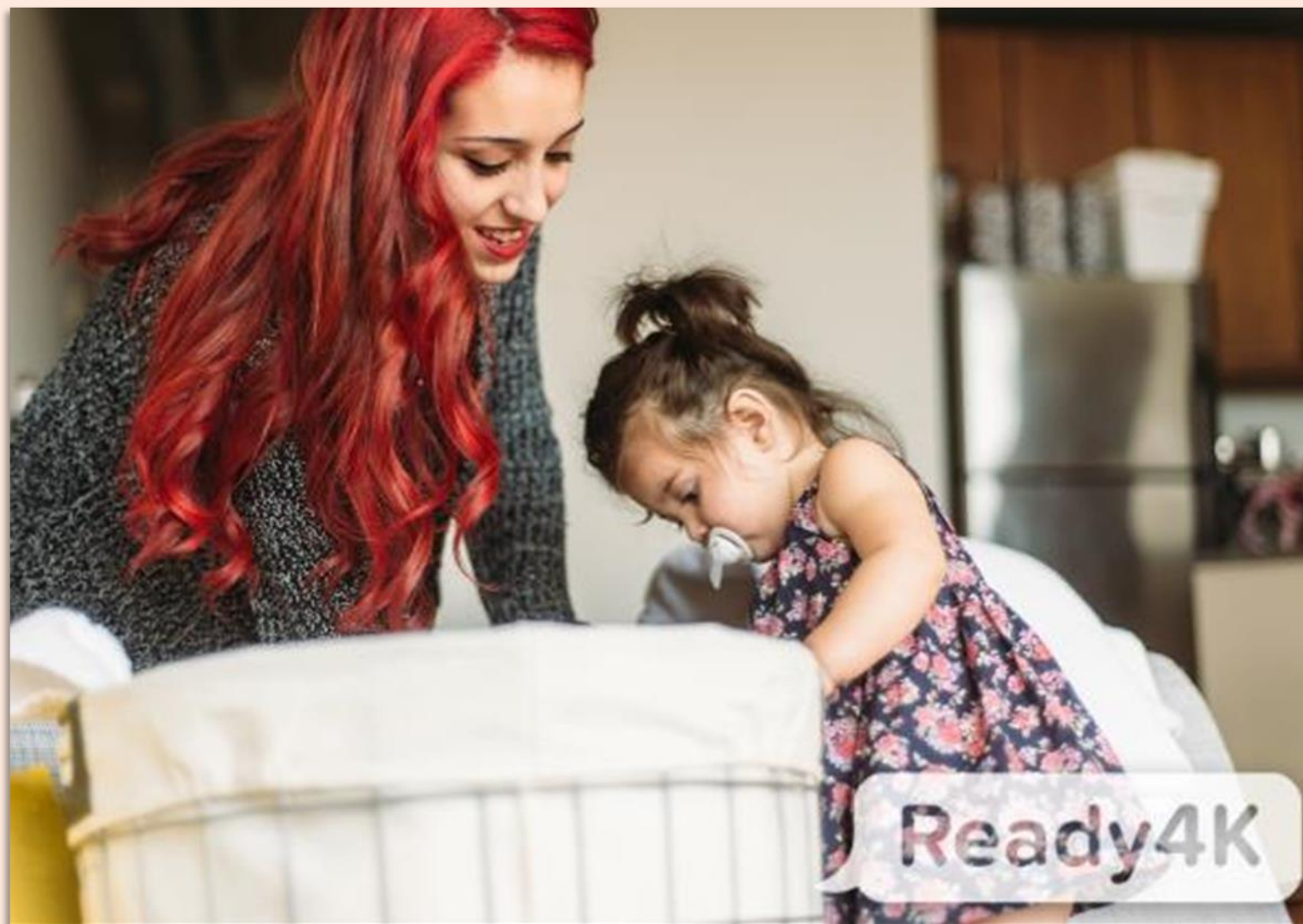
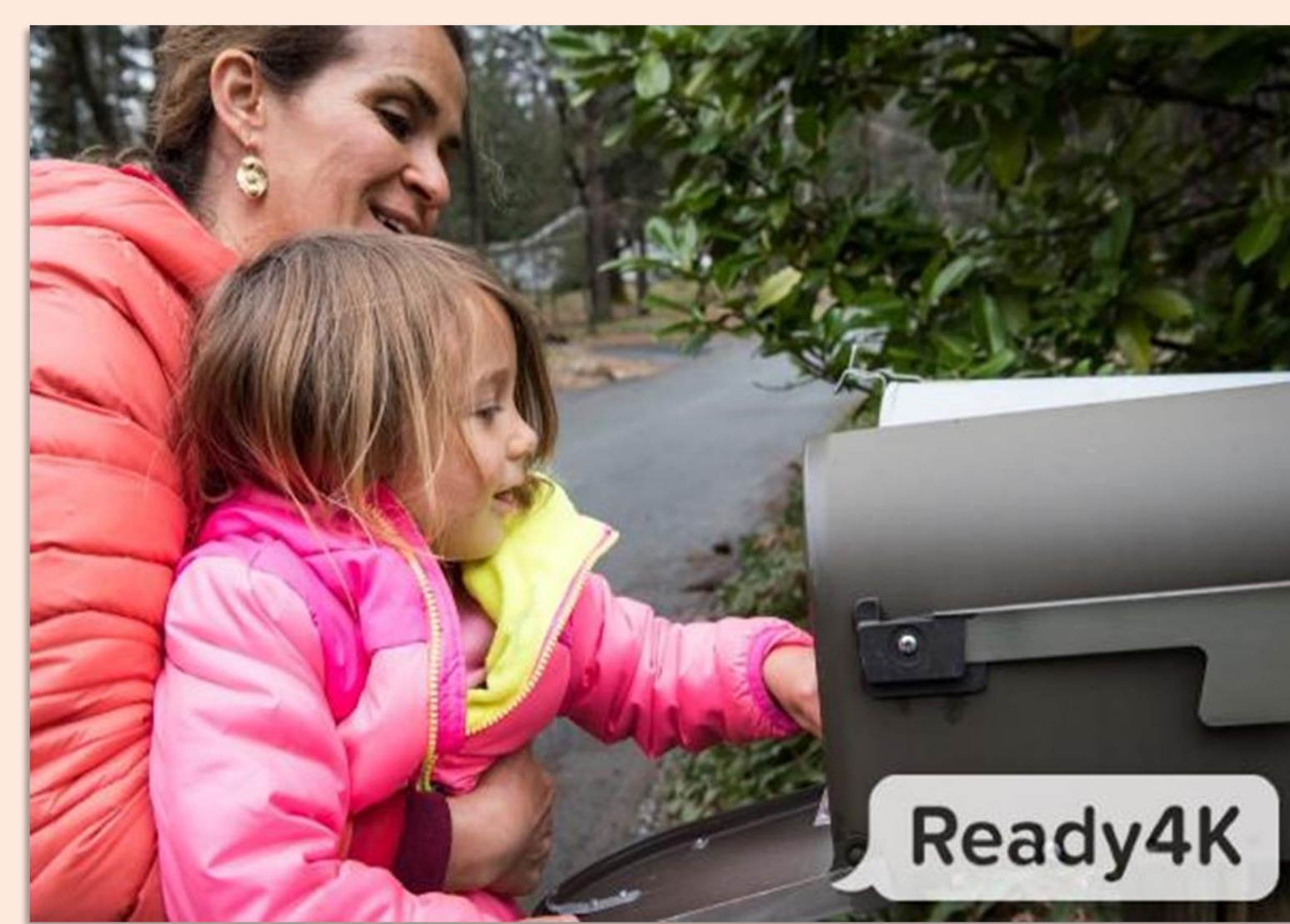
Ready4K TIP

- ✓ Choose skills carefully
- ✓ Give a reason for the skill



Offer a HOW

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YOUR EVERYDAY Moments

Finding the Right Micro Moment

- Walking to the sink
- Turning on water
- Holding and squeezing the toothpaste
- Moving the toothbrush back and forth

BIG MOMENT:
Brushing Teeth



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Which

SKILLS AND ACTIVITIES

might map onto this moment?

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Review Time!



Typical

Is this a moment that happens for most of my family?



Easy

Am I suggesting tools they have?



Common

Will this work across the different home cultures and lives experiences of my families?

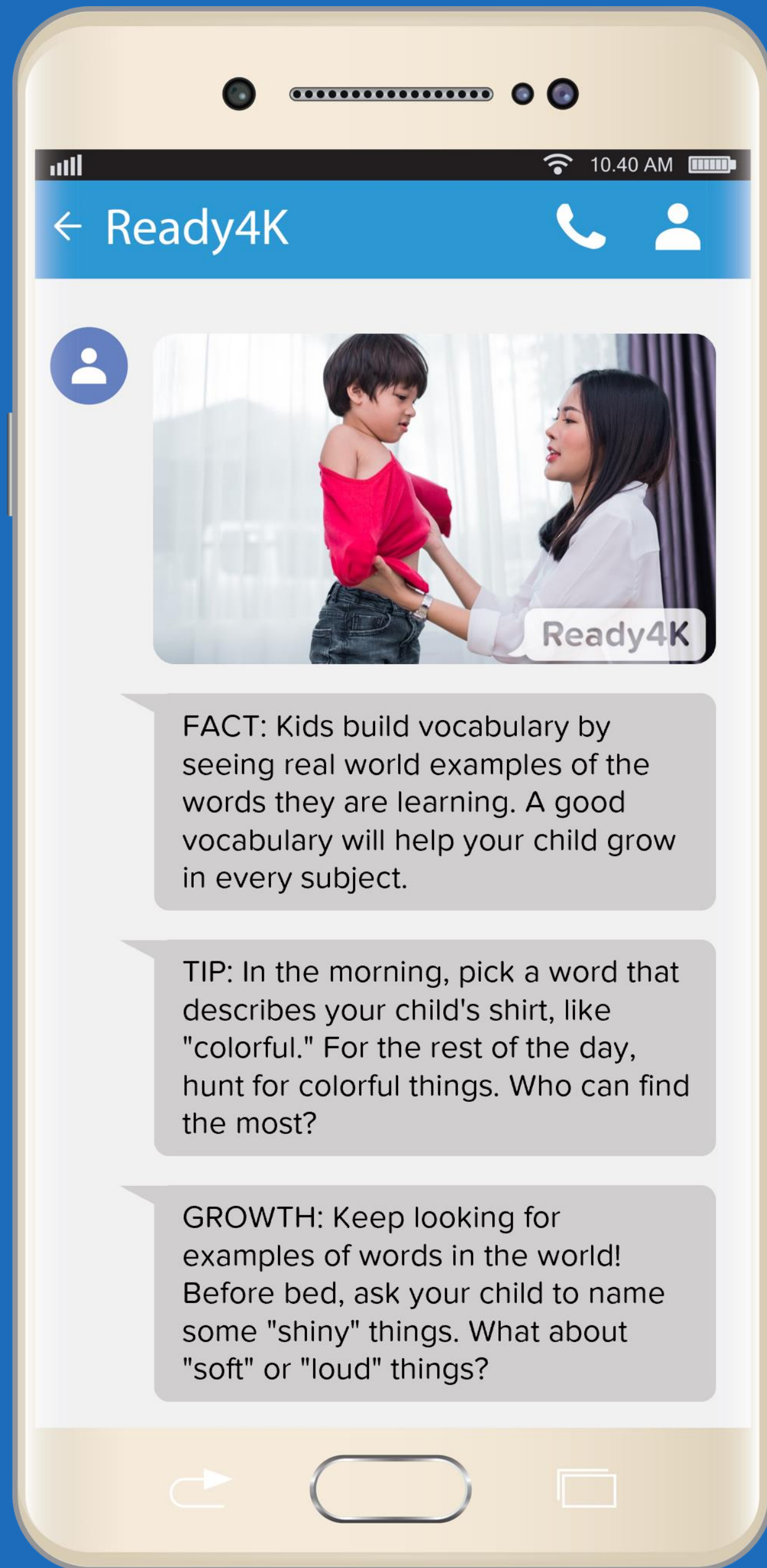


Safe

Am I asking a family to do something they might not be comfortable doing?



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Ready4K TIP

- ✓ Give a Doable HOW
- ✓ Map onto a Moment
- ✓ Look for Access and Equity
- ✓ Do the 160- character test



**How can I ensure
literacy resources
are doable and
accessible?**





Words Matter!

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Wording is Access

Standard: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

Wording is Access

Standard: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

Learning to sound out simple words like CAT, DOG, MAT, and RUN is key in reading. Sounding out short words helps kids read big words later.

Wording is Access

Standard: Read common high-
frequency words by sight
(e.g., the, of, to, you, she, my,
is, are, do, does).

Wording is Access

Standard: Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Common words like TO, OF, and THE appear all over in books. Kids who know these words when they see them have a head start in reading.

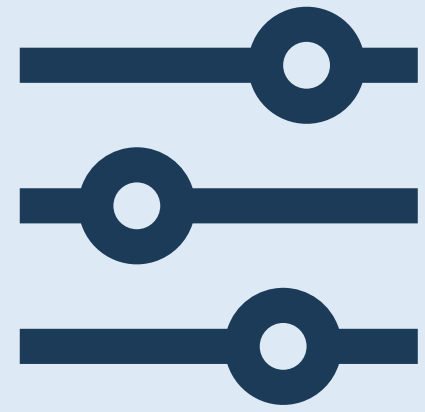
Access is Everything.

“You can have the best family engagement activities, but if they can’t access them, then none of that is helpful for families.”

- Dr. Wai‘ale‘ale Sarsona
Vice President, Kamehameha Schools

Average reading level in USA

7th/8th grade



Leveling Tools

Readability Statistics	
Counts	
Words	28
Characters	132
Paragraphs	1
Sentences	4
Averages	
Sentences per Paragraph	4
Words per Sentence	7
Characters per Word	4.3
Readability	
Flesch Reading Ease	90.9
Flesch-Kincaid Grade Level	2.3
Passive Sentences	0%

OK

1. The Flesch-Kincaid Grade Level Readability Formula

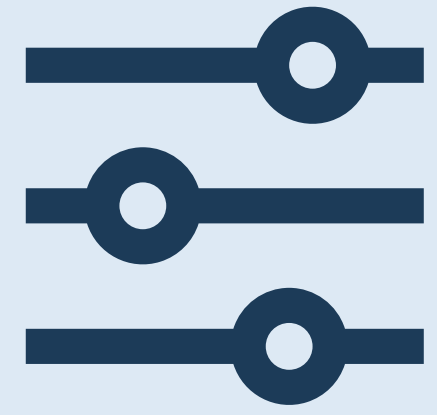
Comes with your computer

2. LEXILE Text leveler

Used by publishers. You can find it on the back of every book

3. F&P Text Level Gradient

Used for leveling guided reading



Leveling Quick Tips

- Look for short sentences, try for a period instead of a comma.
- Eliminate uncommon words/jargon
- Less syllables
- Less descriptors more action

Before:

As we enter Week 3 of the school closures, we continue to expand on the services we are providing to students and families.

Grade: 10.8

(readability 58.4)

After:

Our school has been closed for 3 weeks. Each day we grow our services for students and families.

Grade: 2.3

(readability of 94)

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Before:

Our partnerships are increasing and we have done a lot of work to set up a distance learning program that will offer students engaging, empowering and challenging curriculum.

Grade: 15.1

(readability of 36.4)

After:

We have new partners. We've also set up a program for learning at home. Students will be engaged, empowered and challenged by this new program.

Grade: 4.6

(readability of 75.1)

Review Time!



Inclusive

Are you making any assumptions?



Accessible

Am I reaching families in a language they can read and understand?



Sensitive

Will the skill be triggering?

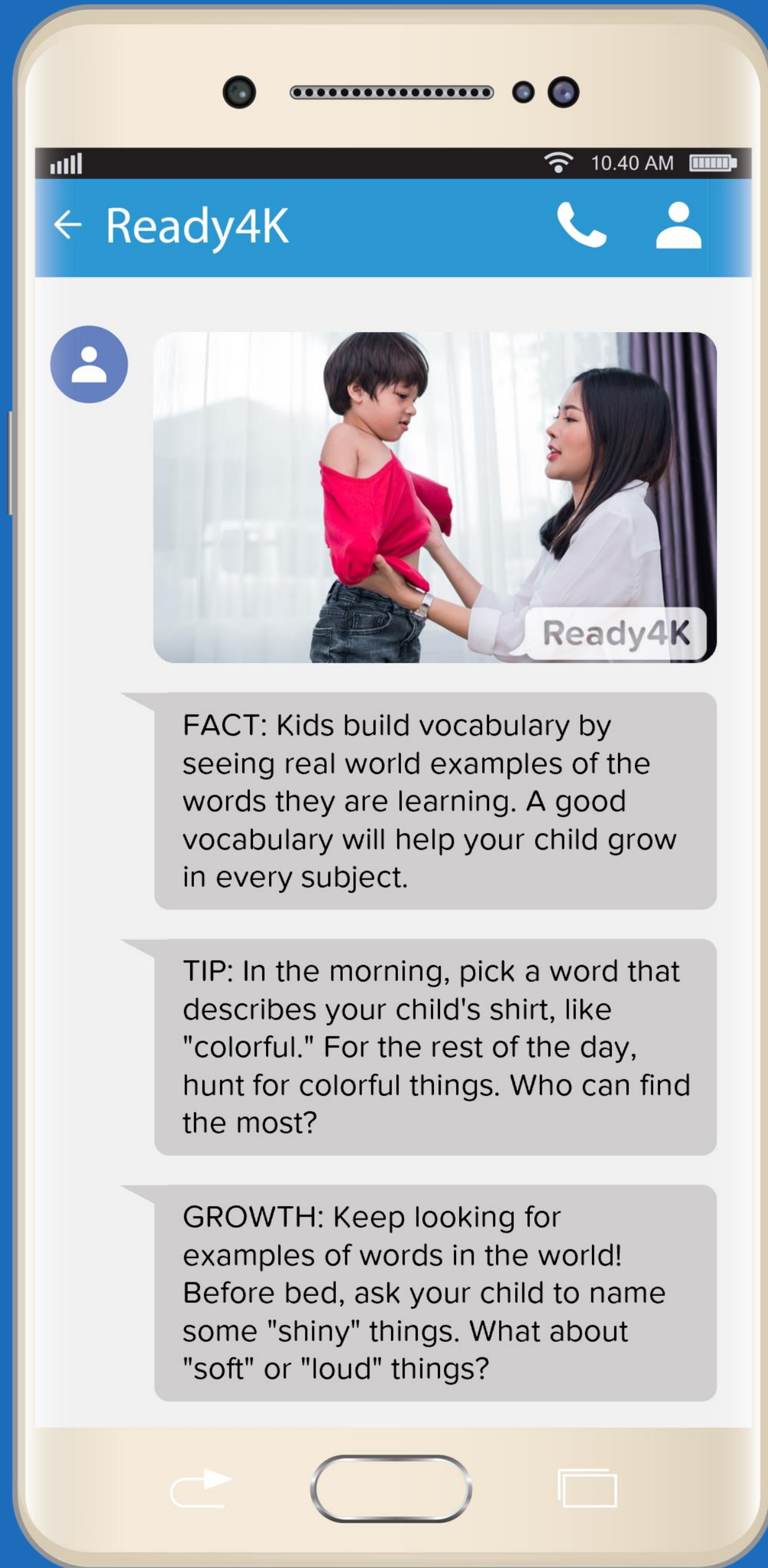


Strengths-Based

Does the skill leverage a family's strengths?



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Ready4K TIP

- ✓ Choose your words carefully
- ✓ Level the text
- ✓ Look for Access and Equity

Make sure your literacy supports have a WHAT, WHY and HOW.

WHAT skill(s) do you want parents and caregivers to focus on at home?

To find **strengths-based skills**, ask:

- Is this a skill a parent/caregiver is well positioned to support at home?
- Do they have the foundational skills?
- Do they have the tools?
- Does it leverage a family's strengths, unique relationship and identity?

WHY is that skill important? Knowing this motivates caregivers.

To find a **compelling why**, ask:

- How will it help their child learn, thrive, grow?
- What will parents and caregivers get out of it?
- How will it make their life even better? Even easier?

Consider mentioning benefits you know will address parents' immediate concerns and challenges.

HOW can families build this skill in doable and strengths-based ways?

Offer families a way to build the skill though an activity mapped right onto their daily routines and moments.

To find a **great how**, ask:

- Is this a moment that happens for most of my family?
- Am I suggesting tools they have?
- Will this work across the different home cultures and lived experiences of my families?

Is anything triggering in this activity? Am I asking a family to do something they might not be comfortable doing?

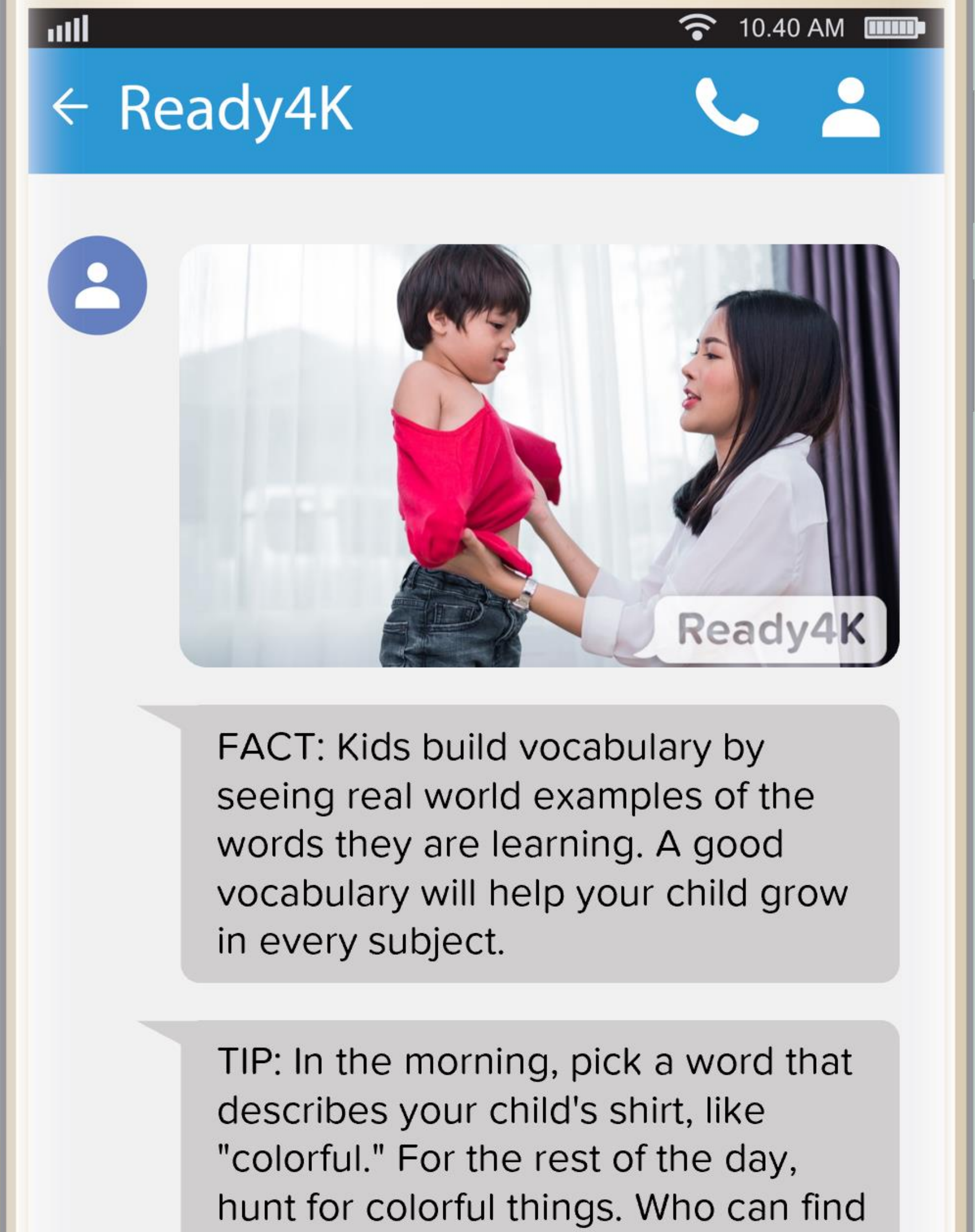


WHEN MAPPING ACTIVITIES TO MOMENTS

- Start with big moments (e.g. bedtime, cleanup time, mealtime, errands)
- Then find the micro-moments (e.g. opening a door, putting on shoes, turning on a light)
- Build activities around the people, places and things ALREADY in families lives.
- Never suggest activities that need extra supplies or set up, unless you've provided them

WHEN WRITING

- Use strengths-based and inclusive language
- Avoid jargon
- Name and explain skills in approachable ways
- Level your text
- Write short sentence. Swap a period for a comma.
- Write active sentences and use lots of verbs
- Use terms that apply to your families
- Avoid triggering language
- Reach families in their home language. If this is not possible, offer visual supports or a point of contact who can help translate



**Q&A AND...
Thank you!**

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www.Ready4K.com