

The Science of Reading Workshop

Facilitator Training



go.osu.edu/literacyvideoseries

Welcome!

We appreciate you!



How to Engage Families in the Science of Reading Workshop: Facilitator Training





Every Child.
Every Family.
Every School.



OhioFamiliesEngage.osu.edu

Today's Team:



Meredith Wellman, Ph.D.
Program Manager
wellman.87@osu.edu



Amy Duncan, M.Ed.
Graduate Research Asst.
duncan.1393@buckeyemail.osu.edu

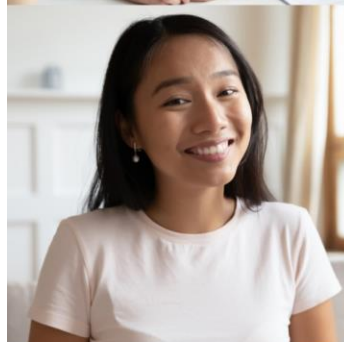
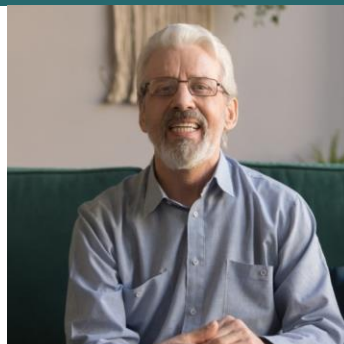


Give

Full participation
Cameras on
Actively engaged

Get

Interactive learning
Immediate facilitator support
Knowledge and materials



Share and Connect

Name:

Organization:

Why:



Objectives

I have created a plan that will allow me to confidently host a Science of Reading workshop tailored for families in my community.

I can connect families to helpful literacy resources.

I have identified several ways to facilitate a sense of belonging during a family workshop.



Commitments:

Facilitators

- ✓ Adapt the materials for your audience
- ✓ Facilitate at least one workshop
- ✓ **Complete** a facilitator survey at the end of each workshop
- ✓ **Distribute** a survey to families at the conclusion of each workshop

Family Engagement Center

- ✓ Recorded facilitator training
- ✓ Downloadable guides with scripts and handouts
- ✓ 1:1 Support
- ✓ Listening and creating new and improved resources based on your feedback

Agenda

- Workshop & Accessing Materials
- Brainstorm
- Slides & Script
- Engage & Adapt
- Reflect



Audience: Ohio families

Delivery: In-Person

Duration: ~ 60 minutes



The Workshop that You Host

- Share literacy knowledge and resources with families
- Provide families the opportunity to ask questions about literacy and connect with community partners
- Foster connections and a sense of belonging among families in the community

Facilitator Role

- **Adapt** the materials to your specific context.
- **Facilitate** one (or more!) Science of Reading workshop.
- **Ensure** that two surveys are completed at the conclusion of **each** workshop.

Facilitator survey: go.osu.edu/facilitatorsorp1

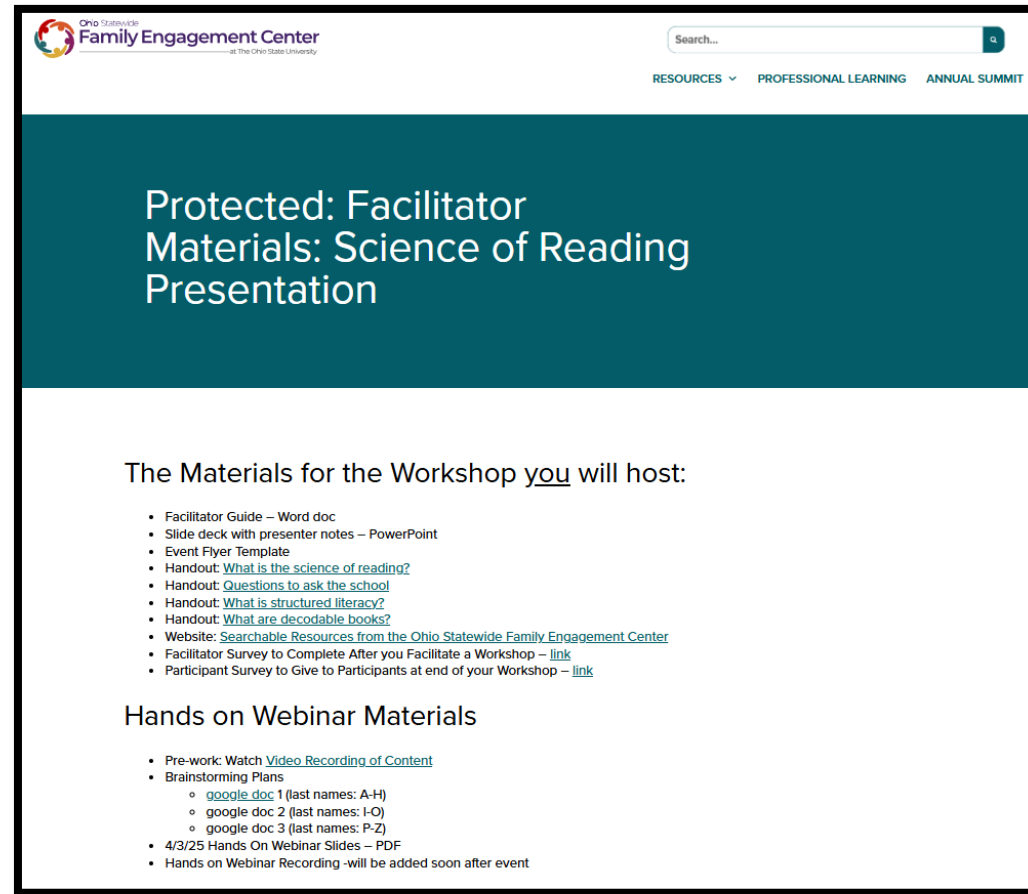
Family survey: go.osu.edu/sorp1

Materials Checklist

- Laptop & Projector
- Facilitator Guide
- Slide deck with presenter notes
- Event flyer template
- Structured Literacy handout
- Science of Reading handout
- Decodable Books handout
- Questions to Ask handout
- Family survey

- Name tags
- Pens/pencils, Sticky notes
- Engagement materials (for each interactive activity you select)
- Activities/childcare for kids

Facilitator Resources Page



The screenshot shows the Ohio Statewide Family Engagement Center website. The header includes the logo, a search bar, and navigation links for Resources, Professional Learning, and Annual Summit. The main content area has a dark teal background with the title 'Protected: Facilitator Materials: Science of Reading Presentation'. Below this, on a white background, is the heading 'The Materials for the Workshop you will host:' followed by a bulleted list of resources. Another heading, 'Hands on Webinar Materials', is followed by another bulleted list of resources.

Ohio Statewide
Family Engagement Center
at The Ohio State University

Search...

RESOURCES ▾ PROFESSIONAL LEARNING ANNUAL SUMMIT

Protected: Facilitator Materials: Science of Reading Presentation

The Materials for the Workshop you will host:

- Facilitator Guide – Word doc
- Slide deck with presenter notes – PowerPoint
- Event Flyer Template
- Handout: [What is the science of reading?](#)
- Handout: [Questions to ask the school](#)
- Handout: [What is structured literacy?](#)
- Handout: [What are decodable books?](#)
- Website: [Searchable Resources from the Ohio Statewide Family Engagement Center](#)
- Facilitator Survey to Complete After you Facilitate a Workshop – [link](#)
- Participant Survey to Give to Participants at end of your Workshop – [link](#)

Hands on Webinar Materials

- Pre-work: Watch [Video Recording of Content](#)
- Brainstorming Plans
 - [google doc 1](#) (last names: A-H)
 - [google doc 2](#) (last names: I-O)
 - [google doc 3](#) (last names: P-Z)
- 4/3/25 Hands On Webinar Slides – PDF
- Hands on Webinar Recording -will be added soon after event

<https://ohiofamiliesengage.osu.edu/facilitator-materials-science-of-reading-presentation/>

- Best Practices -

Key members

Comfortable

**What works best when creating
interactive,
educational activities
for families?**

Times of day

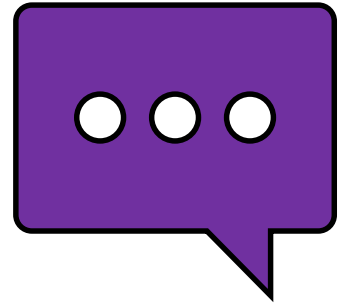
Location

Popular events

**Are
you
ready
?**



Brainstorming



The Science of Reading in Ohio Schools

The basics for families



go.osu.edu/literacyvideoseries

Introductions

Organization Name

- Description
- Mission Statement

(Organization Logo)



Facilitator Name

Title

Role



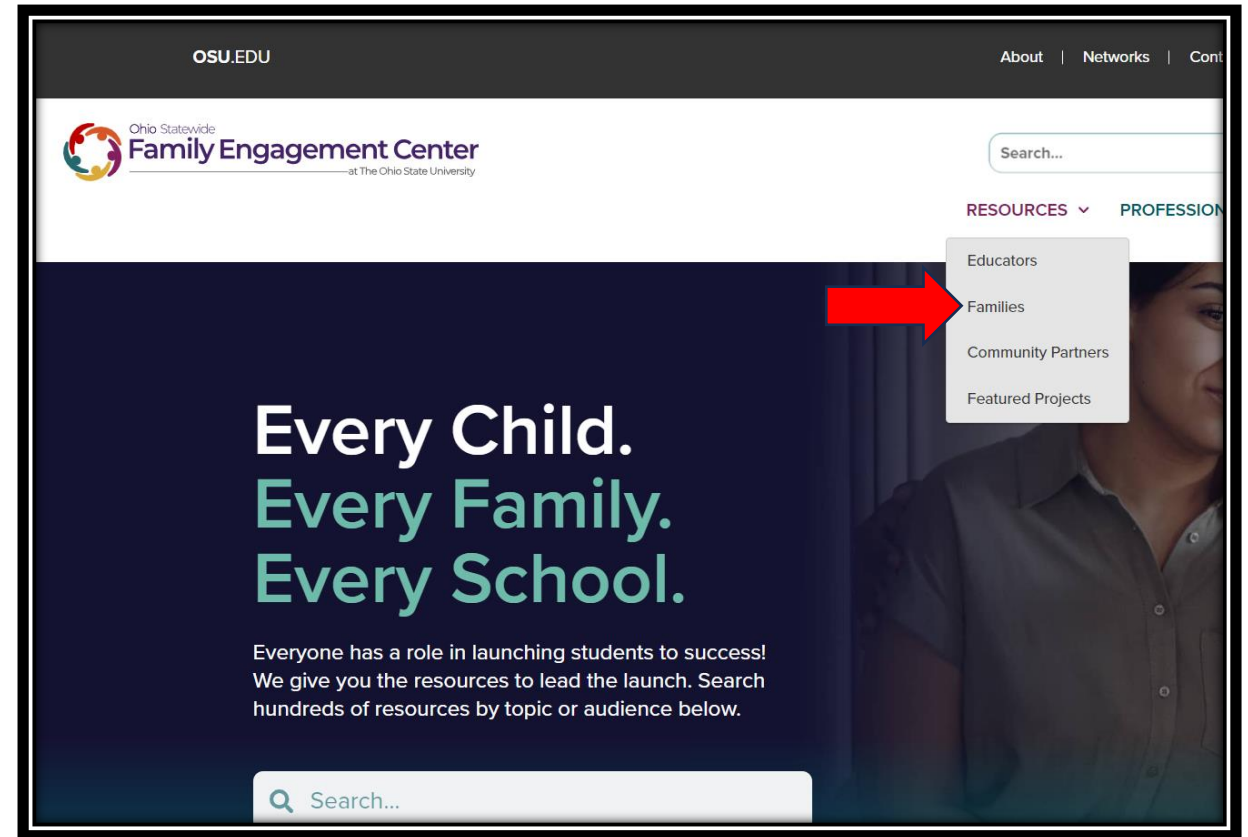
Facilitator Name

Title

Role



Visit the Family Engagement Center's Website!



OhioFamiliesEngage.osu.edu

Connect

- Introduce yourself
- Children's names/ages
- Favorite song, rhyme, or story
- Why you came



How will this help me?

- Work together
- Ask good questions
- Support your child



Overview

- Learning to talk vs. Learning to read/write
- The Science of Reading
- The Structured Literacy Approach
- Questions to ask



Learning to Talk: It's natural!



Learning to Read: The code

- alphabet
- $a = \text{|||||}$
- apple



Activity

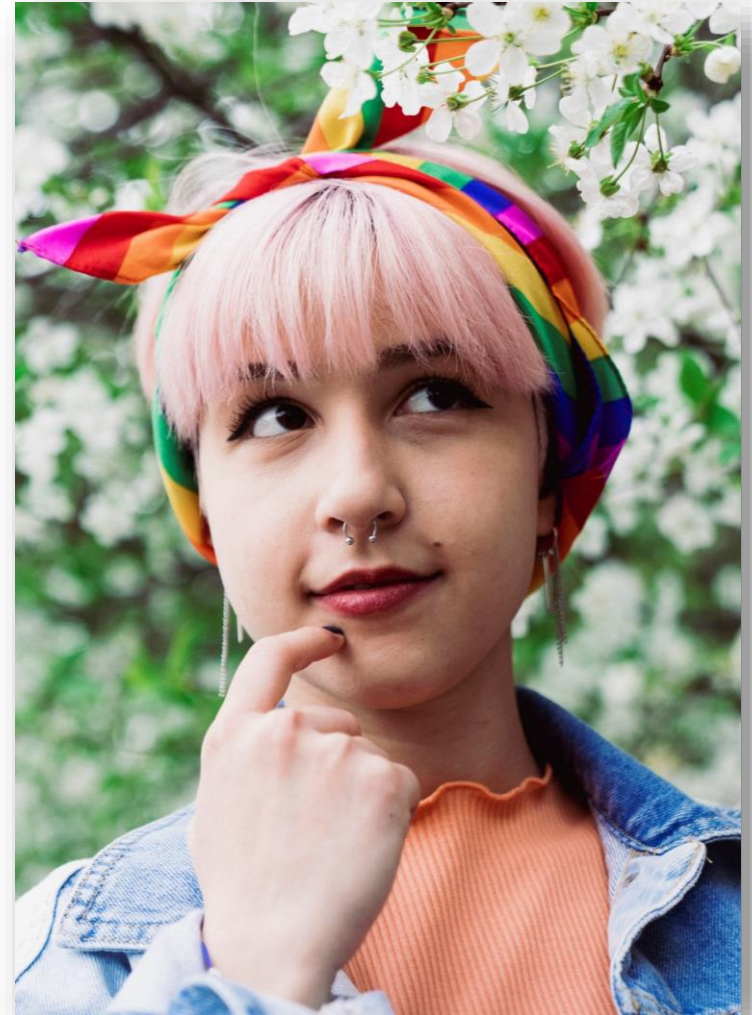
How would you say this word:

flimbloaded

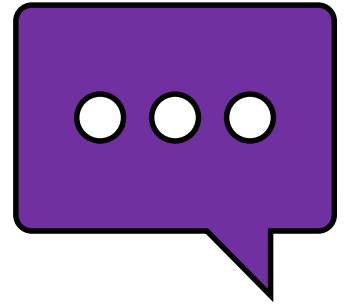
prevoudle

How are you working to figure
these words out?

commisterable



Brainstorming

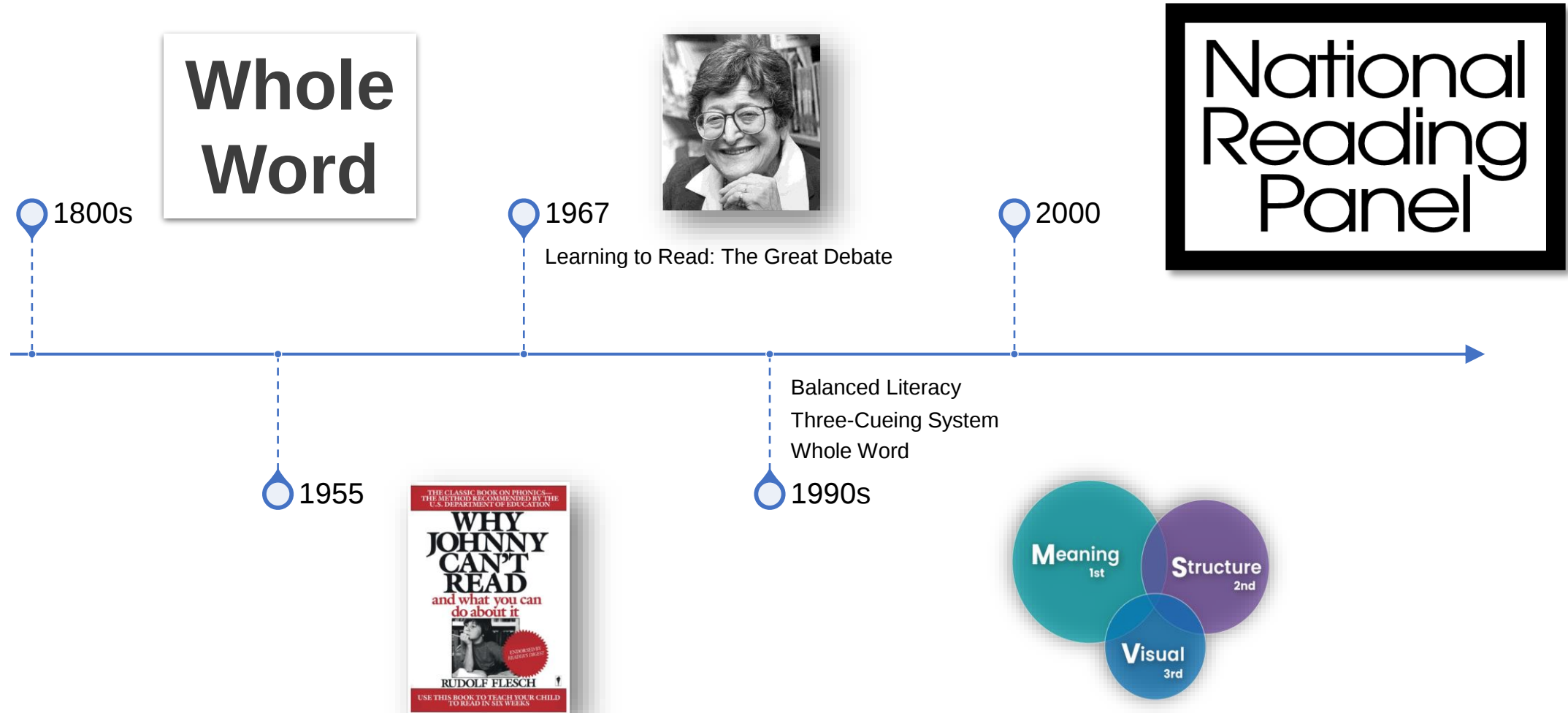


Teaching Reading

- Letters & sounds
- vs.
- Whole word



Teaching Reading



Five Things

- Listen and hear
- Letter-sound
- Practice
- New words
- Understanding



National
Reading
Panel

What is the Science of Reading?



The Science of Reading

- is *not* a book you can read
- is *not* just letters and sounds
- shows us the best way to teach



Structured Literacy

- Like a recipe
- Everyone
- Dyslexia

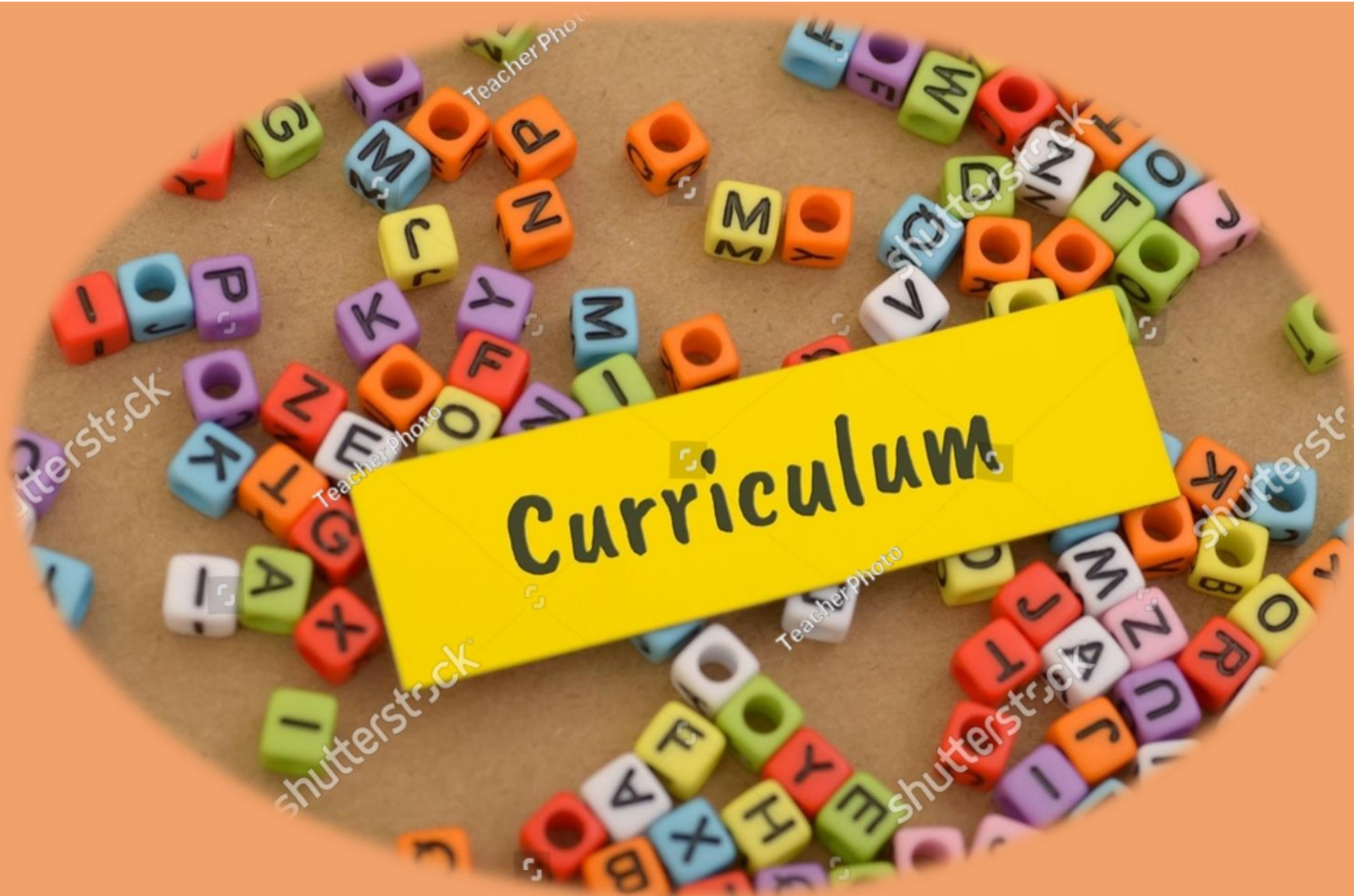


The "Structure": What is taught

- Lists
- Order
- Build up
- Together



Activity: Examples of Literacy Materials Our Local Schools Use



Grade and Unit	Timeframe	Grammar	Mechanics
K Unit 1	6 weeks	Oral grammar – naming words	
K Unit 2	6 weeks	Oral grammar – action words	Capitalization of a Name
K Unit 3	6 weeks	Oral grammar - sentences	Sentence Capitalization
K Unit 4	6 weeks	Oral grammar – describing words	Capitalizing “I”
K Unit 5	6 weeks	Oral grammar - pronouns	Sentence Punctuation
Grade 1: The writing process	Ongoing throughout the year		
Grade 1 Unit 1: Sentences	Week 1	What makes a sentence?	Sentence Capitalization
	Week 2	Word Order	Sentence Punctuation
	Week 3	Statements	Statement Punctuation
	Week 4	Questions and Exclamations	Punctuation for Questions and Exclamations
	Week 5	Sentence Review	Sentence Punctuation
Grade 1 Unit 2: Nouns	Week 1	What is a noun?	Sentence Punctuation
	Week 2	Plural Nouns	Sentence Punctuation
	Week 3	Irregular Plural Nouns	Sentence Punctuation
	Week 4	Proper Nouns	Capitalizing Proper Nouns
	Week 5	Days, Months, and Holidays	Capitalization
Grade 1 Unit 3: Verbs	Week 1	What is a verb?	Commas
	Week 2	Present-tense verbs	Book Titles
	Week 3	Past-tense verbs	Capitalizing Proper Nouns
	Weeks 4 & 5	<i>Is and Are</i>	Sentence Punctuation
	Weeks 6 & 7	Contractions with <i>Not</i>	Apostrophes
	Week 8	<i>Was and Were</i>	Capitalizing Proper Nouns
	Week 9	<i>Has and Have</i>	Sentence Punctuation
	Week 10	<i>Go and Do</i>	Capitalizing Proper Nouns
	Week 11	<i>See and Saw</i>	Sentence Punctuation

Unit 1(2-3 weeks) August ||September

-Letter formations (a-z)
 -Alphabetical order
 -Letter names, keywords and sounds: short vowels, consonants

Unit 2 (2 weeks) September

-Blending and reading three-sound short vowel words
 -Segmenting and spelling three –sound short vowel words
 -Phonemic awareness skills: sound manipulation (initial, final, medial)
 -Sentence dictation procedures; capitalization, period, word spacing
 -Sentence proofreading procedures
 -Trick Words: **the, of, and**
 -Sample words: **cat, sip, log, fox**

Unit 3 (3 weeks) September ||October

-Concept of consonant digraph, keywords and sounds: **sh, ch, th, wh, ck**
 -Spelling of **ck** at the end of words
 -Sentence dictation procedures: question mark
 -Narrative vs. expository text
 -Prosody with echo reading
 -Trick Words: **to, a, was, is, he, for, as, his, has**
 -Sample words: **wish, chop, sock**

Unit 4 (2 weeks) October

-“Bonus” Letter spelling rule-ff, ll, ss and sometimes zz
 -Glued sounds-all
 -Story retelling
 -Prosody with echo reading
 -Trick Words: **I, you, we, they, one, said**
 -Sample words: **hill, puff, bill, miss, call**

Unit 5 (1 week) October

-Glued sounds: **am, an**
 -Story retelling
 -Prosody with echo reading
 -Trick Words: **from, or, have**
 -Sample words: **ham, can, fan**

Unit 6 (3 weeks) November

-Baseword and suffix with the suffix –s
 -Plural nouns
 -Story retelling
 -Prosody with echo reading
 -Narrative story structure
 -Beginning composition skills
 -Trick Words: **were, her, put, there, what, she, been, by, who**

Unit 7 (3 weeks) November ||December

-Glued sounds: **ang, ing, ong, ung, ank, ink, onk, unk**
 -Blending and reading words with **ng** and **nk**
 -Segmenting and spelling words with **ng** and **nk**
 -Story retelling
 -Prosody with echo reading
 -Narrative story structure
 -Beginning composition skills
 -Trick Words: **out, so, are, two, about, into, only, other, new**
 -Sample words: **bang, bank, pink**

Units 1 through 7

***Construct Tier 2 lessons based on Foundations diagnostic assessments.**
***Administer Foundations CBM biweekly to monitor progress.**

Day 1

1. Drill sounds with focus on student needs
2. Segment and blend words for reading
3. “Word Talk” vocabulary words
4. Flash cards for Trick Words

Day 2

1. Drill sounds using large and standard sound cards
2. Fluency drills with sounds, words, non-real words, Trick Words and phrases
3. Group practice and chart success for individuals

Day 3

1. Drill sounds.
2. Echo Find Letters/ Words
3. Dictation sounds, words and Trick Words (dry erase)
4. Fluency drills sounds and words

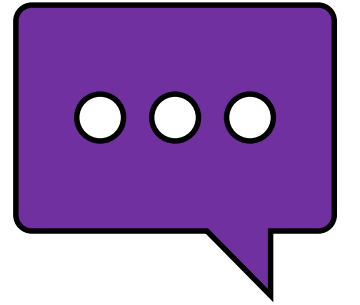
Day 4

1. Drill sounds with focus on student needs
2. “Word Talk” vocabulary words
3. Flash cards for Trick Words
4. Fluency drills trick words and non-real words and chart success for individuals

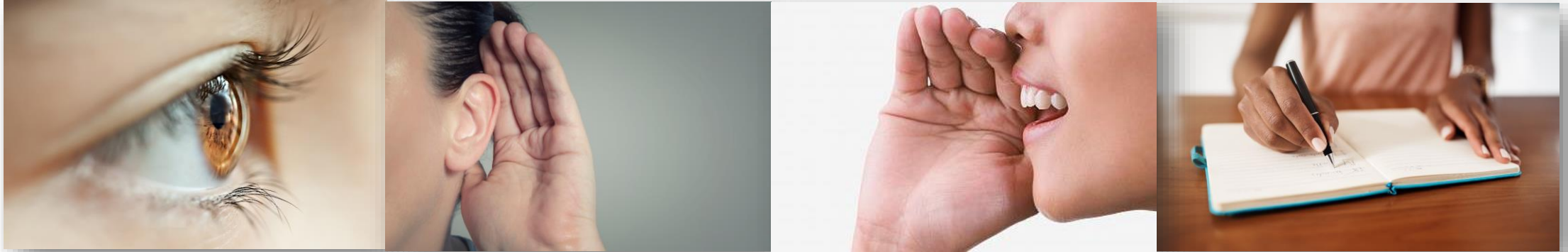
Day 5

1. Drill Sounds
2. Fluency drills for phrases
3. Group practice and chart success for individuals
4. Work on prosody with unit story

Brainstorming



The "Structure": How we teach it



- Direct instruction
- Teach everything
- New stuff
- Many senses
- Reading = Spelling



Activity



Talking vs. Writing



- Jumbled sentences
- Facial expressions
- Tone & gestures



- Writing structure
- Helps understanding
- "See" the structure



Activity: Can you see the structure?

Bob sits on the step.

B — — — — .

thing

action

describing words/phrase

Bob

sits

on the step

Activity: Can you see the structure?

wheel → wh ee l

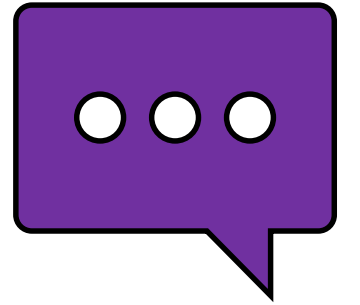
forgetful → for get ful

Bob sits on the step. → Bob sits on the step

paragraph → (sample labeled paragraph)

essay → (sample essay with headings)

Brainstorming



Structured Literacy: Good stuff

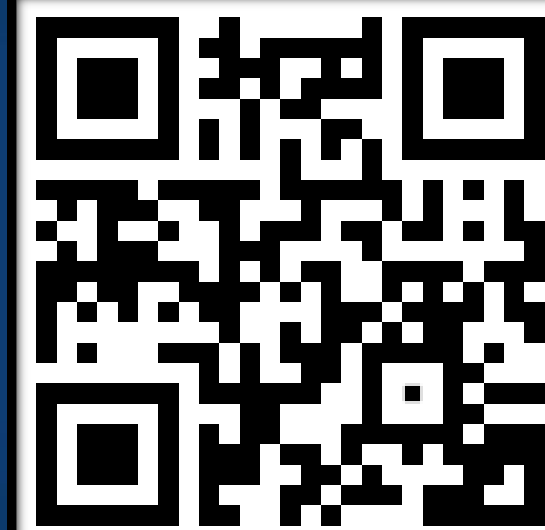
- Science-based
- Buy materials
- List of good stuff
- Teacher training



Dotting the “i” in Literacy



**Literacy
Academy**



Lessons: Preschool

- Book words
- Rhyming
- Syllables
- Coloring & writing
- Letter names & sounds



Lessons: Early elementary

- Hearing sounds
- Handwriting
- Letter names & sounds
- Read & spell
- Sentence structure



Lessons: Older students

- Longer words
- Vocabulary
- Understanding
- Writing skills



Authentic Videos and/or Live Demos

Embed example videos
(~ 2 min)



Structured Literacy
examples:

story time, fine motor,
reading, spelling, and
writing events



Example: Hearing syllables



Example: Listening for sounds



Example: Sounds to spelling



<https://go.osu.edu/phonemicawareness>

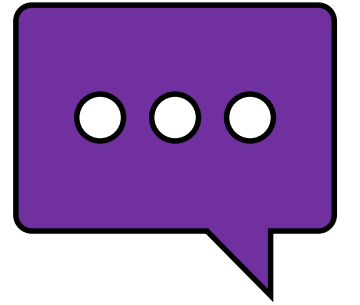
Example: Spelling and syllable type



Example: Roots, prefixes, suffixes

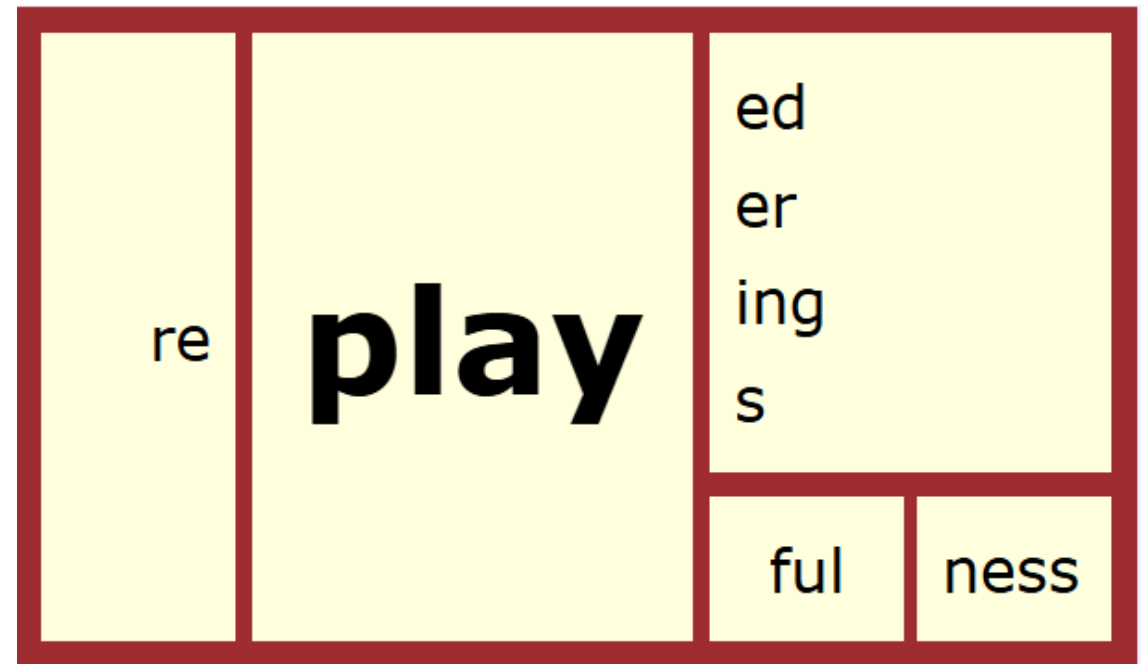


Brainstorming



Example: Roots, prefixes, suffixes

- How words work
- Big words
- Meaning



At Home

- Talking & Reading
- Play with letters
- Writing stuff
- Audiobooks
- Decodables

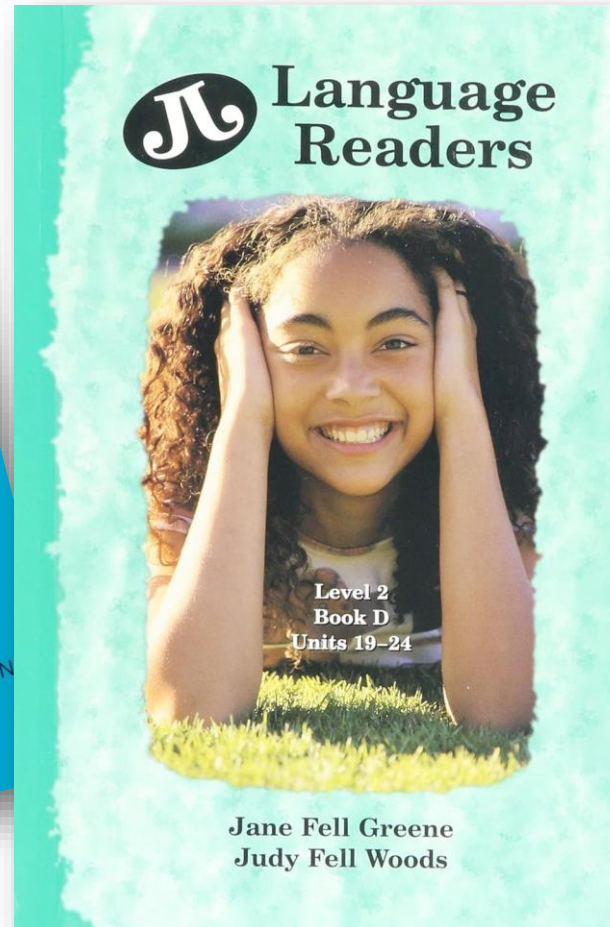
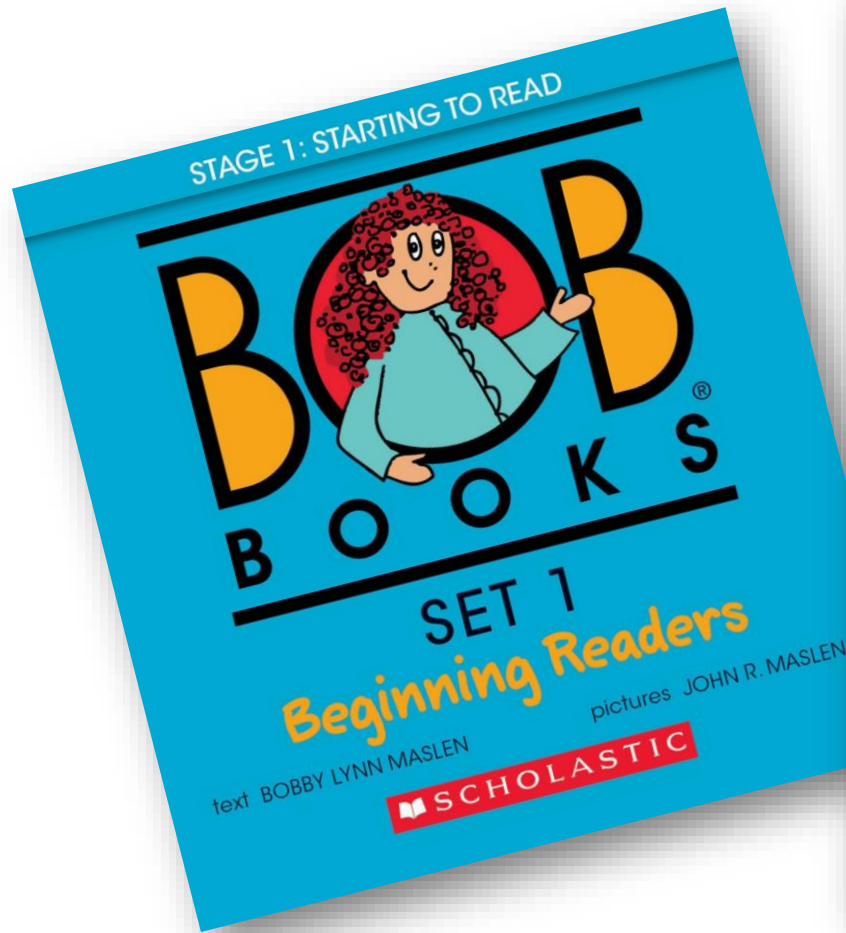


Decodable Readers

- Match skills
- Follows a list
- Lots of practice
- Builds confidence
- Ask the teacher



Activity: Share Decodables



Book A (Units 1-6)

Unit 1 short <a>

Unit 2 short <a>

Unit 3 short <a>

Unit 4 short <i>

Unit 5 ck

Unit 6 ck

Book B (Units 7-12)

Unit 7 qu, x, y, z

Unit 8 short <o>

Unit 9 flsz

Unit 10 ng, nk

Unit 11 sh, th, wh, ch

Unit 12 short <e>

Book C (Units 13-18)

Unit 13 beginning blends

Unit 14 short <u>

Unit 15 closed + closed (rabbit rule)

Unit 16 3-letter blends

Unit 17 ending blends

Unit 18 tch rule

Book D (Units 19-24)

Unit 19 r-controlled

Unit 20 open syllables

Unit 21 VCE

Unit 22 rabbit, tiger, camel rule

Unit 23 Y at the end of a word

Unit 24 Vowel Teams (long)

Book E (Units 25-30)

Unit 25 <ea> short & long <e>

Unit 26 schwa

Unit 27 -Cle

Unit 28 dge rule

Unit 29 <oo> two sounds

Unit 30 oi & oy

Book F (Units 31-36)

Unit 31 ou & ow

Unit 32 -ed, -es, & suffixes

Unit 33 soft c & g

Unit 34 au & aw

Unit 35 other long /oo/ choices

Unit 36 Review All

Pre-Emergent					
Set 1	Set 2	Set 3	Set 4	Set 5	Word Books
Letters & Sounds m, s, a, t, d	Letters & Sounds i, c, o, n, f	Letters & Sounds r, u, l, w, g, h	Letters & Sounds k, v, p, b, y, e	Letters & Sounds j, qu, x, z	Blending Sounds
Kindergarten					
Early Decodables	Set 6	Set 7	Set 8	Set 9	Set 10
CVC Words in Short Sentences Inflected Ending -s High Frequency Words i, a, on, it, up, in, got	Short a CVC (cat) High Frequency Words my, has, to, the, like, see, look, and	Short i CVC (pig) High Frequency Words you, into, do, go, we	Short o CVC (top) High Frequency Words said, are, is, not, she	Short u CVC (pug) High Frequency Words all, here, he, for, me, but	Short e CVC (pet) High Frequency Words was, have, will, with, as, of
Set 11a	Set 12a	Set 13a	Set 14a	Set 15a	
Introduction to Digraph ck (duck)	Introduction to Digraph sh (shut)	Introduction to Digraph th Voiced (that) Unvoiced (thin)	Introduction to Digraph ch (chip)	Introduction to Digraph wh (whim)	
1st Grade					
Set 11	Set 12	Set 13	Set 14	Set 15	
Digraphs sh, ck (shut, pick) High Frequency Words say, what, went, your, goes	Digraph th (that, thin) High Frequency Words play, come, this, looking	Digraph ch (chip) High Frequency Words says, when	Digraph ng (sing) High Frequency Words hang, long, put	Digraph wh (whim) High Frequency Words other, which	
Set 16	Set 17	Set 18	Set 19	Set 20	
L-Blends (clip) Inflectional Endings -s, -ing High Frequency Words her, too, next, help, over, be	S-Blends (spin) Double Consonants ff, ll, ss High Frequency Words her, too, from, want	R-Blends (trim) Double Consonants dd, zz High Frequency Words who, about, it's	Contractions (let's) High Frequency Words love, its, you're, great	Inflectional Endings Three Sounds of -ed (liked, wanted, played) High Frequency Words came, they, any	

Figuring Out New Words

- Sound it out (tap it out)

<u>c</u>	<u>a</u>	<u>t</u>
----------	----------	----------

- First syllable; Second syllable

r o	b o t
-----	-------

- Prefix, base, suffix

Prefix	Base	Suffix
re	play	ing



General Questions

- Approach
- Programs
- Direct instruction time
- Small groups
- Ask the teacher



Questions: Early Readers

- Handwriting
- Letter-Sound
- Sound-out & Spell
- Hard-to-spell

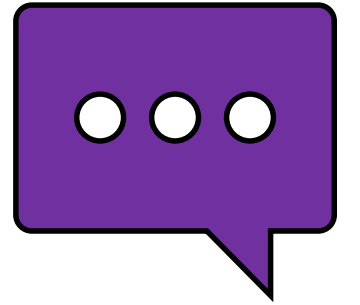


Questions: More Advanced Readers

- Larger words
- Syllables
- Roots, prefixes, suffixes
- Writing
- Understanding



Brainstorming



Families and Schools



We're so glad you came! What did you think?



go.osu.edu/SFECfamilysurvey



Resources

reading

RESOURCES ▾

PROFESSIONAL LEARNING

ANNUAL SUMMIT

Dyslexia Resource Guide for Ohio Families



As many as 1 in 5 people have dyslexia worldwide!

What is dyslexia?

Dyslexia is one of the most common learning disabilities. People with dyslexia have many strengths but have unexpected trouble learning to read. These difficulties are not related to a person's intelligence or motivation. Children with dyslexia can learn to read, their brains just work a little differently. Families, early childhood teachers, or kindergarten teachers are often the first to notice children having difficulty with talking or learning at school. It is important to pay attention to potential signs that a child may have dyslexia. Children with dyslexia can show any mix of signs. While any one sign does not necessarily mean your child has dyslexia, it is important to talk with your child's teachers if you have concerns.

What are signs that my child might have dyslexia?

- Delay in learning to talk
- Pronouncing words can be a challenge ("pugett" for "spaghetti")
- Persistent "baby talk"
- A history of reading problems in parents or siblings

K-2nd Grade

- Doesn't associate letter or letter combinations with sounds
- Sounding out simple words like cat, map, and nap is a challenge

3rd-5th Grade

- Often guessing words because they cannot sound them out
- Better at answering questions about text if it is read aloud
- Difficulty pronouncing words correctly (e.g., "magazine" instead of "magazine")

- Remembering nursery rhymes and chants can be a challenge
- Difficulty naming letters/numbers
- Telling stories that are hard to follow

- Writing can be a challenge, with frequent spelling mistakes
- Skipping or misreading common short words

- Writing can be a challenge, with frequent spelling mistakes
- Skipping or misreading common short words



Building A Dyslexia Parent Group

- Our Master Class -



Parents For Reading Justice
Brett Tingley Introduction



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Workshops

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DONATE

PARENT-TO-PARENT COACHING

Ohio's Parent Mentor Project

Together, we help your student with special needs get the special attention they deserve and find their pathway to educational success.

What is Ohio's Third Grade Reading Guarantee?

Ohio's Third Grade Reading Guarantee is a law that Ohio schools must follow starting in Kindergarten (See [Ohio Revised Code 3313.608](#)).

- 1) **Test the reading skills** of all children in Kindergarten through third grade at the beginning of each school year.
- 2) **Tell families in writing if your child is not reading as expected for their grade-level** based on the test results. The law is specific about the details that schools must provide to families about the test results and the school's plan to teach the child to read at school.
- 3) **Give special instruction to the child, called intervention services.** The services should be specific to your child's learning needs if they scored below grade-level on the test. The intervention services must be based on the science of reading.
- 4) **Create a Reading Improvement and Monitoring Plan within 60 days** of the date your child was given the reading test at the beginning of the year. The child's classroom teacher and parent/guardian **must** be involved in the creation of this plan.

Why do we have this law in Ohio?

Children who are not reading at grade level have a hard time in school if they don't get extra help. They are four times more likely to drop out of high school.

What can I do to help my child catch up?

- **Praise your child's reading often.** It is very exciting when a child makes reading progress. Share how proud you are of their growth.
- **Give your child time to practice the reading and writing skills they have already learned in school.** Ask your child's teachers for the exact skills to work on.
- **Listen to your child while they read.** Certain books, called decodable books, are very good for practicing specific reading skills. Ask the teacher or a librarian for example books.
- **If they make a mistake, ask them to read the word slowly again.** Have your child matched to what your child needs to practice.
- **It is okay to take a break from books if your child needs one.** Try letter flashcards, other learning games and materials, or work on writing instead. Learning can happen in many different ways.
- **Keep books and writing materials in all the places where your child spends time each day.**
- **Talk to your child's teacher monthly or more often about how reading is going at home, and ask for details about how reading time is going at school.**



**Where Will
These
Family
Resources
“live” at your
organization
?**





Ohio Statewide
Family Engagement Center
at The Ohio State University

Search...

RESOURCES ▾PROFESSIONAL LEARNINGANNUAL SUMMIT

Protected: Facilitator
Materials: Science of Reading
Presentation

The Materials for the Workshop you will host:

- Facilitator Guide – Word doc
- Slide deck with presenter notes – PowerPoint
- Event Flyer Template
- Handout: [What is the science of reading?](#)
- Handout: [Questions to ask the school](#)
- Handout: [What is structured literacy?](#)
- Handout: [What are decodable books?](#)
- Website: [Searchable Resources from the Ohio Statewide Family Engagement Center](#)
- Facilitator Survey to Complete After you Facilitate a Workshop – [link](#)
- Participant Survey to Give to Participants at end of your Workshop – [link](#)

Hands on Webinar Materials

- Pre-work: Watch [Video Recording of Content](#)
- Brainstorming Plans
 - [google doc 1](#) (last names: A-H)
 - [google doc 2](#) (last names: I-O)
 - [google doc 3](#) (last names: P-Z)
- 4/3/25 Hands On Webinar Slides – PDF
- Hands on Webinar Recording -will be added soon after event

Landing Page

<https://ohiofamiliesengage.osu.edu/facilitator-materials-science-of-reading-presentation/>

Password

science

Feedback Survey





THE OHIO STATE UNIVERSITY

CENTER ON EDUCATION AND TRAINING FOR EMPLOYMENT



Ohio Statewide
**Family
Engagement
Center**

at The Ohio State University

Professional Learning



OhioSFEC@osu.edu



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