

Building Out-of-School Time Reading Behaviors & Integrating Vocabulary Through Caregiver Support

Equipping Families to Extend Literacy Beyond the School Day

Today We Will:

- Understand the role of caregivers in reading development
- Identify important out-of-school reading behaviors
- Learn more about build caregiver capacity
- Plan for implementation in your setting

Purpose

- ✗ Not just student strategies
- ✓ Building caregiver knowledge + habits



If caregivers are not equipped, reading will not continue at home

Poll

How confident do you think your caregivers feel in supporting reading at home? In the area of vocabulary?

1. Very confident
2. Somewhat confident
3. Not very confident
4. Not sure

Some Assumptions...

1. "We sent books home... so students are reading."
2. "Parents know how to read...so they are surely reading to their children."
3. "Parents know what to do to help their children read better."



The Reality

Access ≠ Impact

Children need:

- Clear routines
- Adult support
- Language practice and interaction
- Consistency

Caregiver Barriers

Caregivers often:

- Don't know what to do during reading
- Focus only on decoding
- Lack time or routines
- Feel unsure or unprepared

Reflection

What other some additional barriers or misconceptions do caregivers in your community have about supporting their children's reading development?

Caregivers are willing—but they need simple, clear, repeatable actions

What Do Caregivers Need to Do at Home?

The Big 3

Caregivers need to:

1. Create a daily reading routine
2. Talk about reading
3. Build vocabulary through conversation

Activity

Which one of these builds language—and why?

Compare:

- Praise only
- vs.
- Conversation + questioning

Coach the Caregiver

Child: "I read that whole book."

Caregiver: "Good job."

How would you coach this caregiver

What should the caregiver say instead to build reading skills?

Now the Shift...

Now imagine you are working with a caregiver.

How would you EXPLAIN this to them simply?

Important to Remember...

*Reading + **Talking** = Language Growth (vocabulary)*

Oral Language + Vocabulary

If a child can

Hear it

Say it and

Understand it...

They can read it

Vocabulary Growth Happens Through:

- Reading volume
- Conversation
- Repeated exposure

The 3 Moves (To Teach Caregivers)

Caregivers should:

1. Add details
2. Ask questions
3. Enhance/Upgrade vocabulary

For Example...

Child: "I'm tired."

Caregiver Counters:

- "Maybe you are exhausted." (upgrade vocabulary)
- "Lots of running around will make you tired." (add details)
- "What happened to make you so tired?" (question)

Our Responsibility is to...

Explain, Demonstrate, and Model

this protocol,

not just explain it

Activity–Micro-Rehearsal

Say It Better – Leader Version

Child: “I’m getting bored.”

How would you:

1. Expand it
2. Add vocabulary
3. Ask a question

Now say it the way you would teach a caregiver to do it.

What Works for Families

Reading routines must be:

- Short (5–10 minutes)
- Predictable
- Built into daily life (habit stacking)

Example Routine

- Read for 5 minutes
- Talk for 3 minutes
- Use a new word for 2 minutes

→ New learning occurring in about 10 minutes!



Activity

Design a routine for a busy family

Constraints:

- 10 minutes max
- Must include conversation

LIVE MODELING + CO-DESIGN

Step 1: YOU MODEL (2–3 min)

Example:

Busy parent, 2 kids, gets home at 6:00

Routine:

- 6:30 dinner
- 7:00 read (5 min)
- 7:05 talk (3 min)
- 7:08 word (2 min)

Guided Design (5 min)

Designing a Real Routine (Not Ideal—REAL)

The reality...

- Caregiver is tired
- Limited time
- No extra materials
- Must include conversation

Would this actually work?

Why or why not?"

Systems Leaders Must Build

This must be a system—not a one-time training

System 1 – Caregiver Training	System 2 – Take-Home Tools	System 3 – Consistent Messaging	System 4 – Feedback Loops
• Ongoing • Short and focused • Skill-based	• Conversation prompts • Vocabulary supports • Simple routines	• Across classrooms • Across schools • Across communication	• Are caregivers using strategies? • What other supports do they need?

Reflection Time

Ask yourself:

- Which system is strongest?
- Which is missing?
- How can I improve?

Implementation Planning

What is ONE action you will take in the next 2 weeks?

Examples:

- Practice: Asking better questions
- Teach: 20-min caregiver workshop
- Reinforce: Weekly text reminders

Things to Remember

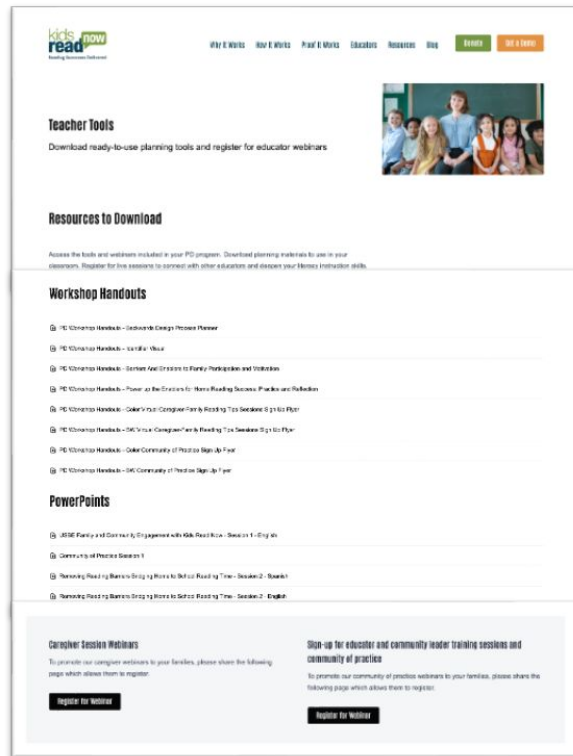
- Caregivers are essential to reading success
- Reading must continue beyond school
- Vocabulary grows through reading + talking
- Systems make this sustainable

Final Thought

*If caregivers are trained and supported,
reading development doesn't stop at dismissal
it continues at home*

Resources Review

- [Landing page for Caregiver and Educator Family Engagement Sessions](#)



Caregiver Sessions

Third Wednesday of every month.

Offered two times in English: 9:00 AM and 5:30 PM and Spanish at 6:00 PM

Zoom webinar: link/code emailed to caregivers before each session

Sign up is here: <https://kidsreadnow.org/c/caregiver-webinar-registration>

Flyer for your families can be found under **Resources** at KidsReadNow.org/training

Educator Sessions

- January 8th – 3 PM
Community of Practice (informal)
- February 12th – 10 AM
Training Session 2: Removing Reading Barriers: Bridging Home to School Reading Time with a focus on Fluency Activities and Oral Language Skills
- March 12th – 3 PM
Community of Practice meeting
- April 16th - 8AM
Training Session 3: Building Out-of-School Time Reading Behaviors and Integrating Vocabulary
- May 14th – 3 PM
Training Session 4: Setting Home Reading Routines to Build Background Knowledge
- June 11th – 10 AM
Community of Practice Meeting

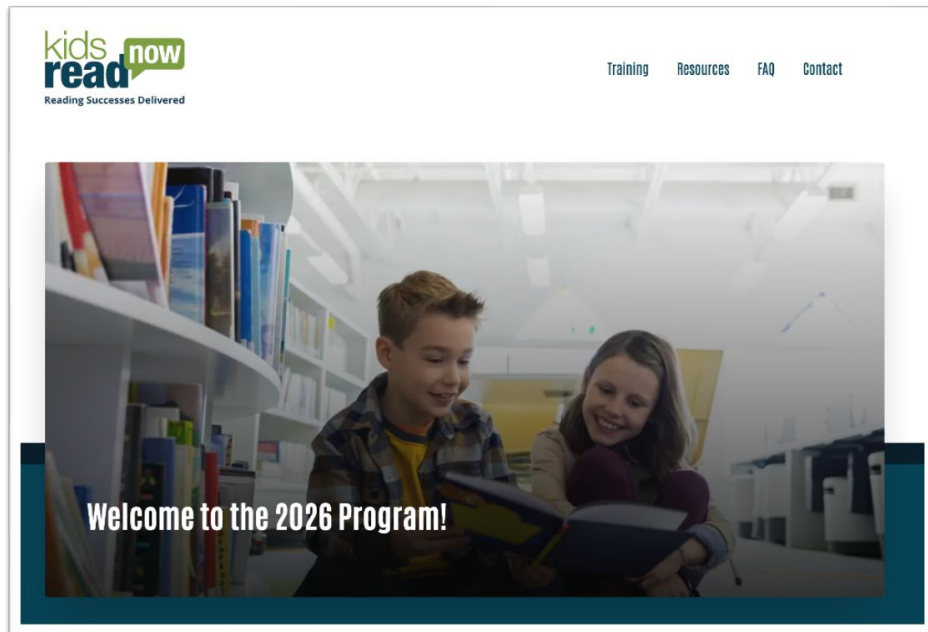
Registration is here: <https://kidsreadnow.org/c/community-of-practice-webinar-registration>

Caregiver Sessions

- January 21st – 9AM and 5:30 PM (English); 6:00 PM (Spanish)
Fluency Practice – Why and How
- February 18th – 9AM and 5:30 PM (English); 6:00 PM (Spanish)
Phonemic Awareness Games and Activities for Home Reading Practice
- March 18th – 9AM and 5:30 PM (English); 6:00 PM (Spanish)
Phonics Practice at Home to Support Reading Development
- **April 15th - 9AM and 5:30 PM (English); 6:00 PM (Spanish)**
Using Oral Language Skills Activities to Build Comprehension
- May 20th – 9AM and 5:30 PM (English); 6:00 PM (Spanish)
Activities for Summer Reading to Keep Learning Going
- June 11th – 9AM and 5:30 PM (English); 6:00 PM (Spanish)
Setting Summer Reading Routines and Best Practices

Registration is here: <https://kidsreadnow.org/c/community-of-practice-webinar-registration>

Kids Read Now Training Site for Schools



<https://kidsreadnow.org/training>

Under the “Resources” tab

Use code: UTPD25

Questions and Poll

