

TIPS FOR PARENT ENGAGEMENT

LITERACY GUIDANCE BY AGE

Birth to 12 months

The parent/caregiver can

- **cuddle with their baby** as they read a book or tell a story
- **point to and describe** the book's pictures: "Look, the train goes choo-choo!"
- use their voice, hands, and face to **act out** what they are reading and **let the baby babble back** in return

Toddlers 12 to 24 months

The parent/caregiver can

- **point and label** objects in the book
- ask the child to **identify** common objects on the page – book, ball
- **expand** on the child's verbal initiatives – "Yes, it's a truck! Good! It's a red truck!"
- use the book for a **transition to bed or nap times**

Toddlers 24 to 36 months

The parent/caregiver can

- make reading **part of the day's** activities – such as pointing to stop signs
- **relate** the story in the text to the child – "You like to play ball too!"
- give the child a chance to complete **rhymes** in a poem
- read a book at **transitions such as nap times and bedtime**

Toddlers 24 to 36 months

The parent/caregiver can

- make reading **part of the day's** activities – such as pointing to stop signs
- **relate** the story in the text to the child – "You like to play ball too!"
- give the child a chance to complete **rhymes** in a poem
- read a book at **transitions such as nap times and bedtime**

Toddlers 3 to 5 years

The parent/caregiver can

- let the **child try to tell the story** (while the parent is reading)
- ask "**open-ended questions**" such as "What do you think will happen next?"
- try to **respond to the child's questions** about the text as she reads
- the parent can **point out letters** of the child's name and make the sounds of the letters



English as a Second Language

- When possible, make books available in the parent’s/caregiver’s first language.
- Reassure families that reading aloud in whatever language is most comfortable for them helps their children create good associations with books and readings.
- Children who learn more than one language may begin to speak later, but ultimately their literacy rates will be higher.

Student with Special Needs

- Students with disabilities often require more parental involvement and advocacy than their peers.
- Children with disabilities often face multifaceted classroom challenges requiring special attention from instructors and active engagement from their families.
- Support parents through active, daily communication and through expecting and encouraging parent involvement.

Sources:

- Talking is Teaching: Talk, Read, Sing (<https://talkingisteaching.org/>)
- Reach Out and Read (<http://www.reachoutandread.org/>)

