Building Strong Readers

Families as Partners

2020-2021

Division of Literacy
Office of Elementary Education and Reading
601-359-2586
VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens.

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community.
State Board of Education Goals

1. **ALL** Students Proficient and Showing Growth in All Assessed Areas
2. **EVERY** Student Graduates from High School and is Ready for College and Career
3. **EVERY** Child Has Access to a High-Quality Early Childhood Program
4. **EVERY** School Has Effective Teachers and Leaders
5. **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. **EVERY** School and District is Rated “C” or Higher
Families as Partners
Families as Partners

• How do you partner with your child’s teacher?
• What help or resources do you need to strengthen the relationship?
• What help or resources do you need to support your child in reading at home?
Harvard Family Research Project (January 2007) Findings:

- Increased family involvement in schools predicts increases in literacy achievement.
- Family involvement in school matters most for children at greatest risk.

“Increased family involvement in school had greater implications for children’s literacy than did family income, maternal level of education, or child ethnicity.”
Why is reading by the end of third grade so important?

• Learning to read by the end of third grade is a **critical milestone** in a child’s education.

• Reading is essential to learning in all subjects fourth grade and beyond.

• Students who can **NOT** read by the end of third grade rarely “catch up” in later grades.

• 9 out of 10 high school dropouts were struggling readers in third grade.

Kindergarten Readiness and the Literacy-Based Promotion Act (LBPA)
The purpose of the *Literacy-Based Promotion Act* is to improve the reading skills of Kindergarten through 3rd grade public school students so that every student completing 3rd grade reads at or above grade level (SB 2157).

It is required that ALL Kindergarten students be assessed (*Kindergarten Readiness Assessment*) at the beginning and end of the school year to determine readiness and growth (SB 2572).

All K-3 students take a *Universal Screener* at the beginning, middle, and end of the year to determine progress in reading.
Universal Screener & Diagnostic Assessment

- K-3 students identified through the **BOY Universal Screener** whose results are below grade level should be assessed with a diagnostic to determine targeted instruction and interventions.

- **Diagnostic assessments** provide in-depth information about an individual student’s particular strengths and needs for Tier 2 supplemental instruction and/or Tier 3 intensive intervention.

- The intensive reading instruction and intervention must be documented for each student in an **individual reading plan (IRP)**.
If a K-3 student has been identified with a substantial deficit in reading, the teacher will immediately, and with each quarterly progress report, notify parents or legal guardians of the determination and plans for addressing the deficiency, including sharing strategies that parents can use to support reading at home.
Tips for Families
Communication With The School

• Communicate regularly with teachers to know your child’s reading level.

• You must be notified immediately if a reading deficiency is identified.

• At-home reading strategies will be shared with you to help increase reading proficiency.

• Address any concerns as early as possible.
Communication With Your Child

One of the best ways to support your child is through two-way communication.

- It **develops** positive speaking and listening skills.
- It **informs** you of what your child is learning in school.
- It **gives** insight on how your child thinks and feels about school.
Reading Tips To Help Your Child Succeed

• Make reading part of every day, even for just a few minutes.

• Show your child the cover of the book and ask what they think the text will be about.

• Talk about the pictures in books as you read.

• Let your child turn the pages when you read together. If your child can read the book, allow him or her to read to you.

• Run your finger along the words as you read them. If your child is reading, have him or her do the same.

• Read the story using different voices for each of the characters. Have fun!
Reading Tips To Help Your Child Succeed

- Choose books about events in your child’s life, such as starting school, going to the dentist, or taking care of pets.
- Ask questions about the story. What do you think will happen next? What is this? How does this character feel?
- Let your child ask questions about the story.
- Talk about familiar activities and objects.
- Let your child retell the story.
- Visit your local library often!
The Five Components of Reading and Stronger Readers’ Activities
The Five Components of Reading

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Identifying words accurately and fluently

Constructing meaning once words are identified
The Five Components of Reading

The Simple View of Reading

Decoding $\times$ Language Comprehension $=$ Reading Comprehension

(Gough & Tunmer, 1986; Hover & Gough, 1990)

Students who struggle to read on grade level either have difficulties with decoding or lack sufficient vocabulary and language (or both) to understand what they read.
The Simple View of Reading

Fluency

Decoding
- Phonemic Awareness
- Phonics

Language Comprehension
- Listening Comprehension
- Vocabulary

Reading Comprehension

Gough & Tunmer, 1986
The Five Components of Reading: Phonemic Awareness

Phonemic Awareness:

• The ability to hear and distinguish sounds
• All about the sounds you hear
• A strong predictor of early success in reading
The Five Components of Reading: Phonemic Awareness

What your child needs to learn:

• That spoken words consist of individual sounds

• How words can be segmented (pulled apart) into sounds, and how these sounds can be blended (put back together) and manipulated (added, deleted, and substituted)

• How to use their phonemic awareness to blend sounds to read words and to segment sounds in words to spell them
The Five Components of Reading: Phonemic Awareness

- Play “I Spy” with your child, but instead of naming a color, say, “I spy something that rhymes with ______.” Take turns with your child playing the game. Encourage the use of nonsense words as rhyming clues.

- Think of an animal. Identify the number of syllables in that animal’s name. Brainstorm types of food with the same number of syllables that you could feed to that animal.
The Five Components of Reading: Phonics

Phonics:

• The relationship between letters and the sounds they represent

• Children’s reading development is dependent on their understanding of the letters and letter patterns that represent the sounds of spoken language
The Five Components of Reading: Phonics

What your child needs to learn:

• Correct and quick identification of the letters of the alphabet
• Which sounds are represented by which letters in words
• How to apply these sounds as they read and write
• Write letters on individual pieces of paper and put them in a bag, box, or cup. Let your child reach into the bag and take out a piece of paper. Have your child say the sound that matches the letter(s) on the piece of paper. You can also write letter patterns that include more than one letter but make one sound (ch, sh, th, wh, ph).

• Have your child hunt for words with a specific consonant digraph (th, sh, wh, ch, ck, kn, wr, ng) in newspapers, magazines, or books. Example: Look! I found sang and rang, they both have the ng digraph.”
The Five Components of Reading: Fluency

Fluency:

• The ability to read accurately with sufficient speed to support understanding

• In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently
The Five Components of Reading: Fluency

What your child needs to learn:

• How to read the words correctly
• How to read with automaticity
• How to stop and pause for punctuation marks
The Five Components of Reading: Fluency

- **Read nursery rhymes and poems** to build familiar phrases in speech. Examples: *Twinkle, Twinkle Little Star, Mary had a Little Lamb, Humpty Dumpty.*

- **Ask your child to read a new-to-them piece of text** – a short story, poem, or several paragraphs from a chapter book. The first time your child reads it, time him or her from start to finish to see how long it took. **Ask your child to read the same piece of text several more times, timing each time, to see how much your child is improving.** Take time after to discuss the words your child read incorrectly.
Vocabulary:

- Knowledge of and memory for word meanings
- Refers to the words children must know to communicate effectively
- Can be described as oral vocabulary or reading vocabulary
The Five Components of Reading: Vocabulary

What your child needs to learn:

• The meanings of words when read or spoken to
• The meanings of words to use when speaking
The Five Components of Reading: Vocabulary

• Name a **topic** such as “farms” and ask your child to think of all the **words** he or she can think of **related** to that topic.

• Choose an **ingredient from your kitchen** cabinet or refrigerator. Brainstorm as many words as you can to **describe** what the item **looks like, feels like, tastes like, and sounds like**. Discuss recipes that use this ingredient.
Comprehension:

• The ability to understand and draw meaning from text

• The ability to critically think about a text
The Five Components of Reading: Comprehension

What your child needs to learn:

• How to understand what they read, remember what they read, and communicate to others about what they read
• How to relate their own knowledge or experiences to text
• How to use comprehension strategies to improve their comprehension
Questions to Ask

• **Before reading** - Who or what will the book be about? What do you think will happen in the book based on what you see? How will it end?

• **During reading** - What has happened so far in the book? Who are the characters in the book? How did the character respond when that happened? How do you feel about your prediction now?

• **After reading** - Can you recall the events in the book in the correct order, naming the main characters, setting and major events? Who do you think is the most important character and why? What clues in the pictures showed you how the character was feeling? Did you like how the book ended? Can you create a different ending for the book?
What is Social and Emotional Learning (SEL)?

SEL stands for social and emotional learning. It is the process by which we learn and apply skills for understanding and managing emotions, setting and achieving goals, establishing and maintaining relationships, and feeling and showing empathy for others.
Social and Emotional Learning and Support

- Gives your child skills on how to handle emotions during stress and any type of trauma
- Encourages positive relationships with family members, teachers, and friends
- Teaches your child how to have a positive outlook on life
Emotional "Check-Ins"

Sometimes, asking your child, ‘How are you?’ does not give insight on his or her actual emotional wellbeing. Checking in using one of the activities below can give you more information about how your child is truly doing.

**Examples:**
- **WOWs, POWS, and NOWs**: Share something positive, something negative, and something to look forward to
- **Current "Playlist"**: Compare your mood to a song, genre, or playlist of songs
- **Mindful Check-In**: Take a deep breath before stating how you are doing
Managing Stress

Learning how to handle stress in positive ways keeps your child happy and healthy and promotes positive daily habits.
Managing Stress Activities

**Vitamin-D**
Take a 15-minute walk outside for some fresh air and sunshine. The sun is a mood elevator!

**Journaling**
Journaling is an effective way to reduce stress. If your child is stressed or upset, encourage him or her to pause and write down those feelings for 20 minutes. Getting feelings out in the open can help relieve built up pressure and will allow your child to produce next steps. This can also be done virtually on a device.

**Repeat a Mantra**
Create a mantra or phrase with your child that he or she can use to calm down, such as: “I can do this,” “I am relaxed,” “Everything is going to be okay,” and “I will get through this.”
One out of every four children attending school has been exposed to a traumatic event that can affect learning and/or behavior. Trauma can impact school performance. Trauma can impair learning. Traumatized children may experience physical and emotional distress, so it is important you know things to do that may help. (NCTSN National Child Traumatic Stress Network)
Addressing and Working Through Trauma Activities

Provide Stability
Use charts and pictures when possible for children to see and understand their daily routine. When the routine changes, make sure children know why.

Promote a Healthy Diet
The food your child eats can have a serious impact on their mood and ability to deal with traumatic stress. Eating lots of fresh fruit and vegetables, high-quality protein, and healthy fats, especially omega-3 fatty acids found in walnuts, fish, and eggs, can help your child or teen better deal with the difficulties that follow an alarming experience.
Age-Appropriate Communication
Younger children respond to reassuring hugs and simple reminders such as “It’s over now” or “It’s all going to be okay.” Older children find comfort from hearing facts and information about what happened.

Emotional & Physical Safety
Children upset by trauma will often cling or want to stay close to their primary caregiver or may be erratic about who they hug. Provide the right physical touch. Sit close together, hug, rub their backs, etc., and ONLY provide physical affection when the child looks for it. Giving unasked for affection can re-traumatize the child or trigger trauma-related behaviors.
Building Positive Relationships

Establishing and maintaining healthy and rewarding relationships with individuals and groups promote the ability to communicate clearly, listen well, and cooperate with others.
Building Positive Relationships Activities

Show and Tell
Take turns with your child showing an object that is special to you and an object that brings you joy.

Guess Who
Display/show various baby pictures of different family members. Have the child guess who is in the picture. Once they guess, have them say positive things about that person.

Complete Thoughts
Have each person participating complete the following sentences.

Today I wish I were _________________________________.
I choose friends who are _________________________________.
I am grateful for _________________________________ because___________.

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Building Self-Awareness

Being able to accurately recognize one’s own emotions, thoughts, values, and how they influence behavior leads to a proactive approach of self-awareness.
Building Self-Awareness Activities

Three Why's
Before making a big decision, or if trying to get to the root of an issue, ask yourself “Why?” three times. This will help to reveal deep and specific issues that you may not otherwise consider.

Deep Check-In
Have your child respond to one or more of the following sentence stems. These sentence stems encourage your child to have more vulnerable conversations about their sense of self.

“Something that makes me nervous is...”
“I am most uncomfortable when...”
“Something that gives me hope or inspiration is...”
“A word to describe where my head is would be....”
“A word to describe where my heart is would be...”
Literacy Partners
Mississippi Campaign for Grade-Level Reading
Community-driven initiative to ensure students are reading on grade level by the end of grade 3. The campaign helps communities align and strengthen existing resources to extend programs that support school readiness, school attendance, and summer learning.

http://msgradelevelreading.com

MPB Education Services
Provides books to build home libraries and offers families extended activities to learn together.

https://www.mpbonline.org
EPIC Mississippi

EPIC is a free text message program that provides tips to parents and guardians to increase oral language development in early childhood, elementary, and secondary school students. Get tips for vocabulary, parenting, social emotional health, conversation starters, tips in Spanish, and self-care tips for teachers. Tips are sent two to five days a week depending on the category. www.epicmississippi.org

Text Message Schedule:

Text the category keyword (in parenthesis) to 33222 to subscribe!

Monday, Wednesday, & Friday Messages
- Early Childhood (EPICEC)
- Elementary (EPICELEM)
- 3rd Grade (EPIC3RD)
- Conversation Starters (EPICTALK)

Tuesday and Thursday Messages
- General Parenting Tips (EPICTIPS)
- Vocabulary: Elementary (EPICVOCAB1)
- Vocabulary: Secondary (EPICVOCAB2)
- Social Emotional Tips (EPICEMO)
- Consejo en Español (EPICEL)
- Teacher Tips (EPICTEACH)

NEW on Thursdays:
- Anti-Racism (EPICJUSTICE)

Suggestion: If you would like to receive a text each day, sign up for one category that goes out on Monday, Wednesday, and Friday, and one on Tuesday and Thursday!
Key Takeaways

- As a parent, you will always be your child’s first teacher.
- Always maintain open communication with your child’s teacher(s).
- Try the activities and suggestions on the strongreadersms.com website.
- Ask questions, become involved, and attend school functions when possible.
Resources & Publications for Families

LEXILE
FIND A BOOK
https://hub.lexile.com/find-a-book/search

RENAISSANCE
Accelerated Reader Bookfinder™
https://www.arbookfind.com/ UserType.aspx

MackinVIA
Mississippi Distance Learning Library
https://www.mackinvia.com/?guestid=64020FD3-FD80-4419-97C8-1843B6FB862A
https://www.ride.ri.gov/StudentsFamilies/Overview.aspx
Resources & Publications for Families

- **PBS Kids**: [https://pbskids.org](https://pbskids.org)
- **Scholastic**: [http://teacher.scholastic.com/commclub/index.htm](http://teacher.scholastic.com/commclub/index.htm)
- **ABCya**: [https://www.abcya.com/](https://www.abcya.com/)
- **Read Theory**: [https://readtheory.org/](https://readtheory.org/)
- **Khan Academy**: [https://www.khanacademy.org/](https://www.khanacademy.org/)
- **Education.com**: [https://www.education.com](https://www.education.com)
Resources & Publications for Families

Parents’ Read-At-Home Plan
(Literacy-Based Promotion Act Parent Document)

Family Guides for Student Success
(Reading & Math: Grades PK-8)
Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among Kindergarten through 5th grade students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit https://strongreadersms.com for more information!
Reflection

• How will you partner with your child’s teacher this year?
• What help or resources did you learn about today to strengthen the relationship?
• What help or resources do you plan to use to support your child in reading at home?
Office of Elementary Education and Reading

Division of Literacy

https://www.mdek12.org/Literacy