Building Strong Readers
Families as Partners

Division of Literacy
Office of Elementary Education and Reading

2021-2022
State Board of Education STRATEGIC PLAN 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
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
Session Goals

Discuss Families as Partners and the Literacy-Based Promotion Act (LBPA)

Explore the Mississippi Academic Assessment Program ELA Grade 3 Assessment (MAAP)

Explore Social Emotional Learning Support

Review 5 Components of Reading and Explore Strong Readers Activities
Families as Partners
Reading is an Education and Economic Issue

Students who are not reading proficiently in third grade:

- 4x Are four times more likely to not to graduate high school.
- 6x If African American or Hispanic, are six times more likely to drop out or fail to graduate from high school.
- 8x If low-income minority, are eight times more likely to drop out or fail to graduate from high school.

High School Dropouts

- Are not eligible for 90% of the jobs in the economy.
- Have yearly earnings that are less than 50% of someone who earns a Bachelor’s Degree.
- Make-up nearly 50% of all heads-of-households on welfare.

2019 NAEP Reading Scores vs. Instructional Needs

NAEP % Proficient or Above
35% 65%

NAEP % Below Proficient

% learn to read with little or no explicit instruction
40% 60%

% needing moderate to extensive explicit instruction

(Source: NAEP https://nces.ed.gov/nationsreportcard/reading/)
(Source: Nancy Young, Ladder of Reading https://www.nancyyoung.ca/research-and-links)

www.breakingthecode.com
The Literacy Based Promotion Act (LBPA)
Improving Reading Outcomes

• 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 and 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.
Mississippi Academic Assessment Program (MAAP)

3rd Grade ELA Assessment
The **MAAP-ELA Assessment** will determine promotion/retention.

Students must score a level 3 or above to be promoted to 4th grade.

During 2021-2022, the assessment will be administered to 3rd grade public school students during the window of April 4 - April 22, 2022.

Alternate forms (Forms B&C) of the 3rd Grade MAAP-ELA Assessment will serve as the retest. Students will have 2 retest opportunities.
Pathways to Promotion

Your 3rd grade child takes the MAAP-ELA test in the Spring.

FAIL

Ask your child’s teacher if he/she qualifies for a Good Cause Exemption.

NO

Your child should receive documented interventions. Children will take the 1st MAAP retest at the end of the year.

FAIL

If your school provides summer reading assistance or interventions, documentation by the school is required!

PASS!

Your child will be promoted to 4th grade.

PASS!

Your child will be retained in 3rd grade.
Good Cause Exemptions (GCE)

(a) Limited English proficient students who have had less than two (2) years of instruction in an English Language Learner program;

(b) Students with disabilities whose individual education plan (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law;

(c) Students with a disability who participate in the state annual accountability assessment and who have an IEP or a Section 504 plan that reflects that the individual student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading or previously was retained in Kindergarten or First, Second or Third Grade;
(d) Students who demonstrate an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education; and

(e) Students who have received intensive intervention in reading for two (2) or more years but still demonstrate a deficiency in reading and who previously were retained in Kindergarten or First, Second or Third Grade for a total of two (2) years and have not met exceptional education criteria.
A student who is promoted to 4th grade with a good cause exemption shall be provided an **individual reading plan as described in Section 37-177-1(2)**, which outlines intensive reading instruction and intervention informed by specialized diagnostic information and delivered through specific reading strategies to meet the needs of each student so promoted.
Sample Test Item #1

According to the diagram in “What Is Earth?”, in which two months does the sun shine equally on the Southern and Northern Hemispheres?

A) June and December
B) December and March
C) September and June
D) March and September
Sample Test Item #2

DIRECTIONS: You will read two passages, "What Is Earth?" and "Excerpt from Planet Earth." Answer the questions about each passage as well as questions about both passages.

What Is Earth?
by NASA

1. Earth is our home planet. Scientists think Earth formed billions of years ago. Four planets in the solar system are bigger than Earth. Three planets are smaller. It is the third-closest planet to the sun. Only Mercury and Venus are closer.

2. Earth has been called the "Goldilocks planet." In the story "Goldilocks and the Three Bears," a little girl named Goldilocks liked everything just right. Her porridge couldn’t be too hot or too cold. And her bed couldn’t be too hard or too soft. On Earth, everything is just right for living things. It’s warm, but not too warm. And it has water, but not too much water.

3. Earth is the only planet known to have lots of liquid water. Liquid water is important for life. Earth is the only planet where life has been found.

What Does Earth Look Like?

4. From space, Earth looks like a blue marble with white swirls. Some parts are brown, yellow, green and white. The blue part is water. Water covers most of Earth. The white swirls are clouds. The brown, yellow and green parts are land. And the white parts are ice and snow.

5. The equator is a make-believe line around the center of Earth. Mapmakers use the line to divide Earth into two halves. The northern half is called the Northern Hemisphere. The southern half is called the Southern Hemisphere. The northernmost point on Earth is called the North Pole. The southernmost point on Earth is called the South Pole.

DIRECTIONS: Answer the following questions for "What Is Earth?" and "Excerpt from Planet Earth."

The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the purpose of the quotation from paragraph 4 of "What Is Earth?"

- From space, Earth looks like a blue marble with white swirls.

A. to show how water changes the color of Earth
B. to compare the size of Earth to an everyday object
C. to give a detailed description of what Earth looks like
D. to explain the effect of swirling clouds on weather on Earth

Part B

Which quotation from "What Is Earth?" or the excerpt from Planet Earth has the same purpose as the answer to Part A?

A. "Four planets in the solar system are bigger than Earth." (paragraph 1, "What Is Earth?")
B. "Earth is the only planet known to have lots of liquid water." (paragraph 3, "What Is Earth?")
C. "The Sun keeps the planet warm." (paragraph 2, "Excerpt from Planet Earth")
D. "The rocks here are so hot that they are slightly squishy." (paragraph 3, "Excerpt from Planet Earth")
### 3rd Grade Assessment Timeline

<table>
<thead>
<tr>
<th>Dates</th>
<th>Audience</th>
<th>Activity Description</th>
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</thead>
<tbody>
<tr>
<td>April 4 – April 22, 2022</td>
<td>All 3rd Grade Students</td>
<td>3rd Grade MAAP-ELA Assessment. The 3rd Grade MAAP ELA Assessment will be the assessment to determine promotion/retention.</td>
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<tr>
<td>May 9 – May 13, 2022</td>
<td>Retest Window #1</td>
<td>MAAP 3rd Grade Reading Alternative Assessment</td>
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<tr>
<td>June 20 – July 8, 2022</td>
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The Five Components of Reading (Strong Reader Activities)
The Simple View of Reading

Decoding
- Phonemic Awareness
- Phonics

Language Comprehension
- Listening Comprehension
- Vocabulary

Fluency

Reading Comprehension
Phonemic Awareness (Working with Sounds)

Phonemic Awareness is:

- The ability to hear and distinguish sounds
- All about the sounds you hear
- A strong predictor of early success in reading
Strong Reader ACTIVITY

- Think of an animal
- Identify the number of syllables in the animal's name
- Brainstorm types of food with the same number of syllables that you could feed to that animal
Phonics is:

• 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
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).
Fluency is:

• 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
Fluency (Reading Accurately to Understand)

Pick any text or book and read it aloud to your child. Model how your voice changes with punctuation or different characters’ voices. (No matter your child’s age, it is important for your child to hear fluent reading.)
Vocabulary is:

• 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
Choose a word and ask your child to think of another word that means the same thing.

- Take turns until neither of you can think of another word. For example, you may say, *cold*, and your child might say, *freezing*. Then you could say, *chilly*, and so on. Sample starter words: pretty, angry, big, small, sad, good, delicious, scary, funny, and happy.

- You can play a hot potato version of this game with multiple children by playing a short song while tossing a ball or soft toy to each other.

- Stop the music and have the children holding the ball give a synonym of the word.

- Take turns until players can’t think of another word.
Comprehension is:

• The ability to understand and draw meaning from text

• The ability to critically think about a text
Ask your child to choose a text, book or story to read. Ask your child to write a letter to the main character in the text that includes the following:

• Your child tells the main character about his or her favorite and least favorite parts of the book.
• Your child to discusses the problem in the story and give his or her advice about a solution.
• Your child asks the character some questions that he or she might have after reading the book or story.
Advocating for your Child’s Literacy Needs
• 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?
Check for Potholes

Questions to ask your child’s school:

• Are phonological awareness, phonics, and spelling taught explicitly and systematically?
• Does phonics instruction focus on blending and segmenting sounds to read and spell words?
• Are there opportunities for my child to read books that have the phonics skills he or she has learned in them?
• When my child reads aloud, is she or he encouraged to look carefully at printed words and use decoding skills to read unknown words?
Becoming a Literacy Advocate

**Review:** Learn about the school’s system of support for literacy and learn where your child fits within that system.

**Record:** Keep a notebook and folder of information and communications about your child’s reading and writing.

**Request:** Talk with other parents and families who have similar experiences. Find out about your district’s literacy initiatives and supports.

**Refer:** Ask the school about opportunities to provide input on literacy approaches and practices and help make decisions.
Communicating 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.
Social and Emotional Learning Support
Social and Emotional Learning 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
Example Activity: Emotional “Check-ins”

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

Have your child compare his or her current mood to a type of weather.
Before your child must make a big decision or is trying to get to the root of an issue, have your child ask him or herself *Why?* three times. This will help reveal deep and specific issues your child may not otherwise consider.
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
MPB Classroom TV is a growing resource that includes lessons aligned to Mississippi state standards and taught by our local literacy coaches and teachers.
https://education.mpbonline.org/mpb-classroom-tv/
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
Key Take-Aways

- 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.

Reading is the KEY to learning
Resources and 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
Resources and 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 and Publications for Families

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

Family Guides for Student Success
(Reading & Math: Grades PK-8)
Questions and Answers
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