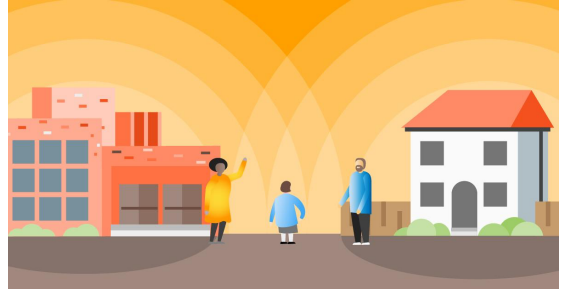


# Parent and Family Supports

for English Learner Students



Literacy Summit 2019



Ensuring a bright future for every child

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EDUCATION

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## Mississippi Department of Education

### 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



Ensuring a bright future for every child

## State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

**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





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# Parent Supports for Student Success





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## You are Important

As a parent you are your child's first and most important teacher!



## Your Home Language is Important!

Continuing to support your children's knowledge and use of their home language helps them to develop cultural identity and a connection to family roots.



## Dual Language Learners

Bilingualism aids ELs in:

- better working memory
- enhanced executive function
- ability to easily switch from one task to another
- persistence in completing challenging tasks



## Research Shows

Parent involvement in schools/school-related activities results in students achieving:

- higher grades and test scores and enrollment in higher-level programs;
- higher promotion rates and course passing rates; and
- higher attendance rates.





## Research Shows

Parental involvement in schools/ school-related activities also results in students having:

- better social skills and a better ability to adapt well to school, as well as
- higher graduation rates and higher education attendance rates.



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## Six Ways to Become Involved in Your Child's Education

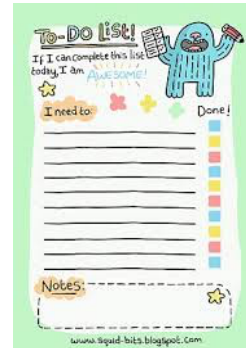
1. Support your child's academic success
2. Communicate with school personnel regularly
3. Learn about school and community resources available to help both you and your child
4. Participate in school-related activities
5. Read to or with your child
6. Talk to your child about school



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## Support Your Child's Academic Success

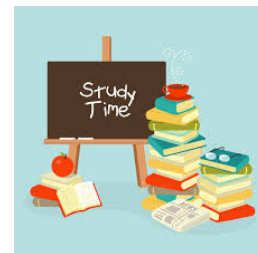
- Support homework expectations of the school
- Send your child to school ready to learn (good breakfast, good night's sleep)
- Teach your child organization skills



## Support Your Child's Academic Success

Teach your child study skills

- Know when tests are scheduled so you can help your child study over time rather than just the night before the test
- Remind your child to bring home study materials such as books, notes, study guides, etc.
- Remember that after 45 minutes, it's a good idea to take a study break
- If studying becomes stressful for your child, talk to the teacher or school counselor



## Communicate with School Personnel Regularly

- Attend parent-teacher conferences and other school meetings
- Communicate with your child's teacher when you have concerns
- Visit the school and its website



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## Learn About School and Community Resources

There are many school and community resources available:

- uniform swap
- 4-H resources
- afterschool tutoring
- Parent Center with Bilingual Services – *contact* Janine Vincent at 601-635-4902



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## Participate in School-Related Activities

Schools have many opportunities for parents to become involved. Find an activity that best works for your schedule and comfort level. These may include:

- helping with classroom projects or field trips,
- planning class parties,
- joining the parent-teacher group,
- reading a story to the class, or
- attending school plays or programs.



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## Read To or With Your Child Daily

- Helps your child see reading is important and can be fun
- Builds fluency skills as well as comprehension skills
- Allows your child opportunities to practice new vocabulary as they talk to you about the book you have just read



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## Talk to Your Child About School

Helps you to understand:

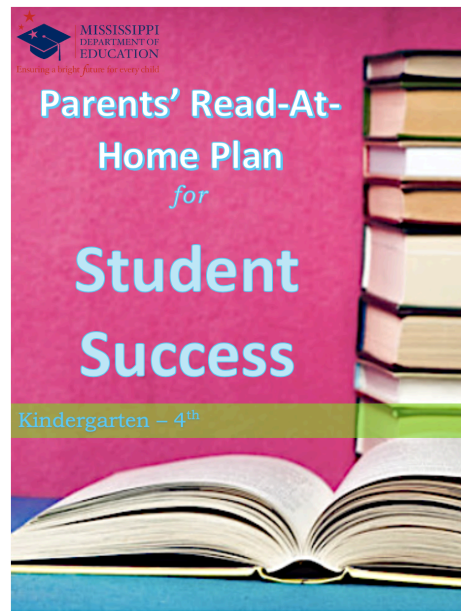
- How he/she feels about school
- What he/she is learning
- What he/she is having difficulties with
- Who his/her friends are



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## Parent Read At Home Plan

- Designed for K-4<sup>th</sup> Grade
- Information and Activities for parents to support your child's literacy development



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## Important Words Parents Should Know

### Benchmark

How a child performs in reading compared to other children their age or what they are expected to know

### Reading Deficiency

A specific weakness in one of the five components of reading (phonological awareness, phonics, fluency, vocabulary, or comprehension)

### Diagnostic

An additional test that tells why a child is not reading at benchmark by looking deeply at a specific area, and what may be done to help in this area

### Reading Intervention

Additional, specific small-group instruction to increase or improve childrens' skills in the five components of reading (phonological awareness, phonics, fluency, vocabulary, or comprehension)

### Screener

A test used to identify students who fall at or below benchmark; usually given three times a year



From the Parent's Read-At-Home Plan

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## Questions to Ask Teachers

- Is my child reading on grade level? What does “reading on grade level” look like?
- What test does my child take to find out if they are reading on grade level?
- How frequently will we meet to discuss my child’s reading progress?



From the Parent's Read-At-Home Plan

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## If Your Child is Struggling with Reading

Ask the teacher

- How far below grade level is my child's reading?
- In what specific areas of reading is my child struggling?
- What can I do at home to help?
- What additional supports are being provided to my child?  
How frequently and for how much time?



From the Parent's Read-At-Home Plan

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## Individual Reading Plans

Individual Reading Plans are designed to

- address specific reading deficiencies, and
- create a plan for supporting individual students reading growth.

*You should be notified by your child's school for a meeting to discuss the Individual Reading Plan.*



From the Parent's Read-At-Home Plan

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## Literacy for All Ages: 0-12 Months

- Begin to reach for soft-covered books
- Look at and touch the pictures in books
- Make cooing or nonsense sounds to respond to familiar stories
- Help turn pages



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## Literacy for All: 12-36 Months

- Name familiar pictures, such as *dog*, *cup*, and *baby* (may do this in one or both languages)
- Answer questions about what they see in books
- Pretend to read by turning pages and making up stories
- Recite the words to favorite books
- Recognize the covers of favorite books



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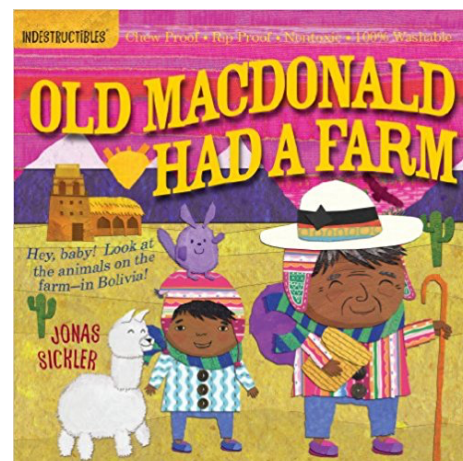


## Books That Will Interest Babies

- Simple, repetitive text and clear pictures
- Vinyl or cloth books with bright pictures, faces, shapes, and colors
- Books with mirrors and different textures, books with flaps that open for a surprise

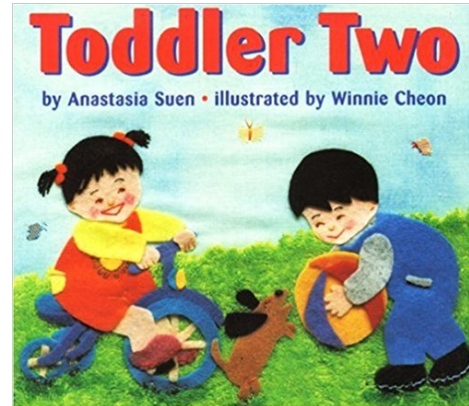
## Culturally Diverse Books for Infants and Toddlers

- Indestructible line of books for babies
- Chew and rip proof and washable
- Wordless retelling of familiar songs
- New cultural settings



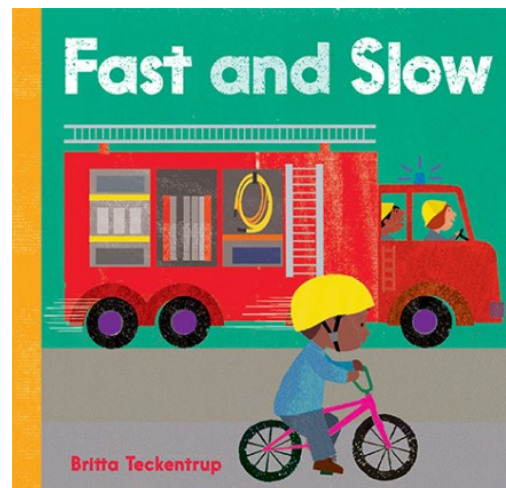
## Culturally Diverse Books for Infants and Toddlers

- Board book with felt illustrations that look 3-D
- Repetitive counting on each page
- Reinforce vocabulary to learn the names of body parts



## Culturally Diverse Books for Infants and Toddlers

- Simple reinforceable vocabulary
- Engaging, brightly-colored and textured illustrations
- Reinforces vocabulary and comparative skills for fast and slow vehicles



## Literacy for All: 3 – 4 Years Old

- Know the correct way to hold and handle a book
- Recognize that words tell a story
- Understand the directionality of reading
- Recognize some letters of the alphabet
- Begin to hear rhyming words
- Retell stories
- Begin to match letter sounds to letters
- May recognize their own name or often seen words



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## Literacy for All: 5 Years Old

- Predict what happens next in a story
- Begin writing or dictating their own stories
- Read some sight words
- Recognize and match letter sounds to the letter
- Begin matching words they hear to words on the page
- Put a story in order, whether by retelling or by pictures
- Initiate interest in information and entertainment books

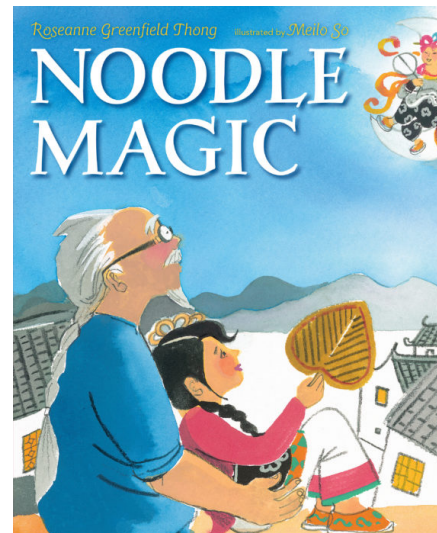
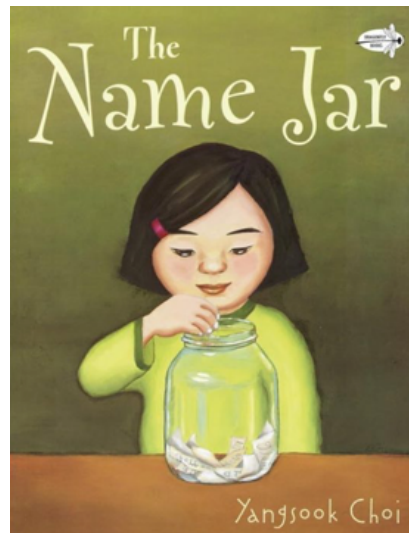


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## Books That Will Interest 3-5 Year Old Children

- Books where the main character is your child's age
- Stories about animals or specific interest areas for your child
- Wordless books where your child can describe the events

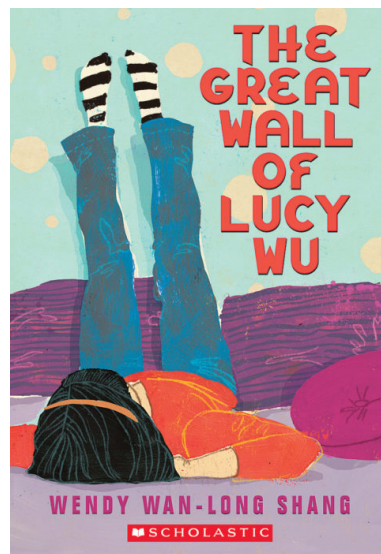
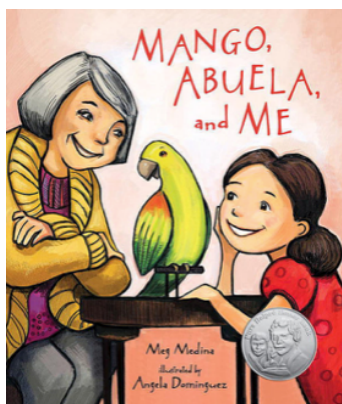
## Culturally Diverse Books



## Literacy for All: 6-8 Years Old

- Recognize many more sight words
- Can answer questions that require thinking beyond what they have read
- Use context clues (pictures, surrounding words) to understand the meanings of unfamiliar words
- Self-correct when reading mistakes are made

## Books That Will Interest 6-10 Year Old Children





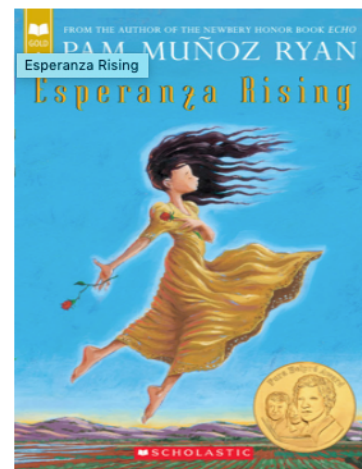
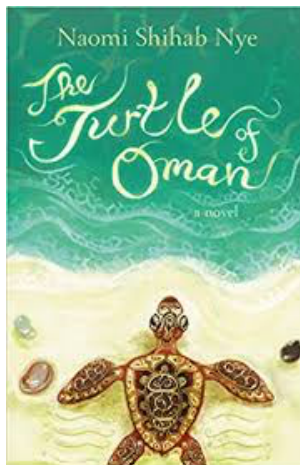
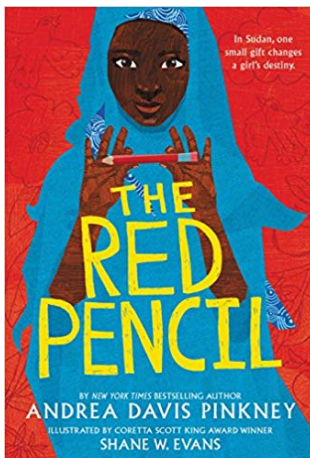
## Literacy for All: 9-13 Years Old

- Progress from “learning to read” to “reading to learn”
- Explore different genres
- Recognize words without hesitation
- Identify and articulate the main idea of a story
- Use similes, metaphors, and other descriptive devices
- Find meaning in what has been read



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## Culturally Diverse Books for Middle School Children

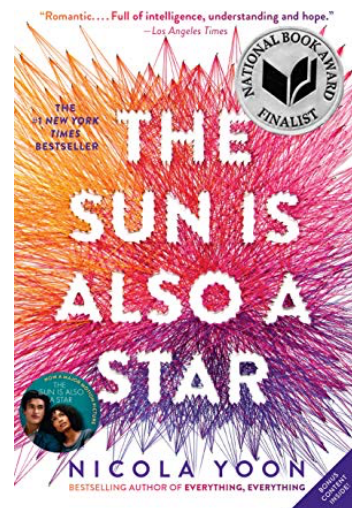
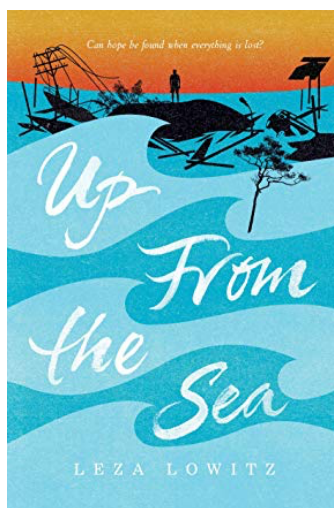
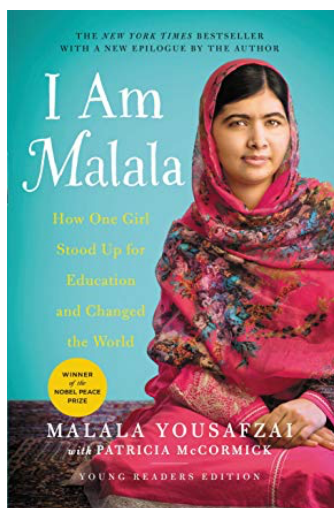


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## Literacy for All: 14-17 Years Old

- Relate events in a story to their own lives
- Compare and contrast different reading materials
- Discuss character motivation
- Identify examples of imagery and symbolism

## Culturally Diverse Books for High School Children



## Parent Resources

- Mississippi English Learner Guidelines
- Colorín Colorado
- English Learner Supports Webpage



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## Student Intervention Supports

### **Behavior Specialist**

Ginger Koestler

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### **Elementary Specialist**

Laurie Weathersby

[lweathersby@mdek12.org](mailto:lweathersby@mdek12.org)

### **Secondary Specialist**

Jayda Brantley

[jbrantley@mdek12.org](mailto:jbrantley@mdek12.org)

### **English Learner Specialist**

Sandra Elliott (PreK – 12)

[selliott@mdek12.org](mailto:selliott@mdek12.org)

### **Gifted Specialist**

Jen Cornett

[jcornett@mdek12.org](mailto:jcornett@mdek12.org)

### **Technology Specialist**

Melissa Banks

[mbanks@mdek12.org](mailto:mbanks@mdek12.org)





## English Learner Contacts

### Instruction

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### Intervention/Instruction

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English Learner Intervention Support  
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### Assessment

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ELPT Program Coordinator  
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### Federal Programs

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