

# Tredyffrin Easttown School District

## *Reading Support Parent Information Meeting*

Elementary School Title 1

October 19, 2023, at 7:00 p.m. at Beaumont Elementary School

October 20, 2023, at 9:30 a.m. at T/E Administrative Offices

Dr. Patrick Gately, Language Arts Supervisor

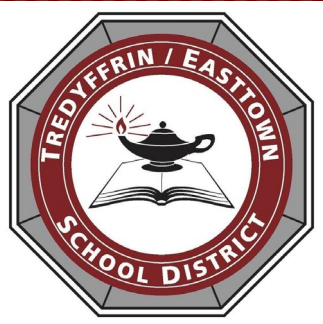
Dr. Oscar Torres, Title 1 Coordinator



# What is Title 1?



- Title I provides federal funding to schools to help students who demonstrate academic needs and are at most risk of falling behind.
- Title I school designation is based on the percentage of students receiving free/reduced lunch.
- Title 1 designation may change from year to year, however services across our elementary schools do not.



# Components of Title 1

- School/Parent Compact Agreement
  - School, Parent, and Student Participation
- Parent and Family Engagement
  - Website, parent meetings, open house, and conferences.
- Planning, Review and Improvement
- District Budget and Funding
- *Dr. Gately and Dr. Torres will be available to answer additional questions.*



# Home and School Component

- Fall Parent Meetings
- Reading Calendars
- Reading Logs
- Newsletters
- Home Literacy Activities
- Parent Workshops

# TESD Elementary Reading Specialists

Beaumont  
Elementary

Devon  
Elementary

Hillside  
Elementary

New Eagle  
Elementary

Valley Forge  
Elementary

All Elementary  
Buildings

**Hayley Rodgers**

**Gen Billet**

**Mary Nagle**

**Lindsey Klotz-Sofranko**

**Laura Hobbins**

**Kirsten Firestine**

**rodgersh@tesd.net**

**billete@tesd.net**

**naglem@tesd.net**

**klotzl@tesd.net**

**hobbinsl@tesd.net**

**firestinek@tesd.net**

**610-240-1406**

**610-240-1450**

**610-240-1511**

**610-240-1557**

**610-240-1611**

**610-240-1600**

Your child's Reading Specialist takes great pride and care to ensure their academic success. Please do not hesitate to reach out to them if you have questions or concerns, if you need advice, or would like assistance with your child's reading development.

# Qualifying for Reading Support

# Screening Process Kindergarten

**Pre-Kindergarten Questionnaire  
Kindergarten Teacher Recommendations  
Kindergarten Screener (Fall)  
Benchmark Assessments  
Reading Specialist Recommendations  
Parent / Teacher Conferencing  
Wonders Assessments**

# Entrance/Exit Criteria: Kindergarten

Entrance Criteria	Exit Criteria
<ul style="list-style-type: none"><li>Kindergarten Screener</li></ul>	<ul style="list-style-type: none"><li>Kindergarten Mid-Year, KIDS</li></ul>
Student performance on Acadience Benchmark Assessments: <ul style="list-style-type: none"><li>First Sound Fluency</li><li>Letter Naming Fluency</li><li>Composite Score</li></ul>	Student performance on Acadience Benchmark Assessments: <ul style="list-style-type: none"><li>First Sound Fluency</li><li>Letter Naming Fluency</li><li>Phoneme Segmentation Fluency</li><li>Nonsense Word Fluency</li></ul>
<ul style="list-style-type: none"><li>Wonders Assessments</li></ul>	<ul style="list-style-type: none"><li>Wonders Assessments</li></ul>

\*Students receiving support are progress monitored on reading goals frequently. Information is shared with parents through conferences and the parent Power School portal.



# Screening Process Grade 1

**Kindergarten Inventory of Developmental Skills (KIDS) (Spring)**  
**Kindergarten Teacher Recommendations (Spring)**  
**First Grade Teacher Recommendations (Fall)**  
**Benchmark Assessments**  
**Reading Specialist Recommendations**  
**Parent / Teacher Conferencing**  
**Wonders Assessments**

# Entrance/Exit Criteria: Grade 1

Entrance Criteria	Exit Criteria
<p>Student performance on Acadience Benchmark Assessments:</p> <ul style="list-style-type: none"><li>• Letter Naming Fluency</li><li>• Phoneme Segmentation Fluency</li><li>• Nonsense Word Fluency</li><li>• Composite Score</li></ul>	<p>Student performance on Acadience Benchmark Assessments:</p> <ul style="list-style-type: none"><li>• Letter Naming Fluency</li><li>• Phoneme Segmentation Fluency</li><li>• Nonsense Word Fluency</li><li>• Oral Reading Fluency</li></ul>
<ul style="list-style-type: none"><li>• Wonders Assessments</li></ul>	<ul style="list-style-type: none"><li>• Wonders Assessments</li></ul>

\*Students receiving support are monitored more frequently. Information is shared with parents through conferences and the parent Power School portal.

# Screening Process Grades 2-4

**Standardized Tests: ERB Reading Comprehension & PSSA  
Benchmark Assessments  
iReady – Grades 3 and 4  
Reading Specialist Recommendations  
Parent / Teacher Conferencing  
Wonders Assessments**

# Entrance/Exit Criteria: Grades 2 - 4

Entrance Criteria	Exit Criteria
<p>Student performance on Acadience Benchmark Assessments:</p> <ul style="list-style-type: none"><li>• Nonsense Word Fluency</li><li>• Oral Reading Fluency</li><li>• Maze</li><li>• Composite Scores</li></ul> <p>Standardized Assessments: ERB, PSSA</p>	<p>Student performance on Acadience Benchmark Assessments:</p> <ul style="list-style-type: none"><li>• Oral Reading Fluency</li><li>• Maze</li></ul>
<ul style="list-style-type: none"><li>• Wonders Assessments, iReady- 3rd,4th</li></ul>	<ul style="list-style-type: none"><li>• Wonders Assessments, iReady- 3rd, 4th</li></ul>

\*\*Students receiving support are progress monitored on reading goals frequently. Information is<sup>12</sup> shared with parents through conferences and the parent Power School portal.

# Parent Involvement



# Reading Support Team

- Parents
- Students
- Reading Specialists
- Teachers
- Principal
- Language Arts Supervisor

# Home Reading Practice



## Home Reading



### Reading Club Calendar 2023-2024

#### 1<sup>st</sup> Grade

This calendar is to keep track of success in home reading and help them become super readers! As your child reads or completes an activity each night, please mark the calendar with your initials. Your child will return the calendar daily to the reading teacher to receive reinforcement for demonstrating consistent reading habits. Any reading that is assigned by your child's classroom teacher "counts" also.

The recommended time suggested for your child to read each night depends on the grade level. However, we would like to recommend 10-15 minutes

Have fun!



### Reading Club Calendar 2023-2024 Grades 2<sup>nd</sup>-4<sup>th</sup>

This calendar is to keep track of success in home reading. As your child reads each night, please mark the calendar with your initials. Your child will return the calendar daily to the reading teacher to receive reinforcement for demonstrating consistent reading habits. Any reading that is assigned by your child's classroom teacher "counts" also.

The recommended time suggested for your child to read each night depends on the grade level. However, we would like to recommend the

following:

2<sup>nd</sup> Grade: 10-15 minutes

3<sup>rd</sup> Grade: 15-25 minutes

4<sup>th</sup> Grade: 20-25 minutes



# Home Reading Practice



## First Grade Home Reading



### Tredyffrin/Easttown School District

Administration Offices, West Valley Business Center  
940 West Valley Road, Suite 1700, Wayne, PA 19087

Phone: 610-240-1925

Reading Support Office

#### *1<sup>st</sup> Grade Home Reading*

Dear Parents/Guardians,

We would like to explain more fully the Reading Support independent reading suggestions for our first graders. Initially it will be appropriate for you to read to your child. As his/her skills develop we encourage you to become the listener as your child reads to you.

After reading the book to your child first, you may wish to do the following:

- Discuss the book. If it's a fiction story, talk about the characters. Are they friendly, clever, brave, scared, etc.? What happened to those characters? What was your child's favorite part? If it's a nonfiction book, talk about any new information your child might have learned.
- Help your child retell the story to you in his/her own words. Give him/her hints of what comes next when he/she cannot remember.
- Have your child point out words that he/she can recognize and sound out words with patterns they recognize. We are working on strategies for decoding words in Reading Club.
- Once a book has been read a few times, your child may want to try it on his/her own. Encourage pointing to each word while reading.
- Lavish your child's effort with praise whenever possible to build confidence.

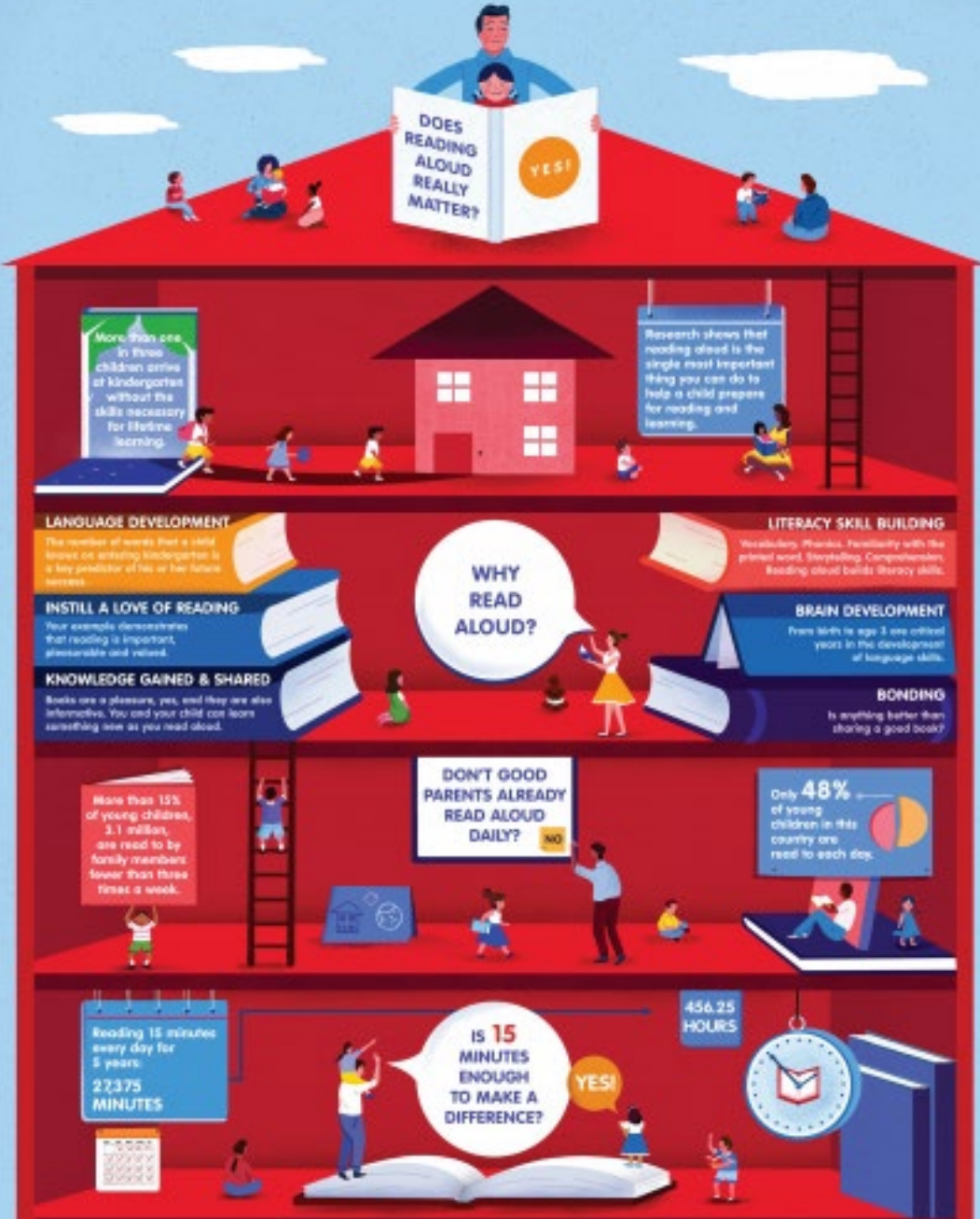
We would like to express our appreciation for your help and support!

Sincerely,  
The Reading Support Staff



# The Power of Praise and Encouragement

- **“I know this is hard for you. Thank you for doing your best.”**
- **“I like the effort you put into reading with me.”**
- **“I appreciate the way you listened to the story.”**
- **“That was great expression! You sounded like a real performer.”**
- **“I like the way you stopped at the periods.”**
- **“You did a good job stretching out the sounds in that word.”**



# Reading aloud...



Is fun



Opens doors



Builds the desire to read



Develops background knowledge & vocabulary



Gives educational advantage



Establishes bonds of love



Develops the ability to read alone



Models fluent expressive reading

<http://readaloud.org/>

# Elementary School Break Out

○ <b>Beaumont</b>	<b>Room 10</b>
○ <b>Devon</b>	<b>Room 6</b>
○ <b>Hillside</b>	<b>Room 4</b>
○ <b>Valley Forge</b>	<b>Room 3</b>
○ <b>New Eagle</b>	<b>Room 18</b>

# Tredyffrin Easttown School District Reading Support Program

Strategically designed, data driven  
instruction tailored for individual students.



# Reading Support Structure

1-6 students participate in Reading Support, 3-6 times a cycle, for a minimum of 30-minute instructional sessions.

- Complements & supports reading instruction in the classroom.
- Offers additional opportunities for multi-sensory, systematic, explicit reading instruction in the five key areas.
- Instruction, duration and intensity is strategically designed and tailored to address each students' relative areas of weaknesses and strengths.

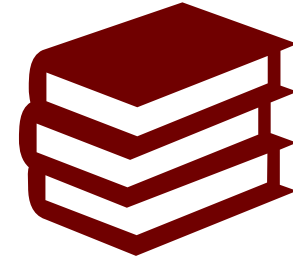
*Students in Reading Support are included and participate in the regular classroom for reading & language arts; students do not miss new classroom instruction while participating in reading support.*

# Curriculum and Instruction

*Instructional decisions are based on the identified needs of the individual student through multiple measures and extensive data collection.*



**The reading support curriculum is based on Orton-Gillingham methodologies and instruction.**



**Some examples of programs and materials used may include:**

Equipped for Reading Success

Heggerty Phonemic Awareness

S.P.I.R.E.

Pathways to Literacy

The Reading Comprehension Blueprint

Wonders

# Some Examples of the Reading Support Block

Day	Block 1	Block 2	Block 3	Block 4
Day 1 - 6	Phonemic Awareness (5 min)	Phonics and Word Study, Fluency (5 min)	Spelling / Writing (10 min)	Vocabulary, Comprehension, Fluency and Writing (10 min)

***As students are approaching grade level proficiency, they may begin to receive less and/or different support.***

Day	Block 1	Block 2	Block 3	Block 4
Day 1, 3, 6	Phonics and Word Study, Fluency (3-5 min)	Spelling / Writing (5 min)	Vocabulary, Comprehension, Fluency (10 min)	Text Analysis and Essay Writing (10-12 min)



# The goal of this presentation is to help you help your child at home by:

- Providing an understanding about how children learn to read.
- Providing ideas and activities that you can do at home with your child.
- Providing an understanding of literacy at home.
- Providing resources to read and organizations to contact for more information.



# Keys to Learning How to Read

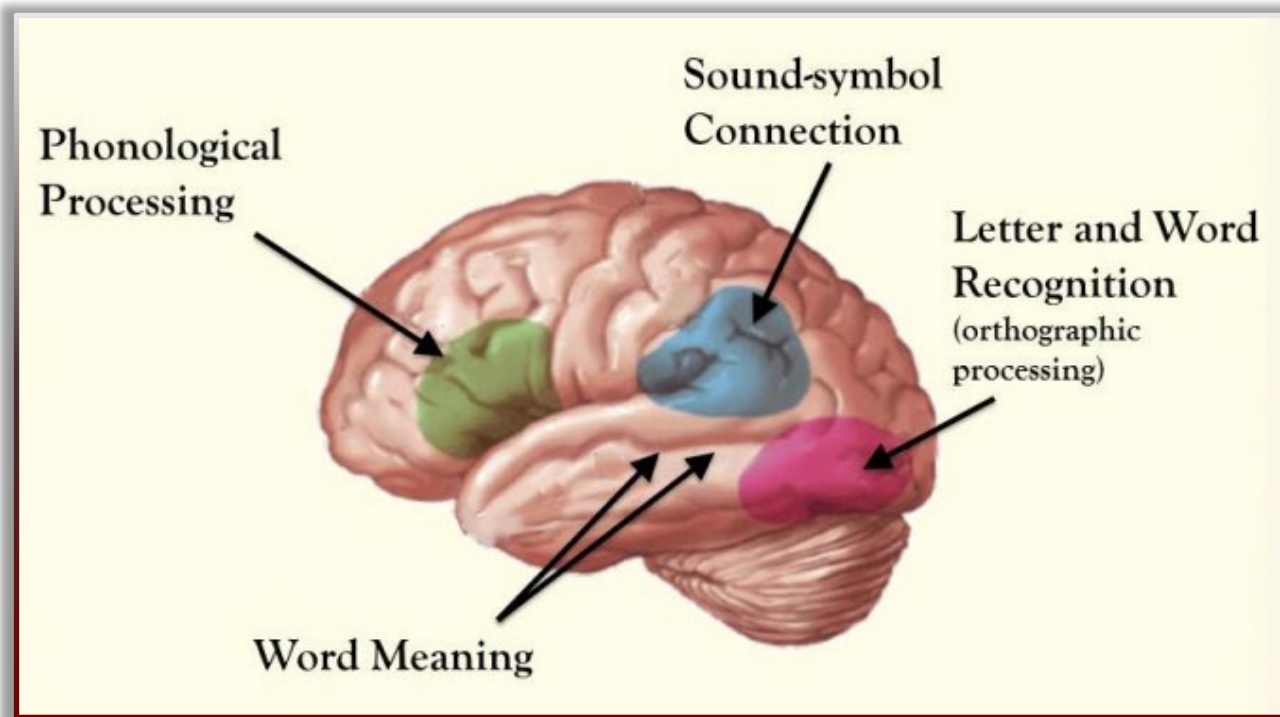
According to research, becoming a reader involves the development of important skills, including...

- Listening and responding to stories read aloud.
- Recognizing and naming letters of the alphabet.
- Listening to the sounds of spoken language.
- Connecting sounds to letters to unlock the “code of reading”.
- Reading often so that recognizing words becomes easy & automatic.
- Learning and using new words.
- Understanding what is read.

<https://www.readingrockets.org/>

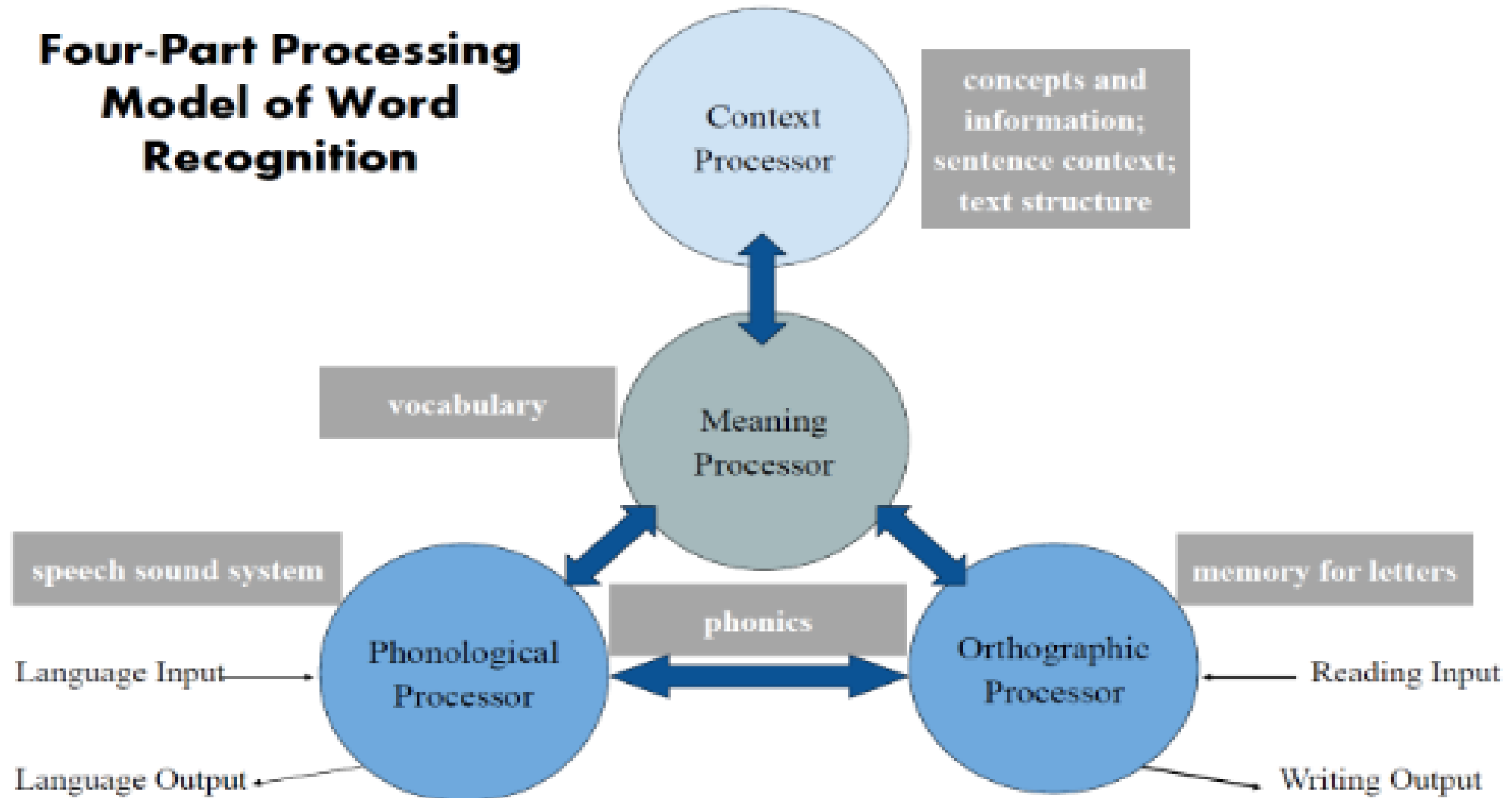
# The Reading Brain

- Phonological Processing
  - ***Sounds and language***
- Orthographic Processing
  - ***Letter and word recognition***
- Sound & Symbol Connection
  - ***Phonics***
- Word Meaning
  - ***Meaning and Context = Comprehension***

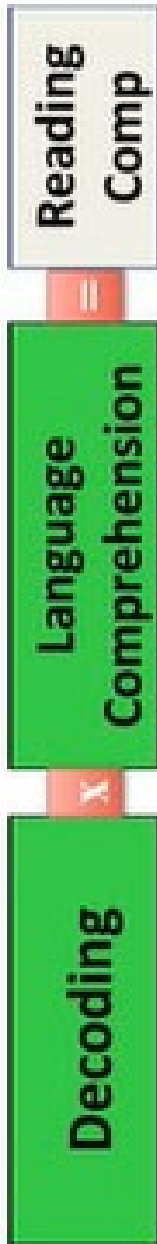


# How Children Learn to Read

## Four-Part Processing Model of Word Recognition



Seidenberg and McClelland, 1989

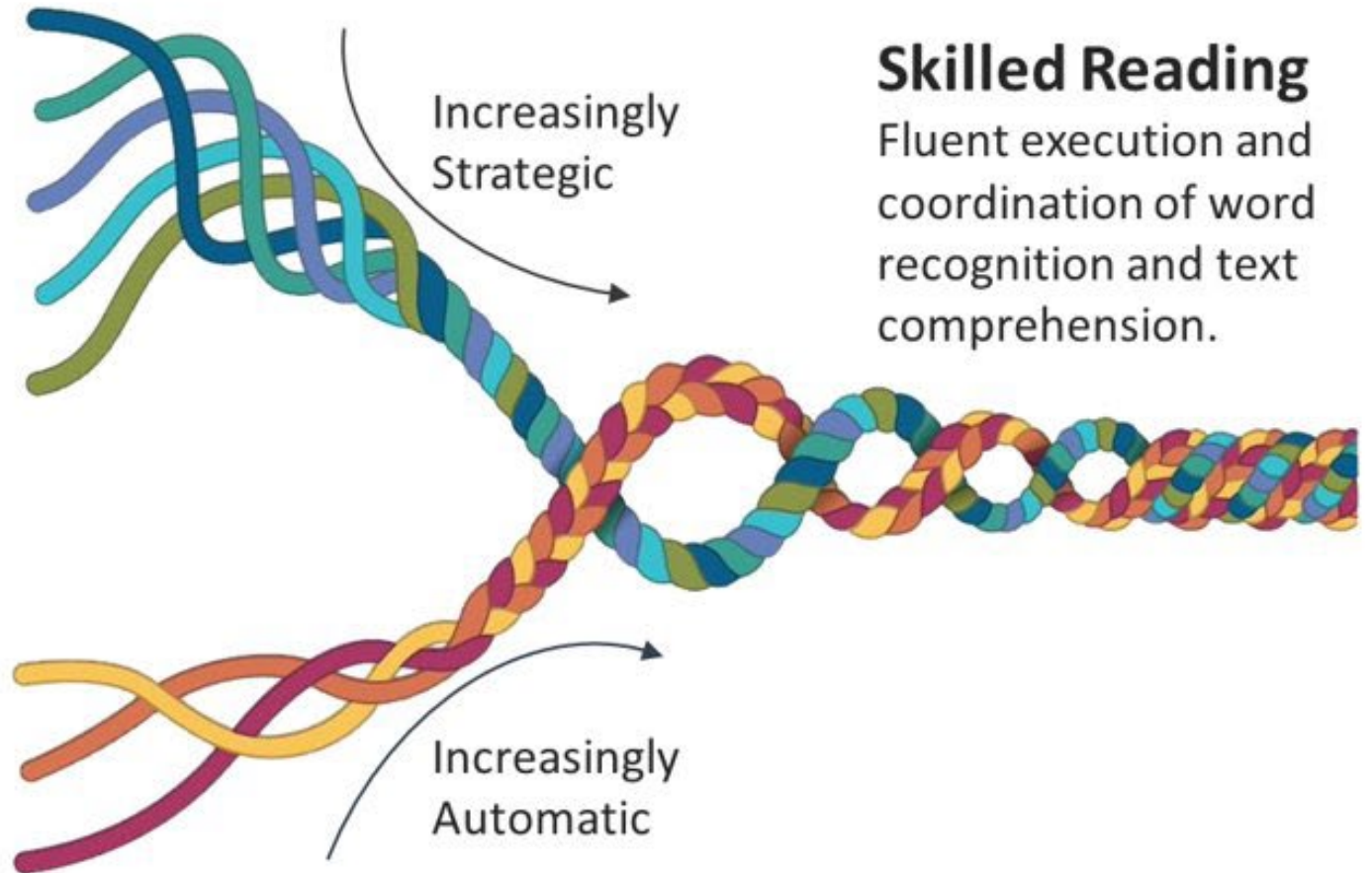


## Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

## Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



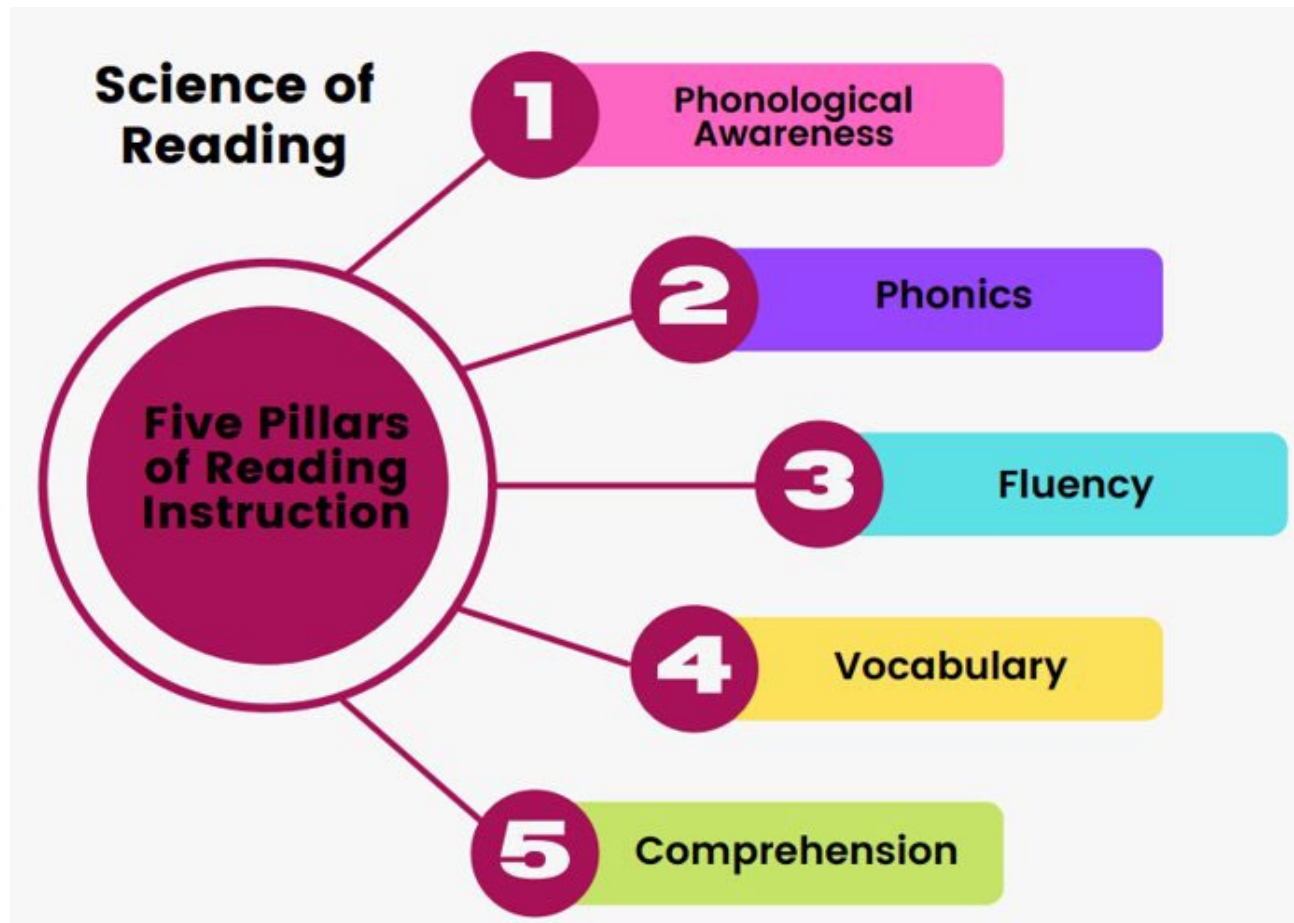
## Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.



# The Building Blocks of Reading



Research tells us that children need these five components to become skilled readers.

# 1. Phonological Awareness

Focusing on sounds

- Every spoken word is a series of sounds.
- Before a child is able to read, they need to become aware of how sounds work.
- Build spoken language by talking and listening.





# Phonological Awareness: Strategies for Home

- Read a rhyming story or poem and ask your child to listen for the words that rhyme or begin with the same sound.
- Highlight, describe, segment, and pronounce individual speech sounds if similar sounding words are confused (e.g., **flush/flesh/fresh** or **entomologist/etymologist**).
- Model how to correctly pronounce vocabulary and unfamiliar words.
- Play auditory games:
  - “Say tease without /s/” (tea)
  - “Say spray but instead of /p/ say /t/” (stray)

Research tells us that children need five components to become skilled readers.

## 2. Phonics

Connecting sounds to print

- The leap from speaking to reading happens when a child starts to see how written letters represent speech sounds.
- Understand and apply letter-sound relationships.
- Be able to recognize words when they see them.





# Phonics: Strategies for Home

- Watch videos that represent letters, sounds and words.
- Encourage your child to use learned strategies to sound out words and identify syllable types.
- While reading, practice connecting the sounds of letters with the print.
- Talk about the multiple ways letters can represent sounds.
- Build words with blocks, magnets etc.

Research tells us that children need five components to become skilled readers.

### 3. Fluency

- Fluency is the ability to read accurately, quickly, and naturally – with prosody.
- Fluent readers recognize lots of words without having to sound them out.



# Fluency: Strategies for Home

- Read to your child and have your child read the same text back to you.
- Listen to your child read the same pages repeatedly until your child can read smoothly without having to stop to sound out the words.
- Does your child have a favorite book that they like to read over and over? Re-reading these favorite books is a great way to help build fluency.

Research tells us that children need five components to become skilled readers.

## 4. Vocabulary

- Learn the meaning and pronunciation of new words.
- Analyze multiple meaning words and usage.
- Explore word origins and roots.



# Vocabulary: Strategies for Home

- Ask your child to use a word in a sentence, to give you a synonym or antonym, or to define a word.
- Start early – the names of colors, animals, family members, and other items around the house.
- Children learn most words by hearing them and then repeating the sounds and words that they hear.
- Explain new ideas and words to your child. Encourage them to ask questions about what they are reading.
- Use complex vocabulary when speaking with them.

Research tells us that children need five components to become skilled readers.

## 5. Comprehension

- Gain meaning and understanding of what is read.
- Build knowledge of the world.
- Build comprehension strategies.
  - Visualization, Asking Questions, Summarization, Accessing Prior Knowledge, Self-Monitoring, Story/Text Structure Analysis, Synthesis



# Comprehension: Strategies for Home

- Talk about new concepts in books.
- Make connections to other texts, your child's experiences/background knowledge, and the world.
- Draw, write, and talk about books.
- Encourage your child to ask questions and to tell, in their own words, about the book.
- Participate in a parent/child book club at home.
- Discuss things that are implied in the text and not explicitly stated.

Parents YOU can  
make the difference!



Spending time with your child talking, reading, and having fun together helps build a strong relationship and also helps promote a love of learning!



# Parent Resources



- **Harvard University Center on the Developing Child**  
<https://developingchild.harvard.edu/>
- **Learning and the Brain**  
<https://www.learningandthebrain.com/>
- **Literacy Worldwide**  
<https://www.literacyworldwide.org/blog/literacy-daily/2017/11/02/resources-to-support-family-literacy>
- **Reading Rockets**  
<https://www.readingrockets.org/literacy-home>
- **National Center on Improving Literacy**  
<https://improvingliteracy.org/brief/supporting-your-childs-literacy-development-home>
- **PBS For Parents: Literacy** <https://www.pbs.org/parents/learn-grow/all-ages/literacy>
- **Dial a Story: 16 languages available**  
<https://www.torontopubliclibrary.ca/services/dial-a-story.jsp>

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# Contact Information



- Please do not hesitate to reach out if you have questions or concerns or if you need advice or assistance with your child's reading development.
- *Dr. Gately is available to answer additional questions.*
- *Thank you for viewing!*