

Tredyffrin/Easttown School District

Title 1 Parent Information Meeting



What is Title 1?



- Title I provides federal funding to schools to help students who are low achieving or at most risk of falling behind.
- Title I is allocated to schools 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



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

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610-240-1406

610-240-1456

610-240-1511

610-240-1557

610-240-1611

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 Grade 1

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

**Early Literacy
Assessment**

**Phonological
Awareness
Assessment**

**Test of Auditory
Analysis Skills**

Early Literacy Assessment First Grade

- Upper Case Letter Recognition
- Lower Case Letter Recognition
- Letter Sounds
- Sight Vocabulary
- Dictation

Phonological Awareness Assessment

- Beginning Sounds
- Rhyme
- Blending Onsets and Rimes
- Segmenting Onsets and Rimes
- Phoneme Blending
- Phoneme Segmentation

Entrance/Exit Criteria: Grade 1

Entrance Criteria	Exit Criteria
Early Literacy Assessment	Student demonstrates proficiency on District-wide benchmark assessments: • Phoneme Segmentation Fluency • Oral Reading Fluency • Nonsense Word Fluency
Phonological Awareness Assessment	
Nonsense Word Fluency	
Phoneme Segmentation Fluency	
Oral Reading Fluency	

*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

- Benchmark Assessments
- Standardized Tests: ERB Reading Comprehension & PSSA
- Classroom Assessments
- Reading Below Grade Level
- Informal Reading Inventory
- Teacher Observations
- Communication with Home

Entrance/Exit Criteria: Grades 2 - 4

Entrance Criteria	Exit Criteria
Oral Reading Fluency	Student demonstrates proficiency on District-wide benchmark assessments: • Oral Reading Fluency • Comprehension Assessment • On grade level performance
Comprehension Assessment	
Phonological Awareness Screening	
Classroom Reading Level	
Standardized Assessments: ERB, PSSA	

*Students receiving support are monitored more frequently. Information is 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



Tredyffrin/Easttown School District
Administration Offices · West Valley Business Center,
940 West Valley Road, Suite 1700, Wayne, PA 19087-1856

Reading Support Office Tel # 610-240-1918

Dear Parents,

As a parent, you are a key member of the team ensuring your child's continued reading development. Research shows that the number of words read each day is one of the most important ingredients for developing fluent readers. Therefore, we urge you to have your child read each night.

A monthly Independent Reading Calendar will be sent home 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:

- 1st Grade: Please refer to the attached "1st Grade Home Reading" suggestions
- 2nd Grade: 10-15 minutes
- 3rd Grade: 15-25 minutes
- 4th Grade: 20-25 minutes

Thank you for your cooperation in extending your child's reading practice. If you have any questions, please contact us at school.

Sincerely,

The Reading Support Staff

Home Reading Practice



First Grade Home Reading

Tredyffrin/Easttown School District 1st Grade Home Reading

Dear Parents/Guardians,

We would like to explain more fully the Reading Support independent reading program 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 at sight and read aloud. Keep a list of "I can read" words for periodic review. Please do not worry if your child is having difficulty "sounding out" words. We are working on strategies for decoding words in Reading Club.
- Reread the book with your child. One way to do this is through "echo" reading - you read a line or sentence and your child "echoes" that line or sentence. Another way to do this is through "choral" reading in which you and your child read each line or sentence together.
- 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 with praise whenever possible to build confidence.

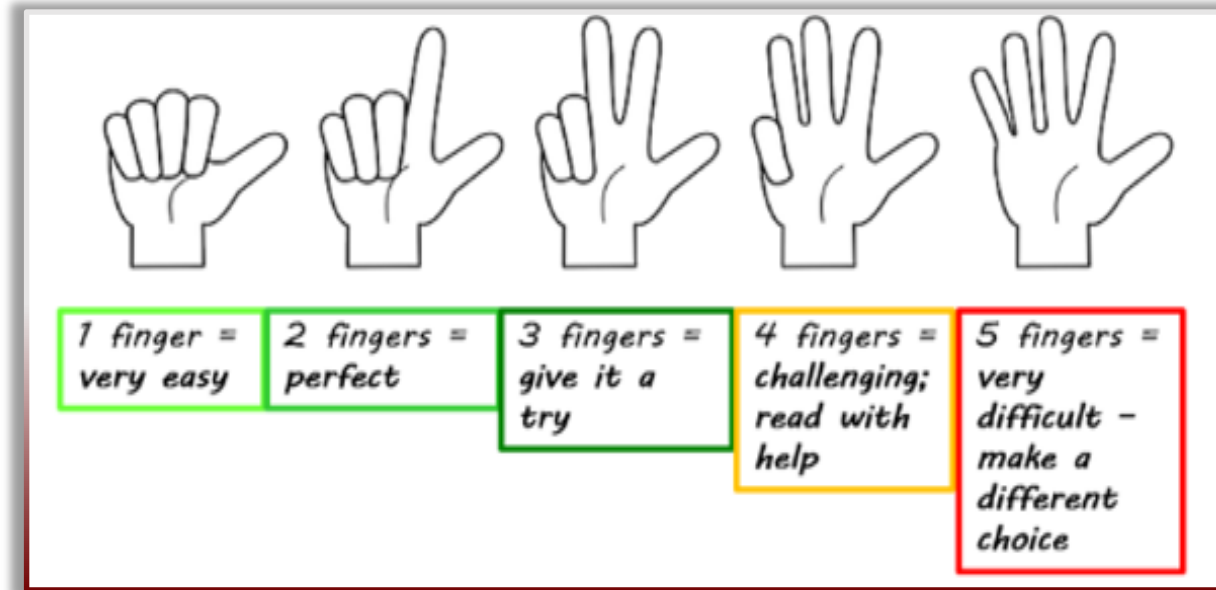
By having a scheduled reading time with your child each day, you should begin to notice progress in his/her reading. We would like to express our appreciation for your help and support.

Sincerely,
The Reading Support Staff

5-Finger Rule

Choosing an independent level book

- Open a book to any page and begin to read.
- Every time you find a word that you can't read or understand, hold up one finger.
- When you complete the page, count your fingers.
 - 1 finger = very easy
 - 2 fingers = perfect fit
 - 3 fingers = give it a try
 - 4 fingers = challenging: reading with help
 - 5 fingers = very difficult – make a different choice



Source:

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/>



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 students' relative areas of weaknesses and strengths

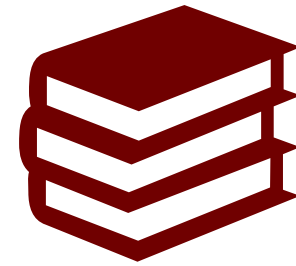
Students in Reading Support are included and participate in the regular classroom for Reading & Language Arts; they miss no new classroom instruction while participating in Reading Support.

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

Comprehension Strategy Instruction

Leveled Literacy Intervention

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 Building Blocks of Reading



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.

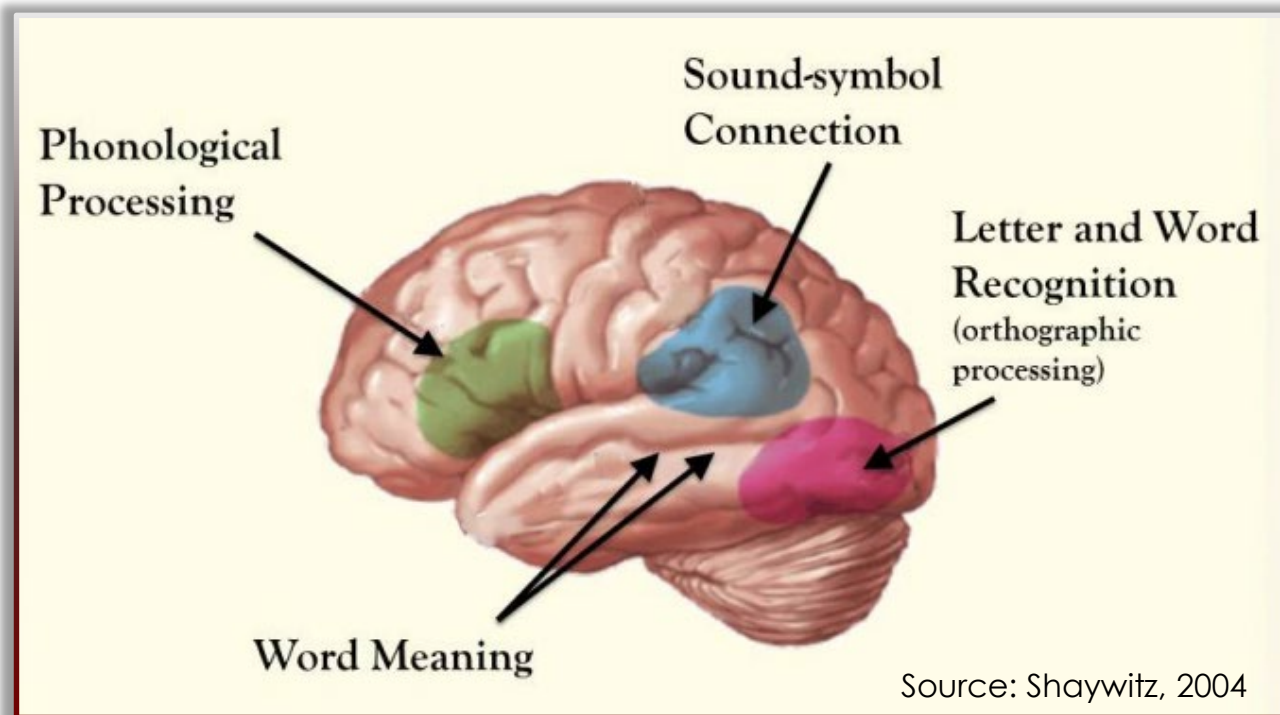
Keys to Learning How to Read

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

- using language in conversations.
- 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.

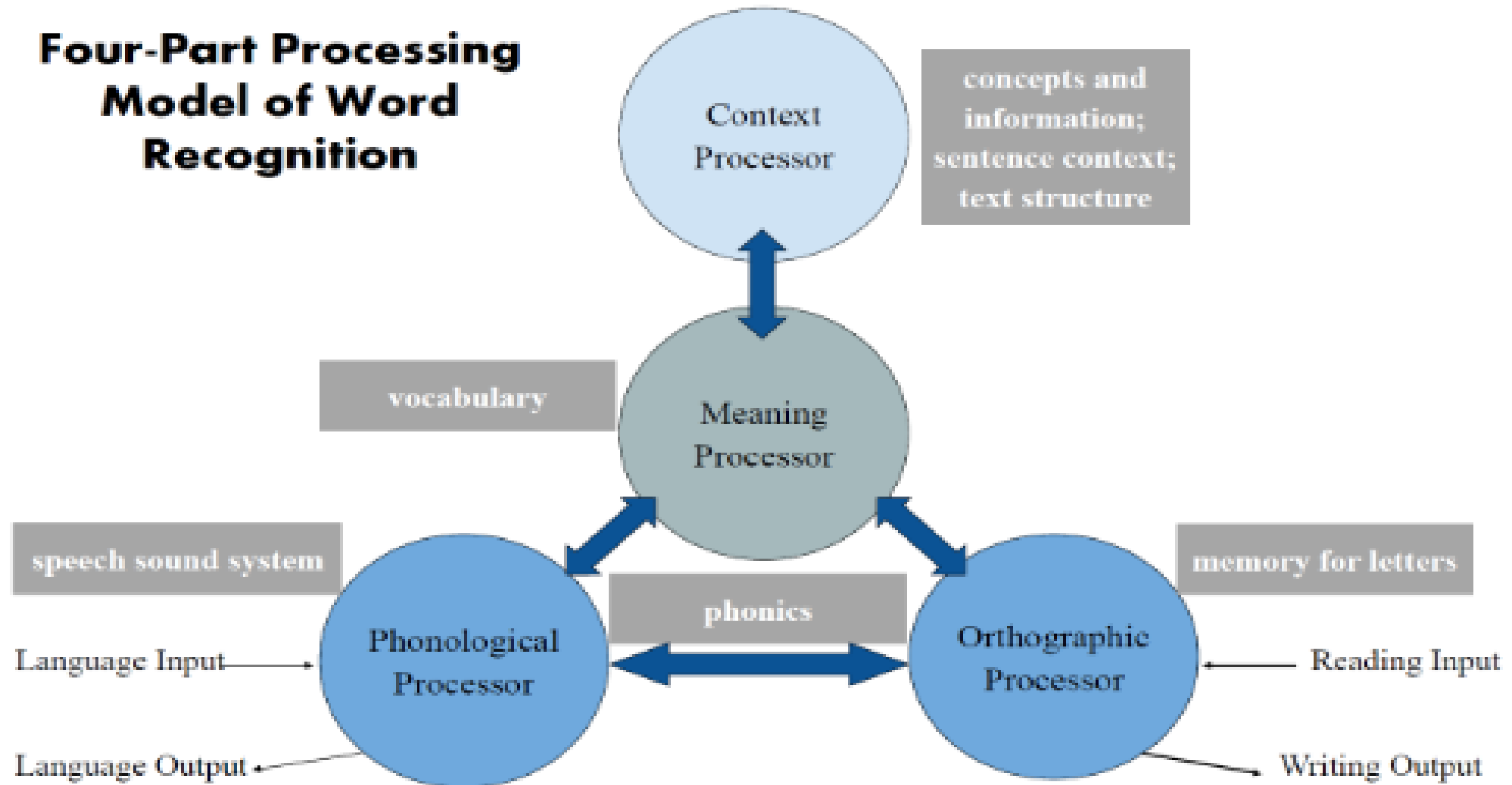
The Reading Brain

- 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

Many Strands Are Woven Into Skilled Reading

Reading
Comp

Language
Comprehension

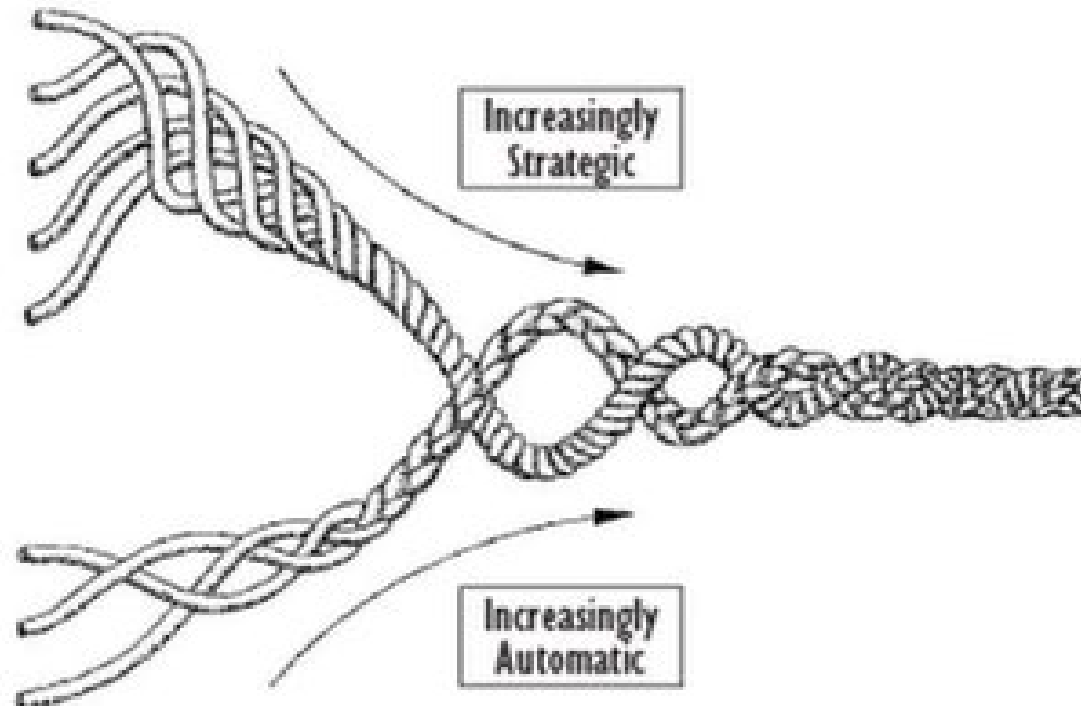
Decoding

LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary
- Verbal Reasoning
- Language Structures
- Knowledge of Text Structure and Genre (Literacy Knowledge)

WORD RECOGNITION

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



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.



The Building Blocks of Reading

Five skills
children need
in order to be
readers by
third grade:

- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Reading Comprehension

Research tells us that children need five skills to become confident readers by third grade.

1. Phonological Awareness

Focusing on sounds

- Every spoken word is a series of sounds.
- Before a child can read, s/he needs to become aware of how sounds work.
- Build spoken language by talking and listening.
- Learn about the sounds of spoken language.



Phonological Awareness: Strategies for Home

- Read a nursery rhyme, 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**).
- Ask your child to say vocabulary words aloud and to pronounce them correctly.
- Play auditory games:
 - “Say tease without /s/” (tea)
 - “Say spray but instead of /p/ say /t/” (stray)

Research tells us that children need five skills to become confident readers by third grade.

2. Phonics

Connecting sounds to print

- The leap from talking to reading happens when a child starts to see how written letters stand for the sounds of speech.
- Learn about the letters of the alphabet.
- Be read to and read on their own.
- Learn to understand and use *letter-sound relationships* and 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 that aren't familiar.
- Practice connecting the sounds of letters with the printed patterns.
- Talk about the number of syllables in a word.
- Talk about multiple ways that letters can represent sounds.
 - A can say /ă/, /ā/, /ə/

Research tells us that children need five skills to become confident readers by third grade.

3. Fluency

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



Fluency: Strategies for Home

- Read to your child and then listen to your child read the same text 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 s/he likes to read over and over? Re-reading these favorite books is a great way to help make your child a fluent reader.

Research tells us that children need five skills to become confident readers by third grade.

4. Vocabulary

- Learn new words and build knowledge of what words mean.
- 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, antonym or to define a word.
- Start early - names of colors, animals and 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 him/her to ask questions.
- Use and repeat important words, such as names of buildings, parks, zoos, cities and other places that you visit.

Research tells us that children need five skills to become confident readers by third grade.

5. Comprehension

- Gain meaning and an understanding of what is read.
- Build knowledge of the world.
- Build their ability to understand what they read.
 - Visualization, Asking Questions, Summarization, Accessing Prior Knowledge, Self-Monitoring, Story/Text Structure Analysis, Synthesis

From Notice and Note by Kyleen Beers and Robert Probst

From Strategies That Work by Stephanie Harvey and Anne Goudvis



Comprehension: Strategies for Home

- Talk about new words that your child reads and hears.
- Help your child become aware of the beginnings and endings of words.
- Show your child how to use the sentences and words around an unfamiliar word to figure out the word's meaning.
- Encourage your child to ask questions and to tell in his/her own words what the book is about.
- Participate in a parent/child book club at home.

Parents, YOU can
make the difference!



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

Parent Resources



- **Harvard University Center on the Developing Child**
<https://developingchild.harvard.edu/>
- **MIT Gabrieli Laboratory**
<https://mcgovern.mit.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/audience/parents>
- **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>
- **Read, Write and Think**
http://www.readwritethink.org/search/?resource_type=72
- **Dial a Story: 16 languages available**
<https://www.torontopubliclibrary.ca/services/dial-a-story.jsp>

Contact Information



- Please do not hesitate to contact your child's Reading Specialist if you have questions.
- *Mr. Rooney and Dr. Torres are available to answer additional questions and take comments.*
- *Thank you for attending!*