

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

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?



Research to Support Family Involvement

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)



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 & 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)**.

Parental Notification

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



STRONG READERS
STRONG LEADERS
— MISSISSIPPI —

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

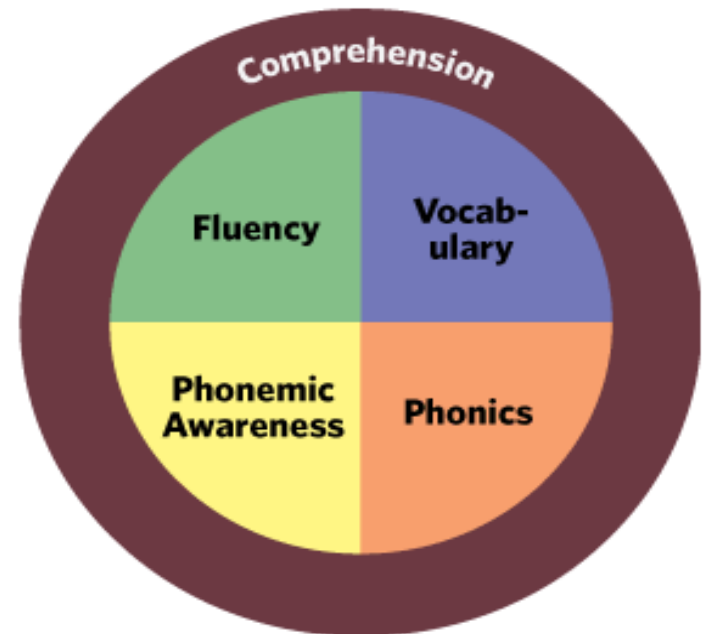
- Make reading part of every day, even for just a few minutes.
- Show your child the cover of the book and ask what they think the text will be about.
- Talk about the pictures in books as you read.
- Let your child turn the pages when you read together. If your child can read the book, allow him or 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

Identifying words accurately and fluently

Vocabulary

Comprehension

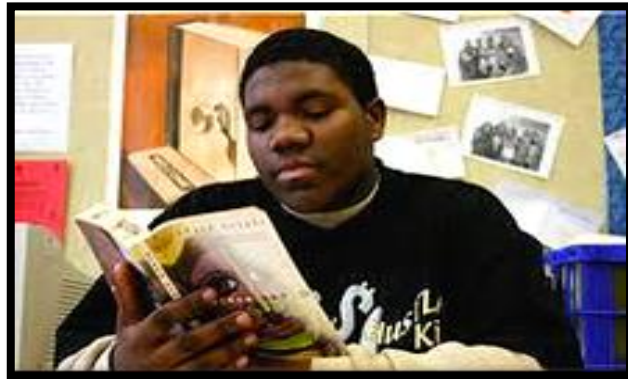
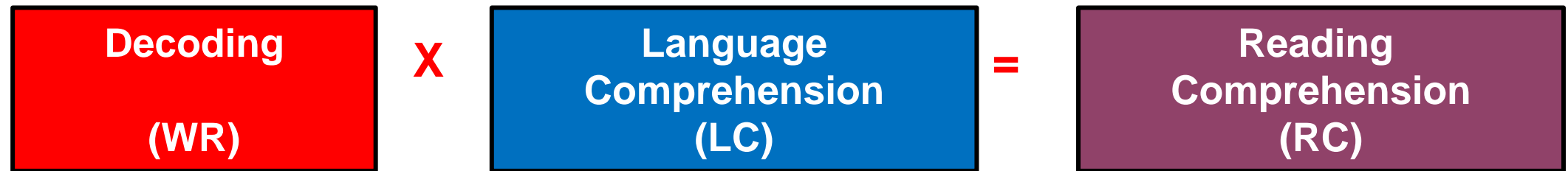
Constructing meaning once words are identified

The Five Components of Reading

The Simple View of Reading

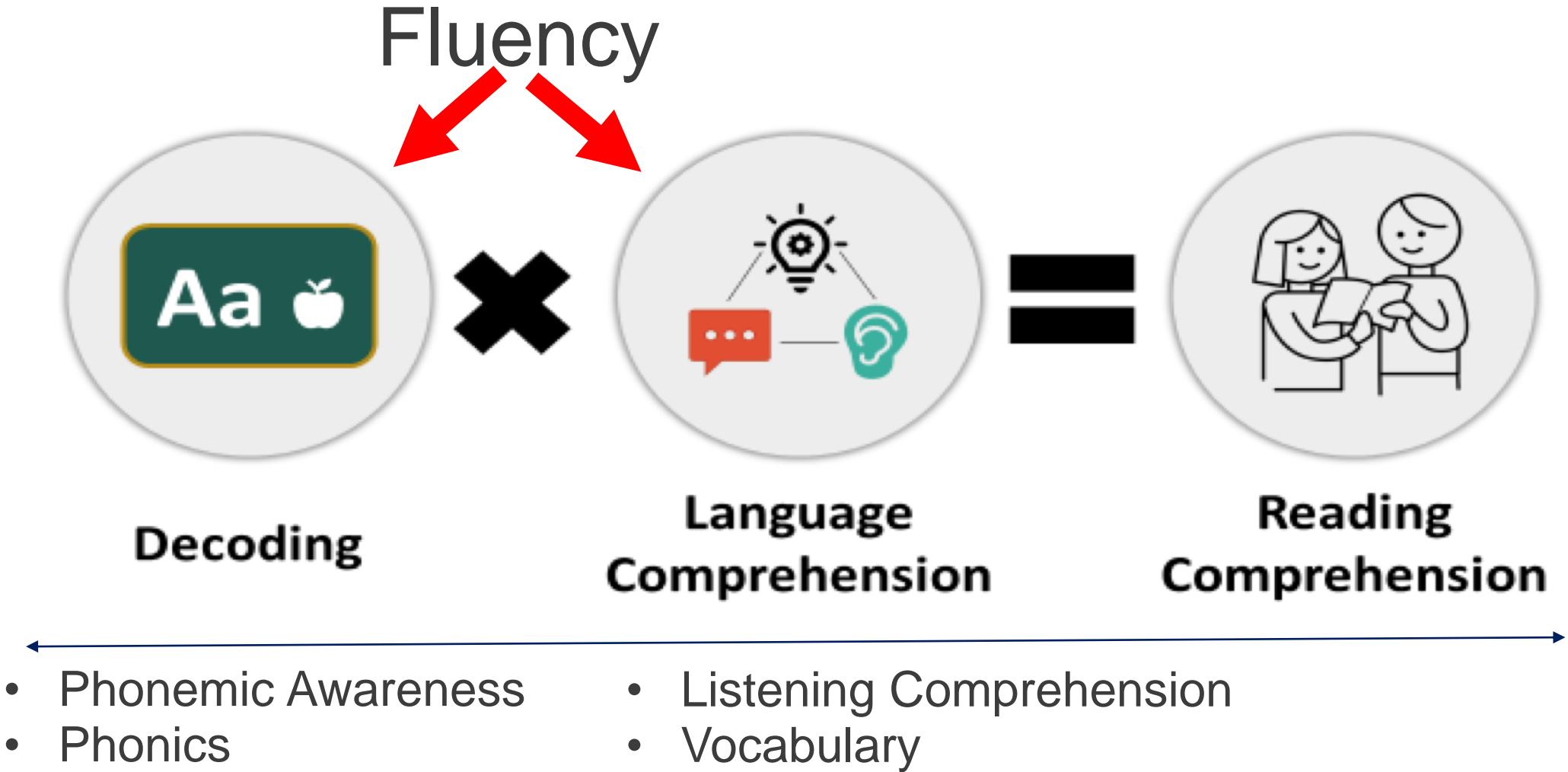
Decoding x **Language Comprehension** = **Reading Comprehension**

(Gough & Tunmer, 1986; Hoover & 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



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.

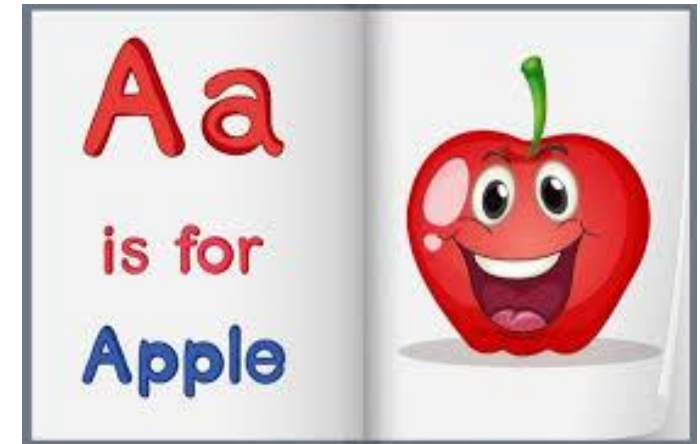


- Think of an animal. Identify the number of syllables in that animal’s name. Brainstorm types of food with the same number of syllables that you could feed to that animal.

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

The Five Components of Reading: Phonics

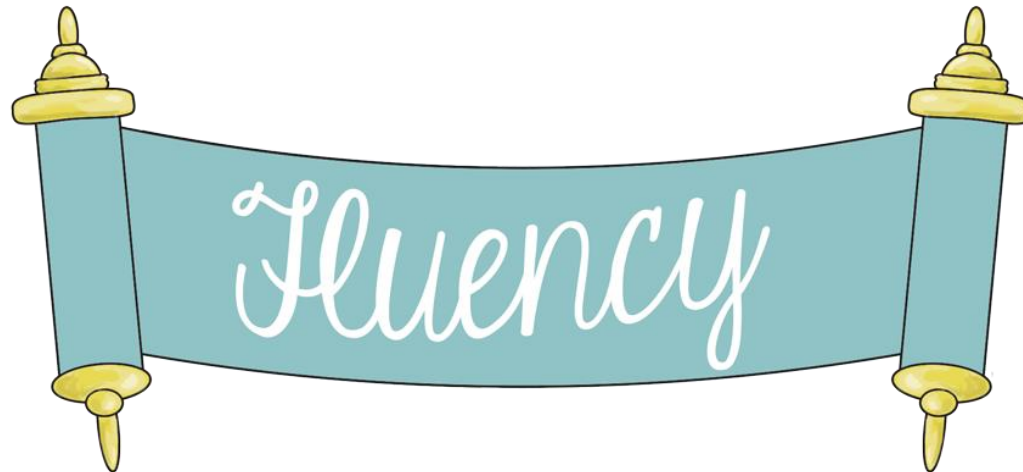
- Write letters on individual pieces of paper and put them in a bag, box, or cup. Let your child reach into the bag and take out a piece of paper. Have your child say the **sound that matches the letter(s)** on the piece of paper. You can also write letter patterns that include more than one letter but 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.

The Five Components of Reading: Vocabulary

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.

The Five Components of Reading: Comprehension

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



The Five Components of Reading: 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?

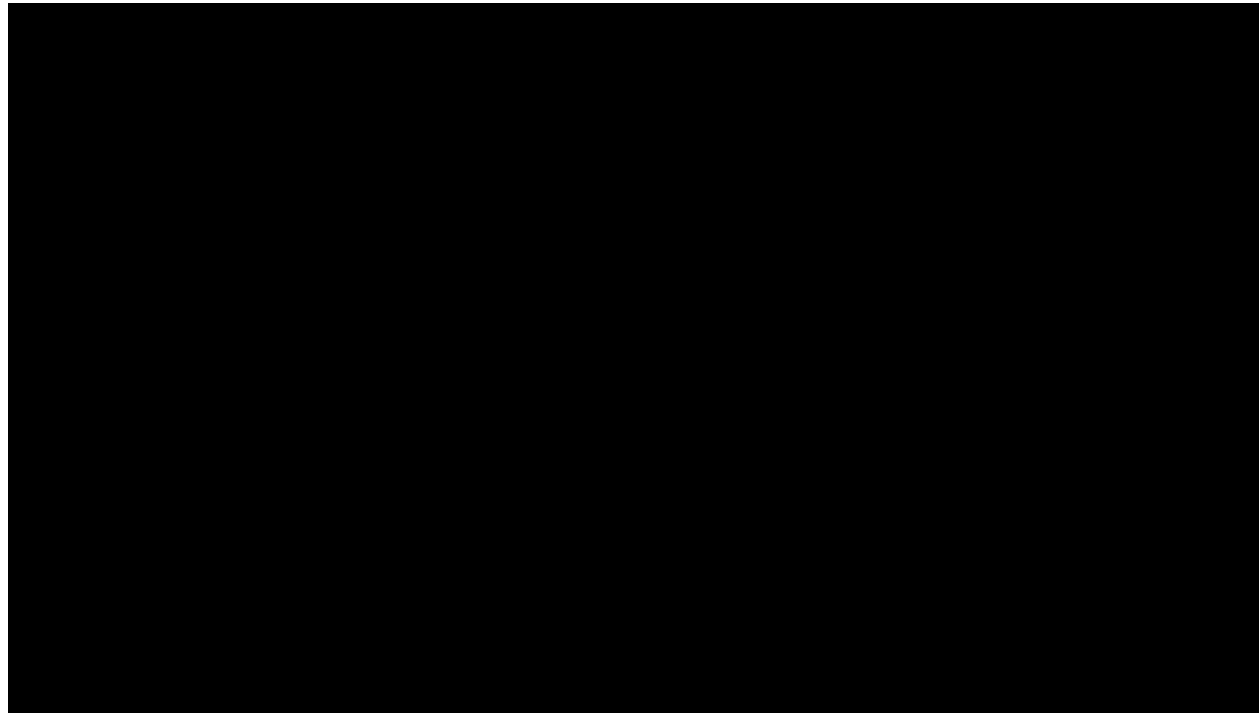
Social Emotional

Learning and Support



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.”

Addressing and Working Through Trauma

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.

Addressing and Working Through Trauma Activities

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.

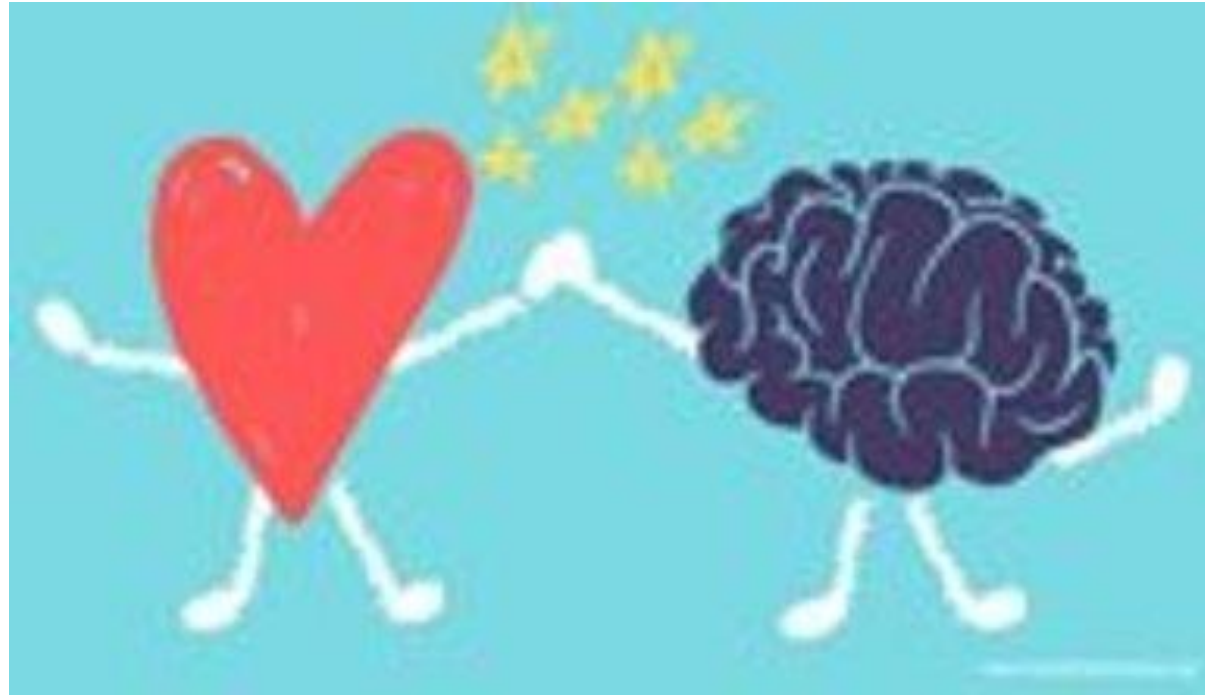
Today I wish I were _____.

I choose friends who are _____.

I am grateful for _____ because _____.

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



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>



Mississippi Public Broadcasting

MPB Education Services

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

<https://www.mpbonline.org>

Literacy Partners



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)

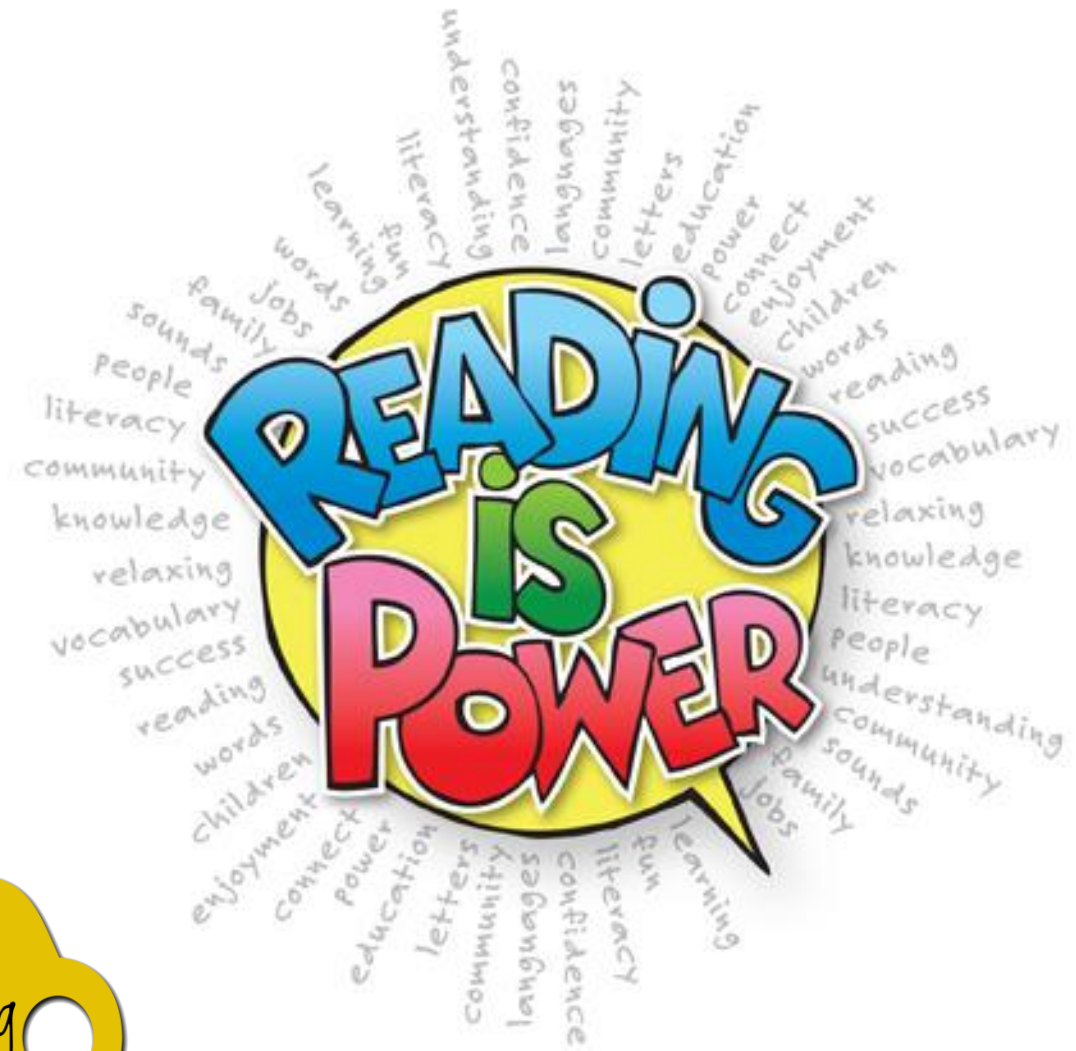
NEW on Thursdays:

- 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>



Mississippi Distance
Learning Library

<https://www.mackinvia.com/?guestid=64020>
[FD3-FD80-4419-97C8-1843B6FB862A](https://www.mackinvia.com/?guestid=64020)

Resources & Publications for *Families*



<https://www.ride.ri.gov/StudentsFamilies/Overview.aspx>

Resources & Publications for *Families*

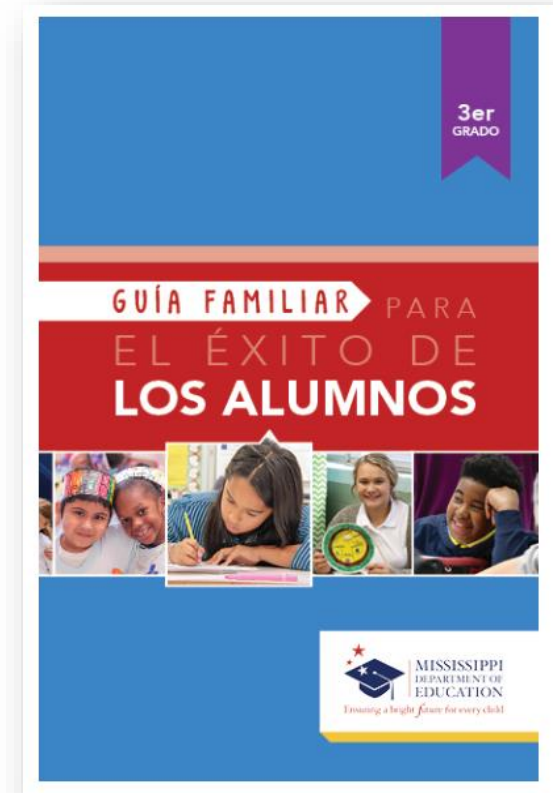
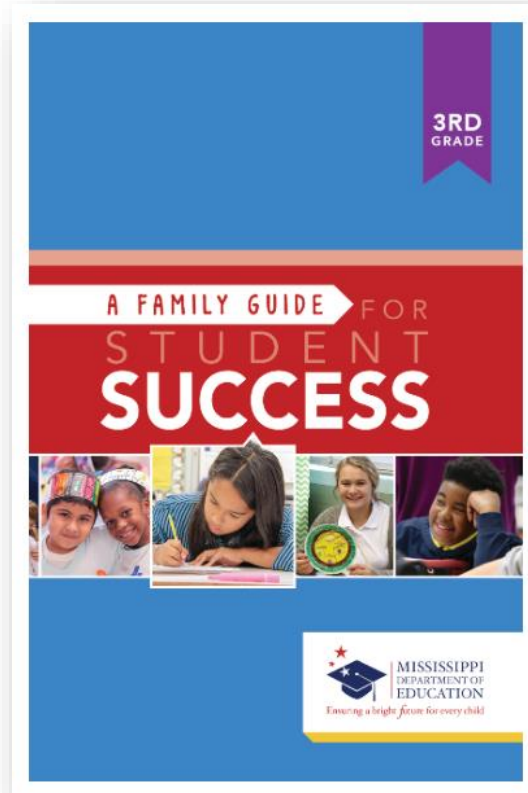
- **PBS Kids:** <https://pbskids.org>
- **Scholastic:** <http://teacher.scholastic.com/commclub/index.htm>
- **ABCya:** <https://www.abcya.com/>
- **Read Theory:** <https://readtheory.org/>
- **Khan Academy:** <https://www.khanacademy.org/>
- **Education.com:** <https://www.education.com>



Resources & Publications for Families



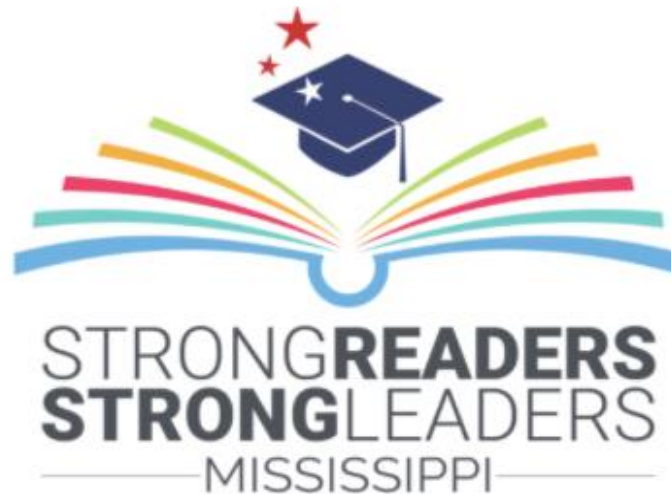
[Parents' Read-At-Home Plan](#)
(Literacy-Based Promotion Act
Parent Document)



[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?





MISSISSIPPI
DEPARTMENT OF
EDUCATION

Office of Elementary Education and Reading

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<https://www.mdek12.org/Literacy>

mdek12.org

