Building Strong Readers

Families as Partners

Division of Literacy

Office of Elementary Education and Reading

mdek12.org





State Board of Education STRATEGIC PLAN GOALS



ALL Students Proficient and Showing Growth in All Assessed Areas

EVERY School Has Effective Teachers and Leaders





EVERY Student Graduates from High School and is Ready for College and Career

Uses a World-Class Data System to Improve Student Outcomes





EVERY Child Has Access to a High-Quality Early Childhood Program

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
LiteracyBased
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







Students who are not reading proficiently in third grade:

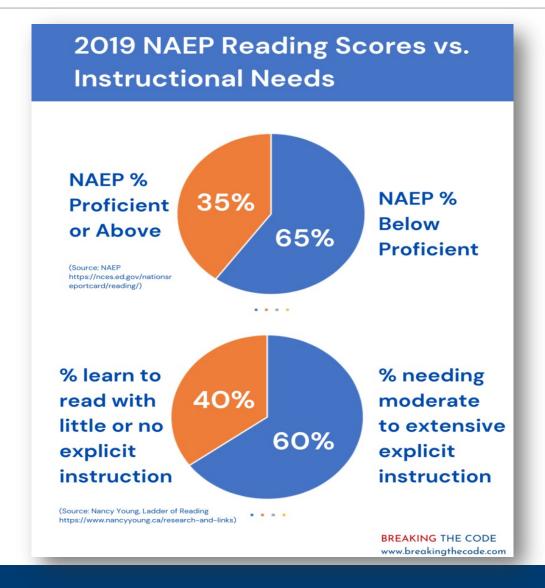
- 4 x Are four times more likely to not to graduate high school.
- 6 X If African American or Hispanic, are six times more likely to drop out or fail to graduate from high school.
- 8 x If low-income minority, are eight times more likely to drop out or fail to graduate from high school.

High School Dropouts

- Are <u>not</u> 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.

Annie E. Casey Foundation, Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation, 2011. Begin to Read, Literacy Statistics, 2014

Reading Scores vs. Instructional Needs







- 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.



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.

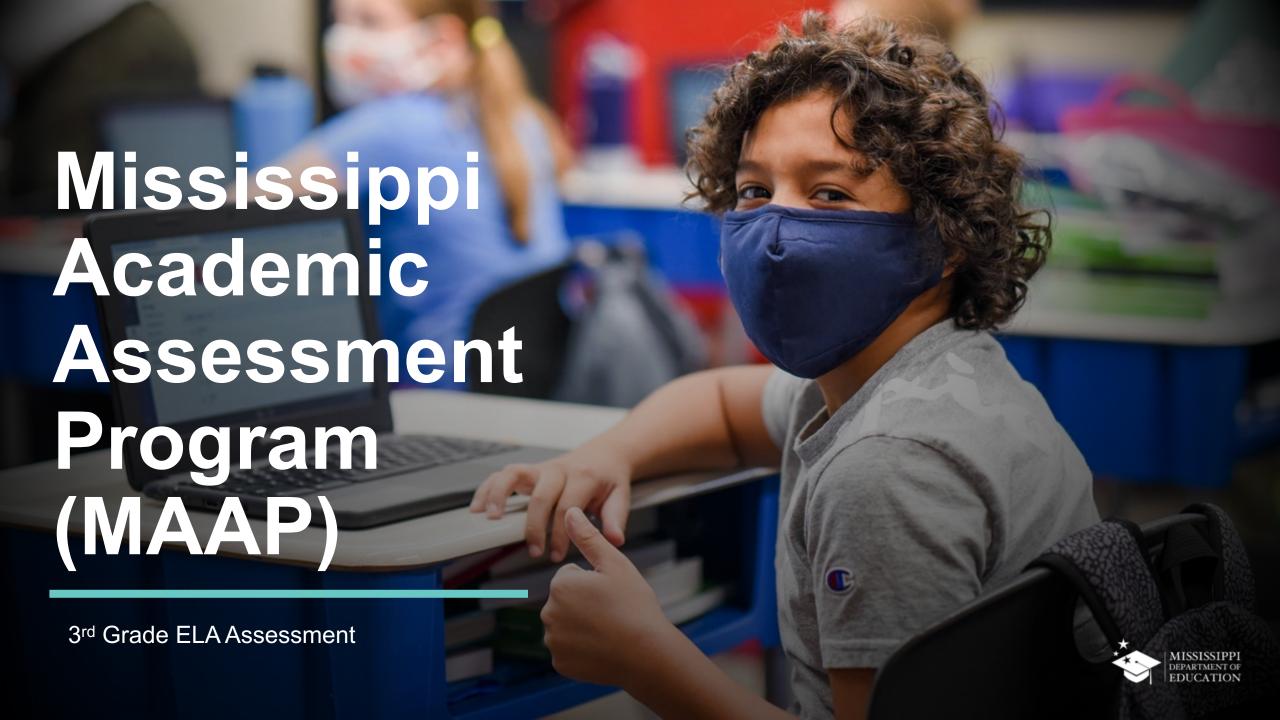
The intensive reading instruction and intervention must be documented for each student in an individual reading plan (IRP).





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.







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.







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 <u>or</u> 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.



The guidance below may be used to assist with collecting documentation as districts consider approving Good-Cause Exemptions C and E:

- For the 2021-2022 school year, schools and districts should provide evidence of documented intensive, explicit, reading interventions for the student.
- For the 2019-2020 and/or 2020-2021 school years, schools and districts should provide evidence of monitored and documented academic supports for struggling readers provided by the school district, such as, high dosage tutoring, summer school support, after-school remediation, and/or any other literacy-specific academic interventions that may have been provided to the student.



A student who is promoted to 4th grade with a good cause exemption shall be provided an <u>individual reading plan as</u> <u>described in Section 37-177-1(2)</u>, 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.

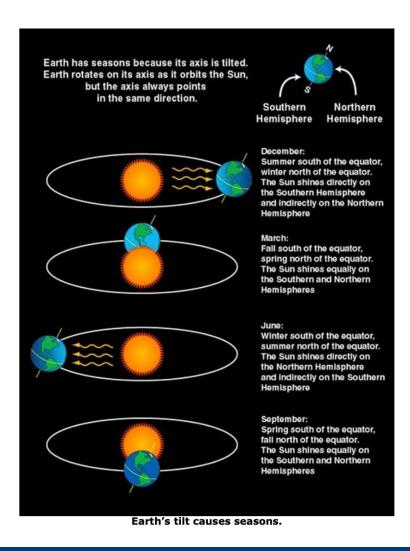


MAAP Practice Tests





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

- 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.
- 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.
- 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?

- 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.
- 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?

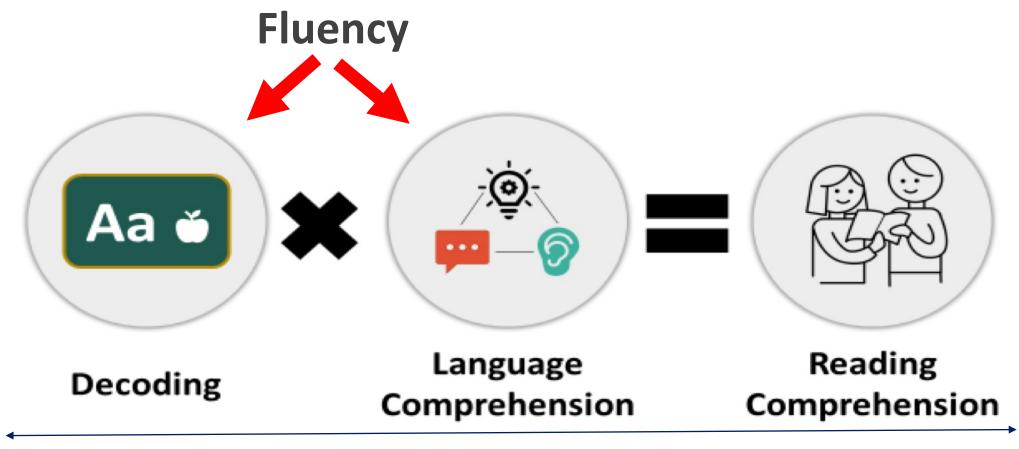
- *Four planets in the solar system are bigger than Earth." (paragraph 1, "What Is Earth?")
- "Earth is the only planet known to have lots of liquid water." (paragraph 3, "What Is Earth?")
- (C) "The Sun keeps the planet warm." (paragraph 2, "Excerpt from Planet Earth")
- "The rocks here are so hot that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



Timeline for 3 rd Grade Assessments for Promotion (Component 3)		
Dates	Audience	Activity Description
April 4 – April 22, 2022	All 3 rd Grade Students	3 rd Grade MAAP-ELA Assessment The 3 rd Grade MAAP ELA Assessment will be the assessment to determine promotion/retention.
May 9 – May 13, 2022	Retest Window #1	MAAP 3 rd Grade Reading Alternative Assessment
June 20 – July 8, 2022	Retest Window #2	







- Phonemic Awareness
- Phonics

- Listening Comprehension
- Vocabulary



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

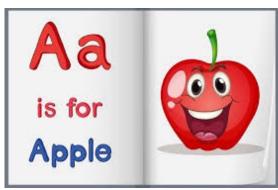


- Think of an animal
- Identify the number of syllables in the animal's name
- Brainstorm types of food with the same number of syllables that you could feed to that animal



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

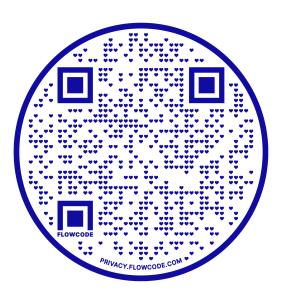




Fluency (Reading Accurately to Understand)



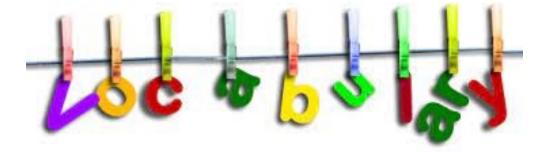
Pick any text or book and read it aloud to your child. Model how your voice changes with punctuation or different characters' voices. (No matter your child's age, it is important for your child to hear fluent reading.)





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.

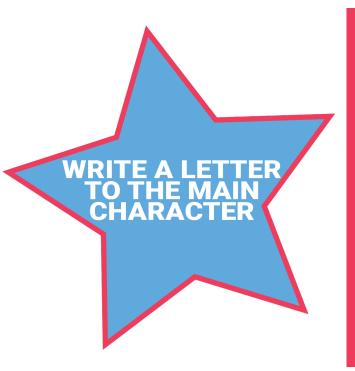


Comprehension is:

- 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 discusses the problem in the story and gives 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.





- 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



Check for Potholes

Reading instruction should be:



Teaching that is direct and step-by-step. and showing how to do

Systematic: Teaching that has a carefully planned sequence, including teaching necessary skills first, building from easier to more difficult tasks. and breaking down harder skills into smaller parts.

Evidence-based: Programs supported by strong, moderate, or promising research evidence of their effectiveness: or demonstrating a rationale that they can improve a targeted outcome

Questions to ask your child's school:

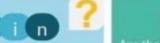




Are phonological awareness, phonics, and spelling taught explicitly and systematically?



Does the phonics instruction focus on blending and segmenting sounds to read and spell words?



opportunities for my child to read books skills he or she has

When my child reads aloud, is she or he encouraged to look carefully at printed words and use decoding skills to read

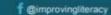
unfamiliar words? The research reported here is funded by a grant to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs Award #: S283D160003). The opinions or policies expressed are those of the authors and do not represent views of OESE, OSEP, or the U.S. Department of Education. You should not assume endorsement by the







Federal government. Copyright © 2019 National Center on Improving Literacy.





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.



- Communicate regularly with teachers to know your child's reading level.
- You must be notified immediately if a reading deficiency is identified.

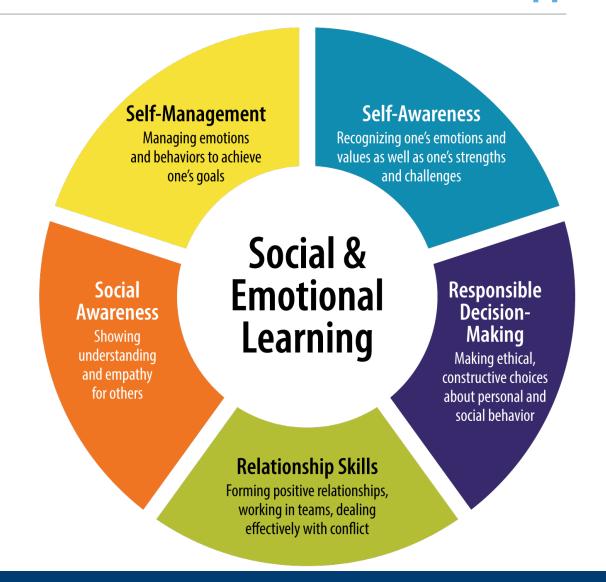
- At-home reading strategies will be shared with you to help increase reading proficiency.
- Address any concerns as early as possible.







- 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



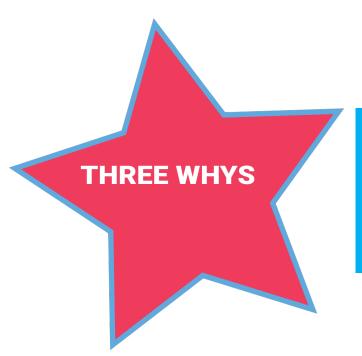


Sometimes, asking your child, "How are you?" does not give insight on his or her actual emotional wellbeing. Checking in using an activity like the one below can give you more information about how your child is truly



Have your child compare his or her current mood to a type of weather.



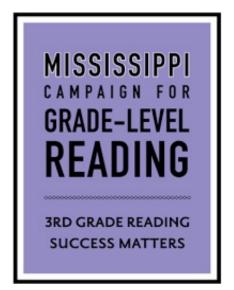


Before your child must make a big decision or is trying to get to the root of an issue, have your child ask him or herself *Why*? three times. This will help reveal deep and specific issues your child may not otherwise consider.





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



"Providing education equity for Mississippi students."

Tara Y. Wren, Director of Education

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/

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



2021-2022 Text Message Schedule:

Text the category keyword (in parenthesis) to 33222 to subscribe!

Monday, Wednesday, & Friday Messages

- · Early Childhood Literacy (EPICEC)
- Elementary (EPICELEM)
- 3rd Grade (EPIC3RD)
- Read Aloud Stories & Tips (EPICREAD) NEW!

Tuesday and Thursday Messages

- General Parenting Tips (EPICTIPS)
- Vocabulary: Elementary (EPICVOCAB1)
- Vocabulary: Secondary (EPICVOCAB2)
- · Social Emotional Tips (EPICEMO)
- Conversation Starters (EPICTALK)
- Teacher Tips (EPICTEACH)
- · Diversity, Equity, & Inclusion (EPICJUSTICE) Thursdays only

Texts will go out at 4:00 PM Central Time

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!

- 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.







https://hub.lexile.com/find-a-book/search

RENAISSANCE

Accelerated Reader Bookfinder™

https://www.arbookfind.com/UserType.aspx



Mississippi Distance Learning Library

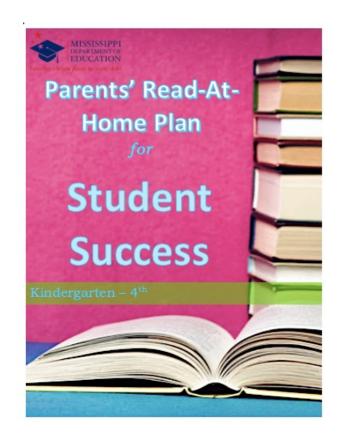
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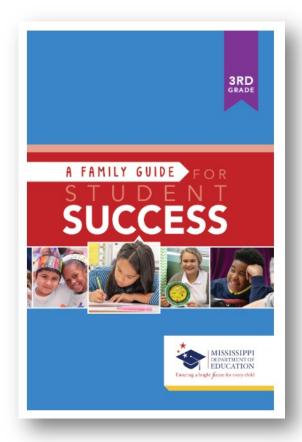


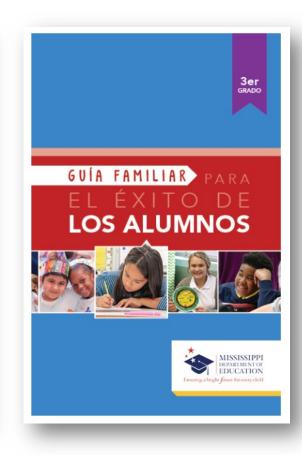
- PBS Kids: https://pbskids.org
- Scholastic: http://teacher.scholastic.com/commclub/index.htm
- ABCya: https://www.abcya.com/
- Read Theory: https://readtheory.org/
- Khan Academy: https://www.khanacademy.org/
- Education.com: https://www.education.com











<u>Parents' Read-At-Home Plan</u> (Literacy-Based Promotion Act Parent Document)

Family Guides for Student Success

(Reading & Math: Grades PK-8)



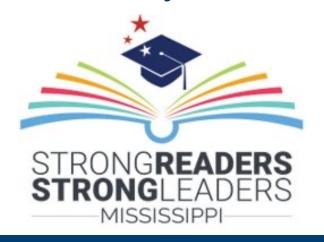
Questions and Answers





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