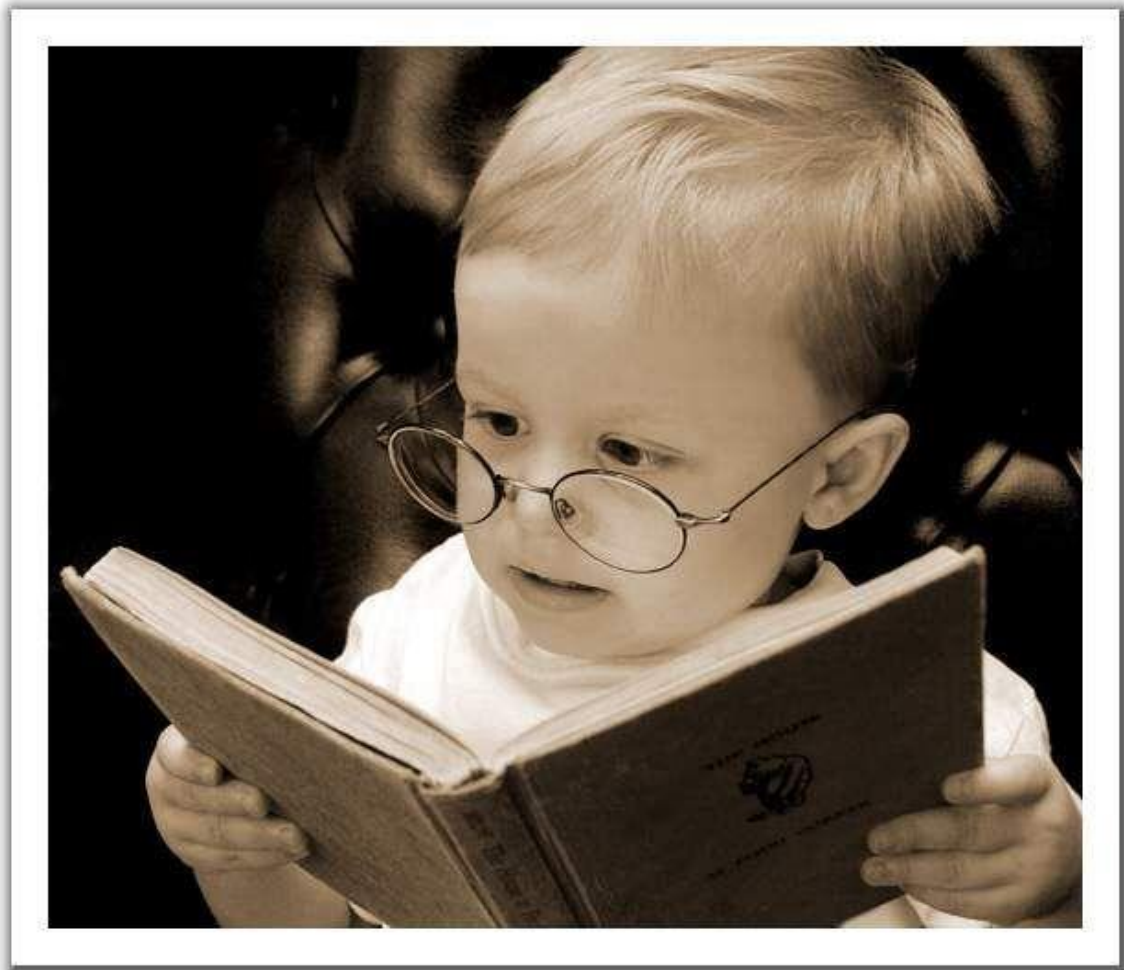


# Title 1 Reading



## Overbrook Attendance Center Handbook Updated 2020-2021

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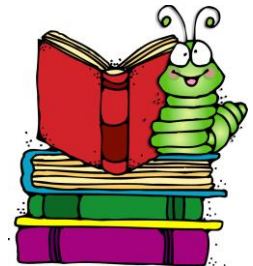
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## What is the Title 1 Program?

Title 1 is the nation's oldest and largest federally funded program. This policy is committed to closing the achievement gap between all students and is in place to improve fundamental goals of helping at-risk students. At-risk students are those who are performing below expected grade level standards.

According to the U.S. Department of Education the purpose of Title 1 funding, "is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments."



## Instructional Activities my child will participate in:

All OAC students will participate in -

- \*Whole group interactive reading using concepts books to build background knowledge as well as theme-based literature books.
- \*Small group differentiated reading using leveled texts in both fiction and non-fiction titles designed to accelerate the progress of all students. Title students will have differentiated access to grade-level content in the reading curriculum readers.
- \*Phonics and word study
- \*Oral language development
- \*Independent practice at Study Stations
- \*Decodable readers designed to support decoding practice
- \*Whole group writing and language arts
- \*Home Connection resources
- \*On-line resources.
- \*Tier 2 support system for more intensive instruction in specified skills

Dear Parent/Guardian,

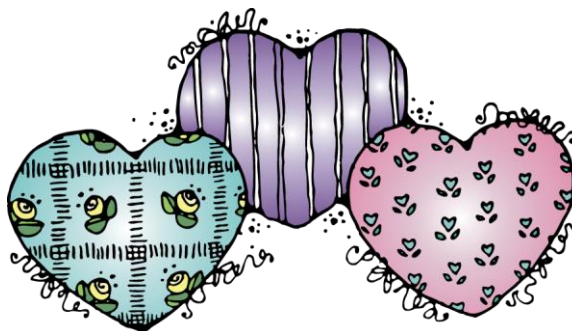
Your child will be participating in the Title 1 Reading Program this year. The purpose of the program is to provide additional instruction to help students improve their reading and comprehension skills as well as to provide early intervention at the lower grade levels. The goals for our reading program are:

1. To improve reading ability in identified skill areas such as phonemic awareness, phonics, decoding, vocabulary, comprehension, and fluency.
2. To evaluate and monitor student progress through individual reading inventories, teacher checklists and observations, and progress monitoring.
3. To encourage parental involvement through annual Parent Nights, parent/teacher conferences, the parent/school compacts, and events or programs throughout the year.

The Title Mission: Based on the multi-criteria assessments, students receive Title 1 services as long as necessary to help them obtain academic success, and to accelerate the learning of Title 1 students. The purpose of Title 1 is to provide Reading instruction to help students improve their skills and provide preventive early intervention at the lower grade levels. The goals for Title 1 are to improve academic ability in identified skill areas and evaluate and monitor student progress through individual assessments and teacher checklists.

\***The Title 1 staff** includes Interim Superintendent Mr. James Lentz, Principal Mrs. Vici Jennings, Title 1 Reading Specialist Mrs. Melanie Coppoc, and highly qualified Para Educators.

Thank you for your continued support. Together we will build the academic foundation necessary for your child to grow and learn. If you have questions or concerns, feel free to call school at **1-800-836-9525 ext.2106** or email me at: [mcoppoc@usd434.us](mailto:mcoppoc@usd434.us)



## Title 1 Reading Program

Guided Reading: the ultimate goal is to help children learn how to use *independent reading strategies* successfully.

*My general goals* as a reading teacher:

To help students succeed in the regular educational setting.

To help students attain grade level proficiency.

To help students achieve basic and more advanced skills.

To help students show progress toward meeting the desired outcomes of their grade level.

To help students raise their reading comprehension level.

*My main objectives* as a reading teacher are to instill a love of reading, provide tools to help students become strategic, independent readers and help them to become problem solvers even in reading!

District curriculum and state standards are referred to:

Alphabetics- benchmark #1 **RF.K.1d**

Fluency- benchmark #2 **RF.K.4, RF.1.4, RF.2.4, RF.3.4**

Vocabulary- benchmark #3 **RL+RI.K.12, RL+RI.1.12, RL+RI.2.12, RL+RI.3.12**

Comprehension- benchmark #4 **RF.K.4, RI.K.13, RL.1.13, RI.1.13,  
RL.2.13, RI.2.13, RL.3.13, RI.3.13**

The National Reading Panel-No Child Left Behind Act-the Reading First initiative include these five critical areas of reading:

- \* Phonemic Awareness
- \* Alphabetic Principle
- \* Accuracy and Fluency
- \* Vocabulary
- \* Comprehension.....the ultimate goal of reading.

(A.K.A. the Big Five)



## How does my child qualify for Title 1 services?

Multiple assessment tools are used in order to determine and document the reading level of all students. This is necessary for grouping of students in our differentiated Reading groups and is important for proper identification of our students' strengths and areas of needed assistance.

\*All students are individually assessed by their classroom teachers using the K-3 guided reading assessment program by **Fountas and Pinnell**. This assessment provides teachers with much valuable information about where to start guided reading groups. In addition, classroom teachers take running records of student's oral reading to periodically check on progress.

\*All students are assessed with the new **FastBridge Learning** assessment program. Benchmark assessments are given three times each year; fall, winter, and spring. This new program also allows us to progress monitor students in reading tier groups to check growth and movement within the scope of the necessary reading sub-skills.

\*Students not reading on grade level will also be assessed with our new **95% Group Phonics Screener for Intervention** program and placed in the appropriate sub-skill group.

\*Teacher observation and recommendation is an important aspect to student's placement in the Title program as they are the first to notice if a child shows any delay in mastering classroom academic skills.

## How will my child exit the Title 1 reading program?

When Title 1 students have shown adequate progress that demonstrates mastery of classroom academic skills and have performed at grade-level on the above assessments, the classroom teacher as well as the Title 1 specialist, to ensure their continued success, will monitor them. If after nine weeks of monitoring the student continues to show academic mastery, he/she will be formally dismissed from the Title program. The student must be working successfully on grade level and be proficient on the state indicators for reading in that grade.



### Assessments used at OAC:

The K-3 [Fountas and Pinnell Guided Reading Program](#) provides teachers with a way to assess and document students' development as readers over time. Its purpose is to identify students' reading level, defined as a text with which students meet specific criteria in terms of accuracy, fluency, and comprehension. Additional purposes include identifying students' independent reading strengths and weaknesses, planning for instruction, monitoring reading growth, and preparing students to meet classroom testing expectations and providing information to teachers and schools regarding reading achievement. The assessments are conducted during one-on-one reading conferences as children read specially selected assessment texts three times per year: fall, winter, and spring. Sets of leveled texts, which increase in difficulty, are used for the assessment. The Guided Reading Assessment evaluates the major aspects of reading that are critical to independence as a reader.

All students are assessed with the new [FastBridge Learning](#) assessment program. Benchmark assessments are given three times each year; fall, winter, and spring. This new program also allows us to progress monitor students in reading tier groups to check growth and movement within the scope of the necessary reading sub-skills.

Students not reading on grade level will also be assessed with our new [95% Group Phonics Screener for Intervention](#) program and placed in the appropriate sub-skill group.

### Supplemental Intervention Programs used at OAC:

**MTSS:** Multi-Tier System of Support will be utilized school-wide to provide an extra thirty minutes of small group intensive Tier instruction in specified skill areas where support is indicated. Tier groups are taught by classroom teachers, the Title 1 Reading Specialist, and highly qualified para-educators. Frequent progress monitoring is important with MTSS to show growth, indicate support need, and to provide movement within the flexible groupings as student's master one skill area and advance to the next.

### Progress Reports:

Title 1 Reading Progress Reports will be sent home quarterly along with the student's report card. This report reflects the work done in Title and work in the Title program should be reflected in their daily work in the classroom as seen on their individual report cards sent out by classroom teachers.



### Tips for reading with your Children

1. Spend time with your children by talking, telling stories, and singing songs. These are fun activities that help children get ready for reading.
2. Read to and with your children every day. This shows that daily reading and spending time together is important.
3. Let your children help choose the books you read together. This will help keep your children's interest.
4. Find a comfortable place to read and sit close to your children. This helps create a special feeling at reading time.
5. Change your voice and the pace that you read to fit the story. This makes the story more interesting for your children.
6. After reading a book, talk about the story. Discussing the pictures and main ideas in a book helps develop understanding.
7. Let your children see you reading books, newspapers, and magazines. This sets an example for children that you value and enjoy reading.
8. Take your children to the library regularly. Libraries are a wonderful place to find great books and so much more!



## Do's and Don'ts of Reading with your Child

\* Don't make unfavorable comparisons between the child you're listening to and another child. Avoid statements like "How come Jason can read that word but you can't?"

\* Don't feel that you need to correct every error, or teach every sound that a child seems to struggle with. Listening to a child read is not just an accuracy test. Besides, if the child struggles on more than 5 words on a page then the book is too hard for them (use 5 Finger Test).

\* Don't ridicule a child as they read (even your own!).

\* Don't make the sessions too long (10-15 minutes is ideal). It's better to have two short sessions each day than one that is too long.

\* DO relax - try to make it fun and enjoyable for you and the child. The experience should strengthen your relationship, not weaken it.

\* DO choose a good time & place - choose a good time when the child is fresh and you are feeling patient and perhaps less stressed. If as a parent it has to be after school give your child something to eat and drink and let them relax or play for a while first. And make sure you choose a quiet place without distractions.

\* DO select books carefully - choose the books well. Hopefully the book will be at the right level, and the child will enjoy it.

\* DO encourage the child and praise them - the purpose of the reading session is to help, encourage and build confidence, not test, frustrate and shatter confidence.

\* DO talk about the book first - read the title, look at the book, ask if he or she has read it before, ask what they think it's about etc. Maybe even read the first page for your child.

\* DO let the child hold the book (it's more natural and gives them a sense of being in charge and ownership)

\* DO talk about the book after reading (not as a test, just as a chat).

\* DO show patience, progress can be slow!

\* DO help them as they read but don't labor any teaching moment.

PAUSE - After the reader makes a mistake you pause for about 3 seconds and say nothing, this allows time for self-correction.

PROMPT - If the reader doesn't self-correct either give him the word or offer a prompt (e.g. give him the sound that he is struggling with; help him to sound it out; get him to re-read the sentence)

PRAISE - Encourage the reader by praising the fact that he has finished the page, had a go at a difficult word, had no or few errors, read fluently, and seemed to understand what it was about.

Developing Good Reading Habits

A few tidbits of reading wisdom.....

Studies indicate that spending as little as 15 minutes a day reading to your child can be one of the best ways to instill a love of books and a desire to read which will have a positive impact on future achievement in school.

Reading aloud also exposes your child to the richness of language, increases vocabulary, teaches about grammar, and lengthens the attention span. Reading with expression models good verbal skills while the content of the books read helps to build and expand background knowledge.

A good foundation for literacy should start at birth. Babies need to hear oral language. The sound of your voice and the bonding between the parent and child is more important than the books you have selected.

Help your toddler label and make sense of his world by reading simple picture books together. Don't worry that your child may want to hear the same book over and over. Familiarity with both content and the characters is reassuring to children and repetition at this age is developmentally appropriate.

Learning which sounds letters of the alphabet represent is one way a child can crack the code of printed language. Share alphabet books and point out letters on print found in your home. Your child may recognize whole words from familiar sights like stop signs and logos on restaurants. Easy books with repeated word patterns will also sharpen word recognition skills.

Choose books that excite and intrigue young readers. This may be the best motivation to keep them practicing their reading skills. Feed their interests to help them keep the desire and keep them reading.

Even older children need guidance in choosing appropriate reading material. Chapter books, which could be read together, provide good family reading time. Have your child read to you for a change. Remember: Children learn to read by reading!

Mrs. Coppoc, Title 1 Reading Specialist

You may have tangible wealth untold;  
Caskets of jewels and coffers of gold.  
Richer than I, you never can be--  
I had parents who read to me.

Strickland Gillilad

## Reading Aloud

Why is reading aloud to our children so important? The report Becoming a Nation of Readers, published by the Commission of Reading in 1983, concluded that "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children." Reading aloud is beneficial in many ways: it builds vocabulary and background knowledge, establishes the reading and writing connection, exposes children to a wealth of experiences outside their own, stimulates the imagination, stretches attention spans, nourishes emotional development, encourages compassion, can reshape negative attitudes into positive ones, and introduces aspects of the English language that may rarely be heard on TV.

Kids who are read to will read more themselves. A child's listening vocabulary will feed his reading vocabulary and as his reading vocabulary increases, so does his knowledge base. This knowledge base is important as it provides the prior knowledge necessary to aid in the comprehension of new information. It is difficult for a child to read words on a page if he has never heard or spoken those words.

Reading good stories aloud to children can create an emotional attachment to the characters and the story content. For that reason, rereading their favorite stories is developmentally appropriate. A sense of security may be felt as the stories are read over and over; the child knows what to expect in the story and will, therefore, feel comfortable with what is being read. Good literature can help to develop a picture in young people's minds of the way things should be, teaching right from wrong, making sense out of life. Stories can provide good examples and can familiarize children with a code of conduct as well as a good supply of heroes.

Sharing good literature can also fuel the imagination- the image or mental picture that a child forms that will make an impression on their minds. Young children are usually motivated more by what attracts the imagination than by what appeals to reason. It is important to educate children's imagination because if we don't they may be attracted by outside influences offered by the popular culture present in the world.

By reading to our children, we hope to pass on the joy of reading- exploring the world through print. We hope ultimately to create lifetime readers. I would encourage all parents and caregivers to read aloud to their children regardless of the ages. We need to teach them to want to read. This evening, enjoy a good story together!

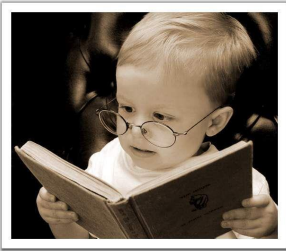

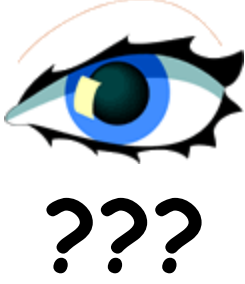




Mrs. Coppoc, Title 1 Reading Specialist

## Essential Skills for Reading

- ❑ Decoding
- ❑ Using Strategies to decode and comprehend
- ❑ Activating Prior Knowledge (Interpretive)
- ❑ Making Predictions, Brainstorming
- ❑ Facts and Details (Literal knowledge)
- ❑ Main Idea and Supporting Details
- ❑ Sequence of Events, Sequence Terms
- ❑ Language and Vocabulary
- ❑ Character, Plot, and Setting (Story Elements)
- ❑ Cause and Effect
- ❑ Compare and Contrast
- ❑ Facts and Opinions
- ❑ Predicting Outcomes
- ❑ Making Inferences (Interpretive) and
- ❑ Drawing Conclusions (Interpretive)
- ❑ Point of View- First person (I) Third person (he, she)
- ❑ Theme or Author's Message, Purpose for Writing
- ❑ Making Connections: Self to Text, Text to Text, Text to the World (Interpretive)
- ❑ Visualizing
- ❑ Determining Importance in Text
- ❑ Questioning the Text or Author
- ❑ Synthesizing Information in Text (Application)
- ❑ Purpose of Text: Entertain, Inform, Persuade
- ❑ Fluency: to read accurately, smoothly, effortlessly, automatically, with proper pace, expression, and understanding of connected text.



## Helpful Reading Strategies

<p>Take a picture walk. Make a prediction.</p> 	<p>Get your mouth ready &amp; bump into the first letter.</p> 	<p>Look for little words or text patterns.</p> <p><b>sentence</b> <b>sentence</b></p>	<p>Look at the endings of words and say the <u>root</u> word.</p> <p><b>reading</b> <b>played</b></p>
<p>Think of another word you know that looks like the unknown word.</p> <p><b>how</b> <b>now</b> <b>brown</b> <b>cow</b></p>	<p>Does it look right, sound right and make sense?</p> 	<p>Skip the word and read to the end of the sentence. Be sure to reread!</p> 	<p>Substitute a name that would make sense and keep reading.</p> <p>Beatrice/Bea Timothy/Tim Jamal / "J"</p>
<p>Use picture clues to make sense of the story.</p> 	<p>Reread the story for fluency.</p> 	<p>Retell the story in your own words!</p> <p><b>Characters</b> <b>Setting</b> <b>Problem</b> <b>Solution</b></p>	<p>Share!</p> 

## The Five Essential Components of Reading

Source: U.S. Department of Education

Reading with children and helping them practice specific reading components can dramatically improve their ability to read. Scientific research shows that there are five essential components of reading that children must be taught in order to learn to read. Adults can help children learn to be good readers by systematically practicing these components:

- \*Recognizing and using individual sounds to create words, or **phonemic awareness**. Children need to be taught to hear sounds in words and that words are made up of the smallest parts of sound, or phonemes.
- \*Understanding the relationships between written letters and spoken sounds, or **phonics**. Children need to be taught the sounds individual printed letters and groups of letters make. Knowing the relationships between letters and sounds helps children to recognize familiar words accurately and automatically, and "decode" new words.
- \*Developing the ability to read a text accurately and quickly, or reading **fluency**. Children must learn to read words rapidly and accurately in order to understand what is read. When fluent readers read silently, they recognize words automatically. When fluent readers read aloud, they read effortlessly and with expression. Readers who are weak in fluency read slowly, word by word, focusing on decoding words instead of comprehending meaning.
- \*Learning the meaning and pronunciation of words, or **vocabulary** development. Children need to actively build and expand their knowledge of written and spoken words, what they mean and how they are used.
- \*Acquiring strategies to understand, remember, and communicate what is read, or reading **comprehension** strategies. Children need to be taught comprehension strategies, or the steps good readers use to make sure they understand text. Students who are in control of their own reading comprehension become purposeful, active readers.

Epstein's Framework for  
Six Types of Parent Involvement

1. Parenting - How can we help you understand your child's education?

2. Communicating - We are here to serve you and your child.

Call or email with questions, concerns, or comments.

3. Volunteering - Help in the classroom with parties and reading, etc.

What are your interests, talents, and availability?

4. Learning at Home - You are your child's first teacher!

What can we do to help you help your child at home?

5. Decision Making - Join Site Council or PTO.

6. Collaborating with Community - Overbrook Public Library Summer Reading Program, Fast Lane.

Check out [overbrookks.com](http://overbrookks.com) for information about our community, organizations, and events!

√Check link from our district website for great information:

Kansas Parent Information Resource Center

<http://www.kpirc.org/>



## Why "Invented Spelling" is a Good Thing.

1. Spelling is complex and developmental, related to a child's maturation and experience in writing.
2. Invented spelling is strongly supported by research.
3. It represents the relationship between sounds in our language and written words.
4. It is a genuine application of phonics in the context of written language.
5. It extends word recognition development.
6. It is most effective when used diagnostically to determine students' need for instruction.
7. The emergent alphabetic level of spelling leads to focusing on patterns and clarifies phonological relationships.
8. It allows young writers to use the language they know and convey what they mean with less emphasis on what they know how to spell.
9. It is a process of understanding how words work.

