

Title I Parent Night

3-5: October 10, 2024 ~ 5:00-6:00



Welcome!

If you have any questions regarding
this presentation, please reach out
to our Title I Coordinator, Lauren

MacVicar

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AGENDA:



**What is
Title I?**



**Tier 2
Supports**



**Strategies
to Support
at Home**



**Questions?
and
Next Steps**

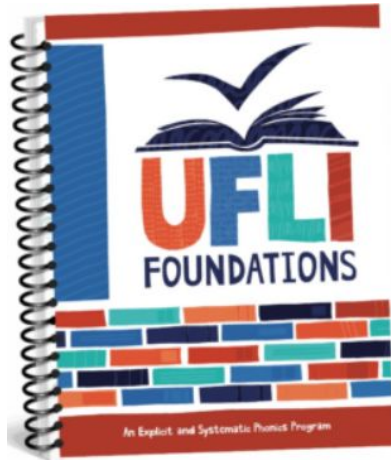
Title I

- A Federal program that provides funds used to support students who are at risk of not meeting the academic standards
- Services are provided to students based on our Acadience reading data as well as our NWEA data and other grade-level assessment data
 - WIN = “What I Need”
 - Additional, skill-based layer of support
 - Allocated time during the day for a teacher or a trained paraprofessional to lead a 20-30 minute research-based intervention program



Tier 2 Interventions

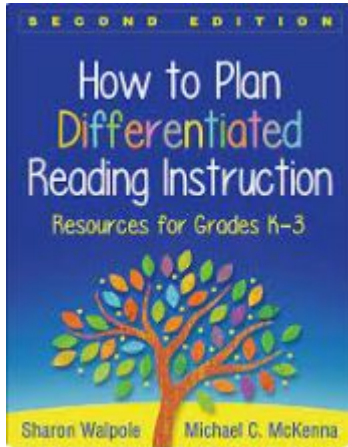
UFLI Foundations



- Phonemic Awareness & Phonics focus
- Lessons focus on foundational reading skills

Tier 2 Interventions

Differentiated Reading Instruction



- Phonics focus
- Lessons focus on specific phonics patterns

Read Naturally Live



- Fluency focus
- Also works on comprehension & vocabulary

Powerful Impact of Parental Involvement:

You can help make a difference in the educational development of your child! Thank you for all you do!



Choose a recommendation or click the next slide and learn about all 3!

3 Recommendations to Support Fluency and Comprehension at Home

Recommendation 1: Ways to Support Accurate and Efficient Word Identification

Recommendation 2: Self-Monitor Understanding and Self-Correct Errors

Recommendation 3: Oral Reading Practice

Recommendation 1: Ways to Support Accurate and Efficient Word Identification

- What is accurate and efficient word identification? **Reading words correctly in print and with ease so students can read at a good rate (pace).**
- How can you support this piece at home?
 - See the next slide for a short video!



Let's look for
parts of the word
that you know.



**Let's See it
in Action!**

Recommendation 1: Ways to Support Accurate and Efficient Word Identification

- Parent Bookmark to Support Accurate and Efficient Word Reading:
 - [When I Read to You/When You Read to Me Bookmark](#) *(Print for reference!)*

Recommendation 2: Self-Monitor Understanding and Self-Correct Errors

- Two Important Pieces:
 - 1) **Self-monitoring:** *When a reader thinks about what he/she is reading and whether or not it makes sense in reference to the story.*
 - 2) **Self-Correcting Errors:** *Showing students HOW to self-correct errors on misread words is important so they learn how to do it on their own.*
- How can you support this piece at home?
 - See the next slide for a short video!



**Let's See it
in Action!**

Recommendation 2: Self-Monitor Understanding and Self-Correct Errors

- Parent Bookmark to Support Monitoring for Understanding: Does that Make Sense?
 - [Monitoring for Understanding Bookmark](#) (*Print for reference!*)

Recommendation 3: Oral Reading Practice

- **Oral reading practice:** reading out loud, which helps work toward fluent reading, which means they are getting better at reading words correctly, at a good pace, and with expression.
- **Two ways to practice: Alternated Reading or Reading Together**
 - *See next slide for a short video!*



**Let's See it
in Action!**

Recommendation 3: Oral Reading Practice

- Parent Bookmark to Support Monitoring for Understanding: Reading Out Loud
 - Alternated Reading/Shared Reading Bookmark *(Print for reference!)*

Bookmark: When I Read to You/When You Read to Me

When I Read to You

Reading to your child can be a special time to spend together. Here are tips for reading out loud to a child:

- Read to your child every day.
- Read about things your child is interested in and enjoys.
- Read at the same pace that you talk.
- Read with expression. Give different characters different voices. Change your voice to match how the character in the book feels.
- Reread books that your child enjoys.
- Explain some words that your child may not understand.
- Read different types of things like poems, books that tell a story, and informational books (for example, factual books about people, weather, or animals).
- Read books that are too difficult for your child to read on his/her own.

When You Read to Me

Listening to your child read out loud can help him/her read words correctly and quickly. Here are tips for when your child reads out loud to you:

Select books that are

- Interesting to your child.
 - Not too easy or too hard.
 - Linked to your child's experiences or concerns.
 - Recommended by your child's teacher.
- Have your child point to the words while reading.
- When a mistake is made, reread the sentence with the mistake and ask, "Does that make sense?"
- When your child cannot read a short word, use these tips:
 - Ask your child to say each sound and then put the sounds together.
 - Show your child how to blend the sounds together and read the word.
- When your child cannot read a longer word, use these tips:
 - Ask your child to look for parts of the word he or she knows, say each part, and put the parts together.
 - Show your child how to read the parts of the word separately and then read the parts together.
- Once your child reads the word, ask him or her to read the sentence again to make sure that it makes sense.



Bookmark: Does That Make Sense?

Monitoring for Understanding Bookmark

Help your child learn how to self-monitor while reading and to self-correct when a word is misread. A reader self-monitors when he or she thinks about what is being read and decides whether it make sense or not.

Questions to Ask Myself Before, During, and After Reading

Before I read

- What do I already know about this topic?
- What do I think will happen?

As I read

- Do I understand what I'm reading?
- Are there any words I don't understand?
- Is anything confusing?
- Can I retell in my own words what I'm reading?

After I read

- Can I summarize what I read?

Monitoring for Understanding Bookmark

Help your child learn how to self-monitor while reading and to self-correct when a word is misread. A reader self-monitors when he or she thinks about what is being read and decides whether it make sense or not.

Things To Do to Help Me Understand What I Read

- Sound out an unknown word (either sound by sound or word part by word part).
- Go back and reread.
- Ask someone or look up the meaning of an unknown word.
- Read ahead and see if it makes sense.
- Ask a question and try to find the answer.
- Stop and retell what I have read so far.



Bookmark: Reading Out Loud

Practice Reading Out Loud: Alternated Reading Bookmark

Reading out loud while getting help from a more proficient reader will build your child's confidence, help your child become a more accurate and faster reader, and help your child understand what is being read.

Alternated reading is when you and your child take turns reading. Encourage your child to read at the same pace that we talk. Follow these steps:

1. Share a book or use two copies of the same book.
2. Read a paragraph, page, or chapter out loud from the book.
3. Have your child continue reading, picking up where you left off. Your child reads a paragraph, page, or chapter. Ask your child to use a finger to follow the words while reading.
4. Repeat Steps 2 and 3.



Practice Reading Out Loud: Reading Together Bookmark

Reading out loud while getting help from a more proficient reader will build your child's confidence, help your child become a more accurate and faster reader, and help your child understand what is being read.

Reading together is when you and your child read the same thing at the same time. Your child can point to the words. Read with expression—change your voice to match the characters' feelings and follow punctuation (question marks, periods, commas).

- Sit together to share a book.
- Read the book out loud at the same time.
- Tell your child how much you love to read together and how proud of him or her you are for practicing reading.

How's My Reading Sound?

Record your child reading a couple of paragraphs or one page. Text that includes conversation is helpful, but not necessary, for this activity. Have your child listen to the recording and answer these questions:

- Did my reading sound smooth?
- Did I read at the same pace as I talk?
- Did I read with expression?



THANKS!

Do you have any questions?

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Resources

<https://ies.ed.gov/ncee/rel/Products/Region/southeast/Resource/100679/6>

<https://www.readingrockets.org/reading-101-guide-parents>

<https://www.readingrockets.org>

<https://www.michigan.gov/mde/services/school-performance-supports/educational-supports/programs/title-i-part-a-improving-basic-programs>

Rasinski, T.V. & Cheesman Smith, M.; *The Megabook of Fluency: Strategies and Texts to Engage Readers*, 2018