

# Title I Parent Night: K-2

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

Email:

[lauren.macvicar@csschools.net](mailto:lauren.macvicar@csschools.net)



# AGENDA:



**What is  
Title I?**



**Tier 2  
Support**



**UFLI:  
Parent  
Support at  
Home**



**Check in:  
Conferences**

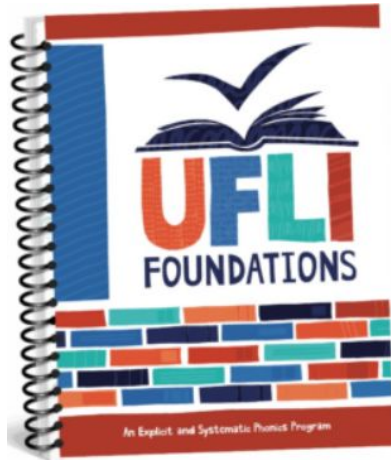
# Title I

- 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

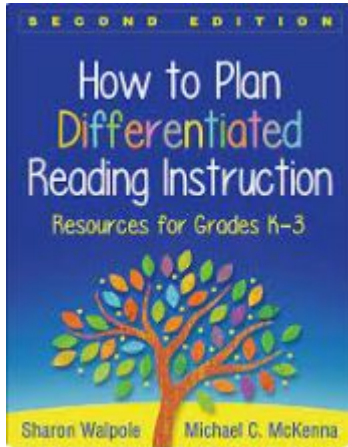
## UFLI Foundations



- 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!**



# Support at home with the UFLI Home Practice





**Slides 9-16 provide  
routines for parents  
on UFLI Home  
Practice.**

**OR**

**Skip to slide 17 for  
the UFLI Parent  
Resource Page**



# Step-by-Step Routines:

## New Concept & Sample Words

| New Concept and Sample Words |
|------------------------------|
| short e review               |
| men                          |
| get                          |
| ten                          |
| fed                          |
| yes                          |
| peg                          |

**Blend & Read:** Have students blend and read the words on the list

***Parent Script:***

- “Put your finger under the first word, say the sounds to blend and read the word. Hold the sounds as you move from one sound to the next.”

\*If there is a sound error, model the sound and how to blend and read the word. Then have your child repeat what you did.

# Step-by-Step Routines:

## New Concept & Sample Words

| New Concept and Sample Words |
|------------------------------|
| short e review               |
| men                          |
| get                          |
| ten                          |
| fed                          |
| yes                          |
| peg                          |

**Spell:** Have students spell the words on the list by breaking apart each sound in the word.

***Parent Script:***

- “You are going to spell some words. Put your fist in the air and hold up one finger for each sound in the word.”

\*If needed: Have students draw a box for each sound in the word as the video showed

# Step-by-Step Routines: Irregular & High Frequency Words

## “Heart Words”

### *Routine:*

| Review Irregular Words                    |
|---|
| <u>you</u> *, <u>what</u> , <u>have</u> * |

you\*, what, have\*



1. Discuss the regular sounds in the word (the sound without the heart)
2. Discuss the part of the word that is irregular, meaning it doesn't say it's typical sound
3. Have the student blend and read the word
4. Have the student practice writing the words.

# Word Work Chains

## Word Work Chains

1. leg → led → bed → bet
2. met → set → yet → yes

## Sample Word Work Chain Script

leg → led → bed → bet

1. Make the word **leg**. [spelling]
2. Change the **g** to **d**. What word is this? [reading]
3. Change **led** to **bed**. [spelling]
4. Change the **d** to **t**. What word is this? [reading]

## 3 Options to carry out this step:

1. Word Work Mat Online
  - a. Beginner: K
  - b. Intermediate: Gr. 1 & 2
2. Whiteboard/Dry Erase Marker
3. Paper/Pencil

# Step-by-Step Routines:

## Connected Text: Part 1

### Read Sentences

**Possible Support:** Your child may have to work on decoding each word to sound and blend.

| Sentences                 |
|---------------------------|
| 1. I have ten pet hens.   |
| 2. Can you get a red pen? |

- Build the sentence, little by little. After your child has read a couple words, go back and reread what they've read so far. **For example:**
  - **What word? I**
  - **What word? have**
  - **What do you have so far?**  
**I have**
- Reread the sentence smoothly.

# Step-by-Step Routines:

## Connected Text: Part 1

### Write Sentences

#### *Routine:*

- Say the sentence and have your child repeat the sentence.
- Then have them say the sentence again, holding up a finger or clapping each word.
- Have your child write the sentence remember correct: Capitalization, Spelling, Spaces, Punctuation!

| Sentences                 |
|---------------------------|
| 1. I have ten pet hens.   |
| 2. Can you get a red pen? |

# Step-by-Step Routines:

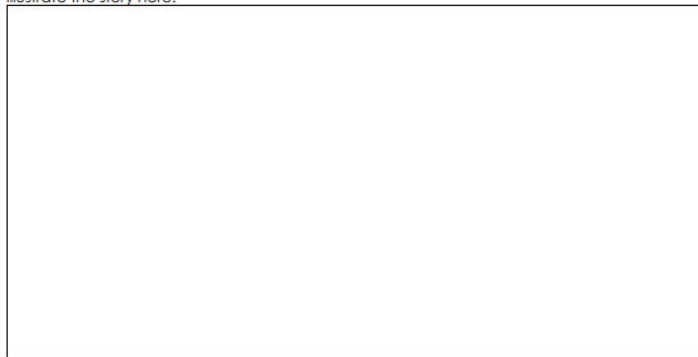
## Connected Text: Part 2

Lesson 40a: short e review (CVC)



### The Pet Hen

Illustrate the story here:



Dex has a pet hen. The hen is big and red. Dex let his hen run. But the hen ran into a pig pen.

The hen has a big welt. Dex must tend to his red hen. He gets the hen in its bed. "You must rest," Dex said.

Don't forget  
to read the  
decodable  
too!

**Decodable Texts**  
*help students  
practice all of these  
skills and words  
learned in print.*



# Parent Resource Hub

## Parent Resource Hub

Welcome to the University of Florida Literacy Institute's Parent Resource Hub! This collection of web-based language and literacy resources was compiled and curated by UFLI faculty and graduate students. We are adding to and refining these resources regularly, so check back often!



Birth to Pre-K

Primary (Grades K-3)

Intermediate (Grades 4-6)

Secondary (Grades 7-12)

# THANKS!

Do you have any questions?

**Please Email:**

Title I Coordinator

[lauren.macvicar@cssschools.net](mailto:lauren.macvicar@cssschools.net)

Principal:

[teri.peters@cssschools.net](mailto:teri.peters@cssschools.net)

This presentation template was  
created by Slidesgo, including icons  
by Flaticon, and infographics &  
images by Freepik

# Resources

[ufli](#)

<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