



Family Partnership: Literacy as a Life Skill

mimtsstac.org



Welcome!



Acknowledgments

The content for today was developed based on:

- IES Practice Guide Panels
- US Department of Education
- National Center on Improving Literacy
- National Center on Intensive Interventions
- Louisa Moats and Carol Tolman
- Michigan Department of Education
- Meadows Center



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Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions



Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

Our purpose today is to welcome all families of all languages and cultures into partnership around literacy, deepen understanding, support skills, and share resources

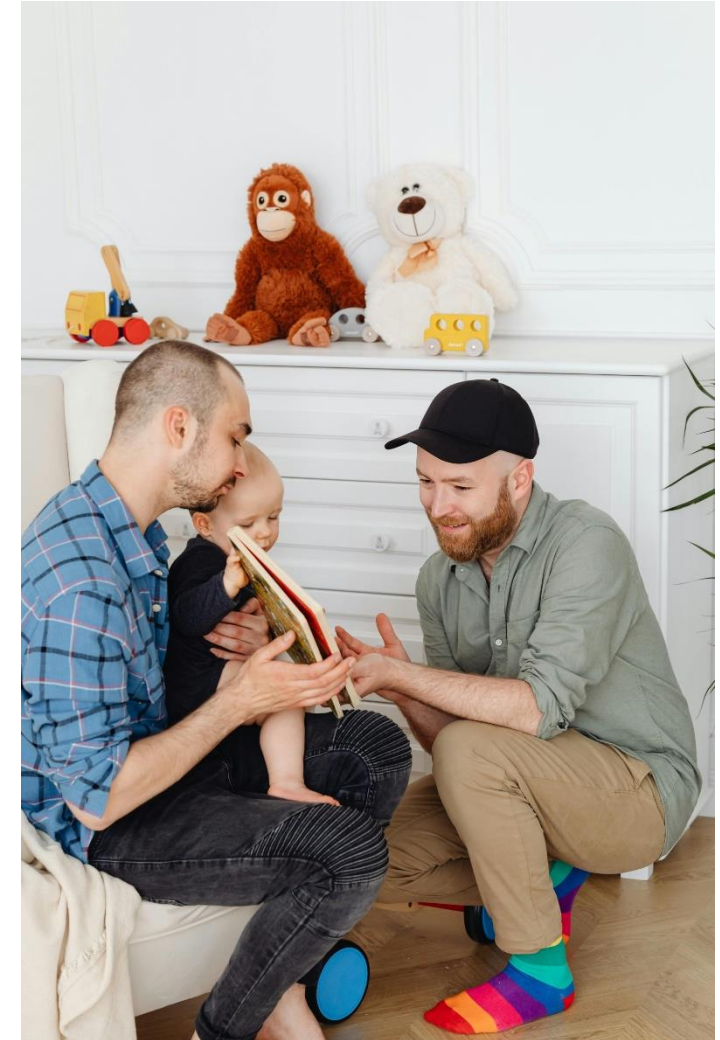


Intended Outcomes

- Differentiate between literacy myths and facts
- Summarize how the brain learns to read and the learning progression
- Reflect on your role in supporting literacy at home and school
- Accurately share information and resources with other families, educators, and community members
- Create an action plan with your next steps

Agenda

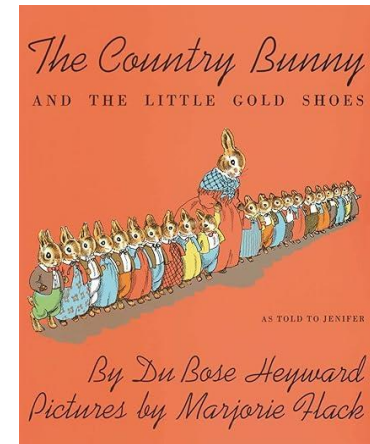
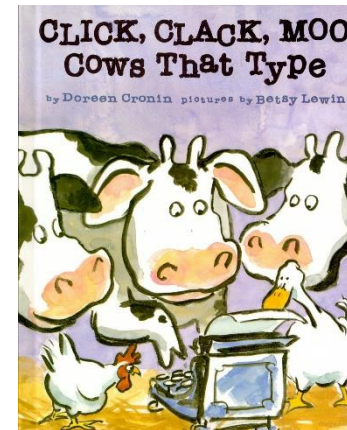
- 1.0 Introductions, Aspirations, Myths and Facts
- 2.0 Big Ideas
 - Why literacy skills are critical in life
 - How the brain learns to read
 - What kids need to know and be able to do
- 3.0 Supporting your child at home and school
- 4.0 Wrapping it up: Reflection, Action Planning, and Resources



1.0 Introductions, Aspirations, Myths & Facts

Introductions

- Lara MacQuarrie, She/her
 - Professional Learning, Content Development, Literacy Team
 - School Psychology - PK-12 & ISD
 - Mom, Sister, Aunt, Daughter
 - Home is Southeastern Michigan
 - My favorite book: *The Country Bunny and the Little Gold Shoes*
 - My Kids favorite book: *Click Clack Moo*



Activity 1.1: Aspirations

- Directions
 - Navigate to [menti.com](https://www.menti.com)
 - Use code
 - Respond to each question
- What hopes and aspirations do you have for your child (children)?





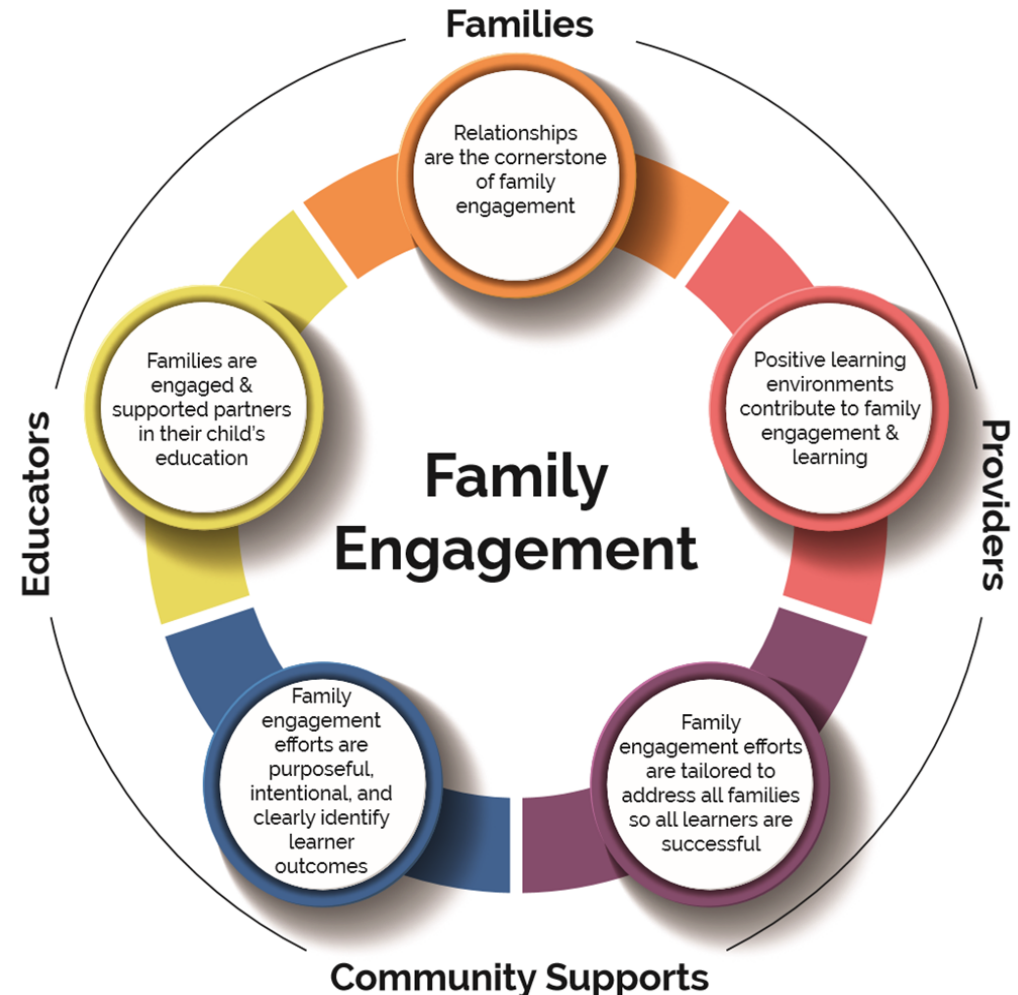
Activity 1.2: Myths and Facts

- Learning to read is easy for kids.
- My aspirations/expectations impact my child's achievement.
- I can do little at home to support my child's reading ability.
- Listening to my child read and reading with them can increase their achievement.
- I can do little at school to support my child's reading ability.
- Family partnerships can lead to increased attendance, reading achievement, and positive classroom behavior.

Family Engagement Definition and Principles

- Family engagement is a collaborative relationship between families, educators, providers, and partners to support and improve the learning, development, and health of every learner
- <https://www.michigan.gov/mde/resources/family-engagement>

(Michigan Department of Education, 2020)



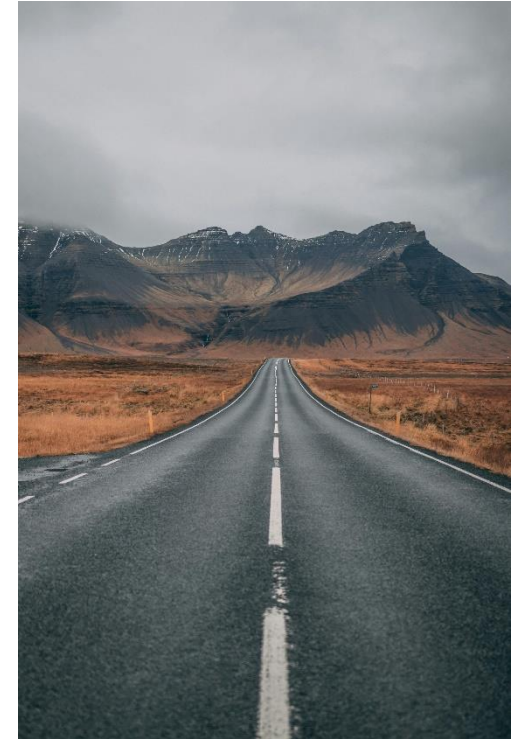
2.0 Big Ideas

Why are Literacy Skills Critical for Life?

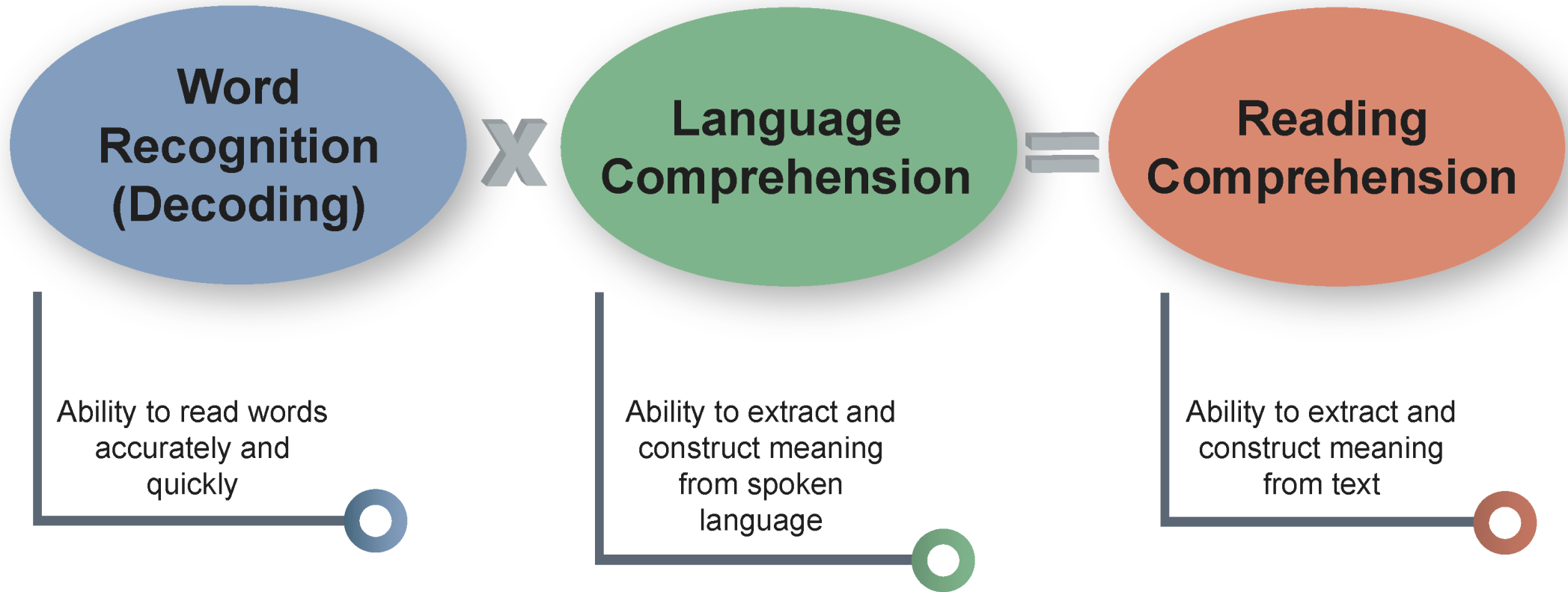
- As of 2022, 39% of fourth-grade students across the nation (42% in Michigan) are not yet reading at a basic level (NAEP)
- Historically, approximately 75% of students who drop out of school report academic difficulty in learning to read
- Kids with IEPs are more likely to drop out of school
- Kids who drop out of school have difficulty getting a job
- Kids who drop out of school are more likely to have poor health, live in poverty, be homeless, or go to prison

National Assessment of Educational Progress, 2022; National Center for Educational Statistics

Learning Zone: Construction Ahead

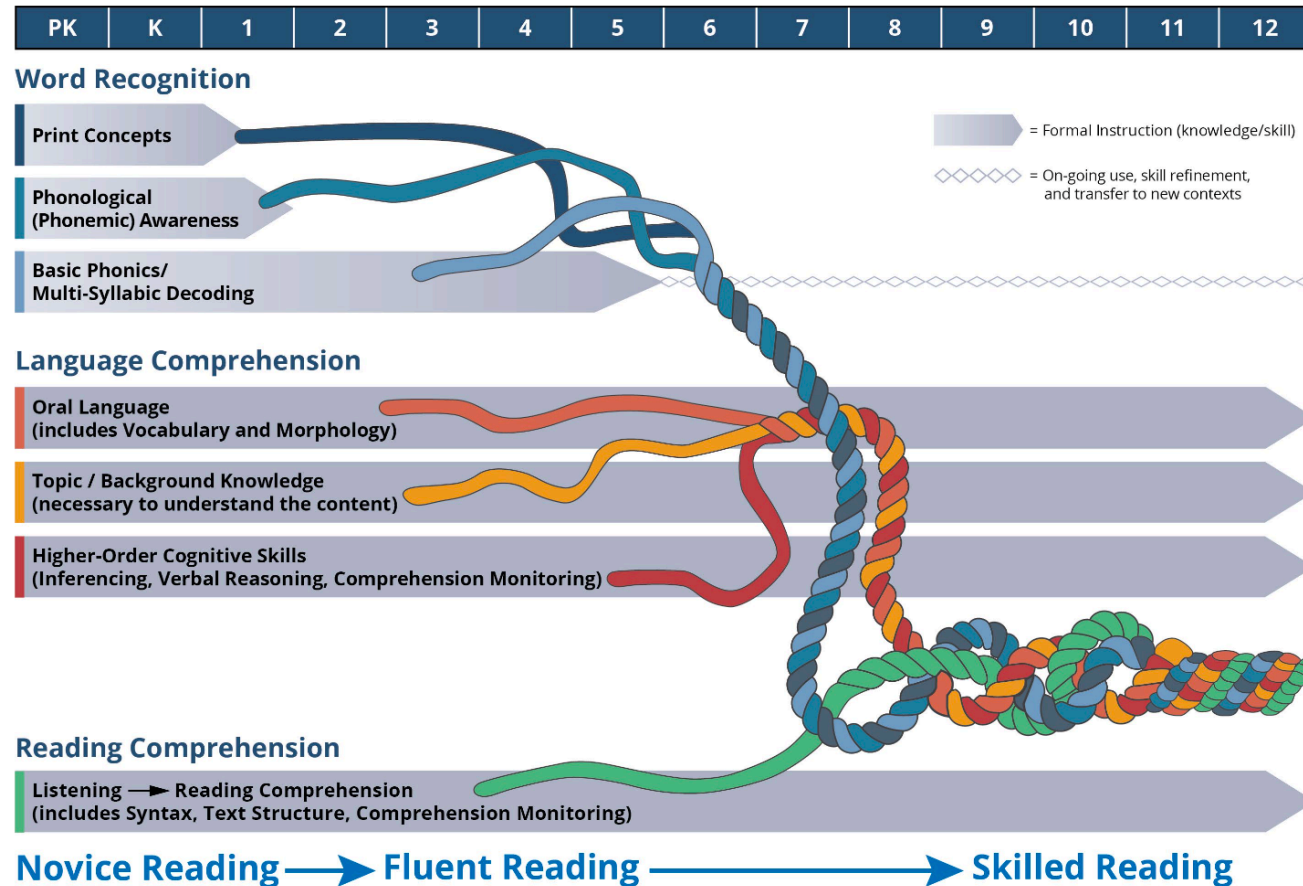


Simple View of Reading



(Gough & Tunmer, 1986; Hoover & Gough, 1990; Tunmer & Hoover, 2019)

What Do Kids Need to Know and Be Able to Do?



St. Martin, et al (2022)

Fluent (automatic) execution and coordination of word recognition skills and language comprehension processes.

Ongoing use of reading comprehension processes to actively construct meaning from text and establish well-elaborated mental models.

Activity 2.1: Scenario

- You are a communication liaison between the parent group and the school leadership team
- You are talking to another parent in the parking lot at school
- She says to you, “My daughter, Fern, isn’t in kindergarten yet, she is in PreK. It is way too early to work on reading skills. I don’t see the point”
- You’ve just attended a training on reading and have information to share
- How might you respond?

3. Supporting your child at home and school

Which actions had the biggest impact?

- Focus on Homework
- School Activities
- Focus on Structure
- Controlling/Disciplining
- Focus on Rules
- Participation/Involvement
- High Aspirations/Expectations
- Taught Specific Literacy Skills
- Listening to the Child Read

(Fan & Chen, 2001; Hong & Ho, 2005; Jeynes, 2005 & 2007; Rosenzweig, 2001; Senechal, 2006)

Supporting Your Child at Home

Actions	Examples
Give a positive greeting	<i>Eye contact, smile, give a hug, handshake</i>
Give your time, attention	<i>Put phones or computers away and tune in</i>
Provide 5 positives to 1 corrective	<i>Praise what the child has done well, keeping a ratio of 5 praise/positives to 1 corrective</i>
Engage, talk to, take turns, and listen	<i>Ask what your child learned today, what questions your child asked, and listen</i>
Extend/expand your child's language	<i>Extend "a dog" to "Look, a big, black dog"</i>

Activity 3.1: Waterfall Chat

- Directions
 - Reflect on examples of supporting your child at home
 - Which actions or routines do you do consistently?
 - What might you want to start?
 - What might you want to stop?



Supporting Your Child's Reading at Home (K-3)

Actions	Examples
Have conversations before, during, and after reading	<i>Ask "Who? What? When? Why? Where? How?" Make connections (author, book to world)</i>
Break sentences into words, words into smaller words, words into syllables	<i>Ask "How many words in the sentence? What small words can you break this big word into? How many syllables are in this word?"</i>
Sound words out	<i>Ask "How does this word start? What's the next sound? What's the next sound? Put it together. What word?"</i>
Read with your child daily	<i>Read to your child, you read then child reads same text, read the text at the same time</i>

Activity 3.2: Conversations Before, During, After

- [IES Read Alouds: A Parent and Teacher Guide to Read Aloud in Pre-K, K, and 1st Grade](#)
- [IES REL Southwest 1st Grade Read Aloud with Word Meanings](#)
- [IES REL 2nd Grade Read Aloud with Echo Reading](#)
- [IES REL 3rd Grade Read Aloud with Word Meanings](#)

Supporting Your Child's Reading at Home: Break it down

- Example: *Break sentences into words, words into smaller words, words into syllables*
- Listen to the sentence.
 - # words _____
- Listen to the word.
 - What smaller words are in this word?
- Listen to the word.
 - : # syllables _____



Supporting Your Child's Reading at Home: Sound it out

- Example: *Sound it out*
 - How does this word start?
 - What's the next sound?
 - What's the last sound?
 - Put it together.
 - What's the word?



Activity 3.3: Breakout Room Practice

- Practice with a partner (Family role, Child role)
 - Family role: find a sentence and practice the *Break it Down* Routine
 - **Read a sentence. Say:** “**Listen** to the sentence. How many words?”
 - **Say a word. Say:** “**Listen** to the word. Break it down. What smaller words?”
 - **Say a word. Say:** “**Listen** to the word. How many syllables?”
 - Family role, find a word in the passage, and practice the *Sound it Out* Routine
 - Say, “How does this word start?”
 - Say, “What’s the next sound?”
 - Say, “Put it together.”
 - Child role, respond to each question and use the checklist together

Supporting your Child at School

- Building trusting relationships
- Communication to/from school
- Asking questions, giving input
- Partnering around data, graphs, goals, outcomes, action plans
- Partnering around school improvement, selecting interventions or assessments, professional learning



4. Wrapping it up

SESSION EVALUATION

- Trainers, add the session evaluation link from the MiMTSS Data System
- When you get to this slide in training, go to the link and provide a preview of the questions and how to complete the feedback

Upcoming Events

- Sources of Reading Difficulties, 2/6
- Reading Assessments to Inform Children's Assets and Needs, 2/27
- MDE's Dyslexia Guidance, 3/27
- Supporting Older Children with Reading Needs, 4/30
- Distinguishing Between an IEP and an Individualized Reading Improvement Plan, 5/29

Activity 4.1: Reflection

Chat waterfall:

I used to think _____ but
now I know _____.



Closing

- Today we:
 - Differentiated between myths and facts
 - Summarized how the brain learns to read and the learning progression
 - Reflected on how we can support literacy at home and school
 - Practiced accurately sharing information and resources
 - Discussed reflections and next steps
- Next time, we will look closely at common places where reading breaks down.

Questions



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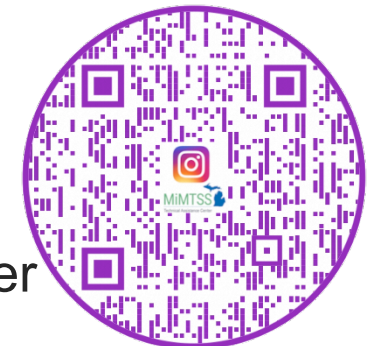


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