

# Parents' Read-at-Home Plan for Student Success

Supporting Education at Home

2019-2020



**Division of Literacy**

Office of Elementary Education and Reading  
601-359-2586



# Mississippi Department of Education

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## VISION

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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

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

# State Board of Education Goals

FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1

**All  
Students  
Proficient  
and  
Showing  
Growth in  
All  
Assessed  
Areas**



2

**Every  
Student  
Graduates  
from High  
School and  
is Ready  
for College  
and Career**



3

**Every  
Child Has  
Access  
to a High-  
Quality  
Early  
Childhood  
Program**



4

**Every  
School Has  
Effective  
Teachers  
and  
Leaders**



5

**Every  
Community  
Effectively  
Uses a  
World-Class  
Data System  
to Improve  
Student  
Outcomes**



6

**Every  
School and  
District is  
Rated “C”  
or Higher**



# Session Topics

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- Tips for Parents and Families
- Parent Read-at-Home Plan
  - Practice activities for each of the 5 components of reading



# Families as Partners

- 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?



# Tips for Parents And Families

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# How can families support education?

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- Parents and guardians must communicate regularly with teachers to know their child's reading level.
- Parents and guardians must be notified immediately if a reading deficiency is identified.
- At-home reading strategies will be shared with families to help increase reading proficiency.
- Address any concerns as early as possible.

# Communicate with Your Child

One of the best ways to support your child is through two-way **communication.**

- **It develops positive speaking and listening skills.**
- **It informs you of what your child is learning in school.**
- **It gives insight on how your child thinks and feels about school.**





# Show That Reading is Valued

- You may **read to your child**, your **child may read to you**, and/or you may **read together**.
- It is recommended that children **read at home** for a minimum of 20 minutes daily.
- Visit **libraries, book trade stores, and yard sales** to help create your **home library**.
- Expose your children to different types of **reading material**.



# Parent Read-at-Home Plan



# Parent Read-at-Home Plan

What are some questions I should ask a teacher about my child's reading progress?



- ☐ Is my child reading on grade level? What does “reading on grade level” look like?
- ☐ What test does my child take to find out if they are reading on grade level?
- ☐ How far below grade level is my child reading?
- ☐ What specific areas of reading is my child struggling with? What activities can I do with my child at home to help?
- ☐ What additional supports are being provided to my child? How frequently, and for how much time?
- ☐ How frequently will we meet to discuss my child's reading progress?

# Parent Read-at-Home Plan

## Important Words Parents Should Know

### Benchmark

How a child performs in reading compared to other children their age or what they are expected to know

### Reading Deficiency

A specific weakness in one of the five components of reading (phonological awareness, phonics, fluency, vocabulary, or comprehension)

### Diagnostic

An additional test that tells why a child is not reading at benchmark by looking deeply at a specific area, and what may be done to help in this area

### Reading Intervention

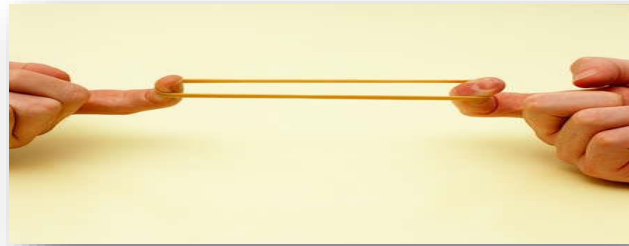
Additional, specific small-group instruction to increase or improve childrens' skills in the five components of reading (phonological awareness, phonics, fluency, vocabulary, or comprehension)

### Screeners

A test used to identify students who fall at or below benchmark; usually given three times a year

# Phonemic Awareness – *the ability to hear and distinguish sound*

- Play a game in which you say a word and your child has to **break apart all the sounds**. Ask your child to stretch out a word like dog, and he/she can pretend to stretch a word with a rubber band. Your child should say /d/ /ŏ/ /g/.



- Orally provide pairs of **words that rhyme** and pairs that do not rhyme (Ex: pan/man; pat/boy). Ask, “Do ‘pan’ and ‘man’ rhyme? Why? Do ‘pat’ and ‘boy’ rhyme? Why not?”



# Phonics — *the ability to understand the relationship between letters and the sounds they represent*

- Point out **words that begin with the same letter** as your child's names (for example, *John* and *jump*). Talk about how the beginning sounds of the words are alike.
- **Make letter-sounds** and ask your child to draw matching letters in cornmeal or sand.
- **Building words** - Using magnetic letters, make a three letter word on the refrigerator (cat). Have your child read the word and use it in a sentence. Every day, change one letter to make a new word. Start by changing only the beginning letter (cat, bat, hat, sat, mat, rat, pat). Then change only the ending letter (pat, pal, pad, pan). Finally, change only the middle letter (pan, pen, pin, pun).



# Fluency — *the ability to read with sufficient speed to support understanding*

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- **Repeated reading** - Choose a passage that will not be very difficult for your child. Read the passage aloud to your child, and then read it together, helping your child figure out any tricky words. Next, have your child read the passage to you with a focus on accuracy. Finally, have your child read the passage to you again, paying attention to fluency and expression. The goal is to sound smooth and natural.
- **Use different voices** - When reading a familiar story or passage, try having your child use different voices. Read the story in a mouse voice, cowboy voice, or a princess voice. This is another way to do repeated reading, and it adds some fun to reading practice.

# Vocabulary — *the student's knowledge of and memory for word meanings*

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- **Play “categories”** with your child. Name a topic such as “farms” and ask your child to think of all the words he/she can related to that topic. This is a great way to build word knowledge!
- Trips to everyday places build vocabulary. **Discuss what you are doing and seeing** as you are going through the store, for example. “I’m here in the bakery. I can find donuts, cookies, and bread.” Ask your child, “What else do you think I could find here?”



# Comprehension — *the ability to understand and draw meaning from text*

- **Before reading** - Point out the title and author. Look at the picture on the cover and ask, "What do you think you'll learn about in this book? Why?" This helps your child consider what he already knows about the topic.
- **During reading** - Don't forget the captions, headings, sidebars, or any other information on the page. Young readers tend to overlook these, so it's a good idea to show that the author includes lots of information in these "extras".
- **After reading** - Ask your child, "What was it mostly about? What do you still want to know? Where could you find out?"

# Contact Information

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