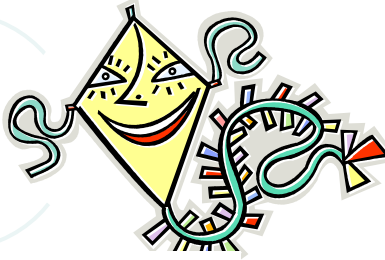




Title 1 Newsletter

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T1 EVENTS & HIGHLIGHTS:

- Charlotte Lockhart Award 2/28
- Read Across America 3/2
- NSD T1 Parent Meeting at Maple Point 3/7
- Reading Horizons Workshop 3/16 at Schweitzer
- Reading Olympics 3/28
- Parent Workshop at Bucks County IU #22 4/19
- Kindergarten registration has begun!

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Dear Parents,

It has truly been our pleasure working with your youngsters this year. We have watched each child grow and develop as a reader. Schweitzer Star Readers are not only expanding their literacy skills but they are also boosting their reading confidence. Feeling competent and confident are equally as important as skill development. Be sure to celebrate all of your youngster's successes!

This issue of the Title 1 Newsletter is de-

signed to keep you informed about what we are accomplishing in our Schweitzer Star Reader classrooms, upcoming events and reading research news. Be sure to visit our section on Apps for Literacy. It is packed with apps your youngster can use at home to practice literacy skills.

We have worked with 90 Star Readers throughout the year. We have met most days for 30 minutes. During this time stu-



dents have worked in small groups or on an individual basis. We have worked on phonological awareness, alphabetic principle, fluency, and comprehension.

Parent Conferences

Much thanks to all of our dedicated parents. We enjoyed meeting with most of you during midyear conference time.

Your child's progress is due to the efforts of the learning team— the child, the parents/guardians, and the

teachers. As part of our team, **YOU** have the most influence on your child's academic success. Thank you for your active support! We are looking forward to meeting with you again in June.



The 5 Big Areas in Reading...

By: READING RESOURCE.NET
By: READING RESOURCE.NET

Teaching reading IS rocket science and unfortunately the difficulty of learning to read and teaching it has been underestimated, one reason why many children develop reading problems. For an in-depth review of what expert literacy teachers and parents should know about reading development, read the 5 Big Areas of Reading overview.

1. **PHONEMIC AWARENESS** - Part of phonological awareness, phonemic awareness is the ability to hear and manipulate the individual sounds in words. For example, taking the spoken word "dog" and separating it into three distinct sounds, /d/ /o/ /g/ requires phonemic awareness skill.

Why is phonemic awareness important? It's simple. Because of it's strong correlation to reading fluency. The research is clear; children who develop strong phonemic awareness skills at an early age are more likely to become fluent readers and better spellers than children who do not. Read that last sentence again! Kids need strong phonemic awareness skills to support literacy development! When teaching reading, we must include phonemic awareness.

Parent Tips - Parents, make sure you are building phonemic awareness skills at home! Also, make sure phonemic awareness is explicitly taught in your child's kindergarten and first grade classrooms!

2. **ALPHABETIC PRINCIPLE** - The understanding that letters are used to represent the speech sounds of our language. Children must demonstrate the ability to associate sounds with letters and use these sounds to form words. We use the letters of the alphabet often alone (basic code),

often in two's and in groups of three and four (advanced code) to represent the sounds in our language.

In a perfect world, our written language would consist of just basic code. Every sound in our language would have just one letter assigned to it. Our written language would be very simple to decode. Teaching reading would be easy and reading and spelling problems would be few and far between. Unfortunately, our written alphabetic code contains advanced code. Quite frequently, sounds are represented by more than one letter and letters represent more than just one sound. The more advanced the code, the more difficult it is to crack that code. The more difficult it is to crack, the more difficult it is to read fluently. The better children understand the code the more automaticity they will develop.

Let us be very clear: Advanced code creates many of the reading and spelling problems our children experience. For dyslexics, the advanced code can be a nightmare. Here is the good news! When our code is taught properly, many of these literacy difficulties go away. So what is the key to our children learning to read? Effectively teaching them to break the c o d e !

Parent Tips - Parents, be sure your children master the written code.

3. **READING FLUENCY** - Reading Fluency is the ability to read a text accurately, quickly, and with appropriate expression. Fluent readers demonstrate an effortless and automatic ability to read words in connected text. They read as if they were speaking.

Ultimately, the purpose for reading is

comprehension. There is no point to reading if not to gain information. While reading comprehension is the ultimate goal of reading, reading fluency is the key to achieving it! Without sufficient reading fluency, children will not have sufficient comprehension. Let me reiterate this fact! If we want our children to comprehend we must teach them to be fluent first! Too often, this is the neglected goal of reading instruction and our children have suffered because of it. Thankfully, research has provided us with widely recognized reading strategies that sufficiently teach reading fluency. Our charge is to implement these strategies when teaching reading and purposely teach our children to read fluently.

Parent Tips - Have your children read aloud to you as much as possible. While silent reading serves a purpose, it is not a proven way to increase oral reading fluency!

4. **VOCABULARY** - Vocabulary refers to the words we must know in order to communicate effectively. With relationship to reading, vocabulary plays an important role in two major ways.

- When learning to read, children have a much more difficult time learning to read words that are not already a part of their oral vocabulary.

- Vocabulary is very important to reading comprehension. Simply put, children cannot understand what they are reading without knowing what most of the words mean.

Children learn most of their vocabulary indirectly through everyday experiences but some vocabulary should be taught directly to support reading comprehension.

Teaching reading IS rocket science and unfortunately the difficulty of learning to read and teaching it has been underestimated, one reason why many children develop reading problems

NSD Title 1: Award Winning Literacy Program!

4 years ago, Neshaminy School District adopted the **Reading Horizons** reading program for Title I schools to supplement core instruction and to use with students that needed the extra support. The program compliments the core...plus more!

Reading Horizons has begun recognizing school programs for their excel-

lency in literacy instruction. Each year a select few organizations nationally receive the **Charlotte Lockhart Award**. Reading Horizons recommend organizations that use Reading Horizons and that they feel exemplify the spirit and passion of the educator who developed the "Discovery Intensive Phonics for Yourself" method used in Reading Horizons. It is an Orton-Gillingham based

approach to literacy instruction.

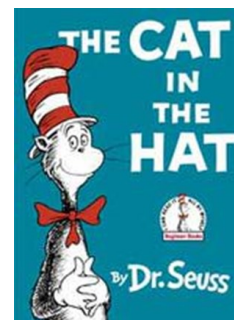
The NSD Title I Program is proud to be the recipient of the Charlotte Lockhart Award. At the NSD board meeting on February 28th, Tyson Smith, President of Reading Horizons, presented the NSD Title I literacy team with this prestigious award.

Read Across America: What does it have to do with Dr. Seuss?

This year each primary Star Reader received a Dr. Seuss book for Read Across America Day! Read Across America, an annual project of the National Education Association (NEA), began in 1997. Its purpose is to

motivate kids to read and to spotlight the importance of reading. [Read Across America Day](#), the annual celebration of reading, takes place on or around Dr. Seuss's birthday, which is March 2nd. According to the NEA,

"Motivating children to read is an important factor in student achievement and creating lifelong successful readers. Research has shown that children who are motivated and spend more time reading do better



What is SPAC?



SPAC stands for the State Parent Advisory Council. The Pennsylvania Department of Education (PDE) created the Title I State Parent Advisory Council (SPAC) in 1990. SPAC includes parents of children participating in Title I. The purpose of this council is to share ideas with the Division of Federal Programs about involving Title I parents to increase student achievement. SPAC parents advise PDE on many

aspects of parent involvement- from working with children at home to developing partnerships among parents, teachers, administrators, and community leaders to create effective and engaging parent involvement programs. SPAC has three main goals:

To distribute information and share ideas that will increase parent participation in Title I programs.

To identify successful parent

involvement programs that can become models for schools with limited parent involvement.

To give parents the skills and knowledge to become advocates for Title I children.

SPAC accomplishes these goals through three major activities:

An annual Title I parent training conference;

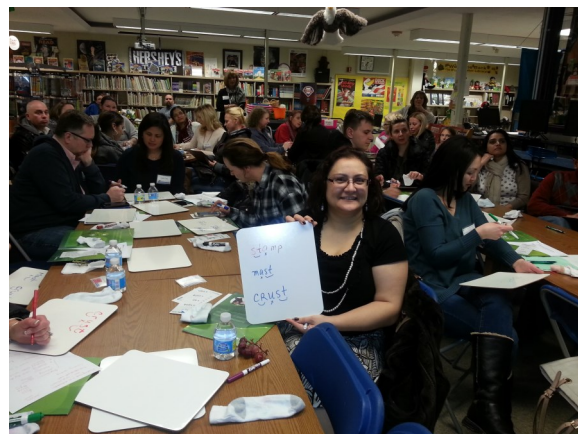
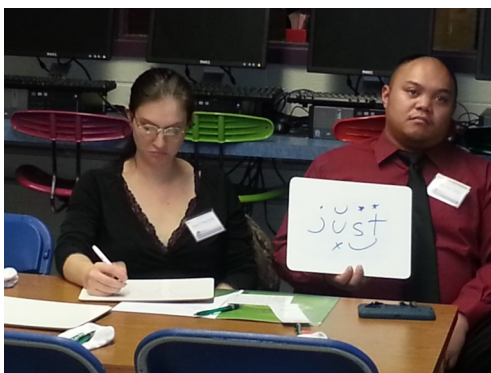
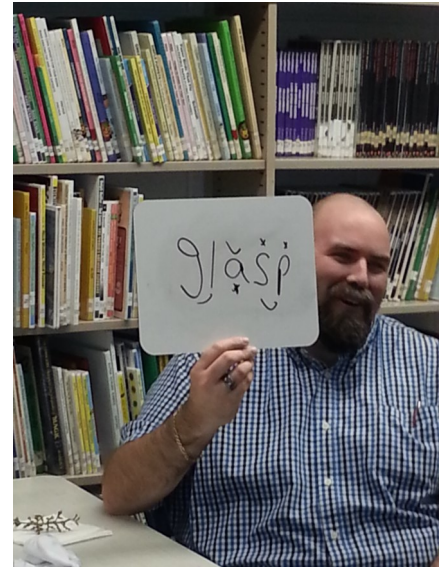
A statewide parent resource center;

Visits to Title I schools that request assistance in increasing parent involvement

The Title I State Parent Advisory Council is funded with Title I State Administration Funds by the Pennsylvania Department of Education, Division of Federal Programs through contract with Midwestern Intermediate Unit IV. Get involved with SPAC by attending the summer conference. Just ask Ms. Maurizi about how you attend with your child.

Reading Horizons Parent WORKSHOP HIGHLIGHTS

Research says that the earlier in a child's educational process parent involvement begins, the more powerful the effects. The most effective form of parent involvement are those, which engage parents in working directly with their children on learning activities at home. Schweitzer parents partnered with parents from Miller & Hoover, NSD Title 1 reading specialists and Reading Horizons presenter, Matt Crismon to learn about the Discovery program. Parents learned about the Reading Horizons methodology and how to use this new learning to support developing readers at home! Take a look at our parents working hard at breaking the



Pennsylvania System of School Assessments (PSSAs)

The following information has been taken directly of the PA Dept. of Education’s website regarding the PSSAs.

“The Pennsylvania System of School Assessment (PSSA) is an annual assessment administered in commonwealth classrooms in grades 3 through 8, and in English Language Arts and Mathematics. Pennsylvania adopted more rigorous PA Core Standards in late 2013 and the 2015 PSSA marks the first time the assessment was fully-aligned to the standards. These new, more rigorous standards aim to better prepare students for the 21st century work force. Assessment scores represent a snapshot in time of student performance, and should not be considered the sole indicator of student achievement. Standardized assessments, like the PSSA, help Pennsylvania meet federal and state requirements, as well as provide educators, stakeholders, and policymakers with important information about the commonwealth’s students and schools, and inform instructional practices.”

Students in third and fourth grade at Schweitzer will participate in the PSSAs. Third grade will be taking assessments measuring their understanding of the grade level English/Language and Math standards. Fourth grade will be taking assessments measuring their understanding of the grade level English/Language arts, Math and Science standards. Below is the testing window for these exams. Parents can expect detailed score reports to be sent home in October 2017.

Assessment	Dates	Grade(s)
English Language Arts	April 3-7, 2017	Grades 3-8
Mathematics	April 24-28, 2017	Grades 3-8
Science	May 1-5, 2017	Grades 4,8
Make-Up	May 8-12, 2017	

Remember to Have Your Youngster Read Aloud!

Advantages to Reading Aloud...

Reading aloud is a wonderful tool to help students learn to read smoothly and build fluency skills, continuity and confidence. I encourage students of all ages to read aloud. Not only will this help you comprehend what you are reading, it will also allow you to listen back for your voice. Hearing your voice will assist you in identifying your unique writing voice. Learning to read aloud with confidence and clarity reaps many benefits.

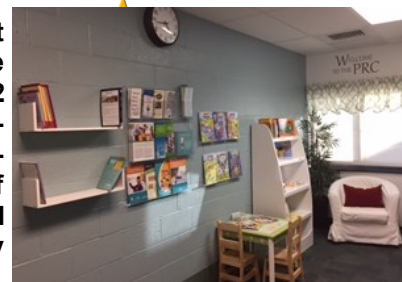
Here are some advantages to reading aloud:

- Reading aloud helps you cultivate your internal listening skills, which in turn assists you in discovering your unique writing voice.
- Reading aloud sharpens your ear so that you are able to detect authentic dialogue and flowing narrative.
- Reading aloud helps improve your diction and expression, which you will then transfer into your speaking voice and writing voice.
- Reading aloud improves your visual memory and ability to see images in your mind.
- Reading aloud improves your spelling. You are sounding out words, detecting syllables, and visually connecting to the words. All of these processes enhance spelling awareness.
- Reading aloud is the best exercise you can do to improve your own writing and speaking. It is great practice for public speaking, speech and drama and acting in theater!



Schweitzer Parent Resource Center is Unveiled...

After months of work, the new Parent Resource Center at Schweitzer opened for business February 23 with an open house. The PRC is a room where Schweitzer families can come between 10 am - 2 pm each school day to research and sign up for a number of educational and community resources. The center includes a lending library of materials, computer access and other support for a variety of services. It is designed to ensure the academic and social-emotional well-being of every student at Albert Schweitzer Elementary by providing a center for accessing those programs and help.



The PRC was made possible by a \$3000 grant from the Foundations Community Partnership, won by the School Wide Positive Behavior Intervention and Support team at Schweitzer last year. A number of local social service organizations attended the open house and donated materials that will be available to families using the PRC.



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Apps For Literacy!

Sight Word Flip It-This app is fantastic for teaching Sight Words and advanced phonics patterns (AKA advanced code). Learn more about Sight Word Flip It on Reading Resource.net

Price: \$2.99

Grade Level: 1-2

Device: iPad, iPhone, iPod Touch

Alpha Writer is a Montessori-style learning app that helps teach kids letter sounds and how to form words by combining different letter sounds. There's a tactile approach to the learning here, as kids can

physically manipulate the letters onscreen. They'll hear the sound of each letter as they touch it, and can position them in any order they please to form words. The app has two sections. The first asks kids to spell words after seeing a picture of the word and hearing it spoken. The second section lets kids use letter and images to write their own story. Stories can be saved as photo files on your device.

Price: \$2.99

Grade Level: K

Device: iPad, iPhone, iPod Touch

iSpy Phonics matches phonic sounds with letters, through colorful illustrations, pictures and accurate pronunciation, all this while playing the age old game of I Spy. It provides a fun and highly interactive way to help children learn to recognize letters and their phonic sounds. This app allows children to match phonic sounds with letters, through illustrations, pictures, and accurate pronunciation while playing the game of I Spy. (Compatible with iPad, iPhone, iPod touch)



Question Builder is designed to help children learn to answer abstract questions and create responses based on inference. Use of audio clips promotes improved auditory processing for special needs children with autism spectrum disorders or sensory processing disorders. Audio clip reinforcement can be turned on or off for non-special needs children.

Price: \$5.99

Grade Level: K-5

WWWDot

Superkids-K-2 The new parent portal enables parents to receive communications from teachers, launch Superkids online games and interactive books for their children at home, and access informational resources from Rowland Reading Foundation.

www.rowlandreading.com

(upper right, click parent login)

Reading Rockets offers a wealth of reading strategies, lessons, and activities designed to help young children how to read and read better. Our reading resources assist parents, teachers, and other educators in working with struggling readers who require additional help in reading fundamentals and comprehension skills development."

www.readingrockets.org

Storyline-This is a website of picture books for all ages (some really good Patricia Polacco stories) that are read aloud by actors. You mostly see the original illustrations with the words at the bottom. Each story includes activities you can do with your child.

[Storyonline.com](http://www.storyonline.com)

Book Adventure - Using Book Adventure, young readers not only receive the intrinsic satisfaction of reading a book and demonstrating their comprehension through short quizzes, but also earn rewards for reading and demonstrating comprehension of the books they've read.

<http://www.bookadventure.com>

Parent Resources

BIG IDEAS IN BEGINNING READING

There are 5 big ideas in beginning reading: phonemic awareness, alphabetic principle, fluency with text, vocabulary, and comprehension. Big Ideas in Beginning Reading is a website designed to provide information about those very important foundational skills.

http://reading.uoregon.edu/big_ideas/

READING ROCKETS

Reading Rockets offers a wealth of reading strategies and activities to help children learn how to read better!

<http://www.readingrockets.org/audience/parents/>

SUPERKIDS--ROWLAND READING COMPANY

The parent portal is for current users of Superkids. Be sure to provide a valid email address to your child's classroom teacher so an account can be set up for your child's home use!

<http://www.rowlandreading.org>

SCHOLASTIC PARENTS - RAISING READERS AND LEARNERS

Videos, tools and parent guides! Learn how to boost your child's achievement! Links to other resources.

<http://www.scholastic.com/parentsU.S.>

DEPARTMENT OF EDUCATION

<http://www2.ed.gov/parents/read/resources/edpicks.jhtml>



Poetry Corner!

Waiting to Grow!

Little white snowdrop just waking up,
Violet, daisy, and sweet buttercup,
Think of the flowers that are under the snow,
Waiting to grow!

And think what a number of queer little seeds,
Of flowers and mosses, of ferns and of weeds,
Are under the leaves and under the snow,
Waiting to grow!

Think of the roots getting ready to sprout,
Reaching their slender brown fingers about,
Under the ice and the leaves and the snow,
Waiting to grow!

No seed is so small, or hidden so well,
That God cannot find it; and soon he will tell
His sun where to shine, and His rain where to
go,
Making it grow!



MARCH WIND

**March wind is a jolly fellow;
He likes to joke and play.
He turns umbrellas inside out
And blows men's hats away.
He calls the pussy willows
And Whispers in their ear,
"Wake up you little lazy seeds;
Don't you know that spring is
here?"**



THE WIND...

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the
grass--

O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.

I felt you push, I heard you call,
I could not see yourself at all--

O wind, a-blowing all day long,
O wind, that sings so loud a song!

O you that are so strong and cold,

O blower, are you young or old?

Are you a beast of field and tree,

Or just a stronger child than me?

O wind, a-blowing all day long,

O wind, that sings so loud a song!

-by Robert Louis Stevenson