



Title 1 Newsletter

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- * Title 1 Conferences
2/2017
- * Reading Horizons
Workshop 2017
- * DIBELS Testing
1/2017

DEAR PARENTS & GUARDIANS:



This is the first of three issues of the Albert Schweitzer Title 1 Newsletter for the 2016-2017 school year. It is published to keep you up to date on recent reading research, and informed about what is happening in your child's Title 1 classroom.

This year, we invited to 80 students from kindergarten through fourth grade to participate in the Title 1 reading program. Children are seen up to 5 days each week for thirty minutes of supplemental reading

instruction. During this time, these youngsters work in a small group and on individually designed activities, which promote basic skill growth in the areas of phonological awareness, alphabetic principle, decoding, fluency, and comprehension.

Direct instruction in alphabetic principle allows our students to learn the alphabetic code, while at the same time strengthening skills of segmenting, blending, and phoneme ma-

nipulation, these are all necessary skills for proficient reading development. Learning is accomplished in the meaningful context of words, sentences, and stories.

Students read both decodable and leveled text. There are many opportunities for guided and independent practice. Our goal by the end of the year, has been to lower significantly the percentage of students, who score at the partially proficient level.

Title 1 Fall Parent Involvement Events!

A sincere thank you to all of the parents and guardians that attended Title 1 sponsored, parent involvement events! We have had three so far. In order to accommodate busy schedules, we offered two dates this year for our **Annual Fall Meeting**. The first was Friday afternoon, October 28th. The second date was Tuesday evening, November 1st.

Those that attended had the opportunity to learn about the program, meet the reading specialists and visit our Title 1 center. Additionally, our attendees had valuable conversations regarding the program, parent involvement and the literacy learning continuum. Topics that were discussed included phonemic awareness, alphabetic principle, fluency and comprehension.

The Parent Advisory Council met December 6th to discuss ways in which we can support family engagement through the Title 1 program. Parents reviewed and revised the Title 1 Compact and The Parent Involvement Policy Survey.

A small percentage of Title 1 budget is available to be allocated to Parent Involvement. Parents provided feedback on ways we might use those funds in accordance with the results of the Title 1 Parent Involvement Funds Survey.

On Tuesday night, December 6th, parents participated in a **workshop, Breaking the Code**, that

highlighted ways to help developing readers tackle **alphabetic principle**. This workshop focused on developing letter-sound knowledge, a key component of beginning reading. Letter-sound understanding and fluency support reading, spelling and writing!

Parents that participated in the workshop gained new knowledge about how letters, sounds and how words work. Now they can use that knowledge to better assist themselves in supporting their youngster at home. Congratulations to Aubrey Lascala and Brian McManus! Both students were book basket winners.

Reading Research: The Big Five

Where did the 5 Big Ideas in Beginning Reading come from? In 1997, congress asked the NICHD, along with the U.S. Department of Education, to form the [National Reading Panel](#) to review research on how children learn to read and determine which methods of teaching reading are most effective based on the research evidence. The panel included members from different backgrounds, including school administrators, working teachers, and scientists involved in reading research.

The [National Reading Panel](#) was formed. Many of the nation's children have problems learning to read. If they don't get the help they need, these children will fall behind in school and struggle with reading throughout their lives. Although parents, teachers, and school officials work hard to help kids learn to read, there have been many

different ideas about what ways of teaching reading worked the best - and some ideas contradicted each other. Congress asked the NICHD and the U.S. Department of Education to form the [National Reading Panel](#) to evaluate existing research about reading and, based on the evidence, determine what methods work best for teaching children to read.

Specifically, congress asked the panel to:

- Review all the research available (more than 100,000 reading studies) on how children learn to read.
- Determine the most effective evidence-based methods for teaching children to read.
- Describe which methods of reading instruction are ready for use in the classroom and recommend ways of getting

this information into schools. Suggest a plan for additional research in reading development and instruction.

In addition, the [National Reading Panel](#) held public hearings where people could give their opinions on what topics the panel should

What are the findings of the [National Reading Panel](#)?

The [National Reading Panel's](#) analysis made it clear that the best approach to reading instruction is one that incorporates explicit instruction in phonemic awareness, systematic phonics instruction, methods to improve fluency, and ways to enhance comprehension. The following is a summary of the panel's findings:

Concept	Description	Finding
Phonemic Awareness	Means knowing that spoken words are made up of smaller parts called phonemes. Teaching phonemic awareness gives children a basic foundation that helps them learn to read and spell.	The panel found that children who learned to read through specific instruction in phonemic awareness improved their reading skills more than those who learned without attention to phonemic awareness.
Phonics Instruction	Phonics teaches students about the relationship between phonemes and printed letters and explains how to use this knowledge to read and spell.	The panel found that students show marked benefits from explicit phonics instruction, from kindergarten through 6th grade.
Fluency	Fluency means being able to read quickly, knowing what the words are and what they mean, and properly expressing certain words - putting the right feeling, emotion, or emphasis on the right word or phrase. Teaching fluency includes guided oral reading, in which students read out loud to someone who corrects their mistakes and provides them with feedback, and independent silent reading where students read silently to themselves.	The panel found that reading fluently improved the students' abilities to recognize new words; read with greater speed, accuracy, and expression; and better understand what they read.
Comprehension: Vocabulary instruction	Teaches students how to recognize words and understand them.	The panel found that vocabulary instruction and repeated contact with vocabulary words is important.
Comprehension: Text comprehension instruction	Teaches specific plans or strategies students can use to help them understand what they are reading.	The panel identified seven ways of teaching text comprehension that helped improve reading strategies in children who didn't have learning disabilities. For instance, creating and answering questions and cooperative learning helped to improve reading outcomes.

How were the findings of the [National Reading Panel](#) used?

The findings of the [National Reading Panel](#) were highlighted in President Bush's plan for improving education - the No Child Left Behind Act.

The NICHD, the National Institute for Literacy, and the U.S. Department of Education also united to form the Partnership for Reading.

The Partnership is an effort to distribute evidence-based reading research - such as the findings of the [National](#)

[Reading Panel](#) - to those who can benefit the most from it. The Partnership works to ensure that the methods of reading instruction used in the classroom reflect evidence-based methods, such as those put forth by the [National Reading Panel](#).

What Research Says About Parent Involvement in Children's Education...In Relation to Academic Achievement

Where Children Spend Their Time

- ⇒ School age children spend 70% if their waking hours (including weekends and holidays) outside of school.

When Parents Should Get Involved

- ⇒ 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.

Impact

- ⇒ 86 % of the general public believes that support from parents is the most important way to improve schools.
- ⇒ Lack of parental involvement is one of the biggest problems facing schools.
- ⇒ Decades of research show that when parents are involved students have:
 - Higher grades, test scores, and graduation rates
 - Better attendance
 - Increased motivation, better self-esteem
 - Lower rates of suspension
 - Decreased use of drugs and alcohol
 - Fewer instances of violent behavior

- ⇒ Family participation in education was twice as predictive of students' success as family socioeconomic status.

- ⇒ The more intensely parents are involved, the more beneficial the achievements effects.

- ⇒ The more parents participate in schooling, in a sustained way, at every level—in advocacy, decision making and oversight roles, as fundraisers and boosters, as volunteers and paraprofessional, and as home teachers—the better for student achievement.

Parent Expectations and Student Achievement

- ⇒ The most consistent predictors of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education at school.
- ⇒ Parents of high achieving students set higher standards for their children's educational activities than low achieving students.

Major Factors of Parent Involvement

- ⇒ Three major factors of parental involvement in the education of their children:

Parents' beliefs about what is important, necessary and permissible for them to do

1. with and on behalf of their children;

2. The extent to which parents believe that they have a positive influence on their children's education; and
3. Parents' perceptions that their children and school want them to be involved.

Type of Involvement

- ⇒ Families whose children are doing well in school exhibit the following characteristics:

1. **Establish a daily family routine.** (quiet place to study, chores, family dinner)
2. **Monitor out-of-school activities** (TV, video games, after school activities)
3. **Model the value of learning, self discipline, and hard work.**
4. **Express high but realistic expectations for achievement.**
5. **Encourage children's progress/development in school. encourage reading, writing, and discussions among family members.**

- ⇒ When schools encourage children to practice reading at home with parents, the children make significant gains in reading achievement.

- ⇒ Parents who read to their children and have books available contribute to student achievement.

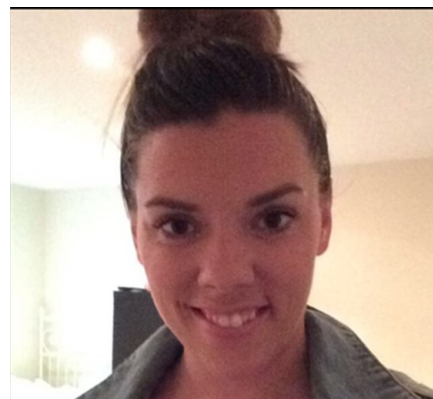
New Face Returns to a Familiar Place

My name is Monique d'Entremont and I'm thrilled to be the new reading specialist at Albert Schweitzer Elementary School. As a 2006 Neshaminy graduate, I've always wanted to return to this community and serve as an educator. I'm lucky enough to be apart of Schweitzer's amazing staff and work with incredible students and their families.

I received my Bachelor's from Penn State University in 2010 and began my teaching career in Alexandria, Virginia in first grade. After completing my

Master's in Reading Education at University of Virginia, I decided to become a literacy coach at a K-6 school.

Currently I'm working with kindergarten, third and fourth grade students. Neshaminy teachers always instilled in me a passion for learning and I want to do the same for my current students. I hope to give students the foundational skills they need to read, write and think like a 21st century citizen. I thank you in advance for your support at home as your child works towards this goal.



Getting Boys Hooked on Reading: How Can Digital Media Help?

By: Dr. Julie Wood as seen in Reading Rockets

Did you know that boys often underestimate their ability to read? That boys, on average, read less than girls? And that boys are often less motivated to read than girls? Not only that: By the time boys reach high school, roughly half of them will describe themselves as "nonreaders."



Several theories may explain why these facts are true. It may be that boys have a different cognitive style than girls, preferring action-oriented activities rather than more traditional classroom tasks. It may have to do with what boys see as a lack of personal choice in reading materials. Research also suggests that many boys view reading and writing as the province

of girls. Left to their own devices, they often distance themselves from books and writing assignments that don't grab them. For more on these theories, see the enlightening article by first-grade teacher Nicole Senn titled "[Effective Approaches to Motivate and Engage Reluctant Boys in Literacy](#)" in the November 2012 issue of *The Reading Teacher*.

So. Where does this leave us? What can we do to entice boys to read and write? And how can digital media help?

We can begin by giving boys more choices about what they read. Boys often like action, adventure, and (sometimes outrageous or salty) humor. They also enjoy nonfiction topics that relate to their lives — animals, cars and trucks, and exciting weather events — to name a few.

Given that most boys love digital devices (right along with girls), eBooks and

eBooks offer new ways to capture their interest. Look for titles with high boy-appeal and invite students to choose the books *they* want to read. Six-year-olds, for example, might enjoy the iBook app version of *The Magic School Bus: Oceans* (Scholastic, \$7.99). Older boys might be captivated by the digital version of the Goosebumps books by R.L. Stein, via Scholastic's digital eReading app called Storia (see [Scholastic](#) for information on pricing).

Also, check out one of my favorite websites, [Guys Read](#). Created by the popular children's author, Jon Scieszka (*The Stinky Cheese Man*, *The True Story of the 3 Little Pigs*, and many more delightful picture books), this site is hard to resist. Take a few minutes to browse the various book genres together, such as "Ghosts," "Cars, Trucks, Etc.," and "At Least One Explosion." You might also explore the "For Little Guys" section, which offers a great collection of mini-book reviews.

Be a Learning Hero!

Have you ever had difficulty helping your child with their homework? Not quite sure what the Common Core is and what content and concepts your child is expected to learn at their grade level?

"Be a Learning Hero" is an organization nationally recognized by National PTA, Scholastic and Great Schools. This online resource is a guide of trusted, easy to use resources to help your child succeed in school.

Learning Hero breaks down grade level expectations by content area and developmental milestones. It gives practical explanations for Common Core standards and how to help your child with every day academic homework and social and emotional development.

We encourage family members to always reach out to your child's teacher and Schweitzer staff when you are in need of resources or information to help your child succeed. Learning Hero

is another great online tool to support their success.

The site is listed below:

<http://bealearninghero.org/>



Develop Early Language Skills with Wordless Picture Books!

By: Reading Rockets

Sharing wordless books is a terrific way to build important literacy skills, including listening skills, vocabulary, comprehension and an increased awareness of how stories are structured.

Wordless picture books are told entirely through their illustrations — they are books without words, or sometimes just a few words. Sharing wordless books with a child provides an opportunity for literacy-rich conversations. Each "reader" listens and speaks, and creates their own story in their own words. Sharing wordless books also reinforces the idea that, in many books, the story and the pictures are connected. Elementary-aged students often enjoy writing down their original story to accompany a wordless book.

Below are a few tips for sharing wordless picture books with a child. Recognize that there are no "right" or "wrong" ways to read a wordless book. One of the wonderful benefits of using wordless books is how each child creates his own story (or stories!) from the same pictures.

- Spend time looking at the cover and talking about the book's title. Based

on those two things, make a few predictions about the story.

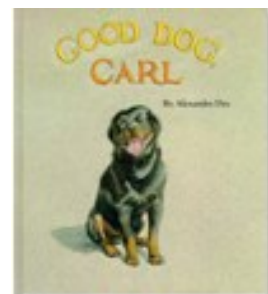
- Take a "picture walk" through the pages of the book. Enjoy the illustrations, which are often rich with detail. Look carefully at the expressions on characters' faces, the setting and the use of color. Talk to each other about what you see. These conversations will enrich the storytelling.
- Enjoy the pictures and point out a few things, but don't worry too much about telling a story yet. Just enjoy the pictures and get a sense of what the book is about.
- Go back through the book a second time and get ready for some great storytelling! Consider going first and acting as a model for your child. Ham it up! Have characters use different voices, add sound effects and use interesting words in your version of the book.
- Encourage your child to "read" you the book with his story. Focus on the words your child uses when he tells

the story. Help your child expand his sentences or thoughts by encouraging him to add information from the illustration's details. One way to encourage more details is by asking "W" questions: Who? Where? When? Why?

- Finish your wordless book sharing by asking a few simple questions: What pictures helped you tell the story? What was your favorite part of your story? Have you had an experience like the one in your story?

Sharing wordless books is a terrific way to build important literacy skills, including listening skills, vocabulary, comprehension — and an increased awareness of how stories are "built," as the storyteller often uses a beginning, middle, end format. Find a list of great wordless picture books here:

<http://www.readingrockets.org/booklist/favorite-wordless-picture-books>



Tips for Teaching Your Child About Phonemes

By: Reading Rockets

Phonemic awareness is the ability to notice, think about, and work with the individual sounds in words. We know that a student's skill in phonemic awareness is a good predictor of later reading success or difficulty. This section contains information about how to develop students' phonemic awareness.

Discover simple at-home activities you can use to help your child understand the connection between the letters of the alphabet and the sound associated with each letter.

As the parent of a young child, you probably have a sense that you should help your child learn the letters of the alphabet. As the foundation for all written words, letters are important because they are the symbols for the small actions your mouth makes as you say words. What's equally important, however, is that your child learns the sound associated with each letter. These individual sounds are called phonemes, and children who know about the connection between a letter and its phoneme have an easier time learning to read.

These four tips were initially written for teachers, but have been adapted here for parents.

Tip #1: Focus on one sound at a time. Certain sounds, such as /s/, /m/, /f/ are great sounds to start with. The sound is distinct, and can be exaggerated easily. "Please pass the mmmmmmmilk." "Look! There's a ssssssssssnake!" "You have ffffffffe markers on the table." It's also easy to describe how to make the sound with your mouth. "Close your mouth and lips to make the sound. Now put your hand on your throat. Do you feel the vibration?" Once your child learns a few phonemes, it will be easier to keep talking about letters and sounds.

Tip #2: Make the learning memorable! Have fun with the letters and sounds. Gestures, such as a "munching mouth" made with your hand can make the /m/ sound much more fun! "Slithering snakes" made with an arm or hand can make the /s/ sound easy to remember. Tongue tickers, also called alliterative words, in which the sound you're focusing on is repeated over and over again, can be a fun way to provide practice with a sound. Try these!

- For M: Miss Mouse makes marvelous meatballs!
- For S: Silly Sally sings songs about snakes and snails.

For F: Freddy finds fireflies with a flashlight.

Tip #3: Help your child listen for the sounds.

One part of learning letters and sounds is being able to figure out if a word contains a particular sound. "Do we hear /mmmmmm/ in the word mmmmmmoon? Do we hear /mmmmmm/ in the word *cake*?" These sorts of activities, done orally with your child, can help him begin to listen for and hear sounds within words.

Tip #4: Apply letter-sound skills to reading.

Putting these skills to work within a book is a powerful way to help your child see the connection between letters, sounds, and words. As you're reading together, find places in the book to point out the letters and sounds you've been working on together. "Look! This page says 'Red fish, blue fish.' There's the /ffffff/ sound we've been having fun with! It's at the beginning of the word *fish*."

These simple tips can help your child develop a very important awareness of phonemes which will serve him well as he begins to learn how to read.

What better gift to give than one that can be shared again and again?

Stories come alive when they are shared. And there is no better time than during the holidays to make memories by sharing stories. They come in lots of formats — as physical books, eBooks, recordings and more.

Give a book, find a story of fact or of fiction, and make a memory. Books are just that kind of gift! They create memories when read by and

with children. Find a book for your youngster that is so engaging that the TV is happily turned off and the iPad and electronic games are put away!



Book Shopping List!

Playing from the Heart,

by Peter H. Reynolds

My Friend Maggie,

by Hannah H. Harrison

I Wish You More,

by Amy Krouse Rosenthal

Waiting, By Kevin Henkes

Janine, By Mryann Cocca-Leffler

The Night Before Christmas,

Illustrated by Charles Santore

The Three Wishes,

by Jon J. Muth

Apps For Literacy!



It's important to keep up with technology in order to help keep the interests of our students. They can also teach us a thing or two about the newest trends. With Smartboards and iPads joining the classrooms, here are some of our teacher's favorite apps:

RAZ-KIDS-With Raz-Kids, students can listen to, read, and even record themselves reading literary and informational eBooks — anytime, anywhere! Corresponding eQuizzes test comprehension and online running records help teachers assess each student. Be sure to ask your youngster's classroom teacher for a username and pass code!

App Store or Online

<http://www.raz-kids.com/main/Login>

ABC Spy-challenges children to create their own ABC experience by taking photos for each letter of the alphabet — take a photo, choose a frame, give it a name. Then make a movie of all your photos to share with friends and family

Interactive Alphabet-offers alphabet matching for babies, toddlers, and preschoolers. Your child can hear words, letters and phonics sounds. This app also includes a "Baby Mode." It auto advances every 15 seconds. This interactive game also teaches upper and lower case letters.

Story Patch-allows the student to create a story from a template (good for those who need some guidance) or from scratch.

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.

WWWdot

SPELLING CITY is a website and an app. This can be used on the iPad or PC. Download all of your red words and spelling words for the entire year. Kids can play games and quiz themselves on weekly spelling words.

ABCMOUSE.COM-Educational activities in all subject areas for youngsters in preschool through kindergarten.

<http://www.abcmouse.com/>

MEDDYBEMPS.COM-Many fun games your youngster can enjoy!

<http://www.meddybemps.com/letterary/index.html>

GAME GOO - LEARNING THAT STICKS-Educational games that help develop early reading skills identified as important language arts building

blocks in state curriculum standards.
<http://www.earobics.com/gamegoo/goeeyhome.html>

SUPERKIDS-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.org](http://www.rowlandreading.org)

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."

<http://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.

[HTTP://storyonline.net/](http://storyonline.net/)



POETRY CORNER

Falling Snow

by anonymous

See the pretty snowflakes
Falling from the sky;
On the wall and housetops
Soft and thick they lie.
On the window ledges,
On the branches bare;
Now how fast they gather,
Filling all the air.
Look into the garden,
Where the grass was
green;
Covered by the snow-
flakes,
Not a blade is seen.

*Winter poems to
read with and to
your child!*



Snowflakes

by Kaitlyn Guenther

Snowflakes are our friends
They descend when winter comes
Making white blankets



Winter Haiku

Pine boughs whispering
Blanket of snow filters in
Softer than a kiss

Cold December night
Moon and stars pave the sky in
Pale pearl and diamonds

