



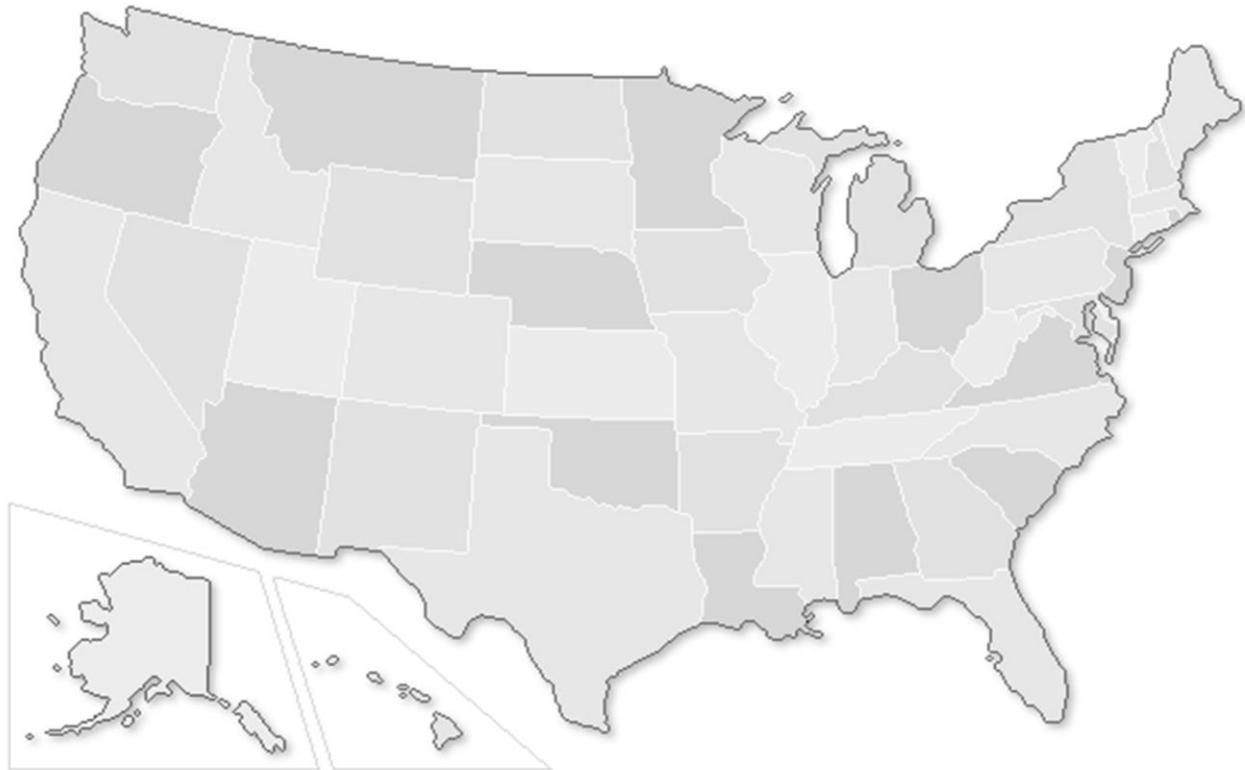
Literacy for
Frontline Staff: Day 1

Prepare for Liftoff

April 21–23, 2020

Starts at 1:00 PM EASTERN TIME

Where Are You?





Literacy: Prepare for Liftoff

April 21, 2020



This presentation was produced under
U.S. Department of Education
Contract No. ED-ESE-14-D-0008
with Synergy Enterprises, Inc.

The views expressed herein do not necessarily
represent the positions or policies of
the U.S. Department of Education.

No official endorsement by the U.S. Department of Education of
any product, commodity, service, methodology, technique, or
enterprise mentioned here is intended or should be inferred.

Disclaimer



Facilitators



Jenn Conner

Lead Education Specialist



Dave McConnell

Lead Training Specialist



Chat Facilitators



Andrew Francis

Education Specialist



Yana List

Education Specialist

David

Dave

David Mazza



David

David Mazza

Dave

Participants (2)

	Dave (Me)		
	David Mazza (Host)		

Zoom Meeting Controls

Raise Hand yes no go slower go faster more

Invite Unmute Me



YOU FO

David

David Mazza

Dave

David Mazza

Participants (2)

- Dave (Me)  
- David Mazza (Host)  

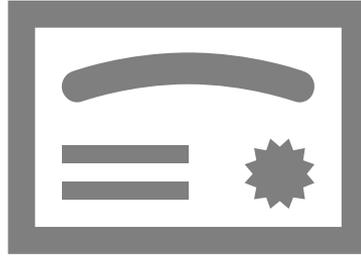
Invite Unmute Me

Notes      10%





Certificates



- One for each virtual event
- Emailed within 1 week



The Series

Prepare for Liftoff: Tuesday, April 21

Let Your Activities Soar: Wednesday, April 22

Nail the Landing: Thursday, April 23

1 p.m. ET

Objectives



- Understand the benefits of high-quality literacy programming.
- Recognize and apply the four areas of literacy.
- Determine student needs using existing data.
- Determine student needs by collecting new data.

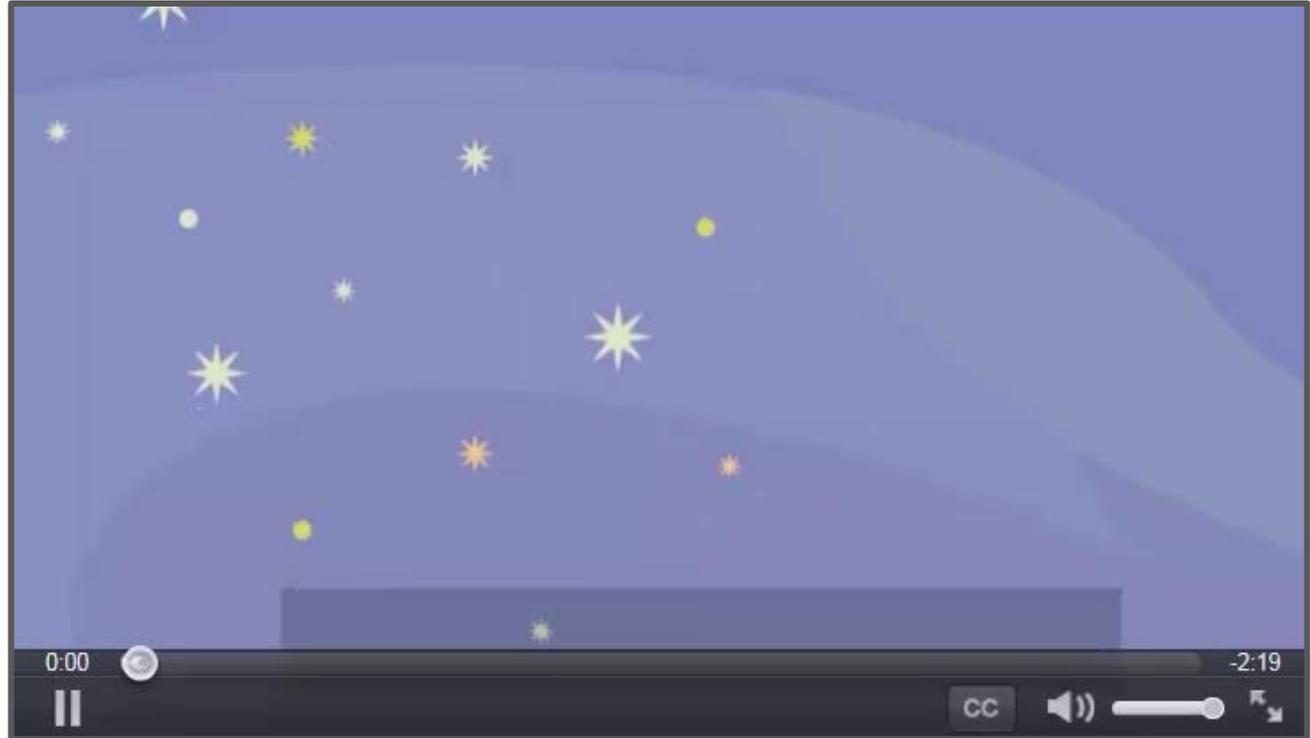


What Do You Hope to Learn Today?

POLL



Literacy





What Is Literacy?





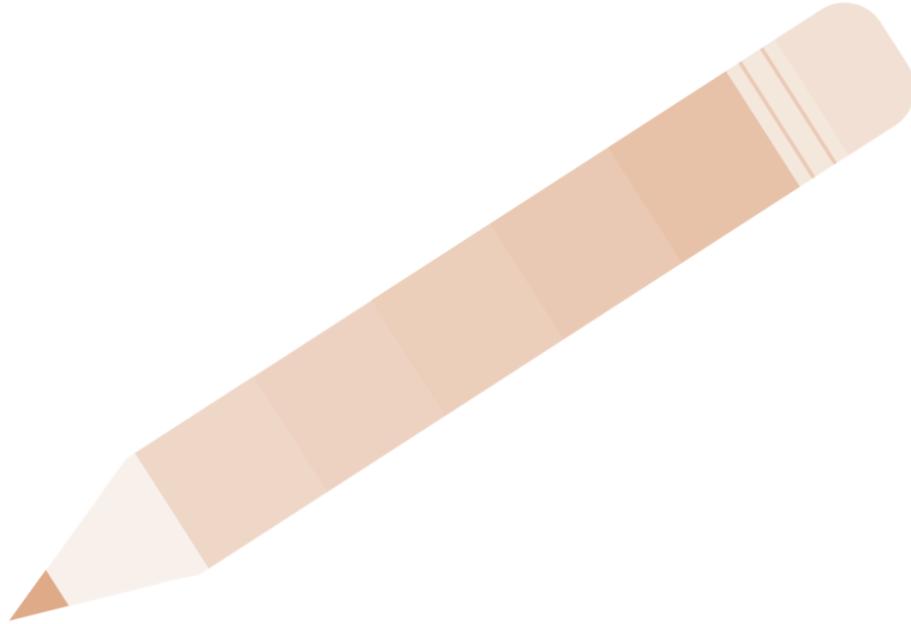
What Is Literacy?



- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension



What Is Literacy?



Writing



What Is Literacy?



Speaking

What Is Literacy?



Listening





Game: Which literacy component is it?

Children are taught to match letters to sounds to understand letter-sound patterns and exceptions, and to use this knowledge to sound out words they don't know.



Game: Which literacy component is it?

Students and families come together once a month for family literacy night. Families share their favorite stories in English and their home languages.



Game: Which literacy component is it?

At the end of program day, students complete a reflection journal. Students draw and label the drawings. The labels are either words, phrases, sentences or paragraphs, depending on individual ability.



Realities

- Low-income families often have few books in the home.
- Children who don't hear a variety of words spoken or read at home can enter school with weaker vocabularies than their peers.
- Students who struggle with the basics of reading are unable to use reading as a way to learn about other content.
- Poor literacy skills limit a person's ability to access and understand basic health-related information.



Benefits



Student
and
Family



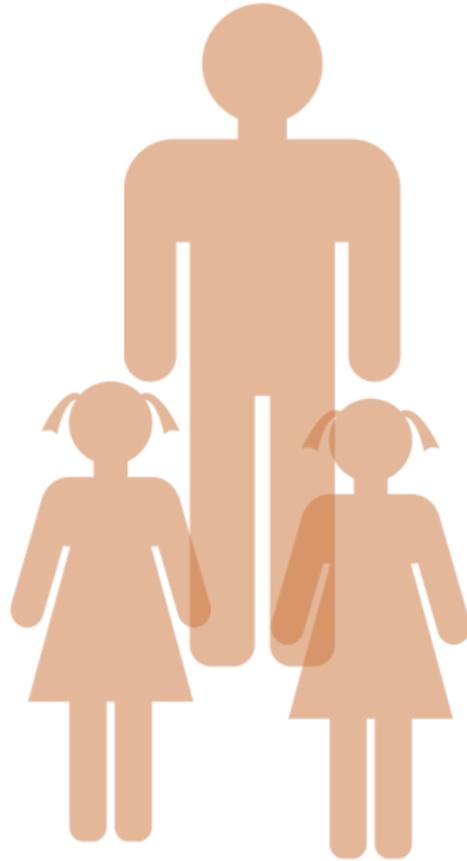
School

Community

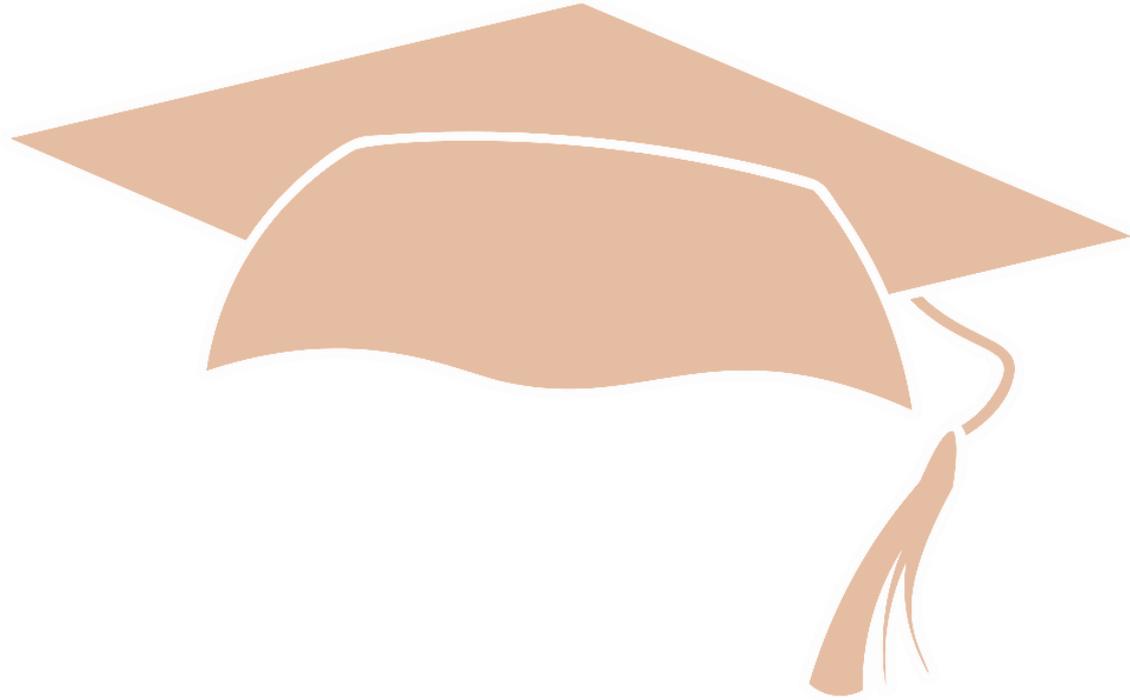




Student and Family Benefits

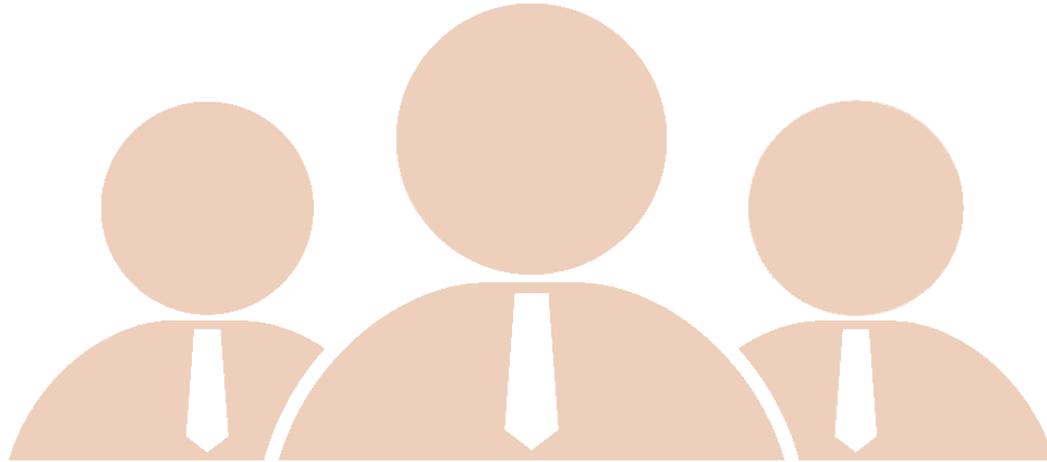


School Benefits





Community Benefits





What area of literacy do your students need the most help with?

POLL



Special Guest





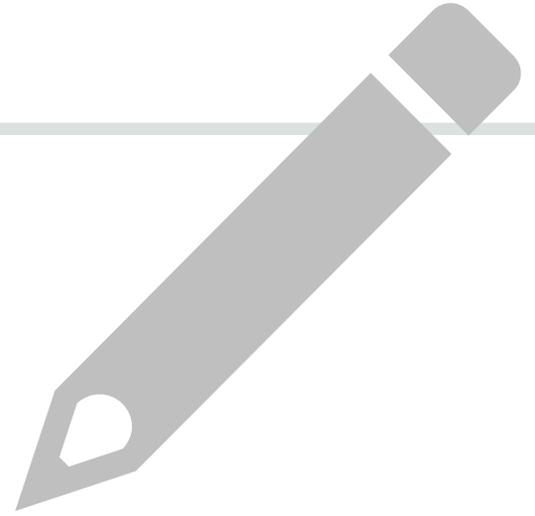
Preparing for Activities





Guided by Numbers

- Review data.
- Clearly state your needs.
- Write SMART goals.



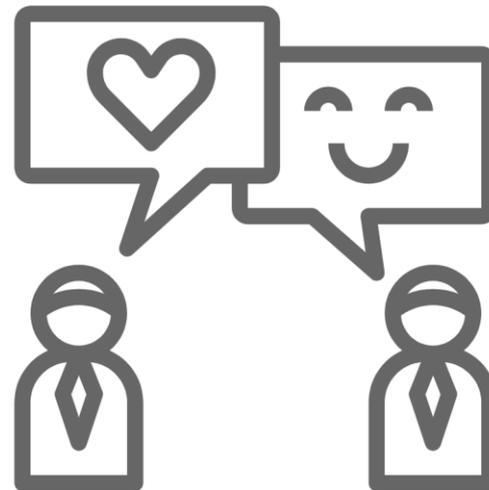


Two Types of Data



Quantitative

Qualitative





Quantitative Data

- Statewide assessments
- School-day assessments
 - Benchmarks
 - Unit tests
 - Reading assessments
 - Progress monitoring tools



Qualitative Data

- Student work analysis
- Teacher observation
- Student conversations
- Focus groups with students and families



Data Levels

- ✓ School-Level
- ✓ Student-Level
- ✓ Student Voice



School Level

60% of third-graders passed the state reading assessment.



Quantitative

Qualitative



Student Level



40% of third-grade students answered prefix and suffix vocabulary questions correctly on the school's fourth-quarter benchmark.



Quantitative

Qualitative



Student Voice



Third-grade students said they love playing games and dancing and would like to start a school newspaper or explore the internet during a focus group.



Quantitative

Qualitative



Gather Your Own Data



You for Youth | Literacy

1

Literacy A

Whether or not you agree on the reading demonstrate to suc

Here's an example c

Anchor S
reasoning



You for Youth | Literacy

1

Comprehension Checklists

Comprehension questions can help you difficulty creating meaning from the te based questions to higher-order questi information, analyze and evaluate and which the student seems to break dow questions without referring back to the whether they have to reread the text to

Utilize the following checklist to ask di students understand and analyze the t

QUESTIONS TO ASK:



You for Youth | Literacy

1

Quick Check: Developmental Stages of Reading

Use this checklist to assess what stage of reading development a student has achieved based upon the skills they presently possess. This assessment can assist you in identifying what they should work on in order to advance to the next stage.

Name:	Skill Check Date:
STAGE 1 - Visual Cue Word Recognition	



You for Youth | Literacy

1

Phonemic Awareness Continuum

Easier		More Difficult	
Isolate Sounds	Blend Sounds	Segment Sounds	Manipulate Sounds
Initial	Shorter word, initial continuous sound	Shorter word, initial stop sound	Adding
Final			Deleting
Medial	Longer word, initial stop sound	Longer word, initial continuous sound	Substituting

learn about the

to separate the
nd sound

relationships to recognize words.



What needs
am I trying to
assess?

Literacy Anchor Standards



Literacy Anchor Standards

Whether or not your state uses its own state developed standards or the Common Core State Standards, its rigorous college and career readiness standards for developing literacy are likely to agree on the reading, writing, speaking, listening and language skills that all students must demonstrate to successfully pursue the college and career paths of their choice.

Here's an example of this alignment in the standards:

Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

New Jersey: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Nebraska: Listen, ask clarifying questions, and respond to information being communicated about a topic, text or issue under study.



Literacy “I Can” Progression Ladders

Strand: Reading Informational Texts	
Anchor Skill 10: Read and comprehend complex literary and informational texts independently and proficiently	
Grade	“I Can” Student-Friendly Outcome:
11-12	I can read and comprehend grade eleven and above literary nonfiction proficiently, with scaffolding as needed at the high end of the range.
9-10	I can read and comprehend ninth or tenth grade level literary nonfiction proficiently, with scaffolding as needed at the high end of the range.
8	I can read and comprehend sixth through eighth grade level literary nonfiction independently and proficiently.
6-7	I can read and comprehend sixth through eighth grade level literary nonfiction proficiently, with support as needed at the high end of the range.
5	I can read and comprehend fourth and fifth grade level informational texts like history, social studies, and science independently.
4	I can read and comprehend fourth or fifth grade level informational texts like history, social studies, and science with support.
3	I can read and comprehend second and third grade level informational texts like history, social studies, and science independently.
2	I can read and comprehend second or third grade level informational texts like history, social studies, and science with support.
1	I can read informational texts on grade level with help.
K	I can actively participate in group reading activities with purpose and understanding.



Quick Check: Developmental Stages of Reading

Use this checklist to assess what stage of reading development a student has achieved based upon the skills they presently possess. This assessment can assist you in identifying what they should work on in order to advance to the next stage.

Name:	Skill Check Date:
STAGE 1 - Visual Cue Word Recognition	
This critical stage is the pre-reading stage, where children play with oral language, learn about the world around them and develop skills that they will later apply to learning to read.	
<input type="checkbox"/>	Pretends to read books
<input type="checkbox"/>	Labels objects in books
<input type="checkbox"/>	Comments on characters in books
<input type="checkbox"/>	Listens to stories
<input type="checkbox"/>	Recognizes print in the environment (for example, company logos)
<input type="checkbox"/>	Knows that it is the print that is read in stories, and not the pictures
<input type="checkbox"/>	Understands and follows oral directions
<input type="checkbox"/>	Is sensitive to some sequences of events in stories
<input type="checkbox"/>	May begin to attend to rhyming words
<input type="checkbox"/>	May identify a few letters, especially those from their own name
<input type="checkbox"/>	May begin to attend to beginning sounds of words
STAGE 2 - Phonetic Cue Word Recognition	
Children learn to generate rhyming words and sentences with alliteration, are able to separate the beginning sound of a small word from the rest of the word, and begin to use letter and sound relationships to recognize words.	

Developmental Stages of Reading



You for Youth | Literacy

1

Phonemic Awareness Continuum

Easier		More Difficult		
More Difficult ↓	Isolate Sounds	Blend Sounds	Segment Sounds	Manipulate Sounds
	Initial	Shorter word, initial continuous sound	Shorter word, initial stop sound	Adding
	Final			Deleting
	Medial	Longer word, initial stop sound	Longer word, initial continuous sound	Substituting



Literacy Focus Groups



You for Youth | Literacy

1

Conducting Literacy Focus Groups

Use this guide to plan your literacy focus groups. It includes an overall framework and questions for school-day staff, students and families. Think carefully about how you'll design the groups (large vs. small) and how you'll conduct the conversation. Many respondents may feel comfortable sharing their thoughts in a larger group, while others may prefer to write down their responses. If you accept written responses to any questions, be sure to review them with the whole group. Use the questions in this guide to initiate conversation, but let the respondents develop the discussion within the parameters of your goals.



Quantitative

Opening

Thank you for participating in this focus group on literacy and reading for our 21st CCLC program. You've been selected to participate in this discussion because of the valuable insight you'll be able to provide. This discussion is scheduled to last about 30 minutes. I'll be the group facilitator, helping to guide our discussion. I encourage each and every one of you to share your ideas with the other members of the group.

I'll start by asking some general questions; however, it's your voice that I'm interested in hearing today. I will not participate in the discussion and will listen fully to what you have to say.

One last point before we begin: While we'll be using the information you provide to strengthen our ability to meet students' literacy needs, your identities and opinions will be kept confidential. We want this to be a safe space where everyone can speak openly and honestly.

That said, are there any questions before we begin?

Qualitative





Comprehension Checklist



Comprehension Checklists

Comprehension questions can help you identify students who read the words well, but have difficulty creating meaning from the text. These questions should range from literal, knowledge-based questions to higher-order questions that require the student to make inferences, synthesize information, analyze and evaluate and make judgments. Pay attention to the question level at which the student seems to break down. Also pay attention to whether the student can answer the questions without referring back to the text, whether they periodically look back to the text or whether they have to reread the text to answer any question.

Utilize the following checklist to ask different levels of comprehension questions and to ensure students understand and analyze the text during the reading process.

QUESTIONS TO ASK:
LITERAL:
Who _____?
What _____?
Where _____?
When _____?
How _____?
What does _____ mean?
INFERENCE and SYNTHESIS:
Why _____?
What caused _____?
How are _____ and _____ alike? Different?
Tell me in your own words _____.
What happened first, second, third _____?
What is the character _____ like?



Quantitative

Qualitative





Reading Questionnaires



You for Youth | Literacy

1

Reader Questionnaires

Reader Questionnaire: K-1

How do you feel about reading in school?



How do you feel about spending free time reading?



How do you feel about getting a book for a present?



How do you feel when your teacher reads a book to the class?



Quantitative

Qualitative





Reading Questionnaires



Quantitative

Pre-K Kindergarten Grades 1-3

pals™

Phonological Awareness Literacy Screening

Recorded Text

Literacy Skills / Oral Reading in Context & Fluency

Materials	Procedure
<ul style="list-style-type: none">1. Tape player with headphones2. Audiotape3. Books or poems appropriate for reading level4. Microphone	<ul style="list-style-type: none">1. Record the selected story, indicating when to turn the page.2. Show students how to read along in the book as they listen to the tape.3. If you have access to double headphones, two students can listen to and read a story together. Students may benefit from taking the tape and book home for additional practice4. Students may also record themselves reading a story aloud. It is helpful and exciting for students to hear themselves reading. They can re-record until they are pleased with a final reading.5. VARIATION: There are a number of software programs that allow students to record their reading on the computer.
<p>▶ Virginia SOLs</p> <p>1.8, 2.7</p>	

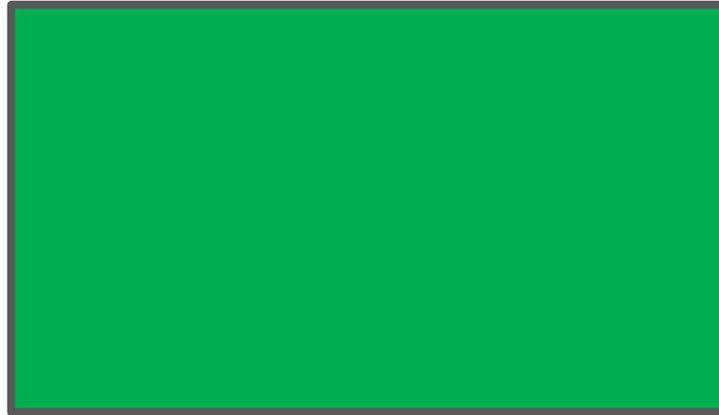
Qualitative



What does it look like?



What does it look like?



Elementary Needs Statements



- School Level:** Reading records show that 58% of elementary students aren't reading on grade level.
- Student Level:** 51% of students struggle with decoding words and fluency.
- Student Voice:** Students are interested in creating a newsletter and exploring the internet.

Our Focus



School Level: Reading records show that 58% of elementary students aren't reading on grade level.

Student Level: 51% of students struggle with decoding words and fluency.

Student Voice: Students are interest in creating a newsletter and exploring the internet.



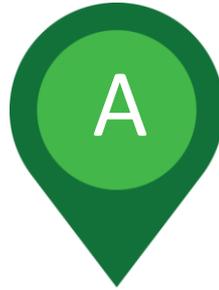
SMART Goals



Specific



Measurable



Attainable



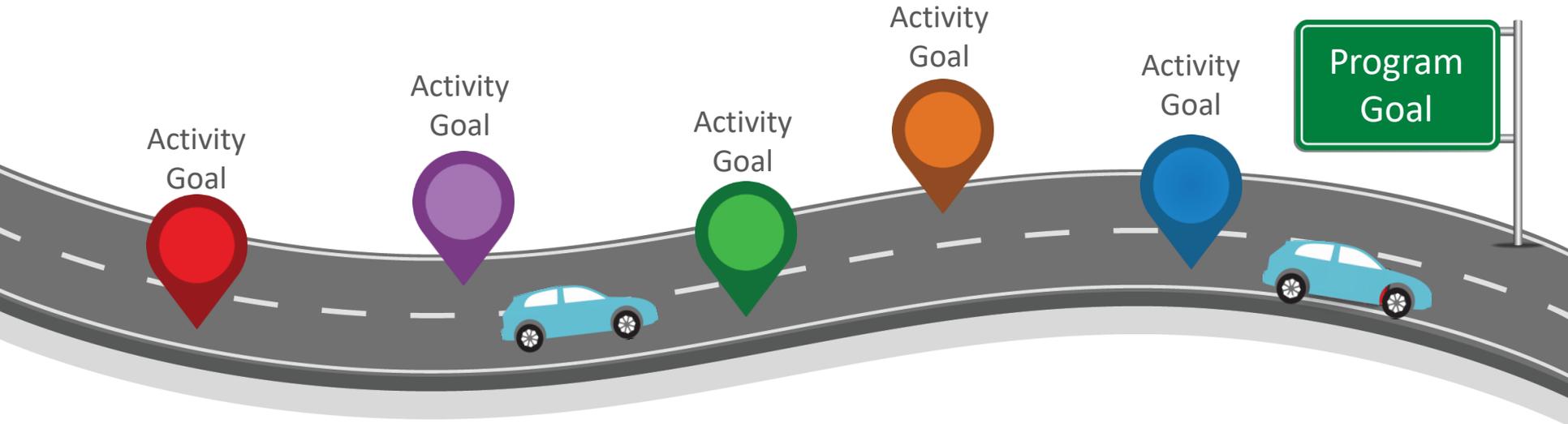
Relevant



Time
bound



Program and Activity SMART Goals



Goal Examples



By the end of the program year, at least 50% of students who regularly participate in the literacy program will demonstrate an increase in reading skills as measured by school-day reading benchmarks.

**Activity
Goal**



By the end of the semester, at least 30% of the students who regularly participate in the Reader's Theatre activity will demonstrate an increase in reading fluency as measured by a pre- and post-semester test.

Program vs. Activity Goals



By the end of the program year, 50% of below-grade-level readers who regularly participate in the literacy activity will make gains toward grade-level reading goals in fluency and decoding, as measured by the school's reading level measurement system.

Program vs. Activity Goals



By the end of the program year, 85% of fourth-grade students who regularly participate in the literacy program will demonstrate an increase in their speaking and writing skills as measured by benchmark assessments.

Program vs. Activity Goals



By the end of the program year, 85% of students who performed below standard on the writing benchmark and regularly attend Extra! Extra! will demonstrate an increase in writing and speaking skills as measured by student work samples scored with a rubric.

Program vs Activity Goals



By the end of the program year, 85% of middle school students who regularly participate in the literacy program will demonstrate an increase in their ability to use knowledge of language and its conventions when reading as measured by the spring practice tests.

Program vs Activity Goals



By the end of the program year, 80% of 11th-grade students identified as in need and who regularly attend literacy activities will demonstrate the ability to write a satisfactory essay as measured by a pre- and post program scoring rubric.



Questions





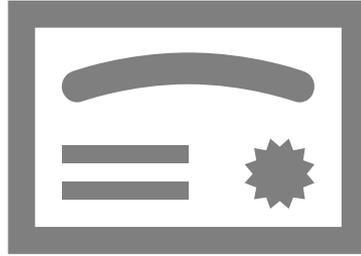
Objectives



- Understand the benefits of high-quality literacy programming
- Recognize and apply the four areas of literacy
- Determine student needs using existing data
- Determine student needs through the collection of new data



Certificates



- One for each virtual event
- Emailed within 1 week



Contact

Visit y4y.ed.gov

y4ywebinars@seiservices.com