

***FAMILY NIGHT –
LITERACY AND
STUDENT GOALS***

Every Day is Game Day
– Bring Your A-Game

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Elementary

Family Night –
September 19, 2019

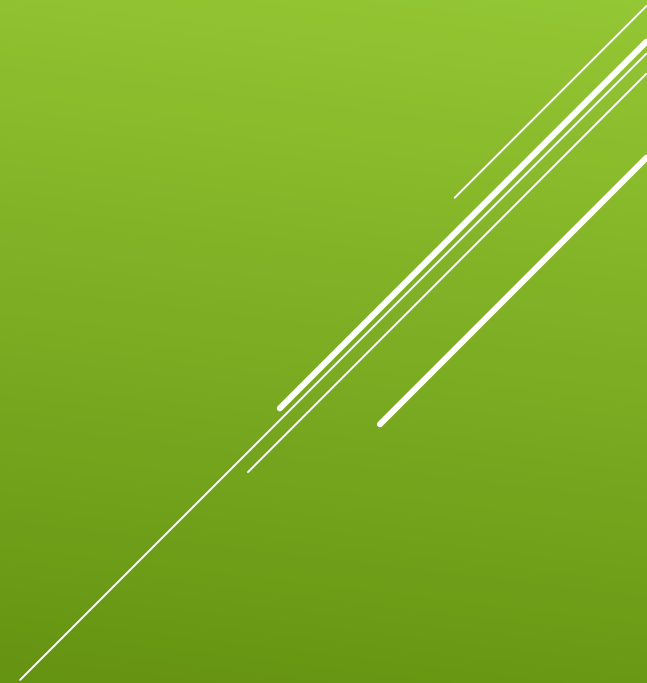
WELCOME! THANKS FOR BEGIN HERE
AND INVESTING IN YOUR STUDENT!

Agenda

- ▶ Student Literacy
 - ▶ Ways to support student literacy from home
 - ▶ Student Data
 - ▶ Goal Setting
- 

- ▶ Shared Reading – on grade level text, students have text in hand
- ▶ Interactive Read Aloud – above grade level text, teacher has text in hand

WHOLE GROUP READING



DI – DIFFERENTIATED INSTRUCTION

- ▶ Students were grouped per their data (IDI/RI Scores/DIBELS Fluency Scores)
- ▶ IDI (Informal Decoding Inventory) was given to students who received below proficient on their RI/DIBELS to assist in identifying the student's reading needs
- ▶ Students go to their designated classroom for their group
- ▶ In grades 3rd – 5th some students receive System 44 and Read 180 instruction during this time.

	Group 1	Group 2	Group 3
15 minutes	Teacher Group	Silent Sustained Reading on RI Level	Written Response from Shared Reading
15 minutes	Written Response from Shared Reading	Teacher Group	Silent Sustained Reading on RI Level
15 minutes	Silent Sustained Reading on RI Level	Written Response from Shared Reading	Teacher Group

- ▶ *The Reading Inventory* is a low-stakes, classroom-based assessment designed to evaluate students' reading ability, monitor their reading progress, and match students to books at their reading level.
- ▶ *The Reading Inventory* is taken on a computer and lasts about 20 minutes. The types of questions a student receives and the results that are reported are based upon the student's grade level and reading level.

Test Administration – 4 times a year (August, October, January, May)

Grade	Below Basic	Basic	Proficient	Advanced
K	N/A	BR	0 to 279L	280 & Above
1	BR	0L to 189L	190L to 534L	535L & Above
2	BR to 219L	220L to 419L	420L to 654L	655L & Above
3	BR to 329L	330L to 519L	520L to 824L	825L & Above
4	BR to 539L	540L to 739L	740L to 944L	945L & Above
5	BR to 619L	620L to 829L	830L to 1014L	1015L & Above

Grade Level Midpoints:

3rd: 670

4th: 840

5th: 920

READING INVENTORY




Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression.

Grade Level	1	2	3	4
First	0-31	32-46	47-66	67+
Second	0-64	65-86	87-103	104+
Third	0-79	80-99	100-117	118+
Fourth	0-94	95-114	115-132	133+
Fifth	0-104	105-129	130-142	143+

DIBELS EXPECTATIONS WPM (WORDS PER MINUTE)



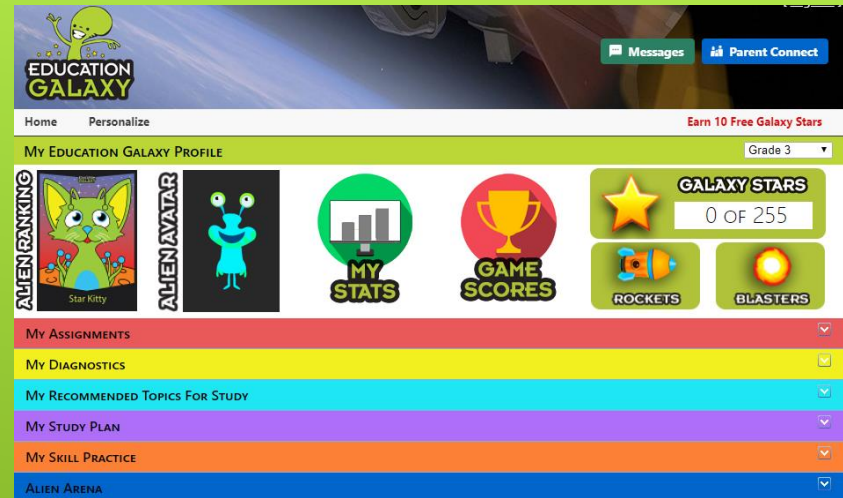
LEXILE RESOURCE

- ▶ <https://lexile.com/parents-students/>
- ▶ Click on 
- ▶ Enter student's Lexile score and then select categories of interest to the student
- ▶ A list of book results on student's Lexile level will be given

www.educationgalaxy.com

- ▶ Student login – lunch number
- ▶ Student Password – lunch number

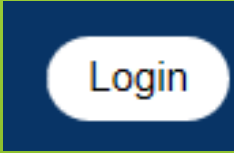
- ▶ Online practice on literary standards and skills. Georgia Milestones Structure Questions or game like practice.



EDUCATION GALAXY

EDUCATION
GALAXY

TYPING CLUB

- ▶ <https://www.typingclub.com/>
- ▶ Click on  in top right hand corner of webpage
- ▶ Creating a login will allow students to continue their progress the next time they login back in.
- ▶ Georgia Milestones Assessment for 3rd – 5th is administered on the computer. Students have to type their constructed responses and the writing component.

Grade Level Goal-

Students will read fluently and comprehend at the grade level midpoint: 840.

(Fourth Lexile Band: 740-940)

- ▶ Encourage your child to read for 20 minutes every night.
- ▶ Let your child log on to Education Galaxy.
- ▶ Encourage your child to read aloud to practice fluency and expression.

WAYS TO ASSIST AT HOME

GOAL SETTING

- ▶ G - Growth
- ▶ O - Ownership
- ▶ A - Awareness
- ▶ L - Learning

“Setting goals is the first step in turning the invisible into the visible.”

-Tony Robbins

Leverage parent support: If we want students (especially our youngest ones) to set goals that have any personal meaning, those goals need to be transferrable from school to home. In this sense, parents are a key player. Goals that are meaningful for both students and parents are key in fostering long-term growth.

-Journal of Research in Childhood Education

**MAKING GOAL SETTING
A JOINT EFFORT**

BETWEEN A CHILD,

**THEIR TEACHER
& FAMILY MEANS
INCREASED CONSISTENCY &**

**A GREATER CHANCE THE GOAL WILL
BE REALIZED.
SO LET'S DO IT!**