

Iowa Valley Community School District

Title I Reading Handbook

Providing support for 1st-3rd Grade Students



*SOARING TO
SUCCESS*

2021-2022

The Title I Program

The Title I Program is designed to provide additional instruction to students in the area of reading to better meet their needs. In turn, the goal is to impact the student's academic achievement.

Iowa Valley hopes to meet this goal by providing instruction that uses research-based strategies and is aligned with the classroom reading curriculum. The instruction is designed to meet the specific needs of each student.

In addition, we attempt to create an interactive and fun environment to support the students in developing a joy of reading. We want our students to not only become strong, independent readers, but to **KNOW** they are strong, independent readers.

It is the goal of the Iowa Valley Community School District to identify the students with the greatest needs to receive Title I support.

In order to facilitate this process a number of assessments and teacher recommendation are taken into consideration. This ensures that support is provided to students with the most need.

The partnership between school and home is crucial to meeting this goal. We at Iowa Valley Elementary School look forward to working with you to support the needs of your student.

If at any time during the year I can be of assistance, please do not hesitate to contact me.

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Parent Involvement

As was stated at the beginning of this handbook, the Iowa Valley Community School District understands the importance of the partnership between parents and the school. Following, you will find two documents that express this priority:

Title I Parent Involvement Policy

- This policy articulates the district's commitment to supporting parents' involvement in their students' education.

Parent-Student-Teacher-Principal Compact

- This is an agreement that articulates each person's commitment to and role in improving the student's reading performance.
- We will be going over this with each student and having him/her sign the compact. We will also be asking parents to read and sign the compact.

Please take time to examine both of these documents. If you have any questions, do not hesitate to contact the school for clarification.

Iowa Valley Community School District
Title I Parent Involvement Policy
Reviewed August 17, 2021

It is the policy of Iowa Valley Community School District that parents/guardians of participating children shall have the opportunity to be involved in their child's education. Recognizing that parental involvement is key to academic achievement, we seek to involve parents/guardians in an effective home-school partnership that will provide the best possible education for our students. The district provides coordination, technical assistance and other supports necessary to aid in the planning and implementation of parent/guardian involvement activities. The district encourages parent/guardian involvement and supports this partnership through providing information about standards and assessment; providing training and materials for parents/guardians to help their children; educating school personnel about involving parents/guardians and the value of parent/guardian contributions; and developing roles for community organizations and businesses to work with parents/guardians and schools.

- This policy is distributed to and reviewed by parents/guardians of participating Title I students at the annual meeting held annually in September.
- A parent/guardian will receive written notice about the Title I program sent home. Written notification about the annual Title I meetings held in the fall and spring will also be sent home. If a parent/guardian needs clarification or desires more information prior to this meeting, they may choose to schedule a conference with the Title I Teacher or request additional information.
- Parent/Guardian-Teacher conferences will be held in the fall and spring of each academic school year. The Title I Teacher will be available to meet with individual parents/guardians upon request. Additional individual meetings are held at flexible times throughout the year as determined by parent/guardian interests and suggestions.
- A parent/guardian will be given assistance in understanding the Title I requirements, standards, assessments, present performance levels and program goals through written communication, conferences and the two annual meetings.
- A parent/guardian receives an explanation of the school's performance profile in district published testing results. Expected proficiency levels for students and their current proficiency levels will be shared with parents/guardians at conferences, through phone calls or written reports.
- Parents/guardians are informed of and involved with their child's participation in the Title I Program. They also are informed about the curriculum, instructional objectives and

methods used in the program. This information is delivered through conferences, written information and the two annual meetings.

- Parent/Guardian recommendations are encouraged and responded to in a timely manner. Verbal or written responses will be given for all recommendations.
- Parent/guardian representation will be involved with the planning, review and improvement of the school-wide programs. The vehicle used will be the School Improvement Advisory Committee (SIAC). If the school-wide program is not satisfactory to the parents of participating children, they may submit comments to the SIAC.
- A jointly developed school-parent/guardian compact outlines how parents/guardians, staff and students all share responsibility for improved student achievement. The compact also describes the means by which the school and parents/guardians will build and develop a partnership to help children achieve our local high standards. It is distributed through written information packets and meetings.
- The Title I Program provides opportunities for parents/guardians to become partners with the school in promoting the education of their children both at home and school. Parents/Guardians are given help monitoring their student's progress and provided assistance on how to participate in decisions related to their student's education. The school also provides other reasonable support for parental involvement activities as requested by parents/guardians. Parents/Guardians are encouraged to participate as volunteers in the school setting. Individual conferences will be held upon request. Reference/learning materials will be provided to parents/guardians upon request.
- The school continues to implement and update the parent/guardian involvement policy and other programs within the district to the extent it is feasible and appropriate.
- An evaluation of this policy shall be conducted to determine its effectiveness. Findings will be used to design strategies for school improvement and revision of policies. The annual spring meeting will serve as the site for discussions/suggestions for program adjustments.

Providing all Iowa Valley Community School District's children with equal access to quality education is of primary purpose. It is crucial that all partners (students, parents/guardians, educators and community members) have the opportunity to provide input and offer resources to meet this purpose. As these partnerships are mutually beneficial, developing cooperative efforts will ensure improved academic achievement for all students.

Iowa Valley Community School District Title I Parent /Student /Teacher/Principal Compact

Attached you will find a parent-student-teacher-principal compact. This compact outlines the roles and commitment of the parent/guardian, the student, the teachers and the principal in the student's academic achievement. Please take time to read over this compact and discuss both your role and your child's role in impacting your child's academic achievement.



Iowa Valley Community School District Title I Parent /Student /Teacher/Principal Compact

Parent/Guardian Agreement:

As the parent/guardian, I will:

- Respect and support my child, the staff and the school;
- Support the rules and policies of the Iowa Valley Community School District;
- Establish a time and quiet place for my child to complete and review homework;
- Ensure my child attends school daily, gets adequate sleep, receives regular medical attention and proper nutrition;
- Read to, with and by my child daily;
- Communicate regularly with my child's teacher;
- Talk with my child about his/her school activities every day;
- Communicate the importance of education and learning to my child;
- Sign my child's reading log;

Student Agreement:

As the student, I will:

- Respect myself, other students, my parents, teachers, school staff and principal;
- Know and follow school and class rules;
- Always try to do my best in my work and behavior;
- Come to class with my supplies and completed work;
- Show respect for school equipment and materials;
- Come to class ready and willing to listen and learn;
- Talk to my parents and teachers about my school activities so they can help me be successful in school;

- Limit my television watching, video game playing and computer time so I can complete my homework on time;
- Do my daily reading, complete my reading log and have my parent/guardian sign it;

Teacher Agreement:

As the teacher, I will:

- Show respect for each child, each child's family and fellow staff members;
- Support the rules and policies of the Iowa Valley Community School District;
- Help each child reach his/her full potential;
- Provide instruction to meet the needs of all students;
- Provide meaningful and appropriate take-home activities;
- Maintain open lines of communication with each student and his/her parent/guardian;
- Provide a positive and safe learning environment;
- Share information on student's needs and progress with parents and classroom teachers;
- Seek ways to involve parent/guardian in school and their child's education;
- Provide activities to motivate my students to want to learn;
- Have high expectations for all of my students;

Principal Agreement:

As the principal, I will:

- Respect students, parents, staff and the school;
- Support the rules and policies of the Iowa Valley Community School District;
- Support the creation of a positive and safe learning environment;
- Maintain open lines of communication with students, parents and staff;
- Encourage parents to be partners in education;
- Provide the parents with highly qualified professional staff;

Parent/Guardian Signature

Date

Student Signature

Date

Title I Teacher Signature

Date

Classroom Teacher Signature

Date

Principal Signature

Date

Title I Classroom Routine

In the Iowa Valley Community School District, we believe that parents need to have an understanding of the instruction being provided in addition to the classroom curriculum. Because the instructional programs are designed to meet the specific needs of students, a general outline is provided. In addition, the Title I classroom uses the *Tiger Pride* expectations like the rest of the building.

Instructional Content

In 1st- 3rd grade, a guided reading approach will be used as the primary framework. This is not only a sound instructional method, but is aligned with the classroom instructional framework. In addition, the framework allows us to address all five primary components of reading: phonological awareness, word identification, vocabulary, fluency, and comprehension

The essential elements of guided reading (Fountas and Pinnell)

	Before Reading	During Reading	After Reading
Teacher	• Selects an appropriate text, on that will be supportive but with a few problems to solve • Prepares an introduction to the story • Briefly introduces the story, keeping in mind the meaning, language, and visual information in the text and the knowledge, experience, and skills of the reader ○ Discuss key concepts ○ Activate background knowledge ○ Make connections ○ Talk about the cover illustration, title, author, and illustrator – make predictions • Leaves some questions to be answered through reading • Establish a purpose for reading • Text Walk ☐ Brief and lively • DON'T READ TEXT	• “Listens in” • Observes and monitors all students ☐ focus on 1 • Observes the reader’s behaviors for evidence of strategy use • Confirms children’s problem-solving attempts and successes • Makes notes about the strategy use of individual readers (focus student and others as appropriate)	Return to the text • Talks about the story with the children • Invites personal response • Returns to the text for incontext instruction OR for instruction based on students’ needs • Assesses children’s understanding of what they read through questions Responding to the text • Sometimes engages the children in extending the story through such activities as drama, writing, art, or more reading • “Response Center” – students’ choice • Reread text ☐ Fluency work ☐ Partner/independent • Sometimes engages the children for a minute or two of word attack
Students	• Engage in a conversation about the story • Raise questions • Build expectations • Notice information in the text	• Read the whole text or a unified part to themselves (whisper read/silently) • All students read simultaneously • Request help in problem-solving when needed ☐ “Bumps” • When finished, do appropriate work while waiting for others ☐ reread, write a sentence, use wipe off board, draw a picture of the story	• Talks about the whole story • Check predictions and react personally to the story or information • Revisit the text at points of problem-solving as guided by the teacher • May reread the story to a partner or independently • Sometimes engage in activities that involve extending and responding to the text • Sometimes engage in a minute or two of word attack

For 1st-2nd grade readers in the "Early Phase" of reading, the break down of time on each component may look something like this.

Component	Description	% of Time
Working with Words	- Phonemic Awareness (Blending and segmenting) - Letter identification - Letter-Sound Correspondences (phonics) - Word Patterns (word families) (phonics) - Making and Breaking Words - High frequency/Sight words - Intro to word endings (s, -ed, -ing)	20%
Reading Warm-up/Practice	- Fluency Practice (repeated reading of familiar text) - Rereading for clarification or for meaning	20%
Reading Instruction	- USE EXPLICIT INSTRUCTION - Teach identified skill/strategy/concept in relation to word identification, fluency, or comprehension - Book Walk/Introduction "Whisper Read" □ child reads book to self - Processing of text □ Discussion, story maps, etc.	40%
Writing linked to Reading	- Teacher Dictation (could be letters, words, or sentences) - Journal Entry	20%

For 3rd grade students in the "Developing Phase" of reading, the break down of time on each component may look something like this.

Component	Description	% of Time
Working with Words	• Most sophisticated phonics instruction (variant vowels like oi, oo) • More sophisticated word patterns/word families • Structural analysis □ prefixes and suffixes • Syllabication • Systematic word attack strategies	10%
Reading Warm-Up/Reading Practice	• Fluency Practice (repeated reading of familiar text) • Rereading for clarification or for meaning	20%
Reading Instruction	• USE EXPLICIT INSTRUCTION • Teach identified skills/strategies/concepts • Think Alouds • Talk Alouds • Use mini-lesson approach • Book Introductions • Activating Prior Knowledge • Setting a purpose to read • Read Book □ Focus Student • Comprehension checks • Processing text □ Discussions, story maps, etc.	40%
Writing Linked to Reading	• Responses to text (summaries, reactions, making connections, questions) • Journal Entry	15%
Vocabulary Instruction (could be embedded into "Reading Instruction")	• Pre-teach difficult, but necessary, words • Strategies □ Using context clues, structural analysis, visual representations	15%

Reading Assessments

Reading progress will be assessed often and in a variety of ways. Some of the ways include, but are not limited to the following:

FAST

DIBELS

BRI

Read Naturally

Running Records

Writing Samples

Dictation

Verbal Feedback

Anecdotal Records

Fluency Rubric

Comprehension Rubrics

Title I Classroom Rules

Implementing TIGER PRIDE

Be Safe

- Keep hands feet and objects to yourself
- Always walk
- Sit in chairs safely

Be Responsible

- Come to class prepared
- Read and follow directions
- Take care of materials
- Practice the 3 P's: prepare paper properly



Be Respectful

- Listen to teachers and follow directions
- Address all staff as Mr., Mrs., Miss, or Ms.
- Call other students by name only
- Raise your hand before speaking

Do You Best

- Complete work neatly and on time
- Participate positively in all activities
- 100% effort at all times

Surveys

Student Input

As mentioned at the beginning of this handbook, in the Iowa Valley Community School District, we not only want students to become stronger readers, we want them to KNOW AND BELIEVE they are stronger readers. Therefore, we need to know how each student thinks and feels about reading.

Teacher Input

We also work with the classroom teachers to continually improve our program. At the end of each year, classroom teachers are asked to complete a survey.

Parent Input

We will also be collecting parent input as a tool to use in the continual improvement of our program. In the spring of the year, a survey will be sent to parents. This information will be used in an evaluation of the program.

Communicating Student Progress

In order to develop a true partnership in the students' education, it is essential that communication about progress be done in a clear way and on a regular basis.

On the following pages you will find samples of the quarterly reading reports that you will get at the end of each quarter showing your child's progress.

First Grade Title I Reading Report Card

Student's Name:

Title I Teacher: Mrs. McElvain

Key: + Demonstrates
 -- Still Developing
 NA Did not address skill/strategy/concept

Reading Development:

Quarter					
1	2	3	4		
					Uses letter/sound relationships to figure out words
					Uses long and short vowel sounds to figure out words
					Uses strategy "Does it make sense?"
					Reads sight words
					Makes logical predictions
					Writes name and letters of the alphabet correctly
					Answers questions about text
					Tracks text while reading and listening

Work/Study Skills:

Quarter					
1	2	3	4		
					Listens to the teacher and follows directions
					Participates and puts forth effort in class activities
					Shows acceptable classroom behavior

Comments:

<u>1st Quarter</u>	<u>2nd Quarter</u>	<u>3rd Quarter</u>	<u>4th Quarter</u>

Second Grade Title I Reading Report Card

Student's Name:

Title I Teacher: Mrs. McElvain

Key: + Demonstrates
 -- Still Developing
 NA Did not address skill/strategy/concept

Reading Development:

Quarter					
1	2	3	4		
					Uses letter/sound relationships to figure out words
					Uses strategy "Does it make sense?"
					Reads site words in context
					Makes logical predictions
					Identifies literary elements: characters, setting, problem, etc.
					Answers questions about the text
					Reads with fluency and expression

Work/Study Skills:

Quarter					
1	2	3	4		
					Listens to the teacher and follows directions
					Participates and puts forth effort in class activities
					Shows acceptable classroom behavior

Comments:

<u>1st Quarter</u>	<u>2nd Quarter</u>	<u>3rd Quarter</u>	<u>4th Quarter</u>

Third Grade Title I Reading Report Card

Student's Name:

Title I Teacher: Mrs. McElvain

Key: + Demonstrates
 -- Still Developing
 NA Did not address skill/strategy/concept

Reading Development:

Quarter					
1	2	3	4		
					Reads site words in context
					Self corrects errors while reading
					Applies phonics rules (plurals, word endings, etc.)
					Reads with fluency and expression
					Answers questions about text
					Makes logical predictions
					Identifies literary elements (characters, setting, etc.)

Work/Study Skills:

Quarter					
1	2	3	4		
					Listens to the teacher and follows directions
					Participates and puts forth effort in class activities
					Shows acceptable classroom behavior

Comments:

<u>1st Quarter</u>	<u>2nd Quarter</u>	<u>3rd Quarter</u>	<u>4th Quarter</u>

At-Home Reading

Research has shown that the more a student reads, the better reader he/she will become. Therefore, a critical component of the Title I Program is at-home reading. As you remember from the Parent-Student-Teacher-Principal Compact, one of the student commitments is to complete daily reading and fill out the reading log.

Ideally we would like students to read at home 5 days a week. We would ask that families choose the 5 best days for them each week based on schedules and commitments. We would like 1st graders to read for 10-15 minutes a day and 2nd- 3rd graders to read for 15-20 minutes a day.

Starting on page 21, there are suggestions for reading to and with children.

Reading to Your Child

Reading is an interactive process between reader and text. In addition, when reading involves more than one person, the process becomes social in nature. This social process can be used as a tool to more actively engage children in reading and to begin to develop strategies that can be used as the child becomes an independent reader.

The following are suggested activities that can be used during parent-child reading. The list is a menu of activities to choose from, not a procedure to follow.

Before Reading a Book

- Choose a variety of types of books to read
- The parent and child can take turns choosing a book to read. This way, the parent can introduce new authors, types of books, etc., to the child.
- Discuss why the book was chosen
- Read the title, author, and illustrator's names
- Predict or "guess" what will happen in the story
- Preview the story - look through the book at the pictures and talk about what they show in a general sense
- Discuss words and concepts the child may not know
- Connect the story to real-life experiences and/or other books that have been read
- Give children a reason or purpose to listen to the story

During Reading a Book

- Point to pictures and discuss them
- Make predictions (guesses) and find out if they were right
- Ask questions
- Allow and encourage the child to respond to the text and pictures (make connections to real-life, books, movies, etc.)
- Answer children's questions

After Reading a Book

- Have the child retell the story
- Ask questions to support the child's retelling
- Discuss whether the child liked the book and why or why not
- Do an activity related to the book
- Place the book somewhere where the child can return to it

Reading with Your Child

Reading is an interactive process between reader and text. In addition, when reading involves more than one person, the process becomes social in nature. This social process can be used as a tool to more actively engage children in reading and to begin to develop strategies that can be used as the child becomes an independent reader.

The following are suggested activities that can be used when you are listening to your child read. The list is a menu of activities to choose from, not a procedure to follow.

Before Reading a Book

- Allow the child to choose a book
- Make sure the book is at the child's reading level
- Ask the child why he/she chose the book
- Have the child read the title
- Read the author's and illustrator's names for the
- Have the child predict or "guess" what will happen in the story
- Preview the story - look through the book at the pictures and talk about what they show in a general sense
- Help the child connect the story to real-life experiences and/or other books that have been read

During Reading a Book

- Have the child read the book
- Provide unknown words for the child or follow the suggestions made by the child's teacher
- Ignore errors that do not affect the meaning of the story
- Point to pictures and discuss them and how they relate to what the child has read
- Make predictions (guesses) and find out if they were right
- Ask questions
- Allow and encourage the child to respond to the text and pictures (make connections to real-life, books, movies, etc.)
- Answer children's questions
- Clarify new vocabulary/concepts

****NOTE:** Discussion should not interrupt the child's reading. Wait until the child has come to a stopping point.

After Reading a Book

- Have the child retell the story
- Ask questions to support the child's retelling
- Discuss whether the child liked the book and why or why not
- Make any additional connections to real-life, favorite books, etc.
- Do an activity related to the book

Supporting Older Children's Independent Reading

The following are suggested activities that can be used to support your child's independent reading. The list is a menu of activities to choose from, not a procedure to follow.

- Model independent reading for your child
- Set aside time every night/week for family reading time
- Ask your child what book he/she is reading
- Ask why he/she chose the book
- Discuss the book with your child
- Discuss why your child likes or does not like the book
- Recommend books to your child
- Ask your child for book recommendations and read these books
- Discuss books that both you and your child have read