

Title 1 Family Information for Reading & Math

Plan for the Meeting

1. How do students qualify for reading intervention services?
2. How do Fountas and Pinnell assessments measure reading?
3. What reading intervention services are available?
4. How and when are families informed of student progress?
5. How do students qualify for math intervention services?
6. How do students exit reading or math intervention services?
7. How can families help their students at home?
8. Questions?

**How do students qualify
to receive reading
intervention services?**

Assessments, Observations and Parental Input

- Fountas and Pinnell Benchmark Reading Assessments
- NWEA reading test results
- Phonograms
- Letter names (kindergarten)

- Teacher observations of students' work during classroom instruction in reading

- Teachers ask for parental input regarding their child's IRIP and any intervention plans.
- Parents are always welcome to share questions, concerns, or student information they may have at any time throughout the year.

Fountas and Pinnell Reading Assessments

Fountas and Pinnell Assessment Expectations

Kindergarten Readers

September- none

November- Level A

February- Level B

May- Level C

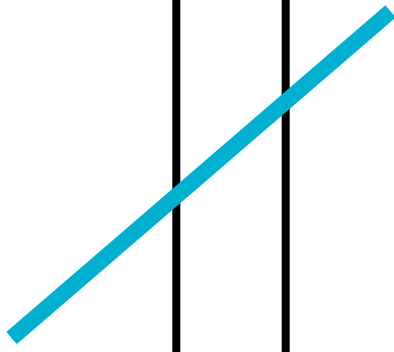
First Grade Readers

September- Level C

November- Level E

February- Level G

May- Level I



Level A --Kindergarten in November



My Lunch

Level A --Kindergarten in November

Here is my apple.

2

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3

Level A --Kindergarten in November

Here is my napkin.

14

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Level A --Kindergarten in November

Here is my lunch.



Level A --Kindergarten in November

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>The girl puts an apple, juice, and a cookie in her lunch bag.</p> <p>She makes a cheese sandwich with lettuce, cheese and bread. She puts that in her lunch bag, too.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell all the things the girl puts in her lunch bag.</p> <p>Is there anything else?</p>	<p>0 1 2 3</p>

Level A --Kindergarten in November

Beyond and About the Text

Most of the food she uses is healthy like an apple, cheese, lettuce and bread.

She put the lunch in a lunch bag, so she will eat it somewhere else. She might take the lunch to school.

It tells what the girl has after she packs all the food.

You see a different kind of food that is good for lunch.

Sample response: I would pack all the things the girl did, except I don't like sandwiches. I would bring some yogurt or some salad instead. (Accept logical responses that make a connection between the student's personal experiences and the content of this text.)

Note any additional understandings:

The girl packs a healthy lunch. How do you know this?

Where do you think the girl might eat her lunch?

Is *My Lunch* a good title for this book? Why?

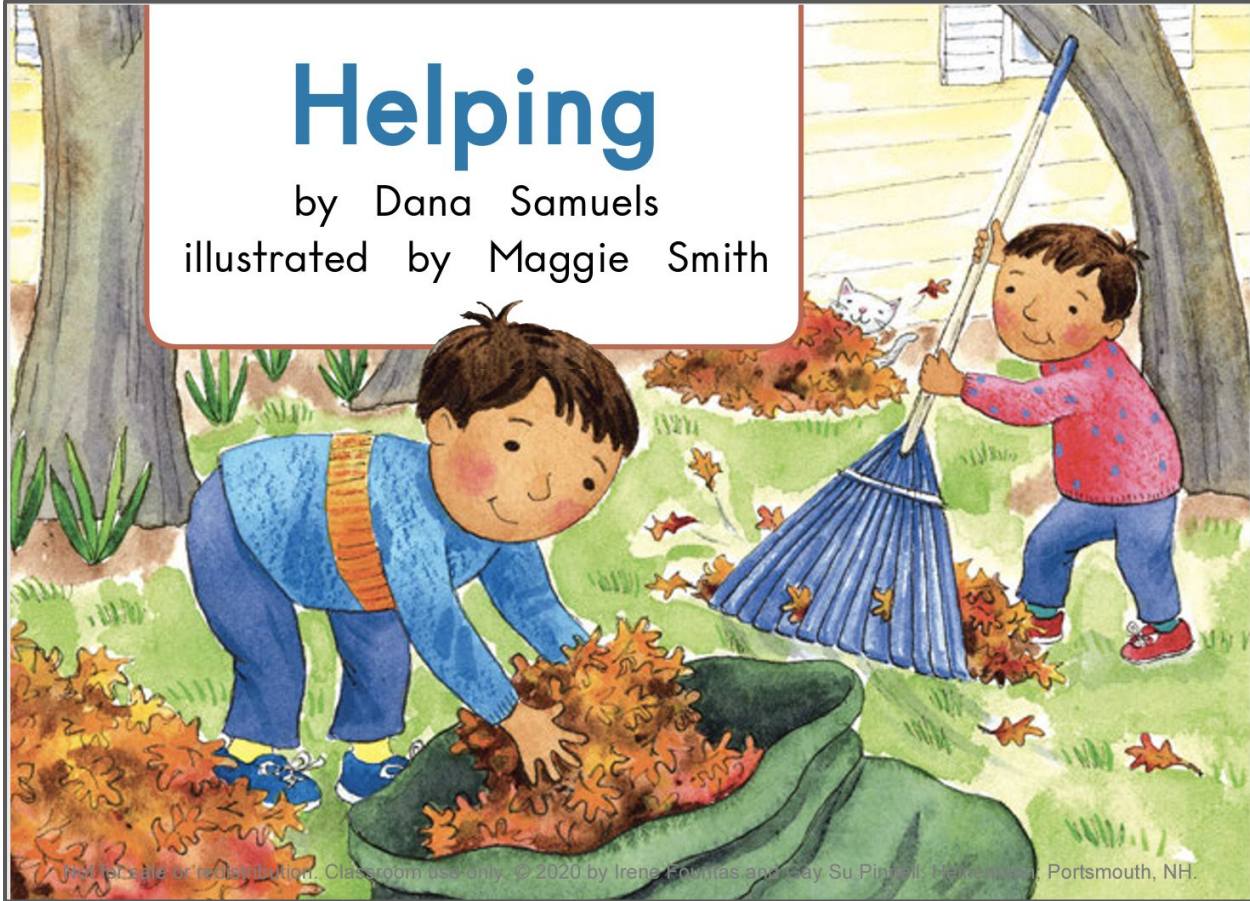
What do you see on every page spread?

What would you pack in a lunch? What would be the same as or different from the girl's lunch?

Level C --Kindergarten in May & First Grade in September

Helping

by Dana Samuels
illustrated by Maggie Smith



Level C --Kindergarten in May & First Grade in September

Look at us!
We can help
make the beds.



Level C --Kindergarten in May & First Grade in September

We can help
wash the dishes.
Look at us!



Level C --Kindergarten in May & First Grade in September



And we can help
eat the ice cream, too!

Level C --Kindergarten in May & First Grade in September

Beyond and About the Text

The boys are good helpers. They like to help around the house. They like ice cream too.

Instead of helping to do chores, the children get to do something fun. They help eat the ice cream.

Sample response: I would tell the boys to be careful when they wash the dishes because they might drop a dish and break it. I would tell them to carry the bags so that the groceries don't fall out. (Accept logical responses that make a connection between the student's personal experiences and the content of this text.)

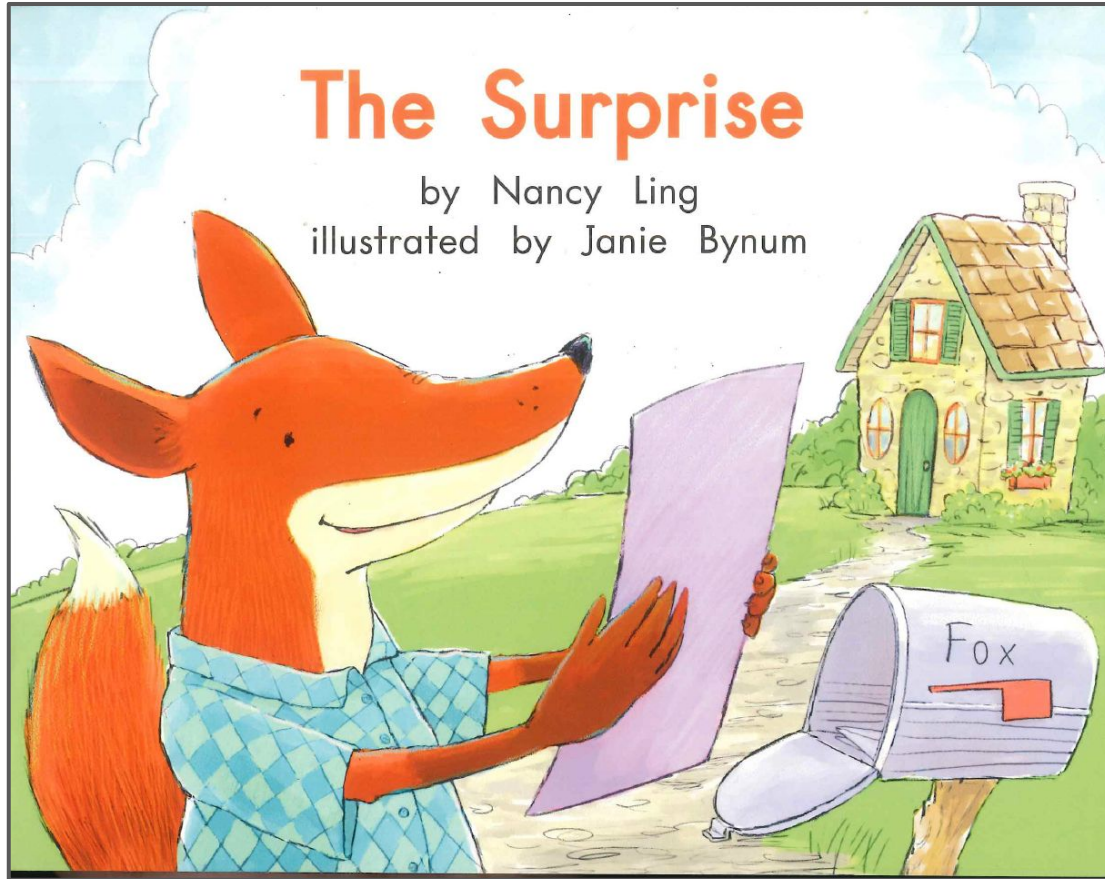
Note any additional understandings:

Tell about the boys in this story. What are they like?

How is the end of the story different from the rest of the story?

What advice would you give the boys about doing one of these chores?

Level E -- First Grade in November



Level E -- First Grade in November



Fox went to see Bear.
On the way,
he met Rabbit.



Level E -- First Grade in November

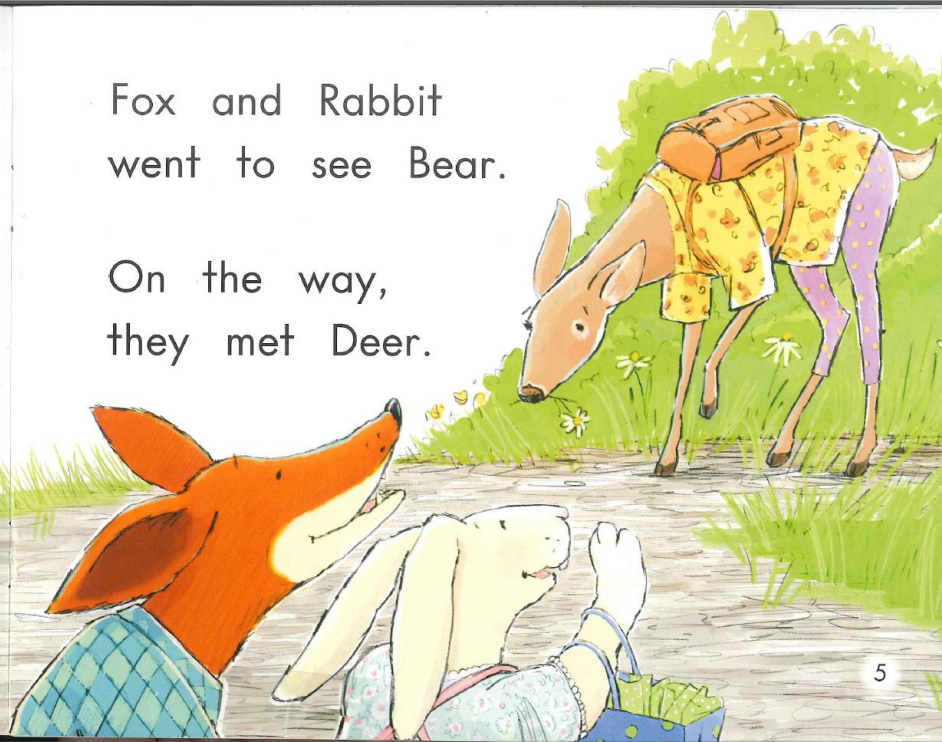
“Where are you going?”
asked Rabbit.

“I’m going to see Bear,”
said Fox.

“Bear has a surprise for me.
You can come, too.”

Fox and Rabbit
went to see Bear.

On the way,
they met Deer.



Level E -- First Grade in November



Level E -- First Grade in November

Beyond and About the Text

All the animals except Fox knew about the party. The pictures show that they are all carrying presents for the party.

The animals in the story must love Fox because they give him a surprise party. They look happy to give him presents. They had a birthday cake, and Bear's house is decorated for a party.

Sample response: I thought that there would be a surprise party for Fox. Bear said there would be a surprise, and all the animals had presents with them.

Sample response: I would be curious. I would want to know what the surprise was. (Accept logical responses that make a connection between the student's personal experiences and the content of this text.)

Note any additional understandings:

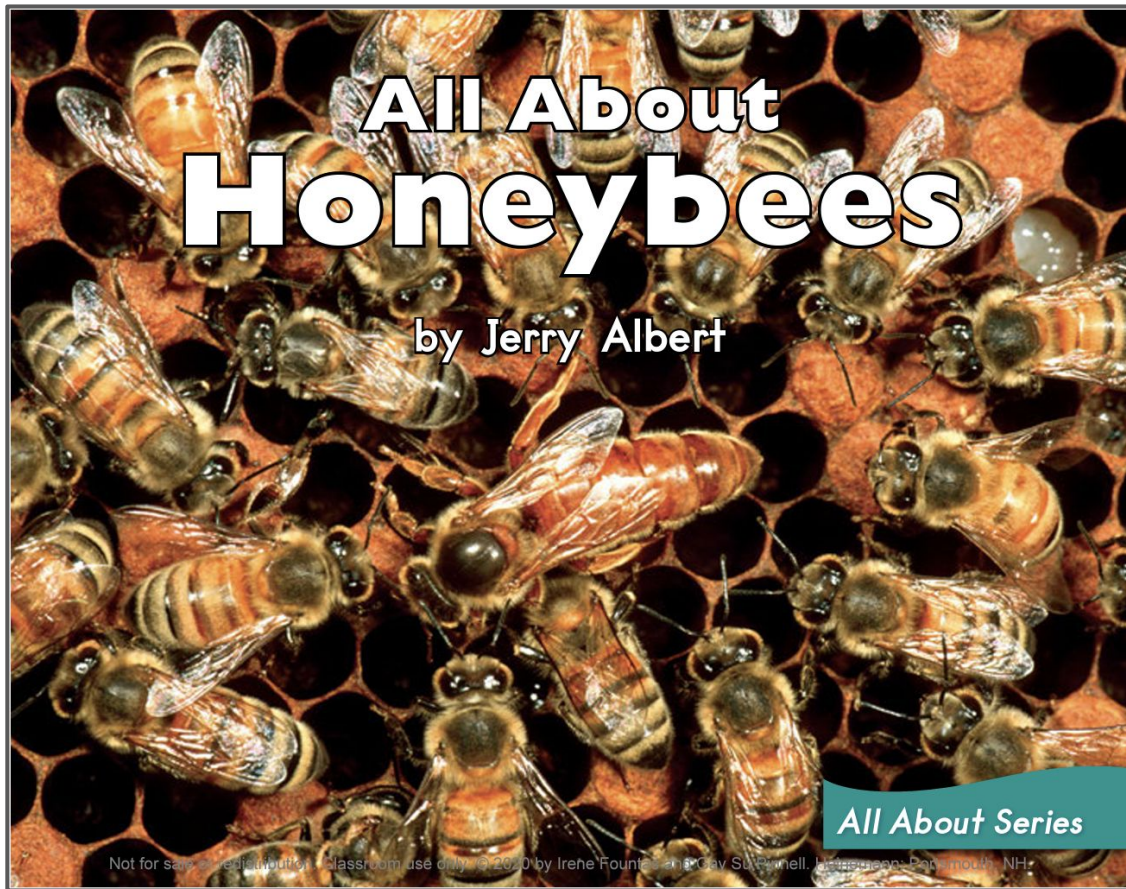
Do you think the other animals knew about the party for Fox? What makes you think so?

How do the animals in the story feel about Fox? How can you tell?

How did you think the story would end? What made you think so?

Tell how you would feel if you got an invitation like Fox did.

Level I -- First Grade in May & Second Grade in September



Level I -- First Grade in May & Second Grade in September

In the Hive

A bee's home is called a **hive**.
Many, many bees live in a hive.



8



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The inside of a hive
looks like a lot of little boxes.
The boxes are called **cells**.



9

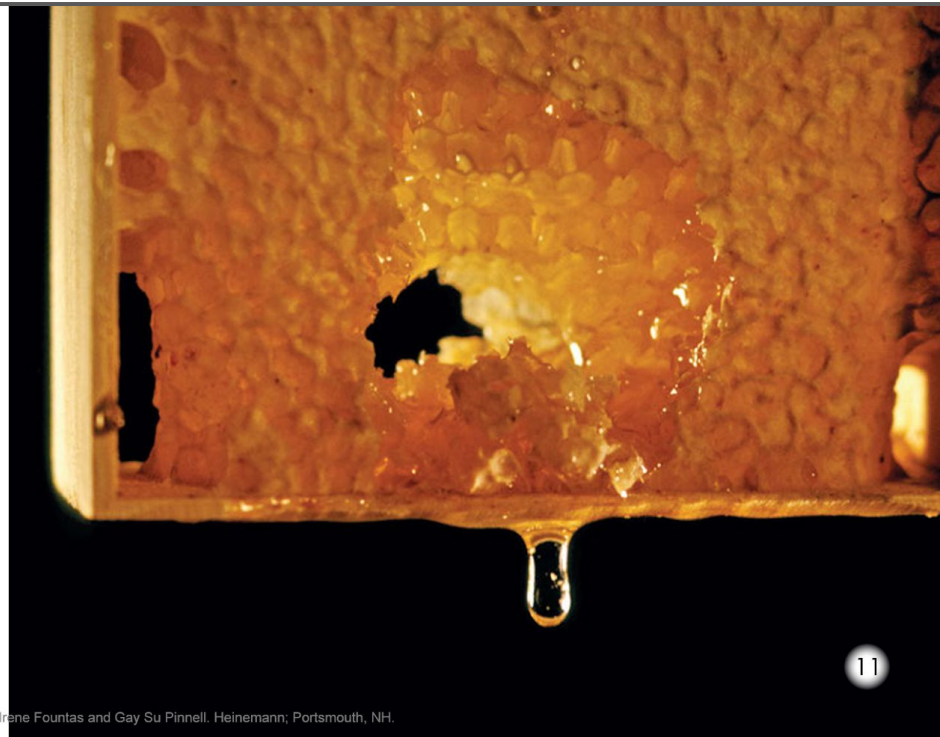
Level I -- First Grade in May & Second Grade in September

The bees put the nectar into the little cells.
Then lots of bees flap their wings very fast.
This dries out the nectar and turns it into honey.



10

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Level I -- First Grade in May & Second Grade in September

Beyond and About the Text

It is hard work for a honeybee to make honey. They have to sip nectar from flowers and then take it to the hive. They have to put the nectar into cells and then flap their wings very fast to turn the nectar into honey.

The boldface print helps you know which words the writer thinks are important in the book.

The information is in time order. The writer tells what the bees do to make honey in the order they do it.

This book is nonfiction because it tells information about honeybees and how they make honey.

Sample response: I knew that honeybees make honey, but I didn't know how the honey gets made or that honey comes from flower nectar. (Accept logical responses that make a connection between the student's personal experiences and the content of this text.)

Note any additional understandings:

Do you think it is hard for a honeybee to make honey? What makes you think so?

The writer put some words in boldface (or dark) print. How does this help you when reading?

Talk about how the writer tells the information in this book.

What kind of book is this, fiction or nonfiction? Why do you say that?

What did you already know about honeybees? What is new to you?

Fountas and Pinnell Assessment Expectations

First Grade Readers

September- Level C

November- Level E

February- Level G

May- Level I

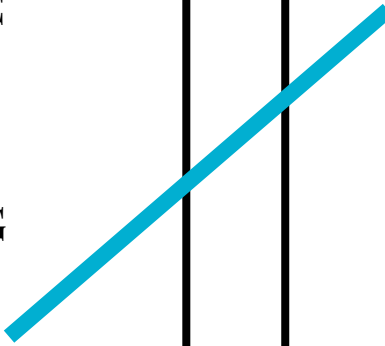
Second Grade Readers

September- Level I

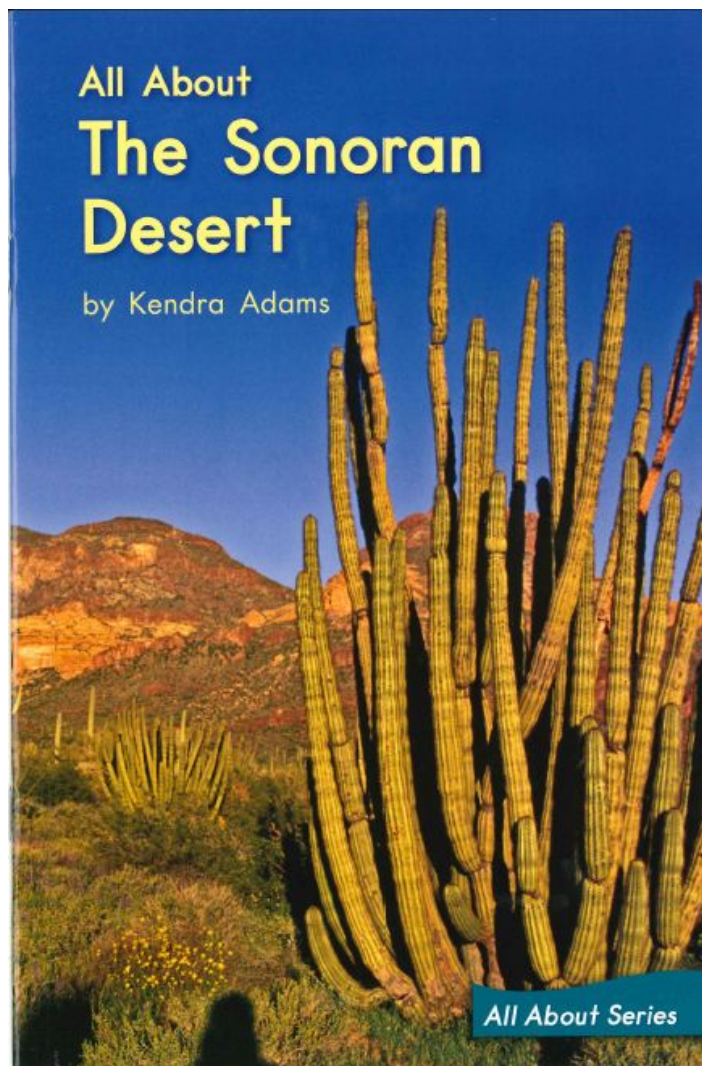
November- Level J

February- Level K

May- Level L



**Level J -- Second Grade
in November**



Level J -- Second Grade in November

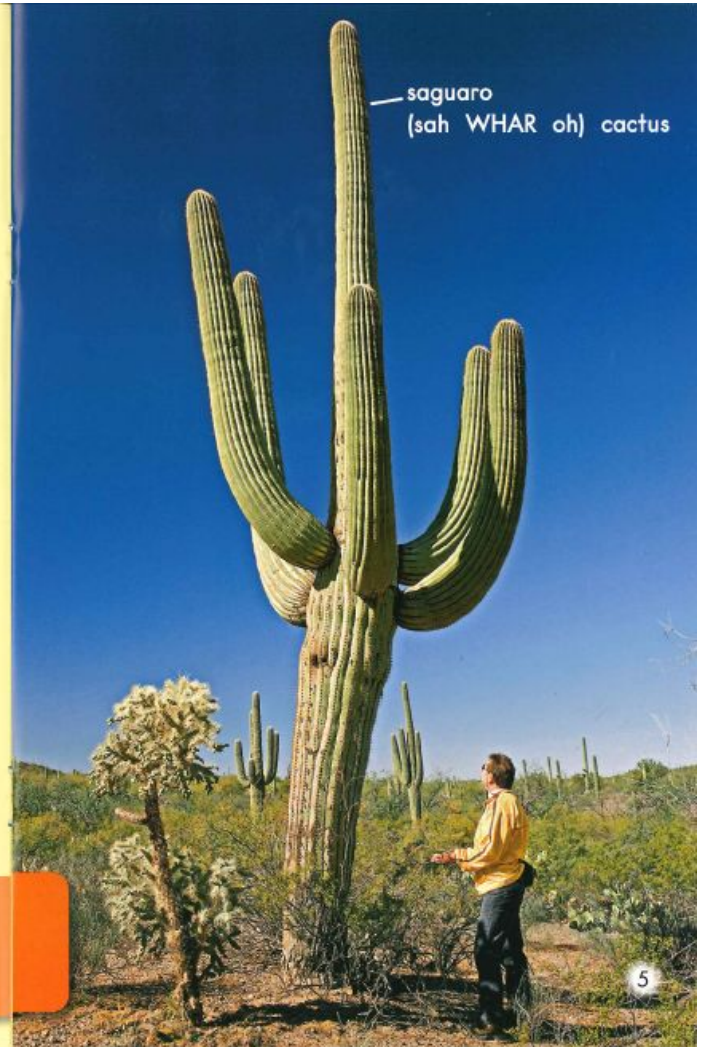
Plants of the Desert

This tall plant is a cactus. The cactus can live here because it **stores** water in a special way.

When it rains, the cactus roots soak up water. The plant **swells** up and gets bigger. The cactus uses the water until it rains again.

The saguaro cactus can grow taller than a house.

4



Level J -- Second Grade in November

Beyond and About the Text

Plants and animals of the desert all have ways to live in a hot, dry place like a desert.

The desert gets very little rain, and plants and animals need water to survive. The sun shines a lot, so it's really hot in the desert.

The book has a map, photos with captions and labels, pronunciation guides, and a glossary.

The writer wanted to share information about the desert and how plants and animals live there.

Continued on next page.

Tell how the plants and animals of the Sonoran desert are similar. What do they have in common?

What makes it so difficult for plants and animals to survive in the desert?

What are the special parts of the book that help you learn about the Sonoran desert?

Why do you think the author wrote this book?

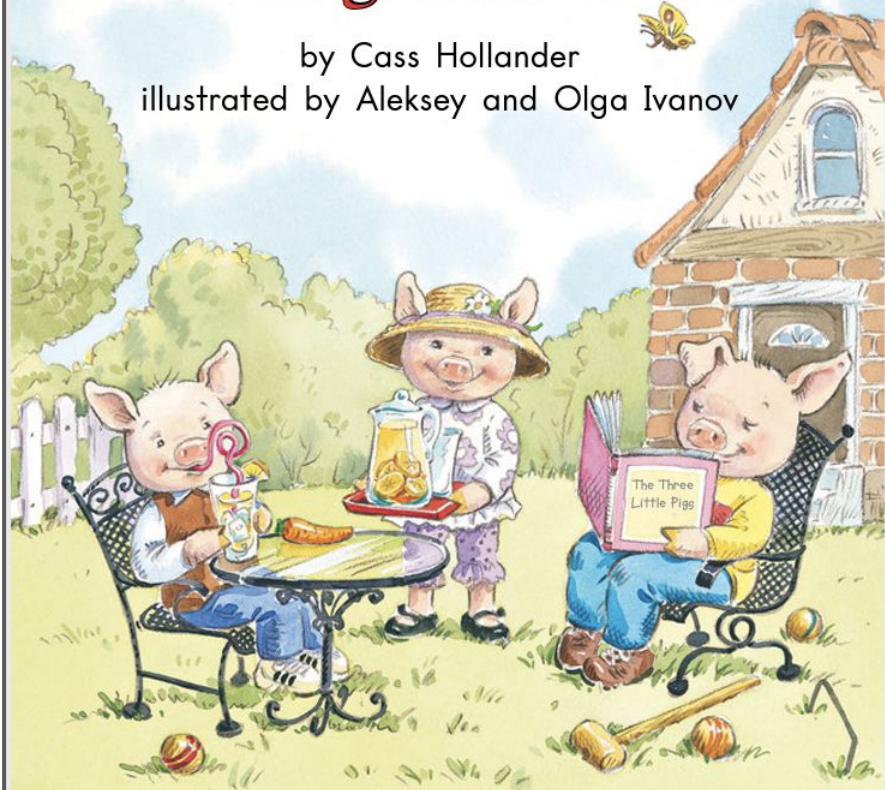
Level J -- Second Grade in November

Key Understandings	Prompts
<p>Beyond and About the Text (<i>cont.</i>)</p> <p>Sample response: I would bring sunscreen, a hat, and a big bottle of water because it is very hot and sunny in the desert and there is little water. (Accept logical responses that make a connection between the student's personal experiences and the content of this text.)</p> <p><i>Note any additional understandings:</i></p>	<p>If you were going to spend a day in the desert, what would you bring with you? Why?</p>

**Level L --
Second Grade
in May**

A Surprise for the Big Bad Wolf

by Cass Hollander
illustrated by Aleksey and Olga Ivanov



Level L -- Second Grade in May

Once upon a time there were three little pigs. Pete lived in a straw house. Percy lived in a stick house. Petunia lived in a brick house.

A Big Bad Wolf blew down the straw house and the stick house. After that, all three pigs lived together in Petunia's brick house.



2

One day, Petunia went to visit her friend Penny Pig.

“Goodbye, boys,” said Petunia. “Don’t let any strangers in the house!”



3

Level L -- Second Grade in May

Beyond the Text

The surprise was that Petunia and the other pigs tricked the wolf to get him out of the house. He never got to make Little Pig Stew.

The Big Bad Wolf pretended to be a clerk at the grocery store and recommended Chef Lobo. Then he dressed up like Chef Lobo so he could get into the house to eat the pigs.

Petunia was a smart, clever pig. She built her house of bricks and recognized the wolf. Then she came up with a plan to get rid of the wolf. She was kind because she let her brothers live with her.

Sample response: This story is like *The Three Little Pigs* because there are three pigs and a wolf. The pigs end up in a brick house. One pig is smarter than the other two. (Accept logical responses that make a connection between the student's personal experiences and the content of this text.)

Note any additional understandings:

What was the surprise for the big bad wolf?

How did the wolf trick Percy and Pete?

How would you describe Petunia as a character? What was she like? Why do you think that?

What other story does this story remind you of? How are they alike?

Level L -- Second Grade in May

Key Understandings	Prompts
<p>About the Text</p> <p>This book is fiction. It is an animal fantasy because the animals in the story talk and act like humans.</p> <p>Petunia is speaking. The first sentence says that she peered into the kitchen. The next sentence has “she told her brothers.” <i>She</i> means Petunia.</p> <p>Sample response: On the cover, one of the pigs is reading <i>The Three Little Pigs</i>. The picture on page 8 shows the mess that Percy and Pete when they tried to cook. The part where the wolf burns his mouth on the spicy stew is funny. (Accept logical opinions and note how well students support their ideas with evidence from the text.)</p> <p><i>Note any additional understandings:</i></p>	<p>What kind of book is this (genre)? How do you know?</p> <p>How can you tell who is speaking on page 12?</p> <p>What parts of the story make it funny? Show an example.</p>

For a reader to be considered “independent”
at levels A-K,
students must read with 95% or higher
accuracy. The comprehension score must also
be a 4 or higher.

Level L readers must be 98% accurate with a
comprehension score of 6 or higher.

**What reading intervention
services are available?**

Title I Reading 1st / 2nd grade

Instruction given by the school's
reading specialist

Small Group Instruction with no
more than 5 students in the group

30 minutes every day

Differentiation of instruction based
on each reader's needs

Leveled Literacy Intervention Groups

Instruction given by
paraprofessionals with support
from the school's reading
specialist

Small Group Instruction with no
more than 4 students

30 minutes each day

Structured lessons covering both
decoding skills and comprehension
strategies

Kindergarten Literacy Support

Instruction given by
paraprofessionals with support
from the classroom teacher

Small Group / Individual Student
instruction

Paraprofessionals work on specific
reading and/or writing skills as
directed by the classroom teacher

**How will I know how my
student is progressing?**

Communication About Student Progress

- In September, after assessments are completed, parents are contacted if their students qualify for intervention services.
- In October, during parent teacher conferences, teachers share assessment results and discuss IRIPs if students qualify for one.
- In November, report cards are mailed home before Thanksgiving break.
- In February, during parent teacher conferences, your student's teacher will share current assessment results, and IRIPs will be updated.
- In June, after assessments are completed, parents will receive their student's report card. IRIPs will be updated for the final time.
- Throughout the year if you have any questions or concerns, please contact your student's teacher through a note, an email or a phone call.

**How do students qualify
to receive math
intervention services?**

Assessments, Observations and Parental Input

- Math Expressions assessments
- AVMR--Math Recovery assessments
- NWEA math test results

- Teacher observations of students' work during classroom instruction in math

- Teachers ask for parental input regarding any math intervention plans for their child.
- Parents are always welcome to share questions, concerns, or student information they may have at any time throughout the year.

Math Small Group Intervention

Instruction given by a
math-specific paraprofessional
with support from the
classroom teacher

Small Group student instruction

Instruction focuses on math
concepts or skills as directed by the
classroom teacher

**How do students exit reading
or math intervention groups?**

Students may exit reading or math intervention groups when. . .

They have reached grade level expectations.

&

They are able to maintain expected levels of growth without further support from additional small group instruction.

**What can we do at home to
practice reading?**

Practicing Reading at Home...

The single **best** thing you can do at home to support reading is to help your child read (or listen to reading) for 20 minutes each night.

Model a love and appreciation for reading, and make reading a priority each day.

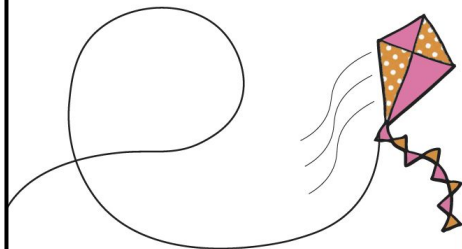
Practicing Reading at Home...

Within the 20 minutes of reading daily, you can hold your own “comprehension conversations” using the question stems shared tonight.

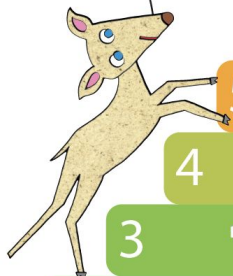
Keep these conversations very natural and low-key. Feel free to share your own thinking. Modeling your thinking can help your reader begin to grow their own skills for comprehension.

The Building Blocks of Phonemic Awareness

Laying strong foundations for reading



Logic of English
Learn more at
phonemic-awareness.logicofenglish.com



14 **Rhyme Words**
Rhyme the words *dog* and *frog*.

13 **Segment Three- and Four-Syllable Words**
Segment *hamburger* into /h - a - m - b - ur - g - er/.

12 **Blend Three- and Four-Syllable Words**
Blend /c - o - m - p - u - t - er/ into *computer*.

11 **Segment Two-Syllable Words**
Segment *flower* into /f - l - ow - er/.

10 **Blend Two-Syllable Words**
Blend /t - r - u - m - p - e - t/ into *trumpet*.

9 **Identify the Medial**
Identify // as the medial sound in *fish*.

8 **Identify the Final Sound**
Identify /k/ as the final sound in *block*.

7 **Identify the First Sound**
Identify /b/ as the first sound in *build*.

6 **Segment One-Syllable Words**
Segment *cat* into /c - a - t/.

5 **Blend One-Syllable CCVC and CVCC Words**
Blend /c - l - o - ck/ into *clock*.

4 **Blend Consonants**
Blend the sounds /c/ and // into *cl*.

3 **Blend One-Syllable Consonant-Vowel-Consonant (CVC) Words**
Blend the sounds /b - u - g/ into *bug*.

2 **Blend Words into Compound Words**
Blend the words *rain* and *bow* into *rainbow*.

1 **Develop a Kinesthetic Awareness of Sounds**
Say /p/. What is your mouth doing? What do your lips do? Can you feel air coming out?
Say /b/. What is the same? What is different? Place your hand on your throat. What do you feel?



1

Develop a Kinesthetic Awareness of Sounds

Say /p/. What is your mouth doing? What do your lips do? Can you feel air coming out?
Say /b/. What is the same? What is different? Place your hand on your throat. What do you feel?

2

Blend Words into Compound Words

Blend the words *rain* and *bow* into *rainbow*.

3

Blend One-Syllable Consonant-Vowel-Consonant (CVC) Words

Blend the sounds /b - u - g/ into *bug*.

4

Blend Consonants

Blend the sounds /c/ and /l/ into *cl*.

5

Blend One-Syllable CCVC and CVCC Words

Blend /c - l - o - ck/ into *clock*.

6

Segment One-Syllable Words

Segment *cat* into /c - a - t/.

Logic of English

There are 26 letters in our English alphabet.

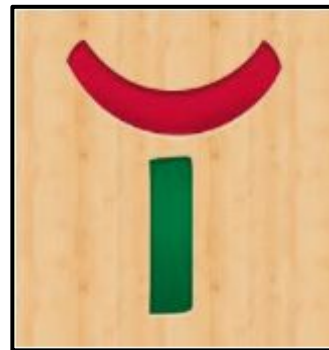
There are 44 sounds in our English language.

There are 75 basic phonograms.

Phono means “sound” or “voice”.

Gram means “written” or “drawn”.

school



At-Home Reading Plan



Kindergarten - 1st At-Home-Reading Plan

Second-3rd Grade At-Home-Reading Plan



Read with your child every day, with a goal of 20 minutes.

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension



Read with your child every day, with a goal of 20 minutes.

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Practicing Reading at Home...

The single **best** thing you can do at home to support reading is to help your child read (or listen to reading) each night.

Here are some resources for choosing books at your child's level.

[Measured Mom Resources](#) & [Leveled List pdf](#)

[Additional Leveled Book List](#)

[Levels H-M Book List](#)

[Mrs. Rasbach's Leveled Book List](#)

Practicing Reading at Home...

Within the 20 minutes of reading daily, you can hold your own “comprehension conversations” using these [question stems](#).
(click on the blue words)

Keep these conversations very natural and low-key. Feel free to share your own thinking. Modeling your thinking can help your reader begin to grow their own skills for comprehension.

Additional Resources for Reading at Home Fun. . .

- [Novel ways to read and write words](#)
- [Home ideas for reading, writing, and language practice](#)
- [Reading Rockets article](#)

Supporting Language at Home	Supporting Reading at Home	Supporting Writing at Home
<ul style="list-style-type: none"> <input type="checkbox"/> Cooking together and talking through the process <input type="checkbox"/> Doing chores together and talking <input type="checkbox"/> Playing board games or card games <input type="checkbox"/> Eating meals together <input type="checkbox"/> Telling bedtime stories—especially ones about your own children (these can be true stories or made-up) <input type="checkbox"/> Sharing family memories and stories <input type="checkbox"/> Helping children have phone or Facetime conversations with family members <input type="checkbox"/> Playing word games like making rhymes, saying word antonyms (up-down), saying word synonyms (big, huge, large, gigantic) <input type="checkbox"/> Singing songs together <input type="checkbox"/> Noticing interesting words and teaching your child what they mean 	<ul style="list-style-type: none"> <input type="checkbox"/> Reading signs along the road while traveling (even signs like McDonald's, Walmart, etc.) <input type="checkbox"/> Playing board games or card games <input type="checkbox"/> Reading recipes together while making a meal or treat <input type="checkbox"/> Reading the cereal boxes during breakfast <input type="checkbox"/> Looking for letters or words in newspapers or magazines or reading age-appropriate articles <input type="checkbox"/> Turning on the closed-captioning on your TV <input type="checkbox"/> Leaving sticky notes for your child to read <input type="checkbox"/> Playing the alphabet game while traveling (looking for an A, B, C etc. on license plates or signs) <input type="checkbox"/> Reading bedtime stories together <input type="checkbox"/> Posting to-do lists for your child's reference (bedtime routines, morning routines, etc.) <input type="checkbox"/> Cuddling up and reading to your child (You do all the work; they have all the fun!) 	<ul style="list-style-type: none"> <input type="checkbox"/> Creating grocery lists together <input type="checkbox"/> Helping them to sound words out when they ask how something is spelled <input type="checkbox"/> Helping your child write thank you notes for gifts <input type="checkbox"/> Having your child write love notes to other family members <input type="checkbox"/> Having your child write their own list of presents they'd like <input type="checkbox"/> Helping your child to write a list of all of the books they've read <input type="checkbox"/> Creating to-do lists together <input type="checkbox"/> Working together to write labels on organizing bins <input type="checkbox"/> Putting ABC magnets up on your refrigerator for them to spell out names and words. <input type="checkbox"/> Requiring complaints or tattles to be submitted in writing. :) <input type="checkbox"/> Giving your child a journal / diary <input type="checkbox"/> Noticing interesting words and teaching your child what they mean <input type="checkbox"/> Allowing them to use fun pens or markers while writing

Apps for the iPad

Kindergarten	First Grade	Second Grade
Raz Kids 	Raz Kids 	Raz Kids 
Starfall ABCs/ Learn to Read 	Guided Reader 	Guided Reader 
Logic of English 	Logic of English 	Logic of English 
Khan Academy for Kids 	Teach Your Monster to Read 	Second Grade Learning Games 
I Like Books 	Scholastic Magazine 	Scholastic Magazine 

**What can we do at home to
practice math?**

Practicing Math at Home

The **best** thing you can do is to involve your child in all of the ways we use math every day.

- Counting items to split a snack equally
- Using fractions and measurements in a recipe
- Counting money to pay for purchases
- Telling time to know when to do things
- Noticing patterns and shapes in nature
- Adding and subtracting items and money

Practicing Math at Home

Fun ways to practice. . .

1. Play board games or card games. They are full of math!
2. Count up the money in the piggy bank and make a plan or budget for it. Add and subtract amounts as needed.
3. Cook together & help your child measure the ingredients.
4. Play counting games while traveling down the road.
5. Make patterns out of cereal pieces or look for shapes in food.

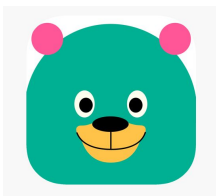
Apps for Math

Kindergarten

Montessori Numbers



Khan Academy For Kids

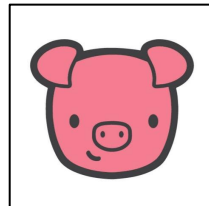


Math Joy



First Grade

Freckle Math



Find Sums



Xtra Math



Second Grade

King of Math Junior



Mathseeds



Khan Academy



Additional questions?

Contact:

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[Resources as a pdf document](#)