

Maine Reading First Course



Session #17 Broad Supports for Literacy

Maine Department of Education
2006



Key Learning Goals

Session 17

Broad Supports for Literacy

- Explore broad supports for literacy instruction that are available to children, families, and educators in Maine (e.g. parent involvement, family literacy services, Head Start, Maine Reads, etc.)
- Synthesize course content into core principles to apply to K-3 literacy instruction



Parent-Involvement Brainstorm

Part I

- Brainstorm a list of the ways in which you involve parents in your students' literacy learning.
- Then, share with a partner.

Home-School Programs vs. Partnerships

(Shockely, Michalove, and Allen, 1995)

■ Programs

- Direction of involvement is controlled by school.
- Activities are generalized rather than specific to family needs.
- Only parents who participate are recognized by the school.
- Judgments may be placed on parents (“good” parents participate, “bad” parents don’t).
- Programs may be purchased or created without parent input.
- Programs are often short lived.

Home-School Programs vs. Partnerships

(Shockely, Michalove, and Allen, 1995)

■ Partnerships

- Direction of involvement flows back and forth between school and home.
- Activities are specific to the interests and needs of families.
- Active, ongoing effort is undertaken to connect to all families in some way.
- Mutual respect is developed for all parents.
- Partnerships are constructed jointly by all participants and are constantly negotiated.
- Partnerships are usually a long-term commitment.



Parent-Involvement Brainstorm

Part II

- Review the list you brainstormed and sort your ideas into the two categories—program or partnership.
- What do you notice about your sorting?
- How might you think differently about the design of your parent involvement activities?



Home-School Connections

Tips to Keep in Mind

- Value parents as children's first and life long teachers.
- Connect to parents as partners by building trusting relationships and learning from them.
- Recognize that contributions from parents will be varied in amount and kind, but value all contributions.
- Recognize that the literacy levels of families and the stresses associated with home/school connections will vary with each family.
- Keep parents well informed about their children's achievements and challenges through communication that works for you and the parent.
- Educate parents about the kinds of learning in which their children are engaged and the ways they can support them across grade levels.



Partnerships for Literacy in Maine

- Raising Readers
- University of Maine Cooperative Extension Service
- Maine Parent Federation
- Maine Public Broadcasting Network
- Maine Reads
- Literacy Volunteers of America
- Maine Humanities Council
- Maine Libraries
- Family Literacy



Did You Know?

Maine has 400,000 adults (42% of the adult population) functioning at Level 1 or 2 literacy levels.

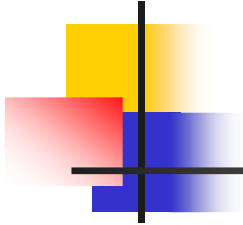
- **Level 1:** An adult who can read a little, but not well enough to fill out an application, understand a food label, or read a story to a child (15% of Maine's adult population).
- **Level 2:** An adult who can identify key pieces of information and perform simple calculations—about an 8th grade reading level (27% of Maine's adult population).







Family Literacy Services

- Children's Education
- Parent Time
- Parent and Child Together Time (PACT)
- Adult Education

Changing Emphasis of Five Essential Elements



| Element | K | 1 | 2 | 3 |
|-------------------------------|--|---|-----------------------|---|
| Phonological Awareness | | | | |
| Phonics | Letter Sounds & Combinations | | Multisyllables | |
| Fluency | | | | |
| Vocabulary | Listening  Reading  | | | |
| Comprehension | Listening  Reading  | | | |



Visual Representation

Think about the learning you have done in this course. Use the art materials available to you to visually represent that learning. You can choose one significant learning or several. Be creative!



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