Dr. Karen Mapp Presents Scholastic Literacy Events

Aligns to Title I, Section 1003(g)

SCHOOL IMPROVEMENT GRANTS

School Improvement Grants (SIG) are intended to help Title I schools, identified for improvement, corrective action, or restructure, implement reform strategies, specifically the four intervention models—Turnaround, Restart, School Closure, or Transformation Model. Within the Turnaround and Transformation Models, districts and schools are required to implement a series of required activities, as well as other optional elements. The chart below shows how ***Dr. Karen Mapp Presents Scholastic Literacy Events*** can support School Improvement, specifically for Turnaround and Transformation Models. The criteria are drawn from the Federal Title I, Section 1003(g) Guidance posted at: http://www2.ed.gov/programs/sif/legislation.html.

SIG Requirements	*Dr. Karen Mapp Presents Scholastic Literacy Events*
Implement an instructional program that is research-based	Developed to extend literacy learning from school to home, *Dr. Karen Mapp Presents Scholastic Literacy Events* helps grades PreK-5 children become successful, lifelong readers. This program, which is aligned to both the PTA's National Standards and the research-based US Department of Education (US DOE) *Dual Capacity-Building Framework for Family-School Partnerships,* fosters community support networks. Literacy-rich materials provide caregivers with a variety of strategies and tools they can use to nurture and strengthen their child's love of reading and writing. By attending events and practicing at home what they've learned, families become empowered, confident, and active partners in helping their children grow into motivated, successful readers and writers. The *Scholastic Literacy Events* follow-up components provide ongoing support. Research backs *Scholastic Literacy Events* family involvement in raising student achievement: ▪ Parent participation in school-based workshops is linked to greater gains in school by their children (Shaver & Walls, 1998). ▪ Increased family involvement in activities at school has a positive impact on literacy achievement (Dearing, Kreider, Simpkins, & Weiss, 2006). ▪ Parental involvement in children's early literacy activities, as well as having books in the home, has a positive impact on children's reading achievement later on in school (PIRLS; Mullis & Martin, 2007). ▪ The enhanced vocabulary that young children acquire through read-alouds aids their ability to comprehend texts as independent readers (Biemiller & Boote, 2006). Dr. Mapp, Senior Lecturer on Education at the Harvard Graduate School of Education, is the author of the US DOE *Dual Capacity-Building Framework* and is the Scholastic Family and Community Engagement advisor. *Scholastic Literacy Events* takes all the components of the Framework, from the link to learning to the collaborative piece, and provides teachers with a way to operationalize it through an event and workshop with families. 📖 For more information about the research behind *Scholastic Literacy Events,* see: http://teacher.scholastic.com/products/face-new/literacy-events.html and click on the Key Priorities icons.

SIG Requirements	*Dr. Karen Mapp Presents Scholastic Literacy Events*
Implement an instructional program that is aligned with State academic standards	The books and activities in *Scholastic Literacy Events* support English Language Arts/Reading through two grade-specific kits: ▪ Spotlight on Reading – Provides caregivers with a variety of strategies and tools to nurture and strengthen their children's love of reading ▪ Reading and Writing Connection – Provides caregivers with ways they can build and reinforce positive routines at home to help strengthen and nurture their children's reading and writing skills Reading *Scholastic Literacy Events* uses the interactive read-aloud process to model skills and strategies for families to use with their children to help them get the most out of a book. This process teaches reading in a meaningful context, setting the stage for students to: ▪ Build fluency by listening to fluent, expressive reading ▪ Learn vocabulary in context and through definitions ▪ Build background knowledge related to the text ▪ Develop comprehension skills, such as understanding text and story structures; making connections to prior knowledge, self, and the world; previewing and summarizing the book; comparing and contrasting; and asking purposeful questions At the end of each event, families take home three books and corresponding Family Tip Sheets to support the use of these strategies as they read aloud to their children at home. Writing *Scholastic Literacy Events* includes title-related writing activities during small-group rotation sessions. Grade-specific skills address students' abilities to write effective, clear compositions. Skills include: ▪ Writing descriptions ▪ Word choice ▪ Recalling details A creative writing activity from each Reading and Writing Connection Kit enhances students' ability to express themselves in different writing styles. Speaking & Listening During an interactive read-aloud, participants actively listen and respond to text that is being read aloud. They respond to questions, as well as share their own comments, observations, and questions about the text. This process encourages higher levels of thinking, questioning, and understanding. CONTINUED

SIG Requirements	*Dr. Karen Mapp Presents Scholastic Literacy Events*
Implement an instructional program that is aligned with State academic standards	<u>Language</u> The Family Tip Sheet, available in English and online in Spanish, encourages caregivers to share books with their children and talk about what they read to build their language skills. The program provides books in a variety of fiction and nonfiction genres. Literacy-Boosting Activities suggest to families other ways to build their children's language beyond the program. 📖 For detailed information about how *Scholastic Literacy Events* correlates to the US DOE *Dual Capacity-Building Framework for Family-School Partnerships* to support student achievement and school improvement, please see: http://teacher.scholastic.com/products/face-new/literacy-events.html.
Use formative, interim, and summative assessments to inform and differentiate instruction	As an out-of-school event, *Scholastic Literacy Events* does not provide assessments to inform and differentiate instruction in the classroom. However, the *Scholastic Literacy Events* Planning Guide provides a list of questions that teachers and schools can use to gauge the effectiveness of the event held on family engagement and student learning. Some of these are: ▪ Were families able to complete the activities? ▪ Have I noticed positive changes in family involvement? ▪ Have I noticed any gains in children's reading and writing skills? Schools ask families other evaluation questions, such as: ▪ Have you been reading and writing together? If so, how often and when? ▪ Have you noticed any changes in your child's reading and writing? If so, what are they? ▪ Do you feel confident in your ability to help your child to become a better reader and writer? The program also encourages families to write a brief evaluation of the event or requests for conferences on leave-behind cards.
Implement effective strategies to ensure that students with disabilities and LEP students acquire language skills to master academic content	*Scholastic Literacy Events* addresses the needs of all students in the school, including students with disabilities and LEP students, through effective family-school partnerships. The program incorporates the US DOE *Dual Capacity-Building Framework for Family-School Partnerships* policy and goals to build and enhance the capacity of staff/family in four areas: ▪ Capabilities (skills and knowledge) ▪ Connections (networks) ▪ Cognition (beliefs, values) ▪ Confidence (self-efficacy) CONTINUED

SIG Requirements	*Dr. Karen Mapp Presents Scholastic Literacy Events*
Implement effective strategies to ensure that students with disabilities and LEP students acquire language skills to master academic content, *Continued*	The Framework shows that effective family-school partnerships support student achievement and school improvement through: ▪ School and program staff who connect family engagement to student learning and who create welcoming, inviting cultures ▪ Families who can negotiate multiple roles, such as supporters, encouragers, collaborators, advocates, and decision-makers A growing body of research demonstrates the importance of family and community engagement in children's academic achievement. "The family seems to be the most effective and economical system for fostering and sustaining the child's development. Without family involvement, intervention is likely to be unsuccessful, and what few effects are achieved are likely to disappear once the intervention is discontinued" (Urie Bronfenbrenner, *Harvard Family Research Project,* 2006).
Establish schedules and strategies that provide increased learning time	A teacher or other school coordinator plans and holds the *Scholastic Literacy Event* using the turnkey Planning Guide and materials that the program contains. The guide provides suggestions on choosing a date, spreading the word, enlisting volunteers, and preparing/setting up for the event. The program provides fill-in-the blank reproducible invitations and volunteer request forms. Each event is designed to take approximately 1 ½ to 2 hours to conduct. The Planning Guide suggests a schedule, but encourages flexibility so that participants have time to complete the activities and share their experiences. <u>Arrival and Greetings</u> – Families are greeted and reminded that this is just the beginning of a yearlong collaboration between school and home. <u>Introductions and Icebreakers</u> – Participants introduce themselves and engage in two fun icebreaking activities. <u>Interactive Read-Aloud</u> – The teacher reads aloud the book using the following procedure: ▪ Explore the cover ▪ Preview the book ▪ Activate prior knowledge ▪ Introduce the vocabulary ▪ Ask purposeful questions ▪ Summarize the book <u>Group Rotation Activities</u> – Families join together in small groups and work on activities that build literacy skills. These can include discussing characters in the books by comparing and contrasting them or writing a description of a scene from the story. <u>Whole-Group Wrap-Up and Comments</u> – Families come back together and share their experiences. Teachers remind them that they can take what they learned during the event and use it to continue reading as a family at home. *Scholastic Literacy Events* provides a Families-as-Partners Form for children to complete at home and bring back to school to show what they learned.

SIG Requirements	*Dr. Karen Mapp Presents Scholastic Literacy Events*
Provide ongoing mechanisms for family and community engagement	*Scholastic Literacy Events,* based on the US DOE *Dual Capacity-Building Framework for Family-School Partnerships,* provides ongoing mechanisms for family and community engagement. The Framework suggests that partnerships between home and school can only develop and thrive if both families and staff have the requisite collective capacity to engage in them. The two *Scholastic Literacy Events* family engagement kits take all the process conditions, organizational conditions, and policy and program goals of the Framework and provide the opportunities to actualize them. Each kit: ▪ Provides strategies, practices, and activities that maximize student success in school ▪ Engages families and children together in reading practice ▪ Fosters long-term community support networks ▪ Provides teachers with the tools needed to implement a successful family literacy event With each *Scholastic Literacy Events* kit, teachers receive: ▪ 24-page Planning Guide with detailed planning, group management, read-aloud, and activity information ▪ Three trade books that go home with the family – one read aloud during the event and two additional books to introduce ▪ Three activity cards that feature prompts to use with the read-aloud books, suggestions to hold a review discussion, and five additional activities that families can do on a rotating basis ▪ Welcome banner to display to greet participants ▪ Motivational poster to display in the classroom ▪ Bulletin Board Banner, an after-event tool that creates a space in the classroom for take-home activities to be displayed The program's Family Take-Home Packs extend learning at home. Bundled for classroom (30) distribution, the packs include: ▪ Three engaging, grade-appropriate trade books (see above) ▪ Activity sheet with tips for parents to follow when reading aloud with their child, ideas for literacy-boosting activities to do at home, developmental reading or writing milestones, and more ▪ Participation certificate for each child in the class Families also receive multiple Families-as-Partners Forms. Families and children describe the literacy activities they did together (read books, talked about books, wrote notes, etc.). Students bring the forms back to school to be displayed on the Bulletin Board. 📖 To watch a video on *Scholastic Literacy Events* in action, please visit: http://teacher.scholastic.com/products/face-new/literacy-events.html

SIG Requirements	***Dr. Karen Mapp Presents Scholastic Literacy Events***
Develop and increase teacher and school leader effectiveness	*Scholastic Literacy Events* is a turnkey program that does not require implementation training. However, *Scholastic Achievement Partners* currently offers at additional cost the following face-to-face course that can deepen teachers' understanding of the foundational concepts and research: *Supporting Literacy Through Family and Community Engagement* Family engagement is becoming a critical part of school improvement, student achievement, education funding, and teacher evaluation. The US Department of Education *Dual Capacity-Building Framework for Family-School Partnerships* speaks to building the capacity of both family and staff. This course provides an overview of the Framework and most recent research in the family engagement field. In addition, it focuses on assessing course participants' beliefs and the climate or environment of their schools. Finally, it explores best practices and actionable steps to begin to build capacity. This course enables Administrators, Teachers, and Family Engagement Coordinators to: ▪ Understand the US DOE framework and related research ▪ Assess school environment to move from a fortress school to a partnership school ▪ Understand and maximize process and organizational conditions for optimal partnerships ▪ Link family engagement to classroom learning with a focus on literacy ▪ Initiate action planning by reviewing existing activities and events ▪ Understand available resources and practices 📖 For additional information regarding *Scholastic Achievement Partners* services, please see: http://teacher.scholastic.com/products/scholastic-achievement-partners/#/our-services-section.