

OUSD Parents Raising the B.A.R.

Session 7: Understanding Common Core State Standards & English Language Arts

Purpose

The goal of this workshop is to provide parent leaders with information and activities to support students' reading toward the Common Core State Standards (CCSS)

Outcomes

By the end of this session, Parent Leaders will:

- Help students read appropriate level books using the Scholastic Reading Inventory (SRI) lexile score for grade level reading.
- Ask three questions to support students' reading comprehension.
- Deliver an elevator speech about the CCSS to other parents as background for the grade level CCSS summit.

Room Set Up

15-30 minutes before meeting

- Create space for snacks/refreshments
- Arrange tables and chairs in the room
- Set up and check that technology works

Materials

- Name Tags
- Sign In Sheets
- Handouts
- PowerPoint Slides
- Other

Welcome

(20 minutes)

Purpose

The purpose of this segment of the agenda is to bring order to the meeting and create the sense of community by having participants get to know each other.

Materials

- Directions and materials for community building activity
- Participant Agenda Handout

Talking Points

- Welcome parents and review agreements (7)
- Introduce short community building activity (10)
- Briefly review meeting agenda so participants know what is going to happen (3)

A Name Game Community Builder

(10 minutes)

Purpose

The purpose of this activity is to give participants an opportunity to get to know each other and build rapport with one and other. There are several renditions of name games.

Outcome

- Participants will build rapport with the rest of the group
- The ice breaker gives an opportunity for the group to transition into the space

Materials

- No materials are necessary for this Ice Breaker

Activity:

1. Sit everyone in a circle.
2. The first participant introduces himself/herself to the group and their favorite dish to prepare
3. The second participant introduces herself/himself to the group and their favorite dish to prepare along with the name and dish of the previous person.
4. All participants will add their names and dishes as well as the names and dishes of all previous participants until you go all around the circle and everyone has participated.
5. The game ends when the person that initially started the game re-introduces himself/herself and their dish and also introduces all the other participants and their dishes.

Scholastic Reading Inventory (SRI) lexile score for grade level reading

(50 minutes)

Purpose:

The purpose of this activity is to help parents understand the importance of knowing how to identify your child's Lexile score. A Lexile measure is a valuable tool for teachers, parents, and students to identify a child's ability in reading comprehension and fluency. The Lexile score can be used to set up reading goals for a student throughout the school year. Lexile score serve in two unique functions: it is the measure of how difficult a text is and a student's reading level of comprehension and fluency.

Materials

- Worksheet
- Writing Utensils

Activity: Give one, Get one

(10 Minutes)

- **Chart out questions.** Write prompts on the a board or chart paper
 - a. **How do you know your student is reading on grade level**
 - b. **What do you know about the Scholastic Reading Inventory (SRI) lexile score?**
- **Work in Individually.** Write answers for self on worksheet #1 (2-3 minutes).
- **Share in pairs.** Find one person to give one/get one (model)
- **Group Share.** In popcorn style, let three participants share what they learned.

Understanding and the Importance of Reading Assessments (20 minutes)

Purpose

The purpose of this section is to provide background and experience for parents in being able to hold conversations with their student's teacher about understanding their child's reading level. Parent-teacher conferences can play a very important role in a student's development and academic success. Unfortunately, this relationship is often overlooked, ignored or undervalued. When parents take advantage of parent-teacher conferences and other opportunities to speak with teachers, it often allows parents to learn of any challenges — academic or otherwise — their child might be having. In this activity, parents will practice having a parent-teacher conference around their student's progress in reading.

Outcome

- Participants will be able to know what questions to ask their student's teacher regarding their student's reading level
- Participants will be able to know how to develop reading goals for their students
- Participants will be able to choose books that at their student's reading level at a public library or book store

Materials

- Reading assessments measures handout
- Sample student SRI benchmarks
- Sample DRA benchmarks
- Handout of sample questions around student's reading levels
- Handout of sample teacher responses to parent questions

Reading Assessment Measurements

Talking Points

- When a student develop confidence and mastery of reading when they read at their level and it's administered through a computer
- Students are less frustrated and enjoy reading more when they read at their level
- By understanding level reading, parents can develop short and long terms goals for their students
- Parents will be able to ask teachers targeted questions to their student's teacher in order to measure progress

SRI Benchmarks

Talking Points

- SRI (Scholastic Reading Inventory) is used to measure student's progress in reading and it's administered by a teacher or aid
- SRI can be used with students from Kindergarten through 12th Grade
- SRI is normally administered three to four times a year: at the beginning, middle, and end of the school year.
- SRI measures student's Lexile reading score that can be matched to books that are appropriate to their reading level
- It is very important to select books for your students according to your child's Lexile score
- Oakland Public Libraries have books that are sorted by Lexile scores to make it easier for students and parents to find books

DRA Benchmarks

Talking Points

- The Developmental Reading Assessment (DRA) is a standardized reading test used to determine a student's level in reading.
- DRA assessments are administered by the teacher or aid manually with the student
- DRA assessments are normally administered three times a year.
- DRA assessments are used by the teacher to provide targeted interventions for students

Activity: Role Play a teacher conference

(20 minutes)

Purpose

Participants will have an opportunity get familiar with reading assessments to be able to understand where how their student's reading level is progressing. This exercise will also help them practice setting up short and long term goals around their student's reading.

Outcome

- Parents will be able to practice questions they should ask around their student's progress in reading
- Participants will be able to fill out a student goal setting form

Materials

- Reading assessments measures handout
- Sample student SRI benchmarks
- Handout of sample questions around student's reading levels
- Student goal setting tool

Talking Points

- When a student develop confidence and mastery of reading when they read at their level
- Students are less frustrated and enjoy reading more when they read at their level
- By understanding level reading, parents can develop short and long terms goals for their students
- Parents will be able to ask teachers targeted questions to their student's teacher in order to measure progress

1. **Ask the group get in groups of triads and designate roles:** The group will be taking turns in being an observer, teacher and parent.
2. **The Parent Role:** The participant who plays parent will be asking the teacher questions around their student's progress in reading. The parent will fill out a student goal setting form to come up with short and long terms goals for their student.
3. **The Teacher Role:** The participant will refer to the handout of possible teacher responses to address the parent's concerns.
4. **The Observer:** The participant will listen to the parent asking the teacher questions. The Observer will write down two things they really liked about the parent role questions and one thing they would have like to have asked or how they may ask the question differently.
5. **Have participants decide on participant order:** Instruct participants to agree on the order in which all participants will take turns with each role.
6. **Make sure everyone gets an opportunity to share:** Set up a timer so that everyone has 3 minutes to participate in each role.
7. **Group Share:** Ask participants to go back to their seats and depending on time, you may ask three to five people to share on how they felt about the exercise, if the exercise was helpful and if they learned anything new. Chart group responses.

Understanding Common Core Standards

(20 minutes)

Purpose

Academic standards are important because they help ensure that all students across the country will be able to be successful for college or a career. The Common Core standards provide precise building blocks for student learning through their academic career. Having clearly defined goals helps families and teachers work together to ensure that students succeed.

Outcome

- Participants will be able to describe what Common Core Standards are
- Participants will be able understand why these standards are important
- Participants will be able to articulate the importance of the common core standards to other parents.

Materials

- Common Core Standards handout
- Creating an Elevator Speech handout
- Handout of Questions to Script a Message

Talking Points (review Common Core handout)

- CCSS provide a clear guide for parents, teachers and students of where student's need to be in every grade to ensure that they will be successful in college or the workforce
- The standards have been adopted by 45 states, so student's that move from state to state will be measured in the same way
- CCSS assessments will challenge students to use more critical thinking around the work they are learning
- CCSS will focus on less areas per grade level and will go into a deeper level of understanding of the areas it will focus
- OUSD is focusing around three major areas when it comes to Common Core
 - Students will be introduce to more complex text
 - Students will be asked to produce more evidence based writing
 - Students will have more opportunities to engage in academic discussions with their peers

Activity: Developing an Elevator Pitch about CCSS

(20 minutes)

Purpose

Participants will have an opportunity to develop an elevator pitch to get other parents interested in participating in activities that are being promoted by the school. Parents will practice creating a short but powerful statement to build interest within the school community they are supporting.

Outcome

- Participants will be able to develop statements that are brief and clear
- Participants will be able to deliver a valuable message to other parents
- Participants will practice on developing a message for other parents around CCSS
- Participants will be able to practice delivering the message with each other

Materials

- Common Core State Standards Video Clip
- OUSD CCSS Hand out
- Handout of Questions to Script a Message

Talking Points

- It can take several attempts to create the right message
- You may come up with a few different questions before you reach the right message.
- The message should sound like you're having a conversation with someone.
- The message may vary depending on what you're promoting, your audience and your preference in delivering the message.

1. **Review the Material:** Play the video clip around the Common Core State Standards and review the Hand out.

2. **Check for understanding:** In popcorn style, ask participants to share what they understand as the main points of the handout and the video. Come up on a consensus of the main points participants would want to share with other parents.

3. **Ask the group get in groups of four or five:** The groups will work in teams to develop a message around the Common Core State Standards for this exercise.

4. **Review the Creating the Right Message Handout:** Participants will have an opportunity to work as a group to come up with the right message using the Creating the Right Elevator Pitch Handout.

5. **Teams present their message:** Instruct participants to agree on a reporter, the reporter will share with the entire group. As the different teams share, have the other teams comment on two things they liked about the pitch and one thing they would do different. Chart all the messages and have the entire group come up with a consensus on an integrated message that takes all of the participants' best points.

6. **Make sure everyone gets an opportunity to share:** Set up a timer so that everyone has 3 minutes to participate in each role.

7. **Group Share:** Ask participants to come back as a large group, and depending on time, you may ask three to five people to share on how they felt about the exercise, if the exercise was helpful and if they learned anything new. Chart group responses.

Appreciations

(20 minutes)

Purpose

Give participants some time to acknowledge each other for participating and being thought partners in the process. This activity will continue to strengthen your group by allowing participants to build rapport with one and other.

Materials

- Soft plush ball or toy

Activity: Ball toss

(15 Minutes)

8. **Ask the group to form a big circle:** Have participants remove furniture if needed or simply move to an empty space in the room to create a large circle.
9. **Toss the ball to participants:** Instruct participants to share an acknowledgement of the day, the material, another participant or the facilitator then toss the ball to another person.
10. **Make sure everyone gets an opportunity to share:** Explain that everyone needs to share. As the group progresses through the exercise ask participants to raise their hands if they haven't had an opportunity to share.
11. **Closing:** End the activity by acknowledging everyone's commitment to being present and their participation in the activity.