

Reading For Life Literacy Program

Program Model Draft

Mission: To promote literacy in children by providing a fun and engaging classroom environment where they are motivated to read by working with current & retired professional athletes, community volunteers and community-based organizations. **These mentors will join students in classrooms & read to them, assist with daily class room projects & encourage students to increase daily reading activities at home!!! (Discuss this "action" statement)**

Vision: The Reading For Life Literacy Program provides mentorship from current & retired professional athletes, celebrities, community volunteers and community based organizations that encourage children to become literate citizens in society, foster positive attitude towards reading and learning, increase daily reading activity, improve attendance and academic achievement, and raise self-confidence.

Children in the Reading For Life Literacy Program will learn the importance of reading and utilize reading strategies to improve reading fluency and increase reading comprehension. This program will inspire children to become lifelong readers and learners.

Reading aloud is an essential component of literacy. Reading to an athlete and or members of the community increases confidence and generates excitement among students, which in turn will motivate children to read. Along with great books, discussions, and writing activities, the mentors will help children relate or make connections with the world they live in (reading strategy=text-to-world connection)

Participants: 3rd grade classes will be invited to participate in the Reading For Life Literacy Program. These students will work closely with athletes and college students to increase daily reading activity/skills that will transfer throughout the day (before, during, and after school). Along with current & retired professional athletes, celebrities, community volunteers & community based organizations will help impact positive attitude towards literacy.

The Reading For Life Literacy Program will be a consistent and continual program at the school (in order to obtain measurable results and data). All students, activities, and events will take place under the supervision of teachers, support staff, and principal.

The Students' Commitment: Participants are required to show good attitude, behavior, and citizenship; obtain good attendance; strive for and maintain good academic achievement; and serve as role models/mentors on campus.

Students will show evidence of their reading by:

- Maintaining a *HOME Weekly Reading Log*
- Keeping an *IN-CLASS Weekly Reading Log*
- Completing the *Reading Interest Survey* (before & after the program)
- Writing book reports, letters, oral presentations...etc.

Teachers' Responsibilities: Teachers will be accountable for (data will be collected by AFE) the following activities and record keeping efforts:

- administering the *Reading Interest Survey* (before & after the program)
- records students' *Monthly Reading Levels*
- record students' *Monthly Homework Logs*
- record students' citizenship/behavior and attitudes toward reading/literacy
- creating anecdotal notes regarding reading comprehension (ex. Guided reading notes)

*Teachers will have a bulletin board/corner that displays evidence of students' reading activities.

**Teachers will be asked to chaperone after hours (evenings, weekends...etc) events based on AFE's discretion. Teachers will be responsible for coordinating after school hour events (permission slips, parent contact, drop off & pick up locations...etc.)*

Reading For Life Literacy Program: The basis of the session: once a month (30-45 minutes per class) where students will:

- Read aloud/share their favorite book(s) with mentors (or vice versa)
- Have discussions regarding the books
- Write about the books (book reports, ad, letters, skits...etc)

Essential elements of the program:

- Motivation to reading (internal and external incentives)
- Parent & community involvement
- Provide books for students to keep at home (to build their own mini library)

Reading For Life Literacy Program Expected Outcomes:

- Progress towards a positive attitude/behavior towards reading/literacy and learning
- Completion of a daily reading activity
- Increased reading comprehension
- Building confidence and self-esteem
- Improvement in grades, test scores, and focus
- Improved attendance
- Increase good citizenship in and out of school
- Build lasting relationship with mentors
- Provide an engaging learning environment for students

Accountability: The classroom teachers and other staff members/volunteers will monitor all students. All Students will monitor their reading activity on a daily basis (in class/homework). Teachers and mentors will be responsible for compiling and submitting progress reports on all students in the Program. This will help the 3rd grade students prepare for the California Standardized Tests (CSTs), which takes place in late May/early June.

What Are California Standardized Tests (CSTs)? The CSTs are developed by California educators and test developers specifically for California. They measure students' progress toward achieving California's state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested.

Who Takes the CSTs? Students in grades two through eleven take multiple-choice CSTs in various subjects. Students in grades four and seven complete a writing assessment as a part of the CST English-language arts test.

What Components Are Included in the English Language Arts Section of the CSTs?

The English Language Arts Section is composed of the following five strands:

- Word Analysis
- Reading Comprehension
- Literary Response and Analysis
- Writing Strategies
- Written Conventions

Content Standards In Detail:

3RW1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

3RW1.1 Decoding and Word Recognition: Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.

3RW1.2 Decoding and Word Recognition: Decode regular multisyllabic words.

3RW1.4 Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

3RW1.5 Vocabulary and Concept Development: Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things).

3RW1.6 Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.

3RW1.7 Vocabulary and Concept Development: Use a dictionary to learn the meaning and other features of unknown words.

3RW1.8 Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

3RC2.0 READING COMPREHENSION:

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

3RC2.1 Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.

3RC2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

3RC2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.

3RC2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.

3RC2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.

3RC2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.

3RC2.7 Comprehension and Analysis of Grade-Level-Appropriate Text: Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).

3RL3.0 LITERARY RESPONSE AND ANALYSIS:

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of text and the literary terms or elements (e.g., theme, plot, setting, characters).

3RL3.1 Structural Features of Literature: Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).

3RL3.2 Narrative Analysis of Grade-Level-Appropriate Text: Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

3RL3.3 Narrative Analysis of Grade-Level-Appropriate Text: Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

3RL3.4 Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.

3RL3.5 Narrative Analysis of Grade-Level-Appropriate Text: Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

3RL3.6 Narrative Analysis of Grade-Level-Appropriate Text: Identify the speaker or narrator in a selection.

3WS1.0 WRITING STRATEGIES:

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., pre-writing, drafting, revising, editing successive versions).

3WS1.1 Organization and Focus: Create a single paragraph:

- 1) Develop a topic sentence;
- 2) Include simple supporting facts and details.

3WS1.3 Research & Technology: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

3WS1.4 Evaluation and Revision: Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

3WC1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:

Students write and speak with a command of standard English conventions appropriate to this grade level.

3WC1.1 Sentence Structure: Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

3WC1.2 Grammar: Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

3WC1.3 Grammar: Identify and use past, present, and future verb tenses properly in writing and speaking.

3WC1.4 Grammar: Identify and use subjects and verbs correctly in speaking and writing simple sentences.

3WC1.5 Punctuation: Punctuate dates, city and state, and titles of books correctly.

3WC1.6 Punctuation: Use commas in dates, locations, and addresses and for items in a series.

3WC1.7 Capitalization: Capitalize geographical names, holidays, historical periods, and special events correctly.

3WC1.8 Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

3WC1.9 Spelling: Arrange words in alphabetic order.

Other Ideas to Implement Throughout the Year:

March- Reading For Life Kick-Off

* **March 2nd**-Read Across America Day (Dr. Seuss Day)

April- Spring Vacation (apply what you learned on your own)

May- Write & perform skits based on books, State Testing (grades 2-5)

June- Write & perform skits based on books, State Testing (grades 2-5)

July- Celebration (Reading Event and/or Healthy Party with mentors)

Additional Wish List:

- Books for students to take and keep at home
- School supplies for students
- Fun reading/literacy events with mentors
- Students and mentors read with parents
- Mentors visit school on Family Fridays (First Friday of the month)
- Mentors visit school and read with students during recess and/or lunch
- Mentors emphasize healthy lifestyles
- Assemblies

***These are just ideas 😊**

We are very excited about implementing the Reading For Life Literacy Program at your school. Our ultimate goal is to promote literacy by motivating and inspiring children to read on a daily basis.

We appreciate and are thankful for your support and dedication to all students. Together we can make a difference in our children's lives.

Reading Interest Survey

from "'But There's Nothing Good to Read' (In the Library Media Center)," by Denice Hildebrandt, Media Spectrum: The Journal for Library Media Specialists in Michigan, Fall 2001, p. 34-37.

1. Do you like to read?

Yes Sometimes No

2. How much time do you spend reading a day?

Less than 30 minutes 1-2 hours 3-4 hours 5 hours or more

3. What are some of the books you have read lately?

4. Do you have a library card? How often do you use it?

Yes No Daily Weekly Monthly Yearly

5. Do you ever get books from the school library?

Yes No

6. About how many books do you own at home?

None 1-5 6-10 11-20 21-30 31 or more

7. What are some books you would like to own?



8. Put a check mark next to the kind of reading you like best. (topics you might like to read about)

_____ history

_____ travel

_____ plays

_____ sports

_____ science fiction

_____ adventure

_____ romance

_____ detective stories

_____ war stories

_____ poetry

_____ car stories

_____ novels

_____ biography

_____ supernatural stories

_____ astrology

_____ humor

_____ folktales

_____ how-to-do-it books

_____ mysteries

_____ art

_____ westerns

9. Do you like to read the newspaper?

Yes No

10. If 'yes', place a check next to the part of the newspaper listed below you like to read.

_____ Advertisements

_____ Entertainment

_____ Columnists

_____ Headlines

_____ Comic Strips

_____ Political Stories

_____ Current Events

_____ Sports

_____ Editorials

_____ Others: (please list)

11. What are your favorite television programs?

12. How much time do you spend watching television a day?

Less than 30 minutes 1-2 hours 3-4 hours 5 hours or more

13. What is your favorite magazine?

14. Do you have a hobby? If yes, what is it?

Yes _____ No

15. What are the two best movies you have ever seen?



16. Who are your favorite entertainers and/or movie stars?

17. When you were little, did you enjoy having someone read aloud to you?

Yes No

18. List topics, subjects, etc. which you might like to read about:

19. What does the word '*reading*' mean to you?

20. Say anything else that you would like to say about reading: