

March 15, 2019

Title I Quarterly Newsletter

*You can find magic
wherever you look. Sit
back and relax, all you
need is a book.*

Dr. Seuss

Daily Reading

The value and importance of children reading outside of language arts class is crucial. According to Anderson, R. C., P. Wilson, and L. Fielding, children need to read for at least 20 minutes per day. If they do, they are exposed to 1.8 million words per year and will score in the 90th percentile rankings! In contrast to this, if students only read about 5 minutes per day, they are only exposed to 0.28 million words per year and would only score in the 50th percentile rank. If your child says they don't like to read, they are probably reading the wrong materials. We need to expose kids to a variety of reading materials and be models of reading ourselves. Make reading daily a priority!



Students and teachers celebrated Dr. Seuss' birthday on March 1st.

**If you have questions or suggestions, please contact a Title I teacher:
Jill Anderson at janderson@pdys.org, Regina Babcock at
rbabcock@pdys.org, or Kristi Bettinger at kbettinger@pdys.org, or
contact Angie Belcher, student services, at abelcher@pdys.org.**

Read Across America Day

On March 1st Delta Elementary celebrated Read Across America Day. This is a day set aside to encourage children to read. It is celebrated at the beginning of March in honor of Dr. Seuss's birthday on March 2nd.

Students dressed up like their favorite Dr. Seuss character and completed activities based on different Dr. Seuss books. District personnel also came to the elementary to read to students. Thank you to Mrs. Bernal, Mrs. Belcher, Dr. Haselman, Mrs.

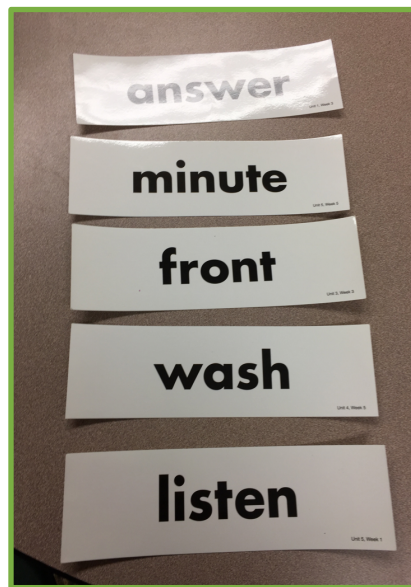


Meiring, Mrs. McCullough, Ms. Starr, Mrs. Valerius, Mr. Ford, Mr. Feasel, Mrs. Cole, Mrs. Siebenaler and Mrs. Johnson for taking time to read to our students. They enjoyed a day of reading and celebrating Dr. Seuss.

“I can read in red. I can read in blue. I can read in pickle color too.”

Single Response Intervention

One of the greatest ways to increase reading fluency is to increase sight word fluency. Here is a great intervention that students can use right at home called “Single Response”.



The parent/tutor has a deck of 5 flashcards with sight words. Prior to the session, the parent/tutor sets a session criterion for mastery: for example, the student will name all sight words in the deck correctly 3 times in a row. The tutor shows each flashcard to the student with the prompt, “Look at this word and say the word.” If the student responds correctly within 3 seconds, the parent/tutor says, “Yes, the word is [word].” If the student responds incorrectly, the parent/tutor says, “No the word is [word]. Say [word].” If the student hesitates for a longer than 3 seconds, the parent/tutor says, “The word is [word]. Say [word].” When all flashcards have been presented, the tutor shuffles the cards and repeats. When the student attains the mastery criterion, the parent/tutor repeats the above procedures with a new deck of 5 sight words.