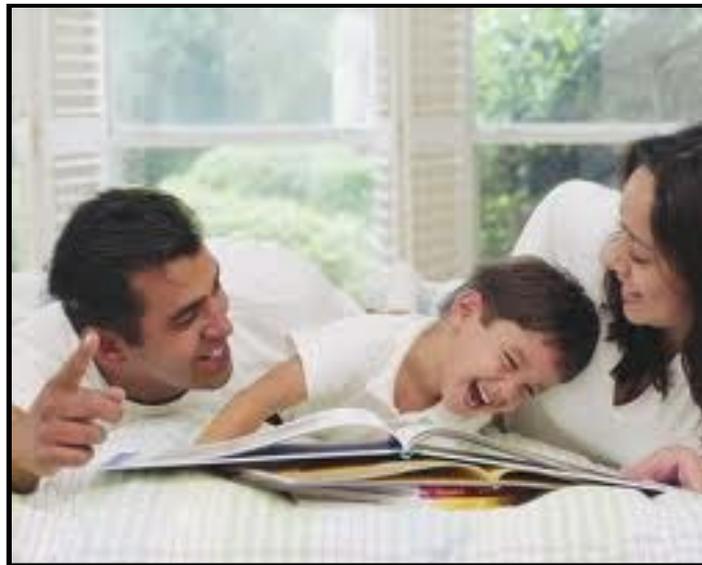


# **Title I Reading Parent Handbook 2020-2021**



Grades K-6

Hardin-Central Elementary School

# **Title I Reading Program Information**

## What is Title I?

The Title I Reading Program is a federally funded supplemental reading program designed to help students improve their reading skills.

## What are the goals of Title I?

The Title I Reading Program strives to provide an environment that:

- Helps students become fluent readers
- Builds self-esteem and confidence
- Promotes lifelong readers

## How does my child qualify for Title I?

Several different criteria are used to qualify a student. Student screening information and teacher recommendations, as well as standardized test scores in grades 3-6, are used to determine if a student is eligible for the Title I Reading Program.

## Will my child always be in the program?

I work closely with each classroom teacher to monitor student progress. A student is released from the program when they are reading at their appropriate grade level, and when the Title I teacher and the classroom teacher feel the student no longer needs the extra support.

## What does "Inclusive" and "Direct Contact" mean?

Some students are served through our inclusive program. This means that the student does not leave their classroom. Instead, I go into the regular classroom and work with the students there. Other students are served through our direct contact program. In the direct contact program, the student comes to the Title I Reading classroom each day for additional reading instruction. The student may come individually or with a small group.

## How does Title I benefit my child?

Title I Reading is "in addition to" the everyday Communication Arts program instruction in the classroom, providing students with a "double-dose" of reading each day. Students are provided with intensive additional instruction that is designed to meet the individual needs of each child. Students experience success in the Title I Reading Program, which increases self-esteem and motivation.

# Hardin-Central Title I Reading Personnel Information

## Parents Right to Know

Our district is required to inform you of certain information that you, according to The No Child Left Behind Act of 2001 (Public Law 107-110), have the right to know. Upon your request, our district is required to provide you in a timely manner, the following information:

- Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status though which state qualification or licensing criteria have been waved.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.
- What baccalaureate degree major the teacher has and any other graduate certification or degree held by the teacher, and the field of discipline certification.

In addition to the information that parents may request, districts must provide to each individual parent –

- Information on the achievement level of the parent's child in each of the state academic assessments as required under this part; and
- Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

## Qualifications of Title I Teacher

The State of Missouri requires Title I teachers to be Highly Qualified. Staff qualifications include:

- A baccalaureate degree and a Missouri Teacher's certificate for the grade level(s) assigned.
- A Reading Specialist certification or a Master's Degree in Reading.



# Reading Ideas to Try at Home

1. Have your child read every day and make it fun! Reading related activities should never be used as punishment.
2. Show interest in your child's reading. Help them select appropriate reading material.
3. Make sure your child sees you enjoying a wide variety of reading materials such as newspapers, books, magazines, etc.

4. Check your child's comprehension of a story by asking questions.

Fact questions:

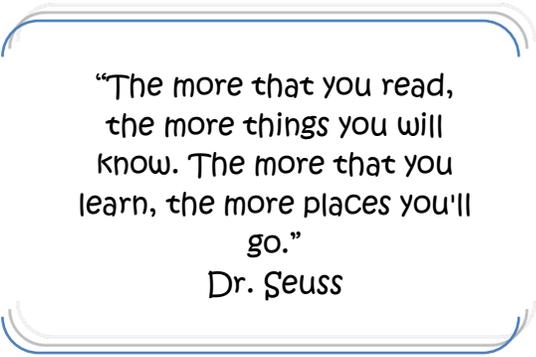
- What were the characters' names?
- Where did the story take place?

Sequence questions:

- What came first, second, etc. in the story?

Critical questions:

- Did you like the story?
- What do you think happened after the story ended?
- Would you have liked to be one of the characters in the story? Why?



“The more that you read,  
the more things you will  
know. The more that you  
learn, the more places you'll  
go.”

Dr. Seuss

5. Encourage your child to ask questions while they are reading.
6. Give your child opportunities to read many different kinds of print: grocery lists, road signs, restaurant menus, and maps.
7. Encourage word-play activities such as rhyming words, words that begin or end the same, words that mean the opposite, or words that fit in the same categories.
8. Go to the library. Let your child pick out books that they are interested in, even if the books are too easy or too hard.
9. Make a special effort to praise your child for improvement no matter how large or small the gain.
10. Read aloud to your child each day, even if they are able to read to themselves. Take turns reading paragraphs or pages together.