



JOHN F. KENNEDY SCHOOL
READING INTERVENTION SUPPORT (SIR)
TITLE I PARENT MEETING

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Agenda



- ✿ Meet Our Reading Department Staff!
- ✿ How Was my Child Selected for SIR/AIS Reading Services?
- ✿ What Does a Typical SIR/AIS Reading Session Look Like?
- ✿ What Programs/Methods Do We Use in SIR/AIS?
- ✿ How Can I Support My Child's Reading at Home?
- ✿ Who Can I Reach Out To with Comments, Questions or Complaints about Title One?





Meet The Reading Teachers!



- ★ MS. Jill Mazur (Reading Recovery)
- ★ MS. Paige Lenga (Reading Recovery)
- ★ MS. Michelle Korman
- ★ MS. Nancy Lowenkron

- ★ MS. Jennifer Kerrane
- ★ MS. Courtney Cox
- ★ MS. Maria Daniele
- ★ Dr. Roberta Robinson

Who is Eligible for SIR/AIS Services?



✿ Students who are reading 2+ levels below grade level

✿ Running Record Assessments

🌱 Decoding (Reading the words on the page)

🌱 Fluency (Reading rate, smoothness, expression)

🌱 Comprehension

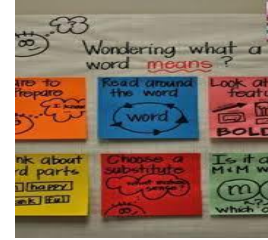
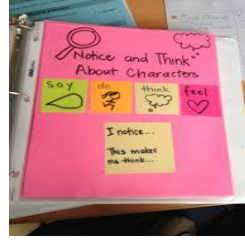
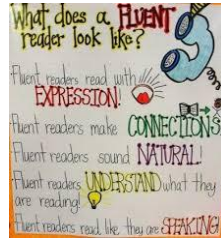
🌱 Literal & Inferential Comprehension

✿ In Grades 4-5, students who did not score "proficient" on ELA



What Does SIR Service Look Like?

- Small group, need-based instruction
- 3x-6x cycle, 30-40 minute sessions
- Mix of Independent & Instructional Text
- A few focus strategies are highlighted, based on individual and group needs
- Progress is monitored frequently



What Programs DO We Use in SIR?

- LLI (Leveled Literacy Instruction)
- WILSON/ Foundations
- A Variety of Research-based Methods



a	b	c	d	e	f	ng	nk	old	ld
g	h	i	j	k	l	ng	nk	old	ld
m	n	o	p	q	r	s	ong	onk	ost
t	u	v	w	x	y	z	ong	onk	
wh	ch	sh	th	ck			l	ed	ing
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READING RESEARCH QUARTERLY

Fountas & Pinnell
Leveled Literacy Intervention K-12

LLI Orange System Levels A-F Grade K	A
LLI Green System Levels G-H Grade 1	B
LLI Blue System Levels I-J Grade 2	C
LLI Red System Levels K-Q Grade 3	D
LLI Gold System Levels R-T Grade 4	E
LLI Purple System Levels U-W Grade 5	F
LLI Teal System Levels X-Z Grade 6-12	G



How Can I Help My Child AS A Reader?

- ★ Make time to read "just right" and high-interest books at home everyday (20-30+ min)!
- ★ Create a positive mood around reading, focusing on what children are doing WELL!
- ★ Read aloud to (or with) your child - share the reading when possible
- ★ Get to know your child as a reader, pursue his/her interests, and make books highly accessible in your home.
- ★ Reach out to your child's teachers to ask what your child's reading goals are and how you can best support them
- ★ Talk to Your Children About their books, using open ended questions



Comments, Questions or Complaints?

 Please feel free to reach out to **Kelly Newman, Assistant Superintendent for Elementary Education** with any comments, questions or complaints about Title One programs. Email: knewman@greatneck.k12.ny.us

 Complaint Procedures for Federal Programs Memo:
<https://www.greatneck.k12.ny.us/Page/15464>



The Importance of Reading Every Night: Reading Volume Matters

reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



reads **1 minute**
each day

180 minutes in
a school year

8,000 words



Literacy- Rich Home Environments:
Lots of Books & Magazines within Reach!!





Fiction

- ❖ What's happening in the story so far? What are you thinking about it?
- ❖ What seems special or a little unusual about the character/s?
- ❖ What are you thinking about the character/s? Why?
- ❖ Would you want to be friends with this character? Why/why not?
- ❖ Does the character ever have mixed feelings about something? What? Why?
- ❖ What is the problem in the story? Why is this a problem?
- ❖ Tell me about the different ways the character tries to solve his/her problem. Do you think these are good ideas? Why/why not?
- ❖ Usually, secondary characters either create a problem, make it worse, or make it better. What role do you think the secondary characters play in this story?
- ❖ How does the character grow/change in this book?
- ❖ Why did the author title the book (or chapter) _____?
- ❖ What message/life lesson is the author trying to send us? What does the main character learn about life that we can also learn?

Informational/Non-Fiction

- ❖ What kinds of information are you learning about _____?
- ❖ What seems to be really important about _____? Why?
- ❖ What do you find most interesting about _____? Why?
- ❖ Is there anything you find surprising about _____? Say more about that...
- ❖ Does _____ remind you of anything else you know a lot about? How?
- ❖ What does _____ really want/need? What gets in its way?
- ❖ Sometimes when I learn a little about something, it makes me have even more questions about it. What other questions do you have about _____? How could we answer these questions?
- ❖ How do you think the author feels about _____?



THANKS!

Questions & Parent Feedback?

You can contact me at:

[✕ ewilder@greatneck.k12.ny.us](mailto:ewilder@greatneck.k12.ny.us)

