



Reading Roads: Guiding Families on the Path to Literacy in the Early Years

Alliance Summit 2018

Goals for the Session

Participants will:

- Develop a foundational knowledge and understanding of the components of literacy and how parents can influence early childhood outcomes for educational achievement.
- Become familiar with literacy techniques that families can practice at home.

Icebreaker

What is your earliest reading/storytelling memory?

- What do you remember from the experience?
- Who read to you? Or told you the story?
- What was the name of the book/story?



Defining Literacy

What is Literacy?

- A series of skills: listening, speaking, reading, writing and critical thinking.
- Literacy includes using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential. *(Covington, Pamela, 2017)*

Types of Literacy

- **Quantitative Literacy** – Ability to perform basic arithmetic and problem solve
- **Functional Literacy** – Ability to function within society
- **Liberatory Literacy** – Ability to comprehend the value of one's own self-identity

State of Literacy at the State and Local Levels

- **State of California: (English Language Arts)**
 - Standard exceeded – 21.25%
 - Standard met – 28.63%
 - Standard nearly met – 22.58%
 - Standard not met – 27.54%
- **Los Angeles County:**
 - Standard exceeded – 20.58%
 - Standard met – 28.35%
 - Standard nearly met – 22.84%
 - Standard not met – 21.86%

Source: California Department of Education (2018)

Literacy Research:

- “There is a profound relationship between poverty and illiteracy. Poverty can negatively affect a child’s cognitive development and [their] academic performance. Limited exposure to reading materials, poor health, a scarcity of food, housing instability and unsafe environments are additional challenges. According to the Heart of America foundation, 61% of families living in poverty do not have children’s books in their homes.”

Source: education.seattlepi.com/poverty-illiteracy (Article: Poverty and Illiteracy in Schools by Lucy Hart)

Literacy Research:

- Researchers estimate that before ever entering kindergarten, cognitive scores for children of low-income families are likely to average 60 percent lower than those in the highest socioeconomic groups, something that remains true through high school. (Source: Lee, V. E. & Burkham, D. T., 2002)
- By age four, poor children will have heard *32 million* fewer words than children living in professional families. (Source: National Center for Family Literacy, 2008).

Parent Engagement and Literacy

- Research has shown that parents can create supportive home literacy environments, express positive attitudes about literacy, and share literacy activities such as joint book reading (Source: Arnold, Lonigan, Whitehurst, and Epstein, 1994)
- Educational research overwhelmingly supports the premise that “the *single* most important activity for building understandings and skills *essential* for reading success appears to be reading aloud to children. (Source: Bus, Van Ijzendoorn & Pellegrini, 1995)



Reading Roads Overview

- Parent engagement program
- Strengthens family literacy
- 5 sessions
- Connected to what children are learning in the classroom
- Each lesson focuses on a:
 - Theme
 - Children's book
 - Literacy skill

Reading Roads Goals

- Increase students reading skills by:
 - Increasing read-aloud experiences between parents and children.
 - Strengthening parents' skills and knowledge to support their child's literacy development
 - Building parents' confidence to partner with school staff

Methodology & Approach

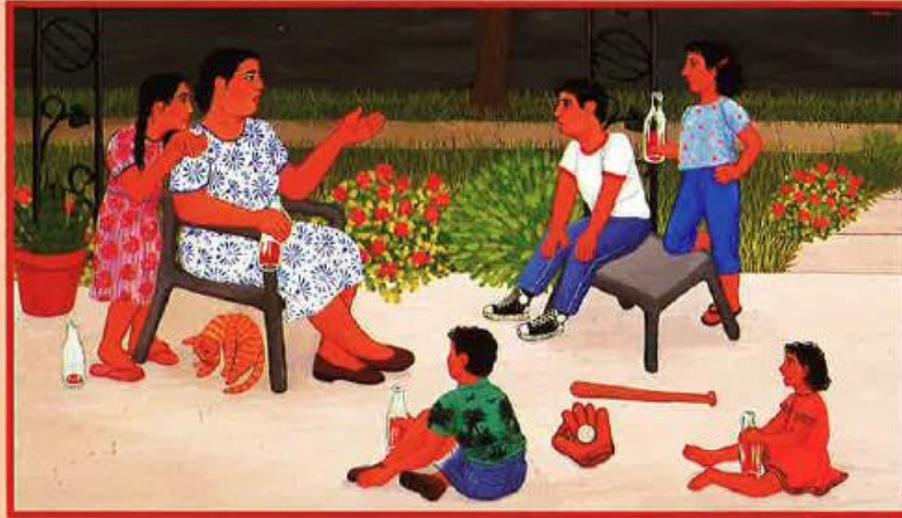
- Popular education
- Participatory curriculum development
- Strength-Based Approach
- Socio-Contextual Learning



Literacy Activities for Families

- Lesson 2: Culture





Every time I paint, it serves a purpose — to bring about pride in our Mexican American culture. When I was growing up, a lot of us were punished for speaking Spanish. We were punished for being who we were, and we were made to feel ashamed of our culture. That was very wrong. My art is a way of healing these wounds, like the *sávila* plant (*aloe vera*) heals burns and scrapes when applied by a loving parent or grandparent.

The paintings and stories in this book are my memories of growing up in Kingsville, Texas, near the border with Mexico. This is my second book of family pictures.

— Carmen Lomas Garza







CARMEN
LOMAS
GARZA
©1999
LaLlorona



"Baile en 1958"
©1995 CARMEN LOMAS GARZA

Closing



Q & A

Thank you for your participation!

Contact Information

- Rachel Gonzalez
rgonzalez@familiesinschools.org
(213) 201-3924
- Sherry Smith-Hampton
ssmithhampton@gmail.com