



ReadyRosie

RESEARCH SAYS...	THIS IS WHY...	OUTCOMES...
<p>Limited academic background knowledge is a primary reason for the achievement gap in today's schools.¹</p>	<p>ReadyRosie focuses on experiences and conversations that build background knowledge & key vocabulary.</p>	<p>Children and families will be exposed to thousands of academic vocabulary words in meaningful contexts.</p>
<p>Parents and caregivers possess powerful "funds of knowledge" that must be intentionally and systematically embraced by educators in accessible and relevant ways.²</p>	<p>ReadyRosie promotes instant, interactive, and consistent parent engagement.</p>	<p>Teachers will be equipped with a communication tool to use with families and families will interact with meaningful homework.</p>
<p>Many parents do not have the time or flexibility to attend school events³ but over 88% have cell phones that can be used for connecting to the school anytime and anywhere.⁴</p>	<p>ReadyRosie uses email and texting technology to deliver daily modeling videos to parents, caregivers, and administrators in English and Spanish.</p>	<p>On average parents and teachers will be accessing ReadyRosie at least 2-3 times a week.</p>
<p>Parents and caregivers are willing to help their children but too often don't know what they are supposed to do.⁵</p>	<p>ReadyRosie uses real families to model enjoyable educational experiences. No reading is required for families to help their child.</p>	<p>Families will have a greater understanding of early literacy and numeracy best practices and more confidence as their child's first teacher.</p>
<p>Parents have the greatest influence on their child's cognitive learning when they informally introduce their children to skills and connect learning to the real world.⁶</p>	<p>ReadyRosie helps parents, caregivers, and mentors demonstrate how standards relate to the real world.</p>	<p>Families and teachers will better understand how the standards apply in a real world setting and have a deeper understanding of those standards.</p>
<p>Two thirds of all children are not reading at grade level by the end of third grade.⁷ These struggling readers see reading as a school job, but not an activity in which they would willingly engage outside of school.⁸</p>	<p>ReadyRosie develops lifelong readers by providing opportunities for young students to access and internalize the behaviors of avid readers.</p>	<p>Families and teachers interacting with ReadyRosie will result in an impact on assessments and literacy and math achievement.</p>
<p>When students have positive opportunities to engage in meaningful, math-related activities and conversations at home, they are more successful in school.^{9 10}</p>	<p>ReadyRosie provides parents and teachers with simple but effective strategies to talk about math in relevant and engaging ways.</p>	<p>Families and teachers interacting with ReadyRosie will result in an impact on assessments and literacy and math achievement.</p>

1. "The research literature supports one compelling fact: what students already know about the content is one of the strongest indicators of how well they will learn new information relative to the content." - **Marzano, R. (2004). Building background knowledge for academic achievement. Alexandria, VA: ASCD.**
2. "As educators, we need to promote involvement because ultimately a "comprehensive, well-planned partnership between family, school, and community results in higher student achievement" (Epstein, 2001, p. 317)." -- **Lopez, C. O., & Donovan, L. (2009). Involving Latino Parents With Mathematics Through Family Math Nights: A Review of the Literature. Journal Of Latinos & Education, 8(3), 219-230. doi:10.1080/15348430902888666**
3. "In an ethnographic study of parent participation, Lareau (1987) compared two first-grade classrooms, one in a middle-class neighborhood and one in a lower-income neighborhood. Although teachers at both schools had similar expectations, parents in the low-income community were less familiar with school curriculum, engaged less in teaching at home, and were less likely to attend school events. The lower-income parents explained that they had less time and flexibility to meet involvement expectations." - **Drummond, K. V., & Stipek, D. (2004). Low-Income Parents' Beliefs about Their Role in Children's Academic Learning. Elementary School Journal, 104(3), 197-213.**
4. "[As of 2011], 88% of American adults have a cell phone, 57% have a laptop, 19% own an e-book reader, and 19% have a tablet computer; about six in ten adults (63%) go online wirelessly with one of those devices." – **Zickuhr, K., & Smith, A. (2012). Digital Differences. Retrieved from Pew Internet and American Life <http://pewinternet.org/Reports/2012/Digital-differences.aspx>**
5. "[A parent survey] found that fewer than 30% of parents reported that teachers advised them on how to help their children in reading and math; over 80% of parents said they would do more if shown effective learning activities to conduct at home." - **Drummond, K. V., & Stipek, D. (2004). Low-Income Parents' Beliefs about Their Role in Children's Academic Learning. Elementary School Journal, 104(3), 197-213.**
6. Rich (as cited in Epstein, 2001) stated that "a number of those who propose more intensive parent involvement in learning activities at home suggest that parents can be most effective when they informally introduce their children to skills different from those emphasized at school" (p. 209). Cognitive and intellectual parental involvement as defined by Grolnick, Ryan, and Deci (1991) would be favored, because children are cognitively exposed to stimulating activities or experiences planned by parents. This kind of at-home involvement can accelerate or enhance children's learning and understanding of mathematics in the real world, for instance, and illustrates parents' influence on students' cognitive learning." -- **Lopez, C. O., & Donovan, L. (2009). Involving Latino Parents With Mathematics Through Family Math Nights: A Review of the Literature. Journal Of Latinos & Education, 8(3), 219-230. doi:10.1080/15348430902888666**
7. "Two thirds of all children, 80 percent of low-income children, more than 80 percent of black and Latino children, and 93 percent of English language learners are not reading at grade level by the end of third grade." -- **Walker, K. , Gooze, R., & Torres, A. (2014). Connecting the Dots: Raising a Reader Builds Evidence Base for Its Parent Engagement and Early Literacy Program. ChildTrends, #2014-60**
8. "Developing, or struggling, readers often lack the experience and confidence to choose books for themselves, sustain reading for extended periods of time, or consistently apply reading strategies across texts. Dormant readers, who possess the reading skills needed for academic tasks, see reading as a school job, but not an activity in which they would willingly engage outside of school." - **Miller, D. (2012). Creating a Classroom Where Readers Flourish. Reading Teacher, 66(2), 88-92. doi:10.1002/TRTR.01109**
9. "Ford, Follmer, and Litz (1998) proposed that the more parents engage in meaningful mathematics with their children, the more these experiences will become positive experiences and a family pastime rather than a chore." - **Lopez, C. O., & Donovan, L. (2009). Involving Latino Parents With Mathematics Through Family Math Nights: A Review of the Literature. Journal Of Latinos & Education, 8(3), 219-230. doi:10.1080/15348430902888666**
10. "Siegler and Ramani (in press; Ramani & Siegler, 2008) reported that children from low-income families who participated in 1 hr of playing a very simple number board game showed substantial gains in their knowledge of number and magnitude." -- **LeFevre, J., Skwarchuk, S., Smith-Chant, B. L., Fast, L., & Kamawar, D. (2009). Home Numeracy Experiences and Children's Math Performance in the Early School Years. Canadian Journal Of Behavioural Science, 41(2), 55-66. doi:10.1037/a0014532**