Family Academy: Ways to Support My Child’s Literacy Learning

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Welcome to the Park...where we are Ready, Respectful, and Responsible
The foundation of language or word study is embedded and ongoing in balanced literacy instruction. In grades K-5, students are learning to become fluent and proficient readers and receive explicit instruction in phonics, spelling, and vocabulary. These foundational skills are reinforced and further developed in grades 6-12.
AGENDA

Literacy Levels and Support Ideas

Emergent Literacy
Fluent Literacy
Early Literacy
Support Ideas
Transitional Literacy
Questions Closing
Emergent Literacy
Levels A-B

• These happy readers need enjoyable experiences with books, especially picture books.
• They are learning about letters and sounds.
• Rereading books and discussing connections to the text help them grow.
Level B Book

Sounds on the Farm

The rooster crows.
The hen clucks.
The chick peeps.
The duck quacks.

And the dog barks and barks!
Reading Support

• Ask questions about important details in the text (who, what, where, why and how)
• Invite your child to ask questions and predict
• Encourage your child to clap and count the syllables in their names & in a variety of multiple-syllable words
• Invite your child to put words together and pull them apart (A-dri-an-na)
Writing Support

• Ask your child to retell a story in words and/or pictures.
• Ask your child questions so s/he can add details to her/his writing or drawing.
• Create a family journal, where you and your child write about events, experiences, thoughts, and opinions.
• Invite your child to write messages, grocery lists, letters, notes, and other household texts.
Early Literacy
Levels C - I

• These eager readers are learning the relationship between letters and sounds, between printed and spoken words, and applying the strategies to read longer texts.
• They can read simple texts that contain sight words.
• They can understand and discuss text deeper meanings of text.
• Reading habits such as risk-taking, predicting, and confirming are established.
THE BALL GAME

by David Packard
Illustrated by Robert W. Alley

The game is tied.
I grab my hat.

We win!
We win!
Chapter 1

A fly went flying.

He was looking for something to eat—
something tasty,
something slimy.

A boy went walking.

“Flies aren’t pets!” said Dad. “They are pests!”
He got the fly swatter.
The fly cried—BUZZ!

And Buzz came to the rescue.
“You are right,” said Dad. “This fly is smart!”
Reading Support

• Ask questions about important story elements: setting, characters, problems, events, solution.
• Encourage your child to read with fluency by rereading familiar texts.
• Encourage your child to read different kinds of materials (chapter books, informational texts, poems, websites, newspapers, etc.).
• Read with your child to build vocabulary and model a love for reading.
Writing Support

• Provide opportunities for your child to verbally tell stories about events in her/his life.

• Invite your child to write about the events. Encourage them to include interesting details and temporal words (e.g., first, next, then, after that, finally) in their writing.

• Encourage your child to sound out and write words as they hear them. This invented spelling supports phonics development.
Transitional Literacy
Levels J-M

• These enthusiastic readers often like to read books in a series. The shared characters, settings, and events support their reading development.
• They read at a good pace.
• At this stage, children develop strategies to figure out most words but need support with understanding more difficult text.
Just then, Mrs. Bright peeked out of the window and saw the dog catcher following the two dogs. “Those are my dogs!” she cried. “I must tell the dog catcher.”

Mrs. Bright grabbed her helmet and climbed on her motorcycle. Off she sped, following the dog catcher, who was following the dogs, who were following the wonderful-smelling stew in the big, brown pot on the roof of the tiny, red car.
of how hard it was just to do his homework without making holes in the paper.

Number 5 sounded interesting. "Performs an extraordinary act of kindness." What would he have to do? He wasn't sure.

He went back to number 3. All day long Robert thought of ways to help Mrs. Bernthal. He helped her give out paper for spelling. He sharpened her pencils. He even emptied the pencil sharpener.

At the end of the day, Mrs. Bernthal said, "I have one more announcement, class. Tomorrow you will see a big basket in the hall by the front door. The PTA will put a turkey in that basket just before Thanksgiving. In the meantime, we are asking you to bring in nonperishable food to fill up the basket. It will provide a dinner for a family who might otherwise go hungry on Thanksgiving Day."

"Will we get a paper key for bringing in something for the basket?" asked Susanne Lee.

"No," said Mrs. Bernthal. "This is our way of sharing with someone less fortunate than ourselves. It's an act of kindness and comes from the heart. It is not for personal gain."

Robert was glad Susanne Lee asked that question. He had been wondering the same thing.

"O.K., it's almost three o'clock. It's a good time to choose a book to take home."

Chairs scraped the floor and papers flew off the tables as a few children got up to go to the library corner. Robert picked up the papers.

"Why thank you, Robert," said Mrs. Bernthal. "Um, sure," he said.

Robert went over to the classroom library, a corner in the back of the room made by two tall bookcases. A couple of cushions on the floor made it cozy. Paul was looking through a colorful illustrated book about Neptune.

Robert picked the skinniest book he could find. The title was "Jiffs." He showed it to Mrs. Bernthal. "That looks interesting," she said, writing the title on her library list. As Robert slipped the book into his book bag, Susanne Lee bounced over to Mrs. Bernthal's desk.

"I'm taking out two books, Mrs. Bernthal," she said.
Reading Support

• Compare (similar) and contrast (different) important details of a text.

• Encourage your child to read different kinds of texts (chapter books, informational texts, biographies, poems, websites, magazines, newspapers, etc.)

• Invite your child to ask questions, to predict, and to draw conclusions when reading.

• Encourage your child to state the main idea of the text and then summarize in their own words.
Writing Support

- Ask your child to write about a topic, stating opinions and providing reasons to support their opinion. Encourage the use of proper vocabulary.
- Encourage your child to write down key ideas and details when reading print or digital texts and sort their notes into specific categories.
- Invite your child to write about a specific event and add details about the setting and dialogue.
Fluent Literacy
Levels N-Z

• These confident readers have a deeper understanding of text and how it works.
• They are reading independently and maintain meaning in complex language.
• A fluent reader has come to understand text as something that influences people's ideas.
Each Apollo crew brought back more information about the moon. The astronauts of Apollo 15 stayed nearly seventy-seven hours on the moon. They returned with 173 pounds of moon rocks and soil. Scientists all over the world studied the information the astronauts brought back. They learned that the moon is about the same age as Earth. But the moon's soil and rocks are different from Earth's. For instance, moon rocks contain no water at all, while almost all rocks on Earth contain a small amount of water.

Scientists also learned that many millions of years ago, the inside of the moon was hot enough to melt rock. Melted rock, or lava, spooled over the surface of the moon. The lava formed lakes and then hardened. The solid lava became dark flatlands. This is a photograph of flatlands on the moon. All of the small pits were made by rocks from space that hit the flatlands after they had hardened.
Getting from one tree to the next can be tricky. Chameleons are expert tree climbers. They move one foot at a time, looking both away and then for order. The flying dragon from Southwest Asia has a safer way to travel between trees. It can glide for a hundred feet and steer through the air to land just where it wants. Few predators can match them.

Staying safe is an important job, especially when it is asleep. Many cling to the ends of thin branches. That way, if a snake jumps up, the branch will shatter and wake the lizard so it can leap to safety. If the branch hangs over water, the lizard just jumps in. It will hold its legs flat to its sides and swim away like a fish. Some lizards can stay underwater for an hour.
Reading Support

• Compare and contrast important details, including characters, setting, text structures (how is the text organized), ideas or concepts in the text.

• Encourage students to use evidence from the text to support their responses.

• Encourage your child to read different kinds of materials (historical texts, informational texts, technical reports, poems, websites, magazines, articles, etc.).
Writing Support

• Assist your child in locating facts and relevant information to support their viewpoint for a logical argument.

• Encourage your child to summarize information from print and digital resources in their own words.

• Support your child to use a reading response journal and write about their thinking during the reading process.
Reading Levels
Reading and Grade Level Goals
Digital Support

Available on Clever

Grades K-2

Headsprout

Grades 3-5

readingplus
2022-2023
Sedalia Park Elementary
School-Parent Compact for
Achievement

Grade Grade 2
Revised June 23, 2022

What is a School-Parent Compact?
A School-Parent Compact is an agreement that parents, students, and teachers, develop together. It explains how parents and teachers will work together to make sure all of our students succeed. This compact includes strategies to help connect learning at school to learning at home.

Jointly Developed
The parents, students, and staff of Sedalia Park worked together and shared ideas to develop the school-parent compact for achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Parents are encouraged to participate in the annual review process of the compact and make changes based on students’ needs. Parents are welcome to contribute comments at any time. Please contact Ximena Tapia-Gonzalez at 678-509-5162 or Ximena.Tapia-Gonzalez@cobbk12.org to provide feedback.

Sedalia Park Activities to Build Partnerships
Please consider joining us through some of the events listed below. Volunteer opportunities may be virtual or face to face.

Volunteer Opportunities:
- Principal Advisory Council
- Parent Teacher Association (PTA)
- Sedalia Park Foundation
- Other volunteer opportunities, please contact me as needed
- Title I Planning Committee

Partnership Meetings:
- State of the School: Annual Title I Family Informational Meeting
- Sneak a Peek
- Open House
- Parent Teacher Conference Week
- Title I Parent Input Meetings

Sedalia Park Activities to Build Communication

Some communications may be provided virtually

- CTLS Parent
- ParentVUE
- Weekly Folders
- Student Agendas
- School Website
- Email

- Parent/Teacher Conferences
- Twitter and Instagram
- Flyers
- District Website
- School Marquee

If you would like more information, please contact:
Ximena Tapia-Gonzalez
Phone: 678-509-5162 or ximena.tapia-gonzalez@cobbk12.org
District Goals for Student Achievement

- Increase student performance in all core content areas by 2% annually as measured by achievement data.
- CCSD will increase the participation rate of families and communities engaging in services/programs by 10% as measured by CLTS Parent data, survey results & web view module.
- By 2023, we will reorganize the professional learning framework to meet the needs of all students to ensure alignment with the superintendent priorities as measured by professional learning opportunities, surveys, and student achievement.
- By the end of the 2025 school year, every school will have identified practices and resources that support student success as measured by student achievement, perception and discipline data.

Sedalia Park Goals for Student Achievement

- Our goal is for all students to read at a proficient level or above.
- Our goal is for all students to perform in math at a proficient level or above.

Grade 2 Focus:

- Literacy: Read, discuss, and write about text
- Math: Fluently add and subtract within 20
  Practice place value strategies within 100

Visit Our Website:

www.cobbk12.org/SedaliaPark

Teachers, Families, and Students-Together for Success

Sedalia Park Teachers

Join students and their families to support student success in English Language Arts (ELA) and Math.

1. Provide digital and/or print books and guidance to lead discussions and written responses.
2. Provide manipulatives and activities to build fluency of addition and subtraction within 20. Practice place value strategies within 100.
3. Provide Family Academy sessions to learn about Math and ELA strategies to use at home.

Sedalia Park Families

Use learning tools to support student success at least two days a week for 15 minutes.

1. Read, discuss, and write with their child using digital and/or print books.
2. Use manipulatives and activites to build fluency of addition and subtraction within 20. Practice place value strategies within 100.
3. Attend or access Family academy session to learn about Math and ELA strategies to use at home.

Sedalia Park Students

Use learning tools to develop skills and succeed academically.

1. Read, discuss, and write using digital and/or print books.
2. Use manipulatives and activities to build fluency of addition and subtraction within 20. Practice place value strategies within 100.
3. Apply reading, writing, and math strategies when working in my classroom and at home.

One Team, One Goal, Student Success!
Provide time for student to practice skills learned at school.

- In the car
- At home
- In after school care
- Planned time every weekday
- Use the materials sent from school

*If practice activity is too hard for students to complete independently, let the teacher know.*
Provide support for student to share their learning.

- In the car with a family member or friend
- At home with a family member or friend
- With a pet or special toy
- In the mirror
Provide praise for their effort.

- Wow! You are working hard to be a great reader. I’m so proud of you!

- Wow! I am working hard to be a great reader. I’m so proud of myself.
PARTNER WITH YOUR CHILD’S TEACHER

• Reading Level

• Specific ideas to help

• Review work sent home in folder

• Communicate
Contact Information

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