

**FAMILY
ACADEMY:
WAYS TO
SUPPORT MY
CHILD'S LITERACY
LEARNING**

**Mrs. Carmen Bandy
Academic Coach**



**Mrs. Tiffany Jackson,
Principal**



Mission: *Every Student.
Every Day.*



#WeAreThePark

*...where
we are*

*Ready, Respectful,
& Responsible*

Vision: Cultivating life-long learners through engaging experiences.

Welcome to the Park...where we are Ready,
Respectful, and Responsible

READING

Engaging students with grade-level text is **central** to ELA/Literacy Instruction.

Students regularly access at or above grade-level texts during direct instruction.

Students closely read and interact with the grade-appropriate text around which instruction is centered.

Students read a variety of nonfiction or informational texts, and fiction or literary texts.

Students acquire and use grade-level vocabulary.

SPEAKING & LISTENING

Students communicate about the texts they read with peers and adults.

Students engage in rich and rigorous conversations about texts.

Students use evidence or examples from texts to support their opinions or arguments.

Students demonstrate a command of Standard English grammar when speaking.



WRITING

Writing occurs as the result of what students **read and discuss**.

Students respond to the texts they read through writing.

Students write and use evidence from multiple texts or sources to inform, explain, or make an argument.

Students compose narratives detailing real or imagined experiences.

Students choose topics and compose writing pieces that are appropriate to task, purpose, and audience.

Students demonstrate a command of Standard English grammar when writing in context.

K-12 BALANCED LITERACY INSTRUCTION

The Cobb County Teaching and Learning Standards in English Language Arts provide a rigorous set of required proficiencies in reading, writing, listening, speaking, and language. In balanced literacy instruction, reading, speaking, and writing are connected.

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.

READING FOUNDATIONAL SKILLS



AGENDA

LITERACY LEVELS AND SUPPORT IDEAS

Emergent
Literacy

Fluent
Literacy

Early
Literacy


Support
Ideas

Transitional
Literacy

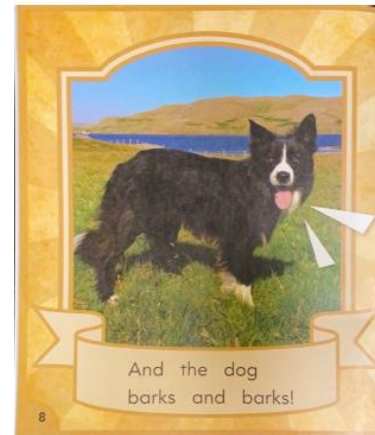
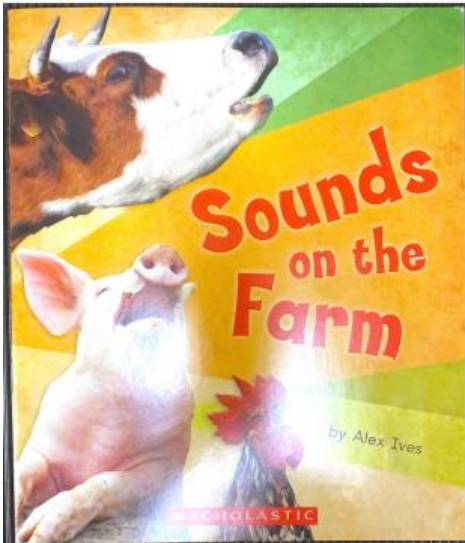
Questions
Closing

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.
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Level B Book



Reading Support

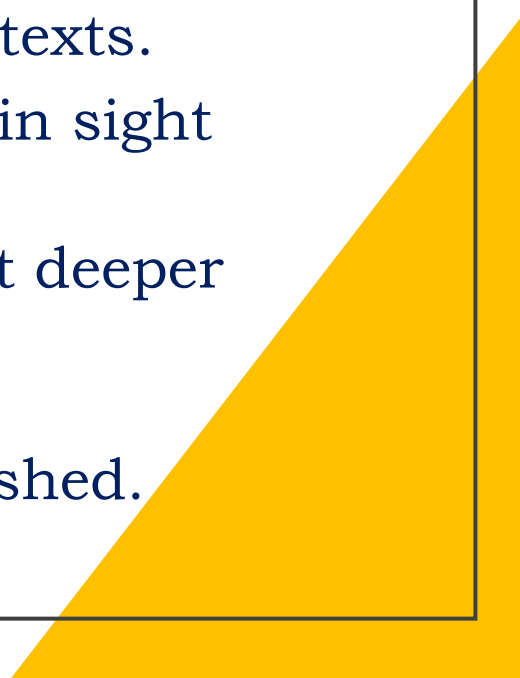
- Ask questions about important details in the text (who, what, where, why and how)
- Invite your child to ask questions and predict
- Encourage your child to clap and count the syllables in their names & in a variety of multiple-syllable words
- Invite your child to put words together and pull them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

Writing Support

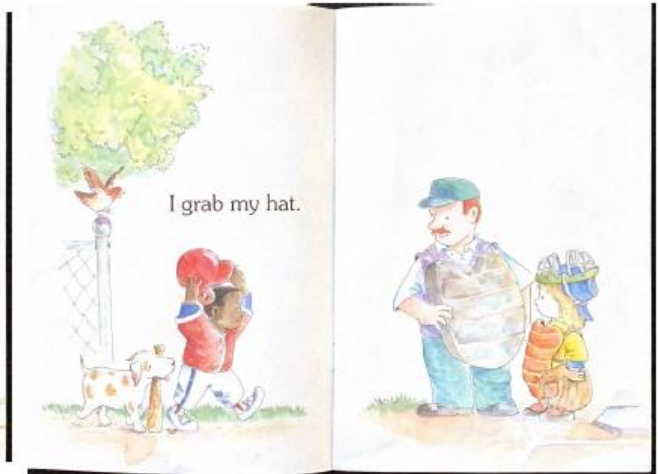
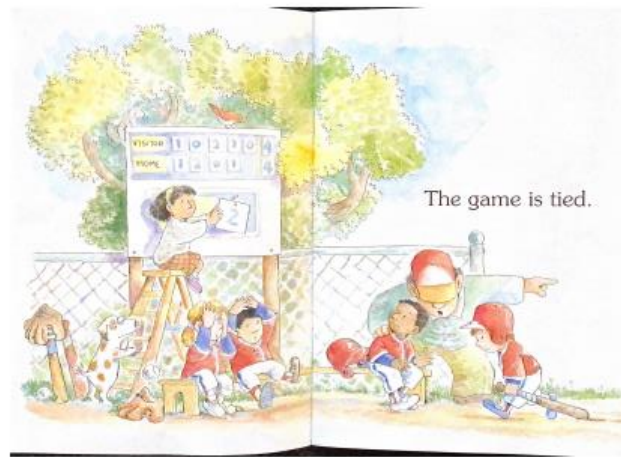
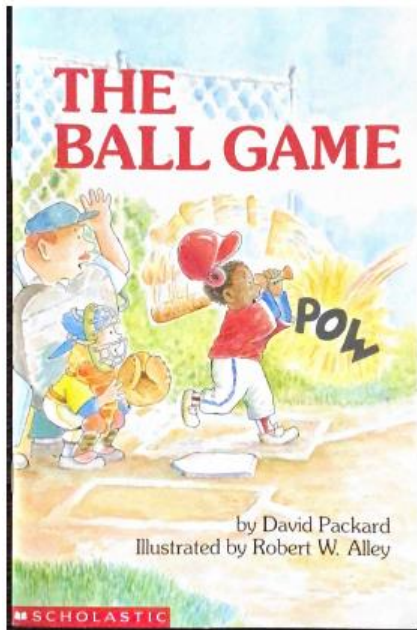
- Ask your child to retell a story in words and/or pictures.
 - Ask your child questions so s/he can add details to her/his writing or drawing.
 - Create a family journal, where you and your child write about events, experiences, thoughts, and opinions.
 - Invite your child to write messages, grocery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

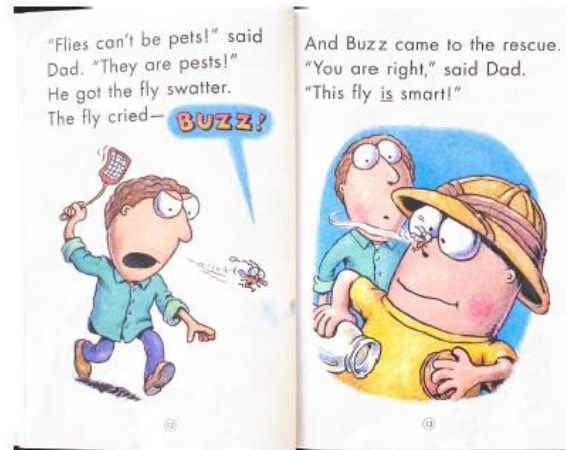
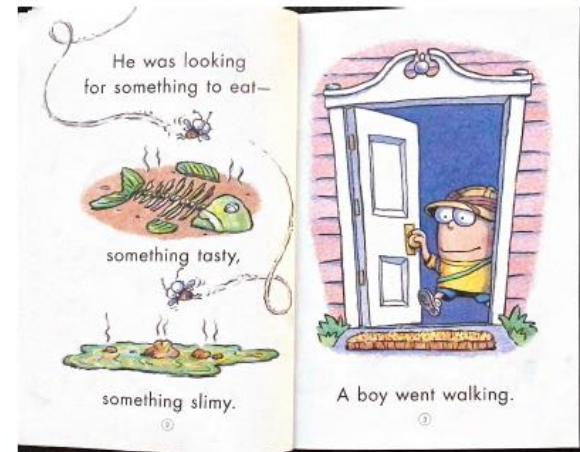
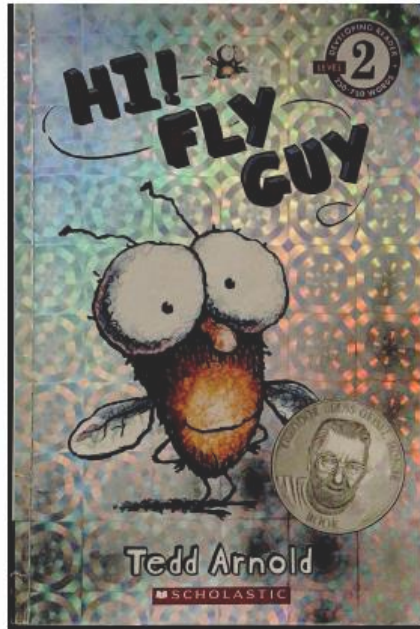
Levels C - I

- 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.
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Level E Book




Level I Book



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.
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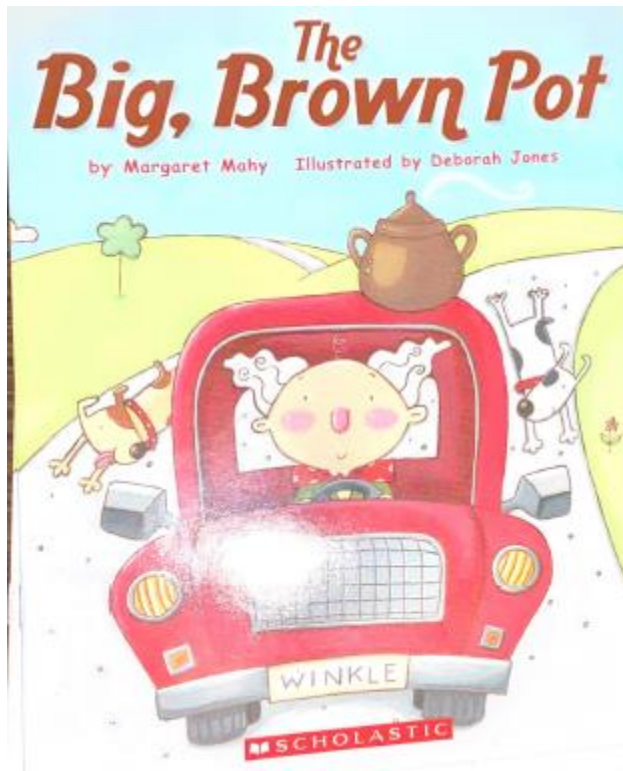
Writing Support

- 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.
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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.
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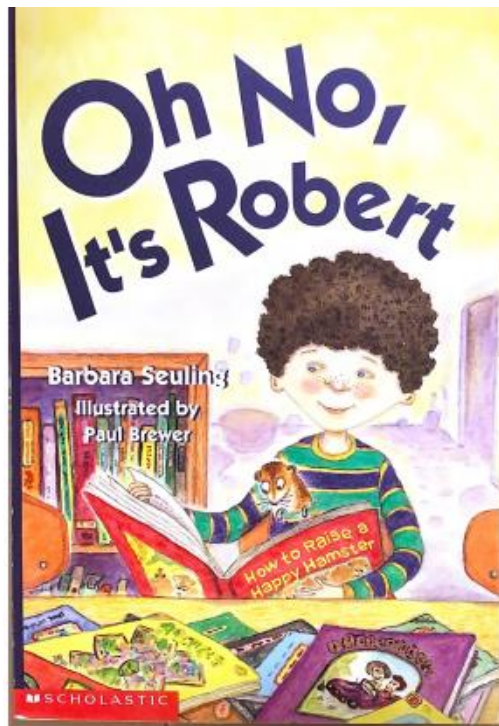


Level J

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.





Level M

of how hard it was just to do his homework without making holes in the paper.

Number 5 sounded interesting. "Perform 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 *Moths*. 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.
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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.
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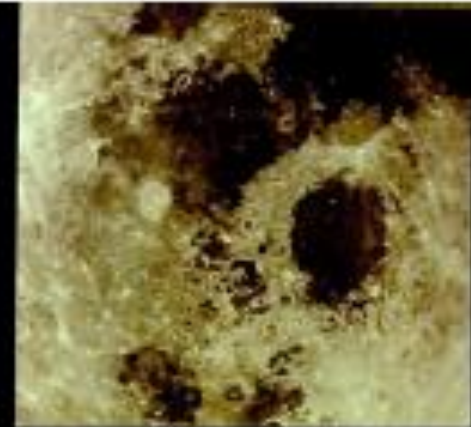


THE MOON

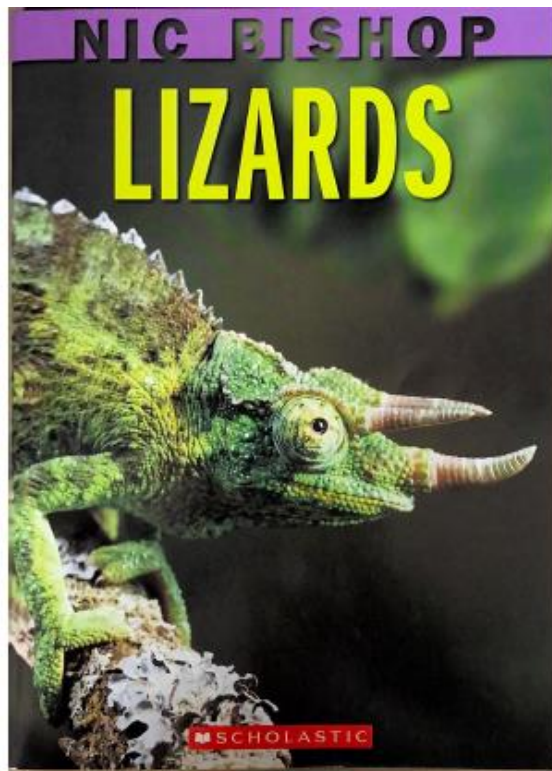
SEYMOUR SIMON

Level P

Each Apollo crew brought back more information about the moon. The astronauts of Apollo 15 stayed nearly six weeks on the moon. They returned with 175 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, spilled 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.




Level S



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.).
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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.
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Reading Levels

Reading and Grade Level Goals

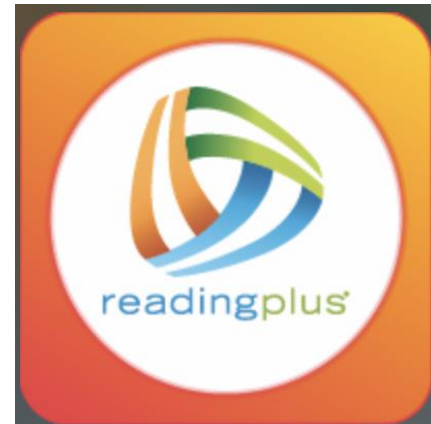


Digital Support

Grades K-2



Grades 3-5



Available on Clever

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

Grade Grade 2
Revised June 23, 2022



Tiffany Jackson, Principal

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2230 Lower Roswell Rd.

Marietta, GA 30068

Phone: 678-509-5162

www.cobbk12.org/SedaliaPark

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

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 activities 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.

Visit Our Website:

www.cobbk12.org/SedaliaPark

One Team, One Goal, Student Success!

PRACTICE

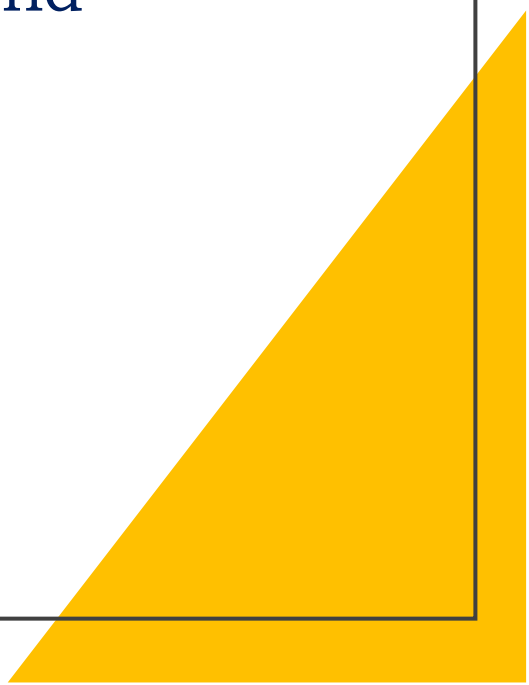
Provide time for student to practice skills learned at school.

- 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.***

PERFORM

Provide support for student to share their learning.

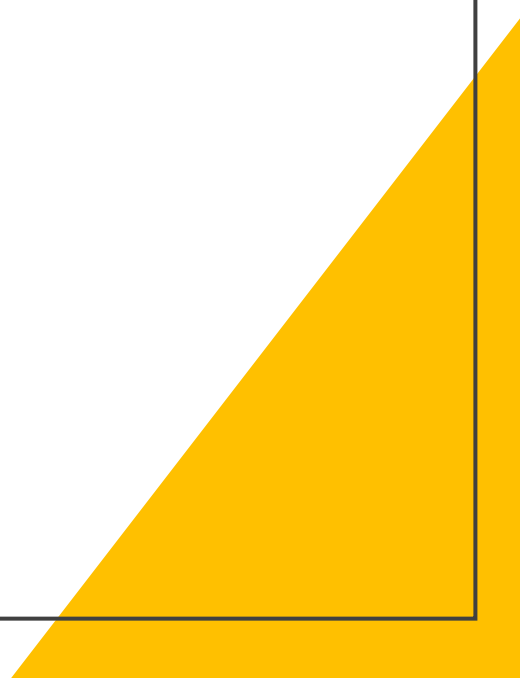
- In the car with a family member or friend
 - At home with a family member of friend
 - With a pet or special toy
 - In the mirror
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PRAISE

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
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Contact Information

Tiffany Jackson, Principal

Kahliah Rachel, Assistant Principal

Adam Casey, Assistant Principal

**Alix Combs, Support & Services
Administrator**

**Ximena Tapia-Gonzalez, Parent
Facilitator**

Carmen Bandy, Academic Coach

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