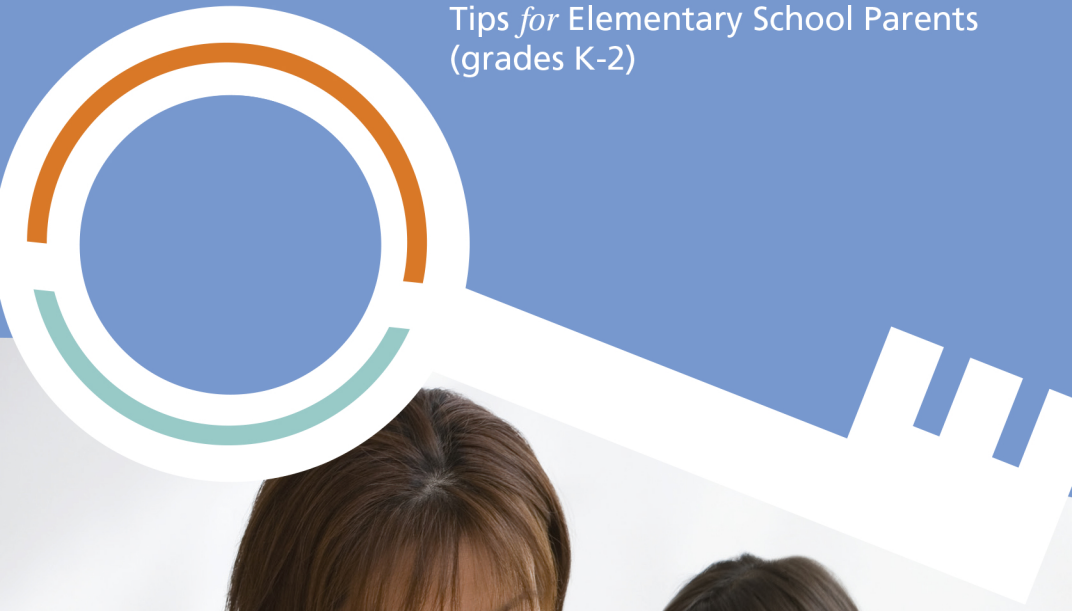




Literacy

THE KEYS TO SUCCESS

Tips *for* Elementary School Parents
(grades K-2)





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Literacy

THE KEYS TO SUCCESS

Tips for Elementary School Parents
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To Parents and Caregivers:

Thank you for supporting your child's education. You are a vital partner in your child's learning,

We are pleased to provide you with information to explain the standards (or expectations) for what your child should know and be able to do in the English language arts (reading, writing, language, speaking and listening). These standards may differ from previous standards in four key ways: There is more focus on students learning the basic reading skills that help good readers to recognize and understand the words on a page quickly and accurately. With support, students will read and learn from many different kinds of texts.* After reading, students will write and talk about what they have read and support their responses with evidence from the text. And, beginning in kindergarten, students will read lots more informational (nonfiction) texts.

This booklet provides examples of some of the important skills students will be expected to learn and demonstrate, as well as suggestions on some of the ways you can help support your child's learning at home. We have also provided the links and Web addresses to some helpful websites where you can find more information and resources, including videos.

*When either the word "text" or "texts" is used, the word refers to books, poems, articles, speeches, videos, maps, reports, etc.



USEFUL WEBSITES:

Rhyming books

<http://www.goodreads.com/shelf/show/rhyming>

Activities about playing with sounds in words

<http://www.readingrockets.org/article/phonemic-activities-preschool-or-elementary-classroom>

Word families activities

http://www.readingrockets.org/strategies/onset_rime

Phonics and word recognition

<http://www.readingrockets.org/helping/target/phonics>

Sight word practice

<http://www.readingrockets.org/article/tutoring-strategies-primary-grades>

Repeated reading

http://www.readingrockets.org/strategies/timed_repeated_readings

CGCS Parent Roadmaps

<http://www.cgcs.org/Page/328>

GreatKids Milestones parent-friendly grade level videos

<http://milestones.greatkids.org/>

Parents' Guides to Student Success—National PTA

<http://www.pta.org/parents/content.cfm?ItemNumber=2583>

LITERARY AND INFORMATIONAL TEXTS:

Goodreads

<http://www.goodreads.com/>

ReadWorks

<http://www.readworks.org>

READING FOUNDATIONAL SKILLS GOAL:

Students learn the basic skills that all readers need to unlock text. Students will understand print concepts, phonological awareness, phonics and word recognition, and fluency.

STUDENTS ARE EXPECTED TO:

- Recognize and name the letters of the alphabet.
- Understand that letters make up words, that words are separated by spaces, and that words are used in books and other printed texts.
- Understand that we read a book from front to back and page by page.
- Understand that we read a page from left to right and from top to bottom.
- Know the parts of a book, like the front and back covers, the title page, the table of contents, illustrations, and words.
- Understand that every sentence begins with a capital letter and ends with punctuation: a period (.) or a question mark (?), or an exclamation point (!). Be able to point out the first word in a sentence.
- Recognize rhyming words, like “cat, hat, mat.” Understand that “car” does not rhyme with “cat.”
- Answer the question, “What rhymes with _____? (You fill in the blank.) For instance, if you ask your child to give you a word what rhymes with “look,” she should be able to say “book” or “took” or “shook” (or even some made up rhyming word like “jook”).
- Count, blend together, and segment (take apart) each sound in a word.
- Count, blend and segment syllables.
- “Sound out” words by using knowledge of what sound each letter or group of letters stands for. For instance, be able to decode “d-o-g” to make the word “dog.”
- Memorize and read sight words like “the, and, but, like, because, stop, girl, boy, school, like, would, something,” etc.
- Recognize frequently used word parts (such as: un-, re-, -ing, -ed, -s) at the beginning or end of words.
- Accurately read grade-level books with expression and understanding.



HOW PARENTS OR CAREGIVERS CAN HELP:

- Read to your child daily. Point to the words as you read.
- Using flash cards or a computer game, have your child practice identifying naming the letters of the alphabet as quickly as possible. Be sure to include both the upper and lowercase letters.
- Have your child point to the pictures (illustrations) and to the text (the words and sentences). Then talk with your child about the ways the pictures and text go together.
- Show your child examples of capitalization and punctuation in books.
- Read rhyming books over and over.
- Have your child listen for and then identify everyday environmental sounds, like birds chirping, cars honking, the sound of the refrigerator humming, clocks ticking, and dogs barking, etc.
- Clap and count syllables in words.
- Play with sounds in words (see Useful Websites on page 2).
- Work together on word-family activities (see Useful Websites on page 2).
- Show your child a letter and ask him to say what sound the letter makes.
- Make a sound and ask your child to tell you what letter or group of letters makes that sound. For instance, if you make the “sssss” sound, your child should tell you that the letter “s” makes that sound.
- Sort pictures by sounds; have your child group all pictures that begin or end with the same sound.
- Note the difference between long and short sounds for each vowel (cap and cape, bit and bite).
- Drill sight words. Using a sight word list or a set of cards with a sight word on each one, show your child each word and encourage her to quickly tell you what word it is. (Ask your child’s teacher for lists of sight words.)
- Read the same text several times to show your child what smooth, accurate reading with expression sounds like.
- Have your child repeatedly read the same text to you to build her ability to read smoothly, accurately and with expression.

READING LITERATURE AND INFORMATIONAL TEXT GOAL:

Through frequent opportunities to be exposed to and, with support, read challenging texts, students will acquire rich vocabulary and build background knowledge. Students will read and demonstrate understanding of various types of text. Students will learn to support their responses to the text with evidence from the text.

STUDENTS ARE EXPECTED TO:

- Read and comprehend stories, poems and also informational texts that are at the level recommended for your child's grade level by the standards. (Teachers and other adults may need to help students in K and grade 1.)
- Ask and answer questions (*who, what, where, when, why, and how*) to show understanding of key or important ideas in a book.
- Retell stories and facts from nonfiction/informational texts, making sure to use key details from the text to show understanding of the main idea.
- Identify similarities and differences between two or more texts about the same topic. Identify and understand the most important points presented by two texts on the same topic. (Teachers and other adults may need to help kindergartners to do this.)

HOW PARENTS OR CAREGIVERS CAN HELP:



- Read to your child daily (*fiction and nonfiction*).
- Ask your child questions about the text. When he answers, encourage him to go back to the text to find the words that support his answer. Then, reverse roles: Let your child ask you questions about the text. Now you will have to go back into the text to show where you found evidence to support your answer.
- Expect your child to point to key details from the text to support his answer to questions (instead of using his memory).
- Ask your child to retell the story or events in the text.
- Ask your child to identify the main idea in the story.
- When reading nonfiction text with your child, point out any words that are in bold print, highlighted or in a text box.
- Provide child-friendly definitions for new words from the text. For example, you might define “dazzling” as something that is so bright that it almost hurts your eyes to look at it.

- Ask your child to give examples of how the new words could be used in a sentence or story.
- Find opportunities for you and your child to use the new words in your conversations.
- Take time to talk to your child during mealtimes, while driving, during bath and bedtime routines.
- Cut out pictures from magazines and newspapers; then encourage your child to sort them by similar features (fruits, animals, clothing, kinds of transportation, etc.).
- Visit the local library and encourage family and friends to give your child nonfiction books as gifts.
- Provide several resources (books, videos, articles, information on the Internet, etc.) for topics your child may be interested in.
- Compare the way different authors write about the same topic.
- Include Internet sources when available and appropriate.
- Choose and share with your child a variety of nonfiction text, including magazines, posters, books, newspapers, tickets, directions.



LANGUAGE GOAL:

Through exposure to complex texts and direct instruction, students will develop, build and use general academic vocabulary as well as vocabulary specific to particular subject areas. Students will learn and use grammar, punctuation, spelling and capitalization rules.

STUDENTS ARE EXPECTED TO:

- Know and use grade-level conventions of grammar when speaking and writing.
- Use strategies to figure out the meaning of new words.
- Understand that words can have connections to one another. Some words are synonyms of other words, for instance, “happy” and “glad.” Some words are opposites, like “hot” and “cold.” Some are in the same category, like “car, truck, scooter, boat.”
- Use newly learned words when speaking and writing.

HOW PARENTS OR CAREGIVERS CAN HELP:



- By reading books aloud to your child, you are giving her exposure to rich language and examples of how the rules of grammar are applied.
- Have your child try to identify new words from the context (pictures or other words) of the story.
- Play word games where you and your child ask each other for synonyms or opposites of words found in the text or that you’ve used in conversations. Ask for examples of words that fit into the same category; then explain why you think so.
- Have a contest with your child to see how many times your child uses and hears the new words in conversations.

SPEAKING AND LISTENING GOAL:

Students will work collaboratively with their peers. Students will participate in and learn from discussions with peers. Students will demonstrate appropriate speaking and listening skills.

STUDENTS ARE EXPECTED TO:

- In small and larger groups, participate in conversations with classmates about *grade level topics and texts*. Follow agreed-upon rules about how to respond to others, ask questions, and use details from the text when answering.

HOW PARENTS OR CAREGIVERS CAN HELP:

- Have conversations with your child about the text using words and phrases from the text (character names, places, events, etc.)

WRITING GOAL:

Students will write frequently to different audiences and for different purposes. When writing, students must use evidence from the text to support their response (ideas, claims, position, reaction, etc.).

STUDENTS ARE EXPECTED TO:

- With help from adults, write stories, explanations and opinion pieces that include an introduction, reasons, facts or details, and a conclusion. Then revise and edit your work.
- With help from adults, participate in shared (whole class or small group) research and writing projects.

HOW PARENTS OR CAREGIVERS CAN HELP:

- Reading rich text aloud and engaging in deep conversations will strengthen your child's writing ability.



The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial data. This includes not only sales and purchases but also expenses, income, and any other financial activities.

The second part of the document provides a detailed breakdown of the accounting process. It outlines the steps from recording transactions to the preparation of financial statements. This includes the use of double-entry bookkeeping, the identification of debits and credits, and the calculation of net income or loss.

The third part of the document focuses on the analysis and interpretation of financial data. It discusses how to use ratios and trends to assess the financial health of the business. It also covers the importance of comparing current performance against industry benchmarks and historical data.

The final part of the document provides practical advice on how to implement these accounting principles in a business setting. It offers tips on how to choose the right accounting software, how to train staff, and how to ensure compliance with relevant laws and regulations.



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