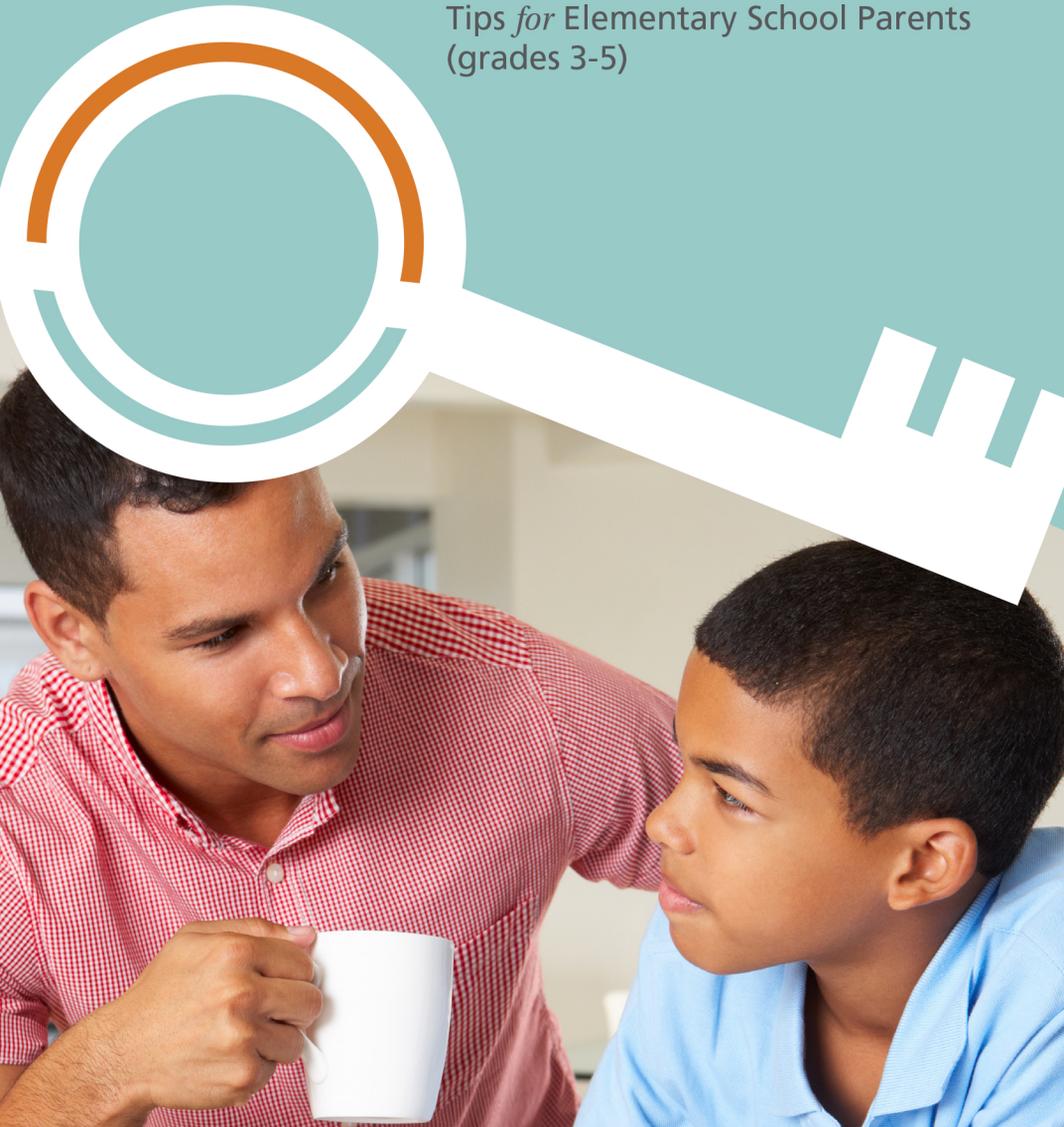




Literacy

THE KEYS TO SUCCESS

Tips *for* Elementary School Parents
(grades 3-5)





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Literacy

THE KEYS TO SUCCESS

Tips for Elementary School Parents
(grades 3-5)



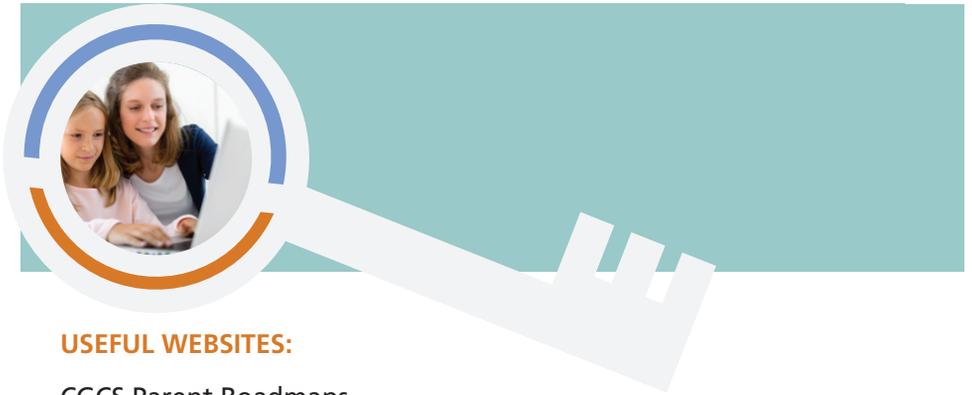
To Parents and Caregivers:

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 and resources that help explain the standards (or expectations) for what your child should know and be able to do while reading literature and nonfiction (informational) texts, and then writing about and discussing what he or she has read. Students will use these reading, writing, speaking and listening skills throughout the school day and across content areas. The suggestions for how you can help are examples of ways in which you might support your child's learning at home. Also included are the links to helpful websites where you can find more information and resources, including videos, about the standards.

If you need additional information, please talk with your child's teacher.

"Text" as used below refers to stories, drama, poetry, speeches, articles, reports, books (in print, online, or digital format) as well as videos, maps and other types of graphics.



USEFUL WEBSITES:

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>

Repeated reading

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

LITERARY AND INFORMATIONAL TEXTS:

Goodreads

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

ReadWorks

<http://www.readworks.org>

READING GOAL:

Students learn about their world through fiction and nonfiction. They build background knowledge that will help them succeed throughout their school years and beyond.

STUDENTS ARE EXPECTED TO:

- Read many different kinds of literature, including stories, poetry and plays, as well as a wide range of informational (nonfiction) texts related to history, social studies, science and other content areas.
- Focus much more on gaining the skills and determination to read, learn from and respond to grade-level* informational texts.

*texts at the appropriate level of difficulty as consistent with the higher demands of the standards

HOW PARENTS OR CAREGIVERS CAN HELP:

- With your child, read and discuss texts on a variety of topics.
- Find out what interests your child and read many texts about each of those topics.
- Select newspaper or magazine articles that may interest your child, and then read and talk about the articles together.
- Use technology wisely!
There are many child-friendly websites available where children can find articles that interest them.



READING GOAL:

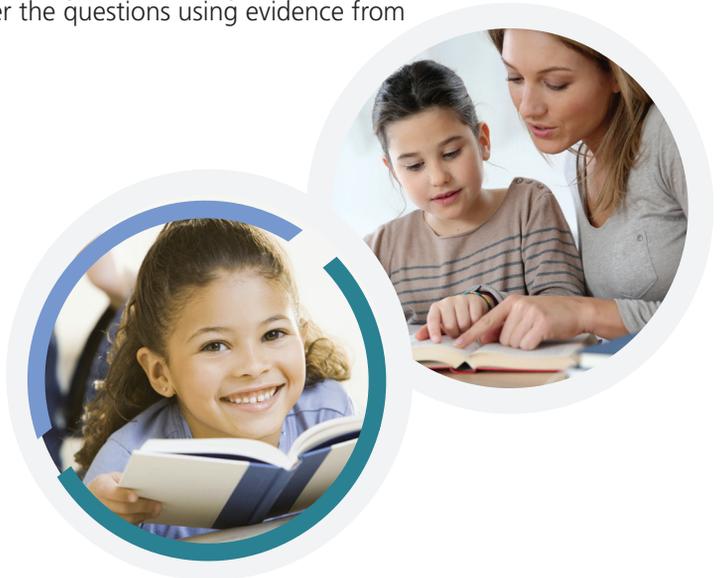
Students apply the basic reading skills they have learned to read challenging text, think and talk about what the author says, and then apply what they have learned from the texts.

STUDENTS ARE EXPECTED TO:

- Think deeply about what the author says and analyze key ideas.
- Actively participate in discussions with their classmates to share and explain their thinking and reactions about the text.
- Use the author's words to support their responses to questions about the text.

HOW PARENTS OR CAREGIVERS CAN HELP:

- While reading a story or informational text with your child, stop often to talk about what the author is saying.
- Encourage your child to ask questions about the text, and then explore the answers together.
- After asking your child what he or she thinks about something that was read, also ask what it was in the text that prompted that thinking.
- Reverse roles and let your child ask you questions about the text; answer the questions using evidence from the text.



READING GOAL:

Students will work hard to understand complex text and continue to read on even though the text may seem difficult; such persistence will help students learn how to comprehend complex text and eventually build their “reading muscles” to tackle even more challenging text.

STUDENTS ARE EXPECTED TO:

- Read texts that are likely to be more challenging than texts they’ve read before.
- Learn how to use strategies to define unknown vocabulary found in the text.
- Be able to draw inferences by “reading between the lines” to understand something the author hasn’t said directly.

(Students will be supported while reading these challenging texts through instruction and guidance from their teachers and through teamwork with their peers.)

HOW PARENTS OR CAREGIVERS CAN HELP:

- Read to and with your child daily (fiction and nonfiction). This will expose him or her to rich vocabulary. Talk about interesting words and what they mean. Make it a point to use these words in conversations with your child.
- To help your child build background knowledge about a particular topic, read several texts about that topic. The more your child knows about a topic, the easier it will be to understand text about that topic.
- If your child seems frustrated with reading complex text and thinking deeply, be encouraging and talk it out. Thinking deeply is hard!
- Ask your child questions about the text. When your child answers, encourage him or her to go back to the text to find the words that support the 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.
- Ask your child’s teacher for suggestions about the kinds of texts your child should be reading.
- Expect your child to point to key details from the text to support his or her answer to questions (instead of using memory only).
- Ask your child to tell you the key details and main idea in the story or the events and important facts in the informational text.

WRITING GOAL:

The greater emphasis on writing will require more time to write—in school and out. Instead of being an isolated subject, writing will become a tool to learn and also a tool through which students demonstrate their learning across content areas. By using technology to support and improve their projects and presentations (and not merely for word processing), students' excitement and active involvement in their own learning will grow.

STUDENTS ARE EXPECTED TO:

- Use writing to communicate their understanding and ideas in most, if not all, of the subjects they are studying.
- Produce arguments, informative/explanatory writing and narrative writing geared for different purposes and audiences.
- Gather information from multiple reliable sources and use that information to support analysis, reflection and research.
- When appropriate, and as available, incorporate technology in their writing.

HOW PARENTS OR CAREGIVERS CAN HELP:



- Encourage writing at home, including writing stories, book reviews, letters to relatives or friends, lists, and instructions or guides.
- Continue to encourage reading, since reading and writing go hand in hand; the more students read, the richer their writing will become.
- Have your child write an argument for a particular privilege or item that he or she wants; be sure the argument includes reasons why you should support it.
- Play word games to help develop your child's spelling, vocabulary and speaking skills.

LANGUAGE GOAL:

Students will demonstrate their ability to use the rules governing grammar, capitalization, punctuation and spelling in their writing and speaking. Students will learn and use general academic vocabulary as well as vocabulary specific to particular subject areas. Students will recognize and understand the meaning of the figurative language they encounter in texts.

STUDENTS ARE EXPECTED TO:

- Learn and use the conventions of standard English grammar, capitalization, punctuation and spelling in their writing and speaking.
- Use appropriate strategies to determine or clarify the meaning of unknown words or phrases found in grade-appropriate texts; for instance, students will know when and how to use context, reference materials (like a dictionary or thesaurus), and/or their knowledge of morphology (knowledge of prefixes, suffixes and roots) to determine word meaning.
- Understand figurative language, which uses words or expressions that mean something different from the literal interpretation, such as the expression, "It's raining cats and dogs."
- Recognize word relationships and distinguish "shades of meaning" among related words.
- Learn and use grade-appropriate general academic vocabulary as well as discipline-specific vocabulary.

HOW PARENTS OR CAREGIVERS CAN HELP:

- With your child, read and discuss books with figurative language (like *Why the Banana Split*, *Miss Alaineus*, *The King Who Rained*, *It Figures!* or *Word Wizard*).
- Have your child be a word detective by listening to or looking for the new academic vocabulary words learned in school, in home conversations, on TV, or in the newspaper or magazines. Count how many times your child encounters the new word outside of school.
- Have a contest where you and your child (and others) sort related words by their "shades of meaning" or intensity (for instance, by sorting the words "cool, cold, frigid, chilly"), and then explain the reasons for the ways the words were sorted.

SPEAKING AND LISTENING GOAL:

Students learn to work together in collaborative groups to create, learn and share knowledge. Through speaking and listening to their classmates, students build and demonstrate understanding.

STUDENTS ARE EXPECTED TO:

- Communicate clearly and appropriately what they have learned from their reading.
- Work together with classmates to discuss what they've read, conduct research and report their findings.
- Communicate their knowledge and ideas to wide and varied audiences.



HOW PARENTS OR CAREGIVERS CAN HELP:

- Encourage your child to become active in community groups and activities that include opportunities that support sharing ideas and knowledge with others.
- Model good listening habits by allowing your child to talk about a topic without interruption.
- Engage in discussions with your child about topics of interest, and model appropriate turn-taking.
- Provide opportunities for your child to give and explain step-by-step directions for doing something, such as programming features on your smartphone or other media device or preparing a favorite dish.
- Help your child develop good collaboration skills by providing opportunities to work with others to accomplish a task or project.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This not only helps in tracking expenses but also ensures compliance with tax regulations.

In the second section, the author provides a detailed breakdown of the company's revenue streams. This includes sales from various product lines and services. The data shows a steady increase in revenue over the past year, which is attributed to strategic marketing efforts and product diversification.

The third section focuses on the company's operational costs. It details the expenses related to manufacturing, distribution, and administrative functions. The analysis reveals that while production costs have remained relatively stable, distribution and administrative expenses have seen a slight increase due to inflation and higher operational demands.

Finally, the document concludes with a summary of the overall financial performance. It highlights the company's strong profitability and its ability to manage costs effectively. The author expresses confidence in the company's future growth and suggests areas for further optimization to enhance efficiency and reduce expenses.



A Union of Professionals

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