

Family: Early Grade Reading: Supporting Our Students at Home with Foundational Literacy Skills

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Our Goal for Tonight

Participants will gain...

- An understanding how to better participate in your child's Report Card Conference
- An understanding of foundational skills for early grade literacy
- An understanding of how to support your child at home



Stamford Public Schools

EXCELLENCE IS THE POINT.

2022-2023 SPS Report Card Conference Dates

- ❖ **December 9th** - 1st marking period final grades accessible in Parent Portal
- ❖ **December 14, 15, 16th** - Early Release for K-5 students



K-2 Report Card

Foundational Literacy Skills

Print Concepts - parts of a book

Phonological Awareness - sounds are parts of words

Phonics - letters and sounds

Encoding - spelling words

Oral Language - speaking ideas and responding

Writing - expressing ideas in words, sentences, paragraphs, and stories and text

Math

Social Studies demonstrating understanding of content

Science demonstrating understanding of content

Specials (Music, Gym, Art, Physical Education)

Work Habits and Behavior

 English Learners will receive an insert for their progress in their EL classwork by their EL Teacher.



Conference Time

- ❖ Teachers will schedule conferences for about 15-20 minutes
- ❖ Families can access their child's report card before the conference on December 9th
 - Speak with Parent Facilitator at your school to help you log in and set your setting
 - Ask for an interpreter, if needed
 - Have some questions ready for the Teacher about your child's progress
- ❖ Teachers will not be able to discuss everything on the Report Card during your conference



Sample Questions for Families to Ask at Conferences

1. What are my child's strengths/areas of growth?
1. What questions can I ask my child on a daily basis about what is happening at school?
1. What can we do at home to encourage growth in a fun way?
1. Are there behaviors you see at school (both good and bad) that I need to know about?
1. Do you notice any difficulties my child is having socially at school?



Questions about Report Cards/Conferences



Strategies to Support Students

- ❖ **Meet** your child's teacher.
- ❖ **Read** to your children in their first language.
- ❖ **Encourage** your child to read.
- ❖ **Talk** with your child.
- ❖ **Find** homework help for your child if needed.
- ❖ Encourage your child to use the Ferguson Library
 - [Apply online](#)
 - [Kid's Resources](#)
- ❖ [SPS Parent University \(Parent Resources\)](#)



Strategies to Support Print Concepts

- ❖ When reading to your child, use language such as top/bottom, same/different, first/last and before/after.
- ❖ Ask your child to show you where the top of the book is as you point to the top of the book.
- ❖ Ask your child to point to the first word in a sentence or point to the first letter in a word.
- ❖ Pointing to a word in the middle of a sentence and ask your child to point to the word before that word or point to the word after that word.
- ❖ Ask your child to track the words while you read.



Strategies to Support Oral Language

- ❖ As you walk with your child or ride in a car or bus, talk about what they see out the window. "Look at that tall building! Didn't we see that when we were in New York?"
- ❖ As you shop in a store, talk with your child about what you are doing as you go through the store. Discuss prices, differences in brands, and how to pick out good vegetables and fruit. Give your child directions about where to find certain items, then have her go get them.
- ❖ As you fix dinner, ask your child to help you follow the steps in a recipe. Talk with her about what can happen if you miss a step or leave out an ingredient.
- ❖ As you fix a sink or repair a broken table, ask your child to hand you the tools that you name. Ask them about each step you take to complete the repair. Ask for suggestions about how you should do something.
- ❖ As you watch TV together, talk with your child about the programs. If you're watching one of her favorite programs, encourage her to tell you about the background of the characters, which ones they like and dislike and who the actors are. Compare the program to a program that you liked when you were her age.
- ❖ As you read a book with your child, pause occasionally to talk to her about what's happening in the book. Help them to tell in her own words what the book was about. Ask her about new words in a book and help her to figure out what they mean.



Strategies to Support Phonological Awareness - all done by listening

- ❖ Say apple and ask student to put a /m/ at the beginning (mapple)
- ❖ Say book and ask student what is the initial sound (/b/)
- ❖ Ask student to say the sounds they hear in cot
/c/ /o/ /t/
- ❖ Ask student to take away the /c/ and put a /t/
- ❖ Say 3 words and ask which 2 rhyme:
 - book, look, box; perro, azul, cero



Questions about Ways to Support Your Child at Home



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