



The Academic Playbook

Creating strong family-school partnerships



CLEVELAND
METROPOLITAN
SCHOOL DISTRICT

Purpose

The Academic Playbook was created to empower parents/caregivers to ask the necessary questions regarding their child's academic progress, and work collaboratively with teachers to foster development of your child. A Family School Partnership is the relationship that exists between parents, teachers and students. This partnership must be strong, focused and positive to support student learning.

Table of Contents

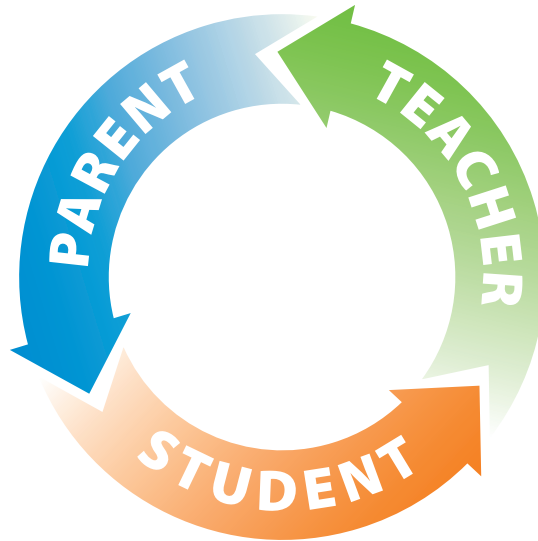
Family-School Partnerships	1
Parent Empowerment	3
Parent-Teacher Conferences.....	6
Parent-Teacher Conference Checklist.....	7
Parent Teacher Conference Note Tracker.....	8
Testing	15
What is the Process for Raising Your Child’s Academic Level?.....	17
Supporting Learning at Home.....	18
Testing.....	19
Assessment Tracker.....	20
Third Grade Reading Guarantee.....	21
Test Prep.....	22
Extra Help.....	23
Resources to Support My Child’s Academic Progress.....	24
Student Support Teams.....	25
Humanware.....	26
Attendance Supports Academic Success.....	27
Family Support Services	31
Say YES Cleveland: Scholarship Contacts & FAQ.....	33
Summer Learning	35
Sustaining Learning Over The Summer.....	37
Tips for Preventing the Summer Slide.....	38



Family-School Partnerships

What is a Family-School Partnership?

Family-school partnerships are collaborative relationships between school staff, parents and other family members that recognize a shared responsibility for the education of students. Effective partnerships are based on mutual trust and respect.



Why Are Family-School Partnerships Important?

Research shows that effective schools have high levels of family and community engagement. This engagement has a positive impact on student learning, attendance, behavior and graduation rates regardless of a family's social or cultural background.

Consult this Playbook prior to parent-teacher conferences and other school meetings.

Learn how to:

1. stay up-to-date with your child's academics by knowing what questions to ask.
2. monitor instruction and learning.
3. discover available school and District resources.

Parent Empowerment



THE ACADEMIC PLAYBOOK

Parent Empowerment

Here are some tips for effectively communicating with your child's teachers.

Communicate early and often

Contact your child's teacher(s) as soon as possible. Get acquainted and express interest. Keep in touch during the school year. When a child sees that parents and teachers are working together, the child will understand that his or her education is a top priority at school and at home.

What can I do to help my child's teachers?

Tell teachers what they need to know about your child.

You know what your child likes, dislikes, needs and what is challenging for him or her. Perhaps your child learns better when he sits close to the teacher. Maybe there was a death in the family and your child is having trouble concentrating. Letting the teacher know these types of things will help your child at school. If she has special needs, inform the teacher at the beginning of the school year. If you notice a big change in your child's behavior, school performance or attitude during the school year, contact the teacher immediately.

Stay informed

Parent-teacher conferences and report cards offer some indication of how well your child is doing in school. But you also need to know how things are going between these updates. Address a problem before it turns into a larger issue. For example, if your child is having trouble in math, contact the teacher to find out when the next math test will be given. Be sure to find out how best to communicate with your child's teachers—whether through e-mail, a phone call or text message. Contact the teacher if your child doesn't understand an assignment or needs extra help to complete an assignment.

Parent-Teacher Conferences

Parent-teacher conferences are a great opportunity to dialogue with your child's teachers so that everyone wins, especially your child.

What to expect

Two-way conversations are best. Like all good conversations, parent-teacher conferences are best when both people talk and listen. The conference is a time for you to learn about your child's progress in school.

Here are tips to help guide a two-way conversation:

- Ask to see data about your child's attendance, grades and test scores.
- Find out whether your child is meeting school expectations and academic standards.
- Talk with your child's teacher about what your child is like at home.
- Share information about your child's skills, interests, needs and dreams, so you and the teacher can work together to help your child.

Productive parent-teacher conferences focus on the positive and negative. Discussion should include what your child is doing well in school and where there is room for improvement.

Be prepared for the conversation

- Look over your child's homework, tests and any notices that may have been sent home.
- Bring a list of more specific questions to ask the teacher.

Opportunities and challenges.

Teachers want your child to succeed. It is important for you to hear positive feedback about your child's progress and also about areas for improvement.

- Think about your child's strengths and challenges before the conference and be prepared to share with the teacher.
- Ask how you can help your child with some of his or her challenges.



Parent-Teacher Conference Checklist

When parents and teachers talk to each other, each can share important information and learn something new about how to help your child succeed.

What should you talk to the teacher about?

Progress

- Is my child performing at grade level?
- What do you see as his or her strengths?
- How could he or she improve?

Assignments and assessments

- Ask to see examples of your child's work.
- Ask how the teacher determines grades.

Your input

- Share your thoughts and feelings about your child.
- Tell the teacher what you think your child is good at.
- Describe what your child needs more help with at school.

Support for learning at school

- Learn about available services at the school to help your child.
- Ask how the teacher will challenge and support your child.

Support for learning at home and in the community

- Ask what you can do at home to help your child learn.
- Ask if the teacher knows of programs or services in the community that could also help your child.



Parent-Teacher Conference Note Tracker

Use this form to guide the discussion at your parent-teacher conference.

Date of Conference _____ **Child's Name** _____

Teacher(s) _____

Is my child performing at grade level?

What are his or her strengths?

In what ways can he or she improve?

How is progress measured and how often?

What can I do at home to help my child continue to progress?



It is important to create a plan after each conference. List the steps that you will take to help your child continue to make progress.

What steps will I take to ensure my child's continued progress?

[illegible]

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[illegible]

Testing



What is the Process for Raising Your Child’s Academic Level?

The overall purpose of education is to make sure that upon graduation your child is ready to participate in postsecondary options, whether college, technical or trade school, the Armed Forces, or career opportunities. As a district, The Cleveland Metropolitan School District envisions 21st Century Schools of Choice where students will be challenged with a rigorous curriculum that considers the individual learning styles, program preferences and academic capabilities of each student, while utilizing the highest quality professional educators, administrators and support staff available.

- District Focus:** Scholars’ Academic Success
- Teachers Focus:** Math, ELA Reading/Writing, Science, Social Studies, Social Emotional Learning
- Parent Focus:** Guide student toward development
- Student Focus:** Show up ready to learn

Elements that will lead to your child’s academic success when implemented correctly are:

1. Classroom instruction used
2. Assessment used to make instructional adjustments
3. Interventions
4. At-home support of learning
5. Scholars’ will to be successful

ELEMENTS FOR ACADEMIC SUCCESS	WHO IS RESPONSIBLE
Classroom instruction	Teacher
Assessments	District & Teacher
Interventions	Teacher
At-home learning support	Parent
Success	Scholar

Supporting Learning at Home

Supporting a child's education is one of your most vital responsibilities. By creating a love of learning and knowledge at a young age, you can set your child up for success. These are some strategies to help you build a strong foundation of learning for your child.

Nurture learning at home

Learning doesn't stop when the school day is over. A child absorbs as much or more at home and through his or her experiences as through a textbook. Try some of these tips to support learning at home:

- **Keep to a routine.** Make homework part of their daily routine by having a set time for them to complete homework and study. Make sure your child has a quiet place to study.
- **Monitor homework.** Check your child's homework every night, not just to see whether it's done, but also for quality. Help your child carve out chunks of time to tackle larger projects.
- **Praise your child's efforts.** Children learn best by positive reinforcement. Whenever you have an opportunity, praise your child for a job well done.
- **Encourage learning at home.** If your child is interested in insects, buy an ant farm. Talk about something in the news or a book he or she just read. Fostering full-time learning is one of the best ways you can equip your children for life after graduation and future success.

Build a relationship with your child's school

Your relationship with the school will demonstrate to your child and the school's staff that you value education. These are ways you can build a relationship with the school and your child's teachers to help your child perform as well as possible:

- **Meet the teacher.** Allowing your child's teacher to put a face with your name is a great way to show your investment in your child's education.
- **Contact information.** Make sure that you provide the teacher with the best form of contact for you, whether it is text messaging, email or phone calls. Ensure that the school has your updated contact information.
- **Attend school programs and activities.** Being present at back-to-school nights, open houses and school programs can help both you and your child feel more connected to the school.
- **Volunteer.** There are dozens of ways to give your time to your child's school, so it's just a matter of finding a way to volunteer that suits your schedule.
- **Join the parent/teacher group.** Attending SPO (School Parent Organization) or PAC (Parent Advisory Committee) meetings can be a great way to stay in the loop about what's happening at the school and how you can get engaged.



Testing

Standardized testing tells us how your child is performing against their expected progress and provides an accurate unfiltered measure of what a student knows. Below are four standardized tests used at Cleveland Metropolitan School District to measure a child's academic progress and success.

Ohio Third Grade Reading Guarantee (TGRG)

Fall, Spring, Summer – Grade 3 only

Northwest Evaluation Association (NWEA)

Fall, Winter – Grades 1-10 only

Spring – Grades 2 and 3

Summer School – Grades K-3

	English Language Arts	Mathematics	Science
Grade 3	✓	✓	
Grade 4	✓	✓	
Grade 5	✓	✓	✓
Grade 6	✓	✓	
Grade 7	✓	✓	
Grade 8	✓	✓	✓

When scheduling time with your child's teacher to discuss state and District testing, you should ask questions that include the following:

1. What did my child score in each area of the TGRG, NWEA or OST?
2. Can you explain to me how to read each individual student/parent report?
3. What score does my child need to pass in each area of the TGRG, NWEA and OST?
4. What happens if my child does not pass in any given area of the TGRG, NWEA and OST?
5. What problem areas did the TGRG, NWEA and OST identify regarding my child's progress?
6. How can I support progress at home?

Suggested ways to prepare and encourage your child for state and District testing:

1. Utilize practice tests to help him or her prepare for the actual test. (Contact your child's teacher or visit: <https://oh.portal.airast.org/users/students-and-families.shtml>)
2. Make sure your child gets a good night's rest the night before the test.
3. Make sure your child eats a nutritious meal on the day of the test.
4. Write an encouraging note to your child to calm their nerves on test day.

OST Practice tests: <https://oh-ost.portal.cambiumast.com/families.html>

CMSD Assessment Website: ClevelandMetroSchools.org/Assessment



Assessment Tracker

Please use this chart to record and track your child’s test scores and growth throughout the year. Showing growth keeps you informed of where your child is academically.

ASSESSMENT	FALL SCORE	WINTER SCORE	SPRING SCORE



Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee (TGRG) identifies students from kindergarten through third grade that are behind in reading. Schools will provide help and support to make sure students are on track for reading success by the end of third grade. Ohio's TGRG ensures that every struggling reader gets the support he or she needs to be able to learn and achieve.

The ability to read is the foundation for learning. We know from experience that children who are not reading at third grade level by the end of third grade will have trouble learning in all classroom subjects in higher grades. These children tend to fall behind in school, becoming frustrated and often misbehaving in the classroom, which limits their learning even more. TGRG provides help and support to ensure that each struggling student is on track for reading success by the end of third grade. It ensures that every struggling reader gets the supports that he or she needs to be able to learn and achieve.

In kindergarten through third grade, all children will be evaluated to determine if they are reading as well as they should be. If your child appears to be falling behind in reading, the school will immediately begin working with you to create a plan. Part of this plan is a reading improvement plan, which will restore your child's reading health and address each student's unique reading problems. The school will monitor the plan continually to make sure your child's reading is improving.

As a school district, we will continue to work with you so you can support the plan at home as your child progresses toward third grade. Except for students with special circumstances, a third grader must then meet a minimum score on the state reading test to move onto the fourth grade. If a student remains in the third grade, the school will provide a high-performing reading teacher and 90 minutes of reading instruction during each school day.

Studies show that students who remained in the third grade and received intensive reading instruction improved dramatically in overall school performance in the years following. If your child needs help, be sure to talk to your child's teacher about their plan for improving your child's reading abilities. Ask how you can be involved and how you can support your child at home. If you have questions about TGRG, please address them with your child's school or send an email to ThirdGradeGuarantee@education.ohio.gov

Visit the websites below to access family resources and tools:

<http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Third-Grade-Reading-Guarantee/Third-Grade-Reading-Guarantee-Family-Resources>

<http://www.clevelandmetroschools.org/Page/8936>



Test Prep

Build strong relationships with your child's teacher

Establish a good rapport with your child's teacher(s) before testing begins. Keep the lines of communication open about your child's progress and attend parent-teacher conferences. This feedback will highlight areas of weakness prior to test time. If improvements are necessary, utilize test preparation materials.

Constant Encouragement

Encouraging your child during the year is another step in the preparation process. Clearly emphasize the importance and value of education and project a positive attitude about homework and school projects. An optimistic outlook about completing assigned tasks will promote a sense of ownership when students are presented with homework and independent study. In addition, students should be confident to ask questions during class and at home before finishing assignments. Congratulate your child when he or she achieves strong academic scores on essays, projects, homework and group assignments. This practice of praise will encourage your child to present their best work. As a result, this will reduce anxiety on testing days, with you and your child having the same understanding of the your child doing his or her best.

Independent Working

In promoting an environment for a student to complete their best work, it is very important to let the student find answers without help. Students should be able to work independently. When your child is finishing homework, you can complete a correlating activity to show the relevance of the skill. For example, if your child is working on math problems, reconcile bank accounts during the same time. Parents are expected to provide guidance when needed, not answers. Carrying out homework assignments alone endorses lifelong learning skills and simulates actual testing conditions.

Get Organized

The most important tip in assessment training is organization. At the beginning of the school year, highlight all testing dates on a home calendar. This will give your student adequate time to prepare in advance for upcoming assessments. During homework and study time, ensure your child has all necessary materials to complete assignments. Assist your child with time management. Establish a set routine and timeframe for homework to be completed. If students are using study guides or practice exams, create test conditions with a quiet, well-lit area for the student to work without music or cell phone distractions. Working in this environment can build confidence and limit test apprehension. On the day of the test, confirm your child arrives to school on time, eats breakfast and relaxes. Promote the importance of getting enough rest prior to testing day.



Extra Help

In order to coordinate your efforts with your child's school to improve your child's progress, you need to know which subject areas your child is doing well in and in which subject areas he or she may require extra help. Ask the following questions and place an X in the areas where you think your child needs help.

In which subject area(s) does my child need extra help?

MATH _____

READING/WRITING _____

SCIENCE _____

SOCIAL STUDIES _____



Resources to Support My Child's Academic Progress

During your first meeting with the school principal or administrative team, ask about resources available to your child. This information will be necessary as you have ongoing conversations with your child's school about progress. Ask the questions below and place an X in the in the areas the school team indicates services are provided or could be provided for your child.

1. What resources are in place to support my child's academic progress?

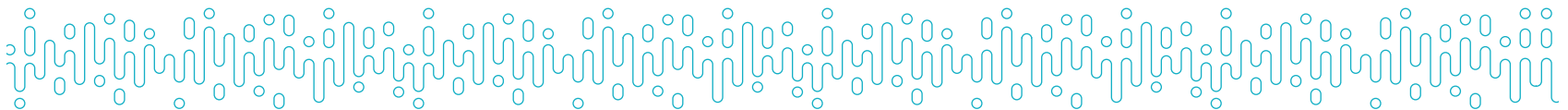
Structured Tutoring _____

Reading Intervention _____

Math Intervention _____

Home _____

2. How are you monitoring my child's academic progress with these resources?



Student Support Teams

What should I do if my child is not making progress in the general education curriculum?

If your child is not making progress in general education curriculum with the support that all students receive, you may request the SST (Student Support Team) to convene and discuss additional educational or behavioral supports that will be provided to your child. The SST team will consist of you, your child's teacher, an administrator and may include the school psychologist.

Contact your building principal to begin the SST process.

If you suspect your child may have a learning disability, share this concern with the SST team and the building principal. The District must respond to you in writing within 30 days.

If your child's team suspects a disability, you will be asked to give your consent for an evaluation. At this time, the school psychologist will provide you with a copy of procedural safeguards, which explains the processes in special education.

If you any questions about special education, call **216.838.7733**.



Humanware

The Cleveland Metropolitan School District is committed to providing safe and supportive schools where students can succeed and thrive.

Humanware/SEL Overview

Humanware is an initiative of the Cleveland Metropolitan School District supporting the commitment to providing safe and supportive schools where our scholars can succeed and thrive.

Humanware advocates for evidence-based best social emotional learning (SEL) practices. Humanware Partners serve as thought-partners, planners, professional learning providers and coaches to CMSD Educators to facilitate the integration of SEL core competencies into schools to engage students, family, educators and community to create safe, supportive and successful learning environments.

Humanware advocates for best practices that ensure that all human resources in a child's school, family and community function together so that students are learning in safe, supportive and successful schools.



Humanware/SEL Strategies are designed to:

- Facilitate students and educators learning and practice of the five SEL core competencies (Self-Awareness, Social Awareness, Self-Management, Relationship Skills and Responsible Decision-Making)
- Develop early-intervention strategies
- Promote civility and decrease bullying
- Foster community-service partnerships
- Improve collaboration between schools & agencies
- Enhance the partnership between schools & families
- Facilitate effective Student Support Teams (collaborative problem-solving groups, which include administrators, teachers, student-support professionals and parents)
- Facilitate effective use of PATHS and Planning Centers
- Provide a coordinated sequence to the Social and Emotional Learning section of the District's Scope and Sequence

Talk to the principal or your child's teacher to get information on programs at the school which support social-emotional learning.



Attendance Supports Academic Success



In Cleveland Metropolitan School District we ask our scholars not miss more than 2.5 days of school during an academic quarter, or no more than 10 days in an academic year.

We know no one can avoid absences due to illness or personal emergencies, more importantly it should be understood, that excessive absenteeism, regardless of it nature, will eventually impede a student's ability to reach his or her academic potential in the classroom.

When our scholars are absent for more than 10 days in an academic year they are:

- 9% less likely to pass 3rd reading
- They score 12 points lower on standard reading test
- They score 15 points lower on standard math test
- They are 34% less likely to graduate on time

When circumstances arise and your scholar is absent for more than 10 days reach out to your school and request a Student Support Team, SST meeting. An SST meeting is an opportunity to discuss barriers and develop a plan to address and prevent additional days absent. An SST meeting can also take place by phone or conference call.

With this in mind, please work to schedule necessary appointments at times that do not conflict with your scholars' academic responsibilities.

Join us in our call for ALL SCHOLARS to get to school this year. Remember good attendance means missing less than 10 day of school in a year.

Get 2 School Cleveland, we know you can make it!

For more information contact:
Attendance Office
216.838.0220



Family Support Services



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Family Support Services

Early Childhood Education & Literacy Office

The Office of Early Childhood and Literacy strives to support schools with providing an enriching, child-centered, developmentally appropriate experience in all Preschool – Grade 12 classrooms. Our team supports school staff, families and children in the areas of curriculum, assessment, preschool operations, school readiness and Ohio's Third Grade Reading Guarantee.

ClevelandMetroSchools.org/EarlyEd

216.838.0110

The Multilingual Multicultural Welcome Center

CMSD offers equal educational opportunities, ensures that instructional staff is qualified and culturally competent and promotes cultural diversity in support of all scholars whose English is not their first language. The Multilingual Multicultural Education Office expects our English Learners (ELs) to successfully achieve academically and attain language proficiency. CMSD is committed to building District capacity to provide proper education to English Learners and provide language assistance to parents who are English Learners with respect to school programs, activities, registration and school choice opportunities.

CMSD's Multilingual Multicultural Office oversees the implementation of world languages Districtwide. Our mission is to promote bilingualism, biliteracy and cultural competencies by offering a wide range of language learning opportunities to prepare K-12 students to succeed in today's diverse world. We believe that students who learn another language reach higher academic performance, display greater cognitive benefits and develop a more positive attitude toward the target language and the speakers of that language. Through the teaching and learning of world languages, our scholars become empowered and able to make real world connections as global citizens.

Multilingual Welcome Center:

3145 West 46th Street, Cleveland, OH 44102

ClevelandMetroSchools.org/Multilingual

216.838.0140 or 216.838.6972

Office of the Ombudsman

The Ombudsman Office serves as a resource to assist parents, guardians, caregivers and community members with disputes or concerns that have not been resolved at the school building level, i.e. bullying, academic disputes, teacher/principal conflicts, transportation or other unresolved conflicts.

Prior to filing a complaint with the Ombudsman office, be sure you've taken the steps below to resolve the issue:

- You have exhausted all efforts to resolve the issue at the building level
- You feel strongly that your concern or issue requires mediation
- You believe that a school or District policy has been violated

If you feel that additional support is necessary to resolve an issue, contact the Ombudsman office at ClevelandMetroSchools.org/Ombudsman
216.838.0090

Family and Community Engagement (FACE)

The Office of Family and Community Engagement (FACE) is responsible for the development of programs and strategies to support the meaningful district-wide engagement of families and community stakeholders in The Cleveland Plan. At the core of our work is expanding the capacity of schools to partner with families and community-based organizations in support of student achievement and school improvement.

FACE has a variety of program offerings which include Parent University classes, workshops, and college tours. FACE also works with schools to establish School Parent Organizations and Parent Advisory Committees which give voice to parents and caregivers about school improvement and assist with planning family engagement programs and activities which meet their needs.

Contact the FACE office for more information.

216.828.FACE (3223)

PRE4CLE

PRE4CLE is a roadmap that will expand access to high-quality preschool for families in the City of Cleveland who are seeking an excellent Pre-K experience for their children. The vision is to ensure every child in Cleveland will enter kindergarten ready to succeed in school. It signifies our community's full commitment to improving education and developing strategies and solutions that work for the people who live, work and raise their children in Cleveland. For more information about PRE4CLE, contact the Office of Early Childhood Education at **216.838.0110**.



Project ACT: Support for Homeless Students

CMSD's Project ACT ensures that homeless students have access to the same free education that residential students receive within the District. Barriers that may prevent homeless students from enrolling in and attending school are eliminated through the work of Project ACT, which partners with District departments and community resources.

Project ACT facilitators:

- work to ensure each child's success and ongoing participation in the educational system.
- work to meet the physical, social and emotional needs of each homeless child.
- empower parents to support their children's educational endeavors.

ClevelandMetroSchools.org/ProjectACT

216.838.0210 or **800.961.1990**

Special Education

A continuum of services and supports are available for children with disabilities, including:

- Assessments and services evaluations
- Individual Education Plans (IEP) based on student need

The Department of Special Education has parent mentors who provide assistance to families of students with special needs so they can better advocate for them. Call **216.838.7733** for more information.



What is Say Yes Cleveland?

Say Yes Cleveland is a local organization that provides two big things for Cleveland students:

- Support services for students in CMSD and partner charter schools from PreK through graduation; and
- Tuition scholarships to college or career training for all eligible scholars after high school graduation.



Support Services

Say Yes Cleveland support services are intended to help students overcome barriers and stay on- track for success. This year, Say Yes support services are available in 68 CMSD and partner charter schools and will be offered in all CMSD and partner charter schools by 2023.

Say Yes Cleveland support services available at your child's school include:

- A Say Yes Cleveland Family Support Specialist to connect students (and their families) to needed services and assistance such as health services, academic supports, technology access, food assistance, and more.
- The Say Yes Postsecondary Planning System, which helps identify student needs and enables the Family Support Specialist to connect them with services and support.
- Afterschool programming, mental health assistance, and free legal services for students and families.

Scholarships

For at least the next 25 years, Say Yes Cleveland will provide tuition scholarships to college or career training programs for all eligible CMSD graduates. Say Yes Cleveland scholarships have already helped more than 1,000 CMSD graduates go to college in just the last two years.

Say Yes scholarships can be used at all public Ohio universities, community colleges, and Pell-eligible career certification programs, as well as over 100 private colleges and universities across the nation. Say Yes scholarships can only be used for tuition and standard fees. They do NOT cover non-tuition expenses such as room, board, books, etc.

To be eligible for scholarships, students must:

- Enroll in a CMSD (or partner charter) high school from 9th grade through graduation; and
- Live within CMSD boundaries or City of Cleveland from 9th grade through graduation.

For more information about Say Yes Cleveland support services and scholarships, contact your school's Say Yes Family Support Specialist, or visit www.SayYesCleveland.org.

Summer Learning



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Sustaining Learning Over The Summer

Place an X beside what subject you want to focus on with your child during the summer.

MATH _____

READING/WRITING _____

SCIENCE _____

SOCIAL STUDIES _____

Ask your child's teacher(s) the following questions and write the answers below.

1. What resources can the school provide me with to help my child over the summer?

2. What books can I get to help my child?

3. What kind of hands-on projects can I do with my child and where can I learn how to do them?

4. Is summer school an option for my child?

Tips for Preventing the Summer Slide

The summer slide is a decline in reading ability and other academic skills that can occur over the summer months when school isn't in session. Studies show that children who do not read or have access to books during the summer regress in reading progress by up to two months. By the time a child enters middle school he or she may be 2 1/2 years behind. Here are a few ideas to prevent the summer slide or even accelerate reading growth:



1. Visit your local library. Help your child find “right fit” books, which are books that are of high interest to your child and are not beyond their reading level. You can use the five-finger test to determine if the book is too difficult for your child. Open the book to a page with many words. Have your child begin reading the text. Hold up a finger for each word he or she does not know. If you have four or five fingers up, the text may be too difficult for your child to read independently. Feel free to check out the book anyway. It just may be a book you want to read with your child.
2. Be sure your child reads at least 20 minutes a day. According to research, a child who reads only one minute a day outside of school will learn 8,000 words by the end of sixth grade, whereas a student who reads 20 minutes outside of school will learn 1,800,000 words. If reading isn't one of your child's top priorities, you may need to set up an incentive program.



3. Set a good example. When your child sees you reading and enjoying a book or a newspaper article, you are sending a message that reading is important and valuable. Read to your child. When you read to your child, he or she hears the rhythm of language.
4. Be sure to read with expression. Changing your voice for different characters and increasing your volume during exciting parts are only a few ways to keep children engaged.
5. Explore different types of reading, such as poetry. For younger children, poetry is a great way to improve phonemic awareness skills, as poetry often incorporates rhyme. For older children, poetry is a means of improving fluency.
6. Read for different purposes. Reading directions for a recipe or directions for assembling a toy are fun ways of incorporating reading into everyday activities.
7. Play games with words. Commercial games such as Apples to Apples® improves vocabulary. You can easily turn a game of hopscotch or Four Square into a game that incorporates learning letters or sight words.
8. If you have access to an iPad, there are tons of interactive books and apps that address phonics and early reading skills. There are also many websites that offer free reading-related games. Visit your local library for additional resources.

Have a happy and healthy summer! Be sure to read, read and read some more!





ClevelandMetroSchools.org

