

## Be Informed. Be Involved.

### K-2 Literacy Support for Students and Families

Parents and families play an important role in shaping the way children view learning. Continued learning and academic growth are critical components of student well-being. The Department aims to provide literacy guidance specifically focused on the early grades (K-2) since this is a critical developmental period that requires differentiated support.

As families support their children through continuous learning, it is helpful to remember a few key principles from child development that apply to children in early learning grades.

- **Build and Maintain Routine and Structure**  
Consistent routines and structures offer comfort and security for children by helping them take ownership of their experiences, which in turn leads to gains in their learning and development.
- **Focus on Relationships and Social-Emotional Development**  
Relationships are particularly important to children in the primary grades. Children flourish when they feel supported, safe, and have close emotional attachments to adults who are important in their lives. These are stressful times for everyone, so creating ways to provide your student with calm, reassuring interactions is important.
- **Find Authentic Opportunities for Meaningful Learning**  
Young children learn best through meaningful play. Your child has opportunities for deep and meaningful learning through everyday, authentic experiences.
- **Emphasize Active, Experiential Learning**  
Children in this age range learn best when they are active and engaged. Physical activity is essential for children's concentration, learning, and interactions with others.

This toolkit will help you have a better understanding of how your child learns to read. It will also provide practical activities you can use throughout the day to work with your child at home. These activities are only suggestions should you not have other resources available from your school system.

Please refer to the [Privacy and Security Guide](#) when making decisions regarding distance learning.

## Be Informed

### Learning to Read: Foundations of Reading Overview

Children in grades K-2 should be immersed in Foundations of Reading as these concepts are critical in learning to read. Below are explanations and examples of key concepts.

#### Working with Sounds (Phonemic Awareness)

*What is Phonemic Awareness?*

Phonemic Awareness is the ability to hear individual sounds and distinguish individual sounds in spoken words.

- Recognizing sounds in spoken words
- Blending or segmenting sounds in spoken words
- Adding or moving sounds in spoken words

#### Working with Letters and Words (Phonics)

*What is phonics?*

Phonics is understanding the relationship between letters and the sounds they make.

- Recognizing letters represent sounds
- Identifying spelling/syllable patterns
- Understanding word parts (prefixes, suffixes, and root words)

#### Practice Reading (Fluency) and Understanding What You Read (Comprehension)

*What is fluency?*

Fluency is reading with appropriate speed and understanding what you read.

- Reading with automaticity
- Reading with accuracy
- Reading with expression

*What is comprehension?*

Comprehension is understanding and drawing information from text.

- Identifying important information
- Identifying main idea
- Interpreting meanings in a text
- Applying new information from text

### Language and Literacy Overview

Children in grades K-2 should be provided with opportunities to learn about the world around them through literature and content-rich texts.

In order to build knowledge of the world, students must:

- read multiple texts on a similar topic or theme
- reread valuable sections of text
- identify and discuss unknown words and phrases from the text
- express understanding of the text through speaking and writing

## Be Involved

### Learning to Read: Foundations of Reading Practice Activities

The table below provides guidance for Foundations of Reading. For each week, follow the suggested flexible schedule and choose an appropriate activity for your child. These activities are designed for short time frames that can be completed throughout the day while playing outside, cleaning the house, getting ready for bed, or even unloading groceries.

#### Foundations of Reading (Days 1-5)

- Working with sounds (at least 5 minutes)
- Working with letters and words (at least 5 minutes)
- Practice Reading (at least 15 minutes)

| Foundations of Reading Activities |
|-----------------------------------|
| <a href="#">Week 1</a>            |
| <a href="#">Week 2</a>            |
| <a href="#">Week 3</a>            |
| <a href="#">Week 4</a>            |

### Language and Literacy Practice Activities

The table below provides guidance for Language and Literacy. For each week, follow the suggested flexible schedule. The texts and activities are designed for short time frames that can be completed throughout the day.

| Language and Literacy Activities |
|----------------------------------|
| <a href="#">Week 1</a>           |
| <a href="#">Week 2</a>           |
| <a href="#">Week 3</a>           |
| <a href="#">Week 4</a>           |