



Partnering for Children's Literacy Success Checklist

For each learning objective, reflect on the status of each item statement in your child's school. Identify a next step you will take to further action on each item. Examples may include: talking with others, consulting with a professional, consulting with your state Parent Training & Information Center (PTI), seeking information, and reviewing materials.

For Families

Session 1: Family Engagement & Communicate and Interact Often

Learning Objective

Item Statement

Check for Yes

Next Steps

To learn the characteristics of family engagement and the conditions that support effective home-school partnerships for literacy

School staff and I partner to communicate about my child's literacy development.

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I know where to get literacy information and materials from the school and they are easy to understand.

☐

I am given different ways to communicate with school staff and I can choose the way that is most comfortable for me.

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To learn what family engagement may look like in a system of literacy support and services, like a Multi-tiered System of Support for Reading (MTSS-R)

I am given different opportunities to learn about the school's system of literacy supports and services, why it is being used, and how my child is being supported within the system.

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I am given regular written updates on my child's literacy progress. They include data and examples that are understandable and specific to my child.

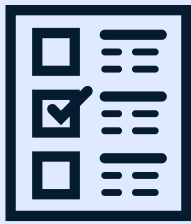
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I am given regular opportunities to discuss my child's literacy progress with school staff. I can ask questions and offer suggestions.

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I am given opportunities to support the literacy instruction and intervention of my child, and that of others, in the school.

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Session 2: Discuss Literacy Instruction and Intervention

Learning Objective

Item Statement

Check for Yes

Next Steps

To learn how families and schools can partner to help children get evidence-based literacy instruction and intervention

The school supports me in using evidence-based practices in working with my child to learn and practice reading.

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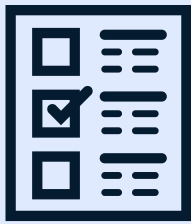
To learn what to talk about when discussing literacy instruction and intervention

The school uses information I share on the literacy development of my child to better understand and support my child's literacy needs.

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If my child has an Individualized Education Program (IEP), the school team and I talk about my child's current performance, annual goals, and how services and supports are matched to my child's literacy needs.

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Session 3: Practice Literacy Skills at Home

Learning Objective

Item Statement

Check for Yes

Next Steps

To learn what literacy resources are important for you and your child's teacher to share with one another to better understand and support your child's literacy development and that of others

I am offered many literacy learning opportunities. The opportunities are at times and in formats that work for me.

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The literacy learning opportunities and materials, activities, and information appropriately reflect my family's culture and life experiences.

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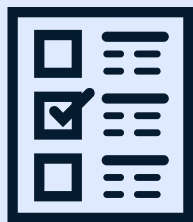
I am given many opportunities to learn, practice, and give and receive feedback on ways to support my child's literacy development.

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To learn how our language system works to listen, speak, read, and write well

I am given many opportunities to understand how children learn to read, why children might struggle with reading, and signs of risk for reading difficulties.

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Session 4: Address Concerns Together

Learning Objective

Item Statement

Check for Yes

Next Steps

To learn how to appropriately address your child's literacy needs early

The school shares information on my child's literacy progress with me. It is understandable and helpful. I know how to get the information. We discuss how the information can be used to help my child.

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If my child has an IEP, I give input on my child's annual goals, supports, and services and work with the school team to address issues or disagreements.

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