

Cherry Chase Elementary

**Learning About Amplify CKLA &
Preparing for Conferences**

Principal's Coffee
September 25, 2026



What is our Promise?

Every student is known by
name, strength, and
need, ready to excel in
high school and beyond,
and to lead a life of joy
and purpose.





We believe
in equity.



High Quality Literacy Instruction for All

Amplify CKLA

**Fluent, accurate reading
with deep understanding for all students.**

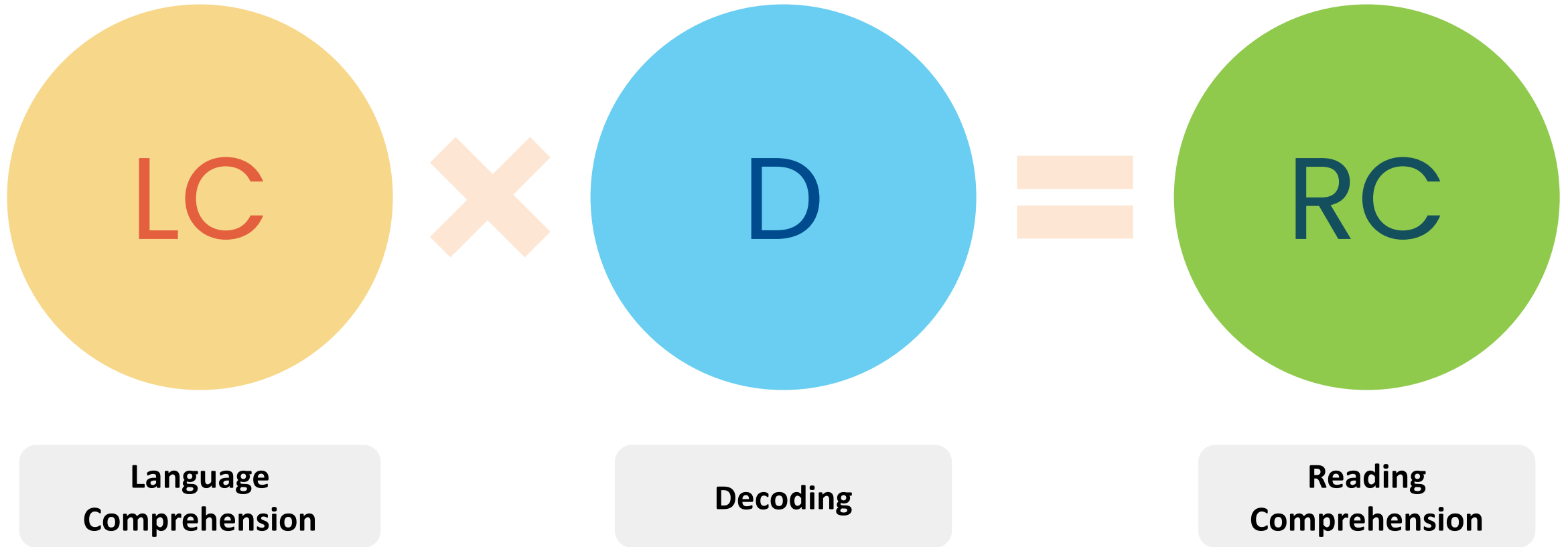
BUILT ON THE
Science
— OF —
Reading



When you are presented with a passage of text, how do you get meaning from it?

1. You need to **convert written words** into speech.
2. You need to **understand** that speech.

The Simple View of Reading



The Simple View points out that if you can't decode the symbols in a sentence, you can't read it, even if you know the language it is written in.

Here is an English sentence rewritten in a made-up system, with the code beneath it. Try decoding it. It is written right to left.

.ΔɹH Δɹ4 ɹ49 xɹɹ

/a/	4	at	/f/	φ	fat	/n/	ɿ	net	/t/	x	tag
/b/	ɹ	bat	/g/	7	got	/o/	o	odd	/u/	ʏ	up
/k/	ɹ	cat	/h/	H	hat	/p/	ɿ	pat	/v/	l	vet
/d/	Δ	dog	/i/	ɹ	it	/r/	9	rat	/w/	ƒ	wet
/e/	ɹ	end	/l/	c	let	/s/	w	sat	/z/	ɿ	zen
			/m/	ɿ	mat				/th/	⊗	thin

But decoding is not
enough on its own.

Try reading this.

England's openers labored 34 balls before scoring their first boundary as Strauss cracked two fours through the leg side. Cook made a patient start before motoring past his skipper.



**You know the code, but you
also need the vocabulary and
background knowledge**

The passage was about cricket.

In 1988, researchers Donna Recht and Lauren Leslie studied 64 students to explore how background knowledge affects reading comprehension.

Students read the same passage about a baseball game, then used a model baseball field to reenact what happened.

“ Churniak swings and hits a slow bouncing ball toward the shortstop. Haley comes in, fields it, and throws to first, but too late. Churniak is on first with a single, Johnson stayed on third. The next batter is Whitcomb, the Cougars’ left-fielder. The ball is returned to Claresen. He gets the sign and winds up, and throws a slider that Whitcomb hits between Manfred and Roberts for a hit. Dulaney comes in and picks up the ball. Johnson has scored, and Churniak is heading for third. Here comes the throw and Churniak is out. Churniak argues but to no avail.”

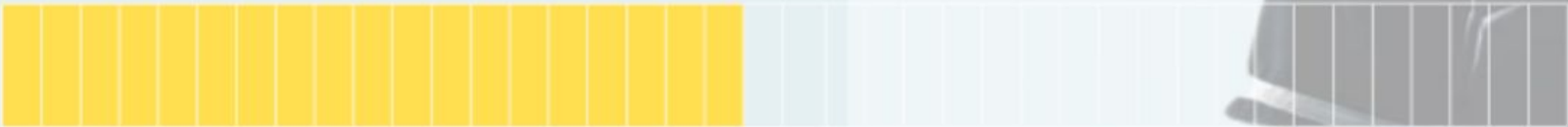


**Who did best at
correctly reconstructing
the story?**

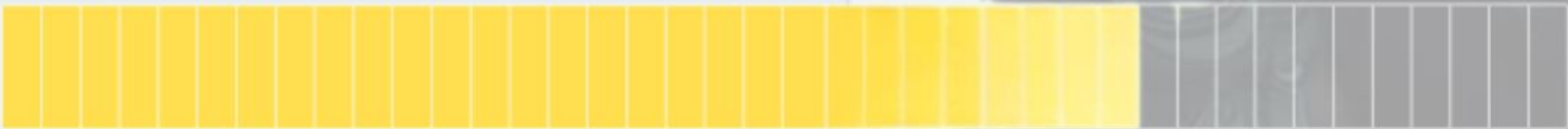
- 1. Strong readers**
- 2. Kids with good
knowledge of
baseball**
- 3. It made no difference**

Recht and Leslie found that reading ability had little impact on how well kids understood the story. But knowledge of baseball did.

Good readers who didn't know baseball: 19/40



Poor readers who knew baseball : 27/40

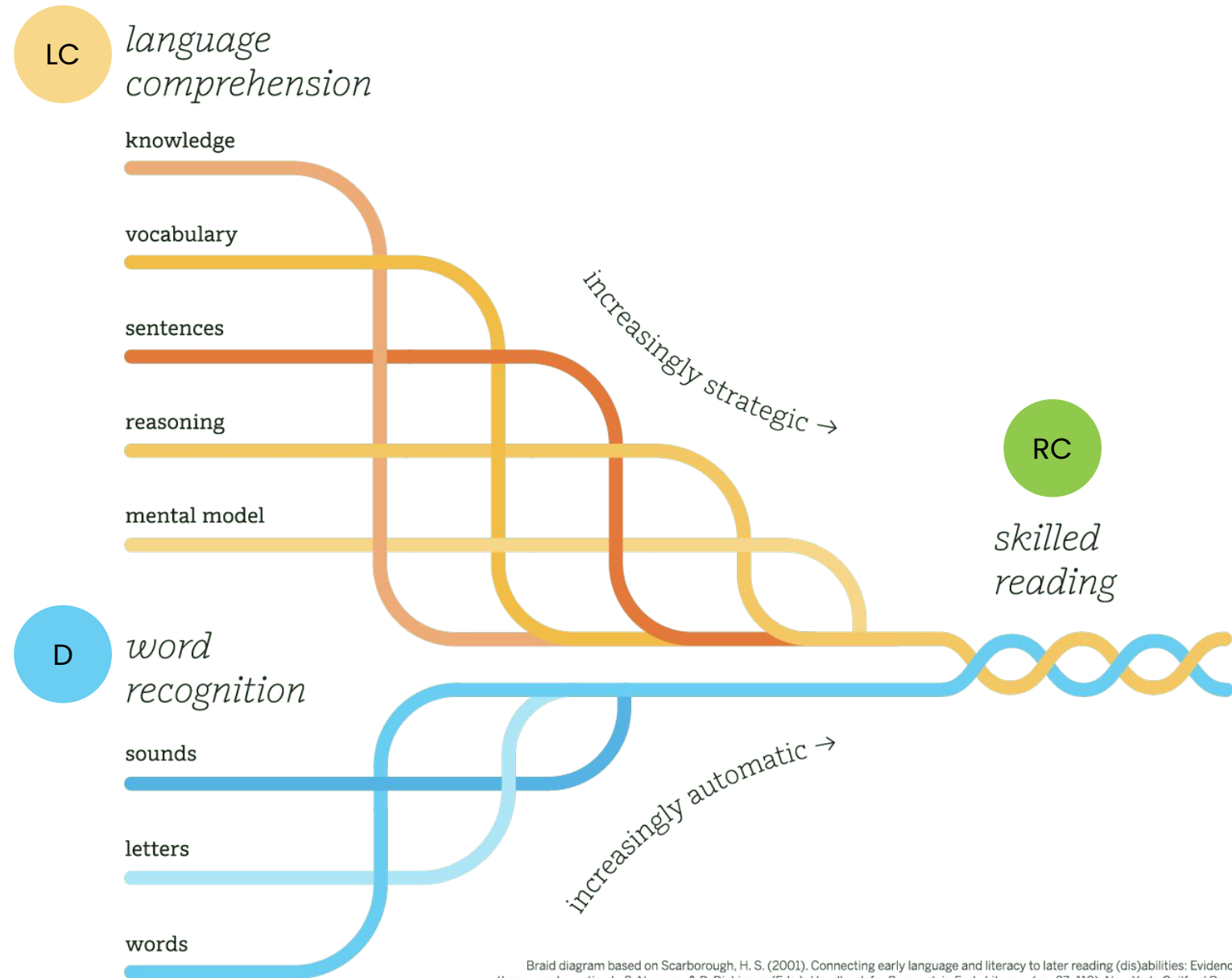


Students who were weak readers did as well as strong readers if they had knowledge of baseball.



The Science of Reading: *Many Skills Work Together*

Skilled reading develops as word recognition becomes more automatic and language comprehension becomes more strategic.



Braid diagram based on Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence from theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for Research in Early Literacy* (pp. 97–110). New York: Guilford Press.

Built on the Science of Reading



The Amplify CKLA curriculum mirrors the **Simple View of Reading** and the **Reading Rope**.

The curriculum is designed to develop the language comprehension and word recognition skills needed for reading and writing proficiency.

Knowledge Strand K-2 | 60 min

Knowledge developed through read-alouds, activities, discussions, and critical thinking. Students engage with vocabulary and writing in context.

Skills Strand K-2 | 60 min

Explicit lessons systematically cover all foundational skills standards and knowledge topics. Hands-on and multimodal experiences.

*language
comprehension*

knowledge

vocabulary

sentences

reasoning

mental model

*word
recognition*

sounds

letters

words

increasingly strategic →

increasingly automatic →

*skilled
reading*

Integrated Strand Grades 3-5 | 90-120 min

Lessons begin to combine skills and knowledge with increasingly complex text, close reading, and morphology. Students strengthen reading, writing, speaking, and listening skills in the context of a knowledge domain.

Braid diagram based on Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for Research in Early Literacy* (pp. 97-110). New York: Guilford Press

K-2: Two daily strands work together

Students learn how to read words while also building the knowledge to understand texts

Skills (60 min)

Learning HOW to read

- Hear and manipulate sounds
- Connect sounds to letters
- Read decodable text
- Practice spelling, handwriting, and writing.

Knowledge (60 min)

Building WHAT students understand

- Listen to rich read-alouds
- Build vocabulary and background knowledge
- Discuss ideas and text evidence
- Write in response to learning.

Skills: Students learn how words work

Sound Awareness

Students hear, identify, and work with sounds in spoken words.

Phonics + Spelling

Students connect sounds to letters and spellings; decoding and encoding reinforce one another.

Decodable Reading

Students practice reading text that matches the sound-spelling patterns they have learned.

In the Skills lessons, students learn the code of written language so reading words becomes more accurate, automatic, and fluent.



Skills Strand



Teacher Guides (Grades K, 1, 2)

These contain outlines and comprehensive guidance for instruction. Each guide represents one Skills unit.



Skills Take-Home Supplement (Grades K, 1, 2)

This is used to assist in instruction by providing take-home pages for extra practice within the Skills Strand in each grade (*blackline master*).



Skills Assessment Guide (Grades K, 1, 2)

This is used to assist in assessing students in the Skills Strand in each grade (*blackline master*).



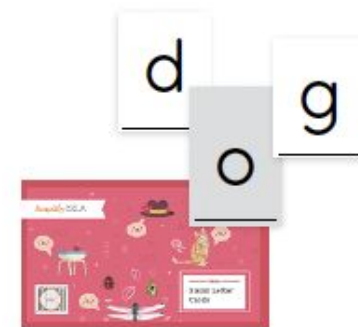
Large Letter Cards (Grades K, 1)

These cards are used for teaching and reviewing sounds and spellings.



Chaining Folder (Grade K)

This product provides a space for students to build words using Small Letter Cards.



Small Letter Cards (Grade K)

These cards are used in tandem with the Chaining Folders.



Activity Books (Grades K, 1, 2)

These contain activity pages for students to complete as part of the lessons. There are three volumes of Activity Books per grade.



Readers (Grades K, 1, 2)

These readers contain decodable text aligned to the sequence of phonics instruction. In Kindergarten, an additional pre-decodable Picture Reader combines rebus pictures with high-frequency words.



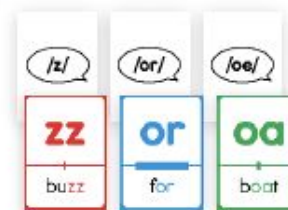
Big Books (Grades K, 1)

These are large-version replicas of the Readers that are used for demonstration stories.



Code Posters (Grades 1, 2)

These are used with Spelling Cards to learn or review sound/spelling correspondences.



Spelling Cards (Grades 1, 2)

These are used to supplement teaching instruction during decoding and encoding lessons.



Sound Posters and Cards (Grade K)

These products are used in tandem. Sound Posters are used to display Sound Cards when a sound is introduced for the first time.

Knowledge: Building knowledge and vocabulary

Why read-alouds?

Young students can often understand ideas and vocabulary in spoken language before they can read that same text independently.

During knowledge lessons

Students listen to rich texts, discuss ideas, learn academic vocabulary, and write in response to what they are learning.

The Knowledge lessons build language comprehension vocabulary, background knowledge, speaking, listening, discussion, and writing.



Knowledge Strand



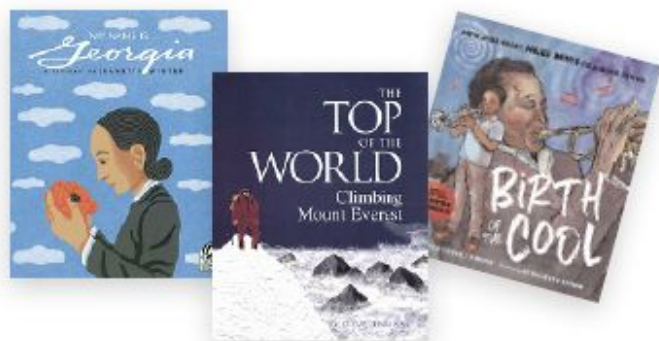
Teacher Guides (Grades K, 1, 2)

These contain outlines and comprehensive guidance for instruction. Each guide represents one Knowledge Domain.



Activity Books (Grades K, 1, 2)

These contain activity pages for students to complete as part of the lessons. There are three volumes of Activity Books per grade.



Trade Books (Grades K, 1, 2)

These authentic texts are used within Knowledge Domain 10 to supplement instruction.

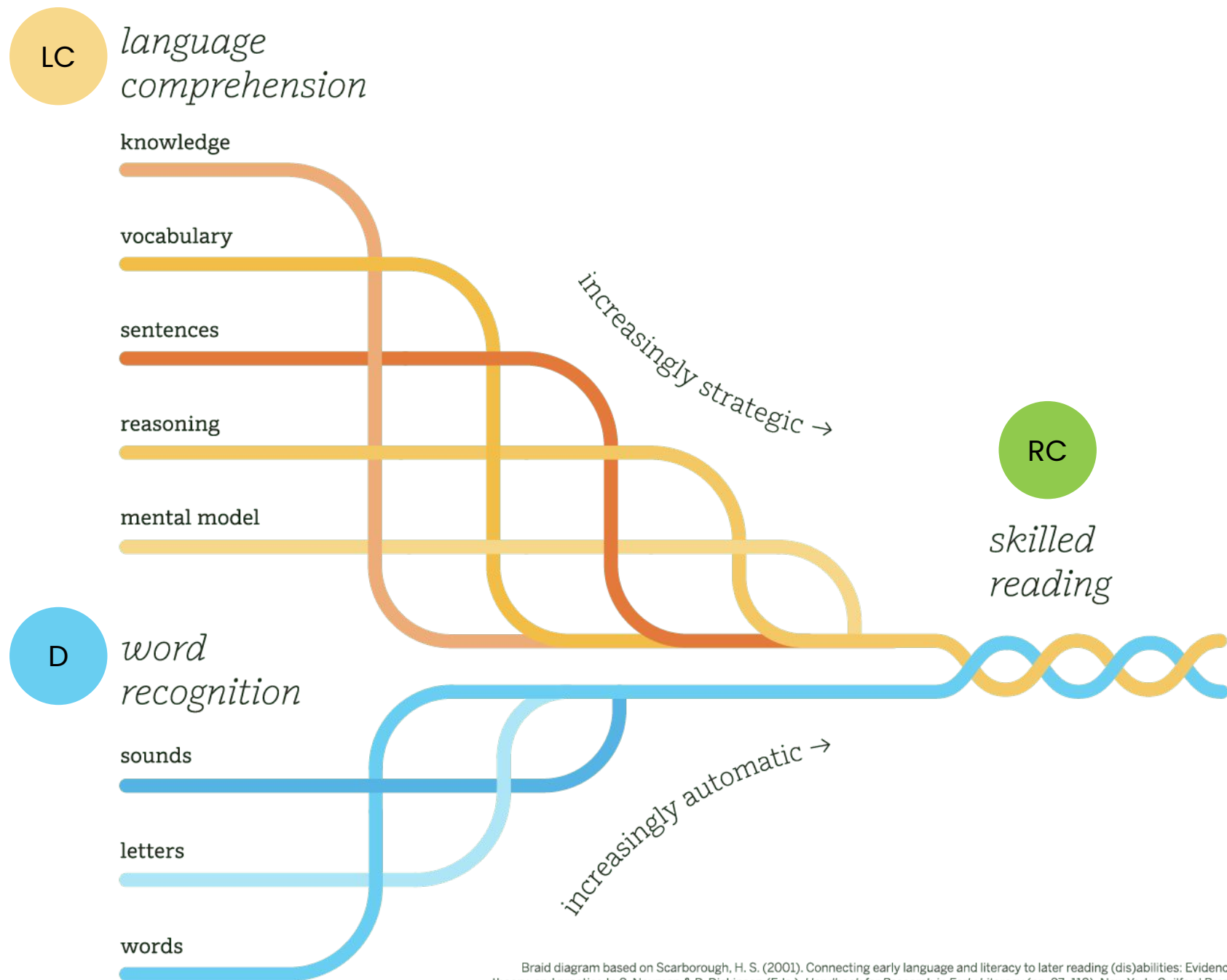


Image Cards (Grades K, 1, 2)

These are smaller-sized images used to support instruction.

Knowledge

Skills



3-5: Skills and knowledge come together

CKLA shifts into **integrated** units with complex text, close reading, and deeper analysis

Read Closely

Students analyze complex texts and return to the text for evidence.

Build Language

Students study vocabulary, morphology, sentences, and text structure.

Write to Explain

Students use writing to organize ideas and show understanding.

In the upper grades, students use their reading skills to engage with literature, science, history, and other knowledge-rich topics.

Integrated Knowledge and Skills Instruction Grades 3–5



Teacher Guides (Grades 3, 4, 5)

These contain outlines and comprehensive guidance for instruction. Each guide represents one Knowledge Unit.



Activity Books (Grades 3, 4, 5)

These contain activity pages for students to complete as part of the lessons.



Readers (Grades 3, 4, 5)

These contain texts and accompany most units of instruction.



Cursive Activity Book (Grades 3, 4, 5)

This is used to provide support in cursive instruction (*blackline master*).



Trade Books (Grades 3, 4, 5)

These are used within each grade to supplement instruction.



Image Cards (Grade 3)

These are smaller-sized images used to support instruction.



Spelling Cards (Grade 3)

These are used to supplement teaching instruction during decoding and encoding lessons.



Skills Teacher Guide (Grade 3)

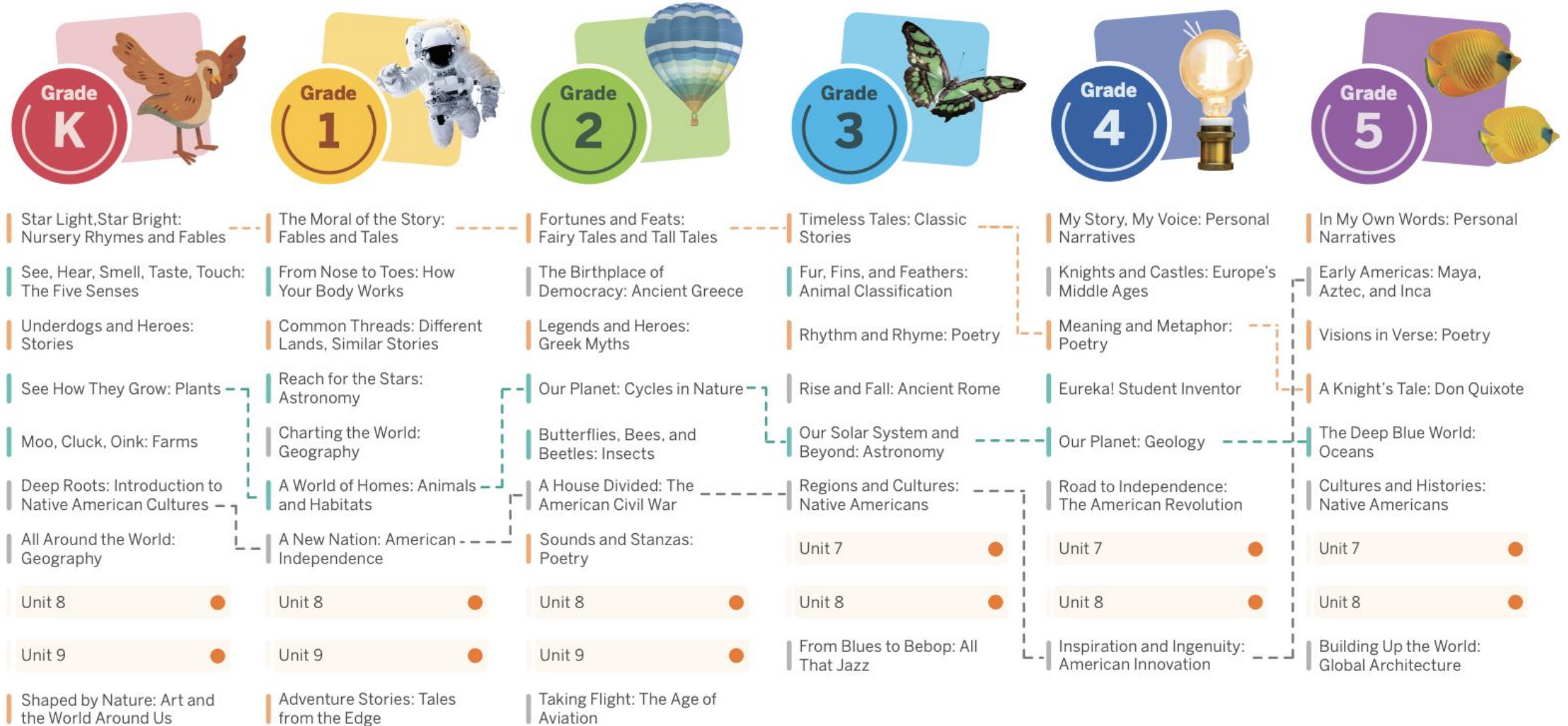
This contains outlines and comprehensive guidance for additional foundational skills instruction. Use it to support core instruction and extend daily lessons or to serve as an intervention solution.



Skills Activity Book (Grade 3)

This contains additional foundational skills activity pages for students to complete. There are two volumes of Skills Activity Books in Grade 3 (*blackline master*).

Knowledge that builds over time . . .



Literature & the arts

Science

Social studies

Lessons by Design: Explicit Instruction

- **Direct Instruction**
 - Teacher clearly models the skill, strategy, or task
- **Guided Practice**
 - Students practice with teacher support and feedback
- **Checks for Understanding**
 - The teacher checks what students understand before moving on
- **Practice & Application**
 - Students read, write, discuss, and show what they know

Lesson at a Glance: Skills (Grade 1)

Skills Lesson Structure:

- Warm-Up
- Introduce the Sound
- Introduce the Spelling
- Practice
- Reading
- Additional Support

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Speedy Sound Hunt (Phonological Awareness)	Whole Group	5 min.	❑ Individual Code Chart
Introduce the Sound /ou/ (Phonological Awareness)	Whole Group	10 min.	
Introduce the Spelling /ou/ > 'ou' (Phonics)		15 min.	❑ Vowel Code Flip Book ❑ Spelling Card for /ou/ > 'ou' (<i>shout</i>) ❑ Individual Code Chart ❑ green markers
Practice /ou/ > 'ou' (Phonics)	Whole Group/ Partner	15 min.	❑ Activity Page 9.1
Reading			
Reread "The Two Mules"	Small Group/ Partner	15 min.	❑ <i>Fables</i>

3rd Grade Integrated Lessons

Lesson 8 **Mr. Toad**

188

Speaking and Listening (45 min.)

- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud
- Word Work: *Conceited*

Language (45 min.)

- Sayings and Phrases
- Regular and Irregular Verbs

Reading (30 min.)

- Introducing the Chapter
- Reading: Chapter 3
- Wrap-Up

4th Grade Integrated Lessons

Lesson 10 Similes and Metaphors

202

Language (40 min.)

- Introduce Similes and Metaphors
- Simile Bee

Reading (25 min.)

- “Star Patient Surprises Everyone”
- Similes and Metaphors
- Word Work: *Jubilantly*

Writing (25 min.)

- Write Similes and Metaphors
- Write a Body Paragraph

Lesson 11 Using Detail in Writing

222

Reading (35 min.)

- Review Cause and Effect
- Partner Read
- Discussion
- Close Reading
- Word Work: *Diagnosed*

Writing (20 min.)

- Writing with Cause and Effect

Language (35 min.)

- Adding Detail with Verbs
- Vital Verbs

How teachers plan next steps

Assessment is used to plan instruction, not just to assign a score

- **During lessons**

- Checks for understanding and formative tasks show what students understand right away

- **Across Units**

- Unit assessments and written responses show progress with tests, vocabulary, and skills.

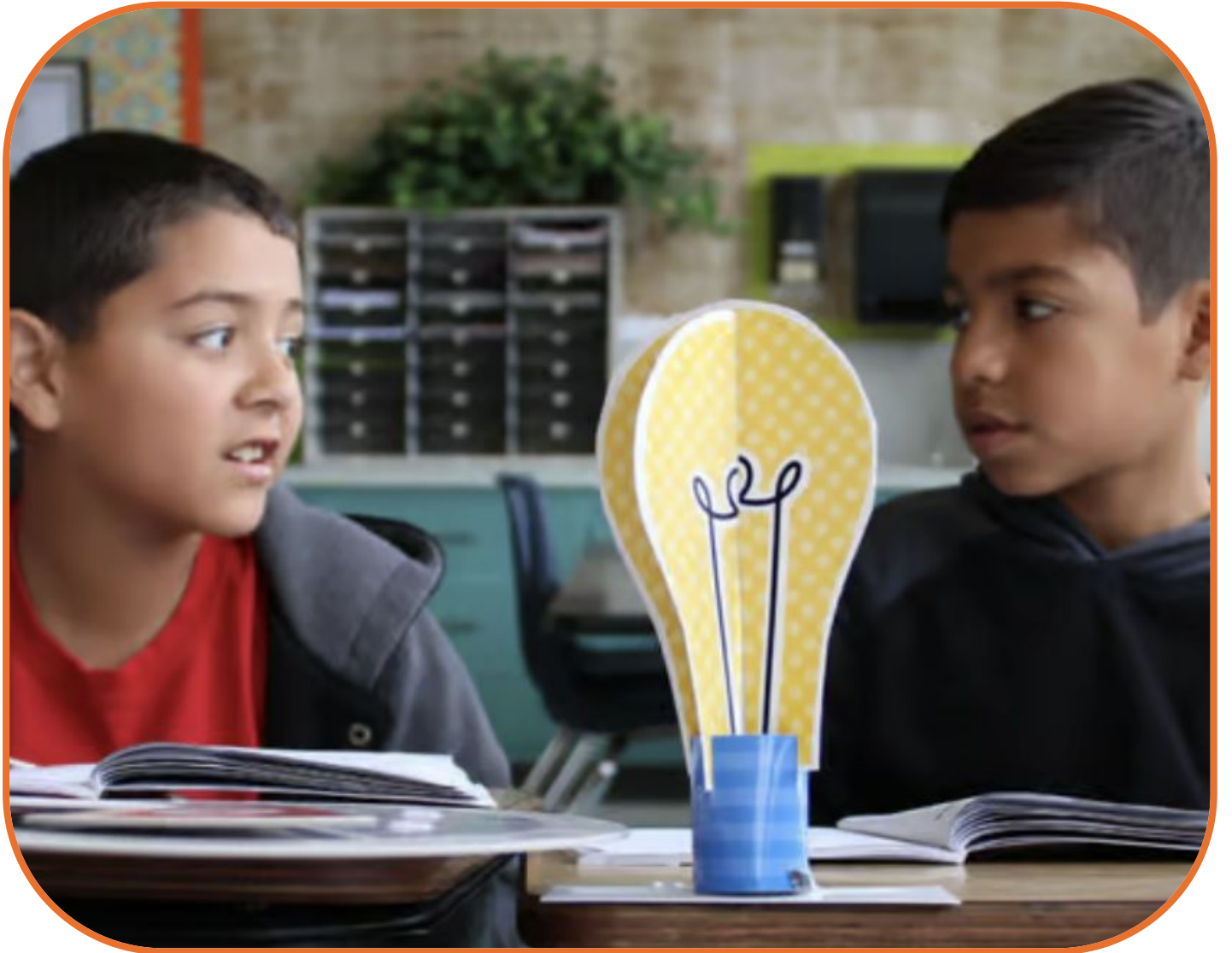
- **Foundational Skills**

- Teachers look for needs in phonics, word recognition, fluency, morphology, and spelling.

- **Targeted Practice**

- Boost Reading gives adaptive reading practice when assigned by the teacher.

An integrated
core curriculum
that supports **all**
learners.



Boost Reading

Personalized practice that responds to each reader

- K-5 digital reading support
- **Adapts** practice based on each student's needs
- Reinforces foundational skills and reading comprehension
- Give teachers information about student progress
- Used as targeted practice alongside core CKLA instruction

30+ minutes per week



Language Studio

Connected English Language Development for multilingual learners

- Provides designated English Language Development
- Uses the same topics and knowledge students are learning in CKLA
- **Previews** and **reinforces** language and content from core instruction
- Gives students structured practices with **speaking, listening, reading, and writing**
- Supports access to grade-level learning while developing academic English in **daily 30-minute lessons** that preview and reinforce core CKLA content



**What will my child read, write,
discuss, and practice?**

Amplify Caregiver Hub

Welcome, Amplify CKLA families!

—

We're excited to welcome you and your student to the Amplify CKLA program for the new school year. We've assembled the following resources and guides to ensure your student has the most rewarding experience with our platform, and to help you support them throughout the year.

Para la versión en español, haga clic [aquí](#).



Unit Overview samples

The [Unit Overviews](#) provide samples of the units your student will be engaging with throughout the year.

Grade 1 Curriculum Map

Knowledge Domain 1: Fables and Stories

Unit Summary

Students are introduced to fables and stories that have delighted people for generations, including Aesop's fables, a folktale of Anansi the Spider, and Beatrix Potter's "The Tale of Peter Rabbit." Students increase their vocabulary and reading comprehension skills, learn valuable lessons about virtues and behavior, and become familiar with the key elements of a story.

Unit Length: 10 Days
Anchor Text: *Fables and Stories*
(Read-Aloud)
Text Type: Literary
Lexile: 770L

Overall Learning Outcomes

Grade 3 Curriculum Map

Unit 1: Classic Tales: *The Wind in the Willows*

Unit Summary

Students explore classic tales from different parts of the world, including *The Wind in the Willows*, *Alice in Wonderland*, and "Aladdin and the Wonderful Lamp." They study character development, themes, and narrative perspective, and they write text-based opinion paragraphs about characters and themes. Students review significant foundational skills, including short and long vowel sounds, r-controlled vowels, /er/ and its spelling, and syllables with 'le.'

Overall Learning Outcomes

- Review short and long vowel sounds, r-controlled vowels, alternate spellings, and syllables with 'le'
- Analyze characters, perspective, and point of view
- Demonstrate understanding of plot and sequence
- Identify themes
- Demonstrate understanding of key vocabulary
- Write an opinion paragraph
- Beginning-of-the-Year Assessment

Big Ideas

- Children's stories come from around the world.
- Fictional narratives have common elements: dialogue, narration, characters, plot, and setting.

How can you support your student at home?

- **Read with your student daily.**
 - *Even 15 minutes of reading together each day can have a huge impact.*
- **Read sections of the text aloud together.**
 - *Try reading the text to your student with expression, then have them read it aloud back to you.*
- **Find moments to discuss what they're reading and learning.**
 - *What stood out to you from what you read today? What did you learn that you didn't know before? What connections can you make between what you are reading and your own life?*
- **Ask your student to read their written responses.**
 - *You can also have them share with a friend or a family member.*

Additional Reading / Resources for Families

Amplify.

The Simple View of Reading

The Simple View of Reading, formulated by Philip Gough and William Tunmer in 1986, is the theory that proficient reading requires two main components: language comprehension and word recognition.

Language
comprehension

×

Word
recognition

=

Skilled
reading

Language comprehension includes the acquisition of vocabulary, background knowledge, and academic knowledge; making meaning of individual sentences, and making connections and building mental models across sentences and throughout passages.

Word recognition includes phonemic awareness (understanding that spoken words are made up of sounds, or phonemes), the alphabetic principle (knowing that spelling stands for those sounds), and being able to read words by blending sounds, increasingly automatically.

In other words, to read, we need to be able to decode letters, graphemes, and words, and understand what those words mean.

built on the
Science
of
Reading

Amplify.

Science of Reading

A Primer | Part One



A high-angle photograph of four young children sitting on a large, colorful rug with geometric patterns in blue, green, orange, and purple. They are playing with numerous wooden blocks of various sizes and colors (natural wood, blue, red). One child in the top left wears a pink shirt and blue jeans. A child in the top right wears a black and white striped shirt with a Mickey Mouse graphic and a dark apron with the number '97'. A child in the bottom right wears a green and white jacket. A child in the bottom left has curly hair and wears a light-colored shirt. The text 'The NWEA Family Report' is overlaid in the center in a large, white, sans-serif font.

The NWEA Family Report

Sample Family Report

What is this report?

A summary of how your child is performing academically, as measured by the most recent MAP® Growth™ test.

What is MAP Growth?

A test that adapts to your child's responses to measure your child's skill level.

Why is my child taking MAP Growth?

MAP Growth scores help teachers check student performance by measuring achievement and growth. Teachers use results to tailor classroom lessons and set goals for students.

What do achievement and growth mean?

Achievement: How well your child has learned skills in a subject compared to similar students nationwide.*

Growth: A measure of your child's personal progress over the year.

What is a RIT score?

The overall score for a subject based on a Rasch unit (RIT) scale that indicates how your child performed in a subject.

*Similar students: Kids with the same starting RIT score, same number of weeks of instruction, and in the same grade.

ID: 111111 | Name: Christopher Albert | Grade: 4 | Smith Elementary

Mathematics

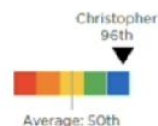
Average Achievement 47th Percentile



Christopher's overall score (RIT score) was 201 on a scale of 100-350. Your child is in the 47th percentile, which means they scored better than 47% of their peers.

High Growth 96th Percentile

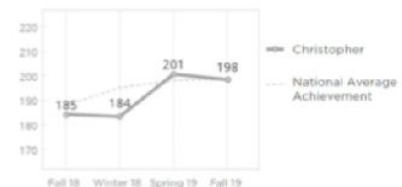
Your child's growth from Fall 2018 to Fall 2019 is in the 96th percentile, which means they made more progress than 96% of their peers.



Christopher is likely to be:
- Basic on the Ohio State Test
(if taken in Spring 2020)

Reading

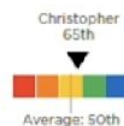
Average Achievement 50th Percentile



Christopher's overall score (RIT score) was 198 on a scale of 100-320. Your child is in the 50th percentile, which means they scored better than 50% of their peers.

High Average Growth 65th Percentile

Your child's growth from Fall 2018 to Fall 2019 is in the 65th percentile, which means they made more progress than 65% of their peers.



Christopher is likely to be:
- Basic on the Ohio State Test
(if taken in Spring 2020)

Science

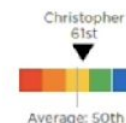
High Average Achievement 75th Percentile



Christopher's overall score (RIT score) was 202 on a scale of 100-350. Your child is in the 75th percentile, which means they scored better than 75% of their peers.

High Average Growth 61st Percentile

Your child's growth from Fall 2018 to Fall 2019 is in the 61st percentile, which means they made more progress than 61% of their peers.



How can I use this information to help my child?

Talk to your child's teacher. Here are some questions you can ask:

- + What types of strategies are the teachers using that I may be able to reinforce at home?
- + Does my child need extra help in any specific areas?
- + How can I help my child's academic growth at home?
- + How do you measure my child's learning in your classroom?
- + When will my child's progress be measured again, and when can I get an update on my child's academic growth? How is my child doing in comparison to grade-level expectations?
- + What will my child be working on to continue growing or grow towards a mastery of grade-level standards?

Where can I get more information?

Check out [NWEA.org/FamilyToolkit](https://www.nwea.org/FamilyToolkit) for more information on MAP Growth, how it works, what it measures, and FAQs.

For sample tests in all subjects, visit [Warmup.NWEA.org](https://www.warmup.nwea.org).

nwea

NWEA® is a not-for-profit organization that supports students and educators worldwide by providing assessment solutions, insightful reports, professional learning offerings, and research services. Visit [NWEA.org](https://www.nwea.org) to find out how NWEA can partner with you to help all kids learn.

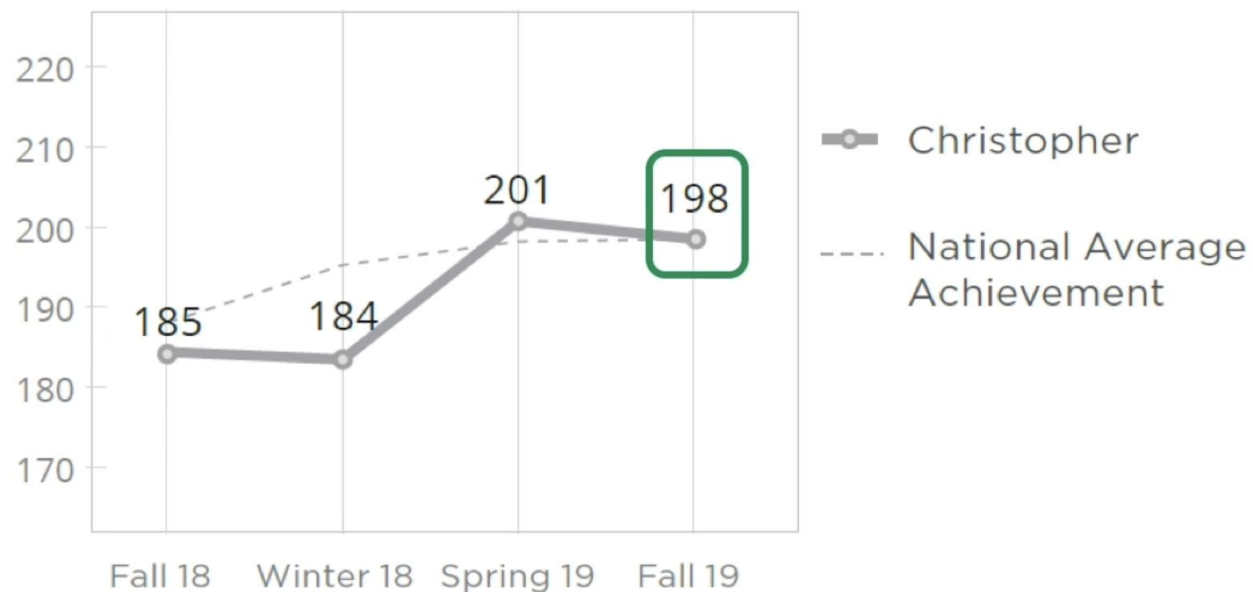
© 2019 NWEA. NWEA and MAP are registered trademarks, and MAP Growth is a trademark, of NWEA in the US and in other countries.

AUG19 | KAP1346 | MAP10X_MKTG10146



Reading

Average Achievement 50th Percentile



Christopher's overall score (RIT score) was 198 on a scale of 100-320. Your child is in the 50th percentile, which means they scored better than 50% of their peers.

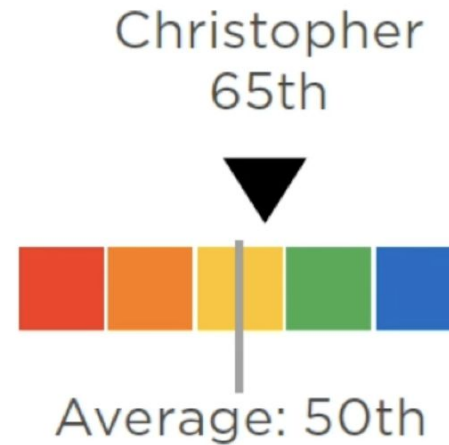
At Cherry Chase students begin taking the NWEA in 1st grade.

Students take the assessment three times a year in the Fall, Winter, and Spring.

Data is immediate for teachers and families to measure student progress toward goals.

High Average Growth 65th Percentile

Your child's growth from Fall 2018 to Fall 2019 is in the 65th percentile, which means they made more progress than 65% of their peers.



Christopher is likely to be:

- *Basic* on the Ohio State Test (if taken in Spring 2020)

Percentile Ranking Color Key				
← 20	21-40	41-60	61-80	81 →

The NWEA provides a snapshot during the year to see how students are progressing toward standard.

How can I use this information to help my child?

Talk to your child's teacher. Here are some questions you can ask:

- + What types of strategies are the teachers using that I may be able to reinforce at home?
- + Does my child need extra help in any specific areas?
- + How can I help my child's academic growth at home?
- + How do you measure my child's learning in your classroom?
- + When will my child's progress be measured again, and when can I get an update on my child's academic growth? How is my child doing in comparison to grade-level expectations?
- + What will my child be working on to continue growing or grow towards a mastery of grade-level standards?

Where can I get more information?

Check out [NWEA.org/FamilyToolkit](https://www.nwea.org/FamilyToolkit) for more information on MAP Growth, how it works, what it measures, and FAQs.

For sample tests in all subjects, visit [Warmup.NWEA.org](https://www.warmupnwea.org).

Sample Family Report

What is this report?

A summary of how your child is performing academically, as measured by the most recent MAP® Growth™ test.

What is MAP Growth?

A test that adapts to your child's responses to measure your child's skill level.

Why is my child taking MAP Growth?

MAP Growth scores help teachers check student performance by measuring achievement and growth. Teachers use results to tailor classroom lessons and set goals for students.

What do achievement and growth mean?

Achievement: How well your child has learned skills in a subject compared to similar students nationwide.*

Growth: A measure of your child's personal progress over the year.

What is a RIT score?

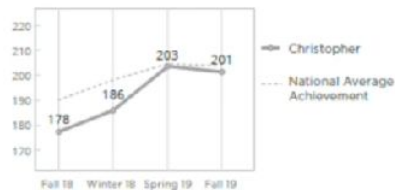
The overall score for a subject based on a Rasch unit (RIT) scale that indicates how your child performed in a subject.

*Similar students: Kids with the same starting RIT score, same number of weeks of instruction, and in the same grade.

ID: 111111 | Name: Christopher Albert | Grade: 4 | Smith Elementary

Mathematics

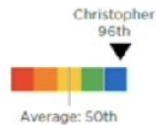
Average Achievement 47th Percentile



Christopher's overall score (RIT score) was 201 on a scale of 100-350. Your child is in the 47th percentile, which means they scored better than 47% of their peers.

High Growth 96th Percentile

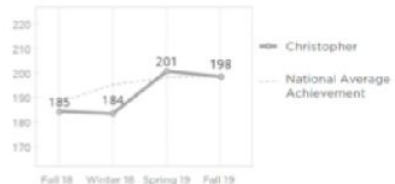
Your child's growth from Fall 2018 to Fall 2019 is in the 96th percentile, which means they made more progress than 96% of their peers.



Christopher is likely to be:
- Basic on the Ohio State Test
(if taken in Spring 2020)

Reading

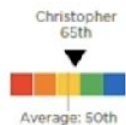
Average Achievement 50th Percentile



Christopher's overall score (RIT score) was 198 on a scale of 100-320. Your child is in the 50th percentile, which means they scored better than 50% of their peers.

High Average Growth 65th Percentile

Your child's growth from Fall 2018 to Fall 2019 is in the 65th percentile, which means they made more progress than 65% of their peers.



Christopher is likely to be:
- Basic on the Ohio State Test
(if taken in Spring 2020)

- Snapshot of Student Progress
- Information regarding growth in the areas of Math and Reading
- Provides teachers current and ongoing data to plan instruction, intervention, and support for students.
- Provides families information to guide discussions with teachers.

A group of five people (three women and two men) are sitting in a circle on a wooden floor in a bright, modern office. They are all smiling and looking towards each other, suggesting a collaborative and positive meeting. The woman on the left is holding a large sheet of paper. In the background, there is a desk with a laptop, a yellow hard hat, and a whiteboard with some notes.

A Guide to Meaningful Family Conferences



October 5-9 Conference Week
Early Release at 11:35 am

What to Expect



- Teacher will share strengths and current progress, and outline classroom support.
- Families will share one success and one priority question, and share what helps their child learn.
- As a team, you will set 1-2 goals and choose a date to check progress.

How to Prepare For Your Meeting

- Bring your NWEA Family Report.
- Be ready to share 1-2 wins from home and one priority question.
- Share what helps your child learn (routines, motivators, service/plans)
- Request an interpreter or accommodations if you need them for the meeting.
- Verify with your teacher if your student should attend the conference
- Please make childcare arrangements



Ask Great Questions

Progress & Next Steps

*What are strengths?
Which specific skills are next?*

Support & Monitoring

*What support will my child receive and how
will we measure progress?*

Home Connection

*What are 2 to 3 simple things we can do at
home?*



Conversation Starters for Building Relationships and Communicating with Teachers

What to Say...	Purpose
<i>Thank you for...</i> <i>I appreciate...</i>	Starting a conversation by thanking the teacher sets a positive tone and lets the teacher know you appreciate their efforts.
<i>What will they be learning this week?</i> <i>What is the goal of this assignment?</i> <i>How can I incorporate these skills into the daily activities we already do at home?</i>	Asking questions builds a partnership with your child's teacher, enabling you to work toward the same goals. Understanding the purpose of an assignment also helps you tie schoolwork to everyday activities at home.
<i>What are my child's strengths right now?</i> <i>Which specific skills need more support?</i>	These questions can help you understand your child's current progress and next steps.
<i>I am concerned about...</i> <i>I noticed...</i>	Use "I" statements to open a productive, partnership-focused conversation with your child's teacher. For example: "I am concerned my child is falling behind in reading and I'd like to plan supports we can use at school and at home". Avoid blame ("My child can't read," "You need to . . .") focusing on your observations and willingness to collaborate keeps the discussion solution-oriented.
<i>Do you have any suggestions about...</i> <i>Are there resources for...</i> <i>It would be helpful if...</i>	You know your child best, and the teacher brings a valuable classroom perspective. Asking for suggestions shows you respect their professional insight, and it is always okay to ask for help so you can work together to support your child.
<i>I've noticed that my child responds well to...</i>	Share your perspective. You know your child best and can offer helpful context to the teacher. Framing feedback as your point

After the Conference

- Write down the 1-2 goals, who is doing what, and the check-in date.
- Do short, regular practice (read together, practice new words, quick fun math games)
- Use the teacher's preferred communication routine for updates and questions.



Parents and families are our students' **first teachers** and to facilitate meaningful, student-centered learning requires partnerships between faculty and families.

-Zaretta Hammond

Next Principal's Coffee:

Friday, October 23, 2026

8:45am

(after Friday Flag)