

FAMILY ENGAGEMENT



Action Guide



Illinois State Board of Education VISION

Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure.

ACTION GUIDE FOR FAMILIES

This action guide is intended to provide information and resources to support a family's role as a partner in their child's learning.

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6-8 Family Backpack Guide

Illinois Learning Standards



In 2010 Illinois adopted the Illinois Learning Standards incorporating Common Core to support success for all students. These standards were written by educators and experts, in order to provide a consistent, clear and challenging set of grade level learning expectations for all students.

Why Are the New Illinois Learning Standards Important?

The Illinois Learning Standards help all children learn the knowledge and practice skills to be successful in each grade level. These standards set clear expectations for what every student should know and be supported in successful performance in key areas such as: reading, writing, speaking and listening, language, mathematics, science, and social science.

These standards ensure classroom learning builds on the prior year's learning and prepares students for the next year. As you get to know the grade level expectations, working with your child(ren)'s teacher becomes a two-fold support for their learning. To learn more about the standards and their intended impact on educational excellence visit:

<http://www.ilteachervoices.org/>

	What to Look for in the Backpack	What Can You Do at Home
English Language Arts (ELA)	Reading and writing tasks on real-life events, such as historical events, science, biographies, and news articles.	Find non-fiction materials - books, magazines, newspapers, news sites that are appropriate and support your child's access.
	Assignments that require students to point out facts and information in a text to support their answers and opinions. Expect to see prompts such as, "how do you know that?" or "where did you find that information?" on assignments.	Ask your child to provide evidence in everyday discussions and disagreements. Ask questions that prompt them to tell you how they know or where they received their information.
	Texts that focus on building a strong vocabulary and understanding words that appear cross-content-areas or with multiple meanings. Students will read and build perseverance with complex text.	Support the option of needing to find new word definitions and applying words or similar sounding words in multiple settings (weigh and way).



Mathematics	What to Look for in the Backpack	What Can You Do at Home
	FOCUS - Tasks to help students understand the logic and processes of addition and subtraction, including problem solving and place value.	Know what concepts are important for your child based on their grade level and spend time working on those concepts.
	COHERENCE - Tasks that build on the foundations set in previous grades and expectations of later grade levels.	Ask your child about the math they are doing at school. Encourage them to talk about the math. Ask them to try and teach you - which deepens their learning process.
	RIGOR - Tasks where students will show all of their work and be able to explain their process for arriving at an answer. Students will be working on ratios and proportional reasoning, early expressions and equations, arithmetic of rational numbers, linear algebra and linear functions.	Be aware of what concepts your child struggled with last year and support your child in those challenge areas.

COMPREHENSIVE SKILLS		
6th Grade	7th Grade	8th Grade
Analyzing how chapters of a book, scenes of a play, or stanzas from a poem fit into the overall structure of the piece	Citing several sources of specific evidence from a piece when offering an oral or written analysis of a book, essay, article, or play	Analyzing where materials on the same topic disagree on matters of fact, interpretation, or point of view
Gaining knowledge from materials that make extensive use of elaborate diagrams and data to convey information	Analyzing works of fiction to see how events advance the plot and how setting shapes the characters	Learning how authors support their ideas through word choice, sentence and paragraph structure, and other methods
Writing arguments that provide clear reasons and relevant evidence using credible sources	Determining an author's point of view or purpose in a nonfiction work and analyzing how the author takes a position different from other authors	Analyzing the purpose of information presented in diverse media (e.g. print, TV, web)
Reviewing and paraphrasing key ideas and multiple perspectives of a speaker	Conducting research in response to a specific question by drawing on evidence from several credible literary or informational sources to support an analysis or reflection	Interpreting figures of speech (e.g. irony, puns) and developing a large vocabulary of general academic words and phrases
Understanding ratios and rates, and solving problems involving proportional relationships	Solving percent math problems	Understanding slope and relating linear equations in two variables to lines in the coordinate plane
Dividing fractions, and solving related word problems	Adding, multiplying, and dividing positive and negative numbers, and solving related word problems	Understanding functions as rules that assign a unique output number to each input number; using linear functions to model relationships
Using positive and negative numbers together to describe quantities and understanding the ordering and absolute values of positive and negative numbers		Analyzing statistical relationship by using a best-fit line (a straight line that models an association between two quantities)
Understanding the process of solving simple equations		

Did you know there are standards in all of these areas?

- Science
- Social Science
- Fine Arts
- Enhanced PE
- Social Emotional Learning



SUPPORTING THE WHOLE CHILD!

Learning Supports

For decades, Illinois has been a national leader in support of the whole child through a comprehensive system of learning supports. The reality of these efforts has culminated in linking prevention and intervention services and systems to reduce barriers in learning and teaching to community efforts to support public health and intensive intervention needs. Some topics that fall under this district and school area are:

- 1) Health & Wellness
- 2) Brain Development
- 3) Nutrition
- 4) Children's Mental Health
- 5) Enhanced Physical Education
- 6) Social Emotional Learning
- 7) Student Engagement
- 8) School Culture & Climate
- 9) Family Engagement

Here are some recommended resources for families:

This project supports families who work with their children to build regular family routines. Daily routines on real-life situations such as bedtime and mealtimes, the Ready4Routines program seeks to strengthen executive function skills in adults and children, while also increasing predictability within young children's lives.



www.isbe.net/family-engagement/default.htm

HOW DO WE KNOW MY CHILD IS LEARNING?

Educators measure learning through assessments, such as:

- how prepared a student is for learning (what does a student already know)
- the level of knowledge and/or skill students have acquired after teaching
- snapshots of student retention and use of knowledge or skills

Assessments help educators support student learning by:

- identifying what specific knowledge, skills or concepts need additional attention
- identifying needed changes in the instruction to meet student needs
- identifying the need for additional learning supports

Teachers support student learning everyday through formative assessment. Formative assessment is the frequent “checks for learning” in the classroom . It provides the dual purpose of giving students an awareness of their learning as well as guiding the teacher to instructional adjustments. Strategies used in formative assessment include: student response via white boards, exit slips, structured group discussion, response by technology, learning logs, student portfolio entries, informational observations, artifacts, and self and peer reflections. The responses obtained through observation, conversation, formative assessment checks, quizzes, tests, etc. allow students to demonstrate their learning over time.

Quality assessment will not only reflects student knowledge, but also informs and motivates the student to take charge and responsibility of the their learning.

Formative assessment is used by teachers on a daily basis. There are two additional types of assessment that make up a balanced assessment system used to inform educational decisions at the classroom, district and state level. Interim assessments are used by educators periodically throughout the year for predicting student success, evaluating ongoing programs and informing teaching and learning. Summative assessments are used for evalu-

Possible Questions for Parents to ask Teachers:

- Can you show me examples of my child’ s work that demonstrates their understanding of important concepts?
- How does my child know that they have mastered a specific task or if they comprehend material?
- How often will I learn about my child’s progress in learning? How will I get this information?
- How can I, as a parent, learn more about how assessments are used to support my child’s learning?

HOW CAN I ENGAGE WITH MY SCHOOL?

Within the Classroom

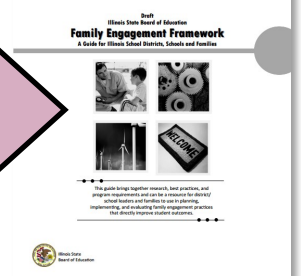
1. **STAY UP TO DATE!** Communicate changes in address, phone number, and email address as soon as possible - and inform teachers of your preference!
2. **KEEP A SCHEDULE!** Your time is valuable and teacher/school prepared calendars can be valuable for supporting learning and/or special events.
3. **OPEN YOUR HOME!** Allowing a teacher to visit your home (especially when your children are young) can be a bridge builder between places in your child's world.
4. **SHARE LIFE!** Life events (positive and challenging) can impact your child at school (new sibling, new pet, vacation, sports/music/community achievement, new health issue, separation/divorce, moving, passing of pet, family stress, etc.)
5. **VOLUNTEER!** Time can be offered for different levels of involvement including review of social emotional lessons at home (offering best possible amounts of rest/sleep, nutrition, value for educational success, - OR - assist teacher with prep work, field trips, lunch/recess support, fundraising, etc.)

Within the School Building

1. **SMILE!** Smiles and a thank you can support those who support your child.
2. **PARTICIPATE!** Showing up and following the directions of the event staff are so helpful when schools gather families together to share what they've accomplished. Let these events be about the kids!
3. **RESPECT!** If there are times you don't agree with decisions being made at school, model respectful ways to share your feelings and opinions. ASK for clarity, then ASK for a conversation, then ASK for collaboration towards a solution.
4. **DON'T FORGET!** Educators have a great deal of responsibility to ALL families. If something takes place that you interpret as negative or unnecessary - be forgiving. If there is something your child needs, contact your school and discuss it.
5. **CELEBRATE!** - The entire school staff participate to meet your child's needs, recognizing their efforts throughout the school year reminds them that you're watching!

Know how to encourage engagement at your school! ISBE offers a guide for family engagement on their website.

<http://www.isbe.net/family-engagement/default.htm>



HOW CAN I SUPPORT LEARNING AT HOME?

5 options for families to check on daily/weekly learning:

①

What math words are you using in class?
Let's notice when we use math!
Can you help me figure this math out?

②

Let's look at your Math work!
Can you tell me how you solved these?
Can you teach me how to do that?

③

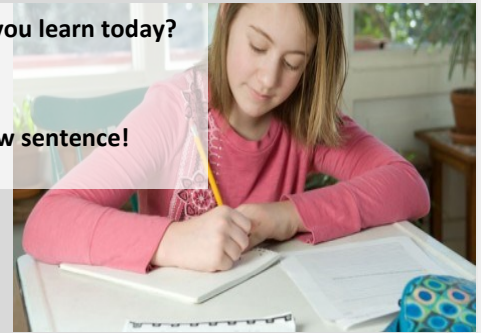
What are you writing this week?
What do you like to write about?
How would you have written that story?

④

What new words did you learn today?
What do they mean?
Let's use them in a new sentence!

⑤

What did you read today?
What specific part of what you were
reading today interested you?
Tell me about today's readings?



Modified by ISBE Content Specialists from Achieve materials.
www.achieve.org

RESOURCES TO HELP AT HOME

<http://www.isbe.net/homework.htm>

<http://www.scholastic.com/parents/everything/ages-8-10>

<http://www.scholastic.com/parents/everything/ages-11-13>

<https://www.commonsensemedia.org/guide/essential-school-tools>

<http://www.readingrockets.org/article/how-parents-can-support-common-core-reading-standards>

<https://homeworkhelpdesk.org/>

<https://www.khanacademy.org/>

<http://greatminds.net/parents>

<http://commoncoreil.org>

<http://raisethebarparents.org/>

Additional ISBE Family Engagement Resources:

<http://www.isbe.net>

English Language Learning - <http://www.isbe.net/bilingual/htmls/ellparents.htm>

Early Childhood Education - <http://www.isbe.net/earlychi/default.htm>

Learning Supports - <http://www.isbe.net/learningsupports/html/partnerships.htm>

Special Education and Support Services - <http://www.isbe.net/spec-ed/html/parents.htm>

Innovation and Improvement - <http://www.isbe.net/grants/html/parent.htm>



INFORMATION CONNECTING MY FAMILY AND SCHOOL.

<p>Who is my first contact with any concerns?</p> <p>Who might be my second contact for concerns?</p>	<p>My Child's School Info:</p> <p>My Child's Teacher Info:</p>	<p>When and how will I get to share my opinion throughout the school year?</p>
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What individuals are part of the team that cares for my child while at school (names)?

Bus Driver(s)	Music
Cafeteria	PE
Counselor	
Recess	
Librarian	
Nurse	

<p>Who do I call if I need help with my child's needs?</p>	<p>What person has my child built a positive relationship with and trusts besides his/her teacher:</p>	<p>Who can I call if I need assistance for my whole family?</p>
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Local District & School Information