

Appendix I
Figures and Tables

| | General Example 2 | Personalized Example 2 | | | |
|-----------|--|---|--|--|---|
| | | Quartile 1 | Quartile 2 | Quartile 3 | Quartile 4 |
| Monday | FACT: Spelling can be a fun way for your child to practice his/her reading and writing skills in a new way! | | | | |
| Wednesday | TIP: Say: Let’s spell the word “he”. Sound it out. What makes the “hhh” sound? What makes the “eee” sound? “He” is spelled H-E. Try we and be. | TIP: Here is a tip based on your child’s K literacy exam. Say: “Let’s spell the word ‘he’. Sound it out. ‘H’ makes the ‘hhh’ sound. ‘E’ makes the ‘eee’ sound ‘He’ is spelled H-E.” Do it again with we and be. | TIP: Here is a tip based on your child’s K literacy exam. Say: “Let’s spell the word ‘he’. Sound it out. What makes the ‘hhh’ sound? What makes the ‘eee’ sound? ‘He’ is spelled H-E. Now you try to spell we and be.” | TIP: Here is a tip based on your child’s K literacy exam. Say: “Let’s spell the word ‘he’. Sound it out. What makes the ‘hhh’ sound? What makes the ‘eee’ sound? ‘He’ is spelled H-E. What rhymes with ‘he’ (we, be, she). Can you spell those words?” | TIP: Here is a tip based on your child’s K literacy exam. Say: “Let’s spell the word ‘he’. Sound it out. What makes the ‘hhh’ sound? What makes the ‘eee’ sound? ‘He’ is spelled H-E. What rhymes with ‘he’ (we, be, she). Can you spell those words? Can you write them down?” |
| Friday | GROWTH: Keep spelling! Have a spelling bee at home. First you spell a word (my, is, no). Then ask your child to spell one (by, it, go). | GROWTH: Keep spelling! Now ask your child spell words like ‘my’, ‘by’, and ‘shy’. | GROWTH: Keep spelling! Have a spelling bee at home. First you spell a word (my, is, no). Then ask your child to spell one (by, it, go). | GROWTH: Keep spelling! Have a spelling bee. You spell a word (my, is, no). Then your child spells one (by, it, go). Take turns writing them down. | GROWTH: Keep spelling! Have a spelling bee. You spell a word (my/no). Then your child spells a rhyming word (by/go). Take turns writing them. |

Figure A1: Additional Text Examples

Table A1
Factor analysis details

| Component | Scoring Coefficient |
|--|---------------------|
| Panel A: Parent belief factor (N=455) | |
| I enjoy doing activities with my child that build his/her reading skills | 0.19260 |
| I know which literacy skills my child needs to be ready for first grade | 0.20657 |
| I know what I can do to help my child build the literacy skills necessary for 1st | 0.20496 |
| I play an important role in building my child's reading skills | 0.19675 |
| Building my child's reading skills is easy | 0.17396 |
| I feel supported in helping prepare my child for first grade | 0.20099 |
| Eigenvalue: 4.32627 (72.10% of variance explained) | |
| Panel B: Activities factor (N=421) | |
| Last week, how many times did you do each of the following reading related activities with your child? | |
| Practiced reading words | 0.06533 |
| Write a note to you child for him/her to read | 0.06543 |
| Brought books when leaving the house | 0.05682 |
| Read to your child | 0.06038 |
| Had your child read to you | 0.07063 |
| Showed your child the different parts of a book | 0.06847 |
| Showed your child that we read from left to right | 0.06640 |
| Asked your child to follow the words with her/her finger as your read | 0.07554 |
| Asked questions about the pictures in a book | 0.07843 |
| Worked with your child to correct his/her mistakes as s/he read | 0.06746 |
| Asked your child questions about a book or story s/he recently read or heard | 0.07513 |
| Last week how many times did you do each of the following literacy skills activities with your child? | |
| Said beginning word sounds with your child | 0.07149 |
| Hunted for lower and upper case letters in a book or magazine | 0.07216 |
| Said a new word to your child and talked about what it means | 0.07467 |
| Asked your child questions to spark his/her imagination | 0.06705 |
| Said ending word sounds with your child | 0.07582 |
| Hunted for small words in a book or magazine | 0.07155 |
| Said rhyming words with your child | 0.07792 |
| Helped your child write his/her name | 0.05825 |
| Had your child describe the things s/he sees | 0.07235 |
| Had your child help you with a daily routine | 0.06063 |
| Played a game with your child like "I spy" | 0.06951 |
| Eigenvalue: 9.43160 (42.87% of variance explained) | |
| Panel C: Parent reports of school involvement factor (N=472) | |
| During a typical week, how many times did you talk to your child's teacher | 0.12826 |
| How well did you know your child's kindergarten teacher | 0.12096 |
| Since January, how times did you talk to your child's teacher about: | |
| Your child's interests | 0.16105 |
| How your child is getting along with other children | 0.16008 |
| How your child is doing in school | 0.16802 |
| Your child's early literacy skills | 0.16666 |
| Your child's reading skills | 0.17171 |
| Books that your child might like or activities to do at home with your child | 0.16563 |
| Eigenvalue: 5.11333 (63.92% of variance explained) | |
| Panel D: Teacher reports of parent involvement factor (N=348) | |
| How well do you know the parents of (child's name) | 0.12023 |
| How often do parents of (child's name) ask you about the following topics | |
| Their child's interests | 0.16266 |
| How their child gets along with others | 0.16110 |
| What their child is doing in school | 0.17707 |
| Their child's understanding of early literacy skills like letter sounds | 0.17832 |
| Things they can do to help their child learn to read | 0.18057 |
| Book recommendations | 0.14672 |
| Tell you about what they are doing at home to help their child learn | 0.17137 |
| Eigenvalue: 4.68350 (58.54% of variance explained) | |

Table A2
Covariate Balance

| | Parent Survey Sample (N=475) | | Teacher Survey Sample (N=409) | | Academic Sample (N=578) | |
|--|---------------------------------|-----------------------------------|----------------------------------|-----------------------------------|------------------------------|-----------------------------------|
| | (1) | (2) | (3) | (4) | (5) | (6) |
| | General Text Treatment | Personalized Text Treatment | General Text Treatment | Personalized Text Treatment | General Text Treatment | Personalized Text Treatment |
| Panel A: Factors of Baseline Survey Questions | | | | | | |
| Literacy Skills Factor | -0.0776 (0.1457) | -0.1487 (0.1424) | -0.004 (0.1669) | -0.2334 (0.1791) | -0.054 (0.1078) | -0.1707 (0.1175) |
| Home Activities Factor | 0.0.278 (0.0988) | 0.0625 (0.0764) | 0.1691 (0.1039) | -0.0129 (0.0954) | 0.0332 (0.0759) | -0.0201 (0.0843) |
| Parent Background Factor | 0.1448 (0.1465) | 0.1419 (0.1760) | 0.1741 (0.1639) | 0.0117 (0.2079) | 0.1175 (0.1383) | 0.0694 (0.1744) |
| Panel B: Child Covariates | | | | | | |
| Male | -0.014 (0.0490) | -0.026 (0.0519) | -0.0307 (0.0608) | -0.0888+ (0.0526) | -0.0204 (0.0445) | -0.0459 (0.0480) |
| Hispanic | -0.0006 (0.0538) | -0.0212 (0.0457) | -0.0212 (0.0509) | -0.0009 (0.0400) | 0.0086 (0.0379) | -0.0123 (0.0360) |
| Asian | 0.0144 (0.0458) | 0.0075 (0.0475) | 0.0747 (0.0495) | 0.021 (0.0564) | 0.0416 (0.0324) | -0.0008 (0.0367) |
| Decline To State Ethnicity | -0.0162 (0.0245) | -0.0065 (0.0243) | -0.0062 (0.0254) | -0.0135 (0.0332) | -0.0048 (0.0234) | -0.0132 (0.0268) |
| White | -0.0476 (0.0297) | -0.0267 (0.0252) | -0.0504* (0.0213) | -0.0345 (0.0332) | -0.0677** (0.0237) | -0.035 (0.0231) |
| Other | 0.0349 (0.0461) | 0.0569 (0.0488) | 0.0031 (0.0553) | 0.0279 (0.0496) | 0.0223 (0.0377) | 0.0613 (0.0414) |
| Age in Years | -0.0078 (0.0349) | 0.057 (0.0365) | 0.0281 (0.0349) | 0.0653 (0.0360) | -0.017 (0.0266) | 0.0262 (0.0346) |
| Enrolled in Transitional Kindergarten | -0.0042 (0.0167) | 0.0312 (0.0375) | -0.0116 (0.0252) | 0.0329 (0.0267) | 0.0202 (0.0226) | 0.0305 (0.0351) |
| Panel C: Parent Covariates | | | | | | |
| Received Texts in English | 0.0544 (0.0338) | -0.0024 (0.0324) | 0.0131 (0.0289) | -0.0148 (0.0325) | 0.0375 (0.0307) | 0.0174 (0.0290) |
| Received Texts in Spanish | -0.0312 (0.0318) | -0.0261 (0.0296) | -0.0091 (0.0267) | -0.0083 (0.0319) | -0.021 (0.0227) | -0.0165 (0.0277) |
| Received Texts in Chinese | -0.0232 (0.0237) | 0.0285 (0.0291) | -0.004 (0.0227) | 0.0231 (0.0282) | -0.0164 (0.0207) | -0.0009 (0.0292) |

Note: Each pair of cells represents the results of a separate regression of the treatment effect on the relevant covariate. Column headers indicate the sample and model components. The reference category is the control group. Row headers indicate the covariate tested. A Graded Response Model was used to create the covariate factors. The literary skills factor was made from the parent ratings of the child's letter knowledge, letter sounds, and rhyming. The home activities factor was made from parent reports of how often they read, told stories, and sang with their child, and how often the child asked to be read to. The parent background factor was made with parent age and education. All regressions include randomization site fixed effects. Standard errors are clustered at the randomization site level. Source data in Panels A and C are the responses to parent surveys fielded in August of 2015. Source data in Panel B are San Francisco Unified School District Administrative Files. +indicates $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table A3
Attrition by student characteristic

| | (1) | (2) |
|--|---------------------------------------|--|
| | General Text Treatment * Covariate | Personalized Text Treatment * Covariate |
| Panel A: Not in Parent Survey Sample | | |
| English | -0.1199 (0.0909) | -0.0832 (0.0743) |
| Spanish | 0.0827 (0.1118) | 0.1399 (0.0971) |
| Chinese | 0.0945 (0.1140) | -0.0385 (0.1141) |
| Male | -0.0042 (0.0756) | 0.0733 (0.0897) |
| Age in Years | -0.037 (0.1185) | -0.0642 (0.1105) |
| First Year in Program | -0.0306 (0.1100) | 0.0258 (0.1019) |
| Panel B: Not in Teacher Survey Sample | | |
| English | -0.0292 (0.0739) | 0.0038 (0.0659) |
| Spanish | 0.08 (0.0939) | -0.0044 (0.0774) |
| Chinese | -0.0558 (0.0828) | 0.0087 (0.0885) |
| Male | 0.0296 (0.0831) | 0.0619 (0.0773) |
| Age in Years | -0.2297+ (0.1155) | -0.0677 (0.1116) |
| First Year in Program | 0.0988 (0.0771) | 0.0705 (0.0650) |
| Panel C: Not in Academic Sample | | |
| English | -0.0153 (0.0756) | -0.0884 (0.0716) |
| Spanish | 0.0291 (0.0939) | 0.0316 (0.1055) |
| Chinese | -0.0156 (0.0671) | 0.106 (0.1244) |
| Male | -0.0528 (0.0801) | 0.0432 (0.0766) |
| Age in Years | 0.0475 (0.1396) | 0.0255 (0.1155) |
| First Year in Program | -0.0289 (0.0809) | -0.0212 (0.0812) |

Note: Each pair of cells represents the results of a separate regression of the treatment effect on the on an indicator for not being in the sample defined by the panel header. Column headers indicate the model components. Row headers indicate the baseline covariate with which the treatment indicators are interacted. N = 794. Models include randomization site fixed effects. Standard errors are clustered at the randomization site level. Source data in Panel A are parent surveys fielded in August of 2015. Source data in Panel B are teacher surveys fielded in May of 2015. Source data in Panel C are San Francisco Unified School District test files of the fall administration of the Fountas and Pinnell Benchmark Assessment System. Male and age in years are from district administrative Files. +indicates $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table A4
Heterogeneity of academic outcomes by year in experiment

| | (1) | (2) |
|--|---------------------------|--------------------------------|
| | General Text Treatment | Personalized Text Treatment |
| Panel A: First Year in Program (N = 244) | | |
| Reading level (ordinal logit) | -0.0381 (0.2838) | 0.5932* (0.2524) |
| Reading level (standardized point scale) | -0.0494 (0.1180) | 0.2260+ (0.1271) |
| Exceeds Expectations | -0.0351 (0.0540) | 0.1575** (0.0485) |
| Meets or Exceeds Expectations | 0.0191 (0.0602) | 0.1087+ (0.0536) |
| Approaches, Meets, or Exceeds Expectations | -0.0012 (0.0534) | 0.0029 (0.0587) |
| Panel B: Second Year in Program (N = 344) | | |
| Reading level (ordinal logit) | -0.0289 (0.2614) | 0.4324** (0.1620) |
| Reading level (standardized point scale) | 0.0223 (0.1027) | 0.1661 (0.1021) |
| Exceeds Expectations | -0.0017 (0.0649) | 0.0928* (0.0432) |
| Meets or Exceeds Expectations | -0.0112 (0.0497) | 0.0868* (0.0371) |
| Approaches, Meets, or Exceeds Expectations | 0.0564 (0.0722) | 0.0127 (0.0519) |

Note: Each pair of cells represents the results of a separate regression of the treatment effect on the relevant academic outcome. Column headers indicate the model components. The reference category is the control group. Row headers indicate the academic outcome. Panel headers indicate the quartile subsample. All models include randomization site fixed effects, controls for texting language, factors of baseline survey responses, and administrative covariates. Covariates are detailed in Table 3. Source data are district test files of the Fountas and Pinnell Benchmark Assessment System in fall of first grade. Standard errors are clustered at the randomization site level. +indicates $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table A5
Descriptive Statistics for academic sample by quartile of baseline skills distribution (first year of experiment only)

| Variable | Quartile 1 (N = 59) | | Quartile 2 (N = 61) | | Quartile 3 (N = 62) | | Quartile 4 (N = 61) | |
|--|---------------------|----------|---------------------|----------|---------------------|----------|---------------------|----------|
| | Mean | St. Dev. | Mean | St. Dev. | Mean | St. Dev. | Mean | St. Dev. |
| Panel A: Children | | | | | | | | |
| Male | 0.559 | 0.501 | 0.443 | 0.501 | 0.516 | 0.504 | 0.459 | 0.502 |
| Hispanic | 0.712 | 0.457 | 0.344 | 0.479 | 0.323 | 0.471 | 0.082 | 0.277 |
| Asian | 0.051 | 0.222 | 0.361 | 0.484 | 0.306 | 0.465 | 0.344 | 0.479 |
| Decline To State Ethnicity | 0.051 | 0.222 | 0.082 | 0.277 | 0.129 | 0.338 | 0.131 | 0.340 |
| White | 0.017 | 0.130 | 0.016 | 0.128 | 0.016 | 0.127 | 0.164 | 0.373 |
| Other | 0.169 | 0.378 | 0.197 | 0.401 | 0.226 | 0.422 | 0.279 | 0.452 |
| Age in Years | 5.520 | 0.334 | 5.469 | 0.281 | 5.456 | 0.280 | 5.554 | 0.288 |
| Enrolled in Transitional Kindergarten | 0.034 | 0.183 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Parent rating of letter knowledge | 2.356 | 0.689 | 3.070 | 0.750 | 3.746 | 0.472 | 3.754 | 0.537 |
| Parent rating of letter sounds | 2.881 | 1.068 | 3.164 | 1.067 | 3.645 | 0.907 | 4.090 | 0.990 |
| Parent rating of rhyming | 2.444 | 1.151 | 3.008 | 1.178 | 3.435 | 1.081 | 3.870 | 1.177 |
| Panel B: Parents | | | | | | | | |
| Has less than a bachelor's degree | 0.746 | 0.439 | 0.672 | 0.473 | 0.677 | 0.471 | 0.377 | 0.489 |
| Received Texts in English | 0.322 | 0.471 | 0.590 | 0.496 | 0.516 | 0.504 | 0.721 | 0.452 |
| Received Texts in Spanish | 0.644 | 0.483 | 0.213 | 0.413 | 0.258 | 0.441 | 0.082 | 0.277 |
| Received Texts in Chinese | 0.034 | 0.183 | 0.197 | 0.401 | 0.226 | 0.422 | 0.197 | 0.401 |
| Age in Years | 32.568 | 6.407 | 34.538 | 7.530 | 35.089 | 7.166 | 36.142 | 6.261 |
| How many times per week read to child | 2.728 | 0.925 | 2.803 | 0.945 | 3.112 | 0.812 | 3.180 | 0.847 |
| How many times per week told stories to child | 2.554 | 0.751 | 2.684 | 0.904 | 2.694 | 0.801 | 2.959 | 0.848 |
| How many times per week sang to child | 2.610 | 0.905 | 2.799 | 0.891 | 2.774 | 0.857 | 2.692 | 0.812 |
| How many times per week does child ask to be read to | 2.745 | 0.863 | 2.836 | 0.986 | 3.048 | 0.876 | 3.212 | 0.824 |

Note: Parents rated the letter knowledge of their child in one of four categories: 1=The child knows no letters, 2=Some, 3=Most, 4=All. Parents rated how well their child can produce letter sounds and rhyme in one of five categories: 1=Not at all, 2=Not very well, 3=Somewhat well, 4=Well, 5=Very Well. Answer options for weekly parental activities and how often the child asks to be read to include: 1=Not at all, 2=Once or twice per week, 3=Three to six times, 4=Every day. Missing values set at the sample average. Baseline survey questions were given in September 2014. All child demographics come from San Francisco Unified School District administration files.

Appendix 2

Program Enrollment Form, Text Messages, and Surveys

text4parents: [District] Text Messaging Program Enrollment Form

[District] wants to send you text messages! text4parents messages will include fun facts and easy tips to help you support your child’s education. If you enroll in text4parents, you will receive a \$10 Target gift card today. You are eligible to participate if your child is enrolled in a selected [district] kindergarten class.

1. Child Information:

| | | |
|----------------------------------|--------|---|
| First | Middle | Last |
| Date of Birth (month, day, year) | Age | Gender <input type="checkbox"/> Male <input type="checkbox"/> Female |

2. Parent/Guardian Information:

| | | |
|------------------------------|--|---|
| First | Last | Middle |
| Relationship to the Child | <input type="checkbox"/> Parent <input type="checkbox"/> Guardian <input type="checkbox"/> Foster Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Other | |
| Age | Gender <input type="checkbox"/> Male <input type="checkbox"/> Female | Address (Street address, city, state, zip code) |
| Email address | Home phone number | |
| Your highest education level | <input type="checkbox"/> Less than a high school degree <input type="checkbox"/> A high school degree but no college <input type="checkbox"/> Some college but no degree <input type="checkbox"/> Associates degree <input type="checkbox"/> Bachelor’s degree <input type="checkbox"/> Graduate degree | |

| | |
|---|---|
| Ten-digit number of cell phone that will receive [district] texts (e.g., 415-241-6000) | _____ - _____ - _____ |
| Which of the child’s relatives uses this cell phone most? | <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Grandmother/Grandfather <input type="checkbox"/> Sister/Brother <input type="checkbox"/> Other relative _____ <input type="checkbox"/> Other non-relative _____ |
| The service provider for this phone is: | <input type="checkbox"/> Verizon <input type="checkbox"/> AT&T <input type="checkbox"/> Sprint <input type="checkbox"/> Metro PCS <input type="checkbox"/> T-Mobile <input type="checkbox"/> Other (Please specify) _____ |
| Does your cell phone service include unlimited texting? | <input type="checkbox"/> Yes <input type="checkbox"/> No If “No”, how many text messages are included in your monthly plan? _____ |
| What is your home language? | <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Chinese (Mandarin or Cantonese?) _____ <input type="checkbox"/> Other (please specify) _____ |
| What language would you like to receive text messages in? | <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Chinese + English |

3. Texting Program Enrollment Questions:

| | Not at all | Once or twice | 3 to 6 times | Every day |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| In a typical week, how often do you or any other family member: | | | | |
| (a) Tell stories to your child (check one)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (b) Sing songs with your child (check one)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (c) Read books to your child (check one)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (d) Practice writing with your child (check one)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (e) Practice spelling words with your child (check one)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Not at all | Once or twice | 3 to 6 times | Every day |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| In a typical week, how often does your child ask to be read to (check one)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In a typical week, how often do you read by yourself for pleasure (check one)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | |
|--|--|
| About how many children’s books does your child have in your home now, including library books? (Please only include books that are for children.) | |
| What is your child’s favorite book? | |

| | None of them | Some of them | Most of them | All of the letters |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| How many letters of the alphabet can your child recognize (check one)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Not at all | Not very well | Somewhat well | Well | Very Well |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| How well does your child know letter sounds, like the sound the letter “b” makes in “bird” (check one)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How well can your child rhyme words, like “cat” and “hat” (check one)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How well can your child distinguish between upper-case and lower-case letters? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How well can your child identify main characters in stories? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Never | Not very often | Often | Very often |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| How often does your child use question words such as “who”, “what”, “where”, “when”, or “why”? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. Consent to participate in the study:

Consent statement: You are invited to participate in a research study about a texting program for parents of kindergartners. After enrolling in the program, you will be sent a text message approximately three times per week starting in September 2014. There are no risks associated with this study. The benefits which may reasonably be expected to result from this study are to get helpful information about supporting your child to do well in school. You will receive a \$10 gift card as payment for your participation. Please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty. You have the right to refuse to answer particular questions. Your individual privacy and confidentiality of the information you provide will be maintained in all published and written data resulting from the study. If you have any questions or comments about this study, or about anything else, you can contact [person and number] or the [IRB and number] or toll free at [number].

Do you want to participate in the [district] texting program? Yes No

X _____
 Parent Signature

Please do not write below this line (to be completed by [district] Family Liaisons)

5. Liaison's Notes:

Liaison's Name:

| | | |
|-------|--------|------|
| First | Middle | Last |
|-------|--------|------|

Enrollment questions:

| | | |
|---|------------------------------|-----------------------------|
| Did the parent consent to participate in the texting program? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Did you give the parent a gift card today? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Student information:

| | |
|----------------|-------|
| Student # | _____ |
| Teacher's name | _____ |

Date _____

Personalized and Differentiated Treatment Texts**Week 1:**

Monday:

- Welcome to text4parents! You will receive fun tips to help your child succeed in K as well as \$10 or a \$12 Amazon.com gift card every month.
- Learning takes time & every child learns differently. Keep trying new things, be patient & persistent, and have fun!
- Learning takes time & every child learns differently. Keep trying new things, be patient & persistent, and have fun!

Tuesday:

- FACT: Your child learned a lot last year. This year s/he will strengthen existing skills & add new skills. Let's start with letter sounds!

Thursday:

General:

- TIP: During a meal, point to letters on food labels or menus & ask your child what sound each one makes. M makes an "mmm" sound.

Personalized for returning students:

- TIP: According to your child's spring pre-k literacy test, s/he knows a few letter sounds. That's OK! Many children learn letters sounds in K. During a meal, point to letters on food labels or menus & ask your child what sound each one makes. B makes a "bbb" sound.
- TIP: According to your child's spring pre-k literacy test, s/he knows some letter sounds. Good! Build on his/her letter sound knowledge. During a meal, point to letters on food labels or menus & ask your child what sound each one makes. F makes an "fff" sound.
- TIP: According to your child's spring pre-k literacy test, s/he knows many letter sounds. Terrific! Build on his/her letter sound knowledge. Ask your child what sound a "b" makes. Then ask him/her to name words that start with the "bbb" sound like "bear". How many can s/he name?
- TIP: According to your child's spring pre-k literacy test, s/he knows most letter sounds. Excellent! Build on his/her letter sound knowledge. Ask your child what sound a "f" makes. Then ask him/her to name words that start with the "fff" sound like "fun". How many can s/he name?

Personalized for new students:

- You told us that your child is beginning to learn letter sounds. Good! Build on his/her letter sound knowledge. During a meal, point to letters on food labels or menus & ask your child what sound each one makes. B makes a "bbb" sound.
- TIP: You told us that your child knows letter sounds somewhat well. Good! Build on his/her letter sound knowledge. During a meal, point to letters on food labels or menus & ask your child what sound each one makes. F makes an "fff" sound.
- TIP: You told us that your child knows letter sounds well. Terrific! Build on his/her letter sound knowledge. TIP: You told us that your child knows letter sounds well. Terrific! Build on his/her letter sound knowledge.

- TIP: You told us that your child knows letter sounds very well. Excellent! Build on his/her letter sound knowledge. Ask your child what sound a “f” makes. Then ask him/her to name words that start with the “fff” sound like “fun”. How many can s/he name?

Friday:

General:

- GROWTH: Keep making letter sounds. You're helping your child succeed in K! At BATH time, ask your child to say the sounds of B, A, T & H.

Personalized:

- GROWTH: Keep making letter sounds. You're helping your child succeed in K! At BATH time, ask your child to say the sounds of B, A, T & H.
- GROWTH: Keep making letter sounds. You're helping your child succeed in K! Ask: How many words can you say that start with an “bbb” sound?
- GROWTH: Keep making letter sounds. You're helping your child succeed in K! Ask: How many words can you say that start with an “fff” sound?
- GROWTH: Keep making letter sounds. You're helping your child succeed in K! Try harder sounds. Ask: What sound does ‘chair’ start with? “ch”

Week 2:

Monday:

- FACT: Children need to know both upper & lower-case letters to read. For example, your child's name has upper & lower-case letters.

Wednesday:

General:

- TIP: Pick a letter like "T". When reading with your child, ask him/her to point to a lower-case "t" & an upper-case "T". Try other letters.

Personalized for returning students:

- Your child's PreK test shows s/he knows a few upper & lower-case letters. That's OK! Many kids learn upper & lower-case letters in K. When reading with your child point to an upper-case letter like “T”. Ask: What letter is this? Is it upper or lower case? Try other letters.
- TIP: Your child's PreK test shows s/he knows some upper & lower-case letters. Good! Build his/her upper & lower-case letter knowledge. When reading with your child point to a lower-case letter like “t”. Ask: What letter is this? Is it upper or lower case? Try other letters.
- TIP: Your child's PreK test shows s/he knows many upper & lower-case letters. Terrific! Build your child's upper & lower-case letter knowledge. When reading with your child point to upper & lower-case letters. Ask: What letter is this? Is it upper or lower case? Try many letters.
- TIP: Your child's PreK test shows s/he knows most upper & lower-case letters. Excellent! Build his/her upper & lower-case letter knowledge. Pick a letter like “T”. When reading with your child, ask him/her to point to a lower-case “t” & an upper-case “T”. Try other letters.

Personalized for new students:

- TIP: You told us that your child doesn't know upper & lower-case letters well. That's OK! Many kids learn upper & lower-case letters in K. When reading with your child point to an upper-case letter like "T". Ask: What letter is this? Is it upper or lower case? Try other letters.
- TIP: You told us that your child knows upper & lower case letters somewhat well. Good! Build his/her upper & lower-case letter knowledge. When reading with your child point to a lower-case letter like "t". Ask: What letter is this? Is it upper or lower case? Try other letters.
- TIP: You told us that your child knows upper & lower case letters well. Terrific! Build your child's upper & lower-case letter knowledge. When reading with your child point to upper & lower-case letters. Ask: What letter is this? Is it upper or lower case? Try many letters.
- TIP: You told us that your child knows upper & lower case letters very well. Excellent! Build his/her upper & lower-case letter knowledge. Pick a letter like "T". When reading with your child, ask him/her to point to a lower-case "t" & an upper-case "T". Try other letters.

Friday:

General:

- GROWTH: Keep working on upper & lower-case letters. You're helping your child succeed in K! Ask him/her to write his/her name in both cases.

Personalized:

- GROWTH: Keep naming upper & lower-case letters. You're helping your child succeed in K! Now try it again with lower-case letters!
- GROWTH: Keep naming upper & lower-case letters. You're helping your child succeed in K! Try it again with upper & lower case letters!
- GROWTH: Keep naming upper & lower-case letters. You're helping your child succeed in K! Ask him/her to point to & name both letter cases!
- GROWTH: Keep naming upper & lower-case letters. You're helping your child succeed in K! Ask him/her to write his/her name in both cases.

Week 3:

Monday:

- FACT: "READING" with your child means many things. You can look at pictures, show him/her how to use books & make up your own stories.

Wednesday:

General:

- TIP: Look at pictures in a book with your child for 5-15 min. Let him/her hold the book. Ask: What's in this picture? What else do you see?

Personalized for returning students:

- TIP: You're child's PreK test indicates s/he is beginning to understand words & books. You can strengthen these skills by reading with your child. Look at pictures in a book with your child for 5 minutes. Let him/her hold the book. Ask: What's in this picture? What else do you see?
- TIP: You're child's PreK test indicates s/he has some knowledge of words & books. You can strengthen these skills by reading with your child. Look at pictures in a book with your child for 5-10 minutes. Let him/her hold the book. Ask: What's in this picture? What else do you see?
- TIP: You're child's PreK test indicates s/he has a solid knowledge of words & books. You can continue to build skills by reading with your child. Look at pictures & read with your child for 10min. Let him/her hold the book. Ask: What's in this picture? What else do you see?
- TIP: You're child's PreK test indicates s/he has a strong knowledge of words & books. You can build on this success by reading with your child. Look at pictures & read with your child for 10 min or more. Let him/her hold the book. Ask: What's in this picture? What will happen next?

Personalized for new students:

- TIP: You indicated that you don't typically read with your child. Many parents start reading to their children in K. Look at pictures in a book with your child for 5 minutes. Let him/her hold the book. Ask: What's in this picture? What else do you see?
- TIP: You indicated that you typically read with your child 1-2x a week. Many parents start reading more regularly to their child in K. Look at pictures in a book with your child for 5-10 minutes. Let him/her hold the book. Ask: What's in this picture? What else do you see?
- TIP: You indicated that you typically read with your child 3-6x a week. Keep up your reading routine! Look at pictures & read with your child for 10min. Let him/her hold the book. Ask: What's in this picture? What else do you see?
- TIP: You indicated that you typically read with your child everyday. Keep up your reading routine! Look at pictures & read with your child for 10 min or more. Let him/her hold the book. Ask: What's in this picture? What do you think will happen next?

Friday:

General:

- GROWTH: Keep "READING" with your child. You're preparing 4K! Next point out the parts of the book like the title, author, & page number.

Personalized:

- GROWTH: Keep "READING" with your child. You're preparing 4K! Next point out the parts of the book like the title, author, & page number.
- GROWTH: Keep "READING" with your child. You're preparing 4K! Next point out the parts of the book like the title, author, & page number.
- GROWTH: Keep "READING" with your child. You're preparing 4K! With your finger show your child how we read from left to right, top to bottom.
- GROWTH: Keep "READING" with your child. You're preparing 4K! Next, ask your child what happened in the beginning, middle, & end?

Week 4:

- **FACT:** Children who can quickly recognize common small words like “a”, “on” & “the” often become the strongest readers in school.

General:

- **TIP:** Hunt for two-letter words. In a book or magazine, find words like “in”, “up” & “it”. Say each word & ask your child to say them.

Personalized for returning students:

- **TIP:** According to your child’s last PreK test s/he has a beginning knowledge of words. Build on this by hunting for common 2-letter words. In a book or magazine, find words like “in”, “up” & “it”. Say each word & ask your child to say them too.
- **TIP:** According to your child’s last PreK test s/he has some knowledge of words. Build on this by hunting for common 2 & 3-letter words. In a book or magazine, find words like “in”, “up” & “it”. Say each word & ask your child to say them. Ask: Can you find some two letter words?
- **TIP:** According to your child’s last PreK test s/he has a solid knowledge of words. Build on this by hunting for common 2 & 3-letter words. In a book or magazine find words like “in” “up” & “it”. Say each word & ask your child to repeat them. Ask: Can you find & say other two-letter words?
- **TIP:** According to your child’s last PreK test s/he has a strong knowledge of words. Build on this by hunting for common 2 & 3-letter words. Make it a game! See who can find and say the most two-letter words in a book or magazine like “in” “up” & “it”? .

Personalized for new students:

- **TIP:** Now that you are beginning to read with your child, help him/her become a strong reader by hunting for two-letter words. In a book or magazine, find words like “in”, “up” & “it”. Say each word & ask your child to say them too.
- **TIP:** Now that you are reading more regularly with your child, help him/her become a strong reader by hunting for two-letter words. In a book or magazine, find words like “in”, “up” & “it”. Say each word & ask your child to say them. Ask: Can you find some two letter words?
- **TIP:** Take advantage of the fact that you read frequently to your child. Help him/her become a strong reader by hunting for two-letter words. In a book or magazine find words like “in” “up” & “it”. Say each word & ask your child to repeat them. Ask: Can you find & say other two-letter words?
- **TIP:** Take advantage of the fact that you read to your child everyday! Help him/her become a strong reader by hunting for two-letter words. Make it a game! See who can find and say the most two-letter words in a book or magazine like “in”, “up”, “it”.

All Students:

- **GROWTH:** Keep pointing out small words to help your child succeed in K! Do the activity again with common 3-letter words like “can” & “you”.

Week 5:

- **FACT:** Being able to take individual sounds and blend them together into words is a key step in becoming a strong reader.

General:

- TIP: Pick a word like feet. Say: feet has 3 sounds –“fff”, “eee” & “ttt”. Now say: “fff-eeeeee-ttt”. Ask: can you hear the 3 sounds?

Personalized for new and returning students:

- TIP: Now that your child is developing their letter sound knowledge, extend that by sounding out words. Pick a word like feet. Say: feet has 3 sounds –“fff”, “eee” & “ttt”. Now say: “fff-eeeeee-ttt”. Ask: can you hear the 3 sounds?
- TIP: Now that your child is learning even more letter sounds, extend that by sounding out words. Pick a word like feet. Say: feet has 3 sounds –“fff”, “eee” & “ttt”. Now say: “fff-eeeeee-ttt”. Ask: can you repeat the 3 sounds?
- TIP: Now that your child is perfecting their letter sound knowledge, extend that by sounding out words. Pick a word like feet. Say: feet has 3 sounds –“fff”, “eee” & “ttt”. Now say: “fff-eeeeee-ttt”. Ask: what 3 sounds does “foot” have?
- TIP: Since your child has a strong knowledge of letter sounds, extend that by sounding out words. Pick a word like feet Say: feet has 3 sounds –“fff”, “eee” & “ttt”. Now say: “fff-eeeeee-ttt”. Ask: what 3 sounds does “foot” have? How about “look”?

General:

- GROWTH: Keep blending sounds. You’re helping your child succeed in K! Pick another word like look. Ask: what sounds make look? (lll-ooo-kkk)

Personalized:

- GROWTH: Keep blending sounds. You’re helping your child succeed in K! Try other words. Say: Look has 3 sounds, lll-ooo-kkk. Now you say it.
- GROWTH: Keep blending sounds. You’re helping your child succeed in K! Pick another word like look. Ask: what sounds make look? (lll-ooo-kkk)
- GROWTH: Keep blending sounds. You’re helping your child succeed in K! Pick a word like moon. Ask: what 3 sounds does moon make? (mmm-ooo-nnn)
- GROWTH: Keep blending sounds. You’re helping your child succeed in K! Pick a word like chill. Ask: what 3 sounds does chill make?(ch-iii-lll)

Week 6:

- FACT: Rhyming is fun for children and helps them learn that words are made up of sounds.

General:

- TIP: Say to your child: “Let’s play a rhyming game. You say a word and I’ll find one that rhymes.” Try, hat (cat, mat); chair (hair, bear).

Personalized for New students:

- TIP: You indicated that your child is beginning to rhyme. Many parents help improve their children’s rhyming skills in kindergarten! Say to your child: Do you know what rhyming is? Cat rhymes with mat because they both end in “at”. C-at. M-at. Can you hear it? “

- TIP: You indicated that your child is developing his/her rhyming skills. Many parents grow their children's rhyming skills in kindergarten! Say to your child: "Let's play a rhyming game. You say a word and I'll find one that rhymes." Try, hat (cat, mat); chair (hair, bear).
- TIP: You indicated that your child knows how to rhyme well. Play quick rhyming games with your child to develop his/her skills even more! Say to him/her: "Let's play a rhyming game. I'll say a word & you find a word that rhymes with it." Try, hat (cat, mat); chair (hair, bear).
- TIP: You indicated that your child rhymes very well! You can help grow your child's skills even more by playing rhyming games! Tell your child a word. How many words can s/he think of that rhyme with it? Try, hat (cat, mat, sat); chair (hair, bear, fair).

Personalized for returning students

- TIP: Your child's last PreK test indicates s/he is beginning to rhyme. Many parents improve their child's rhyming skills in kindergarten!
- TIP: Your child's last PreK test indicates s/he has some rhyming knowledge. Many parents grow their child's rhyming skills in kindergarten!
- TIP: Your child's last PreK test indicates s/he has a solid knowledge of rhyming. Keep rhyming with him/her & grow his/her skills even more!
- TIP: Your child's last PreK test indicates s/he has a strong knowledge of rhyming. Keep rhyming with him/her & grow his/her skills even more!

General:

- GROWTH: Keep rhyming. You're helping your child succeed in K! Try it on the go. Pick an object (car). Ask: What rhymes with car? (far, jar).

Personalized:

- GROWTH: Keep rhyming. You're helping your child succeed in K! Ask your child to pick an object (car) & you say words that rhyme (far, jar).
- GROWTH: Keep rhyming. You're helping your child succeed in K! Try it on the go. Pick an object (car). Ask: What rhymes with car? (far, jar).
- GROWTH: Keep rhyming. You're helping your child succeed in K! Pick a word (car). Ask: Can you name 3 rhyming words? (far, jar, star).
- GROWTH: Keep rhyming. You're helping your child succeed in K! Have him/her pick an object (car). Ask: How many rhyming words can you name?

Week 7:

- FACT: Kindergarten is a time that many children strengthen their knowledge of how books & magazines work (also known as print awareness).

General:

- TIP: Get a book. Ask your child: where do I start reading? Can you point to a word? A period? A question mark?

Personalization for new students:

- TIP: As you read more with your child take the time to teach him/her the parts of a book. Get a children's book. Point to the 1st word on the page & say: "This is a word. Can you point to another word?" Do the same with a period & a question mark.
- TIP: As you begin to establish a reading routine with your child, take the time to teach him/her the parts of a book. Get a children's book open it & ask: "Where do I start reading?" Then "This is a word. Can you point to another word?" Do the same with a period & question mark.
- TIP: As you continue your and your child's reading routing, take the time to teach him/her the parts of a book. Get a children's book, open it & ask: Ask your child: "Where do I start reading? Can you point to a word? A period? A question mark?"
- TIP: As you continue your and your child's daily reading routine, take the time to teach him/her the parts of a book. Get a children's book Ask your child: "Where do I start reading? Can you find a word? Period? Question mark?" As you read have him/her follow with his/her finger.

Personalization for returning students:

- TIP: According to your child's last PreK test s/he has a beginning knowledge of books. Build on that & teach him/her the parts of a book.
- TIP: According to your child's last PreK test s/he has a growing knowledge of books. Build on that & teach him/her the parts of a book.
- TIP: According to your child's last PreK test s/he has a solid knowledge of books. Extend that by teaching him/her the parts of a book.
- TIP: According to your child's last PreK test s/he has a strong knowledge of books. Extend that by teaching him/her the parts of a book.

General:

- GROWTH: Keep showing your child how books work! Get a book & say: Show me where a sentence starts. Show me where it ends. How do you know?

Personalization:

- GROWTH: Keep showing your child how books work! Point to a sentence. Say: Sentences begin with uppercase letters. Ask: Where do they end?
- GROWTH: Keep showing your child how books work! Get a book & say: Show me where a sentence starts. How do you know? Where does it end?
- GROWTH: Keep showing your child how books work! Get a book & say: Show me where a sentence starts. Show me where it ends. How do you know?
- GROWTH: Keep showing your child how books work! Get a book & say: Show me where a sentence ends. How else can sentences end?(". " " " or " !")

Week 8

- FACT: Children learn more from listening to stories and from reading books when they talk about the key details afterwards.

General:

- TIP: Ask your child to tell you about the last story s/he read or heard. Who were the characters? What happened to them?

Personalized for new students:

- TIP: You told us your child is starting to remember key details of stories. Children often develop their ability to understand stories in K. Ask your child to tell you about the last story s/he read or heard. Who were the characters?
- TIP: You told us your child is starting to remember more details about stories. Children develop their ability to understand stories in K. Ask your child to tell you about the last story s/he read or heard. Who were the characters? What happened to them?
- TIP: You told us your child is able to remember key details about stories. Children develop this ability even more in K. Ask your child to tell you about the last story s/he read or heard. Where did it take place? Who were the characters? What happened to them?
- TIP: You told us your child is able to recall the key details of a story very well. K is a great time to build on and extend those skills! Ask your child to tell you about the last story s/he read. What happened? Where did it take place? Is it like something in the real world?

Personalized for returning students

- TIP: Ask your child questions about the details of a story to help him/her learn more about books. Ask your child to tell you about the last story s/he read or heard. Who were the characters?
- TIP: Ask your child questions about the details of a story to build on his/her growing knowledge of books. Ask your child to tell you about the last story s/he read or heard. Who were the characters? What happened to them?
- TIP: Ask your child questions about the details of a story to expand his/her solid knowledge of books. Ask your child to tell you about the last story s/he read or heard. Where did it take place? Who were the characters? What happened to them?
- TIP: Ask your child questions about the details of a story to expand his/her strong knowledge of books. Ask your child to tell you about the last story s/he read. What happened? Where did it take place? Is it like something in the real world?

General:

- GROWTH: Keep asking about stories. You're helping your child succeed! Next, ask your child: is the story like something in the real world?

Personalized:

- GROWTH: Keep asking about stories. You're helping your child succeed! Next ask your child: What happened to the characters? How did it end?
- GROWTH: Keep asking about stories to help your child succeed! Ask: How did the story start? How did it end? Is the story like something in the real world?
- GROWTH: Keep asking about stories. You're helping your child succeed! Next, ask your child: is the story like something in the real world?
- GROWTH: Keep asking about stories to help your child succeed! Ask: How did the characters feel? Is there a time when you felt that way?

Week 9:

- **FACT:** Learning new words is important at all ages. There are many fun ways to help your child learn new words when you're on the go!

General:

- **TIP:** At the store, ask: can you find something SQUISHY (grape)? PRICKLY (pineapple)? SMOOTH (tomato)? Does your child like how it feels?

Personalized for new students:

- **TIP:** You told us that you don't typically practice words with your child. Many parents begin to practice new words with their children in K. At the store, ask: can you find something SQUISHY (grape)? PRICKLY (pineapple)? SMOOTH (tomato)? Does your child like how it feels?
- **TIP:** You told us that you practice words with your child 1-2x per week. Many parents continue practicing new words with their children in K. At the store, ask: can you find something SQUISHY (grape)? PRICKLY (pineapple)? SMOOTH (tomato)? Does your child like how it feels?
- **TIP:** You told us that you practice words with your child 3-6x per week. Many parents continue practicing new words with their children in K. At the store, ask: can you find something SQUISHY (grape)? PRICKLY (pineapple)? SMOOTH (tomato)? What is the opposite of SQUISHY & SMOOTH?
- **TIP:** You told us that you practice words with your child every day. Many parents continue practicing new words with their children in K. At the store, ask: can you find something SQUISHY (grape)? PRICKLY (pineapple)? SMOOTH (tomato)? What is the opposite of SQUISHY & SMOOTH?

Personalized for returning students:

- **TIP:** Based on your child's overall spring pre-k test score, s/he likely has a beginning vocabulary. Help improve his/her vocabulary. At the store, ask: can you find something SQUISHY (grape)? PRICKLY (pineapple)? SMOOTH (tomato)? Does your child like how it feels?
- **TIP:** Based on your child's overall spring pre-k test score, s/he likely has an average vocabulary. Help improve his/her vocabulary. At the store, ask: can you find something SQUISHY (grape)? PRICKLY (pineapple)? SMOOTH (tomato)? Does your child like how it feels?
- **TIP:** Based on your child's overall spring pre-k test score, s/he likely has a solid vocabulary. Help expand his/her vocabulary. At the store, ask: can you find something SQUISHY (grape)? PRICKLY (pineapple)? SMOOTH (tomato)? What is the opposite of SQUISHY & SMOOTH?
- **TIP:** Based on your child's overall spring pre-k test score, s/he likely has a strong vocabulary. Help expand his/her vocabulary. At the store, ask: can you find something SQUISHY (grape)? PRICKLY (pineapple)? SMOOTH (tomato)? What is the opposite of SQUISHY & SMOOTH?

General:

- **GROWTH:** Keep saying new words. You're helping your child succeed! Try it at the park. Can your child find something ROUGH (tree bark)?

Personalized:

Bottom Two Categories:

- GROWTH: Keep saying new words. You're helping your child succeed! Try it at the park. Can your child find something ROUGH (tree bark)?

Top Two Categories

- GROWTH: Keep saying new words to help your child succeed! Try it at the park. Ask: Can you find something SLIPPERY (slide)? DELICATE (leaf)?

Week 10:

- FACT: Asking children to describe what they see & hear helps them develop observational skills, which are important for school & daily life.

General:

- The next time you're with your child, ask your child to name the all the things s/he sees that have red in them. How many can s/he name?

Personalized for both new and returning students:

- TIP: K is a time when many kids begin talking about what they see & hear. You can help build your child's skills when you're on the go. The next time you're with your child, ask your child to name the all the things s/he sees that have red in them. Can s/he name 3 things?
- TIP: K is a time when many children start talking more about what they see & hear. You can help build your child's skill when you're on the go. The next time you're with your child, ask your child to name the all the things s/he sees that have red in them. Can s/he name 3 things?
- TIP: K is a time when many children talk often about what they see & hear. You can help build your child's skill when you're on the go. The next time you're with your child, ask your child to name the all the things s/he sees that have red in them. How many can s/he name?
- TIP: K is a time when many children talk very often about what they see & hear. You can help build your child's skills when you're on the go. The next time you're with your child, ask your child to name the all the things s/he sees that have red in them. How many can s/he name?

General:

- Keep having your child describe what s/he sees and hears. Next time, also ask: What sounds can you hear? How many can s/he name?

Personalized:

Bottom Two Categories:

- Keep having your child describe what s/he sees and hears. Next time, also ask: What sounds can you hear? Can you name 3 different sounds?

Top Two Categories:

- Keep having your child describe what s/he sees and hears. Next time, also ask: What sounds can you hear? How many can s/he name?

Week 11:

- FACT: Children in kindergarten spend a lot of time strengthening reading skills such as ACCURACY (reading words correctly).

General:

- TIP: Ask your child to read a word on a common object (cereal box or sign). Help him/her if s/he has trouble (sound it out).

Personalized for new and returning students:

- TIP: Ask your child to read a word on a common object (cereal box or sign). Help him/her if s/he has trouble. You can try strategies like helping him/her sound out the word.
- TIP: Ask your child to read a word on a common object (cereal box or sign). Help him/her if s/he has trouble. You can try strategies like helping him/her sound out the word. Try the activity when you read to your child!
- TIP: Make the most of your and your child's regular reading routine! Ask your child to read a word. If s/he has trouble, help him/her. You can try strategies like helping your child sound out the word.
- TIP: Make the most of your and your child's daily reading routine! Ask your child to read some words. When s/he has trouble, help. You can try strategies like helping your child sound out the word.

General and personalized:

- GROWTH: Keep working on reading words! Make a grocery list Have your child read it at the store. Ask: What's first on the list? What's next?

Week 12:

- FACT: Talking to your child's teacher is important. The teacher learns more about your child & you learn how your child is doing in school.

General & Personalized:

- TIP: The next time you see the teacher, ask what your child enjoys about the class & tell the teacher something that your child likes.

General:

- GROWTH: Keep talking to the teacher! Now ask about your child's reading skills & for fun & easy things you can do at home.

Personalized:

- GROWTH: Keep talking to the teacher! Now ask about your child's reading skills & for fun & easy things you can do at home.
- GROWTH: Keep talking to the teacher! Ask about your child's reading skills & for fun & easy things you can do when you read with your child.
- GROWTH: Keep talking to the teacher! Ask about your child's reading skills & for new ideas on how to help during your regular reading routine.
- GROWTH: Keep talking to the teacher! Ask about your child's reading skills & for new ideas on how to help during your daily reading routine.

Week 13:

- Fact: Bedtime is a great time to read to your child. Stories make going to bed fun & they help children wind down for sleep.

General:

- TIP: Add 15 minutes of bedtime reading this week. Pick a day that works for you, put it in your calendar & tell your child about it.

Personalized for new and returning students:

- TIP: Many parents find starting a reading routine difficult. K is a great time to take the first steps towards building a routine! Try 10 minutes of bedtime reading this week. Pick a day that works for you, put it in your calendar & tell your child about it.
- TIP: Many parents find it difficult to find more time to read with their child. Reading becomes even more important as your child get older! Add 15 minutes of bedtime reading this week. Pick a day that works for you, put it in your calendar & tell your child about it.
- TIP: Many parents with regular reading routines struggle to find new ideas to make the routine fun and interesting. Next time you read to your child ask questions such as: “What do you think will happen next?”
- TIP: Many parents with daily reading routines struggle to find new ideas to make the routine fun and interesting. Try asking questions! After something happens in the book ask: “How do you think ____ (a character in the book) feels? Happy? Sad? Why?”

General

- GROWTH: Keep reading at bedtime to help your child succeed in K! Ask a question when you read such as: “What do you think will happen next?”

Personalized:

- GROWTH: Keep reading at bedtime to help your child succeed in K! Ask a question when you read such as: “What do you think will happen next?”
- GROWTH: Keep reading at bedtime to help your child succeed in K! Ask a question when you read such as: “What do you think will happen next?”
- GROWTH: Keep reading at bedtime to help your child succeed in K! After something happens ask: “How does ____ (a character) feel? Why?”
- GROWTH: Keep reading and asking at bedtime to help your child succeed in K! Try asking: “What would you do if that happened to you?”

Week 14:

- FACT: Thinking games are a fun way to practice literacy skills and keep your child entertained when you're on the go.

General:

- TIP: Play an alphabet game! Say a word that starts with A. Then have your child try to think of one that starts with B. Keep going: C,D,E....

Personalized for new and returning students:

- TIP: Playing an alphabet game is a fun way to help your child to learn more letters! Say a word that starts with A. Then ask your child to say another word that starts with A. Try other letters.
- TIP: Playing an alphabet game is a fun way to help your child go from knowing some letters to knowing a lot of letters! Say a word that starts with A, then ask your child to say another other words that start with A. Try other letters: B,C,D...
- TIP: Playing an alphabet game is a fun way to help your child go from knowing most of their letters to knowing all of the letters! Say a word that starts with A. Then have your child try to think of one that starts with B. Keep going: C,D, E...
- TIP: Though your child knows all of their letters, playing an alphabet game is a fun way help them use their letters & show off their vocabulary! Say a word that starts with A. Then have your child say one that starts with B. Keep going until you get to Z.

General and Personalized:

- GROWTH: Keep playing alphabet games! Try finding letters on signs, labels & license plates. Start with A and go through the alphabet.

Week 15:

- FACT: Asking children questions that spark their imagination helps build creativity & problem-solving skills.

General and Personalized:

- TIP: To spark your child's imagination, ask: if you got three wishes from a genie, what would you wish for? Why?

General and Personalized:

- GROWTH: Keep sparking your child's imagination. Ask: If you could be any animal for a day, what would you be? What would you do? Eat?

Week 16:

- FACT: Asking your child to help you with your daily activities (like cooking) teaches him/her new skills & makes him/her feel important.

General and Personalized:

- TIP: Ask your child to help you make dinner. Have him/her get the ingredients from the pantry for you or help with measuring & mixing.

General:

- GROWTH: Keep cooking with your child! Take out utensils (spatula, ladle, whisk). Tell your child their names & how you them. Let him/her try.

Personalized:

Bottom two categories:

- GROWTH: Keep cooking with your child! Get utensils (spatula, ladle, whisk). Tell your child the names & have him/her guess how to use them.

Top two categories:

- GROWTH: Keep cooking with your child! Take out utensils (spatula, ladle, whisk). Write their names & have him/her guess how to use them.

Week 17:

- FACT: Word games can help your child learn to read. You can play with paper and pen/pencil or just by talking.

General:

- TIP: Start by writing a short word like “mat.” Have your child read the word & then change letters to make other words like hat, cat & sat.

Personalized (from now on will be for both new and returning students):

- TIP: Your child’s fall K test indicates that s/he is beginning to rhyme. Simple activities can help him/her improve! Start by writing a short word like “mat.” Have your child read the word & then ask: “What other words rhyme with mat?” (cat, hat, sat)
- TIP: Your child’s fall K test indicates that some practice can help supper his/her growing knowledge of rhyming. Start by writing a short word like “mat.” Have your child read the word & then change letters to make other words like hat, cat & sat
- TIP: Your child’s fall K test indicates that s/he has a strong knowledge of rhyming. Help support this progress! Start with a word like ‘at’ Have your child read it. Ask: What letters can we put in front to make new words? (Cat Mat Sat). Write them & have him/her read them.
- TIP: Your child’s fall K test shows that s/he is beginning to read! Help support this great progress! Pick a sentence & write each word on separate notecards. Show the 1st card & have him/her read it. Add the 2nd card. Say: “Read both words.” Continue & finish the sentence!

General:

- GROWTH: Keep playing word games! Try with other words such as car (jar, far), lid (hid, bid, kid), or dad (had, sad, mad).

Personalized:

Bottom three categories:

- GROWTH: Keep playing word games! Try with other words such as car (jar, far), lid (hid, bid, kid), or dad (had, sad, mad).

Top category:

- GROWTH: Keep practicing sentences! Now give your child all the notecards with words and see if he/she can arrange them into a sentence.

Week 18:

- **FACT:** Listening games help children learn to focus. Listening skills are important for your child to get the most from school.

General and Personalized:

- **TIP:** Play Simon Says! Tell your child: Do what Simon says. Don't do it if I don't say "Simon says." Simon says JUMP! Simon says SIT DOWN. Now say something that doesn't start with "Simon says" like FREEZE! Remember: Only do what Simon says.

General and Personalized:

- **GROWTH:** Keep playing Simon Says! See how many times your child can follow directions. Now have your child try leading. Can s/he trick you?

Week 19:

- **FACT:** Kindergarten is a good time to have your child start reading to you, even if he/or she cannot actually read. Pretend reading is a step towards real reading.

General:

- **TIP:** Read a children's book to your child. Then give him/her the book & say: Now it is your turn to read. Pretend you are me and I am you.

Personalized

- **TIP:** Read a children's book to your child. Then give him/her the book & say: Now it is your turn to read. Pretend you are me and I am you.
- **TIP:** Read a children's book to your child. Then give him/her the book & say: "Now it is your turn to read. Pretend you are me and I am you." Ask your child to point to pictures that go along with what s/he is reading.
- **TIP:** Read a children's book to your child. Then give him/her the book & say: "Now it is your turn to read. Pretend you are me and I am you." Ask your child to point to pictures that go along with what s/he is reading. If he/she is pretend reading, ask him/her to read small words.
- **TIP:** Read a children's book to your child. Then give him/her the book & say: "Now it is your turn to read. Pretend you are me and I am you." Help your child if they get stuck on a word or sentence. Help him/her sound out new words!

General

- **GROWTH:** Keep having your child read, pretend or real! Ask: where are the words you just read? Or what will happen next?

Personalized:

- **GROWTH:** Keep having your child read! Ask him/her to point to pictures that go along with what s/he is reading.
- **GROWTH:** Keep having your child read! If s/he is pretend reading, ask him/her to read small words. Ask questions like: What will happen next?
- **GROWTH:** Keep having your child read! Help your child read a hard word or whole sentence. Ask: What will happen next?
- **GROWTH:** Keep having your child read! Ask questions: What will happen next? Why do you think the illustrator drew the picture this way?

Week 20:

- FACT: Beginning word sounds are often made up of multiple letters like “th” or “st”. Learning these sounds is a key to reading.

General:

- TIP: As your child gets dressed ask: what sound does SHOE start with? What letters are in ‘shh’? (s & h) What else starts with ‘shh’? Shirt!

Personalized:

- TIP: Your child’s fall K test shows s/he is starting to learn beginning word sounds. Support this progress with simple activities! As your child gets dressed say: Shhh-oe starts with shhh. Do you know what else starts with shhh? Shh-irt!! What letters are in shhh? (s&h)
- TIP: Your child’s fall K test shows his/her knowledge of beginning word sound is growing. Support this progress with simple activities! As your child gets dressed ask: what sound does SHOE start with? What letters are in ‘shh’? (s & h) What else starts with ‘shh’? (Shirt)
- TIP: Your child’s fall K test shows his/her knowledge of beginning word sound is solid. Support this progress with simple activities! As your child gets dressed say: What are 2 things you wear that start with the ‘shhh’ sound? (Shoes & Shirt) What letters are in shhh? (s&h)
- TIP: Your child’s fall K test shows his/her knowledge of beginning word sound is strong. Support this progress with simple activities! As your child gets dressed say: Name things we wear that start with the ‘shhh’ sound. (shoes shorts shirt) What letters are in shhh? (s&h)

General:

- GROWTH: Keep practicing word sounds! Now ask: what sound does brrr-eakfast start with? (Brrr) What foods start with brrr? (Bread, brownie)

Personalized:

- GROWTH: Keep practicing word sounds! Ask: what sound does brr-eakfast start with? (Brrr) Name a food that starts with brrr (Bread)
- GROWTH: Keep practicing word sounds! Ask: what sound does brrr-eakfast start with? (Brrr) What 2 foods start with brrr? (Bread, brownie)
- GROWTH: Keep practicing word sounds! Ask: what sound does brr-eakfast start with? What foods start with brrr? (Bread, brownie, broccoli)
- GROWTH: Keep practicing word sounds! Say: Name as many foods as you can that start with the same sound as brrr-eakfast (Bread, brownie)

Week 21:

- FACT: Talking about your child’s interests with his/her teacher can help the teacher better engage your child during class.

General:

- TIP: Tell your teacher about your child's interests. What activities or games does s/he love? What is one of his/her favorite books?

Personalized:

- TIP: Tell [teacher's name] about your child's interests. What activities or games does s/he love? What is one of his/her favorite books?

General:

- GROWTH: Keep talking to your teacher! Now, ask the teacher about your child. What is something that your child likes to do in class?

Personalized:

- GROWTH: Keep talking to [teacher's name]! Now, ask [teacher's name] about your child. What is something that your child likes to do in class?

Week 22:

- FACT: Learning to read requires children to know that we read from left to right and that each written word connects to one spoken word.

General:

- TIP: Start with the 1st word on the page. As you read, have your child follow with his/her finger. Stop & ask: Where are we on the page?

Personalized:

- TIP: Your child's fall K test shows his/her reading skills are beginning to develop. Help your child build on that start! When reading together, start with the 1st word on the page. As you read have him/her follow with his/her finger. Stop & ask: Where are we on the page?
- TIP: Your child's fall K test shows his/her reading skills are growing. Help your child build on that progress! When reading together start with the 1st word on the page. As you read have him/her follow with his/her finger. Have him/her try reading small words like "can" & "see".
- TIP: Your child's fall K test shows his/her reading skills are strong. Help your child build on that progress! When reading together start with the 1st word on the page. As you read have him/her follow with his/her finger. Ask him/her to try reading simple sentences.
- TIP: Your child's fall K test shows s/he has begun to read! Keep this progress going! Next time you read together ask your child to read. As s/he reads, have him/her trace the words with his/her finger. Stop & ask: Can show me in the picture what you just read?

General:

- GROWTH: Keep reading together! Ask your child to point to specific words & say them aloud. Start with small words like "can" "and" & "see".

Personalized:

- GROWTH: Keep reading together! Ask your child to point to specific words & say them aloud. Start with small words like “can” “and” & “see”.
- GROWTH: Keep reading together! Ask your child to try reading simple sentences. Help him/her out if s/he needs help.
- GROWTH: Keep reading together! Now ask: Can you show me in the picture what we just read?
- GROWTH: Keep reading together! Ask your child’s teacher which books are at the right difficulty level to make sure s/he is always learning.

Week 23:

- FACT: Rhyming helps kids understand that words share common sound and letters. Rhyming games are a fun way to learn about rhymes.

General:

- TIP: Pick a word (moon) & ask your child to find one that rhymes. Now ask him/her to pick a word & you find one that rhymes. Keep playing.

Personalized:

- TIP: Pick a word (moon) & ask your child to find one that rhymes. Now ask him/her to pick a word & you find one that rhymes. Keep playing.
- TIP: Pick a word (moon). Can your child find 2 words that rhyme? (Spoon, noon) Have him/her pick a word & you find two that rhyme. Keep playing.
- TIP: Pick a word (moon). You & your child take turns thinking of rhyming words. How many can you think of? (Spoon, noon, tune, loon, June)
- TIP: Pick a word (moon). Challenge your child to think of rhyming words. How many can s/he think of? (Spoon, noon, tune, loon, June)

General:

- GROWTH: Keep rhyming! Say 3 words (Star, van, car). Ask: which word doesn’t rhyme? (Van) Can you think of a word that rhymes with van? (Man)

Personalized:

- GROWTH: Keep rhyming! Say 3 words (Star, van, car). Ask: which word doesn’t rhyme? (Van) Try other words (Can, cup, pup)
- GROWTH: Keep rhyming! Say 3 words (Star, van, car). Ask: which word doesn’t rhyme? (Van) Can you think of a word that rhymes with Van? (Man)
- GROWTH: Keep rhyming! Say 3 words (Star, van, car). Ask: which doesn’t rhyme? (Van) What rhymes with van? (Man) Try others! (Can, cup, pup)
- GROWTH: Say 3 words: star, van, car. Ask: which doesn’t rhyme? (Van) What rhymes with it? (Man) Then make sentences: The man ran to his van!

Week 24:

- **FACT:** Recognizing common small words like ‘I’, ‘he’ & ‘you’ is a step in early reading. Many children learn ‘sight words’ in kindergarten.

General:

- **TIP:** In a book, see how many ‘the’s’ your child can find in 30 seconds. Try another word like ‘and’. Which word can your child find more of?

Personalized:

- **TIP:** Here’s a fun challenge based on your child’s specific early reading behaviors! In a book, see how many ‘the’s’ your child can find in 30 seconds. Try another word like ‘and’. Which word can your child find more of?
- **TIP:** Here’s a fun challenge based on your child’s specific early reading behaviors! In a book, see how many ‘the’s’ your child can find in 30 seconds. Try another word like ‘and’. Which word can your child find more of? How many other small words can s/he find?
- **TIP:** Here’s a fun challenge based on your child’s specific early reading behaviors! In a book, see how many ‘the’s’ your child can find in 30 seconds. Try another word like ‘and’. How many sentences can s/he read with ‘the’ and ‘and’ in them?
- **TIP:** Here’s a fun challenge based on your child’s specific early reading behaviors! In a book see how many “the’s”, “and’s” & “you’s” s/he can find in 30 seconds. Now have him/her read all of the sentences with these words.

General:

- **GROWTH:** Keep pointing out small words in books! Ask: can you find the word that appears most? 2nd most? What’s your favorite small word?

Personalized:

- **GROWTH:** Keep pointing out small words in books! Ask: can you find the word that appears most? 2nd most? What’s your favorite small word?
- **GROWTH:** Keep pointing out small words in books! Ask: what word that appears the most? Can your child sound out a big word like elephant?
- **GROWTH:** Keep pointing out words! Now ask your child to point out big words like elephant. What are the 5 biggest words your child can read?
- **GROWTH:** Keep reading! Listen to how your child sounds when reading. Have him/her re-read his/her favorite book until s/he sounds natural.

Week 25:

- **FACT:** Making up stories is a great way to build your child’s creativity & imagination, important skills for writing and problem solving.

General and Personalized

- **TIP:** Make up a story together. You say the first sentence & then have your child say the next one. Keep alternating until you finish the story.

General and Personalized

- GROWTH: Keep making up stories! Next time, have your child start the story. Try using different people and places in each story.

Week 26:

- FACT: Practicing ending word sounds can help children better understand how words are made up of multiple sounds.

General:

- TIP: Say the word “fox”. Ask: What sound does “fox” end with? What letter makes that sound? Try other words like raccoon, spider & octopus.

Personalized:

- TIP: Here’s a tip based on your child’s K assessment. Say the word “cat”. Ask: What sound does “cat” end with? What letter makes that sound? Try other words like fox, dog & man.
- TIP: Here’s a tip based on your child’s K assessment. Say the word “fox”. Ask: What sound does “fox” end with? What letter makes that sound? Try other words like raccoon, spider & octopus.
- TIP: Here’s a tip based on your child’s K assessment. Ask: what sound does fish end with? What letters make the ‘sh’ sound? Try other words like ‘lunch’ and ‘crack.’
- TIP: Here’s a tip based on your child’s K assessment. When your child is reading & s/he reaches a word s/he doesn’t know. Ask: What’s the first letter in the word? What sound does it make? Try it with the letters in the middle & end of the word. Have him/her combine the sounds!

General:

- GROWTH: Keep practicing ending sounds. Next, try two-letter sounds. Ask: What sound does “fish” end with? What letters make the ‘sh’ sound?

Personalized:

- GROWTH: Keep practicing ending sounds to help your child succeed in K! Next, try harder words like fox, raccoon, spider & octopus.
- GROWTH: Keep practicing ending sounds. Next, try two-letter sounds. Ask: What sound does “fish” end with? What letters make the ‘sh’ sound?
- GROWTH: Keep saying word sounds! Say: I’m thinking of a word that ends in ‘ox’ & starts with ‘f.’ Can you guess? Try the words ‘map’ & ‘nut’
- GROWTH: Keep practicing word sounds! Write down hard words for your child to sound out. Can s/he sound out ‘elephant’ or ‘shoulder’?

Week 27:

- FACT: Waiting time is great for reading with your child (doctor’s office, restaurants, bus stop). Make sure you always have books in your bag!

General:

- TIP: The next time you're waiting (Dr.'s office, restaurant, bus stop), pull out a book, read the title & ask: What do you think it's about?

Personalized:

- TIP: Here is a tip based on your child's K reading test. The next time you're waiting (Dr.'s office, restaurant, bus stop) pull out a book, read the title & ask: What do you think it's about?
- TIP: Here is a tip based on your child's K reading test. The next time you're waiting (Dr.'s office, restaurant, bus stop) pull out a book read the title & ask: What do you think this story is about? Take turns reading with your child. Can s/he read words or full sentences?
- TIP: Here is a tip based on your child's K reading test. The next time you're waiting (Dr.'s office, restaurant, bus stop) pull out a book & read the title. Take turns reading with your child. Can s/he read full sentences? After you are done ask: What happened in the story?
- TIP: Here is a tip based on your child's K reading test. The next time you're waiting (Dr.'s office, restaurant, bus stop) pull out a book read the title & ask your child to start reading. How much can s/he read on his/her own? After you're done ask: What happened in the story?

General:

- GROWTH: Keep reading! Have your child read to you or tell you a story about the pictures in a book while you are cleaning or cooking.

Personalized:

- GROWTH: Keep reading! Ask your child to tell you a story about the pictures in a book while you are cleaning or cooking.
- GROWTH: Keep reading! Ask your child to read words/sentences or tell a story about the pictures in a book while you are cleaning or cooking.
- GROWTH: Keep reading! Have your child read to you or tell you a story about the pictures in a book while you are cleaning or cooking.
- GROWTH: Keep reading! Have your child read to you as you clean/cook. Ask questions like: What will happen next? Why did [character] do that?

Week 28:

- FACT: Memory is an important part of reading comprehension. You can help your child build memory skills by playing games.

General and Personalized

- TIP: Make 8 paper squares. Write 1 word on 2 squares (see), another on 2 more (fan) & so on. Put them face down. Can your child match them?

General and Personalized

- GROWTH: Keep matching words! When your child gets a match, ask him/her to spell the word & use it in a sentence. Try it with harder words.

Week 29:

- **FACT:** You can help your child learn to read even without books! Sending notes to each other or family can be a fun way to read more during the day.

General:

- **TIP:** Write a note to your child like “Have a fun day!” Leave it on the table for your child to find & read at breakfast. Help if necessary.

Personalized:

- **TIP:** Here’s a tip based on your child’s K reading test. Write a note to your child like “Have a fun day!” Leave it on the table for your child to find at breakfast. After s/he finds it, help him/her read it aloud.
- **TIP:** Here’s a tip based on your child’s K reading test. Write a note to your child like “Have a fun day!” Leave it on the table for your child to find at breakfast. After s/he finds it ask: Can you read some of the words? Help him/her if s/he needs it!
- **TIP:** Here’s a tip based on your child’s K reading test. Write a note to your child like “Have a fun day!” Leave it on the table for your child to find & read at breakfast. Help if necessary.
- **TIP:** Here’s a tip based on your child’s K reading test. Write a note to your child like “Have a fun day!” Leave it on the table for your child to find & read at breakfast. Then help him/her write “Thank you. You too!”

General:

- **GROWTH:** Keep writing notes! With your child write a note, text or email to a family member. When you get a response, read it together.

Personalized:

- **GROWTH:** Keep writing notes! With your child write a note, text or email to a family member. When you get a response, read it together.
- **GROWTH:** Keep writing notes! With your child write a note, text or email to a family member. Then help him/her read the reply to you.
- **GROWTH:** Keep writing notes! With your child write a note, text or email to a family member. Then ask him/her to read the reply to you.
- **GROWTH:** Keep writing notes! Ask your child to write a note, text or email to a family member. Then ask him/her to read the reply to you.

Week 30:

- **FACT:** The end of the school year is a great time to talk to your child’s teacher about what your child did & learned in Kindergarten.

General:

- **TIP:** Ask the teacher about your child’s friends: Who does s/he play with? What do they like to do? Are they nice to you and to other kids?

Personalized:

- TIP: Ask [teacher's name] about your child's friends: Who does s/he play with? What do they like to do? Are they nice to you and to other kids?

General:

- GROWTH: Keep talking to the teacher! Ask: Does my child pay attention in class? Ask questions? Participate in activities? Help pick up?

Personalized:

- GROWTH: Keep talking to [teacher's name]! Ask: Does my child pay attention in class? Ask questions? Participate in activities? Help pick up?

Week 31:

- FACT: Having a strong vocabulary helps children become better communicators, readers, and writers.

General:

- TIP: Pick an object in the room (stuffed animal), but don't tell your child. Describe it to him/her (fuzzy, small, brown). Can s/he find it?

Personalized:

Bottom two categories:

- TIP: Here's a tip based on your child's K literacy test. Ask your child to find objects for you in the room. Ask: Can you bring me something little? How about something fluffy? (pillow)
- TIP: Here's a tip based on your child's K literacy test. Pick an object in the room (pillow), but don't tell your child. Describe it to him/her (small, fluffy & rectangular). Can s/he find it?
- TIP: Here's a tip based on your child's K literacy test. Ask your child to pick a secret object in the room and describe it to you (small/big, hard/soft, etc.). Can you guess what it is? Ask questions if you need more clues.

General:

- GROWTH: Keep working on vocabulary! Have your child pick a secret item & describe it to you. Can you guess what it is? Ask for clues!

Personalized:

Bottom two categories:

- GROWTH: Keep working on vocabulary! Now pick a specific object (pillow) and describe it (small, soft & rectangular). Can s/he find it?
- GROWTH: Keep working on vocabulary! Have your child pick a secret item & describe it to you. Can you guess what it is? Ask for clues!

- GROWTH: Practice vocabulary! Have your child pick an item. How many words can s/he use to describe it? What's the biggest word s/he can use?

Week 32:

- FACT: Learning to write new words helps children do well in school. Many children learn to write new words in kindergarten.

General:

- TIP: Pick a word in a newspaper or magazine (like dog). Ask your child to write small words that start with the same letter (day, dad, did).

Personalized:

- TIP: Here is at tip based on your child's K literacy test. Pick a word in a newspaper or magazine (like dog) Ask your child to copy it. Can s/he write a small word that starts with the same letter (day)?
- TIP: Here is at tip based on your child's K literacy test. Pick a word in a newspaper or magazine (like dog) Ask your child to write small words that start with the same letter (day, dad, did).
- TIP: Here is at tip based on your child's K literacy test. Pick a word in a newspaper or magazine (like dog) Ask your child to write small words that start with the same letter (day, dad, did). Can s/he write larger words? (dentist, daydream)
- TIP: Here is at tip based on your child's K literacy test. Pick a word in a newspaper or magazine (dog). Ask your child to write big & small words that start with the same letter (dad, daydream). Can s/he write a sentence with those words? (Dad daydreams a lot)

General:

- GROWTH: Keep writing new words! Have your child write bigger words (dentist) & try harder letters (like q). How many words can s/he write?

Personalized:

- GROWTH: Keep writing new words! Have your child write bigger words (dentist, daydream). How many words can s/he write?
- GROWTH: Keep writing new words! Have your child write bigger words (dentist) & try harder letters (like q). How many words can s/he write?
- GROWTH: Keep writing new words! Try it again with harder letters (like q). Can your child write a sentence with those words?
- GROWTH: Keep writing new words! Try it again with harder letters like q or w.

Week 33:

- FACT: Talking with children helps them build communication skills and self-confidence, which are useful tools in the classroom.

General and personalized:

- TIP: Ask your child: Can you think of a time this week when you were really happy? What were you doing? Why do you think it made you happy?
- GROWTH: Keep asking questions! Where is your favorite place in the world? Why do you like it? What would you do there?

Week 34:

- FACT: Spelling can be a fun way for your child to practice his/her reading and writing skills in a new way!

General:

- TIP: Say: Let's spell the word "he". Sound it out. What makes the "hhh" sound? What makes the "eee" sound? "He" is spelled H-E. Try we & be.

Personalized:

- TIP: Here is a tip based on your child's K literacy exam. Say: "Let's spell the word 'he'. Sound it out. 'H' makes the 'hhh' sound. 'E' makes the 'eee' sound 'He' is spelled H-E." Do it again with we and be.
- TIP: Here is a tip based on your child's K literacy exam. Say: "Let's spell the word 'he'. Sound it out. What makes the 'hhh' sound? What makes the 'eee' sound? 'He' is spelled H-E. Now you try to spell we & be."
- TIP: Here is a tip based on your child's K literacy exam. Say: "Let's spell the word 'he'. Sound it out. What makes the 'hhh' sound? What makes the 'eee' sound? 'He' is spelled H-E. What rhymes with 'he' (we, be, she). Can you spell those words?"
- TIP: Here is a tip based on your child's K literacy exam. Say: "Let's spell the word 'he'. Sound it out. What makes the 'hhh' sound? What makes the 'eee' sound? 'He' is spelled H-E. What rhymes with 'he' (we, be, she). Can you spell those words? Can you write them down?"

General:

- GROWTH: Keep spelling! Have a spelling bee at home. First you spell a word (my, is, no). Then ask your child to spell one (by, it, go).

Personalized:

- GROWTH: Keep spelling! Now ask your child spell words like 'my', 'by', and 'shy'.
- GROWTH: Keep spelling! Have a spelling bee at home. First you spell a word (my, is, no). Then ask your child to spell one (by, it, go).
- GROWTH: Keep spelling! Have a spelling bee. You spell a word (my, is, no). Then your child spells one (by, it, go). Take turns writing them down.
- GROWTH: Keep spelling! Have a spelling bee. You spell a word (my/no). Then your child spells a rhyming word (by/go). Take turns writing them

Week 35:

- **FACT:** Summer is a great time to help your child get ahead. Children who read over the summer do much better in school!

General:

- **TIP:** Find a regular time in your summer schedule that your child can read to you. Start by having him/her read a few sentences word-by-word.

Personalized:

- **TIP:** Here is a tip based on your child's spring K test. Find a regular time in your summer schedule that your child can read to you. Start by having him/her read words. Can s/he read a few sentences word-by-word? Help him/her if s/he gets stuck.
- **TIP:** Here is a tip based on your child's spring K test. Find a regular time in your summer schedule that your child can read to you. Start by having him/her read a few sentences word-by-word.
- **TIP:** Here is a tip based on your child's spring K test. Find a regular time in your summer schedule that your child can read to you. Have him/her pick their favorite book. How much of it can s/he read without making a mistake?
- **TIP:** Here is a tip based on your child's spring K test. Find a regular time in your summer schedule that your child can read to you. Challenge your child with harder books. How much of it can s/he read without making a mistake?

General:

- **GROWTH:** Keep reading this summer! Take books everywhere you go. How much of the book can s/he read without making a mistake?

Personalized:

- **GROWTH:** Keep reading this summer! Take books everywhere you go. See if your child can read an entire paragraph without making a mistake.
- **GROWTH:** Keep reading this summer! Take books everywhere you go. How much of the book can s/he read without making a mistake?
- **GROWTH:** Keep reading this summer! Challenge your child with a harder book. How much of it can s/he read without making a mistake?
- **GROWTH:** Keep reading this summer! After your child reads a book, ask him/her questions. Who was the main character? What did s/he do?

Week 36:

- **FACT:** Asking your child to read words or sentences out loud in a book or magazine is a great way to support his/her development as reader.

General and personalized:

- **TIP:** Ask your child to read words out loud in a book or magazine until s/he gets one wrong. Stop & help him/her sound out the wrong word.

General and Personalized:

- GROWTH: Keep reading out loud! If your child gets 2+ words wrong, try an easier sentence. If s/he doesn't get any wrong, try a harder one.

Week 37:

- FACT: Making up stories is a fun summer activity that can help your child learn to read & write.

General and personalized:

- TIP: Ask you child to name 5 words that remind him/her of summer (sun, beach, etc.). Make up a story with those words!

General and personalized:

- GROWTH: Keep making up stories! Now have your child write the words and draw a picture that goes with them.

Week 38:

- FACT: Having your child compare him/herself to characters will help him/her connect with books & allow you to see if s/he's understanding it

General:

- TIP: When reading, ask: How are you like the boy/girl in the story? Would you do what s/he is doing in the story? Why or why not?

Personalized:

- TIP: Here is a tip based on your child's spring K reading test. When reading, ask: How are you like the boy/girl in the story? Would you do what s/he is doing in the story? Why or why not?
- TIP: Here is a tip based on your child's spring K reading test. When reading, ask: How are you like the boy/girl in the story? What would you do that s/he is doing? What wouldn't you do?
- TIP: Here is a tip based on your child's spring K reading test. When reading, ask: How are you like the boy/girl in the story? What would you do that s/he is doing? What wouldn't you do? Why wouldn't you do it?
- TIP: Here is a tip based on your child's spring K reading test. When reading, ask: How are you like the boy/girl in the story? What would you do that s/he is doing? What are some things you have done that s/he would also enjoy doing?

General:

- GROWTH: Keep asking your child questions about books! Ask: Do you think you would be friends with the boy/girl in the story? Why or why not?

Personalized:

- GROWTH: Keep asking questions! Ask: Do you think you would be friends with the boy/girl in the story? Why or why not?

- GROWTH: Keep asking questions! Ask: Do you think you would be friends with the boy/girl in the story? Why? Would s/he be a good friend?
- GROWTH: Keep asking questions! Ask: Would you be friends with the boy/girl in the book? Why? What would you say to him/her?
- GROWTH: Keep asking questions! Ask: Would you be friends with the boy/girl in the book? Why? Would anybody you know be his/her friend?

Week 39:

- FACT: Summer is a great time to play fun games, like hot or cold, which can help your child learn and use new vocabulary words.

General and personalized:

- TIP: Play hot or cold! Hide a toy & describe where it is hidden to your child. Let him/her know when s/he is close (hot) or far away (cold)

General and personalized:

- GROWTH: Keep playing hot or cold! Now have your child hide the toy and describe to you where s/he hid it! How fast can you find it?

Week 40:

- FACT: Strong readers are accurate readers! Your child can build accuracy by reading his/her favorite book until s/he doesn't make a mistake.

General:

- TIP: Build accuracy by having your child read new books. Have him/her sound out new words & correct mistakes. Praise & encourage him/her!

Personalized:

- TIP: Here is a tip based on your child's spring K reading test. Introduce a new book. Build accuracy by pointing to new words and having your child sound them out with you. Praise & encourage him/her!
- TIP: Here is a tip based on your child's spring K reading test. Introduce a new book. Build accuracy by having him/her read some sentences. Ask him/her sound out new words and correct mistakes. Praise & encourage him/her!
- TIP: Here is a tip based on your child's spring K reading test. Build accuracy by having your child read new books. Have him/her sound out new words & correct mistakes. Praise & encourage him/her!
- TIP: Here is a tip based on your child's spring K reading test. Build accuracy by having your child read new books. How long until s/he can read it all on his/her own? Have him/her sound out new words & correct mistakes. Praise & encourage him/her!

General:

- GROWTH: Keep building accuracy! Have your child read recipes & labels. Help him/her read books at the pool/beach. Sound out new words!

Personalized:

Bottom two categories:

- GROWTH: Keep building accuracy! Have your child read recipes & labels. Help him/her read books at the pool/beach. Sound out new words!

Top two categories:

- GROWTH: Keep building accuracy! Have your child read recipes & labels. Have him/her read books at the pool/beach. Sound out new words!

Week 41:

- FACT: In first grade your child will get better at reading & begin to write more. Journals are great for practicing reading & writing!

General:

- TIP: Give your child a pen and notebook. Have him/her write his/her name and a few words describing what s/he likes about summer.

Personalized:

- TIP: Here's a tip based on your child's K spring literacy test. Give him/her a pen & notebook. Have him/her write his/her name on the cover. Then on the first page have him/her draw a picture or write a few words describing what s/he likes about summer.
- TIP: Here's a tip based on your child's K spring literacy test. Give him/her a pen & notebook. Have him/her write his/her name on the cover. Then on the first page have him/her write a few words describing what s/he likes about summer.
- TIP: Here's a tip based on your child's K spring literacy test. Give him/her a pen & notebook. Have him/her write his/her name on the cover. Then on the first page have him/her write a few words or phrases describing what s/he likes about summer.
- TIP: Here's a tip based on your child's K spring literacy test. Give him/her a pen & notebook. Have him/her write his/her name on the cover. Then on the first page have him/her write what s/he likes about summer.

General:

- GROWTH: Keep journaling! Have your child write and draw to describe a fun day!

Personalized:

- GROWTH: Keep journaling! Have your child draw a picture or write a few phrases describing a fun day!
- GROWTH: Keep journaling! Have your child draw and write a few phrases describing a fun day!
- GROWTH: Keep journaling! Have your child write about a fun day!
- GROWTH: Keep journaling! Have your child describe, or write a story about, a fun day!

Week 42:

- **FACT:** As your child continues through school, s/he will read harder books & write more. Keep doing little things to help him/her succeed!

General and personalized:

- **TIP:** You can help your child succeed in any grade! Talk to his/her teacher. Ask him/her lots of questions, listen, read, write & play.

General and personalized:

- **GROWTH:** You did a lot this year to help your child succeed in K. Great job! Keep it up in 1st grade & beyond.
- **THANKS:** Thank you for participating in Text4Parents! We hope you enjoyed the texts & good luck in first grade!

Control Texts:

- Welcome to text4parents! You will receive fun tips to help your child succeed in K as well as \$10 or a \$12 Amazon.com gift card every month.
- Learning takes time & every child learns differently. Keep trying new things, be patient & persistent, and have fun!
- text4parents activities take just 5 minutes and fit into your busy schedule. You can make a big difference in your child's education!
- **TIP:** Planning for school emergencies is important. Make sure that you filled out the Emergency Card & returned it to the school office.
- **TIP:** School sites plan how to respond and recover from emergencies. To learn more about the school site emergency plan, go to sfusd.edu
- **TIP:** SFUSD is all about great food. Did you know local chefs hand prepare our meals fresh daily? Go to www.sfusd.edu to learn more.
- **TIP:** SFUSD schools are closed from Monday Dec. 22, 2014 to Friday Jan. 2, 2015 for winter break. Go to www.sfusd.edu to learn more
- **TIP:** SFUSD's Strategic Plan guides the District's work. The 2013-15 Plan has six strategies for success. Learn more at sfusd.edu
- **TIP:** Did you know that SFUSD has calendars with District, school and community-sponsored events? Go to www.sfusd.edu to learn more.
- **TIP:** To learn about over 150 summer camps & more, check out the Summer Resource Fair on Saturday 2/7 at Balboa High School from 10AM-2PM.
- **TIP:** The San Francisco Department of Public Health & SFUSD are offering free MMR vaccines to SFUSD students. Call 415-242-2615.
- **TIP:** The Parent Advisory Council advises San Francisco's Board of Education on parents' perspectives. It holds meetings once per month.
- **TIP:** SFUSD adopted a curriculum aligned with the Common Core State Standard. In grades 3-8 & 11 students will be assessed on the Standards.
- **TIP:** Want to volunteer? The San Francisco Education Fund can match you to a teacher that has requested a volunteer. Go to sfeffund.org
- **TIP:** SFUSD has great leaders. Superintendent Richard Carranza was selected as 1 of 16 of Education Week's 2015 "Leaders to Learn From".

- TIP: SFUSD is governed by an elected seven-member Board of Education. Express your voice by voting in school board elections!
- TIP: Don't forget that all SFUSD schools and offices will be closed on Monday, May 25 for Memorial Day.
- TIP: Friday, May 29 is the last day of school for 2014-15. The 1st day of school for the 2015-16 school year is Monday, August 17.

Survey Reminder Texts:

- We hope you're having a good summer & enjoyed Text4Parents texts last year. Next week we'll send a survey & give you \$50 for your feedback!
- How did you like Text4Parents texts? We'll send you \$50 for your feedback. Go to: [link]
- Your opinions are important! If you filled out a survey thank you! If not, we'll send you \$50 for feedback. Go to: [link]
- Your opinions are important! If you filled out a survey thank you! If not, we'll send you \$50 for feedback. Go to: [link]
- Time is running out! If you filled out a survey thank you! If not give us your feedback by Oct 15 & get \$50. Go to: [link]
- Last chance! If you completed a survey we'll mail \$50 soon. If not give us your feedback by Oct 15 & get \$50. Go to: [link]
- Last chance! If you completed a survey we'll mail \$50 soon. If not give us your feedback by Oct 15 & get \$50. Go to: [link]

[address]

End-of-Year Feedback Form

Dear [district] parent,

We want to know what you think about Text4Parents texts!

Your feedback will help us improve the program for other parents.

If you provide us with feedback by October 15, 2015, we will send you \$50.

There are two ways that you can give us feedback:

- (1) Complete the enclosed form and return it to us in the envelope provided.
- (2) Complete the form over the internet by going to the following webpage:

[link]

If you have any questions, please contact us at: [phone number] or [email address]

Many thanks for your help!

Sincerely,

The Text4Parents Team

Text4Parents End-of-Year Feedback Form

Section 1:

1. Your name:
2. Your child's name:
3. The address where you would like \$50 sent (street address, city, state & zip code):
4. During the school year, did you receive Text4Parents texts? Yes_____ No_____
5. Did you receive texts in your chosen language(s)? Yes_____ No_____
6. Do you have a smart phone (like an iPhone or Android)? Yes_____ No_____
7. Do you have internet access in your home? Yes_____ No_____

Section 2:

| 1. How much do you AGREE with each of the following statements? | | | | |
|--|-------------------|----------|-------|----------------|
| | Strongly Disagree | Disagree | Agree | Strongly Agree |
| I enjoy doing activities with my child that build his/her reading skills | | | | |
| I know which LITERACY SKILLS my child needs to be ready for first grade | | | | |
| I know what <u>I can do</u> to help my child build the LITERACY SKILLS necessary for first grade | | | | |
| I play an important role in building my child's reading skills | | | | |
| Building my child's reading skills is easy | | | | |
| I feel <u>supported</u> in helping prepare my child for first grade | | | | |

| 2. What is the MOST DIFFICULT thing about building your child's reading skills (please select one answer)? |
|---|
| _____ It's hard to find the time |
| _____ Life is stressful and I get tired |
| _____ I don't know which skills are important |
| _____ I run out of ideas |
| _____ It's difficult to get my child to sit still and pay attention |

3. Is it easier to do learning activities with your child during family routines (e.g., cooking, cleaning, meals, and bath time) or to find other times (please select one answer)?

_____ During existing family routines

_____ Find other times

4. Last week, **HOW MANY TIMES** did you do each of the following **READING RELATED** activities with your child? It is **OKAY** if you didn't do these things at all last week. Each week is different. Just answer as accurately as you can.

| | Not at all | Once or twice | Three or four times | More than four times |
|---|------------|---------------|---------------------|----------------------|
| Practiced reading words with your child (e.g. in books, on signs, on cereal boxes) | | | | |
| Wrote a note to your child for him/her to read | | | | |
| Brought books when leaving the house (like to the doctor's office or on the bus) | | | | |
| Read to your child | | | | |
| Had your child read to you | | | | |
| Showed your child the different parts of a book (e.g., cover, title, author, and pages) | | | | |
| Showed your child that we read from left to right | | | | |
| Asked your child to follow the words with his/her finger as you read | | | | |
| Asked questions about the pictures in a book | | | | |
| Worked with your child to correct his/her mistakes as s/he reads | | | | |
| Asked your child questions about a book or story s/he recently read or heard | | | | |

| 5. Last week, HOW MANY TIMES did you do each of the following LITERACY SKILLS activities with your child? It is OKAY if you didn't do these things at all last week. Each week is different. Just answer as accurately as you can. | | | | |
|---|------------|---------------|---------------------|----------------------|
| | Not at all | Once or twice | Three or four times | More than four times |
| Said beginning word sounds with your child (like "HHH" in happy and healthy) | | | | |
| Hunted for lower and upper case letters in a book or magazine (like "t" and "T") | | | | |
| Said a new word to your child and talked about what it means | | | | |
| Asked your child questions to spark his/her imagination (e.g., 3 wishes from a genie) | | | | |
| Said ending word sounds with your child (like "ox" in fox) | | | | |
| Hunted for small words in a book or magazine (like "it", "up" and "the") | | | | |
| Said rhyming words with your child (like cat and hat) | | | | |
| Helped your child write his/her name | | | | |
| Had your child describe the things s/he sees (e.g., when waiting in the doctor's office) | | | | |
| Had your child help you with a daily routine (like cooking) | | | | |
| Played a game with your child (like "The Alphabet Game" or "I Spy") | | | | |

Section 3:

1. During a typical school week, how many times did you talk to your child's teacher?
Not at all_____ 1 or 2 times_____ 3 or 4 times_____ More than 4 times_____

2. Since January, how many times did you talk to your child's teacher about your child's INTERESTS?
Not at all_____ 1 to 3 times_____ 4 to 6 times_____ More than 6 times_____

3. Since January, how many times did you talk to your child's teacher about how your child is GETTING ALONG WITH OTHER CHILDREN?
Not at all_____ 1 to 3 times_____ 4 to 6 times_____ More than 6 times_____

4. Since January, how many times did you talk to your child's teacher about what your child is DOING IN SCHOOL?
Not at all_____ 1 to 3 times_____ 4 to 6 times_____ More than 6 times_____

5. Since January, how many times did you talk to your child's teacher about your child's EARLY LITERACY SKILLS (like knowledge of the letters of the alphabet)?
Not at all_____ 1 to 3 times_____ 4 to 6 times_____ More than 6 times_____

6. Since January, how many times did you talk to your child's teacher about your child's READING SKILLS (like knowledge of the parts of a book)?
Not at all_____ 1 to 3 times_____ 4 to 6 times_____ More than 6 times_____

7. Since January, how many times did you talk to your child's teacher about BOOKS that your child might like or ACTIVITIES TO DO AT HOME with your child?
Not at all_____ 1 to 3 times_____ 4 to 6 times_____ More than 6 times_____

8. How WELL did you know your child's kindergarten teacher?
Not at all_____ Somewhat Well_____ Well_____ Very Well_____

Section 4:

1. When you received Text4Parents texts, did you **READ** them?
Never_____ Sometimes_____ Most of the time_____ Always_____

2. Did you **USE** the information in Text4Parents texts?
Never_____ Sometimes_____ Most of the time_____ Always_____

3. When do you **USE** the information in Text4Parents texts?
Immediately_____ Within 3 hours_____ Within 1 day_____ Within 1 week_____

4. How **HELPFUL** was the information in Text4Parents texts?
Not Helpful_____ A little Helpful_____ Helpful_____ Very Helpful_____

5. To what extent do you think Text4Parents texts were made specifically for you and your child?
Not at all_____ A little _____ More than a little _____ A lot_____

6. Were Text4Parents texts **TOO HARD, TOO EASY, or JUST RIGHT** for your child?
Too hard_____ Too easy_____ Just right_____

7. Would you have liked to receive more or fewer Text4Parents texts?
More_____ Fewer_____ Just right_____

8. To what extent did Text4Parents texts help you learn about how well your child is doing in school?
Not at all_____ A little _____ More than a little _____ A lot_____

- 9.

10. To what extent would you **RECOMMEND** Text4Parents texts to other parents?
_____ I would discourage parents from receiving Text4Parents texts
_____ I would neither discourage nor recommend Text4Parents texts
_____ I would recommend Text4Parents texts
_____ I would strongly recommend Text4Parents texts

11. What do you like the **MOST** about Text4Parents texts?

12. What do you like the **LEAST** about Text4Parents texts?

13. What would make Text4Parents texts **BETTER**?

14. Did you like **FACT**, **TIP** or **GROWTH** texts the most? *Why*?

15. Are there **OTHER TOPICS** not covered by Text4Parents texts that you would like information about? If so, what are these topics?

16. Do you have any **TIPS** for preparing your child(ren) for first grade that you want to share? Your **TIPS** could become Text4Parents texts!

Thank you for your participation! We will send \$50 to the address provided above.

2014-2015 [District] Teacher Survey about Parental Involvement

Welcome to the 2014-15 Stanford University Survey of [district] teachers about parental involvement! This year, a number of parents participated in a text-messaging program designed to help them support their children's learning, called Text4Parents. The goal of this survey is to obtain your views and insights about the involvement of parents in their children's schooling. The survey asks questions about students and their parents. Your responses, which are completely confidential, will help us make the texting programs better and will help [district] better reach parents. In addition, you will receive a \$50 stipend for completing the survey and returning it via the self-addressed, stamped envelope to:

[address]

CONFIDENTIALITY: Taking this survey is completely voluntary. Your responses are completely confidential. To protect your confidentiality, survey results will be reported in aggregate form only and will never identify you. YOUR INDIVIDUAL RESULTS WILL NOT AT ANY TIME BE REPORTED BACK TO THE DISTRICT OR PARENTS. Completing the survey indicates your consent to participate. This study's confidentiality protections have been reviewed and approved by the Institutional Review Board (IRB) at Stanford University. If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact [IRB address], or by phone: [phone number]

ABOUT THE RESEARCHERS: The Center for Education Policy Analysis at Stanford University (<http://cepa.stanford.edu>) works with school districts across the country. Our mission is to support high quality, multi-disciplinary empirical research that is informed by collaboration with stakeholders and practitioners and that, in turn, informs the improvement of education policy and practice.

Thanks for your participation!

Section I: Parental Involvement

1. How well do YOU KNOW the parents of the following children?

| | Not at all | Not very well | Well | Very well |
|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Parents of student 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Parents of student 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Parents of student 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Parents of student 4 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Parents of student 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Parents of student 6 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2. Of these parents, which do you know the best? Please circle the name of the parents you know best. (Circle up to 3 parents)

| |
|-------------------------|
| a. Parents of student 1 |
| b. Parents of student 2 |
| c. Parents of student 3 |
| d. Parents of student 4 |
| e. Parents of student 5 |
| f. Parents of student 6 |

3. How often do the parents of the following children TALK TO YOU?

| | Never | Sometimes | Regularly | Often |
|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Parents of student 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parents of student 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parents of student 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parents of student 4 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parents of student 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parents of student 6 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. How often do parents of STUDENT 1 ask you about the following topics?

| | Never | Sometimes | Regularly | Often |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Their child's interests | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Their child's friends | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How their child gets along with others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| What their child is doing in school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| What their child is learning in school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Their child's understanding of early literacy skills like letter sounds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Their child's understanding of early math skills like counting and sorting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Things they can do to help their child learn to read | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Things they can do to help their child learn math | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Things they can do to help develop their child's socio-emotional skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Book recommendations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

REPEAT FOR THE PARENTS OF ALL FOUR YEAR OLDS

5. How often do parents of the following children tell you about what they are DOING AT HOME TO HELP THEIR CHILD LEARN?

| | Not at all | Not very often | Often | Very often |
|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Parents of student 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parents of student 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parents of student 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parents of student 4 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parents of student 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parents of student 6 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

6. How much interest do the following children show in LEARNING NEW THINGS?

| | No interest | A little interest | More than a little interest | A lot of interest |
|-----------|-----------------------|-----------------------|-----------------------------|-----------------------|
| Student 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 4 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 6 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. How much interest do the following children show in EARLY LITERACY FUNDAMENTALS such as letter sounds and blending?

| | No interest | A little interest | More than a little interest | A lot of interest |
|-----------|-----------------------|-----------------------|-----------------------------|-----------------------|
| Student 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 4 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 6 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. How much do the following children enjoy LISTENING TO STORIES READ FROM A BOOK?

| | Not at all | Some | Quite a bit | A lot |
|-----------|-----------------------|-----------------------|-----------------------|-----------------------|
| Student 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 4 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 6 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9. How often do the following children LOOK AT BOOKS ON THEIR OWN when they are at school?

| | Never | Sometimes | Regularly | Often |
|-----------|-----------------------|-----------------------|-----------------------|-----------------------|
| Student 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 4 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 6 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

10. How much interest do the following children show in LEARNING TO READ such as the conventions of print or how books work?

| | No interest | A little interest | More than a little interest | A lot of interest |
|-----------|-----------------------|-----------------------|-----------------------------|-----------------------|
| Student 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 4 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student 6 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Section II: Basic Information needed for the stipend

Today's date:

Your full name (required for the \$50 stipend):

The full address where you'd like your \$50 stipend sent (with city, state, and zip):