

# Supporting Families' Use of Literacy Infographics

A Resource for Bridging Children's Literacy  
Development from School to Home



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The contents of this document were developed under a grant from the U.S. Department of Education through the Office of Program and Grantee Support Services within the Office of Elementary and Secondary Education, by the Region 8 Comprehensive Center at ICF under Award #S283B190013. This contains resources that are provided for the reader's convenience. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses, and websites to information created and maintained by other public and private organizations. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, enterprise, curriculum, or program of instruction mentioned in this document is intended or should be inferred.

## INTRODUCTION

### Rationale

When families and schools, child care centers, and community organizations partner to support children’s literacy achievement, children have more opportunities to learn and practice essential literacy skills and grow as readers and writers. To further enhance these partnerships, the Michigan Department of Education has created [two sets of briefs for teachers with accompanying sets of infographics](#) for families—one for families of prekindergarten (Pre-K) children and another for families of children in kindergarten through grade 3 (K–3)—on read alouds, writing, and abundant reading opportunities. Each teacher brief highlights one of these three [essential instructional practices](#) and provides suggestions for how teachers can engage with families around these practices to help enhance children’s literacy learning both at school and at home. Each infographic provides free, concrete, and simple ideas about how families can engage with their children and encourage reading and writing at home. Families can also find links to additional resources at the bottom of each infographic. Your support of families’ use of the infographics can help bridge learning from school to home, and home to school, to result in students’ increased literacy achievement, a key indicator of lifelong success. We encourage you to use the briefs and infographics in tandem as you partner with and support families’ literacy efforts.

This resource pairs the infographics with monthly messages to help child care centers, schools, teachers, and others who engage with children to build family partnerships to enhance students’ literacy development at school and at home. The goal is for you to build strong relationships and trust to effectively partner with families to engage children in literacy-based activities. Through this work, schools can bridge literacy development between school and homes, giving children more literacy opportunities in multiple contexts.

*General guidelines for communicating with families about how they can support literacy development at home include:*

- Working together to acknowledge families’ experiences and assets, provide translations of communications when the home language is not English.
- Survey families for preferred communication method. Be consistent and predictable. Send messages in the families’ preferred manner (newsletter, Twitter, email, etc.) and on an identified regular schedule (weekly, monthly, etc.). Regular and consistent communication builds trust.
- Seek feedback about families’ experiences with the suggested activities. Soliciting families’ ideas on how to better support their literacy work at home and on the messages themselves builds trust and collaboration. Use their feedback to refine your communication efforts over time.
- Use multiple platforms or channels that work for families (ClassDojo, email, text, newsletters, etc.). Using multiple channels or platforms increases access for families.
- Include students in the process. Have them lead some of the communication efforts with their families and report back on their experiences with the suggested activities at home.

## Overview of monthly messages

This document provides messages tailored to Pre-K and K–3 families for each month (August–June) for you to use in your monthly or weekly newsletter, on social media, and other communication channels. There are three monthly sets of messages related to each infographic. Beginning with September’s set, you will find the entire infographic related to read alouds, followed by sets of messages related to read alouds for September, October, and November. The pattern repeats for the sets of messages related to the writing (December, January, February) and abundant reading (March, April, May) infographics. The messages for August and June are not directly related to the infographics and therefore look a bit different.

Each monthly set of messages includes at least one slide with quick response (QR) codes that link to the highlighted resources displayed on the slide before. This optional QR code slide is for print versions of these messages (printed newsletters, etc.). These QR slides would not be used with social media messages since devices such as smart phones would both display the messages and need to use the camera to access the resources. Simply copy and paste the messages into your preferred communication channels, using the “Take a Snapshot” feature. If you prefer to use different pictures or pictures of your own students, copy just the text.

You might also consider printing out the infographics (included before the set of monthly messages related to each) and sharing them as hardcopies. They could be shared at parent-teacher conferences, curriculum nights, posted on your hallway bulletin board, and placed in students’ backpacks.

The messages are organized first by Pre-K then by K–3, beginning in August to coincide with the start of the school year. This calendar is provided as only one example of how to roll out the resources and scaffold families’ learning about how to use them. You can adjust the schedule as needed based on your school calendar. The overview of the monthly messages below lists the respective focus.

Month	Message Focus	Links to Resources
August	Overview of Resources – #1 Family-School Partnerships – #2	<a href="#">Family Engagement for Literacy</a>
September October November	Read Alouds – Activity #1 Read Alouds – Activity #2 Read Alouds – Activity #3	<a href="#">Pre-K Read Aloud Teacher Brief</a> <a href="#">Pre-K Read Aloud Family Infographic</a> <a href="#">K–3 Read Aloud Teacher Brief</a> <a href="#">K–3 Read Aloud Family Infographic</a>
December January February	Writing – Activity #1 Writing – Activity #2 Writing – Activity #3	<a href="#">Pre-K Writing Teacher Brief</a> <a href="#">Pre-K Writing Family Infographic</a> <a href="#">K–3 Writing Teacher Brief</a> <a href="#">K–3 Writing Family Infographic</a>
March April May	Abundant Reading – Activity #1 Abundant Reading – Activity #2 Abundant Reading – Activity #3	<a href="#">Pre-K Abundant Reading Teacher Brief</a> <a href="#">Pre-K Abundant Reading Family Infographic</a> <a href="#">K–3 Abundant Reading Teacher Brief</a> <a href="#">K–3 Abundant Reading Family Infographic</a>
June/July (Summer)	Summer Literacy Learning	



## How to use this resource

This resource includes the infographics along with an easy-to-use set of monthly messages to help you widely distribute and encourage the use of the infographics by families. Each month, you can share the content included in this resource with families, highlighting specific suggestions in bite-size pieces for them to try at home. These messages can be included in your newsletters; social media posts; and school, classroom, and organization websites. You can use these same activities with your students, and then follow up with families and gather feedback about how the activities worked at home. As partners, you and your students' families can enhance students' early literacy achievement. The aim is to provide suggestions each month for families to interact with their children around literacy to build support for their child's learning.

*One very important caveat for English language learners and their families is to be sure to encourage reading and writing in their home language, especially if families are not fluent English speakers. Becoming biliterate and bilingual is a lifelong asset. You can support these families by noting any differences in directionality, grammar, and language as children bring these experiences back to the classroom.*

## A look at what you'll find for each set of messages

### Each infographic

Each infographic is highlighted across three months, beginning with the September set of messages. Read alouds are highlighted in September, October, and November. Writing is highlighted in December, January, and February. Abundant reading opportunities are highlighted in March, April, and May. For an example of one of these infographics in their entirety see page 7.

### Set of monthly messages

Each month (for September–May) you will find four messages. The first includes a headline with a statement about why this activity (read alouds, writing, abundant reading) is important. Then, you will find practical ways families can interact with their children around that activity. Finally, you will find two messages with two resources that you can highlight related to read alouds, writing, or abundant reading. The one with links is for social media and the other with QR codes is for newsletters. You can use all four of these at once or spread them out to align with your usual schedule for publishing newsletters or social media posts. For text messages, copy and paste text-appropriate chunks (e.g., for the third message, text only a couple of bullets, instead of the entire message). For one example of a typical set of monthly messages, see page 8.

The messages for August and June/July are a bit different. These months only have two messages in the set. The August messages provide an overview of the resources and set the stage for the rest of the school year. The June/July messages provide information about how to support summer literacy learning.



PRE-K

## August

### Messages Overview\*

Overview of Resources - #1

Family-School Partnerships – #2

*\*This month has two key messages.*

### Messages:



1



1a



2



3

*The entire set of infographics can be found at the Michigan Department of Education's [Family Engagement for Literacy](#) home page.*



## Read Alouds



### WHY READ ALOUDS?

The most important thing you can do to prepare your child to be a successful reader is to read aloud to your child every day.

Families of

**Pre-K Children**



#### Draw Attention.

Draw your child's attention to the printed material.

- Point to objects in the pictures and run your finger under the words while you read them aloud.
- Point out characteristics of letters and their sounds.
- Point out words and talk about their meaning.
- Point out the parts of the book, such as the title, cover, author, and illustrator.



#### Ask Questions.

Help your child retell the text.

Before, during, and/or after reading, ask your child about the:

- Topic
- Characters
- Ideas
- Emotions
- Setting or location



#### Use Directionality.

Demonstrate reading left to right and top to bottom.

- Move your finger under the words, left to right, to help your child understand how to move his or her eyes across the page to read.
- Guide your child to run his or her fingers under the words as well.

### FOR MORE INFORMATION

Essential Instructional Practices in Early Literacy: Prekindergarten

<https://literacyessentials.org>

Great Books To Read Aloud: <https://www.readingrockets.org/books>

Practice Guides for Families: <http://www.earlyliteracylearning.org/pgparents.php>

Videos: <https://www.readingrockets.org/webcasts/1002>

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## September

### Message Overview

#### Read Alouds – Activity #1

#### Messages:

**READ ALOUD  
TO YOUR CHILD  
EVERY DAY!**

As a beginning reader, your child benefits greatly from hearing books read aloud.

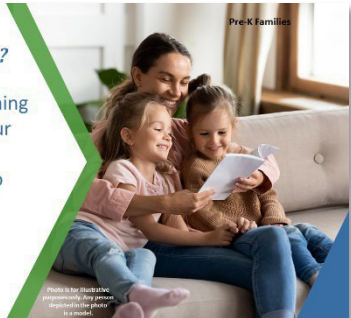


Pre-K Families

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**WHY READ ALOUDS?**

The most important thing you can do to help your child be a successful reader is read aloud to them every day.



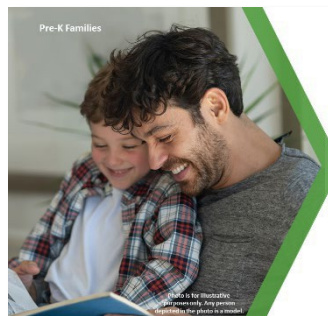
Pre-K Families

5

**Draw Attention**

Point to:

- Letters and name their sounds
- Words and talk about their meaning
- The title, cover, author, and illustrator



Pre-K Families

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**Resources for Read Alouds**

**We Need Diverse Books**

A website that promotes literature that reflects the lives of all young people.

**Great Read Alouds for Preschoolers**

A list of books for different age groups and what each book is about.



Pre-K Families

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**Resources for Read Alouds**

**We Need Diverse Books**



**Great Read Alouds for Preschoolers**




Pre-K Families

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## October


### Message Overview

#### Read Alouds – Activity #2

#### Messages:

**WHAT QUESTIONS ARE YOU ASKING?**

Questions help your child develop skills to better understand stories and give you a chance to enjoy books more.



Pre-K Families

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**ASK QUESTIONS WHEN YOU READ ALOUD**

Ask your child to retell the story after you finish the book.



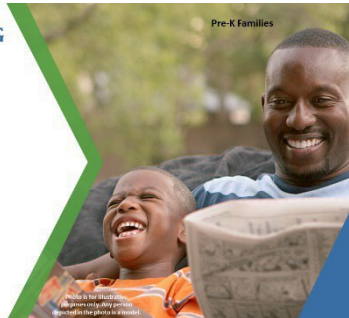
Pre-K Families

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**WHAT TO DO DURING A READ ALOUD**

Before, during, and after reading, ask your child about the:

- Topic
- Characters
- Ideas
- Emotions
- Setting or location



Pre-K Families

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**Resources for Read Alouds**

**Diverse Book Finder**  
A comprehensive collection of children's picture books featuring people of color.

**Read It Again!**  
A resource with information on why reading again is important.



Pre-K Families

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**Resources for Read Alouds**

**Diverse Book Finder**



**Read It Again!**




Pre-K Families

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## November

### Message Overview

#### Read Alouds – Activity #3

#### Messages:

##### **IT'S POLITE TO POINT (TO THE WORDS)!**

Knowing that we read from left to right and top to bottom is key to learning to read.



12

##### **Draw Attention**

- Point out characteristics of letters and their sounds.
- Point out words and talk about their meaning.



13

##### **WHAT TO DO DURING A READ ALOUD**

- As you read, move your fingers under the text.
- Guide your child to move their fingers under the text as you read together.



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##### **Resources for Read Alouds**

###### Launching Young Readers

A website with ideas for launching a child into a bright future with successful reading strategies.

###### Lee & Low Books

Offers diverse, bilingual (Spanish/English) books for young readers.



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##### **Resources for Read Alouds**

###### **Launching Young Readers**



###### **Lee & Low Books**



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## Writing



### WHY ENCOURAGE YOUR PREKINDERGARTENER TO WRITE?

When you help your child to write, he or she learns about sounds within words and how letters match the sounds.

Families of  
**Pre-K Children**



### How To Support Writing at Home

#### Write for Meaning.

Make writing exploration meaningful.

- If your child is pretending to be a vet with his or her stuffed animals, offer your child paper to write a prescription.
- When you are making your grocery list, let your child make his or her own list, too.
- Encourage your child to write his or her name on drawings.
- Have your child tell a story while you write it down.
- Ask your child to pick a picture from a book or magazine and write about what he or she sees.

#### Focus More on the Process.

Focus less on the product.

- Allow your child to write without being concerned about his or her handwriting.
- Help your child focus on putting ideas on paper, instead of forming letters or spelling words correctly.

#### Provide Writing Materials.

Give your child pens, pencils, paper, notepads, and/or a journal.

- Share junk mail, catalogs, and old magazines for your child to write on.
- Encourage your child to keep a journal.
  - Let your child take a journal when you take them on walks and encourage them to share what they write.
  - Give your child time to stop and write or draw what he or she sees or feels.
  - “Read” the journal together when you get home.

#### Understand Emergent Writing Skills.

The start of writing skills.

- **First:** Scribbling, drawing, or mimicking “grown-up” writing.
- **Next:** Copying words from books, posters, or cereal boxes, showing knowledge of letter formation and the concept of words.
- **And then:** Drawing and writing strings of random letters to convey a message.
- **Finally:** Matching letters to their sounds to write words.



## December

### Message Overview

#### Writing – Activity #1

#### Messages:

**IT'S "WRITE" TO PRETEND!**

Have your child write as part of their playtime to learn about different reasons to write.




Pre-K Families

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**WHY ENCOURAGE YOUR CHILD TO WRITE?**

When you help your child to write, they learn about sounds within words and how letters match the sounds.



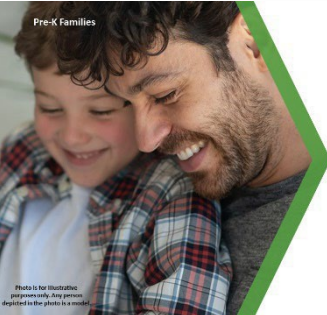
Pre-K Families

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**HOW TO SUPPORT WRITING AT HOME**

- Encourage your child to write their name on drawings.
- Have your child tell a story while you write it down.



Pre-K Families


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**Resources for Writing**

**Promoting Preschoolers' Emergent Writing**  
Read this article to learn more about your child's emergent writing skills.

**The Brown Bookshelf**  
Showcasing books written and illustrated by African Americans.



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**Resources for Writing**

**Promoting Preschoolers' Emergent Writing**



**The Brown Bookshelf**




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## January

### Message Overview

#### Writing – Activity #2

#### Messages:

**Pre-K Families**

**THAT'S NOT JUNK MAIL!  
THAT'S A LEARNING  
OPPORTUNITY!**

Share your catalogs,  
flyers, and magazines  
with your child to read.

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purposes only. Any person  
depicted in the photo is a model.

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**Pre-K Families**

**Focus more on the process.**

Help your child focus on  
putting ideas on paper,  
instead of forming letters or  
spelling words correctly.

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purposes only. Any person  
depicted in the photo is a model.

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**Pre-K Families**

**SUPPORT  
WRITING AT HOME**

- Let your child write on  
junk mail, catalogs, and  
old magazines.
- Encourage your child to  
keep a journal and read  
it together.

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purposes only. Any person  
depicted in the photo is a model.

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**Pre-K Families**

**Resources for Writing**

**Emergent Writing Background  
Information**  
Learn more about how reading  
and writing go hand in hand.

**New York Public Library:  
Vibrant Voices**  
Book lists for kids featuring authors  
of color.

Photos in this illustration  
purposes only. Any person  
depicted in the photo is a model.

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**Pre-K Families**

**Resources for Writing**

**Emergent  
Writing  
Background  
Information**

**New York  
Public Library:  
Vibrant Voices**

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depicted in the photo is a model.

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## February

### Message Overview

#### Writing – Activity #3

#### Messages:

**THOSE SQUIGGLES SAY SOMETHING!**

- Writing can be fun! Use finger paint, play dough, or food to make letters and words.

Pre-K Families

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**Early Stages of Learning to Write**

Scribbling or drawing.

Then, copying letters and words from books, posters, or cereal boxes.

Pre-K Families

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**Later Stages of Learning to Write**

Drawing and writing random letters to convey a message.

Then, matching letters to their sounds to write words.

Pre-K Families

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**Resources for Writing**

**Supporting Very Young Writers**  
Learn how to support your young writer's efforts in some very simple ways.

**MIself in Books**  
A list of diverse books for Michigan learners selected by a committee of certified school librarians.

Pre-K Families

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**Resources for Writing**

**Supporting Very Young Writers**

**MIself In Books**

Pre-K Families

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## Abundant Reading



### WHY PROVIDE AN ABUNDANCE OF READING MATERIAL?

With lots of reading materials available, children are encouraged to read. When children see adults reading, they learn the importance of reading.

Families of

**Pre-K Children**



#### Make Connections for Your Child.

Fascinated by trains? Princesses? There's a book about that!

- Find books or other reading materials related to your child's interests, hobbies, and activities.
- Share books or other reading materials that relate to your child's cultural background and experiences.

#### Surround Your Child With Books.

Have a variety of reading materials around the house every day.

- Provide lots of reading material in your home that your child can access. This encourages learning in your home.
- Read books and other digital and print resources to your children. This will help them gain skills needed throughout their lives.
- Start building a home library by visiting garage sales, thrift stores, and library giveaways.



#### Make a Reading Nook.

Having an abundance of books in the home shows reading is important.

- Read different kinds of materials together and talk about their purpose.
- Find a quiet, cozy spot to read together with your child.
- Make reading time a fun part of your routine and encourage your child to try new kinds of books and materials.



#### Model Reading.

When adults value reading, children learn to value reading too.

- Have your child see you reading for pleasure and purpose. For example:
  - Show your child how you read a recipe when cooking a new dish.
  - Let your child see you reading a magazine or a novel, or even the back of a cereal box.
  - Talk with your child about what you read and what you are learning as you read.

#### FOR MORE INFORMATION

Essential Instructional Practices in Early Literacy: Prekindergarten

<https://literacyessentials.org>

Public Libraries in Michigan: <https://publiclibraries.com/state/michigan>

Dolly Parton's Library: <https://imaginationlibrary.com/usa/find-my-program>

Creating a Home Library: <https://www.readingrockets.org/pdfs/edextras/26730-en.pdf>

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## March

### Message Overview

#### Abundant Reading – Activity #1

#### Messages:

**THERE'S A BOOK ABOUT THAT!**

Having lots of materials around for your child to read is important.

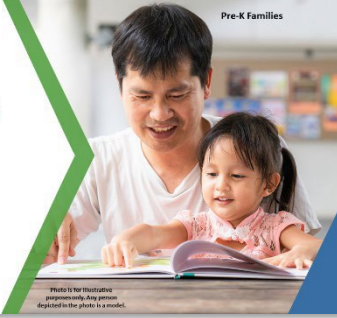


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Pre-K Families

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**WHY PROVIDE AN ABUNDANCE OF READING MATERIAL?**

With lots of reading material available, children are encouraged to read.



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**HOW TO PROVIDE READING OPPORTUNITIES**

Find books or other reading materials related to your child's interests.



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Pre-K Families

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**Resources for Providing an Abundance of Reading Materials**

**Ensuring a "Print-Rich" Environment**  
Learn more about providing a "print-rich" environment in your home.

**Unite for Literacy**  
An app, home and classroom library materials, and e-books narrated in over 50 languages.




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**Resources for Providing an Abundance of Reading Materials**

**Ensuring a Print Rich Environment**

**Unite for Literacy**



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Pre-K Families

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April

## Message Overview

### Abundant Reading – Activity #2

#### Messages:

**Try Something Different!**

Have your child try different kinds of reading material, like cookbooks or other how-to books.




Pre-K Families

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**HOW TO PROVIDE READING OPPORTUNITIES**

Surround your child with books.

Have all kinds of reading material around the house every day.



Pre-K Families

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**HOW TO PROVIDE OPPORTUNITIES TO READ**

Make a comfy reading nook by putting pillows on the floor and stacks of reading materials on either side.




Pre-K Families

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**Resources for Providing an Abundance of Reading Materials**

[How to Build a Home Library](#)  
Use this resource to help you create a home library.

[Latinxs in Kid Lit](#)  
Book lists, book reviews, book talks, and teaching ideas focused on Latinx people in children's and young adults' literature.



Pre-K Families

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**Resources for Providing an Abundance of Reading Materials**

[How to Build a Home Library](#)



[Latinxs in Kid Lit](#)




Pre-K Families

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May

## Message Overview

### Abundant Reading – Activity #3

#### Messages:

##### **LET THEM SEE YOU READ!**

You are your child's first teacher. When they see you reading, they see the importance of reading.



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##### **HOW TO PROVIDE OPPORTUNITIES TO READ**

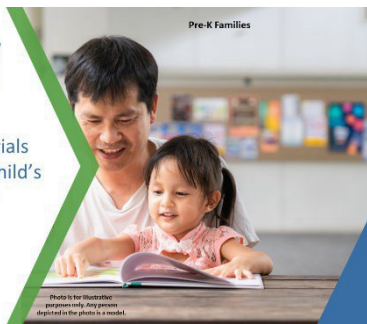
- Show your child how you read a recipe.
- Let your child see you reading a magazine or a novel, or even the back of a cereal box.



37

##### **HOW TO PROVIDE OPPORTUNITIES TO READ**

Share reading materials that relate to your child's cultural background and experiences.



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##### **Resources for Abundant Reading**

###### Dolly Parton's Imagination Library

See if your community participates in Dolly Parton's Imagination Library. It's a great way to get free books for your child.

###### Social Justice Books

Book lists and reviews of social justice and multicultural children's literature.



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##### **Resources for Abundant Reading**

Dolly Parton's  
Imagination  
Library



Social Justice  
Books



39a



## June/July (Summer)

### Message Overview

#### Summer Literacy Learning

#### Messages:

**TALKING IS SO IMPORTANT!**

Talking with your child every day helps them:

- Understand how language works
- Develop listening skills
- Become good readers

Photo: The National Endowment for the Arts

Pre-K Families

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**Find Your Local Library**

**Michigan Libraries by City**  
Find your local library and discover more about the resources your local library has for you and your family.

**Cotton Quilts**  
Lists of diversity resources and annual book lists of newly published books.

Photo: The National Endowment for the Arts

Pre-K Families

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**Find Your Local Library**

**Michigan Libraries by City**

**Cotton Quilts**

Photo: The National Endowment for the Arts

Pre-K Families

41a

# KINDERGARTEN TO GRADE 3

## August

### Messages Overview\*

Overview of Resources = #1

Family-School Partnerships– #2

*\*This month has two key messages.*

### Messages:



1



1a



2



3

*The entire set of infographics can be found on the Michigan Department of Education's [Family Engagement for Literacy](#) homepage.*

## Read Alouds



### WHY READ ALOUDS?

Read alouds help children understand new ideas, build background knowledge about topics, and learn the meaning of words.

Families of

**K-3 Children**



### What To Do During a Read Aloud

#### Ask Questions.

Develop understanding.

- Ask your child questions before, during, and after you read a book.
- Ask about the characters and ideas, and how the book might end.
- For very young children, ask where the cover is, or where to start reading on the page.
- Ask what new information your child learned after reading.

#### Talk About Sounds and Words.

Point out letters and letter sounds.

- Have your child tell you the sounds of letters.
- Ask what letters or word parts he or she used to identify the words.
- Point to the words as you read if your child still needs help understanding that he or she should read from left to right.
- Talk about the meanings of words used in the text.

#### Have Fun!

Encourage a love for reading and motivation to read.

- Bring the text to life for your child and enjoy the time reading together.
- Use different voices for different characters.
- Change your tone and use gestures while you read.
- Talk about the pictures, new words and ideas, and what your child is learning.

#### Provide a Variety of Materials.

Read everything, anytime!

- Seek a variety of different books and materials to read aloud.
- Read cereal boxes while you eat breakfast or read billboards while you are in the car.
- Provide digital and print books, magazines, and comic books.



## September

### Message Overview

#### Read Alouds – Activity #1

#### Messages:

**READ ALOUD  
TO YOUR CHILD  
EVERY DAY!**

As your child continues learning how to read, reading aloud to them is important.

K-Grade 3 Families

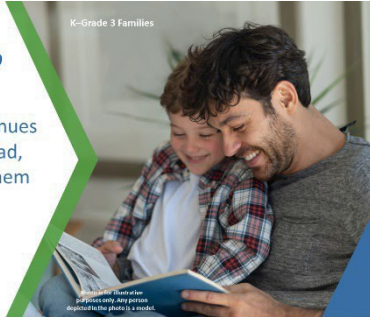


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4

**Why Read Alouds?**

Read alouds help children understand new ideas, build knowledge, and learn the meaning of words.

K-Grade 3 Families




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**Ask Questions!**

- Before, during, and after reading
- About the characters, ideas, and how the book might end
- What your child learned

K-Grade 3 Families




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**Resources for Read Alouds**

[Great Read Alouds for Babies through Grade 3](#)  
An article about read alouds, along with lists of books, videos, and links to other resources.

[Diverse Book Finder](#)  
Provides a comprehensive collection of Black, Indigenous, and People of Color (BIPOC) children's picture books.

K-Grade 3 Families




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7

**Resources for Read Alouds**

[Great Read Alouds for Babies through Grade 3](#)

[Diverse Book Finder](#)

K-Grade 3 Families



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## October


### Message Overview

#### Read Alouds – Activity #2

#### Messages:

**SOUNDS AND WORDS ARE IMPORTANT!**

Ask about letter sounds, parts of words, and the meanings of words.



K-Grade 3 Families

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8

**Talk About Sounds and Words**

- Have your child talk about the sounds of letters.
- Ask what letters or word parts your child used to identify words.




K-Grade 3 Families

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9

**Talk About Sounds and Words**

- Point to words as you read if your child needs help understanding that we read left to right.
- Talk about the meanings of words used in the text.



K-Grade 3 Families

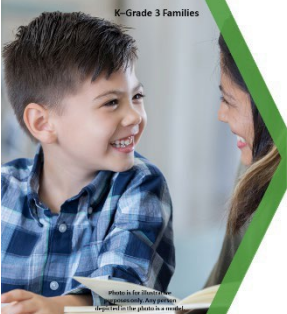
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10

**Resources for Read Alouds**

[Reading Rockets: Reading Aloud](#)  
Multiple resources related to read alouds, including a video and how to choose books to read aloud.

[Colorín Colorado: Bilingual Books](#)  
Offers bilingual, research-based content for educators and families of English language learners.



K-Grade 3 Families

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**Resources for Read Alouds**

**Reading Rockets: Reading Aloud**



**Colorín Colorado: Bilingual Books**




K-Grade 3 Families

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## November

### Message Overview

#### Read Alouds – Activity #3

#### Messages:

**ARE YOU HAVING FUN YET?**

Reading to your child shows them how enjoyable it can be. Use different voices, gestures, and sounds.




K-Grade 3 Families

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**During a Read Aloud Talk About:**

- The pictures
- New words and ideas
- What your child is learning



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**Provide a Variety of Materials**

- Look for different books and materials to read aloud.
- Read cereal boxes while you eat or billboards while you drive.



K-Grade 3 Families


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**Resources for Read Alouds**

**Interactive Read Alouds: Learning from Books Together**  
A video showing a read aloud, along with how to ask questions.

**Cooperative Children's Book Center**  
A website with lists of children's books, with a highlighted book each week.




K-Grade 3 Families

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**Resources for Read Alouds**

Interactive Read Alouds: Learning from Books Together



Cooperative Children's Book Center

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## Writing



### WHY WRITE AT HOME?

Writing helps students learn about letter formation and the relationship between letters and sounds. It also supports spelling and grammar. Children learn how to develop ideas through writing.

Families of  
**K-3 Children**



#### Make an "Office" for Your Child.

Develop purpose.

- Give your child different kinds of paper, pencils, and crayons.
- Provide ideas and reasons to write, such as grocery or to-do lists.
- Encourage story writing, or have your child describe how to do different activities, like make a bed.



#### Talk About Sounds and Words.

Build vocabulary and teach letter sounds in words.

- Ask what your child is writing about.
- Be ready to answer his or her questions about words, sounds, or ideas when writing.
- Help your child with forming letters or matching letters or letter patterns with their sounds.



#### Have Fun!

Develop motivation for writing.

- Each day, show your child things that you write, like grocery lists or instructions for the babysitter.
- Write stories together with your child.
- Have your child write in different ways, like writing stories, journal entries, or observation logs.

#### Read!

Good writers read—a LOT!

- Provide your child with different kinds of reading materials and talk about the text and what he or she has learned or noticed.
- Help your child use newly learned words in his or her writing.

## December

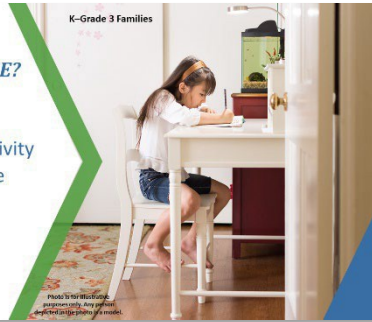
### Message Overview

#### Writing – Activity #1

#### Messages:

##### IS YOUR CHILD WRITING AT HOME?

Writing helps your child develop creativity and learn about the different purposes for writing.



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##### Why Write at Home?

Writing helps children learn about letter formation and the relationships between letters and sounds.



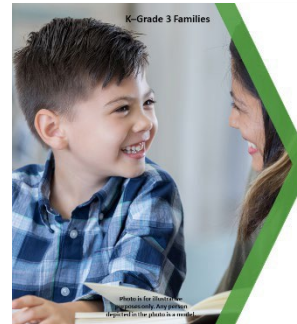
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##### Make an Office for Your Child

- Have paper, pencils, and crayons available.
- Ask your child to write grocery or to-do lists.
- Encourage writing stories or about different activities, like making their bed.

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##### Resources for Writing

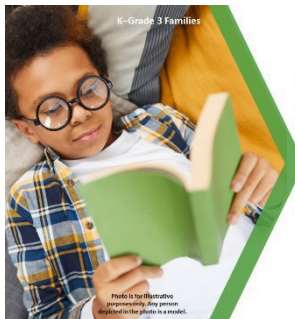
###### Teach Writing Resources and Prompts

A website with hundreds of writing prompts for children of all ages.

###### Jane Addams Children's Book Award

A list of children's books that promote peace and equity.

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##### Resources for Writing

###### Teach Writing Resources and Prompts



###### Jane Addams Children's Book Award



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## January

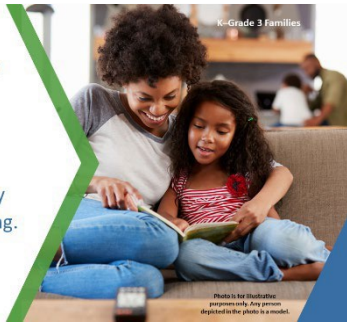
### Message Overview

#### Writing – Activity #2

#### Messages:

##### **BE YOUR CHILD'S WRITING PARTNER!**

Ask your child about what they are writing and answer their questions. Don't worry about their handwriting.



20

##### **Why Write at Home?**

It supports spelling and grammar. Children learn how to develop ideas through writing.



21

##### **Have Fun!**

- Show your child what you write, like grocery lists or instructions for the babysitter.
- Write stories together.
- Have your child write stories or journal entries.



22

##### **Resources for Writing**

**Reading Rockets: Writing**  
Tips and resources related to supporting and encouraging writing at home.

**Reading Rockets: Diverse Libraries**  
A list of children's books that reflect different cultures.



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##### **Resources for Writing**

Reading Rockets:  
Writing



Reading Rockets:  
Diverse Libraries



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## February

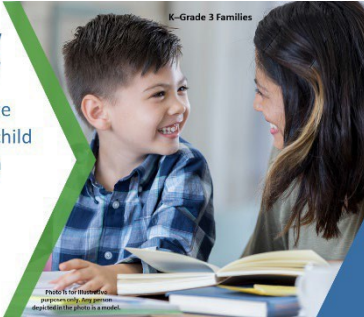
### Message Overview

#### Writing – Activity #3

#### Messages:

**READ TO WRITE!  
DID YOU KNOW?**

When you encourage reading daily, your child is likely to become a stronger writer.




K-Grade 3 Families

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**Reading = Writing**

Have your child read A LOT. If you need books, ask your child's teacher.




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**READ!**

- Give your child many different kinds of reading materials.
- Talk about what they learned.
- Help them use newly learned words in their writing.



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**Resources for Writing**

**Toolkit for Parents to Help with Writing at Home**  
Tips and resources related to supporting and encouraging writing at home.

**MI Self in Books**  
An app developed to help teachers and parents find diverse books.



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**Resources for Writing**

**Toolkit for Parents to Help with Writing at Home**



**MI Self in Books**




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## Abundant Reading



### WHY PROVIDE OPPORTUNITIES TO READ?

Having a print-rich environment encourages your child to read. Reading a variety of materials often impacts your child's literacy growth and has lasting effects on his or her education.

Families of  
**K-3 Children**



#### Provide a Quiet Space.

Show the importance of reading.

- Give your child a small, comfortable, quiet space where he or she can read without distraction.
- Offering a desk, a corner, or just a spot at the kitchen table where your child can read daily shows the importance of reading.

#### Make Use of Resources.

Schools, libraries, and other agencies provide many free resources.

- Ask your child's teacher to send home different reading materials to borrow.
- Get a library card and check out both digital and print materials regularly.
- Share reading material with neighbors and friends and look for reading material at yard sales and online.



#### Have Fun!

Develop a love for reading.

- Read different kinds of materials together and talk about their purpose.
- Make reading time a fun part of your routine and encourage your child to try new kinds of books and materials.



#### Set an Example.

Show your child that you read too.

- Talk about what you are reading, whether it is a book, the newspaper, or the weather forecast on your phone.
- Read labels and signs with your child.
- Try reading new types of books or materials and talk about what you learned or thought about while reading.

#### FOR MORE INFORMATION

Essential Instructional  
Practices in Early Literacy:  
Grades K to 3

<https://literacyessentials.org>

Tips and Resources: <https://rif.org>

Library Resources: <http://ilovelibraries.org>

Public Libraries in Michigan: <https://publiclibraries.com/state/michigan>

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## March

### Message Overview

#### Abundant Reading – Activity #1

#### Messages:

**DOES YOUR CHILD HAVE A PLACE TO READ?**

Having a place to read shows children the importance of reading.

K-Grade 3 Families

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**Why Provide Opportunities to Read?**

Having many different materials to read around the house encourages your child to read.

K-Grade 3 Families

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**Provide a Quiet Space**

A small, quiet space, like a desk or a spot at the kitchen table, where your child can read daily without distraction shows the importance of reading.

K-Grade 3 Families

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**Resources for Opportunities to Read**

[Michigan Libraries by City](#)  
A list of libraries in every city in the state.

[American Indians in Children's Literature \(AICL\)](#)  
A website that lists books representing American Indians.

K-Grade 3 Families

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**Resources for Opportunities to Read**

[Michigan Libraries by City](#)

[American Indians in Children's Literature \(AICL\)](#)

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## April

### Message Overview

#### Abundant Reading – Activity #2

#### Messages:

##### ***YOU DON'T READ JUST BOOKS!***

You can read song lyrics, signs, flash cards, cereal boxes, and anything else with words or pictures!



32

##### **Make Use of Resources**

- Ask your child's teacher to borrow materials.
- Check out different materials from the library regularly.
- Share materials with neighbors and look for books at yard sales.



33

##### **Have Fun!**

- Read different materials together and talk about their purpose.
- Make reading a fun part of your routine and encourage your child to try new kinds of books and materials.



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##### ***Resources for Opportunities to Read***

**I Love Libraries: For Parents**  
Ideas for activities parents and children can do together at their local library.

**The Brown Bookshelf**  
Lists of children's books written by Black authors.



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##### ***Resources for Opportunities to Read***

**I Love Libraries:  
For Parents**



**The Brown  
Bookshelf**



35a

May

## Message Overview

### Abundant Reading – Activity #3

#### Messages:

**BE THE EXAMPLE!**

When you read, you show your child that reading is important. Talk about what you are reading and learning.

K-Grade 3 Families

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**Why Provide Opportunities to Read?**

Reading different materials often impacts your child's literacy growth and has lasting effects on their education.

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**Set an Example**

- Talk about what you are reading, like books or a post on your phone.
- Read labels and signs with your child.
- Try reading new types of books and talk about your reading.

K-Grade 3 Families

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**Resources for Opportunities to Read**

Reading Is Fundamental: Parent Resources  
Lists of children's books, as well as other resources for parents to help their children become lifelong readers.

Latinxs in Kid Lit  
Lists of books representing Latinos and Latinas for all grade levels.

K-Grade 3 Families

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**Resources for Opportunities to Read**

Reading Is Fundamental: Parent Resources



Latinxs in Kid Lit



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## June/July (Summer)

### Message Overview

#### Summer Literacy Learning

#### Messages:

##### *SCHOOL'S OUT BUT READING'S STILL IN!*

Summer is a great time to continue helping your child with their reading. Public libraries have free summer reading programs for children.



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##### *Resources for Summer Literacy Learning*

###### Storyline Online

Videos of books read by celebrities.

###### Reading Rockets: Parent Engagement

Ideas for supporting reading and writing at home.



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##### *Resources for Opportunities to Read*

###### Storyline Online



###### Reading Rockets: Parent Engagement



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