

# REACH FOR LITERACY: AGES 4-7



## Preschool 4 Years

Foundation Lessons: Levels 1  
Level 2 (Eight AA Books Included)  
3A Lessons

## Kindergarten 5 Years

Levels 3B & 3C Lessons

## First Grade 6 Years

Levels 4D, 4E, 4F, 4G Lessons



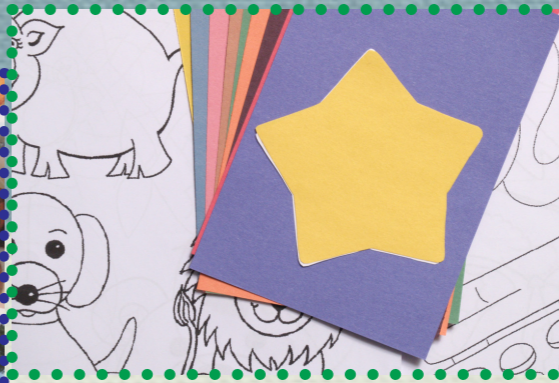
Decorative  
Stickers, Tracing  
Ruler, Spelling Word  
List, Phonic  
Rules, Sidewalk Chalk



Tutoring Guide, Spelling  
Guidelines, Alphabet  
Reference,  
Picture-Word  
Cards, Lowercase Letters



Crayons, Sentence  
Strips, Scissors,  
Alphabet Activities,  
Book Cards,  
21 Discussion Pictures



Book Making  
Patterns, Construction Paper,  
Assessment Criteria



Dry Erase Pen/  
Eraser, Dry Erase  
Board, Uppercase  
Letters, Making Letter  
Guide, Writing  
Pencils, Star Eraser

“Study after study shows that the earlier a child begins learning, the better he or she does down the road.” “... We are not doing enough to give all of our kids that chance.”

(President Obama, Feb. 14, 2013)



“Parent’s are a child’s first and best teacher...”

“... we can no longer allow children to enter school unprepared to learn and to succeed.”

## CLOSING CHILDREN’S ACHIEVEMENT GAP BEFORE IT STARTS

**RANDY WARD &  
KIMBERLY MEDEIROS**

It’s well-known that many children in our community come into the education system at a distinct disadvantage. By the time they are 3 years old, high-income children have a vocabulary of more than 1,110 words, while very low-income children possess only about 500 words. This sets these children on a path to lower academic achievement, increasing their chances of being placed in special education, being held back a grade and even of dropping out of school entirely.

The solution to this challenge is also well-known. Early-childhood education builds important pre-literacy and early math skills and fosters children’s love of learning by encouraging exploration. It also helps kids develop social skills such as cooperating, making friends and accepting new responsibilities.

If we don’t allow children to start off at a disadvantage, we won’t ever have to close achievement gaps, those pernicious gulfs between low-income children and their better-off peers, and between African American and Hispanic students and their white and

Asian counterparts. That’s why the First 5 Commission of San Diego has contracted with the San Diego County Office of Education to operate the Quality Preschool Initiative (QPI).

QPI seeks to increase the quality of existing early education programs, ultimately reducing the school readiness gap and improving school achievement in San Diego County by providing children and their parents with the kind of early education they need to do well in school and beyond.

Funded through a \$55 million, three-year contract from First 5 San Diego, QPI provides high-quality preschool at no cost to about 10,000 students in 12 high-need communities: Borrego Springs, Central San Diego, Chula Vista, El Cajon, Escondido, Lemon Grove, Mountain Empire, National City, San Ysidro, South Bay, Valley Center/Pauma and Vista. QPI programs are in school sites, family care centers, faith-based locations and child care centers to meet the various needs of families.

The program provides much more than just a direct preschool subsidy to families and organizations that deliver early education services. Research

shows that high-quality early-childhood education can help close the achievement gap and get our children ready to learn and succeed in school and in life, but the key is “high-quality.” QPI builds the capacity of preschool programs, so the school can educate all of its future students more effectively. The initiative provides preschool operators the tools they need to improve quality for children such as: external reviews to evaluate program environment,

In a globally competitive workforce, we can no longer allow children to enter school unprepared to learn and to succeed.

teaching practices and safety; customized coaching support; and screening of children for special needs and referral to services as needed.

Of course, it’s not up to schools alone to ensure students are ready to learn. Parents are a child’s first and best teacher; studies show that one predictor of a student’s achievement in school is the extent to which families create a home environment in which learning is valued and parents are involved in their children’s education. QPI supports that

role by engaging parents, grandparents and caretakers in their children’s learning as partners. Parents at QPI preschools are encouraged and provided opportunities to volunteer in the classroom, and are offered parenting, nutrition and other classes. The goal is to give parents tips they can use immediately at home, to help build the foundation for success for both parents and students that will continue throughout their school education.

Aside from parents, preschool teachers play the most important role in preparing a child for school. They possess the academic and experiential requirements needed to guide developmentally appropriate and meaningful early learning experiences. Teachers also serve as key contacts within a preschool agency to implement quality improvements within the classroom. QPI has implemented a unique teacher stipend system focused on encouraging professional growth by providing a financial incen-

tive to grow professionally.

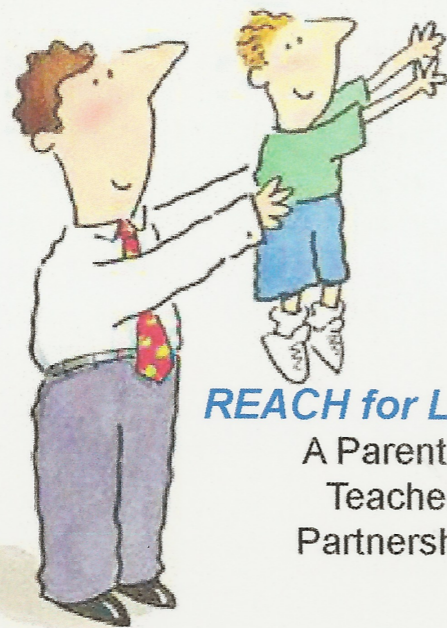
Programs like QPI are a smart investment; economists have found that quality early learning offers one of the highest returns of any public investment – more than \$7 for every dollar spent. After all, the cost to provide a child with a year of quality preschool is \$4,600, compared to an annual cost of \$47,000 to incarcerate a person in California.

By not making early-childhood education a priority, we are jeopardizing our own

future. In a globally competitive workforce, we can no longer allow children to enter school unprepared to learn and to succeed. Thankfully here in San Diego, we are doing something about that. The Quality Preschool Initiative is a powerful step forward in preparing children to succeed in school and contribute to a strong economy and a thriving community.

**Ward**, Ph.D, is San Diego County superintendent of schools; **Medeiros** is executive director of First 5 Commission of San Diego.

## Child's TICKET



**REACH for Literacy**

A Parent &  
Teacher  
Partnership

## Parents as Partners for the 21st Century Skills AGES 4 to 7

**REACH for Literacy** supports Parents as Partners for the 21st Century to insure children have the readiness skills necessary to succeed in school. As children enter and move through their early school experiences, it is crucial for parents to partner with preschool and kindergarten teachers and review the 3R skills in combination with the 4Cs taught in the classroom. **REACH for Literacy** provides an easy to follow format and a seamless progression of the learning to read and write continuum from pre-school through first grade. Parents are able to assess their child and place him/her at the appropriate instructional level on the reading and writing continuum. Give your child's literacy development a BIG boost. ORDER ONLINE TODAY! [www.ReachforLiteracy.com](http://www.ReachforLiteracy.com)

## Child's Literacy TICKET for 21st Century Skills: Ages 4 to 7



*"The Partnership for 21st Century Skills is a national organization that advocates for 21st century readiness for every student. As the United States continues to compete in a global economy that demands innovation, P21 and its members provide tools and resources to help the U.S. education system keep up by fusing the 3Rs and 4Cs (Critical thinking and problem solving, Communication, Collaboration, and Creativity and innovation). While leading districts and schools are already doing this, P21 advocates for local, state and federal policies that support this approach for every school."* To learn more about this quote and the Partnership and Framework initiative go to [www.P21.org](http://www.P21.org)

# Just Three Hours Of Tutoring A Month!

sessions  
30 min.

4 year olds  
twice a week  
Mon/Wed  
or  
Tues/Thurs



first  
3 weeks  
of each  
month

**Boosting Children's Skills & Love of Reading!**



## REACH for Literacy

What sets this learning to read kit apart from other materials is:

- it doesn't repeat the classroom teacher's activities
- no drill and skill
- skills are used in context where they make sense
- each child is individually paced
- activities can be personalized to each child's interest and favorite subjects
- access to {beginning to end} reading & writing continuum, no grade gaps (preschool-first grade)
- assessment descriptors match child's behaviors, no confusing test scores
- video examples and step by step plans
- learning is reflected in classroom instruction

**The *REACH for Literacy* tutoring guide will direct the parent or teacher step by step through a child's literacy development to insure they are successful readers and writers.**

# Parent Survey



## Survey Questions at the Beginning of First Grade

1. When my child entered elementary school, the teacher considered him/her
2. My child is now reading
3. My child's creative writing about personal experience, paragraphs, and stories is

### Possible Answers for Each Question:

average      in the top 1/3 of the class      in the top 10%      one of the best readers in the class

Outcome : 95% were in the TOP 10% or The BEST Reader in the Class

Comments: REACH for Literacy gives students

“so much confidence”   “ excels in school”   “misses tutoring”   “received a mastery rating on all standards”

Dear June (Teacher Tutor),

It was a great opportunity to have you tutoring our child, C. C started with you with very limited knowledge of no more than 10 letters from the alphabet. He did not even know how to pronounce some basic words like 'to' and 'from.' Mrs. June, as you may know, English is not our first language as C's parents. This was the main reason we needed to have a tutor for our child.

After a year, we are amazed at how much C has learned with your tutoring and we can not be quiet about how much C has advanced. We need to appreciate your patience, your method, your diligence and your encouragement to him.

One thing we did notice is that C is always happy when he knows he has class with you; he comes home with the little books and is always very proud because he is able to read them. Sometimes he seems too confident, when he says "I know how to read now."

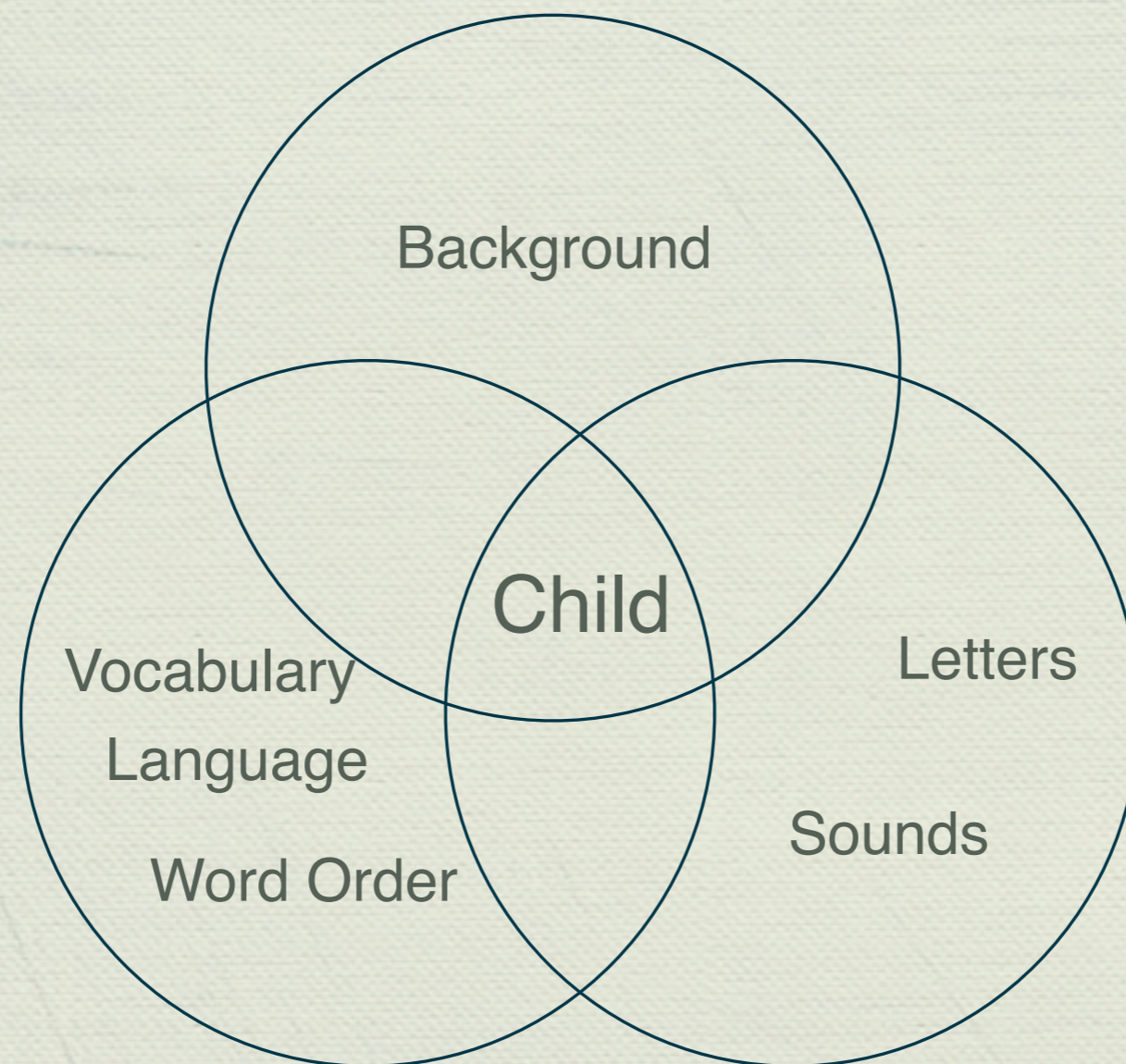
At the beginning, C could not even complete full sentences, and now we are so amazed at how he can complete more than 5 sentences in a conversation. And, his sentences are very well constructed by the way.

Please receive our appreciation; we will forever be thankful to you as the person who opened the door of reading and speaking to our child.

Thank You

**Mr. & Mrs Bolivar**

# Thinking System Is Built & Used When Processing Text





Age

Materials

Reading Development  
Standards/Teaching Points

Instructional Activities

**Print Awareness**  
Birth - 3 Years

**Reading Readiness**  
4 Years

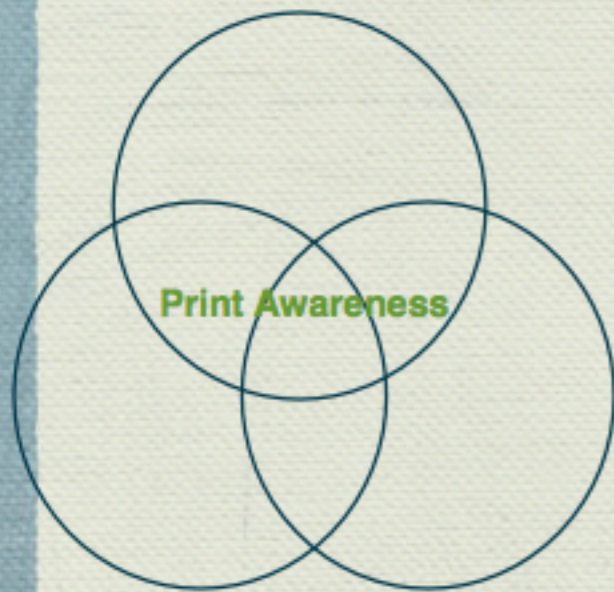
**Early Reading Repetitive Books**  
Kindergarten 5 Years

**Reading Primer Stories, Books 1 & 2**  
First Grade 6 Years

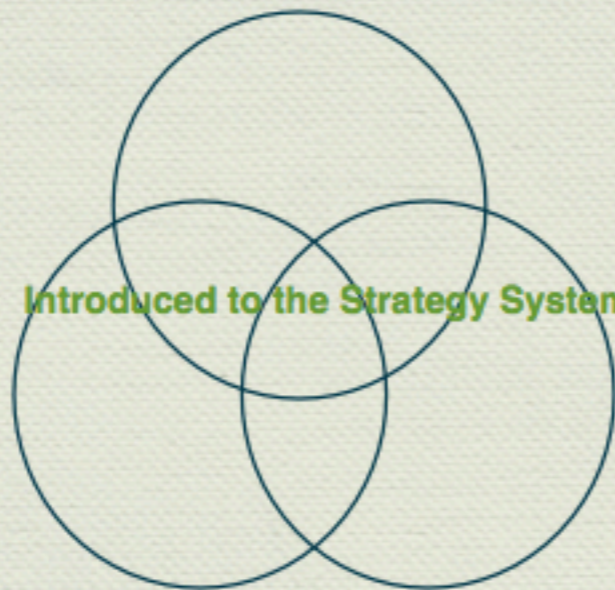
Tutoring Levels 1, 2, 3A  
Picture, AA, & A Books

Levels 3B & 3C  
B & C Books

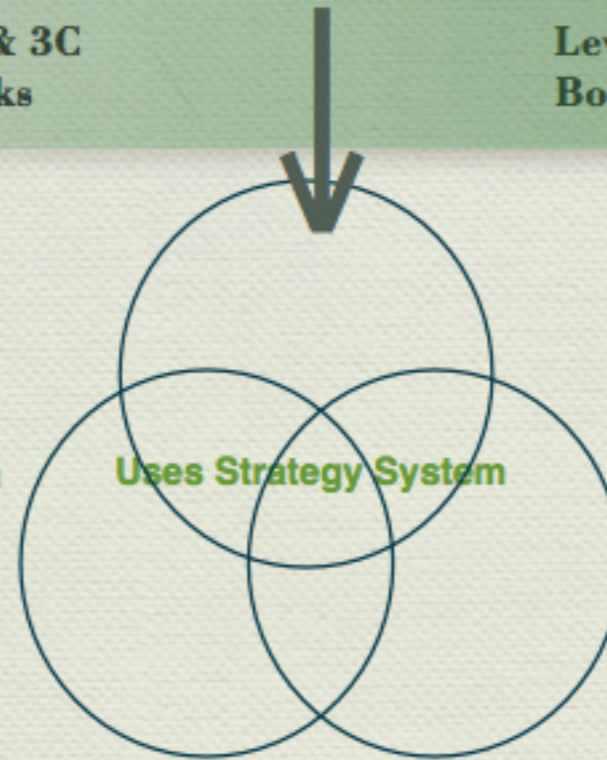
Level 4  
Books D, E, F, G, H, & I



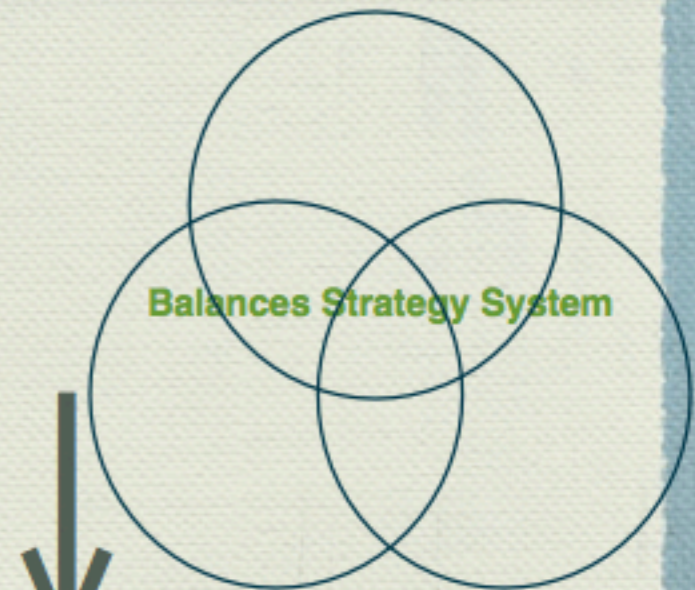
Print Awareness



Introduced to the Strategy System



Uses Strategy System



Balances Strategy System

***REACH for Literacy*** Student Guide

# One-on-One Makes All The Difference!

Phonics

**Build Sound-Symbol  
Skills in Context**

Phonemes

Book Making

**Build Listening Skills**

**Build Vocabulary**

Comprehension

Writing

**Learn Retelling Skills**

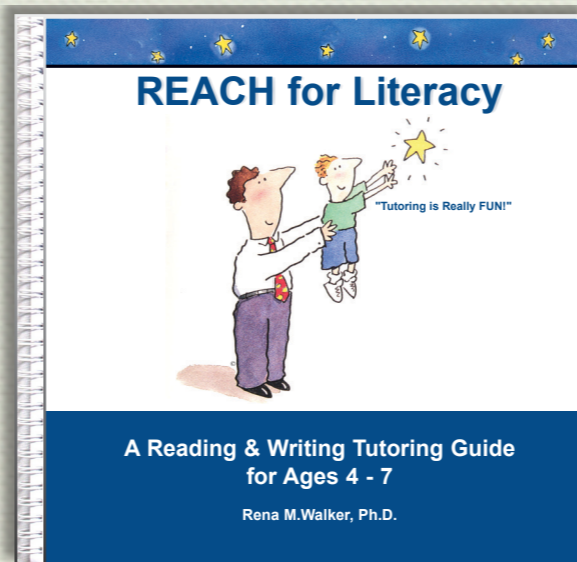
**Learn Appropriate  
Handwriting Techniques**

Reading

**Learn Strategies for  
Figuring Out Words**

Spelling

PreReading



**and Become Fascinated with Books!**

[www.reachforliteracy.com](http://www.reachforliteracy.com)

## READ-ALOUD PLEDGE

A minimum of 15 minutes each evening will INCREASE your child's:

- Conceptual base,
- Vocabulary development,
- Enjoyment of literature,
- Listening capacity,
- Subconscious understanding of different types of text. For example, in a story a child learns to anticipate a happening (story plot), characters, beginning-middle-and end as opposed to getting information about a subject.
- Book handling skills,
- Understanding of what it is TO read,
- Desire to read and importance of reading.



Appropriate selections for preschool through first grade are books that can be read completely within a single setting.

Guidelines for READ-ALOUD include:

- Sit so the student can view the print and pictures.
- Choose books that contain embellished and/or elaborated text with literary device that the student will enjoy.
- Familiarize yourself with the book. As you read, model fluency.
- Make the experience enjoyable and, if appropriate, vary the tone and pitch of your voice.
- Respond to the student's reactions. Limit your personal comments and questions.
- Never punish the student by not reading aloud.
- Provide opportunities for rereading favorites.

# ★ REACH for Literacy ★



**ENRICHMENT PROGRAM**