

# Archived Information

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# The National Academy of Sciences' "Accomplishments in Reading"



## **Excerpt from the National Academy of Sciences' *Preventing Reading Difficulties in Young Children***

Table 2-2 Accomplishments in Reading

### **Kindergarten Accomplishments**

- Knows the parts of a book and their functions.
- Begins to track print when listening to a familiar text being read or when rereading own writing.
- Reads familiar text energetically, i.e., not necessarily verbatim from the print alone.
- Recognizes and can name all uppercase and lowercase letters.
- Understands that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).
- Learns many, though not all, one-to-one letter sound correspondences.
- Recognizes some words by sight, including a few very common ones (a, the, I, my, you, is, are).
- Uses new vocabulary and grammatical constructions in own speech.
- Makes appropriate switches from oral to written language situations.
- Notices when simple sentences fail to make sense.
- Connects information and events in texts to life and life to text experiences.
- Retells, reenacts, or dramatizes stories or parts of stories.
- Listens attentively to books teacher reads to class.
- Can name some book titles and authors.
- Demonstrates familiarity with a number of types or genres of text (e.g., storybooks, expository texts, poems, newspapers, and everyday print such as signs, notices, labels).
- Correctly answers questions about stories read aloud.
- Makes predictions based on illustrations or portions of stories.
- Demonstrates understanding that spoken words consist of a sequences of phonemes.
- Given spoken sets like “dan, dan, den” can identify the first two as being the same and the third as different.

- Given spoken sets like “dak, pat, zen” can identify the first two as sharing a same sound.
- Given spoken segments can merge them into a meaningful target word.
- Given a spoken word can produce another word that rhymes with it.
- Independently writes many uppercase and lowercase letters.
- Uses phonemic awareness and letter knowledge to spell independently (invented or creative spelling).
- Writes (unconventionally) to express own meaning.
- Builds a repertoire of some conventionally spelled words.
- Shows awareness of distinction between "kid writing" and conventional orthography.
- Writes own name (first and last) and the first names of some friends or classmates.
- Can write most letters and some words when they are dictated.



### **First-Grade Accomplishments**

- Makes a transition from emergent to "real" reading.
- Reads aloud with accuracy and comprehends any text that is appropriately designed for the first half of grade 1.
- Accurately decodes orthographically regular, one-syllable words and nonsense words (e.g., sit, zot), using print-sound mappings to sound out unknown words.
- Uses letter-sound correspondence knowledge to sound out unknown words when reading text.
- Recognizes common, irregularly spelled words by sight (have, said, where, two).
- Has a reading vocabulary of 300 to 500 words, sight words, and easily sounded out words.
- Monitors own reading and self-corrects when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word.
- Reads and comprehends both fiction and nonfiction materials that are appropriately designed for grade level.
- Shows evidence of expanding language repertoire, including increasing appropriate use of standard, more formal language registers.
- Creates own written texts for others to read.
- Notices when difficulties are encountered in understanding text.
- Reads and understands simple written instructions.
- Predicts and justifies what will happen next in stories.
- Discusses prior knowledge of topics in expository texts.
- Discusses how, why, and what-if questions in sharing nonfiction texts.
- Describes new information gained from texts in own words.
- Distinguishes whether simple sentences are incomplete or fail to make sense; notices when simple texts fail to make sense.
- Can answer simple written comprehension questions based on material read.
- Can count the number of syllables in a word.
- Can blend or segment the phonemes of most one-syllable words.
- Spells correctly three- and four-letter, short-vowel words.
- Composes fairly readable first drafts using appropriate parts of the writing process (some attention to planning, drafting, rereading for meaning, and some self-correction).
- Uses invented spelling/phonics-based knowledge to spell independently, when necessary.
- Shows spelling consciousness or sensitivity to conventional spelling.
- Uses basic punctuation and capitalization.
- Produces a variety of types of compositions (e.g., stories, descriptions, journal entries), showing appropriate relationships between printed text, illustrations, and other graphics.
- Engages in a variety of literary activities voluntarily (e.g., choosing books and stories to read, writing a note to a friend).

Table 2-2 Continued

### **Second-Grade Accomplishments**

- Reads and comprehends both fiction and nonfiction materials that are appropriately designed for grade level.
- Accurately decodes orthographically multisyllable words and nonsense words (e.g., capital, Kalamazoo).
- Uses knowledge of print-sound mapping to sound out unknown words.
- Accurately reads many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings, and common word endings.
- Shows evidence of expanding language repertoire, including increasing use of more formal language registers.
- Reads voluntarily for interest and own purposes.
- Rereads sentences when meaning is not clear.
- Interprets information from diagrams, charts, and graphs.
- Recalls facts and details of texts.
- Reads nonfiction materials for answers to specific questions or for specific purposes.
- Takes part in creative responses to texts such as dramatizations, oral presentations, fantasy play, etc.
- Discusses similarities in characters and events across stories.
- Connects and compares information across nonfiction selections.
- Poses possible answers to how, why, and what-if questions.
- Correctly spells previously studied words and spelling patterns in own writing.
- Represents the complete sound of a word when spelling independently.
- Shows sensitivity to using formal language patterns in place of oral language patterns at appropriate spots in own writing (e.g., oral decontextualizing sentences, conventions for quoted speech, literary language forms, proper verb forms).
- Makes reasonable judgments about what to include in written products.
- Productively discusses ways to clarify and refine writing of own and others.
- With assistance, uses conferences, revisions, and editing processes to clarify and refine own writing to the steps of the expected parts of the writing process.
- Given organizational help, writes informative, well-structured reports.
- Attends to spelling, mechanics, and presentation for final products.
- Produces a variety of types of composition (e.g., stories, reports, correspondence).

Table 2.2 Continued

### **Third-Grade Accomplishments**

- Reads aloud with fluency and comprehends any text that is appropriately designed for grade level.
- Uses letter-sound correspondence knowledge and structural analysis to decode words.
- Reads and comprehends both fiction and nonfiction materials that are appropriately designed for grade level.
- Reads longer fictional selections and chapter books independently.
- Takes part in creative responses to texts such as dramatizations, oral presentations, fantasy play, etc.
- Can point to or clearly identify specific words or wordings that are causing comprehension difficulties.
- Summarizes major points from fiction and nonfiction texts.
- In interpreting fiction, discusses underlying theme or message.
- Asks how, why, and what-if questions in interpreting nonfiction texts.
- In interpreting nonfiction, distinguishes cause and effect, fact and opinion, main idea and supporting details.
- Uses information and reasoning to examine bases of hypothesis and opinions.
- Infers word meanings from taught roots, prefixes, and suffixes.
- Correctly spells previously studied words and spelling patterns into own writing.
- Begins to incorporate literacy words and language patterns into own writing (e.g., elaborates descriptions, uses figurative wording).
- With some guidance, uses all aspects of the writing process in producing own compositions and reports.
- Combines information from multiple sources in writing reports.
- With assistance, suggests and implements editing and revision to clarify and refine own writing.
- Presents and discusses own writing with other students and responds helpfully to other students' compositions.
- Independently reviews work for spelling, mechanics, and presentation.
- Produces a variety of written works (e.g., literature responses, reports, "published" books, semantic maps) in a variety of formats, including multimedia forms.



# Reading Fact Sheets

# B

## Where American Children Stand in Reading, Nationally and Internationally

- The National Assessment of Educational Progress (NAEP) shows little improvement in reading for students in grade 4 and grade 8 since 1992, and a slight downturn for students in grade 12. Improvements in reading have been relatively flat since the early 1970s. In 1996, 38 percent of America's fourth-graders could not perform at the basic level of reading on the National Assessment of Educational Progress. By contrast, NAEP scores across the grade levels have improved in mathematics and science, subjects that have been the focus of national and community attention (*NAEP, 1998, U.S. Department of Education*).
- International assessments provide more positive results. American children and youth were found to be better readers than students in many other industrial nations. The literacy score of American 9-year-olds ranked second among 18 participating nations, while American 14-year-olds ranked sixth (*International Association for the Evaluation of Education Achievement, 1992*).
- Proficient readers remain a minority. Twenty-five percent of fourth-graders, 28 percent of eighth-graders, and 34 percent of twelfth-graders attained at least the "proficient" level in reading. Across the three grades, 5 percent or less reached the "advanced" level of reading achievement (*NAEP, 1996, U.S. Department of Education*).
- Problems are particularly severe for disadvantaged students. Fifty percent of fourth-grade students whose parents graduated from college have "advanced" or "proficient" reading achievements, whereas only 10 percent of fourth-grade students whose parents did not finish high school read at these levels (*NAEP, 1996, U.S. Department of Education*).
- Many low-income and minority students lose some literacy and academic abilities during the summer months. Some students lose as much as three to four months of academic progress, while children in high-income areas gain at least a month of progress during the summer (*Karweit, Ricciuti, and Thompson, 1994*).

- Across the nation from 1992 to 1994 , significant declines in average reading proficiency were observed for fourth-grade Hispanic students (*NAEP, 1996, U.S. Department of Education*).
- More than one child in six has problems learning to read during the first three years of school (*NAEP, 1996, U.S. Department of Education*).
- Children who do not learn to read comprise over 50 percent of the special education population, and 35 percent of these learning disabled children drop out of school (*National Institute of Child Health and Human Development, 1996*).



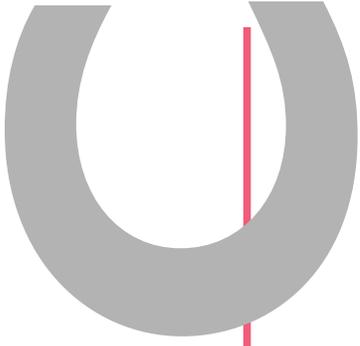
## Achieving Success in Reading

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- Between 60 percent and 70 percent of parents and teachers agree that reading is the most important subject for students to learn (American Federation of Teachers, 1994). Reading is the gateway to all other knowledge. Students who do not learn efficient reading skills are blocked from every other subject in their schooling (*The National Center to Improve the Tools of Educators, 1996*).
- Reading, unlike speaking, is a learned behavior that must be taught and repeatedly reinforced (*The National Center to Improve the Tools of Educators, 1996*).
- It is essential that children find time to read aloud every day. This creates appreciation of the written word, helping students to become better readers (*The National Center to Improve the Tools of Educators, 1996*).
- Communities ranking well in achievement tests have several key variables such as an abundance of books in public libraries, easy access to books in the community at large (libraries, bookstores), policy of investing in school library, policy of having large classroom libraries, large number of textbooks per student, frequency of book borrowing per students, frequency of silent reading by students, and time spent by teachers reading aloud (*Elley, 1992*).
- Of fourth-grade students scoring in the 90th percentile in reading ability and literacy practices, 60 percent read for fun daily or almost daily, 66 percent discussed studies at home daily or almost daily, and 63 percent read more than 10 pages each day for school or homework. Nine-year-olds who read more pages per day both in and out of the classroom perform significantly better in NAEP assessments (*NAEP, 1996, U.S. Department of Education*).
- Parental involvement in reading dramatically increases children's scores on reading comprehension testing ("Reading Literacy in the U.S.," *National Center for Education Statistics, 1996*).
- Learning to read reflectively helps learning disabled students to become better readers. When reading with children, pause for discussion about what has been read. Discuss the language, content, and meaning of the text (*The National Center to Improve the Tools of Educators, 1996*).
- Above all other things, read, read, and reread (*The National Center to Improve the Tools of Educators, 1996*).



# School-Home Links Calendar: Example



Homelinks/Booklinks --Schedule of Events

Date: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*Connecting School and Home Reading Events*

## September 1999

**Homelinks/Booklinks** – We read so many books together this year. Let me tell you about my favorite books and why I liked them best.

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

School name \_\_\_\_\_  
 Teacher \_\_\_\_\_  
 Telephone number \_\_\_\_\_  
 The best time to reach me is: \_\_\_\_\_



# Key Resources



Useful advice, fine materials, and outstanding programs are available to help form and strengthen partnerships for learning, but it is important to know where to find this help.

## **Information About Compacts and Title I**

Title I of the Elementary and Secondary Education Act (ESEA), which provides resources to schools needing extra help to strengthen programs in the basics and core academics, requires the creation of family-school compacts in all Title I schools.

### **Federal resources that can help:**

#### **Title I**

U. S. Department of Education  
Compensatory Education Programs  
Office of Elementary and Secondary Education  
400 Maryland Avenue, SW  
Washington, DC 20202  
Telephone: 202-260-7764  
Web site : [www.ed.gov/offices/OESE/CEP](http://www.ed.gov/offices/OESE/CEP)

The Compensatory Education Programs Office administers the Title I Program of supplementary instruction and other services to serve 6.4 million children in high poverty schools in more than 14,000 school districts across the US. Title I of the Elementary and Secondary Elementary Act (ESEA) requires the creation of family-school compacts in all Title I schools.

#### **The Partnership for Family Involvement in Education**

U. S. Department of Education  
400 Maryland Avenue, SW  
Washington, D. C. 20202-8173  
Web site: <http://pfie.ed.gov/>

The Partnership for Family Involvement is a partnership of over 4,400 members of school, business, religious, and community organizations that come together to increase opportunities for families to be more involved in their children's learning at school and at home, and to use family-school-community partnerships to strengthen schools and improve student achievement.

### **Organizations That Can Help**

#### **Education Trust**

1725 K Street, NW

Suite 200

Washington, DC 20006

Phone: (202) 293-1217

#### **National Coalition of Title I Parents**

1352 Q Street, NW

2nd Floor East

Washington, DC 20005

E-mail: NCTIC1P@aol.com

### **Publications**

Channing L. Bete Co., Inc. 1997. *About Parent-School Compacts*. South Deerfield, MA.

The Education Trust. 1996. *A New Chance: Making the Most of Title I*. Washington, DC.

Macfarlane, Eleanor C. 1995. *Boost Family Involvement: How to Make Your Program Succeed Under the New Title I Guidelines*. Bloomington, IN: Family Literacy Center.

RMC Research. 1996. *Parents Ask About Compacts*. Portsmouth, NH.

1996. *Parents Ask About Parent Involvement Policies*. Portsmouth, NH.

1996. *Parents Ask About School Profiles*. Portsmouth, NH.

1996. *Parents Ask About Title I*. Portsmouth, NH.

Rogers, Mimi. 1995. *Planning for Title I Programs: Guidelines for Parents, Advocates, and Educators*. Washington, DC: Center for Law and Education.

## Information About Reading

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### **Federal resources that can help:**

#### **Compensatory Education Programs**

U. S. Department of Education  
Office of Elementary and Secondary Education  
400 Maryland Avenue, SW  
Washington, DC 20202  
Web site: [www.ed.gov/offices/OESE/program.html](http://www.ed.gov/offices/OESE/program.html)

The Compensatory Education Programs office provides assistance to support the education of disadvantaged students and strengthen programs in reading, among other core academic subjects.

#### **Even Start Family Literacy Program**

U. S. Department of Education  
Office of Elementary and Secondary Education  
400 Maryland Avenue, SW  
Washington, DC 20202

The Office of Compensatory Education administers the Even Start Family Literacy Program. Even Start provides federal financial assistance for family-centered education projects to help parents learn the literacy and parenting skills they need to become full partners in the education of their young children and to help those children reach their full potential as learners.

#### **Regional Comprehensive Assistance Centers**

U. S. Department of Education  
Office of Elementary and Secondary Education  
Goals 2000 Office  
400 Maryland Avenue, SW  
Washington, DC 20202  
Web site: [www.ed.gov/EdRes/EdFed/EdTechCtrs.html](http://www.ed.gov/EdRes/EdFed/EdTechCtrs.html)

Fifteen Regional Comprehensive Assistance Centers provide support and assistance to States, local education agencies, tribes, schools, and other recipients of funds under the Elementary and Secondary Education Act. Their Reading Success Network (RSN) provides training and support for kindergarten through third grade classroom teachers to broaden and improve their diagnostic and instructional skills.

### **Goals 2000 Parent Information Resource Centers**

U. S. Department of Education  
Office of Elementary and Secondary Education  
Goals 2000 Office  
400 Maryland Ave, SW  
Washington, DC. 20202  
Web site: [www.mcfarlandwired.com/pacc](http://www.mcfarlandwired.com/pacc)

Goals 2000 Parent Information Resource Centers provide support to increase parents' knowledge of and confidence in parenting activities that promote early learning. The Centers also strengthen partnerships between parents and schools to meet the education needs of children. There is one center in every State, the District of Columbia, Puerto Rico, the Virgin Islands, and the Pacific Island outlying areas.

### **Office of Educational Research and Improvement**

U. S. Department of Education  
555 New Jersey Avenue, NW  
Washington, DC 20208  
Web site: [www.ed.gov/offices/OERI](http://www.ed.gov/offices/OERI)

The Office of Educational Research and Improvement (OERI) conducts research and demonstration projects to help improve education, collects statistics on the status and progress of schools and education throughout the nation, and distributes information and provides technical assistance to those working to improve education

### **Office of Special Education Programs**

U. S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202  
Web site: [www.ed.gov/offices/OSERS/OSEP/index.html](http://www.ed.gov/offices/OSERS/OSEP/index.html)

The Office of Special Education Programs provides leadership and assistance to State and local efforts to educate children with disabilities to improve results for those children and ensure equal protection under the law. Its programs assist public agencies to provide all infants, toddlers, children, and youth with disabilities with early intervention services and a free appropriate public education which emphasizes challenging standards and access to the general curriculum to the extent appropriate.

### **Office of Bilingual Education and Minority Languages Affairs**

U. S. Department of Education  
MES Building - Room 5082  
330 C Street, SW  
Washington, DC 20202  
Web site: [www.ed.gov/offices/OBEMLA](http://www.ed.gov/offices/OBEMLA)

The Office of Bilingual Education and Minority Languages Affairs provides assistance for programs supporting the education of linguistically and culturally diverse children with limited English proficiency.

### **Office of Vocational and Adult Education**

U. S. Department of Education  
330 C Street, SW  
Washington, DC 20202  
Web site: [www.ed.gov/offices/OVAE](http://www.ed.gov/offices/OVAE)

The Office of Vocational and Adult Education provides assistance for family literacy activities that include parenting, adult education, child development, and child/adult interactions under Title II of the Workforce Investment Act.

### **National Institute for Literacy**

800 Connecticut Avenue NW, Suite 200  
Washington, DC 20006

The National Institute for Literacy is an independent Federal institute, jointly administered by the secretaries of Education, Labor, and Health and Human Services. The central purpose of the Institute is to strengthen family and adult literacy.

### **U.S. Department of Education Materials**

#### ***America Reads Challenge: READ\*WRITE\*NOW! Resource "Tool Kit"***

The materials in this kit were assembled by the U.S. Department of Education to help new America Reads Challenge community sites plan and implement literacy programs for children from birth through elementary school. Unless otherwise noted below, the materials are available on the U.S. Department of Education Web page (<http://www.ed.gov/inits/americanreads/resourcekit>). Titles in italics are available in hard copy from the indicated source. Hard copy materials produced by the U.S. Department of Education can be obtained, as long as supplies last, by calling 1-877-4EDPUBS or 1-800-USA-LEARN.

- *Checkpoints for Progress for Families and Communities*
- *Checkpoints for Progress for Teachers and Learning Partners*
- *Simple Things You Can Do to Help All Children Read Well and Independently by the End of Third Grade*
- *On the Road to Reading* (Corporation for National Service, 202-606-5000)
- *A Compact for Learning: An Action Handbook for Family-School-Community Partnerships*
- *Learning Disabilities: Information, Strategies and Resources* (Coordinated by Campaign for Learning Disabilities, 202-326-8700)
- *Briefing Paper from National Information Center for Children and Youth With Disabilities (NICHCY) on Reading and Learning Disabilities* (202-884-8200)
- *America Reads Challenge Principles and Key Components for High-Quality America Reads Challenge National Service Program Initiatives* (Corporation for National Service, 202-606-5000)
- *Tips on Tutoring: A Guide for Committed Tutors* (The Southern Regional Council/Center for School Success, 404-522-8764)
- *Students Teaching Students: A Handbook for Cross-Age Tutoring* (The Southern Regional Council/Center for School Success, 404-522-8764)
- *Read With Me: A Guide for Student Volunteers Starting Early Childhood Literacy Programs, September 1997* (1-800-424-1616, choose menu option #3)
- *The America Reads Challenge: READ\*WRITE\*NOW! Basic Kit, 1998* (in color and black and white, English and Spanish)
- *The America Reads Challenge Early Childhood Kit: READY\*SET\*READ, 1998* (in color and black and white, English and Spanish)
- *The America Reads Challenge: READ\*WRITE\*NOW! Spiderman in Amazing Adventures Activity Booklet*
- *Learning to Read, Reading to Learn: Helping Children with Learning Disabilities to Succeed-Resource Guide, 1996-1997.* (Available on CEC Web site, <http://www.cec.sped.org/ericec/readlist.htm>, or request copy from the U.S. Department of Education by calling 202-205-9067)

## **Clearinghouses and Affiliates**

### **Ask ERIC Question Answering Service**

Located at **ERIC Clearinghouse on Information & Technology**

(most responses within 48 hours)

Syracuse University

Syracuse, NY 13244-4100

Hotline phone: 1-800-464-9107

E-mail: AskERIC@ericir.syr.edu

Web site: <http://ericir.syr.edu/>

### **ERIC Clearinghouse on Disabilities and Gifted Education**

Located at the Council for Exceptional Children (CEC)

1920 Association Drive

Reston, VA 22091

Phone: (703) 264-9419

Phone: 1-800-328-0272 (Mon.-Fri. only, between 1:00 p.m. and 5 p.m.)

Fax: (703) 620-2521

Web site: <http://www.ericec.org>

### **ERIC Clearinghouse on Reading, English, and Communication**

Indiana University

2805 East 10th Street, Suite 150

Bloomington, IN 47408

### **Family Learning Association**

P.O. Box 5247

Bloomington, IN 47407

### **National Clearinghouse for Bilingual Education (NCBE)**

1118 22nd Street NW

Washington, DC 20037

Phone: (202) 467-0867

Fax: (202) 467-4283 or 1-800-531-9347

Web site: <http://www.ncbe.gwu.edu>

## **Associations and Organizations Offering Information Services**

### **International Reading Association (IRA)**

800 Barksdale Road

P.O. Box 8139

Newark, DE 19714-8139

Phone: 1-800-336-7223 (ext. 265, Joan Derby) or (302) 721-1600

Fax: (302) 737-0878

Web site: <http://www.reading.org>

### **Learning Disabilities Association**

Attn: Jean Petersen

4165 Library Road

Pittsburgh, PA 15234

Phone: (412) 341-1515

Fax: (412) 344-0224

Web site: <http://www.ldanatl.org>

### **National Association for Bilingual Education**

1220 L Street NW

Suite 605

Washington, DC 20005

Phone: (202) 898-1829

Fax: (202) 789-2866

### **National Association for the Education of Young Children (NAEYC)**

1509 16th Street NW

Washington, DC 20036-1426

Phone: (202) 232-8777

Fax: (202) 328-1846

Web site: <http://www.naeyc.org>

### **National Association of Elementary School Principals (NAESP)**

1615 Duke Street

Alexandria, VA 22314-3483

Phone: (703) 684-3483

**National Center for Family Literacy (NCFL)**

Waterfront Plaza

325 West Main Street

Suite 200

Louisville, KY 40202-4251

Phone: (502) 584-1133

Fax: (502) 584-0172

**National Education Association (NEA)**

1201 16th Street NW

Washington, DC 20036

Phone: (202) 833-4000

Fax: (202) 822-7974

Web site: <http://www.nea.org>

**National Information Center for Children and Youth with Disabilities (NICHCY)**

P.O. Box 1492

Washington, DC 20013

Phone: 1-800-695-0285 (V/TT)

Fax: (202) 884-8441

**Reading Is Fundamental (RIF)**

600 Maryland Avenue, SW

Suite 600

Washington, DC 20024

Phone: (202) 287-3220

Fax: (202) 287-3196

E-mail: [rifsi@si.edu](mailto:rifsi@si.edu)

Web site: <http://www.si.edu/rif/> (note: RIF site is located under Smithsonian Institution's home page)

## **Additional Web Sites**

### **Alphabet Superhighway**

<http://www.ash.udel.edu>

### **America Reads Challenge**

<http://www.ed.gov/inits/americanreads>

### **English and American Literature**

<http://www.lib.uconn.edu/subjectareas/engweb.html>

### **ERIC Clearinghouse on Urban Education**

<http://eric-web.tc.columbia.edu>

### **National Council of Teachers of English**

<http://www.ncte.org>

### **National Institute on Early Childhood Development and Education at the Office of Educational Research and Improvement (U.S. Department of Education)**

<http://www.ed.gov/offices/OERI/ECI>

### **Office of Special Education Programs (U.S. Department of Education)**

<http://www.ed.gov/offices/OSERS/OSEP>

### **Strategies for teaching children with mental retardation**

<http://www.central.edu/education/rex/mr.html>

### **U.S. Department of Education**

<http://www.ed.gov>

### **Booklists On Line**

#### **Great Fiction List**

<http://cfsd.k12.az.us/~cfhsweb/lic/LIC/gf.html>

## **Information About Family Involvement**

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### **Federal resources that can help:**

#### **The Partnership for Family Involvement in Education**

U. S. Department of Education

400 Maryland Avenue, SW

Washington, D. C. 20202-8173

Web site: <http://pfie.ed.gov/>

The Partnership for Family Involvement is a partnership of over 4,400 members of school, business, religious, and community organizations that come together to increase opportunities for families to be more involved in their children's learning at school and at home, and to use family-school-community partnerships to strengthen schools and improve student achievement.

**Goals 2000 Parent Information Resource Centers**

U. S. Department of Education

Office of Elementary and Secondary Education

Goals 2000 Office

400 Maryland Avenue, SW

Washington, DC. 20202

Web site: [http:// www.mcfarlandwired.com/pacc](http://www.mcfarlandwired.com/pacc)

Goals 2000 Parent Information Resource Centers provide support to increase parents' knowledge of and confidence in parenting activities that promote early learning. The Centers also strengthen partnerships between parents and schools to meet the education needs of children. There is one center in every State, the District of Columbia, Puerto Rico, the Virgin Islands, and the Pacific Island outlying areas.

**Office of Special Education Programs**

U. S. Department of Education

400 Maryland Avenue SW

Washington, DC 20202

Web site: <http://www.ed.gov/offices/OSERS/OSEP/index.html>

The Office of Special Education Programs provides leadership and assistance to State and local efforts to educate children with disabilities to improve results for those children and ensure equal protection under the law. Its programs assist public agencies to provide all infants, toddlers, children, and youth with disabilities with early intervention services and a free appropriate public education which emphasizes challenging standards and access to the general curriculum to the extent appropriate. The Office of Special Education Programs funds 70 Parent Training and Information Projects across the 50 states to help parents of children with disabilities. To get a copy of A Directory of Parent Training and Information Projects and further information, telephone the National Information Center for Children & Youth with Disabilities at 1-800-695-0285.

## Publications

### U. S. Department of Education Publications

The following publications are available free of charge at 1-877-4EDPUBS or 1-800-USA-LEARN. Many are also available on the Internet at <http://www.ed.gov/pubs>.

#### *Reaching All Families: Creating Family-Friendly Schools*

This publication presents accumulated knowledge and fresh ideas on school outreach strategies to reach out to all families and help get them involved in their children's education.

#### *Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School*

This guidebook is designed to help schools and community-based organizations begin the process of keeping schools open for children and families beyond the traditional school hours to provide access to valuable education resources in a building free of violence and drugs.

#### *Employers, Families and Education*

This publication explores the benefits of family-friendly policies for employers and employees focused on educational activities for children.

#### *Strong Families, Strong Schools: Building Community Partnerships for Learning.*

This report summarizes 30 years of research showing that greater family involvement in children's learning is crucial to providing a good education and a safe, disciplined learning environment for every student. The report, released as part of the Partnership for Family Involvement in Education, suggests what schools, communities, businesses, government, and families themselves can do to strengthen family involvement in children's learning.

#### *America Goes Back to School Partners' Activity Kit*

This publication encourages parents, citizens, and all Americans to rally around their local schools and make a commitment to support education improvement throughout the year.

### Brochures on Family Involvement

- *Team Up for Kids! How Schools Can Support Family Involvement in Education*
- *Get Involved! How Parents and Families Can Help Their Children do Better in School*
- *Be Family-Friendly: It's Good Business!*
- *Join Together for Kids! How Communities Can Support Family Involvement in Education*
- *Summer Home Learning Recipes.* Developed by the Home and School Institute, these four brochures contain reading, writing, math, and science activities that parents can do with their children by age groups.
- *Preparing Your Child for College.* This resource book is designed to help students, their parents, and others prepare academically and financially for college.
- *Getting Ready for College Early.* This booklet is designed to help parents and students in the middle and junior high school years understand the steps needed to get ready for college.

The following publications are available through the National Library of Education at 1-800-424-1616:

- *Overcoming Barriers to Family Involvement in Title I Schools: Report to Congress*, February 1997.
- *Family Involvement in Children's Education: Successful Local Approaches: An Idea Book*, June, 1997.
- *Learning Partners* series.
- *Helping Your Child* series, including:

*Helping Your Child Learn Math*

*Helping Your Child Learn to Read*

*Helping Your Child Become a Reader*

*Helping Your Child Learn Science*

*Helping Your Child Learn History*

*Helping Your Child Get Ready for School*

*Helping Your Child Use the Library*

*Como Ayudar a su Hijos a Usar la Biblioteca*

*Helping Your Child With Homework*

*Helping Your Child Succeed in School*

## **Internet Resources**

### **National Parent Information Network (NPIN)**

**Web site:** <http://www.npin.org/eric>

At this Web site, you will find a collection of materials for parents and parent educators, monthly news for parents, information about the Parenting Discussion List (listserv), and instructions for using Parents' AskERIC, a component of the award-winning AskERIC project, which responds to e-mail questions on child development, child care, parenting, and child rearing.

### **Family Education Network**

**Web site:** <http://www.familyeducation.com>

At this Web site, you will find information about learning at home and at school; links to school Web sites and other related sites; updates on education-related legislation; numerous activities and tips for parents; and a forum for discussion of related topics.

### **Organizations That Can Help**

#### **ASPIRA Association, Inc.**

1444 Eye Street NW  
Suite 800  
Washington, DC 20005  
Phone: (202) 835-3600

#### **Betty Phillips Center for Parenthood Education**

Peabody College of Vanderbilt University  
Box 81  
Nashville, TN 37203  
Phone: (615) 322-8080

#### **Family Geography Challenge**

National Geographic Society  
1145 17th Street NW  
Washington, DC 20036  
Phone: (202) 828-6686

#### **Families and Work Institute**

330 7th Avenue  
14th Floor  
New York, NY 10001  
Phone: (212) 465-2044  
Web site: <http://www.familiesandworkinst.org>

#### **HIPPY USA**

Teachers College  
525 West 120th Street  
Box 113  
New York, NY 10027  
Phone: (212) 678-3500

**Institute for Responsive Education**

Northeastern University  
50 Nightingale Hall  
Boston, MA 02115  
Phone: (617) 373-2595

**MegaSkills Education Center**

The Home and School Institute  
1500 Massachusetts Avenue NW  
Washington, DC 20005  
Phone: (202) 466-3633

**Mexican American Legal Defense and Education Fund (MALDEF)**

Community Education and Public Policy  
634 South Spring Street  
Los Angeles, CA 90014  
Phone: (213) 629-0839

**National Association for Partners in Education**

901 North Pitt Street  
Suite 320  
Alexandria, VA 22314  
Phone: (703) 836-4880

**National Association of School Psychologists**

4340 East West Highway  
Suite 402  
Bethesda, MD 20814  
Phone: (301) 657-0270

**National Black Child Development Institute**

1023 15th Street NW  
Suite 600  
Washington, DC 20005  
Phone: (202) 387-1281

**National Center for Family Literacy**

Waterfront Plaza  
325 West Main Street  
Suite 200  
Louisville, KY 40202-4251  
Phone: (502) 584-1133

**The National Coalition for Parent Involvement in Education**

1201 16th Street NW  
Box 39  
Washington, DC 20036  
Phone: (202) 822-8405  
Web site: <http://www.ncpie.org>

**National Network of Partnership-2000 Schools**

Center on School, Family, and Community Partnerships  
Johns Hopkins University  
3505 North Charles Street  
Baltimore, MD 21218  
Phone: (410) 516-8818  
Web site: <http://www.csos.jhu.edu/p2000>

**The National PTA**

330 North Wabash Avenue  
Suite 2100  
Chicago, IL 60611-3690  
Phone: (312) 670-6782  
Web site: <http://www.pta.org>

**National Urban League**

500 East 62nd Street  
New York, NY 10021  
Phone: 1-888-326-9688  
Web site: <http://www.nul.org>

## **Parents as Teachers National Center**

10176 Corporate Square Drive

Suite 230

St. Louis, MO 63132

Phone: (314) 432-4330

Web site: <http://www.patnc.org>

## **Publications**

Bamber, Chrissie, Nancy Berla, and Anne T. Henderson. 1997. *Learning From Others: Good Programs and Successful Campaigns*. Washington, DC: Center for Law and Education and the Academy for Educational Development.

Coleman, Mick. July 1997. *Families and Schools: In Search of Common Ground*. *Young Children*, vol. 52, no. 5:14-21.

Dietz, Michael J., ed. 1997. *School, Family, and Community: Techniques and Models for Successful Collaboration*. Gaithersburg, MD: Aspen Publications.

Epstein, Joyce L. May 1995. *School, Family, Community Partnerships: Caring for the Children we Share*. *Phi Delta Kappan*, vol. 77, no. 9: 701-12.

Harvard Education Newsletter. September-October 1997. *Special Issue on Parent Involvement*. Cambridge, MA (1-800-513-0763).

Henderson, A. 1987. *The Evidence Continues to Grow: Parent Involvement Improves Student Achievement*. Washington, DC: National Committee for Citizens in Education.

Rich, Dorothy. 1997. *MegaSkills: Building Children's Achievement for the Information Age*. Boston: Houghton Mifflin.

1994. *The New MegaSkills Bond*. Washington, DC: Dorothy Rich Associates.

1997. *What Do We Say: What Do We Do?: Vital Solutions for Children's Educational Success*. New York: Forge.

1997. *What Do I Say? What Do I Do? Problem Solving Handbook*. Washington, DC: Home and School Institute.

Struck, Darla, ed. 1995. *Involving Parents in Education*. Gaithersburg, MD: Aspen Publications.

Warner, Carolyn with Marilyn Curry. 1997. *Everybody's House-The Schoolhouse: Best Techniques for Connecting Home, School, and Community*. Thousand Oaks, CA: Corwin Press.

## Information About Standards

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### Local and state activities

Contact your local school district or state department of education to find out how your community and state are developing and setting higher education and occupation standards.

### The Goals 2000: Educate America Act

Provides funding to help schools raise standards and improve their accountability. It encourages communities to create their own school improvement plans. For information, call your state education department or the U.S. Department of Education at (202) 401-0039.

**The Education Excellence Partnership** has published a booklet about standards for parents called *Strengthening your Child's Academic Future*. To get your copy, call 1-800-558-5450.

**The National Urban League** has a new video, *Putting Standards into Action*, to help parents understand what academic standards are and what they can do to help children reach them. For more information, call 212-558-5450.

### Internet Resources

#### Developing Educational Standards

**Web site:** <http://www.Putwest.boces.org/standards.html>

This internet address takes you to an outstanding Web site run by Putnam Valley Schools, Putnam Valley, New York, which posts links to other sites with K-12 education standards and curriculum framework documents, including sites from every state.

#### Achieve

**Web site:** <http://www.achieve.org>

Achieve Resource Center on Standards, Assessment, Accountability, and Technology is home to a National Clearinghouse database that contains easily accessible information on standards-based education reform for educators, governors, and business leaders.

#### American Federation of Teachers, Educational Issues Department

**Web site:** <http://www.aft.org/edissues.htm>

Find out more about the American Federation of Teachers' campaign for high standards at the Web site, which mentions related resources and information about standards nationally and internationally.

#### Mid-Continent Regional Educational Laboratory (McREL)

**Web site:** <http://www.mcrel.org>

McREL, one of the U.S. Department of Education's 10 regional labs, maintains a database on standards and benchmarks. A number of its publications on standards also are available on-line.

## **Organizations That Can Help**

### **American Federation of Teachers**

555 New Jersey Avenue, NW

Washington, DC 20001

Phone: (202) 879-4400

Web site: <http://www.aft.org>

### **Business Coalition for Education Reform**

c/o National Alliance of Business

1201 New York Avenue, NW

Suite 700

Washington, DC 20005

Phone: (202) 289-2888

Web site: <http://www.bcer.org> and [www.nab.com](http://www.nab.com)

### **Business Roundtable**

1615 L Street, NW

Suite 1100

Washington, DC 20036

Web site: <http://www.brtable.org>

### **Council for Basic Education**

1319 F Street, NW

Washington, DC 20004

Phone: (202) 347-4171

Web site: <http://www.c-b-e.org>

### **Council of Chief State School Officers**

One Massachusetts Avenue, NW

Suite 700

Washington, DC 20001-1431

Phone: (202) 408-5505

Web site: <http://www.ccsso.org>

**Education Excellence Partnership**

1615 L Street, NW

Suite 1100

Washington, DC 20036

Phone: 1-800-382-3762

**National Education Association**

1201 16th Street, NW

Washington, DC 20036

Phone: (202) 833-4000

Web site: <http://www.nea.org>

**National Education Goals Panel**

1255 22nd Street, NW

Suite 502

Washington, DC 20037

Phone: (202) 724-0015

Web site: <http://www.negp.gov>

**National Governors' Association**

444 North Capitol Street, NW

Washington, DC 20001

Phone: (202) 624-5300

Web site: <http://www.nga.org>

**U.S. Chamber of Commerce**

Center for Workforce Preparation

1615 H Street, NW

Washington, DC 20062

Phone: (202) 463-5525

**Publications available from the U.S. Department of Education  
(Call 1-877-4EDPUBS or 1-800-USA-LEARN)**

*Strengthening Your Child's Academic Future*. 1997. Educational Excellence Partnership.

*Improving America's Schools: A Newsletter on Issues in School Reform*. Spring 1996. "Standards: What are They?"

*Moving America to the Head of the Class*. 1995. Educational Excellence Partnership.

*Teachers and GOALS 2000: Leading the Journey Toward High Standards for All Students*. June 1995.

**Other Publications**

American Federation of Teachers. 1997. *Making Standards Matter: An Annual Fifty-State Report on Efforts to Raise Academic Standards*. Washington, DC.

Council for Basic Education. 1996. *How Does Your School Measure Up?* Washington, DC.

Pritchard, Ivor. 1996. *Judging Standards in Standards-Based Reform*. Washington, DC: Council for Basic Education.

RMC Research. 1996. *Parents Ask About Standards*. Portsmouth, NH.

**Information About Measurement and Evaluation**

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**Internet resources**

<http://www.ed.gov/offices/OUS/eval>

Consult the Web site of the Planning and Evaluation Service, a division within the Office of the Under Secretary at the U.S. Department of Education. At this Web site, you will find general resources and links related to measurement and evaluation along with summaries of major studies of federal programs undertaken by the Planning and Evaluation Service.

**Publications**

The Education Trust. 1997. *Education Watch: Community Data Guide*. Washington, DC.



# The Partnership for Family Involvement in Education

# E





PARTNERSHIP  
for Family  
Involvement  
in Education



# The Partnership for Family Involvement in Education

**"Better Education Is Everybody's Business"**  
--U.S. Secretary of Education Richard W. Riley

## The Partnership's Mission

- To use family-school-community partnerships to strengthen schools and improve student achievement.
- To increase opportunities for families to be more involved in their children's learning at school and at home.

### Our Partners

Thousands of partners pledge their support for student learning to high standards through this growing grassroots movement. Partners belong to one of four groups: Family-School Partners, Employers for Learning, Community Organizations, or Religious Groups.

### Together, partners support efforts to:

- Strengthen family-school partnerships through good communication and mutual responsibility for children's learning;
- Adopt family- and student-friendly business practices;
- Provide before- and after-school learning activities for children;
- Make effective use of facilities—schools, community buildings, churches—for children and families; and
- Give parents the resources, training, and information they need to help children learn, and teachers and principals the tools they need to engage families.

### The benefits of joining include:

- Connecting with other groups to share and learn from one another;
- Working together to strengthen and improve efforts to help children learn;
- Keeping up with the latest information and activities nationwide; and
- Receiving recognition for visible commitments at the local, state, and national levels.

### Activities of the Partnership

In addition to the numerous local activities in which Partnership members are involved, many participate in nationwide activities such as the following:

- **READ\*WRITE\*NOW!** As part of the America Reads Challenge, this activity focuses on improving reading skills and abilities of children from birth through the sixth grade. Participating children read and write for thirty minutes every day, and teenagers and adults serve as reading partners to young children once a week.
- **America Goes Back to School.** During the months of August through October, Americans across the country go back to school to share their talents and experiences. Each makes a year-long commitment, starting in the fall, to help improve education and to help students learn.
- **Think College Early.** This initiative helps increase awareness and support for middle and high school students to take the courses needed to enter college and to be prepared financially.
- **Priority on After-School Extended Learning.** This initiative places new emphasis on the importance of providing before- and after-school activities that extend learning for children in a safe, drug-free environment.

**To join** call 1-800-USA-LEARN for more information. Visit the Web site at <http://www.pfie.ed.gov>.

# PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION

## Partner Registration

To register and receive your Partnership Promise Certificate, provide the information requested and submit this form to the Partnership for Family Involvement in Education, 400 Maryland Avenue, SW, Washington, DC 20202-8173, fax (202) 205-9133. You can also complete and submit this form online at <http://www.pfie.ed.gov>.

The registration must include a contact person and phone number in order to be processed. The information you provide may be made available on the Web by the U.S. Department of Education. In any event, the information is subject to the Freedom of Information Act, and will be made available to requestors upon request.

*We would like to become a member of the Partnership for Family Involvement in Education. We commit to family-friendly practices and will work with others to form partnerships that support children's learning.*

Name of partner group or school

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Address line 1

---

Address line 2

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City

State

Zip

---

Telephone

Fax

---

URL

---

## Contact Information

Head of organization

---

Contact person

---

E-mail

---

Is your organization a(n) (Please check one.)

Family-School Partner

Employer for Learning

Community Organization

Religious Group

OMB Number: 1860-0505

Expiration Date: 10/31/2001

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0505. The time required to complete this information collection is estimated to average 5 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651.