



THANK YOU so much for attending and
supporting your child's education from
home.

Please let us know your names so we
can track attendance.





Fall 2025 Title I Parent Information Night

October 15, 2025
Hilliard Crossing Elementary

Multi-Tiered Systems of Support (MTSS)

Tier III

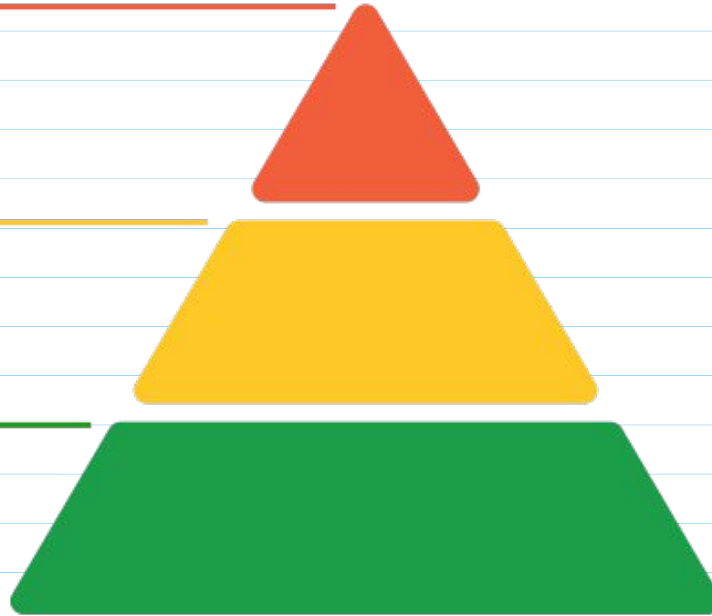
Individualized intensive interventions

Tier II

Targeted small group interventions for at-risk students

Tier I

Whole class research-based core instruction





Simple View of Reading

THE 5 PILLARS OF READING INSTRUCTION





IDEAS TO HELP AT HOME



Decoding/Reading

- Read words/phrases, sentences and passages with patterns that your child has been explicitly taught.
- Track the words with your finger above the text and your child's finger below
- Be patient

Encoding/Spelling

- Multisensory activities (trace words in sand, rice, shaving cream, whiteboards, etc)
- Spell words and sentences
- Tap the sounds, map the sounds, spell the sounds

Fluency

- Repeated practice of skills that have been explicitly taught
- Multiple readings of familiar texts
- Echo reading and choral reading
- Reread familiar texts to build fluency and automaticity

**Comprehension
and Vocabulary**

- Read alouds with rich vocabulary and thoughtful questioning
- Discussions before, during, and after a read aloud
- Making connections between the text and personal experiences



HANDWRITING

LOWERCASE LETTER FORMATION

- a — pull back, around, up, and down
- b — pull down, up, around
- c — pull back and around
- d — pull back, around, up, and down
- e — pull across, back, and around
- f — pull back, down, and cross
- g — pull back, around, up, down, and under
- h — pull down, up, over, and down
- i — pull down, dot
- j — pull down, curve around, dot
- k — pull down, pull in, pull out
- l — pull down
- m — pull down, up, over, down and up, over and down
- n — pull down, up, over and down
- o — pull back and around
- p — pull down, up, and around
- q — pull back, around, up, and down
- r — pull down, up, and over
- s — pull back, in, around, and back around
- t — pull down and cross
- u — pull down, around, up, and down
- v — slant down, up
- w — slant down, up, down, up
- x — slant down, slant down
- y — slant in, slant and down
- z — across, slant down, across

UPPERCASE LETTER FORMATION

- A — slant down, slant down, across
- B — pull down, up, around and in, back and around
- C — pull back and around
- D — pull down, up, around
- E — pull down, across, across, and across
- F — pull down, across, across
- G — pull back, around, across
- H — pull down, pull down, across
- I — pull down, across, across
- J — pull down, curve around, across
- K — pull down, slant in, slant out
- L — pull down, across
- M — pull down, slant down, slant down, pull down
- N — pull down, slant down, pull up
- O — pull back and around
- P — pull down, up, and around
- Q — pull back and around and cross
- R — pull down, up, around, in, and slant down
- S — pull back, in, around, down, and back around
- T — pull down, across
- U — pull down, around, up, and down
- V — slant down, slant up
- W — slant down up, down up
- X — slant down, slant down
- Y — slant in, slant, and down
- Z — across, slant down, across

VERBAL PATH FOR LETTER FORMATION

Source: © HandwritingWorkbooks.com. Copyright © 2009 by Tracy C. Carter and Greg A. Smith. All rights reserved.

LETTER FORMATION CHART: LOWERCASE



Letters Made in Similar Ways

c o a d g q
b h t i j k l p
n r m u
v x w y
f s
e z

Source: © HandwritingWorkbooks.com. Copyright © 2009 by Tracy C. Carter and Greg A. Smith. All rights reserved.

LETTERS MADE IN SIMILAR WAYS



There are many activities you can do to help support your child at home:

Working with Words:

- Write high frequency words on post it notes and hang them around the house.
- Use expo markers on mirrors to write and read the high frequency words of the week.
- Sorting letters, words by sounds, rhymes, beginning or ending letter, etc.

Writing:

- Have your child help you write a grocery list.
- Encourage your child to write thank you notes, make cards, wish lists, etc.
- Listen to your child orally tell a story, then ask them if they could write that story.
- Print photos from your phone of a special day you had and have your child use them to write a story about that day/vacation/moment, etc.
- Write a song

Word Play Games:

- Nursery Rhymes
- Poems
- Rhyming Word Match
- Category Play:
-Not____, ____.
- Singing Songs
- Sorting Pictures.

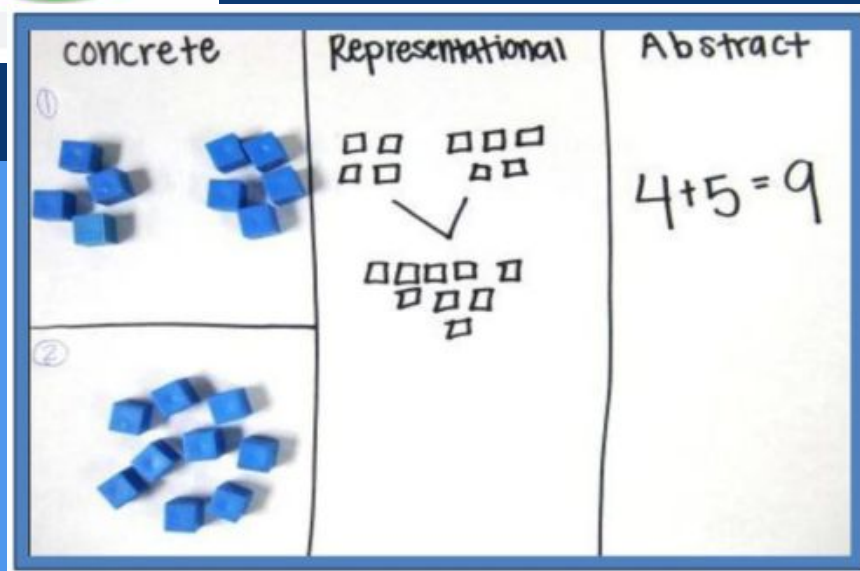
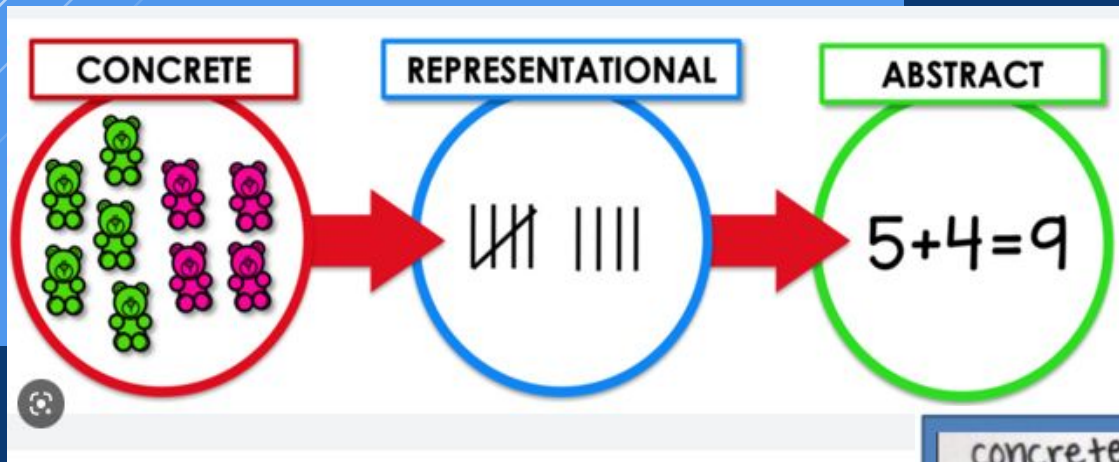
Model Reading:

- Read aloud to your child books that they choose. Use your voice to model fluent and expressive reading.
- Take time to be a reader yourself! Enjoy books and talk with your kids about the books you are reading and why.
- Pause Movies or Shows and make predictions, think and talk about the character, ask questions, etc.

... A Positive Math Mindset Matters ...

Parents Beliefs About Math Change Their Children's Achievements





Help at Home

Math for Parents

Parent Permission



Hilliard City School District

David J. Stewart, Superintendent • Melissa N. Swearingen, Treasurer/CFO

Dear Parent/Guardian(s):

Your child, _____, has qualified for the opportunity to participate in our Reading/Math Support Program. Core instruction and small group instruction will continue to be provided in the classroom, and additional instruction will be provided by a reading/math support teacher. This program has been organized so that your child may work in a small group to strengthen their literacy or math skills. Our objective is to meet the individual needs of your child through the use of evidence-based interventions. While this service may change based on your child's continued performance on district and standardized assessments, classroom instruction will continue to support your child's academic growth.

Thank you for your continued support and partnership in your child's education. We recognize your rights as a parent/guardian to make decisions regarding the upbringing and education of your child. With this in mind, please feel free to contact the classroom and reading/math support teacher assigned to your child with any questions.

Please complete the form below and have your child return it to the support teacher.

Sincerely, _____
(Reading and/or Math Support Teacher)

Signature line with dashed line for return.

- ☐ I grant my permission for _____
(child's name)
to participate in the reading/math intervention program during the current school year.
- ☐ I would like to be contacted by the intervention teacher to learn more about the program.
- ☐ I would prefer my child NOT participate in the reading/math intervention program.

(parent/guardian's name)

(date)

(phone number)

(email address)

8/29/25 JN

Ready For Tomorrow

2140 Atlas Street • Columbus, OH 43228 • Phone (614) 921-7000 • FAX (614) 921-7001
www.hilliardschools.org

2025-2026 Meeting Dates

December 10th at 12:00 pm via Zoom

February 5th at 6:30 pm at conferences

April 16th at 8:30 am via Zoom

Thank You!

Please do not hesitate to reach out.

Hilliard Crossing Phone Number: 614-921-5600

Jennifer Savage: jennifer_savage@hboe.org

Elizabeth Kane: elizabeth_kane@hboe.org

Erin Karst: erin_karst@hboe.org

Lynn Seguin: lynn_seguin@hboe.org

Diana Lang: diana_lang@hboe.org

Claudette Mullins: claudette_mullins@hboe.org

CREDITS: This presentation template was created by
Slidesgo, including icons by **Flaticon**, and infographics
& images by **Freepik**

Please keep this slide for attribution.

