



Franklin County Schools

Parents' Read-At-Home Plan for Student Success



THIS GUIDE INCLUDES
Activities to help your child learn
the 5 components of reading

- ☐ Phonemic Awareness
- ☐ Phonics
- ☐ Fluency
- ☐ Vocabulary
- ☐ Comprehension

Student Success

Franklin County Schools At-Home Reading Activities

Parents,

You are your child's first teacher, and reading with your child is a proven way to promote early literacy. Helping to make sure your child is reading on grade level by third grade, and if not by third grade, certainly by the time he or she enters middle school, is one of the most important things you can do to prepare him/her for the future. By reading with your child for 20 minutes per day and making a few simple strategies a part of your daily routine, you can make a positive impact on your child's success in school.

We are happy to provide you with this Read-at-Home Plan, which includes strategies to help your child become a more proficient reader!

Sincerely,

Franklin County Schools





Help Your Child Succeed in School: **Build the Habit of Good Attendance Early** School success goes hand in hand with good attendance!

DID YOU KNOW?

- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.

WHAT YOU CAN DO

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your child to her teachers and classmates before school starts to help her transition.
- Don't let your child stay home unless she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

For more on school readiness, visit attendanceworks.org and reachoutandread.org



Ayude a su hijo a tener éxito en la escuela: Creando el hábito de buena asistencia a temprana edad ¡El éxito escolar va de mano a mano con una buena asistencia escolar!

¿SABÍA QUE...?

- Empezando en el kínder, muchas ausencias pueden causar que los niños se atrasen en la escuela.
- Faltar el 10% (más o menos faltar 18 días en el kínder) puede bajar el rendimiento en el primer grado y hacer que cueste más aprender a leer.
- Los estudiantes se pueden seguir atrasando aunque sólo falten uno o dos días durante varias semanas.
- Las llegadas tarde en los primeros grados pueden predecir que el estudiante tendrá mala asistencia en los años siguientes.
- La falta de asistencia a la escuela puede afectar a todos en la clase, ya que el maestro tiene que disminuir el aprendizaje para ayudar a los niños a ponerse al día.
- Las escuelas pueden perder dinero para programas educativos porque frecuentemente la asistencia es la base para la asignación de los fondos.

Asistir regularmente a la escuela, ayuda a los niños a sentirse mejor en la escuela—y consigo mismos. Empezar a crear este hábito en la edad preescolar, los hará aprender rápidamente la importancia de ir a la escuela a la hora indicada y todos los días. La buena asistencia ayudará a los niños a tener éxito en la preparatoria, la universidad y en el trabajo.

COMO AYUDAR A SU HIJO

- Establezca una hora consistente para acostarse y la rutina de cada mañana.
- Prepare la ropa y las mochilas la noche anterior.
- Averigüe el día en que empieza la escuela y asegúrese que su hijo tenga las vacunas requeridas.
- Presente a su hijo a sus maestros y compañeros de clase antes que la escuela empiece, para ayudarlo con la transición a la escuela.
- Sólo deje que su niño se quede en casa si está realmente enfermo. Tenga en mente que las quejas de un dolor de estómago o de cabeza pueden ser señal de ansiedad y no una razón para quedarse en casa.
- Si su hijo parece ansioso por ir a la escuela, hable con los maestros, consejeros u otros padres para que le aconsejen sobre cómo hacerlo sentir cómodo y motivado a asistir a la escuela.
- Prepare opciones para llegar a la escuela si algo inesperado sucede. Contacte con anterioridad un familiar, un vecino u otro padre para que le ayude en esos días.
- Evite citas médicas y viajes prolongados durante el tiempo de escuela.
- Contacte al personal de la escuela u oficiales de la comunidad para encontrar ayuda sobre transportación, vivienda, empleo o problemas de salud.

¿Cuándo las ausencias se vuelven en problema?



Nota: Números asumen un año escolar de 180 días

Para más información sobre cómo preparar a su hijo para la escuela, visite attendanceworks.org y reachoutandread.org/esp



Read-At-Home Plan

Student _____ Grade _____ Teacher _____

Date _____ Current Intervention or Reading Strategy _____

Student Goal (include behavior, criteria of acceptable performance, & timeline) _____

Check-In Dates _____

Identified areas of deficiency that require daily practice at home:

☐ Phonemic Awareness

☐ Phonics

☐ Fluency

☐ Vocabulary

☐ Comprehension

Student will read at home for 20 minutes each day. Parents will support student with the highlighted activities on the pages that follow.

Parent Signature: _____ **Date:** _____

Teacher Signature: _____ **Date:** _____

Keep this copy



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Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Return this copy to your child's teacher

Suggested At-Home Activities

Based on the identified deficiencies, please check suggested home activities for the parent to use:

□ Phonemic Awareness – Phonemic awareness is the ability to hear and distinguish sounds. This includes

- Recognizing sounds, alone and in words
- Adding sounds to words
- Taking apart words and breaking them into their different sounds
- Moving sounds

Here are some strategies you can use at home to help your child develop phonemic awareness:

- ☐ Play “I Spy” with your child, but instead of giving a color say, “I spy something that starts with /b/.” or “I spy something with these sounds, /d/ /ō/ /g/. Have your child do the same.
- ☐ Play a game in which you say a word and your child has to segment all the sounds. You ask your child to stretch out a word like dog and he/she can pretend to stretch a word with a rubber band. Your child should say /d/ /ō/ /g/.
- ☐ Play the “Silly Name Game”. Replace the first letter of each family member’s name with a different letter. For example, ‘Tob’ for ‘Bob’, ‘Watt’ for ‘Matt’, etc.
- ☐ Say a sentence aloud and ask your child to determine how many words were in the sentence.
- ☐ Explain that rhymes are words that sound the same at the end.
- ☐ Read books containing rhymes over and over again
- ☐ As you read, have your child complete the rhyming word at the end of each line.
- ☐ Orally provide pairs of words that rhyme and pairs that do not rhyme (Example – pan/man, pat/boy). Ask, “Do ‘pan’ and ‘man’ rhyme? Why? Do ‘pat’ and ‘boy’ rhyme? Why not?”
- ☐ Prompt your child to produce rhymes. Ask, “Can you tell me a word that rhymes with cake?”
- ☐ Sing rhyming songs like “Row, Row, Row Your Boat” or “Twinkle, Twinkle, Little Star”.
- ☐ Give your child a small toy car. Write a 3-4 letter word on a piece of paper with the letters spaced apart. Have your child drive the car over each letter saying the letter sound. Have your child start by driving the car over the letters slowly, and then at a faster rate. Continue until your child is reading the word at a good rate.
- ☐ To help your child segment (separate) sounds in words:
 - ____ Give your child 3-5 blocks, beads, bingo chips or similar items. Say a word and have your child move an object for each sound in the word.
 - ____ Play Head, Shoulders, Knees and Toes with sounds. Say a word and have your child touch his/her head for the first sound, shoulders for the second sound, and knees for the third while saying each sound.
 - ____ Jump for Sounds. Say a word and have your child jump for each sound in the word while saying the sound.

Phonics – Phonics is the ability to understand the relationship between letters and the sounds they represent. This includes:

- Recognizing print patterns that represent sounds
- Syllable patterns
- Word parts (prefixes, suffixes, and root words)

Common consonant Digraphs and Blends: bl, br, ch, ck, cl, cr, dr, fl, fr, gh, gl, gr, ng, ph, pl, pr, qu, sc, sh, sk, sl, sm, sn, sp, st, sw, th, tr, tw, wh, wr

Common consonant Trigraphs: nth, sch, scr, shr, spl, spr, squ, str, thr

Common Vowel Digraphs: ai, au, aw, ay, ea, ee, ei, eu, ew, ey, ie, oi, oo, ou, ow, oy

Here are some strategies you can try at home if your child's area of focus is phonics.

- ☐ Make letter-sounds and have your child write the letter or letters that match the sounds.
- ☐ Play word games that connect sounds with syllables and words (for example, if the letters "p-e-n" spell *pen*, how do you spell *hen*?).
- ☐ Write letters on cards. Hold up the cards one at a time and have your child say the sounds (for example, the /d/ sound for the letter *d*).
- ☐ Teach your child to match the letters in his/her name with the sounds in his/her name.
- ☐ Point out words that begin with the same letter as your child's names (for example, *John* and *jump*). Talk about how the beginning sounds of the words are alike.
- ☐ Write letters on pieces of paper and put them in a paper bag. Let your child reach into the bag and take out letters. Have your child say the sounds that match the letters.
- ☐ Take a letter and hide it in your hand. Let your child guess in which hand is the letter. Then show the letter and have your child say the letter name and make the sound (for example, the letter *m* matches the /m/ sound as in *man*).
- ☐ Make letter-sounds and ask your child to draw the matching letters in cornmeal or sand.
- ☐ Take egg cartons and put a paper letter in each slot until you have all the letters of the alphabet in order. Say letter-sounds and ask your child to pick out the letters that match those sounds.
- ☐ Building words – Using magnetic letters, make a three letter word on the refrigerator (cat). Have your child read the word and use it in a sentence. Every day, change one letter to make a new word. Start by changing only the beginning letter (cat, bat, hat, sat, mat, rat, pat). Then change only the ending letter (pat, pal, pad, pan). Finally change only the middle letter (pan, pen, pin, pun).
- ☐ Making words – For this game, you will need magnetic letters and three bags. Put half of the consonants into the first bag. Put the vowels into the middle bag, and the remaining consonants into the first bag. Have your child pull one letter from the first bag. That will be the first letter of their word. Then have your child pull from the vowel bag for the second letter of the word and from the other consonant bag for the third letter of the word. Next, the child will read the word and decide if it is a real word or a nonsense word. Take turns, replacing the vowels as needed until there are no more consonants left.

- ☐ Labeling words – When reading with your child, keep Post-it notes handy. Every so often, have your child choose one object in the picture and write the word on a Post-it. Put the note in the book to read each time you come to that page.
- ☐ Practicing words with pictures – Choose pictures from a magazine or catalog. Say the name of the picture, have your child say the sound that the picture begins with and the name of that letter.
- ☐ Hunting for words – Choose a letter and have your child hunt for five items beginning with that letter sound. As each object is found, help your child write the word on a list. For example, if the target sound is /m/, the child might find and write mop, mat, Mom, money, and microwave.
- ☐ Hints for helping your child sound out words
 - First Sound – Have your child say the first sound in the word and make a guess based on the picture or surrounding words. Double-check the printed word to see if it matches the child’s guess.
 - Sound and Blend – Have your child say each sound separately (sss aaa t). This is called “sounding it out”, and then say the sounds together (sat). This is “blending”.
 - Familiar Parts – When your child starts reading longer words, have him notice the parts of the word that he already knows. For example, in a word such as “presenting”, your child may already know the prefix pre-, the word “sent,” and the word ending –ing.
- ☐ Teach your child to recognize the letters in his or her name.
- ☐ Use magnetic letters to spell words on the refrigerator or spell names of family members and friends.
- ☐ Discuss how names are similar and different
- ☐ Recognizing shapes is the beginning of recognizing the features of letters, Have your child sort letters by tall tails, short tails, hooks, humps, and circles. Your child can continue to sort by feature combinations as well (For example, circles and tall tails, hooks and circles, humps and tall tails, etc.)
- ☐ Ask your child to name stores, restaurants, and other places that have signs. This is called environmental print. Have your child cut the images of these signs from bags, take out containers, and fliers and post them somewhere to make an Environmental Print Word Wall.
- ☐ Ask your child to look through ads to point out things he/she recognizes. Ask if they know any of the letters on the page.
- ☐ Use stores as an opportunity for learning – Ask questions like, “Can you find something that has a letter C? Can you find a word that begins with an M? Can you find something with 4 letters?” Praise all efforts and keep it like a game.
- ☐ Make alphabet letters out of Play-doh.
- ☐ Write letters with your finger on your child’s back and have them guess the letter. Have your child do the same to you.
- ☐ Play “Memory” or “Go Fish” using alphabet cards.
- ☐ Read alphabet books to your child and eventually ask him/her to name the items on the page that you know he/she can successfully tell you.

Here are some more challenging ideas as the previous strategies for phonics become too easy.

- ☐ **Make blend-sounds and have your child write the letters that match the sounds.**
- ☐ **Play word games that connect sounds with syllables and words (for example, if the letters “l-a-t-e-r” spell *later*, how do you spell *hater*? How many syllables are in *later*?)**
- ☐ **Write vowel and consonant digraphs, trigraphs, and blends on cards. Hold up the cards one at a time and have your child say the sounds (for example, the long e sound /ē/ for the vowel digraphs ea and ee).**
- ☐ **Writing words – Many children love to send and receive notes, and writing is a great way to reinforce phonics skills. Send your child notes in his/her backpack or place notes on the pillow. Have a relative or friend send a letter or email to your child. Whenever your child receives a note, having him/her write back. Don’t be concerned about spelling. Instead, have your child sound out the words to the best of his/her ability.**
- ☐ **Hunting for words – Choose a blend and have your child hunt for five items beginning with that sound. As each object is found, help your child write the word on a list. For example, if the target sound is “bl”, the child might find and write blanket, blood, blue, blizzard, blast**
- ☐ **Play “Memory” or “Go Fish” using consonant and vowel digraphs, trigraphs, and blends.**

Fluency – Fluency is the ability to read with sufficient speed to support the understanding. This includes

- Automatic word recognition
- Accurate word recognition
- Use of expression

Here are some strategies you can use at home to help your child to become more fluent reader:

- Repeated reading – Choose a passage that will not be very difficult for your child. Read the passage aloud to your child, and then read it together, helping your child figure out any tricky words. Next, have your child read the passage to you with a focus on accuracy. Finally, have your child read the passage to you again, paying attention to fluency and expression. The goal is to sound smooth and natural.
- Use different voices – When reading a familiar story or passage, try having your child use different voices. Read the story in a mouse voice, cowboy voice, or a princess voice. This is another way to do repeated reading, and it adds some fun to reading practice.
- Read to different audiences – Reading aloud is a way to communicate to an audience. When a reader keeps the audience in mind, he/she knows that his reading must be fluent and expressive. Provide a variety of opportunities for your child to read to an audience. Your child can read to stuffed animals, pets, siblings, neighbors, grandparents – anyone who is willing to listen. This is a good way to show off what was practiced with repeated reading.
- Record the reading – After your child has practiced a passage have him/her record it with a smart phone or tablet. Once recorded, your child can listen to her reading and follow along in the book. Often, she will want to record it again to make it even better!
- When you read a story, use appropriate expression during dialogue. Encourage your child to mimic your expression. Talk with him about what that expression means (For example, if the character is excited about going to the park, he/she should sound like that in his/her voice. Encourage your child to repeat key phrases or dialogue).
- Recite nursery rhymes and poems to build familiar phrases in speech.
- In a repetitive text, ask your child to repeat the familiar phrase with you (For example, in the Story, “The House that Jack Built” your child can recite with you “in the house that Jack built”).
- Point out punctuation marks that aid in expression such as question marks, exclamation points and quotation marks. Demonstrate how your voice changes as you read for each. Only focus on one during a book. Remember it is important to enjoy it first and foremost.
- Encourage your child to sing favorite songs and repeat favorite lines of songs.
- Make your own books of favorite songs for child to practice “reading”. This builds confidence and helps your child identify himself/herself as a reader.
- Say a sentence to your child and ask him or her to repeat it to you. Challenge your child to increase the number of words he or she can repeat. As you say it, put it in meaningful phrases (For example, The boy went/ to the store/ with his mother.).
- Alternate repeating the favorite lines of a poem or nursery rhyme with your child. He or she will mimic your phrasing and expression.

□ Vocabulary – Vocabulary is students’ knowledge of and memory for word meanings. This includes:

- **Receptive Vocabulary** – words we understand when read or spoken to us
- **Expressive Vocabulary** – Words we know well enough to use in speaking and writing

Here are some strategies you can use at home to improve your child’s vocabulary:

- ☐ **Read aloud** – Continue to read aloud to your child even after he is able to read independently. Choose books above your child’s level because they are likely to contain broader vocabulary. This way, you are actually teaching him new words and how they are used in context.
- ☐ **Preview words** – Before reading to or with your child, scan through the book, choose two words that you think might be interesting or unfamiliar to your child. Tell your child what the words are and what they mean. As you read the book, have your child listen for those words.
- ☐ **Hot potato (version 1)** – Play hot potato with synonyms. Choose a word, and then your child has to think of another word that means the same thing. Take turns until neither player can think of another word. For example, you may say, “Cold,” and your child might say, “Freezing.” Then you could say, “Chilly,” and so on. Try the game again with antonyms (opposites).
- ☐ **Hot potato (version 2)** – Play hot potato with categories. For younger children, the categories can be simple: pets, clothes, family members. For older children, the categories can be quite complex: The Revolutionary War, astronomy, math terms.
- ☐ **Word Collecting** – Have each family member be on the lookout for interesting words that they heard that day. At dinner or bedtime, have everyone share the word they collected and tell what they think it means. If the child shares an incorrect meaning, guide him/her to the correct meaning. Try to use some of the words in conversation.
- ☐ **Introduce your child to a variety of experiences to help build background knowledge** he or she can use while making sense of print by taking them to the park, museums, the zoo, etc.
- ☐ **Play “categories” with your child.** Name a topic such as “farms” or “ecosystems” and ask your child to think of all the words he or she can related to that topic. This is a great way to build word knowledge!
- ☐ **Discuss opposites (antonyms).**
- ☐ **Discuss positional words** such as beside, below, under, over, etc. Make it into a game at dinner by asking your child place his or her fork in different places in relation to his or her plate.
- ☐ **Use the language of books** such as author, title, illustrator, title page, etc.
- ☐ **Discuss ordinal words** such as first, last, beginning, middle, etc.
- ☐ **Talk about how things are similar/alike as well as how things are different** (For example, How is a dog like a cat? How is a dog different from a cat?)
- ☐ **Use a variety of words to describe feelings and emotions** (For example, your child says he’s happy. You can validate that by saying, “I’m so glad you are so joyful today! You sure look happy!”).
- ☐ **Trips to everyday places build vocabulary.** Discuss what you are doing and seeing as you are going through the store (For example, “I’m here in the bakery. I can find donuts, cookies, and bread.” Ask your child, “What else do you think I could find here?”).

- When you read a book about a topic, ask him to tell you all the words related to it (For example, if you read a book about a dog, he might say dog, puppies, toy, food, play, leash. Or a book about dinosaurs, he might say Tyrannosaurus Rex, paleontologist, herbivore, carnivore, or fossil. Add other words to help expand upon what he says).
- When you read a book, ask your child to identify categories for words he has read (For example, if you read a book about pumpkins, you could put the words pumpkin, leaf, stem, and seeds into a category about the parts of a plant).
- Hot potato (version 3) – Play hot potato with prefixes or suffixes. The prefixes dis-, ex-, mis-, non-, pre-, re-, and un- are common. Common suffixes include –able/-ible, -ed, -er, -est, -ful, -ish, -less, -ly, -ment, and –ness.

Comprehension – Comprehension is the ability to understand and draw meaning from text. This includes

- Paying attention to important information
- Interpreting specific meanings in text
- Identifying the main idea
- Verbal responses to questions
- Application of new information gained through reading

Here are some strategies you can use at home to help your child with comprehension:

- ☐ Sequencing errands – Talk about errands that you will run today. Use sequencing words such as first, next, last, finally, beginning, middle, and end, when describing your trip.
- ☐ Every day comprehension – Ask your child who, what, when, where, why, how questions about an event in his/her day. For example, if your child attended a party, you could ask, “Who was there? What did you do? When did you have cake? Where did you go? Why did invitation have dogs on it? How did the birthday child like the presents?” Once your child is comfortable answering these questions about his/her experiences, try asking these questions about a book you’ve read together.
- ☐ Think aloud – When you read aloud to your child, talk about what you are thinking. It is your opportunity to show your child that reading is a lot more than just figuring out the words. Describe how you feel about what’s going on in the book, what you think will happen next, or what you thought about a character’s choice.
- ☐ Sequencing comics – Choose a comic strip from the Sunday paper. Cut out each square and mix up the squares. Have your child put them in order and describe what is happening. Encourage your child to use words like first, second, next, finally, etc.

Fiction Reading

- ☐ Before reading – Point out the title and author. Look at the picture on the cover and ask, “What do you think is going to happen in this story? Why?” This will help your child set purpose for reading.
- ☐ During reading – Stop every now and then to ask your child to tell you what has happened so far or what he/she predicts will happen. You might also ask for your child’s opinion. “Do you think the character did the right thing? How do you feel about that choice?” Explain any unfamiliar words.
- ☐ After reading – Ask your child to retell the story from the beginning, and ask for opinions, too. “What was your favorite part? Would you recommend it to a friend?”

Non-Fiction Reading

- ☐ Before reading – Point out the title and author. Look at the picture on the cover and ask, “What do you think you’ll be learning about in this book? Why?” This will help your child consider what he already knows about the topic. Look at the table of contents.
- ☐ During reading – Don’t forget the captions, headings, sidebars, or any other information on the page. Young readers tend to overlook these, so it’s a good idea to show that the author includes lots of information in these “extras”.
- ☐ After reading – Ask your child, “What was this mostly about? What do you still want to know? Where could you find out?”

Other Ideas

- Take a quick “book look” and encourage your child to talk about what it might be about or what might happen.
- Discuss words related to stories such as characters, problem, and solution.
- Ask questions about character traits. For example, “Which character is kind? Which character is bossy? How do you know?” If your child doesn’t know, give your answer. You may need to do this many times before your child can do it. He/she may also “mimic” your answer. Encourage your child’s attempt.

Encourage deeper thinking by asking, “If the story kept going, what do you think would happen next?”

Help your child make connections to his/her life experience while reading. You could say, "Is there anything you read in the story that reminds you of something?" You could also prompt your child, “The boy who went to the zoo with his family reminds me of when we went to the zoo over the summer. What do you think?” Then, get your child to expand on that.

As you are reading, think out loud to your child. Say things like, “I wonder why...., I wonder if..., I bet.... I predict....,” etc.

RESOURCES



- **Just Read, Families!** <http://www.fldoe.org/academics/standards/just-read-fl/families>
- **Reading Rockets** <http://www.readingrockets.org/>
- **PBS Parents:** <http://www.pbs.org/parents>
- **ReadingIQ** <https://www.readingiq.com>
- **BrainPop** www.brainpop.com



READ-AT-HOME PLAN RESOURCES

A read-at-home plan is required to be provided to parents of any K-3 student who has been identified with a substantial deficiency in reading. The Florida Department of Education has compiled resources that each school district must include in a read-at-home plan provided to the parent of a student who is identified as having a substantial reading deficiency. A read-at-home plan includes information and resources connected to the essential components of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. These resources are available in an electronic format that is accessible online, and a hardcopy of such resources must be provided by the school upon parent request. To access these resources digitally, click on each link provided below.

PARENT GUIDES FOR ENGLISH LANGUAGE ARTS STANDARDS

The Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts (ELA) are literacy standards for Florida students that will shape their education and make Florida the most literate state in the nation. The B.E.S.T. Standards will pave the way for Florida students to receive a world-class education and prepare them for a successful future. Parent Guides have been developed to help families learn more about the new B.E.S.T. ELA Standards.

Parent Guides for English Language Arts Standards

SUPPORTING READING AT HOME

Learning to read begins at home through everyday interactions with children, long before they attend school. Supporting literacy development as children enter elementary school and progress through grades positively affects their reading ability. The Regional Educational Laboratory Southeast (REL-SE) provides family activities with easy-to-follow instructions to help children practice foundational reading skills at home. Foundational skills include oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. Phonological awareness, alphabetic skills and language skills are the best predictors of early reading success (B.E.S.T., Appendix E, p. 206). There are short family videos for tips and support on how to use the activities to help children grow as readers. Using the family activities at home can help children develop language, link sounds to letters, blend letters and word parts to read and write the words and ultimately read for understanding.

Supporting Reading at Home

NEW WORLDS READING INITIATIVE

The New Worlds Reading Initiative gives hundreds of thousands of eligible students the chance to build personalized libraries that reflect their unique interests and backgrounds, at no cost to families or schools. Eligible students include kindergarten through fifth grade students in public and charter schools who have a substantial reading deficiency or who scored below a Level 3 on the prior year's Florida Standards Assessment in English Language Arts (FSA ELA). The University of Florida (UF) Lastinger Center has been designated by the Florida Department of Education as the administrator of the New Worlds Reading Initiative. The UF Lastinger Center is excited to partner with each school district to ensure that all eligible families are informed of the program, have the opportunity to enroll, and receive books and supporting materials each month.

New Worlds Reading Initiative



OVERVIEW OF ASSESSMENT TYPES

As students progress from kindergarten through third grade, they should be steadily developing the skills they need to become grade level readers. While students are learning to read, educators and parents can monitor students to see if they are on track to become successful readers. Florida uses four types of assessments to monitor students' progress in reading.

Overview of Assessment Types

Screening – The purpose of screening is to identify the probability of risk or success in reading achievement.

Progress Monitoring – The purpose of progress monitoring, also called interim or formative assessment, is to determine whether students are learning the skills taught and/or meeting benchmarks throughout the school year.

Diagnostic – The purpose of a diagnostic assessment is to identify a student's strengths and weaknesses for students identified at-risk on a screening assessment.

Summative – The purpose of summative, or outcome, assessment is to evaluate students' performance relative to a set of content standards generally administered at the end of the school year.

STATEWIDE ENGLISH LANGUAGE ARTS (ELA) ASSESSMENTS

All Florida students participate in the state's assessment and accountability system. The primary goal of these assessments is to provide information about student learning in Florida, as required by Florida law (see [Section 1008.22, Florida Statutes](#)).

FLKRS: The Florida Kindergarten Readiness Screener (FLKRS) is administered to all public school kindergarten students within the first 30 instructional days of each school year. The results of this screening provide valuable information about a child's readiness for school, help teachers develop lesson plans to meet each child's needs and offer useful information to parents. The FLKRS assessment instrument is the Star Early Literacy® assessment, which consists of 27 items that assess early language, literacy and number skills.

FSA: The Florida Standards Assessment in English Language Arts (FSA ELA) is administered to all public school students in 3rd – 10th grade. The FSA ELA measures literacy achievement and learning gains. Scores are categorized into five achievement levels to describe student performance, which is provided on student reports so that students, parents and educators may interpret student results in a meaningful way.

FSAA: The Florida Standards Alternate Assessment (FSAA) is designed for 3rd – 10th grade students whose participation in the general statewide assessment program is not appropriate, even with accommodations. The FSAA is based on the Florida Standards Access Points (FS-APs), which are academic expectations written specifically for students with significant cognitive disabilities.

SUPPORTS FOR PARENTAL INVOLVEMENT

Parental involvement is extremely important for supporting the education of all students, including students with disabilities. For students who have difficulty learning, the Florida Department of Education provides a variety of supports to assist parents in being involved in the educational decision-making process.

Parent Information

Dispute Resolution Systems

EVALUATING AND IDENTIFYING A STUDENT FOR EXCEPTIONAL STUDENT EDUCATION

When a parent, teacher or caregiver suspects a student may have a disability, there are important steps that are necessary to know and take. A diagnosis of a medical condition alone is not sufficient to establish eligibility for exceptional student education. Consistent with Title 34, Section 300.306 of the Code of Federal Regulations, the Individual Educational Plan (IEP) team must consider multiple sources of data and information to determine not only if the student is a student with a disability, but also that the student requires special education and related services. If a parent submits documentation from a licensed professional under chapter 490 which demonstrates that a K-3 student has been diagnosed with dyslexia, evidence-based interventions must be provided based on the student's specific areas of difficulty as identified by the licensed professional (see Section 1008.25(5), Florida Statutes). The Bureau of Exceptional Student Education (BESE) has many resources to guide parents, teachers and caregivers through the process of evaluating and identifying a student who is suspected of being a student with a disability requiring exceptional student education.

Evaluations for Special Education Services: Information for Parents

What is Exceptional Student Education for Children with Disabilities?

Bureau of Exceptional Student Education (BESE) Resource & Information Center

CHARACTERISTICS OF SPECIFIC LEARNING DISABILITY

Specific Learning Disability (SLD) is a term that describes an Exceptional Student Education (ESE) eligibility category, which refers to learning disorders that can affect a student's ability to read, write, listen, speak, reason and do math.

Specific Learning Disabilities (SLD)

Exceptional Student Education Eligibility for Students with Specific Learning Disabilities

DID YOU KNOW?

Reading at or above grade level by the end of third grade sets students on a path to learn, graduate and succeed.



LEARNING DISABILITY

TYPICAL CHARACTERISTICS

Dyslexia:

A learning disability
affecting primarily reading

- Difficulty in learning to read, write, spell and do arithmetic
- Difficulty with learning letters and their sounds
- Difficulty in following oral and written instructions
- Cramped or illegible handwriting
- Difficulty reading quickly enough to comprehend and persisting with longer texts
- Easily distracted, difficulty in retaining information
- Confusion in sequence of letters and symbols
- Delayed spoken language
- Confusion about directions in space and time, right and left, north and south, yesterday and tomorrow
- More than average test taking anxiety

Dysgraphia:

A learning disability
affecting primarily writing

- Variably shaped and poorly formed letters, excessive erasures and cross-outs in writing
- Poor spacing between letters and words
- Letter and number reversals beyond early stages of writing
- Awkward, inconsistent pencil grip
- Heavy pressure and hand fatigue
- Slow to write and copy with legible or illegible handwriting

Dyscalculia:

A learning disability affecting
primarily mathematics

- Difficulty counting backwards
- Extreme difficulty in performing simple calculations, difficulty with mental arithmetic skills
- A poor sense of numbers and estimation
- Difficulty in understanding place value
- Addition is often the default operation
- High levels of mathematical anxiety

Developmental Aphasia:

A learning disability affecting primarily
language and communication

- Poor comprehension skills
- Difficulty in forming words and sentences, speaking and word recall
- Trouble understanding speech
- Difficulty in reading and writing
- Leaving out words like 'the,' 'of' and 'was' from speech
- Speaking only in short phrases that are produced with great effort
- Putting words together in the wrong order



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