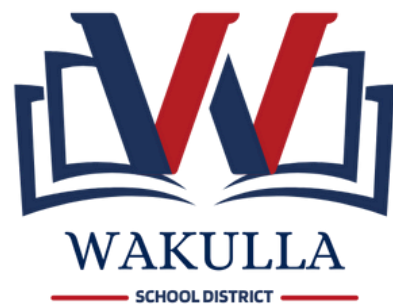


2nd-3rd



READ-AT- HOME PLAN

WAKULLA COUNTY SCHOOLS

2024-2025



<https://www.wakullaschooldistrict.org/departments/instructional-services>

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The Read-At-Home Plan is accessible through the Wakulla County School District website.

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Forward

Florida Law requires school districts to identify and provide immediate, tailored instruction to students in grades K-3 who exhibit a substantial deficiency in reading or characteristics of dyslexia. As such, parents are also provided with a “read-at-home plan,” which outlines strategies and resources that parents can use to help their children improve in reading.

Instructional Services Supervisors

<u>Priscilla Colvin</u>	Executive Director of Academics
<u>Holly Harden</u>	Coordinator of Curriculum
Nicholas Weaver	Director of Student Services & Discipline

Elementary Administrators

Alena Crawford	Crawfordville Elementary School
Stanley Ward	Medart Elementary School
Catherine Cutchen	Riversink Elementary School
Tim Wheeler	Shadeville Elementary School



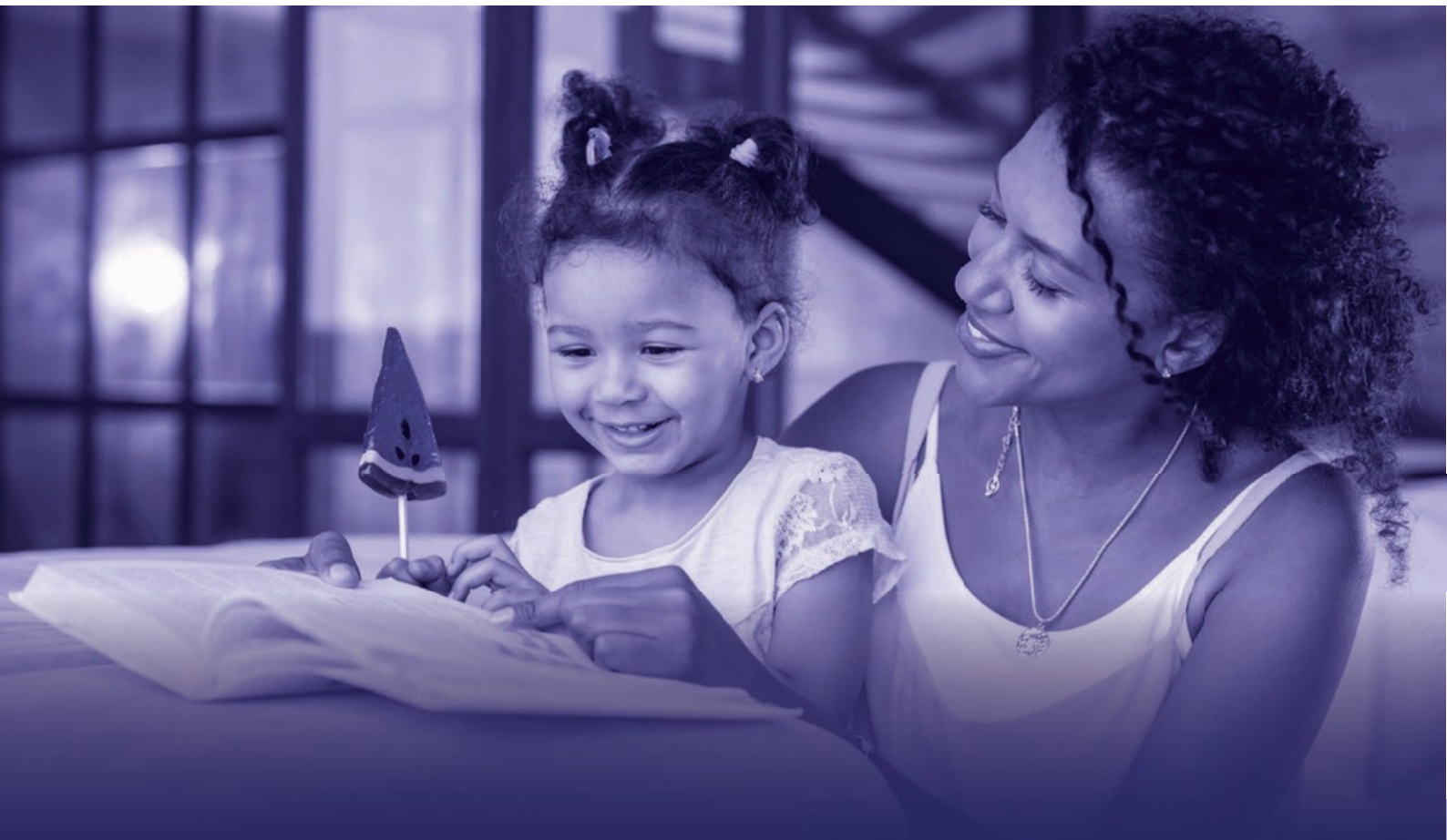
Empowering
students,
families, and
communities
to support
student
learning and
growth
through
RIGOR,
RESILIENCY,
and
RELEVANCE.

Philosophy

Wakulla County's goal is that your child leave school as a proficient and confident reader.

Reading is a foundational skill, which opens all doors of learning. As such, it is vital that students achieve reading proficiency in grades K-3, so that they can use this skill to continue to access knowledge throughout their lives. Even when a child has mastered reading basics in the primary years, continued effective instruction and practice in reading strategies is necessary in order for progress and achievement to be maintained. As students move up in school, they are required to read more and more complex texts from which to gain knowledge. Without effective support and practice, they can lose ground.

Parents fill a critical role in student success. They are the first and most influential teachers, and they understand the importance of their student's achievement in school. The National Center for Educational Statistics shares research that attests the importance of literacy activities in the home as one component of student success in reading (The Condition of Education, 2003). This Read-At-Home plan is provided to assist parents in providing support at home. The enclosed strategies can be used to support students in their identified areas of need.



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 into 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 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

The New Worlds Reading Initiative gives hundreds of thousands of eligible K-5 students the chance to build personalized libraries that reflect their unique interests and backgrounds, at no cost to families or schools. Your child may be eligible to receive books and supporting materials each month.

New Worlds Reading Initiative

The New Worlds Reading Scholarship Accounts provide \$500 scholarships to eligible K-5 students. The program offers parents/guardians access to education savings accounts to pay for tuition and fees related to part-time tutoring, summer and after-school literacy programs and instructional materials (including desktop/laptop computers and tablets and curriculum related to reading or literacy). Your child may be eligible for a New Worlds Reading Scholarship Account.

New Worlds Reading Scholarship Accounts



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](#)).

Coordinated Screening and Progress Monitoring System: Also known as the Florida Assessment of Student Thinking (FAST), these assessments provide information in mastering grade-level standards for PreK–grade 10 and provide information on students' progress to parents, teachers, and school and program administrators. FAST assessments are administered during three Progress Monitoring (PM) windows: beginning (PM1), middle (PM2) and end (PM3) of the school year.

For more information regarding FAST assessments, please visit fldoe.org/accountability/assessments/k-12-student-assessment/best/. For resources related to FAST assessments, visit flfast.org/fast.html.

Grades 3–10 FAST ELA Reading PM3: In accordance with section 1008.22(3)(a), Florida Statutes, PM3 will be considered the statewide, standardized assessment in ELA and, beginning in 2023-24, will be used for accountability purposes.

Florida Standards Alternate Assessment (FSAA): The FSAA is aligned with Access Points - Alternate Academic Achievement Standards (AP-AAAS). AP-AAAS reflect the most salient content of Florida's statewide academic achievement standards that apply to all students in the same grade. Students with a most significant cognitive disability who meet the criteria in the Rule 6A-1.0943 Statewide Assessment for Students with Disabilities, Florida Administrative Code (F.A.C.) may participate in the FSAA if their individual educational plan (IEP) team determines it is the most appropriate assessment option.

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 Education and Student Services (BEES) 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.

CHARACTERISTICS OF SPECIFIC LEARNING DISABILITY

Specific Learning Disability is a term that describes an Exceptional Student Education 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)

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
<p>Dyslexia: A learning disability affecting primarily reading</p>	<ul style="list-style-type: none"> • 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
<p>Dysgraphia: A learning disability affecting primarily writing</p>	<ul style="list-style-type: none"> • 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
<p>Dyscalculia: A learning disability affecting primarily mathematics</p>	<ul style="list-style-type: none"> • 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
<p>Developmental Aphasia: A learning disability affecting primarily language and communication</p>	<ul style="list-style-type: none"> • 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

Grades 2-3

“

*If you don't like to read, you haven't
found the right book.*

-J.K. Rowling

”



Wakulla County Schools' Read-at-Home Plan, Grades 2 – 3

Parents fill a critical role in student success. They are the first and most influential teachers, and they understand the importance of their student's achievement in school.

Reading is the foundational skill, which opens all doors of learning. As such, it is vital that students achieve reading proficiency in grades K – 3, so that they can use this skill to continue to access knowledge throughout their lives. The National Center for Educational Statistics shares research that attests the importance of literacy activities in the home as one component of student success in reading (*The Condition of Education, 2003*).

This Read-at-Home plan is provided to assist parents in providing reading support at home. In addition to reading with children for 20 minutes per day, the enclosed strategies can be used to support them in their identified area of need. Parents are encouraged to communicate with the classroom teacher if there are questions or additional support is needed.

Read-At-Home Plan

Date _____ Current Level of Intervention (Tier 1 Tier II Tier III)

Student's Data:

Assessments	Beginning of Year	Middle of Year	Grade Level End-of-Year Target
FAST ELA/STAR Reading			
Oral Reading Fluency			
iReady			
Other			

Current Classroom Intervention: _____

Identified Area(s) of Need: (Check all areas that apply.)

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

The Read-at-Home Plan is organized by these areas. Specific suggestions for support may be found in each section.

Basic Support to Provide at Home

Talk	<ul style="list-style-type: none"> with your child daily. Talk about current events, or watch nature shows and have conversations about the subject matter. Work toward having your follow more complex directions. He/she should be able to manage multiple steps such as “take out the garbage, wash your hands, and be ready for us to eat dinner in ten minutes”. Pick a topic to talk about at the dinner table. For example: “I heard that some students were caught cheating in class. What do you think about that?” or “I saw a deer on the way to work this morning. Why do you think we are seeing more deer on the roads?” Model answering questions in complete sentences. For example: “How was your day today?” Instead of accepting “fine” or “rotten”, ask for a detail. “My day was good today, because we were able to play outside for 20 minutes.” If your child is watching television, talk about what is happening and why?
Read Aloud	<ul style="list-style-type: none"> Your child needs to hear the vocabulary in books that he/she is not yet able to read independently. Reading aloud and talking about the information in the book will help them develop an ear for the language. It is important to continue reading aloud even after your child learns to read independently. Choose a word from each book to focus on, and try to use it in your talk during the week. You can even post it on the refrigerator as a reminder. Be sure to visit the public library, and take advantage of the opportunities it holds for your child.
Play	<ul style="list-style-type: none"> board games. These games can promote language and following direction skills. They also help children develop social skills, as they relate to the other players in the game. Some good ones for this age group include Monopoly, Scrabble, Boggle, Password, Uno, Scattergories, and Sorry, but any game that has you talking with your child will work. Thrift stores and garage sales are great places to find these games without spending a lot of money. other games, like “I Spy”, which helps children think about categories and descriptions. coordination and muscle-building games. Play Dough can help strengthen the muscles that children need for writing. Games like Hopscotch and Ring Toss build eye-hand coordination. games with words. “I see the word “mall”. What rhymes with “mall”.
Work	<ul style="list-style-type: none"> with your child. Children this age should have simple chores to complete. This is important in teaching them to follow directions and to stick to a task until it is finished. Some simple chores may include <ul style="list-style-type: none"> folding clothes. They may be responsible for just their clothing. sorting the clothing for folding. setting the table. getting clothes ready for the next day. helping pack lunches. taking out the garbage sweeping a porch or steps
Model	<ul style="list-style-type: none"> reading. When your child sees you reading, it helps him/her connect with the importance of reading in everyday life. It is not just something we do at school. Read environmental print. Wherever you are, look for words. You may see store names, street signs, directions in the doctor’s office, prices and labels in stores, etc. Help your child pay attention to these to reinforce how reading helps us each day.
Remember	<ul style="list-style-type: none"> Electronic entertainment does not build effective communication skills (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7563257/)
Ensure	<ul style="list-style-type: none"> that your child is rested and in attendance at school each day. Students who miss over ten days of school each year are much more likely to experience difficulty in learning to read.

The following pages provide more specific ideas for each of the areas of reading.

Oral Language

Oral language creates a foundation for learning to read. Hearing and using many words in conversation and play allows children to connect with words that they will see in print. While the importance of oral language begins at birth, here are activities that can be used to build students' oral language once they enter school.

Second Grade	Third Grade
Review the basic support on page 2.	
<ul style="list-style-type: none"> Read aloud to your child, and talk about what words mean. Ex. Charlotte wrote 'fantastic' to describe Wilbur. What are some other words that she could have used that would have meant about the same thing?" Play "Build a Sentence". Start with a simple sentence like "The dog is brown." Each person adds a detail to the sentence to make it longer and more descriptive. Ex. <i>The enormous dog is brown and black, and he likes to jump high and play on the round trampoline when we are playing outside during the hot, dry summer.</i> Try to add details that tell who, what, when, where, why, and how. Keep the game going as long as you can, with each person adding details. Practice having your child use complete sentences. When he/she wants something, ask them to use a sentence. Ex. <i>May I have some cereal, please?</i> Make up silly stories and rhyming sentences. Ex. The fat cat sat on a _____. Little Joe likes to _____. Make up stories with your child or tell about events that have happened. Ex. Let's tell the story about our trip to town. Always include the details who, what, where, when, how, and why? Play games that require the players to observe, ask questions, and/or describe objects, like "Animal, Vegetable, or Mineral". The player chooses an object, and the other person must ask questions to try and determine what the player is looking at. One question is "Is it animal, vegetable (plant), or mineral (rock, glass, etc.)?" 	<ul style="list-style-type: none"> Continue and expand on suggestions for second grade. Listen carefully when your child is telling you about something and then tell it back to him/her. Ask your child to restate something you have said. Practice telling stories. What happened first, next, last? Add as much detail as possible. These can be stories about your family. Ask who, what, where, when, why, and how questions to help your child add more detail. Share riddles. Ex. "What has doors and runs on the highway?" Let your child make up riddles. Have your child restate directions. Ex. Tell me what you need to do before you go to bed. <i>"I need to take my bath, brush my teeth, get my backpack ready, and kiss you goodnight before I go to bed."</i> Ask your child specific questions. Instead of "what did you do at school today", ask "tell me about one friend you talked with today". Model and expect precise language. Instead of using filler words like 'thingy' or 'that thing', use the correct name of the object. Instead of saying "I don't feel good", ask your child to tell you specifically where or in what they he/she feels poorly. Choose an object. Take turns telling facts about the object.

Phonemic Awareness

Phonemic awareness is the first step in beginning to recognize sounds in words. It is the ability to hear and distinguish sounds. This includes:

- Recognizing sounds, alone and in words;
- Adding sounds to words;
- Orally taking words apart by breaking them into their different sounds (“bat” has three sounds - /b//a//t/. “Bay” has two sounds /b//ay/.)
- Substituting sounds (what word would you make if you changed the /m/ to /t/ in “bam”?)

Phonemic Awareness supports Phonological Awareness, which includes rhyming, words in sentences, syllables, etc.

NOTE: When you see a letter written as /b/ in this guide, it is referring to the sound of the letter, not the name.

Second Grade	Third Grade
<i>Review the basic support on page 2.</i>	
<ul style="list-style-type: none"> ▪ Play “I Spy” with your child, but instead of giving a color say, “I spy something that has three syllables”. ▪ Find pictures rhyme with a word. (rain, train, plane, mane, grain, stain, Jane, drain, lane, Gain, etc.) ▪ Stretch out a word. “How many/r sounds do you hear in “plane”? /p/ /l/ /a/ /n/ (4) ▪ Change one sound in a word to make new words. Gate, late, laid, played, plate, great,..... Keep going as long as you can. ▪ Say words for your child, and have them tell you the sound. “What sound do you hear in the middle of ‘dad’? What sound do you hear in the middle of ‘mom’?” ▪ Change up words. Ex. “What would butterfly be without fly? What would input be without in? What would person be without per?” 	<ul style="list-style-type: none"> ▪ Continue and expand on activities from second grade. ▪ Delete sounds. Say ‘began’. Now say ‘began’ without the /b/. ▪ Say just the sounds in words, and have your child tell you the word: /g//r//ou//n//d/ - what word? ▪ Ask “What is the difference between the sounds in “ground” and “found”; “bump” and “thump”; etc.?” ▪ Take apart (segment) more difficult words: “How many sounds do you hear in ‘shark’ /m//ea//d//ow/? (4) Other words: grow, rely (4), change (4), shout (3), remind (6), splash (5). Use the spelling words for the week. Remember that this is all oral.
Phonological Awareness Activities:	
<ul style="list-style-type: none"> ▪ Think of words that rhyme. Ex. Home/roam; come/some; eat/meat ▪ Read rhyming books, and have the child fill in the rhymes. ▪ Say a sentence aloud, and ask your child to tell you how many words are in the sentence. You may have them put down an object (bean, shell, etc.) for each word, and then count. ▪ Make up rhymes and jingles. Ex. My mom is not named Tom. I like Fritos, because they are ‘neato’. ▪ Clap syllables in words – How many parts in ‘puppy’? (2) ▪ Make up silly rhymes: fat cat; big pig; squirrel with a curl; etc. 	<ul style="list-style-type: none"> ▪ Continue and expand on activities from second grade. ▪ Have child segment words: “Say ‘Monday’ without ‘Mon’. ▪ Change syllables: “Say ‘birdhouse’. Now change ‘bird’ to ‘dog’. What is the new word?” (doghouse) ▪ Clap the syllables in people’s names: Ben-jamin; Al-ex; Kim-ber-ly ▪ What did I leave out? The adult says several words, and then repeats, leaving out a word. The child identifies the missing word. Ex. “stumble, door, fence – stumble, fence” - the missing word is ‘door’.

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).

The words in your child's spelling list each week have certain sound/spelling patterns that, when understood, support their reading and writing.

Writing the letters is a part of mastering phonics. When you have your child write letters, please check the following:

- Help your child hold the pencil correctly.
- Always begin at the top of the letter. No letter is made from bottom to top.
- Always move from left to write. For example, a 'd' begins at the top of the circle, while a 'b' begins at the top of the stick.
- Your child's teacher can provide additional assistance with this.

Second Grade	Third Grade
Review the basic support on page 2.	
<ul style="list-style-type: none"> ▪ Second grade students are becoming fluent with printing their letters. A second-grade student should be able to easily write all the letters of the alphabet with correct formation (see above). Practice calling out words for your child to write. 	<ul style="list-style-type: none"> ▪ Third-grade students are learning to write in cursive. This requires practice and reinforcement. Help your child write simple words in cursive. ▪ Be sure that your child maintains his/her ability to print (manuscript writing) all the letters of the alphabet.
<ul style="list-style-type: none"> ▪ A second-grade students should be able to easily give the sounds of letter combinations like: 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, nth, sch, scr, shr, spl, spr, squ, str, thr and common long vowel spellings, such as silent e (mate); and two vowels together, like in bay, book, cow, joy, feet, tea, and pail. Common vowel combinations include: ai, au, aw, ay, ea ey, ie, oi, oo, ou, ow, oy. ▪ Make cards with the letter patterns on them. When you hold up a card, have the child make the sound(s). Use the cards to form words. ▪ You may also put the cards in a bag, and have your child draw them out and say the sound. ▪ Play word games that connect sounds with syllables. For example, if the letters 'l-a-t-e-r' spell later, what does 'h-a-t-e-r' spell? ▪ Encourage your child to write letters and notes to others. ▪ Hunting for words. Choose a letter combination and have your child hunt for and make a list of five words or items that begin with the letters. For example, 'bl' words could be 'blanket, blue, black, blood, blizzard'. ▪ When reading, have your child attempt unknown words based on their knowledge of the sounds of letters and letter combinations. 	<ul style="list-style-type: none"> ▪ Continue and expand on activities from second grade. ▪ Have your child create a new word using the same spelling pattern or part as the words on the spelling list. Example: word on list – 'remain'. Other words with prefix 're' – return, revisit, revise, resend, etc. ▪ Have your child write lists: grocery list, list of chores, list of gifts he/she would like, list of foods he/she likes, favorite animals, favorite plants, etc. ▪ Make flashcards of spelling or vocabulary words. Have your child sort them according to likenesses in spelling. Have him/her explain how they sorted the words.

Fluency

Fluency is the ability to read with enough speed to support understanding. This includes:

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

Second Grade	Third Grade
<i>Review the basic support on page 2.</i>	
<ul style="list-style-type: none"> ▪ Read many different types of texts aloud to your child to provide an understanding of what reading should sound like. Be sure to use expression when reading. This may include making the sounds in the story or changing your voice for different characters. ▪ Read and recite poems with your child. After you have read the poem, have the child read it with you. Continue until the child can read it smoothly. If this is difficult, take one or two lines a day to practice. ▪ In a repetitive text, ask your child to repeat the familiar phrase with you. Ex. In the story “The House that Jack Built” your child can join in every time you get to the phrase ‘that lay in the house that Jack built’. ▪ Read along with audio books. ▪ Turn on ‘Closed Captioning’ on your T.V. Occasionally mute the sound, and read the dialogue with your child. ▪ Retell stories. ▪ Your child should read many high frequency words easily, without having to sound them out. They should have become automatic. If this is an issue, play games with the words to build automatic recognition. <ul style="list-style-type: none"> ○ Make two sets of cards, with one word on each card in a set. Turn them face down, and play the memory game. The child must read the word to keep the match. ○ Have your child sort <u>and read</u> the words. They can sort by letter or vowel patterns, number of letters, etc. ○ Group the words in tens. Place a sticker on a chart for each group of ten that is mastered. Be sure to go back and review the mastered ones often. ○ Put the words in phrases or sentences. If you have the words “in”, “the”, and “school”, you can make the phrase “in the school”. 	<ul style="list-style-type: none"> ▪ Continue and expand on second grade activities. ▪ When you read a story, use appropriate expression during the speaking parts (dialogue). Encourage your child to copy your expression. Talk with him/her about what that expression means. Ex: If the character is excited about going to the zoo, he/she should make the voice sound excited. ▪ When reading a story, have your child be one of the characters and read that character’s lines while you read the other parts. ▪ Encourage your child to read out loud along with you. If you are reading a chapter book, you may want to have two copies so that you can both read at the same time. ▪ Point out or have your child identify punctuation marks (?, ., !) and make your voice change based on the punctuation mark. ▪ Your child should be able to automatically recognize more and more words as he/she moves through the year, so continue to practice word recognition. ▪ Practice word recognition in phrases. Ex. ‘in the park’, ‘in the car’, ‘on the sand’, ‘at the house’, ‘with her mom’, etc. ▪ Let your child make a book using lyrics from a favorite song, and then practice reading it. ▪ Record your child reading. ▪ Repeated reading – Choose a short passage or poem that will not be too difficult for your child. Read the passage aloud, and then read it together, helping your child figure out any unknown words. Next, have your child read the passage to you with a focus on reading the words correctly. Finally, have your child read the passage adding expression. The goal is to sound smooth and natural. <p><i>A list of high frequency words can be obtained from your child’s teacher.</i></p>

Vocabulary

Vocabulary is knowledge of and memory for word meanings.

This includes:

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

Second Grade	Third Grade
<i>Review the basic support on page 2.</i>	
<ul style="list-style-type: none"> ▪ Continue to read aloud books that are above your child's reading level, and talk about the words that are new or unknown. ▪ Play Hot Potato with synonyms. Use a small ball and begin by saying a word like 'good'. Toss the ball, and the student gives a synonym like 'wonderful' and then tosses the ball back to you. Continue until neither of you can think of a synonym. ▪ Name the opposite. You name a word like 'hot'. The child then gives an opposite, 'cold'. You reply to that word with another opposite, 'warm'. Then the child replies. Continue until you can think of no more opposites for the words. ▪ Play categories. Name a category, like animals. Take turns adding to the list of animals. Other possible categories: ways to travel, books, clothing, famous people, etc. ▪ Have family members be on the look out for interesting words that they can share. At dinner or bedtime, each person shares a word they collected that day and what they think it means. Try to use the words in conversation. ▪ Create an alphabet book or list. For each letter of the alphabet, try to list the longest word that you can that begins with that letter. Add one word a day. Each letter counts as a point, so total the points when you get to 'z'. Then start a new list and try to beat the previous score. ▪ After reading an informational book, make a list of words that could fit into a category about that book. For example, after reading a book about a trip to a farm, you could create a list of things you might see on a farm. 	<ul style="list-style-type: none"> ▪ Continue and expand on activities from second grade. ▪ As your child begins to read more independently, talk about the words in the books he/she is reading. <ul style="list-style-type: none"> ○ Keep a list of words on your refrigerator. ○ Make a card for each new word. Play category games. ○ Talk about words that mean the same (synonyms) and opposites (antonyms). ▪ Be conscious of words. The vocabulary you use with your child will help prepare him/her for reading success. ▪ What might we find in a bakery? (loaves, bread, cookies, cakes, flour, eggs, sugar, doughnuts, nuts, chocolate, etc.) In a shoe store? (boots, high heels, polish, tennis shoes, Crocs, laces, socks, flats, loafers, pumps, etc.) ▪ Choose a chapter book to read aloud, reading one chapter or portion each day. Keep a list of interesting words you find in the text. ▪ Play categories. Name a category, like states. Take turns adding words to the list. Other possible categories: ecosystems, cities, countries, languages, etc.

Comprehension

Comprehension is the ability to understand and draw meaning from text. A child is not truly reading until they are beginning to comprehend.

This includes:

- Paying attention to important information to follow a story or retrieve knowledge from text;
- Interpreting specific meanings in text;
- Identifying the main idea and key (important) details;
- Verbal responses to questions;
- Making connections between texts and between experiences and text.

Second Grade	Third Grade
<i>Review the basic support on page 2.</i>	
<ul style="list-style-type: none"> ▪ Sequencing: Talk about errands that you will run. Use sequencing words (first, then, next, last, finally, begin, etc.) to talk about the errands. Ex. 'First we will go to the Post Office, and then we will go to the bank. Finally, we will stop at the grocery store.' ▪ Ask questions: who, what, when, why, where, how about a book you are reading with your child. Ex. Who are the characters? What is the main character's problem? When did the story take place? Why did _____ happen? Where does the story take place? How was the problem solved? ▪ When reading to your child, point out the title and author. Look at the cover and ask "what do you think will happen in this book" or "what do you think the book will be about". Why do you think that? ▪ Stop when reading to ask, "what has happened so far" and "what do you think will happen next". Talk about unfamiliar words. ▪ After reading, help your child retell the story - beginning, middle, end or retell important facts from the book. ▪ Keep lists of characters and events from the story. ▪ Ask questions about character traits. Ex. "Which character was kind? What makes you think that?" 	<ul style="list-style-type: none"> ▪ Continue and expand on second grade activities. ▪ Read a book, and then watch the movie of the book. Talk about how they are different and why. Ask which the child liked better and why? ▪ When reading informational texts, be sure to look at the graphics and captions. Notice all the print on the page. Is any print in bold type? Why? Are there sections in the text? How are they organized? ▪ Help your child create a book about something he/she is interested in. Ex. If he/she is interested in cars, read books about cars. Your child can write a fact on a page of his/her book and illustrate it. He/she can cut out pictures cars, and write descriptions of the pictures. When complete, allow your child to share the book with a family member or friend. ▪ Encourage deeper thinking by asking, "If the story kept going, what do you think would happen next?" ▪ Notice figurative language, like 'clean as a whistle', 'clam up', or 'tickled pink' and ask your child what the expression means. ▪ Read an informational book and take time the next day to talk about the information in the book. Ex. We read about frogs. What was the most interesting thing that you read about frogs? What were some of the facts you learned?

Resources

Florida Center for Reading Research -

<https://fcrr.org/families>

Activities and support for helping your child with reading

Department of Education -

<https://www2.ed.gov/parents/read/resources/edpicks.jhtml>

Ways to help your child with reading

11 Ways Parents Can Help Their Child Learn to Read -

<https://www.readingrockets.org/blogs/shanahan-on-literacy/11-ways-parents-can-help-their-children-read>

Helping Struggling Readers -

<https://www.readingrockets.org/contentfinder?search=helping%20struggling%20readers>

Helping Your Child Understand -

<https://www.understood.org/en/articles/7-tips-to-help-kids-understand-what-they-read#slide-1>