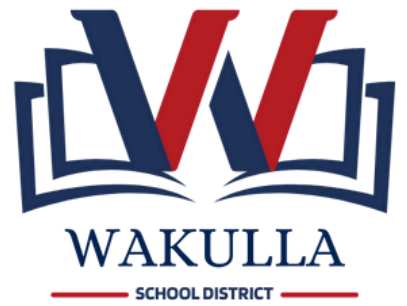


4th-5th



READ

READ-AT- HOME PLAN

WAKULLA COUNTY SCHOOLS

2024-2025

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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

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Elementary Administrators

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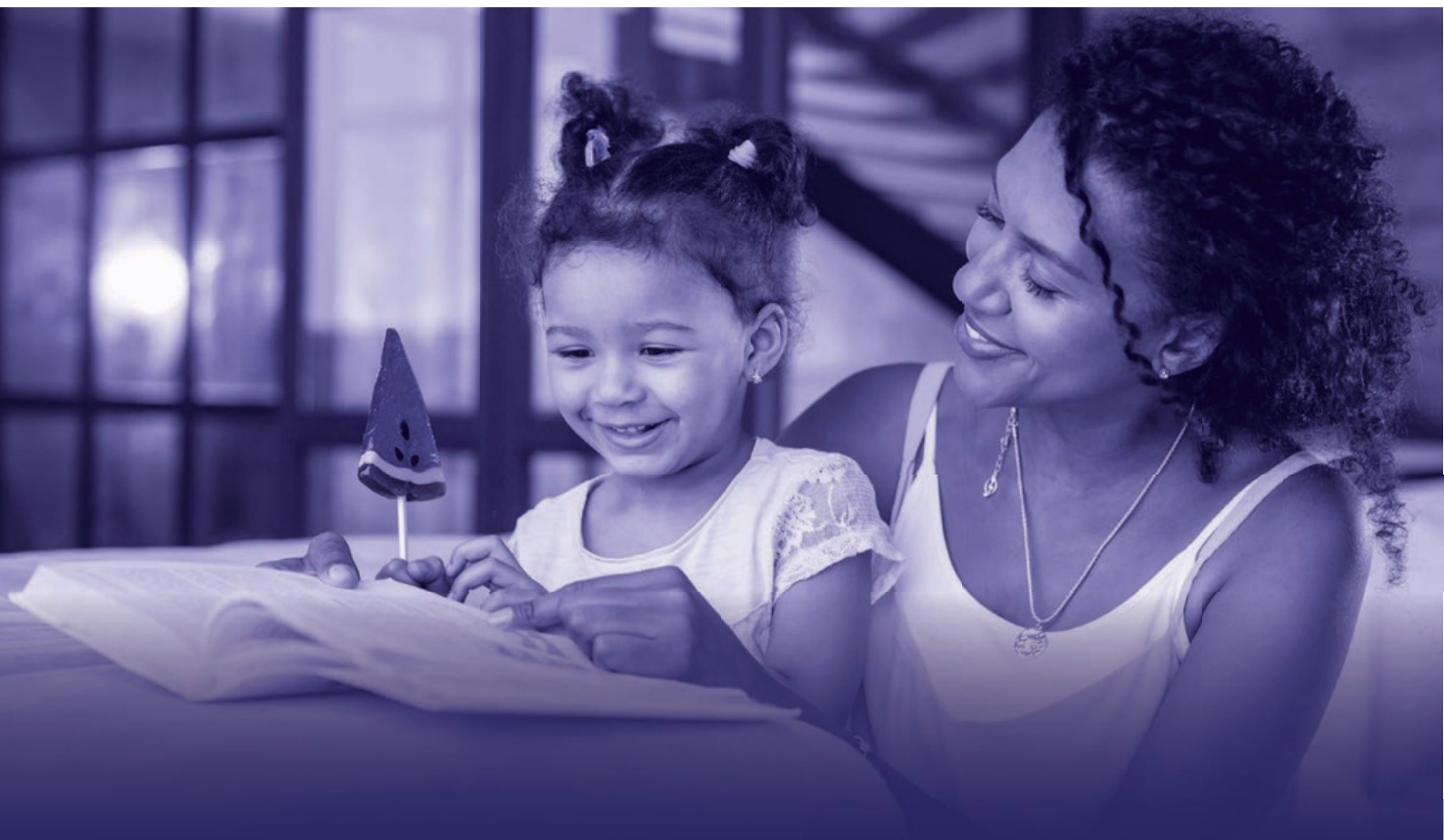
Empowering
students,
families, and
communities
to support
student
learning and
growth
through
RIGOR,
RESILIENCY,
and
RELEVANCE.

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 4-5

“

Reading one book is like eating one
potato chip.
-Diane Duane

”



Wakulla County Schools' Read-at-Home Plan, Grades 4 – 5

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. 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. Beginning in grade 3, students are required to read more complex texts from which to gain content knowledge, and without effective support and practice, they may lose ground.

This Read-at-Home plan is provided to assist parents in providing reading support and practice 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(s) 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			
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 and 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”. If your child experiences difficulty with this, have him/her restate the directions in order before moving to complete them. 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? Have your child explain the rules of the video game s/he is playing.
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. outdoors. Children (and adults) need fresh air and sunshine. Building forts or treehouses helps your child develop planning skills. Running and climbing develop muscle coordination and strength. The mind works better when the body is strong. games with words. “Run is to person as fly is to a _____.” “How are the words ‘glisten’, ‘shine’, and ‘sparkle’ related?” Ask your child to think of other related words.
Work	<ul style="list-style-type: none"> with your child. Children this age should have chores to complete. This is important in teaching them to follow directions and to stick to a task until it is finished. Some chores may include <ul style="list-style-type: none"> folding clothes. setting the table and washing dishes. keeping a room neat and clean. helping pack lunches. taking out the garbage. vacuuming, sweeping, or mopping. preparing a simple dish for dinner.
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. Ask your child to read and follow the directions to a destination.
Remember	<ul style="list-style-type: none"> Electronic entertainment does not build effective communication skills, so limit the video games, social media, and television. (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 have trouble developing strong reading and learning skills.

Oral Language

Oral language is the ability to speak and listen. The development of thinking and reading abilities is closely linked to the development of oral language. "Speaking to learn" is the vehicle for increasing and deepening knowledge.ⁱ Oral language skills and proficiency continue to impact a student's ability to comprehend text after they have passed the primary grades. The ability to talk about and explain ideas and concepts precedes and supports the student's ability to write coherently. Rich conversation is foundational to ongoing reading success. The more experience that a student has with words in conversation, the more likely s/he is to understand vocabulary in complex text.

Fourth Grade	Fifth Grade
Review the basic support on page 2.	
<ul style="list-style-type: none"> Play "Build a Sentence". Start with a simple sentence like "I had fun." Each person adds a detail to the sentence to make it longer and more descriptive. Ex. <i>I had an (fun) amazing adventure when we went tent camping at St. Joseph State Park during the hot, dry days of July last 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 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? You can also practice retelling something that you have read together. 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.)?" Play games that require the players to think of 'complicated' ways to say common things. For example, instead of saying "I have to go." a player might say "it is imperative that I depart from this vicinity immediately". Players get a point for each word used in the new sentence. 	<ul style="list-style-type: none"> Continue and expand on suggestions for fourth grade. Read a sentence and have your child repeat it back to you. Give him/her a point for every correct word. Use longer and longer sentences. 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 is white and black and read all over?" Let your child make up riddles. Have your child restate directions. Ex. Tell me what you need to do while I am gone. <i>"I need to clean my room, including under my bed, dry and put away the dishes, read at least ten pages and be ready to tell you about what I read."</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. List a category, like 'habitats'. Each person adds items that fit in the category. Keep the list going as long as possible. Link to other oral word games: https://www.write-out-loud.com/free-word-games.html

Phonemic/Phonological Awareness

Phonemic awareness is the ability to manipulate and comprehend sounds in words that are spoken, and the connection between sounds and actual words. As students move into 4th and 5th grade, they focus on word parts when breaking down words. They develop skill with syllables, prefixes, and suffixes. They learn to listen and chunk large words for writing.

It is important to note that these activities should be done in conjunction with phonics, vocabulary, and authentic reading.

Fourth Grade	Fifth Grade
Review the basic support on page 2.	
<ul style="list-style-type: none"> ▪ Have your child practice the pronunciation of new words for accuracy. ▪ Ask your child to watch you as you pronounce new words. <ul style="list-style-type: none"> ○ How many parts (syllables) does the word have? ○ Say each part. ○ What are the sounds in each part? ○ Example: <i>procrastinate</i>; 4 parts; ▪ Change one sound in a word to make new words. Gate, late, laid, played, plate, great,..... (Remember this is oral. You are thinking about sounds, not spelling.) Keep going as long as you can. ▪ Change up words. Ex. "What would butterfly be without fly? What would input be without in? What would person be without per? What would independent be without the 'pen'?" 	<ul style="list-style-type: none"> ▪ Continue and expand on activities from fourth grade. ▪ Take apart (segment) more difficult words: "How many sounds do you hear in 'regards' /r//e//g//ar//d//s/ (6). /i//n//d//e//p//e//n//d//e//n//t/? (11) Other words: gravitate (8) ambulance (8) high (2). Use the spelling words for the week. Remember that this is all oral. ▪ Emphasize, describe, segment, and pronounce individual speech sounds if similar sounding words are confused (e.g., flush/flesh/fresh; entomologist/etymologist; gorilla/guerilla; thin/then/than; pin/pen/; poor/pour; flaunt/flout; advice/advise; accept/except; affect/effect; aural/oral; etc.)
Phonological Awareness Activities:	
<ul style="list-style-type: none"> ▪ Read aloud poetry. Talk about the rhythm and rhyme used in the poems. ▪ How many words can you think of the end with /shun/? Ex. Transportation, aggravation, situation, complication; keep going as long as possible. Then start a new game – "How many words can you think of that begin with /act/?" ▪ Make up rhymes and jingles about chores in the home. Ex. You better zoom to clean up your room. I can't believe you have dirt on your sleeve. 	<ul style="list-style-type: none"> ▪ Continue and expand on activities from fourth grade. ▪ A good article to help with this may be found at: http://www.readingrockets.org/article/phonological-instruction-older-students

<https://www.readingrockets.org/topics/phonological-and-phonemic-awareness/articles/phonological-instruction-older-students>

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. After third grade, students are writing in cursive while maintaining their ability to print letters. When you have your child write, please check the following:

- Help your child hold the pencil correctly. Correct positioning of the paper may also help with cursive.
- Always move from left to write.
- Your child's teacher can provide additional assistance with this.

Like phonological awareness, phonics is taught in the context of vocabulary and authentic reading.

Fourth Grade

Fifth Grade

Review the basic support on page 2.

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Fourth-grade students are becoming fluent with cursive writing. This means that they don't have to stop and think about how to make each letter – they are writing automatically. | <ul style="list-style-type: none"> ▪ Fifth-grade students are fluent cursive and manuscript writers and readers. They can choose the correct type of writing based on the task. |
|---|--|
- By fourth and fifth grades, students are decoding or breaking apart words and interpreting the sounds automatically. This allows them to read fluently, so that the process of breaking apart the words does not interfere with their understanding of what they read.
 - Students who struggle with fluency are often having trouble applying their knowledge of letters and sounds to breaking apart words with more than one syllable.
 - Phonics adds the written piece to phonological awareness, which is all oral, so many of the phonological awareness activities can be used to strengthen phonics knowledge by just adding the step of writing and or reading the word.
 - Here are some important things to know as your work with your child:
 - Good readers pay attention to all the letters in a word, even if it has become so automatic they don't realize it.
 - Good readers have internalized the patterns of English spelling, so that reading a word is automatic. For instance, when they see 'ph' at the beginning of a word, they automatically think /f/. Even though there may be exceptions to a pattern, the pattern is important.
 - Good readers automatically group letters that go together. For instance, when they see 'application', they immediately know that 'tion' is pronounced /shun/, so they don't try to say each letter individually. An efficient reader would see the word as /app//li//ca//tion/. As this becomes automatic, the efficient reader just says the word.
 - Help your child look for 'chunks' in words –
 - Prefixes
 - Suffixes
 - Syllables
 - Small words within larger words (ex. 'app' in 'application' or "so' in 'absolute')
 - Look for similarities between words: (ex. Combine, complication, complacent, common. The commonality here is the prefix 'com'.)
 - Make noticing words a priority. Look for unusual or new words. Make lists of words with similarities. Break apart spelling words to determine how they are alike and different.
 - Play word games. How many words can you write that begin with 'st'? end with 'ing'? rhyme with 'squeal'?
 - Commercial Games: *UpWords, Scrabble, Boggle*. While there are many online word games, playing the board games with your child will help build vocabulary and oral language while working on word skills.

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

Fourth Grade	Fifth Grade
<i>Review the basic support on page 2.</i>	
<ul style="list-style-type: none"> • Fluency builds on the automaticity of reading words. It means that the student does not have to stop to break apart every word when reading. • Fluency also includes an understanding of the rhythm and flow of language, so the reader reads with expression. • A reader with good fluency realizes that the speed of reading may vary based on his/her familiarity with the content. In other words, one will read a science book more slowly than a novel, because the concepts are more difficult. The end goal of all reading is understanding (comprehension). • The strategies for building fluency are the same, but the difficulty of the reading material increases as the child moves up in school. <p>Ways to build fluency:</p> <ul style="list-style-type: none"> • Rereading <ul style="list-style-type: none"> ▪ When reading with your child, read the same passage or story several times. This helps practice word recognition and build word knowledge. To motivate rereading, you may keep a chart of correct words read or time spent reading. • Assisted Reading <ul style="list-style-type: none"> ▪ To practice assisted reading, you will need to be looking at the same passage or story as your child. You may each have a copy, or you may look on together. ▪ Read out loud <u>together</u>. As your child begins to read more easily, drop out. If your child stumbles, do not correct him/her but just join back in reading with him/her. ▪ You are helping your child maintain a consistent, reasonable rate of speed and supporting your child with accuracy. • Echo Reading <ul style="list-style-type: none"> ▪ If the passage is more difficult, you may read a phrase or line and then have your child read the <u>same</u> phrase or line. ▪ While this method moves more slowly, it is important that your child actually practice the reading. Having you read a phrase or line first supports your child in reading. You might use this with science or social studies text instead of just reading it to your child. • Reader's Theatre <ul style="list-style-type: none"> ▪ You can use this if you are reading a story with a lot of dialogue. ▪ Each of you takes a part to read, and then you read the story like a play. • Reading Poetry <ul style="list-style-type: none"> ▪ Reading poems over and over again can help build fluency. ▪ The rhythm of the poem supports the reading. ▪ They are often short and easy to reread. • Reading Aloud <ul style="list-style-type: none"> ▪ When you read aloud to your child, you are modeling fluent reading. This helps your child internalize the structure of language and the language of books. ▪ Read aloud books that your child is interested in but that are above your child's reading level. • Having Your Child Read His/her Writing Out Loud 	

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

Fourth Grade	Fifth Grade
<i>Review the basic support on page 2.</i>	
<ul style="list-style-type: none">▪ Building vocabulary requires that you and your child be ‘word noticers’. Notice and talk about new words.<ul style="list-style-type: none">○ Don’t skip over unknown words. Look them up and talk about why the author used that word.○ Keep a list of new words when reading a book. Where else do you see or use these words?○ Use the new words in your conversation daily. Your child learns words he/she uses. The vocabulary you use with your child will help prepare him/her for reading success.▪ Continue to read aloud books that are <u>above your child’s reading level</u> and talk about the words that are new or unknown.▪ Play categories. You may choose one from science or social studies to help with studying those subjects. Examples: habitats, famous Americans, landforms, energy sources, etc. You can liven this up by tossing a ball between members of the family or group, having the person who catches the ball name the next word. The person with the most words gets to name the next category.▪ Have family members be on the lookout 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.▪ Look at prefixes and suffixes in words. Talk about what you know about the word based on the prefix or suffix. (Example: What does ‘milli’ in the words millimeter and milliliter tell you?) You can find a list of affixes (prefixes and suffixes) here: https://litinfocus.com/120-root-words-prefixes-and-suffixes-pdf-list/▪ Printable vocabulary games that you may find helpful: https://www.sadlier.com/school/vocab-gal/17-printable-vocabulary-building-games▪ Commercial games that support vocabulary development: <i>Pictionary, Taboo, Scattergories</i>	

<https://litinfocus.com/120-root-words-prefixes-and-suffixes-pdf-list/>

<https://www.sadlier.com/school/ela-blog/17-printable-vocabulary-building-games>

Comprehension

Comprehension is the ability to understand and draw meaning from text. A child is not truly reading until they can comprehend the meaning of what they read.

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.

Fourth Grade	Fifth Grade
Review the basic support on page 2.	
<p><i>When students enter fourth and fifth grades, they are using reading to learn content. This means they must be able to independently read more and more complex text to get information. As a student moves up in school and into life outside of school, the ability to read text with understanding becomes a major tool in learning and performing tasks successfully.</i></p>	
<ul style="list-style-type: none"> • Read and compare the information in articles from your child's assignments, newspapers, magazines, or from online sources. You can even use 'Letters to the Editor' for this. Here are some questions to discuss: <ul style="list-style-type: none"> ○ What is the central or main message of the text? What is the author trying to get across? ○ What is the author's viewpoint? How do you know (evidence)? ○ How does the author support his/her viewpoint? ○ How do the articles differ? How are they the same? ○ Which one do you agree with? Why? ○ How can you support your opinion? ○ What other questions does the author need to answer for you to fully understand this topic? ○ What new words did you find? What do they mean? (Vocabulary supports comprehension.) • Read a book, and then watch the movie of the book. Talk about how they are different and why. Discuss why the information may have been presented differently in the book and movie. • When reading a book or passage, stop often and ask your child to summarize what has happened so far or what information has been presented so far. • Always ask your child to tell you if the book or passage is an informational text or a fictional text. • 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? • Notice figurative language, like 'the sun bronzed the leaves as the day ended', or 'the transparent water showcased the circus of life below the surface', and ask your child what the expression means. • When reading a novel, talk about how the main character changes over the course of the story. How does that affect the story? • After reading a passage or story, talk about it again the next day. What do you remember about what we read? What question do you have? • In fiction, talk about the problem, the characters, the setting, the resolution to the problem in the story. How did the author help you understand these? 	

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>