Read-at-Home Plan
Grades K-5

2025-2026



Motivate. Engage. Inspire. Grow.

Elementary Learning Department

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Letter to Parents



Parents/Guardians,

You are your child's first and most important teacher, playing an integral role in your child's academic success. Reading with your child, even for just 20 minutes a day, is a proven way to promote early language and literacy. We encourage you to implement a few simple strategies at home daily to make a positive impact on your child's success in school.

Broward County Public Schools (BCPS) is dedicated to helping children reach their maximum potential as lifelong learners and proficient readers by third grade. To support language and literacy acquisition at home, BCPS has developed a Read-at-Home Plan. The purpose of the read at home plan is to provide parents/guardians with guidance and resources needed to help ensure their child is successful in school. This Read-at-Home Plan includes reading and multi-sensory strategies you can implement at home as part of your daily routine or on-the-go to make a positive impact on your child's success in school. Multisensory strategies that integrate visual, auditory, tactile (touch), and kinesthetic (movement) learning are included to assist students with understanding new information, learning ways to remember the information, and having more ways to recall it later.

We encourage you to speak with your child's teacher and visit the collection of resources at **Florida Department of Education Parent Resource** page at FLDOE Parent Resources for additional information and strategies.



Sincerely,
BCPS Office of Academics

Collaborating with Parents/Guardians

Research suggests reading at home helps your child learn to use spoken language, build vocabulary, enhance listening skills, and improve critical thinking. Becoming a proficient reader requires practice. Studies show the more time a child spends reading, the more he/she will achieve in school.

How Parents Can Help

The table below provides some simple suggestions you can implement when reading with your child at home to support your child in becoming a proficient reader.

Before You Read	While You Read	After You Read
Draw your child's attention to the title.	Point out specific words in a text.	Ask your child to share what they remember.
Discuss what the text might be about.	Draw your child's attention to the print.	Talk about your favorite parts.
Look through the text and discuss the pictures.	Read out loud to your child.	Talk about what you have learned from the reading.
Find a warm comfortable spot to read together.	Echo read (you read a line, and they repeat).	Help connect the reading to your child's life or other books they have read.
Open the book wide to show the pictures.	Read together at the same time.	Have your child retell the story.
Make predictions about the text.	Talk to your child about the reading.	Discuss with your child how the story could be extended.

Kindergarten - First Grade

- Read predictable books to your child. Teach him to hear and say repeating words, such as names for colors, numbers, letters, and animals. Predictable books help children to understand how stories progress. A child easily learns familiar phrases and repeats them, pretending to read.
- Practice the sounds of language by reading books with rhymes and playing simple word games (i.e., *How many words can you make up that sound like the word "bat"?*).
- Create a home library to encourage reading for fun and family discussions.
- Point out the letter-sound relationships your child is learning on labels, boxes, newspapers, and magazines.
- Listen to your child read words and books from school. Be patient and listen as he practices. Let him know you are proud of his/her efforts.

Second - Fifth Grade

- Build reading accuracy by having your child read aloud and point out words she missed and help her read words correctly. If you stop to focus on a word, have your child reread the whole sentence to be sure she understands the meaning.
- Build vocabulary skills by playing fun family games such as Scrabble, Boggle, or Hangman.
- Incorporate chapter books, graphic novels, and magazines into your home library.

**Taken from the U.S. Department of Education "Helping Your Child Become A Reader."*

How Schools Can Help

The classroom teacher will determine if a child is struggling in reading. He or she will consult with the parent/guardian to implement a Progress Monitoring Plan (PMP). The PMP is designed to provide the child with appropriate interventions that meet the child's specific need(s). A copy of the plan is sent home with the child to ensure parents/guardians are aware of the intervention(s) their child is receiving. We encourage you to schedule a time to visit your child's teacher to further discuss the identified needs as well as the plan to address his/her deficiencies. Your child's teacher will also share strategies you can use to support your child at home. Our goal is to work in collaboration to ensure that your child reaches his/her full academic potential.



Multi-sensory Strategies to Support Reading

Multisensory strategies integrate visual, auditory, tactile (touch), and kinesthetic (movement) learning to assist students with understanding new information, learning ways to remember the information, and having more ways to recall it later on. At times, taste may also be used. These different methods of learning stimulate different parts of the brain. This helps students discover their unique learning style and which techniques work best for their learning. Multisensory strategies are effective for all learners and help break down barriers to learning. Several strategies through the Read-at-Home plan incorporate multisensory strategies. Here are a few more for each different method of learning below.

Visual

- Use painting, posters, video, creative visual design elements, and visual aids.
- Play tic-tac-toe with words.
- Create word flip books.
- Point out letters and words in real life situations and the environment.
- Use graphic organizers to assist with comprehension and retelling stories.

Auditory

- Use music, singing, rhymes, audio tones, lyrics, clapping, and conversations.
- Integrate rhyming into your daily routines.
- Read poetry and rhyming books.
- Play around with Tongue Twisters.
- Read out loud. Repeat readings. Recording your child's reading.
- Model reading with expression.
- Listening to books on CD or an iPod.
- Go on a sound walk and record all the sounds that you hear.

Tactile (touch)

- Use letter tiles, coins, dominoes, sand, raised line paper, textures, and finger paints.
- Write letters and words in shaving cream, oatmeal, or cornmeal.
- Spell and stamps words with/in playdough.
- Use sandpaper, chalk, and Legos to create letters/words.

Kinesthetic (movement)

- Use air and sand writing.
- Write letters with your finger on your child's back and have them guess the letter.
- Use body movements such as jumping rope for sounds and clapping in rhythm.
- Manipulate letters and/or words with blocks, beads, bingo chips, magnetic letters, letter tiles, stamps, or puffy paint.
- Act out a story after listening to it.
- Use puppets to re-enact the story or a scene to build fluency.
- Create a comprehension ball with a beach ball. Write Who, What, When, Where, Why, and How on the ball. Throw it to your child and have your child answer questions one at a time.
- 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.

Taste (Caution: Please consider any allergies your child may have.)

- Use scented Play-Doh, markers, bubble bath to draw or create letters/words.
- Find food that starts with particular letters of the alphabet you are working on. For example: *m* is for mango, muffin, macaroni, mushrooms, and milk.
- Use crackers and write letters on them using cheese whiz. Combine them to spell names, sight words, and phonics patterns.



Parent Guides for English Language Arts

The 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. In addition, the Florida Early Learning and Developmental Standards reflect the knowledge and skills that children birth to age 5 should know and be able to do. Together, the B.E.S.T. and Florida Early Learning and Developmental Standards will pave the way for Florida students to receive a world-class education and prepare them for a successful future.

Please visit the Parent Guides for English Language Arts for more information to support your child in their grade level.

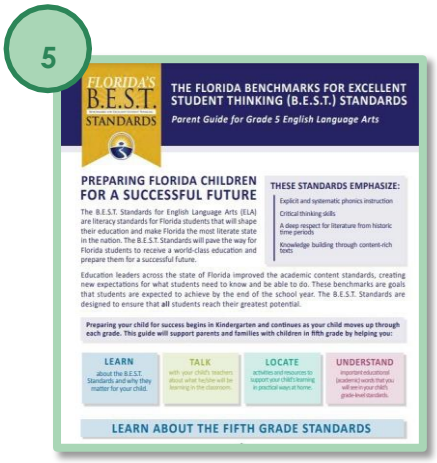












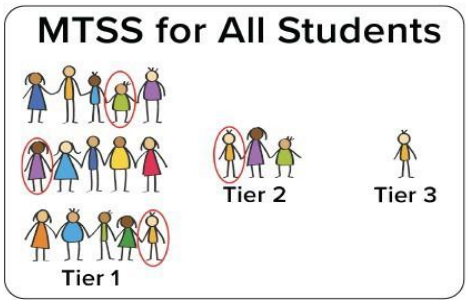


A Family Guide to Multi-Tiered System of Supports

The purpose of this brochure is to give you a clear understanding of what a Multi-Tiered System of Supports or "MTSS" is, how it can help your child and how you, as families, can actively support your child's learning.

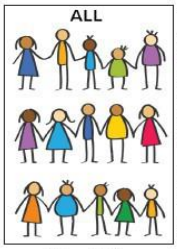
What is MTSS?

An MTSS is first and foremost about helping students. More specifically, an MTSS is a way that districts and schools organize and provide education to ensure that students receive the instruction they need to be successful. By operating as an MTSS, schools acknowledge that students' needs vary and so the best way to help them achieve is to provide instruction that is matched to those needs. Within an MTSS, educators carefully monitor student progress, work to ensure that all students receive effective instruction and provide more targeted or individualized support when needed.



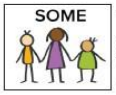
What is tiered instruction and how can it help my child?

Tiered instruction can be described simply as layers of support available to every student. For many students, the regular daily classroom instruction is sufficient for them to successfully meet grade level expectations. However, just like anyone learning a new skill or concept, some students may need more support to be successful. Because of this, schools plan for and are ready to provide additional supports, based on what students need, when they need it.



The term **Tier 1** refers to what is provided to all students, and is what every student in a classroom, grade level, or course is taught during the school day. For example, the instruction that is taught to all 4th graders, or the instruction that is taught to all students in Algebra 1, is considered "Tier 1". Schools design and plan high-quality Tier 1, with the expectation that it will be what all students need in order to demonstrate mastery of grade-level expectations.

Even when provided effective Tier 1 instruction, some students will need additional support to master grade level standards. This additional support is known as "Tier 2" and "Tier 3" intervention. Ideally, when Tier 1 instruction meets the needs of most students, only some students will need Tier 2 intervention, and even fewer will need Tier 3 intervention in order to meet grade-level expectations. If your child is currently receiving tiered interventions, it simply means that additional help is needed for them to gain the knowledge or skills being taught.



Tier 2 interventions are typically organized by a skill area and delivered to small groups of students with progress monitored over time. Tier 2 supports are always provided in addition to Tier 1, and for as long as necessary for students to get and remain on track toward mastery of grade-level expectations.



Tier 3 interventions are the most intensive level of tiered supports and in most cases are provided when effective Tier 1 and Tier 2 aren't enough for a student to master grade-level expectations. These supports are designed for individual students and are often based on results of additional assessments that identify specific skill strengths and weaknesses.

While the intent of tiered supports is to enable students to be successful, school teams may determine that a child needs the additional support of Exceptional Student Education (ESE) to meet grade-level expectations. Students eligible for ESE receive their specially designed instruction through, and as a part of, this same tiered instructional system. ESE services are not separate, nor are they "in addition to" tiered supports.

How does the school decide what my child needs?

Schools engage in data-based problem solving to ensure that instruction and intervention support are matched to student need. This involves school or teacher teams using data to identify problem areas, determine why those problems exist, develop and implement an instruction or intervention plan, and then monitor student progress to see if students are improving or if additional adjustments are needed. Data used for problem solving come from a variety of sources (e.g., FAST, attendance, office discipline referrals, diagnostic assessments). Data-based problem solving is used to identify needed supports for large groups (Tier 1), small groups (Tier 2), and individual students (Tier 3).

What is my role?

Families play a critical role in a child's education. When schools and families collaborate to support student learning, student outcomes are improved. Whether your child is meeting grade-level expectations, working on an accelerated curriculum, or receiving additional support, understanding MTSS in your child's school is beneficial.

What does MTSS look like for me and my child?

Although MTSS will look different from school to school, there are common elements that you will likely see across all schools. They include:

- Regular communication about your child's progress in school
- Information about how you can help support your child's learning at home
- Notification if your child needs additional supports, including why those supports are needed and what supports are being provided
- If your child is receiving additional supports, frequent communication about how your child's performance is improving, and what steps will be taken next

What questions can I ask my child's school to learn more?

Whether talking with your child's teacher, principal or other school support personnel, a great way to learn more about MTSS in your child's school is to ask questions. Here are some potential questions to get you started:

- Is my child meeting academic and behavioral expectations? How do we know?
- If additional instruction or intervention is needed, what supports will be given to my child?
- How often will I be updated on my child's progress?
- What can I do to support my child at home?

Resources/Additional Information

Florida Problem Solving/Response to Intervention Project (https://floridarti.usf.edu)

A Parent's Guide to RtI – National Center for Learning Disabilities (https://www.advocacyinstitute.org/resources/ParentRTIGuide.pdf)

RtI Action Network – Resources for Parents and Families (http://www.rtinetwork.org/parents-a-families)

Florida Positive Behavioral Interventions & Supports Project (https://flpbis.cbcs.usf.edu)

A Multi-Tiered System of Supports
PS/RtI
Problem Solving/Response to Intervention

Meeting the Needs of All Learners

English Language Learners (ELLs)

BCPS values all parents and families of second language learners as partners in education and effectively involve them in the education of their children. We value your child's first language and consider it an asset to their education. Through your family's first language, students can develop key language and literacy skills to help them become excellent readers in English. Parents who speak little or no English can contribute to their child's education in valuable ways. ELLs can benefit when they develop solid literacy skills in their first language before learning to read in a second language. It is our responsibility to bridge their prior knowledge to new knowledge while ensuring content is meaningful and comprehensible.

Please visit the link below for more information to support your child.

CANVAS ELL Resources for Families: https://browardschools.instructure.com/courses/867005

Students with Disabilities

Mastering the ability to read, spell, and write is fundamental to achieving academic success. Students with a variety of learning disabilities, including dyslexia, dyscalculia and dysgraphia, struggle with those skills despite receiving the same classroom instruction that benefits most students. BCPS is committed to providing students identified with learning disabilities with instruction that is effective and personalized to improve student outcomes. In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking, and listening (English language arts), their instruction must incorporate supports and accommodations.

Please visit the links below for more information and strategies on how to support your child. We encourage you to speak with your child's teacher(s) to ensure strategies are aligned with your child's Individual Education Plan (IEP).

- **Characteristics of Specific Learning Disability**
  https://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/specific- learning-disabilities-sld/
- **Accommodations**
  https://padlet.com/esebrowardcountypublicschools/AccommodationsSWD
- **Intervention Resources**
  https://padlet.com/esebrowardcountypublicschools/InterventionResourcesSWD
- **Access Points Instruction**
  https://padlet.com/esebcps/AccessPointsLiteracyResources



Common Learning Disabilities in Reading

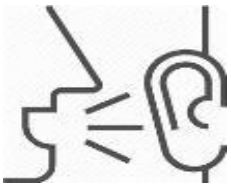
LEARNING DISABILITY	TYPICAL CHARACTERISTICS
Dyslexia: A learning disability affecting primarily reading	• Difficulty in learning to read, write, spell and do arithmetic • Difficulty with learning letters and their sounds • Difficulty in following oral and written instructions • Cramped or illegible handwriting • 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

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

JUST READ, FLORIDA!



Overview of the Essential Components of Reading

The Six Areas of Reading - "Sensational Six"	
Oral Language 	Oral Language is the means in which children communicate their thoughts, ideas, and emotions. It is a child's most powerful learning tool. Children internalize new knowledge through discussion with their peers. They learn how words work through listening to, talking about, and working with them.
Phonological Awareness 	Phonological awareness includes identifying and manipulating parts of oral language such as words, syllables, and onsets and rimes. Rhymes, repetitions, and songs are all examples of how a child can practice phonological awareness. Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds in spoken words. Hearing individual sounds within a word allows the learner to connect letters to sounds.
Phonics 	Phonics is the understanding of how sounds correlate with letters in an alphabetic system. This includes recognizing print that represent a sound, syllables, and word parts.
Fluency 	Fluency in reading is the ability to read continuous text with appropriate momentum, phrasing, attention to conventions, and stress. Fluency in word solving is the ability to quickly and accurately solve words.
Vocabulary 	Vocabulary is the knowledge of words used in language and their meaning. As children begin to read more difficult texts, they must learn vocabulary outside of their oral language.
Comprehension 	The ability to process and draw meaning from text(s) on many levels. Students must understand and make meaning of information read in various texts to expand their knowledge of the real world.

Oral Language

Oral Language is the means in which children communicate their thoughts, ideas, and emotions. It is a child's most powerful learning tool. Children internalize new knowledge through discussion with their peers. They learn how words work through listening , talking about, and working with them.



Oral Language Activities (Grades K-1)

- Practice using proper speech that is simple and clear for your child to model.
- Build vocabulary by introducing a new word and discuss its definition. Practice using the word in a sentence that is easily understood. For example, you could say "I think I will drive the *vehicle* to the store. I am too tired to walk."
- Talk about spatial relationships (first, middle, and last; right and left) and opposites (up and down; on and off).
- Offer a description or clues, and have your child identify what you are describing. For example, say "We use it to sweep the floor" (a broom), "It is cold, sweet, and good for dessert. I like strawberry _____" (ice cream).
- Help your child follow two- and three-step directions like, "Go to your room, and bring me your book."
- Encourage your child to give directions. Follow his or her directions as she/she explains how to build a tower of blocks.
- Practice naming everyday items. For example, you can name utensils while in the kitchen.
- Talk about the characters in a story. Are they happy or sad?
- Act out a scene of a story together and make up a different ending.

Oral Language Activities (Grades 2-3)

- Practice reciting short poems and songs with your child.
- Have your child practice using language from stories and informational texts when retelling or making a prediction.
- Practice using descriptive words to describe a character or setting of a story.
- Engage in role play with your child.
- Help your child perform plays using puppets.
- Play games with your child such as "house." Exchange roles in the family, with you pretending to be the child.



- Build vocabulary by introducing a new word and offer its definition or use it in a context that easily understood. For example, say "I think I will drive the vehicle to the store. I am too tired to walk."
- While shopping for groceries, discuss what you will buy, how many you may need, and what you will make. Discuss the size (large or small), shape (long, round, square), and weight (heavy or light) of the packages.
- Discuss the foods on a menu, their color, texture, and taste.
- Use descriptive words when talking about different rooms and furnishings in the house.

Oral Language Activities (Grades 4-5)

- Encourage your child to talk more by asking questions such as "What do you think?" "Do you agree?" "Why or why not?"
- Engage in conversations during dinner, and limit distractions such as the television, cell phones, or loud music.
- Have your child practice using language from stories and informational texts when retelling a story or making a prediction.
- Encourage your child to elaborate on his/her ideas or opinions.
- Tell jokes, riddles, puns to demonstrate how language can be used for the purpose of humor.



Phonological Awareness

Phonological awareness refers to the specific ability to focus on and manipulate individual sounds in spoken words. Hearing individual sounds within a word allows the learner to connect letters to sounds. Phonological awareness includes identifying and manipulating parts of oral language such as words, syllables, onsets, and rimes. Rhymes, repetitions, and songs are all examples of how a child can practice phonological awareness.



Phonological Awareness Activities (Grades K-1)

- Practice the alphabet by pointing out upper- and lower-case letters wherever you see them and by reading alphabet books.
- Help your child think of a number of words that start with any specific sound. For example, words that start with the /m/ or /p/ sound (*mat, paper*).
- Make up silly sentences with words that begin with the same initial sound. For example, you could say "Nobody was nice to Nancy's neighbor."
- Play simple rhyming or blending games with your child, such as taking turns coming up with words that rhyme (*go – no*) or blending simple words (/d/, /o/, /g/ - *dog*).
- Use clapping games with names of family members, common objects found around the house, or places you are going or have been. **mon-ster/kick-ing**
- Find any opportunity to sing to and with your child. You can do this in the car on a long trip, or even on the way to school. Create songs on the spur of the moment about wherever you are going. For example, to the rhythm of the song "*This is the way we wash our hands*" you can sing "This is the way we go to school."
- Encourage word play using poems, rhymes, or songs. You might begin by saying "What rhymes with Matt?" Make up silly rhymes, such as, "Did Matt sit on the cat?" Or try working together to tell a little story about a cat chasing a fat rat.
- Seek out high quality rhyming books.
- Play word games that connect sounds with syllables and words. For example, you could ask "If the letters p-e-n spell *pen*, then how can you spell *hen*?"

Phonological Awareness Activities (Grades 2-3)

- Practice syllables using clapping games with names of family members, names of common objects found around the house, places you are going or have been.
- When reading aloud, say words slowly and repeat words if necessary. Pronouncing a word slowly makes it easier to hear the individual sounds within the word.
- Buy or make flashcards with letters on them so your child can practice making words.
- Practice segmenting and blending words (for example c-a-t for *cat*).

Phonological Awareness Activities (Grades 4-5)

- Practice clapping out words with three or more syllables (*fish/er/man; par/a/graph; el/e/va/tor*).
- Ask your child to find objects around the house that are compound words (*football, headboard, watermelon*). Help your child write a list of the words and break them apart to show the two parts of the word.
- Hunt for words. Choose a blend (for example bl) and have your child hunt for five items beginning with that blend. As each object is found, help your child write the words in a list (blanket, blue pen, etc.)
- Model how to break apart unfamiliar words when reading aloud to your child.



Phonics

Phonics is the understanding of how sounds correlate with letters in an alphabetic system. This includes recognizing print that represent a sound, syllables, and word parts.



Phonics Activities (Grades K-1)

- Use sand or playdough to create letters and match their sounds.
- Teach your child to match the sounds to his/her name.
- Write letters on cards. Hold the cards up and have your child practice saying the sounds.
- Use alphabet books to play games. For example, say "I am thinking of something that starts with the letter "*t*."
- Have your child find objects around the house with the same initial sounds. For example, have your child find items that begin with /b/.
- Use magnetic letters or letter cards to build words.
- Teach your child to recognize the letters in his/her name.
- While at the grocery store, ask questions like "Can you find something that starts with the letter c?"
- Have your child identify and cut out letters he/she recognizes from magazines or newspapers.
- Talk about the difference between upper-case and lower-case letters.
- Have your child practice categorizing letters by its feature. For example, list all the letters with a curve such as *b, c, a*, etc.

Phonics Activities (Grades 2-3)

- Help your child sound out unfamiliar words by saying the first sound in the word.
- Write letter clusters on cards (*gl, pr, spr*). Hold up the cards one at a time and have your child practice reading the sounds. Have your child find words with the letter clusters in a book!
- Have your child find objects in the house that begin with a digraph (ch, th, sh) such as a shoe, chair, or thermos. Help your child write a list of objects found and underline the digraph.
- Use magnetic letters to build more complex words.
- Have your child practice categorizing words that have a similar ending (*branch, rock, dash, both* are words that end in digraphs).
- Play a phonics race by setting the timer and competing to come up with the most words with a blend (*cl, pr, bl*) in one minute. Compare your word lists and play again! Your child will be eager to beat his/her last score.
- Writing is a great way to reinforce phonics skills! Send your child notes in his/her backpack or have a relative/friend send a letter or email to your child. Have your child write back and sound out the words.

Phonics Activities (Grades 4-5)

- Have your child look through a magazine, or newspaper to find objects that make up a compound word (football, headboard, etc.).
- Practice reading and writing high frequency words. The more fluent your child is with high frequency words; the more attention can be focused on comprehension words with the same letter clusters, by varying sounds (for example, ch – cheese, machine, school, choir, yacht).
- If your child has difficulty spelling a word, have him/her break the word into syllables to write them (to/ge/th/er).



Fluency

Fluency in reading is the ability to read continuous text with appropriate momentum, phrasing, attention to conventions, and stress. Fluency is the ability to quickly and accurately read words with automaticity and expression.



Fluency Activities (Grades K-1)

- Read aloud to your child to provide an example of how fluent reading sounds.
- Read aloud and have your child match his voice to yours.
- Have your child practice reading the same list of words, phrases, or short passages several times.
- Point out punctuation marks/conventions (commas, periods, exclamation points). Demonstrate how our voice changes as you read for each.
- Model reading with expression and use different voices when reading familiar stories.
- Invite your child to read along with you during familiar parts of a story.
- Engage in repeated readings. Read a familiar passage several times, inviting your child to read along with you to figure out any tricky words.
- Give your child books with predictable vocabulary and clear rhythmic patterns so your child can "hear" the sound of fluent reading as he or she reads the book aloud.
- Use recorded books and have your child follow along in a print copy or on a digital screen.

Fluency Activities (Grades 2-3)

- Say a sentence to your child and ask him/her to repeat it to you.
- Provide opportunities for your child to read to different audiences (family members, siblings, friends, neighbors, grandparents). The story/text should have been read several times before reading it to an audience.
- Record the reading. Use a cell phone or MP3 device to record your child's reading. Once recorded, invite your child to listen to his/her reading and follow along in the book.
- When reading to your child, remember to model fluency by using appropriate expression, speed, and accuracy so your child knows what fluent reading sounds like.
- Invite your child to mimic your phrasing and expression while you are reading.

Fluency Activities (Grades 4-5)

- Engage in repeated readings. Read a familiar passage several times, inviting your child to read along with you to figure out any tricky words.
- Read aloud to your child to show your child what fluent reading sounds like. Make sure read with a lot of expression, and appropriate phasing.
- Read certain lines of a text with various voices and invite your child to read along and mimic your expressions.
- Alternate reading the favorite lines of a poem with your child. Have your child mimic your phrasing and expression.
- Remind your child to pay attention to conventions while reading.
- To increase fluency speed, use a stopwatch to set a timeframe to read any given passage or text. Have your child record their time and encourage him/her to read the passage again to beat the last time.



Vocabulary

Vocabulary is the knowledge of words used in language and their meaning. As children begin to read more difficult texts, they must learn vocabulary outside of their oral language.

Vocabulary Activities (Grades K-1)

- Select a new word each week to learn and use in every-day language. Create a point system with family members on who uses the word the most in a given week.
- Post vocabulary words all over the house (bathroom mirror, fridge, doors).
- Before reading, preview the book, and discuss words you think are interesting o potentially confusing.
- Play *Hot Potato* with synonyms. Choose a word and a family member has to think of another word that means the same thing. Take turns until no one can think of another word. Try the same game with antonyms (opposites).
- Act out a word and have other family members try to guess what the word is. Take turns acting out a new word. For example, if the word is *pensive* act like you are in deep thought by sitting down and putting your hands on your head.

Vocabulary Activities (Grades 2-3)

- Discuss ordinal words such as first, last, beginning, middle, etc.
- When taking a trip to the grocery store, discuss what you are seeing as you go through the story. For example, you can say "I am here at the bakery. This is where I can find cakes, cookies, and bread."
- Use flashcards to practice word associations. For example, if the subject is parts of a plant, you could place words such as plant, leaf, seed in one category.
- Select a new word each week to learn and use in every-day language. Create a point system with family members on who uses the word the most in a given week.
- Post vocabulary words all over the house (bathroom mirror, fridge, doors).
- Before reading, preview the book and discuss words you think are interesting or potentially confusing.

Vocabulary Activities (Grades 4-5)

- Play *Hot Potato* to categorize words under more complex topics such as The Revolutionary War, astronomy, or math terms.
- Preview words before reading to or with your child. Discuss the meaning of words that may be interesting or confusing to your child.
- Play a word collection game, like Scrabble or Boggle, with family members by having each family member collect as many interesting words they read about or came across that day. At the dinner table, have each family member go around and share their word. Discuss the meaning, and practice using the word in spoken language.



Comprehension

The ability to process and draw meaning from text(s) on many levels. Students must understand and make meaning of information read in various texts to expand their knowledge of the real world.

Comprehension Activities (Grades K-1)

- Hold a conversation and discuss what your child has read. Ask probing questions and connect the events to his or her own life.
- Ask your child who, what, when, where, why, and how.
- Help your child make connections between what was read to similar life experiences and events that occurred in another book.
- Help your child monitor his or her understanding by asking if he/she understands what was just read.
- Help your child go back to the text to support his or her answers.
- Discuss the meanings of unknown words, both read and heard in story.

Reading Fiction:

- Ask your child to summarize the beginning, middle, and end of a story.
- As you are reading, stop occasionally, to ask questions about a story's character, problem, and solution.
- Have your child share their favorite part of the story and why.
- Encourage deeper thinking by asking "If you could write the ending of the story, how would you change it ?"
- Ask your child's opinion about the events/characters in a story. Ask questions like "Do you think the character did the right thing?" "What would you have done differently if you were the character?"

Reading Nonfiction:

- Read material in short sections, making sure your child understands each step of the way.
- Before reading, preview the title and flip through the book. Ask your child "What do you think you will learn about in this book?" or "What do you already know about (topic)?"
- Discuss what your child has learned from reading informational text.
- Practice looking at the text features (table of contents, captions, charts, diagrams) to learn about the topic.
- After reading, ask your child "What do you still want to know about this topic?"

Comprehension Activities (Grades 2-3)

- Hold a conversation and discuss what your child has read. Ask probing questions and connect the events to his or her own life.
- Ask your child who, what, when, where, why, and how.
- Help your child go back to the text to support his or her answers.

Reading Fiction:

- Ask your child to summarize the beginning, middle, and end of a story.
- As you are reading, stop occasionally, to ask questions about a story's character, problem, and solution.
- Have your child share their favorite part of the story and why it is their favorite.



- Encourage deeper thinking by asking "If you could rewrite the ending of the story, how would you change it?"
- Ask your child's opinion about the events/characters in a story. Ask questions like "Do you think the character did the right thing?" "What would you have done differently if you were the character?"
- After you or your child has read a few pages, ask "What do you think will happen next?"

Reading Nonfiction:

- Read material in short sections, making sure your child understands each step of the way.
- Before reading, preview the title, and flip through the book. Ask your child "What do you think you will learn about in this book? "or "What do you already know about (topic)?"
- Discuss what your child has learned from reading informational text.
- Practice looking at the text features (table of contents, captions, charts, diagrams) to learn about the topic.
- After reading, ask your child "What do you still want to know about this topic?"

Comprehension Activities (Grades 4-5)

- Have your child refer back to the text to support his/her answer.
- Use comic strips to practice sequencing stories in the correct order.
- Hold a conversation and discuss what your child has read. Ask probing questions and connect the events to his or her own life.
- Ask your child who, what, when, where, why, and how questions about what they are reading.

Reading Fiction:

- When asking questions, use words related to the story such as *characters*, *problems*, and *solution* For example, you could ask "How did the characters try to solve the problem they came across in the story?"
- Ask your child to make predictions about what will happen next based on the events that have taken place in the story.
- Help your child connect the events or characters in a story to their personal experiences or other books they may have read.

Reading Nonfiction:

- Have your child write captions for family photos taken on vacation.
- Draw attention to captions, headings, sidebars, to gain more information about the topic. Ask deeper questions like "Why do you think the author included a diagram on this page?" or "How does the diagram help you as a reader?"
- Have your child refer to the text when answering questions.
- Help your child take notes on the most important information in the text.



Importance of Attendance

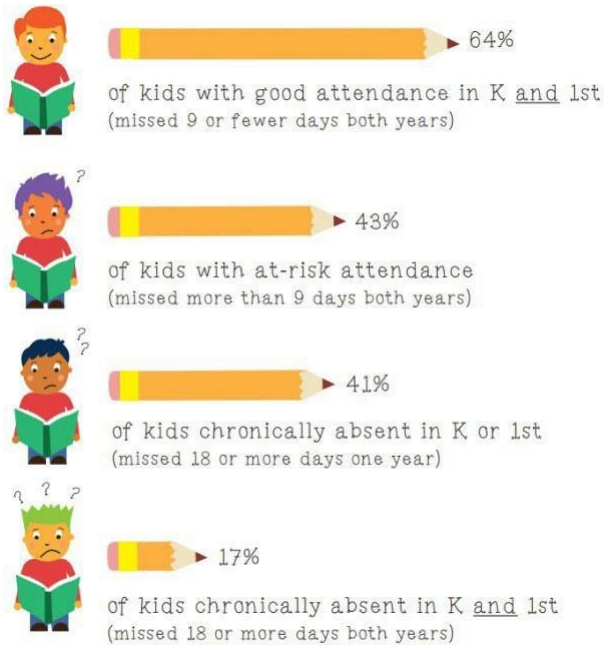
Students that attend school regularly beginning in kindergarten can be five times more likely to have grade level proficiency in 3rd grade than students that miss just 2 days per month in the first two years of school.

Chronic Absenteeism: Missing 10% of school days in a school year. This can be as little as 1 or 2 days per month.

Who Can Read on Grade Level After 3rd Grade?

Less than 1 in 5 students with chronic absenteeism in kindergarten and first grade were reading at, or above, their grade level.

SOURCE: Attendance in Early Elementary Grades: Association with
Student Characteristics, School Readiness and Third Grade Outcomes, Applied Survey Research.



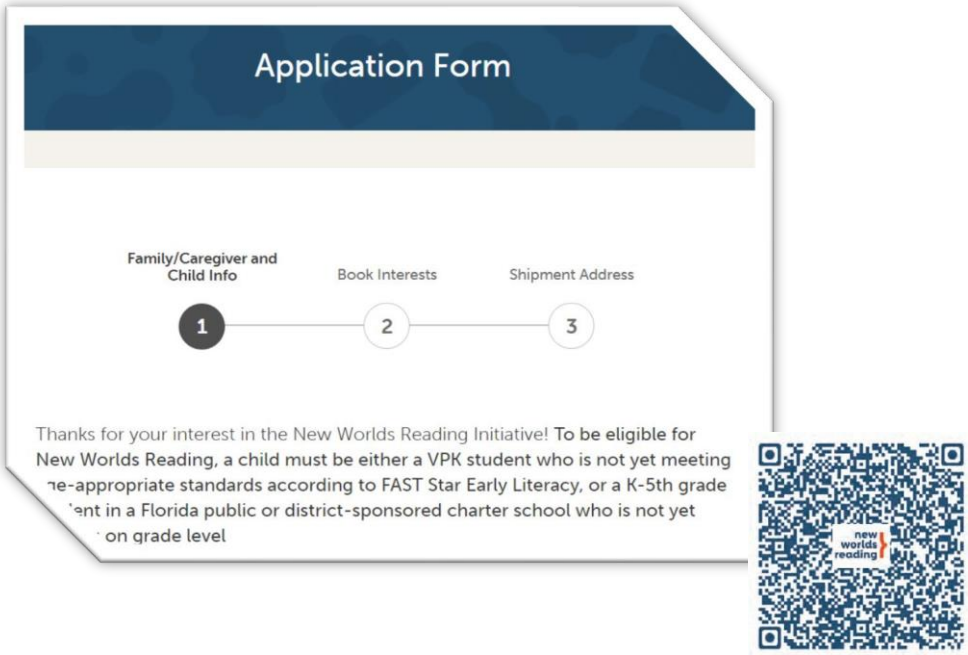
Strategies for Good Attendance

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpack the night before school.
- Do not let your child stay home unless they are truly sick. (Temperature higher than 100.4 °F, throwing up or having diarrhea, eyes are pink and crusty)
- If your child seems anxious about school, talk to teachers, school counselors, school social workers, or other parents for advice on how to make them 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.

New Worlds Reading Initiative

The New Worlds Reading Initiative is a free Florida literacy program for VPK-5 public or charter school students currently reading below grade level. Thanks to the support and investment of the Florida Legislature, this statewide book delivery program is a collaborative effort with the Florida Department of Education, school districts and other local and state organizations, and the University of Florida Lastinger Center.





Overview of Assessments

In the state of Florida, we have four types of assessments.

Screener: provides a baseline. Typically administered at the beginning of the school year.
Diagnostic: helps educators find the students' specific academic needs, if any.
Formative: allows progress monitoring throughout the school year. They are dependent on the curriculum used for instruction in the classroom.
Summative: measures end of the year learning.

Statewide ELA Assessments

Florida's statewide, standardized assessments in Reading, and Writing, is aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.). The Florida Assessment of Student Thinking (F.A.S.T.), which includes VPK through grade 10 Reading, is administered as a progress monitoring assessment, which students will participate in three times per year. The first (PM1) will occur within the first 30 days of school, the second (PM2) will occur in the middle of the school year, and the third (PM3) will occur at the end of the school year.

To learn more about the F.A.S.T. Assessments click here:
https://www.fldoe.org/accountability/assessments/k-12-student-assessment/best/



Literacy Resources

Strong parental involvement is a key component of the **Just Read, Florida!** initiative. Other than helping your children to grow up happy and healthy, the most important thing that you can do for them is help them develop their reading skills. Here are some resources to get you started:

- ✓ **ABCya:** Practice keyboarding and other skills in a game-based environment. http://www.abcya.com/
- ✓ **American Speech-Language-Hearing Association:** Suggestions for parents by grade level to support listening speaking, reading, and writing. http://www.asha.org/public/speech/development/suggestions/
- ✓ **BCPS Library and Media Services:** https://www.browardschools.com/Page/39469
- ✓ **Florida Department of Education:** www.fldoe.org
- ✓ **BCPS Parent University:** Parent University was launched in 2020 to provide additional support to parents. Numerous recorded webinars are available on a range of topics. https://www.browardschools.com/Page/54753
- ✓ **Dyslexia Resource Hub:** This collection of dyslexia resources is to help parents, teachers, and advocates of students with dyslexia expand their knowledge, refine their practice, and understand their rights. https://ufli.education.ufl.edu/resources/dyslexia/
- ✓ **Florida Center for Reading Research (FCRR) Resources for families:** https://fcrr.org/families
- ✓ **Just Read, Florida!:** http://www.fldoe.org/academics/standards/just-read-fl/
- ✓ **Celebrate Literacy Week:** https://www.fldoe.org/academics/standards/just-read- fl/celebrate-literacy-week/
- ✓ **Parent Resources:** http://www.fldoe.org/academics/standards/just-read- fl/parents.stml
- ✓ **Reading Intervention Curriculum:** Whether reading mentors or classroom teachers, this curriculum is a great guide that includes an overview of current reading research, and weekly lessons for intermediate struggling readers. http://www.fldoe.org/core/fileparse.php/7539/urlt/manual.pdf
- ✓ **Parent Tips:** Reading suggestions and tips for parents of school age students. http://www.fldoe.org/core/fileparse.php/7539/urlt/Parent-Tips.pdf
- ✓ **Summer Reading Activities Kit:** Great tips for reading over the summer! http://www.fldoe.org/core/fileparse.php/7539/urlt/kit.pdf
- ✓ **50 Activities to Promote Digital Media Literacy:** http://www.fldoe.org/core/fileparse.php/16290/urlt/50APDMLS.pdf
- ✓ **The Grocery Store**: Have your child help create and monitor your shopping list or match coupons to the products in each aisle.
- ✓ **REL: Supporting your Child's Reading at Home**: https://ies.ed.gov/ncee/rel/Products/Region/southeast/Resource/100679
- ✓ **Florida B.E.S.T. Standards for ELA:** Student and Parent Resources provided by the Florida Department of Education (FLDOE). www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf
- ✓ **National Center for Improving Literacy:** Help your child read and write with practical ideas and strategies based on what works. https://improvingliteracy.org/family
- ✓ **New World's Reading Initiative:** Develop your child's reading skills with free books delivered to your home! https://www.newworldsreading.com/fl/en/home.html



- ✓ **Starfall:** Free site to teach the basics of reading. Features interactive books and phonics games. www.starfall.com
- ✓ **UFLI Parent Resource Hub:** This collection of web-based language and literacy resources. https://education.ufl.edu/ufli/resources/parent/

Additional Literacy Resources for (Grades 3-5)

- ✓ **Florida Assessment of Student Thinking (FAST):** Find specific information for students and families that include testing dates, understanding reports, and Frequently Asked https://www.fldoe.org/accountability/assessments/k-12-student-assessment/best/
- ✓ **ReadWorks:** Find free reading passages, skill and strategy units, and comprehension and novel study unit. https://www.readworks.org/



References

Resources from the following organizations and websites were used to develop this Read-at-Home Plan.

American Speech-Language-Hearing Association: Activities to Encourage Speech and Language http://www.asha.org/public/speech/development/Parent-Stim-Activities/

FAST Portal https://flfast.org/fsa.html

Florida Center for Reading Research
http://www.fcrr.org/curriculum/curriculumForParents.shtm

Florida Department of Education
https://www.fldoe.org/academics/standards/just-read-fl/nwri.stml
https://www.fldoe.org/schools/school-choice/k-12-scholarship-programs/reading/
https://www.fldoe.org/accountability/assessments/k-12-student-assessment/best/

Just Read, Florida!
https://www.fldoe.org/academics/standards/just-read-fl/



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For additional information,
please contact the Elementary Learning Department at 754-321-1850.

