Read-at-Home Plan
Grades K-5

2026-2027



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.

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 markers 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 Just Read, Florida! links below for more information to support your child in their grade level, **by clicking on the pictures.**

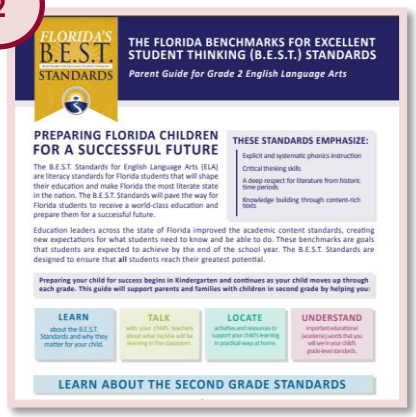
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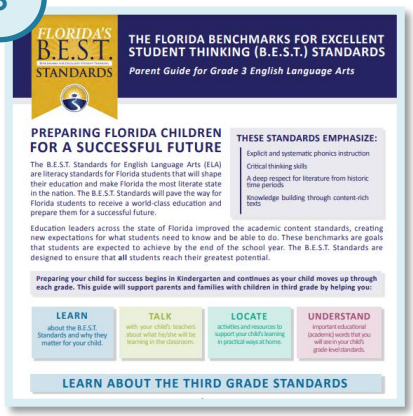
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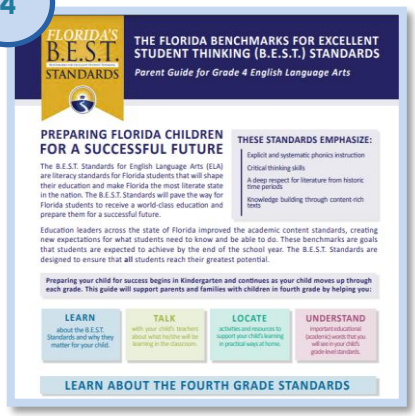
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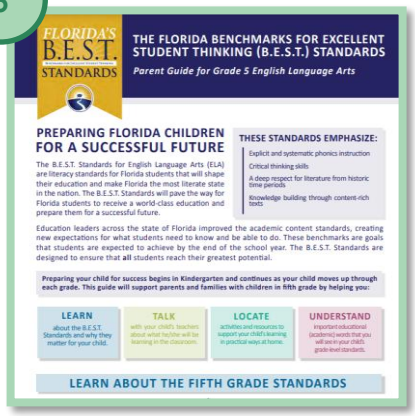
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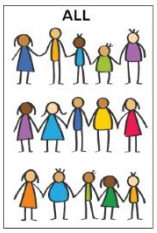
A Family Guide to a Multi-Tiered System of Supports

What is MTSS?

Multi-Tiered System of Supports 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.



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. 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.



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.

Source: Problem Solving & Response to Intervention Project
A collaborative project between the Florida Department of Education and the University of South Florida.



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 disorders 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/
- **Intervention Resources for Exceptional Student Education (ESE)**
  https://www.browardschools.com/Page/41038
- **Accommodations**
  https://padlet.com/esebrowardcountypublicschools/AccommodationsSWD
- **Intervention Resources**
  https://padlet.com/esebrowardcountypublicschools/InterventionResourcesSWD
- **Access Points Instruction**
  https://padlet.com/esebcps/AccessPointsLiteracyResources



Overview of the Essential Components of Reading

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.



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 is 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



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Oral Language Activities (Grades 4-5)

- Practice conversational turn taking with your child.
- Use descriptive language when talking about this topic.
- Model how to listen to others respectfully and responsibly.
- Have your child recall or restate what he/she reads in their own words.
- 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.
- 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



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. 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)

- Use computer software programs that focuses on developing phonological and phonemic awareness skills. Many of these programs use colorful graphics and animation that keep your children engaged and motivated.
- Help your child practice solving words by removing prefixes and suffixes to break them apart.
- Hunt for words. Choose a blend (for example *bl*) and have your child hunt for five items beginning with the blend. As each object is found, help your child write the words in a list (blanket, blue pen)
- 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 and using pictures cues to guess 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).



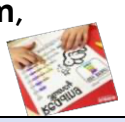
- Play a phonics race by setting the timer and competing to come up with the most words with a blend (*cl, pr, bl*) in one minute. Compare your word lists and play again! Your child will be eager to beat his/her last score.
- Writing is a great way to reinforce phonics skills! Send your child notes in 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.)
- Sort 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/geth/er).
- 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.

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.
- 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.
- Remind your child to pay attention to conventions while reading.

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 or potentially confusing.
- Play *Hot Potato* with synonyms. Choose a word and a family member thinks 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

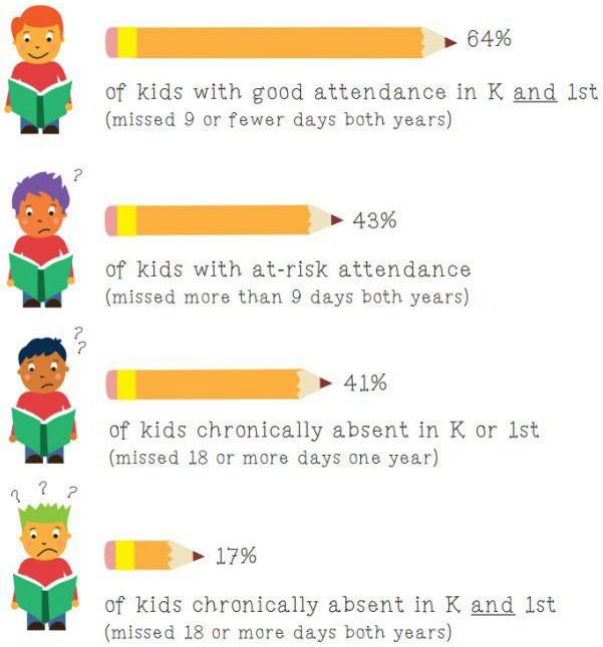
Students that attend school regularly beginning in kindergarten can be five times more likely to have grade level proficiency in 3rd grade than students that miss just 2 days per month in the first two years of school.

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. May 2011.



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

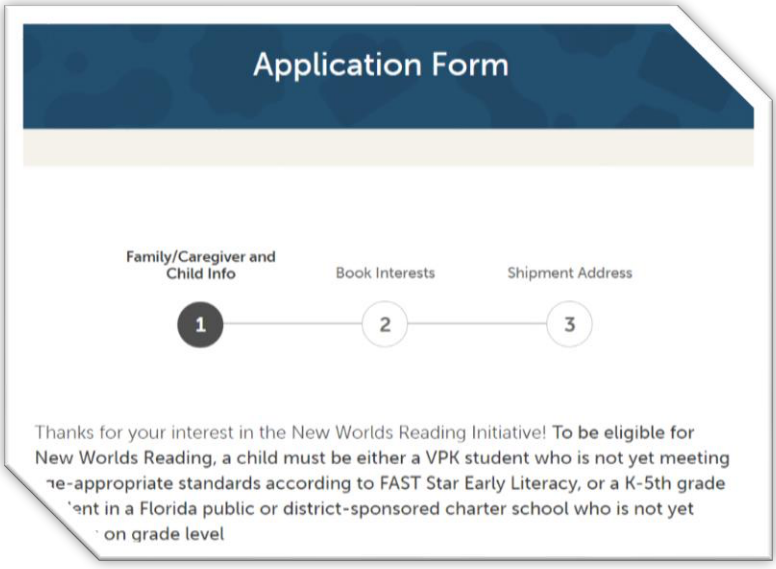


New Worlds Reading Initiative

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. Don't miss the chance to discover more about the New Worlds Reading Initiative.

To learn more about the New Worlds Reading Initiative click on the pictures below.





Scan to check your child's eligibility:

New Worlds Reading Initiative Enrollment Link:
https://www.newworldsreading.com/en/enrollment?eml=NWRI/ps/20240805/google/txt/year4/enrollment/lowerfunnel/parents/program/exact//&gad_source=1&gclid=Cj0KCQjwr9m3BhDHARIsANut04aYYtai4cDw9g-



Overview of Assessments

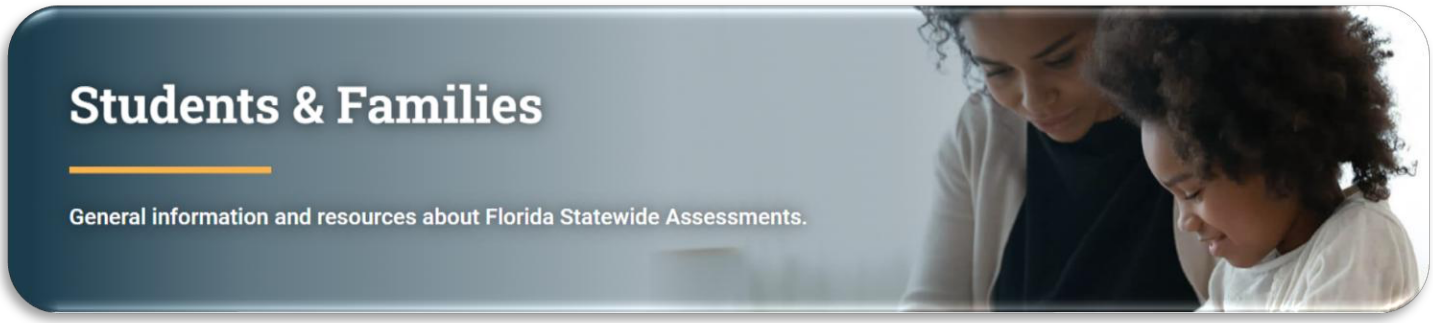
In the state of Florida, we have four types of assessments.

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 (FAST), 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 on the pictures below.









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:

- ✓ **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
- ✓ **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**Florida Department of Education:** www.fldoe.org
- ✓ **Just Read, Florida!:** http://www.fldoe.org/academics/standards/just-read-fl/
- ✓ **Parent Tips:** Reading suggestions and tips for parents of school age students. http://www.fldoe.org/core/fileparse.php/7539/urlt/Parent-Tips.pdf
- ✓ **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
- ✓ **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
- ✓ **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://fsassessments.org/families.html



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/

