Read-At Home Plan

for Student Success

A Kindergarten through 5th Grade Resource for Parents:

Reading Tips to Help Levy County Children Become Ready Readers and Ready Learners

Dear Parents/Guardians,

You are your child's most important teacher and you play a critical role in your child's academic success. Your child learned his or her first words from you and listened to their first story sitting on your lap. Reading with your child does not end once he or she enters school. We encourage you to read with your child every day; research indicates that just 20 minutes a day will promote early language and literacy.

The School Board of Levy County is committed to helping all children to reach their full potential by becoming proficient readers. To support your child in becoming a proficient reader at home, we have created this Read-at-Home Plan. The purpose of this plan is to provide you with guidance and resources to support the school -day instruction. The Read-at-Home Plan includes information on the components of reading, reading activities, reading resources from the Office of Just Read, Florida!, and important contact information.

It is important for you to understand that there are major components that children must master in order to be successful readers. Those components are speaking and listening (aura/oral language), phonemic awareness, phonics, vocabulary, fluency, and comprehension. When a child is struggling at school with reading in the early grades, he or she may need more support with language, phonemic awareness, and phonics. If a child is struggling with comprehending the text, he/she may need more support with vocabulary, fluency, and comprehension strategies.

We encourage you to review the grades, report cards, and progress monitoring data that is sent home from your child's school. Please feel free to communicate with your child's teacher to learn more about how you can help support literacy at home.

Sincerely,

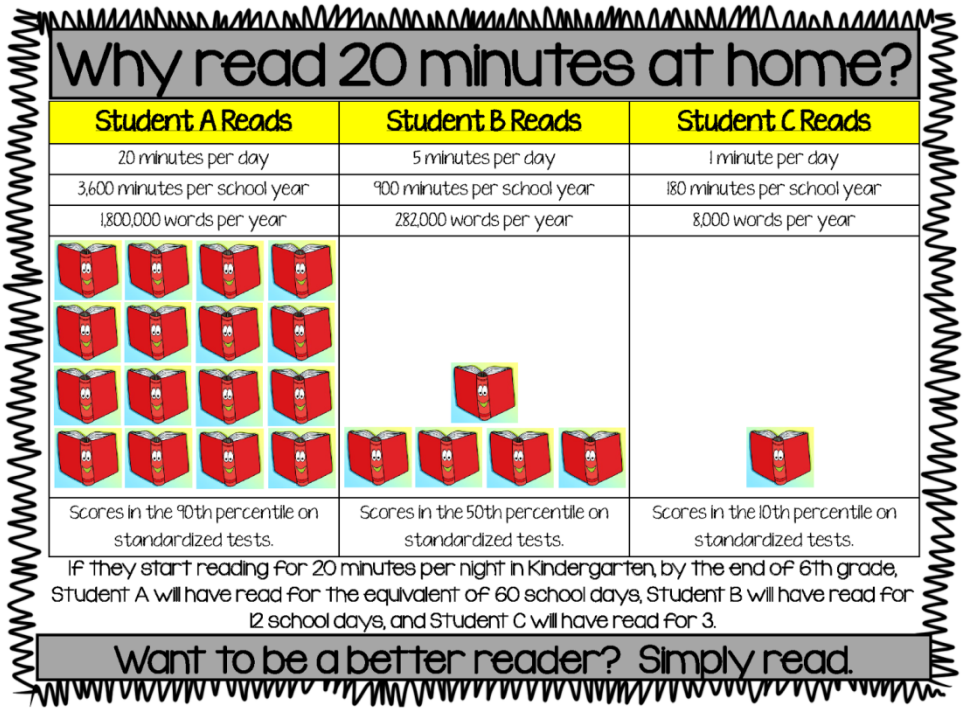
Heather Rawlins, District Literacy Coordinator

What Can I Do to Support My Child?

Read at home with your child daily (at least 20 minutes) with books they enjoy. Some ways to do this:

- Read out loud to your child.
- Listen to your child read.
- Echo read (you read a line, then he/she repeats).
- Read together at the same time (Choral Reading).
- Reread or retell favorite stories.
- Reread and then write a summary.

Before YOU Read	While you read	After you Read
Draw attention to the Title.	Use your finger to follow along with the words.	Ask your child to share what he/sheremember from the text.
Discuss what the text might be about.	Point out specific words in a text.	Talk about your favorite parts.
Look through the text and discuss the pictures .	Talk about the meaning of unfamiliar words in the text.	Talk about what you have learned from the reading.
Talk about any background knowledge you may already have on the topic.	Read a chunk of the text and then stop and talk about what you just read.	Help connect the reading to your child's life or other books he/she has read.
Make predictions about the text.	Ask questions about the text.	Have your child retell the story.
With older students, grades 3-5, discuss genre(mystery, science fiction, horror, etc.) and text structure.	Point out words that reflect a tone or words that imply action.	Discuss with your child how the story could be extended. With older child ask about the author's purpose or tone.



NEW WORLDS READING

A new book delivery program is now available to all public and district-sponsored charter schools to help students reading below grade level. Our district is participating in the New Worlds Reading Initiative and aims to have all eligible children enrolled in the program.

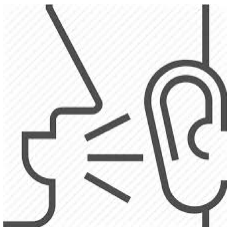
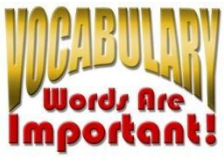
The New Worlds Reading Initiative will deliver books to the homes of enrolled students each month from December through June, completely free of charge. The program is designed to create at-home libraries for K-5 students and foster a love for reading among students and their families. Once a student is enrolled, they will automatically be eligible for participation until graduating from fifth grade, unless they choose to no longer participate.

Contact Heather Rawlins at heather.rawlins@levyk12.org or your school's reading coach for more information and to see if your child is eligible to participate.

PARENT GUIDES FOR ENGLISH LANGUAGE ARTS STANDARDS

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

Overview of the Components of Reading

Six Areas of Reading	
Oral Language 	Oral Language is the means by which children communicate their thoughts, ideas, and emotions. It is a child's most powerful learning tool. Children learn new knowledge through discussion with their peers. They learn how words work through listening to, talking about, and working with them. Acquisition of these skills often begins at a young age, before students begin focusing on print-based concepts such as sound-symbol correspondence and decoding.
Phonemic/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 sound. • Phonological awareness includes identifying and manipulating parts of oral language such as words, syllables, and onset and rimes. Rhymes, repetitions, and songs are all examples of how a child can practice phonological awareness.
Phonics 	Phonics is the understanding of how sounds correlate with letters in an alphabetic system. This includes recognizing print that represents a sound, syllables, and word parts.
Fluency 	Fluency in reading is the ability to read continuous text with appropriate speed, phrasing, attention to conventions (stopping at a period), and inflection. Fluency in word solving is the ability to quickly and accurately decode and read a word.
Vocabulary 	Vocabulary is the knowledge of words used in language and their meaning.
Comprehension 	The ability to process and determine the central message and meaning from text on many levels.

SUPPORTING READING AT HOME

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

Suggestions to Help Build Your Child's Reading Skills

Parts taken from the U.S. Department of Education "Helping Your Child Become A Reader" and The Partnership for Reading "Put Reading First" publications.

Kindergarten

- Read predictable books to your child. Teach him/her to hear and say repeating words, such as names for colors, numbers, letters and animals. Predictable books (books that are written in a way that makes it easy to guess what will happen on the next page) 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" or the word "cat."
- If your child has an easy- to -rhyme name, ask his/her to say words that rhyme with it (i.e. Jill---- bill, mill, fill, hill).
- As you read a story or poem, ask your child to listen for and say the words that begin with the same sound. Then have him/her think of and say another word that begins with the sound.
- Ask questions about the stories you are reading with your child.
- Create flash cards for sight words and practice them at night or while traveling in the car.
- Write with your child.
- Read 10-15 minutes a day.

First Grade

- Read and retell familiar stories.
- Use a variety of ways to help with reading a story such as rereading, predicting what will happen, asking questions, or using visual cues or pictures.
- Listen to your child read words and books from school. Be patient and listen as he/she practices. Let your child know you are proud of his/her reading.
- Ask questions about the stories you and your child are reading (i.e. How do you know how the character feels in the story? Can you describe the setting of the story? Who is telling the story? Is this book a story or is this an informational book? What is the difference between the two main characters in the story?).
- Point out the letter-sound relationships your child is learning on labels, boxes, newspapers, and magazines.
- Read 20 minutes a day.

Second & Third Grade

- Build reading accuracy by having your child read aloud and point out words missed and help to read the words correctly. If you stop to focus on a word, have your child reread the whole sentence to be sure he/she understands the meaning.
- Help children learn the meaning of words in the context of the story.
- Introduce fables and folktales to your children and talk about the central message or moral of the story.
- Read 20-30 minutes a day.
- Echo and repeated readings of text selection will improve fluency and increase comprehension.

Fourth & Fifth Grade

- Build reading fluency by having your child reread familiar books.
- Build stamina by making 30 minutes of reading a daily routine in your home.
- Build reading accuracy by having your child read aloud and point out words he/she missed and help him/her read words correctly. If you stop to focus on a word, have your child reread the whole sentence to be sure he/she understands the meaning.
- Build reading comprehension by talking with your child about what he/she is reading. Ask about new words. Talk about what happened in a story. Ask about the characters, places, and events that took place. Ask what new information he/she has learned from the book. Encourage him/her to read independently.
- Help your child understand the difference between poems, drama, and prose and refer to the elements of poems (verse, rhythm, meter) and drama (casts of characters, settings, dialogue).
- Work on Compare and Contrast; for example, compare the point of view from one character to the next or one story to another or compare and contrast similar themes and topics in the stories your child is reading.

Multisensory Strategies to Support Reading

What is multisensory Learning?

Not all children learn the same way, so in order to help your child at home try different multisensory learning strategies. This type of learning would involve the use of your child's senses. It focuses primarily on using visual, auditory, and kinesthetic-tactile elements. When incorporating all senses into the learning process,you activate different parts of the brain simultaneously, enhancing memory and learning of written language. You can help your child discover his/her unique learning style by trying different techniques to determine what works best for his/her learning. Multisensory strategies are effective for all learners. Listed below are different methods of learning that you may want to incorporate as you work at home with your child to improve skills.

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. Record your child's reading.
- Model reading with expression.
- Listen to books on CD or your tablet.
- 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 stamp words with/in playdough.
- Use sandpaper, chalk, and Legos to create letters/words.
- Create a word wall on the bedroom door using construction paper or index cards.

Kinesthetic (movement)

- Use air and sand writing.
- Write letters with your finger on your child's back and have his/her 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.)

• Find food that starts with particular letters of the alphabet you're 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.

OVERVIEW OF ASSESSMENT TYPES

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

- **Screening –** The purpose of screening is to identify the probability of risk or success in reading achievement.
- **Progress Monitoring –** The purpose of progress monitoring, also called interim or formative assessment, is to determine whether students are learning the skills taught and/or meeting benchmarks throughout the school year.
- **Diagnostic –** The purpose of a diagnostic assessment is to identify a student's strengths and weaknesses for students identified at-risk on a screening assessment.
- **Summative –** The purpose of summative, or outcome, assessment is to evaluate students' performance relative to a set of content standards generally administered at the end of the school year.

STATEWIDE ENGLISH LANGUAGE ARTS (ELA) ASSESSMENTS

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

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

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

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

Meeting the Needs of ALL Learners

English Language Learners (ELLs)

For ELLs to advance in becoming literate in English at a normal rate, they need instruction that is different in focus and intensity from the instruction provided for native English speakers. ELLs require much more oral language development with a focus on listening and speaking. ELLs require instruction that provides ample opportunities for them to hear and discriminate the words and sounds of English, to increase their vocabulary, and to practice their oral English Skills. Young ELL students may struggle with phonemic awareness and phonics and may not "hear" or produce a new sound in a second language. Strategies would include modeling the correct production of the sound. Have your child practice identifying the sounds in the beginning, middle, and end of words. You may wish to use words that begin with a consonant, such as mat, top, and bus. Use pictures of words that have the same beginning, middle, or ending sound and have students practice saying the word that goes with the picture.

An excellent resource for more strategies would be www.colorincolorado.org

To learn more about standards and how to help your child, you can watch videos in either English or Spanish at the following website:

English: https://www.wida.us/downloadLibrary.aspx
Spanish: https://www.wida.us/downloadlibraryspanish.aspx
At the school site you can meet with the school ELL coordinator or Reading Coach to receive more support for your child.

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, dysgraphia, language processing problems, and auditory processing problems may struggle with those skills despite receiving the same classroom instruction that benefits most students. Our ESE and Student Services department works diligently with all students and teachers to provide resources and professional development in order to improve student achievement. With each child being unique in their learning needs, the best advice would be for parents to work directly with his/her child's teacher to understand the learning targets and to provide additional support at home with systematic and explicit practice. Parents may want to review the parent resources from the Learning Disabilities Association of America at : https://ldaamerica.org/parents/

SUPPORTS FOR PARENTAL INVOLVEMENT

Parental involvement is extremely important for supporting the education of all students, including students with disabilities. For students who have difficulty learning, the Florida Department of Education provides a variety of supports to assist parents in being involved in the educational decision-making process. Below are two links that can support parents in their efforts to be involved in supporting their child's education.

Parent Information and Dispute Resolution Systems

EVALUATING AND IDENTIFYING A STUDENT FOR EXCEPTIONAL STUDENT EDUCATION

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

Evaluations for Special Education Services- Information for Parents

What Is Exceptional Student Education for Children with Disabilities?

BESE Resource and Information Center

CHARACTERISTICS OF SPECIFIC LEARNING DISABILITY

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

Specific Learning Disabilities (SLD)

Exceptional Student Education Eligibility for Students with Specific Learning Disabilities

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 affecting primarily reading • 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