

# **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,

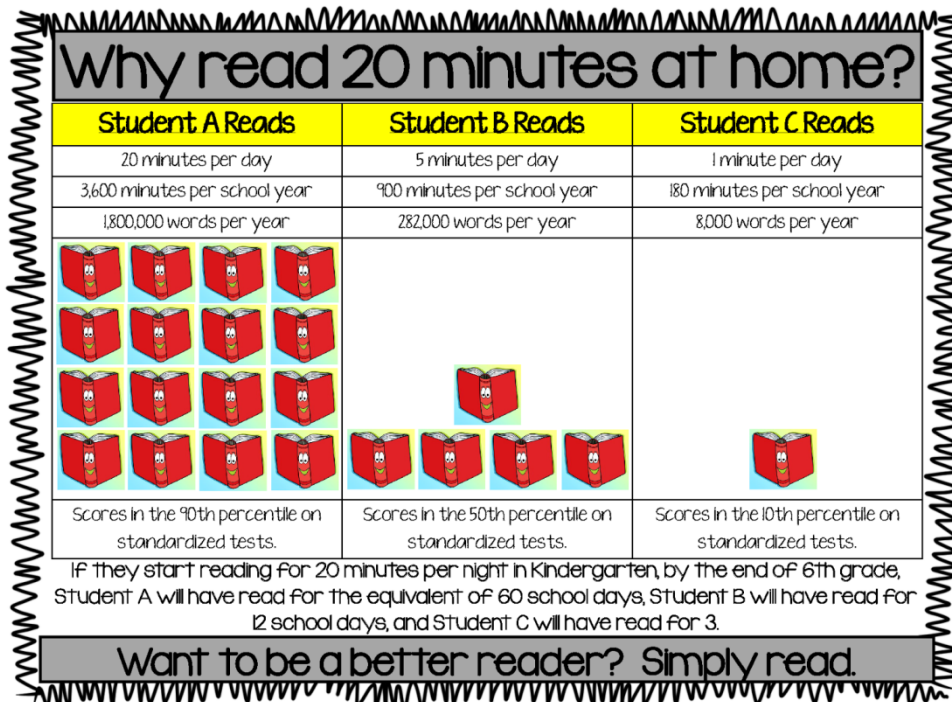
Heather Rawlins, District Literacy Coordinator

# What Can I Do to Support My Child?


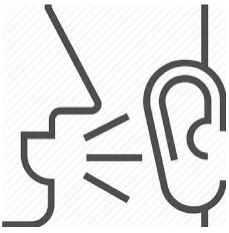




Read at home with your child daily (at least 20 minutes) with books they enjoy. Some ways to do this:

- 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/she remember 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.



## Overview of the Components of Reading

Six Areas of Reading	
<p>Oral Language</p> 	<p>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.</p>
<p>Phonemic/Phonological Awareness</p> 	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
<p>Phonics</p> 	<p>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.</p>
<p>Fluency</p> 	<p>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.</p>
<p>Vocabulary</p> 	<p>Vocabulary is the knowledge of words used in language and their meaning.</p>
<p>Comprehension</p> 	<p>The ability to process and determine the central message and meaning from text on many levels.</p>

# **Suggestions to Help Build Your Child's Reading Skills**

## **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.

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

# **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.

## **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](http://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/>