



# Read at Home Plan

*Parents supporting K-3rd grade students'  
language and literacy development*



# **Bradford County School District**

**501 W. Washington St.**

**Starke, FL 32091**

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**<https://www.bradfordschools.org>**

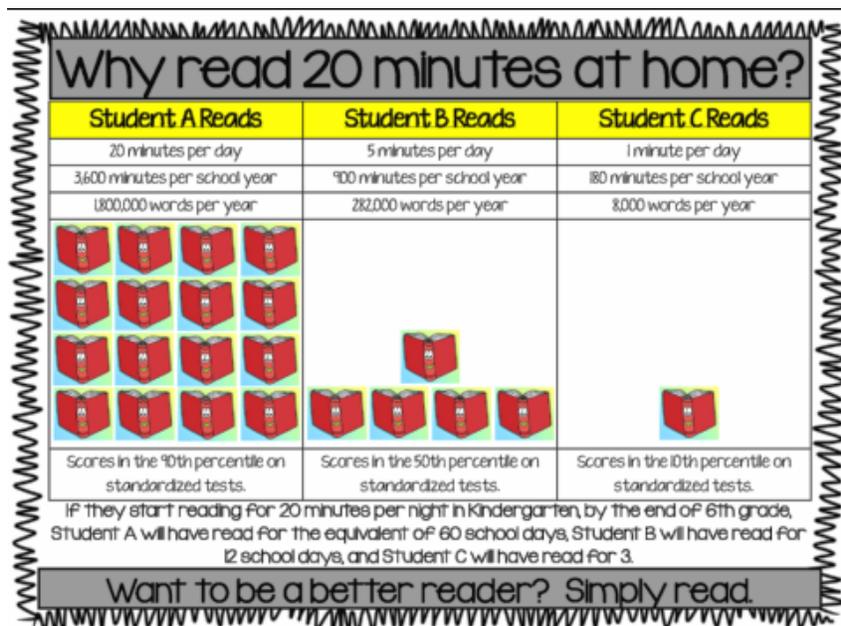
**Will Hartley, Superintendent of Schools**  
**Karen Clarke Assistant Superintendent**

Dear Families,

Learning begins in the home. You are your child's first and most important teacher and reading with your child is a proven way to promote early literacy. Helping to make sure your child is reading on grade level by the end of third grade is one of the most important things you can do to prepare him/her for the future. To help reinforce the learning taking place within our elementary schools, we have put together this "Read-At-Home" to support you as your child's first teacher. Reading with your child for at least *20 minutes a day* and using a few simple strategies from our Read-At-Home Plan can make a positive impact on your child's success in school.

We are happy to provide you with this Read-At-Home plan, which includes strategies you can use to help your child become a more proficient reader and cultivate a love of reading. I encourage you to speak with your child's teacher with any questions. As always, please feel free to contact your school or the Bradford County School District for more information.

Sincerely,  
Karen Clarke  
Assistant Superintendent



## School and Family Partnership

**How the Schools Help** - Teachers monitor the progress of their students. Anytime a student continues to struggle with reading and or reading skills the teacher will determine and implement the intervention or adjust the intervention as needed. This initiates Tier 2/3 **Multi Tiered System of Support (MTSS)**. MTSS is a systemic, continuous improvement framework in which data based problem solving and decision making is practiced across all levels of the educational system for supporting student success.

<https://www.bradfordschools.org/Page/368> (Bradford County Public School Parent Guide to MTSS)  
<http://www.florida-rti.org/parentResources/videos.htm>

**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. Building word/sound awareness, language development and vocabulary, enhancing listening skills, and improving critical thinking skills happens when we spend time reading with children.

BEFORE YOU READ	WHILE YOU READ	AFTER YOU READ
Find a warm comfortable place to read together.	4 ways to read: read aloud to your child, echo read (you read a line & then they read it), partner read (read together at the same time), listen as they read.	Talk about your favorite parts of the book.
Read the title and discuss and predict what the book might be about.	Talk to your child about the events or information in the text.	Connect the story to you or your child's life or other books they have read.
Look through the book and discuss the pictures.	Ask your child questions and to explain how they know the answer.	Have your child retell the main events of the story or summarize what they learned.

### Suggestions to Help Build Your Child's Reading Skills by Grade Level

#### 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." For example cat, zat, rat, dat. Nonsense words are ok for this game.)**
- **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 flashcards 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**

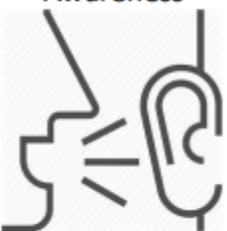
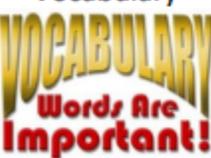
- Read and retell familiar stories.
- Use a variety of ways to help with reading a story such as rereading, predicting what will happen, asking questions, or using visual cues or pictures.
- Listen to your child read words and books from school. Be patient and listen as he/she practices. Let your child 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 your child learn the meaning of words by showing how the other words in the text can reveal the meaning.
- Echo read or repeated readings of stories will improve fluency (the number of words read).
- Build reading comprehension by talking with your child about what he/she is reading. Ask your child about new words. Talk about what happened in the story. Ask about characters, places and events in the story. Ask about new things learned in the story.
- Have your child explain where in the story they found the answers to your questions.
- Have your child compare one character to another,
- Have your child compare similarities and differences of stories with similar themes or content.
- Read 20-30 minutes every day.

*Information from the US Department of Education "Helping Your Child Become a Better Reader" and The Partnership for Reading "Putting Reading First."*

## Overview of the Components of Reading (Essential skills for successful reading)

<b>Six Areas of Reading</b>	
<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>

## Multisensory Strategies to Support Reading

**Multi-sensory strategies** provide needed activities for beginning and struggling readers which include visual, auditory, kinesthetic, and tactile activities, to enhance learning and memory. As your student practices a learned concept, reduce the multi-sensory activities until the student is using only the visual strategies for reading.

### **Quick Facts about Multisensory Strategies:**

- They integrate more than one of the following senses: visual (see), auditory (hear), tactile (touch), and kinesthetic (movement).
- They assist students with understanding new information, learning ways to remember the information, and having more ways to recall it later on.
- Stimulates different parts of the brain and helps to break down barriers to learning
- Effective for all learners but particularly effective for dyslexic students
- Can be used in any subject from reading to math to science and drama

### **Visual - a visual learner learns best by using their eyes to see information**

- Have students watch what they look like when saying letters in a mirror
- Using painting, posters, video, really any creative visual design element to teach
- Using charts and notes to assist with comprehension and retelling stories

### **Auditory - an auditory learner is someone who learns best by talking and listening**

- Model reading with expression.
- Integrate rhyming, audio tones, lyrics, clapping, and conversations
- Go on a sound walk and record all the sounds that you hear
- Play listening games like Simon Says
- Read and repeat tongue twisters
- Read poetry and rhyming books

### **Tactile (touch) - a tactile learner is someone who learns best by touching and doing**

- Use Legos, sandpaper, or chalk to create letters/words
- Write letters and words in shaving cream or cornmeal
- Use textures, letter tiles, finger paints, and sand to write

### **Kinesthetic (movement) - kinesthetic learners move and use both small & large muscle groups**

- Act out stories after listening to them
- Use body movements such as jumping rope for sounds and clapping in rhythm
- Use air and sand writing
- Write letters with your finger on your child's back and have them guess the letter

### **Olfactory (smell and taste) - Learns best through the sense of smell and taste**

- Use crackers and write letters on them using cheese in a can (Easy Cheese).
- Find foods that start with a particular letter of the alphabet. For example: *a* is for apple; *m* is for marshmallow.
- Use alphabet shaped cereal to help identify letters and form words.

## Meeting the Needs of All Learners

### **English for Speakers of Other Languages (ESOL)**

The ESOL (English for Speakers of Other Languages) program offers support for English instruction to students whose native language is not English. 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. The district ESOL Facilitator, or school's Curriculum Resource Teacher (CRT) or Literacy/Reading Coach will be glad to meet with you.

***Other links for more information on how to support your child:***

<https://www.colorincolorado.org>

<https://wida.wisc.edu/resources>

### **Exceptional Student Education (ESE)**

The Exceptional Student Education Department in Bradford County enhances the instructional program of every school by helping students with diverse needs succeed in school. 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 reading skills despite receiving the same classroom instruction as other students. The education of students with special needs takes into account their individual differences, and might require individually planned and systematically monitored teaching and learning strategies; adaptive equipment and materials; accessible school and program settings; and other accommodations, as outlined in the IEP, to help achieve a higher level of self-sufficiency and success in school and in the community.

***Other links for more information on how to support your child:***

Florida Department of Education - Exceptional Student Education Parent Information

<http://www.fl DOE.org/academics/exceptional-student-edu/parent-info/>

Florida Diagnostic & Learning Resources System

<http://www.fdlrs.org/departments/parent>

Florida Inclusion Network

<https://www.floridainclusionnetwork.com/family-services-and-resources/>

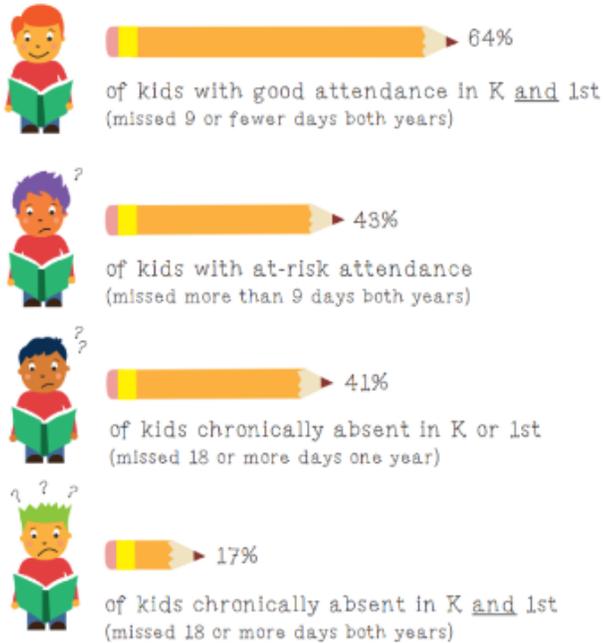
## Attendance

Student attendance has a tremendous impact on a child's education.

The image below is from Broward County School District:

Students that attend school regularly beginning in kindergarten can be 5 times more likely to have grade level proficiency in 3<sup>rd</sup> 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 3<sup>rd</sup> 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 bed time and morning routine.
- Lay out clothes and pack backpacks the night before school.
- Don't 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.

## Resources

Children's Choice 2019 (from International Literacy Association)

<https://www.literacyworldwide.org/docs/default-source/reading-lists/childrens-choices/childrens-choices-reading-list-2019.pdf>

Florida Standards Assessment (For information on testing, FAQ and dates) <https://fsassessments.org/>

Just Take 20 For Families

<http://www.fl DOE.org/academics/standards/just-read-fl/just-take-20/families/>

Just Take 20 For Families Kindergarten through Second Grade

<http://www.fl DOE.org/academics/standards/just-read-fl/just-take-20/families/k-2/>

Just Take 20 For Families Third Grade through Fifth Grade

<http://www.fl DOE.org/academics/standards/just-read-fl/just-take-20/families/3-5/>

New World Reading Initiative (Free books to homes of eligible K-5 students)

<https://newworldsreading.com/>

PBS Kids

<https://pbskids.org/>

PBS Parents

<https://www.pbs.org/parents>

Supporting Your Child's Reading at Home ( Includes videos for grades K-3)

<https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/>

Teachers' Choice 2019 (from International Literacy Association)

<https://www.literacyworldwide.org/docs/default-source/reading-lists/teachers-choices/teachers-choices-reading-list-2019.pdf>

### **Kindergarten to 2nd Grade Resources:**

FCRR for Kindergarten and First Grade

[https://www.fcrr.org/curriculum/pdf/GK-1/TRG\\_Final\\_Part1.pdf](https://www.fcrr.org/curriculum/pdf/GK-1/TRG_Final_Part1.pdf)

FCRR for Second Grade and Third Grade

[https://www.fcrr.org/curriculum/PDF/G2-3/2-3TRG\\_1.pdf](https://www.fcrr.org/curriculum/PDF/G2-3/2-3TRG_1.pdf)

Mother Goose's Nursery Rhymes

<https://www.poetryfoundation.org/poets/mother-goose>

Phonemic Awareness Activities from Reading Rocket

<http://www.readingrockets.org/article/phonemic-awareness-young-children>

Phonics Instruction from Reading Rocket

<http://www.readingrockets.org/teaching/reading101-course/modules/phonics/in-depth>

### **3rd to 5th Grade Resources:**

FCRR for Second Grade and Third Grade

[https://www.fcrr.org/curriculum/PDF/G2-3/2-3TRG\\_1.pdf](https://www.fcrr.org/curriculum/PDF/G2-3/2-3TRG_1.pdf)

Third Through Fifth Grade Resources - Reading Like a Pro

<http://www.fl DOE.org/academics/standards/just-read-fl/just-take-20/families/3-5/35-reading.shtml#build>