

# Broward County Public Schools

## Read-at-Home Plan Grades 4-5



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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 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, the District 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 on.

We encourage you to speak with your child's teacher and visit the BCPS Literacy Field Guide at <http://www.bcps-literacyguide.com/> for additional information and strategies.

Sincerely,  
BCPS Office of Academics



## Collaborating with Parents/Guardians

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

### How Parents Can Help

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

Before You Read	While You Read	After You Read
Draw your child's attention to the title.	Point out specific words in a text.	Ask your child to share what they remember.
Discuss what the text might be about.	Draw your child's attention to the print.	Talk about your favorite parts.
Look through the text and discuss the pictures.	Read out loud to your child.	Talk about what you have learned from the reading.
Find a warm comfortable spot to read together.	Echo read (you read a line, and they repeat).	Help connect the reading to your child's life or other books they've 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.

### 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.

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

### Kindergarten

- 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"?*)

### First Grade

- 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 reading.

### Second & Third 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.

*\*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

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 stamp words with/in playdough.
- Use sandpaper, chalk, and Legos to create letters/words.

## Kinesthetic (movement)

- Use air and sand writing.
- Write letters with your finger on your child's back and have them guess the letter.
- Use body movements such as jumping rope for sounds and clapping in rhythm.
- Manipulate letters and/or words with blocks, beads, bingo chips, magnetic letters, letter tiles, stamps, or puffy paint.
- Act out a story after listening to it.
- Use puppets to re-enact the story or a scene to build fluency.
- Create a comprehension ball with a beach ball. Write Who, What, When, Where, Why, and How on the ball. Throw it to your child and have your child answer questions one at a time.
- Play Head, Shoulders, Knees, and Toes with sounds. Say a word and have your child touch his/her head for the first sound, shoulders for the second sound, and knees for the third while saying each sound.

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

- Use scented play-doh, markers, bubble bath to draw or create letters/words.
- Find food that starts with particular letters of the alphabet you'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. English language learners need opportunities to build background knowledge. Pre-reading activities can be used to identify gaps in students' knowledge and to introduce new concepts and vocabulary. There needs to be a focus on the development of formal or academic English as a key instructional goal for English learners, beginning in the primary grades.

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

- **Helping English Language Learners Develop Reading Skills**  
<http://www.browardesolparents.com/flip/DevelopingReading/flip.htm>
- **Reading Activities for Parents and English Language Learners: Keys to Working Together to Achieve Success**  
<https://www.browardschools1.com/cms/lib/FL01803656/Centricity/Domain/11106/Reading%20Activitiies%20final.pdf>
- **Online Resources for English Language Learners**  
<https://www.browardschools1.com/Page/29073>

### 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. Broward County Public Schools is committed to providing students identified with learning disorders with instruction that is effective and personalized in order 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).

- **Literacy Considerations Guide for Students with Disabilities**  
<http://www.bcps-literacyguide.com/downloads/ApplicationforStudentswithDisabilities-LiteracyPlan%20with%20formatting%20revisions.pdf>
- **Accommodations**  
<https://padlet.com/esebrowardcountypublicschools/AccommodationsSWD>
- **Intervention Resources**  
<https://padlet.com/esebrowardcountypublicschools/InterventionResourcesSWD>
- **Access Points Instruction**  
<https://padlet.com/esebcps/AccessPointsLiteracyResources>
- **Intervention Resources for Exceptional Student Education (ESE)**  
[http://www.bcps-literacyguide.com/downloads/ESEInterven\\_Tech.pdf](http://www.bcps-literacyguide.com/downloads/ESEInterven_Tech.pdf)



## Overview of the Components of Reading

The Six Areas of Reading - “Sensational Six”	
<p><b>Oral Language</b></p> 	<p>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.</p>
<p><b>Phonemic / Phonological Awareness</b></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 sounds.</li> <li>• Phonological awareness includes identifying and manipulating parts of oral language such as words, syllables, and onsets and rimes. Rhymes, repetitions, and songs are all examples of how a child can practice phonological awareness.</li> </ul>
<p><b>Phonics</b></p> 	<p>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.</p>
<p><b>Fluency</b></p> 	<p>Fluency in reading is the ability to read continuous text with appropriate momentum, phrasing, attention to conventions, and stress. Fluency in word solving is the ability to quickly and accurately solve words.</p>
<p><b>Vocabulary</b></p> 	<p>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.</p>
<p><b>Comprehension</b></p> 	<p>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.</p>



## 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 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 dinner, and limit distractions such as the television, cell phones, or loud music.

## 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 sounds. Phonological awareness includes identifying and manipulating parts of oral language such as words, syllables, and onsets and rimes. Rhymes, repetitions, and songs are all examples of how a child can practice phonological awareness.



### Phonemic/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 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/ge/th/er).
- Practice reading and writing high frequency words. The more fluent your child is with high frequency words, 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 in word solving is the ability to quickly and accurately solve words.**



### 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 phrasing.
- 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 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 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 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.
- When coming across an unknown word during reading, encourage your child to determine the meaning using pictures and other clues in the story. Discuss the meaning of the word.
- 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 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?” 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

## Important Information:

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.



64%

of kids with good attendance in K and 1st  
(missed 9 or fewer days both years)



43%

of kids with at-risk attendance  
(missed more than 9 days both years)



41%

of kids chronically absent in K or 1st  
(missed 18 or more days one year)



17%

of kids chronically absent in K and 1st  
(missed 18 or more days both years)

## 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.
- 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.



## Resources

### Reading Begins at Home

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 sources to get you started:

- **Florida Department of Education** - [www.fl DOE.org](http://www.fl DOE.org)
  - Just Read, Florida! - <http://www.fl DOE.org/academics/standards/just-read-fl/>
  - Celebrate Literacy Week - <http://fl DOE.org/academics/standards/just-read-fl/celebrate-literacy-week/>
  - Parent Resources - <http://www.fl DOE.org/academics/standards/just-read-fl/parents.stml>
  - Read to Learn - <http://www.fl DOE.org/core/fileparse.php/7539/urlt/readtolearn.pdf>
  - Summer Literacy Adventure - <http://www.fl DOE.org/academics/standards/just-read-fl/summer-lit-adventure.stml>
- **Clifford Reading Tips for Parents** - <http://www.fl DOE.org/core/fileparse.php/7539/urlt/clifford.pdf>  
Clifford the Big Red Dog has some great tips for parents about the five essential components of reading. Thanks to our partnership with Scholastic, we are happy to share these with you.
- **Reading Intervention Curriculum** - <http://www.fl DOE.org/core/fileparse.php/7539/urlt/manual.pdf>  
Whether reading mentors or classroom teachers, this curriculum is a great guide that includes an overview of current reading research and weekly lessons for intermediate struggling readers.
- **Parent Tips** – Reading suggestions and tips for parents of school age students.  
<http://www.fl DOE.org/core/fileparse.php/7539/urlt/Parent-Tips.pdf>
- **Helping your Child Become a Reader** - A guidebook on how to promote reading at home.  
<https://www2.ed.gov/parents/academic/help/reader/part3.html#note>
- **Summer Reading Activities Kit** - Great tips for reading over the summer!  
<http://www.fl DOE.org/core/fileparse.php/7539/urlt/kit.pdf>
- **Tips and Resources - The Partnership**  
<https://www2.ed.gov/parents/academic/help/partnership-tips.html>
- **Florida Public Libraries** - <http://www.publiclibraries.com/florida.htm>
- **Florida Reading Association: Family Literacy** – Suggested websites for family literacy-related resources. <http://www.fl reads.org/Family-Literacy/links.htm>
- **50 Activities to Promote Digital Media Literacy** -  
<http://www.fl DOE.org/core/fileparse.php/16290/urlt/50APDMLS.pdf>
- **Keyboarding to Support Active Reading Strategies** – Students can type information into word processing documents or editable pdfs for the following reading activities:  
*Note-Taking:* Summarizing, Skeletal Notes, Cornel Notes, Double-Entry Journal  
*Comprehension:* Charting the Text, Charting Verbs List, Cite Textual Evidence, Story Elements, Text Features/Structures, SQ3R, Graphic Organizers  
<http://edtech.canyonsdistrict.org/keyboarding-and-literacy.html>

### Literacy Resources for Grades 3-5

**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/>

**Barnes & Noble:** See website for free events at a store near you.

<http://stores.barnesandnoble.com/stores?searchText=33301&view=list&storeFilter=all>



**BCPS Library:** Find your school and log in for access to multiple resources.

<http://destiny.browardschools.com/common/welcome.jsp>

**BCPS Literacy Field Guide:** Designed to support the goal of high-quality literacy instruction.

<http://www.bcps-literacyguide.com/>

**BCPS Mobile App:** Allows parents and families to stay connected in real time with information on students' academic performance, account balances, bus pick-up and drop-off times and so much more.

<http://browardschools.com/MobileApp>

**BCPS Parent Resources:** Find access to information on student safety, monitoring your student's school grades, curriculum resources, and much more.

<http://browardschools.com/Parents-Students/Parents>

**Broward County Library:** See website for free weekly events at your branch of the library.

<http://www.broward.org/library>

**Broward County Library "WOW!" Without Walls:** Download eBooks, audiobooks, and stream video to your device at no charge. You will need a library account, which is free for all Broward residents.

<http://broward.lib.overdrive.com/ECDFAFB0-6310-4EA4-924D-55592BB74E05/10/50/en/Default.htm>

**Broward County Parks and Nature Centers:** See websites for a variety of educational opportunities.

<http://www.broward.org/parks/Pages/Default.aspx>

[www.broward.org/Parks/FindNature/Pages/NatureCenters.aspx](http://www.broward.org/Parks/FindNature/Pages/NatureCenters.aspx)

**Colorin' Colorado!:** Easy ways for parents to help kids become successful readers in eleven languages.

<http://www.colorincolorado.org/reading-tip-sheets-parents>

**Florida Standards Assessments:** Find specific information for students and families that include testing dates, understanding reports, and Frequently Asked Questions. [www.fsassessments.org](http://www.fsassessments.org)

**Florida Standards:** Student & Parent Resources provided by the Florida Department of Education.

<http://www.fldoe.org/academics/standards/florida-standards/student-family-resources.stml>

**Florida Center for Reading Research:** Student-centered activities.

[http://www.fcrr.org/resources/resources\\_sca.html](http://www.fcrr.org/resources/resources_sca.html)

<http://www.fcrr.org/curriculum/curriculumForParents.shtm>

**Just Take 20:** The Florida Department of Education campaign to provide K-12 Florida families with practical, easy-to-implement reading activities that establish literacy as a lifelong value. [www.justtake20.org](http://www.justtake20.org)

**The National Archives Museum:** See website to explore our nation's history through documents, photos, and records. [www.archives.gov](http://www.archives.gov)

**Newsela:** Read articles and take quizzes on the go. Access through Broward's Single Sign-On Launchpad.

**Reading Rockets:** Reading related videos and parent resources.

<http://www.readingrockets.org/>

<http://www.readingrockets.org/reading-topics/reading-aloud>

**Readworks:** Find free reading passages, skill and strategy units, and comprehension and novel study units.

[www.readworks.org](http://www.readworks.org)

**South Florida Parenting:** Tips for parenting and information on different local events for kids.

<http://www.sun-sentinel.com/features/south-florida-parenting/>

**Spelling City:** Use an existing list or practice your own words on this online platform.

<http://www.spellingcity.com/>

**ThinkReadWrite:** A collaboration of the International Literacy Association and the National Council of Teachers of English. Check out their dedicated "parent" page.

<http://www.readwritethink.org/parent-afterschool-resources/>



**Wonderopolis:** An interactive site for all of those who ‘wonder’. Opportunities to get the whole family involved. <http://wonderopolis.org/>

## References

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

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

**Colorin Colorado!**  
<http://www.colorincolorado.org/reading-tip-sheets-parents>

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

**Get Ready to Read**  
<http://www.getreadytoread.org>

**Put Reading First**  
<https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

**Reading Partners**  
<http://readingpartners.org/blog/5-easy-ways-parents-can-increase-their-childs-reading-fluency>

**Reading Rockets**  
<http://www.readingrockets.org/audience/parents>

**Scholastic**  
<http://www.scholastic.com/parents/resources/article/more-reading-resources/reading-tips-parents>



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

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