

# Broward County Public Schools

## Read-at-Home Plan Grades 2-3



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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 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.



## 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 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, etc.).
- 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*).





## 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 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.

## 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 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 the 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.

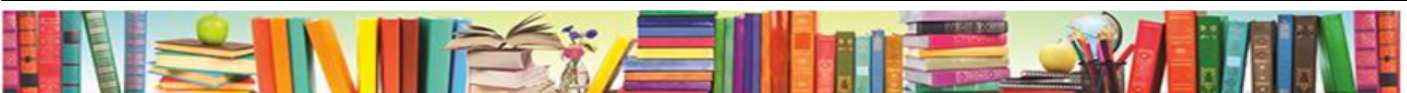
## Vocabulary

**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 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 store. 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.

## 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 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 every once in a while, 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?" "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?"

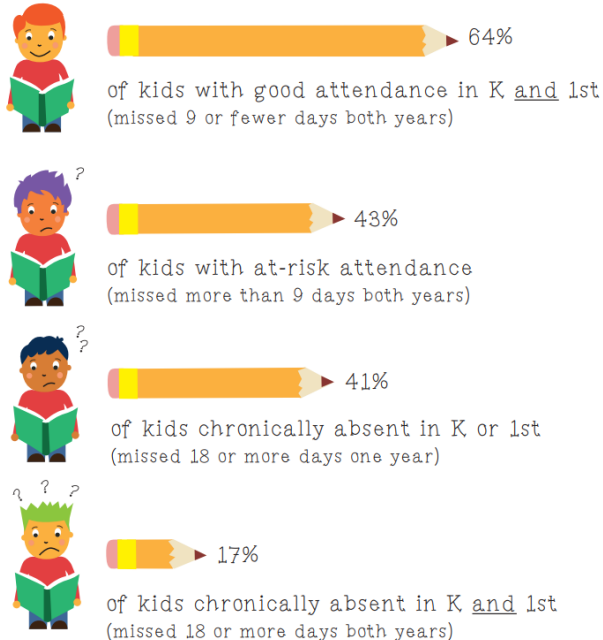


# Importance of Attendance

## 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.



## 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 K-2

**The Grocery Store:** Have your child help create and monitor your shopping list or match coupons to the products in each aisle.

**ABCya:** Practice keyboarding and other skills in a game-based environment. <http://www.abcya.com/>



**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 Center for Reading Research**

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

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

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

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

**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)

**Newsela:** Read articles and take quizzes on the go. Access through Broward's Single Sign-On Launchpad. (Grades 2-5).

**PBS Kids:** Play reading games with your favorite characters. <http://pbskids.org/games/reading/>

**Poetry Sites:** Find your inner poet. <http://www.poetryfoundation.org/>

**Poetry 4 Kids:** Play along with children's poet Ken Nesbitt. <http://www.poetry4kids.com/>

**Reading is Fundamental:** Activities to learn and play.

<http://www.rif.org/books-activities/activities/by-topic/age-1/>

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

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

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

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

<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/>



**Storytelling:** Build a foundation for your child’s future with stories of your past.

<http://www.scholastic.com/parents/blogs/scholastic-parents-learning-toolkit/storytelling-children>

**Starfall:** Free site to teach the basics of reading. Features interactive books and phonics games.

[www.starfall.com](http://www.starfall.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/>

**Tumble Books:** Get the Broward password from your school’s Media Specialist.

[www.tumblebooklibrary.com](http://www.tumblebooklibrary.com)

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

### 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>

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<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>



# **The School Board of Broward County, Florida**

600 SE Third Avenue  
Fort Lauderdale, FL 33301  
754-321-0000  
www.browardschools.com

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