

Citrus County Schools



Comprehensive Read-At-Home Plan Grades K-5



Table of Contents

Letter to Parents	Page 3
Suggestions to Help Build Your Child’s Reading Skills	Page 4
Meeting the Needs of All Learners	Page 5
The 5 Components of Reading	Page 6
Multisensory Strategies	Page 7
Phonemic/Phonological Awareness Activities	Page 8
Phonics Activities	Page 9
Fluency Activities	Page 12
Vocabulary Activities	Page 14
Comprehension Activities	Page 16
Resources and References	Page 19
Contact Information	Page 21





Dear Parents/Guardians,

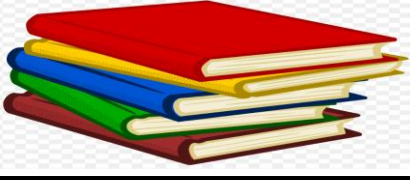
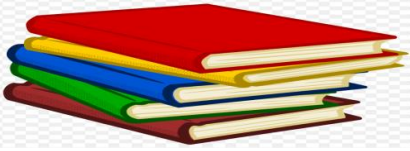
Citrus County Schools is a place “Where Learning is the Expectation and Caring is a Commitment!” We pride ourselves in having skilled teachers in each classroom to provide your students with the skills to become successful.

You are your child’s most important teacher, and you play a critical role in your child’s success. To help reinforce the learning taking place within our elementary schools, we have put together this “Read-At-Home” plan.

The purpose of this plan is to provide guidance, strategies, and resources that can be implemented at home to help make an impact on your child’s success in school and to assist in strengthening your child’s reading skills. Many of these activities can become part of your daily routine, and include multisensory strategies that integrate visual, auditory, tactile (touch), and kinesthetic (movement) resources to assist students with understanding new information and learning ways to remember the information.

We encourage you to speak with your child’s teacher with any questions. As always, please feel free to contact Citrus County Schools’ Elementary Education Department for more information.

Sincerely,
Patricia Douglas
Director of Area Schools and Elementary Education
352-726-1931 ext. 2227
douglast@citrus.k12.fl.us



Suggestions to help build your child’s reading skills

Kindergarten

- Read predictable books to your child. Teach them 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 they practice. Let them know you are proud of their reading.

Second and Third Grade

- Build reading accuracy by having your child read aloud and point out words they missed and help them read words correctly. If you stop to focus on a word, have your child reread the whole sentence to be sure they understand the meaning.
- Echo and repeated readings of text selection will improve literacy and increase comprehension.

Fourth and 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 they missed and help them 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.
- Build reading comprehension by talking with your child about what they are 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 they have learned from the book. Encourage your child to read independently.

Meeting the Needs of All Learners

English Language Learners

English Language Learners (ELLs) face the challenge of learning academic content as well as the language in which it is presented. ELLs need frequent opportunities to speak about content material and work through texts in English. ELLs benefit from integrating language and content in a way to assist them in building their language skills they need to be successful. They require opportunities to hear words and sounds in English. ELLs need to make connections with a vast amount of new literacy experiences. This assists in strengthening their oral English skills and increases their vocabulary needed for future academic success.

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

<https://www.wida.us/>

<http://www.cpalms.org/Public/>

<http://www.floridaearlylearning.com/parents/parents-pages>

Students with Disabilities

All children can succeed in school. Learning disabilities impact the way children can process and understand information. Some difficulties occur when students are listening, thinking, writing, speaking, spelling, or doing math calculations. Students with disabilities need accommodations to enhance their learning environment. Helping children with learning disabilities both in and out of the classroom is the best way to help students achieve success.

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

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

<http://forparents.florida-ese.org/k-12/introduction.aspx>

<http://www.fdlrs.org/parent-services.html>

The Five Components of Reading

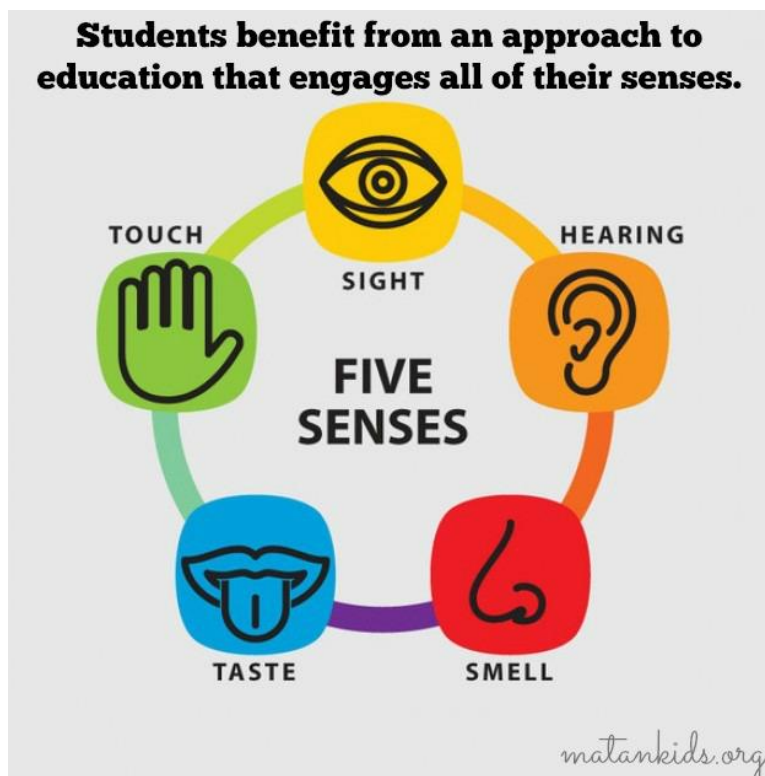


Reading with children and helping them practice specific reading components can dramatically improve their ability to read. Scientific research shows that there are five essential components of reading that children must be taught in order to learn to read. Adults can help children learn to be good readers by systematically practicing these five components:

- **Phonemic/Phonological Awareness:** Recognizing and using individual sounds to create words. Children need to be taught to hear sounds in words and that words are made up of the smallest parts of sound, or phonemes.
- **Phonics:** Understanding the relationships between written letters and spoken sounds. Children need to be taught the sounds individual printed letters and groups of letters make. Knowing the relationships between letters and sounds helps children to recognize familiar words accurately and automatically, and "decode" new words.
- **Fluency:** Developing the ability to read a text accurately and quickly. Children must learn to read words rapidly and accurately to understand what is read. When fluent readers read silently, they recognize words automatically. When fluent readers read aloud, they read effortlessly and with expression. Readers who are weak in fluency read slowly, word by word, focusing on decoding words instead of comprehending meaning.

- **Vocabulary**: Learning the meaning and pronunciation of words. Children need to actively build and expand their knowledge of written and spoken words, what they mean and how they are used.
- **Reading Comprehension**: Acquiring strategies to understand, remember and communicate what is read. Children need to be taught comprehension strategies, or the steps good readers use to make sure they understand text. Students who are in control of their own reading comprehension become purposeful, active readers.

Multisensory Strategies



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. These strategies help learners discover what learning style fits them best.

Throughout the Read at Home plan, multisensory strategies are indicated. These activities are helpful to all students struggling with reading.



Phonemic/Phonological Awareness Activities



Phonemic/Phonological Awareness

Recognizing and using individual sounds to create words.

Children need to be taught to hear sounds in words and that words are made up of the smallest parts of sound, or phonemes.

K-5 Phonemic/Phonological Awareness Activities

- Using different items such as hand clappers, drums, or tennis rackets you can have children determine the number of syllables in a given word. For example, you would tap a drum two times for the word "sister" because it has two syllables. **Multisensory Strategy**
- Help your child find items in different rooms in your home. Sort them by syllables. Write words (or draw pictures) for each object.
- Give students a word with 1-4 phonemes (sounds). Have them stand up and touch their head, shoulders, knees, and toes as they are saying the sounds in words. For example, the word "cat" would be /c/ (head), /a/ (shoulders), and /t/ (knees). **Multisensory Strategy**
- Have your child place their hands together. Give them a word. Each time they hear a sound in a word, have them say it and move their hands further apart. **Multisensory Strategy**

- Say a word and have your child jump for each sound in the word while saying the sound. **Multisensory Strategy**
- Give your child a word with 1-5 sounds and have them move a token (bead, block, small item) for each phoneme (sound). It's a good idea to use different colored tokens and make sure your child is moving from left to right, just as if they were reading a word.

Phonics Activities



Phonics

Understanding the relationships between written letters and spoken sounds (including prefixes, suffixes, and root words). Children need to be taught the sounds individual printed letters and groups of letters make. Knowing the relationships between letters and sounds helps children to recognize familiar words accurately and automatically, and "decode" new words.

Common Consonant Digraphs and Blends

bl, br, ch, ck, cl, cr, dr, fl, fr, gh, gl, gr, ng, ph, pl, pr, qu,
sc, sh, sk, sl, sm, sn, sp, st, sw, th, tr, tw, wh, wr

Common Consonant Trigraphs

nth, sch, shr, spl, spr, squ, str, thr

Common Vowel Digraphs

ai, au, aw, ay, ea, ee, ei, eu, ew, ey, ie, oi, oo, ou, ow, oy

Hints for helping your child sound out words

- First Sound - Have your child say the first sound in the word and make a guess based on the picture or surrounding words. Double-check the printed word to see if it matches the child's guess.
- Sound and Blend - Have your child say each sound separately (sss aaa t). This is called "sounding it out", and then say the sounds together (sat). This is "blending".
- Familiar Parts - When your child starts reading longer words, have them notice the parts of the word that he already knows. For example, in a word such as "presenting", your child may already know the prefix pre-, the word "sent," and the word ending -ing.

K-2 Phonics Activities



Choose a letter, blend, or digraph and have your child find items that begin with that sound and then make a list of the items.

Write letters and spell words in different materials (sand, flour, shaving cream).

Multisensory Strategy

Dictate a word using say, touch, and spell. Students say each sound in the word and place a manipulative (e.g., a tile with a letter or letter pattern on it, such as sh, ch, ck) to represent each sound in the word. **Multisensory Strategy**

Use magnetic letters to spell words on the refrigerator or spell names of family members and friends.

Teach your child to recognize the letters in their name. Discuss how names are similar/different.

Make alphabet letters out of clay. **Multisensory Strategy**

Use stores as an opportunity for learning! Ask questions like, "Can you find something that has a letter C? Can you find a word that begins with an M? Can you

find something with 4 letters?” Praise all efforts and keep it like a game.

Write letters, vowel and consonant digraphs, trigraphs, and blends on cards. Hold up the cards one at a time and have your child say the sounds.

Many children love to send and receive notes, and writing is a great way to reinforce phonics skills. Send your child notes in their backpack or place notes on the pillow. Have a relative or friend send a letter or email to your child. Whenever your child receives a note, have them write back. Don't be concerned about spelling. Instead, have your child sound out the words to the best of their ability.

3-5 Phonics Activities



Write and spell words in different materials (sand, flour, shaving cream).

Multisensory Strategy

Dictate a word using say, touch, and spell. Students say each sound in the word and place a manipulative (e.g., a tile with a letter or letter pattern on it, such as sh, ch, ck) to represent each sound in the word. **Multisensory Strategy**

Many children love to send and receive notes, and writing is a great way to reinforce phonics skills. Send your child notes in their backpack or place notes on the pillow. Have a relative or friend send a letter or email to your child. Whenever your child receives a note, have them write back. Don't be concerned about spelling. Instead, have your child sound out the words to the best of their ability.

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 them 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

Developing the ability to read a text accurately and quickly. Children must learn to read words rapidly and accurately to understand what is read. When fluent readers read silently, they recognize words automatically. When fluent readers read aloud, they read effortlessly and with expression. Readers who are weak in fluency read slowly, word by word, focusing on decoding words instead of comprehending meaning.

K-2 Fluency Activities

When you read a story, use appropriate expression during dialogue.

Encourage your child to mimic your expression. Talk with them about what that expression means. Ex: If the character is excited about going to the park, they should sound like that in their voice. Encourage your child to repeat key phrases or dialogue.

Have your child practice reading the same list of words, phrases, or short passages several times.

Use recorded books and have your child follow along in a print copy or on a digital screen.

Engage in repeated readings. Read a familiar passage several times, inviting your child to read along with you to figure out any tricky words.

Record the reading. Use a cell phone to record your child's reading. Once recorded, invite your child to listen to their reading and follow along in the book.

Give your child books with predictable vocabulary and clear rhythmic patterns so your child can "hear" the sound of fluent reading as he or she reads the book aloud.

3-5 Fluency Activities

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 reading and follow along in the book.

When you read a story, use appropriate expression during dialogue. Encourage your child to mimic your expression. Talk with your child about what that expression means. Ex: If the character is excited about going to the park, they should sound like that in their voice. Encourage your child to repeat key phrases or dialogue.

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 them to read the passage again to beat the last time. Remind your child to pay attention to conventions while reading.

Engage in repeated readings. Read a familiar passage several times, inviting your child to read along with you to figure out any tricky words.

Vocabulary



Vocabulary

Learning the meaning and pronunciation of words. Children need to actively build and expand their knowledge of written and spoken words, what they mean and how they are used.

K-2 Vocabulary Activities

Preview words - Before reading to or with your child, scan through the book, choose two words that you think might be interesting or unfamiliar to your child. Tell your child what the words are and what they mean. As you read the book, have your child listen for those words.

Word Collecting - Have each family member be on the look out for interesting words that they heard that day. At dinner or bedtime, have everyone share the word they collected and tell what they think it means. If the child shares an incorrect meaning, guide them to the correct meaning. Try to use some of the words in conversation.

Play “categories” with your child. Name a topic such as “ecosystems” and ask your child to think of all the words they can related to that topic. This is a great way to build word knowledge!

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.”

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.

3-5 Vocabulary Activities



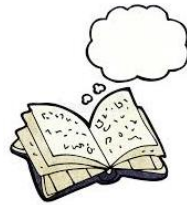
Read aloud - Continue to read aloud to your child even after they are able to read independently. Choose books above your child's level because they are likely to contain broader vocabulary.

Preview words - Before reading to or with your child, scan through the book, choose two words that you think might be interesting or unfamiliar to your child. Tell your child what the words are and what they mean. As you read the book, have your child listen for those words.

Play “categories” with your child. Name a topic such as “ecosystems” and ask your child to think of all the words they can related to that topic. This is a great way to build word knowledge!

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.

Comprehension



Reading Comprehension

Acquiring strategies to understand, remember and communicate what is read. Children need to be taught comprehension strategies, or the steps good readers use to make sure they understand text. Students who are in control of their own reading comprehension become purposeful, active readers.

Questions to Ask Your Child Before, During, and After Reading

Before Reading	During Reading	After Reading
<ul style="list-style-type: none">• What do you think this book will be about?• Why do you think that?• What are you wondering about as you look at the cover and back of your book?• What do you know about the topic of this book?	<ul style="list-style-type: none">• What do you think will happen next? Why?• How do you think the character will handle this situation?• Why do you think the character did _____? How do you know?	<ul style="list-style-type: none">• What is the main message of this book?• What does the author want you to think about?• What questions would you like to ask the author right now?• Tell me the story in your own words.

<ul style="list-style-type: none"> • Does the topic of this book remind you of anything you know or have done? 	<ul style="list-style-type: none"> • What must have happened here that the author didn't tell us? • What emotions is the character feeling? How do you know? • Tell me what you were imagining in your mind as you read that page/paragraph. • What parts of what you read help you predict what will happen next? 	<ul style="list-style-type: none"> • Retell the most important events in the story from beginning, middle and end.
---	--	---

K-2 Reading Comprehension Activities



Hold a conversation and discuss what your child has read. Ask probing questions and connect the events to his or her own life.

Help your child monitor his or her understanding by asking if they understand what was just read.

Help your child go back to the text to support their answers.

Discuss the meanings of unknown words, both read and heard in story.

Have your child share their favorite part of the story and why.

Encourage deeper thinking by asking "If you could write the ending of the story, how would you change it?"

Ask your child's opinion about the events/characters in a story.

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.

Help your child go back to the text to support their answers.

3-5 Reading Comprehension Activities



Have your child refer back to the text to support their answer.

Use comic strips to practice sequencing stories in the correct order.

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?”

Help your child take notes on the most important information in the text.

Ask your child to make predictions about what will happen next based on the events that have taken place in the story.

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.

Read material in short sections, making sure your child understands each step of the way.

Resources and References

Reading Rockets: www.readingrockets.org

Forest Hills Public Schools: <https://fhps.net/wp-content/uploads/2017/10/Read-at-Home-Plan.pdf>

Reading Resource.net: www.Readingresource.net/phonemicawarenessactivities

Mississippi Department of Education

Miami-Dade Public Schools

Broward County Public Schools Comprehensive Read-at-Home Plan

U.S. Department of Education “Helping Your Child Become A Reader”

The Partnership for Reading “Put Reading First” publications

Multisensory Strategies:

https://mnliteracy.org/sites/default/files/multisensory_techniques_to_teach_reading_skills.pdf

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>

Questions to Ask Your Student Before, During, and After Reading:

<http://www.katyisd.org/campus/KDE/Documents/Before%20During%20and%20After%20Questions%20-%20ELA.pdf>

Florida Public Libraries <http://www.publiclibraries.com/florida.htm>

Helping Your Child Become a Reader

<https://www2.ed.gov/parents/academic/help/reader/part3.html#note>

American Speech-Language-Hearing Association

<http://www.asha.org/public/speech/development/suggestions/>

Readworks www.readworks.org



Citrus County School District

1007 W. Main Street
Inverness, FL 34450
352-726-1931

Sandra "Sam" Himmel, Superintendent of Schools

School Board

Thomas Kennedy
Ginger Bryant
Douglas A. Dodd
Sandy Counts
Linda B. Powers

Assistant Superintendent, School Operations

Michael P. Mullen / ext. 2201

Executive Director, School Support Services

Jonny Bishop / ext. 2210

Executive Director, Educational Services

Scott Hebert / ext. 2251

Area Schools & Elementary Education

Patricia Douglas / Director / ext. 2251

Area Schools & Secondary Education

David Roland / Director / ext. 2241

Exceptional Student Education

Lynne Kirby / Director / ext. 2330