



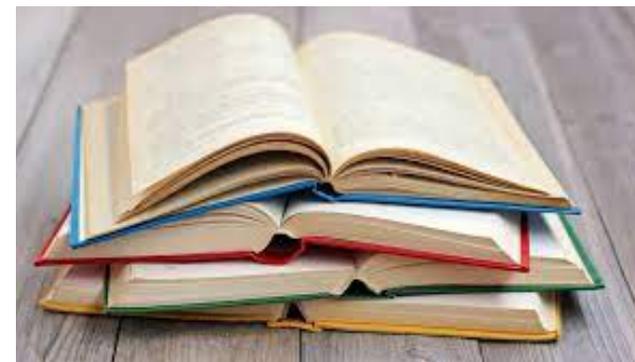
# MCPS

MARION COUNTY PUBLIC SCHOOLS

*"Helping Every Student Succeed"*

# FAMILY READ-AT-HOME PLAN

Literacy is a family affair!





Dear Parents and Guardians,

As your child's first and most important teacher, you play an integral role in your child's reading success. Reading with your child is a proven way to help promote literacy and encourage a love for learning. By reading with your child for 20 minutes per day you can positively impact your child's success in school.

Marion County Public Schools is committed to providing students the skills needed to be successful in school and life. In order to support language and literacy at home, we have developed a Family-Read-at-Home Plan. This plan provides you with guidance and resources to help your child reach their fullest potential and become a proficient reader. The strategies highlighted in the plan include a multisensory approach that integrates visual, auditory, tactile (touch), and kinesthetic (movement) styles of learning. We encourage you to begin implementing a few simple strategies as part of your daily routine.

Sincerely,

Debra Riedl

Senior Executive Director

Acceleration, Innovation & Elementary Curriculum

## Multisensory Strategies

A multisensory approach to learning incorporates all the senses including visual, auditory, kinesthetic (movement), tactile (touch), and taste. This approach stimulates different parts of the brain, making learning new information memorable. Several strategies in the Family-Read-at-Home Plan are multisensory in nature and are effective for all types of learners.

### Visual

- Use charts and organizers to assist with comprehension
- Build words with plastic letters or paper letter tiles

### Auditory

- Tap out sounds
- Sing song lyrics and clap along to the rhythm
- Listen to audio books

### Kinesthetic (movement)

- Write words in shaving cream or sand
- Use body movements for various sounds, tap out sounds
- Write words in the air

### Tactile (touch)

- Trace textured letters or stencils over sandpaper
- Spell words with playdough
- Use finger paint to write words

### Taste

- Use crackers and write letters on them using cheese wiz then create words
- Use food that begins with the focus sound to reinforce the sounds ( /c/ cookies)



## Overview of the Components of Reading

<p><b>Oral Language</b></p> 	<p>Oral language refers to the means in which children communicate their thoughts, ideas, and emotions. Children learn how words work through listening to, talking about, and working with them.</p>
<p><b>Phonological Awareness</b></p> 	<p>Phonological awareness includes identifying and manipulating parts of oral language. Singing and playing rhyming games are examples of how to practice phonological awareness.</p>
<p><b>Phonics</b></p> 	<p>Phonics is the understanding of how sounds and letters work together in an alphabetic system. This includes recognizing print that represent a sound, syllable, and word parts.</p>
<p><b>Fluency</b></p> 	<p>Fluency in reading is the ability to read continuous text with appropriate momentum, phrasing, and intonation. 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>Comprehension is 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 refers to the means in which children communicate their thoughts, ideas, and emotions. Children learn how words work through listening to, talking about, and working with them.

### Oral Language Activities

- Hearing a word over and over helps children develop oral language. Use new vocabulary words frequently until your child has mastered the new word.
- Use words in a meaningful context during conversation at dinner, in the car, while playing, and while reading.
- Rephrase and extend your child's words, ask a clarifying question (tell me more about the girl you saw), model more complex vocabulary or sentence structure, and ask open-ended questions.
- Talk about things you see in your neighborhood, on trips around town, or on television to help build a child's understanding of the world.
- When reading, pause to ask questions or comments on the story. Ask, "Why do you think he did that?" or "What do you think is going to happen next?"
- Use interesting and new words with your child. For example, "This cake is scrumptious! It is really good!" or "I can see you're reluctant to leave, but we can come back tomorrow."
- Tell your children stories from your own life, or about the day they were born to help develop their personal and cultural identity.



## Phonological Awareness

Phonological awareness includes identifying and manipulating parts of oral language. Singing and playing rhyming games are examples of how to practice phonological awareness.

### Phonological Awareness Activities

- Play "I Spy" with your child and say, "I spy something that starts with the sound /b/." Have your child do the same.
- Say a sentence aloud and ask your child to determine how many words were in the sentence.
- Read books over and over containing rhymes.
- Prompt your child to produce rhymes. Ask, "Can you tell me a word that rhymes with *make*?"
- Using different items such as 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.
- Help your child find items in different rooms in your home. Sort them by syllables. Write words for each object.
- Say a word and have your child jump for each sound in the word.

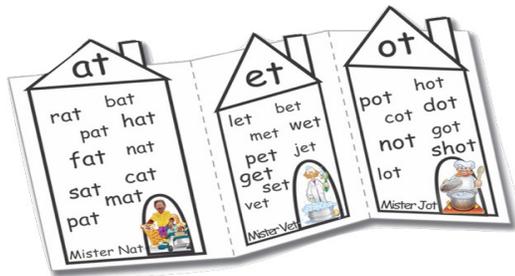


## Phonics

Phonics is the understanding of how sounds and letters work together in an alphabetic system. This includes recognizing print that represent a sound, syllable, and word parts.

### Phonics Activities

- Write and spell words using different materials (sand, flour, shaving cream).
- Dictate a word using say, touch, and spell. Have your child say each sound in the word and place a letter tile to represent each sound in the word.
- Writing words—Send your child notes in their backpack or lunchbox, or place notes on their pillow. Have them write back to you. Don't be concerned about spelling. Instead, have your child sound out the words.
- Choose a blend like /br/ and have your child hunt for three items beginning with that sound. For example, the child might find and write *brush, broom, brother*, etc.
- Have your child use magnetic letters to spell words for household objects, for pets, or items around the yard or neighborhood. For example, have your child spell *grass, cloud*, etc.
- Sort words with the same letter clusters, by varying sounds (for example, ch—*cheese, machine, school, choir, yacht*).
- Have your child look through a magazine or newspaper to find objects that make up a compound word (football, headboard, etc.).



## Fluency

Fluency in reading is the ability to read continuous text with appropriate momentum, phrasing, and intonation. Fluency in word solving is the ability to quickly and accurately solve words.

### Fluency Activities

- Provide opportunities for your child to read aloud to different audiences.
- Record your child reading aloud and then have them listen and follow along with the text.
- Have students read with appropriate expressions to portray the emotions of the characters such as angry, excited, or sad.
- Recite and read favorite nursery rhymes and poems to build familiar phrases in speech.
- Point out punctuation in text so students will gain an awareness of how punctuation changes expressions while reading. ! = excitement, surprise, or command, ? = asking a question, “ ” = someone is speaking so voices may change.
- Encourage your child to sing and read their favorite songs to build confidence.



## 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

- Read aloud to your child. 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 these words.
- Play "categories" with your child. Name a topic such as "the solar system" and ask your child to think of words that relate to the topic.
- 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

Comprehension is 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 for Reading Fiction

- Before Reading—Set the purpose for reading. Point out the title and author. Look at the picture on the cover and ask, "What do you think is going to happen in the story? Why?"
- During Reading—Stop every now and then to ask your child...
  - \* What has happened so far?
  - \* What do you predict will happen next?
  - \* In your opinion, do you think the character did the right thing?
  - \* How do you feel about that choice?
  - \* Explain any unfamiliar words.
  - \* Make connections to his/her life experiences.
- After Reading—Ask your child to...
  - \* Talk about the beginning, middle, and end of the story.
  - \* Discuss the characters, problem, and solution.
  - \* Ask questions about character traits. For example, "Which character do you think was kind? Which character was bossy? How do you know?"
- Ask your child to tell you any opinions they may have about the book such as, "What was your favorite part? Why? Would you recommend this to a friend?"
- Encourage deeper thinking by asking, "If the story kept going, what do you think would happen next?"

## Comprehension

Comprehension is 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 for Reading Informational Text

- **Before Reading**—Point out the title and author. Look at the picture on the cover and ask, “What do you think you’ll learn about in this book? Why?” This helps your child consider what he or she already knows about the topic. Also, look at the table of contents. You and your child may choose to read the book cover to cover or go directly to a certain chapter.
- **During Reading**—Pay close attention to text features as you read with your child. Look closely at the captions, headings, sidebars, or any other information on the page. Young readers tend to overlook these, so it’s a good idea to show that the author includes lots of information in these “extras.”
- **After Reading**—Ask your child...
  - \* What was the book mostly about?
  - \* What do you still want to know about the topic?
  - \* Where could you find out more information about the topic?
  - \* What was the author’s point of view in writing this book?
  - \* What questions would you like to ask the author?
- Encourage deeper thinking by asking your child to write a summary of what was learned in the book.

COMPREHENSION

I understand  
what I read.

## UFLI Foundations

Marion County Public Schools are proud to partner with the University of Florida to implement their explicit and systematic foundational skills program, UFLI Foundations for grades Kindergarten through Second Grade.

The program introduces students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with confidence.

Weekly Reading and Spelling Practice guides are available from your child’s teacher to help support concepts learned each week. You can support your child’s learning by practicing reading and spelling words at home.



 <b>Home Practice</b>	<b>Word Work Chains</b> 1. shin → ship → shop → shot 2. rash → dash → dish → wish
<b>New Concept and Sample Words</b> sh shop shin shed dish lash crush	<b>Sample Word Work Chain Script</b> shin → ship → shop → shot  1. Make the word <b>shin</b> . [spelling] 2. Change the <b>n</b> to <b>p</b> . What word is this? [reading] 3. Change <b>ship</b> to <b>shop</b> . [spelling] 4. Change the <b>p</b> to <b>t</b> . What word is this? [reading]
<b>New Irregular Words</b> she*, we* ♥ ♥	<b>Sentences</b> 1. She has a fish. 2. We go get the trash.

## High Frequency Words

High frequency words are a group of words that account for a large percentage of the words in print. High frequency words are important for readers because approximately 50% of all reading texts are made up of the same words. High frequency word recognition is an essential component in the mastery of reading. Because these words appear so frequently in texts, it is essential that children be able to read them automatically.

### High Frequency Word Activities

- **Word Detective**—Invite children to be high-frequency word detectives. They can locate assigned words in print material they encounter in their daily lives.
- **Word Games**—Bingo is a favorite. While playing Bingo, as you call out each word, monitor to make sure that your child recognizes the high frequency words and place chips on them when appropriate. Other simple games that can help teach words include common favorites like hangman.
  - **Flashcard Activities**—Create flashcards for high frequency words.
- **Memory**—Create two sets of several high frequency word cards. Lay the cards face down on the floor and take turns trying to match identical words.
- **Making Sentences**—Hand out high frequency word flashcards. Encourage your child to combine several of the words to make a sentence.
- **Write several high frequency phrases on strips of paper and practice reading phrases fluently and with expression.**



## First Hundred High Frequency Word List

the	or	out	its
of	by	them	who
and	one	then	now
a	had	she	people
to	not	many	my
in	but	some	made
is	what	so	over
you	all	these	did
that	were	would	down
it	when	other	only
he	we	into	way
for	there	has	find
on	can	more	use
are	an	her	may
as	your	two	water
was	which	like	long
with	their	him	little
his	said	see	very
they	if	time	after
at	do	could	words
be	will	no	called
this	each	make	just
from	about	than	where
I	how	first	most
have	up	been	know

## Second Hundred High Frequency Word List

get	work	great	end
through	three	tell	along
back	word	men	while
much	must	say	might
before	because	small	next
go	does	every	sound
good	part	found	below
new	even	still	saw
write	place	between	something
our	well	name	thought
used	such	should	both
me	here	Mr.	few
man	take	home	those
too	why	big	always
any	things	give	looked
day	help	air	show
same	put	line	large
right	years	set	often
look	different	own	together
think	away	under	asked
also	again	read	house
around	off	last	don't
another	went	never	world
came	old	us	going
come	number	left	want

## Third Hundred High Frequency Word List

school	live	story	sun
important	page	boys	ways
until	got	since	thing
money	earth	white	whole
form	need	days	hear
food	far	ever	example
keep	hand	paper	heard
children	high	hard	several
feet	year	hear	change
land	mother	sentence	answer
side	light	better	room
without	parts	best	sea
boy	country	across	against
once	father	during	top
animals	let	today	turned
life	night	others	didn't
enough	following	however	learn
took	seen	sure	point
sometimes	picture	means	city
four	being	knew	play
head	study	it's	toward
above	second	try	five
kind	eyes	told	using
began	soon	young	himself
almost	times	left	want

## Second Hundred High Frequency Phrases

over the river	mother means it	they went here
my new place	same time tomorrow	get to the point
another great sound	tell the truth	because we should
take a little	a little boy	even the animals
give it back	the following day	try your best
only a little	we came home	move over
it's only me	we want to go	we found it here
I know why	show us around	study and learn
three years ago	from two lines	kind of nice
live and play	a small house also	spell your name
a good man	another old picture	change your clothes
after the game	write one sentence	play it again
most of the animals	set it up	back off
our best things	put it there	give it away
just the same	where does it end	answer the phone
my last name	I don't feel well	turn the page
that's very good	my home is large	the air is warm
think before you act	It turned out well.	read my letters
mother says to now	read the sentence.	it's still here
where are you	this must be it	where in the world
I need help	hand it over	we need more
any old time	such a big house	I study in school
through the line	the men asked for help	such a mess
right now	a different land	big and small

## Third Hundred High Frequency Phrases

near the car	it seemed too good	state your case
between the lines	along the way	I miss you
my own father	next time	a very important person
in the country	it's hard to open	on my side
add it up	something good	I took the car
read every story	for example	so far so good
below the water	in the beginning	the young girl
plants and water	those other people	my feet hurt
will it last	a group of friends	the dark night
keep it up	we got together	a good idea
plant the trees	we left it here	it began to grow
light the fire	both children	watch the river
the light in your eyes	it's my life	white clouds
in my head	always be kind	too soon
under the earth	read the paper	leave it to me
we saw the food	run for miles	I hear the waves
close the door	once upon a time	almost enough
the big city	do it often	is it really true
it never happened	we walked for miles	it's time to eat
a good thought	until the end	let me carry it
stay awhile	a second later	near the sea
a few good men	stop the music	talk to my father
don't open the door	read your book	the young face
you might be right	sing your song	the long list

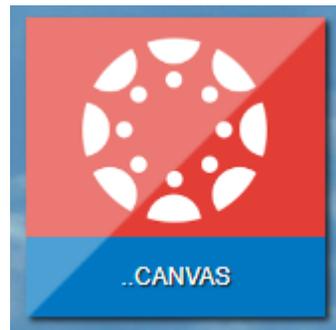
## Savvas myView Literacy Core Curriculum



Savvas myView Literacy is the core curriculum used to support standards-based instruction in all Marion County classrooms. With instructional supports and resources grounded in research, teachers and students have access to grade level text that is engaging and interactive.

Accessing Savvas resources from home is simple and easy. Students access Savvas myView Realize by first accessing their student desktop.

Once logged in, students launch myView by clicking on the Canvas tile.



## New Worlds Reading Initiative

The New Worlds Reading Initiative gives hundreds of thousands of eligible students the chance to build personalized libraries that reflect their unique interests and backgrounds, at no cost to families or schools. Eligible students include kindergarten through fifth grade students in public and charter schools who have a substantial reading deficiency or who scored below a Level 3 on the prior year's state assessment in English Language Arts.



Questions about eligibility?

Reach out to your child's school administrators to find out if your child is eligible to participate in the New Worlds Reading Initiative.

## Assessments in Education

As students progress from kindergarten through third grade, they should be steadily developing the skills they need to become grade level readers. While students are learning to read, educators and parents can monitor students to see if they are on track to become successful readers. Florida uses four types of assessments to monitor students' progress in reading.

### Assessment Types

**Screening**– The purpose of screening is to identify the probability of risk or success in reading achievement.

**Progress Monitoring**– The purpose of progress monitoring, also called interim or formative assessment, is to determine whether students are learning the skills taught and/or meeting benchmarks throughout the school year.

**Diagnostic**– The purpose of a diagnostic assessment is to identify a student's strengths and weaknesses for students identified at-risk on a screening assessment.

**Summative**– The purpose of summative, or outcome, assessment is to evaluate a student's performance relative to a set of content standards generally administered at the end of the school year.



## Statewide English Language Arts (ELA) Assessments



Beginning with the 2022-2023 school year, Florida's statewide, standardized assessments in Reading will be aligned with the Benchmarks

for Excellent Student Thinking (B.E.S.T.). The Florida Assessment of Student Thinking (FAST), which includes VPK through grade 10, will be administered three times per year.

# FSAA

**The Florida Standards Alternate Assessment (FSAA)** is designed for 3rd-10th grade students whose participation in the general statewide assess-

ment program is not appropriate, even with accommodations. The FSAA is based on the Florida Standards Access Points (FS-APs), which are academic expectations written specifically for students with significant cognitive disabilities.

## Evaluating and Identifying a Student for Exceptional Student Education

When a parent, teacher, or caregiver suspects a student may have a disability, there are important steps that are necessary to know and take. A diagnosis of a medical condition alone is not sufficient to establish eligibility for exceptional student education. The Individual Educational Plan (IEP) team must consider multiple sources of data and information to determine not only if the student is a student with a disability, but also that the student requires special education and related services.

- Evaluations for Special Education Services—Information for Parents  
<https://www.fldoe.org/core/fileparse.php/7690/urlt/0070088-idp.pdf>
- What Is Exceptional Student Education for Children with Disabilities?  
<https://www.fldoe.org/core/fileparse.php/7690/urlt/0070089-ese.pdf>



## Characteristics of Specific Learning Disability

Specific Learning Disability (SLD) is a term that describes an Exceptional Student Education (ESE) eligibility category, which refers to learning disorders that can affect a student’s ability to read, write, listen, speak, reason and do math.

Learning Disability	Typical Characteristics
<p><b>Dyslexia:</b> A learning disability affecting primarily reading</p>	<ul style="list-style-type: none"> <li>• Difficulty in learning to read, write, spell and do arithmetic</li> <li>• Difficulty with learning letters and their sounds</li> <li>• Difficulty in following oral and written instructions</li> <li>• Cramped or illegible handwriting</li> <li>• Difficulty reading quickly enough to comprehend and persisting with longer texts affecting primarily reading</li> <li>• Easily distracted, difficulty in retaining information</li> <li>• Confusion in sequence of letters and symbols</li> <li>• Delayed spoken language</li> <li>• Confusion about directions in space and time, right and left, north and south, yesterday and tomorrow</li> <li>• More than average test taking anxiety</li> </ul>
<p><b>Dysgraphia:</b> A learning disability affecting primarily writing</p>	<ul style="list-style-type: none"> <li>• Variably shaped and poorly formed letters, excessive erasures and cross-outs in writing</li> <li>• Poor spacing between letters and words</li> <li>• Letter and number reversals beyond early stages of writing</li> <li>• Awkward, inconsistent pencil grip</li> <li>• Heavy pressure and hand fatigue</li> <li>• Slow to write and copy with legible or illegible handwriting</li> </ul>
<p><b>Developmental Aphasia:</b> A learning disability affecting primarily language and communication</p>	<ul style="list-style-type: none"> <li>• Poor comprehension skills</li> <li>• Difficulty in forming words and sentences, speaking and word recall</li> <li>• Trouble understanding speech</li> <li>• Difficulty in reading and writing</li> <li>• Leaving out words like ‘the,’ ‘of’ and ‘was’ from speech</li> <li>• Speaking only in short phrases that are produced with great effort</li> <li>• Putting words together in the wrong order</li> </ul>



myON is a web-based, student-centered, and personalized literacy program that offers unlimited access to thousands of digital books. myON generates a list of books for each student that matches his or her current interests, grade, and reading level. Students can either choose books from their recommended list or from the full myON library.



Then click on myON. It may be on your home screen or under “Programs”.

## Marion County Public Library Services

The Marion County Public Library System serves as center of community engagement where children are informed, inspired, and empowered. Each branch location schedules regular activities and provides resources for children of all ages. Please contact your branch location for specific events and times.

Ocala Headquarters: 2720 E. Silver Springs Blvd, Ocala, FL 34470  
(352) 671-8551

Belleview Library: 13145 SE Highway 484, Belleview, FL 34420  
(352) 438-2500

Dunnellon Library: 20351 Robinson Road, Dunnellon, FL 34431  
(352) 438-2520

Freedom Library: 5870 SE 95th St, Ocala, FL 34476  
(352) 438-2580

Fort McCoy Library: 14660 NE Highway 315, Ft. McCoy, FL 32134  
(352) 438-2560

Forest Library: 905 S. Highway 314A, Ocklawaha, FL 32179  
(352) 438-2540

Marion Oaks Library: 294 Marion Oaks Lane, Ocala, FL 34473  
(352) 438-2579

Reddick Library: 15150 NW Gainesville Road, Reddick, FL 32686  
(352) 438-2566



## Additional Resources

\*Just Read, Families!

<http://www.fldoe.org/academics/standards/just-read-fl/families>

\*Parent Guides for English Language Arts

<https://www.fldoe.org/academics/standards/just-read-fl/parent-guides-for-english-language-arts.stml>

\*Scholastic Parents

<https://www.scholastic.com/parents/home.html>

\*Reading is Fundamental

<https://www.rif.org/literacy-central/parents>

\*PBS Parents

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

\*Regional Educational Laboratory (REL Southeast) Family Activities

### Kindergarten

[https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/kindergarten\\_intro.asp](https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/kindergarten_intro.asp)

### First

[https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/firstgrade\\_intro.asp](https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/firstgrade_intro.asp)

### Second

[https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/secondgrade\\_intro.asp](https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/secondgrade_intro.asp)

### Third

[https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/thirdgrade\\_intro.asp](https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/thirdgrade_intro.asp)

## References

\*Florida Center for Reading Research

<https://www.fcrr.org/families>

\*Reading Rockets

<https://www.readingrockets.org/article/oral-language-expanding-your-childs-vocabulary>

\*Reading is Fundamental

<https://www.rif.org/literacy-central/parents>

\*Florida Department of Education

<https://www.fldoe.org/academics/standards/just-read-fl/parents.stml>

\*REL Southeast

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

