



**PUTNAM COUNTY
SCHOOL DISTRICT**
SHAPING THE FUTURE

Read-At-Home Plan

VPK-6th Grades

Dear Parent or Guardian,

We are working diligently to support your young reader. In PCSD, we provide PK-6th Grade core English Language Arts instruction using the curriculum listed below.

Grade Level	Curriculum	Standards
VPK	Frog Street	Florida Early Learning and Developmental Standards (Birth - Kindergarten)
K-3rd Grade	Open Court Foundational Skills Kits	B.E.S.T. Standards for ELA: Foundations (Phonemic Awareness, Phonics, Language, Fluency)
K-2nd Grade	Benchmark Advance	B.E.S.T. Standards for ELA: Reading, Communication, Vocabulary
3rd-6th Grade	Benchmark Advance	B.E.S.T. Standards for ELA: Foundations, Reading, Communication, Vocabulary

For additional information regarding PCSD's ELA/Reading instruction, interventions, and assessments, visit: <https://www.floridacims.org/districts/putnam>.

In addition to core instruction and any applicable interventions we are providing for your student, there are small actions you can take each day to support your student on their literacy journey.

Did you know that reading with your child is a proven way to promote early literacy?

Helping to make sure your child is reading on grade level by third grade is one of the most important things you can do to prepare him or her for the future. Just 20 minutes of reading with your student per day and making a few simple strategies a part of your daily routine can have a positive impact on your child's success in school.

This guide includes activities to help your student practice the 6 components of reading:

- ☐ Oral Language
- ☐ Phonemic Awareness
- ☐ Phonics
- ☐ Fluency
- ☐ Vocabulary
- ☐ Comprehension

Estimados Tutores o Guardianes,

Trabajamos diligentemente para apoyar a su joven lector. En PCSD, proporcionamos instrucción básica de artes del lenguaje en inglés de kínder a sexto grado utilizando el plan de estudios que se enumera a continuación.

Grade Level	Curriculum	Standards
VPK	Frog Street	Florida Early Learning and Developmental Standards (Birth - Kindergarten)
K-3rd Grade	Open Court Foundational Skills Kits	B.E.S.T. Standards for ELA: Foundations (Lenguaje oral, conciencia fonológica, Fonética, Fluidez)
K-2nd Grade	Benchmark Advance	B.E.S.T. Standards for ELA: Lectura, Comunicación Oral y Escrita, Vocabulario
3rd-6th Grade	Benchmark Advance	B.E.S.T. Standards for ELA: Foundations, Lectura, Comunicación Oral y Escrita, Vocabulario

Para obtener información adicional sobre la instrucción, las intervenciones y las evaluaciones de ELA/Lectura de PCSD, visite:
<https://www.floridacims.org/districts/putnam>.

Además de la instrucción básica y cualquier intervención aplicable que le estamos brindando a su estudiante, hay pequeñas acciones que puede tomar cada día para apoyar a su estudiante en su viaje de alfabetización.

¿Sabía que leer con su hijo es una forma comprobada de promover la alfabetización temprana?

Ayudar a asegurarse de que su hijo esté leyendo a nivel de grado para el tercer grado es una de las cosas más importantes que puede hacer para prepararlo para el futuro. Solo 20 minutos de lectura con su estudiante por día utilizando estrategias simples como parte de su rutina diaria puede tener un impacto positivo en el éxito de su hijo en la escuela.

Esta guía incluye actividades para ayudar a su estudiante a practicar los 6 componentes de la lectura:

- ☐ Lenguaje oral
- ☐ La conciencia fonológica (fonémica)
- ☐ Fonética
- ☐ Fluidez
- ☐ Vocabulario
- ☐ Comprensión

Oral Language

What is oral language?

Children learn language and the rules for language through listening to others speak and talking to others. Thus, talking with your child each day is critically important.

Oral language provides a strong foundation of literacy success.

Focusing and building students' oral language can have strong impacts on reading, communication skills, and confidence.

For additional information:

<https://www.readingrockets.org/article/young-childrens-oral-language-development>

5 Ways to Support

1. Read stories aloud to with your child. Point out interesting and important illustrations, words, and ideas.
2. Talk to your child during household activities. Share the steps for completing chores, describe expectations, and ask them to repeat the steps to you.
3. Play "I spy" with your child using words that describe an object.
Example: The parent might say, "I spy something in front of the window that is green." Your child should then respond with their guess, "I spy a plant."
4. Sing songs together.
5. When your child shares information about their day, ask extending questions, summarize their words, or share a connected experience.

Oral Language



Lenguaje Oral

Que es lenguaje oral?

Los niños aprenden el lenguaje y las reglas del lenguaje escuchando a otros hablar y hablando con otros. Por lo tanto, hablar con su hijo todos los días es de vital importancia.

El lenguaje oral proporciona una base sólida para el éxito en la alfabetización.

Concentrarse y desarrollar el lenguaje oral de los estudiantes puede tener un fuerte impacto en la lectura, las habilidades de comunicación y la confianza.

Para obtener información adicional, visite:

<https://www.readingrockets.org/article/young-childrens-oral-language-development>

5 Formas de Ayudar

1. Lea historias en voz alta con su hijo. Señale ilustraciones, palabras e ideas interesantes e importantes.
2. Hable con su hijo durante las actividades del hogar. Comparta los pasos para completar las tareas del hogar, describa las expectativas y pídale que le repitan los pasos.
3. Juegue a "Veo, veo" con su hijo usando palabras que describan un objeto.
Ejemplo: usted podría decir: "Veo algo que es verde frente a la ventana". Su hijo debe responder con su suposición: "Veo una planta".
4. Canten canciones juntos.
5. Cuando su hijo comparta información sobre su día, haga preguntas extensivas, resuma sus palabras o comparta una experiencia conectada.

Lenguaje Oral



Phonemic Awareness

What is phonemic awareness?

Phonemic awareness is the ability to identify, hear and manipulate the individual sounds in spoken words. Children manipulate the sounds in words by blending, stretching or otherwise changing words.

When students are actively engaged in literacy activities, they become aware of the sounds within words.

Phonemic awareness develops over time and through sustained exposure.

For additional information:

<https://www.readingrockets.org/teaching/reading101-course/modules/phonological-and-phonemic-awareness-introduction>

5 Ways to Support

1. Clap out the syllables to nursery rhymes such as Jack and Jill or Humpty Dumpty.
2. Engage in language play by reading texts that feature rhyme, alliteration, and onomatopoeia such as *Green Eggs and Ham*.
3. Tongue twisters are a natural way to introduce students to alliteration. An example of alliteration in a tongue twister is, Peter Piper picked a peck of pickled peppers. Practice with your child and remember to emphasize the repeated initial sounds so he or she will develop an ear for words beginning with the same sound.
4. Sing songs with rhyme like *Down by the Bay*.
5. Play thumbs up/thumbs down for beginning sounds. You say two words and your child gives a thumbs up if they hear the same beginning sound in both words.

Phonemic Awareness



Conciencia Fonémica

Que es conciencia fonemica?

Los niños aprenden el lenguaje y las reglas del lenguaje escuchando a otros hablar y hablando con otros. Por lo tanto, hablar con su hijo todos los días es de vital importancia.

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Concentrarse y desarrollar el lenguaje oral de los estudiantes puede tener un fuerte impacto en la lectura, las habilidades de comunicación y la confianza.

Para obtener información adicional, visite:

<https://www.readingrockets.org/article/young-children-oral-language-development>

5 Maneras de Practicar en el Hogar

1. Aplauda las sílabas con rimas infantiles como *Los Pajaritos Dicen Pio, Pio, Pio...*
2. Participe en juegos de lenguaje leyendo textos que incluyan rima, aliteración y onomatopeya, como *Green Eggs and Ham*.
3. Los trabalenguas son una forma natural de introducir a los estudiantes a la aliteración. Un ejemplo de aliteración en un trabalenguas es, Peter Piper agarro un pimiento de pimientos en escabeche. Practique con su hijo y recuerde enfatizar los sonidos iniciales repetidos para que desarrolle un oído para las palabras que comienzan con el mismo sonido.
4. Cante canciones con rima como *Down by the Bay*.
5. Reproduzca los pulgares arriba / abajo para los sonidos iniciales. Dice dos palabras y su hijo levanta el pulgar si escucha el mismo sonido inicial en ambas palabras.

Conciencia Fonemica



Phonics

What is phonics?

Phonics is the relationship between the letters of written language and the sounds of spoken language.

Reading development is dependent on the understanding that letters and letter patterns represent the sounds of spoken language.

Knowing the relationships between letters and sounds helps children recognize familiar words and decode new words.

For additional information:

<https://www.readingrockets.org/article/explaining-phonics-instruction>

5 Ways to Support

1. Create a word wall featuring all letters of the alphabet on a poster board. Add words below the appropriate letter.
2. Put magnetic letters in alphabetical order, but then pull every 5 or so out of the mix. Ask your child to place the "lost" letters back into the alphabet family order.
3. Create word ladders in which students have to add, delete, rearrange, or substitute letters to create words that correlate to a definition. For example, write down the word *think*. Delete two letters to create a word that refers to something used to write (ink). Add one letter to create a word that refers to what a person may do with their eye (wink).
4. Create an empty set of boxes on a whiteboard. Each square will represent a sound. Use a black marker for consonants and a red marker for vowels.
5. Use alphabet books and guessing games to give your child practice in matching letters and sounds.

Phonics



Fonética

Que es fonetica?

La fonética es la relación entre las letras del lenguaje escrito y los sonidos del lenguaje hablado.

El desarrollo de la lectura depende de la comprensión de que las letras y los patrones de letras representan los sonidos del lenguaje hablado.

Conocer las relaciones entre letras y sonidos ayuda a los niños a reconocer palabras familiares y decodificar palabras nuevas.

Para obtener información adicional visite:

<https://www.readingrockets.org/article/explaining-phonics-instruction>

5 Maneras de Practicar en el Hogar

1. Cree una pared de palabras con todas las letras del alfabeto en una cartulina. Agregue palabras debajo de la letra correspondiente.
2. Desafío ABC: coloque las letras magnéticas en orden alfabético, pero luego extraiga cada 5 o más de la mezcla. Pídale a su hijo que vuelva a colocar las letras "perdidas" en el orden de la familia del alfabeto.
3. Cree escaleras de palabras en las que los estudiantes tengan que agregar, eliminar, reorganizar o sustituir letras para crear palabras que se correlacionen con una definición. Por ejemplo, escriba la palabra *gatos*. Elimine una letra para crear una palabra que se refiera a un solo animal (gato). Cambie la primera letra para crear una palabra que se refiera a un animal blanco que vuela y nada (pato).
4. Cree un conjunto vacío de cuadros en una pizarra. Cada cuadrado representará un sonido. Utilice un marcador de borrado en seco para crear palabras.
5. Utilice libros del alfabeto y juegos de adivinanzas para que su hijo practique la combinación de letras y sonidos.

Fonética



Fluency

What is fluency?

Fluency is the ability to read with speed, accuracy, and expression.

In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently.

As readers head into upper elementary grades, fluency becomes increasingly important.

For more information:

<https://www.readingrockets.org/helping/target/fluency>

5 Ways to Support

1. Read your favorite books and poems over and over again. Practice getting smoother and reading with expression
2. Read aloud and have your child match their voice to yours.
3. Give your child books with predictable vocabulary and clear rhythmic patterns so he or she can "hear" the sound of fluent reading as they read the book aloud.
4. Have your child read with with a certain emotion, such as sadness or excitement, to emphasize expression and intonation.

Use audio books; have your child follow along in the print copy.

Fluency

Fluidez

Que es fluidez?

La fluidez es la capacidad de leer con rapidez, precisión y expresión.

Para entender lo que leen, los niños deben poder leer con fluidez, ya sea que lean en voz alta o en silencio.

A medida que los lectores avanzan hacia los grados superiores de la primaria, la fluidez se vuelve cada vez más importante.

Para obtener más información:

<https://www.readingrockets.org/helping/target/fluency>

5 Maneras de Practicar en el Hogar

1. Lea sus libros y poemas favoritos una y otra vez. Practique la lectura más fluida y con expresión.
2. Lea en voz alta y haga que su hijo haga coincidir su voz con la suya.
3. Dele a su hijo libros con vocabulario predecible y patrones rítmicos claros para que pueda "escuchar" el sonido de la lectura fluida mientras lee el libro en voz alta.
4. Haga que su hijo lea con cierta emoción, como tristeza o entusiasmo, para enfatizar la expresión y la entonación.
5. Utilice audiolibros; haga que su hijo siga la copia impresa.

Fluidez

Vocabulary

What is vocabulary?

Words are critical for communication. Building a broad and rich vocabulary is key to helping our children make sense of the words they read, hear, and speak.

Vocabulary helps children think about and explain their world and their feelings.

For additional information:

<https://www.readingrockets.org/teaching/reading-basics/vocabulary>

5 Ways to Support

1. Talk with your child every day. By talking and listening, your child will build both oral language and vocabulary. Example: Talk about your child's school day. Ask her to describe the highs and lows of her day at school. Prompt him or her to explain details of what happened, how he or she felt, and the ways classmates or teacher reacted.
2. Do household chores together. While completing the chore, name the tools you are using and the steps of the process. Ask your child to name objects you are using together.
3. Read and talk about stories together. Ask your child to share their favorite part or character. Point out and name objects in the illustrations and ask your student to describe those objects.
4. Sort and group objects. By putting objects in groups, children can learn new words that label the category. You also can discuss the ways in which items in the groups are similar or different. Toys are great for sorting and grouping.
5. Collect new words together. As you encounter new words in life or in texts, make a list together.

Vocabulario

Que es vocabulario?

Las palabras son fundamentales para la comunicación. Desarrollar un vocabulario amplio y rico es clave para ayudar a nuestros niños a entender las palabras que leen, escuchan y hablan.

El vocabulario ayuda a los niños a pensar y explicar su mundo y sus sentimientos.

Para obtener información adicional:

<https://www.readingrockets.org/teaching/reading-basics/vocabulary>

5 Maneras de Practicar en el Hogar

1. Hable con su hijo todos los días. Al hablar y escuchar, su hijo desarrollará tanto el lenguaje oral como el vocabulario.
2. Hagan juntos las tareas del hogar. Mientras completa la tarea, nombre las herramientas que está utilizando y los pasos del proceso. Pídale a su hijo que nombre los objetos que están usando juntos.
3. Lean y hablen de historias juntos. Pídale a su hijo que comparta su parte o personaje favorito. Señale y nombre los objetos en las ilustraciones y pídale a su estudiante que describa esos objetos.
4. Clasifica y agrupa objetos. Al poner los objetos en grupos, los niños pueden aprender nuevas palabras que etiquetan la categoría.
5. Reúnan nuevas palabras juntos. A medida que encuentren nuevas palabras en la vida o en los textos, hagan una lista juntos.

Vocabulary

Vocabulario

Comprehension

What is comprehension?

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, students need to be able to decode what they read, make connections between what they read and what they already know, and think deeply about what they have read.

Decoding and vocabulary building skills are essential to comprehension success.

For additional information:

<https://www.readingrockets.org/article/comprehension>

5 Ways to Support

1. Hold a conversation and discuss what your child has read. Ask your child probing questions about the book and connect the events to his or her own life. For example, say "I wonder why the girl did that?" or "How do you think he felt? Why?" and "So, what lesson can we learn here?"
2. Help your child make connections between what he or she reads and similar experiences they have felt or read in another book.
3. Discuss the meaning of unknown words, both those they read and those they hear.
4. Read materials in short sections, making sure your child understands each step of the way.
5. Discuss what your child has learned from reading informational text such as a science or social studies book.

Comprehension



Comprehension

Que es comprehension?

La comprensión e interpretación de lo que se lee es extremadamente importante para los niños. Para poder comprender con precisión el material escrito, los estudiantes deben ser capaces de decodificar lo que leen, hacer conexiones entre lo que leen y lo que ya saben, y pensar profundamente sobre lo que han leído.

Las habilidades de decodificación y construcción de vocabulario son esenciales para el éxito en la comprensión.

Para obtener información adicional:

<https://www.readingrockets.org/article/comprehension>

5 Maneras de Practicar en el Hogar

1. Mantenga una conversación y discuta lo que su hijo ha leído. Pregúntele a su hijo sobre el libro y relacione los eventos con su propia vida. Por ejemplo, diga "Me pregunto por qué la chica hizo eso". o "¿Cómo crees que se sintió? ¿Por qué?" y "Entonces, ¿qué lección podemos aprender aquí?"
2. Ayude a su hijo a establecer conexiones entre lo que lee y experiencias similares que haya sentido o leído en otro libro.
3. Discuta el significado de palabras desconocidas, tanto las que leen como las que escuchan.
4. Lea los materiales en secciones cortas, asegurándose de que su hijo comprenda cada paso del camino.
5. Discuta lo que su hijo ha aprendido al leer texto informativo, como un libro de ciencias o estudios sociales.

Comprehension



To access these parent and family resources digitally, click on each link provided below.

SUPPORTING READING AT HOME

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.

Overview of 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 students' strengths and weaknesses for students identified as at-risk on a screening assessment.

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

https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Assessment_Terms_Used_in_Reading.pdf

STATEWIDE ENGLISH LANGUAGE ARTS (ELA) ASSESSMENTS

All Florida students participate in the state's assessment and accountability system.

The primary goal of these assessments is to provide information about student learning in Florida, as required by Florida law (see Section (s.) 1008.22, Florida Statutes (F.S.)). Florida Assessment of Student Thinking (FAST): FAST assessments provide information on mastering grade-level standards for Pre-K through Grade 10 and provide information on student's progress to parents, teachers, and school and program administrators. FAST assessments are administered during three Progress Monitoring (PM) windows: beginning of the school year (PM1), middle of the school year (PM2), and end of the school year (PM3).

For more information regarding FAST assessments, please visit fldoe.org/accountability/assessments/k-12-student-assessment/best/. For resources related to FAST assessments, visit flfast.org/fast.html.

Grades 3–10 FAST ELA Reading PM3: In accordance with s. 1008.22(3)(a), F.S., PM3 is a statewide, standardized assessment in ELA and, beginning in 2023-24, will be used for accountability purposes.

Florida Alternate Assessment (FAA): The FAA is aligned with Access Points - Alternate Academic Achievement Standards (AP-AAAS). AP-AAAS reflects the most salient content of Florida's statewide academic achievement standards that apply to all students in the same grade. Students with a most significant cognitive disability who meet the criteria in Rule 6A-1.0943, Florida Administrative Code (F.A.C.), Statewide Assessment for Students with Disabilities may participate in the FAA if their individual educational plan (IEP) team determines it is the most appropriate assessment option.

PARENT GUIDES FOR ENGLISH LANGUAGE ARTS STANDARDS

The Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts (ELA) are literacy standards for Florida students that will shape their education and make Florida the most literate state in the nation. The B.E.S.T. Standards will pave the way for Florida students to receive a world-class education and prepare them for a successful future. Parent Guides have been developed to help families learn more about the new B.E.S.T. ELA Standards.

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

SUPPORTING READING AT HOME

Learning to read begins at home through everyday interactions with children, long before they attend school. Supporting literacy development as children enter elementary school and progress through grades positively affects their reading ability. The Regional Educational Laboratory Southeast provides family activities with easy-to-follow instructions to help children practice foundational reading skills at home. Foundational skills include oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Phonological awareness, alphabetic skills, and language skills are the best predictors of early reading success (B.E.S.T., Appendix E, p. 206). There are short family videos for tips and support on how to use the activities to help children grow as readers. Using family activities at home can help children develop language, link sounds to letters, blend letters and word parts to read and write the words and ultimately read for understanding.

<https://ies.ed.gov/ncee/rel/Products/Region/southeast/Resource/100679>

Supports for Parental Involvement

Parental involvement is extremely important for supporting the education of all students, including students with disabilities. For students who have difficulty learning, the Florida Department of Education provides a variety of supports to assist parents in being involved in the educational decision-making process.

FDOE Parent Information:

<https://www.fldoe.org/academics/exceptional-student-edu/parent-info/>

Dispute Resolution Systems:

<https://www.fldoe.org/academics/exceptional-student-edu/dispute-resolution/>

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. Consistent with Title 34, Section 300.306 of the Code of Federal Regulations, 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.

If a parent submits documentation from a licensed professional under Chapter 490, F.S., which demonstrates that a K-3 student has been diagnosed with dyslexia, evidence-based interventions must be provided based on the student's specific areas of difficulty as identified by the licensed professional (see s. 1008.25(5), F.S.). The Bureau of Exceptional Education and Student Services (BEES) has many resources to guide parents, teachers, and caregivers through the process of evaluating and identifying a student who is suspected of being a student with a disability requiring exceptional student education.

CHARACTERISTICS OF SPECIFIC LEARNING DISABILITY

Specific Learning Disability is a term that describes an Exceptional Student Education eligibility category, which refers to learning disorders that can affect a student's ability to read, write, listen, speak, reason, and apply basic math skills.

FDOE Information for Specific Learning Disabilities:

<https://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/specific-learning-disabilities-sld/index.html>

Learning Disability	Common Characteristics
Dyslexia: A specific learning disability or language-based disability neurobiological in nature that can range from mild to severe	<ul style="list-style-type: none">• Difficulty with accurate and fluent word recognition and spelling• Confusion in sequence of letters and sounds• Easily distracted, difficulty in retaining information• Temporal and spatial difficulties• More than average anxiety, frustration or avoidance behaviors• Difficulties persist despite receiving reading instruction that is effective for most children• May co-exist with dyscalculia and/or dysgraphia• Does not include learning problems that are primarily the result of a visual, hearing, motor, intellectual or emotional/behavioral disability, limited English proficiency or environmental factors
Dysgraphia: A learning disability primarily affecting writing	<ul style="list-style-type: none">• Variably shaped and poorly formed letters, excessive erasures and cross-outs in writing• Poor spacing between letters and words• Letter and number reversals beyond early stages of writing• Awkward, inconsistent pencil grip• Heavy pressure and hand fatigue• Slow to write and copy with legible or illegible handwriting
Dyscalculia: A learning disability affecting mathematics	<ul style="list-style-type: none">• Difficulty with number sense, including counting and place value• Extreme difficulty in performing simple calculations, telling time or working with

	<p>money</p> <ul style="list-style-type: none"> • Difficulty with mental arithmetic skills · Difficulty predicting appropriate procedures based on understanding patterns • A poor sense of estimation • Unable to organize objects in a logical way • Self-checking work and finding alternate ways to solve problems • High levels of mathematical anxiety
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English Language Learners

English Language Learners (ELLs) have a wide variety of supports available to increase the essential components of reading. Each school district has an ELL Plan detailing strategies and resources to support the academic achievement of ELLs.

FDOE Information on SALA: [Student Achievement Through Language Acquisition \(SALA\)](#).