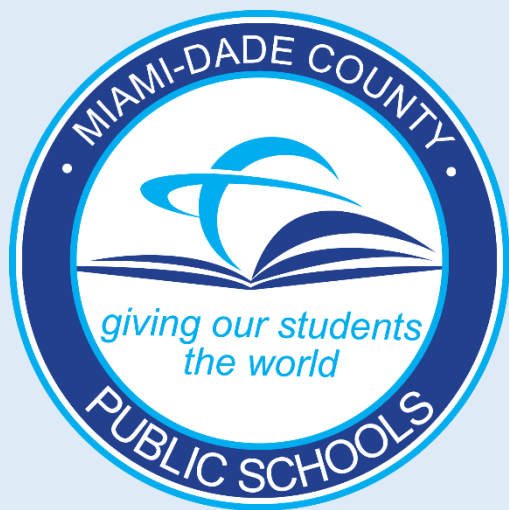




Parents' Read-at-Home Plan for Student Success



Kindergarten through 5th Grade

THIS PLAN INCLUDES:

- Why reading at home is important
- Resources for parents
- Activities to help your child learn the components of reading
 - ✓ Phonemic Awareness
 - ✓ Phonics
 - ✓ High-Frequency Words
 - ✓ Fluency
 - ✓ Vocabulary
 - ✓ Comprehension

Parents' Read-at-Home Plan for Student Success

Kindergarten through 5th Grade

Parents,

You are your child's first teacher and 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/her for the future. By reading with your child for 30 minutes per day and making a few simple strategies a part of your daily routine, you can make a positive impact on your child's success in school. We are happy to provide you with this Read-at-Home Plan, which includes resources and strategies to help your child become a more proficient reader!

Sincerely,

Department of English Language Arts
Division of Academics



i-Ready is an online assessment taken at school. The *i-Ready Parent Report* provides specific scores and placement levels for your child. Pages two and three of the report provide additional information about the reading components or domains that are assessed. This plan provides activities and resources to build and strengthen your child's reading skills in each of the tested domains.

Phonological Awareness: Phonological Awareness is the understanding that a spoken word is made up of different parts and that each of these parts makes a sound. Pages: 6-7

Phonics: Phonics instruction teaches children how to connect the sounds they hear in spoken words to the letters they see in written words. Pages: 8-9

High-Frequency Words: High-Frequency Words are the words that appear most often in what children read. Pages: 10-14

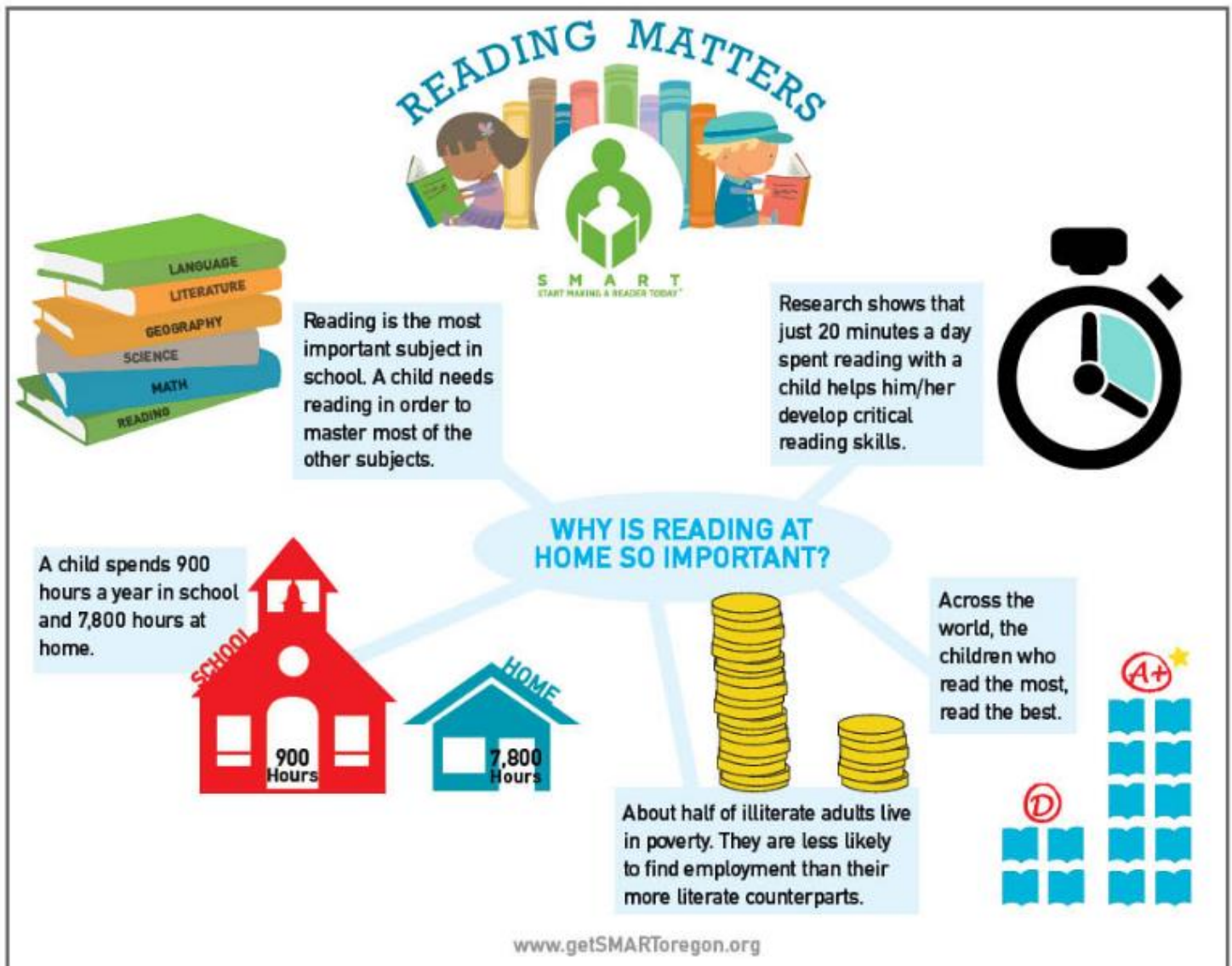
Vocabulary: Vocabulary is the name for the words a student knows. Pages: 17-18

Comprehension: Literature: Comprehension: Literature: describes a student's ability to understand types of writing that are usually made up, or fictional stories. Pages: 19-21

Comprehension: Informational Text: Comprehension: Informational Text describes a student's ability to understand types of writing that are usually true. Books about science or history are examples of informational text, as are newspaper articles or magazine articles. Pages: 19-21

READ! Reading is
the KEY to
Learning.

Did you know?



1. Reading is the most important subject in school. A child needs reading in order to master most of the other subjects.
2. In third grade, students transition from learning to read to reading to learn. Third-graders who aren't reading at grade level are four times more likely to drop out of high school than their reading proficient peers.
3. It's estimated that over \$2 billion is spent each year on students who repeat a grade because they have reading problems.
4. 85 percent of all juvenile offenders have reading problems.
5. The more literate adults are, the more likely they'll be employed full time in good jobs with benefits. Average weekly earnings increase with each level of literacy.
6. The educational careers of 25-40 percent of American children are imperiled because they don't read well enough, quickly enough or easily enough.

Miami-Dade County Public Schools

Division of Academics, Elementary English Language Arts

Read-at-Home Plan for Student Success

Reading with your child is a proven way to promote early literacy. You can influence your child's success in school by making reading a daily routine in your home. Research shows that students who read at least 30 minutes per day score in the 90th percentile on standardized tests. Do you want to help your child be successful in school? They simply need to read.

WHAT CAN I DO TO SUPPORT MY CHILD?

Read at home with your child daily (at least 30 minutes) with books they enjoy. Some ways to do this:

- Read out loud to your child.
- Listen to your child read.
- Echo read (you read a line, then they repeat).
- Read together at the same time.
- Reread or retell favorite stories.
- Talk to your child about the reading.

As you read:

- Ask your child to share what they remember.
- Ask questions about the reading.
- Talk about your favorite parts.
- Talk about what you have learned.
- Talk about how the pictures in the book connect to the words on the page.
- Help connect the reading to your child's life or other books they've read.



Reading Begins at Home:

Strong parental involvement is a key component of the ***Read-at-Home Plan***. 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.

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/her know you are proud of his/her reading.

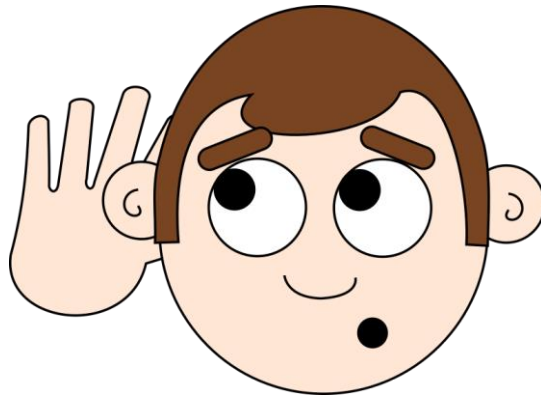
Second & Third Grade

- Build reading accuracy by having your child read aloud and point out words he/she missed and help him/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.
- Echo and repeated readings of text selection will improve fluency and increase comprehension.

Fourth & 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 he/she missed and help him/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.
- Build reading comprehension by talking with your child about what he/she is 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 he/she has learned from the book. Encourage him/her to read independently.

*Taken from the U.S. Department of Education "Helping Your Child Become A Reader" and The Partnership for Reading "Put Reading First" publications.



Phonological Awareness

Phonemic awareness is the ability to hear and distinguish sounds. This includes:

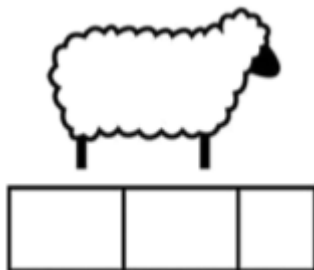
- **Recognizing sounds, alone and in words**
- **Adding sounds to words**
- **Taking apart words and breaking them into their different sounds**
- **Moving sounds**

Phonological Awareness Activities:

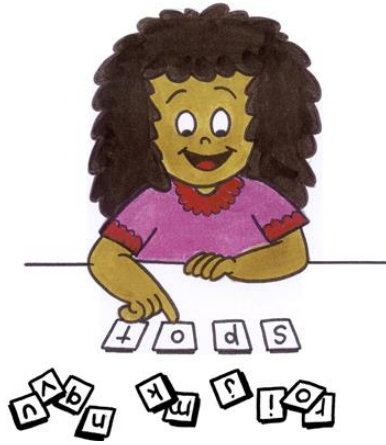
- ☐ Demonstrate clapping a word into its syllables. Ask your child to clap words into syllables.
- ☐ Make tally marks for the number of syllables in the names of people in your family, favorite foods, etc.



- ☐ Give your child a small car (such as a Matchbox car). Write a 5+ letter word on a piece of paper with the letters spaced apart. Have your child drive the car over each letter saying the letter sound. Have your child begin driving the car slowly over the letters and then drive over them again slightly faster. Continue until the word is said at a good rate.
- ☐ To help your child segment (separate) sounds in words:
 - o Give your child 4-7 blocks, beads, bingo chips or similar items. Say a word and have your child move an object for each sound in the word.



- o 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.
- o Jump for Sounds. Say a word and have your child jump for each sound in the word while saying the sound.



Phonics

Phonics is the ability to understand the relationship between letters and the sounds they represent. This includes

- Recognizing print patterns that represent sounds
- Syllable patterns
- Word parts (prefixes, suffixes, and root 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:

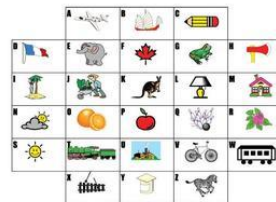
nth, sch, shr, spl, spr, squ, str, thr

Common Vowel Digraphs:

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

Phonics Activities:

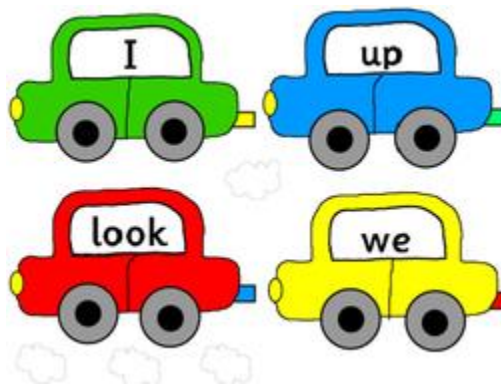
- ☐ Make blend-sounds and have your child write the letters that match the sounds.
- ☐ Play word games that connect sounds with syllables and words (for example, if the letters "l-a-t-e-r" spell later, how do you spell hater? How many syllables are in later?).
- ☐ Writing words - Many children love to send and receive notes, and writing is a great way to reinforce phonics skills. Send your child notes in his/her 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 him/her write back. Don't be concerned about spelling. Instead, have your child sound out the words to the best of his/her ability.
- ☐ Hunting for words - Choose a blend and have your child hunt for five items beginning with that sound. As each object is found, help your child write the word on a list. For example, if the target sound is "bl", the child might find and write blanket, blood, blue, blizzard, blast.
- ☐ Hints for helping your child sound out words:
 - o 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.
 - o 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".
 - o Familiar Parts - When your child starts reading longer words, have him 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.
- ☐ Play "Memory" or "Go Fish" using consonant and vowel digraphs, trigraphs, and blend



High-Frequency Words

High-Frequency Words appear often in oriented English, but are not readily decodable in the early stages of reading instruction.

- These words are essential to fluent reading
- Repeated exposure and memorization are crucial for students to read quickly and fluently



High-Frequency Word Activities:

- Word Books - Children can keep a word book. Folded and stapled construction or white paper, pencils, and crayons are all that is required. Add high-frequency words to their books. They may use the books as a reference when reading new texts.
- Word Detective - Invite children to be high-frequency word detectives. They can locate assigned words in print materials they encounter in their daily lives.
- Word Games - Bingo is a consistent favorite. While playing bingo, as you call out each word, monitor to ensure that they recognize 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 the high-frequency words.
(See below and on the following pages for high-frequency words by grade level)
- Memory - Create two of each high-frequency word card. Lay the cards face down on the floor and take turns trying to match identical words.
- Funny Voices - Flash the cards to your child, and have him/her read a word in a robot voice, an old voice, a squeaky voice, and a monster voice.
- Making Sentences - Hand out high-frequency word flashcards. Encourage them to combine the various words in order to make sentences.



Grade K • High-Frequency Words

- | | | |
|---------|------------|-----------|
| 1. I | 15. he | 28. me |
| 2. can | 16. with | 29. this |
| 3. the | 17. is | 30. what |
| 4. we | 18. little | 31. help |
| 5. see | 19. she | 32. too |
| 6. a | 20. was | 33. has |
| 7. like | 21. for | 34. play |
| 8. to | 22. have | 35. look |
| 9. and | 23. of | 36. where |
| 10. go | 24. they | 37. good |
| 11. you | 25. said | 38. who |
| 12. do | 26. want | 39. come |
| 13. my | 27. here | 40. does |
| 14. are | | |

Grade 1 • High-Frequency Words

- | | | |
|------------|--------------|--------------|
| 1. a | 47. jump | 93. upon |
| 2. and | 48. move | 94. ago |
| 3. are | 49. run | 95. boy |
| 4. can | 50. two | 96. girl |
| 5. do | 51. again | 97. how |
| 6. for | 52. help | 98. old |
| 7. go | 53. new | 99. people |
| 8. has | 54. there | 100. after |
| 9. have | 55. use | 101. buy |
| 10. he | 56. could | 102. done |
| 11. here | 57. live | 103. every |
| 12. I | 58. one | 104. soon |
| 13. is | 59. then | 105. work |
| 14. like | 60. three | 106. about |
| 15. little | 61. eat | 107. animal |
| 16. look | 62. no | 108. carry |
| 17. me | 63. of | 109. eight |
| 18. my | 64. under | 110. give |
| 19. play | 65. who | 111. our |
| 20. said | 66. all | 112. because |
| 21. see | 67. call | 113. blue |
| 22. she | 68. day | 114. into |
| 23. the | 69. her | 115. or |
| 24. this | 70. want | 116. other |
| 25. to | 71. around | 117. small |
| 26. was | 72. by | 118. find |
| 27. we | 73. many | 119. food |
| 28. where | 74. place | 120. more |
| 29. with | 75. walk | 121. over |
| 30. you | 76. away | 122. start |
| 31. does | 77. now | 123. warm |
| 32. not | 78. some | 124. caught |
| 33. school | 79. today | 125. flew |
| 34. what | 80. way | 126. know |
| 35. down | 81. why | 127. laugh |
| 36. out | 82. green | 128. listen |
| 37. up | 83. grow | 129. were |
| 38. very | 84. pretty | 130. found |
| 39. be | 85. should | 131. hard |
| 40. come | 86. together | 132. near |
| 41. good | 87. water | 133. woman |
| 42. pull | 88. any | 134. would |
| 43. fun | 89. from | 135. write |
| 44. make | 90. happy | 136. four |
| 45. they | 91. once | 137. large |
| 46. too | 92. so | 138. none |

Grade 2 • High-Frequency Words

- | | | |
|-------------|-----------------|--------------|
| 1. ball | 47. right | 93. field |
| 2. blue | 48. says | 94. flower |
| 3. both | 49. understands | 95. grow |
| 4. even | 50. work | 96. leaves |
| 5. for | 51. because | 97. light |
| 6. help | 52. cold | 98. orange |
| 7. put | 53. family | 99. ready |
| 8. there | 54. friends | 100. until |
| 9. why | 55. have | 101. about |
| 10. yellow | 56. know | 102. around |
| 11. could | 57. off | 103. good |
| 12. find | 58. picture | 104. great |
| 13. funny | 59. school | 105. idea |
| 14. green | 60. took | 106. often |
| 15. how | 61. change | 107. part |
| 16. little | 62. cheer | 108. second |
| 17. one | 63. fall | 109. two |
| 18. or | 64. five | 110. world |
| 19. see | 65. look | 111. also |
| 20. sounds | 66. open | 112. apart |
| 21. boy | 67. should | 113. begin |
| 22. by | 68. their | 114. either |
| 23. girl | 69. won | 115. hundred |
| 24. he | 70. yes | 116. over |
| 25. here | 71. almost | 117. places |
| 26. she | 72. buy | 118. those |
| 27. small | 73. food | 119. which |
| 28. want | 74. out | 120. without |
| 29. were | 75. pull | 121. better |
| 30. what | 76. saw | 122. group |
| 31. another | 77. sky | 123. long |
| 32. done | 78. straight | 124. more |
| 33. into | 79. under | 125. only |
| 34. move | 80. wash | 126. our |
| 35. now | 81. baby | 127. started |
| 36. show | 82. early | 128. three |
| 37. too | 83. eight | 129. who |
| 38. water | 84. isn't | 130. won't |
| 39. year | 85. learn | 131. after |
| 40. your | 86. seven | 132. before |
| 41. all | 87. start | 133. every |
| 42. any | 88. these | 134. few |
| 43. goes | 89. try | 135. first |
| 44. new | 90. walk | 136. hear |
| 45. number | 91. bird | 137. hurt |
| 46. other | 92. far | 138. old |

Grades 3-5 • High-Frequency Words

- | | | |
|-------------|---------------|-------------|
| 1. a | 47. did | 93. hold |
| 2. about | 48. different | 94. hot |
| 3. after | 49. do | 95. how |
| 4. again | 50. does | 96. hurt |
| 5. all | 51. done | 97. I |
| 6. also | 52. don't | 98. if |
| 7. always | 53. down | 99. in |
| 8. am | 54. draw | 100. into |
| 9. an | 55. drink | 101. is |
| 10. and | 56. each | 102. it |
| 11. another | 57. eat | 103. its |
| 12. any | 58. eight | 104. jump |
| 13. are | 59. even | 105. just |
| 14. around | 60. every | 106. keep |
| 15. as | 61. fall | 107. kind |
| 16. ask | 62. far | 108. know |
| 17. at | 63. fast | 109. laugh |
| 18. ate | 64. find | 110. let |
| 19. away | 65. first | 111. light |
| 20. back | 66. five | 112. like |
| 21. be | 67. fly | 113. little |
| 22. because | 68. for | 114. live |
| 23. been | 69. found | 115. long |
| 24. before | 70. four | 116. look |
| 25. best | 71. from | 117. made |
| 26. better | 72. full | 118. make |
| 27. big | 73. funny | 119. man |
| 28. black | 74. gave | 120. many |
| 29. blue | 75. get | 121. may |
| 30. both | 76. give | 122. me |
| 31. bring | 77. go | 123. more |
| 32. brown | 78. goes | 124. most |
| 33. but | 79. going | 125. much |
| 34. buy | 80. good | 126. must |
| 35. by | 81. got | 127. my |
| 36. call | 82. green | 128. myself |
| 37. called | 83. grow | 129. never |
| 38. came | 84. had | 130. new |
| 39. can | 85. has | 131. no |
| 40. carry | 86. have | 132. not |
| 41. clean | 87. he | 133. now |
| 42. cold | 88. help | 134. number |
| 43. come | 89. her | 135. of |
| 44. could | 90. here | 136. off |
| 45. cut | 91. him | 137. old |
| 46. day | 92. his | 138. on |

Fluency

Fluency is the ability to read with sufficient speed to support understanding. This includes:

- Automatic word recognition
- Accurate word recognition
- Use of expression



Fluency Activities:

- ☐ Repeated reading - Choose a passage that will not be very difficult for your child. Read the passage aloud to your child, and then read it together, helping your child figure out any tricky words. Next, have your child read the passage to you with a focus on accuracy. Finally, have your child read the passage to you again, paying attention to fluency and expression. The goal is to sound smooth and natural.
- ☐ Use different voices - When reading a familiar story or passage, try having your child use different voices. Read the story in a mouse voice, cowboy voice, or a princess voice. This is another way to do repeated reading, and it adds some fun to reading practice.
- ☐ Read to different audiences - Reading aloud is a way to communicate to an audience. When a reader keeps the audience in mind, he/she knows that his reading must be fluent and expressive. Provide a variety of opportunities for your child to read to an audience. Your child can read to stuffed animals, pets, siblings, neighbors, grandparents - anyone who is willing to listen. This is a good way to show off what was practiced with repeated reading.
- ☐ Record the reading - After your child has practiced a passage, have him/her record it with a tape player, cell phone, or MP3 device. Once recorded, your child can listen to his reading and follow along in the book. Often, he/she will want to record it again and make it even better!
- ☐ When you read a story, use appropriate expression during dialogue. Encourage your child to mimic your expression. Talk with him/her about what that expression means. Ex: If the character is excited about going to the park, he/she should sound like that in his/her voice. Encourage your child to repeat key phrases or dialogue.
- ☐ Make your own books of favorite songs for child to practice “reading”. This builds confidence and helps your child identify him/herself as a reader.
- ☐ Alternate repeating the favorite lines of a poem with your child. He/ she will mimic your phrasing and expression.





Vocabulary

Vocabulary is the students' knowledge of and memory for word meanings: This includes:

- **Receptive Vocabulary**
 - Words we understand when read or spoken to us
- **Expressive Vocabulary**
 - Words we know well enough to use in speaking
And writing

Vocabulary Activities:

☐ Read aloud - Continue to read aloud to your child even after he is 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.

☐ Hot potato -

- Play hot potato with synonyms (words with similar meanings). Choose a word, and then your child has to think of another word that means the same thing. Take turns until neither player can think of another word. For example, you may say, "Cold," and your child might say, "Freezing." Then you could say, "Chilly," and so on. Try the game again with antonyms (opposites).
- Play hot potato with prefixes or suffixes. The prefixes dis-, ex-, mis-, non-, pre-, re-, and un- are common. Common suffixes include -able/-ible, -ed, -er, -est, -ful, -ish, -less, -ly, -ment, and -ness.
- Play hot potato with categories. For younger children, the categories can be simple: pets, clothes, family members. For older children, the categories can be quite complex: The Revolutionary War, astronomy, math terms.

☐ 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 him/her to the correct meaning. Try to use some of the words in conversation.

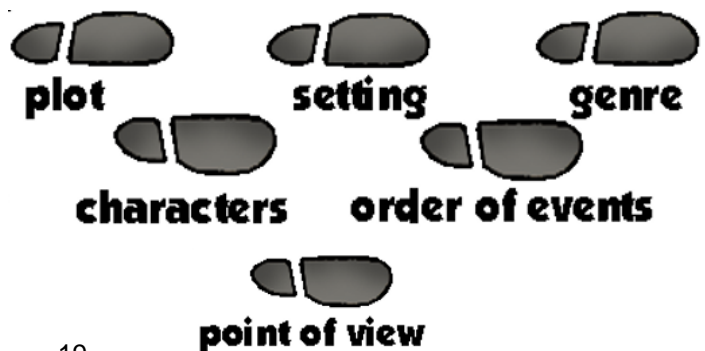
☐ Play "categories" with your child. Name a topic such as "ecosystems" and ask your child to think of all the words he/she can related to that topic. This is a great way to build word knowledge!

☐ When you read a book about a topic, ask him/her to tell you all the words related to it. Ex: If you read a book about dinosaurs, he/she might say Tyrannosaurus Rex, paleontologist, herbivore, carnivore, fossil. Add other words to help expand upon what he/she says.

Comprehension

Comprehension is the ability to understand and draw meaning from text. This includes:

- Paying attention to important information
- Interpreting specific meanings in text
- Identifying the main idea
- Verbal responses to questions
- Application of new information gained through reading



Comprehension Activities:

- ☐ Sequencing comics - Choose a comic strip from the Sunday paper. Cut out each square and mix the squares up. Have your child put them in order and describe what is happening. Encourage your child to use words like first, second, next, finally, etc.
- ☐ Every day comprehension - Ask your child who, what, when, where, why, how questions about an event in his/her day. Once your child is comfortable answering these questions about his/ her experiences, try asking these questions about a book you've read together.

Reading Fiction

- ☐ Before 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 this story? Why?" This will help your child set purpose for reading.
- ☐ During reading - Stop every now and then to ask your child to tell you what has happened so far or what he/she predicts will happen. You might also ask for your child's opinion. "Do you think the character did the right thing? How do you feel about that choice?" Explain any unfamiliar words.
- ☐ After reading - Ask your child to retell the story from the beginning, and ask for opinions, too. "What was your favorite part? Would you recommend this to a friend?"

Reading Nonfiction

- ☐ 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 already knows about the topic. Look at the table of contents.
- ☐ During reading - Don't forget 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 it mostly about? What do you still want to know? Where could you find out?"

Other Ideas

- ☐ Discuss words related to stories such as characters, problem, and solution. For example, "How did the Wright Brothers find a solution to help their plane fly longer?" If the child does not know, show the picture or reread the page.
- ☐ Ask questions about character traits. Ex: "Which character do you think was kind? Which character was bossy? How do you know?" If your child doesn't know, give your answer. You may need to do this many times before your child can do it.
- ☐ Encourage deeper thinking by asking, "If the story kept going, what do you think would happen next?"
- ☐ Help your child make connections to his/her life experience while reading. You could say, "Is there anything you read in the story that reminds you of something?"

Additional Literary/Fiction Questions

Setting:

- *What is the setting in the story? (time, place)
- *How is the setting important to the characters and the sequence of events?
- *Describe in depth the key details about the setting?

Characters:

- *How would you describe the character(s)?
- *What was the character's motivation to _____?
- *What was the character doing? What was the character thinking and/or feeling?
- *How did the character's actions contribute to the sequence of events in the story?
- *How did the character respond to challenges?

Sequence of major events:

- *What were the major events in the story?
- *Describe in depth about the events in the story or drama. Use KEY DETAILS to describe the events.

Plot:

- *Who are the character(s)?
- *What did they want (their goals)?
- *What was the problem?
- *How did they solve it?
- *How did the story end? Summarize.

Conclusions:

- *Recount the story. Be accurate.
- *What was the central message? Theme?
- *How did illustrations contribute to the story?

Author's purpose:

- *What was the author's purpose in writing this story? Support your answer?
- *What was the author's point of view based on text evidence?
- *What did you notice about the author's word choice in describing the characters, setting, events, and plot?
- *What literary devices were used?
- *What was the mood / tone?

Connections:

- *Compare and contrast stories in the same genre. (themes, characters, settings, word choice, plot, major events).
- *How does your prior knowledge help to deepen your understanding of _____?

Additional Informational / Nonfiction Questions

Main topic:

- *What is this text mostly teaching or informing us about? How did the text features support your understanding?
- *What is the MAIN TOPIC of this text?
- *What are the KEY DETAILS that support the important facts about the Main Topic?

Sequence of information:

- *What order does the author give us information about the topic? (Beginning, Middle, End)
- *Compare and contrast the overall structure of events, ideas, concepts or information in 2 or more texts.

Big idea(s) & Key Details:

- *What are the most important main ideas in the text?
- *Recount what the text is mostly about?
- *What is the gist of what you have read and learned? Summarize the text.

Key vocabulary:

- *What are the most important words in the text?
- *What are words that teach us about the Main Topic? What do they mean?

Conclusions:

- *What are the KEY DETAILS in the text?
- *What logical inferences can you make about the key details you learned about the Main Topic?

Author's purpose:

- *Why did the author write this text?
- *What is the author's point of view?
- *What text features did the author include? Why?
- *Explain how the author used reasons and evidence to support points made in the text.

Connections:

- *Compare and contrast the main topic to other topics.
- *Explain the relationship or interaction between two or more individuals, events, ideas or concepts



Resources for *Read-at-Home* Plan:

The resources below provide your child with online links to top-rated national, state, and local online resources. These resources support and compliment our *Read-at Home* Plan.



myON, available through student portal, is an award-winning personalized literacy environment that incorporates:

- Enhanced digital reading content
- Daily news articles written for students
- The Lexile® Framework for Reading
- Cutting-edge literacy tools
- Embedded metrics to monitor activity and growth



MDCPS Virtual Library <http://virtuallibrary.dadeschools.net/> provides access to top-rated 21st century elementary and secondary research tools from home or school.



ABDO Digital <https://abdodigital.com/login/>, username and password: miamidade, miamidade, provides a small collection of eBooks for elementary, middle and senior features ease of use, table of contents, keyword searching, and bookmarking. It is compatible with both Mac and PC.
Username & Password: miamidade, miamidade



TumbleBook Library (Elementary) <http://asp.tumblebooks.com/Home.aspx?categoryID=13>, username and password: miamidade, miamidade, is an online collection of animated, talking picture books which teach kids the joy of reading in a format they'll love. Tumblebooks are created by taking existing picture books, adding animation, sound, music and narration to produce an electronic picture book which you can read, or have read to you. This collection includes books in Spanish, reading comprehension quizzes, puzzles and games, and teacher resources. The entire website can also be viewed in Spanish. Username & Password: miamidade, miamidade



Miami-Dade Public Library System delivers quality services, including print and digital format of children's books reflecting the informational, educational, and recreational needs of our community.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Just Read, Families!

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

Additional Resources for *Read-at-Home* Plan :



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



U.S. Department of Education

Family, School, and Community Engagement Webinar Sessions:

http://www.nationalpirc.org/engagement_webinars/archives.html



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



Scholastic <http://www.scholastic.com/parents/>



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



Storyline <http://www.storylineonline.net>



We Give Books <http://gws.ala.org/content/we-give-books#.WaRy-vqGPcs>



Kids Reads <http://www.kidsreads.com/>



Library of Congress <http://www.read.gov/kids/>