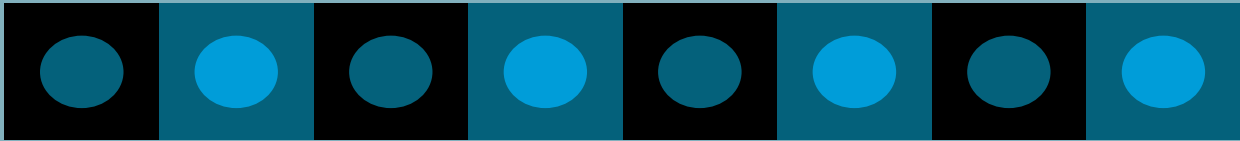


# Mascotte Charter School

## Read at Home Plan



### Kindergarten—3rd grade

Activities to help your child with the six components of reading:

- ◇ Phonemic Awareness
- ◇ Phonics
- ◇ Reading Fluency
- ◇ Vocabulary
- ◇ Comprehension
- ◇ Oral Language



# Table of Contents

1. B.E.S.T. Standards	3
2. Parent Letter	4
3. Does 10 minutes a day matter when you read?	5
4. Phonemic Awareness	6
5. Phonemic Awareness Activities	7
6. Phonics	8
7. Phonics Activities	9
8. High Frequency Words Kindergarten	13
9. High Frequency Words 1st grade	14
10. High Frequency Words 2nd grade	18
11. High Frequency Word Activities	24
12. Reading Fluency	25
13. Reading Fluency Activities	22
14. Vocabulary/Activities	27
15. Comprehension	28
16. Comprehension Activities K & 1	29
17. Comprehension Activities 2 & 3	31
18. Oral Language/Activities	36
19. Literacy First Kindergarten PA Skills	39
20. Literacy First 1st grade PA Skills	40
21. Literacy First Phonics Skills kindergarten and 1st grade	41
22. Literacy First Phonics Skills 2nd grade	42
23. Reading at Home	43
24. Accelerated Reader	44
25. Habits for Success	45
26. Online Resources	47

# New Standards

- Florida has new standards Benchmarks for Excellent Student Thinking (B.E.S.T.) Reading success is a combination of the 6 areas of reading and the practice of Reading, Speaking, Writing and Thinking each day. Children are learning at a greater depth of knowledge when they are analyzing and synthesizing as they read. Making a connection to the text gives the confidence to answer and ask questions to increase their reading success.

Dear Parents,

You are an important partner in developing your child's literacy skills. Helping your child to read on grade level by third grade is very important in preparing your child to be successful in life. At school your child is thinking, discussing, reading and writing about many different things. Please talk with your child about his/her day and what they are learning. Then take 15-20 minutes to read with your child. In kindergarten and the beginning of first grade parents may be reading to the child until he/she is reading. These few minutes each day will have a positive effect on your child's literacy development.

Mascotte Charter has developed an at home reading plan in order to you help your child grow his/her literacy development.



A look at what happens when only 10 minutes a day is added to a student's reading

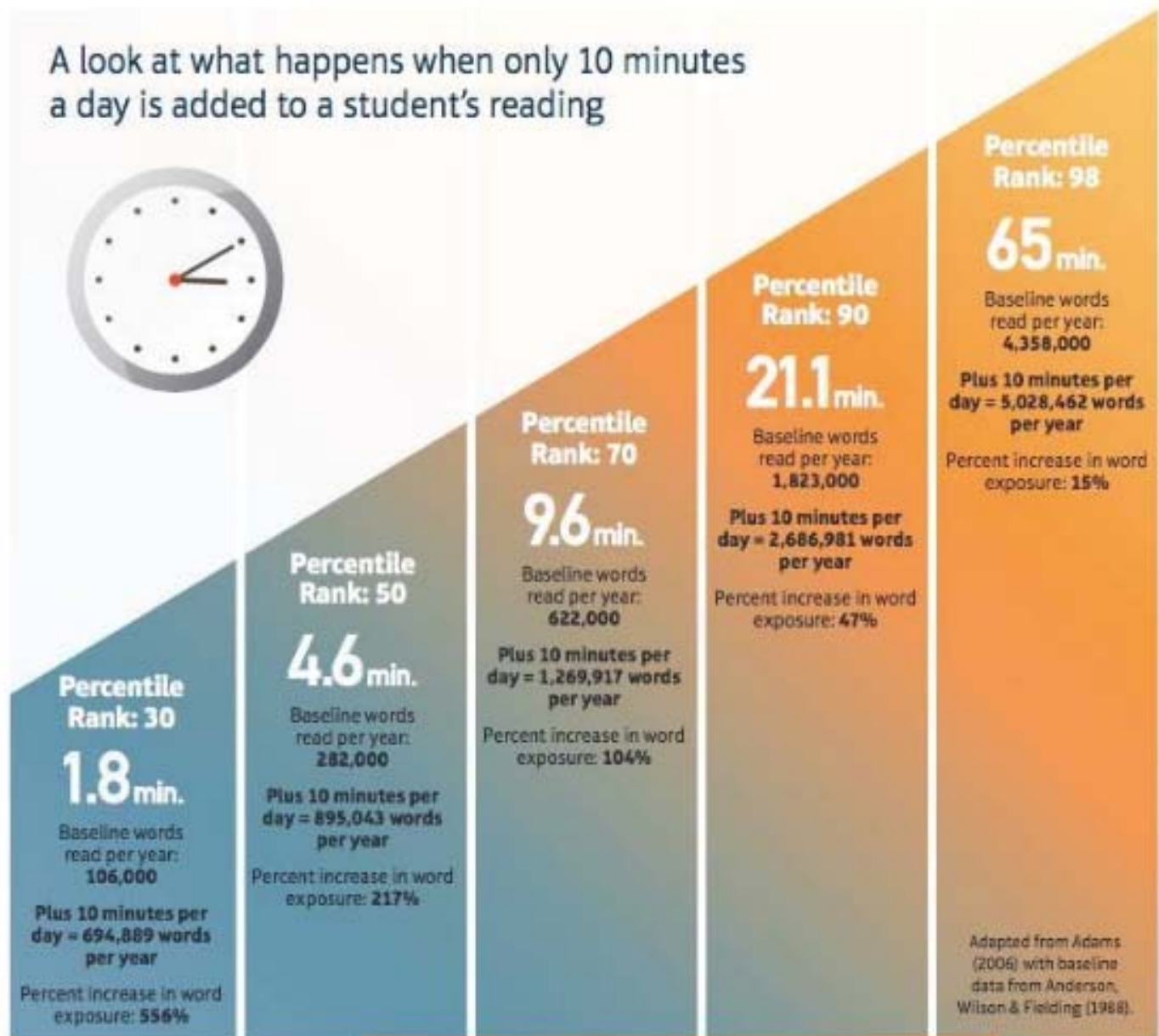


CHART I

*From Disrupting Thinking by Beers & Probst, p. 137*

# Six Components of Reading



## 1. Phonemic Awareness

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

recognizing sounds in words and alone

Adding sounds and taking sounds away in words

Taking apart words to isolate the different sounds

Moving sounds in words

# Phonemic Awareness Activities

## Kindergarten and First Grade

- ♦ Play I Spy using letter sounds instead of colors. Say “I spy something that begins like /f/” or “I spy something with these sounds /c/ /a/ /t/. Then the child is the teacher and you are the student.
- ♦ Play What sounds do you hear? You say frog. Your child will say /f/ /r/ /o/ /g/.
- ♦ Play Sound substitutions with family names I am going to say Logan with a /t/... Togan.
- ♦ If you are reading text that has rhyming words at the end of each line have your child guess what the rhyming word will be. At the farm I saw a pig he is very \_\_\_\_\_. (big)
- ♦ Ask your child to recognize and produce rhymes. Does hot and pot rhyme? Tell me a word that rhymes with lake.
- ♦ Blend sounds together. Say /c/ /a/ /t/. Ask your child what word. Say it fast.

## Segmenting or separating Sounds

- ♦ Using chips or blocks say a word and have your child separate the sounds. Say top, your child says /t/ /o/ /p/ has 3 sounds
- ♦ Jump for sounds □ I am going to say bug. What are the sounds in bug. The child says /b/ /u/ /g/



# Phonemic Awareness Activities

## Second and Third grade

### Segmenting or separating Sounds

- Using chips or blocks say a word and have your child separate the sounds. Say top, your child says /t/ /o/ /p/ has 3 sounds
- Jump for sounds □ I am going to say bug. What are the sounds in bug. The child says /b/ /u/ /g/

### Syllable Segmentation—word parts

Clap the parts of the word. You say a word, happy. Your child claps hap/py . There are 2 parts in the word happy.



## 2. Phonics

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

Mascotte Charter uses Secret Stories to teach letters and sounds. Your child will bring home a Secret Stories poster. Please have your child share the Secret Stories® that they have learned in class. This is multi sensory phonics instruction rooted in the Science of Reading.

Your child will be learning individual consonant letter sounds B /b/, G /g/ , Vowel sounds long and short, Consonant blends and Diagraphs, Consonant tri-graphs, Vowel diagraphs and “r” controlled vowels.

Your child will also be learning about the 6 syllable types to assist in decoding multisyllabic words.

# Phonics Activities

## Kindergarten and First Grade

- ♦ Making words—you need magnetic letters or letter cards. Sort the vowels into one pile and place in a baggie. Divide the consonants into 2 piles and place each into separate baggies. Students are making CVC words. Student draws a letter from the first consonant bag. This is the first letter of the word. Then they draw a vowel for the next letter and then they draw a consonant out of the last bag. Student reads the word that they have made. Discuss if it is a real word or a nonsense word. Make words until you are out of letters. It is extremely important that your child is able to decode nonsense words. Longer multisyllabic words are made up of short syllables that are often nonsense words.
- ♦ Labeling words—As you are reading keep post-it notes nearby. Have your child label the occasional picture on the page. As the student rereads the book they read the labeled picture as well.
- ♦ Hunting Words—Choose a letter, high frequency word, syllable type or any phonics that has been learned and search for it in texts as the student reads.
- ♦ Picture Beginning sound match—students search for pictures with specific beginning sound. Pictures are cut out and glue on a page to make a collage.

## Hints for helping your child sound out words

- Look at each letter in the word and make the sounds in order. Blend the sounds together to read the word.
- If there are special letter combinations ask your students if he/she sees any Secret Stories® to help them decode the word.
- Write notes to your child. They love to read them.
- Write a sentence on a piece of paper. I see the big cat. Your child will read the sentence and draw a picture to illustrate the sentence.
- Practice environmental print. Often young children recognize the McDonald®'s sign long before they can read. Have the child search for words to read wherever you are.
- Make shopping into a game. As you go down the aisle have the student look for a product that begins with a specific letter.
- Use sidewalk chalk or play-doh® to have them write letters and words.

# Phonics Activities

## Second and Third Grade

- ♦ Say blend sounds and have your child tell/write the letters in the sounds. /s/ /n/ s and n
- ♦ Make sound flash cards with the Secret Stories® sounds. Hold the card up and the student says the sound.
- ♦ Sound Scavenger Hunt. Give your child a specific sound /er/. Your child finds an object or a word with the sound. Paper has the /er/ sound at the end.
- ♦ Writing words—Children love to write and receive notes and letter. An interactive journal would let the write to you each day and then you respond.

## Hints for helping your child decode words

- ♦ Look at the letters, make the sounds and blend together
- ♦ Have the child look for any Secret Stories® in the word.
- ♦ Look at the word for familiar words in the word that they know. Lipstick -they might know the word lip and that gives a starting place to decode the word.
- ♦ Matching sentences to words. Write sentences that your child can decode/read. Draw pictures to illustrate the sentences. Play a match game with the sentences and pictures.

# High Frequency Words

High Frequency words are words that appear often in reading and writing. These words are not easily decodable because the vowel patterns are not usually taught at that grade level. Our students should be able to use Secret Stories® to decode/read many these words.

- These words are essential to fluent reading
- Repeated exposure is crucial for students to read with automaticity and fluently.

## Kindergarten 50 High Frequency Words

the	this	on	but	do
at	have	what	all	if
I	not	an	were	go
a	he	are	as	no
to	she	of	they	has
in	was	that	when	him
is	for	be	your	her
you	with	had	said	my
it	can	by	or	so
and	we	me	there	did

## First Grade High Frequency Words

### List A

He	at	there	some	my
Of	be	use	her	than
And	this	an	would	first
A	have	each	make	water
To	from	which	like	been
In	or	she	him	call
Is	one	do	unto	who
You	had	because	time	how
That	by	their	has	red
It	me	if	look	now

## First Grade—List A Continued

He	but	will	two	find
Was	not	up	more	long
For	what	other	write	down
On	all	about	go	day
Are	were	out	see	did
As	we	many	number	get
With	when	then	no	come
His	your	them	way	made
They	can	these	could	may
I	said	so	people	part



## First Grade List B

Over name boy such change

New good follow don't off

Sound am came turned play

Take man want here going

Only think show why air

Little say also asked away

Work great around went animals

Know where form men house

Place help three read I'm

Years through small need page

## First Grade List B Continued

Live	much	see	land	were
Me	before	put	different	mother
Back	line	end	home	answer
Give	right	does	us	found
Most	too	another	move	day
Very	means	well	try	still
After	old	large	kind	learn
Things	any	must	hand	should
Our	same	big	picture	became
Just	tell	even	again	world

## Second Grade High Frequency Words list C

Cat      above      bed      catch      across

Caught    add      certain    began      against

Behind    city      being      class      believe

Clean      almost      below      close      along

Best      clothes      cold      better      already

Coming    between      always    bike      although

Black      complete      among      boat      couldn't

Body      country      books      cut      boot

Dad      both      dark      box      deep

Care      carry      able      wish      become

## Second Grade List C Continued

Anything	bring	broke	didn't	bother
Died	brought	ask	build	dinner
Busy	ate	buy	dog	doing
Baby	called	bad	door	ball
Draw	beautiful	car	dream	dry
Full	during	however	funny	fun
Early	game	hurt	earth	gave
Easy	I'd	eat	getting	idea
Either	enough	important	else	girl
Goes	inside	instead	gone	ever

## Second Grade List C Continued

Everyone      every      got      everything      grade

Fact      family      green      job      fare

Group      jump      fast      grow      father

Keep      favorite      half      kept      feel

Kids      feet      happy      killed      fell

Hard      few      knew      field      fight

Having      lady      finally      head      fine

Hear      last      fire      heard      later

Heart      fish      heavy      leave      food

Left      fix      less      let      five

## Second Grade List C Continued

High      life      hill      light      form

Four      hit      list      free      hold

Friend      hope      lived      front      hour

Lives      ride      looking      river      lost

Room      lot      often      round      lots

Run      love      running      lunch      once

Mad      sat      main      order      making

Scared      school      sea      outside      second

Maybe      means      own      seen      shall

Paper      several      might      park      set

## Second Grade List C Continued

Miss	mind	party	ship	mom
Past	short	money	shot	moon
Perhaps	person	morning	pick	shown
Sick	side	plants	simple	since
Possible	sister	myself	size	probably
Problem	sky	near	sleep	rain
Snow	next	ready	nice	real
Someone	night	really	reason	something
Soon	red	nothing	rest	space
Special	stand	today	without	start



## Second Grade List C Continued

Together      woke      started      told      state

Stay      took      wouldn't      top      stood

Tree      yard      stop      tried      store

Trouble      yes      story      you      street

Trying      your      summer      stuff      under

Sun      until      sure      upon      talk

Teach      used      teacher      ten      walk

Wanted      that's      themselves      wasn't      watch

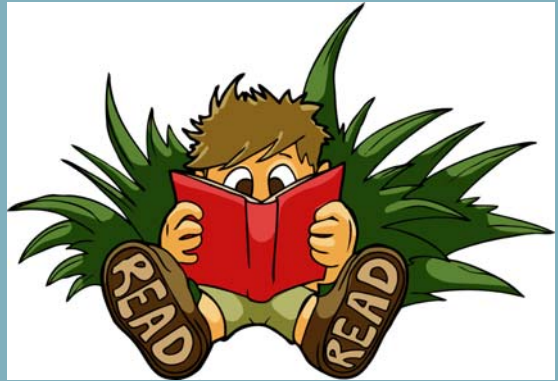
Week      they're      third      while      those

Though      whole      thought      win      throw

# High Frequency Words Activities

- Flash cards □ make flash cards of the words and put them in your car. Students can practice them when you are traveling.
- Environmental Print—Look for high frequency in stores on billboards on boxes or cans. Create an awareness that these words can be found anywhere.
- Bingo - have your child make a few Bingo boards. Write high frequency words in the squares. Use flash cards to draw and call words.
- Word Scavenger Hunt □ Give your child some post it notes. As they reading have the child place a post it note on the page with the high frequency words.

### 3. Reading Fluency



Reading Fluency is not reading as fast as you can.

Reading fluency is:

- the ability to read using expression and correct volume
- Chunking words into phrases not reading word by word
- Reading words smoothly without pauses and sounding out
- Reading words at a consistent pace that allows comprehension of the text, not too slow, not too fast, just right!

# Reading Fluency Activities

- ♦ Letter naming□ Print a line letters or place letters cards in a row. Children should be able to name each of the letters with automaticity, smoothly with no hesitation.
- ♦ High Frequency Words□ Children should be able to smoothly and accurate read each word in 3-5 seconds
- ♦ Echo Reading□ You read a phrase, your child reads a phrase
- ♦ Sentence Reading—Write sentences for your child to read with words they know. Model reading the sentence with expression and pacing. Your child then reads practicing expression and pacing
- ♦ Multi Sentence Reading□ You can either write a few short sentences or use a passage from a book. Model reading with expression for your child. Stop at the end of the sentence and take a breath. Continue reading. Question marks indicate that your voice should go up to indicate a question. Use voices to indicate different characters. Then your child should read using all of those elements of fluency
- ♦ Repeated Readings□ Reading a passage over several times should increase the fluency and confidence of your child.
- ♦ Choral Reading□ Read with your child out loud. This is particularly good for pacing.
- ♦ Recorded/Video Readings□ Record/video your child reading. Play it back to them to hear and reflect on what they need to do to improve.

## 4. Vocabulary

Vocabulary is a set words that a person understands the meaning of the words and uses the words correctly in context. Words are tiered to indicate the difficulty and usage. Tier 1 words are common everyday day words. Tier 2 words are less common and usually have a more precise meaning. Tier 3 words are usually content specific to a profession or knowledge base.

Students know the meaning of cold. Synonyms such as cool, chilly, frigid and frosty all mean cold but they indicate degrees of coldness.

Hints for increasing vocabulary

- ♦ Talk to your child, read with your child, oral language helps to develop vocabulary
- ♦ Word sharing□ All members of the family look for an interesting word for the day. In the evening have a 5 minute share where everyone shares their interesting word, what it means and how it was used.
- ♦ Synonyms/Antonym play□ Say a word, the next person has to say a synonym or antonym for the first words. Take turns until you can not think of anymore synonyms or antonyms.
- ♦ Categories□ Pick a topic such as the beach. Take turns naming all the words that you can think of that connect with the beach. Connections help children to remember words and their meaning.
- ♦ Read books above your child's level to expose them to new vocabulary. Your child should be comfortable asking about words they do not know.
- ♦ Multi-meaning words□ Take the time to talk about words that have more than one meaning, Bat—an animal that is nocturnal, bat—a stick that you use to hit the ball.
- ♦ Homophones□ Discuss words that sound a like but are spelled different—to, two, too.

## 5. Comprehension

Comprehension is ability to process oral or written language and understand the meaning. More complex comprehension includes, identifying cause and effect, drawing conclusions, identifying themes and author's purpose/perspective, summarizing and comparing and contrasting.

### Kindergarten and First Grade Comprehension Activities

- ♦ Retelling– students retell the story using the main points
- ♦ Sequencing– Retelling using beginning middle and end to indicate timing in the story.
- ♦ Conversations– in the evening ask your child about his/her day using the who, what when, where and how question words. Who did you sit by at lunch, what did you eat, when did you finish your lunch, where did you go after lunch and how much did you eat, are easy questions. What was your favorite part of your day and why are also good questions for understanding your child's day and to get them understand comprehension.
- ♦ Read/Think Aloud - As you prepare to read to your child pose questions, what do you think the girl is going to do with the cookies in the bag? Why did the boy take an umbrella? Do you think it is ok for the boy to take his brother's baseball without asking?

## Comprehension Kindergarten and First Grade

### Reading Fiction

- ♦ Discuss the author and illustrator of the story and each one's job. Look at the outside and predict what the story is about by looking at the outside. During reading check to see if the prediction is correct or if your child wants to change the prediction.
- ♦ Stop during reading to ask what is happening or what the characters are feeling in the story.
- ♦ Evaluation □ Did you like this story? Why or Why not? Would you recommend it to a friend.

### Reading Nonfiction/Informational Text

- ♦ Discuss the title and author. Ask your child what he/she knows about the topic. Ask what your child what he/she wants to learn about the topic.
- ♦ Look at the book. Talk about the table of contents, and glossary. Show them how you can go to the chapter about what a shark eats by using the table of contents instead of looking through the entire book.
- ♦ During reading look at graphs, pictures, headings and sub heading and explain that those features help you find information about the topic.
- ♦ After reading ask your child what else would you like to know? Where can we find it?



## Comprehension Kindergarten and First Grade Continued

### Other Ideas

- ♦ Take a quick look at the book. Discuss pictures and what your child thinks will happen in the story.
- ♦ Ask questions about what is happening in the story
- ♦ Discuss story words, characters, problem solution. How do the characters in The Three Little Pigs solve the problem of the wolf blowing their houses down?
- ♦ Ask What was your favorite part? Show it to me. Why did you like that part?
- ♦ Ask character trait questions, Who was bossy? What did the girl do that was kind. What made the boy happy? How do know?
- ♦ Encourage deeper thinking. If the story kept going what do you think would have happened and why?
- ♦ Have your child make connections to his/her life. Does this remind you of our vacation? How?
- ♦ Have your child make predictions to show he/she is thinking about the story. Make change or confirm predictions as you continue to read.
- ♦ Demonstrate the active reading and comprehension process by thinking aloud and modeling. Is that puppy lost? Will he find his family?

# Second and Third Grade Comprehension Activities

- ♦ Comprehension Check□ Ask your child about his/her day. Ask who, what, where, when and how questions. Ask those same types of questions about their favorite TV show and books.
- ♦ Sequencing□ Have your child create a comic strip about a book, or TV show. After he/she has finished have them tell you what happened using first next then and last to transition the story,

## Reading Fiction

- ♦ Discuss the author and illustrator of the story and each one's job. Look at the outside and predict what the story is about by looking at the outside. During reading check to see if the prediction is correct or if your child wants to change the prediction.
- ♦ Ask your child's opinion about what is happening in the story. Do you think that was the right thing for the boy to do? Why? Ask if there any unfamiliar words. If so help them to use context clues to figure out the unfamiliar word.
- ♦ After reading ask what was your favorite part and why? Would you recommend this book to a friend.

## Reading Nonfiction/Informational Text

- ♦ Take a book look. Look at the Title□ what is this book about?, The author, Who wrote this book. Look at the table of contents. Ask specific questions. Which chapter would I find information about what sharks eat?
- ♦ Look at text features discuss heading□ broad ideas, sub headings specific ideas, Graphs, pictures and captions give important information. Ask questions that can be answered using information from the text features.
- ♦ After reading ask what did you learn? What else would you like to know. Where can you look for that information?

## Second Third Grade Comprehension Activities

### Other Activities

- Ask questions related to stories using academic vocabulary. How did the character change in the story? What was the solution to the problem. How are the two girls in the story alike. How are they different. What is the moral of the story?
- Introduce and get your child excited about a book series. If they are struggling readers the familiarity of the characters and settings will make it easier to focus on what is happening in the story, making it comprehension easier.
- Encourage deeper thinking. If the story kept going what do you think would have happened and why
- Have your child make connections to his/her life. Does this remind you of our vacation? How?

## Comprehension Question /Prompting Stems

What is the genre of the story?

Tell me the important details/events from the story.

Describe the characters in the story.

Who is telling the story?

What happened first, next, last? Why do you think that happened?

What was the problem in the story and how did the characters solve the problem?

How did the characters feel when \_\_\_\_\_ happened?

What lesson did the character learn?

How did the story make you feel? Why did it make you feel that way?

What was the book about?

What important details did you learn from the text?

What did you learn from the pictures, captions, sidebars?

Was there anything in the text that you didn't understand?

What does \_\_\_\_\_(vocabulary words) mean? How do you know what the word means?

What are the text features and how do they help you understand the book you read?

Why do you think the author wrote this book?

## **Reading Conferencing Guide**

When your child is reading at home, here are some of the questions you could be asking them to assist in their comprehension.

As you are questioning him/her, have your child justify their response with sentences/phrases from the text.

### **Skill/Strategy: Inferring**

Question Stems:

- Why do you think...?
- What would happen if...?
- What do you predict?
- What do you think that behavior means?
- Can you show me a place where you had to assume something that the author didn't come right out and tell you?
- ♦ What character traits are the characters showing right now? Find text evidence to back that up.

### **Skill/Strategy: Synthesizing**

Question Stems:

- Can you tell me what this piece is about in 15 – 20 words?
- Can you show me a place in the selection where your thinking changed/shifted? How?
- Has your opinion changed at all about a character, situation, problem...? What was your opinion before, & why'd you change your mind?

What do you think the theme of this passage is? What makes you think that?

### **Skill/Strategy: Visualizing**

Question Stems:

- What are you seeing in your mind right now?
- What text helps you imagine? Are there any strong examples of imagery?
- What do you think \_\_\_\_ looks like?

Can you picture anything with this sentence/paragraph?

### **Skill/Strategy: Making Connections**

Question Stems:

- Does this remind you of anything? Why?

Is there a moment in this selection that make you think of something in your own life, another book, TV, movie..?

# **Reading Conferencing Guide Continued**

## **Skill/Strategy: Questioning**

Question Stems:

- What were you wondering about when you read that piece?
- Can you show me a part where you were confused? What questions came to mind at that point?

What questions do you have right now about the character, situation, author, theme?

## **Skill/Strategy: Determining Importance**

Question Stems:

- Can you find text that you think is important to the understanding of this selection?
- Is that an important event? Why or why not?
- Do you think you need to remember this? Why or why not?

Find something in your text that is unimportant & tell why you feel that way.

## **Skill/Strategy: Cause & Effect**

Question Stems:

- Why do you think that happened?
- What caused...?

When \_\_\_\_\_ occurred, what was the outcome?

## **Skill/Strategy: Compare & Contrast**

Question Stems:

Find similarities and differences between \_\_\_\_\_ & \_\_\_\_\_.

Author's purpose, Author's perspective, Characters, Information, etc.

Which of these do you identify with? Why?

## **Skill/Strategy: Main Idea & Supporting Details**

Question Stems:

- What is the author's perspective of this piece?
- What are the reasons/evidence/support for...?
- What is the main idea of this article?

What is this chapter/book mainly about?

## 6. Oral Language

Oral Language - provides the foundation for word reading and comprehension. They are at the heart of listening and reading comprehension, serving as a predictor for both.

### Oral Language Activities

- Talk to your child. Talk about the things you see and hear while you are driving in the car. Have them sit and listen with their eyes closed and tell you what they hear.
- When read stop and ask questions about the story. Why was the mother trying to find her car keys? What can she do if she doesn't find them?
- Use rich vocabulary. Instead of saying that movie was great, say that movie was magnificent. Doing laundry is boring can be doing laundry is tedious. The more children hear rich vocabulary the richer their vocabulary becomes.



## Oral Language Activities Continued

- ♦ Talk with your children—this serves more than one purpose. First you have a better idea of how things are going with your child. Second—television and video games do not promote oral language and vocabulary use. Third—you can share family stories. Let them know that Grandpa was a pilot in the Air Force or that Grandma was the first in her family to graduate from high school. Children have connections to those people and it is meaningful to them.
- ♦ As you talk to your child get close enough that they can see the position of your lips when you say words. If your child is having difficulty practice saying sounds that they struggle with.
- ♦ Pay attention to your child when they speak. I know everyone is busy but children need to know that you value what they are thinking and feeling.
- ♦ Respond to your children's questions or statements with a complete sentence. If they ask what is your favorite color say my favorite color is purple. What is your favorite color?
- ♦ Talk about what you are doing. I am sorting the laundry would you like to help? First I am going to get all of the dirty clothes together in one place. Next week are going to sort it by colors. Let's find everything that is white. Can you help me? Yes those socks are white. Now we need all of the jeans. Can you help me put all of the jeans here?
- ♦ .

## Oral Language Activities Continued

- ♦ Tell stories about when you were a child. My favorite vacation was when I got to go stay with my Grandparents for a month one summer. My cousin Jennifer got to come too. We helped them to pack so that they could move back to Florida
- ♦ Use a mixture of familiar and new vocabulary—while your child needs a rich vocabulary you have to strike a balance between familiar words and new words. Too many new words at a time is confusing. Research indicates a child needs to interact with a word at least 7 times in order to learn it.
- ♦ Singing, reciting poetry, retelling stories, Reader's Theater, plays, and oral reports or speeches are also excellent oral language activities.

# Literacy First

## The Literacy First Continuum

Literacy First is a data tracking tool that has the grade skills listed to document mastery. These are the basic skills that students need in order to be a successful reader. Below that each student should master at the end of the grade level.

### Phonological Awareness

#### Pre K

Concept of a Spoken Word	I like apples. 3 words
Rhyme Recognition	Does pick rhyme with stick?

#### Kindergarten

Rhyme Completion	Complete the rhyme. The bug is on the ____.
Rhyme Production	What word/nonsense word rhymes with hat
Syllable Blending	What word is made when we put foot and ball together?
Syllable Segmentation	Say the two syllables in rainbow
Syllable Deletion	Say outside without side
Phoneme isolation of initial sound	What is the first sound in pig?
Phoneme isolation of final sound	What is the last sound in run?
Phoneme Blending onset and rime	What is this word /m /at/?
Adding Phonemes	Say it. Now add /s/ at the beginning.

# Phonological Awareness

## First Grade

Phoneme Blending all phonemes

What is this word? /p//i//g/

Phoneme Segmentation

What are the sounds in dot?

Phoneme deletion of initial sound

Say bake with /b/

Phoneme deletion of final sound

Say hot without /t/

Phoneme substitution of initial sound

replace the first sound in back  
with /t/

# Phonics

## Kindergarten

Letter names upper and lower case

Letter sounds upper and lower case

Vowel names

Vowel sound short and long

CVC Short Vowel Words    hot cat pig

Onset and Rime/Short Vowel   /b/ /at/    /t/ /ug/

Kindergarten 50 high Frequency Words see page 13

## First Grade

High Frequency Words list A—100 words see page 14-15

Consonant Diagraphs Beginning   ch□ sh-ph-th-wh

Consonant Diagraphs Ending        ch-ck-dge-ng-sh-tch

Consonant Blends Beginning    r□ cr, l- sl, s-sp, 3 letter s□ str

Consonant Blends Ending        ft, ld, mp, nd,nk, sk, st

Long Vowel CVCe                    cake, bite, note, cute

Vowel Diagraphs—Long        ai, ay, ei, es, ey—oa, oe, ow, ou, ew  
Ee, ea, ei, ie, ey—ie, ye,

High Frequency list B □100 words see page 16-17

# Phonics

## Second Grade

Multisyllabic words closed— nap/kin, mis/hap

Vowel Diagraphs other— ew, oo, oe, ue, ui

Vowel Diphthongs— oi, oy, ou, ow

R or L controlled vowels—er, ir, urn, ar, or, al, air

Multi Syllabic Words open— be/low, o/pen

High Frequency Words List C see pages 18 –23

# Reading at Home

Students should be reading at home every day.

Grades K-1 - 15 minutes per day, grades 3-5 - 20 minutes per day.

Mascotte will send home Red folders for students in K-3. The folder will go home for 2 weeks. Then there will be a week with no folder and then the folder with new books will go home. The Red folder will have a baggy with 2-3 books in for the students to read or have read to them in the younger grades. There will also be an activity sheet for ideas on ways for your child to respond to the text.

Because there are many different levels your child might get a baggy with books that are too easy or too hard. When that happens your child can still read the book that is easy for them. Choose one of the more challenging activities from the activity sheet for that book. If the book is too hard then you can treat the book as a shared read or a read aloud. In a shared reading the parent reads a page then the child reads a page.

Students in grades 4 and 5 will be checking out 3 books from the Library to read at home. Students will receive a bookmark with book conversation starters for you to discuss the book your child is reading.

# Accelerated Reader (AR)

Students in 1-5 grade will do Accelerated Reader. Once students take the STAR reading test the student will have a Zone of Proximal Development (ZPD). This tells a student the range of book levels that should be read in order to grow as a reader. For example, a ZPD may be 1.5-3.2. That means the student should be successful and grow as a reader when reading books in that zone.

Each child will have a goal during the 9 weeks for AR points and percentage correct. At Mascotte Charter the percentage correct is 80% for all students. The program takes the child's reading level and independent reading time to formulate the goal. It is helpful for the child if you chunk the goal and have benchmark points so that they are not rushing at the end to meet their goal. For example, students should plan to complete about 10% of their goal each week. If the goal is 6 points then the student needs to earn .6 points each week.

Students reading long chapter books should also plan to read shorter books along with the chapter book in case something happens and the chapter book is not finished by the end of the 9 weeks.

Our data show that students are much more likely to achieve a year's growth in reading if they are completing their AR goals with fidelity

Taking a test for someone or helping someone take a test is cheating. Earning the points through cheating will not help you grow as a reader.



# Habits to Help Your Child Succeed

We often see the word habits and think of bad habits. However there are good habits that you can help instill in your child that can help him/her be successful at school.

- ♦ Be at school on time. Too many absents could cause your child to fall behind. Coming late children often miss valuable instruction. Missing 1 day every other week will equal 18 absences.

- \* Chronic absences 18 or more days

- \* Warning Signs 10-17 days

- \* Satisfactory 9 or fewer absences

- ♦ Help your child decide what clothes and shoes that they will wear the next day before bedtime.
- ♦ Make sure the communication folder/agenda has been signed and all homework is complete and the folder/agenda is in the backpack.
- ♦ Have a consistent bedtime and routine for your child each evening. Elementary students should get between 9-12 hours of sleep each night.
- ♦ If your child has electronic devices, phones or video games they should not have access to these items after bedtime.

## Habits to Succeed Continued

- ♦ Reading with or to your child. Repeated readings is a strategy that increases students achievement. Reread those favorite books!
- ♦ Get a library card and visit the local Library.
- ♦ Let your child see that you read books and articles. This will stress the importance of reading.
- ♦ Sign up for class Dojo and regularly check for communication from the school or teacher. If you have a concern message the teacher.
- ♦ Try to have dinner together as a family each night. Put phones down and talk with your child.
- ♦ Cook with your child. Children love to help and cooking is a great teaching opportunity. You can discuss following directions, sequencing, and measurement as you are cooking.



# Resources

Florida Center for Reading Research

<https://fcrr.org/families>

Freckle

<https://global-zone20.renaissance-go.com/welcomeportal/62733>

Secret Stories

<https://www.thesequeststories.com/learn-more/free-phonics-resources-for-parents/>

ELA BEST Standards

<https://www.fl DOE.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf>