



## READ-AT-HOME PLAN RESOURCES

A read-at-home plan is required to be provided to parents of any K – grade 3 student who has been identified with a substantial deficiency in reading. The Just Read, Florida! Office at the Florida Department of Education has compiled resources that each school district must incorporate into a read-at-home plan provided to the parent of a student who is identified as having a substantial deficiency in reading. A read-at-home plan includes information and resources connected to the essential components of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. These resources are available in an electronic format that is accessible online, and a hardcopy of such resources must be provided by the school upon parent request. To access these resources digitally, click on each link provided.

[Just Read, Florida!](#)

## 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 reading skills aligned to the six components of reading at home. The six components of reading 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. Click on the link below for short family videos with tips and support on how to use the activities to help children grow as readers. Using the 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.

[Supporting Reading at Home](#)

## 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 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 B.E.S.T. ELA Standards.

[Parent Guides for B.E.S.T. ELA Standards](#)

## NEW WORLDS READING

The New Worlds Reading Initiative gives hundreds of thousands of eligible VPK – grade 5 students the chance to build personalized libraries based on students' interests at no cost to families or schools. Materials are available for families on the New Worlds Reading Initiative website, including a variety of resources to support reading at home.

[New Worlds Reading Initiative](#)

For the 2024-2025 school year, the New Worlds Scholarship Accounts provide \$1,200 scholarships to eligible VPK – grade 5 students. This funding may be used for instructional materials; tuition and fees for tutoring services; summer education; and/or after-school programs designed to improve reading, literacy or mathematics skills.

[New Worlds Scholarship Accounts](#)



## OVERVIEW OF ASSESSMENT TYPES

As students progress from K – grade 3, 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.

**Screening** – Screening identifies the probability of risk or success in reading achievement.

**Progress Monitoring** – Progress monitoring, also called interim or formative assessment, determines whether students are learning the skills taught and/or meeting benchmarks throughout the school year.

**Diagnostic** – A diagnostic assessment identifies students' strengths and weaknesses for students identified as at-risk on a screening assessment.

**Summative** – A summative, or outcome, assessment evaluates students' performance relative to a set of content standards generally administered at the end of the school year.

### Overview of Assessment Types

## STATEWIDE ELA ASSESSMENTS

All Florida public school 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 [section \(s.\) 1008.22, Florida Statutes \(F.S.\)](#).

**Florida Assessment of Student Thinking (FAST):** FAST assessments provide information on student mastery of grade-level standards for VPK – grade 10 and provide information on students' 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).

**Grades 3–10 FAST ELA Reading PM3:** In accordance with s. 1008.22(3)(a), F.S., Grades 3–10 FAST ELA Reading PM3 is the statewide, standardized ELA assessment and is used for accountability purposes.

**Florida Alternate Assessment (FAA):** The FAA is aligned with Access Points - Alternate Academic Achievement Standards (AP-AAAS). AP-AAAS reflect 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.

[FAST](#)

[FAA](#)

[Florida Statewide Assessments Portal](#)

## 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 English language proficiency and academic achievement of ELLs. The Bureau of Student Achievement Through Language Acquisition (SALA) has additional resources for families with ELLs.

[SALA](#)

## SUPPORTS FOR PARENTAL INVOLVEMENT

The parent of any K – grade 3 student who exhibits a substantial deficiency in reading or the characteristics of dyslexia shall be immediately notified and consulted in the development of a plan, such as an IEP, a 504 Plan, a schoolwide system of progress monitoring or an individualized progress monitoring plan (IPMP). A student who has been identified as having a substantial deficiency in reading is required to be covered by an IPMP, unless the student has an IEP or 504 Plan that addresses the student’s reading deficiency.

Parents may request to meet with a school administrator and/or the teacher to discuss their child’s progress. Parents may request more frequent notifications, more frequent interventions or supports, and earlier implementation of additional interventions or supports.

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.

[Parent Information](#)

[Dispute Resolution Systems](#)

## 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 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 student has been diagnosed with dyslexia, evidence-based interventions must be provided in accordance with [s. 1008.25\(5\), F.S.](#), based on the student’s specific areas of difficulty as identified by the licensed professional. The Bureau of Exceptional Education and Student Services (BEESS) 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.

[BEESS](#)

## 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 mathematics skills.

[Specific Learning Disabilities](#)

## DID YOU KNOW?

Reading at or above grade level by the end of third grade sets students on a path to learn, graduate and succeed.

## LEARNING DISABILITY

## TYPICAL CHARACTERISTICS

### **Dyslexia:**

A specific learning disability in basic reading skills that can range from mild to severe

- Difficulty with accurate and fluent word recognition and spelling
- Confusion in sequence of letters and sounds
- Easily distracted, difficulty 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

- 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

- Difficulty with number sense, including counting and place value
- Extreme difficulty in performing simple calculations, telling time or working with money
- 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
- High levels of mathematical anxiety

### **Developmental Aphasia:**

A learning disability affecting primarily language and communication

- Poor comprehension skills
- Difficulty in forming words and sentences, speaking and word recall
- Trouble understanding speech
- Difficulty in reading and writing
- Leaving out words like 'the,' 'of' and 'was' from speech
- Speaking only in short phrases that are produced with great effort
- Putting words together in the wrong order