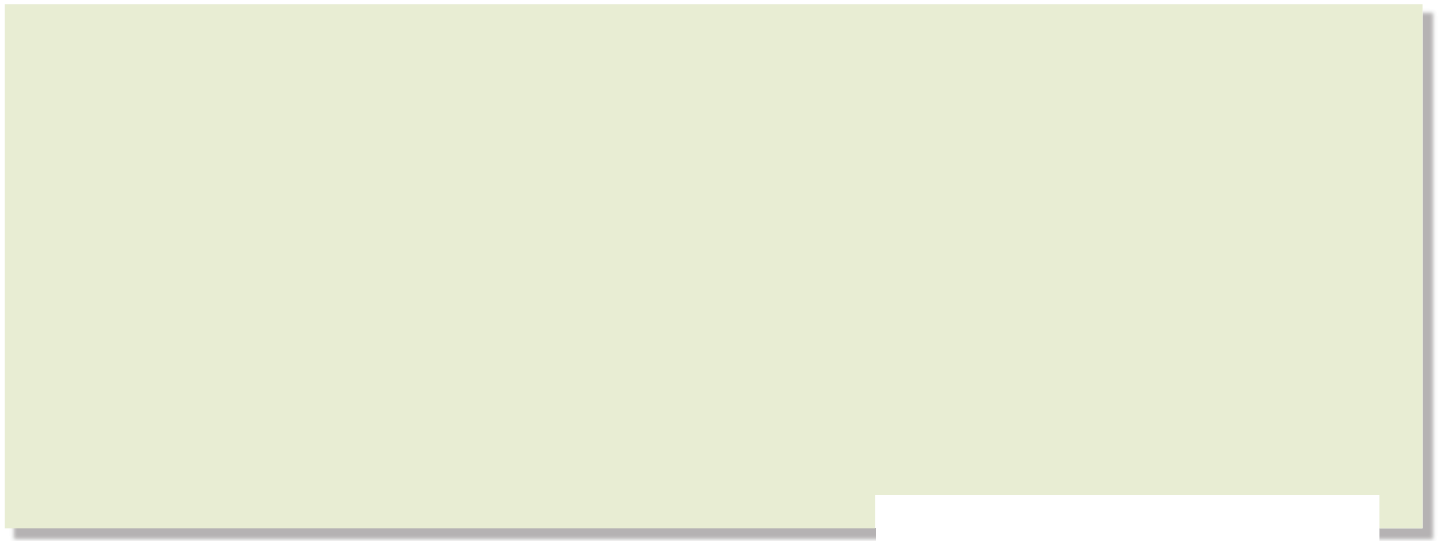




K-3 Read-At-Home Plan

A read-at-home plan is required to be provided to parents of any K-3 student who has been identified with a substantial deficiency in reading. The Florida Department of Education has compiled resources that each school district must include into a read-at-home plan provided to the parent of a student who is identified as having a substantial reading deficiency. 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 below.





IDENTIFYING A STUDENT STUDENT EDUCATION

When a provider suspects a student may have a disability, there are important steps that must be taken. A diagnosis of a medical condition alone is not sufficient to establish a student's need for special education. Consistent with

Dyslexia:

A specific learning disability or language-based disability neurobiological in nature 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 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

- 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^a e ta P