

Panorama Hills School Reading Handbook for Parents



September 2015

Background

To support children in becoming knowledgeable readers, the most important thing parents can do is read aloud to their children and talk about what has been read. Once children are beginning to read on their own, parents should not stop reading to their children; parents need to continue the practice of reading aloud and talking about what has been read. This nightly process supports children in developing oral language skills (the ability to talk in a fluid and understandable manner), comprehension (understanding what has been read), and sparks enthusiasm toward the act of reading. Not to mention a special parent child bond that is created with this nightly activity!

Purpose

At Panorama Hills School (PHS), we created this document to support parents in identifying the expectations for readers during their years at PHS. Reading begins with the cover and the pictures (getting your mind ready to read). As you read, or your child reads to you, there are other specific things you could do to ensure that your child is thinking about the reading (minds on reading). After reading a discussion is needed to talk about the book, what it was about, what was learned etc...

Document Structure

- a) There are things that we do **before, during and after reading**. This is briefly described.
- b) There are three things that our minds do when **solving words**. This document will describe these 'Sources of Information' – as well as provide questions you could ask your child to encourage using all three sources.
- c) Grade Level Sections

You will notice that there is one page for Kindergarten. Students who are in Kindergarten may know some letters, or words, or may already be reading! The page for Kindergarten touches the surface of how you could support reading at home by reading with your child and/or hearing your child read to you.

In the grade one to three pages, you will notice two-pages for each grade level. Each page contains three sections:

- Text Features – What does the text look like? Contain?
- Independent Reading Behaviours – What should my child be doing when reading this level of text?
- Comprehension – What questions could I be asking my child?

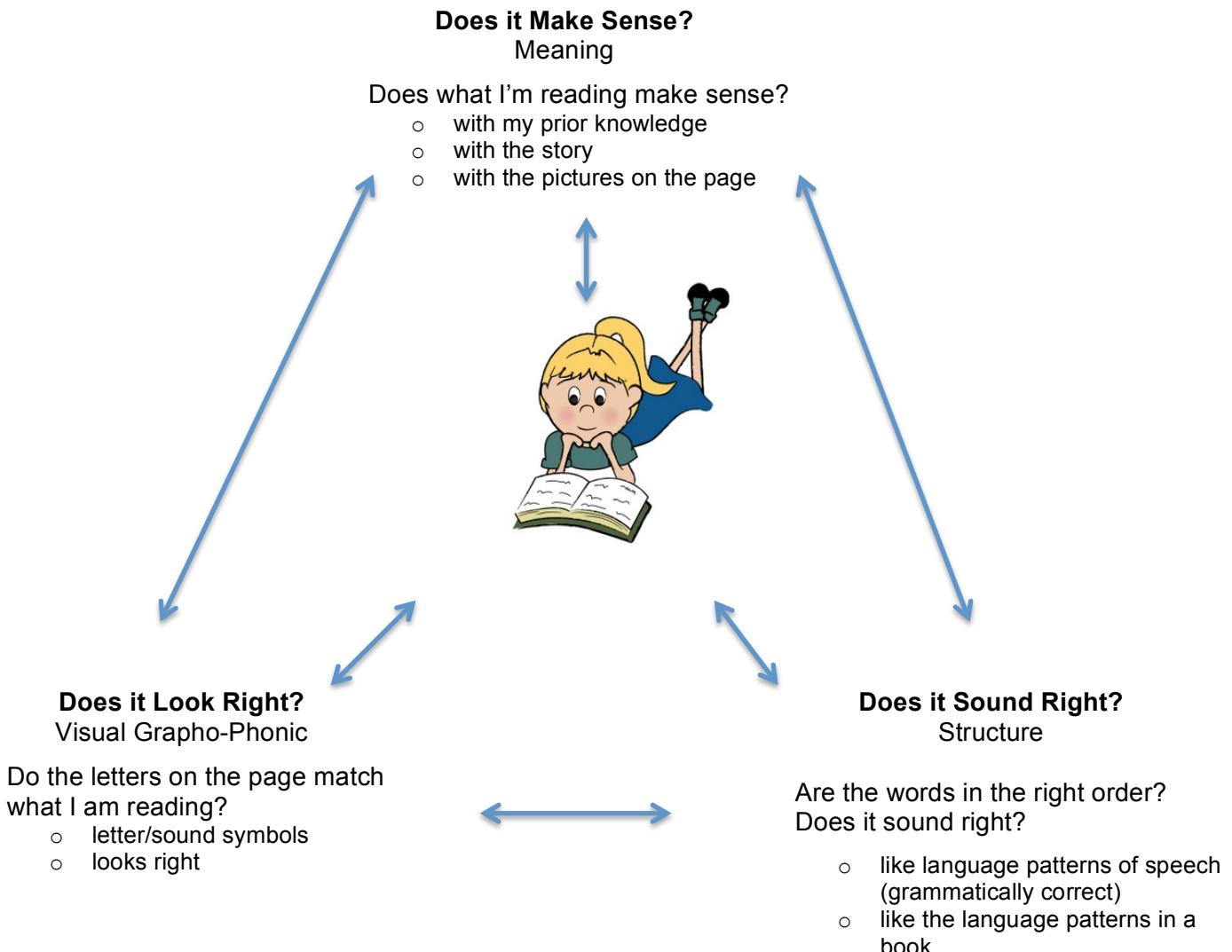
Before, During and After Reading

When reading to your child and/or when your child is reading to you, there are specific skills you can work on before, during, and after reading.

Before	<p>Getting your mind ready to read!</p> <p>Read the title and look at the picture on the cover – <i>What do you think this book could be about? Do you think this will be a make believe story or a book about real things? If possible, connect this to something your child already knows or understands.</i></p> <p>Look at the pictures in the book – <i>Discuss what is seen and how it could connect with the title and the previous pages in the book. If your child is reading the book to you, and you notice words that could be tricky, use these words during your conversation.</i></p>
During	<p>Minds on reading</p> <p>Asking questions as you are reading to keep your child engaged with the text:</p> <ul style="list-style-type: none">▪ What is the setting of the story?▪ Who are the characters? What do you know about them? How do you think the character feels? What makes you say that?▪ What do you think is going to happen next?
After	<p>Thinking about what has been read</p> <p>Using the pages provided, have a conversation with your child about the book.</p> <p>The conversation could: involve a retell, include facts, opinions, information about the character, anything that your child is now wondering about...</p>

Sources of Information

Proficient readers use all three of these systems simultaneously to read and understand text.



Kindergarten

What types of books should I be reading with/to my child?

Genres may include, but are not limited to: fiction, non-fiction, fairy tales, traditional tales, nursery rhymes, anything of interest to you and your child

Books with:

- Many images
- Few images
- Favourite characters
- New characters
- Rhyming books, Song books
- Books containing repetitive pattern text (e.g. Brown Bear, Brown Bear)
- Pictures support the text on each page

Other reading opportunities

- Store signs (e.g. Subway, Superstore, Tim Horton's, etc.)
- Symbols (e.g. bathroom sign, stop sign, recycle, exit, etc.)
- Labels on food (e.g. Cherrios, Kraft Dinner, etc.)

What might I notice my child doing?

- Recognize the front and back of the book
- Recognize the title (pointing to the title)
- Looking at the pictures and telling a story
- Looking at the pictures and 'reading' the story from memory
- Beginning to point out letters and words in familiar books, from top to bottom, left to right
- Might begin to make connections between letters and sounds
- Predicting text, following a pattern
- Answer basic comprehension questions (e.g. Where did the story take place? Who are the characters? What did they do?)

What can I do to continue promoting reading at home?

- Read aloud each night to and/or with your child
- Before reading - look at the cover of the book and read the title; discuss what the book could be about; look through the book with your child to talk about the pictures and how the pictures connect to the title as well as the other pages you have looked at
- During reading – ask questions as you read the book to your child; if your child is reading, use page three of this handout to support word solving
- After reading – ask your child to tell you about the book; focus on retelling the story in order using character names and important words from the text
- Read books over and over again
- Sing!
- Go to the public library with your child and sign books out together
- Go to the public library and/or book stores for Read Alouds and Story Time

December Grade One

Text Features – What does the text look like? Contain?

Genres may include, but are not limited to, *simple*: informational texts, animal fantasy, realistic fiction, retellings of traditional tales, plays

Sample texts your child may be able to read independently:

Biscuit

Does a Kangaroo Have a Mother, Too?

Rosie's Walk

Pumpkin, Pumpkin

- Pictures support the text on each page
- Text explains the picture and storyline more thoroughly
- Between three and eight lines of text per page, approximately
- Text size is large and contains wide spaces between words
- Text reflects written language
- Many sight words (please see the PHS High Frequency Word List for examples)
- Events are chronological
- Few characters
- Distinct beginning, middle and end
- Punctuation supports the phrasing and meaning of the written word
- Contains more words students will need to solve using a variety of decoding strategies (e.g. using picture cues, sentence structure, using background knowledge, sounding out)

Independent Reading Behaviours – What should my child be doing when reading this level of text?

- Using punctuation to read fluently (children should read with expression and rate which sound like 'normal' speech)
- Attending to meaning (understanding the story, learning and using new vocabulary)
- Using picture cues to decode words
- Using known words and parts of words, including letter-sound relationships to decode words
- Using sentence structure to predict unknown words, as well as checking for accuracy
- Decoding (figuring out) new words and checking if the reading makes sense and sounds right
- Self corrects reading when the reading does not make sense, does not look right, nor sound right
- Reads from left to right, keeping eyes on words and pictures
- Readers are retelling the entire story, beginning to focus on key words

Comprehension – What questions could I be asking my child?

- What happened at the beginning, middle and end of the story?
- What was the main idea of the story?
- Who were the characters in the story?
- Who was the main character? Did you like or dislike this character? Why?
- What was the setting? Describe the setting.
- How were (name two characters) alike and different from each other?
- What was the problem in the story? How was the problem solved?
- What does this story remind you of? Explain the connection.

June Grade One

Sample texts your child may be able to read independently:

The Big, Hungry Bear

Big Red Barn

Goodnight, Moon

Hi, Fly Guy

Fox in Socks

Cows Can't Fly

Little Quack

Text Features – What does the text look like? Contain?

Genres may include, but are not limited to: informational texts, simple animal fantasy, realistic fiction, traditional tales (folktales), simple biographies on familiar subjects

- Complex story structure, with longer sentences
- Many sentences on each page
- Sentences can 'spread' over two lines, as well as begin on one page and continue onto another page
- More text on the page, fewer illustrations
- Elaborate sections
- Content specific vocabulary (words connected with the content of the book)
- Figuring out unknown words using the three systems mentioned above
- More detailed storyline with memorable characters
- Ability to begin to compare texts to others
- Themes are varied and sophisticated
- Various viewpoints
- Texts offer opportunities to discuss new ideas

Independent Reading Behaviours – What should my child be doing when reading this level of text?

- Moving toward fluent and phrased reading with unknown text
- Reading is fluent and phrased, when reading familiar texts
- Figure out words competently and independently during first reading
- Uses meaning to quickly check for accuracy
- Uses multiple sources of information (page 1) in various ways to independently read
- Self corrects errors when reading
- Learns new information when reading
- Makes connections to background knowledge while reading and shares how these connections deepened thinking
- Demonstrates an understanding of and empathy for characters, when discussing with an adult
- Readers are able to use key words to retell a story in sequence

Comprehension – What questions could I be asking my child?

Review questions from the December guidelines, as well as:

- Tell me about what you just read. Remember to talk about the problem, how it was solved, and what happened at the end of the book. Don't forget to use key words from the book.
- What does this book remind you of? How does this connection help you understand the book (character, problem, etc.) better?

December Grade Two

Text Features – What does the text look like? Contain?

Sample texts your child may be able to read independently:

Amazing Grace

Curious George and the Ice Cream

Froggy Learns to Swim

Little Blue and Little Yellow

Peter's Chair

Young Cam Jansen and the Missing Cookie

- Texts are longer and more complex
- Content is age appropriate and of interest
- Some beginning chapter books (30-60 pages) fall within this range
- Some texts are long enough for several 'sittings'
- Sentence structures are shorter and contain a lot of familiar vocabulary, which allows readers to move through the text quickly
- Shorter texts contain more complex sentence structures, as well as more detailed and expressive word choice
- Readers use character traits (how the character behaves and speaks) to learn about the characters personality

Independent Reading Behaviours – What should my child be doing when reading this level of text?

- Using decoding and comprehension skills and strategies effectively on a variety of texts
- Ability to sustain reading for longer periods of time
- Easily and eagerly goes back to texts which require more than one sitting
- Solving words quickly without impacting fluency, pace, nor meaning
- Self-correcting supports meaning, is done quickly and internally
- Readers are now beginning to read silently (hearing the story in their heads), with little verbalizing; if verbalizing does occur it is for the purpose of self-correcting
- Readers are moving flexibly between fiction and nonfiction texts
- Students are beginning to read like writers and write like readers
- Readers are now able to summarize texts (using key words connected to the most important events in the story)
- Students are able to predict what could happen in an upcoming chapter or in a next book
- Students are able to infer using background knowledge and information from the text (character feelings, setting)
- Students are able to visualize and ask questions throughout the reading process

Comprehension – What questions could I be asking my child?

Review questions from the previous guidelines, as well as:

- How did you learn about the characters in this book? What interesting/new words did the author use? How did the characters behave? Connect the characters words and actions to describe what you know about the characters.
- What was the author's purpose for writing this book? What was the message/lesson/morale in the story?

June Grade Two

Sample texts your child may be able to read independently:

Cam Jansen (series)

Dragon Breath

Marvin Redpost: Alone in His Teacher's House

Judy Moody

Mr. Gumpy's Outing

Through Grandpa's Eyes

When the Giants Came to Town

Text Features – What does the text look like? Contain?

Genres may include, but are not limited to: informational texts, simple fantasy, realistic fiction, traditional literature (folktales), simple biographies, simple mysteries

- Texts contain few illustrations
- Longer chapter books, with several characters
- The language structures are more sophisticated, containing much detail and description
- Stories are more involved and contain challenging vocabulary
- Text size is small and spacing between words is narrow
- Text features (captions, headings, titles, table of contents, glossaries, labels, diagrams, charts, graphs, etc.)

Independent Reading Behaviours – What should my child be doing when reading this level of text?

- Reading simplistic chapter books, including series, some with more sophisticated plots
- Few illustrations
- Begins to recognize themes across texts, makes connections using these themes (e.g. kindness, helpfulness)
- Sees the multiple perspectives through the descriptions of the characters
- Solves words flexibly, applying strategies for complex spelling patterns, multisyllabic words, contractions, possessives and plurals
- When reading orally, reader is fluent: expressive, uses intonation, appropriate rate guided by punctuation and meaning

Comprehension – What questions could I be asking my child?

- Why did the author use (select a specific key word from the text) when describing the setting?
- What did the author do to help us learn about the characters? (what the character said, did, how he treated others...)
- The character said (select something from the text), what do those words tell us about the character? (character traits)
- Are the characters in this book the same or different to the original version of this book? (when reading a classic tale, fairy tale, etc.)
- How did the character feel when he...? How do you know?
- Show me examples of how the author changed the font (text) in this book. Explain why you think he did that? What does this mean for the reader?
- Explain why you think the author decided to use (insert a piece of figurative language, e.g. simile, metaphor) to compare (insert comparison).
- What was the most interesting part of the text? What makes you say that? (fiction and nonfiction)
- What were the main facts? (nonfiction)

December Grade Three

Text Features – What does the text look like? Contain?

Sample texts your child may be able to read independently:

A to Z Mysteries

Baseball Fever

Encyclopaedia Brown (books)

Forever Amber Brown

Don't Forget the Bacon!

Class Clown

- Complex story structures and topics; multiple topics that are subtopics of larger themes
- Character traits are represented in many ways: description, dialogue, thoughts, other character's perspectives
- Complex plots with many episodes and the passing of time
- Multiple characters that develop and change within the text
- Varied, complex sentence structure
- Content specific words are introduced, explained, and may contain images to support the understanding of these words
- Students are reading a variety of words and understand the connection between the words and how the meaning is changed with the addition of affixes (kind: unkind, kindness, kindly)

Independent Reading Behaviours – What should my child be doing when reading this level of text?

- Readers understand a variety of genres and use the genre structure as a support (e.g. knowing that readers read for clues, which are put together to solve a mystery)
- Understand complex plots with multiple characters
- Able to use and apply organizational structures within a text to understand what has been read (cause and effect, problem and solution)
- Readers may slow down or reread to problem solve (understanding or word solve) then continue reading at appropriate rate
- Understands specific word choice within the text

Comprehension – What questions could I be asking my child?

- What was the main idea in this story?
- Who are the characters in this story and what are they like?
- Why do you think (pick a character) acted that way?
- Compare and contrast characters. How are they the same/different?
- What was the author trying to tell the reader?
- What is your opinion of (insert something from the text)? Support your opinion with evidence from the book.
- I noticed that you were laughing when you were reading. What made you laugh? What words did the author use? Could she have used different words to make that part more funny?
- How did the characters change? Show me evidence from the book to support your understanding of this change.
- Explain the underlying problem in this book. How are the characters trying to solve this problem? Are their decisions helpful or harmful? What decision would you have made? Explain why you think that would be a helpful decision.

June Grade Three

Sample texts your child may be able to read independently:

Time Cat

Trouble with Trolls

Wayside School Gets a Little Stronger

James and the Giant Peach

Aliens Ate My Homework

Owls in the Family

Bunnicula

Text Features – What does the text look like? Contain?

Genres may include, but are not limited to: informational texts, fantasy, realistic fiction, traditional literature (folktales), biographies, mysteries, historical fiction, short stories, chapter books with sequels, genre combinations (hybrids)

- Topics of texts go beyond the background knowledge of the reader; the reader is building new knowledge
- Various perspectives within the text related to character's background; require understanding of cultural diversity
- Ideas and themes require the reader to delve into unfamiliar situations
- Some challenging themes may emerge (e.g. war, moral dilemmas)
- Multiple characters to know and understand, as well as predict how the characters may interact with one another
- Characters revealed by what they say, do, think, and by what others say or think about them
- Extensive use of figurative and descriptive language is key in understanding plot
- Layout of text is more complex

Independent Reading Behaviours – What should my child be doing when reading this level of text?

- Readers know and understand the structures of various genres
- Readers read a variety of genres
- Readers read a variety of texts: shorter fiction and information texts, chapter books including mysteries, biographies, books within a series
- Complex sentence structures are understood
- Word solving is automatic for the reader
- Reads and understands a variety of words
- When reading out loud, reading sounds like natural speech

Comprehension – What questions could I be asking my child?

- What caused (blank) to feel (blank)? - Cause effect questions
- Who were the characters in this chapter? Why did (blank) say (blank)? Why did (blank, blank)? How is the character feeling toward (blank)? – *inferring characters' feelings based on what they have said or their actions*
- How could the character have reacted differently? How would that have changed the chapter/book?
- What is the overall big idea (theme) for this book/chapter?
- When I read this part (blank), I thought it meant (blank). What do you think this means? – *understanding multiple perspectives on one situation, being open minded*
- Show me some examples of how the author used descriptive language in this chapter. What reasons could the author have had for using this description?