

# Reading

## *Types of reading to complete in Kindergarten*

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**Overall Goal:** In Kindergarten, the biggest goal is to foster a love of reading and curiosity about books in children. The other goal is to help children make the connection between writing, reading and speaking. This means they will understand that writing is just another way of showing what someone might say. They also begin to learn letter names and sounds.

Listed below are the expected skills and activities for students to use to build their reading abilities in Kindergarten.

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### 1. Reading Activities

**Expectations:** Students will have a general understanding of how to read through participation in the following activities:

- Listen to stories, legends, poems
- Sing and chant
- Echo read
- Reading or reading-like behaviours
- Tell stories using pictures in wordless books or picture books

### 2. Comprehension strategies to use

**Expectations:** The student will have used the following to better understand what they read:

- Access prior knowledge – e.g. Ask student what they already know about a topic or type of book before, during and after reading.
- Make predictions – guess what is going to happen before reading a section – note clues they can use to make these predictions.
- Make connections – notice parts of stories that are similar to something the student has experienced, saw in a movie, or a book elsewhere.
- Ask questions – this help students gain a deeper understanding of the book, and begin to “read between the lines”.

- Visualize – e.g. ask a child to draw what they see in their head when something is read to them
- Consider the question, “Does that make sense?” when they are “reading”
- Engage in discussions about the text – e.g. I wonder why..., If that had been me, I would have... what would you have...?, Do you think...?, What do you think?
- Create representations of the text e.g. drawings, puppet shows, cartoons

### 3. Concepts to Know

**Expectations:** Students will know how to read a book. The following demonstrate this:

- read left to right and pages in consecutive order
- Where the front and back of a book is
- which way is “up”
- books are for reading

### 4. Skills to Master

**Expectations:** By the end of Kindergarten, students should be able to:

- identify most letters of the alphabet and their sounds
- identify a few high-frequency words, including their name and names of significant others

### Teaching Tips:

- **Modelling:** When introducing a skill or idea, show the student how, do it with them and once they are able to, let them do it on their own. E.g. visualizing – show a picture you’ve drawn that is based on something you read. Then read them something that they get to draw.
- **Repetition:** Repetition is key to learning as it builds expectations about story structure and introduces new words. It is good for kids to reread the same book repeatedly, even if it leads to memorization. Study the same book for a whole week, so that you have time for activities such as rereading, retelling, and writing or drawing in response to the book. Rotate through these activities throughout the year so that you aren’t doing them all on the same day, but students do learn all the ways they can learn from books.
- **Independent Reading:** Keep a collection of books out for your child to read. Let them choose some of the books in the reading collection as well as those you are currently working on.

# Reading

## *Types of reading to complete in Grade 1*

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**Overall Goal:** Learn to read common sight words and basic books as well as develop a love of reading by reading daily with parental guidance and instruction. Listed below are 5 different things students in Grade 1 are expected to utilize to build their reading skills.

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1. **Silent Reading** – Students need to develop fluency as they read. This is best done through regular, daily reading of just-right or comfortable texts.

**Expectation:** Student will be able to read “just right books” independently for 10 to 15 minutes daily.

“Just right books” are those with 4 or fewer difficult to read words on a page.

### **Recommended reading:**

- Leveled readers
- Chapter books (that are read to the student by someone else)
- Children’s Magazines
- Graphic novels
- Comics
- Websites for kids

2. **Expanding the Repertoire** - There are 3 types of text students in Grade 1 are expected to read and demonstrate comprehension of using response activities. These are outlined below:

**Expectation:** Student will read fluently and demonstrate their understanding of grade appropriate texts through various response activities.

#### **a. Literary Texts or fiction**

Eg. Stories, legends, poems

#### **b. Informational Texts or non-fiction**

e.g. non fiction books, science magazines for kids, newspapers, websites

### c. Visual Texts

Eg. Illustrations and photographs, comic books

3. **Respond to Reading and Viewing** - Students gain mastery of reading by engaging with texts through a variety of response activities. The following activities should be used with the variety of types of texts listed above (fiction, non-fiction, visual).

Note: When choosing a response activity for your student, find ways for the following skills to be demonstrated. These skills should be spread over the year, and taught individually, each one doesn't need to be done with each reading project.

**Expectation:** Students will explore and demonstrate their understanding of texts by:

- Using word-decoding strategies while reading (sounding words out, using context clues)
- Self-monitor and self-correct (ask “does this make sense?” when reading)
- Use text and pictures to construct, monitor and confirm meaning
- Predict
  - I think this will happen next...
- Connect
  - This book reminds me of....
- Visualize
  - Research shows that great readers visualize what they read. Many people do this automatically. Those that don't can be taught.
- Retell
- Express an opinion and support it with a reason
- Inquire and explain

### 4. Concepts to Know

**Expectations:** By the end of Grade 1, students should be confident explaining how the structures and features of text listed below are used.

- Concepts about print and books (eg. Capitals, periods, commas, read left to right, title, author, illustrator, illustration)
- Elements of stories (eg. Beginning, middle, end, character, setting, events)
- Vocabulary to talk about texts (eg. Book, author, title, illustrator, pictures)

## 5. Skills to Master

**Expectations:** By the end of Grade 1, students should be able to:

- Recognize and fluently identify all letters of the alphabet and their sounds
  - Recognize word patterns and some high-frequency words
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### Teaching Tips:

- Model reading behaviours by doing the following:
  - preview the text together
  - parent reads first time through
  - parent reads first then child rereads
  - take turns reading aloud, page by page or paragraph by paragraph (Weak readers may prefer to read a sentence while the parent takes 2. The goal is eventually to have the child do all the reading but only when they are confident.)
  - stop to read sidebars and captions and examine photographs and diagrams
  - explore the spelling and meanings of new words
  - do a response activity together
- Re-reading: this is critical for building word knowledge, developing fluency, and creating confidence. Have the child read aloud to someone else. Reread again with a purpose, e.g. find words with an a or th.

# Reading

## *Types of reading to complete in Grade 2*

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**Overall Goal:** The goal of reading instruction at a Grade 2 level is for students to read increasingly more difficult books/words, be exposed to new types of books and stories and continue to foster a love of reading. They continue to need significant parental guidance and instruction as they are still “learning to read”.

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1. **Silent Reading** – Students need to develop fluency as they read. This is best done through regular, daily reading of just-right or comfortable texts.

**Expectation:** Student will be able to read “just right books” independently for 15 to 20 minutes daily.

“Just right books” are those with 4 or fewer difficult to read words on a page.

### **Recommended reading:**

- Leveled readers
- Chapter books
- Magazines such as Owl
- Graphic novels
- Comics
- Other types – fiction or non-fiction books

2. **Expanding the Repertoire** - There are 3 types of text students in Grade 2 are expected to read and demonstrate comprehension of. These are outlined below:

**Expectation:** Student will read fluently and demonstrate their understanding of grade appropriate texts through various response activities.

#### **d. Literary Texts or fiction**

- Stories, legends, poems

#### **e. Informational Texts or non-fiction**

Eg. Snakes

## f. Visual Texts

- Signs
- Illustrations
- diagrams

**Example response activities:** retell, record information using a graphic organizer, posters, pictures or plasticene or playdough models of characters, etc.

3. **Respond to Reading and Viewing** - Students gain mastery by engaging with texts through a variety of response activities.

Note: When choosing a response activity for your student, find ways for the following skills to be demonstrated. These skills should be spread over the year, and taught individually, each one doesn't need to be done with each reading project.

**Expectation:** Students will explore and demonstrate their understanding of texts and be able to:

- Predict
  - I think this will happen next...
- Connect
  - This book reminds me of....
- Visualize
  - Research shows that great readers visualize what they read. Many people do this automatically. Those that don't can be taught.
  - Describing and or drawing help to develop this skill. Each person will likely create different images of the same thing. You might describe a sleek black cat while another person might describe a fluffy ginger cat, depending on how much detail the author offers.
- Ask questions and explain
- Connect and infer
- Express and opinion and support it with a reason

## 4. Concepts to Know

**Expectations:** By the end of Grade 2, students should be confident explaining how the structures and features of text listed below work to develop meaning.

- Concepts about print and books (eg. Capitals, periods, commas, read left to right, title, author, illustrator, illustration)
- Elements of stories (eg. Character, setting, problem, solution)
- Vocabulary associated with texts (eg. Pictures, headings, table of contents, key facts)

## 5. Strategies to Know

**Expectations:** By the end of grade 2, students should be able to:

- Use word patterns, word families, and letter-sound relationships to decode unknown words
- Recognize and increasing number of high-frequency words

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### Teacher Tips:

- Model reading behaviours by doing the following:
  - preview the text together
  - parent reads first time through
  - parent reads first then child rereads
  - take turns reading aloud, page by page or paragraph by paragraph (Weak readers may prefer to read a sentence while the parent takes 2. The goal is eventually to have the child do all the reading but only when they are confident.)
  - stop to read sidebars and captions and examine photographs and diagrams
  - explore the spelling and meanings of new words
  - do a response activity together
  - explore the meanings of new words. Keep in mind root words, suffixes and prefixes
  - decide together on a response activity and set out parameters before leaving the child to work independently
- Rereading: At this stage, rereading is very important for building word knowledge, fluency, and confidence. Have the child read aloud to a younger family member, another adult, or the family pet. Reread again with a purpose such as finding all the words with a silent e.

# Reading

## *Types of reading to complete in Grade 3*

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**Overall Goal:** Most children in Grade 3 are still “learning to read” and should be reading with significant parental guidance and instruction. There are a variety of ways to do this.

Listed below are 4 different types of reading students are expected to engage with in Grade 3 along with activities to build comprehension skills.

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1. **Silent Reading** – Students need to develop fluency as they read. This is best done through regular, daily reading of just-right or comfortable texts.

**Expectation:** Student will be able to read “just right books” independently for 20 minutes daily.

“Just right books” are those with 4 or fewer difficult to read words on a page.

**Recommended reading:**

- simple chapter books – could be part of a series
- magazines
- graphic novels or comics
- short narrative or descriptive poems
- stories and poems written by friends and classmates

2. **Expanding the Repertoire** - There are 3 types of text students in Grade 3 are expected to read and demonstrate comprehension of. These are outlined below:

**Expectation:** Student will read fluently and demonstrate their understanding of grade appropriate texts through various response activities.

**g. Literary Texts**

- Stories from various Aboriginal and other cultures
- Stories from various genres (e.g. folktales, legends, adventure, humour, biographies, mysteries)

- Picture books
- Poems

**Example response activities:** Illustrate their favourite part of the story, retell the story in pictures , write a letter to the author, etc. Refer to 48 Things sheet for more

## **h. Informational Texts**

- Non-fiction books
- Textbooks and other instructional materials
- Materials that contain simple diagrams, charts, or maps
- Reports and articles from children’s magazines
- Reference materials
- Websites designed for children
- Instructions and procedures

**Example response activities:** simple research reports, recording information using a graphic organizer, posters, plasticene or playdough models, etc.

## **i. Visual Texts**

- Cartoons
- Illustrations
- Diagrams
- Posters

**Example response activities:** explain the big idea and purpose, work collaboratively to create their own example

**3. Respond to Reading and Viewing** - Students gain mastery by engaging with texts through a variety of response activities.

Note: When choosing a response activity for your student, find ways for the following skills to be demonstrated. These skills should be spread over the year, and taught individually, each one doesn’t need to be done with each reading project.

**Expectation:** Students will explore and demonstrate their understanding of texts and be able to:

- Predict
- Make connections
- Visualize
- Ask and answer questions
- Use text features such as titles, headings, table of contents, diagrams, etc.
- Self-monitor and self-correct
- Figure out unknown words
- Read selectively
- Retell and summarize
- Identify themes
- Write simple reports using 2 or more sources
- Use graphic organizers to record information like character descriptions, compare 2 versions of the same story
- Collect and organize information

#### 4. Concepts to Know

**Expectations:** By the end of Grade 3, students should be confident explaining how the structures and features of text listed below work to develop meaning.

- Form, function, and genre (e.g. brochure about smoking to inform students, genre is persuasive)
- 'Text features' (e.g. headings, diagrams, columns, sidebars)
- Literary elements (e.g. conflict, theme, character, setting, theme)
- Literary devices (e.g. imagery, simile, metaphor, rhyme, rhythm, alliteration)

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### Teaching Tips

Modelling:

- Preview the text together and then:
  - Take turns reading aloud
  - Parent reads and child rereads
  - Both read silently and retell or discuss meaning before doing any response activities
- Stop to read sidebars and captions and examine photographs and diagrams, etc.

- Explore the meanings of new words. Pay specific attention to root words, suffixes and prefixes
- Choose a response activity and set out parameters so child can work independently

## *Key Strategies to Develop Reading Comprehension*

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The following activities will help your student develop their reading comprehension skills. For activity ideas that achieve these, consult the handout “48 Things to Do...”:

### **Before**

- Set a purpose and consider personal reading goals
- Access prior knowledge to make connections
- Make predictions
- Ask questions about the text
- Preview text

### **During**

- Continue making predictions
- Make connections
- Visualize
- Ask and answer questions
- Use “text features”
  - In fiction, these would be plot elements, title and chapter titles, and illustrations.
  - In non-fiction texts, the features would include table of contents, index, titles, headings, pull quotes, glossary, sidebars, diagrams and copyright.
- Self-monitor and self-correct
- Figure out unknown words
- Read selectively
- Summarize

### **After**

- Self-monitor and self-correct
- Generate and respond to questions
- Generate a response
- Visualize
- Retell and summarize
- Use text features (title, headings, etc.) to locate information
- Use graphic organizers to record information

# Reading

## *Types of reading to complete in Grade 4*

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**Overall Goal:** The goal of reading instruction is to further develop reading skills and comprehension by providing students with texts and accompanying assignments that include increasingly difficult vocabulary and complex writing styles. The key to best supporting your student is finding texts whose difficulty lie in the “sweet spot” between comfortable and frustrating. In order to grow as readers we need to be supported as we take on greater challenges. This means reading with assistance and instruction. It is also important to expose students to a variety of genres and types of text so students are able to develop diverse tastes and interests as well as become prepared for reading in real-world situations. Listed below are 4 different types of reading students are expected to engage with in Grade 4.

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1. **Silent Reading** – Students need to develop fluency as they read. This is best done through regular, daily reading of just-right or comfortable texts.

**Expectation:** Student will be able to read “just right books” independently for 30 minutes daily.

“Just right books” are those with 4 or fewer difficult to read words on a page.

**Recommended reading:**

- novels
- magazines
- graphic novels or comics

2. **Expanding the Repertoire** - There are 3 types of text students in Grade 6 are expected to read and demonstrate comprehension of. These are outlined below:

**Expectation:** Student will read fluently and demonstrate their understanding of grade appropriate texts through various response activities.

**j. Literary Texts**

- Stories from various Aboriginal and other cultures
- Stories from various genres (e.g. myths, fantasy)

- Poetry that make obvious use of literary devices

**Example response activities:** novel study, character studies, written sequels, vocabulary lists. Refer to 48 things sheet for more

### **k. Informational Texts**

- Non-fiction books
- Textbooks and other instructional materials
- Materials that contain diagrams, charts, illustrations, or graphs
- Reports and articles from newspapers or children’s magazines
- Reference materials
- Websites designed for children
- Instructions and procedures

**Example response activities:** research reports, posters, diorama, etc.

### **l. Visual Texts**

- Signs
- Cartoons
- Illustrations
- Diagrams
- Posters
- Photographs
- Advertising

**Example response activities:** research reports, Venn diagram, create their own poster, cartoon, or ad, etc.

3. **Respond to Reading and Viewing** - Students gain mastery by engaging with texts through a variety of response activities.

Note: When choosing a response activity for your student, find ways for the following skills to be demonstrated. These skills should be spread over the year, and taught individually, each one doesn't need to be done with each reading project.

**Expectation:** Students will explore and demonstrate their understanding of texts and be able to:

- Express opinions with supporting evidence
- Explain connections (text-to-self, text-to-text, text-to-world)
- Discuss and give reasons for their choice of favourite texts
- Predict and explain
- Visualize
- Distinguish between fact and opinion
- Analyse texts to consider alternatives
- Draw conclusions
- Recognize alternative viewpoints
- Summarize and synthesize

#### 4. **Concepts to Know**

**Expectations:** By the end of Grade 4, students should be confident explaining how the structures and features of text listed below work to develop meaning.

- Form, function, and genre (e.g. brochure about smoking to inform students, genre is persuasive)
- 'text features' (e.g. Copyright, table of contents, headings, index, glossary, diagrams, sidebars)
- Literary elements (e.g. Character, setting, problem, plot, climax, theme, conclusion, resolution)
- Non-fiction elements (e.g. Topic sentence, development of ideas with supporting details, central idea)
- Literary devices (e.g. imagery, sensory detail, simile, metaphor)
- Idiomatic expressions (e.g. raining cats and dogs, in a pickle)

## *Key Strategies to Develop Reading Comprehension*

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The following activities will help your student develop their reading comprehension skills. For activity ideas that achieve these, consult the handout “48 Things to Do...”:

### **Before**

- Set a purpose and consider personal reading goals
- Access prior knowledge to make connections
- Make predictions
- Ask questions about the text
- Preview text

### **During**

- Continue making predictions
- Make connections
- Visualize
- Ask and answer questions
- Make inferences and draw conclusions
- Use “text features”
  - In fiction, these would be plot elements, title and chapter titles, and illustrations.
  - In non-fiction texts, the features would include table of contents, index, titles, headings, pull quotes, glossary, sidebars, diagrams and copywrite.
- Self-monitor and self-correct
- Figure out unknown words
- Read selectively
- Determine the importance of ideas/events
- Summarize and synthesize

### **After**

- Self-monitor and self-correct
- Generate and respond to questions
- Make inferences and draw conclusions
- Reflect and respond
- Visualize
- Use text features (glossary, table of contents, etc.) to locate information
- Use graphic organizers to record information
- Summarize and synthesize

# Reading

## *Types of reading to complete in Grade 5*

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**Overall Goal:** The goal of reading instruction is to further develop reading skills and comprehension by providing students with texts and accompanying assignments that include increasingly difficult vocabulary and complex writing styles. The key to best supporting your student is finding texts whose difficulty lie in the “sweet spot” between comfortable and frustrating. In order to grow as readers we need to be supported as we take on greater challenges. This means reading with assistance and instruction. It is also important to expose students to a variety of genres and types of text so students are able to develop diverse tastes and interests as well as become prepared for reading in real-world situations. Listed below are 4 different types of reading students are expected to engage with in Grade 5.

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1. **Silent Reading** – Students need to develop fluency as they read. This is best done through regular, daily reading of just-right or comfortable texts.

**Expectation:** Student will be able to read “just right books” independently for 30 minutes daily.

“Just right books” are those with 4 or fewer difficult to read words on a page.

**Recommended reading:**

- novels
- magazines
- graphic novels or comics
- newspapers

2. **Expanding the Repertoire** - There are 3 types of text students in Grade 6 are expected to read and demonstrate comprehension of. These are outlined below:

**Expectation:** Student will read fluently and demonstrate their understanding of grade appropriate texts through various response activities.

**m. Literary Texts**

- Stories from various Aboriginal and other cultures

- Literature from Canada and other countries
- Stories from various genres (e.g. myths, fantasy)
- Poetry that make use of literary devices

**Example response activities:** novel study, character studies, written sequels, vocabulary lists. Refer to 48 things sheet for more

## **n. Informational Texts**

- Non-fiction books
- Textbooks and other instructional materials
- Visual or graphic materials
- Reports and articles from magazines
- Reference materials
- Appropriate websites
- Instructions and procedures

**Example response activities:** research reports, persuasive writing (letter to the editor or politician), diorama, etc.

## **o. Visual Texts**

- Signs
- Cartoons
- Illustrations
- Newspapers
- Diagrams
- Posters
- Videos
- Advertising

**Example response activities:** research reports, movie review or newspaper article, summary, create their own poster or ad, etc.

3. **Respond to Reading and Viewing** - Students gain mastery by engaging with texts through a variety of response activities.

Note: When choosing a response activity for your student, find ways for the following skills to be demonstrated. These skills should be spread over the year, and taught individually, each one doesn't need to be done with each reading project.

**Expectation:** Students will explore and demonstrate their understanding of texts and be able to:

- Express opinions and make judgements supported by explanations and evidence
- Explain connections (text-to-self, text-to-text, text-to-world)
- Identify personally meaningful selections, passages, and images
- Develop explanations
- Distinguish between fact and opinion
- Analyse texts to consider alternatives
- Draw conclusions
- Compare various viewpoints
- Summarize and synthesize

#### 4. **Concepts to Know**

**Expectations:** By the end of Grade 5, students should be confident explaining how the structures and features of text listed below work to develop meaning.

- Form, function, and genre (e.g. brochure about smoking to inform students, genre is persuasive)
- 'text features' (e.g. Copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlinks, pull-quotes)
- Literary elements (e.g. Character, setting, problem, plot, climax, theme, conclusion, resolution)
- Non-fiction elements (e.g. Topic sentence, development of ideas with supporting details, central idea)
- Literary devices (e.g. imagery, sensory detail, simile, metaphor)
- Idiomatic expressions (e.g. pull up your socks, in the dog house)

## *Key Strategies to Develop Reading Comprehension*

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The following activities will help your student develop their reading comprehension skills. For activity ideas that achieve these, consult the handout “48 Things to Do...”:

### **Before**

- Set a purpose and consider personal reading goals
- Access prior knowledge to make connections
- Make predictions
- Ask questions about the text
- Preview text

### **During**

- Continue making predictions
- Make connections
- Visualize
- Ask and answer questions
- Make inferences and draw conclusions
- Use “text features”
  - In fiction, these would be plot elements, title and chapter titles, and illustrations.
  - In non-fiction texts, the features would include table of contents, index, titles, headings, pull quotes, glossary, sidebars, diagrams and copywrite.
- Self-monitor and self-correct
- Figure out unknown words
- Read selectively
- Determine the importance of ideas/events
- Summarize and synthesize

### **After**

- Self-monitor and self-correct
- Generate and respond to questions
- Make inferences and draw conclusions
- Reflect and respond
- Visualize
- Use text features (glossary, table of contents, etc.) to locate information
- Use graphic organizers to record information
- Summarize and synthesize

# Reading

## *Types of reading to complete in Grade 6*

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**Overall Goal:** The goal of reading instruction is to further develop reading skills and comprehension by providing students with texts and accompanying assignments that include increasingly difficult vocabulary and complex writing styles. The key to best supporting your student is finding texts whose difficulty lie in the “sweet spot” between comfortable and frustrating. In order to grow as readers we need to be supported as we take on greater challenges. This means reading with assistance and instruction. It is also important to expose students to a variety of genres and types of text so students are able to develop diverse tastes and interests as well as become prepared for reading in real-world situations. Listed below are 4 different types of reading students are expected to engage with in Grade 6.

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1. **Silent Reading** – Students need to develop fluency as they read. This is best done through regular, daily reading of just-right or comfortable texts.

**Expectation:** Student will be able to read “just right books” independently for 30 minutes daily.

“Just right books” are those with 4 or fewer difficult to read words on a page.

**Recommended reading:**

- novels
- magazines
- graphic novels or comics
- newspapers

2. **Expanding the Repertoire** - There are 3 types of text students in Grade 6 are expected to read and demonstrate comprehension of. These are outlined below:

**Expectation:** Student will read fluently and demonstrate their understanding of grade appropriate texts through various response activities.

**p. Literary Texts**

- Stories from Aboriginal and other cultures

- Literature from Canada and other countries
- Short stories and novels exposing students to familiar contexts
- Short plays that are straightforward in form and content
- Poetry in a variety of forms
- Literature from various genres. E.g. historical fiction, science fiction, mystery, etc.

**Example response activities:** novel study, character studies, written sequels, vocabulary lists. Refer to 48 things sheet for more

#### **q. Informational Texts**

- Non-fiction books
- Textbooks and other instructional materials
- Visual or graphic materials
- Reports and articles from magazines and journals
- Reference materials
- Appropriate websites
- Instructions and procedures
- Advertising and promotional materials

**Example response activities:** research reports, persuasive writing (letter to the editor or politician), diorama, etc.

#### **r. Visual Texts**

- Magazines
- Comic books
- Broadcast media (television and Internet)
- Videos
- Advertising
- Promotional materials

**Example response activities:** research reports, movie review, summary, identify bias, etc.

3. **Respond to Reading and Viewing** - Students gain mastery by engaging with texts through a variety of response activities.

Note: When choosing a response activity for your student, find ways for the following skills to be demonstrated. These skills should be spread over the year, and taught individually, each one doesn't need to be done with each reading project.

**Expectation:** Students will explore and demonstrate their understanding of texts and be able to:

- Express opinions and make judgements supported by explanations and evidence
- Explain connections (text-to-self, text-to-text, text-to-world)
- Identify personally meaningful selections, passages, and images
- Analysing texts and developing explanations
- Comparing various viewpoints
- Summarizing and synthesizing to create new ideas

4. **Concepts to Know**

**Expectations:** By the end of Grade 6, students should be confident explaining how the structures and features of text listed below work to develop meaning.

- Form, function, and genre (eg. brochure about smoking to inform students, genre is persuasive)
- 'text features' (eg. Copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlinks, pull-quotes)
- Literary elements (eg. characterization, mood, viewpoint, foreshadowing, conflict, protagonist, antagonist, theme)
- Non-fiction elements (eg. Topic sentence, development of ideas with supporting details, central idea)
- Literary devices (eg. Imagery, onomatopoeia, simile, metaphor)
- Idiomatic expressions (e.g. fight fire with fire, cool your jets)

## *Key Strategies to Develop Reading Comprehension*

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The following activities will help your student develop their reading comprehension skills. For activity ideas that achieve these, consult the handout “48 Things to Do...”:

### **Before**

- Set a purpose and consider personal reading goals
- Access prior knowledge to make connections
- Make predictions
- Ask questions about the text
- Preview text

### **During**

- Continue making predictions
- Make connections
- Visualize
- Ask and answer questions
- Make inferences and draw conclusions
- Use “text features”
  - In fiction, these would be plot elements, title and chapter titles, and illustrations.
  - In non-fiction texts, the features would include table of contents, index, titles, headings, pull quotes, glossary, sidebars, diagrams and copywrite.
- Self-monitor and self-correct
- Figure out unknown words
- Read selectively
- Determine the importance of ideas/events
- Summarize and synthesize

### **After**

- Self-monitor and self-correct
- Generate and respond to questions
- Make inferences and draw conclusions
- Reflect and respond
- Visualize
- Use text features (glossary, table of contents, etc.) to locate information
- Use graphic organizers to record information
- Summarize and synthesize

# Reading

## *Types of reading to complete in Grade 7*

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**Overall Goal:** The goal of reading instruction is to further develop reading skills and comprehension by providing students with texts and accompanying assignments that include increasingly difficult vocabulary and complex writing styles. The key to best supporting your student is finding texts whose difficulty lie in the “sweet spot” between comfortable and frustrating. In order to grow as readers we need to be supported as we take on greater challenges. This means reading with assistance and instruction. It is also important to expose students to a variety of genres and types of text so students are able to develop diverse tastes and interests as well as become prepared for reading in real-world situations. Listed below are 4 different types of reading students are expected to engage with in Grade 7.

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1. **Silent Reading** – Students need to develop fluency as they read. This is best done through regular, daily reading of just-right or comfortable texts.

**Expectation:** Student will be able to read “just right books” independently for 30 minutes daily.

“Just right books” are those with 4 or fewer difficult to read words on a page.

**Recommended reading:**

- novels
- magazines
- graphic novels or comics
- newspapers

2. **Expanding the Repertoire** - There are 3 types of text students in Grade 7 are expected to read and demonstrate comprehension of. These are outlined below:

**Expectation:** Student will read fluently and demonstrate their understanding of grade appropriate texts through various response activities.

**s. Literary Texts**

- Stories from various Aboriginal and other cultures

- Literature from Canada and other countries
- Short stories and novels exposing students to unfamiliar contexts
- Short plays that are straightforward in form and content
- Poetry in a variety of forms

**Example response activities:** novel study, character studies, written sequels, vocabulary lists. Refer to 48 things sheet for more

## **t. Informational Texts**

- Non-fiction books
- Textbooks and other instructional materials
- Visual or graphic materials
- Reports and articles from magazines and journals
- Reference materials
- Appropriate websites
- Instructions and procedures
- Advertising and promotional materials

**Example response activities:** research reports, posters, brochures, vocabulary lists, cause and effect diagrams, etc.

## **u. Visual Texts**

- Magazines
- Newspapers
- Web sites
- Comic books
- Broadcast media (TV)
- Videos
- Advertising
- Promotional materials

**Example response activities:** research report, magazine or newspaper article, letter to the editor or a politician, video, brochure, comic strip, etc.

3. **Respond to Reading and Viewing** - Students gain mastery by engaging with texts through a variety of response activities.

Note: When choosing a response activity for your student, find ways for the following skills to be demonstrated. These skills should be spread over the year, and taught individually, each one doesn't need to be done with each reading project.

**Expectation:** Students will explore and demonstrate their understanding of texts and be able to:

- Express opinions with supporting evidence
- Explain connections (text-to-self, text-to-text, text-to-world)
- Discuss and give reasons for their choice of favourite texts
- Predict and explain
- Visualize
- Distinguish between fact and opinion
- Analyse texts to consider alternatives
- Draw conclusions
- Recognize alternative viewpoints
- Summarize and synthesize

#### 4. **Concepts to Know**

**Expectations:** By the end of Grade 7, students should be confident explaining how the structures and features of text listed below work to develop meaning.

- Form, function, and genre (e.g. brochure about smoking to inform students, genre is persuasive)
- 'text features' (e.g. Copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlinks, pull-quotes)
- Literary elements (e.g. Characterization, mood, viewpoint, foreshadowing, conflict, protagonist, antagonist, theme)
- Non-fiction elements (e.g. Topic sentence, development of ideas with supporting details, central idea)
- Literary devices (e.g. imagery, onomatopoeia simile, metaphor)
- Idiomatic expressions (e.g. out to lunch, out of the blue)

## *Key Strategies to Develop Reading Comprehension*

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The following activities will help your student develop their reading comprehension skills. For activity ideas that achieve these, consult the handout “48 Things to Do...”:

### **Before**

- Set a purpose and consider personal reading goals
- Access prior knowledge to make connections
- Make predictions
- Ask questions about the text
- Preview text

### **During**

- Continue making predictions
- Make connections
- Visualize
- Ask and answer questions
- Make inferences and draw conclusions
- Use “text features”
  - In fiction, these would be plot elements, title and chapter titles, and illustrations.
  - In non-fiction texts, the features would include table of contents, index, titles, headings, pull quotes, glossary, sidebars, diagrams and copywrite.
- Self-monitor and self-correct
- Figure out unknown words
- Read selectively
- Determine the importance of ideas/events
- Summarize and synthesize

### **After**

- Self-monitor and self-correct
- Generate and respond to questions
- Make inferences and draw conclusions
- Reflect and respond
- Visualize
- Use text features (glossary, table of contents, etc.) to locate information
- Use graphic organizers to record information
- Summarize and synthesize