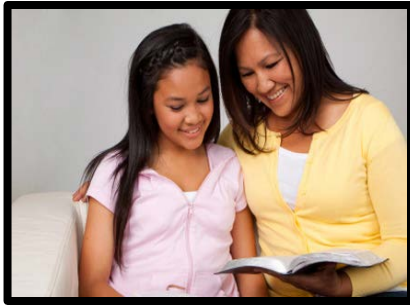


Home Supports for Literacy Kindergarten to Grade 8



Home Supports for Literacy - Kindergarten

- Read aloud to your child as often as you can and invite your child to turn the pages or touch under words as you say them.
- Sit alongside your child so that he/she can see the pictures.
- Allow at least 10 minutes a day for your child to read by himself even if it is just looking at pictures.
- When your child can read some words in a book, share the reading with him/her or have your child read out loud by himself. Start with picture books with only a few sentences on the page. Gradually move on to books with more words. Encourage your child to read labels on packages and outside signs.
- During repeat readings of a predictable book, stop at one of the key words and allow your child to provide the word.
- Have paper with crayons or markers handy for the reluctant listener or active child so that he/she can draw or doodle while you read.
- Discuss the picture on the cover of the book. Ask, “What do you think this is going to be about?”
- While you are reading ask, “What do you think is going to happen next?”
- After you finish reading, ask your child to talk about the characters in the book, where the story took place, and what happened in the story.
- Have your child prove the statements by referring back to the pictures and words in the book.
- Have your child draw a picture related to the story after reading. Allow your child to “write” about the picture and discuss what he/she has written.
- If the book is non-fiction (true), have your child explain the main topic and give some key details about the topic. Ask, “What did you learn?”
- Create a wall chart (in the shape of a worm, caterpillar or train) with the titles and authors of books you’ve read.
- Write basic sight words (e.g. the, is, am, I, we, said, see) on a chart or flash cards in the child’s room or on the refrigerator. Label objects in the home.
- Make lists of things with your child whenever possible (e.g. for shopping, for birthday celebrations, etc.)



Home Supports for Literacy - Grade One

- Have your child read at home for at least 15 minutes every night.
- Read aloud to your child as often as you can.
- Discuss the picture on the cover of the book. Ask, “What do you think this is going to be about?”
- While you are reading ask, “What do you think is going to happen next?”
- After you finish reading, ask your child to describe the characters, setting and events in the story. Have your child prove the statements by referring back to the pictures and words in the book. Ask, “How do you know that?” or “Why did you say that?”
- Have your child draw a picture related to the story after reading. Allow your child to write about the picture and discuss what he/she has written.
- If the book is non-fiction (true), have your child explain the main idea and give some key details about the topic. Ask, “What did you learn?”
- Create a wall chart (in the shape of a worm, caterpillar or train) with the titles and authors of books you’ve read.
- Write basic sight words (e.g. that, there, will, could) on a chart or flash cards in the child’s room or on the refrigerator.
- Have your child write rhyming word families (e.g. at, bat, hat, sat, cat)
- Have your child write thank you notes, lists, and letters to friends and relatives.



Home Supports for Literacy - Grade Two

- Have your child read at home for at least 30 minutes every night.
- Provide varied types of books for your child to read: fiction, non-fiction, poems, plays, fables, folktales, riddles, and simple chapter books.
- Have your child describe the main character of a story and tell how that main character reacts to events in a story.
- Have your child identify the author's purpose of a book (to entertain, to inform, to persuade).
- Have your child use information learned from illustrations and words in print or from the computer to demonstrate understanding of its characters, setting and plot.
- When reading informational texts, have your child ask and answer questions about what he/she read such as: who, what, where, when, why, and how. Have your child prove the answers by referring back to the text.
- When reading informational texts, have your child tell the main idea and give key details to support that main idea.
- Discuss with your child what he/she may have learned from the reading.
- Review sight words important to written work (e.g. because, should, also, next, finally)
- Have your child write 2 or 3 sentences about what he/she learned from reading.
- Have students retell stories in writing with a beginning, middle and end. Include details to describe actions, thoughts and feelings.
- Have your child write thank you notes, lists, and letters to friends and relatives.
- Have your child maintain a daily journal or diary. In it encourage them to write feelings, stories, opinions and information.



Home Supports for Literacy - Grade Three

- Have your child silently read at home for at least 30 minutes every night.
- Provide all types of reading material: fiction, non-fiction, poetry, plays, fables, folktales, news articles, riddles, graphic novels (cartoons), and chapter books. Texts may include problems and social issues, challenging themes, and themes of cultural diversity.
- Have your child describe characters in a story and explain how their actions influence the story.
- Have your child retell key events of the plot in sequential order.
- Have your child describe logical connections between particular sentences and paragraphs in a text.
- Have your child determine the main idea of an informational text, tell key details, and explain how the details support the main idea.
- Have your child ask and answer questions referring to the text for evidence.
- Discuss with your child what he/she learned from reading.
- Write opinion pieces providing reasons for their opinion with a conclusion.
- Write about an event using descriptive details, feelings, sequence of events and a conclusion. (e.g. Describe a vacation trip)
- Write about a topic using an introduction, facts, definitions, and illustrations to explain the topic and provide a conclusion.

**Fluent readers have successfully learned to read smoothly and clearly. They read with expression and follow punctuation. Their goal now is to read increasingly challenging text while making meaning from what they are reading.*



Home Supports for Literacy - Grades 4-8

Reading:

- Build a home library that includes a variety of reading materials.
- Ask questions about stories, “What happened at the beginning, in the middle, at the end?” “What is the theme of this story?” “What was the author’s purpose in writing this story?”
- Ask questions about informational articles, “What was the main idea of this article?” “What details support your thinking?”
- Select books, magazines and Internet articles to read.
- Read a newspaper and discuss current events. Let your child see you reading for pleasure and for information (newspaper, poetry).
- Become a frequent visitor to the public library. Borrow a wide variety of reading genres: legends, myths, realistic fiction, folktales, biographies, and books that give information.
- Discuss and analyze ads on TV and on billboards in your neighborhood.

Writing:

- Have your child write letters or emails that provide information to relatives or friends about recent events, observations, and feelings.
- Have your child write instructions for an everyday task (e.g. making a peanut butter and jelly sandwich, playing a game on the computer or cell phone, fixing a bike, etc.)
- Students often try to persuade their parents to let them do something or purchase something. Have your child write a convincing essay giving reasons and evidence and anticipating concerns or arguments.
- Have your child write a short story or a play about a personal experience. Share it with the family.

