

Helpful Tips

- Ages 4 to 7 is a critical time for learning to read.
- Read with your child for 20 minutes a day. Take turns reading, listening, and discussing.
- Make it a family affair. Have your child read aloud with other family members, such as a younger or older sibling. Don't forget grandparents. Grandparents can be great listeners, and tell great stories too!
- Books provided for home reading reflect what your child can read independently in class. The reading level letter is shown on the back of the book.
- At the end of each grade, students are expected to be able to read "grade-level" texts.
- Grade-level reading matters. If your child is not reading at grade level, do not wait. Speak to your child's teacher about ways you can support your child.

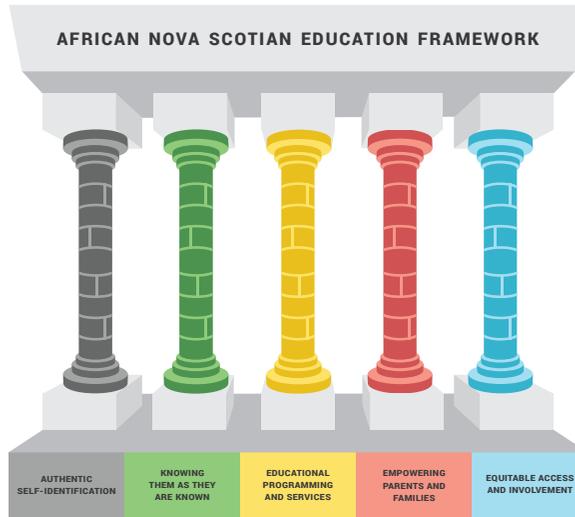
Questions to ask your child's teacher:

- What are my child's strengths?
- What skills do my child need to work on at home?
- How are you supporting my child in the classroom?
- When may we meet next to discuss my child's progress?

About the ACSB

ACSB is dedicated to collaborating across the Department of Education and Early Childhood Development and with students, families, and the community to build a Nova Scotian education system that is equitable, culturally responsive, and a safe learning environment for all learners.

The pillars of the **African Nova Scotian Education Framework** outline the essential themes necessary to address the systemic barriers in education, allowing ANS/Black students to be heard, seen, inspired, and supported so they can reach their promise and potential.



For more information, contact:

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Empowering Parents and Families

Levelled Texts



Dear Parents and Guardians,

Welcome to Inclusive Education! As your child's first teacher and advocate, we recognize the critical role you play in your child's education. For that reason, Empowering Parents and Families is one of the five pillars of the African Nova Scotian Education Framework.

Our actions are intentional. We strive to create opportunities to empower you, and your child's system of support, as essential decision-makers regarding programming and supports for your child. This is achievable through an authentic and collaborative partnership between home, school, and the community that supports and strengthens your child's well-being and achievement. To achieve this goal, we provide information, tools, and training.

You can use this brochure to increase your awareness of grade-level reading benchmarks, and what reading behaviours to look for when reading with your child at home. A perforated edge has been added allowing you to easily separate the panels. You can place the helpful tips in a highly visible area, like the refrigerator door, as a reminder to read and have fun!

Yours in education,

African Canadian Services Branch (ACSB)

"Sankofa" is derived from the Akin Twi and Fante languages of Ghana, loosely meaning "to retrieve." The concept is represented by the Sankofa bird, with feet facing forward and head turned to retrieve an egg on its back.



SANKOFA

The symbol is presented on ACSB materials as a reminder that "in order to understand our present and ensure our future, we must know our past."

What are levelled texts?

Many of the books in today's elementary classrooms are levelled texts. Most levelled book collections use a letter to indicate the level of difficulty (from easiest to hardest) based on a set of characteristics. These books play an important instructional role in P-3 classrooms and help the teacher measure where additional supports may be needed throughout the year to help your child succeed.



Levelled books get more difficult in a number of ways:

- more words on the page
- more words in a line of text
- more lines of text on a page
- text size decreases
- spacing between words and lines of text decreases
- more punctuation
- more high-frequency sight words, such as **a, and, the,** and **is**
- fewer repeated phrases (also called "patterned text")

Year-End Reading Levels in Grades Primary to 3

Primary

Levels C–D: These are books with simple stories that generally have 1–4 sentences, illustrations, and significant spacing.

Grade 1

Levels H–I: At this level and beyond, these books are read with greater understanding, have more print on each page, can be easy-to-read "chapter" books, have many high frequency words and illustrations, but have few characters.

Grade 2

Levels K–M: Books at this level typically have many sentences, short chapters, and fewer illustrations than the previous levels.

Grade 3

Level P or beyond: This level includes a wider range of texts which have less space between words and lines of text, and may have chapters, more detailed plots, and more developed characters.

For more information about reading behaviours at different reading levels, visit the curriculum section of the EECD website:

<https://curriculum.novascotia.ca>



Other brochures in this series can be found in the Publications section of the ACSB website at www.ednet.ns.ca/acs/home.

