

Parent Tips for Reading at Home

<http://www.pbs.org/launchingreaders/parenttips.html>

- ☐ **Read together every day.** Make this a warm and loving time.
- ☐ **Give everything a name.** You can play games that involve naming or pointing to objects.
- ☐ **Read with fun in your voice.** Use different voices for different characters. Have fun!
- ☐ **Be interactive.** Discuss what's happening, point out things on the page, ask your child questions.
- ☐ **Read it again and again!** Research shows that repeated reading builds language skills.
- ☐ **Talk about writing too.** When looking at a book together, point out how we read from left to right and how words are separated by spaces.

- ☐ **Talk about print everywhere.** Talk about written words you see in the world around you and respond with interest to your child's questions about words. Ask him or her to find a new word every time you go on an outing.



Looking Forward...

What are characteristics of Level C and D Readers?

At levels C and D, readers follow simple stories of fiction and fantasy and easy informational texts. They can track print with their eyes (not pointing) over two to six lines per page. They notice and use punctuation. The core of high frequency words is expanding. Readers consistently monitor their reading and cross-check one source of information with another.

What are characteristics of Level C and D Texts?

Books at Levels C and D are simple narratives with several episodes (usually similar or repetitive). Most concepts supported by pictures. Books at these levels have amusing one dimensional characters, simple dialogue, and a simple sequence of events. Almost all vocabulary is familiar to children and is likely to be used in oral language. Word meanings are usually illustrated by the pictures.

"Teaching reading IS rocket science."

~Louisa Moats

"Every child should be inspired to dream and given the tools to make those dreams a reality."

~Dr. Lillian Lowery
MD. State Superintendent of
Schools

"Children are made readers on the laps of their parents."
~ Emilie Buchwald

A Parents' Guide to Guided Reading Levels A and B

"Parents are a child's first and most important teacher."
~Ran and Ramey



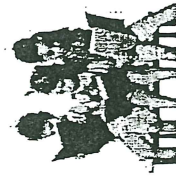
www.aacps.org

*Adapted from Martin County School

Parents' Guide to Guided Reading Levels A and B

What are Guided Reading Levels?

Guided Reading is a highly effective form of small-group instruction. Based on assessment, the teacher brings together a group of readers who are similar in their reading development. The teacher supports the reading in a way that enables students to read a more challenging text with effective processing. Guided Reading Levels reflect a continuum of levels from A-Z (grades K-8). Teachers continuously progress monitor students to see how they're moving along the reading continuum.



Young readers must spend time interacting with texts that are "Just Right" for them.

What are characteristics of Level A and B Readers?

At levels A and B, readers are learning how print works, particularly developing the concepts of left to right directionality. Readers may recognize repeating language patterns in texts that have very simple stories. It is very important that they begin to self monitor their reading and attempt to self-correct as they notice mistakes. They are beginning to develop a core of simple high frequency words.

What are characteristics of Level A and B Texts?

Books at Levels A and B are usually simple texts with stories carried by pictures. The content is easy and familiar (family, pets, play, school). The characters are mostly nameless and flat. These texts have repeating language patterns (simple three to seven words in a sentence). They have familiar settings close to children's experiences. They consist of short predictable sentences that are close to oral language.

Books Kids Love

Level A

Bear & Bee Too Busy by Sergio Ruzzier

The Berenstain Bears in the House of Mirrors by Stan & Jan Berenstain

Chick & Chickie by Claude Ponti

Count and See by Tana Hoban

Do You Want to Be My Friend? by Eric Carle

Growing Colors by Bruce McMillan

Hiding Phil by Eric Barclay

Lets Say Hi to Friends Who Fly by Mo Willems

Look what I Can Do by Jose Aruego

Mice On Ice by Rebecca Emberly

Peep by Kevin Luthardt

Level B

Cat on the Mat by Brian Wildsmith

Dinosaur Kisses by David Elra Stein

Elephant & Piggie by Mo Willems

Can I Play Too? by Mo Willems

Hats around the World by Liza Charlesworth

Have You Seen My Cat? by Eric Carle

Have You Seen My Duckling? by Nancy Tafuri

Little Ducks Go by Emily McCully

Mittens Series by Lola Schaeffer

Pete the Cat I Can Read Series

The End (Almost) by Jim Benton

Aiming Higher

As with anything, the only way to get better is to practice. Young readers need to spend time with just right books every day. They need to hear their parents reading out loud to them as they look at the text on the page and begin to make sense of the emerging language patterns. Moving your child along the guided reading continuum can be accomplished with consistent practice and meaningful text-based discussions at home.

Conversation Starters

- ☐ What do you think might happen next? Why do you think so?
- ☐ Does this story remind you of anything that's ever happened to you? Tell me about it.
- ☐ Does this story remind you of any other books? What do you notice that is the same?
- ☐ What do you already know about this topic?
- ☐ What did you learn by reading the book and looking at the pictures?
- ☐ How is the character feeling? How can you tell?
- ☐ Can you find clues in the pictures that might help us figure out how the character is feeling?
- ☐ Do you think this is a good book? Why do you think so?

