

Parent Tips For Reading at Home

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

☐ **Watch My Lips**— This may feel odd at first, but encourage your child to watch your lips and mouth while you make certain sounds. Have your child think about how his/her own lips and tongue move. You can say something like, "Can you feel how your mouth moves the same way at the beginning of the words mouse, mom, and man? Watch my mouth while I say them." Remember to make just one m sound that you hold for longer than you normally would.

☐ **Read it and Experience it**— Help your child make the connection between what he/she reads in books and what happens in life. If you're reading a book about animals, for example, relate it to last month's trip to the zoo.

☐ **Let your child choose**—Give your child the chance to pick his/her own books. Letting children choose their own books nurtures independence and their own interests.

☐ **Trace and say letters**— One way to help your child learn letters sounds is to have him/her use a finger to trace a letter while saying the letter's sound at the same time. You can do this on paper or in a sandbox or on a plate filled with sugar. Involving touch, sight, and speech in this way has a powerful effect on learning.

What are characteristics of Level I and J Readers?

At levels I and J, readers are able to automatically recognize a large number of words, and can quickly apply word-solving strategies to multi-syllable words with inflectional endings, prefixes, and suffixes. They read a wide range of plurals, possessives, and contractions. In oral reading they use appropriate rate, word stress, intonation, and phrasing. They recognize and use a wide variety of punctuation.

What are characteristics of Level I and J Texts?

Books at Levels I and J include short informational texts on familiar topics, short fiction texts, and longer illustrated narratives that have short chapters. In fiction, characters generally do not change since the plots are relatively simple and texts are not long. Very simple biographies are introduced at these levels.

"I cannot live without books."

~**Thomas Jefferson (President)**

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

~**Dr. Jack Smith**
Interim MD. State Superintendent
of Schools

"There are many little ways to enlarge your child's world. Love of books is the best of all."
~**Jacqueline Kennedy**

A Parents' Guide to Guided Reading Levels E,F,G,H

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

~**Ran and Ramey**

www.aacps.org

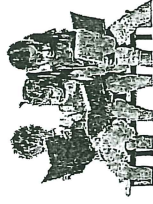
*Adapted from Martin County
School District

Parents' Guide to Guided Reading Levels E,F,G,H

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 E,F,G,H Readers?

At levels E,F,G,H, readers encounter a wider range of texts and continue to internalize knowledge of different genres. They are still reading texts with three to eight lines of print per page, but print size is slightly smaller and there are more words on a page. With early reading behaviors completely under control and quick and automatic recognition of a large number of high-frequency words, they have attention to give to slightly more complex story lines and ideas.

What are characteristics of Level E,F,G,H Texts?

Books at Levels E,F,G,H have accessible content that expands beyond home, neighborhood, and school. They start to introduce some content specific words which are explained and illustrated in the story. The stories become longer and there is less repetition. Illustrations are important at these levels. The pictures support interpretation, enhance enjoyment, and set the mood of the story.

Books Kids Love

Level E

- Happy Pig Day** by Mo Willems
- My Five Senses** by Alikei
- Oh a Hunting We Will Go** by John Langstaff
- Oh No Otis!** by Julie Frankel
- Oh, Cats!** by Nola Buck
- Out the Door** by Catherine Matthias
- The Pet that I Want** by Mary Packard
- Please Mr. Panda** by Steve Anthony
- Great White Sharks** by Nico Barnes



Level F

- Itchy Itchy Chicken Pox** by Grace Maccarone
- Just Like Daddy** by Frank Asch
- The Lady with the Alligator Purse** by Nadine Westcott
- Let's Count to 100** by Masayuki Sebe
- Lightning Liz** by Larry Brimmer
- The Lion and the Mouse** by Gail Herman
- Manatees** by Martha Rustad
- Marmalade's Nap** by Cindy Wheeler
- My New Friend is So Fun** by Mo Willems
- One Love** by Cedella Marley
- "pardon?" said the Giraffe** by Colin West

Kids love amusing and engaging characters!

Books Kids Love

Level G

- One Monday Morning** by Uri Shulevitz
- P.J. Funnybunny Camps out** by Marilyn Sadler
- Sam the Garbage Hound** by Charman Simon
- Scorpions** by William Ripple
- The Secret Code** by Dana Rau
- Sheep in a Jeep** by Nancy Shaw
- Shhhhh!** by Suzy Kline
- Snail Saves the Day** by John Stadler
- The Snow** by John Burningham
- Spiders and Their Webs** by Linda Tagliaferro

Level H

- Allosaurus** by Helen Frost
- American Mastodon** by Carol Lindeen
- Bruises** by Sharon Gordon
- Captain Cat** by Syd Hoff
- The Chinese New Year** by Lola Schaefer
- The Clubhouse** by Anastasia Suen
- Come! Sit! Speak!** by Charman Simon
- Diwali** by Nancy Dickmann
- Dump Trucks** by Linda Williams
- Eating Fractions** by Bruce McMillan
- EMT'S Help Us** by Aaron Murray
- Goodnight, Moon** by Margaret Wise Brown