

Parent Tips For Reading at Home

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

- ☐ **Don't leave home without it—** Have your child bring a book or magazine any time you'll have to spend time waiting, such as a to a doctor's or dentist's office. Fit in reading every chance you get!
- ☐ **Once is not enough —** Encourage your child to re-read favorite books and poems. With repeated readings, he or she should be able to read more quickly and accurately.
- ☐ **Pick books that are at the right reading level —** Help your child choose reading materials that are not too difficult. The goal is to give your child lots of successful reading experiences. Sometimes, slow readers will choose overly difficult books to "save face" and then are unable to actually read them.
- ☐ **Dig deeper into the story—** Ask your child about the story you've just read together. Try questions that require your child to draw conclusions. Say something like, "Why do you think Clifford did that?" A child's involvement in retelling a story or answering questions goes a long way toward developing his or her comprehension skills.



Looking Forward...

What are characteristics of Level K,L,M Readers?

At levels K,L,M, readers know the characteristics of a range of genres. They can process sentences that are complex, contain prepositional phrases, introductory clauses, and lists of nouns, verbs, and adjectives. Word-solving is smooth and automatic in both silent and oral reading. They read silently and independently. In oral reading, they demonstrate all aspects of smooth, fluent processing.

What are characteristics of Level K,L,M Texts?

Books at Levels K,L,M can be fiction chapter books, longer series books, and mysteries. Fiction narratives are straightforward but have elaborate plots and multiple characters that develop and show some change over time. Texts at this level also include shorter non-fiction texts mostly on single topics.

"There is more treasure in books than in all the pirate's loot on Treasure Island."

~Walt Disney

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

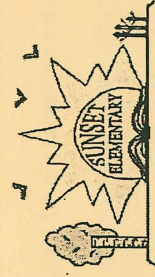
~Dr. Lillian Lowery
MD. State Superintendent of Schools

"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 I and J

"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 I and J

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 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.

Books Kids Love

Level I

Detection Rats by Rosie Albright

Noisy Nora by Rosemary Wells

Penny & Her Doll by Kevin Henkes

The Quilt by Ann Jonas

A Rainbow of My Own by Don Freeman

Reflections by Ann Jonas

Silly Times with Two Silly Trolls by Nancy Jewell

Small Pig by Arnold Lobel

Spooky Riddles by Marc Brown

The Story of Chicken Licken by Jan Ormerod

There's a Nightmare In My Closet by Mercer Mayer

The Very Busy Spider by Eric Carle



Level J

Addie's Bad Day by Joan Robins

Allie's Basketball Dream by Barbara Barber

Kids connect to the familiar struggles of characters close to their same age.

Amazing Grace by Mary Hoffman

Aunt Eater mystery series by Doug Cushman

The Best Nest by P.D. Eastman

Booker T. Washington by Lola Schaefer

The Boy Who Cried Bigfoot by Scott Magoon

Camp Big Paw by Doug Cushman

The Cat In the Hat by Dr. Seuss

Francis Scott Key's Star Spangled

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

- ☐ How do you think the story will end? Can you find clues to support your prediction?
- ☐ How have your ideas changed after reading the story?
- ☐ What do you know about the character? What evidence supports your thinking?
- ☐ What is the problem in the story? How is it solved?
- ☐ How do the pictures extend the meaning of the story?
- ☐ How could the characters have behaved differently in the story?
- ☐ What this story interesting, funny, scary, or exciting? Why do you think so?

