

Strategies to Help Develop Reading Skills at Home

Read poems and short stories aloud to your child.

Make predictions about the story together using pictures and/or words in the story.

Use your finger to point to the words you're reading from left to right.

Search for information using words or pictures to understand the meaning of unknown words.

Model how to pause at the end of a sentence after a period.

Point out an exclamation mark at the end of the sentence and reread the sentence using enthusiasm.

Choose a few words in the text that could be easy to rhyme with other words, such as hop. Brainstorm words together that can rhyme with that word.

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

- Emilie Buchwald

Looking Forward...



What are characteristics of Level C,D, and E Readers?

At levels C, D, and E, readers follow simple stories of fiction and fantasy and easy informational texts. They can track print with their eyes over two to eight lines per page often without pointing. 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,D, and E Texts?

Books at levels C,D, and E are simple narratives with several episodes (usually similar or repetitive). Most concepts are supported by pictures. Books at these levels have familiar content that expands beyond the home, neighborhood, and school. Texts also have some longer stretches of 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.

A Parent's Guide to Guided Reading Levels A and B

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



THE D105 DIFFERENCE

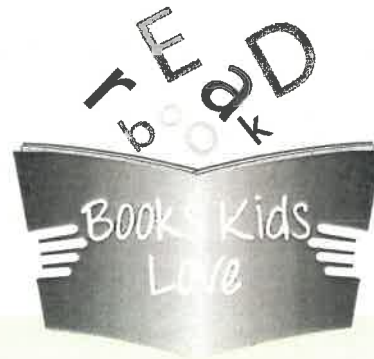


*Adapted from
Anne Arundel County Public Schools*

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.



Level A

Bear & Bee Too Busy by Sergio Ruzzier

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

Let's 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

What are characteristics of Level A and B Readers?

At levels A and B, readers are using their finger to track left to right across the words and one line of print. They are learning to match one spoken word with one word in print and recognize repeating language patterns in simple stories. It is important that they begin to self-correct as they notice mistakes and are learning new 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). These texts have repeating language patterns and focus on a single idea or topic with word meanings that are illustrated by pictures. They consist of short predictable sentences that are close to oral language.

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

Aiming Higher

As with anything, the only way to get better is to practice. Young readers need to spend time reading "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. Prompt your child to support their answers with evidence from the text.



- What are the major events in the story?
- What does this story remind you of?
- Can you think of another book that is similar to this one?
- Pretend that I am your friend who has never read the story. Can you retell the story to me?
- Who are the characters in the book?
- How did the pictures help you understand the story?
- Why do you think the book was called _____?
- Did you enjoy the story? Why or why not?