

Strategies to Help Develop Reading Skills at Home

Encourage your child to:

Read silently and follow the words with his/her eyes.

Search for information (context clues) to solve the meaning of unknown words.

Read dialogue with expression when reading aloud.

Stop and retell the events on one page.

Make predictions about the problem and solution while reading.

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

- Jacqueline Kennedy

Looking Forward...



What are the characteristics of Level J and K Readers?

At Levels J and K, readers adjust their reading strategies to process not only realistic fiction and informational texts but to read simple biographies. They process a great deal of dialogue, some of which is unassigned to a character. Children are challenged to read stories based on concepts that are distant in time and space and reflect diverse cultures.

What are the characteristics of Level J and K Texts?

Books at Levels J and K include a wider range of genres including illustrated chapter books with multiple characters. Most fiction texts have multiple episodes related to a single plot and more complex characters. They have some figurative language and new content that children would not typically know.

A Parent's Guide to Guided Reading Levels

H & I

"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 H & I

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.

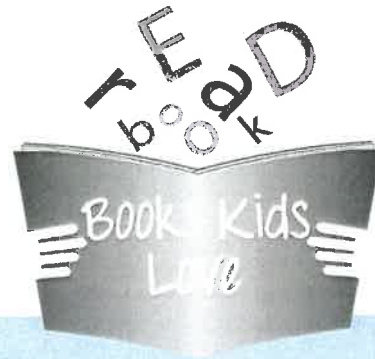
What are characteristics of Level H and I Readers?

At levels H and I, 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 begin reading texts silently and encounter compound sentences and solve words with complex spelling patterns.

What are characteristics of Level H and I Texts?

Books at levels H and I are mostly short (eight to sixteen pages), as well as some easy illustrated chapter books (forty to sixty pages) that require them to sustain attention and gather information over time. These texts contain long sentences of more than ten words that include prepositional phrases, adjectives, and clauses.

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



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 Charnan 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

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

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 do you think will happen next?*
- *Pretend that I am your friend who has never read the story. Can you retell the story to me from beginning to end?*
- *What nonfiction text features do you notice? Why did the author choose these features? (photograph, caption, pictures, etc.)*
- *How did you feel when the character _____? Why do you think the character felt or acted that way?*
- *What new information did you learn about _____?*
- *Was this story interesting, boring, or exciting? Tell me why?*