Reading Level A

Your child reads independently, or on his/her own, at a level A​. Readers at a level A​ are beginning to understand that there is a relationship between letters and sounds. Your child is learning to look left to right across the page and learning to search for and use information from pictures to help learn about the words on the page. Level A readers know the difference between printed words and pictures and are learning to match one spoken word to one written word on the page. Your child is learning to recognize some sight words, which are the most commonly used words (for example: and, for, but, with). You can find more sight words by clicking on this link and viewing the first hundred word list: http://www.spelling-words-well.com/sight-word-list.html The following table shows the expected ranges of levels at specific grade levels. Make note of where your child should be by the end of the school year:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Kindergarten** | **1st Grade** | **2nd Grade** | **3rd Grade** | **4th Grade** | **5th Grade** |
| RB, A, B, C, D | D, E, F, G, H, I, J | J, K, L, M | M, N, O, P | P, Q, R, S | S, T, U |

You can help your child reach the end of year goal by following the ABC’s of active reading. It is helpful to:

**A​**sk questions

● What is happening in the pictures or illustrations?   
● Tell me about the events or the ideas in this book.   
● What have you learned after reading this book?

**B​**uild vocabulary

● Have your child point to each word as it is read aloud by you or your child.   
● Ask your child to read the sight words on the page.   
● Ask your child to point and read action words, such as run, play, go.

**C​**onnect with the world

● Have your child draw a picture or tell you about a time that reminds him/her of something that happened in the book.   
● Ask your child: Where do you think the story takes place? How is that alike or different from where we live?

Keep reading every night! Remember your child can read level A books by him/herself and can read ​level B books with your help.

# Reading Level B

Your child reads independently, or on his/her own, at a **level B**.  Readers at a **level B** are beginning to understand that we read from left to right the across words and lines of print. They may begin to understand the connection between letters and letter sounds.  Students may also begin to recognize and rely on patterns found within the text. For example: The shell is small. The ant is small. The bee is small. Stories are simple and focus on one idea. It is important that students begin to look at the pictures to search for clues that will help them be sure they are reading the words correctly.

Your child is learning to recognize some sight words, which are the most commonly used words (for example: and, for, but, with).

The following table shows the expected ranges of levels at specific grade levels.  Make note of where your child should be by the end of the school year:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Kindergarten** | **1st Grade** | **2nd Grade** | **3rd Grade** | **4th Grade** | **5th Grade** |
| RB, A, B, C, D | D, E, F, G, H, I, J | J, K, L, M | M, N, O, P | P, Q, R, S | S, T, U |

You can help your child reach the end of year goal by following the ABC’s of active reading. It is helpful to:

**A**sk questions

* What is happening in the pictures or illustrations?
* Tell me about the events or the ideas in this book.
* What have you learned after reading this book?

**B**uild vocabulary

* Have your child point to each word as it is read aloud by you or your child
* Ask your child to read the sight words on the page
* Ask your child to point and read action words, such as run, play, go

**C**onnect with the world

* Have your child draw a picture or tell you about a time that reminds him/her of something that happened in the book.
* Ask your child:  Where do you think the story takes place?  How is that alike or different from where we live?
* What information did you like or dislike about this book?

Keep reading every night!  Remember your child can read level B books by him/herself and can read level C books with your help.

Reading Level C

Your child reads independently, or on his/her own, at a **level C**. Readers at **level C** are beginning to read simple stories on familiar topics. These books often have two to six lines on a page. Students automatically move their eyes from left to right across the page and read print on both the left page and the right page.  Their reading is becoming more smooth and expresses according to punctuation. Readers are moving away from the need to point to the words and are reading in phrases. They know many high frequency words that are recognized quickly and easily. Readers are constantly checking their reading with the pictures provided.

Your child is learning to recognize sight words, which are the most commonly used words (for example: and, for, but, with).

The following table shows the expected ranges of levels at specific grade levels.  Make note of where your child should be by the end of the school year:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Kindergarten** | **1st Grade** | **2nd Grade** | **3rd Grade** | **4th Grade** | **5th Grade** |
| RB, A, B, C, D | D, E, F, G, H, I, J | J, K, L, M | M, N, O, P | P, Q, R, S | S, T, U |

You can help your child reach the end of year goal by following the ABC’s of active reading. It is helpful to:

**A**sk questions

* Why do you think the character is acting the way he/she is acting?  What makes you think this?
* Tell me about the events or the ideas in this book.
* What have you learned after reading this book?

**B**uild vocabulary

* Have your child identify unfamiliar words in the text. Discuss the meanings of these words based on how they were used in the text.
* Ask your child to read the sight words on the page.
* Ask your child to point and read action words, such as run, play, go.

**C**onnect with the world

* What do you already know about this topic?
* What other books that you’ve read or movies you’ve seen does this book make you think of?
* What can you learn about this book by looking at the pictures?

Keep reading every night!  Remember your child can read level C books by him/herself and can read level D books with your help

Reading Level D

Select the link to view, print or share this information- [D.pdf](https://cms.instructure.com/courses/130361/files/5499807/download?wrap=1)     [D-Spanish.pdf](https://cms.instructure.com/courses/130361/files/6272108/download?wrap=1)

Your child reads independently, or on his/her own, at a **level D**.  Readers at a **level D** are able to read simple fiction stories, fantasy stories and simple informational (nonfiction) texts. They can follow print with their eyes and rarely point to the words in the book (except for reading unknown words or words they do not know). Students will notice different sentence structures and types of punctuation.  Students can read many unknown words by using what they know about letters and the sounds they make, to sound out unknown words. Students consistently self monitor to make corrections to their reading as needed. For example: The student is reading a book about trees. He says the word “pin” instead of “pine”. The student self monitors by realizing that “pin” doesn’t make sense because there is no such thing as a “pin” tree. He should then think about what would make sense and try to figure out the word again.

Your child is learning to recognize many sight words, which are the most commonly used words (for example: and, for, but, with).

The following table shows the expected ranges of levels at specific grade levels.  Make note of where your child should be by the end of the school year:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Kindergarten** | **1st Grade** | **2nd Grade** | **3rd Grade** | **4th Grade** | **5th Grade** |
| RB, A, B, C, D | D, E, F, G, H, I, J | J, K, L, M | M, N, O, P | P, Q, R, S | S, T, U |

You can help your child reach the end of year goal by following the ABC’s of active reading. It is helpful to:

**A**sk questions

* What prediction (telling what you think might happen next in the story) can you make using the pictures in the story?
* What do you think will happen at the end based on reading the beginning and middle of the story?
* How do you think the character feels?  Why?

**B**uild vocabulary

* Have your child point to each word as it is read aloud by you or your child.
* Ask your child to read the sight words on the page.
* Ask your child to point and read action words, such as run, play, go.

**C**onnect with the world

* Who does the character remind you of?  How so?
* What connections to other books can you make about \_\_\_\_\_\_ (fill in the book topic here)?
* How does this book make you feel?

Keep reading every night!  Remember your child can read level D books by him/herself and can read Level E books with your help.

Reading Level E

Your child reads independently, or on his/her own, at a **level E**. Readers at **level E**encounter texts that have three to eight lines of print per page.  They are able to read sentences that carry over two to three lines or even across two pages. Students are relying more on the print as they read texts with less supportive pictures.  They read without pointing, but you may see them use their finger to help them break apart unknown words.

Your child is learning to recognize more sight words, which are the most commonly used words (for example: and, for, but, with).

The following table shows the expected ranges of levels at specific grade levels.  Make note of where your child should be by the end of the school year:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Kindergarten** | **1st Grade** | **2nd Grade** | **3rd Grade** | **4th Grade** | **5th Grade** |
| RB, A, B, C, D | D, E, F, G, H, I, J | J, K, L, M | M, N, O, P | P, Q, R, S | S, T, U |

You can help your child reach the end of year goal by following the ABC’s of active reading. It is helpful to:

**A**sk questions

* Why do you think the character is acting the way he/she is acting?  What makes you think this way?
* How did the author make this story surprising or funny?  Use parts of the story in your answer.
* How can you tell the text is fiction or nonfiction?

**B**uild vocabulary

* Discuss unknown words.
* Ask your child to read the sight words on the page.
* Ask your child to point to and read nouns (words that name a person, place, thing or animal) in the story.

**C**onnect with the world

* What is your opinion of the text?  Does the book have a good beginning and end?  Why do you think this way?
* Tell me about a time when you have felt like the character.
* Did you learn new things about the topic of the book?  What new things?

Keep reading every night!  Remember your child can read level E books by him/herself and can read level F books with your help

Reading Level F

Your child reads independently, or on his/her own, at a **level F**. Readers at **level F**are beginning to understand and notice the differences between different types of books.  They can read dialogue between characters (when characters talk) and can automatically recognize a large number of sight words.  Your child can also sound out simple words as well as longer, unfamiliar ones.  In fiction, he or she is beginning to meet characters that are more complicated and in informational texts (nonfiction books), your child is learning more new facts about topics.  Your child can read level F books without pointing to the words and can read with expression.

Your child continues to learn to recognize sight words.

The following table shows the expected ranges of levels at specific grade levels.  Make note of where your child should be by the end of the school year:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Kindergarten** | **1st Grade** | **2nd Grade** | **3rd Grade** | **4th Grade** | **5th Grade** |
| RB, A, B, C, D | D, E, F, G, H, I, J | J, K, L, M | M, N, O, P | P, Q, R, S | S, T, U |

You can help your child reach the end of year goal by following the ABC’s of active reading. Your child can answer the following questions to you aloud or, preferably, in writing.

**A**sk questions

* What would make the character act the way he or she did?  Where are the parts of the story that support your thinking?
* What do you think caused the problem in the story?  How do you know this?
* How can you tell the text is nonfiction?
* Point to any of the illustrations.  What new information can be learned about the topic?

**B**uild vocabulary

* Ask your child to point to any new or unfamiliar words he/she found tricky and ask: How did you figure out the word?
* Ask you child:  What part of the book helped you know what the word \_\_\_\_ means?

**C**onnect with the world

* Ask your child:  What is your opinion of the text?
* Ask your child:  What connections can you make to other books (such as the same author, topic, ideas, content, etc.)?

Keep reading every night!  Remember your child can read level F books by his/herself and can read level G books with your help.

Reading Level G

Your child reads independently, or on his/her own, at a **level G**.  Readers at a **level G**read many different types of books including fantasy, realistic fiction, folktales, and nonfiction.  These books often have three to eight lines of text on a page and the text size begins to be smaller on the page.  Students recognize a large number of sight words. Level G readers are able to read more complex storylines and ideas. They are able to figure out unknown words and maintain an understanding of the text at the same time.  They encounter some content specific words (for example, social studies, science, math words), but most texts at this level have only a few challenging vocabulary words.

Your child recognizes many sight words.

The following table shows the expected ranges of levels at specific grade levels.  Make note of where your child should be by the end of the school year:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Kindergarten** | **1st Grade** | **2nd Grade** | **3rd Grade** | **4th Grade** | **5th Grade** |
| RB, A, B, C, D | D, E, F, G, H, I, J | J, K, L, M | M, N, O, P | P, Q, R, S | S, T, U |

You can help your child reach the end of year goal by following the ABC’s of active reading. Your child can answer the following questions to you aloud or, preferably, in writing.

**A**sk questions

* What is the setting of this story?  How do you know?
* Write two things you have learned from this book. Use examples from the book to support your answer.
* Who is telling this story? How do you know?
* Show me a part of the story that made you feel (happy/sad/scared).

**B**uild vocabulary

* What is another word that means the same as \_\_\_\_\_?
* Discuss the meaning of the word \_\_\_\_\_.
* Select a section or part of the book and ask your child:  Retell this section in your own words.

**C**onnect with the world

* Have your child draw a picture or tell you about a time that reminds him/her of something that happened in the book.
* Where do you think the story takes place?  How is that alike or different from where we live?
* Have you ever read about \_\_\_\_\_ in another book? How was it alike/different?
* Pick a section or part in the book.  Ask your child:  Write to tell what has happened in your life that made you feel the way the character does in this part.

Keep reading every night!  Remember your child can read level G books by him/herself and can read level H books with your help.

Reading Level H

Your child reads independently, or on his/her own, at a **level H**.  Readers at a **level H**encounter a variety of different types of text including fantasy, folktales and nonfiction.  Your child is able to read and understand  more difficult text and the stories are longer. There is less repetition (repeated parts) found in the story.  The plots and characters in the stories are more detailed but still simple.  Readers at this level will start to read new texts silently, which will help them to think more deeply about what they read.  When they do read aloud, level H readers will read in phrases, with expression and at an appropriate speed, meaning they read at a pace that is not too fast and not too slow based on the text they are reading. They may need to read nonfiction text a little more slowly to be able to understand the subject.

Your child recognizes many sight words.

The following table shows the expected ranges of levels at specific grade levels.  Make note of where your child should be by the end of the school year:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Kindergarten** | **1st Grade** | **2nd Grade** | **3rd Grade** | **4th Grade** | **5th Grade** |
| RB, A, B, C, D | D, E, F, G, H, I, J | J, K, L, M | M, N, O, P | P, Q, R, S | S, T, U |

You can help your child reach the end of year goal by following the ABC’s of active reading. Your child can answer the following questions to you aloud or, preferably, in writing.

**A**sk questions

* Was that a “big event” or a “little detail” in the story? Why do you think this?
* Write some words from the story that that show (name the character) is feeling (name the feeling).
* What have you learned after reading this book?
* Selection a section in the story.  Ask your child to:  Retell this section in your own words.

**B**uild vocabulary

* Tell three words to describe (name the character).  What are examples in the book that make you describe the character that way?
* Tell what the word \_\_\_\_\_ means as it is used in this book.
* What is another word that means the same or almost the same as \_\_\_\_\_?

**C**onnect with the world

* Have your child draw a picture or tell you about a time that reminds him/her of something that happened in the book.
* Ask your child:  Where do you think the story takes place?  How is that alike or different from where we live?
* Have you ever read about \_\_\_\_\_ in another book? How was it alike/different?

Keep reading every night!  Remember your child can read level H books by him/herself and can read level I books with your help.

Reading Level I

Your child reads independently, or on his/her own, at a **level I**.  Readers at a **level I**are reading mostly short texts (eight to sixteen pages) as well as some short, illustrated chapter books (forty to sixty pages). These books require students to maintain attention and memory over a long period of time.  Sentences found in these books are longer and more difficult. Students can use word-solving strategies to read words with more difficult spelling patterns.  They read many text silently, following the text with their eyes and without pointing to the words.

Your child recognizes many sight words.

The following table shows the expected ranges of levels at specific grade levels.  Make note of where your child should be by the end of the school year:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Kindergarten** | **1st Grade** | **2nd Grade** | **3rd Grade** | **4th Grade** | **5th Grade** |
| RB, A, B, C, D | D, E, F, G, H, I, J | J, K, L, M | M, N, O, P | P, Q, R, S | S, T, U |

You can help your child reach the end of year goal by following the ABC’s of active reading. Your child can answer the following questions to you aloud or, preferably, in writing.

**A**sk questions

* What words show that (name the character) is sad/happy/excited?
* Write some words from the story that that show (name the character) is feeling (name the feeling).
* Write to describe how (name the character) acts. Use some examples from the story.
* What have you learned after reading this book?
* Selection a section in the story.  Ask your child to:  Retell this section in your own words.

**B**uild vocabulary

* Tell 3 words to describe (name the character).What are examples in the book that make you describe the character that way?
* Tell what the word \_\_\_\_\_ means as it is used in this book.
* What is another word that means the same or almost the same as \_\_\_\_\_?

**C**onnect with the world

* Have your child tell you about a time that reminds him/her of something that happened in the book.
* Ask your child:  Where do you think the story takes place?  How is that alike or different from where we live?
* After reading this book, what similar topics do you want to read more about?

Keep reading every night!  Remember your child can read level I books by him/herself and can read level J books with your help.

Reading Level J

Your child reads independently, or on his/her own, at a **level J**.  Readers at a **level J** are able to read a variety of different types of text including short informational (nonfiction) texts on topics they are familiar with, short stories, and longer texts with illustrations and short chapters.  Readers at a Level J are able to recognize a large number of words and can sound out longer words. They are also able to use expression when they read out loud.

Your child continues to learn to recognize sight words

The following table shows the expected ranges of levels at specific grade levels.  Make note of where your child should be by the end of the school year:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Kindergarten** | **1st Grade** | **2nd Grade** | **3rd Grade** | **4th Grade** | **5th Grade** |
| RB, A, B, C, D | D, E, F, G, H, I, J | J, K, L, M | M, N, O, P | P, Q, R, S | S, T, U |

You can help your child reach the end of year goal by following the ABC’s of active reading. Your child can answer the following questions to you aloud or, preferably, in writing.

**A**sk your child

* Tell why (title of book) is a good title for this story.  Use parts of the book to support your answer.
* Does this story teach a lesson?  If so, what lesson does (name of character) learn?  Use details from the story to support your answer.
* What did you notice about the layout of the text (headings, subheadings, illustrations, labels)?  How did these help you understand the text?

**B**uild vocabulary

* What are some new words you learned from this book?  How can you use these words in your everyday life?
* Which words were difficult for you to sound out?  Practice breaking these words apart as you read them on the pages.  (For example: misplacing - mis/plac/ing).

**C**onnect with the world

* Have your child write about about a time that reminds him/her of a similar event that happened in the book.
* How has your mind changed about the topic after reading this book? Or what do you still believe, now that you know more about this topic?

Keep reading every night!  Remember your child can read level J books by him/herself and can read level K books with your help.