

Parent Guide for:

Level A Reading Behaviors

Skills to Look for...	Work With Your Child...
Accuracy <ul style="list-style-type: none"> Recognizes high frequency words (such as a, is, my, the, and like) Can recognize two objects with the same beginning sounds (ex: <u>c</u>at and <u>c</u>ar or <u>p</u>late and <u>p</u>an) 	Accuracy <ul style="list-style-type: none"> Build the high frequency words with magnetic letters. Match pictures cards that have the same beginning sound. <i>Can you match the word card to the word in the story?</i>
Fluency <ul style="list-style-type: none"> Points crisply to words as they read (Uses word-by-word matching) Reads at a relatively steady rate 	Fluency <ul style="list-style-type: none"> <i>Can you touch each word as you read it?</i>
Comprehension <ul style="list-style-type: none"> Remembers what the story is about while reading Uses the pictures to figure out tricky words 	Comprehension <ul style="list-style-type: none"> Touch the picture and tell what is happening When they get stuck on a word say, <i>Look at the picture to help you with that word.</i>
Concepts of Print <ul style="list-style-type: none"> Can hold a book right side up Knows which direction print goes (left to right) Can count the spaces between the words 	Concepts of Print <ul style="list-style-type: none"> As you read to your child, point to the words from left to right. Place toothpicks or pieces of string between the spaces. Count together. <i>Watch how I hold the book right side up. Now you try it.</i>

Italics indicate suggested prompts or phrases to use when working with your child.

Parent Guide for:

Level B Reading Behaviors

Skills to Look for...	Work With Your Child...
Accuracy <ul style="list-style-type: none"> Recognizes high frequency words (such as a, is, my, the, and like) Locates easy high frequency words in the text Uses beginning letter knowledge and picture clues to figure out words 	Accuracy <ul style="list-style-type: none"> Write down the misread word. Read it. <i>Can you match the word I wrote to the word in the book?</i> <i>Do you see any words you know?</i> <i>You said (<u>misread word</u>). Does that look right?</i> <i>Look at the picture. Does it help you read the unknown word?</i>
Fluency <ul style="list-style-type: none"> Points crisply to words as they read Uses the pattern in the text to increase their momentum as they read (Patterns might be rhyming words, word families, blends, etc.) Re-reads to self-correct errors 	Fluency <ul style="list-style-type: none"> Help the child recognize the pattern <i>Watch me read it quickly and smoothly, now you try it.</i> <i>Can you touch each word as you read it?</i>
Comprehension <ul style="list-style-type: none"> Remembers what the story is about while reading Uses the pictures to figure out tricky words 	Comprehension <ul style="list-style-type: none"> Touch each page and retell the story in their own words. <i>Can you touch the picture and tell me what is happening?</i>
Concepts of Print <ul style="list-style-type: none"> Knows where the beginning, middle, and end of the story is located. 	Concepts of Print <ul style="list-style-type: none"> <i>Touch a page from the beginning.</i> <i>Touch a page from the middle.</i> <i>Touch a page from the end.</i>

Italics indicate suggested prompts or phrases to use when working with your child.

Parent Guide for:

Level C Reading Behaviors

Skills to Look for...	Work With Your Child...
Accuracy <ul style="list-style-type: none"> Recognizes high frequency words (such as we, that, can, but, and at) Locates easy high frequency words in the text Can break apart the beginning, middle, and end sounds of short vowel words (Ex: s-u-n, m-a-n, or b-a-t) Catches themselves when the word they say does not match the word in the text 	Accuracy <ul style="list-style-type: none"> Build word families with magnetic letters (ex: bat, fat, cat, mat, sat) Find the consonant-vowel-consonant (CVC) words in their book and make a list of them <i>Can you find a small part in the word that you know?</i> <i>Can you find a word that you know?</i> <i>Can you match the word card to the word in the story? (write down high frequency words before/as you read)</i> <i>Did that sound/look right?</i>
Fluency <ul style="list-style-type: none"> Puts words together in phrases as they read. Uses known words to self-monitor and self-correct 	Fluency <ul style="list-style-type: none"> <i>Watch me read it quickly and smoothly, now you try it.</i> <i>Slide your finger under the words as you read.</i>
Comprehension <ul style="list-style-type: none"> Can retell the story in a simple way. Remembers most of the important details of the story. Begins to use character's names. Notices and points out connections between text and pictures 	Comprehension <ul style="list-style-type: none"> Touch each page and retell the story in their own words. <i>What was (<u>character's name</u>) doing in the story?</i> <i>What was (<u>character's name</u>) like?</i> <i>How can you tell (<u>character's name</u>) is happy/sad/mad?</i> <i>What do you notice about the picture?</i>

Italics indicate suggested prompts or phrases to use when working with your child.

Parent Guide for:

Level D Reading Behaviors

Skills to Look for...	Work With Your Child...
Accuracy <ul style="list-style-type: none"> Recognizes high frequency words (such as we, that, can, but, and at) Can break apart the beginning, middle, and end sounds of short vowel words (Ex: s-u-n, m-a-n, or b-a-t) Recognizes consonant-vowel-consonant words quickly while reading Finds chunks inside of words (such as "-at" in the word "cat" or "-ip" in the word "lip") Catches themselves when the word they say doesn't match the word in the text, or doesn't grammatically sound right 	Accuracy <ul style="list-style-type: none"> Build word families with magnetic letters (ex: bat, fat, cat, mat, sat) Find the consonant-vowel-consonant (CVC) words in their book and make a list of them <i>Can you find a small part in the word that you know?</i> <i>Can you match the word card to the word in the story? (write down high frequency words before/as you read)</i> <i>Did that sound/look right?</i> <i>Do we/books talk that way?</i>
Fluency <ul style="list-style-type: none"> Reading phrases as word groups (Reading in chunks rather than one word at a time). Begins reading smoothly without the support of their finger. Reading sounds like "talking" Re-reads sentences or phrases to self-correct or confirm understanding 	Fluency <ul style="list-style-type: none"> <i>Read the book again with just your eyes</i> <i>Listen to me read it (adjust your voice to reflect the story) Now you try it.</i> <i>Now that you understand that word, can you read the whole sentence again?</i>
Comprehension <ul style="list-style-type: none"> Can retell the story in a simple way Remembers the important details of the story. Uses character's names. Recognizes that the character's feelings can change throughout the story Uses evidence from the story to support their ideas or thinking Notices and points out connections between text and pictures 	Comprehension <ul style="list-style-type: none"> Look back at the book and retell the story in their own words Retell the story across their fingers (Touch each finger as you say: first, next, then, last) <i>What was (<u>character's name</u>) doing?</i> <i>What was (<u>character's name</u>) like?</i> <i>How can you tell (<u>character's name</u>) is feeling -----? What in the story made you think that?</i> <i>How did (<u>character's name</u>) feel at the beginning and end of the story? Why?</i>

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Parent Guide for:

Level E Reading Behaviors

Skills to Look for...	Work With Your Child...
Accuracy <ul style="list-style-type: none"> Consistently and quickly recognizes high frequency and CVC words while reading Uses beginning and ending parts to solve words Finds chunks inside of words (such as "-at" in the word "cat" or "-ip" in the word "lip") Catches themselves when the word they say doesn't match the word in the text, or doesn't grammatically sound right 	Accuracy <ul style="list-style-type: none"> Find the consonant-vowel-consonant (CVC) words in their book and make a list of them Build word families with magnetic letters (ex: bat, fat, cat, mat, sat) <i>Can you find a small part in the word that you know?</i> <i>Did that sound/look right? Do we/ talk that way?</i> <i>Did you notice something that didn't make sense?</i>
Fluency <ul style="list-style-type: none"> Reading phrases as word groups (Reading in chunks rather than one word at a time). Re-reads sentences or phrases to self-correct or confirm understanding Begins reading smoothly without the support of their finger. Reading sounds like "talking." Uses appropriate stress on words 	Fluency <ul style="list-style-type: none"> <i>Read the book again with just your eyes.</i> <i>Now that you understand that word, can you read the whole sentence again?</i> <i>Listen to me read it (adjust your voice to reflect the story) Now you try it.</i>
Comprehension <ul style="list-style-type: none"> Can retell the story in a simple way Remembers the important details of the story. Begins to use character's names. Recognizes that the character's feelings can change throughout the story Uses evidence from the story to support their ideas or thinking Talks about what they already know related to information in the text Makes predictions based on prior knowledge and the text 	Comprehension <ul style="list-style-type: none"> Look back at the book and retell the story in their own words. Retell the story in detail across their fingers (Touch each finger as you say: first, next, then, last). <i>What was (<u>character's name</u>) doing?</i> <i>What was (<u>character's name</u>) like?</i> <i>How can you tell (<u>character's name</u>) is feeling -----? What made you think that?</i> <i>How did (<u>character's name</u>) feel at the beginning and end of the story? Why?</i> <i>What do you think will happen next? Why?</i>

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Parent Guide for:

Level F Reading Behaviors

Skills to Look for...	Work With Your Child...
Accuracy <ul style="list-style-type: none"> Regularly recognizes high frequency words Removes the ending to figure out the word Takes apart compound words (such as "pancake" is "pan - cake") Recognizes and uses word parts/families Catches themselves when the word they say doesn't match the word in the text, or doesn't grammatically sound right 	Accuracy <ul style="list-style-type: none"> <i>Did you notice something that didn't make sense?</i> <i>What do you know about this word that can help you figure out the whole word?</i> <i>Can you find a small part in the word that you know?</i> <i>Did that sound/look right?</i> <i>Do we/books talk that way?</i>
Fluency <ul style="list-style-type: none"> Reading phrases as word groups Reads smoothly without the support of their finger. Reading sounds like "talking." Re-reads sentences or phrases to self-correct or confirm understanding Reads with expression and uses appropriate stress on words Uses punctuation to change their voice while reading 	Fluency <ul style="list-style-type: none"> <i>Listen to me read it (adjust your voice to reflect the story) Now you try it.</i> <i>Can you try reading that in one smooth piece?</i> <i>Let's go back and try reading that again.</i> Call attention to punctuation marks. <i>How do you know when your voice is supposed to change when you read?</i>
Comprehension <ul style="list-style-type: none"> Can retell the story with more detail Remembers the important details of the story Makes connections with the text Talks about the characters and their feelings Uses evidence from the story to support their ideas or thinking Makes predictions based on prior knowledge and the text Begins to share opinions about books and illustrations 	Comprehension <ul style="list-style-type: none"> Retell the story in detail across their fingers (Touch each finger as you say: first, next, then, last) <i>How can you tell (<u>character's name</u>) is feeling -----? What made you think that?</i> <i>How did (<u>character's name</u>) feel at the beginning and end of the story? Why?</i> <i>Does what you just read remind you of anything? How does that help you better understand the story?</i> <i>What do you think will happen next in the book? Why?</i>

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Parent Guide for:

Level G Reading Behaviors

Skills to Look for...	Work With Your Child...
Accuracy <ul style="list-style-type: none"> Regularly recognizes high frequency words Uses letter clusters, like blends, to solve words Understands synonyms (Connects words that mean the same, or almost the same, to derive meaning from the text) Recognizes and uses word parts Catches themselves when the word they say doesn't match the word in the text, or doesn't grammatically sound right 	Accuracy <ul style="list-style-type: none"> <i>Did you notice something that didn't make sense?</i> <i>Did that sound/look right?</i> <i>What do you know about this word that can help you figure out the whole word?</i> <i>Do you know another word that means the same thing?</i> <i>Can you find a small part in the word that you know?</i>
Fluency <ul style="list-style-type: none"> Re-reads sentences or phrases to self-correct or confirm understanding Reads smoothly without the support of their finger. Reading sounds like "talking." Reads with expression and uses appropriate stress on words Uses punctuation to change their voice 	Fluency <ul style="list-style-type: none"> Call attention to punctuation marks. <i>Listen to me read it (adjust your voice to reflect the story) Now you try it.</i> <i>Can you try reading that in one smooth piece?</i> <i>How do you know when your voice is supposed to change when you read?</i> <i>Let's go back and try reading that again.</i>
Comprehension <ul style="list-style-type: none"> Can retell the story with more detail Makes connections with the text Talks about the characters and their feelings Uses evidence from the story to support their ideas or thinking Makes predictions based on prior knowledge and the text Relates new information to past learning Starts to understand cause and effect Uses the pictures <u>and</u> text to understand Begins to share opinions about books and illustrations 	Comprehension <ul style="list-style-type: none"> Retell the story in detail across their fingers (Touch each finger as you say: first, next, then, last) <i>What happened in the text? Why do you think that happened?</i> <i>Can you describe (<u>character's name</u>)?</i> <i>How did (<u>character's name</u>) feelings change? Why?</i> <i>How do the pictures help you?</i> <i>What do you think will happen next? Why?</i> <i>Does what you just read remind you of anything?</i> <i>How does that help you better understand?</i> <i>What in the story makes you think that?</i>

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Parent Guide for:

Level H Reading Behaviors

Skills to Look for...	Work With Your Child...
<p>Accuracy</p> <ul style="list-style-type: none"> • Demonstrates multiple strategies for solving words (such as breaking apart words) • Recognizes most words quickly and easily • Uses context clues to solve unknown words • Monitors for meaning and self-corrects • Catches themselves when the word they say doesn't match the word in the text, or doesn't grammatically sound right 	<p>Accuracy</p> <ul style="list-style-type: none"> • <i>Let's slow down. Did that make sense?</i> • <i>What can you use in the text to help you to figure out the unknown word?</i> • <i>What do you know about this word that can help you figure out the whole word?</i> • <i>Do you know another word that means the same thing?</i>
<p>Fluency</p> <ul style="list-style-type: none"> • Reading phrases as word groups • Reads smoothly without the support of their finger. Reading sounds like "talking." • Reads with expression and uses appropriate stress on words • Uses punctuation to change their voice 	<p>Fluency</p> <ul style="list-style-type: none"> • <i>Listen to me read it (adjust your voice to reflect the story) Now you try it.</i> • <i>Can you try reading that in one smooth piece?</i> • <i>How do you know when your voice is supposed to change when you read?</i> • <i>Let's go back and try reading that again.</i>
<p>Comprehension</p> <ul style="list-style-type: none"> • Can retell the story with more detail • Relates new information to past learning • Makes connections with the text to their own life, other books, or to their understanding of the world • Talks about the characters, traits, and their feelings • Infers cause and effect • Uses evidence from the story to support their ideas or thinking • Makes predictions based on prior knowledge and the text • Uses some simple graphics, labeled pictures, that add information to the text • Uses the pictures <u>and</u> text to understand 	<p>Comprehension</p> <ul style="list-style-type: none"> • <i>Retell the story in detail together across your fingers.</i> • <i>What happened in the text? Why did that happen?</i> • <i>Can you describe (<u>character's name</u>)?</i> • <i>What is the difference between a trait and a feeling?</i> • <i>How do the pictures help you?</i> • <i>What do you think will happen next? Why?</i> • <i>Does what you just read remind you of anything? How does that help you better understand the text?</i> • <i>Where can you look to get more information?</i> • <i>What in the story makes you think that?</i>

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Parent Guide for:

Level I Reading Behaviors

Skills to Look for...	Work With Your Child...
Accuracy <ul style="list-style-type: none"> • Recognizes most words quickly and easily • Demonstrates multiple strategies for solving words (such as breaking apart words) • Uses context clues to solve unknown words • Quickly and automatically solves many words in the text • Monitors for meaning and self-corrects 	Accuracy <ul style="list-style-type: none"> • <i>Let's slow down. Did that make sense?</i> • <i>What can you use in the text to help you to figure out the unknown word?</i> • <i>What do you know about this word that can help you figure out the whole word?</i> • <i>Do you know another word that means the same thing?</i> • <i>What other strategy can you use?</i>
Fluency <ul style="list-style-type: none"> • Reads smoothly. Reading sounds like "talking." • Uses punctuation to change their voice • Reads with expression and uses appropriate stress on words • Uses multiple sources of information (language structure, meaning) to support fluency and phrasing 	Fluency <ul style="list-style-type: none"> • <i>Listen to me read it (adjust your voice to reflect the story) Now you try it.</i> • <i>How do you know when your voice is supposed to change when you read?</i> • <i>Let's go back and try reading that again.</i> • <i>Point to part of the text that is impacted by language structure or meaning. Why should I change my voice as I read this part?</i>
Comprehension <ul style="list-style-type: none"> • Can retell the story with more detail • Relates new information to past learning • Makes connections with the text to their own life, other books, or to their understanding of the world • Infers cause and effect • Talks about the characters' traits, and feelings • Uses evidence from the story to support their ideas or thinking • Predicts the solution to the problem • Uses some simple graphics, labeled pictures, that add information to the text • Understands the difference between fiction and nonfiction 	Comprehension <ul style="list-style-type: none"> • <i>Retell the story in detail.</i> • <i>Does what you just read remind you of anything? How does that help you better understand the text?</i> • <i>Can you describe (character's name)?</i> • <i>What is the difference between a trait and a feeling?</i> • <i>What happened in the text? Why did that happen?</i> • <i>What in the story makes you think that?</i> • <i>What do you think will happen next? Why?</i> • <i>Where can you look to get more information?</i> • <i>Is this book fiction or nonfiction? How did you know?</i>

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Parent Guide for:

Level J Reading Behaviors

Skills to Look for...	Work With Your Child...
Accuracy <ul style="list-style-type: none"> Monitors for meaning and self-corrects Recognizes most words quickly and easily Demonstrates multiple strategies for solving words while also trying to find meaning Uses context clues to solve unknown words 	Accuracy <ul style="list-style-type: none"> <i>Let's slow down. Did that make sense?</i> <i>What can you use in the text to help you to figure out the unknown word?</i> <i>What do you know about this word that can help you figure out the whole word?</i> <i>What other strategy can you use?</i>
Fluency <ul style="list-style-type: none"> Reads silently at a good rate Reads smoothly. Reading sounds like "talking." Reads with expression and uses appropriate stress on words. Uses punctuation to change their voice Uses multiple sources of information (language structure, meaning) to support fluency and phrasing 	Fluency <ul style="list-style-type: none"> <i>How do you know when your voice is supposed to change when you read?</i> <i>Let's go back and try reading that again.</i> <i>Listen to me read it (adjust your voice to reflect the story) Now you try it.</i> <i>Point to part of the text that is impacted by language structure or meaning. Why should I change my voice as I read this part?</i>
Comprehension <ul style="list-style-type: none"> Can retell the story with more detail Uses dialogue to understand characters Talks about the characters' traits, and feelings Makes predictions based on character traits, prior knowledge, and the text Relates new information to past learning Makes connections to their own life, other books, or to their understanding of the world Uses evidence from the story to support their ideas or thinking Predicts the solution to the problem Infers cause and effect in both fiction and nonfiction texts Understands the difference between fiction and nonfiction 	Comprehension <ul style="list-style-type: none"> <i>Retell the story in detail.</i> <i>Can you describe (<u>character's name</u>)?</i> <i>What do you think (<u>character's name</u>) will do? Why?</i> <i>Who is speaking? How do you know?</i> <i>What do you think will happen next? Why?</i> <i>Does what you just read remind you of anything? How does that help you better understand the text?</i> <i>What happened in the text? Why did that happen?</i> <i>What in the story makes you think that?</i> <i>Is this book fiction or nonfiction? How did you know?</i>

Italics indicate suggested prompts or phrases to use when working with your child.

Parent Guide for:

Level K Reading Behaviors

Skills to Look for...	Work With Your Child...
<p>Accuracy</p> <ul style="list-style-type: none"> • Monitors for meaning and self-corrects • Demonstrates multiple strategies for solving words while also finding meaning • Uses context clues to solve unknown words • Solves and understands content specific words using graphics and tools in the text 	<p>Accuracy</p> <ul style="list-style-type: none"> • <i>What do you know about this word that can help you figure out the whole word?</i> • <i>What other strategy can you use?</i> • <i>What can you use in the text to help you to figure out the unknown word?</i> • <i>Did that make sense?</i>
<p>Fluency</p> <ul style="list-style-type: none"> • Reads silently at a good rate • Reads smoothly. Reading sounds like "talking." • Uses punctuation to influence their reading • Reads with expression and uses appropriate stress on words • Uses multiple sources of information to support fluency 	<p>Fluency</p> <ul style="list-style-type: none"> • <i>Let's go back and try reading that again.</i> • <i>How do you know when your voice is supposed to change when you read?</i> • <i>Listen to me read it (adjust your voice to reflect the story) Now you try it.</i> • <i>Point to part of the text. Why should I change my voice as I read this part?</i>
<p>Comprehension</p> <ul style="list-style-type: none"> • Identifies important ideas and key details • Uses evidence to support their thinking • Makes predictions based on character traits, prior knowledge, and the text • Uses dialogue to understand characters • Searches for information to confirm predictions • Notices and uses graphics such as labels, diagrams, maps, charts, and captions • Makes connections to their own life, other books, or to their understanding of the world • Infers cause and effect in both fiction and nonfiction • Understands how problems and events are related • Understands the difference between fiction and nonfiction 	<p>Comprehension</p> <ul style="list-style-type: none"> • <i>Does what you just read remind you of anything? How does that help you better understand the text?</i> • <i>Where can you look to get more information?</i> • <i>Can you describe (<u>character's name</u>) in detail? What do you think (<u>character's name</u>) will do? Why?</i> • <i>Who is speaking? How do you know?</i> • <i>What happened in the text? Why did that happen?</i> • <i>What in the story makes you think that?</i> • <i>What do you think will happen next? Why?</i> • <i>What caused (<u>problem or event</u>) to happen? How do you know?</i> • <i>What is important for me to know? Why?</i> • <i>Is this book fiction or nonfiction? How did you know?</i>

Italics indicate suggested prompts or phrases to use when working with your child.

Parent Guide for:

Level L Reading Behaviors

Skills to Look for...	Work With Your Child...
Accuracy <ul style="list-style-type: none"> Monitors for meaning and self-corrects Solves and understands content specific words using graphics and tools in the text Understands and reads descriptive words Demonstrates multiple strategies for solving words while also finding meaning 	Accuracy <ul style="list-style-type: none"> <i>What do you know about this word that can help you figure out the whole word?</i> <i>What can you use in the text to help you to figure out the unknown word?</i> <i>What other strategy can you use?</i> <i>Did that make sense?</i>
Fluency <ul style="list-style-type: none"> Uses multiple sources of information to support fluency Reads silently at a good rate Reads smoothly. Reading sounds like "talking." Reads with expression and uses appropriate stress on words Uses punctuation to influence their reading 	Fluency <ul style="list-style-type: none"> <i>Let's go back and try reading that again.</i> <i>How do you know when your voice is supposed to change when you read?</i> <i>Point to part of the text. Why should I change my voice as I read this part?</i> <i>Listen to me read it (adjust your voice to reflect the story) Now you try it.</i>
Comprehension <ul style="list-style-type: none"> Retells the story in sequence including important ideas and details from the text Describes characters' traits, feelings, and motivations in detail referencing the text Infers cause and effect by understanding characters, events, and their relationship Starts to hypothesize how characters might have behaved differently Predicts the solution to the problem using the text or prior knowledge Expresses and explains their opinions Notices and uses graphics such as labels, diagrams, maps, charts and captions Searches for and uses evidence to support their ideas, predictions, or thinking Notices and identifies descriptive language 	Comprehension <ul style="list-style-type: none"> <i>What is important for me to know? Why?</i> <i>Can you describe (<u>character's name</u>) in detail? What do you think (<u>character's name</u>) will do?</i> <i>What could (<u>character's name</u>) have done differently? How would that change things?</i> <i>What caused (<u>problem or event</u>) to happen? How do you know?</i> <i>What happened in the text? Why did it happen?</i> <i>What do you think will happen next? Why?</i> <i>Does what you read remind you of anything?</i> <i>Is this book fiction or nonfiction? How do you know?</i> <i>Where can you look to get more information?</i> <i>How does the author help to create a picture in your mind as you read?</i>

Italics indicate suggested prompts or phrases to use when working with your child.

Parent Guide for: Level M Reading Behaviors

Skills to Look for...

Work With Your Child...

Accuracy

- Monitors for meaning and self-corrects
- Demonstrates various strategies for solving words while also finding meaning
- Begins to notice new/interesting words and actively uses them orally or in written work
- Flexibly uses meaning, syntax, and visual information to monitor reading
- Solves words with 2 or 3 syllables and longer, descriptive words

Accuracy

- *Did that make sense?*
- *What other strategy can you use?*
- *What do you know about this word that can help you figure out the whole word?*
- *Do you see any words you do not recognize in the text? What do you think it means?*
- *What can you use in the text to help you to figure out the unknown word?*
- *How can you find the meaning of that word?*

Fluency

- Uses multiple sources of information to support fluency
- Reads silently at a good rate
- Reads smoothly. Reading sounds like "talking."
- Reads with expression and uses appropriate stress on words
- Uses punctuation to influence their reading

Fluency

- *Let's go back and try reading that again.*
- *How do you know when your voice is supposed to change when you read?*
- *Point to part of the text. Why should I change my voice as I read this part?*
- *Listen to me read it (adjust your voice to reflect the story) Now you try it.*

Comprehension

- Summarizes the story in sequence including important ideas and details from the text
- Predicts the solution to the problem using the text or prior knowledge
- Searches for and uses evidence from the story to support their ideas, predictions, or thinking
- Describes characters' traits, feelings, and motivations in detail referencing the text
- Hypothesizes how characters could've acted
- Shows changes in perspective as events unfold
- Expresses and explains their opinions that agree or disagree with the text
- Pays attention to the author's craft and notices descriptive language

Comprehension

- *Can you summarize the story or text for me?*
- *What's important for me to know in this text?*
- *Does what you read remind you of anything?*
- *What in the story makes you think that?*
- *What caused (problem or event) to happen? How do you know?*
- *What do you think will happen next? Why?*
- *Can you describe (character's name) in detail? What do you think (character's name) will do?*
- *What could (character's name) have done differently? How would that change the events?*
- *What do think about this text? Do you like it?*
- *How does the author help to create a picture in your mind as you read?*

Italics indicate suggested prompts or phrases to use when working with your child.

Parent Guide for: Level N Reading Behaviors

Skills to Look for...	Work With Your Child...
Accuracy <ul style="list-style-type: none"> • Rereads, self-corrects, and closely monitors their understanding • Demonstrates multiple strategies for solving words while also finding meaning • Begins to notice new/interesting words and actively uses them orally or in written work • Flexibly uses meaning, syntax, and visual information to monitor reading • Solves words with 2 or 3 syllables and longer descriptive words 	Accuracy <ul style="list-style-type: none"> • <i>How do you know when you do not understand what you are reading? What do you do?</i> • <i>Did that make sense?</i> • <i>What do you know about this word that can help you figure out the whole word?</i> • <i>Do you see any words you do not recognize in the text? What do you think it means?</i> • <i>What can you use in the text to help you to figure out the unknown word?</i> • <i>How can you find the meaning of that word?</i>
Fluency <ul style="list-style-type: none"> • Uses multiple sources of information to support fluency • Reads silently at a good, consistent rate • Reads smoothly. Reading sounds like "talking." • Reads with expression and uses appropriate stress on words • Uses punctuation to influence their reading 	Fluency <ul style="list-style-type: none"> • <i>Let's go back and try reading that again.</i> • <i>How do you know when your voice is supposed to change when you read?</i> • <i>Point to part of the text. Why should I change my voice as I read this part?</i> • <i>Listen to me read it (adjust your voice to reflect the story) Now you try it.</i>
Comprehension <ul style="list-style-type: none"> • Summarizes the story in sequence including the main idea and key details from the text • Searches for and uses evidence from the story to support their ideas, predictions, or thinking • Describes characters' traits, feelings, and motivations in detail referencing the text • Starts to identify when a character changes • Uses the organization of the text to support and enrich their understanding • Shows changes in perspective as events unfold • Expresses and explains clear opinions that agree or disagree with the text • Notices and identifies descriptive language • Pays attention to the author's craft 	Comprehension <ul style="list-style-type: none"> • <i>Can you summarize the story or text for me?</i> • <i>What is the text mostly about? How do you know?</i> • <i>What is important for me to know in this text?</i> • <i>How does that help you understand the text?</i> • <i>What happened? Why did that happen?</i> • <i>Can you describe (<u>character's name</u>)? What do you think (<u>character's name</u>) will do next? Why?</i> • <i>How has (<u>character's name</u>) changed?</i> • <i>What in the story makes you think that?</i> • <i>What caused (<u>problem or event</u>) to happen?</i> • <i>What do think about this text? Do you like it?</i> • <i>How does the author help to create a picture in your mind as you read?</i> • <i>How did the author organize this text?</i>

Italics indicate suggested prompts or phrases to use when working with your child.

Parent Guide for:

Level O Reading Behaviors

Skills to Look for...

Work With Your Child...

Accuracy

- Rereads, self-corrects, and closely monitors their understanding
- Demonstrates multiple strategies for solving words while also finding meaning
- Begins to notice new/interesting words and actively uses them orally or in written work
- Fluidly uses meaning, syntax, visual information, and background knowledge to monitor reading
- Solves longer and more descriptive words

Accuracy

- *How do you know when you do not understand what you are reading? What do you do?*
- *What do you know about this word that can help you figure out the whole word?*
- *Do you see any words you do not recognize in the text? What do you think it means?*
- *What can you use in the text to help you to figure out the unknown word?*
- *How can you find the meaning of that word?*

Fluency

- Consistently has smoothly - phrased, fluent oral reading with appropriate emphasis on words
- References multiple sources to support fluency
- Reads silently at a good, consistent rate
- Demonstrates awareness of the function of punctuation and reads dialogue with expression

Fluency

- *Let's go back and try reading that again.*
- *How do you know when your voice is supposed to change when you read?*
- *Why should I change my voice as I read this?*
- *Listen to me read it (adjust your voice to reflect the story) Now you try it.*

Comprehension

- Summarizes the story in sequence including the main idea and key details from the text
- Mentally forms categories of related information and revises when new information is read
- Goes beyond the text to search for information
- Searches for and uses evidence from the story
- Describes and follows multiple characters throughout an entire text (or multiple texts)
- Identifies when characters change and why
- Uses the organization of the text to support and enrich their understanding
- Demonstrates changes in perspective
- Expresses clear opinions to agree or disagree with the text
- Pays attention to the author's craft and identifies commonalities across a body of work

Comprehension

- *Can you summarize the story or text for me?*
- *What is this text mostly about? How do you know?*
- *What is important for me to know in this text?*
- *How can you organize the information you are learning? How does that help you understand it?*
- *What happened? Why did that happen?*
- *Who are the different characters in the story? How do they relate to each other?*
- *What do you think (character's name) will do next?*
- *How has (character's name) changed? Why?*
- *What in the story makes you think that?*
- *What caused (problem or event) to happen?*
- *What do think about this text? Do you like it?*
- *How did the author organize this text?*

Italics indicate suggested prompts or phrases to use when working with your child.

Parent Guide for: Level P Reading Behaviors

Skills to Look for...

Work With Your Child...

Accuracy

- Fluidly uses meaning, syntax, visual information, and background knowledge to monitor reading
- Begins to notice new/interesting words and actively uses them orally or in written work
- Demonstrates multiple strategies for solving words while also finding meaning
- Solves longer and more descriptive words
- Rereads, self-corrects, and closely monitors their understanding

Accuracy

- *What do you know about this word that can help you figure out the whole word?*
- *Do you see any words you do not recognize in the text? What do you think it means?*
- *What can you use in the text to help you to figure out the unknown word?*
- *How can you find the meaning of that word?*
- *How do you know when you do not understand what you are reading? What do you do?*

Fluency

- Consistently has smoothly - phrased, fluent oral reading with appropriate emphasis on words
- References multiple sources to support fluency
- Reads silently at a good, consistent rate
- Demonstrates awareness of the function of punctuation and reads dialogue with expression

Fluency

- *Let's go back and try reading that again.*
- *How do you know when your voice is supposed to change when you read?*
- *Why should I change my voice as I read this?*
- *Listen to me read it (adjust your voice to reflect the story) Now you try it.*

Comprehension

- Sustains understanding of a longer text read over multiple days
- Summarizes the text including the main idea, key details and the larger, overall themes
- Mentally forms categories of related information and revises as new information is learned
- Goes beyond the text to search for information
- Interprets characters and events that are not in the readers experiences
- Identifies when and if characters change and can explain what brought on that change
- Uses the organization of the text to support and enrich their understanding
- Demonstrates changes in perspective
- Pays attention to the author's craft and identifies commonalities across an author's body of work

Comprehension

- *Can you summarize the story or text for me? Make sure to include the main idea and theme.*
- *What is the text mostly about? How did you know?*
- *Can you tell me more about that?*
- *What is important for me to know in this text?*
- *How can you organize the information you are learning? How does that help you understand it?*
- *What happened? Why did that happen?*
- *What caused (problem or event) to happen?*
- *Who are the different characters in the story? How do they relate to each other?*
- *How has (character's name) changed?*
- *What in the story makes you think that?*
- *How did the author organize this text?*

Italics indicate suggested prompts or phrases to use when working with your child.

Parent Guide for: Level Q Reading Behaviors

Skills to Look for...

Work With Your Child...

Accuracy

- Fluidly uses meaning, syntax, visual information, and background knowledge to monitor reading
- Carries new language learned from the text into speech and writing
- Identifies words with multiple meanings and discusses deeper meanings of words
- Solves multi-syllable words with more than 3 syllables and longer descriptive words
- Rereads, uses multiple strategies, self-corrects, and monitors for meaning and understanding

Accuracy

- *What do you know about this word that can help you figure out the whole word?*
- *Do you see any words you do not recognize in the text? What do you think it means?*
- *What can you use in the text to help you to figure out the unknown word?*
- *What does that word mean? Can it mean something else too? How do you know?*
- *How do you know when you do not understand what you are reading? What can you do?*

Fluency

- Consistently has smoothly - phrased, fluent oral reading with appropriate emphasis on words
- References multiple sources to support fluency
- Reads silently at a good, consistent rate
- Demonstrates awareness of the function of punctuation and reads dialogue with expression

Fluency

- *Let's go back and try reading that again.*
- *How do you know when your voice is supposed to change when you read?*
- *Why should I change my voice as I read this?*
- *Listen to me read it (adjust your voice to reflect the story) Now you try it.*

Comprehension

- Sustains understanding of the problem and solution of a longer text read over several days
- Summarizes longer texts including important elements
- Identifies complex plot and larger themes in a text
- Mentally forms categories of related information and revises as new information is learned
- Consistently changes thinking as reading progresses
- Forms questions and searches for answers while reading; may go beyond the text to find answers
- Infers cause and effect about multiple characters by following their dialogues and events
- Expresses clear opinions to agree/disagree with the text
- Uses the organization of the text to support and enrich their understanding
- Notices aspects of a writer's style after reading several books by the same author

Comprehension

- *Can you summarize the story or text for me?*
- *What is this text mostly about? What is important for me to know in this text? Why?*
- *How can you organize the information you are learning? How does that help you understand it?*
- *What happened? Why did that happen? What will happen next? Why do you think that?*
- *What caused (problem or event) to happen? How could the story have had a different outcome?*
- *Who are the characters? How has (character's name) changed? What led to that change?*
- *What do you think about this book/text?*
- *Has this text changed your opinion?*
- *What is the author trying to teach you about life? Do you notice any larger themes in the text?*
- *Why do you think the author did ____?*

Italics indicate suggested prompts or phrases to use when working with your child.

Parent Guide for:

Level R Reading Behaviors

Skills to Look for...

Work With Your Child...

Accuracy

- Continues to monitor accuracy and understanding, self-correcting when errors detract from meaning
- Fluidly uses meaning, syntax, visual information, and background knowledge to monitor reading
- Carries new language learned from the text into speech and writing
- Identifies words with multiple meanings and discusses deeper meanings of words

Accuracy

- *Do you see any words you do not recognize in the text? What do you think it means?*
- *What can you use in the text to help you to figure out the unknown word?*
- *What does that word mean? Can it mean something else too? How do you know?*
- *How do you know when you do not understand what you are reading? What can you do?*

Fluency

- Consistently has smoothly - phrased, fluent oral reading with appropriate emphasis on words
- Reads silently at a good, consistent rate
- References multiple sources to support fluency
- Demonstrates awareness of the function of punctuation and reads dialogue with expression

Fluency

- *How do you know when your voice needs to change?*
- *Pay attention to when your silent reading slows down and ask yourself "why?"*
- *Why should I change my voice as I read this?*
- *Listen to me read it (adjust your voice to reflect the story) Now you try it.*

Comprehension

- Summarizes longer texts either orally or in writing
- Forms questions and searches for answers while reading; may go beyond the text to find answers
- Sustains understanding of texts read over days
- Demonstrates understanding of multiple characters, larger themes, and complex plots using evidence
- Makes connections between real life experiences and people who live in diverse cultures
- Infers cause and effect about multiple characters by following their dialogues and events
- Mentally forms categories of related information and revises thinking as new information is learned
- Searches for and uses information to confirm or disconfirm predictions
- Expresses and justifies changes in ideas/opinions
- Uses the organization of the text to support and enrich their understanding
- Notices aspects of a writer's style/craft and the use of descriptive language, dialogue, and layout

Comprehension

- *Can you summarize the story or text for me?*
- *What is this text mostly about? What is important for me to know in this text? Why?*
- *How can you organize the information you are learning? How does that help you understand it?*
- *What happened? Why did that happen? What will happen next? Why do you think that?*
- *What caused (problem or event) to happen? How could the story have had a different outcome?*
- *Who are the characters? How has (character's name) changed? What led to that change?*
- *How are you similar/different from (character's name) How is your life similar/different? Why?*
- *What do you think about this book/text?*
- *Has this story or text changed your opinion? Why?*
- *How do you know that your prediction was correct or incorrect?*
- *What is the author trying to teach you about life?*
- *Why do you think the author did _____?*

Italics indicate suggested prompts or phrases to use when working with your child.

Parent Guide for: Level S Reading Behaviors

Skills to Look for...

Work With Your Child...

Accuracy

- Continues to monitor accuracy and understanding, self-correcting when errors detract from meaning
- Fluidly uses meaning, syntax, visual information, and background knowledge to monitor reading
- Carries new language learned from the text into speech and writing
- Understands and identifies words with multiple meanings and discusses the context of words

Accuracy

- *Do you see any words you do not recognize in the text? What do you think it means?*
- *What can you use in the text to help you to figure out the unknown word?*
- *How do you know when you do not understand what you are reading? What can you do?*
- *What does that word mean in the text? How do you know? Can it mean something else too?*

Fluency

- Reads silently at a good, consistent rate
- Consistently has smoothly - phrased, fluent oral reading with appropriate emphasis on words
- References multiple sources to support fluency
- Demonstrates awareness of the function of punctuation and reads dialogue with expression

Fluency

- *Pay attention to when your silent reading slows down and ask yourself "why?"*
- *How do you know when your voice needs to change?*
- *Why should I change my voice as I read this?*
- *Listen to me read it (adjust your voice to reflect the story) Now you try it.*

Comprehension

- Understands and summarizes longer texts read over several days either orally or in writing
- Forms questions and searches for answers while reading; goes beyond the text to find answers
- Mentally forms categories of related information and revises thinking as new information is learned
- Demonstrates understanding of multiple characters, larger themes, and complex plots using evidence
- Makes connections between real life experiences and people who live in diverse cultures
- Searches for and uses information to confirm or disconfirm predictions
- Expresses and justifies changes in ideas/opinions
- Uses the organization of the text to support and enrich their understanding
- Understands the role of setting in genres such as historical fiction and fantasy
- Notices aspects of a writer's style after reading several books by the same author

Comprehension

- *Can you summarize the story or text for me?*
- *How can you organize the information you are learning? How does that help you understand it?*
- *When reading nonfiction, how do you know if the information is reliable?*
- *What caused (problem or event) to happen? How could the story have had a different outcome?*
- *Describe the characters. How has (character's name) changed? What led to that change?*
- *How are you similar/different from (character's name) How is your life similar/different?*
- *What do you think about this book/text? Has this text changed your opinion? Why?*
- *Was your prediction correct or incorrect? Why?*
- *Do you notice any larger themes in the text?*
- *Why do you think the author did _____?*
- *Why is the setting important in this book? How would a different setting change the story?*

Italics indicate suggested prompts or phrases to use when working with your child.

Parent Guide for: Level T Reading Behaviors

Skills to Look for...

Work With Your Child...

Accuracy

- Continues to monitor accuracy and understanding, self-correcting when errors detract from meaning
- Fluidly uses meaning, syntax, visual information, and background knowledge to monitor reading
- Carries new language learned from the text into speech and writing
- Understands and identifies words with multiple meanings and discusses the context of words

Accuracy

- *Do you see any words you do not recognize in the text? What do you think it means?*
- *What can you use in the text to help you to figure out the unknown word?*
- *How do you know when you do not understand what you are reading? What can you do?*
- *What does that word mean in the text? How do you know? Can it mean something else too?*

Fluency

- Reads text/dialogue fluently with phrasing, intonation, emphasis, expression, and use of punctuation that reflects understanding of characters and events
- Reads silently at a good, consistent rate
- References multiple sources to support fluency

Fluency

- *Pay attention to when your silent reading slows down and ask yourself "why?"*
- *Why should I change my voice as I read this?*
- *Listen to me read it (adjust your voice to reflect the story) Now you try it.*

Comprehension

- Understands and summarizes longer texts read over several days either orally or in writing
- Forms implicit questions and searches for answers while reading; goes beyond the text to find answers
- Mentally forms categories of related information and revises thinking as new information is learned
- Demonstrates understanding of multiple characters, larger themes, and complex plots using evidence
- Forms and specifies the nature of connections made between real life and other diverse cultures, times, and places
- Searches for and uses information to confirm or disconfirm predictions
- Expresses and justifies changes in ideas/opinions
- Uses the organization of the text to support and enrich their understanding
- Understands the role of setting in genres such as historical fiction and fantasy
- Notices aspects of a writer's style and craft; Aware of how the writer builds suspense across a story

Comprehension

- *Can you summarize the story or text for me?*
- *How can you organize the information you are learning? How does that help you understand it?*
- *When reading nonfiction, how do you know if the information is reliable?*
- *What caused (problem or event) to happen? How could the story have had a different outcome?*
- *Describe the characters. How has (character's name) changed? What led to that change?*
- *How are you similar/different from (character's name) How is your life similar/different?*
- *What do you think about this book/text? Has this text changed your opinion? Why?*
- *Was your prediction correct or incorrect? Why?*
- *Do you notice any larger themes in the text?*
- *Why do you think the author did _____?*
- *What did the author do to make you feel _____?*
- *Why is the setting important in this book? How would a different setting change the story?*

Italics indicate suggested prompts or phrases to use when working with your child.

Parent Guide for: Level U Reading Behaviors

Skills to Look for...

Work With Your Child...

Accuracy

- Continues to monitor accuracy and understanding, self-correcting when errors detract from meaning
- Fluidly uses meaning, syntax, visual information, and background knowledge to monitor reading
- Carries new language learned from the text into speech and writing
- Understands and identifies words with multiple meanings and discusses the context of words

Accuracy

- *Do you see any words you do not recognize in the text? What do you think it means?*
- *What can you use in the text to help you to figure out the unknown word?*
- *How do you know when you do not understand what you are reading? What can you do?*
- *What does that word mean in the text? How do you know? Can it mean something else too?*

Fluency

- Reads text/dialogue fluently with phrasing, intonation, emphasis, expression, and use of punctuation that reflects understanding of characters and events
- Slows down or adjusts reading speed to process texts with difficult or complex layout and vocabulary

Fluency

- *Pay attention to when your silent reading slows down and ask yourself "why?"*
- *Why should I change my voice as I read this?*
- *Listen to me read it (adjust your voice to reflect the story) Now you try it.*

Comprehension

- Constructs summaries that are concise and reflective of the important overarching ideas in a text
- Infers cause and effect, meaning of symbols, and larger themes by reading about characters and events
- Demonstrates understanding of multiple characters, larger themes, and complex plots using evidence
- Forms implicit questions and searches for answers while reading; goes beyond the text to find answers
- Forms and specifies the nature of connections made between real life and other diverse cultures, times, and places
- Searches for and justifies predictions to continually confirm or disconfirm using evidence from reading
- Expresses and justifies changes in ideas/opinions
- Mentally forms categories of related information and revises thinking as new information is learned
- Searches for information using non-fiction text features and graphics; Uses them to understand content specific words
- Notices aspects of genres and the writer's style

Comprehension

- *Can you summarize the story or text for me?*
- *How can you organize the information you are learning? How does that help you understand it?*
- *What caused (problem or event) to happen? How could the story have had a different outcome?*
- *Describe the characters. How has (character's name) changed? What led to that change?*
- *How are you similar/different from (character's name) How is your life similar/different?*
- *What do you think about this book/text? Has this text changed your opinion? Why?*
- *When reading nonfiction, how do you know if the information is reliable?*
- *Was your prediction correct or incorrect? Why?*
- *Do you notice any larger themes in the text?*
- *Why is the setting important in this book? How would a different setting change the story?*
- *Why do you think the author did _____?*
- *What did the author do to make you feel _____?*

Italics indicate suggested prompts or phrases to use when working with your child.

Parent Guide for: Level V Reading Behaviors

Skills to Look for...

Work With Your Child...

Accuracy

- Continues to monitor accuracy and understanding, self-correcting when errors detract from meaning
- Fluidly uses meaning, syntax, visual information, and background knowledge to monitor reading
- Automatically and flexibly solves multi-syllable and unknown words and discusses the context
- Carries new language learned from the text into speech and writing

Accuracy

- *Do you see any words you do not recognize in the text? What do you think it means?*
- *What can you use in the text to help you to figure out the unknown word?*
- *How do you know when you do not understand what you are reading? What can you do?*
- *What does that word mean in the text? How do you know? Can it mean something else too?*

Fluency

- Reads text/dialogue fluently with phrasing, intonation, emphasis, expression, and use of punctuation that reflects understanding of characters and events
- Slows down or adjusts reading speed to process texts with difficult or complex layout and vocabulary

Fluency

- *Pay attention to when your silent reading slows down and ask yourself "why?"*
- *Why should I change my voice as I read this?*
- *Listen to me read it (adjust your voice to reflect the story) Now you try it.*

Comprehension

- Constructs summaries that are concise and reflective of the important overarching ideas in a text
- Identifies and records in an organized way the ideas, larger themes, characters, and complex plots in a text
- Infers cause and effect, meaning of symbols, and larger themes by reading about characters and events
- Forms implicit questions and searches for answers while reading; goes beyond the text to find answers
- Forms and specifies the nature of connections made between real life and other diverse cultures, times, and places
- Searches for and justifies predictions to continually confirm or disconfirm using evidence from reading
- Expresses and justifies changes in ideas/opinions
- Mentally forms categories of related information and revises thinking as new information is learned
- Searches for information using non-fiction text features and graphics; Uses them to understand content specific words
- Notices aspects of genres and the writer's style

Comprehension

- *Can you summarize the story or text for me?*
- *How can you organize the information you are learning? How does that help you understand it?*
- *What caused (problem or event) to happen? How could the story have had a different outcome?*
- *Describe the characters. How has (character's name) changed? What led to that change?*
- *How are you similar/different from (character's name) How is your life similar/different?*
- *What do you think about this book/text? Has this text changed your opinion? Why?*
- *When reading nonfiction, how do you know if the information is reliable?*
- *Was your prediction correct or incorrect? Why?*
- *Do you notice any larger themes in the text?*
- *Why is the setting important in this book? How would a different setting change the story?*
- *How has the author's use of figurative language added meaning and enjoyment to your reading?*

Italics indicate suggested prompts or phrases to use when working with your child.

Parent Guide for: Level W Reading Behaviors

Skills to Look for...

Work With Your Child...

Accuracy

- Automatically and flexibly solves multi-syllable words and unknown words and discusses the context
- Continues to monitor accuracy and understanding, self-correcting when errors detract from meaning
- Fluidly uses meaning, syntax, visual information, and background knowledge to monitor reading
- Carries new language learned from the text into speech and writing

Accuracy

- *Do you see any words you do not recognize in the text? What do you think it means?*
- *What can you use in the text to help you to figure out the unknown word?*
- *How do you know when you do not understand what you are reading? What can you do?*
- *What does that word mean in the text? How do you know? Can it mean something else too?*

Fluency

- Reads text/dialogue fluently with phrasing, intonation, emphasis, expression, and use of punctuation that reflects understanding of characters and events
- Slows down or adjusts reading speed to process texts with difficult or complex layout and vocabulary

Fluency

- *Pay attention to when your silent reading slows down and ask yourself "why?"*
- *Why should I change my voice as I read this?*
- *Listen to me read it (adjust your voice to reflect the story) Now you try it.*

Comprehension

- Constructs summaries that are concise and reflective of the important overarching ideas in a text
- Identifies and records in an organized way the ideas, larger themes, characters, and complex plots in a text
- Infers cause and effect, meaning of symbols, and larger themes by reading about characters and events through longer texts - including texts with literary devices (ex: flashbacks or stories within stories)
- Forms implicit questions and searches for answers while reading; goes beyond the text to find answers
- Connects and compares text within and across genres
- Searches for and justifies predictions to continually confirm or disconfirm using evidence from reading
- Expresses and justifies changes in ideas/opinions
- Mentally forms categories of related information and revises thinking as new information is learned
- Searches for information using non-fiction text features and graphics; Uses them to understand content specific words and enhance reading experience
- Identifies the selection of genre in relation to inferred writer's purpose

Comprehension

- *Can you summarize the story or text for me?*
- *Why was that event so significant in this story?*
- *How can you organize the information you are learning? How does that help you understand it?*
- *What caused (problem or event) to happen? How could the story have had a different outcome?*
- *How has (character's name) changed? Why?*
- *You may not have had the same experiences as (character's name), but how can you understand him/her anyway?*
- *Judge this text. Explain your judgment.*
- *When reading nonfiction, how do you know if the information is reliable?*
- *Was your prediction correct or incorrect? Why?*
- *What did the author want you to learn or know?*
- *Why is the setting important in this book? How would a different setting change the story?*
- *How has the author's use of figurative language added meaning/enjoyment to your reading?*
- *What did the author do to make you feel _____?*

Italics indicate suggested prompts or phrases to use when working with your child.

Parent Guide for: Level X Reading Behaviors

Skills to Look for...

Work With Your Child...

Accuracy

- Automatically and flexibly solves multi-syllable words and unknown words and discusses the context
- Continues to monitor accuracy and understanding, self-correcting when errors detract from meaning
- Fluidly uses meaning, syntax, visual information, and background knowledge to monitor reading
- Carries new language learned from the text into speech and writing

Accuracy

- *Do you see any words you do not recognize in the text? What do you think it means?*
- *What can you use in the text to help you to figure out the unknown word?*
- *How do you know when you do not understand what you are reading? What can you do?*
- *What does that word mean in the text? How do you know? Can it mean something else too?*

Fluency

- Reads text/dialogue fluently with phrasing, intonation, emphasis, expression, and use of punctuation that reflects understanding of characters and events
- Slows down or adjusts reading speed to process texts with difficult or complex layout and vocabulary

Fluency

- *Pay attention to when your silent reading slows down and ask yourself "why?"*
- *Why should I change my voice as I read this?*
- *Listen to me read it (adjust your voice to reflect the story) Now you try it.*

Comprehension

- Constructs summaries that are concise and reflective of the important overarching ideas in a text
- Understands and organizes the key ideas, larger themes, characters, and complex plots in a longer text
- Forms implicit questions and searches for answers while reading; goes beyond the text to find answers
- Searches for and justifies predictions to continually confirm or disconfirm using evidence from reading
- Expresses and justifies changes in ideas/opinions
- Mentally forms categories of related information and revises thinking as new information is learned
- Infers cause and effect, meaning of symbols, and larger themes by reading about characters and events through longer texts - including texts with literary devices (ex: flashbacks or stories within stories)
- Searches for information using non-fiction text features and graphics; Uses them to understand content specific words and enhance reading experience
- Connects and compares text within and across genres
- Identifies the selection of genre in relation to inferred writer's purpose

Comprehension

- *Can you summarize the story or text for me?*
- *Why was that event so significant in this story?*
- *How well do you think the author used illustrations and graphics? How did they help you as a reader?*
- *What caused (problem or event) to happen? How could the story have had a different outcome?*
- *How has (character's name) changed? Why?*
- *You may not have had the same experiences as (character's name), but how can you understand him/her anyway?*
- *Judge this text. Explain your judgment.*
- *Was your prediction correct or incorrect? Why?*
- *What did the author want you to learn or know?*
- *Why is the setting important in this book? How would a different setting change the story?*
- *What did the author do that made this book interesting for you?*
- *How has the author's use of figurative language added meaning/enjoyment to your reading?*
- *What did the author do to make you feel _____?*

Italics indicate suggested prompts or phrases to use when working with your child.

Parent Guide for: Level Y Reading Behaviors

Skills to Look for...

Work With Your Child...

Accuracy

- Continues to monitor accuracy and understanding, self-correcting when errors detract from meaning
- Fluidly uses meaning, syntax, visual information, and background knowledge to monitor reading
- Derives the meaning of words that reflect regional or historical dialects and words other than English
- Carries new language learned into speech and writing

Accuracy

- *Do you see any words you do not recognize in the text? What can you use in the text to help you to figure out the unknown word?*
- *How do you know when you do not understand what you are reading? What can you do?*
- *What does that word mean in the text? How do you know? Can it mean something else too?*

Fluency

- Reads text/dialogue fluently with phrasing, intonation, emphasis, expression, and use of punctuation that reflects understanding of characters and events
- Slows down or adjusts reading speed to process texts with difficult or complex layout and vocabulary

Fluency

- *Pay attention to when your silent reading slows down and ask yourself "why?"*
- *Why should I change my voice as I read this?*
- *Listen to me read it (adjust your voice to reflect the story) Now you try it.*

Comprehension

- Selectively summarizes the most important information in a text depending on reading purpose
- Gains important information from texts with complex plots, multiple characters and episodes, and long passages of descriptive language and dialogue
- Infers cause and effect, meaning of symbols, and larger themes by reading about characters and events
- Infers character traits, motivations and changes through examining how the writer describes them
- Forms implicit questions and searches for answers while reading; goes beyond the text to find answers
- Connects and compares text within genres and across genres, by circumstances, traits or actions
- Searches for and justifies predictions to continually confirm or disconfirm using evidence from reading
- Integrates existing content knowledge with new information from a text to create new understandings
- Searches for information using non-fiction text features and graphics; Uses them to understand content specific words and enhance reading experience
- Understands the meaning of symbolism in the text
- Notices aspects of genres and the writer's style/craft

Comprehension

- *Can you summarize the story or text for me?*
- *How well do you think the author used illustrations and graphics? How did they help you as a reader?*
- *What caused (problem or event) to happen? How could the story have had a different outcome?*
- *What do you think the character will do based on their experiences and personality?*
- *Judge this text. Explain your judgment.*
- *When reading nonfiction, how do you know if the information is reliable?*
- *Was your prediction correct or incorrect? Why?*
- *What did the author want you to learn or know?*
- *Why is the setting important in this book? How would a different setting change the story?*
- *How has the author's use of figurative language added meaning/enjoyment to your reading?*
- *Find a simile or metaphor. Why did the author choose to use that?*
- *Do you agree with the author's point of view? Support your answer.*

Italics indicate suggested prompts or phrases to use when working with your child.

Parent Guide for: Level Z Reading Behaviors

Skills to Look for...

Work With Your Child...

Accuracy

- Continues to monitor accuracy and understanding, self-correcting when errors detract from meaning
- Fluidly uses meaning, syntax, visual information, and background knowledge to monitor reading
- Derives the meaning of words that reflect regional or historical dialects and words other than English
- Carries new language learned into speech and writing

Accuracy

- *Do you see any words you do not recognize in the text? What can you use in the text to help you to figure out the unknown word?*
- *How do you know when you do not understand what you are reading? What can you do?*
- *What does that word mean in the text? How do you know? Can it mean something else too?*

Fluency

- Reads text/dialogue fluently with phrasing, intonation, emphasis, expression, and use of punctuation that reflects understanding of characters and events
- Slows down or adjusts reading speed to process texts with difficult or complex layout and vocabulary

Fluency

- *Pay attention to when your silent reading slows down and ask yourself "why?"*
- *Why should I change my voice as I read this?*
- *Listen to me read it (adjust your voice to reflect the story) Now you try it.*

Comprehension

- Selectively summarizes the most important information in a text depending on reading purpose
- Connects and compares text within genres and across genres, by circumstances, traits or actions
- Gains important information from texts with complex plots, multiple characters and episodes, and long passages of descriptive language and dialogue
- Infers cause and effect, meaning of symbols, and larger themes by reading about characters and events
- Infers character traits, motivations and changes through examining how the writer describes them
- Forms implicit questions and searches for answers while reading; goes beyond the text to find answers
- Searches for and justifies predictions to continually confirm or disconfirm using evidence from reading
- Integrates existing content knowledge with new information from a text to create new understandings
- Searches for information using non-fiction text features and graphics; Uses them to understand content specific words and enhance reading experience
- Notices aspects of genres and the writer's style and assesses whether a text is authentic and consistent based on life experience and prior knowledge

Comprehension

- *Can you summarize the story or text for me?*
- *How well do you think the author used illustrations and graphics? How did they help you as a reader?*
- *What caused (problem or event) to happen? How could the story have had a different outcome?*
- *Judge this text. Explain your judgment.*
- *Are the social issues/cultural groups in the book accurate? Why or why not? Use evidence from text.*
- *When reading nonfiction, how do you know if the information is reliable?*
- *What do you think the character will do based on their experiences and personality?*
- *Was your prediction correct or incorrect? Why?*
- *Do you notice any larger themes in the text?*
- *Why is the setting important in this book? How would a different setting change the story?*
- *How has the author's use of figurative language added meaning/enjoyment to your reading?*
- *Find a simile or metaphor. Why did the author choose to use that?*
- *Do you agree with the author's point of view? Support your answer.*

Italics indicate suggested prompts or phrases to use when working with your child.