

Levels A/B

(word solving is harder than comprehension)

Behaviors	Things you can say to help your child
Uses cover to get ready to read	<ul style="list-style-type: none">• Watch how I read the title, look at the illustration and think “What might this book be about?”• Think about the cover to get your mind ready to read
Uses pictures to help figure out words.	<ul style="list-style-type: none">• Look at the picture and think about the story to help you.• What could help you figure that out?
Uses one to one matching	<ul style="list-style-type: none">• Let me show you how I point under the words• Point under the words• Does it match?
Uses and locates known words	<ul style="list-style-type: none">• Is there a word you know?• What words do you know on this page• Point at and read the words that you know
Uses meaning to figure out words	<ul style="list-style-type: none">• What would make sense here?• What is going on here?
Understands the book	<ul style="list-style-type: none">• After I finish a book, I think about it. Watch me as I do this• What’s the whole book about?• So what happened?• What are you thinking?
Reads with fluency	<ul style="list-style-type: none">• Let me go back and read that in a smooth voice.• Can you reread that in a smooth voice?

Levels C/D

(word solving is harder than comprehension)

Behaviors	Things you can do to help your child
Uses visual information to decode words	<ul style="list-style-type: none">• Check the picture and use the first/last letter(s) of the word to help you• Think about what's happening in the book right now and use the first/last letter(s) to help• Could it be_____?• Does that look right and make sense?
Starts to use visual, meaning, and syntax to help solve words	<ul style="list-style-type: none">• Read it again and see if it makes sense• Does that sound right?• Does that make sense?
Uses the pattern in the book to help when stuck	<ul style="list-style-type: none">• Watch how I read and listen for the pattern, because that helps me with the words.• Notice the repeating words/pattern in this book•
Uses and locates known words	<ul style="list-style-type: none">• What words do you know by heart
Retells and summarizes	<ul style="list-style-type: none">• Let's think about the title and look back through the pages to help us think about what happened in the story
Reads with fluency	<ul style="list-style-type: none">• Let me go back and read that in a smooth voice.• Can you reread that in a smooth voice?

Levels E/F

(word solving and comprehension are pretty even)

Behaviors	Things you can say to support your child
Pays attention to the middle of the word.	<ul style="list-style-type: none"> • Take a closer look at _____(point out the part of the word that needs to be attended to) • Move your eyes across the word.
Monitors reading by paying attention to what the word looks like (does it look right?).	<ul style="list-style-type: none"> • Does it look right? • Take a closer look at this part of the word.
Monitors reading by paying attention to syntax (does it sound right?).	<ul style="list-style-type: none"> • Read it again and make sure it sounds right. • Could it be_____? • Does it sound right?
Monitors reading by paying attention to meaning (does it make sense?)	<ul style="list-style-type: none"> • Does that make sense? • Think more about the story/picture/character to help you.
Uses meaning to figure out words	<ul style="list-style-type: none"> • What would make sense here? • What is going on here?
Beginning to self correct more frequently: checking to make sure what has been read makes sense, sounds right, and looks right.	<ul style="list-style-type: none"> • Read it again and see if it sounds like book language. • Read it again and see if it makes sense • Does that sound right? • Does that make sense?
Retells and Summarizes	<ul style="list-style-type: none"> • Let's think about the title and look back through the pages to help us think about what happened in the story... • What happened in the story? • What was the book about?
Reads with fluency	<ul style="list-style-type: none"> • You don't need your finger. Use your eyes. • Listen to me read it. Now you try

Levels G/H/I (word solving and comprehension are pretty even)

Behaviors	Things you can say to support your child
Read increasingly more difficult words using letter by word parts	<ul style="list-style-type: none">• You read the first letters and the next part. Now move on to the next.• Did you check across the word to make sure all parts are correct?• Move yours across the word checking each part.
Use parts from known words to read unknown words	<ul style="list-style-type: none">• You know _____. See if that helps you figure out that word.• Take a closer look at this part.• Does that sound right?• Use a word you know to help you.
Use context to figure out unfamiliar words or vocabulary	<ul style="list-style-type: none">• Go back to the beginning of the sentence and then read on to help you figure out what this word could be.• Think about what's going on in this part to figure out what that word means.
Self-corrects more frequently at point of error.	<ul style="list-style-type: none">• You reread and fixed this word. What helped you?• Read this again and see if you can fix this word before you read on.
Retells and summarizes	<ul style="list-style-type: none">• Let's think about the title and look back through the pages to help us think about what happened in the story• Make sure to include the characters' names, setting, and the big events in your retell
Reads with fluency	<ul style="list-style-type: none">• This is a scary (funny, silly, etc) part of the story. Reread this and make the words tell what is happening in the story.• Use the punctuation in this part to help you read this.

Level J

(comprehension work becomes harder than word solving)

Behaviors	Things you can say to support your child
Deals with more complex vocabulary.	<ul style="list-style-type: none">• Read back and read ahead a bit to see if it helps you figure out what that word says/means.• What does the author tell you in the text that helps you know about that word?
Deals with different literary structures.	<ul style="list-style-type: none">• Think about how this kind of text goes; how does that help you understand.
Word solving is under control and mostly independent.	<ul style="list-style-type: none">• Read this again and see if you can fix this word before you read on. (point to the word)
Communicates understanding of the text.	<ul style="list-style-type: none">• What are you picturing as you read?• Stop and think about what's going on in the story.• What is the big message that the author is trying to give us in this text?• What does the author want us to think/feel/believe about the text/character?
Reads with phrasing and fluency	<ul style="list-style-type: none">• Use the punctuation in this part to help you read this like you were telling a story.• Reads this part again trying to read in longer phrases.• Does your reading sound like you were telling a story?

Levels K/L/M

Behaviors	Things you can say to support your child
Solves words with relative ease and fixes mistakes at the point of error.	<ul style="list-style-type: none">• Something wasn't quite right. Go back and see if you can find it.
Deals with more complex vocabulary	<ul style="list-style-type: none">• Do you know a word like that one (point to the word) that means the same thing?• How can you help yourself understand what that means/says?
Communicates understanding of longer texts.	<ul style="list-style-type: none">• Before you start reading, reread the last part you read yesterday to help you remember what is happening.
Reads with phrasing and fluency	<ul style="list-style-type: none">• Rereads for fluency•

Levels N/O/P/Q

Characteristics of books	Writing/Thinking Prompts
<p>Plot Structure:</p> <ul style="list-style-type: none"> -more complex -more than one problem -length of book increasing, so the plot is too <p>Character:</p> <ul style="list-style-type: none"> -characters have multiple motivations for their actions -more change within a character -described with emotions as well as traits (readers must discern between the two) <p>Language:</p> <ul style="list-style-type: none"> -more figurative language -whole paragraphs or passages are tricky, as opposed to just tricky words or phrases (reader has to hold on to confusion for longer and persevere) 	<ul style="list-style-type: none"> • I notice... -For example... -For instance... -Another example... -On page ___ • I notice... -This makes me think... -Perhaps it's because... -Another possibility... -This connects to earlier when... -Or maybe... • When _____ said/did _____ . He/she felt _____ . • _____ is _____ because _____ .

Levels R/S/T

Characteristics of books	Writing/Thinking Prompts
<p>Plot Structure:</p>	<ul style="list-style-type: none"> • I used to think _____. But now I think _____ because in the

<p>-plots as well as subplots for kids to comprehend and synthesize</p> <p>-setting has more of an affect on the plot (mood and tone are more important)</p> <p>-problems are related to larger social issues</p> <p>Character:</p> <p>-complicated emotional lives (more than one feeling at a time, more than one way of being)</p> <p>-minor characters become increasingly more important</p> <p>Language</p> <p>-symbolism</p> <p>-more rigorous vocabulary</p>	<p>text it says _____.</p> <ul style="list-style-type: none"> • I notice _____ because in the text it says _____. Maybe it's because _____. Or it could also be _____. • One life lesson in this text is _____. I know this because in the text it says _____. It also says _____. • _____ is a symbol of _____. I think this because _____.
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Levels U/V/W

Characteristics of books	Writing/Thinking Prompts
<p>Plot Structure:</p> <p>-setting is much less familiar (fantasy</p>	<ul style="list-style-type: none"> • The author uses _____ to convey _____. I think this

<p>or historical fiction)</p> <ul style="list-style-type: none"> -setting is increasingly important, it's almost its own character -multiple plot structures within one text (flashbacks, flash-forwards, alternate sequencing) -intensity of content and theme increases <p>Character:</p> <ul style="list-style-type: none"> -unpredictable and unreliable characters -multiple 'main' characters, each with their own plot line <p>Language:</p> <ul style="list-style-type: none"> - period language or dialects used 	<p>because _____.</p> <ul style="list-style-type: none"> • On one hand, it could be the author does _____ to convey _____. On the other hand, it could be the author does it to convey _____.
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Levels X/Y/Z

Characteristics of books	Writing/Thinking Prompts
<p>Plot Structure:</p> <ul style="list-style-type: none"> -subplots are independent for more of 	<ul style="list-style-type: none"> • In this story, it's possible that _____ will turn out to _____.

<p>the book, don't tie together until the end</p> <p>-more symbolism, which is increasingly important to the plot</p> <p>-piecing the story together is much more difficult for the reader (requires LOTS of inference, interpretation, and synthesis)</p> <p>Language:</p> <p>-period language or dialects used</p>	<p>Perhaps it might go like ____.</p> <ul style="list-style-type: none"> • For example, in this book, when ____ said ____, I didn't entirely trust her/him. I sensed this could mostly reveal that she/he ____.
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Readers can also use the following prompts to help them write longer and say more about an idea that they are having:

- **In other words...**
- **As I'm saying this I'm realizing....**
- **The important thing about this is....**
- **This connects to...**
- **To add on... in addition....**