

## Parent Tips For Reading at Home

<http://www.pbs.org/launchingreaders/parenttips.html>

- **Say silly tongue twisters**—Sing songs and read rhyming books. These help kids become sensitive to the sounds in words.
- **Play with puppets**— Play rhyming games with puppets. Have the puppet say something like, "Hi, My name is Mark. I like words that rhyme with my name. I'm going to say some words and I want you to tell me if they rhyme with Mark, okay?" "Does park rhyme with Mark? Does ball rhyme with Mark? Does shark rhyme with Mark?" Wait for your child to answer yes or no after each question.
- **Play sound games**— Give your child practice blending individual sounds into words. For example, ask "Do you know what the word is? m-o-p?" Say the sound each letter makes rather than the name of the letter. Hold each sound longer than you normally would. This will help your child recognize the different letter sounds.



### Looking Forward...

#### What are characteristics of Level E,F,G,H Readers?

At levels E,F,G,H, readers encounter a wider range of texts and continue to internalize knowledge of different genres. They are still reading texts with three to eight lines of print per page, but print size is slightly smaller and there are more words on a page. With early reading behaviors completely under control and quick and automatic recognition of a large number of high-frequency words, they have attention to give to slightly more complex story lines and ideas.

#### What are characteristics of Level E,F,G,H Texts?

Books at Levels E,F,G,H have accessible content that expands beyond home, neighborhood, and school. They start to introduce some content specific words which are explained and illustrated in the story. The stories become longer and there is less repetition. Illustrations are important at these levels. The pictures support interpretation, enhance enjoyment, and set the mood of the story.

*Reading text at increasingly higher levels is an expectation of the Common Core State Standards. "Common standards ensure that every child across the country is getting the best possible education, no matter where a child lives or what their background is. The common standards will provide an accessible roadmap for schools, teachers, parents and students, with clear and realistic goals."*

**-Gov. Roy Romer, Senior Advisor, The College Board**

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

~ Emilie Buchwald

## A Parent's Guide to Guided Reading Levels C and D

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

~Ran and Ramey



# Parents' Guide to Guided Reading Levels C and D

## What is Guided Reading?

Guided Reading is a highly effective form of small-group instruction developed by re-



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

nowned reading researchers, Fountas and Pinnell. Based on assessment, the teacher brings together a group of readers who are similar in their reading development. The teacher supports the reading in a way that enables students to read a more challenging text with effective processing.

## What are Guided Reading Levels?

Guided Reading Levels reflect a continuum of levels from A-Z (grades K-8). Teachers continuously progress monitor students to see how they're moving along the reading continuum.

## What are characteristics of Level C and D Readers?

At levels C and D, readers follow simple stories of fiction and fantasy and easy informational texts. They can track print with their eyes (not pointing) over two to six lines per page. They notice and use punctuation. The core of high frequency words is expanding. Readers consistently monitor their reading and cross-check one source of information with another.

## What are characteristics of Level C and D Texts?

Books at Levels C and D are simple narratives with several episodes (usually similar or repetitive). Most concepts are supported by pictures. Books at these levels have amusing one dimensional characters, simple dialogue, and a simple sequence of events. Almost all vocabulary is familiar to children and is likely to be used in oral language.

## Books Kids Love

### Level C

**All Fall Down** by Brian Wildsmith

**Baby Says** by John Steptoe

**Boats** by Gail Saunders-Smith

**Brown Bear, Brown Bear** by Bill Martin

**Cars** by Gail Saunders-Smith

**Costumes** by Lola Schaefer

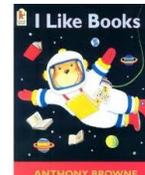
**Eating Apples** by Gail Saunders-

**Trucks** by Gail Saunders-Smith

**Up Went the Goat** by Barbara Gregorich

**What a Tale!** by Brian Wildsmith

**What's for Lunch?** by Eric Carle



### Level D

**A Dog Called Mischief** by Leslie Wood

**Frogs** by Gail Saunders-Smith

**The Good Bad Cat** by Nancy Antle

**Guinea Pigs** by Martha Rustad

**Horses** by Martha Rustad

**I Like Books** by Anthony Browne

**Ice Is... Whee!** by Carol Greene

**One Happy Classroom** by Charnan Simon

## Aiming Higher

As with anything, the only way to get better is to practice. Young readers need to spend time with just right books every day. They need to hear their parents reading out loud to them as they look at the text on the page and begin to make sense of the emerging language patterns. Moving your child along the guided reading continuum can be accomplished with consistent practice and meaningful text-based discussions at home.

## Conversation Starters

- What do you think might happen next? Why do you think so?
- Does this story remind you of anything that's ever happened to you? Tell me about it.
- Does this story remind you of any other books? What do you notice that is the same?
- What do you already know about this topic?
- What did you learn by reading the book and looking at the pictures?
- How is the character feeling? How can you tell?
- Can you find clues in the pictures that might help us figure out how the character is feeling?
- Do you think this is a good book? Why? do you think so?

