

# My Child is Independently Reading at... **Level K**



## What this level means...

Books at this level have multiple plots in narrative forms. There are a large range of writing styles at this level. There will be new language used and harder concepts introduced in both genres. In Non-Fiction or Informational text the concepts and vocabulary will be complex.

The chart below includes specific reading behaviors, skills and strategies that explain an **Independent Level K** >>>

### Accuracy

- Uses various strategies when figuring out unknown words.
- Uses context clues when figuring out words.
- Uses letter clusters like blends and diagraphs to figure out words.
- Listens to their own reading and self-corrects.

### Fluency

- Reading voice sounds like conversation voice.
- Reads in short phrases.
- Reads with expression.
- Uses punctuation.
- Reads silently at an average rate.

### Comprehension

- Can read and understand various dialogues.
- Uses dialogue to understand characters.
- Understands how problems and events are related.
- Looks in the text for evidence that supports predictions.
- Thinks about new information learned through text and relates it to previous knowledge.
- Can infer cause and effect in both genres.
- Makes predictions based on character traits, prior knowledge and the text.
- Begins to refer to specific pages as evidence from the story to support answers, thoughts and opinions.
- Predicts the problem and solution before reading about it.
- Can locate important ideas in the text.

## Moving forward to the next level... **Level L**



## What this level means...

The books and reader at this level are similar to the previous level K. Level L books do become longer and Non-Fiction or Informational books are more available. In Fiction text the plot becomes more complex and the characters become more complex. Symbolism is introduced at this level and higher-level thinking is needed to tackle complex concepts.

The chart below includes specific ways to work with your child who is an **Instructional Level L** >>>

### Accuracy

- Ask these questions and model for your child: Did that make sense? What other word solving strategy can you use? What do you know about this word that can help you figure out the whole word? What can you use in the text to figure out the word?

### Fluency

- Ask this question: How do you know when your voice is supposed to change when you read?
- Model for your child the change in your voice during different parts of a story and with different punctuation. Say: Listen to me read it! [read and model] Now you try it!

### Comprehension

- When retelling the story, the student uses words such as first, next, last or beginning, middle, end. The student refers to specific nouns by name and refers to specific events in the story.
- Questions to ask and have discussion about are: Does this story remind you of anything and did this help you understand the story better? Describe the character{s}? What do you think the character will do and why? What happened and why? What in the story makes you think that? What do you think would happen next and why? Who is speaking and how do you know? What caused the problem {or event} in the story to happen and how do you know? What information is important for the reader to know? How does the author help you to better understand the story?

# My Child is Independently Reading at... **Level L** What this level means...



The books and reader at this level are similar to the previous level K. Level L books do become longer and Non-Fiction or Informational books are more available. In Fiction text the plot becomes more complex and the characters become more complex. Symbolism is introduced at this level and higher-level thinking is needed to tackle complex concepts.

The chart below includes specific reading behaviors, skills and strategies that explain an **Independent Level L** >>>

<u><b>Accuracy</b></u>
<ul style="list-style-type: none"><li>○ Uses various strategies when figuring out unknown words.</li><li>○ Uses context clues when figuring out words.</li><li>○ Uses letter clusters like blends and digraphs to figure out words.</li><li>○ Listens to their own reading and self-corrects.</li></ul>
<u><b>Fluency</b></u>
<ul style="list-style-type: none"><li>○ Reading voice sounds like conversation voice.</li><li>○ Reads in short phrases.</li><li>○ Reads with expression.</li><li>○ Uses punctuation.</li><li>○ Reads silently at an average rate.</li></ul>
<u><b>Comprehension</b></u>
<ul style="list-style-type: none"><li>○ Uses dialogue to understand characters.</li><li>○ Understands how problems and events are related.</li><li>○ Looks in the text for evidence that supports predictions.</li><li>○ Thinks about new information learned through text and relates it to previous knowledge.</li><li>○ Can infer cause and effect in both genres and by understanding characters.</li><li>○ Makes predictions based on character traits, prior knowledge and the text.</li><li>○ Begins to refer to specific pages as evidence from the story to support answers, thoughts and opinions.</li><li>○ Can locate important ideas in the text.</li><li>○ Recognizes descriptive language and can interpret.</li><li>○ Can predict and describe character motives.</li></ul>

# Moving forward to the next level... **Level M** <<<<<<<<<<<<<<<<<<<<<<<<<

## What this level means...

The books at this level have a smaller font than previous levels with many words and lines of text per page. This level requires students to have background knowledge in order to make meaning of the text for comprehension purposes. The text has high vocabulary words and is complex in both genres.

The chart below includes specific ways to work with your child who is an **Instructional Level M** >>>

<u><b>Accuracy</b></u>
<ul style="list-style-type: none"><li>○ Ask these questions and model for your child: Did that make sense? What other word solving strategy can you use? What do you know about this word that can help you figure out the whole word? What can you use in the text to figure out the word?</li></ul>
<u><b>Fluency</b></u>
<ul style="list-style-type: none"><li>○ Ask this question: How do you know when your voice is supposed to change when you read?</li><li>○ Model for your child the change in your voice during different parts of a story and with different punctuation. Say: Listen to me read it! [read and model] Now you try it!</li></ul>
<u><b>Comprehension</b></u>
<ul style="list-style-type: none"><li>○ Questions to ask and have discussion about are: Does this story remind you of anything and did this help you understand the story better? Describe the character{s}? What do you think the character will do and why? What happened and why? What in the story makes you think that? What do you think would happen next and why? Who is speaking and how do you know? What caused the problem {or event} in the story to happen and how do you know? What information is important for the reader to know? How does the author help you to better understand the story? Summarize the story or text. What are your opinions about this character or the story?</li></ul>

# My Child is Independently Reading at... **Level M**



## What this level means...

The books at this level have a smaller font than previous levels with many words and lines of text per page. This level requires students to have background knowledge in order to make meaning of the text for comprehension purposes. The text has high vocabulary words and is complex in both genres.

The chart below includes specific reading behaviors, skills and strategies that explain an **Independent Level M** >>>

### Accuracy

- Uses various strategies when figuring out unknown words.
- Uses context clues when figuring out words.
- Uses letter clusters like blends and digraphs to figure out words.
- Listens to their own reading and self-corrects.

### Fluency

- Reading voice sounds like conversation voice.
- Reads in short phrases.
- Reads with expression.
- Uses punctuation.
- Reads silently at an average rate.

### Comprehension

- Looks in the text for evidence that supports predictions.
- Makes predictions based on character traits, prior knowledge and the text.
- Can locate important ideas in the text.
- Recognizes descriptive language and can interpret.
- Summarizes the text.
- Begins to recognize and understand author's craft in text.
- Makes a stance using evidence from the text when agreeing or disagreeing.
- As events happen throughout the story, the readers ideas and thoughts begin to change.
- Re-reads text to monitor personal comprehension.
- Independently uses comprehension strategies when reader doesn't make meaning of the text.

## Moving forward to the next level... **Level N**



## What this level means...

Throughout this level text becomes more sophisticated and expands to various new genres. New levels of author's writing is introduced to the reader. Literary writing styles will be new to the reader and the reader will need to use mental images and their imagination to comprehend this sophisticated style of writing. The reader will need to think in an abstract way to comprehend new literary styles of writing.

The chart below includes specific ways to work with your child who is an **Instructional Level N** >>>

### Accuracy

- Ask these questions and model for your child: Did that make sense? What other word solving strategy can you use? What do you know about this word that can help you figure out the whole word? What can you use in the text to figure out the word?

### Fluency

- Ask this question: How do you know when your voice is supposed to change when you read?
- Model for your child the change in your voice during different parts of a story and with different punctuation. Say: Listen to me read it! [read and model] Now you try it!

### Comprehension

- Questions to ask and have discussion about are: Does this story remind you of anything and did this help you understand the story better? Describe the character{s}? What do you think the character will do and why? What happened and why? What in the story makes you think that? What caused the problem {or event} in the story to happen and how do you know? What information is important for the reader to know? How does the author help you to better understand the story? Summarize the story or text. What are your opinions about this character or the story? How has the character{s} changed throughout the story? How is the text organized? How do you know when you do not understand the text or story?