

My Child is ~~Independently~~ Reading at... **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 reading behaviors, skills and strategies that explain an **Independent Level N** >>>

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, feelings and motives in 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.
- Understands the organization of the text and uses it to improve comprehension while reading.
- Can identify when and if characters change, then uses this to improve comprehension.

Moving forward to the next level... **Level O**



What this level means...

Throughout this level text there is more complex vocabulary and themes written. Higher-level, abstract thinking are required are at this level to comprehend Fictional text. Characters in Fictional text become very interesting to students and are complex to understand. In Non-Fiction or Informational text the vocabulary becomes larger and students must use multiple reading strategies to make meaning of the terms.

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

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: What do you think the character will do and why? Describe the character{s}? How do the characters relate to each other? 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? Summarize the story or text. 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?

My Child is ~~Independently~~ Reading at... **Level 0**



What this level means...

Throughout this level text there is more complex vocabulary and themes written. Higher-level, abstract thinking are required are at this level to comprehend Fictional text. Characters in Fictional text become very interesting to students and are complex to understand. In Non-Fiction or Informational text the vocabulary becomes larger and students must use multiple reading strategies to make meaning of the terms.

The chart below includes specific reading behaviors, skills and strategies that explain an **Independent Level 0** >>>

Accuracy

- Uses various strategies when figuring out unknown words.
- Uses context clues when figuring 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

- Recognizes descriptive language and can interpret.
- Summarizes the text.
- Recognizes and understands author's craft throughout the 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.
- Independently uses comprehension strategies when reader doesn't make meaning of the text.
- Understands the organization of the text and uses it to improve comprehension while reading.
- Can identify when and if characters change and why the change occurred.
- As events unfold in the story the reader has a change in perspective.
- Goes beyond the text to make meaning and search for information.
- Can follow multiple characters and events to make meaning of the text.
- Can group together information from characters and events throughout the story to improve comprehension.

Moving forward to the next level... **Level P**



What this level means...

Throughout this level text there is more complex language in Fictional text. There are also more texts available in the genres of Non-Fiction or Informational. There will be new genres of writing introduced that will be complex. The text is organized in various ways to support the content for readers. Books geared towards young teens are introduced.

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

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: What do you think the character will do and why? Describe the character{s}? How do the characters relate to each other? 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? Summarize the story or text. How has the character{s} changed throughout the story? How is the text organized? How have you organized the information you are learning in the text? What is the author trying to teach you, what is the lesson?

My Child is ~~Independently~~ Reading at... **Level Q**



What this level means...

At this level of text words are more difficult and complex, students must be able to make meaning of them. This level of text requires interpretive reading skills as the text is constructed in various ways. Words from other languages will be present and texts will become longer which requires reading over multiple days. The vocabulary is sophisticated and will challenge the reader.

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

Accuracy

- Uses various strategies when figuring out unknown words.
- Uses context clues when figuring 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

- Summarizes the text.
- Understands the organization of the text and uses it to improve comprehension while reading.
- Can identify when and if characters change and why the change occurred.
- As events unfold in the story the reader has a change in perspective.
- Goes beyond the text to make meaning and search for information.
- Can follow multiple characters and events to make meaning of the text.
- Can group together information from characters and events throughout the story to improve comprehension.
- Reads a text over multiple days and can retain events, plots, problems and solutions.
- Can interpret larger themes across the text.
- Forms explicit questions while reading closely.
- Understands a complex plot.
- Meaning of the text changes as reading progresses along with a critical stance based on evidence.

Moving forward to the next level... **Level R**



What this level means...

At this level of text, fiction and Non-Fiction or Informational genres offer a large range of historical periods and time settings. Vocabulary continues to build and is very sophisticated requiring multiple strategies along with background knowledge to make meaning. Interpretive skills will need to increase in order to comprehend the text through continuous reading periods.

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

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?

Comprehension

- Questions to ask and have discussion about are: What do you think the character will do and why? Describe the character{s}? How do the characters relate to each other? What happened and why? What will happen next and why do 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? Summarize the story or text. How has the character{s} changed throughout the story? What influenced the characters changing? How is the text organized? How have you organized the information you are learning in the text? What is the author trying to teach you, what is the lesson? Could the story have had a different outcome, why? What are the larger themes in the text? What do you think about this text and why? **NON-FICTION or INFORMATIONAL:** Has this text changed your opinion? How do you know this information is reliable?