

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

<b>Accuracy</b>
<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>○ Listens to their own reading and self-corrects.</li> </ul>
<b>Fluency</b>
<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 a good average rate.</li> </ul>
<b>Comprehension</b>
<ul style="list-style-type: none"> <li>○ Summarizes the text.</li> <li>○ Understands the organization of the text and uses it to improve comprehension while reading.</li> <li>○ Can identify when and if characters change and why the change occurred.</li> <li>○ As events unfold in the story the reader has a change in perspective.</li> <li>○ Goes beyond the text to make meaning and search for information.</li> <li>○ Can follow multiple characters and events to make meaning of the text.</li> <li>○ Can group together information from characters and events throughout the story to improve comprehension.</li> <li>○ Reads a text over multiple days and can retain events, plots, problems and solutions.</li> <li>○ Can interpret larger themes across the text.</li> <li>○ Forms explicit questions while reading closely.</li> <li>○ Understands a complex plot.</li> <li>○ Meaning of the text changes as reading progresses along with a critical stance based on evidence.</li> </ul>

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



## What this level means...

Text at this level come in a wide variety of genres. At this level readers will need to make text to text comparisons and contrasts as students refer back and forth from different pieces of text read. Books at this level have increasingly complex sentences and paragraphs. Many words read are figurative and less literal than read before.

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

<b>Accuracy</b>
<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? What does this word mean in this text? What does that mean and how do you know?</li> </ul>
<b>Fluency</b>
<ul style="list-style-type: none"> <li>○ Ask this question: Does that sound like you are talking?</li> <li>○ Pay attention when you are silent reading and you slow down, ask yourself why you slowed down.</li> </ul>
<b>Comprehension</b>
<ul style="list-style-type: none"> <li>○ Questions to ask and have discussion about are: Why is the setting important and if there was a change in the setting would it change the story? What happened and why? What will happen next and why do you think that? 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? Why do you think the author did that? 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? <b>NON-FICTION or INFORMATIONAL:</b> Has this text changed your opinion? How do you know this information is reliable?</li> </ul>

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



## What this level means...

Text at this level come in a wide variety of genres. At this level readers will need to make text to text comparisons and contrasts as students refer back and forth from different pieces of text read. Books at this level have increasingly complex sentences and paragraphs. Many words read are figurative and less literal than read before.

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

### Accuracy

- Uses various strategies when figuring out unknown words.
- Uses support from the text to solve technical words.
- Is aware and intrigued of new words.
- Transfers new language learned into spoken words and writing.
- Is aware and comprehends figurative language.
- Comprehends multiple meaning words and the context they are used in.

### Fluency

- Reading voice sounds like conversation voice.
- Reads with expression.
- Uses punctuation.
- Reads silently at a good average rate.

### Comprehension

- Summaries reflect the big ideas in the text.
- 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.
- Can interpret larger themes across the text.
- Understands a complex plot.
- Comprehends the meaning of symbols.
- Meaning of the text changes as reading progresses along with a critical stance based on evidence.
- Can comprehend complex dialogue through extended reading.
- Makes meaning of the roles of setting in genres [Historical Fiction].

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



## What this level means...

Text at this level have increasingly complex figurative language. Vocabulary becomes more difficult at this level and requires multiple higher level thinking skills to comprehend. Chapter books at this level become increasingly longer with smaller print. Students will need to sustain long periods of reading. Language become less literal and students will need to use mental images to help with comprehension.

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

### 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? What does this word mean in this text? What does that mean and how do you know?

### Fluency

- Ask this question: Does that sound like you are talking?
- Pay attention when you are silent reading and you slow down, ask yourself why you slowed down.

### Comprehension

- Questions to ask and have discussion about are: Why is the setting important and if there was a change in the setting would it change the story? What happened and why? What will happen next and why do you think that? 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? Why do you think the author did that? 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?

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



## What this level means...

Text at this level have increasingly complex figurative language. Vocabulary becomes more difficult at this level and requires multiple higher level thinking skills to comprehend. Chapter books at this level become increasingly longer with smaller print. Students will need to sustain long periods of reading. Language become less literal and students will need to use mental images to help with comprehension.

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

### Accuracy

- Uses various strategies when figuring out unknown words.
- Uses support from the text to solve technical words.
- Is aware and intrigued of new words.
- Transfers new language learned into spoken words and writing.
- Is aware and comprehends figurative language.
- Comprehends multiple meaning words and the context they are used in.

### Fluency

- Reading voice sounds like conversation voice.
- Reads with expression.
- Uses punctuation.
- Reads silently at a good rate.

### Comprehension

- Summaries reflect the big ideas in the text.
- 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.
- Can interpret larger themes across the text.
- Understands a complex plot.
- Comprehends the meaning of symbols.
- Meaning of the text changes as reading progresses along with a critical stance based on evidence.
- Can comprehend complex dialogue through extended reading.
- Makes meaning of the roles of setting in genres [Historical Fiction].

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

## What this level means...

Text at this level have frequent symbolism used. Readers will see collections of stories along with plots and sub-plots being introduced. Themes will be complex and require inferential skills. There will also be multiple story lines evident.

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

### Accuracy

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

### Fluency

- Ask this question: Does that sound like you are talking?
- Pay attention when you are silent reading and you slow down, ask yourself why you slowed down.

### Comprehension

- Questions to ask and have discussion about are: Why is the setting important and if there was a change in the setting would it change the story? What happened and why? What will happen next and why do you think that? What information is important for the reader to know? How has the character{s} changed throughout the story? What influenced the characters changing? Why do you think the author did that? 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?