

Tips for Reading with Your Child

Before Reading

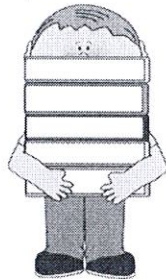
- Look at the book cover with your child. Together, review the illustrations or photographs in the book. Predict what the book may be about.
- Discuss what you and your child might already know about the topic of the book you are about to read.
- If your child is a beginning reader, echo-read the story or selection with your child by reading a line first and having your child read it after you.

During Reading

- If your child does not recognize a word right away, remind him/her to use one of the strategies listed. If necessary, provide the word, if your child struggles.
- Encourage your child to read with expression and to enjoy reading!

After Reading

- Discuss the story or selection with your child. Ask questions such as: What were your favorite parts? Who were your favorite characters? Why? What interesting fact did you learn?
- Encourage your child to reread the story to develop confidence. If the book is long, reread a few favorite sections or chapters.
- Have your child keep a journal of favorite stories and interesting words in those books. Your child might also like to write about the book in this journal.



If I Get Stuck on a Word, I Can...

- **I can** look at the picture. (for a hint)
- **I can** get my mouth ready. (for the 1st sound) "b..."
- **I can** look for chunks. (inside the word, like "ing", "ar", or "or")
sing cart store
- **I can** frame smaller words inside the word. (like "be" in begin)
begin inside stand
- **I can** think of a word that makes sense. (and starts/looks the same)
- **I can** say "blank" and read on. (When I go back I use my other "I can" strategies)



Guided Reading at Wilcox



Based on Scholastic Guided Reading Program

| Level: | E | F | G | H | I |
|---------------------------------|--|--|---|--|--|
| Characteristics of Text | Level E books are longer than books at the previous levels with more pages or more lines of text on a page. Sentence structure is more complex with a range of punctuation and more difficult ideas and concepts. There is still some repeating language patterns to offer reading support. | Tests at Level F are longer and have more story episodes than at previous levels. There are also shorter texts with some unusual language patterns. Pictures continue to support reading but there may be concepts that are abstract or unfamiliar to children, requiring more reflection. | Most books at Level G are not repetitive. These books include a variety of patterns. Knowledge of punctuation is important in understanding what the sentence means and how it should be spoken. Vocabulary is more challenging and concepts may be less familiar to students. | Level H books are similar in difficulty to Level G but Level H has a wider variety, including books with poetic or literary language. Sentences vary in length and difficulty, and some complex sentences carry over several pages. Books have fewer repeating events and language patterns and more complex vocabulary. | The books in Level I are longer, more complex, and may have a noticeable difference in print size with more lines on a page. There are multisyllabic words requiring complex word-solving skills. Some informational text may include technical language. Illustrations enhance the story but provide low support for understanding meaning. |
| Behaviors to Notice and Support | <p>Everything in Level D and:</p> <ul style="list-style-type: none"> Tracks print with eyes except at points of difficulty Uses language syntax and meaning to read fluently, with phrasing Demonstrates awareness of punctuation by pausing, phrasing, and reading with inflection Rereads to self-monitor or self-correct phrasing and expression Recognizes many words quickly and automatically Figures out some longer words by taking them apart Relates texts to others previously read Reads for meaning but checks with the visual aspects of print (letters, sounds, words) Rereads to search for meaning and accuracy Remembers details and uses them to clarify meaning Demonstrates understanding by talking about text after reading | <p>Everything in Level E and:</p> <ul style="list-style-type: none"> Uses syntax of written language to figure out new words and their meaning Uses sound/letter relationships, word parts, and other visual information to figure out new words Uses known words to figure out new words Uses multiple sources of information to search and self-correct Figures out longer words while reading for meaning Rereads to figure out words, self-correct, or improve phrasing and expression Recognizes most words quickly and accurately Moves quickly through the text Reads fluently, with phrasing Talks about ideas in the text and relates them to his/her experiences and to other texts | <p>Everything in Level F and:</p> <ul style="list-style-type: none"> Reads fluently and rapidly, with appropriate phrasing Follows print with eyes, occasionally using finger at points of difficulty Notices and use punctuation to assist smooth reading Recognizes most words quickly and automatically Uses letter/sound relationships, known words, and word parts to figure out new words Uses meaning, visual information, and language syntax to figure out words Rereads to figure out words, self-correct, or improve phrasing and expression Rereads to search for meaning Remembers details to support the accumulation of meaning throughout the text Uses pictures for information but does not rely on them to make predictions | <p>Everything in G and:</p> <ul style="list-style-type: none"> Reads fluently and rapidly, with appropriate phrasing Follows print with eyes, occasionally using finger at points of particular difficulty Notices and use punctuation to assist smooth reading Recognizes most words rapidly Uses meaning, visual information, and language syntax to solve problems Rereads phrases to figure out words, self-correct, or improve phrasing and expression Rereads to search for meaning Remembers details to support meaning accumulated through the text Uses pictures for information but does not rely on them to make predictions Searches for meaning while reading, stopping to think or talk about ideas | <p>Everything in H and:</p> <ul style="list-style-type: none"> Actively figure out new words, using a range of strategies Follow print with eyes Read fluently, slowing down to figure out new words and then resuming speed Begin to silently read some of the text In oral reading, reread some words or phrases to self-correct or improve expression Reread to search for meaning Flexibly use meaning, language syntax, and visual information to figure out new words and to monitor reading Self-correct errors that cause loss of meaning Reread when necessary to self-correct, but not as a habit Demonstrate understanding of the story and characters Go beyond the text in discussions and interpretations Sustain problem solving and development of meaning through a longer text and over a two or three day period |

| Level: | Pre-A | A | B | C | D |
|---------------------------------|---|---|--|--|--|
| Characteristics of Text | There are no specific Pre-A Level books. Children at the Pre-A level should be exposed to a variety of picture books, rhymes and poems. They are beginning to have an understanding of letters and their purpose. Alphabet and rhyming books, puzzles and games are a great introduction to reading. | The easiest books are in Level A. Students should be familiar with print and know that it is read from left to right. Level A books have high-frequency words and repetitive text. | Level B books have a simple story line or idea. They generally have one or two lines of print per page. There is a direct relationship between pictures and text. The text has repetitive patterns. | Level C Books have a simple story line. They have more lines of text than previous levels. There may be more complex sentences and vocabulary. Repeated patterns continue, but may be more complex or varied. There are many high-frequency and easily decodable words. | Stories at Level D are slightly more complex. They may include some unfamiliar ideas. Sentences are longer. There are more compound and multisyllabic words. Illustrations are still supportive, but less so than at previous levels. |
| Behaviors to Notice and Support | <ul style="list-style-type: none"> Knows some letter names and sounds Knows no/few sight words Developing concept of print Developing concept of word Beginning understanding of rhyming words Beginning understanding of first sound fluency | <p>Everything in PreA and:</p> <ul style="list-style-type: none"> Understands familiar concepts in stories and illustrations Differentiates print from pictures Holds the book and turn pages from right to left Reads words from left to right Begins to match word by word, pointing with one finger under words Locates both known and new words Remembers and use language patterns Relates the book to his/her experience | <p>Everything in Level A and:</p> <ul style="list-style-type: none"> Demonstrates control of the left-to-right movement and return sweep Begins to control word-by-word matching across two lines of text, pointing with one finger Notices and interpret detail in pictures Talks about ideas in the text Remember and use language patterns in text Uses knowledge of high-frequency words to check on reading Uses word-by-word matching to check on reading Notices mismatches in meaning or language Uses visual information, such as the first letter or the word, to read known and new words Pays close attention to print Notices features of letters and words Begins to self-monitor, noticing mismatches in meaning or language Rereads to confirm or figure out new words | <p>Everything in Level B and:</p> <ul style="list-style-type: none"> Demonstrates control of the left-to-right directionality and word-by-word matching across several lines of print Begins to track print with eyes Rereads to solve problems, such as figuring out new words Demonstrates awareness of punctuation by pausing and using some phrasing Uses picture details to help figure out words Remembers and use language patterns in text Rereads to confirm or figure out new words Controls directionality and word-by-word matching with eyes, using finger at points of difficulty Uses visual information, to predict, check and confirm reading Recognizes know words quickly and uses them to figure out the meaning of new words Searches for understanding while reading | <p>Everything in Level C and:</p> <ul style="list-style-type: none"> Remembers language patterns and repeating events over longer stretches of text Self-corrects, using visual information Controls directionality and word-by-word matching with eyes, using finger only at points of difficulty Searches for understanding while reading Remembers details from pictures and text Pays close attention to words and their structural features (for example, endings) Reads fluently, with phrasing Rereads to confirm or figure out new words Solves new words using knowledge of sound/letter relationships and word parts |