

Family Guide to Supporting Your I-L Leveled Reader in Informational Text*

<p>What is Leveled Reading? Elementary teachers use various tools to determine reading proficiency, including comprehension, fluency, accuracy and stamina. Students reach higher levels in the alphabet, A-Z, as their proficiency increases.</p>	
<p>Characteristics of Informational Text at Levels I-L</p> <ul style="list-style-type: none"> • Longer and/or more complex books • More technical vocabulary and new concepts • Concepts and ideas are introduced that require readers to think about a different time, space or a culture unlike their own 	<p>Readers should be working on these skills at Levels I-L</p> <ul style="list-style-type: none"> • Using multiple strategies to figure out new words • Reading rapidly with phrasing, slowing down to problem-solve and then resuming speed • Demonstrating understanding after silent reading • Making connections between the text and other books • Rereading to search for meaning and/or self-correct
<p>How to help: Possible questions and prompts to ask your child</p>	
<p>Before Reading</p>	<p>“What does the cover tell you about the book?” “What do you already know about this topic?” “Look over the table of contents. What are you curious to find out?”</p>
<p>While Reading</p>	<p>“What information does the image on page ___ provide?” “How do the headings and subheadings help you find information?” “What information is found in this ____ (picture, diagram, map, chart, etc.)? Tell me more.” “What information did you get from reading this ____ (label, icon, caption)? How does this help you to understand?” “What does ____ (phrase or sentence from the text) mean? How do you know?” “What’s the main focus of these specific paragraphs?” “Read back and read ahead a bit to see if it helps you figure out what that word says/means.” “Let’s think about this section and look back through the pages to help us think about the topic.”</p>
<p>After Reading</p>	<p>“How does the author feel about this topic? What is the author’s perspective?” “Would you want to read other books by this author? Why or why not?” “Of the information you learned, what would you most like to share with someone else?” “What does ____ (vocabulary word) mean? How do you know?” “How did the text features help you get information? Explain.” “What’s the main purpose of the text? Why do you think the author wrote this book?” “Did you change your opinion about some aspect of this text as you read to the end? Why?” “Show me evidence that tells why you have that idea.”</p>

Family Guide to Supporting Your I-L Leveled Reader in Literary Text*

<p>What is Leveled Reading? Elementary teachers use various tools to determine reading proficiency, including comprehension, fluency, accuracy and stamina. Students reach higher levels in the alphabet, A-Z, as their proficiency increases.</p>	
<p>Characteristics of Literary Text at Levels I-L</p> <ul style="list-style-type: none"> • Longer sentences and paragraphs (full pages) • Irregular spelling patterns, suffixes, prefixes, plurals, contractions and possessives • Unassigned dialogue - e.g. a new line starts each time a different character speaks • More sophisticated plots – abstract or symbolic themes 	<p>Readers should be working on these skills at Levels I-L</p> <ul style="list-style-type: none"> • Following print with eyes • Using multiple strategies to figure out new words • Reading rapidly with phrasing, slowing down to problem-solve and then resuming speed • Beginning to silently read some sections • Making connections between the text and other books read
<p>How to help: Possible questions and prompts to ask your child</p>	
<p>Before Reading</p>	<p>"What do you already know about ___?" "Does the topic/story relate to you or your family? How?" "Can you describe the overall structure of a story like this? How is the beginning and ending different? How do you know?"</p>
<p>While Reading</p>	<p>"What can you tell me about the story so far?" "What picture is the author painting in your head? How does this help you read?" "Do you need to reread that part?" "Can you take on a character's point of view or voice?" (Students acknowledge differences in point of view by speaking in a different voice for each character). "What are the illustrations showing you about the characters, setting, or plot? How does this help you to understand?" "Can you think about something you know that would help you to talk about what is happening in the story here? How does that help you to understand..." "Use the punctuation in this part to help you read this." "This is a (scary, funny, silly, etc.) part of the story. Reread this and make sure the words tell what is happening in the story."</p>
<p>After Reading</p>	<p>"What happened first in this story? And then? How did this story end?" "Did you think about what that character was like by how he/she responded to ___?" (major events and challenges). If you were _____, how would you have responded to this event/challenge?" "What does the author want us to think/feel/believe about the story/character/information?" "What is the central message, lesson, or moral?" "How did your ideas (about characters, the situation, the mood, etc.) change as you read through the book?"</p>