

Your child reads independently, or on his/her own, at a **level D**. Readers at a **level D** are able to read simple fiction stories, fantasy stories and simple informational (nonfiction) texts. They can follow print with their eyes and rarely point to the words in the book (except for reading unknown words or words they do not know). Students will notice different sentence structures and types of punctuation. Students can read many unknown words by using what they know about letters and the sounds they make, to sound out unknown words. Students consistently self monitor to make corrections to their reading as needed. For example: The student is reading a book about trees. He says the word “pin” instead of “pine”. The student self monitors by realizing that “pin” doesn’t make sense because there is no such thing as a “pin” tree. He should then think about what would make sense and try to figure out the word again.

Your child is learning to recognize many sight words, which are the most commonly used words (for example: and, for, but, with). You can find more sight words by clicking on this link and referring to the first hundred word list: <http://www.spelling-words-well.com/sight-word-list.html>

The following table shows the expected ranges of levels at specific grade levels. Make note of where your child should be by the end of the school year:

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
RB, A, B, C, D	D, E, F, G, H, I, J	J, K, L, M	M, N, O, P	P, Q, R, S	S, T, U

You can help your child reach the end of year goal by following the ABC’s of active reading. It is helpful to:

#### Ask questions

- What prediction (telling what you think might happen next in the story) can you make using the pictures in the story?
- What do you think will happen at the end based on reading the beginning and middle of the story?
- How do you think the character feels? Why?

#### Build vocabulary

- Have your child point to each word as it is read aloud by you or your child.
- Ask your child to read the sight words on the page.
- Ask your child to point and read action words, such as run, play, go.

#### Connect with the world

- Who does the character remind you of? How so?
- What connections to other books can you make about \_\_\_\_\_ (fill in the book topic here)?
- How does this book make you feel?

Keep reading every night! Remember your child can read level D books by him/herself and can read Level E books with your help. The lists below are sample level D and E books:

<b>Sample Level D Books</b>		
<b>TITLE</b>	<b>AUTHOR</b>	<b>FICTION / NONFICTION</b>
I Like Books	Browne, Anthony	Nonfiction
Little Rabbit Is Sad	Williams, Deborah	Fiction
Oops!	Mayer, Mercer	Fiction
Swat it!	Bauer, Roger	Fiction
Hop In!	Small-Gamby, Julie	Fiction
Pets for Us	Bonnell, Kris	Nonfiction
Little Turtle, The	Lindsay, Vachel	Fiction
Mud!	Lewison, Wendy	Fiction
Snack Time	Smith, Janie	Nonfiction
Telescope	Sharon Callen	Nonfiction
Big Train Takes a Trip	Klein, Adria F.	Fiction
Ear Is to Hear, An	Jenna Lee Gleisner	Nonfiction
<b>Sample Level E Books</b>		
<b>TITLE</b>	<b>AUTHOR</b>	<b>FICTION / NONFICTION</b>
My Tiger Cat	Frankford, Marilyn	Fiction
Nickels and Pennies	Williams, Deborah	Nonfiction
Danny and Abby Play Tag	Coulton, Mia	Nonfiction
Dear Dragon Goes to the Market	Hillert, Margaret	Fiction
How Do We Get Home?	Spinelle, Nancy Louise	Fiction
Animal Babies	Cherrington, Janelle	Nonfiction
Paper Bag Trail	Margaret Hillert	Nonfiction
Rainbows	Karen Alexander	Nonfiction

To access online resources, such as Kids A-Z to read leveled books on the iPad, computer, or smartphone, go to <http://bit.ly/CMSfamiliesread>.

You can also refer to your child's mCLASS Literacy Performance Report for more information.