

Your child reads independently, or on his/her own, at a **level H**. Readers at a **level H** encounter a variety of different types of text including fantasy, folktales and nonfiction. Your child is able to read and understand more difficult text and the stories are longer. There is less repetition (repeated parts) found in the story. The plots and characters in the stories are more detailed but still simple. Readers at this level will start to read new texts silently, which will help them to think more deeply about what they read. When they do read aloud, level H readers will read in phrases, with expression and at an appropriate speed, meaning they read at a pace that is not too fast and not too slow based on the text they are reading. They may need to read nonfiction text a little more slowly to be able to understand the subject.

Your child recognizes many sight words. You can find more sight words by clicking on this link and referring to the second 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. Your child can answer the following questions to you aloud or, preferably, in writing.

Ask questions

- Was that a “big event” or a “little detail” in the story? Why do you think this?
- Write some words from the story that that show (name the character) is feeling (name the feeling).
- What have you learned after reading this book?
- Selection a section in the story. Ask your child to: Retell this section in your own words.

Build vocabulary

- Tell three words to describe (name the character). What are examples in the book that make you describe the character that way?
- Tell what the word _____ means as it is used in this book.
- What is another word that means the same or almost the same as _____?

Connect with the world

- Have your child draw a picture or tell you about a time that reminds him/her of something that happened in the book.
- Ask your child: Where do you think the story takes place? How is that alike or different from where we live?
- Have you ever read about _____ in another book? How was it alike/different?

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

Sample Level H Books		
TITLE	AUTHOR	FICTION / NONFICTION
Cats and Mice	Gelman, Rita	Fiction
Monster Money	Maccarone, Grace	Fiction
An Unusual Show	Blonder, Ellen	Fiction
The ABC Bunny	Ga'g, Wanda	Fiction
Hop! Spring! Leap! Animals That Jump	Bayrock, Fiona	Nonfiction
I Am an Apple	Marzollo, Jean	Nonfiction
Left or Right	Rehm, Karl & Koike, Kay	Nonfiction
Bark, George	Feiffer, Jules	Fiction
We Love the Dirt	Johnston, Tony	Fiction
Inside Mouse, Outside Mouse	George, Lindsay Barrett	Fiction
Now I Know: Seeds	Berger, Melvin	Nonfiction
Stuck on You	Jay C. Cate	Fiction
Sample Level I Books		
TITLE	AUTHOR	FICTION / NONFICTION
The Big Hungry Bear	Wood, Don & Audrey	Fiction
A Color of His Own	Lionni, Leo	Fiction
Hiccups for Elephant	Preller, James	Fiction
I Am a Star	Marzollo, Jean	Nonfiction
Noisy Nora	Wells, Rosemary	Fiction
Now I Know: Bears	Berger, Melvin & Gilda	Nonfiction
The Bull and the Firetruck	Johnston, Tony	Fiction
Green Wilma	Arnold, Tedd	Fiction

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.