

Your child reads independently, or on his/her own, at a **level I**. Readers at a **level I** are reading mostly short texts (eight to sixteen pages) as well as some short, illustrated chapter books (forty to sixty pages). These books require students to maintain attention and memory over a long period of time. Sentences found in these books are longer and more difficult. Students can use word-solving strategies to read words with more difficult spelling patterns. They read many text silently, following the text with their eyes and without pointing to the words.

Your child recognizes many sight words. You can find more sight words by clicking on this link and referring to the second hundred 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

- What words show that (name the character) is sad/happy/excited?
- Write some words from the story that that show (name the character) is feeling (name the feeling).
- Write to describe how (name the character) acts. Use some examples from the story.
- 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 3 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 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?
- After reading this book, what similar topics do you want to read more about?

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

<b>Sample Level I Books</b>		
<b>TITLE</b>	<b>AUTHOR</b>	<b>FICTION / NONFICTION</b>
The Big Hungry Bear	Wood, Don & Audrey	Fiction
The Bunny Hop	Slater, Teddy	Fiction
Great Snakes!	Robinson, Fay	Nonfiction
Hello, Cat: You Need a Hat	Gelman, Rita	Fiction
Hiccups for Elephant	Preller, James	Fiction
I Am a Star	Marzollo, Jean	Nonfiction
Little Fish that Got Away	Cook, Bernadine	Fiction
Who Took the Farmer's Hat?	Nodset, Joan	Fiction
Now I Know: Animals at Night	Berger, Melvin & Gilda	Nonfiction
Swing Sloth!	Neuman, Susan B.	Nonfiction

<b>Sample Level J Books</b>		
<b>TITLE</b>	<b>AUTHOR</b>	<b>FICTION / NONFICTION</b>
Poppleton	Rylant, Cynthia	Fiction
Puppies! Puppies! Puppies!	Meyers, Susan	Nonfiction
Bear's Bargain	Asch, Frank	Fiction
Clifford, the Small Red Puppy	Bridwell, Norman	Fiction
Bats	Wood, Lily	Nonfiction
Big Smelly Bear	Teckentrup, Britta	Fiction
Dig Dig Digging	Mayo, Margaret	Nonfiction
Little Quack's New Friend	Thompson, Lauren	Fiction
Safety in Numbers	Evans, Lynette	Nonfiction
How Do Dinosaurs Learn to Read?	Yolen, Jane	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.