

Your child reads independently, or on his/her own, at a **level M**. Readers at a **level M** know the characteristics of a range of genres (different types of text) such as fantasy, realistic fiction, informational texts, and biography. Level M readers are becoming more interested in longer chapter books, series books, and mysteries. Fiction texts have more detailed plots and have multiple characters that develop and show some change over time. Your child can read shorter informational texts on single topics. Level M readers can read and understand difficult sentences and reading tricky words is smooth and automatic in both silent and oral (out loud) reading.

Your child continues to recognize a large number of sight words. You can find more sight words by clicking on this link and referring to the third 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:

<b>Kindergarten</b>	<b>1st Grade</b>	<b>2nd Grade</b>	<b>3rd Grade</b>	<b>4th Grade</b>	<b>5th Grade</b>
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 happens in the story? After telling the events in order, write what happens at the beginning, middle, and end?
- How does the main character feel in the beginning of the story? How does he or she feel at the end? What does the character say or do to make you think this way?
- How did the author organize the book and why was it organized this way?
- How did what you have learned about this topic add to what you already knew?

#### Build vocabulary

- Identify the words that were unfamiliar. What part of the text helped you to figure out what the word meant? Encourage your child to use the illustrations to help figure out what the words mean.
- Besides the words that the author uses, what are other words you can use to describe the character's actions or feelings? Why did you choose these words?

#### Connect with the world

- What is the big problem that is at the heart of this story? Write about how this problem exists in the real world and how it is solved or worked through.
- Write about how the new information you have learned from an information text has changed your thinking about the topic of the text.

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

<b>Sample Level M Books</b>		
<b>TITLE</b>	<b>AUTHOR</b>	<b>FICTION / NONFICTION</b>
A Book About Your Skeleton	Gross, Ruth Belov	Nonfiction
Invisible in the Third Grade	Cuylar, Margery	Fiction
The Littles Go Exploring	Peterson, John	Fiction
Nine True Dolphin Stories	Davidson, Margaret	Nonfiction
A. Lincoln and Me	Borden, Louise	Fiction
Ivy & Bean and the Ghost That Had to Go	Barrows, Annie	Fiction
Dive! A Book of Deep-Sea Creatures	Berger, Melvin	Nonfiction
Little Robot	Hatke, Ben	Fiction
Curious George Goes to the Hospital	Rey, Margret & H.A.	Fiction
<b>Sample Level N Books</b>		
<b>Title</b>	<b>Author</b>	<b>FICTION / NONFICTION</b>
The Adventures of George Washington	Davidson, Margaret	Fiction
Mufaro's Beautiful Daughters: An African Tale	Step toe, John	Fiction
Mice and Beans	Ryan, Pam Munoz	Fiction
Snowball: The Puppy Place	Miles, Ellen	Fiction
The True Story of Pocahontas	Penner, Lucille Recht	Nonfiction
Looking Closely in the Rain Forest	Serafini, Frank	Nonfiction
Solar System	Vogt, Gregory	Nonfiction
Violent Volcanoes	Claire Llewellyn, Thea Feldman	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.