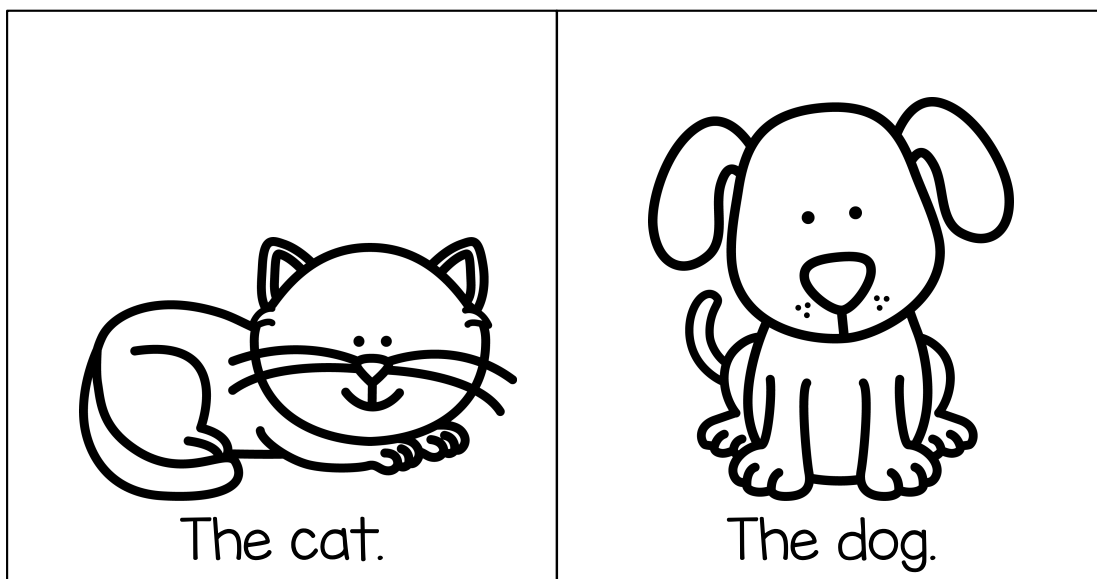


# LEVEL AA





**What the book may look like:**



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## **What does that mean?**

**It means that the book your child is reading has:**

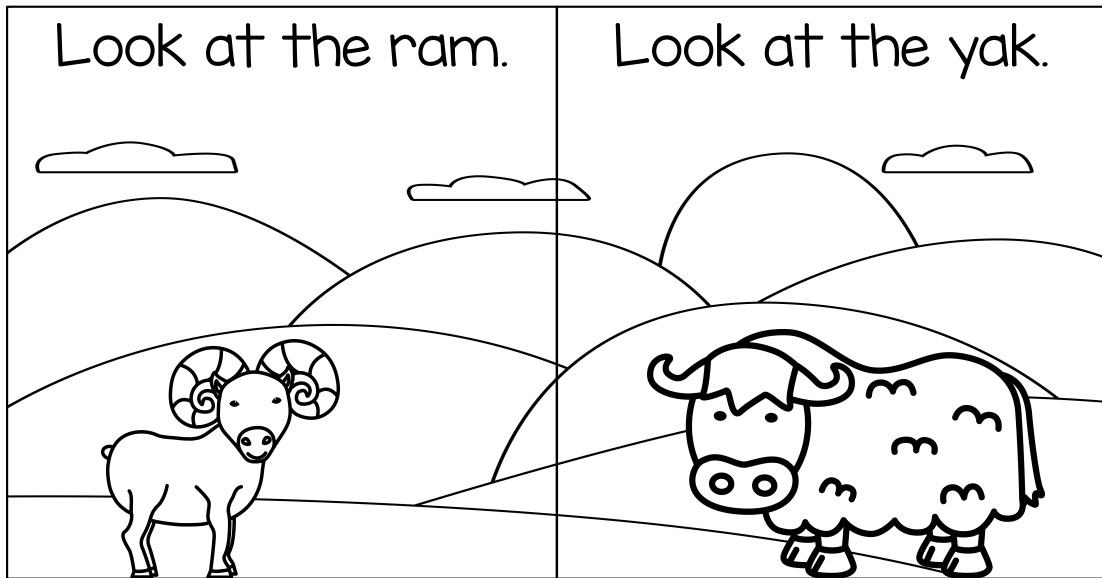
-  Words repeat and there is a pattern
-  Pictures match the words
-  There are few words on a page
-  One sentence per page with familiar vocabulary

**Support your child with their reading by making sure they:**

- ✓ Point under the words
- ✓ Remember text patterns
- ✓ Read from left to right
- ✓ Recognize beginning sight words
- ✓ Use picture clues to read unknown words
- ✓ Notice letters that make up a word
- ✓ Pictures match words

# LEVEL A





**What the book may look like:**



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**What does that mean?**

**It means that the book your child is reading has:**

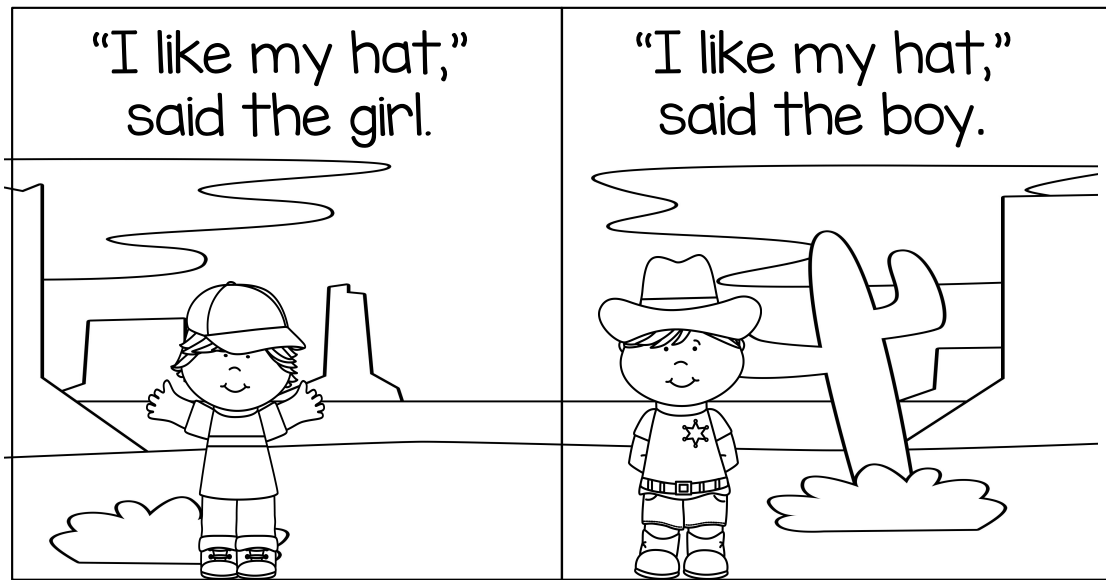
-  Pattern on each page
-  Pictures match the words
-  There are few words on a page
-  One sentence per page with simple words

**Support your child with their reading by making sure they:**

- ✓ Point under the words
- ✓ Reread to improve fluency
- ✓ Understanding the difference between fiction and non-fiction
- ✓ Use picture clues to read unknown words
- ✓ Ask: Does that word you read look right? Does it sound right? Does it make sense?
- ✓ Pictures match words. When telling the main idea use the pictures to help

# LEVEL B

## What the book may look like:



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## What does that mean?

### It means that the book your child is reading has:

- 📖 Pattern on each page
- 📖 Pictures match the words
- 📖 There are few words on a page
- 📖 One sentence per page with simple words

### Support your child with their reading by making sure they:

- ✓ Point under the words
- ✓ Reread to improve fluency
- ✓ Understanding the difference between fiction and non-fiction
- ✓ Use picture clues to read unknown words
- ✓ Ask: Does that word you read look right? Does it sound right? Does it make sense?
- ✓ Pictures match words. When telling the main idea use the pictures to help

# LEVEL C

## What the book may look like:



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## What does that mean?

**It means that the book your child is reading has:**

- 📖 Lots of picture support
- 📖 Continued pattern, but not too predictable
- 📖 There is an end to the story (a wrap up)
- 📖 Change in punctuation

## Support your child with their reading by making sure they:

- ✓ Point under the words
- ✓ Reread to improve fluency
- ✓ Understanding the difference between fiction and non-fiction
- ✓ Use picture clues to read unknown words
- ✓ Ask: Does that word you read look right? Does it sound right? Does it make sense?
- ✓ Pictures match words. When telling the main idea use the pictures to help



# LEVEL D

## What the book may look like:



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## What does that mean?

**It means that the book your child is reading has:**

- 📖 Lots of picture support
- 📖 Continued pattern, but not too predictable
- 📖 There is an end to the story (a wrap up)
- 📖 Change in punctuation

## Support your child with their reading by making sure they:

- ✓ Reread to improve fluency
- ✓ Understands the difference between fiction and non-fiction
- ✓ Use picture clues to read unknown words
- ✓ Ask: Does that word you read look right? Does it sound right?
- ✓ Does it make sense?
- ✓ Retell and summarize
- ✓ Analyze the story to comment on events or characters

# LEVEL E







## What the book may look like:



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## What does that mean?

### It means that the book your child is reading has:

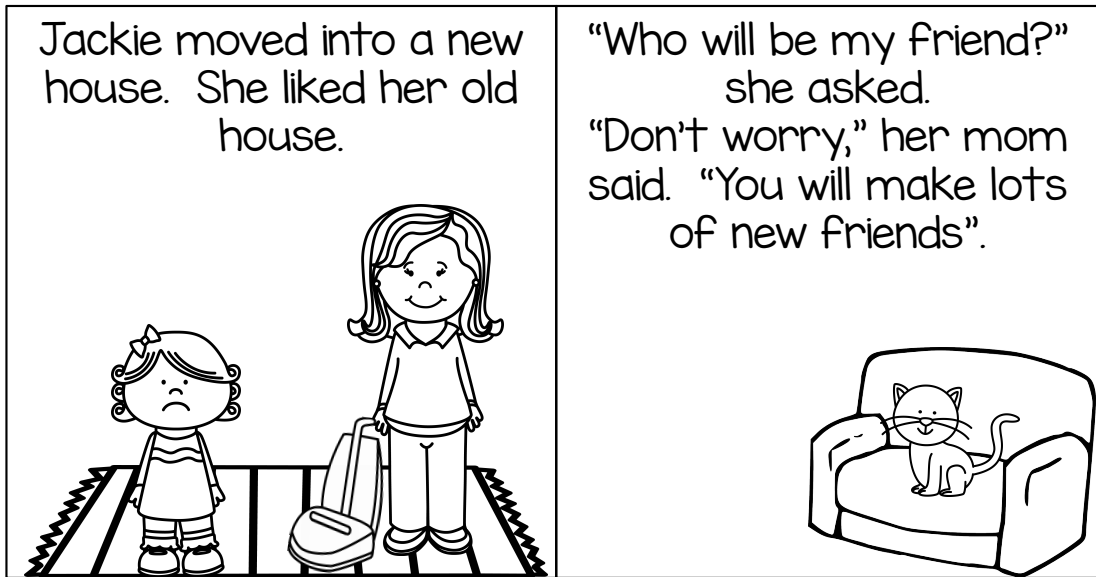
-  A beginning, middle, and end to the story
-  Main character, maybe a secondary character
-  Concepts are familiar to children - activates prior knowledge
-  There is a problem and a solution
-  About 10 - 20 pages
-  Complex sentences with dialogue

### Support your child with their reading by making sure they:

- ✓ Reread to improve fluency
- ✓ Understands the difference between fiction and non-fiction
- ✓ Use picture clues to read unknown words
- ✓ Ask: Does that word you read look right? Does it sound right?
- ✓ Does it make sense?
- ✓ Retell and summarize
- ✓ Analyze the story to comment on events or characters

# LEVEL F

## What the book may look like:



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## What does that mean?

### It means that the book your child is reading has:

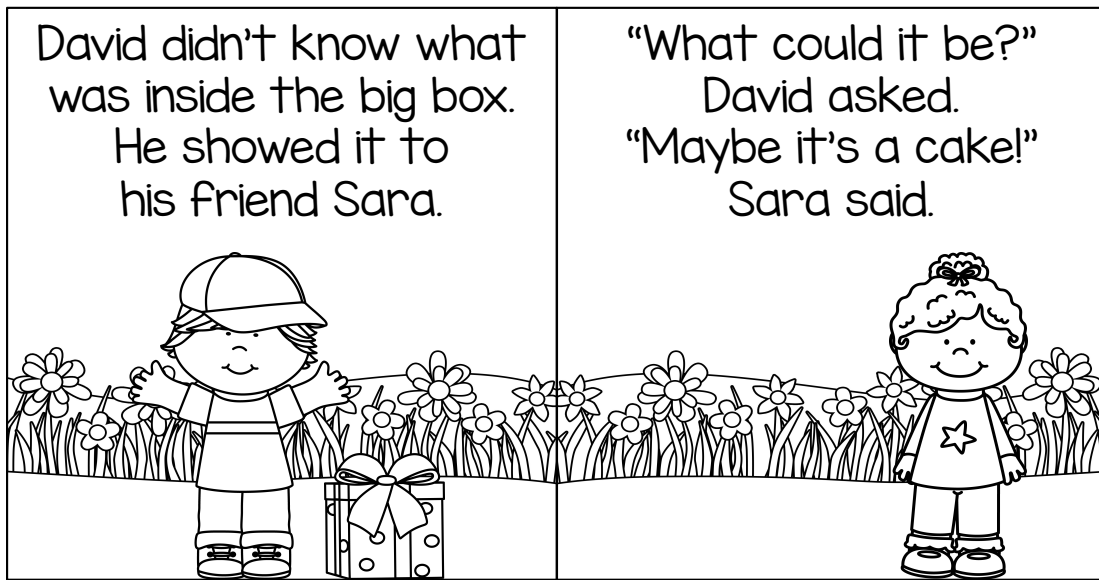
- 📖 A beginning, middle, and end to the story
- 📖 Main character, maybe a secondary character
- 📖 Concepts are familiar to children - activates prior knowledge
- 📖 There is a problem and a solution
- 📖 About 10 - 20 pages
- 📖 Complex sentences with dialogue
- 📖 Many more new words to figure out

### Support your child with their reading by making sure they:

- ✓ Reread to improve fluency and change their voices to show how the character is feeling
- ✓ Follow text with eyes, rather than pointing
- ✓ Pay attention to the words on the page by looking at the first letter of a word and matching it to the picture
- ✓ Ask: Does that word you read look right? Does it sound right? Does it make sense?
- ✓ Retell and summarize
- ✓ Analyze the story to comment on events or characters

# LEVEL G

## What the book may look like:



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## What does that mean?

### It means that the book your child is reading has:

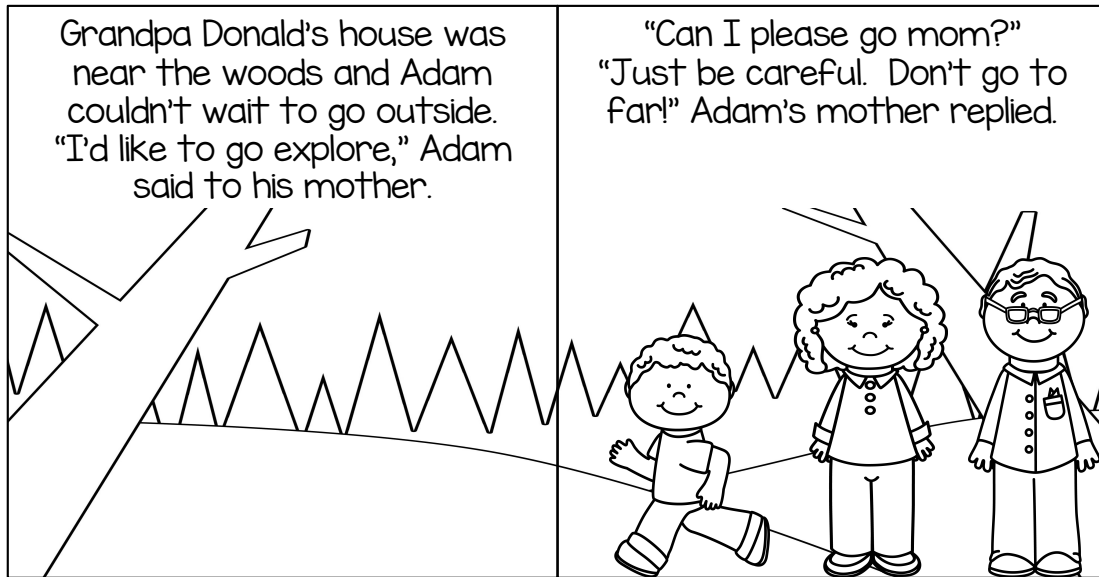
- 📖 A beginning, middle, and end to the story
- 📖 Main character, maybe a secondary character
- 📖 Concepts are familiar to children - activates prior knowledge
- 📖 There is a problem and a solution
- 📖 Increase in multi-syllabic and compound words
- 📖 Story has episodes
- 📖 Challenging ideas, technical language introduced
- 📖 Wide range of punctuations and tenses

### Support your child with their reading by making sure they:

- ✓ Reread to improve fluency and change their voices to show how the character is feeling
- ✓ Follow text with eyes, rather than pointing
- ✓ Read difficult words by using letter/sound information, thinking of familiar words, taking apart words
- ✓ Look at the pictures on the pages to get an idea of the words that they will read on the page
- ✓ Ask: Does that word you read look right? Does it sound right? Does it make sense?
- ✓ Retell and summarize
- ✓ Analyze the story to comment on events or characters

# LEVEL H

## What the book may look like:



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## What does that mean?

### It means that the book your child is reading has:

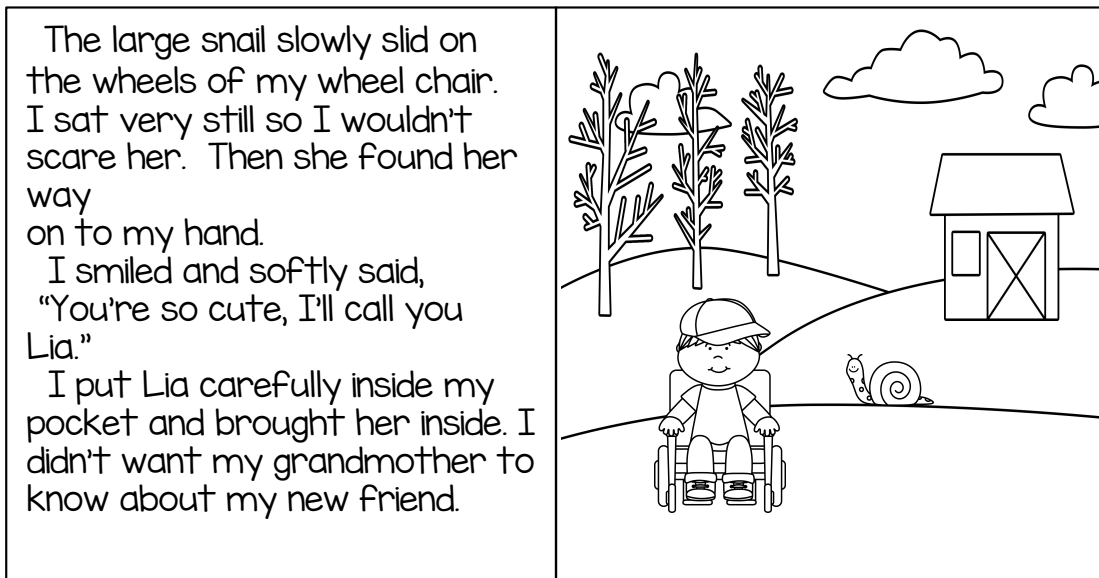
- 📖 Tricky words and new vocabulary
- 📖 Character development
- 📖 Tension between problem and solution
- 📖 Introduction to setting (movement through time)
- 📖 Increase in multi-syllabic and compound words
- 📖 Wide range of punctuations and tenses

### Support your child with their reading by making sure they:

- ✓ Reread to improve fluency and change their voices to show how the character is feeling
- ✓ Begin to read new books silently
- ✓ Read difficult words by using letter/sound information, thinking of familiar words, taking apart words
- ✓ Stop at the end of several paragraphs or pages and ask what is happening at that point of the story
- ✓ Ask: Does that word you read look right? Does it sound right? Does it make sense?
- ✓ Retell and summarize
- ✓ Analyze the story to comment on events or characters
- ✓ Ask: What does this story remind you of?

# LEVEL I







## What the book may look like:



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## What does that mean?

### It means that the book your child is reading has:

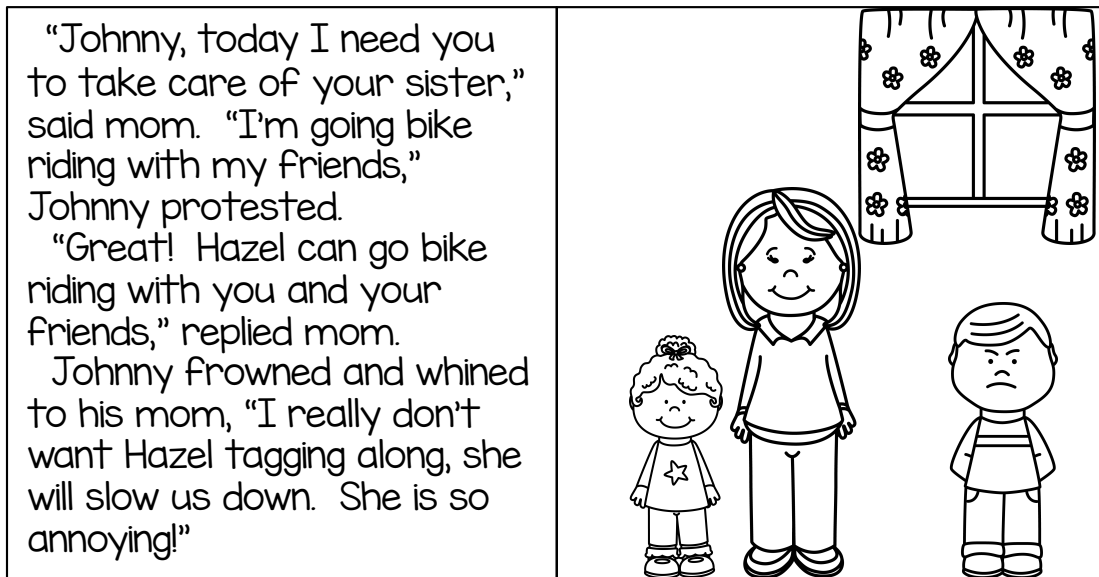
-  Tricky words and new vocabulary
-  Character development
-  Tension between problem and solution
-  Introduction to setting (movement through time)
-  Increase in multi-syllabic and compound words
-  Wide range of punctuations and tenses

### Support your child with their reading by making sure they:

- ✓ Reread to improve fluency and change their voices to show expression
- ✓ Read new books silently without pointing to the words
- ✓ Read difficult words by using letter/sound information, thinking of familiar words, taking apart words
- ✓ Stop at the end of several paragraphs or pages and ask what is happening at that point of the story
- ✓ Ask: Does that word you read look right? Does it sound right? Does it make sense?
- ✓ Retell and summarize
- ✓ Analyze the story to comment on events or characters
- ✓ Ask: What does this story remind you of?

# LEVEL J







## What the book may look like:



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## What does that mean?

### It means that the book your child is reading has:

-  Tricky words and new vocabulary
-  Character development
-  Tension between problem and solution
-  Introduction to setting (movement through time)
-  Stories are longer and sometimes a chapter book
-  Lots of dialogue

### Support your child with their reading by making sure they:

- ✓ Reread to improve fluency and change their voices to show expression
- ✓ Read new books silently without pointing to the words
- ✓ Use strategies to figure out a hard word (go back and reread, use picture clues, find smaller words inside the bigger word, etc.)
- ✓ Ask: What do you think that unknown word means? Why do you think so?
- ✓ Stop at the end of several paragraphs or pages and ask what is happening at that point of the story
- ✓ Retell and summarize
- ✓ Analyze the story to comment on events or characters
- ✓ Ask: What does this story remind you of?
- ✓ Make predictions

# LEVEL K

## What the book may look like:

Samantha carefully took down her small purple piggy bank with pink polka dots. It was made out of plastic. She peered inside the slot but there was no money in the bank.

“Ugh...I don’t have any money to buy the new paint set that I want. Mom told me to save up my money but I didn’t listen and I bought some ice cream for snack.”

“Why don’t you just ask her to buy the paint set?” asked her brother Ryan.

“I can’t do that! Mom will just say that! Mom will just say that I should







have saved my money and I need to learn how to save for more important things!” cried Samantha.



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## What does that mean?

### It means that the book your child is reading has:

-  Paragraphs
-  Increased strategies needed to figure out words
-  Several characters talking on one page
-  Details are very important to the story
-  Use of similes, metaphors, and idioms
-  Learn about characters and events outside of their own experiences

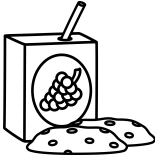
### Support your child with their reading by making sure they:

- ✓ Reread to improve fluency and change their voices to show expression
- ✓ Read new books silently without pointing to the words but can read aloud fluently
- ✓ Use strategies to figure out a hard word (go back and reread, use picture clues, find smaller words inside the bigger word, etc.)
- ✓ Ask: What do you think that unknown word means? Why do you think so?
- ✓ Stop at the end of several paragraphs or pages and ask what is happening at that point of the story
- ✓ Retell, summarize, and analyze the story to comment on events or characters
- ✓ Ask: What does this story remind you of?
- ✓ Make predictions
- ✓ What do you think the character is feeling? Why?
- ✓ Understand dialogue and the use of quotation marks (“ ”)



# LEVEL L









## What the book may look like:

 <p>"We are going on our yearly road trip to go see grandma," dad said.</p> <p>"Awesome! I can't wait to pass by the giant statue and go eat at my favorite diner on our way to grandma's!" I said.</p> <p>"Actually, we are trying a new route this time. This will be a new adventure for our family," dad explained.</p> <p>"But daaad! I really want to go to</p>	<p>It was as if I wasn't going to get to see an old friend.</p> <p>"I know you do. But who knows what we can find on this new route. You never know, you might like it better than the old one!" dad exclaimed.</p> <p>"I doubt that," I sighed.</p> <p>Billy's is famous for their warm fresh apple pie and every kid gets a free grape juice box and cookies. I suspected that dad didn't take this into consideration when choosing to change the route we have used since I could remember.</p>
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## What does that mean?

### It means that the book your child is reading has:

-  Paragraphs
-  Increased strategies needed to figure out words
-  Several characters talking on one page
-  Details are very important to the story
-  Use of similes, metaphors, and idioms
-  Learn about characters and events outside of their own experiences
-  Books from different genres including biographies and informational book
-  Chapter books are very complex with sophisticated and more complex plots

### Support your child with their reading by making sure they:

- ✓ Reread to improve fluency and change their voices to show expression
- ✓ Read new books silently without pointing to the words but can read aloud fluently
- ✓ Use strategies to figure out a hard word (go back and reread, use picture clues, find smaller words inside the bigger word, etc.)
- ✓ Ask: What do you think that unknown word means? Why do you think so?
- ✓ Stop at the end of the chapter and ask what is happening at that point of the story
- ✓ Retell, summarize, and analyze the story to comment on events or characters
- ✓ Ask: What does this story remind you of?
- ✓ Ask to make a prediction: What do you think this story will be about?
- ✓ What do you think the character is feeling? Why?
- ✓ Understand dialogue and the use of quotation marks (" ")

# LEVEL M

## What the book may look like:

Lou opened the back door and yelled out, "Manny!"

Manny looked up and bolted across the yard to the neighbor's.

"Mom, Manny doesn't want to come inside to take his bath!"

Lou's mother looked out of the kitchen window at Manny. He was rolling in the grass in Mrs. Henry's backyard. It was the third time this week.

"Lou," Mrs. Henry said, "I think once Manny takes his bath you should go over to that obedience school."

"He isn't *that* dirty. I can just give him



a quick rinse and he'll be spotless!"

"Lou..." his mother started to protest.

"I think what your mother is trying to say is that, that is just putting a band-aid over the issue," Mrs. Henry said while shaking her head.









"He didn't get hurt, he just got a little dirty," Lou replied impatiently.

The two women had a big laugh and then stopped when they saw Manny running towards them.

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## What does that mean?

### It means that the book your child is reading has:

-  Chapter books with complex vocabulary
-  Increased strategies needed to figure out words
-  Several characters talking on one page
-  Details are very important to the story
-  Use of similes, metaphors, and idioms
-  Learn about characters and events outside of their own experiences
-  Books from different genres including biographies and informational books
-  Chapter books are very complex with sophisticated and more complex plots

### Support your child with their reading by making sure they:

- ✓ Reread to improve fluency and change their voices to show expression
- ✓ Read new books silently without pointing to the words but can read aloud fluently
- ✓ Use strategies to figure out a hard word (go back and reread, use picture clues, find smaller words inside the bigger word, etc.)
- ✓ Ask: What do you think that unknown word means? Why do you think so?
- ✓ Stop at the end of the chapter and ask what is happening at that point of the story
- ✓ Retell, summarize, and analyze the story to comment on events or characters
- ✓ Ask: What does this story remind you of?
- ✓ Ask to make a prediction: What do you think this story will be about?
- ✓ What do you think the character is feeling? Why?
- ✓ Understand dialogue and the use of quotation marks (" ")

# LEVEL N

## What the book may look like:

Usually Pera reads out loud to her mom, or her mom reads to her. Sometimes they will take turns and see who's voice can sound the most interesting.

As bedtime grew closer, Pera used her regular voice and quickly finished up the chapter of her favorite non-fiction book, *Dinosaurs from Long Ago* by Prudence Patel. Claiming she was exhausted, Pera put the hard covered book beside her nightstand and got under the covers. Her mom pulled the hand-made checkered quilt up to Pera's chin, kissed her on the forehead, placed teddy next to the pillow,

"I love you".

Pera replied with a smile, "I love you too mom" and closed her eyes.










She waited for her mother to turn off the lights and close the bedroom door. Then, without making a sound, she pulled the checkered quilt off with one hand. She sat up and stuck her head under the small bed. She gently reached her hands out and felt around until she could feel the rectangular box.

"I thought this day would never end," Pera thought to herself.

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## What does that mean?

### It means that the book your child is reading has:

-  Chapter books of 100 or more pages with complex vocabulary
-  Complex sentence structures
-  Flashbacks
-  Increased dialogue
-  Books address social issues
-  Several episodes in the story
-  More interactive characters
-  Books from different genres including biographies and informational books
-  Chapter books are very complex with sophisticated and more complex plots

### Support your child with their reading by making sure they:

- ✓ Reread to improve fluency and change their voices to show expression
- ✓ Read new books silently without pointing to the words but can read aloud fluently
- ✓ Use strategies to figure out a hard word (go back and reread, use picture clues, find smaller words inside the bigger word, etc.)
- ✓ Stop at the end of the chapter and ask what is happening at that point of the story
- ✓ Retell, summarize, and analyze the story to comment on events or characters
- ✓ Ask: What does this story remind you of?
- ✓ Ask to make a prediction: What do you think this story will be about?
- ✓ What do you think the character is feeling? Why?
- ✓ Understand dialogue and the use of quotation marks (" ")

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# LEVEL 0

## What the book may look like:

She listened intently for her best friend's footsteps, to start walking up the driveway and knock on the yellow door. More of a mustard than yellow. She pressed her face even harder against the window.

Everything inside of her felt like screaming out "T-O-R-T-U-R-E"! Torture! Angela was dreading one more minute in the house, thanks to her two younger siblings. Having siblings wasn't so bad, or so Angela has heard.

Four years ago, Angela's parent's brought home twins from Mooresville Hospital. Since then, they have been nothing but LOUD ever since.

"AN-GEE-LAAA!!!" they shout everyday.

They were messy. They were constantly hungry. How are such little beings such

bottomless pits?! And worse of all, they were *always* following Angela.

The twins asked endless questions and didn't wait for the answers before asking another question.

"What is T-O-R-T-U-R-E?!" Angela could hear them asking. How can they possibly not be tired?! They pressed their faces against the windowsill.










"When is your friend coming?" they said in unison. Angela didn't respond.

She often wondered and asked her parents repeatedly, why did you have two?! She was convinced that they were born to make her life miserable. She slid onto the couch and buried her face into the pillow. Walter was never going to come.

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## What does that mean?

### It means that the book your child is reading has:

-  Challenging high frequency words
-  Complex sentence structures
-  Flashbacks
-  Increased dialogue
-  Books address social issues
-  Several episodes in the story
-  More interactive characters
-  Characters revealed through dialogue and action instead of by author narration
-  Tricky phrases, not just words (raining cats and dogs)

### Support your child with their reading by making sure they:

- ✓ Reread to improve fluency and change their voices to show expression
- ✓ Read new books silently without pointing to the words but can read aloud fluently
- ✓ Use strategies to figure out a hard word (go back and reread, use picture clues, find smaller words inside the bigger word, etc.)
- ✓ Stop at the end of the chapter and ask what is happening at that point of the story
- ✓ Retell, summarize, and analyze the story to comment on events or characters
- ✓ Ask to make predictions: What do you think will happen next? Why?
- ✓ Ask: What does this story remind you of?
- ✓ What do you think the character is feeling? Why?
- ✓ Understand dialogue and the use of quotation marks (" ")
- ✓ Pay close attention to the character's interactions with the secondary characters

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# LEVEL P

## What the book may look like:

I have no one to share my deepest thoughts and troubles with. I don't want to tell a friend because I will get into trouble again by Mama and Papa. Not that I have any friends anyway.

The last time I lost my head and told Abby, she let the cat out of the bag! Abby was a former friend. Of course grown-ups stick together and can't wait to tell us kids what to do. So Abby's father snitched on me.

"Why would you say that to Abby?!", fumed Mama with her arms crossed.

"We are having a hard enough time without you running your mouth about our family problems to the rest of the world," Papa scolded.

I could almost see the smoke coming out of is disproportionately large ears.

I lowered my eyes and stared at the dusty wooden floor.








"I hardly think telling Abby that we have no food is really sharing it with the entire world," I mumbled. Mama pretended to not hear me. She knew I wasn't lying. She knew that the family was in trouble.

Mama always got up real early in the morning. So early that it was still dark outside. She would make turn on the stove to warm up the house. Then she would make breakfast and leave it on the stove to stay warm. She'd call me gently and press her warm lips against my forehead. No matter how early it was, it would wake me from a deep sleep. I'd stir for a few minutes and then finally pull the covers off. One foot after the other would fling off of the bed and touch the cold wooden floors. I'd finally bring myself to get out and wash up before eating the two eggs and porridge left on the stove. Mama has been gone for almost an hour already to start her first job.

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## What does that mean?

### It means that the book your child is reading has:

-  Complex sentence structures
-  Flashbacks
-  Text read on literal and figurative level
-  Themes about relationships, death, moral issues
-  Several episodes in the story
-  Characters revealed through dialogue and action instead of by author narration
-  Tricky phrases, not just words (raining cats and dogs)

### Support your child with their reading by making sure they:

- ✓ Reread to improve fluency and change their voices to show expression
- ✓ Read new books silently without pointing to the words but can read aloud fluently
- ✓ Use strategies to figure out a hard word (go back and reread, use picture clues, find smaller words inside the bigger word, etc.)
- ✓ Stop at the end of the chapter and ask what is happening at that point of the story
- ✓ Retell, summarize, and analyze the story to comment on events or characters
- ✓ Ask to make predictions: What do you think will happen next? Why?
- ✓ Ask: What does this story remind you of?
- ✓ What do you think the character is feeling? Why?
- ✓ Understand dialogue and the use of quotation marks (" ")
- ✓ Pay close attention to the character's interactions with the secondary characters

# LEVEL Q

## What the book may look like:

He slowly slurped the milk from his cold cereal as he listened to the latest self-help podcast, *Live the life you never thought about*.

Why would he want a different life? Adults always seemed to make things more complicated than they needed to be. We live in a nice apartment. He has a job making enough money to buy me the latest video game, *Ramking Brown*.

*Ramking Brown*, was an intergalactic villain bringing inahilation and destruction to every galaxy he travels to except one.

I heard from Jeremy Tevlowitz that on the tenth game we learn the one secret this galaxy has that can bring the rogue to his knees.

Sure mom isn't around anymore but living the life you never thought about sounds to me like you are thinking about *something*. That something doesn't sound like *nothing*.

"Daaaadd," I started to whine.

I know how much he hates it but I also know he is only half listening anyway.

Dad half replied, "Huh?" without even looking up from the bowl.

I could see a little bit of the milk resting on his stubby upper lip which hadn't been shaved in probably three days.

Knowing what "not shaving for three days" meant, I pressed my cheek against his shirt and said in my most responsible, matter-of-fact voice,

"Dad, we need to talk".

His eyes turned from the cereal bowl to me so slowly I could hear the clock ticking loudly in my head.









Why are adults so slooow?!?!

My tactics had to be precise if I was going to find out if Jeremy was a liar or not. Or was game ten really the one that unlocks the key to the salvation for all the other galaxies?

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## What does that mean?

### It means that the book your child is reading has:

-  Challenging high frequency words and complex vocabulary
-  Complex sentence structures
-  Flashbacks
-  Text read on literal and figurative level
-  Themes about relationships, death, moral issues
-  Texts are in different layouts and information are found in pictures, photographs, maps, etc.
-  Characters revealed through dialogue and action instead of by author narration
-  Tricky phrases, not just words (raining cats and dogs)

### Support your child with their reading by making sure they:

- ✓ Read new books silently without pointing to the words but can read aloud fluently
- ✓ Use strategies to figure out a hard word (go back and reread, use picture clues, find smaller words inside the bigger word, etc.)
- ✓ Stop at the end of the chapter and ask what is happening at that point of the story
- ✓ Retell, summarize, and analyze the story to comment on events or characters
- ✓ Ask to make predictions: What do you think will happen next? Why?
- ✓ Ask: What does this story remind you of?
- ✓ What do you think the character is feeling? Why?
- ✓ Understand dialogue and the use of quotation marks (" ")
- ✓ Pay close attention to the character's interactions with the secondary characters

# LEVEL R

## What the book may look like:

It's not like I wanted him around, I had my own things to do tonight. Jerry was out with his friends so I stayed up in my room and played with Jerry's tablet, creating a virtual house with a family of four and a pet that had to be fed and taken out. I called the pet, George. That was on Friday.

The next morning, Saturday, we woke up later than the weekdays, and served ourselves some cereal before our real breakfast was made. We took as long as we wanted. It was rare when we were all sitting together eating a meal.

Looking up from his plate Dad said, "I have an idea."

Oh no. Usually when he said that he had "an idea", it meant we would have more responsibilities or we would have no choice in the new "idea".

"We might buy you a new tablet," he said looking at me with a straight face. "*Raman's store* is open tomorrow and they are having an electronics sale."

"Why does he get the newer tablet?" whined Jerry.

I was too busy staring at my dad and replaying the words that he just said to even defend my parent's "idea".

"You've had your own tablet for over a year and you barely use it", mom said sternly.

"Unless..." dad started.

"So Dad," I interrupted, "What kind of sale is *Raman's Store* having?"

Dad motioned to my mother to pass him the *Raman's Store* flyer sitting on the counter.

That was close.

"Do they have wireless headphones on sale too?"

Jerry said nonchalantly.








"I doubt it," dad muttered without looking up from the advertisements.

It was clear that they had been contemplating this for awhile but I decided to tread lightly on the subject. I could tell dad could go either way with and I really would like to feed my pet whenever I want.

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## What does that mean?

### It means that the book your child is reading has:

-  Challenging high frequency words and complex vocabulary
-  Text read on literal and figurative level
-  Themes about relationships, death, moral issues
-  Full range of punctuation
-  Texts are in different layouts and information are found in pictures, photographs, maps, etc.
-  Characters revealed through dialogue and action instead of by author narration
-  Tricky phrases, not just words (raining cats and dogs)

### Support your child with their reading by making sure they:

- ✓ Read new books silently without pointing to the words but can read aloud fluently
- ✓ Automatically read and understand characteristics of most genres
- ✓ Use strategies to figure out a hard word (go back and reread, use picture clues, find smaller words inside the bigger word, etc.)
- ✓ Stop at the end of the chapter and ask what is happening at that point of the story
- ✓ Retell, summarize, and analyze the story to comment on events or characters
- ✓ Ask to make predictions: What do you think will happen next? Why?
- ✓ Ask: What does this story remind you of?
- ✓ What do you think the character is feeling? Why?
- ✓ Understand dialogue and the use of quotation marks (" ")
- ✓ Pay close attention to the character's interactions with the secondary characters







# LEVEL 5

## What the book may look like:

<p>Excerpt from the book: Taking Care of Terrific by Lois Lowry page 2</p> <p>Murmuring “There now, this will perk you up” to a fourteen-year-old girl probably does not encourage independence. So that is why my mother says that only to small droopy plants suffering from aphids or root rot. To me, when I look, feel, and am droopy, discouraged, depressed, and practically about to throw myself out of my bedroom window because nothing in my life seems to go the way I want it to, my mother says, “Enid, for heaven’s sake, you have to learn to solve your own problems.</p>	<p>And it might be a start if you would do something about your hair.”</p> <p>Sometimes I wish I were a philodendron. If I were a philodendron, I would not be sitting here, a prisoner in my own bedroom, thinking about what happened this summer, scared stiff and super miserable.</p> <p>Copyright @ 1983 by Lois Lowry All Rights Reserved</p>
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## What does that mean?

### It means that the book your child is reading has:

-  Challenging high frequency words and complex vocabulary
-  Text read on literal and figurative level
-  Themes about relationships, death, moral issues
-  Full range of punctuation
-  Texts are in different layouts and information are found in pictures, photographs, maps, etc.
-  Characters revealed through dialogue and action instead of by author narration

### Support your child with their reading by making sure they:

- ✓ Read text rapidly, both orally and silently, with attention to meaning and solves words quickly
- ✓ Automatically read and understand characteristics of most genres
- ✓ Use strategies to figure out a hard word (go back and reread, use picture clues, find smaller words inside the bigger word, etc.)
- ✓ Stop at the end of the chapter and ask what is happening at that point of the story
- ✓ Retell, summarize, and analyze the story to comment on events or characters
- ✓ Pay close attention to the character’s interactions with the secondary characters
- ✓ Make connections between characters in different texts
- ✓ Ask to revise predictions as they learn about new events in the text:  
How do you think the character is changing or has changed? Why?









# LEVEL 1

## What the book may look like:

<p>Excerpt from the book: Going Solo by Roald Dahl page 50</p> <p>The brilliant yellowy-green skin and its great size made me certain it was a green mamba, a creature almost as deadly as the black mamba, and for a few seconds I was so startled and dumbfounded and horrified that I froze to the spot. Then I pulled myself together and ran round to the back of the house shouting, "Mr. Fuller! Mr. Fuller!"</p> <p>Mrs. Fuller popped her head out of an upstairs window. "What on earth's the</p>	<p>matter?' she said.</p> <p>"You've got a large green mamba in your front room!" I shouted. "I saw it go up the veranda steps and right in through the door!"</p> <p>"Fred!" Mrs. Fuller shouted, turning round. "Fred! Come here!"</p> <p>Freddy Fuller's round red face appeared at the window beside his wife. "What's up?" he asked.</p> <p>Copyright @ 1986 by Roald Dahl All Rights Reserved</p>
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## What does that mean?

### It means that the book your child is reading has:

-  Variety in print
-  Many ideas and themes require an understanding of cultural diversity
-  Selections contain multisyllabic and sophisticated words
-  Understands both the literal and connotative meaning of words
-  Fiction stories have many characters that change in the story and develop over time
-  Full range of punctuation, and readers tools

### Support your child with their reading by making sure they:

- ✓ Read rapidly, both orally and silently, with attention to meaning, expression, and fluency
- ✓ With difficult words ask what the student thinks the word might mean after reading the sentence or paragraph
- ✓ Retell, summarize, and analyze the story to comment on events or characters
- ✓ Ask to revise predictions as they learn about new events in the text: How do you think the character is feeling or changing or has changed? Why?
- ✓ Ask: What do you think is the plot of the story? Show me evidence from the text to support your thinking?
- ✓ Reads a wide variety and understands the characteristics of most genres
- ✓ Infer the characters' or objects' thinking process and struggles at key points in their lives
- ✓ Extends the meaning of texts through research, public speaking, writing, or the arts







# LEVEL U

## What the book may look like:

<p>Excerpt from the book: Number the Stars by Lois Lowry pages 1 and 2</p> <p>"We have to practice for the athletic meet on Friday- I know I'm going to win the girls' race this week. I was second last week, but I've been practicing every day. "Come on, Ellen," Annmarie pleaded, eyeing the distance to the next corner of the Copenhagen street. "Please?"</p> <p>Ellen hesitated, then nodded and shifted her own rucksack of books against her shoulders. "Oh, all right. Ready," she said.</p>	<p>"Go!" shouted Annemarie, and the two girls were off, racing along the residential sidewalk. Annemarie's silvery blond hair flew behind her, and Ellen's dark pigtailed bounced against her shoulders.</p> <p>"Wait for me!" wailed little Kirsti, left behind, but the two older girls weren't listening.</p> <p>Copyright @ 1989 by Lois Lowry All Rights Reserved</p>
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## What does that mean?

### It means that the book your child is reading has:

-  Variety in print
-  Longer texts with many lines that require the reader to remember a lot of information
-  Several different themes and multiple story lines in a text
-  Selection may express layers of meaning through symbolism
-  More characters to follow and their development is more complex
-  Full range of punctuation, including rarely used forms such as dashes

### Support your child with their reading by making sure they:

- ✓ Read rapidly, both orally and silently, with attention to meaning, expression, and fluency
- ✓ With difficult words ask what the student thinks the word might mean after reading the sentence or paragraph
- ✓ Retell, summarize, and analyze the story to comment on events or characters
- ✓ Ask to revise predictions as they learn about new events in the text: How do you think the character is feeling or changing or has changed? Why?
- ✓ Ask: What do you think is the plot of the story? Show me evidence from the text to support your thinking?
- ✓ Reads a wide variety and understands the characteristics of most genres
- ✓ Ask: Why do you think the character reacted or did what they did? What makes you think that?
- ✓ Extends the meaning of texts through research, public speaking, writing, or the arts
- ✓ Reads, understands, and appreciates literary language







# LEVEL V

## What the book may look like:

<p>Excerpt from the book: Beauty by Bill Wallace page 4</p> <p>Daddy would pitch the tent, and I'd put out the sleeping bags and get the camp all neat and set up while he cooked hamburgers for supper. In the morning we would catch trout in the small pond about a quarter mile above the camp. He'd cook them for breakfast, and then we'd drive down through Aspen to where the High Mountain Corral was.</p> <p>Daddy would rent horses, and the guide would take us and a bunch of other</p>	<p>people up to Maroon Bells on the Morning Trail. We loved riding horses. Daddy liked to go right after breakfast. He said it was the prettiest time of day, the time when the world was waking up after a good night's sleep and everything was fresh and crisp and new.</p> <p>Now it was July. Thinking of that and remembering Lost Man Camp and the Morning Trail brought a smile to my sleepy face. I kicked the sheet back and sat up.</p> <p>Copyright @ 1988 by Bill Wallace All Rights Reserved</p>
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## What does that mean?

### It means that the book your child is reading has:

-  Variety in print
-  Longer texts with many lines that require the reader to remember a lot of information
-  Several different themes and multiple story lines in a text
-  Selection may express layers of meaning through symbolism
-  More characters to follow and their development is more complex
-  Full range of punctuation, including rarely used forms such as dashes

### Support your child with their reading by making sure they:

- ✓ Read rapidly, both orally and silently, with attention to meaning, expression, and fluency
- ✓ With difficult words ask what the student thinks the word might mean after reading the sentence or paragraph
- ✓ Retell, summarize, and analyze the story to comment on events or characters
- ✓ Ask to revise predictions as they learn about new events in the text: How do you think the character is feeling or changing or has changed? Why?
- ✓ Ask: What do you think is the plot of the story? Show me evidence from the text to support your thinking?
- ✓ Reads a wide variety and understands the characteristics of most genres
- ✓ Ask: Why do you think the character reacted or did what they did? What makes you think that?
- ✓ Extends the meaning of texts through research, public speaking, writing, or the arts
- ✓ Reads, understands, and appreciates literary language








# LEVEL W

## What the book may look like:

<p>Excerpt from the book: Tuck Everlasting by Natalie Babbitt page 5</p> <p>The road that led to Treegap had been trod out long before by a herd of cows who were, to say the least, relaxed. It wandered along in curves and easy angles, swayed off and up in a pleasant tangent on the top of a small, hill ambled down again between fringes of bee-hung clover, and then cut sidewise across a meadow. Here its edges blurred. It widened and seemed to pause, suggesting tranquil bovine picnics:</p>	<p>slow chewing and thoughtful contemplation of the infinite.</p> <p>And then it went on again and came at last to the wood. But reaching the shadows of the first trees, it veered sharply, swung out in a wide arc as if, for the first time, it had reason to think where it was going, and passed around.</p> <p>Copyright © 1975 by Natalie Babbitt All Rights Reserved</p>
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## What does that mean?

### It means that the book your child is reading has:

-  Most text with very small font
-  Require knowledge of history or current events
-  Longer texts with many lines that require the reader to remember a lot of information
-  Several different themes and multiple story lines in a text
-  Selection may express layers of meaning through symbolism
-  More characters to follow and their development is more complex
-  Deals with mature topics such as war, death, survival, prejudice, and poverty

### Support your child with their reading by making sure they:

- ✓ Read rapidly, both orally and silently, with attention to meaning, expression, and fluency
- ✓ Ask to revise predictions as they learn about new events in the text: How do you think the character is feeling or changing or has changed? Why?
- ✓ Ask: What do you think is the plot of the story? Show me evidence from the text to support your thinking?
- ✓ Reads a wide variety and understands the characteristics of most genres
- ✓ Ask: Why do you think the character reacted or did what they did? What makes you think that?
- ✓ Extends the meaning of texts through research, public speaking, writing, or the arts
- ✓ Reads, understands, and appreciates literary language
- ✓ Ask: How does the topic in this story relate to your own experiences?







# LEVEL X

## What the book may look like:

<p>Excerpt from the book: Where the Red Fern Grows by Wilson Rawls page 13</p> <p>It's strange indeed how memories can lie dormant in a man's mind for so many years. Yet those memories can be awakened and brought forth fresh and new, just by something you've seen, or something you've heard, or the sight of an old familiar face.</p> <p>What I saw in the warm gray eyes of the friendly old hound brought back wonderful memories. To show my gratitude, I took hold of his collar and</p>	<p>said, "Come on, boy, let's go home and get something to eat."</p> <p>He seemed to understand that he had found a friend. He came willingly.</p> <p>I gave him a bath and rubbed all the soreness from his muscles. He drank quarts of warm milk and ate all the meat I had in the house. I hurried down to the store and bought more. He ate until he was satisfied.</p> <p>Copyright @ 1961 by Wilson Rawls All Rights Reserved</p>
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## What does that mean?

### It means that the book your child is reading has:

-  Texts vary in length; print is generally in a small font
-  Selection may express layers of meaning through symbolism
-  Depictions of struggles between good and evil
-  Selections contain multisyllabic and sophisticated words
-  Stories that go beyond the literal meaning of the text
-  Deals with mature topics such as war, death, survival, prejudice, and poverty

### Support your child with their reading by making sure they:

- ✓ Read rapidly, both orally and silently, with attention to meaning, expression, and fluency
- ✓ Ask to revise predictions as they learn about new events in the text: How do you think the character is feeling or changing or has changed? Why?
- ✓ Ask: What do you think is the plot of the story? Show me evidence from the text to support your thinking?
- ✓ Reads a wide variety and understands the characteristics of most genres
- ✓ Ask: Why do you think the character reacted or did what they did? What makes you think that?
- ✓ Extends the meaning of texts through research, public speaking, writing, or the arts
- ✓ Reads, understands, and appreciates literary language
- ✓ Ask: How does the topic in this story relate to your own experiences?
- ✓ Engage in critical thinking across a writer's body of work on the same content and discuss findings







# LEVEL Y

## What the book may look like:

<p>Excerpt from the book: One Bird by Kyoko Mori pages 3 and 4</p> <p>Half the plants have sprouted, their heads bent down with the cracked seeds stuck on top like tiny helmets: pansies, spring chrysanthemums, impatiens. The lavenders and the petunias are taking their time, their slow-germinating seeds hidden in the soil. My mother has covered the containers with clear plastic and placed them on heating pads, with a spray bottle ready for their daily misting. As long as I can remember, she has</p>	<p>coaxed seeds to grow in the middle of winter and has had the seedlings ready for her garden in early March. But not this year, or ever again. I know she is not coming back.</p> <p>In late November, when Mother first mentioned spending the winter with her father in their old home in a small village north of Kyoto, I knew right away that something was wrong.</p> <p>Copyright @ 1995 by Kyoko Mori All Rights Reserved</p>
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## What does that mean?

### It means that the book your child is reading has:

-  Texts have subtle themes and complex plots
-  Fantasies are complex, depicting hero figures and heroic journeys
-  Depictions of struggles between good and evil
-  Character interpretation is necessary for comprehending themes
-  Deals with mature topics such as war, death, survival, prejudice, and poverty
-  Texts may include irony and satire

### Support your child with their reading by making sure they:

- ✓ Ask: What do you know about this topic?
- ✓ Use the characteristics of the genre to make predictions before and during the story
- ✓ Ask: What do you think is the plot of the story? Show me evidence from the text to support your thinking
- ✓ Ask: How does the topic in this story relate to your own experiences?
- ✓ Infer the cause of the problem or the outcomes in the text
- ✓ Think about the symbols and what they represent in the story
- ✓ Evaluate the nonfiction selection for accuracy and presentation of information
- ✓ Ask: What are the character traits and how has the character changed over time?
- ✓ Engage in critical thinking across a writer's body of work on the same content and discuss findings
- ✓ Learn technical language and concepts through reading

# LEVEL 2

## What the book may look like:

<p>Excerpt from the book: The Outsiders by S.E. Hinton pages 2 and 3</p> <p>Anyway, I went on walking home, thinking about the movie, and then suddenly wishing I had some company. Greasers can't walk alone too much or they'll get jumped, or someone will come by and scream "Greaser!" at them, which doesn't make you feel too hot, if you know what I mean. We get jumped by the Socs. I'm not sue how you spell it, but it's the abbreviation for the Socials, the jet set, the West-side rich kids. It's</p>	<p>like the term "greaser," which is used to class all us boys on the East Side.</p> <p>We're poorer than the Socs and the middle class. I reckon we're wilder, too. Not like the Socs, who jump greasers and wreck houses and throw beer blasts for kicks, and get editorials in the paper for being a public disgrace one day and an asset to society the next. Greasers are almost like hoods; we steal things and drive old souped-up cars and hold up gas stations and have a gang fight once in a while. I don't mean I do things like that.</p> <p>Copyright @ 1967 by S.E. Hinton All Rights Reserved</p>
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## What does that mean?

### It means that the book your child is reading has:

- 📖 Texts have subtle themes and complex plots
- 📖 Fantasies are complex, depicting hero figures and heroic journeys
- 📖 Depictions of struggles between good and evil
- 📖 Character interpretation is necessary for comprehending themes
- 📖 Specific descriptions of setting that provide important information for understanding the plot
- 📖 Informational books deal with controversial social concepts and political issues
- 📖 Texts may include irony and satire
- 📖 Some informational books include detailed historical accounts of periods less well-known

### Support your child with their reading by making sure they:

- ✓ Ask: What do you know about this topic?
- ✓ Use the characteristics of the genre to make predictions before and during the story
- ✓ Ask: How does the topic in this story relate to your own experiences?
- ✓ Infer the cause of the problem or the outcomes in the text
- ✓ Think about the symbols and what they represent in the story
- ✓ Evaluate the nonfiction selection for accuracy and presentation of information
- ✓ Discuss the changes in ideas or perspectives as a story unfolds
- ✓ Ask: What are the character traits and how has the character changed over time?
- ✓ Engage in critical thinking across a writer's body of work on the same content and discuss findings
- ✓ Ask: How can you relate to the character(s)?
- ✓ Learn technical language and concepts through reading