

# UNDERSTANDING YOUR CHILD'S READING PROGRESS



Knowing your child's reading level is key in developing their ability to read. The reading levels of children are fluid and change as they strengthen their reading skills. Below you will find information about reading characteristics, to be used as you encourage your child as a reader.

## READING LEVELS and how to support your child's reading.

On Grade Level Readers	K	1	2	3	4	5
Start of Grade Year	Non-Reader/A	D/E	J/K	M/N	P/Q	S/T
End of Grade Year	D/E	J	M	P	S	V

	CHARACTERISTICS OF READERS	SUGGESTIONS TO GROW YOUR CHILD'S READING
<b>A</b>	Readers are starting to learn the function of print, the relationship between letters and the sounds they make.	Give opportunities to read and reread simple text <u>with</u> assistance. Encourage your child to point to each word as they read it aloud.
<b>B</b>	Readers are learning direction of print - from left to right.	Provide opportunities to read and reread simple text with help and point to each word as it is read.
<b>C</b>	Readers are reading simple stories and familiar topics with 2-6 lines of print on each page.	Praise your child for self-correcting and assist them with dialogue by changing your voice.
<b>D</b>	Readers are tracking print with their eyes and processing what they read with less repeating patterns.	Work to help your child stop pointing to each word and encourage them to pay attention to the ending of words.
<b>E</b>	Readers begin to read books with 3-8 lines of print per page.	Encourage your child to read books with everyday language used at home.
<b>F</b>	Readers are beginning to encounter a variety of different types of books and understand the characteristics of each.	Encourage your child to choose books with familiar content that goes beyond home and school.
<b>G</b>	Readers experience a wider range of texts. Books still have 3-8 lines of print per page, but the print is slightly smaller.	When reading, encourage your child to self-correct and re-read. They will transition to reading for understanding as well.
<b>H</b>	Readers encounter language and vocabulary that is more complex, but books continue to cover a wide range and have 3-8 lines of print.	Observe your child reading new texts silently, and be able to process it smoothly and efficiently.
<b>I</b>	Readers are processing short (8-16 pages) texts. They will add illustrated chapter books (40-60 pages) that require them to remember facts and focus.	Read short chapter books with illustrations and single point of view with your children.
<b>J</b>	Readers are able to read and process many different types of books.	Encourage your child to read silently and independently.
<b>K</b>	Readers are able to read and process a wide variety of books.	Listen to your child read out loud. They should be able to sound out all words and read with expression.
<b>L</b>	Readers process easy chapter books including some books that belong to a series.	Notice that your child is able to read a variety of words, known and unknown, while reading.
<b>M</b>	Readers know the characteristics of many types of books and passages.	Encourage your child to read fiction and non-fiction topics that are interesting to them.
<b>N</b>	Readers are able to read and process a full range of types of books and passages.	Your child can solve words while reading silently or while reading out loud, smoothly and automatically.
<b>O</b>	Readers can read complex sentences and solve new vocabulary words.	Your child is able to read and fully understand the text.

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<b>P</b>	Readers can read, identify and comprehend the characteristics of a full range of books and passages.	Your child can comprehend books and passages that contain abstract topics or ideas.
<b>Q</b>	Readers automatically read and understand a full range of books and passages, including special forms such as mysteries, series books, short stories and informational text. They read about people from different places and time and can understand multiple perspectives.	Challenge your child with longer descriptive words and content specific words that require using embedded definitions, background knowledge, and readers' tools, such as glossaries.
<b>R</b>	Readers encounter special forms of texts, including diaries and logs. Nonfiction text containing multiple topics that go beyond readers' personal world and knowledge.	Read books with a variety of layouts as well as fonts with your child. Encourage them to consistently search for information in illustrations and increasingly complex graphics.
<b>S</b>	Readers encounter fiction text with complex plots, subplots and multiple story lines. Nonfiction content is particular to their interests.	Encourage your child to read books with more challenging themes, some requiring an understanding of cultural diversity, as well as texts with deeper meaning applicable to important human problems and social issues.
<b>T</b>	Readers' text will be longer with many lines of print on each page, requiring readers to remember information and connect ideas over a long period of time.	As text becomes more challenging, be sure your child is able to understand this complex level of text. Read complex fantasy, myths and legends with your child that offer added challenge and an increased use of symbolism.
<b>U</b>	Readers encounter themes that present mature ideas, problems of society and human problems such as war, hardship, racism and economic issues.	Continue to monitor your child's ability to understand complex text. Ask questions that extend their thinking. Have your child consider what might change in the reading if a single event was altered.
<b>V</b>	Readers will encounter longer texts requiring them to remember information and connect ideas over many days of reading.	Continue to encourage your child to read from different genres, including non-fiction reading about unfamiliar topics.
<b>W</b>	Readers will encounter mature themes that expand their knowledge of social issues. In addition, they will encounter abstract special forms of literature. Readers are challenged by many content-specific and technical words.	Encourage your child to connect what they are reading to the world around them, as well as to other readings. Ask them how the readings may be related or how they are different. Engage your child in how what they are reading is reflected in their "real world."
<b>X, Y, Z</b>	Readers are expected to understand and respond to mature themes. Biographies offer exposure to a range of individuals, requiring thinking on the part of readers. Text may include language from other times and places.	Encourage your child to read from multiple complex formats, including classic literature, scripts, high levels of poetry and digital texts.

Above chart adapted from materials provided by Fountas and Pinnell Guided Reading Characteristics

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