

Parent
Hand-Out:



Guided

**Reading Meets the
Common Core**

For Guided Reading Level A

Includes tips and ideas for ways parents can help their child read, discuss and write about books.



Dear Parents,

It's an exciting time as your child learns to read! Here are some tips and ideas for ways to help your child at home as he/she reads, discusses and writes about Guided Reading Level A books. (Level A books are the first books your child will read in our Guided Reading groups. Once your child develops the skills needed to read Level A books, he/she will move on to read books at Level B, then Level C, etc.)

1) Help your child carefully point below each word as he/she reads.

At this point, a goal is to help kids learn to accurately match their words to the print. Model and provide support as necessary to help your child with this important skill.

2) Help your child use the initial sound, picture clues and meaning to identify unknown words. When your child comes to a word he/she does not know, see if using the beginning sound, meaning and/or picture clues will help. If so, help your child by saying one of the following:

“The picture can help.”

“Make the first sound to get started.”

“What makes sense?”

If these strategies will not work for the word, please just tell your child the word so he/she can continue reading and enjoy the book.

3) Help your child find, identify and write sight words. Your child is learning to identify some of the most common sight words, such as *I, can, see, the, my, like* and *to*. Help your child find these and other commonly used sight words in the books he/she reads with you. Write one of these words in large print and have your child trace the word with several different colored crayons. This creates a beautiful “rainbow word” and gives your child a chance to practice repeatedly writing the word in an enjoyable way.

- 4) **Help your child make predictions about the stories you read together.** As you read with your child, stop and predict what might happen next. As you make a prediction, tell your child why you think that might happen next. As he/she makes a prediction, help him/her do the same.
- 5) **Write about a story you have read with your child.** Once or twice a week, set aside a few minutes to work with your child to write a sentence about a story you have read together.
- Discuss the story with your child and decide together on one sentence to write about the story. You could write about your child's favorite part of the book or something the book reminds your child of.
 - At this stage, it is often best to "share the pencil." Have your child write the letter for the initial sounds of most words, but feel free to "share the pencil" and write the letters for the middle and/or ending sounds. (Model for your child how you can say a word slowly to hear the sounds!)
 - Talk with your child about leaving spaces between words. Your child can even "measure" the space between words with one or two fingers.
 - After you write together, work together to read your work. Proudly displaying this writing on your fridge can really help your child take pride in his/her early reading and writing skills!

As you read and write with your child, always provide as much support as your child needs to experience success. Celebrate each accomplishment with your child. Many thanks for your support at home!

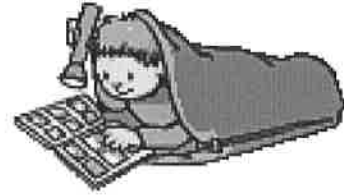
Sincerely,

**Parent
Hand-Out:
Guided
Reading Meets the
Common Core**



For Guided Reading Level B

Includes tips and ideas for ways parents can help their child read, discuss and write about books.



Dear Parents,

Your child is reading Guided Reading Level B books! Here are some tips and ideas for ways to help at home as he/she reads, discusses and writes about these books.

- 1) **Help your child learn to monitor his/her own reading.** As your child reads, listen carefully to make sure his/her reading is accurate. If not, have him/her go back and **“Make it match.”** If your child is stuck on a word, see if any of the questions below will help:

“Will the picture help?”

“Will the first sound help?”

“What makes sense?”

If none of these questions will help, please tell your child the word so he/she can continue reading and enjoy the book.

- 2) **Help your child find, identify and write sight words.** Your child is adding to his/her core of known words. Help your child find commonly used sight words in the books he/she reads with you. Write these words, according to how many letters each word has, on the sight word graph that follows. (Children generally learn at least 25 sight words before they move on to Guided Reading Level C.)
- 3) **Help your child make connections to the stories you read together.** As you read together, tell your child what the story reminds you of or makes you think of. Ask your child what the story makes him/her think of. Make personal connections – and also draw your child’s attention to connections between books you have read together!

4) Create a “cut-up sentence” about a story you have read with your child.

- Discuss the story with your child and decide together on a sentence to write about the story. You might want to help your child express an opinion about the book.
- Have your child say the sentence and work together to write the words. Model for your child how you can say a word slowly to hear the sounds. Leave large spaces between the words.
- Read the sentence together, and then cut the sentence into individual word cards.
- Mix the word cards up and have your child put them back in order to create the original sentence.
- You could also glue the cut-up sentence onto a sheet of paper and invite your child to illustrate it. (This would be a great time to discuss the roles of the author and illustrator!)

I hope you enjoy these activities with your child. Many thanks for your support in helping your child develop early reading and writing skills.

Sincerely,

P.S. - Starfall.com has some great activities for kids reading at Guided Reading Level B. If you get a chance, check this site out with your child!

**Parent
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Guided**



**Reading Meets the
Common Core**

For Guided Reading Level C

Includes tips and ideas for ways parents can help their child read Level C books, write about the stories they read and learn about words.



Dear Parents,

Your child is reading Guided Reading Level C books! Here are some ways to help your child as he/she reads, discusses and writes about these books.

- 1) **Encourage your child to “read with his/her eyes.”** At Guided Reading Levels A and B, children were encouraged to point at the words to make sure their reading matched the text. At Level C, most kids are ready to “read with their eyes.” Children’s reading becomes more smooth and fluent, and pointing at words begins to slow kids down/ interfere with their reading. (It is still fine for kids to point at “tricky parts” as needed; Even adults often stop and point to help focus on challenging sections of text.)
- 2) **Encourage your child to read smoothly and with expression.** Help your child begin to develop a fluent reading style. Encourage him/her to make reading sound like “real talking.” Re-reading sections of a book is often helpful with this. You can also take turns with your child reading pages to model a fluent reading style.
- 3) **Help your child recognize and use word chunks.** Help your child read words ending in commonly occurring word chunks such as:
 - at (cat, rat, hat, bat, at, mat, pat, sat)
 - an (can, Dan, fan, man, pan, ran, tan)
 - it (it, hit, sit, fit, bit, lit, pit, quit, wit)
 - in (in, pin, tin, win, bin, fin, kin, sin)
 - ot (not, hot, cot, pot, dot, got, rot)
 - en (ten, men, Ben, hen, pen, den)
 - un (sun, run, fun, bun)

- 4) **Play “Change a Letter” using common word chunks.** Write a word that ends with a common word chunk. Take turns with your child changing just one letter to create a new word. See how many words you can list changing just one letter. (You will most likely have opportunities to show your child how sounds can be represented in more than one way. This is a great learning opportunity for kids! It can be helpful to write words that sound similar but are written with different word chunks beside the “Change a Letter” word list.)
- 5) **Challenge your child to find interesting details in a book he/she is reading.** Discuss various details from the text. Ask your child what makes certain details particularly interesting to him/her.
- 6) **Have your child express and then write an opinion about a book he/she has read.** Discuss some of the books you have read with your child. Share some of your opinions about these books. If you like a book, what makes it appealing to you?
- Do you enjoy the illustrations or story line?
 - Can you relate to the main character?
 - Does it remind you of something special?
 - Did you learn something interesting from the book?
 - Did you find it entertaining or funny?

Work with your child to write a sentence or two in which he/she expresses an opinion about a book you have read together.

As always, thanks for your support in helping your child develop strong early reading and writing skills. I hope you enjoy the time reading, writing and discussing books with your child!

Sincerely,

**Parent
Hand-Out:
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For Guided Reading Level D

Includes tips and ideas for helping kids think deeply while reading and discussing informational and literary texts.



Dear Parents,

Your child is now reading Guided Reading Level D books! We are paying close attention to whether each book we read together is an informational text (nonfiction book) or literary text (fiction/storybook).

1) Here are some tips for helping your child think deeply as he/she reads informational (nonfiction) books:

Talk with your child about the main topic of the book. Work together to find details and information that support the main topic.

On a page with interesting pictures, illustrations or diagrams, talk about the information you can learn by reading the words and the additional information you can learn by studying the pictures, diagrams or illustrations.

Ask your child a specific “text-based” question directly from the book.

Have your child find the answer and “prove it” by reading the section of the book that contains the answer. Have your child think of a “text-based” question to ask you; Model how you would find the answer and “prove it” using information from the book.

Help your child write about a nonfiction topic which interests him/her.

Have your child start by stating the topic and then work together to provide a couple details or facts about the topic.

2) Here are some tips for discussing fiction books (storybooks/ literature) with your child:

Discuss the roles of the author and the illustrator. How does each one share information/ make the story interesting?

Find interesting illustrations, words or phrases. Discuss what makes them powerful in the story. Do they suggest feelings or appeal to the senses?

Discuss the problem in the story and how the characters try to solve the problem. Help your child consider whether characters in the story learn important lessons or change throughout the story.

3) **Play “Change a Letter” to help your child become confident reading words with common long vowel patterns.** To play, write the first word on the list. Say the next word on the list and challenge your child to write the new word by changing just one letter. To mix it up, you could write each word on a list and have your child read the words to you. Here are some word lists that work well for this game:

- like, bike, hike, hide, wide, ride, side
- made, make, cake, came, same, name, game
- mine, nine, fine, file, mile, tile, time, dime
- road, toad, toads, loads, load, loaf
- old, bold, cold, gold, fold, hold
- coat, coats, boats, boat, goat, goats
- tail, tails, nails, nail, pail, pails
- meal, deal, real, heal, heat, seat, beat
- sail, mail, pail, rail, rain, main, pain
- joke, poke, pole, hole, home, dome

Many thanks for your support at home! Please let me know if you have questions or concerns at any time.

Sincerely,

**Parent
Handout:**



**Guided
Reading Meets the
Common Core**

For Guided Reading Level E

Includes tips for:

- Developing fluency
- Working with consonant clusters and common long and short vowel patterns



Dear Parents,

Your child is now reading Guided Reading Level E books! Developing a fluent reading style and learning to flexibly use knowledge of how words work are two important goals at this stage.

Here are some ways you can help your child with fluency:

- 1) Have your child pick a favorite page from a book he/she is reading to practice and then “perform” for you.** To practice, have your child repeatedly read the page. To perform, have your child focus on reading smoothly and using expression. Play the part of the audience for your child; Cheer or clap for him/her! (Invite your child to take a bow.)
- 2) Do some “duet reading” with your child.** To do so, read aloud *with* your child at a rate just slightly quicker than he/she reads independently. As you read *with* your child, pay close attention to the punctuation.
 - Make your voice go up when you read a question.
 - Make your voice go down a little bit then stop when you see a period.
 - Pause when you see a comma.

You can use “duet reading” to read books that are at or slightly above your child’s reading level. This allows kids to enjoy reading a wide variety of books in a relaxed, enjoyable manner. With “duet reading,” your child will enjoy the story without struggling with tricky parts. For this reason, duet reading helps kids build confidence as well as a more fluent reading style.

Many of the Dr. Seuss books, such as *Green Eggs and Ham*, work well for “duet reading” at this level.

To help your child learn to flexibly use knowledge of how words work, please continue to play the *Change A Letter* game. The words lists at this level include consonant clusters and switch back and forth between words with common long and short vowel patterns. To play, write the first word on the list. Tell your child whether to change a letter, add a letter or take a letter away to make the next word on the list. With tricky vowel combinations, you could give a hint such as: “Add an ‘i’ to change ran to rain.” Here are some word lists to work with:

- cane, can, pan, plan, plane, lane
- rain, train, trail, rail, tail, hail, pail
- chat, that, hat, rat, rate, mate, make
- she, he, we, me, be, bee, see, fee, free, tree
- rake, brake, bake, take, fake, fade, made
- shade, shake, share, hare, care, cane, can, ran, rain
- hut, but, bun, fun, sun, run, rut, cut, cute
- slide, slime, lime, time, tide, ride, hide, hid
- rent, went, tent, sent, send, end, bend, bent
- all, ball, fall, wall, call, mall, tall, stall
- stray, stay, say, day, pay, play, lay, way, away
- black, back, rack, track, tack, stack, sack
- string, sting, sing, wing, ring, bring
- can, fan, an, and, sand, hand, band, brand

As always, thanks for your support in helping your child develop strong early reading and writing skills.

Sincerely,

**Parent
Handout:**



Guided

**Reading Meets the
Common Core**

Level F

**Includes tips for helping kids
use various reading strategies
and for initiating rich
discussions about literary and
informational texts.**



Dear Parents,

Your child is reading **Guided Reading Level F** books! Here are some ways to support your child as he/she reads, discusses and writes about these books.

As your child reads literary texts, discuss the characters with your child.

Here are some examples of questions and statements that can help open a rich discussion:

- Do you think this character would make a good friend?
- I wonder how the character felt at the end of the story.
- Did the character change during the story? How can you tell?
- Do you think the character learned a lesson?
- Does this character remind you of anyone you know?
- Does this character remind you of a character from another book?
- Can you think of another adventure this character would be likely to have? (If so, you could consider writing about it!)

Here are some ideas for discussing informational texts with your child:

- Help your child identify the main topic of the text. Work together to find details that support the main topic.
- As appropriate, help your child understand and use text features such as headings, tables of contents and glossaries.
- Ask your child a “text-based” question about an important detail in the text. Have him/her find the answer and read you the section of the text that provides the answer.
- Invite your child to think of a “text-based” question to ask you.

Help your child use a variety of strategies as he/she approaches unknown words. If your child appeals to you for help with a word, consider whether one of the following questions would help:

- What would make sense?
- What would look right and sound right?
- Does that look like another word you know?
- Will the picture, illustration or diagram help?
- Can you find a chunk or part of the word that you know?
- Will it help to skip the word and then come back and re-read the sentence?

If none of these strategies would help your child figure the word out, please tell him/her the word so he/she can keep reading and enjoy the story.

Go on a “Long Vowel Scavenger Hunt” using one of your child’s favorite books. Together, look for words with long vowel sounds and write the words in the chart that follows. Doing so will help your child become aware of a variety of long vowel patterns. For instance, under **a**, you might have the words: play, rain and gate. This will also help your child concretely see how phonics skills connect to his/her favorite books!

As always, many thanks for your support in helping your child develop strong reading and writing skills. I hope you enjoy the time reading, writing and discussing books with your child!

Sincerely,

P.S. – Many kids at this stage enjoy working with activities from Spellingcity.com. This would be a great site to check out with your child!

Long Vowel Scavenger Hunt

a

e

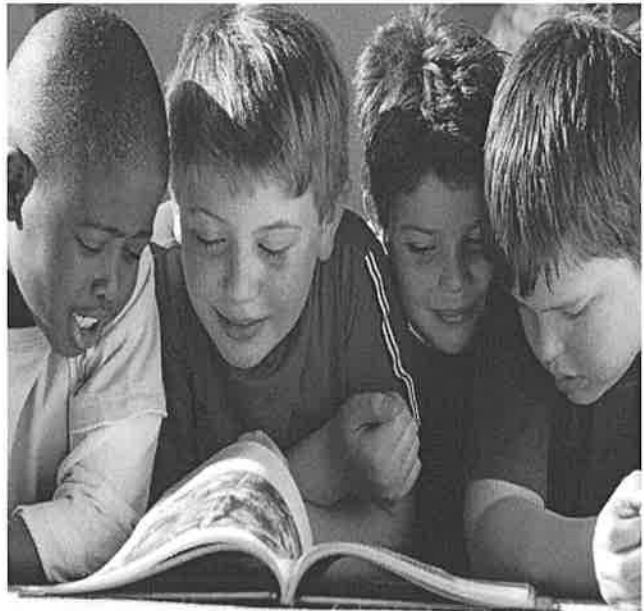
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**Parent
Handout:
Guided
Reading Meets the
Common Core
Level G**



Includes tips for helping children work with more complex words, text layouts and sentence structures.



Dear Parents,

Your child is reading **Guided Reading Level G** books! You will notice that your child's reading, writing and speaking are becoming more complex in many ways. Here are some ways to support your child at this stage.

Help your child become aware of more complex text layouts. Your child will start to encounter books with captions and text on both the left and right page. Sometimes, there will be only one sentence at the top or bottom of a page. It is easy for kids to overlook text when they first encounter these new layouts. Encourage your child to quickly scan the text layout as soon as he/she turns to a new page.

Help your child develop confidence using longer, more complex sentences. You could play a "*sentence building*" game. To play, the first player creates a short sentence. The next player adds a word or phrase to make the sentence more complex and meaningful. A sequence of sentences might be:

- The dog is running.
- The big dog is running.
- The big black dog is running.
- The big black dog is running through the park.
- The big black dog is running quickly through the park.

Try to add words and/or phrases until your sentence has 10 words. For a quick game, this can be done orally. Every now and then, write the sentences as well.

Help your child create and recognize common compound words. Use the word lists below. Have your child create three compound words for each word in the first column.

any	where
some	thing
every	body

In doing so, your child will become familiar with many commonly occurring compound words while also creating an organized list of possible combinations. (This is a skill he/she will use in math in the future!)

Help your child become confident reading and writing words with common suffixes. These include -s, -es, -er, -ing and -ed. Go on a “*Suffix Scavenger Hunt*” using some of your child’s favorite books.

- Together, look for words with common suffixes and write the words on the chart that follows.
- As you do this, find and discuss words where you drop the silent e or double the final consonant before adding the suffix.
- Look at the words that end with -ed and talk about the different sounds the -ed ending can make: the “t” sound as in jumped, “ed” as in wanted and the “d” sound as in hugged.

This will help your child concretely see how learning about suffixes connects to his/her favorite books.

Many thanks for your support at home!

Sincerely,

P.S. – The ***Biscuit*** series by Alyssa Capucilli can be very engaging for kids reading at this level. In this series, a dog named Biscuit has many entertaining adventures. These books can often be found in local libraries!

Suffix Scavenger Hunt

-s

-es

-ing

-er

-ed

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Parent
Handout:



Guided

Reading Meets the

Common Core

Level H

**Includes tips for helping
children think about books
in new ways and continue
to develop their sight
vocabulary.**



Dear Parents,

Your child is now reading **Guided Reading Level H** books! At this point, you will find many books in the local library or bookstore that are “just right” for your child to read.

Consider bringing your child to the local library and looking for some of the following books:

- *Come Out and Play, Little Mouse* by Robert Kraus
- *Whose Mouse Are You?* by Robert Kraus
- *Put Me in the Zoo* by Robert Lopshire
- *Just Me and My Puppy* by Mercer Mayer
- *Just Me and My Babysitter* by Mercer Mayer
- *A Kiss for Little Bear* by Else Holmelund Minarik
- *Seven Little Monsters* by Maurice Sendak
- *My Five Senses* by Alike
- *We are Best Friends* by Alike
- *Sammy the Seal* by Syd Hoff
- *My Many Colored Days* by Dr. Seuss

Help your child learn to think about books in new ways. Here are some questions to consider with your child:

- What did the author do to make this story funny or interesting?
- Does this book remind you of another book you have read?
- What is your opinion of this book? Why?
- What words in the story caught your attention?
- Is there a lesson or moral to be learned from this story?
- What do you think the most important details in this story are?

Help your child understand more complex use of quotation marks. Your child will begin to see more complex use of quotation marks, including split dialogue such as:

“I can’t come now,” said Mom. “The baby is sleeping.”

When your child encounters split dialogue, help him/her think through which character is speaking each time he/she sees a set of quotation marks. Encourage your child to read text within quotation marks as the character would really say it.

Help your child continue to develop his/her sight word vocabulary. Begin by having your child read the words on the sight word chart that follows. You will notice that several contractions are included. Please make sure your child understands the meaning of each of these contractions. Help your child practice reading any words that he/she did not instantly recognize. You could make two sets of cards and play games like *Memory* or *Go Fish*. This chart can be used as a tool for writing as well. As your child writes, have him/her use this chart as a quick tool to find the spelling of common words. (This chart has exactly 120 words. You could fit a little math in by having your child count the words on this chart!)

As always, many thanks for your support in helping your child develop strong early reading and writing skills.

Sincerely,

P.S. - At this stage, many kids enjoy working with games and reading activities from Funbrain.com. If you have easy access to a computer, this might be a good site to check out with your child.

A a all as and are around away after	B b be big black blue brown but by	C c call came can can't carry cold come	D d did do don't down	E e eat each every	F f fast find five fly for from funny	G g get give go good going got	H h had has he he'll his have help her here	I i I'm if in into is isn't it it's
J j jump just	K k keep	L l like little look love	M m make made many me myself	N n never no not	O o of off old one over out	P p play put	Q q	R r ran read red ride run
S s said saw she she'll six some soon stop so	T t they they're there then that the this three too	U u under up	V v	W w was we we'll went what who will with	X x	Y y yellow yes you you'll your you're	Z z	

**Parent
Handout:
Guided
Reading Meets the
Common Core
Level I**



Includes tips for helping children develop a fluent reading style, ask and answer text-based questions and work with syllables.



Dear Parents,

Your child is now reading **Guided Reading Level I** books! Here are some ways you can help your child with reading and writing at this level.

As your child reads, listen to see if he/she is reading smoothly and with expression. If your child needs support developing a smooth, fluent reading style, consider doing some “fluency reading” with him/her. To do so, select a book at your child’s reading level. Read aloud *with* your child at a rate slightly quicker than he/she reads independently. As you read *with* your child, focus on reading smoothly and using expression. This allows your child to actively participate in a reading activity in a fluent manner. He/she gets to enjoy reading the story without struggling with tricky parts. For this reason, “fluency reading” helps kids build a smoother, more fluent reading style.

Play the “Mystery Question” game to help your child learn to ask and answer questions involving the following question words: *who, what, where, when, why* and *how*. Write each of these question words on a small piece of paper. Fold them up, so the words can’t be seen. Take turns with your child picking a question word. The person who picks the word thinks of a “text-based” question to ask that starts with that word. The other person answers the question, using information from the book as needed. Switch roles and continue to play.

You can use this game to help your child develop test-taking skills. To help him/her understand the format of multiple choice questions, start with one question and come up with four answers. Select a correct answer, an answer that is close but not quite right and two answers that are not even

close. Take turns with your child deciding on the best answer to each question. Doing so can help your child actively develop test-taking strategies while playing a fun, engaging game. (This can be done orally. It would also be helpful to occasionally choose a question to write in a multiple choice format.)

Go on a “Syllable Scavenger Hunt” with your child. Have your child select a favorite page from one of his/her favorite books. (Ask why this page is special to him/her.)

Work with your child to find a few words with one syllable and a few words with two syllables. Your child could write these words on the “Syllable Scavenger Hunt” chart that follows. See if you can find words with three or more syllables. (You may have to flip through the book for this part.)

If your child finds it tricky to count syllables, try this together:

- Put your hand just below your chin.
- Say a one syllable word.
- You generally will feel your chin “drop” and touch your hand once.
- Slowly say a two syllable word.
- You will feel your chin drop and touch your hand twice.

It takes a little experimentation, but once kids become comfortable using this trick, it really helps them break words into syllables. This is an important skill because as kids read and write longer words, they often benefit from breaking the word into chunks/syllables.

As always, many thanks for your support in helping your child develop strong reading and writing skills. Please let me know if you have questions or concerns at any time.

Sincerely,

How Many Syllables in My Words?

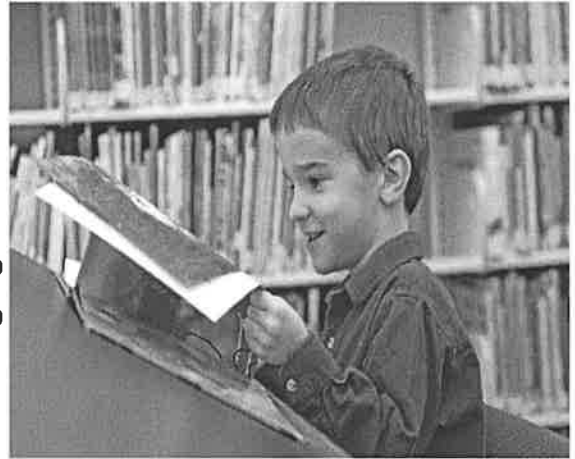
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3 or More

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**Parent
Handout:
Guided
Reading Meets the
Common Core
Level J**



Includes a suggested book list, ideas for starting rich discussions and a tip to help kids develop reading skills while watching a TV show.



Dear Parents,

Your child is now reading **Guided Reading Level J** books! At this level, you will find many books in the local library or bookstore that are “just right” for your child to read.

Consider visiting the library with your child and looking for some of the following books:

- *Little Bear and Little Bear’s Friend* by Else Holmelund Minarik
- *Danny and the Dinosaur* by Syd Hoff
- *Owl at Home* and *Mouse Soup* by Arnold Lobel
- *Egg to Chick* and *How Kittens Grow* by Millicent Selsam
- *Bear Shadow and Moonbear’s Skyfire* by Frank Asch
- *Henry and Mudge* & *Henry and Mudge: The Wild Wind* by Cynthia Rylant
- *Henry and Mudge and the Forever Sea* by Cynthia Rylant
- *The Grouchy Ladybug* and *The Very Busy Spider* by Eric Carle
- *The Best Nest* and *Big Dog...Little Dog* by P.D. Eastman
- *The Snowy Day* by Ezra Jack Keats
- *Froggy Goes to Bed* and *Froggy’s Day with Dad* by Jonathan London
- *Where the Wild Things Are* by Maurice Sendak
- *I Was So Mad* and *There’s an Alligator Under My Bed* by Mercer Mayer
- *Morris Goes to School* and *Morris Has A Cold* by Bernard Wiseman
- *The Doorbell Rang* by Pat Hutchins
- *Jamberry* by Bruce Degen
- *Ask Mr. Bear* by Marjorie Flack
- *Curious George Goes to An Ice Cream Shop* by H.A. and Margaret Ray

At this level, the list could go on and on! I hope you get the chance to enjoy many of these great books with your child. At this stage, many children like to do some of their reading silently. Please also continue to have your child do some of his/her reading aloud. It is still helpful to take turns reading pages with your child to model a fluent reading style.

Please continue to take time to discuss books with your child. It would be helpful to go back and reread sections to clarify thoughts and/or find information; Encourage your child to do the same.

Here are some questions that can be helpful for starting rich discussions about literature (fiction books):

- What is the problem in this story? How is it solved?
- Can you think of another way the problem could have been solved?
- How do the illustrations contribute to the book?
- What words in the story really catch your attention? Why?
- What personal connections can you make to the character(s)?
- What connections can you make to other books or television shows?
- How was the character feeling in various parts of the story?
- Did you find the book funny or interesting? Why?

Consider these questions regarding informational (nonfiction) texts:

- What do you already know about the topic? (Ask before reading.)
- What would you like to learn about the topic?
- How do the illustrations or diagrams contribute to this text?
- How is the book organized? Are there sections or headings?
- Does the organization of the text help the reader? How?
- Are there any ideas in the book that you agree with?
- Are there any ideas in this book that you doubt or disagree with?
- What did the author do to make this story interesting?

If your child has some favorite television shows, consider putting closed captioning on while he/she watches. Kid's eyes tend to be drawn to the text. As your child watches a favorite show, you will most likely see him/her reading along. Using closed captioning on the television can help kids develop reading skills.

As always, many thanks for all of your support at home!

Sincerely,

Parent
Handout:
**Guided
Reading Meets
the Common Core
Level K**



Includes suggestions for helping kids enjoy and learn from books that are **easy, just right, slightly above** and **beyond** their reading level.



Dear Parents,

Your child is now reading **Guided Reading Level K** books in our reading group! As your child progresses as a reader, you will most likely find that he/she becomes interested in a wider variety of books.

Let your child choose books he/she is interested in. Kids who are able to enjoy stories of their own choosing tend to be much more motivated to read. Your child can enjoy books at a variety of levels. You will, however, want to approach books differently, depending on whether the book is “**easy**” for your child, “**just right**” for your child, “**slightly above**” your child’s reading level or “**beyond**” your child’s current reading level.

Here’s a way to determine how much support your child will need with a book. Count out a section of the text with about 50 words. Invite your child to read the section to you.

- If the book is “**easy**” for your child, he/she should be able to read the section smoothly and should need your help with no more than one word. Listen to your child read while you sit back and enjoy the story! Consider giving your child the opportunity to read a book that is **easy** for him/her to a younger child. Encourage your child to pick a book, practice reading it to sound like he/she is really telling the story and share the magic of reading with a younger brother, sister, neighbor or friend. Kids can gain a great deal of confidence by doing this!
- If the book is “**just right**” your child will most likely need help with about 2 or 3 words out of the 50 word section. When a book is “**just right**” for your child, he/she should be able to focus mainly on the meaning while reading. (If your child has to spend a great deal of time decoding or working to identify unknown words, consider the book to be above his/her independent reading level.) If the book is “**just right**”

have your child read to you. Offer to take turns reading some pages with your child. This is a great way to model a fluent reading style. Many kids at this stage are just beginning to build stamina in their reading. They often enjoy longer books; taking a break and hearing some sections read can really add to a child's enjoyment of the story! As your child read books that are "**just right**" continue to help him/her read accurately. If your child is stuck on a word here are a couple things to consider:

- 1) Would using context/meaning help your child identify the word? If so, give your child a quick meaning-based hint to help him/her.
- 2) Does the word look like another word your child knows? If so, pointing this out may help your child identify the word.

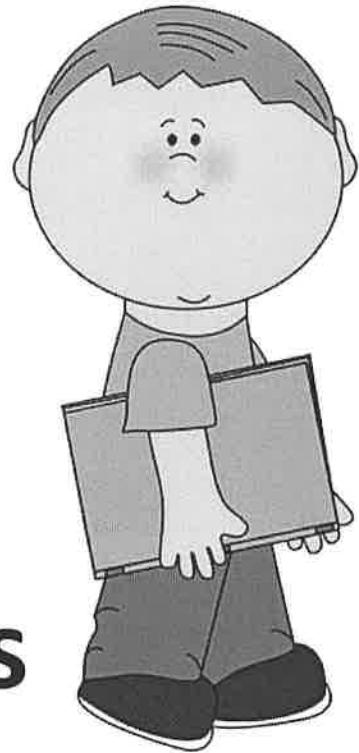
If these ideas will not help, please tell your child the word so he/she can continue reading and enjoy the story.

- If your child needs help with about 4 or 5 words out of the 50 word section, the book is most likely "**slightly above**" your child's reading level. If the book is slightly above your child's reading level, consider reading the story *with* your child. To do so, hold the book where both of you can see. Read aloud at a rate that is comfortable for your child. Have your child join in and read along with you.
- If your child needs help with 6 or more words out of the 50 word section, the book is most likely "**beyond**" your child's current reading level. Consider reading this book *to* your child. Doing so is an excellent way to help your child develop listening skills and allows him/her to enjoy more complex stories than he/she is ready to read independently.

As always, many thanks for all of your support at home!

Sincerely,

Parent
Handout:
**Guided
Reading Meets
the Common Core
Level L**



Includes suggestions for working with multiple-meaning words and initiating discussions about literary and informational texts.



Dear Parents,

Your child is now reading **Guided Reading Level L** books in our reading group! Your child will likely want to do a good portion of his/her reading silently at this stage. Please make sure to mention that you are happy to look at any particularly interesting, exciting, tricky or confusing parts of the text together. After your child reads, encourage him/her to choose a page or section of the text to read to you. It is still important for kids to read aloud to practice reading with expression and so you can hear their reading and provide support as necessary.

It is important for your child to continue to engage in discussions about the books he/she is reading.

Here are some questions that are often helpful in starting discussions about literary texts:

- Can you think of a character in a book that you have read that is similar to you?
- If you were the main character, how would you have solved the problem in this book?
- How do you think the author chose the title for this book? Can you think of another good title?
- Can you think of another adventure the main character might have? (This might lead to a good opportunity to fit some writing in.)

The following questions are often helpful for starting discussions about informational texts:

- What could a person learn from reading this book?
- What additional information would you like to have seen included?
- How did the author use text features, such as captions, bold print, headings, a glossary and/or a table of contents in this book? Are there text features that could have been added to improve the organization of this book?

At this level, your child will encounter many pairs/sets of words that sound the same but have different meanings. A set of word cards for these words is attached. Please read through these words with your child and take turns using each word in a sentence. Explain the meanings of words as needed. You will be likely to find some sets of multiple-meaning words that your child is very confident with and also some words that he/she is not yet familiar with.

It would be helpful to play ***Closer to 'A'*** with these word cards. To play:

- Cut the word cards out. Deal them out to the players.
- Each player places his/her cards face down in a pile.
- Each player flips his/her top card over, reads the word and uses it in a sentence.
- Determine which word starts with the letter that is ***Closer to 'A'*** in the alphabet. Your child could use the alphabet strip at the bottom of the sheet of word cards as a guide.
- The player with the word starting with the letter that is ***Closer to 'A'*** gets to keep both cards. (This game is very similar to the game of *War* that many kids play with cards.)
- If the first letter of the two words is the same, you can decide whether to alphabetize using the next letter(s) or call it a tie.

Playing this game will help your child become confident alphabetizing words while also giving him/her an opportunity to work a variety of multiple-meaning words.

I hope you enjoy this game with your child. As always, many thanks for your support at home!

Sincerely,

would	wood	through	threw
flew	flu	plain	plane
write	right	mail	male
nose	knows	toad	towed
way	weigh	here	hear
allowed	aloud	sale	sail
wait	weight	we'd	weed
peace	piece	hour	our
I'd	eyed	higher	hire
one	won	tide	tied
horse	hoarse	pale	pail
road	rode	rowed	cents
sense	scents	bury	berry
their	there	they're	pair
pare	pear	chews	choose

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z