

Parent Guide for:

Level D Reading Behaviors

Behaviors/Skills	Ways to Talk to Your Child About...
<p><u>Accuracy</u></p> <ul style="list-style-type: none"> <li>• Recognizes high frequency words (such as a, is, my, the, and like)</li> <li>• Can break apart and build words that have a consonant-vowel-consonant pattern. (s-u-n, m-a-n, or b-a-t)</li> <li>• Recognizes consonant-vowel-consonant words quickly while reading</li> <li>• Finds chunks inside of a word such as <b>-at</b> in “cat”</li> <li>• Catches themselves when the word they say does not match the word in the text, or does not grammatically sound right</li> </ul>	<p><u>Accuracy</u></p> <ul style="list-style-type: none"> <li>• Build word families with magnetic letters (bat, fat, cat, mat, sat)</li> <li>• Find the words in their story and make a list of the short consonant-vowel-consonant words</li> <li>• <i>Can you find a small part in the word you know?</i></li> <li>• <i>Did that sound right?</i></li> <li>• <i>Do we talk that way?</i></li> <li>• <i>Do books talk that way?</i></li> <li>• <i>Did that look right?</i></li> <li>• <i>Did it match your mouth?</i></li> <li>• <i>Can you match the word card to the word in the story? (Use high frequency word cards sent home by teacher)</i></li> </ul>
<p><u>Fluency</u></p> <ul style="list-style-type: none"> <li>• Reading phrases as word groups (begins reading smoothly with our the support of their finger)</li> <li>• Reading sounds like “talk”</li> </ul>	<p><u>Fluency</u></p> <ul style="list-style-type: none"> <li>• <i>Read the book again with just your eyes</i></li> <li>• <i>Listen to me read it (adjust your voice to reflect the story) Now you try it</i></li> </ul>
<p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>• Can retell the story in a simple way</li> <li>• Remembers important details of the story</li> <li>• Uses evidence from the story to support their ideas or thinking</li> </ul>	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>• Touch each page and retell the story in their own words</li> <li>• Begins to use character’s names</li> <li>• Retell the story together across your fingers (first, next, then, last)</li> <li>• <i>What was (<u>character’s name</u>) doing in the story?</i></li> <li>• <i>What was (<u>character’s name</u>) like?</i></li> <li>• <i>How can you tell (<u>character’s name</u>) is happy/sad/mad?</i></li> <li>• <i>How did (<u>character’s name</u>) feel at the end of the story? Why?</i></li> <li>• <i>What in the story makes you think that?</i></li> </ul>

\*Italics indicate suggested prompts or phrases to use when working with your child.