Parent Guide for:

Level E Reading Behaviors

Behaviors/Skills	Ways to Talk to Your Child About…
<u>Accuracy</u> • Recognizes high frequency words • Uses beginning and ending parts to solve words • Recognizes consonant-vowel-consonant words quickly while reading • Finds chunks inside of a word such as **–at** in "cat" • Catches themselves when the word they say does not match the word in the text or does not grammatically sound right	<u>Accuracy</u> • Build word families with magnetic letters (bat, fat, cat, mat, sat) • *Can you find a small part in the word you know?* • *Did that sound right?* • *Do we talk that way?* • *Do books talk that way?* • *Did that look right?* • *Did it match your mouth?* • *Can you match the word card to the word in the story?* (Use high frequency word cards sent home by teacher)
<u>Fluency</u> • Reading phrases as word groups (begins reading smoothly with our the support of their finger) • Reading sounds like "talk" • Uses appropriate stress on words	<u>Fluency</u> • *Read the book again with just your eyes.* • *Listen to me read it* (adjust your voice to reflect the story) *Now you try it*
<u>Comprehension</u> • Can retell the story in a simple way • Remembers important details of the story • Uses evidence from the story to support their ideas or thinking • Makes predictions based on prior knowledge and the text	<u>Comprehension</u> • Touch each page and retell the story in their own words. Begins to use character's names. • Retell the story together across your fingers (first, next, then, last) • *What was (<u>character's name</u>) doing in the story?* • *What was (<u>character's name</u>) like?* • *How can you tell (<u>character's name</u>) is happy/sad/mad?* • *How did (<u>character's name</u>) feel at the end of the story? Why?* • *What in the story makes you think that?* • *What do you think will happen next? Why?*

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