

# Understanding Your Child's Reading Level

Diamond Elementary School

# Research About Reading

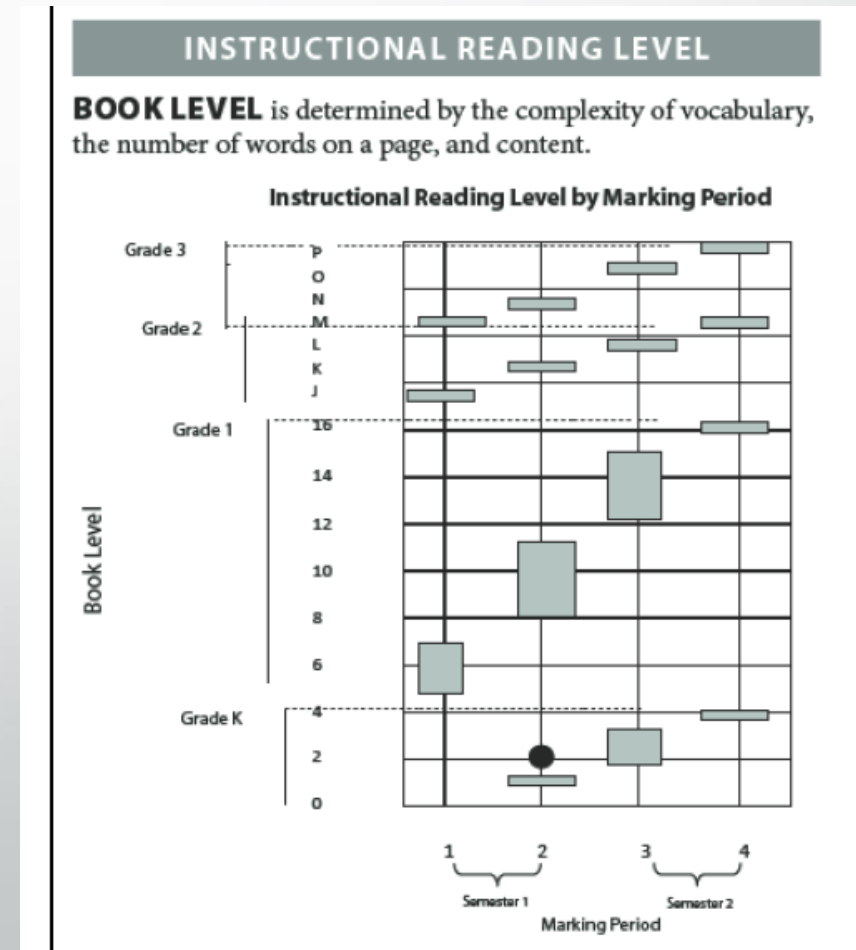
- If you read for 1 minute every day, you will be exposed to 51,100 words per year
- If you read 17 minutes every day, you will be exposed to 1,160,000 words per year.
- If you read 33 minutes per day, you will be exposed to 2,350,000 words per year.


# Identifying Your Child's Instructional Reading Level

- At the beginning of the school year, teacher's conduct a running record assessment to identify a child's reading level.
- A reading instructional text level is determined by the student's accuracy (90% and above) and comprehension of literary and informational text. If you have any questions about your child's reading level or about the reading program, please contact your child's teacher.
- Reading data on accuracy, decoding, and comprehension levels.

# Reporting Instructional Reading Levels by Marking Period

- At the end of each marking period, the student's instructional reading level is included on the report card. The instructional reading level reported on a student's report card refers to the level of texts read daily in small group guided reading instruction.




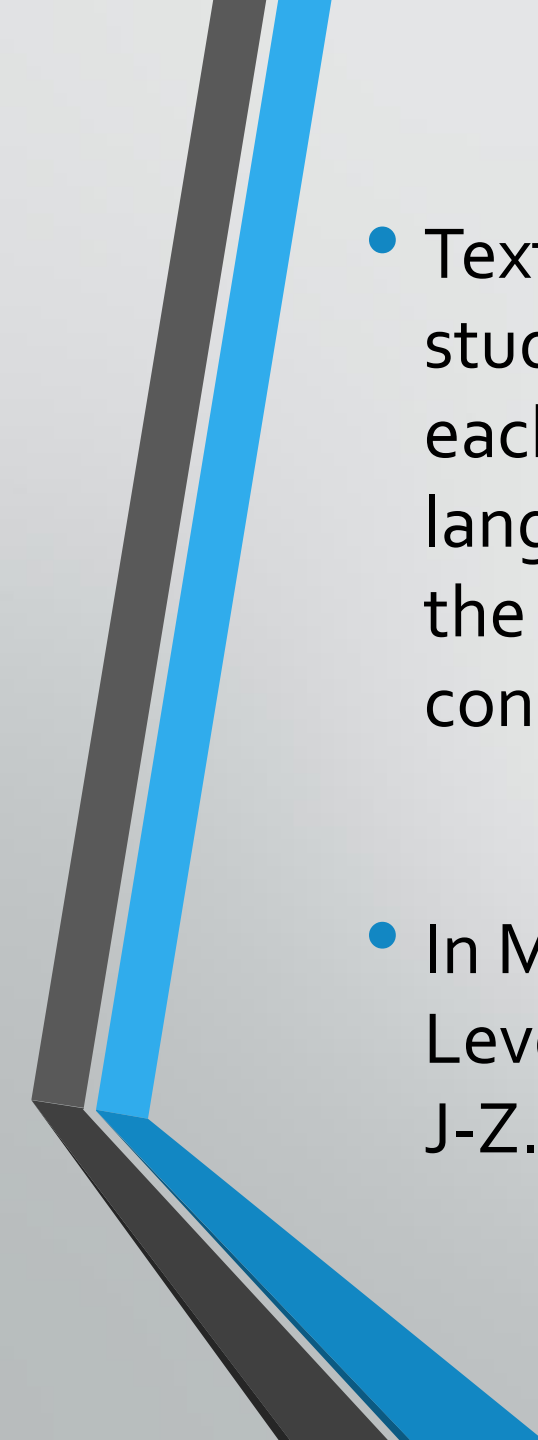


Learning to read is a complex process. Children develop reading skills and strategies at different rates and at different times; therefore, students progress through different levels of text as they grow as readers. Within a grade, a student may read a variety of texts depending on the student's strengths and needs and the challenges of the text.

### Reading Targets Text Level Chart: K-5

<b>Grade level</b>	<b>End of First Quarter</b>	<b>End of Second Quarter</b>	<b>End of Third Quarter</b>	<b>End of Fourth Quarter</b>
<b>Kindergarten</b>	<b>Level 1-2</b>	<b>Level 2-3</b>	<b>Level 3-4</b>	<b>Level 4 -6</b>
<b>First Grade</b>	<b>Level 5-7</b>	<b>Level 8-11</b>	<b>Level 12-15</b>	<b>Level 16</b>
<b>Second Grade</b>	<b>Level J</b>	<b>Level K</b>	<b>Level L</b>	<b>Level M</b>
<b>Third Grade</b>	<b>Level M</b>	<b>Level N</b>	<b>Level O</b>	<b>Level P</b>
<b>Fourth Grade</b>	<b>Level Q-R</b>		<b>Level S-T</b>	
<b>Fifth Grade</b>	<b>Level T-U</b>		<b>Level V-W</b>	

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- The examples of books used for instruction include both literature and informational text. Literature is narrative in nature and includes stories, poems, and plays. Informational texts convey or explain information which builds students' content knowledge and include news articles, magazines, reference materials and books with factual content.
  - Assigning levels to texts assists teachers in selecting books that match a reader's developing skills to the challenges in a text. Text levels indicate a progression from easiest to most challenging material that students can read and are not limited to a specific grade level.

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- Text characteristics determine whether a text is easy or hard for a student to read. There is a degree of variation of challenges within each level. The challenge of one book might be figurative language, while the challenge or complexity of another book at the same level might be sentence length, vocabulary, or advanced concepts.
  - In MCPS, two leveling systems are used: Reading Recovery Text Levels 1–16 and Guided Reading (Fountas and Pinnell) Text Levels J-Z.



# Understanding End of Year Reading Benchmarks: A Parent's Guide

- This parent's guide will help you develop a better understanding of the end of the year reading benchmark for each grade level.
- This document provides information about reading targets and how they are reported on the standards-based report card. Included are specific examples and characteristics of texts for the end-of-year reading benchmarks in grades K–5.

<http://www.montgomeryschoolsmd.org/uploadedFiles/info/grading/EndOfYearReading-ParentGuide.pdf>

# Parent Resources

- Make sure your child reads every night or you can read to your child.
- Ask your child questions after reading.

## Literary BCR Stems

Page	Stem
1	Explain how the setting affects the characters.
2	Describe the mood of the story or poem. What words or phrases does the author use to develop the mood?
3	Explain how the illustrations help to convey the mood of the story or poem?
4	How do the illustrations better help you understand the story or poem?
5	How does the title contribute to your understanding of the story or poem?
6	How does the author's use of figurative language help you better understand the story or poem?
7	What is the theme of the story or poem?
8	How does the author make this story believable?
9	Create another title for this story or poem.
10	Explain how _____ changed throughout the story.
11	What words or phrases does the author use to create an interesting story?
12	Explain the author's message.
13	Identify the genre of the story.
14	Explain the lesson or moral of the fable or story.
15	Describe the author's tone.
16	Explain the author's use of symbolism in the story or poem.
17	Describe how the mood changed in the story or poem.
18	How does the setting contribute to the mood of the story or poem?
19	What conclusions can you make about _____ his or her action(s)?
20	Describe a character trait of _____.
21	Explain how the punctuation contributed to your understanding of the mood, tone, or author's style.
22	Explain the cause or causes of the conflict in the story or poem.
23	What conclusions can you draw about _____ her interactions with _____?
24	How does the conflict between _____ and _____ affect the plot?
25	Explain how the poem's structure contributes to your understanding of the characters?
26	Compare the themes of the two poems.
27	How does the author's intent determine the tone of the story or poem?
28	What words or phrases in the story or poem appeal to your senses?
29	How does the author's use of sensory images contribute to your understanding of the characters?

## Informational BCR Stems

Page	Stem
1	What is the purpose of this text?
2	Who might be interested in reading this text?
3	Identify additional information you would like to have gained from reading this text.
4	Identify and explain the author's perspective.
5	Explain how the text features help you better understand the information in this text.
6	Would someone your age be able to follow this set of directions easily?
7	Explain the author's main idea.
8	Explain why the author stated _____.
9	How could the author have made these directions easier to follow?
10	Explain an opinion stated in the text.
11	What conclusion can you draw from the fact that _____?
12	Explain whether _____ is a good title for this text.
13	Create another title for this text.
14	How does the text structure contribute to your understanding of the article?
15	Explain why the author uses bold print in this article.
16	What words or phrases does the author use to convey the tone of this article?
17	Why does the author use italics in this text?
18	Identify and explain the author's opinion as stated in this text.
19	How could someone use the information in this text?
20	Identify and explain specific words or phrases that contribute to the meaning of the text.
21	Explain whether the text fulfills the author's purpose.
22	Explain whether the author's opinion is presented fairly.
23	Identify and explain words and other techniques that affect the reader's feelings.
24	Explain whether or not the text structure selected by the author is the best way to present the information.
25	How do the text structure and the author's purpose work together to help you better understand the information in the text?
26	Identify and explain the intended audience for this text.
27	How does the author's use of language contribute to the meaning of the text?
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# Additional Information

- Any additional questions about your child's reading level, please ask your child's teacher.
- Any questions about the reading program, ask your child's teacher or our Mrs. Diane Bach, our reading specialist.

# Questions & Answers

