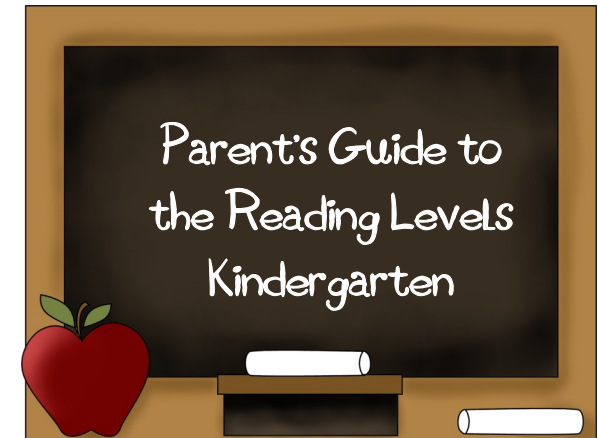
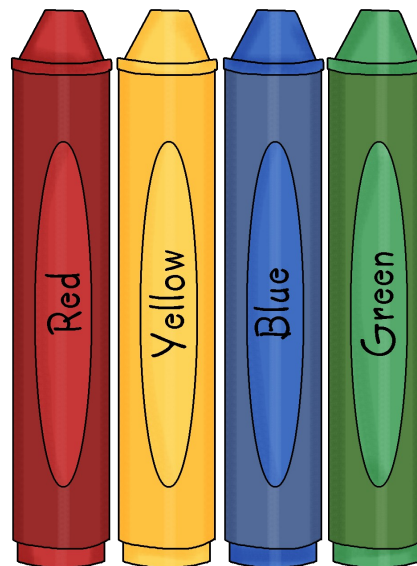


What is leveled reading?

Leveled reading removes the "one size fits all" approach to reading, giving each child the opportunity to develop essential skills at his/her own pace. With leveled reading, your child is usually placed in a group with other children who read at roughly the same level of ability. Rather than having the entire class read the same book (which some students might find too hard and some too easy), leveled reading allows teachers to use a more personalized and precise approach to monitor a child's progress and help him learn to read.

How can you help?

- Continue to encourage your child and support them with their nightly reading habits.
- Encourage your child to talk about what they read.



KINDERGARTEN



Deedee Wills 2010
Clip art: Digi Web Designs

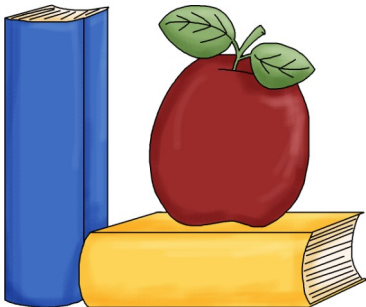
Reading Levels

- Short, predictable sentences. **A (AA-1)**
- Repeating language patterns (3-6 words on a page.
- Sentences are supported by the pictures.
- Clear illustrations that support the meaning.
- One line of text on a page.

Sample: We like to slide.

- Short predictable sentences. **B (2)**
- Repeating language patterns (3-7 words on a page.)
- Sentences are supported by the picture.
- Clear illustrations that support the meaning.
- Two lines of text on a page.

Sample: I like to play



- More easy, predictable words. **C (3)**
- Greater range of high-frequency words.
- One to five lines of text on each page.
- Wider variety of punctuation (commas, quotation marks,...)

Sample: Socks was sleeping
on my chair.
I said,
"Wake up, Socks!"

- Many high-frequency words. **D (4)**
- Mostly two to six lines of text per page.
- Some longer sentences (some with more than six words).
- Students must be able to retell the story in sequential order.

Sample: The duck went
in the little house.
She said,
"What a nice little house!"

- Some longer sentences (some with more than ten words). **E (E-8)**
- Both simple and split dialogue.
- More complex sentences.
- Mostly three to eight lines of text per page.
- Readers need to rely more on the print as they encounter less supportive pictures.
- Students read without pointing to the words and track the print with their eyes.
- Students must be able to retell the story in sequential order.

Sample: Kate played
with her tooth
at lunch.
She wiggled it

End of Kindergarten Expectations

B-C = Approaching Grade Level
Expectations

D= Meeting Grade Level Expectations

E = Exceeding Grade Level Expectations