



The table below, adapted from The Fountas & Pinnell *Literacy Continuum*, provides information about how children develop as readers. When considering reading levels, keep in mind that reading levels represent a range of reading behaviors that students develop throughout the year.

	Reading Development	Activities to Support Growth
Kindergarten Levels NR-D	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the function of print as representing sounds and meaning <input type="checkbox"/> Connect the sounds of spoken language with written letters <input type="checkbox"/> Follow print from left to right <input type="checkbox"/> Read simple stories and nonfiction texts about familiar topics with 2-6 lines of print on each page 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize words that begin with the same sound <input type="checkbox"/> Change a sound to make a new word <input type="checkbox"/> Identify and say the first or last sound in a word <input type="checkbox"/> Look at the letters in a word to determine how the word sounds <input type="checkbox"/> Read and reread simple texts with help <input type="checkbox"/> Point to each word as it is read
1st Grade Levels D-J	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize the sounds in spoken words, including rhymes, syllables, and small units of sound <input type="checkbox"/> Engage with a wider range of texts and understand the characteristics of different types of books <input type="checkbox"/> Read books with 3-8 lines of smaller print per page <input type="checkbox"/> Increase knowledge of more complex words and sentences <input type="checkbox"/> Read short (8-16 pages) texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Break a word into its separate sounds <input type="checkbox"/> Listen to adults read aloud, using different voices to represent different characters' speech <input type="checkbox"/> Choose books with everyday language <input type="checkbox"/> Choose books with familiar content <input type="checkbox"/> Re-read text to self-correct and build understanding <input type="checkbox"/> Choose longer books with smaller print on topics that are interesting to them
2nd Grade Levels J-M	<ul style="list-style-type: none"> <input type="checkbox"/> Read illustrated chapter books (40-60 pages) that require students to focus and remember facts <input type="checkbox"/> Read and process many different types of books <input type="checkbox"/> Know the characteristics of many types of books 	<ul style="list-style-type: none"> <input type="checkbox"/> Read short chapter books with illustrations and a single point of view <input type="checkbox"/> Choose books with more challenging vocabulary <input type="checkbox"/> Choose books with unfamiliar content
3rd Grade Levels M-P	<ul style="list-style-type: none"> <input type="checkbox"/> Read more complex sentences <input type="checkbox"/> Determine the pronunciation and meaning of new vocabulary words <input type="checkbox"/> Read and understand a full range of books 	<ul style="list-style-type: none"> <input type="checkbox"/> Read short chapter books <input type="checkbox"/> Read aloud with expression <input type="checkbox"/> Combine (blend) the separate sounds in a word to say the whole word
4th – 5th Grades 4th Levels P-S 5th Levels S-V	<ul style="list-style-type: none"> <input type="checkbox"/> Read special types of books such as mysteries, series, and informational texts <input type="checkbox"/> Understand different perspectives and settings <input type="checkbox"/> Understand complex texts that go well beyond personal experience and content knowledge <input type="checkbox"/> Encounter longer texts with many lines of print on each page, requiring readers to remember information and connected ideas over time <input type="checkbox"/> Encounter more mature themes 	<ul style="list-style-type: none"> <input type="checkbox"/> Build familiarity with longer, descriptive words as well as content-specific words <input type="checkbox"/> Look at parts of a word (e.g., prefixes, root words, suffixes and endings) to determine what it means <input type="checkbox"/> Use resources (dictionary, context, and other people) to determine the meanings of words <input type="checkbox"/> Read books with a variety of layouts and graphics <input type="checkbox"/> Read books with more abstract topics or ideas <input type="checkbox"/> Read books with more challenging and complex themes

Additional Activities to Support Reading Growth

adapted from the National Reading Panel's publication *Teaching Children to Read*

Read *aloud* with your child every day.

- Create a habit of reading aloud to your child or allowing them to read aloud to you.
- Continue reading aloud as your child embraces increasingly complex texts.
- Listen to audiobooks or podcasts, too!

Highlight reading in daily life.

- Point out examples of how you use reading as part of daily activities at home and work.
- Ask your child to help with reading and writing tasks like making lists or sending texts.

Reinforce what your child is learning at school.

- Ask your child questions about the letters, words, and books he/she is reading at school.
- Communicate with the teacher to find out how to reinforce what is being learned at school (letter sounds and names, word meanings, etc.).

Make reading fun and enjoyable!

- Create a cozy learning spot at home.
- Provide various reading selections such as story books, biographies, history books, graphic novels, and books about things they personally enjoy!



Provide Opportunities to Build Word Knowledge

adapted from Dr. Timothy Shanahan, Distinguished Professor Emeritus and Founding Director of the UIC Center for Literacy

1

Use *Pause, Prompt, Praise* (3P) as your child reads aloud to you.

Pause: When your child makes a mistake, pause. Give your child time to correct the mistake. Wait until either it is obvious that your child cannot correct the mistake or your child gets to the next punctuation mark.

Prompt: Use the prompts below to help your child read the word. If your child does not get the word after one prompt, tell the word and keep going.

- Prompt your child to sound out the word: Look at the word again. Sound it out. What sound does each letter make? What sound does each part of the word make? **OR...**
- Prompt your child to consider meaning: Does that make sense? What should that say?

Praise: Praise your child for anything he/she does well.

- You read that great! You made a mistake, but you fixed it! You used your letter sounds!

2

Play word games.

I Spy with Sounds: I spy with my little eye something that begins with /m/.

Swap Sounds: Say a word (such as *big*) and have your child try to change just one sound in the word to make a new word (*dig*, or *bib*, *bag*, etc.).

What's Another Word? Help your child learn there is more than one word for everyday things and ideas. For example, look around and ask, "What's another word for couch?" (sofa, ottoman).

3

Practice letter names, letter sounds, and high frequency words.

- Point to a letter and have your child name the letter. Or say a letter and have your child write it.
- Say a letter and have your child tell you the sound the letter makes.
- Reference the HCS high frequency word lists. Point out the words on the list and have your child read them, or make flash cards. (Your child's teacher can provide a list of high frequency words.)

Ask Questions About What Your Child Reads

These questions align with reading skills embedded in the Henry Teaching and Learning Standards.

Fiction Texts:

- Who are the main characters in the story?
- What happens in this book?
- Which words, pictures, or sentences helped you to know this?
- If you were in this story, how would you have solved the problem?
- What lesson do you think the author might have wanted you to learn from this book?



Non Fiction Texts:

- What do you notice on this page?
- Why do you think the author thought this topic was important?
- How do the words, the text features, and the illustrations work together to help you understand the main topic?
- What is the author's purpose for writing this text?
- What did you learn from reading this book?

