**At Home Reading Log**

 **’s Just Right Reading Level is B**

*(see back for skills and questions to use with a B reader)*

B readers are just realizing that the letter sounds they have been learning get together to make words!
For your reader, working on getting down his/her tricky letter sounds and practicing sight words would be the most productive at home practice they could do. It will also be helpful for them to listen to C level books on Raz Kids and read the level B pattern books in his/her go-home book bag, B readers require an experienced reader to read the first page, and then should be able to follow the pattern through the book. Use the log to keep track of tricky words tackled and tally time spent practicing in each area. This will help me measure students’ reading progress and help me show the students that their hard work really does stengthen their reading muscles and make them better readers J.

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| **Date** | **Tricky Letters** *(tally each time practiced)* | **Date** | **Sight Words** *(tally each time list is read)* | **Date** | **Raz Kids***(record minutes)* |
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Tips for helping your reader J

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| **What a Level B reader needs** **to get to Level C** | **Questions/comments for** **conferring with a Level B reader** |
| * Make more meaning
* Begin tracking with eyes
* Recall several sight words quickly
* Begin to do more problem solving using meaning and noticing features of words
* Begin to do more self-monitoring for own mistakes
 | * What’s happening in this picture/story?
* What do you think about that?
* Look at this word – does that look right?
* Go back and try that again.
* Pointing to the words, did the words match your finger?
* Does that make sense? What would make sense?
* Get your mouth ready to say the first sound.
* Do you know any part of that word?
* Read it again and think about what might fit.
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**At Home Reading Log**

 **’s Just Right Reading Level is C**

*(see back for skills and questions to use with a C reader)*

Developing readers strengthen their reading muscles by reading books at their just right (independent) level for “long stretches” of time. For kindergarteners, our goal is for them to spend 20 minutes a night working on their reading. For your reader, that time could involve reading the leveled books in his/her go-home book bag, marking each read with a tally mark on their log (have them read each book 5 times before returning the bag for new books), practicing the sight word list in his/her bag, or reading books at his/her level on Raz Kids. Use the log to keep track of tricky words tackled and tally time spent practicing in each area. This will help me measure students’ reading progress and help me show the students that their hard work really does strengthen their reading muscles and make them better readers J.

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Tips for helping your reader J

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| **What a Level C reader needs** **to get to Level D** | **Questions/comments for** **conferring with a Level C reader** |
| * Use pictures to confirm meaning instead of using pictures to give meaning
* Read fluently with expression
* Self-monitor for meaning and comprehension
* Look through the word (all the way to the end of the word)
* Re-read as a decoding strategy
 | * Does that make sense?
* Can you try it again with a word that makes sense?
* Now go back and read it again. Read the way you would talk.
* Read it with expression, like this. (model)
* Be a detective. Look at the picture; what could the word be?
* Look at the letters. Could that be \_\_\_\_\_\_\_?
* What happened in the story?
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**At Home Reading Log**

 **’s Just Right Reading Level is D**

*(see back for skills and questions to use with a D reader)*

Developing readers strengthen their reading muscles reading books at their just right level (independently) for “long stretches” of time. For kindergarteners, our goal is for them to spend 20 minutes a night working on their reading. For your reader, that time could involve reading the leveled books in his/her go-home book bag, marking each read with a tally mark on their log (have them read each book 5 times before returning the bag for new books) or reading books at his/her level on Raz Kids. Use the log to keep track of tricky words tackled and tally time spent practicing in each area. This will help me measure students’ reading progress and help me show the students that their hard work really does strengthen their reading muscles and make them better readers J.

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Tips for helping your reader J

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| **What a Level D reader needs** **to get to Level E** | **Questions/comments for** **conferring with a Level D reader** |
| * Makes text-to-text connections
* Recognizes many sight words quickly and automatically
* Remembers details and can show where information was found
* Uses expression while reading (phrasing and voice changes)
 | * Can you go back and read that again?
* Does that look right?
* Do you know any part of that word?
* What can you do to figure this out?
* What did you notice that seemed wrong?
* Let’s review. What’s happening now?
* Show me where that happened.
* Show me where it says that.
* Can you put your words together? Say it more quickly?
* Say it as you would speak it. (model)
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**At Home Reading Log**

 **’s Just Right Reading Level is E**

*(see back for skills and questions to use with a E reader)*

Developing readers strengthen their reading muscles reading books at their just right level (independently) for “long stretches” of time. For kindergarteners, our goal is for them to spend 20 minutes a night working on their reading. For your reader, that time could involve reading the leveled books in his/her go-home book bag, marking each read with a tally mark on their log (have them read each book 3 times before returning the bag for new books) or reading books at his/her level on Raz Kids. Use the log to keep track of tricky words tackled and tally time spent practicing in each area. This will help me measure students’ reading progress and help me show the students that their hard work really does strengthen their reading muscles and make them better readers J.

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Tips for helping your reader J

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| **What a Level E reader needs** **to get to Level F** | **Questions/comments for** **conferring with a Level E reader** |
| * Re-read to self-monitor and correct; re-read for meaning and to clear up confusion
* Awareness of punctuation – good phrasing and expression
* Awareness of point of view to help construct meaning
* Remembers details and uses them to clarify meaning
* Reads quickly to help keep story line in head
 | * Do you know any part of the word? Okay, let’s back up and try again.
* Does that word make sense?
* Look at the letters. Could that be \_\_\_\_\_?
* Are you thinking about the story in your head?
* Show me what in the story made you think that.
* Where does the author give you that idea?
* Why do you think \_\_\_\_\_\_\_\_?
* What happened \_\_\_\_\_\_\_\_?
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**At Home Reading Log**

 **’s Just Right Reading Level is F**

*(see back for skills and questions to use with a F reader)*

Developing readers strengthen their reading muscles reading books at their just right level (independently) for “long stretches” of time. For kindergarteners, our goal is for them to spend 20 minutes a night working on their reading. For your reader, that time could involve reading the leveled books in his/her go-home book bag (marking each read with a comment about the book on their log) or reading books at his/her level on Raz Kids. At this level, students can read their books multiple times or not, it is up to them. Still use the log to keep track of tricky words tackled and tally time spent practicing in each area. This will help me measure students’ reading progress and help me show the students that their hard work really does strengthen their reading muscles and make them better readers J.

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Tips for helping your reader J

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| **What a Level F reader needs** **to get to Level G** | **Questions/comments for** **conferring with a Level F reader** |
| * Rely more on words and sentences for meaning; rely less on pictures
* Remember more details to support the big idea
* Emphasis placed more on making meaning rather than labored decoding
* How to use and read punctuation (commas, quatation marks, ?, !, italics)
* Transfer knowledge/patterns of known words to unknown words
 | * Put your finger where the hard part is.
* What are you going to do next to help yourself?
* Say it (or read it) as you would speak it.
* Do you notice any punctuation?
* Re-read it.
* Does that make sense?
* Does that look right?
* If something doesn’t make sense or doesn’t look right, what can you do for yourself?
* What do you think of this story?
* Does it remind you of something that has happened to you?
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**At Home Reading Log**

 **’s Just Right Reading Level is G**

*(see back for skills and questions to use with a G reader)*

Developing readers strengthen their reading muscles reading books at their just right level (independently) for “long stretches” of time. For kindergarteners, our goal is for them to spend 20 minutes a night working on their reading. For your reader, that time could involve reading the leveled books in his/her go-home book bag (marking each read with a comment about the book on their log) or reading books at his/her level on Raz Kids. At this level, students can read their books multiple times or not, it is up to them. Still use the log to keep track of tricky words tackled and tally time spent practicing in each area. This will help me measure students’ reading progress and help me show the students that their hard work really does strengthen their reading muscles and make them better readers J.

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Tips for helping your reader J

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| **What a Level G reader needs** **to get to Level H** | **Questions/comments for** **conferring with a Level G reader** |
| * Read complex sentences that carry over several pages
* Read fluently and rapidly
* Have a variety of strategies for figuring out new words
* Re-read for meaning, fluency and phrasing
* Retell stories with details in order
* Search for meaning while reading – stopping to think, question, wonder, infer, make connections
 | * What part of that word do you already know?
* Does it look right?
* Does it sound right?
* Does it make sense/
* Show me where it says that.
* If you are confused you have to go back and re-read.
* How can the pictures help you clear up your confusion?
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**At Home Reading Log**

 **’s Just Right Reading Level is H**

*(see back for skills and questions to use with a H reader)*

Developing readers strengthen their reading muscles reading books at their just right level (independently) for “long stretches” of time. For kindergarteners, our goal is for them to spend 20 minutes a night working on their reading. For your reader, that time could involve reading the leveled books in his/her go-home book bag (marking each read with a comment about the book on their log) or reading books at his/her level on Raz Kids. At this level, students can read their books multiple times or not, it is up to them. Still use the log to keep track of tricky words tackled and tally time spent practicing in each area. This will help me measure students’ reading progress and help me show the students that their hard work really does strengthen their reading muscles and make them better readers J.

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| **Date**  | **Book Title** | **Comments**(about the book or the reader) | **Tricky Words**(cross them out when they  are no longer tricky J) |
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Tips for helping your reader J

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| **What a Level H reader needs** **to get to Level I** | **Questions/comments for** **conferring with a Level H reader** |
| * Ability to use more complex word-solving skills (word study)
* Reading stamina (longer text)
* Ability to infer more deeply
* Ability to use supports other than pictures (context clues, features of text in informational text)
 | * How do you think your reading sounds? Is it like you talk?
* Look at the prefix/suffix/root word.
* Do you see a part that might help you figure out the word?
* Did that make sense? Sound right? Look right?
* You noticed what was wrong – great!
* Wait! What do you think about that? (model your reaction)
 |

**At Home Reading Log**

 **’s Just Right Reading Level is I**

*(see back for skills and questions to use with a I reader)*

Developing readers strengthen their reading muscles reading books at their just right level (independently) for “long stretches” of time. For kindergarteners, our goal is for them to spend 20 minutes a night working on their reading. For your reader, that time could involve reading the leveled books in his/her go-home book bag (marking each read with a comment about the book on their log) or reading books at his/her level on Raz Kids. At this level, students can read their books multiple times or not, it is up to them. Still use the log to keep track of tricky words tackled and tally time spent practicing in each area. This will help me measure students’ reading progress and help me show the students that their hard work really does strengthen their reading muscles and make them better readers J.

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Tips for helping your reader J

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| **What a Level I reader needs** **to get to Level J** | **Questions/comments for** **conferring with a Level I reader** |
| * More stamina to begin chapter books
* Rely less on pictures and more on text
* Language becomes more difficult; student needs to understand unfamiliar and technical vocabulary
* Be able to follow a character throughout an entire story
* Know the end of a chapter is not the end of the story
* Be able to express their own thoughts and opinions
 | * Why did you need to slow down?
* Did this make sense to you? Let’s read it again.
* Do you need to read out loud to understand what you are reading?
* What can you do to understand what you read?
* How did you figure out that word? What strategy did you use?
* Can you tell me about the character in the story?
* What happened in the beginning of the story? In the next chapter?
* What has changed in the story?
* Has the character changed?
 |

**At Home Reading Log**

 **’s Just Right Reading Level is J**

*(see back for skills and questions to use with a I reader)*

Developing readers strengthen their reading muscles reading books at their just right level (independently) for “long stretches” of time. For kindergarteners, our goal is for them to spend 20 minutes a night working on their reading. For your reader, that time could involve reading the leveled books in his/her go-home book bag (marking each read with a comment about the book on their log) or reading books at his/her level on Raz Kids. At this level, students can read their books multiple times or not, it is up to them. Still use the log to keep track of tricky words tackled and tally time spent practicing in each area. This will help me measure students’ reading progress and help me show the students that their hard work really does strengthen their reading muscles and make them better readers J.

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Tips for helping your reader J

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| **What a Level J reader needs** **to get to Level K** | **Questions/comments for** **conferring with a Level J reader** |
| * Ability to read longer text
* Understand different writing styles and genres
* Read technical language
* Sustain silent reading
 | * How can you use the table of contents to help you find information?
* What do you already know about \_\_\_\_\_\_\_\_?
* Let’s read the chapter titles to get an idea/make a prediction.
* What does the blurb tell you about the story?
* What could the word mean? What would help you figure it out?
* Is there part of the word that you know/
* Tell me about the character. Would you like to be his/her friend?
* Does this book remind you of anything?
* How do you feel about that part?
* How has the character changed?
* What is the turning point in the story?
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