



READING

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COLORADO READING STANDARDS

The following basic reading skills may show you where there are gaps in your student’s learning. From kindergarten through third grade, children need these skills to *learn how* to read. The focus changes starting in 4th grade to *reading to learn*. Each list of skills is what students should know by the end of that school year.

Grade	Skills	Reading Levels
Kindergarten	<ul style="list-style-type: none"> <input type="checkbox"/> count syllables in spoken words <input type="checkbox"/> produce rhyming words <input type="checkbox"/> name all upper and lower case letters <input type="checkbox"/> make new words by changing sounds/letters in 1-syllable words <input type="checkbox"/> identify new meanings for familiar words 	RAZ-Kids: A – D DRA: A – 1 – 6
First Grade	<ul style="list-style-type: none"> <input type="checkbox"/> sound out single syllable words <input type="checkbox"/> distinguish long and short vowel sounds <input type="checkbox"/> understand features of a sentence <input type="checkbox"/> sound out 2-syllable words by breaking a word into syllables <input type="checkbox"/> know spelling patterns for long vowel patterns <input type="checkbox"/> create new words by rhyming <input type="checkbox"/> read sight words <input type="checkbox"/> get clues to meaning of a word from the sentence <input type="checkbox"/> describe character, settings, and major events using key details 	RAZ-Kids: E- J DRA levels - 4 to 16
Second Grade	<ul style="list-style-type: none"> <input type="checkbox"/> sound out words using prefix/suffixes <input type="checkbox"/> distinguish long/short vowels <input type="checkbox"/> read multi-syllabic words <input type="checkbox"/> read grade level text accurately and fluently (with intonation and punctuation) <input type="checkbox"/> use a known root word as a clue to the meaning of unknown words <input type="checkbox"/> answer questions who, what, where, when, why to demonstrate understanding key details <input type="checkbox"/> summarize main idea <input type="checkbox"/> read and comprehend informational texts 	RAZ-Kids: K- P DRA levels - 8 to 28
Third Grade	<ul style="list-style-type: none"> <input type="checkbox"/> know meaning of prefixes/suffixes <input type="checkbox"/> read multi-syllabic words <input type="checkbox"/> read grade level text accurately and fluently <input type="checkbox"/> use sentence-level context, knowledge of root word to determine meaning of a new word <input type="checkbox"/> identify main topic, key details and how they support main idea <input type="checkbox"/> summarize central ideas <input type="checkbox"/> identify cause/effect and compare/contrast relationships <input type="checkbox"/> read and comprehend informational texts 	RAZ-Kids: Q - T DRA levels - 18 to 40
Fourth and Fifth Grades	<ul style="list-style-type: none"> <input type="checkbox"/> identify main topic, key details and how they support main idea <input type="checkbox"/> summarize central ideas <input type="checkbox"/> identify cause/effect and compare/contrast relationships <input type="checkbox"/> read and comprehend informational texts 	4 th grade: RAZ-Kids: U-W DRA levels – 20-50 5 th grade: RAZ-Kids: X – Z DRA levels – 40-60

READING LEVELS

Whiz Kids provides labeled books at each site as well as access to an online resource called RAZ-Kids that provides hundreds of leveled book options to use with your student.

Use the chart below to help you determine a good starting point for your student. Students in Whiz Kids are typically struggling readers and may need to start with books at a lower grade level.

Note: Your student wants to impress you, it's okay to start at a lower reading level at first so your student feels confident and successful. As you get to know your student and their reading abilities you can help push them to engage in more challenging text.

GRADE	READING LEVELS
K	AA, A, B, C, D
1 ST	E, F, G, H, I, J
2 ND	K, L, M, N, O, P
3 RD	Q, R, S, T
4 TH	U, V, W
5 TH	X, Y, Z
Middle School	Z, Z1, Z2

GETTING STARTED READING

1. Have your student choose a book from your site's library or from RAZ-Kids. Ask why they chose the book. (Build connections and background knowledge.)
2. Then let him/her read a page or two. If he/she misses 4-5 words on a page, read the book together or read the book to your student.
3. Pause after each page to discuss what was read. Look at the picture. Ask a couple of questions. Comment on what is happening in the story to that point. Have them predict what will happen next.
4. Ask comprehension questions after every book to help see if your student has understood what he/she has read or listened to. Encourage your student to return to the book to find the correct answer if they need help.
5. Fiction and nonfiction books are offered. Trade off reading a fiction book one week and then a nonfiction book the following week.
6. When your student reads with confidence and can answer the majority of the quiz questions accurately, move on to the next reading level.

ACCESSING RAZ-KIDS

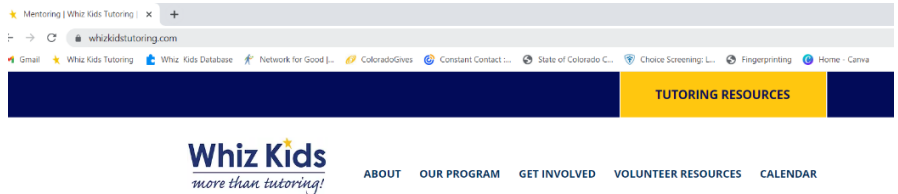
(Also called Reading A-Z)

Tutors can use the online resource RAZ-KIDS (Reading A to Z) to access thousands of leveled books. Using this resource with your student will help you gauge their reading level and help you practice comprehension strategies while reading.

1. Be sure the device you are using is connected to your site's WI-FI.

2. In your browser go to www.whizkidstutoring.com,

click on TUTORING RESOURCES,



→ READING

READING & WRITING RESOURCES

Please visit our [Reading & Writing Resources](#) page to get great ideas for working with your elementary or middle school student!

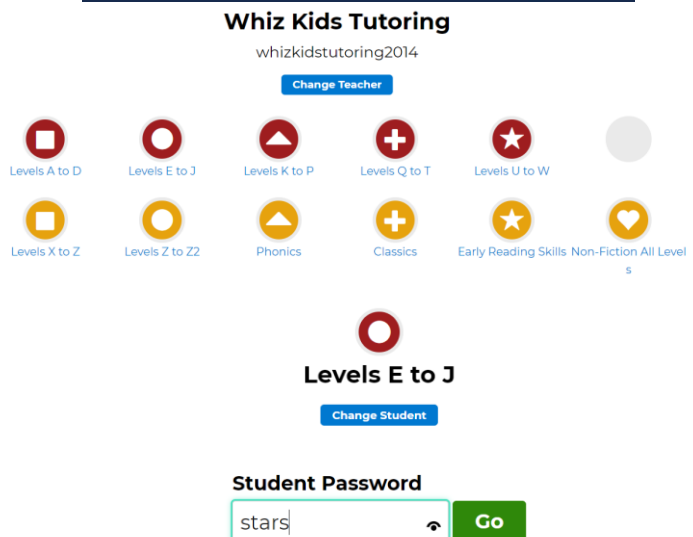
scroll down to the Reading Section to find the RAZ-Kids Login,



USERNAME: whizkidstutoring2014



3. Click on a reading level to begin

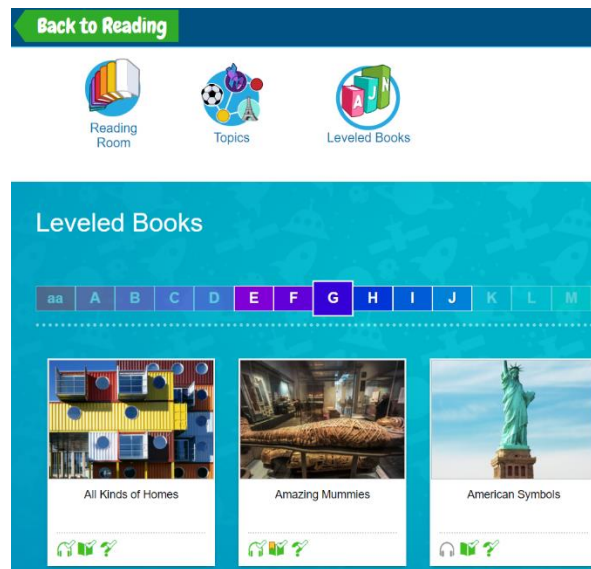


PASSWORD: stars

4. Click on Reading Room and explore the options to select a book.



By clicking on Leveled Books you can select exactly which reading level you want to be in with your student.

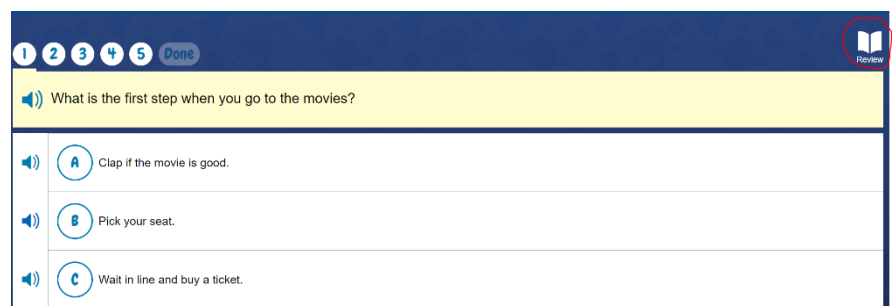


Note: If you would like to switch to a reading level different from the range you originally chose, log out and switch to a different reading level.

5. There are 3 icons below the books: Tap the MIDDLE icon (a book) to read the book. The headphones icon allows the student to listen to the book. The question icon takes you to the quiz.



6. The quiz is used to check for comprehension. If the student needs to go back to the book to find the answer, they can tap on the Review icon at the top right corner.



WORKING ON COMPREHENSION

Comprehension Questions

Meaning and comprehension are the goals of reading. Instead of focusing on missed words, focus on your student's overall understanding of the text.

Try some of these comprehension questions:

1. From looking at the cover and flipping through the pages, what do you think this book will be about? (Make predictions about characters, setting, events, and problem/conflict)
2. Have you read any other books that remind you of this one? (Make connections)
3. Have you had any experiences like the characters? (Make connections)
4. What 3 words describe the main character?
5. Can you think of a different ending for this story?
6. Would you recommend this book to someone? Why or why not?
7. Retell the story: beginning, middle and end. (Sequencing)
8. What lesson can you learn from the story?
9. Do you know what that word means? (Vocabulary focus is important.)
10. What do you think will happen next? What makes you think that? (Predicting)

READING STRATEGIES

Strategies for when your student comes to a word they don't know:

When your student comes to a word that they don't know, it's okay to just tell them the word - this increases their comprehension and decreases their frustration.

Or, you can have your student try one of the following:

1. Think about what's happening in the story and ask what word would make sense.
2. Check the pictures for clues.
3. Break the word into chunks by taking off the beginning or ending.
4. Identify the sounds in the word and try blending them together.
5. Reread the sentence, omitting the word, to decide what word would make sense.

Strategies for when your student does not like to read:

Since most of our students are struggling readers, it's not uncommon for them to dislike reading and to try avoiding it altogether. Here are some things you can try with your student to help them gain confidence and a love for learning:

1. Read to your student. By reading to them you're allowing them to relax and enjoy a book. You can then talk about the book and ask comprehension questions without their reading fluency getting in the way of their understanding.
2. Give your student choices! Let them choose a book that interests them. Give them options for how you will spend your reading time.
3. Take turns reading pages. This allows them to get some reading practice in, while also taking some of the pressure off.
4. Choose an easier book. It's okay to choose books lower than your child's grade level to help them gain confidence. As you notice their confidence and abilities increasing, then move up to the next level.
5. Read aloud together while moving your finger along under the words as you both read. As the student gains confidence, turn your voice off and let them read as long as they are comfortable.

QUESTIONS TO ASK BEFORE, DURING, AND AFTER READING

General Questions to Get Started:

1. While looking at the book cover, what do you think the book is about?
2. Is the book a fiction or nonfiction book?
3. Can you tell who the main character will be?
4. Does the title give a clue as to what the story is about?

Setting

1. Where does the story take place?
2. When does the story take place?
3. Could the story take place in this world?
4. How did the author describe the place?
5. What could you see, feel, hear, smell, as you read?
6. How much time passes in the story?
7. How is the setting like a place that you know?
8. Does the time or place affect the characters or plot of the story?
9. Would you want to visit the place the character lives?

Characters

1. Do you think each character will change in the story?
2. How is a character like you?
3. How would you like to be like a character?
4. How are you different than the character?
5. How would you like to be different than the character?
6. What caused the character to make the decision they did?
7. Could this happen in real life?
8. Could this happen in your life?
9. What scene did you like best?
10. How did the character show (kindness, fairness, ...)
11. What would you like to ask the character?
12. Is the way the character lives different than the way you live?
13. What do you think about that difference?
14. Who is the most important character? Why?
15. What character is the nicest? Why?
16. What character is the bravest? Why?
17. Which character taught you the most? Why?
18. How do the characters change? Why?
19. Which characters don't change?
20. What did you learn from a character in the story?
21. How did the characters feel about each other? Why?

Plot

1. How did the author begin the story? How did the author cause you to read more?
2. What is the main problem in the story? How did/do you think it would/will be solved?
3. What challenges do the characters meet in the story? How do they handle them?
4. What do you think is the most important part of the book/chapter?
5. What is the climax of the story?
6. What are the major events in the story?
7. How predictable is the ending of the story?
8. Would you have ended it the same? Why or why not?
9. What clues did the author provide about the ending?
10. What do you think will happen next in the story or after the story?
11. What do you think will happen to the characters in the story?
12. Could the story really happen? Why or why not?
13. What does the author do to make the story seem realistic?
14. How was the plot resolved?
15. What is the shortest summary you can create for the story?
16. What are the most important events in the story? Why do you believe they are important?
17. What would you like to ask the author?
18. What could have happened differently?

Theme

1. What is the author's message?
2. What is the story about?
3. Is the title appropriate? Why?
4. Why did the author write this story?

Vocabulary

1. What are some interesting words, phrases, and sentences?
2. What words created a feeling or picture in your mind? Describe the feeling or picture.
3. Discuss new words you find in your reading. What does the word mean? How is the new word pronounced? Keep a list of the new words you learn.

Author Illustrator

1. Would you read other books by this author? Why or why not?
2. What other books might this book have caused you to read?
3. Did the author keep you interested? Why or why not?
4. Why did the author choose the title"? Would you choose the same? If not why not? If yes, why yes?

Personal Connection

1. How does the story make you feel?
2. Does the book remind you of another?
3. Do any of the characters remind you of someone in real life?
4. What does this story make you wonder about?
5. What surprised you?

WORD WORK AND SPELLING ACTIVITIES TO DO WITH YOUR STUDENT

Letter Learning Activities

- Play Go Fish – pass out all the letters. Make pairs of letters by asking, “Do you have a letter that says,” _____”
- Memory – Match lower case letters with upper case letters. When a match is made say the sound/s the letter makes.

Sight Word Activities

- Flash Cards – Make flash cards using the high frequency word lists that are listed on www.whizkidstutoring.com, tutoring resource page under reading. Or keep track of single syllable words your student can’t read and use those words on flash cards.
- White Board – Use a white board to write words for your student to read.
- Memory Match – Make two cards for each word using your student’s spelling or sight words. Place the cards face down in a random order. Take turns turning two cards over as you both try to find matching cards. It’s best to use about 10-12 words for a total of 20-24 cards. Index cards work great for this.

Spelling/Word Building Strategies

- Hangman – Using your student’s spelling words, take turns being the guesser. Give your student clues like, “It’s a two syllable word.” or “There’s a long vowel sound.”
- Word Scrabble – Start with a word and ask your student to make 5 different words by changing one letter in the word. Ex. Sat: fat, cat, mat, rat, bat
- Make New Words – Write a multisyllable word on the white board. Race one another to see how many words you can make using the letters in the one word.
Ex. Vacation: cat, in, tin, tan, ton, action, etc.
- Letter Game – What things can you think of that start with A, B, C...
- Rhyming Game – What rhymes with _____? Ex. bat – hat, ball – fall
- Word Building – Use the letters in the Word Building Set at your site for this activity. This activity is explained on the following pages.

Word Building Activity Explained:

1. Dump the letters from the Word Building bag onto the table.
2. Choose one of the master words from the word list. In a mixed order, call out the letters of that master word, one at a time. As you call out a letter, have your student find that letter. After all the letters of your master word are found, put the other letters back into your bag and review the master word letters name and sound.
3. Begin building the smallest words in your list (a two or three letter word). Say, "Looking at the letters, what 3 letters would spell _____." After the child picks the correct 3 letters, pronounce the word as you stretch out the sounds. (Ex. rrrrr – eeee - dddd, red)
4. Next say, "Now, what letter do we need to change in order for the word to be _____." Continue like this while you make 4-6 new words. Let your student move the letters as you give the directions to build words.
5. As you continue building, the words will become longer and harder and require more moving of the letters to form the new words.
6. Before spelling the final word that uses all the letters, see if your student can guess what the master word is.

Master Words

Word Builders to Master

bridges	red	bed	dig	rig	ride	side	bride	brides	bridge	bridges
camera	am	ram	ear	ace	race	car	care	came	camera	
candles	an	can	and	sand	land	dance	dances	candle	candles	
cassette	as	at	cat	ate	sat	set	seat	east	test	taste
	tease	cassette								
chairs	as	is	his	has	car	scar	ash	cash	crash	air
	hair	chair								
chapter	at	eat	art	heart	cart	each	teach	peach	reach	chapter
chickens	is	his	hen	neck	sick	chick	check	chickens		
clouds	so	cold	scold	cold	could	cloud	clouds			
computer	to	toe	top	mop	cop	cot	pot	tore	more	come
	comet	compute		computer						
counted	on	no	not	dot	cot	cut	cute	nut	note	noted
	count	counted								
country	rut	cut	nut	torn	corn	corny	court	count	county	
	country									
dinner	in	end	den	red	rid	ride	nine	dine	diner	dinner
dreams	am	ram	arm	mad	made	read	dear	smear	dream	dreams

earrings	air	are	ear	ran	rang	ring	sing	rain	gain	grain
	singer	earring	earrings							
friends	in	fin	sin	sir	fir	fire	fine	find	fried	fries
	friend	friends								
goldfish	old	hold	oil	soil	fish	dish	fold	sold	gold	fold
	holds									
helping	hen	pen	pig	pin	pie	lie	line	pine	help	helping
jumping	up	pun	pug	mug	gum	jump	jumping			
monkeys	no	so	son	one	yoke	smoky	smoke	monkey	monkeys	
monster	so	no	not	ton	tone	stone	monster			
muffins	is	in	fin	fun	sun	sum	sniff	muffin	muffins	
peanuts	as	an	at	eat	tea	pat	tap	set	pet	net
	nets	neat	tape	paste	peanut	peanuts				
plants	an	at	sat	pat	pet	set	net	tan	pan	plan
	pale	peal	seal	plate	planet	planets				

WRITING ACTIVITIES TO DO WITH YOUR STUDENT

- **Passing Notes** – Have a written conversation with your student, passing the paper or white board back and forth without speaking.
- **Articles from Headlines** – Find and print an interesting headline (or make one up) and ask your student to write a short article based on it.
- **Write a Letter** – Have your student choose a celebrity, family member, or friend to write a letter to.
- **Photo Prompts** – Bring in a picture and have your student write a story about what’s going on in the picture.
- **Dear Future Me** – Have your student write a letter to their future self.

READING RESOURCES AT EACH SITE

Below is a list of reading resources available to use at your site with your student:

- Leveled Books A-Z
- Word Building Sets – 3 per site
- Sight Word Bingo
- Story Cubes
- White Boards
- Dry Erase Markers