

## LEVELS ARE A TEACHER'S TOOL

*Levels have a critical role in the hands of*

*teachers who understand their complexity and use them to make good decisions in instruction. Fountas and Pinnell believe that levels have no place in classroom libraries, school or public libraries, on report cards or in conversations with parents/caretakers. It is, however, important for educators to communicate with parents about their child's progress without relying on levels. Advocating for the appropriate use of levels in our schools and within our classrooms is both a challenge and an opportunity.*

**NOT A CHILD'S LABEL**

## 5 TIPS TO COMMUNICATE STUDENT PROGRESS AND SUPPORT LITERACY LEARNING AT HOME

### 1. Share Student Reading and/or Writing About Reading

Share a book the child was reading at the beginning of the year vs. a book that the child is reading later in the year and talk through some of the text characteristics of each book so parents can see that difficulty is increasing. Show samples of the child's thinking about books from their Reader's Notebooks.

### 2. Communicate Progress and Support

Use appropriate, everyday language that parents can understand. For example, "your child is reading at a level that is about what we would hope for at this point in time in this grade," or "your child is not yet reading at a level that we would hope he would be reading at, but we are supporting your child in these ways," etc.

### 3. Talk About the Child's Engagement with Reading

Share how many books the child has read, what his tastes are, whether the child is putting in a lot of effort or showing initiative.

### 4. Encourage Talk About Books

A child's talk reflects his thinking. Encourage parents to engage children in talk about the books they read together. Guide talk about what interests their children, what authors/illustrators they love, or simply initiate everyday conversation about books.

### 5. Visit the Library Together

Discover new books or reread old favorites together! Encourage authenticity. Remind parents that children need to choose books in a way that all readers do – books that interest and engage them.



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