

Parent Tips for Reading at Home

<http://www.pbs.org/launchingreaders/parenttips.html>

- **Read together every day.** Make this a warm and loving time.
- **Give everything a name.** You can play games that involve naming or pointing to objects.
- **Read with fun in your voice.** Use different voices for different characters. Have fun!
- **Be interactive.** Discuss what's happening, point out things on the page, ask your child questions.
- **Read it again and again!** Research shows that repeated reading builds language skills.
- **Talk about writing too.** When looking at a book together, point out how we read from left to right and how words are separated by spaces.
- **Talk about print everywhere.** Talk about written words you see in the world around you and respond with interest to your child's questions about words. Ask him or her to find a new word every time you go on an outing.



Looking Forward...

What are characteristics of Level C and D Readers?

At levels C and D, readers follow simple stories of fiction and fantasy and easy informational texts. They can track print with their eyes (not pointing) over two to six lines per page. They notice and use punctuation. The core of high frequency words is expanding. Readers consistently monitor their reading and cross-check one source of information with another.

What are characteristics of Level C and D Texts?

Books at Levels C and D are simple narratives with several episodes (usually similar or repetitive). Most concepts supported by pictures. Books at these levels have amusing one dimensional characters, simple dialogue, and a simple sequence of events. Almost all vocabulary is familiar to children and is likely to be used in oral language. Word meanings are usually illustrated by the pictures.

Reading text at increasingly higher levels is an expectation of the Common Core State Standards. "Common standards ensure that every child across the country is getting the best possible education, no matter where a child lives or what their background is. The common standards will provide an accessible roadmap for schools, teachers, parents and students, with clear and realistic goals."

-Gov. Roy Romer, Senior Advisor, The College Board

"Children are made readers on the laps of their parents."
~ Emilie Buchwald

A Parents' Guide to Guided Reading Levels A and B

"Parents are a child's first and most important teacher."
~Ran and Ramey



Parents' Guide to Guided Reading Levels A and B

What are Guided Reading Levels?

Guided Reading is a highly effective form of small-group instruction. Based on assessment, the teacher brings together a group of readers who are similar in their reading development. The teacher supports the reading in a way that enables students



to read a more challenging text with effective processing. Guided Reading Levels reflect a continuum of levels from A-Z (grades K-8). Teachers continuously progress monitor students to see how they're moving along the reading continuum.

Young readers must spend time interacting with texts that are "Just Right" for them.

What are characteristics of Level A and B Readers?

At levels A and B, readers are learning how print works, particularly developing the concepts of left to right directionality. Readers may recognize repeating language patterns in texts that have very simple stories. It is very important that they begin to self monitor their reading and attempt to self-correct as they notice mistakes. They are beginning to develop a core of simple high frequency words.

What are characteristics of Level A and B Texts?

Books at Levels A and B are usually simple texts with stories carried by pictures. The content is easy and familiar (family, pets, play, school). The characters are mostly nameless and flat. These texts have repeating language patterns (simple three to seven words in a sentence). They have familiar settings close to children's experiences. They consist of short predictable sentences that are close to oral language.

Books Kids Love

Level A

Autumn Leaves by Gail Saunders-Smith

The Berenstain Bears in the House of Mirrors by Stan & Jan Berenstain

Cars by Gail Saunders-Smith

Count and See by Tana Hoban

Do You Want to Be My Friend? by Eric Carle

Growing Colors by Bruce McMillan

Look what I Can Do by Jose Aruego

My Book by Ron Maris

My Class by Lynn Salem

What Do Insects Do? by Susan Canizares

Level B

Cat on the Mat by Brian Wildsmith

Chickens by Peter Brady

Fun with Hats by Lucy Malka

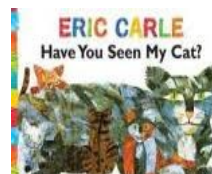
Hats around the World by Liza Charlesworth

Have You Seen My Cat? by Eric Carle

Have You Seen My Duckling? by Nancy Tafuri

The Headache by Rod Hunt

Mrs. Wishy-washy by Joy Cowley



Aiming Higher

As with anything, the only way to get better is to practice. Young readers need to spend time with just right books every day. They need to hear their parents reading out loud to them as they look at the text on the page and begin to make sense of the emerging language patterns. Moving your child along the guided reading continuum can be accomplished with consistent practice and meaningful text-based discussions at home.

Conversation Starters

- What do you think might happen next? Why do you think so?
- Does this story remind you of anything that's ever happened to you? Tell me about it.
- Does this story remind you of any other books? What do you notice that is the same?
- What do you already know about this topic?
- What did you learn by reading the book and looking at the pictures?
- How is the character feeling? How can you tell?
- Can you find clues in the pictures that might help us figure out how the character is feeling?
- Do you think this is a good book? Why do you think so?



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- **Say silly tongue twisters**—Sing sings and read rhyming books. These help kids become sensitive to the sounds in words.
- **Play with puppets**— Play rhyming games with puppets. Have the puppet say something like, "Hi, My name is Mark. I like words that rhyme with my name. I'm going to say some words and I want you to tell me if they rhyme with Mark, okay?" "Does park rhyme with Mark? Does ball rhyme with Mark Does shark rhyme with Mark" Wait for your child to answer yes or no after each question.
- **Play sound games**— Give your child practice blending individual sounds into words. For example, ask "Do you know what the word is? m-o-p?" Say the sound each letter makes rather than the name of the letter. Hold each sound longer than you normally would. This will help your child recognize the different letter sounds.



Looking Forward...

What are characteristics of Level E,F,G,H Readers?

At levels E,F,G,H, readers encounter a wider range of texts and continue to internalize knowledge of different genres. They are still reading texts with three to eight lines of print per page, but print size is slightly smaller and there are more words on a page. With early reading behaviors completely under control and quick and automatic recognition of a large number of high-frequency words, they have attention to give to slightly more complex story lines and ideas.

What are characteristics of Level E,F,G,H Texts?

Books at Levels E,F,G,H have accessible content that expands beyond home, neighborhood, and school. They start to introduce some content specific words which are explained and illustrated in the story. The stories become longer and there is less repetition. Illustrations are important at these levels. The pictures support interpretation, enhance enjoyment, and set the mood of the story.

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A Parents' Guide to Guided Reading Levels C and D

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Books Kids Love

Level C

All Fall Down by Brian Wildsmith

Baby Says by John Steptoe

Boats by Gail Saunders-Smith

Brown Bear, Brown Bear by Bill Martin

Cars by Gail Saunders-Smith

Costumes by Lola Schaefer

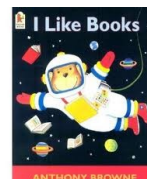
Eating Apples by Gail Saunders-

Trucks by Gail Saunders-Smith

Up Went the Goat by Barbara Gregorich

What a Tale! by Brian Wildsmith

What's for Lunch? by Eric Carle



Level D

A Dog Called Mischief by Leslie Wood

Frogs by Gail Saunders-Smith

The Good Bad Cat by Nancy Antle

Guinea Pigs by Martha Rustad

Horses by Martha Rustad

I Like Books by Anthony Browne

Ice Is... Whee! by Carol Greene

One Happy Classroom by Charnan Simon

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- **Watch My Lips**— *This may feel odd at first, but encourage your child to watch your lips and mouth while you make certain sounds. Have your child think about how his/her own lips and tongue move. You can say something like, "Can you feel how your mouth moves the same way at the beginning of the words mouse, mom, and man? Watch my mouth while I say them." Remember to make just one m sound that you hold for longer than you normally would.*
- **Read it and Experience it**— *Help your child make the connection between what he/she reads in books and what happens in life. If you're reading a book about animals, for example, relate it to last month's trip to the zoo.*
- **Let your child choose**—*Give your child the chance to pick his/her own books. Letting children choose their own books nurtures independence and their own interests.*
- **Trace and say letters**— *One way to help your child learn letters sounds is to have him/her use a finger to trace a letter while saying the letter's sound at the same time. You can do this on paper or in a sandbox or on a plate filled with sugar. Involving touch, sight, and speech in this way has a powerful effect on learning.*



What are characteristics of Level I and J Readers?

At levels I and J, readers are able to automatically recognize a large number of words, and can quickly apply word-solving strategies to multi-syllable words with inflectional endings, prefixes, and suffixes. They read a wide range of plurals, possessives, and contractions. In oral reading they use appropriate rate, word stress, intonation, and phrasing. They recognize and use a wide variety of punctuation.

What are characteristics of Level I and J Texts?

Books at Levels I and J include short informational texts on familiar topics, short fiction texts, and longer illustrated narratives that have short chapters. In fiction, characters generally do not change since the plots are relatively simple and texts are not long. Very simple biographies are introduced at these levels.

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A Parents' Guide to Guided Reading Levels E,F,G,H

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Parents' Guide to Guided Reading Levels E,F,G,H

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Books Kids Love

Level E

My Five Senses by Alik

The Nose Book by Al Perkins

Oh a Hunting We Will Go by John Langstaff

Oh No Otis! by Julie Frankel

Oh, Cats! by Nola Buck

Out the Door by Catherine Matthias

The Pet that I Want by Mary Packard

Purple Is Part of a Rainbow by Carol Kowalczyk

Sharks by Martha Rustad

Sweet Potato Pie by Anne Rockwell

Level F

Itchy Itchy Chicken Pox
by Grace MacCarone

Just Like Daddy by Frank Asch

Koalas by Gail Saunders-Smith

The Lady with the Alligator Purse by Nadine Westcott

Lightning Liz by Larry Brimmer

The Lion and the Mouse by Gail Herman

Manatees by Martha Rustad

Maple Trees by Marcia Freeman

Marmalade's Nap by Cindy Wheeler

"Pardon?" said the Giraffe by Colin West



Kids love amusing and engaging characters!

Books Kids Love

Level G

One Monday Morning by Uri Shulevitz

P.J. Funnybunny Camps out by Marilyn Sadler

Sam the Garbage Hound by Charnan Simon

Scorpions by William Ripple

The Secret Code by Dana Rau

Sheep in a Jeep by Nancy Shaw

Shhhh! by Suzy Kline

Snail Saves the Day by John Stadler

The Snow by John Burningham

Spiders and Their Webs by Linda Tagliaferro

Level H

Allosaurus by Helen Frost

American Mastodon by Carol Lindeen

Bruises by Sharon Gordon

Captain Cat by Syd Hoff

Chinese New Year by Lola Schaefer

The Clubhouse by Anastasia Suen

Come out and Play, Little Mouse by Robert Kraus

Come! Sit! Speak! by Charnan Simon

Dump Trucks by Linda Williams

Eating Fractions by Bruce McMillan

Goodnight, Moon by Margaret Wise Brown

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- **Don't leave home without it—** Have your child bring a book or magazine any time you'll have to spend time waiting, such as a to a doctor's or dentist's office. Fit in reading every chance you get!
- **Once is not enough** — Encourage your child to re-read favorite books and poems. With repeated readings, he or she should be able to read more quickly and accurately.
- **Pick books that are at the right reading level** —Help your child choose reading materials that are not too difficult. The goal is to give your child lots of successful reading experiences. Sometimes, slow readers will choose overly difficult books to "save face" and then are unable to actually read them.
- **Dig deeper into the story—** Ask your child about the story you've just read together. Try questions that require your child to draw conclusions. Say something like, "Why do you think Clifford did that?" A child's involvement in retelling a story or answering questions goes a long way toward developing his or her comprehension skills.



Looking Forward...

What are characteristics of Level K,L,M Readers?

At levels K,L,M, readers know the characteristics of a range of genres. They can process sentences that are complex, contain prepositional phrases, introductory clauses, and lists of nouns, verbs, and adjectives. Word-solving is smooth and automatic in both silent and oral reading. They read silently and independently. In oral reading, they demonstrate all aspects of smooth, fluent processing.

What are characteristics of Level K,L,M Texts?

Books at Levels K,L,M can be fiction chapter books, longer series books, and mysteries. Fiction narratives are straightforward but have elaborate plots and multiple characters that develop and show some change over time. Texts at this level also include shorter non-fiction texts mostly on single topics.

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A Parents' Guide to Guided Reading Levels I and J

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Books Kids Love

Level I

Noisy Nora by Rosemary Wells

The Planets by Martha Rustad

The Quilt by Ann Jonas

A Rainbow of My Own by Don Freeman

Reflections by Ann Jonas

Silly Times with Two Silly Trolls by Nancy Jewell

Small Pig by Arnold Lobel

Spooky Riddles by Marc Brown

The Story of Chicken Licken by Jan Ormerod

There's a Nightmare in My Closet by Mercer Mayer

The Very Busy Spider by Eric Carle

Level J

Addie's Bad Day by Joan Robins

Allie's Basketball Dream by Barbara Barber

Amazing Grace by Mary Hoffman

Aunt Eater mystery series by Doug Cushman

The Best Nest by P.D. Eastman

Blackboard Bear by Martha Alexander

Booker T. Washington by Lola Schaefer

Bringing the Rain to Kapiti Plain by Verna Aardema

Camp Big Paw by Doug Cushman

The Cat in the Hat by Dr. Seuss



Kids connect to the familiar struggles of characters close to their same age.

Aiming Higher

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Conversation Starters

- How do you think the story will end? Can you find clues to support your prediction?
- How have your ideas changed after reading the story?
- What do you know about the character? What evidence supports your thinking?
- What is the problem in the story? How is it solved?
- How do the pictures extend the meaning of the story?
- How could the characters have behaved differently in the story?
- What this story interesting, funny, scary, or exciting? Why do you think so?



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- **Take control of the television—** Encourage reading as a free time activity, and set limits on the amount of time your child spends watching television or playing video games. It's difficult for reading to compete with these distractions, especially when a child is still struggling to read fluently.
- **Play word games —** Use a dry erase board to play word games with your child. First, write out a word like *mat*. Then change the initial sound. Have your child sound out the word when it becomes *fat* and then when it becomes *sat*. Next change the final sound, so the word changes from *sat* to *sag* to *sap*. Then change the middle sound, so the word changes from *sap* to *sip*. Make a game of it!
- **I read to you, you read to me—**Have your child read aloud to you every day. You can take turns—you read one page and your child the next. It's just another way to enjoy reading together.
- **Punctuate your reading.?! -** When you read aloud, read with expression. Discuss how punctuation on a page represents ways of speaking. You can say, for example, "When we talk, we usually pause a little bit at the end of a sentence. The way we show this pause in writing is to use a period."



Looking Forward...

What are characteristics of Level N,O,P,Q Readers?

At levels N,O,P,Q, readers are able to understand abstract and mature themes and take on diverse perspectives and issues relating to race, language, and culture. Readers solve new vocabulary words, some defined in the text and other unexplained. They can read and understand descriptive words, some complex content-specific words, and some technical words.

What are characteristics of Level N,O,P,Q Texts?

Books at Levels N,O,P,Q include mysteries, series books, books with sequels, or short stories. They include chapter books and shorter fiction and informational texts. Some non-fiction texts provide information in categories on several related topics, and readers can identify and use underlying structures (description, compare/contrast, sequence, problem/solution, and cause and effect).

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A Parents' Guide to Guided Reading Levels K,L,M

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Parents' Guide to Guided Reading Levels K,L,M

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Books Kids Love

Level K

Harold and the Purple Crayon by Crockett Johnson

Here Comes the Strikeout by Leonard Kessler

Hooray for the Golly Sisters by Betsy Byars

Ibis: a True Whale Story by John Himmelman

If You Give a Mouse a Cookie by Laura Numeroff

Is Your Mama a Llama? by Deborah Guarino

Jamaica and Brianna by Juanita Havill

Jamaica's Find by Juanita Havill

John F. Kennedy by Judy Emerson

The Know-Nothings by Michelle Spirn

A Letter to Amy by Ezra Jack Keats

Level L

Alexander and the Wind-up Mouse
by Leo Lionni

Amanda Pig and Her Big Brother Oliver by Jean van Leeuwen

Amelia Bedelia series by Peggy Parish

Animal Tracks by Arthur Dorros

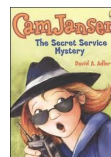
Astronauts by Tami Deedrick

Beans on the Roof by Betsy Byars

The Best Worst Day by Bonnie Graves

Cam Jansen series by David Adler

Horrible Harry series by Suzy Kline



Kids love to follow characters through a series of short chapter books.

Books Kids Love

Level M

The Adventures of Ratman by Ellen Weiss

Aliens for Breakfast by Jonathan Etra

Antarctica by Katie Bagley

The Art Lesson by Tomie dePaola

Arthur and the Lost Diary by Marc Brown

Arthur Makes the Team by Marc Brown

Aunt Flossie's Hats by Elizabeth Howard

Bailey School Kids series by Debbie Dadey

Blue Ribbon Blues by Jerry Spinelli

Blueberries for Sal by Robert McCloskey

Chicken Soup with Rice by Maurice Sendak

Chicken Sunday by Patricia Polacco

The Littles series by John Peterson

Magic Treehouse series by Mary P. Osborne



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- **Tell family tales** — Children love to hear stories about their family. Tell your child what it was like when you or your parents were growing up, or talk about a funny thing that happened when you were young.
- **Create a writing toolbox** — Find a special box and fill it with drawing and writing materials. Think of everyday opportunities for your child to write—the family shopping list, thank-you notes, birthday cards, or sign on the bedroom door.
- **Be your child's #1 fan**—Show interest in your child's homework and writing assignments. Ask your child to read out loud what he or she has written. Be an enthusiastic listener.
- **Create a book together**— Make a handmade book together by folding pieces of paper in half and stapling them together. Your child can write his or her own story, with different sentences on each page. Ask your child to illustrate the book with his/her own drawings.
- **Do storytelling on the go**— Take turns adding to a story the two of you make up while riding in the car. Either one of you could start. Try making the story funny or spooky. They will stretch the imagination and foster a love for stories, It's fun too!



Looking Forward...

What are characteristics of Level R,S,T Readers?

At levels R,S,T, readers will process the full range of genres. They use text features to support comprehension. Readers understand perspectives other than their own, and understand settings and people far distance in time and space. They can take apart multisyllabic words and use a full range of word solving strategies. They search for and use information in an integrated way, using complex graphics and texts that present content requiring background knowledge.

What are characteristics of Level R,S,T texts?

Books at Levels R,S,T are longer with many lines of print on each page, requiring readers to remember information and connect ideas over a long period of time (as much as a week or two). Complex fantasy, myths, and legends offer added challenge and an increased use of symbolism. Readers are challenged by many longer descriptive words and by technical words that require using embedded definitions and readers' tools such as glossaries.

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At levels N,O,P,Q, readers are able to understand abstract and mature themes and take on diverse perspectives and issues relating to race, language, and culture. Readers solve new vocabulary words, some defined in the text and other unexplained. They can read and understand descriptive words, some complex content-specific words, and some technical words.

What are characteristics of Level N,O,P,Q Texts?

Books at Levels N,O,P,Q include mysteries, series books, books with sequels, or short stories. They include chapter books and shorter fiction and informational texts. Some non-fiction texts provide information in categories on several related topics, and readers can identify and use underlying structures (description, compare/contrast, sequence, problem/solution, and cause and effect).

Books Kids Love

Level N

A to Z Mysteries series by Ron Roy

Abraham Lincoln: President of a Divided Country by Carol Green

Adam Joshua Capers series by Janice L. Smith

Amber Brown series by Paula Danziger

Flat Stanley by Jeff Brown

Mufaro's Beautiful Daughters by John Steptoe

My Great-Aunt Arizona by Gloria Houston

My Name Is Maria Isabel by Alma Flor Ada

Level O

The Boxcar Children series by Gertrude C. Warner

Bugs by Nancy Parker

Can't You Make Them Behave, King George? by Jean Fritz

The Case of the Dirty Bird by Gary Paulsen

Charles Lindbergh by Lucile Davis

Chocolate Fever by Robert Smith

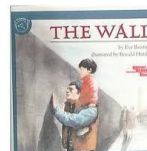
Class Clown by Johanna Hurwitz

Corn Is Maize by Aliki

The Courage of Sarah Noble by Alice Dalgliesh

Cowpokes and Desperadoes by Gary Paulsen

Davy Crockett by Kathy Feeney



Readers start to encounter more mature themes that require higher level thinking and inference.

Books Kids Love

Level P/Q

The Lotus Seed by Sherry Garland

The Magic School Bus series by Joanna Cole

Stone Fox by John R. Gardiner

Time Warp Trio series by Jon Scieszka

The Wall by Eve Bunting

Addy series (American Girls) by Connie Porter

Felicity series (American Girls) by Valerie Tripp

Tales of a Fourth Grade Nothing by Judy Blume

Charlotte's Web by E.B. White

Conversation Starters

- What do you notice about the writers' style? What evidence supports your thinking?
- Did you notice any figurative language? How did it add to enjoyment or the meaning of the text?
- What are the main idea and supporting details of the story?
- How is the setting important in the story?
- Describe the story problem and resolution.



Parent Tips For Reading at Home

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- **Make books special** — Turn books and reading into something special by taking your kids to the library, helping them get their own library card, reading with them, and buying them books as gifts. Have a favorite place for books in your home, or even better, put books everywhere!
- **Get them to read another one** — Find ways to encourage your child to keep picking up another book. You could introduce your child to a book series or to a second book by a favorite author. Ask teachers, librarians, and others for recommendations that match your child's interests and reading level.
- **Are we there yet?**—Use the time spent in the car for wordplay. You can talk about how jam means something you put on toast as well as cars tuck in traffic. How many other homonyms can your child think of? When kids are highly familiar with the meaning of a word, they have less difficulty reading it.
- **First drafts are rough**— Give your child encouragement when he or she is doing homework or a writing assignment. Remind your child that writing involves several steps like planning, composing an initial draft, revising, and final editing. No one does it perfectly the first time.



Looking Forward...

What are characteristics of Level U and V Readers?

At levels U and V, readers process the full range of genres. They automatically adjust to different genres and use genre characteristics to support comprehension. Most reading is silent; fluency and phrasing in oral reading is well established. Readers may encounter some abstract special forms of literature, such as satire.

What are characteristics of Level U and V texts?

Many books at Levels U and V focus on the problems of preadolescents. Many ideas and themes require understanding of cultural diversity and some themes present mature issues and the problems of society (e.g., racism, war). Many texts focus on human struggles (e.g., hardship, loss, economic issues). At these levels, interpretation of characters is essential to understanding the theme. The characters are multidimensional and develop over time, requiring inference to understand how and why they change. These texts employ the full range of literary devices (flashback, stories within stories, symbolism, figurative language).

Reading text at increasingly higher levels is an expectation of the Common Core State Standards. "Common standards ensure that every child across the country is getting the best possible education, no matter where a child lives or what their background is. The common standards will provide an accessible roadmap for schools, teachers, parents and students, with clear and realistic goals."

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A Parents' Guide to Guided Reading Levels R,S,T

"Parents are a child's first and most important teacher."

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martinschools.org

Parents' Guide to Guided Reading Levels R,S,T

What are Guided Reading Levels?

Guided Reading is a highly effective form of small-group instruction, Based on assessment,



the teacher brings together a group of readers who are similar in their reading development. The teacher supports the reading in a way that enables

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reflect a continuum of levels from A-Z (grades K-8).

Teachers continuously progress monitor students to see how they're moving along the reading continuum.

Young readers must spend time interacting with texts that are "Just Right" for them.

What are characteristics of Level R,S,T Readers?

At levels R,S,T, readers will process the full range of genres. They use text features to support comprehension. Readers understand perspectives other than their own, and understand settings and people far distance in time and space. They can take apart multisyllabic words and use a full range of word solving strategies. They search for and use information in an integrated way, using complex graphics and texts that present content requiring background knowledge.

What are characteristics of Level R,S,T texts?

Books at Levels R,S,T are longer with many lines of print on each page, requiring readers to remember information and connect ideas over a long period of time (as much as a week or two). Complex fantasy, myths, and legends offer added challenge and an increased use of symbolism. Readers are challenged by many longer descriptive words and by technical words that require using embedded definitions and readers' tools such as glossaries.

Books Kids Love

Level R

The Family under the Bridge by Natalie Carlson

Fig Pudding by Ralph Fletcher

Fire in the Sky by Candice Ransom

Flight by Robert Burleigh

Flying Solo by Ralph Fletcher

Freaky Friday by Mary Rodgers

Freedom Crossing by Margaret Clark

Frindle by Andrew Clements

Gentle Annie: the True Story of a Civil War Nurse by Mary Shura

The Girl-Son by Anne Neuberger

The Great Kapok Tree by Lynne Cherry

Hatchet by Brian Paulsen



Kids can relate to the adventures of Andrew Clements' characters.

Level S

Dorothea Dix: Social Reformer by Barbara Witteman

Eleanor by Barbara Cooney

The Flying Flea, Callie, and Me by Carol and Bill Wallace

Fossil Fuel Power by Josepha Sherman

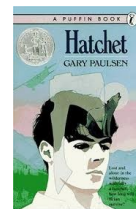
From the Mixed-up Files of Mrs. Basil E. Frankweiler by E.L. Konigsburg

Geothermal Power by Josepha Sherman

The Good Master by Kate Seredy

The Grand Escape by Phyllis R. Naylor

How Many Days to America? by Eve Bunting



Books Kids Love

Level T

The Black Stallion by Walter Farley

Blubber by Judy Blume

Bud, Not Buddy by Christopher Paul Curtis

The Burning Questions of Bingo Brown by Betsy Byars

The Children of Green Knowe by L.M. Boston

Cut from the Same Cloth by Robert San Souci

Danny, the Champion of the World by Roald Dahl

The Double Life of Pocahontas by Jean Fritz

The Forgotten Door by Alexander Key

George Washington's Socks by Elvira Woodruff

The Girl Who Chased Away Sorrow by Ann Turner

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Parent Tips For Reading at Home

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- **Different strokes for different folks —**
Read different types of books to expose your child to different types of writing. Kids love a variety of fiction and non-fiction formats including plays, chapter books, series books, books with sequels, short stories, diaries and logs, and graphic texts.
- **Talk about what you see and do —** *Talking about everyday activities helps your child's background knowledge, which is crucial to listening and reading comprehension. Keep up a running patter, for example, while cooking together; take your child someplace new and talk about what you see; or discuss the movie or television show you've just watched together.*
- **Teach your child some mind tricks—**
You can give your child tips for figuring out the meaning of what he or she reads. Show your child how to summarize a story in a few sentences, for example, or how to make predictions about what might happen next. Both strategies help a child comprehend and remember. After reading a story together, think out loud so your child can see how you summarize and predict.



Looking Forward...

What are characteristics of Level W,X,Y,Z Readers?

At levels W,X,Y,Z readers have developed knowledge of content, including scientific information and historical events and apply prior understandings in a critical way when reading fiction and nonfiction texts.

What are characteristics of W,X,Y,Z texts?

Although many texts are long and have complex sentences, they vary greatly because readers are expected to understand and respond to mature themes such as sexuality, abuse, poverty, and war. Complex fantasy, myths, and legends offer added challenge and require readers to identify classical motifs such as "the quest" and to identify moral issues. Biographies offer a range of individuals who may not be previously known to readers and may not be admirable, requiring critical thinking on the part of readers. In addition, readers will encounter abstract special forms of literature, such as satire and irony. Additional challenges may include parody, allegory, or monologue. Themes and characters are multidimensional, may be understood on many levels, and are developed in complex ways.

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A Parents' Guide to Guided Reading Levels U and V

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Parents' Guide to Guided Reading Levels U and V

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Books Kids Love

Level U

Bad Girls by Cynthia Voigt

Baseball in April and Other Stories by Gary Soto

Ben Franklin of Old Philadelphia by Margaret Cousins

The BFG by Roald Dahl

Birds of Prey by Snead Collard

Black Hearts in Battersea by Joan Aiken

The Boggart by Susan Cooper

The Book of Three by Lloyd Alexander

The Bronze Bow by Elizabeth George Speare

The Cat Ate My Gymsuit by Paula Danziger

Catherine, Called Birdy by Karen Cushman

Charley Skedaddle by Patricia Beatty

Crash by Jerry Spinelli

The Door in the Wall by Marguerite De Angeli

The Dreadful Future of Blossom Culp by Richard Peck

The Egypt Game by Zilpha Keatley Snyder

Ella Enchanted by Gail Carson Levine

The Fledgling by Jane Langton

Freedom Train by Dorothy Sterling

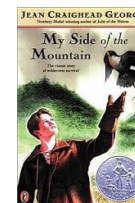
A Gathering of Days by Joan Blos

Ginger Pye by Eleanor Estes

My Side of the Mountain by Jean Craighead George

An Indian Winter by Russell Freedman

Jacob Have I Loved by Katherine Paterson



Books Kids Love

Level V

Rascal by Sterling North

So Far from the Bamboo Grove by Yoko Watkins

Sojourner Truth: Ain't I a Woman? By Patricia McKissack

Tom's Midnight Garden by Philippa Pearce

The True Confessions of Charlotte Doyle by Avi

The Twenty-One Balloons by William Pene Du Bois

Walk Two Moons by Sharon Creech

The Westing Game by Ellen Raskin

The White Mountains by John Christopher

A Wrinkle in Time by Madeleine L'Engle

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"A book is the most effective weapon against intolerance and ignorance."

~Lyndon Baines Johnson

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Books Kids Love

Level W

Eleanor Roosevelt: A Life of Discovery by Russell Freedman

Harry Potter and the Goblet of Fire by J. K. Rowling

Harry Potter and the Half-Blood Prince by J. K. Rowling

Harry Potter and the Order of the Phoenix by J. K. Rowling

Hoot by Carl Hiaasen

Hope Was Here by Joan Bauer

Missing May by Cynthia Rylant

Moccasin Trail by Eloise Jarvis McGraw

Nightjohn by Gary Paulsen

Parvana's Journey by Deborah Ellis

Level X

Make Way for Sam Houston by Jean Fritz

Matilda Bone by Karen Cushman

The Midwife's Apprentice by Karen Cushman

National Velvet by Enid Bagnold

Over Sea, under Stone by Susan Cooper

The Road to Memphis by Mildred Taylor

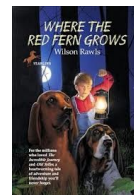
Sarah Bishop by Scott O'Dell

Seaward by Susan Cooper

Traitor, the Case of Benedict Arnold by Jean Fritz

Where the Red Fern Grows by Wilson Rawls

Zlata's Diary by Zlata Filipovic



Books Kids Love

Levels Y and Z

My Brother Sam is Dead by James and Christopher Collier

The Call of the Wild by Jack London

The Giver by Lois Lowry

Living Up the Street by Gary Soto

The Friends by Rosa Guy

The Outsiders by S.E. Hinton

Across Five Aprils by Irene Hunt

To Kill a Mockingbird by Harper Lee

Of Mice and Men by John Steinbeck

The Hobbit by J.R. Tolkien

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