

Parents Guide to Guided Reading — Levels C,D, and E

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.

What are characteristics of Level C,D, and E Readers?

At levels C, D, and E, readers follow simple stories of fiction and fantasy and easy informational texts. They can track print with their eyes over two to eight lines per page often without pointing. They notice and use punctuation. The recognition 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,D,E Texts?

Books at levels C,D, and E are simple narratives with several episodes (usually similar or repetitive). Most concepts are supported by pictures. Books at these levels have familiar content that expands beyond the home, neighborhood, and school. Texts also have some longer stretches of 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.

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



Level C

All Fall Down by Brian Wildsmith
Baby Koalas by Katie Rawa
Baby Says by John Steptoe
Brown Bear, Brown Bear by Bill Martin
Bulldozers by Cari Meister
Eating Apples by Gail Saunders
Up Went the Goat by Barbara Gregorich
What’s for Lunch? by Eric Carle
There Is a Bird On Your Head? by Mo Willems

Level D

A Dog Called Mischief by Leslie Wood
Frogs by Gail Saunders-Smith
The Good Bad Cat by Nancy Antle
I Like Books by Anthony Browne
Ice Is....Whee! by Carol Greene
One Happy Classroom by Charnan Simon
1-2-3 Peas by Keith Baker
Police Officers by Cari Meister
Should I Share My Ice Cream? by Mo Willems

Level E

Happy Pig Day by Mo Willems
My Five Senses by Aliki
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
Please Mr. Panda by Steve Anthony
Great White Sharks by Nico Barnes
Sweet Potato Pie by Anne Rockwell

Aiming Higher

As with anything, the only way to get better is to practice. Young readers need to spend time reading “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. Prompt your child to support their answers with evidence from the text.



- *What do you think might happen next? Why do you think this?*
- *What do you already know about this topic?*
- *What is the main topic of the story?*
- *What are some key details from the story?*
- *How are the characters the same as you?*
- *What punctuation did you notice on page ____? How does this help you read?*
- *What was funny in the book?*
- *Does this remind you of any other books? What do you notice is the same?*
- *Do you think this is a good book? Why or why not?*

Strategies to Help Develop Reading Skills at Home

Encourage your child to:

Notice and use punctuation.

Pay attention to who is speaking and read in the character's voice.

Use the first letter sound and pictures to solve words.

Use pictures to unlock challenges and identify characters' feelings.

Recognize whether the text is fiction or non-fiction.

Describe the differences between drawings and photographs.

Use the pictures to gather more information and predict future events.

Look for words within words to read new words.

Notice the change in setting.

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

- Emilie Buchwald

Looking Forward...



What are characteristics of Level F and G Readers?

At levels F and G, 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 F and G Texts?

Books at Levels F and G 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.



Anne Arundel County Public Schools
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"Parents are a child's first and most important teacher."
- Ran and Ramey

