

# Parents Guide to Guided Reading — Levels F and G

## 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 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.

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



### Level F

*Itchy Itchy Chicken Pox* by Grace Maccarone

*Just Like Daddy* by Frank Asch

*The Lady with the Alligator Purse* by Nadine Westcott

*Let's Count to 100* by Masayuki Sebe

*Lightning Liz* by Larry Brimmer

*The Lion and the Mouse* by Gail Herman

*Manatees* by Martha Rustad

*Marmalade's Nap* by Cindy Wheeler

*My New Friend is So Fun* by Mo Willems

*One Love* by Cedella Marley

*"Pardon?" said the Giraffe* by Colin West

*Pigeon Needs a Bath* by Mo Willems

### 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



- *What is the main topic of the story (central message or lesson)?*
- *What are 2-3 key details from the story?*
- *Based on what you know, what might happen next in the story?*
- *How are the characters the same as \_\_\_\_\_? (you, me, another character)*
- *Can you think of another book that is similar to this book? How is it the same and different?*
- *How are characters feeling in this book? How do you know?*
- *Why do you think \_\_\_\_\_?*
- *What is the genre of the book? (fantasy, informational text, realistic fiction, traditional tales)*
- *Is this book one that tells a story or one that gives information? How do you know?*
- *What was the most important part of the story? Why?*
- *How do the pictures/photographs the author used help you understand the book?*

## Strategies to Help Develop Reading Skills at Home

### Encourage your child to:

**Look ahead** to the end of a sentence for punctuation. Practice reading the sentence as a question (?), exclamation (!), or pausing appropriately (.).

**Tell** how a character is feeling during a particular point in the story and justify how they know. Pay particular attention to the pictures and the character's words to support ideas.

**Look** for "chunks" or parts of words they do know (Example: car, cart) to help them read unknown words.

**Read sound words** (onomatopoeia) the way that they sound (Example: crash, boom).

**Retell** story events using transition words like "first," "next," "then," and "last".

*"There are many little ways to enlarge your child's world. Love of books is the best of all."*

*- Jacqueline Kennedy*

## Looking Forward...



### What are characteristics of Level H and I Readers?

At levels H and I, 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 begin reading texts silently and encounter compound sentences and solve words with complex spelling patterns.

### What are characteristics of Level H and I Texts?

Books at levels H and I are mostly short (eight to sixteen pages), as well as some easy illustrated chapter books (forty to sixty pages) that require them to sustain attention and gather information over time. These texts contain long sentences of more than ten words that include prepositional phrases, adjectives, and clauses.



Anne Arundel County Public Schools  
Department of Instruction  
Elementary Reading Office

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

