

# Parents Guide to Guided Reading — Levels R,S, and 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 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 R,S, and T Readers?

At levels R, S, and T, readers will process the full range of genres. They use a variety of text features to support comprehension. Readers understand perspectives other than their own, and understand settings that are distant in time and space from their typical experiences. 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, and T texts?

Books at Levels R, S, and T are longer with many lines of print on each page, requiring readers to re-member 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 technical words that require using embedded definitions and readers' tools such as glossaries.

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



### Level R

*Alien Encounter* by Cherise Mericle Harper  
*Can You Survive the Titanic* by Allison Lassieur  
*Fig Pudding* by Ralph Fletcher  
*Freaky Friday* by Mary Rodgers  
*Freedom Crossing* by Margaret Clark  
*Hatchet* by Brian Paulsen  
*How to Steal A Dog* by Barbara O'Conner  
*Judy Moody Mood Martian* by Megan McDonald  
*Jazz* by Walter Dean Myers

### Level S

*The Beatles Were Fab* by Kathleen Krull  
*Eleanor* by Barbara Cooney  
*From the Mixed-up Files of Mrs. Basil E. Frankweiler* by E.L. Konigsburg  
*How to Eat Fried Worms* by Thomas Rockwell  
*Lincoln and His Boys* by Rosemary Wells  
*Mr. Klutz is Nuts* by Dan Gutman  
*What If You Had Animal Teeth?* by Sandra Markle

### Level T

*Amazing Football Records* by Paul Hoblin  
*The Black Stallion* by Walter Farley  
*Blubber* by Judy Blume  
*Bud, Not Buddy* by Christopher Paul Curtis  
*Danny, the Champion of the World* by Roald Dahl  
*Ellington Was Not A Street* by Ntozake Shange  
*Face to Face Animal Series* by National Geographic  
*Ghandi: A March to the Sea* by Alice McGinty



- What were the major events that led to the problem or the solution?
- How do you have a better understanding of the character or plot after reading another chapter, connected short story, or sequel?
- What caused the character to feel or act a certain way? What was the effect?
- What do you think (character) was thinking? Why?
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).



## Parental Caution!

*Books at the upper guided reading levels address sophisticated and often mature themes. Even though some accelerated readers are able to read these levels in the early grades, the content of these books may not be appropriate for very young children.*

*Always preview the books your child is reading and monitor the storyline. Our goal is not to race readers through the levels, but rather to allow advanced readers to dig more deeply into each level along the way so the books they are reading parallel their social-emotional development.*

## Strategies to Help Develop Reading Skills at Home

### Encourage your child to:

**Notice** the writer's use of symbolism.

**Recognize** the use of figurative or descriptive language (or special types of language such as irony) and talk about how it adds to the quality (enjoyment and understanding) of a text.

**Justify** predictions using evidence from the text.

**Demonstrate** changing perspectives as events in a story unfold, particularly applied to people and cultures different from the reader's own.

**Make connections** between the text and other texts that have been read or heard (particularly texts with diverse settings).

*"Today a reader,  
tomorrow a leader"*

*- Margaret Fuller*

## 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, and figurative language).



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

