

Parent Tips For Reading at Home

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

- **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).

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

**"Reading is to the mind
what exercise is to the
body."**

~ Richard Steele

A Parent's Guide to Guided Reading Levels K,L,M

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

~Ran and Ramey





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

What is Guided Reading?

Guided Reading is a highly effective form of small-group instruction developed by renowned reading researchers, Fountas and Pinnell. 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.

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

What are Guided Reading Levels?

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 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.

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 Spurr

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

