

Parent Tips For Reading at Home

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

- **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 signs 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.

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 N,O,P,Q

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

~Ran and Ramey



martinschools.org

Parents' Guide to Guided Reading Levels N,O,P,Q

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 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).



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

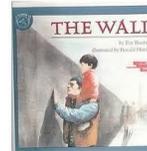
Class Clown by Johanna Hurwitz

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.

