

## Strategies to Help Develop Reading Skills at Home

### Encourage your child to:

**Interpret** the title of the text.

**Read silently** at a good rate.

**Predict** what characters may do based on their character traits.

**Identify** the problem and solution.

**Determine** big ideas or the central message.

**Summarize** ideas and tell how they are related.

**Notice** how characters change over time.

**Use** text features to gather more information.

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

*- Richard Steele*

## Looking Forward...



### What are characteristics of Level L and M Readers?

At levels L and M students begin to recognize themes across texts such as friendship, courage, and other abstract ideas. They are able to understand the perspectives of many characters. Readers are able to identify underlying structures to help navigate through the text such as compare and contrast, problem and solution, and cause and effect. They can read and understand descriptive words, some complex content-specific words, and some technical words.

### What are characteristics of Level L and M Texts?

Books at Levels L and M are mostly carried by print with few illustrations. Some abstract ideas require students to use inferential thinking to derive the meaning. The texts present multiple points of view revealed through the characters' behaviors. Text at these levels also include more complex plots with numerous episodes with time passing.

## A Parent's Guide to Guided Reading Levels J and K

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



**THE D105 DIFFERENCE**

*Adapted from  
Anne Arundel County Public Schools*

# Guided Reading — Levels J and K

## 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.

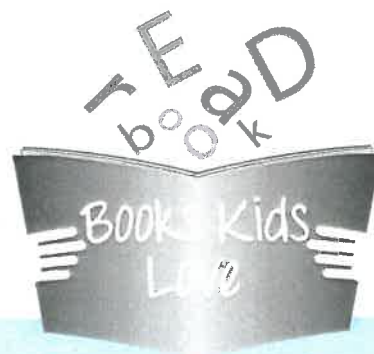
## What are the characteristics of Level J and K Readers?

At Levels J and K, readers adjust their reading strategies to process not only realistic fiction and informational texts but to read simple biographies. They process a great deal of dialogue, some of which is unassigned to a character. Children are challenged to read stories based on concepts that are distant in time and space and reflect diverse cultures.

## What are the characteristics of Level J and K Texts?

Books at Levels J and K include a wider range of genres including illustrated chapter books with multiple characters. Most fiction texts have multiple episodes related to a single plot and more complex characters. They have some figurative language and new content that children would not typically know.

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



### Level J

*Addie's Bad Day* by Joan Robins  
*Allie's Basketball Dream* by Barbara Barber  
*Amazing Grace* by Mary Hoffman  
*Aunt Eater mystery series* by Doug Cushman  
*The Best Nest* by P.D. Eastman  
*Booker T. Washington* by Lola Schaefer  
*The Boy Who Cried Bigfoot* by Scott Magoon  
*Camp Big Paw* by Doug Cushman  
*The Cat in the Hat* by Dr. Seuss  
*Francis Scott Key's Star Spangled Banner*  
by Monica Kulling

### Level K

*Click Clack Moo Cows That Type* by Doreene Cronin  
*Frog and Toad are Friends* by Arnold Lobel  
*Harold and the Purple Crayon* by Crockett Johnson  
*Japan* by Christine Juarez  
*If You Give a Mouse a Cookie* by Laura Numeroff  
*A Lesson for MLK Jr.* by Denise Lewis Patrick  
*A Letter to Amy* by Ezra Jack Keats  
*Bink & Gollie Best Friends Forever* by Kate Dicamillo  
*Is Your Mama a Llama* by Deborah Guarino  
*Fly Guy vs Fly Swatter* by Tedd Arnold  
*Zooborns* by Andrew Bleiman

## 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.



- Summarize the important events or episodes from the text in the order that they happened.
- How did characters in the story respond to major events or challenges?
- How has your thinking changed after reading?
- Do you agree or disagree with \_\_\_\_? Why?
- How did the author show \_\_\_\_?
- What caused the problem or outcome?