

Strategies to Help Develop Reading Skills at Home

Encourage your child to:

Slow down reading to problem solve or search for information, then resume normal reading pace.

Read a variety of text types (informational text, complex fantasy, science fiction, realistic fiction, biography, historical fiction, mysteries, hybrid texts)

Identify preferred types of text

Define new vocabulary words using context or outside sources

Search for information in illustrations or increasingly complex graphics

Recognize multiple points of view

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

- Richard Steele

Looking Forward...



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 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.

A Parent's Guide to Guided Reading Levels

N,O,P, and Q

"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 N,O,P, and Q

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 N, O, P, and Q Readers?

At levels N, O, P, and Q, readers are able to understand abstract and mature ideas 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, and Q Texts?

Books at Levels N, O, P, and 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).

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



Level N

A to Z Mysteries series by Ron Roy
Amazing Olympic Athlete – Wilma Rudolph by Mary Dodson Wade
Amber Brown series by Paula Danziger
Flat Stanley series by Jeff Brown
Ivy and Bean by Annie Barrows
Mufaro's Beautiful Daughters by John Steptoe
True or Fake Pets by Melvin Berger
True Story of the 3 Little Pigs by Jon Scieszka

Level O

The Boxcar Children series by Gertrude C. Warner
Frankenstein Takes the Cake by Adam Rex
Galapagos George by Jean Craighead George
Game Day by Tiki Barber
The Case of the Dirty Bird by Gary Paulsen
Chocolate Fever by Robert Smith
One Giant Leap by Robert Burleigh
The Lion's Share by Matthew McElligott
Corn Is Maize by Alike
The Courage of Sarah Noble by Alice Dalgliesh
Lou Gehrig: The Luckiest Man by David A. Adler
Stink and the Great Guinea Pig Express by Megan McDonald

Level P/Q

Abraham Lincoln by Caroline Gilpin
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



- What are the most important events in the story in order? Tell me more about them.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Show me where the problem was resolved in the story. How do you know?
- What did you learn about _____ culture in _____ text that helps you understand the culture in this text?
- How did the character solve the problem? What does that make you think about him/her?
- What does the author mean by (figurative language example; literal or nonliteral word or phrase such as "it was raining cats and dogs")?