

# Guided Reading — Levels L and M

## 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 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.

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



### Level L

*Alexander and the Wind-up Mouse* by Leo Lionni  
*If You Take a Mouse To School* by Laura Numeroff

*Tsunamis* by Mari Schuh

*Amelia Bedelia* series by Peggy Parish

*Pluto: The Dwarf Planet* by Greg Roza

*Who Invented Basketball?* by Sara Latta

*Freedom Summer* by Deborah Wiles

*Mercy Watson To the Rescue* by Kate DiCamillo

*Cam Jansen* series by David Adler

*Horrible Harry* series by Suzy Kline

### Level M

*Abe Lincoln's Hat* by Martha Brenner

*Amazing Snakes* by Sarah Thompson

*The Art Lesson* by Tomie de Paola

*Arthur* series by Marc Brown

*Aunt Flossie's Hats* by Elizabeth Howard

*I Wanna New Room* by Karen Orloff

*First Big Book of Dinosaurs* by Catherine Hughes

*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

*Volcanoes* by Emily Green

## 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.



- What are the most important events in the story?
- What was the problem in the story, and how did the characters solve it?
- What new information did you learn about \_\_\_\_?
- Based on what you know about a character, what do you think he/she will do next?
- Has the new information you read changed your thinking about the topic? How?
- Why did the character \_\_\_\_? How do you know?
- How would you feel if \_\_\_\_ happened to you? Would you do the same thing the character did?
- How does the author help you learn about \_\_\_\_?
- What did the author do to make this topic/book interesting, funny, or exciting to read about?

## Strategies to Help Develop Reading Skills at Home

### Encourage your child to:

**Identify** the problem and the solution.

**Use a table of contents** to determine what you could learn in a story.

**Use a glossary** to determine the meaning of an unknown word.

**Compare information** given in the text with information provided in text features (photographs, captions, diagrams).

**Describe** a character based on his/her actions.

**Tell** what happened first, next, then, last.

**Identify** organizational structure of the text (description, compare/contrast, problem/solution, cause/effect).

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

– Richard Steele

## Looking Forward...



### 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).

## A Parent's Guide to Guided Reading Levels **L and M**

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



**THE D105 DIFFERENCE**

*Adapted from  
Anne Arundel County Public Schools*