

## Strategies to Help Develop Reading Skills at Home

### Encourage your child to:

**Notice and follow changes** in the setting and time (often unsigned, or signaled only by dialogue).

**Use knowledge**, context clues, graphics, and other tools such as dictionaries to solve the meaning of unknown words.

**Express changes** in ideas and predictions as the story unfolds.

**Read and understand** a variety of texts in different layouts and formats such as plays, memoirs, graphic novels, newspaper articles, manuals, etc.

**Notice and interpret** figurative language (satire) and discuss how it adds to the enjoyment and understanding of the book.

*"Today a reader,  
tomorrow a leader"*

*- Margaret Fuller*

## Looking Forward...



### What are characteristics of Level W,X,Y, and Z Readers?

At levels W,X,Y,Z readers have developed knowledge of content, including scientific information and historical events and apply prior understandings in a critical way when reading fiction and nonfiction texts.

### What are characteristics of W,X,Y, and Z texts?

Although many texts are long and have complex sentences, they vary greatly because readers are expected to understand and respond to mature themes such as sexuality, abuse, poverty, and war. Complex fantasy, myths, and legends offer added challenge and require readers to identify classical motifs such as "the quest" and to identify moral issues. Biographies offer a range of individuals who may not be previously known to readers and may not be admirable, requiring critical thinking on the part of readers. In addition, readers will encounter abstract special forms of literature, such as satire and irony. Additional challenges may include parody, allegory, or monologue. Themes and characters are multidimensional, may be understood on many levels, and are developed in complex ways.



## THE D105 DIFFERENCE

## A Parent's Guide to Guided Reading Levels U and V

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



*Adapted from  
Anne Arundel County Public Schools*

# Guided Reading — Levels U and V

## 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 U and V Readers?

At levels U and V, readers process the full range of genres. They automatically adjust to different genres and use genre characteristics to support comprehension. Most reading is silent; fluency and phrasing in oral reading is well established. Readers may encounter some abstract special forms of literature, such as satire.

## What are characteristics of Level U and V texts?

Many books at Levels U and V focus on the problems of preadolescents. Many ideas and themes require understanding of cultural diversity and some themes present mature issues and the problems of society (e.g., racism, war). Many texts focus on human struggles (e.g., hardship, loss, economic issues). At these levels, interpretation of characters is essential to understanding the theme. The characters are multidimensional and develop over time, requiring inference to understand how and why they change. These texts employ the full range of literary devices (flashback, stories within stories, symbolism, figurative language).

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



### Level U

*Harry Potter and the Sorcerer's Stone* by J.K. Rowling  
*Harry Potter and the Prisoner of Azkaban* by J.K. Rowling  
*The Mysterious Benedict Society* by Trenton Lee Stewart  
*Really, Really Big Questions: about life, the universe, and everything* by Stephen Law  
*The BFG* by Roald Dahl  
*Jack's Path of Courage: The Life of JFK* by Doreen Rappaport  
*The Shakespeare Stealer* by Gary L. Blackwood  
*Inkheart* by Cornelia Funke  
*Crash* by Jerry Spinelli  
*The Door in the Wall* by Marguerite De Angeli  
*The name of this book is Secret* by Pseudonymous Bosch  
*The Egypt Game* by Zilpha Keatley Snyder  
*Three Cups of Tea* by Sarah Thompson  
*My Side of the Mountain* by Jean Craighead George  
*Jacob Have I Loved* by Katherine Paterson

### Level V

*Rascal* by Sterling North  
*Julie of the Wolves* by Jean Craighead George  
*Sojourner Truth: Ain't I a Woman?* by Patricia McKissack  
*Math Doesn't Suck* by Danica McKellar  
*The True Confessions of Charlotte Doyle* by Avi  
*The Twenty-One Balloons* by William Pene Du Bois  
*Walk Two Moons* by Sharon Creech  
*The Westing Game* by Ellen Raskin  
*A Wrinkle in Time* by Madeleine L'Engle

Talk About It!

- How are the characters or topic of the story similar to something else you have read?
- Explain \_\_\_\_\_ in your own words.
- What is the big idea/theme of the text? How do they apply to our lives today?
- Check the authenticity of the information in the text. Are social issues and cultural groups accurately represented?
- How would you feel if \_\_\_\_\_ happened to you? Would you solve the problem the same way?
- What did the author do to make the characters, topic, and/or situation more interesting?
- After reading several books from this author, what similarities do you notice about the author's writing style?



## Parental Caution!

*Books at the upper guided reading levels address sophisticated and often mature themes. Even though some accelerated readers are able to read these levels in the early grades, the content of these books may not be appropriate for very young children.*

*Always preview the books your child is reading and monitor the storyline. Our goal is not to race readers through the levels, but rather to allow advanced readers to dig more deeply into each level along the way so the books they are reading parallel their social-emotional development.*