

Dear RES Families,

November 9, 2020

We are off to a great start this year and have now finished our first quarter of school! Below you will find “A Parent Guide” to Guided Reading Levels. The first chart lists what level students should be reading at per grade level. We encourage you to look over this information and find out where your child is. Your child’s reading level will be listed on report cards that come home this week on November 10th and 11th. We want to use this opportunity to share the importance of reading with you and your family! Reading progress occurs with reading practice so it is very important to have your child read each day! Thank you for your support as we work together to help your child succeed!

-Riverheads Title 1 Reading Specialists
Tina Staton, tstaton@augusta.k12.va.us
Jessica Stephenson, jstephenson@augusta.k12.va.us

GUIDED READING LEVEL BENCHMARKS BY MONTH

	August	September	October End of 1st Quarter	November	December End of 2nd Quarter	January	February	March End of 1st Quarter	April	May
Kindergarten		A	B	B	C	C	D	D	D	D/E
First Grade	E	F	F	G	G/H	H	I	I	J	J/K
Second Grade	K	K	K	L	L	L/M	M	M/N	N	N
Third Grade	N	N	N	N	O	O	P	P	P/Q	Q
Fourth Grade	Q	Q	Q	Q/R	R	R	R/S	S	S	T
Fifth Grade	T	T	T	T	T/U	U	U/V	V	V/W	W

Source: Canady, 2016, from Fountas & Pinnell, 2014, Instructional Level Expectations for Reading

Notations for progress monitoring specific students:

- When two letters appear together (D/E), a student should be solid at the Instructional level of the first level and ready to begin the next

Guided Reading Levels A-Z, A Parent Guide

Guided Reading Level:	What does the text look like? What is the student learning?	Sample Text	Sample Book Titles	Conversation Starters with your child...
	<ul style="list-style-type: none"> *Simple words *Sentences follow a pattern *Students learn letters & sounds and that print goes from left to right. *Students use pictures to understand the text. 	We like to slide.	<p>ABC Books</p> <p><u>Mouse and Bear</u></p> <p><u>I See Bugs</u></p>	<p>What did we read?</p> <p>Make the beginning sound.</p> <p>Describe what is going on in one of the pictures.</p>
	<ul style="list-style-type: none"> *Text that contains 3-7 words that are short and predictable. *Growth continues with connections between letters and sounds. *Students recognize repeating patterns in text. 	I like to play with the ball.	<p><u>I Run</u></p> <p><u>Gorilla Games</u></p> <p><u>Frisky Wants to Sleep</u></p>	<p>Do you see any letters you know?</p> <p>What words do you recognize?</p>
	<ul style="list-style-type: none"> *Text increases to two-5 lines per page and words have easy spelling patterns. *Students begin to reread sentences to fix mistakes. *Students also begin to recognize punctuation and reflect that in their voice. 	Socks was sleeping on my chair. I said, "Wake up, Socks!"	<p><u>A Day with My Dad</u></p> <p><u>Clown & Elephant</u></p>	<p>Let's retell the story together to include what happened in the beginning, middle, and end.</p> <p>What do you think might happen next?</p>
	<ul style="list-style-type: none"> *Students begin to recognize a large number of simple words and simple high frequency words quickly. *Starts to sound out words *Longer sentences (come containing 6+ words.) 	We like our school. We like to read books. We like to write stories. We like to play ball.	<p><u>Phonics Readers Nick the fix-it</u></p> <p><u>Man MeToo! I Like Worms</u></p>	<p>Which page is your favorite?</p> <p>Let's practice sounding out the words on this page again.</p>
	<ul style="list-style-type: none"> *High frequency words with endings *Fixes mistakes *Attends to characters, setting, and events *Understands the story *Short and long vowel words *Increased attention to punctuation 	Kate played with her tooth at lunch. She wiggled it and wiggled it. "Don't wiggle your tooth," said Ben. "I want to eat my lunch."	<p><u>The Loose Tooth Curious</u></p> <p><u>George Visits the Woods</u></p> <p><u>Elephant and Piggy</u></p>	<p>What happened at the beginning, middle, and end?</p> <p>What was the most important thing the character did?</p>
	<ul style="list-style-type: none"> *Can sound out words with more than one syllable *Appropriate expression *Attends to comprehension *Compound words *Singular/plural words *Possessive nouns 	"That's Fine, " said Mom. Get your sleeping bag. I'll zip up your backpack." "Have fun," Mom said. "I will, Jim answered. But he was still a little worried.	<p><u>The Sleepover</u></p> <p><u>The Greedy Gray Octopus</u></p>	<p>Can you retell the story in the right order?</p> <p>Find the picture that describes the problem. Find the picture that describes the solution</p>

	<p>*Students read a variety of text including short chapter books, longer narratives, short fictional texts, and short informational texts.</p> <p>*Books have relatively simple plots, longer more complex sentences consisting of 10 or more words, prepositional phrases, adjectives, and compound sentences.</p> <p>*Characters are described in greater detail.</p>	<p>Simple Chapter Books</p>	<p><u>The Clifford and the Big Red Dog series</u>; <u>Baseball Ballerina Henry & Mudeg</u>; <u>Franklin series</u> <u>Little Bear Series</u> <u>Frog & Toad Are Friends</u> <u>Nate the Great</u>; <u>Fireflies</u></p>	<p>What was the problem? How was it solved?</p> <p>What was the most important event? Why is it important?</p> <p>Describe the character in the story. How did the character change?</p>
	<p>*Content requires prior knowledge.</p> <p>*Characters are more complex and memorable.</p> <p>*Texts contain multiple points of view revealed through the characters.</p> <p>*Students are noticing new words and using those in their speaking and writing.</p>	<p>Simple Chapter Books</p>	<p><u>Amelia Bedelia</u> <u>Cam Jansen</u> <u>Junie B. Jones</u></p>	<p>Can you summarize the last chapter you read?</p> <p>How is the character changing?</p> <p>Which character is more like you? Why?</p>
	<p>*Complex plots</p> <p>*Plots with time passing</p> <p>*Multiple main characters</p> <p>*Words with more than three syllables</p> <p>*Prefixes and Suffixes</p> <p>*Figurative Language</p>	<p>Chapter Books</p>	<p><u>Magic Tree House</u> <u>Geronimo Stilton</u> <u>Captain Underpants</u> <u>Encyclopedia Brown</u></p>	<p>What would happen if...?</p> <p>How is the character feeling? What is your evidence?</p> <p>Compare and contrast two or more characters or events.</p> <p>What questions did you ask yourself as you read?</p>
	<p>*Heavy content</p> <p>*Very complex plots</p> <p>*Switching from setting to setting</p> <p>*Abstract literary forms such as satire</p> <p>*More difficult themes such as war or racism</p>	<p>Longer Chapter Books</p>	<p><u>I Survived...</u> <u>Mr. Popper's Penguins</u> <u>Hank Zipzer</u> <u>Chet Gecko Mysteries</u> <u>Choose Your Own Adventure Series of Unfortunate Events</u></p>	<p>Why do you think the author wrote this?</p> <p>Can you relate to the characters and their reactions to the events? How?</p>
	<p>*May contain middle school content</p> <p>*Full range of literary devices such as irony</p> <p>*Historical events, foreign languages, classical themes</p> <p>*Multidimensional characters and themes that could be interpreted differently by different readers</p>	<p>Complex Chapter Books</p>	<p><u>Percy Jackson Series</u> <u>Harry Potter Series</u> <u>The Giver</u> <u>Hunger Games</u></p>	<p>How does the story connect to events happening in our world today?</p> <p>Did this book change the way you feel about any ideas or concepts?</p>

*Book Wizard is a great App for checking looking up a Guided Reading Level on a specific title.