

# Parents Guide to 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 Aliki*  
*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")?*

## 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.



Anne Arundel County Public Schools  
Department of Instruction  
Elementary Reading Office

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

