

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.

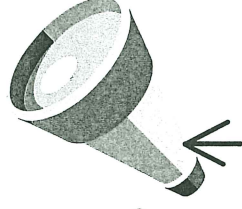
Read a variety of text types (informational text, complex fantasy, science fiction, realistic fiction, biography, historical fiction, mysteries, hybrid texts)

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



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

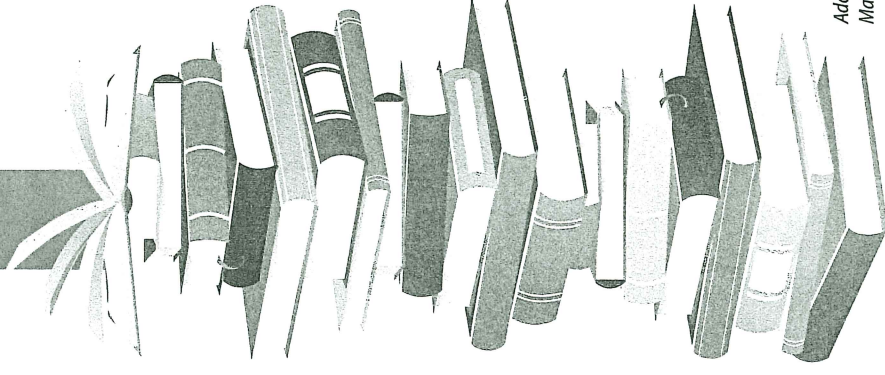
*"Reading is to the mind what
exercise is to the body."*

- Richard Steele

Parents Guide to Guided Reading Levels

N,O,P, and Q

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



Adapted from
Martin County School District

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 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

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

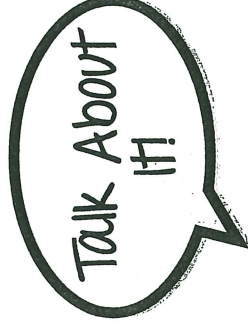
Corn Is Maize by Aiki

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



- 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")?