

Parent Tips For Reading at Home

<http://www.pbs.org/launchingreaders/parenttips.html>

- ☐ **Make books special** — Turn books and reading into something special by taking your kids to the library, helping them get their own library card, reading with them, and buying them books as gifts. Have a favorite place for books in your home, or even better, put books everywhere!
- ☐ **Get them to read another one** — Find ways to encourage your child to keep picking up another book. You could introduce your child to a book series or to a second book by a favorite author. Ask teachers, librarians, and others for recommendations that match your child's interests and reading level.
- ☐ **Are we there yet?**—Use the time spent in the car for wordplay. You can talk about how jam means something you put on toast as well as cars stuck in traffic. How many other homonyms can your child think of? When kids are highly familiar with the meaning of a word, they have less difficulty reading it.

- ☐ **First drafts are rough**— Give your child encouragement when he or she is doing homework or a writing assignment. Remind your child that writing involves several steps like planning, composing an initial draft, revising, and final editing. No one does it perfectly the first time.



Looking Forward...

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).

"The man who does not read good books has no advantage over the man who can't read."

~**Mark Twain**

"Every child should be inspired to dream and given the tools to make those dreams a reality."

~**Dr. Lillian Lowery**

MD. State Superintendent of Schools

"Today a reader, tomorrow a leader."
~ Margaret Fuller

A Parents' Guide to Guided Reading Levels R,S,T

"Parents are a child's first and most important teacher."

~**Ran and Ramey**



www.aacps.org

* Adapted from the Martin County School District

Parents' Guide to Guided Reading Levels R,S,T

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.



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

What are characteristics of Level R,S,T Readers?

At levels R,S,T, readers will process the full range of genres. They use text features to support comprehension. Readers understand perspectives other than their own, and understand settings and people far distance in time and space. 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,T texts?

Books at Levels R,S,T are longer with many lines of print on each page, requiring readers to re-member 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 symbol-ism. Readers are challenged by many longer descriptive words and by technical words that require using embedded definitions and readers' tools such as glossaries.

Books Kids Love

Level R

Allen Encounter by Cherise Mericle Harper

Albino Animals by Marie Racanellis

Can You Survive the Titanic by Allison Lassieur

Fig Pudding by Ralph Fletcher

Flying Solo by Ralph Fletcher

Freaky Friday by Mary Rodgers

Freedom Crossing by Margaret Clark

Frindle by Andrew Clements

The Great Kapok Tree by Lynne Cherry

Hatchet by Brian Paulsen

How to Steal A Dog by Barbara O'Conner

Judy Moody Mood Martian by Megan McDonald

Jazz by Walter Dean Myers

Level S

The Beatles Were Fab by Kathleen Krull

Eleanor by Barbara Cooney

From the Mixed-up Files of Mrs. Basil E. Frankweiler by E.L. Konigsburg

Honey Bee's Hive by Joyce Markovics

How to Eat Fried Worms by Thomas Rockwell

Lincoln and His Boys by Rosemary Wells

Lions by Jennifer Zeiger

Moonshot by Brian Floca

Mr. Klutz Is Nuts by Dan Gutman

What If You Had Animal Hair? by Sandra Markle

What If You Had Animal Teeth? By Sandra Markle



Kids can relate to the adventures of Andrew Clements' characters.



Books Kids Love

Level T

Amazing Football Records by Paul Hoblin

The Black Stallion by Walter Farley

Blubber by Judy Blume

Bud, Not Buddy by Christopher Paul Curtis

Danny, the Champion of the World by Roald Dahl
Ellington Was Not A Street by Ntozake Shange

Face to Face Animal Series by National Geographic

Ghandi: A March to the Sea by Alice McGinty

George Washington's Socks by Elvira Woodruff

Wings of Fire: The Dragonet Prophecy by Tui T. Sutherland

Unearthing Fossils by Tamara Orr

Sisters Grimm series by Michael Buckley

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.

