

Parent Tips For Reading at Home

[http://www.pbs.org/launchingreaders/
parenttips.html](http://www.pbs.org/launchingreaders/parenttips.html)

- **Different strokes for different folks –**
Read different types of books to expose your child to different types of writing. Kids love a variety of fiction and non-fiction formats including plays, chapter books, series books, books with sequels, short stories, diaries and logs, and graphic texts.
- **Talk about what you see and do –**
Talking about everyday activities helps your child's background knowledge, which is crucial to listening and reading comprehension. Keep up a running patter, for example, while cooking together; take your child someplace new and talk about what you see; or discuss the movie or television show you've just watched together.
- **Teach your child some mind tricks—**
You can give your child tips for figuring out the meaning of what he or she reads. Show your child how to summarize a story in a few sentences, for example, or how to make predictions about what might happen next. Both strategies help a child comprehend and remember. After reading a story together, think out loud so your child can see how you summarize and predict.



Looking Forward...

What are characteristics of Level W,X,Y,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,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.

Reading text at increasingly higher levels is an expectation of the Common Core State Standards. "Common standards ensure that every child across the country is getting the best possible education, no matter where a child lives or what their background is. The common standards will provide an accessible roadmap for schools, teachers, parents and students, with clear and realistic goals."

-Gov. Roy Romer, Senior Advisor, The College Board

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

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

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



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Parents' Guide to Guided Reading Levels U and V

What is Guided Reading?

Guided Reading is a highly effective form of small-group instruction developed by renowned reading



researchers, Fountas and Pinnell. 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.

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

What are Guided Reading Levels?

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.

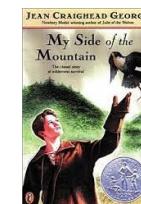
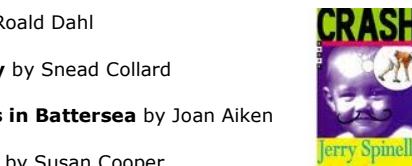
What are characteristics of Level U and V Readers?

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).

Books Kids Love	Books Kids Love
Level U	Level V
Bad Girls by Cynthia Voigt	Rascal by Sterling North
Baseball in April and Other Stories by Gary Soto	So Far from the Bamboo Grove by Yoko Watkins
Ben Franklin of Old Philadelphia by Margaret Cousins	Sojourner Truth: Ain't I a Woman? By Patricia McKissack
The BFG by Roald Dahl	Tom's Midnight Garden by Philippa Pearce
Birds of Prey by Snead Collard	The True Confessions of Charlotte Doyle by Avi
Black Hearts in Battersea by Joan Aiken	The Twenty-One Balloons by William Pene Du Bois
The Boggart by Susan Cooper	Walk Two Moons by Sharon Creech
The Book of Three by Lloyd Alexander	The Westing Game by Ellen Raskin
The Bronze Bow by Elizabeth George Speare	The White Mountains by John Christopher
The Cat Ate My Gymsuit by Paula Danziger	A Wrinkle in Time by Madeleine L'Engle
Catherine, Called Birdy by Karen Cushman	
Charley Skedaddle by Patricia Beatty	
Crash by Jerry Spinelli	
The Door in the Wall by Marguerite De Angeli	
The Dreadful Future of Blossom Culp by Richard Peck	
The Egypt Game by Zilpha Keatley Snyder	
Ella Enchanted by Gail Carson Levine	
The Fledgling by Jane Langton	
Freedom Train by Dorothy Sterling	
A Gathering of Days by Joan Blos	
Ginger Pye by Eleanor Estes	
My Side of the Mountain by Jean Craighead George	
An Indian Winter by Russell Freedman	
Jacob Have I Loved by Katherine Paterson	



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 delve more deeply into each level along the way so the books they are reading parallel their social-emotional development.