

Parents Guide to Guided Reading — Levels J and K

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 the characteristics of Level J and K Readers?

At Levels J and K, readers adjust their reading strategies to process not only realistic fiction and informational texts but to read simple biographies. They process a great deal of dialogue, some of which is unassigned to a character. Children are challenged to read stories based on concepts that are distant in time and space and reflect diverse cultures.

What are the characteristics of Level J and K Texts?

Books at Levels J and K include a wider range of genres including illustrated chapter books with multiple characters. Most fiction texts have multiple episodes related to a single plot and more complex characters. They have some figurative language and new content that children would not typically know.

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



Level J

Addie's Bad Day by Joan Robins
Allie's Basketball Dream by Barbara Barber
Amazing Grace by Mary Hoffman
Aunt Eater mystery series by Doug Cushman
The Best Nest by P.D. Eastman
Booker T. Washington by Lola Schaefer
The Boy Who Cried Bigfoot by Scott Magoon
Camp Big Paw by Doug Cushman
The Cat in the Hat by Dr. Seuss
Francis Scott Key's Star Spangled Banner
by Monica Kulling

Level K

Click Clack Moo Cows That Type by Doreene Cronin
Frog and Toad are Friends by Arnold Lobel
Harold and the Purple Crayon by Crockett Johnson
Japan by Christine Juarez
If You Give a Mouse a Cookie by Laura Numeroff
A Lesson for MLK Jr. by Denise Lewis Patrick
A Letter to Amy by Ezra Jack Keats
Bink & Gollie Best Friends Forever by Kate Dicamillo
Is Your Mama a Llama by Deborah Guarino
Fly Guy vs Fly Swatter by Tedd Arnold
Zooborns by Andrew Bleiman

Aiming Higher

As with anything, the only way to get better is to practice. Young readers need to spend time reading "just right" books every day. They need to hear their parents reading out loud to them as they look at the text on the page and begin to make sense of the emerging language patterns.

Moving your child along the guided reading continuum can be accomplished with consistent practice and meaningful text-based discussions at home. Prompt your child to support their answers with evidence from the text.



- Summarize the important events or episodes from the text in the order that they happened.
- How did characters in the story respond to major events or challenges?
- How has your thinking changed after reading?
- Do you agree or disagree with ____? Why?
- How did the author show ____?
- What caused the problem or outcome?

Strategies to Help Develop Reading Skills at Home

Encourage your child to:

Interpret the title of the text.

Read silently at a good rate.

Predict what characters may do based on their character traits.

Identify the problem and solution.

Determine big ideas or the central message.

Summarize ideas and tell how they are related.

Notice how characters change over time.

Use text features to gather more information.

Looking Forward...



What are characteristics of Level L and M Readers?

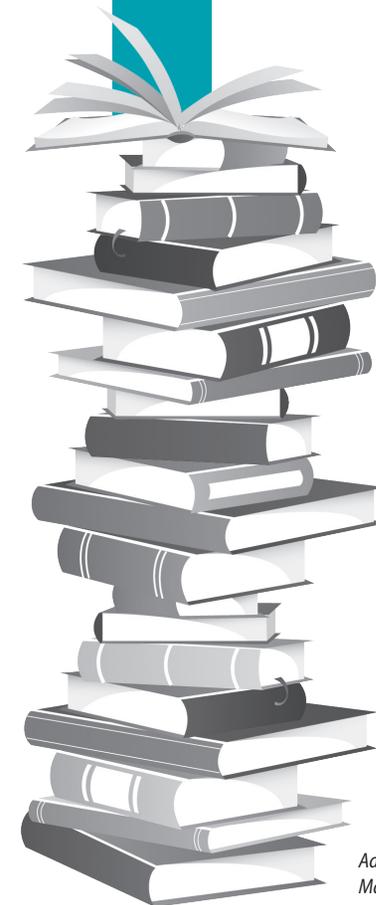
At levels L and M students begin to recognize themes across texts such as friendship, courage, and other abstract ideas. They are able to understand the perspectives of many characters. Readers are able to identify underlying structures to help navigate through the text such as compare and contrast, problem and solution, and cause and effect. They can read and understand descriptive words, some complex content-specific words, and some technical words.

What are characteristics of Level L and M Texts?

Books at Levels L and M are mostly carried by print with few illustrations. Some abstract ideas require students to use inferential thinking to derive the meaning. The texts present multiple points of view revealed through the characters' behaviors. Text at these levels also include more complex plots with numerous episodes with time passing.

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



Anne Arundel County Public Schools
Department of Instruction
Elementary Reading Office

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

- Richard Steele