

## Guided Reading: Level B

"Level B readers are learning how print works, particularly developing the concepts of left-to-right directionality across words and across lines. They are firming up voice-print match while reading texts with two or more lines of print. Readers may recognize repeating language patterns in texts that have very simple stories and focus on a single idea, as well as learn more about the distinctive features of letters and the connections between sounds and letters. It is very important that they begin to self-monitor their reading and attempt to self-correct as they notice the mismatches and begin to check one source of information against another. They are beginning to notice and use visual signposts and are expanding their core of sample high-frequency words" (Fountas and Pinnell).

### Suggested Book Titles for Independent Reading \*

TITLE	AUTHOR
<i>Autumn Leaves</i>	Saunders-Smith, Gail
<i>Cars</i>	Saunders-Smith, Gail
<i>Do You Want to Be my Friend?</i>	Carle, Eric
<i>Eating Apples</i>	Saunders-Smith, Gail
<i>Sea Shapes</i>	MacDonald, Suse
<i>The Things Birds Do</i>	Chessen, Betsey
<i>What Bears Like</i>	Cherrington, Janelle
<i>What Can I Be?</i>	Meister, Cari
<i>What Do Insects Do?</i>	Chanko, Pamela and Susan Canizares
<i>What Is an Insect?</i>	Canizares, Susan and Mary Reid

\* NOTE: Each student's *instructional reading level* is indicated on our common assessments; an *instructional reading level* is what a student can read with a bit of guidance and support. When selecting a book to be read independently (**independent reading level**), a student should choose a book **one or two letters below the instructional reading level**. The titles provided here are appropriate for independent reading at this level.

SOURCE: Pinnell, Gay S, and Irene C. Fountas. *The Continuum of Literacy Learning, Grades K-8: Behaviors and Understandings to Notice, Teach, and Support*. Portsmouth, NH: Heinemann, 2007. Print.