

## Guided Reading: Level H

"At Level H, readers encounter challenges similar to Level G, but the language and vocabulary are even more complex, the stories longer and more literary, and there is less repetition in the episodic structure. They process a great deal of dialogue and reflect it through appropriate word stress and phrasing in oral reading. Readers will find that plots and characters are more elaborate but are still simple and straightforward. They solve a large number of multi-syllable words (many words with inflectional endings), plurals, contractions, and possessives. Readers automatically read a large number of high-frequency words in order to meet the demands for more in-depth thinking and also to solve words with complex spelling patterns. In order to achieve efficient and smooth processing, readers will begin to read more new texts silently. In oral reading, they demonstrate (without pointing) appropriate rate, phrasing, intonation, and word stress" (Fountas and Pinnell).

### Suggested Book Titles for Independent Reading \*

TITLE	AUTHOR
<i>Barnyard Banter</i>	Fleming, Denise
<i>Dinosaurs, Dinosaurs</i>	Barton, Byron
<i>Freight Train</i>	Crews, Donald
<i>Harbor</i>	Crews, Donald
<i>If You Give a Pig a Party</i>	Numeroff, Laura
<i>Planes</i>	Rockwell, Ann
<i>Polar Bear, Polar Bear, What Do You Hear?</i>	Martin, Bill
<i>Spot's First Walk</i>	Hill, Eric
<i>The Ugly Duckling</i>	Zeifert, Harriet
<i>When You Were a Baby</i>	Jonas, Ann

\* 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.