

Guided Reading: Level J

"At Level J, readers process a variety of texts, including short informational texts on familiar topics, short fictional texts, and longer illustrated narratives that have short chapters. They adjust their reading strategies to process not only realistic fiction and informational texts but to read very simple biographies. In fiction, characters generally do not change very much since the plots are relatively simple and texts are not long. Readers process an increased number of longer and more complex sentences (those with more than ten words containing prepositional phrases, adjectives, clauses, and many compound sentences). Readers are able to automatically recognize a large number of words, and can quickly apply word-solving strategies to multi-syllable words with inflectional endings, suffixes, and prefixes. They can read a wide range of plurals, contractions, and possessives. In oral reading, they reflect appropriate rate, word stress, intonation, phrasing, and pausing (recognizing and using a range of punctuation). They read silently in independent reading" (Fountas and Pinnell).

Suggested Book Titles for Independent Reading *

TITLE	AUTHOR
<i>All Tutus Should Be Pink</i>	Johnson, Meredith and Sheri Brownrigg
<i>Career Day</i>	Rockwell, Ann
<i>Cow in the House</i>	Ziefert, Harriet
<i>I Just Forgot</i>	Mayer, Mercer
<i>I Want to Be an Astronaut</i>	Barton, Byron
<i>Knuffle Bunny</i>	Willems, Mo
<i>Spot's Birthday</i>	Hill, Eric
<i>Stanley</i>	Hoff, Sydney
<i>The Bookstore Ghost</i>	Maitland, Barbara and Barbara Funnell
<i>The Trek</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.