

## Guided Reading: Level K

"At Level K, readers process a wider range of genres (realistic fiction, animal fantasy, traditional literature, some simple biographies, and more informational texts). They read many illustrated chapter books (including some series books). Most fiction texts have multiple episodes related to a single plot but the demand on the reader's memory is higher than previous levels. They read about characters that change very little but are at the same time more complex; texts have multiple characters. Readers process a great deal of dialogue, some of it unassigned, and are challenged to read stories based on concepts that are distant in time and space and reflect diverse cultures. Readers solve many content-specific words and some technical words in informational texts. They automatically recognize a large number of words and quickly apply word-solving strategies to multi-syllable words with inflectional endings, and to words with suffixes and prefixes. They can read a wide range of plurals, contractions, and possessives. They read silently in independent reading, but when reading orally they demonstrate all aspects of fluent reading" (Fountas and Pinnell).

### Suggested Book Titles for Independent Reading \*

TITLE	AUTHOR
<i>Bringing the Rain to Kapiti Plain: A Nandi Tale</i>	Aardema, Verna
<i>Clifford's Family</i>	Bridwell, Norman
<i>Coyote: A Trickster Tale from the American Southwest</i>	McDermott, Gerald
<i>Don't Let the Pigeon Drive the Bus</i>	Willems, Mo
<i>Henry and Mudge (any book in the series)</i>	Rylant, Cynthia
<i>I Was So Mad</i>	Mayer, Mercer
<i>Little Bear</i>	Minarik, Else Holmelund
<i>Mouse Tales</i>	Lobel, Arnold
<i>The Mixed-Up Chameleon</i>	Carle, Eric
<i>The Snowy Day</i>	Keats, Ezra Jack

\* 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.