

Guided Reading: Level M

"At Level M, readers know the characteristics of a range of genres (realistic fiction, simple fantasy, informational texts, traditional literature, and biography). Many fiction texts are chapter books and readers are becoming interested in special forms, such as series books and mysteries. Fiction narratives are straightforward but have elaborate plots and multiple characters that develop and show some change over time. They read shorter nonfiction texts, mostly on single topics, and are able to identify and use underlying structures (description, comparison and contrast, time sequence, problem and solution, cause and effect). They can process sentences that are complex, contain prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives. Word solving is smooth and automatic in both silent and oral reading. They can read and understand descriptive words, some complex content-specific words, and some technical words. They read silently and independently. In oral reading, they demonstrate all aspects of smooth, fluent processing" (Fountas and Pinnell).

Suggested Book Titles for Independent Reading *

TITLE	AUTHOR
<i>Alexander Who Used to Be Rich Last Sunday</i>	Viorst, Judith
<i>Baseball Flyhawk</i>	Christopher, Matt
<i>Bailey School Kids (any book in the series)</i>	Dadey, Debbie
<i>Catch That Pass</i>	Christopher, Matt
<i>Freckle Juice</i>	Blume, Judy
<i>Junie B. Jones (any book in the series)</i>	Park, Barbara
<i>Lazy Lions</i>	Giff, Patricia Reilly
<i>Miami Gets It Straight</i>	McKissack, Pat
<i>My Big Lie</i>	Cosby, Bill
<i>Too Many Tamales</i>	Soto, Gary

* 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.