

Guided Reading: Level N

"At Level N, readers will process the full range of genres, short fiction stories, chapter books, and shorter informational texts; also, they read special forms such as mysteries and series books. Fiction narratives are straightforward but have elaborate plots and multiple characters who develop and change over time. Some nonfiction texts provide information in categories on several related topics, and readers can identify and use underlying structures (description, compare and contrast, time sequence, problem and solution, cause and effect). They continue to read silently at a good rate and automatically use a wide range of word-solving strategies while focusing on meaning. In oral reading, they will continue to read with phrasing, fluency, and appropriate word stress in a way that reflects meaning and recognizes punctuation. Readers will slow down to problem solve or search for information and then resume normal pace; there is little overt problem solving. They can process sentences that are complex, with prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives. They can read and understand descriptive words, some complex content-specific words, and some technical words. Word solving is smooth and automatic in both silent and oral reading" (Fountas and Pinnell).

Suggested Book Titles for Independent Reading *

TITLE	AUTHOR
<i>Aardvarks, Disembark</i>	Jonas, Ann
<i>Amber Brown Is Not a Crayon</i>	Danziger, Paula
<i>Amber Brown Wants Extra Credit</i>	Danziger, Paula
<i>Chicken Sunday</i>	Polacco, Patricia
<i>Fables</i>	Lobel, Arnold
<i>Judy Moody Declares Independence</i>	McDonald, Megan
<i>Key to the Treasure</i>	Parish, Peggy
<i>My Visit at the Zoo</i>	Aliki
<i>The Stories Julian Tells</i>	Cameron, Ann
<i>Wayside School (any book in the series)</i>	Sachar, Louis

* 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.