

## Guided Reading: Level O

“At Level O, readers can identify the characteristics of a full range of genres. They read both chapter books and shorter fiction and informational texts. Also, they read special forms such as mysteries, series books, books with sequels, and short stories. 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 can process sentences that are complex, contain prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives. They solve new vocabulary words, some defined in the text and others unexplained. 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 with little overt problem-solving; in oral reading, they demonstrate all aspects of smooth, fluent processing” (Fountas and Pinnell).

### Suggested Book Titles for Independent Reading \*

TITLE	AUTHOR
<i>Childhood of Famous Americans (any book in the series—e.g. Harry Houdini, George Washington)</i>	Various authors
<i>Flossie and the Fox</i>	McKissack, Pat
<i>Gloria’s Way</i>	Cameron, Ann
<i>Grandfather’s Journey</i>	Say, Alan
<i>Marisol</i>	Soto, Gary
<i>Pet Parade</i>	Giff, Patricia Reilly
<i>Ramona Forever</i>	Cleary, Beverly
<i>Runaway Ralph</i>	Cleary, Beverly
<i>The Bicycle Man</i>	Say, Alan
<i>Who Was...(any book in the series of biographies—e.g. Barack Obama, King Tut)</i>	Various authors

\* 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.