

## Guided Reading: Level P

“At Level P, readers can identify the characteristics of a full range of genres, including biographies on less well-known subjects and hybrid genres. They read both chapter books and shorter informational texts; also, they read special forms such as mysteries, series books, books with sequels, or short stories. Fiction narratives are straightforward but have elaborate plots and multiple characters who develop and change over time. Readers are able to understand abstract and mature themes and take on diverse perspectives and issues related to race, language, or culture. Some nonfiction texts provide information in categories on several related topics, many of which are well beyond readers’ typical experience. 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 and 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; in oral reading, they demonstrate all aspects of smooth, fluent processing with little overt problem solving” (Fountas and Pinnell).

### Suggested Book Titles for Independent Reading \*

TITLE	AUTHOR
<i>A Dinosaur Named Sue: The Find of the Century</i>	Robinson, Fay
<i>Baseball Card Adventures (any book in the series)</i>	Gutman, Dan
<i>Magic School Bus (any book in the series)</i>	Cole, Joanna
<i>Mrs. Frizzle’s Adventure: Imperial China</i>	Cole, Joanna
<i>Mrs. Katz and Tush</i>	Polacco, Patricia
<i>Scraps of Time (any book in the series)</i>	McKissack, Pat
<i>The Wreck of the Zephyr</i>	VanAllsburg, Chris
<i>The Boy and the Ghost</i>	SanSouci, Robert D.
<i>Two Bad Ants</i>	VanAllsburg, Chris
<i>Time Warp Trio (any book in the series)</i>	Scieszka, Jon

\* 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.