

Guided Reading: Level R

"At Level R, readers automatically read and understand a full range of genres, including biographies on less well-known subjects, more complex fantasy, 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, short stories, diaries, and logs. Fiction narratives are straightforward but have elaborate plots and many complex characters who develop and change over time. As readers, they understand perspectives different from their own as well as settings and people far distant in time and space. They can process sentences (some with more than fifteen words) that are complex, contain prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives, and they solve new vocabulary words, some defined in the text and others unexplained. Most reading is silent, but fluency and phrasing in oral reading are well established. Readers are challenged by many longer descriptive words and by content-specific and technical words that require using embedded definitions, background knowledge and readers' tools, such as glossaries. They can take apart multi-syllable words and use a full range of word-solving skills. They read and understand texts in a variety of layouts as well as fonts and print characteristics and consistently search for information in illustrations and increasingly complex graphics" (Fountas and Pinnell).

Suggested Book Titles for Independent Reading *

TITLE	AUTHOR
<i>Can It Rain Cats and Dogs?</i>	Berger, Gilda and Melvin
<i>Charlie and the Chocolate Factory</i>	Dahl, Roald
<i>Christmas Tapestry</i>	Polacco, Patricia
<i>Mirandy and Brother Wind</i>	McKissack, Pat
<i>Sarah, Plain and Tall</i>	MacLachlan, Patricia
<i>The Computer Nut</i>	Byars, Betsy
<i>The Library Card</i>	Spinelli, Jerry
<i>The Monster's Ring</i>	Coville, Bruce
<i>What is a Dinosaur?</i>	Kalman, Bobbie and Niki Walter
<i>Zeely</i>	Hamilton, Virginia

* 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.