

Guided Reading: Level T

"At Level T, readers will process the full range of genres, and texts will be longer with many lines of print on each page, requiring readers to remember information and connect ideas over a long period of time (as much as a week or two). Complex fantasy, myths, and legends offer added challenge and increased use of symbolism. Readers understand perspectives different from their own, and understand settings and people far distant in time or space. Most reading is silent; fluency and phrasing in oral reading is 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 strategies. They search for and use information in an integrated way, using complex graphics and texts that present content requiring background knowledge" (Fountas and Pinnell).

Suggested Book Titles for Independent Reading *

TITLE	AUTHOR
<i>About the B'nai Bagels</i>	Konigsburg, E.L.
<i>Animal Dazzlers</i>	Collard, Susan III
<i>A Strong Right Arm</i>	Green, Michelle Y.
<i>Bud, not Buddy</i>	Curtis, Christopher Paul
<i>Lost Star: The Story of Amelia Earhart</i>	Lauber, Patricia
<i>Preacher's Boy</i>	Paterson, Katherine
<i>Shhh! We're Writing the Constitution</i>	Fritz, Jean
<i>Something Upstairs</i>	Avi
<i>The Black Stallion</i>	Farley, Walter
<i>The Second Mrs. Giaconda</i>	Konigsburg, E.L.

* 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.