

Guided Reading: Level W

“At Level W, readers will process the full range of genres, and texts will be longer, requiring readers to remember information and connect ideas over many days of reading. Complex fantasy, myths, and legends offer added challenge and require readers to identify classical motifs such as ‘the quest.’ Biographies offer a range of individuals who may not be previously known to readers and who may not be admirable. Readers will encounter mature themes that expand their knowledge of social issues. In addition, readers will encounter abstract special forms of literature, such as satire, and literary devices, such as irony. Themes are multidimensional and may be understood on several levels. Most reading is silent; fluency and phrasing in oral reading is well established. In addition, students are able to read aloud with expressiveness after practice (i.e., readers’ theater). Readers are challenged by a heavy load of content-specific and technical words that require using embedded definitions, background knowledge, and readers’ tools, such as glossaries. They search for and use information in an integrated way, using complex graphics and texts that present content requiring background knowledge. Many texts require knowledge of historical events and may contain language that is archaic or from regional dialects or languages other than English” (Fountas and Pinnell).

Suggested Book Titles for Independent Reading *

TITLE	AUTHOR
<i>A Girl from Yamhill</i>	Cleary, Beverly
<i>Dacey’s Song</i>	Voigt, Cynthia
<i>Dragonwings</i>	Yep, Lawrence
<i>Eleanor Roosevelt: A Life of Discovery</i>	Freedman, Russell
<i>Great Whales: The Gentle Giants</i>	Lauber, Patricia
<i>I Am a Star: Child of the Holocaust</i>	Auerbacher, Inge
<i>Missing May</i>	Rylant, Cynthia
<i>Mr. Lincoln’s Drummer</i>	Wisler, G. Clifton
<i>The Life and Words of Martin Luther King, Jr.</i>	Peck, Ira
<i>You Want Women to Vote, Lizzie Stanton?</i>	Fritz, Jean

* 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.