

## Guided Reading: Levels X, Y, and Z

"At Levels X, Y, and Z, readers are able to process and understand a wide range of texts, including all genres. Although many texts are long and have complex sentences and paragraphs as well as many multi-syllable words, they vary greatly because readers are expected to understand and respond to mature themes such as sexuality, abuse, poverty, and war. Complex fantasy, myths, and legends offer added challenge and require readers to identify classical motifs such as 'the quest' and to identify moral issues. Biographies offer a range of individuals who may not be previously known to readers and who may not be admirable, requiring critical thinking on the part of readers. In addition, readers will encounter abstract special forms of literature, such as satire, and literary language to convey irony. Themes and characters are multidimensional, may be understood on several levels, and are developed in complex ways. Most reading is silent; fluency and phrasing in oral reading is well established. 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. Texts include archaic language or regional dialect. They have developed knowledge of content, including scientific information and historical events, and apply prior understandings in a critical way when reading fiction and nonfiction texts" (Fountas and Pinnell).

### Suggested Book Titles for Independent Reading \*

<u>Level X</u>	
TITLE	AUTHOR
<i>Bully for You, Teddy Roosevelt</i>	Fritz, Jean
<i>Childtimes: A Three Generation Memoir</i>	Greenfield, E. and L.J. Little
<i>M.C. Higgins the Great</i>	Hamilton, Virginia
<i>Novio Boy</i>	Soto, Gary
<i>Out of the Dust</i>	Hesse, Karen
<i>The Dark Is Rising</i>	Cooper, Susan
<i>The Devil's Arithmetic</i>	Yolen, Jane
<i>The Midwife's Apprentice</i>	Cushman, Karen
<i>The Road to Memphis</i>	Taylor, Mildred D.
<i>Ties that Bind, Ties that Break</i>	Namioka, Lensey

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.

## Level Y

<b>TITLE</b>	<b>AUTHOR</b>
<i>After the Rain</i>	Mazer, Norma Fox
<i>Artemis Fowl</i>	Colfer, Eoin
<i>Cesar Chavez</i>	Rodriguez, Consuelo
<i>City: A Story of Roman Planning and Construction</i>	Macaulay, David
<i>Flight #116 Is Down</i>	Cooney, Barbara
<i>I Have Lived a 1000 Years Ago</i>	Bitton-Jackson, Livia
<i>Living Up the Street</i>	Soto, Gary
<i>Sons of Liberty</i>	Griffin, Adele
<i>The Greatest: Muhammad Ali</i>	Myers, Walter Dean
<i>The Pushcart War</i>	Merrill, Jean

## Level Z

<b>TITLE</b>	<b>AUTHOR</b>
<i>A Circle of Quiet</i>	L'Engle, Madeline
<i>A Day No Pigs Would Die</i>	Peck, Sylvia
<i>A Wizard of Earthsea</i>	LeGuin, Ursula K.
<i>From the Notebook of Melanin Sun</i>	Woodson, Jacqueline
<i>Inn Keeper's Apprentice</i>	Say, Alan
<i>Jazmin's Notebook</i>	Grimes, Nikki
<i>Scorpions</i>	Myers, Walter Dean
<i>Summer of my German Soldier</i>	Greene, Bette
<i>The Hobbit</i>	J.R.R. Tolkien
<i>The Watcher</i>	Howe, James

\* 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.