

A Parent's Guide to Guided Reading K-2

The following information explains what guided reading is and how to interpret your child's reading level as recorded on the standards based report card. This reading level is determined through benchmark testing and appropriate instruction is given during guided reading instruction.

Guided Reading

Guided Reading focuses on the individual needs of each student in the classroom. During guided reading, teachers work with students at their **instructional reading level** to guide them in using context visual and structural cues within stories to generate meaning. By using instructional leveled texts that gradually increase in difficulty, students learn to apply reading strategies in contexts and are successful. The goal is for your students to become proficient and confident readers by the end of Kindergarten.

Importance of Matching Books and Readers

- “When children are reading a book that they can read, they are able to use many different sources of information from the text in a smoothly operating system”- *Fountas & Pinnell, Matching Books to Readers.*
- “To help young readers build an effective network of reading strategies, teachers must select texts that allow individual students to read for meaning, draw on the skills they already control, and expand their current processing strategies. In other words, the text used for learning “how to read” must have the right mixture of support and challenge.” - *Fountas & Pinnell, Matching Books to Readers.*

Guided Reading Levels

- “A gradient of difficulty refers to “levels” designated by alphabet letters. The level is an approximation of difficulty because each child responds to a book differently. Each succeeding alphabet letter indicates increasing difficulty. Level B is a little bit harder than level A and so on.”- *Fountas & Pinnell, Matching Books to Readers.*
- “The emphasis in guided reading is on reading many books along a gradient of increasing complexity and challenge.”- *Fountas & Pinnell, Matching Books to Readers.*
- As we move along the gradient of difficulty, students are introduced to such text features as; sentence length, punctuation, size and layout of print, vocabulary and concepts, genre, predictability and pattern of language, as well as illustration support.
- Instructional Text Level Goals
 - *Kindergarten: A-D*
 - *First grade: D-J*
 - *Second grade: J-M*

