

## STRATEGIES/SKILLS/BEHAVIORS BY GUIDED READING LEVEL (1-Z)

“In writing, text is broken down to its smallest features and these letters are then built into words and sentences. Clearly, these activities have relevance for learning to read. Writing reveals the taking-apart and building-up of the code to young children who are trying to write and read...But in school practice the teachers’ emphasis tends to be on writing or reading rather than on what one activity can do for the other, that is, their reciprocity” (Clay, 1998, pg. 131–132). Teacher observations may indicate a need to dip down or up in text levels to provide what is most important for a child to learn next. These skills, strategies, and behaviors are a *guide* for teachers to know what students should have secured at the current level in order to move to the next level. If a behavior is underlined it simply means students are starting to do this and it is not meant for mastery. A high accuracy rate does not necessarily dictate that a child is ready to be moved to a different level; the processing is what is of upmost importance.

Text Level	Reading Behaviors/Strategies/Skills	Word & Writing Behaviors/Strategies/Skills (may be observed during reading or writing)
<p style="text-align: center;"><b>Pre 1–2 (emergent)</b></p> <p style="text-align: center;"><b>Goal: Use Known information FAST And Flexibly</b></p>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>• Participates in choral or shared reading</li> <li>• Orally generates rhyming words</li> <li>• Participates in two-way conversations/oral language development</li> <li>• Reads in 2–3 word phrases</li> <li>• Uses one-to one correspondence</li> <li>• Reads left to right (one line of print)</li> <li>• Uses return sweep (two lines of print)</li> <li>• Identifies letter vs. word</li> <li>• Demonstrates understanding of first and last</li> <li>• Uses pictures for meaning</li> <li>• Recognizes and locates small core of reading high frequency words in text</li> <li>• Fluently reads a small core of known words (your pile-my pile, window card)</li> <li>• Names 35+ letters (by name, sound, picture)</li> </ul>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>• Participates using oral language (receptive and expressive vocabulary), two-way talk</li> <li>• Sorts known letters</li> <li>• Sorts beginning/ending consonant sounds</li> <li>• Writes own name from left to right w/out model</li> <li>• Uses verbal path for letter formations</li> <li>• Hears and records some dominant consonant/vowel sounds (8 or more) *sound to letter link*</li> <li>• Learns how to make and practice high frequency words (building with magnetic letters, chalk, salt, water, air writing)</li> <li>• Segments phonemes/sounds in words orally</li> <li>• Uses two Elkonin boxes to say words slowly and segment sounds in words (sound boxes w/counters)</li> <li>• Participates in modeled writing (pictures, labels)</li> <li>• Participates in interactive writing (child may or may not be able to re-read) and cut-up sentences (modeling of spaces between words)</li> </ul>
<p style="text-align: center;"><b>3–4 (emergent)</b></p> <p style="text-align: center;"><b>Goal: To learn to look at and use print features</b></p>	<ul style="list-style-type: none"> <li>• Shows the ability to read familiar books fluently</li> <li>• Student sounds mostly phrased, with some word by word reading when reading new books</li> <li>• Secures 1:1 match, left to right, return sweep without finger pointing</li> <li>• Continues demonstration of letter vs. word, first/last</li> <li>• Claps syllables in words, provides rhyming strings</li> <li>• Fluently reads a small core of known words (plays your pile-my pile, window card)</li> <li>• Self-monitors high frequency words in text and self-corrects</li> <li>• Locates unknown words in text by using first letter</li> <li>• <u>Begins to monitor</u> endings (s, ing,)</li> <li>• Cross-checks meaning (picture) with visual first letter</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to monitor spaces between words</li> <li>• Composes from left to right with return sweep</li> <li>• Re-reads what they have written, solidifies letter formations</li> <li>• <u>Begins to use</u> a period at the end of a sentence and capital letter at the beginning.</li> <li>• Writes high frequency words fast and fluently (with appropriate size/space)</li> <li>• Uses table writing, mix/fix, white boards/chalk/water pen for learning sight words</li> <li>• Adds –s, -ing, to ends of known words</li> <li>• Articulates words slowly to hear sounds in unknown words (segment sounds with 2 &amp; 3 Elkonin boxes w/out counters)</li> </ul>

Text Level	Reading Behaviors/Strategies/Skills	Word & Writing Behaviors/Strategies/Skills (may be observed during reading or writing)
	<ul style="list-style-type: none"> <li>• Reads aloud with appropriate phrasing and fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Records more sounds in words with corresponding letter symbol (ABC book for support)</li> <li>• <u>Begins to notice</u> how words are alike and different (my/me)</li> <li>• Exchanges initial and final consonants to make new words (cat, fat, fan, man, etc.)</li> <li>• <u>Begins to hear</u> some easy to hear long vowels within words</li> <li>• Participates in interactive, guided, and shared writing (Cut-up sentences)</li> </ul>
<p style="text-align: center;"><b>5–6 (Early)</b></p> <p><b>Goal: To Learn to Look at and use print</b></p>	<ul style="list-style-type: none"> <li>• Shows the ability to read familiar books fluently</li> <li>• Student sounds mostly phrased, with some word by word reading when reading new books.</li> <li>• Increases self-correcting behavior</li> <li>• Reads more ‘book language’ (“along came” etc)</li> <li>• Re-reads for meaning and structure at point of difficulty (re-reads from beginning of line)</li> <li>• Cross-checks one source of information with another (MSV)</li> <li>• Continues to monitor word endings (s, ing, <u>ed</u>)</li> <li>• <u>Begins to use</u> simple analogies to help read and write unknown words (can-ran)</li> </ul>	<ul style="list-style-type: none"> <li>• Writes 25+ high frequency words fluently</li> <li>• Uses table writing, mix/fix, white boards/chalk/water pen for learning high frequency words</li> <li>• Uses conventional letter size/spacing</li> <li>• Uses spaces between words w/greater accuracy</li> <li>• <u>Begins to use</u> punctuation at the end of a sentence ( ? ) and monitors capital letter at the beginning of a sentence.</li> <li>• When using Elkonin boxes- transitioning to hearing sounds in words from left-to-right (segmenting 3 &amp; 4 sounds in words)</li> <li>• <u>Begins to use</u> simple analogies to help read and write unknown words (can-ran)</li> <li>• Sorts digraphs (th/sh/ch)</li> <li>• Exchanges first/medial/last letters</li> <li>• Adds/breaks endings (s,ing,ed) to read and write new words</li> <li>• Participates in interactive, guided and shared writing (Cut-up sentences)</li> </ul>
<p style="text-align: center;"><b>7–11 (Early)</b></p> <p><b>Goal: To do reading work, learn to search multiple sources of information to read words</b></p>	<ul style="list-style-type: none"> <li>• Shows the ability to read familiar books fluently</li> <li>• Student sounds mostly phrased, with some word by word reading when reading new books</li> <li>• Gains more control of book language/structures/meaning</li> <li>• Easily locates and reads known words in text</li> <li>• Claps syllables of multisyllabic words in text</li> <li>• Re-reads quickly and independently, <u>close to</u> point of difficulty/error, to help self</li> <li>• Holds meaning for several sentences of text and re-reads to confirm meaning</li> <li>• Uses initial letter/blend/digraph visual analysis to decode new words</li> <li>• Uses known parts within words to decode at point of difficulty (covers patterns of words w/finger to decode- look-ed, st-ill)</li> <li>• <u>Begins to think</u> of known words to read new words using analogy strategy</li> <li>• Uses punctuation to help with intonation and expression</li> <li>• Predicts, monitors and self-corrects with M,S,V</li> </ul>	<ul style="list-style-type: none"> <li>• Writes 75+ high frequency words fluently</li> <li>• Uses table writing, mix/fix, white boards/chalk/water pen for learning sight words</li> <li>• Uses consistent spacing between words and begins to monitor spacing between lines</li> <li>• Writes longer, more complex sentences</li> <li>• Uses punctuation within writing (! ?)</li> <li>• Shows more independence using Elkonin boxes (moves into letter boxes from sound boxes)</li> <li>• Spells ends of known words conventionally (can- can’t)</li> <li>• Uses known words to spell new words (in+to= into)</li> <li>• Uses analogies during writing to help write unknown words (If I know ‘come’ then I know ‘some’)</li> <li>• Begins to sort blends</li> <li>• Participates in shared and guided writing (cut-up sentences, beginning/middle/end, story sequence, problem/solution, character analysis)</li> </ul>

Text Level	Reading Behaviors/Strategies/Skills	Word & Writing Behaviors/Strategies/Skills (may be observed during reading or writing)
<p><b>12–16+ (Early)</b></p> <p><b>Goal: To integrate cognitive strategies to do fast, efficient solving</b></p>	<ul style="list-style-type: none"> <li>• Uses punctuation to guide phrasing in 3–5 word chunks with fluency and intonation</li> <li>• Flexibly and independently uses variety of strategies to problem solve unknown words (while maintaining meaning)</li> <li>• Recalls events in sequence</li> <li>• Recognizes silent e, within word vowel patters to support visual analysis on the run in text</li> <li>• Scans middle of unknown words for visual clues while decoding</li> <li>• Breaks/claps multisyllabic words (including word endings- est,ly,ful,ness)</li> </ul>	<ul style="list-style-type: none"> <li>• Writes 100+ words, fast and fluently</li> <li>• Uses consistent spacing between words and lines</li> <li>• <u>Begins to hear</u> and record sounds in words independently, without use of Elkonin boxes</li> <li>• Uses punctuation independently (, ! ? “”)</li> <li>• Records inflectional endings without support (s, ing, ed)</li> <li>• Composes written stories independently after reading</li> <li>• Uses two known words to problem-solve an unknown word (stop-will= still)</li> <li>• Adds to the end of a known word (for-forest) (-er, -ly)</li> <li>• Writes more complex sentence structures that include phrasing and clauses</li> <li>• Responds to prompts in guided writing (e.g., 5 finger retell, beginning/middle/end, summary (e.g., Somebody, Wanted, But So) character analysis, predictions, connections, inferring)</li> <li>• Uses personal word walls during writing</li> </ul>
<p><b>J-M</b></p> <p><b>Goal: process longer, more complex text over multiple days</b></p>	<ul style="list-style-type: none"> <li>• Reads automatically with phrased fluency</li> <li>• Reads text independently and silently while reading for meaning</li> <li>• Integrates reading strategies flexibly and successfully</li> <li>• Approaches a variety of genres with confidence</li> <li>• Indicates an understanding of what is read, stating the gist</li> <li>• Summarizes the text</li> <li>• Understands clearly the basic literary elements and devices</li> <li>• Develops the capacity for more difficult vocabulary, ideas, and language structure</li> <li>• Understands the text structure as a way of interacting with the text meaningfully and analyzing needed parts</li> </ul>	<ul style="list-style-type: none"> <li>• Sustains independent writing for longer periods of time</li> <li>• Applies learnings in word study to writing (e.g.-can spell <i>-tion</i> correctly in celebration)</li> <li>• Uses known word parts to spell unknown words</li> <li>• Begins to use text structure in their writing</li> <li>• Uses a personal word wall during writing</li> <li>• Responds to prompts in writing</li> <li>• Uses details about who, what, when, where, and how in their writing</li> <li>• Begins to use evidence from text in response to reading</li> <li>• Spells known sight words correctly</li> <li>• Uses grade-level appropriate punctuation and conventions of written language correctly</li> <li>• Notices and sometimes uses new words from a text in writing</li> </ul>
<p><b>N-S</b></p> <p><b>Goal: maintain fluency in more complex and varied text; focus is on deeper meaning of</b></p>	<ul style="list-style-type: none"> <li>• Reads silently; reads fluently when reading aloud</li> <li>• Uses all cueing systems flexibly in a smoothly orchestrated way</li> <li>• Sustains reading over texts with many pages</li> <li>• Sustains interest and meaning over multiple days or weeks</li> <li>• Enjoys and gains additional meaning from illustrations to interpret texts</li> <li>• Interprets and uses information from a wide variety of visual aids in expository texts</li> <li>• Analyzes words in flexible ways and successfully attempts to decode new multi-syllable words</li> </ul>	<ul style="list-style-type: none"> <li>• Applies learnings in word study to writing (e.g.-can spell <i>-tion</i> correctly in celebration)</li> <li>• Draws evidence from literary or informational texts to support analysis, reflection, and research. (starting in 4<sup>th</sup> grade)</li> <li>• Uses known word parts to spell unknown words</li> <li>• Experiments writing with various text structures</li> <li>• Uses evidence from text in response to reading</li> <li>• Uses general academic and/or domain specific words in writing often</li> <li>• Uses grade-level appropriate punctuation and conventions of</li> </ul>

Text Level	Reading Behaviors/Strategies/Skills	Word & Writing Behaviors/Strategies/Skills (may be observed during reading or writing)
<b>texts</b>	<ul style="list-style-type: none"> <li>• Learns rapid and sophisticated ways to take words apart</li> <li>• Uses metacognition when encountering different text structures and new words</li> <li>• Builds background knowledge during reading (makes connections)</li> <li>• Becomes absorbed in books.</li> <li>• Begins to identify with characters in books and considers multiple points of view while reading</li> <li>• Connects texts with previous texts read.</li> <li>• Reads a variety of genres</li> </ul>	written language correctly
<p><b>T-Z</b></p> <p><b>Goal: analyze and critique texts; apply processing skills to longer and more difficult texts</b></p>	<ul style="list-style-type: none"> <li>• Reads silently; reads fluently when reading aloud</li> <li>• Reads large amount of texts and sustains information over days and/or weeks</li> <li>• Uses understandings of how words work effectively; applies a wide range of word solving strategies, including analogy to known words, word roots, base words, and affixes</li> <li>• Acquires new vocabulary through reading</li> <li>• Uses reading as a tool for learning in content areas</li> <li>• Works actively to connect text for greater understanding and finer interpretations of texts</li> <li>• Integrates information from a range of graphic features in informational text</li> <li>• Forms interpretations and applies understandings in other areas to new learning</li> <li>• Sustains interest and understanding over longer texts and reads over extended periods of time</li> <li>• Notices and comments on aspects of the writer’s craft, figurative language, and symbolism</li> <li>• Begins to identify with characters in books and considers multiple points of view while reading</li> </ul>	<ul style="list-style-type: none"> <li>• Sustains independent writing for longer periods of time</li> <li>• Applies learnings in word study to writing (e.g.-can spell <i>-tion</i> correctly in celebration)</li> <li>• Draws evidence from literary or informational texts to support analysis, reflection, and research. (4<sup>th</sup> and 5<sup>th</sup> grade)</li> <li>• Uses known word parts to spell unknown words</li> <li>• Experiments writing with various text structures</li> <li>• Uses evidence from text when writing</li> <li>• Quotes accurately from a text when responding to a text</li> <li>• Uses general academic and/or domain specific words in writing often</li> <li>• Uses grade-level appropriate punctuation and conventions of written language correctly</li> </ul>

**Adapted from:**

Clay, M (2007). *Literacy Lesson Designed for Individuals*. Portsmouth, NH: Heinemann.

Fountas, I.C. & Pinnell, G.S. (2001). *Guiding Readers and Writers Grades 3-6*. Portsmouth, NH: Heinemann.

Fountas, I.C. & Pinnell, G.S. (2001). *Leveled Books for Readers Grades 3-6*. Portsmouth, NH: Heinemann.

Fountas, I.C. & Pinnell, G.S. (2006). *Leveled Book List K-8*. Portsmouth, NH: Heinemann.

MCPS Instructional Guide: Reading/Language Arts, Appendix, Grade 3

Richardson, J. (2009). *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader*. New York, New York: Scholastic.