This document provides detailed information regarding Characteristics of Texts, Characteristics of Readers, and Comprehension Questions appropriate for texts leveled A-Z.
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A: Characteristics of Texts at Level A:

- Simple factual texts, animal fantasy and realistic fiction
- Picture books
- Text and concepts highly supported by pictures
- One line of text on each page
- Familiar, easy content
- Repeating language patterns (3-6 words per page)
- Short, predictable sentences
- Almost all vocabulary familiar to children – strongly sight-word based

Characteristics of Early Emergent Readers (Reading at Level A):

- Just beginning to learn how print works
- Just beginning to learn the *alphabetical principle* – the relationship between letters and sounds
- Learning to use 1-1 matching
- Learning to follow text from left to right
- Differentiating between print and pictures
- Beginning to notice each letter’s distinct features
- Learning some easy, high-frequency words
### Level A Guided Reading Comprehension Questions

#### Fiction:

- What words do you expect to come on the next page?
- What do you think is going to happen next by looking at the pictures?
- What do you think will happen at the end of the story?
- What do you think is going to happen next in the story based on what you already know?
- How is something in this book like something in your life?
- How does this book remind you of another book about ________?
- What connections can you make between this book and another book about ________?
- Have you ever read another book that has this same character in it? the same setting?
- What do you already know about this ________ (topic, i.e. dogs, playing outside)?
- What do you notice in this book that you did not know before? in this picture?
- Tell me about how the character feels in this story?
- How do the pictures show how a character feels?
- Why is the title a good one for the book?
- What did you think of the book? Does it have a good beginning, characters, ending?
- Tell why you think a picture was a good one in the story?

#### Nonfiction:

- What do you already know about this topic? (prior knowledge)
- What do you think will happen at the end of the book?
- Does this book remind you of another book about ________?
- What connections can you make to other books about ________?
- Have you read or heard books read about ________ (topic)? How were they alike?
- What is something new you have learned from reading this book?
- What was the most interesting thing about this book?
- What happened first in the book? last?
- Why was the title a good one for this book?
- What do you think of this book? Is this book interesting to read?
- What does this picture/ map, etc. mean?
B: Characteristics of Texts at Level B:

- Simple factual texts, animal fantasy and realistic fiction
- Simple, one-dimensional characters
- Picture books
- Text and concepts highly supported by pictures
- Two or more lines of text on each page
- Repeating language patterns (3-7 words per page)
- Very familiar themes and ideas
- Short, predictable sentences
- Almost all vocabulary familiar to children – strongly sight-word based

Characteristics of Early Emergent Readers (Reading at Level B):

- Recognize and apply repeating language patterns
- Stronger awareness of left-to-right directionality
- Stronger awareness of 1-1 matching
- Learning concept of return sweep (moving from one line of text to the next)
- Able to distinguish and identify more letters according to their distinct features
- Developing stronger understanding of the connection between sounds and letters
- Expanding their core of easy, high-frequency words
# Level B Guided Reading Comprehension Questions

## Fiction:

- What words do you expect to come on the next page?
- What do you think is going to happen next by looking at the pictures?
- What do you think will happen at the end of the story?
- What do you think is going to happen next in the story based on what you already know?
- How does something in this book remind you of something in your life?
- How does this book remind you of another book about______?
- What connections can you make between this book and another book about______?
- Have you ever read another book that has this same character in it? the same setting?
- What do you already know about this______ (topic, i.e. dogs, playing outside)?
- What do you notice in this book that you did not know before? in this picture?
- Tell me about how the character feels in this story?
- How do the pictures show how a character feels?
- How do the pictures help you understand the problem in the book? the character’s feelings?
- What is the beginning of the story? the ending?
- Why is the title a good one for the book?
- What did you think of the book? Does it have a good beginning, ending? Are the characters interesting?
- Tell why you think this picture was a good one in the story?

## Nonfiction:

- What do you already know about this topic? (prior knowledge)
- Does this book remind you of another book about______?
- What connections can you make to other books about______?
- Have you read or heard other books read about this topic? How were they alike?
- What is something new you have learned from reading this book?
- What was interesting about this text?
- What happened first in the text? last?
- Why was the title a good one for this book?
- What do you think of this book? Does it have interesting information?
- What does this picture/ map, etc. mean?
C: Characteristics of Texts at Level C:

- Simple factual texts, animal fantasy and realistic fiction
- Picture books
- Amusing one-dimensional characters
- Familiar, easy content
- Introduction of dialogue (assigned by *said* in most cases)
- Many sentences with prepositional phrases and adjectives
- Almost all vocabulary familiar to children – greater range of high-frequency words
- Some simple contractions and possessives (words with apostrophes)
- Two to five lines of text on each page
- Some bolded words
- Some ellipses, commas, quotation marks, question marks, and exclamation points

Characteristics of Early Emergent Readers (Reading at Level C):

- Begin to move smoothly across the printed page when reading
- Begin to use some expression when reading
- Eyes are taking over the process of matching the spoken word to the printed word (removal of finger tracking)
- Developing phrased reading
- Noticing dialogue and punctuation and reflecting this with the voice
- Developing a larger core of high-frequency words
- Consistently monitoring reading and cross-checking one source of information against another; self-correcting
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<tbody>
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<td><strong>Fiction:</strong></td>
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<tr>
<td>What do you think will happen next by looking at the pictures?</td>
</tr>
<tr>
<td><em>What do you think will happened at ending after reading the beginning and middle?</em></td>
</tr>
<tr>
<td><em>What predictions can you make about the text based on what you already know and your experiences?</em></td>
</tr>
<tr>
<td>How does this book remind you of another book you have read or heard read?</td>
</tr>
<tr>
<td>What connections can you make to other books?</td>
</tr>
<tr>
<td><em>What do you already know about the topic/character before you ever read this book? (prior knowledge)</em></td>
</tr>
<tr>
<td><em>What have you learned new about this book from pictures or the words?</em></td>
</tr>
<tr>
<td>What have you learned about this book through pictures?</td>
</tr>
<tr>
<td>Why do you think a character is acting the way he/she is acting? Show how you know? (pictures or print)</td>
</tr>
<tr>
<td>How do you think the character feels? Why? Show how you know (pictures or print)</td>
</tr>
<tr>
<td><em>How did the author make connections between the words and the pictures?</em></td>
</tr>
<tr>
<td>What is the beginning of the story? the ending of the story?</td>
</tr>
<tr>
<td>Why did the author choose this title for the book?</td>
</tr>
<tr>
<td>What did you think of the book? Does it have a good beginning, characters, ending?</td>
</tr>
<tr>
<td>Tell why you think an illustrations was a good one in the story?</td>
</tr>
</tbody>
</table>

| **Nonfiction**                                  |
| What do you already know about this topic? (prior knowledge)  |
| What do you think will happen next from reading the beginning?  |
| How does this book remind you of another book you have read about_______?  |
| What connections can you make to other books?  |
| Have you read or heard other books read about_______?  |
| What is something new you have learned from reading this book?  |
| What was the most interesting thing about this book to you?  |
| *What happened first in the text? next? last?*  |
| What connections can you make to other books about this topic?  |
| Why was the title a good one for this story?  |
| What do you think of this book? What was interesting about it?  |
| What does this picture/ map, etc. mean?  |
D: Characteristics of Texts at Level D:

- Simple factual texts, animal fantasy and realistic fiction
- Picture books
- Amusing one-dimensional characters
- Familiar, easy content, themes, and ideas
- Simple dialogue (some split dialogue)
- Many sentences with prepositional phrases and adjectives
- Some longer sentences (some with more than six words)
- Some simple contractions and possessives (words with apostrophes)
- Two to six lines of text on each page
- Some sentences turn over to the next line
- Some words with –s and –ing endings
- Fewer repetitive language patterns

Characteristics of Early Emergent Readers (Reading at Level D):

- Eyes can track print over two to six lines per page
- and process texts with fewer repeating language patterns
- Voice-print match is smooth and automatic; finger pointing is rarely needed, if ever
- Notices and uses a range of punctuation and read dialogue, reflecting the meaning through phrasing
- Can solve many regular two-syllable words, usually with inflectional endings (-ing).
- Consistently monitors reading and cross-checks one source of information against another; self-corrects
<table>
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<th>Level D  Guided Reading Comprehension Questions</th>
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<tbody>
<tr>
<td><strong>Fiction:</strong></td>
</tr>
<tr>
<td>What prediction can you make using the pictures?</td>
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<tr>
<td>What do you think will happen at the ending based on reading the beginning and middle?</td>
</tr>
<tr>
<td>What predictions can you make about the text because of what you already know and your experiences?</td>
</tr>
<tr>
<td>Does this book remind you of another book you have read or heard read?</td>
</tr>
<tr>
<td>What connections can you make to other books?</td>
</tr>
<tr>
<td>What connections can you make with other books that are alike in some way? i.e. topic, ending, characters</td>
</tr>
<tr>
<td><em>How do you already know about a character in this book?</em></td>
</tr>
<tr>
<td><em>What do you already know about the topic/character before you ever read this book? (prior knowledge)</em></td>
</tr>
<tr>
<td><em>What have you learned new about this book? Show evidence in text.</em></td>
</tr>
<tr>
<td>What have you learned about this book through pictures?</td>
</tr>
<tr>
<td>Why do you think a character is acting the way he/she is acting?</td>
</tr>
<tr>
<td>How do you think the character feels? Why? Find evidence in the text.</td>
</tr>
<tr>
<td><em>What did the author do to make story interesting or funny? i.e. description, pictures, word choice</em></td>
</tr>
<tr>
<td><em>Why is a certain part of the book funny?</em></td>
</tr>
<tr>
<td>What connections can you make between the pictures and the words?</td>
</tr>
<tr>
<td><em>What is the beginning of the story, the middle, the end?</em></td>
</tr>
<tr>
<td><em>Why did the author chose interesting characters for his story? Interesting situations?</em></td>
</tr>
<tr>
<td>What is your opinion of the text? Does it have a good beginning, characters, ending?</td>
</tr>
<tr>
<td>Tell why you think an illustrations was a good one in the story?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Nonfiction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you already know about this topic? (prior knowledge)</td>
</tr>
<tr>
<td>What predictions can you make because of your experiences and what you know?</td>
</tr>
<tr>
<td>What connections can you make to other books about_____?</td>
</tr>
<tr>
<td>What is something new you have learned from reading this book?</td>
</tr>
<tr>
<td>What interesting information did the author choose for this text?</td>
</tr>
<tr>
<td><em>What happened first in the text? next? next?</em></td>
</tr>
<tr>
<td><em>What does this illustration or text feature mean?</em></td>
</tr>
<tr>
<td>Why was the title a good one for this story?</td>
</tr>
<tr>
<td>What do you think of this book? Does it have interesting information?</td>
</tr>
<tr>
<td><em>What did you learn about this book through pictures/graphs?</em></td>
</tr>
<tr>
<td>What does this picture/map/graphs, etc. mean?</td>
</tr>
</tbody>
</table>
E: Characteristics of Texts at Level E:

- Simple informational texts, simple animal fantasy, realistic fiction, very simple retellings of traditional tales, simple plays
- Some texts with sequential information
- Familiar content that expands beyond home, neighborhood, and school
- Most concepts supported by pictures
- More literary stories and language
- Concrete, easy-to-understand ideas
- Some longer sentences – more than ten words
- Some three-syllable words
- Some sentences with verb preceding subject
- Variation of words to assign dialogue in some texts (*said, cried, shouted*)
- Easy contractions
- Mostly words with easy, predictable spelling patterns
- Two to eight lines of print per page

Characteristics of Emergent Readers (Reading at Level E):

- Flexible enough to process texts with varied placement of print and a full range of punctuation
- Attend to more subtle ideas and complex stories
- Solve longer words with inflectional endings
- Read sentences that carry over 2-3 lines or over two pages
- Rely much more on the print; pictures are becoming less supportive
- Left-to-right directionality and voice-print match are automatic
- Oral reading demonstrates fluency and phrasing with appropriate stress on words
- Read without finger pointing, bringing in finger only at point of difficulty
- Recognize a large number of high-frequency words
- Easily solve words with regular letter-sound relationships, as well as a few irregular words
# Level E Guided Reading Comprehension Questions

## Fiction:

What prediction can you make about the ending based on reading the beginning and middle?

*What prediction can you make about what will happen based on what you have read in the text?*

*What prediction can you make based on what you know about the characters?*

What predictions can you make about the text based on what you know and your experiences?

Does this book remind you of another book about______?

What connections can you make to other books?

*What characteristics can you recognize with characters you have read about before?*

What do you already know about the topic/character before you ever read this book? (prior knowledge)

What have you learned new about this book? Show evidence in text of new ideas/information.

What have you learned about this book through pictures?

Why do you think the character is acting the way he/she is acting?

*What caused the character to feel the way he/she does? Find evidence in the text.*

*What caused the character to do something in the story? Find evidence in the text.*

*Have you ever felt like this character? How did you feel?*

What did the author do to make story interesting, funny? i.e. description, pictures, word choice

*What is the difference between photographs and drawings?*

*If this text fiction or nonfiction? Is it realistic fiction or fantasy?*

How can you identify the beginning, middle and end of the text? Show evidence.

*Why do you think caused the problem in the story? the outcome? Justify it.*

How did the author make this story surprising, funny, etc. Explain.

If this text fiction or nonfiction?

What parts of the text can you identify? Beginning/series of events, ending

How does the author use interesting characters in this book? interesting situations?

What is your opinion of the text? Does it have a good beginning, characters, ending?

*Why is this illustration included? How does it help you understand the meaning of the book?*

*Is this illustration done well so that the reader can understand the story better? Why?*

*What judgment can you make about a character or event in the text? Explain your judgment*

## Nonfiction

What do you already know about this topic? (prior knowledge)

What prediction can you make based about this topic based what you have read?

Can you make a connection to this book with other books? i.e. content, author

What do you already know about this topic? (prior knowledge)

What new information are you learning as you read this text?

*What is the difference between photographs and drawings?*

*How can you tell the text is nonfiction?*

*How does the author present a sequence of events? Or set of directions?*

What is the sequence of events?

What parts of the text can you identify? Beginning/series of events, ending

What interesting information did the author choose for this factual text?

*How can you use an illustration or graphic to learn information?*

*What does this illustration or text feature mean?*

*What did you notice about the layout of the text? (bold letters, italics..*

Do you agree or disagree with ideas in the text?

How have you changed your mind after read this text?
F: Characteristics of Texts at Level F:

- Simple informational texts, simple animal fantasy, realistic fiction, very simple retellings of traditional tales, simple plays
- Some texts with sequential information
- Familiar content that expands beyond home, neighborhood, and school
- Some longer stretches of dialogue
- Some longer sentences – more than ten words – with prepositional phrases, adjectives, and dialogue
- Variation in placement of subject, verb, adjectives, and adverbs
- Some compound sentences conjoined by and
- Many words with inflectional endings
- More details in the illustrations
- Most texts three to eight lines of text per page
- Periods, commas, quotation marks, exclamation points, question marks, and ellipses

Characteristics of Emergent Readers (Reading at Level F):

- Beginning to build knowledge of the characteristics of different genres of texts
- Read stretches of both simple and split dialogue
- Recognize a large number of high-frequency words quickly and automatically
- Use letter-sound information to take apart simple, regular words as well as some multi-syllable words
- Process and understand text patterns that are particular to written language
- Beginning to read fiction with more well-developed characters
- Left-to-right directionality and voice-print match are completely automatic
- Read without pointing and with appropriate rate, phrasing, intonation, and stress
- Both simple and split dialogue, speaker usually assigned
<table>
<thead>
<tr>
<th>Level F Guided Reading Comprehension Questions</th>
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<tbody>
<tr>
<td>Fiction:</td>
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<tr>
<td>What prediction can you make about the ending based on reading the beginning and middle?</td>
</tr>
<tr>
<td>What prediction can you make about what will happen based on what you have read in the text?</td>
</tr>
<tr>
<td>What prediction can you make based on what you know about the characters? Or type of story?</td>
</tr>
<tr>
<td>What predictions can you make about the text based on what you know and your experiences?</td>
</tr>
<tr>
<td>How does this book remind you of another book about_______?</td>
</tr>
<tr>
<td>What connections can you make to other books?</td>
</tr>
<tr>
<td>What characteristics can you recognize with characters you have read about before?</td>
</tr>
<tr>
<td>What do you already know about the topic/character before you ever read this book? (prior knowledge)</td>
</tr>
<tr>
<td>What have you learned new about this book?</td>
</tr>
<tr>
<td>Why do you think a character is acting the way he/she is acting?</td>
</tr>
<tr>
<td>How do you think the character feels? Why? Find evidence in the text.</td>
</tr>
<tr>
<td>What caused the character to feel the way he/she does? Find evidence in the text.</td>
</tr>
<tr>
<td>What caused the character to do something in the story? Find evidence in the text.</td>
</tr>
<tr>
<td>What would make the character want to act that way?</td>
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<tr>
<td>Have you ever felt like this character? How did you feel?</td>
</tr>
<tr>
<td>What did the author do to make story interesting, funny, surprising? i.e. description, pictures, word choice</td>
</tr>
<tr>
<td>How can you identify the beginning, middle and end of the text? Show evidence.</td>
</tr>
<tr>
<td>How do you think the character feels? Find evidence.</td>
</tr>
<tr>
<td>Why do you think the character feels the way he/she does? Find evidence in book.</td>
</tr>
<tr>
<td>Why do you think caused the problem in the story? the outcome? Justify it.</td>
</tr>
<tr>
<td>How did the author make this story surprising, funny, etc. Explain.</td>
</tr>
<tr>
<td>If this text fiction or nonfiction? Is it realistic fiction or fantasy?</td>
</tr>
<tr>
<td>What did you notice about the structure of the text? description, compare/contrast, sequence,</td>
</tr>
<tr>
<td>How did the author or illustrator emphasize print features? the layout of the story?</td>
</tr>
<tr>
<td>What parts of the text can you identify? Beginning/series of events, ending</td>
</tr>
<tr>
<td>What words does the author use to convey meaning? i.e. shouted, cried</td>
</tr>
<tr>
<td>Find the part of the story where the problem is solved?</td>
</tr>
<tr>
<td>What is your opinion of the text? Does it have a good beginning, characters, ending?</td>
</tr>
<tr>
<td>What is the sequence of events in this story?</td>
</tr>
<tr>
<td>What is your opinion of the text? Does it have a good beginning, characters, ending?</td>
</tr>
<tr>
<td>Why is this illustration included? How does it help you understand the meaning of the book?</td>
</tr>
<tr>
<td>Is this illustration done well so that the reader can understand the story better? Why?</td>
</tr>
<tr>
<td>What judgment can you make about a character or event in the text? Explain your judgment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you already know about this topic? (prior knowledge)</td>
</tr>
<tr>
<td>Does this book remind you of another book about_______?</td>
</tr>
<tr>
<td>What predictions can you make about the text based on what you know and your experiences?</td>
</tr>
<tr>
<td>What new information did you learn from reading this text?</td>
</tr>
<tr>
<td>What new information have you learned from the text features?</td>
</tr>
<tr>
<td>How can you tell the text is nonfiction?</td>
</tr>
<tr>
<td>What interesting information did the author choose for this factual text?</td>
</tr>
<tr>
<td>What was the sequence of events in this book?</td>
</tr>
<tr>
<td>Can you use any illustrations or graphics to learn information?</td>
</tr>
<tr>
<td>What does this illustration or text feature mean?</td>
</tr>
<tr>
<td>What did you notice about the layout of the text? (bold letters, italics..)</td>
</tr>
<tr>
<td>Do you agree or disagree with ideas in the text?</td>
</tr>
<tr>
<td>How have you changed your mind after read this text?</td>
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</tbody>
</table>
G: Characteristics of Texts at Level G:

- Informational texts, simple animal fantasy, realistic fiction, traditional literature (folktales)
- Some longer texts with repeating longer and more complex patterns
- Some unusual formats, such as questions followed by answers or letters
- Some texts with sequential information
- Familiar content that expands beyond home, neighborhood, and school
- Some texts with settings that are not typical of many children’s experience
- Some sentences that are questions in simple sentences and in dialogue
- Sentences with clauses and embedded phrases
- Some complex letter-sound relationships in words
- Some content-specific words introduced, explained and illustrated in the text
- Complex illustrations depicting multiple ideas
- Most texts three to eight lines of print per page
- Slightly smaller print

Characteristics of Developing Readers (Reading at Level G):

- Able to internalize more and deeper knowledge of different genres
- Early reading behaviors now completely automatic
- Recognize a large number of high-frequency words
- Able to attend to more complex story lines and ideas
- Use a range of word-solving strategies (letter-sound information, making connections between words, using word parts) to read unknown words
- Read texts with some content-specific words
- Demonstrate appropriate rate, phrasing, intonation, and word stress
<table>
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<th><strong>Level G Guided Reading Comprehension Questions</strong></th>
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<tbody>
<tr>
<td><strong>Fiction:</strong></td>
</tr>
<tr>
<td>What prediction can you make about the ending based on reading the beginning and middle?</td>
</tr>
<tr>
<td>What prediction can you make based on what you know about the characters? Or type of story?</td>
</tr>
<tr>
<td>What predictions can you make about the text based on what you know and your experiences?</td>
</tr>
<tr>
<td><em>What prediction can you make about what will happen next based on what you have read in the text?</em></td>
</tr>
<tr>
<td><em>What prediction can you make about the character based on what you already know about the character?</em></td>
</tr>
<tr>
<td><em>How can you support your predictions with evidence from the text or your personal experience?</em></td>
</tr>
<tr>
<td>What connections can you make with the book from your own experiences?</td>
</tr>
<tr>
<td>What connections can you make with this book and other books?</td>
</tr>
<tr>
<td>What characteristics can you recognize with characters you have read about before?</td>
</tr>
<tr>
<td>What do you already know about the topic/character before you ever read this book? (prior knowledge)</td>
</tr>
<tr>
<td>What have you learned new about this book?</td>
</tr>
<tr>
<td>What are you learning as you read the text?</td>
</tr>
<tr>
<td>Why do you think a character is acting the way he/she is acting?</td>
</tr>
<tr>
<td>How do you think the character feels? Why? Find evidence in the text.</td>
</tr>
<tr>
<td>What caused the character to feel the way he/she does? Find evidence in the text.</td>
</tr>
<tr>
<td>What caused the character to do something in the story? Find evidence in the text.</td>
</tr>
<tr>
<td>What would make the character want to act that way? <em>Justify</em></td>
</tr>
<tr>
<td>Have you ever felt like this character? How did you feel?</td>
</tr>
<tr>
<td>What did the author do to make story interesting, funny, surprising? i.e. description, pictures, word choice</td>
</tr>
<tr>
<td><em>Is this text fiction or nonfiction?</em></td>
</tr>
<tr>
<td><em>What genre is this text? Is it a simple animal fantasy, realistic fiction, traditional literature, plays</em></td>
</tr>
<tr>
<td>How can you identify the beginning, middle and end of the text? Show evidence.</td>
</tr>
<tr>
<td>Why do you think caused the problem in the story? the outcome? <em>Justify</em> it.</td>
</tr>
<tr>
<td>How did the author make this story surprising, funny, etc. Explain.</td>
</tr>
<tr>
<td><em>Is this text fiction or nonfiction?</em></td>
</tr>
<tr>
<td><em>What genre is this text? Is it a simple animal fantasy, realistic fiction, traditional literature, plays</em></td>
</tr>
<tr>
<td>What did you notice about the structure of the text? description, compare/contrast, sequence,</td>
</tr>
<tr>
<td><em>How did the author or illustrator emphasize print features? the layout of the story?</em></td>
</tr>
<tr>
<td>What parts of the text can you identify? Beginning/series of events, ending</td>
</tr>
<tr>
<td><em>What words does the author use to convey meaning? i.e. shouted, cried</em></td>
</tr>
<tr>
<td>Find the part of the story where the problem is solved?</td>
</tr>
<tr>
<td><em>Could this story be true? Tell why</em></td>
</tr>
<tr>
<td>What is your opinion of the text? Does it have a good beginning, characters, ending?</td>
</tr>
<tr>
<td>Why is this illustration included? How does it help you understand the meaning of the book?</td>
</tr>
<tr>
<td>Is this illustration done well so that the reader can understand the story better? Why?</td>
</tr>
<tr>
<td>What judgment can you make about a character or event in the text? <em>Explain your judgment.</em></td>
</tr>
<tr>
<td><strong>Nonfiction</strong></td>
</tr>
<tr>
<td>What do you already know about this topic? (prior knowledge)</td>
</tr>
<tr>
<td>What new information are you learning as you read this text?</td>
</tr>
<tr>
<td>What predictions can you make about the text based on what you know and your experiences?</td>
</tr>
<tr>
<td>What is the most interesting new information have you learned?</td>
</tr>
<tr>
<td>How can you tell the text is nonfiction?</td>
</tr>
<tr>
<td>What connections can you make to other books? i.e. the same author, topic, content, etc</td>
</tr>
<tr>
<td><em>What caused the problem in the text? Why did that happen?</em></td>
</tr>
<tr>
<td>What were the sequence of events in the text?</td>
</tr>
<tr>
<td>Can you use any illustrations or graphics to learn information?</td>
</tr>
<tr>
<td>What did you notice about the layout of the text? (bold letters, italics…)</td>
</tr>
<tr>
<td>What did you learn from this text feature/illustration?</td>
</tr>
<tr>
<td>Do you agree or disagree with ideas in the text?</td>
</tr>
<tr>
<td>Have you changed your mind about this topic after reading this text?</td>
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</table>
**H: Characteristics of Texts at Level H:**

- Informational texts, simple animal fantasy, realistic fiction, traditional literature (folktales)
- Narratives with more episodes and less repetition
- Accessible content that expands beyond home, school and neighborhood
- Multiple episodes taking place across time
- Some stretches of descriptive language
- Wide variety in words used to assign dialogue to speaker
- Some complex letter-sound relationships in words
- Some complex spelling patterns
- Some easy compound words
- Most texts with no or only minimal illustrations
- Italics indicating unspoken thought
- Most texts three to eight lines of print per page

**Characteristics of Developing Readers (Reading at Level H):**

- Encounter more complex language and vocabulary
- Read longer, more literary stories
- Able to process a great deal of dialogue and reflect it through appropriate word stress and phrasing
- Solve a large number of multi-syllable words, plurals, contractions, and possessives
- Able to read a larger and larger number of high-frequency words
- Able to think at increasingly deeper levels
- Solve words with complex spelling patterns
- Begin to read more new texts silently, in order to achieve efficient and smooth processing
<table>
<thead>
<tr>
<th><strong>Level H Guided Reading Comprehension Questions</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Fiction:</strong></td>
</tr>
<tr>
<td><em>What prediction can you make about what you think will happen next?</em></td>
</tr>
<tr>
<td><em>What prediction can you make based on what you know about the characters? Or type of story?</em></td>
</tr>
<tr>
<td><em>What predictions can you make about the text based on what you know and your experiences?</em></td>
</tr>
<tr>
<td><em>How can you use this certain information in the text to make predictions?</em></td>
</tr>
<tr>
<td><em>What predictions can you make about this story based on your experiences and knowledge of other books?</em></td>
</tr>
<tr>
<td><em>Where in the text can you prove your prediction was correct or not correct?</em></td>
</tr>
<tr>
<td><em>What connections can you make to the character?</em></td>
</tr>
<tr>
<td><em>What connections can you make before, during or after you read?</em></td>
</tr>
<tr>
<td><em>What connections can you make to other books? i.e. the same author, topic, content, etc</em></td>
</tr>
<tr>
<td><em>What characteristics can you recognize with characters you have read about before?</em></td>
</tr>
<tr>
<td><em>How can you identify with a character and figure out their feelings and motives?</em></td>
</tr>
<tr>
<td><em>How can you use pictures to help you understand the text?</em></td>
</tr>
<tr>
<td><em>What caused the character to do something in the story? What was the effect of his/her actions? Justify.</em></td>
</tr>
<tr>
<td><em>How did the author use description in the story? Show evidence.</em></td>
</tr>
<tr>
<td><em>How did the author compare and contrast characters in the book?</em></td>
</tr>
<tr>
<td><em>How can you identify the beginning, middle and end of the text? Show evidence.</em></td>
</tr>
<tr>
<td><em>How do you think the character feels? Find evidence.</em></td>
</tr>
<tr>
<td><em>Why do you think the character feels the way he/she does? Find evidence in book.</em></td>
</tr>
<tr>
<td><em>Why do you think caused the problem in the story? the outcome? Justify it.</em></td>
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<tr>
<td><em>How did the author make this story surprising, funny, etc. Explain.</em></td>
</tr>
<tr>
<td><em>Is this text fiction or nonfiction?</em></td>
</tr>
<tr>
<td><em>What genre is this text? Is it a simple animal fantasy, realistic fiction, traditional literature, plays</em></td>
</tr>
<tr>
<td><em>What did you notice about the structure of the text? description, compare/contrast, sequence,</em></td>
</tr>
<tr>
<td><em>How did the author or illustrator emphasize print features? the layout of the story?</em></td>
</tr>
<tr>
<td><em>What words does the author use to convey meaning? i.e. shouted, cried</em></td>
</tr>
<tr>
<td><em>Find the part of the story where the problem is solved?</em></td>
</tr>
<tr>
<td><em>Could this story be true? Tell why</em></td>
</tr>
<tr>
<td><em>What is your opinion of the text? Does it have a good beginning, characters, ending?</em></td>
</tr>
<tr>
<td><em>Why is this illustration included? How does it help you understand the meaning of the book?</em></td>
</tr>
<tr>
<td><em>Is this illustration done well so that the reader can understand the story better? Why?</em></td>
</tr>
<tr>
<td><em>How are the illustrations consistent in the text and add meaning to it?</em></td>
</tr>
<tr>
<td><em>What judgment can you make about a character or event in the text? Explain your judgment.</em></td>
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<table>
<thead>
<tr>
<th><strong>Nonfiction</strong></th>
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<tbody>
<tr>
<td><em>What do you already know about this topic? (prior knowledge)</em></td>
</tr>
<tr>
<td><em>What new information have you learned?</em></td>
</tr>
<tr>
<td><em>What predictions can you make about the text based on what you know and your experiences?</em></td>
</tr>
<tr>
<td><em>What connections can you make to other books about? i.e. the same author, topic, content, etc</em></td>
</tr>
<tr>
<td><em>How can you tell the text is nonfiction?</em></td>
</tr>
<tr>
<td><em>What caused the problem in the text?</em></td>
</tr>
<tr>
<td><em>Why did that happen?</em></td>
</tr>
<tr>
<td><em>Can you use any illustrations or graphics to learn information?</em></td>
</tr>
<tr>
<td><em>What did you notice about the layout of the text? (bold letters, italics…</em></td>
</tr>
<tr>
<td><em>Do you agree or disagree with ideas in the text?</em></td>
</tr>
<tr>
<td><em>Have you changed your mind about this topic after reading this text?</em></td>
</tr>
<tr>
<td><em>Do you agree with the author’s point of view about this text?</em></td>
</tr>
<tr>
<td><em>What did the author want you to learn?</em></td>
</tr>
<tr>
<td><em>How can you use this information in other parts of your life?</em></td>
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</table>
I: Characteristics of Texts at Level I:

- Informational texts, simple animal fantasy, realistic fiction, traditional literature (folktales)
- Some informational texts with a table of contents and/or a glossary
- Narratives with multiple episodes and little repetition of similar episodes; more elaborated episodes
- Underlying organizational structures used and presented clearly (description, compare and contrast, problem and solution)
- Some unusual formats, such as letters or questions followed by answers
- Both familiar content and some new content children may not know
- Contain a few abstract concepts that are highly supported by text and illustrations
- Longer sentences that can carry over to two or three lines, and some over two pages
- Many two-to-three-syllable words from all parts of speech
- Some complex spelling patterns
- Some complex letter-sound relationships in words
- Eight to sixteen pages of print (some easy chapter books of fifty to sixty pages)
- Three to eight lines of text per page

Characteristics of Developing Readers (Reading at Level I):

- Able to process mostly short texts (eight to sixteen pages); some easy illustrated chapter books
- Able to sustain attention and memory over longer periods of time
- Can process longer (ten words or more) and more complex sentences
- Have a large sight-word vocabulary
- Able to use word-solving strategies for complex spelling patterns, multi-syllable words, and words with inflectional endings, plurals, contractions, and possessives
- Read many texts silently, following text with their eyes and without pointing
- Oral reading reflects appropriate rate, stress, intonation, phrasing, and pausing
<table>
<thead>
<tr>
<th><strong>Level I Guided Reading Comprehension Questions</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Fiction:</strong></td>
</tr>
</tbody>
</table>
| *What prediction can you make about the outcome of the story?*
| *What prediction can you make based on what you know about the characters? Or type of story?*
| *What is the problem of the story? Can you make a prediction about what the solution may be?*
| *What predictions can you make about this story based on your experiences and knowledge of other books?*
| *Where in the text can you prove your prediction was correct? Or disprove your prediction?*
| *What evidence does the author give to justify your prediction?*
| *What do you think some of the actions of the characters may or may not be?*
| *What connections can you make to the character?*
| *What connections can you make before, during or after you read?*
| *What connections can you make to other books? i.e. the same author, topic, content, etc*
| *What characteristics can you recognize with characters you have read about before?*
| *How can figure out what characters are feeling and their motivations through reading their dialogues?*
| *How do you think the character feels? Find evidence.*
| *Why do you think the character feels the way he/she does? Find evidence in book.*
| *What caused the character to do something in the story? What was the effect of his/her actions?*
| *Is this text fiction or nonfiction?*
| *What genre is this text? Is it a simple animal fantasy, realistic fiction, traditional literature, plays*
| *What did you notice about the structure of the text? description, compare/contrast, sequence, problem/solution?*
| *Find examples of descriptive language the author used. How did it add to the story?*
| *How did the author use pictures to match the book?*
| *How did the author or illustrator emphasize print features? the layout of the story?*
| *Find the part of the story where the problem is solved?*
| *Could this story be true? Tell why*
| *Why is this illustration included? How does it help you understand the meaning of the book?*
| *How might the character have acted differently?*
| *Do you think the book was interesting, humorous, or exciting? Why? (be specific)*  |
| **Nonfiction**                                |
| *What do you already know about this topic? (prior knowledge)*
| *What new information have you learned?*
| *What predictions can you make about the text based on what you know and your experiences?*
| *Where in the text can you prove your prediction was correct? Or disprove your prediction?*
| *What connections can you make to other books?*
| *How can you tell the text is nonfiction?*
| *What connections can you make to other books? i.e. the same author, topic, content, etc*
| *What caused the problem in the text?*
| *Why did that happen?*
| *Can you use any illustrations or graphics to learn information?*
| *What did you notice about the layout of the text? (bold letters, italics…)*
| *Why did the author organize it this way?*
| *What did the author want you to learn?*
| *Do you agree or disagree with ideas in the text?*
| *Did the author make this book interesting? How?*
| *Have you changed your mind about this topic after reading this text?*
| *Do you agree with the author’s point of view about this text?*
| *How can you use this information in other parts of your life?*  |
J: Characteristics of Texts at Level J:

- Informational texts, simple animal fantasy, realistic fiction, traditional literature (folktales), some simple biographies on familiar subjects
- Beginning chapter books with illustrations (forty to seventy-five pages)
- Underlying organizational structures used and presented clearly (description, compare and contrast, problem and solution)
- Some unusual formats, such as letters or questions followed by answers
- Some ideas new to most children
- Some texts with settings that are not familiar to most children
- Varied placement of subject, verb, adjectives and adverbs in sentences
- Contain some abstract concepts that are highly supported by text and illustrations
- Some complex spelling patterns and letter-sound relationships in words
- Many lines of print on a page

Characteristics of Developing Readers (Reading at Level J):

- Able to process a variety of texts (short fiction texts, short informational texts, and longer narrative texts that have illustrations and short chapters)
- Adjust reading strategies as needed to process different genres
- Process increasingly more complex sentences
- Have a large, expanding sight-word vocabulary
- Able to quickly apply word-solving strategies for complex spelling patterns, multi-syllable words, and words with inflectional endings, plurals, contractions, and possessives
- Read silently during independent reading
- Oral reading reflects appropriate rate, stress, intonation, phrasing, and pausing
Level J Guided Reading Comprehension

Questions Fiction:

What prediction can you make about the outcome of the story?
What is the problem of the story? Can you make a prediction about what the solution may be?
What prediction can you make based on personal connections you have about the text?
Where in the text can you prove your prediction was correct? Or disprove your prediction?
What evidence does the author give to justify your prediction?
How do you think the character feels? Find evidence.
What do you think some of the actions of the characters may or may not be?
How did ______ change how the character felt?
What connections can you make to the character?
What connections can you make before, during or after you read?
What connections can you make to other books? i.e. the same author, topic, content, etc
What caused the problem? Why did that happen?
What caused the character to do something in the story? What was the effect of his/her actions?
Is this text fiction or nonfiction?
What genre is this text? Is it a simple animal fantasy, realistic fiction, traditional literature, plays
Why is this illustration included? How does it help you understand the meaning of the book?
What figurative language is used in the text? How is it used?
What did you notice about the organization of the text? (Author’s craft)
Find examples of descriptive language the author used. How did it add to the story?
How did the author use dialogue in the story?
Could this story have happened in another setting? Where?
What is the plot of the story?
How is the plot and the setting related?
Find the part of the story where the problem is solved?
What might have changed the character’s behavior?
How did you idea about the character change after reading this book?
Do you think the book was interesting, humorous, or exciting? Why? (be specific)

Nonfiction:

What do you already know about this topic? (prior knowledge)
What new information have you learned?
What predictions can you make about the text based on what you know and your experiences?
What connections can you make to other books?
How can you tell the text is nonfiction?
What connections can you make to other books? i.e. the same author, topic, content, etc
What caused the problem in the text?
Why did that happen?
Can you use any illustrations or graphics to learn information?
What did you notice about the layout of the text? (bold letters, italics…)
Why did the author organize it this way?
What did the author want you to learn?
Do you agree or disagree with ideas in the text?
Have you changed your mind about anything after reading this book?
Did the author make this book interesting? How?
Have you changed your mind about this topic after reading this text?
Do you agree with the author’s point of view about this text?
How can you use this information in other parts of your life?
K: Characteristics of Texts at Level K:

- Informational texts, simple animal fantasy, realistic fiction, traditional literature (folktales), some simple biographies on familiar subjects
- Beginning chapter books (sixty to one hundred pages of print)
- Varied organization in nonfiction text formats (question/answer, boxes, legends, etc.)
- Some texts with plots, situations, and settings outside what a child would typically find familiar
- Longer (more than fifteen words), more complex sentences
- Variety of words used to assign dialogue, with verbs and adverbs essential to meaning
- Multi-syllable words that are challenging to take apart or decode
- Longer stretches of print without the support of pictures

Characteristics of Developing Readers (Reading at Level K):

- Able to accommodate the higher-level processing of several fiction texts with multiple episodes connected to a single plot
- Read about and understand characters that are increasingly more complex
- Able to process a great deal of dialogue within a story
- Challenged to read stories based on concepts that are distant in time and space and reflect diverse cultures
- Have a large, expanding sight-word vocabulary
- Able to quickly apply word-solving strategies for complex spelling patterns, multi-syllable words, and words with inflectional endings, plurals, contractions, and possessives
- Read silently during independent reading
- Oral reading fully demonstrates all aspects of fluent reading
## Level K Guided Reading Comprehension Questions

### Fiction:

What prediction can you make about the outcome of the story?
What is the problem in the story? Can you make prediction about what the solution may be?
What prediction can you make based on personal connections you have about the text?
Where in the text can you prove or disprove your prediction?
*What evidence does the author give to justify your prediction?*
*How did the _______ change the outcome of the story?*
*How did the _______ change how the character felt?*
What evidence can you find in the text to prove your connections were true?
What do you think actions of the character may or may not be?
What caused the problem?
Why did that happen?
*What connection can you make to the character?*
What connections can you make before, during, and after you read the text?
What text-to-text connections can you make about? i.e. the same author, topic, content, etc
What do you notice about the genre of the text?
What do you notice about the organization of the text? (Author’s Craft) Is this text fiction or nonfiction?
What genre is this text? Is it a simple animal fantasy, realistic fiction, traditional literature, plays
*What figurative language is used in the text? How was it used?*
How descriptive language is used and how did it add to the text?
*What is the relationship between the setting and the plot of the text?*
Find where in the text the problem was solved?
Do you feel the text was interesting, humorous, or exciting, and why?

### Nonfiction:

What do you already know about this topic? (prior knowledge)
What do you predict will happen next in the text? at the end?
*What evidence can you find in the text to prove your prediction was correct? Incorrect?*
How can you tell the text is nonfiction?
What predictions can you make about the text based on what you know and your experiences?
What connections can you make to other books?
Can you use any illustrations or graphics to gain information?
What new information have you learned?
What caused the problem in the text?
Why did it happen?
Did the author make this book interesting? How?
How did the author organize the text?
What did the author want you to learn?
What did you notice about the layout of the text? (bold letters, italics…)
*How does the author’s word choice affect the meaning of the book?*
Do you agree or disagree with ideas in the text?
Have you changed your mind about this topic after reading this text?
Do you agree with the author’s point of view about this text?
How can you use this information in other parts of your life?
L: Characteristics of Texts at Level L:

- Informational texts, simple fantasy, realistic fiction, traditional literature (folktales), simple biographies, simple mysteries
- Underlying organizational structures (description, compare and contrast, problem and solution)
- Some technical content that is challenging and not typically known
- Some texts with plots, settings, and situations outside typical experience
- Multi-syllable words that are challenging to take apart or decode
- Some new vocabulary and content-specific words in nonfiction text introduced, explained, and illustrated in the text
- New vocabulary in fiction texts (largely unexplained)
- Chapter books (sixty to one hundred pages of print)

Characteristics of Developing Readers (Reading at Level L):

- Able to process easy chapter books, including some series books, with more sophisticated plots and few illustrations, as well as shorter informational texts
- Adjust reading to process a variety of genres
- Understand that chapter books have multiple episodes connected to a single plot
- Bring background knowledge to new reading in order to process and learn new information
- Begin to recognize themes across texts (friendship, courage)
- Able to understand some abstract ideas
- Able to see multiple perspectives of characters through description
- Able to flexibly apply word-solving strategies for complex spelling patterns, multi-syllable words, and words with inflectional endings, plurals, contractions, and possessives
- Read silently during independent reading
- Oral reading fully demonstrates all aspects of fluent reading
### Level L Guided Reading Comprehension Questions

#### Fiction:

- What is the problem in the story? What prediction can you make about the outcome?
- What similar experiences do you have?
- What evidence can you use to see if your prediction was correct?
- What evidence does the author give to tell you about the character?
- What do you think the character will do based on his personality?
- What connections can you make to other books? e.g., the same author, topic, content, etc.
- *How does the character feel? Find evidence.*
- *How did ______ change how the character felt?*
- *Why did the character make that choice?*
- What did the author want you to learn?
- *What caused the problem?*
- *Why did that happen?*
- How can you tell this book is fiction?
- What genre is this text? Is it a simple animal fantasy, realistic fiction, traditional literature, plays
- Why is this illustration included?
- Tell me about this author’s style.
- Find a simile or metaphor. Why is it used?
- Could this story have happened in another setting?
- Find the part in the story where the problem is resolved.
- What might have changed the character’s behavior.
- Judge this text. Explain your judgment.

#### Nonfiction:

- What do you already know about this topic?
- What new ideas have you learned?
- How did what you learned add to your knowledge?
- What connections can you make to other books?
- Have you changed your mind after reading this book?
- What did the author want you to learn?
- What caused the problem?
- Why did that happen?
- How can you tell this book is nonfiction?
- How did the author organize the book?
- Why did the author organize the book this way?
- What does the illustration mean?
- Find facts and opinions.
- Do you agree with the author’s point of view? Support your answer.
- Judge this text. Explain your judgment.
M: Characteristics of Texts at Level M:

- Informational texts, simple fantasy, realistic fiction, traditional literature (folktales), simple biographies, simple mysteries
- Most of the content carried by print, rather than pictures
- Some abstract themes requiring inferential thinking to derive
- Texts with multiple points of view revealed through characters’ behaviors
- Complex plots with numerous episodes and time passing
- Multiple characters to understand and notice how they develop and change
- Multi-syllable words that are challenging to take apart or decode
- Some new vocabulary and content-specific words introduced, explained, and illustrated in the text

Characteristics of Developing Readers (Reading at Level M):

- Know the characteristics of a range of genres
- Developing preferences for specific forms of reading (mysteries, biographies)
- Can understand and process narratives with more elaborate plots and multiple characters that develop and change over time
- Able to identify and use underlying organizational structures (description, compare and contrast, problem and solution, cause and effect) to help navigate through text
- Word solving is smooth and automatic with both oral and silent reading
- Can read and understand descriptive words, some complex content-specific words, and some technical words
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<th>Level M Guided Reading Comprehension Questions</th>
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<td><strong>Fiction:</strong></td>
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| **Nonfiction:**                               |
| What do you already know about this topic?    |
| What new ideas have you learned?              |
| How did what you learned add to your knowledge? |
| What connections can you make to other books? |
| Have you changed your mind after reading this book? |
| What did the author want you to learn?        |
| What caused the problem?                      |
| Why did that happen?                          |
| How can you tell this book is nonfiction?     |
| How did the author organize the book?         |
| Why did the author organize the book this way? |
| How well do you think the author used illustrations and graphics? How did they help you as a reader? |
| What else would you have included if you were the author? |
| What does the illustration mean?              |
| Find facts and opinions.                     |
| Do you agree with the author’s point of view? Support your answer.  |
| Judge this text. Explain your judgment.       |
N: Characteristics of Texts at Level N:

- Informational texts, simple fantasy, realistic fiction, traditional literature (folktales), simple biographies, simple mysteries
- Presentation of multiple topics that represent subtopic of a larger topic or theme
- Various ways of showing characters’ attributes (description, dialogue, thoughts, others’ perspectives)
- Complex plots with numerous episodes and time passing
- Multiple characters to understand and notice how they develop and change
- Variety in sentence length and complexity
- Many two-to-three-syllable words; some words with more than three syllables
- Multi-syllable words that are challenging to take apart or decode
- Words with prefixes and suffixes
- Some new vocabulary and content-specific words introduced, explained, and illustrated in the text

Characteristics of Early Independent Readers (Reading at Level N):

- Know the characteristics of and can process the full range of genres
- Developing preferences for specific forms of reading (mysteries, biographies)
- Can understand and process narratives with more elaborate plots and multiple characters that develop and change over time
- Able to identify and use underlying organizational structures (description, compare and contrast, problem and solution, cause and effect) to help navigate through text
- Word solving is smooth and automatic with both oral and silent reading
- Reader will slow down to problem solve or search for information, then resume normal reading pace
- Most word solving is unconscious and automatic; little overt problem solving needed
- Can read and understand descriptive words, some complex content-specific words, and some technical words
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<thead>
<tr>
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<td><em>What did the author do that made this book interesting?</em></td>
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O: Characteristics of Texts at Level O:

- Informational texts, simple fantasy, realistic fiction, traditional literature (folktales), biographies, mysteries, historical fiction, short stories, chapter books with sequels
- Prior knowledge needed to understand content in many informational texts
- Presentation of multiple topics that represent subtopic of a larger topic or theme
- Content requiring the reader to take on perspectives from diverse cultures and bring cultural knowledge to understanding
- Multiple characters to know and understand
- Characters revealed by what they say, do, think, and by what others say or think about them
- Descriptive and figurative language that is key to understanding the plot
- Characters with both good and bad traits, who change and develop over time
- Some words used figuratively
- New vocabulary in fiction texts largely unexplained
- Some words with connotative meanings that are essential to understanding the text
- Some multi-syllable proper nouns that are challenging to take apart or decode

Characteristics of Early Independent Readers (Reading at Level O):

- Know the characteristics of and can process the full range of genres
- Read a wide range of texts: chapter books, shorter fiction and informational text, including special forms such as mysteries, series books, and short stories
- Able to identify and use underlying organizational structures (description, compare and contrast, problem and solution, cause and effect) to help navigate through text
- Able to process lengthy, complex sentences, containing prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives
- Solve new vocabulary words, some defined in the text and some unexplained
- Most word solving is unconscious and automatic; little overt problem solving needed
- Can read and understand descriptive words, some complex content-specific words, and some technical words
- Word solving is smooth and automatic with both oral and silent reading
- Demonstrate all aspects of smooth, fluent processing
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<td>have happened during that time?</td>
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<td>How would you categorize the information?</td>
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P: Characteristics of Texts at Level P:

- Informational texts, fantasy, realistic fiction, traditional literature (folktales), biographies, mysteries, historical fiction, short stories, chapter books with sequels, genre combinations (hybrids)
- Topics that go well beyond readers’ personal experience
- Content requiring the reader to take on diverse perspectives (race, language, culture)
- Ideas and themes requiring taking a perspective not familiar to the reader
- Some more challenging themes (war, the environment)
- Many ideas and themes requiring understanding of cultural diversity
- Multiple characters to know and understand
- Characters revealed by what they say, do, think, and by what others say or think about them
- Extensive use of descriptive and figurative language that is key to understanding the plot
- Building suspense through events of the plot
- Some more complex fantasy elements
- Many complex content-specific words in nonfiction, mostly defined in text, illustrations, or glossary
- Multi-syllable proper nouns that are challenging to take apart or decode
- More difficult layout of informational text, and some fiction text, with denser format

Characteristics of Early Independent Readers (Reading at Level P):

- Can identify the characteristics of a full range of genres, including biographies on less well-known subjects and hybrid genres
- Read a wide range of texts: chapter books, shorter fiction and informational text, including special forms such as mysteries, series books, and short stories
- Able to identify and use underlying organizational structures (description, compare and contrast, problem and solution, cause and effect) to help navigate through text
- Able to process lengthy, complex sentences, containing prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives
- Solve new vocabulary words, some defined in the text and some unexplained
- Most word solving is unconscious and automatic; little overt problem solving needed
- Can read and understand descriptive words, some complex content-specific words, and some technical words
- Word solving is smooth and automatic with both oral and silent reading
- Demonstrate all aspects of smooth, fluent processing
## Level P Guided Reading Comprehension Questions

### Fiction:

- What is the problem in the story? What prediction can you make about the outcome?
- What similar experiences do you have?
- What evidence can you use to see if your prediction was correct?
- What evidence does the author give to tell you about the character?
- What do you think the character will do based on his personality?
- What connections can you make to other books?
- How does the character feel? Find evidence.
- How did the character’s perspective change as the story unfolded?
- Why did the character make that choice?
- What caused the problem?
- Why did that happen?
- What happened in the first chapter? (longer sections)
- How can you tell this book is fiction?
- Why is this illustration included?
- Tell me about this author’s style.
- Find a simile or metaphor. Why is it used?
- Could this story have happened in another setting?
- Find the part in the story where the problem is resolved.
- What might have changed the character’s behavior?
- Judge this text. Explain your judgment.
- What would you say to someone who disagreed with you about that?
- Why was that event so significant in this story?
- What did the author do that made this book interesting/funny?
- Why is the setting important?
- You may not have had the same experiences as this character, but how can you understand him anyway?
- What things can you infer about this character? Using that information, what do you think the character will do?

### Fantasy:

- How did the author use symbols or magic in this story?

### Nonfiction:

- What do you already know about this topic?
- What new ideas have you learned?
- How did what you learned add to your knowledge?
- What connections can you make to other books?
- Have you changed your mind after reading this book?
- What did the author want you to learn or know?
- What caused the problem?
- Why did that happen?
- How can you tell this book is nonfiction?
- How did the author organize the book?
- Why did the author organize the book this way?
- How well do you think the author used illustrations and graphics? How did they help you as a reader?
- What else would you have included if you were the author?
- What does the illustration mean?
- Find facts and opinions.
- Do you agree with the author’s point of view? Support your answer.
- Judge this text. Explain your judgment.
- What did the author do that made this book interesting?
- How would you categorize the information?

*How can what you have read in the past help you understand the people and cultures in this text? What qualifications does the author have to write an informational text*
Q: Characteristics of Texts at Level Q:

- Informational texts, more complex fantasy, realistic fiction, traditional literature (folktales), biographies, autobiographies, memoirs, mysteries, historical fiction, short stories, genre combinations (hybrids), diaries
- Many abstract themes requiring inferential thinking to derive
- Texts with deeper meanings applicable to important human problems and social issues
- Some more challenging themes (war, the environment)
- Many new vocabulary words that depend on readers’ tools (such as glossaries)
- Many new vocabulary words for readers to derive meaning from context
- Extensive use of figurative language (idioms, simile, metaphor)
- Words that are seldom used in oral language and are difficult to decode
- Many technical words that are difficult to decode
- Nonfiction may contain a variety of complex graphics, often more than one on a page
- Some nonfiction texts with graphics that have scales or legends that require understanding and interpretation

Characteristics of Developing Independent Readers (Reading at Level Q):

- Automatically read and understand a full range of genres, including biographies, hybrid genres, fiction with elaborate plots and complex characters, informational texts, etc.
- Able to process lengthy, complex sentences, containing prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives
- Solve new vocabulary words, some defined in the text and some unexplained
- Most reading is silent, but fluency and phrasing in oral reading are well-established
- Readers are challenged by many longer descriptive words and by content-specific/technical words
- Able to take apart multi-syllable words and use a full range of word-solving skills
- Read and understand texts in a variety of layouts and formats
- Consistently search for information in illustrations and increasingly complex graphics
# Level Q Guided Reading Comprehension Questions

## Fiction:
- What is the problem in the story? What prediction can you make about the outcome?
- What similar experiences do you have?
- What evidence can you use to see if your prediction was correct?
- What evidence does the author give to tell you about the character?
- What do you think the character will do based on his personality?
- How does the character feel? Find evidence.
- How did the character’s perspective change as the story unfolded?
- Why did the character make that choice?
- What did the author want you to learn?
- What caused the problem?
- Why did that happen?
- What happened in the first chapter? (longer sections)
- How can you tell this book is fiction?
- Why is this illustration included?
- Tell me about this author’s style.
- Find a simile or metaphor. Why is it used?
- Could this story have happened in another setting?
- Find the part in the story where the problem is resolved.
- What might have changed the character’s behavior?
- Judge this text. Explain your judgment.
- What would you say to someone who disagreed with you about that?
- Why was that event so significant in this story?
- What did the author do that made this book interesting/funny?
- What caused the problem? Why did that happen?
- How can you tell this book is fiction?
- How was the author organized the book?
- What new ideas have you learned?
- What things can you infer about this character? Using that information, what do you think the character will do?
- What would you include if you were the author?
- What else would you have included if you were the author?
- What does the illustration mean?
- Find facts and opinions.
- Do you agree with the author’s point of view? Support your answer.
- Judge this text. Explain your judgment.
- How would you categorize the information?
- How can what you have read in the past help you understand the people and cultures in this text?
- What qualifications does the author have to write an informational text?
- What kinds of books do you like to read? Support your answer with examples of text features.

## Nonfiction:
- What do you already know about this topic?
- What new ideas have you learned?
- How did what you learned add to your knowledge?
- What connections can you make to other books?
- Have you changed your mind after reading this book?
- What did the author want you to learn or know?
- What caused the problem? Why did that happen?
- How can you tell this book is nonfiction?
- How did the author organize the book?
- Why did the author organize the book this way?
- How well do you think the author used illustrations and graphics? How did they help you as a reader?
- What else would you have included if you were the author?
- What does the illustration mean?
- Find facts and opinions.
- Do you agree with the author’s point of view? Support your answer.
- Judge this text. Explain your judgment.
- What did the author do that made this book interesting?
- How would you categorize the information?
- How can what you have read in the past help you understand the people and cultures in this text?
- What qualifications does the author have to write an informational text?
- What kinds of books do you like to read? Support your answer with examples of text features.
R: Characteristics of Texts at Level R:

- Informational texts, more complex fantasy, realistic fiction, traditional literature (folktales), biographies, autobiographies, memoirs, mysteries, historical fiction, short stories, genre combinations (hybrids), diaries
- Some collections of short stories that have interrelated themes or build a single plot across the book
- Fiction – settings requiring knowledge of content (history, geography, etc.)
- Complex ideas on many different topics requiring real or vicarious experiences
- Long stretches of descriptive language that are important to understanding the setting and characters
- Some long strings of unassigned dialogue from which story action must be inferred
- Settings distant in time and space from students’ experiences
- Many new vocabulary words for readers to derive meaning from context
- Extensive use of figurative language (idioms, simile, metaphor)
- Words with a wide variety of very complex spelling patterns
- Words that are seldom used in oral language and are difficult to decode

Characteristics of Developing Independent Readers (Reading at Level R):

- Automatically read and understand a full range of genres, including biographies, hybrid genres, fiction with elaborate plots and complex characters, informational texts, etc.
- Understand perspectives different from their own as well as settings and people far distant in time and space
- Able to process lengthy, complex sentences, containing prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives
- Solve new vocabulary words, some defined in the text and some unexplained
- Most reading is silent, but fluency and phrasing in oral reading are well-established
- Readers are challenged by many longer descriptive words and by content-specific/technical words
- Able to take apart multi-syllable words and use a full range of word-solving skills
- Read and understand texts in a variety of layouts and formats
- Consistently search for information in illustrations and increasingly complex graphics
- Able to read longer texts and remember information and connect ideas over a long period of time (a week or two)
- Read and interpret complex fantasy, myths, legends that contain symbolism
- Understand perspectives different from their own
- Understand settings and people far distant in time and space
- Readers are challenged by many longer descriptive words and by content-specific/technical words
- Read and understand texts in a variety of layouts and formats
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<td>Why is the setting important?</td>
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<tr>
<td>You may not have had the same experiences as this character, but how can you understand him anyway?</td>
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<tr>
<td>What things can you infer about this character? Using that information, what do you think the character will do?</td>
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<tr>
<td>(Historical Fiction) Did the author depict a story that actually could have happened during that time?</td>
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<tr>
<td>How did you find this out?</td>
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<tr>
<td>Fantasy) How did the author use symbols or magic in this story?</td>
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<tr>
<td>How does the author build suspense throughout the story?</td>
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<tr>
<td>How has your view of this character changed now that you’ve read more?</td>
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<tr>
<td><strong>Nonfiction:</strong></td>
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<tr>
<td>What do you already know about this topic?</td>
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<tr>
<td>What new ideas have you learned?</td>
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<tr>
<td>How did what you learned add to your knowledge?</td>
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<tr>
<td>Have you changed your mind after reading this book?</td>
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<tr>
<td>What did the author want you to learn or know?</td>
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<tr>
<td>What caused the problem? Why did that happen?</td>
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<tr>
<td>How can you tell this book is nonfiction?</td>
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<tr>
<td>How did the author organize the book?</td>
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<tr>
<td>Why did the author organize the book this way?</td>
</tr>
<tr>
<td>How well do you think the author used illustrations and graphics? How did they help you as a reader?</td>
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<tr>
<td>What else would you have included if you were the author?</td>
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<tr>
<td>What does the illustration mean?</td>
</tr>
<tr>
<td>Find facts and opinions.</td>
</tr>
<tr>
<td>Do you agree with the author’s point of view? Support your answer.</td>
</tr>
<tr>
<td>Judge this text. Explain your judgment.</td>
</tr>
<tr>
<td>What did the author do that made this book interesting?</td>
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<tr>
<td>How would you categorize the information?</td>
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<tr>
<td>How can what you have read in the past help you understand the people and cultures in this text?</td>
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<tr>
<td>What qualifications does the author have to write an informational text?</td>
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<tr>
<td>How does this book give you a new perspective?</td>
</tr>
<tr>
<td>What kinds of books do you like to read? Support your answer with examples of text features.</td>
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</tbody>
</table>
S: Characteristics of Texts at Level S:

- Informational texts, more complex fantasy, realistic fiction, traditional literature (folktales), biographies, autobiographies, memoirs, mysteries, historical fiction, short stories, genre combinations (hybrids), diaries
- Some collections of short stories that have interrelated themes or build a single plot across the book
- Content particularly appealing to adolescents
- Some fiction settings requiring knowledge of content (history, geography, etc.)
- Complex ideas on many different topics requiring real or vicarious experiences
- Long stretches of descriptive language that are important to understanding the setting and characters
- Some long strings of unassigned dialogue from which story action must be inferred
- Many new vocabulary words that depend on readers’ tools (such as glossaries)
- Many new vocabulary words for readers to derive meaning from context
- Extensive use of figurative language (idioms, simile, metaphor)
- Words with a wide variety of very complex spelling patterns
- Words that are seldom used in oral language and are difficult to decode
- Many words with affixes (prefixes and suffixes, multi-syllable proper nouns that are difficult to decode)
- Increasingly difficult layout of informational texts, with dense content and format

Characteristics of Developing Independent Readers (Reading at Level S):

- Automatically read and understand a full range of genres, including biographies on less well-known subjects, hybrid genres, fiction with elaborate plots and complex characters, informational texts, etc.
- Able to process lengthy, complex sentences, containing prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives
- Understand perspectives different from their own as well as settings and people far distant in time and space
- Able to process lengthy, complex sentences, containing prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives
- Solve new vocabulary words, some defined in the text and some unexplained
- Most reading is silent, but fluency and phrasing in oral reading are well-established
- Readers are challenged by many longer descriptive words and by content-specific/technical words
- Able to take apart multi-syllable words and use a full range of word-solving skills
- Read and understand texts in a variety of layouts and formats
- Consistently search for information in illustrations and increasingly complex graphics
**Level 5 Guided Reading Comprehension Questions**

### Fiction:
- What is the problem in the story? What prediction can you make about the outcome?
- What similar experiences do you have?
- What evidence can you use to see if your prediction was correct?
- What evidence does the author give to tell you about the character?
- What do you think the character will do based on his personality?
- What evidence does the author give to tell you about the character?
- How does the character feel? Find evidence.
- How did the character’s perspective change as the story unfolded?
- Why did the character make that choice?
- What did the author want you to learn?
- What caused the problem?
- Why did that happen?
- What happened in the first chapter? (longer sections)
- How can you tell this book is fiction?
- Why is this illustration included?
- Tell me about this author’s style.
- Find a simile or metaphor. Why is it used?
- Could this story have happened in another setting?
- Find the part in the story where the problem is resolved.
- What might have changed the character’s behavior?
- Judge this text. Explain your judgment.
- What would you say to someone who disagreed with you about that?
- Why was that event so significant in this story?
- What did the author do that made this book interesting/funny?
- How did the author use symbols or magic in this story?
- How does the author build suspense throughout the story?
- What did the author do that made this book interesting/funny?
- How has your view of this character changed now that you’ve read more?
- How did the author use symbols?

### Nonfiction:
- What do you already know about this topic?
- What new ideas have you learned?
- How did what you learned add to your knowledge?
- What connections can you make to other books?
- Have you changed your mind after reading this book?
- What did the author want you to learn or know?
- What caused the problem?
- Why did that happen?
- How can you tell this book is nonfiction?
- How did the author organize the book?
- Why did the author organize the book this way?
- How well do you think the author used illustrations and graphics? How did they help you as a reader?
- What else would you have included if you were the author?
- What does the illustration mean?
- Find facts and opinions.
- Do you agree with the author’s point of view? Support your answer.
- Judge this text. Explain your judgment.
- What did the author do that made this book interesting?
- How would you categorize the information?
- How can what you have read in the past help you understand the people and cultures in this text?
- What qualifications does the author have to write an informational text?
- How does this book give you a new perspective?
- What kinds of books do you like to read? Support your answer with examples of text features.
T: Characteristics of Texts at Level T:

- Informational texts, more complex fantasy, realistic fiction, traditional literature (folktales), biographies, autobiographies, memoirs, mysteries, historical fiction, short stories, genre combinations (hybrids), diaries
- Some collections of short stories that have interrelated themes or build a single plot across the book
- Nonfiction texts with multiple topics and categories and subcategories within them
- Themes focusing on the problems of preadolescents
- Many texts focusing on human problems (war, hardship, economic issues)
- Themes that evoke alternative interpretations
- Some more complex fantasy elements, some showing conflict between good and evil
- Some obvious symbolism
- Wide range of declarative, imperative, or interrogative sentences
- Many words with affixes (prefixes and suffixes, multi-syllable proper nouns that are difficult to decode)
- Words used in regional or historical dialects
- Some words from languages other than English
- Most texts with no or only minimal illustrations

Characteristics of Independent Readers (Reading at Level T):

- Automatically read and understand a full range of genres, including biographies on less well-known subjects, hybrid genres, fiction with elaborate plots and complex characters, informational texts, etc.
- Able to read longer texts and remember information and connect ideas over a long period of time (a week or two)
- Read and interpret complex fantasy, myths, legends that contain symbolism
- Understand perspectives different from their own
- Understand settings and people far distant in time and space
- Readers are challenged by many longer descriptive words and by content-specific/technical words
- Read and understand texts in a variety of layouts and format
<table>
<thead>
<tr>
<th>Fiction:</th>
<th></th>
<th>Nonfiction:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the problem in the story? What prediction can you make about the outcome?</td>
<td>What do you already know about this topic?</td>
<td>What do you already know about this topic?</td>
</tr>
<tr>
<td>What similar experiences do you have?</td>
<td>What new ideas have you learned?</td>
<td>What new ideas have you learned?</td>
</tr>
<tr>
<td>What evidence can you use to see if your prediction was correct?</td>
<td>How did what you learned add to your knowledge?</td>
<td>How did what you learned add to your knowledge?</td>
</tr>
<tr>
<td>What evidence does the author give to tell you about the character?</td>
<td>What connections can you make to other books?</td>
<td>What connections can you make to other books?</td>
</tr>
<tr>
<td>What do you think the character will do based on his personality?</td>
<td>Have you changed your mind after reading this book?</td>
<td>Have you changed your mind after reading this book?</td>
</tr>
<tr>
<td>What connections can you make to other books?</td>
<td>What did the author want you to learn or know?</td>
<td>What did the author want you to learn or know?</td>
</tr>
<tr>
<td>How does the character feel? Find evidence.</td>
<td>What caused the problem?</td>
<td>What caused the problem?</td>
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<tr>
<td>How did the character’s perspective change as the story unfolded?</td>
<td>Why did that happen?</td>
<td>Why did that happen?</td>
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<tr>
<td>How did __ change how the character felt?</td>
<td>How can you tell this book is fiction?</td>
<td>How can you tell this book is fiction?</td>
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<tr>
<td>Why did the character make that choice?</td>
<td>Why is this illustration included?</td>
<td>How did the author organize the book?</td>
</tr>
<tr>
<td>What did the author want you to learn?</td>
<td>Tell me about this author’s style.</td>
<td>Why did the author organize the book this way?</td>
</tr>
<tr>
<td>What caused the problem?</td>
<td>Find a simile or metaphor. Why is it used?</td>
<td>How well do you think the author used illustrations and graphics? How did they help you as a reader?</td>
</tr>
<tr>
<td>Why did that happen?</td>
<td>Could this story have happened in another setting?</td>
<td>What else would you have included if you were the author?</td>
</tr>
<tr>
<td>What happened in the first chapter? (longer sections)</td>
<td>Find the part in the story where the problem is resolved.</td>
<td>What does the illustration mean?</td>
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<tr>
<td>How can you tell this book is fiction?</td>
<td>What might have changed the character’s behavior?</td>
<td>Find facts and opinions.</td>
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<tr>
<td>Why is this illustration included?</td>
<td>Judge this text. Explain your judgment.</td>
<td>Do you agree with the author’s point of view? Support your answer.</td>
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<td>Tell me about this author’s style.</td>
<td>What did the author do that made this book interesting/ funny?</td>
<td>Judge this text. Explain your judgment.</td>
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<tr>
<td>Find a simile or metaphor. Why is it used?</td>
<td>How is the setting important?</td>
<td>How do you categorize the information?</td>
</tr>
<tr>
<td>Could this story have happened in another setting?</td>
<td>What did the author do that made this book interesting/funny?</td>
<td>How can what you have read in the past help you understand the people and cultures in this text?</td>
</tr>
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<td>Find the part in the story where the problem is resolved.</td>
<td>How did the author use symbols?</td>
<td>What qualifications does the author have to write an informational text?</td>
</tr>
<tr>
<td>What might have changed the character’s behavior?</td>
<td>How does the author build suspense throughout the story?</td>
<td>How does this book give you a new perspective?</td>
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<td>Judge this text. Explain your judgment.</td>
<td>What did the author do that made this book interesting?</td>
<td>What kinds of books do you like to read? Support your answer with examples of text features.</td>
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<td>What would you say to someone who disagreed with you about that?</td>
<td>Why was that event so significant in this story?</td>
<td>What did the author do that made this book interesting?</td>
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<td>What did the author do that made this book interesting/ funny?</td>
<td>How can what you have read in the past help you understand the people and cultures in this text?</td>
</tr>
<tr>
<td>Why is the setting important?</td>
<td>What did the author do that made this book interesting?</td>
<td>What qualifications does the author have to write an informational text?</td>
</tr>
<tr>
<td>You may not have had the same experiences as this character, but how can you understand him anyway?</td>
<td>What did the author do that made this book interesting/ funny?</td>
<td>How does this book give you a new perspective?</td>
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<tr>
<td>What things can you infer about this character? Using that information, what do you think the character will do in this (Historical Fiction) Did the author depict a story that actual could have happened during that time? How do you know Fantasy) How did the author use symbols or magic in this story?</td>
<td>How did the author organize the book this way?</td>
<td>What kinds of books do you like to read? Support your answer with examples of text features.</td>
</tr>
<tr>
<td>How does the author build suspense throughout the story?</td>
<td>How do the author organize the book this way?</td>
<td>How did the author organize the book this way?</td>
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<tr>
<td>How has your view of this character changed now that you’ve read more?</td>
<td>How well do you think the author used illustrations and graphics? How did they help you as a reader?</td>
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</tr>
<tr>
<td>How did the author use symbols?</td>
<td>What else would you have included if you were the author?</td>
<td>What else would you have included if you were the author?</td>
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<tr>
<td>How does the dialect spoken affect the authenticity of the story?</td>
<td>What does the illustration mean?</td>
<td>What does the illustration mean?</td>
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<tr>
<td>Find facts and opinions.</td>
<td>Do you agree with the author’s point of view? Support your answer.</td>
<td>Do you agree with the author’s point of view? Support your answer.</td>
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<tr>
<td>Judge this text. Explain your judgment.</td>
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<td>How would you categorize the information?</td>
<td>How would you categorize the information?</td>
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U: Characteristics of Texts at Level U:

- Informational texts, complex fantasy, realistic fiction, traditional literature (folktales), biographies, autobiographies, memoirs, mysteries, historical fiction, short stories, genre combinations (hybrids), diaries
- Variety of underlying structures often combined in complex ways (description, comparison and contrast, temporal sequence, problem and solution, etc.)
- Topics that go well beyond readers’ personal experiences and content knowledge
- Content particularly appealing to adolescents
- Many themes presenting mature issues and the problems of society (racism, war)
- Many texts focusing on human problems (war, hardship, economic issues)
- Themes that evoke alternative interpretations
- Texts requiring inference to understand characters and why they change
- Many complex narratives that are highly literary
- Some literary devices (for example, stories within stories, symbolism, and figurative language
- Fantasy and science fiction showing struggle between good and evil
- Some words from languages other than English
- Long, multi-syllable words requiring attention to roots to read and understand
- Most fiction texts with no illustrations other than the cover jacket
- A wide variety of complex graphics that require interpretation (photos with legends, diagrams, labels, cutaways, graphics, maps)

Characteristics of Independent Readers (Reading at Level U):

- Automatically read and understand a full range of genres, including biographies on less well-known subjects, hybrid genres, fiction with elaborate plots and complex characters, informational texts, etc.
- Able to read longer texts and remember information and connect ideas over many days of reading
- Read and interpret complex fantasy, myths, legends that contain symbolism
- Understand perspectives different from their own
- Understand settings and people far distant in time and space
- Most reading is silent, but fluency and phrasing in oral reading are well-established
- Able to take apart multi-syllable words and use a full range of word-solving skills
- Read and understand texts in a variety of layouts and formats
- Able to search for and use information in an integrated way, using complex graphics and texts that present content requiring background knowledge
**Fiction:**
- What is the problem in the story? What prediction can you make about the outcome?
- What similar experiences do you have?
- What evidence can you use to see if your prediction was correct?
- What evidence does the author give to tell you about the character?
- What do you think the character will do based on his personality?
- What connections can you make to other books?
- How does the character feel? Find evidence.
- How did the character’s perspective change as the story unfolded?
- How did change how the character felt?
- Why did the character make that choice?
- What caused the problem?
- Why did that happen?
- What happened in the first chapter? (longer sections)
- How can you tell this book is fiction?
- Why is this illustration included?
- Tell me about this author’s style.
- Find a simile or metaphor. Why is it used?
- Could this story have happened in another setting?
- Find the part in the story where the problem is resolved.
- What might have changed the character’s behavior?
- Judge this text. Explain your judgment.
- What would you say to someone who disagreed with you about that?
- Why was that event so significant in this story?
- What did the author do that made this book interesting/funny?
- Why is the setting important?
- You may not have had the same experiences as this character, but how can you understand him anyway?
- What things can you infer about this character? Using that information, what do you think the character will do in this situation?

**(Historical Fiction)** Did the author depict a story that actually could have happened during that time? How do you know?

**(Fantasy)** How did the author use symbols or magic in this story?

**(Nonfiction)**
- What do you already know about this topic?
- What new ideas have you learned?
- How did what you learned add to your knowledge?
- What connections can you make to other books?
- Have you changed your mind after reading this book?
- What did the author want you to learn or know?
- What caused the problem?
- Why did that happen?
- How can you tell this book is nonfiction?
- How did the author organize the book?
- Why did the author organize the book this way?
- How well do you think the author used illustrations and graphics? How did they help you as a reader?
- What else would you have included if you were the author?
- What does the illustration mean?
- Find facts and opinions.
- Do you agree with the author’s point of view? Support your answer.
- Judge this text. Explain your judgment.
- What did the author do that made this book interesting?
- How would you categorize the information?
- How can you read in the past help you understand the people and cultures in this text?
- What qualifications does the author have to write an informational text?
- How does this book give you a new perspective?
- What kinds of books do you like to read? Support your answer with examples of text features.

**Are the social issues/cultural groups in the text accurate? Why or why not? Use evidence from text.**
V: Characteristics of Texts at Level V:

- Informational texts, complex fantasy, realistic fiction, traditional literature (folktales), biographies, autobiographies, memoirs, mysteries, historical fiction, short stories, genre combinations (hybrids), diaries
- Variety of underlying structures often combined in complex ways (description, comparison and contrast, temporal sequence, problem and solution, etc.)
- Topics that go well beyond readers’ personal experiences and content knowledge
- Critical thinking required to judge authenticity of informational texts, historical fiction, and biography
- Heavy content load in many texts, both fiction and nonfiction, requiring study
- Many themes presenting mature issues and the problems of society (racism, war)
- Many texts focusing on human problems (war, hardship, economic issues)
- Themes that evoke alternative interpretations
- Some switching from setting to setting, including time change (often unsignaled, or signaled only by dialogue)
- Full range of literary devices (for example, flashback, stories within stories, symbolism, and figurative language)
- Many complex narratives that are highly literary
- Words used figuratively or with unusual or hard-to-understand connotations
- Archaic words or words from languages other than English that do not follow conventional pronunciation patterns
- Introduction to more abstract literary forms, such as satire

Characteristics of Independent Readers (Reading at Level V):

- Automatically read and understand a full range of genres, including biographies on less well-known subjects, hybrid genres, fiction with elaborate plots and complex characters, informational texts, etc.
- Able to read longer texts and remember information and connect ideas over many days of reading
- Read and interpret complex fantasy, myths, legends that contain symbolism
- Able to read and interpret more abstract forms of literature (satire)
- Understand perspectives different from their own
- Understand settings and people far distant in time and space
- Readers can be very expressive when presenting poetry or readers’ theater
- Read and understand texts in a variety of layouts and formats
- Able to search for and use information in an integrated way, using complex graphics and texts that present content requiring background knowledge
## Level V Guided Reading Comprehension Questions

### Fiction:
- What is the problem in the story? What prediction can you make about the outcome?
- What similar experiences do you have?
- What evidence can you use to see if your prediction was correct?
- What does the author give to tell you about the character?
- What connections can you make to other books?
- How does the character feel? Find evidence.
- What is the character’s perspective change as the story unfolded?
- How did the character’s feeling change how the character felt?
- Why did the character make that choice?
- What did the author want you to learn?
- What caused the problem?
- Why did that happen?
- What happened in the first chapter? (longer sections)
- How can you tell this book is fiction?
- Why is this illustration included?
- Tell me about this author’s style.
- Find a simile or metaphor. Why is it used?
- Could this story have happened in another setting?
- Find the part in the story where the problem is resolved.
- How has the author's use of figurative language added meaning/enjoyment to the reading of the text?
- Which words has the author used in a connotative way?
- How has the character(s) of the text changed? Support with text examples.
- Are the social issues/cultural groups in the text accurate? Why or why not? Use evidence from text.

### Nonfiction:
- What do you already know about this topic?
- What new ideas have you learned?
- What connections can you make to other books?
- Have you changed your mind after reading this book?
- What caused the problem?
- Why did that happen?
- How can you tell this book is nonfiction?
- How did the author organize the book?
- How do you think the author used illustrations and graphics? How did they help you as a reader?
- What else would you have included if you were the author?
- What does the illustration mean?
- Find facts and opinions.
- Do you agree with the author’s point of view? Support your answer.
- Judge this text. Explain your judgment.
- What did the author do that made this book interesting?
- How would you categorize the information?
- How do you think the author used repetition in this text?
- What social issues/cultural groups are discussed in this text?
- Are the social issues/cultural groups in this text accurate? Why or why not? Use evidence from text.
**W: Characteristics of Texts at Level W:**

- Informational texts, more complex fantasy, realistic fiction, traditional literature (myths, legends), biographies, autobiographies, memoirs, mysteries, historical fiction, short stories, genre combinations (hybrids), diaries, satire
- Unusual text organizations (e.g. flashbacks)
- Many texts presenting mature societal issues, especially those important to adolescents (family issues, growing up)
- Wide range of challenging themes that build social awareness and reveal insights into the human condition
- Character interpretation essential to understand the theme
- Fantasy incorporating classical motifs (such as “the quest”)
- Critical thinking required to judge authenticity of informational texts, historical fiction, and biography
- Heavy content load in many texts, both fiction and nonfiction, requiring study
- Themes that evoke alternative interpretations
- Some switching from setting to setting, including time change (often unsignaled, or signaled only by dialogue)
- Full range of literary devices (for example, flashback, stories within stories, symbolism, and figurative language)
- Words used figuratively or with unusual or hard-to-understand connotations
- Archaic words or words from languages other than English that do not follow conventional pronunciation patterns
- Words that offer decoding challenges because they are archaic, come from regional dialect, or from languages other than English

**Characteristics of Independent Readers (Reading at Level W):**

- Automatically read and understand a full range of genres, including biographies on less well-known subjects, hybrid genres, fiction with elaborate plots and complex characters, informational texts, etc.
- Able to read longer texts and remember information and connect ideas over many days of reading
- Read and interpret complex fantasy, myths, legends that contain symbolism and classical motifs (“the quest”)
- Encounter mature themes that expand their knowledge of social issues
- Able to read and interpret more abstract forms of literature (satire), and literary devices, such as irony
- Understand multidimensional themes on several different levels
- Understand settings and people far distant in time and space
- Readers can be very expressive when presenting poetry or readers’ theater
- Read and understand texts in a variety of layouts and formats
- Apply background knowledge of historical events, archaic language and/or regional dialects when reading
### Level W Guided Reading Comprehension Questions

**Fiction:**
- What is the problem in the story? What prediction can you make about the outcome?
- What similar experiences do you have?
- What evidence can you use to see if your prediction was correct?
- What evidence does the author give to tell you about the character?
- What do you think the character will do based on his personality?
- What connections can you make to other books?
- How does the character feel? Find evidence.
- How did the character’s perspective change as the story unfolded?
- How did ______ change how the character felt?
- Why did the character make that choice?
- What did the author want you to learn?
- What caused the problem?
- Why did that happen?
- What happened in the first chapter? (longer sections)
- How can you tell this book is fiction?
- Why is this illustration included?
- Tell me about this author’s style.
- Find a simile or metaphor. Why is it used?
- Could this story have happened in another setting?
- Find the part in the story where the problem is resolved.
- What might have changed the character’s behavior?
- Judge this text. Explain your judgment.
- What would you say to someone who disagreed with you about that?
- Why was that event so significant in this story?
- What did the author do that made this book interesting/funny?
- Why is the setting important?
- You may not have had the same experiences as this character, but how can you understand him anyway?
- What things can you infer about this character? Using that information, what do you think the character will do in this situation?
- (Historical Fiction) Did the author depict a story that actually could have happened during that time? How do you know?
- (Fantasy) How did the author use symbols or magic in this story?
- How does the author build suspense throughout the story?
- How has your view of this character changed now that you’ve read more?
- How did the author use symbols?
- How does the dialect spoken affect the authenticity of the story?
- How have your predictions changed during reading? Support with text examples.
- How has the author’s use of figurative language added meaning/enjoyment to the reading of the text?
- Which words has the author used in a connotative way?
- How has the character(s) of the text changed? Support with text examples.
- Are the social issues/cultural groups in the text accurate? Why or why not? Use evidence from text.
- How has the author used satire and irony to make a point or increase enjoyment? Provide examples.
- Does the author’s use of idioms affect the story?
- What connections can you make about the social/moral issues in your text and real current events?
- How does your character/text fit into the classical motif of ______ (i.e. ‘the hero’, ‘the quest’, etc.)?

**Nonfiction:**
- What do you already know about this topic?
- What new ideas have you learned?
- How did what you learned add to your knowledge?
- What connections can you make to other books?
- Have you changed your mind after reading this book?
- What did the author want you to learn or know?
- What caused the problem?
- Why did that happen?
- How can you tell this book is nonfiction?
- How did the author organize the book?
- Why did the author organize the book this way?
- How well do you think the author used illustrations and graphics? How did they help you as a reader?
- What else would you have included if you were the author?
- What does the illustration mean?
- Find facts and opinions.
- Do you agree with the author’s point of view? Support your answer.
- Judge this text. Explain your judgment.
- What did the author do that made this book interesting?
- How would you categorize the information?
- How can what you have read in the past help you understand the people and cultures in this text?
- What qualifications does the author have to write an informational text?
- How does this book give you a new perspective?
- What kinds of books do you like to read? Support your answer with examples of text features.
- Are the social issues/cultural groups in the text accurate? Why or why not? Use evidence from text.
- What do you think of your subject(s)’s decisions, motivations, accomplishments, etc.? Support your opinion.
- Does the biographer of your subject do so in a fair way? Or, is he/she biased? If so, how? Support your answer.
X: Characteristics of Texts at Level X:

- Informational texts, high fantasy and science fiction, realistic fiction, traditional literature (myths, legends), biographies, autobiographies, memoirs, mysteries, historical fiction, short stories, genre combinations (hybrids), diaries, satire
- Critical thinking required to judge authenticity of informational texts, historical fiction, and biography
- Many texts presenting mature societal issues, especially those important to adolescents (family issues, growing up)
- Wide range of challenging themes that build social awareness and reveal insights into the human condition
- Many texts presenting multiple themes that may be understood in many layers
- Some texts with heroic or larger-than-life characters who represent the symbolic struggle between good and evil
- Long stretches of descriptive language that are important to understanding setting and characters Full range of literary devices (for example, flashback, stories within stories, symbolism, and figurative language)
- Some switching from setting to setting, including time change (often unsignaled, or signaled only by dialogue)
- Some very long sentences (more than thirty words)
- Words that offer decoding challenges because they are archaic, come from regional dialect, or from languages other than English

Characteristics of Independent Readers (Reading at Level X):

- Understand and process a wide range of texts, including all genres
- Able to read very long texts with complex sentences and paragraphs, with many multi-syllable words
- Understand and respond to mature themes such as poverty and war
- Able to read and interpret more abstract forms of literature (satire), and literary devices, such as irony
- Read and understand texts with multidimensional characters, texts that can be interpreted on several levels, and that are developed in complex ways
- Most reading is silent; fluency and phrasing in oral reading is well-established
- Challenged by a heavy load of content-specific and technical words that require using embedded definitions, background knowledge, and reader’s tools (glossaries, indexes, etc.)
- Apply prior understandings in a critical way when reading both fiction and nonfiction texts
Y/Z: Characteristics of Texts at Levels Y/Z:

- Informational texts, high fantasy and science fiction, realistic fiction, traditional literature (myths, legends), biographies, autobiographies, memoirs, mysteries, historical fiction, short stories, genre combinations (hybrids), diaries, satire
- Many texts with the complex structure of adult reading
- Unusual text organizations (flashback, flash forward, time lapses)
- Many new vocabulary words that readers must derive meaning from context or use glossaries or dictionaries
- Critical thinking required to judge authenticity of informational texts, historical fiction, and biography
- Many texts presenting mature societal issues, especially those important to adolescents (family issues, growing up)
- Wide range of challenging themes that build social awareness and reveal insights into the human condition
- Many texts presenting multiple themes that may be understood in many layers
- Some texts with heroic or larger-than-life characters who represent the symbolic struggle between good and evil
- Long stretches of descriptive language that are important to understanding setting and characters Full range of literary devices (for example, flashback, stories within stories, symbolism, and figurative language)
- Some switching from setting to setting, including time change (often unsignaled, or signaled only by dialogue)
- Some very long sentences (more than thirty words)
- Words that offer decoding challenges because they are archaic, come from regional dialect, or from languages other than English

Characteristics of Independent Readers (Reading at Levels Y/Z):

- Understand and process a wide range of texts, including all genres
- Read very long texts with complex sentences and paragraphs, with many multi-syllable words
- Identify classical motifs such as “the quest” and moral issues
- Able to read and interpret more abstract forms of literature (satire), and literary devices, such as irony
- Read and understand texts with multidimensional characters, texts that can be interpreted on several levels, and that are developed in complex ways
- Most reading is silent; fluency and phrasing in oral reading is well-established
- Challenged by a heavy load of content-specific and technical words that require using embedded definitions, background knowledge, and reader’s tools (glossaries, indexes, etc.)
- Apply prior understandings in a critical way when reading both fiction and nonfiction texts
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<th>Level X/Y/Z Guided Reading Comprehension Questions</th>
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**Fiction:**

- What is the problem in the story? What prediction can you make about the outcome?
- What similar experiences do you have?
- What evidence can you use to see if your prediction was correct?
- What evidence does the author give to tell you about the character?
- What do you think the character will do based on his personality?
- What connections can you make to other books?
- How does the character feel? Find evidence.
- How did the character’s perspective change as the story unfolded?
- Why did the character make that choice?
- What did the author want you to learn?
- What caused the problem?
- Why did that happen?
- What happened in the first chapter? (longer sections)
- How can you tell this book is fiction?
- Why is this illustration included?
- Tell me about this author’s style.
- Find a simile or metaphor. Why is it used?
- Could this story have happened in another setting?
- Find the part in the story where the problem is resolved.
- What might have changed the character’s behavior?
- Judge this text. Explain your judgment.
- What would you say to someone who disagreed with you about that?
- Why was that event so significant in this story?
- What did the author do that made this book interesting/funny?
- Why is the setting important?
- You may not have had the same experiences as this character, but how can you understand him anyway?
- What things can you infer about this character? Using that information, what do you think the character will do in this situation?
- (Historical Fiction) Did the author depict a story that actually could have happened during that time? How do you know?
- (Fantasy) How did the author use symbols or magic in this story?
- How does the author build suspense throughout the story?
- How has your view of this character changed now that you’ve read more?
- How did the author use symbols?
- How does the dialect spoken affect the authenticity of the story?
- How have your predictions changed during reading? Support with text examples.
- How has the author’s use of figurative language added meaning/enjoyment to the reading of the text?
- Which words has the author used in a connotative way?
- How has the character(s) of the text changed? Support with text examples.
- Are the social issues/cultural groups in the text accurate? Why or why not? Use evidence from text.
- How has the author used satire and irony to make a point or increase enjoyment? Provide examples.
- Which words has the author used in a connotative way?
- How has the author’s use of idioms(s) affected the story?
- What connections can you make about the social/moral issues in your text and real current events?
- How does your character/text fit into the classical motif of _______ (i.e. ‘the hero’, ‘the quest’, etc.)?
- How can the symbols in your text be interpreted? Why do you think so?
- Does your author write with a biased point of view? Use propaganda? Provide evidence.

**Nonfiction:**

- What do you already know about this topic?
- What new ideas have you learned?
- How did what you learned add to your knowledge?
- What connections can you make to other books?
- Have you changed your mind after reading this book?
- What did the author want you to learn or know?
- What caused the problem?
- Why did that happen?
- How can you tell this book is nonfiction?
- How did the author organize the book?
- Why did the author organize the book this way?
- How well do you think the author used illustrations and graphics? How did they help you as a reader?
- What else would you have included if you were the author?
- What does the illustration mean?
- Find facts and opinions.
- Do you agree with the author’s point of view? Support your answer.
- Judge this text. Explain your judgment.
- What did the author do that made this book interesting?
- How would you categorize the information?
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- What kinds of books do you like to read? Support your answer with examples of text features.
- Are the social issues/cultural groups in the text accurate? Why or why not? Use evidence from text.
- What do you think of your subject(s)’s decisions, motivations, accomplishments, etc.? Support your opinion.

Does the biographer of your subject do so in a fair way? Or, is he/she biased? If so, how? Support your answer.

*Does your author write with a biased point of view? Use propaganda? Provide evidence.*