LEVELED
Book room

Implementation Guide

26 A to Z Levels

186 BOOKS ON SPORTS

174 Fairy and Folk Tales

462 Books about the Earth

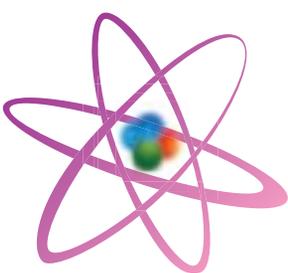210 Action & Adventure Books

24 Graphic Novels

Thirty-six Books on Recycling

Six Hundred Sixty Seven Social Studies Titles

288 Books about Math

559 Science Titles

210 Books per Level

1 Story About a Dragon

132 Novels

638 Books about Animals

One Hundred Fourteen Books on Space

SCHOLASTIC

35 Titles per Level

162 Books on the Arts

192 Laugh-Out-Loud Books

5,460 LEVELED BOOKS

Table of Contents

Table of Contents

USING YOUR
LEVELED BOOKROOMS

All children need to be surrounded by a full and rich range of books in order to become fully engaged readers. Becoming literate means being able to read and write for many different purposes. And once students have started on this path, teachers need to keep assisting students to expand their learning, explore their curiosities, extend their questions, and deepen their understandings. According to many current educators, such as Clay (1991) and Fountas and Pinnell (1996), the teacher's role involves setting students "on a self-expanding system" that enables them to keep learning.

Similarly, Wilhelm (2004) believes this process of ongoing learning is based on *inquiry*. He states, "The criteria of good inquiry are the same as the criteria of good questioning and good discussion, because effective questioning and conversation are forms of inquiry into specific texts or ideas." Wilhelm often cites Wiggins and McTighe (1998) for their classic approach to learning through *understanding by design*. Instead of "instruction by mentioning" (Wiggins and McTighe in Wilhelm, 2004), research shows how important it is to teach for *understanding*. Such a process involves unpacking for students the story behind the facts and presenting them as *useful* and "worth understanding" (17).

What makes something useful to students? As Robb (2004) suggests, teachers improvise as do jazz musicians. Teachers' "improvisations are sensitive to the needs of their students within the context of the lesson." Robb finds that responsive teaching includes scaffolding strategies within lessons that engage students—especially through think-alouds and talking. "When students talk, they are thinking out loud, . . . making connections and deepening their understanding" (5).

In guided reading, the teacher's starting goal should be to provide the most effective instruction and strategic activities for engaging students, followed by matching resources to the students' needs and interests (Iaquinta, 2006). Then, teachers need to gather students in flexible, supportive groups, ensuring that students feel a part of a "community of readers" (414). Continually changing the composition of the group, according to the needs of different students, keeps small group reading fresh for students.

Fountas and Pinnell (2006, 329) suggest that providing children with a real foundation for a literate life does not just happen. Rather, it is a conscious thing. They suggest setting up early experiences having characteristics where:

- **reading is seen as a valued activity**
- **people close to children talk about reading**
- **wide varieties of books are available**
- **people own books and often read them many times**

One way of participating in constructing such valuable settings for students is through guided reading and its implementation through leveled bookrooms. Pages 18–22 of this Guide focus on these issues.

FROM **A LEVELED BOOKROOM TO CLASSROOM**: THE HOW-TO OF LEVELED BOOKROOMS

"Reading is the new civil right."
Phyllis C. Hunter

Leveled reading instruction enables teachers to tailor reading instruction to meet individual students' needs. Here are some leveled reading instruction characteristics that highlight its advantages:

Match readers to "just right" text.	Educational psychologist Lev Vygotsky (1978) suggests that effective learning takes place in the "zone of proximal development." This "zone" is when you use skills that you haven't quite mastered but are on the verge of grasping.
Provide a wide variety of texts that are interesting, appropriate, and personally relevant.	Students are naturally motivated to read about something that is important in his or her life. Hunter et. al (2005) show how the right connection between a student's interest and the right book can change a reluctant reader to an enthusiastic reader. This includes books of various levels of difficulty as well as different content areas, genres, and formats.
Group students who are similar in their development at a particular point in time.	Forming small groups of students with similar needs and interests is one way for reading teachers and coaches to match books to readers. As readers grow in proficiency in their own way and develop new interests, the groups change.
Provide small group instruction/guided reading options for small groups of students at similar levels.	Once a text is selected, the teacher or reading coach introduces it and "sets the scene" for reading and supporting comprehension. Then members of the group read it to themselves as the teacher monitors. Afterward, the teacher can make several teaching points based on observation. Members of the group can also engage in literature discussions, independent reading, lessons on words and word usage, and writing.
Measure and monitor student progress.	Leveled reading instruction provides a measurable means of monitoring student progress. Research (Braunger & Lewis, 1998) has shown that teachers must engage in frequent assessment as they encourage students to monitor their own reading progress through charts or reading logs, keeping track of books they've read, words they've learned, or time they've spent reading. Studies conducted by the Center for the Improvement of Early Reading Achievement (Taylor & Pearson, 2004) have shown that high performance in elementary schools has been linked to frequent, consistent student assessment and high levels of student engagement.

Advantages of a Leveled Book Collection

Organizing a leveled bookroom can begin with:

- **Colleagues collecting a large set of books, with multiple copies, gathered from various classrooms.**
- **Gradually, categories evolve and a continuum of difficulty emerges.**

Leveled bookrooms are highly cost-effective.	Leveled bookrooms offer an opportunity for schools and districts to invest funds in resources that will benefit multiple classrooms and grade levels. When numerous instructors have access to the same material, monies can be stretched further and still allow for individual classroom needs.
Leveled bookrooms promote a shared vision about learning among teachers across all grade levels.	Creating a bookroom encourages people to pool resources in a central location, which becomes a gathering place for teachers and associates. All teachers become familiar with books being used across the grade levels and can see visible evidence of a reading continuum. Fountas and Pinnell (2006) recommend pooling resources, because this practice encourages administrators and community members to all work together to promote success for students in the school environment.
A well organized, user-friendly bookroom encourages frequent use.	While this is an exciting opportunity, the prospect of creating a leveled bookroom can also be a challenging one. It is extremely important that the leveled bookroom be well organized and user-friendly. A little planning may make the difference in whether or not teachers and students use the room as often and as efficiently as possible. Pages 13–21 in this Guide are a blueprint for organizing and managing a leveled-bookroom. The following suggestions come from interviews with teachers and staff members who have created these rooms in their schools and districts and have compiled the information to make the process easier.

FACTORS CONSIDERED IN
LEVELING BOOKS

In placing a book, short story, or article along a gradient of text, multiple characteristics of text are considered. Here is a sample list.

Book and Print Features
Refers to the physical aspects of the text—what readers cope with in terms of length, size, print layout, and font size. It also refers to the interpretation of illustrations and the relationships between information in graphics and the body of the text.

- How many words are in the book?
- How many lines of text are on each page?
- How many pages are in the book?
- What size is the print?
- How much space is there between words and lines?
- How easy is it to find information?
- What is the relationship between print and illustrations?
- Are there graphics (photos, diagrams, maps) that provide essential information and how easy are the graphics to interpret?
- What are the features of print layout? (For example, do sentences begin on the left or do they "wrap around" so that end punctuation must be relied upon?)
- Is print placed in standard, predictable places on the pages or is it used in creative ways that require the reader's flexibility?
- Do the size and shape of book, binding, and layout play a role in text interpretation?

Genre
Means the "type" or "kind" and refers to a classification system formed to provide a way of talking about what texts are like (fiction—including realistic fiction, fantasy, traditional literature; and nonfiction—including biography, autobiography, and informational texts).

- What is the "genre" or "kind" of book?
- What special demands does this genre make on readers?
- Is this an easy or more difficult example of the genre?

Content
Refers to the subject matter that readers are required to understand as they read both fiction and nonfiction texts.

- What background information is essential for understanding this text?
- What new information will readers need to grasp to read the text?
- How accessible is the content to the readers?

Themes and Ideas
Refers to the "big picture," the universality of the problem in the text and its relevance to people's lives.

- What is the theme of the text?
- Are there multiple themes that the reader must understand and be able to talk about?
- How accessible are the "big ideas" to the reader?

Language and Literary Features

Refers to the writer's style and use of literary devices. Literary features are those elements typically used in literature to capture imagination, stir emotions, create empathy or suspense, give readers a sense that the characters and story are real, and make readers care about the outcome of the plot. Nonfiction books may incorporate some literary features.

- From what perspective is the story or informational text written?
- Does the book include devices such as headings, labels, and captions?
- Are graphical elements such as diagrams, tables, charts, and maps included?
- To what degree does the writer use literary language, such as metaphor?
- How easy is it to understand the characters and their motivations and development?
- Is character development essential to the story?
- Is dialogue assigned (using he said) or unassigned with longer stretches of interchange that the reader must follow and attribute to one character or another?
- How are characters revealed through what they say or think and what others say or think about them?
- How essential to the story are understandings about setting and plot?

Vocabulary and Words

Refers to the words and their accessibility to readers. Vocabulary generally refers to the meaning of words that readers may decode but not understand. Word solving refers to both decoding and to understanding meaning.

- What is the frequency of multisyllabic words in the text?
- How complex are word meanings? (For example, are readers required to understand multiple meanings or subtle shades of meaning of words?)
- What prior knowledge is needed to understand the vocabulary of the text?
- How many content or technical words are included in the text? How complex are these words?
- Does informational text utilize timeless verb constructions? (Ants carry sand as opposed to carried.)
- Are generic noun constructions used in informational and/or nonfiction text?

Sentence Complexity

Refers to the syntactic patterns readers will encounter in the text; sentences may be simple (short, with one subject and predicate) or complex (longer, with embedded clauses).

- What is the average length of sentences in the text?
- To what degree do sentences contain embedded clauses?
- What is the sentence style of the writer?
- Are there complex sentences joined by and, but, or other conjunctions?
- Are paragraphs organized so that readers can recognize lead sentences and main ideas?

Punctuation

Refers to the graphic symbols that signal the way text should be read to reflect the author's meaning.

- What punctuation symbols are used in the text?
- What do readers need to notice about punctuation in order to fully understand the text?
- What punctuation is essential for readers to notice to read with fluency and phrasing?

Using Leveled Books With Readers

The success of guided reading depends on many factors other than text characteristics. These, of course, have to do with the young readers using the texts as well as teacher-student interactions and include:

- **The reader's prior knowledge of the topic, including vocabulary and concepts.**
- **The reader's prior experience with texts that have similar features.**
- **The way the teacher introduces the text.**
- **The supportive interactions between the teacher and students before, during, and after reading.**
- **The level of interest teachers help students build.**

Level-by-Level Descriptions

Characteristics of text for each level in the Guided Reading Program are listed on pages 100–125. These descriptions are general: not every book included in a level will have every characteristic noted. Also listed are some important behaviors to notice and support at each level. As you use these books with students, you will notice how they support and challenge readers.

Other Resources

You may want to refer to the following resources for descriptions of guided reading as well as additional books for each level:

- **Duke, Nell K., and Bennett-Armistead, V. Susan, 2003.** *Reading & Writing Informational Text in the Primary Grades.* **New York, NY: Scholastic Inc.**
- **Fountas, I. C., and Pinnell, G. S., 2008.** *Benchmark Assessment System 1 and 2.* **Portsmouth, NH: Heinemann.**
- **Fountas, I. C., and Pinnell, G. S., 1996.** *Guided Reading: Good First Teaching for All Children.* **Portsmouth, NH: Heinemann.**
- **Fountas, I. C., and Pinnell, G. S., 2001.** *Guiding Readers and Writers, Grades 3–6: Teaching Comprehension, Genre, and Content Literacy.* **Portsmouth, NH: Heinemann.**
- **Fountas, I. C., and Pinnell, G. S., 2005.** *Leveled Books, K–8: Matching Texts to Readers for Effective Teaching.* **Portsmouth, NH: Heinemann.**
- **Fountas, I. C., and Pinnell, G. S., 1999.** *Voices on Word Matters.* **Portsmouth, NH: Heinemann.**
- **Pinnell, G. S., and Fountas, I. C., 2007.** *The Continuum of Literacy Learning, Grades K–8: Behaviors and Understandings to Notice, Teach, and Support.* **Portsmouth, NH: Heinemann.**
- **Pinnell, G. S., and Fountas, I. C., 1998.** *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom.* **Portsmouth, NH: Heinemann.**
- **Fountas, I. C., and Pinnell, G. S., 2006.** *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8.* **Portsmouth, NH: Heinemann.**

Each card provides teachers with a quick and essential analysis of the book students will read.

Tangerine

GUIDED READING PROGRAM
Fiction Focus
2nd Edition
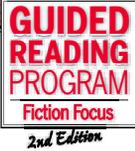
Summary & Standard

Paul Fisher sees more than his thick glasses would allow and tells his diary all that happens when his family moves from Houston to small-town Florida. Students will read to better understand the various cultures of the United States.

Author: Edward Bloor
Genre: Realistic Fiction

Word Count: 250+
Theme/Idea: facing challenges

Meets standards and makes real-world connections.

Making Connections: Text to Self

Students may have prior knowledge about moving to a new home or new town or attending a new school. Discuss what students experienced when making these changes.

Extend the real-world connection by talking about how students would want to be treated at a new school. Ask for suggestions as to how best to welcome a new student. Discuss practical difficulties a student might encounter at a new school during his or her first week.

For additional teaching ideas and resources, see http://www2.scholastic.com/browse/collateral.jsp?id=972.

Builds rich oral and written vocabulary.

Vocabulary

Essential Words: development, eclipse, handicap, majority, minority, portable, regulation, threatening

Related Words for Discussion: admiration, fame, perceive, reputation

Genre

Realistic Fiction Remind students that realistic fiction has characters, settings, and conflicts that may be found in real life.

Supportive Book Features

Text The text is organized as a diary with dated entries. Its strict chronology and first-person narrative create structural simplicity.

Content Students will be familiar with the difficulties and challenges that can arise when trying to fit in with new friends, a new school, or even new siblings or other family members.

Praise students for specific use of "Behaviors to Notice and Support" on page 100 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text The book has nearly 300 pages and a great deal of text on each page. Remind students that the dates at the beginning of the diary entry can help them follow the sequence of events in the story.

Vocabulary Students may not be familiar with idioms, colloquialisms, and figurative language used in the book. Read aloud sections where these expressions are used and explain that they make the text more lively and often give it added meaning. Also, these devices give dialogue the quality of natural speech.

Level U

ELL Bridge

To help students understand the organization of the book, talk about keeping a journal. Explain that journal entries are dated and arranged chronologically. A journal can be used to record daily personal experiences in the order in which they happen. Have students keep a log of how they spend one day, complete with the time each event or activity happened. Then have them compare their logs to the diary entries in the book, discussing how the dates/times help the reader understand the sequence of events.

SCHOLASTIC

Easily adapts lessons to meet the needs of English language learners.

Teaching Options

Developing Comprehension

Thinking Within the Text
Have students discuss what they learned about Paul. How was he able to cope with the change in schools? Summarize the events that Paul experienced and how he handled each situation.

Thinking Beyond the Text
Ask students to describe Lake Windsor Middle School and Tangerine Middle School. Have students make connections by asking which school is more similar to theirs and why. Have students predict how Paul might have felt if he had transferred to their school. Would he have been just as excited? What if Erik had transferred to their school?

Thinking About the Text
Remind students that figurative language refers to language that means something beyond the dictionary definition of the words. Point to the line *If you think we're slugs . . .* on page 45. Ask: *Is Paul saying that the students are actually slugs? Why does he make this comparison?* Have students notice and point to other examples of how the writer uses figurative language to describe actions, characters, and how people feel.

Compare and Contrast
Remind students that authors often compare and contrast things and people to show how they are alike and different. Point out how the book contrasts Paul's two schools. Have students identify ways in which the schools and the students at each are different.

- Ask: *How does Paul feel about these differences throughout the book? Are there any similarities between the schools?*

- Have students support their answers with sentences or passages from the story.

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Varying Words With Prefixes and Suffixes
Explain that prefixes, suffixes, or both can be added to base words to form new words.

- Ask students to identify the base word that can be found in both *undeveloped* and *development* (*develop*). Then have them identify the affixes that have been added (*un-, -ment*). Challenge students to use these words in a sentence. Then have students list other prefixes and suffixes.

- Ask them to add prefixes and suffixes to *pack* to form variations of the word.

Developing Fluency
Model expressive reading of a passage from the book, stressing appropriate pauses. Have students read the passage aloud, paying attention to phrasing and using appropriate expression.

Oral Language/Conversation
Talk About Reputation Lead a discussion about reputation. Have a volunteer look up *reputation* in the dictionary and read the definition aloud. Talk about how a person's reputation may or may not describe his or her character. Discuss Erik's reputation and how people perceived him.

Extending Meaning Through Writing

- Challenge students to write a diary entry from the point of view of another character in the book, such as Theresa, who shows Paul around the school. **(Narrative)**

- Have students write a page explaining why the sinkhole, termites, and muck fires are metaphors for Paul's life. **(Expository)**

Other Books
Report to the Principal's Office by Jerry Spinelli
The Secret Garden by Frances Hodgson Burnett

GRFF2U10

Each card provides teachers with a quick and essential analysis of the book students will read.

GUIDED READING PROGRAM
Content Areas

Thunder and Lightning

by **Wendy Pfeffer**
text type: **Informational**
word count: **250+**
content area: **Earth Science**
topic: **weather**

Level J

Summary & Standard

This fact-filled book takes a close look at thunderstorms—how they develop, and how to stay safe during a violent storm. Children will learn how weather changes from day to day and over the seasons.

Meets standards and makes real world connections.

Making Connections: Text to World

Children will have considerable real-life experience with storms, thunder, and lightning to draw upon as they read this book. Have them share any observations and questions.

Extend the real-world connection by talking about weather broadcasts. Encourage children to watch one and to note the language that the meteorologist uses and how the weather is depicted on the map.

For more information on thunderstorms, see **www.wildwildweather.com**, the Web site for Dan's Wild Wild Weather Page.

Vocabulary

Content Words: cloud, lightning, scientist, static electricity, storm, water vapor

Essential Words: billion, join

Related Words for Discussion: systems, water cycle

Nonfiction Text Features: boldface words, captions, glossary

Builds rich content area vocabulary.

Supportive Features

Text This book is filled with beautiful photographs that clearly illustrate the text. Although some pages contain a lot of text, the text is clearly positioned and difficult words are followed by their phonetic pronunciations.

Content This book presents complex scientific concepts using a topic children know well from their daily life, providing a high-interest entry point and scaffolding.

Praise children for specific use of "Behaviors to Notice and Support" on page 61 of the *Guided Reading Teacher's Guide*.

Challenging Features

Text Some of the long sentences may be challenging for children. A lot of information is sometimes covered in a short space. Pages often have a few paragraphs and topic changes.

Vocabulary There are several specialized words, multiple-meaning words, and science concepts that may require further explanation. These include the water cycle, static electricity, gas, limbs, blue jets, and the causes of thunder.

ESL Bridge

Introduce the topic of the book by showing the cover and by clarifying the meanings of the words *thunder* and *lightning.* Lead children to discover the word *light* embedded in *lightning,* and brainstorm together other words that contain *light.* Next, page through the book, pointing out and naming images of content-related words represented in the pictures: *cloud, lightning, water, storm,* and so on. Encourage children to understand that captions underneath pictures are great places to learn the names of content-related words.

SCHOLASTIC

Easily adapts lessons to meet the needs of English-Language Learners.

Builds the reading skills required by *No Child Left Behind.*

Comprehension Strategy
Generating Questions

Help children develop in-the-head processes for assimilating new information by modeling how to generate questions. Encourage children to predict answers to the questions. Guide them to recognize when the questions are answered by the text. Invite children to ask their own questions about the text.

p. 3 I wonder why dark clouds and wind always come before a storm.

p. 7 I wonder what happens to the water vapor once it goes up into the clouds.

p. 20 I wonder why lightning always comes before thunder if they are made at the same time.

For more prompts and ideas for teaching in-the-head strategies, see page 18 of the *Guided Reading Teacher's Guide.*

Phonics and Word-Solving Strategy
Reading Words With *r*-Controlled Vowels

Remind children of the following:

• The letters *er, ir,* and *ur* stand for the /ur/ sound, as in *her, bird,* and *fur.*
• The letters *ar* stand for the /ar/ sound, as in *farm.*
• The letters *or* stand for the /or/ sound, as in *horn.*

Help children decode words with *r*-controlled vowels as they read. These words include *storm* (page 3); *thunder, thunderstorm* (page 4); *form, water* (page 5); *together, another* (page 11); *starts, river* (page 12); *faster, before, hurt* (page 23); *dangerous, person* (page 24); and *during, computer, shower* (page 25).

Text Features: Reading Captions

Explain to children that captions are brief comments about photographs or illustrations that appear in small print beside or underneath them. Captions provide information about the picture. This information helps the reader learn more about the picture and relate it to the text. Captions should be read after the main text.

As you read the book, help children read the captions at the appropriate time and relate the information to the picture and main text.

Helps students understand text features unique to informational passages.

Develop Fluency

Model reading aloud the first three pages of the book. Emphasize punctuation, phrasing, and pace. Have children chorally repeat. Then have partners reread the book, alternating reading one page at a time.

Content Area Conversation

Talk About Weather Cycles Point out that events in the natural world that seem separate are often connected, or part of a cycle or system. Rainfall, thunder, rainbows, and other parts of a storm are part of a cycle and follow a predictable pattern.

Develop Specialized Vocabulary Ask children to describe in their own words the water cycle. Suggest that they start with a puddle of water and finish with a thunderstorm. Encourage them to use words such as *water vapor, lightning, cloud,* and *spark.* Ask them why they think it is called a water cycle. Ask:

What might happen if rainwater didn't evaporate?

Extending Meaning Through Writing

• Have children write cause-and-effect sentences. They can relate information about thunderstorms, the water cycle, or storm safety. You might provide the following sample to get children started: *Water puddles disappear because the hot air turns the water into water vapor. The water vapor is a gas that rises into the air.* **(Expository)**

• Have children create a thunderstorm safety poster. They should list the safety tips they learned from the book and other tips they may know. **(Persuasive)**

Other Books

Down Comes the Rain by Franklyn N. Branley

I Can Read About Thunder and Lightning by Paddy Cutts

Extends meaning through writing and expanded reading lists.

SAMPLE PAGES

USING THE TEACHING CARDS:
NONFICTION FOCUS

The author, genre, level, and word count (for Levels A–K) are provided.

All texts have features that make it easier for the reader to make meaning. Those features are highlighted to assist you as you guide students through the book.

SAMPLE PAGES

GUIDED READING PROGRAM
Nonfiction Focus

Dive!
My Adventures in the Deep Frontier

by **Sylvia A. Earle**
genre: **science nonfiction**
Level W

A summary is included to familiarize yourself with the book or give you a brief reminder of its content.

Summary In this photo essay, marine biologist and ocean explorer Sylvia Earle combines personal adventure and scientific facts to recount her many experiences diving in the world's oceans. Color photographs show the author eye-to-eye with everything from a humpback whale to a wild dolphin and a squid. She also describes walking on the ocean floor in a special diving suit, exploring deep coral reefs in a special submersible machine, and living for two weeks in an underwater "space station."

Background Information
Jacques Cousteau, a French oceanographer, helped to develop the aqualung in 1943. This device made it possible for divers to swim underwater for extended periods of time without coming up for air. In addition to the aqualung, he developed the first underwater diving station and an underwater observation vehicle called the diving saucer. Beginning in 1951, Cousteau explored the oceans on his ship *Calypso,* writing a number of books on sea life and producing several motion pictures as well.

For more information on underwater exploration, see the web site of the National Aquarium in Baltimore at www.aqua.org.

Supportive Text Features
Dive! contains a glossary of terms that are related to oceanography, such as *bathyscaphe* and *snorkel.* In addition, a number of full-color photographs fully illustrate the different kinds of diving gear the author describes, as well as the startling variety of undersea life found around the world.

Praise students for specific use of "Behaviors to Notice and Support" on page 54 of the *Guided Reading Teacher's Guide.*

Challenging Text Features
A number of words that might otherwise give students difficulty can be defined if they use the photographs in the book as well as context clues. For example, in the phrase *simply hover, mid-water, like a jellyfish* on page 14, the word *hover* can be easily defined if students use the visual clue in the photograph on page 6.

SCHOLASTIC

Some students may have prior knowledge gaps that will impede comprehension. The background information is included to be shared with students prior to reading. Use the information to determine students' level of background knowledge. Clarify or add to existing knowledge. In addition, a web site is provided for further research and resources.

Even simple books may contain text features that may hinder a student's comprehension. These are noted so that you can be on the "lookout" for them as students read, and assist students in dealing with challenging features.

Lessons for one to two comprehension strategies are provided. In each lesson, the skill is defined and sample questions are included for you to teach the skill and assess students' mastery.

Much can be done to build students' listening and speaking vocabularies. This section engages students in conversations about the book to check their comprehension, use newly-learned words, and extend understanding.

TEACHING OPTIONS

Comprehension Strategies

Recognizing Main Idea/Details
The main idea is the most important point an author makes in a paragraph, passage, or selection. If the main idea is stated directly in the text, it is explicit. If it is not directly stated, it is implicit, and readers must put the main idea into their own words. Finding the main idea in each chapter of the book can help readers summarize the material.

- In the first chapter, Sylvia Earle talks about her fascination with the sea when she was growing up. I don't think the main idea is stated directly in the text though. What is the main idea of this first chapter?
- Sylvia Earle feels that whales are treasures that, once gone, can never be replaced. What details in Chapter 2 support this idea?
- Sylvia Earle talks about many different topics in this book—undersea plants and fish, and the importance of protecting the oceans. How would you sum it all up into one main idea?

**Understanding Genre:
Science Nonfiction**
Science nonfiction informs readers about actual places, people, and events that are related to a science topic. Graphic devices such as photographs, diagrams, charts, sidebars, and maps help the author explain the material.

- How do the map and chart on pages 12 and 14 help you to understand the information Sylvia Earle presents in this book?
- Hundreds of years went by before people made any advances on the inventions of the Greek sponge divers. What other conclusions can you draw from the time line on page 60?

Phonics and Word-Solving Strategy

Identifying Open and Closed Syllables
Remind students that words are made up of syllables and that each syllable has one vowel sound. An open syllable ends with a vowel and usually has a long vowel sound. A closed syllable ends with a consonant, and the vowel sound is usually short.

- Write the following words on the chalkboard. Divide each word by syllables using slash marks. (fish/es, mo/tion/less) **fishes, algae, seaweed, propulsion, bubbles, diving, scuba, krill, motionless.**
- Ask students to read the words aloud and identify the number of syllables in each word.
- Have students identify which syllables in each word are closed, and which are open.

Oral Language/Vocabulary

- Ask students to note which of the sea life discussed in the book interested them the most, and then discuss with them which part of the ocean they might like to explore.
- Discuss with students other books they have read in which the sea plays a prominent role. Have them compare the experiences with those described in *Dive!*

Extending Meaning Through Reading and Writing

- Have students write about a fish or marine mammal described in the book. Tell students that their paragraph should include the animal's physical features, behavior, or habitat. **(Expository)**
- Have students reread their favorite chapter in the book. Then invite students to write their own interview with Earle, using the material in the text to fashion both questions and answers. **(Expository)**

Fluency Practice
Model fluent reading of a passage from the book, stressing appropriate pauses that would occur at the ends of sentences and before commas. Then have everyone read the passage together.

■ SCHOLASTIC

Reading and writing are reciprocal processes. Writing prompts for narrative, expository, descriptive, and persuasive writing are provided. Some help to further assess comprehension of text. Others offer writing process prompts for fuller, richer writing experiences.

Lessons for one to two phonics and word-solving strategies are also provided. These lessons will help students decode unfamiliar words and use their knowledge of common spelling patterns as they read.

This section offers fluency-building activities. Students need opportunities to read and reread books to develop their automaticity with word recognition. In addition, they need opportunities to hear fluent reading models and discuss the importance of fluency, and guided practice sessions to develop fluency.

RUNNING RECORD
BENCHMARK BOOK LEVEL G

Running Record Sheet
Justin's New Bike

Name _____   Date _____

122 Words   Level G   Accuracy Rate _____

PAGE	TEXT	RUNNING RECORD ANALYSIS
Page 3	Danny and Justin went to the bike track. Justin had a new bike. Danny's bike was old.	
Page 4	They looked at the other kids riding up and down the hills on the track.	
Page 6	Justin looked at Danny going around the track.	
Page 7	"I can do that," said Danny. "Look at me!" he shouted.	
Page 8	Danny was going very fast! He made lots of dust.	
Page 9	Justin looked down at his new bike. He looked at Danny speeding around the bike track.	
Page 10	"I can go faster than you," shouted Justin.	
Page 11	Justin took off down the first hill. "Look out, Danny," shouted Justin. "Here I come!"	
Page 12	Justin went speeding around the track after Danny. Dust flew up from the track. The boys went flying over the little hills …	

Comprehension:

1) _____

_____

_____

2) _____

_____

_____

BENCHMARK BOOKS

Level	Benchmark Book
Level A	Helping
Level B	Off to the City
Level C	The Big Blue Sea
Level D	The Little Red Hen
Level E	Fred's Wish for Fish
Level F	The Country Mouse and the Town Mouse
Level G	Justin's New Bike
Level H	Sammy the Seal
Level I	Mama Zooms
Level J	Poppleton Has Fun
Level K	The Frog Prince
Level L	Miss Nelson Has a Field Day
Level M	Dancing With the Indians
Level N	Suitcase
Level O	Chocolate Fever
Level P	Who Stole *The Wizard of Oz*?
Level Q	Just Juice
Level R	The Trumpet of the Swan
Level S	Granny Torrelli Makes Soup
Level T	The Power of Un
Level U	Tangerine
Level V	The Firework-Maker's Daughter
Level W	Tunnels
Level X	A Break With Charity
Level Y	Larklight
Level Z	Harry Potter and the Deathly Hallows

SAMPLE PAGES

READING LEVEL CORRELATIONS*

Grade Level (Basal)	Guided Reading Levels	DRA Levels	Success For All Levels	Reading Recovery Levels	Stages of Reading	Lexiles	DRP Text
Kindergarten	A B	A 2	1–3	A–B, 2	Emergent		
Pre-Primer	C D E	3–4 6 8	4–25 25	3–4 5–6 7–8	Emergent/ Early	BR–200	
Primer	F G	10 12	26–27	9–10 12	Early/ Transitional	200–300	
1st Grade	H I	14 16	38–48	14 16	Early/ Transitional	300–400	25–30
2nd Grade	J–K L–M	16–18 20–24	2.0	18 20	Transitional Fluency/ Extending	400–550	30–44
3rd Grade	N O–P	28–30 34–38	3.0	22 24	Fluency/ Extending	600–700	44–54
4th Grade	Q–R	40	4.0	26	Fluency/ Extending Advanced	750–900	46–55
5th Grade	S–V	50	—	26–28	Fluency/ Extending Advanced	850–950	49–57
6th Grade	W–Y Z	60 70–80	—	30 32–34	Advanced	950–1050	51–60

*See **Text Gradient Chart** on the back of your materials folder. This chart identifies the overlapping level ranges for each grade in the *Scholastic Guided Reading Program.*

USING THE
GUIDED READING PROGRAM

Characteristics of Text

Most books at Level G are not repetitive. These books include a variety of patterns. Knowledge of punctuation is important in understanding what the sentence means and how it should be spoken. Vocabulary is more challenging, with a greater range of words and more difficult words, including some that are technical and require content knowledge. Concepts and ideas may be less familiar than at previous levels. Level G books have a greater variety of styles of print and text layout, requiring close attention to print and flexibility on the part of the reader.

Behaviors to Notice and Support

	Child's Name							
Reads fluently and rapidly, with appropriate phrasing								
Follows print with eyes, occasionally using finger at points of difficulty								
Notices and uses punctuation to assist smooth reading								
Recognizes most words quickly and automatically								
Uses sound/letter relationships, known words, and word parts to figure out new words								
Uses meaning, visual information, and language syntax to figure out words								
Rereads to figure out words, self-correct, or improve phrasing and expression								
Rereads to search for meaning								
Remembers details to support the accumulation of meaning throughout the text								
Uses pictures for information but does not rely on them to make predictions								

SAMPLE PAGES

LEVELED BOOKROOM AUDIO TITLES

Level	Title
Level I	Leo the Late Bloomer
Level I	Noisy Nora
Level J	Charlie Needs a Cloak
Level K	Corduroy
Level K	Martin's Big Words
Level L	Miss Nelson Is Missing
Level M	George Washington's Mother
Level N	Zen Shorts
Level O	What's the Big Idea Ben Franklin?
Level Q	The True Story of the Three Little Pigs
Level Q	Lon Po Po
Level T	Chasing Vermeer
Level T	Any Small Goodness
Level W	The Invention of Hugo Cabret