



Narrative Guided Reading - Code Focused

Approx. Grade Equivalence /AR Level	Fountas & Pinnell Level	Lexile	Core Element and Ideal Student Actions	Typical Student Errors	Teacher/Student Prompts
PreK	-	Up to 50L			
0.0	A		<p>1-1: Following print with finger RF.K.1.A, RF.K.1.c</p> <p>Picture: Use pictures to solve unknown words</p>	<p>Does not move finger appropriately with the text</p> <p>Does not point to the text at all (ex: points at picture)</p>	<p>Point to the words as you read. Were there enough words? Did you run out of words?</p> <p>Can the picture help you figure out that word? Does it match the picture?</p>
0.3	B		<p>Pattern 1: Recognize/remember pattern of words in text</p> <p>1st Letter ID: Recognize letter names and most letter sounds RF.K.1.D</p>	<p>Cannot identify the pattern of words that repeat on each page</p> <p>Cannot solve an unknown word (the first letter can help)</p>	<p>Does this page start the same way?</p> <p>What word would make sense that starts with ____? What letter is at the beginning of ____?</p>

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0.5	C		<p>Pattern 2: Requires students to find 2 unique words or a change in the pattern, the word can be in multiple places in the pattern</p>	Cannot identify the pattern of words that repeat on each page	Does this page start the same way? Does the pattern change?
			<p>High Freq : Use a few high frequency words to monitor reading RF.K.3.C</p>	Cannot recognize a high-frequency word in context	That's a sight word. Find the word ____ and point to it. Have you seen these words before?
0.7	D	50-100L	<p>Picture/1st Letter: Use the picture and first letter to solve unknown words RF.K.1.D</p>	Cannot use picture and first letter to word solve	Can the picture help you figure out that word? Does it match the picture? What word would make sense that starts with ____? What letter is at the beginning of ____?
1.0	E				

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			<p>unknown words RF.K.3.A</p> <p>High Freq Word 3: Use a core of high-frequency words automatically to support reading RF.K.3.C</p> <p>Subtle Pics: Use picture to solve unknown words (subtle connection between pictures and text)</p> <p>No monotone: Reread familiar stories with some phrasing; use expression on familiar refrains</p>	<p>Sounds out word but never puts sounds all together</p> <p>Cannot solve an unknown word (the picture can help)</p> <p>Reads story with a monotone/ without expression Does not take on tone of character</p>	<p>Do you know a word with those letters? Does that make sense? What was wrong? Try it again. Were you right?</p> <p>Can you read the whole word at once?</p> <p>Can the picture help you figure out that word?</p> <p>Read the story so it sounds as if you are talking. Model expressive reading and ask, can you read it like this? Can you make your voice sound like (a character in the story)?</p>
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1.3	F	100-150L	Blends: Attend to initial blends RF.K.3.A, RF.1.3.F	States initial blend but gets rest of the word wrong	It could be ____, but look at ____. Check the beginning and ending letters. You made a mistake. Can you find it? How does that word start? Read that again. Try _____. Would that sound right? Would that make sense?
			Endings: Attend to inflectional endings: -ing, -ed, -s RF.K.3.A, RF.1.3.F	States correct root word but misses ending (ex: fish vs. fisher, run vs. runs)	Read through the word. Try it again with the ending. Read that again. Try _____. Would that sound right? Check the beginning and ending letters. You made a mistake, Can you find it?
			Middle Vowels: Attending to middle vowel sounds RF.K.3.B	Does not pay attention to the middle of the word	Ask student to quickly differentiate between words that have different short vowels (Ex: run vs. ran; then vs. thin)
			High Freq 4: Recognize many high-frequency	Does not recognize words that has already previously	You've seen that word before. Do

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			<p>and other known words quickly and automatically RF.K.3.C</p> <p>Word Families: Use word families to figure out some new words RF.K.3.D</p> <p>Self-Correct: Begin to check one source of information against another to confirm, make another attempt, or self correct RF.1.4.C, RF.2.4.C</p> <p>Phrase Read: Move away from finger pointing and word-by-word</p>	<p>been read</p> <p>Does not make connections between words in the same family to comprehend</p> <p>Does not make self-corrections</p> <p>Reads word-by-word and doesn't connect in phrasing; Points finger at text</p>	<p>you think it looks like ____?</p> <p>Do you know a word like that? What word family might help you figure it out? It rhymes with _____. Can you change the first sound?</p> <p>Do you remember reading that word before? Does that make sense? What do you think is happening in the story? Does it look right? Does it sound right?</p> <p>Put the words together so it sounds like you're talking. Can you read it with your eyes?</p>
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			<p>reading; read with 2-3 word phrasing RF.K.4, RF.1.4</p> <p>Re-read: Reread to problem solve and confirm new words and to maintain meaning</p>	Doesn't re-read to confirm meaning	Now read that again all together.
1.5	G	150-250L	<p>Punctuate: Begin to use punctuation to assist smooth reading RF.1.1.A</p>	Reads straight through punctuation	Try it again and stop at the period/pause at the comma/make your voice go up at the questions mark.
1.7	H		<p>Chunk letters: Use letter-sound relationships and letter chunks to decode many new words; blend consonants and vowels to</p>	<p>Incorrectly reads a word. Says a long vowel sound when it should be short vowel.</p>	<p>Prompt children to use the phonetic patterns they know, for example:</p> <ul style="list-style-type: none"> - Could it be a blend? - Do you think it looks like a 'silent e' word?

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			<p>problem solve new words RF.1.3.B Read with expression: Read embodying a characters emotions RF.2.4.B, RL.2.6</p> <p>Speed: Move quickly through the text: 40 words per minutes RF.2.4.B</p> <p>Check new words: Check new words using multiple sources of information (visual, syntax, meaning) RF.2.4.C</p> <p>Silent Reading: Begin to silently</p>	<p>Reads with inflections but no recognition of a character's feelings</p> <p>Reads very slowly</p> <p>Does not use all strategies to understand new words; relies heavily on only 1-2 strategies (visual, syntax, meaning)</p> <p>Not able to read silently</p>	<p>Can you read it so that the words match the feelings? How would this character be speaking right now? With what tone?</p> <p>Try that again. Can you read this quickly?</p> <p>You said _____. Does that make sense? Does that sound right? Does that look right? You said _____. Can we say it that way?</p> <p>Can you read it in your head?</p>
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			read some of the time		
1.8	I	250-320L	<p>Chunk Syllables: Figure out some longer words by breaking them into syllables or chunks RF.1.3.E</p> <p>No Stop and Start: Self-correct at the point of error with fewer returns to the beginning of sentences or phrases RF.1.4.C</p> <p>Vowel Patterns: Use some complex letter patterns (long vowel patterns, complex blends)</p>	<p>Gets stuck after the first syllable with a difficult word</p> <p>Reads through passage with stumbles, so rereads the whole sentence again</p> <p>Does not look for vowel patterns when deciphering a word</p>	<p>Can you take the word apart? Look for the root word.</p> <p>Where's the tricky word? Why did you stop? Were you right? Keep going.</p> <p>Prompt children to use the phonetic patterns they know, for example:</p> <ul style="list-style-type: none"> - Do you think it looks like a vowel team? - Ty it again with a long 'o'.
1.9	J				

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			<p>to problem solve while reading RF.2.3.B, RF.2.3.C</p> <p>Persevere: Sustain problem solving of words and development of meaning through a longer text</p>	Stops correcting words as the passage goes along	<p>When you are reading, continue to use your various word solving strategies all the way through the end of the text. Ask yourself, "Does what I'm reading sound right and make sense?"</p>
2.0	K	320-380L	<p>Letter Patterns: Use knowledge of common letter patterns and long vowel patterns to problem solve/ decode new words RF.1.3.C</p> <p>Big word chunk: Use syllables and letter chunks consistently for problem solving longer two syllable words</p>	<p>Does not try another sound for irregular words (soft c and g rules) Has difficulty decoding complex vowel patterns</p> <p>Does not say each chunk in a word; omits part of the word (including middle and ending blends)</p>	<p>Encourage flexibility, for example:</p> <ul style="list-style-type: none"> - What other sound does the letter 'g' make? - What could you try? <p>Have you seen that vowel combination before?</p> <p>Prompt children to use the syllable patterns they know, for example:</p> <ul style="list-style-type: none"> - What is the first syllable? - Do you think it looks like a closed syllable? - Do you recognize a prefix? A suffix?

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			RF.1.3.E, RF.2.3.D Silent Speed: Read most texts fluently, slowing down to figure out new words and then resuming speed. Read silently most of the time	Not able to resume speed after slowing down for a new word. Reads aloud (or in a whisper)	Put the words together so it sounds like talking. Can you read it in your head?
2.3	L	380-450L	Auto-pilot: Read most regularly-spelled two-syllable words automatically RF.2.3.C Irregular Words: Figure out many irregularly-spelled words: e.g, with diphthongs or special vowel spellings R.2.3.E, RF.2.3.F	Does not try another sound for irregular words (soft c and g rules) Cannot decipher diphthongs or special vowel spellings	Look at the whole word. For the child who overly relies on decoding, ask: Do you know the word by sight? Do you know any words like that? What could you try?

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			Punctuate: Read new L/M/N text in 3-4 word phrases with attention to punctuation RF.2.4.B	Does not use dialogue tags to read with meaning	Read it with expression. Look for punctuation.
2.7	M	450-500L	Word Mastery: Apply word solving strategies to complex multi-syllable words flexibly RF.3.3.C	Slows down to word solve using only one strategy	What can you do to figure it out? What do you already know that might help you?
3.0	N	500-550L	Words in Context: Use context clues to figure out meaning of words and ideas RL.3.4	Does not slow down to clear up confusion around the meaning of a word	Keep reading to figure it out. What do you think the paragraph is about? Now can you predict what the word means?
3.3	O	550-600L			
3.7	P	600-700L	Shades of Meaning: Discuss the shades of meaning of	Cannot distinguish between meaning of similar words	Why do you think the author chose this particular word? How does that word help you understand ____?

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			<p>particular words in understanding a text RL.3.4</p> <p>Dictionary: Use a dictionary for highly sophisticated words</p>	<p>Has trouble locating words in a dictionary. Cannot determine the right definition when presented with multiple definitions</p>	<p>Teacher children how to look up words in the dictionary and thesaurus. Look at ____ (vocab word); which definition applies to how the authors used this word?</p>
4.0	Q	700-800L	<p>Vocabulary In Context: Defines words in the text using context clues and is able to use these words to speak about themes of the text</p>	<p>Has difficulty defining words in context. Is unable to recognize other key words or phrases that reveal the meaning of a word. Has difficulty identify WHY an author use a specific word/phrase</p>	<p>What does (unknown word) mean? What other words/phrases helped you determine the meaning of (unknown word)? Why did the author choose this (unknown word) to describe (setting, character, plot)? What did the author mean when he/she said (excerpt from the text with unknown word)? How does the author's use of (unknown word) help you to better understand the main idea of the story?</p>
4.3	R				
4.7	S				
5.0	T,U,V	800-900L	<p>Content Specific: Solve content specific</p>	<p>Does not pay attention to the context clues that</p>	<p>Why is this word in bold? What clues can you use to figure out the word?</p>

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			words and technical words using graphics and definitions embedded in the text RL.3.4, RL.4.4	define content specific words	What does the text tell us this word means? How does this word describe ____ in the text?
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