



### Narrative Guided Reading - Meaning Focused

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PreK	-	Up to 50L			
0.0	A		<b>Basic Structure:</b> Identify the front/back cover, title, and author RI.K.5, RI.K.6	Cannot ID front/back cover, title, or author  Struggles to make sense of the text	Can you point to the front/back cover? Who is the author? Who is the illustrator? Where did you find this information? What is the title of the story? How did you know this was the title?  Look at the picture. What is this showing us? What does the picture tell us about (topic of text)? How do the words in the text describe what is happening in the picture?
0.3	B				
0.5	C		<b>Sequence:</b> Retell parts of the story accurately in a proper sequence RL.K.2	Cannot describe events in order	Ask children to retell parts of the story. What happened on page ____? What happens after/before (event in story)

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					Turn the page forward/backward.
<b>0.7</b>	D	50-100L	<b>Fact:</b> Recall factual information and find it in the text RL.K.1, RL.1.1	Incorrectly states events in the story	Ask children to talk about the story's plot and characters while referring to specific parts of the text, for ex: <ul style="list-style-type: none"> <li>- What does the child like to draw?</li> <li>- What happened when ____?</li> <li>- Turn to the page that told us about _____.</li> </ul>
<b>1.0</b>	E		<b>Cross-Check:</b> Put together details from pictures and text to make sense of a story RL.K.7	Struggles to make sense of the story	Look at the picture. What moment in the story is this showing us? What does the picture tell us about the story? (After student responds) Why? How do the pictures and the words in the text match?
			<b>Story Elements 1:</b> Respond to questions around setting and characters RL.K.3	Student cannot state evidence for claims around setting and characters	What pictures or words let us know the setting of the story? Who are the characters? What does the text tell us about the characters?
			<b>Character</b>	Struggles to use personal experience	How does (character) feel at the end of the story? How do you know?

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			<b>Feelings:</b> Can use personal experience along with text evidence to draw conclusions about character feelings	in a meaningful way; the student is either too reliant on the text evidence or uses personal experience unrelated to the text	What are the characters actions? What does this reveal about the character's feelings? Has something like what happened in the text ever happened to you? How can you use your experience to understand how (character) feels? Which text evidence did you use to make your personal connections?
<b>1.3</b>	F	100-150L	<b>Citing Evidence 1 - Detail:</b> Remember details from pictures and text and uses them to clarify meaning RL.K.2  <b>Story Elements 2:</b> Identify primary problem & solution in a story RL.K.3	Does not go back to the text and/or pictures to search for specific facts and information  Students does not identify the traditional structure of a story when trying to comprehend	Look back to find where the writer tells about ____. What is your evidence for that? On what page did you find evidence about ____? Reread page _____. What did you learn about _____?  What is the problem in this story? What are they trying to solve? How do the characters work to solve the problem?
<b>1.5</b>	G	150-250L	<b>Character Mental State and Traits:</b> Draw on personal experiences to	Student cannot identify what the character is thinking as support for character actions	What does the text say about the character's thinking? What does the character's dialogue reveal about the character's thinking?
<b>1.7</b>	H				

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			<p>respond to questions on character's mental state RL.K.3</p> <p><b>Cause and Effect:</b> Describe the cause and effect of specific events RL.2.5</p> <p><b>Character Change:</b> Describe the cause and effect of specific events that led to a change in a character's mental state</p>	<p>Struggles to identify the cause/effect of an action</p> <p>Struggles to identify the moment the character changed or the reason why</p>	<p>What happened in the story to cause the character to think this way? What is the character like (personality traits)? What words/phrases reveal the character's personality trait?</p> <p>What caused _____ to happen in the story? How is (earlier action) related to (later action)?</p> <p>How did (character) change from the beginning to the end of the story? What was the character thinking at the beginning/end of the story? How was the different (or the same) from the ending of the story?</p>
1.8	I	250-320L	<p><b>Story Elements 3:</b> Apply the narrative story elements</p>	<p>Student does not apply the literary elements to comprehend the story</p>	<p>Who were the important characters in the story? What does the text say about the main characters and their</p>
1.9	J				

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			<p>(S-T-O-R-Y) to support comprehension: main idea, primary &amp; secondary characters, problem, attempts to solve, resolution. RL.K.6, RL.1.2, RL.1.3, RL.2.5</p> <p><b>Citing Evidence 2:</b> Recall details from the story to support answers to inferential and critical thinking questions, with some support RL.2.1, 3.1, RL.4.1</p> <p><b>Clarify Ideas 1:</b> Talk about reasons for an answer and attempts to</p>	<p>Can state inference but without support from text Does not use background knowledge to interpret actions in a text</p> <p>Primarily uses text evidence but does not support with inference</p>	<p>personality? Who are the secondary characters? What impact does (main characters) actions have on (secondary character)? What is the problem? Why is this a problem? How was the problem solved? How is the setting important?</p> <p>Can you explain why you think that? What in the story gives you that idea? How does (character) feel after (event)? Look at page __. Where is there evidence to support your inference?</p> <p>Why do you think (character) did (action)? That's what the author said. What do you think he/she means? Why did (event) happen?</p>
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			explain why inferences about an idea are valid RL.4.1		
<b>2.0</b>	K	320-380L	<p>Charactive Motive: Generate questions about characters' actions, motives, and feelings</p> <p><b>Citing Evidence 3:</b> Use details and events in a story to support answers to inferential and critical thinking questions RL,2,7, RL.4.1</p>	<p>Not able to see the character as more rounded with wants and needs</p> <p>Does not go back into the text to find information that supports ideas/thinking Relies primarily on factual information to respond to questions Doesn't know how to provide evidence</p>	<p>Encourage children to ask their own questions, for ex:</p> <ul style="list-style-type: none"> <li>- What questions do you have for ____?</li> <li>- What is the character's motivation?</li> <li>- How do you know from the text that (character) wants or needs ____?</li> <li>- Why do you think (character) is ____? What in the story makes you think so?</li> <li>- What did (character's) dialogues reveal about his/her motivation?</li> </ul> <p>What in the book makes you think that? Try looking back for the information you need. Look back to find where the writer tells about ____. What is your evidence? How does that (word/phrase) help you think about this ____? How does this part of the text help</p>

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					<p>you understand this character? That's what the character said. What did he/she mean?</p> <p>Using information in the story, tell about how ____ felt when ____.</p> <p>What page did you find information about ____?</p>
2.3	L	380-450L	<p><b>Theme:</b> Discuss themes of a book - what the "message" or "big picture" might be RL.2.2</p> <p><b>Sustain:</b> Sustain attention to the meaning of a longer text over several days RL.3.5</p> <p><b>Character Contrast:</b> Compare</p>	<p>Relies on specific events but does not see the "BIG PICTURE" or theme in the text</p> <p>Is unable to recall details from across the text or from previous reading</p> <p>Has difficulty holding onto multiple characters</p>	<p>What lesson does ____ learn in this story? What is the theme in this text? What is the author trying to teach us in this story? What specific lines or phrases from the text help to reveal the theme?</p> <p>Help children connect related parts of a text, for example:</p> <ul style="list-style-type: none"> <li>- What happened at the beginning/middle/end of the story?</li> <li>- What did we read about yesterday?</li> <li>- What new information did you learn about ____?</li> </ul> <p>Is there something that you know about this character that can help you understand them now?</p>

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			<p>different characters' points of view and discusses why they might see things differently            RL.1.6, RL.3.3, RL.4.3, RL.5.3</p> <p><b>Citing Evidence 4:</b> Cites the best evidence from a story to support answers to inferential and critical thinking questions            RL.2.7, RL.4.1</p>		<p>Why don't these characters agree with each other?            Does it matter that one character is older than the other?            What is (character's) main problem in the story?            Compare these characters: ____ and ____.            And what did ____ say?            Who were the important characters in the story?            Who is telling the story?</p> <p>Is there another piece of evidence that can be used to support your argument?            Compare your evidence to ____ (another passage). Which is stronger evidence?            How doe that (word/phrase) make your evidence stronger?</p>
2.7	M	450-500L	<b>Multiple Plots, Events:</b>	Focuses on one character and plot	What have you learned about the character here?



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			<p>Trace characters across multiple episodes, elaborating own understanding as the story progress            Relate earlier and later parts of a text, figuring out how they make sense together.            RL.3.5</p> <p><b>Cross book themes:</b>            Connect general themes among books, discussing some similarities and differences            RL.1.9, 2.9, 3.9, 4.9</p>	<p>throughout story</p> <p>Does not connect multiple parts of the text or does not extend and relate background knowledge to reading</p>	<p>Why are you (not)surprised about what the character does here?            How did ___ effect ____?            Tell about the relationship between ___ and ____.            What did you find out?            Does reading this section make you rethink your earlier ideas?            How does this section help you to understand ____?            What's going on?            We need to connect different parts, it's important for us to Connect what happened earlier in the text to what is going on later in the text.</p> <p>What other books have we read about (theme)? What are the similarities or differences?            Could we make a connection to another book that we have read?            What were the perceptions in that book?            This book reminds me of _____. Can you think of why?            Think of another book you read that is like this.            How did they approach ____?            Do you know anyone that is like a</p>
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			<p><b>Deep Retell:</b> Retell stories using some synthesis and interpretation of events - going beyond factual recall and sequencing and including character motivation/ feelings/actions / Thoughts</p>	<p>Using factual information to retell, excluding important details Unable to synthesize info Does not include character motive in retell</p>	<p>character in this book? How does that help you think about this _____?</p> <p>Using the events from the story, tell me the big ideas in this section. You've given me the text evidence:now how can you give a big idea of what happened in the very beginning of the story? Let's dig a little deeper about the part between ___ and _____. What's going on? Why does/doesn't a character do an action? What were the most important things this writer had to say? Summarize the main events in this story. What are you missing in your retell? *(character development: motivation, feelings, actions, thoughts; setting; problem; solution) How can you make that retell more concise? When you retell, you need to include _____. You're missing _____ in yoru retell. How can we make this important part of the text a big idea? So lets, stop....that's the fact in the</p>
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			<p><b>Types of Conflict:</b> Recognize the difference between internal and external conflict, and can identify types of conflict (person vs. person, nature vs. self) RL.4.6</p>	Struggles to recognize the difference between internal and external conflict. Assumes conflict is external.	<p>text, we know that happens, those are the characters actions. Why did they do that? We need to understand the why.</p> <ul style="list-style-type: none"> <li>- What are their motivations?</li> <li>- How do we better understand this?</li> <li>- What are they doing?</li> </ul> <p>What is the problem/conflict? Is the problem caused by an internal or external force? How do you know? Tell me about the character's personality or experiences. How are these contributing to this conflict?</p>
3.0	N	500-550L	<b>Genre 1:</b> Use knowledge of literary genre to	Does not use predictable genre structures to support	How do you know that this is a poem/mystery/biography? What key words/phrases/

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			<p>support comprehension RL.2.5</p> <p><b>Search Text:</b> Identify pertinent information in a text when searching for answers RL.3.1</p> <p><b>Connect within text:</b> Connect different parts of a text to build understanding of overall meaning RL.3.5</p>	<p>comprehension</p> <p>Gives a response but without textual support or does not recall detail to provide answer</p> <p>Does not build on previous understanding of characters and plot over time; comprehension is limited to part of text currently being read</p>	<p>sentences reveal the genre of this book? Think about what you know about _____ (genre). What kind of book is this? How does knowing that help you understand this character/event? What did the writer do to make the characters (animals or human) seem like they were real? What makes this a _____ (biography, fantasy, etc.)?</p> <p>Can you find the place in the book that gave you the answer? How does this support your answer? Go back in the text. Look for _____.</p> <p>Does this earlier section help you to understand what is happening here? How can you explain this change in the character? What was he/she like before? How did you thinking change? How do you know _____ changed?</p>
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			<p><b>Character Perspective:</b> Understand that characters and perspectives revealed by what they say, think, and do and what other say/think. Character change over time. RL.4.3</p> <p><b>Citing Evidence 5:</b> Evaluate the use of evidence by another reader in order to push inferential and critical thinking</p>	<p>Does not connect character's words, thoughts or actions to their perspective. Struggles to see character changing over time</p> <p>Has difficulty determining the best evidence from the text to support inferential or critical thinking. Does not understand how another reader drew a conclusion from the text.</p>	<p>Notice what a character does or says or thinks to provide clues to what is important to him or her. Notice the actions, motives, and feelings of a character. Choose one word that best describes the way other characters see this character. How did (character, character perspective, the way other see the character) change from the beginning to the end? What specific moments from the text show what is important to (character)?</p> <p>How could you push your peer to make a better inference? What text would he/she need to cite? How did you thinking change after rereading this evidence? Who has stronger evidence to support this thinking? What do you think about (other readers) evidence? Is is the right evidence? Why or why not?</p>
3.3	O	550-600L	<b>New Info:</b>	Does not build	Created reading logs that ask

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			<p>Incorporate new information into own understanding of the narrative topic RL.3.2, RI.3.2</p> <p><b>Figurative:</b> Recognize some figurative language and make attempts to understand beyond a literal interpretation RL.3.4, RL.5.4</p> <p><b>Skim:</b> Skim text independently to find information and clarify meaning</p>	<p>on/adjust previous understanding of the text</p> <p>Relies on literal interpretation; very factual response</p> <p>Reads entire section during a comp. Discussion</p>	<p>students to record new ideas learned from the text. Give students practice in note taking. What's going on right now? Which lines reveal information about the character/plot?</p> <p>Prompt children to notice similes and metaphors. What associations do you have with ____? How do these associations help you understand what the author's saying? I noticed this language (read). What did the writer mean by that? (fig. Language, metaphor, idiom) Take a look again at (fig. language). What is happening here? Tell me more about (fig. language). Why did the author (use fig. language) here?</p> <p>Read just enough to remember what the paragraph is saying. Skim this page. Does reviewing this section make you rethink your earlier comment?</p>
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			<p><b>Revise Predictions:</b> Revise understanding of a text while reading when initial ideas no longer fit the story</p> <p><b>Paraphrase:</b> Test own understanding of a text by summarizing, paraphrasing, or self questions</p>	<p>Refuses to entertain differing ideas/opinions even when presented with textual evidence</p> <p>Has difficulty synthesizing a dense amount of information</p>	<p>What do you think of the character now? What did (character) say or do to change your thinking? Which event from the story changed your thinking about ____? Has this changed your mind about your earlier prediction? How would you persuade someone else that your answer is stronger? What evidence did someone else present that changed your thinking?</p> <p>What is the big idea of this section? How does this relate to (earlier big idea)? Can you say in your own words what the author's saying? Do you have questions about this section?</p>
3.7	P	600-700L	<p><b>Genre 2:</b> Use knowledge of literary genre and text structure (chapter, scene, stanza) to support comprehension</p>	<p>Does use text structure of a particular genre to support comprehension</p>	<p>In this poem, how does the 2nd stanza build off of the first one? What are the different scenes of this play? How does the setting change in each scene? Think about what you know about ___ (fantasy, etc.) books as you read. What kind of book is this? How does knowing that help you?</p>

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			RL.3.5 Engage in reading different genres RL.3.10  <b>Evaluate Interpretations:</b> Entertain and evaluate differing interpretations of a story: Use comparison and analogy to explain ideas. SL.4.3	Does not entertain other interpretations and evaluate responses	What did the writer do to make the characters (animals or humans) seem like they were real? How does this genre help you understand ____?  Does anyone else have a different interpretation? You've heard several answers and reasons. Which answer makes more sense to you? What have you read/heard/seen that can help you explain this passage? Let's consider this, you think the reason the character did _____ is because (restated student answer). So what does that tell you? Restate student's interpretation for others to evaluate. Prompt other students to build off another's answer.
4.0	Q	700-800L	<b>Connect Between Texts:</b> Connect between different texts to build	Has difficulty comparing/contrasting themes across texts  Has difficulty applying	What ideas/themes are found in both texts? How do these ideas/themes help us to better understand these texts?
4.3	R				
4.7	S				



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			<p>understanding of common themes about a topic</p> <p><b>Suspense:</b> Recognizes how the author built suspense throughout the story</p>	<p>knowledge of one theme to another text</p> <p>Has difficulty recognizing events and clues in a text that can foreshadow a later event</p>	<p>Which words/phrases/sentences give you a hint about what could happen next? When does the author leave you on “the edge of your seat?” At which point in the story did you feel you had to keep reading to find out what was going to happen? What made you gasp?</p>
5.0	T	800-900L	<p><b>Multiple Events:</b> Keeps track of multiple events happening simultaneously RL.3.1, RL.4.1</p> <p><b>New Perspectives:</b> Demonstrate learning new content and perspective from reading and/or</p>	<p>Cannot make inferences that connect what is happening simultaneously or in two different sections of story</p> <p>Does not recognize the different perspectives about the same event or theme Focuses on problem from own perspective</p>	<p>What happened in the previous chapter? How was that connected to what’s happening right now? What was happening while ____ happened? How do you know? What did ____ do when ____? Tell me about (multiple events).</p> <p>What were the two perspective of this time period? Which perspective did (character) have? Why? How does the time period/societal characteristic affect the perspective of the character? Is this similar to/</p>

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			<p>Distinguish their perspective from the character's RL.3.6</p> <p><b>Apply New Content Knowledge:</b> Build background knowledge to connect multiple texts RL.3.9</p> <p><b>Setting:</b> Understand and</p>	<p>Has difficulty extending information learned from a nonfiction text to understand a narrative text</p> <p>Has difficulty describing how the</p>	<p>different from how people feel today? How would you describe this character's feelings towards ____? Characters have a perspective. What is this character's perspective How does this character see the problem? Compare with (other character or your own). How are they the same or different?</p> <p>What information did you learn from this (informational text) that helps you understand this story? Which part of this (informational text) helped you better understand what the character is thinking? What do you know about this subject from what you've read? Use what you read to help you understand what is happening now in this story. So I'm going to challenge you, I hear you talking about ____ but I think we have another way to talk about ____ based on another text we read.</p> <p>How are the character reacting to this time period?</p>
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			<p>talk about the role of the setting in realistic fiction and historical fiction RL.4.3</p> <p><b>Keeping Track of Dialogue:</b> Keep track of assigned and unassigned dialogue RL.5.3</p> <p><b>Genre 3:</b> Use knowledge of genre's structural elements (verse, rhythm, meter) to support comprehension RL.4.5</p> <p><b>Symbolism:</b> Notice the writer's use of symbolism</p>	<p>setting impacts the characters or plot</p> <p>Occasionally gets lost in which characters are speaking</p> <p>Does not use structural elements to support comprehension</p> <p>Relies too heavily on the literal meaning of an object, setting, or person</p>	<p>Would this story have been different if it took place in another area/country/time period? How so?</p> <p>There was a line switch (return sweep). Who is speaking now? Which character said ____? How do you know?</p> <p>Why did the author use this meter? What would the stage look like in this performance? What was the role of the joker in this play?</p> <p>When you think of ____, what do you think of? What does the ____ represent? If _____ were not mentioned in the story, how would this story be different?</p>
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					<p>Have you seen or read about this symbol in any other works of art?            How was it used?            How does _____ help you better understand _____.</p>
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