

# Choosing Just Right Books for Beginning & Self-Reliant Readers

Independent Reading Level: Books child reads with 98-100% accuracy, including self-corrections

Instructional Reading Level: Books child reads with at least 90% accuracy *prior to instruction* for Levels A-I

OR.....with at least 95% accuracy *prior to instruction* for Levels J-Z

Frustration Reading Level: Child reads with less than 90% accuracy for Levels A-I

OR.....with less than 92% accuracy for Levels J-Z

This list has been developed to help parents find books at their child's reading level. We have tried to choose books that may be available at the local library or book store.

## Some Children's Favorite Books with Levels

Anno's Counting Book	Anno, Mitsumasa	A
Do You Want to Be My Friend?	Carle, Eric	A
I Am	Klein, Adria	A
I See Bugs	Blevins, Wiley	A
My Cats	Robinson, Eileen	A
We Play Together	Blevins, Wiley	A
Cat on the Mat	Wildsmith, Brian	B
Have You Seen My Cat?	Carle, Eric	B
Have You Seen My Duckling	Tufari, Nancy	B
Mommy, Where Are You?	Ziefert, Harriet	B
My Color	Mann, Rachel	B
My Garden	Ostrow, Jesse S.	B
Brown Bear, Brown Bear, What Do You See?	Martin, Bill	C
Flying	Crews, Donald	C
I Went Walking	Williams, Sue	C
Pancakes for Breakfast	dePaloa, Tomie	C
Rainbow of My Own	Freeman, Don	C
Spots, Feathers, & Curly Tails	Tufari, Nancy	C
What's for Lunch?	Carle, Eric	C
Blue Bug Series	Poulet, Virginia	D
Mud	Lewison, Wendy C.	D
Oops!	Mayer, Mercer	D

Sleepy Dog	Ziefert, Harriet	D
Things I Like	Browne, Anthony	D
Where's Al?	Barton, Byron	D
All by Myself	Mayer, Mercer	E
Five Little Monkeys	Christelow, Eileen	E
Jumping on the Bed		
Foot Book, The	Seuss, Dr.	E
Go Dog Go	Eastman, Philip D.	E
It Looked Like Spilt Milk	Shaw, Charles	E
Oh a Hunting We Will Go	Langstaff, John	E
Sweet Potato Pie	Rockwell, Anne	E
Wake Up, Sun!	Harrison, David	E
Where's Spot?	Hill, Eric	E
Biscuit Series	Capucilli, Alyssa Satin	F
Bug, a Bear, and a Boy	McPhail, David	F
Cookie's Week	Ward, Cindy	F
Curious George Series	Rey, Margaret	F-J
Does a Kangaroo Have a Mother Too?	Carle, Eric	F
Fire! Fire! Said Mrs. McQuire	Martin, Bill	F
Itchy, Itchy Chicken Pox	Maccarone, Grace	F
Lady with the Alligator Purse	Wescott, Nadine Bernard	F
Pizza Party	Maccarone, Grace	F
Rosie's Walk	Hutchins, Pat	F
Soccer Game!	Maccarone, Grace	F
What (Daddies/Mommies) Do Best	Numeroff, Laura J.	F
Each Peach Pear Plum	Ahlberg, Allan	G
Fat Cat Sat on the Mat	Karlin, Nurit	G
Just Me and My...Series	Mayer, Mercer	G-K
One Fish, Two Fish...Red Fish...	Seuss, Dr.	G
Sheep in a Jeep	Shaw, Nancy	G
Shortcut	Crews, Donald	G
ABC I Like Me!	Carlson, Nancy	H
Building a House	Barton, Byron	H
Morris the Moose	Wiseman, Bernard	H
Sammy the Seal	Hoff, Syd	H

Where Are You Going, Little Mouse?	Kraus, Robert	H
Airport	Barton, Byron	I
Barney's Horse	Hoff, Syd	I
Big Fat Enormous Lie	Sharmat, Marjorie W.	I
Color of His Own, A	Lionni, Leo	I
Hattie & the Fox	Fox, Mem	I
Leo the Late Bloomer	Kraus, Robert	I
Little Engine That Could	Piper, Watty	I
Very Busy Spider, The	Carle, Eric	I
Alexander & the...Very Bad Day	Viorst, Judith	J
Cat in the Hat, The	Seuss, Dr.	J
Danny the Dinosaur	Hoff, Syd	J
Froggy Series	London, Jonathan	J
Green Eggs & Ham	Seuss, Dr.	J
Henry & Mudge Series	Rylant, Cynthia	J
Hop on Pop	Seuss, Dr.	J
Little Bear Series	Minarik, Else	J
Little Prairie House, A	Wilder, Laura Ingalls	J
Mr. Putter & Tabby Series	Rylant, Cynthia	J
Officer Buckle & Gloria	Rathmann, Peggy	J
Somebody & the Three Blairs	Tolhurst, Marilyn	J
Arthur's Series	Hoban, Lillian	K
Chicka Chicka Boom Boom	Martin, Bill	K
Click Clack Moo, Cows that Type	Cronin, Doreen	K
Clifford Series	Bridwell, Norman	K
Commander Toad Series	Yolen, Jane	K
Day Jimmy's Boa Ate the Wash	Noble, Trinkka H.	K
Frog and Toad Series	Lobel, Arnold	K
Harold & the Purple Crayon	Johnson, Crockett	K
If You Give a Mouse ... Cookie, & Others	Numeroff, Laur	K
Madeline	Bemelmans, Ludwig	K
Nate the Great Series	Sharmat, Majorie W.	K
Sheila Rae, the Brave	Henkes, Kevin	K
Amelia Bedilia Series	Parish, Peggy	L

Cam Jansen Series	Alder, David A.	L
George & Martha Series	Marshall, James	L
Horrible Harry Series	Kline, Suzy	L
Judy Moody Series	McDonald, Megan	L
Marvin Redpost Series	Sachar, Louis	L-M
Pinky and Rex Series	Howe, James	L
Arthur and the...Series	Brown, Marc	M
... from the Black Lagoon Series	Thaler, Mike	M-N
Jigsaw Jones Series	Ruller, James	M
Chicken Soup with Rice	Sendak, Maurice	M
Freckle Juice	Blume, Judy	M
Junie B. Jones Series	Park, Barbara	M
Littles, The Series	Peterson, John	M
Magic Tree House Series	Osborne, Mary Pope	M
Matt Christopher Series	Christopher, Matt	M
Picture Book of...(Biographies) Series	Adler, David	M-S
Amber Brown Series	Danziger, Paula	N
Case of Hermie Series	Preller, James	N
Encyclopedia Brown Series	Sobel, David	N
Hunches in Bunches	Seuss, Dr.	N
Polar Express, The	VanAllsburg, Chris	N
Song Lee Series	Kline, Suzy	N
Space Station Plot...and Other Cases Series	Simon, Seymour	O
Babysitters' Club Series	Martin, Ann M.	O
Henry Huggins Series	Cleary, Beverly	O
Ramona Series	Cleary, Beverly	O
Amos & Boris	Steig, William	P
Horton Hears a Who	Seuss, Dr.	P
Magic School Bus Series	Cole, Joanna	P
Tar Beach	Ringgold, Faith	P
Time Warp Trio Series	Scieszka, Jon	P
Wayside School Series	Sachar, Louis	P-S
Best Christmas Pageant	Robinson, Barbara	Q
Bunnicula Series	Howe, James	Q
Help! I'm Trapped...Series	Strasser, Todd	Q

If You Lived...Series	Levine, Ellen	Q
Joshua T. Bates Series	Shreve, Susan	Q
Wreck of the Zephyr	VanAllsburg, Chris	Q
Charlie & the Chocolate Factory	Dahl, Roald	R
Endangered...Animals Series	Taylor, Dave	R
Mirandy & Brother Wind	McKissack, Patricia	R
Shiloh	Naylor, Phyllis Reynolds	R
Bridge to Terebithia	Patterson, Katherine	S
Cricket in Times Square	Selden, George	S
Matilda	Dahl, Roald	S
Nancy Drew Series	Keene, Carolyn	S
Goosebumps Series	Stine, R.L.	T
Tale of Despereaux, The	DiCamillo, Kate	U
Wringer	Spinelli, Jerry	U
Harry Potter Series	Rowling, J.K.	V
Holes	Sacher, Louis	V
Long Way from Chicago, A	Peck, Richard	V
Maniac Magee	Spinelli, Jerry	V
Walk Two Moons	Creech, Sharon	V
Roll of Thunder, Hear My Cry	Taylor, Mildred	W
Where the Red Fern Grows	Rawls, Wilson	X
Adventures of Huckleberry Finn	Twain, Mark	Z
Golden Compass, The	Pullman, Phillip	Z
Hobbit, The	Tolkien, J.R.R.	Z

Parents who wish to find more leveled books may be successful on this website: <http://home.comcast.net/~ngiansante/index.html>





# Word Study and Vocabulary

How can you support *word learning* at home?

**Vocabulary-** As children read, they come across a variety of words and must determine word meaning in order to make sense of a text. The more children read the more they will encounter new words. Furthermore, as they use these words in their writing and while speaking, the more success they will have as a reader.

- **Word Collector-** As your child reads a book at home; have him/her keep track of exciting, new, or challenging words they come across. Talk to your child about what these words mean and encourage him/her to use these words in their writing at home. Maybe you can even encourage them to use the words during dinner as a friendly family game!
  - If your child comes to a word that they don't understand...
    - Reread to make sense
    - Use word parts to understand the word or break it apart
    - Use a dictionary
- **Things that are...** As you read to your child or when your child is reading independently, ask them to tell you the interesting words they are finding. (fierce, scamper, extravagant, enormous, etc.). Ask your child to make a list of opposites to better understand word meanings. *Things that are fierce Vs. Things that are calm...*

**Sight Words-** Sight words are words we see often when we read and write. We call these High Frequency Sight Words. It is important for children to read these words quickly to become good readers and writers. Help your child know these words with the "snap" of a finger. **Check out the Sight Words at Home paper for some fun activities!**

**Word Study-** Sorting words and thinking about their patterns provides children with a sequential and organized knowledge base of word patterns. Comparing, contrasting, and generalizing in their heads is what helps kids to internalize (use in multiple contexts) spelling patterns. This knowledge will ultimately impact their success as a reader and writer.

- **Rhyme Time-** Use your child's word sort and ask him/her to make rhyming words. This is a great activity to do with magnetic letters!
- **Add a Letter/Subtract a Letter-** Use your child's word sort to make new words. Take some letters away and then add new letters to make a new word. This is a great activity to do with magnetic letters!
- **Word Hunt-** Go on a hunt for your word study words. How many words can you find in your reading? Keep track of the words that you find!





## QUESTIONS FOR READING



Below you will find a list of possible questions to help you with conversations about your child's reading. They are not intended to be used all at once or every time you read with your child. Use them at your discretion and where they are appropriate. Happy Reading!!

### Questions to ask before you read

- Can you look at the pictures and predict what you think will happen in this book?
- What makes you think that?
- What characters do you think might be in our story?
- Do you think there will be a problem in this story? Why or why not?
- Does the topic/story relate to you or your family? How?

### Questions to ask during the reading

- What do you think will happen next?
- What can you tell me about the story so far?
- Can you predict how the story will end?
- Why do you think the character did \_\_\_\_\_?
- What would you have done if you were the character?
- How would you have felt if you were the character? (use different characters)
- As I read \_\_\_\_\_, it made me picture \_\_\_\_\_ in my head. What pictures do you see in your head?

- As you read, what are you wondering about?
- Can you put what you've just read in your own words?

## Questions to ask after reading

- Can you remember the title?
- In your opinion, was it a good title for this book? Why or why not?
- Were your predictions about the story correct?
- If there was a problem, did it get solved?
- What happened because of the problem?
- Why do you think the author wrote this book?
- What is the most important point the author is trying to make in his writing?
- What was your favorite part of the story?
- If you could change one thing in the story, what would it be?
- Can you retell the story in order?
- If you were \_\_\_\_\_, how would you have felt?
- What is the most interesting situation in the story?
- Is there a character in the story like you? How are you alike?
- Why did you like this book?



## Tips for Home Reading:



The best way to become a better reader  
is to read!

Here are some helpful hints for reading at home...

1. Read EVERYDAY.
2. Make reading time positive with lots of fun and encouragement. Read in silly voices!
3. Help your child to select a variety of reading material: picture books, nonfiction books, magazines, chapter books, novels, newspapers, letters, recipe books, flyers...
4. Help your child choose "just right" books to read. These are books they can read with good understanding and with good fluency, with a few difficult words occasionally. These books make your child feel strong as a reader.
5. Encourage your child to reread favorite books.
6. Listen to and enjoy your child's reading. Ask questions and become absorbed in the story they are reading.
7. Read to your child. Choose books that are beyond your child's "just right" level to help them grow as a reader. Reading aloud is a great way to build your child's vocabulary and exposure to books he/she might not be able to read on their own!
8. Before reading, talk with your child about what they and you already know about the topic or what they think will happen or learn.
9. Tell your child what you think about before you read, while you read, and after you read something. Show them how you problem solve as you read. For example, when you get confused while reading you may slow down your reading or stop and reread.
10. After reading, discuss with your child their thoughts and opinions about the text.
11. Teach through example: let your child see how much you love to read and value reading by reading often.



# Sight Words at Home

**\*Flash Cards** Make your child's sight words flash cards. Read them as slowly as you can. Read them as fast as you can. Read them using silly voices.

**\*Sing a Song of Sight Words** Practice sight words by singing them to a familiar tune. "Row, Row, Row Your Boat" and "Twinkle, Twinkle, Little Star" are great songs to use! See, is, but, if, to, then why...so, little, then, of, it, at, are...Happy Singing! ☺

**\*Jump on it!** This game requires two sets of word cards. Scatter one set of cards face up on the floor. Stack the other set of cards in a pile. Turn over the first card in the stack. Have your child read the word to you and then find that word on the floor and jump on it! Turn over the next card and your child will say and jump to that word. Continue until you have finished the whole stack! See how fast you can make it through the word cards. Using a timer is great motivator!

**\*Which word wins?** Sit with your child and look at a newspaper to see just how often sight words pop up in print. Choose a sight word from the list and an article from the newspaper. Look for the word together. How many times does it appear? Highlight the word as you find it. Choose another word and do the same thing. Which word appeared more often?

**\* Rainbow Letters** Turn sight words into beautiful rainbows. Ask your child to write a sight word on paper in big letters. Using different colored crayons, your child can then trace around the word again and again, reading the word each time.

**\*Read My Back!** "Write" a sight word on your child's back. Can your child guess the word? Trade places- let your child trace a word on your back!

**\*On the Run!** Play a sight word game when you are driving somewhere or in line at the grocery store. Have your child find as many sight words as he or she can on billboards and signs.



**\*Spill a Sight Word** Place word cards in an empty container. Dump out the sight words. Have your child read the words that fall right side up. Put the others back in the container. Continue to dump and read until your child has read all of the words.

- **I'm thinking of...** One player starts by giving a clue about one of the words. For example, "I'm thinking of a word that begins like horse and has three letters." The other player looks at the list and tries to identify the sight word. Keep giving clues until the word can be found!

Have fun practicing sight words using these interactive ideas!





## Four Ways to Teach One Sight Word

### What's Missing?

- **Boys and girls, this was a word in the story.** (Write the word.)
- **The word is like.**
- **Look at each letter and say the letter as I point to it.** (Point as students say each letter.)
- (Underline the word with your finger and say the word.) *like*
- (Turn the board towards you and erase a letter.)
- (Show the board to students.)
- **What's missing?**
- (As students say the missing letter, put it back in the word.)
- (Repeat two or three more times erasing one or more letters at a time until entire word is erased.)
- (Students spell word as you write it on the board.)
- (Always say the word as you write it and underline it with your finger, left to right, when finished, and say the word.)

### Mix & Fix

- (Give each student letters to make the new word.)
- (Make a model for them.)
- **Make the word, the.**
- **Check your word by sliding your pointer finger under the word s-l-o-w-l-y while saying the word.** (Model for students.)
- **Now pull down each letter to remake the word from left to right.** (Model for students.)
- **Again check your word by s-l-o-w-l-y sliding your pointer finger under the word and saying the word.**
- **Now mix or scramble the letters and then fix the letters to remake the word.** (Model for students.)
- **Again check your word by s-l-o-w-l-y sliding your pointer finger under the word and saying the word.** (Model for students.)
- **Let's do that one more time...**

### Table Writing

- **Now use your pointer finger and write the word "like" on the table.**
- **Say the word as you finger-write it on the table, "like."**
- **Now picture what you wrote and check your word by s-l-o-w-l-y sliding your pointer finger under the word and saying the word, "like."**
- **Let's do that one more time...**

### Whiteboards

- **Write the word, "like" on your whiteboard.**
- **Say the word as you write it on your whiteboard, "like."**
- **Now check your word by s-l-o-w-l-y sliding your marker under the word and saying the word, "like."**
- **Now erase the word and let's do that one more time...**

