



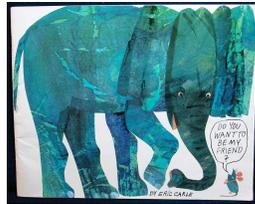
When your child is reading at an A/B level:

Characteristics of Level A/B books:

- Large print, ample space between words
- Book has one simple idea that is familiar to children
- Text is predictable
- Pictures and words correspond directly (i.e., a picture of a bat corresponds to the words “This is a bat.”)
- High frequency/word wall words are introduced
- Words & phrases are repeated often
- Words appear in the same place on every page

Important behaviors to notice and support with your child:

- How to correctly handle a book; reading a book from front to back, right side up
- Reads from left to right and can sweep to the next line with their fingers
- Noticing details in pictures
- Able to locate high frequency/word wall words in text
- Remembers & uses language patterns (i.e. rhyming, word families)
- Making a valid prediction
- Pointing to each word as it is read
- Stops when a word doesn’t sound correct



Some examples of A/B level books:

Do You Want to Be my Friend? by Eric Carle

We Read by Wiley Blevins

From Sheep to Sweater by Ellen Tarlow

Hats around the World by Liza Charlesworth

What’s the Weather? by Jennifer Cali

Who Hid? by Nancy Leber

(These titles are provided to be used as a point of reference when picking out books at this level.)



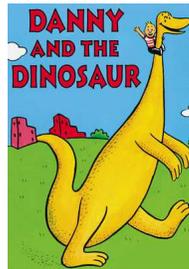
When your child is reading at a C/D level:

Characteristics of Level C/D books:

- Simple story lines that are familiar to children
- Large print with ample space between words
- Two to five lines of text per page
- Story is told through text, but pictures still give clues to story plot
- High frequency/word wall words used often
- A variety of punctuation is used
- Pictures and words correspond directly (i.e., a picture of a bat corresponds to the words "This is a bat.")

Important behaviors to notice and support with your child:

- Child uses pictures to make and check predictions
- Easily identifies known words (high frequency words)
- Tracking words while reading with finger-pointing or, as time progresses, with eyes
- Able to solve many unfamiliar words using a variety of decoding strategies (i.e. sounding out, picture clues, re-reading, etc)
- Actively reading for meaning
- Recognizing word patterns (rhyming, word families) and text patterns (predictable text "This is a _____. This is a _____.")



Some examples of C/D level books:

- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin
- *Mary Wore Her Red Dress* by Merle Peek
- *Dirty Larry* by Bobbie Hamsa
- *Sleepy Dog* by Harriet Ziefert
- *Paul the Pitcher* by Paul Sharp
- *Spots, Feathers, and Curly Tails* by Nancy Tafuri
- *Pancakes for Breakfast* by Tomie DePaola
- *Danny & the Dinosaur* by Syd Hoff

(These titles are provided to be used as a point of reference when picking out books at this level.)



When your child is reading at an E/F level:

Characteristics of Level E/F books:

- Each page has 3-8 lines of text
- Stories are more complex; ideas may be subtle and require more interpretation
- Illustrations strongly support the story, but the text carries the story line
- Children need to problem-solve to decode unknown words
- Words become more difficult/specific, more than high-frequency words
- Full variety of punctuation

Important behaviors to notice and support with your child:

- Relying less on finger-pointing while reading; using eyes to track words with the exception of challenging words
- Reading fluently
- Rereading for understanding
- Making predictions and then reading to confirm predictions
- Using known words to get to words not yet known (for example, finding the smaller word *and* in *candy*.)
- Using a variety of decoding strategies to read unknown words



Some examples of E/F level books:

- *Mrs. Wishy-Washy* by Joy Cowley, Elizabeth Fuller
- *The Foot Book* by Dr. Seuss
- *Go, Dog, Go* by Philip Eastman
- *Clifford the Big Red Dog* books by Norman Bridwell
- *Shhh* by Kevin Henkes
- *No David!* by David Shannon
- *Biscuit Wants to Play* by Alyssa Sating Capucilli
- *It Looked Like Spilled Milk* by Charles Shaw

(These titles are provided to be used as a point of reference when picking out books at this level.)



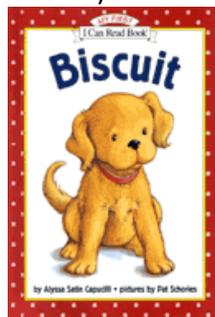
When your child is reading at a G/H level:

Characteristics of Level G/H books:

- Story concepts become more complex, many are somewhat unfamiliar to children
- Story vocabulary becomes more challenging
- 4-8 lines of text per page with smaller print and text location (top of page, bottom of page) may vary
- Sentences are longer in length and complex

Important behaviors to notice and support with your child:

- Using both text and pictures to comprehend the story
- Figure out unknown words using their decoding strategies
- Can retell the story, including details, to demonstrate their understanding of the story
- Reading fluently (without frequent stops and with expression)
- Re-reading to check for understanding
- Reads a variety of fiction and nonfiction
- Makes connections between text and another text (“This reminds me the book _____ where the characters moved away.”)
- Makes connections between the text and themselves or their world (“I got hurt like the character in the story, and I was sad too.”)



Some examples of G/H level books:

- *Chicka Chicka Boom Boom* by Bill Martin Jr. & John Archabault
- *Super Fly Guy* by Tedd Arnold
- *Biscuit* by Alyssa Capucilli
- *Growing Vegetable Soup* by Lois Ehlert
- *More Spaghetti, I Say!* by Rita Gelman
- *One Fish, Two Fish, Red Fish, Blue Fish* by Dr. Seuss
- *Put Me In The Zoo* by Robert Lopshire
- *The Seasons of Arnold's Apple Tree* by Gail Gibbons

(These titles are provided to be used as a point of reference when picking out books at this level.)



When your child is reading at an I/J level:

Characteristics of Level I/J books:

- Variety of fiction and nonfiction texts available
- The story structure is complex
- Pictures are available, but they are used to support the text (children cannot rely on the pictures for clues)
- Different points of view from different characters are evident
- Vocabulary continues to be more challenging and children need to use a variety of strategies to decode these words
- Some books at this level may be beginning chapter books

Important behaviors to notice and support with your child:

- Ability to read fluently (with little stops and with expression)
- Child does not rely on pictures for clues, gets information from the text
- Figure out unknown words using their decoding strategies
- Can retell the story including details
- Able to stop reading a text, and then later continue reading without forgetting story
- Re-reading to check for understanding if needed
- Reads a variety of fiction and nonfiction
- Makes connections between the text they are reading and other texts, their world, or themselves



Some examples of I/J level books:

- *The Giving Tree* by Shel Silverstein
- *Curious George* by H.A. Rey
- *Henry and Mudge* books by Cynthia Rylant
- *Are You My Mother?* by P.D. Eastman
- *Hattie and the Fox* by Mem Fox
- *The Napping House* by Audrey Wood
- *The Kissing Hand* by Audrey Penn
- *Henny Penny* by Paul Galdone

(These titles are provided to be used as a point of reference when picking out books at this level.)



When your child is reading at an K/L level:

Characteristics of Level K/L books:

- Books are chapter-like, have long periods of text without pictures
- Pictures are available, but they are used to support the text (children cannot rely on the pictures for clues)
- Text has many different events that occur at different times, however those events are all related to the overall “plot” of the story
- Vocabulary is challenging
- Text often needs to be read over a period of time

Important behaviors to notice and support with your child:

- Able to stop reading a text, and then later continue reading without forgetting story
- Can figure out unknown vocabulary by using a variety of strategies (re-reading, sounding out, recognizing word patterns, etc)
- Understand complex ideas
- Able to read a variety of genres (Fiction, non-fiction, etc)
- Able to retell the text with specific details
- Reading fluently (without frequent stops and with expression)



Some examples of K/L level books:

- *If You Give a Pig a Party* by Laura Numeroff
- *Arthur* books by Marc Brown
- *Diary of a Worm* by Doreen Cronin
- *Alexander & the Horrible, No Good, Very Bad Day* by Judith Viorst
- *Amelia Bedelia* books by Peggy Parish
- *Frog and Toad* by Arnold Lobel
- *Nate the Great* by Marjorie Sharmat

(These titles are provided to be used as a point of reference when picking out books at this level.)



When your child is reading at an M/N level:

Characteristics of Level M/N books:

- Books are lengthy, often chapter books
- Smaller print
- Sophisticated vocabulary
- Child must use what they already know to understand/interpret more abstract concepts
- Story plot is complex

Important behaviors to notice and support with your child:

- Uses decoding strategies and background knowledge to decode unknown words
- Reading in a fluent manner, as if talking, over longer stretches of text
- Reading silently
- Able to remember plots and characters over several days
- Demonstrates ability to understand/interpret different characters or plots
- Able to search for and find information in texts



Here are some examples of M/N level books:

- *The Teacher From the Black Lagoon* by Mike Thaler
- *Magic Tree House* books by Mary Pope Osborne
- *Cloudy With A Chance of Meatballs* by Judi Barrett
- *Judy Moody Around the World in 8 ½ Days* by Megan McDonald
- *Junie B. Jones* books by Barbara Park
- *Jigsaw Jones* books by James Preller
- *Sylvester and the Magic Pebble* by William Steig
- *Flat Stanley* by Jeff Brown

(These titles are provided to be used as a point of reference when picking out books at this level.)



When your child is reading at an O/P level:

Characteristics of Level O/P books:

- Books are lengthy, often chapter books
- Smaller print, less pictures to support text
- Sophisticated vocabulary
- Child must use what they already know to understand/interpret more abstract concepts
- Story plot is complex

Important behaviors to notice and support with your child:

- Uses decoding strategies and background knowledge to decode unknown words
- Reading in a fluent manner, as if talking, over longer stretches of text
- Reading silently
- Able to remember plots and characters over several days
- Demonstrates ability to understand/interpret different characters or plots
- Able to search for and find information in texts



Some examples of O/P level books:

- *Socks* by Beverly Cleary
- *Captain Underpants* by Dave Pilkey
- *The Mouse and the Motorcycle* by Beverly Cleary
- *Mrs. Piggle-Wiggle* by Betsy MacDonald
- *Encyclopedia Brown* books by Donald J. Sobol
- *Babysitter's Club* books by Ann Martin
- *Boxcar Children* books by Gertrude Chandler Warner
- *The Haunting of Grade Three* by Grace Maccarone
- *Pony Pals* books by Jeanne Betancourt
- *Ramona Books* by Beverly Cleary

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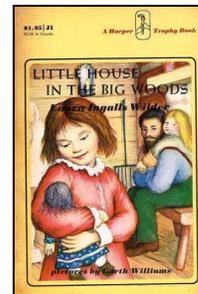
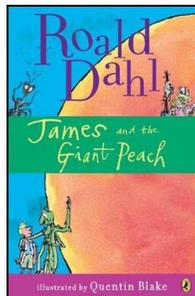
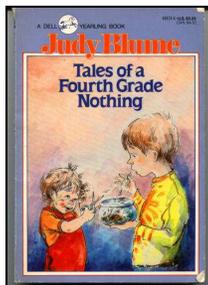
When your child is reading at a Q level:

Characteristics of Level Q books:

- Lengthier and more complex texts
- Smaller print
- Sophisticated vocabulary and figurative language
- More abstract concepts
- Texts may have multiple meanings
- Diaries and logs are often the format at this level

Important behaviors to notice and support with your child:

- Uses decoding strategies and background knowledge to decode unknown words
- Holding on to meaning over longer stretches of text
- Reading silently
- Able to remember plots and characters over several days
- Understand figurative language and more complex vocabulary
- Able to search for and find information in texts



Some examples of Q level books:

- *Addy Saves the Day* by Connie Porter (American Girl Collection)
- *Amazing But True Sports Stories* by Phyllis and Zander Hollander
- *Dear Mr. Henshaw* by Beverly Cleary
- *Fourth Grade Celebrity* by Patricia Reilly Giff
- *If You Lived at the Time of the Civil War* by Kay Moore
- *James and the Giant Peach* by Roald Dahl
- *Little House in the Big Woods* by Laura Ingalls Wilder
- *Tales of a Fourth Grade Nothing* and *Superfudge* by Judy Blume

(These titles are provided to be used as a point of reference when picking out books at this level.)



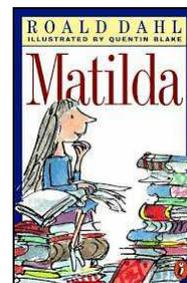
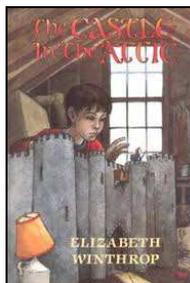
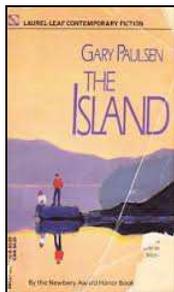
When your child is reading at an R/S level:

Characteristics of Level R/S books:

- Varied space between lines, with some text having dense print
- Full range of punctuation
- Memorable characters, with both good and bad traits, who change and develop over time
- Complex plots and numerous episodes and time passing
- Content requiring the reader to take on diverse perspectives

Important behaviors to notice and support with your child:

- Make a wide range of predictions based on personal experiences, content knowledge and knowledge of similar texts
- Make connections between characters in different texts
- Mentally form categories of related information and revise them as new information is acquired across the text
- Infer cause and effect in influencing characters' feelings or underlying motives
- Identify significant events and tell how they are related to the problem of the story or the solution



Some examples of R/S level books:

- *Because of Winn-Dixie* by Kate DiCamillo
- *The Castle in the Attic* by Elizabeth Winthrop
- *The Celery Stalks at Midnight* by James Howe
- *Charlotte's Web* by E. B. White
- *Hatchet* by Gary Paulsen
- *House of Wings* by Betsy Byars
- *How to Eat Fried Worms* by Thomas Rockwell
- *The Island* by Gary Paulsen
- *Matilda* by Roald Dahl
- *Nasty, Stinky Sneakers* by Eve Bunting
- *Pioneer Girl, the Story of Laura Ingalls Wilder* by William Anderson
- *Poppy* by Avi

(These titles are provided to be used as a point of reference when picking out books at this level.)



When your child is reading at a T/U/V level:

Characteristics of Level T/U/V books:

- Variety in print
- Full range of punctuation, and readers tools
- Many ideas and themes requiring understanding of cultural diversity
- Texts with deeper meanings applicable to important human problems and social issues
- Multidimensional characters that develop over time
- Words with connotative meaning relevant to meaning

Important behaviors to notice and support with your child:

- Make a wide range of predictions based on personal experiences, content knowledge and knowledge of similar texts
- Infer characters' or objects' thinking process and struggles at key decision points in their lives
- Express changes in ideas or perspective across the reading after reading a text
- Notice the way writers use regional dialect and discuss how it adds to the authenticity of the text and characters



Some examples of T/U/V level books:

- *Abel's Island* by William Steig
- *Bridge to Terabithia* by Katherine Paterson
- *Harriet the Spy* by Louise Fitzhugh
- *Harry Potter and the Prisoner of Azkaban* by J.K. Rowling
- *Harry Potter and the Sorcerer's Stone* by J.K. Rowling
- *Hobby: The Young Merlin Trilogy* by Jane Yolen
- *Julie of the Wolves* by Jean Craighead George
- *The Pool of Fire* by John Christopher
- *Ragweed* by Avi
- *Soldier's Heart* by Gary Paulsen
- *Souder* by William H. Armstrong
- *The Cat Ate My Gymsuit* by Paula Danziger
- *The Secret Garden* by Frances Hodgson Burnett
- *The Cay* by Theodore Taylor
- *Mrs. Frisby and the Rats of NIMH* by Robert C. O'Brien

(These titles are provided to be used as a point of reference when picking out books at this level.)



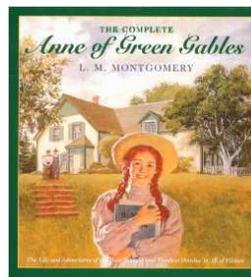
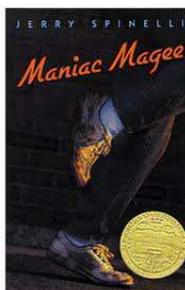
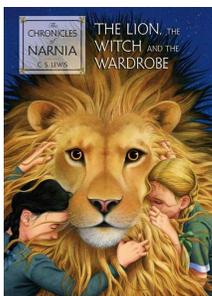
When your child is reading at a W/X/Y level:

Characteristics of Level W/X/Y books:

- Character interpretation essential to understand theme
- Wide range of declarative, imperative, and interrogative sentences
- Many texts with very small font
- Many texts requiring knowledge of history or current events
- Character interpretation necessary for comprehending themes
- Multiple characters revealed by what they think, say and do and what others think about them

Important behaviors to notice and support with your child:

- Support predictions with evidence from the text or from knowledge of genre
- Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today
- Examine character traits in a complex way, recognizing that they are multidimensional and change over time
- Gain information from texts with complex plots, multiple characters and episodes, and long stretches of descriptive language and dialogue
- Infer cause of problems or outcomes in texts
- Engage in critical thinking across a writer's body of work on the same content and discuss findings or produce a literary essay



Some examples of W/X/Y level books:

- *Anne of Green Gables* by L.M. Montgomery
- *Call it Courage* by Armstrong Sperry
- *Harry Potter and the Goblet of Fire* by J.K. Rowling
- *Just Ella* by Margaret Peterson Haddix
- *Maniac Magee* by Jerry Spinelli
- *The Lion, the Witch, and the Wardrobe* by C.S. Lewis

(These titles are provided to be used as a point of reference when picking out books at this level.)



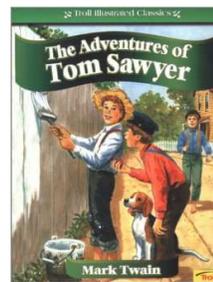
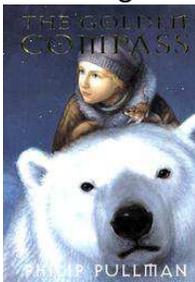
When your child is reading at a level Z and up:

Characteristics of Level Z books:

- Unusual text organization (e.g. flashback, flash-forward, shifts in time, embedded diverse stories)
- Complex plots, many multiple story lines and subplots
- Many texts requiring knowledge of history
- Wide range of challenging themes that build social awareness and reveal insights into the human condition
- Character interpretation
- Specific descriptions of setting that provide important information for understanding plot
- Wide range of declarative, imperative, and interrogative sentences
- Many texts with very small font

Important behaviors to notice and support with your child:

- Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English
- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning
- Construct summaries that are concise and reflect the important and overarching ideas and information in texts
- Use characteristics of genre as a source of information to make predictions before and during reading
- Express changes in ideas or perspective across the reading (as events unfold) after reading a text



Some examples of Z level books:

- *The Adventures of Tom Sawyer* by Mark Twain
- *The Golden Compass* by Philip Pullman
- *The Hobbit* by J.R.R. Tolkien
- *The Lord of the Rings* by J.R.R. Tolkien
- *The Outsiders* by S.E. Hinton
- *The Pearl* by John Steinbeck

(These titles are provided to be used as a point of reference when picking out books at this level.)