

Text Level: Titles, Behaviors and Characteristics

The public library uses a different system for leveling books. These titles and others within this level may be found in the “Early Reader” section of the library.

<u>Level A Title</u>	<u>Author/Publisher</u>	<u>Level A Title</u>	<u>Author/Publisher</u>
Do You Want To Be My Friend?	Eric Carle	Legs, Legs, Legs	R. Gossett and Margaret Ballinger
My Book	Ron Moris	Look What I Can Do	Jose Aruego
Shapes	Kathleen Urmston and Karen Evans	What Do Insects Do?	Susan Canizares and Pamela Chanko
What Has Wheels?	Karen Hoenecke	The Royal Family	J Stewart and Lynn Salem

Reading Behaviors for Level A Readers (what strategies should an A reader demonstrate)

Solving words- Predict the first letter sound of a word by using pictures & text

Monitoring & correcting- Use word by word matching to self monitor (1 to 1)

Searching for information- Search for information in pictures & print

Summarizing - Remember what the story is about during reading

Fluency- Point and read at a steady rate slow enough to match but without long pauses

Predicting- Make predictions based on information in the pictures

Making connections- Talk about own experiences in relation to text

Synthesizing- Talk about what the reader already knows relative to the information in the text (background knowledge)

Inferring - Talk about the pictures

Critiquing - Share opinions about the pictures

Text Characteristics for Level A books

- Mostly one-syllable words with very easy and predictable letter-sound relationships
- Familiar, easy content (family, play, pets, school)
- Repeated high frequency words
- Some words with –s and –ing
- Words with easy spelling patterns
- Very simple narratives with stories carried by pictures

Text Level: Titles, Behaviors and Characteristics

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<u>Level B Title</u>	<u>Author/Publisher</u>	<u>Level B Title</u>	<u>Author/Publisher</u>
Astronaut	Karen Hoenecke	Colors in the City	Kathleen Urmston and Karen Evans)
Hats	Deborah Williams	Hats Around the World	Liza Charlesworth
Have You Seen My Cat?	Eric Carle	Have You Seen My Duckling?	Nancy Tafuri
Here’s Skipper	Lynn Salem and J. Stewart)	How Many Fish?	R. Gossett and Margaret Ballinger
I Can Write, Can You?	J. Stewart and Lynn Salem	Mother and Me	Nancy Louise Spinelle

Reading Behaviors for Level B Readers (what strategies should a B reader demonstrate)

Solving words- Locate high frequency words in texts

Monitoring & correcting- Use pictures/first letters of words to monitor & make connection to meaning or solving a word

Searching for information- Use background knowledge and language structure/patterns to monitor and self-correct

Summarizing- Remember information to help in understanding the end of the story

Fluency- Notice and use end punctuation and reflect it in voice

Predicting- Make predictions based on personal experiences & structure of the story

Making connections –Make connections between texts on the same topic or with the same content

Synthesizing – Identifies new information in text or pictures

Inferring- Understand characters’ feelings and reveal through talk or drawing

Critiquing –Share opinions about the pictures and books

Text Characteristics for Level B books

- Simple narratives with stories carried by pictures
- Familiar, easy content (family, play, pets, school)
- All contents supported by pictures
- One-syllable words with very easy and predictable letter-sound relationships
- Some words with –s and –ing
- Words with easy spelling patterns
- Clear illustrations that fully support meaning
- Very short, usually eight pages of print and illustrations

Text Level: Titles, Behaviors and Characteristics

The public library uses a different system for leveling books. These titles and others within this level may be found in the “Early Reader” section of the library.

<u>Level C Title</u>	<u>Author/Publisher</u>	<u>Level C Title</u>	<u>Author/Publisher</u>
All Fall Down	Brian Wildsmith	Apples	Deborah Williams
Baby Says	(John Steptoe)	Boots	(Anne Schreiber and A. Doughty)
Brown Bear, Brown Bear	Bill Martin	Cats	Deborah Williams
The Fox on the Box	Barbara Gregorich	Going to Grandpa’s	Marilyn Frankford
I Have A Watch!	Deborah Williams	I See Monkeys	Deborah Williams
I Want A Pet	Barbara Gregorich	Is It Time?	J. G. Campbell
Jump Frog!	J. Stewart and Lynn Salem	Leaves	Karen Hoenecke
Mrs. Cook’s Hats	Jan Mader	My Dream	Brian Wildsmith
Octopus Goes To School	Carolyn Bordelon	One For You and One For Me	Wendy Blaxland
Playhouse for Monster	Virginia Mueller	Rainbow Of My Own	Don Freeman
Spots, Feathers and Curly Tails	Nancy Tafuri	What Am I?	Deborah Williams
Where Does the Teacher Sleep?	Kathleen Gibson		

Reading Behaviors for Level C Readers (what strategies should a C reader demonstrate)

Solving words- Say words slowly to identify first sound, connect to letter, and locate the word in text

Monitoring & correcting- Reread words or sentence to problem solve, self-correct, or confirm

Searching for information- Search for and use information in print (letters and sounds, pictures, and known words)

Summarizing- Remember important details about the story

Fluency- Begin to put words together in correct phrases

Predicting- Predict the ending of a story based on reading the beginning and middle

Making connections- Make connections between texts that are alike in some way (topic, ending, or characters)

Synthesizing- Talk about what the reader already knows about a topic or character prior to reading

Inferring- Talk about characters’ feelings and motives

Critiquing- Share opinions about the illustrations & the text as a whole (beginning, characters, or ending)

Text Characteristics for Level C books

- Simple dialogue (mostly said, ex. Said Mom; Mom said)
- Illustrations that match print very closely
- Words with easy spelling patterns
- Mostly one- or two-syllable words
- Simple predictable sentence structure but patterns vary
- Many sentences with prepositional phrases and adjectives

Text Level: Titles, Behaviors and Characteristics

<u>Level D Title</u>	<u>Author/Publisher</u>	<u>Level D Title</u>	<u>Author/Publisher</u>
Bears in the Night	Stan & Jan Berenstain	Blue Bug book series	Virginia Poulet
The Chick and The Duckling	Mirra Ginsburg	Footprints in the Snow	Cynthia Benjamin
Happy Birthday, Canny and the Dinosaur	Syd Hoff	Hide and Seek	R. and Carey S. Brown
How Many Bugs In A Box?	David Carter	I Love Mud and Mud Loves Me	Vicki Stephens
It's Game Day).	Lynn & Stewart J. Salem	Just Like Dad	Monica Hiris
Late One Night	Jan Mader	Little Rabbit Is Sad	Deborah Williams
Mouse's Baby Blanket	Beverly Swerdlow Brown	Mud	Bendy Lewison
My Brother Wants to be Like Me	Jan Mader	My Messy Room	Mary Packard
Noisy Breakfast	Ellen Blonder	Old MacDonald Had a Farm	Carol Jones
Sid and Sam	Nola Buck	Sleepy Daog	Harriet Ziefert
Time for a Bath	Jan Mader	To the Beach	Kathleen & Evans Karen Urmston
Wake Up! Wake Up!	B. & R. Wildsmith	What Would the Zoo Do?	Lynn Salem

Reading Behaviors for Level D Readers (what strategies should an D reader demonstrate)

Solving words- Demonstrate knowledge of flexible ways to solve words (word parts, endings, prefixes)

Monitoring & correcting- Self-correct & cross check when errors detract from the meaning of the text

Searching for information- Ask questions to clarify meaning and discuss information that is important to understand

Summarizing- Understand the problem and solution of a story

Fluency- Notice & use quotation marks and reflect dialogue with the voice

Predicting- Search for and use information to confirm or disconfirm predictions

Making connections- Recognize & apply attributes of recurring characters where relevant

Synthesizing- Show evidence in the text of new ideas and information

Inferring- Infer and talk about characters feelings, motives, and attributes

Critiquing- Share opinions about the text as a whole (beginning, characters & ending

Text Characteristics for Level D books

- Simple sequence of events
- Uses more than said for dialogue
- Longer sentences (6+ words)
- Decodable words
- Many high frequency words
- Mostly two to six lines of print per page

Text Level: Titles, Behaviors and Characteristics

<u>Level E</u> <u>Title</u>	<u>Author/Publisher</u>	<u>Level E</u> <u>Title</u>	<u>Author/Publisher</u>
All By Myself	Mercer Mayer	All Over the World	D. Jones
The Baby	John Burningham	Best Friends	Betsy Fritos
Blue Bug's Book of Colors	Virginia Poulet	Boxes, Boxes, Boxes	J. Stewart & Lynn Salem
Calico Cat's Rainbow	Donald Charles	Five Little Monkeys Jumping On The Bed	Eileen Christelow
Five Silly Fisherman	Roberta Edwards	Free To Fly	Kathleen Gibson
A Funny Man	Patricia Jensen	Go Dog Go	Philip D. Eastman
Goldilocks & The Three Bears	Fran Hunia	Guess What Kind of Ball	Kathleen Urmston & Karen Evans
Gum on the Drum	Barbara Gregorich	Happy Egg	Robert Kraus
Henry's Busy Day	Rod Campbell	Home Sweet Home	Maureen Roffey
If I Were You	Brian Wildsmith	Let's Play Basketball	Diana Geddes
Martian Goo	Lynn Salem & J. Stewart	More of Less A Fish Story	Joanne & David Wylie
Morris the Moose	Bernard Wiseman	My Brother, The Brat	Kirsten Hall
Nickels and Pennies	Deborah Williams	Nose Book	AI Perkins
Pictures	Mary Packard	The Quarter Story	Deborah Williams
The School	John Burningham	The Stallion's Call	Lynn Salem & J. Stewart
Surprise For Mom)	Kathleen Urmston & Karen Evans	Taking Care of Rosie	Lynn Salem & J. Stewart
Tornado	Nancy Louise Spinelle	Traffic Jam	Leslie Harper

Reading Behaviors for Level E Readers (what strategies should an E reader demonstrate)

Solving words- Make connections between words by letters, sounds, blends or spelling patterns

Monitoring & correcting- Consistently check on understanding and search for information when meaning breaks down

Searching for information- Form implicit questions and search for answers while reading

Summarizing - Report details in a text in the order they happened

Fluency- Demonstrate phrased, fluent oral reading

Predicting Predict-what characters will do based on the traits revealed by writer

Making connections- Make & discuss connections between texts & readers personal experiences

Synthesizing- Acquire new information while reading text

Inferring- Infer and talk about characters' feelings motives and attributes

Critiquing- Make judgments about characters or events in the texts

Text Characteristics for Level E books

- Some three-syllable words, Some words endings (-ing)
- Longer stretches of dialogue
- Variety of easy spelling patterns
- Easy contractions, Use commas to set words apart
- 8-16 pages of print with 2-7 lines per page
- More details in illustrations
- Light humorous storie

Text Level: Titles, Behaviors and Characteristics

<u>Level F Title</u>	<u>Author/Publisher</u>	<u>Level F Title</u>	<u>Author/Publisher</u>
Amy Loves the Wind	Julia Hoban	Are You There, Bear?	Ron Maris
Bandages	Ellen Moskowitz	Beep, Beep	Barbara Gregorich
Billy Goats Gruff	Fran Hunia	Calico Cat at the Zoo	Donald Charles
Cars	Anne Rockwell	Cock-A-Doodle-Do	Franz Brandenburg
The Cooking Pot	Cindy Ward	A Dozen Dogs	Harriet Ziefert
Fishy Alphabet Story	Joanne & David Wylie)	Freddie's Spaghetti	R. H. Doyle
Grandma and the Pirate	David Lloyd	Harry Takes a Bath	Harriet Ziefert
Harry's House	Angela & Keeter S. Medearis	Have You Seen the Crocodile?	Colin West
Here Comes A Bus	Harriet Ziefert	Hooray for Snail	John Stadler
Huzzard Buzzard	Bob Reese	Itchy, Itchy Chicken Pox	Grace Maccarone
Jackie's New Friend	C. M. O'Connor	Jog, Frog, Jog	Barbara Gregorich
Just Like Daddy	Frank Asch	Marmalade's Nap	Cindy Wheeler
My Dog's the Best!	Stephanie Calmenson	Nana's Orchard	Carol Gourd
New Gym Shoes	JoeYukish	Notes From Mom	J. and Salem, Lynn Stewart
Pardon! Said the Giraffe	Colin West	Pardon! Said the Giraffe	Colin West
Rosie's Walk	Pat Hutchins	SHHH	Kevin Henkes
Shoveling Snow	Pat Cummings	Sly Fox and Red Hen	Fran Hunia
Soccer Game!	Grace Maccarone	The Teeny Tiny Woman	Jane O'Connor
Tiger is a Scaredy Cat	Joan Phillips	Who Will Be My Friends?	Syd Hoff

Reading Behaviors for Level F Readers (what strategies should an F reader demonstrate)

Solving words- Use language structure, meaning, and visual information in a coordinated way to solve words

Monitoring & correcting- Continue to monitor accuracy and understanding, self-correcting when errors are distracting

Searching for information- Search for information in graphics (diagrams, charts)

Summarizing -Summarize a text at intervals during the reading of a longer text

Fluency-Demonstrate appropriate stress on words, pausing and phrasing, and use of punctuation

Predicting-Justify predictions using evidence

Making connections- Make the connections between the text and other texts that have been read or heard

Synthesizing- Interpret & talk about characters' underlying motivations, attributes & feelings

Inferring-Infer and talk about causes for feelings motives, or actions

Critiquing-Express opinions about text and state reasons

Text Characteristics for Level F books

- Simple animal fantasy, Realistic fiction
- Clear beginning series of events and ending
- Longer sentences (10 + words) with prepositional phrases, adjectives and clauses
- Compound sentences conjoined by *and*, Plurals, contractions and possessives
- Most vocabulary words familiar to children and likely to be used in their oral language
- Most text 3-8 lines of print per page
- Some sentences that are questions in simple sentences and in dialogue
- Variation in use of words to assign dialogue in some texts (said, cried, shouted)

Text Level: Titles, Behaviors and Characteristics

<u>Level G Title</u>	<u>Author/Publisher</u>	<u>Level G Title</u>	<u>Author/Publisher</u>
Alligator Shoes	Arthur Dorros	The Big Fat Worm	Nancy Van Laan
Biscuit	Alyssa Satin Capucilli	Boris Bad Enough	Robert Kraus
Buzz Said the Bee	Wendy Lewison	Calico Cat at School	Donald Charles)
Carla's Breakfast	Leslie Harper)	Cat and Dog	Else H. Minarik
City Sounds	Jean Marzollo	Critter Race	Bob Reese
The Day I Had to Play With My Sister	Crosby Bonsall	Dinosaurs, Dinosaurs	Byron Barton
Each Peach Pear Plum	Allan & Janet Ahlberg	Elephant and Envelope	Barbara Gregorich
Gone Fishing	Erlene Lone	The Great Race	David McPhail
Hansel and Gretel	Fran Hunia	How Do You Make a Bubble?	William H. Hooks
How Have I Grown	Mary Reid	I Shop With My Daddy	Grace Maccarone
I Wish I Was Sick Too	Franz Brandenburg	In the Hen House	Meredith Oppenlander
Jason's Bus Ride	Harriet Ziefert	Just For You	Mercer Mayer
Mike and Tony: Best Friends	Harriet Ziefert	Monster Math School Time	Grace Maccarone
More Spaghetti I Say	Rita Gelman	A New House for Mole and Mouse	Harriet Ziefert
One Monday Morning	Uri Shulevitz	P.J. Funnybunny Camps Out	Marilyn Sadler
Rabbit's Party	Eve Bunting	Say It Sign It	Elaine Epstein
Sheep in a Jeep	Nancy Shaw	Shhh!	Suzy Kline
Snail Saves the Day	John Stadler	Titch	Pat Hutchins

Reading Behaviors for Level G Readers (what strategies should a G reader demonstrate)

Solving words- Use the context of a sentence, paragraph, or whole text to determine the meaning of a word

Monitoring & correcting- Use relationships between sounds and letters, letter clusters, and large parts of words to monitor accuracy of reading

Searching for information Realize when more information is needed to understand the text and form questions to search for answers while reading

Summarizing Identify important ideas in a text and report them in an organized way, either orally or in writing

Fluency- Demonstrate different ways of reading related to genre, including simple biographies, fantasy, and historical fiction

Predicting- Predict what characters will do based on the traits revealed by the writer as well as inferred characteristics

Making connections- Recognize & apply attributes of recurring characters where relevant

Synthesizing- Interpret & talk about characters' underlying motivations, attributes & feelings

Inferring- Show empathy for characters

Critiquing- Agree or disagree with the ideas in a text

Text Characteristics for Level G books

- A variation of informational texts on easy topics: Simple animal fantasy, Realistic fiction
- Content that expands beyond home, neighborhood, and school
- Some longer texts with repeated long and more complex patterns, text starting on left
- Print in most texts completely separate from pictures, Complex illustrations depicting multiple ideas
- Periods, comma, quotation marks, exclamation points, questions marks, and ellipses

Text Level: Titles, Behaviors and Characteristics

<u>Level H Title</u>	<u>Author/Publisher</u>	<u>Level H Title</u>	<u>Author/Publisher</u>
The Awful Mess	Anne Rockwell	Building a House	Bryon Barton
The Cake That Mack Ate	Rose & Kovalski, Maryann Robart	Captain Cat	Syd Hoff
Cats and Mice	Rita Gelman	Come Out and Play Little Mouse	Robert Kraus
Danny and The Dinosaur Go To Camp	Syd Hoff	A Day at the Races	Roger Bauer
Enormous Turnip	Fran Hunia	George Shrinks	William Joyce
Goodnight, Moon	Margaret Wise Brown	If I Had An Alligator	Mercer Maye
It's George!	Miriam Cohen	Just Me and My Dad	Mercer Mayer
A Kiss For Little Bear	Tana Hoban	Little Red Riding Hood	Fran Hunia
My Cat	Judy Taylor	No Ball Games Here	Harriet Ziefert
Old Hat, New Hat	Stan & Jan Berenstain	Oliver	Robert Kraus
One Bear All Alone	Caroline Bucknall	Put Me in the Zoo	Robert Lopshire
Quack, Said the Billy Goat	Charles Causley	Rapid Robert Roadrunner	Bob Reese
Ready, Set, Go	John Stadler	The Real-Skin Rubber Monster Mask	Miriam Cohen
Robert Makes a Graph	Mia Coulton	Sam's Big Day	Syd Hoff
Seven Little Monsters	Maurice Sendak	Tool Box	Anne Rockwell
We Are Best Friends	Aliki	What Game Shall We Play?	Pat Hutchins

Reading Behaviors for Level H Readers (what strategies should an H reader demonstrate)

Solving words- Use known word parts (including onsets and rimes) to solve unknown words

Monitoring & correcting- Reread to problem solve, self-correct, or confirm when needed but less frequently than in previous levels

Searching for information- Process texts with some split dialogue, all assigned to speaker

Summarizing- Demonstrate understanding of sequence when summarizing a text

Fluency- Reflect awareness of the function of the full range of punctuation

Predicting- Predict the ending of the story based on reading the beginning and middle

Making connections- Bring knowledge from personal experiences to the interpretation of characters & events

Synthesizing- Identify new information and incorporate into present understanding

Inferring- Interpret & talk about causes for feelings, motives, or actions

Critiquing- Make judgments about characters or events in a text

Text Characteristics for Level H books

- Mostly one- to two-syllable words, some three-syllable; easily decoded
- Wide range of high frequency words
- Most texts with no or minimal illustrations
- Some complex spelling patterns
- Sentences carrying over two to three lines and some over two pages
- Words in bold and italics that are important to meaning and stress

Text Level: Titles, Behaviors and Characteristics

<u>Level I Title</u>	<u>Author/Publisher</u>	<u>Level I Title</u>	<u>Author/Publisher</u>
Albert the Albatross	Syd Hoff	All Tutus Should Be Pink	Sheri Brownrigg
Alligators All Around	Maurice Sendak	Are You My Mother	Philip D. Eastman
Barney's Horse	Syd Hoff	The Bears' Bicycle	Emilie McLeod
Benny Bakes a Cake	Eve Rice	Bike Lesson	Stan & Jan Berenstain
The Bunny Hop	Teddy Slater	Dogs	Pat Hutchins
Don't Touch	Suzy Kline	Dragon's Fat Cat	Dav Pilkey
Fat Cat	Jack Kent	Father Bear Comes Home	Else H. Minarik
Fix It	David McPhail	Go Away Dog	Joan Nodset
Goodnight, Owl	Pat Hutchins	Grizzwold	Syd Hoff
Hattie and the Fox	Mem Fox	Hello, First Grade	Joanne Ryder
Hide-and-Seek With Grandpa	Rob Lewis	Jim Meets the Thing	Miriam Cohen
Just a Mess	Mercer Mayer	Just Grandma and Me	Mercer Mayer
Leo the Late Bloomer	Robert Kraus	Liar, Liar Pants on Fire	Miriam Cohen
The Lighthouse Children	Syd Hoff	Little Red Hen	Fran Hunia
Lost in the Museum	Miriam Cohen	Mrs. Brice's Mice	Syd Hoff
My Best Friend	Pat Hutchins	Nana's Place	Akimi & Meyer Gibson
Small Pig	Arnold Lobel	Spooky Riddles	Marc Brown
Spot's Birthday Party	Eric Hrill	Story of Chicken Licken	Jan Ormerod
Teenv Tinv	Jill Bennett	There's a Nightmare in my Closet	Mercer Mayer

Reading Behaviors for Level I Readers (what strategies should an I reader demonstrate)

Solving words-Make connections between words by letters, sounds or spelling patterns

Monitoring & correcting- Use known words to self- monitor and self-correct at point of error

Searching for information- Use multiple sources of information to solve words while incorporating graphics (labels, captions & pictures)

Summarizing- Report episodes in a text in the order they happened

Fluency- Read dialogue with a full range of punctuation

Predicting- Make predictions based on knowledge of characters or type of story

Making connections- Bring background from personal experiences to the interpretation of characters and events

Synthesizing- Differentiate between what is known & new information

Inferring- Infer characters' feelings and motivations through reading their dialogue

Critiquing- Hypothesize how characters could have behaved differently

Text Characteristics for Level I books

- All parts of speech & Compound sentences with embedded clauses and phrases
- Little repetition of similar episodes
- Some new content that children typically may not know
- A few abstract ideas but highly supported by text and illustrations
- Variety of dialogue- may be between more than two characters

Text Level: Titles, Behaviors and Characteristics

<u>Level J Title</u>	<u>Author/Publisher</u>	<u>Level J Title</u>	<u>Author/Publisher</u>
Henry and Mudge book series	Cynthia Rylant	Poppleton book series	Cynthia Rylant
Mr. Putter and Tabby book series	Cynthia Rylant	Bear's Bargain	Frank Asch
Beautiful Pig	Frank Asch	City Mouse Country Mouse	Aesop
Danny Dinosaur	Syd Hoff	Days With Frog and Toad	Arnold Lobel
Froggy Learns To Swim	Jonathan London	Fox book series	Edward Marshall
The Lion and The Mouse	Sunshine	Little Bear book series	Else Minarik
Max	Rachel Isadora	Morris and Boris book series	Bernard Wiseman
Peter's Chair	Ezra Jack Keats	The Snowy Day	Ezra Jack Keats
There's a Hippopotamus Under My Bed	Mike Thaler	There's Something In My Attic	Mercer Mayer
Too Many Rabbits	Peggy Parish	Where the Wild Things Are	Maurice Sendak

Reading Behaviors for Level J Readers (what strategies should an J reader demonstrate)

Solving words- Demonstrate knowledge of flexible ways to solve words(word parts, endings, and prefixes)

Monitoring & correcting- Realize when more information is needed to understand the text

Searching for information- Use readers' tools (table of contents, headings and glossary) to find information

Summarizing- Summarize ideas of a longer narrative text and tell how they are related

Fluency- Demonstrate awareness of the full range of punctuation

Predicting- Make prediction about the solution to the problem of a story

Making connections- Bring background knowledge to the understanding of a text before, during and after reading

Synthesizing- Demonstrate learning new content from reading

Inferring- Show understanding of characters and their traits

Critiquing- Judge the text as to whether it is interesting, humorous, or exciting, and specify why

Text Characteristics for Level J books

- Informational texts, animal fantasy, realistic fiction, traditional literature (folktales), simple biographies
- Narratives with more elaborate episodes and little repetition
- Some beginning chapter books with short chapters
- Many words with complex spelling patterns and letter-sound relationship
- New vocabulary introduced
- Informational books with new concepts and with a single topic focus
- Not all picture books have illustrations on every page
- Book length approx 24-36 pages
- Multiple episodes taking place across time
- Elaborate description of character traits

Text Level: Titles, Behaviors and Characteristics

<u>Level K Title</u>	<u>Author/Publisher</u>	<u>Level K Title</u>	<u>Author/Publisher</u>
Arthur's book series	Lillian Hoban	Aunt Eater Loves A Mystery	Doug Cushman
Aunt Eater's Mystery Vacation	Doug Cushman	A Bargain For Frances	Russell Hoban
Be Ready At Eight	Peggy Parish	Case of the Scaredy Cats	Crosby Bonsall
Clifford the Big Red Dog	Norman Bridwell	Commander Toad book series	Jane Yolen
The Day Jimmy's Boa Ate the Wash	Trinka H. Noble	The Elves and the Shoemaker	New Way Orange
Frog and Toad book series	Arnold Lobel)	Dear Duck, Happy Birthday	Eve Bunting
It's Halloween	Jack Prelutsky	Johnny Appleseed	Eva Moore
The Last Puppy	Frank Asch	A Letter To Amy	Ezra Jack Keats
M & M book series	Pat Ross	Madeline	Ludwig Bemelmans
Me Too	Mercer Mayer	The Meanest Thing To Say	Bill Cosby
More Tales of Amanda Pig	Jean Van Leeuwen	More Tales of Oliver Pig	Jean Van Leeuwen
Nate the Great book series	M. Weinman Sharmat)	Sea Turtles	Peggy Parish
Zack's Alligator Goes to School	Shirley Mozelle		

Reading Behaviors for Level K Readers (what strategies should a K reader demonstrate)

Solving words- Consistent use of multiple sources of information in solving new words

Monitoring & correcting- Use multiple sources of information to monitor and self-correct (language structure, meaning and letter sound information)

Searching for information- Search for information in illustrations to support text information (including simple diagrams, illustrations with levels, maps, charts, & captions under pictures)

Summarizing- Identify important ideas in a text and report them in an organized way either orally or in writing

Fluency- Demonstrate appropriate stress on words pausing and phrasing, intonation, and use of punctuation

Predicting - Make predictions based on personal experiences, content knowledge and knowledge of similar texts

Making connections- Make connections between the text and other texts that have been read or heard

Synthesizing- Express changes in ideas after reading a text

Inferring- Demonstrate through talk or writing understandings of characters, using evidence from text to support statements

Critiquing - State opinions about a text and provide evidence to support them

Text Characteristics for Level K books

- Illustrated chapter books, Chapters are connected to character or broad theme
- Non-fiction books include question/answer, paragraphs, boxes, and legends
- Cause & effect text structure, Descriptive language used, Multiple characters to understand

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<u>Level L Title</u>	<u>Author/Publisher</u>	<u>Level L Title</u>	<u>Author/Publisher</u>
Afternoon On the Amazon	Mary Pope Osborne	Alexander and the Wind-Up Mouse	Leo Lionni
All About Stacy	Patricia Reilly Gift	Amanda Pig and Her Big Brother Oliver	Jean Van Leeuwen
Amelia Bedelia series	Peggy Parish	The Bad Luck Penny	Jane O'Connor
Cam Jansen book series	David Adler	The Candy Com Contest	Patricia Reilly Gift
The Clue at the Zoo	Patricia Reilly Gift	December Secrets	Patricia Reilly Gift
(Dog-Gone Hollywood	M. Weinman Sharmat	Dragon Breath	Jane O'Connor
Flower Girls book series	Kathleen Leverich	The Dog That Stole Home	Matt Christopher
Deputy Dan and the Bank Robbers	Joseph Rosebloom	George and Martha series	James Marshall
Goliath book series	Terrance Dicks	Grasshopper on the Road	Arnold Lobel
Happy Birthday MLK	Jean Marzollo	Horrible Harry series	Suzy Kline
Hungry, Hungry Sharks	Joanna Cole	I Hate My Best Friend	Ruth Rosner
I Know A Lady	Charlotte Zolotow	Little Penguin's Tale	Audrey Wood
Magic Money	David Adler	Make Way For Ducklings	Robert McCloskey
Pee Wee Scouts series	Judy Delton	Pinky and Rex series	James Howe
The Pooped Troop	Judy Delton	Space Dog book series	Natalie Standiford
Through Grandpa's Eyes	Patricia MacLachlan	Triplet Trouble series	Debbie & Jones, Marcia Dadey
Whistle For Willie	Ezra Jack Keats	The Wizard of Oz	Pat Hutchins

Reading Behaviors for Level L Readers (what strategies should an L reader demonstrate)

Solving words- Notice new and interesting words, and actively add them to speaking or writing vocabulary

Monitoring & correcting- Self-correct when errors detract from the meaning of the text

Searching for information- Use readers' tools (table of contents, glossary, etc.) to gather information

Summarizing- Follow and remember a series of events over a longer text in order to understand the ending

Fluency- Demonstrate phrased, fluent oral reading

Predicting- Search for and use information to confirm or disconfirm predictions

Making connections- Bring knowledge from personal experiences to the text

Synthesizing- Differentiate between what is known and new information

Inferring- Infer characters' feelings and motivation through reading their dialogue

Critiquing- Hypothesize how the characters could have behaved differently

Text Characteristics for Level L books

- Questions in dialogue with a wide variety of words; verbs and adverbs essential to meaning
- Words with a variety of complex spelling; multisyllable words that are challenging to decode
- Some new vocabulary and content-specific words introduced, explained and illustrated in text

Text Level: Titles, Behaviors and Characteristics

<u>Level M Title</u>	<u>Author/Publisher</u>	<u>Level M Title</u>	<u>Author/Publisher</u>
Adventures of Ratman	Weis & Friedman	Aliens Don't Wear Braces	Dadey, D. & Jones, M.
Bears on Hemlock Mountain	Dalgliesh, Alice	Beast in Ms. Rooney's Room	Giff, Patricia Reilly
Case of the Elevator Duck, The	Berrien Behrends, P.	Chair for My Mother, A	Williams, Vera B.
Cloudy with a Chance of Meatballs	Barrett, Judi	Don't Forget the Bacon	Hutchins, Pat
Elves Don't Wear Hard Hats	Dadey D. & Jones, M.	Emily Arrow Promises to Do Better This Year	Giff, Patricia Reilly
Five True Dog Stories	Davidson, Margaret	Freckle Juice	Blume, Judy
Genies Don't Ride Bicycles	Dadey D. & Jones, M.	Gremlins Don't Chew Bubble Gum	Dadey D. & Jones, M.
Junie B. Jones Series	Park, Barbara	Lucky Baseball Bat, The	Christopher, Matt
Martians Don't Take Temperatures	Dadey D. & Jones, M.	My Father's Dragon	Stiles, Ruth Gannett
One Eyed Jake	Hutchins, Pat	One in the Middle is a Green Kangaroo, The	Blume, Judy
Postcard Pest, The	Giff, Patricia Reilly	Red Ribbon Rosie	Marzollo, Jean
Secret at the Polk Street School, The	Giff, Patricia Reilly	Skeletons Don't Play Tubas	Dadey D. & Jones, M.
Soccer Sam	Marzollo, Jean	Tom Edison's Bright Idea	Keller, Jack
Tyler Toad and Thunder	Crowe, Robert	Vampires Don't Wear Polka Dots	Dadey D. & Jones, M.
What's Cooking, Jenny Archer	Conford, Ellen	Witches Don't Do Backflips	Dadey D. & Jones, M.

Reading Behaviors for Level M Readers (what strategies should an M reader demonstrate)

Solving words- Connect words that mean the same or almost the same to help understand a text

Monitoring & correcting- Consistently check on understanding and search for information when meaning breaks down

Searching for information Use chapter titles to foreshadow content

Summarizing- Report episodes in a text in the order they happened

Fluency- Demonstrate phrased, fluent oral reading

Predicting- Predict what characters will do based on the traits revealed by writer

Making connections- Bring background content knowledge to the text before, during, and after reading

Synthesizing- Expresses changes in ideas after reading a text

Inferring- Identify significant events and tell how they are related to the problem of the story or solution

Critiquing- Judge the text as to whether it is interesting, humorous, or exciting, and specify why

Text Characteristics for Level M books

- Multiple characters to understand and notice how they change over time; some complex characters
- Vocabulary is expanded & many words require background knowledge for comprehension; content specific
- Captions under pictures provide important information to supplement the body of text
- Small print & little space between words
- Meaning is carried by print rather than pictures
- Informational texts, simple fantasy, realistic fiction, traditional literature, biography, simple mysteries

Text Level: Titles, Behaviors and Characteristics

<u>Level N Title</u>	<u>Author/Publisher</u>	<u>Level N Title</u>	<u>Author/Publisher</u>
Amber Brown Goes to Fourth	Danziger, Paula	Amber Brown is Not a Crayon	Danziger, Paula
Amber Brown Wants Extra Credit	Danziger, Paula	Berlioz the Bear	Brett, Jan
Cloud Book, The	De Paolo, Tomie	Enormous Crocodile, The	Dahl, Roald
Hannah	Whelen, Gloria	It Takes a Village	Crowen-Fletche, J.
Julian's Glorious Summer	Cameron, Ann	Key to the Treasure	Parish, Peggy
Llama Pajamas	Clymer, Susan	Magic Finger, The	Dahl, Roald
Martin Luther King, Jr.	Greene, Carol	More Stories Julian Tells	Cameron, Ann
Mystery of Pony Hollow, The	Hall, Lynn	Mystery of the Phantom Pony, The	Hall, Lynn
Next Spring an Oriole	Whelan, Gloria	No Room for a Dog	Kane Nichols, Joan
Pioneer Cat	William H. Hooks	School's Out	Hurwitz, Johanna
Shark in School	Giff, Patricia Reilly	Sidewalk Story	Mathis, Sharon Bell
Stories Julian Tells	Cameron, Ann	Titanic, The	Donnelly, Judy
You Can't Eat your Chicken Pox, Amber Brown	Danziger, Paula		

Reading Behaviors for Level N Readers (what strategies should an N reader demonstrate)

Solving words- Solve content-specific words, using graphics and definitions embedded in the text

Monitoring & correcting- Continue to monitor accuracy and understanding, self-correcting when errors are distracting

Searching for information- Search for information in graphics (diagrams, charts)

Summarizing- Summarize a text at intervals during the reading of a longer text

Fluency- Demonstrate appropriate stress on words, pausing and phrasing, and use of punctuation

Predicting- Justify predictions using evidence

Making connections- Make the connections between the text and other texts

Synthesizing- Through talk or writing, demonstrate learning new content from reading

Inferring- Infer causes of problems or of outcomes in text

Critiquing- Evaluate aspects of a text that add to enjoyment (for example, humorous characters or situations)

Text Characteristics for Level N books

- Genre includes historical fiction
- Content requires prior knowledge and the reader to take on perspectives from diverse cultures
- Abstract themes requiring inferential thinking to derive
- In fiction text, little or no illustrations to support text
- New vocabulary in fiction text is largely unexplained
- Most texts with no or minimal illustrations
- Nonfiction uses a combination of graphics providing information that matches and extends the text

Text Level: Titles, Behaviors and Characteristics

<u>Level O Title</u>	<u>Author/Publisher</u>	<u>Level O Title</u>	<u>Author/Publisher</u>
Aldo Ice Cream	Johanna Hurwitz	Aldo Peanut Butter	Johanna Hurwitz
Armies of Ants	Walter Retan	Baseball Fever	Johanna Hurwitz
Boxcar Children Series	Gertrude Chandler Warner	Flossie & the Fox	Patricia McKissack
Henry and...SERIES	Beverly Cleary	Ramona and...SERIES	Beverly Cleary
Pony Pals...SERIES	Jeanne Betancourt	Sideways Stories from Wayside School	Louis Sachar
Teacher's Pet	Johanna Hurtwitz	Whipping Boy	Sid Fleischman
Wrong Way Around Magic	Ruth Chew		

Reading Behaviors for Level O Readers (what strategies should an O reader demonstrate)

Solving words- Solve some undefined words using background knowledge

Monitoring & correcting- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning

Searching for information- Form implicit questions and search for answers while reading

Summarizing -Identify important ideas in a text and report them in an organized way, either orally or in writing

Fluency- Demonstrate different ways of reading related to genre, including simple biographies, fantasy, and historical fiction

Predicting- Predict what characters will do based on the traits revealed by the writer as well as inferred characteristics

Making connections- Specify the nature of connections (topic, content, type of story, writer)

Synthesizing- Demonstrate changing perspective as events in a story unfold

Inferring- Follow multiple characters in different episodes, inferring their feelings about each other

Critiquing- Assess whether a text is authentic and consistent with life experience or prior knowledge (for example, in historical fiction)

Text Characteristics for Level O books

- Chapter books with illustrations and sequels
- Multiple characters to understand. Memorable characters, with both good and bad traits, who change and develop over time
- Descriptive and figurative language that is important to understanding the plot
- Narrative structure including chapters with multiple episodes related to a single plot
- Building suspense through events of fantasy
- Some more challenging themes such as war and the environment
- Nonfiction contains a combination of graphics providing information that matches and extends the text
- Many complex content-specific words in nonfiction, mostly defined in text, illustrations, or glossary
- Variety of the layout of print in nonfiction texts (question and answer, paragraphs, boxes, legends)

Text Level: Titles, Behaviors and Characteristics

<u>Level P Title</u>	<u>Author/Publisher</u>	<u>Level P Title</u>	<u>Author/Publisher</u>
Amelia Earhart	John Parlin	Baseball's Best, Five True Stories	Andrew Gutelle
Baseball's Greatest Pitchers	S.A. Kramer	Bunnicula	D.J. Howe
Fantastic Mr. Fox	Roald Dahl	Five Brave Explorers	Wade Hudson
George's Marvelous Medicine	Roald Dahl	Giraffe and the Pelly and Me, The	Roald Dahl
Hellen Keller	S.P. Graff	Jesse Owens: Olympic Hero	Francene Sabin
Lucky Stone, The	Lucille Clifton	One Day in the Tropical Rain Forest	Jean Craighead George
One Day in the Woods	Jean Craighead George	Story of Harriet Tubman, Conductor of the Underground Railroad	Kate McMullan
Story of Jackie Robinson, Bravest Man in Baseball	Margaret Davidson	Story of Walt Disney, Maker of Magical Worlds	Bernice, Selden
Twits, The	Roald Dahl		

Reading Behaviors for Level P Readers (what strategies should an N reader demonstrate)

Solving words- Develop deeper understanding of words that have been encountered before but are not familiar

Monitoring & correcting- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning

Searching for information- Use a full range of readers' tools (headings & subheadings, index, & references) to search for information

Summarizing- Identify and understand sets of related ideas organized into categories

Fluency- Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing

Predicting- Justify predictions using evidence

Making connections- Interpret characters and events that are not within the reader's experience

Synthesizing- Expresses changes in ideas or opinions after reading a text and say why

Inferring- Demonstrate understandings of characters, using evidence to support statements

Critiquing- Hypothesize how the characters could have behaved differently

Text Characteristics for Level P books

- Topics that will go well beyond readers' personal experiences and content knowledge
- Content requiring the reader to take on diverse perspectives (race, language, culture)
- Ideas and themes requiring take a perspective not familiar to the reader
- Many abstract themes requiring inferential thinking to derive
- Extensive use of figurative language that is important to understanding the plot
- Settings distant in time and space from students' experiences
- Various ways of revealing characters' attributes are used, sometimes in a subtle manner (description, dialogue, thoughts, others' perspectives on them)

Text Level: Titles, Behaviors and Characteristics

<u>Level Q Title</u>	<u>Author/Publisher</u>	<u>Level Q Title</u>	<u>Author/Publisher</u>
Addy Saves the Day	American Girls Collection	Amazing But True Sports Stories	Phyllis and Zander Hollander
Anastasia Krupnik	Lois Lowry	The Big Wave	Pearl Buck
Dear Mr. Henshaw	Beverly Cleary	A Dragon in the Family	Jackie French Koller
Fantastic Mr. Fox	Roald Dahl	Five Notable Inventors	Wade Hudson
Fourth Grade Celebrity	Patricia Reilly Giff	Fudge-a-Mania	Judy Blume
Ghost on a Saturday Night	Sid Fleischman	The Girl Who Loved the Wind	Jane Yolen
Grandpa's Face	Eloise Greenfield	Help! I'm a Prisoner in the library!	Eth Clifford
Help! I'm trapped in my Teacher's Body	Todd Strasser	Homer Price	Robert McCloskey
If you Lived at the Time of Martin Luther King	Ellen Levine	If you Lived At the Time of the Civil War	Kazy Moore
James and the Giant Peach	Roald Dahl	Little House in the Big Woods	Laura Ingalls Wilder
Otherwise Known as Sheila the Great	Judy Blume	Superfudge	Judy Blume
Tales of a Fourth Grade Nothing	Judy Blume	There's a Boy in the Girl's Bathroom	Louis Sachar
The Velveteen Rabbit	Margery Williams		

Reading Behaviors for Level Q Readers (what strategies should a Q reader demonstrate)

Solving words- Understand figurative use of words

Monitoring & correcting- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning

Searching for information- Process texts with a variety of complex layouts

Summarizing- Remember story problem or plot, as well as important information, over a longer text to continue to construct meaning

Fluency- Slow down or reread to solve words or think about ideas and resume good rate of reading

Predicting- Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts

Making connections- Make connections between the reader's real-life experiences and people who live in diverse cultures, distant places, and different times

Synthesizing- Mentally form categories of related information and revise them as new information is acquired across the text

Inferring- Speculate on alternative meanings that the text may have

Critiquing- Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, genres)

Text Characteristics for Level Q books

- Diaries and logs
- Complex ideas on many different topics requiring real vicarious experiences (through reading)
- Words that are seldom used in oral language and are difficult to decode

Text Level: Titles, Behaviors and Characteristics

<u>Level R Title</u>	<u>Author/Publisher</u>	<u>Level R Title</u>	<u>Author/Publisher</u>
The American Alligator	Steve Potts	And Then What Happened Paul Revere?	Jean Fritz
Babe the Gallant Pig	Dick King-Smith	Brightly of the Grand Cayon	Marguerite Henry
The Cabin Faced West	Jean Fritz	Charlie and the Chocolate Factory	Roald Dahl
Charlie and the Great Glass Elevator	Roald Dahl	Charlotte's Web	E.B. White
A Dog Called Kitty	Bruse Wallace	Dominic	William Steig
The Enormous Egg	Oliver Butterworth	Every Living Things	Cynthia Rylant
Fig Pudding	Ralph Fletcher	Flying Solo	Ralph Fletcher
Hatchet	Gary Paulsen	Mirandy and Brother Wind	Patricia McKissack
Nothing's Fair in Fifth Grade	Barthe DeClements	Pigs Might Fly	Dick King-Smith
Sarah, Plain and Tall	Patricia MacLachlan	Shiloh	Phyllis Reynolds Naylor
Sixth Grade Sleepover	Eve Bunting	Skylark	Patricia MacLachlan
Spider Boy	Ralph Fletcher	Stuart Little	E.B. White
The Whipping Boy	Sid Fleischman		

Reading Behaviors for Level R Readers (what strategies should an R reader demonstrate)

Solving words- Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within the text

Monitoring & correcting- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning

Searching for information- Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered

Summarizing- Remember information in summary form over chapters, a series of short stories, or sequels in order to understand larger themes

Fluency-Read dialogue with phrasing and expression that reflects understanding of characters and events

Predicting- Change predictions as new information is gathered from a text

Making connections-Make connections between characters in different texts

Synthesizing- When reading chapters, incorporate new knowledge to better understand characters and plots from material previously read

Inferring-Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today

Critiquing- State opinions about a text and show evidence to support them

Text Characteristics for Level R books

- Some shorter stories with plots that intertwine
- Some long strings of unassigned dialogue from which story action must be inferred
- Texts with multiple points of view revealed through characters' behaviors
- New vocabulary words that readers must derive meaning from content or use glossaries or dictionaries
- Many words used figuratively (use of common idioms, metaphor, simile)
- Print and illustrations integrated in most texts, with print wrapping around pictures
- More difficult layout of informational text, and some fiction texts, with denser format
- Full range of readers' tools (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references)

Text Level: Titles, Behaviors and Characteristics

<u>Level S Title</u>	<u>Author/Publisher</u>	<u>Level S Title</u>	<u>Author/Publisher</u>
Abel's Island	William Steig	Adventures in the Rain Forest	Susan E. Goodman
Afternoon of the Elves	Janet Taylor Lisle	Ajeemah and His Son	James Berry
Altogether, One at a Time	E.L. Konigsburg	The Bat-Poet	Randall Jarrell
The Borrowers	Mary Norton	Brave Irene	William Steig
Bridge to Terabithia	Katherine Paterson	Caleb's Choice	Clifton G. Wisler
The Cybil War	Betsy Byars	Facing West: A Story of the Oregon Trail	Kathleen V. Kudlinski
The Friendship & the Gold Cadillac	Mildred Taylor	Harry and Chicken	Dyan Sheldon
How Many Days to America? A Thanksgiving Tale	Eve Bunting	The Journey Home	Isabelle Holland
Letters for Rifka	Karen Hess	Lily's Crossing	Patricia Reilly Giff
Matilda	Roald Dahl	Mississippi Bridge	Mildred Taylor
My Teacher is an Alien	Bruce Coville	On My Honor	Marion Dane Bauer
The Pinballs	Betsy Byars	Poppy	Avi
Poppy and Rye	Avi	Sixth Grade Can Really Kill You	Barthe DeClements
Songs of the Trees	Mildred Taylor	Souder	William Armstrong

Reading Behaviors for Level S Readers (what strategies should an S reader demonstrates)

Solving words- Apply problem-solving strategies to technical words or proper nouns that are challenging

Monitoring & correcting- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning

Searching for information- Respond to plot tension or suspense by reading on to seek resolutions to problems

Summarizing- Remember important information about the plot and characters over the reading of a larger text in order to continuously construct meaning

Fluency- Change purpose and aspects of processing to reflect understanding of genre

Predicting- Justify predictions using evidence

Making connections- Bring knowledge from personal experiences to the interpretation of characters and events, particularly related to preadolescents

Synthesizing- Express changes in ideas or perspective across the reading (as events unfold)

Inferring- Take perspectives that may be unfamiliar in interpreting characters' motives, causes for action, or themes

Critiquing- Hypothesize how characters could have behaved differently

Text Characteristics for Level S books

- Content particularly appealing to preadolescents
- Many highly technical words, mostly defined in text, illustrations, or glossary
- Many complex plurals, contractions and compound words
- Many sentences continuing over several lines, or on to next page
- Print and illustrations integrated in most texts, with print wrapping around pictures
- Occasional use of less common punctuation (colon, semicolon)