

Moving into “Just-Right” Books

By Kindergarten Teachers
For Kindergarten Parents

“Just-Right” Books

Also called:

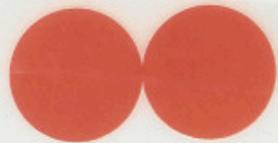
Leveled Books

“Dot” Books

**Children start looking at
the print.**

Which books are
JUST RIGHT
for you?

1



A, B

2



C, D

3



D, E

4



F, G

Red Dot Books

Level 1

A and B

**“A” books have a
simple pattern on every
page.**

example:

Mom is driving.

Mom is painting.

Mom is cooking.

example:

I can run.

I can slide.

I can climb.

“B” books have one page that does not follow the pattern.

example:

Mom is driving.

Mom is painting.

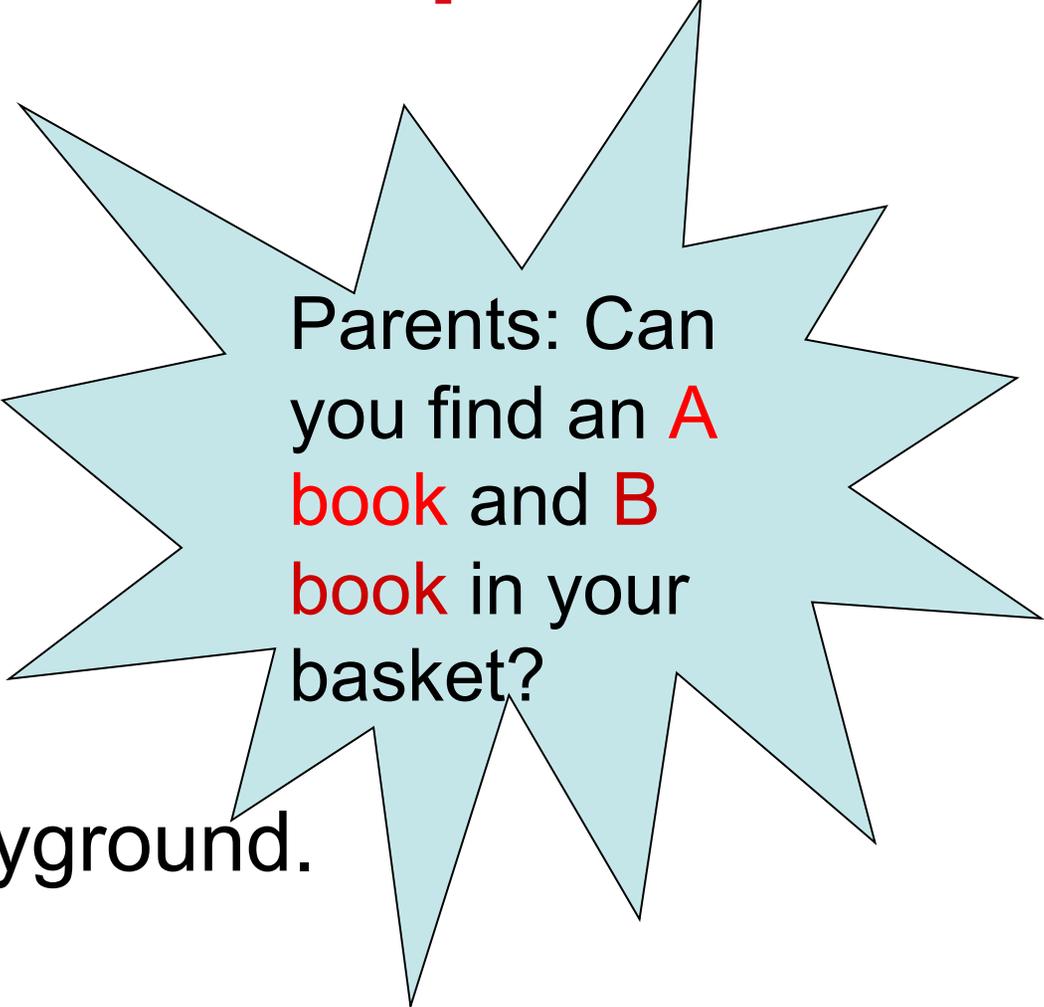
I love my mom.

example:

I can run.

I can slide.

I can play in the playground.



Parents: Can you find an **A book** and **B book** in your basket?

As your child reads an **A/B Book**
they should be able to:

- Use the pattern.
- Point under each word.
- Use the pictures to help them read.

**They are NOT sounding
out words at this level.**

A and B

Get Ready to Read

- Look at the cover together.
- Ask: “What do you think this book will be about?”

Helping your child read
an **A/B** book:

- An adult reads the first page to the child.
- An adult shows how to point under each word.

As they read, kids are NOT
“sounding out” words
in Levels A/B.

These are things you can say:

“Use the pattern.”

“Point under each word.”

“Look at the picture.”

“Does that make sense?”

Comprehension

“WHAT WAS THIS
BOOK ABOUT?”

Green Dot Books

Level 2

C and D

C /D Books

Children start using the **sounds of letters** to figure out “tricky” words.

Students use familiar
“**sight words**”
without help.

(Don't read them the
first page.)

These are things you can say
for a child reading Levels C/D:

“Look at the picture for clues.”

“Look at the first (and last) letter.”

“Get your mouth ready to say that
sound.”

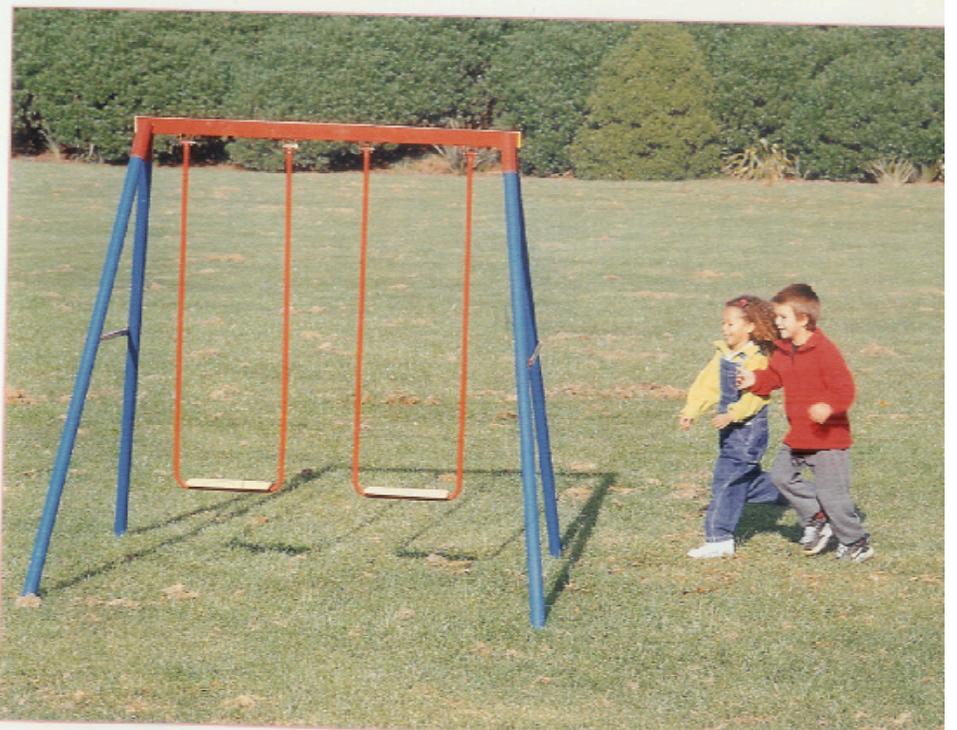
“Does that make sense?”

● ●
Playing outside



We are going to play
on the swings.

We are going to play
on the swings.



We like playing
on the swings.

We like playing
on the swings.



We are going to play
in the tunnel.

We are going to play
in the tunnel.



We like playing in the tunnel.

We like playing
in the tunnel.



Comprehension

“WHAT WAS THIS BOOK ABOUT?”

Children cannot move to the next level if they cannot discuss the book.

What level is my child?

Children are assessed (tested) to determine what level is “just right.”

This includes

- reading the words

and

- demonstrating comprehension

You will receive a letter from your child’s teacher indicating their current reading level.

What level meets the standards?

(Don't worry, the next page will explain this chart.)

Kindergarten ————— January A/B

| Grade | September-June Reading Levels Kindergarten* is Jan - June | November 1st Marking Period Minimum Expected Reading Levels | March 2nd Marking Period Minimum Expected Reading Levels | June Final Minimum Expected Reading Level (To be considered on grade level) |
|-----------------------|--|---|--|---|
| Kindergarten* | A-D | N/A | B/C | C/D |
| 1 st Grade | D-K | FG | HIJ | IJK |
| 2 nd Grade | J-M | J | KL | M |
| 3 rd Grade | M-P | N | O | P |
| 4 th Grade | P-R | QR | RS | T |
| 5 th Grade | T-U | T | TU | V |

What does that chart mean?

What level meets the standards?

In January, students who are in level A are meeting basic standards, and level B are meeting proficiency standards.

By March, the expectation is for students to read at or above levels B/C.

In June, students who are in levels C/D green dot books are meeting kindergarten standards.

THANK YOU FOR COMING!

We hope that hearing
about how we use these books
has helped you
so you can help your child
become a stronger reader!