

# 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.

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 to show the pattern.
- 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.)

## Teachers College Reading & Writing Project Benchmark Reading Levels and Marking Period Assessments

Updated for the 2017-2018 School Year

SEPTEMBER	NOVEMBER	JANUARY	MARCH	JUNE
<u>Kindergarten</u> Emergent Story Books Shared Reading	<u>Kindergarten</u> Emergent Story Books Shared Reading A/B (with book intro)	<u>Kindergarten</u> B/C (with book intro)	<u>Kindergarten</u> 1=Early Emergent 2=A/B (with book intro) 3=C (with book intro) 4=D/E	<u>Kindergarten</u> 1=B or below 2=C (with book intro) 3=D/E 4=F or above
<u>Grade 1:</u> 1=B or below 2=C 3=D/E 4=F or above	<u>Grade 1:</u> 1=C or below 2=D/E 3=F/G 4=H or above	<u>Grade 1:</u> 1=D or below 2=E/F 3=G/H 4=J or above	<u>Grade 1:</u> 1=E or below 2=F/G 3=H/I/J 4=K or above	<u>Grade 1:</u> 1=F or below 2=G/H 3=I/J/K 4=L or above

What does that chart mean?  
What level meets the standards?

In January, students who are B/C (with book intro) are meeting proficiency standards.

By March, the expectation is for students to read at level C.

In June, students who are in levels D/E 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!