Aa

**Early Emergent Readers (Levels aa-C)**

Aspiring readers are just beginning to grasp the basic concepts of book and print. They are acquiring a command of the alphabet with the ability to recognize and name upper- and lowercase letters. They are also developing many phonological awareness skills, such as recognizing phonemes, syllables, and rhyme.

Early Emergent readers are beginning to learn sound/symbol relationships--starting with consonants and short vowels--and are able to read CVC (consonant-vowel-consonant) words, as well as a number of high-frequency words.

Books at this level have:

* Strong picture support
* Carefully controlled text
* Repetitive patterns
* Controlled, repeated vocabulary
* Natural language
* Large print
* Wide letter spacing
* Familiar concepts
* Limited text on a page

|  |  |  |
| --- | --- | --- |
| Book | Date(s) read | Comments |
| Big |  |  |
| Fido Gets Dressed |  |  |
| It Is Fall |  |  |
| My Family |  |  |
| Out |  |  |
| Farm Animals |  |  |
| In |  |  |
| Little |  |  |
| On |  |  |
| Pets |  |  |
| Count Letters |  |  |
| Go Go Go  |  |  |
| Jump Over |  |  |
| Ocean |  |  |
| Over |  |  |

A

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* Controlled, repeated vocabulary
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* Large print
* Wide letter spacing
* Familiar concepts
* Limited text on a page

|  |  |  |
| --- | --- | --- |
| Book | Date(s) read | Comments |
| Carlos Counts Kittens |  |  |
| Going Places |  |  |
| Getting Dressed |  |  |
| Carlos Goes To School |  |  |
| Baby Animals |  |  |
| Bird Goes Home |  |  |
| All Kinds Of Faces |  |  |
| Fruit |  |  |

B

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* Strong picture support
* Carefully controlled text
* Repetitive patterns
* Controlled, repeated vocabulary
* Natural language
* Large print
* Wide letter spacing
* Familiar concepts
* Limited text on a page

|  |  |  |
| --- | --- | --- |
| Book | Date(s) read | Comments |
| I Read A Book |  |  |
| It Is Spring |  |  |
| Animal Sounds |  |  |
| Paint It Purple |  |  |
| Animal Coverings |  |  |
| On The Farm |  |  |
| Maria And Her Teacher |  |  |
| Animals Can Move |  |  |
| It Is School Time |  |  |

C

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Early Emergent readers are beginning to learn sound/symbol relationships--starting with consonants and short vowels--and are able to read CVC (consonant-vowel-consonant) words, as well as a number of high-frequency words.

Books at this level have:

* Strong picture support
* Carefully controlled text
* Repetitive patterns
* Controlled, repeated vocabulary
* Natural language
* Large print
* Wide letter spacing
* Familiar concepts
* Limited text on a page

|  |  |  |
| --- | --- | --- |
| Book | Date(s) read | Comments |
| Allie And Ollie |  |  |
| Fall |  |  |
| Going Away |  |  |
| Birthday Party |  |  |
| Go Away Lily |  |  |
| Feelings |  |  |
| Busy At School |  |  |
| How Things Move |  |  |
| Get In |  |  |

D

**Emergent Readers (Levels D-J)**

Readers at this stage have developed an understanding of the alphabet, phonological awareness, and early phonics. They have command of a significant number of high-frequency words.

Emergent readers are developing a much better grasp of comprehension strategies and word-attack skills. They can recognize different types of text, particularly fiction and nonfiction, and recognize that reading has a variety of purposes.

Books at this stage have:

* Increasingly more lines of print per page
* More complex sentence structure
* Less dependency on repetitive pattern and pictures
* Familiar topics but greater depth

|  |  |  |
| --- | --- | --- |
| Book | Date(s) read | Comments |
| Clouds |  |  |
| Country Places |  |  |
| No Lily, Don’t! |  |  |
| I Count 100 Things |  |  |
| Lily The Cat |  |  |
| I Like My Hair |  |  |
| I Need An Eraser |  |  |
| Our Good Night Story |  |  |
| My Neighborhood |  |  |
| Maria’s Halloween |  |  |
| Frog is Hungry |  |  |
| I like my Hair |  |  |

E

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Books at this stage have:

* Increasingly more lines of print per page
* More complex sentence structure
* Less dependency on repetitive pattern and pictures
* Familiar topics but greater depth

|  |  |  |
| --- | --- | --- |
| Book | Date(s) read | Comments |
| Country Animals |  |  |
| Maddy Loves To March |  |  |
| Bear And Kangaroo |  |  |
| Nothing For Father’s Day |  |  |
| City Animals |  |  |
| Happy Birthday Snag |  |  |
| A Week With Grandpa |  |  |
|  Shapes In Tide Pools |  |  |
| Doctor Jen |  |  |
| Getting Ready For School |  |  |
| Making Pizza |  |  |

F

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* Less dependency on repetitive pattern and pictures
* Familiar topics but greater depth

|  |  |  |
| --- | --- | --- |
| Book | Date(s) read | Comments |
| The Food Chain |  |  |
| Josh Gets Glasses |  |  |
| Hibernation |  |  |
| Changing Seasons |  |  |
| Scaredy Crow |  |  |
| Monster Reading Buddies |  |  |
| Fishing With Grandpa |  |  |
| Best Of Friends |  |  |
| Our Camping Trip |  |  |
| In A Chinese Garden |  |  |
| Firefighters |  |  |

G

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Books at this stage have:

* Increasingly more lines of print per page
* More complex sentence structure
* Less dependency on repetitive pattern and pictures
* Familiar topics but greater depth

|  |  |  |
| --- | --- | --- |
| Book | Date(s) read | Comments |
| A Seed Grows |  |  |
| Billy Gets Lost |  |  |
| Foods we Eat |  |  |
| Animal Eyes |  |  |
| Bonk's Bad Dream |  |  |
| Gordon Finds his Way |  |  |
| Ants |  |  |
| Bonk's Tooth |  |  |
| How Many Rhymes  |  |  |
| Dogs at Work |  |  |
| Monster’s Stormy Day |  |  |
| Beanie and the Missing Bear |  |  |

H

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Books at this stage have:

* Increasingly more lines of print per page
* More complex sentence structure
* Less dependency on repetitive pattern and pictures
* Familiar topics but greater depth

|  |  |  |
| --- | --- | --- |
| Book | Date(s) read | Comments |
| Animals Animals |  |  |
| Anna and the Dancing Goose |  |  |
| Bird Beaks |  |  |
| Desert Counting |  |  |
| Friends Around the World |  |  |
| Grasshopper's Gross Lunch |  |  |
| How the Mice Beat the Men |  |  |
| How Long Does it Take? |  |  |
| I'd Like to be |  |  |
| Legs, Wings, Fins |  |  |
| Maria's Thanksgiving |  |  |
| Pip, the Monster Princess |  |  |
| Math Test Mix-Up |  |  |
| Tag-Along Goat |  |  |
| Spring is Here |  |  |
| Nami’s gifts |  |  |
| Summer Olympics Events |  |  |
| Earth’s water |  |  |
| Smaller and Smaller |  |  |
| Ships and Boats |  |  |

I

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Books at this stage have:

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* Less dependency on repetitive pattern and pictures
* Familiar topics but greater depth

|  |  |  |
| --- | --- | --- |
| Book | Date(s) read | Comments |
| Bonk and the Big Splash |  |  |
| Camping with Bonk |  |  |
| Hibernation |  |  |
| The 100th Day Project |  |  |
| Fantastic Flying Machines |  |  |
| Families |  |  |
| A Visit to the Zoo |  |  |
| Hippo's Toothache  |  |  |
| Extreme Insects |  |  |
| Is That a Fish? |  |  |
| The Magic Bike |  |  |
| How Glooskap Found Summer |  |  |
| Discovering Dinosaurs |  |  |
| Building a Bridge |  |  |

J

**Emergent Readers (Levels D-J)**

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Books at this stage have:

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* More complex sentence structure
* Less dependency on repetitive pattern and pictures
* Familiar topics but greater depth

|  |  |  |
| --- | --- | --- |
| Book Name | Date | Student  |
| Art Museum |  |  |
| Can you say |  |  |
| Changes |  |  |
| Cinnamon Bun |  |  |
| Darbys b-day |  |  |
| Feliz Navidad |  |  |
| Firefighters |  |  |
| Hannas town |  |  |
| Leopard, Ram, Jackal |  |  |
| Monster Cowboy |  |  |
| Number 12 |  |  |
| Ocean Animals |  |  |