



# My Child is reading Level **A** books!

## These books have:

- 3 to 6 words on a page
- Simple fiction stories or single idea nonfiction
- One line of text (focus on directionality)
- Sentence structure is similar to students' language;  
Repeated pattern
- Includes basic sight words
- Punctuation includes periods, question marks, and exclamation marks
- Pictures are highly supportive
- Topics are familiar to children
- Focus on a single idea

## I can help by watching and saying:

- "You read it with your eyes"
- "You said it slowly and it helped you."
- "You pointed under each word."
- "You said the first sound and it helped you"
- "You made your voice match the words"
- "You tried it again, and you made it match!"
- "That made sense in this part of the story"
- "You were thinking about what made sense there."
- "You made it sound right after you fixed it."

## After they read, I can say:

"Talk about what you learned in this book."

"Talk about what happened in the story."

"Talk about what the story made you think of."

"Show me a word that was new or hard."

"Show me some words that were easy."

"What did you like about this book?"

"On this page, tell me how the picture matches the words."

"On this page, what is this character feeling? How do you know?"

**EXAMPLE:**



My Child is reading Level **B** books!

These books have:

- 8-10 pages of print, 2 lines of text (return sweep)
- Sentences increase in length; Sentence structure is similar to students' language
- Repeated words or pattern, including more basic sight words
- Includes some word endings (e.g., s, ed, ing)
- Punctuation includes periods, question marks, exclamation marks, & some commas
- Simple dialogue
- Pictures are highly supportive
- Topics are familiar to children
- Focus on a single idea
- Setting is present, but seldom a plot

I can help by watching and saying:

- "You read it with your eyes"
- "You pointed under each word."
- "You made your voice match the words"
- "You tried it again, and you made it match!"
- "That made sense in this part of the story"
- "You were thinking about what made sense there."
- "You made it sound right after you fixed it."
- "You thought about the first sound and it helped you!"
- "You read that again restarted the tricky word."
- "You made it make sense and sound right."

After they read, I can say:

"Talk about what you learned in this book."

"Talk about what happened in the story."

"Talk about what the story made you think of."

"Show me a word that was new or hard. Why was it hard?"

"Show me some words that were easy. Why was it easy?"

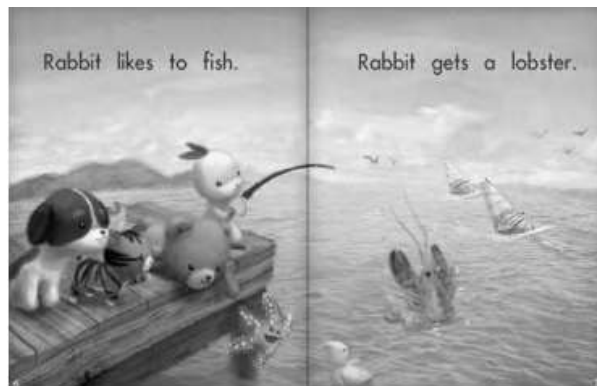
"What did you like about this book?"

“Talk about something from the beginning of the book”

“Talk about something from the end of the book.”

“On this page, what is this character feeling? How do you know?”

## EXAMPLE:



My Child is reading Level **C** books!

### These books have:

- Increased number of words and lines of text; Large spaces between words
- Sentences increase in length and may include some embedded clauses
- Sentence structure is similar to students' language
- Some books have repeated words or patterns, books are about 8 pages
- Pictures are highly supportive
- Includes more basic sight words and some compound words
- Includes word endings (e.g., s, ed, ing)
- Opportunities for decoding simple words
- Punctuation includes periods, question marks, exclamation marks, and commas. Dialogue is frequently included
- Topics are familiar to children
- Characters and story plots are straightforward

### I can help by watching and saying:

- “You pointed under each word.”
- “You made your voice match the words”
- “That made sense in this part of the story”
- “You were thinking about what made sense there.”
- “You made it sound right after you fixed it.”
- “You said the first sound and it helped you”
- “You looked at the ending.”
- “You made it make sense and sound right.”
- “Now it all fits together”
- “You thought of another word you know.”
- “You thought about a part you know.”
- “You added a letter, and now it is right.”
- “You noticed the first letter and that helped you.”

### After they read, I can say:

“Talk about what you learned in this book.”

“Talk about what happened in the story.”

“Talk about what the story made you think of.”

“Show me a word that was new or hard. Why was it hard?”

“Show me some words that were easy. Why was it easy?”

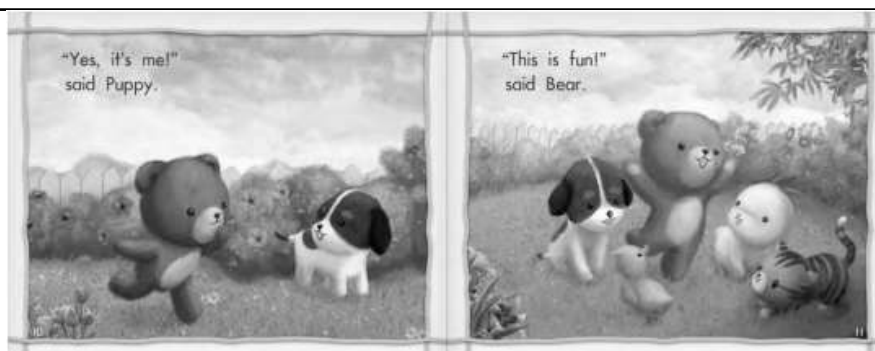
“What did you like about this book?”

“Talk about something from the beginning of the book”

“Talk about something from the end of the book.”

“On this page, what is this character feeling? How do you know?”

“Why is this the book called\_\_\_\_\_?”



EXAMPLE



My Child is reading Level **D** books!

These books have:

- Longer, more complex stories
- Some compound sentences conjoined by “and”
- Simple plot but may include several elaborate episodes, topics are familiar, but may include abstract or unfamiliar ideas
- Text layout is easy to follow, texts range from 10-20 pages
- Pictures begin to extend meaning of text
- New punctuation may be included (dashes, ellipses)
- Larger number of high frequency words/greater variety. Includes more word endings, compound words, and multi-syllable words
- More opportunities for decoding words with familiar patterns

I can help by watching and saying:

- “You were thinking about what made sense there.”
- “You made it sound right after you fixed it.”
- “You made it make sense and sound right.”
- “Now it all fits together”
- “You thought of another word you know.”
- “You thought about a part you know.”
- “You fixed it so that it made sense.”
- “You covered the last part and you figured it out.”
- “You checked with your finger all by yourself. You knew something was wrong.”
- “You noticed that it didn’t make sense.”
- “You had trouble but you figured it out.”

After they read, I can say:

“Talk about what you learned in this book.”

“Talk about what happened in the story.”

“Talk about what the story made you think of, something that happened to you or another book?”

“What did you learn about (character name)?”

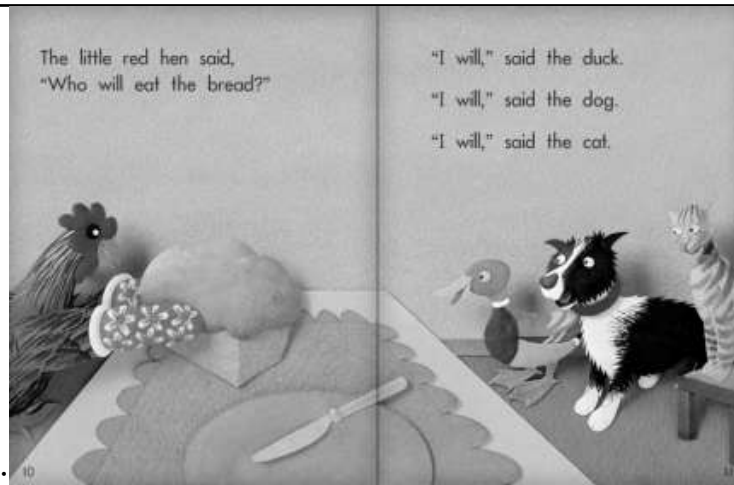
“Show me a part that was new or hard. Why was it hard?”

“Show me a part or word that was easy. Why was it easy?”

“What did you like about this book?”

“On this page, what is this character feeling? How do you know?”

“Why do you think (character) did that?”



EXAMPLE:



My Child is reading Level **E** books!

These books have:

- More variety in language including some literary language
- Topics range beyond the familiar
- Genres include realistic fiction, fantasy, and nonfiction (simple informational books)
- Font size may vary; Increased number of words and lines of print
- Texts range from 10-20 pages
- Text structure is more complex, often with several simple episodes
- More characters, but not very developed
- Moderate picture support
- Greater variety of high frequency words

I can help by watching and saying:

- “You were thinking about what made sense there.”
- “Now it all fits together”
- “You thought of another word you know.”
- “You fixed it so that it made sense.”
- “You checked with your finger all by yourself. You knew something was wrong.”
- “You noticed that it didn’t make sense.”
- “You read it quickly.”
- “You made a full stop.”
- “You took a little breath.”
- “You put your words together, you made it sound like talking.”

- Frequent dialogue and full range of punctuation
- More multi-syllable words and less common spelling patterns

After they read, I can say:

“Talk about what you learned in this book/what happened in the story.”

“Talk about what the book made you think of.”

“Show me a word that was new or hard. Why was it hard?”

“What did you like about this book?”

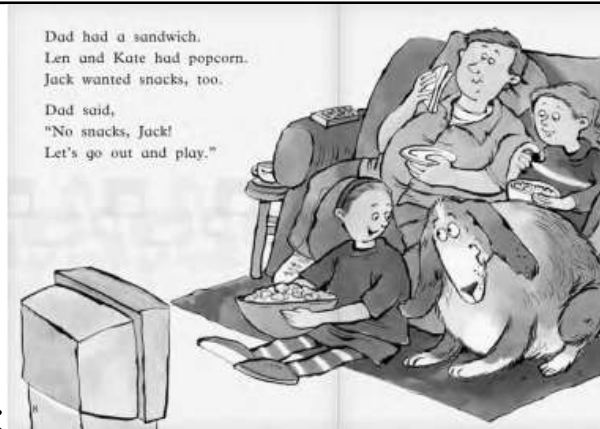
“Talk about something from the beginning of the book”

“Talk about something from the end of the book.”

“On this page, what is this character feeling? How do you know?”

“Why is this the book called\_\_\_\_\_?”

“What do you think the author was trying to tell you in this book?”



EXAMPLE:



My Child is reading Level **F** books!

These books have:

- Language reflects patterns that are more characteristic of written language than spoken language
- Concepts are more distant from local knowledge or the everyday world
- Some texts have abstract ideas which require discussion.
- Genres include realistic fiction, human and animal fantasy, simple folk tales, and nonfiction
- Text range from 10-30 pages
- Full range of punctuation to enhance meaning
- Longer texts may have longer sentences and/or more lines of text per page and shorter texts may have
- unusual language patterns or technical words
- Greater variety in vocabulary

I can help by watching and saying :

- “Now it all fits together”
- “You worked that out on your own!”
- “You thought of another word you know.”
- “You thought about what would make sense.”
- “You tried it again in another way.”
- “You checked with your finger all by yourself.
- You knew something was wrong.”
- “You noticed that it didn’t make sense.”
- “You read it quickly.”
- “You made a full stop.”
- “You took a little breath.”
- “You put your words together, you made it sound like talking.”

After they read, I can say:

“Talk about what you learned in this book/what happened in the story.”

“Talk about what the book made you think of.”

“What did you like about this book?”

“Talk about something from the beginning/end of the book”

“Was this a fiction or non-fiction book? How do you know?”

“Show me a page where you learned something new.”

“On this page, what is this character feeling? How do you know?”

“Why is this the book called\_\_\_\_\_?”

“What do you think the author was trying to tell you in this book?”

“Tell me why you think\_\_\_\_\_ happened? What makes you think that?”

“Was there anything surprising or funny?”

“When you look at this page, how can you predict what will happen next?”



EXAMPLE:



My Child is reading Level **G** books!

These books have:

- 10-30 pages of text
- Sentences are longer with many embedded clauses
- Several high frequency words which increase in difficulty
- Large number of decodable words with regular and irregular patterns
- Several episodes with a variety of characters
- Ideas and vocabulary are more challenging with some specialized vocabulary
- Story line is carried by the text
- Pictures support and extend meaning
- Readers expected to remember information and action over a longer reading time

I can help by watching and saying:

- “You covered the last part and you figured it out.”
- “You thought about what made sense.”
- “You fixed it before you moved on.”
- “You used the words and pictures to help you with the new word.”
- “You were thinking about how the talking should sound.”
- “You made it all sounds right.”
- “You read more words together.”
- “You made your voice go up with the question mark.”
- “You found out what was wrong all by yourself.”



After they read, I can say:

“Talk about what you learned in this book/what happened in the story.”

“Talk about what the book made you think of; other books, your experiences?”

“What did you like about this book?”

“What happened first in the story? Next? Last?”

“Why did (character) do that?”

“Was it fiction or non-fiction? How do you know?”

“Show me something that was new or surprising.”

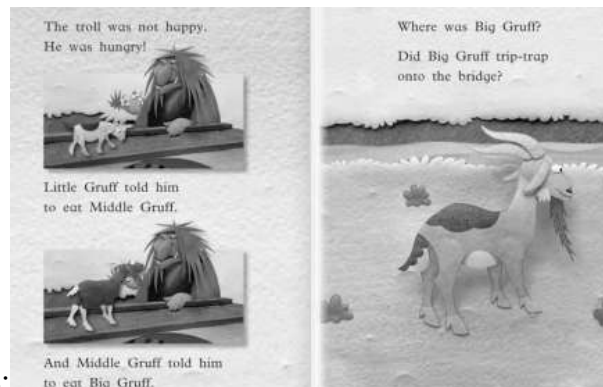
“What do know about (character name)?”

“What do you think(character) is feeling on this page? What makes you think that?”

“Why did \_\_\_\_\_happen? How do you know?”

“Talk about some facts you remember about\_\_\_\_\_.”

Look at this page, what is the author trying to tell you?”



EXAMPLE:



My Child is reading Level **H** books!

These books have:

- Language is not repetitious
- Full range of high frequency words
- Size and placement of print varies widely
- Some repeated episodes
- Content moves away from familiar experiences
- Genres include realistic fiction, fantasy, folktales, and nonfiction (informational texts)
- Characters tend to learn and change

I can help by watching and saying:

- “You recognized the words you knew quickly.”
- “You noticed and used part of the word that you already knew.”
- “You broke the word into syllables to figure it out.”
- “You went back and reread to make it sound right.”
- “You looked at the picture, graph or bold words to figure it out.”
- “You paid attention to who was talking and you made your voice match.”
- “You noticed punctuation as you read and made your voice sound right.”

<ul style="list-style-type: none"> <li>● Picture support is used to enhance and extend meaning as well as arouse interest</li> <li>● Story events require interpretation</li> <li>● 8-16 pages of print, 3-8 lines of print</li> </ul> <p>Text Examples: Follow the Leader</p>	<ul style="list-style-type: none"> <li>● “You reread to make it make sense.”</li> <li>● “You thought about what made sense and chose a word quickly.”</li> <li>● “You sounded excited when you read that part.”</li> <li>● “That sounded interesting because of the way you used your voice.”</li> </ul>
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After they read, I can say:

“Talk about what you learned in this book/what happened in the story.”

“Talk about what the book made you think of; other books, your experiences?”

“Talk about what you liked about this book. Talk about what you didn’t like.”

“What happened first in the story? Next? Last?”

“Talk about why (character) did that.”

“Was it fiction or non-fiction? How do you know?”

“Show me something that was new or surprising.”

“What do know about (character name)?”

“Show me a page where the picture helped you understand the words.”

“Why did \_\_\_\_\_ happen? How do you know?”

“Talk about some facts you remember about\_\_\_\_\_.”

“Look at this page, talk about what the author is trying to tell you.”

### EXAMPLE:



My Child is reading Level I books!

These books have:

- Some texts 30-40 pages; Some chapter-like books
- 8-16 pages with 3-8 lines per page
- Texts use a great deal of dialogue
- Pictures enhance meaning but provide little support for word solving

I can help by watching and saying:

- “You didn’t stop for very long to figure that out.”
- “You recognized the words you knew quickly.”
- “You noticed and used part of the word that you already knew.”
- “You broke the work into syllables to figure it

- Complex word solving is required with multi-syllable words
- Bold and Italicized words for emphasis
- Readers transition to texts that may call for sustaining interest and meaning over several reading periods
- Most books are narrative fiction and folktales with a plot and solution
- Informational books are shorter, more difficult content
- Characters and story events require interpretation
- Text Examples: The Bunny Hop, The Dinosaur Who Lived in My Backyard

- out.”
- “You went back and reread to make it sound right.”
- “You looked at the picture, graph or bold words to figure it out.”
- “You fixed it before going on.”
- “You looked at the heading/table of contents to figure it out.”
- “You made your voice match the punctuation.”
- “You made your voice sound like talking.”

After they read, I can say:

“Talk about what you learned in this book/what happened in the story.”

“Talk about what the book made you think of; other books, your experiences?”

“Talk about what you liked about this book. Talk about what you didn’t like.”

“What happened first in the story? Next? Last?”

“Talk about what the problem was in the story.”

“Was it fiction or non-fiction? How do you know?”

“Show me something that was new or surprising.”

“What do you know about (character name)?”

“Show me a page where the pictures/ photos helped you understand the words”

“Why did \_\_\_\_\_ happen? How do you know?”

“Talk about some facts you remember about the topic.”

Fox decided to speak to the wax man.  
“Good evening, sir,” she said. “Will you please give me a chicken?”

The wax man smiled, but it did not answer.

Fox was upset. She said loudly,  
“Mister! I want a chicken now!”

Again, the wax man did not answer.



EXAMPLE:



My Child is reading **Level J** books!

These books have:

- Chapter books with 40-75 pages and nonfiction texts with

I can help by watching and saying:

- “You thought about what made sense.”
- “You broke the word down into smaller

24-36 pages.

- Characters in series books will expand reading interest in reading, increasing the amount of time reading. Large amount of dialogue
- Full range of punctuation within longer, more complex sentences
- Texts have one main plot with several episodes over a period of time
- Requires more interpretation from the reader
- Requires quick solving of new words, including three or four syllables.
- Text Examples: Mouse Tales, Henry and Mudge in Puddle Trouble, Seeds

parts.”

- “You reread it so that it made sense.”
- “You made that part sound interesting.”
- “You made it all fit together.”
- “You read more words together.”
- “You made it sound like talking.”
- “You made your voice go down when you saw a period and up when you saw a question mark.”
- “You were listening to yourself to check how it sounded.”

After they read, I can say:

“Talk about what you learned in this book/what happened in the story.”

“Talk about what the book made you think of; other books, your experiences?”

“Talk about what you liked about this book. Talk about what you didn’t like.”

“What happened first in the story? Next? Last?”

“Talk about what the problem was in the story.”

“Was it fiction or non-fiction? How do you know?”

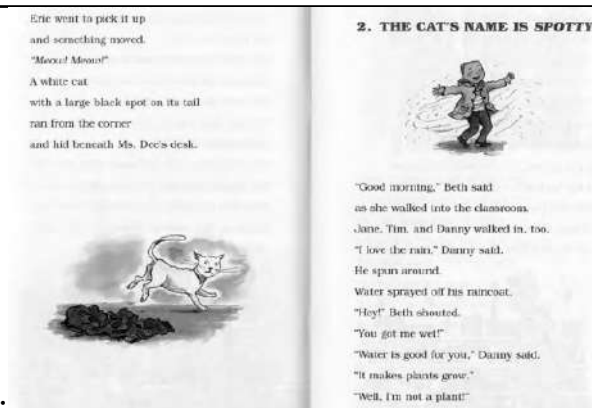
“Show me something that was new or surprising.”

“What do know about (character name)?”

“Show me a page where the pictures/ photos helped you understand the words”

“Why did \_\_\_\_\_happen? How do you know?”

“Talk about some facts you remember about the topic.”



EXAMPLE:



# My Child is reading Level **K** books!

## These books have:

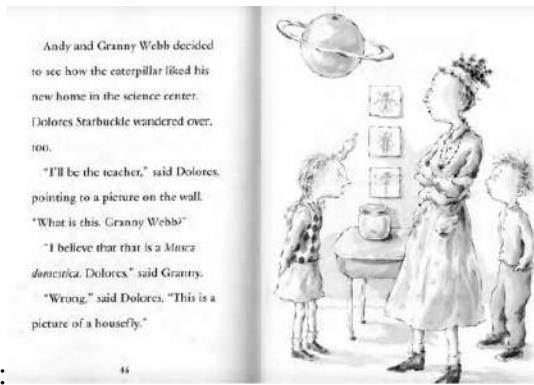
- Includes longer, slightly more complex chapter books with more characters
- Books have one plot, but many episodes are carried over a period of time
- Shorter books have more difficult vocabulary (not often used in speech by children),
- Challenging content, or more complex themes
- Genres include realistic fiction, fantasy, and nonfiction (informational texts)
- Some fables or legends and historical fiction
- Large amount of dialogue used to follow plot
- Characters show various perspectives
- Illustrations are placed throughout the text
- Readers explore the various connotations of words
- Text Examples: Nate the Great and the Tardy Tortoise, Frog and Toad are Friends, What Happens When You Recycle?

## I can help by watching and saying:

- “You thought about what made sense.”
- “You broke the word down into smaller parts.”
- “You reread it so that it made sense.”
- “You made that part sound interesting.”
- “You made it all fit together.”
- “You read more words together.”
- “You made it sound like talking.”
- “You made your voice go down when you saw a period and up when you saw a question mark.”
- “You were listening to yourself to check how it sounded.”
- “You figured out what it meant by reading the words around it.”

## After they read, I can say:

- “Talk about what you learned in this book/what happened in the story.”
- “Talk about what the book made you think of; other books, your experiences?”
- “Talk about what you liked about this book. Talk about what you didn’t like.”
- “What happened first in the story? Next? Last?”
- “Talk about what the problem was in the story.”
- “Was there a spot where you used your background knowledge?”
- “Show me something that was new or surprising.”
- “What do know about (character name)?”
- “Show me a page where the pictures/ photos helped you understand the words”
- “Why did \_\_\_\_\_ happen? How do you know?”
- “Talk about some facts you remember about the topic.”



EXAMPLE:



My Child is reading Level **L** books!

These books have:

- 60-100 pgs (chapter books) or 24-48 pgs on a single topic (non-fiction)
- Includes chapter books and complex picture books
- Texts contain many multi-syllable and technical words
- Most sentences end in the middle of lines and continue from one line to the next
- Includes a full range of genres from realistic fiction to biography
- More characters are speaking
- Plots and characters are more sophisticated
- Characters develop and change in response to events in the story
- Events in chapters build on each other requiring the reader to recall and keep track of information

I can help by:

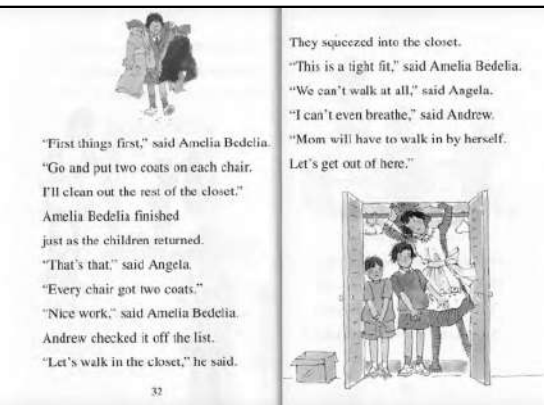
- "You thought about what made sense."
- "You reread it so that it made sense."
- "You made that part sound interesting."
- "You made it all fit together."
- "You read more words together."
- "You made it sound like talking."
- "You made your voice go down when you saw a period and up when you saw a question mark."
- "You made that part/word sound important."
- "You looked at the heading/photo/ bold words to solve it."
- "You figured out what it meant by reading the words around it."
- "You noticed that it might mean something else."

After they read, I can say:

- "Talk about what you learned in this book/what happened in the story."
- "Talk about what the book made you think of; other books, your experiences?"
- "Talk about what you liked about this book. Talk about what you didn't like."
- "What happened first in the story? Next? Last?"
- "Talk about what the problem was in the story."
- "Were all the words the same kind? Or did the author use different kinds of writing?"
- "Show me something that was new or surprising."
- "What do know about (character name)?"
- "Show me a page where the pictures/ photos helped you understand the words"

“Why did \_\_\_\_\_ happen? How do you know?”

“Talk about some facts you remember about the topic.”



EXAMPLE:



My Child is reading Level **M** books!

These books have:

- Chapter books are longer texts (60 - 100 pages) with short chapters and few pictures
- Informational books are shorter with new information and text features
- Includes a full range of genres with more biographies included
- Text has subtle meanings that require interpretation and background knowledge
- More complex and expanded plots
- More complex themes (i.e., respect for difference, loneliness, independence)
- Vocabulary may be introduced to create feeling or mood

I can help by listening and saying:

- “You thought about what made sense.”
- “You reread it so that it made sense.”
- “You made that part sound interesting.”
- “You made it all fit together.”
- “You read more words together.”
- “You made it sound like talking.”
- “You made your voice go down when you saw a period and up when you saw a question mark.”
- “You made that part/word sound important.”
- “You looked at the heading/photo/ bold words to solve it.”
- “You figured out what it meant by reading the words around it.”
- “You noticed that it might mean something else.”

After they read, I can say:

“Talk about what you learned in this book/what happened in the story.”

“Talk about what the book made you think of (other books or experiences)?”

“Talk about what you liked about this book. Talk about what you didn’t like.”

“What happened first in the story? Next? Last?”

“Talk about what the problem was in the story.”

“How did the author show what a character was feeling? or what they were thinking?”



“Show me something that was new or surprising.”

“What do you know about (character name)?”

“Show me a page where the pictures/ photos helped you understand the words”

“Why did \_\_\_\_\_ happen? How do you know?”

“Talk about some facts you remember about the topic.”

“Presidents’ Day means you see flags.”  
“It means we don’t have school on Monday,” said Webster.

“It means you can buy stuff on sale, because presidents are on money,” said Heather S.

“Let’s not give away all our ideas,” said Mrs. D. “I want everybody to write one page about what Presidents’ Day means to you.”

“Can we draw something, too?” asked Lucy.

“Can we write a poem?” asked Sophie of the Elves.

“Can we dress up?” asked Stink.

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“Yes, yes, and yes,” his teacher said.  
“But I still want my one page.”

Stink took out his Big Head book of presidents. He flipped to the best president ever. President number four, James Madison.



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EXAMPLE:



My Child is reading Level **N** books!

These books have:

Chapter books are usually one hundred or more pages with short chapters and memorable characters

- Nonfiction titles are generally shorter and may present social issues
- Topics of informational books and settings for narratives go well beyond readers’ personal experiences
- Complex picture books illustrate themes and build experience in character interpretation
- More demand on the reader to use a variety of strategies to understand plot, theme, and new vocabulary
- Writers use devices such as irony and whimsy to create interest and communicate the nature of characters
- Fiction text with more than 100 pages

I can help by listening and saying:

- “You thought about what made sense.”
- “You reread it so that it made sense.”
- “You made that part sound interesting.”
- “You made it all fit together.”
- “You read more words together.”
- “You figured it out without a picture.”
- “You made your voice go down when you saw a period and up when you saw a question mark.”
- “You made that part/word sound important.”
- “You looked at the heading/photo/ bold words to solve it.”
- “You figured out what it meant by reading the words around it.”
- “You noticed that it might mean something else, and you fixed it.”

After they read, I can say:

“Talk about what you learned in this book/what happened in the story.”

“Talk about what the book made you think of (other books or experiences)?”



“Talk about what you liked about this book. Talk about what you didn’t like.”

“What happened first in the story? Next? Last?”

“Talk about what the problem was in the story. What was the solution?”

“How did the author show what a character was feeling? or what they were thinking?”

“Show me something that was new or surprising.”

“What kind of person is (character name)? How did the author show that?”

“What was the most important idea in this book?”

“Why is this topic important you or not important to you ?”

“Talk about some facts you remember about the topic.”

Soon the jumble of Sue's bones was exposed. The group quickly realized how unbelievable this *Tyrannosaurus rex* was. Almost all of the bones were there! Most dinosaur skeletons that are found are missing many, if not most, of their bones.

The creature's skull was the size of a refrigerator. Most of the teeth were set in its jaw, some twelve inches or longer from root to tooth tip. Its right front arm was there—one of only two *T. rex* arms ever discovered. Thirty-six tail



bones circled around the remains—one of the most complete *T. rex* tails ever found.

Often, fossil bones are chipped or broken apart. Sue's bones were nearly perfect. To top it off, Sue was huge. "It was really amazing," says Susan Hendrickson. "She just kept getting better and better. We were all in such shock. You can't ever dream of finding something so good and so big!" This was the find of a lifetime—the largest and most complete *T. rex* ever discovered.

Edge of cliff face where Susan Hendrickson found the first bones (see photos on pp. 10-11).



EXAMPLE:



My Child is reading Level **O** books!

These books have:

- Non-fiction with more than 50 pgs, Fiction text with more than 100 pages
- Multiple characters are developed through what they say, think, and do or what others say about them
- Characters deal with everyday experiences and serious problems such as war or death
- Genres to include historical and science fiction
- Chapter books have between 50-200 pgs
- Text have few illustrations - usually black and white drawings or photographs
- Highly complex sentences employ a wide range of punctuation necessary for understanding the text
- Text Examples: Beezus and Ramona, Night Crossing, Pippi Longstocking, The Secret Soldier: The Story of Deborah Sampson

I can help by listening and saying :

- “You thought about what made sense.”
- “You reread it so that it made sense.”
- “You made that part sound interesting.”
- “You made it all fit together.”
- “You read more words together.”
- “You figured it out without a picture.”
- “You made your voice go down when you saw a period and up when you saw a question mark.”
- “You made that part/word sound important.”
- “You looked at the heading/photo/ bold words to solve it.”
- “You figured out what it meant by reading the words around it.”
- “You noticed that it might mean something else, and you fixed it.”

After they read, I can say:

“Talk about what you learned in this book/what happened in the story.”

“Talk about what the book made you think of (other books or experiences)?”

“Talk about what you liked about this book. Talk about what you didn’t like.”

“What happened first in the story? Next? Last?”

“Talk about what the problem was in the story. What was the solution?”

“How did the author show what a character was feeling? or what they were thinking?”

“Show me something that was new or surprising.”

“What kind of person is (character name)? How were they the same or different from someone else in the story?”

“What was the most important idea in this book?”

“Why is this topic important you or not important to you ?”

“Talk about some facts you remember about the topic.”

his eyeglasses out of his pocket and put them on.  
“Freckles,” he said finally, “just freckles.”  
“Are you sure?”  
Mr. Pangalos’ round nose twitched, and he sniffed the air. “Chocolate?” he said. “Have they brought the chocolate milk upstairs already?”  
“Forget the milk,” she cried. “Look! Now he has them on his face!”  
“Oh, no!” said Henry.  
“Oh, yes!” said Mrs. Kimmelfarber.  
“Oh, my,” said Mr. Pangalos. “And they weren’t there before?”  
“No. Two minutes ago that boy’s face was as clear as day. And now...”  
Henry felt as if his heart were about to drop into his shoes. He swallowed hard and stared at the two teachers, who were staring at his face.  
“Little brown spots all over,” said Mrs. Kimmelfarber. “And I see more of them coming out even as we speak.”  
A tear, just one, swelled up in Henry’s right eye and began to trickle down his cheek, running slowly in and out of the little brown spots.

28

#### Chapter 4

#### Pop!

DUST BRINGS GERMS, Nurse Molly Farthing would often say, and germs have a nasty way of making healthy people ill. Naturally, the infirmary of P.S. 123 was always spotless because Nurse Molly Farthing wouldn’t have it any other way. And naturally, as Mrs. Kimmelfarber and Henry rushed through the door that morning, she made both of them go back and wipe their feet on the mat. “And don’t bring any of your cocon in here,” Nurse Farthing added. She sniffed the air loudly.  
“Cocon?” said Mrs. Kimmelfarber.

29

EXAMPLE:



My Child is reading Level **P** books.....

These books have:

- Wide variety of fiction and nonfiction, including novels
- Characters are often concerned with issues related to growing up and family relationships
- Settings are very detailed
- Informational texts and biographies present complex ideas
- Topics may be unfamiliar
- Longer texts require readers to sustain interest and attention over several days
- Structural complexity, theme sophistication, and necessary background experience increases
- Text Examples: Encyclopedia Brown, Fantastic Mr. Fox,

I can help by listening and saying :

- “You thought about what made sense.”
- “You reread it so that it made sense.”
- “You made that part sound interesting.”
- “You read it at a better rate.”
- “You figured it out without a picture.”
- “You made your voice go down when you saw a period and up when you saw a question mark.”
- “You made that part/word sound important.”
- “You looked at the heading/photo/ bold words to solve it.”
- “You figured out what it meant by

George's Marvelous Medicine, Justin and the Best Biscuits in the World, Stone Fox, Thank You, Jackie Robinson, Wayside School

reading the words around it.”

- “You noticed that it has two meanings.”

After they read, I can say:

“Talk about what you learned in this book/what happened in the story.”

“Talk about what the book made you think of (other books or experiences)?”

“Talk about what you liked about this book. Talk about what you didn’t like.”

“What happened first in the story? Next? Last?”

“Talk about what the problem was in the story. What was the solution?”

“How did the author show what a character was feeling? or what they were thinking?”

“Show me something that was new or surprising.”

“What kind of person is (character name)? How were they the same or different from someone else in the story?”

“What was the most important idea in this book?”

“Why is this topic important to you or not important to you?”

“Talk about some facts you remember about the topic.”

“Talk about the word (insert vocabulary from the book). How can you figure out what it means?”

Now Leonardo looked shocked. “How do you know about these things?”

I saw Sam was getting us deeper in trouble. I spoke up before he could do any more damage. “Oh he’s just guessing,” I said. “We’re not spies. We’re inventors too. And we’re not from anywhere near here. We’re Joe, Sam, and Fred . . . da Brooklyn.”

“I don’t think I know that town,” said Leonardo.

“No, I didn’t think you would,” I said. “But we came from there looking for a thin blue book with strange writing and drawings and pictures so we can maybe ask you a few questions about how it works and then get right back to Brooklyn and never bother you again, really. Have you seen it around?”

“A notebook?”



said Leonardo. “Blue? With drawings and writing? Like this?”

Leonardo pulled out a thin blue notebook. We were saved.

Birds tweeted in the trees. Water bubbled happily in the stream. It was a beautiful morning.

“So you do have *The Book*. You are the inventors of *The Book*,” said Sam. “This is amazing. It’s the first time we ever managed to time warp someplace we wanted to . . . and find *The Book* right away.”

Even Fred was impressed. “Wow,” he said. “And before we warp back home, Mr. Leonardo, I would just like to say you draw some pretty fine stuff.”

“Absolutely,” I said. “We liked all of your drawings. Even the ones of those strange looking people. Those were weird . . . but good.”

“Leonardo da Vinci,” said Sam. “Wow.”

Leonardo stared at us. Something wasn’t quite right.

“So if you could just have your guys come back and advise us,” I said, “we’ll just ask you a quick couple of questions about *The Book*. How it works and stuff like that. Then you can get back to testing your wooden tank thing.”

“No one has seen any notebooks,” said Leo-

5

EXAMPLE:



My Child is reading Level **Q** books.....

These books have:

- Wide variety of fiction and nonfiction
- Fiction texts include novels with longer chapters
- Characters are often concerned with issues related to growing up and family relationships
- Settings are very detailed
- Informational texts and biographies present complex ideas

I can help by listening and saying :

- “You thought about what made sense.”
- “You reread it so that it made sense.”
- “You made that part sound interesting.”
- “You read it at a better rate (speed).”
- “You remembered that from the other day when you were reading.”
- “You made your voice go down when

- Topics may be unfamiliar
- Longer texts require readers to sustain interest and attention over several days
- More mature themes, focusing on problems of society as they affect children
- Texts contain difficult words to solve, often including words from other languages
- Text Examples: James and the Giant Peach, Tales of a Fourth Grade Nothing

you saw a period and up when you saw a question mark.”

- “You made that part/word sound important.”
- “You looked at the heading/photo/ bold words to solve it.”
- “You figured out what it meant by reading the words around it.”
- “You noticed that it has two meanings.”

After they read, I can say:

“Talk about what you learned in this book/what happened in the story.”

“Talk about what the book made you think of (other books or experiences)?”

“Talk about what you liked about this book. Talk about what you didn’t like.”

“What happened first in the story? Next? Last?”

“Talk about what the problem was in the story. What was the solution?”

“How did the author show what a character was feeling? or what they were thinking?”

“Show me something that was new or surprising.”

“What kind of person is (character name)? How were they the same or different from someone else in the story?”

“What was the most important idea in this book?”

“Why is this topic important you or not important to you ?”

“Talk about some facts you remember about the topic.”

“Talk about the word (insert vocabulary from the book). How can you figure out what it means?”

EXAMPLE:



I don't know how long the person knocks around from. Finally a face appears at the back door. "Mrs. Faulstich?" Ma makes her way across the kitchen. "Mrs. Faulstich, my name is Geneva Long. Is this a good time for a visit?" Geneva Long is a big woman. Nearly as big as Ma. Ma says, "Come on, come right on in, Geneva." For a stranger, Geneva sure looks at home in our kitchen. Ma's hands are moving fast, clearing a place for Geneva at the kitchen table. "You live nearby, Geneva?" "Not far," Geneva says. "I come just here twice a day on my way to and from work. I tried calling before I came, give y'all some warning. I'm a home health nurse." "We don't have a phone," I say. "What's a home help nurse?" Lulu asks. Geneva smiles at Lulu. It's a real nice smile. "I



My Child is reading Level **R** books.....

These books have:

- Fiction and nonfiction texts represent a range of

I can help by noticing and saying:

- “You thought about what made sense.”
- “You reread it so that it made sense.”

times in history

- Wider variety of texts
- Sophisticated vocabulary requires an understanding of connotative shadings of meaning
- Literary devices such as simile and metaphor require background knowledge
- Texts requires background knowledge
- Mature themes include family problems, war, and death
- Readers must connect concepts and themes to political and historical events or environmental information
- Text Examples: Because of Winn-Dixie, Charlie and the Chocolate Factory, The Midnight Fox, Sadako and the Thousand Paper Cranes, Sarah,

- “You made that part sound interesting.”
- “You read it at a better rate (speed).”
- “You remembered that from the other day when you were reading.”
- “You made your voice go down when you saw a period and up when you saw a question mark.”
- “You made that part/word sound important.”
- “You looked at the heading/photo/ bold words to solve it.”
- “You figured out what it meant by reading the words around it.”
- “You noticed that it has two meanings.”
- “You imagined what that word or phrase might look like in order to understand.”

After they read, I can say:

“Talk about what you learned in this book/what happened in the story.”

“Talk about what the book made you think of (other books or experiences)?”

“Talk about what you liked about this book. Talk about what you didn’t like.”

“What happened first in the story? Next? Last?”

“Talk about what the problem was in the story. What was the solution?”

“How did the author show what a character was feeling? or what they were thinking?”

“Show me something that was new or surprising.”

“What kind of person is (character name)? How were they the same or different from someone else in the story?”

“What was the most important idea in this book? What makes you think that?”

“Why is this topic important you or not important to you ?”

“Talk about some facts you remember about the topic.”

“Talk about the word (insert vocabulary from the book). How can you figure out what it means?”



EXAMPLE:



## My Child is reading Level **S** books.....

These books have:

- Complex ideas and information
- Includes a wide variety of topics and cultures
- Paragraphs and sentences are complex requiring rapid and fluent reading with attention to meaning
- Requires automatic assimilation of punctuation
- Chapter books include all genres with many works of historical fiction and biographies
- Texts present settings from that are distant from students' own experiences
- Literary selections offer opportunities for readers to make connections with previously read texts as well as historical events

I can help by noticing and saying:

- "You thought about what made sense."
- "You made that part sound interesting."
- "You read it at a better rate (speed)."
- "You remembered that from the other day when you were reading."
- "You made your voice go down when you saw a period and up when you saw a question mark."
- "You used the glossary/ graphic to figure it out."
- "You figured out what it meant by reading the words around it."
- "You noticed that it has two meanings."
- "You imagined what that word or phrase might look like in order to understand."
- "You noticed when someone different started talking."

After they read, I can say:

"Talk about what you learned in this book/what happened in the story."

"Talk about what the book made you think of (other books or experiences)?"

"Talk about what you liked about this book. Talk about what you didn't like."

"What happened first in the story? Next? Last?"

"Talk about what the problem was in the story. What was the solution?"

"How did the author show what a character was feeling? or what they were thinking?"

"Show me something that was new or surprising."

"What kind of person is (character name)? How were they the same or different from someone else in the story?"

"What was the most important idea in this book? What makes you think that?"

"Why is this topic important to you or not important to you?"

"Talk about some facts you remember about the topic."

"Talk about the word (insert vocabulary from the book). How can you figure out what it means?"



# The Night of San Juan

ABUELITA'S STORY

Back in the 1940s, in Puerto Rico's walled city of Old San Juan, everybody knew everybody else. We neighborhood children played freely together on the narrow streets, while from windows and balconies adults kept a watchful eye on us. It was only my lonely friend José Manuel who was forbidden from joining us.

"Look, Evelyn," whispered Amalia. "He's up there again, watching us play."

Aitra and I looked up. There he was, sitting on his balcony floor. He peered sadly down at us through the wrought-iron railing, while his grandma's soap opera blared from the radio inside. No matter how hard José Manuel tried, he could not convince his grandma to let him play out on the street.

"Too many crazy drivers! Too hard, the cobblestones! ¡May peligras!" His grandma would shake her head and say, "Too dangerous!"

Besides her fear of danger on the street, José Manuel's grandma kept to herself and never smiled, so most of us

were afraid of her. That is, until my sisters and I changed all that.

"One day," Amalia suddenly announced, "I'm going to ask his grandma to let him come down and play." If anyone would have the courage to do that, it was my little sister Amalia. Even though she was only seven, she was also the most daring of the three of us.

We never knew what she would do next. In fact, at that very moment I could see a mischievous grin spreading across her freckled face as two elegant women turned the corner of Calle Sol. Once they strolled down the street in front of us, Amalia swiftly snuck up behind them and flipped their skirts up to expose their lace-trimmed slips.

"¡Sensacional!" the women cried out. "Little rascal!"

We could hardly hold our laughter in. We all looked up to make sure none of the neighbors had seen her. If anyone had, we would surely have been scolded as soon as we got home. News traveled fast in our neighborhood.

Luckily, only José Manuel was watching us with amusement in his wistful eyes. Grateful for an audience, Amalia smiled at him, cursed, and ran down the street toward the old cathedral with us chasing after

## EXAMPLE:



My Child is reading Level **T** books.....

These books have:

- Include a variety of genres and text structures
- Chapter books are long, with few illustrations
- Readers need to recognize symbolism
- Texts contain many sophisticated, multi-syllable words that readers will need to analyze in terms of both literal and connotative meaning
- Readers need more prior knowledge of political and historical events and about the problems of different culture and racial groups
- Themes include growing up, demonstrating courage, and experiencing hardship and prejudice
- Text Examples: Abel's Island, The Lion, the Witch and the Wardrobe, Sign of the Beaver, Bridge To Terabithia, Tracker, Sing Down the Moon

I can help by saying:

- "You thought about what made sense."
- "You made that part sound interesting."
- "You had a question and you kept reading to answer it."
- "You noticed that the author wasn't being literal, it was figurative language."
- "You remembered that from the other day when you were reading."
- "You made your voice match the punctuation and the story."
- "You used the glossary/ graphic to figure it out."
- "You figured out what it meant by reading the words around it."
- "You noticed that it has two meanings."
- "You imagined what that word or phrase might look like in order to understand."
- "You noticed when someone different started talking."

After they read, I can say:

"Talk about what you learned in this book/what happened in the story."

"Talk about what the book made you think of (other books or experiences)?"

"Talk about what the problem was in the story. What was the solution?"

"How did the author show what a character was feeling? or what they were thinking?"

"Show me something that was new or surprising."

"What kind of person is (character name)? How were they the same or different from someone else in the story?"

"What was the most important idea in this book? What makes you think that?"

"Why is this topic important you or not important to you?"

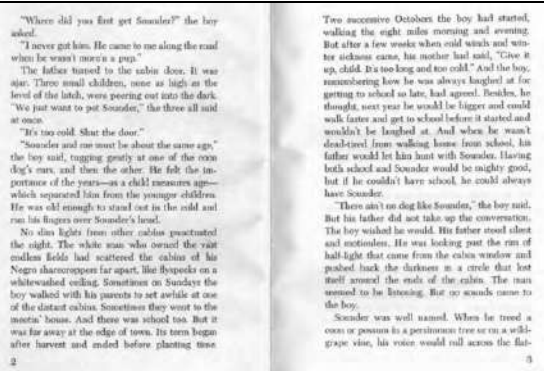
"Talk about the word (insert vocabulary from the book). How did you figure out what it means?"

“If you were the author, how might you have changed a part of the book? Why would you change that?”

“Why do you think (character name) did what they did? What makes you say that?”

“What are you still wondering?”

“What would you still like to know about this topic?”



EXAMPLE:



My Child is reading Level **U** books.....

These books have:

- Informational texts cover a wide range of topics and present specific technical information
- Illustrations require interpretation and connection to the text
- Narratives are complex with plots and subplots
- Texts have several different themes and characters
- Readers need to understand symbolism and themes which are more abstract
- Creative text formats are used
- Text Examples: Julie of the Wolves, The Secret Garden, Wringer, Baseball in April, Nothing But the Truth, Number the Stars, The Watsons Go to Birmingham -1963

I can help by saying:

- “You thought about what made sense.”
- “You made that part sound interesting.”
- “You had a question and you kept reading to answer it.”
- “You noticed that the author wasn’t being literal, it was figurative language.”
- “You remembered that from the other day when you were reading.”
- “You made your voice match the punctuation and the story.”
- “You used the glossary/ graphic to figure it out.”
- “You figured out what it meant by reading the words around it.”
- “You noticed that it has two meanings.”
- “You imagined what that word or phrase might look like in order to understand.”
- “You noticed when someone different started talking.”

After they read, I can say:

“Talk about what you learned in this book/what happened in the story.”

“Talk about what the book made you think of (other books or experiences)?”

“What happened first in the story? Next? Last?”

“Talk about what the problem was in the story. What was the solution? Show me where the text says that.”

“How did the author show what a character was feeling? or what they were thinking?”

“Show me something that was new or surprising.”



“What kind of person is (character name)? How were they the same or different from someone else in the story?”

“What was the most important idea in this book? Show me where the text supports that.”

“Why is this topic important to you or not important to you?”

“Talk about some facts you remember about the topic.”

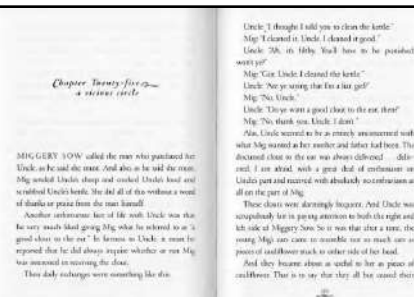
“Talk about the word (insert vocabulary from the book). How can you figure out what it means?”

“If you were the author, how might you have changed a part of the book? Why would you change that?”

“Why do you think (character name) did what they did? What makes you say that?”

“What are you still wondering? /What would you still like to know about this topic?”

“How did the character or problem change during the story?”



EXAMPLE:



My Child is reading Level **V** books.....

These books have:

- Biographies go beyond simple narratives to provide significant amount of historical information and focus
- on harsh themes and difficult periods of history
- Science fiction presents sophisticated ideas and concepts
- Texts require readers to think critically
- Full appreciation of the texts requires noticing aspects of the writer's craft
- Texts have print in a small font
- Novels may be two hundred to three hundred pages long
- Text Examples: Chasing Redbird, Crash, Dragonsong, Rascal, Tom's Midnight Garden, Yolanda's Genius,
- The Cay, Esperanza Rising, Island of Blue Dolphins, Old Yeller, Pictures of Hollis Woods, Tuck Everlasting,

I can help by saying:

- “You thought about what made sense.”
- “You made that part sound interesting.”
- “You had a question and you kept reading to answer it.”
- “You noticed that the author wasn't being literal, it was figurative language.”
- “You remembered that from the other day when you were reading.”
- “You made your voice match the punctuation and the story.”
- “You used the glossary/ graphic to figure it out.”
- “You figured out what it meant by reading the words around it.”
- “You noticed that it has two meanings.”
- “You imagined what that word or phrase might look like in order to understand.”
- “You noticed when someone different started talking.”

After they read, I can say:

“Talk about what you learned in this book/what happened in the story.”

“Talk about what the book made you think of (other books or experiences)?”

“What happened first in the story? Next? Last?”

“Talk about what the problem was in the story. What was the solution? Show me where the text says that.”

“How did the author show what a character was feeling? or what they were thinking?”

“Show me something that was new or surprising.”

“What kind of person is (character name)? How were they the same or different from someone else in the story?”

“What was the most important idea in this book? Show me where the text supports that.”

“Why is this topic important you or not important to you ?”

“Talk about some facts you remember about the topic.”

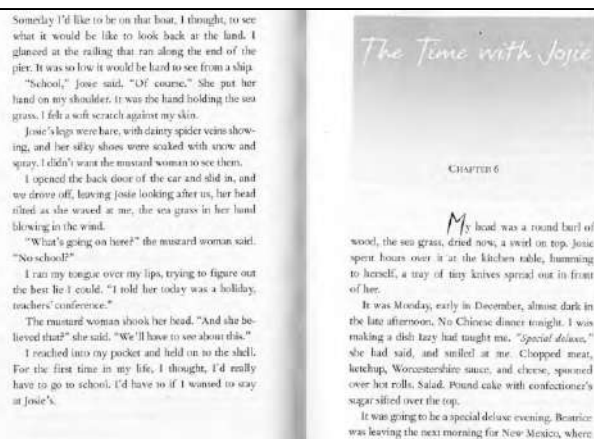
“Talk about the word (insert vocabulary from the book). How can you figure out what it means?”

“If you were the author, how might you have changed a part of the book? Why would you change that?”

“Why do you think (character name) did what they did? What makes you say that?”

“What are you still wondering? /What would you still like to know about this topic?”

“How did the character or problem change during the story?”



EXAMPLE:



My Child is reading Level **W** books.....

These books have:

- Themes explore the human condition
- Fiction and nonfiction text present characters who suffer hardship and learn from it
- Writing is sophisticated, with complex sentences, literary language, and symbolism
- Readers must have an awareness of social and political issues to comprehend texts
- Fantasy and science fiction introduce heroic characters, moral questions, and contests between good and evil
- Informational texts may present complex graphic information and require a whole range of content knowledge
- Readers must understand all the basic nonfiction organizational structures
- Narrative biographies include many details and prompt readers to

I can help saying by:

- “You thought about what made sense.”
- “You made that part sound interesting.”
- “You had a question and you kept reading to answer it.”
- “You noticed that the author wasn’t being literal, it was figurative language.”
- “You remembered that from the other day when you were reading.”
- “You made your voice match the punctuation and the story.”
- “You used the glossary/ graphic to figure it out.”
- “You figured out what it meant by reading the words around it.”
- “You noticed that it has two meanings.”
- “You imagined what that word or phrase

make inferences about what motivated the subject's achievements

- Text Examples: The Skin I'm In, Maniac Magee, Roll of Thunder Hear My Cry, A Stone in My Hand, Year of Impossible Goodbyes, The House on Mango Street

might look like in order to understand."

- "You noticed when someone different started talking."

After they read, I can say:

"Talk about what you learned in this book/what happened in the story."

"Talk about what the book made you think of (other books or experiences)?"

"Talk about what the problem was in the story. What was the solution? Show me where the text says that."

"How did the author show what a character was feeling? or what they were thinking?"

"Show me something that was new or surprising."

"What kind of person is (character name)? How were they the same or different from someone else in the story?"

"What was the most important idea in this book? Show me where the text supports that."

"Why is this topic important you or not important to you?"

"Talk about the word (insert vocabulary from the book). How can you figure out what it means?"

"If you were the author, how might you have changed a part of the book? Why would you change that?"

"Why do you think (character name) did what they did? What makes you say that?"

"What are you still wondering? /What would you still like to know about this topic?"

"How did the character or problem change during the story?"

#### 11 WE VISIT THE GARDEN GNOME EMPORIUM

It's a pity it's nice to know there are Greek gods out there, because you have suddenly no blame when things go wrong. For instance, when you're walking away from a bus that's just been attacked by runaway dogs and blown up by lightning, and it's raining on top of everything else, most people might think that's just really bad luck when you're a half-blood, you understand that some divine force really is trying to mess up your day.

So there we were, Annabeth and Grover and I, walking through the woods along the New Jersey riverbank, the glow of New York City making the night sky yellow behind us, and the snarl of the Hudson barking in our noses.

Grover was shivering and weeping, his big goat eyes round like coupled and full of terror. "Three Kindly Ones. All three at once."

I was pretty much in shock myself. The explosion of his windows still rang in my ears. But Annabeth kept pulling us along, saying, "Come on! I'll be further away we get, the better."

"All our money was back there," I reminded her. "Our food and clothes, everything."

"Well, maybe if you hadn't decided to jump into the fight—"

"What did you want me to do? Let you get killed?" "You didn't need to protect me, Percy. I would've been fine."

"Glad like sandwich bread," Grover put in. "Just fine."

"Shut up, goat boy," said Annabeth.

Grover leaped spontaneously. "The case . . . a perfectly good bag of rice cake."

We dashed across muddy ground, through many twisted trees that stilled like some landlady.

After a few minutes, Annabeth fell into line next to me. "Look, L. . . ." Her voice labored. "I appreciate your coming back for me, okay? That was really brave."

"We're a team, right?"

She was silent for a few more steps. "It's just that if you died . . . aside from the fact that it would really suck for you, it would mean the quest was over. This may be my only chance to see the real world."

The thunderstorm had finally let up. The city glow faded behind us, leaving us in almost total darkness. I couldn't see anything of Annabeth except a glint of her blond hair.

"You haven't left Camp Half-Blood since you were seven?" I asked her.

"No . . . only short field trips. My dad—"

"I'm history professor."

"Yeah. It didn't work out for me living at home. I mean, Camp Half-Blood is my home." She was making her words out slow, as if she were afraid somebody might try to stop her. "At camp you train and train. And that's all cool

EXAMPLE:



My Child is reading Level **X** books.....

These books have:

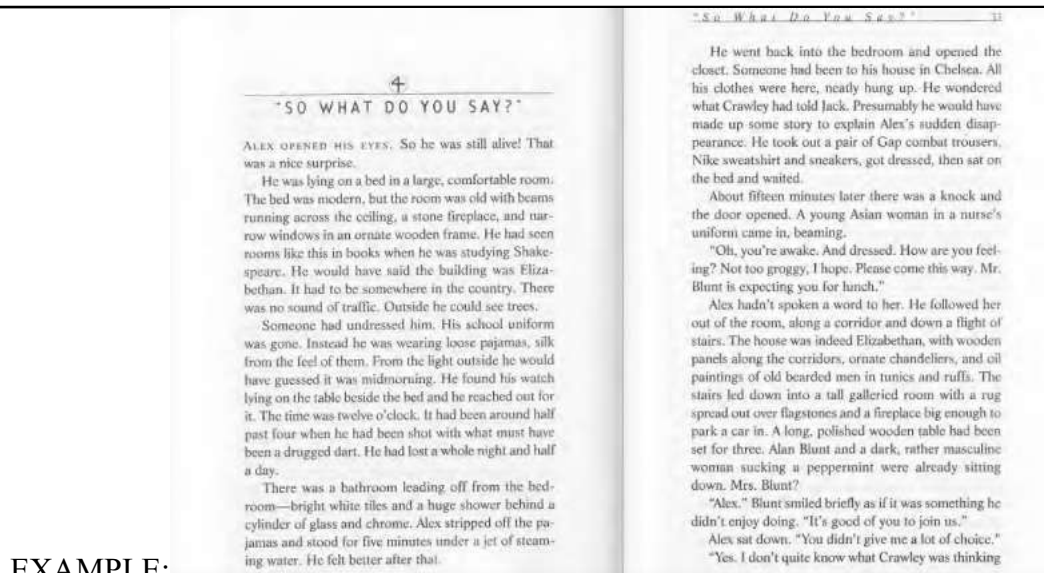
- Science fiction at this level incorporates technical knowledge as well as high fantasy depicting quests and
- the struggle between good and evil
- Readers are required to go beyond the literal meaning of the text to construct implied meaning by a writer's use of symbolism
- Continuing increase in the sophistication of vocabulary, language, and topic
- Text Examples: Ties that Bind, Ties that Break, Where the Red Fern Grows, The Egypt Game, Zlata's Diary: A Child's Life in Sarajevo

I can help by saying:

- "You thought about what made sense."
- "You made that part sound interesting."
- "You had a question and you kept reading to answer it."
- "You noticed that the author wasn't being literal, it was figurative language."
- "You remembered that from the other day when you were reading."
- "You made your voice match the punctuation and the story."
- "You used the glossary/ graphic to figure it out."
- "You figured out what it meant by reading the words around it."
- "You noticed that it has two meanings."
- "You imagined what that word or phrase might look like in order to understand."
- "You noticed when someone different started talking."

After they read, I can say:

- "Talk about what you learned in this book/what happened in the story."
- "Talk about what the book made you think of (other books or experiences)?"
- "Talk about what the problem was in the story. What was the solution? Show me where the text says that."
- "How did the author show what a character was feeling? or what they were thinking?"
- "Show me something that was new or surprising."
- "What kind of person is (character name)? How were they the same or different from someone else in the story?"
- "What was the most important idea in this book? Show me where the text supports that."
- "Why is this topic important you or not important to you?"
- "Talk about some facts you remember about the topic."
- "Talk about the word (insert vocabulary from the book). How can you figure out what it means?"
- "If you were the author, how might you have changed a part of the book? Why would you change that?"
- "Why do you think (character name) did what they did? What makes you say that?"
- "What are you still wondering? /What would you still like to know about this topic?"
- "How did the character or problem change during the story?"



EXAMPLE:



These books have:

- Texts have subtle themes and complex plots
- Include a whole range of social problems as themes with more explicit details (e.g., details about death or prejudice)
- Texts include irony and satire, literary devices requiring readers to think beyond the literal meaning
- Fantasies are complex, depicting hero figures and heroic journeys
- Readers required to discern underlying lessons and analyze texts for traditional elements
- Text Examples: The Schwa Was Here, The Giver, My Brother Sam is Dead

I can help by saying:

- “You thought about what made sense.”
- “You made that part sound interesting.”
- “You had a question and you kept reading to answer it.”
- “You noticed that the author wasn’t being literal, it was figurative language.”
- “You remembered that from the other day when you were reading.”
- “You made your voice match the punctuation and the story.”
- “You used the glossary/ graphic to figure it out.”
- “You figured out what it meant by reading the words around it.”
- “You noticed that it has two meanings.”
- “You imagined what that word or phrase might look like in order to understand.”
- “You noticed when someone different started talking.”

After they read, I can say:

“Talk about what you learned in this book/what happened in the story.”

“Talk about what the book made you think of (other books or experiences)?”

“Talk about what the problem was in the story. What was the solution? Show me where the text says that.”

“How did the author show what a character was feeling? or what they were thinking?”

“Show me something that was new or surprising.”

“What kind of person is (character name)? How were they the same or different from someone else in the story?”

“What was the most important idea in this book? Show me where the text supports that.”

“Why is this topic important you or not important to you ?”

“Talk about some facts you remember about the topic.”

“Talk about the word (insert vocabulary from the book). How can you figure out what it means?”

“If you were the author, how might you have changed a part of the book? Why would you change that?”

“Why do you think (character name) did what they did? What makes you say that?”

“What are you still wondering? /What would you still like to know about this topic?”

“How did the character or problem change during the story?”



My Child is reading Level **Z** books.....

These books have:

- Informational books deal with controversial social concepts and political issues and include detailed historical accounts of periods less well-known
- Readers learn new ways of finding technical information
- Informational texts include complex examples of the basic organizational structures
- Fiction texts explore a wide range of mature themes relative to the human condition
- Fantasy texts present heroic quests, symbolism, and complex characters
- Some texts present graphic details of hardship and violence
- Text Examples: Johnny Tremain, The Adventures of Tom Sawyer, Breadwinner, The Outsiders, Witness,
- Animal Farm, Farewell to Manzanar, The Golden Compass, Monster, Night, The Pearl, Scorpions, 145th Street Short Stories, Fahrenheit 451

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