

# Moving into “Just-Right” Books

By Kindergarten Teachers

For Kindergarten Parents

# “STAR BOOKS”

- Kids “read” the pictures.
- Talk about
  - Character
  - Setting
  - Problem/Events
  - Solution

# **“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.

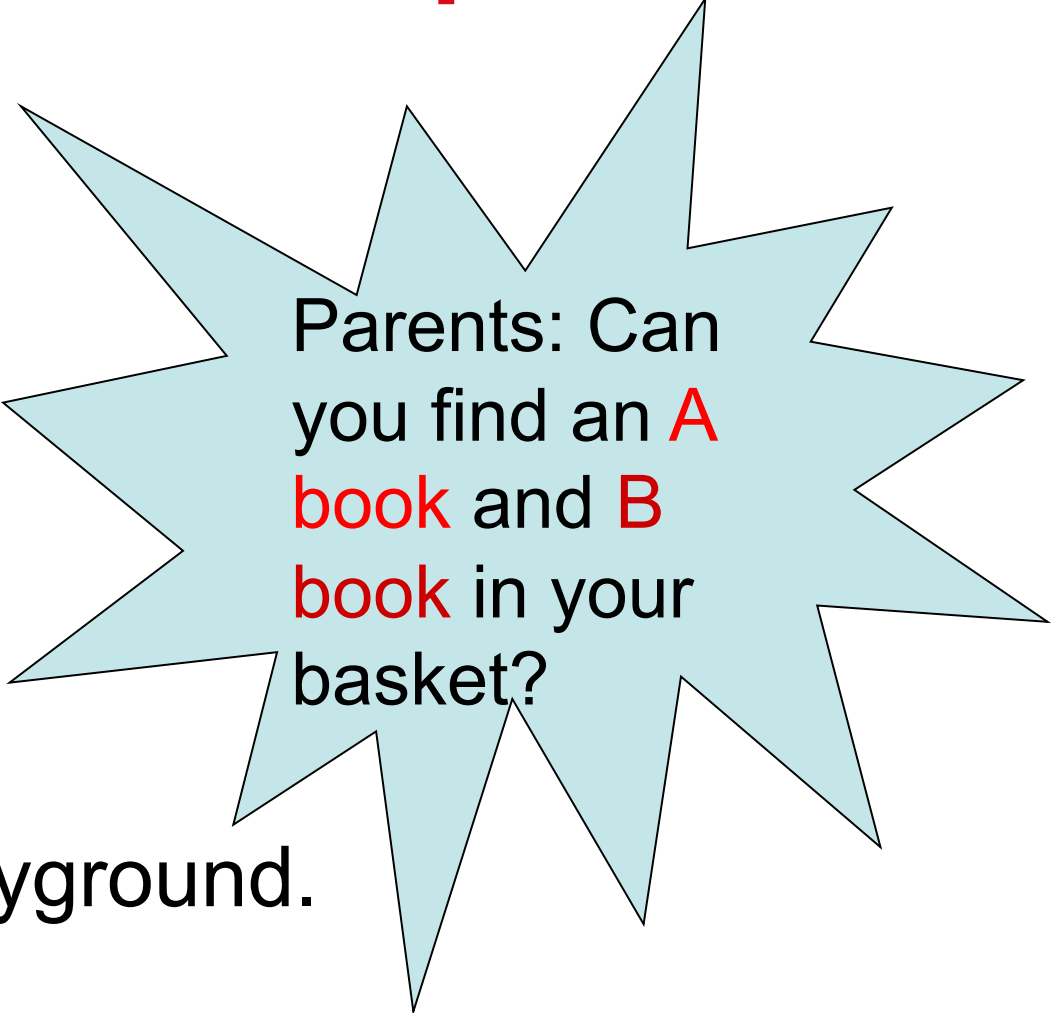
I love my mom.

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?”



## *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

# What level meets the standards?

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

Grade	September-June Reading Levels	November 1 <sup>st</sup> Marking Period Minimum Expected Reading Levels	March 2 <sup>nd</sup> Marking Period Minimum Expected Reading Levels	June Final Minimum Expected Reading Level (on grade level)
Kindergarten	A-C	A-B	B	C
1 <sup>st</sup> Grade	D-I	D/E	F/G	I
2 <sup>nd</sup> Grade	J-L	J	K	L
3 <sup>rd</sup> Grade	M-O	M	N	O
4 <sup>th</sup> Grade	P-R	P	Q	R
5 <sup>th</sup> Grade	S-U	S	T	U
6 <sup>th</sup> Grade	V-X	V	W	X

What does that chart mean?

What level meets the standards?

- Kindergarten report cards are in January and June (not November, March, and June) so we need to translate...
- In January, students who are in level B red dot books are meeting kindergarten standards.
- In June, students who are in level C 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!