

**LEVELS A/B****Your child can:**

- Maintain language pattern of predictable, repetitive text
- Use the pictures as a way to gather more information about the story or text
- Begin reading at the correct place on a page
- Continue reading at the end of the sentence by returning to the text at the beginning of the next line of print
- Match spoken words with printed words with one-to-one matching
- Find one or two known words on a page

**Sample Titles at this Level**

1,2,3 in the Box (Tarlow)  
 A Birthday Cake (Cowley)  
 Cat on the Mat (Wildsmith)  
 Flowers Have Colors  
 (Cherrington)  
 Growing Colors (McMillan)  
 How Many Fish? (Gosset)  
 I Can Write (Williams)  
 I See Fish (Curry)  
 In the Woods (Gibson)  
 Jungle Walk (Tafari)  
 Kittens (Curry)  
 Mommy, Where Are You?  
 (Ziefert)  
 My Book (Maris)  
 My Garden (Ostrow)  
 Nikki's Walk (Tanner)  
 The Circus (Carle)  
 The Gift (Prater)  
 We Play Together (Blevins)

**Levels C/D****Your child can:**

- Monitor for meaning, checking to see if the story or text makes sense, especially if there is a change in the language pattern
- Use the pictures as a way to gather more information about the story or text
- Use full range of punctuation marks to improve comprehension
- Prepare to sound out words by "getting the mouth ready" for beginning sounds
- Begin reading at the correct place on a page
- Continue reading at the end of the sentence by returning to the text at the beginning of the next line of print
- Find one or two known words on a page

**Sample Titles at this Level**

A Cat's Day (Twig)  
 All Fall Down (Wildsmith)  
 Biscuit Visits the Big City  
 (Capucilli)  
 Brown Bear, Brown Bear (Martin)  
 Footprints in the Snow  
 (Benjamin)  
 I Went Walking (Williams)  
 Kites (Ling)  
 Little Sister (Mitchell)  
 Mud (Lewison)  
 Rain (Kalan)  
 Rainbow of My Own (Freeman)  
 Shoes (Winthrop)  
 Sleepy Dog (Ziefert)  
 Then and Now (Berger)  
 Wake up! Wake up! (Wildsmith)  
 What Time Is It? (Moriarty)  
 What's for Lunch? (Carle)  
 Where's Al? (Barton)

**LEVELS D/E**



**Your child can:**

- Read longer and more complex sentences
- Use phonics skills to sound out whole words
- Begin to rely more on the information gathered from print than on pictures
- included in the story/text
- Use sight words to help figure out unknown words (look-book)
- Use familiar words to help figure out unknown words (cat-catch)
- Reread and self-correct consistently
- Read with some fluency (reading sounds smoother, less “choppy”)
- Monitor for meaning, checking to see if the story or text makes sense

**Sample Titles at this Level**



- Bears in the Night (Berenstain)
- Beautiful Bugs (Fleming)
- Blue Bug Goes to School (Twig)
- Five Little Monkeys Jumping on the Bed (Christelow)
- Foot Book (Eastman)
- Footprints in the Snow (Benjamin)
- Fur (Mark)
- Go, Dog, Go (Eastman)
- Henry’s Busy Day (Campbell)
- It Looked Like Spilt Milk (Shaw)
- Mrs. Wishy Washy (Cowley)
- Mud (Lewison)
- My Doll (Yukish)
- Shoes (Winthrop)
- Sleepy Dog (Ziefert)
- Taking Care of Rosie (Salem)
- Wake up! Wake up! (Wildsmith)
- What Time Is It? (Moriarty)

**Levels E/F**



**Your child can:**





- Read longer and more complex sentences
- Use phonics skills to sound out whole words
- Begin to rely more on the information gathered from print than on pictures included in the story/text
- Use sight words to help figure out unknown words (look-book)
- Use familiar words to help figure out unknown words (cat-catch)
- Reread and self-correct consistently
- Read with some fluency (reading sounds smoother, less “choppy”)
- Monitor for meaning, checking to see if the story or text makes sense

**Sample Titles at this Level**



- Bears in the Night (Berenstain)
- Beautiful Bugs (Fleming)
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- Mud (Lewison)
- My Doll (Yukish)
- Shoes (Winthrop)
- Sleepy Dog (Ziefert)
- Taking Care of Rosie (Salem)
- Wake up! Wake up! (Wildsmith)
- What Time Is It? (Moriarty)

<p><b>LEVELS F/G</b> </p> <p><b>Your child can:</b></p> <ul style="list-style-type: none"> <li>• Begin to rely more on print to gather information than illustrations or pictures</li> <li>• Follow a single character and/or story line throughout a book</li> <li>• Read fluently (smoothly, with few “stops and starts”)</li> <li>• Reread and self-correct consistently</li> <li>• Use different strategies to figure out words and phrases (sound-by-sound, familiar words to unlock unfamiliar words, increasingly different “chunks” of words)</li> <li>• Check to see if the word makes sense, sounds right in the sentence, and looks/ sounds right when spoken aloud (letters/sounds match)</li> </ul> <p>NCDPI/K-3 Literacy 2015</p>	<p><b>Sample Titles at this Level</b> </p> <p>Amy Loves the Snow (Hoban)</p> <p>Are You There, Bear? (Maris)</p> <p>Biscuit (Capucilli)</p> <p>Biscuit Finds a Friend (Capucilli)</p> <p>Cookie’s Week (Ward)</p> <p>Does a Kangaroo Have a Mother, Too? (Carle)</p> <p>Each Pear, Each Plum (Ahlberg)</p> <p>Just for You (Mayer)</p> <p>More Spaghetti, I Say (Gelman)</p> <p>Not Me, Said the Monkey (West)</p> <p>Rosie’s Walk (Hutchins)</p> <p>SHHH (Henkes)</p> <p>Shoveling Snow (Cummings)</p> <p>Spot’s First Walk (Hill)</p> <p>The Carrot Seed (Krauss)</p> <p>The Teeny, Tiny Woman (O’Connor)</p> <p>Tiger is a Scaredy Cat (Phillips)</p> <p>Titch (Hutchins)</p> <p>What Time Is It? (Moriarty)</p> <p>NCDPI/K-3 Literacy 2015</p>	<p><b>Levels G/H</b> </p> <p><b>Your child can:</b></p> <ul style="list-style-type: none"> <li>• Use phonics skills to read more complex words</li> <li>• Use familiar words to help figure out unknown words</li> <li>• Follow and remember a series of events over a longer text in order to understand the ending of a story</li> <li>• Connect personal experiences to help understand characters and events in a story</li> <li>• Connect words that mean the same (or almost the same) to help understand the story/text (mad-angry)</li> <li>• Read dialogue with phrasing and expression</li> <li>• Summarize a longer story with a variety of events</li> <li>• Read longer stories/text more fluently (smoothly)</li> </ul> <p>NCDPI/K-3 Literacy 2015</p>	<p><b>Sample Titles at this Level</b> </p> <p>Amy Loves the Snow (Hoban)</p> <p>Are You There, Bear? (Maris)</p> <p>Biscuit (Capucilli)</p> <p>Biscuit Finds a Friend (Capucilli)</p> <p>Cookie’s Week (Ward)</p> <p>Does a Kangaroo Have a Mother, Too? (Carle)</p> <p>Each Pear, Each Plum (Ahlberg)</p> <p>Just for You (Mayer)</p> <p>More Spaghetti, I Say (Gelman)</p> <p>Not Me, Said the Monkey (West)</p> <p>Rosie’s Walk (Hutchins)</p> <p>SHHH (Henkes)</p> <p>Shoveling Snow (Cummings)</p> <p>Spot’s First Walk (Hill)</p> <p>The Carrot Seed (Krauss)</p> <p>The Teeny, Tiny Woman (O’Connor)</p> <p>Tiger is a Scaredy Cat (Phillips)</p> <p>Titch (Hutchins)</p> <p>NCDPI/K-3 Literacy 2015</p>
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<p><b>LEVELS H/I</b> </p> <p><b>Your child can:</b></p> <ul style="list-style-type: none"> <li>• Reread and self-correct mistakes consistently</li> <li>• Rely more on print for information rather than pictures/illustrations</li> <li>• Use strategies to understand unfamiliar vocabulary</li> <li>• Read longer passages or stories fluently (smoothly, with appropriate phrasing and expression)</li> <li>• Check to see if the word makes sense, sounds right in the sentence, and looks/sounds right when spoken aloud (letters/sounds match)</li> <li>• Use different strategies to figure out words and phrases (familiar words to unlock unfamiliar words, “chunks” of words, syllable patterns)</li> </ul> <p>NCDPI/K-3 Literacy 2015</p>	<p><b>Sample Titles at this Level</b> </p> <p>Are You My Mother (Eastman)</p> <p>Because a Little Bug Went Ka-choo (Stone)</p> <p>Big Dog, Little Dog (Eastman)</p> <p>Charlie Needs a Cloak (DePaola)</p> <p>Danny and the Dinosaur (Hoff)</p> <p>Father Bear Comes Home (Minarik)</p> <p>George Shrinks (Joyce)</p> <p>Goodnight Moon (Brown)</p> <p>Grizzwold (Hoff)</p> <p>Hattie and the Fox (Fox)</p> <p>Morris the Moose (Wiseman)</p> <p>Mrs. Brice’s Mice (Fox)</p> <p>Old Hat, New Hat (Berenstain)</p> <p>Ten, Nine, Eight (Bang)</p> <p>The Big Hungry Bear (Wood)</p> <p>The Very Busy Spider (Carle)</p> <p>We are Best Friends (Aliki)</p> <p><i>Most Titles in the Little Critters Series (Mayer)</i></p> <p>NCDPI/K-3 Literacy 2015</p>	<p><b>Levels J/K</b> </p> <p><b>Your child can:</b></p> <ul style="list-style-type: none"> <li>• Use phonics skills to read more complex words</li> <li>• Use familiar words to help figure out unknown words</li> <li>• Follow and remember a series of events over a longer text in order to understand the ending of a story</li> <li>• Connect personal experiences to help understand characters and events in a story</li> <li>• Connect words that mean the same (or almost the same) to help understand the story/text (mad-angry)</li> <li>• Read dialogue with phrasing and expression</li> <li>• Summarize a longer story with a variety of events</li> <li>• Read longer stories/text more fluently (smoothly)</li> </ul> <p>NCDPI/K-3 Literacy 2015</p>	<p><b>Sample Titles at this Level</b> </p> <p>Arthur the Moose Series (Hoban)</p> <p>Blackboard Bear (Alexander)</p> <p>Bony-Legs (Cole)</p> <p>Cat in the Hat, Green Eggs, Hop on Pop (Seuss)</p> <p>Commander Toad (Yolen)</p> <p>Farmer Boy Birthday, A (Wilder)</p> <p>Frog and Toad Series (Lobel)</p> <p>Froggy Learns to Swim (London)</p> <p>Harry Hates Shopping! (Armitage)</p> <p>Home in the Sky (Backer)</p> <p>Hooray for the Golly Sisters! (Byars)</p> <p>Jamaica Series (Havill)</p> <p>Little Bear Series (Minarik)</p> <p>Mitchell is Moving (Cole)</p> <p>Nate the Great Series (Sharmat)</p> <p>Poppleton, Henry and Mudge Series (Rylant)</p> <p>There’s Something in My Attic (Mayer)</p> <p>NCDPI/K-3 Literacy 2015</p>
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<p><b>LEVELS L/M</b> </p> <p><b>Your child can:</b></p> <ul style="list-style-type: none"> <li>• Read stories/text that include a series of events and related chapters, with a variety of story lines and characters</li> <li>• Read words that are specific to a subject or topic, using charts, diagrams, tables and definitions in the text</li> <li>• Use chapter titles to predict upcoming events in a story</li> <li>• Summarize a longer story/ text (orally or in writing)</li> <li>• Connect personal experiences to help understand characters and events in a story</li> <li>• Understand the relationship between the setting and the plot of the story</li> <li>• Notice features of an author’s writing style</li> <li>• Infer the big ideas or central message of a story/text</li> </ul> <p>NCDPI/K-3 Literacy 2015</p>	<p><b>Sample Titles at this Level</b> </p> <p>Amelia Bedelia Series (Parish)</p> <p>Arthur the Aardvark Series (Brown)</p> <p>Cam Jansen Series (Adler)</p> <p>George and Martha Series (Marshall)</p> <p>Horrible Harry Series (Kline)</p> <p>Jenny Archer Series (Conford)</p> <p>Junie B. Jones (Park)</p> <p>Look Who’s Playing First Base (Christopher)</p> <p>Magic Treehouse Series (Osbourne)</p> <p>Most books by Matt Christopher (sports themes)</p> <p>Pinky and Rex Series (Howe)</p> <p>Polk Street School Series (Giff)</p> <p>Russell Series (Hurwitz)</p> <p>The Littles Series (Petersen)</p> <p>Three Smart Pals (Rocklin)</p> <p>NCDPI/K-3 Literacy 2015</p>	<p><b>Levels N/O</b> </p> <p><b>Your child can:</b></p> <ul style="list-style-type: none"> <li>• Understand descriptive and figurative language (describing something by comparing it to something else)</li> <li>• Begin to notice new and interesting words, and add them to speaking or writing vocabulary</li> <li>• Read dialogue with phrasing and expression that reflects understanding of characters and events</li> <li>• Make connections between texts and other texts that have been read or heard</li> <li>• See changes in characters across time and articulate possible reasons for those changes</li> <li>• Change his/her perspective or thoughts about a story as it unfolds</li> <li>• Demonstrate understanding of characters, using evidence to support statements</li> </ul> <p>NCDPI/K-3 Literacy 2015</p>	<p><b>Sample Titles at this Level</b> </p> <p>A to Z Mysteries (Roy)</p> <p>Amber Brown Series (Danziger)</p> <p>Babysitters’ Club Series (Martin)</p> <p>Boxcar Children Series (Warner)</p> <p>Catwings Series (Le Guin)</p> <p>Chocolate Fever (Smith)</p> <p>Class Clown (Hurwitz)</p> <p>The Enormous Crocodile (Dahl)</p> <p>Herbie Jones Series (Kline)</p> <p>Invisible Stanley (Brown)</p> <p>Julian and Huey Series (Cameron)</p> <p>Leftovers, The (Howard)</p> <p>Pony Pal Series (Betancourt)</p> <p>Ramona Series (Cleary)</p> <p>NCDPI/K-3 Literacy 2015</p>
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**LEVELS P/Q**



**Your child can:**

- Read texts with deeper meanings applicable to important human problems and social issues
- Use full range of reader’s tools (table of contents, headings index) to help comprehend text
- Use different strategies to develop deeper understanding of unfamiliar words (prefixes, suffixes, root/base words, wide reading)
- Summarize at different times during the reading of a longer story/text
- Read fluently with appropriate phrasing and expression (orally)
- Support predictions with evidence from the text
- Adjust approaches to reading in order to understand difficult texts and complex formats
- Adjust approaches to reading in order to understand difficult texts and complex formats

**Sample Titles at this Level**



- American Girls Series (Most Titles)
- Anastasia Series (Lowry)
- Best Enemies (Leverich)
- Bunnicula (Howe)
- Encyclopedia Brown Series
- Hardy Boys Series (Dixon)
- If You Lived in the Time of...History series
- James and the Giant Peach (Dahl)
- Little House on the Prairie (Wilder)
- Magic School Bus Series
- The Minpins (Dahl)
- Mr. Popper's Penguins (Atwater)
- Nancy Drew Series (Keene)
- The Not-Just-Anybody Family (Byars)
- Sarah Morton’s Day (Waters)
- Stone Fox (Gardiner)

**Levels R/S**



**Your child can:**

- Read stories/text that include complex plots, numerous events and the passage of time
- Make a wide range of predictions based on personal experiences, content/topic knowledge and knowledge of similar stories/texts
- Make connections between characters in different stories/texts
- Mentally categorize/sort information and update/revise as new information is acquired during reading
- Infer cause and effect in influencing characters’ feeling or motives
- Identify important events and their connection(s) to the problem(s)/solution in a story

**Sample Titles at this Level**



- Because of Winn-Dixie (DiCamillo)
- The Castle in the Attic (Winthrop)
- Cat Walk (Stolz)
- The Celery Stalks at Midnight (Howe)
- Charlotte’s Web (White)
- Devil's Bridge (DeFelice)
- Duncan and Amos Go to the Dogs (Paulsen)
- Hatchet (Paulsen)
- The House of Wings (Byars)
- How To Eat Fried Worms (Rockwell)
- The Island (Paulsen)
- Little House on the Prairie (Wilder)
- Matilda (Dahl)
- Nasty, Stinky Sneakers (Bunting)
- Phoebe The Spy (Griffin)
- Pioneer Girl, The Story of Laura Ingalls Wilder (Anderson)
- Poppy (Avi)
- The Celery Stalks at Midnight (Howe)
- The Cricket in Times Square (Selden)

## LEVELS T>U



### *Your child can:*

- Use the full range of punctuation and readers' tools to improve comprehension
- Read stories/texts with deeper meanings related to important human problems/social issues
- Make a wide range of predictions based on personal experiences, content/topic knowledge and knowledge of similar stories/texts
- Infer the thinking process and struggles of characters at key decision points/places in the story/ text
- Express changes in ideas or perspective during and after reading the story/text
- Notice how writers use regional dialect to add to the authenticity of the text and characters

## Sample Titles at this Level



Abel's Island (Steig)

Bridge to Teribithia (Paterson)

Girl in a Cage (Yolen)

Harriet the Spy (Fitzhugh)

Harry Potter and the Prisoner of Azkaban (Rowling, J. K.)

Harry Potter Sorcerer's Stone (Rowling)

Hobby: The Young Merlin Trilogy (Yolen)

James and the Giant Peach (Dahl)

Julie of the Wolves (George)

Mr. Tucket (Paulsen)

Number the Stars (Lowry)

Pool of Fire, The (Christopher)

Ragweed (Avi)

Soldier's Heart (Paulsen)

Sounder (Armstrong)

The Secret Garden (Burnett)

## PRINT CONCEPTS/ READING BEHAVIORS



### *Your child matches:*

- Upper-case (capital) and lower-case letters

### *Understands:*

- Print contains a message

### *Identifies:*

- Front cover of the book
- Where to begin reading
- Where to continue reading at the end of a sentence
- First part of a sentence
- Last part of a sentence
- A single letter at a time
- Two letters at a time
- First letter
- Last Letter
- One word at a time
- Two words at a time
- A capital letter
- Each word as you read the book aloud (by pointing)

## Sample Titles at this Level



1,2,3 in the Box (Tarlow)

A Birthday Cake (Cowley)

Cat on the Mat (Wildsmith)

Flowers Have Colors (Cherrington)

Growing Colors (McMillan)

How Many Fish? (Gosset)

I Can Write (Williams)

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