

## SELECTING BOOKS for ONE TO ONE TUTORING SESSIONS

### JUST RIGHT BOOKS

When children read books that are *just right* for them, their confidence grows. The ONE TO ONE program recommends that children read with 95 - 98% accuracy.

ONE TO ONE tutoring sessions provide children an opportunity to read fluently with books that are *just right* for them. Fluent readers read smoothly with expression and appropriate pauses. It can be said that fluent reading ‘sounds like talking’.

### RECORDING BOOK LEVELS

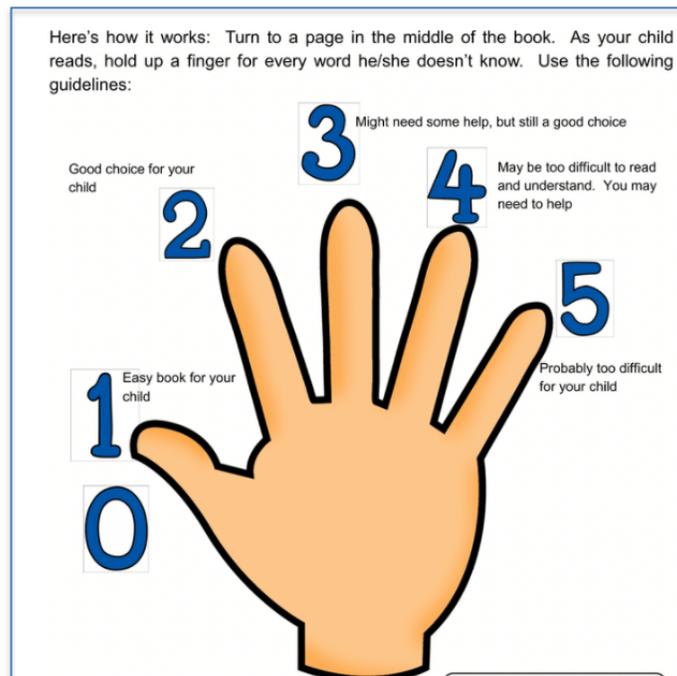
Each child receiving ONE TO ONE support has a duotang binder that tutors use to communicate with each other as most children work with more than one tutor. After each tutoring session tutors record the level of the books the child has read.

Like many of the books the children bring to their tutoring sessions, the books in the ONE TO ONE resource area have levels recorded on the front cover or in the inside cover. Some indicate a number to indicate the book’s reading level while others display letters. The Reading Level section in this handout compares both systems and includes a general reading category with a short description of the criteria for each level.

There will be times when a child selects a book that doesn’t indicate any level. When this happens record the category of the level that the book appears to be in. Most of the children you work with will be using early emergent books or mid emergent books. (See the section General Reading Categories.)

### SELECTING A JUST RIGHT BOOK

A quick way to help the child check how well they can read the book is to use the five finger test.



## READING LEVEL SYSTEMS

There are several leveling systems used by various book companies so it can be a little confusing at times to determine the level of a book. Most of the ONE TO ONE books indicate the PM numbering system i.e. 1, 2, 3.....40. Some may indicate the Guided Reading letter system i.e. A, B .... P.

The following chart compares the PM reading levels with the Guided Reading levels. It includes a brief description of each level.

<b>PM READING LEVELS most commonly used level system.</b>	<b>GUIDED READING LEVELS alternate level system</b>	<b>BRIEF DESCRIPTION</b>
1	A	<b>Emergent Readers</b> , Kindergarten to Grade One
2	B	Kindergarten, Grade One
3 and 4	C	Kindergarten, Grade One
5 and 6	D	<b>Emergent to Early Readers</b> , Kindergarten, Grade One
7 and 8	E	Kindergarten, Grade One
9 and 10	F	<b>Early Readers</b> , Grade One -
11 and 12	G	Grade One
13 and 14	H	Grade One
15 and 16	I	Grade One
17	J	<b>Early to Fluent Readers</b> , Grade One to Two
18	K	Grade Two
19	L	Grade Two
20 -29	M	Grade Two - Three
30 - 33	N	<b>Fluent Readers</b> , Grade Three
34 -37	O	Grade Three
38 - 40	P	Grade Three

## GENERAL READING CATEGORIES

Recording book levels is helpful for the other tutors who work with the same children you work with.

There will be times when a child reads a book that doesn't indicate a level. When this happens use the category of the level that the book appears to be in. Most of the children you work with will be using early emergent books or mid emergent books.

### **EARLY EMERGENT: A – C or levels 1 - 4**

These books are designed for children who are just beginning to grasp the basic concepts of reading. They are beginning to learn sound/symbol relationships. 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

### **EMERGENT: D-J or levels 5 - 17**

These books are for children who have developed an understanding of the alphabet, phonological awareness, and early phonics. They have command of a significant number of high-frequency words.

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

**Note:** This is a broad range in this category. If you are estimating the level of a book that appears to be at this level use these terms: **mid emergent** and **advanced emergent**.

### **EARLY FLUENT: K-P or levels 19 - 25**

At this level reading is more automatic, with more energy devoted to comprehension than word attack. Readers are approaching independence in comprehending text.

- More pages
- Longer sentences
- More text per page
- Richer vocabulary
- Greater variation in sentence pattern
- Less reliance on pictures
- More formal and descriptive language

### **CONSOLIDATING AND EXTENDING FLUENCY: Q + or levels 25 +**

These books are for children who read automatically with expression and proper pauses. The reader will have a good command and use of the various comprehension strategies.

- More text
- Less familiar, more varied topics
- Challenging vocabulary
- More complex sentences
- Varied writing styles
- More description