

# Reading Development Booklist

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**WHAT BOOKS TO CHOOSE,  
AND WHAT SEQUENCE TO  
READ THEM IN**

**For Children from Second Grade through Fifth Grade**

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## *Foreword*

**D**eveloping a love of reading, and the habit of reading independently for pleasure, is one of the greatest gifts you can give your child. For the past 30 years I have designed and taught reading programs for children with the purpose of developing strong reading skills and the lifelong habit of reading for pleasure. I have assembled this Reading Development Booklist so that you and your child can benefit from my experience.

Whether your child is remarkably advanced or substantially behind grade level, there is only one way to ensure a high level of reading skill and a love of reading: practice. If you follow my recommendations in each section of this booklist, your child will get plenty of practice reading independently, and that practice will be in the right books and at the right time.

Alongside independent reading practice, reading aloud plays a vital role in developing a love of books in your child. The warmth and love children experience when they are read to develops in them a strong bond that links them to books forever. Through reading aloud, you will transfer the love your child feels for you into a love of books and learning. For this reason, I encourage you to continue reading aloud, even to a child who is capable of independent reading.

I know from experience with my own family that the Reading Development Booklist will keep your child productively engaged with books, and will provide you and your child with many happy and productive hours immersed in the world of children's literature.

*Paul Copperman*

President, Institute of Reading Development

April 2004

# Introduction: How to Use This Book

**T**his booklist contains a treasure of books to choose from and information to help you guide your child toward a love of reading. Please read the introduction so you know how best to use this wonderful tool.

## **Short-term Goals for Developing Readers**

Developing readers — children from second through fifth grades — have the basic building blocks for independent reading. They need to master the phonics and word-attack skills that help them read words of increasing difficulty, and the comprehension skills that help them understand the meaning of the stories they encounter. They are approaching the time when instruction in “learning to read” will largely come to an end, and they will be expected to spend most of their school time “reading to learn” in many subject areas — history, science, and so forth. They need the confidence to participate fully in school, and to enjoy reading many different types of literature. They need loving support from family, and they need warm, encouraging teachers who help them succeed at learning the many new skills they are expected to master.

More than anything else, they need to read a large number of good books, so that they develop fluency — the smooth, effortless style of reading that enables people to get through the words and find the meaning that books contain. Unless they can get through the words effortlessly and understand and retain the meaning of what they are reading, children are not likely to develop a love of books.

By enrolling your child in a reading enrichment program, you have taken a strong step toward helping your child become a successful beginning reader. We will help your child have a successful year in school next year. We hope you and your child have a wonderful experience in the classroom and at home, working with our teacher, the literature we provide during class, and the workbook and parent guide that are yours to keep.

## **How to Use This Guidebook**

Parents can help their children achieve reading fluency and a love of reading if they know what books their child should read, and when. There are thousands of children’s books available, and various forms of advice offered. We want to simplify the process for you, and make it easy and enjoyable to guide your child toward developing fluency.

This booklist contains a carefully developed sequence of books. Beginning with a list of books containing few words in short phrases or sentences, this booklist provides a series of increasingly challenging lists: a list of Books with Few Words, 3 lists of Easy Readers, 2 lists of Transition to Fluency books, and then 2 lists of Chapter Books. We don't expect any child to read every book on this booklist, but if you know how to use it properly, your child will develop the skills, and the love of reading, that will shape his lifetime perspective on books.

1. You have to know where to start. Your teacher will determine this during the reading program, and will let you know which list is the right one for your child to be reading books from. Generally it's best to start with books that are not a big stretch — there's plenty of time to find challenges.
2. You have to know how to use each list. There is an introduction to every list that explains what kind of book can be found there, and recommends the number of books your child should read from that list before moving on. It's important to stay with each list and have your child complete the recommended number of books, because success and mastery comes with repetition.
3. If your child still enjoys being read to, we encourage you to maintain the regular practice of reading aloud. Many of the books in this compilation are excellent read-aloud books. We suggest you choose read-aloud books from more advanced lists than the one your child is presently working through.

### **Independent Readers and Reading Aloud**

As the parent of a child who is well on the road to fluency, you may be wondering: why read aloud? In fact, reading aloud, which is so enjoyable for parents and children, doesn't have to stop once your child begins to read independently. And it shouldn't stop then! Your reading aloud will help your child continue to enjoy reading at a time when his mastery of fluency can benefit from the confirmation you provide. By reading books at a level just beyond those he can read for himself, you enable your child to enjoy stories he is ready to listen to, but can't yet read.

By reading these books aloud, you give your child an incentive to move towards reading these books herself. Reading aloud should continue while your child is still learning to read, and even beyond that time. By enabling your child to listen to stories at a higher level of literacy than those she can read for herself, you will enhance her understanding of language and literature. Your child will let you know when her primary pleasure in reading is reading on her own. Until she tells you, I'd rather read by myself now, enjoy the special bond that reading aloud creates between you and your child.

**How do I select read-aloud books from this list?**

The most important principle is to pick books of high interest to your child and you. Also, in general your child will benefit most if you read her books from a level that is above the one she is currently working on. You won't want to read aloud the same books to your child that she is currently pursuing as an independent reader, nor will you want to read many books from the level she is currently working on.

If your child is reading books from the first Transition to Fluency level, you can read aloud books from the second Transition to Fluency level, or from the first level of Simple Chapter Books. If your child is reading books from the Simple Chapter Books list, you will probably want to read him books from the Intermediate Chapter Books, with a few exceptions. If there are one or two books at the current level that are of interest, but are too challenging for your child to read, you may want to read these books aloud. After hearing these books read aloud, your child may want to tackle reading them on his own.

## *Level 2 Easy Readers*

Level 2 Easy Readers contain small blocks of text broken up by half-page or quarter-page pictures. Like the pictures in the Level 1 books, these pictures offer clues to what is happening in the story. How are Level 2 Easy Readers more challenging than Level 1 Easy Readers? For one thing, the sentences are longer. Some of the vocabulary words are longer, although almost all the words will still be familiar. There is still a good deal of repetition, but there are more words overall, partly because the pictures are smaller.

### **Starting Level 2 Easy Readers**

When should your son or daughter start Level 2 Easy Readers? Only when they can comfortably and confidently read Level 1 readers. If you start these books and find your child is struggling, you can have him read more books from the Level 1 Easy Readers list.

It is important to avoid the experience of frustration for your child. To help your child achieve success at each level, you may have to hold the line! Kids know that Level 2 is higher than Level 1, and may be ambitious to progress before they are ready. It's up to you to make sure your child consolidates her gains before moving ahead. In this way, her success will be lasting. If your child is struggling with the current level but becomes restless, remember to provide her with a variety of stories. If she needs a bit more of a challenge but is not yet ready for Level 2, she can read some of the Classics from Level 1, which are the most difficult books on that list.

There are some Classics on the Level 2 Easy Readers list as well. As is always true of the Classics, books marked **C** on this list are warm, engaging books that your children will love. We strongly encourage you to select these books, but they shouldn't be the first books you choose, because they have more advanced vocabulary and sentence structure. Read Classics once your child is well under way on the Easy Readers Level 2.

Your child should read 20 to 30 books from the Level 2 Easy Readers list, and be experiencing success with these books, before you consider moving on to the Level 3 Easy Readers.



- *Have your child read 20 to 30 Level 2 Easy Readers*
- *Do not let your child rush ahead to the next level*
- *Encourage re-reading of favorite books at the current level*
- *Ensure that your child reads a variety of books at each level*
- *Offer children's Classics from this booklist for more challenging reading*

I've read this book!

\_\_\_\_\_  
*My Name*

\_\_\_\_\_  
*Month and Year*

**\*C** Ahlberg, Allan and Janet. **The Jolly Postman.**  
*Little Brown & Co., 2001, 32 pages.*

The jolly postman doesn't deliver letters to just anybody. Children will delight in following his route among fairy tale characters, and in reading the letters he delivers to Goldilocks, the Big Bad Wolf, and other notables.

I've read this book!

\_\_\_\_\_  
*My Name*

\_\_\_\_\_  
*Month and Year*

Allard, H. **Miss Nelson is Missing.**

*Illus. by James Marshall. Houghton Mifflin, 1985, 32 pages.*

Detective McSmogg can't find Miss Nelson, and meanwhile the kids in room 207 have a strict substitute teacher named Miss Viola Swamp. The class is definitely behaving better now, but will Miss Nelson ever come back?

I've read this book!

\_\_\_\_\_  
*My Name*

\_\_\_\_\_  
*Month and Year*

Allen, Laura Jean. **Rollo and Tweedy and the Ghost at Dougal Castle.**

*Illus. by the author. HarperTrophy, 1994 (1992), 64 pages.*

A ghost is haunting Dougal Castle, and only detective Tweedy and his assistant Rollo can crack the case. With the help of the Dougal family, Tweedy and Rollo set a trap to catch the ghost.

I've read this book!

\_\_\_\_\_  
*My Name*

\_\_\_\_\_  
*Month and Year*

Baker, Betty. **Little Runner of the Longhouse.**

*Illus. by Arnold Lobel. HarperTrophy, 1989, 63 pages.*

On New Year's Day Little Runner wants to join the older boys, who wear funny masks and go from house to house with a big basket, gathering gifts. Little Runner enjoys pretending to be a big boy, and negotiates with his mother over what he will take as a gift.

I've read this book!

\_\_\_\_\_  
*My Name*

\_\_\_\_\_  
*Month and Year*

**\*C** Barrett, Judy. **Cloudy with a Chance of Meatballs.**

*Illus. by Ron Barrett. Aladdin Library, 1982, 32 pages.*

Welcome to the town of Chewandswallow, where instead of raining cats and dogs, it rains breakfast, lunch, and dinner. Find out what happens to the citizens of Chewandswallow when the weather takes a turn for the worst, and getting their next meal becomes a full time occupation.

I've read this book!

\_\_\_\_\_  
*My Name*

\_\_\_\_\_  
*Month and Year*

**\*C** Bemelmans, Ludwig. **Madeline and the Bad Hat.**

*Illus. by the author. Viking Press, 1957, 54 pages.*

When Madeline refuses to visit him, the neighbor boy Pepe takes it out on some chickens and a cat. Find out how Madeline gets Pepe to turn over a new leaf.

I've read this book!

\_\_\_\_\_ *My Name*

\_\_\_\_\_ *Month and Year*

**\*C** Bemelmans, Ludwig. **Madeline and the Gypsies.**

*Illus. by the author. Viking Press, 1959, 56 pages.*

Madeline and Pepe visit a Gypsy Carnival and become part of the show. How will Miss Clavel find Madeline and Pepe, when the two children are performing in a traveling circus disguised as a lion?

I've read this book!

\_\_\_\_\_ *My Name*

\_\_\_\_\_ *Month and Year*

**\*C** Bemelmans, Ludwig. **Madeline in London.**

*Illus. by the author. Viking Press, 1961, 52 pages.*

Madeline and friends visit Pepe in London, but the horse they bring him as a gift devours his mother's garden! Find out what happens to the horse that eats green apples and roses, and who takes care of Pepe's horse when his mother says the horse must go.

I've read this book!

\_\_\_\_\_ *My Name*

\_\_\_\_\_ *Month and Year*

**\*C** Bemelmans, Ludwig. **Madeline's Rescue.**

*Illus. by the author. Viking Press, 1953, 50 pages.*

When Madeline falls into the river, she is rescued by the dog Genevieve. Madeline and friends adopt the dog, but Genevieve is chased away after she is discovered during a school inspection. Will Madeline find Genevieve again?

I've read this book!

\_\_\_\_\_ *My Name*

\_\_\_\_\_ *Month and Year*

Bonsall, Crosby. **The Case of the Hungry Stranger.**

*Illus. by the author. HarperTrophy, 1992 (1963), 64 pages.*

Meet Private Eye Wizard and his friends Tubby, Skinny, and Snitch. Wizard's detective agency sets out to solve the mystery of who ate Mrs. Meech's blueberry pie. How will they find the hungry stranger?

I've read this book!

\_\_\_\_\_ *My Name*

\_\_\_\_\_ *Month and Year*

Bonsall, Crosby. **The Case of the Cat's Meow.**

*Illus. by the author. HarperTrophy, 1965, 64 pages.*

Wizard and his friends set out to find Snitch's cat Mildred. Where ever has Mildred gone?

I've read this book!

\_\_\_\_\_ *My Name*

\_\_\_\_\_ *Month and Year*

Bonsall, Crosby. **The Case of the Double Cross.**

*Illus. by the author. HarperTrophy, 1980, 64 pages.*

Marigold wants to be in the boys' private eye club. Will she be able to devise a mystery that the boys can't solve without her?