

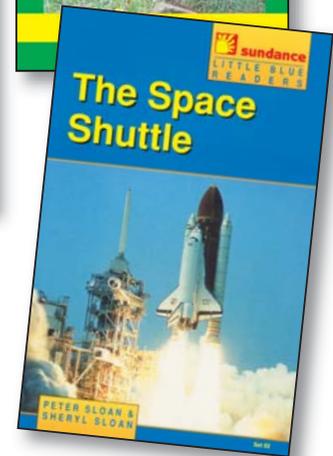
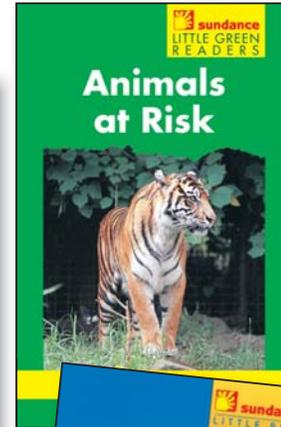
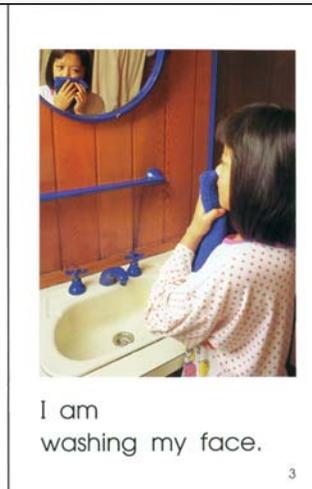
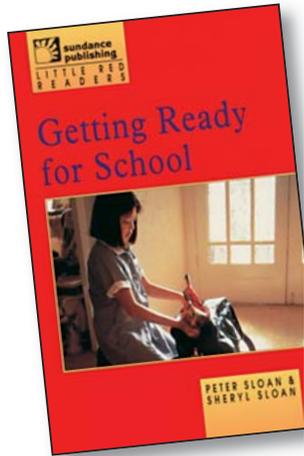


CERTIFIED RESEARCH
REPORT

Little Readers



Documentation and Support for Little Readers



Captivate young readers with a rich variety of fiction and nonfiction titles leveled “just right” for independent reading practice.

Little Readers support emergent readers as they begin their journey to independent reading. Word by word, book by book, students build confidence as they read with graduated levels that become progressively more challenging as students move through each series. All content is built around the common experiences of young children to keep them engaged and excited to read as they explore social studies and science. The 168 Little Readers are organized into red, blue, and green leveled-reading sets to help you find the books that are just right for your students. Includes a Teacher Idea Book.

Little Readers:

- Capture their interest with a combination of illustrated storybooks and factual, informative texts and photo-essays.
- Help students understand what they’re reading with strong word-picture correlations.
- Support students’ independent reading experience with simple, predictable sentence patterns and language.

LITTLE READERS

	Titles	Guided Reading Level	Reading Recovery [®] Level	Page Count	Word Count	Topics
Little Red Readers	80 fiction/nonfiction titles	A–J	1–20	8–16	29–348	Familiar topics, including Science and Social Studies
Little Green Readers	32 nonfiction titles	A–I	1–17	8–16	22–307	Recycling, Habitats, Energy, Science Careers, Endangered Animals, Pollution
Little Blue Readers	56 nonfiction titles	A–J	1–18	8	28–278	Science, Nature, the Home, and Technology

Research supports the value of predictable texts and language patterns.

“Patterned or predictable books, as their name suggests, are composed of text that is at least semirepetitive or predictable. ... By perusing patterned and predictable books, children learn how to use predictions and picture cues to augment or reinforce the text, even as they develop basic book-handling habits.”

—National Research Council
Committee for the Prevention of Reading Difficulties in Young Children
Preventing Reading Difficulties in Young Children, 1998

“Called ‘little books,’ these 8-, 12-, or 16-page paperbound texts were designed to provide for practice by combining control (of vocabulary or spelling patterns) with predictable language patterns—the latter an attempt to ensure interest and to include literary traits. ... The oral sharing of the text (reading aloud in an engaging, well-paced way) seemed to particularly support the child’s reading that followed. ... The Fountas/Pinnell system offers the advantage of considering a broader array of text features such as the overall length of the text, the number of words per page, and the size of the print.”

—James V. Hoffman, Nancy L. Roser, Rachel Salas, Elizabeth Patterson, & Julie Pennington
Text Leveling and Little Books in First-Grade Reading
Center for the Improvement of Early Reading Education (CIERA), 2000

Research supports the value of exposing students to both fiction and nonfiction topics.

“Primary classrooms too often neglect nonfiction, but it deserves attention long before content area teachers in intermediate classrooms begin to require reports supported by three references. Children benefit from knowing how to find their way in nonfiction books and discovering what they have to offer. ... Children need a formal introduction to nonfiction as a distinct genre to make it more ‘user friendly.’”

—Christine Duthie
True Stories: Nonfiction Literacy in the Primary Classroom, 1996

“Informational literacy is central to success, and even survival, in advanced schooling, the workplace, and the community.”

—Nell K. Duke
3.6 Minutes Per Day: The Scarcity of Informational Texts in First Grade
Reading Research Quarterly, 2000

Phonics

“Phonics instruction is just the first step toward the ultimate goal of fast, accurate word identification and fluent reading. What must occur is that students become so familiar with letter sound relationships that words are identified automatically, that is, with little conscious attention.”

—Richard C. Anderson, Elfrieda H. Hiebert, Judith A. Scott, & Ian A. G. Wilkinson
Becoming a Nation of Readers: The Report of the Commission on Reading
U.S. Department of Education, 1985

Vocabulary

“Children need to be exposed to vocabulary from a wide variety of genres, including informational texts as well as narratives (Leung & Pikulski 1990). Some explanation of vocabulary words prior to listening to a story is related significantly to children’s learning of new words (Elley 1989). Dickinson and Smith (1994), for example, found that asking predictive and analytic questions before and after the readings produced positive effects on vocabulary and comprehension.”

—International Reading Association (IRA) & National Association for the Education of Young Children (NAEYC)
Learning to Read and Write: Developmentally Appropriate Practices for Young Children
Young Children, 1998

Fluency

“Repeated reading provides students with the necessary practice to build fluency, acquire new information, and maintain established information.”

—Lawrence J. O’Shea, Paul T. Sindelar, & Dianne J. O’Shea
The Effects of Repeated Reading and Attentional Cues on Reading Fluency and Comprehension
Journal of Reading Behavior, 1985

“More generally, repeated reading of text is found to produce marked improvement in word recognition, fluency, and comprehension.”

—Marilyn J. Adams
Beginning to Read: Thinking and Learning About Print, 1990



Balanced Literacy and Research-based Practices

“Schools can help all children become independent readers and writers through a balanced literacy program. The components of a balanced literacy program include reading aloud, shared reading, guided reading, independent reading, modeled/shared writing, interactive writing, and independent writing.”

—Debra Johnson
Balanced Reading Instruction: Review of Literature, North Central Regional Educational Laboratory (NCREL), 1999

References

Adams, M. J. (1990). Beginning to Read: Thinking and Learning About Print. Cambridge, MA: MIT Press.

Anderson, R. C., Heibert, E. H., Scott, J. A., & Wilkinson, I. A. G. (Eds.), (1985). Becoming a Nation of Readers: The Report of the Commission on Reading. Washington, DC: U.S. Department of Education.

Duke, N. K. (2000). 3.6 Minutes Per Day: The Scarcity of Informational Texts in First Grade. Reading Research Quarterly, 35(2), 202–24.

Duthie, C. (1996). True Stories: Nonfiction Literacy in the Primary Classroom. York, ME: Stenhouse Publishers.

Hoffman, J. V., Roser, N. L., Salas, R., Patterson, E., & Pennington, J. (2000, March). Text Leveling and Little Books in First-Grade Reading, CIERA Report #1-010. Ann Arbor, MI: Center for the Improvement of Early Reading Education.

International Reading Association (IRA) & National Association for the Education of Young Children (NAEYC). (1998, July). Learning to Read and Write: Developmentally Appropriate Practices for Young Children. Young Children, 53(4), 30–46.

Johnson, D. (1999). Balanced Reading Instruction: Review of Literature. North Central Regional Educational Laboratory (NCREL).

National Research Council, Committee on the Prevention of Reading Difficulties in Young Children, Commission on Behavioral and Social Sciences and Education (1998). In Snow, C. E., Burns, M. S., & Griffin, P. (Eds.), Preventing Reading Difficulties in Young Children. Washington, DC: National Academy Press.

O'Shea, L. J., Sindelar, P. T., & O'Shea, D. J. (1985). The Effects of Repeated Readings and Attentional Cues on Reading Fluency and Comprehension. The Journal of Reading Behavior, 17(2), 129–42.