

READING BOOK LIST 1

SET 1 PRE-PRIMER-PRIMER

Where's Jake?, Mary Packard
Fast Draw Freddie, Bobbie Hamsa
Dirty Larry, Bobbie Hamsa
Hot Rod Harry, Catherine Petrie
Oh No! Otis, Julie E. Frankel
Paul the Pitcher, Paul Sharp
Katie Did It, Becky Bring McDaniel
Too Many Balloons, Catherine Matthias

(ALTERNATIVE TITLES)

(***Wait Skates***, Mildred D. Johnson)
(***Eat Your Peas Loise***, Pegeen Snow)
(***Addition Annie***, David Gisler)
(***A Pet for Pat***, Pegeen Snow)

SET 2 PRIMER – GRADE 1

Katie Can, Becky Bring McDaniel
The Three Little Bears, Patricia, McKissack
Country Mouse/City Mouse, Patricia, McKissack
Three Billy Goats Gruff, Patricia McKissack

The Ant and the Dove, Mary Lewis Wang
The Frog Prince, Mary Lewis Wang

(ALTERNATIVE TITLES)

(***Messy Bessy***, Patricia McKissack)
(***Messy Bessy's Closet***, Patricia McKissack)
(***Katie Couldn't***, Becky Bring McDaniel)
(***Jashua James Likes Trucks***, Catherin Petrie)
(***I Am an Explorer***, Amy Moses)

SET 3 GRADES 1.5 -2.5

Horses, Allan Fowler
What If Everybody Did That? Ellen Javernick
How Two-Feather Was Saved from Loneliness, C. J. Taylor
Uncle Nacho's Hat, Harriet Rohmer
What Is Martin Luther King, Jr., Day?, Margot Parker

(ALTERNATIVE TITLES)

(***Hill of Fire***, Thomas P. Lewis (1.6))
(***Wagon Wheels***, Barbara Brenner (1.6))
(***Daniel's Duck***, Juan Sandin (1.6))
(***Whales***, Joyce Milton (1.8))
(***Balto***, Natalie Standiford (2.0))

SET 4 GRADES 2.5 -4.0

Bears, Mark Rosenthal
Dangerous Fish, Ray Broekel
The Navajos, Alice Osinski
Martin Luther King, Jr., Carol Greene
Magic Johnson, Richard Levin

(ALTERNATIVE TITLES)

(***Deborah Sampson Goes to War***, Bryna Stevens (2.4))
(***Barry, the Brave St. Bernard***, Lynn Hall (2.8))
(***Jackie Robinson***, Jim O'Conner (3.0))
(***Helen Keller***, Stewart and Polly Ann Graff (3.2))
(***Stone Fox***, John Reynolds Gardiner (3.5))

READING BOOK LIST 2

SET 1(READING LEVELS 1.5-1.9)

Hill of Fire, Thomas P. Lewis

In a Dark, Dark Room, Alvin Schwartz

Wagon Wheels, Barbara Brenner

Wiley and the Hairy Man, Molly Garrett Bang

Daniel's Duck, Clyde Robert Biella

Whales – The Gentle Giants, Joyce Milton

SET 2(READING LEVELS 2.0-2.9)

The Long Way to a New Land, Jean Sandin

The White Stallion, Elizabeth Shub

Buttons for General Washington, Peter and, Connie Roop, Peter E. Hanson

The Titanic, Judy Donnelly

The Drinking Gourd, Jeanette Winter

SET 3(READING LEVELS 2.7-3.0)

The Bad Thing about Father, F.N. Monjo

Moonwalk, Judy Donnelly, Dennis Davidson

Meet Christopher Columbus, James T. de Kay

Jackie Robinson, Jim O'Conner

Helen Keller, Stewart and Polly Anne Graff

SET 4(READING LEVELS 3.0-3.5)

Squanto, Friend of the Pilgrims, Clyde Robert Bulla

Five True Dog Stories, Margaret Davidson

The Littles, John Peterson

The Minstrel in the Tower, Gloria Skurzynski

SET 5(READING LEVEL 3.5-4.0)

Stone FOX, John Reynolds Gardiner

How to Eat Fried Worms, Thomas Rockwell

Risking It All, Melissa Stone

Parent and Teacher Comments about the Reading Program *Learning to Read with Real Books* (The Reading Fluency Program).

. . . . I can honestly say that as a principal of 17 years and as a former reading specialist, I have never before seen such positive results with so many children who have had severe reading problems. I participate in the program by having the children read their books to me when a book is completed. It is an absolute joy to listen to them read with fluency and understanding. One of the most important aspects of the program is the tremendous growth in self -esteem that these children exhibit. They suddenly feel competent, motivated and excited about reading. Children stop me on the playground to tell me how many books they've read and ask when can they come and read another one to me. Parents are equally enthused. They have written letters and have attended meetings to give testimonials regarding the program. This past spring we held an evening parent meeting to provide training and to encourage parents to take on the job of tutoring their children at home. . . . Next year, we plan to expand the program to focus on the specific needs of the bilingual students which will be a collaborative effort involving the continuation high school, the . . . County Youth Project, the . . . Bilingual Education Program, local business and community agencies. I cannot say enough good things about this program. . . .

M.B., School Principal

I would like to strongly voice my support of the Reading Fluency Program. As an educator with 20 years in the classroom I have seen a great many programs touted as being the end-all for helping children to learn to read that fail. The Reading Fluency Program works and is highly effective. Three of my Chapter I students, who fell below the 35th national percentile on a nationally normed test, took part in the program this year, 1991-1992. They were serviced on a 30 minutes every other day program for six months and the results from the results from the CTBS Testing tell the story:

	Spring 91	Spring 92	Growth
Monica	2.7	4.2 years	1.5 years
Humberto	2.9	4.1 years	1.2 years
Jenny	2.5	4.9 years	2.4 years

I cannot recommend the program strongly enough, and I look forward to its continued help with students in the future. Another very important component of this program is the positive effect on each child's self-image. The cycle of *poor reader, poor self-image*, is reversed and the cycle becomes positive and upward. Three students had such a marked change in their attitude towards reading and school in general that other teachers and parents noticed their positive, new self-image.

PT, 4th and 5th Grade Teacher

I am writing to express my enthusiasm for the Fluency Reading Program implemented by the talented resource in the my son's elementary school.

My son, a second grade student, has all the earmarks of a child who was headed for real difficulty in reading. He consistently reverses *b* and *d*, he has great difficulty in memorizing isolated bits of information, and he has to work very hard to remain focused on a task to completion. He would far rather be climbing a tree, or fixing his bike than reading. We saw him headed in the same direction as his father, who did not read at all until the end of fourth grade, worrying his own parents endlessly. The resource specialist placed him in the Fluency Reading Program in the middle of first grade. He is now reading close to grade level. His father and I are very pleased and relieved. We cannot thank the resource specialist enough, both for the skills our son has gained and for the confidence he has gained.

When I became a principal I invited the resource specialist to come and speak to my staff about the program. His enthusiasm and the records of student growth that he showed them convinced them to give the program a try at our school. The results for the first few students that we piloted the program with were so encouraging that our teachers in grades 2 through 5 were willing to give up their classroom aides to implement the program more widely. Our program now serves 55 students in grades 1 through 5, about 20% of our population. Staff and parents alike continue to be extremely positive about the results of the program.

NT, Elementary School Principal

There are some elementary school students (in the school where I serve as resource specialist) who qualify for Chapter 1 funding and some identified as having learning handicapped conditions. All these students receive mainstreamed core curriculum instruction but have been getting supplementary reading skill instruction through the Reading Fluency Program (co-authored by the resource specialist giving the instruction). The rise in self esteem of each of these students of exceptional needs has been readily apparent. Scores from CTBS testing this past spring show gains in reading skill acquisition in all of the Reading Fluency students. One student showed a gain of four grade levels in reading comprehension. All the students have acquired a renewed interest in reading. Many who were feeling frustrated; in the traditional phonetic approach to decoding unfamiliar words became adept at sight recognition of whole parts of reading, i.e. phrases, sentences, and paragraphs.

The training and guidance I received from the resource specialist to implement the Reading Fluency Program I feel has been my most valuable teaching tool. I have even successfully adapted the technique to tutor adults in my private teaching service. I highly recommend continued support for his leadership in conducting the innovative and successful Reading Fluency Program.

MD, Resource Specialist

The schools, teachers, and my husband and I had explored many avenues trying to help him learn to read - two years of a special reading program, being retained, rewards, hours of reading to him, private consulting, and counseling. But still his progress was minimal.... He tried very hard...but just could not grasp reading.... During the middle of 4th grade we consented to try a different approach.... At that point in time we felt we had nothing to lose as his progress had been minimal and we felt his self-esteem was becoming an issue.... Not only has he made tremendous gains reading, his self-confidence has developed greatly. We cannot recommend this program highly enough!

B.K. Parent

Through the years as I have worked in education as a teacher's aide, we have tried many reading programs.... This program is one of the most exciting experiences of all.... The books are interesting and varied. There was such joy for them and for me when they discovered "Hey I can read!"

I.M. Teacher's Aide

Before we knew what Jerry's problem was, he used to hate going to school.... His grades were way below average.... He wouldn't get along with anyone.... He felt negative about everything, even about himself. Then we found out he had a reading problem. Once he started in your program we could see his reading skills picking up, his self-confidence and grades improved. He plays with other children now. This program does a lot more than just helping children learn to read.

Mrs.Y. Parent