

New Jersey State Standards in Reading (Kindergarten) and 100 Book Challenge®

Concepts about Print

Distinguish letters from words.

One-Yellow and Two-Yellow*: The first two levels of books in the 100 Book Challenge leveling system (One-Yellow and Two-Yellow) help teach students this skill.

Recognize that words are separated by spaces.

Follow words left to right and from top to bottom.

Two-Yellow: The second level of 100 Book Challenge books (Two-Yellow) are chosen specifically to help teach students these skills.

Recognize that print represents spoken language.

Demonstrate understanding of the function of a book and its parts, including front and back and title page.

100 Book Challenge students practice these skills every day as they choose and read all types of books.

Phonological Awareness (includes phonemic awareness)

Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).

One-Green (and up)

100 Book Challenge students practice and learn these skills in the third level of books (One-Green) and higher.

Learn many, though not all, one-to-one letter-sound correspondences.

100 Book Challenge students practice and learn one-to-one letter-sound correspondences and apply them in real books from the very beginning.

* Levels (e.g., One-Yellow, Two-Green) refer to book levels in the 100 Book Challenge color-coded book-leveling system.

Decoding and Word Recognition

Recognize some words by sight.

100 Book Challenge Skills Cards show students, teachers, and parents the specific sight words most important to learn at each beginning reading level (e.g., One-Green: first 50 sight words). Students are provided with many opportunities to encounter these words in comprehensible, enjoyable texts.

Fluency

Practice reading behaviors such as retelling, reenacting, or dramatizing stories.

100 Book Challenge students practice “pretend” reading and real reading every day in books they choose and love.

Reading Strategies (before, during, and after reading)

Think ahead and make simple predictions about text.

Teachers model and engage students in predictions as part of mini-lessons and one-on-one student conferences during 100 Book Challenge Reading Workshops.

Use picture clues to aid understanding of story content.

Students practice and make meaningful use of this skill from the very beginning of 100 Book Challenge.

Relate personal experiences to story characters’ experiences, language, customs, and cultures with assistance from teacher.

Teachers model and engage students in personal connections to text as part of mini-lessons and one-on-one student conferences during 100 Book Challenge Reading Workshops.

“Read” familiar texts from memory, not necessarily verbatim from the print alone.

100 Book Challenge students practice “reading” familiar texts early on—from the second level of books (Two-Yellow).

Vocabulary and Concept Development

Continue to develop a vocabulary through meaningful, concrete experiences.

100 Book Challenge provides students with vastly increased experiences with print that result in accelerated vocabulary growth.

Comprehension Skills and Response to Text

Identify favorite books and stories.

100 Book Challenge provides students with vastly increased exposure to books resulting in students' development of individual tastes in books and stories.

Make predictions based on illustrations or portions of stories.

Teachers model and engage students in predictions as part of mini-lessons and one-on-one student conferences during 100 Book Challenge Reading Workshops.

Inquiry and Research

Choose books related to topics of interest.

100 Book Challenge provides students with vastly increased exposure to books on all kinds of topics resulting in students' ability to identify and select books related to their own topics of interest.