HANDPRINTS PROGRAM OVERVIEW
Grades K–1

Fits RTI Tiers 🌟🌟🌟

A Comprehensive Leveled Library for Early Readers

READING RECOVERY® LEVELED

King’s Job
By Ann Sherman - Illustrated by Tallyn Mac-Wyse

Hungry Turtle
By Ann Sherman - Illustrated by Tallyn Mac-Wyse

I Did It!
By Ann Sherman - Illustrated by Tallyn Mac-Wyse

Cat’s Dream
By Ann Sherman - Illustrated by Ane Kennedy
**What is Handprints?**

*Handprints* is a collection of storybooks, workbooks, and teacher’s guides designed to help young children in grades K–1 develop early literacy skills. The storybooks give children practice reading connected text and the workbooks prepare them for unlocking unfamiliar words that they will encounter when reading the stories. Stories reflect the real world students live in and give delightful renditions of family and friends.

**Handprints Storybooks**

The *Handprints* storybooks have been officially leveled for Reading Recovery®. Each storybook also includes a suggested Guided Reading level to help match students with appropriate text.

The storybooks are grouped according to different stages of developing literacy. Students feel a sense of accomplishment even at the emergent level. *Handprints* storybooks have been tested in classrooms.

**All Storybooks Feature**

- 16 pages and 8½" x 5½" trim size
- Sentence structure, word choice, and picture cues encourage strategic reading
- Attractive black-and-white illustrations and enjoyable story lines for early readers
- High-frequency words are used repeatedly to build a strong sight vocabulary
- Gradual progression from natural language to book language

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The **National Reading Panel**, in its report, “Put Reading First,” set forth five principles of early reading instruction. *Handprints* addresses many of these essential skills to provide a comprehensive and balanced approach to early reading.

**Phonemic Awareness**—The ability to notice, think about, and work with individual sounds in spoken words. *Handprints* helps emergent readers develop phonemic awareness through exercises such as identifying rhyming words and segmenting beginning and ending sounds.

**Phonics** instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.¹ *Handprints* workbooks feature a carefully sequenced, explicit approach to phonics, while providing authentic reading experience through the storybooks. Students match sounds to symbols, working with onsets and rimes, and manipulating phonemes to create new words.

**Fluency** is the ability to read text accurately, quickly, and with expression,…bridging the gap between word recognition and comprehension.¹ The repeated structured and monitored oral reading of *Handprints* storybooks improves reading fluency and overall reading achievement.

**Vocabulary** is important to beginning readers because they use the words they have heard to make sense of the words they see in print.¹ *Handprints* storybooks and workbooks incorporate discussion and direct instruction to expand students’ oral and reading vocabulary.

**Comprehension** strategies are conscious plans that good readers use to make sense of text.¹ *Handprints* Teacher’s Guides support teachers as they guide students to become strategic and accurate users of meaning, language, and print cues to construct meaning.

How do I fit Handprints into my curriculum?

The Handprints series can easily be integrated into any existing reading curriculum. The storybooks can be used on their own for extra reading practice—students can read them in guided reading groups or individually. Storybooks can also be used in Reading Recovery® lessons. The Handprints workbooks build basic reading skills, from letter formation to phonetic instruction to sight word reinforcement, and they prepare students to decode the words they will encounter in more challenging texts.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>An extensive leveled library of 120 storybooks ranges from Reading Recovery® level 1 through 18.</td>
<td>Teachers will have an array of resources to differentiate instruction, while students can read at their instructional level.</td>
</tr>
<tr>
<td>Print size, word spacing and sentence positioning adapted according to level.</td>
<td>Letterforms will be familiar to many students. Word spacing will assist students in word discrimination and phrasing.</td>
</tr>
<tr>
<td>Attractive black-and-white illustrations closely match text at first, but later provide less support.</td>
<td>Students will connect with lively illustrations, while picture-text matching promotes reading comprehension.</td>
</tr>
<tr>
<td>Stories feature diverse, contemporary, and often humorous themes, as well as characters that reappear throughout the series.</td>
<td>Art and content engage students and draw them into the stories. Students will naturally want to reread stories, thus building fluency.</td>
</tr>
<tr>
<td>Storybook teacher guides provide before-during-after activities, writing suggestions, and support in developing active processing.</td>
<td>Resources will facilitate teacher preparation time.</td>
</tr>
<tr>
<td>High-frequency words are repeated and expanded across the 4 levels of the program.</td>
<td>Repetition of high-frequency words enables students to build fluency and focus on meaning.</td>
</tr>
</tbody>
</table>

**Leveled Readers Equivalency Chart**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Guided Reading Level</th>
<th>Lexile</th>
<th>Early Intervention</th>
<th>DRA Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>K–1</td>
<td>A B C D E F G H I J K L M N O P Q R S T U V</td>
<td>200–600</td>
<td>200–222</td>
<td>20 24 28 30 34 38 40 40 40 50 50 50</td>
</tr>
<tr>
<td>1</td>
<td>A B C D E F G H I J K L M N O P Q R S T U V</td>
<td>500–700</td>
<td>13–14</td>
<td>10 14 16 18</td>
</tr>
<tr>
<td>1–2</td>
<td>A B C D E F G H I J K L M N O P Q R S T U V</td>
<td>650–850</td>
<td>15–16</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>A B C D E F G H I J K L M N O P Q R S T U V</td>
<td>750–950</td>
<td>17–18</td>
<td>20 24 28 30 34 38 40 40 40 50 50 50</td>
</tr>
</tbody>
</table>

This chart provides an approximate comparison between leveling systems. Teachers are encouraged to evaluate individual titles and adjust levels according to their evaluation.

Guided Reading Level/Reading Recovery® Level: Guided Reading Levels were assigned by EPS Literacy and Intervention based on text characteristics from Fountas and Pinnell, Matching Books to Readers. Reading Recovery® Levels were assigned by Reading Recovery®, a registered trademark of Ohio State University.

The complete Reading Recovery® book list, created by Ohio State University, includes books from numerous publishers since a premise of the program is that children be provided with a wide range of texts. One publisher’s book list alone is not sufficient to implement a Reading Recovery® program. Levels are subject to change as they are periodically tested and reevaluated.
Storybooks A

Text features include:

- Consistent language structure, moving to inconsistent language structure in the last 3 books
- Pages with text contain one or two lines of print to encourage left-to-right movement
- Exaggerated spacing between words to encourage voice—print matching
- Strong picture support

*No official Reading Recovery® Levels assigned.

Students build a strong sight word vocabulary
Humor and illustrations engage young readers

I am a tiger.

I am a leopard.

I am a cat.

Ssss!
Storybooks B

Text features include:

- One to three language patterns repeated in each storybook, with variations used to encourage attention to print
- Illustrations that clearly support the text

### SET 1

<table>
<thead>
<tr>
<th>Storybook</th>
<th>Level</th>
<th>Word Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Traffic Jam</td>
<td>B/2</td>
<td>33</td>
</tr>
<tr>
<td>The Zoo</td>
<td>B/2</td>
<td>32</td>
</tr>
<tr>
<td>I Can Play</td>
<td>B/2</td>
<td>32</td>
</tr>
<tr>
<td>Playground Play</td>
<td>B/2</td>
<td>39</td>
</tr>
<tr>
<td>On Saturday</td>
<td>B/2</td>
<td>44</td>
</tr>
<tr>
<td>My Dad and I</td>
<td>B/2</td>
<td>52</td>
</tr>
<tr>
<td>My Stuffed Animals</td>
<td>C/3</td>
<td>50</td>
</tr>
<tr>
<td>Moms</td>
<td>B/2</td>
<td>34</td>
</tr>
<tr>
<td>What Am I?</td>
<td>B/2</td>
<td>50</td>
</tr>
<tr>
<td>Little Mouse</td>
<td>C/4</td>
<td>59</td>
</tr>
</tbody>
</table>

### SET 2

<table>
<thead>
<tr>
<th>Storybook</th>
<th>Level</th>
<th>Word Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big House, Little Mouse</td>
<td>C/3</td>
<td>37</td>
</tr>
<tr>
<td>Boo!</td>
<td>B/2</td>
<td>41</td>
</tr>
<tr>
<td>A Bike for Russ</td>
<td>C/3</td>
<td>37</td>
</tr>
<tr>
<td>At the Park</td>
<td>C/4</td>
<td>77</td>
</tr>
<tr>
<td>Come Here, Puppy!</td>
<td>C/3</td>
<td>39</td>
</tr>
<tr>
<td>My Big Car</td>
<td>C/4</td>
<td>62</td>
</tr>
<tr>
<td>Scout and the River</td>
<td>C/4</td>
<td>81</td>
</tr>
<tr>
<td>Soccer Sam</td>
<td>C/4</td>
<td>70</td>
</tr>
<tr>
<td>A Hot Day</td>
<td>C/4</td>
<td>86</td>
</tr>
<tr>
<td>Rabbit’s Skating Party</td>
<td>D/5</td>
<td>89</td>
</tr>
</tbody>
</table>

### SET 3

<table>
<thead>
<tr>
<th>Storybook</th>
<th>Level</th>
<th>Word Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>We Can Recycle</td>
<td>C/4</td>
<td>39</td>
</tr>
<tr>
<td>Cat’s Nap</td>
<td>C/4</td>
<td>76</td>
</tr>
<tr>
<td>Jim and the New Truck</td>
<td>C/4</td>
<td>69</td>
</tr>
<tr>
<td>My Five Senses</td>
<td>D/5</td>
<td>53</td>
</tr>
<tr>
<td>My Shadow</td>
<td>D/5</td>
<td>76</td>
</tr>
<tr>
<td>Little Fox</td>
<td>D/5</td>
<td>96</td>
</tr>
<tr>
<td>Where Is Joker?</td>
<td>D/5</td>
<td>110</td>
</tr>
<tr>
<td>You Can Fly</td>
<td>C/4</td>
<td>102</td>
</tr>
<tr>
<td>Looking for Worms</td>
<td>D/5</td>
<td>87</td>
</tr>
<tr>
<td>A Picnic at the Beach</td>
<td>D/5</td>
<td>87</td>
</tr>
</tbody>
</table>

Students must read actively, drawing from all cue sources

Inviting illustrations engage students
We go to the park on Saturday.

“\textit{I am going to kick the ball!}” said Sam.

He ran to the ball.

“\textit{Can you skate?}” said Rabbit.

“Oh, yes,” said Little Mouse.

“I can skate.”
Text features include:

- Stories progressing from repeating natural language patterns to simple stories with a beginning, middle, and end
- Moderate picture support of text
On Friday, Bo climbed up on my sister’s bed.

She shouted, ‘No, Bo! Get down!’

Andy said to Dee, “Here I go! Look at me! I can go in the pool, and you can’t!”

Mom said, ‘Here are your boots, and here are your mittens. Put them on, too.’
**Storybooks D**

**SET 1**
- Sad Monster: E 8 160
- Kickball: F 9 148
- I Did It!: E 8 213
- Life in the City: E 8 184
- At Grandma’s House: E 8 118
- Clean Up Time: F 9 226
- Who Can Fix the Computer?: G 12 178
- The Car Wash: F 9 214
- Hungry Turtle: F 9 173
- That’s Easy: F 10 205

**SET 2**
- Dribble, Dribble, Shoot: G 12 198
- The BMX Winner: F 10 219
- Valentines for Little Fox: G 12 249
- The Birthday Piñata: H 14 238
- My Lizard: G 12 246
- King’s Crossing: G 12 258
- Miss Fuzzy: G 11 219
- Dusty’s Big Day: H 14 290
- Swimming Lessons: F 10 276
- The First Day of School: G 12 262

**SET 3**
- The Piggy Bank: H 13 227
- No Pets: G 11 229
- The Fox Who Cried “Help!”: H 13 345
- Sea Animals: I 15 321
- The Storm: G 12 253
- City Garden: I 15 415
- The Dinosaur Hunter: J 17 482
- Dee Goes Swimming: J 18 403
- The Last Chick: J 18 591
- Dear Grandpa: J 18 539

**Text features include:**
- Sentence structure progressing from a child’s natural language to more sophisticated “book language”
- Illustrations that support text but are not perfectly matched to text

“Who Can Fix the Computer?, Set 1, Level G/12

“I can’t fix computers,” said Grandma.
“I can’t fix computers,” said Carlos.
“I can fix computers,” said Maria.
“I’ll help you.”
Grandma went back to her reading.
Carlos went back to his homework.

“Father Mouse stopped at the pants. BUMP!
“Ow!” said Father Mouse. “That was too close!”

“Now I will push the cart,” he said,
“and you go get a bar of soap.”
“OK,” said Little Mouse.
“I can get a bar of soap. That’s easy.”
Dribble, dribble, shoot.

Pete loved to play basketball.
He played basketball inside.
He played basketball outside.
He couldn’t stop playing basketball.

Two weeks ago, my friend picked up my lizard by the tail, and the tail came off. I was sad.

But I’m not sad any more, because my lizard is growing a new tail now.

The old truck named Dusty was for sale.
New Car and Big Van were for sale, too.
“Here comes a family,” said Dusty.
“I hope they buy me. I love children.”
Handprints Workbooks

The four workbooks in the series are designed to span two years of instruction. The primary purpose of the letter and word work in each workbook is to assist students in using phonetic and other cues in reading texts, particularly the coordinating Handprints storybooks.

**Workbooks A and B**
- Develop visual skills by looking closely at objects, symbols, and letters
- Increase phonological awareness through rhyming, initial sound, and final sound activities
- Learn to form upper- and lowercase letters through prewriting and writing activities
- Learn key words for initial sounds
- Gain exposure to high-frequency words and reading for meaning through sight word exercises and pullout storybooks

**Workbooks C and D**
- Locate sounds in initial, medial, and final positions within words
- Manipulate sounds to make new words
- Learn inflections, simple contractions, and compound words
- Develop more advanced decoding skills
- Do simple and advanced analogies
- Learn prefixes, suffixes, and inflections

Teacher Guides are available **FREE** at epsbooks.com/Handprints.

Letter sounds are learned through picture cues

Strong correlation between the storybooks and the workbooks
Handprints Workbooks

Engaging activities appeal to visual and kinesthetic learners

Sight word practice takes place in context and with picture cues from the storybooks

Students learn word-building and word-analysis skills

Handprints Workbook C

Handprints Workbook D

Handprints Workbook C
**Handprints Audio CD Sets**

The *Handprints* Audio CDs offer auditory support for each book in the series and are well suited for listening centers, independent practice, and take-home use. These CDs will help your students increase word automaticity as well as fluency.

Audio recordings of every book in the series.
Using Language Cues: The purpose of moving one-word utterances to phrases is to encourage the students to learn how to match their voice to the print word with appropriate left-to-right movement of words (see Using Print Conventions).

Using Print Cues

Using Print Conventions: Show students that the spaces between words. These spaces help them see where the end of a word is, and where the next word begins.

Storybook Teacher’s Guides

Downloadable Teacher’s Guides include support for every Handprints title.

Workbook Teacher’s Guides

Workbook Teacher’s Guides include reproducible blackline masters for picture, letter, keywords, and sight word cards.
Oral vocabulary instruction that sets the foundation for reading.

Help prepare children for content-area reading and the "book" language they will encounter later in print with Wordly Wise 3000® K and 1.

**Oral vocabulary instruction:**
- Meets the K–1 developmental needs of young students.
- Closes the gap for children entering school with limited vocabularies.

"Wordly Wise 3000 Books K and 1 are consistent with the research on effective vocabulary instruction."

— Diane August, Senior Research Scientist, Center for Applied Linguistics, Washington, D.C.

**Wordly Wise 3000®, the only complete K–12 Vocabulary Program**

For more detailed information and pricing please visit epsbooks.com/WW3000.