Welcome!

Best Practices
for
Accelerating Student Reading Growth

Presented by Gail Farrell, M.S.Ed

AMERICAN
READING COMPANY

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District Partnership Coach

American Reading Company

Former:

- Teacher, School District of Philadelphia, PA
- ELA Demonstration Teacher Grades K-8

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- Lancaster County Schools, SC
- Baltimore City Schools, MD
- School District of Phila., PA
- Mt. Morris Central School District, NY
- Pasco County Schools, FL
- Kenmore-Tonawanda SD, NY
- Egg Harbor Township, NJ
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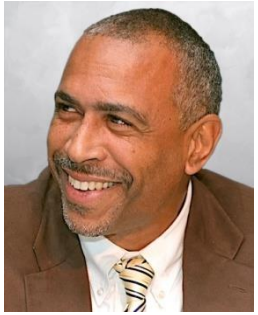

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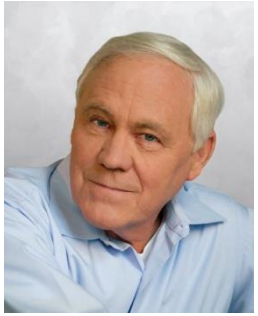


Dr. Robert Probst

Dr. Anne McGill-Franzen

Dr. Irvin Scott

Dr. Angela Peters

Integrated Literacy Block

CONTENT

↙ ↘

Reading **Writing**

FORMATIVE ASSESSMENT

Whole Group

1:1

Small Group

Agenda

- Where are we?
- How did we get here?
- Where should we be?
- ***The Revolution***

Where Are We?

56%

Percentage of students who took the ACT but were not ready for college-level reading.

From: *The Condition of College and Career Readiness 2013*

Where Are We?

65%

4th Graders didn't achieve proficiency on the 2013 NAEP reading test.

From: *The Nation's Report Card, www.nces.ed.gov*

Where Are We?

So What…

- Between and of American adults have an income well below the poverty level because of their inability to read.
- School dropouts cost our nation in social service expenditures and lost tax revenues annually.
- Statistics show that of students who cannot read proficiently by the end of the 4th grade will end up on some form of public assistance or in prison.

http://literacyprojectfoundation.org/community/statistics/

How Did We Get Here?

YOUR CONCERNS:

- ELA
  - Small Group
  - Foundational Skills Instruction

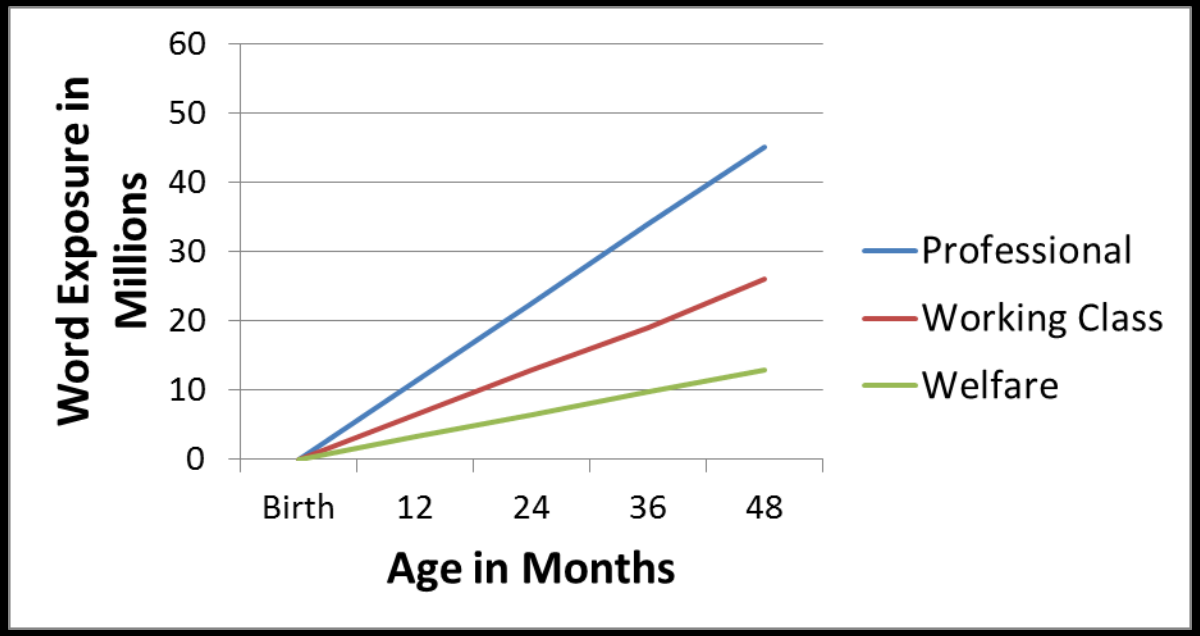
How Did We Get Here?

Contributing Factors:

- Underprepared Students
- Teacher Effectiveness
- Summer Slide
- Disengaged Students

How Did We Get Here?

The "Inherited Achievement Gap"

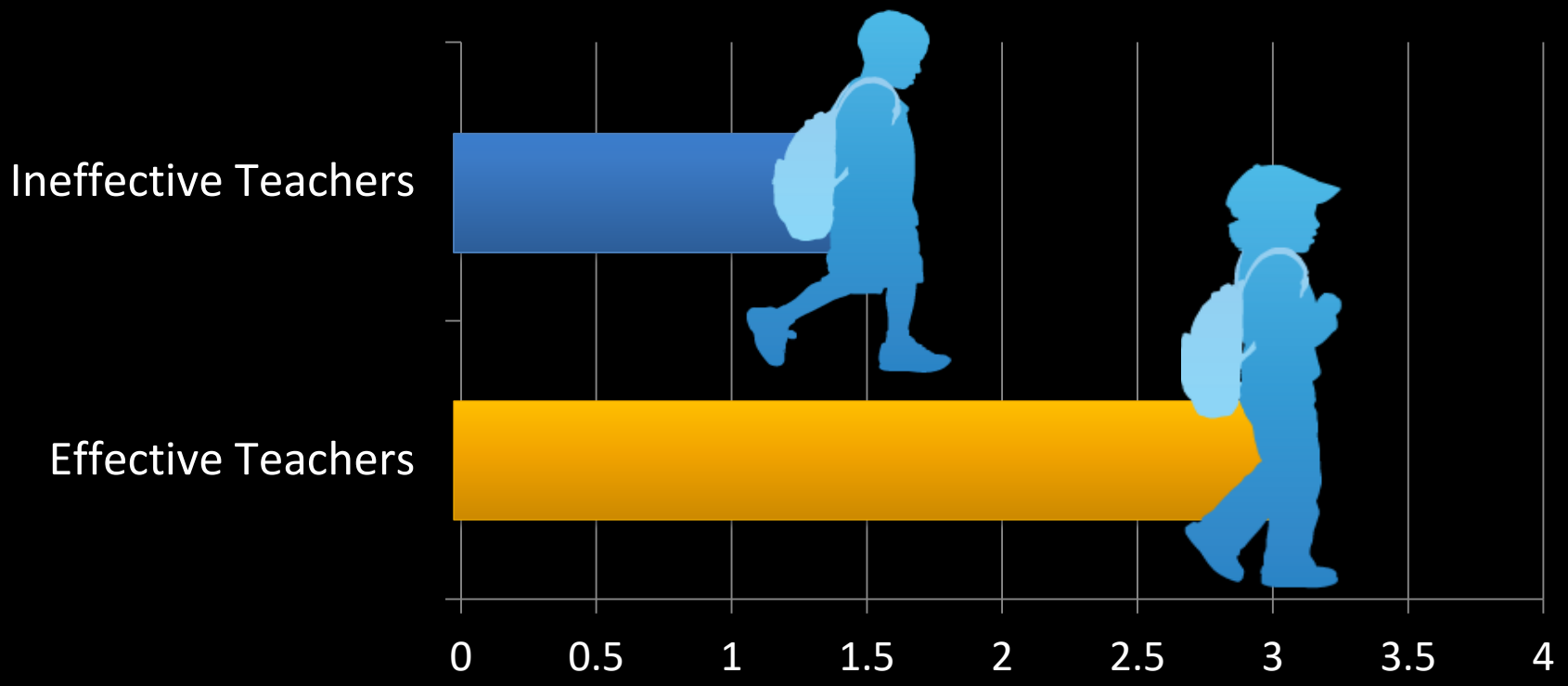


32 Million Word Deficit

Students are *Underprepared* for College and Career

How Did We Get Here?

Variability in Teacher Effectiveness



Rate of Growth in 3 Years

Rivers-Sanders, J. C. (1999).

How Did We Get Here?

The Summer Slide is <u>REAL.</u>

From: *Summer Reading, Edited by Richard Allington and Anne McGill-Franzen*

How Did We Get Here?

Students are Disengaged

Elementary School
24%

Middle School
49%

High School
56%

Where Should We Be?

College and Career Ready

Performance with Complex Text

Reading Between the Lines: What the ACT Reveals About College Readiness in Reading

Where Should We Be?

CCSS RI.11-12.1

Basic Comprehension
Tell me three things this text says about the study of the universe.

Making Inferences
Why did Copernicus choose to address the Pope in the preface to his book? Use evidence from the text to support your answer.

Inferring Reasonable Word Meaning
What does Copernicus mean by "best and most systematic Artisan"? Use evidence from the text to support your answer.

Who Is College and Career Ready?

On the Revolutions of the Celestial Spheres by Nicolaus Copernicus, 1543

TO HIS HOLINESS, POPE PAUL III,
From NICOLAUS COPERNICUS

A PREFACE TO HIS BOOKS ON THE REVOLUTIONS

I can readily imagine, Holy Father, that as soon as some people hear that in this volume, which I have written about the revolutions of the spheres of the universe, I ascribe certain motions to the terrestrial globe, they will shout that I must be immediately repudiated together with this belief. For I am not so enamored of my own opinions that I disregard what others may think of them. I am aware that a philosopher's ideas are not subject to the judgment of ordinary persons, because it is his endeavor to seek the truth in all things, to the extent permitted to human reason by God. Yet I hold that completely erroneous views should be shunned. Those who know that the consensus of many centuries has sanctioned the conception that the earth remains at rest in the middle of the heaven as its center would, I reflected, regard it as an insane pronouncement if I made the opposite assertion that the earth moves.

Therefore I debated with myself for a long time whether to publish the volume which I wrote to prove the earth's motion or rather to follow the example of the Pythagoreans and certain others, who used to transmit philosophy's secrets only to kinsmen and friends, not in writing but by word of mouth, as is shown by Lysis' letter to Hipparchus. And they did so, it seems to me, not, as some suppose, because they were in some way jealous about their teachings, which would be spread around; on the contrary, they wanted the very beautiful thoughts attained by great men of deep devotion not to be ridiculed by those who are reluctant to exert themselves vigorously in any literary pursuit unless it is lucrative; or if they are stimulated to the nonacquisitive study of philosophy by the exhortation and example of others, yet because of their dullness of mind they play the same part among philosophers as drones among bees. When I weighed these considerations, the scorn which I had reason to fear on account of the novelty and unconventionality of my opinion almost induced me to abandon completely the work which I had undertaken...

However, Your Holiness will perhaps not be greatly surprised that I have dared to publish my studies after devoting so much effort to working them out that I did not hesitate to put down my thoughts about the earth's motion in written form too. But you are rather waiting to hear from me how it occurred to me to venture to conceive any motion of the earth, against the traditional opinion of astronomers and almost against common sense. ...I was impelled to consider a different system of deducing the motions of the universe's spheres for no other reason than the realization that astronomers do not agree among themselves in their investigations of this subject...

For a long time, then, I reflected on this confusion in the astronomical traditions concerning the derivation of the motions of the universe's spheres. I began to be annoyed that the movements of the world machine, created for our sake by the best and most systematic Artisan of all, were not understood with greater certainty by the philosophers, who otherwise examined so precisely the most insignificant trifles of this world...

...I have no doubt that acute and learned astronomers will agree with me if, as this discipline especially requires, they are willing to examine and consider, not superficially but thoroughly, what I adduce in this volume in proof of these matters. However, in order that the educated and uneducated alike may see that I do not run away from the judgement of anybody at all, I have preferred dedicating my studies to Your Holiness rather than to anyone else. For even in this very remote corner of the earth where I live you are considered the highest authority by virtue of the loftiness of your office and your love for all literature and astronomy too. Hence by your prestige and judgement you can easily suppress calumnious attacks although, as the proverb has it, there is no remedy for a backbite.

ELA GUIDEBOOKS

Where Should We Be?

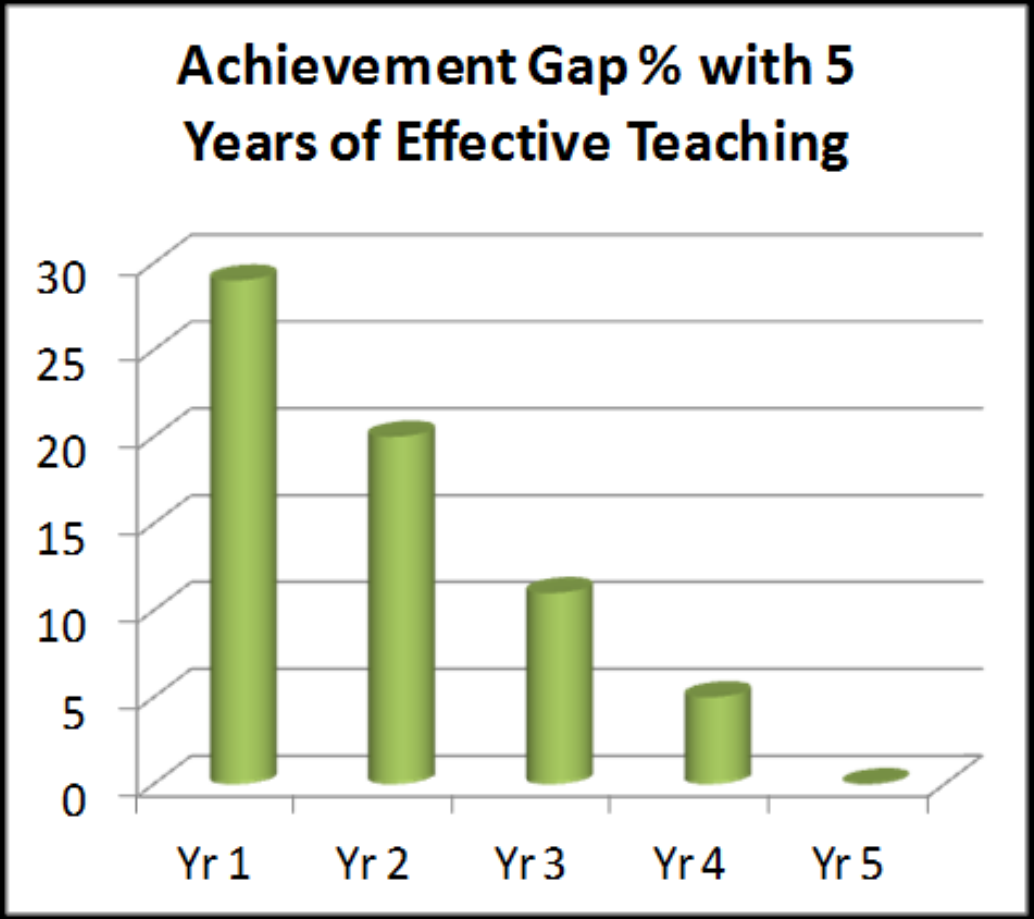
- Promote Student Preparedness
- Increase Teacher Effectiveness
- Induce Summer Growth
- Stimulate Student Engagement

Where Should We Be?

Schools Must Intervene with Urgency Earlier

Where Should We Be?

Teacher Effectiveness must be a CONSTANT, not a variable.



Sanders, W. L., & Horn, S. P. (1994, October). The Tennessee Value-Added Assessment System. *Journal of Personal Evaluation Education, 8(3),* 299-311.

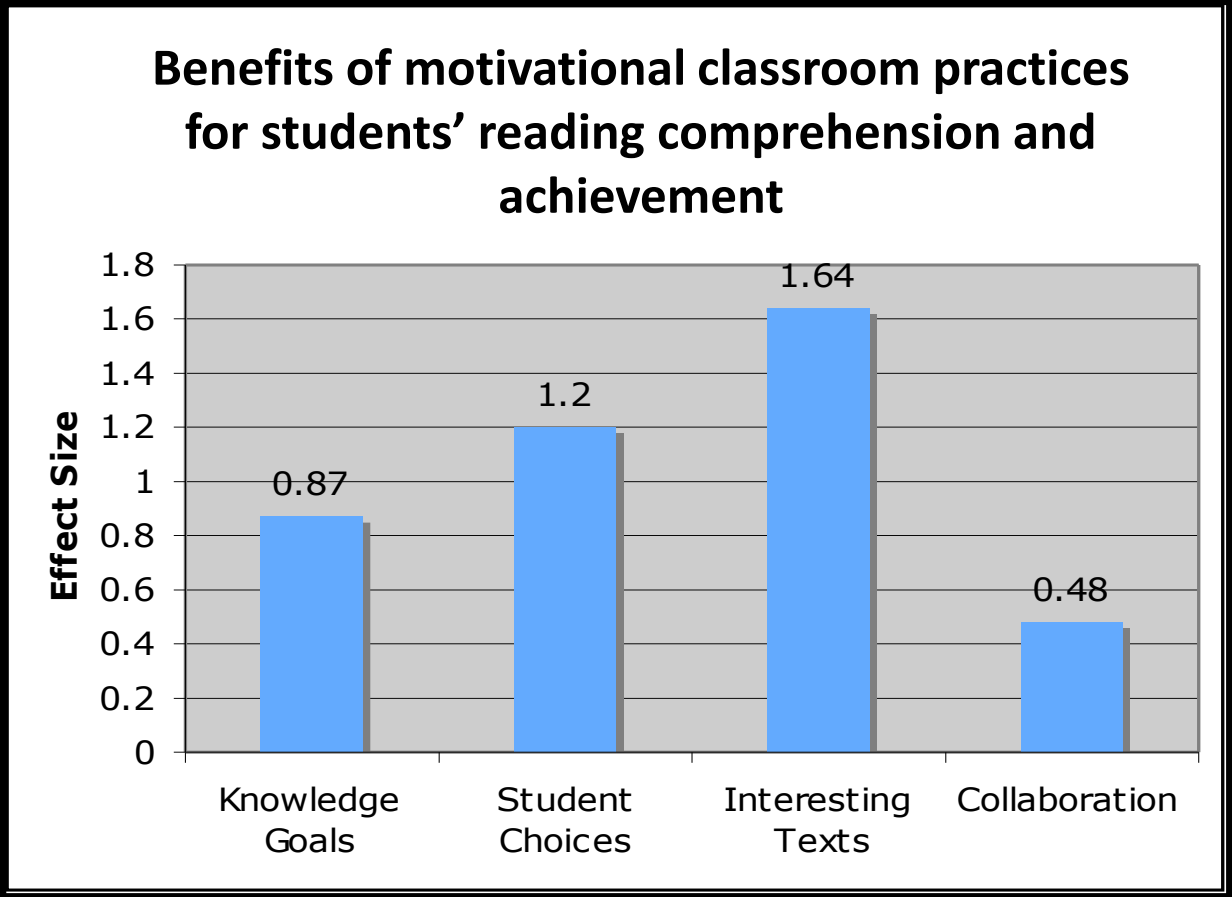
Where Should We Be?

Summer = Growth

Make summer a part of your year-long literacy plan.

Where Should We Be?

100% of students are ENGAGED in learning.



Source: John Guthrie and Nicole Hunenick. (2004). Motivating Students to Read: Evidence for Classroom Practices that Increase Reading Motivation and Achievement

Where Should We Be?

7 Principles of RtI

Match reader and text level.

Dramatically expand reading activity.

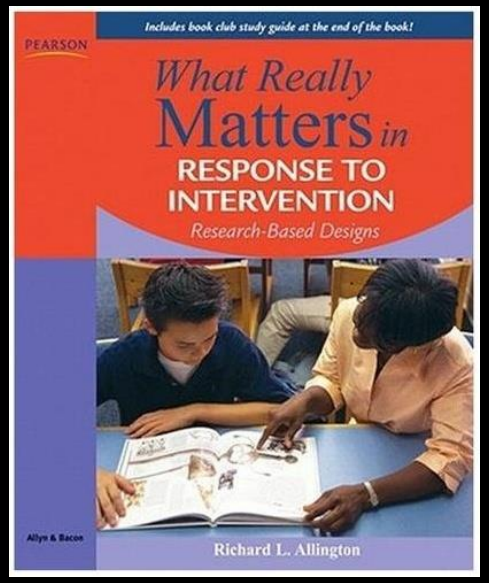
Use very small groups or tutoring.

Coordinate intervention with core instruction.

Deliver intervention by expert teacher.

Focus instruction on metacognition and meaning.

Use texts that are interesting to students.



Where Should We Be?

Revolutionize your *Response to Intervention System* so that the following outcomes are guaranteed:

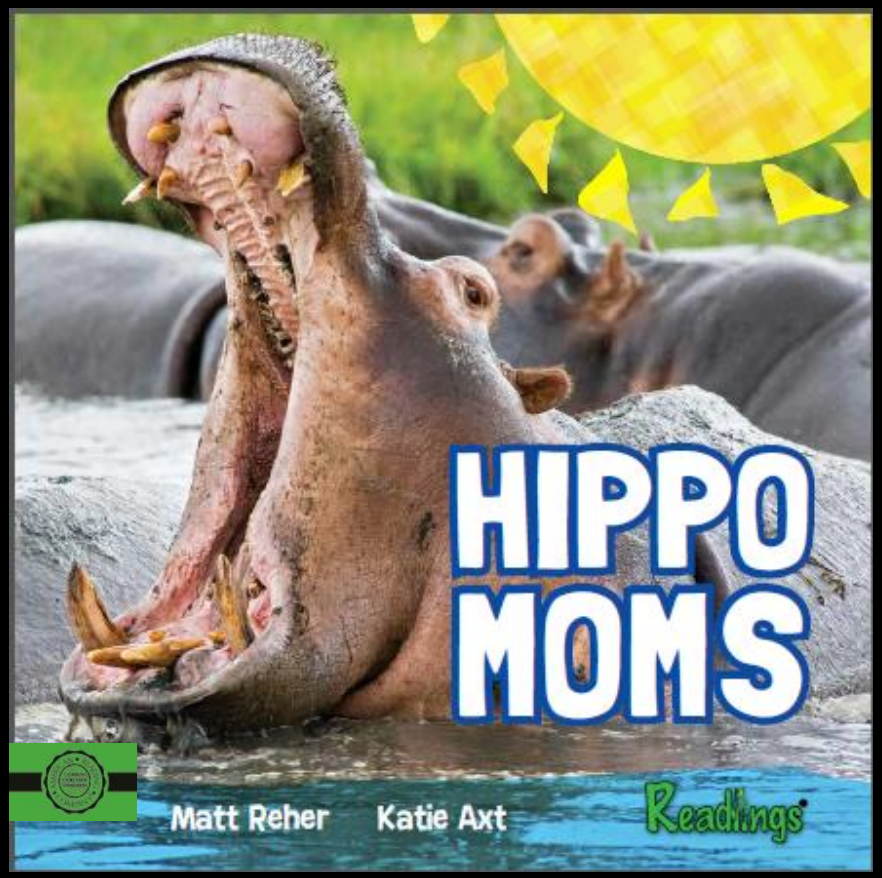
1. **Systemic reduction in Special Education referrals.**

2. **Increased student achievement in reading and math.**

Where Should We Be?

What percentage of your Kindergarten students are already a part of the 48% of students *NOT* prepared for college level reading?

Where Should We Be?



Which students can do it?

Which students are not there yet?

What evidence do you have?

PreK	Kindergarten		1			2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

How Do We Get There?

PreK	Kindergarten		1			2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

Where Should We Be?

Your Turn…

pages 26 and 27

PreK	Kindergarten		1			2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

Where Should We Be?

College and Career Readiness in Kindergarten

What does every Kindergarten student need to know and be able to do at the end of the academic year in reading?

What does every Kindergarten teacher need to know and be able to do in order to make on grade level reading for students a reality?

ELA GUIDEBOOKS

The Revolution

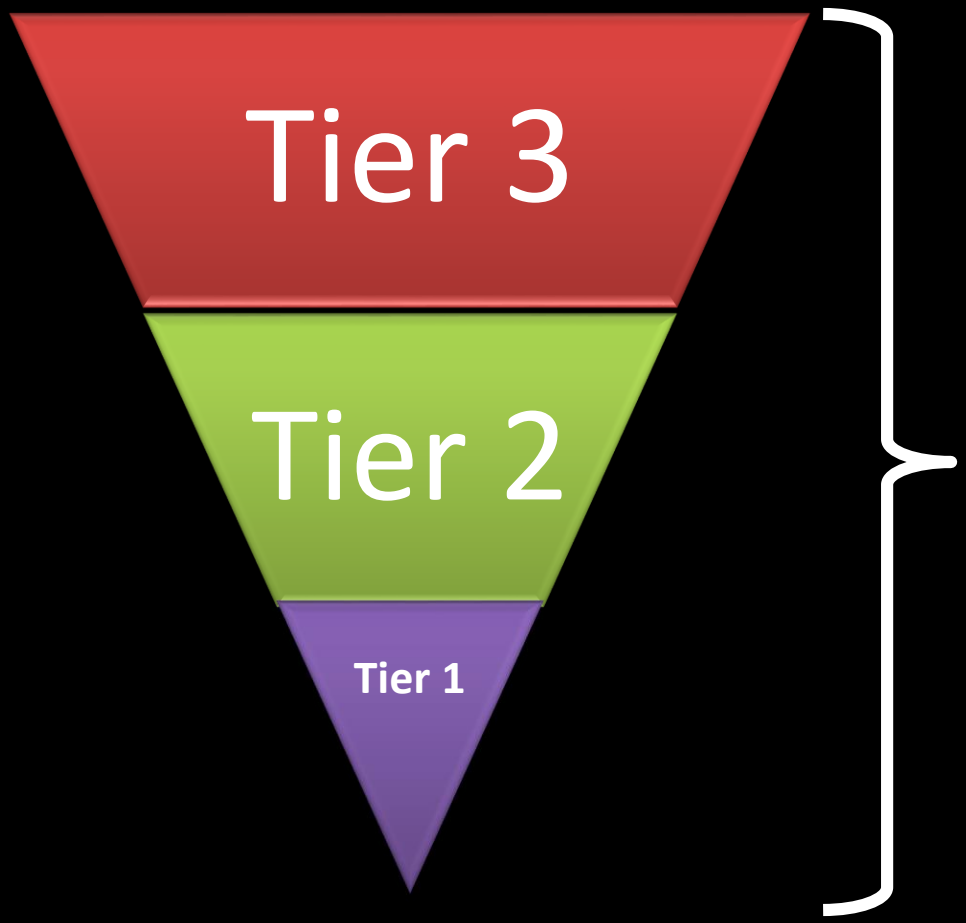
Effective RtI

=

Intervention All Day Long

The Revolution

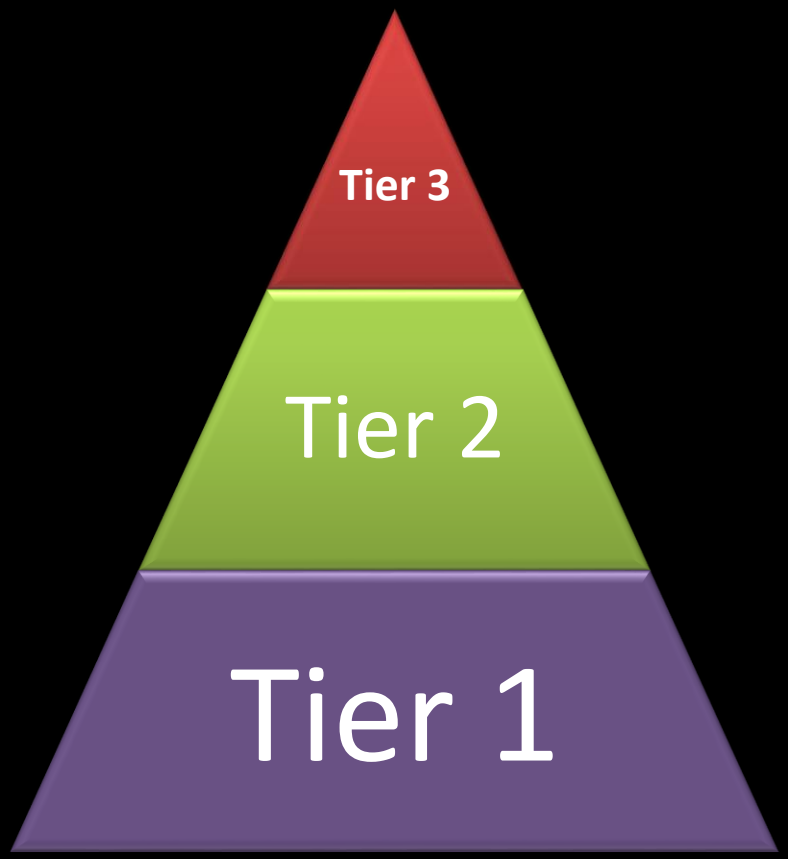
Problem



Not enough attention to the quality of the CORE

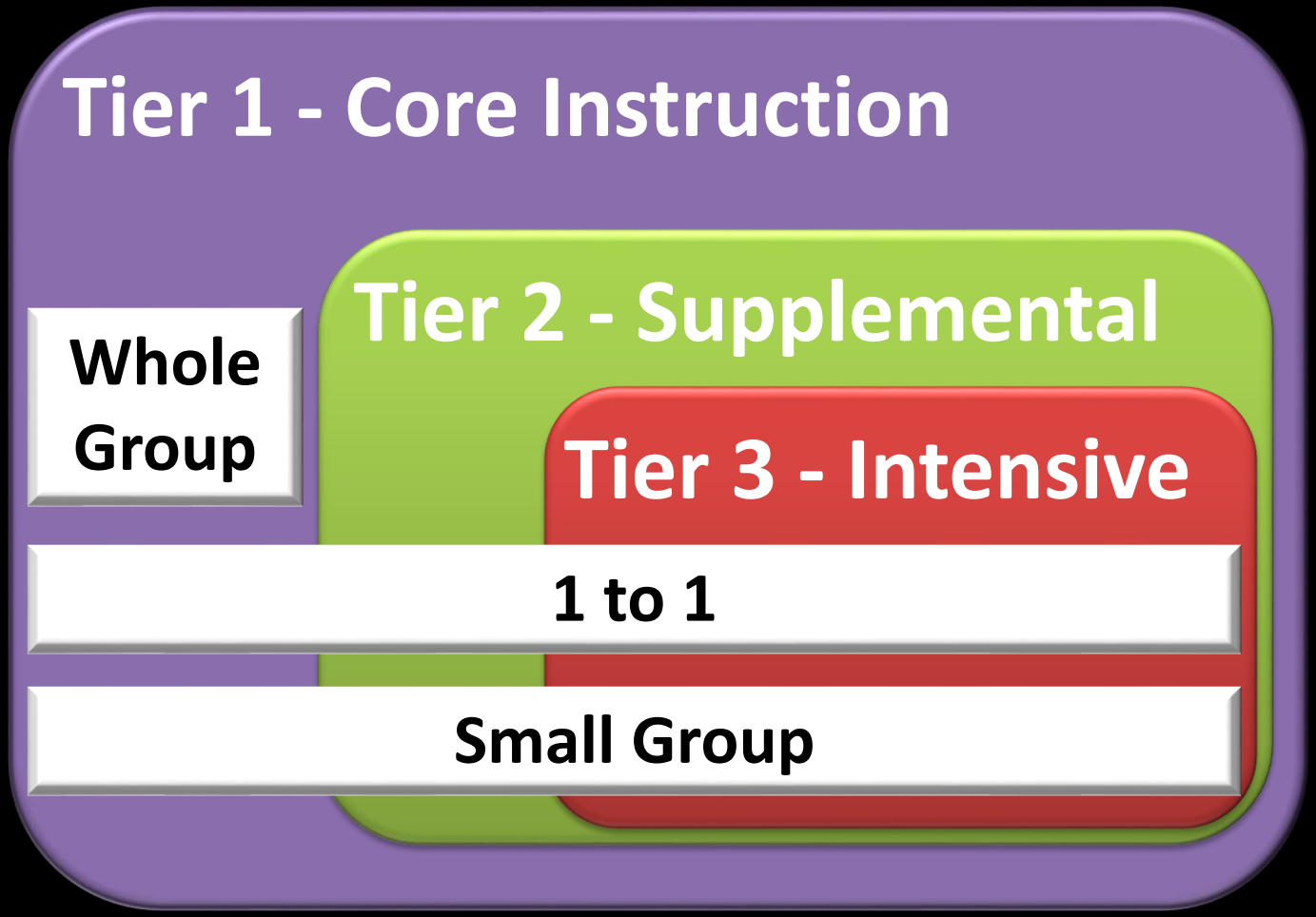
The Revolution

Intervention
All Day Long



Solution

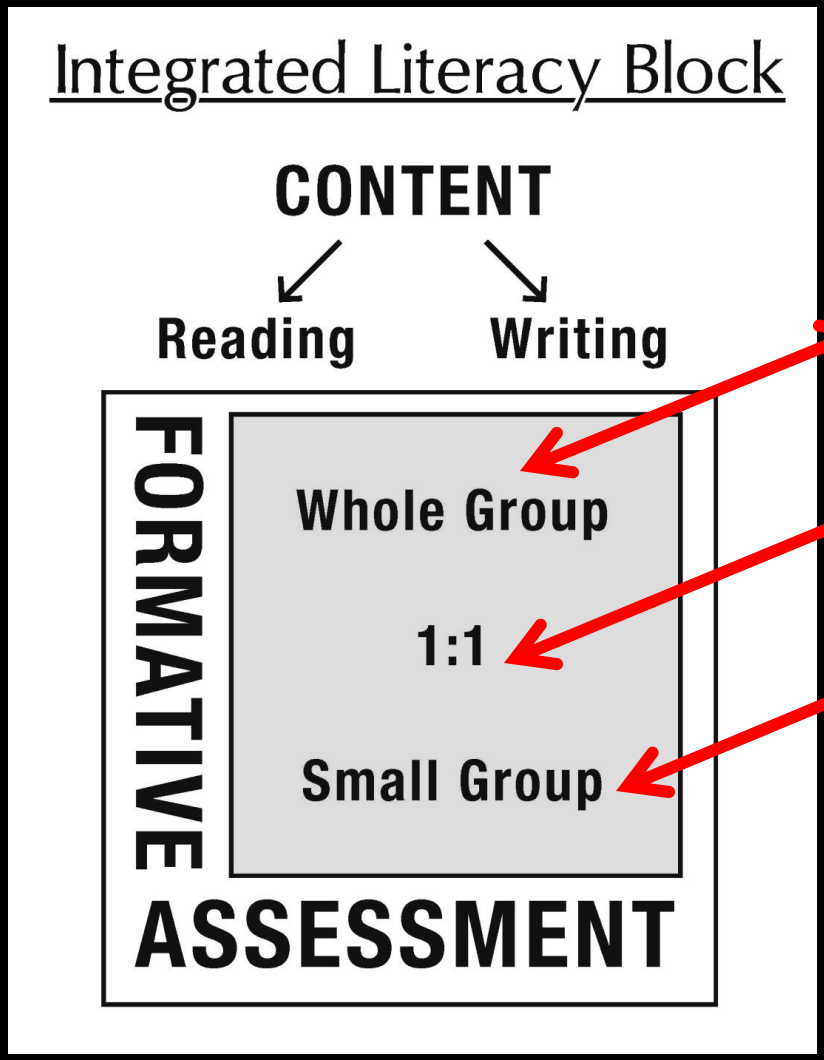
The Revolution

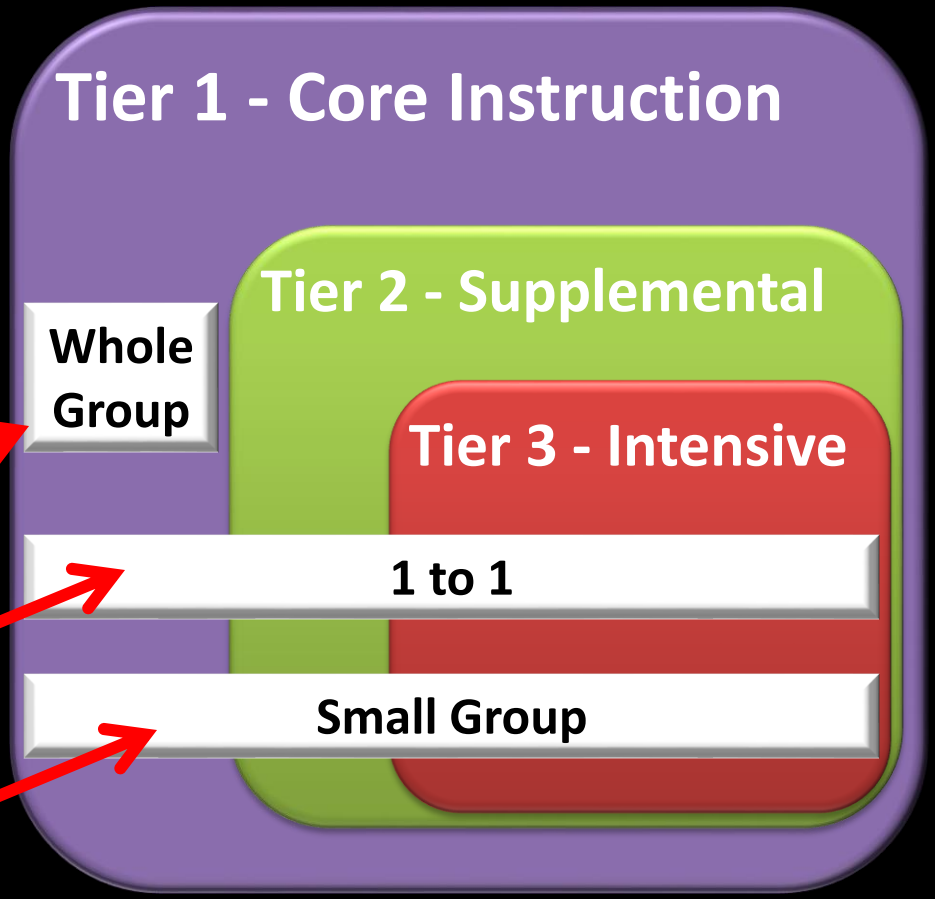


Interventions must be integrated with core instruction.

ELA GUIDEBOOKS

The Revolution



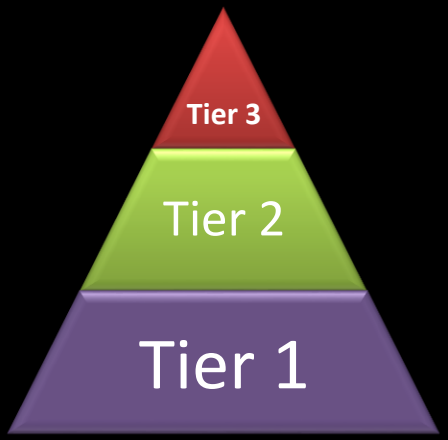


The Revolution

Tier 1 - Core Instruction

Tier 2 – Supplemental

Tier 3 - Intensive



The Revolution

93% of Camden Kindergarten Students on Grade Level

SIG: Reading by 3rd Grade

The Revolution

What role does DATA play in your current work with students/teachers?

The Revolution

1174 Kindergarten students

October 1st: 776 (66%) began Kindergarten at EMERGENCY levels

Emergency	At Risk	Proficient or Above

			PreK	Kindergarten				1		
Grade	Date	Students	RTM	1Y	2Y	3Y	1G	2G	1B	2B
K	Oct 1st	1174	776	133	199	4				

The Revolution

Emergency	At Risk	Proficient or Above

			PreK	Kindergarten				1		
Grade	Date	Students	RTM	1Y	2Y	3Y	1G	2G	1B	2B
K	Oct 1st	1174	776	133	199	4				

Active Reading Strategies

Use the sentence pattern and pictures to "read" the book

Point to each word as it is said

Sound the first letter of the new word on each page

The Revolution

1174 Kindergarten students

November 1st: 330 (28%) remain at EMERGENCY levels

Emergency | At Risk | Proficient or Above

			PreK	Kindergarten				1		
Grade	Date	Students	RTM	1Y	2Y	3Y	1G	2G	1B	2B
K	Oct 1st	1174	796	175	199	4				
K	Nov 1st	1174	330	402	391	51				

The Revolution

HOW?

The Revolution

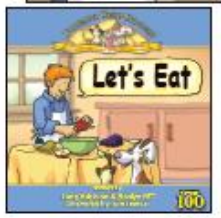
Daily Monitoring of Student Progress

IRLA Grade Level Equivalencies

IRLA Level	Standards-Based Grade Level Expectation	Grade Level Equivalency	Stages of Reading Acquisition
Read to Me	PreK	–	Active Reading Strategies
1-3-Yellow	Kindergarten, First Half	.01–.59	
1-Green	Kindergarten, Second Half	.60–.99	Sight Words
2-Green	1st Grade, First Third	1.00–1.29	
1-Blue	1st Grade, Middle Third	1.30–1.59	Word Families Vowel Patterns Syllabification
2-Blue	1st Grade, Final Third	1.60–1.99	
1-Red	2nd Grade, First Half	2.00–2.49	
2-Red	2nd Grade, Second Half	2.50–2.99	Chapter Books
White	3rd Grade	3.00–3.99	Academic Vocabulary
Black	4th Grade	4.00–4.99	Stamina. High Speed Silent Reading
Orange	5th Grade	5.00–5.99	Genre Expansion
Purple	6th Grade	6.00–6.99	
1-Bronze	7th Grade	7.00–7.99	Authors' Craft Authors' Perspectives, Bias, Agendas
2-Bronze	8th Grade	8.00–8.99	
Silver	9th & 10th Grade	9.00–10.99	Literary Analysis
Gold	11th & 12th Grade	11.00–12.99	Writing as Art/Rhetoric

1st Grade

2G Entry Requirements: Cold Read Text A



Let's Eat by Jane Hileman and Marilyn Pitt
American Reading Company

CCSS RL.1.1	
Basic Comprehension *What happened in this story?*	**Making Inferences** *How do you think the dad feels at the end of the story? What in this book makes you think that?*

1G/2G Power Words

come have some I don't want it how many do you no a big not now here's of what for me to eat

Word Solving

For all other words, students should make the sound of the initial letter or blend/digraph, then look at the picture for something that makes sense.

1st Grade

2G Independent Reading Level Overview 1.00 - 1.29
Accumulating 120 Power Words, Initial Blends & Digraphs

2G Learning Focus
Power Words, Initial Blends & Digraphs

Power Words: 2G readers will know and use 120 very high-frequency Power Words as a reliable and familiar support framework when reading. They will be able to read these words in books they have never seen before and out of context (lists, flash cards, etc.) at Flash Speed. Power Words provide "islands of certainty" from which emergent readers can navigate the unknown. The combined Power Words in 1G and 2G make up 50% of all adult and student writing.

Initial Blends & Digraphs: When students come to a word they don't know, they will successfully use initial blends and digraphs as clues.

Key Common Core State Standards

CCSS F.1.3g Recognize and read grade-appropriate irregularly spelled words.

CCSS F.1.3a Know the spelling-sound correspondences for common consonant digraphs.

Entry Requirements

Must be in place before earning 2G designation.

Word Recognition CCSS F.1.3g

- Recognize and read grade-appropriate irregularly spelled words.

Phonics CCSS F.1.3a

- Know the spelling-sound correspondences for common consonant digraphs.

Comprehension CCSS F.1.4/ RL/I.1.1

- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions about key details in a text.

Exit Requirements

Must be in place before earning 1B designation.

Phonics CCSS F.K.2c/ F.1.3b

- Blend and segment onsets and rimes of single-syllable spoken words.
- Decode regularly spelled one-syllable words.

Word Recognition CCSS F.1.3g

- Recognize and read grade-appropriate irregularly spelled words.

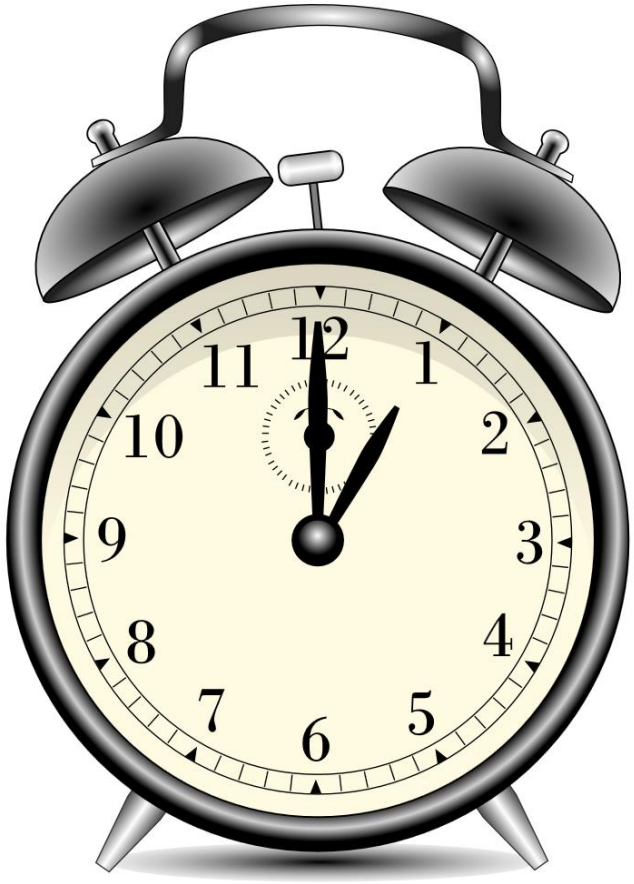
Comprehension CCSS F.1.4/ RL/I.1.1

- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions about key details in a text.

The Revolution

Look For List

- Promote Student Preparedness
- Increase Teacher Effectiveness
- Induce Summer Growth
- Stimulate Student Engagement



Break

Assessing Text Complexity Using the Common Core/ Louisiana State Standards

- Introduction to the Common Core/ Louisiana State Standards and the Issue of Text Complexity

- Using a CCS-based text complexity system
  - Walk-through: Matching students to appropriately complex text
  - Hands-on practice: Assessing the text complexity of any trade or textbook

PreK	Kindergarten	1			2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

®

Common Core/ Louisiana State Standards

What Are They?

The CCS are not just about content – they are a call to shift instruction toward deeper reading, writing, and thinking.

Instructional Shifts for ELA

1-Building knowledge through content-rich **nonfiction**

2-Reading and writing grounded in **evidence from text**, both literary and informational

3-Regular practice with complex text and its **academic language**

Why Text Complexity Matters

Reading Between the Lines:

What the ACT Reveals About College Readiness in Reading

Based on 2005 ACT-tested high school graduates, it appears that only about half of our nation's ACT-tested high school students are ready for college-level reading. What's worse, more students are on track to being ready for college-level reading in eighth and tenth grade than are actually ready by the time they reach twelfth grade.

"Performance on complex texts is the clearest differentiator in reading between students who are likely to be ready for college and those who are not. And this is true for both genders, all racial/ethnic groups, and all annual family income levels."

http://www.act.org/research/policymakers/pdf/reading_summary.pdf

What Is Text Complexity & Why Does It Matter?

- The difficulty of college textbooks, as measured by Lexile scores, has <u>only</u> increased since 1962. (Stenner, Koons, & Swartz, in press)
- The difficulty of K-12 texts, by contrast, has significantly decreased in that same period. (Chall, et al., 1977; Hayes, et al., 1996)
- The result is a 350 Lexile gap between end of HS texts and college-level texts—a gap that is more than the Lexile difference between Grade 4 and Grade 8 texts on the NAEP. (Williamson, 2006)

PreK	Kindergarten		1			2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	2Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

ELA GUIDEBOOKS

Text Complexity & the CCSS

"The Common Core/ Louisiana State Standards hinge on students encountering appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge they need for success in school and life" (p. 3).

Text Complexity & the CCS

CCS R10

Read and comprehend complex literary and informational texts independently and proficiently.

Independently = 99-100% accuracy
Proficiently = 90% comprehension

Emmett Betts, 1946; Richard Allington, 2011

PreK	Kindergarten		1			2		3	4	5	6	7	8	9 & 10	11 & 12 ®
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

Successfully implementing Standard 10: What we need

A standards-based leveling system for leveling books

The same standards-based leveling system for leveling readers

PreK	Kindergarten	1			2		3	4	5	6	7	8	9 & 10	11 & 12 ®
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

Shorthand for the Stages of Reading Acquisition

IRLA Grade Level Equivalencies

IRLA Level	Standards-Based Grade Level Expectation	Grade Level Equivalency	Stages of Reading Acquisition
Read to Me	PreK	.00–.09	Active Reading Strategies
1-3-Yellow	Kindergarten, First Half	.10–.59	
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1-Blue	1st Grade, Middle Third	1.30–1.59	Word Families Vowel Patterns Syllabification
2-Blue	1st Grade, Final Third	1.60–1.99	
1-Red	2nd Grade, First Half	2.00–2.49	
2-Red	2nd Grade, Second Half	2.50–2.99	Chapter Books
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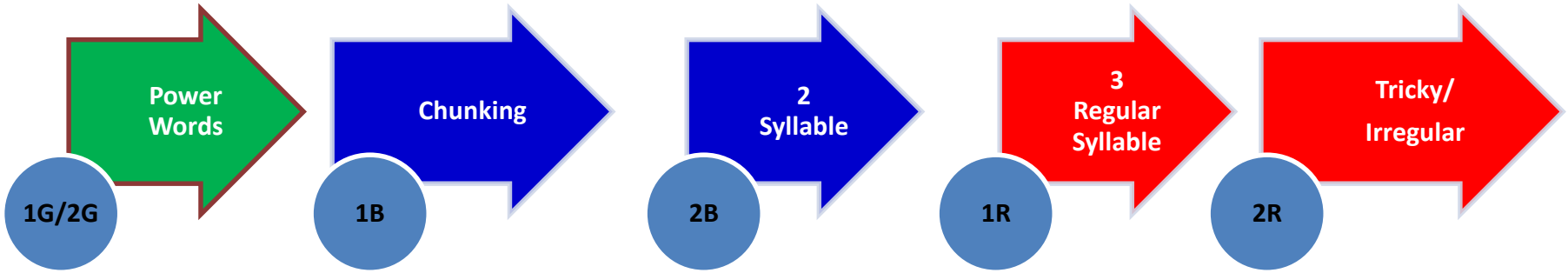
Black	4th Grade	4.00–4.99	Stamina. High Speed Silent Reading
Orange	5th Grade	5.00–5.99	Genre Expansion
Purple	6th Grade	6.00–6.99	
1-Bronze	7th Grade	7.00–7.99	Authors' Craft Authors' Perspectives, Bias, Agenda
2-Bronze	8th Grade	8.00–8.99	
Silver	9th & 10th Grade	9.00–10.99	Literary Analysis
Gold	11th & 12th Grade	11.00–12.99	Writing as Art/Rhetoric

9 & 10 | 11 & 12 ®

RTM | 1-3Y | 1G | 2G | 1B | 2B | 1R | 2R | Wt | Bk | Or | Pu | 1Br | 2Br | Si | Gl

	1G/2G	1B	2B	1R	2R
am	am	ham	hammer	hammering	Samuel
an	an	man	candle	candlelight	piano



WT	BK	OR	PU	1BR	2BR	SI	GL
amateur	abandoned	barrier	abruptly	abolish	adjacent	alluvial	aberration

Setting the Foundation

Major Learning

1Y Independent Reading Level Overview .01- .09

Active Reading Strategies: Sentence Pattern and Picture Reading

1Y Learning Focus

Active Reading Strategies: Sentence Pattern and Picture Reading

Training Wheels

1Y readers do not actually read any words. 1Y readers use the repeated sentence stem, like training wheels, to learn to integrate the three cueing systems: phonics, syntax, and meaning. They learn to read Yellow books proficiently and fluently, sustaining concentration, monitoring comprehension, and when useful, re-reading, before actually having to read any individual words.

1Y readers read fluently, using meaning, syntax, the pattern and pictures. They are developing the active reading/thinking habits essential to proficient reading at all levels.

Key Common Core State Standards

Use the repeated sentence stem and pictures to read a Yellow book.

CCSS F.K.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS RL/I.K.10

Actively engage in group reading activities with purpose and understanding.

Entry Requirements

Must be in place before earning 1Y designation.

- Remember a repeated sentence stem.
- Read the main idea of the picture.
- Say a word that matches the picture.

Exit Requirements

Must be in place before earning 2Y designation.

Tracking/One-to-One Correspondence CCSS F.K.1c/K.CC.4a

- Understand that words are separated by spaces in print.
- When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

PreK	Kindergarten	1			2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

®

Setting the Foundation

Major Learning

2Y Independent Reading Level Overview .10 - .24

Active Reading Strategies: Tracking/One-to-One Correspondence

2Y Learning Focus

Active Reading Strategies: Tracking/One-to-One Correspondence

2Y, the students learn to point to one word on the page for each word they say. This is a huge step for many children. From what has been a fluid river of oral language, they must realize that there are individual words. As they say the sentence, they learn to use the spaces to point to one word at a time. 2Y readers are not processing the actual words. They are using the spaces to figure out where the words start and stop. They are still not actually decoding any words or using letter sounds. Children who can't use one-to-one correspondence to count objects will not be ready to track words as they read and should continue working at the RTM or 1Y level.

2Y readers read fluently, using meaning, syntax, pictures, and the number of words on the page. They are developing the active reading/thinking habits essential to proficient reading at all levels.

Key Common Core State Standards

CCSS F.K.4
Read with sufficient accuracy and fluency to support comprehension.

CCSS RL/I.K.10
Actively engage in group reading activities with purpose and understanding.

CCSS F.K.3a
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

Entry Requirements

Must be in place before earning 2Y designation.

Tracking/One-to-One Correspondence CCSS F.K.1c/ K.CC.4.a

- Understand that words are separated by spaces in print.
- When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

Exit Requirements

Must be in place before earning 3Y designation.

Initial Consonants CCSS F.K.3a

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

2Y

IRLA 13

PreK	Kindergarten	1				2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

Setting the Foundation

Major Learning

3Y Independent Reading Level Overview .25 - .59
Active Reading Strategies: Initial Consonants

3Y Learning Focus
Active Reading Strategies: Initial Consonants

In 3Y students learn to use the first letter sound of the new word on each page to cross-check their picture reading. When 3Y students come to the one new word on each page, they must self-prompt using the first letter sound before they scan the picture for clues. You should see their lips in the "launch position" for the sound, or hear the letter sound, if possible, and then see them look at the picture for a main idea that starts with that sound. Now they are beginning to decode using the letters.

3Y readers read fluently, using meaning, syntax, and phonics (first letter sound only). They are developing the active reading/thinking habits essential to proficient reading at all levels. Introducing the complexity of vowel sounds at this stage disrupts and slows down the process. As students move through the levels, they will gradually and rapidly integrate the other phonics clues, but always within a context of fluency and meaning-making.

Key Common Core State Standards

CCSS F.K.4
Read with sufficient accuracy and fluency to support comprehension.

CCSS RL/I.K.10
Actively engage in group reading activities with purpose and understanding.

CCSS F.K.3c
Read common high-frequency words by sight (*the, of, to, you, she, my, is, are, do*).

Entry Requirements

Must be in place before earning 3Y designation.

Initial Consonants CCSS F.K.3a

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

Exit Requirements

Must be in place before earning 1G designation.

Word Recognition CCSS F.K.3c

- Read common high-frequency words by sight (*the, of, to, you, she, my, is, are, do*).

Phonics CCSS F.K.3a

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

Comprehension CCSS F.K.4/ RL/I.K.1

- Read emergent-reader texts with purpose and understanding.
- With prompting and support, ask and answer questions about key details in a text.

3Y

IRLA 17

PreK	Kindergarten	1			2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

®

IRLA-CCSS

Ridley

1Y Independent Reading Level Overview .01- .09
Active Reading Strategies: Sentence Pattern and Picture Reading

1Y Learning Focus
Active Reading Strategies: Sentence Pattern and Picture Reading

Training Wheels
1Y readers do not actually read any words. 1Y reader
sentence stem, like training wheels, to learn to integr
systems: phonics, syntax, and meaning. They learn to
proficiently and fluently, sustaining concentration, m
and when useful, re-reading, before actually having t
words.
1Y readers read fluently, using meaning, syntax, the p
are developing the active reading/thinking habits ess
at all levels.

Key Common Core State Standards

Entry Requirements
Must be in place before earning 1Y designation
- Remember a repeated sentence stem.
- Read the main idea of the picture.
- Say a word that matches the picture.

1Y

2Y Independent Reading Level Overview .10 - .24
Active Reading Strategies: Tracking/One-to-One Correspondence

2Y Learning Focus
Active Reading Strategies: Tracking/One-to-On
Correspondence

In 2Y, the students learn to point to one word on the page for each word
they say. This is a huge step for many children. From what has been a fl
river of oral language, they must realize that there are individual words.
they say the sentence, they learn to use the spaces to point to one word
a time. 2Y readers are not processing the actual words. They are using tl
spaces to figure out where the words start and stop. They are still not ac
decoding any words or using letter sounds. Children who can't use one-t
correspondence to count objects will not be ready to track words as they
and should continue working at the RTM or 1Y level.
2Y readers read fluently, using meaning, syntax, pictures, and the numbe
words on the page. They are developing the active reading/thinking hat
essential to proficient reading at all levels.

Key Common Core State Standards

Entry Requirements
Must be in place before earning 2Y designation.
Tracking/One-to-One Correspondence CCSS F.K.1c/ K.CC.4.a
- Understand that words are separated by spaces in print.
- When counting objects, say the number names in the standard order, pairing es
object with one and only one number name and each number name with one
one object.

2Y

3Y Independent Reading Level Overview .25 - .59
Active Reading Strategies: Initial Consonants

3Y Learning Focus
Active Reading Strategies: Initial Consonants

In 3Y students learn to use the first letter sound of the new word on each page to cross-check their picture reading. When 3Y students come to the one new word on each page, they must self-prompt using the first letter sound before they scan the picture for clues. You should see their lips in the "launch position" for the sound, or hear the letter sound, if possible, and then see them look at the picture for a main idea that starts with that sound. Now they are beginning to decode using the letters.
3Y readers read fluently, using meaning, syntax, and phonics (first letter sound only). They are developing the active reading/thinking habits essential to proficient reading at all levels. Introducing the complexity of vowel sounds at this stage disrupts and slows down the process. As students move through the levels, they will gradually and rapidly integrate the other phonics clues, but always within a context of fluency and meaning-making.

Key Common Core State Standards

CCSS F.K.4
Read with sufficient accuracy and fluency to support comprehension.
CCSS RL/I.K.10
Actively engage in group reading activities with purpose and understanding.
CCSS F.K.3c
Read common high-frequency words by sight (*the, of, to, you, she, my, is, are, do*).

Entry Requirements
Must be in place before earning 3Y designation.
Initial Consonants CCSS F.K.3a
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

Exit Requirements
Must be in place before earning 1G designation.
Word Recognition CCSS F.K.3c
- Read common high-frequency words by sight (*the, of, to, you, she, my, is, are, do*).

Phonics CCSS F.K.3a
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

Comprehension CCSS F.K.4/ RL/I.K.1
- Read emergent-reader texts with purpose and understanding.
- With prompting and support, ask and answer questions about key details in a text.

3Y

IRLA 17

PreK	Kindergarten	1			2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

Questions to Think About During the Color Level Videos

1. ***What is student's current level?***
   - *What is your supporting evidence?*
   - *What standards do they demonstrate using with success?*

2. ***What should you teach to accelerate this child's reading growth?***
   - *How will you help them move toward the next color level?*
   - *What is the student's Power Goal?*

PreK	Kindergarten	1			2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

®

IRLA-CCSS

Alvin

1G Independent Reading Level Overview .60 - .99
Power Words

1G Learning Focus
Power Words

1G readers will know and use 25-85 very high-frequency sight words as a reliable and familiar support framework when reading. They will be able to read these words in books they have never seen before and out of context (lists, flash cards, etc.) at Flash Speed. These Power Words provide "islands of certainty" from which emergent readers can navigate the unknown. Although there are other skills involved with success at 1G, the acquisition of a bank of sight words is fundamental. The combined sight words in 1G and 2G make up 50% of all adult and student writing. They will use these words at the Blue levels as a foundation for learning the basic vowel patterns.

Key Common Core State Standards

CCSS F.K.3c Read common high-frequency words by sight (*the, of, to, you, she, my, is, are, do*).

Entry Requirements
Must be in place before earning 1G designation.

Word Recognition CCSS F.K.3c
- Read common high-frequency words by sight (*the, of, to, you, she, my, is, are, do*).

Phonics CCSS F.K.3a
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

Comprehension CCSS F.K.4/ RL/I.K.1
- Read emergent-reader texts with purpose and understanding.
- With prompting and support, ask and answer questions about key details in a text.

Exit Requirements
Must be in place before earning 2G designation.

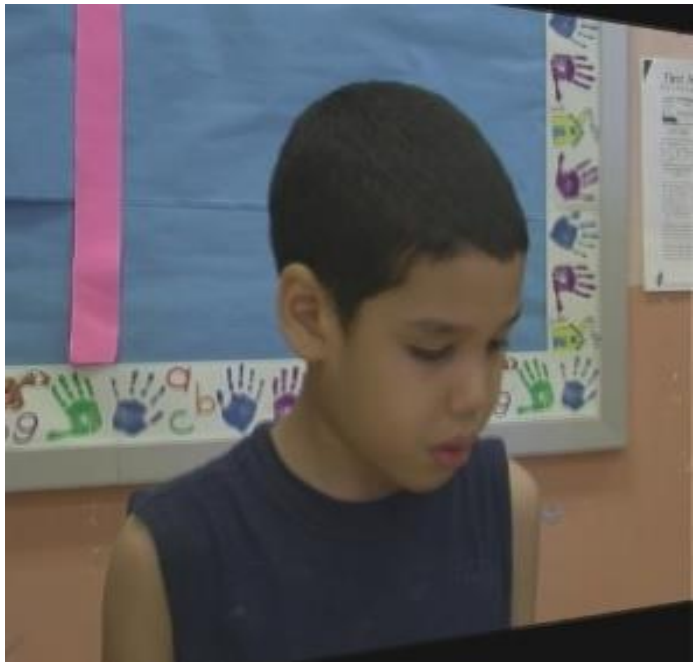
Word Recognition CCSS F.1.3g
- Recognize and read grade-appropriate irregularly spelled words.

Phonics CCSS F.1.3a
- Know the spelling-sound correspondences for common consonant digraphs.

Comprehension CCSS F.1.4/ R.1.1
- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions about key details in a text.

1G

IRLA 21



PreK	Kindergarten	1			2		3	4	5	6	7	8	9 & 10	11 & 12 ®
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

2G Independent Reading Level Overview 1.00 - 1.29

Accumulating 120 Power Words, Initial Blends & Digraphs

Major Learning

2G Learning Focus

Power Words, Initial Blends & Digraphs

Power Words: 2G readers will know and use 120 very high-frequency Power Words [illegible]able and familiar support framework when reading. They will be able to read [illegible]ds in books they have never seen before and out of context (lists, flash [illegible] Flash Speed. Power Words provide "islands of certainty" from which [illegible]eaders can navigate the unknown. The combined Power Words in 1G and [illegible] up 50% of all adult and student writing.

Initial Blends & Digraphs: When students come to a word they don't know, they will successfully use initial blends and digraphs as clues.

Key Common Core State Standards

CCSS F.1.3g Recognize and read grade-appropriate irregularly spelled words.

CCSS F.1.3a Know the spelling-sound correspondences for common consonant digraphs.

Entry Requirements

Must be in place before earning 2G designation.

Word Recognition CCSS F.1.3g

- Recognize and read grade-appropriate irregularly spelled words.

Phonics CCSS F.1.3a

- Know the spelling-sound correspondences for common consonant digraphs.

Comprehension CCSS F.1.4/ RL/I.1.1

- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions about key details in a text.

Exit Requirements

Must be in place before earning 1B designation.

Phonics CCSS F.K.2c/ F.1.3b

- Blend and segment onsets and rimes of single-syllable spoken words.
- Decode regularly spelled one-syllable words.

Word Recognition CCSS F.1.3g

- Recognize and read grade-appropriate irregularly spelled words.

Comprehension CCSS F.1.4/ RL/I.1.1

- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions about key details in a text.

IRLA-CCSS

Jason

2G Independent Reading Level Overview 1.00 - 1.29
Accumulating 120 Power Words, Initial Blends & Digraphs

2G Learning Focus
Power Words, Initial Blends & Digraphs

Power Words: 2G readers will know and use 120 very high-frequency Power Words as a reliable and familiar support framework when reading. They will be able to read these words in books they have never seen before and out of context (lists, flash cards, etc.) at Flash Speed. Power Words provide "islands of certainty" from which emergent readers can navigate the unknown. The combined Power Words in 1G and 2G make up 50% of all adult and student writing.

Initial Blends & Digraphs: When students come to a word they don't know, they will successfully use initial blends and digraphs as clues.

Key Common Core State Standards

CCSS F.1.3g Recognize and read grade-appropriate irregularly spelled words.

CCSS F.1.3a Know the spelling-sound correspondences for common consonant digraphs.

Entry Requirements
Must be in place before earning 2G designation.
Word Recognition CCSS F.1.3g
- Recognize and read grade-appropriate irregularly spelled words.

Phonics CCSS F.1.3a
- Know the spelling-sound correspondences for common consonant digraphs.

Comprehension CCSS F.1.4/ RL/I.1.1
- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions about key details in a text.

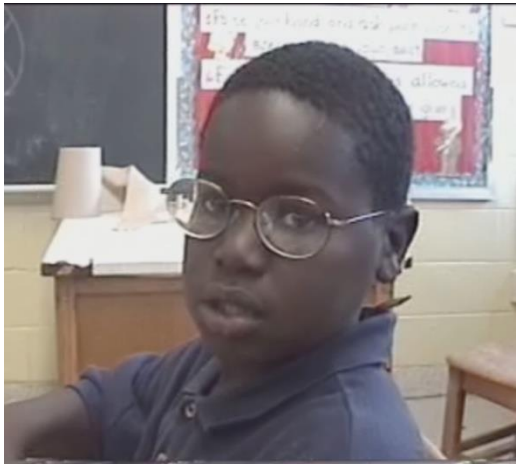
Exit Requirements
Must be in place before earning 1B designation.
Phonics CCSS F.K.2c/ F.1.3b
- Blend and segment onsets and rimes of single-syllable spoken words.
- Decode regularly spelled one-syllable words.

Word Recognition CCSS F.1.3g
- Recognize and read grade-appropriate irregularly spelled words.

Comprehension CCSS F.1.4/ RL/I.1.1
- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions about key details in a text.

2G

IRLA 37



1B Independent Reading Level Overview 1.30 -1.59
Decode Regularly Spelled 1-Syllable Words: Chunking

1B Learning Focus
Decode Regularly Spelled 1-Syllable Words: Vowel Family Chunking

1B readers take a huge jump forward in reading. Not only do they have a sight word bank of 200-300 high frequency words, they are now able to use these known words, and knowledge of regular vowel patterns, to figure out unknown words (e.g., *ride/pride*). 1B readers have their fingers out, covering parts of unfamiliar words to find something they know inside them. Once they find a chunk that looks familiar, they have to recall what known word it is part of, take off the first letter of the known word in their mind, vocalize the isolated chunk, add the beginning sound of the new word to the chunk, and see if it works out to be a sensible word. If it doesn't work out they have to start all over again. The phonological awareness skills required for this level are tremendous.

Key Common Core State Standards

CCSS F.1.3b Decode regularly spelled one-syllable words.

CCSS F.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.

CCSS F.1.3g Recognize and read grade-appropriate irregularly spelled words.

Entry Requirements
Must be in place before earning 1B designation.
Phonics CCSS F.K.2c/ F.1.3b
- Blend and segment onsets and rimes of single-syllable spoken words.
- Decode regularly spelled one-syllable words.

Word Recognition CCSS F.1.3g
- Recognize and read grade-appropriate irregularly spelled words.

Comprehension CCSS F.1.4/ RL/I.1.1
- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions about key details in a text.

Exit Requirements
Must be in place before earning 2B designation.
Phonics CCSS F.1.3ef
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.

Word Recognition CCSS F.1.3g
- Recognize and read grade-appropriate irregularly spelled words.

Comprehension CCSS F.1.4/ RL/I.1.1
- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions about key details in a text.

1B

IRLA 53

PreK	Kindergarten	1			2		3	4	5	6	7	8	9 & 10	11 & 12 ®
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

Turn and Talk

- What's the major difference between 2G and 1B?

- What do you need to teach a student to do in order to move from 2G to 1B?

IRLA-CCSS

Eddie

2B Independent Reading Level Overview 1.60 -1.99
Decode Regularly Spelled 2-Syllable Words

2B Learning Focus
Decode Two-Syllable Words

2B readers know to look for the known inside the unknown. They have their fingers on the text, covering up beginnings and endings of unfamiliar words, looking for chunks, vowel patterns, endings, and little words inside bigger words, as they successfully figure out the two-syllable words common to 2B text. 2B books begin to include narratives with some characterization and simple plots. Be careful, because 2B is the first level in which readers may be able to decode without following the meaning of the text. Be sure to check comprehension carefully. Don't allow students who are working too hard on decoding to move into 1R. Make sure students learn to be fully engaged with the message of 2B books. Catch them laughing at the stories, not just figuring out what the words say, before moving them into 1R.

Key Common Core State Standards

CCSS F.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.

CCSS F.1.3f Read words with inflectional endings (*-ed, -er, -ing, -es, -y, -est*).

CCSS F.1.3g Recognize and read grade-appropriate irregularly spelled words.

Entry Requirements
Must be in place before earning 2B designation.

Phonics CCSS F.1.3ef
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.

Word Recognition CCSS F.1.3g
- Recognize and read grade-appropriate irregularly spelled words.

Comprehension CCSS F.1.4/ RL/L1.1
- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions about key details in a text.

Exit Requirements
Must be in place before earning 1R designation.

Phonics CCSS F.2.3
- Know and apply grade-level phonics and word analysis skills in decoding words.

Word Recognition CCSS F.2.3f
- Recognize and read grade-appropriate irregularly spelled words.

Comprehension CCSS F.2.4/ RL/L2.1
- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2B

IRLA 77

PreK	Kindergarten	1				2		3	4	5	6	7	8	9 & 10	11 & 12 ®
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

Architecture of a Color Level and How the IRLA Is Structured

Major Learning

2B Independent Reading Level Overview 1.60 -1.99
Decode Regularly Spelled 2-Syllable Words

2B Learning Focus
Decode Two-Syllable Words

2B readers know to look for the known inside the unknown. They have their fingers on the text, covering up beginnings and endings of unfamiliar words, looking for chunks, vowel patterns, endings, and little words inside bigger words, as they successfully figure out the two-syllable words common to 2B text. 2B books begin to include narratives with some characterization and simple plots. Be careful, because 2B is the first level in which readers may be able to decode without following the meaning of the text. Be sure to check comprehension carefully. Don't allow students who are working too hard on decoding to move into 1R. Make sure students learn to be fully engaged with the message of 2B books. Catch them laughing at the stories, not just figuring out what the words say, before moving them into 1R.

Key Common Core State Standards

CCSS F.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.

CCSS F.1.3f Read words with inflectional endings (*-ed, -er, -ing, -es, -y, -est*).

CCSS F.1.3g Recognize and read grade-appropriate irregularly spelled words.

Entry Requirements

Must be in place before earning 2B designation.

Phonics CCSS F.1.3ef

- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.

Word Recognition CCSS F.1.3g

- Recognize and read grade-appropriate irregularly spelled words.

Comprehension CCSS F.1.4/ RL/I.1.1

- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions about key details in a text.

Exit Requirements

Must be in place before earning 1R designation.

Phonics CCSS F.2.3

- Know and apply grade-level phonics and word analysis skills in decoding words.

Word Recognition CCSS F.2.3f

- Recognize and read grade-appropriate irregularly spelled words.

Comprehension CCSS F.2.4/ RL/I.2.1

- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2B

PreK	Kindergarten	1				2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

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Architecture of a Color Level and How the IRLA Is Structured

Major Learning

1R Independent Reading Level Overview 2.00 - 2.49
Decode Regularly Spelled Three-Syllable Words

1R Learning Focus
Decode Three-Syllable Words

1R readers are able to sit for 30 minutes and enjoy one long picture book. Their focus is not on decoding, but on the content of the book. They are enjoying traditional tales, silly stories, poetry, and informational text. They should be given the opportunity to read picture books that come in series (e.g., Clifford, Arthur, Amelia Bedelia, Berenstain Bears). Picture books with the same characters and similar plot elements prepare 1R readers for the move into chapter books at 2R. As decoding 1R text becomes easier, silent reading will become the preferred mode. Allow students to spend enough time enjoying and engaging at the 1R level before moving them into the longer and more complicated books at the 2R level.

Key Common Core State Standards

CCSS F.2.3b Know spelling-sound correspondences for additional common vowel teams.

CCSS F.2.3d Decode words with common prefixes and suffixes.

Entry Requirements

Must be in place before earning 1R designation.

Phonics CCSS F.2.3

- Know and apply grade-level phonics and word analysis skills in decoding words.

Word Recognition CCSS F.2.3f

- Recognize and read grade-appropriate irregularly spelled words.

Comprehension CCSS F.2.4/ RL/I.2.1

- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

Exit Requirements

Must be in place before earning 2R designation.

Phonics CCSS F.2.3e

- Identify words with inconsistent but common spelling-sound correspondences.

Comprehension CCSS F.2.4/ RL/I.2.1

- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

1R

IRLA 99

PreK	Kindergarten	1				2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

®

Architecture of a Color Level and How the IRLA Is Structured

Major Learning

2R Independent Reading Level Overview 2.50 - 2.99
Finish 1 Chapter Book Each Week

2R Learning Focus
Finish 1 Chapter Book Each Week

2R readers begin 2R as picture book readers and leave as chapter book readers. They develop the habit of silent reading, the ability to sustain interest across sittings, and finally, the chapter book reading habit, where they must engage and understand without the aid of illustrations. Students should not leave 2R until they are successfully reading (and finishing) at least one chapter book a week.

Decode All Multisyllabic and Irregularly Spelled Words Familiar from Everyday Speech

2R readers are able to try various vowel/consonant sounds in unfamiliar words until they recognize the word from everyday speech. 2R books are full of irregularly spelled words, multisyllabic words, and special vowel spellings, but all of the words in 2R books should be familiar to readers from their oral language (e.g., *gigantic, scientist*). Their use of decoding and context clues allows the 2R readers to get close enough to the pronunciation of any word so that as they try different possible pronunciations, they recognize one. Expect 2R readers to be able to approximate pronunciation of difficult names.

Key Common Core State Standards

CCSS RL/I.2.10 By the end of the year, read and comprehend literature and informational texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS F.2.3e Identify and read words with inconsistent but common spelling-sound correspondences (body, cloth, ton).

Entry Requirements

Must be in place before earning 2R designation.

Phonics CCSS F.2.3e

- Identify words with inconsistent but common spelling-sound correspondences.

Comprehension CCSS F.2.4/ RL/I.2.1

- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Exit Requirements

Must be in place before earning Wt designation.

Academic Vocabulary CCSS RL/I.3.4

- Determine the meaning of general academic and domain-specific words and phrases as they are used in a text relevant to a grade 3 topic or subject area, distinguishing literal from nonliteral language.

Phonics CCSS F.3.3c

- Decode multisyllable words.

Comprehension CCSS RL/I.3.1

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Range of Reading CCSS RL/I.3.10

- By the end of the year, read and comprehend literature and informational texts in the grades 2-3 text complexity band independently and proficiently.

2R

IRLA 113

PreK	Kindergarten	1				2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

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IRLA-CCSS
Dominique

2R Independent Reading Level Overview 2.50 - 2.99
Finish 1 Chapter Book Each Week

2R Learning Focus
Finish 1 Chapter Book Each Week

2R readers begin 2R as picture book readers and leave as chapter book readers. They develop the habit of silent reading, the ability to sustain interest across sittings, and finally, the chapter book reading habit, where they must engage and understand without the aid of illustrations. Students should not leave 2R until they are successfully reading (and finishing) at least one chapter book a week.

Decode All Multisyllabic and Irregularly Spelled Words Familiar from Everyday Speech

2R readers are able to try various vowel/consonant sounds in unfamiliar words until they recognize the word from everyday speech. 2R books are full of irregularly spelled words, multisyllabic words, and special vowel spellings, but all of the words in 2R books should be familiar to readers from their oral language (e.g., *gigantic, scientist*). Their use of decoding and context clues allows the 2R readers to get close enough to the pronunciation of any word so that as they try different possible pronunciations, they recognize one. Expect 2R readers to be able to approximate pronunciation of difficult names.

Key Common Core State Standards

CCSS RL/I.2.10 By the end of the year, read and comprehend literature and informational texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS F.2.3e Identify and read words with inconsistent but common spelling-sound correspondences (body, cloth, ton).

Entry Requirements
Must be in place before earning 2R designation.

Phonics CCSS F.2.3e
- Identify words with inconsistent but common spelling-sound correspondences.

Comprehension CCSS F.2.4/ RL/I.2.1
- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Exit Requirements
Must be in place before earning Wt designation.

Academic Vocabulary CCSS RL/I.3.4
- Determine the meaning of general academic and domain-specific words and phrases as they are used in a text relevant to a grade 3 topic or subject area, distinguishing literal from nonliteral language.

Phonics CCSS F.3.3c
- Decode multisyllable words.

Comprehension CCSS RL/I.3.1
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Range of Reading CCSS RL/I.3.10
- By the end of the year, read and comprehend literature and informational texts in the grades 2-3 text complexity band independently and proficiently.

2R

IRLA 113

Questions to Think About

1. *What is student's current level?*
2. *What should you teach to accelerate this child's reading growth?*

PreK	Kindergarten	1			2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

®

Turn and Talk

What has been a major area of learning so far? What's resonating?

PreK	Kindergarten	1			2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

®

Differences in Text Below and Above the Third-Grade Level of Text Complexity

By the Third-Grade Level (White), Students—

- Master decoding
- Notice unfamiliar academic, literary, and technical vocabulary words and phrases
- Encounter more unfamiliar words as the levels increase

PreK	Kindergarten	1			2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

Architecture of a Color Level and How the IRLA Is Structured

Major Learning

Wt Independent Reading Level Overview 3.00 - 3.99

Notice and Acquire Academic Vocabulary

Wt Learning Focus

Notice and Acquire Academic Vocabulary

Wt-level books include academic vocabulary, language not normally used in everyday speech (e.g., *exclaimed, cautiously*). For many students this is truly a foreign language. Students who arrive at the Wt level with a vast background of listening to higher-level books will already have much of this vocabulary. Students who have not been read to will not. Students acquire academic vocabulary through immersion in text, the same way they acquired their speaking vocabulary through immersion in oral language. Wt books have 1-2 academic words and/or phrases per chapter-book size page of text. Wt readers must spend enough time reading at the Wt level to acquire the 1,500 new academic vocabulary words expected of proficient third-grade readers. This is entirely different and unrelated to decoding. At the Wt level, the major focus is on noticing these academic words and learning them through immersion in reading.

Finish One Chapter Book Each Week

Wt readers continue to develop silent reading fluency, the ability to sustain interest across sittings, and the chapter book reading habit. Students should not leave Wt unless they are successfully reading (and finishing) at least one Wt chapter book a week.

Key Common Core State Standards

CCSS L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

CCSS RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Wt topic or subject area.

CCSS RL.3.4c: Use a known root word as a clue to the meaning of an unknown word with the same root.

Entry Requirements

Must be in place before earning Wt designation.

Academic Vocabulary CCSS RL/I.3.4

- Determine the meaning of general academic and domain-specific words and phrases as they are used in a text relevant to a grade 3 topic or subject area, distinguishing literal from nonliteral language.

Phonics CCSS F.3.3c

- Decode multisyllable words.

Comprehension CCSS RL/I.3.1

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Range of Reading CCSS RL/I.3.10

- By the end of the year, read and comprehend literature and informational texts in the grades 2-3 text complexity band independently and proficiently.

Exit Requirements

Must be in place before earning Bk designation.

Academic Vocabulary in Current Schema CCSS L.4.6

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Comprehension CCSS RL/I.4.1

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Range of Reading CCSS RL/I.4.10

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Wt

IRLA 131

PreK	Kindergarten	1			2		3	4	5	6	7	8	9 & 10	11 & 12 ®
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

Wt Independent Reading Level Overview 3.00 - 3.99

Notice and Acquire Academic Vocabulary

Wt Learning Focus

Notice and Acquire Academic Vocabulary

Wt-level books include academic vocabulary, language not normally used in everyday speech (e.g., *exclaimed, cautiously*). For many students this is truly a foreign language. Students who arrive at the Wt level with a vast background of listening to higher-level books will already have much of this vocabulary. Students who have not been read to will not. Students acquire academic vocabulary through immersion in text, the same way they acquired their speaking vocabulary through immersion in oral language. Wt books have 1-2 academic words and/or phrases per chapter-book size page of text. Wt readers must spend enough time reading at the Wt level to acquire the 1,500 new academic vocabulary words expected of proficient third-grade readers. This is entirely different and unrelated to decoding. At the Wt level, the major focus is on noticing these academic words and learning them through immersion in reading.

Finish One Chapter Book Each Week

Wt readers continue to develop silent reading fluency, the ability to sustain interest across sittings, and the chapter book reading habit. Students should not leave Wt unless they are successfully reading (and finishing) at least one Wt chapter book a week.

Key Common Core State Standards

CCSS L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

CCSS RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Wt topic or subject area.

CCSS RL.3.4c: Use a known root word as a clue to the meaning of an unknown word with the same root.

Entry Requirements

Must be in place before earning Wt designation.

Academic Vocabulary CCSS RL/I.3.4

- Determine the meaning of general academic and domain-specific words and phrases as they are used in a text relevant to a grade 3 topic or subject area, distinguishing literal from nonliteral language.

Phonics CCSS F.3.3c

- Decode multisyllable words.

Comprehension CCSS RL/I.3.1

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Range of Reading CCSS RL/I.3.10

- By the end of the year, read and comprehend literature and informational texts in the grades 2-3 text complexity band independently and proficiently.

Exit Requirements

Must be in place before earning Bk designation.

Academic Vocabulary in Current Schema CCSS L.4.6

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precis actions, emotions, or states of being and that are basic to a particular t

Comprehension CCSS RL/I.4.1

- Refer to details and examples in a text when explaining what the text explicitly and when drawing inferences from the text.

Range of Reading CCSS RL/I.4.10

- By the end of the year, read and comprehend literature, including stor dramas, and poetry, in the grades 4-5 text complexity band proficientl scaffolding as needed at the high end of the range.

Wt

IRLA-CCSS

Abby

PreK	Kindergarten	1			2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

®

Turn and Talk

What are you thinking in regards to academic vocabulary?

Architecture of a Color Level and How the IRLA Is Structured

Major Learning

Bk Independent Reading Level Overview 4.00 - 4.99
Acquire a Series Reading Habit

Bk Learning Focus
Acquire a Series Reading Habit

Bk-level readers really get hooked on reading. This is when silent reading takes off and readers will sit and read for long periods of time, reluctant to stop because they want to find out what happens next. Bk is the level where good readers binge on junky series books (e.g., *Goosebumps*, *Diary of a Wimpy Kid*, Matt Christopher's sports fiction). This should be encouraged because it builds fluency, silent reading speed, endurance, and the habit of reading. Literary taste will come with experience. Require Bk-level readers to demonstrate their proficiency in both fiction and nonfiction, but otherwise let them indulge their passions. The levels that follow require students to broaden their reading into new genres. Take advantage of page-turners to have students master the narrative form: characters, settings, dialogue, point of view, theme, etc., in both reading and writing.

This is also the first level where students must have already acquired an academic vocabulary of at least 1,500 words. In Bk text, the vocabulary demands are increasing, with 3–5 words and/or phrases on a typical chapter book page not familiar from everyday speech. Be sure readers can define those words either from past reading experience or through the use of context clues. Bk-level readers should finish a Bk chapter book, or its equivalent, each week.

Key Common Core State Standards

CCSS F.4.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Entry Requirements

Must be in place before earning Bk designation.

Academic Vocabulary in Current Schema CCSS L.4.6

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Comprehension CCSS RL/I.4.1

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Range of Reading CCSS RL/L4.10

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Exit Requirements

Must be in place before earning Or designation.

Academic Vocabulary in Current Schema CCSS L.5.6

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Comprehension CCSS RL/I.5.1

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Range of Reading CCSS RL/L5.10

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, and informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Bk

IRLA 153

PreK	Kindergarten	1			2		3	4	5	6	7	8	9 & 10	11 & 12 ®
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

Architecture of a Color Level and How the IRLA Is Structured

Major Learning

Or Independent Reading Level Overview 5.00-5.99
Proficiency and Comfort in New Genres

Or Learning Focus

Proficiency and Comfort in New Genres (Historical Fiction, Realistic Fiction, Biography, Poetry, etc.)

Or readers should demonstrate proficiency in at least five very different kinds of text. Encourage students to expand their reading experience through literacy circles, read-aloud, book clubs, sharing time, modeling, book talks and having enough of the right books in these genres. Or readers are learning to analyze how different texts in the same series or genre approach similar themes. Proficient Or-level readers are comfortable in realistic/contemporary fiction, poetry, plays, informational writing, a variety of traditional tales, historical fiction, and biography.

In Or text, the vocabulary demands are increasing, with 6–10 words and/or phrases on a typical chapter book page not familiar from everyday speech. Or-level readers already know all but 1 or 2 of these academic words from their extensive reading at the earlier levels. Students who have not read widely will not know most of the words and will have comprehension difficulty because of the academic vocabulary load. These students must go back to the color level where they can define all (or almost all) of the words used and read from there, or they may develop the habit of "reading" without comprehension.

Or-level readers should finish an Or chapter book, or its equivalent, each week.

Key Common Core State Standards

CCSS RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Entry Requirements

Must be in place before earning Or designation.

Academic Vocabulary in Current Schema CCSS L.5.6

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Comprehension CCSS RL/I.5.1

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Range of Reading CCSS RL/I.5.10

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, and informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Exit Requirements

Must be in place before earning Pu designation.

Academic Vocabulary in Current Schema CCSS L.6.6

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Comprehension CCSS RL/I.6.1

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Range of Reading CCSS RL/I.6.10

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, and literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Or

PreK	Kindergarten	1			2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

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IRLA-CCSS
Dominique

Or Independent Reading Level Overview 5.00-5.99
Proficiency and Comfort in New Genres

Or Learning Focus

Proficiency and Comfort in New Genres (Historical Fiction, Realistic Fiction, Biography, Poetry, etc.)

Or readers should demonstrate proficiency in at least five very different kinds of text. Encourage students to expand their reading experience through literacy circles, read-aloud, book clubs, sharing time, modeling, book talks and having enough of the right books in these genres. Or readers are learning to analyze how different texts in the same series or genre approach similar themes. Proficient Or-level readers are comfortable in realistic/contemporary fiction, poetry, plays, informational writing, a variety of traditional tales, historical fiction, and biography.

In Or text, the vocabulary demands are increasing, with 6–10 words and/or phrases on a typical chapter book page not familiar from everyday speech. Or-level readers already know all but 1 or 2 of these academic words from their extensive reading at the earlier levels. Students who have not read widely will not know most of the words and will have comprehension difficulty because of the academic vocabulary load. These students must go back to the color level where they can define all (or almost all) of the words used and read from there, or they may develop the habit of "reading" without comprehension.

Or-level readers should finish an Or chapter book, or its equivalent, each week.

Key Common Core State Standards

CCSS RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS RL.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Entry Requirements

Must be in place before earning Or designation.

Academic Vocabulary in Current Schema CCSS L.5.6

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Comprehension CCSS RL/I.5.1

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Range of Reading CCSS RL/I.5.10

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, and informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Exit Requirements

Must be in place before earning Pu designation.

Academic Vocabulary in Current Schema CCSS L.6.6

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Comprehension CCSS RL/I.6.1

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Range of Reading CCSS RL/I.6.10

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, and literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Or

Pu Independent Reading Level Overview 6.00 - 6.99
Authors Use Structure/Form/Genre to Organize and Communicate Ideas

Pu Learning Focus

Genre/Form Matters

Pu readers understand that authors use genre/form to organize and communicate ideas. Pu readers learn to identify the genre or form of a new text so they can use their understanding of the characteristics of a genre to anticipate what they will encounter and to scaffold their understanding as they read.

Proficiency and Comfort with New Genres (e.g., Historical Fiction, Science Fiction, or Fantasy)

Pu readers should demonstrate proficiency in at least six very different kinds of text. Encourage students to expand their reading experience through literacy circles, read-aloud, book clubs, sharing time, modeling, book talks, and having enough of the right books in these genres. Proficient Pu-level readers are comfortable in realistic fiction, a variety of traditional tales, informational writing, poetry, biography, historical fiction, science fiction, and fantasy, usually developing in that order. In Pu text, the vocabulary demands are increasing, with 11–15 words and/or phrases on a typical chapter book page not familiar from everyday speech. Pu-level readers already know most of these academic words, and they have developed comfort with a wide variety of organizational frameworks through their wide reading in various genres. Students who have not read widely will have comprehension difficulty because of the academic vocabulary load and unfamiliar genre constructs. These students must go back to the color level where they can define all (or almost all) of the words used, follow the general text structure, and increase their proficiency levels from there. Do not allow students to develop the habit of reading without comprehension. Pu-level readers should finish a Pu chapter book, or its equivalent, each week.

Key Common Core State Standards

CCSS RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

CCSS RL.6.9 Compare and contrast one author's presentation of events with that of another.

Entry Requirements

Must be in place before earning Pu designation.

Academic Vocabulary in Current Schema CCSS L.6.6

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Comprehension CCSS RL/I.6.1

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Range of Reading CCSS RL/I.6.10

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, and literary nonfiction, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Exit Requirements

Must be in place before earning 1Br designation.

Academic Vocabulary in Current Schema CCSS L.7.6

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Comprehension CCSS RL/I.7.1

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Range of Reading CCSS RL/I.7.10

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, and literary nonfiction, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Pu

IRLA 193

Questions to Think About

1. *What is student's current level? What is your supporting evidence (what Standards do they demonstrate using with success)?*

2. *What should you teach to accelerate this child's reading growth (to help them move toward the next color level)? This is the student's Power Goal.*

PreK	Kindergarten	1			2		3	4	5	6	7	8	9 & 10	11 & 12 ®
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

IRLA Grade Level Equivalencies

IRLA Level	Standards-Based Grade Level Expectation	Grade Level Equivalency	Stages of Reading Acquisition
Read to Me	PreK	.00–.09	Active Reading Strategies
1-3-Yellow	Kindergarten, First Half	.10–.59	
1-Green	Kindergarten, Second Half	.60–.99	Sight Words
2-Green	1st Grade, First Third	1.00–1.29	
1-Blue	1st Grade, Middle Third	1.30–1.59	Word Families Vowel Patterns Syllabification
2-Blue	1st Grade, Final Third	1.60–1.99	
1-Red	2nd Grade, First Half	2.00–2.49	
2-Red	2nd Grade, Second Half	2.50–2.99	Chapter Books
White	3rd Grade	3.00–3.99	Academic Vocabulary
Black	4th Grade	4.00–4.99	Stamina. High Speed Silent Reading
Orange	5th Grade	5.00–5.99	Genre Expansion
Purple	6th Grade	6.00–6.99	
1-Bronze	7th Grade	7.00–7.99	Authors' Craft Authors' Perspectives, Bias, Agendas
2-Bronze	8th Grade	8.00–8.99	
Silver	9th & 10th Grade	9.00–10.99	Literary Analysis
Gold	11th & 12th Grade	11.00–12.99	Writing as Art/Rhetoric

PreK	Kindergarten	1			2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

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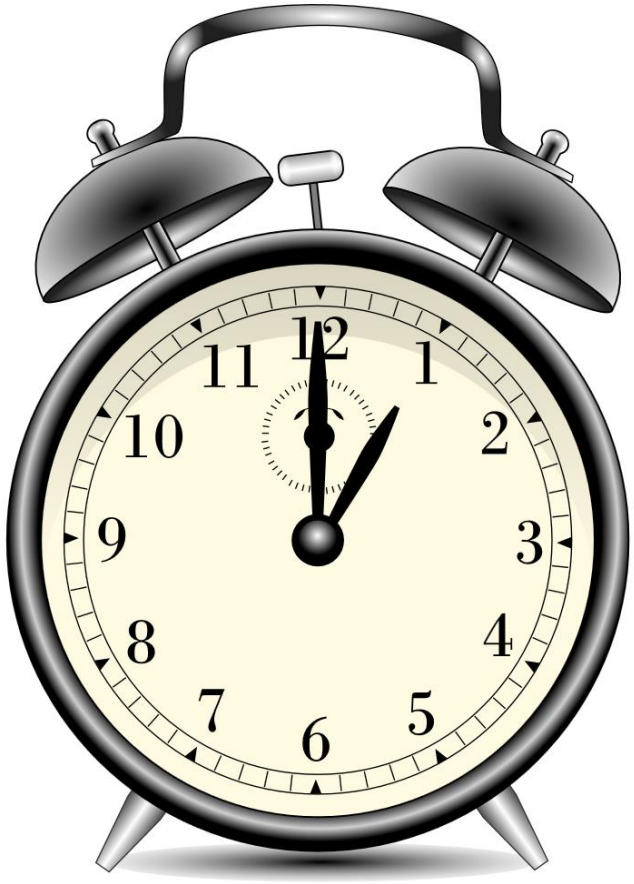


Break

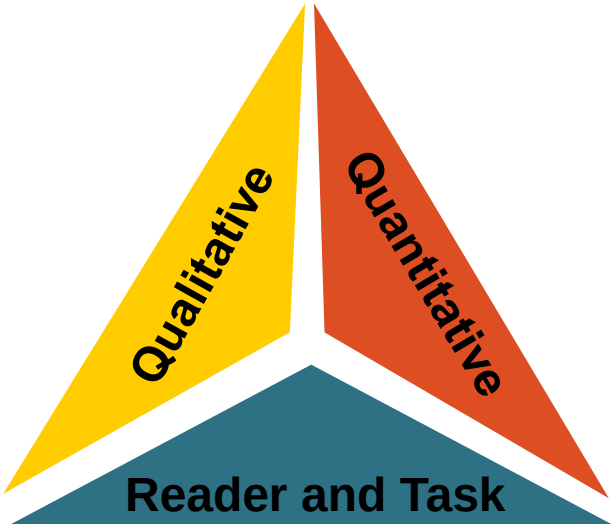
Grade	IRLA	Lexile Text Measures®	"Stretch" Lexile Band	Guided Reading (Fountas and Pinnell)	DRA (Joetta Beaver)	Reading Recovery	Accelerated Reader
K	1-3Y (Yellow)	——	——	A - B	A - 2	A, B, 1 2, 3	.10 - .59
	1G (1 Green)						.60 - .99
1	2G (2 Green)	200L - 400L		C - I	3 - 16	4 - 16	1.00 - 1.29
	1B (1 Blue)						1.30 - 1.59
	2B (2 Blue)						1.60 - 1.99
2	1R (1 Red)	300L - 500L	420L - 820L	J - M	18 - 28	17 - 20	2.00 - 2.49
	2R (2 Red)						2.50 - 2.99
3	Wt (White)	500L - 700L		N - P	30 - 38	21 - 24	3.00 - 3.99
4	Bk (Black)	650L - 850L	740L - 1010L	Q - R	40	25 - 26	4.00 - 4.99
5	Or (Orange)	750L - 950L		S - V	50	27 - 28	5.00 - 5.99
6	Pu (Purple)	850L - 1050L	925L - 1185L	W - Y	60	29 - 30	6.00 - 6.99
7-8	Br (Bronze)	950L - 1100L		Z	70	31 - 44	7.00 - 8.99
9-10	Si (Silver)	1050L - 1200L	1050L - 1335L	——	——	——	9.00 - 10.99
11-12	Gl (Gold)	1100L - 1300L	1185L - 1385L	——	——	——	11.00 - 12.99

Matching Reader and Text Level

PreK	Kindergarten	1			2		3	4	5	6	7	8	9 & 10	11 & 12 ®
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

Assessing Text Complexity

- **Text complexity** is determined by:
  1. **Quantitative Measures**—Readability and other scores of text complexity; often measured by computer software.
  2. **Qualitative Measures**—Levels of meaning, structure, language conventionality and clarity, and knowledge demands; often best measured by an attentive human reader.
  3. **Reader and Task Considerations**—Background knowledge of reader, motivation, interests, and complexity generated by tasks assigned; often best made by educators employing their professional judgment.



PreK	Kindergarten	1			2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

®

IRLA Grade Level Equivalencies

IRLA Level	Standards-Based Grade Level Expectation	Grade Level Equivalency	Stages of Reading Acquisition
Read to Me	PreK	.00–.09	Active Reading Strategies
1-3-Yellow	Kindergarten, First Half	.10–.59	
1-Green	Kindergarten, Second Half	.60–.99	Sight Words
2-Green	1st Grade, First Third	1.00–1.29	
1-Blue	1st Grade, Middle Third	1.30–1.59	Word Families Vowel Patterns Syllabification
2-Blue	1st Grade, Final Third	1.60–1.99	
1-Red	2nd Grade, First Half	2.00–2.49	
2-Red	2nd Grade, Second Half	2.50–2.99	Chapter Books
White	3rd Grade	3.00–3.99	Academic Vocabulary
Black	4th Grade	4.00–4.99	Stamina. High Speed Silent Reading
Orange	5th Grade	5.00–5.99	Genre Expansion
Purple	6th Grade	6.00–6.99	
1-Bronze	7th Grade	7.00–7.99	Authors' Craft Authors' Perspectives, Bias, Agendas
2-Bronze	8th Grade	8.00–8.99	
Silver	9th & 10th Grade	9.00–10.99	Literary Analysis
Gold	11th & 12th Grade	11.00–12.99	Writing as Art/Rhetoric

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RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

®

Books	H or L	Team 1	Team 2	Team 3	Gail
My Babies	L	1G			
Friend or Foe?	L	1R			
The Book Thief	H	Si			
Soccer	L	2G			
What Are Wetlands?	H	Pu			
Watch Me Throw the Ball!	L	2B			
Julian's Glorious Summer	L	2R			
Beach Blues	H	Wt			
Go Away	L	Y			
Yesterday I Had the Blues	H	Bk			

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RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

®

IRLA Level	# of A.V./page	Words in Vocab
White	1-2	1,500
Black	3-5	3,000
Orange	6-10	4,500
Purple	11-15	6,000
Bronze	16-20	7,500
Silver	21-25	9,000
Gold	25+	10,500

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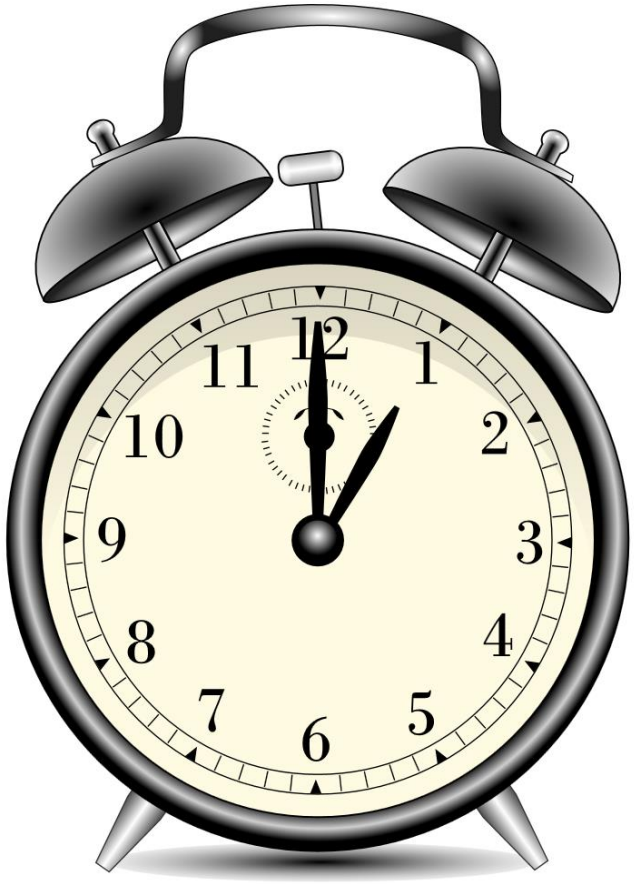
®

Let’s Recap

- How will your understanding of Text Complexity, or determining Text Complexity, impact your current practice?

- How can you use what you learned today about Text Complexity?

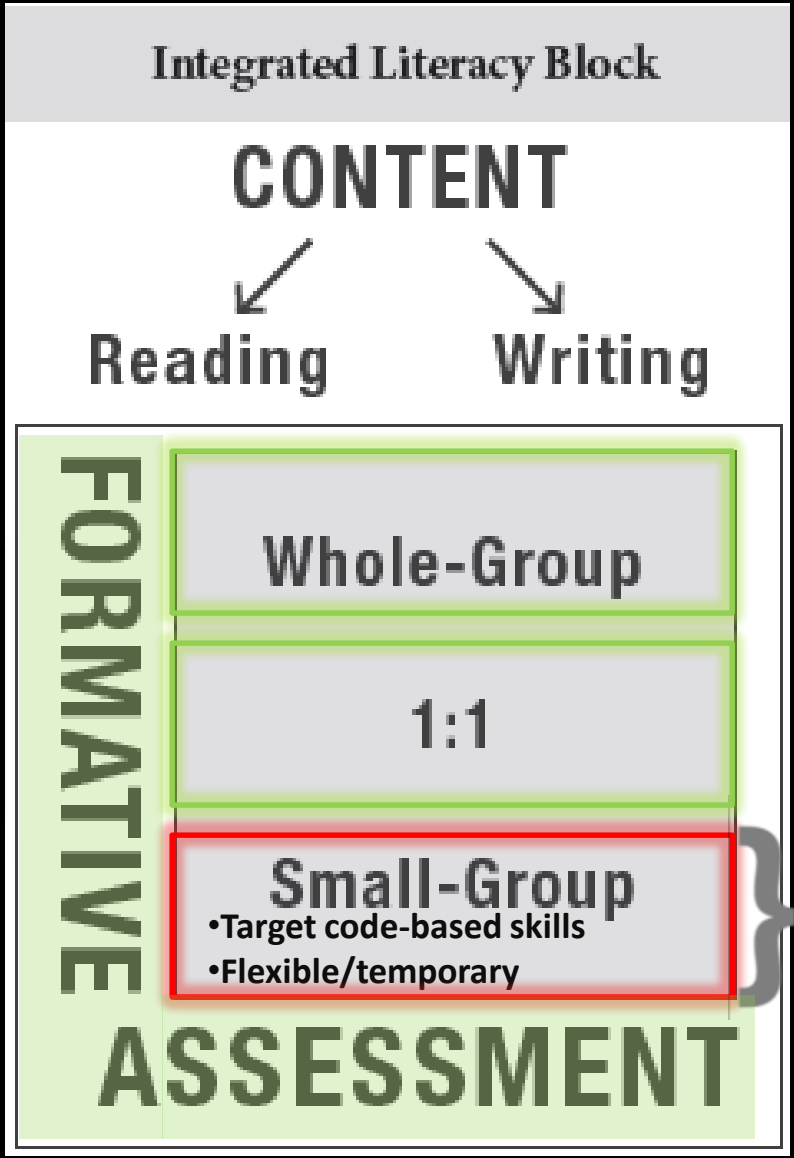


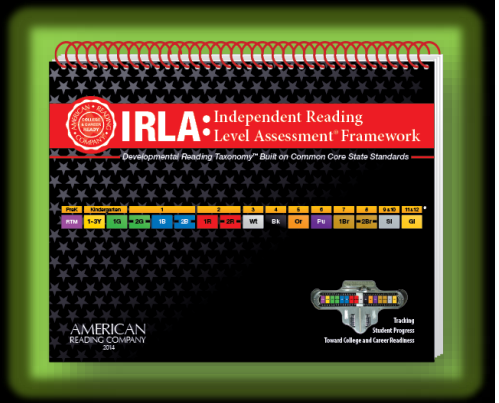
Break

Strategic Intervention Using Small-Group Foundational Skills Instruction

PreK	Kindergarten		1			2	
RTM	1-3Y	1G	2G	1B	2B	1R	2R

1. Matching reader and text level.
2. Dramatically expanding reading activity.
3. Using very small groups or tutoring.
4. Coordinating intervention with core classroom.
5. Delivering instruction by expert teachers.
6. Focusing on metacognition and meaning.
7. Using texts that are interesting to students.

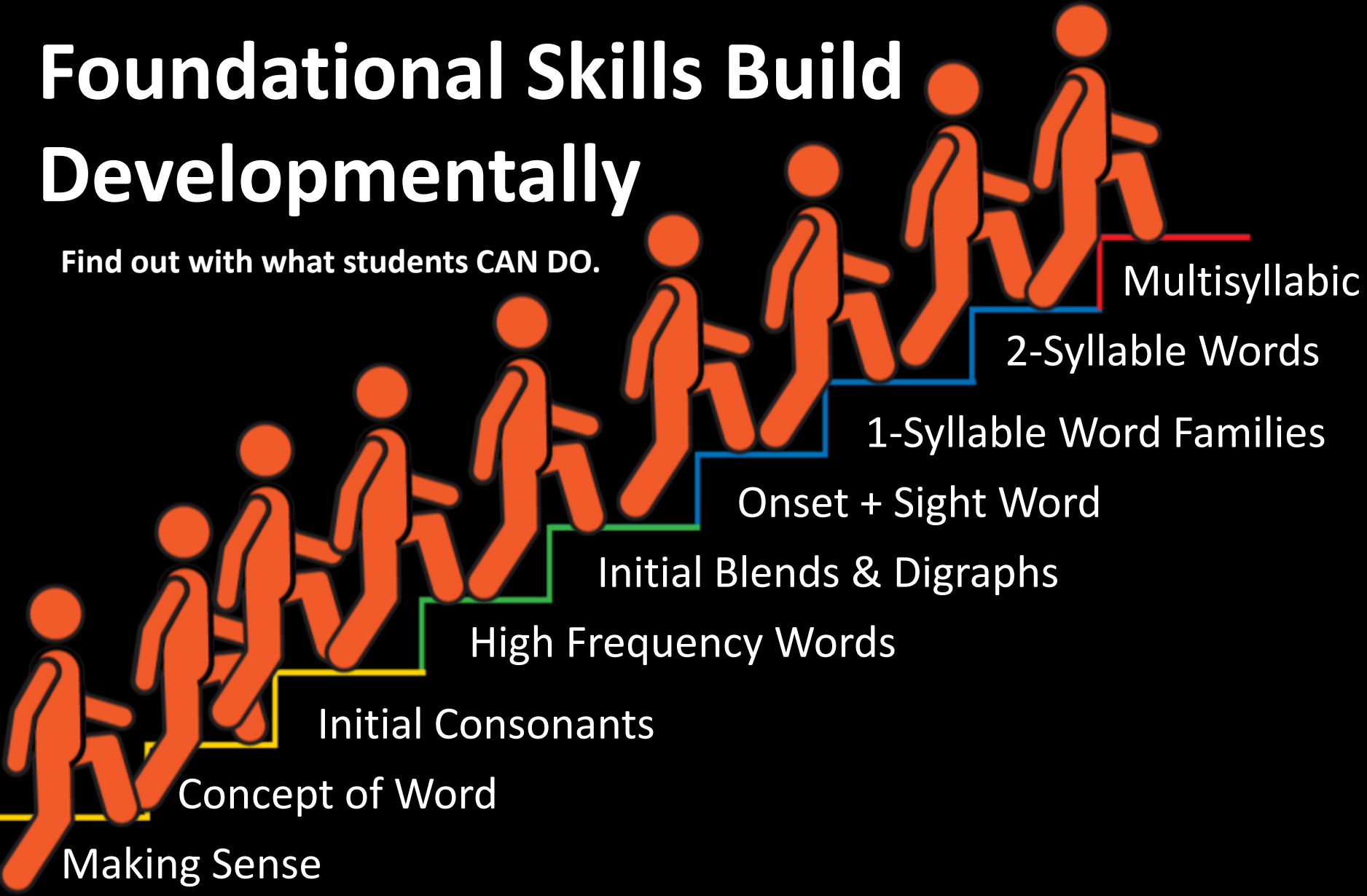




PreK	Kindergarten		1			2	
RTM	1-3Y	1G	2G	1B	2B	1R	2R

Foundational Skills Build Developmentally

Find out with what students CAN DO.



PreK	Kindergarten		1			2	
RTM	1-3Y	1G	2G	1B	2B	1R	2R

Foundational Skills Toolkit Materials

Y-2G Handbooks

Initial Consonant Practice Books

1B/2B Handbooks

1R/2R Handbook

Y-2G Guided Reading Texts

1B Guided Reading Texts

2B Guided Reading Texts

1R Guided Reading Texts

Series Author Study
(2 Series, 6 Books from each)

1G & 2G Power Word Kits

Initial Consonants Picture Cards

Initial Blends & Digraphs Picture Cards

2G Category Words Game Set

Key Word Strip (30)

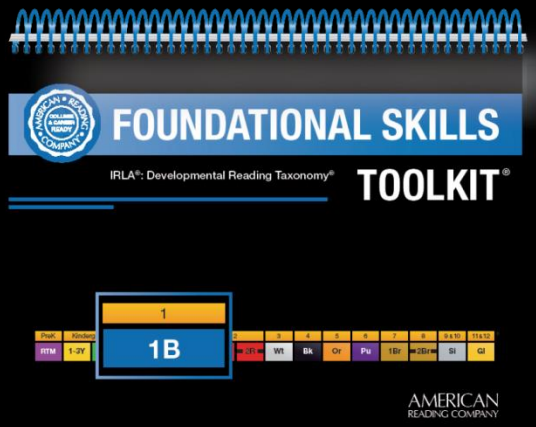
2R Guided Reading Texts

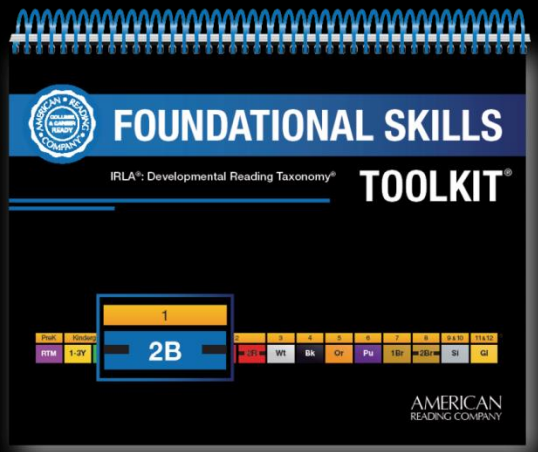
Additional Chapter Books
(2 Series, 6 Books from each)

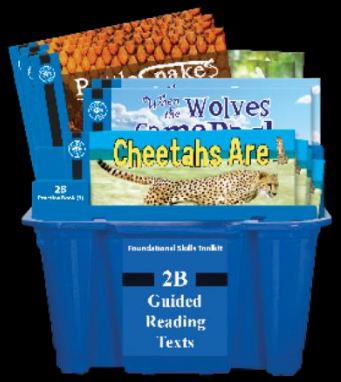
Level	Skills Taught
Y-2G	Active Reading Strategies
	Phonemic Awareness *(Letter Sounds)*
	Letter Identification
	Concept of Word/Tracking
	Initial Consonant Sounds
	High-Frequency Words
	Initial Blends & Digraphs
	Cross-Checking Cues

Level	Skills Taught
1B/2B	Phonological Awareness *(Words, Syllables, Rhyming)*
	Onsets & Rimes
	Regularly Spelled 1-Syllable Words
	Final - e + Common Vowel Teams
	Final Blends & Digraphs
	Compound Words
	Inflectional Endings
	Regularly Spelled 2-Syllable Words

Level	Skills Taught
1R/2R	Fluency
	3-Letter Blends
	Multi-Syllable Words
	Additional Common Vowel Teams
	Prefixes & Suffixes
	Irregularly Spelled Words
	Adjective & Adverbs







PreK	Kindergarten		1			2	
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Sample

Lesson 4: - it

Teacher Facing

1B Zone 1

Use 10 Power Words (Without Onsets) to Read 100 New Words

Lesson 4: -it

-it

Review: Flash -all cards. Re-read *The Ball* or *Who Can I Call?*.

Goal: *Today, you will learn to read and spell any word built from the word it.*

Model: If necessary, (re)show students how to cover the initial letter(s) (onset), isolate the chunk (rime) they know, then combine the onset/rime to read the new word.

Guided Practice: Ask students to cover/uncover the initial consonant as they work to read the words.

Reread: *Which word is the opposite of stand? When you play baseball, you want to get a...Which word is another word for a pimple? Inside a peach you will find a...? When you don't want to play anymore, it is time to...It is rude to ___ out your gum.*

Phonological Awareness

- Rhyme: *Thumbs up if this rhymes with it: mitt, tall, sing...*
- Blend: *Add a /p/ to the word it. What word does that make?*
- Substitute: *Take the /p/ away. What do you have left? Now put on a /k/. What word is that?*

Skywriting: Write the words from memory.

My Reading Folder

- Read & Spell -it
- *Knit Fit*
- *Itsy Bitsy Spider*

Read and Spell

it	lit	sit	sits
bit	pit	spit	spits
fit	mitt	skit	skits
hit	wit	slit	slits
kit	zit	quit	quits

fitbit

twitter

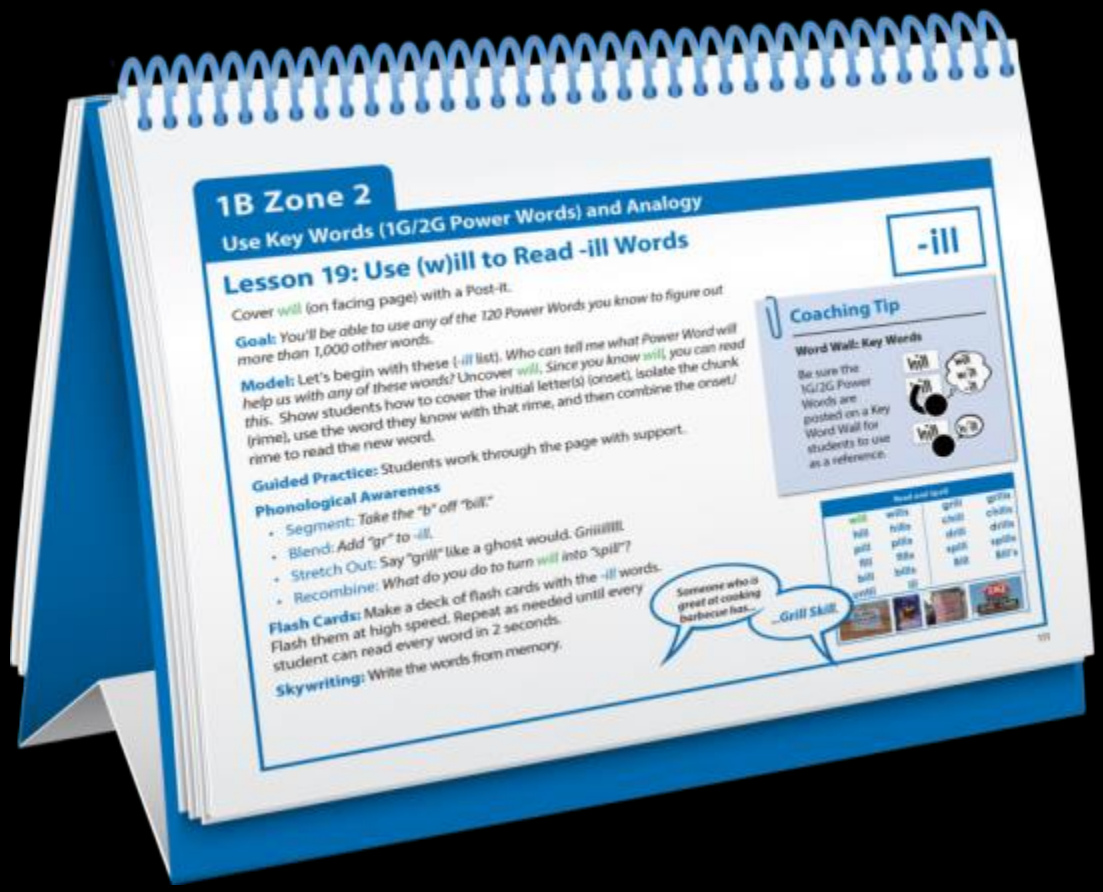
Student Facing

Read and Spell

it	lit	sit	sits
bit	pit	spit	spits
fit	mitt	skit	skits
hit	wit	slit	slits
kit	zit	quit	quits

fitbit

twitter



Student Facing

Teacher Facing

PreK	Kindergarten		1			2	
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Sample

Lesson 4: - it

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My Reading Folder

- Read & Spell -i
- *Knit Fit*
- *Itsy Bitsy Spider*

Read and Spell

it	lit	sit	sits
bit	pit	spit	spits
fit	mitt	skit	skits
hit	wit	slit	slits
kit	zit	quit	quits

Goal in Student-Friendly Language

Teacher Models

Guided Practice

l Awareness

utomaticity

le modes (visual, kinesthetic, etc.)

Provide Guided & Independent Practice to Support Students

Lesson 4 (continued): -it

1B Zone 1

Flash Cards

Make a deck of flash cards with the *-it* words.
Flash them at high speed. Repeat as needed until every student can read every word in 2 seconds. If they can't name it in 2 seconds, it's

Reading Practice: *Knit Fit*

Give students copies of *Knit Fit* and pencils.

Guided Practice: *Underline each -it you find.*

How many -it words are on this page?

Now, go ahead and let me hear you read it.

Fluency: Students choral read, partner read, and practice until they can read the text without effort.

Homework: Send this page home for students to read and reread with their Home Coaches.

Spelling/Dictation: -it

Now that you can read any -it word, it is time to spell them. Let's start with it. Everyone write down it. (etc.)

Make sure the students can't see the words.

Knit Fit

Mom got a new kit.
She made a hat with it.
It doesn't fit me.
I look like a twit.
I look like a nit-wit.
Mom, don't knit for me.
Quit it.
Knit for kitty.

Reading with basic comprehension

Fluency practice
Goal: Automaticity with new decoding skill

Spelling/Dictation

Provide Guided & Independent Practice to Support Students

The Itsy Bitsy Spider

The itsy bitsy spider climbed up the waterspout.

Down came the rain and washed the spider out.

Out came the sun and dried up all the rain.

And the itsy bitsy spider climbed up the spout again.

Onset/Rime Practice

1B Zone 2

Students who struggle with any of the Zone 2 lessons will need additional practice (or are working in the wrong level). Use the ideas below in any order based on student interest and need.

Use Chunks (Rimes) You Know to Make New Words
Students use the chunk (-ill) and initial letters to create both real and nonsense words and record them on the chart. Have students work in teams. Set a timer. Give prizes to the team with the most words in the correct columns.

Flash Cards
Make flash cards for 7-10 words from the word family. Have students drill, practice, and play a variety of games (e.g., Memory, Go Fish, etc.). Play fast. Adrenaline helps encode memory.

Spelling Champs
Use the word family list at the beginning of the lesson. One student is the "speller" who can't see the words. Other students give this student words in the word family to spell. As soon as the speller misses one, s/he sits down and another student is the speller. Play fast. Adrenaline helps encode memory.

Independent Reading
Students spend plenty of time (30-60 minutes a day) reading from self-selected 1B books.

Rhyme Boggle
Write down as many real words as you can think of in one minute. GO! At end of minute, each player reads his words as others cross out the ones they also had. Everyone gets one point for each word no one else had.

Letter/Sound Switch
Start with a four letter word in the family (e.g., -ill: pill). Change one letter to make a new word (e.g., take off the "p" and add an "s"). Continue until you can't do any more. See who can make the most.

Nursery Rhymes/ Silly Stories
Read, write, and sing nursery rhymes and other rhyming texts.

Sample -ill Rhyme

Jack and Jill went up the hill
To fetch a pain of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

Knit Fit

Mom got a new kit.
She made a hat with it.
It doesn't fit me.
I look like a twit.
I look like a nit-wit.
Mom, don't knit for me.
Quit it.
Knit for kitty.

How It Works

1 Blue: One-Syllable Words
Table of Contents

Use Known Phonograms to Read New Words

Zone 1: Use 10 Power Words (Without Onsets) to Read New Words		Guided Reading Texts	Page
Lessons 1-3	• Consonant + Power Word = New Word • Use -all to read call • Oral Rhyming	*Who Can I Call?*	25
Lessons 4-18	it ⟶ sit, quit	*Let's Quit*	49
	am	*Slam Bam Sam*	57
	an	*Dan Gets a Call*	63
	and		69
	at	*Dan Gets a Cat*	75
	eat		79
	in	*What's So Good About Matt?*	85
	out	*The Grand Scam*	93
	up		97
Zone 2: Use 120 Key Words (1G/2G Power Words) and Analogy			
Lessons 19-25	will ⟶ spill, frills	*Animals Use Tools*	111
	get		117
	pink		120
	black		125
	stop		129
	saw		
	look		135

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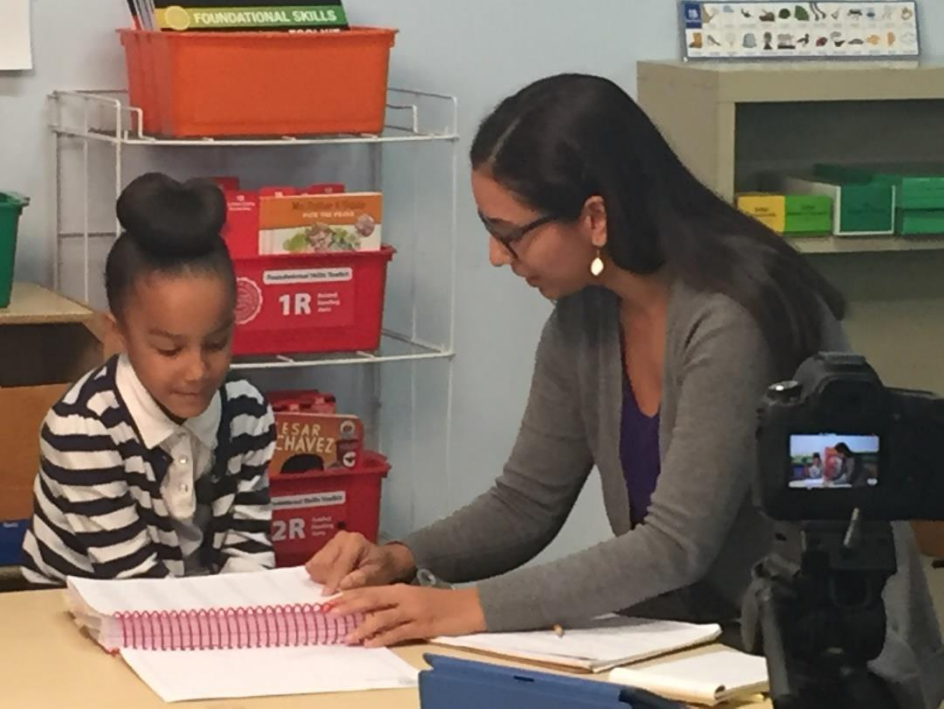

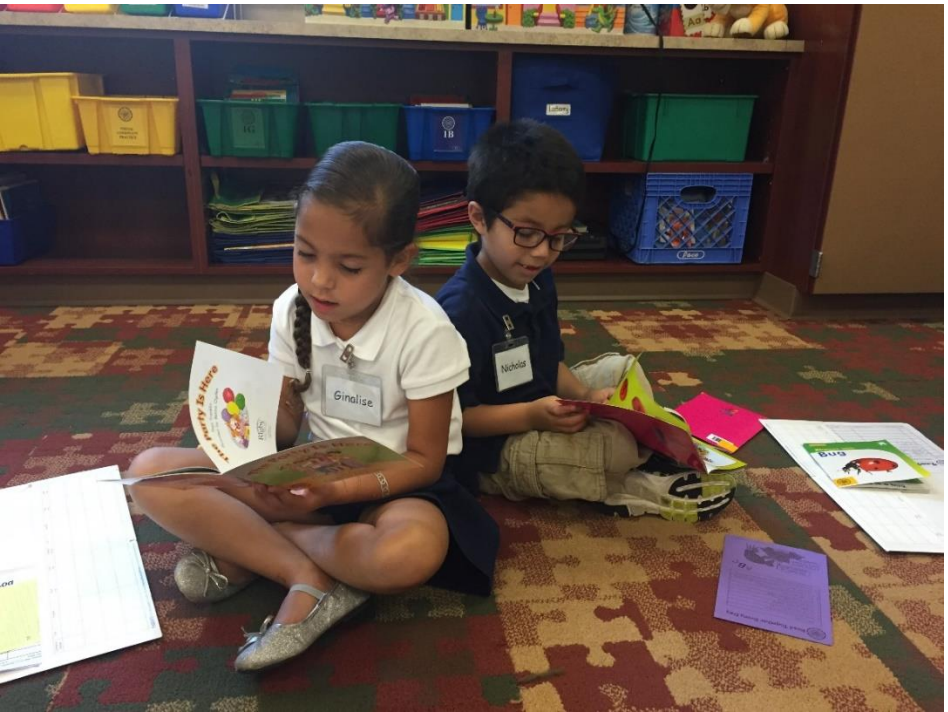

Thank You!

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