Matching Books and Readers
When is a child ready to move from one level to another?
A Guide Sheet for Teachers

It's important for teachers to assess the skills and strategies a child uses as she reads to determine whether or not a child is ready to move on to the next level of "just right" texts. This chart is designed to be a tool for helping teachers make this determination. The left side column contains a description of the text characteristics in each of the levels, and the right side column lists skills and strategies that you want to see your students using consistently when reading books within that level. When a child does demonstrate mastery of and consistency with the skills and strategies within a level, the child is most likely ready to move on to the next level. The child may need support as she moves to a new level of difficulty, and one of the best ways to offer support is to provide a book introduction. These can be incorporated into guided reading sessions or given when the child takes new books at the new level for independent reading workshop time.

Reading Level	Behaviors/Skills/Strategies
(Level A) Books at this level are designed to assist children in looking at print and matching the words that they read with the words on the page. That is, the child learns to say one word as she points to one word. Often the child knows what the page says because the text is patterned. Also, the words are supported by the picture, so the reader's job is one-to-one match, not decoding text. The books are highly predictable, and children benefit from knowing the title and using this plus the cover of the book to get the "big idea" of what the book will be about. In most cases the pattern on the first page will be repeated throughout the book. This provides enough support so that the child can do the job of matching the sentence of text to the picture and the spoken words to the written ones. The text is most often comprised of one-syllable words to avoid added difficulty with one-to-one matching. If there is a multisyllabic word, it's usually at the end of a sentence of text.	*Children reading Level A books need to learn and consistently use the following strategies, skills, and behaviors:* • **Uses the cover (title, illustrations, a look at some of the pictures in the book, etc.) to get ready to read.** Students form a general idea of what the book is about using this information. • **Matches spoken words to printed words.** If the text says, "I see a plant," and the child reads, "I see a flower," matching words correctly, she has met the criteria at this level. We will deal with the mismatch of letter-sound in the next group of books. • **Moves from left to right when reading.** • **Use the illustration and the story as a source of information.** • **Locates known word(s) in text.** • **Reads with fluency?** Reading with fluency is not an issue at early levels. We expect quick, crisp pointing and quick recognition of high frequency words with repeated reading of the same books. *When children read books in Level A and consistently demonstrate these behaviors and strategies, move them to Level B books.*
A child reads <u>Can I Have A Pet</u>, which has the pattern, "Can I have a ****?" On page 4, he reads, "Can I have a lion!" (The sentence in the book says, "Can I have a tiger?") Has this child mastered the characteristics of Level A and should he move on to group 2? The answer is, "Yes!" He has mastered all the above behaviors. He substituted a furry animal for another furry animal, and may not have seen a lion. However, he did insert something that made sense with the illustration. He's ready to go on to Level B where he can learn to deal with two lines of print on a page and multiple syllable words in a sentence.	

Reading Level	Behaviors/Skills/Strategies
(Level B) Books at this level continue to assist children in refining their skills of looking at print and matching the words that they read with the words on the page. That is, the child learns to say one word as she points to one word. The repeated pattern in the text continues to support the reader as well as the fact that the unknown content words are supported by the picture. The reader's job continues to be one-to-one matching, recognizing known words, using the story and illustrations for meaning. The student still is not required to decode text using letter sound relationships. The books continue to be highly predictable, and children should be encouraged to continue using the title plus the cover of the book to get the "big idea" of what the book will be about. In most cases the pattern on the first page will be repeated throughout the book, but there is often a slight pattern change at the end of Level B books. Most often the sentence structure for this change in pattern begins with known high frequency words. Two big changes occur in Level B books. Often there are two (sometimes three) lines of text, requiring the student to make a return sweep to the beginning of the line. In addition, multiple syllable words often occur in the middle of a sentence requiring the student to hold her finger on the word until she says the whole word. If not, one-to-one matching is often incorrect. It is more critical than ever to make sure the student is pointing under the words and noticing the words she knows in Level B books.	*Children reading Level B books need to learn and consistently use the following strategies, skills, and behaviors:* • **Uses the cover (title, illustrations, a look at some of the pictures in the book, etc.) to get ready to read.** Students form a general idea of what the book is about using this information. After reading the entire book, a student should be able to retell the events in the book, and talk about the general idea of what the book was about. • **Matches spoken words to printed words.** In *Best Friends* the text says, "We like to slide," and the child reads, "We like to hug," matching words correctly, she has met the criteria at this level—the boys in the illustration are hugging. We will deal with the mismatch of letter-sound in the next group of books. • **Moves from left to right when reading.** Mastering this behavior often requires a student to make a return sweep to the beginning of the next line in Level B book, because they may have two or more lines of print. • **Use the illustration and the story as a source of information.** In the example above (We like to hug.), the student did use the illustration to read something meaningful for the word "slide" in the book. • **Locates known word(s) in text.** • **Reads with fluency?** Reading with fluency is not an issue at early levels. We expect quick, crisp pointing and quick recognition of high frequency words with repeated reading of the same books. *When children read books in Level B and consistently demonstrate these behaviors and strategies, move them to Level C books. A wise teacher will take some of the books which the students were reading words that did not match the text (i.e. We like to hug, instead of We like to slide), and show them how to use first letter to predict a word that fits the illustration and the letter sound match. Remember this kind of teaching is not done until the student is ready to exit this level, and it sets them up for the expectation of using sound/letter match in Level C books.*

A child reads <u>Can I Have A Pet,</u> which has the pattern, "Can I have a ****?" On page 4, he reads, "Can I have a lion!" (The sentence in the book says, "Can I have a tiger?") Has this child mastered the characteristics of Level A and should he move on to group 2? The answer is, "Yes!" He has mastered all the above behaviors. He substituted a furry animal for another furry animal, and may not have seen a lion or tiger. However, he did insert something that made sense with the illustration. He's ready to go on to Level B where he can learn to deal with two lines of print on a page and multiple syllable words in a sentence.

Reading Level	**Behaviors/Skills/Strategies**
(Level C) Books in Level A and B have already enabled the children to learn to look at print and match what they are reading to the words on the page. Books in Level C are designed to require children to begin using graphophonic (letter/sound) sources of information along with the attention to meaning that was fostered by the teaching in Level A-B books and the other components of the balanced literacy program. The reason children need to rely on letters to help them discern what a word says is because the pictures are less supportive, the stories and sentences become more complex, and the text is formatted in different places on the page. It is very important to make sure the students' pointing under words shifts to pointing under the word and under the beginning letter to assure that they will attend to graphophonic/visual features in the word. Eventually, the students' will slide their finger under the word to check the beginning and ending letters while attending to the story, illustrations and what they know about the topic they are reading. This orchestration of behaviors leads them to integrate sources of information. These books also demand that children have a small set of known words that assist them in reading across a longer sentence.	*Children reading Level C need to learn and consistently use the following strategies, skills, and behaviors:* • **Use the some of the letters in a word (moving toward using the final letter) along with meaning and word order sources of information. The child first attends to beginning letter and then progresses to using final letter.** In the book *Laundry Day, a slight pattern change occurs on page 5 when the children begin to take clothes out of the dryer—Out come the socks. Previously the student read, In go the *** over three pages. If a student reads page 5 as, "Out go the socks," when the text says, "Out come the socks." The student would be prompted to use the first letter in "come" to predict a word other than "go."* • **Make return sweep on more than one line of print.** • **Read known words in text automatically.** • **Uses the pattern of the text as a source of information to assist in reading the book.** • **Begin to integrate sources of information: making sure it makes sense, sounds right and looks right.** The beginning sound of the word that the child reads matches the first letter in the word; later the beginning and ending sounds of words the child reads must match the first and last letter of the word. When the text on page 6 of *Mom Is A Painter* says, "She paints a blue balloon," and the child instead reads, *"She paints a blue ball,"* he was using the first letter and so it looked right. When he went back and read, "She paints a blue balloon," he made sure his reading made sense, sounded right, and looked right by checking the final letter "n." • **Retells the story, keeping story events in order, making inferences about story happenings when possible.** In *Laundry Day, infers that the people are going home because their clothes are washed, dried and folded.* *When children read books in Group 2 with at least 96% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Level D books.*

A child is reading <u>Pass the Present</u>. The text says, "Pig takes off the green paper" but the child reads, *"Pig took off the green paper."* She made the return sweep on two lines of text correctly. She was able to locate known words "cat" and "the." She used meaning from the story and the picture to get the message that animals were taking paper "off" the present. She used a verb (took) for the verb (takes). The beginning sound of "took" matches the beginning sound in "takes." Is she ready to move on to Level D books? The answer is, "NO!" This child is searching and using multiple sources of information, but she needs more work in checking the ending letter(s) in words before you would move her to Level D books.

Reading Level	**Behaviors/Skills/Strategies**
(Level D) Books in A-B have already enabled the children to look at print and match what they are reading to the words on the page. Books in Level are designed to require children to begin using graphophonic (letter/sound) sources of information at the beginning and endings of words. The books in Level D continue to have a pattern with more changes possibly after the first page and on the last page with the internal part of the book having the same pattern. Words with consonant blends and digraphs are added to the processing required of the student. Therefore, the teacher needs to assess whether her students knows the sounds for consonant blends (i.e. br, cl, etc.) and diagraphs (sh, ch, etc.). Inflectional endings are common. Students may have been reading –s at the end of words in earlier books, but these types of endings become very common in Level E and onward. Then she can hold them accountable for checking the beginning and ending of words in Level D books.	*Children reading Level D books need to learn and consistently use the following strategies, skills, and behaviors:* • **Use the some of the letter(s) of a word (including some of the final letters) along with meaning and word order sources of information. The child first attends to beginning letter(s) and then progresses to using final letter(s)** If a child reads, *"I slam a goal,"* in the book *I Play Soccer* instead of "I score a goal," his reading would be acceptable because you are teaching for matching first letter(s) and the student is not noticing the "sc" blend. Later, you would not accept this reading and teach him also to check the final letter(s), too. Students are held accountable for inflectional endings on words (-s, -ed, -ing). • **Make return sweep on more than one line of print.** • **Read known words in text automatically.** • **Begin to integrate sources of information: making sure it makes sense, sounds right and looks right.** On page five of *My Cat Muffin* (Scholastic), the text reads, "My cat Muffin is smart." The student read, "My cat Muffin is smiling." The student's prediction of the word smiling makes sense with the picture—the cat's mouth is formed into a smile. He is using structure/syntax, because the word "smiling" fits into the order of words in the sentence. But, the word does not "look right" because it does not match the graphophonic/visual information at the end of the word. A teacher could prompt two ways: the word "art" is at the end of "smart." Art is a word that is in vocabulary of most primary students. She could also ask the student to blend the "rt" letters into an ending sound, getting the student to notice that the cat is reading a book. A cat that can read is "smart." • **Analyzes story to comment on events or characters and make inferences.** In *I Play Soccer*, the student comments that the red team is happy because they won the game, but the blue team is not happy because they lost. *When children read books in Level D with at least 96% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Level E books.*

A child is reading *The New Baby* (Rigby PM). When the mother, father, and grandmother are in the hospital waiting for the new baby to arrive, Tom must stay home with the Grandfather. When Tom comes home from school, the Grandfather tells him, "I am staying home with you." The student reading the book blocks on the word "staying."   She made the return sweep on the lines of text correctly. She was able to read known words "is, at, the, said, with, here and you" quickly and confidently. She used meaning from the story and the picture to get the message that no one was home to greet him but Grandfather. But she does not use this meaning to help her predict the word "staying," and she doesn't even voice the "st" at the beginning of the word. Is she ready to move to Level E. The answer is "No." This student must do a better job saying beginning blends and linking a known word "day" to assist her in saying the next part of "staying." She also needs to notice inflectional endings (-s, -ed, and –ing) on words.

Reading Level	**Behaviors/Skills/Strategies**
(Level E) Books at this level are designed to require children to orchestrate their strategies using all the sources of information, graphophonic, meaning, and syntax (word order). The challenges of Level E books are that the illustrations are less supportive, the sentences are more complex, and book (literary) language is more prevalent, such as dialogue statements, unusual language structures, and shifts from the predictable patterns that were so common at the earlier levels. Often these pattern shifts and story endings communicate a subtle meaning that must be interpreted from the story. Word work at Level E requires students to be skilled at checking beginnings and endings of words and they should be beginning to look at internal parts of words. A good way to teach for this shift is to teach students to check the consonant letter(s) plus the next two letters. When blocked on the word "loose," a student would check the (l+oo). The /oo/ sound from the word "too" or "boo" plus the /l/ would get the student saying /loo/. If they add this to the meaning from the story, that character has *a loose tooth,* they can problem solve the word by monitoring for all sources of information.	*Children reading Level E books need to learn and consistently use the following strategies, skills, and behaviors:* • **Notice errors and cross-checks with unused source of information.** In the book *In the Mountains*, if a student reads page 9 as "I *saw a lizard slide by fast,"* and the text reads "I saw a lizard slither by fast." The student should have learned in Level D to check the ending and notice that *slide* matches the beginning letters, but not the ending letters in *slither.* (Notice how the student should monitor and correct below the next bullet point. • **Monitor for all sources of information: checking to make sure what has been read makes sense, sounds right, and looks right** Notice that the student in the example above is using structure/syntax in that he replaces a verb with a verb. He is also using meaning, because he substitutes a word that tells how a lizard moves (i.e. slides). But, his substitution does not "look right" since it does not match the letters at the end. This student should use the consonant(s) plus the next two strategy (sl+ith). Notice that the student includes "three" letters because /th/ is a consonant digraph. He could take the "ith" he knows from "with" and blend it with the "sl" to say /slith/ then add the /er/ to say *slither.* Notice how teaching for this kind of reading work would allow students to use their sense of meaning along with graphophonic/visual information to learn new vocabulary words. • **Use internal parts of words—with beginnings and endings.** Notice how the example above illustrates the use of the beginning consonants plus the next two letters. If letters within the next two are vowel digraphs or diphthongs (e.g. *ai, ea, oi*) or consonant digraphs or blends (*e.g. th, sh, br, cl*), two letters count as one of the next two, asking the student to look at the next three letters. • **Track print with eyes, and uses finger only at points of difficulty.** • **Retells and summarizes, making inferences, and commenting on story events.** In the book *In the Mountains,* the student states that even though they saw a lot of interesting animals, they decide to leave the forest when they see a bear. The other animals were not dangerous, but a bear is dangerous. • **Begins to read with fluency and phrasing on repeated readings of the same text.** See the chart on evaluating fluency that follows on page 8. Children reading Level E books should be at Level 2 of Oral Reading Fluency. *When children read books in Level E with at least 90% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Level F.*

A child reads a book in which a snake has a sore head, and the other animals do things to help him feel better. She reads, "And he funned Snake with his tail." She is not using her finger to track print, but she uses her fingers to mark off the first 3 letters in "fanned." She says, "an…fan" (restructuring the word as f+an+ned) then self-corrects, saying, "He fanned snake with his tail." You ask why she changed "funned" to "fanned," and she says, "I saw the 'an' after the 'f.' I knew it didn't sound right to say 'he funned,' and snake had a sore head, so Peacock was fanning him to make him feel better." Is this child ready to move on to Level F books? "YES! She cross-checked her error with several sources of information. She is no longer tracking with her finger, except to help in analysis, and she is able to verbalize her use of all sources of information. If this processing is consistent, move her on to Level F.

Reading Level	**Behaviors/Skills/Strategies**
(Level F) Level F books require children to integrate all sources of information while reading to understand the author's story or message. These books have minimal repetition of familiar sentence patterns requiring children to attend to more complex story patterns with more difficult vocabulary and story elements. For example, stories have multiple episodes that students must recall and blend together when retelling the sequence of events. These events must be compared and contrasted to get the big idea of what is happening in the story. Thus, characters are more developed and more inferences must be made about story content. For example, on page 12 of *Car Wash*, students must infer why the car wash attendant is shocked to see the family coming back to have their car washed a second time. Texts contain more literary language—long dialogue statements that are often split by containing the speaker identification in the middle of the statement made by the speaker. Syntactically sentences are longer and more complex. Some sentences have two clauses conjoined by and with embedded prepositional phrases, adjectives. In word work, students must continue to deal with internal parts of words and are becoming aware of irregular spelling patterns (-ight in right), inflectional endings, plurals, contractions, and possessives. Pronoun reference and identification of demonstrative words (here, there, etc.) should be under control.	*Children reading Level F books need to learn and consistently use the following strategies, skills, and behaviors:* • **Read increasingly more difficult words, letter by word part.** Words as well as names are easier for these children. For instance, *scrubbing* is read correctly, because they can process it letter by word part scr + ubb + ing = scrubbing. • **Use parts from known words to read unknown words.** Students use the sound of /ow/ in *know* to read *blow*. • **Begin to monitor, cross-check sources of information and self-correct at the point of error. Some rereading or skipping to go on may be necessary.** As children read more difficult texts, their self-corrections should occur closer and closer to the point of error. So in Level F we are not concerned if the child must sometimes reread to self-correct. We do, however, expect self-corrections to *begin* happening at or near the point of error. • **Integrate sources of information: Monitoring--checking to make sure what has been read makes sense and sounds right as well as looks right** The child matches the letter sound patterns in words. • **Retells and summarizes keeping story events in order to analyze story content and make inferences.** After reading *Ruby's Whistle*, the student infers that the bird really didn't teach Ruby to whistle. She practiced whistling so much with her father, her mother and herself that she finally was able to whistle. • **Read with more fluency and phrasing on repeated readings of the same text.** See the chart on evaluating fluency that follows on page 8. Children reading books in Level F should be at Level 3 of Oral Reading Fluency. *When children read books in Level F books with at least 96% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Level G.*

(KEY: *What the child says*/what the text says.) A child is reading, <u>Maisy's Bedtime,</u> which describes the things Maisy does before going to bed. The child reads, "Maisy *close*/closes her bedroom *closet*/curtains." If errors such as these are common for this child, are Level F books appropriate for him? The answer is, "No." Even though it may be the child's syntax (language) to say, "Maisy close her…" This child is not checking word endings. He gets the "cl" in "closes," but does not monitor to see that there is no "cl" when he says "closet" for "curtains." Also, it is quite obvious in the illustration that Maisy is closing curtains on the window. The child is not attending to meaning, and is not looking at the consonant plus the first two letters (e.g. cur). If the child is making many errors and his accuracy in Level F books drops below 96%, he should be in Level E books. If the closet/curtain miscue is a one-time occurrence, possibly because he is making a connection with <u>There's a Monster in My Closet</u>, move him to Level G books and teach for checking word more carefully. When the text is too hard for children, they miss so many words because they do not have syntax (word order) to support them, which can cause them to lose meaning. Thus, they are left to guess from graphophonic/visual information.

Reading Level	**Behaviors/Skills/Strategies**
(Level G) Level G books expose students to a wider range of texts that include simple animal fantasy, realistic fiction, and some traditional literature in the form of folktales. These books require children to integrate all sources of information while reading to understand the author's story or message. There is minimal repetition of familiar sentences patterns, requiring children to attend to more complex story patterns with more difficult vocabulary and story elements. The books have three to eight lines of print on the page, but size of font begins to decrease. Early reading behaviors are automatic allowing students to focus on the more complex vocabulary, words with irregular spelling patterns and more complex stories. Word solving requires the students reading this level to have a full range of word solving strategies (e.g. automatic letter-sound analysis, making connections between unknown and known words, and using word parts across the word) all with attention to meaning and sentence structure to aid in word solving. Fluency should be increasing with automatic word recognition, quick problem-solving of unknown words, attention to meaning to allow reading in phrases with intonation and expression.	*Children reading Level G books need to learn and consistently use the following strategies, skills, and behaviors:* • **Read increasingly more difficult words, letter by word part with an understanding of irregular spelling patterns.** Reading difficult words as well as names is becoming easier for these children. For instance, in *Fancy Dance*, students read the word *feathers* and *breath* correctly, because they know that the /ea/ can the "ea" in *bread* or the "ea" in *speak*. The solve the word *fringe* by reading letter by part *fr + in + ge*. Yet solving both of these words requires the student to attend to what is going on in the story (e.g. these are parts of the costume Joe wears for the fancy dance). • **Use parts from known words to read unknown words.** Solving the word *whirls* requires the student to use the /wh/ from "when" plus the /ir/ from "sir" plus the /l/ and /s/ to get *whirls*. Attending to meaning tells the student that this word describes something Joe does when he is dancing in the book *Fancy Dance*. • **Begin to monitor, cross-check sources of information and self-correct at the point of error. Some rereading or skipping to go on may be necessary.** As children read more difficult texts their self-corrections should occur closer and closer to the point of error. So in Level G we are not concerned if the child must sometimes reread to self-correct. We do, however, expect self-corrections to *begin* happening at or near the point of error. • **Integrate sources of information: Monitoring--checking to make sure what has been read makes sense and sounds right as well as looks right** On page 4 of *Frog's Lunch*, students read, "*Along came a fly. "Mmmm, XXXXX," said Frog*. They use the word order in the sentence (structure) to figure out that the word names something. They use the "unch" from munch to get the /unch/ sound (graphophonic/visual), and they use meaning knowing that frogs eat flies to predict the word "lunch." • **Read with more fluency and phrasing on repeated readings of the same text.** See the chart on evaluating fluency that follows on page 8. Children reading books in Group 4 should be at Level 3 of Oral Reading Fluency. *When children read books in Level G with at least 96% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Level H.*

A student reading *Moving Day Surprise* reads the first page and comes to the word *apartment*. She quickly solves the word saying this is somewhere these people live. They live in an *a+part+ment=apartment*. She reads the name of the fish as *Fl+ ip + er=Flipper*. She does the same kind of analysis with "tickles," comments that Grandma is tickling the boy in the picture. At the end of the story, she states that the boy is happy, because they moved to an apartment in the same building, and he will not need to leave his friends or his school. Should this student be moved to Level H books? The answer is, "YES!" She is demonstrating all the strategies and behaviors required at this level and is ready to move on to books that provide a greater challenge.

Reading Level	**Behaviors/Skills/Strategies**
(Level H) Books at this level contain more complex literary (story) language, more complex vocabulary, and, often, more technical vocabulary, especially in informational books. Picture support is minimal, and requires readers to make clear mental images and connections to their own experiences in life or in other books. In earlier books, episodes were repeated, but in Level H there is less repetition of episodes, requiring the student to keep the events of the story in order and relate the happenings to each other to get the big idea of the story. In addition to much more dialogue between characters, readers find that plots and characters are more elaborate. There is a shift from the need for graphophonic/visual analysis to a greater need for comprehension and meaning analysis. However, readers do encounter more polysyllabic words with inflectional endings , plurals, contractions and possessives. Early behaviors and a large number of high frequency words (at least 100) need to be processed with automaticity, freeing the reader to focus on meaning as well as problem-solving more difficult words on the run so they can reading with fluency.	*Children reading Group 5 books need to learn and consistently use the following strategies, skills, and behaviors:* o **Envision the story to compensate for low picture support.** Children demonstrating this processing can tell you what was happening in the story (or content of the non-fiction piece) that enabled them to read the tricky part correctly. A student reading *Pran's Week of Adventure* would make a connection to own experience of taking the wrong bus and ending up in the wrong place to explain that they understand how Pran and his mother ended up at the beach on page 5. o **Keep the accumulating story events (or content) in mind.** When this child retells a story (or tells about non-fiction) the retelling contains all the "big events" (important information). A student reading *Silent Sam* would realize that Gus' attempts to teach the parrot Sam to talk were successful—because Sam told that Gus knocked over the plant. The student would related the parts of the story together to realize that Sam was just being difficult when he refused to talk in the beginning of the story. o **Process more complex vocabulary and literary structures including non-fiction.** • Children demonstrating this processing can tell you what a word means even if they don't pronounce it correctly. • Children demonstrating this processing can carry information from the beginning of a complex sentence to the other part: They marched because… (They are able to tell you that the second part of the sentence tells you why the people marched, and this is signaled by the word "because.") • Children demonstrating this processing can make inferences about subtle events in a story that are not directly stated. In the book *Silent Sam,* they can infer why Gus wants Sam to be silent at the end of the story. o **Stop and self-correct at the point of error.** o **Read with fluency.** See the chart on evaluating fluency that follows on page 8. Children reading books in Group 5 should be at Level 3 and hopefully 4 of Oral Reading Fluency. *When children read books in Group 5 with at least 90% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Group 6 books.*

(KEY: *What the child says*/what the text says.) A child reads as follows: "*On the bus, the children talked about the zoo animals that they liked the best. Joe and Carlos wanted to see the lion, king of the beast/beasts. Maria and Angel/*AngelaSC *wanted to see the chimps. Maria thought they act/*acted *a lot like people. When they got to the zoo, their teachers dived/*divided *the children into four groups.*"
Does the child's reading of this text suggest that she belongs in Group 5 books? Should you move her to group 6? The answer is a double, "NO, NO!" She is not consistently demonstrating any of the behaviors expected in Group 5. Even though she self-corrects using word endings (*Angel*/AngelaSC), she says "*act*/acted" and "*beast*/beasts." The "*dived*/divided" error suggests that she is not attending to meaning, even though she did choose a verb suggesting attention to syntax (word order.) If you asked her to retell the story, she might begin talking about "swimming" instead of a trip to the zoo.

Reading Level	**Behaviors/Skills/Strategies**
(Level I) Books at this Level I are longer (6-18) pages and some short chapter books are introduced at this level (40-60 pages). Students must develop skill in attending and accumulating information across a story. Longer, more complex sentences, such as "*It's bump after bump in the pickup truck as dust begins to rise,"* require the reader to accumulate information across the phrases of a sentence to envision the scene in the story. Level I books often contain more complex literary (story) language, more complex vocabulary, and, often, more technical vocabulary, especially in informational books. Picture support is minimal, requiring readers to make clear mental images and connections to their own experiences in life or in other books. There is a shift from the need for graphophonic/visual analysis to a greater need for comprehension and meaning analysis. However, some words have irregular spelling patterns, polysyllabic words, and many words with inflectional endings, contractions and possessives. Being able to process these words quickly and effectively frees the reader's processing to focus on comprehension and fluent reading.	*Children reading Level I books need to learn and consistently use the following strategies, skills, and behaviors:* o **Envision the story to compensate for low picture support**. Children demonstrating this processing can tell you what was happening in the story (or content of the non-fiction piece) that enabled them to read the tricky part correctly. o **Keep the accumulating story events (or content) in mind.** When this child retells a story (or tells about non-fiction) the retelling contains all the "big events" (important information). o **Process more complex vocabulary and literary structures including non-fiction.** - Children demonstrating this processing can tell you what a word means even if they don't pronounce it correctly. - Children demonstrating this processing can carry information from the beginning of a complex sentence to the other part: They marched because… (They are able to tell you that the second part of the sentence tells you why the people marched, and this is signaled by the word "because.") - Children demonstrating this processing can make inferences about subtle events in a story that are not directly stated. o **Stop and self-correct at the point of error.** o **Read with fluency.** See the chart on evaluating fluency that follows on page 8. Children reading books in Group 5 should be at Level 3 and hopefully 4 of Oral Reading Fluency. *When children read books in Level I with at least 96% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Level J books.*

In the book *The Blue Mittens,* a student reading it says, "The blue mittens will fit the little girl now, because the Grandmother made them for the Father 30 years ago. Thirty years ago, the Father was a little boy about the size of the girl. I hope the Father has bigger gloves now." She comes to the word *"address"* and says, "ad + dress =address," that's the thing you put on an envelope. Initally when she read, "She saw red paper. Something was wrapped in it," she hesitates on the word "wrapped." Then she says /w/ + /r/. But then she looks at the picture and appears to be rereading the previous sentence. She reads on and says, "Something was wrapped in it." Is this student ready for Level J Books? The answer is, "Yes." She is doing excellent word work at the point of error. She is thinking about the story and making inferences about story events. She is demonstrating the behaviors and strategies listed above and she deserves to move to a higher level.

Reading Level	**Behaviors/Skills/Strategies**
(Level J) While books at this Level J are similar in length and type to Level I, students are exposed to new genre at this level: non-fiction, simple biographies, and some traditional folktales. Longer, more complex sentences, such as *How could I forget," said her dad, "There is nothing better than a snowy day."* illustrating the need to read and comprehend split dialogue. Picture support continues to be minimal, requiring readers to make clear mental images and connections to their own experiences in life or in other books. There is a shift from the need for graphophonic/visual analysis to a greater need for comprehension and meaning analysis. However, words have a full range of difficulty factors that must be quickly and efficiently solved: multiple syllable words with inflectional endings, suffixes, prefixes, plurals, contractions and possessives. Being able to process these words quickly and effectively frees the reader's processing to focus on comprehension and fluent reading.	*Children reading Level J books need to learn and consistently use the following strategies, skills, and behaviors:* • **Communicate understanding of the text.** In the book *Punched Paper,* a student communicates understanding of the text when he says, "Maria gives Andy a funny look on page 14, because he takes all the credit for making the banner of punched paper. Maria helped him a lot. She looks happier on page 15 when Andy admits that Maria helped." Notice how the student had to feedback in the story to make the inference about the "funny look" Maria gives him. • **Independently integrate all sources of information during reading.** While reading *Mud Tortillas* a student comes to the word 'comal," and stops. He reads the first part of the word using a known word "no" as /co/ then says the remaining part of the word /mal/. He reads on to page 17, and says, "Oh, a comal is something you use to bake the tortillas; it's like a baking sheet." Here the student used graphophonic/visual to say the word. He used structure/syntax to figure out that "comal" is the name of something. He used meaning to determine that they were going to cook the tortillas on the comal. This is integration of all sources of information, and a strategy students can use to learn the meaning of new vocabulary words. This is a critical strategy for ELL students. • **Word solve with control and independence, at the point of error** (if the word is in the child's vocabulary). • **Read with fluency and phrasing on longer passages of text.** See the chart on evaluating fluency that follows on page 8. Children reading books in Group 6 should be at Level 4 of Oral Reading Fluency. *When children read books in Level J with at least 96% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Level K books.*

A child is reading The Frog Princess (Level J). Beginning at page 8 the child reads: *So there was a gr+long and/grand SC wedding. But the third prince was not very happy. The prince carried (with long a)/carried SC the frog (repeats) The prince carried the frog princess (repeats) princess to ro/really/royal meetings on a b+ee+long a+tiful/beautiful/SC green cush-cushion*. Etc. Overall the child read with 95% accuracy, a 1:3 self-correction ratio, and fluency, and she retold the story with accuracy and detail.   This child is ready to transition into the next level, Level K books.

Reading Level	**Behaviors/Skills/Strategies**
(Level K) Books at Level K encompass an even larger range of genre: realistic fiction, animal fantasy, traditional literature, some simple biographies, and more difficult informational books. Chapter books are more common with some of the books in a series about the same topic or character. Multiple characters are introduced in the story with little character change. Unassigned dialogue statements are introduced requiring students to understand how dialogue is formatted (e.g. a new line starts each time a different character speaks). Concepts and ideas are introduced that require readers to think about a different time, space or a culture unlike their own. Content specific words and some technical words tax their word solving skills and are often new vocabulary words. Silent reading is necessary so students can increase the volume of their reading. The overall characteristic is that from here onward students will be reading more complex reading material. Extended descriptive language, more complex chapter books, and challenging, unusual vocabulary are a few of the changes introduced. Illustrations are non-existent, and if they do appear, they are not located in close proximity to the text being read. Therefore, teaching students to envision and accumulate text across a story are critical skills.	*Children reading Level K books need to learn and consistently use the following strategies, skills, and behaviors:* • **Solve difficult words with relative ease, self-correcting at the point of error.** While reading, "*Rainbow Joe,*"a student reads, "Honey, a /bl/in/d man can't mix colors." He stops, says that doesn't make sense, and goes back. He tries the other sound of the vowel saying, "/blind/. Yes, he states. The guy, Joe, is wearing dark glasses, so I think he is blind." • **Discovers new vocabulary words by attending to the story, illustrations (if any), and his/her own background of experience.** When the student read *My Steps*, and comes to the sentence, "*At the top of my steps is the stoop where I play with my friend Essie,*" she says, *"I know what a stoop is. It's the place at the top of the steps where the girl is sweeping. You cross this before you go into the house."* • **Read with fluency, intonation and phrasing communicating understanding of new material.** See the chart on evaluating fluency that follows on page 8. Children reading books in Group 7 must be at Level 4 of Oral Reading Fluency, or fluency was not taught for and stressed at earlier levels. *When children read books in Level K with at least 96% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Level L books.*

While reading the *Blind Men and the Elephant,* a student reads, "*The third man grabbed the elephant's sm-oo-th, smooth ivory t-us-k, tusk. 'Why, an elephant is as sharp as a sper...no.../ea/ says /ee/, spear.' Yes, these men are blind so they are feeling the elephant and telling what parts of it feel like. I know a 'spear' is sharp on the end. This white thing he is touch is a 'tusk' and it is sharp on the end. I'm sure I've read it correctly."* Is this student ready to move to Level L books? The answer is, "Yes." She is monitoring her reading, solving new words by using parts of known words and irregular vowel rules. She is thinking about the story to make meaning by thinking across the story, envisioning, and deciding what the story is all about. This student is demonstrating the behaviors and using the strategies that are necessary for the challenge of reading Level L books.

Prompts for Skills, Strategies, and Habits to Teach Students Reading
(Prompts are listed from the highest level of teacher support to the lowest level of support.)

Note: The suggested behaviors and strategies on each level are cumulative. When you move from one level to another, the behaviors and strategies from the previous level should be under control and used without prompting unless repeated.

(Level A)

Uses cover (title, illustration, etc.) to get ready to read

o Watch how I read the title, look at the illustration, and think, "What might this book be about?"
o Think about the cover to get your mind ready to read.

Uses illustration as a source of info to figure out words:
o Watch how I use the story and the picture and think about the story to help me figure out the word…
o Look at the picture and think about the story to help you.
o (teacher taps the picture)
o What could help you figure that out?

Uses one to one matching:
o Let me show you how I point under the words…
o Point under the words.
o Does it match?
o Were there enough words?
o Check it.

Uses and locates known words:
o Is there a word you know?
o What words do you know?
o Point at and read the words you know.

Uses meaning to figure out words:

o What would make sense here?
o What's going on here?

Understands the book
o After I finish a book, I think about it. Watch me as I do this.
o What's the whole book about?
o So what happened?
o What are you thinking?

Reads with fluency
o Notice how I touch under a word, read it, and move quickly to the next word.
o Are you moving quickly from word to word?
o Compliment reading in a voice slow enough to demonstrate crisp pointing under each word without long pauses.

(Level B)

Uses cover (title, illustration, etc.) to get ready to read

- o Watch how I read the title, look at the illustration, and think, "What might this book be about?"
- o Think about the cover to get your mind ready to read.

Uses illustration as a source of info to figure out words:

- o Watch how I use the story and the picture and think about the story to help me figure out the word…make a prediction about what will happen…talk about the character's feelings.
- o Look at the picture and think about the story to help you.
- o (teacher taps the picture)
- o What could help you figure that out?

Uses one to one matching:

- o Let me show you how I point under the words…
- o When I come to the end of one line, watch how I move to the beginning of the next one.
- o Notice how I keep my finger on a word until I say each part of it
- o Point under the words.
- o Does it match?
- o Were there enough words?
- o Check it.

Uses and locates known words:

- o Is there a word you know?
- o What words do you know?
- o Point at and read the words you know.

Uses meaning to figure out words:

- o What would make sense here?
- o What's going on here?

Understands the book

- o After I finish a book, I think about it. Watch me as I do this.
- o What's the whole book about?
- o So what happened?
- o What are you thinking about what happened in this book?

Reads with fluency

- o Notice how I touch under a word, read it, and move quickly to the next word.
- o Are you moving quickly from word to word?
- o Expect and compliment reading in a voice slow enough to demonstrate crisp pointing under each word without long pauses.

(Level C)

Uses graphophonic info:
o Use the first letter of the word to help you.
o Check the picture and use the first letter of the word to help you.
o Think about what's happening in the book right now and use the first letter of the word to help.
o Could it be (child's miscue)or (actual text)?
o Does that look right and make sense?
o Expect and compliment slowing down to solve a word, then picking up speed again.

Uses and locates known words:

o What word(s) do you know by heart?
o Expect and compliment instant recognition of easy high frequency words when reading.

Integrates sources of information:
o Read it again and see if it sounds like book language.
o Read it again and see if it makes sense.
o Does that sound right and make sense?
o Does that look right and make sense?

Uses the pattern as a source of info:

o Watch how I read and listen for the pattern because that helps me with the words.
o Use the first part of the sentence to predict the next word(s).
o Notice the repeating words/pattern in this story.
o How does this story go?

Uses pictures, story, or personal experiences to make predictions.
Integrates sources of information:
o Notice how I make a prediction about what will happen next using…(picture, story, or personal experience).
o Look at _____ and make a prediction about what will happen next.
o What do you think will happen next?

Reads with fluency
o Listen as I read this part smoothly…now you try it.
o Reread that part in a smooth voice.
o Make it sound smooth.
o Can you try reading it without your finger? This will help you read more smoothly.

Retells and summarizes
o Let's think about the title and look back through the pages to help us think about what happened in the story…
o Can you predict what will happen after reading this far in the story?
o What happened in the story?
What was the book about?

Making Inferences
o Watch how I find information in the story (or pictures) to support my idea about this story.
o Why did you say that? Show me evidence on this page.
o Show me evidence that tells why you have that idea.

(Level D)

Uses graphophonic info:
o Use the first letter(s)/last letter(s) of the word to help you. (*Consonant blends and digraphs are more common at the beginning and endings of words in Level D.*)
o Check the picture and use the first letters/last letters of the word to help you.
o Think about what's happening in the book right now and use the first letters/last letters of the word to help.
o Could it be (child's miscue) or (actual text)?
o Does that look right and make sense?

Uses and locates known words:

o Expect and compliment instant recognition of easy high frequency words when reading.

Integrates sources of information:
o Read it again and see if it sounds like book language.
o Read it again and see if it makes sense.
o Does that sound right and make sense?
o Does that look right and make sense?

Uses the pattern as a source of info:

o Watch how I read and listen for the pattern because that helps me with the words.
o Notice how I use the other words in a sentence to predict what the next word would be.
o Notice the repeating words/pattern in this story.
o How does this story go?

Analyzing story to comment on events or characters.
o Notice how I talk about this part of the story to show why it is funny, happy, sad, etc.
o What did you think about this part of the story?
Find a part of the story you thought was _____.

Reads with fluency
o Listen as I read this part smoothly without using my finger…now you try it.
o Notice how I use the punctuation to stop (.), raise my voice at the end (?), sound excited (!).
o Reread that part in a smooth voice using just your eyes.
o Make it sound smooth.

Retells and summarizes
o Let's think about the title and look back through the pages to help us think about what happened in the story…
o What happened in the story?
o What was the book about?

Making Inferences
o Watch how I find information in the story (or pictures) to support my idea about this story.
o Why did you say that? Show me evidence on this page.
Show me evidence that tells why you have that idea.

Attends to internal parts of words:

o Take a closer look at _____ (teacher determines the part of the word to which the student must attend, e.g. use the consonants plus the next two letters).
o Do you see a part you know in this word?
o Move your eyes across that word letter by part.

Crosschecks with emphasis on graphophonic information:

(prompts for when student is not using this source of information)
o Could it be (child's miscue) or (actual text)?
o Take a closer look at _____ (teacher determines the part of the word to which the student must attend.)
o Does that look right?
o Are you right?

Crosschecks with emphasis on structure/syntax:

(prompts for when student is not using this source of information)
o Read it again and make sure it sounds like it would in a book..
o Could it be _____?
o Does it sound like it would in a book?
o Are you right? (Ask this even when the student is correct. This motivates self-monitoring.)

Crosschecks with emphasis on meaning:

(prompts for when student is not using this source of information)
o Use what is happening in the story with the picture to help you.
o Think more about the story/picture/character to help you figure it out.
o Does that make sense?
o Are you right?

Integrates sources of information:

o Read it again and see if it sounds like book language.
o Read it again and see if it makes sense.
o Could it be (child's miscue)?

Self-corrects/crosschecks near point of error/miscue:

o Go back and read so it makes sense/sounds right/looks right.
o Check that.
o Why did you stop there?
o How did you know that?

Analyzing story to comment on events or characters:

o Notice how I talk about this part of the story to show why it is funny, happy, sad, etc.
o What did you think about this part of the story?
Find a part of the story you thought was _____.

Reading with fluency

o You don't need your finger. Use your eyes.
o Listen to me read it. Now you try it. (*Demonstrate appropriate stress on words, voice change for punctuation, phrasing, pausing and intonation for meaning.*)
o Read this book just like you read _____ (name an easier text or a shared reading text the child knows well.)
o Say it like the character would say it.

Retells and summarizes

o Let's think about the title and look back through the pages to help us think about what happened in the story…
o What happened in the story?
o What was the book about?

Making Inferences

o Watch how I find information in the story (or pictures) to support my idea about this story.
o Why did you say that? Show me evidence on this page.
Show me evidence that tells why you have that idea.

(Level F)

Reads increasingly more difficult words using letter by word parts:
o You read the consonant letter(s) and the next part. Now move on to the next. *(Teacher might show student how to segment parts of the word on paper or a small white board.)*
o Did you check across the word to make sure all parts are correct?
o Move your eyes across the word checking each part.
o What did you do to help yourself?

Uses parts from known words to read unknown words:
o You know _____ (*teacher writes word on a small white board changing the initial consonants*). See if that helps.
o You know _____. Use that word to help you read this one.
o Take a closer look at this part. (Teacher points to the familiar part).
o Use a word you know to help you.

Uses context to figure out unfamiliar words or vocabulary:
o Go back to the beginning of the sentence, think about what is going on in the story, then predict what the word might be.
o Think about what's going on in this part to figure out what that word means.
o What does that mean?

Integrates sources of meaning:
o (Stop the child at the end of a page and ask what is happening at that point of the story. Discuss what sources of meaning he/she was attending to.)
o This is like another story we've read, remember _____?
o You are thinking about the story, are you checking the illustrations?
o You are checking the illustrations, are you thinking about the story?
o What do you know that can help you here? (Could be something student knows about topic, genre, author, series, character, etc.)

Begins to self-correct at point of error using sources of information:
o Read this again and see if you can fix this word before you read on (teacher points to the tricky word).
o You reread and fixed this word. What helped you? (If the child's response suggests that he could have SCed at the point of error, discuss what he/she needed to do.)
o Something wasn't quite right. Go back and see if you can find it.
o You fixed this word immediately. Tell me what happened.

Retells and summarizes
o Let's think about the title and look back to help us think about what happened in the story.
o Retell the story (using qualities of good retelling)
o Is that a "big event" in the story or a "little detail"?
o What happened in the story?
o What was the book about?

Reads with fluency and phrasing:
o Listen to me read it. You try.
o Teacher gets an easier book the child does read fluently. Discuss what his/her reading sounds like after reading the easy book, and encourage the same reading on another text.
o This is a scary (funny, silly, etc.) part of the story. Reread this and make your voice tell what is happening in the story. (Teacher models if necessary.)
o Make your reading sound like you are telling a story.

Analyzing story to comment on events or characters.
o Notice how I talk about this part of the story to show why it is funny, happy, sad, etc.
o What picture did you have in your mind that helped you to think about what happened in this part of the story?
o Can you ask yourself a question such as, *"What happened to me that would make me feel like this character does now?"* OR *"What do I know about this kind of situation that would help me to know if the story is…(happy, sad, funny, etc.)?*
o Find a part of the story you thought was_____.

Making Inferences
o Watch how I find information in the story (or pictures) to support my idea about this story. (*Character's actions, theme, perspective, making judgments, personal opinion.)*
o Can you think about something you know that would help you to talk about what is happening in the story here? How does that help you to understand… (*the character, the situation, the mood of the story, etc.)?*
o Why did you say that? Show me evidence on this page.
o Show me evidence that tells why you have that idea.

(Level G)

Reads increasingly more difficult words using letter by word parts:
- Use letter/sound analysis (*letter by part*) across the word to solve it.
- Did you check across the word to make sure all parts are correct?
- Move your eyes across the word checking each part.
- What did you do to help yourself?

Uses parts from known words to read unknown words:
- You know _____ (teacher writes word on white board) See if that helps.
- Take a closer look at this part (teacher points to the familiar part).
- Use a word you know to help you.

Uses context to figure out unfamiliar words or vocabulary:
- Go back to the beginning of the sentence and think about what's going on in this part to figure out what that word means.
- Did you ever see that word before in a story or somewhere you've visited?
- What does that mean?

Integrates sources of meaning:
- This is like another story we've read, remember ?
- (Stop the child at the end of a page and ask what is happening at that point of the story. Discuss what sources of meaning he/she was attending to.)
- You are thinking about the story. Are you checking the illustrations and making pictures in your mind about what is happening in the story?
- What do you know that can help you here? (Could be something student knows about topic, genre, author, series, character, etc.)

Begins to self-correct at point of error using sources of information:
- Read this again and see if you can fix this word before you read on (teacher points to the tricky word).
- You reread and fixed this word. What helped you?
- Something wasn't quite right. Go back and see if you can find it.
- You fixed this word immediately. Tell me what happened.

Retells and summarizes
- Let's think about the title and look back through the pages to help us think about what happened in the story.
- Retell the story (using qualities of good retelling)
- Is that a "big event" in the story or a "little detail"?
- What happened in the story?
- What was the book about?

Reads with fluency and phrasing:
- This is a scary (funny, silly, etc.) part of the story. Reread this and make the words tell what is happening in the story. (Teacher models if necessary.)
- Teacher gets an easier book the child does read fluently. Discuss how attending to meaning and syntax helps us to read as if we are telling a story.
- Make your reading sound like you are telling a story.
-

Analyzing story to comment on events or characters.
- What picture did you have in your mind that helped you to think about what happened in this part of the story?
- Can you ask yourself a question such as, *"What happened to me that would make me feel like this character does now?"* OR *"What do I know about this kind of situation that would help me to know if the story is…(happy, sad, funny, etc.)?*
- Find a part of the story you thought was ******.

Making Inferences
- Can you think about something you know that would help you to talk about what is happening in the story here? How does that help you to understand… (*Character's actions, theme, perspective, making judgments, personal opinion.*)
- Why did you say that? Show me evidence on this page.
- Show me evidence that tells why you have that idea.

(Level H)

Deals with more complex vocabulary/unfamiliar words:

o Did you try all the *different* sounds of the letter/letters to help you with that word?
o You are checking across all parts of the word, but think about what is going on in the text to figure out what it is.
o What does the author tell you in the story that helps you know what that word (group of words, or concept) means?
o Do you know a word like that one (point to word) that means the same thing?

Deals with literary structures including nonfiction:

o We've read a text (name it) that was written just like this part.
o What do we know about the information in the beginning part of the sentence, when the author uses the word "*but*?" (Same for *pronouns, however, thus, and, so, furthermore, because, then, here this* etc.)
o Think about how this kind of text goes…how does that help you understand?
o This is a problem/solution format, how can that help you to read this? (Same for other nonfiction structures.)

Stops and self-corrects at point of error:

o Read this again and see if you can fix this word before you read on (teacher points to the tricky word).
o Something wasn't quite right. Go back and see if you can find it.
o You fixed this word immediately, good going! Tell me what happened.

Reads with fluency and phrasing:

o Use the punctuation in this part to help you read this like you are telling a story.
o Read this part again remembering to read in phrases.
o Make a picture in your mind about what is going on in this part of the story, then reread this and make the words tell what is happening in the story.
o Does your reading sound like you are telling a story?

Envisions the text to compensate for lower picture support

o Because there's no illustration, let's get a picture in our mind for what's going on. I'll start…
o Stop and picture what's going on here…
o What are you thinking?

Keeps the accumulating story events (or content) in mind:

o Are you making a picture in your mind of what this is about?
o Stop the child at the end of several paragraphs or pages and ask what is happening at that point of the story.
o This part is like another story we've read, remember _____. (Teacher tells the story part.) (Use a similar prompt for attending to illustrations, story content, or text connections.)
o Is that a "big event" in the story or a "little detail"?
o Let's think about this section and look back through the pages to help us think about what happened so far in the story.

Retells and Summarizes

o Is that a "big event" in the story or a "little detail"?
o What happened in the story?
o What was the book about?

Making Inferences

o Find a part of the story that made you feel a certain way. Tell me why. (*Character's actions, theme, perspective, making judgments, personal opinion.*)
o Why did you say that? Show me evidence on this page.

(Level I)

Deals with more complex vocabulary/unfamiliar words:

o Did you try all the *different* strategies we use to figure out the word? (*Consonants + the next two, taking the word apart, using letter sequence, thinking what the word might mean, etc.*).
o You are checking across all parts of the word, but think about what is going on in the text to figure out what it is.
o What does the author tell you in the story that helps you know what that word (group of words, or concept) means?
o Do you know a word like that one (point to word) that means the same thing?

Deals with literary structures including nonfiction:

o We've read a text (name it) that was written just like this part.
o What do we know about the information in the beginning part of the sentence, when the author uses the word "*but*?" (Same for *pronoun reference, there, here, where, this, however, thus, and, so, furthermore, because, then*, etc.)
o Think about how this kind of text goes…how does that help you understand?
o How can we think about those words (*e.g. I can't nail him down.)* to see what they really mean?
o This is a problem/solution format, how can that help you to read this? (Same for other nonfiction structures.)
o Instead of "said Dad," this author used "yelled Dad." How does that help you understand Dad's feeling in this part of the story?

Stops and self-corrects at point of error:

o Read this again and see if you can fix this word before you read on (teacher points to the tricky word).
o Something wasn't quite right. Go back and see if you can find it.
o You fixed this word immediately, good going! Tell me what happened.

Reads with fluency and phrasing:

o Use the punctuation in this part to help you read this like you are telling a story.
o Read this part again remembering to read in phrases.
o This is a scary (funny, silly, etc.) part of the story. Reread this and make the words tell what is happening in the story.
o Make a picture in your mind about what is going on in this part of the story, then reread this and make the words tell what is happening in the story.
o Does your reading sound like you are telling a story?

Envisions the text to compensate for lower picture support

o Because there's no illustration, let's get a picture in our mind for what's going on. I'll start…
o Stop and picture what's going on here…
o Can you ask yourself a question that will help you picture this part of the story? [e.g. *How does this character (or situation) compare to me when I experienced the same thing?*]
o What are you thinking?

Keeps the accumulating story events (or content) in mind:

o Are you making a picture in your mind of what this is about?
o Stop the child at the end of a several paragraphs or pages and ask what is happening at that point of the story. Ask student to predict what would come next.
o This part is like another story we've read, remember _____. (Teacher tells the story part.) (Use a similar prompt for attending to illustrations, story content, or text connections.)
o Is that a "big event" in the story or a "little detail"?
o Let's think about this section and look back through the pages to help us think about what happened so far in the story.

Retells and Summarizes

o Is that a "big event" in the story or a "little detail"?
o What happened in the story?
o What was the book about?

Making Inferences

o Can you think about something you know that would help you to talk about what is happening in the story here? How does that help you to understand… (*Character's actions, theme, perspective, making judgments, personal opinion.*)
o Why did you say that? Show me evidence on this page.
o Show me evidence that tells why you have that idea.

(Level J)

Deals with more complex vocabulary:

o Read back and read ahead a bit to see if it helps you figure out what that word says/means.
o Have you ever seen that word somewhere you have visited?
o What does the author tell you in the story that helps you know about that word (group of words, or concept)?
o Do you know a word like that one (point to word) that means the same thing?
o How can you help yourself understand what that means/says?

Deals with literary structures:
o We've read a text (name it) that was written just like this part.
o What do you know already about how this kind of text tends to go?
o Think about how this kind of text goes…how does that help you understand?

Word solving is under control and independent—at the point of error
(if the word is in the reader's vocabulary):

o Let me remind you how we break a word into parts (*e.g. wondering = won+der+ing*).
o How does meaning change when you add –er or –est to a word (e.g. happy, happier, happiest)?
o Read this again and see if you can fix this word before you read on (teacher points to the tricky word).
o Something wasn't quite right. Go back and see if you can find it.
o You fixed this word immediately, good going!

Communicates understanding of the text:
o (Ask child to retell the text/a part of the text just read)
o What are you picturing as you read?
o How did your ideas (*about character(s), the situation, the mood, etc.*) change as you read through the text?
o Stop and think about what's going on in the story.
o Predict what is going to happen next in the story. (*Student uses text structure, personal experiences, content knowledge, or knowledge of similar stories.*)
o What is the big message the author is trying to give us in this text?
o What was the problem in this story and how was it solved? If the problem was not solved, why wasn't it?
o What does the author what us to think/feel/believe about the story/character/information?

Reads with fluency and phrasing:
o Use the punctuation in this part to help you read this like you were telling a story.
o Show that you can demonstrate reading with appropriate stress on words, pausing and reading in phrases, using proper intonation on words, phrases and sentences, and responding to punctuation.
o Read this part again trying to read in longer phrases. (*Same for stress on words, intonation, and punctuation.*)
o Read that again and try to sound like that character. (A similar prompt could be used with any story element to encourage fluent reading.)
o Does your reading sound like you are telling a story?

Making Inferences
o Can you think about something you know that would help you to talk about what is happening in the story here? How does that help you to understand… (*Character's actions or motives, story theme, perspective, making judgments, personal opinion.*)
o Why did you say that? Show me evidence on this page.
o Show me evidence that tells why you have that idea.

(Level K)

Deals with more complex vocabulary:

o Read back and read ahead a bit to see if it helps you figure out what that word says/means.
o What does the author tell you in the story that helps you know about that word (group of words, or concept)?
o Do you know a word like that one (point to word) that means the same thing?
o How can you help yourself understand what that means/says?

Deals with literary structures:
o We've read a text (name it) that was written just like this part.
o What do you know already about how this kind of text tends to go? How did what you know about this genre help you to understand this story?
o When you read things such as, "The boat cut deep waves in the lake." "I can land my own fish." "My sister is fond of fish." How can you figure out what the words (cut, land, and fond) really mean?
o "And they wrapped the bird in grapevine leaves, and put it in the ground." There is no picture on this page. Did you use all the parts of the sentence to envision what was happening in this part of the story?
o "I thought I'd take him for a walk," said D.W. "But when he saw the leash he went wild!" Remember, D.W. is still saying the second part of the quotation, because it is all on the same line.
o Think about how this kind of text goes…how does that help you understand?

Word solving is under control and independent—at the point of error (if the words are in the reader's vocabulary):

o Every syllable in a long word has a vowel. Let me show you how that can help you take apart a word. (excitement = ex/cite/ment)
o Read this again and see if you can fix this word before you read on (teacher points to the tricky word).
o Something wasn't quite right. Go back and see if you can find it.

Communicates understanding of the text:
o Did you use the title (and blurb on the back of the book if any) to help you predict what this story would be about?
o Ask student to retell the text/a part of the text just read. Did you blend all the little details into one episode, then another, then another across the story?
o What are you picturing as you read?
o Stop and think about what's going on in the story. What do you think will happen next?
o Did you change your opinion about some aspect of this text as you read to the end? Why?
o How might the character have behaved differently in this story?
o What is the big message the author is trying to give us in this text?
o What does the author want us to think/feel/believe about the story/character/information?

Reads with fluency and phrasing:
o Use the punctuation in this part to help you read this like you were telling a story.
o Read this part again trying to read it in longer phrases.
o Read that again and try to sound like that character. (A similar prompt could be used with any story element to encourage fluent reading.)
o Think about what's happening in this part and read it with the meaning in your voice.
o Does your reading sound like you are telling a story?

Making Inferences
o Can you think about something you know that would help you to talk about what is happening in the story here? How does that help you to understand… (*Character's actions or motives, story theme, perspective, making judgments, personal opinion.*)
o Did you think about what that character was like by what he said, by what he thought, by what he did, or by what other characters said about him?
o Can you think about something you know that would help you to talk about what is happening in the story here? How does that help you to understand (*character's actions or motives, story theme, perspective, making judgments, personal opinion.*)
o Why did you say that? Show me evidence on this page.
o Show me evidence that tells why you have that idea.

(Level L)

Deals with more complex vocabulary:

o Read back and read ahead a bit to see if it helps you figure out what that word says/means.
o What does the author tell you in the story that helps you know about that word (group of words, or concept)?
o Do you know a word like that one (point to word) that means the same thing?
o How can you help yourself understand what that means/says (e.g. using sentence context, graphics, envisioning, or definitions embedded in text)?

Deals with literary structures:
o We've read a text (name it) that was written just like this part.
o What do you know already about how this kind of text tends to go? How did what you know about this genre help you to understand this story?
o Someone asked Harry if he was going to go on a dangerous ride. Harry's fist froze with fear. Did his hand really get "icy?"
o Since you are reading more difficult books, not all lines of people talking are marked with "said ***." You must remember that every time a new line of dialogue starts another person is talking.

Word solving is under control and independent—at the point of error
(if the words are in the reader's vocabulary):

o Every syllable in a long word has a vowel. Let me show you how that can help you take apart a word. (insurance = in/sur/ance)
Notice the irregularity that the silent e does not create a long vowel.

When a word has double consonant letters in the middle, you usually divide between the two consonants (drummer = durm/mer).

o When a word has double consonant letters in the middle, you usually divide between the two consonants (drummer = drum/mer).
o Sometimes the open/closed syllable rule will help you with a word. To read the word "shaded" try (shad-ed) or (sha-ded), then think about the story. "The big tree sha-ded the house." It sounds right, looks right, and makes sense.
o Read this again and see if you can fix this word before you read on (teacher points to the tricky word).
o Something wasn't quite right. Go back and see if you can find it.
o You fixed this word immediately, good going**!**

Communicates understanding of the text:
o (Ask child to retell the text/a part of the text just read)
o What are you picturing as you read?
o Stop and think about what's going on in the story.
o What is the big message the author is trying to give us in this text?
o What does the author what us to think/feel/believe about the story/character/information?

Reads with fluency and phrasing:
o Use the punctuation in this part to help you read this like you were telling a story.
o Read this part again trying to read it in longer phrases.
o Read that again and try to sound like that character. (A similar prompt could be used with any story element to encourage fluent reading.)
o Think about what's happening in this part and read it with the meaning in your voice.
o Does your reading sound like you are telling a story?

Making Inferences
o Can you think about something you know that would help you to talk about what is happening in the story here? How does that help you to understand… (*Character's actions or motives, story theme, perspective, making judgments, personal opinion.*)
o Did you think about what that character was like by what he said, by what he thought, by what he did, or by what other characters said about him?
o Can you think about something you know that would help you to talk about what is happening in the story here? How does that help you to understand… (*character's actions or motives, story theme, perspective, making judgments, personal opinion.*)
o Why did you say that? Show me evidence on this page.
o Show me evidence that tells why you have that idea.

(Level M)

Deals with more complex and sometimes technical vocabulary
o What is happening in the story right? How does this word fit in to this part of the story (or idea or group of words)?
o What's another word or group of words that would make sense here?
o How can you help yourself understand what that means/says?

Reads with fluency and phrasing
o Read this part again trying to read it in longer phrases.
o Read that again and make it sound like you're in a movie.
o Think about what's happening in that part and read it with meaning in your voice.
o Read this part out loud using your best story voice, then re-read silently, but hear it the same way in your head. Now read on and hear every sentence that way.

Word solving is under control and independent – at the point of error
(if the word is in the reader's vocabulary)
o Read this again and see if you can fix this word before you read on.
o Something wasn't quite right. Go back and see if you can find it.
o You fixed this word immediately. Good! Go!

Deals with longer chapters and few illustrations
o Ask student to retell the part just read
o How does this part go with the page before? And the page before that?
o So there's no picture on these pages. Tell me what you're picturing in your mind right here.
o What's the big thing that's happening in this chapter? How does it fit in with what you've read so far?

Uses literary features of the text to understand and track multiple characters
o What do you know about this character? Show me a part where you thought that about this person.
o Read this part where the character talks – read it in the way you think this person would say it.
o What do other characters in the book think about [name character]?
o How do you expect this character to change [if in the beginning] OR how has this character changed [if in the middle or end]?

Begins to think about more abstract themes/universal themes
o What is the big problem that is at the heart of this story? How does this problem exist in the real world?
o What feels real about the problems that the characters are dealing with? Where have you seen similar situations?
o What issues are the characters dealing with in this book? How do they deal with them?

Deals with longer descriptive words and some figurative language
o This word seems to be describing _____. What else do you know about _____ that can help you understand what this word means?
o This word (or phrase) doesn't make sense if we think about what it usually means. What's another meaning that would work for this word (or phrase) here?
o How did you read this part and make it make sense to you?

Reads with fluency and phrasing (Most same as M)
o Notice this part, where the word is cut in two because it doesn't fit on the line. Practice reading so that you don't slow down when you hit the end of the line.
o Read that again and make it sound like you're in a movie.
o Think about what's happening in that part and read it with meaning in your voice.
o Read this part out loud using your best story voice, then re-read silently, but hear it the same way in your head. Now read on and hear every sentence that way.

Word solving is under control and independent – at the point of error (if the word is in the reader's vocabulary)
o Read this again and see if you can fix this word before you read on.
o Something wasn't quite right. Go back and see if you can find it.
o You fixed this word immediately. Good! Go!

Deals with longer chapters and few illustrations (same as M)
o Ask student to retell the part just read
o How does this part go with the page before? And the page before that?
o So there's no picture on these pages. Tell me what you're picturing in your mind right here.
o What's the big thing that's happening in this chapter? How does it fit in with what you've read so far?

Uses literary features, including some descriptive and figurative passages, to understand multiple characters
o Read this part where the character talks – read it in the way you think this person would say it.
o What do other characters in the book say about this character? What do they mean?
o What does this description tell us about the character or the character's life?
o This passage is a comparison. (point out a simile or a metaphor). What is the author comparing here and why?
o How do you expect this character to change [if in the beginning] OR how has this character changed [if in the middle or end]?

Notices and thinks about the important human problems in the text
o What is the big problem that is at the heart of this story? Why is it an important problem?
o What feels important about the problems that the characters are dealing with?
o What important issues are the characters dealing with in this book? What makes these issues important in the world?

(Level O)

Deals with more complex vocabulary and words with secondary meanings
- Is there part of this word that you've seen somewhere before? Use that part to make some sense of what this word means.
- This word (or phrase) doesn't make sense if we think about what it usually means. What's another meaning that would work for this word (or phrase) here?
- How did you read this part and make it make sense to you?

Reads with fluency and phrasing
- Notice this part, where the word is cut in two because it doesn't fit on the line. Practice reading so that you don't slow down when you hit the end of the line.
- Notice that this part of the dialogue is a question. Read that part again and make your voice go up at the end to show that it's a question.
- This punctuation mark (colon, dash, semicolon) means that there is more to the sentence, but that there is a little break first, to prepare us for something new. Read this sentence again, stopping just a little bit at that punctuation mark.

Word solving is under control and independent – at the point of error
(if the word is in the reader's vocabulary)
- Read this again and see if you can fix this word before you read on.
- Something wasn't quite right. Go back and see if you can find it.
- You fixed this word immediately. Good! Go!

Deals with longer chapters and few illustrations (same as M)
- Ask student to retell the part just read
- How does this part go with the page before? And the page before that?
- So there's no picture on these pages. Tell me what you're picturing in your mind right here.
- What's the big thing that's happening in this chapter? How does it fit in with what you've read so far?

Uses literary features to understand characters with good and bad traits who change over time
- When has this character done or said something that you think was a good idea? Show me that part.
- When has this character done or said something that you didn't agree with? Show me that part.
- How has this character shown you that he or she is not all good or all bad?
-
- This part tells us a lot about the setting. How is this setting important to what's happening right now?
- How has this character become a better person or a worse person so far in the story?
-
- When has this character done or said something that you didn't agree with? Show me that part.
- How has this character shown you that he or she is not all good or all bad?
- This part tells us a lot about the setting. How is this setting important to what's happening right now?
- How has this character become a better person or a worse person so far in the story?

Notices and thinks about important problems, some of them serious in scale and tone
- What is the big problem that is at the heart of this story? Why is it an important problem?
- What feels important about the problems that the characters are dealing with?
- What important issues are the characters dealing with in this book? What makes these issues important in the world?
- What does the author want us to think/feel/believe about the issues in this story?

(Level P)

Deals with figurative language and idioms that are essential to understanding the text

- This word (or phrase) doesn't make sense if we think about what it usually means. Read back a couple of paragraphs. Picture what's happening right here in the story. Read forward one paragraph. What's happening now? Now think: what does that word or phrase probably mean?
- Have you heard this phrase before? Where and when did you hear it? What did you think it meant?
- How did you read this part and make it make sense to you?

Reads with fluency and phrasing (Same as O)

- Notice this part, where the word is cut in two because it doesn't fit on the line. Practice reading so that you don't slow down when you hit the end of the line.
- Notice that this part of the dialogue is a question. Read that part again and make your voice go up at the end to show that it's a question.
- This punctuation mark (colon, dash, semicolon) means that there is more to the sentence, but that there is a little break first, to prepare us for something new. Read this sentence again, stopping just a little bit at that punctuation mark.

Deals with difficulty in decoding unfamiliar words (Same as O)

- Start at the beginning of this word – what does the first part sound like (use finger to show where first syllable ends)? Now the next part? (teacher points again) And the last part? Now let's put it together.
- Try saying the first part of the word, then the next, then the end.
- Some explicit teaching of tricky spellings may be necessary.

Deals with longer books, and few or even no illustrations

- Ask student to retell the part just read
- How does this part go with the page before? And the page before that?
- I notice that this book doesn't have illustrations, except for on the cover [and at the beginning of a chapter, etc.]. Tell me how you're picturing the main character – [coach to prompt for details]. Keep reading, keeping up that detailed image in your mind.
- What's the important problem that's at the heart of this story? How has it developed across the book so far? [Have student turn to beginning of each chapter] What did you find out in this chapter [coach to say it one sentence]? Now this chapter? Etc.

Uses literary features to understand characters whose family and peer relationships change over time

- What is this character's relationship like with his or her family? Show me a part that lets you know that.
- How does this character get along with the other people his or her age? Show me a part that lets you know that.
- How do other characters fit into the story? Why are they important to understanding the main character's life?
- This book takes place in a setting that's very different from here. Show me a place where you really felt you started to understand what it would be like to live in the world of this book.
- How have the relationships in this book changed since you started reading it?

Notices and thinks about important problems, some of them from an unfamiliar perspective

- What is the conflict at the heart of this story? Why is it a big issue for the characters?
- Sometimes characters have ideas that we either don't agree with or have not thought about before. Is there a character in your book that thinks in a different way from you? Show me the part where you first noticed this.
- What important issues are the characters dealing with in this book? What makes these issues important in the world?
- What does the author want us to think/feel/believe about the issues in this story? Do you agree or disagree with this point of view.

Level Q

Deals with figurative language and idioms that are essential to understanding the text (Same as P)

o This word (or phrase) doesn't make sense if we think about what it usually means. Read back a couple of paragraphs. Picture what's happening right here in the story. Read forward one paragraph. What's happening now? Now think: what does that word or phrase probably mean?

o Have you heard this phrase before? Where and when did you hear it? What did you think it meant?

o How did you read this part and make it make sense to you?

Reads with fluency and phrasing, dealing with many compound words and words with 3+ syllables

o This is a long word. Let's practice reading across the whole word, bit by bit. Then reading it again until it feels easy to say.

Notice how this word is actually two words put together? Say the first word… now say the second word… now put them together. Now say it faster.

Deals with difficulty in decoding unfamiliar words (Same as O)

o Start at the beginning of this word – what does the first part sound like (use finger to show where first syllable ends)? Now the next part? (teacher points again) And the last part? Now let's put it together.

o Try saying the first part of the word, then the next, then the end.

Some explicit teaching of tricky spellings may be necessary.

Deals with longer books, and few or even no illustrations (same as P)

o Ask student to retell the part just read

o How does this part go with the page before? And the page before that?

o I notice that this book doesn't have illustrations, except for on the cover [and at the beginning of a chapter, etc.]. Tell me how you're picturing the main character – [coach to prompt for details]. Keep reading, keeping up that detailed image in your mind.

o What's the important problem that's at the heart of this story? How has it developed across the book so far? [Have student turn to beginning of each chapter] What did you find out in this chapter [coach to say it one sentence]? Now this chapter? Etc.

Uses knowledge of content (history, geography, etc.) and literary features to understand more complex characters and settings

o This is a setting that takes place at a different time in history. What do you know about this time period? Let's read together and see how that information helps us understand the characters and the world they're in.

o Books at this level have passages that leave out details and expect the reader to fill them in. Can you show me a part where you had to fill in to make the picture in your mind complete? Tell me what you added in your mind.

Reflects on themes that require interpretation; is able to see more than one side of the issues in the text (some strategies same as P)

o What is the conflict at the heart of this story? Why is it a big issue for the characters?

o Sometimes characters have ideas that we either don't agree with or have not thought about before. Is there a character in your book that thinks in a different way from you? Show me the part where you first noticed this.

o What does the author want us to think/feel/believe about the issues in this story? Do you agree or disagree with this point of view?

o How do different characters in this book have different points of view about the issues they're facing? Which character's viewpoint do you feel the most connected to and why?

(Level R)
("Extends the skills needed for Level Q across a wider variety of texts")

May have to deal with technical vocabulary, in addition to more figurative language and idioms.
- o This word seems to be very specific to _____ (name content that applies. Ex: "Silo" seems to be specific to farming.) What is happening with _____ right here in the story? Let's use that to think about what this word could mean.
- o This seems to set up a comparison. Why is the author comparing these two images or ideas?

Reads with fluency and phrasing, dealing with many compound words and words with 3+ syllables (same as Q)
- o This is a long word. Let's practice reading across the whole word, bit by bit. Then reading it again until it feels easy to say.

Notice how this word is actually two words put together? Say the first word… now say the second word… now put them together. Now say it faster.

Deals with difficulty in decoding unfamiliar words (Same as O)
- o Start at the beginning of this word – what does the first part sound like (use finger to show where first syllable ends)? Now the next part? (teacher points again) And the last part? Now let's put it together.
- o Try saying the first part of the word, then the next, then the end.

- o Some explicit teaching of tricky spellings may be necessary.

Increases stamina: is able to hold longer, more complex stories in mind from chapter to chapter across longer books
- o In the beginning of a book: "This is a longer book than what you've been reading. Let's plan out how your reading life can go so that you can finish it this week." Plan out using log to make self-assignments.
- o In the middle of a book: Wow, it seems like a lot has happened so far. This feels like a good time to stop and think back to the most important parts you've read. What's the big problem that the main character is facing? Jot that on a post-it. Now underneath, write a few parts you remember that show how this problem has been getting worse. Read on expecting a change.
- o At the end: How do you think differently about the characters now than you did in the beginning?

Deals with a variety of literary features, sometimes including a shifting narrative voice and/or parts of the text that function as symbols.
- o Who is the narrator in this story? Are there any parts in this book where the narrator changes how he or she is telling the story? [ex: diary entries or notes that appear inside of the major

narrative] Let's read that part and think: how is this helping me understand this story?
- o Sometimes there is an image, either of an object or a place, that repeatedly appears throughout a story. Does your story have an image like that – one that keeps coming back? That usually means it's worth stopping and asking – what is that image standing for in this book? How does it show something important about the characters or their world?

Reflects on themes that require interpretation; is able to see more than one side of the issues in the text (same as Q)
- o What is the conflict at the heart of this story? Why is it a big issue for the characters?
- o Sometimes characters have ideas that we either don't agree with or have not thought about before. Is there a character in your book that thinks in a different way from you? Show me the part where you first noticed this.
- o What does the author want us to think/feel/believe about the issues in this story? Do you agree or disagree with this point of view?

How do different characters in this book have different points of view about the issues they're facing? Which character's viewpoint do you feel the most connected to and why?

(Level S)

Deals with words that present many shades of meaning..

o [Find an example in the book by looking through] This part is tricky. This word [or phrase] could mean many things. Based on everything you know about this [character or event or setting] so far, what does is most likely mean?

o Books at this level often include words that have more than one possible meaning. Can you find a place where a word like that came up? How did you solve the problem of deciding what it meant?

Reads with fluency and phrasing, dealing with many complex proper nouns and some archaic or rare terminology

o Listen to how I read this word. It's not one you've heard before, and it's pretty tricky. When reading words like this out loud, do your best at sounding out each part. When it feels like you've said it right, say it a few times more to hold onto it. If it's an important name, write it out so that the spelling matches how you say it and keep that in the book as you read.

Synthesizes across connected short stories [if in such a book]

o This book is made up of many short stories. Although the stories are different, the author has included them together for a reason. Having read a couple of these stories, what are you finding that the stories have in common? It could be a character or a setting, or an idea that shows up in every story.

Deals with a variety of literary features, often including parts of the text that function as symbols. (Most same as R)

o Who is the narrator in this story? Are there any parts in this book where the narrator changes how he or she is telling the story? [ex: diary entries or notes that appear inside of the major narrative] Let's read that part and think: how is this helping me understand this story?

o Sometimes there is an image, either of an object or a place, that repeatedly appears throughout a story. Does your story have an image like that – one that keeps coming back? That usually means it's worth stopping and asking – what is that image standing for in this book? How does it show something important about the characters or their world?

Reflects on themes that require interpretation; is able to connect the themes in the book to other texts with this theme and/or to real-world events in the past and present

o What is the conflict at the heart of this story? Where have you seen this conflict in other books or in movies? How does this book present this problem? How did the other books or movies?

What does the author want us to think/feel/believe about the issues in this story? How is this the same or different from what we were expected to think about the issue in another text?

Deals with words that are presented in dialect or in a foreign language

o   This part seems to be written in a very particular voice. Let's read a bit of it out loud. If we hear how it sounds it will help us figure out what the words mean. [Read a bit out loud] Now, what do you think this is saying? As you read, keep that accent in your head and use the sound of the voice to help you figure out words or phrases that are unknown.

o   Books at this level often include words that have more than one possible meaning. Can you find a place where a word like that came up? How did you solve the problem of deciding what it meant?

Reads with fluency and phrasing, dealing with some passages written in dialect and some foreign words or phrases

o   Listen to how I read this part. Do you hear how it's written in a particular voice? Try the same part with me. Now don't look at the book. Use the accent and repeat the phrase we've been reading. Practice hearing this accent as you keep reading, when this voice is present.

o   Did you notice that this word/phrase was in italics? That means that it is from another language. Even if you don't know that language, it's worthtrying to say the word as best you can. That way you won't interrupt the reading in your head.

Synthesizes across connected short stories [if in such a book]

o   This book is made up of many short stories. Although the stories are different, the author has included them together for a reason. Having read a couple of these stories, what are you finding that the stories have in common? It could be a character or a setting, or an idea that shows up in every story.

Analyzes and reflects on character development. Recognizes and thinks through symbolic passages in terms of their significance to the characters.

o   In books at this level, not only the main character, but other characters as well, change over time. What have you been noticing about the characters and change?

Have they changed emotionally? Physically?

o   This passage seems to be about something else – it seems to have a different setting altogether from the main part of the book. It must be connected to our main character, though. What about this part does connect to a character you know well or an issue that character is dealing with? How does this change your thinking about that character or issue?

Reflects on controversial themes that have many sides, themes such as war, prejudice and racism, growing up, etc.

o   The issues this book tackles are pretty big – they seem to be problems that never get solved in the world. How has reading this book made you think about these issues? What reaction have you had so far?

o   What does the author want us to think/feel/believe about the issues in this story? How is this the same or different from what we were expected to think about the issue in another text?

(Level U)

Deals with technical words that require background knowledge and are not defined in the text

o This part seems to be written in a very particular voice. Let's read a bit of it out loud. If we hear how it sounds it will help us figure out what the words mean. [Read a bit out loud] Now, what do you think this is saying? As you read, keep that accent in your head and use the sound of the voice to help you figure out words or phrases that are unknown.

o Books at this level often include words that have more than one possible meaning. Can you find a place where a word like that came up? How did you solve the problem of deciding what it meant.

Reads with fluency and phrasing, dealing with some passages written in dialect and some foreign words or phrases

o Listen to how I read this part. Do you hear how it's written in a particular voice? Try the same part with me. Now don't look at the book. Use the accent and repeat the phrase we've been reading. Practice hearing this accent as you keep reading, when this voice is present.

o Did you notice that this word/phrase was in italics? That means that it is from another language. Even if you don't know that language, it's worth trying to say the word as best you can. That way you won't interrupt the reading in your head.

Follows subplots and is able to connect them back to the primary plot

o This chapter seems to present a different problem. How does this fit with what's been going on in the other chapters?

o This chapter is told from a different character's point of view. How does it add to or change your thinking about the story?

Thinks about the multiple dimensions of characters, using symbolism and other literary devices to make more meaning.

o Often in books like this the author gives us hints about the character by writing about an object or a place that's important to the character. We can notice if there is an object or a place that is important to a character and ask, "What does it say about this person that he/she is so attached to this?"

Notices and reflects on more abstract themes that allow for multiple interpretations.

o Books like this often offer us a chance to think deeply about our lives and ask big questions like, why is there life? Why is there death?. Are there any big questions that this book has made you think about? Or have any of the characters asked big questions.

(Level V)

Deals with technical words that require background knowledge and are not defined in the text

Reads with fluency and phrasing, dealing with some passages written in dialect and some foreign words or phrases

o   Listen to how I read this part. Do you hear how it's written in a particular voice? Try the same part with me. Now don't look at the book. Use the accent and repeat the phrase we've been reading. Practice hearing this accent as you keep reading, when this voice is present.

o   Did you notice that this word/phrase was in italics? That means that it is from another language. Even if you don't know that language, it's worth trying to say the word as best you can. That way you won't interrupt the reading in your head.

Holds onto meaning inside of complex story structures: flashback, story-within-story, etc.

Deals with longer stretches of descriptive language, and continues to notice how symbolism adds to understanding of the characters and their conflicts

Uses thinking about multiple characters to elaborate on the themes in the book. Themes continue to become more abstract and to reflect more mature concerns and issues.

o   The themes or big ideas in a story don't grow from only one character's experiences and thinking; we have to notice how all the characters relate to the themes of the book. Talk a little about how one character connects to a theme you've been noticing. Now talk about how a different character connects

(Level W)

Deals with technical words that require background knowledge and are not defined in the text

Reads with fluency and phrasing, dealing with much longer sentences and embedded phrases and clauses

o Use the commas in long sentences to tell you where to pause. Sometimes you may have to re-read to the beginning of a sentence to be sure you've understood

o how the whole sentence fits together. Try this one… Now try again, and read it faster.

o Use your voice to indicate where phrases begin and end.

Holds onto meaning inside of complex story structures: flashback, story-within-story, etc.

In Fantasy and SciFi especially, but also in some Realistic Fiction: Recognizes some "larger-than-life" type characters who represent the symbolic struggle of good and evil

Uses background knowledge of political and social issues is to fully interpret some themes; recognizes adolescent themes that require mature interpretation

(Level X)

Deals with many archaic words.

Reads with fluency and phrasing, dealing with much longer sentences and embedded phrases and clauses

o Use the commas in long sentences to tell you where to pause. Sometimes you may have to re-read to the beginning of a sentence to be sure you've understood how the whole sentence fits together. Try this one… Now try again, and read it faster.

o Use your voice to indicate where phrases begin and end.

Notices and reflects on unusual story structures when present

o How does the structure of this story go with some of the big ideas that you're having or that the characters are having?

In Fantasy and SciFi especially, but also in some Realistic Fiction: Recognizes some "larger-than-life" type characters who represent the symbolic struggle of good and evil

Uses prior experience and prior reading experience to think critically about the themes presented in the book

(Level Y/Z)

Deals with words that have unusual or invented connotations

Understands the conventions of the genre and recognizes "classic" elements of that genre easily

Uses prior experience and prior reading experience to think critically about the themes presented in the book

Reads with fluency and phrasing, dealing with much longer sentences and embedded phrases and clauses

Deals with sophisticated literary devices such as irony and satire

- Use the commas in long sentences to tell you where to pause. Sometimes you may have to re-read to the beginning of a sentence to be sure you've understood how the whole sentence fits together. Try this one… Now try again, and read it faster.
- Use your voice to indicate where phrases begin and end.