



STAIR

Supporting 2nd Graders in Reading

Outcomes

Participants will :

- Learn what to focus on during reading sessions
- Learn how to choose appropriate books
- Understand growth in reading
- Learn characteristics of learners and text at GR levels
- Learn how to support reading growth

How to support students in learning to read?

Genre: The type of the book

Text Structure: How the book is organized and presented

Content: The subject matter of a book

Themes and Ideas: The big ideas that are communicated by the author

Language and Literary Features: The types of writing techniques employed by the writer

Sentence Complexity: How challenging the syntax is of each sentence

Vocabulary: The frequency of new words introduced in the book

Word Recognition: The ease at which the words in the book can be figured out or decoded by the reader

Illustrations: The correlation and consistency of images and pictures in the books to the words printed on the page

Font and Print Features: The physical aspects of the printed word on the page.



Learning A-Z Correlation Chart

Learning A-Z	Ages	Grade	Fountas & Pinnell	Reading Recovery	DRA	PI Readers	Lexia
A	4-6	K	A	1	A-1	Starters 1	BR-70
B	4-6	K	A	1	A-1	Starters 1	BR-70
C	4-6	K	B	2	2	Starters 2	BR-70
D	4-6	K	C	3-4	3-4	3-4 red	BR-70
E	4-7	K	D	5-6	6	5-6 red/yellow	80-450
F	6-7	1	E	7-8	8	7-8 yellow	80-450
G	6-7	1	F	9-10	10	9-10 blue	80-450
H	6-7	1	G	11-12	12	11-12 blue/green	80-450
I	6-7	1	H	13-14	14	13-14 green	80-450
J	6-7	1	I	15-16	16	15-16 orange	80-450
K	6-8	1	J	17	18	17 turquoise	451-500
L	7-8	2	J	17	18	18 turquoise	451-550
M	7-8	2	K	18	20	19-20 purple	501-550
N	7-8	2	L	19	24	21 gold	551-600
O	7-8	2	M	20	28	22 gold	551-650
P	7-8	2	M	20	28	22 gold	601-650
Q	7-8	2	M	28	28	22 gold	601-650
R	7-9	3	N	30	30	23 silver	651-690
S	8-9	3	N	30	30	23 silver	651-730
T	8-9	3	O	34	34	24 silver	691-770
U	8-9	3	P	38	38	25 emerald	731-770
V	8-11	4	Q	40	40	26 emerald	771-800
W	9-11	4	Q	40	40	26 emerald	771-830
X	9-11	4	R	40	40	27 ruby	801-860
Y	9-11	5	S	40	40	28 sapphire	831-860
Z	9-11	5	T	40	40	29 sapphire	861-890
AA	9-11	5	U-W	N/A	50	30 sapphire	891-980

This correlation chart illustrates how Learning A-Z levels approximately correlate to other leveling systems commonly found in leveled reading materials. Learning A-Z uses objective (quantitative) and subjective (qualitative) leveling criteria to measure text complexity.

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.-Sept.)	1st Interval of Year (Nov.-Dec.)	2nd Interval of Year (Feb.-Mar.)	End of Year (May-June)
Grade K		C+	D+	E+
		B	C	D
		A	B	C
				Below C
Grade 1	E+	G+	I+	K+
	D/E	F	H	J
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J/K	K	L	M
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M/N	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q+	R+	S+	T+
	P/Q	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S/T	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z
	V/W	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grade 7	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
Grade 8+	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

KEY

Exceeds Expectations

Meets Expectations

Approaches Expectations:
Needs Short-Term Intervention

Does Not Meet Expectations:
Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade-level goals, which should be adjusted based on school/district requirements and professional teacher judgement.

Characteristics of Levels & Instructional Implications

Level E	
Characteristic	Instructional Implications
<p><i>Both</i></p> <ul style="list-style-type: none"> • Up to 21 words per page • Up to 7 lines per page <p><i>Literary</i></p> <ul style="list-style-type: none"> • Introduce apostrophes as contractions • Compound words (breakfast) • Early signs of paragraphing • Split dialogue but the speaker is tagged • Switching of tenses • Repeated words separated by a comma (“big, big” p. 15) • Minor characters begin to play a role <p><i>Informational</i></p> <ul style="list-style-type: none"> • Silent “b” • Photographs are less supportive 	<ul style="list-style-type: none"> • Teach that apostrophes can now also take the place of a letter or letters instead of just indicating possession • Reader must stop and determine whether the apostrophe is taking the place of a letter or if it indicates possession • Look for words within words to decode unknown words • Expect a new event or idea when there is large spacing between text • Read dialogue in the same voice before and after the tagging of the speaker • teach that <u>-ed</u> signals past tense • Emphasize words that are repeated • Begin to take notice to the relationship between the main and minor characters • <u>-oo</u>, <u>-th</u>, <u>-ed</u>, <u>-ee</u> sound patterns • Visualize or “paint a mind movie” of the text • Try pronouncing the letter b and leaving it silent to determine which way makes sense

Characteristics of Levels & Instructional Implications

Level K	
Characteristic	Instructional Implications
<i>Both</i> <ul style="list-style-type: none">• Up to words 70 per page• Up to lines 15 per page	<ul style="list-style-type: none">• If something doesn't make sense, reread it to see if it was meant to be a joke• Notice how characters change over time• Teach a variety of ways authors use draw in the reader• Under a heading there are smaller headings called subtitles which is a subsection that pertains to the topic announced in the heading
<i>Literary</i> <ul style="list-style-type: none">• Implied humor• Slight character change	
<i>Informational</i> <ul style="list-style-type: none">• Captions• Use of questioning to engage the reader• Subtitles	

Characteristics of Levels & Instructional Implications

Level M	
Characteristic	Instructional Implications
<i>Both</i> <ul style="list-style-type: none">• Up to 79 words per page• Up to 12 lines per page <i>Literary</i> <ul style="list-style-type: none">• Character traits <i>Informational</i> <ul style="list-style-type: none">• Sequence	<ul style="list-style-type: none">• Stop and think about how you would describe the character based on their actions• Keep track of what happens first, next, then, last

Parents Guide to Guided Reading — Levels L and M

What are Guided Reading Levels?

Guided Reading is a highly effective form of small-group instruction. Based on assessment, the teacher brings together a group of readers who are similar in their reading development. The teacher supports the reading in a way that enables students to read a more challenging text with effective processing. Guided Reading Levels reflect a continuum of levels from A–Z (grades K–8). Teachers continuously progress monitor students to see how they’re moving along the reading continuum.

What are characteristics of Level L and M Readers?

At levels L and M students begin to recognize themes across texts such as friendship, courage, and other abstract ideas. They are able to understand the perspectives of many characters. Readers are able to identify underlying structures to help navigate through the text such as compare and contrast, problem and solution, and cause and effect. They can read and understand descriptive words, some complex content-specific words, and some technical words.

What are characteristics of Level L and M Texts?

Books at Levels L and M are mostly carried by print with few illustrations. Some abstract ideas require students to use inferential thinking to derive the meaning. The texts present multiple points of view revealed through the characters' behaviors. Text at these levels also include more complex plots with numerous episodes with time passing.

Young readers must spend time interacting with texts that are "Just Right" for them.



Level L

Alexander and the Wind-up Mouse by Leo Lionni
If You Take a Mouse To School by Laura Numeroff
Tsunamis by Mari Schuh
Amelia Bedelia series by Peggy Parish
Pluto: The Dwarf Planet by Greg Roza
Who Invented Basketball? by Sara Latta
Freedom Summer by Deborah Wiles
Mercy Watson To the Rescue by Kate DiCamillo
Cam Jansen series by David Adler
Horrible Harry series by Suzy Kline

Level M

Abe Lincoln's Hat by Martha Brenner
Amazing Snakes by Sarah Thompson
The Art Lesson by Tomie de Paola
Arthur series by Marc Brown
Aunt Flossie's Hats by Elizabeth Howard
I Wanna New Room by Karen Orloff
First Big Book of Dinosaurs by Catherine Hughes
Bailey School Kids series by Debbie Dadey
Blue Ribbon Blues by Jerry Spinelli
Blueberries for Sal by Robert McCloskey
Chicken Soup with Rice by Maurice Sendak
Chicken Sunday by Patricia Polacco
The Littles series by John Peterson
Magic Treehouse series by Mary P. Osborne
Volcanoes by Emily Green

Aiming Higher

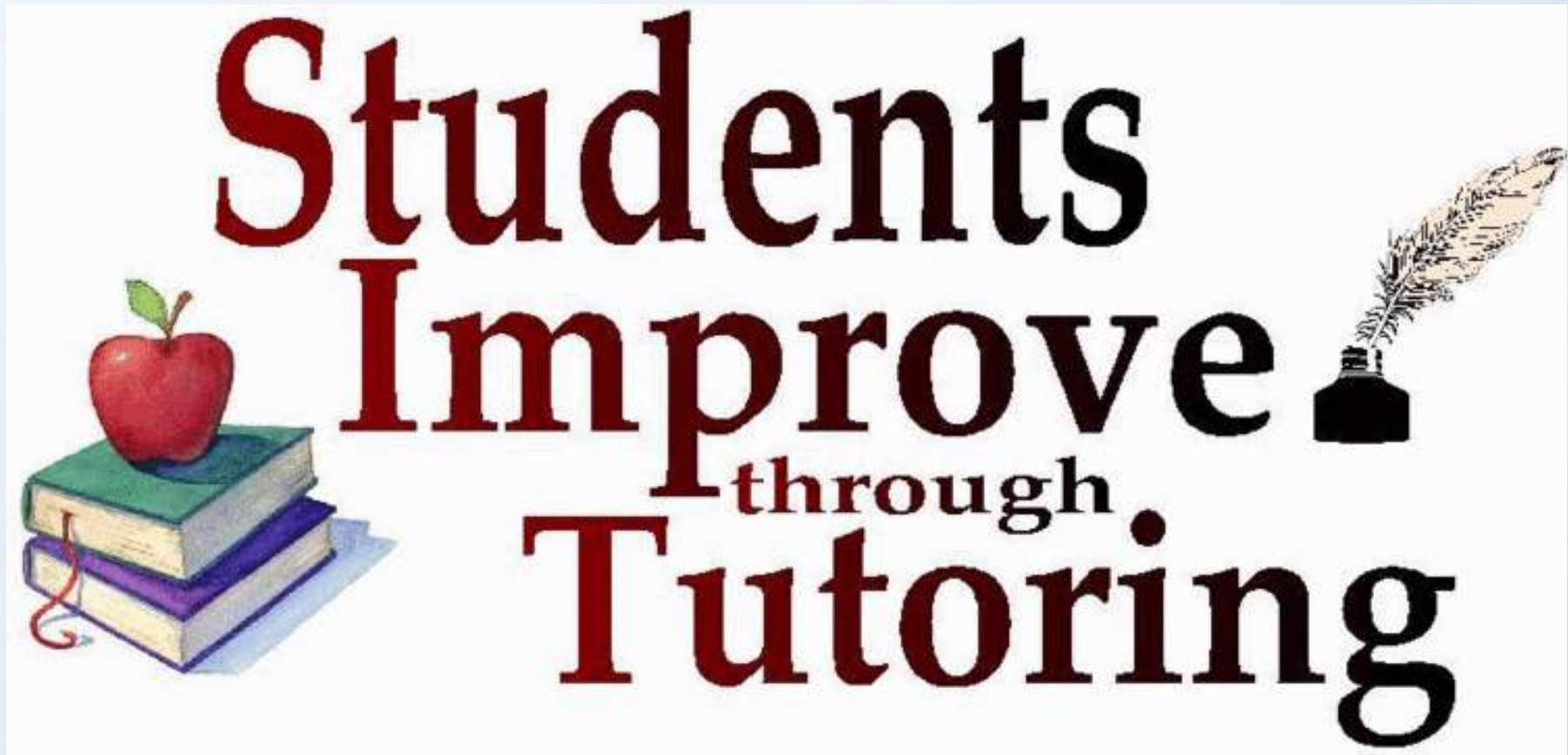
As with anything, the only way to get better is to practice. Young readers need to spend time reading "just right" books every day. They need to hear their parents reading out loud to them as they look at the text on the page and begin to make sense of the emerging language patterns.

Moving your child along the guided reading continuum can be accomplished with consistent practice and meaningful text-based discussions at home. Prompt your child to support their answers with evidence from the text.



- What are the most important events in the story?
- What was the problem in the story, and how did the characters solve it?
- What new information did you learn about ___?
- Based on what you know about a character, what do you think he/she will do next?
- Has the new information you read changed your thinking about the topic? How?
- Why did the character ___? How do you know?
- How would you feel if ___ happened to you? Would you do the same thing the character did?
- How does the author help you learn about ___?
- What did the author do to make this topic/book interesting, funny, or exciting to read about?

Tutoring Tips





Questions/Comment