



Welcome!

***Best Practices
for
Accelerating Student Reading Growth***

Presented by Gail Farrell, M.S.Ed

**AMERICAN
READING COMPANY**

Academic Advisory Board

WORKING TOWARD BIAS-FREE EDUCATION



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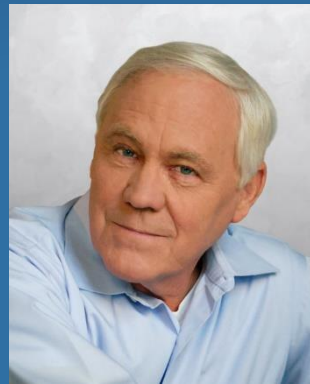
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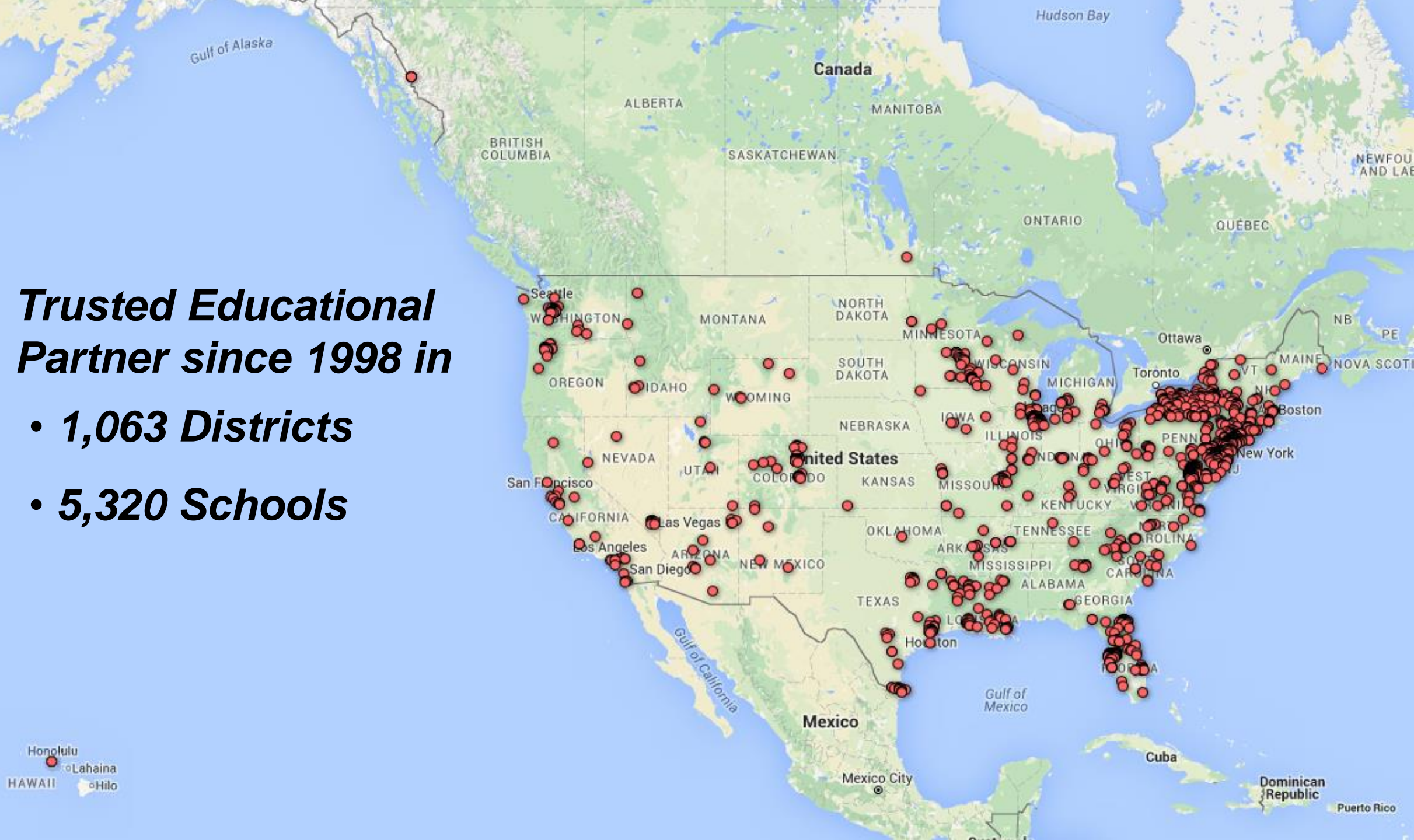


Jeffrey Wilhelm, Ph.D.



Trusted Educational Partner since 1998 in

- 1,063 Districts***
- 5,320 Schools***



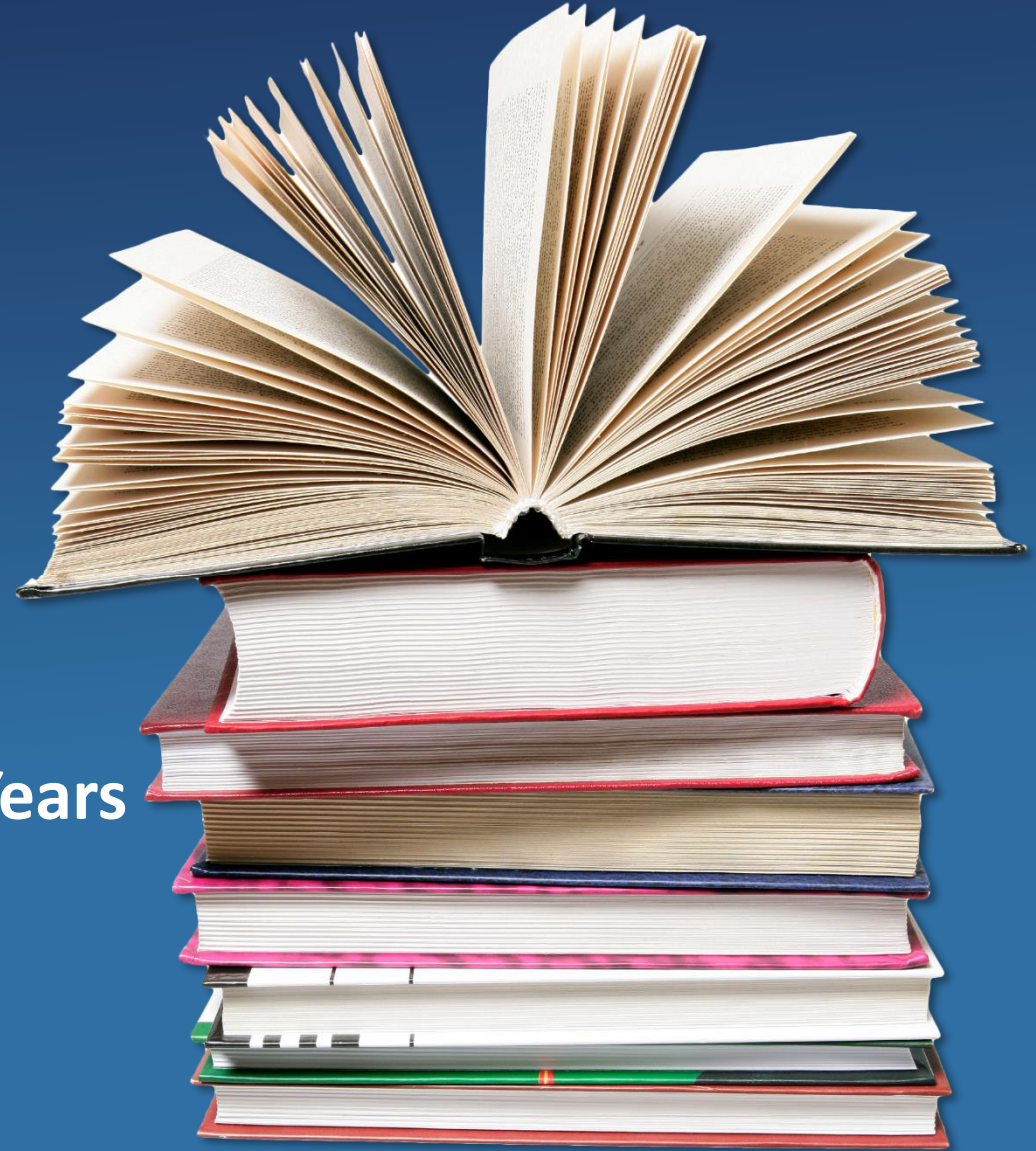
Introductions

Gail Farrell

Senior Executive Coach
American Reading Company

Formerly:

- Teacher, SD of Philadelphia; 10 Years
- Demonstration Teacher, K-8
- SD of Philadelphia



Think-Pair-Share

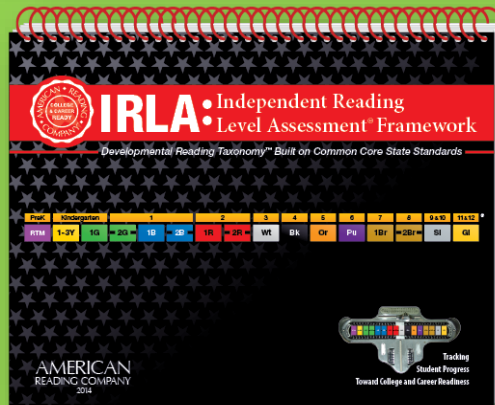
What best practices do your teachers already have in place to teach Foundational Skills?

What resources do you have in place to support those best practices?



PRINCIPLES OF RTI- RICHARD ALLINGTON

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



Formative Assessment

What is formative assessment?

How does the IRLA help facilitate the process?



Materials



IRLA: Independent Reading Level Assessment Framework®
Formative Assessment Framework for Reading, Writing, and Thinking Built on Common Core State Standards

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

Tracking Student Progress
Towards College and Career Readiness



The IRLA



IRLA: Independent Reading Level Assessment Framework®

Formative Assessment Framework for Reading, Writing, and Thinking Built on Common Core State Standards

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



Tracking Student Progress Towards College and Career Readiness

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Towards College and Career Readiness
Student Progress
Tracking



The ENIL

ENIL: Estructura para la Evaluación del nivel independiente de lectura

Formative Assessment Framework for Reading, Writing, and Thinking Built on Common Core State Standards

Subcategory	1	2	3	4	5	6	7	8	9-10	11-12
1-0A	1A	2A	3A	4A	5A	6A	7A	8A	9-10A	11-12A
1-0B	1B	2B	3B	4B	5B	6B	7B	8B	9-10B	11-12B
1-0C	1C	2C	3C	4C	5C	6C	7C	8C	9-10C	11-12C
1-0D	1D	2D	3D	4D	5D	6D	7D	8D	9-10D	11-12D
1-0E	1E	2E	3E	4E	5E	6E	7E	8E	9-10E	11-12E
1-0F	1F	2F	3F	4F	5F	6F	7F	8F	9-10F	11-12F
1-0G	1G	2G	3G	4G	5G	6G	7G	8G	9-10G	11-12G
1-0H	1H	2H	3H	4H	5H	6H	7H	8H	9-10H	11-12H
1-0I	1I	2I	3I	4I	5I	6I	7I	8I	9-10I	11-12I
1-0J	1J	2J	3J	4J	5J	6J	7J	8J	9-10J	11-12J
1-0K	1K	2K	3K	4K	5K	6K	7K	8K	9-10K	11-12K
1-0L	1L	2L	3L	4L	5L	6L	7L	8L	9-10L	11-12L
1-0M	1M	2M	3M	4M	5M	6M	7M	8M	9-10M	11-12M
1-0N	1N	2N	3N	4N	5N	6N	7N	8N	9-10N	11-12N
1-0O	1O	2O	3O	4O	5O	6O	7O	8O	9-10O	11-12O
1-0P	1P	2P	3P	4P	5P	6P	7P	8P	9-10P	11-12P
1-0Q	1Q	2Q	3Q	4Q	5Q	6Q	7Q	8Q	9-10Q	11-12Q
1-0R	1R	2R	3R	4R	5R	6R	7R	8R	9-10R	11-12R
1-0S	1S	2S	3S	4S	5S	6S	7S	8S	9-10S	11-12S
1-0T	1T	2T	3T	4T	5T	6T	7T	8T	9-10T	11-12T
1-0U	1U	2U	3U	4U	5U	6U	7U	8U	9-10U	11-12U
1-0V	1V	2V	3V	4V	5V	6V	7V	8V	9-10V	11-12V
1-0W	1W	2W	3W	4W	5W	6W	7W	8W	9-10W	11-12W
1-0X	1X	2X	3X	4X	5X	6X	7X	8X	9-10X	11-12X
1-0Y	1Y	2Y	3Y	4Y	5Y	6Y	7Y	8Y	9-10Y	11-12Y
1-0Z	1Z	2Z	3Z	4Z	5Z	6Z	7Z	8Z	9-10Z	11-12Z

AMERICAN READING COMPANY 2013

Significado de
propósito de la estructura
de propósito para
la comunidad y la vida profesional



Text Complexity and Grade Level Proficiency

Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

Independently = 99-100% accuracy

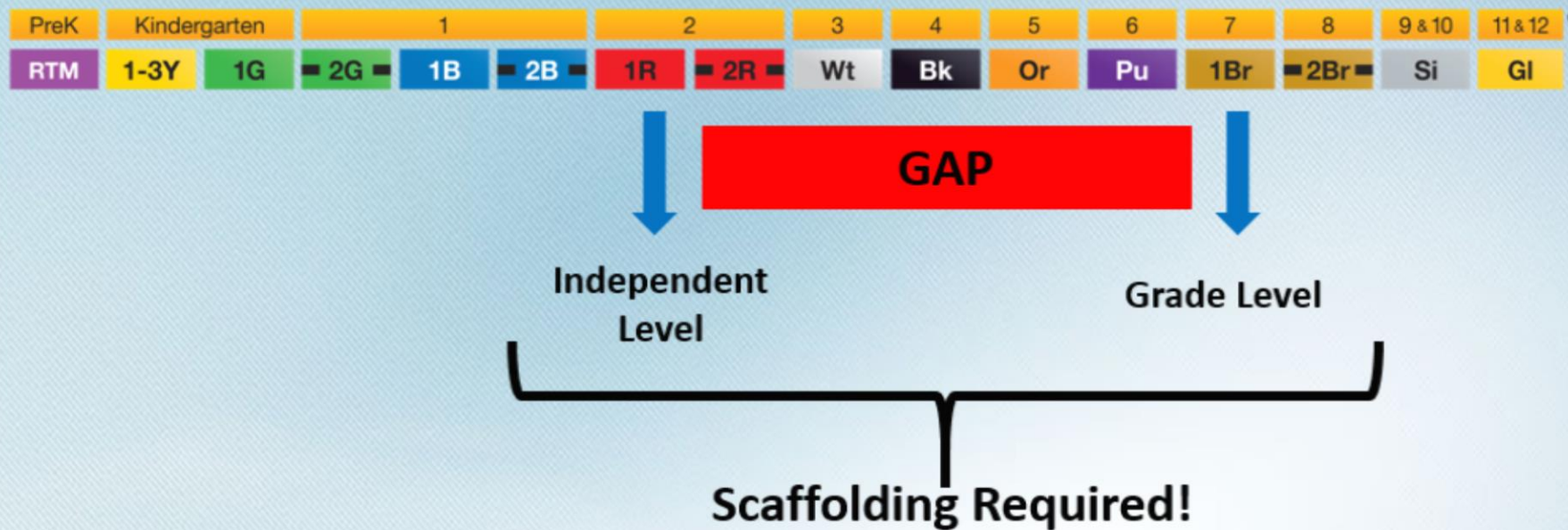
Proficiently = 90% comprehension

Emmett Betts, 1946; Richard Allington, 2011



Supporting All Readers

Know where each student is, where they should be, and the steps in between.



IRLA: A Developmental Reading Taxonomy

Initial Blends & Digraphs

Irregularly Spelled Words & Chapter Books

Latin & Greek Roots

Multisyllabic Words

Literary Analysis

Active Reading Strategies & Initial Consonants

Authors' Craft, Point of View, Bias

High-Frequency Words

Tier II Vocabulary in Context

Academic Vocabulary of 1,500+ Tier II/III Words

College & Career Ready

Genre Expansion

Onset + Sight Word/Rime

2-Syllable Words

Work with your partner to place the stages in a reasonable order of acquisition.
Which do you think students typically learn first? Next?



ENIL: A Developmental Reading Taxonomy

Closed Syllables

Tier II Vocabulary in Context

Chapter Books

Academic Vocabulary of 1,500+ Tier II/III Words

High-Frequency Words

College & Career Ready

Multisyllabic Words

Genre Expansion

Literary Analysis

Open Syllables and Initial Vowel Sound

Active Reading Strategies

2-Syllable Words

Authors' Craft, Point of View, Bias

Work with your partner to place the stages in a reasonable order of acquisition.

Which do you think students typically learn first? Next?

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

IRLA Grade Level Equivalencies



IRLA Grade Level Equivalencies

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



ENIL Grade Level Equivalencies



ENIL Grade Level Equivalencies

ENIL Level	Standards-Based Grade Level Expectation	Grade Level Equivalency	Stages of Reading Acquisition
Léeme a mí	PreK	.00-.09	Active Reading Strategies
2-Amarillo	Kindergarten, First Half	.10-.59	
1-Verde	Kindergarten, Second Half	.60-.99	2-Syllable Words
2-Verde	1st Grade, First Third	1.00-1.29	
1-Azul	1st Grade, Middle Third	1.30-1.59	Words 3 or More Syllables Long
2-Azul	1st Grade, Final Third	1.60-1.99	
1-Rojo	2nd Grade, First Half	2.00-2.49	
2-Rojo	2nd Grade, Second Half	2.50-2.99	Chapter Books
Blanco	3rd Grade	3.00-3.99	Literary Vocabulary
Negro	4th Grade	4.00-4.99	Stamina. High Speed Silent Reading
Anaranjado	5th Grade	5.00-5.99	Genre Expansion
Púrpura	6th Grade	6.00-6.99	
1-Bronce	7th Grade	7.00-7.99	Authors' Craft Authors' Perspectives, Bias, Agendas
2-Bronce	8th Grade	8.00-8.99	
Plata	9th & 10th Grade	9.00-10.99	Literary Analysis
Oro	11th & 12th Grade	11.00-12.99	Writing as Art/Rhetoric

How do teachers use this tool?

Educators can use this tool to:

- *Establish baseline reading levels for every student.*
- *Develop an action plan to work toward proficiency for every student.*
- *Monitor progress toward goals.*



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IRLA: Independent Reading Level Assessment Framework®

Formative Assessment Framework for Reading, Writing, and Thinking Built on Common Core State Standards

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12				
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Tracking Student Progress
Towards College and Career Readiness



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Tracking Student Progress
Towards College and Career Readiness



Student Action Planner



Student Action Planner: Goal Setting

0	Is this level easy enough for this student?	Can the student read the words and ideas fluently and problem-solve 99% of challenges without teacher help of any kind?	<input type="checkbox"/> No. Stop and re-focus the conference on identifying the student's correct level. <input type="checkbox"/> Yes. Continue to work on creating Student Action Plan.
1	Where should I coach this student?	Does this student need more coaching in this level or is s/he ready for coaching towards the next level?	<input type="checkbox"/> This level. <input type="checkbox"/> Next level.
2	What one area of reading should I focus on?	What one area of reading most needs improvement so s/he can progress? (from the IRLA)	<input type="checkbox"/> Comprehension <input type="checkbox"/> Range of Reading/Reading Lifestyle <input type="checkbox"/> Phonics/Word Solving <input type="checkbox"/> Word Recognition <input type="checkbox"/> Fluency and Self-Monitoring <input type="checkbox"/> Vocabulary and Language
3	What essential skill/strategy or concept/habit should I narrow in on?	What one thing must the student do better in order to progress? (from the IRLA)	Student Power Goal:
4	ACTION PLAN	How will the student achieve this goal? -Constant Practice -Expert Coaching	C.P.: E.C.:

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2	What one area of reading should I focus on?	What one area of reading most needs improvement so s/he can progress? (from the IRLA)	<input type="checkbox"/> Comprehension <input type="checkbox"/> Range of Reading/Reading Lifestyle <input type="checkbox"/> Phonics/Word Solving <input type="checkbox"/> Word Recognition <input type="checkbox"/> Fluency and Self-Monitoring <input type="checkbox"/> Vocabulary and Language
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Architecture of a Color Level

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

Grade Level
Equivalency

Major
Learning

2G Learning Focus
Power Words, Initial Blends & Digraphs
Power Words: 2G readers will know and use 120 very high-frequency Power Words that provide a reliable and familiar support framework when reading. They will be able to read these words in books they have never seen before and out of context (lists, flash cards, etc.) at Flash Speed. Power Words provide "islands of certainty" from which emergent readers can navigate the unknown. The combined Power Words in 1G and 2G make up 50% of all adult and student writing.
Initial Blends & Digraphs: When students come to a word they don't know, they will successfully use initial blends and digraphs as clues.

Key Common Core State Standards
CCSS F.1.3g Recognize and read grade-appropriate irregularly spelled words.
CCSS F.1.3a Know the spelling-sound correspondences for common consonant digraphs.

Major CCSS addressed in
this color level

ENTRY
Requirements—To
get into this level

Entry Requirements
Must be in place before earning 2G designation.
Word Recognition CCSS F.1.3g
• Recognize and read grade-appropriate irregularly spelled words.
Phonics CCSS F.1.3a
• Know the spelling-sound correspondences for common consonant digraphs.
Comprehension CCSS F.1.4/ RL/1.1
• Read with sufficient accuracy and fluency to support comprehension.
• Ask and answer questions about key details in a text.

Exit Requirements
Must be in place before earning 1B designation.
Phonics CCSS F.K.2c/ F.1.3b
• Blend and segment onsets and rimes of single-syllable spoken words.
• Decode regularly spelled one-syllable words.
Word Recognition CCSS F.1.3g
• Recognize and read grade-appropriate irregularly spelled words.
Comprehension CCSS F.1.4/ RL/1.1
• Read with sufficient accuracy and fluency to support comprehension.
• Ask and answer questions about key details in a text.

EXIT Requirements—
To move to the next
level

Architecture of a Color Level

SchoolPace

Search

District Service
Logged in 2762 times
Last login: Dec 11, 2015 10:08am
Logout

Settings
Reporting Date: 12/11/2015
School Year: 2015 / 2016
Reporting Group: American Reading: English

District
Mount Bradley School District

- Dashboard
- Schools
- Classrooms
- Export
- Settings

School
Armstrong Elementary School

- Dashboard
- Classrooms
- Students
- Export
- Settings

Classroom
Mott Hall
Room: 123
6-A
Grade: 6th

IRLA CCSS: 2G - Overview - Kara Jackson

District: Mount Bradley School District
School: Armstrong Elementary School
Classroom: Mott Hall, Room: 123, 6-A, Grade: 6th
Student: Kara Jackson
IRLA CCSS: 2G Overview

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

Kara Jackson

2G 1

Changes made in 2G will not be reflected in SchoolPace until Kara completes the entry requirements.

History

1R 2013 / 2014

Printable Summary

Overview
0 points out of 0

Entry Requirements
0 points out of 0

Comprehension
0 points out of 0

Foundational Skills
0 points out of 0.2

Transition to 1B
0 points out of 0.09

2G Learning Focus

Power Words, Initial Blends & Digraphs

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

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

Key Common Core State Standards

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

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

Entry Requirements

Must be in place before earning 2G designation.

Word Recognition CCSS F.1.3g

- Recognize and read grade-appropriate irregularly spelled words.

Phonics CCSS F.1.3a

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

Comprehension CCSS F.1.4/ RL/I.1.1

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

Exit Requirements

Must be in place before earning 1B designation.

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

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

Word Recognition CCSS F.1.3g

- Recognize and read grade-appropriate irregularly spelled words.

Comprehension CCSS F.1.4/ RL/I.1.1

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

Architecture of a Color Level

Student proficiency requirements for entry.

Includes names and page numbers of the resources you will use to assess their proficiency.

2G Independent Reading Level Assessment		1.00 - 1.29									
Entry Requirements: Cumulative Record											
Student _____		Teacher _____									
		Room _____									
		Date Started _____									
2G Entry Requirements		Evidence/Data		Date Completed							
Word Recognition CCSS F.1.3g	Read 2G Power Words Recognize and read grade-appropriate irregularly spelled words (were, could, would, does, some).	See Power Words Check on page 43. Minimum score of 25.	Scores	Dates							
Phonics CCSS F.1.3a	Self-Prompt for Initial Blends and Digraphs Know the spelling-sound correspondences for common consonant digraphs (sh-, ch-, th-, wh-) and blends.	Can make the initial sound for a minimum of 13 blends/digraphs.	br	cr	dr	fr	gr	pr	tr	wr	bl
			cl	fl	gl	pl	sl	sc	sk	sm	sn
			sp	st	sw	tw	ch	sh	th	wh	
Comprehension CCSS F.1.4 CCSS RI/L.1.1	Read and Comprehend Unfamiliar 2G Text Apply Foundational Skills (Word-Solving) Use a combination of initial sounds/blends, sight words, and context clues to read 2G text with purpose and understanding. A transitional 2G reader may be working out the words, rather than reading fluently; however, she is insistent that what she reads make sense, stopping and trying again if something doesn't look right, sound right, or make sense. Apply Reading Standards (Comprehension) Determine what a text says explicitly and make logical inferences from it.	See Cold Read Record on page 44. Minimum score of 2 on one Cold Read Text.	Scores	Titles	Dates						
A reader who is proficient at all of the above enters 2G with 1.00 points.				1.00							

2G

RLA 42

Architecture of a Color Level

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

Genevieve Atutasi

2G 1

⚠ Changes made in 2G will not be reflected in SchoolPace until Genevieve completes the entry requirements.

History

1R 2015 / 2016

🖨 Printable Summary

Overview
0 points out of 0

🚩 **Entry Requirements**
0 points out of 0

Comprehension
0 points out of 0

Foundational Skills
0 points out of 0.2

Transition to 1B
0 points out of 0.09

2G: Entry Requirements

Word Recognition

RF.1.3 ★ **Read 2G Power Words** 2G Power Words [No: 0 ▼]
Recognize and read grade-appropriate irregularly spelled words (were, could, would, does, some).

Word Recognition Total: 0 points out of 0

Phonics

RF.1.3 ★ **Self-Prompt for Initial Blends and Digraphs** 2G Initial Blends and Digraphs [No: 0 ▼]
Know the spelling-sound correspondences for common consonant digraphs (sh-, ch-, th-, wh-).

Resources (1)

Phonics Total: 0 points out of 0

Comprehension

RL.1.1 ★ **Read and Comprehend Unfamiliar 2G Text** 2G Cold Reads [No: 0 ▼]
RI.1.1 **Apply Foundational Skills (Word-Solving)**
Use a combination of initial sounds/blends, sight words, and context clues to read 2G text with purpose and understanding. A transitional 2G reader may be working out the words, rather than reading fluently; however, she is insistent that what she reads make sense, stopping and trying again if something doesn't look right, sound right, or make sense.

RF.1.4 **Apply Reading Standards (Comprehension)**
Determine what a text says explicitly and make logical inferences from it.

Comprehension Total: 0 points out of 0

Ready for 2G?

When Genevieve has completed all entry requirements for 2G, click the button to the right. When you do, Genevieve's IRLA CCSS score for 2G will be kept up-to-date automatically in SchoolPace.

Ready for 2G!

Ready for 2G? Total: 0 points out of 0



Architecture of a Color Level




2G Entry Requirements: Power Words Check


To begin 2G, know 25 of these words at Flash Speed. By the end of 2G, know ALL 60 words.

Name:												Dates			
about				gave				into				ran			
animal				girl				jump				saw			
as				give				make				says			
beside				goes				many				some			
boy				going				new				stop			
but				good				not				take			
by				got				now				them			
came				happy				off				then			
could				her				oh				these			
day				him				or				too			
did				his				our				under			
does				home				out				were			
eat				house				over				when			
from				how				play				would			
fun				if				put				your			
												Totals			

Architecture of a Color Level


















Kara Jackson

Today 
18 words out of 60

 Check off all previously checked words

Kara Jackson: 2G Power Words

To begin 2G, know 25 of these words at Flash Speed. By the end of 2G, know ALL 60 words.

about 	girl	jump 	saw 
animal 	give	make 	says
as	goes 	many	so
boy 	going 	new	some
but 	good 	not	stop
by 	got 	now	take
came 	happy 	off	them
could 	her 	oh	then
day 	him	or	these



Architecture of a Color Level



2G Entry Requirements: Cold Read Record

Title: _____ Date: _____

Given an unfamiliar 2G text (Cold Read), and NO help of any kind:

Running Record Record all errors as the student reads the passage. Indicate self-corrections.	Error/Miscue Analysis		
	Needs work on this initial blend/digraph	Needs to learn this Power Word	Not in background knowledge

Apply Foundational Skills

Active Reading Strategies	Yes or No
Read with purpose and understanding. Stop and try again if something doesn't look right, sound right, or make sense. Self-correct ALL errors that interfere with meaning. (Example: In most contexts, reading "like" for "love" doesn't change the meaning and still matches the initial letter sound, while reading "little" for "love" would not make sense.)	
If the answer to the above question is No, STOP and move student to an easier level. If the answer is Yes, continue on to Reading Standards. (See specific questions on Cold Read Text Pages.)	

Apply Reading Standards

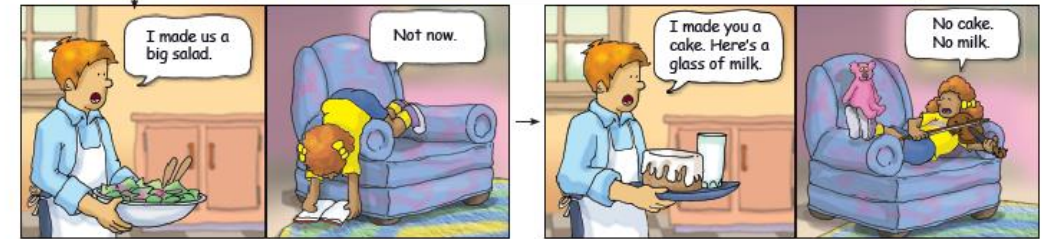
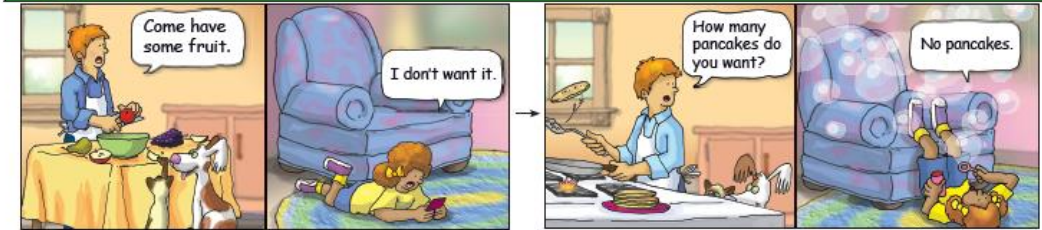
Comprehension	Student Response	Score Weak.....Strong
Basic Understanding Support basic understanding with evidence from the text. CCSR 1.		1 2 3 4
Interpretation Support an interpretation or analysis with evidence from the text. CCSR 2&3.		1 2 3 4
Total Points (A minimum score of 6 is required in order to enter 2G.)		

2G

IRLA 40



2G Entry Requirements: Cold Read Text A



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

1G/2G Power Words

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

Word Solving

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

Basic Understanding

What happened in this story?

Interpretation

How do you think the dad
feels at the end of the story?
How do you know?



IRLA 41

Architecture of a Color Level

Comprehension

RL.1.1
RI.1.1
RF.1.4

★ Read and Comprehend Unfamiliar 2G Text

Apply Foundational Skills (Word-Solving)

Use a combination of initial sounds/blends, sight words, and context clues to read 2G text with purpose and understanding. A transitional 2G reader may be working out the words, rather than reading fluently; however, she is insistent that what she reads make sense, stopping and trying again if something doesn't look right, sound right, or make sense.

Apply Reading Standards (Comprehension)

Determine what a text says explicitly and make logical inferences from it.

2G Cold Reads

No: 0 ▼

Comprehension Total: 0 points out of 0

Architecture of a Color Level



2G Comprehension

Reading Standards for Literature and Informational Text

Many of the comprehension standards below will be demonstrated during Read-Aloud, since few 2G books are available. At least 10 Comprehension Points must be earned from any combination of the standards below.

Key Ideas and Details: Using Text Evidence to Support Conclusions		Evidence
	Understand, think about, and discuss <u>what</u> the author said.	
	Demonstrate adequate background knowledge to name and talk about the pictures and ideas common to 2G books. Students who do not know basic vocabulary need extensive read-aloud and real-life experiences to be successful 2G readers.	
	Demonstrate an obvious understanding of the materials (e.g., laugh at the funny parts, comment on the material, make personal connections). Read actively, making comments and connections without prompting.	
CCSR 1	Ask and answer questions about key details in a text. <ul style="list-style-type: none"> • <i>What were some different kinds of animals in this story?</i> • <i>Where did the little girl want to go?</i> 	
CCSR 2	After Read-Aloud: Retell stories in correct sequence, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> • <i>Retell the story to me.</i> (Prompt for key details as necessary.) • <i>What was the lesson of this story?</i> 	
	Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> • <i>What was this book mostly about?</i> • <i>What were the most important things the author told us?</i> 	
	Evaluate an author's work and support opinion with evidence from text. <ul style="list-style-type: none"> • <i>Show me something you liked about this book.</i> 	
CCSR 3	After Read-Aloud: Describe characters, settings, and major events in a story using key details. <ul style="list-style-type: none"> • <i>How are _____ and _____ in this book alike (or different)?</i> • <i>How are _____ and _____ in this book connected?</i> 	

2G



2G Foundational Skills

Range of Reading and Level of Text Complexity	Evidence/Date	Points																																																			
Engagement and Independence Read regularly and independently, or with a partner, sustaining engagement in 2G-level materials for at least 30 minutes (15 minutes per session) every day in the classroom.		.01																																																			
Home Reading Have established a home reading habit and read for at least 30 minutes every night, or make up the extra reading time in school.																																																					
Genres Enjoy both informational and literary text at 2G level. CCSR 10. <table border="1" style="margin-left: 20px;"> <tr> <td>Informational</td> <td>Literary</td> </tr> </table>	Informational	Literary		✓																																																	
Informational	Literary																																																				
Range of Reading and Level of Text Complexity Total		.01																																																			
Print Concepts																																																					
Sentences Recognize and respond to punctuation (commas, periods, question marks) while reading. CCSF 1a.		.01																																																			
Print Concepts Total		.01																																																			
Phonics																																																					
Initial Consonant Blends & Digraphs: Use <u>all</u> initial consonant blends and digraphs as clues to unfamiliar words without prompting. When they come to an unfamiliar word, students should automatically say the sound of the blends or digraphs while they look for meaning clues. Do not have them sound out the rest of the word. <ul style="list-style-type: none"> • Know the spelling-sound correspondences for common consonant digraphs (<i>wr, sh</i>). CCSF 3a. • <u>Student should be able to tell you the sounds for each of these:</u> 		.01																																																			
<table border="1" style="width: 100%; text-align: center;"> <tr> <td>br</td><td>cr</td><td>dr</td><td>fr</td><td>gr</td><td>pr</td><td>tr</td><td>wr</td><td>bl</td><td>cl</td><td>fl</td><td>gl</td><td>pl</td><td>sl</td><td>sc</td><td>sk</td><td>sm</td><td>sn</td><td>sp</td><td>st</td><td>sw</td><td>tw</td><td>ch</td><td>sh</td><td>th</td><td>wh</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	br		cr	dr	fr	gr	pr	tr	wr	bl	cl	fl	gl	pl	sl	sc	sk	sm	sn	sp	st	sw	tw	ch	sh	th	wh																										
br	cr	dr	fr	gr	pr	tr	wr	bl	cl	fl	gl	pl	sl	sc	sk	sm	sn	sp	st	sw	tw	ch	sh	th	wh																												
Phonics Total		.01																																																			

2G

Architecture of a Color Level



Transition to 1B

2G Entry Points			1.00			
2G Foundational Skills Points			.10			
2G Comprehension Points			.09			
1B Transition Points. With NO help of any kind, student must demonstrate ability to:			Evidence/Date		Points	
Phonics	Manipulate Onsets and Rimes Combine initial sounds and Power Words to make new words. CCSF 2ce (K).	See Chunking Check on page 55. Minimum score of 18.	Scores	Dates	.02	
	Decode Most One-Syllable Words Use a combination of sight words, rhyming, initial sounds/blends, and chunking to decode most regularly spelled one-syllable words. CCSF 3abc.	See One-Syllable Decoding Check on page 56. Minimum score of 18.	Scores	Dates		
Word Recognition	Read 1B Tricky Words Recognize and read grade-appropriate irregularly spelled words. CCSF 3g.	See Tricky Words on page 57. Minimum score of 25.	Scores	Dates	.01	
Comprehension	Read and Comprehend Unfamiliar 1B Text Apply Foundational Skills (Word-Solving) Use a combination of decoding skills, sight words, and context clues to read 1B text with 98-100% accuracy. Stop and try again if something doesn't look right, sound right, or make sense. CCSF 4. Apply Reading Standards (Comprehension) Determine what a text says explicitly and make logical inferences from it. CCSR 1, CCSR 2, CCSR 3.	See Cold Read Record on page 58. Minimum score of 6 on one Cold Read Text.	Scores	Titles	Dates	.04
1B Transition Points			.10			
GRAND TOTAL: Student should transition to 1B with 1.29 points and demonstrated proficiency at 1B prerequisites.			1.29			

2G

IRLA 52

PRINCIPLES OF RTI- RICHARD ALLINGTON

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



The Foundational Skills Toolkit (FSTK)



Y-2G Handbooks



Y-2G Guided Reading Texts



1G & 2G Power Word Kits

Initial Consonants Picture Cards

Initial Blends & Digraphs Picture Cards

2G Category Words Game Set

Level	Skills Taught
Y-2G	Active Reading Strategies
	Phonological Awareness (<i>Words, Syllables, Rhyming</i>)
	Letter Identification
	Concept of Word/Tracking
	Initial Consonant Sounds
	High-Frequency Words
	Initial Blends & Digraphs
	Cross-Checking Cues



1B/2B Handbooks



1B Guided Reading Texts

2B Guided Reading Texts



Key Word Strip (30)

Level	Skills Taught
1B/2B	Phonemic Awareness (<i>Blend & Segment Letter Sounds</i>)
	Onsets & Rimes
	Regularly Spelled 1-Syllable Words
	Final - e + Common Vowel Teams
	Final Blends & Digraphs
	Compound Words
	Inflectional Endings
	Regularly Spelled 2-Syllable Words



1R/2R Handbook

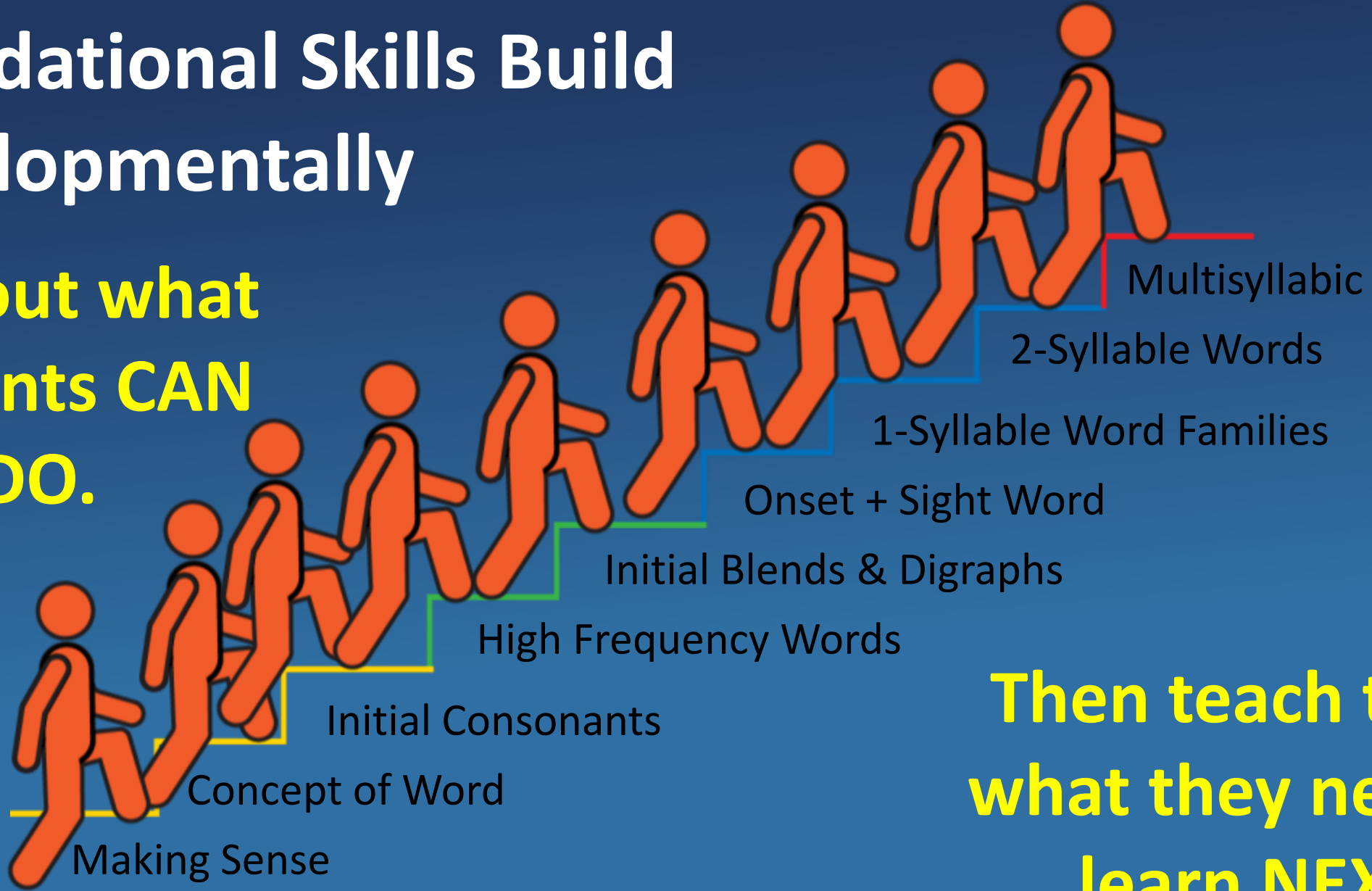


1R & 2R Guided Reading Texts

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

Foundational Skills Build Developmentally

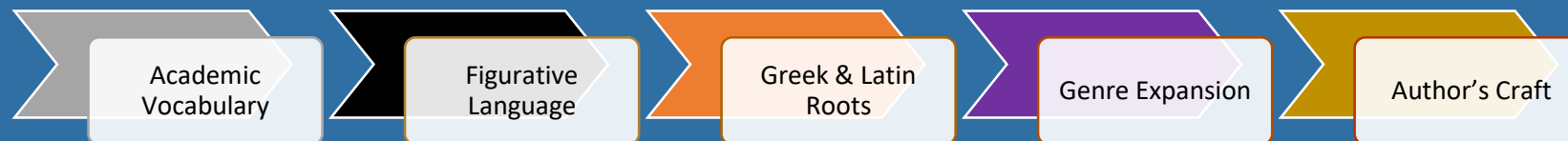
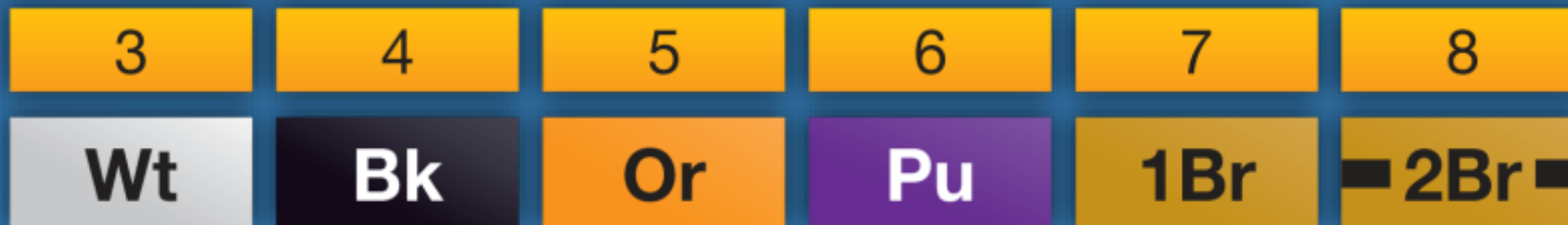
Find out what students CAN DO.



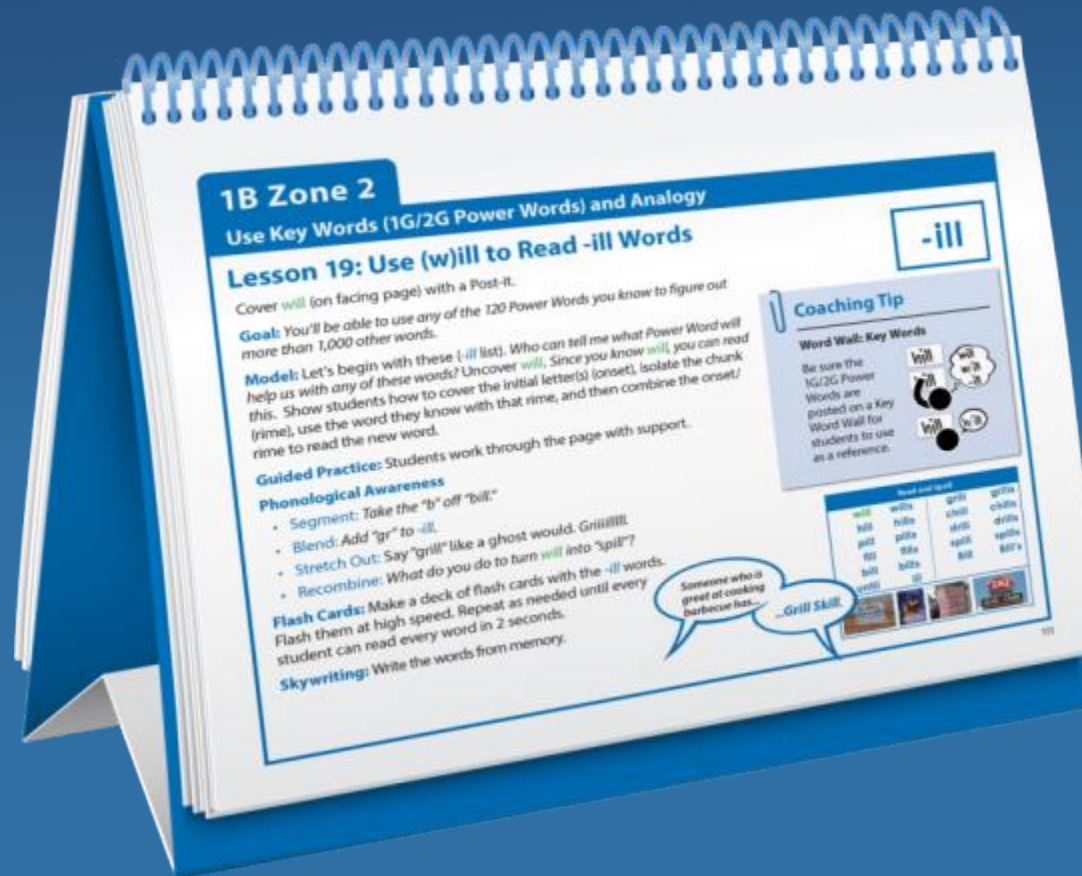
Then teach them what they need to learn NEXT.



The IRLA Toolkit (Readers at Wt and Above)



Use the corresponding lessons in the Foundational Skills Toolkit to teach specific skills to decode one-syllable words.



Student Facing

Teacher Facing

Sample Lesson 4: - it

Student
Sees This

Read and Spell

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



Sample Lesson 4: - it

Rest of us
see this.

1B Zone 1

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

Lesson 4: -it

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

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

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

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

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

Phonological Awareness

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

Skywriting: Write the words from memory.

-it

My Reading Folder

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

Read and Spell

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



Sample Lesson 4: - it

1B Zone 1

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

Lesson 4: -it

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

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

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Skywriting: Write the words from memory.

Goal In Student-Friendly Language

Teacher Models

My Reading Folder

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

Guided Practice

Phonological Awareness

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

Automaticity

Multiple modes

(visual, kinesthetic, etc.)



KNIT YOUR BIT

Provide Guided & Independent Practice to Support Students

Lesson 4 (continued): -it

1B Zone 1

Flash Cards

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



Reading Practice: *Knit Fit*

Give students copies of *Knit Fit* and pencils.

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

How many *-it* words are on this page?

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

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

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

Spelling/Dictation: -it

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

Make sure the students can't see the words.

Reading with basic comprehension

Fluency practice
Goal: Automaticity with new decoding skill

Spelling/Dictation

Knit Fit

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

A cartoon illustration of a woman and a child sitting on a green sofa. A cat is sitting on the floor next to them. There are some framed pictures on the wall behind them.

Provide Guided & Independent Practice to Support Students



The Itsy Bitsy Spider

The itsy bitsy spider climbed up the waterspout.

Down came the rain and washed the spider out.

Out came the sun and dried up all the rain.

And the itsy bitsy spider climbed up the spout again.



Knit Fit

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



Onset/Rime Practice 1B Zone 2


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

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

Real Words You Know	Nonsense Words

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

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



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

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

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

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

Sample -ill Rhyme

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

Guided Reading Lesson: Apply new skill to text

1B Zone 1

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

Reading with basic comprehension

Lesson 5: Let's Quit (-it)

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

Flash -it cards. Re-read *Knit Fit*.

Guided Reading: Let's Quit

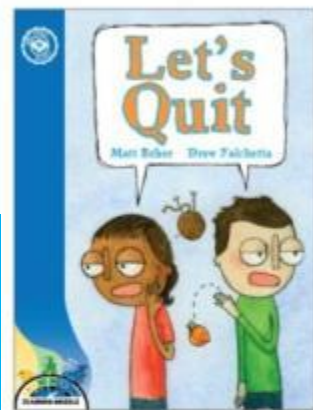
Goal: Today, you will be able to read a 1B book where all the hard words are built from the word *it*.

Begin with the book cover.

START by seeing what students can do without your help.

If students hit an -it word they don't know, say:

- Can you find a word you know inside?
- Use your finger(s) to cover up the beginning/end of the word.
- Add the first letter sound.



My Reading Folder

- Read & Spell -it
- The Itsy Bitsy Spider
- Knit Fit
- Let's Quit

Word Attack Strategies

	STOP Stop if something doesn't look right, sound right, or make sense.
	Look at the picture .
	Say the first letter sound.
	Blend: Say the first two letters.
	Reread: Go back and try again.
	Cover part of the word.
	Chunk: Look for parts you know.
	Think of a word that looks the same and rhymes .
	Say " blank ," read on and come back.
	Try a different sound for the vowel.

Guided Reading Lesson: Apply new skill to text

1B Zone 1

Fluency Practice

Scavenger Hunt (Rereading for decoding practice)

- Find a page that has 3 -it words. What are they? (pg. 5: bit, twit, quit; pg. 9: hit, mitt, fit, quit, skit)
- What does Sam want to do with the peach on page 6? (She wants to spit the pit).
- What is the name of the game that Sam wants to play on page 2? (Nit Wits).
- What's My Page?: Have students pick a page and give clues to their peers. I'm on the page where...

Comprehension

- What is the main problem in this story? How is it resolved?
- Story Map (p. 36)

Reader's Theater/Dramatic Interpretation


Have each student select a role to act out. Have students "perform" the book multiple times until everyone can read it easily. To keep it fun, have students change the attitude/personality of their characters each time.

Spelling/Dictation: -it

Now that you can read any -it word, it is time to spell them. Let's start with it. Everyone write down it. (etc.)
Make sure the students can't see the words.

Coaching Tip

The goal of this work is automaticity. Chunking to read words in the it word family becomes so second-nature that it no longer requires a conscious effort with comprehension.



Home Reading

Send *Let's Quit* home to read with Home Coaches.

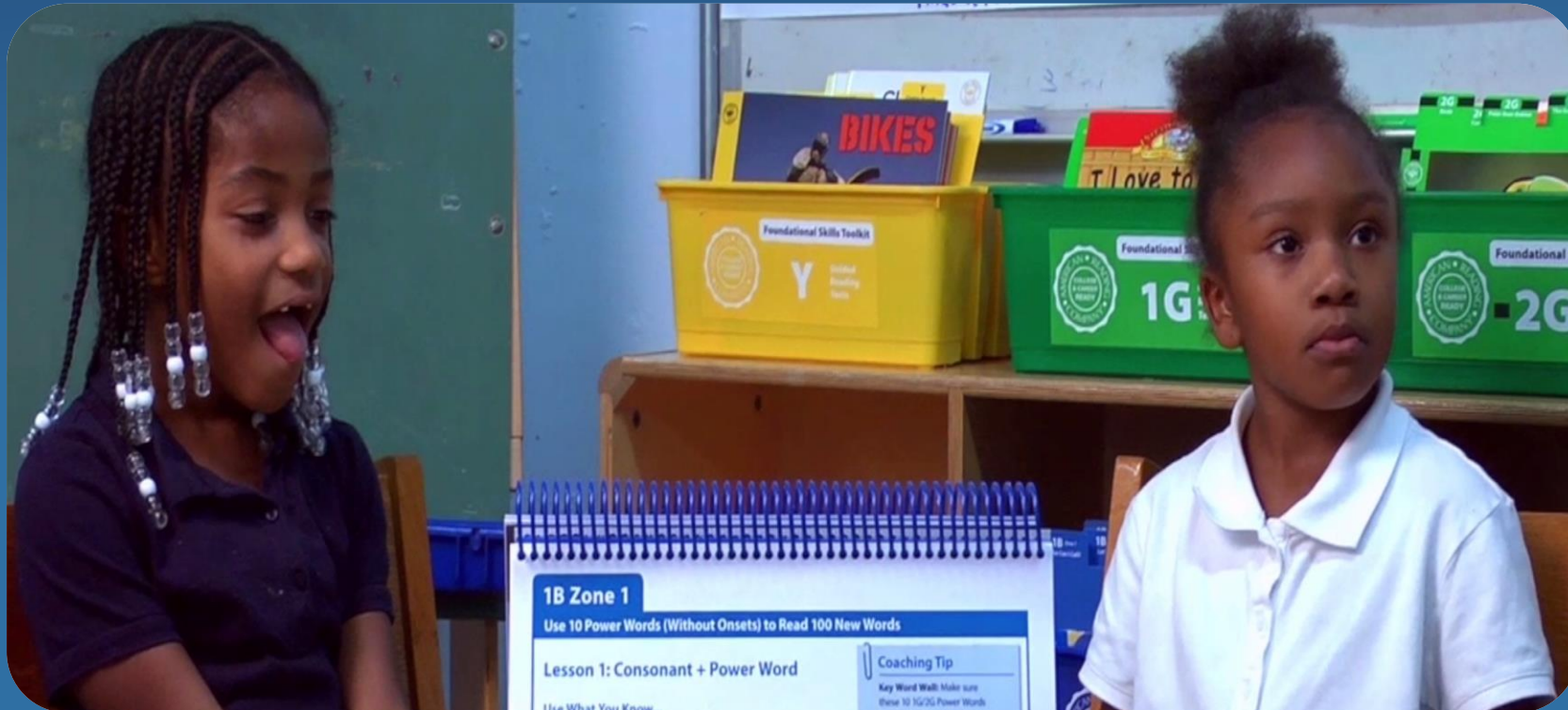
Fluency practice
Goal: Automaticity
with new decoding skill



VIDEO

FSTK DEMONSTRATION LESSON

LEVEL 1B



AMERICAN READING COMPANY

Thank You!



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