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READING LEVEL CHART



Booksource provides comprehensive leveling information for every title we offer. Use this Reading Level Chart to better understand how common leveling systems correlate to one another and match students to books that can be read with success. To start shopping for books at the right reading level, click on your desired Grade, Guided Reading or Lexile Level below.

	GRADE LEVEL	GUIDED READING	LEXILE LEVEL	DBA LEVEL	READING RECOVERY
EMERGENT	KINDERGARTEN	A	BR	A-1	1
		B		2-3	2
		C		4	3-4
		D		6	5-6
EARLY	GRADE 1	E	190L-530L	8	7-8
		F		10	9-10
		G		12	11-12
		H		14	13-14
		I		16	15-17
		J		18	18-20
TRANSITIONAL	GRADE 2	K	420L-650L	20	18-20
		L		24	
		M		28	
		N		30	
GRADE 3	O	520L-820L	34		
	P		38		
	Q		740L-940L		40
	R				
S					
T					
GRADE 5	U	830L-1010L	50		
	V				
	W				
	X				
GRADE 6	Y	925L-1070L	60		
	Z			970L-1120L	70
	Z (+)				
GRADE 7	Z	1010L-1185L	80		
	Z (+)				
	Z (+)				
GRADE 8	Z	1050L-1385L			
	Z (+)				
	Z (+)				
GRADE 9-12	Z (+)				
	Z (+)				
	Z (+)				



4th Grade Guided Reading Lesson Plans		
Week of _____		Reading Group Level: _____
Students: _____		Monday: _____ Tuesday: _____ Wednesday: _____ Thursday: _____ Friday: _____
Title: _____ Genre: Fiction Nonfiction Poem		
Book Introduction: _____		
Strategies/Sight Words to Introduce: _____		
Teaching Points/Focus for this group of students: _____		
Big question for the week: _____		
Highlighted standards are the teacher's studied focus for the week		
Foundation Skills	Literature	Informational Text
<p>Phonics/Word Recognition/Fluency</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.3.A Use combined knowledge of all letter-sound correspondences, segmentation patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllable words or passages and out of context.</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.4.A Read grade-level text with purpose and understanding.</p> <p>RF.4.4.B Read grade-level prose and poetry with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Details/Craft/Knowledge/Complexity</p> <p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 Determine a theme or central idea, analyze how it is developed and supported by relevant details from the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that relate to significant characters/ideas or settings (e.g., metaphors).</p> <p>RL.4.5 Explain major differences between poems, dramas, and prose, and refer to the particular elements of each (e.g., verse, rhythm, meter and stanza when writing or speaking about a text).</p> <p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the differences between first- and third-person narrations.</p>	<p>Details/Craft/Knowledge/Complexity</p> <p>RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.5 Describe the central issues or problems of a text and analyze how they are introduced and developed.</p> <p>RI.6 Compare and contrast the point of view from which different stories are narrated, including the differences between first- and third-person narrations.</p>

THE DAILY POST 24



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Cookies are used to help distinguish between humans and bots on contact forms on this website. Guided reading is one component of a four-block reading program, developed by Pat Cunningham and Dottie Hall, which consists of self-selected reading, shared reading, writing, and working with words. Look at how the word begins." After reading: Strengthen comprehension skills and provide praise for strategies used by students during the lesson. By default these cookies are disabled, but you can choose to enable them below: Teaching Reading KS1 Whole class activities – using the interactive screen Planned activities including skills (phonics) Children receive one focus group session each week daily reading 1:1 KS2 Following Leicester Inference Monday – whole class reading: teacher modeling Planning – timetable of activities/tasks covering the reading domains Each group to have one focus teaching session a week KS1 intervention: 1:1 reading sessions, phonics interventions, KS2 intervention: Targeted children to do the Leicester Inference Reading is a focus within our writing journey: reading as a writer and then writing as a reader. Does that make sense? Flexible groupings are based on student abilities and needs. Cookies that are not necessary to make the website work, but which enable additional functionality, can also be set. The data from this cookie is anonymised. The teacher helps students learn to use reading strategies, such as context clues, letter and sound knowledge, and syntax or word structure, as they read a text or book that is unfamiliar to them. An 'awsUploads' object is used to facilitate file uploads. During reading: Guide students as they read, provide wait time, give prompts or clues as needed by individual students, such as "Try that again. Guided reading is one component of the shared reading block during which the teacher provides support for small, flexible groups of beginning readers. Again, teacher observations and running records can provide valuable information. A wide variety of books at different ability levels, sometimes called "leveled texts," are necessary so that the teacher can fit the book to the group. Key Stage 1 reading scheme Oxford Reading Tree: Floppy Phonics, Project X, Alien Adventures, All stars, Trackers, Leapfrog, Treetops, Snapdragons, Infacts, Rigby Stars, Story Sparks, Time Chronicles, Songbirds, Fireflies and Usborne. Some cookies are necessary in order to make this website function correctly. As students become more skilled at using a range of reading strategies, the ability level of the texts used in guided reading lessons can be increased. There are various ways to determine a child's ability level, such as running records, print tests, and teacher observations. A cookie is used to store your cookie preferences for this website. We use Matomo cookies to improve the website performance by capturing information such as browser and device types. The steps of a guided reading lesson will vary according to the needs of the students in the flexible group. The goal of guided reading is for students to use these strategies independently on their way to becoming fluent, skilled readers. Teachers should choose books that are easy enough for independent reading, meet the instructional goals for the group, and are interesting and motivating to students. The steps for a guided reading lesson are: Before reading: Set the purpose for reading, introduce vocabulary, make predictions, talk about the strategies good readers use. These are set by default and whilst you can block or delete them by changing your browser settings, some functionality such as being able to log in to the website will not work if you do this. Previously read texts should always be available so that students can reread them independently, with a partner, or at home as they become fluent, confident, and self-motivated readers. An 'alertDismissed' token is used to prevent certain alerts from re-appearing if they have been dismissed. Since students progress at different levels, the teacher will need to have a plan for ongoing observation and assessment to track student growth, select appropriate texts, and to regroup students as their needs change. Phonics Daily phonics – 20 minute sessions (KS1) Extra intervention sessions for targeted children KS2 – phonics intervention group Consistent approaches – taught and assessed using Letters & Sounds and phonics tracker Phonics reading scheme: Rising Stars; reading planet scheme. Books used for homework linked with a game Class book: Timetabled – at least 10 minutes a day Sometimes the class teacher will use an extract from the book as the guided reading focus Directed Reading Children to stay on the reading scheme until the Navy band Children then move onto 'directed read' books Teachers to track on the book band trackers Parents / pupils to use reading homework diaries – KS1 add comment for guided reading sessions Rooted reading passports for Year 2 to Year 6 Reading for Enjoyment Reception class have a mystery reader Library – each class has a timetabled slot – children regularly change their books Reading club Y6 reading buddies Celebrating World Book Day National Poetry Week Visits to Bramhall library Work with the local bookshop (Simply Books) Recommended reads Classroom Environment A reading area Reading strategies displayed Rooted in reading display Display class read Access to quality books Tracking progress Termly assessments: NIS reading assessments from Year 2 to 6 Daily reading records (home/school) Guided reading sessions Book band tracking sheet Reading passports Interventions tracking and assessing If you work with kindergarten, first grade, or second grade children, you may be familiar with or just discovering "guided reading" as a strategy to help your students become good readers. The necessary cookies set on this website are as follows: A 'sessionid' token is required for logging in to the website and a 'csrfToken' token is used to prevent cross site request forgery. As teachers become more comfortable planning and leading guided reading lessons, they will also become more skilled in structuring the lesson to best meet those students' needs.

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