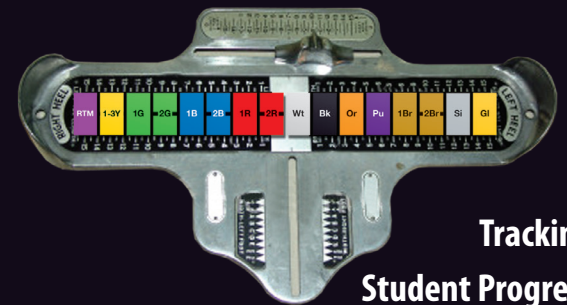# IRLA®: Independent Reading Level Assessment® Framework

Developmental Reading Taxonomy® Built on Common Core State Standards

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

Tracking Student Progress Toward College and Career Readiness
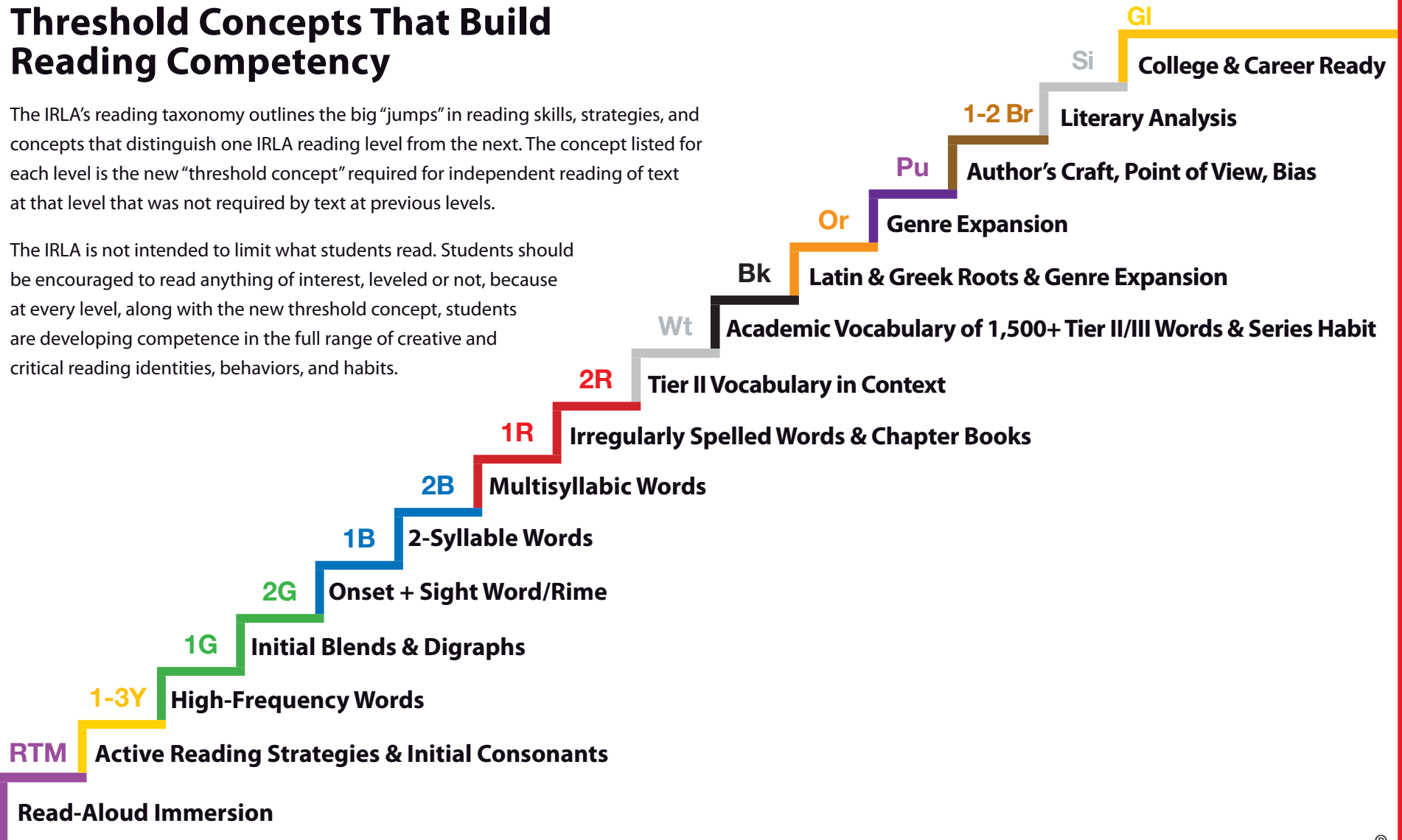
AMERICAN READING COMPANY
2017

IRLA® Developmental Reading Taxonomy®

Threshold Concepts That Build Reading Competency

The IRLA's reading taxonomy outlines the big "jumps" in reading skills, strategies, and concepts that distinguish one IRLA reading level from the next. The concept listed for each level is the new "threshold concept" required for independent reading of text at that level that was not required by text at previous levels.

The IRLA is not intended to limit what students read. Students should be encouraged to read anything of interest, leveled or not, because at every level, along with the new threshold concept, students are developing competence in the full range of creative and critical reading identities, behaviors, and habits.

Gl — College & Career Ready

Si — Literary Analysis

1-2 Br — Author's Craft, Point of View, Bias

Pu — Genre Expansion

Or — Latin & Greek Roots & Genre Expansion

Bk — Academic Vocabulary of 1,500+ Tier II/III Words & Series Habit

Wt — Tier II Vocabulary in Context

2R — Irregularly Spelled Words & Chapter Books

1R — Multisyllabic Words

2B — 2-Syllable Words

1B — Onset + Sight Word/Rime

2G — Initial Blends & Digraphs

1G — High-Frequency Words

1-3Y — Active Reading Strategies & Initial Consonants

RTM — Read-Aloud Immersion

®

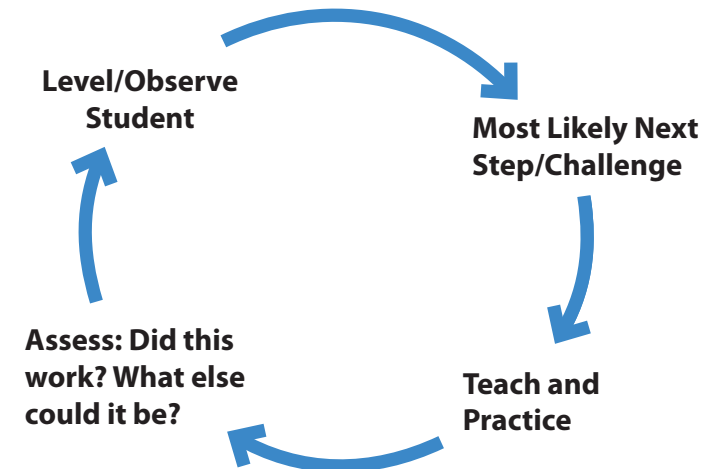| PreK	Kindergarten		1			2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl
-	.01–.59	.60–.99	1.00–1.29	1.30–1.59	1.60–1.99	2.00–2.49	2.50–2.99	3.00–3.99	4.00–4.99	5.00–5.99	6.00–6.99	7.00–7.99	8.00–8.99	9.00–10.99	11.00–12.99

Independent Reading Level Assessment:
A Common Core Framework for Continuous Improvement

The IRLA is a K-12 developmental scope and sequence for reading acquisition that prepares all students for success in college, career, and life, as articulated by the Common Core State Standards. The IRLA includes every Common Core State Standard for Reading, as well as those Language standards key to reading success, for students in grades PreK to 12. Each reading level represents a new threshold concept/skill that was not required to read text at the level below.

Teachers use the IRLA to locate each student on this standards continuum to:

- identify a baseline reading level;

- match reader with appropriate texts, leveled to the same IRLA system;

- identify which skills/Standards and in what order (including foundational skills) are the most crucial for each student/reader/individual to learn next ;

- design individual, small-group, and whole-group instruction targeted to the development of specific skills; and

- monitor progress through the standards/reading levels in real-time, to ensure all students are on-track to make sufficient reading growth, or intervene early.

- Repeat in a relentless march toward grade level and beyond.

Level/Observe Student

Most Likely Next Step/Challenge

Teach and Practice

Assess: Did this work? What else could it be?

End Goal: Educators who can listen to any reader read & discuss any text and deduce a specific learning goal that will accelerate reading growth.

Phonics Infrastructure for Leveling

This locator provides information about a reader's control of phonics. The locator is not sufficient for determining a level.

The most important indicator of a student's reading level should always be his or her ability to understand the meaning of the text. Use this tool in initial leveling to help locate an appropriate level of text from which to begin.

Directions - Have the reader:

1. Read across a few rows until it becomes clear which column contains words the student is unable to handle independently. Do not provide any help of any kind.

2. Back up to the highest column the student has been able to read independently and have him or her read down (part of) that column until you are comfortable that the student can/cannot handle these types of words independently. There is no need to finish the column if this is obvious part way down.

The highest level at which the student can read at least 70–80% of the words is his or her phonics level. This is not necessarily his or her reading level, because you haven't checked comprehension in actual text.

	1G/2G*	1B	2B	1R	2R
am	am	ham	hammer	hammering	Samuel
an	an	man	candle	candlelight	piano
and	and	sand	sandy	understand	handicapped
at	at	bat	battle	scratchy	attention
ow	down	frown	howling	Mrs. Dowerdy	touchdown
et	get	met	wetter	stretch	McGettigan
in	in	skin	Kevin	invited	skinnier
it	it	pit	quitter	splitting	situation
up	up	pup	puppies	upsetting	Tupperware
as	as	ask	basket	basketball	Alaska
or	or	for	force	forgotten	original
aw	saw	draw	drawing	strawberry	Mr. Awbrighten
ee	see	seed	sweeping	screen	McKeesport
ill	will	Bill	chilly	Hillary	William
all	all	tall	tallest	Dr. Wallington	altogether
ig	big	wig	ignore	ignorant	figures
ame	came	blame	blaming	shameful	Mrs. Amesworthy
ay	day	clay	player	playfully	payable
ake	make	bake	taking	mistaken	shakeable
oo	too	moo	tooth	toothache	foolishly

*Use *Initial Assessment Protocol: 1-3Y* (p. viii) or *1G Entry Requirements* (p. 28) if student is unable to read 70-80% of this column.

DO NOT give copies of this page to students. DO NOT teach or drill these words.   xiv

Academic Vocabulary Infrastructure for Leveling

This locator provides information about a reader's academic vocabulary acquisition. The locator is not sufficient for determining a reader's level. The most important indicator of a student's reading level should always be his or her ability to understand the meaning of text. Use these lists in initial leveling to determine whether his or her working vocabulary is sufficient to comprehend text at each level and so to decide at what IRLA level to begin testing.

Directions:
Read through this column, and find a word you know. Read the word, and give me a synonym or short definition for the word.

Student should be able to select 5-6 words from the column to read and provide a synonym or short definition. DO NOT allow students to use the word in a sentence in lieu of providing a definition.

	WT*	BK	OR	PU	1BR	2BR	SI	GL
1	amateur	abandoned	barrier	abruptly	abolish	adjacent	alluvial	aberration
2	betray	absorbed	bellowed	abundant	audible	affirmative	amnesty	agrarian
3	brilliant	astonish	beneficial	annual	chaos	ambiguous	archaic	apocalyptic
4	capture	burrow	circulate	aroma	concede	civilian	autonomy	banal
5	disbelief	central	concealed	bewildered	civilly	commerce	blatantly	capitulate
6	erupt	century	decrease	contemplate	culture	concede	condescending	charlatan
7	exclaim	confided	defiantly	decade	dialect	controversial	crescendo	disconcerted
8	glared	corridor	departed	elevated	economy	currency	deplete	idiosyncrasy
9	gazing	destination	diminish	emerge	edible	dissent	enmity	incredulous
10	glimmer	dim	estimate	equivalent	humility	domesticated	gaunt	infrastructure
11	muttered	dwelling	extend	flee	instinctively	federation	heresy	languid
12	pleaded	enviously	frequently	frail	irregular	finite	heterogeneous	nebulous
13	prey	fragments	glimpse	gesture	kinship	inaugurated	ironic	ostentatious
14	probe	glanced	horizon	hastily	legendary	intermittent	martyr	ostracize
15	protested	hesitate	inhabit	horizontal	monotony	ominous	monotheism	propitious
16	provide	humiliated	marine	massive	mutely	precedent	paradox	queue
17	quiver	images	mythical	native	perpendicular	premeditated	peripheral	reiterate
18	recently	inquired	partially	perpetual	parallel	raucous	reconcile	rudimentary
19	scowled	peered	previous	propaganda	perilous	skeptical	subtle	venerable
20	shallow	rarely	vast	vicinity	vague	sparse	synthesis	vicissitudes

*An entry-level Wt reader may not know these words, yet (see Wt Entry Requirements: Vocabulary Check on p. 150).

To enter a color level, a student should correctly define 5-6 words.

DO NOT give copies of this page to students. DO NOT teach or drill these words.

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.
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.
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.

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

Student _____ Teacher _____ Room _____ Date Started _____

2G Entry Requirements

			Evidence/Date			Date Completed
Comprehension CCSS F.1.4 CCSS RL/I.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 47. Minimum score of 2 on one Cold Read Text.	Scores	Titles	Dates	
Word Recognition CCSS F.1.3g	**Read 2G Power Words** Recognize and read grade-appropriate irregularly spelled words (were, could, would, does, some). *Words selected using the following resources: Dolch, Fry et al. (2000), Johns & Lenski (1997), Pinnell & Fountas (1998), Zeno et al. (1995).*	See **Power Words Check** on page 52. 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.	See **Initial Blends and Digraphs Check** on page 53 Minimum score of 13.	Scores	Dates		

A reader who is proficient at all of the above enters 2G with 1.00 points. | **1.00**

2G Entry Requirements: Cold Read Record

Title:_____ Date:_____

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

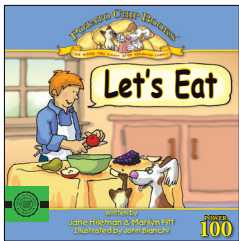| Running Record Record all errors as the student reads the passage. Indicate self-corrections.	Error/Miscue Analysis		
	Needs work on this initial blend/digraph	Needs to learn this Power Word	Not in background knowledge

Apply Foundational Skills

CCSS F.1.4 Read with sufficient accuracy and fluency to support comprehension.	**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

Comprehend 2G text See specific questions on Cold Read Text pages		Student Response	Score Weak.........Strong
CCSS RL/I.1.1 Ask and answer questions about key details in a text.	Basic Comprehension		1 2 3 4
	Making Inferences		Making inferences independently is not required at this level.
Total Points (A minimum score of 2 is required in order to enter 2G.)			

COLLEGE & CAREER READY
AMERICAN READING COMPANY

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

CCSS RL.1.1

Basic Comprehension
What happened in this story?

Making Inferences
How do you think the dad feels at the end of the story? What in this book makes you think that?

Come have some fruit.

I don't want it.

How many pancakes do you want?

No pancakes.

I made us a big salad.

Not now.

I made you a cake. Here's a glass of milk.

No cake. No milk.

What do you have for me to eat???

1G/2G Power Words

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

Word Solving

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

2G

BALD EAGLES

Bald Eagles
by Jayson Fleischer
American Reading Company

Jayson Fleischer
Gee Johnson

CCSS RI.1.1

Basic Comprehension
Tell me three things the text says about eagles.

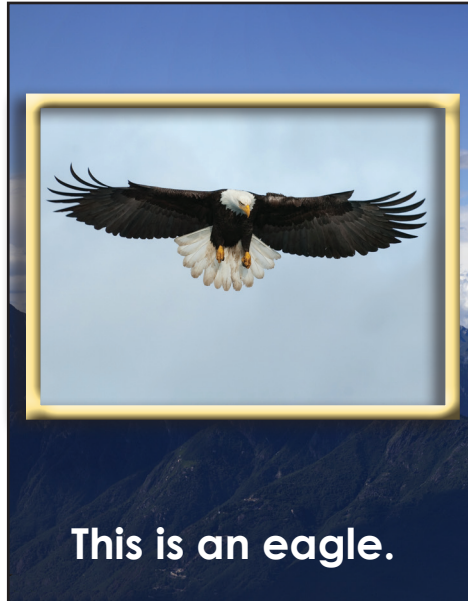**Making Inferences**
How are the eagle's claws important? What in this book makes you think that?

1G/2G Power Words

this is an they love
to eat it can see a
under the here are its
big and black will get
with

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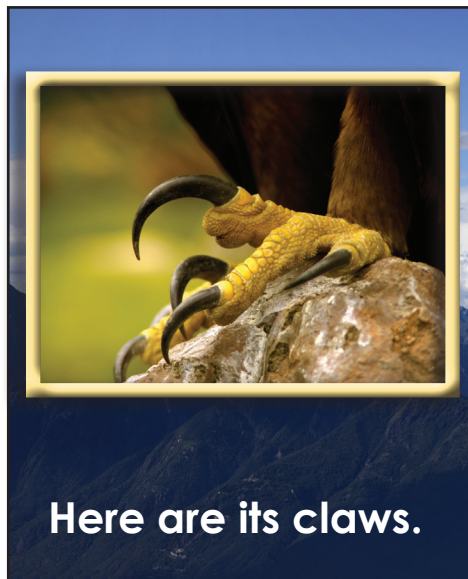
This is an eagle.

The eagle loves to eat fish.

It can see a fish under the water.

Here are its claws.

Its claws are big and black.

The eagle will get the fish with its claws.

2G

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			
did				his				our				too			
does				home				out				under			
eat				house				over				were			
from				how				play				when			
fun				if				put				would			
gave				into				ran				your			

*If a student knows 50+ of these words and can meet the 1B Entry Requirements, move to 1B while continuing to practice these remaining words.

Common Core State Standard Foundational Skills 3g: Read common high-frequency words by sight.

To begin 2G, 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

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. CCSS RL/I.1.10 Informational · Literary ·		✓
Range of Reading and Level of Text Complexity Total		**.01**

Print Concepts

Print Concepts		Points
Sentences Recognize and respond to punctuation (commas, periods, question marks) while reading. CCSS F.1.1a		**.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.

- Know the spelling-sound correspondences for common consonant digraphs (*wr, sh*). CCSS F.1.3a
- <u>Student should be able to tell you the sounds for each of these:</u>

Points: **.04**

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	**.04**

2G Foundational Skills Cont'd

Word Recognition

Power Words Recognize and read high-frequency words by sight. CCSS F.1.3g. Student can read ALL 2G Power Words at Flash Speed.		**.06**
Know the following category words by sight: colors (*red, blue…*), numbers (*one, two…*), family members (*mom, brother…*), days of the week (*Monday, Tuesday…*), shapes (*circle, square…*), prepositions (*over, under, around…*). Student can read the 2G Category Words at Flash Speed.		**.06**
Word Recognition Total		**.12**

Vocabulary

Use and explain common antonyms frequently found in 2G-level books. Say one of the words below and ask the student to tell you the opposite. They don't need to be able to read the word, just give its opposite orally.										
big or large/small or little	over/under	old/young or new	up/down	empty/full	near/far	happy/sad or unhappy	good/bad	tall/short	day/night	✓

Read and identify the words that compose contractions (*can't = cannot*). (See 2G Category Words.)		
Vocabulary and Background Knowledge Total		✓

Fluency and Comprehension

Read 2G text independently, sustaining concentration, monitoring comprehension, and when useful, rereading, without help from the teacher.		
Fluency: Read 2G text orally with 95-100% accuracy, appropriate rate, and expression without prompting or support. CCSS F.1.4b		**.01**
Comprehension: 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.		✓
Demonstrate adequate background knowledge to name and talk about the pictures and ideas common to 2G books. Students who do not know basic English vocabulary need extensive read-aloud, English language instruction, and/or real-life experiences to be successful 2G readers.		✓
Self-Monitor CCSS F.1.4abc • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS F.1.4c • When stuck, back up and try again. • When stuck, continue reading and come back to correct after gaining more information.		**.01**
Fluency and Comprehension Total		**.02**

2G Foundational Skills Total	**.20**

2G

2G Literature Standards

Many of the standards below will be demonstrated during Read-Aloud, since few 2G books are complicated enough to have a narrative structure.

Key Ideas and Details: Using Text Evidence to Support Conclusions Understand, think about, and discuss <u>what</u> the author said.	Evidence/Date		
RL.1.1 Ask and answer questions about key details in a text. • *I'll ask you a question about something in the text. (Who, what, when, where, why…)* • *Now you ask me a question about something in the text.*		✓	

RL.1.2 <u>After Read-Aloud:</u> Retell stories in correct sequence, including key details, and demonstrate understanding of their central message or lesson.
• *Retell the story using the words: In the beginning, in the middle, and at the end.*
• *What do we mean by "a lesson or central message"? What is a lesson or central message in this book?*
• *Retell a story, including:*
  • *Title and main character*
  • *Problem and solution*
  • *Central message, lesson, or moral*
		✓	

RL.1.3 <u>After Read-Aloud:</u> Describe characters, settings, and major events in a story using key details. • *Who were the characters in the story? Who was the main character?* • *Describe the main character using 3 key details from the story.* • *What was the setting? Where (and when) did it take place?* • *Describe the setting using 3 key details from the story.* • *What was the problem in this story? How was this problem resolved? How do you know? What key details support your answer?* • *What were the major events? What were the most important things that happened? (First, second, and finally, or beginning, middle, end).* • *Describe the major events using key details from the story.*		✓	

Craft and Structure: Analyzing the Effects of Authors' Choices
Understand and discuss <u>the way(s)</u> the author(s) said what was said.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • *How did this character feel when __happened? What word did the author use that let you know they felt this way?* • *Find a word in this text that suggests feelings.* • *What word tells how ___smells (looks, tastes, etc.)?* • *Find a word in this text that makes you think about taste, touch, smell, or hearing.*	✓	
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. Give student a pile of books: • *Which of these books are informational?* • *Which tell stories?* • *How do you know which is which?*	✓	
RL.1.6 <u>After Read-Aloud:</u> Identify who is telling the story at various points in a text.	✓	

Integration of Knowledge and Ideas: Comparing Different Presentations
Discuss how the ideas in a book connect to each other and to the larger world.

RL.1.7 <u>After Read-Aloud:</u> Use illustrations and details in a story to describe its characters, setting, or events. • *Describe _____using at least one detail from the story and one detail from the illustrations.*	✓	
RL.1.9 <u>After Read-Aloud:</u> Compare and contrast the adventures and experiences of characters in stories. • *What happened to _____ in this story?* • *What happened to _____ in this story (or another story)?* • *How were their experiences the same? How were they different?*	✓	
Literature Standards	✓	

2G Informational Text Standards

Key Ideas and Details: Using Text Evidence to Support Conclusions Understand, think about, and discuss <u>what</u> the author said.	Evidence/Date	
RI.1.1 Ask and answer questions about key details in a text. • *I'll ask you a question about something in the text. (Who, what, when, where, why…)* • *Now you ask me a question about something in the text.*		✓
RI.1.2 Identify the main topic and retell key details of a text. • *What was this book mostly about (topic)?* • *What were three key details the author told us about this topic?*		✓
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • *How are _____ and _____ in this book alike (or different)?* • *How are _____ and _____ in this book connected?* • *Think about the things mentioned in this book. How could you organize these things into two categories? What would you name each category?*		✓

Craft and Structure: Analyzing the Effects of Authors' Choices Understand and discuss <u>the way(s)</u> the author(s) said what was said.		
RI.1.4 <u>After Read-Aloud:</u> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • *What do you think___means in this text? Why do you think the author used that word?* • *Now as you read, it is your turn to find a word you think is interesting and ask yourself the same questions.*		✓
RI.1.5 <u>After Read-Aloud:</u> Know and use various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. • *Where in this book would you look to find information about _____ (what tigers eat; what makes a seed grow)?*		✓
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • *What can you learn about _____ from the pictures in this book?* • *What information can you find in the illustrations that the words don't tell us?*		✓

2G

Integration of Knowledge and Ideas: Comparing Different Presentations

Discuss how the ideas in a book connect to each other and to the larger world.

RI.1.7 Use the illustrations and details in a text to describe its key ideas. • *What are the key ideas in this text? Show me one from the text and one from the illustrations.*		✓	
RI.1.8 <u>After Read-Aloud:</u> Identify the reasons an author gives to support points in a text. • *The author is telling us that _____(teacher supplies this). What reasons does he give to convince us?*		✓	
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Give student two books on same topic: • *How are these two books alike? How are they different?* • *Which do you like better? Why?*		✓	
Informational Text Standards		✓	

2G

2G Category Words

Student Practice Page: By the end of 2G, know ALL of these words at Flash Speed.

Name				Date	Total	

Numbers		Days		Family		Contractions		Colors	
two		Saturday		mom		can't		red	
six		Wednesday		mommy		don't		yellow	
five		Sunday		mother		won't		pink	
nine		Thursday		dad		didn't		green	
one		Monday		daddy		wasn't		purple	
seven		Friday		father		aren't		orange	
four		Tuesday		sister		couldn't		blue	
ten		**Directions**		brother		shouldn't		black	
eight		over		aunt		wouldn't		white	
three		under		uncle		she's		brown	
		around		grandmother		he's		gray	
Shapes		through		grandfather		it's			
triangle		across		baby		I'll			
rectangle		above		family		I'm			
square		inside		papa		you're			
circle		outside		mama		they're			

2G Running Record

Student _____ Teacher _____ Grade _____ Room _____ Date _____

Title:_____

Error/Miscue Analysis

	Needs work on this initial letter sound	Needs to learn this Power Word	Not in background knowledge

Active Reading

- ☐ Have automatic recall of 85 Power Words and can read them in context.
- ☐ Have control of next 60 Power Words (2G Skills Card).
- ☐ Use picture clues to figure out unfamiliar words.
- ☐ Self-prompt a new word by using the first two letter sounds (blends, digraphs).
- ☐ Stop when something doesn't make sense, match the letters, or sound right.
- ☐ Go back and try again if reading doesn't make sense, match the letters, or sound right.
- ☐ Determine what a text says explicitly and make logical inferences from it. (*What is this about so far? How do you know? Why...?*)

Power Words

about	gave	into	ran
animal	girl	jump	saw
as	give	make	says
be	goes	many	so
boy	going	new	some
but	good	not	stop
by	got	now	take
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

Power Goal

Transition to 1B

			Points	
2G Entry Points			**1.00**	
2G Foundational Skills Points			**.20**	

1B Transition Points. With NO help of any kind, student must demonstrate ability to:			**Evidence/Date**			**Points**	

			Scores	Titles	Dates		
Comprehension **CCSS F.1.4** **CCSS RL/I.1.1**	**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. **Apply Reading Standards (Comprehension)** Determine what a text says explicitly and make logical inferences from it.	See **Cold Read Record** on page 65. Minimum score of 4 on one Cold Read Text.				**.04**	

			Scores		Dates		
Phonics **CCSS F.K.2c** **CCSS F.1.3b**	**Manipulate Onsets and Rimes** Combine initial sounds and Power Words to make new words.	See **Chunking Check** on page 70. Minimum score of 18.				**.01**	
	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.	See **One-Syllable Decoding Check** on page 71. Minimum score of 18.	Scores		Dates	**.03**	
Word Recognition **CCSS F.1.3g**	**Read 1B Tricky Words** Recognize and read grade-appropriate irregularly spelled words.	See **Tricky Words** on page 72. Minimum score of 25.	Scores		Dates	**.01**	

1B Transition Points						**.09**	
GRAND TOTAL: Student should transition to 1B with 1.29 points and demonstrated proficiency at 1B prerequisites.						**1.29**	

2G

2G: Skills Card

Reader: _____   Room: _____

Active Reading Habits

1.	Read 2G Power Words at Flash Speed.
2.	When I come to a word I don't know, I use its first two letter sounds as a clue.
3.	Use the pictures for clues.
4.	Stop and try again if something doesn't look right, sound right, or make sense.
5.	Reread when I'm stuck.
6.	Tell someone what the book was about: main topic and key details.
7.	Retell a story someone reads to you.
8.	Say words that rhyme, some with blends (fat/flat).
9.	Read by myself for 15 minutes without getting tired.
10.	Read at home for at least 30 minutes every night.

Use the first two letters to start a word.

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		

Contractions

can't	didn't	couldn't	it's	I'll	we're
don't	wasn't	shouldn't	he's	we'll	you're
won't	aren't	wouldn't	she's	you'll	they're

Number Words

one	two	three	four	five	six
seven	eight	nine	ten	zero	

2G Power Words

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

Days of the week	Monday Tuesday Wednesday Thursday Friday Saturday Sunday week
Colors	red yellow pink green purple orange blue white brown black
Family members	mom dad sister grandfather aunt baby mother father brother grandmother uncle family
Shapes	circle square triangle rectangle oval
Direction words	over under around inside through across above outside

Correlations With Other Leveling Systems

Grade	IRLA©	Current Lexile™ Band	"Stretch" Lexile™ Band	Guided Reading™ (Fountas and Pinnell)	DRA® (Joetta Beaver)	Reading Recovery®	Accelerated Reader™ (ATOS)
K	1-3Y (Yellow)	—	—	A - D	A - 2	A, B, 1 2, 3	—
	1G (1 Green)						
1	2G (2 Green)			D - J	3 - 16	4 - 16	
	1B (1 Blue)						
	2B (2 Blue)						
2	1R (1 Red)	450L - 725L	420L - 820L	J - M	18 - 28	17 - 20	2.75 - 5.14
	2R (2 Red)						
3	Wt (White)			M - P	30 - 38	21 - 24	
4	Bk (Black)	645L - 845L	740L - 1010L	P - S	40	25 - 26	4.97 - 7.03
5	Or (Orange)			S - V	50	27 - 28	
6	Pu (Purple)	860L - 1010L	925L - 1185L	V - Y	60	29 - 30	7.00 - 9.98
7-8	Br (Bronze)			Y - Z	70	31 - 44	
9-10	Si (Silver)	960L - 1115L	1050L - 1335L	—	—	—	9.67- 12.01
11-12	Gl (Gold)	1070L - 1220L	1185L - 1385L	—	—	—	11.20 - 14.10