



Levels are a
Teacher's
Tool, **NOT**
a Child's
Label

How We Came to this Work

- We were concerned about how our students were labeling themselves as readers.
- Fountas and Pinnell webinar
- Articles
- Survey of parents, kids, teachers

We will send this to you!



Let's Start the Conversation!

How do you choose books for yourself?



How do you share what you've read with others?



Do you consider yourself a good reader? Why?



Voices that Cause Us to Pause...

Teacher Voice:

I want the kids to have a broader range of levels from which to choose, so I do not put individual levels on books, but I do sort them (easier/more difficult) on two different bookshelves in the room.

Parent Voice:

They understand very much so what level they are (although they have no idea what levels mean either) and then rank their self worth as a learner against their rating. The system of labeling children in this matter is total counterproductive to building their self confidence. There are many many books that can be systematically assigned to each student to meet them where they are and help them practice necessary skills.

Student Voice:

Do you think you're a good reader?

-so, so, because I complain about it, and I sometimes give up

-Yes, because I am at a pretty high level, I'm at level M and I think I can get higher

What do you know about reading levels?

-They are different, I know you can't pick different books out of it, sometimes you just have to pick your level, my books are all the same level .

-The more you try the higher you get.

What do Levels Really Mean?

- The A to Z text level gradient is a **teacher's tool** for selecting texts for groups of children.
- Levels are a precise way to measure a steady rate of progress.
- Levels are **teacher's tool**. When teachers understand the text gradient, they can make instructional decisions based on skills that come next. (K-ness)
- Books are leveled based on text complexity in bands. Each band contains a step up in sophistication of language, word use, understanding, and content.

TEXT BAND GROUPINGS
from Fountas & Pinnell and JCR/WP

Text bands of complexity are single or small groups of reading levels that share similar characteristics. The following chart shows how the levels are grouped.

| | | |
|------------|---------|---------|
| A, B | C, D | E, F, G |
| H, I | J | K, L, M |
| N, O, P, Q | R, S, T | |
| U, V, W | X, Y, Z | |

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What happens in my child's class during a reading workshop session?



Mini Lesson

Leveled
Books



Independent Reading



Conference



Small Group Work



Book Choice

How to Choose Books for Yourself

Decide

- Interest
- I can read it
- A friend recommended it to me
- I like the pictures/author/genre
- teacher recommended/heard it read aloud

Reflect

- Did I choose a good book?
- Did I think deeply about it?
- Did I write something thoughtful about it?
- Am I eager to tell others about it?



**How can we
help our kids
make good
choices for
themselves?**

Who am I as a reader, and what am I interested in reading?"-Jennifer Serravallo

Questions to ask your child to check in on their reading:K-2

Parent/Child reading time should be the most enjoyable part of your day and theirs

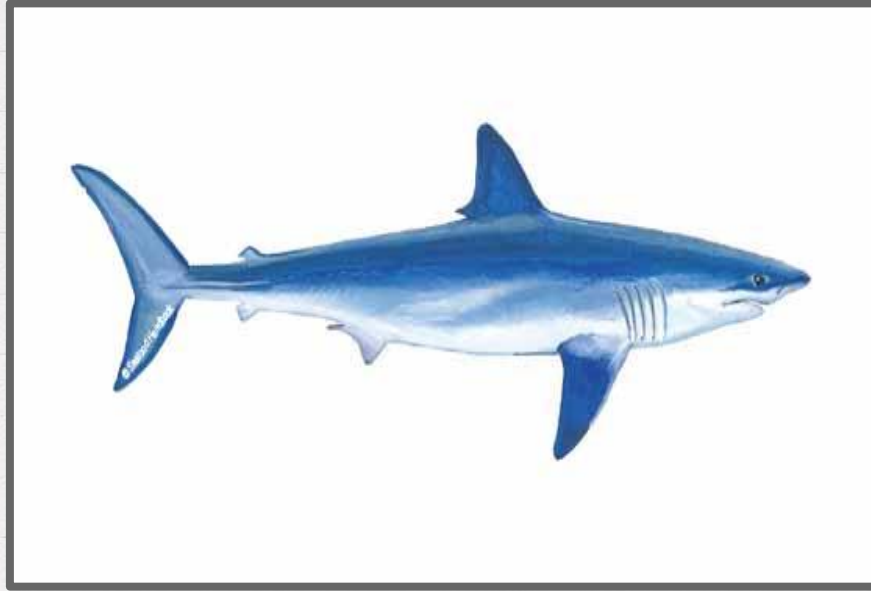
- Point under the words. Does it match?
- What happened at the beginning, middle, end?
- Can you predict what will happen next after reading this far in the story?

- If your child appears to be “stuck” with a word, read it to them.
- Can you retell the story to include all the important parts?
- How might the character have behaved differently?
- What was the problem and how was it solved (or if not solved, why not)? What’s the big message the author is trying to give us?

Questions to ask your child to check in on their reading

Grades 3-5 Questions

- What's the big thing happening in this chapter? Did anyone **change**? Did anyone **realize** something?
- How do the other characters fit into this story? Why are they important to understanding the main character's life?
- I didn't expect the character to act that way...did you? Why do you think he behaved like that? What do you think is going on here?
- How have the relationships in this book changed since you started reading?
- What do you think is motivating this character? What are you thinking about who this character is as a person?



Choice and
interest are
highly
related.

The School Library's Mission:

*The GPS Library Media Program
empowers all learners to read widely,
think critically, and become
innovative, responsible citizens who
are passionately engaged in our
changing world.*

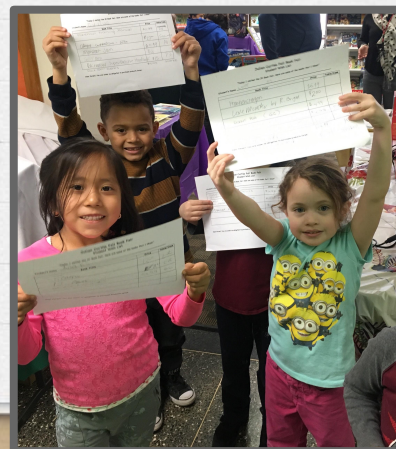
This means:

- Read Widely, Read Often
- Not concerned with Levels
- Exposure to:
 - great books
 - a variety of genres
 - events that build a community that loves reading



Events Include:

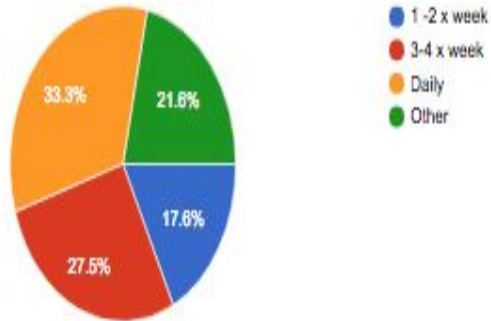
- *author visits
- *expert visits
- *Skypes
- * in school field trips
- *book awards
- *special lessons/book talks
- *JC Today Show addition: Book of the Week



JC Reading Attitudes Survey Results of 5th Graders...

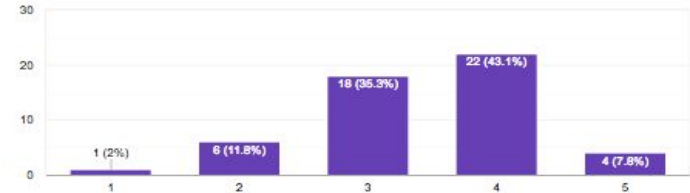
How often do you read for pleasure?

51 responses



Rate how you feel about reading for pleasure:

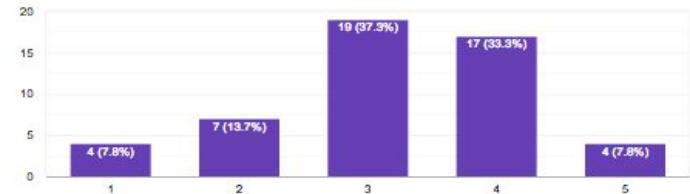
51 responses



1: detest it.....3: it's ok.....5: my favorite

Rate how you feel about reading for class:

51 responses



Why Read 20 Minutes a Day?

**Student A reads
20 minutes**



Results in:

1,800,000 words read per year

Scores in the **90th percentile**
on standardized tests

VS

**Student B reads
5 minutes**



Results in:

282,000 words read per year

Scores in the **50th percentile**
on standardized tests

Source: Nagy, Anderson and Herman, 1987

“Children are made readers in the laps of their parents.” -Emilie Buchwald

