

# Welcome to our IRLA Parent Night

September 20<sup>th</sup>

Thank you for coming!

AMERICAN READING COMPANY  
COMMON CORE STATE STANDARDS  
**IRLA: Independent Reading Level Assessment Framework<sup>®</sup>**  
*Developmental Reading Taxonomy Built on Common Core State Standards*

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

AMERICAN READING COMPANY  
2013

Tracking Student Progress  
Towards College and Career Readiness

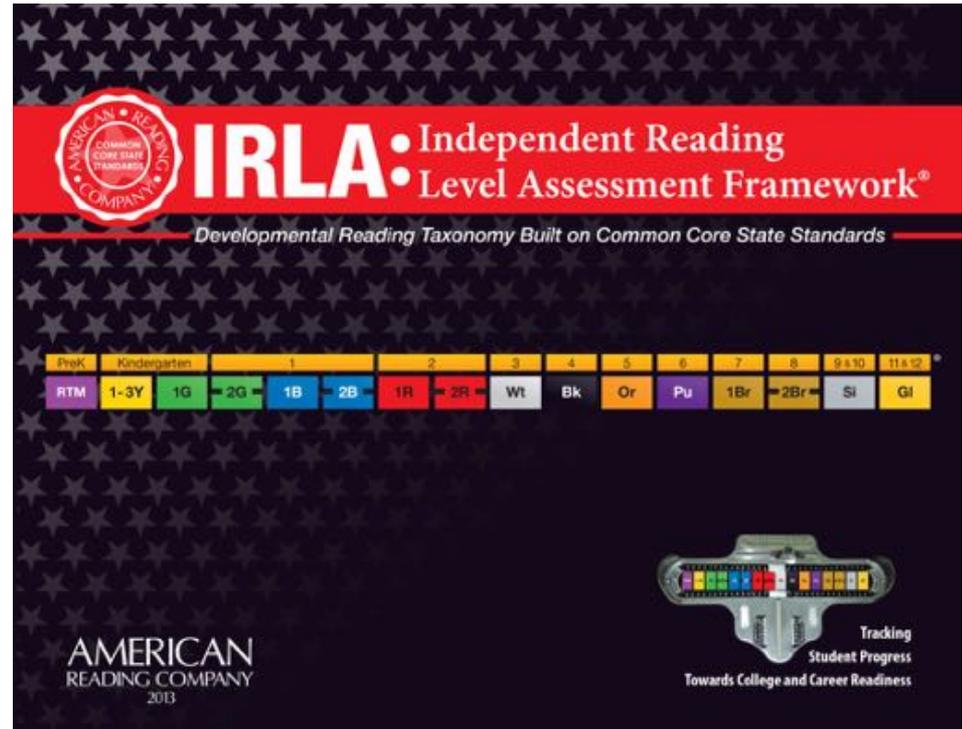
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# What is IRLA?

- IRLA is the independent reading level assessment framework.

Teachers use IRLA to determine your child's independent reading level.

The teachers will have the students read 2-syllable, 3-syllable words, tricky words, define academic and technical vocabulary, and then read stories to determine their independent level.



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



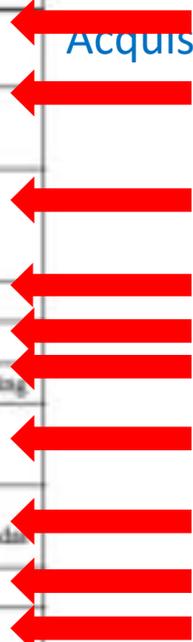
Inside front cover:



## IRLA Grade Level Equivalencies

IRLA Level	Standards-Based Grade Level Expectation	Grade Level Equivalency	Stages of Reading Acquisition
Read to Me	PreK	.00-.59	Active Reading Strategies
1-3-Yellow	Kindergarten, First Half	.10-.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 Spitabification
1-Blue	1st Grade, Final Third	1.60-1.99	
1-Red	2nd Grade, First Half	2.00-2.49	Chapter Books
2-Red	2nd Grade, Second Half	2.50-2.99	
White	3rd Grade	3.00-3.99	Academic Vocabulary
Black	4th Grade	4.00-4.99	Summa: High Speed Silent Reading
Orange	5th Grade	5.00-5.99	Genre Expansion
Purple	6th Grade	6.00-6.99	
1-Brown	7th Grade	7.00-7.99	Authors' Craft Authors' Perspectives, Bias, Agenda
2-Brown	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

Shorthand  
for the  
Stages of  
Reading  
Acquisition

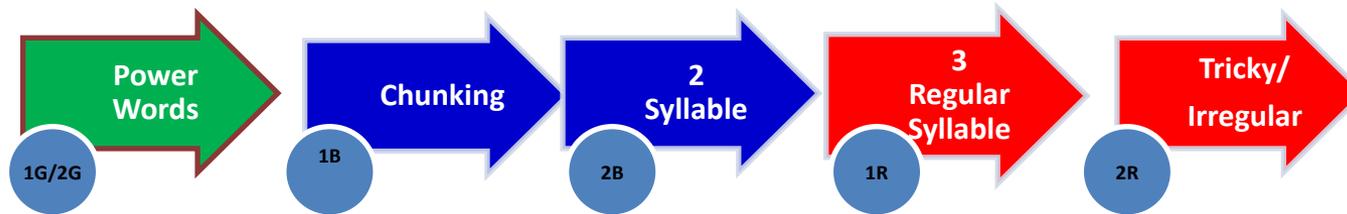


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# CCSS Formative Assessment Supports

## Stages of Reading Acquisition

	1G/2G	1B	2B	1R	2R
am	am	ham	hammer	hammering	Samuel
an	an	man	candle	candlelight	piano

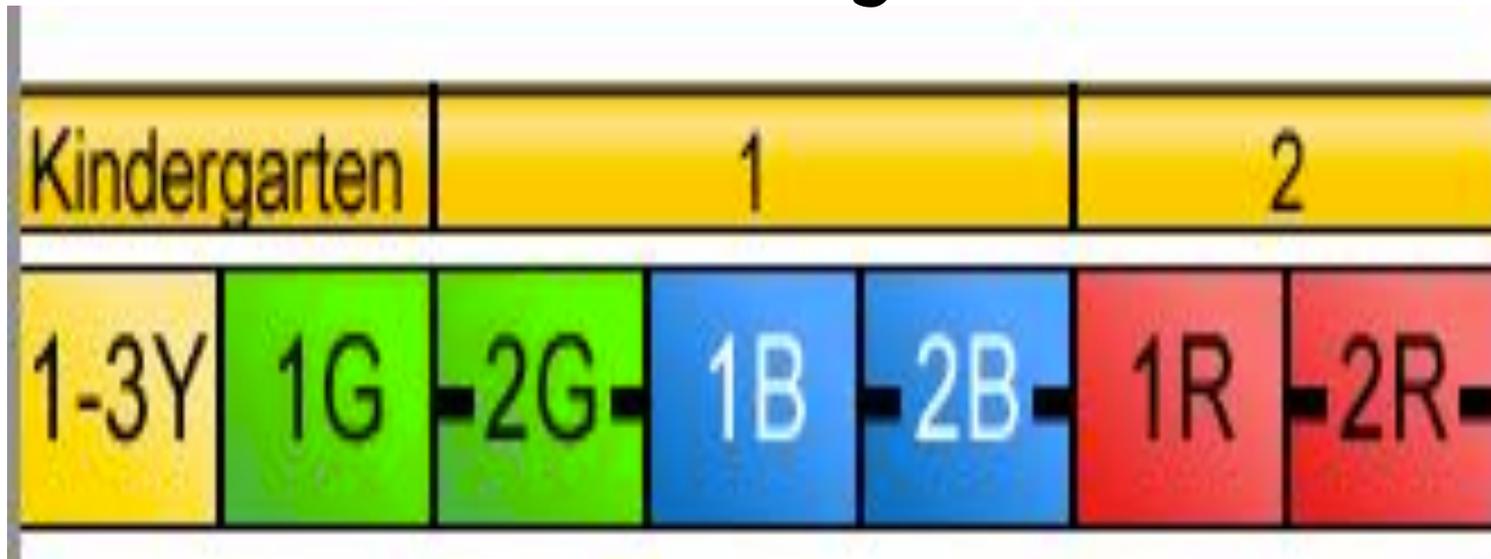


WT	BK	OR	PU	1BR	2BR	SI	GL
amateur	abandoned	barrier	abruptly	abolish	adjacent	alluvial	aberration



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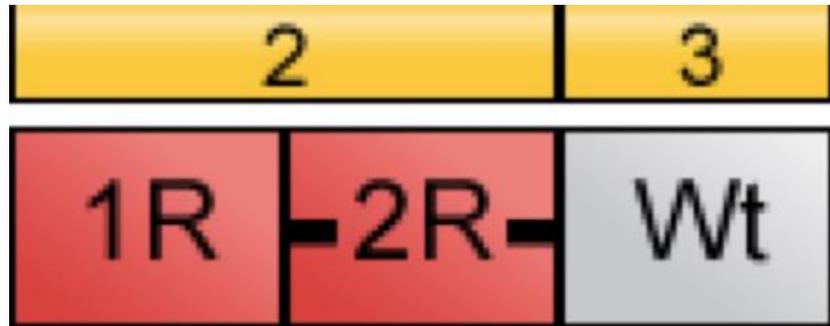
# IRLA Reading Levels



The expected reading level at the beginning of first grade is level 2G. By the end of first grade the expected reading level is the end of level 2B transitioning into level 1R.

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12				
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# IRLA Reading Levels



The expected reading level at the beginning of second grade is level 1R. By the end of second grade the expected reading level is 2R transitioning to the white level.

The expected reading level for third grade is white.



# IRLA Reading Levels

4	5
Bk	Or

The expected reading level for fourth grade is **black**.

The expected reading level for fifth grade is **orange**.

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

# Active Reading Habits for Reading on Levels 1Y-3Y

**1Y** Listen to and remember the pattern in the yellow books. Use the pattern and pictures to read the rest of the book.

**2Y** Point to each word and read remembering the sentence pattern. Use the spaces to separate the words.

**3Y** Point to each word and read the sentences. Name the sound of the first letter of the new word on the page, check the picture, then say something that matches both. I know the letters and letter sounds.

I see a puppy.



3Y

Here is a cat.



Here is a cat.



Here is a dog.

Here is a dog.

# Active Reading Habits for a Student on Level 1G

1. Read 1G Power Words at Flash Speed.
2. Look at the pictures for clues.
3. Say one word for each written word.
4. Stop if something doesn't look right, sound right, or make sense, and try again.
5. Reread when you don't know a word.

## Active Reading Habits for a Student on Level 1G

6. Tell what the book was about: main topic and key details. Practicing telling what happened in the story.
7. Determine rhyming words (cat/hat)
8. Read 15 minutes
9. Read at home each night.

**\*The student must be able to read the power words, read a 1G story, and answer the comprehension questions.\***

## Active Reading Habits for a student on Level 2G

1. Read 2G Power Words at Flash Speed.
2. Read 2G Category Words at Flash Speed.
3. Stop if something doesn't look right, sound right, or make sense, and try again.
4. Reread when you don't know a word.

## Active Reading Habits for a student on Level 2G

5. Tell what the book was about: main topic and key details. Retell the beginning, middle, and end of the story.

6. Read for 15 minutes.

7. Read at home each night.

**\*The student must be able to read the 2G Power Words and Category Words, read a 2G story, and answer comprehension questions.\***

# Focus of Level 2G is Power Words. This is the expected level at the beginning of first grade.

Your child is working on increasing their knowledge of high frequency words. These high frequency (Power Words) often don't follow phonic rules and they can't be sounded out, so students must just memorize them by sight. When your child comes to a word they don't know they can use initial consonant and blend sounds to help decode the word.

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# Active Reading Habits for Level 1B

1. Cover parts of one-syllable words to find the chunks of the word you already know.
2. Use the final “e” rule to figure out new words
3. Use long vowel teams to figure out new words) eat, air, pie, toe, glue)
4. Use “r” chunks to figure out new words (ar, er, ir, ur, or)
5. Use blends and digraphs at the end of words (desk, wish)

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**Zone 1:** Power Words without onsets

oil → belt, coil, stall  
 out → shout, spout, trout

Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**F.1.2.b**

**Zone 2:** Power Words with onsets

will → spill, fill  
 get → wet, Met

Decode regularly spelled one-syllable words.

**F.1.3.b**

**Zone 3:** New Key Words with High-Leverage Phonograms

lick → trick, kick  
 light → right, might

Recognize and read grade-appropriate irregularly spelled words.

**F.1.3.g**

**Zone 4:** Phonemes (Letter Sounds): Common Vowel Patterns

ai er ir ur or  
 ee ea oi  
 oa oo  
 ul ue

Know final -e and common vowel team conventions for representing vowel sounds.

**F.1.3.c**

# Active Reading Habits for 2B Readers

Reading words that have two syllables (maple, robber, bunny)

Reading compound words (cupcake, mailbox, toothbrush)

Reading words with the following word endings: -ed, -er, -ing, -es, -est

Reading at home up to 30 minutes

Read fiction, nonfiction, and poetry

***\*The student must be able to read all of the 2B words, read the story and answer the comprehension questions.\****

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### What is a Syllable?

Count, pronounce, blend, and segment syllables in spoken words.  
**F.K.2.b**

### Compound Words

Decode compound words. Use knowledge of the meaning of individual words to predict the meaning of compound words.  
**L.2.4.d**

### Inflectional Endings

Read words with inflectional endings.  
**F.1.3.f**

### 2-Syllable Words

Decode 2-syllable words following basic patterns by breaking the words into syllables.  
**F.1.3.e**

Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a word.  
**F.1.3.d**

Know spelling-sound correspondence for a additional common vowel teams.  
**F.2.3.b**

Recognize and read grade-appropriate irregularly spelled words.  
**F.2.3.f**

# Active Reading Habits for 1R Readers

Figure out three-syllable words built from basic chunks

Use letter-three blends (str, spl, scr)

Figure out two-syllable words with long vowels (paper, baking, tuba, even, female)

Read words with these endings (-y, -ly, -ier, -iest)

Use all vowel combinations to read new words (ew, oy, oi, ou)

Stop and try again when something doesn't look right, sound right, or make sense.

Read silently for 30 minutes without getting tired.



### Regular 3-Syllable Words

Know and apply grade-level phonics and word analysis skills in decoding words.  
F.2.3

### Common Suffixes

Decode words with common prefixes and suffixes.  
F.2.3.d

### Three-Letter Blends

Know and apply grade-level phonics and word analysis skills in decoding words.  
F.2.3

### Tricky Letter Sounds

Know spelling-sound correspondences for additional common vowel teams.  
F.2.3.b  
Identify words with inconsistent but common spelling-sound correspondences.  
F.2.3.e

# Active Reading Habits for 2R Readers

Figure out 3- and 4- syllable words familiar from everyday speech, including names.

Try different sounds for the letters or chunks in a new word until you recognize the word.

Use prefixes and suffixes to figure out words (un-, re-, mis-, -ful, -able, -tion, -ly, -ier, -iest)

Stop and self-correct when something doesn't look right, sound right, or make sense.

Finish at least one 2R chapter book every week.

Read silently for at least 30 minutes every night.

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### Flexible Decoding

Recognize and read grade-appropriate irregularly spelled words.

F.2.3.f

### Affixes

Decode words with common prefixes and suffixes.

F.2.3.d

### Chapter Books

Read with sufficient accuracy and fluency to support comprehension.

F.2.4

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

# Active Reading Habits for WHITE Readers

**Decode multisyllable words**

## **Vocabulary**

Use context to figure out what the word means

Think of a word or phrase that could take its place in the book  
without changing the meaning

Check the meaning in a dictionary

Use word in a sentence

**Finish a chapter book every week**

**Read an hour a day including 30 minutes at home**

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

# Active Reading Habits for WHITE Readers

## Literature Comprehension Standards

Determine their central message, lesson, or moral and explain how it is conveyed through key details in the text.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Distinguish their own point of view from that of the narrator, the characters or the author.

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

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

# Active Reading Habits for WHITE Readers

## Informational Comprehension Standards

Determine the main idea of a text; recount the key details and explain how they support the main idea.

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Support a critical evaluation of author's craft.

Compare and contrast the most important points and key details presented in two texts on the same topic.

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

# Active Reading Habits for BLACK Readers

## Vocabulary

- Use context to figure out what the word means
- Think of a word or phrase that could take its place in the book without changing the meaning
- Check the meaning in a dictionary
- Use word in a sentence

- Complete a chapter book each week.**
- Get hooked on a series or author and go on a reading binge.**
- Read for an hour a day including 30 minutes at home without anyone reminding you.**
- Read silently, faster than you can talk, but with good understanding.**

# Active Reading Habits for BLACK Readers

## Literature Comprehension Standards

Determine the theme of a story, drama or poem

Describe in depth a character, setting, or event in the story or drama

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (verso, rhythm, meter) and drama (casts of characters, settings, descriptions, dialogue, stage directions)

Compare and contrast point of view from which different stories are narrated, including the difference between first and third person narrations

Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures

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# Active Reading Habits for BLACK Readers

## Informational Comprehension Standards

Determine the main idea of a text and explain how it is supported by key details

Explain events, procedures, ideas or concepts in historical, scientific, or technical text

Describe the overall structure of events, ideas, concepts or information in a text

Compare and contrast a firsthand and secondhand account of the same even or topic

Interpret information from graphic features; explain how the information contributes to an understanding of the text

Explain how an author uses reasons and evidence to support particular points in a text

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

# Active Reading Habits for ORANGE Readers

## Vocabulary

- Use context to figure out what the word means
- Think of a word or phrase that could take its place in the book without changing the meaning
- Check the meaning in a dictionary
- Use word in a sentence

**Complete a chapter book each week**

**Discover a new genre and become an expert in it**

**Read for an hour a day, including 30 minutes at home without anyone reminding 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

# Active Reading Habits for ORANGE Readers

## Literature Comprehension Standards

Determine a theme of a story, drama or poem from details in the text

Compare and contrast two or more characters, settings, or events in a story or drama

Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem

Describe how a narrator's or speaker's point of view influences how events are described

Compare and contrast stories in the same genre on their approaches to similar themes and topics

# Active Reading Habits for ORANGE Readers

## Informational Comprehension Standards

Determine two or more main ideas of a text and explain how they are supported by key details

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text

Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts

Analyze multiple accounts of the same event or topic, noting important similarities and differences

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

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

# Active Reading Habits for PURPLE Readers

Complete a chapter book each week

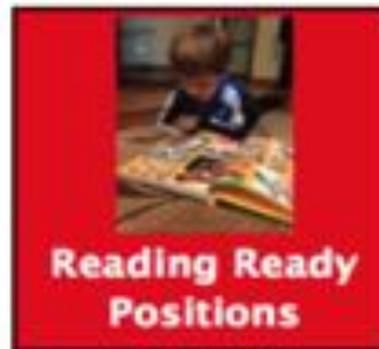
Read at least 1 full length chapter book in each of these genres historical fiction, biography, science fiction, fantasy, contemporary fiction

Choose a topic in science or history to explore. Become an expert on it.

Read for an hour, including 30 minutes at home without anyone.

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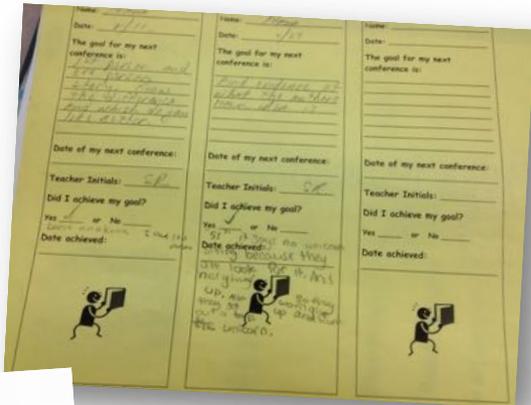
# Getting Ready For Reading At School



Teachers help students find books they can successfully read—books in which they know **99%-100% of the words.**

Your children will know their **Power Goal** (one important thing they need to practice or learn). Have them show you how they practice it.

My Power Goal is...



# How does the teacher do a reading conference with my child?

1. Did the student master his or her last Power Goal?
2. Listen to the student read a short passage of unfamiliar text, watching for what the student does and doesn't already know.
3. Use the IRLA and the student's performance on this passage to help you identify a new Power Goal.
4. Decide how the student will practice this Power Goal.

Teach

5. Model it.
6. Provide guided practice.
7. Transfer responsibility to the student.

# Coaching Tips for parents when you are reading with your child:

When your child comes to a “tricky word,” encourage them to self-prompt using these four Word Attack Strategies:

1. Stop if something doesn't look right, sound right, or make sense.
2. Look at the picture.
3. Sound out the word
4. Reread by going back and trying again.

Have your child read daily. This will help build their vocabulary, and improve reading fluency and comprehension.

# Book Shelf and Book Taco

## Book Taco

- Interactive Reading program
- Access book titles and quizzes
- K-2 Jr. Sunshine State



## Book Shelf

- IRLA books online

