IRI Level Equivalence Chart

Developmental Level	Grade	Traditional Level	MH IRI Reading Level	Benchmark Reading Level	Lexile Range
Emergent	Kindergarten Grade 1	Readiness	2	A - B	BR-100
Early	Grade 1	PP1	4	C	BR-100
	Grade 1	PP2	6	D	100-200
	Grade 1	PP3	8	E	100-200
	Grade 1	Primer	10	F	200-300
	Grade 1	Primer	12	G	200-300
Transitional	Grade 1	1st Reader	14	H	300-400
	Grade 1	1st Reader	16	I	300-400
	Grade 2	2.2	24	K - M	300-600
	Grade 3	3.2	34	O - P	500-800
Advanced	Grade 4	4.2	40	R - S	700-1000
	Grade 5	5.2	50	T - U	700-1000
	Grade 6	6	60	V - X	800-1050

Case Study Student Summary
4th grade (3rd grade EOY Assessments)

TELPAS: Reading – Intermediate
   Listening – Advanced
   Speaking – Intermediate
   Writing – Intermediate

Level 1 STAAR Reading: 3/6 Understanding Across Genre
     6/18 Analysis Literary Text
     8/16 Analysis Informational Text

Plano Literacy: Instructional Reading Level: 2
    Accuracy: 98%
    Fluency: 64 cwpm
   Spelling Inventory: 38/62

Grade 4
Unit 2: Making a Difference
**Week 2, Leveled Reader:** *Wilma Rudolph: A True Winner*

Vocabulary: **Beginning:** *athlete, gaped, medal* **Intermediate**: *celebration, gaped, inspired, insult, legendary, shocked* **Advanced:** Same as approaching leveled reader **Advanced High:** Same as ELL leveled reader **Academic Language:** Monitor Comprehension, Author's Purpose **Strategy:** Context Clues: Description **Comprehension:** - **Genre**: Biography - **Strategy**: Monitor Comprehension - **Skill:** Author's Purpose	**Phonics/Morphology:** - Decoding single and multisyllabic words - Digraphs **Fluency:** - Intonation and Expression **Grammar and Usage:** - Single and Plural Nouns **Writing /Spelling:** - Procedural Essay

Day 1 -
Oral Language:
Build Background TE 150-
- Start a discussion about hard work.
- Start the Idea Web and fill it in with information from students.
- Think/Pair/Share
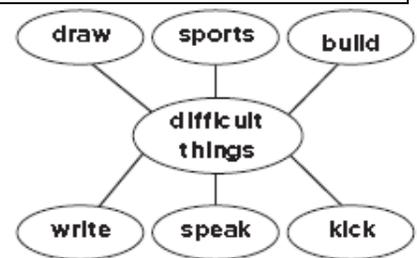
Beginning	Intermediate
Identify- TE 150	**Describe**- TE 150

Vocabulary:
Vocabulary Words: Introduce vocabulary words. Ask students to chorally say each word three times.

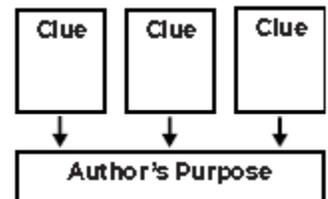| Beginning:	Intermediate:	
athlete	*celebration*	*insult*
gaped	*gaped*	*legendary*
medal	*inspired*	*shocked*

Listening Comprehension:
TE 151 Teacher and students will read *Wilma Rudolph: A True Winner*. Discuss the fact that it is a biography (book about a certain person's life written by someone else).
Strategy- Monitor Comprehension
Skill- Author's Purpose

Use the Author's Purpose chart to take notes as you read the story. Read introduction and Chapter 1.
Use interactive questions on page TE 151.

Phonics/Word Study:
Skill TE 152: decoding words with digraphs

Beginning:	Intermediate:
Explain/Model Single-Syllable Words with digraphs	**Explain/Model** Multisyllabic Words with digraphs
Sound-by-Sound blending- Use *Blending Routine* from **Instructional Routine Handbook**	Use *Multisyllabic Words Routine* from **Instructional Routine Handbook**
Model: the, she, what, chew, phone, sing Guided practice: path, fish, where, thing, shut, chip Practice: much, cheese, graph, thumb, math, sh	Model: thousand, shower, chopping, whenever, telephone Guided practice: chimney, photo, whether, shipping Practice: anywhere, fishing, meanwhile, something,

Increasing Cognition

1. Checklists:
   - Instruction
     a. Evaluate instructional materials to ensure they are at the **LEVEL of the TEKS** (and learn the TEKS)
     b. Use academic vocabulary
     c. Provide opportunities for students to think….including lots of meaningful and purposeful discussion. **Comprehension instruction is different than reading instruction**.
     d. Define your questioning strategy
     e. Teach in a way that prepares students for the next two courses or grade level
     f. Teach so that students can use what they have learned to read **any** text they may encounter
   - Assessment
     a. Test what you teach
     b. Test what students are supposed to learn
     c. Know your data and where to get it.

2. Teaching Strategies:
   - Know the difference between comprehension strategies and testing strategies.
   - How do you know when a student has learned?
   - "Layer" instruction and make connections across all content areas. Use high-level questioning techniques with all students.
   - Read Alouds and Think Alouds w/reflection prompts for specific purposes

Vocabulary Ideas and Building Background Knowledge:

- Before reading an article or story, ask the children to quickly write as many words as they can that pertain to that topic. EX: "We're going to read an article about war. What words or phrases do you think you could see in this article? Write as many as you can in 3 minutes." (You could also create a class list together the first time you do this.) After reading, see how many of those words were used in the article and how many new words they learned. Did thinking about what words you might expect to see help you understand what you were reading? Did it help you figure out new words? Why or why not?

- Teacher creates a list of words, choosing many that pertain to (and appear in) a particular article, and some that do not. After a brief introduction to the article or story, students are to cross out the words that they don't think will appear in the article and circle the ones they think they are likely to find. Discuss prior to and after reading. Regardless of their choices, thinking and talking about why a word might or might not appear enlarges students' thinking about language as it relates to a specific topic.

- Create a semantic web as you read, with the topic in the center and important vocabulary branching out from the center.

- Prior to reading an article or story, create strips of paper with words or phrases that are contained in the text. Each student receives one strip of paper. Do not reveal the topic or title of the article. Each child reads their strip, and based on that one bit of knowledge, writes a sentence predicting what they will be reading about. Next, the children go around the room, reading their strip to 5 other children and listening to the other students' information. The children return to their seats and write a new prediction based on their new details. At this point, you may call on children to contribute their ideas to the group. After hearing all or most of the new predictions, let the children write one last prediction before reading the text. After reading, discuss how their predictions increased in accuracy as their information increased. Relate to reading in general and to test taking.

- Have children jot down words that confuse them as they read on sticky notes. After reading, put the sticky notes on the board (preferably, have the article on the Elmo so they can put their sticky on the actual word.) This is a quick (formative assessment) way to see if there are some words that confuse a lot of the children. First, ask "What confused you about this word?" or "What do/did you think this word means/meant?", then discuss and problem solve. Often, this is an opportunity to look for "chunks" in the word that can help them, to refresh their memories on how to use context clues, etc.

- Bring up multiple meaning words as often as possible to explain and discuss.

A Pet Iguana?

So you think you wanna iguana? You might want to think again!

The cute eight-inch reptile at the pet store will grow to an adult size of up to six feet. That means an "ig" needs a pretty big cage; some pet iguanas get their own room in the house! And that room needs to be kept between 70 and 95 degrees at all times.

They also require humidity. Keep the plant mister handy, because you will need to mist your iguana several times a day.

Adult iguanas have sharklike teeth that can bite off a human finger! You will need to train your young ig to be tame and friendly.

And when you're not misting or playing with or controlling the temperature for your iguana, you might be in the kitchen preparing its food. Iguanas cannot eat meat or meat-based food; it will kill them. So get out the food processor (with adult supervision) and start shredding fruits and vegetables like romaine lettuce, squash, melons, spinach, and seedless grapes.

Your iguana will need a pool to soak in. It will also use this pool as a toilet, so you will need to clean it every day. You will need to let it swim in the bathtub regularly. And finally, after a day of controlling the temperature, taming your
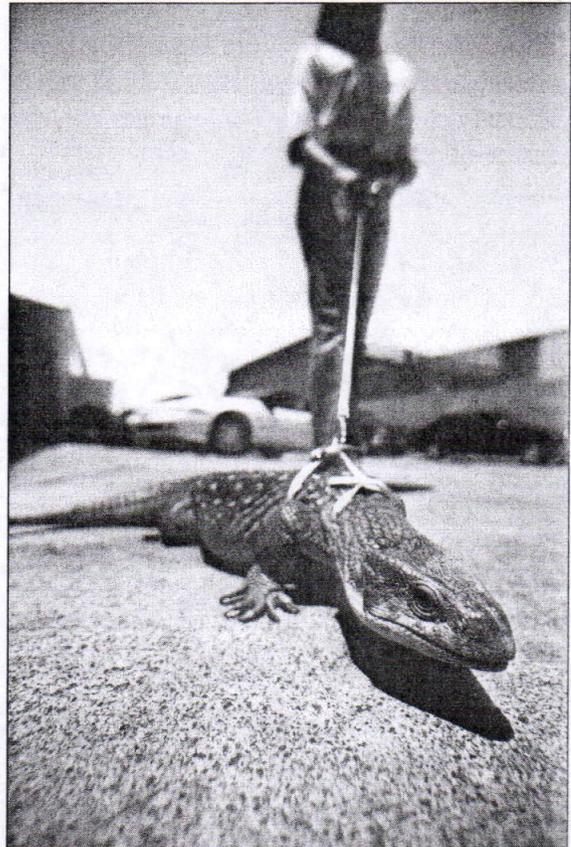
Pet iguanas require very special attention.

iguana, misting it, preparing its meals, and changing its wading pool, you'll need to cover its cage—an iguana needs darkness to be able to sleep. That's a lot of care!

Do you still think you wanna iguana? ∎

Iguana	**pet**
Pretty big cage	**In the kitchen preparing food**
Cannot eat meat	**Shredded fruits and vegetables**
Pool	**Clean every day**
Swim in the bathtub	**Train to be friendly**
Cover it's cage to sleep	**Eight inches to six feet**
70 to 90 degrees F	**Humidity – requires misting**
Sharklike teeth	**Pool will be a toilet**

1. I predict that this article is about_____ because_____

2. My prediction is the same because:	2. My prediction is changing because:
3. My prediction is the same because:	3. My prediction is changing because:

The name of the article is:_____.

My prediction was right because:

My prediction was wrong because:

The Components of Effective Read Alouds

Read Aloud is a strategy in which a teacher sets aside time to read orally to students on a consistent basis from texts above their *independent reading level* but at their *listening level* (the level at which students adequately comprehend material that is read by the teacher).

Why do teachers read aloud?

- Start the day.
- Support reading and writing mini lessons.
- Support social studies and science curriculum.
- Support whole class book studies.
- Help students talk and think about texts.

What will teachers read aloud?

- Fiction
  - Novels
  - Short stories
  - Poetry
  - Picture books
  - Student authored writing
- Magazine articles
- Newspaper articles
- Non-Fiction
  - Informational text
  - Biography
  - Autobiography

Teacher preparation for read alouds.

- Pre-read and re-read selection
- Consider reading goals
- Identify the process and strategy information (at work in the text)
- Anticipate when background knowledge needs to be built
- Highlight places to stop, question, make predictions, or make connections
- Write discussion questions before the lesson, if necessary
- Practice reading the selection using gestures and voice intonation
- Plan *before, during, and after reading* activities to enhance comprehension

BEFORE Reading Strategies: Teachers "frontload" meaning, which enables the students to:

- Interact with text prior to reading/Predict
- Construct meaning
- Draw comparisons/Make inferences
- Compare and contrast in groups

Teachers "frontload" meaning for students by:

- Opening up conversation
- Identifying author, title, setting, characters, background
- Activating prior knowledge or common knowledge
- Picture walk
- Story impressions
- Anticipation guide

Examples of Before Reading Statements:

"We think . . . . "
- **That this selection is about . . .** *(predicting)*
- **That this selection is like . . .** *(comparing)*
- **That this selection reminds us of . . .** *(connecting to what they already know)*
- **That this selection is sad because . . .** *(commenting, evaluating)*

DURING Reading Strategies:

- **On going interaction**
- **Response and dialogue**
- **Help students notice aspects of narrative/informational texts**
- **Sharing**
- **Questions**
- **Discussions**
- **Metacognition – being able to think about one's own thinking. It enables learners to assess their level of comprehension and adjust their strategies for greater success. It includes identifying and then using appropriate "fix-up" strategies to enhance comprehension.**
- **Story Map**
- **Graphic Organizers**
- **Think Aloud – technique in which students verbalize their thoughts as they read. It helps readers to think about HOW they make meaning, and:**
  - connections they are making;
  - images they are creating/visualizing;
  - problems with understanding that they are encountering; and
  - ways they see of fixing those problems.

Think-Alouds help students to:

- Understand that reading should make sense.
- Move beyond literal decoding to comprehending.
- Learn a repertoire of strategies to use before, during, and after reading.
- Use particular strategies when reading varied texts (genres).
- Share ideas with peers and teachers.
- Learn, think, and reflect upon themselves and their reading.

Modeling Think Alouds

The Think Aloud strategy can be used to model:
- Predicting;
- Visualizing—creating mental images of information;
- Assessing and establishing prior knowledge;
- Making new connections;
- Summarizing;
- Synthesizing;
- Monitoring understanding; and
- Demonstrating the fix-up strategies for when students cannot make sense of what they read.

Teachers need to use explicit instruction. Explicit instruction teaches students strategic knowledge through actively modeling how to work through a task by:

- Setting goals
- Naming how particular strategies can be used
- Monitoring the strategies before, during, and after reading

Modeling a Think Aloud:

- Choose a high-interest selection/decide on a few strategies to highlight
- State purpose for reading
- Inform students that you will be thinking aloud and stopping to think through what is being read as the selection or passage is read aloud
- Read text, stopping frequently to talk about how meaning is being made, analyzing the thinking process: "report out"
- List the cues and the strategies used
- Discuss strategy—ask students to identify other situations (connect to text, world, self) in which they could use these same strategies
- Reinforce the Think Aloud with follow-up lessons and repeated think alouds.

Basic GO! Chart

Predictions	Vocabulary	Understandings	Interpretations	Connections	Retelling
I think this story is going to be about. . .	*I might find these words in the story..*	*I noticed. . . .*	*I wonder . . .*	*This reminds me of . . . because. . . .*	
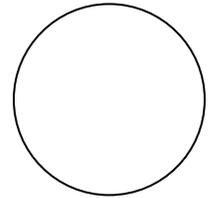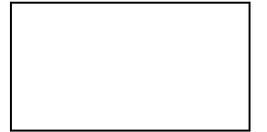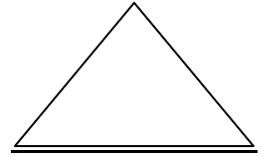
Words my teacher wants me to notice:

My evidence is _____.

I infer from the *(words, actions, pictures, events)* that_____.

I think the author is trying to say that _____.

The more I think about the *(words, actions, pictures, events)*, the more I realize _____.

I infer _____ because _____.

Even though it doesn't say so in the text, I think_____.

Farmer Brown's cows and chickens have gone on strike. They refuse to go back to work until they get electric blankets.

1. What emotions do you think the cows and chickens feel?

2. What emotion do you think Farmer Brown feels?

3. Do the cows and chickens remind you of any other characters?

4. Why do the cows and chickens want electric blankets?

5. What will Farmer Brown do to get the cows and chickens to go back to work?