

LITERACY ENRICHMENT: GRADE LEVEL READING

PRESENTED BY

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AS YOU JOIN...

In the Chat Box tell us:

Name, Organization,

**One thing you like to do in your spare
time.**

HOUSE KEEPING

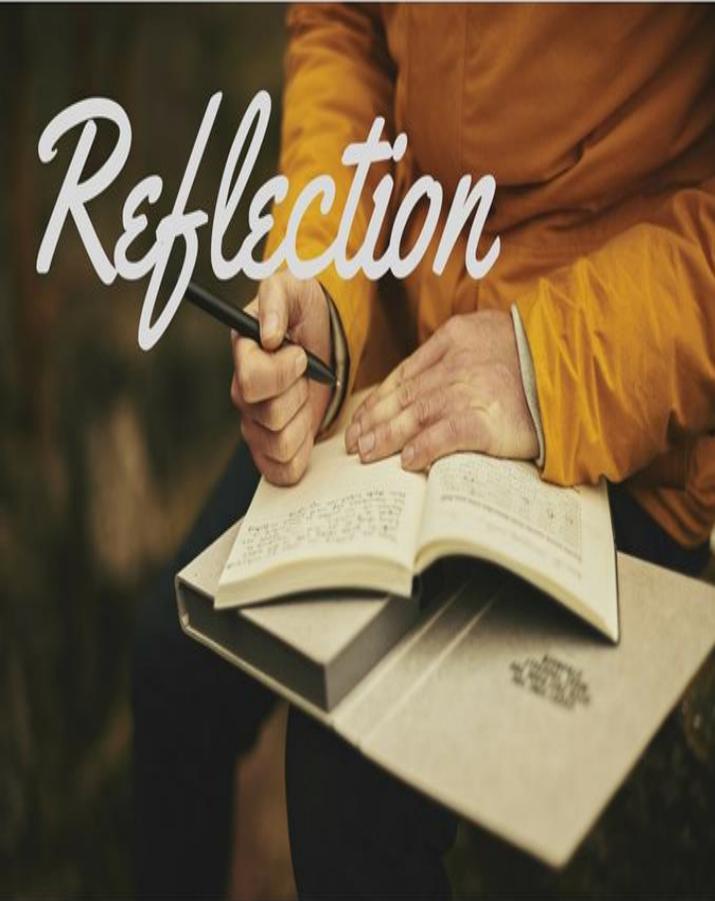
- Encourage **participation** (*camera, chat box, discussions*)
- Add your **name** (*this makes it more personal and easier to interact*)
- Utilize the **chat box** (*to connect with others or ask questions*)
- Need to step away momentarily? Use the toolbar to turn off video/sound



LITERACY ENRICHMENT PD SERIES OBJECTIVES

- Identify and create various ways of filling in the gaps and reinforcing literacy skills
- Explore various approaches/perspectives to literacy
- Provide a platform for Literacy discussion

REFLECTIONS



- ✓ List 3-5 take “aways” and/or any “Aha” moments from Sessions 1 and 2?
- ✓ What are some ways these take “aways” can help move program forward?

GRADE LEVEL READING

READING PROFICIENCY

CONTRIBUTING FACTORS –
READING PROFICIENCY

WAYS TO FOSTER GROWTH



READING PROFICIENCY

Kids mastering grade level expectations in *phonic awareness, fluency, vocabulary, and text comprehension.*

- ✓ Assessed and measured by each state; student placement/comparison based on students who took the test across the state and national (state/national score)
 - Reading: Vocabulary + Reading Comprehension
 - Language: Spelling + Capitalization + Punctuation + Usage/Expression
- ✓ Reading proficient by 3rd grade matters → students go from “learning to read” to “reading to learn.”
- ✓ **Level System Reading** -- A system used to assess and track reading comprehension skills. Each system uses a different “set of skills” to analyze the text within a book.

A parent that attends your program, states that their children who are in the 3th and 5th grade are reading at these levels.

3th grader: **AR 3.6 ; Lexile Level 810; N**

5th grader: **AR 5.2; Lexile Level 950; S**

Use the annotation feature (or the chat box) to respond to the following question.

How familiar are you with this information given?



LEVEL SYSTEM READING

- Doesn't teach kids reading skills and strategies.
- Not used just for those kids who are “struggling” but used for ALL.
- Does provide guidance in encouraging kids to read independently and allowing kids to select books according to their reading skills.

LEVEL SYSTEM READING (cont.)

-- Grade Level Equivalent/AR – readability of text by grade; each level has a range .1 to .9

4.2 3.6 1.9

-- Guided Reading Level – Fountas and Pinnell *measures reading and comprehension ability*, alphabetical system with several levels in each grade

2nd grade J-M, 5th grade U-V

-- Lexile Reading – numerical system *measuring vocabulary and sentence length*

3rd grade 660-930 1st grade 430-530

-- Development Reading Assessment (DRA) – numerical scale *measuring reading accuracy, fluency, and comprehension*

1st grade 6-18 going by 2's

HOW CAN 21 CCLC UTILIZE LEVEL SYSTEM READING...

➤ Can be used as a based assessment (informal). Every so often doing a “quick” check to see reading growth.

➤ Can be used to identify kids reading level “skills”
→ above on target below

➤ Can be used to engage parents and encourage kids to read.
→ Parent Night

Book Finder – Accelerated Reading <https://www.arbookfind.com/>

Scholastic -- <https://www.scholastic.com/teachers/bookwizard/>

Learning A-Z Text Leveling System	Grade	Lexile*	Accelerated Reader (ATOS)	DRA	Fountas & Pinnell
<u>U</u>	4	820L-1030L	4.3 - 4.9	40	Q
<u>V</u>	4	820L-1030L	4.3 - 4.9	40	R
<u>W</u>	4	820L-1030L	4.3 - 4.9	40	S
<u>X</u>	5	890L-1080L	5.0 - 5.5	40	S
<u>Y</u>	5	890L-1080L	5.0 - 5.5	40	T
<u>Z</u>	5	890L-1080L	5.0 - 5.5	50	U-V

4 COMMON CONTRIBUTING FACTORS

Family stressors – Children whose families experience negative or hostile economic, social, emotional, and community relationships are at an increased risk of impaired learning.

Chronic absences – *students missing a substantial amount of classroom time has a negative effect on academic performance.*

- teacher instruction (content delivery)
- practice of skills

School readiness – *attending early childhood and preschool prepares children for when they enter into school setting.*

- basic academic skills
- socially prepared for classroom environment

Quality teaching in home, community, and school settings – academic success can be tied to high-enriched learning environments and parent engagement.

- parents (support system) providing support by reading to their children and being engaged in their academic success
- community engagement and advocacy around the topic of *literacy enrichment*
- supporting effective teaching strategies in the classroom/OST Program

WORKS CITED

5 Major Contributors to Third Grade Proficiency. (2013, September 23). Retrieved from <https://readingpartners.org/blog/5-factors-contributing-to-third-grade-reading-proficiency/>

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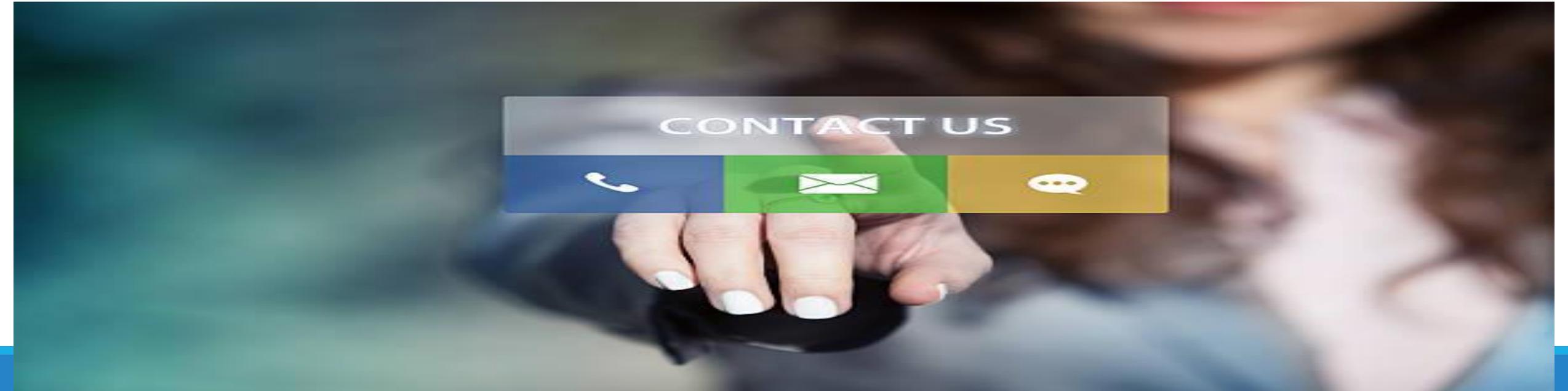
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21 CCLC Logistics

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A hand holding a black remote control. Overlaid on the remote is a semi-transparent grey bar with the text 'CONTACT US' in white. Below the text are three colored buttons: a blue button with a white telephone handset icon, a green button with a white envelope icon, and a yellow button with a white speech bubble icon.

CONTACT US

