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| **What a Level A reader needs to get to Level B** | **Questions/comments for conferring with a Level A reader** |
| * Read sight words and use them to check on one-to-one matching
* Use return sweep
* Talk about stories
* Master one-to one matching with no words left over
* Get mouth ready to say the first sound
* Begin to self-monitor and re-read when a mistake is made
* Look at a picture and then at word/first letter
 | * Can you tell me the story by using pictures?
* Can you show me where we start reading?
* How can the pictures help us figure out what the print says?
* How many words are on this page?
* Where is the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Does this book make you think of anything?
* Has that ever happened to you?
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| **What a Level B reader needs** **to get to Level C** | **Questions/comments for** **conferring with a Level B reader** |
| * Make more meaning
* Begin tracking with eyes
* Recall several sight words quickly
* Begin to do more problem solving using meaning and noticing features of words
* Begin to do more self-monitoring for own mistakes
 | * What’s happening in this picture/story?
* What do you think about that?
* Look at this word – does that look right?
* Go back and try that again.
* Pointing to the words, did the words match your finger?
* Does that make sense? What would make sense?
* Get your mouth ready to say the first sound.
* Do you know any part of that word?
* Read it again and think about what might fit.
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| **What a Level C reader needs** **to get to Level D** | **Questions/comments for** **conferring with a Level C reader** |
| * Use pictures to confirm meaning instead of using pictures to give meaning
* Read fluently with expression
* Self-monitor for meaning and comprehension
* Look through the word (all the way to the end of the word)
* Re-read as a decoding strategy
 | * What do you do when you come to the end of the line?
* Does that make sense?
* Can you try it again with a word that makes sense?
* Now go back and read it again. Read the way you would talk.
* Read it with expression, like this. (model)
* Be a detective. Look at the picture; what could the word be?
* Look at the letters. Could that be \_\_\_\_\_\_\_?
* What happened in the story?
* What do you think about \_\_\_\_\_\_\_\_?
* Has that ever happened to you?
* Think about what you know about \_\_\_\_\_\_\_\_.
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| **What a Level D reader needs** **to get to Level E** | **Questions/comments for** **conferring with a Level D reader** |
| * Makes text-to-text connections
* Recognizes many sight words quickly and automatically
* Remembers details and can show where information was found
* Uses expression while reading (phrasing and voice changes)
 | * Can you go back and read that again?
* Does that look right?
* Do you know any part of that word?
* What can you do to figure this out?
* What did you notice that seemed wrong?
* Let’s review. What’s happening now?
* Show me where that happened.
* Show me where it says that.
* Can you put your words together? Say it more quickly?
* Say it as you would speak it. (model)
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| **What a Level E reader needs** **to get to Level F** | **Questions/comments for** **conferring with a Level E reader** |
| * Re-read to self-monitor and correct; re-read for meaning and to clear up confusion
* Awareness of punctuation – good phrasing and expression
* Awareness of point of view to help construct meaning
* Remembers details and uses them to clarify meaning
* Reads quickly to help keep story line in head
 | * Do you know any part of the word? Okay, let’s back up and try again.
* Does that word make sense?
* Look at the letters. Could that be \_\_\_\_\_\_\_\_?
* Are you thinking about the story in your head?
* Show me what in the story made you think that.
* Where does the author give you that idea?
* Why do you think \_\_\_\_\_\_\_\_?
* What happened \_\_\_\_\_\_\_\_?
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| **What a Level F reader needs** **to get to Level G** | **Questions/comments for** **conferring with a Level F reader** |
| * Rely more on words and sentences for meaning; rely less on pictures
* Remember more details to support the big idea
* Emphasis placed more on making meaning rather than labored decoding
* How to use and read punctuation (commas, quatation marks, ?, !, italics)
* Transfer knowledge/patterns of known words to unknown words
 | * Put your finger where the hard part is.
* What are you going to do next to help yourself?
* Say it (or read it) as you would speak it.
* Do you notice any punctuation?
* Re-read it.
* Does that make sense?
* Does that look right?
* If something doesn’t make sense or doesn’t look right, what can you do for yourself?
* What do you think of this story?
* Does it remind you of something that has happened to you?
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| **What a Level G reader needs** **to get to Level H** | **Questions/comments for** **conferring with a Level G reader** |
| * Read complex sentences that carry over several pages
* Read fluently and rapidly
* Have a variety of strategies for figuring out new words
* Re-read for meaning, fluency and phrasing
* Retell stories with details in order
* Search for meaning while reading – stopping to think, question, wonder, infer, make connections
 | * What part of that word do you already know?
* Does it look right?
* Does it sound right?
* Does it make sense/
* Show me where it says that.
* If you are confused you have to go back and re-read.
* How can the pictures help you clear up your confusion?
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| **What a Level H reader needs** **to get to Level I** | **Questions/comments for** **conferring with a Level H reader** |
| * Ability to use more complex word-solving skills (word study)
* Reading stamina (longer text)
* Ability to infer more deeply
* Ability to use supports other than pictures (context clues, features of text in informational text)
 | * How do you think your reading sounds? Is it like you talk?
* Look at the prefix/suffix/root word.
* Do you see a part that might help you figure out the word?
* Did that make sense? Sound right? Look right?
* You noticed what was wrong – great!
* Wait! What do you think about that? (model your reaction)
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| **What a Level I reader needs** **to get to Level J** | **Questions/comments for** **conferring with a Level I reader** |
| * More stamina to begin chapter books
* Rely less on pictures and more on text
* Language becomes more difficult; student needs to understand unfamiliar and technical vocabulary
* Be able to follow a character throughout an entire story
* Know the end of a chapter is not the end of the story
* Be able to express their own thoughts and opinions
 | * Why did you need to slow down?
* Did this make sense to you? Let’s read it again.
* Do you need to read out loud to understand what you are reading?
* What can you do to help you understand what you read?
* How did you figure out that word? What strategy did you use?
* Can you tell me about the character in the story?
* What happened in the beginning of the story? In the next chapter?
* What has changed in the story?
* Has the character changed?
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| **What a Level J reader needs** **to get to Level K** | **Questions/comments for** **conferring with a Level J reader** |
| * Ability to read longer text
* Understand different writing styles and genres
* Read technical language
* Sustain silent reading
 | * How can you use the table of contents to help you find information?
* What do you already know about \_\_\_\_\_\_\_\_?
* Let’s read the chapter titles to get an idea/make a prediction.
* What does the blurb tell you about the story?
* What could the word mean? What would help you figure it out?
* Is there part of the word that you know/
* Tell me about the character. Would you like to be his/her friend?
* Does this book remind you of anything?
* How do you feel about that part?
* How has the character changed?
* What is the turning point in the story?
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| **What a Level K reader needs** **to get to Level L** | **Questions/comments for** **conferring with a Level K reader** |
| * Stamina in reading
* Ability to sustain meaning while reading longer texts with sophisticated plots and characters
* Ability to make sense of a variety of formats and genres
* Ability to learn new information/words from text
 | * How do you think your reading sounds? Does it sound like you talk?
* That was smart reading because \_\_\_\_\_\_\_\_\_.
* What else can you do to figure out that word?
* When you come to a long word you don’t know, what strategies do you use?
* What are your thoughts about the story? Why?
* How has the character changed in the story?
* What strategies did you use before/while/after you read?
* What were your questions?
* Did you make any conclusions?
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| **What a Level L reader needs** **to get to Level M** | **Questions/comments for** **conferring with a Level L reader** |
| * Stamina in reading
* Ability to sustain meaning while reading longer texts with sophisticated plots and characters
* Ability to make sense of a variety of formats and genres
* Ability to learn new information/words from text
 | * How do you think your reading sounds? Does it sound like you talk?
* That was smart reading because \_\_\_\_\_\_\_\_.
* When you come to a long word you don’t know, what strategies do you use?
* What are your thoughts about the story? Why?
* How has the character changed in the story?
* What strategies did you use before/while/after you read?
* What were your questions?
* Did you make any conclusions?
* (see MSP stem questions for more prompts)
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| **What a Level M reader needs** **to get to Level N** | **Questions/comments for** **conferring with a Level M reader** |
| * More stamina
* Understand complex language structures and sophisticated vocabulary
* Exposure to literary devices: irony, whimsy, humor
* Read through a variety of genres
* Understand more abstract concepts and themes
* Track more complex character development
* Be conscious of background knowledge and the need to build schema when little exists
 | * What does that word mean? How do you know?
* How do you figure out tricky words? What other strategies do you use?
* Why do you think the character did that?
* What do you think about what you just read? Reactions?
* What do you think will happen next? What makes you think that?
* What do you think the character is like?
* What’s the big idea? Can you summarize what you just read?
* What was the author’s purpose/theme/big idea in writing this text?
* What can you expect when reading this genre?
* (see MSP stem questions for more prompts)
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| **What a Level N reader needs** **to get to Level O** | **Questions/comments for** **conferring with a Level N reader** |
| * More stamina
* Understand complex language structures and sophisticated vocabulary
* Exposure to literary devices: irony, whimsy, humor
* Read through a variety of genres
* Understand more abstract concepts and themes
* Track more complex character development
* Be conscious of background knowledge and the need to build schema when little exists
 | * What does that word mean? How do you know?
* How do you figure out tricky words? What other strategies do you use?
* Why do you think the character did that?
* What do you think about what you just read? Reactions?
* What do you think will happen next? What makes you think that?
* What do you think the character is like?
* What’s the big idea? Can you summarize what you just read?
* What was the author’s purpose/theme/big idea in writing this text?
* What can you expect when reading this genre?
* (see MSP stem questions for more prompts)
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| **What a Level O reader needs** **to get to Level P** | **Questions/comments for** **conferring with a Level O reader** |
| * Increasing vocabulary
* Remembering what was read throughout text; revising interpretation when necessary
* Sustaining attention to longer text
* Going beyond text: sophisticated interpretation of character motivations, cause and effect, twists in plot, how setting affects characters, empathy
 | * How do you figure that word out (or what it means?
* What other strategies could you have used?
* What is the most exciting/important/moving part in your book so far? Why do you think that?
* Why do you think the author included this information?
* How have things changed for the character?
* Does this make you think about another book? How so?
* What questions do you have while you were reading? What strategies did you use to clarify your questions?
* What is the character like? What in the text made you think that?
* Summarize what you read.
* (see MSP stem questions for more prompts)
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| **What a Level P reader needs** **to get to Level Q** | **Questions/comments for** **conferring with a Level P reader** |
| * Continuing to improve upon inferences from text
* Shows understanding of character’s thoughts and feelings
 | * Does your reading sound smooth in your mind, as it does when you have a conversation?
* How do you know what that word meant?
* What do you think of the character by the way the character speaks?
* Read to me as you think the character would speak in this situation.
* Tell me how you have changed your opinion based on new information. Give examples.
* What are the author’s messages or themes?
* What has changed in the last few sections/chapters?
* Tell me how the characters have changed.
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| **What a Level Q reader needs** **to get to Level R** | **Questions/comments for** **conferring with a Level Q reader** |
| * Continuing to improve upon inferences from text
* Shows understanding of character’s thoughts and feelings
 | * Is the theme similar to some other book you have read, and why?
* What are your new insights after thinking about this book?
* How does the character feel and how do you know?
* How have the characters affected each other?
* How does the author reveal the characters?
* How to the characters change?
* Are the characters believable? Why or why not?
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| **What a Level R- S reader needs** **to get to Level S-T** | **Questions/comments for** **conferring with a Level R -S reader** |
| * Be a fluent reader
* Learn new words from text
* Able to put themes into own words
* Deep connections with other texts to help understanding
* Compare/contrast themes, topics, character traits, etc. within and between texts
* Demonstrate complete understanding of text through writing
* Make deep inferences
 | * Is the theme or big idea similar to other books you have read? Give examples.
* How have the characters influenced each other?
* How does the author reveal the character(s)?
* How does reading this genre differ from other genres?
* What connections did you make? How did that help you as a reader?
* Summarize what you read.
* What was the author’s purpose in writing this text? What was the theme or main idea?
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