# How to Use the IRLA

# **Getting Started-Initial Levels Stages of Yellow**

# Initial Assessment Protocol: 1-3Y



Investigate current relationship with reading: Do you like to read? Why or why not? What are you reading now and why?



Go to the IRLA Entry Requirements for 1Y.



#### **1**Y



Read aloud the first sentence or two of a Yellow book (or Cold Read). A 1Y reader will remember that beginning sentence and use it to "read" the rest of the book. (The "reading" does not need to match the words or letters on the page to enter 1Y, but it should make sense given the pictures.)



If reader cannot do this: DONE. Reader is **RTM** and level can now be entered into SchoolPace. If reader can do this, check Entry Requirements for 2Y on page 14.

# **2**Y

6) Ask the student to point to each word while s/he reads. You are checking to see if a student uses his/her finger to touch each word while skipping over the spaces between words.



Acceptable Answers: "You can see the paws." "You can see the feet." "You can see the leas." "You can see the toes." "You can see the claws."

If reader cannot do this: **DONE.** Reader is **1Y** and level can now be entered into SchoolPace. If reader can do this, check Entry

Requirements for 3Y on page 18.





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If a student's first language is not English, do whatever you can to get a sense of her literacy level in her native language(s).

This information will better prepare you to assess and teach her in English. For example, a student who is 1G in English but a grade-level Bronze reader in Spanish needs very different supports than a student who is at a similar level in both languages.

# **3**Y

When coming to the one new word on each page of a Yellow book and before scanning the picture for clues, a 3Y reader will produce the sound of the initial consonant. S/he will then scan the picture for the main idea that starts

with that letter sound. You are checking to see if a student uses a word that matches the main idea of the picture and starts with the same initial sound.



If reader cannot do this: DONE. Reader is **2Y** and level can now be entered into SchoolPace.

If reader can do this, check Entry Requirements for 1G on page 28.





# How to Use the IRLA

# **Getting Started- Initial Levels 1G and Up**

# **Initial Assessment Protocol: 1G-GI**



Investigate current relationship with reading:

Do you like to read? Why or why not? What are you reading now and why?

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| an   | an   | man   | candle  | candielight   | piano           |  |
| and  | and  | sand  | sandy   | understand    | handicapped     |  |
| at   | at   | bat   | battle  | scratchy      | attention       |  |
| DW   | down   | frown | howing  | Ms. Dowerdy   | fouchdown       |  |
| et   | get  | met   | wetter  | sheich        | McGettigan      |  |
| in   | in   | skin  | Kevin   | invited       | skinnler        |  |
| 18   | 1  | pit   | quitter   | splitting     | situation       |  |
| up   | up   | pup   | pupples   | upsetting     | Suppervore      |  |
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| or   | or   | for   | force   | forgotten     | original        |  |
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| 00   | 10-0   | seed  | sweeping  | 1076405       | McKeesport      |  |
|      | will   | 2.0   | chilly  | Hildry        | William         |  |
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| ia . | big  | wig   | Ignore  | Ignorant      | figures         |  |
| ame  | came   | blame | biaming   | shametul      | Mrs. Amesworthy |  |
| ay   | day  | day   | player  | playfully     | payable         |  |
| cike | make   | boke  | taking  | mistoken      | shakeable       |  |
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| 1   | amateur   | abandoned   | barier   | abruptly  | abolish        | adjacent   | aluvia  | abenation                           |
| 2   | betay     | obtorbed  | belowed  | abundant  | audible        | attimative   | amousty   | agration                            |
| 3   | brillant  | astonish  | beneficial   | annual  | choos          | ambiguous  | archaic   | apocalypt                           |
| - 6 | capture   | burrow  | circulate  | aroma   | concede        | civilian   | autonomy  | banal                               |
| 5   | disbelief | central   | concegied  | <b>Dewidered</b>  | Civily         | commerce   | biatonity   | capitulati                          |
| 6   | erupt     | century   | decrease   | contemplate   | culture        | concede  | condescending   | charlotar                           |
| 7   | exclaim   | confided  | defignity  | decode  | diclect        | controversial  | crescendo   | disconcerte                         |
|     | alared    | corridor  | departed   | elevated  | economy        | CUREDCY  | depiete   | idomora                             |
| 9   | gazing    | destination   | diminish   | emerge  | edible         | dissent  | enmity  | incredulou                          |
| 10  | gimmer    | dim   | estimate   | equivalent  | humility       | domesticated   | gount   | Infrastructu                        |
| 11  | muttered  | dweling   | extend   | fee   | instructively. | federation   | heresy  | languid                             |
| 12  | pleaded   | enviously   | frequently   | froil   | inegular       | frite  | heterogeneous   | nebulout                            |
| 13  | prey      | hogments  | gimpse   | gesture   | kinship        | Indugurated  | ironic  | ostentatio                          |
| 14  | probe     | glanced   | horizon  | hastly  | legendary      | Internitient   | martyr  | ostracize                           |
| 15  | profested | hestone   | inhobit  | horizontal  | monotony       | ominous  | monotheism  | propitiou                           |
| 16  | provide   | humilated   | marine   | massive   | mutely         | precedent  | paradox   | queue                               |
| 17  | quiver    | images  | mythical   | native  | pependicular   | premeditated   |   | reiterate                           |
| 10  | necently  | inquired  | partially  | perpetual   | parailei       | roucous  | reconcile   | rudimenta                           |
| 19  | scowled   | peered  | previous   | propaganda  | perious        | skeptical  | subfie  | venerobia                           |
| 20  | shallow   | armaky.   | west   | vicinity.   | YOOLIN         | 100708   | numbhanla   | whitehorte                          |

Use the Phonics

begin testing.

Infrastructure and/or

Vocabulary Infrastructure

to determine where to

### **Step-By-Step Videos**

Log in to SchoolPace and visit the IRLA Resource Center to watch videos of the initial leveling process in action.



Go to the IRLA level indicated by the Phonics or Vocabulary Infrastructure



Have the student select a Cold Read that they haven't read before to demonstrate fluency and comprehension.

If a minimum score is not met, try a Cold Read at an earlier level.



# 1G Through 2R

If you feel that you need more information, use the Entry Requirements pages.

If the level is correct: DONE. Student's level can now be entered in SchoolPace.



6

If level needs to be adjusted up or down, repeat Steps 4 and 5 at the appropriate level.



#### Next Step

# Wt Through Gl

5

Show the student the Range of Reading Entry Requirement: It says here that in order to be in this level, you will need to finish a chapter book and an informational text in this level and be able to prove to me that you understood them both. Go read a chapter book and an informational text at the \_\_ level. When you are done, if you can prove to me that you understood what you read, you will have earned the \_\_ color level.

**Note:** If student has already completed this Entry Requirement, discuss the book(s) now.

If level needs to be adjusted up or down, repeat Steps 4 and 5 at the appropriate level.



| Or   | Entry Requirem                            | ents: Cold Read  | Record                   |      |               |
|--|---|--|--------------------------|------|---------------|
| huteri<br>Ditler   |   | Teacher  | face -                   | Data |               |
|  | Int Keld Read, and 32 hol                 |  |                          | _    |               |
| Plummily Decode Or Les   |   | Evidence Tradent Amounts   |                          |      | Law           |
|  |   |  |                          |      | Yes or N      |
| CCB R.E.4<br>Real with a distant acrossly with factory trougging comprehension.                              |   | Appropriate table and approxime  |                          |      | Yes o N       |
|  |   | <ul> <li>Step and try again when<br/>sematilizing describblish sight,<br/>sound sight, or make some</li> </ul> |                          |      | Yes or N      |
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| when explaining when the   |   |  |                          |      | 1 2           |

| ((( | Ore  | ntry Requirements: Cold Re  | ad Text A   |
|-----|--|---|---|
|     |  | CHAPTER   | I said, "Y's Bod, we Body, our'an,"<br>The part for band as my solidar and yok me and<br>line. Thus the paled large, or of the line boys, or<br>"Matri's packays Chait" Proceeding.<br>The start of the solidar set of the solidar type is<br>the start of the solidar set of the solidar type is<br>and the solid set of the solidar set of the<br>combiness testing this absonant".<br>Jorny saids for some field on solidary "Spatian<br>Bio and, "Wity, so, here you'l be it is family with<br>the solid, "Wity, so, here you'l be it is a family with<br>these listic pairs,".   |
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|     | Annual State States<br>Marcine State States<br>Marcine<br>Share in the recently<br>of Poplane<br>States States<br>States States<br>States States States<br>States States<br>States States States<br>States States<br>States<br>States States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>States<br>Stat | bit om en state gesegningen over om over om Over<br>tie somer bei der even, eller freigt i fand at Saara koms<br>for someholy er someholy was abset to ge paddial.<br>All the kish warden die somehol geste zusen<br>die sind ander einer some die some die some<br>the line, her high-herded daes somehog tie <u>bit tiefe fan-<br/>ceakene mang</u> of om die warden finet.<br>Bisent She singpoi at en and soid, "Ane yes Buckly<br>Caldwell?" | in these bars and the set of the |

### How to Use the IRLA

# **Finding Power Goals**

| 1 | Is this level<br>easy enough<br>for this<br>student? | Can the student read the words and ideas fluently and problem-solve 99% of challenges without teacher              | No. Stop and re-focus the conference of identifying the student's correct level.                                  |  |  |
|---|--|--|---|--|--|
|   |  | help of any kind?  | Yes. Continue to work on identifying the student's Power Goal.  |  |  |
| 2 | ls this student<br>an engaged<br>reader?             | Does this student read at home?<br>Regularly finish books? Read for his/   | No. Stop and make an action plan.   |  |  |
|   |  | her own reasons, not just because school assigns it?   | Yes. Continue to work on identifying the student's Power Goal.  |  |  |
| 3 | Where should<br>I coach this<br>student?             | Does this student need more  | This level.   |  |  |
|   |  | coaching in this level or is s/he ready for coaching towards the next level?                                       | Next level.   |  |  |
|   |  |  | Student Power Goal:   |  |  |
|   | What one<br>thing could<br>the student               | Look at the IRLA   |   |  |  |
|   |  | a) Entry Requirements  |   |  |  |
| 4 |  | b) High-Point Values   |   |  |  |
|   | learn next<br>in order to                            | c) Transition/Exit Requirements  |   |  |  |
|   | progress?  | Ask the student what s/he thinks s/he should work on.  | Make sure the student can say what<br>s/he will learn/do, why, and how s/he will<br>know when it is accomplished. |  |  |
|   |  |  | Action Plan:  |  |  |
| 5 | What next?   | Teach now  |   |  |  |
|   |  | Assign to Small Group with others who need this same PG.   |   |  |  |
|   |  |  |   |  |  |
|   |  | Identify a way the student can<br>work on P.G. without me and set<br>a date when I will check his/her<br>progress. |   |  |  |

## **Initial Power Goals for All Students**

#### Power Goal: #1 Agency\*

Authority over text: I self-monitor and problem-solve to make sure what I read make sense.

when Yes

#### **Power Goal #2: Engagement**

Learn to love reading/books. (Maybe in a new series, genre, topic, author, etc.)

when Yes

#### Note

The ability to listen to a student read for 2 or 3 minutes and identify the most important ONE thing he needs to practice/learn next in order to improve (the Power Goal) is the fundamental skill of teaching reading.

This ability is what distinguishes a reading specialist from a classroom teacher. You can't learn this from coursework. You can't learn this while working with groups of children. It comes from hundreds of hours of watching/coaching students one at a time as they read. This is the teaching skill you will be developing every day.

#### **Power Goal #3 Strategic Instruction/Moving Levels**

#### RTM to 3Y

1Y: Tracking

sounds

RTM: 500 Book Kid

or English Language Development

2Y: Self-prompt/cross

check initial consonant

**3Y:** Learn to recognize

Power Words on sight

1G to 2R

Word Solving: Use the

**IRLA Entry Requirement** Pages for this level to locate a specific Word Attack Skill/Strategy.

Academic Vocabulary: Start with noticing and learning new

vocabulary from reading. **Range of Reading:** I regularly read

Wt and Up

full-length texts (novels, biographies, etc.) for my own purposes.

\* Reminder: For a level to be considered independent, a student should have basic comprehension of text. If a student does not have basic comprehension, stop and refocus the conference to identifying his/her correct level.