

## How to Use the IRLA





# Getting Started- Initial Levels Stages of Yellow

## Initial Assessment Protocol: 1-3Y

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






**2** Go to the IRLA Entry Requirements for 1Y.

1Y Independent Reading Level Assessment		.01 - .09	
Entry Requirement			
Student	Teacher	Room	Date Started
<b>Sentence Pattern and Fluency Reading</b> CCSS.L.1.1		<b>Pattern/Picture Integration</b> - Use the information in the picture to help you understand the text. Use the picture to help you understand the text. Use the picture to help you understand the text. Use the picture to help you understand the text.	
<b>1Y Entry Requirements</b>		<b>1Y Entry Requirements</b>	
<b>A reader who is proficient at the above enters 1Y with .01 points.</b>		<b>.01</b>	

1Y Entry Requirements: Pattern/Picture Integration Check		
Text/Picture	Teacher Actions	Unsuccessful Student
<b>see the dollar.</b> 	If the student cannot identify the picture, ask the student to describe the picture. If the student cannot describe the picture, ask the student to describe the picture.	
<b>see the frog.</b> 	If the student cannot identify the picture, ask the student to describe the picture. If the student cannot describe the picture, ask the student to describe the picture.	
<b>see the cat.</b> 	If the student cannot identify the picture, ask the student to describe the picture. If the student cannot describe the picture, ask the student to describe the picture.	
<b>see the cup.</b> 	If the student cannot identify the picture, ask the student to describe the picture. If the student cannot describe the picture, ask the student to describe the picture.	

**3** Select a Cold Read Text

**Yellow Cold Read Text B**

 You can see the wolf.	 You can see the eyes.	 You can see the teeth.
 You can see the paws.	 You can see the tongue.	 You can see the babies.

**Coaching 1Y**  
 1Y If you see the message, then you read the text.  
 2Y Remember to point to each word as you say it.  
 3Y Give your mouth ready to make that first letter sound. What do you see in the picture that starts with that sound?

By the Washington American Reading Company

## Note

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.

## 1Y

**4** 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.)

**5** 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.

## 2Y

**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.

**7** 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.



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

## 3Y

**8** 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.



**9** 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.

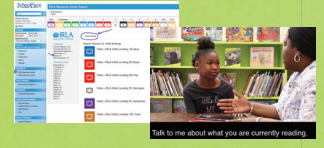
**Acceptable Answers:**  
 "You can see the teeth."  
 "You can see the tongue."

# How to Use the IRLA

## Getting Started- Initial Levels 1G and Up

### Step-By-Step Videos

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



### 1 Investigate current relationship with reading:

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

### 2 Use the Phonics Infrastructure and/or Vocabulary Infrastructure to determine where to begin testing.

**Phonics Infrastructure for Leveling**  
This list contains phonics words used to determine which color level students needs the most. The words are listed in order of difficulty. The words are listed in order of difficulty. The words are listed in order of difficulty.

1G	1G	1G	1G	1G	1G
ant	ant	ant	ant	ant	ant
at	at	at	at	at	at
... (many more words)	...	...	...	...	...

**Vocabulary Infrastructure for Leveling**  
This list contains vocabulary words used to determine which color level students needs the most. The words are listed in order of difficulty. The words are listed in order of difficulty. The words are listed in order of difficulty.

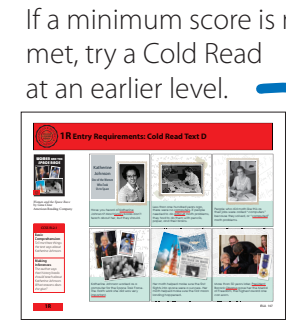
1G	1G	1G	1G	1G	1G
ant	ant	ant	ant	ant	ant
at	at	at	at	at	at
... (many more words)	...	...	...	...	...

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

**1R Independent Reading Level Assessment** 2.00 - 2.49  
Entry Requirements: Cumulative Record

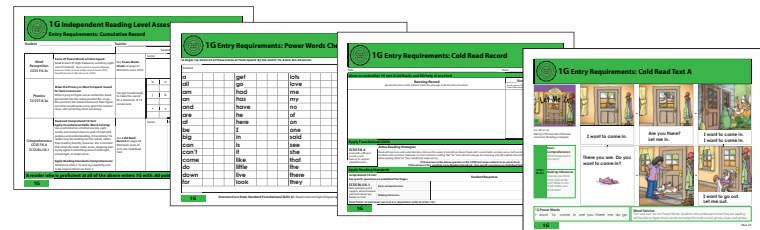
Student	Teacher	Room	Date Started
<b>1R Entry Requirements</b>			
Phonics CCSS.2.2.1	Decode Most Regular 3-Syllable Words Decoding must be done with the correct regular vowel pattern (pattern) without errors.	Scores	Dates
Word Recognition CCSS.2.2.1	Read 18 Trade Books Recognize and read 18 regularly spelled words.	Scores	Dates
Comprehension CCSS.2.2.1	Read and Comprehend Unfamiliar 18 Text Apply Foundational Skills (Word Analysis) to a combination of decodable text, sight words, and context clues to read 18 text with 100% accuracy. Draw and/or write on the text.	Scores	Dates
A reader who is proficient at all of the above enters 1R with 2.00 points.			

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



### 1G Through 2R

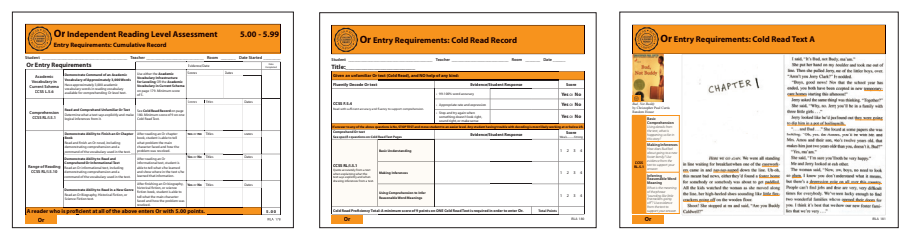
- 5 If you feel that you need more information, use the Entry Requirements pages.
- 6 If the level is correct: DONE. Student's level can now be entered in SchoolPace.
- 7 If level needs to be adjusted up or down, repeat Steps 4 and 5 at the appropriate level.



### Next Step

### Wt Through G1

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



## Finding Power Goals



### Formative Assessment Protocol

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

### 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

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

##### RTM to 3Y

**RTM:** 500 Book Kid or English Language Development

**1Y:** Tracking

**2Y:** Self-prompt/cross check initial consonant sounds

**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.

##### Wt and Up

**Academic Vocabulary:** Start with noticing and learning new vocabulary from reading.

**Range of Reading:**  
*I regularly read 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.**

### 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.