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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 \_\_\_\_\_\_\_\_. |
| **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? |
| **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? |