



# Reading Level Chart:

Use this Reading Level Guide to find just-right books for your students.

|                             |    | Lexia<br>Reading<br>Level | Lexia<br>Score | Age Range |
|-----------------------------|----|---------------------------|----------------|-----------|
| Kindergarten<br>Lexia: K    | K  | A                         | A-2            | 0-0.9     |
|                             | M  | B                         | 3-5            |           |
|                             | 1  | C                         | 6              |           |
| 1st Grade<br>Lexia: 1.0-1.9 | 1  | D                         | 7              | 1.0-1.9   |
|                             | 2  | E                         | 8-9            |           |
|                             | 3  | F                         | 10             |           |
| 2nd Grade<br>Lexia: 2.0-2.9 | 2  | G                         | 12             | 2.0-2.9   |
|                             | 3  | H                         | 14             |           |
|                             | 4  | I                         | 16             |           |
| 3rd Grade<br>Lexia: 3.0-3.9 | 5  | J                         | 18             | 3.0-3.9   |
|                             | 6  | K                         | 20             |           |
|                             | 7  | L                         | 24             |           |
| 4th Grade<br>Lexia: 4.0-4.9 | 8  | M                         | 26             | 4.0-4.9   |
|                             | 9  | N                         | 30             |           |
|                             | 10 | O                         | 34-38          |           |
| 5th Grade<br>Lexia: 5.0-5.9 | 11 | P                         | 40             | 5.0-5.9   |
|                             | 12 | Q                         | 44-50          |           |
|                             | 13 | R                         | 54-60          |           |
| 6th Grade<br>Lexia: 6.0-6.9 | 14 | S                         | 60             | 6.0-6.9   |
|                             | 15 | T                         | 64-70          |           |
|                             | 16 | U                         | 74-80          |           |
| 7th Grade<br>Lexia: 7.0-7.9 | 17 | V                         | 80             | 7.0-7.9   |
|                             | 18 | W                         | 84-90          |           |
|                             | 19 | X                         | 94-100         |           |
| 8th Grade<br>Lexia: 8.0-8.9 | 20 | Y                         | 100            | 8.0-8.9   |
|                             | 21 | Z                         | 104-110        |           |
|                             | 22 |                           | 114-120        |           |

# Scholastic Guided Reading Level Chart

**Stephanie L. McAndrews**

A red circular graphic with a gradient, appearing as a partial circle or a thick curved line, located to the right of the author's name.

## **Scholastic Guided Reading Level Chart:**

*Reading Specialists and Literacy Coaches in the Real World* Brenda A. Shearer, DeBorah A. Carr, MaryEllen Vogt, 2018-07-23 Now more than ever the roles and responsibilities of today's literacy professionals are expanding. Many recent developments require a closer look at the changing careers of reading specialists, coaches, and administrators, leading to an emphasis on increased collaboration and coaching integration of standards and student improvement initiatives. Both scholarly and practical, *Reading Specialists and Literacy Coaches in the Real World* provides the support and guidance both literacy and content area teachers need. The learning goals and outcomes in each chapter are aligned with ILA's Standards for the Preparation of Literacy Professionals 2017, providing opportunities for group inquiry and new perspectives on professional learning. The authors examine the historical, political, and social forces that shape evidence-based practice and incorporate significant developments in intervention, assessment, and adolescent literacy. Their impact on instruction and the needs of students are studied in conjunction with RtI, MTSS, progress monitoring, and differentiation. Instructional technologies related to twenty-first-century literacies, updated information about effective academic language instruction for English learners, and a moral imperative for fostering equity, social justice, and global perspectives. The Fourth Edition also provides Resource Materials to support the text, giving it a great deal of flexibility to explore projects for portfolios and self-assessment. In the real world, as learners among learners, literacy professionals use their experiences and voices for advocacy to help prepare students for success in their lives and careers.

**Literacy Assessment and Intervention for Classroom Teachers** Beverly A. DeVries, 2023-04-25 The Sixth Edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical, effective intervention strategies to help every student succeed. DeVries thoroughly explores all major components of literacy, offering an overview of pertinent research, suggested methods and tools for diagnosis and assessment, intervention strategies and activities, and technology applications to increase students' skills. Substantively updated to reflect the needs of teachers in increasingly diverse classrooms, the Sixth Edition addresses scaffolding for English language learners and the importance of using technology and online resources. It presents appropriate instructional strategies and tailored teaching ideas to help both teachers and their students. The valuable appendices feature assessment tools, instructions, and visuals for creating and implementing the book's more than 150 instructional strategies and activities, plus other resources. New to the Sixth Edition: Up to date and in line with national, state, and district literacy standards, this edition covers the latest shifts in teaching and the evolution of these standards. New material on equity and inclusive literacy instruction, understanding the science of reading, using technology effectively, and reading and writing informational and narrative texts. New intervention strategies and activities are featured in all chapters and highlight a stronger technology component. Revamped companion website with additional tools, videos, resources, and examples of teachers using assessment strategies.

**Raising Confident Readers** J. Richard Gentry, 2010-07-13 From a

nationally acclaimed expert on literacy comes practical advice to help parents foster their young child's love of reading

*Literacy Assessment and Metacognitive Strategies* Stephanie L. McAndrews, 2020-07-27 Introduction to literacy assessment and instruction Building relationships learning from students families and community Language development Word analysis Reading fluency Reading listening and viewing comprehension Writing composition and visual representation

*Expanding Receptive and Expressive Skills Through Stories (EXPRESS)* Evelyn R. Klein, Sharon Lee Armstrong, Janice Gordon, Donna Kennedy, Carolyn Gerber Satko, Elisa Shipon-Blum, 2017-11-15 EXPanding Receptive and Expressive Skills through Stories EXPRESS Language Formulation in Children with Selective Mutism and Other Communication Needs is a resource that provides a treatment approach for speech language pathologists teachers psychologists parents and others working with children with selective mutism and other language delays or disorders such as language learning disabilities autism spectrum disorders or for children learning English as a second language It is a program for expanding receptive and expressive language skills with five levels of communication to accommodate children from nonvocal stages through spontaneous vocalization The EXPRESS approach includes activity modules corresponding to classic children's stories Children's literature is used as a flexible and adaptable tool for presenting activities designed to help expand vocabulary and grammar engage in question answer routines improve sentence formulation and generate narrative language Creativity and imagination are also fostered using sentence formulation and story generation EXPRESS supports the Common Core State Standards for English and Language Arts Each of the modules requires the corresponding storybook that can be obtained individually or found within The 20th Century Children's Book Treasury a compendium that includes all the stories EXPRESS requires the use of classic children's stories to complete the activity modules The stories can be obtained individually through an inclusive compendium or through online videos To obtain each storybook individually contact your preferred library or bookseller The 20th Century Children's Book Treasury ISBN 13 978 0679886471 is a compendium that includes all the stories It can be purchased through your preferred bookseller such as Amazon or the publisher Penguin Random House Disclaimer At the time of publication all information and links are accurate Plural Publishing Inc cannot further guarantee the availability of the stories or video links

1974-75 NCTE Guide to Teaching Materials for English, Grades 7-12 National Council of Teachers of English, 1974

**Catalog of Copyright Entries. Third Series** Library of Congress. Copyright Office, 1973

21st Century Literacy Renita Schmidt, Paul Lee Thomas, 2008-11-09 Renita Schmidt and P L Thomas The guiding mission of the teacher education program in the university where we teach is to create teachers who are scholars and leaders While the intent of that mission is basically sound in theory we instill the idea that teachers at all levels are professionals always learning and growing in knowledge that theory that philosophical underpinning does not insure that the students who complete our program are confident about the act or performance of teaching In our unique program students work closely with one teacher and classroom for the entire senior year and then are supervised and mentored during their

first semester of teaching the program is heavily field based and it depends on the effectiveness of mentoring throughout the methods coursework and the first semester of full time teaching Students tell us this guidance and support is invaluable and yet we feel the disjuncture between university and school just as many of you in more traditional student teaching settings Students hear best practice information from us in methods classes and they receive ample exposure to the research supporting our field but have a hard time implementing research based practices in their classroom settings and an even harder time finding it in the classrooms around them

**How to Teach Balanced Reading and Writing** Bonnie Burns, 2006-05-16 Any teacher can use this book regardless of the reading program a district may be using It brings the various practices of reading and writing together in a practical and useful way Betty Ann Collinge Kindergarten First Grade Teacher Green Acres Elementary School North Haven CT This book's major strengths include straightforward writing clear discussion of topics excellent graphic samples strong attention to a balanced perspective and practical ideas Jennifer Trujillo Assistant Professor Teacher Education Fort Lewis College The book is easy to follow and very accessible It is not too esoteric or philosophical yet includes important theory and knowledge about learning The suggestions are excellent relevant and inclusive Karen Heath Literacy Coordinator Barre Schools VT Use these practical strategies to help students develop strong reading and writing skills Reading is a complex process And in today's increasingly diverse classrooms each student has unique learning needs In the face of these challenges how can teachers ensure that all students develop essential literacy skills How to Teach Balanced Reading and Writing provides practical research based strategies for all aspects of literacy education Presenting best practices in an easy to use format literacy expert Bonnie Burns supplies guidance for providing direct instruction in phonics using authentic texts building word recognition strengthening comprehension and implementing writing across the curriculum Aligned with the National Reading Panel Report 2000 and Reading First legislation this book offers strategies to use with students at all developmental levels This second edition has been extensively revised to include A discussion of language acquisition Strategies for assessing phonemic awareness Techniques for developing fluency Increased attention to the needs of diverse learners Additional instructional activities in every chapter Because of its flexibility this book is suitable for both novice and experienced teachers Its friendly accessible format also makes it an ideal text for preservice teachers and students in education courses

**The Complete Guide to Tutoring Struggling Readers—Mapping Interventions to Purpose and CCSS** Peter J. Fisher, Ann Bates, Debra J. Guvrit, 2014-12-04 This authoritative easy to use guide will help educators plan and implement intervention lessons for struggling readers that align with the English Language Arts Common Core State Standards All three authors run successful summer reading programs and supervise tutors who are becoming reading specialists In this comprehensive resource they offer hands on guidance for designing interventions across all grade levels provide sample tutoring plans and lessons and describe procedures for teaching print skills comprehension vocabulary fluency and study skills Including many user friendly features this book will

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Timothy Rasinski professor of Literacy Education Kent State University This book is the outgrowth of years of developing and fine tuning tutoring models that have helped thousands of students become capable and engaged readers The authors share a deep understanding of research on literacy intervention along with a wealth of experience in translating this into effective and reflective practice

*The Complete Guide to Tutoring Struggling Readers* is a must for every educator who works with or designs programs for struggling readers

Camille Blachowicz co director The Reading Leadership Institute professor emeritus National College of Education National Louis University Peter J Fisher is a professor of education at National College of Education of National Louis University NLU Ann Bates is a literacy educator who has been a classroom teacher reading specialist and assistant professor of Reading and Language at NLU Debra J Gurvitz directs the NLU Chicago campus off site summer reading improvement program

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