LEVELING BOOKS: TEXTUAL SCAFFOLDING FOR BEGINNING READERS

PHYSICAL SCAFFOLDING

Number of words, lines of text on page Number of total words, pages in book Text layout Font size, type, and spacing Punctuation

WORD SCAFFOLDING

Predictability

- simple, moderate, complex refrain
- cold reading (no refrain)

High frequency words

- frequency
- complexity ("the" vs. "should")
- repetition

Orthography

- pattern complexity (c<u>at</u>, c<u>ake</u>, b<u>eat</u>, <u>br</u>ing)
- number of orthographic patterns used
- repetition
- number of syllables in words

PICTURE SCAFFOLDING

Strong, moderate, weak

SYNTACTIC SCAFFOLDING

- simple (e.g., noun-verb-object)
- moderate (e.g., modifiers for nouns, verbs)
- complex (compound sentence, clauses or phrases)

COMPREHENSION SCAFFOLDING

Vocabulary & conceptual background knowledge Genre and text structure Strategies (e.g., inference)

* Indicates initial consideration of feature in leveling

Goals: * Develop concept of word through voice-to-print matching.

1
CRITERIA
- no more than 5 words per page
- no more than 1 line per page
- no more than 8 pages per book
- one-line refrain
(A, A, A, \ldots)
- no more than 1 unique word per page
Example: is, the, a, we, I
- pictures cue all unique words
Example: Dad is cooking.
Dad is painting. Dad is reading
- minimal
- no plot; simple information

ANCHOR BOOKS

TITLE	D
Dad	
Big Things	

E M

WORD SCAFF.

Refrain Refrain PUBLISHER Rigby

Rigby

Goals: *Use first consonant sound to identify unfamiliar words. Develop concept of word through voice-to-print matching.

SCAFFOLDING	CRITERIA		
PHYSICAL			
• Number of words per page	- no more than 7 words per page		
•Number of lines per page	- no more than 2 lines per page		
• Number of pages per book	- no more than 10 pages per book		
• *Punctuation	-!,?		
WORD • Predictability - simple refrain for most of text	 one or two line refrain (A, A, A,) no more than 2 unique words per page 		
 High frequency words 1-3 repeated, from Dolch pre, primer list 	Example: see, come, is, to, am, for		
PICTURE • Strong picture support	- pictures cue all unique words		
<u>SYNTAX</u> •Simple	Example: <i>Meow, meow. Here we come!</i> <i>Baa, baa. Here we come!</i>		
<u>COMPREHENSION</u> •Vocab. & Background Knowledge Demands •Text Structure	minimalno plot; simple information		

ANCHOR BOOKS

TITLE	DIFFICULTY	WORD SCAFF.	PUBLISHER
Time for Dinner	E	Refrain	Rigby
Look At Me	Μ	Refrain	Wright Group
See Sam	D	Orthography	Reading for All Learners

Leve	el 3	
Goals: * Develop high frequency word automaticity.		
Use first consonant sound to identify		
Develop concept of word through voi	ce-to-print matching.	
SCAFFOLDING	CRITERIA	
PHYSICAL		
• Number of words per page	- No more than 10 per page	
• Number of lines per page	- No more than 3 lines per page	
• Number of pages per book	- 8 to 10 pages per book	
• Punctuation	- "" ! , ?	
• *Text layout	- text placement & font size may vary	
WORD • Strong Predictability - simple refrain for most of text	 - 1-3 line refrain: (Example: AAA, AAAor AB, AB or ABC, ABC) - 1-3 unique words per refrain 	
 High frequency words 3-6 repeated, from Dolch pre or primer list 	Example: with, can, here, or, my	
<u>PICTURE</u> • Strong picture support	- pictures cue almost all unique words	
<u>SYNTAX</u> • Simple	Example: I put my lunch into my bag. I put my drink into my bag.	
<u>COMPREHENSION</u> • Vocab. & Background Knowledge Demands • Text Structure	 minimal no plot; text conveys simple information 	
ANCHOR	BOOKS	
TITLE DIFFICULTY WO	RD SCAFF. PUBLISHER	
	frain Wright Group	
	frain Rigby	
5	frain Rigby	
	nography Reading for All Learners	

Level 4				
Goals: *Develop decoding skill by blending closed syllables. When blending is not possible, use first consonant sound. Develop simple high frequency word automaticity. Develop concept of word through voice-to-print matching.				
	CAFFOLDING			CRITERIA
PHYSICAL	ords & lines per page ges per book		- 14 or fev - 8 to 12 p - may var	wer words; 1 to 4 lines per page bages
	rain bounded by col	d reading	Example:	AA, BBBB, AA, AA
• High frequenc -4-12 from Do	ey words Ich pre or primer lis	sts & repeated	Example:	you, little, here, look, our, into
•*Orthography - closed syllables		Example:	sat, pig, sat, fell	
PICTURE • Moderate picture support		- pictures	cue some unique words	
SYNTAX • Simple sentences with phrases		Example: said Tom.	"I can see the ball, up in the tree,"	
<u>COMPREHENSION</u> • Vocab. & Background Knowledge Demands • Text Structure			r names may be used lot (main character, problem)	
ANCHOR BOOKS				
TITLE	DIFFICULTY	WORD SC	AFF.	PUBLISHER
Big and Little	E	Refrain		Wright Group
Ben's Pets	M	Refrain		Ready Readers
The Big Kick	D	High Fre	quency	Rigby
Sam is Mad	D	Orthogra		Reading for All Learners

Goals: Develop decoding skill by blending closed syllables. Develop simple high frequency word automaticity through repetition.

SCAFFOLDING	CRITERIA			
<u>PHYSICAL</u> • Number of Words & Lines per Page • Number of Pages per Book • Punctuation & Text Layout	 - 16 or fewer words; 1-4 lines per page - 8 to 16 pages of text - may vary 			
WORD • Predictability - moderate refrain bounded and interrupted by cold reading	Example: I want to stamp my feet. I want an ice cream float. And soMom and Dad took me to a new place to eat I got to stamp my feet. I got an ice cream float.			
• High frequency words -7-18 repeated, from Dolch pre, primer, or 1st lists	Example: have, know, what, away			
 Orthography short vowel CVC pattern consonant digraphs & blends 	Example: van, bet, zip, pop Example: clap, spin, bath, rush			
<u>PICTURE</u>• Moderate to weak picture support	- pictures cue some unique words			
•Compound subjects or predicates	Example: "Mother Bear and Father Bear went to look for Baby Bear."			
<u>COMPREHENSION</u> •Vocab. & Background Knowledge Demands •Text structure	 character names frequently used simple plot (character, problem)			
ANCHOR BOOKS				
The Haunted HouseEReFather Bear Goes FishingMHiA Fun Place to EatDOr	VORD SCAFF.PUBLISHERefrainWright Groupigh FrequencyRigbythography + RefrainReady ReadersthographyReading For All Learners			

Goals: Develop decoding skill by blending closed syllables. Develop simple high frequency word automaticity through repetition

SCAFFOLDINGCRITERIAPHYSICAL •Number of words & lines per page •Number of pages per book- 25 or fewer words; 1-6 lines per page - 8 to 16 pages per book - sentence may run across 2 pagesWORD •Weak or No Predictability •if used, refrain bounded & interrupted by cold reading- 25 or fewer words; 1-6 lines per page - 8 to 16 pages per book - sentence may run across 2 pages•High frequency words -11-25 repeated, from Dolch pre, primer, 1st listsExample: A frog came to a big hill. "What is at the top?" asked the frog. "I think it's a big bug." Hop, hop. hop. The frog went to the top. A dog came to the big hill. "What is at the top?" asked the dog•Orthography - closed syllables - consonant digraphs & blends -s* some 2 syllable wordsExample: big, shell, slid, past, snap Example: helmet, hermit, rabbitPICTURE • Weak picture support- Pictures cue few unique wordsSYNTAX • Compound subjects and/or predicates -phrases- Northor Predicates -phrasesCOMPREHENSION • Vocab. & Background Knowledge Demands • Text structure- increasing (Example: planet, garden) - simple plot (character, problem)TILE PIFFICULTY WORD SCAFF.PUBLISHER Ready Readers Ready Readers Ready Readers The Lion & Rabbit MMust Is At The Top The Bat Rat My Lost TopO'rhography P O'rhography + Refrain Ready Readers					
•Number of words & lines per page - 25 or fewer words; 1-6 lines per page •Number of pages per book - 8 to 16 pages per book •Punctuation & Layout - 8 to 16 pages per book •WORD - 8 to 16 pages per book •Weak or No Predictability - 8 to 16 pages per book •if used, refrain bounded & interrupted by cold reading - 8 to 16 pages per book •High frequency words - 11-25 repeated, from Dolch pre, primer, 1 st •Orthography - closed syllables - closed syllables - 8 to 16 pages per book - some 2 syllable words - 11-25 repeated, from Dolch pre, primer, 1 st •Orthography - closed syllables - closed syllables - consonant digraphs & blends -* some 2 syllable words - Pictures cue few unique words <u>PICTURE</u> - Pictures cue few unique words •Weak picture support - Pictures cue few unique words <u>SYNTAX</u> - Compound subjects and/or predicates -phrases •Vocab. & Background Knowledge Demands - Text structure - increasing (Example: planet, garden) - simple plot (character, problem) •TITLE <u>DIFFICULTY</u> WORD SCAFF. PUBLISHER What Is At The Top E Refrain Reading for A	SCAFF	OLDING			CRITERIA
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 Punctuation & Layout sentence may run across 2 pages work Weak or No Predictability if used, refrain bounded & interrupted by old reading work or ading Weak or No Predictability if used, refrain bounded & interrupted by old reading Weak or No Predictability 	• Number of words &	lines per page			
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My Lost TopDOrthography + RefrainReady Readers		Μ			-
	My Lost Top	D	Ortho	graphy + Refrain	Ready Readers

Level 7		
Goals: * Develop fluency by using sight vocabulary & decoding skills. Extend decoding skill by applying closed and v-e syllable knowledge. Extend high frequency word automaticity through repetition.		
SCAFFOLDING	CRITERIA	
 <u>PHYSICAL</u> Number of words on page Number of pages per book 	- 35 or fewer words- 8 to 16 pages of text	
WORD • Weak or No Predictability - if used, refrain bounded & interrupted by 'cold reading'	Example: We will hide his big coat. We will hide his big boots. Jolly Roger woke up. "Where are my big boots?" he said	
• High frequency words - 17-30 from Dolch pre, primer, 1 st lists	Example: please, walked, coming	
 Orthography - closed & v-e syllables - some 2 syllable words 	Example: black, tan, fast -white, nose, eyes -inside, popcorn, present	
PICTURE • Weak picture support	- pictures primarily support comprehension, not word I.D.	
<u>SYNTAX</u> • Syntax varies and increases in complexity • Sentence length	- compound sentences Example: <i>He did not see the big net by the</i> <i>trees and he walked into it</i> .	
<u>COMPREHENSION</u> • Vocab. & Background Knowledge Demands • Text Structure	 increasing demands (Example: battery, engine, naughty, pirate) more complex plots	
TITLEDIFFICULTYYPop Goes the PopcornECJolly Roger the PirateMHRuffMC	R BOOKSVORD SCAFF.PUBLISHEROrthography & RefrainReady ReadersHigh FrequencyRigbyOrthographyReading for All LearnersHigh FrequencyRigby	

Lev	Level 8		
Goal: Develop fluency by using sight vocabulary & decoding skills. Extend decoding skill by blending closed syllables and manipulating v-e syllables. Extend high frequency word automaticity through repetition.			
SCAFFOLDING	CRITERIA		
 <u>PHYSICAL</u> Number of words on page; pages per book Consistency of layout 	 40 or fewer; 8 to 16 pages varies (Example: friendly letter format)		
 WORD Weak or No Predictability if used, refrain bounded by & interrupted by cold reading High frequency words 20-40 from Dolch pre, primer &1st lists 	Example: Dad was under the sink. "Can I help you do that?" said Ben. "No, not yet," said Dad. "But you can when you get big." Then Ben ran to the den. Mom was painting in the den. "Can I help you do that?" said Ben. "No, not yet," said Mom. "But you can when you get big." Then Ben heard Grandma. So he ran out.		
 Orthography - closed & v-e syllables - some 2 syllable words 	Example: - trick, stand, wrote, broke - until, basket, broken, sandbox - jumps, flying, sitting, opened		
• Minimal	- pictures support comprehension, rather than word recognition		
 <u>SYNTAX</u> Syntax varies and increases in complexity Sentence length 	Example: Father Duck helps Mother Duck to look after the ten little ducklings.		
COMPREHENSION • Vocabulary & background knowledge demands • Text structure • Comprehension strategy demands due to text Complexity	increasingnarrative, expository		
ANCHOR BOOKS			
	ORTH. FOCUSPUBLISHERHigh FrequencyRigbyography & RefrainReady ReadersHigh FrequencyRigby		

Levels 9 – 12 (primer to end 1^{st})		
Goals: Develop fluency by using sight vocabulary & decoding skills. Extend decoding skill by using closed, v-e and r-controlled syllable knowledge. Extend complex high frequency word automaticity through repetition.		
SCAFFOLDING	CRITERIA	
<u>PHYSICAL</u>•Number of words, pages, layout	- vary	
WORD • High frequency words 35-45	Example: once, very, any, were, still	
 Orthography closed, v-e, r-controlled syllables 1, 2, 3 syllable words 		
<u>SYNTAX</u> •Syntax varies and increases in complexity •Sentence length	Example: Passage from a level 10 text. "Yes Michael," said Mrs. Hill, "and after that, we will look at the dinosaurs, teddy bears, and dolls."	
<u>COMPREHENSION</u> • Vocabulary & background knowledge demands • Text structure	 reef, seaweed, eaglet, raccoon, knight, surfer narrative, expository 	
<u>PACING</u> At these levels, you may turn to AR sites for leveling recommendations.	- to move up from level 9 or 10 (primer) need at least 93% accuracy and at least 30 wpm	
Primer = $1.5 - 1.7$ End $1^{st} = 1.8 - 1.9$	- to move up from level 11 or 12 (end-1 st) need at least 93% accuracy and at least 40wpm	
ANCHOR	BOOKS	
<u>TITLE</u> <u>DIFFICULTY</u>	WORD SCAFF. PUBLISHER	
The Lion & The Mouse 9	Narrative Rigby	
Small Baby Raccoon 10 Errog and Tood All Year 11	Expository MCP	
Frog and Toad All Year11World's Biggest Baby12	NarrativeRigbyExpositoryMCP	
Pre-1989 Basals $1.5 - 1.9$	Narr or Ex Laidlaw, Holt, Houghton	
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