| Your child is a IB Reader!  |   |        |    |    |  |   |    |    |                                |    |   |                                  |        |         |   |
|---|---|--------|----|----|--|---|----|----|--------------------------------|----|---|----------------------------------|--------|---------|---|
|   | Grade   |        |    |    |  |   |    |    |                                |    |   |                                  |        |         |   |
| PreK  | Kindergarten  |        | 1  |    |  | 2 | 3  | 4  | 5                              | 6  | 7   | 8                                | 9 & 10 | 11 & 12 | 2 |
| RTM   | 1-3Y 1G   | = 2G = | 18 | 28 |  |   | Wt | Bk | Or                             | Pu | 1Br   | =2Br=                            | Si     | GI      |   |
|   | IRLA Level  |        |    |    |  |   |    |    |                                |    |   |                                  |        |         |   |
| -   | IB readers can:   |        |    |    |  |   |    |    |                                |    | <u>IB Book List</u>   |                                  |        |         | l |
|   | <ul> <li>Blend and segment onsets and rimes of single-syllable words</li> <li>Decode regularly spelled one-syllable words</li> <li>Recognize and read irregularly spelled words</li> </ul>  |        |    |    |  |   |    |    |                                |    | Hop on Pop<br>Dr. Seuss   |                                  |        |         |   |
| <br> <br>   | <ul> <li>Read a IB text with sufficient accuracy and fluency</li> <li>Ask and answer questions about key details</li> </ul>   |        |    |    |  |   |    |    |                                |    | Blacult<br>By Alyasa Satin Capucili                               |                                  |        |         |   |
| [   | While working in this level. IB readers learn to:   |        |    |    |  |   |    |    |                                |    |   | Spot at Home<br>By Eric Hill     |        |         |   |
|   | <ul> <li>Retell stories in correct sequence</li> <li>Demonstrate understanding of the central message</li> <li>Identify the main topic and key details</li> </ul>   |        |    |    |  |   |    |    |                                |    | Are You My Mother?<br>By P.D. Eastman                             |                                  |        |         | 1 |
| 1   | <ul> <li>Describe characters, settings, and major events</li> <li>Describe the connection between two individuals, events, ideas, or pieces of information</li> </ul>   |        |    |    |  |   |    |    |                                |    | Five Little Monkeys<br>Jumping on the Bed<br>By Eileen Christelow |                                  |        |         |   |
|   | <ul> <li>Identify words and phrases in stories or poems that<br/>suggest feelings or appeal to the senses.</li> <li>Ask and answer questions to help determine the meaning<br/>of words and phrases</li> <li>Explain major differences between books that tell stories<br/>and books that give information</li> </ul> |        |    |    |  |   |    |    |                                |    | Where Did it Go?<br>Kimberiee Graves                              |                                  |        |         |   |
| l l   |   |        |    |    |  |   |    |    |                                |    | Harry Gets Ready<br>for School<br>By Harriet Ziefert              |                                  |        |         |   |
| <ul> <li>Know and use various text features</li> <li>Identify who is telling the story at various points</li> <li>Distinguish between information provided by pictures or</li> </ul>  |   |        |    |    |  |   |    |    | Go, dog GO!<br>By P.D. Eqstman |    |   |                                  |        |         |   |
|   | <ul> <li>other illustrations and information provided by words.</li> <li>Use illustrations and details to describe characters, setting, and events</li> </ul>   |        |    |    |  |   |    |    |                                |    |   | Just Like Daddy<br>By Frank Asch |        |         |   |
|   | <ul> <li>Use the illustrations and details to describe key ideas</li> <li>Identify reasons an author gives to support points</li> <li>Compare and contrast the adventures and experiences of</li> </ul>   |        |    |    |  |   |    |    |                                |    | Who Took that Dog?<br>By Trace Taylor                             |                                  |        |         |   |
|   | <ul> <li>characters</li> <li>Identify basic similarities in and differences between two texts on the same topic.</li> </ul>   |        |    |    |  |   |    |    |                                |    | The Eye Book<br>By Dr. Seuss                                      |                                  |        |         |   |
|   | <ul> <li>Look for familiar chunks inside unfamiliar words</li> <li>Decode words containing "r" controlled vowels</li> </ul>   |        |    |    |  |   |    |    |                                |    |   | Bingo<br>By Rosemary Wells       |        |         |   |
| In order to transition to 2B, readers must:<br>Decode two-syllable words following basic patterns<br>Read words with inflectional endings (-ed, -ing, -est)<br>Recognize and read 2B irregularly spelled words<br>Read a 2B text with sufficient accuracy and fluency |   |        |    |    |  |   |    |    |                                |    |   |                                  |        | 1)      |   |

Adapted from Paso County Schools

Ask and answer questions about key details •