Supporting Developing Readers at the Library

Reader’s Advisory for K-3rd Graders

Presented by Liesel Schmidt, Children’s Librarian and Ann Schwab, Senior Librarian
Ice Breaker Chat

Share one reader’s advisory tip for serving kids from kindergarten through 3rd grade and their families.
Learning Objectives

1. Identify the five grade level reading skills
2. Identify supportive elements in texts for developing readers
3. Navigate reading levels
4. Apply the five skills to your readers’ advisory
Why focus on grade level reading?
Michael Hancock, mayor of Denver has presented Five Goals for Denver’s Children

Goal #2 is:

Increase the number of students who can read at grade level at the end of their third grade year.
Grade Level Reading: First Steps

1. Hire a limited (two year) term librarian
2. Create a work team of four librarians
3. Research, research, research
4. Reconnect with Denver Public Schools
Executive Summary
In late 2015, Denver community leaders came together to create the Birth to Eight Roadmap that has generated a shared understanding of the work needed to support children and families in reading proficiency by 3rd grade in Denver. Denver Public Library (DPL) is an identified resource to help Denver children achieve reading proficiency city-wide. In the early phases, DPL became a key partner in early literacy to support school readiness. As we continued down the Road to Reading path, it became clear that DPL could also support high quality literacy experiences for kindergarten through 3rd graders, and thus launched the Grade Level Reading (GLR) Team. Planning efforts for the GLR worked included a deep dive into the Birth to Eight Roadmap and supporting resources (such as the Denver Plan 2020 and The Status of Denver’s Children: A Community Resource), creation of a DPL mission statement for the GLR team and an analysis of the services that the library currently offers that support our charge.

The GLR team recognizes that these existing services are integral to the operation of the library and will continue to provide these services on an ongoing basis. To inform DPL’s path forward, the GLR team also identified areas from the Birth to Eight Roadmap to create actionable steps designed to positively impact Denver children in kindergarten through 3rd grade and their families. These steps are outlined in the key performance indicators, and they provide immediate steps that strengthen existing DPL initiatives or develop new ones.

These existing services include:

Advisory Services
- Customized book lists
- “On the floor” reader’s advisory services
- Curated topical book lists on Read Play Learn website
- Print book lists and bookmarks
- Best and Brightest event and booklists
- Facebook booktalk videos

Educator Services
- Teacher Sets
- Customized Research Guides
- Tours

Literacy-Based Programming
- Summer of Adventure
- Book clubs
- Author visits
- Literacy-based programs

Resources for Staff
- Children’s Services Round Table (CSRT)
- Booktalking and handselling training
- NovelList training
- Advisory newsletters (12 times a year)

Grade Level Reading

Project Mission
Support and empower library staff, families and educators to connect children (K-3rd grade) with diverse books they enjoy and that inspire curiosity to foster lifelong readers.
Background Knowledge
Decoding
Reading Motivation
Fluency
Comprehension
Chat

Take a moment to answer the questions in the chat pod about the five grade level reading skills
Supportive elements in books help developing readers
Books help readers move through the stages of reading development.
Early books support kids just learning to read
Bang!
The sled hit a tree.

Thud!
The sled hit a rock.

Plop!
The sled dived into the snow.

Frog and Toad All Year by Arnold Lobel
Short words and sentences
Font is 14 points or larger

Owl Sees Owl by Laura Godwin
You are (Not) Small by Anna Kang, illus. By Christopher Weyant
Transitional books help kids make the jump from beginning readers. Look for them all around the children’s section.
Claude had never been to the City before. He couldn’t believe how tall all the buildings were. They stretched right up into the air and some of them disappeared into the clouds.

Sir Bobblysock was glad that it wasn’t him who had to clean the windows.

The city was big and bright and very, very busy. There was so much to do!
Warren wasn’t the only one who was unhappy.
Millard the rat was also looking for something different.
But day in, day out, all he found was junk.
It made Millard . . .

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Extraordinary Warren by Sarah Dillard

Blank space on the page
Chapters no longer than 15 pages
They came to an open gate. The strange sound was louder here.

SSHHOSSSHHH!

SSHHOSSSHHH!

After a few steps, Bramble stopped. What was that sound? Was it an animal? It must be huge!

“Do you need another carrot, Bramble?” Maggie asked. “Take a step first.”

Bramble took a step. Maggie gave her a carrot. Step, carrot. Step, carrot. Slowly they went toward the sound.

Bramble and Maggie: Give and Take by Jessie Haas
How to navigate reading levels
Examples of Leveling Systems

*Accelerated Reader (AR)
*DRA
*Fountas and Pinnell
*Lexile
“My teacher says I need a Level K book”.
### Perma-Bound Text Leveling Correlation Guide

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<th>STAGES OF READING DEVELOPMENT</th>
<th>GRADE LEVEL</th>
<th>BASEAL LEVEL</th>
<th>GUIDED READING RECOVERY LEVEL</th>
<th>DRA LEVEL</th>
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### Stages of Reading Development

- **Emergent**
  - K: Pre-Primer
  - 1: Pre-Primer/Grade 1

- **Early**
  - 2: Grade 2
  - 3: Grade 3

- **Fluent**
Where are your books for 1st graders?
Turn a directional question into an advisory interview.
Encourage choice.
Find the yes.
Now, let’s practice. How would you handle the scenarios in the polls?
Where to find good early and transitional books?

Theodor Seuss Geisel Award

Guessing Geisel Blog

Great Early Elementary Reads Book List

Read Play Learn from Denver Public Library
Remember to include passive advisory
Join DPL librarians for the other webinars in our grade level reading series:

Part 2 – [Literacy-Based Programs for K-3rd Graders](#) is scheduled for May 14, 2019.


Sources and further reading