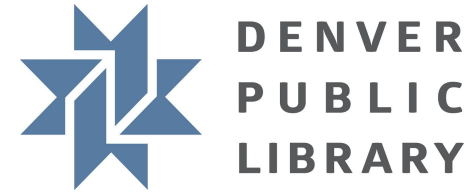


# The Five Grade Level Reading Skills



There are three primary ways DPL staff support and facilitate the development of the five Grade Level Reading Skills (GLR Skills) for K-3rd grade readers.

## Literacy-Based Programs

Our goal is to create fun and easy to implement literacy-based programs for K-3rd graders to practice and gain confidence reading, and for the caregivers in their lives to learn about DPL tools and resources, as well as ways to foster family engagement beyond the library. Literacy-based programs include activities to support one or more of the GLR Skills. Literacy-based programs can take many forms (drop-in, time specific, etc.).

## Reader's Advisory

Our goal is to connect K-3rd grade readers with books that match their interest and reading level therefore allowing them to practice the five GLR Skills. Opportunities to facilitate this connection include:

- in-person reader's advisory with child or caregiver
- online reader's advisory (Customized Book Lists, QuestionPoint, Read Play Learn, social media)
- displays
- booktalks

## Outreach

The third way of communicating the GLR Skills is through outreach at events, schools, and other community organizations or gatherings. Outreach can take many forms, such as booktalking to students, presenting on tools and resources to teachers, or creating a caregiver discussion/Q&A forum. Whatever the platform, outreach will champion the importance of the five GLR Skills and highlight the role DPL plays in supporting K-3rd grade readers, their caregivers, and their educators.

Fluency	Background Knowledge	Comprehension	Reading Motivation	Decoding
<p>Fluency is the ability to read a text correctly, quickly, and with expression.</p> <p>When readers master fluency, they can read “automatically”. Fluency includes reading with expression and recognizing high frequency words. Parents, caregivers, educators and program facilitators can model fluency by reading aloud or encouraging their child to read aloud. Fluency develops gradually over considerable time and through substantial practice. Fluency also changes, depending on what readers are reading, their familiarity with the words, and the amount of their practice with reading text.</p>	<p>Background knowledge refers to activating and building on children's prior knowledge to prepare them for the concepts and words they will encounter in the text.</p> <p>Children gain background knowledge from listening to adults read to them or reading together and helping the child to define new and unfamiliar words, and engage in conversation about new words and concepts. The more a child reads, even independently, they will be exposed to new words, concepts, and ideas. Even if a child can sound out the word, it is important to understand what the word means, in order to keep building knowledge of the world. Children who have a larger vocabulary base tend to have more success reading independently. It's important to expose children to different genres and types of texts to expand their knowledge and world view.</p>	<p>Reading comprehension is the ability to understand and/or explain what you are reading.</p> <p>Reading is not just the ability to sound words out. It is just as important to understand the words on a page. Successful readers can monitor their comprehension by identifying what they do and do not understand, and use strategies to help them figure out the meaning of the text. Parents, caregivers and educators can help monitor comprehension by modeling thinking aloud about the text, asking questions and checking for understanding, including discussing characters and themes. There's benefit in exposing children to text at their grade level, even if they are not ready to read those texts independently. Reading aloud is great way to build comprehension.</p>	<p>Motivation is critical to ensure kids enjoy reading. Kids who can self-select books that reflect their interests and life experiences demonstrate more reading motivation.</p> <p>Keeping kids interested and motivated to read is sometimes a challenge. According to the 2016 <a href="#">Scholastic Kids &amp; Family Reading Report</a>, “parents underestimate the degree to which children have trouble finding books they like. Only 29% of parents agree: <i>my child has trouble finding books he/she likes</i>, whereas 41% of kids agree this is a challenge—this percentage of kids increases to 57% among infrequent readers vs. 26% of frequent readers”. The library is an excellent resource to help match books and readers.</p>	<p>Decoding is the ability to use knowledge of letter-sound relationships to accurately read a word. At its basic level, this means “sounding out” words.</p> <p>Decoding, in a more broad sense, is phonics, or a way to understand letter-sound relationships. Children are taught, for example, that the letter t represents the sound /t/, and that it is the first letter in words such as toes, tea, tiger. But phonics is much more than just alphabet sounds, since most letters in the English language make several sounds . This makes learning English quite difficult. To read more about all of the components of phonics, check out <a href="#">this article from Reading Rockets</a>.</p>

**Other keywords to use when talking about the five skills with customers**

<p><b>Fluency</b> Expression Speed Accuracy Sight/High Frequency Words Phrasing</p>	<p><b>Background Knowledge</b> Explore Expand Vocabulary Ideas Inquiry</p>	<p><b>Comprehension</b> Explain Understand Retell Discuss</p>	<p><b>Reading Motivation</b> Enjoyment Fun Genres Choice</p>	<p><b>Decoding</b> Foundational Skills Sound Out Letter Sounds Phonics</p>
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