

Supporting Developing Readers at the Library

Reader's Advisory for K-3rd Graders

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and Ann Schwab, Senior Librarian



DENVER PUBLIC LIBRARY



Ice Breaker Chat

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

Learning Objectives

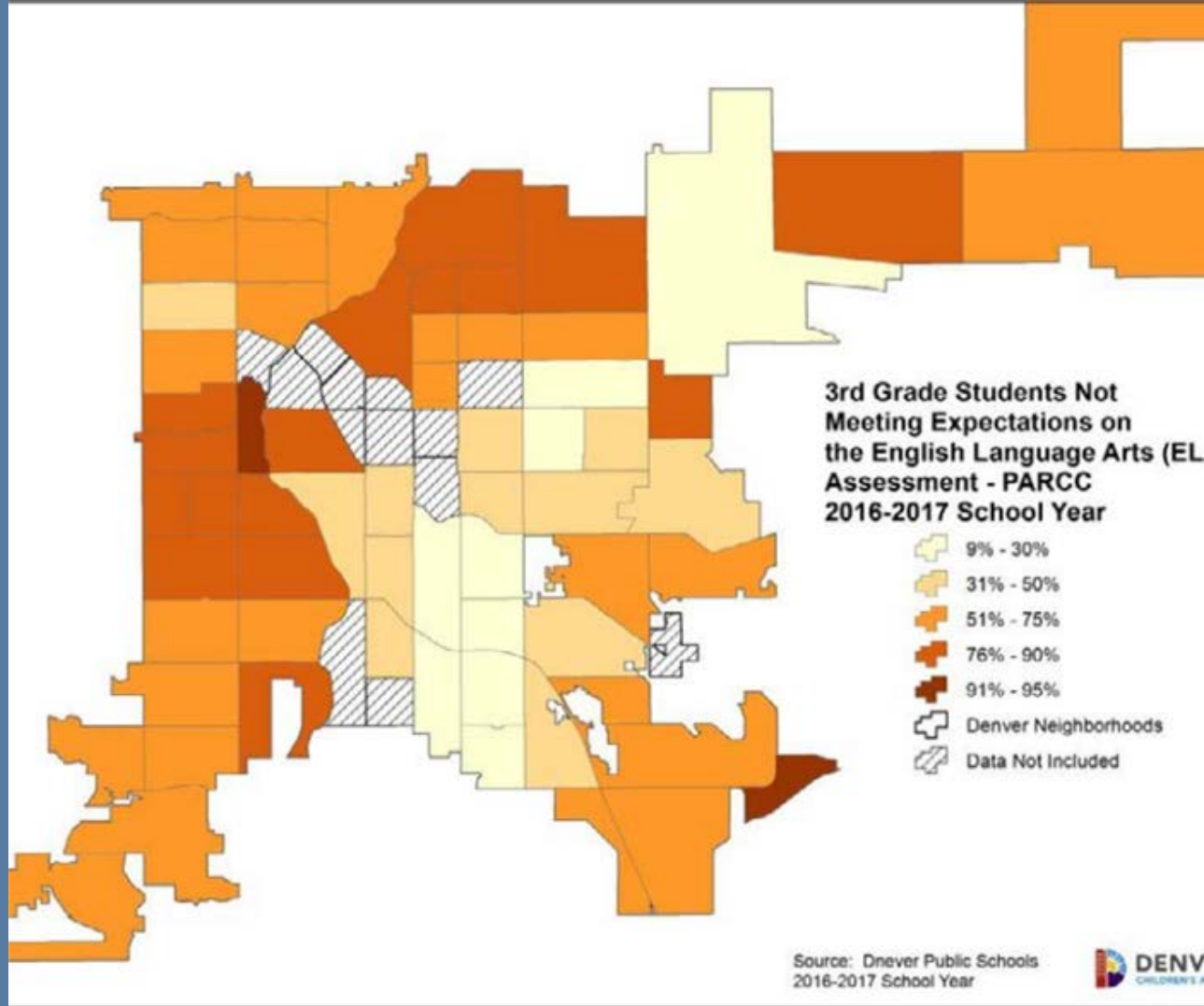
1. Identify the five grade level reading skills
2. Identify supportive elements in texts for developing readers
3. Navigate reading levels
4. Apply the five skills to your readers' advisory

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 work 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
- NoveList 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.

Five Grade Level Reading Skills

A photograph of a classroom or project room where two children are focused on drawing at a table. The child in the foreground, a girl with dark hair wearing a white t-shirt and denim overalls, is using a brown marker to draw on a piece of paper. Behind her, a boy in a green shirt is also drawing. On the table are several markers, some with orange caps, and a small white tray. In the background, an adult in a blue shirt is standing near a chalkboard that has 'Project Room' written on it in a cloud shape. There is also a paper towel dispenser and a small stuffed animal on a shelf.

Background Knowledge

A man in a military uniform is sitting at a desk, helping a young girl with her schoolwork. The girl is wearing a white school uniform and is looking down at a book. The man is pointing at the book with his right hand. On the desk, there is a box of colored pencils and a book. The background shows a classroom setting with shelves and a poster on the wall.

Decoding

Reading Motivation





Fluency

A young boy with light brown hair is sitting cross-legged on a stone ledge, leaning against a wall made of large, light-colored stone blocks. He is wearing a blue t-shirt with a graphic design and dark blue jeans. He is holding and reading several books. The word "Comprehension" is overlaid in white text on the right side of the image.

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



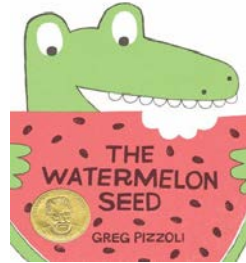
**Books help
readers move
through the
stages of reading
development.**



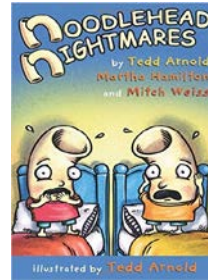
Early books support kids just learning to read



Readers



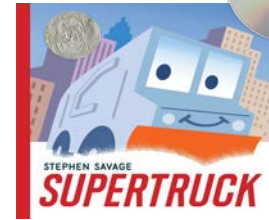
Picture Books



Graphic Novels



Nonfiction



Bookpacks



Strong word repetition

Clear and simple punctuation



Bang!

The sled hit a tree.



Thud!

The sled hit a rock.

14



Plop!

The sled dived
into the snow.

15

Short words and
sentences

Font is 14 points or larger




Owl Sees Owl by Laura Godwin

White space

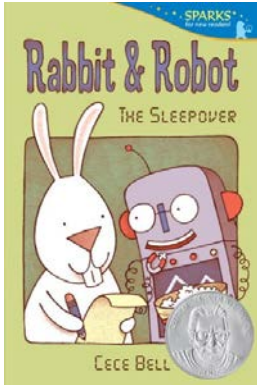
Illustrations on every 2
page spread



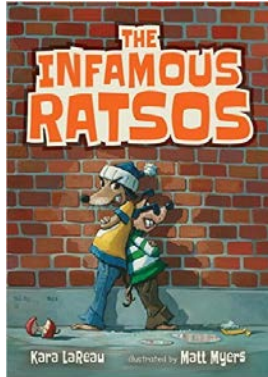
You are (Not) Small by Anna Kang, illus. By Christopher Weyant



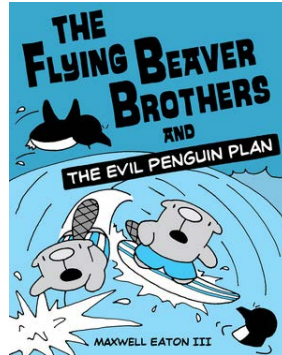
Transitional books help kids make the jump from beginning readers. Look for them all around the children's section.



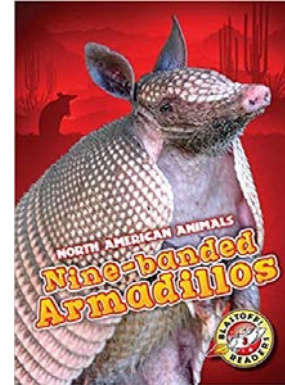
Readers
Series



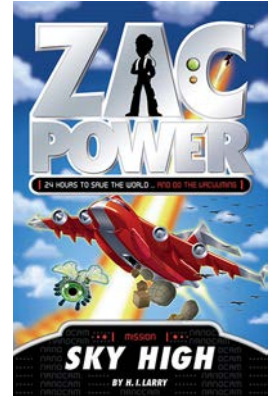
Chapter Books



Graphic Novels



Nonfiction



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!

14

Claude in the City by Alex



Approximately 100
pages

Illustrations twice a
chapter or more

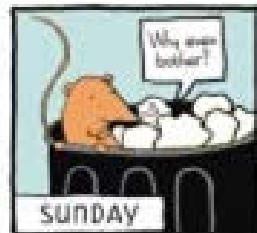
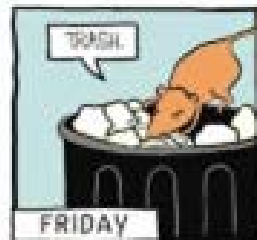
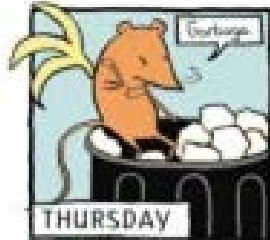
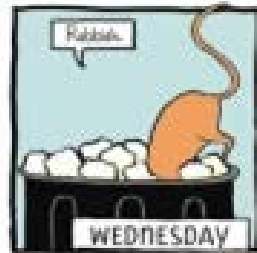
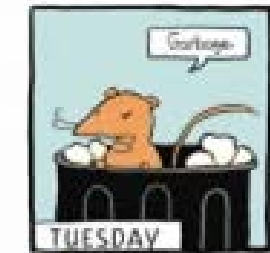
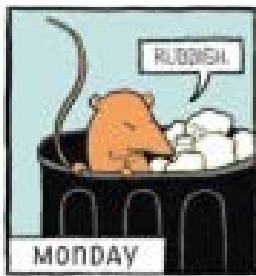
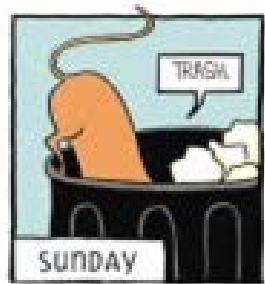
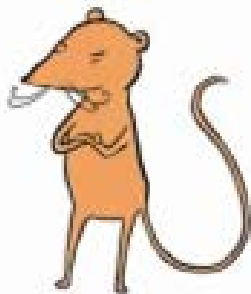
CHAPTER 2

Warren wasn't the only one who was unhappy.

Millard the rat
was also looking for
something different.

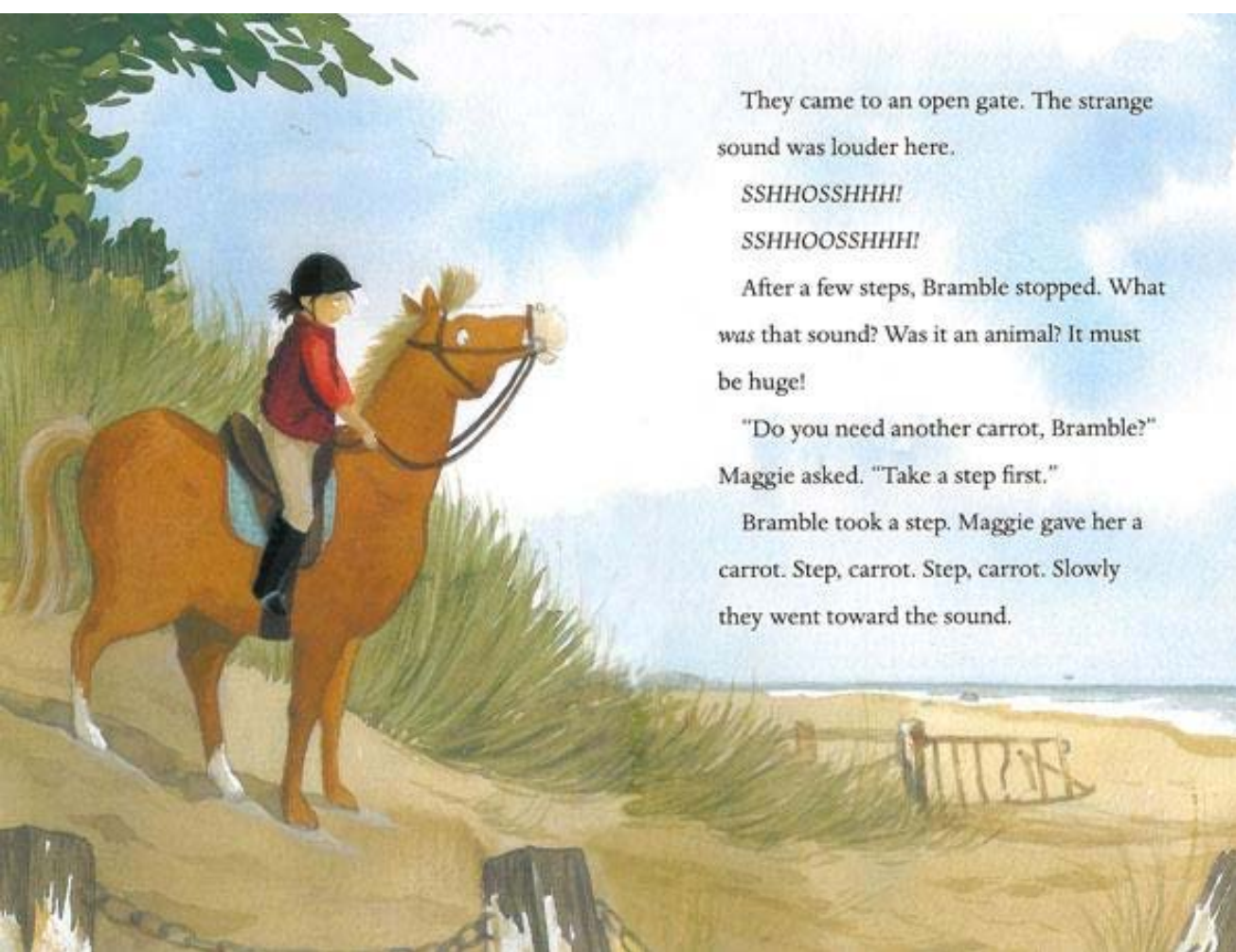
But day in, day out,
all he found was junk.

It made Millard ...



Blank space on the
page

Chapters no longer
than 15 pages



They came to an open gate. The strange sound was louder here.

SSHHOSSHHH!

SSHHOOSSHHH!

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.

Wide margins

Font that is 13 points or larger

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

STAGES OF READING DEVELOPMENT	GRADE LEVEL	BASAL LEVEL	GUIDED READING LEVEL	READING RECOVERY LEVEL	DRA LEVEL	LEXILE® LEVEL	AR LEVEL (ATOS)	LEXILE® RANGES TO CCR
Emergent	K	Readiness Pre-Primer	A	1	A-2		0.2-0.4	N/A
			B	2	1-2		0.2-0.4	
			C	3	3		0.5-0.6	
			D	4			0.5-0.6	
				5	4		0.5-0.6	
Early	1	Pre-Primer Primer Grade 1		6		190L-530L	0.7-0.9	190L-530L
			A	1	A-2		0.2-0.4	
			B	2	1-2		0.2-0.4	
			C	3	3		0.5-0.6	
			D	4			0.5-0.6	
				5	4		0.5-0.6	
				6			0.7-0.9	
			E	7	6-8		0.7-0.9	
				8			0.7-0.9	
			F	9	10		0.7-0.9	
				10			1.0-1.2	
			G	11	12		1.0-1.2	
				12			1.3-1.5	
			H	13	14		1.3-1.5	
				14			1.6-1.9	
			I	15	16		1.6-1.9	
	2	Grade 2		16		420L-820L	2.0-2.4	420L-820L
			E	7	6-8		0.7-0.9	
				8			0.7-0.9	
			F	9	10		0.7-0.9	
				10			1.0-1.2	
			G	11	12		1.0-1.2	
				12			1.3-1.5	
			H	13	14		1.3-1.5	
				14			1.6-1.9	
			I	15	16		1.6-1.9	
				16			2.0-2.4	
			J	17	18-20		2.0-2.4	
				18			2.5-2.9	
			K	19	18-20		2.5-2.9	
				20			2.5-2.9	
			L	21	24-28		2.5-2.9	
Fluent	3	Grade 3	M	22	24-28	420L-820L	3.0-3.4	420L-820L
			N		30		3.4-3.9	
			J		18-20		2.5-2.9	
			K		18-20		2.5-2.9	
			L		24-28		2.5-2.9	
			M		24-28		2.5-2.9	
			N		30		2.5-2.9	
			O		34-38		3.0-3.4	
			P		34-38		3.4-3.9	
			Q		40		4.0-4.4	

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?

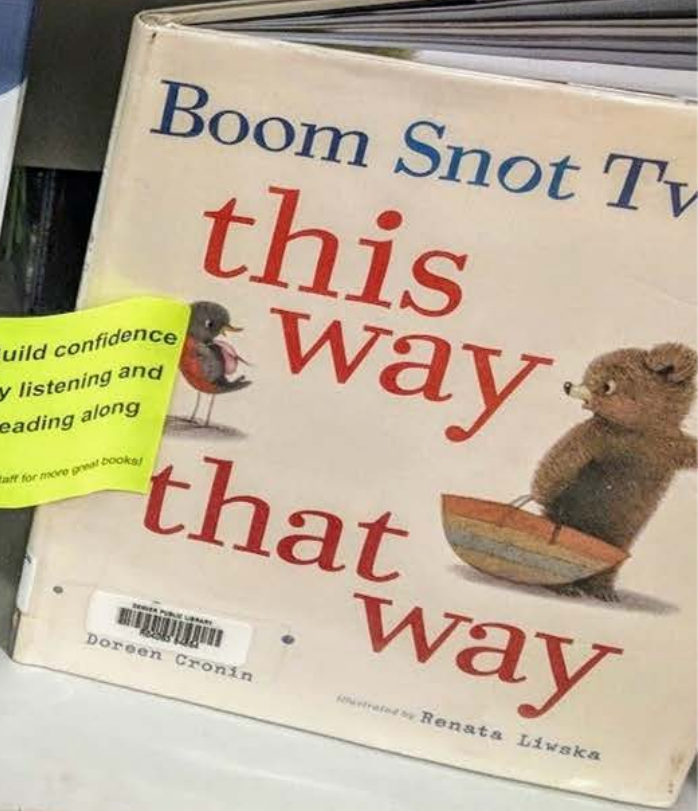
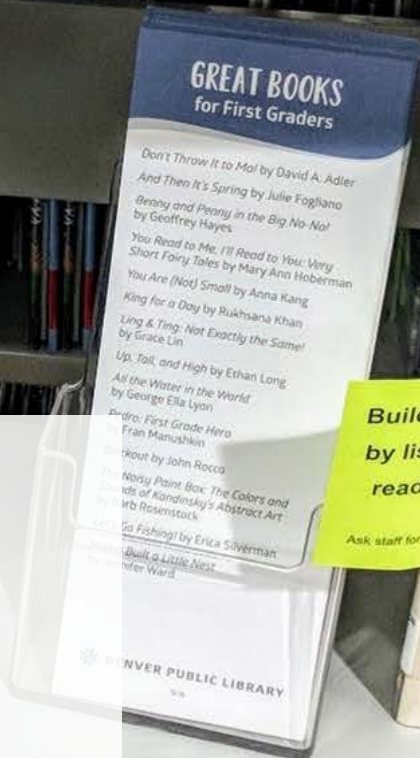
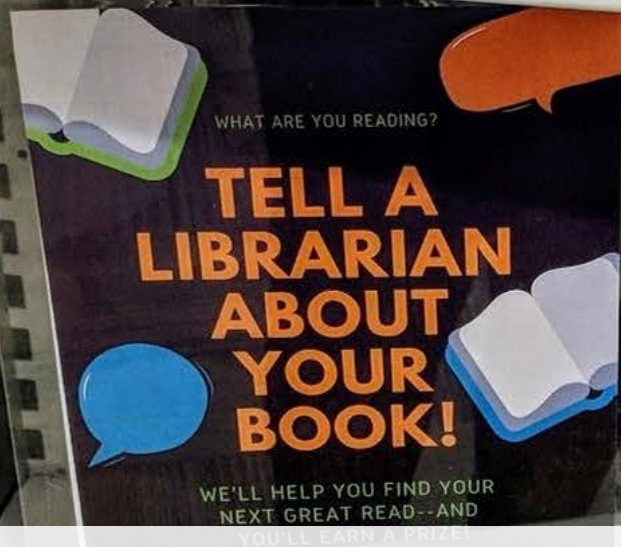
[Theodor Seuss Geisel Award](#)

[Guessing Geisel Blog](#)

[Great Early Elementary Reads Book List](#)

[Read Play Learn](#) from Denver Public
Library

Remember to include
passive advisory



GREAT BOOKS for developing readers





Thank you for attending!

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.

Part 3 – [Collection Development for K-3rd Graders](#) is scheduled for September 24, 2019.

Part 4 – [Outreach for K-3rd Graders](#) is scheduled for November 4, 2019.



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