

# **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 (cat, cake, beat, bring)
- 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

# Level 1

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

<b><i>SCAFFOLDING</i></b>	<b><i>CRITERIA</i></b>
<p><b><u>PHYSICAL</u></b></p> <ul style="list-style-type: none"> <li>• Number of words on page</li> <li>• Number of lines per page</li> <li>• Number of pages per book</li> </ul> <p><b><u>WORD</u></b></p> <ul style="list-style-type: none"> <li>• Predictability               <ul style="list-style-type: none"> <li>- simple refrain for most of text</li> </ul> </li> <li>• High frequency words               <ul style="list-style-type: none"> <li>- 1-3 repeated, from Dolch pre, primer list</li> </ul> </li> </ul> <p><b><u>PICTURE</u></b></p> <ul style="list-style-type: none"> <li>• Strong picture support</li> </ul> <p><b><u>SYNTAX</u></b></p> <ul style="list-style-type: none"> <li>• Simple</li> </ul> <p><b><u>COMPREHENSION</u></b></p> <ul style="list-style-type: none"> <li>• Vocab. &amp; Background Knowledge Demands</li> <li>• Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>- no more than 5 words per page</li> <li>- no more than 1 line per page</li> <li>- no more than 8 pages per book</li> </ul> <ul style="list-style-type: none"> <li>- one-line refrain (A, A, A, . . .)</li> <li>- no more than 1 unique word per page</li> </ul> <p>Example: is, the, a, we, I</p> <ul style="list-style-type: none"> <li>- pictures cue all unique words</li> </ul> <p>Example: <i>Dad is cooking.</i> <i>Dad is painting. Dad is reading...</i></p> <ul style="list-style-type: none"> <li>- minimal</li> <li>- no plot; simple information</li> </ul>

## ANCHOR BOOKS

<b><u>TITLE</u></b>	<b><u>DIFFICULTY</u></b>	<b><u>WORD SCAFF.</u></b>	<b><u>PUBLISHER</u></b>
Dad	E	Refrain	Rigby
Big Things	M	Refrain	Rigby

## Level 2

**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
- Number of lines per page
- Number of pages per book
- \*Punctuation

- no more than 7 words per page
- no more than 2 lines per page
- no more than 10 pages per book
- ! , ?

#### WORD

- Predictability
  - simple refrain for most of text
- High frequency words
  - 1-3 repeated, from Dolch pre, primer list

- one or two line refrain (A, A, A, . . .)
- no more than 2 unique words per page

Example: see, come, is, to, am, for

#### PICTURE

- Strong picture support

- pictures cue all unique words

#### SYNTAX

- Simple

Example: *Meow, meow. Here we come!*  
*Baa, baa. Here we come!...*

#### COMPREHENSION

- Vocab. & Background Knowledge Demands
- Text Structure

- minimal
- no plot; simple information

### ***ANCHOR BOOKS***

#### TITLE

#### DIFFICULTY

#### WORD SCAFF.

#### PUBLISHER

Time for Dinner

E

Refrain

Rigby

Look At Me

M

Refrain

Wright Group

See Sam

D

Orthography

Reading for All Learners

## Level 3

**Goals:** \* Develop high frequency word automaticity.  
 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
- Number of lines per page
- Number of pages per book
- Punctuation
- \*Text layout

- No more than 10 per page
- No more than 3 lines per page
- 8 to 10 pages per book
- “\_\_\_” ! , ?
- text placement & font size may vary

#### WORD

- Strong Predictability
  - simple refrain for most of text
- High frequency words
  - 3-6 repeated, from Dolch pre or primer list

- 1-3 line refrain: (Example: AAA, AAA...or AB, AB... or ABC, ABC...)
- 1-3 unique words per refrain

Example: with, can, here, or, my

#### PICTURE

- Strong picture support

- pictures cue almost all unique words

#### SYNTAX

- Simple

Example: *I put my lunch into my bag. I put my drink into my bag.*

#### COMPREHENSION

- Vocab. & Background Knowledge Demands
- Text Structure

- minimal
- no plot; text conveys simple information

### **ANCHOR BOOKS**

#### TITLE

#### DIFFICULTY

#### WORD SCAFF.

#### PUBLISHER

I Love My Family

E

Refrain

Wright Group

My Cat

M

Refrain

Rigby

Where Are the Babies?

D

Refrain

Rigby

Mat

D

Orthography

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.

### SCAFFOLDING

### CRITERIA

#### PHYSICAL

- Number of words & lines per page
- Number of pages per book
- Punctuation & Text layout

- 14 or fewer words; 1 to 4 lines per page
- 8 to 12 pages
- may vary

#### WORD

- Predictability
  - moderate refrain bounded by cold reading
- High frequency words
  - 4-12 from Dolch pre or primer lists & repeated
- \*Orthography
  - closed syllables

Example: AA, BBBB, AA, AA...

Example: you, little, here, look, our, into

Example: sat, pig, sat, fell

#### PICTURE

- Moderate picture support

- pictures cue some unique words

#### SYNTAX

- Simple sentences with phrases

Example: *"I can see the ball, up in the tree," said Tom.*

#### COMPREHENSION

- Vocab. & Background Knowledge Demands
- Text Structure

- character names may be used  
 - simple plot (main character, problem)

### ***ANCHOR BOOKS***

#### TITLE

#### DIFFICULTY

#### WORD SCAFF.

#### PUBLISHER

Big and Little

E

Refrain

Wright Group

Ben's Pets

M

Refrain

Ready Readers

The Big Kick

D

High Frequency

Rigby

Sam is Mad

D

Orthography

Reading for All Learners

## Level 5

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

<b><i>SCAFFOLDING</i></b>	<b><i>CRITERIA</i></b>
<p><u>PHYSICAL</u></p> <ul style="list-style-type: none"> <li>• Number of Words &amp; Lines per Page</li> <li>• Number of Pages per Book</li> <li>• Punctuation &amp; Text Layout</li> </ul> <p><u>WORD</u></p> <ul style="list-style-type: none"> <li>• Predictability</li> <li>- moderate refrain bounded and interrupted by cold reading</li> <li>• High frequency words</li> <li>- 7-18 repeated, from Dolch pre, primer, or 1st lists</li> <li>• Orthography</li> <li>- short vowel CVC pattern</li> <li>- consonant digraphs &amp; blends</li> </ul> <p><u>PICTURE</u></p> <ul style="list-style-type: none"> <li>• Moderate to weak picture support</li> </ul> <p><u>SYNTAX</u></p> <ul style="list-style-type: none"> <li>• Compound subjects or predicates</li> </ul> <p><u>COMPREHENSION</u></p> <ul style="list-style-type: none"> <li>• Vocab. &amp; Background Knowledge Demands</li> <li>• Text structure</li> </ul>	<ul style="list-style-type: none"> <li>- 16 or fewer words; 1-4 lines per page</li> <li>- 8 to 16 pages of text</li> <li>- may vary</li> </ul> <p>Example: ... <i>I want to stamp my feet. I want an ice cream float. And so... Mom and Dad took me to a new place to eat... I got to stamp my feet. I got an ice cream float.</i></p> <p>Example: have, know, what, away</p> <p>Example: van, bet, zip, pop          Example: clap, spin, bath, rush</p> <p>- pictures cue some unique words</p> <p>Example: “Mother Bear and Father Bear went to look for Baby Bear.”</p> <ul style="list-style-type: none"> <li>- character names frequently used</li> <li>- simple plot (character, problem)</li> </ul>

### ***ANCHOR BOOKS***

<b><u>TITLE</u></b>	<b><u>DIFFICULTY</u></b>	<b><u>WORD SCAFF.</u></b>	<b><u>PUBLISHER</u></b>
The Haunted House	E	Refrain	Wright Group
Father Bear Goes Fishing	M	High Frequency	Rigby
A Fun Place to Eat	D	Orthography + Refrain	Ready Readers
Mat the Rat	D	Orthography	Reading For All Learners

## Level 6

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

<b>SCAFFOLDING</b>	<b>CRITERIA</b>
<p><b><u>PHYSICAL</u></b></p> <ul style="list-style-type: none"> <li>• Number of words &amp; lines per page</li> <li>• Number of pages per book</li> <li>• Punctuation &amp; Layout</li> </ul> <p><b><u>WORD</u></b></p> <ul style="list-style-type: none"> <li>• Weak or No Predictability               <ul style="list-style-type: none"> <li>- if used, refrain bounded &amp; interrupted by cold reading</li> </ul> </li> <li>• High frequency words               <ul style="list-style-type: none"> <li>- 11-25 repeated, from Dolch pre, primer, 1<sup>st</sup> lists</li> </ul> </li> <li>• Orthography               <ul style="list-style-type: none"> <li>- closed syllables</li> <li>- consonant digraphs &amp; blends</li> <li>-* some 2 syllable words</li> </ul> </li> </ul> <p><b><u>PICTURE</u></b></p> <ul style="list-style-type: none"> <li>• Weak picture support</li> </ul> <p><b><u>SYNTAX</u></b></p> <ul style="list-style-type: none"> <li>• Compound subjects and/or predicates               <ul style="list-style-type: none"> <li>-phrases</li> </ul> </li> </ul> <p><b><u>COMPREHENSION</u></b></p> <ul style="list-style-type: none"> <li>• Vocab. &amp; Background Knowledge Demands</li> <li>• Text structure</li> </ul>	<ul style="list-style-type: none"> <li>- 25 or fewer words; 1-6 lines per page</li> <li>- 8 to 16 pages per book</li> <li>- sentence may run across 2 pages</li> </ul> <p>Example: <i>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...</i></p> <p>Example: came, after, went, going</p> <p>Example: big, shell, slid, past, snap          Example: helmet, hermit, rabbit</p> <ul style="list-style-type: none"> <li>- Pictures cue few unique words</li> </ul> <p>Example: <i>You can sleep up here, in this little bed.</i></p> <ul style="list-style-type: none"> <li>- increasing (Example: planet, garden)</li> <li>- simple plot (character, problem)</li> </ul>

### ANCHOR BOOKS

<b><u>TITLE</u></b>	<b><u>DIFFICULTY</u></b>	<b><u>WORD SCAFF.</u></b>	<b><u>PUBLISHER</u></b>
What Is At The Top	E	Refrain	Ready Readers
The Lion & Rabbit	M	High Frequency	Rigby
The Bat Rat	M	Orthography	Reading for All Learners
My Lost Top	D	Orthography + 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***

#### PHYSICAL

- 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<sup>st</sup> 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.

#### SYNTAX

- Syntax varies and increases in complexity
- Sentence length

- compound sentences  
 Example: *He did not see the big net by the trees and he walked into it.*

#### COMPREHENSION

- Vocab. & Background Knowledge Demands
- Text Structure

- increasing demands (Example: battery, engine, naughty, pirate)  
 - more complex plots

### ***ANCHOR BOOKS***

<u><b>TITLE</b></u>	<u><b>DIFFICULTY</b></u>	<u><b>WORD SCAFF.</b></u>	<u><b>PUBLISHER</b></u>
Pop Goes the Popcorn	E	Orthography & Refrain	Ready Readers
Jolly Roger the Pirate	M	High Frequency	Rigby
Ruff	M	Orthography	Reading for All Learners
Baby Bear’s Present	D	High Frequency	Rigby



## 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***

**PHYSICAL**

- 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

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.*

- High frequency words
  - 20-40 from Dolch pre, primer & 1<sup>st</sup> lists

Example:

- trick, stand, wrote, broke
- until, basket, broken, sandbox
- jumps, flying, sitting, opened

- Orthography
  - closed & v-e syllables
  - some 2 syllable words

**PICTURE**

- Minimal

- pictures support comprehension, rather than word recognition

**SYNTAX**

- 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

- increasing
- narrative, expository

### ***ANCHOR BOOKS***

**TITLE**

**DIFFICULTY**

**ORTH. FOCUS**

**PUBLISHER**

Little Bulldozer	E	High Frequency	Rigby
Ben’s New Trick	M	Orthography & Refrain	Ready Readers
Duck with a Broken Wing	D	High Frequency	Rigby

## Levels 9 – 12 (primer to end 1<sup>st</sup>)

**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.

<b>SCAFFOLDING</b>	<b>CRITERIA</b>
<p><u>PHYSICAL</u></p> <ul style="list-style-type: none"> <li>• Number of words, pages, layout</li> </ul> <p><u>WORD</u></p> <ul style="list-style-type: none"> <li>• High frequency words 35-45</li> <li>• Orthography               <ul style="list-style-type: none"> <li>- closed, v-e, r-controlled syllables</li> <li>- 1, 2, 3 syllable words</li> </ul> </li> </ul> <p><u>SYNTAX</u></p> <ul style="list-style-type: none"> <li>• Syntax varies and increases in complexity</li> <li>• Sentence length</li> </ul> <p><u>COMPREHENSION</u></p> <ul style="list-style-type: none"> <li>• Vocabulary &amp; background knowledge demands</li> <li>• Text structure</li> </ul> <p><u>PACING</u></p> <p>At these levels, you may turn to AR sites for leveling recommendations.</p> <p>Primer = 1.5 – 1.7            End 1<sup>st</sup> = 1.8 – 1.9</p>	<p>- vary</p> <p>Example: once, very, any, were, still</p> <p>Example: Passage from a level 10 text.  <i>“Yes Michael,” said Mrs. Hill, “and after that, we will look at the dinosaurs, teddy bears, and dolls.”</i></p> <p>- reef, seaweed, eaglet, raccoon, knight, surfer            - narrative, expository</p> <p>- to move up from level 9 or 10 (primer) need at least 93% accuracy and at least 30 wpm</p> <p>- to move up from level 11 or 12 (end-1<sup>st</sup>) need at least 93% accuracy and at least 40wpm</p>

### ANCHOR BOOKS

<u>TITLE</u>	<u>DIFFICULTY</u>	<u>WORD SCAFF.</u>	<u>PUBLISHER</u>
The Lion & The Mouse	9	Narrative	Rigby
Small Baby Raccoon	10	Expository	MCP
Frog and Toad All Year	11	Narrative	Rigby
World’s Biggest Baby	12	Expository	MCP
Pre-1989 Basals	1.5 – 1.9	Narr or Ex	Laidlaw, Holt, Houghton