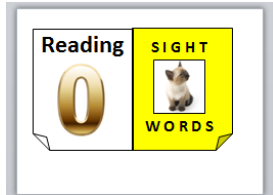




READING LEVELS Oct. 2015 (With Follett Aligned Levels and Wording)

Level	Level name	Programme	Grade Level	Description
Level 0 (red)	Sight words	EYP	PreK	Early Emergent Beginning Readers, pictures and simple words
Level 1 (orange)	Picture Book	EYP, PYP	K-3	Upper Emergent Readers, pictures and simple sentences
Level 2 (yellow)	Picture Book	PYP	K-3	Early Fluent Readers, pictures and longer sentences
Level 3 (green)	Chapter Book	PYP, MYP	3-6	Fluent Readers, short chapters, lower level vocabulary
Level 4 (blue)	Chapter Book	PYP, MYP	6-8	Advanced Fluent Readers, long chapters, higher level vocabulary
Level 5 (purple)	Chapter Book	MYP, DP	8-12	Young Adult Advanced Self-Extending Readers, longer chapters, sophisticated vocabulary and content



Reading Level 0 - Sight Words:

Programme: EYP

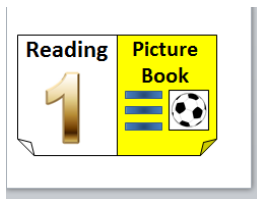
Grade Level: PreK

Early Emergent Beginning Readers, pictures and simple words

Suitable for Pre-K and Early Beginning Readers. These are fun, picture driven with very little text. They are for students just beginning to grasp the basic concepts of book and print. They are beginning to learn sound/letter relationships and start to recognize simple words.

Example Text:





Reading Level 1- Picture Book

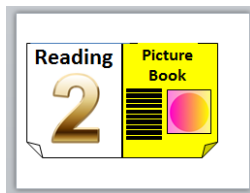
Programme: EYP, PYP

Grade Level K-3

Upper Emergent Readers, pictures and simple sentences

These are short books with a small amount of text, also with pictures. Readers at this stage have developed an understanding of the alphabet, letter sounds and early phonics. They also have learned a significant number of high-frequency sight words.

Example text:



Reading Level 2 - Picture Book

Programme: PYP

Grade Level: K-3

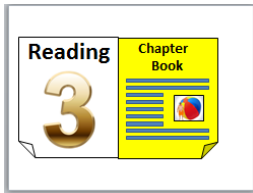
Early Fluent Readers, pictures and longer sentences

These books are a bit longer, with higher vocabulary and longer text, yet still contain pictures. The reader is now more confident, more fluid and can read for comprehension rather than sounding out words. The reader is approaching independence.

Example Text:

The bully was totally surprised. "No one has ever invited me to play ball or any other games," he thought. He looked at Anthony; although Anthony was much smaller in size than himself, for some reason, he seemed so much bigger. "You want to play catch with me?" he said in disbelief.

Anthony smiled his biggest smile as he lifted Ryan up off of his knees and said, "Yes, you, me, and my best pal, Ryan." All the children watching exhaled, clapped wildly, and cheered their new hero as Ryan wiped the dirt from his pants.



Reading Level 3 - Chapter Book

Programme: PYP, MYP

Grade Level: 3-6

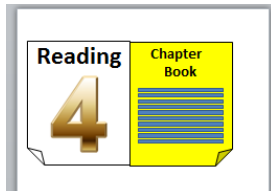
Fluent Readers, Short chapters, lower level vocabulary

These books are divided into short chapters. These readers read with expression, at a fluent rate and have good comprehension. They are starting to choose books for pleasure.

Example Text:

The next week went by very quickly. The roads were in good shape, it hadn't started raining yet this year, and Iry had been running great. Jacob and orphan Mary had been talking about a lot of different things, but the subject of family, or lost loves, had not been brought up again. Every time Jacob looked into Mary's eyes, he would see something that looked very familiar to him, but he couldn't quite put his finger on what it was. Jacob did notice that sometimes when he spoke to her she didn't at first respond to her name. He didn't think much about that; he just figured she was a typical little girl and wasn't paying much attention to him.

Little did Jacob know that evening, while cooking over a camp fire, he would hear a story that would change his life in a way that he could never have imagined. After eating that night, Jacob turned to Mary and surprised her by saying, "Okay, Mary, we have been together now for a week. I think you trust me. So how about telling



Reading 4 - Chapter book

Programme: PYP, MYP

Grade Level: 6-8

Advanced Fluent Readers, long chapters, higher level vocabulary

These books are divided into longer chapters. These readers read for learning and for pleasure. They are confident in their reading abilities and are reading independently. The text is more sophisticated in nature.

Example Text:

"Nice to meet you, but I should get back before my grandmother starts to worry," Deliah said, suddenly realizing how long she'd been gone.

"No need to fret, me dear," Mayweather replied. "We can stop time for you if we need to; I'll yield when necessary. Your grandmother won't even blink; she's sleepin' soundly by the fire."

"I don't understand," Deliah said. "Why would it be necessary to stop time for me? I'm nothing special."

Astonished at her remark, the fairies grew silent. "Nothin' special!" Mayweather gasped, holding onto the ribbons of her floral bonnet as if it were about to jump off her head. With wide eyes, the other fairies leaned in close, gripping her with their intent stares.

"Deliah, it's time we told you why you stumbled upon us today," Mayweather declared. "'Tis no accident, little lady. You have a destiny to help save our kingdom. Your Papa knew this." The fairies' wings wilted, and their eyes shrank with sadness as they all sighed heavily and sunk down into the grass.

"The Dark Ones are taking over our land," Mayweather continued. "One by one, they are turning the good fairies to their side, and we need your help to save the kingdom, or all of Faye will be forever lost."

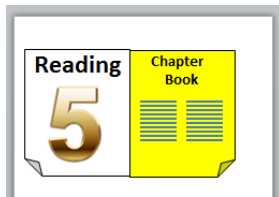
"But why me? What can I possibly do, and when did you see Papa?" She abruptly hopped to her feet. Suddenly angry again, she asked, "Is this some kind of mean joke?"

Deliah felt a gentle pull on the hem of her dress. A little blue fairy in a tiny, timid voice drenched in sincerity said, "'Tis no joke, Deliah. They took my brother. Kristoff was pure of heart but easily tempted, and they caught him..." His blue eyes swelled up with tears, and he coughed to clear his throat.

Deliah knelt down in the grass and looked into his eyes. "I'm terribly sorry about your brother; I know how it feels to lose someone."

The blue fairy reached out his right hand and introduced himself, "I'm Ostephen."

Deliah, afraid to shake his tiny hand for fear she may hurt him, laid her palm in the grass for Ostephen to climb on. She raised her left hand to eye level and said, "Pleased to meet you,



Reading Level 5 - Chapter Book

Programme: MYP, DP

Grade Level: 8-12

Young Adult Advanced Self-Extending Reader, longer chapters, sophisticated vocabulary and content

These books are divided into long chapters and the text is more complicated. These readers read for learning, for pleasure and for gaining different perspectives. They are confident in their reading abilities and are reading independently. The text, vocabulary and content is more mature and more sophisticated in nature.

Example Text:

As an exchange officer in the Jordanian Army, I sat in several key meetings with my Jordanian superiors and representatives of the US government. Typically these meetings were conducted in English. The Jordanian officers present had a great command of the English language. In many cases, after the meetings ended I would spend anywhere from fifteen to forty-five minutes explaining what was intended. The words were understood but the meaning was not clear, as both parties perceived the same words to have different meanings. What happened was that the Americans assumed the Jordanians understood what was being said because they spoke English so well. But though the basic meaning was clear, the underlying goals and desires were not and required a lot of post-meeting explanation.

This has proven to be true regardless of the country in which I have served.

From 2008–2010, I served in Israel and hosted delegations that met with the Israel Defense Forces (IDF) to discuss training and doctrine issues. A common topic of discussion in these meetings was the benefit of noncommissioned officers, who are known as NCOs in the US lexicon and sergeants in the IDF. The US officers and NCOs also use the term sergeant, and as both sides talked about sergeants and their importance to the unit, neither side understood that they were not talking about the same thing. An IDF sergeant has two to three years of experience in service, and that is all. A US NCO has four to twenty-six years of experience and years of cumulative professional schooling at the higher ranks. Neither side was talking about the same thing, but used the same word and were content in their belief that a sergeant is a sergeant.

The ability to recognize differences empowers a negotiator

Sources for this document:

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<http://www.readingrockets.org/article/stages-reading-development>