

## At Shuksan Middle School...

We want all of our students to be happy, successful and confident. To achieve this, all students must have the opportunity to grow as readers. The following beliefs and guidelines can help us:

**We must know the independent reading levels of our students to guide instruction.** Lexile, BAS level, MAP, SRI and MSP data can guide us.

**If a student is asked to read *independently* for content,** the text must be at their level.

**If a student is asked to complete a task *independently*,** it must be something they can accomplish (support may be needed).



**We must be aware of the three components of text complexity** in order to provide appropriate text and support for readers.

**All students must read “complex text”** regardless of their reading level in order to make growth. To do this, we must provide the proper scaffolding and support to help them access the text.

Qualitative	Quantitative	Reader & Task
<ul style="list-style-type: none"> <li>- Levels of meaning</li> <li>- Text structure</li> <li>- Conventions</li> <li>- Clarity</li> <li>- Background Knowledge demand</li> </ul>	<ul style="list-style-type: none"> <li>- Lexile level</li> <li>- Word length</li> <li>- Sentence length</li> <li>- Frequency of new Words</li> <li>- Readability</li> </ul>	<ul style="list-style-type: none"> <li>- Background knowledge</li> <li>- Motivation</li> <li>- What the reader is being asked to do (<i>the task</i>)</li> </ul>



### For example...

- “Just right” books should be at a student’s independent level, but always consider the three components of text complexity. Reading for **pleasure** is different than reading for **content**.
- It’s ok to have all students reading from a grade level textbook, but we must build background, provide pre-reading activities, visual support, and scaffolding if the text is too difficult. Or, we may need to change the reader task (what the reader is being asked to do).
- It’s ok to have students reading lower level alternative texts if they are reading independently or expected to participate in a difficult task, but we must ensure they *also* have an opportunity to engage in grade level, or complex text as well with support. They need both.