



## REFERENCE SHEET

# Grade-Level Scaffolding Report



**The Grade-Level Scaffolding report is based on students' results on the Diagnostic and helps teachers provide students in Grades 3–8 access to grade-level texts.**

### Use For:

- Understanding students' learning needs around grade-level skills and identifying resources to prepare them for grade-level Reading Comprehension instruction
- Supporting students in accessing grade-level texts by identifying recommended reading pairs

### When:

In preparation for any Reading Comprehension lesson

- 1 Navigation:** Use the dropdown menu to select a Class/Report Group and Grade of Content.

### Skill Scaffolding:

- 2 Skill:** Use the dropdown menu to select a skill and view readiness data, groupings, and instructional recommendations.

- 3 Skill Scaffolding Groups:** Students are divided into groups according to how prepared they are to tackle the selected skill, based on data from the Diagnostic. Students are placed based on their understanding of the comparable skill in previous grade levels.

**Note:** *In-Depth Support only appears for students in Grades 4–8.*

- 4 Recommended Resources:** Access recommended instructional resources for each group of students. Tools for Scaffolding Comprehension for students one and two grade levels below are linked for the Additional Support and In-Depth Support groups. Instructional resources on decoding are linked for the Needs Support Decoding group.

Grade-Level Scaffolding

Subject

Reading

Class/Report Group

Reading Class A

Grade of Content

4

When you're teaching a skill . . .

Select a skill to see readiness data, groupings, and instructional recommendations.

Make Inferences in Informational Texts (Info)

9

3

8

3

Ready to Go

Additional Support

In-Depth Support

Needs Support Decoding

No Diagnostic

When your class is reading a text . . .

Select All Reading Buddies to see research-based, mixed-level pairings that will provide just the right level of support when reading a text.

Paired Reading

Teacher Support

20 Students

3 Students

All Reading Buddies

Students Grouped/Total: 23/23 (No Diagnostic: 0)

Ready to Go 9 Students	Additional Support 3 Students	In-Depth Support 8 Students	Needs Support Decoding 3 Students
Students are ready to make inferences.	Students may need support using the text to support conclusions.	Students may need support recognizing implicit details.	Students need explicit instruction on decoding in addition to their comprehension instruction.
<div>Ready to Go</div> <div>Tools for Scaffolding Comprehension: Make Inferences in Informational Texts</div> <div>Teacher - Use Scaffold B</div> <div>Student - Use Scaffold B</div>	<div>Tools for Scaffolding Comprehension: Make Inferences in Informational Texts</div> <div>Teacher - Use Scaffold A</div> <div>Student - Use Scaffold A</div>	<div>Tools for Scaffolding Comprehension: Make Inferences in Informational Texts</div> <div>Teacher - Use Scaffold A</div> <div>Student - Use Scaffold A</div>	<div>Decode Words with Silent Letters</div> <div>Consider using a phonics intervention program such as PHONICS for Reading.</div>
Benson, Mario Duncan, Anthony Garcia, Zane Lara, Isis Matthews, Anna Rivero, Zandy Robinson, Brian Simpson, Carla Vargas, Abby	Allen, Ananda Avila, Leena Skinner, Dash	Cohen, Ethan Davidson, Naveen Dudley, Oliver Gonzalez, Martina McCormick, Cam Mendoza, Lucia Moreno, Maria Alejandra Schmidt, Eva	Espanoza, Ruby Koffman, Abe Washington, Traci

Grade-Level Scaffolding Report, Cont'd.

Reading Buddies:

- 5 Enter the Lexile reading measure for the text your students will be reading in class.
- 6 **Paired Reading:** Students are strategically placed in well-matched, mixed-level pairs. This research-based scaffold provides an opportunity for readers to gain fluency as they move toward reading independence.

Dark blue indicates that the text’s Lexile level falls within the students’ Lexile range.

Light blue indicates that the student’s Lexile range is below that of the text and that this student will particularly benefit from the experience of Buddy Reading.

Red indicates that the student would benefit from teacher-guided reading.

Grade-Level Scaffolding

Subject  
Reading

Class/Report Group  
Reading Class A

Grade of Content  
4

When you're teaching a skill . . .

Select a skill to see readiness data, groupings, and instructional recommendations.

Make Inferences in Informational Texts (Info)

9383

Ready to GoAdditional SupportIn-Depth SupportNeeds SupportDecodingNo Diagnostic

When your class is reading a text . . .

Select All Reading Buddies to see research-based, mixed-level pairings that will provide just the right level of support when reading a text.

Paired Reading  
20 Students

Teacher Support  
3 Students

All Reading Buddies

Reading Buddies

5Please enter a Lexile® between 0–1500 in increments of 5.

830LGo

Ready (Paired)

Ready (Pairing Provides Support)

Needs Teacher Support

6

Paired Reading (20 Students)

Students are strategically placed in well-matched, mixed-level pairs. Have pairs alternate reading sections of the text aloud. This research-based scaffold provides an opportunity for readers to gain fluency as they move toward reading independence.

<div>Zandy Rivero</div> <div>Lexile Reading Measure</div> <div>1050L</div>	<div>Mario Benson</div> <div>Lexile Reading Measure</div> <div>760L</div>	<div>Zane Garcia</div> <div>Lexile Reading Measure</div> <div>955L</div>	<div>Ananda Allen</div> <div>Lexile Reading Measure</div> <div>650L</div>
<div>Abby Vargas</div> <div>Lexile Reading Measure</div> <div>1050L</div>	<div>Maria Alejandra Moreno</div> <div>Lexile Reading Measure</div> <div>740L</div>	<div>Anthony Duncan</div> <div>Lexile Reading Measure</div> <div>920L</div>	<div>Naveen Davidson</div> <div>Lexile Reading Measure</div> <div>560L</div>
<div>Dash Skinner</div> <div>Lexile Reading Measure</div> <div>1045L</div>	<div>Lucia Mendoza</div> <div>Lexile Reading Measure</div> <div>730L</div>	<div>Brian Robinson</div> <div>Lexile Reading Measure</div> <div>890L</div>	<div>Cam McCormick</div> <div>Lexile Reading Measure</div> <div>550L</div>
<div>Carla Simpson</div> <div>Lexile Reading Measure</div> <div>865L</div>	<div>Oliver Dudley</div> <div>Lexile Reading Measure</div> <div>705L</div>	<div>Anna Matthews</div> <div>Lexile Reading Measure</div> <div>855L</div>	<div>Ethan Cohen</div> <div>Lexile Reading Measure</div> <div>480L</div>
<div>Isis Lara</div> <div>Lexile Reading Measure</div> <div>965L</div>	<div>Martina Gonzalez</div> <div>Lexile Reading Measure</div> <div>670L</div>	<div>Leena Avila</div> <div>Lexile Reading Measure</div> <div>775L</div>	<div>Eva Schmidt</div> <div>Lexile Reading Measure</div> <div>465L</div>

Teacher Support (3 Students)

The students below need support decoding. Use shared reading or teacher read-aloud with these students.

Ruby Espanoza

Abe Koffman

Traci Washington

No Diagnostic Data for Pairing (0 Students)

View the [Diagnostic Status](#) report and have students complete the Diagnostic to generate pairs. Reading pairs may change until all students are administered the Diagnostic.

No Students

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