

Building an Effective Reading Process Over Time

After assessment the teacher will determine the stage of each student for grouping purposes. Be cautious in moving the reader to the next stage too quickly. The reader should be firmly grounded in the descriptors of a given stage.

Pre-Emergent Readers	Emergent Readers Levels A-B	Early Readers Levels C-G
<ul style="list-style-type: none"> • Listen to and anticipate simple stories, songs, and rhymes • Make relevant comments or appropriate responses to story events or characters • Anticipate spoken lines in songs and finger plays • Form sounds that imitate natural sounds of animals, actions or objects • Retell one or two events from a story read aloud • Begin to make connections to prior knowledge, other texts and the world • Begin to recall details • Explore books independently and with others • Begin to distinguish between real and make believe in stories • Seek information about texts by asking "how and why" questions (including cause and effect) • Identify familiar environmental print • Recognize first name in print • Begin using appropriate voice volume, sentence structure (syntax), and vocabulary in oral language • Begin to recognize similarities in sounds (beginning, ending, rhyming) • Begin to learn how to view, handle and care for books • Understand relationship between print and pictures on a page • Begin to notice spaces between words 	<ul style="list-style-type: none"> • Become aware of print • Use meaning and language in simple texts • Hear sounds in words • Recognize and name some letters • Use information from pictures • Make connections between printed words and student names • Notice spaces between words • Read orally • Match one spoken word to one printed word while reading 1 or 2 lines of text • Use spaces and some visual information to check on reading • Read left to right • Recognize a few high frequency words • Begin to identify some letter sounds and match them to letters 	<ul style="list-style-type: none"> • Know names of most alphabet letters and many letter-sound relationships • Use letter-sound information along with meaning and language to solve words • Read without pointing • Read orally and begin to read silently • Read fluently with phrasing on easy texts; use the punctuation • Read high frequency words • Check to be sure reading makes sense, sounds right, looks right • Check one source of information against another to solve problems • Use information from pictures as added information while reading print • Problem solve at the word level by taking words apart • Use known words to solve new words by analogy

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Transitional Readers Levels H-M	Self-Extending Readers Levels N-S	Advanced Readers Levels T-Z
<ul style="list-style-type: none"> • Read silently most of the time • Have a large core of known words that are recognized automatically • Use multiple sources of information while reading for meaning • Integrate sources of information such as letter-sound relationships, meaning and language structure • Consistently check to be sure all sources of information fit • Notice illustrations to gain additional meaning, but do not rely on them • Understand, interpret, and use illustrations and graphics in informational text • Know how to read differently in different genres • Have flexible ways of problem-solving words, including analysis of letter-sound relationships and visual patterns • Read with phrasing and fluency at independent levels <p>Be cautious in moving readers from this stage too quickly. Decoding strategies should be secure and automatic before moving to the next stage.</p>	<ul style="list-style-type: none"> • Read silently; read fluently when reading aloud • Use all sources of information flexibly in a smoothly orchestrated way • Sustain reading, interest and understanding over long texts and read over extended periods of time • Enjoy illustrations and gain additional meaning from them as they interpret texts • Interpret and use information from a wide variety of visual aids in expository texts • Analyze words in flexible ways by effectively using their understandings of how words work, using a wide range of word solving strategies, including analogy to known words, word roots, base words and affixes • Have systems for learning more about the reading process and develop new strategies and new knowledge of texts as they read greater varieties of texts with a variety of new words • Are in a continuous process of building background knowledge and realize they need to bring their knowledge to their reading • Begin to identify with characters in books and see themselves in the events of the stories • Connect texts with previously read texts • Acquire new vocabulary through reading • Use reading as a tool for learning in content areas and go beyond the text to apply understandings in other areas. • Notice and comment on aspects of the writer's craft 	<ul style="list-style-type: none"> • Continue to build on the characteristics of the self-extending reader with increasingly difficult text • Read to explore their world, including philosophical, ethical and social issues • Develop favorite topics, genres and authors that form the basis of life-long reading preferences <p>Be cautious in moving readers into this stage too quickly. Advanced readers must bring an array of experiences and must be secure in strategic behaviors. (i.e. This is the equivalent to mature readers.)</p> <p>Revised 7-21-10</p>