

NORTH COLONIE CENTRAL SCHOOLS

Stages of Reading Development

** To be inserted in the first report card of the year*

**** PARENTS!! Please keep this for future reference**

Stages of Reading Development: Pre-Emergent Reader, Early Emergent Reader, Emergent Reader; Early Reader Stage I, Early Reader Stage II, Transitional Reader Stage I, Transitional Reader Stage II, Transitional Reader Stage III, Proficient Reader, Advanced Reader

Pre-Emergent Reader

- is acquiring book handling skills and concepts of print
- is acquiring knowledge of letter names
- uses pictures to create meaning
- beginning to understand sounds of the language (rhyming, same/different, etc.)
- beginning to understand letter-sound relationships
- typically can read some environmental print (example: "stop")

Early Emergent Reader

- uses one to one matching (connects spoken and written words)
- uses left to right progression
- recognizes some known words and uses picture clues and print to recognize new words
- understands the difference between letters and words
- has control of most consonant sounds
- typical titles at this level have very simple text, less than five words per page, are predictable, and have strong picture cues

Emergent Reader

- beginning to use knowledge of letter sounds to solve unknown words
- uses language, memory, pictures, and print as major cues to read and understand text
- is able to predict what comes next

Early Reader Stage I

- analyzes new words and checks them against what makes sense and sounds right
- uses meaning to begin to self-correct
- uses known words and word parts to figure out unknown words
- begins to retell the major points of the text
- decreases the use of finger pointing as fluency and phrasing increase
- uses prior knowledge and own experience to make meaning

Early Reader Stage II

- reads silently and orally for longer periods of time
- uses punctuation to read fluently and make meaning
- effectively manages a variety of text, including fiction and informational texts
- uses cueing systems in integrated ways to monitor, self correct, and cross check with a focus on meaning
- able to connect new reading to prior reading
- can discuss ideas from the text in a way that demonstrates understanding
- develops skills to monitor, self-correct, and cross-check reading

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Transitional Reader Stage I

- frequently monitors, self-corrects, and cross-checks reading
- sustains interest and fluency through longer text
- begins to sustain characters, plot, and ideas throughout a longer text
- uses word analysis without loss of meaning or fluency

Transitional Reader Stage II

- consistently monitors, self-corrects, and cross-checks reading
- sustains interest and fluency through longer text over several days
- sustains character, plot, and ideas throughout a longer text
- makes appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words
- begins to demonstrate the purposeful use of comprehension strategies (retelling, monitoring for meaning, making connections, making mental images, making/revising/confirming predictions, questioning)

Transitional Reader Stage III

- independently monitors, self-corrects, and cross-checks reading
- sustains interest and fluency through longer, more complicated text over time
- uses multiple sources of information while reading for meaning
- uses flexible ways of problem-solving words, including analysis of letter-sound relationships and visual patterns
- consistently demonstrates the purposeful use of comprehension strategies (retelling, monitoring for meaning, making connections, making mental images, making/revising/confirming predictions, questioning)
- begins to respond to literature in a variety of ways (written, oral, dramatic, visual)

Self-Extending Reader Stage

- chooses a "just right" book for sustained independent reading
- uses decoding strategies (e.g., knowledge of syllable patterns, decoding by analogy, and word structure) to read unfamiliar words to make meaning
- demonstrates the use of comprehension strategies (retelling, monitoring for meaning, making connections, making mental images, making/revising/confirming predictions, questioning, determining importance, inferring, summarizing)
- uses text structure to recognize differences among a variety of texts (cause/effect, chronological, problem/solution, descriptive, steps and/or directions in a process, question/answer, compare/contrast)
- states a main idea or point of view and begins to support it with evidence from the text
- engages in book discussions and begins to demonstrate understanding by building on others' ideas and creating original questions
- begins to use self-monitoring strategies to identify specific vocabulary words that cause comprehension difficulties
- keeps a reading response journal with appropriate entries that include evidence from the text

Proficient Reader Stage

- reads silently; reads fluently when reading aloud
- initiates topics for discussion about books
- begins to use comprehension strategies (retelling, monitoring for meaning, making connections, making mental images, making/revising/confirming predictions, questioning, determining importance, inferring, summarizing, synthesizing, critically evaluating) across genre and subjects
- consistently develops new strategies and new knowledge of texts as he/she encounters greater variety of texts
- is in a continuous process of building background knowledge and realizes that he/she needs to bring his/her knowledge to his/her reading
- sustains interest and understanding over long texts and reads over extended periods of time
- notices and comments on aspects of the writer's craft

Advanced Reader Stage

- effectively uses understanding of how words work; employs a wide range of word solving strategies, including analogy to known words, word roots, base words, and affixes

- acquires new vocabulary through reading
- uses comprehension strategies (retelling, monitoring for meaning, making connections, making mental images, making/revising/confirming predictions, questioning, determining importance, inferring, summarizing, synthesizing, critically evaluating) across genre and subjects
- actively works to connect texts for greater understanding and finer interpretation of texts
- consistently goes beyond the text read to form own interpretations and apply understandings in other areas
- uses literary features and devices to support understanding of text
- independently reads to explore their thoughts and views as well as philosophical and social issues

Revised - 10/09

