

Stages of Reading Development

By Dr. Jacqueline Brito

Agenda

1. Stages of reading development
 - Reader characteristics, description of books, and strategies to support readers
2. Integration of literacy building blocks
3. Resources to support readers at home
4. Q & A

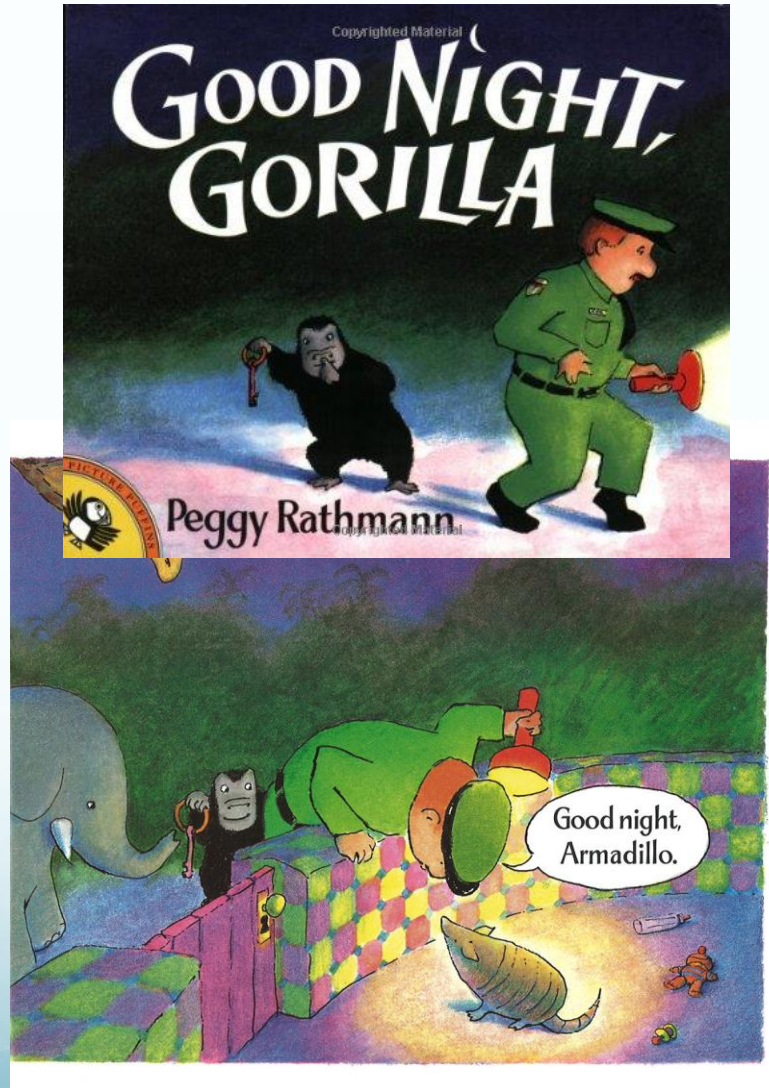
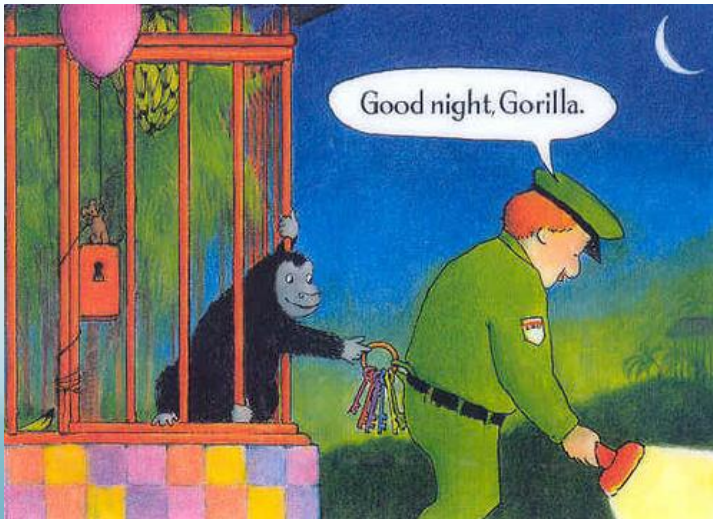
Emergent Readers

- Pre-K to Kindergarten (reading levels aa-C)
- Beginning to grasp book handling skills and print concepts
- Use pictures and print to gain meaning from the text
- Ability to recognize and name uppercase/lowercase letters
- Developing phonological awareness skills such as recognizing phonemes, syllables, and rhyme
- Understand letter and sound relationships in which they can read CVC words and a few sight words
- Remember patterns in books and uses them to read

Books at this stage...

- Strong picture support
- Repetitive patterns
- Large print
- Familiar concepts

(“Reading A-Z,” 2018)



Supporting Emergent Readers

- Rereading familiar books
- Making personal connections with print and pictures
- Guiding readers through the actions of reading
- Making predictions when reading
- Noticing environmental print

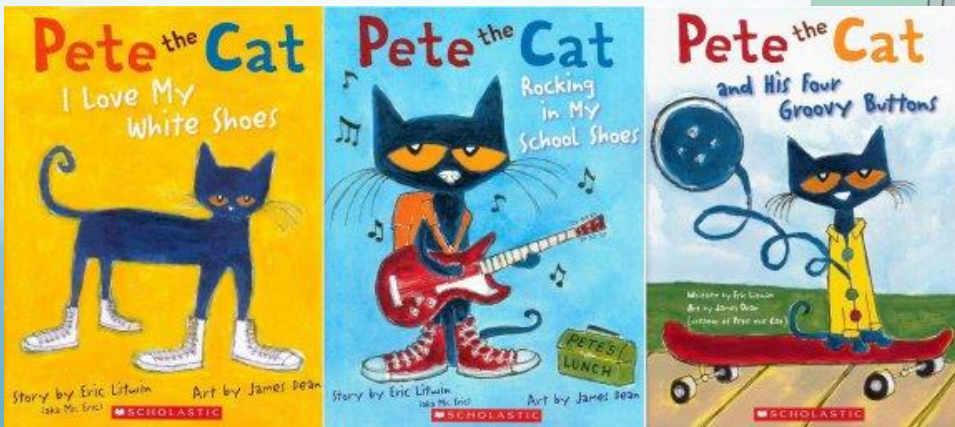
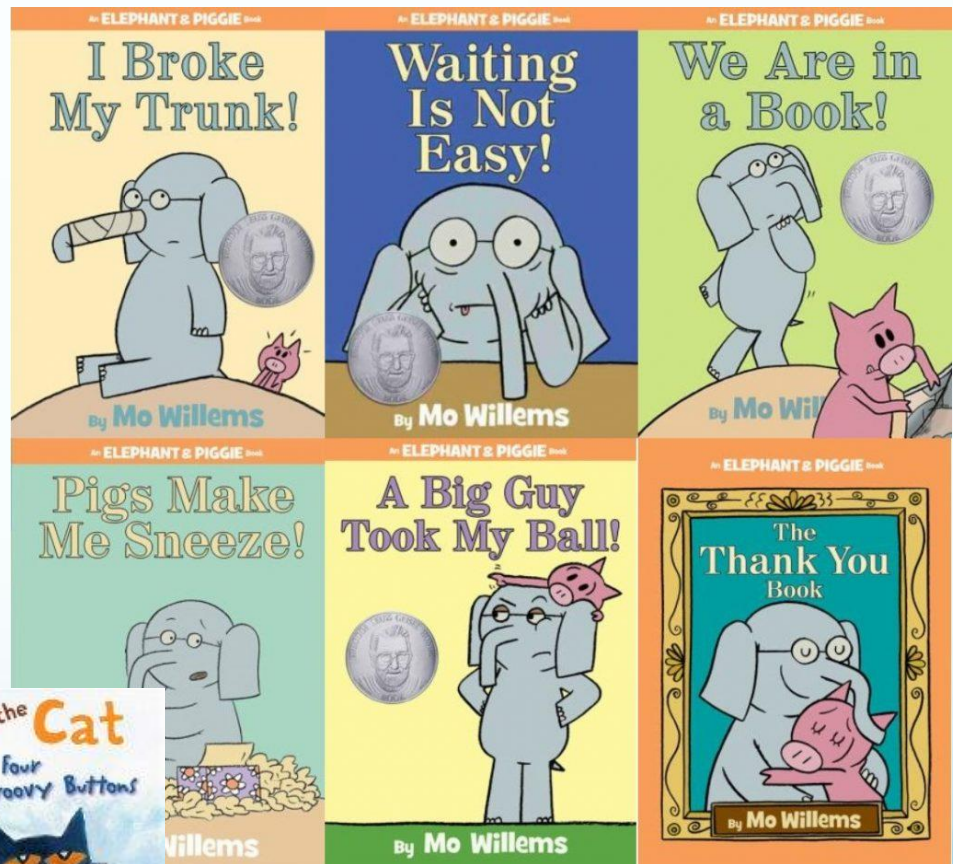
Early Readers

- 1st grade (reading levels D-I)
- Significant knowledge of sight words
- Predicting and confirming new words during reading
- Use word attack strategies and cueing systems to read
 - Visual cues (Does it look right?)
 - Syntax cues (Does it sound right?)
 - Meaning cues (Does it make sense?)
- Readers are able to retell stories, recognize different types of text (non-fiction/fiction), and talk about the messages in books

Books at this stage...

- More lines of print per page
- Complex sentence structure
- Less dependency on repetitive pattern and pictures
- Familiar topics but greater depth

(“Reading A-Z,” 2018)



Supporting Early Readers

- Practice sight word recognition
- Encourage word attack strategies
- Activate cueing system (visual, syntax, and meaning)
- Check for comprehension (retelling, describing characters, settings, and important events, and identifying central message from the story)

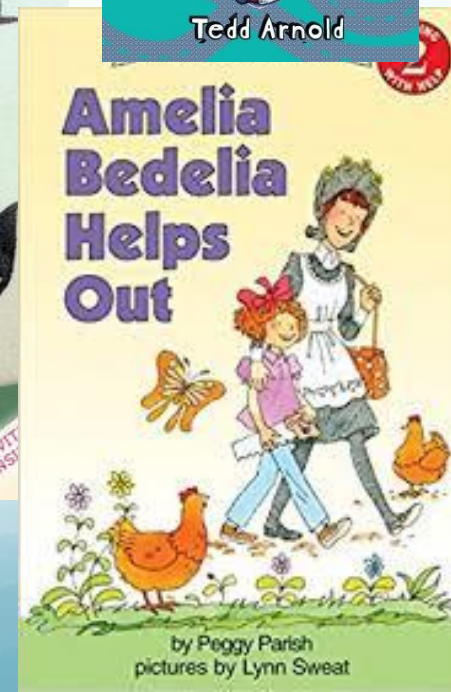
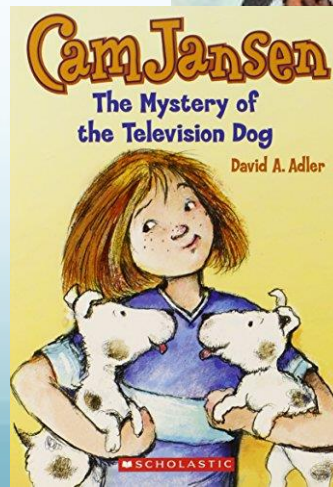
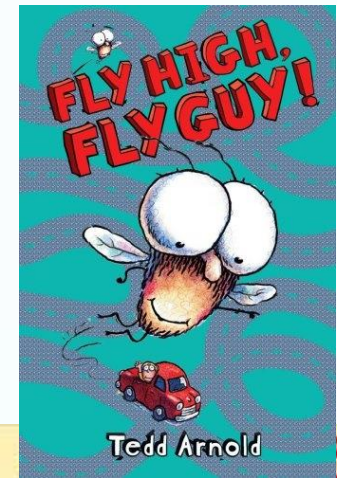
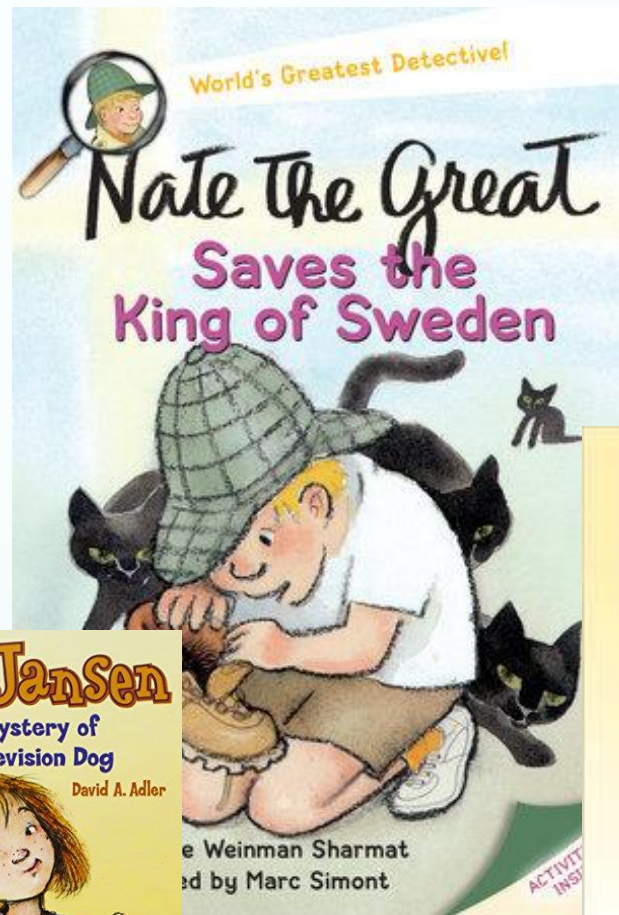
Transitional Readers

- 2nd grade (reading levels K-M)
- Able to read simple stories with increasing fluency
- Read longer, more complex text and rely less on pictures
- Know many sight words and can decode common words
- Are learning how to decode bigger words, increasing fluency, and understand richer vocabulary

Books at this stage...

- More pages
- Longer sentences
- More text per page
- Richer vocabulary
- Greater variation in sentence pattern
- Less reliance on pictures

(“Reading A-Z,” 2018)



Supporting Transitional Readers

- Encourage the reading of book series (short chapter books with more developed characters)
- Check for comprehension
 - Retelling stories (who, what, where, when, why), compare/contrast two or more versions of the same story, identify problem/solution, acknowledge different points of view from characters, and identify central message from a text

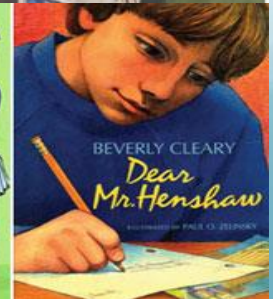
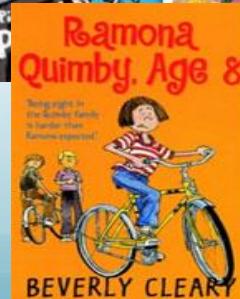
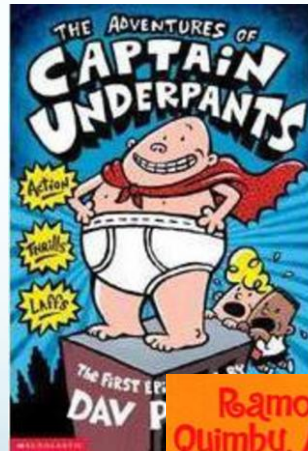
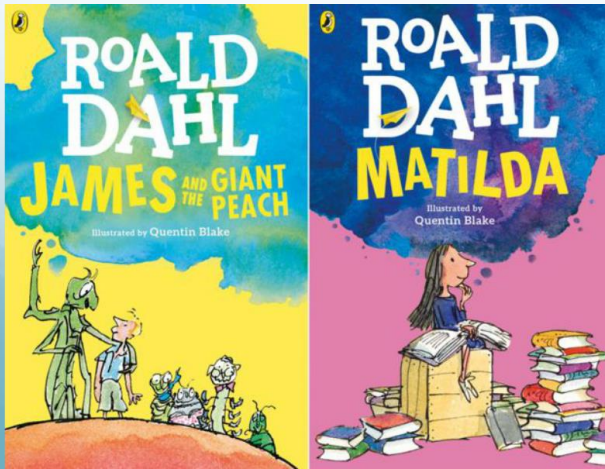
Early Fluent Readers

- 3rd grade (reading levels N-P)
- Readers are “reading to learn” instead of “learning to read”
- Reading independently with energy devoted to understanding text through longer and more complex sentence structures
- Continue to work on increasing fluency, developing a richer vocabulary, and understanding more complex texts

Books at this stage...

- More complex sentences
- Challenging vocabulary
- Varied writing styles
- Less familiar, more varied topics

(“Reading A-Z,” 2018)



Supporting Early Fluent Readers

- Expose readers to a variety of texts such as fables, folktales, myths, dramas, poetry
- Retell stories and identifying central message and key details
- Describe characters' traits, motivations, feelings, etc.
- Compare and contrast themes, settings, and plots of stories

Elements of Literacy

- In the beginning stages of reading, the reader is learning concepts of print, using word attack strategies to decode words, and developing their sight word bank
- In the later stages of reading, the reader is focused on fluency, understanding richer vocabulary, and comprehension of a variety of texts

Resources to Support Readers

- READ, READ, READ
- Library reading programs (ex. 1000 books before kindergarten)
 - Leveled text and choice books
- Fiction and non-fiction comprehension cards
- Guided reading friends—strategies to help your child become an independent reader
- Reading level correlation chart
- Literacy websites and apps

References

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Any Questions?

