

Developmental Stages of Reading

Moving Toward Student Independence

Oral Reading	Moving toward Silent Reading	Silent Reading	
<p>Early Emergent Levels 1–4, AB <i>Focus Skills</i></p> <ul style="list-style-type: none"> • Read for meaning and purpose • Get the “gist” of what they read • Use pictures and language patterns to read • Point to the words with one-to-one matching • Use known words as “anchors” when reading • Use beginning sounds • Self-monitor and self-correct for meaning • Self-monitor and/or self-correct for visual (1:1, sight words, beginning sound) • Know that the word they say is the word they are pointing to • Cross-check pictures with beginning sound • Give reactions; relate to what others have said 	<p>Upper Emergent Levels 4–14, C–H <i>Focus Skills</i></p> <ul style="list-style-type: none"> • Actively read for meaning and make personal connections • Integrate the use of all three cue systems (meaning, syntax, visual) • Develop a large bank of high-frequency words and use as anchors • Use beginning, ending, and middle sounds • Chunk words and break words into parts (onsets and rimes) • Self-monitor and self-correct • Develop a sense of story structure; retell • Compare books by the same author or on the same theme • Explain interpretations 	<p>Early Fluent Levels 16+, I+ <i>Focus Skills</i></p> <ul style="list-style-type: none"> • Self-monitor for meaning • Infer about characters, theme, plot, new information, etc. • Ask questions about characters, theme, etc. • Make connections about characters, theme, etc. • Make inferences about characters, theme, etc. • Visualize about characters, theme, etc. • Recognize and talk about genre features and organizing structures • Discuss and compare books, authors, and themes using Accountable Talk and evidence from text • Reread to get meaning and for fluency • Clarify meanings of words to comprehend the text • Use a variety of strategies for figuring out words “on the run” • Persevere with longer text; keep the meaning going over time • Read with fluency, phrasing, and intonation 	<p>Fluent On grade level—third grade + <i>Focus Skills</i></p> <ul style="list-style-type: none"> • Infer information and relationships not stated explicitly • Read actively to answer own questions • Recognize genre features and understand strategies needed for different genres: <i>Narrative</i>—Explain motives of characters -Understand story structure/theme <i>Poetry</i>—Capture meaning from figurative language -Understand theme/message <i>Informational Text</i>—Determine important main ideas and details from reading -Analyze causes, motivations, sequences, and results of events -Discuss new information gained and its relationship to prior knowledge <i>Functional Text</i>—Understand organizational structure of functional text -Be able to follow instructions • Clarify meanings of words by using context strategies • Use Accountable Talk to discuss books to develop understanding • Compare and contrast texts with regard to authors, themes, information, and literary merit • Recognize and discuss authors’ craft • Read with fluency, phrasing, and intonation