

# STAGES OF READING DEVELOPMENT

The Stages of Reading represent a continuum of learning for students. These categories are not discrete stages but a continuum of learning that varies with the complexity of each individual's development. It is likely that a student may stay in one stage for up to a year. Typically, students are expected to meet the extending stage by the end of third grade.

Student is able to...

## Reading

EM = Emergent Reader	EA = Early Reader	TR = Transitional Reader	EX = Extending Reader
<p><b>Reading Engagement:</b></p> <ul style="list-style-type: none"> <li>◆ Hold a book and turn the pages</li> <li>◆ Look at the illustrations or photographs in books</li> <li>◆ Identify and talk about a favorite story or book</li> </ul> <p><b>Oral Reading Fluency:</b></p> <ul style="list-style-type: none"> <li>◆ Recall a modeled simple sentence pattern</li> <li>◆ Move left to right on at least one line of text</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>◆ Identify or name familiar objects and/or actions depicted in illustrations/photographs</li> </ul>	<p><b>Reading Engagement:</b></p> <ul style="list-style-type: none"> <li>◆ Select familiar texts for independent reading</li> <li>◆ Read familiar patterned texts independently</li> <li>◆ Tell about a favorite book</li> </ul> <p><b>Oral Reading Fluency:</b></p> <ul style="list-style-type: none"> <li>◆ Consistently match one-to-one match and picture-text match</li> <li>◆ Quickly recognize high-frequency words</li> <li>◆ Monitor reading using known words and text-picture match</li> <li>◆ Quickly identify familiar letter/sound relationships</li> <li>◆ Use beginning letter/sound relationships to problem-solve words</li> <li>◆ Use beginning letter(s)/sound(s) to confirm or discount word choice</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>◆ Understand the words used to talk about printed language concepts (word, letter, begin, end, first, last, sound, and so on)</li> <li>◆ Talk about what is happening in the illustrations or photographs</li> <li>◆ Recall some events in the story</li> <li>◆ Talk about a favorite part of the book or story</li> </ul>	<p><b>Reading Engagement:</b></p> <ul style="list-style-type: none"> <li>◆ Select texts for independent reading</li> <li>◆ Sustain independent reading for a short period of time</li> <li>◆ Tell about a favorite book</li> </ul> <p><b>Oral Reading Fluency:</b></p> <ul style="list-style-type: none"> <li>◆ Scan pages from top to bottom to locate text</li> <li>◆ Hold the story line while using illustrations as visual information</li> <li>◆ problem-solve unknown words by using meaning structure and visual information</li> <li>◆ Decode one-syllable words by sequentially blending letter sounds</li> <li>◆ Use familiar letter sequences (onsets and rimes) to decode words with similar spelling patterns (e.g. <u>day</u>, <u>may</u>)</li> <li>◆ Read in 2-3 word phrases</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>◆ Preview a text; construct tentative meaning using the illustrations or photographs</li> <li>◆ Orally retell the story or information</li> <li>◆ Identify a favorite part of a story and tell why</li> <li>◆ Make text-to-self connections</li> </ul>	<p><b>Reading Engagement:</b></p> <ul style="list-style-type: none"> <li>◆ Select texts from a range of levels independently</li> <li>◆ Sustain independent reading for a long period of time</li> <li>◆ Read a beginning chapter book across several sittings</li> <li>◆ Read different genres (e.g. simple biographies, simple mysteries, poetry)</li> </ul> <p><b>Oral Reading Fluency:</b></p> <ul style="list-style-type: none"> <li>◆ Use multiple cues to problem-solve words quickly</li> <li>◆ Take words apart (onsets, rimes, endings, contractions, compound words) to decode words</li> <li>◆ Uses analogies to decode words with common spelling patterns (e.g. out, shout).</li> <li>◆ Quickly self-correct significant miscues</li> <li>◆ Read in longer phrases</li> <li>◆ Attend to and read basic punctuation</li> <li>◆ Read literature with expression</li> <li>◆ Read at an appropriate rate</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>◆ Make predictions based on prior knowledge, the book title, and book introduction</li> <li>◆ Extract more meaning from the text; rely less on the illustrations</li> <li>◆ Monitor meaning across pages/short chapters</li> <li>◆ Recall main ideas and supporting details from previously read chapters to continue constructing and monitoring meaning</li> <li>◆ Uses fix-up strategies when meaning is not clear</li> <li>◆ Gain some information from text features (e.g., book/chapter titles, headings, table of contents)</li> <li>◆ Understand basic information presented graphically</li> <li>◆ Identify important ideas, details, and vocabulary to include a retelling</li> <li>◆ Retell important ideas and details sequentially or in a logical order</li> <li>◆ Identify story elements (e.g. characters, setting, problem, solution)</li> <li>◆ Make text-to-self connections</li> </ul>

Adapted from the DRA2 Teacher Guide, by Joetta M. Beaver