

BUILDING READING PROCESSES OVER TIME

This document is designed to provide a broad overview of the reading behaviors that may be observed in each stage of reading.

from *Guiding Readers and Writers*, by Fountas and Pinnell (p. 8)

Emergent Reader (Levels pre A-C) K	Early Reader (Levels D-I) K-1	Transitional Reader (Levels J-P) 1-2	Fluent Reader (Levels P-Z) 2-4	Fluent Reader (Levels P-Z) 4-5
Simple stories with one or more lines and supportive illustrations	Longer books with frequently encountered words and supportive illustrations	Texts with many line of print; books organized into chapters; harder picture books; wider variety of genres	Wide variety of long and short texts; variety of genres	Wide variety of genres and a range of purposes
- Is aware of the difference between pictures and print - Can talk about or get information from the pictures in a book - Repeats the alphabet - Has acquired Concepts About Print (word/space/sentence, return sweep, left to right, one-to-one correspondence) - Uses meaning and language - Hears sounds in words - Recognizes own name and some letters - Hears and uses rhyming words - Connects words with names - Matches one spoken word to one printed word - Uses spaces and some visual information to check reading - Knows names of some alphabet names - Knows some letter-sound relationships - Recognizes a few frequently encountered words (i.e. environmental print) - Has a sense of story - May engage in "pretend" reading - Tracks words with finger pointing	- Knows names of most alphabet letters and many letter-sounds - Uses letter-sound knowledge along with meaning and language to solve words - Begins to read without pointing - Reads orally and begins to read silently - Reads fluently with phrasing on easy texts - Recognizes most frequently encountered words - Checks to be sure reading makes sense, sounds right, looks right - Uses information from pictures while reading	- Reads silently most of the time - Has a large core of known words that are recognized automatically - Uses multiple sources of information while reading - Integrates sources of information such as letter-sound relationships, meaning, and language structure - Does not rely on illustrations but notices them to gain additional information - Understands, interprets, and uses illustrations in informational text - Knows how to read differently in a different genre - Has flexible ways of solving words, including analysis of letter-sound relationships and visual patterns - Reads with phrasing and fluency	- Reads silently; reads fluently when reading aloud - Uses all sources of information to gain meaning - Sustains reading of longer texts - Enjoys illustrations and gains additional meaning from them - Interprets and uses information from a wide variety of visual aids (informational texts) - Analyzes words in flexible ways and makes excellent attempts at new multisyllable words - Builds reading skills simply by encountering many different kinds of texts - Is in a continuous process of building background knowledge and realizes that he/she needs to bring their knowledge to their reading - Becomes absorbed in books - Begins to identify with characters in books and sees themselves in the events of the stories	- Reads silently; reads fluently when reading aloud - Effectively uses their understanding of how words work; employs a wide range of word-solving strategies - Acquires new vocabulary through reading - Uses reading as a tool for learning in content areas - Constantly develops new strategies and new knowledge of texts - Develops favorite topics and authors that form the basis of life-long reading preferences - Actively works to connect texts for greater understanding and finer interpretations of texts - Consistently goes beyond the text, reads to form his/her own interpretations, and applies understanding in other areas - Sustains interest and understanding over long texts and reads over extended periods of time - Notices and comments on aspects of the writer's craft. - Reads to explore themselves as well as philosophical and social issues.

Hudson School District End of Year Expectation: Instructional

Kindergarten: D

Grade 1: J

Grade 2: M

Grade 3: P

Grade 4: S

Grade 5: V