

Reading Development

The following highlights the levels of reading development. Your child's teacher will share an update of your child's progress as you meet for the upcoming parent/teacher conference.



Transitional

Transitional readers have the early behaviors well under control. They can read texts with many lines of print. While they notice pictures and enjoy them, they do not rely heavily on illustrations as part of the reading process. They read fluently with expression, using multiple sources of information while reading for meaning. They use multiple strategies while reading complex sentence structures and are developing an understanding of literary elements. They have a large core of frequently used words that they can recognize quickly and easily. They are working on how to solve more complex words through a range of word analysis techniques.

Early Self-extending

Self-extending readers process a full range of genres, short stories, chapter books, shorter informational text, mysteries and series books. Fiction books have elaborate plots and characters develop and change over time. Self-extended readers use all sources of information and apply their strategies to reading texts that are much longer and complex. They have a large core of high-frequency words and many other words that they can quickly and automatically recognize. They have developed systems for learning more about the process as they read, so that they build skills simply by encountering many genres of text with a variety of new words. Self-extending readers are learning how to apply what they know to longer and more difficult texts.

***Third Graders typically remain at this stage and receive higher level comprehension instruction due to the text demands, genre, content, and themes/ideas at this stage.**

Late Self-extending

Self-extending readers process a full range of genres, short stories, chapter books, shorter informational text, mysteries and series books. Fiction books have elaborate plots and characters develop and change over time. Self-extended readers use all sources of information and apply their strategies to reading texts that are much longer and complex. They have a large core of high-frequency words and many other words that they can quickly and automatically recognize. They have developed systems for learning more about the process as they read, so that they build skills simply by encountering many genres of text with a variety of new words. Self-extending readers are learning how to apply what they know to longer and more difficult texts.

***Fourth Graders typically remain at this stage and receive higher level comprehension instruction due to the text demands, genre, content, and themes/ideas at this stage.**

Advanced

Students who are advanced in reading have moved well beyond the early "learning to read" phases of literacy learning. They are still learning and developing their strategies while they have varied experiences in reading. Through using reading for many different purposes, they acquire important tools for learning. There is virtually no text that an advanced reader cannot "read," but using prior knowledge, sophisticated word-solving strategies, and understanding the nuances of a complex text are still under development. Advanced readers sustain their interest and understanding of long texts over extended periods of time.

(Matching Books to Readers: Using Leveled Books in Guided Reading K-3, Irene C. Fountas and Gay Su Pinnell; Heinemann, 1999)