


Usually the end of kindergarten and beginning of first grade, students are:	Usually by the middle of first grade, readers are:	Usually the end of first grade and beginning of second grade readers are:	Usually the end of second grade and beginning third grade readers are:
<p>Learning about books. Front and back of a book Title and title page Top and bottom of a page Concept of word Where to begin reading Controlling early behaviors. Left to right Return sweep One-to-one match, precise pointing Learning a few high frequency words Developing letter knowledge Letter names Identify letters in print Visual discrimination Expressing comprehension Stating what the picture is about Retelling in a simple way Relating to personal experiences.</p>	<p>Controlling early strategies on longer amounts of text. Moving away from finger pointing. Increasing competence in reading fluently through text while gaining meaning. Rereading at point of difficulty to gain meaning, problem solve, or confirm meaning Using known words to read words not yet known. Using knowledge of letter-sound relationships, words, and parts of words to check on reading. Self-correcting and cross-checking one source of information against another MSV.. Having a bank of a minimum of 25 known high frequency words (that can be written) by mid-stage so that analogy strategy can be useful Identifying most or all letters. Predicting what will happen next. Reading to confirm. Expressing comprehension Telling the main idea with some supporting details from the story Retelling including details Relating to personal experience and literature</p>	<p>Controlling early strategies even on unfamiliar text. Reading with fluent phrasing, giving attention to meaning. Analyzing new words and cross-checking them against meaning and structure. Self-monitoring. Reading silently, whispering only in times of difficulty. Correcting errors very close to point of difficulty. Expressing comprehension. Retelling the story describing the characters, setting and problem. Discussing story plot in a way that indicates a good understanding of what is happening Beginning to Infer more from text. Beginning to understand and choose a wider variety of texts.</p>	<p>Automatically reading with phrased fluency . Reading text independently and silently while reading for meaning. Successfully integrating reading strategies. Approaching a variety of texts with confidence. Expressing comprehension. Indicating an understanding of what is read. Understanding clearly the basic story elements. Developing the capacity for more difficult vocabulary, ideas, and language structure Beginning to Understand the text structure of fiction and non-fiction.</p> 

By Rosemary Slocum Reading Specialist/Reading Recovery Teacher Narragansett, R.I.