

Developmental Reading Profiles



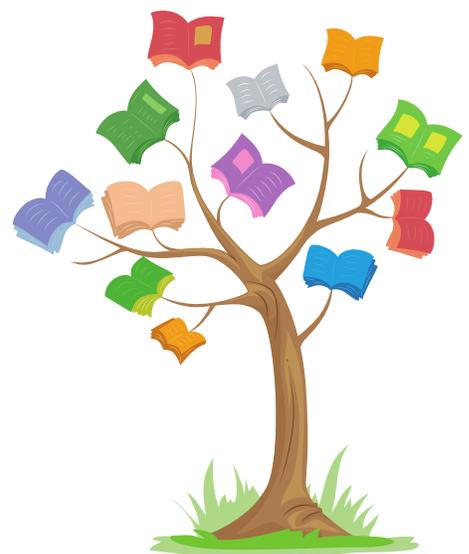
St. Joseph Public Schools-

from Jan Richardson's The Guided Reading Teacher's Companion

Pre-A Reader

Pre-A readers know fewer than 40 upper and lowercase letters and few, if any sounds. They are learning that the print on the page, not only the picture, contains a message. Your Pre-A Reader is working to gain the following foundational skills:

- Letter names and sounds
- Letter Formation
- Phonemic Awareness
- Concepts of Print
- How to preview and discuss a book



Emergent Reader

Emergent readers are reading beginning texts. They are learning that reading requires them to use complex strategies and behaviors to make sense of print. Your Emergent reader will be learning the following skills and strategies:

- Identifying all letters and sounds
- Matching the printed word to their spoken word
- Controlling left to right directionality across several lines of print
- Using context, structure, and visual information to decode words
- Monitoring their reading to be sure it makes sense
- Rereading a sentence to correct themselves or confirm predictions
- Discussing a story with teacher prompting
- Reading and writing 25-30 sight words
- Writing a simple message about the book with support from the teacher
- Forming letters correctly
- Hearing and recording sounds in CVC (Consonant Vowel Consonant) words
- Rereading a sentence they have written to predict the next word



Early Reader

Early readers are reading and behaviors like one-to-one matching, using pictures to construct meaning, and tracking print are strong. Early readers know their letters and sounds, but they are still learning how to apply foundational reading skills to decode challenging words. They are learning to read and write sight words that frequently appear in texts for young readers. They are working to become proficient in the following skills and strategies:

- Monitoring their reading for meaning and structure
- Monitoring for visual information to help make meaning
- Rereading at points of difficulty for meaning
- Using a variety of strategies to solve words
- Reading easy and familiar books with phrasing and expression
- Retelling what they have read
- Reading and writing about 60-80 sight words
- Applying phonetic principles to problem solve when reading and writing
- Writing a simple message about the story they have read



Transitional Reader

Transitional readers are part of a very diverse group of readers and their specific needs vary. Transitional readers recognize, automatically, an increasing number of sight words, but can struggle with sophisticated vocabulary. Some transitional readers may still need help with fluency and expression while others may read so quickly, they ignore punctuation and do not pause to think about what they have read.

Transitional readers must solidify literal comprehension before they can apply more complex comprehension strategies. Some need word study activities targeting complex vowel and inflectional endings. All transitional readers need small group instruction to meet their individual needs and practice reading and comprehending longer, more complex text. Your transitional reader will be learning to become more proficient in these skills and strategies:

- Monitoring for meaning, text structure, and visual information
- Rereading a phrase or word to access meaning
- Using strategies to solve unknown words
- Noticing and self-correcting to fix reading errors independently
- Increasing fluency
- Retelling narrative and informational text using key details orally and in writing
- Applying phonetic principals to problem-solve while reading and writing
- Responding to narrative and informational text in writing



Fluent Reader

As readers gain automaticity with word recognition and develop efficient and flexible word-solving strategies, they move into the fluent stage, levels N and above. When fluent readers make a rare error, they use the context of the text passage and parts of the word to quickly self-correct and gain meaning. Although fluent readers are proficient in decoding words, they may need to learn and use strategies for monitoring their comprehension of texts as they are reading increasingly longer and more complex texts.

Your fluent reader will be working on comprehension skills and writing responses about their thinking.

