

First Grade Reader Development

Text Levels: A-C

Emergent Reader Skills (End of Kindergarten Goal)

- ___ Knows all upper and lower case letters
- ___ Identifies and produces all letter sounds
- ___ Reads and writes 30 sight words
- ___ Writes first name without a model
- ___ Forms all upper and lower case letters correctly
- ___ Hears, decodes & records sounds in short vowel words correctly (*cat, box, sit*)
- ___ Tracks left-to-right across several lines of print
- ___ Matches one-to-one with words in text
- ___ Uses picture clues to figure out unknown words
- ___ Uses letter clues to figure out unknown words
- ___ Uses story content to figure out unknown words
- ___ Uses sentence structure to figure out unknown words
- ___ Rereads to correct errors or confirm predictions
- ___ Discusses a story with teacher prompts
- ___ Writes a simple sentence about a text
- ___ Reads accurately, with understanding, a later level emergent text (Text Level C)

Text Levels: D-I

Early Reader Skills (End of 1st Grade Goal)

- Knows all letters and sounds:
 - ___ single consonants ___ digraphs (*sh, th*)
 - ___ blends (*bl, tr*) ___ hard & soft c
 - ___ hard & soft g ___ short vowels
 - ___ long vowels (*a—e, i—e, o—e*)
 - ___ r-controlled vowels (*ar, er, ir, or, ur*)
 - ___ regular vowel teams (*ai, ay, oa, ou, ow*)
- ___ Flexibly uses a variety of strategic actions to figure out unknown words without teacher prompts (*letter sounds/patterns, story content, sentence structure, picture clues*)
- ___ Reads and writes 60-80 sight words
- ___ Monitors for, and corrects, meaning errors (*words make sense in the story content*)
- ___ Monitors for, and corrects, structure errors (*words are grammatically correct*)
- ___ Monitors for, and corrects, visual errors (*letters and patterns match what is being read*)
- ___ Retells what they have read (*beginning, middle, end, most important events or details*)
- ___ Answers a variety of questions about a text (*key details, inferences, evaluative, vocabulary, character analysis/text features*)
- ___ Reads easy and familiar books with phrasing and expression
- ___ Rereads easy and familiar books silently
- ___ Reads accurately, with understanding, a later level early text (Text Level I)

Text Levels: J-M

Transitional Reader Skills (End of 2nd Grade Goal)

- ___ Reads with automaticity a large number of sight words, most single-syllable words with common vowel patterns, and familiar multi-syllabic words
- ___ Uses visual cues, sentence structure, and meaning as strategies to figure out unknown words with complex vowel patterns, inflected endings, prefixes & suffixes, and uncommon multisyllabic words independently
- ___ Monitors for, and corrects, meaning, structure, and visual errors independently to ensure text comprehension
- ___ Determines meaning of unknown vocabulary through context clues, prefixes & suffixes, root words, and compound words
- ___ Retells stories using story structure and main ideas with key details
- ___ Asks and answers a variety of questions (key details, inferences, evaluative, vocabulary, character analysis/text features) to demonstrate understanding of key details or story elements
- ___ Compares and contrasts details/elements and versions of literature or informational text
- ___ Reads with prosody, which includes phrasing, expression, intonation, rhythm, and attention to punctuation
- ___ Reads at the appropriate speed for comprehension and text interaction
- ___ Reads silently over a sustained time period with longer texts
- ___ Reads accurately, with understanding, a later level transitional text (Text Level M)

Comments: _____

Characteristics of Text at Emergent, Early, and Transitional Levels

Emergent Text Characteristics

Highly supported text with pictures and sight words

Familiar content

Repeated text pattern with predictable sentences

Beginning EMERGENT example:

one line of text per page



Later EMERGENT example:

2-5 lines of text per page

Introduction of dialogue using "said"



Early Text Characteristics

Beginning EARLY example:

Familiar, easy content

Simple dialogue (some split dialogue)

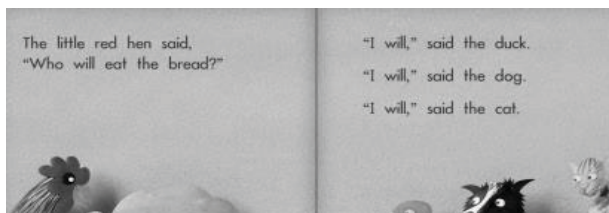
Many sentences with prepositional phrases and adjectives

Some longer sentences (> 6 words)

Two to six lines of text on each page

Some sentences turn over to the next line

Fewer repetitive language patterns



Later EARLY example:

Longer sentences

Some unfamiliar or abstract content

8-16 pages long

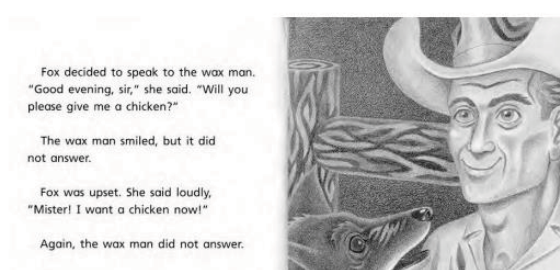
3-8 lines of text per page

Some complex letter/sound patterns

Some multi-syllabic words

Narratives contain more elaborate episodes

Nonfiction has table of contents and glossary



Transitional Text Characteristics

Beginning TRANSITIONAL example:

60-100 pages of text

Multiple non-fiction text structures

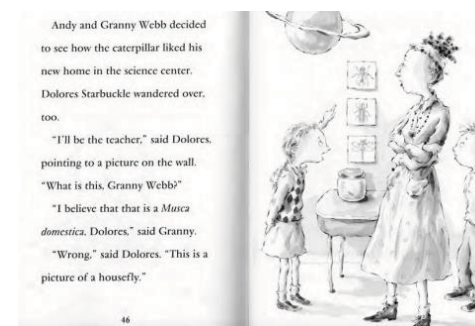
Plots and characters that may be unfamiliar

Complex sentences

Long stretches of text with no picture support

Variety of words to assign dialogue

Some figurative language



Later TRANSITIONAL example:

Most content carried by print instead of pictures

Some abstract themes

Multiple points of view of characters

Multiple characters

New vocabulary and content-specific words

