EMERGENT, EARLY, TRANSITIONAL & FLUENT READERS

EMERGENT READERS: PRE-A

For children not ready for traditional guided reading lessons ***because they:***

- Know ***less than*** 40 upper- and lowercase letters ***and***
- Hear ***few***, if any, sounds ***and probably***
- ***Lack*** early concepts of print: left-to-right tracking and concept of word
- Learn developing literacy skills from whole group read-aloud, shared reading, and interactive writing, ***however***
- Specific needs ***best*** addressed in ***small groups***

PRE-A LESSON PLAN: 4 COMPONENTS
IMPERATIVE TO DO ALL 4 ACTIVITIES DURING EVERY LESSON

- Working with letters and names
- Working with sounds
- Working with books
- Interactive writing

EMERGENT : A-C READERS

- No more than 6 students in group
- One-to-one matching (discourage pointing at level C)
- Use picture clues (meaning)
- Monitor with known words
- Get mouth ready for initial sound
- Cross-check picture & first letter*
- Visual scanning (check the word left to right)
- Expression
- Sight words
- Word study
- Guided writing

*Cross-checking should be established behavior without teacher prompting before moving to level D

EARLY: D-I READERS

- Most first grade students
- Advanced kindergarten readers
- Challenged second & third grade readers
- Know letters and sounds; still learning to apply to attack challenges in texts
- Able to read about 20-30 sight words; otherwise, will struggle with fluency

EARLY: D-I READERS: LESSON FOCUS

- Monitor by checking meaning of story & scanning word for visual match
- Problem-solve new words using variety of strategies
- Reread at difficulty to access meaning & structure
- Read for fluency, phrasing, & expression
- Make predictions
- Remember & retell what they read
- Read & write a large bank of sight words
- Apply phonetic principles in both reading & writing

TRANSITIONAL READERS:

- Kinder & First Graders:
  - ***Above Level I***
  - **Need vocabulary and comprehension instruction *because* students rarely have the vocabulary and experience to comprehend above a 3rd grade level**
- Second Graders:
  - ***Levels J-M***
  - **Need decoding, fluency, vocabulary, and retell instruction**
- Third to Fifth Graders who may be reading below grade level:
  - ***Levels J-P***
  - **Need self-monitoring, decoding, fluency, vocabulary, and retell instruction**

Lesson Components: Transitional Guided Reading

- Familiar Book Warm-Up
- Introduction of New Book
  - Gist statement and new vocabulary
- Text Reading with prompting
- Discussion Prompt
- After Reading teaching point
- Word Study *(Optional, if readers are good decoders)*
  - Sound boxes, analogy chart, make a big word
- Guided Writing
- 2-day lesson

FLUENT READERS: N+*

- Comprehension instruction is focus
- Have few decoding problems, ***therefore…***
- Able to explore the process of comprehension on challenging texts
- As they read, students write short responses that teachers use to assess their comprehension
- Engage in mini-conferences with the teacher to identify any confusions & set learning goals

* ***Proficient at decoding, fluency, vocabulary, and retelling***

FLUENT READERS: N+*

- Most important factor: Using text that offers just right amount of challenge to force students to “work at it”
- Scaffolds, or supports, help readers think as they read so they can comprehend
- Ultimate goal: For students to use a variety of strategies flexibly and independently to understand what they read

* ***Proficient at decoding, fluency, vocabulary, and retelling***