



# Strategies to use in reading

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<b>If a child pays little attention to print in the world, then:</b>	<b>Help child see purpose of print</b>
	<ul style="list-style-type: none"> <li>• Environmental print</li> <li>• Work with names</li> <li>• Reading the room (a form of environmental print)</li> <li>• Literacy play boxes (journal of play)</li> <li>• Word games</li> <li>• Language experience</li> <li>• One-to-one matching</li> <li>• Directionality</li> </ul>

<b>If a child has little knowledge of books, then:</b>	<b>Help reader feel comfortable with text and book handling</b>
	<ul style="list-style-type: none"> <li>• Read aloud with child (shared reading modeled after bedtime reading)</li> <li>• Older reading buddies</li> <li>• Owning books</li> <li>• Library card</li> </ul>

<b>If a child has little knowledge of the alphabet, then:</b>	<b>Make learning alphabet interesting and fun (letters need not be learned in order)</b>
	<ul style="list-style-type: none"> <li>• Songs, nursery rhymes, and choral reading</li> <li>• Alphabet books</li> <li>• Letters in names</li> <li>• Alphabet blocks</li> <li>• Alphabet sound word examples</li> <li>• Magnetic letters and other Everyday Phonics</li> <li>• Write letters in shaving cream or sand</li> <li>• Handheld games and other Everyday Phonics</li> <li>• Letter detective</li> <li>• Letters in writing</li> </ul>

<b>If a child does not recognize word units, then:</b>	<b>Help reader realize that print is made up of words that match speech</b>
	<ul style="list-style-type: none"> <li>• Shared reading</li> <li>• News and announcements chart</li> <li>• Word wall</li> <li>• Writing</li> <li>• Blending sounds into words and word parts</li> <li>• One-to-one matching</li> </ul>

<b>If a child has difficulty with letter-sound correspondence, then:</b>	<b>Help reader learn high-frequency letter-sound correspondence (consonants) in the context of real reading situations or as a result of examining text in real reading situations</b>
	<ul style="list-style-type: none"> <li>• Letters in the context of real reading</li> <li>• Tongue twisters</li> <li>• Nursery rhymes</li> <li>• Flip the sound</li> <li>• Cross checking</li> <li>• Beginning sounds</li> </ul>

<b>If a child has difficulty matching letters with corresponding sounds, then:</b>	<b>Help reader realize that words are made up of letters that correspond with speech sounds</b>
	<ul style="list-style-type: none"> <li>• Counting words in speech</li> <li>• Clapping syllables</li> <li>• Sound boxes</li> <li>• Alphabet sound word examples</li> <li>• Word games – match word with beginning letter</li> <li>• Rhyming</li> <li>• Rhyming books</li> <li>• Everyday phonics (I-spy, alphabet cans, magnetic letters, etc.)</li> </ul>

<p><b>If a child reads words letter by letter, then:</b></p>	<p><b>Model fluent reading</b></p> <ul style="list-style-type: none"> <li>• Shared reading</li> <li>• News and announcements</li> </ul>
	<p><b>Help child see words as wholes</b></p> <ul style="list-style-type: none"> <li>• Word sorts</li> <li>• Word walls</li> <li>• Alphabet books (letter recognition)</li> <li>• Personal dictionary</li> <li>• Word of the day</li> <li>• List-group-share (LGS)</li> <li>• Visual-auditory-kinesthetic-tactile</li> <li>• Tracking</li> <li>• Cloze</li> <li>• Practice common sight words and high-frequency words</li> </ul>
	<p><b>Help child see word patterns</b></p> <ul style="list-style-type: none"> <li>• Onset/rime</li> <li>• Structural analysis</li> <li>• Chunk letters together</li> <li>• Blend sounds</li> <li>• Stretch and reread</li> </ul>

<p><b>If a child guesses at unknown words, using no graphic cues, then:</b></p>	<p><b>Help reader pay attention to the visual aspects of word identification while still using syntactic and semantic cues</b></p>
	<ul style="list-style-type: none"> <li>• Cloze with initial consonant sound</li> <li>• Finding little words in big words</li> <li>• Structural analysis</li> <li>• Onset/rime</li> <li>• Word sorts</li> <li>• Writing Word Wizards</li> <li>• Picture clues</li> </ul>

<p><b>If a child guesses at words using only initial consonant sound as cues, then:</b></p>	<p><b>Help reader see words as wholes and in the context of an authentic reading situation</b></p>
	<ul style="list-style-type: none"> <li>• Cloze activities during shared reading</li> <li>• Computer reading programs</li> <li>• Language experience</li> </ul>
	<p><b>Help reader use multiple strategies for decoding</b></p> <ul style="list-style-type: none"> <li>• Word families</li> <li>• Word sorts</li> <li>• Cloze</li> <li>• Word banks</li> <li>• Making words</li> <li>• Contextual analysis</li> <li>• Bag words</li> <li>• Writing</li> <li>• Cross-checking – meaning, syntax, visual cues</li> <li>• Monitoring and self-correcting</li> </ul>

<b>If a child can decode but uses only letter sounds, then:</b>	<b>Help reader see that decoding words involves multiple strategies such as onsets/rimes, word within words, structural analysis, context clues</b>
	<ul style="list-style-type: none"> <li>• Word sorts</li> <li>• Onset/rime</li> <li>• Cloze</li> <li>• Word bank</li> <li>• Making words</li> <li>• Contextual analysis</li> <li>• Finding little words in big words</li> <li>• Writing</li> <li>• Chunking</li> </ul>

<b>If a child has little interest in reading, then:</b>	<b>Help reader to discuss purposes for reading in his/her life</b>
	<ul style="list-style-type: none"> <li>• Environmental print</li> <li>• Literacy play boxes</li> <li>• Books about me</li> <li>• Interactive reading (reading with students)</li> <li>• Computer stories or reading games</li> <li>• Word games</li> <li>• Reading aloud to child</li> <li>• Shared reading</li> <li>• Owning books</li> <li>• Jackdaws</li> <li>• Career search</li> <li>• Interest Inventory (Motivation to Read Profile)</li> </ul>

<b>If a child has problems with sight words, then:</b>	<b>Help reader build a repertoire of sight words by connecting words to life/experience for long-term memory</b>
	<ul style="list-style-type: none"> <li>• Word walls</li> <li>• Personal dictionary</li> <li>• Bag words</li> </ul>
	<b>Demonstrate to reader that sight words are usually built from reading, not before reading</b>
	<ul style="list-style-type: none"> <li>• Word study after reading</li> <li>• Writing</li> </ul>

<b>If a child doesn't recognize new words built on known words, then:</b>	<b>Help reader learn that words are not always individual letters, but often have parts</b>
	<ul style="list-style-type: none"> <li>• Structural analysis</li> <li>• Word sorts</li> <li>• Making words</li> <li>• Word games</li> <li>• Rhyming words</li> <li>• Word families</li> <li>• News and announcements chart</li> </ul>

<b>If a child reads words he knows but stops at every new or unfamiliar word, then:</b>	<b>Help child realize reading is not just reading words, help learn to use all three cueing systems</b>
	<ul style="list-style-type: none"> <li>• Cloze activities</li> <li>• Use of prediction before and after reading</li> <li>• Guided reading</li> <li>• Think-alouds</li> <li>• Skip the word then come back</li> <li>• Blend sounds</li> <li>• Stretch and reread</li> </ul>

<b>If a child reads word-by-word, then:</b>	<b>Present opportunities for rereading</b>
	<ul style="list-style-type: none"> <li>• Repeated reading</li> <li>• Reader's theatre</li> <li>• Environmental print</li> <li>• Read and write about their world</li> <li>• Cut-up sentences</li> </ul>
	<b>Work on pre-reading so student makes predictions and reads to confirm or adjust predictions</b>
	<ul style="list-style-type: none"> <li>• Pre-telling</li> <li>• Anticipation guides</li> <li>• Webbing</li> <li>• Activate prior knowledge</li> <li>• Set purpose for reading</li> </ul>
	<b>Model fluent reading</b>
<ul style="list-style-type: none"> <li>• Shared reading</li> <li>• Paired reading</li> <li>• Read-alouds</li> <li>• Tracking</li> <li>• Adjusting reading rate</li> </ul>	

<b>If a child has problems choosing appropriate books, then:</b>	<b>Teach strategies for choosing books based on interest and ability</b>
	<ul style="list-style-type: none"> <li>• Choosing books</li> <li>• Reading buddies</li> <li>• Sharing books</li> <li>• Owning books</li> <li>• Five Finger Rule</li> <li>• Goldilocks strategy</li> <li>• Read appropriate level text</li> <li>• Choose good-fit books</li> <li>• Voracious reading</li> <li>• Ask, "Does this make sense?"</li> <li>• Interest inventories (Motivation to read profile)</li> </ul>

<b>If a child has little confidence in reading ability, then:</b>	<b>Help child see him/herself as a reader</b>
	<ul style="list-style-type: none"> <li>• Read to younger children</li> <li>• Reading logs</li> <li>• Choosing good-fit books</li> <li>• Language experience (reading books written by child)</li> <li>• Choral reading</li> <li>• Shared reading</li> </ul>
	<b>Emphasize reading strengths</b>
	<ul style="list-style-type: none"> <li>• Use strengths/needs list to begin with what students can do</li> <li>• Share strengths/needs list with parents and child</li> <li>• Work on goals together</li> </ul>

<b>If a child doesn't attend to story or attention wanders during reading, then:</b>	<b>Help reader see reading as a meaningful activity</b>
	<ul style="list-style-type: none"> <li>• Interest inventory</li> <li>• Reading own writing</li> <li>• Choosing good-fit books</li> <li>• DRTA</li> <li>• Reading buddies</li> <li>• SSR with buddy</li> <li>• Think-pair-share</li> <li>• Language experience</li> <li>• Socratic Method</li> </ul>

<b>If a child has difficulty tracking, loses place, then:</b>	<b>Help child practice reading fluently using aids that train the eyes to process left to right, line by line</b>
	<ul style="list-style-type: none"> <li>• Computer versions of story with highlighted text</li> <li>• Leap Pad reading games</li> <li>• Tracking with finger</li> <li>• Shared reading</li> <li>• Tracking with a bookmark</li> <li>• Use prior knowledge to connect with text</li> <li>• Ask questions while reading</li> <li>• Make connections to text</li> </ul>

<b>If a child reads so slowly that comprehension is compromised, then:</b>	<b>Take time for pre-reading</b>
	<ul style="list-style-type: none"> <li>• Activate prior knowledge</li> <li>• Set purpose for reading</li> <li>• Anticipation guides</li> <li>• Frame two/three words at a time</li> <li>• Guided instruction</li> <li>• KWL</li> <li>• Create a scenario</li> <li>• DRTA</li> </ul>
	<b>Model fluent reading and attend to meaning before having student read independently</b>
	<ul style="list-style-type: none"> <li>• Think-alouds</li> <li>• Create visual images</li> <li>• Ask student to read like a character (or teacher) would read it</li> <li>• Slide your finger across the text quickly, masking when necessary</li> <li>• Questioning strategies</li> <li>• Plan and label</li> </ul>
	<b>Make sure text is at appropriate level</b>
	<ul style="list-style-type: none"> <li>• Choose good-fit books</li> </ul>

<p><b>If a child reads slowly, but comprehends, then:</b></p>	<p><b>Present authentic reasons for rereading</b></p>
	<ul style="list-style-type: none"> <li>• Readers’ theatre</li> <li>• Writing text for struggling readers</li> <li>• Rereading</li> </ul>
	<p><b>Model fluent reading</b></p>
	<ul style="list-style-type: none"> <li>• Shared reading</li> <li>• Echo reading</li> <li>• Read-alouds</li> <li>• Adjusting reading rate</li> </ul>
	<p><b>Present opportunities for student to read fluently with support</b></p>
	<ul style="list-style-type: none"> <li>• Choral reading</li> <li>• Computer reading</li> <li>• Paired reading with fluent readers</li> <li>• Tape-recorded reading</li> <li>• Games such as Leap Pad</li> <li>• Tracking</li> <li>• Repeated readings</li> <li>• Reader’s Theatre</li> <li>• Listening center</li> <li>• Speed drills</li> </ul>

<p><b>If a child memorizes text during repeated readings, then:</b></p>	<p><b>Help child pay attention to words in text</b></p>
	<ul style="list-style-type: none"> <li>• Working with words using a familiar story, personal dictionary, and so on</li> <li>• Scrambled sentences</li> <li>• Tracking with finger</li> <li>• Computer versions of story with highlighted text</li> <li>• Computer games such as Leap Pad that use pencil for tracking</li> </ul>

<p><b>If a child reads quickly but inaccurately and with limited comprehension, then:</b></p>	<p><b>Help child read at a pace that supports comprehension; help child read for meaning</b></p>
	<ul style="list-style-type: none"> <li>• DRTA</li> <li>• Comprehension strategy framework with marginalia</li> <li>• Questioning</li> <li>• QAR</li> <li>• Create visual images</li> <li>• Plan and label</li> <li>• Fix-up strategies</li> <li>• Anticipation guide</li> <li>• Socratic Method</li> <li>• Guided reading</li> <li>• Think-pair-share</li> <li>• Reciprocal teaching</li> <li>• Practice fluency strategies</li> <li>• Adjust and apply different reading rates to match text</li> <li>• Use phrasing, use punctuation</li> <li>• Cross check</li> <li>• Chunk letters together</li> </ul>



<b>If a child reads fluently but can't retell, then:</b>	<b>Make sure student understands how to retell</b>
	<ul style="list-style-type: none"> <li>• Retelling</li> <li>• Summarize – headline it</li> <li>• Webbing/mapping</li> <li>• Modeling</li> <li>• Think-alouds</li> <li>• Interpretive questions</li> <li>• Socratic Method</li> <li>• Story frames</li> <li>• Semantic webbing</li> </ul>
	<b>Make sure student is constructing meaning while reading</b>
	<ul style="list-style-type: none"> <li>• Imagery</li> <li>• Predicting</li> <li>• Questioning</li> <li>• Determine important ideas</li> <li>• Prior knowledge – exclusion brainstorming</li> <li>• Guided Reading</li> <li>• Reciprocal teaching</li> <li>• DRTA</li> <li>• Plan and label</li> <li>• Adjust and apply different reading rates to match text</li> </ul>

<b>If a child reads fluently but can't (or sometimes doesn't) identify main idea or purpose, then:</b>	<b>Help reader bring meaning to text, connect to experience and previous knowledge, and organize the elements of the text during and after reading</b>
	<ul style="list-style-type: none"> <li>• Story mapping</li> <li>• Literature circles</li> <li>• Compare and contrast charts</li> <li>• Write and share</li> <li>• Imagery</li> <li>• Questioning</li> <li>• Determine importance in text – final word</li> <li>• Artful artist</li> <li>• Plan and label</li> <li>• Paraphrasing</li> <li>• Socratic Method</li> <li>• Asking for help</li> <li>• Venn diagram</li> <li>• Response logs</li> <li>• Summarizing / retelling</li> <li>• Connecting – conscious to unconscious</li> <li>• Column notes</li> </ul>

<p><b>If a child reads fluently but misses many details, then:</b></p>	<p><b>Help reader see that he should examine text and reread when necessary</b></p>
	<ul style="list-style-type: none"> <li>• Mapping</li> <li>• Webbing</li> <li>• Reciprocal teaching</li> <li>• Context clues, rereading, and skipping</li> <li>• Self-questioning (if reader can't identify main idea or purpose)</li> <li>• Coding</li> <li>• Phrasing, using punctuation</li> <li>• Voracious reading</li> <li>• Plan and label</li> <li>• Check for understanding – Importance in text</li> <li>• Make a picture or mental image – KID</li> <li>• Recognize literary elements</li> </ul>
	<p><b>Discuss story/text with others and revisit texts during discussion</b></p>
<ul style="list-style-type: none"> <li>• Literature circles</li> <li>• Pair-think-share</li> <li>• Linguistic roulette</li> <li>• Figurative language</li> <li>• Artful artist</li> <li>• Write and share</li> <li>• Retell or summarize</li> <li>• 5-3-1 summarizing activity</li> <li>• Determine importance using theme, main ideas, and supporting details using List Group Label</li> </ul>	
<p><b>If a child reads only one genre, or one type of book, then:</b></p>	<p><b>Help child to broaden interests and experiences with books, while respecting choice and interest</b></p>
<ul style="list-style-type: none"> <li>• Read aloud from various genres</li> <li>• Share books</li> <li>• Introduce books through book talks</li> <li>• Recommend or suggest a book similar but one step removed</li> <li>• Interest Inventory</li> </ul>	
<p><b>If a child has difficulty reading for information, then:</b></p>	<p><b>Help child develop techniques for reading nonfiction, which is different from reading text with a story grammar</b></p>
<ul style="list-style-type: none"> <li>• Think-alouds</li> <li>• Reciprocal teaching</li> <li>• Anticipation guides</li> <li>• Determine important ideas</li> <li>• Questioning</li> <li>• Minute comprehension</li> <li>• Imagery – CSI</li> <li>• KWL</li> <li>• Webbing</li> <li>• Plan and label</li> <li>• Jackdaws</li> <li>• Use text features (title, caption, etc.)</li> <li>• Determine and analyze author's purpose and support with text</li> </ul>	

<p><b>If a child isn't able to make inferences (recalls literally), then:</b></p>	<p><b>Help reader realize that when making meaning she must put pieces of information together to make sense of text; help reader see not everything is stated directly</b></p>
	<ul style="list-style-type: none"> <li>• Think-alouds</li> <li>• Comprehension strategy framework</li> <li>• Literature circles</li> <li>• Socratic Method</li> <li>• Inferential strategy</li> <li>• Imagery</li> <li>• Write and Share</li> <li>• Response logs</li> <li>• Say something</li> <li>• Summarizing/retelling Jigsaw</li> <li>• Connecting</li> <li>• Infer and support with evidence</li> <li>• Ask questions while reading PQRS</li> <li>• Predict what will happen – read to confirm</li> </ul>

<p><b>If a child needs or wishes to develop vocabulary, then:</b></p>	<p><b>Help student devise methods of adding new words she encounters in context of reading to her reading/writing vocabulary</b></p>
	<ul style="list-style-type: none"> <li>• Words maps</li> <li>• Contextual analysis</li> <li>• Fix-up strategies</li> <li>• Questioning</li> <li>• Determine important ideas – Toughie chart</li> <li>• A-B-C graffiti</li> <li>• Word games</li> <li>• Explicit instruction</li> <li>• Context-structure-sound-reference</li> <li>• Tune to interesting words</li> <li>• Reread to clarify the meaning of a word</li> <li>• Linear array</li> <li>• Concept definition mapping</li> <li>• Word trees</li> </ul>

<p><b>If a child has trouble expanding meaning, then:</b></p>	<p><b>Help student search for and use connections to the knowledge they have gained from personal, world, and text experiences</b></p>
	<ul style="list-style-type: none"> <li>• Understand/develop purposes for reading texts</li> <li>• Connect knowledge of topic, plot, characters, or setting to personal experiences and their knowledge of the world and other texts</li> <li>• Bring background knowledge to their reading of a text</li> <li>• Interpret texts using personal experience and background knowledge</li> <li>• Make connections between and among texts they have read, seeing similarities and differences</li> <li>• Figurative language</li> </ul>
	<p><b>Help students go beyond the literal meaning of a text to derive what is not there but is implied or to infer</b></p>
	<ul style="list-style-type: none"> <li>• Construct theories that explain how characters behave or plots unfolds</li> <li>• Have empathy for fictional or historical characters</li> <li>• Use background knowledge and information from the text to form tentative theories as to the significance of the events</li> <li>• Create sensory images related to character, plot, setting, theme, or topic</li> <li>• Understand what is not stated but is implied in the text</li> </ul>
	<p><b>Help students put together important information while reading or to summarize</b></p>
	<ul style="list-style-type: none"> <li>• Relate important ideas, events, details, or other information related to comprehending the whole text</li> <li>• Continually organize information extracted from print</li> <li>• Distinguish between summarizing important information and remembering/retelling all the details of a text</li> <li>• Select important information after reading and bring together in a concise report</li> </ul>
	<p><b>Help students synthesize by putting together information from the text and from personal, world, and literary knowledge to create new understandings</b></p>
	<ul style="list-style-type: none"> <li>• Relate important ideas to each other</li> <li>• Develop schema with Anticipation Guide</li> <li>• Deepen understanding of an idea, concept, or topic by integrating new knowledge with prior knowledge</li> <li>• Expand personal understandings by incorporating the “lived through” experiences from texts</li> <li>• Figurative language</li> <li>• Socratic Method</li> </ul>
<p><b>Help students analyze by closely examining elements of a text to achieve greater understanding of how it is constructed</b></p>	
<ul style="list-style-type: none"> <li>• Recognize plot development based on knowledge of text structure</li> <li>• Recognize and use text characteristics related to genre</li> <li>• Discover the underlying organization of a text related to topic, genre, or theme</li> <li>• Recognize the author’s use of language to communicate meaning and emotions in various ways</li> <li>• Analyze elements of a fiction or nonfiction text to gain an understanding of how the author communicated meaning</li> <li>• Recognize and use graphic features of texts to expand understanding</li> <li>• Analyze the whole text to determine how illustrations, text and format communicate meaning in an integrated way</li> </ul>	

	<b>Help students critique by judging or evaluating a text based on personal, world, or text knowledge</b>
	<ul style="list-style-type: none"><li>• Assess whether a text is consistent with what is known through life experiences</li><li>• Judge whether a text is authentic in terms of plot or setting</li><li>• Evaluate the writer's craft in light of appropriateness of genre, use of language, or other criteria</li><li>• Judge the accuracy of information</li><li>• Judge the qualifications of the writer to produce an authentic fiction or nonfiction text</li><li>• Examine and discover bias in texts</li><li>• Appreciate the aesthetic qualities of a text</li><li>• Critical and Analytical Thinking Skills</li></ul>

<b>Building an Effective Reading Process Over Time</b>	
<b>Emergent Readers</b> [Levels A–B]	<ul style="list-style-type: none"> <li>• Become aware of print</li> <li>• Read orally, matching word-by-word</li> <li>• Use meaning and language in simple texts</li> <li>• Hear sounds in words</li> <li>• Recognize name and some letters</li> <li>• Use information from pictures</li> <li>• Connect words with names</li> <li>• Notice and use spaces between words</li> <li>• Read orally</li> <li>• Match one spoken word to one printed word while reading 1 or 2 lines of text</li> <li>• Use spaces and some visual information to check on reading</li> <li>• Know names of some alphabet letters</li> <li>• Know some letter-sound relationships</li> <li>• Read left to right</li> <li>• Recognize a few high frequency words</li> </ul>
Approximate Grades: K-1	<i>Texts: Simple stories with 1–2 lines</i>
<b>Early Readers</b> [Levels B–H]	<ul style="list-style-type: none"> <li>• Know names of most alphabet letters and many letter-sound relationships</li> <li>• Use letter-sound information along with meaning and language to solve words</li> <li>• Read without pointing</li> <li>• Read orally and begin to read silently</li> <li>• Read fluently with phrasing on easy texts; use punctuation</li> <li>• Recognize most easy, high frequency words</li> <li>• Check to be sure reading makes sense, sounds right, looks right</li> <li>• Check one source of information against another to solve problems</li> <li>• Use information from pictures as added information while reading print</li> </ul>
Approximate Grades: 1-2	<i>Texts: Longer books with high frequency words and supportive illustrations</i>
<b>Transitional Readers</b> [Levels H–M]	<ul style="list-style-type: none"> <li>• Read silently most of the time</li> <li>• Have a large core of known words that are recognized automatically</li> <li>• Use multiple sources of information while reading for meaning</li> <li>• Integrate sources of information such as letter-sound relationships, meaning, and language structure</li> <li>• Consistently check to be sure all sources of information fit</li> <li>• Do not rely on illustrations but notice them to gain additional meaning</li> <li>• Understand, interpret, and use illustrations in informational text</li> <li>• Know how to read differently in some different genres</li> <li>• Have flexible ways of problem-solving words, including analysis of letter-sound relationships and visual patterns</li> <li>• Read with phrasing and fluency at appropriate levels</li> </ul>
Approximate Grades: 2-3	<i>Texts: Texts with many lines of print; books organized into short chapters; more difficult picture books; wider variety of genre</i>

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<b>Transitional Readers</b> <b>[Levels M–R]</b>	<ul style="list-style-type: none"> <li>• Read silently; read fluently when reading aloud</li> <li>• Use all sources of information flexibly in a smoothly orchestrated way</li> <li>• Sustain reading over texts with many pages, that require reading over several days or weeks</li> <li>• Enjoy illustrations and gain additional meaning from them as they interpret texts</li> <li>• Interpret and use information from a wide variety of visual aids in expository texts</li> <li>• Analyze words in flexible ways and make excellent attempts at new, multi-syllable words</li> <li>• Have systems for learning more about the reading process as they read so that they build skills simply by encountering many different kinds of texts with a variety of new words</li> <li>• Are in a continuous process of building background knowledge and realize that they need to bring their knowledge to their reading</li> <li>• Become absorbed in books</li> <li>• Begin to identify with characters in books and see themselves in the events of the stories</li> <li>• Connect texts with previous texts read</li> </ul>
Approximate Grades: 3-4	<i>Texts: Wide reading of a variety of long and short texts; variety of genre</i>
<b>Advanced Readers</b> <b>[Levels R–Y]</b>	<ul style="list-style-type: none"> <li>• Read silently; read fluently when reading aloud</li> <li>• Effectively use their understandings of how words work; employ a wide range of word solving strategies, including analogy to known words, word roots, base words, and affixes</li> <li>• Acquire new vocabulary through reading</li> <li>• Use reading as a tool for learning in content areas</li> <li>• Constantly develop new strategies and new knowledge of texts as they encounter greater variety</li> <li>• Develop favorite topics and authors that form the basis of life-long reading preferences</li> <li>• Actively work to connect texts for greater understanding and finer interpretations of texts</li> <li>• Consistently go beyond the text read to form their own interpretations and apply understandings in other areas</li> <li>• Sustain interest and understanding over long texts and read over extended periods of time</li> <li>• Notice and comment on aspects of the writer’s craft</li> <li>• Read to explore themselves as well as philosophical and social issues</li> </ul>
Approximate Grades: 4-6	<i>Texts: Wide reading of a variety of genre and for a range of purposes</i>

Compiled from: *What’s After Assessment* by Kathleen Strickland; *Guiding Readers & Writers* by Irene Fountas and Gay Su Pinnell; *Mosaic of Thought* by Ellin Oliver Keene and Susan Zimmermann; *CORE Teaching Reading Sourcebook* by Bill Honig, Linda Diamond, and Linda Gutlohn ; *Strategies That Work* by Stephanie Harvey and Anne Goudvis; *The Next Step in Guided Reading* by Jan Richardson; *Café* by Gail Boushey and Joan Moser; *Research-Based Strategies* by Ruby K. Payne and various websites.



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