

Change in Reading Over Time (continued)

Level	Grade	Approximate Reading Level	Skills in the Reading Process
N	Grade Three	Grade Three	<p><i>Self-reading Readers</i> read steadily most of the time and are fluent and pleasured in oral reading. They use all sources of information (word structure, syntax, and meaning) in a smoothly orchestrated way. They can sustain reading over long texts requiring several days or weeks. They enjoy illustrations and use them to enhance comprehension. They analyze words in flexible ways and make excellent attempts at new, unfamiliar words, even technical ones. Self-reading readers are in a continuous process of building background knowledge, which they bring to their reading of texts. They have reasons for learning more about the reading process, building higher-level skills as they encounter a wide variety of texts. They become absorbed in books and identify with characters; they discuss texts with others they read.</p>
O	Grade Three/Grade Four		
P	Grade Three/Grade Four		
Q	Grade Four	Grade Four	
M	Grade Four		
S	Grade Four/Grade Five		<p><i>Advanced Readers</i> read silently when asked to read aloud; they exhibit fluency and phrasing. They effectively use their understanding of how words work; employ a wide range of word-solving strategies, including making analogies to known words and using word roots, base words, and affixes. They constantly acquire new vocabulary through reading and use reading as a tool for learning in the content areas. As they read a wide variety of texts, they constantly develop new strategies and knowledge. They consistently go beyond the text to form interpretations and apply understanding to other areas. They are able to sustain interest and understanding over long texts; they read for extended periods of time. They notice and comment on aspects of the writer's craft and read to explore their world, including philosophical, ethical, and social issues. They actively work to connect texts. They develop favorite topics, genres, and authors that form the basis of life-long reading preferences.</p>
T	Grade Four/Grade Five		
U	Grade Five	Grade Five	
V	Grade Five/Grade Six		
W	Grade Five/Grade Six		
X	Grade Six	Grade Six	<p><i>Middle school and junior high school readers</i> approach adult competency in processing texts, but they are still expanding their content knowledge and their ability to read more sophisticated and complex texts.</p>
Y	Grade Six/Grade Seven/ Grade Eight		
Z	Grade Seven/Grade Eight		

Figure 2-1. Change in Reading Over Time (continued)

tion, interest and understanding when reading long books. They read for extended periods of time; through experience, they have increased their ease of reading as well as their ability to make quick connections, predictions, and inferences. They use reading to learn about themselves and their world as they explore

important social problems and issues through both fiction and nonfiction. They take on very complex texts, such as Lloyd Alexander's works of high fantasy. At the same time, they increase their ability to read a wide variety of nonfiction, and are able to use reading as a tool for learning.