

Change in Reading Over Time			
Level	Grade	Approximate Basal Level	Skills in the Reading Process
A	Kindergarten Grade One	Firstness	<p><b>Emergent Readers</b> are just becoming aware of print. They enjoy listening to stories and begin to understand the differences in certain oral vocabularies that are likely to appear in written versus oral language. They read orally and are learning to track word by word and to read left to right. At first, they guess with their fingers, but their eyes will start to take over the process. They use information from pictures and rely on meaning and language to interpret simple texts. They use word matching, spacing, and some visual information to check themselves while reading. They are learning to hear sounds in words and connect them with letters; they recognize a few frequently encountered words.</p>
B	Kindergarten Grade One	PP1	
C	Kindergarten Grade One	PP1	<p><b>Early Readers</b> read orally, mostly without finger pointing, and are beginning to read very softly to themselves some of the time. They are familiar with most very frequently encountered words, and quickly recognize them while reading. They know many letter-sound relationships, and use letter-sound information to solve words while reading. They can use this knowledge of words to check on themselves as readers. On easy texts they read fluently with phrasing, using the punctuation. They are beginning to use several sources of information (meaning, context, and visual aspects of print) in combination as they process longer pieces of text. They still rely on pictures as an important source of information, but they are beginning to process print with less picture support.</p>
D	Grade One	PP2	
E	Grade One	PP3	
F	Grade One	Primer	
G	Grade One		
H	Grade One/Grade Two	Grade One	<p><b>Transitional Readers</b> read silently most of the time, when reading aloud, they read with fluency and phrasing on appropriate levels of text. They have a large core of known words that they recognize automatically while reading continuous text. They use multiple sources of information (letter-sound relationships, word structure, context, and meaning) to check their reading and solve problems. They do not rely on illustrations but use them to enhance understanding, and they can draw information from graphic illustrations in informational texts. They have a range of flexible word-solving strategies, and are beginning to read in several different genres. They are beginning to expand their range in reading simple informational texts on topics that are accessible to them. They are also learning to sustain their reading over longer texts, including non-chapter books.</p>
I	Grade One/Grade Two		
J	Grade Two	Grade Two	
K	Grade Two		
L	Grade Two/Grade Three		
M	Grade Two/Grade Three		

Figure 3-3. Change in Reading Over Time