

5 STAGES

OF READING DEVELOPMENT



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EMERGENT PRE-READING (AGES 0-5)

1

- Print awareness
- Oral language development
- Phonemic awareness
- Letter recognition
- Early writing



EARLY READING (AGES 5-7)

- Phonics
- Sight words
- Reading comprehension
- Reading fluency
- Vocabulary development
- Early writing

2



TRANSITIONAL READING (AGES 7-9)

- Reading fluency
- Comprehension strategies
- Expanding vocabulary
- Varied text genres
- Reading for different purposes
- Writing development

3

INTERMEDIATE READING (AGES 9-12)

- Reading comprehension
- Critical thinking
- Text analysis
- Diverse reading materials
- Reading stamina
- Writing skills



4

ADVANCED READING (AGES 12+)

- Deep comprehension
- Critical analysis
- Synthesis and evaluation
- Advanced vocabulary
- Reading for various purposes
- Advanced writing skills

5



Reading Is First

California. Legislature. Senate



Reading Is First:

Reading First Impact Study Beth C. Gamse, Howard S. Bloom, James J. Kemple, Robin Tepper Jacob, 2008 This report presents preliminary findings from the Reading First Impact Study a congressionally mandated evaluation of the federal government initiative to help all children read at or above grade level by the end of third grade The No Child Left Behind Act of 2001 NCLB established Reading First and mandated its evaluation This document is the first of two reports it examines the impact of Reading First funding in 2004 05 and 2005 06 in 18 sites across 12 states The report examines program impacts on students reading comprehension and teachers use of scientifically based reading instruction Key findings are that 1 On average estimated impacts on student reading comprehension test scores were not statistically significant 2 On average Reading First increased instructional time spent on the five essential components of reading instruction promoted by the program phonemic awareness phonics vocabulary fluency and comprehension 3 Average impacts on reading comprehension and classroom instruction did not change systematically over time as sites gained experience with Reading First and 4 Study sites that received their Reading First grants later in the federal funding process experienced positive and statistically significant impacts both on the time first and second grade teachers spent on the five essential components of reading instruction and on first and second grade reading comprehension in contrast to study sites that received their Reading First grants earlier in the federal funding process where there were no statistically significant impacts on either time spent on the five components of reading instruction or on reading comprehension scores at any grade level The final report is due in early 2009 and will provide an additional year of follow up data and will examine whether the magnitude of impacts on the use of scientifically based reading instruction is associated with improvements in reading comprehension Eight appendixes are included 1 State and Site Award Data 2 Methods 3 Measures 4 Additional Exhibits for Main Impact Analyses 5 Confidence Intervals for Main Impact Estimates 6 Graphs of Site By Site Impact Estimates 7 Additional Exhibits for Subgroup Analyses and 8 Alternative Moderators of Reading First Impacts Contains 55 footnotes and 106 exhibits This report was produced by the National Center for Education Evaluation and Regional Assistance For the Executive Summary of this report see ED501219

Reading-Literature Harriette Taylor Treadwell, Margaret Free, 2012-05-01 Reading Literature First Reader uses well written folk tales Mother Goose rhymes and poetry to teach reading basics The simple style of the stories and rhymes allows children to read for themselves right away First Reader is part of the Reading Literature Series by Harriette Treadwell and Margaret Free published by Living Books Press The series challenges the notion that learning to read is a matter of word repetition and phonic drill Learning to read is an easy road when using literature that captures the child s interest Reading Literature First Reader is a republication of the 1911 edition Living Books Press has taken care to faithfully reproduce the type and illustrations of the original The book includes guidelines for phonics instruction and vocabulary building coordinated with Reading Literature Teacher s Guide To accompany The Primer and First and Second Reader

Put Reading First Bonnie B. Armbruster, 2008 *The Reading Specialist* Rita M. Bean, 2015-07-21 A trusted practitioner guide and course text this book provides a complete introduction to the multiple roles of the reading specialist in grades PreK 12 Rita M Bean offers evidence based best practices for working with struggling readers supporting teachers through professional development and coaching planning curricula assessing at the individual classroom and school levels and building strong school family and community partnerships User friendly features include helpful classroom vignettes questions for discussion and reflection follow up activities and ideas for instructors and workshop leaders Reproducible forms and worksheets can be downloaded and printed in a convenient 8 1 2 x 11 size New to This Edition New overarching framework that connects literacy leadership more directly to classroom instruction and assessment Links to the Common Core State Standards CCSS and new standards based examples are included throughout Expanded coverage of literacy coaching middle and high school grades and response to intervention Chapters now begin with key questions and include annotated resources for further reading The Journal of the Senate During the ... Session of the Legislature of the State of California California. Legislature. Senate, 1899 *The Journal of the Assembly During the ... Session of the Legislature of the State of California* California. Legislature. Assembly, 1989 Poor's , 1925 **Survey of the St. Louis Public Schools: pt.1 Non-promotions and two-quarter promotions in the elementary schools, by C.H. Judd. pt.2. Observations of elementary school instruction, by G.A. Mirick. pt.3. The curriculum situation, by J.F. Bobbitt. pt.4. Reading, by W.S. Gray. pt.5 Arithmetic, by C.H. Judd. pt.6. Handwriting, by F.N. Freeman. pt.7 Special schools, by W.F. Dearborn** Saint Louis (Mo.). Board of Education, 1917 *The Key to Reading* Victoria L. Kays, 2016-02-25 This book is the second in a series of The Key to Reading Victoria Kays has been an educator for thirty years Her goal is to help children learn to read with ease Everything a teacher needs to teach first grade phonics is included in this book The answer key is also included *Annual Report* Pennsylvania. Adjutant-General's Office, 1875 **California. Court of Appeal (2nd Appellate District). Records and Briefs** California (State)., **Bureau of Educational Research Monographs** Ohio State University. Bureau of Educational Research and Service, 1928 **Atlantic Reporter** , 1907 Publishers' Circular and General Record of British and Foreign Literature, and Booksellers' Record , 1895 Teaching in Rural Schools Thomas Jackson Woofter (Jr.), 1917 Journal of the Legislative Council of the Province of New Brunswick ... , 1854 *Legislative Synopsis and Digest ... General Assembly, State of Illinois* Illinois. General Assembly, 1929 The Orum System of Voice Education for Reading and Conversation, for Recitation, Dramatic Expression and Bible Reading Julia Anna Orum, 1893

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