**Flying Start to Literacy**

# READING DEVELOPMENT

## Early Emergent Levels A–B

**The students will be able to:**

- Search the pictures in order to talk about the text
- React to and discuss what has been read
- Understand the story
- Use the pictures to problem solve unknown words
- Locate where to begin and end the reading
- Locate and talk about the title
- Read word after word in sequence left to right)
- Follow return sweep
- Recognize a pattern
- Differentiate between a letter and a word
- Match one to one using finger
- Locate and frame known and unknown words
- Use known initial letters to figure out words

## Emergent Levels C–D

**The students will be able to:**

- Demonstrate use of strategies from previous levels
- Monitor their reading for what makes sense, sounds right, and looks right
- Use pictures to predict and confirm reading
- Recognize and use repetitive patterns in text
- Notice when what they read does not match the text (e.g. stops, pauses, rereads)
- Reread to regain meaning, structure, and accuracy
- Retell and discuss the story
- Retell information from informational text
- Read fluently on repeated reads
- Use their increasing bank of high frequency words when they read
- Identify high frequency words in a variety of contexts
- Use letters (initial and final) to figure out words

## Early Levels E–F

**The students will be able to:**

- Demonstrate use of strategies from previous levels
- Use the text as well as the pictures to recall and predict the story
- Monitor their reading for what makes sense
- Confirm by checking the pictures and rereading
- Read on as well as rereading to maintain meaning
- Read with fluency and phrasing by attending to simple punctuation
- Retell and discuss aspects of story
- Discuss characters' actions and feelings
- Retell and discuss information from informational texts
- Decode words by looking through the word
- Use root words to figure out words with inflectional endings

## Transitional Levels G–H

**The students will be able to:**

- Demonstrate use of strategies from previous levels
- Independently reread the text to confirm predictions and clarify meaning
- Integrate meaning, structure, and visual information
- Use meaning, structure, and visual information flexibly and consistently
- Self-correct when the reading does not make sense, sound right or look right
- Read fluently and with phrasing
- Retell the story in logical sequence
- Discuss relationships between characters
- Use visual supports when reading informational texts
- Support thinking by referring to evidence in the text
- Use their knowledge of punctuation to read fluently and meaningfully
- Search for and use chunks in words

## READING DEVELOPMENT cont.

| Early Fluent Levels I–J | Fluent Levels K–M | Fluent Plus Levels N–P | Advanced Fluent Levels Q+ |
|---|---|---|---|
| **The students will be able to:** | **The students will be able to:** | **The students will be able to:** | **The students will be able to:** |
| ★ Demonstrate use of strategies from previous levels | ★ Demonstrate use of strategies from previous levels | ★ Demonstrate use of strategies from previous levels | ★ Demonstrate use of strategies from previous levels |
| ★ Select and integrate appropriate strategies to make meaning (e.g. make and substantiate predictions, reread and read on, slow down) | ★ Use a range of strategies to get meaning from text (e.g. self-correct, read on, reread, slow down) | ★ Use a range of strategies automatically to get meaning from text, e.g. self-correct, read on, reread, slow down | ★ Scan texts to identify key elements and organizational structures |
| ★ Self-correct at point of error | ★ Use text features to support reading | ★ Use a range and variety of text features to support reading | ★ Synthesize and discuss information within and across texts |
| ★ Read a variety of text types with fluency and comprehension | ★ Beginning to consider genre and text types to anticipate and organize understandings and big ideas from texts | ★ Consider genre and text types to anticipate and organize understandings and big ideas from texts | ★ Make judgments about the parts of a text that are important for the meaning |
| ★ Retell and discuss a story with significant details | ★ Identify themes in stories | ★ Identify and discuss themes in and across stories | ★ Evaluate and discuss the impact of the use of graphical devices |
| ★ Discuss aspects of story such as character, setting, and plot | ★ Discuss aspects of story such as character, setting, and plot and how they connect | ★ Discuss aspects of story such as character, setting, and plot and how they connect | ★ Use experience, knowledge of recurring themes, text structures, and language to make deeper meaning of text |
| ★ Extract information from informational passages by using the text and graphic supports | ★ Extract and discuss information from informational passages by integrating the text and visual supports | ★ Extract and discuss information from informational passages by integrating the text and visual supports | ★ Identify and evaluate characters' actions and motivation |
| ★ Retell and discuss important information from informational texts | ★ Justify opinions by referring to text evidence | ★ Use text language (e.g. phrases, clauses, word choice…) to understand relationships between and among big ideas and concepts | ★ Recognize and discuss critically the author's point of view |
| ★ Sustain reading on longer and more complex texts | ★ Discuss the author's point of view | ★ Justify opinions by referring to text evidence | ★ Evaluate and discuss the impact of the author's use of literary devices |
| ★ Builds meaning across a text | ★ Read fluently, adjusting for text type | ★ Discuss the author's point of view and compare with their own | ★ Recognize and analyze bias, propaganda, and stereotyping in texts |
| ★ Use chapter headings to prepare for reading | ★ Use their increasing knowledge of letter clusters, affixes, and root and compound words to solve unknown words | ★ Read fluently, adjusting for text type | |
| ★ Support opinions by referring to the text | | ★ Use their increasing knowledge of letter clusters, affixes, and root and compound words and contextual information to solve unknown words | |
| ★ Read and comprehend texts that are removed from their personal experiences | | | |
| ★ Read fluently, managing line breaks | | | |
| ★ Use chunks and analogy to decode words | | | |
| ★ Use word segmentation and syllabification to decode multisyllabic words | | | |