

## Reading Strategies

Emergent Stage	Early Stage	Fluent Stage
The student:		
<input type="checkbox"/> uses his/her memory of a text to "read" familiar text independently (i.e., to produce "reading-like" behaviour)	<input type="checkbox"/> uses reading strategies to understand text	<input type="checkbox"/> uses a range of reading strategies to understand text: <ul style="list-style-type: none"> <li>○ student reads what is on the page but is also reading between the lines, as demonstrated in his/her responses to a text</li> <li>○ student supports these responses with information/ideas from the text and by making connections between the text and his/her own experiences</li> </ul>
<input type="checkbox"/> uses his/her memory of a text to "read" in a way that closely approximates the page-by-page placement of text	<input type="checkbox"/> demonstrates concrete and some abstract thinking in his/her responses to a text	<input type="checkbox"/> extends his/her interpretations and insights through discussion: <ul style="list-style-type: none"> <li>○ student acknowledges and can produce differing interpretations</li> </ul>
<input type="checkbox"/> uses pictures to facilitate the construction of meaning: <ul style="list-style-type: none"> <li>○ student stops to check his/her reading of a word by looking at a related picture for help with the meaning</li> </ul>	<input type="checkbox"/> supports his/her responses with information/ideas in the text and by making connections between the text and his/her personal experiences	<input type="checkbox"/> uses a variety of strategies to process text independently, rapidly, and efficiently: <ul style="list-style-type: none"> <li>○ student reads more-difficult text with fewer appeals for help</li> <li>○ student reads silently at or below the rate of speech</li> </ul>
<input type="checkbox"/> uses self-monitoring strategies to understand text: <ul style="list-style-type: none"> <li>○ student substitutes more-appropriate words for "read" words that do not make sense</li> </ul>	<input type="checkbox"/> reads factual texts to obtain information	<input type="checkbox"/> uses meaning as the ultimate check for his/her interpretations of a text: <ul style="list-style-type: none"> <li>○ student detects miscues that alter the meaning, searches for additional information in text to check interpretation, and attempts to self-correct misinterpretations</li> </ul>

## Reading Strategies (continued)

Emergent Stage	Early Stage	Fluent Stage
The student:		
	<input type="checkbox"/> demonstrates awareness of environmental print in the classroom, school, and community, and uses the information it contains (e.g., knows what an "Exit" sign means, makes use of classroom spelling chart)	<input type="checkbox"/> uses a range of word-solving strategies: <ul style="list-style-type: none"> <li>○ student uses analogy and existing knowledge of words to solve unknown words</li> <li>○ student uses text surrounding unknown words to help determine their meaning</li> <li>○ student modifies initial predictions in light of new information in text</li> </ul>
	<input type="checkbox"/> uses information in a book (e.g., title, pictures) to predict meaning, monitor own understanding of meaning, and correct own errors	<input type="checkbox"/> uses a rate and style of reading that suits the purpose for reading and the nature of the materials
	<input type="checkbox"/> uses knowledge of an increasing number of high-frequency words to understand the text	<input type="checkbox"/> previews text to facilitate understanding (e.g., to predict storyline)
	<input type="checkbox"/> uses a variety of word-solving strategies (i.e., strategies to decode and determine the pronunciation of words): <ul style="list-style-type: none"> <li>○ student uses initial and final consonants to determine words</li> <li>○ student substitutes initial consonants to form rhyming words</li> <li>○ student makes analogies to known words (e.g., uses knowledge of <i>Sue</i> and <i>and</i> to solve the word <i>sand</i>)</li> </ul>	<input type="checkbox"/> surveys layout of text (e.g., its length, structure, and headings, and the information contained in illustrations) to learn more about the text prior to reading it
	<input type="checkbox"/> uses parts of known words and inflectional endings to solve unfamiliar words	