

The Stages of Reading Development

Birth – Third Grade

September 14, 2019



Ensuring a bright future for every child

MISSISSIPPI
DEPARTMENT OF
EDUCATION

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MDE Literacy Coach



Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



Ensuring a bright future for every child

State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2018-2022

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated "C" or Higher



Session Norms

- Silence your cell phones.
- Please check and/or reply to emails during the scheduled breaks.
- Be an active participant.
- Do not hesitate to ask questions.

Session Goals

- Understand the correlation between conversational experiences and cognitive function
- Understand the stages of reading development
- Increase awareness of specific reading behaviors at each stage
- Gain knowledge of how to support students at each stage of reading development



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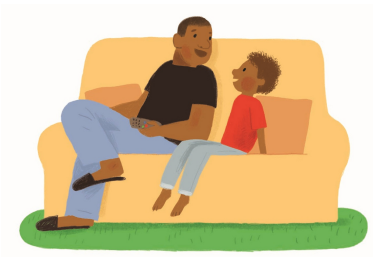
5

Ice Breaker

Early interaction with your child helps establish vital, lifelong neural groundwork.

Conversational Experience

<https://www.youtube.com/watch?v=CejhQC9hUO8>



6

Discussion Activity

- *Why do you think “conversational experiences” enhance cognitive function? What skills did you see the child using in the video?*
- *What will happen if a child has little to no conversational experiences?*



Did You Know?

- Research shows when a child has early, consistent exposure to a **conversational experience**, the fibers that connect to establish cognitive function are greatly enhanced.
- Possible effects of no conversational interaction-

Stunted Vocabulary

Behavioral Problems

Traumatic Experiences

Benefits of Reading Aloud

- Teaches the concepts of print
- Builds word and sound awareness
- Extends your child's vocabulary
- Builds imagination and abstract thinking



Reading With Your Child

At home:	In the car:	At the grocery store:
<ul style="list-style-type: none"> ✓ Establish a family reading time. ✓ Have books, magazines and other print material in view. 	<ul style="list-style-type: none"> ✓ Young children can look for letters around them, older kids can read signs. 	<ul style="list-style-type: none"> ✓ Point out signs, read labels. ✓ Have children look for letters or words.



Reading With Your Child

- Reading to your child is most beneficial during the early stages of reading development.
- As children progress in their reading ability, choose books they can read while listening to them read and asking questions.
- When children begin to read fluently and independently, encourage them to read frequently.



11

Reading With Your Child

- **Before kindergarten:** Short literacy activities, singing/saying ABCs, rhyming words/poems, listening to stories, looking at books with illustrations
- **Kindergarten:** 20 minutes total, taking turns while reading
- **First Grade:** 20-30 minutes, With at least 15 minutes of student reading independently
- **Second Grade and beyond:** 30 minutes or more of independent reading



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12

Developmental Stages of Reading



Developmental Reading Stages



- Every child will move through each stage when they are ready and proficient in the previous stage.
- A child's previous literacy experiences influence progression through the stages.

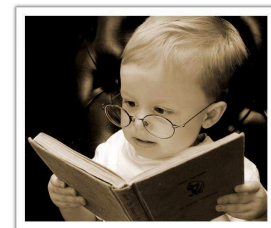
Developmental Reading Stages

- Give teachers an estimate of each student's beginning instructional level.
- Children who come from a literature-rich home will most likely be at a higher developmental stage of reading than a child who lives in a home environment with little to no access to books and/or reading experiences.



Awareness and Exploration

0 to Pre-K



Parents- A Child's First Teacher!



<https://youtu.be/FJUxDt93X5s>



Awareness and Exploration Stage



- Understanding print has meaning
- Being familiar with handling books
- Commenting on illustrations, with guidance
- Starting to recognize letter names and sounds

Awareness and Exploration Stage



- Having a good grasp of oral language
- Relating a story to their own experiences
- Pretending to read a story
- Starting to rhyme

Awareness and Exploration Support

- Identify labels, participate in rhyming games, identify some letters and letter matching, listen to stories, make connections to the story
- Read aloud books, nursery rhymes, and poetry with repetitive text.
- Go on a picture walk before reading to understand the story structure.
- Ask questions about the story and model how to answer them.

Awareness and Exploration Activity

Book: *Chicka Chicka Boom Boom* By: Bill Martin Jr. and John Archambault

Activity: Read the story slowly and enthusiastically to your child.

Have your child pick up letters as you read, “A told B and B told C, I’ll meet you at the top of the coconut tree.” Continue until book is complete.



21

Emergent Reading

Pre-K to Kindergarten



22

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Emergent Reading Stage

- Starting to memorize the story
- Taking risks
- Beginning to memorize common sight words
- Making connections between sounds and print
- Using the illustrations to tell the story



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24

Emergent Reading Stage

- Starting to read for meaning
- Starting to predict unknown words using visual cues
- Using rhyming knowledge to add, change, and delete phonemes or individual sounds to make new words



Emergent Reader Support

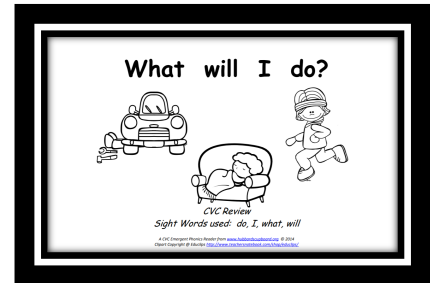
- Make predictions and model how to predict by offering your own suggestions.
- Review common sight words and phonetically spelled words (CVC).
- Encourage children to make connections to the book. Point out illustrations and remind them of related events that have happened to them.
- Ask questions about the story and model how to answer them.

Emergent Reader Activity

Book: "What will I do?" CVC emergent reader

Activity: Review sight words and practice cvc words using magnetic letters and magnetic board (or dry erase board and markers) before reading.

Words: I, do, will, what, nap, fix, cut, mix, jog, get, hop, wet, run



<http://www.hubbardscupboard.org/printable-booklets#CVCPhonicsReaders>



27

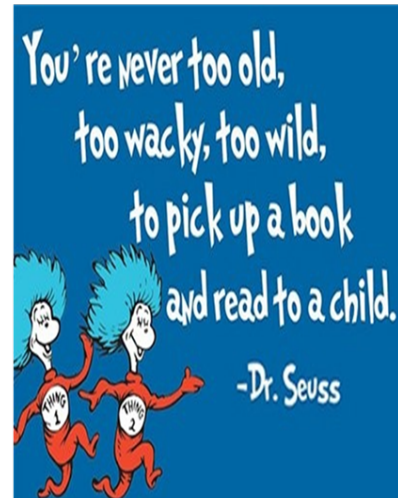
Early Reading

Kindergarten to First Grade



28

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29

Early Reading Stage

- Understanding that text has meaning
- Using illustrations as part of self-monitoring
- Understanding how to tell a story
- Independently using comprehension and prediction strategies



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30

Early Reading Stage

- Using multiple strategies to increase their reading fluency
- Making educated guesses when predicting and adapting their predictions as needed.



Early Reader Support

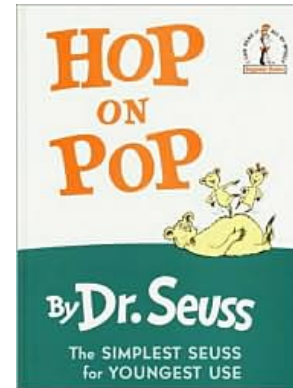
- Make predictions- ask your child to predict using illustrations.
- Encourage using decoding strategies (segmenting/blending).
- Preview sight words and discuss story vocabulary and unknown words in the text.
- Complete a story map (write about the characters, setting, plot, problem, solution).
- Ask questions about the story, encourage students to write response to question.

Early Reader Activity

Book: *Hop On Pop* By: Dr. Seuss

Activity: Read the story allowing the child to read, correcting only when needed.

After reading, write out several of the words in the book on a big paper circle. Then call out the action matching the word. For example:
Hop on “pop”, Pat “pat”, Get on top of “top”,
Hop over to “hop”, Sit on “sat”, Meow on “cat”.



<https://www.rif.org/literacy-central/book/hop-pop>

<https://simpleplayideas.com/hop-pop-word-games>



33

Transitional Reading

First Grade to Second Grade



34

Parents- A Child's First Teacher!

If you read just one book a day to your child, they will have been read 1825 books by their 5th birthday.

Every Book Counts



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35

Transitional Reading Stage



- Recognizing an increasing number of words
- Using multiple reading strategies and increased comprehension
- Reading with improved fluency and speed
- Using illustrations and text to self-monitor and self-correct



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36

Transitional Reading Stage



- Reading unknown words using decoding skills
- Understanding how to read with expression using punctuation marks
- Choosing books to learn about subjects of interest
- Reading books as part of a series

Transitional Reader Support

- Make predictions, use decoding strategies, preview sight words and vocabulary/unknown words text.
- Complete a story map (write about the characters, setting, plot, problem, solution).
- Determine the main idea and list details to support the main idea.
- Complete a book review (write about what was learned, give opinions about the book).

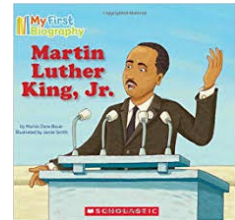
Book Review Activity

Book: 2nd grade fiction or non-fiction

Activity: Book Review- have the child complete a book review on a recommended book or one they have chosen.



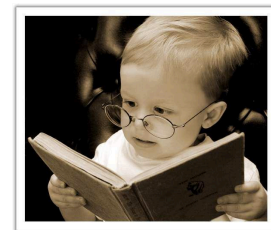
Parents- have a “conversational experience” with your child. Have them write the review for practice but orally give you their opinion and knowledge about the book. Teachers- have students exchange reviews and books, then conduct a book talk.



39

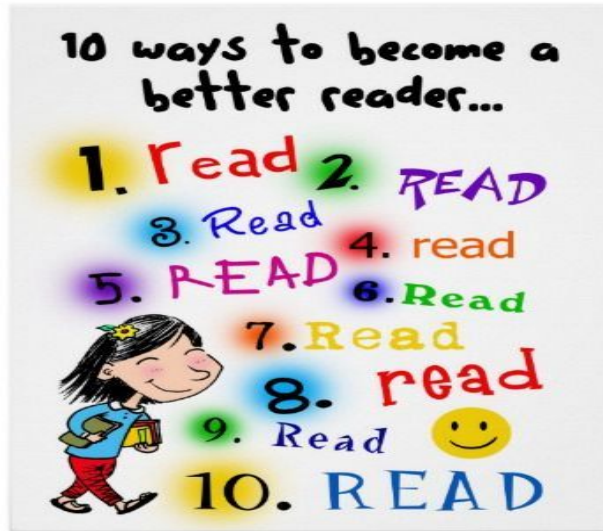
Fluent Reading

3rd Grade and Higher



40

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41

Fluent Reading Stage

- Becoming confident and independent readers
- Self-monitoring on a regular basis
- Reading different purposes including expanding their own interests
- Reading longer texts, extracting the information they need



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42

Fluent Reading Stage

- Aware of what they read can influence their opinions
- Reading text from different points of view
- Learning to read between the lines and analyzing what they read
- Expanding their comprehension and vocabulary as they read more complex texts



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43

Fluent Reader Support

- Make predictions, use decoding strategies, preview vocabulary/unknown words text.
- Complete a chapter summary to review what was read and make predictions from chapter to chapter.
- Discuss main idea, details, text structure, and text features (non-fiction), story elements (fiction).
- Complete a book review, book report, or a writing piece using a prompt.



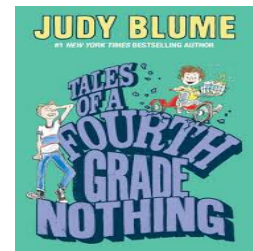
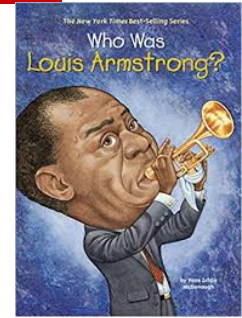
44

Fluent Reader Activity

Book: 3rd grade or higher fiction and non-fiction

Activity: Chapter Summary Review

After reading each chapter or number of chapters, have the child to complete a chapter review summary. Parents- have your child to complete the review and orally tell you about the chapter(s). Teachers- have students complete the review and compare notes with a peer or group.



45

Simple View of Reading



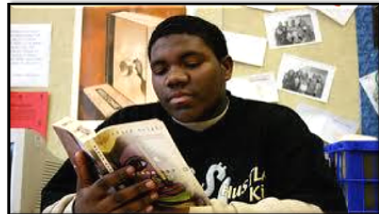
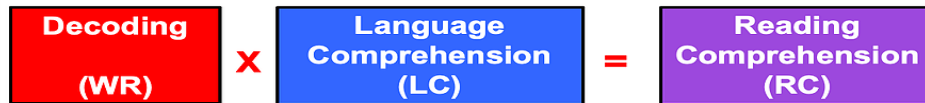
46

Simple View of Reading

The Simple View of Reading

Decoding x Language Comprehension = Reading Comprehension

(Gough & Tunmer, 1986; Hoover & Gough, 1990)

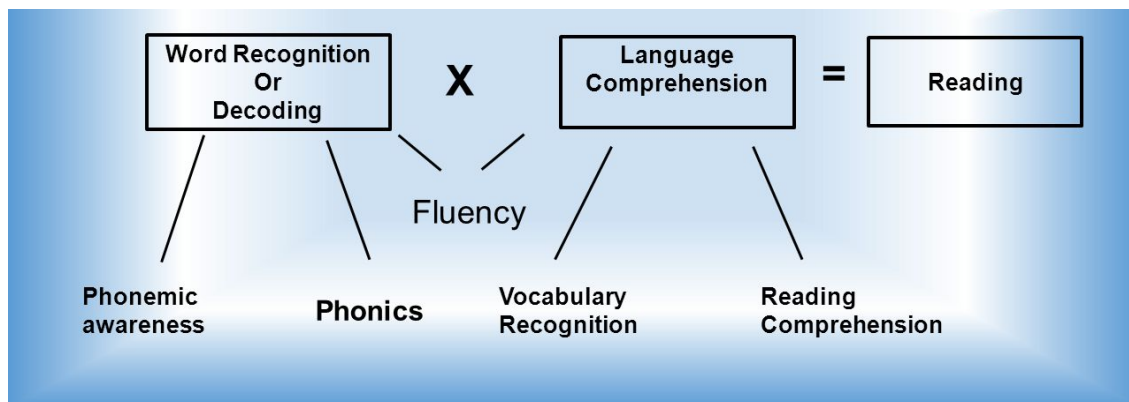


Students who struggle to read and comprehend grade level text either have difficulties with decoding or lack sufficient vocabulary and language (or both).

2

Barksdale Reading Institute

Simple View of Reading



Let's Recap

What We Learned



Review



1. When is it best to begin reading to your child?
2. What are the benefits to reading aloud?
3. What advantages might a child from a literature-rich home have when entering school?
4. How important is the conversational experience?
5. Describe the Simple View of Reading.



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52