

Exercise 2

Read the web article about the four levels of readers (**A–D**) according to children's ability to read. Then answer Question # **(a)–(j)**.

STAGES OF READING DEVELOPMENT

By: Pacific Resources for Education and Learning

The *Stages of Reading Development* is a continuum that explains how students progress as readers. These stages are based on the students' experience and not their age or grade level. Knowing these stages is helpful when developing materials for specific types of readers.

A Emergent readers

Emergent readers need enriching and enjoyable experiences with books, especially picture books. Students can become comfortable with books even before they can read independently; recognizing letters and words and even language patterns. They are able to work with concepts of print and are at the beginning stages of developing the ability to focus attention on letter-sound relationships. Sharing books over and over, extending stories, relating experiences to both print and pictures, and guiding students to "read," helps children begin to make predictions about what they are reading.

B Early readers

Early readers are able to use several strategies to predict a word, often using pictures to confirm predictions. They can discuss the background of the story to better understand the actions in the story and the message the story carries. It is this time in the reader's development that the cueing systems are called upon significantly, so they must pay close attention to the visual cues and language patterns and read for meaning. It is a time when reading habits of risk-taking, and of predicting and confirming words while keeping the meaning in mind are established.

C Transitional readers

Transitional readers often like to read books in a series as a comprehension strategy; the shared characters, settings, and events support their reading development. They read at a good pace; reading rate is one sign of a child's over-all comprehension. At this stage, children generally have strategies to figure out most words but continue to need help with understanding increasingly more difficult text.

D Fluent readers

Fluent readers are confident in their understandings of text and how text works, and they are reading independently. The teacher focuses on students' competence in using strategies to integrate the cueing systems. Students are maintaining meaning through longer and more complex stretches of language. An effective reader has come to understand text as something that influences people's ideas.

The questions below are about the readers (A–D) with different reading abilities.

For each question write the correct letter A, B, C or D on the line.

Which reader ...

- (a) uses numerous approaches to guess a word? [1]
- (b) requires assistance to understand difficult text? [1]
- (c) is starting at the skill to match letter-sound? [1]
- (d) is self-assured in comprehending text? [1]
- (e) takes interest to read series books? [1]
- (f) demands inspiring involvement with books? [1]
- (g) can read at a good speed? [1]
- (h) has the ability to identify how print works? [1]
- (i) needs to focus on visual cues? [1]
- (j) understands that what they read is people's thoughts? [1]

[Total: 10]

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