

THANK YOU for downloading *Book Introductions*
that I created **FREE** for you.

Book Introductions change by book level. This chart
will help you remember how to introduce each book
level. Don't leave this important step out!

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- (1) Have fun!**
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**I GIVE PERMISSION TO CLASSROOM TEACHERS TO
USE
MY MATERIALS WITH THEIR STUDENTS.
FOR ALL OTHER USES, PLEASE CONTACT ME.**

**SINCERELY,
KAREN HAAG**

Please feel free to email with questions ☺

Guiding Reading Development By Grade - Summary

Age and Grade RANGE	Description	Book Introduction
Emergent Readers (A-I) Age 2 to 7 Pre-K to Grade 1 K: Levels A-C 1 st : Levels B-I	<ul style="list-style-type: none"> • Uses information from pictures • May use some features of print • May know some words • Uses the introduced language pattern of books • Begins to link between books and oral language 	<ul style="list-style-type: none"> • Provides children with language and patterns of the book • Draw attention to frequently used words • Covers the whole book • May include a complete reading by the teacher, with children joining in, before children read on their own (like shared reading)
Early Readers (A-I) Approximately age 5-7 K: Levels A-C 1 st : Levels B-I	<ul style="list-style-type: none"> • Relies more on print and less on pictures • Begins to control early reading strategies • Knows several high frequency words • Reads familiar books with phrasing and fluency • Begins to self correct and cross check 	<ul style="list-style-type: none"> • Ranges from completely covering the book to providing a brief overview • Focuses on particular words • Introduces familiar structures • Provides a strong support for meaning
Transitional Readers (A-M) Approximately age 5-7 K-2 K: Levels A-C 1 st : Levels B-I 2 nd : Levels H-M	<ul style="list-style-type: none"> • Completely controls early strategies • Uses multiple cues to monitor reading • Integrates the cues • Knows a large core of high frequency words • Does not rely heavily on pictures clues • Reads fluently and with expression for the most part • Reads longer and more complex texts 	<ul style="list-style-type: none"> • Involves brief support so that the reader reads independently • Continues to help reader determine a framework for reading, but it includes less detail • Introduces new concepts, especially vocabulary and unusual text structures • Checks to see if student understands meaning
Self-extending Readers (B-P) Approximately age 5-7 Grades 1-3 1 st : Levels B-I 2 nd : Levels H-M 3 rd : L-P	<ul style="list-style-type: none"> • Uses all sources of information comfortably and flexibly • Solves reading problems independently • Reads with phrasing and fluency • Reads a wide range of texts, which builds background knowledge • Relies less on picture clues and reads for meaning • Solves reading problems independently • Learns from reading • Reads longer, complex texts • Reads a wide range of genres 	<ul style="list-style-type: none"> • Engaging introduction • Arouses interest in reading the text • May be structured so that students notice specific concepts of print or structures of genres • Stresses independent previewing. • Builds on understanding taught in lower levels of the importance of previewing. <p><i>Source: Guided Reading: Good First Teaching for All Children By Fountas & Pinnell</i></p>

Levels O-Z Grade Level: 4 th : O-T Page 82-83 5 th : S-W Page 106-107 6 th : V-Y Page 130-131 7-8+: X-Z Page 156-159 9-12+: Z+ <i>Source: The Continuum of Literacy Learning Grades 3-8 By Fountas & Pinnell</i>	Sampling...Thinking Within, Beyond, and About The Text <ul style="list-style-type: none"> • Understands words from context • Notices words have multiple meanings • Reads with accuracy, fluency and phrasing • Uses the full range of punctuation • Selects most important ideas • Makes predictions while reading • Analyzes characters • Uses voice quality to reflect meaning • Makes connections • Begins to understand changes in meaning author conveys in word choice • Uses genres for sources of writing 	Previews independently; sets purpose for reading
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