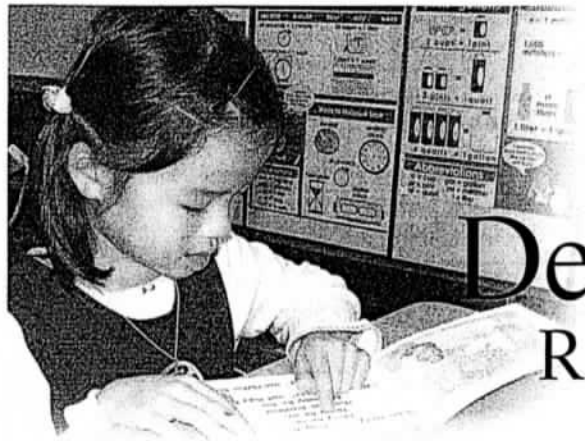


AGES 5–7

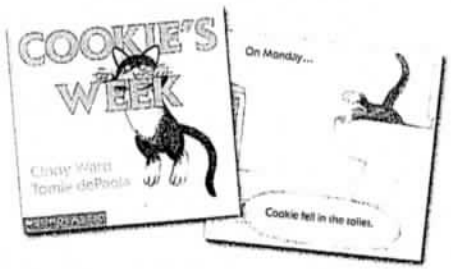
Developing Readers

PARENT tips

- ✓ **Read different things aloud in addition to stories (such as recipes, letters, and directions).**
- ✓ **If English is not your first language, be sure to keep reading, writing, and talking together in your native language. This will help with your child's vocabulary and understanding of concepts.**
- ✓ **As you read together, ask your child to predict what might happen next or talk about how the book relates to your child's life.**

Children at this stage see themselves as readers. They can read books with simple patterns, like *Dear Zoo* (Rod Campbell, 1982) or *Mrs. Wishy-Washy* (Joy Cowley, 1999), or simple texts, like *Go, Dog, Go!* (P. D. Eastman, 1961). Later in this stage, they can read books with patterns that vary more, like *Just for You* (Mercer Mayer, 1975) or *Cookie's Week* (Cindy Ward, 1988). They begin to look at books independently for short periods of time (five to ten minutes) and like to share books with others. Developing readers know most letter sounds and can read simple words (such as *dog* and *me*) and a few sight words (such as *have* and *love*). Recognizing patterns and word families helps readers generalize what they know about one word to similar new words. They use both print and illustrations to make meaning as they read. Children often read aloud word by word, particularly with a new text. They gain fluency with familiar books and repeated readings. These young readers can retell the main idea of a story and participate in whole-group discussions of literature. This is another stage that children may pass through quickly.

Developing readers will read stories like this one with a short amount of text and the support of illustrations.



Types of Texts and Oral Reading
- Reads books with simple patterns.
- Begins to read own writing.

Attitude
- Begins to read independently for short periods (five to ten minutes).
- Discusses favorite reading material with others.

Reading Strategies
- Relies on illustrations and print.
- Uses finger-print-voice matching.
- Knows most letter sounds and letter clusters.
- Recognizes simple words.
- Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to read words.
- Begins to make meaningful predictions.
- Identifies titles and authors in literature (text features).

Comprehension and Response
- Retells main event or idea in literature.
- Participates in guided literature discussions.

Self-Evaluation
- Sees self as reader.
- Explains why literature is liked or disliked during class discussions with guidance.

AGES 5–7

Developing Writers

PARENT tips

- ✓ **Involve your child in writing party invitations, name tags, thank-you notes, valentines, holiday cards, and so on. Be sure to plan ahead enough so your child will have lots of time.**
- ✓ **Have your children send friends postcards when you're on a trip. Be sure to take stamps and their addresses with you.**
- ✓ **Keep a family journal of favorite books, movies, restaurants, or jokes. Ask your child to add comments or reactions.**

Students at the Developing stage write names and familiar words. They begin to write several short sentences about a topic. Developing writers sometimes use beginning, middle, and ending sounds to make words. For example, *learn* might be written *LRn*. This developmental reliance on the sounds of letters is called *invented spelling, phonetic spelling,* or *temporary spelling.* At this stage, students spell some high-frequency words correctly. Students often interchange upper- and lowercase letters and experiment with capital letters and simple punctuation. They write from left to right and begin to include spacing. Students are able to read their own compositions aloud immediately after writing, but later may not remember what they wrote.

This emergent writer uses conventional and phonetic spelling to write this page about clouds.

Cumulus clouds
can build up
to be big clouds.

And if it is cold
enough it can be
snow. If it is warm, it
will rain. Sometimes
that means a good day
if they are sprinkled
around the sky.

Types of Texts
- Writes two to four sentences about a topic.
- Writes names and familiar words.

Content and Traits
- Generates own ideas for writing.

Mechanics and Conventions
- Writes from top to bottom, left to right, and front to back.
- Intermixes uppercase and lowercase letters.
- Experiments with capitals.
- Experiments with punctuation.
- Begins to use spacing between words.
- Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to write words.
- Spells words on the basis of sounds without regard for conventional spelling patterns.
- Uses beginning, middle, and ending sounds to make words.

Attitude and Self-Evaluation
- Begins to read own writing.