

Supporting Emergent Storybook Reading; Small Group and Individualized Instruction

*Story is not formed, reading governed by the pictures*

Stages of Reading Emergent Storybooks	What might a child sound like?	Conferring Suggestions
1. Labeling and Commenting	"Look at that guy. He's got a lot of hats on his head..."	<ul style="list-style-type: none"> <li>-Strong readers use the character's name...</li> <li>-Strong readers can say what is happening in the picture...</li> <li>-Strong readers find the main character and say what he's doing...</li> <li>-Strong readers can notice more than one thing in the picture...</li> <li>-Strong readers say a lot of words about it, instead of a little - just like in writing...</li> <li>-Strong readers say where the main character is...</li> </ul>
2. Following the Action	"The guy is walking through the town..."	<ul style="list-style-type: none"> <li>-Strong readers find the main character and imagine what he might be saying...</li> <li>-Strong readers look at the previous page to remind themselves what was happening...</li> <li>-Strong readers say more about what the character is doing...</li> <li>-Strong readers use storybook language like "next," or "then," to connect the pages...</li> <li>-Strong readers connect the pages by saying how the character gets from one page to the next...</li> </ul>

*Story is formed, reading is governed by pictures, reading sounds like oral language*

Stages of Reading Emergent Storybooks	What might a child sound like?	Conferring Suggestions
3. Dialogic Storytelling	"I've got lots of hats and I'm selling them. 50 cents! 50 cents!"	-Strong readers say what the character is doing first, and then what he's doing...
4. Monologic Storytelling	"Too bad. He didn't sell any hats so he went to rest under there... He says it's a good place to rest."	-Strong readers add what the characters are saying by using "he said/she said..." -Strong readers ask themselves, "What will the character say on the next page?" -Strong readers check the page before to help themselves read the next page...

*Story is formed, reading is governed by the pictures, sounds like story language*

Stages of Reading Emergent Storybooks	What might a child sound like?	Conferring Suggestions
5. Reading and Storytelling Mixed	(Often students will switch between Levels 3, 4 and 6.) "He walked for a long time and came to a great big tree. He said, 'I'm going to rest here.'"	-Strong readers imagine how the character would sound by thinking about what's going on in the story and thinking about how the character would say it... -Strong readers stay longer on a page by thinking about what other characters are doing...
6. Reading Similar to Original Story	"He walked for a long time until he came to a big tree. 'I'm going to... That's a nice place to rest,' thought he. He sat down and leaned back..."	-Strong readers read the story like a storyteller by using the author's words... -Strong readers ask themselves, "Does that sound like a storyteller?" -Strong readers use the pictures and cover to help them remember how the story goes...
7. Reading "Verbatim"	"He walked for a long time until he came to a tree (pause) a great big tree. 'That's a nice place for a rest,' thought he. And he sat down very slowly and leaned	-Strong readers keep track of what's happening in the text and have ideas about the text. They might say, "This reminds me of..." "I'm thinking..."

	back against, leaned back little by little against the tree-trunk..."	"A connection I am making is..." -Strong readers make their voice sound like the character..."
--	---	--

Adapted from Sulzby Classification Scheme Instructional Profiles; Sulzby and Rockafellow, 2001