

## Stages of Emergent Storybook Reading

Classification Scheme	An Example of a Child Reading	Conferring Suggestions
<p><b>Category: Story not formed and reading governed by pictures</b> <i>(Using meaning and syntax sources of information)</i></p>		
1. Labeling and commenting	"Look at that guy. He's got a lot of hats on his head . . ."	Add action and comments.
2. Labels with actions, which follow the action on the page.	"The guy is walking through the town . . ."	Add more action toward the big idea: What's that? What's happening?
<p><b>Category: Story formed and reading governed by pictures and sounds like oral language</b> <i>(Using meaning and syntax sources of information)</i></p>		
3. Dialogic storytelling—telling the story in dialogue using the pictures and oral language.	"You see this is a story about a guy who sells hats for 50 cents. He says, 'Caps for Sale! Caps for Sale!'"	Mimic the child's observations in the picture using dialogic storytelling and extend.
4. Monologic storytelling—telling the story in narrative sequence, not in dialogue, using the pictures and oral language.	A guy tries to sell hats. He does not sell any. He rests under a tree. Then monkeys steal his hats.	Comment on the picture using story or narrative language.
<p><b>Category: Story formed and reading governed by pictures and sounds like story/written language</b> <i>(Using meaning and syntax sources of information)</i></p>		
5. Reading using the pictures with a mix of oral storytelling and story language	"The guy walked for a long time. He said, 'I'm going to rest here.'"	Use story language as you add to what's happening.
6. Sounds like they are reading using story language without elaboration, but they are really using the picture.	"He walked for a long time until he came to a tree. He sat down and leaned back . . ."	Begin to connect one page to another with expression—by linking one action to another with transition words.
<p><b>Category: Story formed and reading governed by pictures and sounds like story/written language</b> <i>(Using meaning and syntax sources of information)</i></p>		
7. Sounds like they are reading the story with elaboration, but they are really using the picture.	"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 back against, leaned back little by little against the tree-trunk . . ."	Be an active listener responding to what is happening in the story as they read: "Oh! Wow! Oh, my what's next?"

Sulzby, E. 1994. "Children's Emergent Reading of Favorite Storybooks." In *Theoretical Models and Processes of Reading*, 4th ed., edited by R. B. Ruddell, M. R. Ruddell, & H. Singer, 244–80. Newark, DE: International Reading Association.

Sulzby, E. 2003–2007. *Research and Implementation of Emergent Reading and Writing, Region One*. Bronx, NY: New York City Department of Education.