

**PROTOCOL FOR EMERGENCE READING DEVELOPMENT**  
*(Adapted from Hill & Ruptic, 1994)*

**Name:** \_\_\_\_\_  
**Class:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

<i>Description of Behavior</i>	<i>P</i>	<i>A</i>
<b>Pre-conventional Reading Behavior</b>		
Book awareness		
Letter names		
Responses to stories		
Chooses favorites		
Interest in environmental print		
<b>Emergent Reading Behavior</b>		
Engages in shared reading activities		
Pretends to read		
Some letter sounds		
Plays with words / rhymes		
Memorizes books		
Can perform via picture-story		
<b>Developing Initial Conventional Reading</b>		
Reads predictable books		
Sees self as a reader		
Concept of words clearly noted		
Recognizes simple words		
Recognizes that print+pictures= story		
Retells the main idea		
<b>Beginning Conventional Reading</b>		
Reads early reader books		
Expands word recognition		
Develops a sense of story		
Begins to read silently		
Uses various strategies to overcome problems		

<b>Expanding Conventional Reading</b>		
Reads easy chapter books		
Uses varied strategies		
Reads silently		
Increased fluency and expression		
Retells stories		
Develops favorite genres		
Independent reading for pleasure		
Speaks of reading		