

STAGES IN A NUTSHELL

Stages of Literacy Development over Time	Emergent Readers, Writers, Spellers (approximately pre-K to Kindergarten) Books: Readiness - Preprimer A	Beginning Readers, Writers, Spellers (approximately K-1) Books: Preprimer B - Primer	Instructional Readers		
			<i>Transitional Readers, Writers, Spellers</i> (approximately late 1 st -2 nd) Books: Primer – 2nd	<i>Intermediate Readers, Writers, Spellers</i> (approx. 3 rd to 5 th) Books: 3 rd – 5 th	<i>Advanced Readers, Writers, Spellers</i> (approx. 6 th +) Books: 6 th & higher
READING	<ul style="list-style-type: none"> Lacks voice to print match (COW) Does not attend to print in books; relies heavily on pictures Pretend reading or memory reading May recognize name & some environmental print (e.g., Pepsi logo) Developing phonological awareness (rhyming and syllable awareness) 	<ul style="list-style-type: none"> Accurately tracks print & uses fingerpointing (may still have rudimentary COW as an early beginner) Begins to develop a sight word vocabulary Attempts to use developing letter-sound knowledge to decode/encode words Slow, labored reading; word-by-word Reads aloud and may fingerpoint Rates around 40 at Primer Partial phonemic segmentation moving to full 	<ul style="list-style-type: none"> Has extensive sight word vocabulary Begins to read more fluently & expressively yet still characterized as “choppy” May “chunk” unknown words; able to use analogy-based strategies Begins to read silently; at beginning of stage silent rates are not similar to oral rates Focus of instruction shifts to comprehension Rates around 60 at 1st and 80 at 2nd 	<ul style="list-style-type: none"> Focus of instruction is comprehension Continues to develop extensive vocabulary through reading Reads fluently Reads silently & uses expression; silent reading rates significantly faster than oral reading rates Intermediate readers have rates at 100+ and advanced readers have rates reaching 140 Reads a variety of genres Independently applies strategies for deciphering unknown words & meanings 	
SPELLING	<p>Emergent</p> <ul style="list-style-type: none"> Spellings bear no sound-symbol relationships (e.g., scribbles, symbol salad, random letters) Incomplete alphabet knowledge 	<p>Letter Name</p> <ul style="list-style-type: none"> Consistently represents beginning & ending sounds; may confuse medial vowels, blends and digraphs Early LN kids will not consistently include a medial vowel (e.g., KT: cat) May segment words orally & match sounds to letters 	<p>Within Word Pattern</p> <ul style="list-style-type: none"> Most medial short vowels, blends digraphs are correct Learning vowel patterns (long, r-controlled, other) and complex consonant units 	<p>Syllables & Affixes</p> <ul style="list-style-type: none"> Most long vowel patterns in single Learn inflected endings, syllable juncture patterns, vowel patterns in accented syllables, unaccented final syllables 	<p>Derivational Relations</p> <ul style="list-style-type: none"> Most syllable juncture patterns, accented syllables, and unaccented endings Learn consonant and vowel changes, Latin & Greek roots/prefixes/suffixes, assimilated prefixes
WRITING	<ul style="list-style-type: none"> Approximated writing; pretend writes/draws Lacks spaces between words Not yet able to read own writing Moves from scribbles to mock linear to letter-like to symbol salad and finally to some letter-sound connections (late in the stage) 	<ul style="list-style-type: none"> Attempts to match speech in print; often vocalizes while writing Slow, labored writing May need help forming letters & reminders about spacing Learns to spell some high-frequency words 	<ul style="list-style-type: none"> Begins writing in phrases with greater ease & fluency Learns the writing process Can spell many high frequency words Begins to write for meaning Learns to write simple paragraphs 	<ul style="list-style-type: none"> Writing approaches fluency Length of writing steadily increases Uses the revision & editing process independently Can write summaries and reports Develops a personal voice & style 	