



Continuum of Children's Development in Early Reading and Writing

Adapted from a joint position statement of the International Reading Association and the National Association for the Education
of Young Children, July 1998

Continuum of Children's Development in Early Reading and Writing

Adapted from a joint position statement of the International Reading Association and the National Association for the Education of Young Children, July 1998

Phase 1 Awareness and exploration (goals for preschool) Children explore their environment and build the foundations for learning to read and write	Phase 2 Experimental reading and writing (goals for kindergarten) Children develop basic concepts of print and begin to engage in and experiment with reading and writing	Phase 3 Early reading and writing (goals for first grade) Children begin to read simple stories and can write about a topic that is meaningful to them	Phase 4 Transitional reading and writing (goals for second grade) Children begin to read more fluently and write various text forms using simple and more complex sentences	Phase 5 Independent and productive reading and writing (goals for third grade) Children continue to extend and refine their reading and writing to suit varying purposes and audiences
Children can: <ul style="list-style-type: none"> • Enjoy listening to and discussing storybooks • Understand that print carries a message • Engage in reading and writing attempts • Identify labels and signs in their environment • Participate in rhyming games • Identify some letters and make some letter-sound matches • Use known letters or approximations of letters to represent written language (especially meaningful words like their name and phrases such as "I love you") 	Kindergartners can: <ul style="list-style-type: none"> • Enjoy being read to and themselves retell simple narrative stories or informational texts • Use descriptive language to explain and explore • Recognize letters and letter-sound matches • Show familiarity with rhyming and beginning sounds • Understand left-to-right and top-to-bottom orientation and familiar concepts of print • Match spoken words with written ones • Begin to write letters of the alphabet and some high-frequency words 	First-graders can: <ul style="list-style-type: none"> • Read and retell familiar stories • Use strategies (rereading, predicting, questioning, contextualizing) when comprehension breaks down • Use reading and writing for various purposes on their own initiative • Orally read with reasonable fluency • Use letter-sound associations, word parts, and context to identify new words • Identify an increasing number of words by sight • Sound out and represent all substantial sounds in spelling a word • Write about topics that are personally meaningful • Attempt to use some punctuation and capitalization 	Second-graders can: <ul style="list-style-type: none"> • Read with greater fluency • Use strategies more efficiently (rereading, questioning, and so on) when comprehension breaks down • Use word identification strategies with greater facility to unlock unknown words • Identify an increasing number of words by sight • Write about a range of topics to suit different audiences • Use common letter patterns and critical features to spell words • Punctuate simple sentences correctly and proof-read their own work • Spend time reading daily and use reading to research topics 	Third-graders can: <ul style="list-style-type: none"> • Read fluently and enjoy reading • Use a range of strategies when drawing meaning from the text • Use word identification strategies appropriately and automatically when encountering unknown words • Recognize and discuss elements of different text structures • Make critical connections between texts • Write expressively in many different forms (stories, poems, reports) • Use a rich variety of vocabulary and sentences appropriate to text forms • Revise and edit their own writing during and after composing • Spell words correctly in final writing drafts

Continuum of Children's Development in Early Reading and Writing

Adapted from a joint position statement of the International Reading Association and the National Association for the Education of Young Children, July 1998

Phase 1 Awareness and exploration (goals for preschool) Children explore their environment and build the foundations for learning to read and write	Phase 2 Experimental reading and writing (goals for kindergarten) Children develop basic concepts of print and begin to engage in and experiment with reading and writing	Phase 3 Early reading and writing (goals for first grade) Children begin to read simple stories and can write about a topic that is meaningful to them	Phase 4 Transitional reading and writing (goals for second grade) Children begin to read more fluently and write various text forms using simple and more complex sentences	Phase 5 Independent and productive reading and writing (goals for third grade) Children continue to extend and refine their reading and writing to suit varying purposes and audiences
Teachers: <ul style="list-style-type: none"> • Share books with children, including Big Books, and model reading behaviors • Talk about letters by name and sounds • Establish a literacy-rich environment • Reread favorite stories • Engage children in language games • Promote literacy-related play activities • Encourage children to experiment with writing 	Teachers: <ul style="list-style-type: none"> • Encourage children to talk about reading and writing experiences • Provide many opportunities for children to explore and identify sound-symbol relationships in meaningful contexts • Help children to segment spoken words into individual sounds and blend the sounds into whole words (for example, by slowly writing a word and saying its sound) • Frequently read interesting and conceptually rich stories to children • Provide daily opportunities for children to write • Help children build a sight vocabulary • Create a literacy-rich environment for children to engage independently in reading and writing 	Teachers: <ul style="list-style-type: none"> • Support the development of vocabulary by reading daily to the children, transcribing their language, and selecting materials that expand children's knowledge and language development • Model strategies and provide practice of identifying unknown words • Give children opportunities for independent reading and writing practice • Read, write, and discuss a range of different text types (poems, informational books) • Introduce new words and teach strategies for learning to spell new words • Demonstrate and model strategies to use when comprehension breaks down • Help children build lists of commonly used words from their reading and writing 	Teachers: <ul style="list-style-type: none"> • Create a climate that fosters analytics, evaluative, and reflective thinking • Teach children to write in multiple forms (stories, information, poems) • Ensure that children read a range of texts for a variety of purposes • Teach revising, editing, and proofreading skills • Teach strategies for spelling new and difficult words • Model enjoyment of reading 	Teachers: <ul style="list-style-type: none"> • Provide opportunities daily for children to read, examine, and critically evaluate narrative and expository texts • Continue to create a climate that fosters critical reading and personal response • Teach children to examine ideas in texts • Encourage children to use writing as a tool for thinking and learning • Extend children's knowledge of the correct use of writing conventions • Emphasize the importance of correct spelling in finished written products • Create a climate that engages all children as a community of literacy learners

Continuum of Children's Development in Early Reading and Writing

Adapted from a joint position statement of the International Reading Association and the National Association for the Education of Young Children, July 1998

Phase 1 Awareness and exploration (goals for preschool) Children explore their environment and build the foundations for learning to read and write	Phase 2 Experimental reading and writing (goals for kindergarten) Children develop basic concepts of print and begin to engage in and experiment with reading and writing	Phase 3 Early reading and writing (goals for first grade) Children begin to read simple stories and can write about a topic that is meaningful to them	Phase 4 Transitional reading and writing (goals for second grade) Children begin to read more fluently and write various text forms using simple and more complex sentences	Phase 5 Independent and productive reading and writing (goals for third grade) Children continue to extend and refine their reading and writing to suit varying purposes and audiences
Parents and family members can: <ul style="list-style-type: none"> • Talk with children, engage them in conversation, gives names of things, show interest in what a child says • Read and reread stories with predictable text to children • Encourage children to recount experiences and describe ideas and events that are important to them • Visit the library regularly • Provide opportunities for children to draw and print, using markers, crayons, and pencils 	Parents and family members can: <ul style="list-style-type: none"> • Read daily and reread narrative and informational stories to children • Encourage children's attempts at reading and writing • Allow children to participate in activities that involve writing and reading (for example, cooking, making grocery lists) • Play games that involve specific directions (such as "Simon Says") • Have conversations with children during mealtimes and throughout the day 	Parents and family members can: <ul style="list-style-type: none"> • Talk about favorite story-books • Read to children and encourage them to read back • Suggest that children write to friends and relatives • Bring to a parent-teacher conference evidence of what a child can do in writing and reading • Encourage children to share what they have learned about their writing and reading 	Parents and family members can: <ul style="list-style-type: none"> • Continue to read to children and encourage them to read back • Engage children in activities that require reading and writing • Become involved in school activities • Show children interest in their learning by displaying their written work • Visit the library regularly • Support children's specific hobby or interest with reading materials and references 	Parents and family members can: <ul style="list-style-type: none"> • Continue to support children's learning and interest by visiting the library and bookstores with them • Finds ways to highlight children's progress in reading and writing • Stay in regular contact with children's teachers about activities and progress in reading and writing • Encourage children to use and enjoy print for many purposes (such as recipes, directions, games, and sports) • Build a love of language in all its forms and engage children in conversation