

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)	Phase 2 Experimental reading and writing (goals for kindergarten)	Phase 3 Early reading and writing (goals for first grade)	Phase 4 Transitional reading and writing (goals for second grade)	Phase 5 Independent and productive reading and writing (goals for third grade)
<p>Children explore their environment and build the foundations for learning to read and write</p> <ul style="list-style-type: none"> • Children can • 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") 	<p>Children develop basic concepts of print and begin to engage in and experiment with reading and writing</p> <ul style="list-style-type: none"> • Kindergarten children can • 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 	<p>Children begin to read simple stories and can write about a topic that is meaningful to them</p> <ul style="list-style-type: none"> • First-graders can • Read and retell familiar stories • Use strategies (rereading, predicting, questioning, contextualizing) when comprehension breaks down • Use reading and write 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 	<p>Children begin to read more fluently and write various text forms using simple and more complex sentences</p> <ul style="list-style-type: none"> • Second-graders can • 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 proofread their own work • Spend time reading daily and use reading to research topics 	<p>Children continue to extend and refine their reading and writing to suit varying purposes and audiences</p> <ul style="list-style-type: none"> • Third-graders can • 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

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<p>Children explore their environment and build the foundations for learning to read and write</p> <p>Teachers:</p> <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 	<p>Children develop basic concepts of print and begin to engage in and experiment with reading and writing</p> <p>Teachers</p> <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 	<p>Children begin to read simple stories and can write about a topic that is meaningful to them</p> <p>Teachers</p> <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 writing and reading 	<p>Children begin to read more fluently and write various text forms using simple and more complex sentences</p> <p>Teachers</p> <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 	<p>Children continue to extend and refine their reading and writing to suit varying purposes and audiences</p> <p>Teachers</p> <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