

Phases of Literacy

RLA 509: Reading Foundations K-6

Phase 1: Awareness and exploration (goals for preschool)

- Children explore their environment and build the foundations for learning to read and write.

2

Phase 1: Awareness and exploration (goals for preschool)

- **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 names and phrases such as "I love you")

3

Phase 1: Awareness and exploration (goals for preschool)

- **What teachers do**
 - 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

4

Phase 1: Awareness and exploration (goals for preschool)

- **What parents and family members can do**
 - Talk with children, engage them in conversation, give names of things, show interest in what a child says
 - Read and reread stories with predictable texts 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

5

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.

6

Phase 2: Experimental reading and writing (goals for kindergarten)

- **Kindergartners can**
 - Enjoy being read to and can 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

7

Phase 2: Experimental reading and writing (goals for kindergarten)

- **What teachers do**
 - 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 examples, by slowly writing a word and saying its sound)

8

Phase 2: Experimental reading and writing (goals for kindergarten)

- **What teachers do (continued)**
 - 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

9

Phase 2: Experimental reading and writing (goals for kindergarten)

- **What parents and family members can do**
 - Daily read 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 examples, cooking, making grocery lists)
 - Play games that involve specific directions (such as "Simon Says")
 - Have conversations with children during mealtimes and throughout the day

10

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.

11

Phase 3: Early reading and writing (goals for first grade)

- **First graders can**
 - 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

12

Phase 3: Early reading and writing (goals for first grade)

- **First graders can (continued)**
 - 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

13

Phase 3: Early reading and writing (goals for first grade)

- **What teachers do**
 - 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 for identifying unknown words
 - Give children opportunities for independent reading and writing practice

14

Phase 3: Early reading and writing (goals for first grade)

- **What teachers do (continued)**
 - 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 for their writing

15

Phase 3: Early reading and writing (goals for first grade)

- **What parents and family members can do**
 - Talk about favorite storybooks
 - Read to children and encourage them to read to you
 - Suggest that children write to friends and relatives
 - Bring to a parent-teacher conference evidence of what your child can do in writing and reading
 - Encourage children to share what they have learned about their writing and reading

16

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

17

Phase 4: Transitional reading and writing (goals for second grade)

- **Second graders can**
 - Read with greater fluency
 - Use strategies more efficiently (reading, 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

18

Phase 4: Transitional reading and writing (goals for second grade)

- **What teachers do**
 - Create a climate that fosters analytic, evaluative, and reflective thinking
 - Teach children to write in multiple forms(stories, information, poems)
 - Ensure that children read a range of text for a variety of purposes
 - Teach revising, editing, and proofreading skills
 - Teach strategies for spelling new and difficult words
 - Model enjoyment of reading

19

Phase 4: Transitional reading and writing (goals for second grade)

- **What parents and family members can do**
 - Continue to read to children and encourage them to read to you
 - Engage children in activities that require reading and writing
 - Become involved in school activities
 - Show children your interest in their learning by displaying their written work
 - Visit the library regularly
 - Support your child's specific hobby or interest with reading materials and references

20

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

21

Phase 5: Independent and productive reading and writing (goals for third grade)

- **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)

22

Phase 5: Independent and productive reading and writing (goals for third grade)

- **Third graders can (continued)**
 - 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

23

Phase 5: Independent and productive reading and writing (goals for third grade)

- **What teachers do**
 - 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 in conventions
 - Emphasize the importance of correct spelling in finished written products
 - Create a climate that engages all children as a community of literacy learners

24

Phase 5: Independent and productive reading and writing (goals for third grade)

■ **What teachers do (continued)**

- Extend children's knowledge of the correct use of writing in conventions
- Emphasize the importance of correct spelling in finished written products
- Create a climate that engages all children as a community of literacy learners

25

Phase 5: Independent and productive reading and writing (goals for third grade)

■ **What parents and family members can do**

- Continue to support children's learning and interest by visiting the library and book-stores with them
- Find ways to highlight children's progress in reading and writing
- Stay in regular contact with your child'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

26