STAGES OF EARLY LITERACY

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 **PRE-EMERGENT**

* Enjoys listening to and talking about stories.
* Understands that print carries a message and notices environmental print.
* Uses picture cues and predictable patterns in books to retell the story.
* Makes text to self connections.
* Recognizes 5 - 20 familiar or high frequency words.
* Identifies some letters and makes some letter-sound matches.
* Uses known letters or approximations of letters to represent written language.



 **EMERGENT**

* Enjoys playing with language and books and wants to read.
* Knows how stories and books work and has one to one correspondence.
* Identifies letter names and sounds fluently and can segment and blend simple words.
* Identifies 20 – 100 sight words.
* Applies knowledge of cueing systems to monitor reading though often relies on one at a time.
* Hears sound sequence in words and is starting to use beginning, middle, and end sounds to decode text.

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**DEVELOPING**

* Fluently reads appropriately-leveled text independently.
* Recognizes 100 – 300 high frequency words.
* Figures out unknown words using letter/sound knowledge, analogy, and/or other decoding strategies.
* Integrates cueing systems to monitor and comprehend text.
* Makes self-to-self and text-to-text connections.
* Makes predictions, retells, and recall main ideas and details of narrative and expository text.

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**FLUENT**

* Identifies most words automatically.
* Reads with expression at a rate of 100 words per minute or more.
* Prefers to read silently.
* Uses strategies to identify unfamiliar words.
* Integrates cues and flexibly adapts reading strategies to fulfill a range of purposes.
* Uses knowledge of text structure and genre to support comprehension.
* Makes text-to-self, text-to-world, and text-to-text connections.
* Uses higher level strategies to comprehend text (i.e., inferring, visualizing).