

Stages of Reading Development

by Jeanne S. Chall

stage Zero: Pre-reading/Pseudo reading (6 mos.-6 years old)

the child understands thousands of words but can read few if any of them

how to acquire:

- provide with books
- dialogic reading

stage One: initial reading and decoding (6-7 years old)

-child learns relation between letters and sounds, printed and spoken words and can read simple text, sound out new syllable words

-child understands 4000 words when heard but can read about 600

how to acquire:

- direct instruction and practice
- reading of simple stories with words of high frequency (most used words)

stage Two: Confirmation & fluency (7-8 yrs old)

-The child can read simple, familiar & selection with increasing fluency

- listening is still more effective than reading

How to acquire:

- Provide with direct instruction in advance decoding skills through vocabulary activities

stage Three: reading for learning the new (9-13 yrs old)

A learner learns new ideas given new knowledge and experiences new feelings

-at the beginning of this stage listening is more comprehensive and at the end, reading is more comprehensive

How to acquire:

- Provide materials with increasingly more complex texts

stage Four: reading at multiple view points (15-17 years old)

Readers read from broad range of complex materials

Reading comprehension at this stage is better than listening comprehension

How to acquire:

- through reading magazines and biological references
- through studying about words and word parts

stage Five: construction-reconstruction (18 years old and up)

Readers read for one's own purposes

Reading at this stage is more efficient than listening

How to acquire:

- through reading more difficult materials
- graphic organizers are very good help for college students
- through context clues



Reading Development And Continuum

Judith Arter, Jay McTighe



Reading Development And Continuum:

Reading Developmental Continuum Diana Rees,1994 Learning and assessment strategies are linked to chart each child's individual development through the phases of learning to read from role play experimental reading early and transitional reading to independent and advanced reading Teaching strategies notes on how parents can help and behaviours to be encouraged are included for each phase The emphasis is on children's development of sight words using context but with increasing awareness of complementary strategies With profiles of reading development for students and classes and a bibliography This First Steps project was developed by the Education Department of Western Australia Beginning Reading and Writing Dorothy S. Strickland,Lesley Mandel Morrow,2000-09-29 In this essay collection scholars in the area of early literacy provide concrete strategies for achieving excellence in literacy instruction The collection presents current research based information on the advances and refinements in the area of emerging literacy and the early stages of formal instruction in reading and writing Following a foreword Alan Farstrup and an introduction Dorothy S Strickland and Lesley Mandel Morrow chapters in the collection are 1 Beginning Reading and Writing Perspectives on Instruction William H Teale and Junko Yokota 2 Becoming a Reader A Developmentally Appropriate Approach Susan B Neuman and Sue Bredekamp 3 Literacy Instruction for Young Children of Diverse Backgrounds Kathryn H Au 4 Enhancing Literacy Growth through Home School Connections Diana H Tracey 5 Children's Pretend Play and Literacy Anthony D Pellegrini and Lee Galda 6 Talking Their Way into Print English Language Learners in a Prekindergarten Classroom Celia Genishi Donna Yung Chan and Susan Stires 7 Organizing and Managing a Language Arts Block Lesley Mandel Morrow 8 Classroom Intervention Strategies Supporting the Literacy Development of Young Learners at Risk Dorothy S Strickland 9 Teaching Young Children to Be Writers Karen Bromley 10 Phonics Instruction Margaret Moustafa 11 Reading Aloud from Culturally Diverse Literature Lee Galda and Bernice E Cullinan 12 Fostering Reading Comprehension Linda B Gambrell and Ann Dromsky 13 Assessing Reading and Writing in the Early Years Bill Harp and Jo Ann Brewer 14 Sign of the Times Technology and Early Literacy Learning Shelley B Wepner and Lucinda C Ray and 15 Still Standing Timeless Strategies for Teaching the Language Arts Diane Lapp James Flood and Nancy Roser NKA **Acquisition of Reading Skills (1986)** Barbara R. Foorman,Alexander W. Siegel,2017-10-03 Originally published in 1986 In literate societies around the world children begin instruction in reading somewhere between the ages of five and seven years On one level their tasks are very similar learn the sound symbol relationship of their languages and apply their linguistic and cognitive skills to gain meaning from print On another level their tasks seem to vary orthographies and sound symbol relationships differ and cultures attitude towards reading and children's motivation to achieve range widely This book considers both universal and culturally constrained aspects of the process of learning to read with the first four chapters exemplifying cognitive universal approaches to reading and the last four highlighting cultural constraints It will be of use to researchers and students as well as teachers requiring an insight

into how reading skills are acquired **Reading Intervention in the Primary Grades** Heidi Anne E. Mesmer, Eric Mesmer, Jennifer Jones Powell, 2014-01-13 Accessible and teacher friendly this book provides a blueprint for planning delivering and evaluating small group interventions for struggling readers in PreK 2 It describes how to set up an efficient response to intervention RTI system that enhances any reading program already in place in a classroom and that is fully compatible with the Common Core State Standards Presented are dozens of easy to implement Tier 2 intervention activities in the areas of letter learning decoding and fluency complete with reproducible goal setting sheets and fidelity checklists Purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2 x 11 size *Projections for Reading* Becky Calkins, 1978 **Improving Reading and Literacy in Grades 1-5** Edward P. St. John, Siri Ann Loesch, Jeffrey S. Bardzell, 2003-02-14 The book s in depth coverage analyzes and compares features frameworks tools methods outcomes and reform components for 17 major reading programs **Projections for Reading** United States. Office of Education, 1978 **Teaching Reading** Douglas Fisher, Nancy Frey, Diane Lapp, 2022-08-29 The comprehensive guide you can trust for evidence based reading practices It s settled science developing skilled readers can enhance students lives That s why renowned educators Douglas Fisher Nancy Frey and Diane Lapp wrote this resource with the urgency of a code blue in an ER because too many children for many reasons struggle with learning to become strong readers Designed to be a one stop shop for best practices Teaching Reading is concise encyclopedic and essential Thirteen interactive modules provide easy to read ideas to support you teaching every child to read very well You will learn how to Focus on two critical aspects of reading word recognition and language comprehension Select the best activities to support students in grades K 6 to learn letters and sound relationships Provide developing readers with the most effective oral written and reading experiences Recharge your confidence and craft with uplifting new research findings from neuroscience cognitive science and child development Clear up confusions about phonics progressions reading fluency morphology text selection grammar and more Develop background knowledge vocabulary and comprehension instruction Be up to date on how to help students attain deeper levels of comprehension by applying Theory of Mind and other cutting edge ideas Reading is a thrilling but complex process It involves a heady mix of skills schema self concept and social dimensions To give all students the chance to reap its rewards we need a go big kind of resource This is it **Resources in Education** , 2001-10

Reading Comprehension Gary Woolley, 2011-05-21 Reading Comprehension Assisting Children with Learning Difficulties examines the complex nature of reading comprehension It introduces a model for classifying reading comprehension based on an expanded Simple View of Reading Issues related to assessment diagnosis and remediation of reading comprehension difficulties are discussed and translated into clear recommendations to inform reading intervention design and practice It gives an informed understanding as to why reading comprehension is difficult for some children with learning disabilities such as ADHD autism language difficulties and dyslexia From leading literacy research the book

develops a deeper understanding of thinking processes that facilitate comprehension at the word discourse and metacognitive levels Children will benefit from the introduction of evidence based methods for teaching reading comprehension using structured multiple strategy frameworks *Educating Deaf Learners* Harry Knoors, Marc Marschark, 2015-06-10 Education in general and education for deaf learners in particular has gone through significant changes over the past three decades And change certainly will be the buzzword in the foreseeable future The rapid growth of information and communication technology as well as progress in educational psychological and allied research fields have many scholars questioning aspects of traditional school concepts For example should the classroom be flipped so that students receive instruction online at home and do homework in school At the same time inclusive education has changed the traditional landscape of special education and thus of deaf education in many if not all countries and yet deaf children continued to lag significantly behind hearing peers in academic achievement As a consequence of technological innovations e g digital hearing aids and early bilateral cochlear implants the needs of many deaf learners have changed considerably Parents and professionals however are just now coming to recognize that there are cognitive experiential and social emotional differences between deaf and hearing students likely to affect academic outcomes Understanding such differences and determining ways in which to accommodate them through global cooperation must become a top priority in educating deaf learners Through the participation of an international interdisciplinary set of scholars *Educating Deaf Learners* takes a broader view of learning and academic achievement than any previous work considering the whole child In adopting this broad perspective the authors capture the complexities and commonalities in the social emotional cognitive and linguistic mosaic of which the deaf child is a part It is only through such a holistic consideration that we can understand their academic potential

Development of Orthographic Knowledge and the Foundations of Literacy Shane Templeton, Donald R. Bear, 2013-07-04 This volume unites spelling and word recognition two areas that have largely remained theoretically and empirically distinct Despite considerable advances in the investigation of processes underlying word perception and the acknowledgement of the seminal importance of lexical access in the reading and writing processes to date the development and functioning of orthographic knowledge across both encoding and decoding contexts has rarely been explored The book begins to fill this void by offering a coherent and unified articulation of the perceptual linguistic and cognitive features that characterize an individual s advancing word orthographic knowledge providing evidence for a common knowledge base underlying spelling in writing and word recognition in reading From a developmental perspective the studies and syntheses presented in this volume blend insights from psychology and language study with those from clinical and classroom observations These insights help explain how individuals from preschool through adolescence develop knowledge of the orthographic system underlying word structure in English and how they apply this knowledge in actual writing and reading contexts Implications are drawn for the assessment and teaching of spelling vocabulary and word analysis from primary

through middle grades **Unison Reading** Cynthia McCallister,2011 Written as a guide to help teachers who are interested in implementing Unison Reading in their classrooms and schools the book presents Unison Reading as both a method and a program including practical guidance and solid theoretical support The Primary English Encyclopedia Margaret Mallett,2017-02-24 This newly updated user friendly Primary English Encyclopedia addresses all aspects of the primary English curriculum and is an invaluable reference for all training and practising teachers Now in its fifth edition entries have been revised to take account of new research and thinking The approach is supportive of the reflective practitioner in meeting National Curriculum requirements in England and developing sound subject knowledge and good classroom practice While the book is scholarly the author writes in a conversational style and includes reproductions of covers of recommended children s books and examples of children s writing and drawing to add interest The encyclopedia includes over 600 entries many expanded and entirely new for this edition including entries on apps blogging and computing short definitions of key concepts input on the initial teaching of reading including the teaching of phonics and the other cue systems extended entries on major topics such as speaking and listening reading writing drama poetry non fiction bilingualism and children s literature information on new literacies and new kinds of texts for children discussion of current issues and input on the history of English teaching in the primary years extended entries on gender and literacy important references for each topic advice on further reading and accounts of recent research findings and a Who s Who of Primary English and lists of essential texts updated for this new edition This encyclopedia will be ideal for student teachers on BA and PGCE courses preparing for work in primary schools and primary school teachers Anyone concerned with bringing about the informed and imaginative teaching of primary school English will find this book helpful and interesting **Children's Thinking** David F. Bjorklund,2022-08-08 Children s Thinking Cognitive Development and Individual Differences Seventh Edition by David Bjorklund remains the most comprehensive and current topical textbook available in cognitive development The text presents up to date thorough research studies and data throughout Bjorklund expertly introduce readers to the concept of developmental function which explains that healthy children can individually vary in their cognition as they develop This concept is discussed throughout the text within the context of the typical progression of cognitive development through infancy and childhood In addition the text includes framework showing that although some traits are established at birth children s cognitive development is also shaped by the physical and social environments that surround them throughout their formative years The seventh edition has been updated to include current and extensive research sociocultural coverage evolutionary coverage of memory development children s development of prosocial cognition moral development and the concept of overimitation **Reading Upside Down** Deborah L. Wolter,2015-06-26 Reading Upside Down offers a paradigm shift from achievement gaps to opportunity gaps in literacy instruction Drawing on the author s rich experiences working one on one with challenged readers this book presents case studies illustrating the complexities of student learning experiences

and the unique circumstances that shaped their acquisition of literacy Wolter explores eight key factors that contribute to reading challenges in developing readers including school readiness the use of prescribed phonics based programs physical hurdles unfamiliarity with English and special education labeling With a focus on the differences that educators can make for individual students the text suggests ways to identify and address early opportunity gaps that can impact students throughout their entire educational career Reading Upside Down will help educators to Shift from identifying deficit based achievement gaps among students to addressing opportunity gaps in literacy instruction Move beyond student labels categories or placements to provide true opportunities for children to explore and develop literacy Take a strength based view that students are in multiple places of exploration of language and literacies and all children can succeed in becoming readers Develop a strong sense of ownership and expertise in order to foster inclusion and assure authentic and engaged reading within their classrooms The book not only challenges the status quo but offers a rational alternative that would benefit every struggling reader I hope Reading Upside Down initiates a widespread movement to undo so much of what we have done in the name of helping children who struggle with learning to read Richard L Allington University of Tennessee Reading Upside Down is a powerful tool an eye opener a call to arms and a plan for action Wolter does a superb job not only identifying and addressing opportunity gaps in literacy instruction but also providing ways to begin fixing them Patricia A Edwards Ph D professor of teacher education Michigan State University and past president International Literacy Association

Becoming a Teacher of Reading Margaret Perkins, 2015-03-10 Learning to read is one of the most important life skills teachers can help a child develop Teaching reading is a vital part of a career in the classroom and engaging with the range of different learning styles children have is a real challenge Trainee teachers need to learn how to address this variety of learning needs and also meet the wider demands of the curriculum Margaret Perkins helps students meet these challenges to become a confident reflective teacher of reading by providing An in depth explanation of phonics teaching alongside other teaching approaches empowering trainees to choose the right approach for each individual child Key research findings so students can apply the latest thinking to their teaching practice School based activities and independent learning tasks to help apply theory to practice and develop teaching skills through self reflection Classroom scenarios of teacher child interactions that demonstrate how children learn and respond to different teaching strategies Scoring Rubrics in the Classroom Judith Arter, Jay McTighe, 2001 A practical guide to more effective assessment for improved student learning Learn how to be more consistent in judging student performance and help your students become more effective at assessing their own learning This book offers a practical approach to assessing challenging but necessary performance tasks like creative writing real world research projects and cooperative group activities Judith Arter and Jay McTighe experts in the field of assessment wrote Scoring Rubrics in the Classroom to help you achieve three main goals Clarify the targets of instruction especially for hard to define problem solving Provide valid and reliable assessment of student learning Improve student

motivation and achievement by helping students understand the nature of quality for performances and products Each chapter is framed by an essential question and includes illustrative stories practical examples tips and cautions and a summary of key points and recommended resources for further information The resources section contains a wealth of rubrics to adopt or adapt Teachers and administrators will find this an essential resource in increasing teacher effectiveness and student performance Reading Instruction That Works Michael Pressley, Richard L. Allington, 2014-10-07 This book has been replaced by Reading Instruction That Works Fifth Edition ISBN 978 1 4625 5184 2 Working Together: Case Studies of Title I, ESEA Programs in Four Desegregated School Districts, [1974]. United States. Department of Education, 1975

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