



Quick Check: Developmental Stages of Reading

Use this checklist to assess what stage of reading development a student has achieved based upon the skills they presently possess. This assessment can assist you in identifying what they should work on in order to advance to the next stage.

Name:	Skill Check Date:
STAGE 1 – Visual Cue Word Recognition	
This critical stage is the pre-reading stage, where children play with oral language, learn about the world around them and develop skills that they will later apply to learning to read.	
<input type="checkbox"/>	Pretends to read books
<input type="checkbox"/>	Labels objects in books
<input type="checkbox"/>	Comments on characters in books
<input type="checkbox"/>	Listens to stories
<input type="checkbox"/>	Recognizes print in the environment (for example, company logos)
<input type="checkbox"/>	Knows that it is the print that is read in stories, and not the pictures
<input type="checkbox"/>	Understands and follows oral directions
<input type="checkbox"/>	Is sensitive to some sequences of events in stories
<input type="checkbox"/>	May begin to attend to rhyming words
<input type="checkbox"/>	May identify a few letters, especially those from their own name
<input type="checkbox"/>	May begin to attend to beginning sounds of words
STAGE 2 – Phonetic Cue Word Recognition	
Children learn to generate rhyming words and sentences with alliteration, are able to separate the beginning sound of a small word from the rest of the word, and begin to use letter and sound relationships to recognize words.	
<input type="checkbox"/>	Knows the parts of a book and their functions
<input type="checkbox"/>	Begins to track print when listening to text being read
<input type="checkbox"/>	Recognizes and can name all uppercase and lowercase letters
<input type="checkbox"/>	Understands the relationship between the sounds in a spoken word and the sequence of letters in the word when it is written down
<input type="checkbox"/>	Learns most one-to-one letter sound correspondences
<input type="checkbox"/>	Recognizes some words by sight, especially very common ones (a, the, I, my, you, is, are)
<input type="checkbox"/>	Notices when simple sentences fail to make sense
<input type="checkbox"/>	Makes predictions based on illustrations
<input type="checkbox"/>	Can hear a word and separate it into the distinct sounds (mat = /m/-/a/-/t/)
<input type="checkbox"/>	Given spoken words like “dan, dan, den” can identify the first two as being the same and the third as different
<input type="checkbox"/>	Given spoken sets like “dak, pat, sen” can identify the first two as sharing the same middle sound
<input type="checkbox"/>	Can merge spoken word parts into whole words (cow – boy = cowboy)
<input type="checkbox"/>	Given a spoken word, can produce a rhyming word



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STAGE 3 – Controlled Word Recognition

During the Controlled Word Recognition stage, children acquire accurate word-recognition skills, meaning they are able to make use of all the letter information in a word.

	Reads aloud with accuracy and comprehension any text that is appropriately designed for their level
	Uses letter-sound correspondence knowledge to sound out unknown words when reading text
	Recognizes common sight words (have, said, where, two)
	Monitors own reading and self-corrects when an incorrectly identified word does not fit with the surrounding the words
	Reads and comprehends both fiction and nonfiction that is appropriately designed for grade level
	Discusses similarities in characters and events across grade appropriate stories
	Reads and understands simple written instructions
	Predicts and justifies what will happen next in stories
	Discusses prior knowledge of topics in expository texts designed to inform or instruct the reader
	Describes new information gained from texts in own words

STAGE 4 – Automatic Word Recognition

As an Automatic Word reader, children can recognize words not only accurately but also with relatively little effort. This stage is all about the reader gaining control of reading processes.

	Reads aloud with fluency any text that is appropriately designed for grade level
	Reads and comprehends both fiction and nonfiction text that is appropriately designed for grade level
	Uses letter-sounds correspondence knowledge and structural analysis to decode unknown words
	Reads longer selections and beginning chapter books independently
	Can point to or clearly identify specific words or wordings that are causing comprehension difficulties
	Summarizes major points from text
	Distinguishes cause and effect, fact and opinion, main idea and supporting details
	Asks how, why, and what-if questions in interpreting nonfiction texts
	Uses prior knowledge and contextual cues to aid comprehension rather than word recognition
	Begins to learn from independent reading
	Listening comprehension is still stronger than reading comprehension
	Recognizes most words that are in their spoken vocabularies



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STAGE 5 – Strategic Reading

In the Strategic Reading stage word recognition skills are automatic and children routinely use reading comprehension strategies, including a number of basic “fix up” strategies when they fail to understand something they read.

Automatic word recognition and fluent reading

Reads aloud with fluency any text that is appropriately designed for grade level

Regularly uses strategies to aid comprehension

Selects the appropriate strategy to fit the need

Responds to increased demands of text

Reading comprehension is generally better than listening comprehension

Reads a wide variety of texts

Understands more than one point of view

Deals with more than one set of facts and theories, though integration may still be at a beginning level

STAGE 6 – Proficient Adult Reading

The defining feature of the Proficient Adult Reading stage involves highly developed comprehension abilities, which depend on highly skilled word recognition. At this stage readers are insightful, analytical and reflective.

Highly skilled word-recognition abilities

Highly developed comprehension abilities

Can make higher-order connections within and across texts

Integrates knowledge from a wide variety of sources

Selects text to match need

Constructs new ideas and knowledge from reading

Difficult text can be grappled with successfully

Handles increasingly complex vocabulary

High level comprehension is often domain or subject specific

Overall Comments: