Stage 4

Typically, 15 to 18 years old

(Grade 10 to 12) for L1 learners.

And achieved in 4.5 to 7 years for ELLs and adult learners.

"Literacy can be seen as dependent on instruction, with the corollary that quality of instruction is key. This view emphasizes the developmental nature of literacy — the passage of children through successive stages of literacy, in each of which the reading and writing tasks change qualitatively and the role of the instructor has to change accordingly."

— (Chall, 1996 as referenced in Snow, 2004)

Stage 3b

Typically, 12 to 14 years old

(Grade 7 to 9) for L1 learners.

And achieved in 5 to 6 years for ELLs and adult learners.

Stage 3a

Typically, 9 to 12 years old

(Grade 4 to 6) for L1 learners.

And achieved in 1 to 3 years for ELLs and adult learners.

Stage 2

Typically, 7 to 9 years old

(Grade 2 to 4) for L1 learners.

And achieved in 6 to 7 years for ELLs and adult learners.

Stage 1

Typically, 6 to 7 years old

(Grade 1) for L1 learners.

And achieved in 0 to 1 years for ELLs and adult learners.

Stage 0

Typically, birth to 2 years old

(Grade Pre-K) for L1 learners.

And achieved in 0 to 6 months for ELLs and adult learners.

Note: ELL & adult rates of learning are impacted by levels of existing literacy (e.g. in first language), (b) the quality and intensity of current instruction/opportunities, and (c) motivation/perseverance.

Concepts of Print

Phonemic Awareness

Alphabetic Principle (including spelling)

Fluency

Writing Development

Stage-Appropriate Reading Material

Knowledge

Key Teaching Practices/ Routines

Key Teaching Principles
<table>
<thead>
<tr>
<th>STAGE</th>
<th>Cognitive Skills</th>
<th>Alphabetic Principle</th>
<th>Phonological &amp; Phonemic Awareness</th>
<th>Learning Words</th>
<th>Using Words</th>
<th>Functions of Language</th>
<th>Knowledge (Domains), Thinking &amp; Reasoning</th>
<th>Motivation, Interest &amp; Expertise</th>
<th>Environments, Resources &amp; Relationships</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Attention</td>
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<td></td>
<td>In Stage 0, there is a significant priority placed on fine distinct skills and language development, phonological/phonemic awareness, early alphabetic skills and engaging experiences with books/texts. It is assumed that children have strong language skills by the time they start school.</td>
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<tr>
<td>1</td>
<td>Perception</td>
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<td></td>
<td>In Stage 1, there is a targeted focus placed on systematic instruction of decoding skills and a progressive introduction to decodable texts. Teachers can use the Language Experience Approach and rich experiential learning to use collective explorations as prompts for academic learning. Important to foster the imagination and questioning.</td>
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<tr>
<td>2</td>
<td>Situated Cognition</td>
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<td>By Stage 2, teachers are expecting learners to be making progress toward fluency, independent reading and early textual writing skills. Learners are presented with familiar topics so they apply general learning and note-taking skills. Teachers should provide plenty of opportunities to represent their knowledge and ideas.</td>
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<tr>
<td>3</td>
<td>Metacognition</td>
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<td>Stage 3 is the Lawson shift from learner to reader to reader to writer. It is assumed that learners have consolidated decoding, spelling and reading skills. Learners should be challenged to read, discuss, record, critically examine and write about texts. Learners should be challenged to use their imagination and reasoning.</td>
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<tr>
<td>4</td>
<td>Critical Thinking Skills</td>
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<td>In Stage 4, literacy instruction is completely different from the early reading experiences of Stages 1 to 2. In Stage 4, learners are required to process information, examine, and respond to diverse range of information for domain-specific purposes. At this stage, learners are required to employ multiple learning processes to complete tasks.</td>
</tr>
</tbody>
</table>

**NOTE:** By Stage 3 & 4, it is assumed that the learner has truly mastered all of the core literacy components, such as decoding skills, spelling, fluency, core vocabulary, general reading comprehension and general writing procedures and forms. Skilled readers and writers should be able to monitor comprehension, clarify unclear items (e.g. technical words) and collaborate with others to refine interpretations and composition. Consequently, literacy instruction can focus on complex ways reading, engaging, processing, assessing and responding to information and ideas.
Assessment(s)

### Stage 0 (typically 6 mos to 6 years old) EII: Early Production

**Description**

- Individuals may in some social settings look at or point to pages of books personally used by family members, source books of alphabet recognition, copy images, or imitate actions. These books tend to be high-interest, easy, colorful, and in paperback. Parents and caregivers read these books to children. Young children build the concept of word awareness through the recognition and appreciation of specific words, numbers, and symbols. Learning to read aloud begins with words, phrases, and simple sentences in the early years. Children may begin to associate words with their images and eventually be able to follow along in a read-along story. Children learn to recognize familiar words and phrases when reading aloud with their parents or caregivers. They are exposed to the alphabet and basic language concepts, including numbers, vowels, and consonants. Learning to read at this stage is a process of building a foundation that includes developing language skills, vocabulary, and comprehension.

- Children are encouraged to read, but their reading is very limited. They may not be able to decode words or recognize letters and sounds. They may be able to read short phrases and words but not longer sentences or paragraphs.

### Stage 1 (typically 6 to 7 years old) EII: Early Language Production

**Description**

- Children begin to read in any language that makes sense to them. Children may use gestures, sound, words, and phrases to express themselves. They may use their imagination and creativity to invent new words and phrases. Children at this stage may also begin to read simple stories, such as fairy tales or nursery rhymes. They may use picture books and other visual aids to help them understand the text. They may also use their imagination and creativity to invent new words and phrases.

- Children are encouraged to read for pleasure, but they may not be able to read longer stories or more complex texts. They may be able to read simple sentences and paragraphs but not longer texts or more complex sentences. They may be able to read phonetically spelled words but not more complex spelling patterns.

### Stage 2 (typically 7 to 9 years old) EII: Beginning Production

**Description**

- Children have developed a basic understanding of the alphabet and letter sounds. They may use their imagination and creativity to invent new words and phrases. They may use their imagination and creativity to invent new words and phrases. They may use their imagination and creativity to invent new words and phrases. They may use their imagination and creativity to invent new words and phrases. They may use their imagination and creativity to invent new words and phrases.

- Children are encouraged to read for pleasure, but they may not be able to read more complex texts or longer stories. They may be able to read simple sentences and paragraphs but not longer texts or more complex sentences.

### Stage 3a (typically 9 - 12 years) EII: Early Stage 3

**Description**

- Children have developed a basic understanding of the alphabet and letter sounds. They may use their imagination and creativity to invent new words and phrases. They may use their imagination and creativity to invent new words and phrases. They may use their imagination and creativity to invent new words and phrases. They may use their imagination and creativity to invent new words and phrases.

- Children are encouraged to read for pleasure, but they may not be able to read more complex texts or longer stories. They may be able to read simple sentences and paragraphs but not longer texts or more complex sentences.

### Stage 3b (typically 12 - 16 years old) EII: Late Stage 3

**Description**

- Children have developed a basic understanding of the alphabet and letter sounds. They may use their imagination and creativity to invent new words and phrases. They may use their imagination and creativity to invent new words and phrases. They may use their imagination and creativity to invent new words and phrases. They may use their imagination and creativity to invent new words and phrases.

- Children are encouraged to read for pleasure, but they may not be able to read more complex texts or longer stories. They may be able to read simple sentences and paragraphs but not longer texts or more complex sentences.

### Stage 4 (typically 16 - 19 years old) EII: Final Stage 3

**Description**

- Children have developed a basic understanding of the alphabet and letter sounds. They may use their imagination and creativity to invent new words and phrases. They may use their imagination and creativity to invent new words and phrases. They may use their imagination and creativity to invent new words and phrases. They may use their imagination and creativity to invent new words and phrases.

- Children are encouraged to read for pleasure, but they may not be able to read more complex texts or longer stories. They may be able to read simple sentences and paragraphs but not longer texts or more complex sentences.