

Stages of Literacy Development

New Mexico Reading Initiative
<http://reta.nmsu.edu/reading/willows/stages/index.html>

Stage 0: PreLiteracy Stage

(Emergent Literacy)

- Enjoys being read to
- Pretends to read familiar books
- Names letters of alphabet
- Recognizes some signs
- Plays with pencils and paper
- Interest in printing own name
- Begins developing phonologic awareness

Stage 1: Beginning Literacy

- Develops phonemic awareness
- Associates letters with sounds
- Prints letters and numbers
- Recognizes high-frequency words "by sight"
- Sounds out regularly spelled words
- Uses contextual and picture clues
- Writes using inventive spelling

Stage 2: Beginning Fluency

- Consolidates "sight" vocabulary
- Expands letter-sound knowledge
- Reads simple familiar stories independently
- Practices using repeated and partner reading
- Develops reading fluency (speed & accuracy)
- Writes and spells with less effort

Stage 3: Literacy for Growth

- Reads "for pleasure"
- Reads to gain new knowledge
- Expands vocabulary through reading
- Writes and spells more automatically
- Writes for personal expression of ideas
- Reads and writes more strategically
- Writes for communication with others

Initial Phases of Numeracy Development

Bruner, J. S.: 1966. *Towards a Theory of Instruction*. New York: Norton.
 Wright, R.J., Martland, J., & Stafford, A.K. (2006). *Early Numeracy: Assessment for Teaching and Intervention*. London: Paul Chapman.

Phase 0: Emergent Numeracy

- May be able to say number words in sequence up to and beyond ten
- Attempts to coordinate number words and items in a collection.
- Recognizes numerals 1-5 but may confuse certain numerals in the range of 1-10 (i.e. 6 & 8).
- Attempts to count the individual dots when presented with dominos or dice but may be able to immediately recognize some patterns
- Can represent numbers up to 5 on their fingers but needs to raise each finger one at a time
- Number is attached to one object or position (ordinal)

Phase 1: Perceptual / Enactive Numeracy

- Can accurately produce verbal number sequences from 1-20 forward, 10-1 backwards, and identify and sequence numerals from 1-10
- Can accurately add collections of visible items by counting from one to construct each collection and counting from one to construct the sum.
- May begin to raise fingers simultaneously (rather than one at a time) to solve addition tasks when both addends are less than five
- Number exists as nested quantities (cardinal)

Phase 2: Figurative / Iconic Numeracy

- Can accurately add collections of concealed items but begins the count at 1 and continue the count even beyond finger range (>10)
- Often drops back when asked to say the number that comes before (i.e. 12: "nine, ten, eleven, twelve . . . Eleven!")
- Has difficulty making sense of subtractive tasks
- Can accurately identify numerals from 1-30 but commonly reverses numerals above 30 (i.e. 46 is named "sixty four")
- Numbers begin to take on a composite form (i.e. 8 may be described as two 4's)

Phase 3: Initial Number sequence / Counting-on stage

- Can accurately add quantities without relying on physical collections
- Can anticipate counts and keep track of counting internally
- Can count forward and backward by 10 on the decade (10, 20, 30,) but not off the decade (22, 32, 42)

Phase 4: Intermediate/Facile Number sequence / Symbolic Numeracy

- Has developed a deeper understanding of quantitative and operational relationships - Number Sense (i.e. $20 = 4 \text{ fives} = 2 \text{ tens}$; subtraction is the inverse of addition)
- Numbers exists as composite objects that may be easily partitioned and reassembled to explore solutions - Mental Math Strategies (subtracts either the given part or remaining part)
- Relies upon these relational understandings to find solutions - Number Sense + Mental Math (i.e. student relies upon $3+3$ to build a solution to $43+3$)

CONCRETE / SENSORY

FIGURATIVE

ABSTRACT / SYMBOLIC