Phase I: Role Play	Phase II: Experimental	Phase III: Early Reader	Phase IV: Transitional Reader	Phase V: Independent Reader	Phase VI: Advanced Reader
• Knows how books work: right side up & front to back • Chooses books to listen to or look at • Focuses on a story • Acts like a reader • Makes up a story when looking at the pictures of a book • Recognizes own name or part of it in print **Comprehension:** • Makes personal connections to stories • Realizes that print carries a message, but may read the writing differently each time • Responses reflect understanding	• Identifies capital and lower case letters in random order • Is aware of consonants & vowel sounds • Recognizes a few basic sight words (e.g., the, a, is, I, my, you, are) • Reads signs & labels in surroundings • Develops vocabulary to label the environment • Begins pointing to words • Begins to identify sounds in spoken words **Comprehension:** • Realizes that print carries a constant message • Recalls details, retells, & makes predictions while listening to a story • Uses prior knowledge of context & personal experience to make meaning • Begins to predict what will happen next in a story • Listens to & retells stories in a sequence.	• Identifies most sounds in spoken words • Reads frequently-used words, including sight word list • Identifies all letters & letter sounds, including lower case • Reads unfamiliar text slowly & deliberately • Focuses on reading exactly what is on the page • Begins to use a variety of strategies to solve unfamiliar words • Produce first, middle, & last sounds in words & blends them together to read **Comprehension:** • Begins to comment on & question fiction & non-fiction text • Recalls details, sequences events, makes & justifies predictions while reading • Identifies a range of different text forms (e.g., letters, lists, recipes, stories)	• Reads with fluency & expression • Sounds out to decode words • Uses initial letter as a cue to decoding • Sounds out words by syllables • Reads on when encountering difficult text **Comprehension:** • Responds to questions which involve higher order thinking skills: predictive, inferential and evaluative • Makes predictions & is able to back them up • Self-corrects when reading • Rereads to clarify meaning	• Demonstrates a knowledge and appropriate use of the following: ⇒ Graphophonics ⇒ Word patterns ⇒ Word derivations ⇒ Prefixes ⇒ Suffixes ⇒ Morphographs ⇒ Syllabification **Comprehension:** • Uses a range of strategies automatically when constructing meaning from text • Recognizes & discusses elements & purposes of different text structures such as reports., procedures, biographies, narratives & advertisements • Reads & comprehends text that is abstract & removed from personal experiences • Makes & supports inferences based on implicit information drawn from text • Makes critical comparisons between texts • Discusses an alternative reading of a text and offers possible reasons why a text may be interpreted differently by different readers	• Uses word identification strategies appropriately when encountering an unknown words **Comprehension:** • Reflects personal interpretation through oral reading • Demonstrates ability to do the following ⇒ Compare & contrast different points of view ⇒ Identify and integrate layers of facts & concepts within a text ⇒ Identify & discuss different authors' styles ⇒ Synthesize information within & across texts ⇒ Select, use, monitor, & reflect on strategies for different reading purposes ⇒ Interrogate texts, articulating problems & formulating questions ⇒ Formulate & apply research strategies • Reflects and responds to ⇒ Text, Providing different levels of interpretations & adopting alternative viewpoints ⇒ Authors' beliefs & purpose • Recognizes & analyzes ⇒ The cultural beliefs underpinning texts ⇒ The purpose & structure of different genres ⇒ Language forms, such as figurative language, jargon, & technical language ⇒ Text complexity such as ambiguity & conflicting messages ⇒ Important information ⇒ Bias, propaganda & stereotyping

Information is from the Reading Development Continuum, Heinneman