

Chall's Stages of Reading Development
Source: Jeanne S. Chall, *Stages of Reading Development*. N.Y.: McGraw-Hill Book Company, 1983.

Stage	Approximate Age/Grade	Characteristics and Masteries by End of Stage	How Acquired	Relationship of Reading to Listening
Stage 0: Pre-reading "pseudo reading"	6 months – 6 years Preschool	Child "pretends" to read, retells story when looking at pages of book previously read to him/her, names letters of alphabet; recognizes some signs; prints own name; plays with books, pencils and paper.	Being read to by an adult (or older child) who responds to and warmly appreciates the child's interest in books and reading; being provided with books, paper, pencils, blocks, and letters. Dialogic reading.	Most can understand the children's picture books and stories read to them. They understand thousands of words they hear by age 6 but can read few if any of them.
Stage 1: Initial reading and decoding	6 – 7 years old 1 st grade and beginning 2 nd	Child learns relation between letters and sounds and between printed and spoken words; child is able to read simple text containing high frequency words and phonically regular words; uses skill and insight to "sound out" new one syllable words.	Direct instruction in letter-sound relations (phonics) and practice in their use. Reading of simple stories using words with phonic elements taught and words of high frequency. Being read to on a level above what a child can read independently to develop more advanced language patterns, vocabulary and concepts.	The level of difficulty of language read by the child is much below the language understood when heard. At the end of Stage 1, most children can understand up to 4000 or more words when heard but can read about 600.
Stage 2: Confirmation and fluency	7 – 8 years old 2 nd and 3 rd grade	Child reads simple, familiar stories and selections with increasing fluency. This is done by consolidating the basic decoding elements, sight vocabulary, and meaning context in the reading of familiar stories and selections.	Direct instruction in advanced decoding skills; wide reading (instruction and independent levels) of familiar, interesting materials that help promote fluent reading. Being read to at levels above their own independent reading level to develop language, vocabulary and concepts.	At the end of Stage 2, about 3000 words can be read and understood and about 9000 are known when heard. Listening is still more effective than reading.
Stage 3: Reading for learning the new Phase A Phase B	9 - 13 years old 4 th – 8 th grade Intermediate 4 th – 6 th Junior high school 7 th – 9 th	Reading is used to learn new ideas, to gain new knowledge, to experience new feelings, to learn new attitudes, generally from one viewpoint.	Reading and study of textbooks, reference works, trade books, newspapers, and magazines that contain new ideas and values, unfamiliar vocabulary and syntax; systematic study of words and reacting to the text through discussion, answering questions, writing, etc. Reading of increasingly more complex text.	At beginning of Stage 3, listening comprehension of the same material is still more effective than reading comprehension. By the end of Stage 3, reading and listening are about equal for those who read very well, reading may be more efficient.
Stage 4: Multiple viewpoints	15 – 17 years old 10 th – 12 th grade	Reading widely from a broad range of complex materials, both expository and narrative, with a variety of viewpoints.	Wide reading and study of the physical, biological and social sciences and the humanities, high quality and popular literature, newspapers, and magazines; systematic study of words and word parts.	Reading comprehension is better than listening comprehension of materials of difficult content and readability. For poor readers listening comprehension may be equal to reading comprehension.
Stage 5: Construction and reconstruction	18+ years old College and beyond	Reading is used for one's own needs and purposes (professional and personal); reading serves to integrate one's knowledge with that of others, to synthesize it and to create new knowledge. It is rapid and efficient.	Wide reading of ever more difficult materials, reading beyond one's immediate needs; writing of papers, tests, essays, and other forms that call for integration of varied knowledge and points of view.	Reading is more efficient than listening.