

# Literacy Continuum (adapted)

2010/11

## Cluster 1 to 6 Literacy Continuum

14/3/14

### What Knowledge and Skills do My Students Have and Need?

16/3/14

Highlighted area is what the student is achieving. The next cluster or marker within a cluster is point of need instruction.

Additional information eg: Social development / self management / attention / background:

6/5/14



	Prior to school →	→	→	End of Kindergarten →	→	→	End of year one
	1 <sup>st</sup> Cluster	2 <sup>nd</sup> Cluster	3 <sup>rd</sup> Cluster	4 <sup>th</sup> Cluster	5 <sup>th</sup> Cluster	6 <sup>th</sup> Cluster	7 <sup>th</sup> Cluster
Reading	<ul style="list-style-type: none"> <li>Recognises own name.</li> <li>Engages in shared reading of familiar texts with repeated language.</li> <li>Spends time looking at books and other print material.</li> <li>Tells a story based on pictures or names pictures.</li> <li>Attempts to read words in the environment, e.g. billboards, signs</li> </ul>	<ul style="list-style-type: none"> <li>Reads one or two words in environmental print/texts.</li> <li>Reads some words in a sentence correctly.</li> <li>Holds a book the right way up.</li> <li>Differentiates between writing and pictures.</li> <li>Points to words using one-to-one correspondence when 'reading'.</li> <li>Reads some high frequency words correctly in simple, predictable texts, e.g. my, I.</li> <li>Begins to read with fluency and rhythm when text and image placement are consistent (RR 2-3)</li> </ul>	<ul style="list-style-type: none"> <li>Reads one or more sentences correctly in environmental print/texts.</li> <li>Reads one or more sentences correctly in a simple book.</li> <li>Uses context to predict meaning in texts and supplement decoding attempts.</li> <li>Reads words using known letter/sound relationships.</li> <li>Reads a number of 'easy' texts with an increasing number of high frequency word and illustrations that provide high support.</li> <li>Begins to develop fluency and understanding by revisiting familiar texts</li> </ul>	<ul style="list-style-type: none"> <li>Reads all or most of a more challenging story book.</li> <li>Maintains fluency when reading texts with varied and irregular text and image placement.</li> <li>Pauses or hesitates when meaning is disrupted when reading.</li> <li>Reads aloud with increasingly appropriate pitch, intonation and fluency (RR 8)</li> </ul>	<ul style="list-style-type: none"> <li>Reads texts with varied sentence patterns and several lines of text per page.</li> <li>Demonstrates increased fluency by recognising and decoding words automatically when reading familiar texts.</li> <li>Recognises when meaning is disrupted and attempts to self-correct when reading.</li> <li>Reads fluently and accurately with attention to punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Understands that pathways for reading literary and factual, print and screen texts can be navigated in different ways.</li> <li>Self-corrects when meaning is disrupted, e.g. by pausing, repeating words and phrases, rereading and reading on.</li> <li>Reads aloud with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression (RR 18)</li> </ul>	

# Literacy First Continuum

**Lea M. McGee, Donald J. Richgels**



## **Literacy First Continuum:**

**The Fountas & Pinnell Literacy Continuum** Irene C. Fountas, Gay Su Pinnell, 2016 There has never been a more comprehensive resource available to teachers that does what the continuum does provide specific behaviors and understandings that are required at each level for students to demonstrate thinking within beyond and about the text These behaviors and understandings describe what students will be expected to do in order to effectively read and understand the text More in depth more intuitive and more essential than ever The Fountas Pinnell Literacy Continuum Expanded Edition enables teachers to construct a common vision for student achievement that effectively and efficiently engages all students in the robust authentic and meaningful literacy learning every child deserves The Literacy Continuum provides a way to look for specific evidence of learning from prekindergarten through grade eight and across eight instructional contexts Each instructional context contributes substantially in different but complementary ways to students development of the literacy process With this indispensable literacy tool Fountas and Pinnell remind you of The Literacy Continuum s critical role in transforming literacy teaching and learning Re Discover The Fountas Pinnell Literacy Continuum Expanded Edition to elevate your language and literacy expertise develop an understanding of the demands of texts on readers build your understanding of the reading and writing process and how it changes over time hone your observation of students literacy behaviors teach toward student integration of the Systems of Strategic Actions articulate the literacy curriculum within and across grade levels activate the responsive teaching that meets students where they are and brings them forward with intention and precision build professional learning opportunities with colleagues create a common vision and common language for literacy in your school Look for these new enhancements inside Streamlined organization and navigation Expanded behaviors and examples across the continua First appearance of a behavior or goal or text characteristic is indicated by a red square Behaviors are acquired and then elaborated over time Clear organization of and explicit links to the Systems of Strategic Actions Four color design for clarity and focus Also check out our on demand mini course Thinking and Talking About Books Across the Day [Continuum of Literacy Learning Teaching Library Bundle](#) Irene C. Fountas, 2011-10-19 *The Fountas & Pinnell Literacy Continuum, Second Edition: A Tool for Assessment, Planning, and Teaching, Prek-8* Irene Fountas, Gay Su Pinnell, 2022-03-09 There has never been a more comprehensive resource available to teachers that does what the continuum does provide specific behaviors and understandings that are required at each level for students to demonstrate thinking within beyond and about the text These behaviors and understandings describe what students will be expected to do in order to effectively read and understand the text More in depth more intuitive and more essential than ever The Fountas Pinnell Literacy Continuum Second Edition is the essential tool to guide your assessment activate responsive teaching and support your students on their language and literacy journey The Literacy Continuum provides a way to look for specific evidence of learning from prekindergarten through grade eight and across eight

instructional contexts Each instructional context contributes substantially in different but complementary ways to students development of the literacy process With this indispensable literacy tool Fountas and Pinnell remind you of The Literacy Continuum s critical role in transforming literacy teaching and learning Enhance your teaching with The Fountas Pinnell Literacy Continuum Second Edition elevate your language and literacy expertise develop an understanding of the demands of texts on readers build your understanding of the reading and writing process and how it changes over time hone your observation of students literacy behaviors teach toward student integration of the Systems of Strategic Actions articulate the literacy curriculum within and across grade levels activate the responsive teaching that meets students where they are and brings them forward with intention and precision build professional learning opportunities with colleagues create a common vision and common language for literacy in your school Look for these enhancements inside Updated Digital Communication continuum for the modern classroom Expanded PreK continuum to reflect today s early readers Streamlined organization and navigation Expanded behaviors and examples across the continua First appearance of a behavior or goal or text characteristic is indicated by a red bullet Clear organization of and explicit links to the System of Strategic Actions

**Word Study for Literacy Leaders** Anne C. Ittner, Amy Frederick, Darl Kiernan, Donald R. Bear, 2023-08-07 Written and edited by experts in the field this book provides a blueprint for weaving effective word study into the fabric of classrooms and schools Provided are principles ideas materials and activities for use with teachers in a range of professional learning contexts Key topics include word study foundations and orthographic knowledge implementing collaborative coaching models learning huddles and workshops and word study strategies for young children emergent bilingual students and adolescents Helpful reproducible tools include the empirically validated Word Study Classroom Observation Guide Purchasers get access to a companion website where they can download and print the reproducible materials in a convenient 8 1 2 x 11 size

*Early Reading First and Beyond* Susan E. Israel, 2007-12-13 Foster young children s early literacy skills and build a strong foundation for reading Emphasizing the importance of providing emerging readers with the skills for future literacy success *Early Reading First and Beyond* is a comprehensive resource that helps early childhood educators develop children s readiness for kindergarten by providing creative learning experiences based on the most current literacy research In reader friendly terms Susan E Israel illustrates how to create rich learning environments provide activities to engage young minds and promote the important language cognitive and early reading skills necessary to encourage learners self confidence Teachers will find proven practices assessment tools guidelines for meeting individual learning needs examples advice for professional development sessions and connections to International Reading Association standards This book presents essential information for understanding and implementing the core components of an Early Reading First program Designing early childhood programs of excellence School parent partnerships Oral language development Phonological awareness Print awareness Alphabetic knowledge Early metacognitive thinking Advocating strong connections between home and school this

accessible text offers teachers early childhood education specialists literacy coaches administrators and parents the appropriate tools to make a significant positive difference in young children s futures

**Continua of Biliteracy** Nancy H. Hornberger,2003-05-23 Biliteracy the use of two or more languages in and around writing is an inescapable feature of lives and schools worldwide yet one which most educational policy and practice continue blithely to ignore The continua of biliteracy featured in the present volume offers a comprehensive yet flexible model to guide educators researchers and policy makers in designing carrying out and evaluating educational programs for the development of bilingual and multilingual learners each program adapted to its own specific context media and contents

*Development of Orthographic Knowledge and the Foundations of Literacy* Shane Templeton,Donald R. Bear,2013-07-04 This volume unites spelling and word recognition two areas that have largely remained theoretically and empirically distinct Despite considerable advances in the investigation of processes underlying word perception and the acknowledgement of the seminal importance of lexical access in the reading and writing processes to date the development and functioning of orthographic knowledge across both encoding and decoding contexts has rarely been explored The book begins to fill this void by offering a coherent and unified articulation of the perceptual linguistic and cognitive features that characterize an individual s advancing word orthographic knowledge providing evidence for a common knowledge base underlying spelling in writing and word recognition in reading From a developmental perspective the studies and syntheses presented in this volume blend insights from psychology and language study with those from clinical and classroom observations These insights help explain how individuals from preschool through adolescence develop knowledge of the orthographic system underlying word structure in English and how they apply this knowledge in actual writing and reading contexts Implications are drawn for the assessment and teaching of spelling vocabulary and word analysis from primary through middle grades

Learning to Read the World Sharon E. Rosenkoetter,Joanne Knapp-Philo,2006 The newborn is amazingly equipped to acquire language and literacy these early years are the foundation upon which later learning is built Drawing on current research the authors of Learning to Read the World examine the elements of beginning language and literacy and look at how families programs and communities can encourage beginning language and literacy in infants and toddlers

**Old Russian Birchbark Letters** Simeon Dekker,2018-02-19 This study is devoted to a corpus of Old Russian letters written on pieces of birchbark These unique texts from Novgorod and surroundings give us an exceptional impression of everyday life in medieval Russian society In this study the birchbark letters are addressed from a pragmatic angle Linguistic parameters are identified that shed light on the degree to which literacy had gained ground in communicative processes It is demonstrated that the birchbark letters occupy an intermediate position between orality and literacy On the one hand oral habits of communication persisted as reflected in how the birchbark letters are phrased on the other hand literate modes of expression emerged as seen in the development of normative conventions and literate formulae

**Reading** L. John Chapman,1987

**Literacy Development in the Early**

**Years** Lesley Mandel Morrow, 2001 This book emphasizes an integrated language arts approach to teaching young children literacy focusing on balanced constructivist and direct instruction Literacy Development in the Early Years presents a theoretical and research based rationale for its contents as well as practical applications based on that theory It embraces integrated language arts and an interdisciplinary approach to literacy development as it addresses developing writing reading and oral language in the home and school curriculum The use of children s literature is emphasized as the most important instructional materials and the joy of early literacy experiences is stressed to ensure lifelong reading habits Literacy development is viewed as an active process between children and adults to create meaning and real purpose For anyone interested in early childhood language arts [Research Anthology on Game Design, Development, Usage, and Social Impact](#) Management Association, Information Resources, 2022-10-07 Videogames have risen in popularity in recent decades and continue to entertain many all over the world As game design and development becomes more accessible to those outside of the industry their uses and impacts are further expanded Games have been developed for medical educational business and many more applications While games have many beneficial applications many challenges exist in current development processes as well as some of their impacts on society It is essential to investigate the current trends in the design and development of games as well as the opportunities and challenges presented in their usage and social impact The Research Anthology on Game Design Development Usage and Social Impact discusses the emerging developments opportunities and challenges that are found within the design development usage and impact of gaming It presents a comprehensive collection of the recent research theories case studies and more within the area Covering topics such as academic game creation gaming experience and violence in gaming this major reference work is a dynamic resource for game developers instructional designers educators and administrators of both K 12 and higher education students of higher education librarians government officials business leaders and executives researchers and academicians **Handbook of Reading Disability Research** Anne McGill-Franzen, Richard Allington, 2010-09-17 Bringing together a wide range of research on reading disabilities this comprehensive Handbook extends current discussion and thinking beyond a narrowly defined psychometric perspective Emphasizing that learning to read proficiently is a long term developmental process involving many interventions of various kinds all keyed to individual developmental needs it addresses traditional questions What is the nature or causes of reading disabilities How are reading disabilities assessed How should reading disabilities be remediated To what extent is remediation possible but from multiple or alternative perspectives Taking incursions into the broader research literature represented by linguistic and anthropological paradigms as well as psychological and educational research the volume is on the front line in exploring the relation of reading disability to learning and language to poverty and prejudice and to instruction and schooling The editors and authors are distinguished scholars with extensive research experience and publication records and numerous honors and awards from professional organizations representing the range

of disciplines in the field of reading disabilities Throughout their contributions are contextualized within the framework of educators struggling to develop concrete instructional practices that meet the learning needs of the lowest achieving readers

*The First R* Robert Baird Shuman,1987 Addressing subjects ranging from reading readiness to phonics this book examines several fundamental elements of beginning reading instruction Divided into 12 chapters the book begins with a chapter providing a general overview of reading instruction including the debate between the perception of reading as decoding or comprehension and other current concerns in teaching reading The second chapter discusses different activities for encouraging early readers such as questioning techniques and rereading favorite books In the third chapter diverse classifications of early learning processes are presented with discussions focusing on incremental learning the criterion of difficulty and Albert North Whitehead s theory of necessary antecedents Other chapters consist of 1 When Are Children Ready to Read 2 How Computers Help Children Learn to Read 3 The Language Experience Approach to Teaching Reading 4 Phonics and Reading Instruction 5 Linguistics and Reading Instruction 6 Learning from Misreadings A Look at Miscue Analysis 7 Dialects and Early Reading Instruction 8 The Pros and Cons of Basal Readers and 9 Reading s Past and Future Twenty pages of footnotes are appended MM *Accepting the Literacy Challenge* Alan John Watson,Loretta R. Giorcelli,1999 Literacy Gordon Winch,2001 Literacy Reading Writing and Children s Literature focuses on the interactive nature of literacy development The book is divided into three parts and moves easily from the theory of teaching literacy skills to its practice and is at the cutting edge of both *Windows Into Literacy* Lynn Knebel Rhodes,Nancy Leavitt Shanklin,1993 Windows into Literacy places the details of literacy assessment into a larger context that will encourage readers to consider the place of literacy assessment in instruction and in students lives **Literacy Assessment** James David Cooper,Nancy D. Kiger,2005 This text presents literacy assessment as a natural part of the instructional cycle Through the text s practical positive approach to the stages of developmental literacy preservice teachers and reading specialists learn to assess student progress on a daily basis Case studies chapter summaries and readings for further exploration make this text accessible and informative A companion web site includes several interactive tools for instruction and learning Each Benchmark is followed by assessment and instructional strategies that help teachers apply theory to practice Comprehensive coverage includes state and national standards and assessment of second language learners Research and references highlight up to date instructional strategies including the use of technology Handbook on Learning Strategies for Post-literacy and Continuing Education Adama Ouane,Unesco Institute for Education,1989 This document contains three parts part 1 provides the framework of post literacy part 2 describes putting the learning strategies into action and part 3 provides conclusions In part 1 post literacy is defined and learning strategies for post literacy and continuing education are identified In part 2 the following learning strategies are discussed 1 using printed media such as textbooks supplementary reading materials extension literature and the rural or community press 2 the use of radio TV and audiovisual media 3 using

distance education and correspondence courses 4 rural libraries mobile exhibitions and museums 5 traditional folk media and games 6 local study and action groups and 7 out of school programs award bearing schemes institutions parallel to the school system and other general and vocational nonformal courses Part 3 includes two examples of the integrated use of learning strategies Action for Popular Culture programs in Colombia and Village Continuing Education Centers in India References and reading lists are included in each part A glossary of terms and a listing of acronyms and abbreviations is provided CML

Literacy's Beginnings Lea M. McGee, Donald J. Richgels, 2000 The third edition of Literacy's Beginnings Supporting Young Readers and Writers offers an integrated literature based approach to reading and writing instruction keyed to the typical developmental stages through which most children pass Its emphasis is on child centered instruction in phonemic awareness phonics decoding comprehension and interpretation Numerous vignettes are presented which describe young children's reading and writing from birth to age eight Children's learning is examined in social settings including home preschool and school A thorough description of ways to organize an environment to stimulate the growth of language both written and oral makes the text an invaluable resource for prospective teachers of children from birth to age eight

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