

	Reading texts	Comprehension	Vocabulary knowledge	Aspects of writing	Aspects of speaking	Phonics	Phoneme
Cluster 1	- Recognizes own name. - Engages in shared reading of familiar texts with repeated language patterns.	Responds to stories read aloud/heard by connecting information and events to personal experiences.	Knows and uses a range of everyday words, e.g. colours, familiar objects, places, names of family members.	- Engages in writing-like behaviour using scribbles or strings of letters. - Attempts to write own name.	- Listens and responds to simple oral questions, instructions and requests. - Engages in simple conversations.	- Identifies one letter that is the same in two words. - Specifies some letter names, e.g. first letter of own name.	Expects for rhymes and knows the beginning of rhymes.
Cluster 2	- Reads one or two words in environmental print/texts. - Reads some words in a sentence correctly.	- Gives a sequenced retell of a story when prompted. - Recalls some details from illustrations in a story book.	Knows the meaning of, and when speaking, can use words that are likely to be encountered in early reading.	Writes at least one recognizable word (may not be spelled correctly) related to a story book read to them or a picture.	- Names a favourite character from a story that has been read. - Describes some changes in pace and volume for emphasis when	- Identifies two or more letters that are the same in words. - Identifies some letters that are the same in more than one	- Identifies a sound in a word. - Identifies a letter that is the same in
Cluster 3	- Reads one or more sentences correctly in environmental print/texts. - Reads one or more sentences	- Begins to understand inferred meaning. - Gives an unsequenced retell of a story that includes	- Begins to expand the vocabulary used to describe everyday events and experiences. - Begins to use topic words when	- Writes first name correctly. - Writes a recognizable sentence, words may not be spelled correctly, some evidence of	Provides a simple justification for an opinion about a favourite character from a story that has been read.	- Identifies all letters that are the same in more than one context. - Names most letters in a given word.	- Comments that rhyme. - Comments that start-
Cluster 4	- Reads all or most of a more challenging story book. - Maintains fluency when reading texts with varied and irregular	- Interprets meaning by answering an inferential question. - Responds to overall meaning in	Knows the meaning of commonly used words in texts read and demonstrates this knowledge when writing and speaking.	Writes one or more single sentences, some words spelled correctly, most letters formed correctly and evidence of	Provides a detailed justification for an opinion about a favourite character from a story that has been read.	- Names all letters in a word. - Says most sounds in a given word. - Spells unknown words	- Says the letters to describe a phoneme. - Says the letters to
Cluster 5	- Reads texts with varied sentence patterns and unusual lines of text per page. - Demonstrates increased fluency	Responds to questions about a character's traits, qualities, characteristics by expanding an opinion about the character.	Uses knowledge and understanding of topic words when reading, writing and speaking.	Selects vocabulary and phrases modelled by the teacher during whole class planning to construct own text.	- Provides elaboration to questions seeking further information. - Recounts events and	- Blends initial consonants with common vowel patterns or word families. - Attempts to read more complex	Says that the phoneme is another (or
Cluster 6	Understands that pathways for reading literary and factual print and screen texts can be navigated in different ways.	Relates and responds to incidents from a story book or film with attention to plot elements such as setting.	Demonstrates the use of more precise vocabulary to describe feelings and experiences when speaking and writing.	Creates longer texts supported by shared information, e.g. diagrams, maps, graphs or familiar topics for focus.	- Expresses a point of view with supporting information about an expanding range of texts/topics. - Speaks clearly and confidently in	- Segmental sounds in common clusters to spell unfamiliar words. - Uses familiar words and letter	Mimiculate details and new words with words
Cluster 7	Understands text features such as illustrations, diagrams, tables, maps and graphs to enhance meaning.	- Responds to texts by referring to prior experiences. - Responds to and endorses a text by illustrating a point of view.	Knows the meaning of commonly used words in increasingly challenging texts and can demonstrate this knowledge	Plans texts by making notes, drawing diagrams, planning sequence of events or information, etc.	Expresses a point of view about a text/topic and listens to and accommodates the viewpoint of others.	- Recognition that correct suffixes in words can have different sounds, e.g. -ing, -ed, -less. - Understands that sounds can be	
Cluster 8	Reads increasingly complex texts with less familiar content and vocabulary and more extended descriptions.	- Refers to prior knowledge and experiences to build understanding of a text. - Justifies predictions about	Uses words and phrases for effect, e.g. to create images, to add emphasis, to create atmosphere.	Creates longer texts (at least one page) that achieve the intended purpose and are appropriate for less familiar	- Expresses more detailed ideas and justifies a point of view about familiar texts/topics. - Automatically adjusts speech to	- Knows common sounds for most digraphs and can substantiate when reading/spelling. - Uses knowledge of word	

Continuum Of Literacy Learning

Irene C. Fountas, Gay Su Pinnell



Continuum Of Literacy Learning:

The Continuum of Literacy Learning, Grades PreK-8, Second Edition Gay Su Pinnell, Irene Fountas, 2010-05-25
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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 and 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:
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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 The Continuum of Literacy Learning, Grades PreK-2 Gay Su Pinnell,Irene C. Fountas,2011 A combination assessment tool and guide for teaching identifies the literacy goals appropriate to pre K through grade two and offers tools to help analyze students strengths and identify areas needing teaching support *English and Literacies* Robyn Ewing,Siobhan O'Brien,Kathy Rushton,Lucy Stewart,Rachel Burke,Deb Brosseau,2022-02-18 Being literate in the twenty first century means being an empowered receiver user and creator of diverse text types communicated across multiple and rapidly changing modalities English and Literacies Learning to make meaning in primary classrooms is an accessible resource that introduces pre service teachers to the many facets of literacies and English education for primary students Addressing the requirements of the Australian Curriculum and the Early Years Learning Framework English and Literacies explores how students develop oracy and literacy Reading viewing and writing are discussed alongside the importance of children s literature Taking an inclusive and positive approach to teaching and learning for all students it explores the creation of texts using spelling grammar in context and handwriting keyboarding skills as well as the need for authentic assessment and reporting Finally the text explores the importance of literacy partnerships and how teachers can address literacy challenges across the curriculum **Supporting Education** Karen Kearns,2019-07-02 The new edition of Supporting Education is the perfect handbook for anyone who works with qualified teachers in a role supporting the education and development of school children Supporting Education 3e is written to support the Certificate III in Education Support qualification from the streamlined CHC Community Services Training Package It provides Education Support Workers with an overview of child development and how children learn as well an introduction to the key learning areas The text also links to new online support resources and information to help with teaching and class prep time Premium online teaching and learning tools are available on the MindTap platform Learn more about the online tools cengage com au learning solutions *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

Reconceptualizing the Literacies in Adolescents' Lives Donna E. Alvermann,Kathleen A. Hinchman,David W. Moore, III,David W. Moore,Stephen F. Phelps,Diane R. Waff,2007-07-10 Reconceptualizing the Literacies in Adolescents Lives Second Edition focuses on exploring the impact of young people s identity making practices in mediating their perceptions of themselves as readers and writers in an era of externally mandated reforms What is different in the Second Edition is its emphasis on the importance of valuing adolescents perspectives in an era of skyrocketing interest in improving literacy instruction at the middle and high school levels driven by externally mandated reforms and accountability measures A central concern is the degree to which this new interest takes into account adolescents personal social and cultural experiences in relation to literacy learning In this new edition of Reconceptualizing the Literacies in Adolescents Lives students voices and perspectives are featured front and center in every chapter Particular attention is given throughout to multiple literacies especially how information and new communication technologies are changing learning from and with text Nine of the 15 chapters are new all other chapters are thoroughly updated The volume is structured around four main themes Situating Adolescents Literacies addressing how young people use favorite texts to perform their identities how they counter school based constructions of incompetence and how they re construct their literate identities in relation to certain kinds of gendered expectations pedagogies and cultural resources Positioning Youth as Readers and Writers stressing the importance of classroom discourse cultural capital agency and democratic citizenship in mediating adolescents literate identities Mediating Practices in Young People s Literacies looking at issues of language social class race and culture in shaping how adolescents represent themselves and are represented by others and Changing Teachers Teaching Changes capturing the productive ambiguities associated with teaching urban adolescents to read and write in changing times encouraging students to conduct action research on topics that are personally relevant and using enabling constraints as a concept to formulate policies on adolescent literacy instruction Reconceptualizing the Literacies in Adolescents Lives Second Edition is an essential volume for researchers faculty teacher educators and graduate students in the field of adolescent literacy education

Meaning Making in Text S. Starc,C. Jones,A. Maiorani,2015-05-05 Meaning Making in Text presents new insights into forms of communication in a range of contexts cultural linguistic multimodal and educational The thirteen chapters are all linked theoretically by advances in Systemic Functional Linguistics SFL *Resources in Education* ,2000-04 **American Journal of Speech-language Pathology** ,1991 *Language Arts* Marjorie R. Hancock,2007 CD ROM contains a database

of information on thousands of children's literature titles which helps you find titles for a lesson unit or read aloud or for one specific reader. User can search by topic, author, genre, or title. Software must be installed from CD. The British National Bibliography Arthur James Wells, 2009. Reaching Potentials Sue Bredekamp, Teresa Jane Rosegrant, 1992. The purpose of this book is to operationalize that is, make meaningful the Guidelines for Appropriate Curriculum Content and Assessment developed jointly by the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS SDE) in 1991. The guidelines were designed to address two basic problems: the early childhood error, inadequate attention to the content of the curriculum, and the elementary error, overattention to curriculum objectives with less attention to the individual child. The document focuses on ways in which children, teachers, and administrators, as well as curriculum and assessment tools, can reach or be used to their full potential. The first section on reaching potentials through appropriate curriculum and assessment includes four chapters: 1. Reaching Potentials: Introduction by S. Bredekamp and T. Rosegrant; 2. Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 through 8, a position statement of the NAEYC/NAECS SDE; 3. Reaching Potentials through Appropriate Curriculum: Conceptual Frameworks for Applying the Guidelines by S. Bredekamp and T. Rosegrant; and 4. Reaching Potentials through Appropriate Assessment by T. W. Hills. The next section on reaching individual potentials includes: Reaching Individual Potentials through Transformational Curriculum by T. Rosegrant and S. Bredekamp; Planning and Implementing Transformational Curriculum by T. Rosegrant and S. Bredekamp; and Reaching Potentials of Children with Special Needs by M. Wolery, P. S. Strain, and D. B. Bailey Jr. The third section on reaching potentials of all children includes: Reaching Potentials through Antibiased Multicultural Curriculum by L. Derman Sparks; Reaching Potentials of Minority Children through Developmentally and Culturally Appropriate Programs by B. T. Bowman; Reaching Potentials Through Bilingual Education by Liz Wolfe; and Reaching Potentials in a Multilingual Classroom: Opportunities and Challenges by T. Rosegrant. The final section on reaching the potentials of teachers and administrators includes: Two Primary Teachers Learn and Discover through a Process of Change by D. W. Burchfield and B. C. Burchfield; and The Process of Change: The Redwood City Story by L. Espinosa. A 105-item bibliography is included. SLD. Access, 2003.

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