

	Reading texts	Comprehension	Vocabulary knowledge	Aspects of writing	Aspects of speaking	Phonics	Phoneme
Cluster 1	<ul style="list-style-type: none"> Recognizes own name. Engages in shared reading of familiar texts with repeated language patterns. 	<ul style="list-style-type: none"> Responds to stories read aloud/heard by connecting information and events to personal experiences. 	<ul style="list-style-type: none"> Knows and uses a range of everyday words, e.g. colours, familiar objects, places, names of family members. 	<ul style="list-style-type: none"> Engages in writing-like behaviour using scribbles or strings of letters. Attempts to write own name. 	<ul style="list-style-type: none"> Listens and responds to simple oral questions, instructions and requests. Engages in simple conversations. 	<ul style="list-style-type: none"> Identifies one letter that is the same in two words. Specifies some letter names, e.g. first letter of own name. 	<ul style="list-style-type: none"> Expects for rhymes and knows the beginning of rhymes.
Cluster 2	<ul style="list-style-type: none"> Reads one or two words in environmental print/texts. Reads some words in a sentence correctly. 	<ul style="list-style-type: none"> Gives a sequenced retell of a story when prompted. Recalls some details from illustrations in a story book. 	<ul style="list-style-type: none"> Knows the meaning of, and when speaking, can use words that are likely to be encountered in early reading. 	<ul style="list-style-type: none"> Writes at least one recognizable word (may not be spelled correctly) related to a story book read to them or a picture. 	<ul style="list-style-type: none"> Names a favourite character from a story that has been read. Draws some changes in pace and volume for emphasis when 	<ul style="list-style-type: none"> Identifies two or more letters that are the same in words. Identifies some letters that are the same in more than one 	<ul style="list-style-type: none"> Identifies a sound in one word. Identifies a sound in two words.
Cluster 3	<ul style="list-style-type: none"> Reads one or more sentences correctly in environmental print/texts. Reads one or more sentences 	<ul style="list-style-type: none"> Begins to understand inferred meaning. Gives an unsequenced retell of a story that includes 	<ul style="list-style-type: none"> Begins to expand the vocabulary used to describe everyday events and experiences. Begins to use topic words when 	<ul style="list-style-type: none"> Writes first name correctly. Writes a recognizable sentence, words may not be spelled correctly, some evidence of 	<ul style="list-style-type: none"> Provides a simple justification for an opinion about a favourite character from a story that has been read. 	<ul style="list-style-type: none"> Identifies all letters that are the same in more than one context. Names most letters in a given word. 	<ul style="list-style-type: none"> Comments that rhyme. Comments that start-
Cluster 4	<ul style="list-style-type: none"> Reads all or most of a more challenging story book. Maintains fluency when reading texts with varied and irregular 	<ul style="list-style-type: none"> Interprets meaning by answering an inferential question. Responds to overall meaning in 	<ul style="list-style-type: none"> Knows the meaning of commonly used words in texts read and demonstrates this knowledge when writing and speaking. 	<ul style="list-style-type: none"> Writes one or more single sentences, some words spelled correctly, most letters formed correctly and evidence of 	<ul style="list-style-type: none"> Provides a detailed justification for an opinion about a favourite character from a story that has been read. 	<ul style="list-style-type: none"> Names all letters in a word. Says most sounds in a given word. Spells unknown words 	<ul style="list-style-type: none"> Says the /s/ to describe a phoneme. Says the /w/ to describe a phoneme.
Cluster 5	<ul style="list-style-type: none"> Reads texts with varied sentence patterns and unusual lines of text per page. Demonstrates increased fluency 	<ul style="list-style-type: none"> Responds to questions about a character's traits, qualities, characteristics by expressing an opinion about the character. 	<ul style="list-style-type: none"> Uses knowledge and understanding of topic words when reading, writing and speaking. 	<ul style="list-style-type: none"> Selects vocabulary and phrases modelled by the teacher during whole class planning to construct own text. 	<ul style="list-style-type: none"> Provides elaboration to questions seeking further information. Recounts events and 	<ul style="list-style-type: none"> Blends initial consonants with common vowel patterns or word families. Attempts to read more complex 	<ul style="list-style-type: none"> Says that he phoneme is another /p/.
Cluster 6	<ul style="list-style-type: none"> Understands that pathways for reading literary and factual print and screen texts can be navigated in different ways. 	<ul style="list-style-type: none"> Relates and responds to incidents from a story book or film with attention to plot elements such as setting. 	<ul style="list-style-type: none"> Demonstrates the use of more precise vocabulary to describe feelings and experiences when speaking and writing. 	<ul style="list-style-type: none"> Creates longer texts supported by shared information, e.g. diagrams, maps, graphs on familiar topics for fiction. 	<ul style="list-style-type: none"> Expresses a point of view with supporting information about an expanding range of texts/topics. Speaks clearly and confidently in 	<ul style="list-style-type: none"> Segment sounds in common clusters to spell unfamiliar words. Uses familiar words and letter 	<ul style="list-style-type: none"> Mimiculate rhyme and use words with same sounds.
Cluster 7	<ul style="list-style-type: none"> Understands text features such as illustrations, diagrams, tables, maps and graphs to enhance meaning. 	<ul style="list-style-type: none"> Responds to texts by referring to prior experiences. Responds to and endorses a text by discussing a point of view. 	<ul style="list-style-type: none"> Knows the meaning of commonly used words in increasingly challenging texts and can demonstrate this knowledge 	<ul style="list-style-type: none"> Plans texts by making notes, drawing diagrams, plotting sequence of events or information, etc. 	<ul style="list-style-type: none"> Expresses a point of view about a text/topic and listens to and accommodates the viewpoint of others. 	<ul style="list-style-type: none"> Recognition that correct suffixes in words can have different sounds, e.g. -ing, -ed, -less. Understands that sounds can be 	
Cluster 8	<ul style="list-style-type: none"> Reads increasingly complex texts with less familiar content and vocabulary and more extended descriptions. 	<ul style="list-style-type: none"> Refers to prior knowledge and experiences to build understanding of a text. Justifies predictions about 	<ul style="list-style-type: none"> Uses words and phrases for effect, e.g. to create images, to add emphasis, to create atmosphere. 	<ul style="list-style-type: none"> Creates longer texts (at least one page) that achieve the intended purpose and are appropriate for less familiar 	<ul style="list-style-type: none"> Expresses more detailed ideas and justifies a point of view about familiar texts/topics. Automatically adjusts speech to 	<ul style="list-style-type: none"> Knows common sounds for most digraphs and can substantiate when reading/spelling. Uses knowledge of word 	

Continuum Of Literacy Learning

Gay Su Pinnell, Irene C. Fountas



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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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 **The British National Bibliography** Arthur James Wells,2009

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. *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 Antibias 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. Rural Extension, Education and Training Abstracts, 1985.

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