



	Reading texts	Comprehension	Vocabulary knowledge	Aspects of writing	Aspects of speaking	Phonics	Phonemic
Cluster 1	<ul style="list-style-type: none"> Recognise own name. Engage in shared reading of familiar texts with repeated language patterns. 	<ul style="list-style-type: none"> Responds to stories read aloud related to 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"> Attempts to write the letters using available sets of letters. Attempts to write own name. 	<ul style="list-style-type: none"> Listens and responds to simple oral instructions and requests. Engages in simple conversations. 	<ul style="list-style-type: none"> Identifies one letter that is the same in two words. Identifies some letter names, e.g. first letter of your name. 	<ul style="list-style-type: none"> Attempts to identify and justify the meaning of words. Identifies some letter names, e.g. first letter of your name.
Cluster 2	<ul style="list-style-type: none"> Reads one or two words in unstructured photographs. Reads some words in a sentence correctly. 	<ul style="list-style-type: none"> Shows a developing set of a story when presented. Shows 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 remembered in any reading. 	<ul style="list-style-type: none"> Writes at least one recognisable word that can be read correctly related to a story book read to them or a picture book read by them. 	<ul style="list-style-type: none"> Shows a favourite character from a story that has been read. Shows some changes in pace and volume for emphasis when speaking. 	<ul style="list-style-type: none"> Identifies two or more letters that are the same in words. Identifies easy letters that are the same in more than one word. 	<ul style="list-style-type: none"> Identifies one or more words that are the same in one word. Identifies one or more words that are the same in more than one word.
Cluster 3	<ul style="list-style-type: none"> Reads one or more sentences correctly in unstructured print texts. Reads one or more sentences correctly. 	<ul style="list-style-type: none"> Shows to understand inferred meaning. Shows an integrated sequence of a story that includes: 	<ul style="list-style-type: none"> Begins to respond the vocabulary used to describe everyday events and situations. Begins to use topic words when writing and speaking. 	<ul style="list-style-type: none"> Writes first name correctly. Writes a recognisable sentence, words may not be spelled correctly, some evidence of difficulty and 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 word. Shows word letters in a given word. 	<ul style="list-style-type: none"> Identifies word choices that change the meaning of words. Identifies word choices that change the meaning of sentences.
Cluster 4	<ul style="list-style-type: none"> Reads all or most of a more challenging story book. Identifies meaning when reading texts with varied and irregular print. 	<ul style="list-style-type: none"> Identifies meaning by answering inferential questions correctly. Responds to overall meaning in: 	<ul style="list-style-type: none"> Knows the meaning of commonly used words in both read and demonstrated text descriptions this knowledge when writing and speaking. 	<ul style="list-style-type: none"> Writes one or more simple sentences, punctuation required correctly, word 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. Shows word sounds in a given word. Identifies unknown words. 	<ul style="list-style-type: none"> Shows the meaning of words to define a situation. Shows the meaning of words to define a situation. Says the meaning of words to define a situation.
Cluster 5	<ul style="list-style-type: none"> Reads texts with varied sentence patterns and several lines of text per page. Identifies meaning in repeated patterns. 	<ul style="list-style-type: none"> Responds to questions about characters, actions, qualities, choices, feelings by responding in responses about the characters. 	<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 writing for independent work. 	<ul style="list-style-type: none"> Shows attention to questions testing further information. Recalls events and 	<ul style="list-style-type: none"> Blends letter components with common visual patterns or word families. Attempts to read more complex words. 	<ul style="list-style-type: none"> Says the meaning of words to define a situation. Identifies word choices in another word.
Cluster 6	<ul style="list-style-type: none"> Identifies text pathways for reading stories and fiction, print and image texts can be configured in different ways. 	<ul style="list-style-type: none"> Reads 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 visual information, e.g. diagrams, maps, graphs or familiar topics for focus. 	<ul style="list-style-type: none"> Expresses a point of view about an event and relates to and incorporates the viewpoint of others. 	<ul style="list-style-type: none"> Segments sounds in common clusters to spell unfamiliar words. Uses familiar words and letter 	<ul style="list-style-type: none"> Manipulates print and image words to spell unfamiliar words.
Cluster 7	<ul style="list-style-type: none"> Identifies 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 relates a text for discussing a point of view. 	<ul style="list-style-type: none"> Knows the meaning of commonly used words in increasingly challenging texts and can describe this knowledge. 	<ul style="list-style-type: none"> Places texts by writing notes, drawing diagrams, planning sequence of events or information, etc. 	<ul style="list-style-type: none"> Expresses a point of view about a text topic and relates to and incorporates the viewpoint of others. 	<ul style="list-style-type: none"> Recognises that common suffixes in words can form different words, e.g. -ing, -ed, -er, -est. Understands that words can be combined to form new words. 	<ul style="list-style-type: none"> Identifies word choices in another word.
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"> Shows to prior knowledge and experiences to build understanding of a text. Identifies points from about 	<ul style="list-style-type: none"> Uses words and phrases for effect, e.g. to create images, to add emotion, 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 views and justifies a point of view about familiar texts/topics. Articulately reflects speech to 	<ul style="list-style-type: none"> Creates a common strand for novel settings and uses justification when reading settings. Uses knowledge of word 	<ul style="list-style-type: none"> Identifies word choices in another word.

Continuum Of Literacy Learning

**Robyn Ewing, Siobhan O'Brien, Kathy
Rushton, Lucy Stewart, Rachel
Burke, Deb Brosseuk**

Continuum Of Literacy Learning:

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 and beyond 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. **The Continuum of Literacy Learning, Grades 3-8** Gay Su Pinnell, Irene C. Fountas, 2011 A combination assessment tool and guide for teaching identifies the literacy goals appropriate to grades three through eight and offers tools to help analyze students strengths and identify areas needing teaching support. **The Continuum of Literacy Learning, Grades K-8** Gay Su Pinnell, Irene C. Fountas, 2007 Presents a comprehensive curriculum document that provides a vision of language and literacy development for students in kindergarten through grade 8. The book contains the same text characteristics and goals as the K-2 and 3-8 books but instead is organized along the following instructional contexts: interactive read aloud and literature discussion, shared and performance reading, writing about reading, writing, oral, visual and technological communication, phonics, spelling and word study, and guided reading. **The Continuum of Literacy Learning, Grades K-2** Gay Su Pinnell, Irene C. Fountas, 2007 In a convenient, easy to read format, these

interdependent continua show the grade level at which students typically demonstrate specific abilities related to the use of oral and written language **BOOK JACKET The Continuum of Literacy Learning, Grades PreK-8, Second Edition** Gay Su Pinnell, Irene Fountas, 2010-05-25 Includes index tab dividers between chapters **Continuum of Literacy Learning**

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Pinnell, Irene C. Fountas, 2011-06-09 Use The Continuum of Literacy Learning and The Continuum of Literacy Learning Teaching Library DVD companion series to deepen your understanding of the continua and how to use them as assessment and planning tools These videos will hone your ability to observe the behaviors of your own readers and writers and help sharpen your thinking about how your teaching can match your students needs as they become more proficient in the use of literacy and language The User Guide is designed to help you navigate the The Continuum of Literacy Learning Teaching Library and deepen your understanding of how to use the Continuum as an assessment and planning tool By following the suggestions for viewing and discussing the video segments you will hone your ability to observe the behaviors of your readers and writers Specific viewing suggestions for individuals small groups and staff developers are identified throughout the User Guide to help customize your learning experience Armed with The Continuum of Literacy Learning and The Continuum of Literacy Learning Teaching Library DVD companion series both from Gay Su Pinnell and Irene Fountas every teacher will have the tools and techniques they need to guide assessment activate responsive teaching and support students on their literacy and language journey Content Coverage in the Language Arts Curriculum The behaviors presented in each of the continua of learning serve as the basis for both the Continuum book and the Continuum DVD library Using these two resources together individuals small groups and staff developers will have the opportunity to study and observe student behaviors and the appropriate teaching that supports students in increasing their ability across the language arts curriculum Save with a Teaching Library Bundle or a Staff Development Bundle *The Fountas & Pinnell Literacy Continuum, Second Edition: A Tool for Assessment, Planning, and Teaching, Prek-8* Irene Fountas, Gay Su Pinnell, 2022-03-09

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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

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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

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,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 of inadequate attention to the content of the curriculum and the elementary error of 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 **Access**, 2003.

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