

Literacy Continuum (adapted)

2015/06

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

Literacy First Continuum

**Michael C. McKenna, Linda D.
Labbo, Ronald D. Kieffer, David
Reinking**



Literacy First Continuum:

Word Study for Literacy Leaders Anne C. Ittner, Amy Frederick, Darl Kiernan, Donald R. Bear, 2023-08-22 Word study is an approach to teaching phonics vocabulary and spelling that is based on a developmental model described by Henderson and his students Given the reciprocal nature between reading and writing phonics spelling and vocabulary are integrated in instruction Teachers understand that this word study approach integrates phonics spelling and vocabulary and have challenged us to share concrete examples of how teachers organize and implement word study and how literacy educators in universities and school districts conduct professional learning for word study The primary goal then is to make word study work for our students The authors of each chapter show how literacy leaders and teacher educators guide others in a wide variety of educational settings Stories in this volume capture classroom conversations describe professional learning communities and present coaching scenarios that will resonate with reader s experiences Resources in Education, 2001-10 *Improving Reading and Literacy in Grades 1-5* Edward P. St. John, Siri Ann Loesch, Jeffrey S. Bardzell, 2003-02-14 The book s in depth coverage analyzes and compares features frameworks tools methods outcomes and reform components for 17 major reading programs *Designing Early Literacy Programs* Lea M. McGee, Donald J. Richgels, 2014-04-29 This acclaimed teacher resource and course text describes proven ways to accelerate the language and literacy development of young children including those at risk for reading difficulties The authors draw on extensive research and classroom experience to present a complete framework for differentiated instruction and early intervention Strategies for creating literacy rich classrooms conducting effective assessments and implementing targeted learning activities are illustrated with vivid examples and vignettes Helpful reproducible assessment tools are provided Purchasers also get access to a Web page where they can download and print the reproducible materials in a convenient 8 1 2 x 11 size Subject Areas Keywords assessments at risk students beginning readers CCSS classroom environments classrooms Common Core State Standards differentiated instruction early childhood reading early literacy ELA emergent English language arts foundational skills interventions kindergarten language literacy development preschool prevention programs reading difficulties response to intervention RTI struggling teaching writing Audience Preschool and kindergarten teachers reading specialists school and child care administrators instructors and students in early childhood education and early literacy *Handbook of Early Childhood Literacy* Nigel Hall, Joanne Larson, Jackie Marsh, 2003-10-18 This volume examines early literacy research on a global scale and puts social cultural and historical analyses in the front seat without losing sight of individual and family level matters in the process It is comprehensive ground breaking and provocative and should help literacy researchers to think differently about the field Marjorie Faulstich Orellana School of Education and Social Policy Northwestern University No other publication that I am aware of brings together views from such diverse disciplines contributing to a comprehensive statement about early childhood literacy The Handbook not only reviews the current field of situated literacy but presents

some important and exciting new research It is a significant resource that promises to become a landmark text Eve Bearne University of Cambridge Faculty of Education U K This handbook brings together an astonishing array of writers who explore contemporary political cultural and cognitive understandings of early childhood literacy Literacy and literacy acquisition are broadly defined here to encompass not just traditional notions of reading and writing but multimodalities multiliteracies and critical literacies It is rich and comprehensive an invaluable resource for scholars educators and students of early childhood literacy Elsa Auerbach Professor of English University of Massachusetts Boston This book is unique in its broad consideration of topics and its global focus I particularly appreciate how the editors have situated current research in an historical context They have also included development issues pedagogy research and the newest areas of interest critical literacy and popular culture Diane Barone University of Nevada Reno In recent years there has been a virtual revolution in early childhood studies with a mass of books and papers seeking to re examine and reposition childhood At the same time an equally significant area has developed within literacy studies reflecting a growing interest in the nature of literacy as a socially situated phenomenon There is increased interest in literacy as a multimodal concept in which symbolic meaning is a central concept rather than more conventional and narrower notions of literacy The Handbook of Early Childhood Literacy is central in providing access to all these different perspectives The Handbook offers a way through the vast diversity of publications on early childhood literacy by providing comprehensive and up to date reviews of research and thinking in early childhood literacy The arrangement of chapters reflects a contemporary perspective on research into early childhood literacy Major sections include the global world of early childhood literacy childhood literacy and family community and culture the development of literacy in early childhood pedagogy and early childhood literacy and researching early childhood literacy Contributions by leading authorities focus on literacy as a socially situated and global experience one that is evolving in relation to changes in contemporary culture and technological innovation *Reading the past, writing the future* UNESCO,2017-04-10 Aucune information saisie Reading Hebrews and 1 Peter with the African American Great Migration Jennifer T.

Kaalund,2018-11-29 Kaalund examines the constructed and contested Christian Jewish identities in Hebrews and 1 Peter through the lens of the New Negro a diasporic identity similarly constructed and contested during the Great Migration in the early 20th century Like the identity Christian the New Negro emerged in a context marked by instability creativity and the need for a sense of permanence in a hostile political environment Upon examination both identities also show complex internal diversity and debate that disrupts any simple articulation as purely resistant or accommodating to its hegemonic and oppressive environment Kaalund s investigation into the construction of the New Negro highlights this multiplicity and contends that the rhetoric of place race and gender were integral to these processes of inventing a way of being in the world that was seemingly not reliant on one s physical space Putting these issues into dialogue with 1 Peter and Hebrews allows for a reading of the formation of Christian identity as similarly engaging the rhetoric of place and race in constructive and

contested ways *Student Engagement and the Academic Library* Loanne Snively, 2012-07-19 Explore exciting programs and initiatives that can both engage undergraduate students with academic libraries and assist academic librarians in creating a vibrant library atmosphere In spite of the doom and gloom predicted in the press for the future of libraries these institutions aren't at the top of the endangered species list just yet Librarians who are focusing significant attention and staffing resources on undergraduates and are thinking creatively about what engages this specific group of students are forging the future for academic libraries *Student Engagement and the Academic Library* explores how initiatives that involve high impact educational practices and other creative programs can effectively engage undergraduate students with academic libraries The methodologies described in this work serve to draw students in and make their learning meaningful both through curricular initiatives as well as through co-curricular and self-initiated activities disciplinary initiatives and partnerships across the university This book will benefit any librarian seeking to further engage their college-age student populations and will be especially helpful to libraries that are struggling to establish their programs and initiatives with today's students **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 Vocabulary Lists and Activities for the PreK-2 Classroom Susan E. Israel, 2008-07-17 Israel offers an organized resource for teaching vocabulary and provides word lists literature connections and extensions journal prompts and additional resources for teachers The book's organization allows a teacher to pick and choose where to start and what to include Anita Barnes Literacy and Math Specialist Second Street School Frankfort KY A valuable resource for teachers who want to increase their students' vocabulary Gustava Cooper Baker Principal Sanford B Ladd Elementary School Kansas City MO Engage young children with this creative and strategic approach for building early literacy skills Helping PreK and primary grade educators improve young students' oral language and build strong reading and writing skills this practical

resource is the ideal tool for planning literacy instruction based on the National Reading Panel's recommendations for vocabulary development. Unique in its thematic approach to developing students' vocabulary, this book provides word lists, literature selections, and teaching strategies for building young learners' vocabulary and comprehension skills. Based on original research conducted by Susan E. Israel and Edward B. Fry, the lists are comprised of words used frequently by children in their writing as well as additional words to enhance learning. Each thematic chapter offers literacy integrations for reading and writing in the classroom, writing prompts to integrate with journal activities, read-aloud suggestions from children's literature, think-alouds to enhance vocabulary, Vocabulary Lists, and Activities for the PreK-2 Classroom. Not only does it fill a gap in the field of reading and writing instruction, but it also provides a wealth of activities and vocabulary words organized around topics appropriate for primary students.

PISA: The PISA 2003 Assessment Framework Mathematics, Reading, Science and Problem Solving Knowledge and Skills OECD, 2004-03-02. The PISA 2003 Assessment Framework presents the conceptual underpinning of the PISA 2003 assessments. Within each assessment area, the volume defines the content that students need to acquire, the processes that need to be performed, and the contexts in which knowledge and skills are applied.

Pauline Churches and Diaspora Jews Barclay, 2016. Seminal essays from a leading New Testament scholar. For the past twenty years, John Barclay has researched and written on the social history of early Christianity and the life of Jews in the Mediterranean Diaspora. In this collection of nineteen noteworthy essays, he examines points of comparison between the early churches and the Diaspora synagogues in the urban Roman world of the first century. With an eye to such matters as food, family, money, circumcision, spirit, age, and death, Barclay examines key Pauline texts, the writings of Josephus, and other sources investigating the construction of early Christian identity and comparing the experience of Paul's churches with that of Diaspora Jewish communities scattered throughout the Roman Empire.

Librarians in Schools as Literacy Educators Margaret Kristin Merga, 2019-06-17. This book explores the role that librarians play within schools as literacy leaders. While librarians working in schools are generally perceived as peripheral to the educational experience, they can, in fact, provide significant support in encouraging children's literacy and literature learning. As the need for strong functional literacy becomes ever more important, librarians who support literacy are often invaluable in achieving various academic, vocational, and social goals. However, this contribution often seems to be overlooked with funding cuts disproportionately affecting librarians. Building on recent research from Australia, the USA, and the UK, the author examines the role that librarians may play as literacy educators in schools in order to make visible their contributions to the school community. In doing so, this book urges for greater recognition and support to school libraries and their staff as valuable members of the school community.

Continuum of Literacy Learning Teaching Library Bundle Irene C. Fountas, 2011-10-19.

Reading 1 Corinthians in the Twenty-First Century Cornelia Cyss Crocker, 2004-04-23. Cornelia Cyss Wittenstein uses the insights of hermeneutics and other critical methods to offer a new reading of 1 Corinthians.

Handbook of Research on Literacy and

Diversity Lesley Mandel Morrow, Robert Rueda, Diane Lapp, 2010-11-03 This is the first research handbook to address all dimensions of diversity that have an impact on literacy achievement Leading experts examine how teaching and learning intersect with cultural and language differences and socioeconomic disparities in today's increasingly diverse schools and communities The volume weaves compelling research findings together with theory policy considerations and discussions of exemplary instructional practices It offers fresh perspectives on such topics as family literacy multiliteracies drawing on cultural resources in the classroom factors that promote success in high poverty schools equity issues and ways to teach specific literacy skills The concluding section provides crucial recommendations for teacher preparation and professional development

Literacy for Young Children Priscilla L. Griffith, Sara Ann Beach, Jiening Ruan, Loraine Dunn, 2008-03-07 This research based guidebook offers PreK and kindergarten teachers easy to implement activities to develop oral language phonological and print awareness emergent writing and comprehension skills in diverse classrooms

International Handbook of Literacy and Technology Michael C. McKenna, Linda D. Labbo, Ronald D. Kieffer, David Reinking, 2013-01-11 This Handbook provides a comprehensive and international representation of state of the art research theory and practice related to principal areas in which significant developments are occurring in the study of literacy and technology It offers a glimpse of the commonalities faced by literacy educators around the world together with specific challenges raised by unique circumstances Volume I of this Handbook endeavored to lay essential groundwork for the study of literacy and technology it retains an explanatory value that will not weaken over time Volume II differs considerably in conception It assumes for the most part a higher level of expertise on the part of readers and the projects and applications described by the contributors are characterized by greater sophistication The scope of technology use is broader and the challenges that have emerged are in sharper focus A powerful feature of this volume is the addition of commentaries from experts across the field on the potential of technology in key dimensions of literacy The title of Volume II has changed slightly to reflect the inclusion of contributions on a broad geographic basis It is now a truly international Handbook with chapter authors from six countries and five continents The International Handbook of Literacy and Technology Volume II is organized in five sections The Role of Technology in the New Literacies Technology Applications with Specific Populations Literacy Software and the Internet Teacher Education and Professional Development and The Potential of Technology in Key Dimensions of Literacy The effects of technology on literate activity have been both sweeping and subtle marked by an increasing variety of changes that are difficult to evaluate and project Perhaps the only prediction that can be offered with certainty is that the impact of technology is irreversible Specific changes may come and go but literacy and technology seem inextricably linked This Handbook is dedicated to that linkage and to examining the intricacies that define it International Handbook of Literacy and Technology Volume II is an essential reference for researchers professionals and students in reading literacy education literacy and technology educational technology and related areas and will serve well as a text for upper level and graduate

courses on these topics **Developing Literacy in Preschool** Lesley Mandel Morrow, 2007-06-02 Preschoolers are passionate about learning and a high quality preschool program offers rich learning experiences in the areas of language and literacy This engaging book gives teachers and other professionals fresh ideas inspiration and practical tools for integrating age appropriate literacy instruction into the preschool curriculum Including helpful vignettes sample lesson plans and reproducibles the book shows how to create a motivating classroom environment balance child initiated exploration with structured activities and support students developing skills in reading writing speaking and comprehension Essential topics include preschool assessment and working with English language learners *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 Top Books of the Year Literacy First Continuum The year 2023 has witnessed a noteworthy surge in literary brilliance, with numerous captivating novels captivating the hearts of readers worldwide. Lets delve into the realm of top-selling books, exploring the engaging narratives that have captivated audiences this year. Literacy First Continuum : Colleen Hoover "It Ends with Us" This touching tale of love, loss, and resilience has captivated readers with its raw and emotional exploration of domestic abuse. Hoover expertly weaves a story of hope and healing, reminding us that even in the darkest of times, the human spirit can triumph. Literacy First Continuum : Taylor Jenkins Reids "The Seven Husbands of Evelyn Hugo" This captivating historical fiction novel unravels the life of Evelyn Hugo, a Hollywood icon who defies expectations and societal norms to pursue her dreams. Reids compelling storytelling and compelling characters transport readers to a bygone era, immersing them in a world of glamour, ambition, and self-discovery. Discover the Magic : Delia Owens "Where the Crawdads Sing" This evocative coming-of-age story follows Kya Clark, a young woman who grows up alone in the marshes of North Carolina. Owens crafts a tale of resilience, survival, and the transformative power of nature, captivating readers with its evocative prose and mesmerizing setting. These popular novels represent just a fraction of the literary treasures that have emerged in 2023. Whether you seek tales of romance, adventure, or personal growth, the world of literature offers an abundance of captivating stories waiting to be discovered. The novel begins with Richard Papen, a bright but troubled young man, arriving at Hampden College. Richard is immediately drawn to the group of students who call themselves the Classics Club. The club is led by Henry Winter, a brilliant and charismatic young man. Henry is obsessed with Greek mythology and philosophy, and he quickly draws Richard into his world. The other members of the Classics Club are equally as fascinating. Bunny Corcoran is a wealthy and spoiled young man who is always looking for a good time. Charles Tavis is a quiet and reserved young man who is deeply in love with Henry. Camilla Macaulay is a beautiful and intelligent young woman who is drawn to the power and danger of the Classics Club. The students are all deeply in love with Morrow, and they are willing to do anything to please him. Morrow is a complex and mysterious figure, and he seems to be manipulating the students for his own purposes. As the students become more involved with Morrow, they begin to commit increasingly dangerous acts. The Secret History is a exceptional and thrilling novel that will keep you wondering until the very end. The novel is a warning tale about the dangers of obsession and the power of evil.

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