

Teaching According to the Stages of Literacy Development



Slides Available for Download at:

<https://www.theliteracybug.com/s/Teaching-Routines-Stages.pdf>



Objectives

- to emphasise the developmental nature of literacy;
- to emphasise how literacy instruction and learning changes across the lifespan, particularly as certain skills are consolidated and new skills and expectations arise;
- to outline literacy as both a cognitive and social achievement that involves both the mastery of skills and the exploration of content; and
- to outline the various texts and routines that are applicable to Chall's Stages of Literacy Development.

For information on Chall's Stages of Literacy Development, visit <https://www.theliteracybug.com/stages-of-literacy/>



“Being literate is a very different enterprise for the skilled first grader, fourth grader, high school student, and adult.”

— Catherine Snow, et al, 1991, pg 9

For Instance . . .

"Word reading is the best predictor of reading comprehension level in the early years (Juel, Griffith & Gough, 1986); but other skills (e.g. background knowledge, inferring, summarising, etc) become more important predictors of comprehension level as word reading ability develops through experience (Curtis, 1980; Saarnio, et al., 1990). Thus, the relative importance of different skills may change during the course of development." (Cain, Oakhill & Bryant, 2004, p. 32)

Juel, C., Griffith, P.L., & Gough, P.B. (1986). Acquisition of literacy: A longitudinal study of children in first and second grade. *Journal of Educational Psychology*, 78(4), 243–255. doi:10.1037/0022-0663.78.4.243

Curtis, M. E. (1980). Development of components of reading skills. *Journal of Educational Psychology*, 72, 656–669.

Saarnio, D. A., Oka, E. R., & Paris, S. G. (1990). Developmental predictors of children's reading comprehension. In T. H. Carr & B. A. Levy (Eds.), *Reading and its development: Component skills approaches* (pp. 57–79). New York: Academic Press.

Cain, K. E., Bryant, P. E., & Oakhill, J. (2004). Children's reading comprehension ability: Concurrent prediction by working memory, verbal ability, and component skills. Retrieved from <http://dx.doi.org/10.1037/0022-0663.96.1.31>



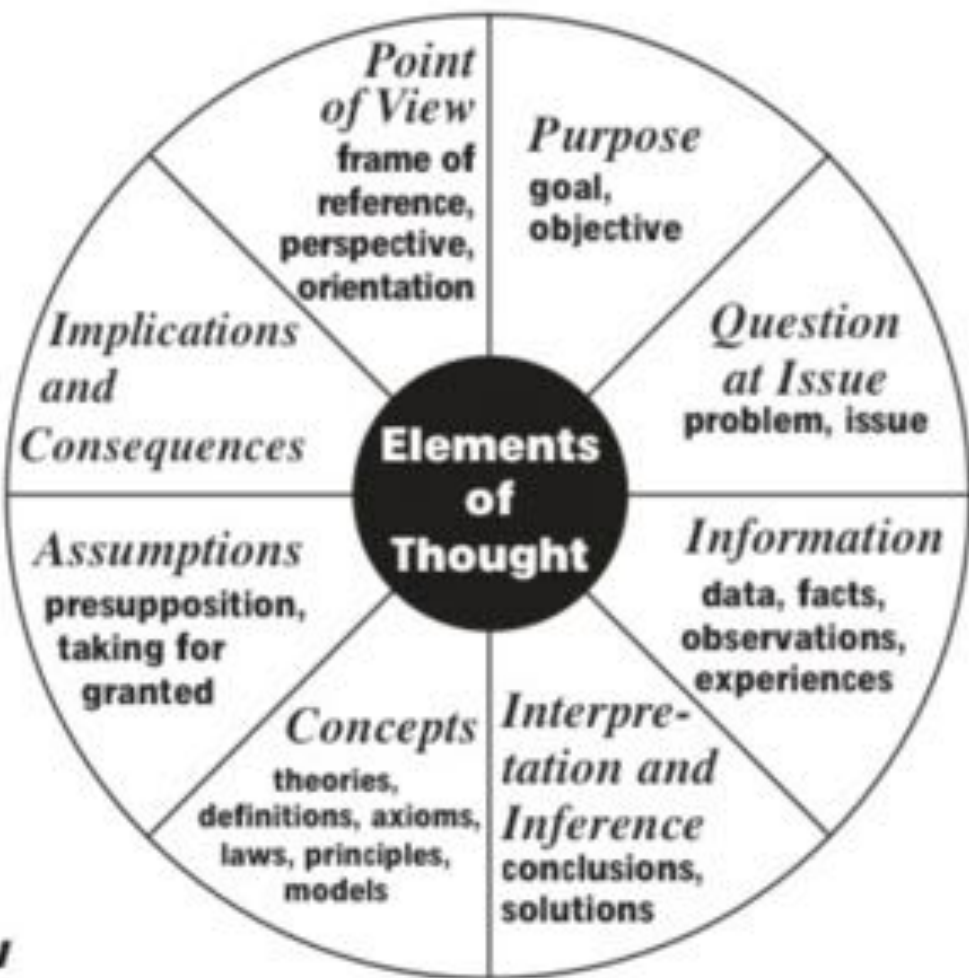
If we hold decoding skills constant ...

“In readers who have acquired enough facility in ... word-level skills (i.e., word recognition and letter-sound decoding),

“Then ... language comprehension and related skills, such as vocabulary knowledge and syntactic competence, account for more of the variance in reading comprehension.” (Snow, 2002, pp. 102-103)



And beyond language skill ... processing



Cognitive Strategies Sentence Starters	
<p>Planning and Goal Setting</p> <ul style="list-style-type: none"> • My purpose is. . . • My top priority is. . . • To accomplish my goal, I plan to. . . 	<p>Forming Interpretations</p> <ul style="list-style-type: none"> • What this means to me is. . . • I think this represents. . . • The idea I'm getting is. . .
<p>Tapping Prior Knowledge</p> <ul style="list-style-type: none"> • I already know that. . . • This reminds me of. . . • This relates to. . . 	<p>Monitoring</p> <ul style="list-style-type: none"> • I got lost here because. . . • I need to reread the part where. . . • I know I'm on the right track because. . .
<p>Asking Questions</p> <ul style="list-style-type: none"> • I wonder why. . . • What if. . . • How come. . . 	<p>Clarifying</p> <ul style="list-style-type: none"> • To understand better, I need to know more about. . . • Something that is still not clear is. . . • I'm guessing that this means, but I need to. . .
<p>Predicting</p> <ul style="list-style-type: none"> • I'll bet that. . . • I think. . . • If _____, then. . . 	<p>Revising Meaning</p> <ul style="list-style-type: none"> • At first I thought _____, but now I. . . • My latest thought about this is. . . • I'm getting a different picture here because. . .
<p>Visualizing</p> <ul style="list-style-type: none"> • I can picture. . . • In my mind I see. . . • If this were a movie. . . 	<p>Analyzing the Author's Craft</p> <ul style="list-style-type: none"> • A golden line for me is. . . • This word/phrase stands out for me because. . . • I like how the author uses _____ to show. . .
<p>Making Connections</p> <ul style="list-style-type: none"> • This reminds me of. . . • I experienced this once when. . . • I can relate to this because. . . 	<p>Reflecting and Relating</p> <ul style="list-style-type: none"> • So, the big idea is. . . • A conclusion I'm drawing is. . . • This is relevant to my life because. . .
<p>Summarizing</p> <ul style="list-style-type: none"> • The basic gist. . . • The key information is. . . • In a nutshell, this says that. . . 	<p>Evaluating</p> <ul style="list-style-type: none"> • I like/don't like _____ because. . . • This could be more effective if. . . • The most important message is. . .
<p>Adopting an Alignment</p> <ul style="list-style-type: none"> • The character I most identify with is. . . • I really got into the story when. . . • I can relate to this author because. . . 	

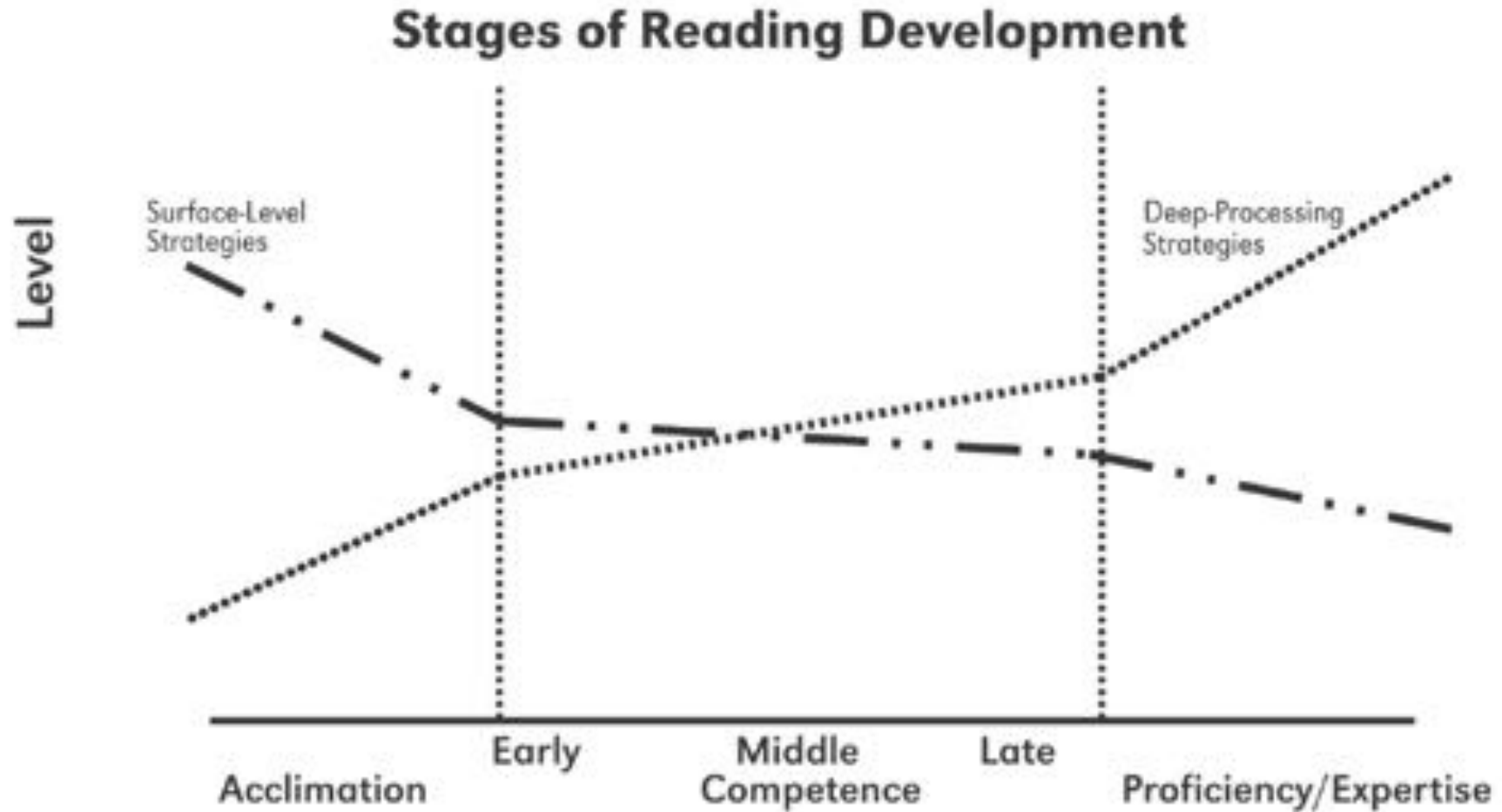
FIGURE 3. Cognitive Strategies Sentence Starters

Paul, R. & Elder, L. (2005) A guide for educators to critical thinking competency standards. The Foundation for Critical Thinking. www.criticalthinking.org.

Olson, C. B., & Land, R. (2007). A cognitive strategies approach to reading and writing instruction for English language learners in secondary school. *Research in the Teaching of English*, 41(3), 269–303.



Instructional Focus Changes Across Time



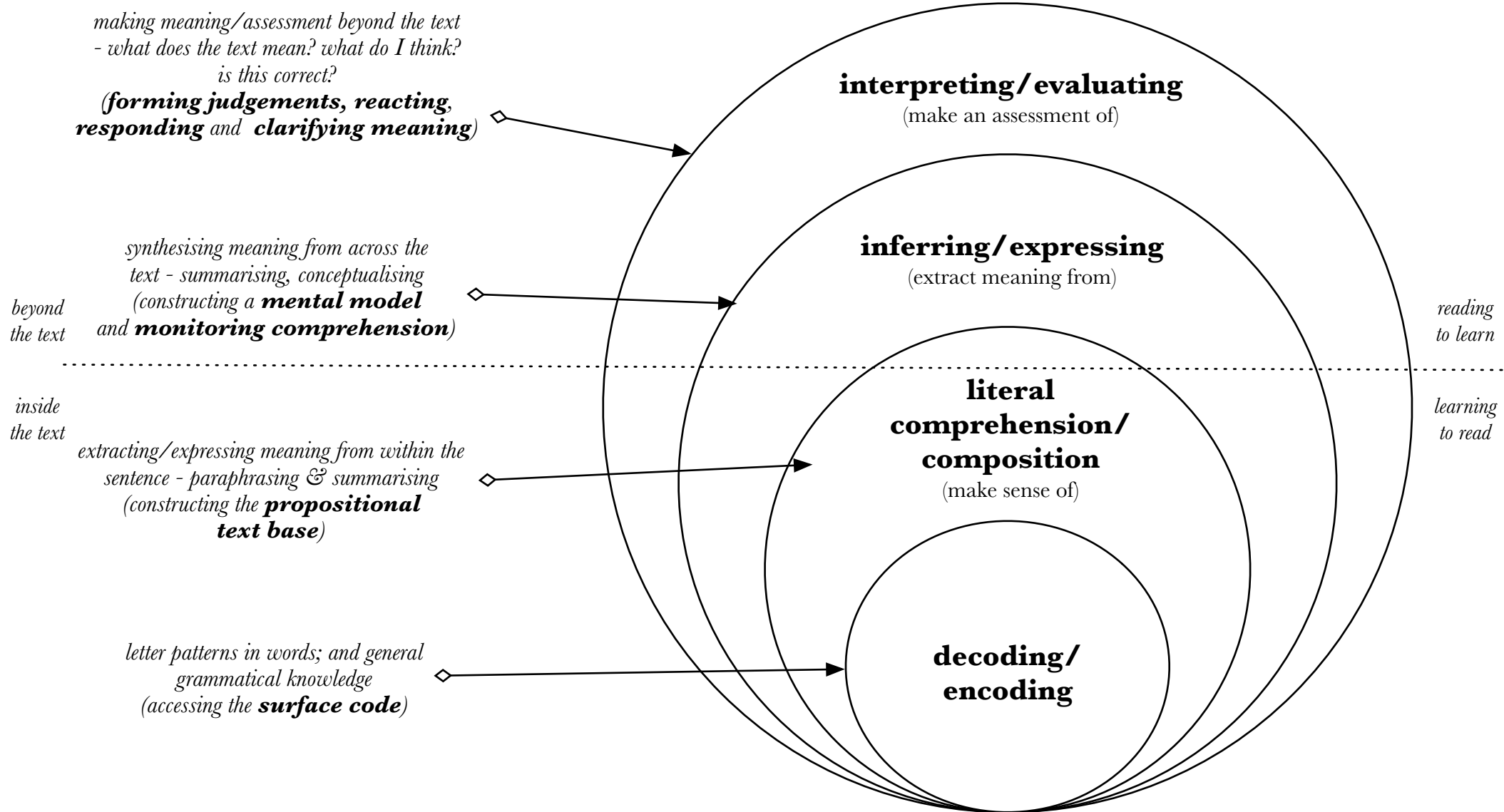
Alexander, P. A. (2005). The Path to Competence: A Lifespan Developmental Perspective on Reading. *Journal of Literacy Research*, 37(4), 413–436.



Over time ...



LEVELS OF PROCESSING FOR READING AND WRITING



Therefore, at every stage ...

“Literacy can be seen as dependent on instruction [and practice], with the corollary that quality ... is key. This view emphasizes the developmental nature of literacy – the passage of children through successive stages of literacy, in each of which the reading and writing tasks change qualitatively and the role of the instructor has to change accordingly.” (Chall, 1996 as referenced in Snow, 2004)

For detailed discussion, visit <https://www.theliteracybug.com/stages-of-literacy>.

Chall, J. S. (1996). Stages of reading development (2nd ed.). Fort Worth: Harcourt Brace Jovanovic College Publishers.

Snow, C. (2004). What counts as literacy in early childhood? In K. McCartney & D. Phillips (Eds.), Handbook of early child development. Oxford, UK: Blackwell Publishers.



In this case, Learning is More Like a Spiral Than a Funnel



“Experts [agree] that readers, no matter which reading philosophy is followed, have to ***practice, practice, practice.***”

<http://www.gse.harvard.edu/news/ed/11/01/you-need-r-ee-d-read>



“The **teacher’s role** is to help the child by arranging tasks and activities in such a way that [further skills] are more easily accessible.”

(Verhoeven and Snow, 2001, pg 4-5)

We take for granted . . .

It goes without saying that the experienced language/literacy user takes many items for granted. It is helpful to forget that it was once quite a challenge to read and hear that code; to shape letters with delicacy; to retrieve a word from memory and understand its spelling; to form a sentence; to make sense of sentences whether they appear in poetry or in a textbook; to write in a manner fitting the occasion and the audience; and to allow oneself the time to read-interpret-and-learn.

From Principles of Quality Teaching at <https://www.theliteracybug.com/teaching-introduction>



Reading eventually happens in the background

“People manage to be good at reading without knowing much about how they do it. Most of what goes on in reading is subconscious: we are aware of the result of having read something — that we understood it, that we found it funny, that it conveyed a fact, idea, or feeling — not the mental and neural operations that produced that outcome.” (Seidenberg, 2017, p 3-4)

Seidenberg, M. (2017). *Language at the speed of sight: how we read, why so many can't, and what can be done about it*. New York: Basic Books.



*But not from
the get go ...*

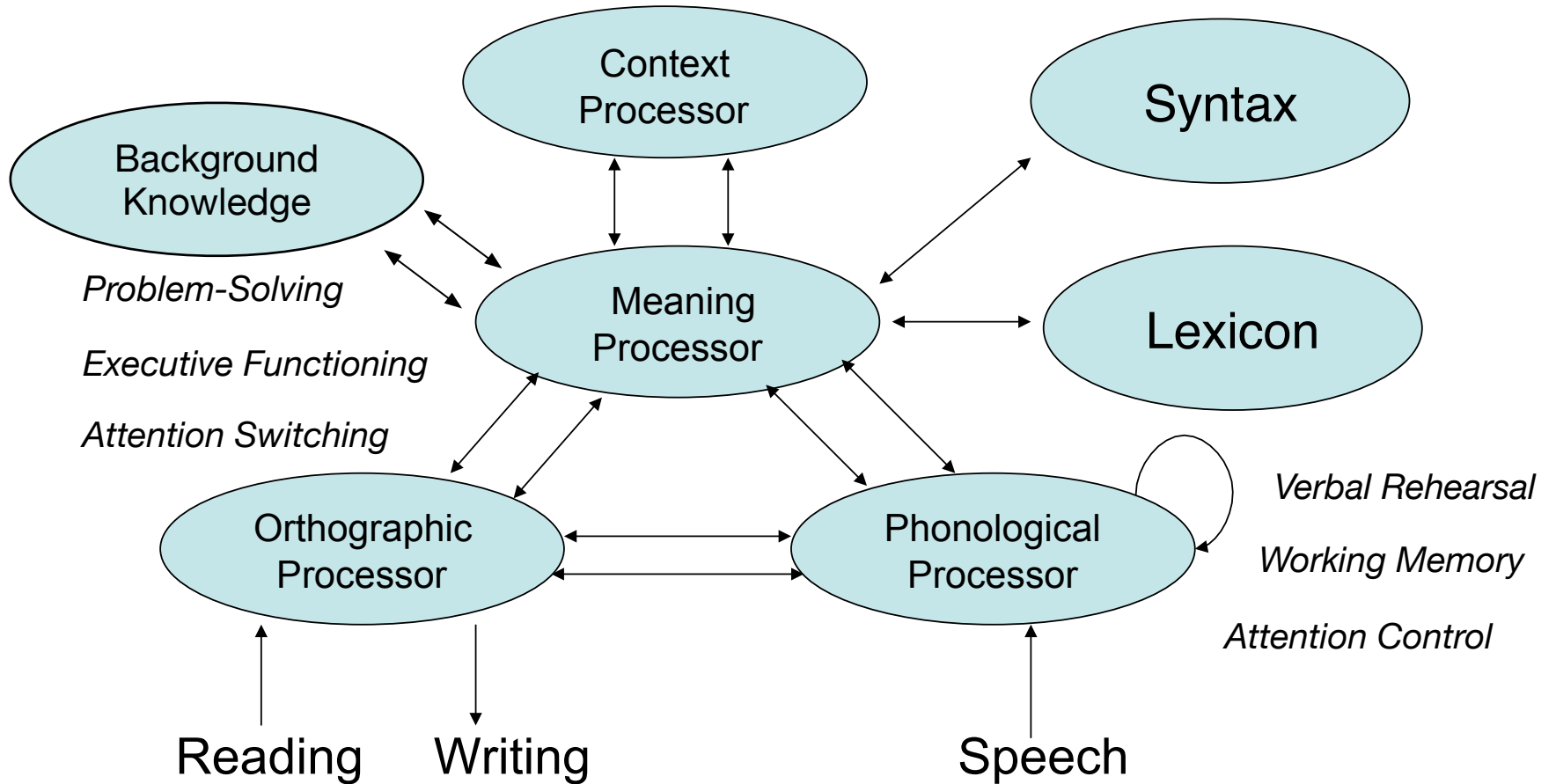


“Becoming virtually automatic does not happen overnight and is not a characteristic of either a novice bird-watcher or a young novice reader. These circuits and pathways are created through hundreds or ... thousands of exposures to letters and words.” (Wolf, 2008, p 14)

Wolf, M. (2008). Proust and the squid: the story and science of the reading brain. Cambridge: Icon Books.



The Reading System (Adams)



*Let's Get
Started ...*



Five Stages of Reading Development

from Maryanne Wolf's excellent book,
Proust and the Squid

the emerging pre-reader
(typically between 6 months to 6 years old);

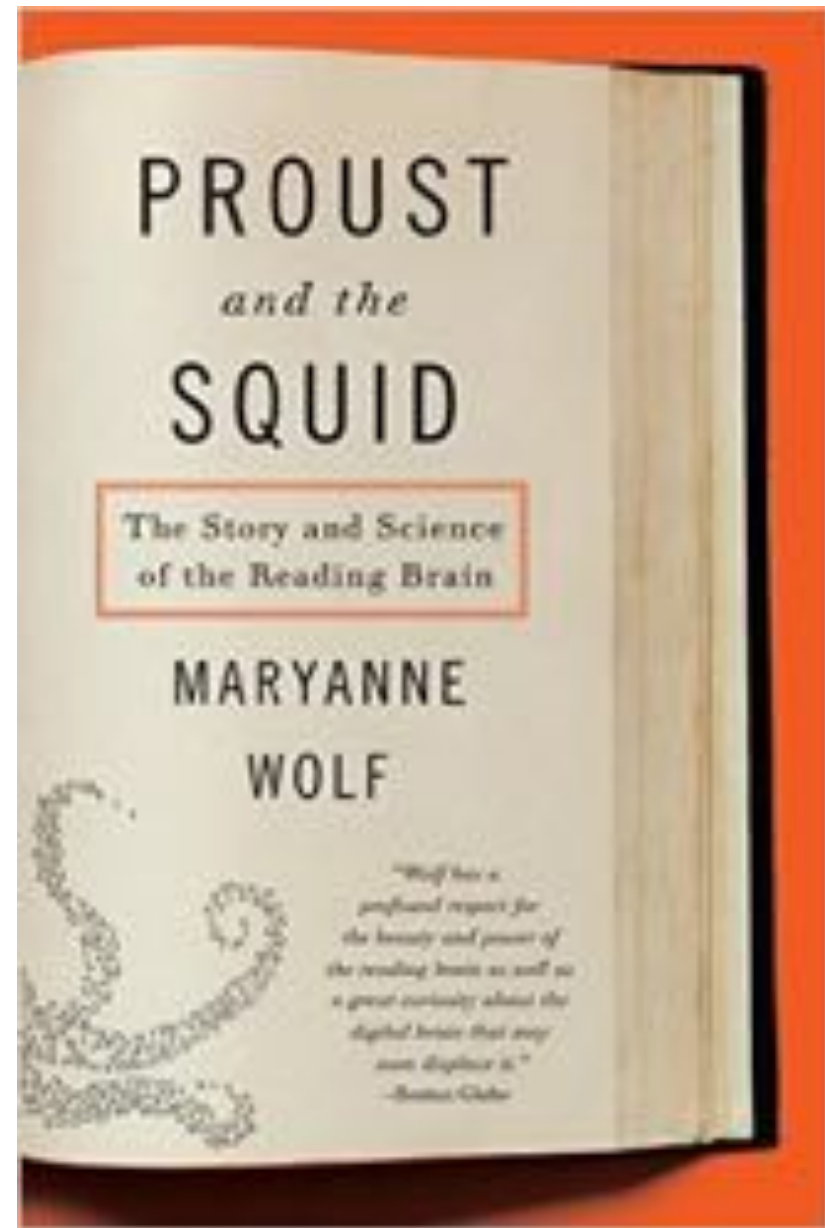
the novice reader
(typically between 6 to 7 years old);

the decoding reader
(typically between 7 - 9 years old);

the fluent, comprehending reader
(typically between 9 - 15 years old); and

the expert reader
(typically from 16 years and older).

For further details visit <https://www.theliteracybug.com/stages/>



Wolf, M. (2008). *Proust and the squid: the story and science of the reading brain*. Cambridge: Icon Books.

Chall's Stages of Reading Development - Relationship between Language and Literacy

0 - 6yrs

STAGE 0: By age 6, children can understand thousands of words they hear but can read/write few if any of them.

6 - 7yrs

At the end of STAGE 1, most children can understand up to 4000 or more words when heard but can read/write about 600.

7 - 9yrs

At the end of STAGE 2, about 3000 words can be read, written and understood and about 9000 are known when heard. NB: children's written language may be up to 3 years behind oral language.

9 - 13yrs

At beginning of STAGE 3, listening comprehension of the same material is still more effective than comprehension and composition. By the end of Stage 3, literacy and listening are about equal for those who read very well.

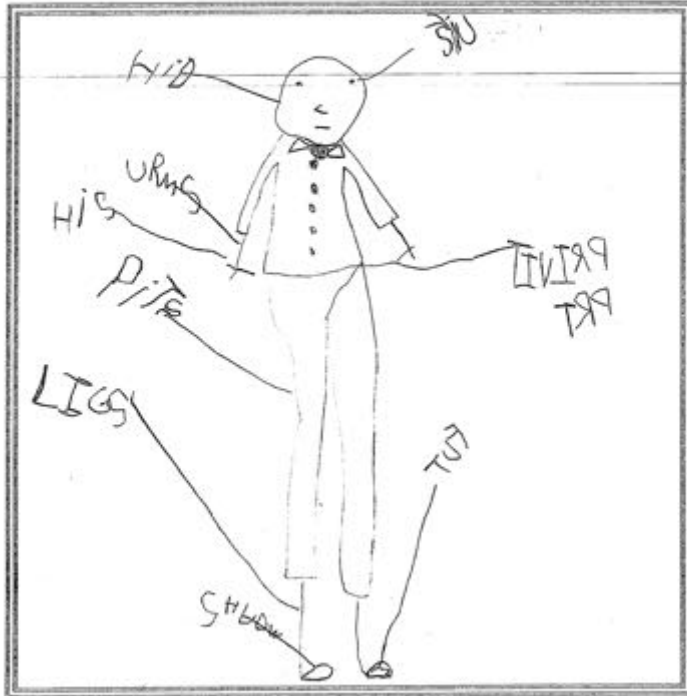


Written Samples

GRADE 2

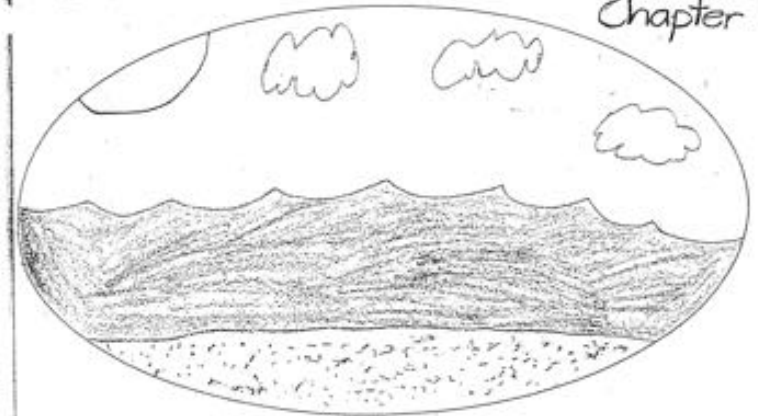
GRADE
K

M A P F O T H E B O I



All About Nauset Beach

Chapter 4



Sometimes when we go to Cape Cod we go to Nauset Beach. Nauset Beach is a great place to feel the sunlight. Nauset Beach has very big waves. You can skip rocks on the waves. You can surf on the waves and you can even swim in the water, but don't get stuck in the water's current! On a sunny day you can

page 5

Source: The Reading and Writing Project: <http://readingandwritingproject.org>



GENERAL COGNITIVE & INTRA-INDIVIDUAL FACTORS

(attention, memory, visualisation, pattern recognition, motivation, interests, trust etc)

CONSTRAINED SKILLS

(less complex constructs)

UNCONSTRAINED SKILLS

(more complex constructs)

most
constrained

1. Name writing
2. Letter naming (recognition)
3. Letter shaping
4. Concept of Word (oral)
5. Phonological Awareness
6. Phonemic Awareness
7. Letter-Sound Knowledge
8. Identifying Words (from beginning consonants)
9. Concept of Word (print)
10. Full phoneme segmentation & blending
11. Word recognition
12. Phonics Knowledge
13. Orthography & Morphology
14. Syntactical parsing / grammatical command
15. Oral Reading Fluency (accuracy, rate, & prosody)

least
constrained

1. Vocabulary
2. Oral Language Skills
3. Writing / Compositional Skills
4. Reading (of increasing depth)
5. Procedural Knowledge
6. Meta-knowledge
7. Factual Knowledge
8. Conceptual Knowledge
9. Critical Thinking
10. Problem solving skills and project-based learning
11. Motivation, identities and attitudes

<https://www.theliteracybug.com/for-constrained-skills/>

Paris, S. G. (2005). Reinterpreting the development of reading skills. *Reading Research Quarterly*, 40(2), 184–202.

Stahl, K. A. D. (2011). Applying new visions of reading development in today's classroom. *The Reading Teacher*, 65(1), 52–56. Retrieved from http://steinhardt.nyu.edu/scmsAdmin/uploads/006/717/new_visions.pdf

ENVIRONMENTAL/INSTRUCTIONAL QUALITY

(books in the home, balance of instruction, interaction during shared reading, etc.)



A Teacher for All Seasons

In short, fostering literacy requires that one is adept at systematically reinforcing the **core, constrained skills of literacy** (to the point of mastery) so that fluency is attained and higher order thinking can be facilitated, whilst providing rich **opportunities for students to gain and express meaning** in multiple knowledge domains and modes through scaffolded speaking, listening, reading, writing, viewing and representing.

To explore this idea further, visit <https://www.theliteracybug.com/all-seasons/>



Stage 4

Typically, 15 to 18 years old (Grade 10 to 12) for L1 learners. And achieved in 4.5 to 7 years for ELLs and adult learners.

“Literacy can be seen as dependent on instruction, with the corollary that quality of instruction is key. This view emphasizes the developmental nature of literacy – the passage of children through successive stages of literacy, in each of which the reading and writing tasks change qualitatively and the role of the instructor has to change accordingly.”

Stage 3b

Typically, 12 to 14 years old (Grade 7 to 9) for L1 learners. And achieved in 2.5 to 5 years for ELLs and adult learners.

– (Chall, 1996 as referenced in Snow, 2004)

Stage 3a

Typically, 9 to 12 years old (Grade 4 to 6) for L1 learners. And achieved in 1.5 to 3 years for ELLs and adult learners.

reading to learn

Stage 2

Typically, 7 to 9 years old (Grade 2 to 3) for L1 learners. And achieved in 6 months to 2 years for ELLs and adult learners.

learning to read

- Sound deletion (initial and final positions) = 7 yrs old
- Sound deletion (initial position, include blends) = 8 yrs old
- Sound deletion (medial and final blend positions) = 9 yrs old
- Ages when 80–90% of typical students achieved a phonological skill.

Stage 1

Typically, 6 to 7 years old (Grade 1) for L1 learners. And achieved in 0 to 1.5 years for ELLs and adult learners.

Stage 0

Typically, birth to 6 years old for L1 learners. And achieved in 0 to 6 months for ELLs and adult learners.

Concepts of Print

Phonemic Awareness

Alphabetic Principle (including spelling)

Fluency (connected texts)

Vocabulary

Writing Development

Stage-Appropriate Reading Material

Knowledge

Key Teaching Practices/Routines

Key Teaching Principles

Vocabulary of high school graduate: around 40,000 words or more. There is a systematic study of words and word parts. Reading comprehension is better than listening comprehension of materials of difficult content and readability. For poor readers listening comprehension may be equal to reading comprehension.

Abstract dictionary definitions given for words. Learners are exploring “shades of meaning”. Learners are exploring complex academic language (Tier Three words) in information & academic texts. Learners often encounter diverse Tier Two words in humanities (English language arts) texts = 12 - 14 yrs old

Vocabulary in school texts is more abstract & specific than in conversation (Tier Two & Three words). Explains multiple-meaning words. Vocabulary is learned in context in wide reading, creates a virtuous or vicious cycle. By the end of Stage 3, reading & listening are equal for those who read very well, reading may be more efficient.

School introduces new words not encountered in conversation (Tier Two and Tier Three words). Word definitions include synonyms and categories. At the end of Stage 2, about 3000 words can be read and understood and about 9000 are known when heard. Listening is still more effective than reading

Organisation of lexical knowledge from episodic to semantic networks. Average expressive vocabulary size: 5,000 words = 5 - 7 yrs

Focus on consolidating Tier One words and introducing Tier Two words. Most children can understand up to 4000 words when heard but can read about 600.

3–50 words. Name people & objects = 8 - 12 mths

Average expressive vocab.: 50-100 = 12 - 18 mths

Average expressive vocab size: 200-300 = 18 - 24 mths

Uses/knows spatial terms (in, on) = 30 - 36 mths

Knows colours & kinship terms = 36 - 42 mths

Knows shapes & size words (small) = 42 - 48 mths

Full use of the curriculum cycle to research, critically analysis, adhere to genre convention and write in diverse forms for multiple audiences. Includes hybrid/multimedia texts, feature articles, disciplinary literacy (science reports/art reviews), extended reports, extended project & critical essays, advanced compositions & exams, and functional communication

Halliday’s ‘synoptic/dynamic complementarity’ stage, learners become more adept at moving between spoken and written discourse = 12 yrs old+

Poetry, fictional narratives, short & historical fiction, test writing such as extended responses, biography, essays, expositions, hybrid/multimedia texts, feature articles, disciplinary literacy (science reports), and more.

Conventional writing (plan, form & intent) = 8 yrs old+

Full development step into cursive script; legible and fluent handwriting so learner can focus on the form, purpose and delivery of messages = 9 - 10

Learner increasingly identifies difference between spoken and written language; is acquiring discourses reinforced by experience & social context

Can print many words with clarity and correct slope, size, shape and spacing; move to the Mature Tripod Grasp = 7 - 8

Shows conventions of print (punctuation, capitals) = 7 - 8

Can construct two consecutive, correct sentences = 7 - 8 yrs old

Children are entering into the written world (NB: children’s written language may lag up to 3 years behind oral language)

Invented spelling = 5 - 7 yrs

Beginning writing = 6 - 7 yrs

Children develop skills to convey info to others beyond immediate moment = 36–72 mths

New functions emerge, including reporting on past events, reasoning, predicting, expressing empathy, creating imaginary roles and props, and maintaining interactions = 42 - 60 mths

Scribbling/drawing/attempts at representing —> non-phonetic letter strings / Mock writing —> Writing the known / Writing letters —> Uses a palm grasp, often long-sighted, eye strain with close attention (large format important) —> Moves from palmer grip to incomplete tripod grip

Online Ljfe, Books (Personal Articles), Magazines and E-journals, Youth-Focused Media Academic Fiction & Academic Non-Fiction (histories, social sciences, & practical trades) — Untamed: The Wild Life of Jane Goodall by A Silbey; Remembering Babylon by David Malouf; Here on Earth by Tim Flannery; Journey to the Stone Country by Alex Miller.

By end of Yr 8: Reads a wide range of increasingly complex subject texts for sustained periods; Identifies multiple purposes for which texts are constructed.

— Pennies for Hitler by J French; After by M Gleitzman; The Ink Bridge by N Grant; The Wrong Boy by S Zait; Are You Seeing Me? by D Groth; The Protected by C Zorn

By end of Yr 4: Reads short novels with minimal illustration, unfamiliar content, settings and characters and challenging and unusual vocabulary; Adjusts rate of reading to suit text complexity and reading purpose.

— The Binna Binna Man by M McDonald & B Pryor; The Arrival by S Tan; The Killing Sea by R Lewis; Flood by J French and B Whitley

Quality Read-Aloud Books (for instructional purposes), Age-Appropriate Books to Practice Independent Reading, Age-Appropriate Reading Books to Challenge Thinking, Engaging Book Series (diverse cultural perspectives) — Year of the Dog by G Lin; Ancient Thunder by L Yerba; Uno’s Garden by G Base; Mirror by J Baker

More Alphabet Books, More Counting Books, More Word Books, More Animal Books, as well as “Decodable” Texts, Information Books, Great Stories, Popular Nursery Rhymes & Songs, and Books About Common Experiences — Discovering Nature’s Alphabet by K Castella & B Boyl; Dirty Bertie by D Roberts; Penguin by P Dunbar

Alphabet Books, Counting Books, Word Books, Tactile Books, Animal Books, Simple Object Books, Great Stories, Popular Nursery Rhymes & Songs, Books About Common Experiences (e.g. Gardening or Cooking) e.g. Does a Cow Say Boo? by Judy Hindley; Wanted! Have You Seen This Alligator? by Richard Waring

At this stage, there is the development of depth of understanding of key concepts, processes and contexts related to particular disciplines; a greater emphasis on applying different subjects knowledge and skills to the worlds of work and society; a greater emphasis on students’ ability to conduct investigations and engage deeply in decision making = 15–18 yrs old

Students study concepts associated with distinct disciplines; It also includes contemporary contexts in which the discipline can be learned and issues impacting the understanding of different disciplines in the world; In a subject like science, the unifying ideas of energy, sustainability of systems, and equilibrium 12–15 yrs old

Understanding develops by examining these smaller components and how they are related = 8–12 yrs old

Children are grasping, applying and discussing a number of quite abstract concepts = 9 - 12 yrs old

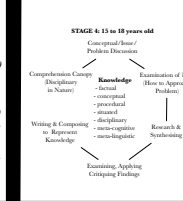
Identifies the difference between description and explanation = 10 - 12 yrs old

Children learn about how things grow, live and change; and can carry out guided investigation involving several steps; Children should be guided to use diagrams and models as well as tools to collect data = 7 - 8 yrs old

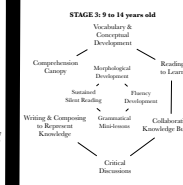
As they progress, children will begin to work in a more systematic way, 8–12 yrs old

Young children have an intrinsic curiosity about their immediate world and a desire to explore and investigate things around them; Exploratory, purposeful play is a central feature of their investigations; Observation, using the senses in dynamic ways, is an important skill in these years = 5–8 yrs old

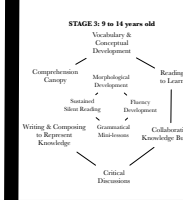
Students explore familiar topics such as “Family, Friends, Animals, Wind and Water, The World of Colour, Things That Grow, Numbers in Our World”. Students learn to predict, categorise, observe, solve problems, measure, investigate and manipulate materials = 2 - 5 yrs old



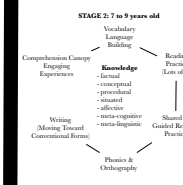
complex syntax and fluency, continued language & vocabulary development, formal speaking & listening skills, sophisticated reading & writing skills with the ability to synthesise information & apply disciplinary perspectives.



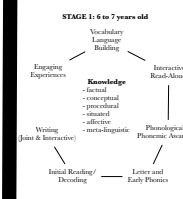
learners are consolidating general reading, writing & learning strategies whilst being required to develop more sophisticated disciplinary knowledge & perspectives. Reading a range of complex materials



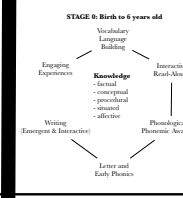
consolidation of constrained skills whilst providing ample opportunities to explore topics through reading, writing, speaking, listening & viewing for a range of purposes in diverse knowledge areas.



continuing practice in constrained skills (phonics, spelling & grammar) with increased practice on reading for fluency, reading to learn, writing to express ideas, and writing purposefully; consolidating learning to read



direct, systematic instruction in letter/sound (phonic) patterns; developing basic/intermediate vocabulary; basic writing; shared/guided/interactive reading/writing; decodable texts - learning to read



early language, early vocabulary, print awareness, shared reading, letter recognition, phonemic awareness, early phonics, emergent writing, rich experiential learning

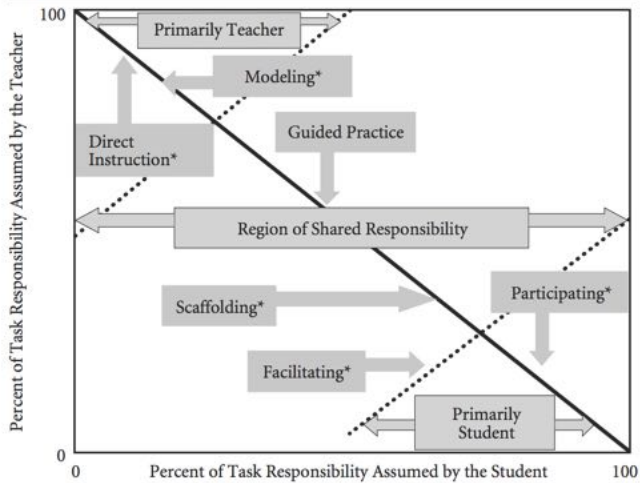
Note: ELL & adult rates of learning are impacted by (a) levels of existing literacy (e.g in first language), (b) the quality and intensity of current instruction/opportunities, and (c) motivation/perseverance.

So ...

*what does teaching
and learning look like
across the stages?*

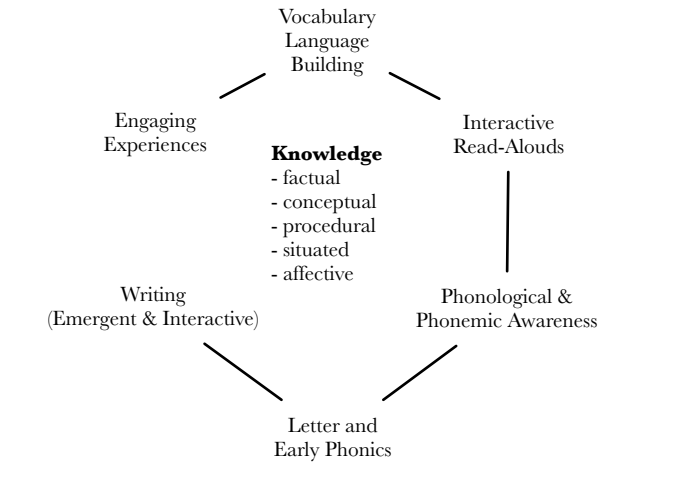


Figure 10.1. Gradual release of responsibility



In each stage, teachers should encourage a **Gradual Release of Responsibility** model. The teacher models skills, which - through practice - students master and apply independently. If students master subskills, this permits teachers to introduce/build more advanced and comprehensive reading, writing, and learning practices.

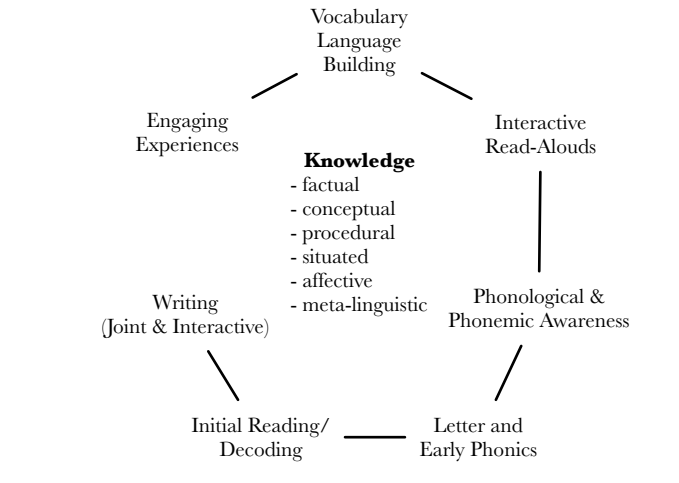
STAGE 0: Birth to 6 years old



Focal Areas
early language, early vocabulary, print awareness, shared reading, letter recognition, phonemic awareness, early phonics, emergent writing, rich experiential learning

Assumptions/Expectations
*- children are progressing developmentally;
 - children can access age-appropriate books;
 - children are developing a rich vocabulary;
 - children's language should be developing;
 - children are encouraged to draw, scribble.*

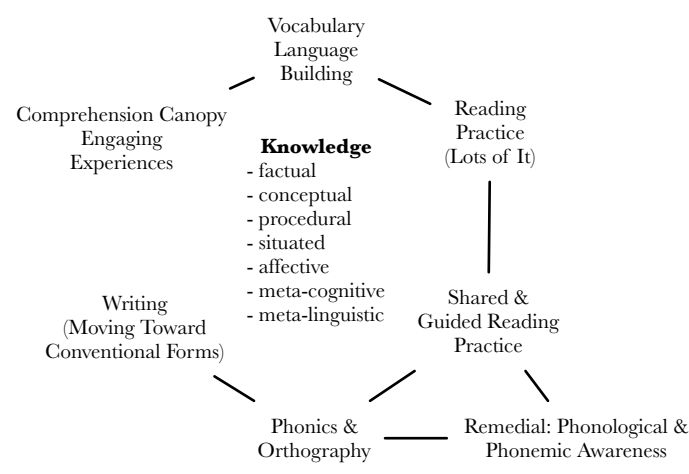
STAGE 1: 6 to 7 years old



Focal Areas
direct, systematic instruction in letter/sound (phonic) patterns; developing basic & intermediate vocabulary; basic writing; shared/guided/interactive reading & writing; decodable texts - learning to read

Assumptions/Expectations
*- can form letters neatly and fluently
 - spell consonant blends and digraphs
 - spell VC-e long vowel patterns
 - listen to and discuss stories read aloud
 - write a recount; retell events*

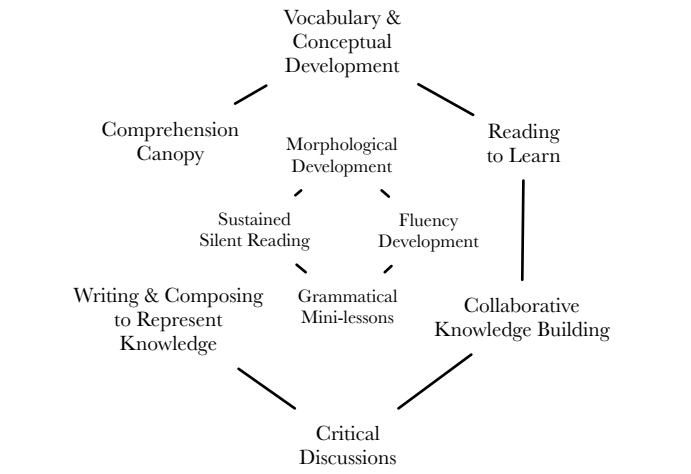
STAGE 2: 7 to 9 years old



Focal Areas
continuing practice in constrained skills (phonics, spelling & grammar) with increased practice on reading for fluency, reading to learn, writing to express ideas, and writing purposefully; consolidating learning to read

Assumptions/Expectations
*- writes a letter, a narrative, an information report, a poem, instructions, a book report, etc
 - writes complete, rich sentences
 - reads age-appropriate texts with assistance.
 - explores interesting, though familiar, topics*

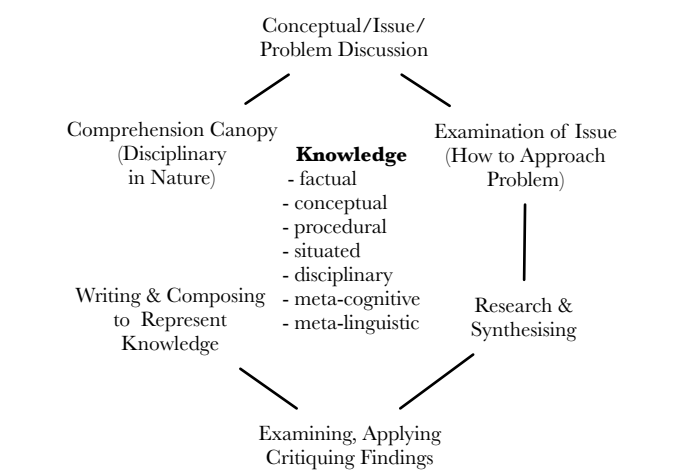
STAGE 3: 9 to 14 years old



Focal Areas
consolidation of constrained skills whilst providing ample opportunities to explore topics through reading, writing, speaking, listening & viewing for a range of purposes in diverse knowledge areas.

Assumptions/Expectations
*- students have learnt to read;
 - that differences in reading ability is influenced by "smarts"
 - literacy "practice" is replaced by chances to learn how to read/write meaningfully*

STAGE 4: 15 to 18 years old

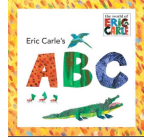


Focal Areas
learners are consolidating general reading, writing & learning strategies whilst being required to develop more sophisticated disciplinary knowledge & perspectives. Reading a range of complex materials

Assumptions/Expectations
*- can read in a sustained manner;
 - can make meaning from what is read;
 - has developed techniques to extract, record and assess knowledge;
 - is able to compose a range of texts.*

STAGE 0: - pre-reading ... initiation into reading, writing, language and knowledge

Stage-Appropriate Books/Texts



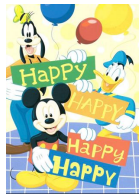
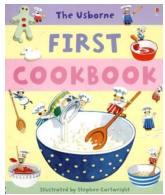
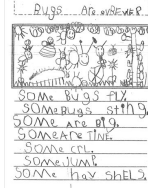
Read-Alouds

Alphabet, Word & Counting Books



Environmental Print

Emergent Writing



Functional Texts

Apps & Games

Students will co-draft written texts with visual support and adult contribution (NB: oral language development to scaffold writing)

- shared/dictated/interactive lists and instructions;
- personal & fictional narratives (with drawings and other visual supports);
- informational texts (e.g. poster on animals);
- recounts and (book) reports;
- alphabet books and poems; and
- letters and party invitations.

Key Characteristics and Issues At this stage, learners should be focused on a range of skills that help develop print awareness, oral language, phonological awareness, awareness of the alphabetic principle, dialogic reading, emergent writing, situated cognition, emotional intelligence, knowledge, imaginative play and problem solving. In relation to young children, this development begins at the very moment of birth and even before this event. Also - for children - factors such as the *30 million word gap*, impoverished environments, congenital and acquired language disorders, language status, equitable access to quality early education and more all have a bearing on a learner's development through this stage. Older learners may also find themselves in this stage; however, they move rapidly through the key elements with explicit, targeted instruction and practice.

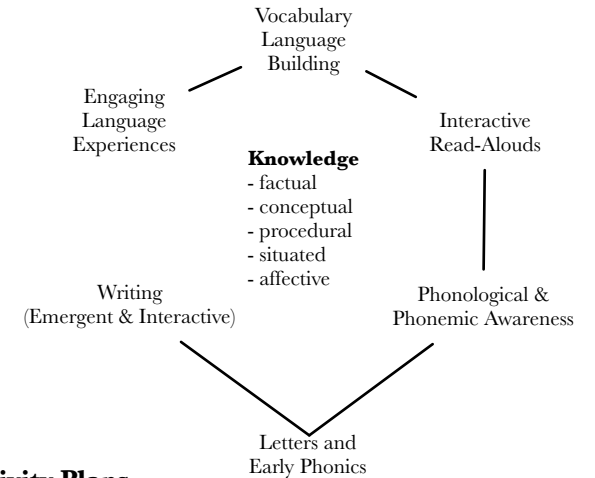
Topics: To quote eminent literacy academic Catherine Snow, “We really need to flip figure for ground here and stop referring to the 30 million word gap as a gap in access to vocabulary and start thinking about it as a gap in access to knowledge”. Snow emphasises that it is important for **children to ask questions and for adults to encourage and respond to questions.**

Suitable topics for Stage 0 learners are topics that will eventually become academic subjects. For instance, rocks, digging, and dinosaurs will form the basis for geology and palaeontology. Just think of the diverse topics of fairy tales, volcanoes, myths, holidays, foods, animals, family, songs, art, nutrition, gardens, history and more.

Vocabulary Average expressive vocabulary size for a 5 to 7 year old is 5,000 words. The majority of these words are known as Tier One words; however, the Stage 0 learner is capable of acquiring an oral language vocabulary of Tier Two words (e.g. “spectacular”) and Tier Three words (e.g. “perspiring”). Children can understand thousands of words they hear by age 6 but can read few if any of them.

Recent research has not identified “print vocabulary” as a key objective at this stage. Instead, there is a greater emphasis placed on letter knowledge, oral language development, phonological awareness, dialogic reading and progress with emergent writing (e.g. controlled scribbling).

STAGE 0: Typically birth to 6 years old



Activity Plans

Typical instruction for children involves a combination of play-based, discovery activities and teacher-guided, direct instruction.

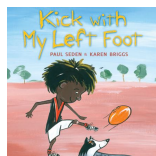
In relation to **formal literacy instruction**, one might choose a combination of evidence-based educational games/activities (e.g. from PALS and FCRR); rich, dialogic shared reading; emergent knowledge of letter and letter-sounds; practice of beginning sounds; practice shaping letters; and interactive writing.

In relation to **informal instruction**, children are exploring environmental print and they are engaged in emergent writing and interactive/joint writing in authentic, purposeful contexts (e.g. letters/cards to grandma). Vocabulary is reinforced in context as well as through flashcards, engaging word walls/installations and progressive mind mapping.

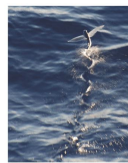
Oral language is vital at this stage, and best learned in active practice as children explore the knowledge of their environments in the *joint attentional frame*. Adults should talk *to* and *with* learners and use dialogic strategies to encourage children to use vocabulary, ask questions, extend on responses and engage in back-and-forth exchanges (at least 5 “exchanges”)

STAGE 1: -- initial reading, writing and decoding ... stepping into the role of a reader and writer

Stage-Appropriate Books/Texts



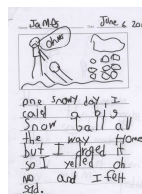
A lot of jam and buns.



A flying fish can leap out of the water when a bigger fish tries to catch it. It looks like the fish is flying.

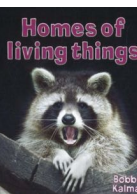
Read-Alouds

Decodable Texts



Environmental Print

Emergent Writing



Functional & Information Texts

Apps & Games

Typically in Grade 1 of school, learners are drafting/writing a range of texts for diverse purposes including:

- procedural texts, recounts, reports (e.g book reports) and descriptions;
- personal & fictional narratives (with drawings and other visual supports);
- informational texts (e.g poster on animals);
- alphabet books and poems; and
- letters and party invitations.

Key Characteristics and Issues At this stage, there is direct, systematic instruction in letter/sound (phonetic) patterns with further development of basic & intermediate print vocabulary; shared/guided/interactive reading & writing; and the reading of decodable texts. It is expected that learners can form letters neatly and fluently, can spell consonant blends and digraphs, can spell CVC and CVC-e long vowel pattern words, can listen to and discuss stories read aloud and can write a recount and retell events. Adults are encouraging the child to write about known words and use invented spellings for beginning writing, which can be extended through assisted performance. Instruction should further develop learners' phonological awareness. To encourage independent reading, teachers should select books that have few words on each page, with a large type size, and with illustrations on each page.

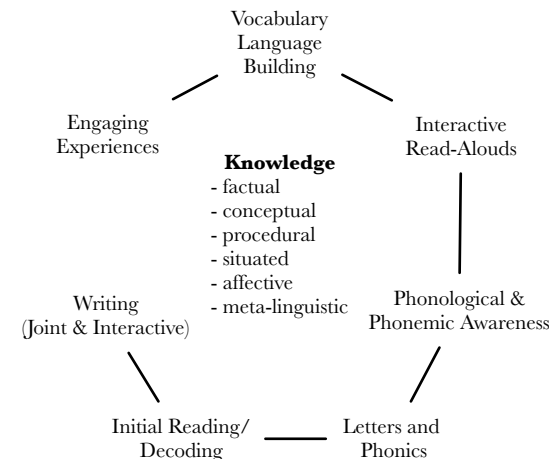
Topics: Teaching and learning should build from young children's intrinsic curiosity about their immediate world and a desire to explore and investigate things around them. Exploratory, purposeful play is a central feature of their investigations, including observations that use their senses in dynamic ways. Students should explore accessible topics such as "Family, Friends, Animals, Wind and Water, The World of Colour, Things That Grow, Numbers in Our World". Students learn to predict, categorise, observe, solve problems, measure, investigate and manipulate materials.

Like with Stage 0, suitable topics for Stage 1 learners are topics that will eventually become academic subjects, such as art, science, history, music, commerce and more.

Vocabulary As mentioned in Stage 0, average expressive vocabulary size for a 5 to 7 year old is 5,000 words. In Stage 1, learners are consolidating Tier One words and acquiring an oral language vocabulary of Tier Two words (e.g. "spectacular") and Tier Three words (e.g. "perspiring"). Most children can understand up to 4000-5000 words when heard but can read about 600.

Learners at this stage are beginning to read connected texts with this emerging print vocabulary that is within their independent reading/decoding level. For language enrichment, learners acquire vocabulary through read-alouds, rich-language experiences and direct instruction.

STAGE 1: Typically 6 to 7 years old (Grade 1)



Activity Plans

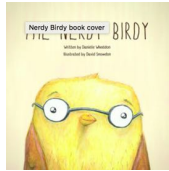
Typical instruction for 6 to 7 year olds includes a continued focus on oral language development, phonological awareness and awareness of letter-sound correspondence. There is a new focus on decoding words, reading connected texts, exploration of familiar topics and guided/interactive writing.

In relation to oral language development, teachers must model the kind of complex syntax and vocabulary diversity that you hope to develop in them. In the classroom, teachers should engage learners in theme-oriented activities that provide students with active practice of target vocabulary and topic-related vocabulary.

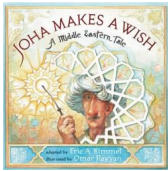
It is common that teachers organise formal "literacy blocks" for learners in Stage 1. Daily class instruction should include 90 min for large- and small-group literacy instruction: 20% on word study (e.g, phonemic awareness, sight-word development, phonics), 60% on reading (e.g, independent reading of self-selected texts, guided reading of instructional-level texts, interactive reading with comprehension instruction), and 20% on writing and grammar (e.g, journal writing, dictated writing) Incidental practice should take place throughout the day. Learners who require additional assistance benefit from 3 x weekly lessons for 35 min each with: letter-sound recognition activities, decoding activities, sight word activities, short story reading activities, and partner reading.

STAGE 2: - confirmation and fluency ... stepping up the practice and expectations

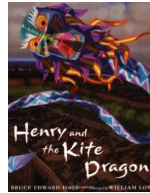
Stage-Appropriate Books/Texts



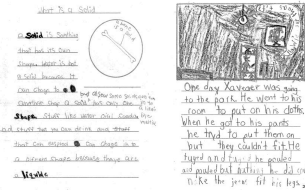
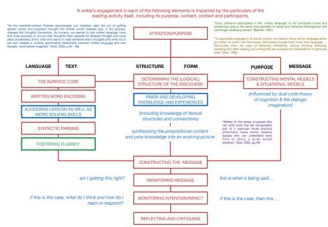
Age-Appropriate Picture Books



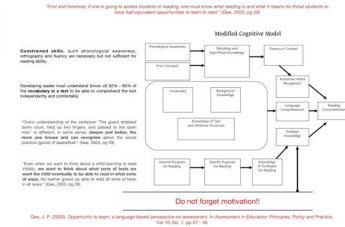
Age-Appropriate Chapter Books



Age-Appropriate Information Books



Early Writing of Learner & Peers



Typically in Grade 2 to 3 of school, learners are drafting/writing a range of texts for diverse purposes including:

- procedural texts, recounts, reports (e.g book reports) and descriptions;
- personal & fictional narratives (with illustrations);
- informational texts (with illustrations, captions, etc);
- historical fiction, reviewing and responding, persuasive writing, test writing; and
- poetry

Key Characteristics and Issues There is continuing practice in constrained skills (phonics, spelling & grammar) with increased practice on reading for fluency, reading to learn, writing to express ideas, and writing purposefully. At the end of this stage, a learner should have consolidated learning to read, and is now an expectation that he/she is ready to read to learn. It is expected that a learner can write in complete, rich sentences; can reading age-appropriate texts with assistance; can explore interesting, though familiar topics; and can write letters, narratives, information reports, poems, instructions, book report, etc with visual aids. In this stage, vocabulary needs to be taught both indirectly and directly. Adults need to engage in conversations with children to help them learn new words and their meanings. And during reading, it is important to pause to define unfamiliar words and discussing the book upon completion of reading.

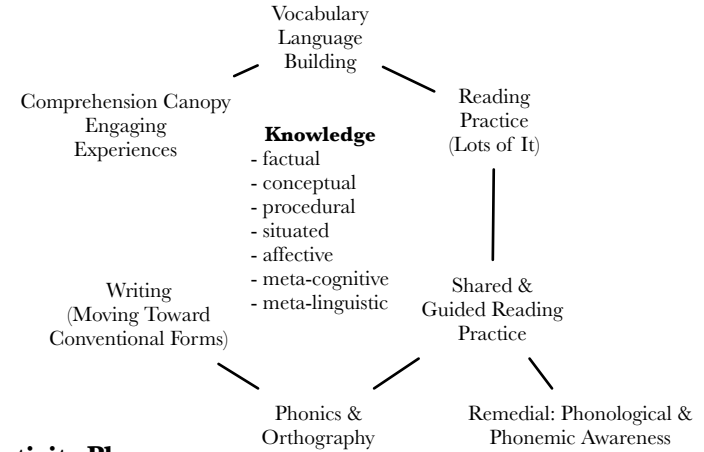
Topics: From 7 - 8 years old, children are learning about how things grow, live and change. They can carry out guided investigation involving several steps. Children are guided to use diagrams and models as well as tools to collect data. As they progress, children will begin to work in a more systematic way from 8-12 yrs old. As they are initiated into these “practices”, children are still learning through discovery/experience in fields like science, arts, music, machines, and more. Children are still in the “concrete” phase yet moving to the operational phase.

Vocabulary School introduces new words not encountered in conversation (Tier Two and Tier Three words). Word definitions include synonyms, categories and multiple meanings. At this stage, teaching needs to:

- Foster word consciousness (e.g. being word curious)
- Provide rich & varied language experiences
- Teach individual words (form, function & meaning)
- Teach word-learning strategies (predicting from context)

At the end of Stage 2, about 3000 words can be read and understood and about 9000 are known when heard. Listening is still more effective than reading. When learners are learning words in context, they are learning to applying pictorial, morphological, syntactical, semantic and contextual cues.

STAGE 2: Typically 7 to 9 years old (Grade 2 - 3)



Activity Plans

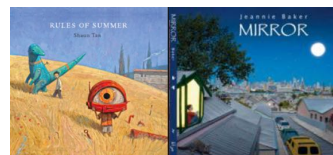
Typical instruction for 7 to 9 year olds is focused on fluency, comprehension, composition and vocabulary. This includes a focus on oral language development, spelling, decoding, reading and writing to explore general knowledge and academic knowledge. A research-based 2nd Grade **classroom's literacy block** would include routines such as

- Greeting
- Word Wall / Word Wizard Activities (15 minutes)
- Shared Reading (25 minutes)
- Word Work (15 minutes)
- Guided Reading (with literacy stations) (1 hour)
 - Beginning Readers
 - Developing Readers
 - Proficient Readers
- Writing

Learners who require **additional assistance** benefit from 5 x weekly for 35 min (adult-child ratio: 1:3) including

- Reading fluency activity (e.g, repeated reading activity)
- Phonemic awareness activity
- Reading comprehension activity using decodable books with pre-, during, and post reading activities
- Word study/phonics
- Writing

Stage-Appropriate Books/Texts



Age-Appropriate Picture Books



Fiction/Narratives

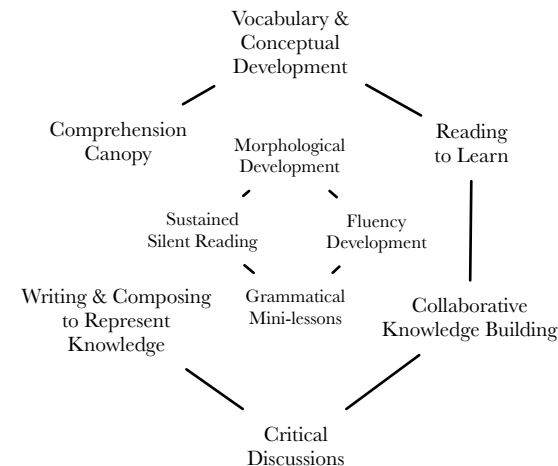
Key Characteristics and Issues Instruction should ensure that there is a consolidation of constrained skills whilst providing ample opportunities to explore topics through reading, writing, speaking, listening & viewing. By this stage, students have learnt to read and literacy “practice” is replaced by chances to learn how to read/write meaningfully. Comprehension instruction is focusing on key strategies such as summarising, predicting, visualising, paraphrasing, retelling, evaluating and more. In Stage 3a, there is a greater emphasise of gathering information and identifying the main ideas from single texts than there is for completing those tasks to synthesise information across a range of sources. In many ways, Stage 3a is the gateway to academic literacy development.

Topics: Topics have evolved to include proto-academic disciplines that will come to resemble biology, history, general science, geography, art history, music, nutrition, geology and more. Whilst these subject may not be studied as seperate, demarcated disciplines in the classroom, children are exploring “disciplinary” content & tools. And children are exploring this content by reading textbooks, reference books, trade books, and sites like Newsela (<https://newsela.com>), For Your Information (<http://textproject.org/classroom-materials/students/fyi-for-kids>), Word Generation (<http://wordgen.serpmedia.org>) and the Florida Centre for Reading Research (http://www.fcrr.org/for-educators/sca_4-5.asp)

Vocabulary Vocabulary in school texts is more abstract & specific than in conversation (Tier Two & Three words). Learners are being asked to explain deep word knowledge and differentiate between a word’s multiple-meanings. Vocabulary is being learnt in context in wide reading, which creates either a virtuous or vicious cycle, depending on whether the child is a skilled or struggling reader. By the end of Stage 3, reading & listening are equal for those who read very well, and reading may be more efficient. Vocabulary instruction includes direct instruction as well as multiple opportunities to use words in multiple contexts:

- Active practice/study
- Application of word meanings
- Elaboration/discussion of word meanings
- Personalisation of word meanings
- Exploring words in context (orally and in reading)

STAGE 3a: Typically 9 to 12 years old (Grade 4 - 6)



Activity Plans

Typical instruction for 9 to 12 year olds shifts quickly from skill building to meaning making. In this stage and the next, instruction should increasingly scaffold students’ development of deep reading comprehension skills (e.g. academic language, perspective-taking, complex arguments, and relevant content knowledge).

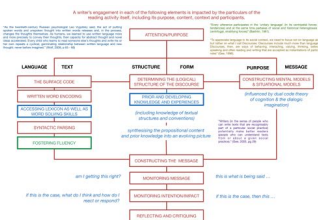
Element of the **literacy block** in a research-based, culturally relevant Fifth Grade classroom should include

- Morning routine/debrief on topic/questions (30 minutes)
- Shared Reading (25 minutes)
- Guided Reading (small groups & literacy stations 1 hr)
- Struggling Readers
- Proficient But Careless Readers
- Skilled Readers
- Word Work (15 minutes)
- Writing Workshop (with mini-lessons) (40 minutes)
- Reflection and pack up

Literacy is also embedded throughout all activities of the school day, including science, history, geography, mathematics, arts, music and other topics. Whilst there is an explicit literacy block, this learning should be reinforced and scaffolded in the other key learning areas.

Information Texts

Writing Early Academic Texts



In Stage 3a (9 - 12 years old), syntax in school (writing) is becoming more complex than in oral. Learners are drafting/writing a range of texts ...

- Biographies, essays, expositions, hybrid/multimedia texts, feature articles and disciplinary forms (science reports)
- personal & fictional narratives;
- informational texts (with illustrations, captions, etc);
- historical fiction, reviewing and responding, persuasive writing, test writing; and
- poetry

STAGE 3b -- an induction into disciplinary literacy ... reading and writing for diverse academic and non-academic purposes

Stage-Appropriate Books/Texts

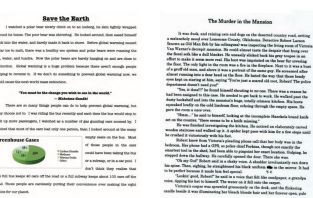


Age-Appropriate Picture Books

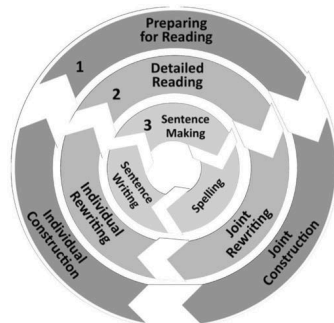
Fiction



Information Book



Example Student Texts



By Stage 3b, learners are drafting complex texts that require multiple steps of research, planning, drafting, conferencing, revising, submitting and publishing

- procedural texts (e.g. design portfolios), research reports (e.g. book reports);
- personal, historical & fictional narratives (with illustrations);
- expository texts, including persuasive writing; and
- multimedia and hybrid texts

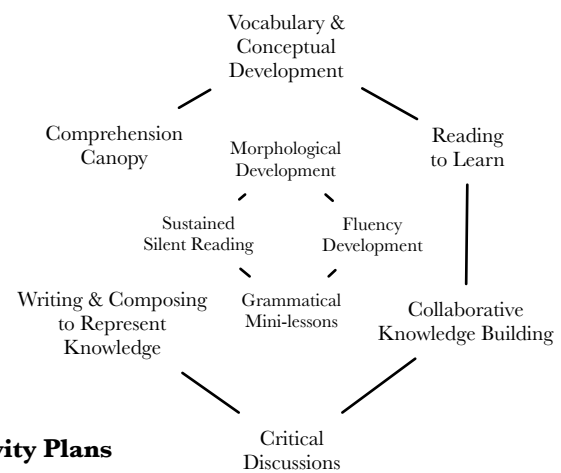
Key Characteristics and Issues In Stage 3b, the focus turns to “middle school literacy”. Consequently, the emphasis shifts from a focus on general reading and writing accuracy to higher expectation of close reading and critical thinking. By this stage, students are reading and writing for authentic purposes, which introduces students to texts that use a greater diversity of vocabulary, sentence structure, idiomatic language and rhetorical devices. Texts may also stray from strict adherence to genre conventions. As a result, students who may have read skilfully in the primary years (e.g. in Stage 3a), might struggle in Stage 3b if new ways of reading and thinking are not scaffolded for them in their practice. Students should be encouraged to use dictionaries, thesauruses, reference guides, word parts (prefixes, base words) and contextual clues to learn words.

Topics: Students are studying concepts associated with distinct disciplines often with specialist teachers. Content includes application of disciplines to contemporary contexts, including an exploration of key issues and the place of the disciplines in the world. In a subject like science, the unifying ideas of energy, sustainability of systems, and equilibrium. In a subject like history, students are required to analyse and explain historical events as well as describe them. Therefore, students are becoming increasingly able to identify the difference between description, explanation and critical analysis. The following are sites which explain learning techniques typical of this stage: Word Generation (<http://wordgen.serpmedia.org/>), Reading to Learn in Science (<http://serpmedia.org/rtl/>) and Strategic Adolescent Reading Intervention (<http://stari.serpmedia.org/>)

Vocabulary Abstract dictionary definitions given for words. Learners are exploring “shades of meaning”. Learners are exploring complex academic language (Tier Three words) in information & academic texts. Learners often encounter diverse Tier Two words in humanities.

Learners are required to gain a deep appreciation of key concepts such as sustainability, civic responsibility, hubris, equilibrium, irony, justice and more. Learners are also required to differentiate between cognitive verbs such as remember, describe, identify, explain, analyse, examine, critique, discuss, evaluate and more.

STAGE 3b: Typically 12 to 14 years old (Grade 7 - 9)



Activity Plans

In a modern school environment, typical instruction for 12 to 14 year olds shifts dramatically from the primary school to the middle school or high school environment. Students are asked to move from class to class to explore distinct subjects. Each of these subjects presents learners with ways of reading, writing and using language within a discourse community of practice.

Classroom discussions and debates foster students’ skills in perspective taking, complex reasoning, and academic language. Information-rich topics relevant to the lives of students tend to generate rich discussion and debate.

Teachers must model and scaffold the ways of reading, writing, speaking, listening, thinking and learning in distinct disciplinary ways. It is often a gradual process to bring learners into practices and into forms of knowledge. Teacher can use graphic organisers, questions guides, sequenced tasks, anchored instructions in order to initiate learners into the practices which will be expanded in the latter years of school and into further training and education.

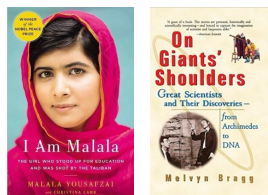
Even though there is a movement toward more disciplinary approaches to learning and communicating, teachers are still fostering general comprehension and compositions skills, strategies and cycles.

STAGE 4 -- pathways to the literacies of further study and to the literacies of work and civic participation.

Stage-Appropriate Books/Texts



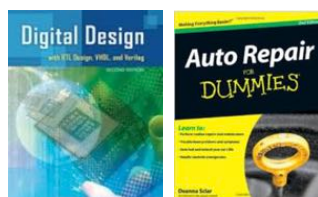
Fiction



Non-fiction



Newspapers/Magazines



Technical

Key Characteristics and Issues At this stage, learners are consolidating general reading, writing & learning strategies whilst being required to develop more sophisticated disciplinary knowledge & perspectives. Learners are being required to read a range of complex materials. And learners are starting to specialise in areas of study that will apply to the worlds of work and society. Therefore, adults should encourage learners to refine interest, pursue areas of expertise, and develops the literacies reflective of the years ahead in post-school contexts. It is assumed that students can read in a sustained manner; can make meaning from what is read; have developed techniques to extract, record and assess knowledge; and is able to compose a range of texts. In these areas, adolescents deserve access to and instruction with multimodal as well as traditional print sources.

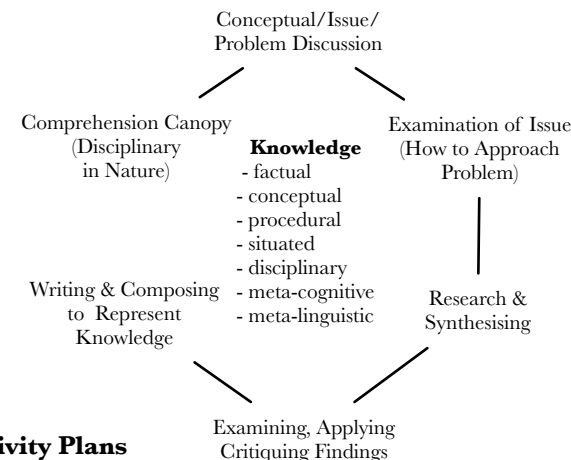
Topics: At this stage, there is the development of depth of understanding of key concepts, processes and contexts related to particular disciplines. There is a greater emphasis on applying different subject knowledge and skills to the worlds of work and society. There is a greater emphasis on students' ability to conduct investigations and engage deeply in decision making. Learning are often beginning to specialise in particular areas at this stage, which require more strategic rather than general approaches to language, literacy and learning.

Vocabulary Vocabulary of high school graduate ranges anywhere between 20,000 to 40,000 words or more. At this stage, there is a systematic study of words and word parts. Reading comprehension is better than listening comprehension of materials of difficult content and readability. For poor readers listening comprehension may be equal to reading comprehension. Learners should be adept at moving between spoken and written discourse and between informal and formal registers. Full adult range of syntactic constructions should be reached by this stage.

Teachers should encourage learning to have developed:

- word consciousness
- word-learning strategies
- conceptual engagement
- understanding of "shades of meaning"

STAGE 4: Typically 15 to 18 years old (Grade 10 - 12)



Activity Plans

By Stage 4, a teacher expects a learner to have developed general skills of comprehension and composition. As a result, the greatest demand of this stage is as follows: to strengthen the learner's ability to critically examine, discuss, deliberate over and examine ideas using the spoken and written word.

The method behind Promoting Adolescents Comprehension of Text (PACT) includes the following steps

- Comprehension Canopy (including the strategic use of video, images, incursions and excursions)
- Essential Words & Concept Instruction
- Critical Reading Instruction
- Graphic Organisers to Crystallise Information
- Team-Based Learning Comprehension Check
- Team-Based Learning Knowledge Application
- Critical Reflection

Learners need to be given exercises which help them identify the purpose(s) expressed in texts, identify the main questions being examined, detail the information that has been provided, explore interpretations & inferences, explore concepts presented in the text, identify and evaluate the assumptions which are being made, explore the implications & consequences of these ideas/assumptions, and identify the point of view (or perspective) from which the text has been written.

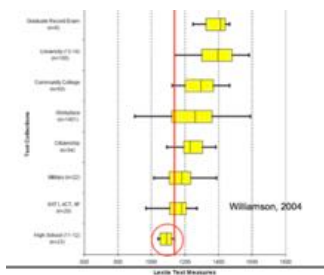
By late high school, learners are asked to draft a range of texts, including the practical (e.g. resume) to the conceptually abstract (e.g. discussing the theme of death in Hamlet)

- procedural texts (e.g. design portfolios), research reports (e.g. book reports), test writing, and expositions; illustrations;
- expository texts, including persuasive writing;
- multimedia and hybrid texts;
- context-specific literacies

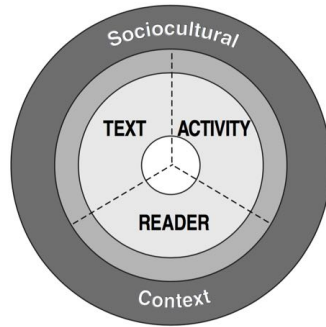
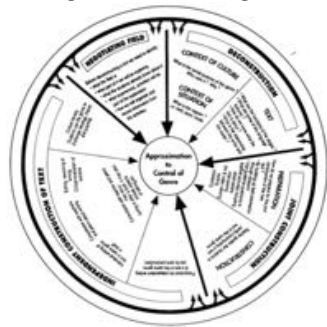
ADULT LEARNERS & EARLY SCHOOL LEAVERS

Stage-Appropriate Books/Texts

Adults engage with a range of texts in their daily lives, including tax bills, voting forms, medicine bottles, popular novels and more. These texts are all highly conventional, diverse in purpose, context dependent and require large amounts of background knowledge.



Williamson, 2004



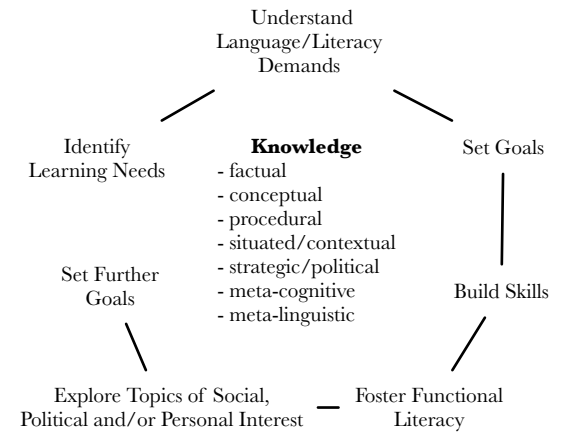
Key Characteristics and Issues Tackling serious literacy and numeracy weaknesses among adults is challenging because there is no ‘one-size-fits-all’ solution. Solutions must address the specific learning needs of each adult learner. The provision of targeted interventions require tailor-made participation incentives and programme designs, and a well-trained teaching workforce pose particular challenges. Adult learning is simple and ongoing in the sense that learning is part of everyday life in contexts. It often hard to find space for learning and drop-out rates of programmes are usually high. Interventions must address a learner’s potential lack the motivation and limitations on time and access to education. Literacy gains positively influence confidence, self-esteem, attitudes towards learning, parenting capacity, & civic engagement.

Topics: The following are core principles of adult learning which need to be adhered to when considering the topics of literacy: Adults are internally motivated and self-directed;; they bring life experiences and knowledge to learning experiences; they are goal oriented; they are relevancy oriented; they are practical; and they like to be respected. The principles must guide the selection of content, regardless of whether focus is on family literacy, workplace literacy, basic skill development or solidarity as a community of practice.

Vocabulary “Literacy” stratifies greatly in adulthood, since our reading and writing habits are shaped by educational, cultural and employment factors that become increasingly diverse in the later-school and post-school landscape. For instance, in professional and specialised settings, individuals are required to apply complex conceptual language in order to synthesise information from a diverse range of sources in order to form conclusions, shapes audiences views, and navigate multiple points of views (or perspectives).

These growing differences have a deep impact on vocabulary and discourse, since individuals come to acquire (or are asked to acquire) the conceptual and everyday vocabulary of the discourse communities of which they are part, whether this is the discourse of teachers, mechanics, scientists and more.

Adult Learner - any age, including late adolescence



Activity Plans

As mentioned, adult learners can approach literacy with a wide array of existing skills, awareness and practices. Therefore, this section is not a stage, it relates to a cohort of learners. “Becoming literate later in life [often] involves questioning what is held to be true about literacy and ... transforming it from a distant communicative practice performed by others to a collection of practices that may be resorted to in order to fulfil reading and writing needs.” (Salman, 2004, p. 258)

Interventions require working through the bodies that have direct contact with the adults concerned, including employers. Many potential learners prefer more informal learning venues, such as community centres, parish buildings and private homes, over school settings. This learning can occur as part:

- Family Literacy initiatives in which participants are motivated to pursue literacy to support child(ren)’s literacy
- Adult Education Classes occurring in Community Centres
- Workplace Literacy or Workplace/Vocational Training
- Basic Skills Practice in a formal or informal setting (volunteer teachers or skilled teachers)
- Projects/Programs in which literacy development is embedded within community activities (e.g local history)
- In a Book Club, Reading Groups, or Writing Group

Workplace texts for young adult and adult learners tend to be context-specific ...

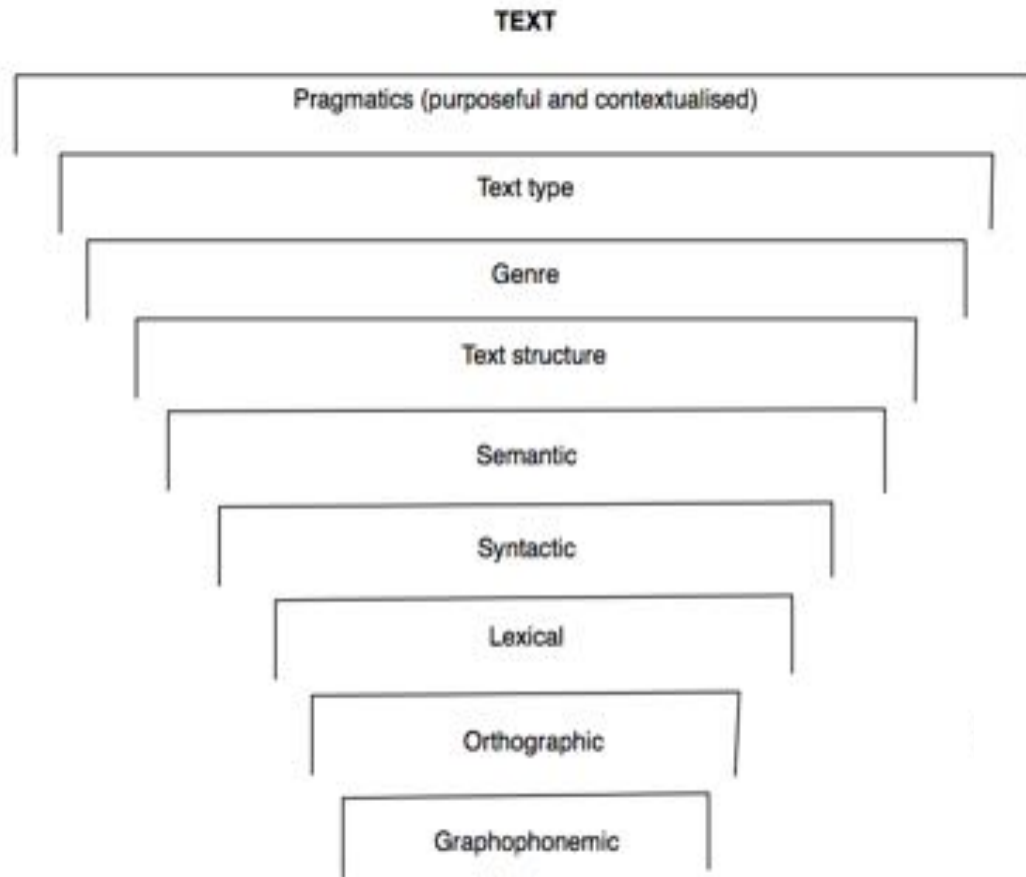
As suggested by the OECD Report on Adult Literacy, adults encounter texts for a greater range of purposes than those encountered in school: tax forms, newspaper articles, OH&S procedures, workplace correspondence and much, much more. These texts require learners to develop a deep understanding of texts, contexts, intentions, conventions and the communities of practice in which literacy events take place. Even though these activities require core literacy skills, they require participants to be able to strategise; problem solve; process, analyse and synthesis information; and produce a sequence of texts, often in communication with another individual (e.g. a colleague, a client, a customer, etc.)

That said, **family literacy** requires that parents/ caregivers read and write a range of engaging texts to support the literacy development of their children and other children in the community.

BIRD'S EYE VIEW



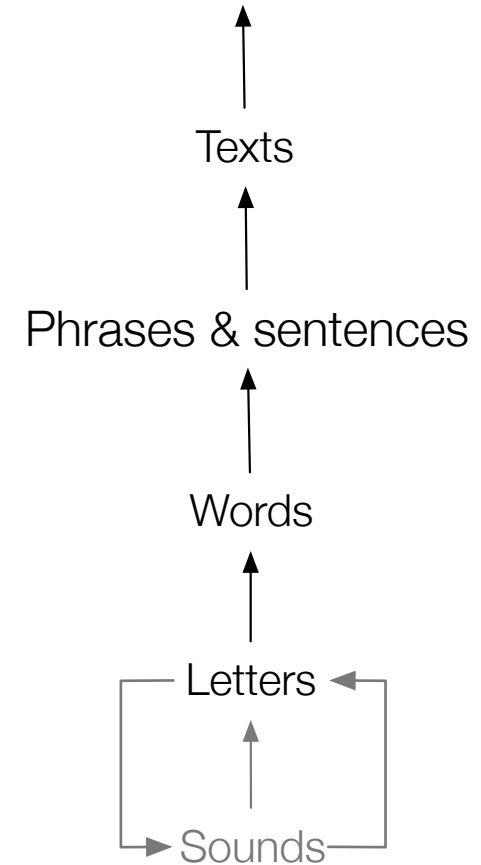
Basic literacy terms ...



* diagram modified from Kucer, S (2005). Dimensions of literacy: a conceptual base for teaching reading and writing in school settings. (p. 42) New Jersey: Lawrence Erlbaum Associates.

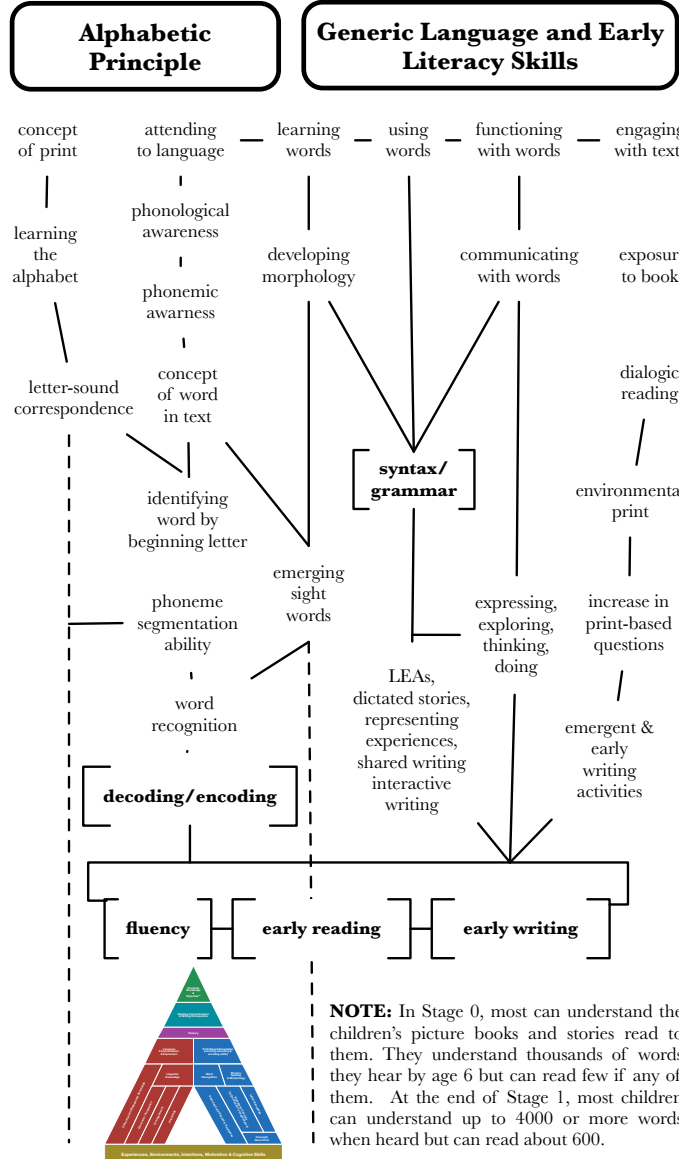
Also include other elements such as graphs, tables, illustrations, etc.

... such as poems, reports, descriptions, recipes, signs, etc

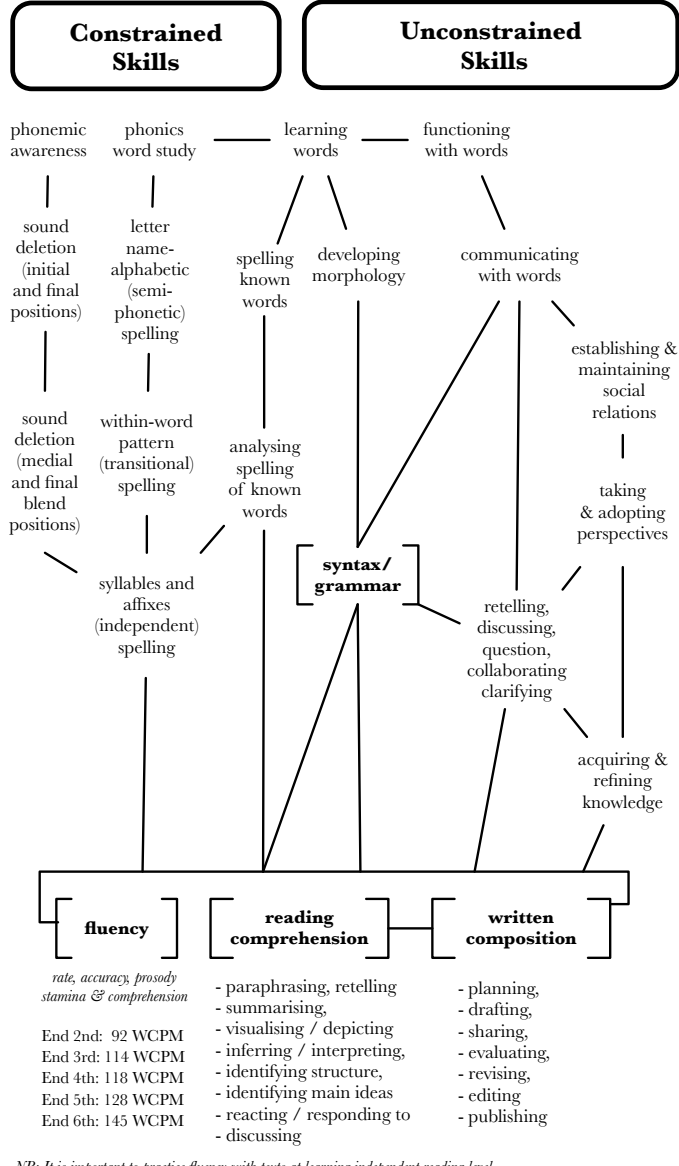


Hierarchy of Language and Literacy Skills Across the Stages

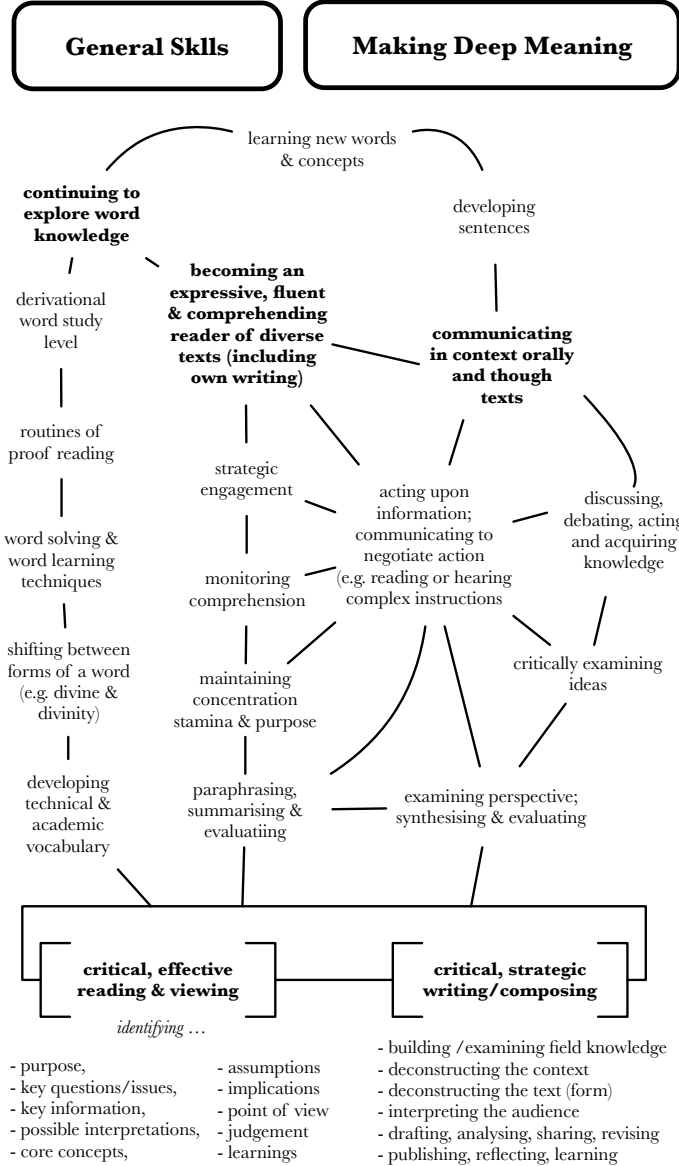
STAGES 0 & 1



STAGES 2 & 3A



STAGES 3B & 4



An analysis of cognitive skills in language/literacy learning reveal how “**executive function** contributes to reading performance, over and above reading-related language skills. **Working memory** contributes to all components of reading; **attentional switching**, but not problem solving, contributes to isolated and contextual word reading and reading fluency. **Problem solving** predicts comprehension.” (Jacobson, et al., 2016)

Milestones

Phonological Awareness & Phonemic Awareness
 Awareness of rhyme emerges = 24 - 30 mths
 Ability to produce rhyme emerges = 30 - 36 mths
 Rote imitation and enjoyment of rhyme and alliteration = 4 yrs old
 Rhyme recognition, odd word out = 5 yrs old
 Clapping, counting syllables = 5 yrs old
 Recognition of phonemic changes in words = 5 yrs old
 Ability to segment words into phonemes begins = 5 - 7 yrs old
 Matching initial sounds; isolating an initial sound = 5.5 yrs old
 Noticing & remembering separate phonemes in a series = 5.5 yrs old
 Blending onset and rime = 5.5 yrs old
 Blending/segmenting of two, three and four phonemes = 6 yrs old
 Substitute phoneme to build words with simple syllables = 6.5 yrs old
 Sound deletion (medial and final blend positions) = 7 - 9 yrs old

Print Concepts + Letter Naming and Letter Shaping
 Follows with pictures in shared reading = 18 mths to 6 yrs old
 Engages in pseudo-reading (e.g. page turning) = 2 - 5 yrs old
 Print Awareness: attends to print features = 3 - 5 yrs old
 Knowledge of letter names and sounds emerges = 4 - 5 yrs old
 Knows less than half the alphabet = 4 - 5 yrs old
 Knows you read from left to right (directionality) = 4 - 6 yrs old
 Concept of a Word in Print/Text (watershed moment) = 5 yrs old
 Accurately tracks print = 5 - 6 yrs old
 Knows half or more of the alphabet = 5 - 6 yrs old
 Knows all the alphabet = 6 yrs old
 Identifies beginning & end consonant sounds = 6 - 7 yrs old
 Locates print convention (punctuation, capitals) = 6 - 7 yrs old
 Ultimately, the child knows a book, how books are organised and know what we do with books (e.g. tell stories, explore information)

general oral language development
vocabulary development

Vocabulary Development
 Knows 3-50 words. Words to name people & objects = 8 - 12 mths
 Average expressive vocabulary size: 50-100 words = 12 - 18 mths
 Average expressive vocabulary size: 200-300 words = 18 - 24 mths
 Uses & knows basic spatial terms (in, on, under) = 30 - 36 mths
 Knows basic colours & understand kinship terms = 36 - 42 mths
 Knows basic shapes (circle) & basic size words (small) = 42 - 48 mths
 Knowledge of numbers and counting emerges = 48 - 60 mths
 Organisation of lexical knowledge from episodic to semantic networks = 5 - 7 yrs old
 Average expressive vocabulary size: 5,000 words. = 5 - 7 yrs old
 School introduces new words not encountered in conversation = 7 - 9 yrs old
 Word definitions include synonyms and categories = 7 - 9 yrs old

Oral Language Development
 Caregivers attribute intent to child's actions = 0 - 8 mths
 Intent expressed with gestures and vocalizations = 8 - 12 mths
 Frequency of communicative acts: 2.5 per min. of free play = 8 - 12 mths
 Call out, want, point to something, consistency of sign & intention = 9 - 21 mths (21)
 Words replace preverbal means in expressing intent = 12 - 18 mths
 Freq. of communicative acts: 5 per min. of free play = 12 - 18 mths
 Word use increases as preverbal communication decreases = 18 - 24 mths
 New intents include requesting information, answering questions = 18 - 24 mths
 Direct statement/request (e.g. There mummy!) = 12 - 24 mths (21)
 Express a state of affairs (e.g. There [is] doggie, Go [to] shops) = 15 - 30 mths (24)
 Intents include symbolic play, talk about absent objects = 24 - 30 mths
 Express intention/Make an observation or request = 18 - 36 mths (27)
 Request something / Provide initial explanations = 21 - 42 mths (30)
 Requests for clarification / Language in play increases = 30 - 36 mths
 Use the indirect voice (e.g. I thought that ...) / Make a suggestions = 24 - 51 mths (36)

Milestones

Writing Development
 Scribbling/drawing/attempts at representing = 18 mths to 3 yrs old
 Controlled scribbling / representational intent = 3 yrs old
 Non-phonetic letter strings / Mock writing = 3 - 4 yrs old
 Writing the known / Writing letters = 4 - 5 yrs old
 Uses a palm grasp, long-sighted, eye strain with attention (large format important) = 3 - 5 yrs old
 Moves from palmer grip to incomplete tripod grip = 5 - 6 yrs old
 Invented spelling = 5 - 7 yrs old & Beginning writing = 6 - 7 yrs old
 Print words with dexterity and correct slope, size, shape and spacing = 7 - 8 yrs old
 move to the Mature Tripod Grasp = 7 - 8 yrs old
 Shows conventions of print (punctuation, capitals) = 7 - 8 yrs old
 Can construct two consecutive, correct sentences = 7 - 8 yrs old
 Conventional writing (plan, form & intent) = 8 yrs old & older
 Full development step into cursive script; legible and fluent handwriting so learner can focus on the form, purpose and delivery of messages = 9 - 10 yrs old

Activities
 Clapping Syllables
 Tracking Print
 Counting Words & Letters
 Rich, Scaffolded Language Experiences
 Dialogic, Interactive Reading
 "Writing" Letters, Cards, Etc

language-based development
 phonology
 morphology
 vocabulary
 grammar
 pragmatics

Oral Language Development (continued)
 Spoken stories express theme & some temporal order = 36 - 42 mths
 Begins making explanations, expressing attitude, using "because", formulations = 27 - 57 mths (42)
 The conditional form is used (if, when) = 33-60+ mths (48)
 Embedded clauses that use the reflexive profound = 39-60+ mths (57)
 Children develop skills to convey information to others beyond the immediate moment = 36 - 72 mths
 New functions emerge, including reporting on past events, reasoning, predicting, expressing empathy, creating imaginary roles and props, and maintaining interactions = 42 - 60 mths
 Language is used to establish & maintain social status. Increased perspective-taking allows for more successful persuasion. Provide conversational repairs: defining terms, giving background information = 5 - 9 yrs old
 Children are entering into the written world (reconstruction of the world in language) (NB: children's written language may lag up to 3 years behind oral language) = 6 - 9 yrs old

Stage 0

birth - 6 yrs old

Stage 1

6 to 7 yrs old

Stage 2

7 to 9 yrs old

learning the alphabet
 developing concept of word
 early sight word learning
 early letter-sound knowledge
 print awareness
 phonological & phonemic awareness

Environmental Print
 Dramatic Play & Singing
 Dictated Storytelling (Child-to-Adult)
 Shared & Interactive Writing
 The Language Experience Approach

lower order language skills
 higher order language skills
 early compositions
 early reading

developing letter-sound knowledge
 word recognition
 full phoneme segmentation
 reading texts with visual aids
 reading single words & connected texts
 code-based fluency

drafting texts with visual aids
 reading single words & connected texts
 code-based fluency
 Writing Texts
 Practice Readings
 consolidated skills for basic reading and writing

Invented Spelling
 Word Ladders
 Concept Sorts & Semantic Maps
 Graphic Organisers and Maps
 meaning-making skills

Phonics, Decoding, & Spelling
 Partial alphabetic phase (by visual & salient parts) = 4 - 6 yrs
 Spell it like it sounds = 4 - 7 yrs
 Decoding (alphabet) phase (by grapheme & phoneme) = 6 - 7 yrs
 Consolidated (orthographic) phase = 7 - 9 yrs
 Spell it by pattern = 7 - 9 yrs
 Morphological (by meaningful units) = 9 yrs+

Reading (Fluency) Rates
 Grade 1: (WCPM 20) ; (40)
 Grade 2: (40) ; (62) ; (92)
 Grade 3: (79) ; (93) ; (114)

Key Grammatical Developments
 Semantics expressed in one-word speech: 12 - 18 mths
 Two-word utterances. Order is consistent: 18 - 24 mths
 Understanding/use of questions: 24 - 30 mths
 Grammatical morphemes appear. -ing, s: 24 - 30 mths
 Use the indirect voice: 24 - 51 mths (36)
 Begins making explanations, "because": 27 - 57 mths
 Uses Why? questions: 30 - 36 mths
 Embedded clauses: reflexive profound: 39-60+ mths
 Use conjunctions to join sentences: 42 - 48 mths
 Pronouns used to refer to nouns named: 7 - 9 yrs
 Literate syntax for academics develops: 7 - 9 yrs
 Syntax in school; more complex than oral: 9 - 12 yrs+
 Learner increasingly identifies difference between spoken and written language; is acquiring discourses reinforced by experience & social context, & aspects of discourse, context & identity appear = 9 yrs old+

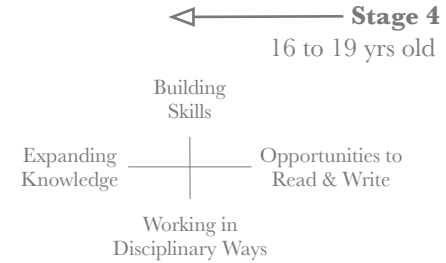
Main Stages of Reading Development

- myelination of all core areas of reading brain = 5 yrs old
- early childhood: readers as player = 6 month - 8 yrs old
- pre-reading (emergent reader) = 6 months - 6 yrs old
- initial reading & decoding (novice reader) = 6 - 7 yrs old
- confirmation & fluency (decoding reader) = 7 - 8 yrs old
- later childhood: reader as hero or heroine = 8 - 13 yrs old
- reading for learning (fluent, comprehending reader) = 9 - 13 yrs old
- adolescence: readers as thinker = 14 - 17 yrs old
- synthesise information & apply multiple viewpoints = 15 - 17 yrs old
- late adolescence / university: readers as interpreter: 17 - 20 yrs old
- critical literacy in work & society = 18 yrs old & older
- adulthood: pragmatic reader = 20 yrs old and older

Notes

- Stage 3a**
9 to 12 yrs old
- #1: It is crucial that we select suitable texts for reading in order to effectively foster ongoing reading development.
- #2: We need to provide appropriate scaffolding to guide how learners process what they read and write.
- #3: It is best to organising practice around thematic/topical studies with big questions, key concepts and field building work.

- Stage 3b**
12 to 16 yrs old
- #4: A domain can range from a particular history area or to the domain or "reading and paying bills" as a distinct text type.
- #5: Often meaning is generated between texts or within a field. Therefore, we need to make learners aware of underlying conversations and intertextuality.



Other Relevant Milestones

- 12 years+ learners become more adapt at moving between spoken & written discourse
- Between 9 to 12 years, vocabulary in school texts is more abstract & specific than in conversation. Can explain multiple-meaning words
- Between 12 to 14 years, Abstract dictionary definitions given for words = 12 - 14 yrs old
- Between 15 to 18 years, complexity in written language is greater than in spoken language.
- Between 16 to 18 years, learners are applying vowel shifting rules (divine to divinity).
- Learners are also learning to consistently apply morphology in two ways (a) use Latin roots to decipher word meanings and (b) using grammatical suffixes to change a word's part of speech (e.g. explain becomes explanation)

reading and writing to learn →

← consolidating skills for basic reading and writing

effective practices in response to particular literacy events

Reading (Fluency) Practice

Grade 4: (99)	_____	;(112)	_____	;(118)	_____
Grade 5: (105)	_____	;(118)	_____	;(128)	_____
Grade 6: (118)	_____	;(132)	_____	;(145)	_____
Grade 7: (147)	_____	;(158)	_____	;(167)	_____
Grade 8: (156)	_____	;(167)	_____	;(171)	_____

Fluency - Silent Reading Rates

- End of Grade 8: 204wpm
- End of Grade 9: 214wpm
- End of Grade 10: 224wpm
- End of Grade 11: 237wpm
- End of Grade 12: 250wpm
- College/University: 280wpm

Knowledge Development

- As they progress, the expectation is that children will begin to work in a more systematic way (with emerging reflective thinking) = 8-12 yrs old
- Understanding develops by examining these smaller components and how they are related = 8-12 yrs old
- In history, the focus is on significant periods, events, personalities and places = 8-12 yrs old
- Children are grasping, applying and discussing a number of quite abstract concepts = 9 - 12 yrs old
- Learners develop a firm grasp about the difference between description and explanation = 10 - 12 yrs old
- During these years, students study science concepts associated with distinct disciplines = 12-15 yrs old
- Science is also taught in contemporary contexts in which the discipline can be learned and issues impacting the understanding of different disciplines in the world = 12-15 yrs old
- In a subject like science, the unifying ideas of energy, sustainability of systems, equilibrium and interdependence are the key themes for investigations = 12-15 yrs old
- In history, there is a deeper study into key significance of historical events and episodes = 12-15 yrs old
- At this stage, there is the development of depth of understanding of key concepts, processes and contexts related to particular disciplines = 15-18 yrs old
- Also - at this stage - there is a great emphasis on applying different subjects knowledge and skills to real activities in the worlds of work and society = 15-18 yrs old
- Also - at this stage - there is a great emphasis on student's developing knowledge through collaboration, discussion and debate = 15-18 yrs old
- In addition, there is a greater emphasis on students' ability to conduct investigations which requires students to understand research methods and to demonstrate a deeper engagement in decision making, evaluation and the discussion of ethics and values = 15-18 yrs old

developing vocabulary and conceptual knowledge

building background knowledge and inquiry questions

awareness of the importance of intertextual knowledge and structural conventions

developing discourse knowledge ... knowledge of disciplinary "conversations"

Reading Skills

decoding — surface code

literal comprehension — propositional content

inferring — developing mental models

interpreting — making judgements

Teaching ideas

pre-teaching vocabulary
building field knowledge
scaffolding engagement
providing guiding questions
generating questions

applies concepts using graphic organisers
arranging discussions & debates
appropriating texts
synthesising & evaluation

Critical assessment

- purpose
- guiding questions
- perspectives
- concepts
- content
- assumptions
- implications
- actions
- consequences

effective practices for personal & civic life

apply a critical approach to texts and knowledge

applying research-based general comprehension and composition strategies
(paraphrasing, summarising, visualising, predicting, representing, comparing, interpreting, appropriating, responding to, evaluating)

developing domain/situationally specific comprehension and composition skills
(e.g. a historian's perspective, a humanist perspective, a scientific perspective)

ability to assess, extract, evaluate and synthesise when reading and writing

Further Points to Consider

"First and foremost, if one is going to assess students in reading, one must know what reading is and what it means for those students to have had equivalent opportunities to learn to read." (Gee, 2003, pg 28)

"We have to worry about what texts students have read and how they have read them, not just about how much they have read and how many books they do or do not own (though, of course, these are important matters)." (Gee, 2003, pg 30-31)

"Even when we want to think about a child learning to read initially, we want to think about what sorts of texts we want the child eventually to be able to read in what sorts of ways. No learner grows up able to read all sorts of texts in all ways." (Gee, 2003, pg 28)

Gee, J. P. (2003). Opportunity to learn: a language-based perspective on assessment. In *Assessment in Education: Principles, Policy and Practice*, Vol 10, No. 1, pp 27 - 46

STAGE	Cognitive Skills	Alphabetic Principle	Phonological & Phonemic Awareness	Learning Words	Using Words	Functions of Language	Knowledge (Domains), Thinking & Reasoning	Motivation, Interest & Expertise	Environments, Resources & Relationships	EXPLANATION
0	Attention	Concept of Print developed through environmental print and plenty of shared book reading	Developing phonological awareness (7 Steps)	Progressively developing a vocabulary. Often learned in context and/or in topical clusters.	Placing the words in grammatical sentences in acts of communication and exploration.	Learners are performing different functions with language: recounting, requesting, imagining, commanding, explaining, comparing, questioning and more	When learners use language, they use language to speak about stuff, for want of a better term. This stuff could be about breakfast, dinosaurs, gardens, superheroes, fairy tales, and more.	As a learner explores their world, he/she develops their interests, passions, expertise and these qualities drive the learner's questioning, researching and learning habits.	We learn to use language with others, in contexts, with materials about stuff. Actual joint practices - such as cooking - can be an activities. Dialogic reading of quality picture/story books is also a source of language learning	In Stage 0, there is a significant priority placed on four distinct skills: oral language development, phonological/phonemic awareness, early alphabetic skills and engaging experiences with books/texts. It is assumed that children have strong language skills by the time they start school.
	Perception	The learner gains a concept of the 26 letters of the alphabet.	Developing phonemic awareness (manipulating words and the 44 phonemes of English)	Helpful to consider words in Tiers 1, 2 & 3. Also, helpful to consider words in traditional grammatical categories.						
	Recognising Patterns	The learner is developing an initial understanding of letter-sound correspondence. (consonants & single letter vowels)		Typically developing children enter Kindergarten with 5,000 to 6,000 words. Some children may have as few as 1,000.						
1	Employing Memory - short term - working - long term									In Stage 1, there is a targeted focus placed on systematic instruction of decoding skills and a progressive introduction to decodable texts. Teachers can use the Language Experience Approach and rich experiential learning to use collective explorations as prompts for academic learning. Important to foster the imagination and questioning
	Sequencing & Categorising	NOTE: By age 6, most children understand thousands of words they hear but can read few if any of them. At the end of Stage 1, most children can understand up to 4000 or more words when heard but can read about 600. At the end of Stage 2, about 3000 words can be read and understood and about 9000 are known when heard.	Decoding & Spelling Skills	NOTE: Controversial - yet potentially very true - statement from eminent literacy academic Catherine Snow, "Once you turn your focus to rich, meaningful content (for learning, exploring discussing and debating), then language takes care of itself" (for Learning to Talk by Talking)	A learner's familiarity with diverse grammatical structures (including pronoun tracking and tracking embedded clauses) helps the learner's ability to read fluently	A learner's familiarity with the structure and tones of different ways of writing will help them read similar texts fluently and with appropriate expressiveness.				
	Visualising & Simulating			A learner's budding fluency is assisted by his/her knowledge of words and of the way words work						
2	Conceptualising, Classifying & Exemplifying									By Stage 2, teachers are expecting learners to be making progress toward fluency, independent reading and early textual writing skills. Learners are presented with familiar topics so they apply general learning and note-taking skills. Teachers should provide plenty of opportunities to represent their knowledge and ideas.
	Associating, Comparing, & Contrasting									
	Rule Following & Rule Generation									
3	Situated Cognition									Stage 3 is the known by the oft-cited shift from learning to read to reading to learn. It is assumed that learners have consolidated decoding, spelling and reading skills. Learners should be challenged to read, discuss, record, critically examine, and write about texts. Learners should be challenged to use their imagination and reasoning
	Meta-Cognition									
	Strategic Knowledge & Task Assessment									
4	Critical Thinking Skills									In Stage 4, literacy instruction is completely different from the early reading experiences of Stages 1 to 2. In this stage, learners are required to process, examine, and respond to diverse range of information for domain-specific purposes. At this stage, learners are required to employ multiple learning processes to complete tasks.
	Problem Solving Behaviour	NOTE: By Stage 3 & 4, it is assumed that the learner has truly mastered all of the core literacy components, such as decoding skills, spelling, fluency, core vocabulary, general reading comprehension and general writing procedures and forms. Skilled readers and writers should be able to monitor comprehension, clarify unclear items (e.g. technical words) and collaborate with others to refine interpretations and composition. Consequently, literacy instruction can focus on complex ways reading, engaging, processing, assessing and responding to information and ideas.								
	Processing & Synthesising Multiple Sources of Information									
	Collaborative Skills & Related Social Skills									

Receptive & Expressive Oral Language Skills in the Context of Activity

Dialogic-Interactive Reading, Language Experience Approach, Story Dictation, Emergent Writing, Interactive Writing, Shared Writing, Joint Construction and Establishing Communities of Practice

Becoming a Skilled and Fluent Reader

Sustained Independent Silent Reading

Writing Workshops

Reading Workshops

Topic-Theme-Based Investigations

Morphological Awareness in Print Increases

Sustained Independent Silent Reading

Writing Workshops

Reading Workshops

Topic-Theme-Based Investigations

Discussions & Debates

Developing Academic Vocabulary, Word-Solving Skills in Text, Analysing Word Meanings

Reading for Diverse Purposes, Gathering Information from Multiple Sources, Critically Examining Perspectives, Beliefs and Ideas

Summarising Ideas, Responding to Ideas, Formulating Connections, Drafting Texts, Participating in Discussions/ Debates, and Applying Critical Perspectives

Navigating Domain-Specific Textual Practices (e.g. applying for a job, completing tax, preparing a film script)

At all stages, we - as
teachers - need to
help learners ...



Build Skills & Confidence

Expand,
Organise, Apply
& Evaluate
Knowledge

Read & Write,
Speak & Listen,
View & Represent

Develop
Practices



Objectives Re-visited

- to emphasise the developmental nature of literacy;
- to emphasise how literacy instruction and learning changes across the lifespan, particularly as certain skills are consolidated and new skills and expectations arise;
- to outline literacy as both a cognitive and social achievement that involves both the mastery of skills and the exploration of content; and
- to outline the various texts and routines that are applicable to Chall's Stages of Literacy Development.

For information on Chall's Stages of Literacy Development, visit <https://www.theliteracybug.com/stages-of-literacy/>



Through Gradual Practice ...

Success builds on success, because as students gain confidence, they are willing to work harder and can more readily learn.” (Au, 2005, pp 175)



Parting Words . . .

“Every child, scrawling his first letters on his slate and attempting to read for the first time, in so doing, enters an artificial and most complicated world.” (Hermann Hesse, Quoted by Wolf, 2008, p 79)

“To be sure, decoding readers are skittish, young, and just beginning to learn how to use their expanding knowledge of language and their growing powers of influence to figure out a text.” (Wolf, pp 131)

“Through literacy, children are able to construct meaning, to share ideas, to test them, and to articulate questions ... [and have] an active role in their own development. ” (Verhoeven and Snow, 2001, pg 4-5)

“What is important ... is [to provide learners with] ‘the means and methods so that they can organize their own behaviour [e.g. shaping habits].’ (Vygotsky, 1978, p.74)

“[We are] the species that reads, records, and goes beyond what went before, and directs our attention to what is important to preserve.” (Wolf, 2008, p 4)

Verhoeven, L. and Snow, C. (2001). Literacy and motivation: bridging cognitive and sociocultural viewpoints. In Verhoeven, L. and Snow, C. (Eds.), *Literacy and motivation: reading engagement in individuals and groups* (pp. 1- 22). New Jersey: Lawrence Erlbaum Associates Publishers.

Vygotsky, L. (1978) *Mind in society: the development of higher psychological processes*. M. Cole, V. John-Steiner, S. Scribner, and E. Souberman (Eds.) Cambridge, MA: Harvard University Press.

Wolf, M. (2008). *Proust and the squid: the story and science of the reading brain*. Cambridge: Icon Books.



Slides Available for Download at:

<https://www.theliteracybug.com/s/Teaching-Routines-Stages.pdf>



www.theliteracybug.com

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www.youtube.com/c/TheLiteracyBugNetwork

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APPENDICES

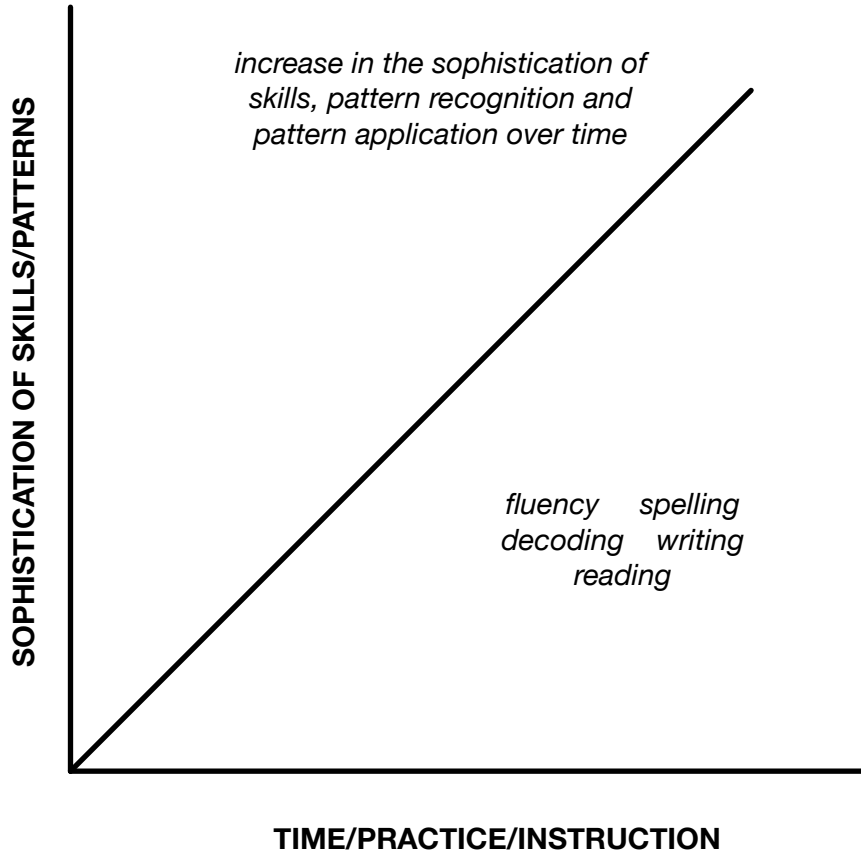
1. Initial Diagrams
2. Reading Samples
3. Writing Samples
4. Summary Notes
5. Additional Diagrams



INITIAL DIAGRAMS



Literacy Learning involves both the linear mastery of skills & the development of content clusters



clusters of content knowledge

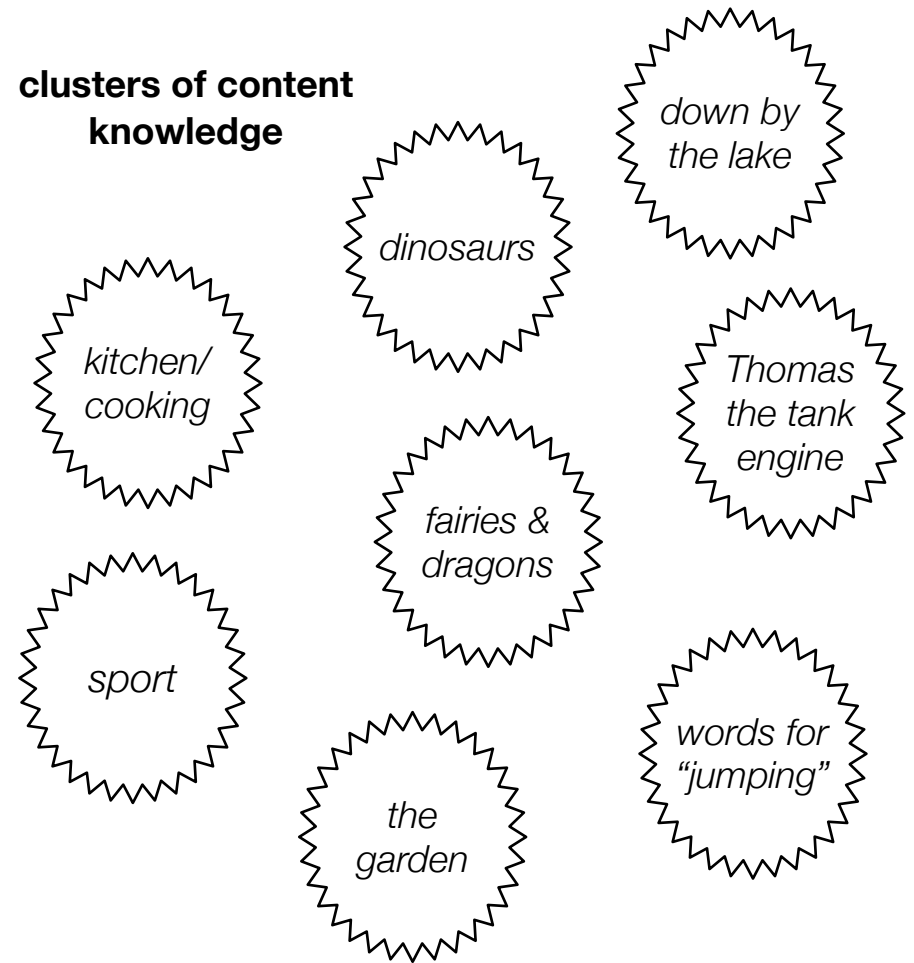
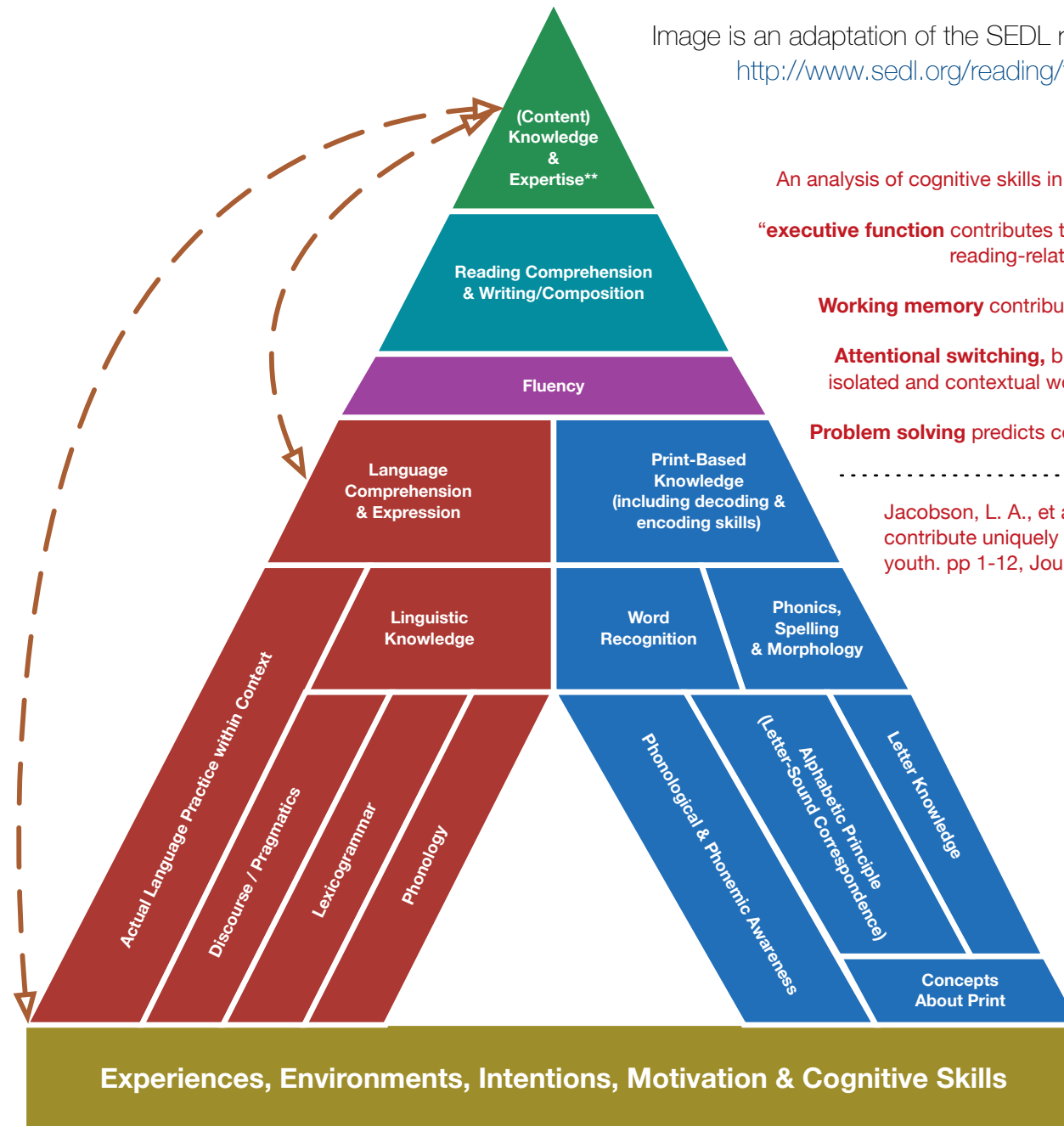


Image is an adaptation of the SEDL reading framework:
<http://www.sedl.org/reading/framework/>



An analysis of cognitive skills in language/literacy learning reveal how
 “**executive function** contributes to reading performance, over and above
 reading-related language skills.

Working memory contributes to all components of reading;

Attentional switching, but not problem solving, contributes to
 isolated and contextual word reading and reading fluency.

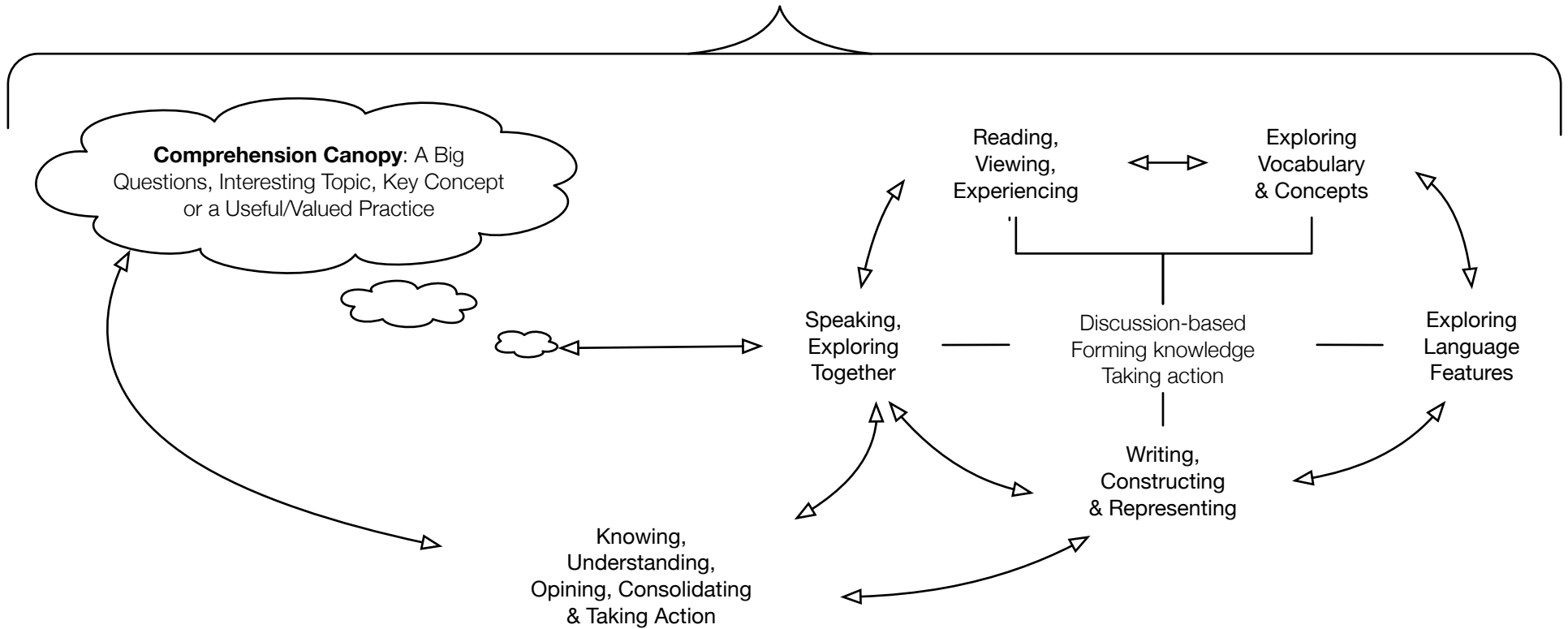
Problem solving predicts comprehension." (Jacobson, et al., 2016)

.....
 Jacobson, L. A., et al. (2016). Executive functions
 contribute uniquely to reading competence in minority
 youth. pp 1-12, Journal of learning disabilities.



Anchored in particular content, context and/or task

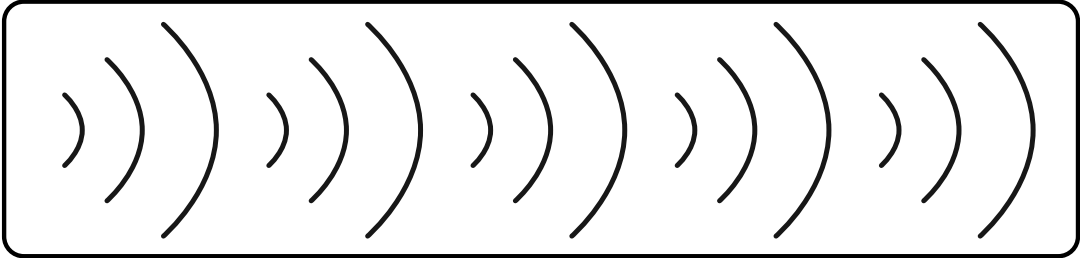
“Although a mastery orientation in the classroom contributes to motivation, students need a content focus [as part of extensive practices].” (Guthrie, 2001)



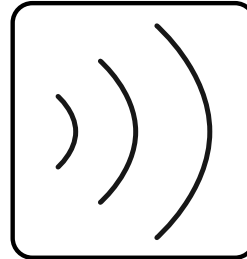
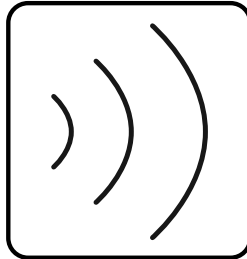
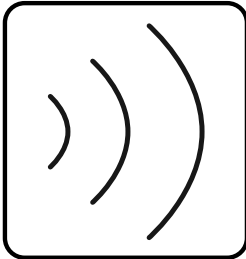
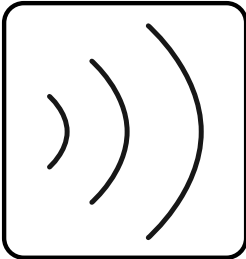
Guthrie, J. T. (2001). Contexts for engagement and motivation in reading. Reading Online, 4(8). Retrieved from <http://www.readingonline.org/articles/handbook/guthrie/>



encoding



“SPOON”



S

P

OO

N

/s/

/p/

/oo/

/n/

s

p

oo

n

decoding

spoon



Enhancing Joint Book Reading for Learning



Traditional Practice

Spontaneously choosing a high-quality and engaging book off our shelves

Asking thought-provoking and open-ended questions about the book

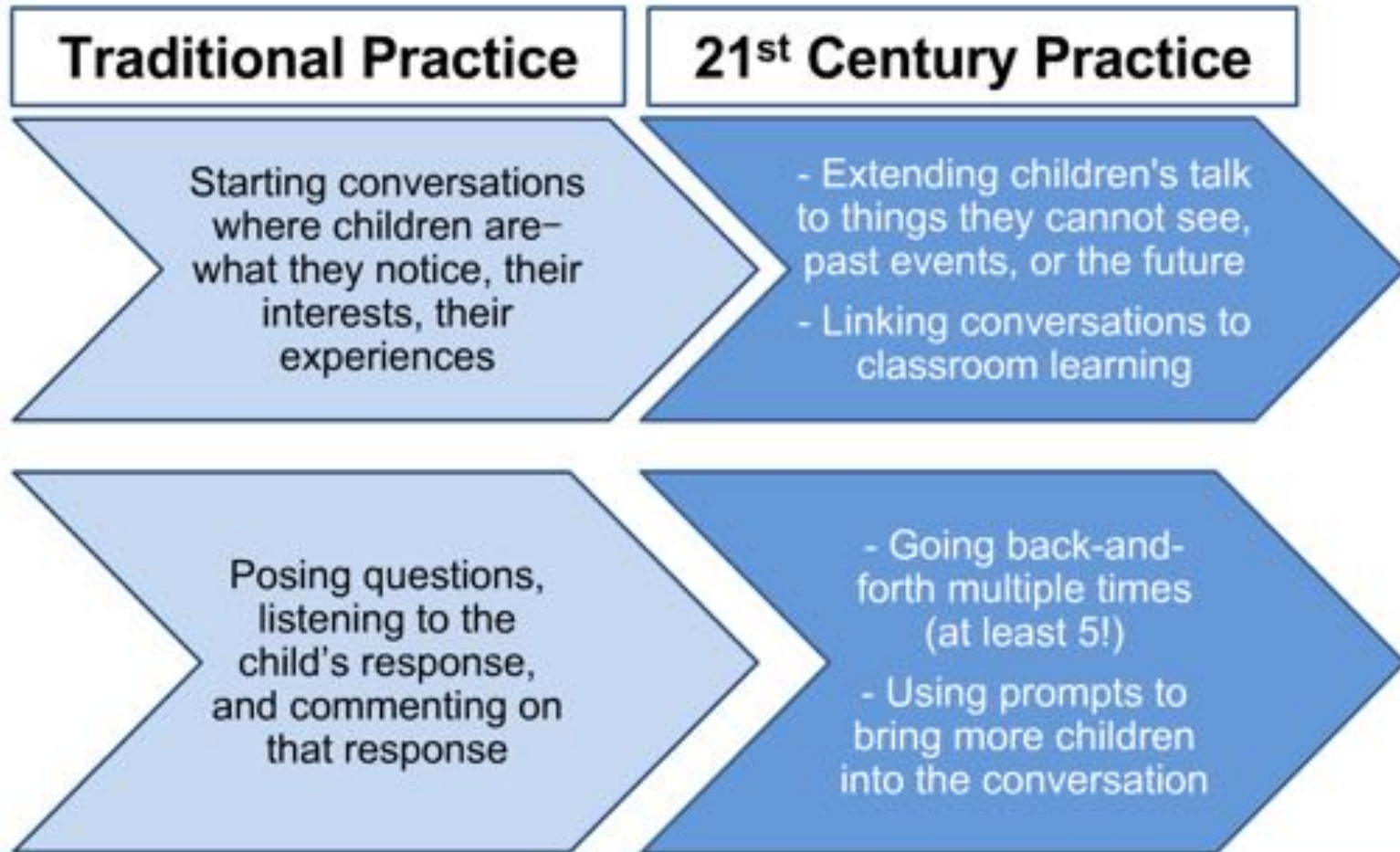
21st Century Practice

Intentionally choosing:
-sets of high-quality and engaging books
-books that are connected to a larger unit of study

Designing and using these questions to:
- support learning about unit's big idea
- get children talking with one another



Making Conversations Guided



There is no *one-size-fits-all* solution

Most
identpendence

Independent Learning	The Intermediate Fluency Language Stage (2.5 years to 4 years) <i>Students struggle with reading comprehension and other advanced literacy skills although overall English skills appear fluent. Social English is well established and the student appears fully proficient in English to an outside observer. However, student will continue to struggle/develop higher level academic English. (Operating at Levels 2 & 3 of the Ladder)</i> <i>Tutors are responsible for up to 10% of conversational burden. Use scaffolded writing process activities that use graphic organisers, analysing charts and graphs, more complex problem-solving and evaluating, research and support questions, literary analysis.</i>				The Advanced Fluency Language Stage (4 years to 10 years) <i>It takes students from 4-10 years to achieve cognitive academic language proficiency in a second language.</i> <i>Student at this stage will be near-native in their ability to perform in content area learning (Levels 3, 4 & 5 of the Ladder)</i> <i>Most ELLs at this stage have been exited from ESL and other support programs.</i>			Approaching Ill-Structured Problems or Tasks	Self-Directed Learning
	The Early Production Stage (6 months to 1 year) <i>Provide basic tools for immediate use including explicit instruction in vocabulary and social communication.</i> <i>Tutors are responsible for up to 50%-60% of conversational burden.</i>		The Productive Language Stage (1 year to 2.5 years) <i>Students may appear to have fairly complete fluency because they can handle most social situations, but academic English development is still critical.</i> <i>Modeling, scaffolding, providing guided instruction with academic language. Increased support for reading to learn versus learning to read and for building content- area knowledge. (Levels 1 & 2 plus some Level 3 of the Ladder)</i> <i>Tutors are responsible for up to 40% of conversational burden. Use Language Experience Approach, ask how and why questions, and increase social interaction. Emphasise increased problem-solving, predicting, comparing, describing, labelling, listing.</i>		<i>Even though most ELLs at the Advanced Stage have been exited from ESL and other support programs, ELLs will need continued support from classroom teachers at the beginning of this stage especially in content areas such as history/social studies and in writing.</i>		Flipped Classroom	Blended Learning	Online Learning
Digital Learning	<i>Ask who, what, where, and either/or questions, labelling activities, questions that can be answered formulaically.</i> <i>Use instructional methods from the first two "level" of this Ladder.</i>				Tutoring, Mentoring & Coaching	Traditional and Cognitive Apprenticeship	Project-Based Learning	Performance Measured	Lecture (often didactic)
	Pre-Production (or Silent Stage) (0 to 6 months) <i>Tutors are responsible for up to 90% of conversational burden.</i>								
Traditional Learning	<i>Use pictures, props, manipulatives, and other hands-on materials to ensure active student involvement.</i> <i>Use instructional methods from the first "level" of this Ladder.</i>		Rich Task Instruction	Anchored Instruction	Curriculum Cycle Instruction	Collaborative Approach to Comprehension, Composition & Learning	Establishing a Community of Practice	Gamification of Learning	Thematic- Topical- Communicative Exploration
	Direct Instruction	Direct/ Scaffolded Multisensory Instruction	Structured Lesson Sequence (Skill-Based) (e.g. 20/40/20)	Routine, Guided Practice	Interactive, Dialogic Read Alouds	Facilitated Practice	Language Experience Approach	Experience Text Approach	Structured to Semi-Structured Play-Based Learning
Initiating Into Knowledge & Practices									
Organised Intentional Learning									

gradual release of control/ responsibility

Most explicit
support

Most
exploratory

READING Samples



Week 2

Lesson 3: What do these words do?
Book: The Very Cranky Bear by Nick Bland

Materials Book: *The Very Cranky Bear* by Nick Bland

Before and During Reading: Print Knowledge

Learning Objective 1: To recognise that print carries meaning and to distinguish print from pictures.

1. Show the students the cover of the book *The Very Cranky Bear*. Point to the title and ask the students what the title of a book does. You may say: *Here is our title. What does the title tell us?* (You may have to *model* the answer). Tell the students: *The title tells us what the story is about.*
2. Read the title while pointing to each word as you say it.
3. Before reading, you could ask students to predict what they think the story will be about. You might say: *The title says 'The Very Cranky Bear'. What do you think is going to happen in this book?*
4. Throughout reading, pause and point to specific words and explain that the words help tell the story. For example, you may say: *These words say 'All I really want'* (pointing to words). You might ask some students to point to some words also, as in: *David, can you come show me where it says 'really'?*

After Reading: Vocabulary

Learning Objective 2: To understand and use words for unfamiliar nouns.

Target Words: **antler, mane, stripes.** (nouns)

1. After reading, tell the students: *Let's talk about some of the new words we heard in this book. Let's talk about the words **stripes, antler** and **mane**.*
2. Look at the pictures of each of these items in the book. Model a definition of each word using the pictures to help. You could say:
*The book says the moose has marvellous **antlers**. **Antlers** are horns that look like branches. Reindeer have **antlers** on their head.*
*The book says that the lion has a golden **mane**. A **mane** is the long thick hair that grows from its neck. Horses also have **manes**.*
*The book says the zebra has fantastic **stripes**. **Stripes** are lines which are a different colour from the background. The zebra is white with black **stripes**. Ask the students to think of some other things that can have **stripes** (e.g. a tiger, a blanket, a shirt, a candy cane).*

Week 2

Lesson 4: Who is in the story?
Book: The Very Cranky Bear by Nick Bland

Materials Book: *The Very Cranky Bear* by Nick Bland
Rhyming Cards: goose, moose, Bruce, juice, dog, frog, jog, log
Setting cards
Character cards
Blu-tack

Before Reading: Phonological Awareness

Learning Objective 1: To identify when two words share a rhyming pattern.

1. Review the concept of rhyming words with students. Ask the students: *Who remembers what rhyming words are?* Remind students: *Rhyming words are words that sound the same at the end.*
2. Show each of the "oose" picture cards (**goose, moose, Bruce and juice**), and have the students name each picture. Tell the students: *These words all rhyme. My mouth does the same thing at the end of these words.*
3. Make some rhymes with the "oose" cards, and discuss these rhymes with the students, as in: *This picture is **goose** (show picture) and it rhymes with **moose** (show picture). My mouth does the same thing at the end of these words: **goose, moose**.*
4. Hold all four cards in your hand, and allow students to select two cards from your hand and say the two words on them. Then ask the whole group: *Do (word) and (word) sound the same? Does your mouth do the same thing at the end?*
5. Add the "og" cards (**dog, frog, jog, log**) to your hand. Create a non-rhyming pair (**log and juice**) and tell the students: *Listen to these two words, **log and juice**. **Log and juice** do not sound the same. See how my mouth is different?* Allow students to pull pairs from your hand, and help them to identify if the two words rhyme.

During and After Reading: Narrative

Learning Objective 2: To identify and describe the setting and characters of a story.

1. Read the book *The Very Cranky Bear*. During reading, stop to *highlight* the characters and setting of the story. You could say: *This story is all about a cranky bear that lived in a cave. The cranky bear is one of the characters in this story. Here the bear is chasing the other animals out of the cave. What else is this character doing?* Use *open-ended* questions to actively involve students in the discussion during reading, such as: *What will the zebra do next? Where is the sheep now? Who were the other characters in this story? (sheep, zebra, deer, lion)*
2. After reading, engage the students in a discussion about the setting of the story. Explain what a setting is (where a story takes place); show each page of the book and ask students to describe the setting. You could ask: *Where are the animals now? How can you tell that they are outside?* Ask the students to use blu-tack to place a setting picture on various backgrounds, e.g. the cave, outside, the jungle.

GRADE
PreK
(pre-reading stage)



GRADE

1

*(decoding, word
recognition and
fluency)*



I had three apples when I went to school today. I gave one apple to my teacher. I have two apples left.



My friend likes to eat apples. I asked if he would like an apple. He said yes! I have one apple left.

GRADE

2 - 4

(extracting information and identifying main ideas)

Bats



There are more than 1,000 kinds of bats. Like birds, bats have wings and can fly. However, bats are not birds. Bats have fur, not feathers. Also, baby bats drink milk

from their mothers. They don't eat worms or seeds.

Bats have thin, light bones that help them fly. However, because their bones are thin and light, most bats cannot walk on land. Only vampire bats have legs that are strong enough to let them walk on land. In fact, vampire bats walk on their legs and their wings.

Most bats have sharp claws that they use to grab onto a tree or a cave so they can hang upside down to rest. When bats rest, they look small. Bats look much bigger when they stretch their wings. Their wingspan, or the distance between the tip of one wing to the tip of the other, can be as much as five feet. That's probably taller than you are. Some bats, though, have wingspans that are only as big as your hand.

Most bats rest during the day and fly at night. Many

bats eat bugs. Some eat up to 2,000 bugs in one hour, or 33 bugs in one minute. Other bats eat fruit. Vampire bats feed on small amounts of blood from animals like pigs and birds.

Many bats have names that tell how they look. Dog-faced bats looks like dogs. Flying foxes, which are bats, look like foxes.

Other bats have names that tell what they do. Fishing bats use their long legs and sharp claws to grab fish from the water. Tent-making bats build tents around themselves with leaves.

Bats cannot see well, but they can hear well. Bats make a high sound as they fly. The sound is so high that most people cannot hear it. These waves of sound bounce off walls, trees, and insects. They keep bats from flying into things. They also help bats find food and stay safe.



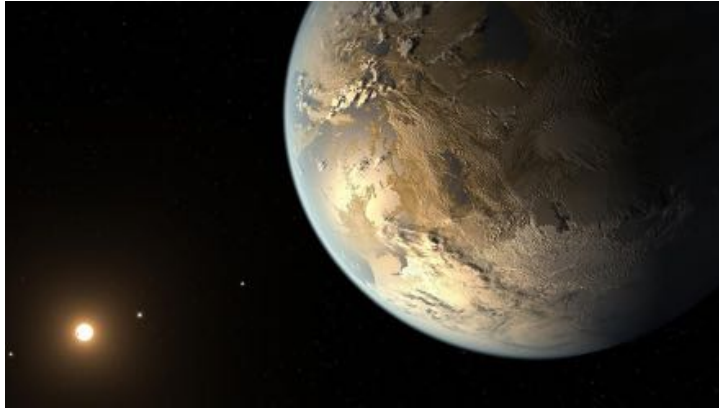
For more information about TextProject and FYI for Kids, visit textproject.org.
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NEWSELA

What makes a planet habitable?

By NASA.gov, adapted by Newsela staff on 01.26.17
Word Count **862**



TOP: This artist's concept depicts Kepler-186f, the first proven Earth-sized planet to orbit a distant star in the habitable zone, which is a range of distance from a star where liquid water might stay on a planet's surface. The discovery of Kepler-186f confirms that Earth-sized planets exist in the habitable zones of other stars. It signals a significant step closer to finding a world similar to Earth. MIDDLE: The habitable zone. BOTTOM: Light from exoplanets, if passed through a prism, can be spread out into a rainbow of colors called a spectrum. Different colors correspond to different wavelengths of light. Missing colors show up as black lines, indicating specific gases are present, because each gas absorbs light in a specific wavelength. Courtesy of NASA

Discovering planets beyond our solar system counts as a major breakthrough in human exploration. The biggest payoff is yet to come, though. Humans are still looking for evidence of a distant world where there might be alien life.

We begin the search on familiar ground. On this planet, currently our sole example of a life-bearing world, life requires liquid water. Therefore, astronomers who are looking for alien life search the cosmos for planets that might have water. Around almost every "normal" star, including our sun, we can draw a band of habitability: the right distance and temperature for liquid water to exist. On planets within this distance, scientists think, life might arise.

NEWSELA

The key, of course, is a planetary surface where the water could pool. Stars and planets come in many types and sizes. Both of these factors affect the distance from a star at which water could exist, called the "habitable zone." A giant, hot-burning star's habitable zone would be at a much greater distance than that of a smaller, cooler stellar dwarf, for example.

Scientists' current plan is to start by looking for what we already know: planets that look like Earth. For the time being, small, rocky worlds are our best bet for finding evidence of life, and the ideal candidate is an Earth-sized, rocky world nestled comfortably within its star's habitable zone.

Wishing Upon The Right Kind Of Star

That's not the end of the story. While the size and composition of both planets and stars are important, so is time. Big bright stars burn out far more quickly than smaller ones. The brightest burn for only a few million years, then flame out. Meanwhile, our sun has been shining steadily for 4.5 billion years, with about another 5 billion years to go.

The first microscopic life-forms are thought to have emerged about a billion years after Earth's formation from the dust left over from when the sun formed. They might even have emerged much sooner. It took roughly another 3 billion years for multi-celled creatures to grow, which are today found as fossils.

Alien life is, therefore, more likely to be found in a solar system with a longer lifespan. A few hundred million years could be enough time to produce microbial life, but it might be too short a time frame for large animals that talk and build houses. Scratch big, hot stars off our list of likely candidates: they burn out too quickly.

Long-lived dwarf stars might be great places to look, but the safest bet might be sun-like stars with planets of similar size and orbit to Earth's.

A Growing Handful Of Habitable Worlds

So how is the search going? In just over 20 years of exploration, ground and space-based observations have turned up more than 3,200 confirmed planets, and these were found in just the few slices of the Milky Way we've been able to search. Add unconfirmed planetary candidates and the number jumps to more than 5,600.

Many of the planets found so far are gas or ice giants. There is little chance that they could have a solid surface with liquid water, but we've also found some rocky worlds in Earth's size-range.

Telescope technology is expected to keep getting better in years to come. Still, we're unlikely to know the exact nature of any life we might detect. Alien lifeforms might be crusts of algae or six-legged giraffes, for all we know.



GRADE

7 - 9

(understanding
academic
content)

GRADE

7 - 9

(interpreting
and taking a
stance)

WHAT IS THE PURPOSE OF SCHOOL?

UNIT 1.01

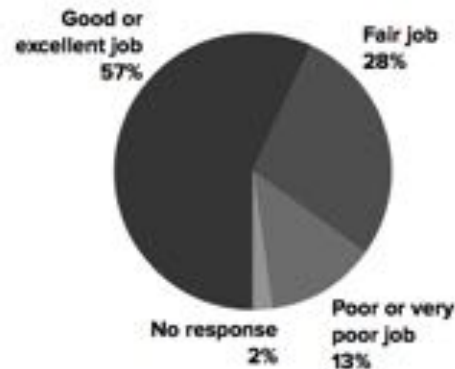


analyze | factor | function | interpret | structure

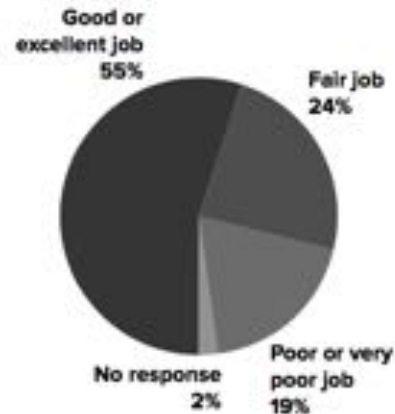
DO THE MATH

How do Americans view their public schools? **Analyze** the three graphs below. The information comes from a national survey of American parents taken by The Associated Press-NORC Center for Public Affairs Research.

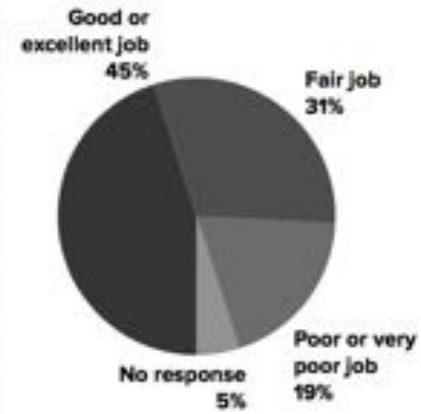
How well do local public schools prepare students for college?



How well do local public schools prepare students to be good citizens?



How well do local public schools prepare students for the workforce?





Australian Government
Australian Taxation Office

Tax file number declaration

This declaration is NOT an application for a tax file number.

- Use a black or blue pen and print clearly in BLOCK LETTERS.
- Print X in the appropriate boxes.
- Read all the instructions including the privacy statement before you complete this declaration.

ato.gov.au

Section A: To be completed by the PAYEE

1 What is your tax file number (TFN)?

▶ For more information, see question 1 on page 2 of the instructions.

OR I have made a separate application/enquiry to the ATO for a new or existing TFN.

OR I am claiming an exemption because I am under 18 years of age and do not earn enough to pay tax.

OR I am claiming an exemption because I am in receipt of a pension, benefit or allowance.

2 What is your name? Title: Mr Mrs Miss Ms

Surname or family name

First given name

Other given names

3 If you have changed your name since you last dealt with the ATO, provide your previous family name.

4 What is your date of birth? Day / Month / Year

5 What is your home address in Australia?

Suburb/town/locality

State/territory Postcode

6 On what basis are you paid? (Select only one.)
Full-time employment Part-time employment Labour hire Superannuation or annuity income stream Casual employment

7 Are you an Australian resident for tax purposes? (Visit ato.gov.au/residency to check) Yes No

8 Do you want to claim the tax-free threshold from this payer?
Only claim the tax-free threshold from one payer at a time, unless your total income from all sources for the financial year will be less than the tax-free threshold.
Yes No Answer no here and at question 10 if you are a foreign resident, except if you are a foreign resident in receipt of an Australian Government pension or allowance.

9 Do you want to claim the seniors and pensioners tax offset by reducing the amount withheld from payments made to you?
Yes Complete a *Withholding declaration* (NAT 3093), but only if you are claiming the tax-free threshold from this payer. If you have more than one payer, see page 3 of the instructions. No

10 Do you want to claim a zone, overseas forces or invalid and invalid carer tax offset by reducing the amount withheld from payments made to you?
Yes Complete a *Withholding declaration* (NAT 3093). No

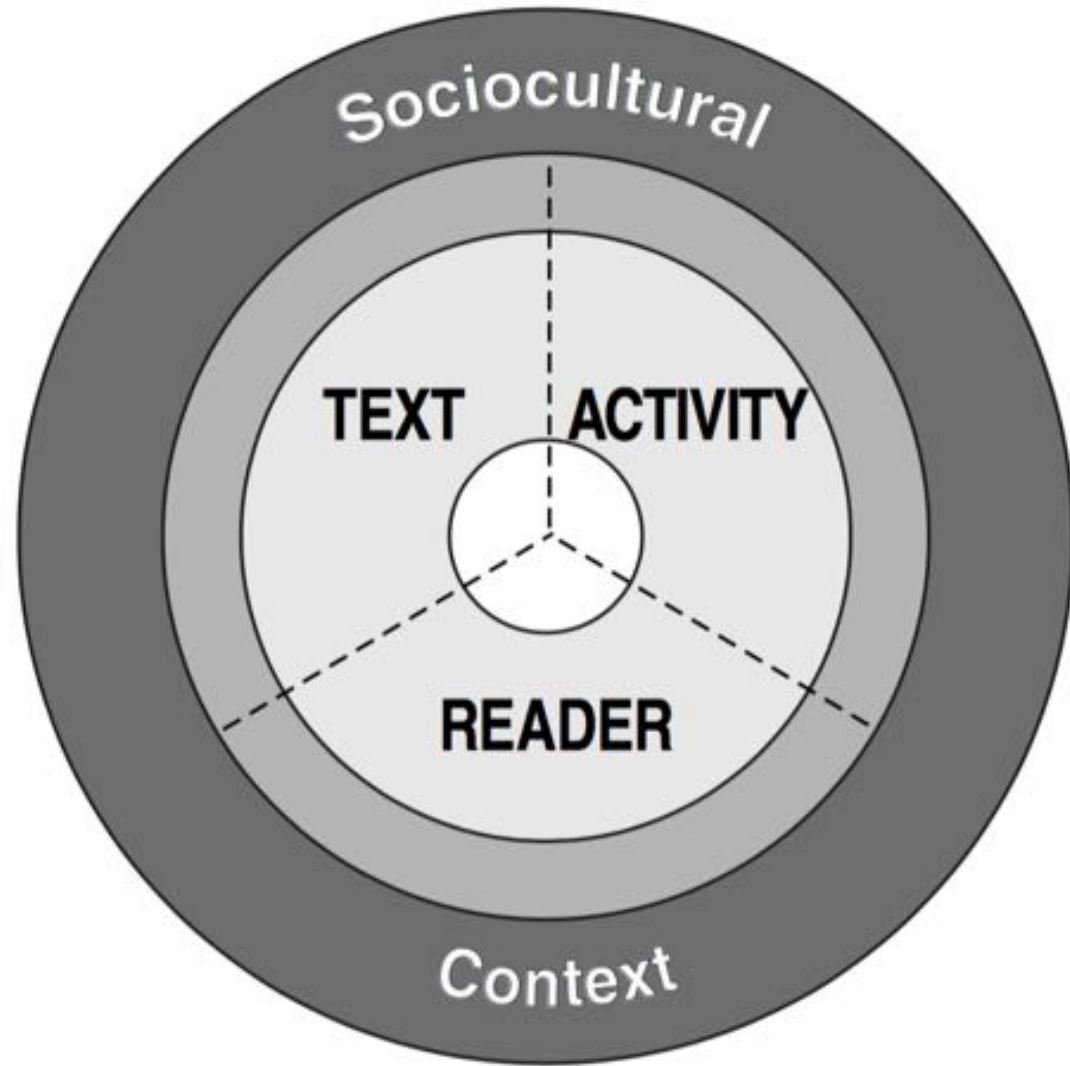
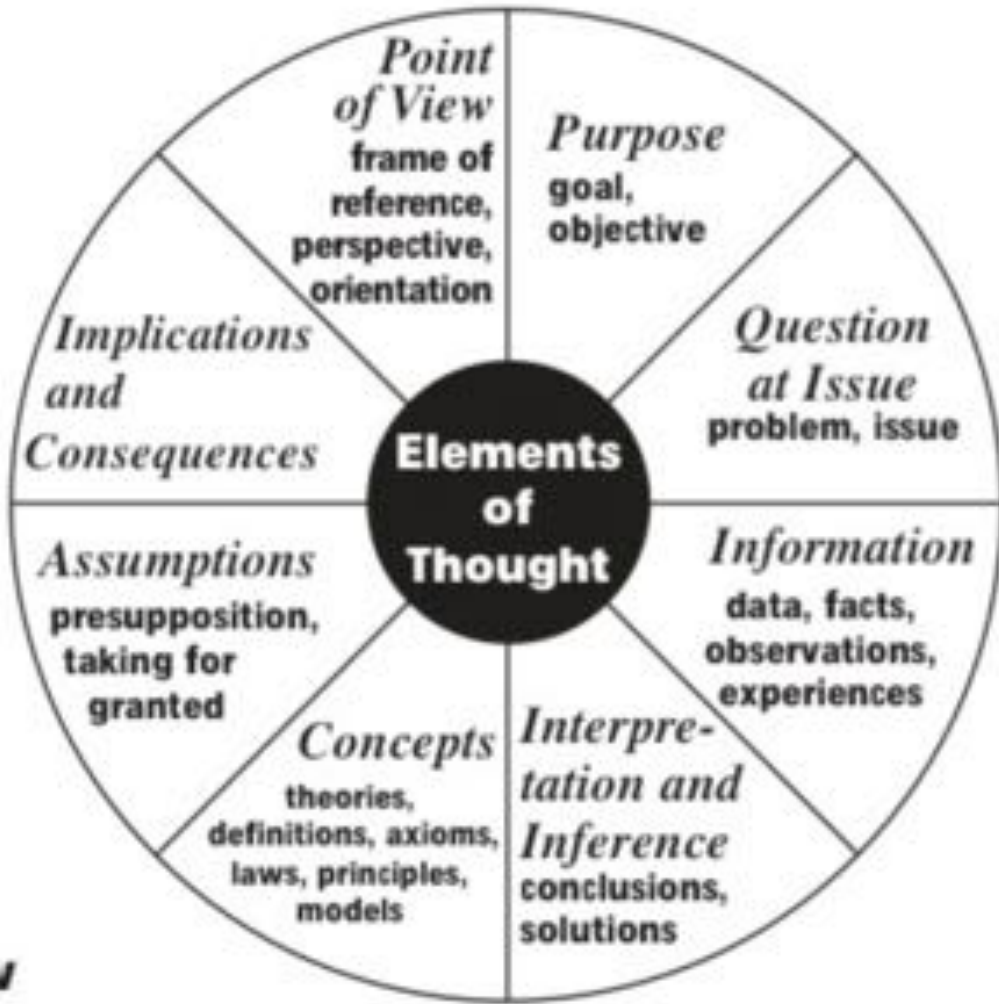
11 (a) Do you have a Higher Education Loan Program (HELP), Student Start-up Loan (SSL) or Trade Support Loan (TSL) debt?
Yes Your payer will withhold additional amounts to cover any compulsory repayment that may be raised on your notice of assessment. No
(b) Do you have a Financial Supplement debt?
Yes Your payer will withhold additional amounts to cover any compulsory repayment that may be raised on your notice of assessment. No

DECLARATION by payee: I declare that the information I have given is true and correct.

Signature Date Day / Month / Year

Post-School
(interacting with
real world text)





Paul, R. & Elder, L. (2005) A guide for educators to critical thinking competency standards. The Foundation for Critical Thinking. www.criticalthinking.org.

RAND Reading Study Group (2002). Reading for understanding: toward an R&D program in reading comprehension. Santa Monica, CA: RAND Reading Education.



WRITING Samples



Chall's Stages of Reading Development - Relationship between Language and Literacy

0 - 6yrs

STAGE 0: By age 6, children can understand thousands of words they hear but can read/write few if any of them.

6 - 7yrs

At the end of STAGE 1, most children can understand up to 4000 or more words when heard but can read/write about 600.

7 - 9yrs

At the end of STAGE 2, about 3000 words can be read, written and understood and about 9000 are known when heard. NB: children's written language may be up to 3 years behind oral language.

9 - 13yrs

At beginning of STAGE 3, listening comprehension of the same material is still more effective than comprehension and composition. By the end of Stage 3, literacy and listening are about equal for those who read very well.

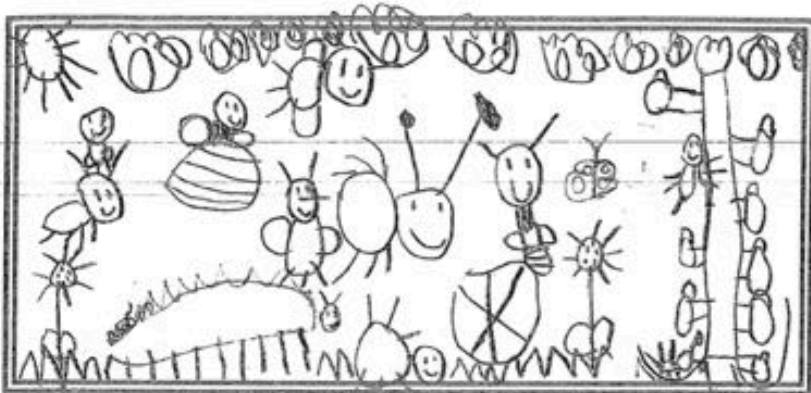


Written Samples

GRADE 2

GRADE
K

BUGS ARE EVERYWHERE



SOME BUGS FLY.
 SOME BUGS STING.
 SOME ARE BIG.
 SOME ARE TINY.
 SOME CRAWL.
 SOME JUMP.
 SOME HAVE SHELLS.

Name _____

Date _____

Learning words
 Ripeness means that
 something is ready
 to be picked and eat.

Apple Picking

You reach up as far as you can
 and gently pull down a red-riper
 apple from a big tree. You gently put
 the apple into your basket that has
 big ripe and juicy apples in it already.
 You can already taste the juicy
 apple that you are going to eat
 so soon!



More Written Samples

GRADE 7-8

GRADE 5-6

There's a Boy in the Girl's Bathroom by Louis Sachar



Boy - around 11 or 12 years old
Big for his age
Disrespectful to his peers
Oldest and toughest looking in class
Bowl Haircut - "Chili Bowl"
Likes to scare people away instead of being rejected
Shows he is vulnerable with his stuffed animals
Has a mother, father and sister - still lonely
Has trouble in school - does not do his homework or try
A new kid at school, Jeff becomes his friend.
A new teacher, Carla, believes in him.

The Great Gilly Hopkins by Katherine Paterson



Girl - 11 years old
Disrespectful to Adults + peers
Unkept - gum in hair
straw colored hair
Likes to scare people away instead of being rejected
Shows she is vulnerable about her mother and hiding the postcard.
Is a foster kid, shuffled around placed with foster mom and brother.
Is very intelligent - works hard and does well only when she wants to
At school, Gilly is new and Agnes wanted to be her friend
A teacher, Miss Harris believes in Gilly, as well as Trotter.

"Scathatch" (I was named after the Celtic goddess) called a man's voice I did not recognize. It was light and not scary like the others in Krig, and it was calling my name. My long orange hair draped over my face, and I couldn't get a clear picture of this man, all I knew was he wasn't from here and if he was it was a boy about ten or so because all the boys 17(my age) or older were at war (no man's voice was that light in Krig either). With the town square noise and I continued to dance and sing. There was the only faintest whisper I could hear of my name being called, "Scathatch." I was a gypsy, for me to stop meant less money for dinner. A hand suddenly grabbed my arm, it was cold. It only let me drop my hand for one second to get my hat full of coins, and my bag that contained my sword and bow and arrows. Why couldn't I move? I was stuck in the crowd with this man who might kill me.

I finally spoke "Who are you?" no answer I wasn't surprised I could barely hear myself think in this square. "WHO ARE YOU?" I screeched with fear and sadness looking for help. I tried to break free but couldn't the grip was too firm. He pulled me into an abandoned bar, and then I finally broke free I was about to run when I realized that it would do no good he would catch me in these crowds. "Who are you?" I asked for the third time shaking on the cold floor.

"I can't tell you that here but you need to come with me" The mystery man said as he led out his hand to me. I couldn't stand secrets anymore I was sick of them they were my life but I had no one to tell them to. So I grabbed my sword from my bag and put it to his throat.

"Tell me who you are now. I'm sick of Krig and its secrets, and all their war. Tell me or you won't be able to say another word!" I yelled with pain and sweat rolling down my face. My heart wasn't going to let me kill this man but he didn't know that. "Answer me." He was about to speak when "Boom!" a man with a scar on his left cheek came crashing down in to the old tattered bar from the ceiling. I spun around quickly realizing that I recognized this man I didn't know where from though. I tried to pull my sword up but that firm grip took my hand again he didn't know what I was capable of he made me restrain myself. "Let go" I whispered "You have no idea what I can do to him if he tries to hurt us." I commanded trying to squirm out of his grip I hate, being held back.

"She's right boy. Let her go let's see what she can make of me, probably cut me in to a million little pieces. I know her ability to slash with a sword better than most. You see this scar right here? Lost my dignity to this scar. Slashed by a seven year old brat I'm here to get my dignity back!" the mystery man pulled me behind him and slashed the man on his right cheek.



Mode Continuum

Any message has a:

field (content) + **mode (form)** + tenor (tone/audience)

Most spoken-like

Most written-like

“Hornworms sure vary a lot in how big they grow”

“Hornworm growth exhibits signification variation.”

We put them in there for a while. They popped up, and were ready.

We put the pieces of bread in the toaster and waited. The bread popped up, and the toast was ready.

In the morning, we were making toast for breakfast. We put the pieces of bread in the toaster, pushed down the lever and waited. When the toast was ready, the bread popped up.

Toast is a popular breakfast food, thereby making a toaster an essential household appliance. To make toast, place two pieces of bread in the toaster, push down the lever and wait. When ready, the toast will automatically “pop up”. Be careful. The pieces of toast will be hot/

Spoken language benefits from additional context (pointing, shared experiences)



We must focus on diversity in writing

Suggestions/Examples of Forms of Writing

Formal academic essay	Song
Journal	Eulogy
Editorial	Dialogue
Letter to	Sermon
Politician	Report
Friend	Biographical sketch
Person in authority	Thumbnail sketch of famous people,
Parent	places or historical events
Short story	Personal reaction
Poem	Persuasive essay
Narrative	Letter to imaginary person
Imagist	Request
Ode	Application
Free verse	Resume
Sonnet	Children's book
Haiku	Telegram
Informal essay	Commentary
Exploratory essay	Response/retort
Epitaph	Fact sheet
News story	Case study
Letter to the editor	Scientific report
Diary	Demonstration
Radio play	Poster display and annotation
Review	Lab report
Interview	"You are there" - historical scene
Thank you note	Science notebook
Memo	Math story problem/solution
Announcement	Proposal
Op ed piece	Directions - "how to"
Monologue	Survival manual
Anecdote	Dictionary/lexicon
Free write	Technical report
Research paper	Tutor options
Novel	Written debates
Play (Storyboard)	Booklet
Docudrama	Informational monograph
Script for chamber theater	Notes for improvisation
TV script	Puzzles
Advertisement	Predictions/prophesy
Public relations release	Collages, montages, mobiles using
Press release	written language
Summary	Detective story
Learning log	Fairy tale
Canoe	Fantasy tale
Photograph	Science fiction story

Audiences for Student Writing

Displays
Hallways
Offices
School central office
Public libraries
Hospital, doctor, or dentist waiting areas
Store windows

Reading Written Work Aloud

In classroom to peers
To other school personnel
To older or younger students
Over public address system
Into tape recorder
To family
To interested community groups

Letters, Messages, Notes

To other students
To teachers
To administration
To school board members
To family
To authors
To sports figures
To political figures
To consumer advocates
To news editors and columnists
To business people
To radio or TV stations
To prospective employers
To media figures
To fictional characters
To civic groups
In yearbooks

Handmade Books

For classrooms
For personal gifts
For instructional media centers
For nursing homes, waiting rooms, offices

Student Publications

School newspapers
Yearbooks
Library magazines
Classroom anthologies

Other Publications

Company bulletin boards
Programs for computers
Printouts
Advertisements
Commercial magazines
Teen magazines
Trade magazines
Scripts for film, video, radio
Informational brochures or flyers
Manuals explaining directions, procedures, and rules
Newspapers
Children's periodicals
Church publications
Electronic mail

Contents

Locally sponsored
Magazines
State and national

Young Authors Conferences

Classroom
Grade level
Multischool
Districtwide



NOTES



ALL-STAGES-CHECKLIST

STAGE 0 - pre-reading - typically between 0 - 6 yrs old

Key Characteristics:

- **Oral Language** Focus on oral language development through diverse play and purposeful activity with a key focus on vocabulary, grammar and pragmatics;
- **Read Alouds** Engagement with shared, dialogic reading that builds toward rich retelling and discussion;
- **Alphabet Principle** Playing with letters and numbers ...
- **Phonological Awareness** Along with language awareness, including phonological and phonemic awareness;
- **Writing** Involvement in emergent writing activities including shared, intentional, interactive drawing/writing with parents to understand the purpose of texts in our lives;
- **Sight Words** An initial focus on regular sight vocabulary though this does not need to be a large corpus of words;
- **Health & Well-Being** Focus on strong health and nutritional outcomes, including ear, nose and throat health;
- **Learning Traits** Fostering the habits of a good learners with a curious heart, a keen eye for interests and routines to enhance knowledge and skills.

Typical Book(s):

- One Woolly Wombat
- Eric Carle's ABC Book
- Going on a Bear Hunt
- Engaging visual information texts on various topics (e.g. animals, machines, planets, etc)
- Nursery rhymes and rhyming texts for choral reading (e.g. Blossom Possum and Each Peach Pear Plum)

Written Samples:

- Emergent Writing Letter (e.g. to Grandma)
- Emergent Writing Birthday Party Card or Invitation
- Emergent Writing Recipe
- Emergent Writing Storyboard/Drawing Narrative (with oral story dictated to adult)

How Do I Know A Learner is Moving Out of Stage 0 and into Stage 1?



- The most telling sign is this ... the learner understands the alphabetic principle, appreciates concept of word, demonstrates consolidated print awareness, and is prepared to start reading connected text. The learner has developed significant Tier 1 vocabulary, and is able to converse about books and common experiences. This includes the ability to retell/recount, identify "story grammar", visualise and interpret.

Closing Statement

- A lot of the "ground work" for literacy learnings occurs in Stage 0, including oral language development, phonemic awareness, alphabetic knowledge, book awareness/reading, joint/emergent writing, learning techniques (e.g. meta cognition) and background knowledge on familiar topics (e.g. animals and animal habitats). Even though Stage 0 may include some systematic learning of literacy essentials, it is really in the next stage (Stage 1) that learners progressively build more complex decoding, spelling and initial fluency skills.

Please Note:

- English Language Learners (ELLs) may be placed in a challenging position in relation to developing school-based literacy in English. Whilst their English speaking peers enter the school classroom with substantial experience with oral English language, ELLs may be learning English for the first time at school. Whilst research suggests that ELLs can "catch up" to English-speaking peers in relation to code-based skills, they - on average - fail to close the gap in language/meaning based skills. Rumberger and Gander (2004) suggest that a number of factors contribute to this fact, including limited access to appropriately trained teachers, curriculum content, instructional time and more.

Rumberger, R., & Gándara, P. (2004). Seeking equity in the education of California's English learners. *The Teachers College Record*, 106(10), 2032-2056.

STAGE 1 - initial reading & decoding - typically between 6 to 7 yrs old

Key Characteristics:

- **Phonological Awareness** Learners should be extending/consolidating phonemic awareness skills (see *Phonemic Awareness milestones for more*

information)

- **Alphabet Principle** Learners should know all their letters and have a strong handle of basic consonant letter-sound correspondence;
- **Decoding & Spelling** Learners should be able to decode CVC words that use the short vowel form. This includes consonant blend CVC words (e.g. "fresh", "much", "pass") ...
- **Sight Words** Meanwhile, learners are developing high frequency sight words (see Dolche & Fry) in meaningful context;
- **Print Awareness** Learners should have well-establish print awareness and can track print, respond to print-based questions and develop an understanding of punctuation;
- **Sentences** Learners should be developing their ability to draft rich, juicy sentences with the help of appropriate scaffolding (e.g. visual scaffolds);
- **Comprehension** Learners should engage in rich conversations around books and be able to engage in discussion around the various components of story grammar and textual conventions;
- **Fluency** Learners are gradually developing the skills to read basic, decodable texts accurately and fluently;
- **Knowledge/Learning** Learners should be developing a diverse array of knowledge/experiences ...
- **Writing** And be provided with ways to explore knowledge through assisted composition/writing.
- **Knowledge, Motivation & Self-Concept** Young children should have an intrinsic curiosity about their immediate world and a desire to explore and investigate things around them
- Learners should be motivated to read, write, explore topics and acquire vocabulary and identifies themselves as readers, writers and learners.

Typical Book(s):

- Rich, vivid read aloud;
- Engaging visual information texts on various topics (e.g. animals, machines, planets, etc);
- Nursery rhymes and rhyming texts for choral reading (e.g. Blossom Possum and Each Peach Pear Plum);
- Basal Readers & Decodable Texts from sources like TextProject or OxfordOWL; and
- Self-Generated Text using the Language Experience Approach

Written Samples:



- Emergent to Guided to Independent production of the following texts (with visual aids): narratives, information texts, functional text (e.g. recipes), and correspondence texts (e.g. letters, cards).

How Do I Know A Learner is Moving Out of Stage 1 and into Stage 2?

- The child is reading decodable texts. The child can read and spell single consonants and consonant blends. The child is well on his or her way to developing letter-sound correspondence. That said, navigating within-word vowel combinations is the next challenge. Stage 1 is a quite short stage, and it represents the learners' stuttering steps into the world of independent reading and writing.

Closing Statement

- Stage 1 ramps up the learners knowledge of the alphabetic principle with a sustained effort to read CVC words that represent a wide range of word families. Stage 1 learners are reading connected texts, and it is important to provide learners with opportunities to gradually increase the complexity of these early readers (e.g. see TextProject texts). Even though there is an emphasis upon early decoding and fluency skills, it is vital that learners are exploring topics, are engaged in vivid comprehension experiences and are drafting (imaginative) texts

Please Note

- English Language Learners may be “keeping up” English speaking peers in relations to code-based skills/practice; however, English Language Learners require continuous reading, writing and language development in English and mother tongue in order to keep apace and close the gap on meaning-based practices.

STAGE 2 - confirmation and fluency - typically occurs between 7 to 9 yrs old

Opening Statement

- In this stage, there is a great push/expectation that learners will consolidate their constrained skills - such as phonemic awareness, decoding/spelling,

fluency and the mechanics of composition - whilst developing the routines of reading and composing widely.

Key Characteristics:

- **Orthography & Spelling** Learners are developing their knowledge of within-word spelling patterns, including complex vowel patterns ...
- Learners should be moving away from “spelling it like it sounds” and adopting “spelling it by pattern”, even though invented spelling continues to be encouraged;
- **Comprehension & Fluency** Learners should be reading for a range of purposes using a variety of comprehension strategies ...
- And benefit from diverse practice in texts sourced from reputable, appropriate sources - for example - TextProject's For Your Information collection;
- **Vocabulary** Learners are developing a rich vocabulary through direct and incidental instruction ...
- And are being trained in ways to develop vocabulary in text through wider reading and (independent) exploration;
- **Sustained Reading** By the end of Stage 2, learners should be exploring chapter books and be encouraged to read independently in sustained silent reading;
- **Writers** Learners should continue in their apprenticeship as writers and be encouraged to respond (voice opinion, identify main ideas) on age-appropriate topics/books.
- **Self-Concept** Learners are developing interests, and are reading independently and writing purposefully. Whilst it may be too early, these learners will soon start to form perception of who is a reader, who is a writer, who is smart and who struggles.

Typical Book(s):

- vivid picture books with intriguing narratives (and more print per page);
- early chapter books (often supported with limited illustrations);
- illustrated information books and reference materials;
- Information texts from the TextProject

Written Sample:

- Students are being apprenticed into a range of text types in order to introduce them to textual conventions and purposes. These text types include reports, narratives, poetry, opinion articles and collaborative functional texts (e.g. a class cookbook or garden guide)



*How Do I Know A Learner is Moving Out of Stage 2 and into Stage 3a?**

- It is quite apparent when the learner has started to reader chapter books out loud and silently. The learner should have strategic knowledge of how to spell words, and the learner should be writing a range of familiar texts (e.g. letters, book reviews, information reports, narratives, recipes, etc). As a learner consolidates Stage 2 skills, it is important to provide plenty to read, write and explore. Plenty of scaffolding is to be provided so learners can discuss and learn.

Closing Statement

- It is a cliché ... but a true cliché ... Students will transition between “learning to read” to “reading to learn” when they cross the threshold of Stage 2 into Stage 3a.

Please Note : It is also a sensitive period for English Language Learners, since a renewed gap can develop when the attention shifts from code-based skills to meaning-making skills (inclusive of wide vocabulary knowledge). Whilst English speakers are consolidating skills at school and extending language & reading practices at home, English language learners are often reliant upon school for diverse helpings in both skills.

STAGE 3a - reading/writing for learning the new - typically between 9 - 12 yrs old

Opening Statement

Even though Stage 3a represent the transition from “learning to read” to “reading to learn”, the stage still occurs - by and large - in the primary school years where it is easier to have designated “literacy” blocks. If a learner continues to encounter significant literacy issues into Stage 3b, problems arise. By that time, most learners are in middle school or high school environments where instruction is divided into specialist/disciplinary classes. This is great for the development of disciplinary literacies, but can restrict time spent on core literacy skills.

Key Characteristics:

- **Orthography & Morphology** Phonics instruction - for want of a better time - is melding with vocabulary instruction as learners explore morphology (e.g. prefixes, suffixes and roots) ...
- “Spell it by patterns” will give way to “spell it by rule”, particularly in relation to inflectional endings;
- **Reading/Writing to Learn** Learners are engaged in projects which require that they read, take notes, and discuss ...
- And these project require learners to draft/represent materials using a variety of tools, including diagrams, tables, etc;
- **Comprehension Strategies** Reading comprehension includes the gambit of strategies to make sense of text (e.g. summarising, identifying main idea, identifying cause-and-effect, using text structure, visualising, etc) ...
- **Fluency** And teachers may take advantage of partner reading, radio reading and tape-assisted reading to support fluency;
- **Background Knowledge/Concepts** Learners are developing a wide array of prior knowledge, conceptual understanding and emerging interests, which learners will require in the coming years. As learners progress academically, they will be expected children to work in a more systematic way in order to master domains of learning;
- **Interest/Expertise** It is healthy that learners are developing passions, expertise and interests which will contribute to their development as a sense of self.

Typical Books/Texts:

- This will be the last comment on typical books/texts. Why? The source of texts become quite diverse as of Stage 3b. By Stage 3b, learners are asked to engage with fiction, nonfiction, film, multimedia, newspapers, magazines, and more. The *controlled* texts, which dominated Stage 0, 1 & (to a lesser extent) 2, will give way to authentic, complex texts in Stage 3b and beyond. Therefore, Stage 3a represents a bit of a hybrid of both controlled and authentic texts. For instance, Stage 3a readers are a primary market for outlets like *Time for Kids*, *Newsela*, illustrated classics and more.

Written Sample:

- This will be the last comment on written samples. By the end of Stage 3a, learners have experienced writing in a variety of text types and for a variety of audiences. Learners have had experience with the “Writing Cycle” and have had to complete projects which have required that they take notes from a range of sources to compose descriptive, explanatory and argumentative texts. As of



Stage 3b, learners are required to synthesise more complex topics and materials; however, many of the general procedural principles are the same. What learners need is practice, and lots of it.

*How Do I Know A Learner is Moving Out of Stage 3a and into Stage 3b?**

- You are confident that learners can read and comprehend a range of texts. You are confident learners can interpret texts and extract information from texts when suitable scaffolding is provided. Learners should be able to engage in projects that require that they represent information in a range of written, visual and multimedia forms. Whilst learners at this stage still need support when discussing a text, they should be able to read appropriate texts fluently. Learners should be exploring a range of words in context through word-solving techniques.

STAGE 3b & 4 - synthesising, critiquing and analysing perspectives - 12 - 18 yrs old

*Opening Statement**

- As mentioned in Stage 3a, most literacy learners enter a distinctly new world of learning in Stage 3b. By Stage 3b, most learners are in middle school or high school environments where instruction is divided into specialist/disciplinary classes. Learners are asked to *read between the lines* and so there is an expectation that they can well and truly *read the lines*.

Key Characteristics:

- **Constrained Skills** Not much attention is paid to constrained skills: fluency, spelling, decoding or phonological and phonemic awareness, even though some learners will still require additional practice;
- In relation to spelling, learners are coordinating multiple strategies to spell and decode words, including their wide experience/knowledge of words;
- **Vocabulary** Any vocabulary instruction is couched in the teaching of disciplinary vocabulary or as incidental or vocabulary encountered in the humanities (e.g. English, history or the arts);
- **Content-Area Literacy** Students are learning how to read and interpret information in various disciplines (or communities of practices or knowledge

communities) ...

- Learning to write is focused on disciplinary forms for disciplinary purposes;
- **Deep Knowledge** It is important that learners are developing expertise and are allowed to discuss issues of significance to them and their lives (often prompted by texts, such as fiction, news media and more).
- **Guided Learning** Teachers need to initiate learners into the types of questions that need to be pursued. This should involve carefully scaffolding how learners should collect, process, synthesise and critique information.

*How Do I Know A Learner is Progressing Beyond Stages 3b & 4?**

You are no longer concerned about their literacy abilities in general. You hope learners are able to use morphological knowledge to define new, technical vocabulary, though this is not essential for all learners. The big key is this ... Fully competent individual are highly conscious of purpose, context and disciplinary expectations. They are skilled communicators and critical readers/thinkers. They have practised methods of planning, researching, collaborating and composing.

Please Note: There is no reason why all learners shouldn't have an equal opportunity to develop the literacy skills necessary to meet key ends. Disciplines can sometimes be gate keepers.

Adult Learners - finding the time, space and rationale to recommit to literacy later in life

*Opening Statement**

"Becoming literate later in life involves questioning what is held to be true about literacy and, through participating in new ways in reading and writing events, constructing new meanings for literacy, transforming it from a distant communicative practice performed by others to a collection of practices that may be resorted to in order to fulfil reading and writing needs." (Salman, 2004, p. 258)

Tackling serious literacy and numeracy weaknesses among adults is challenging because there is no 'one-size-fits-all' solution. Solutions must address the specific learning needs of each adult learner. The provision of targeted interventions require tailor-made participation incentives and programme designs, and a well-trained teaching workforce.



Key Characteristics:

- **Time** Adequate time needs to be made available for learning to occur ...
- **Space** Adequate space needs to be made available with suitable comfort and access to required resources ...
- **Trust** Adequate relationships need to be formed;
- **Consistency & Commitment** Life gets in the way. It is important that learners remain committed, learning & developing ...
- And program coordinators design programs that can help secure participation and consistency;
- **Diversity of Options** Many different learning environments can be used as the vehicles around which literacy is developed, whether literacy instruction is regular, direct instruction from a skilled teacher or tutor ... or it is embedded in a more community-oriented activity (e.g. a writer's group or around family literacy) with a skilled, knowledgeable facilitator ...
- **Informed Teaching/Facilitation** Even though anchors can be diverse, the best learning occurs when there is access to well-trained teachers/facilitators ...
- **Instruction is Multifaceted** And the instruction is comprehensive and multifaceted (e.g. builds constrained skills, provides reading/writing opportunities, and reaches out to authentic/purposeful literacy skills);
- **Real Outcomes** And learners become skilled, practiced, knowledgeable and capable ...
- **Diagnostic Teaching Cycle** And principles of assessment and targeted instruction/facilitation still apply.

Teaching & learning is governed by principles of adult learning:

- Adults are internally motivated and self-directed
- Adults bring life experiences and knowledge to learning experiences
- Adults are goal oriented
- Adults are relevancy oriented
- Adults are practical
- Adult learners like to be respected

Programs must:

- motivate adults to take part,
- convey basic skills effectively,
- encourage adults to persist in the programme; and
- the basic skills acquired need to be sustained through use, and put to good use in good jobs.

First goal lies in changing the literacy and numeracy practices of programme participants, which will lead over five to six years to greater proficiency. There is no reason why all learners shouldn't have an equal opportunity to develop the literacy necessary to meet key ends.



ADDITIONAL DIAGRAMS



PRODUCING SAFE, INCLUSIVE LANGUAGE-
AND LITERACY-RICH ENVIRONMENTS

... WITH CLEAR GOALS AND TARGETED
ASSESSMENT AND TEACHING

... THAT FOSTERS PHONOLOGICAL &
PHONEMIC AWARENESS
AS WELL AS ARTICULATION

... WITH CONSCIOUSLY MODELLED
LANGUAGE PRACTICE
& EXTENSION

... WITH A CLOSER EXAMINATION OF
LANGUAGE & LITERACY
OCCURRING

... AND CRITICAL AND
PRACTICAL
COMPREHENSION

... BUILDS
VOCABULARY

... FOR REVIEWING,
REVISING & EXTENDING
KNOWLEDGE

... WITH COMPOSING
AND RESPONDING
BUILT IN

... AND FLUENCY

... ESTABLISHES CONCEPT OF WORD,
LETTER/SOUND CORRESPONDENCE
AND WORD RECOGNITION

... WHERE READING, WRITING
AND REPRESENTING
TAKES PLACE

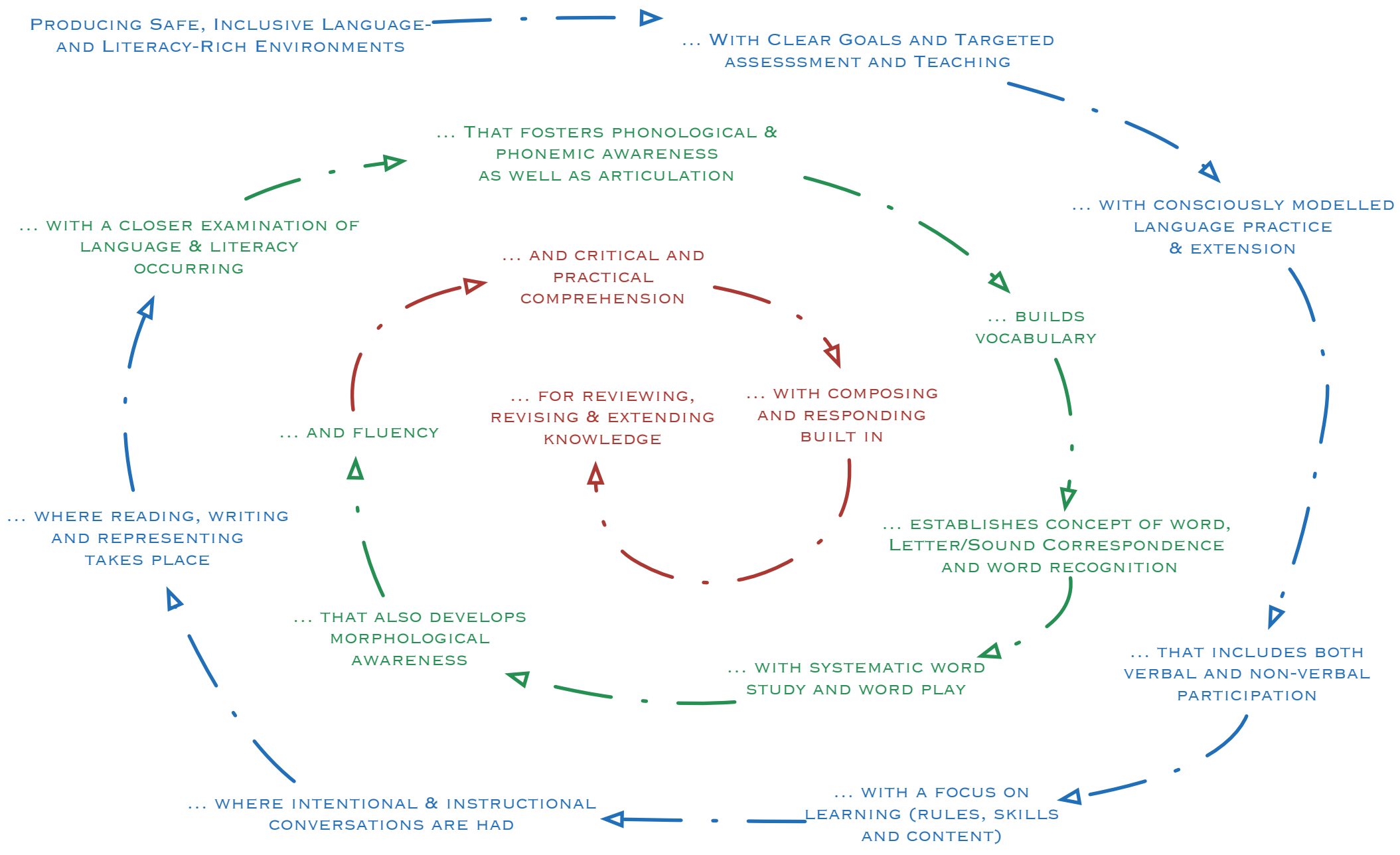
... THAT ALSO DEVELOPS
MORPHOLOGICAL
AWARENESS

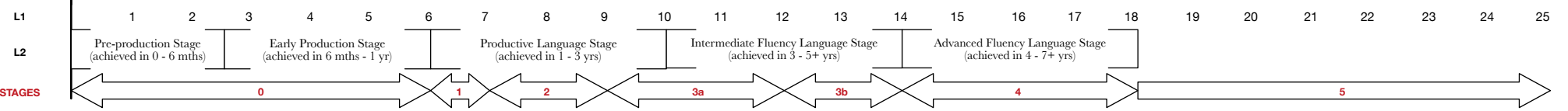
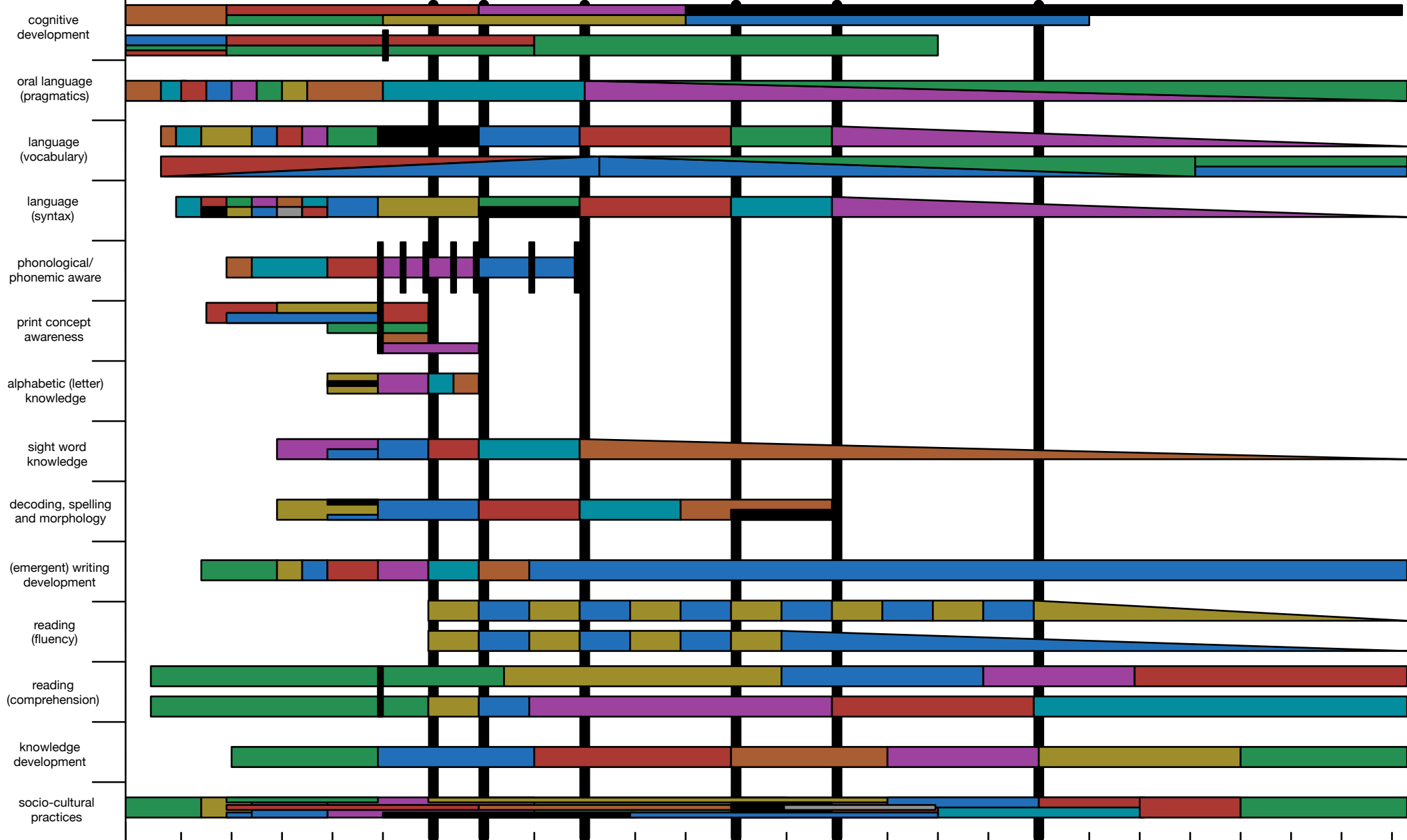
... WITH SYSTEMATIC WORD
STUDY AND WORD PLAY

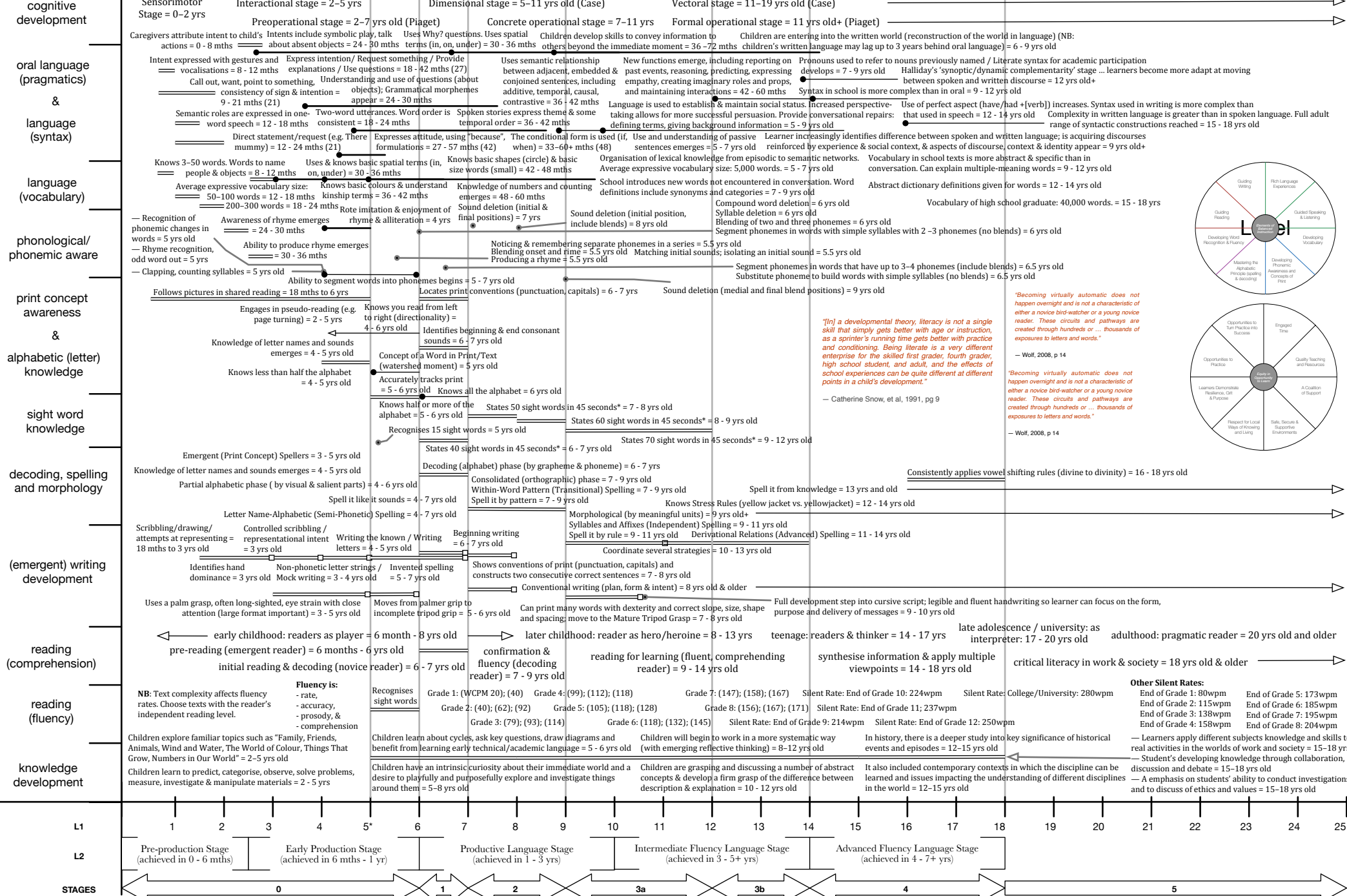
... THAT INCLUDES BOTH
VERBAL AND NON-VERBAL
PARTICIPATION

... WHERE INTENTIONAL & INSTRUCTIONAL
CONVERSATIONS ARE HAD

... WITH A FOCUS ON
LEARNING (RULES, SKILLS
AND CONTENT)







cognitive development

oral language (pragmatics)

language (syntax)

language (vocabulary)

phonological/phonemic aware

print concept awareness

alphabetic (letter) knowledge

sight word knowledge

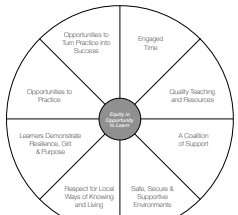
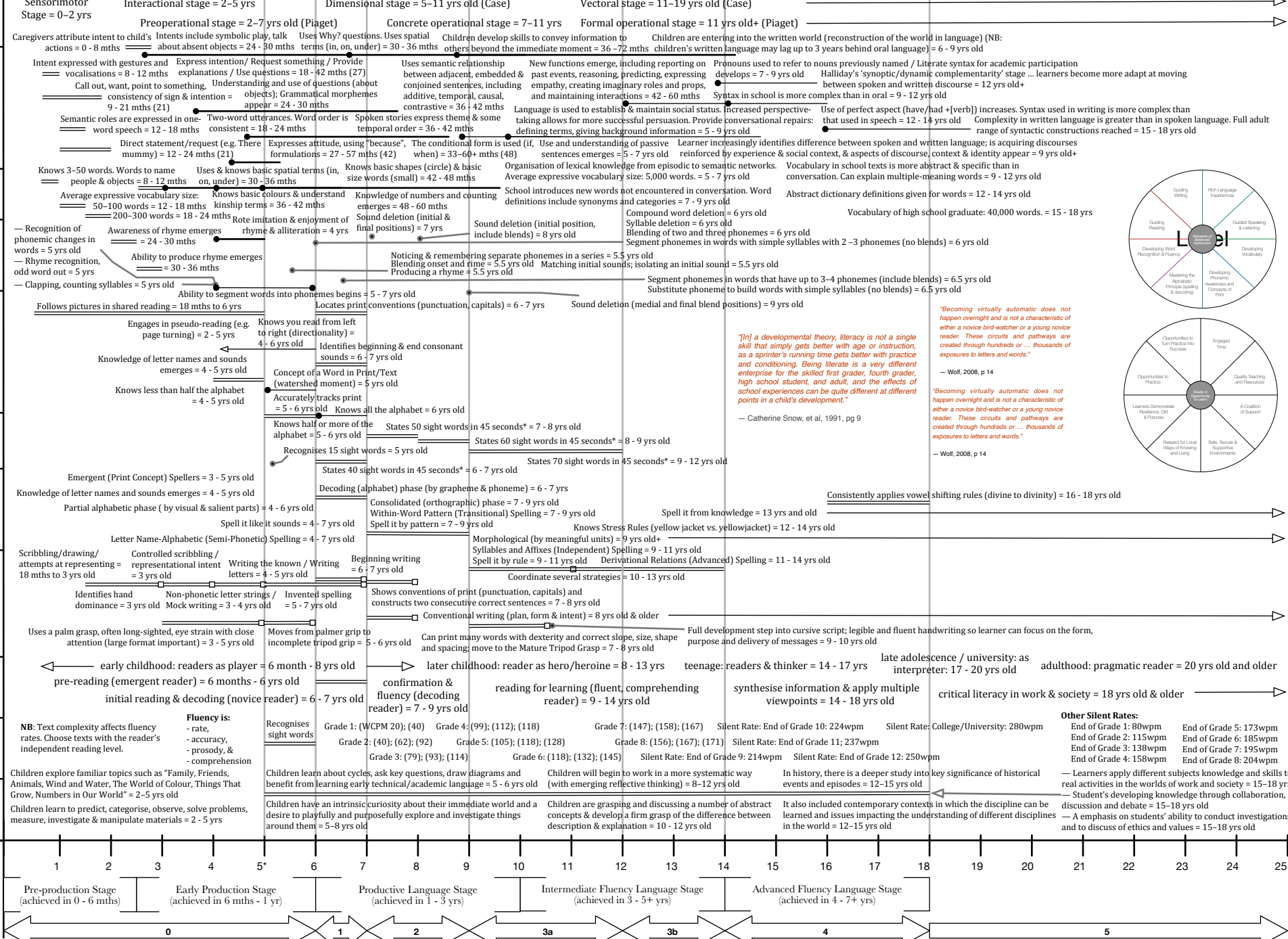
decoding, spelling and morphology

(emergent) writing development

reading (comprehension)

reading (fluency)

knowledge development



"[In] a developmental theory, literacy is not a single skill that simply gets better with age or instruction, as a sprinter's running time gets better with practice and conditioning. Being literate is a very different enterprise for the skilled first grader, fourth grader, high school student, and adult, and the effects of school experiences can be quite different at different points in a child's development."

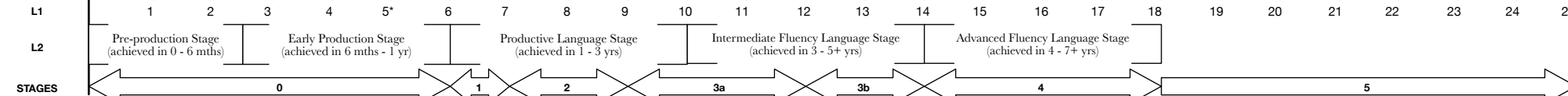
— Catherine Snow, et al, 1991, pg 9

"Becoming virtually automatic does not happen overnight and is not a characteristic of either a novice bird-watcher or a young novice reader. These circuits and pathways are created through hundreds or ... thousands of exposures to letters and words."

— Wolf, 2008, p 14

"Becoming virtually automatic does not happen overnight and is not a characteristic of either a novice bird-watcher or a young novice reader. These circuits and pathways are created through hundreds or ... thousands of exposures to letters and words."

— Wolf, 2008, p 14



Reading Guidelines as set out in *The ESL Scales, The EAL/D Language Learners Progression, The NSW Literacy Continuum, etc*

Levelled Readers & Informal Reading Inventories (such as the *Qualitative Reading Inventory V*) for fluency & comprehension

Strategic Reading Interviews / Surveys

South Australian Spelling Test & Qualitative Spelling Inventory

Test of Word Reading Efficiency (TOWRE) + Fry's List & Dolche List

Informal Phonics Inventory, Z-Test, Informal Decoding Inventory & Specific Phonics Assessment

School Entry Alphabetic and Phonological Awareness Readiness Test

An Observation Survey of Early Literacy Achievemnt

Writing Sample & Writing Guidelines in *The ESL Scales, The EAL/D Language Learners Progression, The NSW Literacy Continuum, etc*

Handwriting Assessment (e.g. from *Oxford OWL*)



Reading Proficiency

Generic Writing Proficiency

... **Oral Language** - As Defined by Developments in General Communication (e.g. Gestures) as well as Vocabulary, Grammar and Pragmatics ...

... **Vocabulary** - Learned throughout one's lifetime, vital for reading comprehension yet difficult to assess reliably ...

... **Knowledge** - Often Monitored Through Curriculum Measures Yet is Age/Stage Dependent ...

... **Motivation, Perspectives & Self-Concept** - Affecting Engagement & Practice; Often Moving from Situational Drive to Interest Driven Motivation ...

... **Cognitive & Socio-Emotional Development** - Monitored Through Various Forms of Assessment ...

... **Environmental & Instructional Factors** - Assessing a Learner's Opportunity to Learn By Assessing Issues of Quality ...

L1 AGE 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

L2 Pre-production Stage (achieved in 0 - 6 mths) Early Production Stage (achieved in 6 mths - 1 yr) Productive Language Stage (achieved in 1 - 3 yrs) Intermediate Fluency Language Stage (achieved in 3 - 5+ yrs) Advanced Fluency Language Stage (achieved in 5 - 7+ yrs)

STAGES 0 1 2 3a 3b 4 5

Slides Available for Download at:

<https://www.theliteracybug.com/s/Teaching-Routines-Stages.pdf>



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www.youtube.com/c/TheLiteracyBugNetwork

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