Additional Resources for Planning and Monitoring for Effective Literacy Teaching

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Related Presentations

An Overview of Literacy Development
https://youtu.be/zG0X6S6Ii44

Planning and Monitoring for Effective Instruction
https://youtu.be/GFtdTd1Bdqc

Teaching According to the Stages of Development
https://youtu.be/o9_cXQ-Q9c8

Objectives

To provide resources which can help one …

- plan, track and adapt teaching and learning;

- understand the stages of literacy development;

- know of the key developmental milestones in the varying components of literacy development;

- explore a general survey of the particular activities which help build the various component skills of literacy; and

- understand the ways in which literacy is a lifelong journey.

Contents

Slides/Resources Available for Download at:

http://bit.ly/2-Planning-Monitoring-Resources

Note (before we begin):

This presentation will NOT explore *what* to teach or *how* to teach in detail. Those topics/issues will be covered in other presentations. *This* presentation provides further resources related to *planning, monitoring and assessment.*
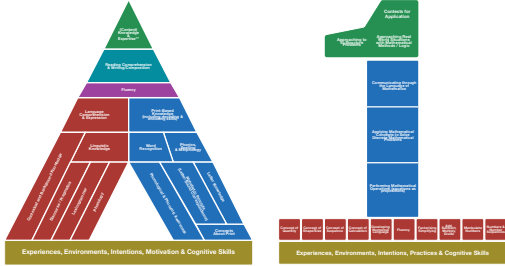
Please explore and enjoy!

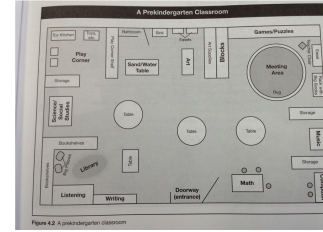# INTRODUCTION

Steps to Planning, Teaching and Monitoring

Step #1: Develop a Student Profile

Step #2: Set Appropriate Language, Literacy, Numeracy and Learning Goals

Step #3: Gather Together a Plan of Activities & Content

Step #5: Identify a Suitable Teaching Space, Time & Resources
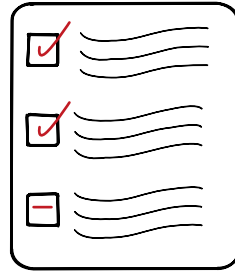
Step #6: Set an Appropriate Teaching & Learning Sequence (e.g. breaking down a task)
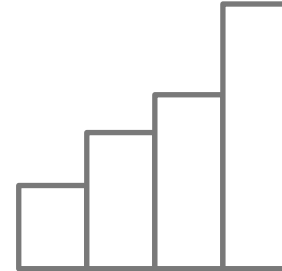
Step #6: Conduct Lessons (in a Lesson Cycle)

Step #7: Reflect on Teaching Practice Regularly/Routinely

Step #8: Monitor Progress Regularly and Adapt Teaching Accordingly

Step #9: Assess/Reflect Upon Development on a Periodic Basis

Step #10: Update Student Profile

The [student] as a novice is continually attempting to make sense of new situations and to acquire the skills necessary to function in those situations. The teacher's role is to help the [student] by arranging tasks and activities in such a way that they are easily accessible. Intersubjectivity, shared understanding based on common area of focus is seen by adherents of literacy engagement as a crucial prerequisite for successful communication between teacher and [student]

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.

Literacy Continuum

| Name: _____ Age: _____ |
| School: _____ Grade: _____ |
| Notes: |

Literacy Continuum

Print Concepts	☐	Speaking	☐
Phonemic Awareness	☐	Vocabulary	☐
Phonics	☐	Writing	☐
Reading/Fluency	☐	Comprehension	☐

Chall's Literacy Stage

◯

Fountas & Pinnell

◯

Progressive ELL Stages

Silent / Early Production / Productive /
Intermediate Fluency / Advanced Fluency

Words Their Way (Spelling)

Early / Middle / Late
Emergent / Alphabetic / Within Word
/ Suffix-Affix / Derivational

ESL Scales

| Reading & Responding | Oral Interaction | Writing |
| ☐ | ☐ | ☐ |

EAL/D Progression

K - 2	3-6	7 - 10	
Speaking	Listenng	Writing	Reading
☐	☐	☐	☐

Numeracy Continuum

Aspects

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Accomplished	**Currently Developing**	**Age/Grade Expectations**

Goals and Action Plan

MY GOALS FOR INDIVIDUALS/CLASSES ARE:

Teacher/Class/Student: _____   Dates/Term: from: to

☐ **Big picture goal or question being pursued in the learning:**

	Element	Goals	How?
☐	oral language (general)		
☐	vocabulary development		
☐	grammatical development		
☐	phonemic awareness		
☐	concepts of print (print awareness)		
☐	alphabetic knowledge		
☐	further letter-sound knowledge		
☐	blending of sounds/ letters		
☐	forming & recognising words		
☐	using & exploring words		
☐	sentence writing		
☐	text writing		
☐	reading practice & fluency		
☐	reading / viewing comprehension		
☐	writing, composing & representing		
☐	developing knowledge, questions & interests		
☐	speaking, listening collaborating & discussing		
☐	numeracy & mathematics		
☐	confidence, trust, initiative & risk taking		

How do we move learning along the path?

Informed by knowledge of developmental milestones.

Reach
**Curriculum/
Developmental
Outcomes**
in a given time frame

activities

activities

activities

ZONE of PROXIMAL DEVELOPMENT

*e.g.
developing …
oral language
phonological awareness
phonemic awareness
print awareness
phonics knowledge
rapid word recognition
vocabulary
fluency
comprehension
composition
curriculum knowledge
critical thinking
and more…*

Session Planning and/or Record Keeping

☐ <u>**Big picture goal or question being pursued in the learning:**</u>

Session #	Date	Description / Observations	Skill(s) / Task(s)
1			
2			
3			
4			
5			
6			

Session #	Date	Description / Observations	Skill(s) / Task(s)
7			
8			
9			
10			
11			
12			

☐ <u>**Summary of achievements and next steps:**</u>

Establishing Joint Attention

Building Shared Learning Intention

TEACHING & LEARNING CYCLE

Reviewing

Modelling

Guiding

Facilitating

Gradual Release of Responsibility
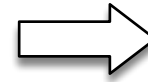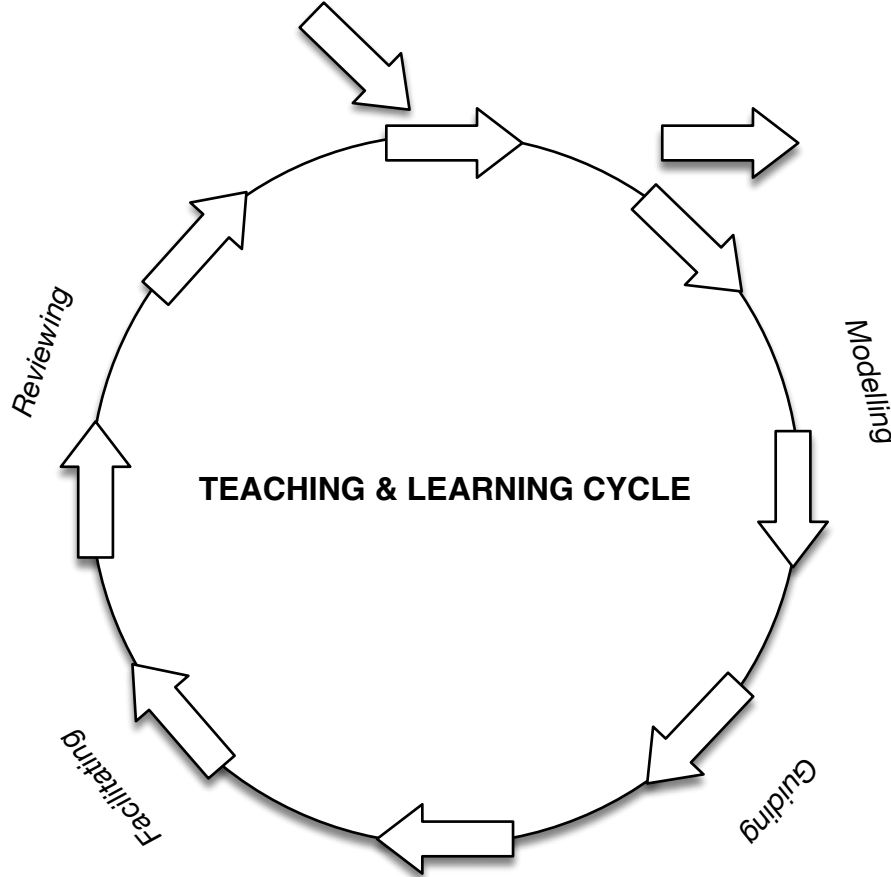
Enables the Learner to Achieve

Further Opportunities to Practice

Even More Opportunities to Practice

Consolidation

Scaffolding

Scaffolding refers to supports that teachers provide to the learner during the acquisition of a skill or of knowledge — in the form of activities, practice, reminders, hints, and encouragement. An important feature of scaffolding, especially in authentic, apprenticeship contexts, is to continually integrate subskills into the overarching goal, whatever that overarching goal may be.

For example,

when a child is learning to sew or set the table, adults may start with simpler tasks and build toward more complex exhibitions of the skills.

In classrooms, teachers help students with the research before sending them to the library. When a student is stuck because he or she can't find information on a given topic, the teacher will use this as an opportunity to refine the learner's research practices.

Gradually, as competence increases, the teacher cedes more control to the learner. Initially, the teacher may model tasks and complete tasks jointly with leaners. However, to be successful, the learner must also come to understand and take ownership of the goal(s).
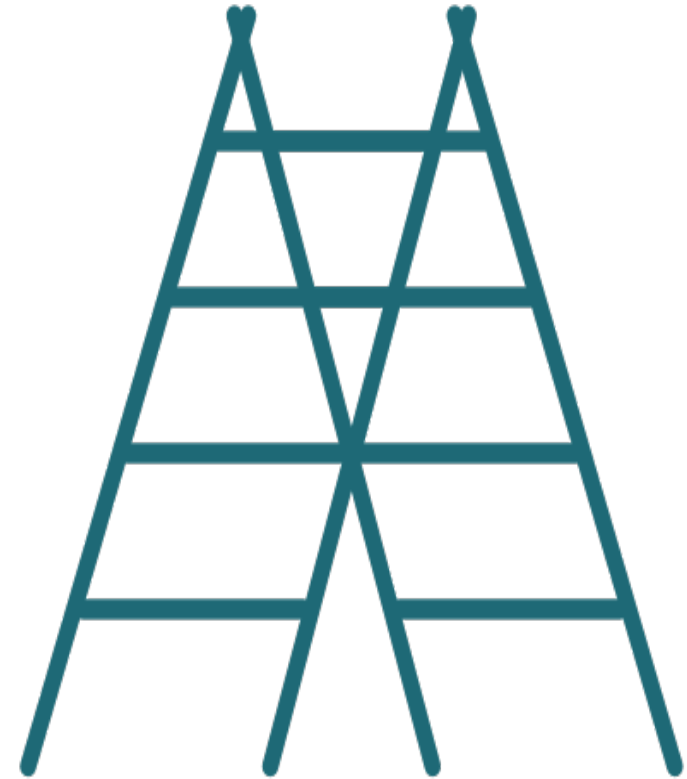
PLANNING SHEET

Teacher/Class/Student: _____   Dates/Term: _____

My Teaching Practice Does Include or Should Include:

_____
_____
_____
_____
_____
_____
_____

Because:

_____
_____
_____
_____
_____
_____
_____
_____

Element	Content & Activities	Expectations

Teaching and Learning Goals/Objectives Are:

_____
_____
_____
_____
_____
_____

DATE: _____   TIME: _____   DURATION: _____   LOCATION: _____

STUDENT(S):   CONTENT AREA(S):   SKILL(S):

OBJECTIVES/GOALS	KEY ACTIVITIES

REQUIRED MATERIALS

8   1
7   CYCLE (TEACHING AND LEARNING) FOCUS   2
6   3
5   4

TEACHER'S ACTIONS

STUDENT'S ACTIONS

OUTCOMES	COMMENTS/OBSERVATION/REFLECTION

FOCUS OF PREVIOUS LESSON	FOCUS FOR NEXT LESSON

Planning & Reflection Template

Tutor/Teacher: _____   Tutee(s)/Student(s): _____

Date: _____

_____

Duration (e.g. 45 minutes): _____

_____

Session/Cycle: _____

_____

Literacy Focus for the Lesson (choose no more than three to four areas per session)

☐ Phonemic awareness ☐ Making connections (to concepts)

☐ Print awareness ☐ Summarising/determining important ideas

☐ Word/phonics study ☐ Responding to a text

☐ Sight word (fluency) practice ☐ Considering a model for a writing task

☐ Developing vocabulary ☐ Planning/prewriting

☐ Composing sentences ☐ Organising writing & drafting

☐ Reading (practice) ☐ Revising (for content and for correctness)

☐ Asking/answering questions ☐ Exploring background knowledge

☐ Visualising ☐ Discussing, debating and critiquing

☐ Predicting/inferring ☐ Other:

Session Goals/Objectives: (no more than two to three)

Texts/Materials Required

Procedure for the Session's Activities

How do you know if student(s) are meeting session and term objectives?

ON BACK: Write your **post-session reflection**

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Keeping a Record - Activity Reflection: from _____ to _____

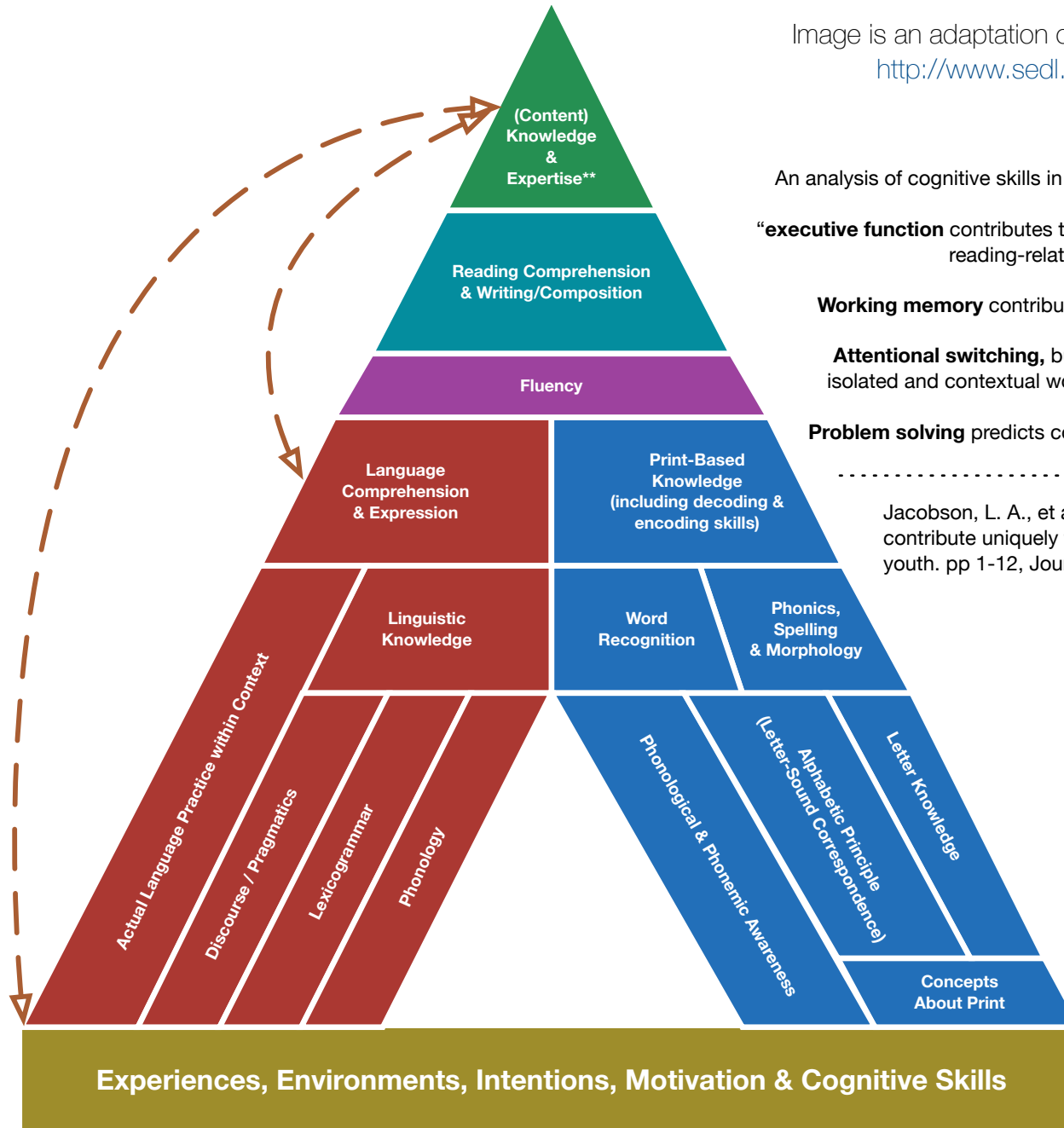| Area	Content	Learning Scale	Notes
What has been read? and what progress have you noted?		1 2 3 4 5	
What has been written? and what progress have you noted?		1 2 3 4 5	
What topics have been discussed/explored? and what would you rate the quality of learning?		1 2 3 4 5	
What vocabulary has been developed? and what progress have you noted?		1 2 3 4 5	
What language/literacy features have been taught/ learnt? and what progress have you noted?		1 2 3 4 5	
What related skills have been developed?		1 2 3 4 5	
How would you describe the learner's emerging interest/ motivation? and what progress have you noted?		1 2 3 4 5	

GENERAL LITERACY CHECKLIST

Focus Areas	Monitoring	Achievement
Resources Available in the Environment - it is well documented that environmental factors play a significant role in predicting literacy development. Children benefit from access to books (including age-appropriate books), stationary resources, educated parents/adults, effective teacher and opportunities to expand knowledge.	☐ .	
Socio-Emotional Development - it is also well documented that children are better positioned to learn if they have a strong self-concept, have high learning expectations, are motivated and engaged and feel a sense of safety and trust within learning environments and amongst peers.	☐ .	
Cognitive Development - effective learners can attend/concentrate, recognise and recall information, and notice patterns within the learning. Learners are also skilled at monitoring their learning, developing rules and extracting generalisations. (*NB: also can attend to situated cognition.*)	☐ .	
General Language Development - Language development serves as the cornerstone of literacy development. It is well documented that children with language delays are prone to struggle with literacy. Even though there are many aspects of language development, the following are considered the (broad) areas of language skills: phonology, vocabulary, grammar and pragmatics/use. (*NB: ELLs are in a high risk category*)	☐ .	
Phonological and Phonemic Awareness - Even though language is the foundations for literacy, language skills alone will not lead to literacy. Learners must become attuned to the sounds within words if they are going to become proficient at matching letters (or graphemes) to sounds. Phonemic awareness involves the following skills: listening, sensitivity to rhyme, identifying words within sentences, identifying syllables within words, identifying onset and rime, noticing individual sounds, and matching sounds to letters. (*NB: full phonemic segmentation*)	☐ .	
Letter/Alphabet Knowledge - The Alphabetic Principle is the interface between language and literacy. Learners begin this journey by learning main letter names, learning their sounds, learning to write those letters and learning to combine those letters to form familiar words, such as the leaner's name. (*NB: invented spelling*)	☐ .	
Concept of Print/Word (Print Awareness) - Literate individuals take print for granted. In truth, a child comes to realise that a printed word conveys meaning, that prints moves from left to right (in English) and that punctuation is a meaningful features of language-in-print.	☐ .	
Decoding & Encoding (Spelling) Ability - equipped with language, with phonemic awareness with alphabetic/morphological knowledge and some additional support, the learner has the tools to begin analysing known (oral) words and encoding them into print (a.k.a. invented spelling) In addition, a synthetic approach to phonics provides a more deliberative and cumulative approach to learning the elegance and intricacies of "the code". This area involves both skills and accumulated knowledge.	☐ .	
Rapid Word Recognition and Fluency - The goal is to ensure that learners can rapidly read and write words fluidly in literacy acts, which involves an integration of decoding/encoding, sight word knowledge, vocabulary knowledge, grammatical competence, and textual awareness.	☐ .	

Focus Areas	Monitoring	Achievement
Vocabulary Development - Vocabulary knowledge is one of the greatest determinants in reading comprehension (*in addition to being able to follow the logic of sentences*). For equipped readers, reading is the source of new vocabulary encountered during wide reading. For struggling readers, the vocabulary in books is a significant stumbling block to comprehension.	☐ .	
Morphological Development - It is one thing to learn the alphabetic principle, it is another thing to learn the meaningful patterns within words, such as features that identify verb tense, part of speech or a word's meaning. These can be deciphered by understanding the prefixes, suffixes and Latin/Greek roots in English. (*NB: word families*)	☐ .	
Sentence Construction & Grammatical Knowledge - In the end, literacy isn't about letters and words. It is about the composition and comprehension of messages, and these messages are initially expressed in sentences of varying structures and ingredients.	☐ .	
Mechanics of Writing and Representing - In addition to "word reading fluency", it is important that learners develop the skills to write and represent rapidly and fluidly, so that the mechanics of writing do not disrupt the process of transcribing ideas onto the page. (*NB: handwriting*)	☐ .	
Ability to Construct and Read Diverse Texts - If literacy isn't about merely letters and words, then it isn't merely about sentences either. Effective learners are able to recount, describe, narrate, explain, persuade, review, inform and more. To achieve this, learners receive appropriate scaffolding from adults to guide the construction/interpretation of texts.	☐ .	
Ability to Organise, Develop & Apply Knowledge - Literacy is not only about language and print, though. Effective comprehension and composition require learners to form concepts, images, and (mental) models, which they organise - in turn - find the words to express. (*NB: using images, drama and mind mapping to organise and sequence ideas and relations.*)	☐ .	
Demonstrated Skills of an Effective, Fluent Reader - Effective readers do not merely read accurately the words on the page. They must be visualise, conceptualise, summarise, question, interpret, react, evaluate and synthesise. They must develop opinions and critique/analyse.	☐ .	
Demonstrated Skills of an Effective Writer - Writing juicy sentences is one thing. Writing engaging, effective texts is another. Across a learner's lifespan, he/she will need to deliberate over the writing process to compose a variety of texts for a variety of audiences and purposes.	☐ .	
Demonstrated Ability to Engage in Discussions - Behind every text is a conversation. Texts ask and answer questions. Questions propel deep comprehension, and help readers understand an author's purpose. Knowing the audience's questions also helps structure what we write.	☐ .	
Demonstrated Skills of an Effective Learner - Effective learners are goal-oriented, inquisitive, strategic and patience. They have an image of the outcome and work toward that outcome with the support and guidance of others. They also actively seek out the support to resolve questions and uncertainty.	☐ .	

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

(Content) Knowledge & Expertise**

Reading Comprehension & Writing/Composition

Fluency

Language Comprehension & Expression

Print-Based Knowledge (including decoding & encoding skills)

Linguistic Knowledge

Word Recognition

Phonics, Spelling & Morphology

Actual Language Practice within Context

Discourse / Pragmatics

Lexicogrammar

Phonology

Phonological & Phonemic Awareness

Alphabetic Principle (Letter-Sound Correspondence)

Letter Knowledge

Concepts About Print

Experiences, Environments, Intentions, Motivation & Cognitive Skills

An analysis of cognitive skills in language/literacy learning reveal how

"**executive function** contributes to reading performance, over and above reading-related language skills.

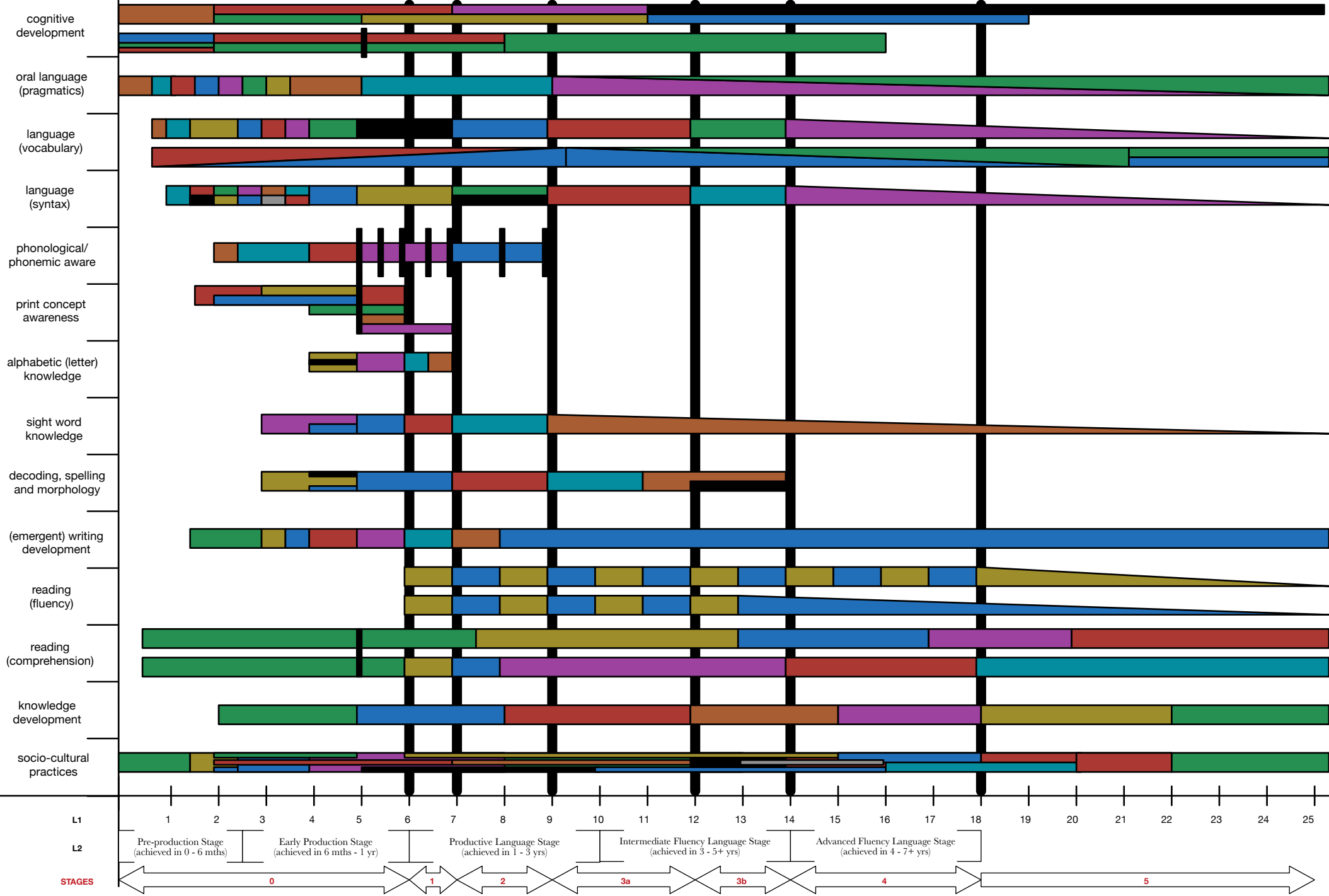**Working memory** contributes to all components of reading;

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.

cognitive development

oral language (pragmatics)

language (vocabulary)

language (syntax)

phonological/ phonemic aware

print concept awareness

alphabetic (letter) knowledge

sight word knowledge

decoding, spelling and morphology

(emergent) writing development

reading (fluency)

reading (comprehension)

knowledge development

socio-cultural practices

L1

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 4 - 7+ yrs)

STAGES

0   1   2   3a   3b   4   5

ENVIRONMENTAL CHECKLIST
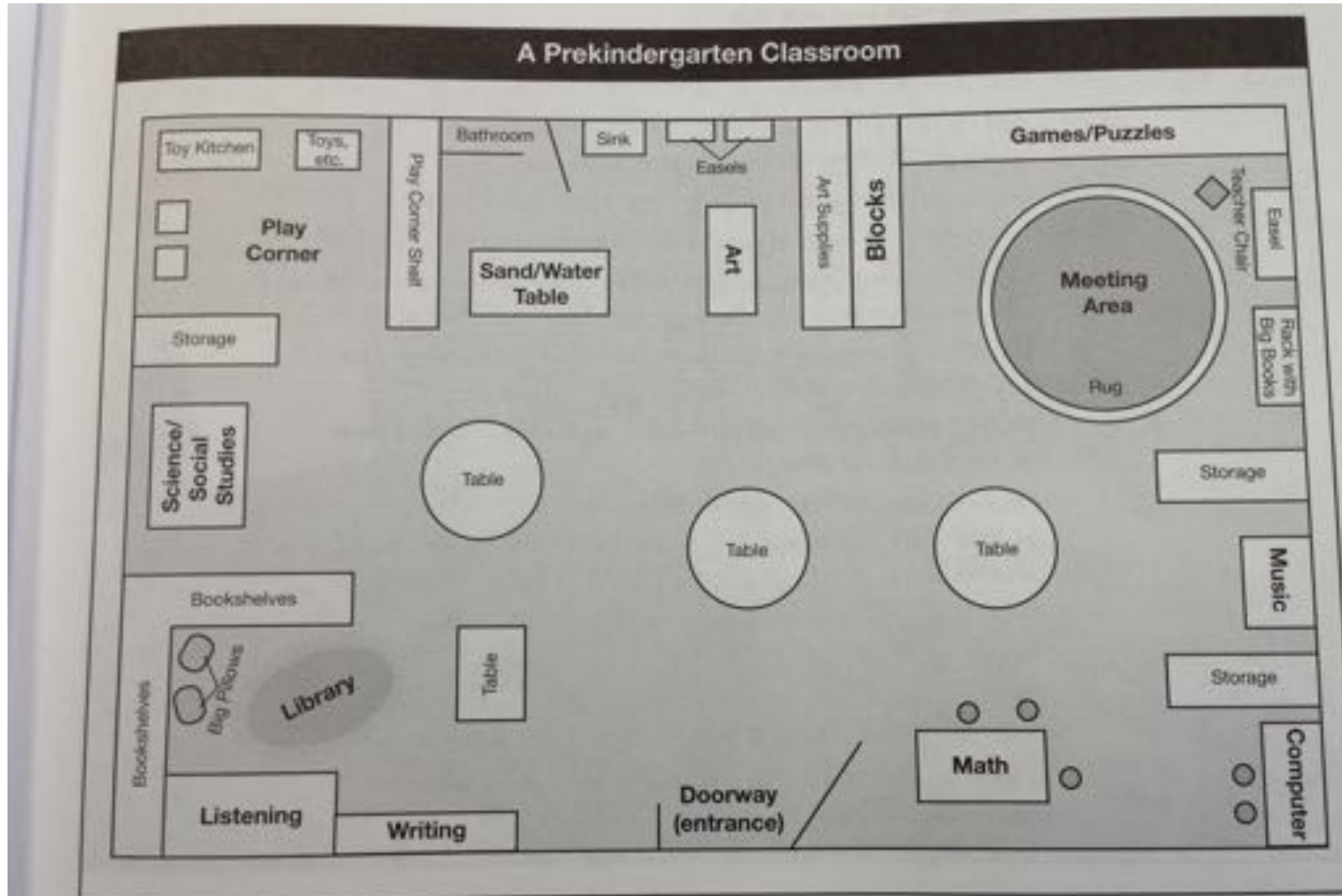
Figure 4.2 A prekindergarten classroom

	Y	N
The Literacy Center		
Children's participation in designing the center (rules, name, materials)		
Area placed in quiet section of the room		
Visually and physically accessible yet partitioned off		
Rug, throw pillows, rocker, bean bag chair, stuffed animals		
Private spot in corner (such as a box) to crawl into and read		
Uses about 10% of classroom space and can fit 5-6 children		
The Library Corner		
Bookshelves for storing books with spines facing outward		
Organizational system for shelving books		
Open-faced bookshelves for featured books		
Five to eight books per child		
Baskets of books representing three or four grade levels of the following types: picture books, picture storybooks, traditional literature, poetry, realistic literature, informational books, biographies, chapter books, easy-to-read books, riddle and joke books, participation books, series books, textless books, TV-related books, brochures, magazines, newspapers		
Twenty-five new books circulated every four weeks		
Check-out/check-in system for children to take books out daily		
Headsets and taped stories		
Felt board and story characters with related books		
Materials for constructing felt stories		
Other story manipulatives (roll movie, puppets, with related books)		

	Y	N
System for recording books read		
Multiple copies of the same book		
The Writing Center (Author's Spot)		
Tables and charts		
Writing posters and bulletin board for children to display their writing		
Writing utensils (pens, pencils, crayons, felt-tip pens, colored pencils)		
Writing materials (many varieties of paper in all sizes, blank booklets, pads)		
Typewriter or computer		
Materials for writing stories and making them into books		
Message board for children and teacher to post messages		
Place to store "very own words"		
Folders in which children can place samples of their writing		
Place for children to send private messages to each other		
Word Study Center		
Magnetic letters and phonograms		
Wooden letters and phonograms		
Cards with letters and phonograms		
Letter stamps		
Letter cubes and phonograms		
Prefixes, suffixes, and roots in magnetic, wooden, foam, cards, and felt forms		

	Y	N
Pocket chart		
Felt letters and felt board		
Word wall for high-frequency and other sight words		
Word wheels for constructing words		
Slates and markers		
Magnetic boards		
Word-sorting activities		
Word-building activities		
Skill development games (Concentration, Jeopardy!, Bingo, Lotto, card games)		
Puzzles for constructing words		
The Rest of the Classroom		
Environmental print, such as signs related to themes studied, directions, rules, functional messages		
Calendar		
Current events board		
Appropriate books, magazines, and newspapers		
Writing utensils		
Varied types of paper		
Place for children to display their literacy work		
Place for teachers and children to leave messages for each other		
Print representative of multicultural groups present in the classroom		

	Y	N
Content area centers present in the classroom (circle those appropriate) music art science social studies math dramatic play		

ASSESSING THE QUALITY OF LITERACY ENVIRONMENTS
SELECTED READINGS

Clay, M. M. (2013). An observation survey of early literacy achievement (3rd edition). Portsmouth, NH: Heinemann

Davidse, N. J., de Jong, M. T., Bus, A. G., Huijbregts, S. C. J., & Swaab, H. (2011). Cognitive and environmental predictors of early literacy skills. Reading and Writing, 24(4), 395–412. doi:10.1007/s11145-010-9233-3

Grinder, E. L. (2007). Review of early childhood classroom observation measures. Harrisburg, PA: Pennsylvania's Departments of Education and Public Welfare.

Harms, T., Clifford, R. M., & Cryer, D. (2005). Early Childhood Environmental Rating Scale: Revised edition. New York: Teachers College Press.

Hoffman, J., Sailors, M., Duffy, G., & Beretvas, S. N. (2004). The effective elementary classroom literacy environment: examining the validity of the TEX-IN3 observation system. Journal of Literacy Research, 36(3), 303–334. doi:10.1207/s15548430jlr3603_3

Landry, S. H., Crawford, A., Gunnewig, S., & Swank, P. R. (2002). Teacher Behavior Rating Scale. Unpublished research instrument. Centre for Improving Readiness of Children for Learning and Education, University of Texas Health Science Centre at Houston

Morrow, L. M. (1990). Preparing the classroom environment to promote literacy during play. Early Childhood Research Quarterly, 5, 537-554.

Morrow, L. M. (2002). The literacy centre: Contexts for reading and writing (2nd ed.). Portland, ME: Stenhouse.

National Child Care Information Center (2004). Early language and literacy observation and assessment tools. Vienna, VA: National Child Care Information Center.

Neuman, S. B., Koh, S., & Dwyer, J. (2008). CHELLO: The Child/Home Environmental Language and Literacy Observation. Early Childhood Research Quarterly, 23(2), 159–172. doi:10.1016/j.ecresq.2007.11.001

Pinnell, G. S., & Fountas, I. C. (2011). Literacy Beginnings: A Prekindergarten Handbook. Portsmouth: Heinemann.

Reutzel, D. R., & Wolfersberger, M. E. (1996). An environmental impact statement: Designing supportive literacy classrooms for young children. Reading Horizons, 36, 266-282.

Senechal, M. (2006). Testing the Home Literacy Model: Parent Involvement in Kindergarten Is Differentially Related to Grade 4 Reading Comprehension, Fluency, Spelling, and Reading for Pleasure. Scientific Studies of Reading, 10(1), 59–87. doi: 10.1207/s1532799xssr1001_4

Smith, M. W., & Dickinson, D. K. (2002). Early Literacy and Language Classroom Observation—Research edition. Baltimore: Brookes.

Smith, M. W., Dickinson, D. K., & Sangeorge, A. (2008). The early language and literacy classroom observation 2 (Rev. ed.). Baltimore: Brookes Publishing.

Wilcox, M. J., Gray, S. I., Guimond, A. B., & Lafferty, A. E. (2011). Efficacy of the TELL language and literacy curriculum for preschoolers with developmental speech and/or language impairment. Early Childhood Research Quarterly, 26(3), 278–294. doi:10.1016/j.ecresq.2010.12.003

Wolfersberger, M., Reutzel, D. R., Sudweeks, R., & Fawson, P. (2004). Developing and validating the Classroom Literacy Environmental Profile (CLEP): a tool for examining the "print richness" of early childhood and elementary classrooms. Journal of Literacy Research, 36(2), 211–272. doi:10.1207/s15548430jlr3602_4

DETAILED LITERACY CHECKLIST

Skill Domain	Progress				Notes
	/	/	/	/	
Affective Factors Impacting Engagement (A)					
A Sense of Safety, Trust and Inclusivity (A)					
Confidence / Strong Self-Concept (A)					
Initiative and Motivation : Active Learning (A)					
Environmental / Ecological Factors (A)					
Access to Books in the Home					
Access to Age/Stage-Appropriate Books in the Home					
Access to Conducive Resources in the Home					
Access to Books at Pre-School / School / Other					
Access to Age/Stage-Appropriate Books at Pre-School / School / Other					
Access to Conducive Resources at Pre-School / School / Other					
Access to Literate, Educated Adults					
Access to Effective Instruction					
Access to Engaging, Motivated, Literate Peers to Share Interests and Passions					
Access to Opportunities to Explore / Expand Knowledge (e.g. Museum Visit, Drama Groups, Etc)					
Cognitive Skills / Cognitive Control (A)					
Attention / Concentration (A)					
Memory (short-term, working and long-term) (A)					
Recognising Patterns / Sequencing (A)					
Generating Rules / Extracting Generalisations (A)					
Becoming Strategic / Meta-Cognitively Aware (A)					
Proactive in Monitoring Understanding and Asking Questions (e.g. for clarification) (A)					
Oral Language Development (A)					
Developing Vocabulary (A)					
Commanding Sentences/Grammar(0-4)					
Developing Strong Speaking and Listening Skills, including Social Language Skills (A)					
Becoming More Confident / Skilled in English Pronunciation / Phonology (0-2)					

Skill Domain	Progress				Notes
Phonological / Phonemic Awareness (0 - 2)					
Can the learner attend to spoken language? (0)					
Can the learner attend to sentences and questions? (0)					
Can the learner identify words in speech? (0)					
Can the learner identify syllables in words? (0)					
Can the learner identify/produce/manipulate onset and rime in words/syllables? (0)					
Can the learner identify individual sounds in words/syllables (e.g. beginning consonants)? (0)					
Can the learner categorise common objects/words by beginning sound? (0)					
Has achieved full phoneme segmentation? (0-1)					
Can the learner match common letters/graphemes to identified (heard) phonemes? (0-1)					
Can the learner manipulate phonemes (blend, segment, delete, replace)? (0 - 2)					
Does the learner "sound out" words to help with spelling (e.g. verbalise, hold in working memory? (A)					
Print Awareness / Concept of Word (0 - 1)					
Can the learner identify individual printed words and count the number of words (in a sentence)? (0)					
Does the learner recognise the association between object/pictures and the objects' printed words? (0)					
Does the learner attend to print in the environment? (0-1)					
Does the learner have a clear concept of a word, and the function of printed and oral words? (0-1)					
Does the learner recognise the difference between letters and words? (0)					
Can the learner recognise/write his or her name? (0)					
Can learner track/follow print appropriately? (0)					
Does the learner appreciate that a printed word may be of multiple syllables? (0-1) (when tracking print)					
Can the learner attend to punctuation? (0-1)					
Can the learner recognise common sight words, including those in environmental print? (0-1)					

Skill Domain	Progress			Notes
Alphabetic Knowledge (0-1)				
Does the learner know all uppercase letters? (0)				
Does the learner know all lowercase letters? (0)				
Can the learner recognise letters in the environment? (0)				
Can the learner recognise known letters in different fonts and orientations (e.g. upside down)? (0)				
Does the learner know the most common sounds associated with all or known letters? (0-1)				
Can the learner use the above knowledge to (attempt) spelling familiar/common words? (0-2)				
Letter-Sound Spelling Knowledge (0-4)				
REPEAT: *Does the learner know the most common sounds associated with all or known letters? (0-1)*				
REPEAT: *Can the learner use the above knowledge to (attempt) spelling familiar/common words? (0-2)*				
Is the learner able to associate/match/categorise common words with their beginning letter/sound? (0)				
Is the learner able to associate/match/categorise common words with their final letter/sound? (0)				
Is the learner able to associate/match/categorise common words by rhyming/phonogram patterns? (0-1)				
Is the learner learning to spell/recognise age-appropriate high frequency words (e.g. Dolche/ Fry)? (1-3a)				
Is the learner able to encode and decode simple CVC words, which consist of known consonants, short vowels, common phonograms and consonant blends? (0-2)				
Does the learner understand and apply the CVCe rule, and how it effects the long form of the vowel? (1-2)				
Is the learner developing an understanding of complex vowel partners (e.g. "ea" in bread and each) in CVVC words? (1-2)				
Is the learner able to recognise, spell and read common compound words (e.g. hot dog) as an introduction into multisyllabic words? (1-2)				
Is the learner able to add inflectional endings / suffixes to common CVC and CVCe words? (1-2)				
Is the learner applying knowledge of known patterns to decode new words (e.g. *I know munch so I can decode crunch, lunch, hunch, etc)?* (0-3)				
Is the learner engaging in invented spelling of increasing sophistication? (1-2)				
Is the learner developing skills in writing and reading multisyllabic words? (1-3)				

Skill Domain	Progress			Notes
Is the learner spelling/decoding/interpreting words with a knowledge of common prefixes, roots, and suffixes and inflectional endings? (2- 4)				
Is the learner able to quickly spell and read various words which are part of the same word family (e.g. explain, explanation, explanatory)? (2-4)				
Is the learner applying vowel shifting rules for word families (e.g. divine —> divinity)? (3-4)				
Does the learner use a combination of strategies (e.g. sound it out, notice patterns, apply rules, apply knowledge, consult reference - dictionary)?				
Participating in Writing Activities (A)				
Has the learner consolidated emergent writing stage (scribbling —> controlled scribbling —> mock writing —> writing the familiar? (0)				
Can the learner write familiar words (e.g. name)?				
Is the learner able to and/or motivated to make emergent texts with assistance (e.g DO NOT ENTER sign for one's bedroom)? (0-2)				
Is the learner developing a command of handwriting skills? (0-2) … *3a for fill cursive*				
Does the learner understands the purpose of writing and engaging in shared/joint letter writing, list writing, recipe writing, etc? (0-1)				
Does the learner engage in interactive writing?				
Is the learner composing sentences of increasing sophistication? (1-3)				
Can the learner explore written forms when dictating to another? (0-2)				
Can the learner write from dictation that includes familiar language on a known topic? (1-3a)				
Is the learner engaging in invented spelling of increasing sophistication? (1-2)				
Can the learner write relatively independently or jointly with proper scaffolding, including sentence stems, textual models and visual prompts? (2-4)				
Can the learner use the writing process and/or the curriculum cycle to write on a range of text types in appropriate text types/genres? (2-4)				
Is developing a command of typing / word processing skills? (A)				
Does the learner appreciate the need to write/ compose differently when writing for different audiences in different forms (e.g a science reports vs an infographic)? (2-4)				
Can the learner explore complex topics through both everyday language/forms and academic language/forms? (3-4)				
Can the learner use expository/information forms to synthesise, report on, explain and evaluate information drawn from a range of sources? (3b-4)				

Skill Domain	Progress			Notes
Participating in Reading Activities (A)				
Does the learner enjoy being read to? (0-2)				
Can the learner listen effectively during read aloud and participate in an interactive and dialogic manner with understanding? (0-2)				
Can the learner read (i.e. decode) age/stage appropriate texts accurately with proper expression, pacing and comprehension? (1-3a)				
Can the learner solve words in isolation? (0-3a)				
Can the learner solve worlds in connected text? (1-3b)				
Does the learner exhibit literal comprehension of accessible texts (referring to both print and visual material)?				
Can the learner follow the logic of sentences? (1-3)				
Can the learner retell, paraphrase, summarise and represent literal understanding of text?				
Can the learner discuss a text by referring to its personal relevance, thematic/topical relevant, and importance?				
Can the learner apply one's background knowledge, purpose and knowledge of other texts to understand new material?				
Has the learner consolidated decoding/fluency to allow for more strategic reading? (3a)				
Would I consider the learner a highly proficient reader who can apply higher-order comprehension skills? (3a-3b-4)				
Can the learner draft a suitable response to a text?				
Can the learner use a practical text with appropriate comprehension?				
Can the learner appropriate a text as a model in one's writing?				
Can the learner critically examine a text for discussion and debate (e.g. isolate main ideas, perspectives, arguable points, evidence, etc)?				
Can the learner use/select text(s) to explore a topic, theme or skills, and to process this information for key learners?				
Can the learner read in a sustained manner, processing information regularly to monitor comprehension?				
Does the learner read independently on topics of interest and/or use to expand knowledge/skills/understanding?				
Does the learner apply a number of strategies to synthesise information (e.g. graphic organisers/questions)?				
Does the learner approach others to discuss texts in order to expand depth of comprehension?				

Skill Domain	Progress			Notes
Developing Further Speaking and Listening Skills (A)				
Is the student able to engage in dialogue around a shared experience, a photo essay or book?				
Can he/she retell events in the recount of an experience, a photo essay or book?				
Is he/she able to describe or explain a concept or information with the support of a suitable scaffold (e.g. graphic organiser)?				
Is he/she comfortable using language in familiar, everyday social situations?				
Is he/she able to engage in a one-on-one or small conversation/discussion that involves multiple turns?				
Is he/she comfortable contributing in a large group (class) discussion?				
Is he/she comfortable requesting speakers to repeat themselves if he/she does not understand?				
If provided with a suitable scaffold, can the learner attend to and extract meaning from a live, video and/or audio lecture, conversation or other information source?				
Does the learner monitor his/her language and adapt his/her style in response to the context, audience and purpose?				
Developing Numeracy Skills (A)				
Does the learner grasp the concept of quantity, of numbers and of related ideas (e.g. fractions)?				
Does the learner grasp shape, size and magnitude?				
Is the learner able to manipulate numbers and become fluent in basic calculations?				
Can the learner perform operations using numbers and apply various problem solving techniques?				
Can the learner apply numerical language with the ability to use/comprehend key terminology?				
Can the learner interpret and solve both pure and applied mathematical problems?				
Can the learner read mathematical texts with comprehension (e.g. apply concepts)?				
Can the learner approach real world situations with mathematical methods/logic/skills?				
Can the learner explain/recount problem-solving methods?				

Skill Domain	Progress				Notes
Capacity to conceptualise, examine and critique (A)					
Can the learner visualise/retain complex information (provided orally and/or in print)?					
Does the learner understand concepts: exemplify them, categorise them, describe them, explain them, represent them, compare them, debate them and more?					
Can the learner synthesise multiple pieces of information to draw connections and conclusions?					
Can the learner extract rules, generalisations, and concepts from learning?					
Can the learner examine points of view, request/assess information, and take/express a position (even if that position is uncertain based on recognised lack of knowledge/information)?					
Demonstrating the attributes of a learner (A)					
Does the learner set goals? Articulate goals?					
Does the learner rehearse/practice skills?					
Does the learner correct mistakes? Or know what to correct when there are mistakes?					
Is the learner motivated?					
Does the learner break down a task in order to proceed in an informed manner?					
Does the learner examine learning requirements?					
Does the learner ask for help? Or know what to ask for when asking for help?					
Is the learner organised?					
Does the learner have time management skills?					
Does the learner regularly revise / study?					
Is the learner effective in taking/organising notes?					
Does the learner know where he/she is on his/her learning journey?					
Is the learner a curious problem solver who applies learning to new contexts?					
Exhibiting passions, motivation, interests and creativity (A)					
Notes: *Also refer to standardised motivation and self-concept assessment tools.*					

Date	Notes

Date   Notes

KEY MILESTONES

a) L1 Milestones

b) L2 Milestones

c) Pre-school Milestones

d) Spelling Milestones (from Words Their Way)

Cognitive Development (Verbal & Non-Verbal)
- Myelination of the sensorimotor cortex = 0–2 yrs old
  - Sensorimotor stage = 0–2 yrs old (Piaget + Case)
  - Interactional stage = 2–5 yrs old (Case)
- Myelination of all core areas of reading brain = 5 yrs old
  - Preoperational stage = 2–7 yrs old (Piaget)
- Myelination of the parietal & temporal association cortex = 0–8 yrs old
  - Dimensional stage = 5–11 yrs old (Case)
  - Concrete operational stage = 7–11 yrs old (Piaget)
  - Formal operational stage = 11 yrs old+ (Piaget)
- Myelination of the prefrontal cortex = 0–16 yrs old
  - Vectoral stage = 11–19 yrs old (Case)

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. New intents include requesting information, answering questions = = 18 - 24 mths
- Freq. of communicative acts: 7.5/min. of free play = 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 = 30 - 36 mths
- Language in play increases = 30 - 36 mths
- Use the indirect voice (e.g. I thought that …) / Make a suggestions = 24 - 51 mths (36)
- 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

- 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+
- Halliday's 'synoptic/dynamic complementarity' stage … learners become more adapt at moving between spoken and written discourse = 12 yrs old+
- See Brandone, et al. (2006)
- Wells (2009)
- Halliday (1993)
- See Kidspot Speech & Language Milestones for more detailed discussion of milestones: http://www.kidspot.com.au/schoolzone/Speech-and-Language-Speech-and-language-development-5-6+4184+308+article.htm

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. Average expressive vocabulary size: 5,000 words. = 5 - 7 yrs old
- School introduces new words not encountered in conversation. Word definitions include synonyms and categories = 7 - 9 yrs old
- Vocabulary in school texts is more abstract & specific than in conversation. Can explain multiple-meaning words = 9 - 12 yrs old
- Abstract dictionary definitions given for words = 12 - 14 yrs old
- Vocabulary of high school graduate: 40,000 words. = 15 - 18 yrs old
- See Brandone, et al. (2006)
- At some stage, incorporated Halliday's concepts of taxonomies as well as vertical/horizontal expansion

Grammatical Development
- Call out, want, point to something, consistency of sign & intention = 9 - 21 mths (21)
- Semantic roles are expressed in one-word speech = 12 - 18 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)
- Prevalent relations expressed (e.g. agent–action) = 18 - 24 mths
- Two-word utterances. Word order is consistent = 18 - 24 mths
- Express intention/Make an observation or request = 18 - 36 mths (27)
- Request something / Provide initial explanations = 21 - 42 mths (30)
- Understanding and use of questions (about objects) = 24 - 30 mths
- Grammatical morphemes appear. -ing, in, on, s. = 24 - 30 mths
- Use the indirect voice (e.g. I thought that …) / Make a suggestions = 24 - 51 mths (36)

- Begins making explanations, expressing attitude, using "because", formulations = 27 - 57 mths (42)
- Uses Why? questions. Uses spatial terms (in, on, under) = 30 - 36 mths
- Present-tense auxiliaries appear. Be verbs used inconsistently. Overgeneralized past-tense forms appear = 30 - 36 mths
- Uses semantic relationship between adjacent and conjoined sentences, including additive, temporal, causal, contrastive = 36 - 42 mths
- Emergence of embedded sentences. First complex sentence forms appear. Auxiliary verbs are placed correctly in questions & negatives. Irregular past tense, articles, possessive 's acquired. = 36 - 42 mths
- The conditional form is used (if, when) = 33–60+ mths (48)
- Embedded clauses that use the reflexive profound = 39–60+ mths (57)
- ''when'' & ''how''?s. Use conjunctions to join sentences = 42 - 48 mths
- Early emerging complex sentence types, including full prepositional clauses, wh clauses, simple infinitives. = 42 - 48 mths
- Use conjunctions when, so, because, and if. = 48 - 60 mths
- Use and understanding of passive sentences emerges = 5 - 7 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
- Pronouns used to refer to nouns previously named = 7 - 9 yrs old
- Literate syntax for academic participation develops = 7 - 9 yrs old
- Syntax in school is more complex than in oral = 9 - 12 yrs old
- Use of perfect aspect (have/had +[verb]) increases. Syntax used in writing is more complex than that used in speech = 12 - 14 yrs old
- Complexity in written language is greater than in spoken language. Full adult range of syntactic constructions reached = 15 - 18 yrs old
- See Brandone, et al. (2006)
- Add Meaning Makers

Phonological Awareness & Phonemic Awareness
- See Vocabulary Development (above) for a child's development of familiar words which will be available for analysis
- 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
- Recognition of phonemic changes in words = 5 yrs old
- Clapping, counting syllables = 5 yrs old
- Ability to segment words into phonemes begins = 5 - 7 yrs old
- Noticing & remembering separate phonemes in a series = 5.5 yrs old
- Blending onset and rime = 5.5 yrs old
- Producing a rhyme = 5.5 yrs old
- Matching initial sounds; isolating an initial sound = 5.5 yrs old
- Compound word deletion = 6 yrs old
- Syllable deletion = 6 yrs old

- Blending of two and three phonemes = 6 yrs old
- Segment phonemes in words with simple syllables with 2 –3 phonemes (no blends) = 6 yrs old
- Segment phonemes in words that have up to 3–4 phonemes (include blends) = 6.5 yrs old
- Substitute phoneme to build words with simple syllables (no blends) = 6.5 yrs old
- 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
- … Consistently apply vowel shifting rules (divine to divinity) = 16 - 18 yrs old
- Ages when 80–90 % of typical students achieved a phonological skill.
- http://www.readingrockets.org/article/development-phonological-skills

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)

Phonics, Decoding, Spelling & Morphological Development + Sight words
- Pre-alphabet phase (by visual/contextual cues) = 3 - 5 yrs old
- Emergent (Print Concept) Spellers = 3 - 5 yrs old
- Knowledge of letter names and sounds emerges = 4 - 5 yrs old
- Partial alphabetic phase (by visual & salient parts) = 4 - 6 yrs old
- Spell it like it sounds = 4 - 7 yrs old
- Letter Name-Alphabetic (Semi-Phonetic) Spelling = 4 - 7 yrs old
- Recognises 15 sight words = 5 yrs old
- States 40 sight words in 45 seconds* = 6 - 7 yrs old
- Decoding (alphabet) phase (by grapheme & phoneme) = 6 - 7 yrs old
- States 50 sight words in 45 seconds* = 7 - 8 yrs old
- Consolidated (orthographic) phase = 7 - 9 yrs old
- Within-Word Pattern (Transitional) Spelling = 7 - 9 yrs old
- Spell it by pattern = 7 - 9 yrs old
- States 60 sight words in 45 seconds* = 8 - 9 yrs old
- Morphological (by meaningful units) = 9 yrs old+
- Syllables and Affixes (Independent) Spelling = 9 - 11 yrs old

- Spell it by rule = 9 - 11 yrs old
- States 70 sight words in 45 seconds* = 9 - 12 yrs old
- Coordinate several strategies = 10 - 13 yrs old
- Derivational Relations (Advanced) Spelling = 11 - 14 yrs old
- States 80 sight words in 45 seconds* = 12 - 13 yrs old
- Knows Stress Rules (yellow jacket vs. yellow jacket) = 12 - 14 yrs old
- Spell it from knowledge = 13 yrs and old
- Consistently apply vowel shifting rules (divine to divinity) = 16 - 18 yrs old
- (See Bear et al. 2012 for further details)
- *Based on TOWRE Norms in sight word subtest

Reading (Fluency) Practice
- Grade 1: (WCPM 20) _____ ; (40) _____
- Grade 2: (40) _____ ; (62) _____ ; (92) _____
- Grade 3: (79) _____ ; (93) _____ ; (114) _____
- 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) _____
- refer to Appendix for extended list (including silent reading rates from Grades 1 - 12
- Fluency - Silent Reading Rates
- End of Grade 1: 80wpm
- End of Grade 2: 115wpm
- End of Grade 3: 138wpm
- End of Grade 4: 158wpm
- End of Grade 5: 173wpm
- End of Grade 6: 185wpm
- End of Grade 7: 195wpm
- 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

Reading Comprehension
- 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
- As a general trend, learners develop from deploying surface processing strategies to deeper processing strategies. Additionally, early learners require limited vocabulary, prior knowledge and reading skills to engage in "board books"; whereas, demands on vocabulary, prior knowledge and reading skills increase in tandem as one ages.
- (See Chall, Wolf and Appleyard)
- NB: There is a new focus on learners reading non-fiction texts throughout the lifespan to learn things about the worlds

Writing Development (including emergent writing and handwriting)
- Scribbling/drawing/attempts at representing = 18 mths to 3 yrs old
- Controlled scribbling / representational intent = 3 yrs old
- Identifies hand dominance = 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, often long-sighted, eye strain with close 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
- Can print many words with dexterity and correct slope, size, shape and spacing; 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

(Conventional writing is a quite broad phase. Across this phases, the child develops the ability to write in an increasing diversity of forms, purposes, domains and contexts. As one ages, texts progress from more spoken-like descriptive text [possibly aided by visual] to written discourse with an emphasis on the explaining, analysing, applying and synthesising information and genre conventions.)

It is important to note that both reading & writing require learners to coordinate a variety of strategies - both low order & high order - in order to produce an effective text.

Certain subskills of writing are tested in other areas (from phonemic awareness to spelling to grammatical knowledge & more)
Informal assessments require teachers/parents to apply rubrics in order to attend to:
- how learners manage the writing process;
- what is present in written products (grammatically);

- how learners adhere to structural conventions;
- how learners responds to feedback for revision

Both the ESL Scales and the EAL/D Language Learners Progression provides guidance in assessing a learners' development of these skills.

For more information about Handwriting Milestones, please visit http://www.kidspot.com.au/schoolzone/Writing-All-about-handwriting+4241+307+article.htm

NB: Assessors should be sensitive to any issues that may impact a learner's ability to process language rapidly for writing, whether any delay is biophysical or cognitive in nature

Knowledge Development
- Young children explore familiar topics such as "Family, Friends, Animals, Wind and Water, The World of Colour, Things That Grow, Numbers in Our World" = 2–5 yrs old
- Young children learn to predict, categorise, observe, solve problems, measure, investigate and manipulate materials = 2 - 5 yrs old
- Children learn about cycles, ask key questions and benefit from learning early technical/academic language = 5 - 6 yrs old
- Young children have an intrinsic curiosity about their immediate world and a desire to explore and investigate things around them = 5–8 yrs old
- Exploratory, purposeful play is a central feature of their investigations = 5–8 yrs old
- Observation, using the senses in dynamic ways, is an important skill in these years = 5–8 yrs old
- In the early years of schooling, the curriculum should enable students to explore their own and their family's history. Through hearing the stories of other students' lives and examining artefacts such as photos and objects = 5–8 yrs old
- Children learn about how things grow, live and change; and can carry out guided investigation involving several steps = 7 - 8 yrs old
- Children should be guided to use diagrams and models as well as tools to collect data = 7 - 8 yrs old
- 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 & 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
- It also included 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 demonstrate a deeper engagement in decision making, evaluation and the discussion of ethics and values = 15–18 yrs old

Numeracy Development
- Child is able to commonly able to hold up fingers to represent numbers, but this has more to do with sequencing and less with actual numerical knowledge = 3 yrs old
- Child has learnt sequencing skills, is now familiar with show correct quantity, can count to 10 and beyond, and can start to group objects = 4 yrs old
- Child can compare objects, explore patterns and sort/classify objects = 4 - 5 yrs old
- Using concrete materials (e.g. counters) can count up to 30 and present numbers up to 20 = 5 - 6 yrs
- Solving problems that require grouping, adding, subtracting, and sequencing language (first, second, third) = 5 - 6 yrs old
- Recognises money (coins and notes) and understands purpose = 5 - 6 yrs old
- Uses mathematical language, particularly around measurement tasks, including "greater/less than" = 5 - 6 yrs old
- Child's knowledge of numbers becomes more advanced, uses number lines to compare values, and can think in mathematical patterns (e.g. 20 is 2 x 10 and 5 x 4) = 7 - 8 yrs old
- Child can add, subtract, multiple and divide using the language of groups; is not yet expected to know times tables = 7 - 8 yrs old
- Children can add & subtract up to four digit numbers and are expected to know timetables up to 10 x 10 = 9 - 10 yrs old
- Children are making accurate estimation and are using formal algorithms to solve problems = 9 - 10 yrs old
- Children are working in percentages, decimal, fractions and more advanced geometric understanding = 9 - 10 yrs old
- Children are employing more complex algorithms, and are using calculators effectively and with understanding = 11 - 12 yrs
- Children have learnt their times tables and is using this knowledge to multiple two and three digit numbers = 11 - 12 yrs
- Children's mathematical language and knowledge are becoming more complex = 11 -12 yrs old
- Learners are developing an understanding of the different disciplines within mathematics and are becoming aware of the history of mathematical thought = 12 - 15 yrs old

- Learners are developing a sophisticated knowledge of the role mathematics plays in everyday problem solving and other disciplines (e.g. economics, engineering, traders) = 14 - 18 yrs old
- Learners are developing the mathematical skills to be proficient in applying principles to personal and workplace practices = 18 yrs & older

See the following link for general milestones: http://www.kidspot.com.au/schoolzone/Maths-milestones-by-age-Mathematics-milestones-5-6+4206+403+article.htm

Please refer to the NSW Numeracy Continuum for more details information: http://www.numeracycontinuum.com

For middle school skills (Grades 4 - 8), see http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/assessment/pages/scaffoldnum.aspx

Social Patterns/Activity
- Malleable crib toys ('80-'94); Musical crib toys ('95-'09) = 0–18mths
- Wood blocks ('80-'94); Character toys ('95-'09) = 18mths–30mths
- Putty ('80-'94); Toys of adult things (e.g. phones) ('95-'09) = 2–4yrs old
- Backyard play ('80-'94); Play dates ('95-'09) = 2–5yrs old
- Improvised play ('80-'94); Child care ('95-'09) = 2–7yrs old
- Television ('80-'94); iPad/iPhone games ('95-'09) = 4–8yrs old
- Disney/Superheroes ('80-'94); Comic Heroes ('95-'09) = 5–10yrs old
- Model building ('80-'94); Advanced Lego ('95-'09) = 7–13yrs old
- Family work projects ('80-'94); DVDs/TV ('95-'09) = 7–13yrs old
- Community sports ('80-'94); Scheduled sports ('95-'09) = 6–15yrs old
- House/yard work ('80-'94); Commerce (malls) ('95-'09) =10–16yrs old
- Fishing ('80-'94); Summer school/camps ('95-'09) = 12–16yrs old
- Craft projects ('80-'94); Special programs ('95-'09) = 12–14yrs old
- Video games ('80-'94); Summer sports/art ('95-'09) = 13–16yrs old
- Organised sports ('80-'94); College prep ('95-'09) =15–18yrs old
- Further education ('80-'94); Part-time jobs ('95-'09) =16–20yrs old
- Part-time jobs ('80-'94); College/apprentice ('95-'09) =18–22yrs old
- Job ('80 - '94); Careers ('95-'09) =22yrs old+
- (Heath, 2012)

Motivations, Habits and Attitudes
- Motivation does not develop in a linear manner; however, there are a few factors that can be extracted from research that provides some developmental insights:
- as a trend, reading motivation decreases as children move into later primary and - then - into middle school and high school;
- the decrease is more pronounced for those who struggle with reading and who lack access to diverse, age-appropriate texts;
- the decrease is less severe for children who (a) have positive encounters with books, (b) are part of peer groups who value reading, (c) have positive reading role models [e.g. parents];
- (d) have access to diverse, age-appropriate texts and (d) see themselves as developing an expertise/interest;
- motivation is also increased when readers can choose what they can read, which also means that they have access to diverse, age-appropriate texts (in school, home and/or community library settings);
- younger children are motivated predominantly by situational interest (which refers to momentary arousal or temporary attention that is triggered by conditions in the existing context);
- as children age, their reading is guided increasingly by individual interest; and
- into adulthood, reading is guided by a combination of individual interest, pragmatism; peer groups, education levels and everyday demand work and social participation.

Cognitive Milestones	L1 - Age	Typical Grade	Chall's Stage	L2 Learning Stage
• Myelination of the sensorimotor cortex	0 - 2 yrs	—	—	—
• Myelination of the parietal & temporal association cortex	0 - 8 yrs	PreK, K, 1, 2, 3	—	—
• Sensorimotor stage (Piaget) - The infant constructs an understanding of the world by coordinating sensory experience with physical actions	0 - 2 yrs	—	0	—
• Interactional stage (Case) - Children's mental representation consists of objects, people, and actions. Children's thinking is still dominated by relationships between cause and effect, such as the pushing of a button to make a bell ring or the comforting behaviour that produces a smile.	2 - 5 yrs	PreK - K	0	—
• Myelination of all core areas of reading brain	5 yrs	PreK - K	0 - 1	—
• Preoperational Stage (Piaget) - The child begins to represent the world with words and images. These words and images reflect increased symbolic thinking and go beyond the connection of sensory information and physical action.	2 - 7 yrs	PreK, K, 1, 2	0 - 1	—
• Myelination of the prefrontal cortex	0–16 yrs old	K - 10	—	—
• Dimensional stage (Case) - Can focus on multiple dimensions simultaneously, and they begin to make finer discriminations between these operations. The child continue to develop the ability to process information and make judgements.	5 - 11 yrs	K - 6	1, 2, 3a	—
• Concrete operational stage = (Piaget) - The child can now reason logically about concrete events and classify objects into different sets.	7–11 yrs old	1 - 6	1, 2, 3a	—
• Formal operational stage = 11 yrs old+ (Piaget) - The adolescent reasons in more abstract, idealistic, and logical ways.	11 yrs old+	6+	3a, 3b, 4	—
• Vectoral stage (Case) - Individuals can apply abstract concepts and properties to explain phenomenon. They grow to be able to apply multiple perspectives, synthesis/examine information, and make predictions.	11–19 yrs old	6 - 12+	3b, 4	—
NB: There is a significant hypothesis that claim that learning a new language becomes much more difficult after the onset of puberty. That said, there is also data that suggest that a young adolescent is better able to learn a new language than an individual in late childhood, because the young adolescent has more metacognitive skills to regulate learning.				

Oral Language Development	L1 - Age	Typical Grade	Chall's Stage	L2 Learning Stage
• Caregivers attribute intent to child's actions	0 - 8 mths	—	—	Silent
• Intent expressed with gestures and vocalizations =	8 - 12 mths	—	0	Silent
• Frequency of communicative acts: 2.5 per min. of free play	8 - 12 mths	—	0	Silent
• Call out, want, point to something, consistency of sign & intention	9 - 21 mths	—	0	Silent
• Words replace preverbal means in expressing intent	12 - 18 mths	—	0	Silent - Early
• Freq. of communicative acts: 5 per min. of free play	12 - 18 mths	—	0	Silent - Early
• Word use increases as preverbal communication decreases. New intents include requesting information, answering questions	18 - 24 mths	—	0	Silent - Early
• Freq. of communicative acts: 7.5/min. of free play	18 - 24 mths	—	0	Silent - Early
• Direct statement/request (e.g. There mummy!)	12 - 24 mths	—	0	Silent - Early
• Express a state of affairs (e.g. There [is] doggie, Go [to] shops)	15 - 30 mths	—	0	Silent - Early
• Intents include symbolic play, talk about absent objects	24 - 30 mths	—	0	Silent - Early
• Express intention/Make an observation or request	18 - 36 mths	—	0	Early
• Request something / Provide initial explanations	21 - 42 mths	PreK	0	Early
• Requests for clarification	30 - 36 mths	PreK	0	Early
• Language in play increases	30 - 36 mths	PreK	0	Early
• Use the indirect voice (e.g. I thought that …) / Make a suggestions	24 - 51 mths	PreK, K	0	Early to Productive
• Spoken stories express theme & some temporal order	36 - 42 mths	PreK, K	0	Early to Productive
• Begins making explanations, expressing attitude, using "because", formulations =	27 - 57 mths	PreK, K, 1	0 - 1	Early to Productive
• The conditional form is used (if, when)	33–60+ mths	PreK, K, 1	0 - 1	Early to Productive
• Embedded clauses that use the reflexive profound	39–60+ mths	PreK, K, 1, 2	0 - 1	Productive (maybe Early)
• Children develop skills to convey information to others beyond the immediate moment	36 –72 mths	PreK, K 1, 2, 3	0, 1, 2	Productive (maybe Early)
• New functions emerge, including reporting on past events, reasoning, predicting, expressing empathy, creating imaginary roles and props, and maintaining interactions =	42 - 60 mths	PreK, K, 1, 2, 3	0, 1, 2	Productive (maybe Early)
• 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	(PreK) K, 1, 2, 3	(0), 1, 2	Productive moving to Inter

Oral Language Development	L1 - Age	Typical Grade	Chall's Stage	L2 Learning Stage
• 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	K, 1, 2, 3	(0), 1, 2	Productive moving to Inter
• 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+	2, 3, 4, 5, 6	2, 3a, 3b	(Productive) Inter
• Halliday's 'synoptic/dynamic complementarity' stage … learners become more adapt at moving between spoken and written discourse =	12 yrs old+	7, 8, 9, 10	3b, 4	(Inter) Advanced
• See Brandone, et al. (2006) • Wells (2009) • Halliday (1993) • See Kidspot Speech & Language Milestones for more detailed discussion of milestones: http://www.kidspot.com.au/schoolzone/Speech-and-Language-Speech-and-language-development-5-6+4184+308+article.htm				

Grammatical Development	L1 - Age	Typical Grade	Chall's Stage	L2 Learning Stage
• Call out, want, point to something, consistency of sign & intention	9 - 21 mths	—	—	Silent
• Semantic roles are expressed in one-word speech	12 - 18 mths	—	0	Silent
• Direct statement/request (e.g. There mummy)	12 - 24 mths	—	0	Silent - Early
• Express a state of affairs (e.g. There [is] doggie, Go [to] shops)	15 - 30 mths	—	0	Silent - Early
• Prevalent relations expressed (e.g. agent–action)	18 - 24 mths	—	0	Silent - Early
• Two-word utterances. Word order is consistent	18 - 24 mths	—	0	Silent - Early
• Express intention/Make an observation or request	18 - 36 mths	—	0	Early
• Request something / Provide initial explanations	21 - 42 mths	—	0	Early
• Understanding and use of questions (about objects)	24 - 30 mths	—	0	Early
• Grammatical morphemes appear. -ing, in, on, s.	24 - 30 mths	—	0	Early
• Use the indirect voice (e.g. I thought that …) / Make a suggestions	24 - 51 mths	PreK, K	0	Early to Productive
• Begins making explanations, expressing attitude, using "because", formulations	27 - 57 mths	PreK, K	0	Early to Productive
• Uses Why? questions. Uses spatial terms (in, on, under) =	30 - 36 mths	PreK, K	0	Early to Productive
• Present-tense auxiliaries appear. Be verbs used inconsistently. Overgeneralized past-tense forms appear	30 - 36 mths	PreK, K	0	Early to Productive
• Uses semantic relationship between adjacent and conjoined sentences, including additive, temporal, causal, contrastive	36 - 42 mths	PreK, K	0	Early to Productive
• Emergence of embedded sentences. First complex sentence forms appear. Auxiliary verbs are placed correctly in questions & negatives. Irregular past tense, articles, possessive 's acquired.	36 - 42 mths	PreK, K	0	Early to Productive
• The conditional form is used (if, when)	33–60+ mths	PreK, K, 1	0 - 1	Early to Productive
• Embedded clauses that use the reflexive profound	39–60+ mths	PreK, K, 1, 2	0 - 1	Productive (maybe Early)
• "when" & "how"?s. Use conjunctions to join sentences	42 - 48 mths	PreK, K	0, 1	Productive (maybe Early)
• Early emerging complex sentence types, including full prepositional clauses, wh clauses, simple infinitives.	42 - 48 mths	PreK, K	0, 1	Productive (maybe Early)
• Use conjunctions when, so, because, and if.	48 - 60 mths	PreK, K, 1	0, 1	Productive (maybe Early)
• Use and understanding of passive sentences emerges	5 - 7 yrs old	PreK, K, 1, 2	0, 1	Productive
• 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	K, 1, 2, 3	(0), 1, 2	Productive moving to Inter

Grammatical Development	L1 - Age	Typical Grade	Chall's Stage	L2 Learning Stage
• Pronouns used to refer to nouns previously named	7 - 9 yrs old	K, 1, 2, 3	(0), 1, 2	Productive moving to Inter
• Literate syntax for academic participation develops	7 - 9 yrs old	K, 1, 2, 3	(0), 1, 2	Productive moving to Inter
• Syntax in school is more complex than in oral	9 - 12 yrs old	3, 4, 5, 6, 7	2, 3a, 3b	Inter to Advanced
• Use of perfect aspect (have/had +[verb]) increases. Syntax used in writing is more complex than that used in speech	12 - 14 yrs old	7, 8, 9, 10	3b, 4	Advanced
• Complexity in written language is greater than in spoken language. Full adult range of syntactic constructions reached	15 - 18 yrs old	10, 11, 12	3b, 4	Advanced
• See Brandone, et al. (2006)				

Vocabulary Development	L1 - Age	Typical Grade	Chall's Stage	L2 Learning Stage
• Knows 3–50 words. Words to name people & objects	8 - 12 mths	—	0	Silent
• Average expressive vocabulary size: 50–100 words	12 - 18 mths	—	0	Silent - Early
• Realisation that everything has a name; and actively seeks out names	18 mths	—	0	Silent - Early
• Average expressive vocabulary size: 200–300 words	18 - 24 mths	—	0	Silent - Early
• Uses & knows basic spatial terms (in, on, under)	30 - 36 mths	—	0	Early
• Knows basic colours & understand kinship terms	36 - 42 mths	PreK	0	Early
• Knows basic shapes (circle) & basic size words (small)	42 - 48 mths	PreK	0	Early
• Knowledge of numbers and counting emerges	48 - 60 mths	PreK, K	0	Early
• Organisation of lexical knowledge from episodic to semantic networks. Average expressive vocabulary size: 5,000 words … but some children may enter school with a limited vocabulary of only a few hundred words (Miller, 2015)	5 - 7 yrs	PreK, K, 1	0 - 1	Early to Productive
• School introduces new words not encountered in conversation. Word definitions include synonyms and categories	7 - 9 yrs	1, 2, 3	1 - 2	Productive
• By the equivalent of Year 6, a student is estimated to require 8000-9000 words families for reading/writing academically and 5000-7000 word families for oral interaction (Nation, 2006)	9 - 12 yrs	4, 5, 6, 7	3a, 3b	Inter
• Abstract dictionary definitions given for words	12 - 14 yrs old	6, 7, 8, 9	3a, 3b	Inter to Advanced
• Vocabulary of high school graduate: 40,000 words. Please note, however, that an English language learner often completes high school with a vocabulary equivalent of a Year 7 students (see above)	15 - 18 yrs old	10, 11, 12	3b, 4	Advanced
See Brandone, et al. (2006). At some stage, incorporated Halliday's concepts of taxonomies as well as vertical/horizontal expansion				

English native speaker vocab by age and survey percentile (486,496 responses, blue = median)

Non-native English speaker distribution by vocabulary level (all participants)
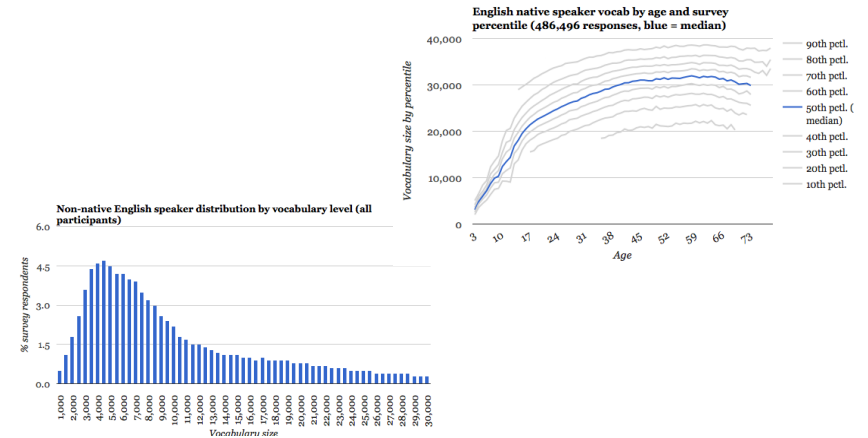
Phonological Awareness & Phonemic Awareness	L1 - Age	Typical Grade	Chall's Stage	L2 Learning Stage
See Vocabulary Development (above) for a child's development of familiar words which will be available for analysis				
• Awareness of rhyme emerges	24 - 30 mths	—	0	—
• Ability to produce rhyme emerges	30 - 36 mths	—	0	—
• Rote imitation and enjoyment of rhyme and alliteration	4 yrs	PreK	0	Early
• Rhyme recognition, odd word out	5 yrs	PreK, K	0	Early
• Clapping, counting syllables	5 yrs	PreK, K	0	Silent - Early
• Ability to segment words into phonemes begins	5 - 7 yrs	PreK, K, 1	0 - 1	Early to Inter
• Recognition of phonemic changes in words	5 yrs	PreK, K	0	Silent - Early
• Noticing & remembering separate phonemes in a series	5.5 yrs	PreK, K	0	Silent - Early
• Blending onset and rime	5.5 yrs	PreK, K	0	Silent - Early
• Producing a rhyme	5.5 yrs	PreK, K	0	Early
• Matching initial sounds; isolating an initial sound	5.5 yrs	PreK, K	0	Silent - Early
• Compound word deletion	6 yrs	PreK, K, 1	0 - 1	Early
• Syllable deletion	6 yrs	PreK, K, 1	0 - 1	Early
• Blending of two and three phonemes	6 yrs	PreK, K, 1	0 - 1	Early
• Segment phonemes in words with simple syllables with 2 –3 phonemes (no blends)	6 yrs	PreK, K, 1	0 - 1	Early
• Segment phonemes in words that have up to 3–4 phonemes (include blends)	6.5 yrs	PreK, K, 1	0 - 1	Early
• Substitute phoneme to build words with simple syllables (no blends)	6.5 yrs	PreK, K, 1	0 - 1	Early
• Sound deletion (initial and final positions)	7 yrs	K, 1, 2	0 - 1	Early to Prod
• Sound deletion (initial position, include blends)	8 yrs	K, 1, 2	1 - 2	Early to Prod
• Sound deletion (medial and final blend positions)	9 yrs	1, 2	1 - 2	Early to Prod
• Consistently apply vowel shifting rules (divine to divinity)	16 - 18 yrs	10+	4	Advanced
The ages referred to the ages when 80–90 % of typical students achieved a phonological skill. These guidelines are based on the work of Moats, which is summarised at the following website: http://www.readingrockets.org/article/development-phonological-skills				

Print Concepts + Letter Naming and Letter Shaping	L1 - Age	Typical Grade	Chall's Stage	L2 Learning Stage
• Follows with pictures in shared reading	18 mths - 6 yrs	PreK, K	0	Silent - Early
• Engages in pseudo-reading (e.g. page turning)	2 - 5 yrs	PreK, K	0	Silent - Early
• Print Awareness: attends to print features	3 - 5 yrs	PreK, K	0	Silent - Early
• Knowledge of letter names and sounds emerges	4 - 5 yrs	PreK, K	0	Silent - Early
• Knows less than half the alphabet	4 - 5 yrs	PreK, K	0	Silent - Early
• Knows you read from left to right (directionality)	4 - 6 yrs	PreK, K	0	Silent - Early
• Concept of a Word in Print/Text (watershed moment)	5 yrs	PreK, K	0	Silent - Early
• Accurately tracks print	5 - 6 yrs	PreK, K	0	Silent - Early
• Knows half or more of the alphabet	5 - 6 yrs	PreK, K	0	Silent - Early
• Knows all the alphabet	6 yrs	PreK, K	0	Silent - Early
• Identifies beginning & end consonant sounds	6 - 7 yrs	PreK, K, 1	0 - 1	Early
• Locates print convention (punctuation, capitals)	6 - 7 yrs	PreK, K, 1	0 - 1	Early
Ultimately, the child knows a book, how books are organised and know what we do with books (e.g. tell stories, explore information).				

SPELLING ON THE NEXT PAGE …
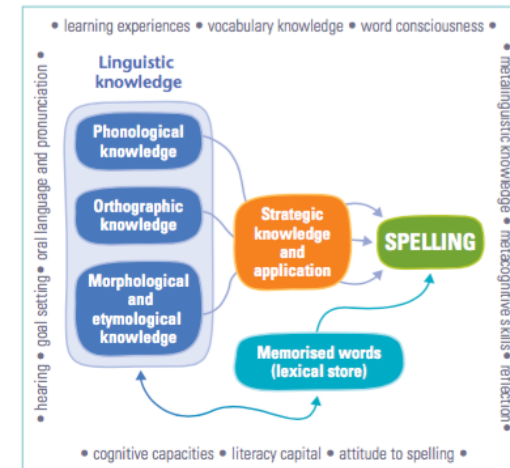
Phonics, Decoding, Spelling & Morphological Development + Sight words	L1 - Age	Typical Grade	Chall's Stage	L2 Learning Stage
• Pre-alphabet phase (by visual/contextual cues)	3 - 5 yrs	PreK, K	0	Silent - Early
• Emergent (Print Concept) Spellers	3 - 5 yrs	PreK, K	0	Silent - Early
• Knowledge of letter names and sounds emerges ☐ Beginning consonant knowledge ☐ Concept of word in text ☐ Phoneme segmentation ability ☐ Full word recognition	4 - 5 yrs	PreK, K	0	Silent - Early
• Partial alphabetic phase (by visual & salient parts)	4 - 6 yrs	PreK, K	0	Silent - Early
• Spell it like it sounds (fosters invented spelling)	4 - 7 yrs	PreK, K, 1	0 - 1	Silent - Early
• Letter Name-Alphabetic (Semi-Phonetic) Spelling	4 - 7 yrs	PreK, K, 1	0 - 1	Silent - Early
• Concept of a Word in Print/Text (watershed moment)	5 yrs	PreK, K	0	Silent - Early
• States 40 sight words in 45 seconds*	6 - 7 yrs	K, 1	1	Early to Productive
• Decoding (alphabet) phase (by grapheme & phoneme) = 6 - 7 yrs old	6 - 7 yrs	K, 1	1	Early to Productive
• States 50 sight words in 45 seconds*	7 - 8 yrs	1, 2	1 - 2	Productive
• Consolidated (orthographic) phase	7 - 9 yrs	1, 2, 3	1 - 2	Productive
• Within-Word Pattern (Transitional) Spelling	7 - 9 yrs	1, 2, 3	1 - 2	Productive
• Spell it by pattern = 7 - 9 yrs old	7 - 9 yrs	1, 2, 3	1 - 2	Productive
• States 60 sight words in 45 seconds*	8 - 9 yrs	2, 3	2	Productive
• Morphological (by meaningful units) = 9 yrs old+	9 yrs+	3, 4, 5, 6+	2, 3a+	Productive to Inter
• Syllables and Affixes (Independent) Spelling = 9 - 11 yrs old	9 - 11 yrs	3, 4, 5	2, 3a	Productive to Inter
• Spell it by rule	9 - 11 yrs	3, 4, 5	2, 3a	Productive to Inter
• States 70 sight words in 45 seconds*	9 - 12 yrs	3, 4, 5, 6	2, 3a	Productive to Inter
• Coordinate several strategies	10 - 13 yrs	4, 5, 6, 7	3a, 3b	Inter
• Derivational Relations (Advanced) Spelling = 11 - 14 yrs old	11 - 14 yrs	5, 6, 7, 8, 9	3a, 3b	Inter
• States 80 sight words in 45 seconds*	12 - 13 yrs	6, 7, 8	3a, 3b	Inter
• Knows Stress Rules (yellow jacket vs. yellow jacket) = 12 - 14 yrs old	12 - 14 yrs	7, 8 , 9	3b	Inter to Advanced
• Spell it from knowledge	13 yrs and older	8, 9+	3b - 4	Inter to Advanced
• Consistently apply vowel shifting rules (divine to divinity)	16 - 18 yrs	10+	4	Advanced
• (See Bear et al. 2012 for further details) • *Based on TOWRE Norms in sight word subtest				

Fluency Milestone	L1 - Age	Typical Grade	Chall's Stage	L2 Learning Stage
• Mid-year rate = 20 WCPM, End-year rate = 40 WCPM	6 - 7 yrs	1	1	Early to Prod
• Starting rate = 40 WCPM, Mid-year rate = 62 WCPM, End-year rate = 92 WCPM	7 - 8 yrs	2	2	Productive
• Starting rate = 79 WCPM, Mid-year rate = 93 WCPM, End-year rate = 114 WCPM	8 - 9 yrs	3	2	Productive
• Starting rate = 99 WCPM, Mid-year rate = 112 WCPM, End-year rate = 118 WCPM	9 - 10 yrs	4	3a	Prod to Inter
• Starting rate = 105 WCPM, Mid-year rate = 118 WCPM, End-year rate = 128 WCPM	10 - 11 yrs	5	3a	Inter
• Starting rate = 118 WCPM, Mid-year rate = 132 WCPM, End-year rate = 145 WCPM	11 - 12 yrs	6	3a	Inter
• Starting rate = 147 WCPM, Mid-year rate = 158 WCPM, End-year rate = 167 WCPM	12 - 13 yrs	7	3b	Inter
• Starting rate = 156 WCPM, Mid-year rate = 167 WCPM, End-year rate = 171 WCPM	13 - 14 yrs	8	3b	Inter to Advanced
• Silent reading rate at the end of Grade 9 = 214wpm	14 - 15 yrs	9	3b - 4	Advanced
• Silent reading rate at the end of Grade 10 = 224wpm	15 - 16 yrs	10	4	Advanced
• Silent reading rate at the end of Grade 11 = 237wpm	16 - 17 yrs	11	4	Advanced
• Silent reading rate at the end of Grade 12 = 250wpm	17 - 18 yrs	12	4	Advanced
• Silent reading rate in the college/university years = 280wpm	18+ yrs	Post-school	5	Advanced

Reading (Comprehension) Milestones	L1 - Age	Typical Grade	Chall's Stage	L2 Learning Stage
• myelination of all core areas of reading brain = 5 yrs old	5 yrs	PreK, K	0	—
• early childhood: readers as player	6 month - 8 yrs	PreK, K, 1, 2	0, 1, 2	—
• pre-reading (emergent reader)	6 months - 6 yrs	PreK, K	0	Silent to Early
• initial reading & decoding (novice reader)	6 - 7 yrs	1	1	Early
• confirmation & fluency (decoding reader)	7 - 9 yrs	2, 3	2	Early to Productive
• later childhood: reader as hero or heroine	8 - 13 yrs	2, 3, 4, 5, 6, 7	2, 3a	—
• reading for learning (fluent, comprehending reader)	9 - 13 yrs	3, 4, 5, 6, 7	2, 3a, 3b	Productive to Inter
• adolescence: readers as thinker	14 - 17 yrs	9, 10, 11	3b	—
• synthesise information & apply multiple viewpoints	15 - 17 yrs	10, 11, 12	3b - 4	Advanced
• late adolescence / university: readers as interpreter	17 - 20 yrs	12+	4 - 5	Advanced
• critical literacy in work & society	18 yrs old & older	—	—	Inter - Advanced
• adulthood: pragmatic reader	20 yrs old & older	—	—	Inter - Advanced

As a general trend, learners develop from deploying surface processing strategies to deeper processing strategies. Additionally, early learners require limited vocabulary, prior knowledge and reading skills to engage in "board books"; whereas, demands on vocabulary, prior knowledge and reading skills increase in tandem as one ages. (See Chall, Wolf and Appleyard) NB: There is a new focus on learners reading non-fiction texts throughout the lifespan to learn things about the worlds.

Writing Development (including emergent writing and handwriting)	L1 - Age	Typical Grade	Chall's Stage	L2 Learning Stage
• Scribbling/drawing/attempts at representing	18 mths - 3 yrs	PreK	0	Silent - Early
• Controlled scribbling / representational intent	3 yrs	PreK	0	Silent - Early
• Identifies hand dominance (handwriting)	3 yrs	PreK	—	—
• Non-phonetic letter strings / Mock writing	3 - 4 yrs	PreK	0	Silent - Early
• Writing the known / Writing letters	4 -5 yrs	PreK, K	0 - 1	Silent - Early
• Uses a palm grasp, often long-sighted, eye strain with close attention (large format important)	3 - 5 yrs	PreK, K	—	—
• Moves from palmer grip to incomplete tripod grip (handwriting)	5 - 6 yrs	PreK, K	—	—
• Invented spelling	5 - 7 yrs	K, 1, 2	0, 1, 2	Early
• 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	K, 1, 2, 3+	0, 1, 2	Early - Prod
• Beginning writing	6 - 7 yrs	K, 1, 2	0, 1, 2	Early
• Can print many words with dexterity and correct slope, size, shape and spacing; move to the Mature Tripod Grasp	7 - 8 yrs	1, 2	—	—
• Shows conventions of print (punctuation, capitals)	7 - 8 yrs	K, 1, 2	0, 1, 2	Early
• Can construct two consecutive, correct sentences	7 - 8 yrs	K, 1, 2	0, 1, 2	Early
• Conventional writing (plan, form & intent)	8 yrs+	1, 2, 3+	1, 2+	Early - Prod
• Literate syntax for academic participation develops	7 - 9 yrs	1, 2, 3	1, 2	Prod
• 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	3 - 4+	2 - 3a	Prod
• 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	4+	2, 3a+	Prod - Inter
• Syntax in school is more complex than in oral	9 - 12 yrs	4 - 6	2, 3a	Prod - Inter
• Syntax used in writing is more complex than that used in speech	12 - 14 yrs	7 - 9	3a, 3b	Inter
• Learners become more adapt at moving between spoken and written discourse	12+ yrs	9+	3a, 3b+	Advanced
• Complexity in written language is greater than in spoken language. Full adult range of syntactic constructions reached	15 - 18 yrs	10 - 12	3b, 4+	Advanced

(Conventional writing is a quite broad phase. Across this phases, the child develops the ability to write in an increasing diversity of forms, purposes, domains and contexts. As one ages, texts progress from more spoken-like descriptive text [possibly aided by visual] to written discourse with an emphasis on the explaining, analysing, applying and synthesising information and genre conventions.) It is important to note that both reading & writing require learners to coordinate a variety of strategies - both low order & high order - in order to produce an effective text. Certain subskills of writing are tested in other areas (from phonemic awareness to spelling to grammatical knowledge & more) Informal assessments require teachers/parents to apply rubrics in order to attend to:
- how learners manage the writing process;
- what is present in written products (grammatically);
- how learners adhere to structural conventions;
- how learners responds to feedback for revision.

Knowledge Development	L1 - Age	Typical Grade	Chall's Stage	L2 Learning Stage
• Young children explore familiar topics such as "Family, Friends, Animals, Wind and Water, The World of Colour, Things That Grow, Numbers in Our World"	2–5 yrs old	PreK-K	0 - 1	—
• Young children learn to predict, categorise, observe, solve problems, measure, investigate and manipulate materials	2 - 5 yrs old	PreK-K	0 - 1	—
• Children learn about cycles, ask key questions and benefit from learning early technical/academic language	5 - 6 yrs old	PreK - K	0 - 1	—
• Young children have an intrinsic curiosity about their immediate world and a desire to explore and investigate things around them	5–8 yrs old	PreK - 2	0, 1, 2	—
• Exploratory, purposeful play is a central feature of their investigations	5–8 yrs old	PreK - 2	0, 1, 2	—
• Observation, using the senses in dynamic ways, is an important skill in these years	5–8 yrs old	PreK - 2	0, 1, 2	—
• In the early years of schooling, the curriculum should enable students to explore their own and their family's history. Through hearing the stories of other students' lives and examining artefacts such as photos and objects	5–8 yrs old	PreK - 2	0, 1, 2	—
• Children learn about how things grow, live and change; and can carry out guided investigation involving several steps	7–8 yrs old	1, 2	1, 2	—
• Children should be guided to use diagrams and models as well as tools to collect data	7–8 yrs old	1, 2, 3	1 - 2	—
• As they progress, the expectation is that children will begin to work in a more systematic way (with emerging reflective thinking)	8 - 12 yrs	2, 3, 4, 5, 6, 7	2, 3a, 3b	—
• Understanding develops by examining these smaller components and how they are related	8 - 12 yrs	2, 3, 4, 5, 6, 7	2, 3a, 3b	—
• In history, the focus is on significant periods, events, personalities and places	8 - 12 yrs	2, 3, 4, 5, 6, 7	2, 3a, 3b	—
• Children are grasping, applying and discussing a number of quite abstract concepts	9 - 12 yrs	3, 4, 5, 6, 7	3a, 3b	—
• Learner develop a firm grasp about the difference between description and explanation	10 - 12 yrs	4, 5, 6, 7	3a, 3b	—
• During these years, students study science concepts associated with distinct disciplines	12 - 15 yrs	7, 8, 9, 10+	3b - 4	—
• It also included contemporary contexts in which the discipline can be learned and issues impacting the understanding of different disciplines in the world	12 - 15 yrs	7, 8, 9, 10+	3b - 4	—
• 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	7, 8, 9, 10+	3b - 4	—
• In history, there is a deeper study into key significance of historical events and episodes	12 - 15 yrs	7, 8, 9, 10+	3b - 4	—
• At this stage, there is the development of depth of understanding of key concepts, processes and contexts related to particular disciplines	15 - 18 yrs	10, 11, 12+	3b - 4	—
• 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	10, 11, 12+	3b - 4	—
• Also - at this stage - there is a great emphasis on student's developing knowledge through collaboration, discussion and debate	15 - 18 yrs	10, 11, 12+	3b - 4	—
• In addition, there is a greater emphasis on students' ability to conduct investigations which requires students to understand research methods and demonstrate a deeper engagement in decision making, evaluation and the discussion of ethics and values	15 - 18 yrs	10, 11, 12+	3b - 4	—

Figure 10.1. Gradual release of responsibility
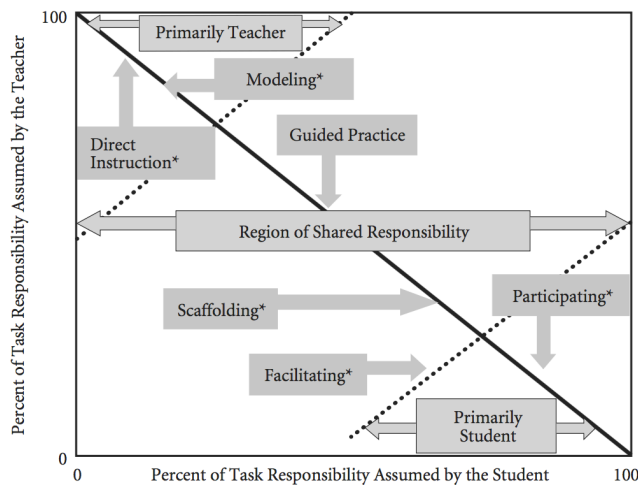
In each stage, teachers should encourage a **Gradual Release of Responsibility** model. The teacher models skills, which - through practice - students master and apply independently. ELL rates of learning are impacted by (a) levels of existing literacy (.e.g in first language), (b) the quality and intensity of current instruction/opportunities, and (c) motivation perseverance.

CHARACTERISTICS

Key characteristic: Communication with peers is very limited, which in turn, hampers development of social language proficiency.

Student may continue speaking in his or her first language (L1).

Student is processing language, but oral communication is limited or nonexistent.

This period may last longer in very young students than students in later elementary.

APPROPRIATE INSTRUCTIONAL STRATEGIES

Particular instructional focus: Help children adapt to the classroom culture and establish instructional routines.

Tutors are responsible for up to 90% of conversational burden.

Use pictures, props, manipulatives, and other hands-on materials to ensure active student involvement.

Use simplified language that focuses on key concepts and the repetition of essential (Tier 1) vocabulary.

Use Total Physical Response (TPR).

CHARACTERISTICS

Key characteristic: Students tend to use imitation and repetition (formulaic phrases or speech patterns such as I goes to lunch) to become part of the social fabric of the class.

Student begins to develop aspects of social English that will become building blocks of English proficiency.

Students' social skills in English based on highly contextualised language.

The student may decode print, but struggles to comprehend.

APPROPRIATE INSTRUCTIONAL STRATEGIES

Particular instructional focus: Provide basic tools for immediate use including explicit instruction in vocabulary and social communication.

Tutors are responsible for up to 50%-60% of conversational burden.

Ask who, what, where, and either/or questions, labelling activities, questions that can be answered formulaically.

Use TPR with responses—verbal and nonverbal, role-playing activities.

CHARACTERISTICS

Key characteristic: Students begin to manipulate language on their own, rather than relying on formulaic phrases (e.g., I goes to lunch).

Students may begin to overgeneralise language rules and may appear to regress.

Students begin to develop academic skills in English.

Students may appear to have fairly complete fluency because they can handle most social situations, but academic English development is still critical.

APPROPRIATE INSTRUCTIONAL STRATEGIES

Particular instructional focus: Modeling, scaffolding, providing guided instruction with academic language. Increased support for reading to learn versus learning to read and for building content- area knowledge.

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.

Provide graphic organisers that include more text.

CHARACTERISTICS

Key characteristic: 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.

Students may become frustrated with what they perceive to be their own language limitations.

APPROPRIATE INSTRUCTIONAL STRATEGIES

Particular instructional focus: Teachers should continue scaffolding-academic skills and advanced critical thinking skills, providing motivation for wide reading

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.

CHARACTERISTICS

Key characteristic: It takes students from 4-10 years to achieve cognitive academic language proficiency in a second language.

Student at this stage will be near-native in their ability to perform in content area learning.

Most ELLs at this stage have been exited from ESL and other support programs.

APPROPRIATE INSTRUCTIONAL STRATEGIES

Particular instructional focus: Even though most ELLs at this 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.

Therefore, teachers (include college/university teachers) should continue scaffolding-academic skills and advanced critical thinking skills, providing motivation for wide reading

• THEORY AND PRACTICE •

Lea McGee

Transforming
Literacy Practices
in Preschool

**Research-Based Practices
That Give All Children
the Opportunity to Reach
Their Potential as Learners**
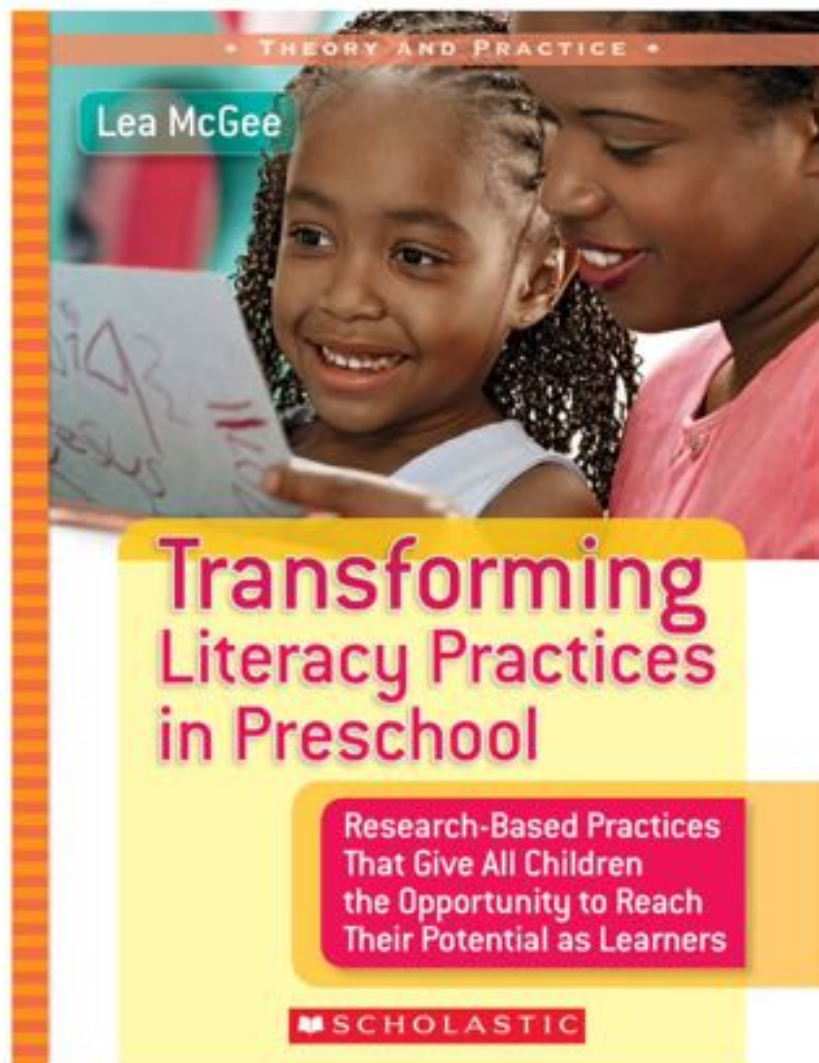
SCHOLASTIC

Dedication

I dedicate this book to every preschool child and teacher
who has taught me what I needed to know.

Appendix

Monthly Goals for 3-Year-Olds

August and September

Handles books and examines environmental print
- Shows understanding that books are handled in particular ways (awareness of front, back, top, bottom, page turns)
- Shows awareness that print conveys a message by attending to familiar environmental print

Listens to books read aloud and participates in conversations
- Listens with increasing ability to attend to and understand conversations, books, and songs [always a monthly goal]

Plays name games and attends to alphabet letters
- Selects name from a group of other names
- Knows that letters of the alphabet are a special category of visual graphics that can be individually named [differentiates letters from numbers or pictures]
- Sings the ABC song

Participates in nursery rhyme activities
- Recites nursery rhymes with support

Participates in vocabulary games
- Builds understanding of category words (colors, shapes, food, toys, family, friends)

Participates in guided writing and drawing activities
- Attempts to write letter features in guided drawing

October and November

Handles books and examines environmental print
- Shows understanding that books are handled in particular ways (awareness of front, back, top, bottom, page turns)
- Shows awareness that print conveys a message by attending to familiar

environmental print

Participates in drama activities
- Begins to dramatize stories with support

Listens to books read aloud and participates in conversations
- Listens with increasing ability to attend to and understand conversations, books, and songs [always a monthly goal]
- Understands, learns, and uses more sophisticated sentences and new vocabulary in conversations and from listening to books in English [always a monthly goal]
- Listens to books in a variety of genres including fiction, nonfiction, and poetry [always a monthly goal]
- Communicates and responds to information, ideas, experiences, feelings, opinions, needs, and questions in conversations with adults and peers [always a monthly goal]

Participates in guided writing and drawing activities
- Uses uncontrolled scribble or one unrefined unit to write name
- Uses linear scribble to write name
- Attempts to write letter features in guided drawing
- Attempts to recognize other children's names

Participates in alphabet learning activities
- Sings the ABC song and attempts to match letters
- Associates a few alphabet letters with people (R is for Ms. Rodgers)
- Recognizes 1–5 alphabet letters
- Recognizes first letter in name

Participates in nursery rhyme activities
- Recites nursery rhymes with support

Participates in vocabulary games
- Builds understanding of category words—(e.g., colors, shapes, home items, food, kitchen supplies, harvest activities [curriculum topic], plant and seeds [curriculum topic]

December and January

Participates in dramatic-play activities, pretending to read and write
- Uses linear scribble to pretend to write in dramatic play

Participates in drama activities
- Dramatizes stories with support

Pearson New International Edition

Words Their Way: Word Study for Phonics,
Vocabulary, and Spelling Instruction
Bear Invernizzi Templeton Johnston
Fifth Edition

Emergent (3 to 5 yrs old)

$$A - Z$$

))))

))))	))))	))))	))))
CAT	**/K/**	**/A/**	**/T/**

Concept of Word
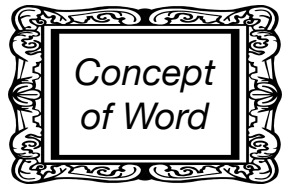
Pre-speller to spell it how it sounds
Oral language, print awareness, phonemic awareness and alphabetic awareness are the key features of this stage. These are the building blocks for formal literacy.

Letter-Name Alphabetic (4 to 7 years old)

$$C \quad V \quad C$$

Spell it how it sounds
The single-syllable, CVC form is the easiest way for learners to master consonants sounds, consonant digraphs, consonant blends, the short form of the vowels and simple r-controlled vowels.

Consonant - cat, bed, pig, sun, bot, bog, gig, bib, quit …

Digraph - with, chat, ship, fish, mush …

Blends - plan, flag,

r-controlled vowels - car, far, fir, stir, star, blur,
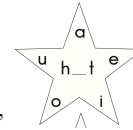
NB: the short form of each vowel (a, e, i, o, u) is only represented by a small number of spelling options … unlike the long form —>

Within-Word Pattern (7 to 9 Years old)

$$C \quad V \quad C \quad e$$
$$C \quad V \quad V \quad C$$

Spell it by pattern
Once a learner has mastered the CVC pattern, it is time to contrast the short vowel sounds with long vowel sound.

Once this contrast is developing, learners explore the various diphthong forms and diverse vowel sounds in single-syllable words, such as *bright*. Learners also explore plurals, contractions, homophones, homographs and compound words.

Learners clarify spelling patterns with the help of dictionary aids

---

Affixes/Suffixes (9 to 11 years old)

-ed   **-ing**   **-ly**   **re-**

2- 3 …

syllable words

ə *schwa*

Spell by rule & dictionary aids
By this stage, leaners can decode most, if not all, single syllable words. At this stage, learners become adept at adding common prefixes and suffixes as well as spelling a range of multisyllabic words, which requires that they identify *syllable junctures*. The unstressed, ambiguous *schwa* sound (often pronounced "uh") is also present in many multisyllabic words, such as *a*lone and confi*d*ent. Learners will need to turn to other tools to disambiguate these unclear vowel sounds?

Derivational (11 years & older)

prefixes   *suffixes*
bases   *roots*

Build   **WORDS**   from   from
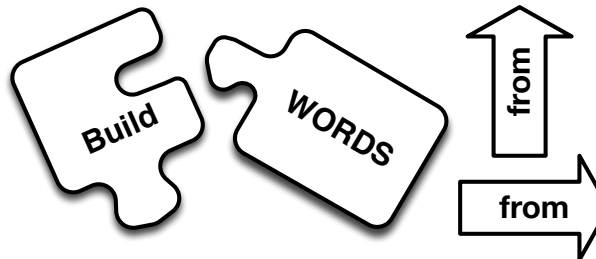
10 - 13: use many strategies / 13+: spell from knowledge
At this stage, there are few items which are missing from one's skill set. Instead, spelling & vocabulary learning are inextricable linked.

Six Most Common Syllable Patterns

Closed	This syllable ends with a consonant and contains a single following, often in its short form	mat or pic-nic or fresh (e.g CVC or CCVC)
Open	This syllable type ends with a vowel and the vowel is often long	me or ve-to
Silent e or vowel consonant e (ice)	This syllable has a silent e at the end which often signals that the vowel will be long	cape or stripe or cue
Vowel team or vowel pair	This syllable type contains two vowels that make one sound.	pain or head or toy
R-controlled vowel	This syllable contains a vowel with the letter r, and the vowel is neither short nor long.	far or ferment or torment
Consonant + le	This syllable always appears at the end of words and the consonant always goes with the -le	apple or simple or fickle

END NOTE: As encoding and decoding skills become automatic, there is a gradual shift in the treatment of literacy. There is a shift away from encoding/decoding and toward composition/comprehension. Consequently, teachers assume that learners have the skills to create and consume texts. There is now an onus on conveying and extracting meaning and intentions through text. For instance, it is assumed that one can read the text [government form], but does one know what its means in context?)

Sequence of Phonics/Spelling Instruction

**3 - 5
yrs old**

Emergent (Print Concept): focus is on phonemic awareness and on alphabet (letter name) knowledge

**4 - 7
yrs old**

Letter Name Alphabetic (CVC): [shrt] a, m, t, s, [shrt] i, f, d, r, [shrt] o, g, l, h, [shrt] u, c, b, n, k, v, [shrt] e, w, j, p, y, x, qu, z, sh, ch, th, wh, ck, consonant blends (e.g. st, pl, bl, gl, sl)

**7 - 9
yrs old**

Within Word Stage (CVCe & CVVC): a-e, ai, ay, ei, ey, ee, ea, ie, e-e, i-e, igh, y, o-e, oa, ow, u-e, oo, ew, vowel+r, oi, oy, ou, au, ow, kn, wr, gn, shr, thr, squ, spl, tch, dge, ge, homophones

**9 - 11
yrs old**

Syllables & Affixes Stage: adding inflectional endings, detecting syllable junctures multisyllabic words, homographs & homophones

**11+
yrs old**

Derivational Stage: advanced morphology (prefixes, suffixes, roots) and diverse forms of base words.

Stages of Spelling Development

1) Pre-speller - birth to 4
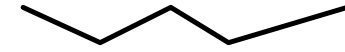
2) Spell it like it sounds - 4 - 7 years old   *ETR*

3) Spell it by pattern - 7 - 9 years old   *eater*

4) Spell it by rule - 9 - 11 years old

5) Coordinating multiple strategies - 10 - 13 years old

6) Spell it from knowledge - 13 years and older

Stage	Main Features	Description	Other Features	Key Activities	LLP level	WCPM
Emergent (3 to 5 yrs old) pre-speller to spell it how it sounds	Mastering - alphabet knowledge (letter names & sounds) - partial phonemic awareness - concept of word - initial sight words	Oral language, print awareness, phonemic awareness and alphabetic awareness are the key features of this stage. Learner need to be attending to language, to print, to sounds, and the way letters represent sounds.	- regularly attempts to represent, initially through drawing and gradually with print - invented spelling	- Reading to - Reading with - Writing with - Word study, including sorts - Environmental print Read It Again! See Writing Samples	<u>K-2</u> Beginning (LLB) Beginning (SP in FL) <u>3-6</u> Beginning (LLB) Beginning (SP in FL) <u>7-10</u> Beginning (LLB) Beginning (SP in FL)	[limited number of Sight Words - *see Dolche & Fry*], includes names

Letter-Name Alphabetic (4 to 7 years old) spell it how it sounds	- Mastering CVC words
	  - main consonants
	  - short vowels
	  - diphthongs ("th")
	  - consonant blends
	  - r-controlled vowels in CVC words
	- Full phonemic awareness
		Learners play with a range of possible consonants sounds in real words when they focus on CVC words. Reading/writing is possible with high frequency words and common vocabulary	- expanding known high frequency words
			- spelling common vocabulary
			- spells frequently occurring long vowel words
			- invented spelling
				- Reading to
				- Reading with
				- Writing with
				- Independent reading/ writing
				- Word study
				Beginning Reads
				See Writing Samples
					<u>K-2</u>
					Emerging
					<u>3-6</u>
					Emerging
					<u>7-10</u>
					Beginning (SP in FL)
						[a number of Sight Words - *see Dolche & Fry*], of connected texts, early Grade 1: 20; late Grade 1: 40

Within-Word Pattern (7 to 9 Years old) spell it by pattern	Masteing - CVCe (long vowel) - CVVC (vowel patterns) - common two syllable and three syllable words, including -le syllable type - complex r-controlled vowel	The range of vowel sounds become the focal point in CVCe and CVVC words. Learners will likely overgeneralise patterns, and will need clarify spelling through dictionary aids.	- -ke, -ck, k - complex consonant patterns ("tch" & "dge") - exploring "y" as a vowel - plurals, contractions, homophones, homographs - invented spelling	- Word study - Reading (own & guided) - Writing/grammar Beginning Reads FYI for kids See Writing Samples	<u>K-2</u> Developing <u>3-6</u> Developing <u>7-10</u> Beginning to Emerging	of connected texts, Grade 2: 40; 62; 92 Grade 3: 79; 93; 114 (significant growth)
Affixes/Suffixes (9 to 11 years old) spell it by rule & use dictionary aids	Mastering - plural endings - -ed endings - -ing endings - two- and three-syllable words - simple prefixes & suffixes	By this stage, leaners can decode most, if not all, single syllable words. At this stage, learners become adept at correctly spelling a range of multisyllabic words.	- deciphering unaccented vowel sounds (the schwa sound), and looking to word patterns and dictionary sources to resolve ambiguous vowel sounds	- Big questions - Spelling/vocab exploration - Reading to, write and independent - Learning / writing FYI for kids Word Generation 4-6 See Writing Samples	<u>K-2</u> Consolidating/ Advanced <u>3-6</u> Developing to Consolidated <u>7-10</u> Developing	of connected texts, Grade 4: 99; 112; 118 Grade 5: 105; 118; 128
Derivational (11 years and older) 10 - 13: coordinate multiple strategies 13+: spell from knowledge	Mastering - advanced suffixes, prefixes and Greek/Latin roots - technical vocabulary - focus on forms of a base word (e.g. explain, explanatory, explanation)	At this stage, there are few items which are missing from one's skill set. Instead, spelling and vocabulary learning are inextricable linked.	- English words derived from foreign words (e.g. gourmet)	- Big questions - Explore concepts - Fluency practice - Academic literacy - Discussion Word Generation 6-8 STARI & Writing Samples	<u>K-2</u> N/A <u>3-6</u> Consolidated/ Advanced <u>7-10</u> Consolidating	of connected texts, Grade 6: 118; 132; 145 Grade 7: 147; 158; 167 Grade 8: 156; 167; 171

NB: at every stage, children will be able to read and spell words that are more advanced than the indicated levels. This is particularly true of people's names as well as common vocabulary, such as "water" or "yesterday" or "family"

FIGURE 13 The Synchrony of Literacy Development

Layers of the Orthography

- ALPHABET/SOUND
- PATTERN
- MEANING

Reading and Writing Stages:

Emergent	Beginning	Transitional	Intermediate	Advanced
Pretend read	Read aloud; word-by-word, fingerpoint reading	Approaching fluency, phrasal, some expression in oral reading	Read fluently, with expression. Develop a variety of reading styles. Vocabulary grows with reading experience.	
Pretend write	Word-by-word writing; writing moves from a few words to paragraph in length	Approaching fluency, more organization, several paragraphs	Fluent writing, build expression and voice, experience different writing, styles and genre, writing shows personal problem solving and personal reflection.	

Spelling Stages:

	Emergent →			Letter Name–Alphabetic →			Within Word Pattern →			Syllables and Affixes →			Derivational Relations →		
	Early	Middle	Late	Early	Middle	Late	Early	Middle	Late	Early	Middle	Late	Early	Middle	Late
Examples of spellings:															
bed	(scribble)	MST	E	bd	bad		bed								
ship	(scribble)	TFP	S	sp	sep	shep	ship								
float	(scribble)	SMT	F	ft	fot flot	flott	flowt	floaut flote	float						
train	(scribble)	FSMP	G	jn	jan tan	chran tran	teran	traen	trane train						
bottle			B	bt	botl		bodol	botel	botal	bottel	bottle				
cellar			S	slr	salr		celr seler	celer	seler	celler	seller	cellar			
pleasure			P	pjr	plasr		plager plejer	pleser	plesher	pleser	plesher	plesour		pleasure	
confident											confadent	confiednet	confedent	confendent	confident
opposition											opasishan	oppasishion	opositian	oposision	opposition

Words Their Way Primary Spelling Inventory Feature Guide

Student's Name _____   Teacher _____   Grade _____   Date _____

Words Spelled Correctly: _____ / 26   *Feature Points:* _____ / 56   *Total:* _____ / 82   *Spelling Stage:* _____

SPELLING STAGES →	EMERGENT		LETTER NAME–ALPHABETIC			WITHIN WORD PATTERN		SYLLABLES AND AFFIXES		
	LATE		EARLY MIDDLE LATE			EARLY MIDDLE		LATE EARLY		
Features →	Consonants		Short Vowels	Digraphs	Blends	Common Long Vowels	Other Vowels	Inflected Endings	Feature Points	Words Spelled Correctly
	Initial	Final								
1. fan	f	n	a							
2. pet	p	t	e							
3. dig	d	g	i							
4. rob	r	b	o							
5. hope	h	p				o-e				
6. wait	w	t				ai				
7. gum	g	m	u							
8. sled			e		sl					
9. stick			i		st					
10. shine				sh		i-e				
11. dream					dr	ea				
12. blade					bl	a-e				
13. coach				ch		oa				
14. fright					fr	igh				
15. chewed				ch			ew	-ed		
16. crawl					cr		aw			
17. wishes				sh				-es		
18. thorn				th			or			
19. shouted				sh			ou	-ed		
20. spoil							oi			
21. growl							ow			
22. third				th			ir			
23. camped								-ed		
24. tries					tr			-ies		
25. clapping								-pping		
26. riding								-ding		
Totals	/ 7	/ 7	/ 7	/ 7	/ 7	/ 7	/ 7	/ 7	/ 56	/ 26

THE LITERACY BUG

What words do learners learn to read and spell?

common, familiar vocabulary

NB: At age six, a child may know thousands of words when heard but few in print.

Despite this, a word which is familiar to a learner may be easier to read and spell as the learner call upon both his/her semantic and phonetic systems to recall the word.

These words are often called upon in phonics studied so students can generalise where patterns can be found.

high frequency words

Some words - like "no" - are recognised prior to any phonetic instruction.

Other words - like "was" - are both ubiquitous and irregular, and are often taught by sight rather than analysis.

When referring to high frequency words, we use lists like Dolche or Fry.

As with common vocabulary, these words are open to analysis when the time comes, so students can generalise where patterns can be found.

print words encountered in books and the environment

One of the best sources of print vocabulary is through environmental scans and book reading.

In an environmental scan a child may recognise the word "STOP" in a sign and - then - in isolation well before having the skills to decode the word.

It goes without saying that book reading is important, both at the beginning and throughout one's reading life. Reading connected texts help learners apply word reading skills and semantic problem solving strategies.

topical words being studied (e.g. at school)

Still other words are studied as part of exploring "content", such as "breakfast words" or "dinosaurs" or "art instruments"

As with common vocabulary, a child can know a word when heard but lack the skills to decode it independently.

That said, having access to the word's meaning may provide the incentive for the child to persevere in order to work out its pronunciation and spelling.

words based on progressive patterns in phonics program

Now we get to the "evidence-based" practice, which is found to be effective for a wide range of children … a progressive program in which learners develop the skills to blend, segment and decode increasingly complex graphemes, phonograms and words.

A learner can call upon his/her wide knowledge of print words to help generalise the patterns being explored in the sequenced, synthetic phonics program.

NB: Please do not underestimate a leaner's invented spellings. They reveal the patterns which have been mastered and those which are to come.

Written Samples

GRADE K

MAP FO THE BOI

BUGS Are eVREWER
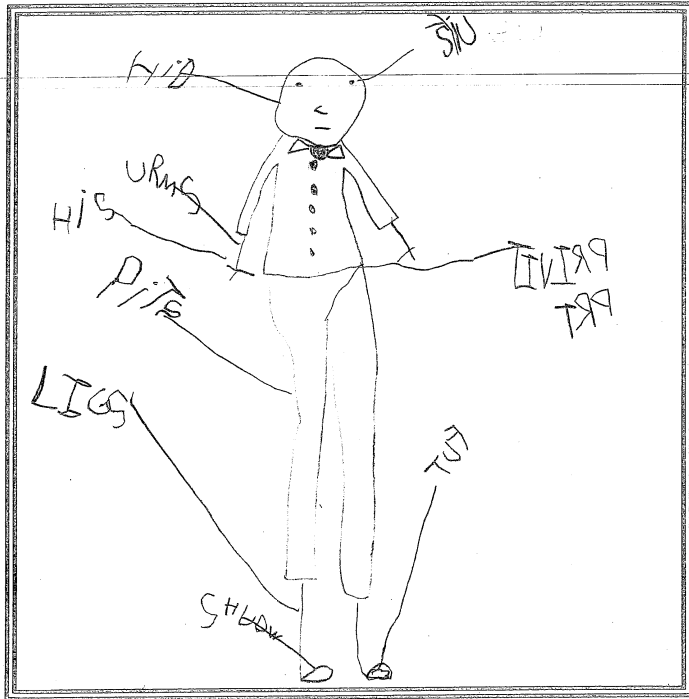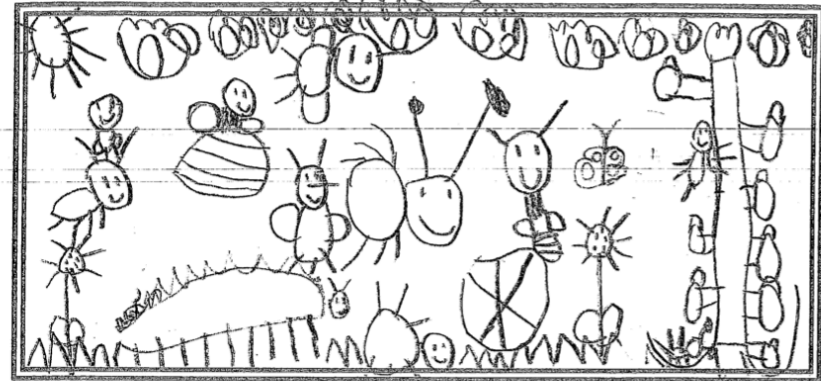
SOMe BUGS FLY.
SOMe BUgs sting.
SOMe are BIg.
SOMe Are TINE.
SOMe CrL.
SOMe JUMP.
SOMe haV ShELS.

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

Written Samples

✎ Name _____   Date _____

Learning words
Ripe/ripe means that something that was growing is now ready to pick and eat.

Apple Picking

You reach up as far as you can and gently pull down a red-ripe 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!

Basket of apples

Page 1

All About Nauset Beach

Chapter 4
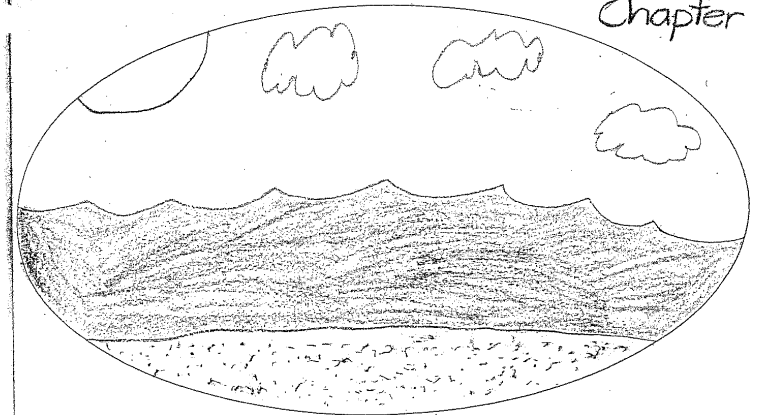
Sometimes when we go to Cape Cod we go to Nauset Beach. Nauset Beach is a great place to feel the sunlight. Nauset Beach has very big waves. You can skip rocks on the waves. You can surf on the waves and you can even swim in the water, but don't get stuck in the water's current! On a sunny day you can

page 5

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

THE
LITERACY BUG

STAGES OF LITERACY DEVELOPMENT

Chall's Stages of Reading Development
Source: Jeanne S. Chall, *Stages of Reading Development*. N.Y.: McGraw-Hill Book Company, 1983.
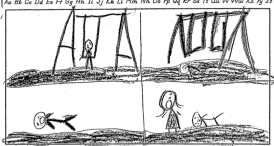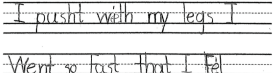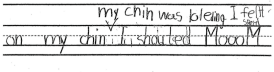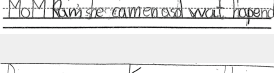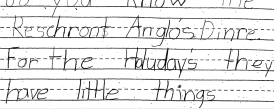
Stage	Approximate Age/Grade	Characteristics and Masteries by End of Stage	How Acquired	Relationship of Reading to Listening
Stage 0: Pre-reading "pseudo reading"	6 months – 6 years Preschool	Child "pretends" to read, retells story when looking at pages of book previously read to him/her, names letters of alphabet; recognizes some signs; prints own name; plays with books, pencils and paper.	Being read to by an adult (or older child) who responds to and warmly appreciates the child's interest in books and reading; being provided with books, paper, pencils, blocks, and letters. Dialogic reading.	Most can understand the children's picture books and stories read to them. They understand thousands of words they hear by age 6 but can read few if any of them.
Stage 1: Initial reading and decoding	6 – 7 years old 1st grade and beginning 2nd	Child learns relation between letters and sounds and between printed and spoken words; child is able to read simple text containing high frequency words and phonically regular words; uses skill and insight to "sound out" new one syllable words.	Direct instruction in letter-sound relations (phonics) and practice in their use. Reading of simple stories using words with phonic elements taught and words of high frequency. Being read to on a level above what a child can read independently to develop more advanced language patterns, vocabulary and concepts.	The level of difficulty of language read by the child is much below the language understood when heard. At the end of Stage 1, most children can understand up to 4000 or more words when heard but can read about 600.
Stage 2: Confirmation and fluency	7 – 8 years old 2nd and 3rd grade	Child reads simple, familiar stories and selections with increasing fluency. This is done by consolidating the basic decoding elements, sight vocabulary, and meaning context in the reading of familiar stories and selections.	Direct instruction in advanced decoding skills; wide reading (instruction and independent levels) of familiar, interesting materials that help promote fluent reading. Being read to at levels above their own independent reading level to develop language, vocabulary and concepts.	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.
Stage 3: Reading for learning the new Phase A Phase B	9 - 13 years old 4th – 8th grade Intermediate 4th – 6th Junior high school 7th – 9th	Reading is used to learn new ideas, to gain new knowledge, to experience new feelings, to learn new attitudes, generally from one viewpoint.	Reading and study of textbooks, reference works, trade books, newspapers, and magazines that contain new ideas and values, unfamiliar vocabulary and syntax; systematic study of words and reacting to the text through discussion, answering questions, writing, etc. Reading of increasingly more complex text.	At beginning of Stage 3, listening comprehension of the same material is still more effective than reading comprehension. By the end of Stage 3, reading and listening are about equal for those who read very well, reading may be more efficient.
Stage 4: Multiple viewpoints	15 – 17 years old 10th – 12th grade	Reading widely from a broad range of complex materials, both expository and narrative, with a variety of viewpoints.	Wide reading and study of the physical, biological and social sciences and the humanities, high quality and popular literature, newspapers, and magazines; 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.
Stage 5: Construction and reconstruction	18+ years old College and beyond	Reading is used for one's own needs and purposes (professional and personal); reading serves to integrate one's knowledge with that of others, to synthesize it and to create new knowledge. It is rapid and efficient.	Wide reading of ever more difficult materials, reading beyond one's immediate needs; writing of papers, tests, essays, and other forms that call for integration of varied knowledge and points of view.	Reading is more efficient than listening.

Planning Framework

Stage & Typical Age	L1 Milestones	Features	Assumptions & Expectations	Age-Appropriate Books & Resources	Instructional Features

0 **pre-reading** Birth to 6 years old
 	
Brith to the end of Grade
 	
—————————
 	
Beginning EAL/D (LLP to SPL) & Emerging EAL/D
 	
ESL Scales (Oral) Levels 1 - 3
 	
From ELL Phase 1 to 2
 	
Pre-Production (or Silent Stage) achieved in 0 to 6 months or more
 	
to
 	
Early Production Stage achieved in 6 months to 1 year or more
 	
with
 	
Speech Emergence Stage
	Cognition
	Myelination of the sensorimotor cortex = **0-2 yrs old**
	Sensorimotor stage = **0-2 yrs old**
	Interactional stage = **2-5 yrs old**
	Myelination of all core areas of reading brain = 5 yrs old
	Preoperational stage = **2-7 yrs old**
	Myelination of the parietal & temporal association cortex = **0-8 yrs old**
	
	Oral Language
	Caregivers attribute intent to child's actions = **0 - 8 mths**
	Intent expressed with gestures and vocalizations = **8 - 12 mths**
	Words replace preverbal means in expressing intent = **12 - 18 mths**
	Word use increases as preverbal communication decreases = **18 - 24 mths**
	Intents include symbolic play, talk about absent objects = **24 - 30 mths**
	Requests for clarification, Language in play increases = **30 - 36 mths**
	Spoken stories express theme & some temporal order = **36 - 42 mths**
	Children develop skills to convey info to others beyond immediate moment = **36 -72 mths**
	
	Vocabulary
	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. Average expressive vocabulary size: 5,000 words. = **5 - 7 yrs old**
	
	Grammatical
	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)**
	Two-word utterances. Word order is consistent = **18 - 24 mths**
	Understanding and use of questions (about objects) = **24 - 30 mths**
	Grammatical morphemes appear. -ing, in, on, s. = **24 - 30 mths**
	Uses Why? questions. Uses spatial terms (in, on, under) = **30 - 36 mths**
	Present-tense appear. *Be* verbs used inconsistently. Past-tense appear = **30 - 36 mths**
	Emergence of embedded sentences. Articles, possessive's acquired. = **36 - 42 mths**
	The conditional form is used (if, when) = **33-60+ mths (48)**
	"when" & "how"?s. Use conjunctions to join sentences = **42 - 48 mths**
	Use conjunctions when, so, because, and if. = **48 - 60 mths**
	Use and understanding of passive sentences emerges = **5 - 7 yrs old**
	
	Phonological Awareness
	Awareness of rhyme emerges = **24 - 30 mths**
	Ability to produce rhyme emerges = **30 - 36 mths**
	Rote imitation and enjoyment of rhyme and alliterationn = **4 yrs old**
	Rhyme recognition, odd word out = **5 yrs old**
	Recognition of phonemic changes in words = **5 yrs old**
	Clapping, counting syllables = **5 yrs old**
	Ability to segment words into phonemes begins = 5 - 7 yrs old
	Noticing & remembering separate phonemes in a series = **5.5 yrs old**
	Blending onset and rime = **5.5 yrs old**
	Producing a rhyme = **5.5 yrs old**
	Matching initial sounds; isolating an initial sound = **5.5 yrs old**
	Compound word deletion = **6 yrs old**
	Syllable deletion = **6 yrs old**
	Blending of two and three phonemes = **6 yrs old**
	Segment phonemes in simple syllables with 2 -3 phonemes (no blends) = **6 yrs old**
	
	Print Concepts
	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**
	
	Decoding, Spelling & Morphology
	Pre-alphabet phase (by visual/contextual cues) = **3 - 5 yrs old**
	Emergent (Print Concept) Spellers = **3 - 5 yrs old**
	Knowledge of letter names and sounds emerges = **4 - 5 yrs old**
	Partial alphabetic phase (by visual & salient parts) = **4 - 6 yrs old**
	
	Comprehension
	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**
	
	Writing
	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**
	Invented spelling = **5 - 7 yrs old**
	
	See Milestones Document for More Milestones
		The child
		☐ pretends to read,
		☐ gradually develops the skills to retells stories when looking at pages of books previously read to him/her, and
		☐ pretends to write
		
		The child gains the ability to
		☐ name letters of the alphabet,
		☐ prints own name and
		☐ plays with books, pencils and paper.
		
		By six years old, the child can understand thousands of words but can read few (if any). The child gains the concept of word near the end of the stage.
		
		In this stage, adults are encouraged to scaffold child's language attempts through
		☐ parallel talk,
		☐ expanding on verbalizations
		☐ recasting child's verbalizations,
		☐ generating dictated texts, and
		☐ teach children syntactic, semantic and pragmatic skills.
		
		Adults are encouraging children to use of two to three word combinations within social contexts, and adults should implement dialogic reading or effective shared reading for young children ages 2 to 5 years. Encourage children to ask questions and elaborate.
		
		Read books to children that include rhyme, alliteration, and repetitive phrases. In the latter part of this stage, adults can model how one tracks print in texts whilst reading.
		
		Adults should also model writing and co-construct everyday text (e.g. shopping list, party invitations, and letters) with children.
		
		Any instruction (phonics, vocabulary) should be linked to the book reading, and such books should include rhyme, alliteration, and repetitive phrases.
		
		In one's environment, adults should verbally label objects with which children are involved and encourage children to ask questions and elaborate on observations
		
		Involve families in literacy activities in the classroom. Provide teachers with intensive professional development in phonological and print awareness instruction. (Westberg, et al., 2006).
		
		Kindergarten
		Phonological Awareness
		☐ Syllables
		☐ Onset/rime
		☐ Phoneme level
		
		Phonic & Word Studies
		☐ Print awareness
		☐ Alphabet knowledge
		☐ Alphabetic principle
		☐ Decoding
		☐ Irregular word reading
		
		Vocabulary
		☐ Oral vocabulary
		
		Comprehension
		☐ Listening comprehension
		☐ Sense of story
		
			Assumptions, we assume the following:
			
			☐ children are progressing well developmentally;
			
			☐ children have regular and rich encounters with age-appropriate books;
			
			☐ children are developing a rich and varied vocabulary;
			
			☐ children have access to rich, playful environment with the following features:
			
			  ☐ language-based manipulative (letters stamps, wooden letter blocks, magnetic letters, etc)
			  ☐ joint attentional play which is mediated by conversation turns, modelling of language, etc
			  ☐ ability to explore interests, engage in (dramatic) play, etc
			
			☐ children are encouraged to draw, scribble, represent, etc.
			
			☐ children see parents who write and are encouraged to write *with* parents (e.g. party invitations, grocery lists, etc)
			
			☐ children are developing basic knowledge
			
			  ☐ of facts (e.g. about animals & plants)
			  ☐ about concepts (e.g. hot/cold, tall/small, colours, shapes, numbers)
			
			☐ these experiences — which shape language, behaviours, attitudes, and rule following — will be rewarded upon entry into school
			
			☐ the formal school setting uses the same language and discourse that children are learning (or is able to value and extend the language and discourse that children bring to the school).
			
			See Pepper, J., & Weitzman, E. (2004). It takes two to talk: A practical guide for parents of children with language delays. (Rev. ed.). Toronto: The Hanen Centre
			
			Expectations by the end of Kindergarten
			Word Study
			☐ Say alphabet
			☐ Identify all letters
			☐ Produce all letter sounds
			☐ Spell first sounds in words
			☐ Spell last sounds in words
			☐ Spell middle sounds in words
			☐ Spell kindergarten high-frequency words correctly
			
			Reading
			☐ Listen to stories read aloud
			☐ Talk about stories read aloud
			☐ Finger-point to words while reading memorised stories
			☐ Read simple phonics texts
			
			Writing
			☐ Write all letters
			☐ Draw pictures and write about them
			
			Grammar
			☐ Learns conversation rules
			☐ Learn to ask and answer questions
				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)
				
				• *Don't Let the Pigeon Drive* the Bus by Mo Willems
				• *Does a Cow Say Boo?* by Judy Hindley
				• *Wanted! Have You Seen This Alligator?* by Richard Waring
				• *A Squash and a Squeeze* by Julia Donaldson
				• *Billy's Bucket* by Les Gray
				• *The Snail House* by Allan Ahlberg
				• *My Dog and the Birthday Mystery* by David Adler
				• *365 Penguins* by Jean-Luc Fromental
				• *No Jumping on the Bed!* by Tedd Arnold
				• *Let's Get A Pup! Said Kate* by Bob Graham
				• *James Herriot's Treasury for Children* by James Herriot
				• *My Best Friend* by Pat Hutchins
				• *The Frogs Wore Suspenders: Rhymes* by Jack Prelutsky
				• *The Old Woman Who Named Things* by Cynthia Rylant
				• *Leo the Late Bloomer* by Robert Kraus
				• *Take Me Out of the Bathtub and Other Silly Dilly Songs* by Alan Katz
				• *Daisy All-Sorts* by Pamela Allen
				• *The Very Cranky Bear* by Nick Bland
				• *Big Rain Coming* by Katrina Germein
				• *Edward the Emu* by Sheena Knowles
				• *Possum in the House* by Kiersten Jensen
				• *Shoes from Grandpa* by Mem Fox
				• *Pete the Sheep* by Jackie French
				• *Ruby Roars* by Margaret Wild and Kerry Argent
				• *There's a Hippopotamus on the Roof Eating Cake* by Hazel Edwards
				• *The Terrible Plop* by Ursula Dubosarsky
				• *Fearless* by ColinThompson
				• *Magic Beach* by Alison Lester
				• *Annie's Chair* by Deborah Niland
				• *Tom Tom* by RosemarySullivan
				• *Alexander's Outing* by Pamela Allen
				• *Hop up! Wiggle In* by Elizabeth Honey
				• *Summer Rain* by Ros Moriarty / Balarinji
				• *Splosh for a Billabong* by Ros Moriarty / Balarinji
				• *Kick with my left foot* by Paul Seden / Karen Briggs
				• *Where is the Green Sheep?* by Mem Fox / Judy Horacek
				• *Who Sank the Boat?* by Pamela Allen
				• *Very Hungry Caterpillar* by Eric Carle
				• *Dear Zoo* by Rod Campbell
				• *Hairy Maclary* by Lynley Dodd
				• *Two Little Monkeys* by Mem Fox / Jill Barton
				• *Once I Heard a Little Wombat* by Renee Treml
				• *We're going on a bear hunt* by Michael Rosen / Helen Oxenbury
				• *Bears on chairs* by Shirley Parenteau / David Walker
				• *Guess how much I love you* by Sam McBratney / Anita Jeram
				• *Ted* by Leila Rudge
				• *Baby Animal Farm* by Karen Blair
				• *One Funky Monkey* by Stacey McCleary / Sue Degennaro
				• *Handa's surprise* by Eileen Browne
				• *Boom Bah!* by Phil Cummings / Nina Rycroft
				• *You are My Special Baby* by Carol Chataway / Danny Snell
				• *Let's Go to Sleep* by Margaret Wild / Michelle Dawson
				• *Night Watch* byPhil Cummings / Janine Dawson
				• *Fabulous Fishes* by Susan Stockdale
				• *Cat Mike* by Dumbleton / Craig Smith
				• *Jeremy* by Chris Faille / Danny Snell
				• *Can We Lick the Spoon Now?* by Carol Goess / Tasmin Ainslie
				• *Louie, the Pirate Chef* by Simon Mitchell / Bev Wood
				
				Students can also create, share and revse their own books by iusing the following tools:
				• **storybird.com**
				• **Book Creator for iPad**
					Oral Language: Birth to Age 5:
					• There are well-documented disparities in the number of words children know by socio-economic class at as young as three years of age.
					• It is just as important to respond to children's attempts at communication as it is to give them exposure to many words.
					• Children's questions are a wonderful opportunity to build language ability on topics that they are interested in.
					
					At home & at care
					Train parents on the practices that will support their child's language development:
					• Open-ended questions
					• Narrative talk
					• Context-eliciting questions
					• Vocabulary
					• Verbal reciprocity between family members and the child
					• Expanding on child's verbalizations
					• Praising child's verbalizations
					• Ask what and why questions
					• Label and describe child's activities and environment
					
					Provide a lending library for parents. Instruct parents on how to use nonverbal and verbal print-referencing practices when reading to their children.
					
					Use books and toys to stimulate conversations (parent and child also can make the toys together to stimulate conversation).
					
					Provide home visitor interaction with parent and child to provide the parent with information on child development, songs to sing, and book reading strategies.
					
					Tier One Instruction in Kindergarten - Phonological Awareness + Letter Knowledge - Focused 15-or 20-min block of time per day.
					
					Read books to children that include rhyme, alliteration, and repetitive phrases. Encourage children to ask questions and elaborate.
					
					Teach children:
					• Phonological awareness
					• Letter-sound correspondence
					• Phoneme segmentation
					• Phoneme blending
					• Rhyme
					• Syllables
					• Phoneme analysis
					• Onsets and rimes
					
					Teach children the above components in the context of print.
					
					Use direct instruction in alphabetic principles and phonemic awareness.
					
					Teach small groups of children onsets and rimes, phonemes, rhyming, and letter-sounds.
					
					Give children opportunities to manipulate, trace, and hear the sounds of letters.
					
					Use letter activities such as the alphabet song, letter introductions, and rhyming.
					
					Tier Two - In Kindergarten **2 × weekly for 30 min**
					1. Sign in/name writing (print knowledge activity)
					2. Alphabet knowledge activity
					3. Shared storybook reading with discussion of target words (vocabulary)
					4. Phonological awareness activity
					5. Journal (interactive) writing
					Adult-Child Ratio: 1:5 or 1:6
					
					(See Hanan Centre's *It Takes Two* for advice on scaffolding oral language development http://www.hanen.org/Home.aspx)

Planning Framework

Stage & Typical Age	L1 Milestones	Features	Assumptions & Expectations	Age-Appropriate Books & Resources	Instructional Features

1
initial reading, writing & decoding
 	
6 to 7 years old
 	
Beginning to End of Grade 1
 	
———
 	
Refer to EAL/D Learner's Progression Mapping
 	
ESL Scales (Oral) Levels 3-4
 	
ELL Phase 1 to 2
 	
Early Production Stage achieved in 6 months to 1 year or more
 	
to
 	
Productive Language Stage achieved in 1 year to 2 years or more
 	
with
 	
the Speech Emergence Stage in between
	Cognition
	Preoperational stage = **2-7 yrs old**
	Myelination of the parietal & temporal association cortex = **0-8 yrs old**
	Dimensional stage = **5-11 yrs old**
	
	Oral Language
	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**
	
	Vocabulary
	Organisation of lexical knowledge from episodic to semantic networks. Average expressive vocabulary size: 5,000 words. = **5 - 7 yrs old**
	
	Grammatical
	Use and understanding of passive sentences emerges = **5 - 7 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**
	
	Phonological Awareness
	Compound word deletion = **6 yrs old**
	Syllable deletion = **6 yrs old**
	Blending of two and three phonemes = **6 yrs old**
	Segment phonemes with simple syllables with 2 -3 phonemes (no blends) = **6 yrs old**
	Segment phonemes in words that have up to 3-4 phonemes (include blends) = **6.5 yrs old**
	Substitute phoneme to build words with simple syllables (no blends) = **6.5 yrs old**
	Sound deletion (initial and final positions) = **7 yrs old**
	
	Print Concepts
	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**
	
	Decoding, Spelling & Morphology
	States 40 sight words in 45 seconds* = **6 - 7 yrs old**
	Decoding (alphabet) phase (by grapheme & phoneme) = **6 - 7 yrs old**
	States 50 sight words in 45 seconds* = **7 - 8 yrs old**
	
	Fluency
	Grade 1: (WCPM 20) ; (40)
	Grade 2: (40) ; (62) ; (92)
	
	Fluency - Silent Reading Rates
	• End of Grade 1: 80wpm
	• End of Grade 2: 115wpm
	
	Comprehension
	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**
	
	Writing
	Beginning writing = **6 - 7 yrs old**
	Shows conventions of print (punctuation, capitals) = **7 - 8 yrs old**
	
	Social Patterns/Activity
	Improvised play ('80-'94); Child care ('95-'09) = **2-7yrs old**
	Television ('80-'94); iPad/iPhone games ('95-'09) = **4–8yrs old**
	Disney/Superheroes ('80-'94); Comic Heroes ('95-'09) = **5–10yrs old**
	Model building ('80-'94); Advanced Lego ('95-'09) = **7–13yrs old**
	Family work projects ('80-'94); DVDs/TV ('95-'09) = **7–13yrs old**
	Community sports ('80-'94); Scheduled sports ('95-'09) = **6–15yrs old**
	
	Knowledge Development
	Young children have an intrinsic curiosity about their immediate world and a desire to explore and investigate things around them = **5–8 yrs old**
	Exploratory, purposeful play is a central feature of their investigations = **5–8 yrs old**
	Observation, using the senses in dynamic ways, is an important skill in these years = **5–8 yrs old**
	In the early years of schooling, the curriculum should enable students to explore their own and their family's history. Through hearing the stories of other students' lives and examining artefacts such as photos and objects = **5–8 yrs ol**
	
	See Milestones Document for More Milestones
		By this stage, the child should have
		☐ learned the relation between letters and sounds and between print and spoken words.
		
		The child is able to
		☐ read simple texts containing high frequency words and phonically regular words, and
		☐ uses skills and insight to "sound out" new words.
		
		In relation to **writing**, the child has moved from scribbling to controlled scribbling to nonphonetic letter strings to beginning writing to writing the known.
		
		Adults have secured concept of word by plenty of reading in predictable books, dictations, and simple rhymes.
		
		Adults are encouraging the child to write about known words and use invented spellings to extend beginning writing, which can be extended through assisted performance.
		
		In this stage, the main aims are to further develop children's
		☐ phonological awareness,
		☐ letter-sound knowledge, and
		☐ ability to manipulate phonemes and syllables (segmentation and blending).
		
		To encourage independent reading, adults should select books that have few words on each page, with a large type size, and with illustrations on each page.
		
		During shared reading, adults should increase the number of print-focused questions that they ask children.
		
		Literacy instruction should incorporate
		☐ listening to stories and informational texts read aloud;
		☐ learning the alphabet;
		☐ reading texts (out loud and silently); and
		☐ writing letters, words, messages and stories. (Westberg, et al., 2006).
		
		1st Grade
		Phonological Awareness
		☐ Phonemic awareness
		
		Phonic & Word Studies
		☐ Alphabetic principle
		☐ Decoding
		☐ Irregular word reading
		☐ Decodable text reading
		
		Fluency
		☐ Connected text (second semester)
		
		Vocabulary
		☐ Oral and reading vocabulary
		
		Comprehension
		☐ Listening comprehension
		☐ Reading comprehension
		
		First Grade
		
		Writing/Language Arts 6% • *Other 4% • Phonological Awareness 3% • Word Study/Phonics 2% • Fluency 4% • Text Reading 3% • Comprehension 3%
		**Concepts of Print, 1%, Spelling, 2%, Oral Language, less than 1%
			Assumptions, we assume the following
			☐ children are making adequate to advanced progress in **constrained skills**;
			
			☐ children entered school with a certain level of concepts of print;
			☐ children achieved "concept of word" and can track print;
			☐ children entered school with a certain level of letter knowledge;
			☐ children entered school with a basic knowledge of letter sounds;
			☐ children entered school with emergent phonological & phonemic awareness;
			☐ children entered Grade 1 with diverse experiences with emergent writing.
			
			☐ children are making adequate to advanced progress in **unconstrained skills**;
			
			☐ progress and confidence with (English) oral language skills;
			☐ progress, confidence with and curiosity about (English) vocabulary;
			☐ diverse opportunities to explore and learn age-appropriate topics through reading, writing, speaking, listening, viewing and representing.
			
			☐ children are **motivated**, **interested** and engaged;
			
			☐ children are becoming **skilled** and **knowledgable**;
			
			☐ children have access to diverse, engaging print materials
			
			☐ children have opportunities to explore, express and play with features of visual and print literacy.
			
			Expectations by the end of First Grade
			
			Word Study
			☐ Form letters neatly and fluently
			☐ Space between words
			☐ Spell initial consonant blends and digraphs
			☐ Spell final consonant blends and digraphs
			☐ Spell CVC-e long vowel patterns
			☐ Spell first-grade high-frequency words correctly
			
			Reading
			☐ Listen to stories read aloud
			☐ Discuss stories read aloud
			☐ Read pre primer, then primer, then first-grade texts with at least 90% accuracy and an end rate of 60 words per minute
			
			Writing
			☐ Write a recount
			☐ Write a letter
			☐ Write a narrative
			☐ Write an information report
			☐ Write a poem
			☐ Write an autobiography
			☐ Write instructions
			☐ Write a book report
			
			Grammar
			☐ Write sentences with subjects, verbs, and direct objects
			☐ Capitalise first words in sentences
			☐ End sentences with punctuation
			☐ Use past tense correctly
			☐ Use singulars and plurals correctly
			☐ Make subjects and verbs agree in number
			☐ Indent paragraphs
				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
				• *The Tale of Desperaux* by M Smith
				• *Bats* by A John L'Hommedieu
				• *The Emperor's Egg* by M Jenkins
				• *Dirty Bertie* by D Roberts
				• *Think of an Eel* by K Wallace
				• *Penguin* by P Dunbar
				• *Harry & Hopper* by M Wild
				• *Cinderboy* by L Anhalt
				• *Brilliant Bugs* by S Tagholm
				• *Blaze the Ice Dragon* by A Blade
				• *Actual Size* by S Jenkins
				• *31 Ways to Change the World* by T Taylor
				• *30 Yummy Things to Cook* by C Atkinson
				• *I Will Not Ever Eat A Tomato* by L Child
				• *There Are Cats in this Book* by V Schwartz
				• *We All Went on Safari* by L Krebs
				• *The Boy, the Bear, the Baron and the Bard* by G Rogers
				• *But Where Are We Completely* by L Child
				• *Mirror* by J Baker
				• *The Cleo Stories: the Necklace and the Present* by L Gleeson & F Blackwood
				• *Pig the Pug* by Aaron Blabey
				• *Scary Night* by A Gibbes & S King
				• *Snail and Turtle are Friends* by S King
				• *None the Pony Goes to the Beach* by A Lester
				• *Kick with My Left Foot* by K Briggs & P Sedan
				• *Kissed by the Moon* by A Lester
				• *Banjo and Ruby Red* by L Gleeson & F Blackwood
				• *King Pig* by N Bland
				• *Jeremy* by C Faille & D Snell
				• *Big Red Kangaroo* by G Byrne & C Saxby
				• *It's A Miroocool!* by C Harris & A James
				• *No Bears* by M McKinlay
				• *The Last Viking* by N Jorgensen & J Foley
				• *That's Not a Daffodil!* by E Honey
				• *Look, A BOOK!* by L Gleeson & F Blackwood
				• *For All Creatures* by G Millard & R Cool
				• *Dinosaurs* by J Allen & T Humphrey
				• *Josephine Wants to Dance* by J French & B Whatley
				• *What the Ladybird Heard* by J Donaldson & L Monks
				• *Big Rain Coming* by K Germein & B Bancroft
				• *Buddy's Fishing Line* by B Priman & R Paul
				• *Bilbo Secrets* by E Wignell & M Jackson
				• *Look After Your Planet* by L Child
				• *Bear and Chook by the Sea* by L Shanahan & E Quay
				• *Wow! Said the Owl* by T Hopgood
				• *Possum & Wattle: My Book of Australian Words* by B Bancroft
				• *Tip Tap Went the Crab* by T Hopgood
				• *Run Like a Rabbit* by A Lester
				• *How Do You Feel* by A Browne
				• *How Jelly Roll Morton Invented Jazz* by J Winter & K Mallet
				• *Beautiful Birds* by J Roussen & E Walker
				• *Water is Water: a Book About the Water Cycle* by M Paul & J Chin
				• *Bright Sky, Starry City* by U Krishnaswami & A Sicuro
				• *The Little Gardener* by E Hughes
				• *Sometimes I Feel Like a Fox* by D Daniel
				
				For Science-Related Books for a Young Audience, see National Science Teacher's Association: http://www.nsta.org/publications/ostb/ostb2015.aspx
				
				TextProject has a series of great Beginning Reading texts for children learning to decode: http://textproject.org/classroom-materials/students/beginningreads/
				
				Students can also create, share and revse their own books by iusing the following tools:
				• **storybird.com**
				• **Book Creator for iPad**
				
				Access a library of online. age-appropriate books
				• **BookBoard for iPad**
					Preschool to Grade 4:
					• Model for children the kind of complex syntax and vocabulary diversity that you hope to develop in them.
					• Instructional quality in early childhood goes beyond what teachers provide, to how they provide it. Think in terms of the three dimensions of early childhood instructional support : Concept Development, Quality of Feedback and Language Modeling (Source: http://teachstone.com/classroom-assessment-scoring-system/)
					• In the classroom, engage in theme-oriented activities - they are better sources of knowledge than word walls! Here are two sources for finding topics of engaging activities:
					    • (1) Linking academic disciplines with age-appropriate opportunities to explore and learn;
					    • (2) Children's interests : start from the questions that children ask.
					
					Tier One
					90 min of protected time for large- and small-group literacy instruction (daily)
					
					1. 20% on word study (e.g., phonemic awareness, sight-word development, phonics instruction),
					2. 60% on reading (e.g., independent reading of self-selected texts, guided reading of instructional-level texts, interactive reading with comprehension instruction), and
					3. 20% on writing and grammar (e.g., journal writing, dictated writing)
					Incidental Practice Throughout the Day
					
					Tier Two
					3 × weekly for 35 min
					
					1. Letter–sound recognition activity
					2. Decoding activity
					3. Sight word activity
					4. Short story reading activity
					5. Partner reading
					6. Practice Writing (including Interactive Writing)
					
					Adult-Child Ratio: 1:2
					
					I pusht with my legs I Went so fast that I fel my chin was bleing I felt on my chin I shouted Mooom
					
					MoM Mum she came and wat hapen
					
					Do you Know the Reschront Anglos Dinre For the Holadays they have little things

Planning Framework

Stage & Typical Age	L1 Milestones	Features	Assumptions & Expectations	Age-Appropriate Books & Resources	Instructional Features

Stage & Typical Age

**2
confirmation & fluency**
7 to 9 years old

End of Grade 1 to the End of Grade 3

Refer to EAL/D Learner's Progression Mapping

ESL Scales (Oral) Levels 4-5

Moving to consolidate Phase 2 and introduces Phase 3

Productive Language Stage achieved in 1 year to 2 years or more

to

The Intermediate Fluency Language Stage achieved in 2 to 3 years or more

L1 Milestones

Cognition
Myelination of the parietal & temporal association cortex = **0-8 yrs old**
Dimensional stage = **5-11 yrs old**
Concrete operational stage = **7-11 yrs old**

Oral Language
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**

Vocabulary
Organisation of lexical knowledge from episodic to semantic networks. Average expressive vocabulary size: 5,000 words. = **5 - 7 yrs old**
School introduces new words not encountered in conversation. Word definitions include synonyms and categories = **7 - 9 yrs old**

Grammatical
Use and understanding of passive sentences emerges = **5 - 7 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**
Pronouns used to refer to nouns previously named = **7 - 9 yrs old**
Literate syntax for academic participation develops = **7 - 9 yrs old**

Phonological Awareness
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**

Print Concepts
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**

Decoding, Spelling & Morphology
States 40 sight words in 45 seconds* = **6 - 7 yrs old**
Decoding (alphabet) phase (by grapheme & phoneme) = **6 - 7 yrs old**
States 50 sight words in 45 seconds* = **7 - 8 yrs old**
Consolidated (orthographic) phase = **7 - 9 yrs old**
Within-Word Pattern (Transitional) Spelling = **7 - 9 yrs old**
Spell it by pattern = **7 - 9 yrs old**
States 60 sight words in 45 seconds* = **8 - 9 yrs old**

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

Fluency - Silent Reading Rates
• End of Grade 1: 80wpm
• End of Grade 2: 115wpm
• End of Grade 3: 138wpm

Comprehension
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**

Writing
Beginning writing = **6 - 7 yrs old**
Shows conventions of print (punctuation, capitals) = **7 - 8 yrs old**
Can construct two consecutive, correct sentences = **7 - 8 yrs old**

Social Patterns/Activity
Television ('80–'94); iPad/iPhone games ('95–'09) = **4–8yrs old**
Disney/Superheroes ('80–'94); Comic Heroes ('95–'09) = **5–10yrs old**
Model building ('80–'94); Advanced Lego ('95–'09) = **7–13yrs old**
Family work projects ('80–'94); DVDs/TV ('95–'09) = **7–13yrs old**
Community sports ('80–'94); Scheduled sports ('95–'09) = **6–15yrs old**

Knowledge Development
Young children have an intrinsic curiosity about their immediate world and a desire to explore and investigate things around them = **5–8 yrs old**
Exploratory, purposeful play is a central feature of their investigations = **5–8 yrs old**
Observation, using the senses in dynamic ways, is an important skill in these years = **5–8 yrs old**
In the early years of schooling, the curriculum should enable students to explore their own and their family's history. Through hearing the stories of other students' lives and examining artefacts such as photos and objects = **5–8 yrs old**
As they progress, the expectation is that children will begin to work in a more systematic way = **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**

Features

The child can read simple, familiar stories and selections with increasing fluency. This is done by consolidating the
☐ basic decoding elements,
☐ sight vocabulary and
☐ meaning context in the reading of common topics.

The learner's skills are extended through guided read-alouds of more complex texts. By this stage, adults should be providing instruction that includes repeated and monitored oral reading.

To encourage writing development, adults can:
☐ encourage invented spellings in writing
☐ collect two- to three-paragraph dictations that are reread regularly, and
☐ encourage more expansive writing with some simple editing procedures

Teachers and parents must model fluent reading for students by reading aloud to them daily and ask students to read text aloud. It is important to start with texts that are relatively short and contain words the students can successfully decode.

This practice should include a variety of texts such as stories, nonfiction and poetry, and it should use a variety of ways to practice oral reading, such as
☐ student-adult reading,
☐ choral (or unison) reading,
☐ tape-assisted reading,
☐ partner (or buddy) reading and
☐ reader's theatre.

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 discuss the book upon completion of reading (Westberg, et al., 2006).

At the end of this period, the learner is transitioning out of the learning-to-read phase and into the reading-to-learn phase.

2nd & 3rd Grade
Fluency
☐ Connected text

Vocabulary
☐ Reading vocabulary

Comprehension
☐ Reading comprehension in narrative & expository text

Second Grade

(pie chart)
Word Study/Phonics 5%
Text Reading 28%
Comprehension 51%
Writing/Language Arts 11%
Other 5%
**Concepts of Print, less than 1%, Phonological Awareness, less than 1%, Spelling, 2%, Oral Language, 1%, Fluency, 2%

Third Grade

(pie chart)
Word Study/Phonics 5%
Fluency 4%
Text Reading 25%
Comprehension 63%
Other 3%
****Oral Language, 1%; Writing/Language Arts, 2%

Assumptions & Expectations

Assumptions, we assume the following
☐ The learner is making the slow gradual process of consolidating decoding and spelling skills
☐ Learners are reading age-appropriate texts with assistance.
☐ The learner is exploring interesting, though familiar, topics (e.g. sports, classic tales, adventure stores
  ☐ And it is still okay for these texts to be illustrated to aid comprehension.
☐ Learners are developing writing from sentences to paragraphs to basic texts.
☐ Teachers are equipped to
  ☐ Offer lots of vocabulary enrichment;
  ☐ Exciting interactive and joint compositions (including texts on display);
  ☐ Provide vivid opportunity to enhance learners' imagination; and
  ☐ Carefully elicit simple and complex conversations with children.
☐ Teachers must encourage children, provide safe and supportive environments, and tap into individual interests.

Expectations (NSW Literacy Continuum)
e.g. Reading texts
☐ **End Yr 1:** Understands that pathways for reading literary and factual, print and screen texts can be navigated in different ways.
☐ Self-corrects when meaning is disrupted, e.g by pausing, repeating words and phrases, rereading and reading on.
☐ Reads aloud with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression (RR level 16–18).
☐ **End Yr 3:** Reads for sustained periods (15–20minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days.
☐ Uses visual representations,e.g.photographs, tables, charts to enhance meaning when reading factual texts.
☐ Selects and uses the most effective word identification strategy to maintain fluency and meaning.
☐ Demonstrates an awareness of how to use skimming/scanning and text features such as subheadings to locate specific information.

e.g. Writing
☐ **End Yr 1:** Selects vocabulary and phrases modelled by the teacher during whole class planning to construct own text.
☐ Engages in the joint production of texts using a variety of modes, e.g. podcasts, digital stories.
☐ Draws on personal experiences and topic knowledge to create texts of about 4-5 sentences for a range of purposes.
☐ Rereads own text to clarify meaning and make some changes to the text.
☐ Uses sentence punctuation and some simple punctuation.
☐ Accurately writes simple and compound sentences.
☐ Uses a range of adjectives to provide more information about nouns.
☐ Writes lower/upper case letters of consistent size and formation
☐ **End Yr 3:** Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience.
☐ Plans and organises ideas using headings, graphic organisers, questions and mind maps.
☐ Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose.
☐ Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic.

Age-Appropriate Books & Resources

Quality Read-Aloud Books (for instructional purposes), Age-Appropriate Books to Practice Independent Reading, Age-Appropriate Information Books to Challenge Thinking , Engaging Book Series (including those which represent diverse cultural perspectives)

• *Year of the Dog* by G Lin
• *Ancient Thunder* by L Yerxa
• *The Tomorrow Book* by J French & S deGennaro
• *Uno's Garden* by G Base
• *Whoever You Are* by M Fox & L Straub
• *Mirror* by J Baker
• *Belonging* by J Baker
• *The Little Refugee* by A Do, S Do & B Whatley
• *Amelia Ellicott's Garden* by L Stafford & S King
• *Rose Meets Mr Wintergarten* by B Graham
• *Side by Side* by J King
• *You and Me: Our Place* by L Norrington & D Huxley
• *Stories from the Billabong* by J Marshall & F Firebrace
• *The Lost Girl* by L Tobin & A Kwaymullina
• *Family Forest* by K Cane & L Masciullo
• *The Big Kangaroo* by G Byrne & C Saxby
• *The Windy Farm* by D MacLeod & C Smith
• *Tom the Outback Mailman* by K Weidenbach & T Ide
• *Lyrebird: A True Story* by J Kerin & P Gouldthorpe
• *Tanglewood* by M Wild & Vivienne Goodman
• *Lightning Jack* by G Millard & P Mullins
• *Python* by C Cheng & M Jackson
• *The Truth About Verity Sparks* by S Green
• *Look, A Book!* by L Gleeson & F Blackwood
• *Bungawitta* by E Rodda & C Smith
• *Billby Secrets* by E Wignell & M Jackson
• *Revertive* by T Bella
• *Five* by J French & R Whatley
• *My Two Blankets* by F Blackwood & I Kobald
• *Wandihnu and the Old Dugong* by E Wymarra & B Hodges
• *Tadpoles and Frogs* by Usborne Beginners
• *Tom Tom* by R Sullivan & D Huxley
• *Meerkat Mail* by E Gravett
• *Shake a Leg* by B Pryor & J Ormerod
• *Bear and Chook by the Sea* by L Shanahan & E Quay
• *Dinosaurs* by J Allen & T Humphrey
• *Biddy's Fishing Line* by B Priman & R Paul
• *How Jelly Roll Morton Invented Jazz* by J Winter & K Mallet
• *Beautiful Birds* by J Roussen & E Walker
• *Water is Water: a Book About the Water Cycle* by M Paul & J Chin
• *Bright Sky, Starry City* by U Krishnaswami & A Sicuro
• *The Little Gardener* by E Hughes
• *Sometimes I Feel Like a Fox* by D Daniel
• *Think of an Eel* by R Wallace
• *Discovering Nature's Alphabet* by K Castella & B Boyl
• *The Tale of Desperaux* by M Smith
• *Bats* by J Allen & T L'Hommedieu
• *Cinderboy* by L Anhalt
• *Brilliant Bugs* by S Tagholm
• *Blaze the Ice Dragon* by A Blade

For Science-Related Books for a Young Audience, see National Science Teacher's Association: http://www.nsta.org/publications/ostb/ostb2015.aspx

TextProject has a series of great Information Texts and Age-Appropriate Summer Reads: http://textproject.org/classroom-materials/students/

Students can also create, share and revse their own books by iusing the following tools:
• **storybird.com**
• **Book Creator for iPad**

Access a library of online. age-appropriate books
• **BookBoard for iPad**

Instructional Features

Preschool to Grade 4:
• Model for children the kind of complex syntax and vocabulary diversity that you hope to develop in them.
• Instructional quality in early childhood goes beyond what teachers provide, to how they provide it. Think in terms of the three dimensions of early childhood instructional support : Concept Development, Quality of Feedback and Language Modeling (Source: http://teachstone.com/classroom-assessment-scoring-system/)
• In the classroom, engage in theme-oriented activities. Build on:
  • (1) Linking academic disciplines with age-appropriate opportunities to explore and learn;
  • (2) Children's interests : start from the questions that children ask.

Tier One
minimum of 90 min of protected time for large- and small-group literacy instruction
1. 20% on word study (e.g., phonemic awareness, sight-word development, phonics instruction),
2. 60% on reading (e.g., independent reading of self-selected texts, guided reading of instructional-level texts, interactive reading with comprehension instruction), and
3. 20% on writing and grammar (e.g., journal writing, dictated writing).

Research-Based , Culturally Relevant Classroom (Grade 2)
1. Greeting
2. Word Wall / Word Wizard Activities (15 minutes)
3. Shared Reading (25 minutes)
4. Word Work (15 minutes)
5. Guided Reading (with literacy stations) (1 hour)
   • Beginning Readers
   • Developing Readers
   • Proficient Readers
6. Writing

Tier Two - 5 × weekly for 35 min
1. Reading fluency activity (e.g., repeated reading activity)
2. Phonemic awareness activity
3. Reading comprehension activity using decodable books with pre-, during, and postreading activities
4. Word study/phonics
5. Writing
Adult-Child Ratio: 1:3

Fluency Fitness Plan - 5 × weekly for 35 min
1. Element 1: Read & reread
2. Element 2: Comprehension
   a) Remembering/recalling details
   b) Understanding
   c) Evaluating & responding
3. Element 3: Phrase-cued reading
4. (Next Day) Element 4: Tricky phrases and words
5. (Next Day) Element 5: Last read

Horrible Harry
Did you ever havve a friend that is little creepy well than you will love the book Horrible Harry. The title of my booK is Horrible Harry. The characters are Harry,Ida, Song lee,Mary, Dexter, Sidney Zuzu, and Mrs.Mackley. The story take place in a classroom. My Opinion is that Harry is naghty. For example in the booK Horrible Harry in 2B he put a snake in song lee's face. Another example is in the book Horrible Harry and

Planning Framework

Stage & Typical Age	L1 Milestones	Features	Assumptions & Expectations	Age-Appropriate Books & Resources	Instructional Features

Stage & Typical Age

3
fluent & comprehending reading to learn the new
9 to 14 years old

Grade 4 to Grade 9

Stage 3A is equivalent to Grades 4 - 6

Stage 3B is equivalent to Grades 7 - 9

_____

Consolidating EAL/D

ESL Scales
(Oral) Levels 6-8

Consolidated Phase 2
Engaged in Phase 3

The Intermediate Fluency Language Stage achieved in 2 to 3 years or more

to

The Advanced Fluency Language Stage achieved in 4 to 7 years or more (if ever)

L1 Milestones

Cognition
Myelination of the parietal & temporal association cortex = **0-8 yrs old**
Dimensional stage = **5-11 yrs old**
Concrete operational stage = **7-11 yrs old**
Formal operational stage = **11 yrs old+**
Myelination of the prefrontal cortex = **0-16 yrs old**
Vectoral stage = **11-19 yrs old**

Oral Language
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**
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+**
Halliday's 'synoptic/dynamic complementarity' stage … learners become more adept at moving between spoken and written discourse = **12 yrs old+**

Vocabulary
School introduces new words not encountered in conversation. Word definitions include synonyms and categories = **7 - 9 yrs old**
Vocabulary in school texts is more abstract & specific than in conversation. Can explain multiple-meaning words = **9 - 12 yrs old**
Abstract dictionary definitions given for words = **12 - 14 yrs old**

Grammatical
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**
Pronouns used to refer to nouns previously named = **7 - 9 yrs old**
Literate syntax for academic participation develops = **7 - 9 yrs old**
Syntax in school is more complex than in oral = **9 - 12 yrs old**
Use of perfect aspect (have/had +[verb]) increases. Syntax used in writing is more complex than that used in speech = **12 - 14 yrs old**

Phonological Awareness
Sound deletion (medial and final blend positions) = **9 yrs old**

Decoding, Spelling & Morphology
States 60 sight words in 45 seconds* = **8 - 9 yrs old**
Morphological (by meaningful units) = **9 yrs old+**
Syllables and Affixes (Independent) Spelling = **9 - 11 yrs old**
Spell it by rule = **9 - 11 yrs old**
States 70 sight words in 45 seconds* = **9 - 12 yrs old**
Coordinate several strategies = **10 - 13 yrs old**
Derivational Relations (Advanced) Spelling = **11 - 14 yrs old**
States 80 sight words in 45 seconds* = **12 - 13 yrs old**
Knows Stress Rules (yellow jacket vs. yellow jacket) = **12 - 14 yrs old**
Spell it from knowledge = **13 yrs and old**

Fluency
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 3: 138wpm
• End of Grade 4: 158wpm
• End of Grade 5: 173wpm
• End of Grade 6: 185wpm
• End of Grade 7: 195wpm
• End of Grade 8: 204wpm
• End of Grade 9: 214wpm

Comprehension
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**

Writing
Conventional writing (plan, form & intent) = **8 yrs old & older**

Social Patterns/Activity
Community sports ('80-'94); Scheduled sports ('95-'09) = **6–15yrs old**
House/yard work ('80-'94); Commerce (malls) ('95-'09) = **10–16yrs old**
Fishing ('80-'94); Summer school/camps ('95-'09) = **12–16yrs old**
Craft projects ('80-'94); Special programs ('95-'09) = **12–14yrs old**

Knowledge Development
As they progress, the expectation is that children will begin to work in a more systematic way = **8–12 yrs old**
During these years, students study science concepts associated with distinct disciplines = **12–15 yrs old**

See Milestones Document for More Milestones

Features

The child uses reading to
☐ to learn new ideas,
☐ to gain new knowledge,
☐ to experience new feelings, and
☐ to learn new attitudes, generally from one or two points of view.

There is a significant emphasis placed on reading to learn, and writing for diverse purposes.

There is time spent balancing the consolidating of constrained skills (spelling, grammar, fluency) whilst providing ample opportunities to explore topics through reading, writing, speaking, listening & viewing.

By this time, the learner has transitioned to a stage where he or she is expected to learn from their reading.

Time should be set aside for silent, independent reading.

Writing/composing should be occurring everyday in workshop settings with ample time for conferencing, revision and publication

Adults should teach specific comprehension strategies, such as
☐ comprehension monitoring,
☐ using graphic and semantic organizers,
☐ answering questions,
☐ generating questions,
☐ recognising textual structures,
☐ summarising, and
☐ identifying main ideas and important details.

Comprehension strategies can be taught through
☐ direct explanation,
☐ modeling,
☐ guided practice and
☐ application.

Students benefit from cooperative learning and students should be encouraged to coordinate and adjust several strategies to assist comprehension.

Students are reading a range of texts, including:
☐ textbooks,
☐ reference works,
☐ trade books,
☐ newspapers,
☐ magazines and
☐ online + social media content

At this stage, students should be encouraged to use a variety of tools to learn new words, such as dictionaries, thesauruses, reference guides, word parts (prefixes, base words, etc) and contextual clues (Westbry, et al., 2006).

By Eighth Grade

Save the Earth

I watched a polar bear slowly climb on to an iceberg, its skin tightly wrapped around its bones. The poor bear was shivering. He looked around, then eased himself back into the water, and barely made it back to shore. Before global warming caused polar ice to melt, there was a healthy eco system and polar bears were roaming the ice, water, and tundra. Now the polar bears are barely hanging on and are close to extinction. Global warming is a huge problem because there aren't enough people helping to reverse it. If we don't do something to prevent global warming now, we could cause the next world mass extinction.

"You must be the change you wish to see in the world." — Mahatma Gandhi

There are so many things people can do to help prevent global warming, but they choose not to. I was riding the bus recently and each time the bus would stop to pick up more passengers, I watched as a number of gas guzzling cars zoomed by. I noticed that most of the cars had only one person, then I looked around at the many empty seats on the bus. Most of those people in the cars could have been taking the bus instead of a subway, or in a car pool. I don't think they realize that one full bus keeps 40 cars off the road or a full subway keeps about 100 cars off the road. Those people are carelessly putting their convenience over making the right choice for our planet.

Greenhouse Gases
12% 6%
50%
32%
● Carbon Dioxide
● Methane
● Nitrous Oxide
● Other

Assumptions & Expectations

Assumptions, we assume the following

☐ The literate individual has benefited from enabling relationships as well as access to adequate spaces, time, resources and formative experiences that aid and reinforce what it means to be literate.

☐ Literate practices are being refined in collaboration with others (having people to talk to, to read with and to write to).

☐ The literate individual is gaining control of the "notation" to the point of mastery.
  ☐ regular time and sequence practice is available
  ☐ control involves the dimensions of phonology, orthography, semantics, syntax, morphology and pragmatics.

☐ novice users have endured early stages where it is a challenge to gain mastery of manipulating the structural and formal elements of the linguistic symbolism before being able to speak and listen and read and write fluently and with confidence.

☐ The individual is regularly encountering new forms, content and contexts where his or her literacy and knowledge will be challenged and extended.

☐ Individual has access to plentiful reading material opportunities that build on knowledge and interests.

☐ Teachers are offering explicit, systematic scaffolding and practice which gradually extends the learner's skills and understandings.
  ☐ This includes the ability to build a user's repertoire of language practices.
  ☐ Learners are exploring the contexts in which language and literacy skills occur, are learned and are used.

Expectations (NSW Literacy Continuum)

e.g. Reading texts
☐ **End 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.
☐ Uses topic knowledge, vocabulary knowledge and context to read unknown words when engaging with subject texts.
☐ Chooses a reading path appropriate to the text (literary, factual, electronic) and navigates multimodal texts appropriate to the purpose.
☐ **End Yr 8:** Reads a wide range of increasingly complex subject texts for sustained periods.
☐ Selects suitable reading pathways to engage with new content.
☐ Identifies multiple purposes for which texts are constructed.

e.g. Writing
☐ **End Yr 4:** Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences.
☐ Shows awareness of the need to justify opinions with supporting evidence.
☐ Rereads and revises text to check and improve meaning, deleting unnecessary information or adding new information.
☐ Creates meaningful sentences using a variety of sentence beginnings, including adverbial and adjectival clauses to create complex sentences.
☐ Consolidates handwriting that is consistent in form.
☐ **End Yr 8:** Creates texts that incorporate substantial, elaborated ideas and themes.
☐ Uses, monitors and reflects on planning strategies to enhance the effectiveness of a text.
☐ Tailors writing in response to audience, purpose and context.
☐ Demonstrates coherence by using a variety of devices to link ideas and establish relationships.

Age-Appropriate Books & Resources

Online Life, Books (Personal Enjoyment), Magazine, Articles and Other, Academic Fiction and Academic Non-Fiction, Video Games and Multimedia Entertainment and Information

• *Blueback: A Fable for All Ages* by T Winton
• *Ziba Came on a Boat* by L Lofthouse
• *Mahtab's Story* by L Gleeson
• *Parvenu* by D Ellis
• *Nyuntu Ninti (What you Should Know)* by B Randall & M Hogan
• *My Girragundji* by M McDonald & B Pryor
• *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 Whatley
• *Two Wolves* by T Bancks
• *Are You Seeing Me?* by D Groth
• *Meet Douglas Mawson* by S Green & M Gumbleton
• *City of Orphans: A Very Unusual Pursuit* by C Jinks
• *Light Horse Boy* by D Wolfer & B Simmonds
• *Song for a Scarlet Runner* by J Hunt
• *My Life as an Alphabet* by B Jonsberg
• *Jandamarra* by M Greenwood & T Denton
• *The Sky So Heavy* by C Zorn
• *Life in Outer Space* by M Keil
• *Wildlife* by F Wood
• *Pennies for Hitler* by J French
• *After* by M Gleitzman
• *The Ink Bridge* by N Grant
• *The Wrong Boy* by S Zail
• *Creepy & Maud* by D Touchell
• *Friday Brown* by V Wakefield
• *Sea Hearts* by M Managuan
• *Brother Band: The Outcasts* by J Flanagan
• *Crow Country* by K Constable
• *The Golden Door* by E Rodda
• *When We Were Two* by R Newton
• *The Dream of a Thylacine* by R Brook & M Wild
• *The Family Romanov: Murder, Rebellion & the Fall of Imperial Russia* by C Fleming
• *Eye to Eye: How Animals See the World* by S Jenkins
• *The Boy Who Loved Math: The Improbable Life of Paul Erdos* by D Heiligman & L Pham
• *Locomotive* by B Floca
• *Untamed: The Wild Life of Jane Goodall* by A Silvey

For Science-Related Books for a K-12 Audience, see National Science Teacher's Association: http://www.nsta.org/publications/ostb/ostb2015.aspx

Visit the NCTE for excellent non-fiction texts for younger readers: http://www.ncte.org/awards/orbispictus

Visit the NCTE for excellent fiction texts for younger readers: http://www.ncte.org/awards/charlotte-huck

Visit PETAA for units related to recommendations from the CBCA Awards: http://www.petaa.edu.au/imis_prod/w/Teaching_Resources/CBCA_Guides/w/Teaching_Resources/CBCA_Guides.aspx?hkey=8bee3899-fee4-4d62-a4fa-3f161324f9d0

Units of Instructions on Contemporary Topics can be found at Global Words: http://globalwords.edu.au

TextProject has a series of great Information Texts and Age-Appropriate Summer Reads: http://textproject.org/classroom-materials/students/

For age-appropriate news articles on contemporary news items, please visit: https://newsela.com

For units that engage learners in academic vocabulary and debatable topics across the curriculum visit: http://wordgen.serpmedia.org

There are a number of high quality video games which require learners to apply high-level reasoning techniques to make decisions:
• **Civilisation**
• **The Wolf Among Us**

Instructional Features

Grades 4 to 8:
• Instruction should scaffold students' development of deep reading comprehension skills (e.g. academic language, perspective-taking, complex arguments, and relevant content knowledge).
• Start from the questions that students themselves ask. This effective approach will inject engagement into classroom activities.
• Classroom discussion and debate foster students' skills in perspective taking, complex reasoning, and academic language, while also providing unique learning opportunities for English language learners and students with reading problems.
• Information-rich topics relevant to the lives of students tend to generate rich discussion and debate.
  • **Resource:** Word Generation Curriculum materials (wordgen.serpmedia.org)

Research-Based, Culturally Relevant Classroom (Grade 5)
1. Morning routine/debrief (30 minutes)
2. Shared Reading (25 minutes)
3. Guided Reading (small group instruction with literacy stations) (1 hour)
   • Struggling Readers
   • Proficient But Careless Readers
   • Skilled Readers
4. Word Work (15 minutes)
5. Writing Workshop (40 minutes)
6. Reflection and pack up

Curriculum Cycle
To be completed:
☐ As a Whole class
☐ In a Small Group _____
☐ One-on-one _____
☐ Independently (in class or at school)
☐ At home (or away from school)

Instruction included:
☐ Language Experience Approach
☐ Interactive Writing
☐ Mode continuum
☐ Joint construction
☐ Guided construction
☐ Independent construction
☐ Conferencing
☐ Critical Reflection

The Writing Cycle included:
☐ Building "the field"
☐ Deconstructing the text
☐ Planning
☐ Scaffolding
☐ Drafting
☐ Conferencing (peer or teacher) _____
☐ Revising _____
☐ Publishing _____

Part of:
☐ A portfolio: _____
☐ A task: _____
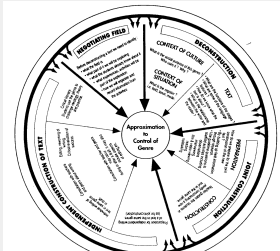☐ A real audience: _____

Figure 5.4 1992 DSP Primary Curriculum Model (Murray and Zammit, 1992: 7)

Planning Framework

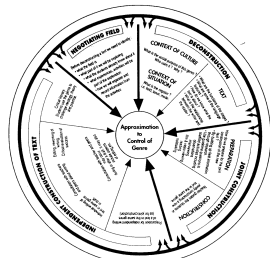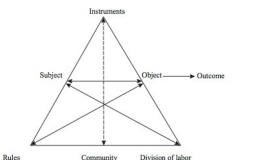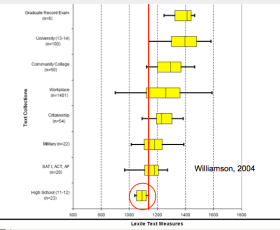| Stage & Typical Age	L1 Milestones	Features	Assumptions & Expectations	Age-Appropriate Books & Resources	Instructional Features
4 **synthesising information & applying multiple perspectives** 15 to 19 years old High School and Early College ——————— Consolidated EAL/D ESL Scales (Oral) Levels 7-8 Consolidating Phase 3 The Advanced Fluency Language Stage achieved in 4 to 7 years or more (if ever)	**Cognition** Formal operational stage = **11 yrs old+** Myelination of the prefrontal cortex = **0-16 yrs old** Vectoral stage = **11-19 yrs old** **Oral Language** Halliday's 'synoptic/dynamic complementarity' stage … learners become more adapt at moving between spoken and written discourse = **12 yrs old+** **Vocabulary** Abstract dictionary definitions given for words = **12 - 14 yrs old** Vocabulary of high school graduate: 12,000 words. = **15 - 18 yrs old** **Grammatical** Use of perfect aspect (have/had +[verb]) increases. Syntax used in writing is more complex than that used in speech = **12 - 14 yrs old** Complexity in written language is greater than in spoken language. Full adult range of syntactic constructions reached = **15 - 18 yrs old** **Decoding, Spelling & Morphology** Derivational Relations (Advanced) Spelling = **11 - 14 yrs old+** Spell it from knowledge = **13 yrs and older** **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 **Comprehension** 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** **Writing** Conventional writing (plan, form & intent) = **8 yrs old & older** **Social Patterns/Activity** Community sports ('80-'94); Scheduled sports ('95-'09) = **6–15yrs old** House/yard work ('80-'94); Commerce (malls) ('95-'09) =**10–16yrs old** Fishing ('80-'94); Summer school/camps ('95-'09) = **12–16yrs old** Craft projects ('80-'94); Special programs ('95-'09) = **12–14yrs old** Video games ('80-'94); Summer sports/art ('95-'09) = **13–16yrs old** Organised sports ('80-'94); College prep ('95-'09) = **15–18yrs old** Further education ('80-'94); Part-time jobs ('95-'09) =**16–20yrs old** **Knowledge Development** • During these years, students study science concepts associated with distinct disciplines = **12–15 yrs old** • It also included 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** • In addition, there is a greater emphasis on students' ability to conduct investigations which requires students to understand research methods and demonstrate a deeper engagement in decision making, evaluation and the discussion of ethics and values = **15–18 yrs old** **Numeracy Development** Learners are developing an understanding of the different disciplines within mathematics and are becoming aware of the history of mathematical thought = **12 - 15 yrs old** Learners are developing a sophisticated knowledge of the role mathematics plays in everyday problem solving and other disciplines (e.g. economics, engineering, traders) = **14 - 18 yrs old** Learners are developing the mathematical skills to be proficient in applying principles to personal and workplace practices = **18 yrs & older**	Learners are reading widely from a broad range of complex materials, both expository and narrative, and are asked to apply a variety of viewpoints. Learners are required to access, retain, critique and apply knowledge and concepts. Learners are consolidating general reading, writing and learning strategies whilst being required to develop more sophisticated disciplinary knowledge and perspectives. These adolescent learners deserve content area teachers who provide instruction in the multiple literacy strategies needed to meet the demands of the specific discipline. In these areas, adolescents deserve access to and instruction with multimodal as well as traditional print sources. Effective instruction includes ample opportunities to discuss disciplinary content and explore how these disciplines apply to the world outside the school walls. Students are reading a range of texts, including: ☐ science / STEM textbooks, ☐ social sciences and the humanities, ☐ reference works, ☐ trade books and popular literature, ☐ newspapers, ☐ magazines and ☐ online + social media content All word study practices should join vocabulary development with spelling practice. This practice should focus on words directly related to reading and writing demands (of the classroom). Word study should focus on: ☐ common and less common roots, ☐ Greek and Latin word roots and stems, ☐ suffixes that reveal parts of speech and which form word families, and ☐ explore etymology. Adults should encourage learners to refine interest, pursue areas of expertise, and develops the literacies reflective of the years ahead in post-school contexts (International Reading Association, 2012).	**Assumptions**, we assume the following ☐ The learner can read; ☐ The learner can read in a sustained manner with stamina; ☐ The learner can make meaning from what is read; ☐ The learner has developed techniques to extract & record knowledge; ☐ The learner has opportunities to discuss the meaning of texts; ☐ The learner has been able to develop interests, knowledge and expertise; 　☐ And can use these interests, knowledge and expertise to read deeply; ☐ The learner has developed methods to respond to texts; ☐ The learner has been able to compose a range of texts 　☐ And has developed a certain amount of procedural knowledge about the writing process. 　☐ And uses this knowledge to manage time, process and product **Expectations (NSW Literacy Continuum)** **e.g. Reading texts** ☐ **End Yr 10:** Strategically navigates an extensive volume of texts for a complex task. ☐ Examines different perspectives on complex issues within and between texts. ☐ Explains how interpretations of texts are shaped by social, cultural and/or historical contexts. ☐ Explores and examines alternative interpretations of texts. **e.g. Vocabulary** ☐ **End Yr 10:** Uses effective vocabulary to convey deep knowledge and understanding. ☐ Uses and interprets complex, formal, impersonal language in academic texts. ☐ Builds an increasingly comprehensive vocabulary. ☐ Demonstrates self-reliance in exploration and application of word learning strategies. **e.g. Writing** ☐ **End Yr 10:** Creates sustained texts that develop complex themes, concepts and ideas. ☐ Adapts and innovates on familiar text forms to create distinctive texts. ☐ Constructs considered arguments that explore and analyse a range of different perspectives on complex and challenging topics. ☐ Strategically selects from a range of resources to create multimodal texts that incorporate sophisticated design features. ☐ Demonstrates control of sophisticated language features and structures. ☐ Cites references using conventions appropriate for purpose. **e.g. Speaking** ☐ **End Yr 10:** Convincingly expresses point of view to persuade or influence audiences. ☐ Effectively selects language to establish and develop relationship with audience. ☐ Plans, researches, rehearses and delivers oral presentations on complex issues in a range of contexts. ☐ Creates coherent spoken texts for both informal and formal contexts for particular purposes and effects. ☐ Chooses from a repertoire of oral techniques to engage audience and enhance message. ☐ Recognises that language can include or marginalise groups of people. ☐ Evaluates self and peer contributions and participation in collaborative activities. ☐ Listens to, identifies and challenges attitudes, biases and assumptions in spoken texts.	***Online Life, Books (Personal Enjoyment), Magazines and Articles, Youth-Focused Media Academic Fiction and Academic Non-Fiction (including histories, sciences, social sciences, maths and practical trades)*** • *Untamed: The Wild Life of Jane Goodall* by A Silvey • *Animalium (Welcome to the Museum)* by J Broom & K Scott • *Extreme Laboratories* by A Squire • *Next Time You See a Maple Seed* by E Morgan • *Sally Ride: Life on a Mission (A Real-Life Story)* by S Macy • *Beyond the Solar System: Exploring Galaxies, Black Holes, Alien Planets, and More; A History with 21 Activities* by M Carson • *Electrical Wizard: How Nikola Tesla Lit Up the World* by E Rusch • *Lives of the Scientists: Experiments, Explosions* by K Krull • *The Family Romanov: Murder, Rebellion & the Fall of Imperial Russia* by C Fleming • *Monsieur Marceau: Actor Without Words* by L Schubert • *The Case of the Vanishing Golden Frogs: A Scientific Mystery* by S Markle • *Are You Seeing Me* by Darren Groth • *Nona & Me* by Clare Atkins • *The Minnow* by Diana Sweeney • *Life in Outer Space* by Melissa Keil • *The First Third* by Will Kostakis • *Wildlife* by Fiona Wood • *The Incredible Here and Now* by Felicity Castagna • *The Ink Bridge* by Neil Grant • *The Wrong Boy* by Suzy Zail • *Friday Brown* by Vikki Wakefield • *Coonardoo* by Katherine Pritchard • *Remembering Babylon* by David Malouf • *Here on Earth* by Tim Flannery • *Journey to the Stone Country* by Alex Miller • *Legendary Tales of the Australian Aborigines* by David Unaipon • *No Sugar* by Jack Davis • *The 7 Stages of Grieving* by Wesley Enoch • *Wild Cat Falling* by Mudrooroo • *The Arrival* by Shaun Tan • *The Lost Thing* by Shaun Tan • *Maus* by Art Spiegelman • *In the Shadow of No Towers* by Art Spiegelman • *The Boat* by Nam Le • *Wright: Collected Poems* by Judith Wright • *The Tall Man* by Chloe Hooper There is the expectation that students are learning to read sections of **newspapers and magazines** with the critical knowledge that has been developed in subject disciplines. For Science-Related Books for a K-12 Audience, see National Science Teacher's Association: http://www.nsta.org/publications/ostb/ostb2015.aspx Visit the NCTE for excellent non-fiction texts for school-aged readers: http://www.ncte.org/awards/orbispictus Visit the NCTE for excellent fiction texts for younger readers: http://www.ncte.org/awards/charlotte-huck Visit PETAA for units related to recommendations from the CBCA Awards: http://www.petaa.edu.au/imis_prod/w/Teaching_Resources/CBCA_Guides/w/Teaching_Resources/CBCA_Guides.aspx?hkey=8bee3899-fee4-4d62-a4fa-3f161324f9d0 For news articles on contemporary news items, that are differentiated for differing reading abilities, please visit: https://newsela.com For units that engage learners in academic vocabulary and debatable topics across the curriculum visit: http://wordgen.serpmedia.org For units that help engage adolescent readers, please explore the Strategic Adolescent Reading Intervention: http://stari.serpmedia.org	**Promoting Adolescents Comprehension of Text (PACT)** ☐ Comprehension Canopy (including the strategic use of video, images, incursions and excursions) ☐ Essential Words & Concept Instruction ☐ Critical Reading Instruction ☐ Using Well-Designed Graphic Organisers to Crystalise Information ☐ Team-Based Learning Comprehension Check ☐ Team-Based Learning Knowledge Application ☐ Critical Reflection **Elements of Critical Thinking / Reading** ☐ Identify the **purpose(s)** of the text ☐ Identify the main **questions** being examined ☐ Detail the **information** that has been provided. ☐ Explore you **interpretations & inferences.** ☐ Explore the **concepts** presented in the text (either directly or implied). ☐ Identify and evaluate the **assumptions** which are being made ☐ Explore the **implications & consequences** of the assumptions, interpretations and/or concepts ☐ Identify the **point of view** (or perspective) from which the text has been written. **Curriculum Cycle** **To be completed:** ☐ As a Whole class ☐ In a Small Group _____ ☐ One-on-one _____ ☐ Independently (in class or at school) ☐ At home (or away from school) **Instruction included:** ☐ Language Experience Approach ☐ Interactive Writing ☐ Mode continuum ☐ Joint construction ☐ Guided construction ☐ Independent construction ☐ Conferencing ☐ Critical Reflection **The Writing Cycle included:** ☐ Building "the field" ☐ Deconstructing the text ☐ Planning ☐ Scaffolding ☐ Drafting ☐ Conferencing (peer or teacher) _____ ☐ Revising ☐ Publishing _____ **Part of:** ☐ A portfolio: _____ ☐ A task: _____ ☐ A real audience: _____ Figure 5.4 1992 DSP Primary Curriculum Model (Murray and Zammit, 1992: 7)

Planning Framework

Stage & Typical Age	L1 Milestones	Features	Assumptions & Expectations	Age-Appropriate Books & Resources	Instructional Features

5
critical literacy in work & society
19 years old and older
 	
Adulthood, including late college
	Cognition
	Formal operational stage = **11 yrs old+**
	Myelination of the prefrontal cortex = **0-16 yrs old**
	Vectoral stage = **11-19 yrs old**
	
	Oral Language
	Halliday's 'synoptic/dynamic complementarity' stage … learners become more adapt at moving between spoken and written discourse = **12 yrs old+**
	
	Vocabulary
	Abstract dictionary definitions given for words = **12 - 14 yrs old**
	Vocabulary of high school graduate: 12,000 words. = **15 - 18 yrs old**
	
	Grammatical
	Use of perfect aspect (have/had +[verb]) increases. Syntax used in writing is more complex than that used in speech = **12 - 14 yrs old**
	Complexity in written language is greater than in spoken language. Full adult range of syntactic constructions reached = **15 - 18 yrs old**
	
	Decoding, Spelling & Morphology
	Derivational Relations (Advanced) Spelling = **11 - 14 yrs old+**
	Spell it from knowledge = **13 yrs and older**
	
	Fluency - Silent Reading Rates
	• End of Grade 10: 224wpm
	• End of Grade 11; 237wpm
	• End of Grade 12: 250wpm
	• College/University: 280wpm
	
	Comprehension
	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**
	
	Writing
	Conventional writing (plan, form & intent) = **8 yrs old & older**
	
	Social Patterns/Activity
	Further education ('80-'94); Part-time jobs ('95-'09) = **16–20yrs old**
	Part-time jobs ('80-'94); College/apprentice ('95-'09) = **18–22yrs old**
	Job ('80 - '94); Careers ('95-'09) = **22yrs old+**
	
	Numeracy Development
	Learners are developing a sophisticated knowledge of the role mathematics plays in everyday problem solving and other disciplines (e.g. economics, engineering, traders) = **14 - 18 yrs old**
	Learners are developing the mathematical skills to be proficient in applying principles to personal and workplace practices = **18 yrs & older**
		"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 post-school landscape.
		
		In professional and specialised settings, individuals are required 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).
		
		Teaching and learning is governed by **core 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**.
		
		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 as well as a well-trained teaching workforce.
		
		Adult learning is simple and ongoing in the sense that learning is part of everyday life in contexts. Therefore, instruction must build on learners' experience, include oral reading, reciprocal teaching between learners, and link literacy exercises to the learners' everyday lives.
		
		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 or other formal settings.
		
		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 to engage in basic skills learning because they have low expectations of the benefits, perceive various barriers to participation or drop out because of inadequate programme design.
		
		Literacy gains positively influence confidence, self-esteem, attitudes towards learning, parenting capacity, & civic engagement. Virtuous cycles seem to apply, improved skills strengthen confidence which can lead to social returns over time.
		
		See the following report for more principles:
		Windisch, H. C. (2015). Adults with low literacy and numeracy skills: A literature review on policy intervention. OECD Education Working Papers, No. 123, OECD Publishing, Paris.
		
		Figure 4.1. Conceptual model of an activity system (Engeström 1987, 78).
			Assumptions, we assume the following
			☐ Individuals are literate
			☐ Individuals are able to navigate daily life with literacy skills,
			  ☐ And can call upon the expertise of specialists (e.g. lawyers) to receive advice on specialist discourse and content areas
			☐ Individuals can extract information from text
			  ☐ And learn independently through wide reading,
			  ☐ Which may be an unfair assumption.
			☐ Individuals can read critically and identify inaccuracies, bias and manipulation.
			☐ Individuals can write for a range of purposes and audience,
			  ☐ though some people are more talented and/or adepts,
			  ☐ and this distinction is often based on an individual's highest level of educational attainment.
			☐ Individuals who fail to attain adequate literacy skills face almost insurmountable obstacles to raise skills.
			☐ An individual uses reading for one's own needs and purposes (professional and personal).
			☐ Reading serves to integrate one's knowledge with that of others to synthesise information and to create new knowledge.
			☐ Reading and writing is purposeful, strategic, often specialised and anchored.
			
			"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 fulfill reading and writing needs." (Kalman, 2004, p. 258)
			
			--- 	
			
			There is a clearer stratification of literacy across three skill domains:
			
			☐ **Basic skills** - often encompassing what are known as constrained skills.
			☐ **Intermediate skills** - capacity to read, write, speak, listen and calculate in everyday personal, social, economic and political settings.
			☐ **Disciplinary skills** - the particular ways of navigating texts that is found within (workplace) spheres
			
			Learners' motivation is impacted by
			☐ advancement / reskilling
			☐ social participation
			☐ children
			☐ self-esteem
			☐ curiosity
				Texts for adult literacy will depend on the area(s) of instructional/practical focus, which may include:
				
				☐ Important Workplace Reading and Writing, including broader language, literacy and numeracy demands;
				☐ Texts that will help learners prepare for further or continuing studies;
				☐ Texts that the learners needs to understand to participate in everyday activities (e.g. bills, medicines, etc);
				☐ Texts of interest to the learner that will enhance personal, social, practical, academic and/or civic engagement;
				☐ Texts that can be used to help adults enhance family literacy opportunities;
				☐ Texts that contribute to and are the product of a community/collaborative projects (e.g a cookbook or local history);
				☐ Texts which are specially designed for adult literacy development.
				
					Learning Sequence will vary depending upon the nature of the literacy focus.
					
					Ideally, any sequence should involve the following considerations:
					☐ Identify learner's needs
					☐ Understand language and literacy demands
					☐ Set goals
					☐ Build skills
					☐ Foster functional and reflective literacy
					☐ Explore topics of social, practical, personal and/or political interest
					☐ Provide opportunities for learner to put skills to use
					☐ Reassess and set further goals
					
					--- 	
					
					Adults often find literacy learning occurring in one or more of the following contexts:
					☐ As part of a Family Literacy initiative in which participants are motivated to pursue literacy to support child(ren)'s literacy
					☐ As part of Adult Education Classes occurring on Schools as Community Centres
					☐ As part of Workplace Literacy development
					☐ As Part of Workplace/Vocational Training
					☐ To prepare for Further Education and Training (often due to limitations in current skills)
					☐ Basic Skills Practice in a formal setting (volunteer teachers or skilled teachers)
					☐ Basic Skills Practice in an informal setting (volunteer teachers or skilled teachers)
					☐ Projects/Programs in which literacy development and instruction is embedded within community activities (e.g. local history)
					☐ Group-based collaborative learner in a community setting (such as a church)
					☐ In a Book Club, Reading Group, Writing Group or other affiliated group which involves literacy
					☐ As an explicit strategy to increase civic, political engagement
					☐ During or post incarceration
					
					--- 	
					
					The following report identified the following as best practice principles
					
					Windisch, H. C. (2015). Adults with low literacy and numeracy skills: A literature review on policy intervention. OECD Education Working Papers, No. 123, OECD Publishing, Paris.
					
					☐ Teaching is effective with time, space, resources and practice available to learners
					☐ Initial and formative assessment
					☐ Learning can be enhanced with ICT
					☐ Literacy learning is contextualised and embedded

ACTIVITY PLANNING

a) Introductory Comments

b) Pre-K Checklist

c) Kindergarten Checklist

d) Grade 1 Checklist

e) Grade 2 Checklist

f) Activity Matrix for Literacy Components

THE
LITERACY BUG

"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

Snow, C. E., Barnes, W. S., Chandler, J., Goodman, I. F., & Hemphill, L. (1991). Unfulfilled expectations: home and school influences on literacy. Cambridge, MA: Harvard University Press.

end of Stage 0   end of Stage 1   end of Stage 2   on from Stage 3

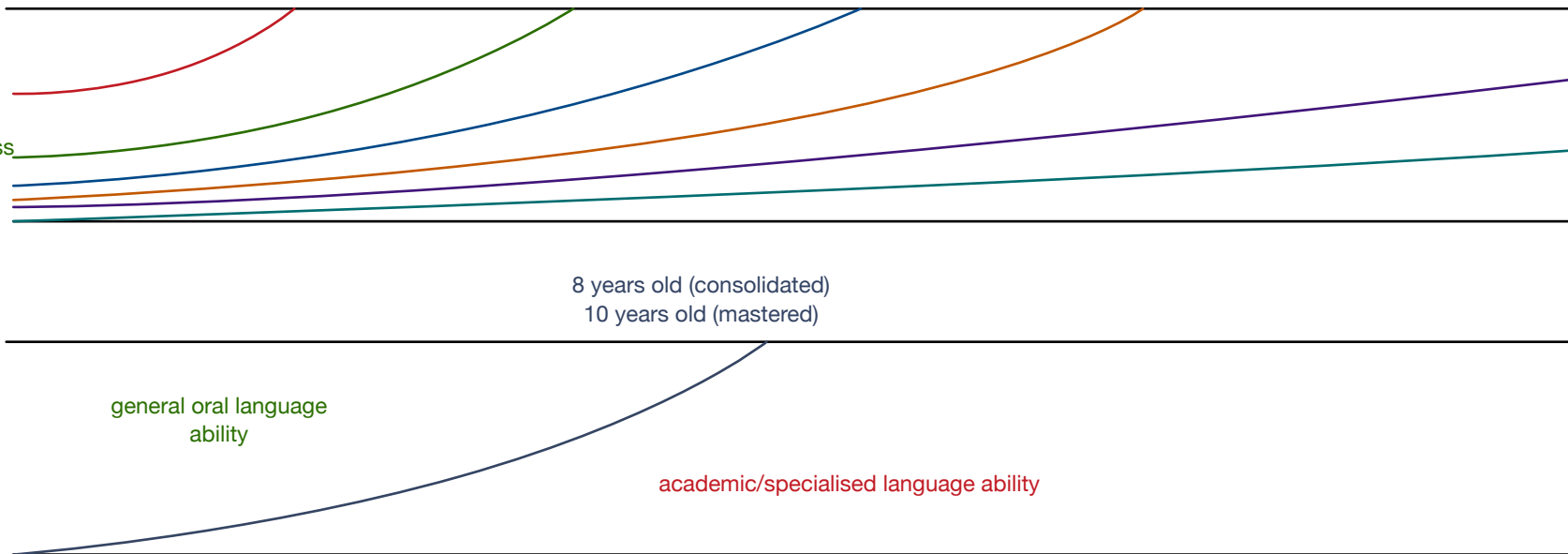5 years old (consolidated) 7 years old (consolidated) 9 years old (consolidated) 11 years old (consolidated)   <— reading comprehension —>
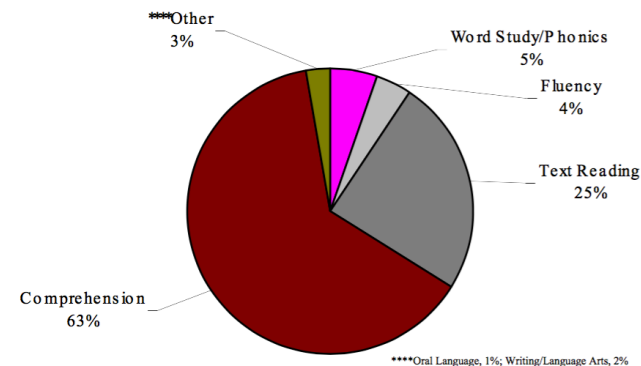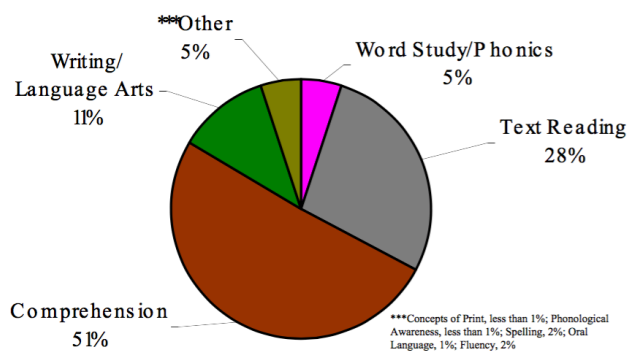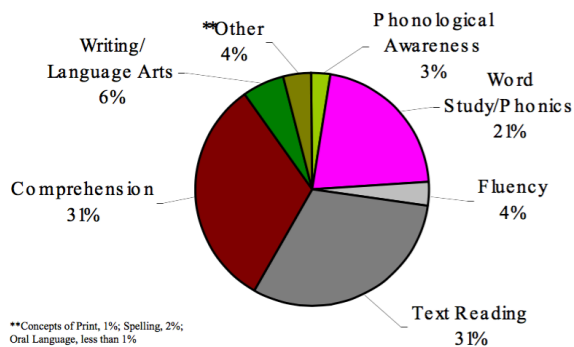6 years old (mastered)   8 years old (mastered)   12 years old (mastered)   14 years old (mastered)   <— written composition —>

concept of print

phonological awareness
decoding/encoding
fluency
writing
comprehension

8 years old (consolidated)
10 years old (mastered)

general oral language
ability

language

academic/specialised language ability

First Grade

**Other
4%

Writing/
Language Arts
6%

Comprehension
31%

Phonological
Awareness
3%

Word
Study/Phonics
21%

Fluency
4%

Text Reading
31%

**Concepts of Print, 1%; Spelling, 2%;
Oral Language, less than 1%

STAGE 1 between 6 - 7 years old

Second Grade

***Other
5%

Writing/
Language Arts
11%

Word Study/Phonics
5%

Text Reading
28%

Comprehension
51%

***Concepts of Print, less than 1%; Phonological
Awareness, less than 1%; Spelling, 2%; Oral
Language, 1%; Fluency, 2%

STAGE 2 (first half) between 7 - 8 years old

Third Grade

****Other
3%

Word Study/Phonics
5%

Fluency
4%

Text Reading
25%

Comprehension
63%

****Oral Language, 1%; Writing/Language Arts, 2%

STAGE 2 (second half) between 8 - 9 years old

How might instruction shift over time?

	Pre-K	Kindergarten	Grade 1	Grade 2
Print Awareness				
Phonological Awareness				
Phonemic Awareness				
Phonics				
Word Analysis				
Vocabulary				
Sight Words				
Fluency / Connected Texts				
Listening Comprehension / Oral Language				
Reading Comprehension				
Writing / Composition	Drawing / Modelled	Co-Constructed / Emergent	Apprenticed	Toward Independence

Read It Again - *FoundationQ!*

☑ **Student Progress Checklist**

Student's name: _____Date: _____

Teacher's Name: _____

Directions: Circle the letter that best describes how well the student performs the skill. Acquiring (A), Building (B), or Competent (C). Use the following indicators for differentiating A, B, and C.

Acquiring: Student never or only occasionally demonstrates the skill
Building: Student often demonstrates the skill, but is not yet consistent and/or requires assistance
Competent: Student consistently demonstrates the skill

Print Knowledge The student:	Week 2			Week 12			Week 21		
1. recognises that print carries meaning and distinguishes print from pictures.	A	B	C	A	B	C	A	B	C
2. recognises the left-to-right and top-to-bottom directionality of print.	A	B	C	A	B	C	A	B	C
3. identifies some upper-case letters, including those in own name and those of some friends or family members.	A	B	C	A	B	C	A	B	C
4. understands and uses new words describing aspects of books (e.g., illustrator, author, cover, title page) and print (e.g., word, letter, spell, read, write).	A	B	C	A	B	C	A	B	C
5. recognises the difference between letters and words.	A	B	C	A	B	C	A	B	C
6. understands that punctuation is a feature of written text different from letters.	A	B	C	A	B	C	A	B	C
7. attends to rime chunks as they track words and sounds out whole words rather than individual letters.	A	B	C	A	B	C	A	B	C
8. has a vocabulary base of common sight words that they see often in the environment and in children's books.	A	B	C	A	B	C	A	B	C
Notes									

Narrative The student:	Week 2			Week 12			Week 21		
1. identifies and describes the setting and characters of a story.	A	B	C	A	B	C	A	B	C
2. describes the 'kick off' of a story.	A	B	C	A	B	C	A	B	C
3. orders three or more major events in a story.	A	B	C	A	B	C	A	B	C
4. produces a fictional story that has a setting and characters (a scaffolded retell)	A	B	C	A	B	C	A	B	C
5. produces a personal story that has a clear beginning, middle, and end.	A	B	C	A	B	C	A	B	C
6. shares feelings, ideas, or experiences in a single story that is precise.	A	B	C	A	B	C	A	B	C
7. understands and creates an interesting ending for a story.	A	B	C	A	B	C	A	B	C
Notes									

Vocabulary The student:	Week 2			Week 12			Week 21		
1. understands and uses unfamiliar words to describe things or actions (adjectives).	A	B	C	A	B	C	A	B	C
2. understands and uses words for unfamiliar nouns.	A	B	C	A	B	C	A	B	C
3. understands and uses words for unfamiliar actions (verbs).	A	B	C	A	B	C	A	B	C
4. understands and uses words representing time and spatial concepts (E.g. Time - first, second, third; before, after, then, during, once; Spatial - past, along, through, across).	A	B	C	A	B	C	A	B	C
5. understands and uses words that modify things or actions (adverbs).	A	B	C	A	B	C	A	B	C
6. understands and uses words representing thinking processes (e.g., believe, dream, imagine, think, remember).	A	B	C	A	B	C	A	B	C
7. understands and talks about the meaning of words, including how words can have more than one meaning.	A	B	C	A	B	C	A	B	C
8. understands and uses words which represent feelings.	A	B	C	A	B	C	A	B	C
Notes									

Phonological Awareness The student:	Week 2			Week 12			Week 21		
1. identifies when two words share a rhyming pattern.	A	B	C	A	B	C	A	B	C
2. segments words into syllables and blends syllables into words.	A	B	C	A	B B	C	A	B	C
3. identifies when two words share the same first sound.	A	B	C	A	B	C	A	B	C
4. identifies and produces words starting with a specific first sound.	A	B	C	A	B	C	A	B	C
5. understands and manipulates syllables in words and demonstrates an understanding of word structure.	A	B	C	A	B	C	A	B	C
6. isolates sounds in initial, final and medial positions in words.	A	B	C	A	B	C	A	B	C
7. understands and manipulates phonemes in words and demonstrates an understanding of word structure.	A	B	C	A	B	C	A	B	C
Notes									

GRADE PreK
(pre-reading stage)

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.

Guiding Questions - Kindergarten Equivalence

Question	Hint	Assessment(s)	Instruction	Readings
Phonological and Phonemic Awareness				
Does the student show awareness of individual words in spoken sentences?	Have the student: a) tap each word in a sentence; b) use manipulative to represent each word in a sentence	School Entry Alphabetic and Phonological Awareness Readiness Test (SEAPART) Phonological Awareness Literacy Screening (PALS) Test of Phonological Awareness (TOPA) Comprehensive Test of Phonological Processing (C-TOPP) An Observation Survey of Early Literacy Achievement	InsRoutinesKPA1.pdf	Adams, M. J., Foorman, B. R., Lunberg, I., & Beeler, T. (1988). Phonemic awareness in young children: a classroom curriculum. Baltimore: Paul H. Brookes Publishing Company. Adams, M.J., Foorman, B.R., Lundberg, I., & Beeler, T. (1998,Spring/Summer). The elusive phoneme: Why phonemic awareness is so important and how to help children develop it. American Educator, 22, 18- 29. Beck, I & Beck, M. (2013). Phonemic awareness: a bit of a different take (pp. 28 - 38). In I. Beck & M. Beck., Making sense of phonics: the hows and whys (2nd edition). New York: Guilford Press. Brummitt-Yale, J. (n.d.) Phonemic Awareness vs. Phonological Awareness. Retrieved on 25 April 2015 from K12 Reader: http://www.k12reader.com/phonemic-awareness-vs-phonological-awareness/ Flanigan, K. (2007). A concept of word in text: A pivotal event in early reading acquisition. Journal of Literacy Research, 39(1), 37–70. doi: 10.1080/10862960709336757 Foorman, B. R., & Torgesen, J. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. Learning Disabilities Research & Practice, 16(4), 203–212. McGee, L. M, & Dail, A. R. (2010). Phonemic awareness instruction in preschool: research implications and lessons learned from Early Reading First. In M.C. McKenna, S. Walpole, & K. Conradi (Eds) Promoting early reading: research, resources and best practices. New York: Guilford Press. Zhang, Y., Tardif, T., Shu, H., Li, H., Liu, H., McBride-Chang, C., … Zhang, Z. (2013). Phonological skills and vocabulary knowledge mediate socioeconomic status effects in predicting reading outcomes for Chinese children. Developmental Psychology, 49(4), 665–71. doi:10.1037/a0028612
Can the student identify the syllables in spoken words?	Have the student: a) segment two-syllable words; b) segment three-syllable words.		InsRoutinesKPA2.pdf K to 1 Student Center Activities PA.020 PA.021 PA.022 PA.023	
Can the student tell when words rhyme or generate spoken words that rhyme?	Have the student: a) identify words that rhyme; and b) state words that rhyme.		InsRoutinesKPA3.pdf K to 1 Student Center Activities PA.001 PA.002 PA.006 PA.008	
Can the student identify the first sound in spoken three phoneme words? the last sound? the middle sound?	Have the student: a) identify the first sound; b) identify the last sound; and c) identify the middle sound of CVC words.		InsRoutinesKPA4.pdf K to 1 Student Center Activities PA.046 PA.047 PA.048	
Can the student orally blend two and three phonemes to make one syllable words?	Have the student: a) blend two phonemes in a one syllable word; and b) blend three phonemes in a one syllable word.		InsRoutinesKPA5.pdf K to 1 Student Center Activities PA.058 PA.059	
Can the student segment the two and three phonemes in one syllable words?	Have the student: a) segment words with two phonemes; and b) segment words with three phonemes;		InsRoutinesKPA6.pdf K to 1 Student Center Activities PA.048 PA.050 PA.055 PA.056	

Question	Hint	Assessment(s)	Instruction	Readings
Phonics				
Does the student know letter names that have been taught?	Have the student: a) state the letter name represented by the individual letter; and b) identify the letter associated with the letter name.	An Observation Survey of Early Literacy Achievement Test of Preschool Early Literacy Letter Sound Short Form Assessment Z-Test Informal Phonics Inventory Informal Decoding Inventory Test of Word Reading Efficiency (TOWRE) - Phonemic Decoding Efficiency Subtest South Australian Spelling Test Qualitative Spelling Inventory	instRoutines_KPh1.pdf K to 1 Student Center Activities P.027 P.028 P.029	Bear, S., Invernizzi, M., Templeton, S., & Johnston, F. (2014). Words their way: word study for phonics, vocabulary, and spelling instruction (5th edition). Essex: Pearson. Beck, I. & Beck, M. (2013). Making sense of phonics.: the hows and whys. New York: Guilford Press. Cunningham, P.M., & Cunningham, J.W. (1992). Making Words: Enhancing the invented spelling-decoding connection. Reading Teacher, 46, 106-115. Flanigan, K. (2007). A concept of word in text: A pivotal event in early reading acquisition. Journal of Literacy Research, 39(1), 37–70. Gaskins, I. W., Ehri, L. C., Cress, C., O'Hara, C. & Donnelly, K. (1997). Analyzing words and making discoveries about the alphabetic system: Activities for beginning readers. Language Arts, 74(3). p. 172-184. Moats, L.C. (2006). How spelling supports reading: And why it is more regular and predictable than you may think. American Educator, Winter, 12-24. National Reading Panel (NRP). (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Washington, DC: National Institute of Child Health and Human Development. New South Wales Department of Education and Training (2009). Literacy teaching guide: Phonics. Sydney: NSW DET. Ouellette, G., Senechal, M., & Halley, A. (2013). Guiding children's invented spellings: a gateway in literacy learning. In The Journal of Experimental Education, 81(2), 261-270. Ravinski, T. (1999). Making and writing words using letter patterns. Reading Online, retrieved on 14 August 2015 from http://www.readingonline.org/articles/rasinski/mww_lp.html Scott-Dunne, D. (2013). When spelling matters: developing writers who can spell and understand language. Ontario: Pembroke Publishing.
Does the student know letter sounds that have been taught?	Have the student: a) say the sound (phoneme) represented by the individual letter; and b) identify the letter associated with its sound (individual phoneme) .		Cp43hc-instRoutines_KPh1.pdf K to 1 Student Center Activities P.027 P.028 P.029	
Can the student blend sounds in words with two or three letters?	Have the student: a) blend two known letter sounds to form a simple word; and b) blend three known letter sounds to form a simple word;		instRoutines_KPh3.pdf K to 1 Student Center Activities P.065 P.066 P.068 P.069	
Can the student blend sounds in words with two or three letters?	Have the student: a) segment the sounds in a words with two letters; and b) segment the sounds in a words with three letters;		instRoutines_KPh4.pdf K to 1 Student Center Activities P.073 P.075 P.076 P.078	
Can the student write sounds in words with two or three letters?	Have the student: a) write words with two known letter sounds; and b) write words with three known letter sounds;		instRoutines_KPh5.pdf K to 1 Student Center Activities P.066 P.074 P.077	
Is the student able to decode unfamiliar words in connected texts?	Have the student: a) decode known letter sounds to read words and sentences in decodable texts.		instRoutinesDecode_Kb.pdf	

Guiding Questions - Kindergarten Equivalence

Question	Hint	Assessment(s)	Instruction	Readings
Vocabulary				
Does the student describe common objects and events in both general and specific language?	Have the student: a) describe the items or objects in the school, playground, cafeteria, etc; b) describe their morning routine; and c) extend their descriptions (a) and (b).	Peabody Picture Vocabulary Task IV Expressive Vocabulary Test (2nd Edition) Vocabulary Subtest in norm-based tests like the Gray MacGinite Reading Tests (4th Edition) Informal Vocabulary Inventory Multi-Level Vocabulary Assessment Tool (Scott, et al., 2008) Vocabulary Knowledge Scale Vocabulary Recognition Task Vocabulary Assessment Magazine Analysing Your Vocabulary Environment (Baumann, et al. 2009 - 2012)	instRoutines_k_common.pdf K to 1 Student Center Activities V.005 V.007 V.009 V.006 V.008 V.010	Beck, I. L., McKeown, M. G., & Kucan, L. (n.d.). Choosing Words to Teach. Reading Rockets. Retrieved August 30, 2014, from http://www.readingrockets.org/article/choosing-words-teach Beck, I. L., McKeown, M. G., & Kucan, L. (2013). Bringing words to life: robust vocabulary instruction (2nd ed.). New York: Guilford Press.. Cobb, C, & Blachowicz, C. (2014). No More "Look Up The List" Vocabulary Instruction. Portsmouth, NH: Heinemann. Hart, B., & Risley, T. R. (1995). Meaningful differences in the everyday experience of young American children. Baltimore: Paul H. Brookes Publishing Company. Hiebert, E. H. & Kamil, M. L. (Eds.) (2005). Teaching and learning vocabulary: bringing research to practice. Mahwah, NJ: Lawrence Erlbaum Associates. Kame'enui, E. J., & Baumann, J. F. (Eds.). (2012). Vocabulary instruction: Research to practice (2nd ed.). New York: Guilford Press. McKenna, M. (2005). Vocabulary instruction (research and best practice) [PowerPoint Presentation]. Georgia's Reading First PD Presentations. Retrieved February 21, 2015, from http://curry.virginia.edu/reading-projects/projects/garf/PowerPoints/VocabularyRF.ppt Pikulski, J., & Templeton, S. (2004). Teaching and Developing Vocabulary: Key to Long-Term Reading Success. Current Research in Reading / Language Arts, 1 – 12. Retrieved from http://www.eduplace.com/state/pdf/author/pik_temp.pdf Sadoski, M. (2005). A dual coding view of vocabulary learning. Reading & Writing Quarterly, 21(3), 221-238. Zhang, Y., Tardif, T., Shu, H., Li, H., Liu, H., McBride-Chang, C., ... Zhang, Z. (2013). Phonological skills and vocabulary knowledge mediate socioeconomic status effects in predicting reading outcomes for Chinese children. Developmental Psychology, 49(4), 665–71. doi:10.1037/a0028612
Can the student identify and sort common words into conceptual categories?	Have the student: a) name the shown object or picture and identify the appropriate category (e.g. animals, food and transportation)		instRoutines_k_identify.pdf K to 1 Student Center Activities V.016 V.017 V.018 V.019	
Does the student understand and use new vocabulary in various contexts after it is introduced and taught directly?	Have the student: a) choose the current vocabulary word and apply it to different contexts.		instRoutines_KV.pdf K to 1 Student Center Activities V.012	

Guiding Questions - Kindergarten Equivalence

Question	Hint	Assessment(s)	Instruction	Readings
Listening Comprehension / Dialogic reading Engagement				
Can the student answer and ask lower level questions about the text (e.g. who, what, where, and when)?	Have the student: a) answer questions that begin with who, what, where, and when; and b) ask question that begin with who, what, where, and when.	MacArthur Communicative Development Inventory (CDI) Reynell Developmental Language Scale Preschool Language Scale (PLS) Qualitative Reading Inventory (Word Lists & Graded Passages) or other suitable Informal Reading Inventory Gray MacGinite Reading Tests (4th Edition) or other norm-based reading assessment, such as the Iowa Test of Basic Skills Checklist of Skills for Effective Reading to Children Read Aloud Rating Effectiveness Form for Coach's Observation or Teacher's Videotaped Reflection Systematic Assessment of Book Reading (SABR) Read It Again! PreK Pupil Checklist Narrative Assessment Protocol (NAP) Teacher Interaction and Language Rating Scale	instRoutines_KC2.pdf K to 1 Student Center Activities C.004 C.006	Ezell, H. K. & Justice, L. M. (2005) Shared storybook reading: building young children's language and emergent literacy skills. Baltimore: Brookes. Justice, L. M., Pence, K. L., Beckman, A. R., Skibbe, L. E. & Wiggins, A. K. (2005). Scaffolding with storybooks: a guide for enhancing young children's language and literacy achievement. Newark, DE: International Reading Association. McGinty, A. S. & Justice, L. M. (2010). Language facilitation in the preschool classroom: rationale, goals and strategies. In M.C. McKenna, S. Walpole, & K. Conradi (Eds) Promoting early reading: research, resources and best practices. New York: Guilford Press. Morrow, L. M., Freitag, E. & Gambrell, L. B. (2009) Using children's literature in preschool to develop comprehension: understanding and enjoying books (2nd edition). Newark, DE: International Reading Association. Stadler, M. A., & Ward, G. C. (2005). Supporting the narrative development of young children. Early Childhood Education Journal, 33(2), 73-80. Zucker, T. A. & Landry, S. H. (2010). Improving the quality of preschool read-alouds: professional development and coaching that targets book-reading practices. In M.C. McKenna, S. Walpole, & K. Conradi (Eds) Promoting early reading: research, resources and best practices. New York: Guilford Press.
Can the student identify the story grammar (e.g. character, setting, beginning, middle, and end)?	Have the student: a) identify the elements of the story grammar when visual aids are present; b) identify the elements of the story grammar when multiple choices are provided; and c) identify elements of the story grammar independently.		instRoutines_KISG.pdf K to 1 Student Center Activities C.011 C.012	
Can the student identify the main idea in the story?	Have the student: a) state the main idea of the story and/or paragraph.		instRoutines_KC.pdf K to 1 Student Center Activities C.027 C.028	
Can the student answer higher level questions about the text (e.g. why and how)?	Have the student: a) answer questions that begin with how, why and what if.		instRoutines_KAHLQ.pdf K to 1 Student Center Activities C.011	
High Frequency Word Instruction				
Can the student read useful high frequency words?	Have the student: a) read high frequency words that have been taught.	Test of Word Reading Efficiency (TOWRE) - Sight Word Efficiency Subtest Self-Generated Sight Word Lists Based on Fry's List and/or Dolche Lists	instRoutines_KHFW.pdf K to 1 Student Center Activities F.007 F.008 F.010 F.011 F.012	Ehri, L.C. (2005). Development of sight word reading: Phases and findings. In M. J. Snowling & C. Hulme (Eds.), The science of reading: A handbook (pp. 135-154). Oxford, UK: Blackwell. Flanigan, K. (2007). A concept of word in text: A pivotal event in early reading acquisition. Journal of Literacy Research, 39(1), 37–70. doi: 10.1080/10862960709336757

Guiding Questions - Grade 1

Question	Hint	Assessment(s)	Instruction	Readings
Phonemic Awareness				
Does the student show awareness of individual words in spoken sentences?	Have the student: a) tap each word in a sentence; or b) use manipulative to represent each word in a sentence	School Entry Alphabetic and Phonological Awareness Readiness Test (SEAPART) Phonological Awareness Literacy Screening (PALS) Test of Phonological Awareness (TOPA) Comprehensive Test of Phonological Processing (C-TOPP) An Observation Survey of Early Literacy Achievement	InsRoutinesKPA1.pdf	Adams, M. J., Foorman, B. R., Lunberg, I., & Beeler, T. (1988). Phonemic awareness in young children: a classroom curriculum. Baltimore: Paul H. Brookes Publishing Company. Adams, M.J., Foorman, B.R., Lundberg, I., & Beeler, T. (1998,Spring/Summer). The elusive phoneme: Why phonemic awareness is so important and how to help children develop it. American Educator, 22, 18- 29. Beck, I & Beck, M. (2013). Phonemic awareness: a bit of a different take (pp. 28 - 38). In I. Beck & M. Beck., Making sense of phonics: the hows and whys (2nd edition). New York: Guilford Press. Brummitt-Yale, J. (n.d.) Phonemic Awareness vs. Phonological Awareness. Retrieved on 25 April 2015 from K12 Reader: http://www.k12reader.com/phonemic-awareness-vs-phonological-awareness/ Flanigan, K. (2007). A concept of word in text: A pivotal event in early reading acquisition. Journal of Literacy Research, 39(1), 37–70. doi: 10.1080/10862960709336757 Foorman, B. R., & Torgesen, J. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. Learning Disabilities Research & Practice, 16(4), 203–212. McGee, L. M, & Dail, A. R. (2010). Phonemic awareness instruction in preschool: research implications and lessons learned from Early Reading First. In M.C. McKenna, S. Walpole, & K. Conradi (Eds) Promoting early reading: research, resources and best practices. New York: Guilford Press. Zhang, Y., Tardif, T., Shu, H., Li, H., Liu, H., McBride-Chang, C., … Zhang, Z. (2013). Phonological skills and vocabulary knowledge mediate socioeconomic status effects in predicting reading outcomes for Chinese children. Developmental Psychology, 49(4), 665–71. doi:10.1037/a0028612
Can the student identify the syllables in spoken words?	Have the student: a) segment two-syllable words; b) segment three-syllable words.		InsRoutinesKPA2.pdf K to 1 Student Center Activities PA.020 PA.021 PA.022 PA.023	
Can the student tell when words rhyme or generate spoken words that rhyme?	Have the student: a) identify words that rhyme; and b) state words that rhyme.		InsRoutinesKPA3.pdf K to 1 Student Center Activities PA.001 PA.002 PA.006 PA.008	
Can the student identify the first sound in spoken three phoneme words? the last sound? the middle sound?	Have the student: a) identify the first sound; b) identify the last sound; and c) identify the middle sound of one-syllable words.		**instRoutines_1PA4.pdf** **K to 1 Student Center Activities** **PA.044**	
Can the student orally **blend three to five phonemes** to make one syllable words?	Have the student: a) blend three phonemes in a one syllable word; b) blend four phonemes in a one syllable word; and c) blend five phonemes in a one syllable word;		**instRoutines_1PA5.pdf** **K to 1 Student Center Activities** **PA.058** **PA.059**	
Can the student segment the **three to five phonemes** in one syllable words?	Have the student: a) segment words with three phonemes; b) segment words with four phonemes; and c) segment words with five phonemes		**instRoutines_1PA6.pdf** **K to 1 Student Center Activities** **PA.052** **PA.053** **PA.055** **PA.056**	

Guiding Questions - Grade 1

Question	Hint	Assessment(s)	Instruction	Readings
Phonics				
Does the student know **all letter names**?	Have the student: a) state the letter name represented by the individual letter; and b) identify the letter associated with the letter name.	An Observation Survey of Early Literacy Achievement Test of Preschool Early Literacy Letter Sound Short Form Assessment	instRoutines_KPh1.pdf K to 1 Student Center Activities P.027 P.028 P.029	Bear, S., Invernizzi, M., Templeton, S., & Johnston, F. (2014). Words their way: word study for phonics, vocabulary, and spelling instruction (5th edition). Essex: Pearson. Beck, I. & Beck, M. (2013). Making sense of phonics.: the hows and whys. New York: Guilford Press.
Does the student know **all letter sounds**?	Have the student: a) say the sound (phoneme) represented by the individual letter; and b) identify the letter associated with its sound (phoneme)	Z-Test Informal Phonics Inventory Informal Decoding Inventory Test of Word Reading Efficiency (TOWRE) - Phonemic Decoding Efficiency Subtest	Cp43hc-instRoutines_KPh1.pdf K to 1 Student Center Activities P.027 P.028 P.029	Cunningham, P.M., & Cunningham, J.W. (1992). Making Words: Enhancing the invented spelling-decoding connection. Reading Teacher, 46, 106-115. Flanigan, K. (2007). A concept of word in text: A pivotal event in early reading acquisition. Journal of Literacy Research, 39(1), 37–70.
Can the student **decode and write words with** two or three **phonemes**?	Have the student: a) read words with two and three known letter sounds; and b) write dictated words with two and three known letter sounds;	South Australian Spelling Test Qualitative Spelling Inventory	**instRoutines_1Ph3.pdf** **K to 1 Student Center Activities** **P.034** **P.035** **P.036** **P.037** **P.039**	Gaskins, I. W., Ehri, L. C., Cress, C., O'Hara, C. & Donnelly, K. (1997). Analyzing words and making discoveries about the alphabetic system: Activities for beginning readers. Language Arts, 74(3). p. 172-184. Moats, L.C. (2006). How spelling supports reading: And why it is more regular and predictable than you may think. American Educator, Winter, 12-24.
Can the student **decode and write words** that have blends **at the beginning or end of the word**?	Have the student: a) read words with blends at the beginning of the words; read words with blends at the end of the words; and b) write dictated words with blends at the beginning of the words; write dictated words with blends at the end of the words.		**instRoutines_1Ph4.pdf** **K to 1 Student Center Activities** **P.050**	National Reading Panel (NRP). (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Washington, DC: National Institute of Child Health and Human Development. New South Wales Department of Education and Training (2009). Literacy teaching guide: Phonics. Sydney: NSW DET.
Can the student decode and write words that have the "silent e"?	Have the student: a) read words with the silent "e"; b) write words with the silent "e";		**instRoutines_1Ph5.pdf** **K to 1 Student Center Activities** **P.048**	Ouellette, G., Senechal, M., & Halley, A. (2013). Guiding children's invented spellings: a gateway in literacy learning. In The Journal of Experimental Education, 81(2), 261-270. Ravinski, T. (1999). Making and writing words using letter patterns. Reading Online, retrieved on 14 August 2015 from http://www.readingonline.org/articles/rasinski/mww_lp.html
Can the student decode and write words with more than one syllable?	Have the student: a) read words with more than one syllable; and b) write dictated words with more than one syllable.		**instRoutines_1Ph6.pdf** **K to 1 Student Center Activities** **P.053** **P.054**	Scott-Dunne, D. (2013). When spelling matters: developing writers who can spell and understand

Question	Hint	Assessment(s)	Instruction	Readings
Is the student able to decode unfamiliar words in connected texts?	Have the student: a) read decodable texts containing words with previously taught sounds..		**instRoutinesDecode_1d.pdf (not available)**	language. Ontario: Pembroke Publishing.
Oral Reading Fluency				
Does the student **quickly recognise the common** high frequency words **(e.g., Dolch, Fry, District list) that have been taught?**	Have the student: a) read aloud common high frequency words that have been taught; and b) read text aloud at his/her independent reading level which includes previously taught high frequency words	Test of Word Reading Efficiency (TOWRE) - Sight Word Efficiency Subtest Self-Generated Sight Word Lists Based on Fry's List and/or Dolche Lists Qualitative Reading Inventory (Word Lists & Graded Passages) or other suitable Informal Reading Inventory Running Records (from An Observation Survey of Early Literacy Achievement 4 x 4 Oral Reading Assessment	instRoutines_KHFW.pdf K to 1 Student Center Activities F.007 F.008 F.010 F.011 F.012	Ehri, L.C. (2005). Development of sight word reading: Phases and findings. In M. J. Snowling & C. Hulme (Eds.), The science of reading: A handbook (pp. 135-154). Oxford, UK: Blackwell. Fuchs, L. Fuchs, D., & Hosp., M. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. Scientific Studies of Reading, 5(3), 239-256. Kuhn, M. R. and Ravinski, T.V. (2011). Best practices in fluency instruction. In L. M. Morrow & L. Gambrell (Eds.), Best practices in literacy instruction (4th ed., pp. 276-294). New York: Guilford Press. Kuhn, M. R., & Stahl, S. A. (2003). Fluency: A review of developmental and remedial practices. Journal of Educational Psychology, 95(1), 3–21. doi:10.1037/0022-0663.95.1.3
Can the student meet Oral Reading Fluency expectations for this time of year?	Have the student: a) complete the DIBELS ORF assessment at the appropriate time of the year; and You will b) compare the results to DIBELS Risk Levels Chart			
Can the student read connected text with proper expression?	Have the student: a) orally read connected text at his/her independent reading level; and You will b) listen for features such as pacing, automaticity in reading words, inflection, expression, and pausing at punctuation.		**instRoutines_1ORF.pdf** **K to 1 Student Center Activities** **F.014** **F.020** **F.021**	Rasinski, T., Homan, S., & Biggs, M. (2009). Teaching Reading Fluency to Struggling Readers: Method, Materials, and Evidence. Reading & Writing Quarterly, 25(2-3), 192–204. doi:10.1080/10573560802683622 Rasinski, T. V and Samuels, S. J. (2011). Reading fluency: what it is and what it is not. In What research has to say about reading instruction (4th ed., pp. 94 – 114). Newark, DE: International Reading Association. Samuels, S. J., Rasinski, T. V, & Hiebert, E. H. (2011). Eye Movements and Reading: What Teachers Need to Know. What Research Has to Say about Reading Instruction, 25–50. Schwanenflugel, P., Hamilton, A., Wisenbaker, J., Kuhn, M., & Stahl, S. (2004). Becoming a fluent reader: Reading skill and prosodic features in the oral reading of young readers, Journal of Educational Psychology, 96(1), 119-129.

Guiding Questions - Grade 1

Question	Hint	Assessment(s)	Instruction	Readings
Vocabulary				
Does the student describe common objects and events in both general and specific language?	Have the student: a) describe the items or objects in the school, playground, cafeteria, etc; b) describe their morning routine; and c) extend their descriptions (a) and (b).	Peabody Picture Vocabulary Task IV Expressive Vocabulary Test (2nd Edition) Vocabulary Subtest in norm-based tests like the Gray MacGinite Reading Tests (4th Edition) Informal Vocabulary Inventory	**instRoutines_1_common.pdf** **K to 1 Student Center Activities** **V.006** **V.007** **V.008**	Beck, I. L., McKeown, M. G., & Kucan, L. (n.d.). Choosing Words to Teach. Reading Rockets. Retrieved August 30, 2014, from http://www.readingrockets.org/article/choosing-words-teach Beck, I. L., McKeown, M. G., & Kucan, L. (2013). Bringing words to life: robust vocabulary instruction (2nd ed.). New York: Guilford Press..
Can the student identify and sort common words into conceptual categories?	Have the student: a) name the shown object or picture and identify the appropriate category (e.g. animals, food and transportation)	Multi-Level Vocabulary Assessment Tool (Scott, et al., 2008) Vocabulary Knowledge Scale Vocabulary Recognition Task Vocabulary Assessment Magazine Analysing Your Vocabulary Environment (Baumann, et al. 2009 - 2012)	**instRoutines_1VIS2.pdf** **K to 1 Student Center Activities** **V.016** **V.017** **V.018** **V.019** **V.020**	Cobb, C, & Blachowicz, C. (2014). No More "Look Up The List" Vocabulary Instruction. Portsmouth, NH: Heinemann. Hart, B., & Risley, T. R. (1995). Meaningful differences in the everyday experience of young American children. Baltimore: Paul H. Brookes Publishing Company. Hiebert, E. H. & Kamil, M. L. (Eds.) (2005). Teaching and learning vocabulary: bringing research to practice. Mahwah, NJ: Lawrence Erlbaum Associates.
Does the student understand and use new vocabulary in various contexts after it is introduced and taught directly?	Have the student: a) use a current vocabulary word and apply it to different contexts.		**instRoutines_1VMCWNV.pdf** **K to 1 Student Center Activities** **V.008** **V.009** **V.013**	Kame'enui, E. J., & Baumann, J. F. (Eds.). (2012). Vocabulary instruction: Research to practice (2nd ed.). New York: Guilford Press. McKenna, M. (2005). Vocabulary instruction (research and best practice) [PowerPoint Presentation]. Georgia's Reading First PD Presentations. Retrieved February 21, 2015, from http://curry.virginia.edu/reading-projects/projects/garf/PowerPoints/VocabularyRF.ppt
Does the student understand the correct meaning of multiple meaning words in context?	Have the student: a) identify the correct definition from several choices of a multiple meaning word in context; and b) provide a definition of the words in the context of a sentence.		**instRoutines_1V.pdf** **K to 1 Student Center Activities** **V.014**	Pikulski, J., & Templeton, S. (2004). Teaching and Developing Vocabulary: Key to Long-Term Reading Success. Current Research in Reading / Language Arts, 1 − 12. Retrieved from http://www.eduplace.com/state/pdf/author/pik_temp.pdf Sadoski, M. (2005). A dual coding view of vocabulary learning. Reading & Writing Quarterly, 21(3), 221-238.
Can the student determine the meaning of words using clues from context?	Have the student: a) identify a sentence from several choices that reflect a specific meaning of the words; or b) provide a definition of the words based on the context in which it is used.		**instRoutines_1VUCT.pdf** **K to 1 Student Center Activities** **V.015** **V.016** **V.024** **V.025**	Zhang, Y., Tardif, T., Shu, H., Li, H., Liu, H., McBride-Chang, C., … Zhang, Z. (2013). Phonological skills and vocabulary knowledge mediate socioeconomic status effects in predicting reading outcomes for Chinese children. Developmental Psychology, 49(4), 665–71. doi:10.1037/a0028612

Guiding Questions - Grade 1

Question	Hint	Assessment(s)	Instruction	Readings
Listening / Reading Comprehension				
Can the student answer and ask lower level questions about the text (e.g. who, what, where, and when)?	Have the student: a) answer questions that begin with who, what, where, and when; and b) ask question that begin with who, what, where, and when.	MacArthur Communicative Development Inventory (CDI) Reynell Developmental Language Scale Preschool Language Scale (PLS) Qualitative Reading Inventory (Word Lists & Graded Passages) or other suitable Informal Reading Inventory Gray MacGinite Reading Tests (4th Edition) or other norm-based reading assessment, such as the Iowa Test of Basic Skills Checklist of Skills for Effective Reading to Children Read Aloud Rating Effectiveness Form for Coach's Observation or Teacher's Videotaped Reflection Systematic Assessment of Book Reading (SABR) Read It Again! PreK Pupil Checklist Narrative Assessment Protocol (NAP) Teacher Interaction and Language Rating Scale Stadler, M. A., & Ward, G. C. (2005). Supporting the narrative development of young children. Early Childhood Education Journal, 33(2), 73-80.	**instRoutines_1CAA.pdf** **K to 1 Student Center Activities** **C.015**	Apple yard, J. (1991). Becoming a reader: the experience of fiction from childhood to adulthood. Cambridge: Cambridge University Press. Cairney, T. (2010). Developing comprehension: learning to make meaning. E:lit E:update, 013, 1–8. Goldman, S. R., & Lee, C. D. (2014). Text complexity: state of the art and the conundrums it raises. The Elementary School Journal, 115(2), 290–300. doi: 10.1163/_afco_asc_2291 Justice, L. M., Pence, K. L., Beckman, A. R., Skibbe, L E. & Wiggins, A. K. (2005). Scaffolding with storybooks: a guide for enhancing young children's language and literacy achievement. Newark, DE: International Reading Association. Langer, J. (2001). Literature as an environment for engaged readers. In L. Verhoeven & C. Snow (Eds.), Literacy and motivation: reading engagement in individuals and groups (pp. 177 – 194). Hillsdale, NJ: Lawrence Erlbaum Associates. Morrow, L. M., Freitag, E. & Gambrell, L. B. (2009) Using children's literature in preschool to develop comprehension: understanding and enjoying books (2nd edition). Newark, DE: International Reading Association. Pressley, M. (2001). Comprehension Instruction: What Makes Sense Now, What Might Make Sense Soon. Reading Online. Retrieved April 14, 2014, from http://www.readingonline.org/aRTIcles/handbook/pressley/ Raphael, T. E., & Au, K. H. (2005). QAR: Enhancing Comprehension and Test Taking Across Grades and Content Areas. The Reading Teacher, 59(3), 206–221. doi:10.1598/RT.59.3.1 Stadler, M. A., & Ward, G. C. (2005). Supporting the narrative development of young children. Early Childhood Education Journal, 33(2), 73-80. Tyner, B. (2009). Small-group reading instruction: A differentiated teaching model for beginning and struggling readers. Newark, DE: International Reading Association Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides. Zucker, T. A. & Landry, S. H. (2010). Improving the quality of preschool read-alouds: professional development and coaching that targets book-reading practices. In M.C. McKenna, S. Walpole, & K. Conradi (Eds) Promoting early reading: research, resources and best practices. New York: Guilford Press.
Can the student answer higher level questions about the text (e.g. why and how)?	Have the student: a) answer questions that begin with how, why and what if.		**instRoutines_1C.pdf** **K to 1 Student Center Activities** **C.015** **C.022** **C.023**	
Can the student retell main events of a story in proper sequence (e.g. beginning, middle and end)?	Have the student: a) retell the main events in sequential order using pictures or sentences; and b) retell the main events in sequential order		**instRoutines_1CRMESIS.pdf** **K to 1 Student Center Activities** **C.009** **C.010** **C.011** **C.012** **C.014**	
Can the student identify the main idea **from paragraphs or larger units of text**?	Have the student: a) identify the main idea in using pictures or sentences; and b) identify the main idea in using a paragraph or larger unit of text.		**instRoutines_1CIMIT.pdf** **K to 1 Student Center Activities** C.026 (**do not use the summarizing part of this activity**) **C.027** **C.028** **C.029**	
Can the student answer questions and go to the text to identify details in support of their answers?	Have the student: a) answer explicit questions about supporting details from using pictures, phrases, or sentences; and b) answer explicit questions about supporting details using larger units of text.		**instRoutines_1CAQRT.pdf** **K to 1 Student Center Activities** **C.012** **C.013** **C.014**	

Guiding Questions - Grade 2

Question	Hint	Assessment(s)	Instruction	Readings
Phonics and Word Analysis				
Can the student decode and write words with **one and two syllable words**?	Have the student: a) read words with one and two syllables; and b) write dictated words with one and two syllables. **Sample - One Syllable**: help, list, look, has, just, gave. **Sample - Two Syllables**: thinking, paper, tallest, before, lighten, started	An Observation Survey of Early Literacy Achievement Test of Preschool Early Literacy Letter Sound Short Form Assessment Z-Test Informal Phonics Inventory Informal Decoding Inventory	**instRoutines_2P_TwoSylWrd.pdf** **2 to 3 Student Center Activities** **P.031** **P.032** **P.033**	Bear, S., Invernizzi, M., Templeton, S., & Johnston, F. (2014). Words their way: word study for phonics, vocabulary, and spelling instruction (5th edition). Essex: Pearson. Beck, I. & Beck, M. (2013). Making sense of phonics.: the hows and whys. New York: Guilford Press. Cunningham, P.M., & Cunningham, J.W. (1992). Making Words: Enhancing the invented spelling-decoding connection. Reading Teacher, 46, 106-115.
Can the student decode and write irregularly spelled words?	Have the student: a) read words with irregular spellings; b) write dictated words with irregular spellings. **Sample - Irregular Spelled Words**: said, again, they, because, about, could.	Test of Word Reading Efficiency (TOWRE) - Phonemic Decoding Efficiency Subtest South Australian Spelling Test Qualitative Spelling Inventory	**instRoutines_2P_IrrSplWrd.pdf** **2 to 3 Student Center Activities** **P.009** **P.010** **P.011**	Gaskins, I. W., Ehri, L. C., Cress, C., O'Hara, C., & Donnelly, K. (1996). Procedures for word learning: Making discoveries about words. The Reading Teacher, 50(4). p. 312-32 Gaskins, I. W., Ehri, L. C., Cress, C., O'Hara, C. & Donnelly, K. (1997). Analyzing words and making discoveries about the alphabetic system: Activities for beginning readers. Language Arts, 74(3). p. 172-184.
Can the student decode and write words with complex vowel patterns, digraphs, and consonant blends?	Have the student: a) read words that contain complex vowel patterns, digraphs, and consonant blends; and b) write dictated words with complex vowel patterns, digraphs, and consonant blends. **Sample - Complex Vowel Patterns**: boil, thread, friend, boy, chief, artist **Sample - Consonant Digraphs**: phone, whale, then, shirt, fish, think **Sample - Consonant Blends**: land, drink, raft, frame, fact, trunk		**instRoutines_2P_ConDig.pdf** **2 to 3 Student Center Activities** **P.003** **P.005** **P.006** **P.007**	Moats, L.C. (2006). How spelling supports reading: And why it is more regular and predictable than you may think. American Educator, Winter, 12-24. New South Wales Department of Education and Training (2009). Literacy teaching guide: Phonics. Sydney: NSW DET. Ouellette, G., Senechal, M., & Halley, A. (2013). Guiding children's invented spellings: a gateway in literacy learning. In The Journal of Experimental Education, 81(2), 261-270. Palmner, J. L. & Invernizzi, M. (2015). No more phonics and spelling worksheets. Portsmouth, NH: Heinemann. Ravinski, T. (1999). Making and writing words using letter patterns. Reading Online, retrieved on 14 August 2015 from http://www.readingonline.org/articles/rasinski/mww_lp.html

Guiding Questions - Grade 2

Question	Hint	Assessment(s)	Instruction	Readings
Does the student independently use common spelling patterns in writing?	Have the student: a) read sentences that include words containing complex vowel patterns, digraphs, and consonant blends; and b) write dictated sentences that include words containing complex vowel patterns, digraphs, and consonant blends **<u>Sample - Complex Vowel Patterns</u>:** - My dad enjoys reading <u>books</u> with me - Our <u>friends</u> invited us to the park. **<u>Sample - Consonant Digraphs</u>:** - <u>These</u> are my favourite pets. - There was <u>child</u> on the swing. - The <u>phone</u> is my bedroom is blue. **<u>Sample - Consonant Blends</u>:** - I wore a <u>dress</u> to school. - The maths books in my class are <u>green</u>. - I <u>help</u> my dad cook dinner.			
Does the student self-correct reading errors?	You will: a) look at student writing samples to confirm that words with common spelling patterns are written correctly.			

Guiding Questions - Grade 2

Question	Hint	Assessment(s)	Instruction	Readings
Oral Reading Fluency				
Can the student read phonetically regular words quickly and accurately?	Have the student: a) read phonetically regular words; You will: b) look for rate and accuracy **Sample - Phonetically Regular Words**: crop, plant, bath, letter, name	Test of Word Reading Efficiency (TOWRE) - Sight Word Efficiency Subtest Self-Generated Sight Word Lists Based on Fry's List and/or Dolche Lists Qualitative Reading Inventory (Word Lists & Graded Passages) or other suitable Informal Reading Inventory Running Records (from An Observation Survey of Early Literacy Achievement 4 x 4 Oral Reading Assessment	**instRoutines_2FRRW.pdf** **2 to 3 Student Center Activities** **F.008** **F.009** **F.010** **F.011**	Ehri, L.C. (2005). Development of sight word reading: Phases and findings. In M. J. Snowling & C. Hulme (Eds.), The science of reading: A handbook (pp. 135-154). Oxford, UK: Blackwell. Fuchs, L. Fuchs, D., & Hosp., M. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. Scientific Studies of Reading, 5(3), 239-256.
Can the student read irregularly spelled words quickly and accurately?	Have the student: a) read irregular spelling words; You will: b) look for rate and accuracy **Sample - Irregularly Spelled Words**: said, again, they, because, about, could.		**instRoutines_2FRIW.pdf** **2 to 3 Student Center Activities** **F.008** **F.009** **F.010**	Kuhn, M. R. and Ravinski, T.V. (2011). Best practices in fluency instruction. In L. M. Morrow & L. Gambrell (Eds.), Best practices in literacy instruction (4th ed., pp. 276-294). New York: Guilford Press. Kuhn, M. R., & Stahl, S. A. (2003). Fluency: A review of developmental and remedial practices. Journal of Educational Psychology, 95(1), 3–21. doi:10.1037/0022-0663.95.1.3 Rasinski, T. V. (2012). Why reading fluency should be hot! Reading Teacher, 65(8), 516–522. doi:10.1002/TRTR.01077
Does the student adjust reading rate based on purpose, text difficulty, form, and style?	Have the student: a) orally read a selection from a fiction text at independent reading level; and b) orally read a selection from a non-fiction text at independent reading level. You will c) listen for features such as pacing, automaticity in reading words, inflection, expression, and pausing at punctuation.			Rasinski, T., Homan, S., & Biggs, M. (2009). Teaching Reading Fluency to Struggling Readers: Method, Materials, and Evidence. Reading & Writing Quarterly, 25(2-3), 192–204. doi:10.1080/10573560802683622 Rasinski, T. V and Samuels, S. J. (2011). Reading fluency: what it is and what it is not. In What research has to say about reading instruction (4th ed., pp. 94 – 114). Newark, DE: International Reading Association. Samuels, S. J., Rasinski, T. V, & Hiebert, E. H. (2011). Eye Movements and Reading: What Teachers Need to Know. What Research Has to

Guiding Questions - Grade 2

Question	Hint	Assessment(s)	Instruction	Readings
Can the student read connected text with appropriate phrasing and proper expression (prosody)?	Have the student: a) orally read connected text at his/her independent reading level; and You will b) listen for features such as expression, word accuracy and attention to structure and punctuation.		**instRoutines_2RTAPPE.pdf** **2 to 3 Student Center Activities** **F.017** **F.018** **F.019** **F.020** **F.021** **F.022**	Say about Reading Instruction, 25–50. Schwanenflugel, P., Hamilton, A., Wisenbaker, J., Kuhn, M., & Stahl, S. (2004). Becoming a fluent reader: Reading skill and prosodic features in the oral reading of young readers, Journal of Educational Psychology, 96(1), 119-129. Stahl, S. A. & Heubach, K. M. (2005). Fluency-oriented reading instruction. Journal of Literacy Research, 37(1), 25-60.
Can the student meet Oral Reading Fluency expectations for this time of year?	Have the student: a) complete the DIBELS ORF assessment at the appropriate time of the year; and You will b) compare the results to DIBELS Risk Levels Chart			
Vocabulary				
Can the student categorize important vocabulary words and describe their features?	Have the student: a) classify words into given categories; b) provide categories for given words; and c) provide reasons for decisions based on features.	Peabody Picture Vocabulary Task IV Expressive Vocabulary Test (2nd Edition) Vocabulary Subtest in norm-based tests like the Gray MacGinite Reading Tests (4th Edition) Informal Vocabulary Inventory Multi-Level Vocabulary Assessment Tool (Scott, et al., 2008) Vocabulary Knowledge Scale Vocabulary Recognition Task Vocabulary Assessment Magazine Analysing Your Vocabulary Environment (Baumann, et al. 2009 - 2012)	**instRoutines_2VCIVW.pdf** **2 to 3 Student Center Activities** **V.022** **V.023** **V.025**	Beck, I. L., McKeown, M. G., & Kucan, L. (n.d.). Choosing Words to Teach. Reading Rockets. Retrieved August 30, 2014, from http://www.readingrockets.org/article/choosing-words-teach Beck, I. L., McKeown, M. G., & Kucan, L. (2013). Bringing words to life: robust vocabulary instruction (2nd ed.). New York: Guilford Press..
Does the student make connections between new vocabulary words and concepts (e.g., procedural, transition, high utility words) to known words and concepts?	Have the student: a) known words and background knowledge to provide the meaning of new vocabulary words.		**instRoutines_2VMCWNV.pdf** **2 to 3 Student Center Activities** **V.017** **V.018**	Cobb, C, & Blachowicz, C. (2014). No More "Look Up The List" Vocabulary Instruction. Portsmouth, NH: Heinemann. Hart, B., & Risley, T. R. (1995). Meaningful differences in the everyday experience of young American children. Baltimore: Paul H. Brookes Publishing Company.
Can the student determine the meaning of a word using knowledge of base words and affixes?	Have the student: a) provide meaning for words that have prefixes and suffixes. **Sample - Base Words and Affixes**: reread = re+read; walking = walk+ing		**instRoutines_2VBWP.pdf** **2 to 3 Student Center Activities** **V.010**	Hiebert, E. H. & Kamil, M. L. (Eds.) (2005). Teaching and learning vocabulary: bringing research to practice. Mahwah, NJ: Lawrence Erlbaum Associates. Kame'enui, E. J., & Baumann, J. F. (Eds.). (2012). Vocabulary instruction: Research to practice (2nd ed.). New York: Guilford Press.

Guiding Questions - Grade 2

Question	Hint	Assessment(s)	Instruction	Readings
Can the student identify synonyms, antonyms, and homophones?	Have the student: a) match known words with words that have similar meaning; b) match known words with words that have opposite meaning and c) identify words that sound the same but have different meanings.		**instRoutines_2SAH.pdf** **2 to 3 Student Center Activities** **V.002** **V.004 (after antonym routine)**	Kieffer, M. J., & Lesaux, N. K. (2007). Breaking down words to build meaning: morphology, vocabulary, and reading comprehension in the urban classroom. The Reading Teacher, 61(2), 134–144. doi:10.1598/RT.61.2.3 McKenna, M. (2005). Vocabulary instruction (research and best practice) [PowerPoint Presentation]. Georgia's Reading First PD Presentations. Retrieved February 21, 2015, from http://curry.virginia.edu/reading-projects/projects/garf/PowerPoints/VocabularyRF.ppt
Can the student use context to identify the meaning of words that have several meanings?	Have the student: a) identify a sentence from multiple choices that reflect a specific meaning of a word; and b) provide the meaning of a word based on its context.		**instRoutines_2VMMWC.pdf** **2 to 3 Student Center Activities** **V.032**	Pikulski, J., & Templeton, S. (2004). Teaching and Developing Vocabulary: Key to Long-Term Reading Success. Current Research in Reading / Language Arts, 1 – 12. Retrieved from http://www.eduplace.com/state/pdf/author/pik_temp.pdf
Does the student independently use vocabulary words in various contexts (e.g., discussions, writing, retell) after they are introduced and taught directly?	You need to: a) provide opportunities for students to use current vocabulary words in discussions, writing, and/or retells; and b) monitor the student's writing and conversations for vocabulary words that have been introduced and taught.		**instRoutines_2VMMWC.pdf** **2 to 3 Student Center Activities** **V.032**	Sadoski, M. (2005). A dual coding view of vocabulary learning. Reading & Writing Quarterly, 21(3), 221-238. Zhang, Y., Tardif, T., Shu, H., Li, H., Liu, H., McBride-Chang, C., … Zhang, Z. (2013). Phonological skills and vocabulary knowledge mediate socioeconomic status effects in predicting reading outcomes for Chinese children. Developmental Psychology, 49(4), 665–71. doi:10.1037/a0028612

Guiding Questions - Grade 2

Question	Hint	Assessment(s)	Instruction	Readings
Reading Comprehension				
Can the student identify the sequence of events in text?	Have the student: a) list or number events in sequential order.	Qualitative Reading Inventory (Word Lists & Graded Passages) or other suitable Informal Reading Inventory	**instRoutines_2SOE.pdf**	Apple yard, J. (1991). Becoming a reader: the experience of fiction from childhood to adulthood. Cambridge: Cambridge University Press. Cairney, T. (2010). Developing comprehension: learning to make meaning. E:lit E:update, 013, 1–8.
Can the student compare and contrast topics, characters, settings, and problems in one text?	Have the student: a) describe similarities and differences between topics in two texts that have been read and discussed in class; and b) describe similarities and differences between characters in two texts that have been read and discussed in class; and c) describe similarities and differences between settings in two texts that have been read and discussed in class; and d) describe similarities and differences between problems in two texts that have been read and discussed in class.	Gray MacGinite Reading Tests (4th Edition) or other norm-based reading assessment, such as the Iowa Test of Basic Skills Checklist of Skills for Effective Reading to Children Read Aloud Rating Effectiveness Form for Coach's Observation or Teacher's Videotaped Reflection Systematic Assessment of Book Reading (SABR) Narrative Assessment Protocol (NAP) Tests of Reading Comprehension (TORCH) Third Edition Progressive Achievement Tests in Reading	**instRoutines_2CCC1T.pdf** **2 to 3 Student Center Activities C.002** **instRoutines_2CCCS1T.pdf** **2 to 3 Student Center Activities C.002 - 2-3C_002.pdf C.010 - 2-3C_010.pdf C.017 - GK-1 - C_Final.pdf**	Duke, N., Pearson, P. D., Strachan, S. L & Billman, A. K. (2011). Essential elements of fostering and teaching reading comprehension. In What research has to say about reading instruction (4th ed., pp. 51 – 93). Newark, DE: International Reading Association. Goldman, S. R., & Lee, C. D. (2014). Text complexity: state of the art and the conundrums it raises. The Elementary School Journal, 115(2), 290–300. doi: 10.1163/_afco_asc_2291 Guthrie, J. T. (2001). Contexts for Engagement and Motivation in Reading. Reading Online, 4(8). Retrieved from http://www.readingonline.org/articles/handbook/guthrie/ Justice, L. M., Pence, K. L., Beckman, A. R., Skibbe, L E. & Wiggins, A. K. (2005). Scaffolding with storybooks: a guide for enhancing young children's language and literacy achievement. Newark, DE: International Reading Association. Langer, J. (2001). Literature as an environment for engaged readers. In L. Verhoeven & C. Snow (Eds.), Literacy and motivation: reading engagement in individuals and groups (pp. 177 – 194). Hillsdale, NJ: Lawrence Erlbaum Associates. Morrow, L. M., Freitag, E. & Gambrell, L. B. (2009) Using children's literature in preschool to develop comprehension: understanding and enjoying books (2nd edition). Newark, DE: International Reading Association.
Can the student identify cause-and-effect relationships in text?	Have the student: a) identify an events in the text and state why it happened.	Elementary Reading Attitudes Survey Motivation to Read Profile - Revised (MRP-R)	**instRoutines_2CICERT.pdf** **2 to 3 Student Center Activities C.020**	Palinesar, A. S. (1987). Reciprocal Teaching. Instructor, 96(2), 5 – 60. Pressley, M. (2001). Comprehension Instruction: What Makes Sense Now, What Might Make Sense Soon. Reading Online. Retrieved April 14, 2014, from http://www.readingonline.org/aRTIcles/handbook/pressley/
Can the student identify and discuss author's purpose?	Have the student: a) state the author's purpose (e.g. entertain, inform, persuade); and b) use features of the text to discuss the author's purpose.	Reading Self-Concept Scale (30-item) UK National Literacy Trust - Child Profile Tool	**instRoutines_2CIDAP.pdf** **2 to 3 Student Center Activities C.023** Activity includes persuasive texts. Remove those cards.	Raphael, T. E., & Au, K. H. (2005). QAR: Enhancing Comprehension and Test Taking Across Grades and Content Areas. The Reading Teacher, 59(3), 206–221. doi:10.1598/RT.59.3.1 Stadler, M. A., & Ward, G. C. (2005). Supporting the narrative development of young children. Early Childhood Education Journal, 33(2), 73-80.
Does the student self-monitor and use comprehension strategies (e.g., reread portions of text and ask clarifying questions) when the meaning of the text is unclear?	Have the student: a) read a text at his/her independent reading level; and You will b) look for the student to reread portions of the text and ask clarifying questions when the meaning is unclear.			Tyner, B. (2009). Small-group reading instruction: A differentiated teaching model for beginning and struggling readers. Newark, DE: International Reading Association Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/

Question	Hint	Assessment(s)	Instruction	Readings
Does the student use the elements of text structure to retell and summarize text?	Have the student: a) summarise and retell a selection using different elements of the text structure (e.g. comparison/contrast, cause/effect, sequence, problem/solution, and point of view.)		**instRoutines_2CCSFNT.pdf** **2 to 3 Student Center Activities C.031**	practiceguides.

	SETTING INTENTIONAL TARGET / TARGETS	ACTIVITY SEQUENCES	REFLECTION / OBSERVATIONS
☐ .	• _____ • _____ • _____ • _____ • _____ "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" (Catherine Snow, *Learning to Talk by Talking*)	"Although a mastery orientation in the classroom contributes to motivation, students need a content focus." (John Guthrie, 2001)	
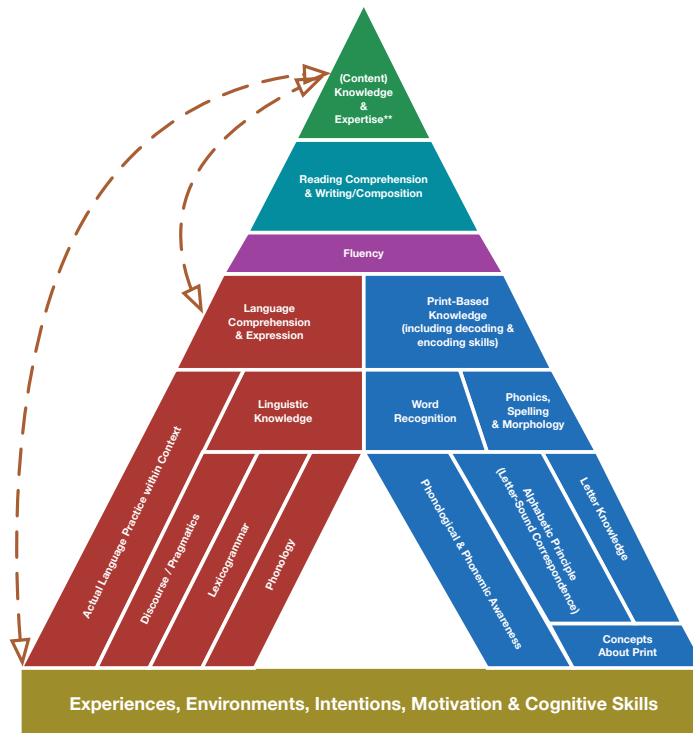
ORAL LANGUAGE DEVELOPMENT

KEY, KEY CONCEPT
☐ Joint Intentional Frame with …
  ☐ Mediating Tools and Rule-Based Practices, including
    ☐ Shared, dialogic, interactive reading; and
    ☐ Collaborative activity with scaffolded talk..

Birth to Age 5:
• There are well-documented disparities in the number of words children know by socio-economic class at as young as three years of age.
• It is just as important to respond to children's attempts at communication as it is to give them exposure to many words.
• Children's questions are a wonderful opportunity to build language ability on topics that they are already interested in.

Preschool to Grade 4:
• Model for children the kind of complex syntax and vocabulary diversity that you hope to develop in them.
• Instructional quality in early childhood goes beyond what teachers provide, to how they provide it. Think in terms of the three dimensions of early childhood instructional support : Concept Development, Quality of Feedback and Language Modeling
• In the classroom, engage in theme-oriented activities.

Grades 4 to 8:
• Instruction should scaffold students' development of deep reading comprehension skills (e.g. academic language, perspective-taking, complex arguments, and relevant content knowledge).
• Start from the questions that students themselves ask. This effective approach will inject engagement into classroom activities.
• Classroom discussion and debate foster students' skills in perspective taking, complex reasoning, and academic language, while also providing unique learning opportunities for English language learners and students with reading problems.
• Information-rich topics relevant to the lives of students tend to generate rich discussion and debate.
  • **Resource**: Word Generation Curriculum (wordgen.serpmedia.org)

Key Areas of Focus/Engagement
☐ Around joint book reading (including LEA visual narratives)
☐ Around guided conversations
☐ Organising learning and teaching around units of study
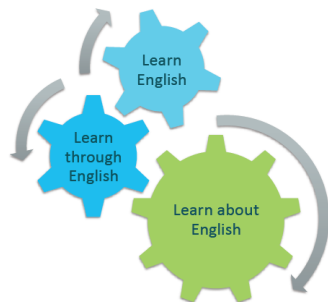
PRINCIPLES
1. Teach language in context in authentic, relevant communication.
2. Follow the sequence of normal language development.
3. Vocalise thoughts and describe ongoing actions.
4. Use parallel talk to describe what others are doing.
5. Use modelling to provide practice on a specific language skill.
6. Use expansion to demonstrate how an idea can be expressed in a more complex manner.
7. Use elaboration to show how to provide more information.
8. Use everyday activities to provide skill practice within a context.
9. Recognise the relationship between comprehension & production.
10. Plan/teach transfer of class lessons to natural communication.

ACTIONS
☐ Labeling
☐ Modeling
☐ Mand modeling
☐ Conversational recasting
☐ Expanding
☐ Extending and expatiating
☐ Buildups and breakdowns

CUES/AIDS
☐ Visual cues/aids/manipulatables
☐ Tactile cues/aids/manipulatables
☐ Experiential cues/aids (LEAs and photos)
☐ Gestural cues/aids
☐ Dramatic Play
☐ Procedural prompts/reinforcements
☐ Mode continuum prompts/reinforcements

Development of Oral Narrative / Retelling Skills
☐ Labelling, Listing, Connecting, Sequencing, & Narrating

intends that I share attention
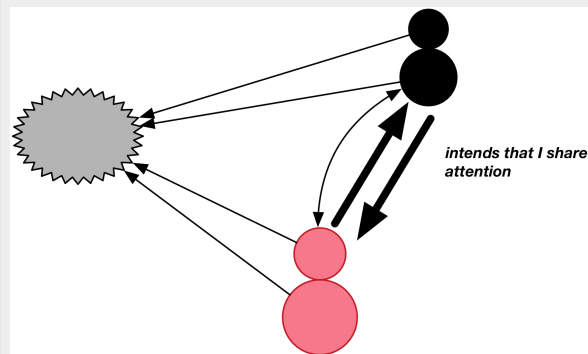
Joint Attentional Frame presents a conversation between individuals & a mediating tool (e.g. a picture book or a garden). Laura Justice proposes a larger model with more participants in a chain network of communication. (**https://youtu.be/26b0rmTIe3Q**)

GOALS
☐ Focus on building areas of knowledge
☐ Design questions to get kids talking (to you and one another)
☐ Extend talk to include "invisible" things: past, future, concepts
☐ Use multiple prompts and try and go back and forth **5 times**

ORAL LANGUAGE MOVES
☐ Requesting information, a suggestion, an opinion, a justification/ explanation, a Yes/No answer, confirmation, repetition, to speak, etc
☐ Recasting and/or extending a response
☐ Checking for understanding
☐ Acknowledging & nominating next speaker
☐ Giving information, suggestion, opinion, justification, confirmation, relevant example, yes or no answer, etc
☐ Qualifying, clarify, extend, repeat, reject evaluate, reformulate, accept … a (previous) contribution

Useful Teacher Moves:
- Can you say more? (provoking up to five turns)
- Can you repeat what ** said?
- Do you agree with **? Why/why not?
- Let me play devil's advocate.
- Can you recap your argument?
- Explain to ** why you disagree with him/her.
- What's the strongest argument you have for that claim?

Ramps to Full Class Discussion:
☐ Turn-and-talk, & Jot before talking
☐ Small-group debates with assigned positions
☐ Partner debates with position switch
☐ Four-corner debates

Mode Continuum - modelling the movement from everyday, spoken language to academic, written language

| ☐ . | **GRAMMATICAL DEVELOPMENT** | **ELEMENTS OF TRADITIONAL GRAMMAR** | **SIGNIFICANT TOOLS** |

GRAMMATICAL DEVELOPMENT (left column)

The ability to make state-ments in proper gram-matical form is key to reading & writing

- ☐ Semantic roles are expressed in one-word speech = **12 - 18 mths**
- ☐ Direct statement/request (e.g. There mummy) = **12 - 24 mths (21)**
- ☐ Express state of affairs (There [is] doggie, Go [to] shops) = **15 - 30 mths (24)**

- ☐ Two-word utterances. Word order is consistent = **18 - 24 mths**
- ☐ Express intention/Make an observation or request = **18 - 36 mths (27)**
- ☐ Request something / Provide initial explanations = **21 - 42 mths (30)**
- ☐ Understanding and use of questions (about objects) = **24 - 30 mths**

- ☐ Grammatical morphemes appear. -ing, in, on, s. = **24 - 30 mths**
- ☐ Use the indirect voice (e.g. I thought that …) = **24 - 51 mths (36)**
- ☐ Begins making explanations, expressing attitude, using "because", formulations = **27 - 57 mths (42)**
- ☐ Uses Why? questions = **30 - 36 mths**
- ☐ Uses spatial terms (in, on, under) = **30 - 36 mths**

- ☐ Present-tense auxiliaries appear. Be verbs used inconsistently. Overgeneralized past-tense forms appear = **30 - 36 mths**
- ☐ Uses semantic relationship between adjacent and conjoined sentences, including additive, temporal, causal, contrastive = **36 - 42 mths**
- ☐ Emergence of embedded sentences. First complex sentence forms appear. Auxiliary verbs are placed correctly in questions & negatives. Irregular past tense, articles, possessive 's acquired. = **36 - 42 mths**
- ☐ The conditional form is used (if, when) = **33–60+ mths (48)**
- ☐ Embedded clauses that use the reflexive pronoun = **39–60+ mths (57)**
- ☐ "when" & "how"?s. Use conjunctions to join sentences = **42 - 48 mths**

- ☐ Early emerging complex sentence types, including full prepositional clauses, wh clauses, simple infinitives. = **42 - 48 mths**
- ☐ Use conjunctions when, so, because, and if. = **48 - 60 mths**
- ☐ Use and understanding of passive sentences emerges = **5 - 7 yrs old**
- ☐ By age 6, children understand thousands of words they hear by age but can read few if any of them = **6 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**
- ☐ Pronouns used to refer to nouns previously named = **7 - 9 yrs old**
- ☐ **Literate syntax for academic participation develops = 7 - 9 yrs old**

- ☐ Syntax in school is more complex than in oral = **9 - 12 yrs old**
- ☐ Use of perfect aspect (have/had +[verb]) increases. Syntax used in writing is more complex than that used in speech = **12 - 14 yrs old**
- ☐ Complexity in written language is greater than in spoken language. Full adult range of syntactic constructions reached = **15 - 18 yrs old**

MASTERING
- ☐ Field - ideational - content
- ☐ Mode - textual - structure/form
- ☐ Tenor - interpersonal - audience

ELEMENTS OF TRADITIONAL GRAMMAR (middle column)

Traditional Sentence Purposes
- ☐ Declarative
- ☐ Interrogative
- ☐ Exclamatory

Traditional Sentence Structures
- ☐ Simple
- ☐ Compound
- ☐ Complex
- ☐ Complex-Compound

Elements of a Sentence
- ☐ Subject
- ☐ Predicate Verb
- ☐ Predicate
- ☐ Independent Clauses
- ☐ Dependent Clauses

A Sentence is made up of:
- ☐ Words
- ☐ Phrases
- ☐ Clauses

Parts of Speech
- ☐ Closed Classes
  - ☐ Articles
  - ☐ Pronouns
  - ☐ Prepositions
  - ☐ Conjunctions
- ☐ Open Classes
  - ☐ Nouns
  - ☐ Verbs
  - ☐ Adjectives
  - ☐ Adverbs
- ☐ Interesting Others
  - ☐ Gerunds
  - ☐ Nominalisations

Enhancing Sentences
- ☐ Horizontal Expansion
- ☐ Vertical Enhancements
- ☐ Rhetorical Enhancements

KEYS … FOR SENTENCES… Use the Following Tools:
- ☐ Sentence Cycle
- ☐ Tense Ladder
- ☐ Mode Continuum
- ☐ Interactive Writing
- ☐ Story Dictation (with or without visual aids)
- ☐ Cloze/Maze Passages & Sentence Stems

SIGNIFICANT TOOLS (right column)

- ☐ **Sentence Cycle** - questions to ask to extend/enhance sentences
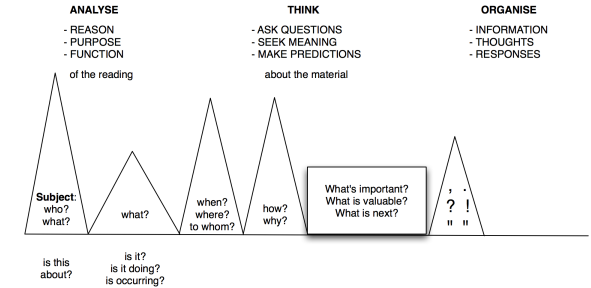
- ☐ **Verb Tense Ladder** - mastering tense and subject-verb agreement

I had finished	I finished	I was finishing	I have finished	I finish!	I am finishing	I will have finished	I will finish	I will be finishing

| Past Perfect | Past | Past Imperfect | Present Perfect | Present | Present Imperfect | Future Perfect | Future | Future Imperfect |
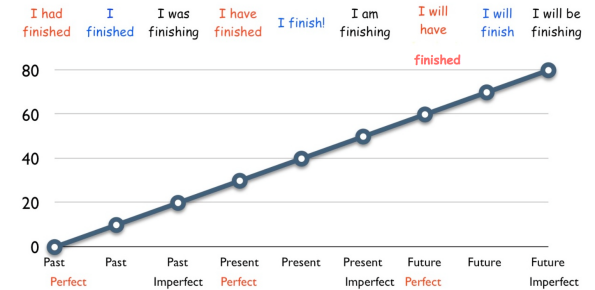
- ☐ **Mode Continuum** - moving from everyday, spoken language to academic, written language

THE LITERACY BUG

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."
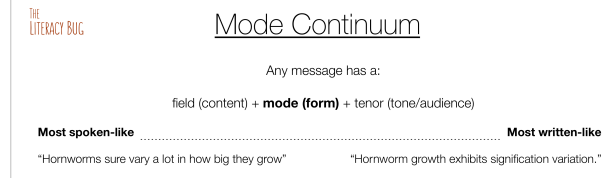
| We put them in there for a while. They popped up, and were ready. | We put the pieces of bread in the toaster and waited. The bread popped up, and the toast was ready. | In the morning, we were making toast for breakfast. We put the pieces of bread in the toaster, pushed down the lever and waited. 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)

	VOCABULARY

If grammar is the form of our expressions, then words (vocab) provides the rich content to our explorations

VOCABULARY

Core concepts about word learning:
- [ ] **Incrementality** - knowing is a matter of degrees
- [ ] **Interrelatedness** - words are related to other words
- [ ] **Heterogeneity** - knowing a word depends on the word
- [ ] **Multidimensionality** - different ways of knowing
- [ ] **Polysemy** - multiple meaning (contexts)

Components
- [ ] Foster word consciousness (seeking out; word curious)
- [ ] Rich & varied language experiences
- [ ] Teach individual words (form, function & meaning)
- [ ] Teach word-learning strategies

- [ ] **Understand the difference between Tier 1, 2, & 3 words**

Using Cues to Problem Solve the Meaning of a Word in Reading Context
- [ ] Pictorial
- [ ] Syntactical
- [ ] Semantic
- [ ] Contextual
- [ ] Morphological, Word Parts or Word Resemblance

Diversity of approaches
- [ ] **Flood** - refers to the rich strategies that seek to immerse learners in word-rich contexts (e.g. read-alouds, interactive word walls);
- [ ] **Fast** - a quick routine for "not-so-hard words"; see & pronounce the word; hear the word in context; receive a definition; and make a connection on how the word might be used; and
- [ ] **Focus** - when you identify a set of focus/target words and phrases to explore in more depth (e.g. central concepts / frontload vocabulary).

Teaching Focus Words
- [ ] **Step one**: The teacher introduces and explains new word(s), going beyond reciting its definition (tap into prior knowledge, use imagery).
- [ ] **Step two**: Ask students to create a non-linguistic representations of the word (a picture, symbol, or example[s] from experience).
- [ ] **Step three**: Students restate or explain the new word in their own words (verbally, in writing or other mode)
- [ ] **Step four**: Students engage in activities to deepen their knowledge of the new word (compare words, classify terms, use the word)
- [ ] **Step five**: Students reflect on the new word (pair-share, elbow partners, graphic organisers, word walls, etc).
- [ ] **Step six**: Students put the new vocabulary to use.

Key features to consider
- [ ] Direct instruction
- [ ] Multiple opportunities to use words in multiple contexts
  - [ ] Active practice & personalisation of word meanings
  - [ ] Application of word meanings to new situations
  - [ ] Elaboration and discussion of word meaning

What Words to Teach? (in order of priority)
- [ ] 1: Words in oral vocabulary (but not in print)
- [ ] 2: Concepts that are familiar (child learns to label concept)
- [ ] 3. New concepts outside of child's immediate experience

VOCABULARY ACTIVITIES
- [ ] Joint attention on key vocabulary (experiential & visual aids)
- [ ] In read-alouds & through independent reading
- [ ] Picture dictionaries
- [ ] Vocabulary notebooks & learning to use dictionaries, etc
- [ ] Word collages, word walls & word banks
- [ ] Annotating pictures
- [ ] Word maps (e.g. four square, Frayer Model & power mapping)
- [ ] Semantic maps
- [ ] Hanging diagrams & Venn diagrams
- [ ] Timelines, spectra and word lines
- [ ] Other graphic organisers (e.g. cause and effect)
- [ ] Semantic grids and Semantic Feature Analysis
- [ ] List-label-group & Word/concept/meaning sorts
- [ ] Cloze/Maze procedures
- [ ] Vocabulary cards (e.g. flash cards)
- [ ] Secondary meanings, connotations & visual representation
- [ ] Morphology (prefixes, suffixes, roots and word forms)
- [ ] Use in context & comprehension in context
- [ ] Anchor Charts (meta-cognitive and conceptual reminders)

Whilst phonemic awareness is not seen to be essential for language development, it is the lynchpin that links the sound structure of our language and the letters of our alphabet

PHONOLOGICAL/PHONEMIC AWARENESS

- [ ] Awareness of rhyme emerges = **24 - 30 mths**
- [ ] Ability to produce rhyme emerges = **30 - 36 mths**
- [ ] Rote imitation and enjoyment of rhyme and alliterationn = **4 yrs old**
- [ ] Rhyme recognition, odd word out = **5 yrs old**
- [ ] Recognition of phonemic changes in words = **5 yrs old**
- [ ] Clapping, counting syllables = **5 yrs old**
- [ ] **Ability to segment words into phonemes begins = 5 - 7 yrs old**
- [ ] Noticing & remembering separate phonemes in a series = **5.5 yrs old**
- [ ] Blending onset and rime = **5.5 yrs old**
- [ ] Producing a rhyme = **5.5 yrs old**
- [ ] Matching initial sounds; isolating an initial sound = **5.5 yrs old**
- [ ] Compound word deletion = **6 yrs old**
- [ ] Syllable deletion = **6 yrs old**
- [ ] Blending of two and three phonemes = **6 yrs old**
- [ ] Segment phonemes in words with simple syllables with 2 -3 phonemes (no blends) = **6 yrs old**
- [ ] Segment phonemes in words that have up to 3-4 phonemes (include blends) = **6.5 yrs old**
- [ ] Substitute phoneme to build words with simple syllables (no blends) = **6.5 yrs old**
- [ ] 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**
- [ ] **… Apply vowel shifting rules** (divine to divinity) = **16 - 18 yrs old**

Ages when 80-90 % of typical students achieved a phonological skill.
http://www.readingrockets.org/article/development-phonological-skills

Levels of Analysis
- [ ] Attending to Spoken Sentences
- [ ] Attending to Words Within Sentences
- [ ] Attending to Syllables Within Words
- [ ] Attending to Onsets & Rimes Within Syllables
- [ ] Attending to Phonemes and Letters Within Onsets/Rimes

Advanced Awareness
- [ ] Morphological Awareness
- [ ] Lexical Similarities

Example Activities
- [ ] Rhyming, Songs, Chants and Poetry
- [ ] Clapping syllables
- [ ] Elkonin (Sound) Boxex & Say-It-And-Move-It
- [ ] Sound/Spelling Stick
- [ ] Puppet Play
- [ ] Picture Segmenting/Blending
- [ ] Picture Card Sorting & Picture-Letter Match
- [ ] Shaping Letters / Shaping Words
- [ ] Invented Spellings
- [ ] Interactive Writing

Lesson plans and learning sequences can be found:
- [ ] http://www.fcrr.org
- [ ] http://pals.virginia.edu/tools-activities.html

PHONOLOGICAL/PHONEMIC AWARENESS

Review objectives
- [ ] To identify when two words share a rhyming pattern.
- [ ] To segment words into syllables and to blend syllables into words.
- [ ] To identify when two words share the same first sound.
- [ ] To identify and produce words starting with a specific first sound.
- [ ] To understand and manipulate syllables in words and develop an understanding of word structure.
- [ ] To identify and isolate sounds in initial, medial and final positions in words.
- [ ] To understand and manipulate phonemes in words and develop an understanding of word structure.

Example tasks/skills
- [ ] Identifying syllables
- [ ] Phoneme isolation
- [ ] Phoneme identity
- [ ] Phoneme categorisation
- [ ] Phoneme segmentation
- [ ] Phoneme blending
- [ ] Phoneme deletion
- [ ] Phoneme substitution

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CONCEPT OF PRINT - COMPONENTS

We often take print for granted … in truth, learners require diverse guided exposure to print to understand the function of the written word

- ☐ 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**

CONCEPT OF PRINT - PRINT AWARENESS

- ☐ To recognize that print carries meaning and to distinguish print from pictures.
- ☐ To recognize the left-to-right and top-to-bottom directionality of print.
- ☐ To identify some uppercase letter names, including those in own name and those of some friends or family members.
- ☐ To understand and use new words to describe aspects of books (e.g. illustrator, author, cover, title page) and print (e.g. word, letter, spell, read, write).
- ☐ To recognize the difference between letters and words.
- ☐ To understand that punctuation is a feature of written text different from letters.
- ☐ To recognise that capital letters and full stops signify the beginning and end of sentences.
- ☐ To attend to rime chunks as they track words and to sound out whole words rather than individual letters.
- ☐ To build a vocabulary base of common sight words, including those seen often in the environment and in children's books.

CONCEPT OF PRINT - ALPHABETIC KNOWLEDGE

- ☐ Adults are securing concept of word by plenty of reading in predictable books, dictations, and simple rhymes.
- ☐ Environmental print, such as signs related to themes studied, directions, rules, functional messages
- ☐ Magnetic/Wooden/Cards with letters and phonograms
- ☐ Letter stamps

EMERGENT WRITING

- ☐ Letter shaping exercises (with appropriate meta-language)
- ☐ Encourages attempts at writing, drawing and sending messages
- ☐ Joint/interactive writing on functional tasks, like creating a party invitation, writing a shopping list, sending a card to grandma
- ☐ Encouraging invented spelling and name writing
- ☐ Modelling directional writing, and helping child copy.

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Phonics, Decoding, Spelling & Morphology

And the printed word in English is not as simple as a young learner would prefer … our capacity to command the orthography in English occurs in stages over time

Foundational (Flanigan, 2007)
- ☐ Knowledge of letter names and sounds emerges = 4 - 5 yrs old
    - ☐ Beginning consonant knowledge
    - ☐ Concept of word in text
    - ☐ Phoneme segmentation ability
    - ☐ Full word recognition

Bear, et al (2014)
- ☐ Emergent (Print Concept) Spellers = 3 - 5 yrs old
- ☐ Letter Name-Alphabetic (Semi-Phonetic) Spelling = 4 - 7 yrs old
- ☐ Within-Word Pattern (Transitional) Spelling = 7 - 9 yrs old
- ☐ Syllables and Affixes (Independent) Spelling = 9 - 11 yrs old
- ☐ Derivational Relations (Advanced) Spelling = 11 - 14 yrs old

Ehri (2005)
- ☐ Pre-alphabet phase (by visual/contextual cues) = 3 - 5 yrs old
- ☐ Partial alphabetic phase (by visual & salient parts) = 4 - 6 yrs old
- ☐ Decoding (alphabet) phase (by grapheme & phoneme) = 6 - 7 yrs old
- ☐ Consolidated (orthographic) phase = 7 - 9 yrs old
- ☐ Morphological (by meaningful units) = 9 yrs old+

Sharp, Sinatra & Reynolds (2008)
- ☐ Spell it like it sounds = 4 - 7 yrs old
- ☐ Spell it by pattern = 7 - 9 yrs old
- ☐ Spell it by rule = 9 - 11 yrs old
- ☐ Coordinate several strategies = 10 - 13 yrs old
- ☐ Spell it from knowledge = 13 yrs and old

LANGUAGE STUDY ACTIVITIES

- ☐ Clapping syllables
- ☐ Elkonin (Sound) Boxes
- ☐ Sound/Spelling Sticks
- ☐ Picture Segmenting/Blending
- ☐ Say-It-And-Move-It / Picture Card Sorting / Picture-Letter Match
- ☐ Sound / Phoneme Garden & Alphabet Books
- ☐ Interactive Writing
- ☐ Word/Sound/Pattern Sort
    - ☐ Open Sort
    - ☐ Closed Sort
    - ☐ Blind Sort
- ☐ High Frequency (Sight) Words / Dolche Words /Irregular Words
- ☐ Word Hunts (e.g searching for word/letter patterns in a text)
- ☐ Phoneme Wall/Journals & Alphabet Books
- ☐ Fostering and Monitoring Invented Spelling
- ☐ Keeping a Spelling Journal
- ☐ Word Scrambles / Making Words
- ☐ Word Ladders
- ☐ Forms of a (Root) Word / Word Families
- ☐ Games
    - ☐ Match Game
    - ☐ Memory
    - ☐ Bingo
    - ☐ Snap
    - ☐ Board Games
- ☐ Exploring meaning through morphology (prefixes, suffixes & roots)
- ☐ Reinforcing patterns in writing

SKILL DEVELOPMENT

Examples Words - Sequence of Phonics
- ☐ Emergent (Print Concept): sorting pictures of words into letter sound, rhyme categories
- ☐ Letter Name Alphabetic: hat, bug, fresh, much, pass, class, sad, job, blob, grab, sick, trick, rang, swing.
- ☐ Within Word Stage: next, road, knock, frozen, coal, whose, throw, roast, cause, pause, paws, taught, shawl.
- ☐ Syllables & Affixes Stage: chief, whine, theme, athlete, pilgrim, mushroom, nervous, service, receive, reign.
- ☐ Derivational Stage: uneasy, insincere, unfasten, manipulate

Recommended Sequence of Phonics/Spelling Instruction
- ☐ Emergent (Print Concept): focus is on phonemic awareness and on alphabet (letter name) knowledge
- ☐ Letter Name Alphabetic: [shrt] a, m, t, s, [shrt] i, f, d, r, [shrt] o, g, l, h, [shrt] u, c, b, n, k, v, [shrt] e, w, j, p, y, x, q, z, sh, ch, th, wh, st, pl, bl, gl, sl, sp, cr, cl, fl, fr, sk, qu, nk, ng, mp, ck
- ☐ Within Word Stage: a-e, ai, ay, ei, ey, ee, ea, ie, e-e, i-e, igh, y, o-e, oa, ow, u-e, oo, ew, vowel+r, oi, oy, ou, au, ow, kn, wr, gn, shr, thr, squ, spl, tch, dge, ge, homophones
- ☐ Syllables & Affixes Stage: adding inflectional endings, multisyllabic words, homographes & homophones
- ☐ **ALSO**: Understand the most common syllable types

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Fluency develops once a number of skills converge ... decoding skills, grammatical knowledge, oral language ability, and practice with connected texts

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FLUENCY MONITORING (*oral reading rates*)
KINDERGARTEN: [Sight Words - *see Dolche & Fry*]

GRADE 1: (20) _____ ; (40) _____

GRADE 2: (40) _____ ; (62) _____ ; (92) _____

GRADE 3: (79) _____ ; (93) _____ ; (114) _____

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) _____

(refer to Appendix for silent reading rates from Grades 1 - 12)

		Accuracy	*Comprehension**
☐	Independent Reading Level	99-100%	90-100%
☐	Instructional Reading Level	95-98%	75-89%
☐	Frustration Reading Level	< 90%	< 50%

* % of comprehension is a guideline, not strictly defined

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FLUENCY
Tasks
☐ Tracking Print
☐ Modelling Fluent Reading
☐ Whisper Read
☐ Lead Read
☐ Echo Read
☐ Choral Read
☐ Buddy Reading
☐ Repeated Rereadings
☐ Readers' Theatre
☐ Radio Reading
☐ Audio/Tape Recording (Listening & Producing)
☐ Neurological Impress Method
☐ Read Naturally (computer software)
☐ Rapid automatic naming exercises
☐ Sustained Silent Reading

Overarching Skills
☐ Rate
☐ Accuracy
☐ Prosody
☐ Stamina
☐ Comprehension

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SCHEDULES
☐ Fluency-Oriented (Repeated) Oral Reading
☐ Wide Fluency-Oriented Oral Reading
☐ Fluency Development Lessons (with short texts)
☐ Fluency Development Lessons (rapid recall lessons from FCRR)
☐ Fluency-Oriented (Repeated) Reading Instruction
☐ Wide Fluency Oriented Reading Instruction
☐ Scaffolded Silent Reading (ScSR)
☐ Reader's Theatre: Practice and Performance

Part 1: First read
☐ Teacher models reading of a/the passage
☐ Students read passage to determine how many words are read in one minute;
☐ Students read the rest of the passage (untimed);

Part 2: Comprehension
☐ Students read fluency passage questions.
a) Remembering/recalling details
b) Understanding & comprehending
c) Evaluating & responding
☐ Students share one interesting sentence with a partner.

Part 3: Phrase-cued reading
☐ Students read passage out loud in phrases to a teacher or a partner.

(Next Day) Part 4: Tricky phrases and words
☐ Students review then identify, record and discuss any tricky words and/or phrases

Part 5: Last read
☐ Students read passage to determine how many words are read in one minute;
☐ Students read the rest of the passage (untimed);

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Experts agree that emerging readers, no matter which reading philosophy is followed, have to practice, practice, practice to read fluidly and make meaning

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READING PRACTICE #1
Text: _____

☐ Read Aloud   W   SG   11   IN

☐ Shared Reading   W   SG   11

☐ Choral/Echo/ Whisper Reading   W   SG   11

☐ Guided Reading   W   SG   11   IN

☐ Partner Reading   SG   11

☐ Readers' Theatre   W   SG   11   IN

☐ Directed Reading & Thinking   W   SG   11   IN

☐ Reciprocal Teaching   W   SG   11

☐ Literature Discussion Circle   W   SG   11

☐ Independent Reading / Sustained Silent Reading

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SKILL DEVELOPMENT

☐ Fostering Vocabulary and Inferential Language Skills

☐ Integrating Print Knowledge, Phonological Awareness and Word Studies

☐ Focusing on Comprehension and Knowledge Development

☐ Attending to Text Structure, Conventions and Use of Rhetorical Features

☐ Enhancing Comprehension by Extending, Responding to, or Appropriating the Text

☐ Enhancing Comprehension by Enacting the Text or by Applying/Discussing a Concept In It

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AREAS FOR IMPROVEMENT
(for the instructor/teacher/parent)
☐ Establishing the "reading context"

☐ Planning & organisation

☐ Before reading: setting up the texts and rules for the student(s)

☐ During reading: effectiveness of engagement

☐ After reading: effectiveness in consolidating and extending the practice

☐ Sequencing practice: am I building on knowledge, sequencing practice and building capabilities?

☐ Avenue for creative exploration: am I extending the ideas and spirit of the text?

☐ Comparing/contrasting text: on a similar topic or theme

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	VITAL: Selecting Suitable Texts & Activities	COMPREHENSION APPROACH #1	COMPREHENSION APPROACH #2

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

We need to apprentice learners into the skills required to process information (as they read) and respond to ideas afterward

VITAL: Selecting Suitable Texts & Activities

The reader brings to the act of reading:
- ☐ his or her cognitive capabilities (attention, memory, critical analytical abilities, inferencing, visualisation);
- ☐ literacy skills;
- ☐ motivation (a purpose for the reading, interest in the content, self-efficacy as a reader);
- ☐ knowledge (vocabulary and topic knowledge, linguistic and discourse knowledge, knowledge of comprehension strategies); and
- ☐ experiences.
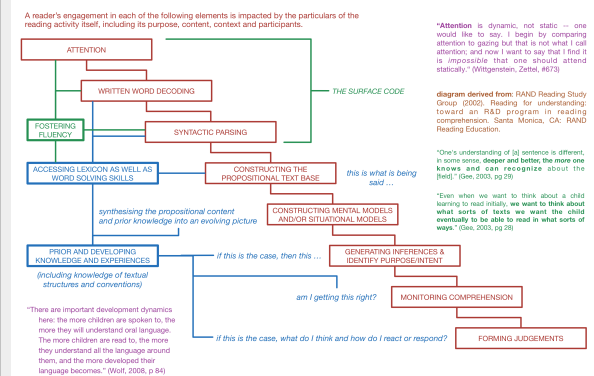
The text can be seen as including:
- ☐ the surface code (decoding the text);
- ☐ the text base (what the text is saying - paraphrasing);
- ☐ the mental models (the ways in which information is processed for meaning - visualising); and
- ☐ interpreting - assessing intentions, expectations, conventions, perspectives and conclusions

One must consider:
- ☐ the process (way instruction is delivered and the social interactions occurring in the learning experiences);
- ☐ the content (focus of instruction) and
- ☐ the context (and the material and intentional considerations within it).

Ultimately, engagement refers to
- ☐ use of cognitive strategies;
- ☐ the presence of intrinsic motivation to read;
- ☐ the use of background knowledge to understand a text;
- ☐ the social interchanges in reading, such as discussing the meaning of a paragraph or a theme; and
- ☐ the reader's purpose/intention

A reader's engagement in each of the following elements is impacted by the particulars of the reading activity itself, including its purpose, content, context and participants.

ATTENTION
WRITTEN WORD DECODING — THE SURFACE CODE
FOSTERING FLUENCY
SYNTACTIC PARSING
ACCESSING LEXICON AS WELL AS WORD SOLVING SKILLS
CONSTRUCTING THE PROPOSITIONAL TEXT BASE — *this is what is being said ...*
synthesising the propositional content and prior knowledge into an evolving picture
CONSTRUCTING MENTAL MODELS AND/OR SITUATIONAL MODELS
PRIOR AND DEVELOPING KNOWLEDGE AND EXPERIENCES *(including knowledge of textual structures and conventions)* — *if this is the case, then this ...*
GENERATING INFERENCES & IDENTIFY PURPOSE/INTENT
am I getting this right?
MONITORING COMPREHENSION
if this is the case, what do I think and how do I react or respond?
FORMING JUDGEMENTS

"Attention is dynamic, not static — one would like to say. I begin by comparing attention to gazing but that is not what I call attention; and now I want to say that I find it is *impossible* that one should attend statically." (Wittgenstein, Zettel, #673)

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

"One's understanding of [a] sentence is different, in some sense, **deeper and better, the more one knows and can recognize** about the [field]." (Gee, 2003, pg 29)

"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.**" (Gee, 2003, pg 28)

"There are important development dynamics here: the more children are spoken to, the more they will understand oral language. The more children are read to, the more they understand all the language around them, and the more developed their language becomes." (Wolf, 2008, p 84)

COMPREHENSION APPROACH #1

Text: _____

Before Reading
- ☐ Activate and build background knowledge;
- ☐ Preview vocabulary
- ☐ Preview text feature/structure:
- ☐ Set a purpose

Thinking Within the Text
- ☐ Solving words
- ☐ Monitoring and correcting
- ☐ Searching for and using information
- ☐ Summarising
- ☐ Visualising / inducing imagery
- ☐ Maintaining fluency
- ☐ Adjusting approach and perspectives

Thinking Beyond the Text
- ☐ Predicting
- ☐ Making connections (personal, worldly and textual)
- ☐ Appropriating
- ☐ Inferring
- ☐ Synthesising

Thinking About the Text
- ☐ Analysing
- ☐ Critiquing

Other Key Skills:
- ☐ Paraphrasing
- ☐ Retelling
- ☐ Labelling, Listing, Connecting, Sequencing, Narrating
- ☐ Identifying main idea(s)
- ☐ Identifying essential details
- ☐ Identifying cause & effect
- ☐ Exploring theme/topic
- ☐ Interpreting
- ☐ Responding to

FURTHER REMINDERS
- ☐ Teach learners how to use comprehension strategies
- ☐ Help students identify and use the text's organisational structure to comprehend, remember and learn content
- ☐ Guide students through focused, high-quality discussion of the meaning of the text
- ☐ Select texts to support comprehension development
- ☐ Establish an engaging, motivating context in which to teach reading comprehension

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COMPREHENSION APPROACH #2

Text: _____

Before Reading:
- ☐ Activate and build background knowledge:
- ☐ Preview vocabulary:
- ☐ Preview text feature/structure:
- ☐ Set a purpose:

During Reading:
- ☐ Teacher/student questions:
- ☐ Discussion/teaching points:
- ☐ Scaffolds to complete (e.g. graphic organiser):

After Reading - DART (directed activities related to texts)
- ☐ Reconstruction activities - activities that require students to reconstruct a text or diagram by filling in missing words, phrases or sentences, or by sequencing text that has been jumbled.
  - ☐ Text completion, sequencing, grouping, table completion, diagram completion & prediction activities.
- ☐ Analysis activities - activities that require students to find and categorize information by marking or labelling a text or diagram.
  - ☐ Text marking, text segmenting and labelling, table construction, diagram construction, questioning & summarising

Key Skills:
- ☐ Paraphrase
- ☐ Visualise
- ☐ Summarise
- ☐ Cloze Procedure
- ☐ Retell (*see Notes for Sentences*)
- ☐ Identity main idea(s)
- ☐ Identify essential details
- ☐ Identify cause & effect
- ☐ Explore theme/topic
- ☐ Interpret
- ☐ Analyse / Critique
- ☐ Respond to

REMINDERS
- ☐ Apply one's knowledge and experiences to the text,
- ☐ Set goals for reading, & ensure that they are aligned with text,
- ☐ Use strategies to construct meaning during & after reading,
- ☐ Adapt strategies that match the reader's text and goals,
- ☐ Recognise the author's purpose,
- ☐ Distinguish between facts and opinions,
- ☐ Draw logical conclusions, and
- ☐ Reflect on learning.

STRATEGIC READING

Text: _____

Governing Strategy:
- ☐ Read-Aloud
- ☐ Question-and-Answer Response Scheme
- ☐ KW(H)L
- ☐ Reciprocal Teaching
- ☐ Literature Circle / Book Club
- ☐ Directed Reading & Thinking
- ☐ Jigsaw Instruction
- ☐ Readers' Theatre
- ☐ Promoting Adolescents Comprehension of Texts-PACT

Generally, what strategies are:
- ☐ Paraphrasing & summarising
- ☐ Visualising & representing
- ☐ Graphic & semantic organisers
- ☐ Comprehension monitoring
- ☐ Cooperative learning
- ☐ Question answering
- ☐ Question generation
- ☐ Critical analysis

More specifically, were the following strategy used:
- ☐ Planning & Goal Setting
- ☐ Tapping into Prior Knowledge
- ☐ Asking Questions
- ☐ Making Predictions
- ☐ Visualising
- ☐ Making Connections
- ☐ Forming (initial) Interpretations
- ☐ Identifying Main Ideas
- ☐ Identifying Cause and Effect
- ☐ Organising Information
- ☐ Adopting a Perspective (Point of View)
- ☐ Reflecting on Cognitive Processing
- ☐ Revising Perspective
- ☐ Seeking Evidence to Justify Viewpoint
- ☐ Analysing Text Closely
- ☐ Analysing Style
- ☐ Taking Stock of Knowledge
- ☐ Reflecting on the Text
- ☐ Relating the Text to Experience
- ☐ Evaluating Practice
- ☐ Forming Criticisms

STRATEGIC READING (Olson & Land, 2007)

Planning & Goal Setting
- ☐ *My purpose is …   To accomplish my goal, I plan to …*
- ☐ *My top priority is …*

Tapping Prior Knowledge
- ☐ *I already know that …   This reminds me of …*
- ☐ *This relates to …*

Asking Questions
- ☐ *I wonder why …   What if …*
- ☐ *How come …*

Predicting
- ☐ *I'll bet that … I think …*
- ☐ *If _____, then …*

Visualising
- ☐ *I can picture … In my mind's eye, I see …*
- ☐ *If this were a movie, …*

Making Connections
- ☐ *This reminds me of … I experienced this once when …*
- ☐ *I can relate to this because …*

Summarising
- ☐ *The basic gist is …   The key information is ….*
- ☐ *In a nutshell, this says that …*

Adopting and Aligning
- ☐ *The character I most identify with is …   I really got into this story when …*
- ☐ *I can relate to this author because …*

Forming Interpretations
- ☐ *What this means to me is …   I think this represents …*
- ☐ *The idea I am getting is _____, because …*

Monitoring
- ☐ *I got lost here because …   I need to reread the part where …*
- ☐ *I know I'm on the right track because …*

Clarifying
- ☐ *To understand better, I need to know more about …*
- ☐ *Something that is still not clear is …*

Revising Meaning
- ☐ *At first I thought, but now I …   My latest thought about this is …*
- ☐ *I'm getting a different picture here because …   [What has changed?]*

Analysing Author's Craft
- ☐ *A golden line for me is …   This word/phrase stands out for me because …*
- ☐ *I like hour the author uses _____ to show …*

RESPONDING TO READING

Text(s): _____

Topic(s): _____

Response Genre(s) (e.g. book review, letter to editor):
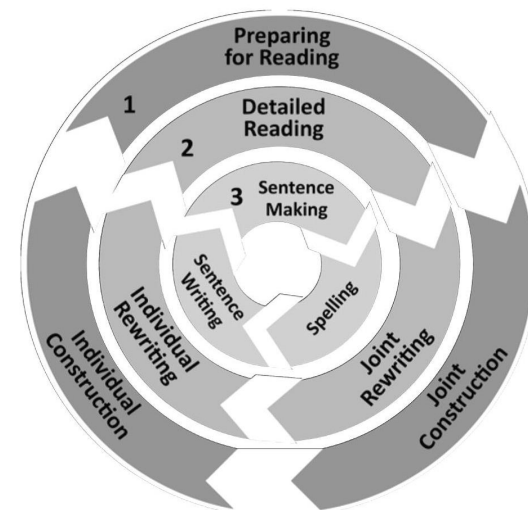
_____

Purpose(s): _____

Completed:
- ☐ As a Whole class
- ☐ In a Small Group
- ☐ One-on-one
- ☐ Independently (in class or at school)
- ☐ At home (or away from school)

Instruction included:
- ☐ Joint construction
- ☐ Guided construction
- ☐ Independent construction
- ☐ Conferencing
- ☐ Critical Reflection
- ☐ Revising
- ☐ Publishing _____

NB: Refer to Keys to Sentence Construction in the Oral Language and Writing Sections

Evaluating Comprehension of Academic Texts

Text: _____

Preview Material: what material do I find by scanning?
☐ Title and subtitles
☐ Illustrations and/or photographs
☐ Boldface and/or italicised words
☐ Labels
☐ Graphs, visual aids, maps

Predict Content: What is the topic? What do I expect?

Check Comprehension: Do I understand the material?
☐ Quickly skim through the material to get an overview
☐ Divide the reading selection into smaller sections.
☐ Read first & last paragraphs to anticipate what will be covered.
☐ Begin reading sections; stop to summarise and ask questions.
☐ Reread if confusing, and stop more frequently to summarise.
☐ Refer to graphics and visual aids to further clarify main ideas.
☐ Clarify vocabulary by using context clues and checking glossary or dictionary.
☐ Read summaries at the end of each section or chapter to identify important concepts.
☐ Write down the main idea for each section or page you read.

If you have a partner:
☐ Tell your partner of what you have just read (reverse roles)
☐ Your partner will ask you questions to clarify your understanding. (reverse roles)
☐ Together, write or make a graphic organiser to summarise the information.

List key words: _____

What information is unclear and needs clarification?

Was the reading level appropriate? YES   NO

Select One: DIFFICULT   JUST RIGHT   SIMPLE
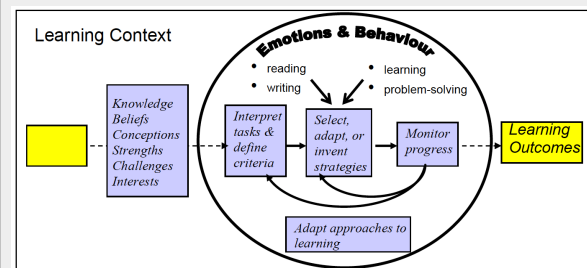
Ways to Enhance Comprehension

☐ Provided an overview and allow students to preview the material.
☐ Assess students' backgrounds and experiences related to the subject matter before beginning the unit.
☐ Demonstrate layout and features of the text book by identifying the purpose of the following elements: title page, table of contents, units sections, glossary, index, appendices, and other references.
☐ Examine the format of text pages by identifying chapter headings, subtitles, boldface/italicised words, columns, margins, guide words/vocabulary.
☐ Point out the use of visual elements designed to assist with comprehension of text: illustrations, photographs, charts, graphs, symbols, maps, diagrams, tables, chronologies.
☐ Guide students regarding how to find introductions, directions for procedures, definitions of terms, steps for experiments, enrichment activities, study guides, review questions, and summaries.
☐ Explain how to cut through text density and technical vocabulary to find important passages and key concepts using skimming and scanning techniques.
☐ Describe importance of concise language and explain key terms, symbols and expressions, as in mathematics.
☐ Demonstrate differences between primary and secondary sources cited in textbooks, such as diaries, journals, autobiographies, other literature, and links to arts and technology.
☐ Monitor reading comprehension as students work with text books to read and locate information.

REMINDERS
☐ Ask students to predict what they are going to read based on such features as title, pictures, and key words.
☐ Provide students with opportunities to integrate their background knowledge with the critical concepts in the text.
☐ Request that students monitor the words and concepts they do not understand while reading and make note of them for further discussion.
☐ Model and provide opportunities for students to construct mental images that represent text so they can better remember and understand what they read.
☐ Allow students to seek clarification about confusing aspects of what they read.
☐ Give students adequate time to develop questions about what they read and to ask these questions to classmates.
☐ Provide practice summarizing and integrating information from text.

Elements of Critical Thinking / Reading

☐ Identify the **purpose(s)** of the text
_____
_____

☐ Identify the main **questions** being examined.
_____
_____

☐ Detail the **information** that has been provided.
_____
_____

☐ Explore your **interpretations & inferences.**
_____
_____

☐ Explore the **concepts** presented in the text (either directly or implied).
_____
_____

☐ Identify and evaluate the **assumptions** which are being made
_____
_____

☐ Explore the **implications & consequences** of the assumptions, interpretations and/or concepts
_____
_____

☐ Identify the **point of view** (or perspective) from which the text has been written.
_____
_____

COMPOSITION #1

Topic(s): _____

Genre (e.g. essay or poem): _____

Purpose(s): _____

Time: _____

To be completed:
☐ As a Whole class
☐ In a Small Group _____
☐ One-on-one: _____
☐ Independently (in class, at school, at home, etc)

Students Benefit From
☐ Daily time to write
☐ Using the writing process for a variety of purposes
☐ Opportunities to become fluent (e.g. handwriting, spelling, typing, etc)
☐ Being part of an engaged community of writers

Instruction included:
☐ Language Experience Approach
☐ Interactive writing
☐ Mode continuum
☐ Joint construction
☐ Guided construction
☐ Independent construction
☐ Conferencing
☐ Critical Reflection

The Writing Cycle included:
☐ Building "the field"
☐ Deconstructing the text
☐ Planning
☐ Scaffolding
☐ Drafting
☐ Conferencing (peer or teacher) _____
☐ Revising
☐ Publishing _____

Part of:
☐ A portfolio: _____
☐ A task: _____
☐ A real audience: _____

BROAD GENRES - add to this
☐ Descriptive
☐ Narrative (Personal, Non-Fictional, Fictional)
☐ Informative
☐ Poetic
☐ Functional and/or Communicative
☐ Procedural
☐ Evaluative / Explanatory
☐ Hybrids and/or Multimodal

ISSUES OF CRAFT
☐ Organisation (Logical Structure)
☐ Idea Development
☐ Language Use
☐ Word Choice
☐ Voice

TEXTUAL CONVENTIONS
☐ Text Layout
☐ Grammar
☐ Capitalisation
☐ Spelling
☐ Handwriting and Word Processing

WRITING PROCESS
☐ Sketching and Drawing (Ideas)
☐ Rehearsing and Planning
☐ Drafting and Revising
☐ Editing and Proofreading
☐ Publishing
☐ Viewing Self as a Writer

GENRES BY AGE
☐ PreK: shared/dictated/interactive lists, narratives, reports
☐ Kindie: personal narratives, informational, labels, lists, letters
☐ Grade 1: (above) plus poetry, fictional narratives.
☐ Grade 2: (above) plus short & historical fiction, responding
☐ Grade 3: (above) plus test writing such as extended responses
☐ Grade 4: (above) plus biography, essays, expositions
☐ Grade 5: (above) plus hybrid/multimedia texts, feature articles
☐ Grade 6: (above) plus disciplinary literacy (science reports)
☐ Grade 7 & 8: (above) plus extended reports
☐ Grade 9 & 10: (above) plus extended project & critical essays
☐ Grade 11 & 12: (above) plus advanced compositions & exams
☐ Post-School: functional, authentic, pragmatic communication
☐ University: full, multifaceted academic writing

Figure 1.2
Mode continuum from spoken to written
(© Cruickshank, 2008)
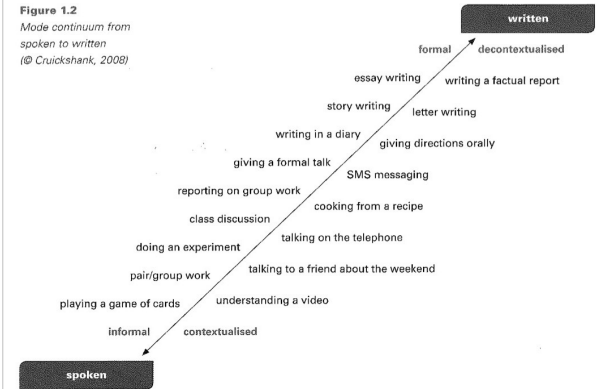
ARE THERE GENRES WITHIN GENRES? DOES AN ESSAY NAVIGATE THROUGH NARRATIVE, DESCRIPTION, PROCEDURE, ANALYSIS AND SUMMATION?

Any Literacy Events Requires the Learner to Engage in the Following:
☐ "d" discourse (the text itself)
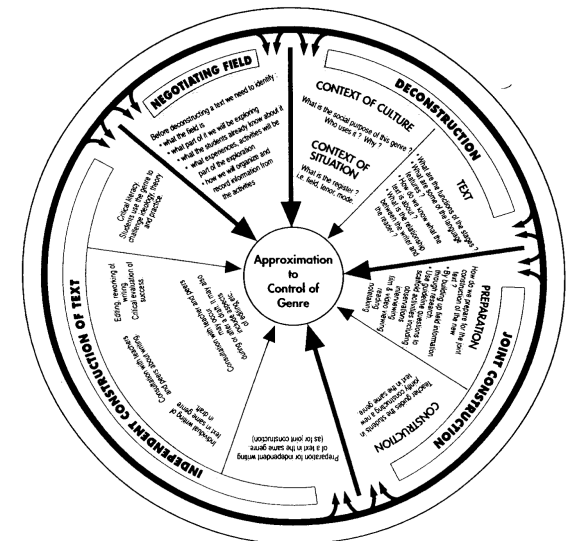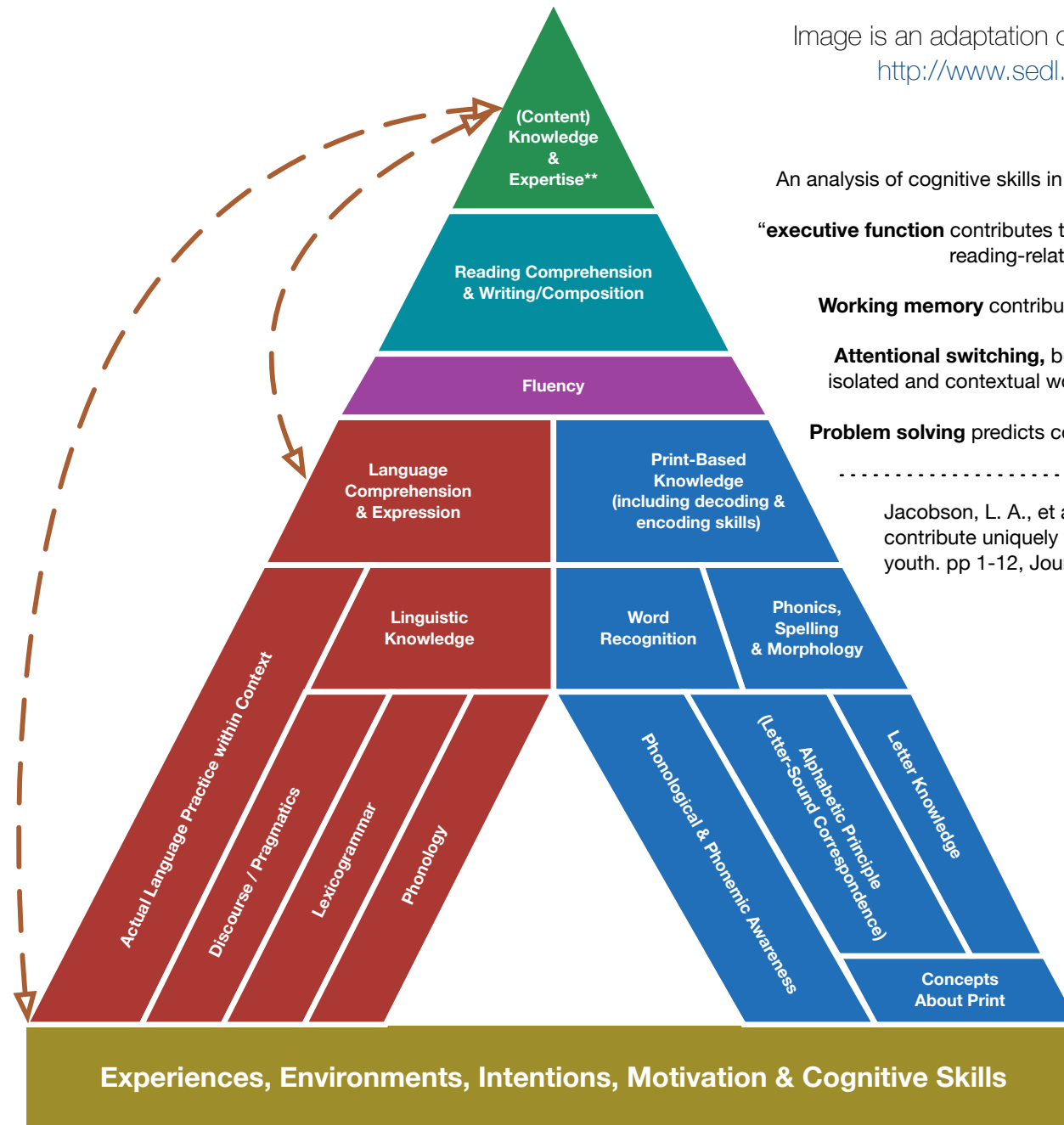☐ "D" discourse (the cultural position of the literacy event)

Figure 5.4 1992 DSP Primary Curriculum Model (Murray and Zammit, 1992: 7)

ASSESSING SKILLS

THE LITERACY BUG

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.

(Content) Knowledge & Expertise**

Reading Comprehension & Writing/Composition

Fluency

Language Comprehension & Expression

Print-Based Knowledge (including decoding & encoding skills)

Linguistic Knowledge

Word Recognition

Phonics, Spelling & Morphology

Actual Language Practice within Context

Discourse / Pragmatics

Lexicogrammar

Phonology

Phonological & Phonemic Awareness

Alphabetic Principle (Letter-Sound Correspondence)

Letter Knowledge

Concepts About Print

Experiences, Environments, Intentions, Motivation & Cognitive Skills

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

least
constrained

15. Oral Reading Fluency (accuracy, rate, & prosody)

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.)
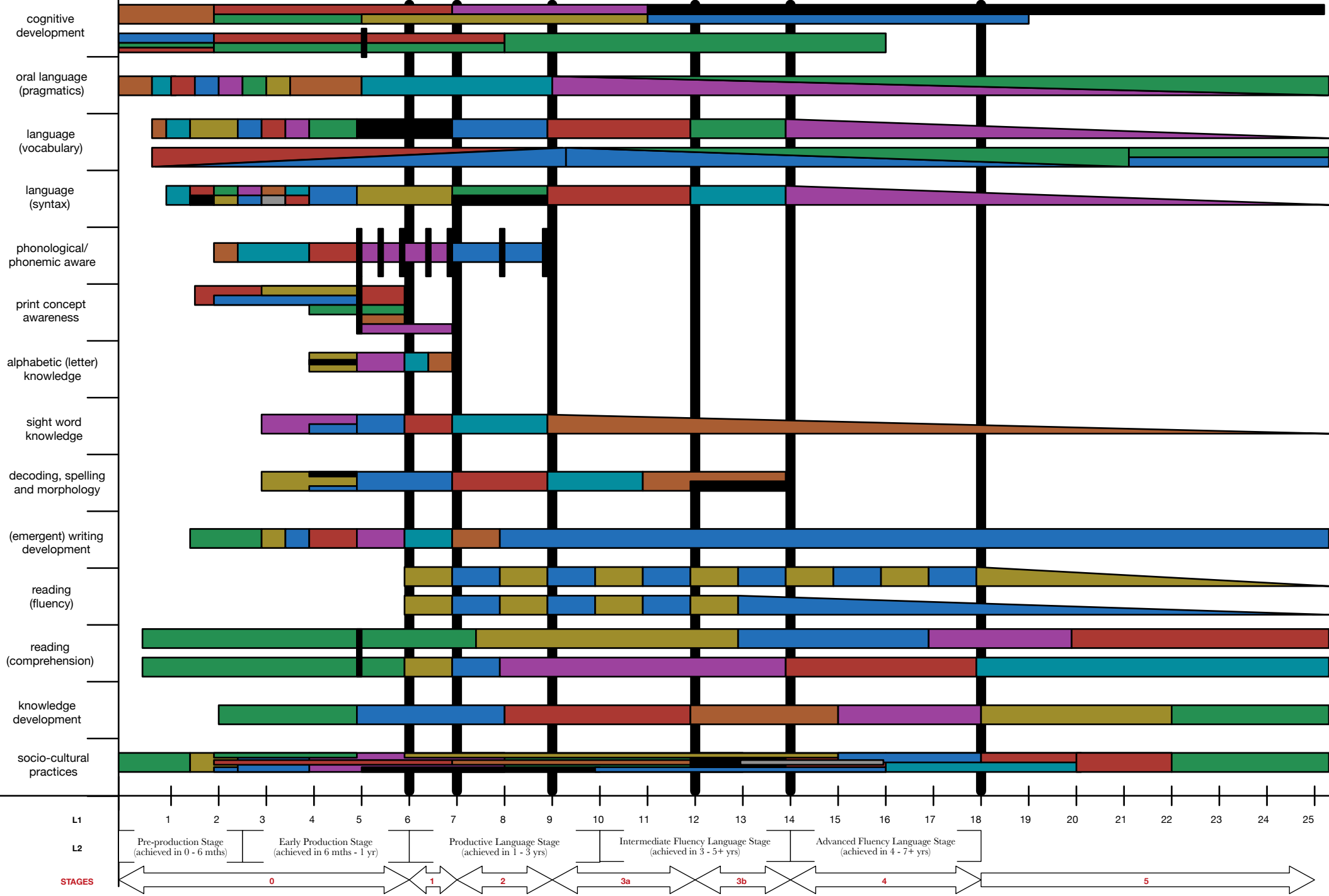
A Teacher for All Seasons

In short, fostering literacy requires that one is adept at systematically monitor **core, constrained skills of literacy** (to the point of mastery) so that fluency is attained and higher order thinking can be facilitated, whilst assessing how **students 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/

cognitive development

oral language (pragmatics)

language (vocabulary)

language (syntax)

phonological/ phonemic aware

print concept awareness

alphabetic (letter) knowledge

sight word knowledge

decoding, spelling and morphology

(emergent) writing development

reading (fluency)

reading (comprehension)

knowledge development

socio-cultural practices

L1   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 4 - 7+ yrs)

STAGES   0   1   2   3a   3b   4   5

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

Reading Proficiency

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)*

| scribbling | cs/mw | write known write letters | beginning writing |

← *Pre-Writing Developmental Sequence*

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

COGNITION	CONCEPT OF PRINT / ALPHABETICS	PHONOLOGICAL AWARENESS	PHONOLOGICAL AWARENESS (continued)
☐ **Cognitive Abilities - Unidentified (Options)** *Attention* *Working memory* *Visual spatial manipulation* *Pattern recognition* *Schema Formation* *Digit Span* *Recall*	☐ **Clay's Survey of Early Literacy** *Letter naming &Letter shaping* *Name Writing* *Concept of Word (in print & in text)* *Invented Spelling* *Word Reading / Word Recognition* ☐ **Test of Preschool Early Literacy**	☐ **SEAPART** *Syllable clapping, counting and isolation* *First sound identification* *Letter identification* *Name writing* *Rhyme detection* ☐ **Phonemic Awareness Screening Mapping**	☐ **Phonemic Awareness Literacy Screening (PALS) - PreK** ☐ **Comprehensive Test of Phonological Processing (C-TOPP)** ☐ **Test of Phonological Awareness (TOPA)**

ONSET, RIME & PHONICS	DECODING & SIGHT WORDS	SPELLING	VOCABULARY
☐ **Z-Test** ☐ **Informal Phonics Inventory** ☐ **Specific Phonics Assessment**	☐ **Informal Decoding Inventory** ☐ **Norm-Based Measures** • Test of Word Reading Efficiency (TOWRE) - Phonemic Decoding Efficiency Subtest **FOR SIGHT WORDS** ☐ **Informal Measures** • Self-generated w/ Dolche List • Self-generated w/ Fry List • Use Intervention Central (interventioncentral.org) for auto-generated list ☐ **Norm-Based Measures** • Test of Word Reading Efficiency (TOWRE) - Sight Word Efficiency	☐ **South Australian Spelling Test** ☐ **Qualitative Spelling Inventory** ☐ **Syllasearch (Words and Texts)**	☐ **Vocabulary** *Print Vocabulary in Classroom/Home Environments* • Analysing Your Vocabulary Environment (Baumann et al, 2009-2012) *Curriculum-Based Measure* • Multiple-Level Vocabulary Assessment Tool (Scott, et al., 2008) *Informal Measures* • Vocabulary Knowledge Scale • Vocabulary Recognition Task • Vocabulary Assessment Magazine • Informal Vocabulary Inventory *Norm-Based Measures* • Peabody Picture Vocabulary Task IV • Expressive Vocabulary Test (2nd Edition) • As subtest in norm-based measures

READ-ALOUD QUALITY	FLUENCY	FLENCY (continued)	COMPREHENSION
☐ **Picture Walk Scoring Guidelines** ☐ **Reading Aloud Rating Effectiveness** ☐ **Effective Reading Aloud Checklist** ☐ **Systematic Assessment of Book Reading (SABR)**	☐ **Fluency - Qualitative Reading Inventory** *Qualitative Reading Inventory: Word List* *Qualitative Reading Inventory: Graded Texts* *Informal Reading Inventory (multiple versions available)* *Norm-Based Measures* • Gray Oral Reading Tests (4th Edition)	☐ **Fluency - Running Record** *Miscue Analysis* *Rapid automatic naming (RAM)* *Accuracy, rate and prosody* *4 x 4 Oral Reading Assessment*	☐ **Comprehension Assessment - Review** *Norm-Based Measures* • Terra-Nova • Stanford Diagnostic Reading Test (4th Edition) • Stanford 10 • Iowa Test of Basic Skills • Gates-MacGinitie Reading Tests • TORCH *Retelling & Reconstruction* *Literal Comprehension / Inferential Comprehension / Evaluative Comprehension* *Applied Comprehension / Critical Comprehension*

STRATEGIC READING SKILLS	ORAL LANGUAGE DEVELOPMENT	COMPOSITIONAL SKILLS	READING CONTINUUM
☐ **Strategic Reading Skills** *Purposes for Reading Interview* *Index of Reading Awareness* *Textbook Interview*	☐ **Oral Language Assessment (Levelling)** *Syntax - CELF-Assessment* *ESL Scales* *EAL/D Language Learners Progression*	☐ **Written (Compositional) Skills** *Handwriting Assessments* *ESL Scales* *EAL/D Language Learners Progression* *Reading & Writing Project's Writing Samples*	☐ **Reading Skills** *ESL Scales* *EAL/D Language Learners Progression* *NSW Literacy Learners Continuum*

KNOWLEDGE	MOTIVATION	ENIVRONMENTS	TEACHER QUALITY
☐ **Knowledge - Curriculum Measure** *Procedural knowledge* *Meta-knowledge* *Factual knowledge* *Conceptual knowledge* *Strategic knowledge* *Disciplinary knowledge*	☐ **Motivation to Read Profile - Revised** *Elementary Reading Attitudes Survey* *Motivation to Read Profile - Revised (MRP-R)* *Survey of Adolescent Reading Attitudes* *Reading Self-Concept Scale (30-items)* *Reading Interest Survey (Hildebramdt, 2001)* *Me and My Reading Profile*	☐ **Environment - *Multiple Options*** *(Include Analysing Your Vocabulary Environment (Baumann et al, 2009-2012)*	☐ **Teachers Self-Assessment** ☐ **Teacher Interaction and Language Rating Scale** ☐ **Principal Walk-Through Notes** ☐ **National Literacy Trust Profiles** ☐ **Data-Driven Instruction: Self-Evaluation Tool**

Other significant forms of assessment (other than standardised): collecting portfolios, spelling journals, written samples, etc.

CONCLUSION

THE
LITERACY BUG

"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.

Objectives re-visited:

To provide resources which can help one …

- plan, track and adapt teaching and learning;

- understand the stages of literacy development;

- know of the key developmental milestones in the varying components of literacy development;

- explore a general survey of the particular activities which help build the various component skills of literacy; and

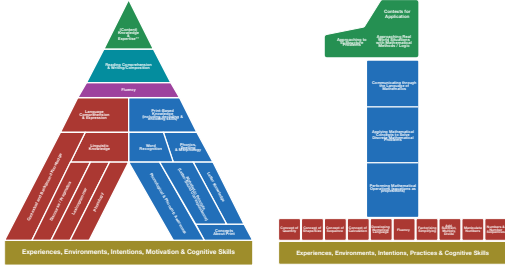- understand the ways in which literacy is a lifelong journey.

Contents

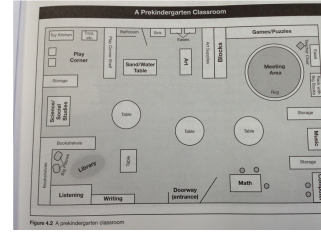# Steps to Planning, Teaching and Monitoring

Step #1: Develop a Student Profile

Step #2: Set Appropriate Language, Literacy, Numeracy and Learning Goals

Step #3: Gather Together a Plan of Activities & Content

Step #5: Identify a Suitable Teaching Space, Time & Resources
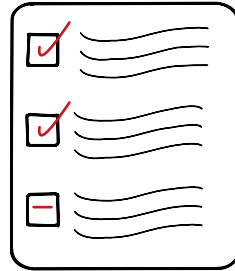
Step #6: Set an Appropriate Teaching & Learning Sequence (e.g. breaking down a task)
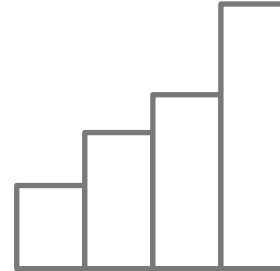
Step #6: Conduct Lessons (in a Lesson Cycle)

Step #7: Reflect on Teaching Practice Regularly/Routinely

Step #8: Monitor Progress Regularly and Adapt Teaching Accordingly

Step #9: Assess/Reflect Upon Development on a Periodic Basis

Step #10: Update Student Profile

The [student] as a novice is continually attempting to make sense of new situations and to acquire the skills necessary to function in those situations. The teacher's role is to help the [student] by arranging tasks and activities in such a way that they are easily accessible. Intersubjectivity, shared understanding based on common area of focus is seen by adherents of literacy engagement as a crucial prerequisite for successful communication between teacher and [student]

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.

"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)

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.

… And we want learners to become dexterous with language … with the alphabetic code … and with the processes of writing and reading and learning and exploring … which involves exercising the imagination.
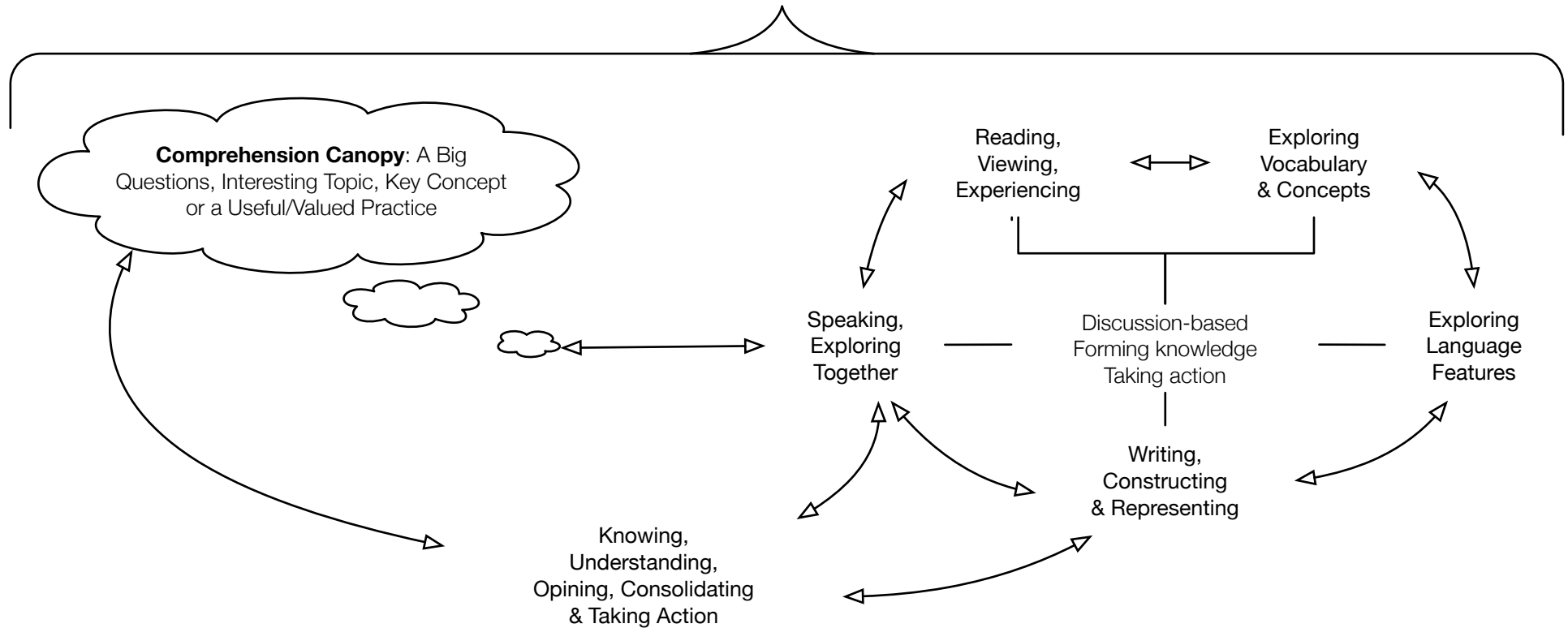
"Becoming virtually automatic does not happen overnight and is not a characteristic of either a novice bird-watcher or a young novice reader. These circuits and pathways are created through hundreds or … thousands of exposures to letters and words." (Wolf, 2008, p 14)

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

AT THE SAME TIME …

"Although a mastery orientation in the classroom contributes to motivation, students need a content focus [a way to explore knowledge and ideas]." (Guthrie, 2001)

Comprehension Canopy: A Big Questions, Interesting Topic, Key Concept or a Useful/Valued Practice

Reading, Viewing, Experiencing

Exploring Vocabulary & Concepts

Speaking, Exploring Together

Discussion-based Forming knowledge Taking action

Exploring Language Features

Writing, Constructing & Representing

Knowing, Understanding, Opining, Consolidating & Taking Action

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

Slides/Resources Available for Download at:

http://bit.ly/2-Planning-Monitoring-Resources

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