

# Reading Developmental Continuum

The phonetic, orthographic, phonics, children are used to be working on a particular phase when the global continuum and they indicators represent the best fit with the child's behaviours and beliefs. Children need not display all the indicators to be placed in a phase. The placement rests upon the teacher's professional judgement.

## Phase 1: Emergent Reading

In this phase children develop reading like behaviour as they experiment with the alphabet. They show a natural interest in books and the language of print.

### Key Indicators

- 1. Shows reading like behaviour
  - holding the book the right way
  - turning the pages backwards
  - looking at words and pictures
  - some children pretend to read
- 2. Says the names of letters, a letter-sound and some words from a book while reading to himself
- 3. Responds to the meaning of a selection, sometimes, when he/she has heard it once or twice. Sometimes self-corrects when he/she knows something was wrong
- 4. Responds to the meaning of a selection, when he/she has heard it once or twice. Sometimes self-corrects when he/she knows something was wrong
- 5. Responds to the meaning of a selection, when he/she has heard it once or twice. Sometimes self-corrects when he/she knows something was wrong
- 6. Responds to the meaning of a selection, when he/she has heard it once or twice. Sometimes self-corrects when he/she knows something was wrong

### Major Teaching Emphases

- 1. Encourage children to explore print and language of print
- 2. Encourage children to explore print and language of print
- 3. Encourage children to explore print and language of print
- 4. Encourage children to explore print and language of print
- 5. Encourage children to explore print and language of print
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- 9. Encourage children to explore print and language of print
- 10. Encourage children to explore print and language of print
- 11. Encourage children to explore print and language of print
- 12. Encourage children to explore print and language of print

### Key Teaching Strategies

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- 12. Encourage children to explore print and language of print

## Phase 2: Experimental Reading

In this phase children are working on reading like behaviour. They show a natural interest in books and the language of print. They show a natural interest in books and the language of print.

### Key Indicators

- 1. Shows reading like behaviour, sometimes, when he/she has heard it once or twice. Sometimes self-corrects when he/she knows something was wrong
- 2. Responds to the meaning of a selection, when he/she has heard it once or twice. Sometimes self-corrects when he/she knows something was wrong
- 3. Responds to the meaning of a selection, when he/she has heard it once or twice. Sometimes self-corrects when he/she knows something was wrong
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### Major Teaching Emphases

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- 10. Encourage children to explore print and language of print
- 11. Encourage children to explore print and language of print
- 12. Encourage children to explore print and language of print

## Phase 3: Early Reading

In this phase children are working on reading like behaviour. They show a natural interest in books and the language of print. They show a natural interest in books and the language of print.

### Key Indicators

- 1. Shows reading like behaviour, sometimes, when he/she has heard it once or twice. Sometimes self-corrects when he/she knows something was wrong
- 2. Responds to the meaning of a selection, when he/she has heard it once or twice. Sometimes self-corrects when he/she knows something was wrong
- 3. Responds to the meaning of a selection, when he/she has heard it once or twice. Sometimes self-corrects when he/she knows something was wrong
- 4. Responds to the meaning of a selection, when he/she has heard it once or twice. Sometimes self-corrects when he/she knows something was wrong
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- 6. Responds to the meaning of a selection, when he/she has heard it once or twice. Sometimes self-corrects when he/she knows something was wrong
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- 9. Responds to the meaning of a selection, when he/she has heard it once or twice. Sometimes self-corrects when he/she knows something was wrong
- 10. Responds to the meaning of a selection, when he/she has heard it once or twice. Sometimes self-corrects when he/she knows something was wrong
- 11. Responds to the meaning of a selection, when he/she has heard it once or twice. Sometimes self-corrects when he/she knows something was wrong
- 12. Responds to the meaning of a selection, when he/she has heard it once or twice. Sometimes self-corrects when he/she knows something was wrong

### Major Teaching Emphases

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## Key points

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# Reading Developmental Continuum

**Gail Tompkins, Rod Campbell, David  
Green, Carol Smith**



## **Reading Developmental Continuum:**

*Reading Developmental Continuum* Diana Rees,1994 Learning and assessment strategies are linked to chart each child's individual development through the phases of learning to read from role play experimental reading early and transitional reading to independent and advanced reading Teaching strategies notes on how parents can help and behaviours to be encouraged are included for each phase The emphasis is on children's development of sight words using context but with increasing awareness of complementary strategies With profiles of reading development for students and classes and a bibliography This First Steps project was developed by the Education Department of Western Australia Reading Developmental Continuum Education Department of Western Australia,Diana Rees,1997-01-01 Designed to accompany the First Steps professional development courses this book provides a diagnostic framework to map students development in reading **Reading Developmental Continuum** ,1991 **Reading Developmental Continuum** ,1992 *First Steps Reading Developmental Continuum* Education Department of Western Australia,2005-01-01 Provides a strategic whole school approach to improving student literacy outcomes **Reading** ,1994 Beginning Reading and Writing Dorothy S. Strickland,Lesley Mandel Morrow,2000-09-29 In this essay collection scholars in the area of early literacy provide concrete strategies for achieving excellence in literacy instruction The collection presents current research based information on the advances and refinements in the area of emerging literacy and the early stages of formal instruction in reading and writing Following a foreword Alan Farstrup and an introduction Dorothy S Strickland and Lesley Mandel Morrow chapters in the collection are 1 Beginning Reading and Writing Perspectives on Instruction William H Teale and Junko Yokota 2 Becoming a Reader A Developmentally Appropriate Approach Susan B Neuman and Sue Bredekamp 3 Literacy Instruction for Young Children of Diverse Backgrounds Kathryn H Au 4 Enhancing Literacy Growth through Home School Connections Diana H Tracey 5 Children's Pretend Play and Literacy Anthony D Pellegrini and Lee Galda 6 Talking Their Way into Print English Language Learners in a Prekindergarten Classroom Celia Genishi Donna Yung Chan and Susan Stires 7 Organizing and Managing a Language Arts Block Lesley Mandel Morrow 8 Classroom Intervention Strategies Supporting the Literacy Development of Young Learners at Risk Dorothy S Strickland 9 Teaching Young Children to Be Writers Karen Bromley 10 Phonics Instruction Margaret Moustafa 11 Reading Aloud from Culturally Diverse Literature Lee Galda and Bernice E Cullinan 12 Fostering Reading Comprehension Linda B Gambrell and Ann Dromsky 13 Assessing Reading and Writing in the Early Years Bill Harp and Jo Ann Brewer 14 Sign of the Times Technology and Early Literacy Learning Shelley B Wepner and Lucinda C Ray and 15 Still Standing Timeless Strategies for Teaching the Language Arts Diane Lapp James Flood and Nancy Roser NKA The Year 2 Diagnostic Net ,1995 Reading Intervention in the Primary Grades Heidi Anne E. Mesmer,Eric Mesmer,Jennifer Jones Powell,2014-01-13 Accessible and teacher friendly this book provides a blueprint for planning delivering and evaluating small group interventions for struggling readers in PreK 2 It describes how to set up an efficient

response to intervention RTI system that enhances any reading program already in place in a classroom and that is fully compatible with the Common Core State Standards Presented are dozens of easy to implement Tier 2 intervention activities in the areas of letter learning decoding and fluency complete with reproducible goal setting sheets and fidelity checklists Purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2 x 11 size     Development of Orthographic Knowledge and the Foundations of Literacy Shane Templeton,Donald R.

Bear,2013-07-04 This volume unites spelling and word recognition two areas that have largely remained theoretically and empirically distinct Despite considerable advances in the investigation of processes underlying word perception and the acknowledgement of the seminal importance of lexical access in the reading and writing processes to date the development and functioning of orthographic knowledge across both encoding and decoding contexts has rarely been explored The book begins to fill this void by offering a coherent and unified articulation of the perceptual linguistic and cognitive features that characterize an individual s advancing word orthographic knowledge providing evidence for a common knowledge base underlying spelling in writing and word recognition in reading From a developmental perspective the studies and syntheses presented in this volume blend insights from psychology and language study with those from clinical and classroom observations These insights help explain how individuals from preschool through adolescence develop knowledge of the orthographic system underlying word structure in English and how they apply this knowledge in actual writing and reading contexts Implications are drawn for the assessment and teaching of spelling vocabulary and word analysis from primary through middle grades     Improving Reading and Literacy in Grades 1-5 Edward P. St. John,Siri Ann Loescher,Jeffrey S.

Bardzell,2003-02-14 The book s in depth coverage analyzes and compares features frameworks tools methods outcomes and reform components for 17 major reading programs     **Scoring Rubrics in the Classroom** Judith Arter,Jay McTighe,2001 A practical guide to more effective assessment for improved student learning Learn how to be more consistent in judging student performance and help your students become more effective at assessing their own learning This book offers a practical approach to assessing challenging but necessary performance tasks like creative writing real world research projects and cooperative group activities Judith Arter and Jay McTighe experts in the field of assessment wrote Scoring Rubrics in the Classroom to help you achieve three main goals Clarify the targets of instruction especially for hard to define problem solving Provide valid and reliable assessment of student learning Improve student motivation and achievement by helping students understand the nature of quality for performances and products Each chapter is framed by an essential question and includes illustrative stories practical examples tips and cautions and a summary of key points and recommended resources for further information The resources section contains a wealth of rubrics to adopt or adapt Teachers and administrators will find this an essential resource in increasing teacher effectiveness and student performance

*Print Literacy Development* Victoria Purcell-Gates,Erik Jacobson,Sophie Degener,2004-11-30 The authors lucidly explain

how we develop our abilities to read and write and offer a unified theory of literacy development that places cognitive development within a sociocultural context of literacy practices      **The Psychology of Language** Trevor A.

Harley,2013-12-17 Now in full colour this fully revised edition of the best selling textbook provides an up to date and comprehensive introduction to the psychology of language for undergraduates postgraduates and researchers It contains everything the student needs to know about how we acquire understand produce and store language Whilst maintaining both the structure of the previous editions and the emphasis on cognitive processing this fourth edition has been thoroughly updated to include the latest research including recent results from the fast moving field of brain imaging and studies updated coverage of key ideas and models an expanded glossary more real life examples and illustrations The Psychology of Language Fourth Edition is praised for describing complex ideas in a clear and approachable style and assumes no prior knowledge other than a grounding in the basic concepts of cognitive psychology It will be essential reading for advanced undergraduate and graduate students of cognition psycholinguistics or the psychology of language It will also be useful for those on speech and language therapy courses The book is supported by a companion website featuring a range of helpful supplementary resources for both students and lecturers      **The Reading for Real Handbook** Martin Coles,Colin

Harrison,2002-08-27 The Reading for Real Handbook was very well received by both teachers and literacy specialists when it was published in 1992 Since its first publication there have been significant changes in the field of reading not least of which has been governmental demands for higher standards in reading and the resultant National Literacy Strategy NLS As well as providing invaluable help for teachers struggling with the National Literacy Strategy and the Literacy Hour several other new topics of interest are also addressed including teaching fiction non fiction inside and outside the Literacy Hour integrating reading writing and spelling work involving parents assessment and working with slower readers      **The dawn of learning**

United States. Congress. House. Committee on Education and the Workforce. Subcommittee on Education Reform,2002      Research in Education ,1973      **Designing Early Literacy Programs** Lea M. McGee,Donald J.

Richgels,2014-05-01 This acclaimed teacher resource and course text describes proven ways to accelerate the language and literacy development of young children including those at risk for reading difficulties The authors draw on extensive research and classroom experience to present a complete framework for differentiated instruction and early intervention Strategies for creating literacy rich classrooms conducting effective assessments and implementing targeted learning activities are illustrated with vivid examples and vignettes Helpful reproducible assessment tools are provided Purchasers also get access to a Web page where they can download and print the reproducible materials in a convenient 8 1 2 x 11 size Subject Areas Keywords assessments at risk students beginning readers CCSS classroom environments classrooms Common Core State Standards differentiated instruction early childhood reading early literacy ELA emergent English language arts foundational skills interventions kindergarten language literacy development preschool prevention programs reading difficulties response

to intervention RTI struggling teaching writing Audience Preschool and kindergarten teachers reading specialists school and child care administrators instructors and students in early childhood education and early literacy

**Literacy for the 21st Century** Gail Tompkins,Rod Campbell,David Green,Carol Smith,2014-08-01 Literacy for the 21st Century 2e gives students the strategies and ability to teach literacy effectively in Australian classrooms Linking the theory and research to classroom practice and with a greater emphasis on the use of digital literacies students will gain a practical understanding of teaching reading and writing

**Balancing Reading and Language Learning** Mary Cappellini,2024-11-01 Teaching reading to children in a language that is not their own is a daunting task Balancing Reading and Language Learning A Resource for Teaching English Language Learners K 5 provides the strategies proven to be effective in a balanced reading program while at the same time valuing the native culture and first language skills of the English language learner Combining the best classroom practices and research on teaching reading and language acquisition author Mary Cappellini integrates effective reading instruction with effective language instruction Through the framework of a balanced reading program she emphasizes the importance of constantly listening for and assessing children s language and reading strategies during read aloud shared reading guided reading and independent reading including literature circles Included in this text are How to set up an environment that will allow all English language learners to succeed Stages of English language proficiency and stages of reading development how they compare and how to use them to assess and plan for individual children A focus on tapping into children s prior knowledge in their primary language while teaching reading in English and using Spanish English cognates to help develop academic language A collection of in depth lessons and mini lessons based on children s language proficiency and reading strategy needs with ongoing assessment teacher reflection and with an emphasis on choosing the right books to match their reading and language level How to manage numerous guided reading groups with children of all stages of reading and language proficiency Thematic planning with sample units for primary and upper grades to support academic language and meet content standards Ideas for literacy evenings school tours and other events to involve parents with the learning community Extensive resources numerous forms and checklists observation sheets planning sheets literature response sheets focus sheets for shared and guided reading and more Regardless of how many or how few ELL students a teacher has this invaluable resource helps them meet the challenges and reap the rewards of teaching children to read as they learn the language

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### **Reading Developmental Continuum Introduction**

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