

# An Overview of Literacy Development



# Objectives

- To explore the components of literacy development (e.g. oral language development, phonemic awareness, etc);
- To explore the stages of literacy development (i.e. the gradual, cumulative nature of literacy development);
- To understand the difference between code-based skills and meaning-based skills;
- To understand the four levels of processing texts / reading text; and
- To appreciate how learners are active participants as the makers of meaning, the constructors of knowledge and members of communities.

**QUESTIONS: What does it *really* mean to be literate? Does it mean something different at different points in time? And how are the skills of literacy *consolidated*?**



*Slides Available for Download at:*

<https://www.theliteracybug.com/s/An-Overview-of-Literacy-Development-share.pdf>



# Parts

1. Introduction
2. Constrained Skill Theory
3. Simple View of Literacy
4. Levels of Processing (Reading)
5. Stages of Reading Development
6. Putting It All Together

Appendices





# INTRODUCTION





Phonemic Awareness

Language Competency

Print Awareness

Letter-Sound Knowledge

# What is involved in literacy?

Ability to Process &  
Express Information

Ability/Motivation  
to Comprehend &  
Compose Texts

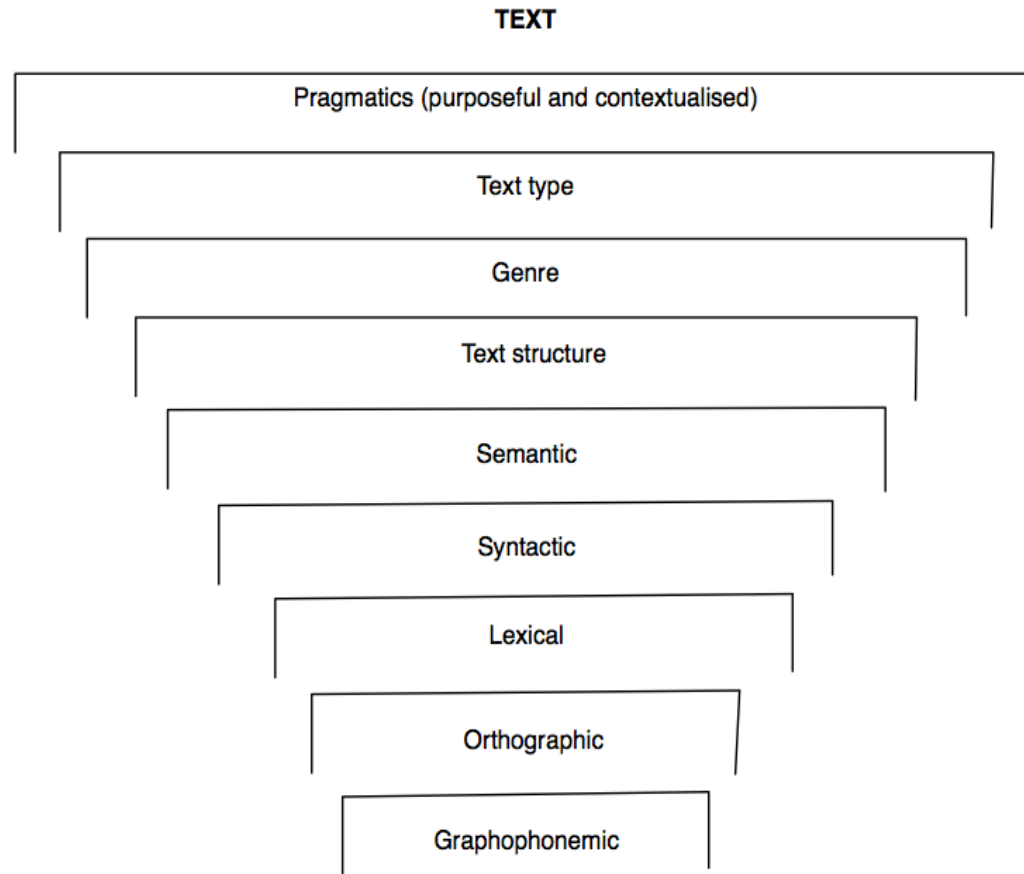
Ability to Read &  
Construct Sentences

*Rapid Automatic Naming*

Word Construction &  
Word Reading Skills



# In familiar terms ...



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

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

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

Texts

Phrases & sentences

Words

Letters

Sounds  
(within words)



# In familiar terms ...

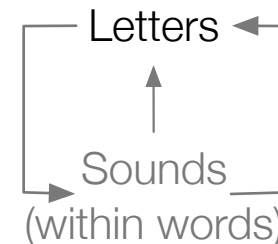
“To be sure, decoding readers are skittish, young, and just beginning to learn how to use their expanding knowledge of language and their growing powers of influence to figure out a text.” (Wolf, pp 131)

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

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

Texts  
↑  
Phrases & sentences

Words



# In familiar terms ...

“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>

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

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

Texts

Phrases & sentences

Words

Letters

Sounds  
(within words)



# In familiar terms ...

“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.

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

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

Texts

Phrases & sentences

Words

Letters

Sounds  
(within words)



# Together, we need to

- (a) **talk** regularly with learners (for oral language development, for shaping discourse, and for fostering verbal reasoning);
- (b) **read** to learners, read with learners, and help learners read on their own;
- (c) **write** for learners (e.g. from dictation), write with learners (e.g. joint construction), and help learners write on their own;
- (d) help learners **develop skills** (phonological awareness, decoding/spelling vocabulary, grammar, fluency, etc);
- (e) help them **build content knowledge** and the strategies to build knowledge; and
- (f) help learners be active in the ways that language and literacy are used as tools for **understanding and action**.



# CONSTRAINED SKILL THEORY





# Developing These Two Types of Skills

Fundamental literacy skills can be grouped into two categories. The first category is **constrained** skills, which are readily teachable because they are finite: for example, the 26 letters of the alphabet, or set of 20 to 30 common spelling rules. These skills have a ceiling; young children can and do achieve perfect performance.

As they grow older, though, children need to understand words rarely encountered in spoken language and to integrate new information they encounter with relevant background information. Vocabulary and background knowledge are examples of **unconstrained** skills – large domains of knowledge acquired gradually through experience.

Snow, C. E., & Matthews, T. J. (2016). Reading and language in the early grades. *Future of Children*, 26(2), 57–74.



## 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	1. Vocabulary
		2. Letter naming (recognition)	2. Oral Language Skills
		3. Letter shaping	3. Writing / Compositional Skills
		4. Concept of Word (oral)	4. Reading (of increasing depth)
		5. Phonological Awareness	5. Procedural Knowledge
		6. Phonemic Awareness	6. Meta-knowledge
		7. Letter-Sound Knowledge	7. Factual Knowledge
		8. Identifying Words (from beginning consonants)	8. Conceptual Knowledge
		9. Concept of Word (print)	9. Critical Thinking
		10. Full phoneme segmentation & blending	10. Problem solving skills and project-based learning
		11. Word recognition	11. Motivation, identities and attitudes
		12. Phonics Knowledge	<a href="https://www.theliteracybug.com/for-constrained-skills/">https://www.theliteracybug.com/for-constrained-skills/</a>
		13. Orthography & Morphology	Paris, S. G. (2005). Reinterpreting the development of reading skills. Reading Research Quarterly, 40(2), 184–202.
		14. Syntactical parsing / grammatical command	Stahl, K. A. D. (2011). Applying new visions of reading development in today's classroom. The Reading Teacher, 65(1), 52–56. Retrieved from <a href="http://steinhardt.nyu.edu/scmsAdmin/uploads/006/717/new_visions.pdf">http://steinhardt.nyu.edu/scmsAdmin/uploads/006/717/new_visions.pdf</a>
least constrained	↓	15. Oral Reading Fluency (accuracy, rate, & prosody)	

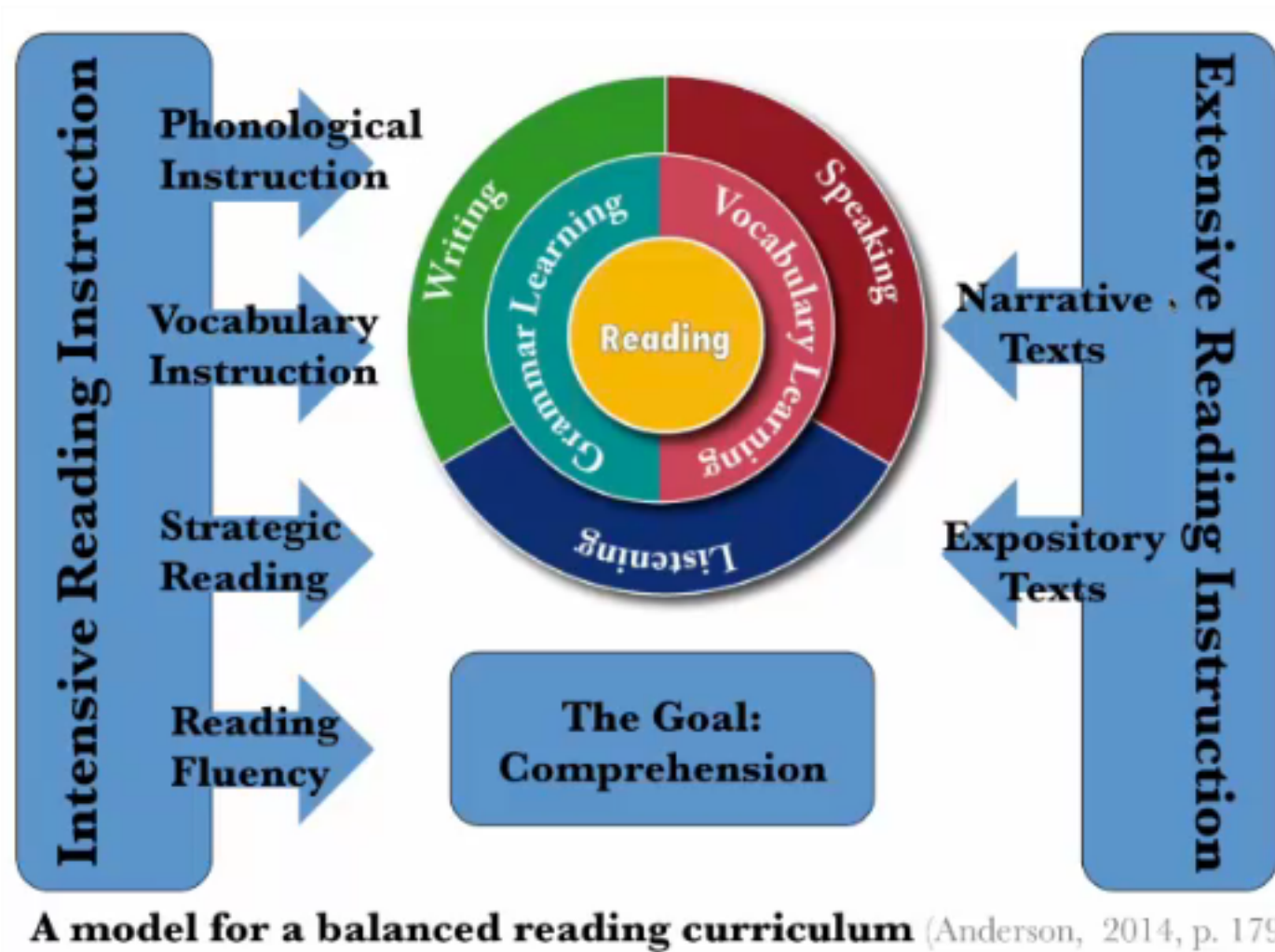
## ENVIRONMENTAL/INSTRUCTIONAL QUALITY

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



<p><b>Stage 4</b></p> <p>Typically, 15 to 18 years old (Grade 10 to 12) for L1 learners. And achieved in 4.5 to 7 years for ELLs and adult learners.</p>	<p><i>“Literacy can be seen as dependent on instruction, with the corollary that quality of instruction is key. This view emphasizes the developmental nature of literacy – the passage of children through successive stages of literacy, in each of which the reading and writing tasks change qualitatively and the role of the instructor has to change accordingly.”</i></p>				<p>Vocabulary of high school graduate: around 40,000 words or more. There is a systematic study of words and word parts. Reading comprehension is better than listening comprehension of materials of difficult content and readability. For poor readers listening comprehension may be equal to reading comprehension.</p>	<p>Full use of the curriculum cycle to research, critically analysis, adhere to genre convention and write in diverse forms for multiple audiences. Includes hybrid/multimedia texts, feature articles, disciplinary literacy (science reports/art reviews), extended reports, extended project &amp; critical essays, advanced compositions &amp; exams, and functional communication</p>	<p>Online Life, Books (Personal Articles), Magazines and Articles, Youth-Focused Media Academic Fiction &amp; Academic Non-Fiction (histories, social sciences, &amp; practical trades) — <i>Untamed: The Wild Life of Jane Goodall</i> by A Sibley; <i>Remembering Babylon</i> by David Malouf; <i>Here on Earth</i> by Tim Flannery; <i>Journey to the Stone Country</i> by Alex Miller.</p>	<p>At this stage, there is the development of depth of understanding of key concepts, processes and contexts related to particular disciplines; a greater emphasis on applying different subjects knowledge and skills to the worlds of work and society; a greater emphasis on students’ ability to conduct investigations and engage deeply in decision making = 15–18 yrs old</p>		<p>complex syntax and fluency, continued language &amp; vocabulary development, formal speaking &amp; listening skills, sophisticated reading &amp; writing skills with the ability to synthesise information &amp; apply disciplinary perspectives.</p>
<p><b>Stage 3b</b></p> <p>Typically, 12 to 14 years old (Grade 7 to 9) for L1 learners. And achieved in 2.5 to 5 years for ELLs and adult learners.</p>	<p>– (Chall, 1996 as referenced in Snow, 2004)</p>	<p>Grade 7: (147); (158); (167) Grade 8: (156); (167); (171) Silent Reading Gr 9: 214cpm</p>	<p>Oral fluency rates should plateau at the end of Grade 8. Learners may increase their silent reading rate, but their oral reading rates stay fairly steady thereafter. At Stage 3b, students need to read fluently, with comprehension and with stamina.</p>	<p>Grade 7: (147); (158); (167) Grade 8: (156); (167); (171) Silent Reading Gr 9: 214cpm</p>	<p>Abstract dictionary definitions given for words. Learners are exploring “shades of meaning”. Learners are exploring complex academic language (Tier Three words) in information &amp; academic texts. Learners often encounter diverse Tier Two words in humanities (English language arts) texts = 12 - 14 yrs old</p>	<p>Halliday’s ‘synoptic/dynamic complementarity’ stage, learners become more adapt at moving between spoken and written discourse = 12 yrs old+ Poetry, fictional narratives, short &amp; historical fiction, test writing such as extended responses, biography, essays, expositions, hybrid/multimedia texts, feature articles, disciplinary literacy (science reports), and more.</p>	<p>By end of Y1 8: Reads a wide range of increasingly complex subject texts for sustained periods: Identifies multiple purposes for which texts are constructed. — <i>Pennies for Hitler</i> by J French; <i>After</i> by M Gleitzman; <i>The Ink Bridge</i> by N Grant; <i>The Wrong Boy</i> by S Zail; <i>Are You Seeing Me?</i> by D Groth; <i>The Protected</i> by C Zorn</p>	<p>Students study concepts associated with distinct disciplines; It also includes contemporary contexts in which the discipline can be learned and issues impacting the understanding of different disciplines in the world; In a subject like science, the unifying ideas of energy, sustainability of systems, and equilibrium 12–15 yrs old</p>		<p>learners are consolidating general reading, writing &amp; learning strategies whilst being required to develop more sophisticated disciplinary knowledge &amp; perspectives. Reading a range of complex materials</p>
<p><b>Stage 3a</b></p> <p>Typically, 9 to 12 years old (Grade 4 to 6) for L1 learners. And achieved in 1.5 to 3 years for ELLs and adult learners.</p>	<p><b>reading to learn</b></p>	<p>• Spell it by rule = 9 - 11 yrs old • States 70 sight words in 45 seconds* = 9 - 12 yrs old • Coordinate several strategies &amp; Derivational Relations (Advanced) Spelling = 11 - 14 • States 80 sight words in 45 seconds* = 12 - 13 yrs old • Knows Stress Rules (yellow jacket vs. yellow jacket) 12 - 14 • Spell it from knowledge = 13 yrs and old</p>	<p>Grade 4: (99); (112); (118) Grade 5: (105); (118); (145) Grade 6: (118); (132); (145)</p>	<p>In Stage 3a, students should be consolidating their ability to read age-appropriate trade and academic texts fluently. Fluency is defined by three qualities: accuracy, speed and prosody. Fluency readers also have strong vocabularies.</p>	<p>Vocabulary in school texts is more abstract &amp; specific than in conversation (Tier Two &amp; Three words). Explains multiple-meaning words. Vocabulary is learned in context in wide reading, creates a virtuous or vicious cycle. By the end of Stage 3, reading &amp; listening are equal for those who read very well, reading may be more efficient.</p>	<p>Conventional writing (plan, form &amp; intent) = 8 yrs old+ Full development step into cursive script; legible and fluent handwriting so learner can focus on the form, purpose and delivery of messages = 9 - 10 Learner increasingly identifies difference between spoken and written language; is acquiring discourses reinforced by experience &amp; social context</p>	<p>By end of Y1 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. — <i>The Binnu Binnu Man</i> by M McDonald &amp; B Pryor; <i>The Arrival</i> by S Tan; <i>The Killing Sea</i> by R Lewis; <i>Flood</i> by J French and B Whitley</p>	<p>Understanding develops by examining these smaller components and how they are related = 8–12 yrs old Children are grasping, applying and discussing a number of quite abstract concepts = 9 - 12 yrs old Identifies the difference between description and explanation = 10 - 12 yrs old</p>		<p>consolidation of constrained skills whilst providing ample opportunities to explore topics through reading, writing, speaking, listening &amp; viewing for a range of purposes in diverse knowledge areas.</p>
<p><b>Stage 2</b></p> <p>Typically, 7 to 9 years old (Grade 2 to 3) for L1 learners. And achieved in 6 months to 2 years for ELLs and adult learners.</p>	<p><b>learning to read</b></p>	<p>• Sound deletion (initial and final positions) = 7 yrs old • Sound deletion (initial position, include blends) = 8 yrs old • Sound deletion (medial and final, blend positions) = 9 yrs old • Ages when 80–90 % of typical students achieved a phonological skill.</p>	<p>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 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+</p>	<p>Grade 2: (40); (62); (92) Grade 3: (79); (93); (114)</p>	<p>In Stage 2, there is a considerable emphasis on children learning to read fluently so they can successfully make the transition to reading to learn in Stage 3.</p>	<p>School introduces new words not encountered in conversation (Tier Two and Tier Three words). Word definitions include synonyms and categories. At the end of Stage 2, about 3000 words can be read and understood and about 9000 are known when heard. Listening is still more effective than reading.</p>	<p>Can print many words with dexterity and correct slope, size, shape and spacing; move to the Mature Tripod Grasp = 7 - 8 Shows conventions of print (punctuation, capitals) = 7 - 8 Can construct two consecutive, correct sentences = 7 - 8 yrs old Children are entering into the written world (NB: children’s written language may lag up to 3 years behind oral language)</p>	<p>Children learn about how things grow, live and change; and can carry out guided investigation involving several steps; Children should be guided to use diagrams and models as well as tools to collect data = 7 - 8 yrs old As they progress, children will begin to work in a more systematic way, 8–12 yrs old</p>		<p>continuing practice in constrained skills (phonics, spelling &amp; grammar) with increased practice on reading for fluency, reading to learn, writing to express ideas, and writing purposefully; consolidating learning to read</p>
<p><b>Stage 1</b></p> <p>Typically, 6 to 7 years old (Grade 1) for L1 learners. And achieved in 0 to 1 years for ELLs and adult learners.</p>		<p>Compound word deletion &amp; Syllable deletion = 6 yrs Blending 2-3 phonemes = 6 yrs Segment phonemes in words with simple syllables with 2–3 phonemes (no blends) = 6 yrs 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</p>	<p>Partial alphabetic phase (by visual &amp; salient parts) = 4 - 6 Spell it like it sounds = 4 - 7 Letter-Name-Alphabetic (Semi-Phonetic) Spelling = 4 - 7 States 40 sight words in 45 seconds* = 6 - 7 yrs old Decoding (alphabet) phase (by grapheme &amp; phoneme) = 6 - 7 yrs old States 50 sight words in 45 seconds* = 7 - 8 yrs old</p>	<p>Grade 1: (WCPM 20); (40)</p>	<p>In Stage 1, children require regular practice with connected text to develop fluency and literal comprehension.</p>	<p>Organisation of lexical knowledge from episodic to semantic networks. Average expressive vocabulary size: 5,000 words. = 5 - 7 yrs</p>	<p>Invented spelling = 5 - 7 yrs Beginning writing = 6 - 7 yrs Children develop skills to convey info to others beyond immediate moment = 36–72 mths New functions emerge, including reporting on past events, reasoning, predicting, expressing empathy, creating imaginary roles and props, and maintaining interactions = 42 - 60 mths</p>	<p>Young children have an intrinsic curiosity about their immediate world and a desire to explore and investigate things around them; Exploratory, purposeful play is a central feature of their investigations; Observation, using the senses in dynamic ways, is an important skill in these years = 5–8 yrs old</p>		<p>direct, systematic instruction in letter/sound (phonic) patterns; developing basic/intermediate vocabulary; basic writing; shared/ guided/ interactive reading/ writing; decodable texts - learning to read</p>
<p><b>Stage 0</b></p> <p>Typically, birth to 6 years old for L1 learners. And achieved in 0 to 6 months for ELLs and adult learners.</p>		<p>Awareness of rhyme emerges &amp; Ability to produce rhyme emerges = 24 - 36 mths Rote imitation of rhyme/ alliteration = 4 yrs old Rhyme recognition, odd word out, phonemic changes in words. Clap, count 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</p>	<p>Pre-alphabetic 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 &amp; salient parts) = 4 - 6 Letter-Name-Alphabetic (Semi-Phonetic) Spelling = 4 - 7 yrs Recognises 15 sight words = 5</p>	<p>fluency in reading individual sight words</p>	<p>3–50 words. Name people &amp; objects = 8 - 12 mths Average expressive vocab: 50–100 = 12 - 18 mths Average expressive vocab size: 200–300 = 18 - 24 mths Uses/knows spatial terms (in, on) = 30 - 36 mths Knows colours &amp; kinship terms = 36 - 42 mths Knows shapes &amp; size words (small) = 42 - 48 mths</p>	<p>Scribbling/drawing/attempts at representing —&gt; non-phonetic letter strings / Mock writing —&gt; Writing the known / Writing letters —&gt; Uses a palm grasp, often long-sighted, eye strain with close attention (large format important) —&gt; Moves from palmer grip to incomplete tripod grip</p>	<p>Alphabet Books, Counting Books, Word Books, Tactile Books, Animal Books, Simple Object Books, Great Stories, Popular Nursery Rhymes &amp; Songs, and Books About Common Experiences (e.g Gardening or Cooking) e.g. <i>Does a Cow Say Boo?</i> by Judy Hindley; <i>Wanted! Have You Seen This Alligator?</i> by Richard Waring</p>	<p>Students explore familiar topics such as “Family, Friends, Animals, Wind and Water, The World of Colours, Things That Grow, Numbers in Our World”. Students learn to predict, categorise, observe, solve problems, measure, investigate and manipulate materials = 2 - 5 yrs old</p>		<p>early language, early vocabulary, print awareness, shared reading, letter recognition, phonemic awareness, early phonics, emergent writing, rich experiential learning</p>
<p><b>Note:</b> ELL &amp; adult rates of learning are impacted by (a) levels of existing literacy (e.g in first language) , (b) the quality and intensity of current instruction/opportunities, and (c) motivation/perseverance.</p>	<p><b>Concepts of Print</b></p>	<p><b>Phonemic Awareness</b></p>	<p><b>Alphabetic Principle (including spelling)</b></p>	<p><b>Fluency (connected texts)</b></p>	<p><b>Vocabulary</b></p>	<p><b>Writing Development</b></p>	<p><b>Stage-Appropriate Reading Material</b></p>	<p><b>Discussion and Knowledge Development</b></p>	<p><b>Key Teaching Practices/ Routines</b></p>	<p><b>Key Teaching Principles</b></p>

# Intensive & Extensive Instruction



Anderson, N. (2014). Holding in the Bottom While Sustaining the Top: A Balanced Approach for L2 Reading Instruction. Retrieved July 17, 2014, from <http://www.readinghorizons.com/webinars/holding-in-the-bottom-while-sustaining-the-top-a-balanced-approach-for-l2-reading-instruction>



# A Teacher for All Seasons

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

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



# SIMPLE VIEW OF LITERACY



# Simple Model of Literacy (Revised)

*Revision of Hoover, W. A. & Gough, P. B. (1990). The simple view of reading. Reading and Writing: an Interdisciplinary Journal, 2(2), 127-160.*

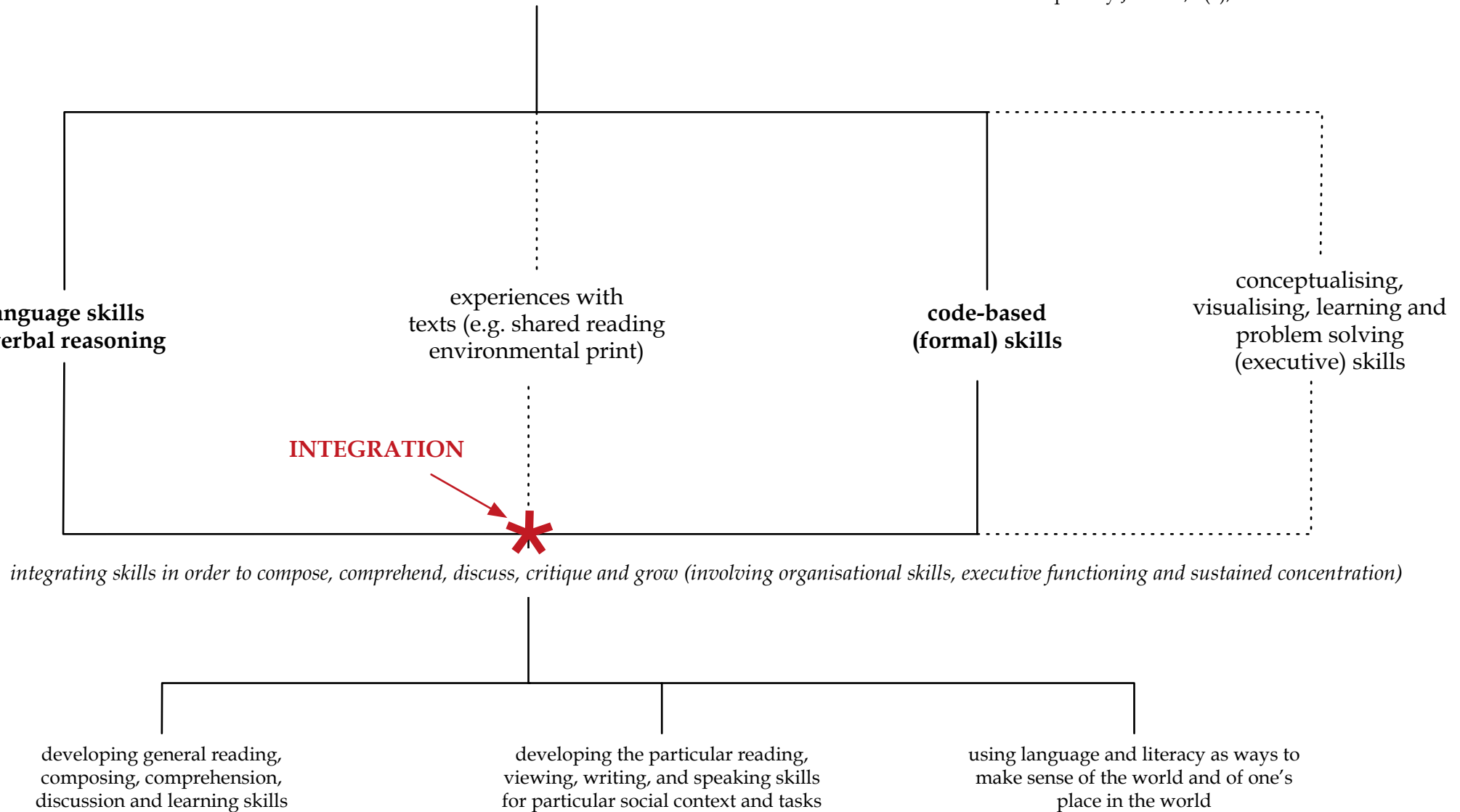




Image is an adaptation of the SEDL reading framework:  
<http://www.sedl.org/reading/framework/>

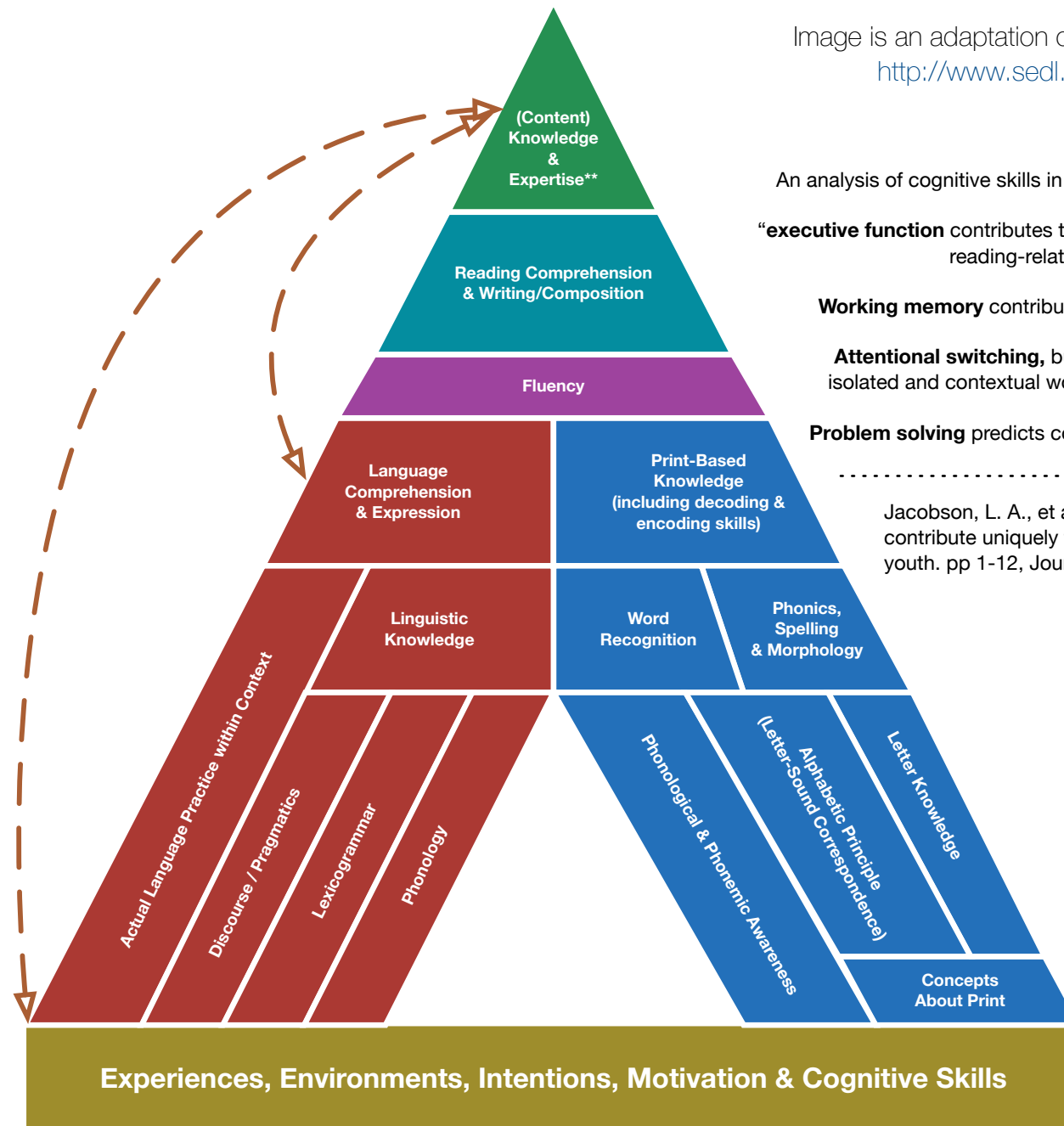
An analysis of cognitive skills in language/literacy learning reveal how  
“**executive function** contributes to reading performance, over and above  
reading-related language skills.

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

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

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

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

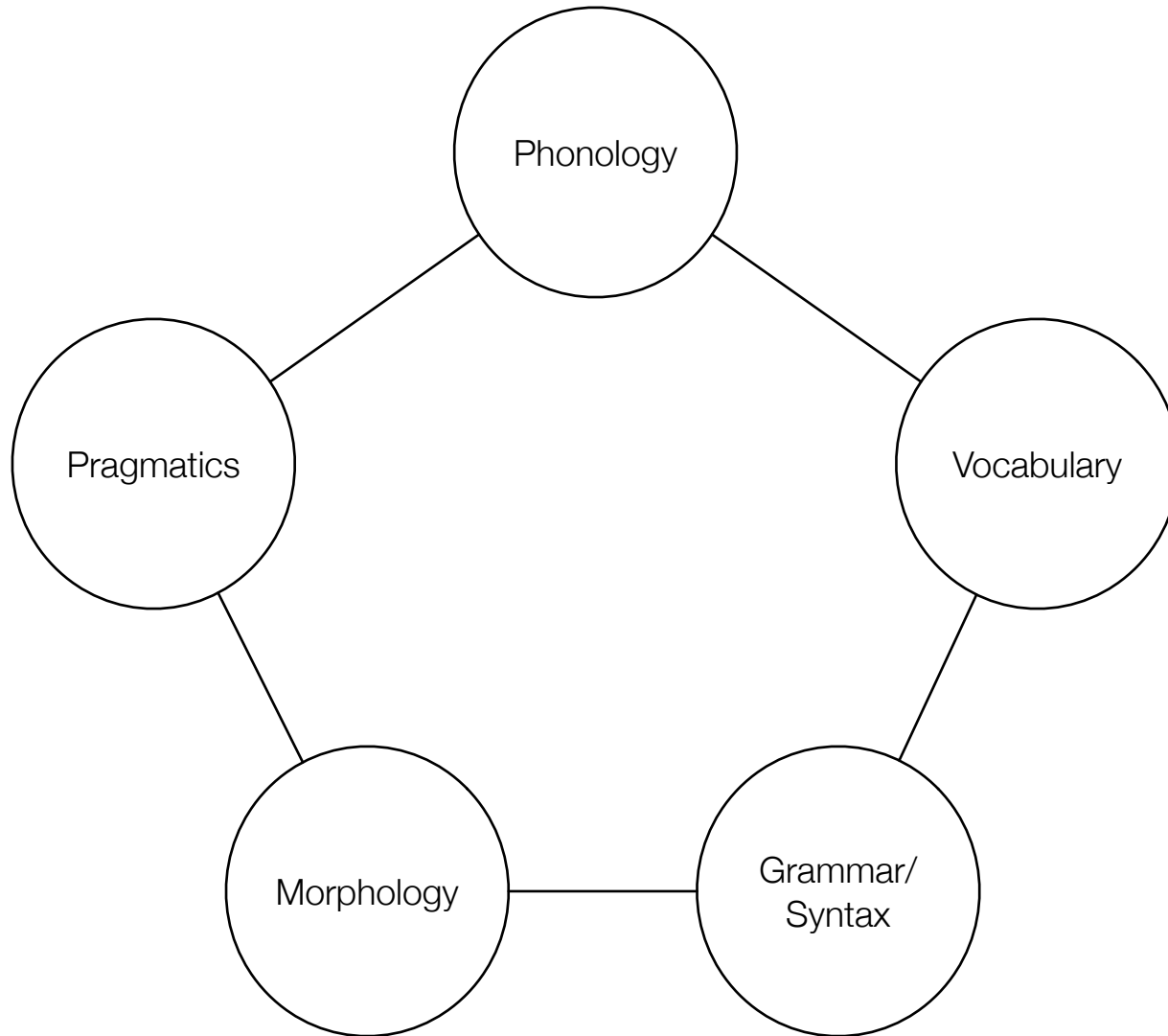




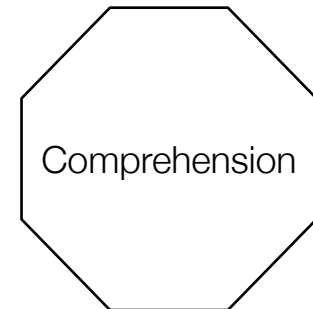
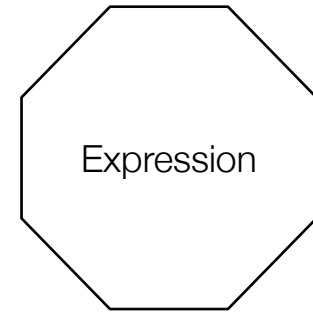
# *Developing language ...*



# Elements of Language

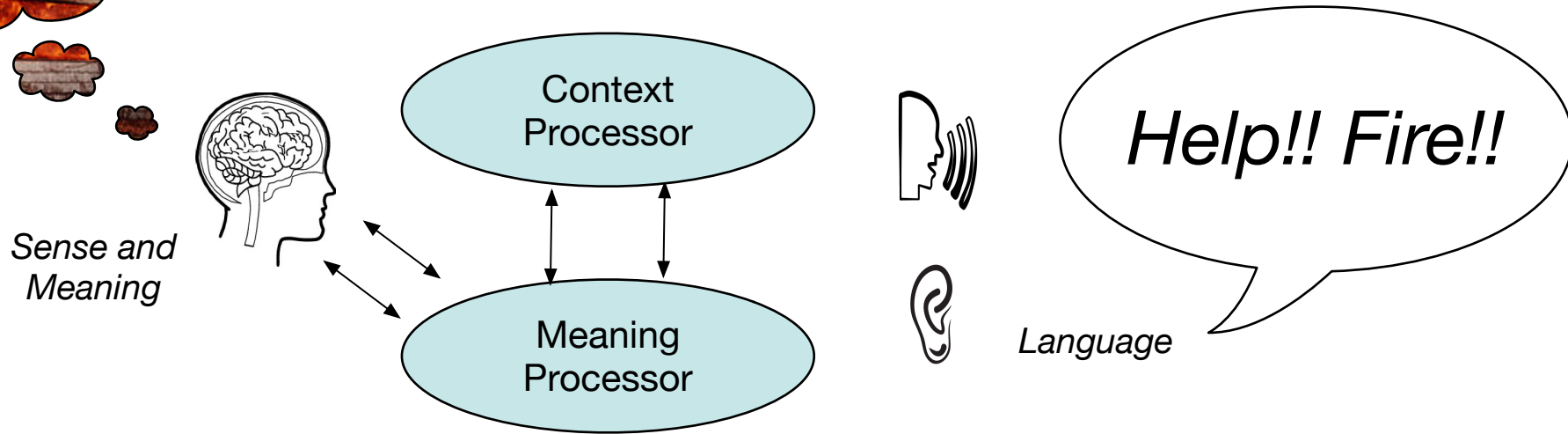


*In each area, there are elements of:*





# The Language System



"We read with our eyes, but the starting point is speech."  
(Seidenberg, 2017, p 21)

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



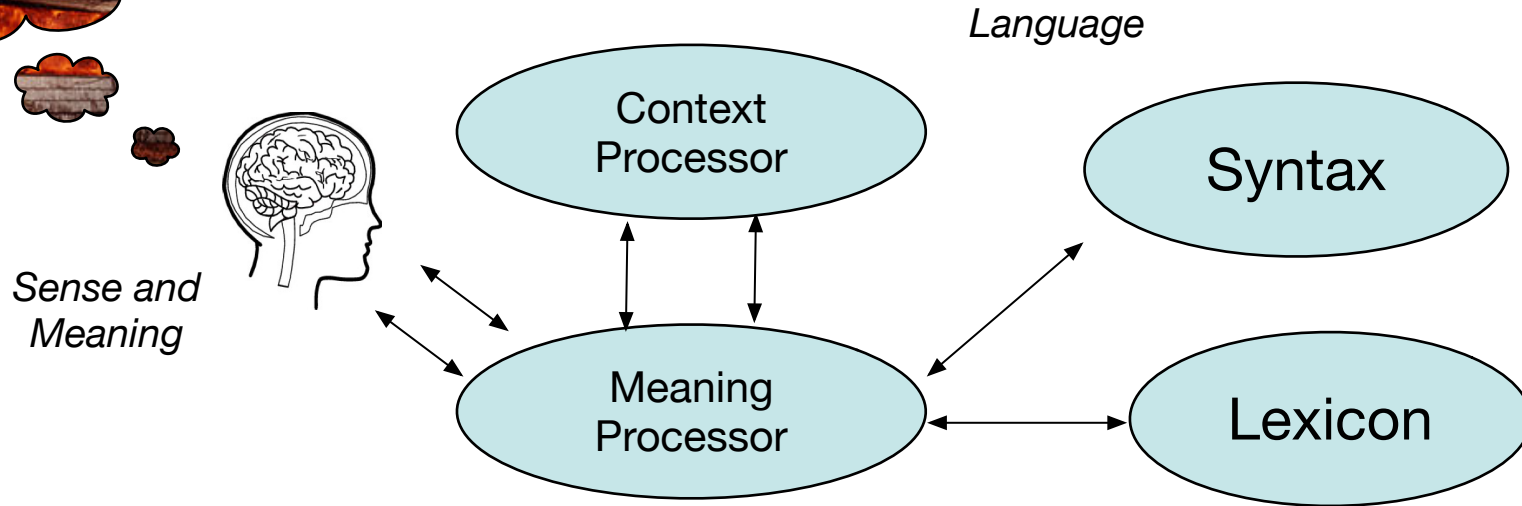
*Help!!  
Fire!!*



*Sense and  
Meaning*



# The Language System



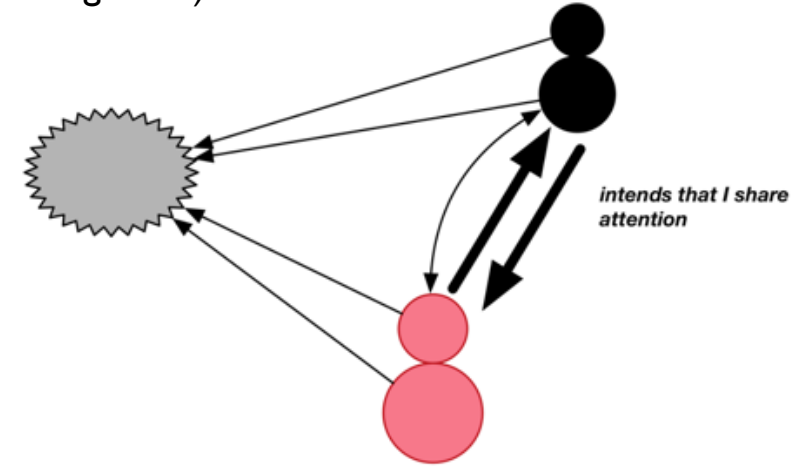
“Speech is messy. Producing a coherent message is a complex action: deciding what to say, picking the words and grammatical structures that express the intended meaning, loading the program to articulate the sequence of words, and running the program, all done on the fly.”

(Seidenberg, 2017, p 24)

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

# WAYS TO HELP

Joint Attentional Frame presents a conversation between individuals & a mediating tool (e.g. a picture book or a garden).



1. Use everyday activities as the context for practice.
2. Vocalise thoughts and describe ongoing actions.
3. Use parallel talk to describe what others are doing.
4. Use modelling to provide practice on a specific language skill.
5. Use recasting to reframe a learner response in a more fully developed way.
6. Use expansion to demonstrate how an idea can be expressed more completely.
7. Use “build ups” and “break downs” to emphasise the components of a message.

**IN SUMMARY:** It is important to model the complex syntax and vocabulary diversity that we want children to develop. For older students we want to create situations that allow them to engage in complex discussion and debate.



# We arrange our words into sentences ...

*"And the words slide into the slots ordained by syntax, and glitter as with atmospheric dust with those impurities which we call meaning." (Burgess, 1968, Enderby Outside).*

## ANALYSE

- REASON
- PURPOSE
- FUNCTION

of the reading

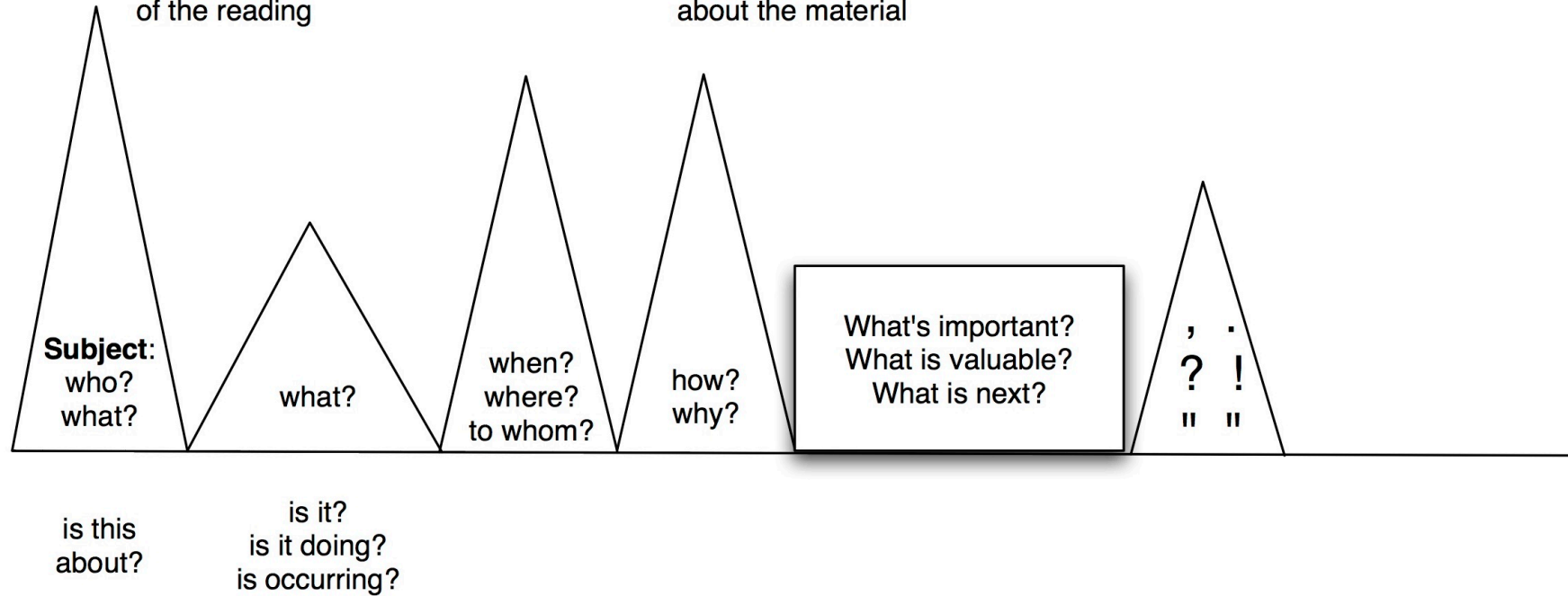
## THINK

- ASK QUESTIONS
- SEEK MEANING
- MAKE PREDICTIONS

about the material

## ORGANISE

- INFORMATION
- THOUGHTS
- RESPONSES



*On Monday, I walked down the road to school when I saw a kangaroo hop quickly into the bush.*



# Creating Rich, Descriptive Sentences

**The barn smelled of horses and cows.**

**BECOMES**

**The barn smelled of the perspiration of tired horses  
and the wonderful sweet breath of patient cows.**

**what?**

**did what?**

**how?**

“[Sentences] promise nothing less than lessons and practice in the organisation of the world.”

Stanley Fish, *How To write a sentence; and how to read one.* (2011), pg 7



# ... turning our sentences into "texts".

\* We note that these are written and not spoken examples.

## Proficient in Lower Order skills

(e.g. grammatical accuracy)

Below is an example of the student's unassisted writing :

My Weekend.

On Friday I am go to school in school me go up Mat, Eng, P2, Ino, His <sup>classroom</sup> I like this school and school friends in school me can know some Australia or India friends.

On Saturday I went to working I working in Blaktown this day I give some people colour hair and cut hair, wash hair I in Saturday.

I am very tife. In 7:00pm I go home I wash my hand want eat my day give me working done This day I very tife

On Sunday my dad and me go to city see moblie phone. because my phone is broken I want new one I look one moblie phone is good but iam isn't year I can't pull one moblie. my dad said I in 25<sup>th</sup> March 2017 I can pull new one moblie phone so my dad and me go to my dad friend home I don't like he son because he give me one on good for. I like he home better baby. we in 11:00pm go home, I want buy some food my dad drive go to Coes buy some fish, make fish shaping we go home working dad. I am very happy one day.

## Incorporating Higher Order skills

(e.g. coherence, style, genre)

Below is an example of the student's unassisted writing :

The blind and the richman

Long time ago there was a blindman lived in yambama Village. This blindman don't have any person to help him he don't have children at all. Every day he go to the City begge from shop to shop. He usually say. When you do bad deed you do it for yourself and when you do good deed you do it for yourself. Some people give him a bag of rice some give him money.

There is a man who name Richard he is a very very richman. This man live in the city he is a wickman. He hate the blindman any time he see the blindman he become hungry.

One day this wick richman decide to kill the blind begger. He said any time I see this blind I will kill him. The next day the blind came to this man shop. he said if you do good you do it for yourself. if you do bad you do it for yourself. the richman take a porcinous snake and put it in the beggers bag he said go home I give you alot of money. The begger happy but he couldn't put his hand into the bag on the way going home he meet the richman.

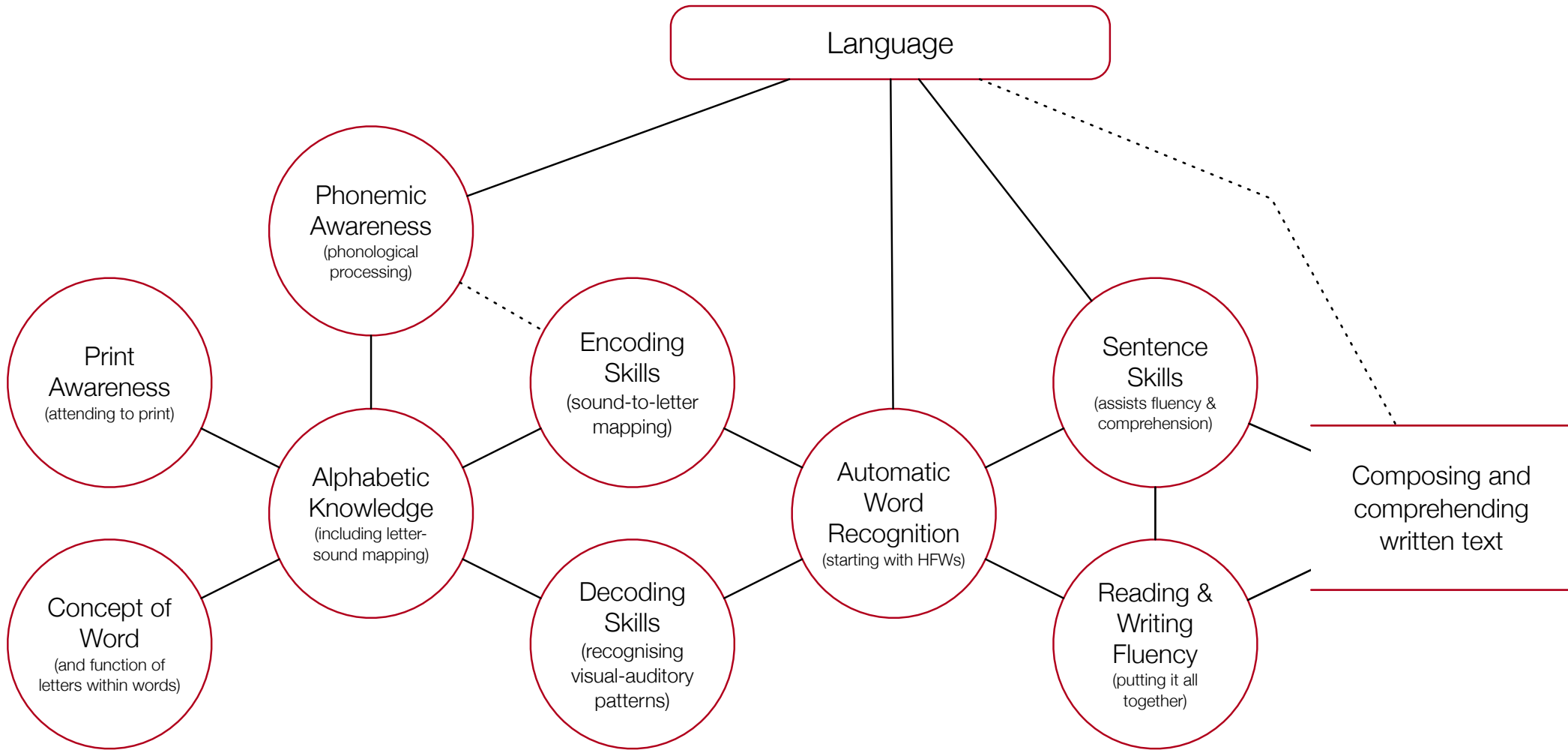




# *Cracking the code ...*

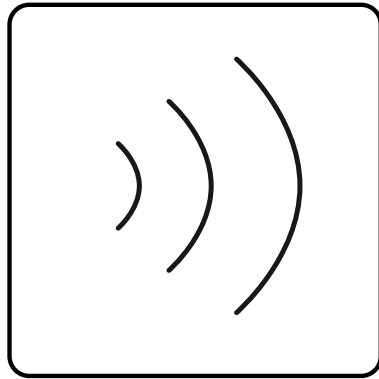


# Elements of the Code

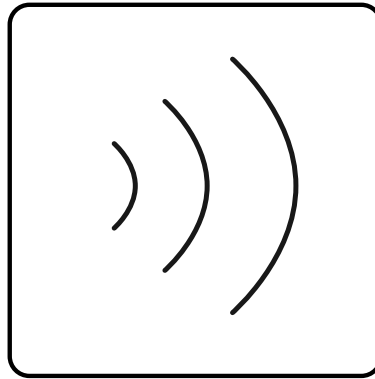


# The Crux of Phonemic Awareness

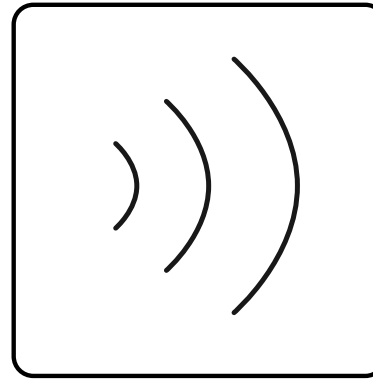
*To be able to detect the sounds within words, and hold this in working memory long enough as to begin matching sounds to graphemes.*



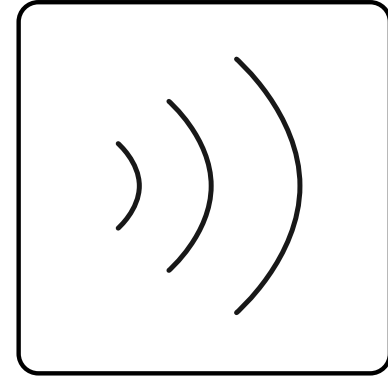
**CAT**



**/K/**



**/A/**



**/T/**

## *The Seven Steps to Phonemic Awareness Are*

*Listening*

*Detecting  
rhyme*

*Isolating words  
in sentences*

*Awareness of  
syllables*

*Detecting initial  
and final sounds*

*Isolating  
individual  
phonemes*

*Introducing  
letters and  
spelling*

***Please note:** phonemic knowledge is the exact knowledge of the 45 possible phonemes (give or take one to two). In addition, the development of oral language skills, including vocabulary skills is an inherent precursor.*

**PA MILESTONES** (Ages when 80-90 % of typical students achieved a phonological skill. <http://www.readingrockets.org/article/development-phonological-skills>)

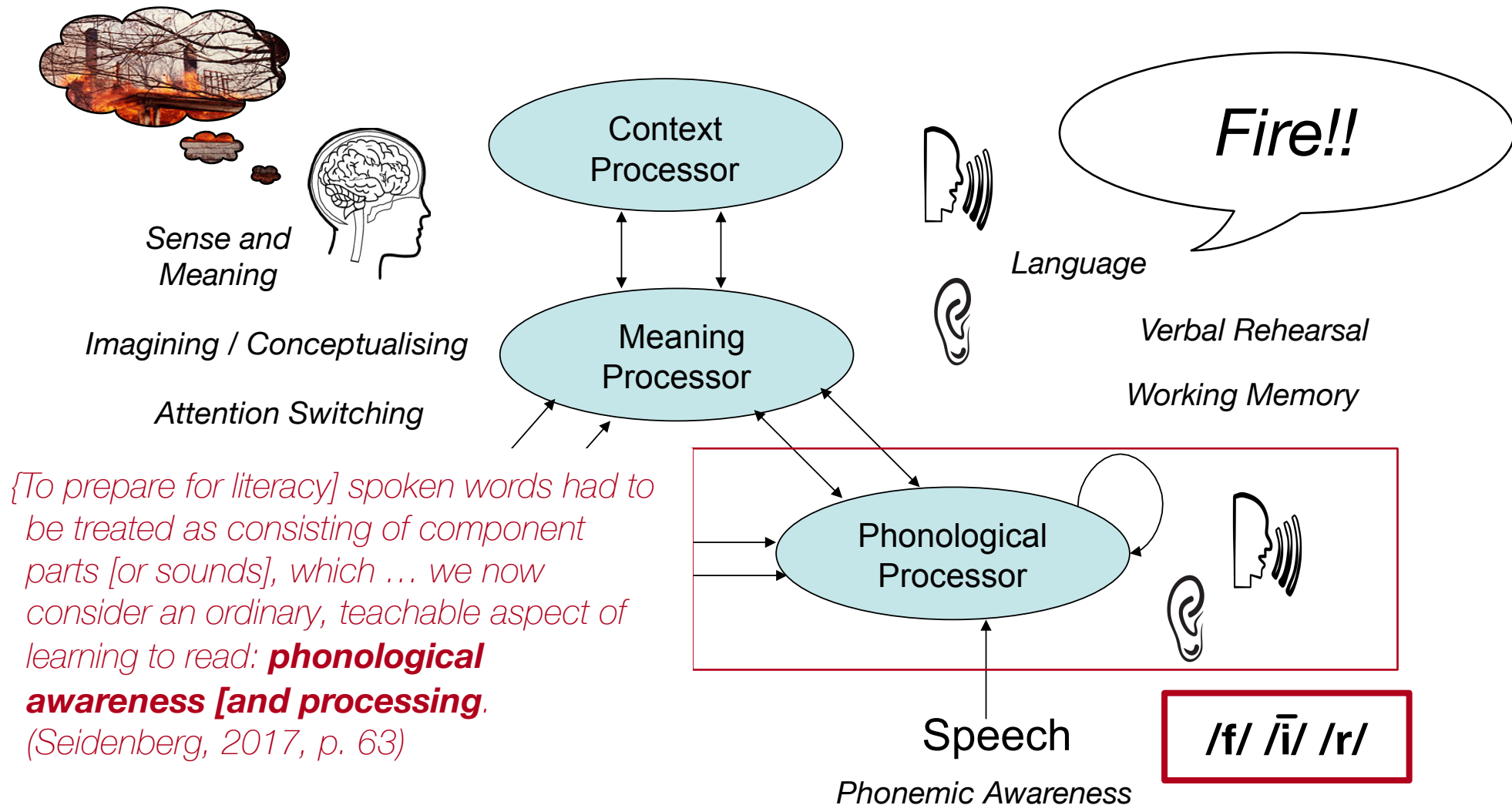
Awareness of rhyme emerges = 24 - 30 mths  
Ability to produce rhyme emerges = 30 - 36 mths  
Rote imitation and enjoyment of rhyme and alliteration = 4 yrs old  
Rhyme recognition, odd word out = 5 yrs old  
Recognition of phonemic changes in words = 5 yrs old  
Clapping, counting syllables = 5 yrs 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

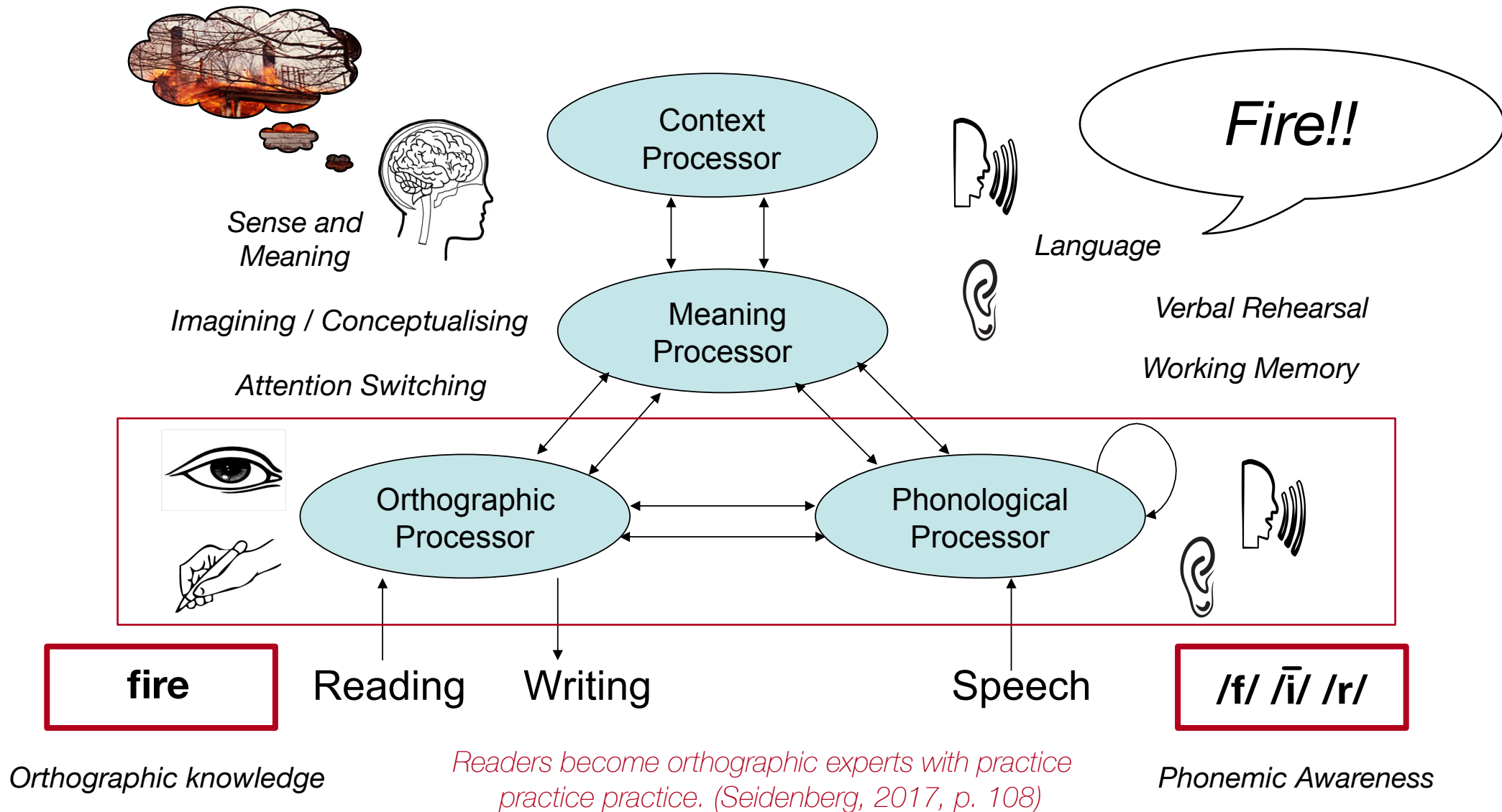
Segment words w/ 2 -3 phonemes (no blends) = 6 yrs old  
Segment words w/ 3-4 phonemes (w/ blends) = 6.5 yrs old  
Substitute phoneme in words (no blends) = 6.5 yrs old  
Sound deletion (initial and final positions) = 7 yrs old  
Sound deletion (initial position, include blends) = 8 yrs old  
Sound deletion (medial & final blend positions) = 9 yrs old

*Refer to Vocabulary/Language Development for a child's development of familiar words which will be available for analysis.*

# The Reading System (Adams)



# The Reading System (Adams)



For greater detail ... a related presentation

THE  
LITERACY BUG



# The Alphabetic Code

the interface between oral and print language



The Literacy Bug | [info@theliteracybug.com](mailto:info@theliteracybug.com) | [www.theliteracybug.com](http://www.theliteracybug.com)

<https://youtu.be/dA4nt3rxTYM>



The Literacy Bug | [info@theliteracybug.com](mailto:info@theliteracybug.com) | [www.theliteracybug.com](http://www.theliteracybug.com)

*The relationship  
between the code &  
language ...*



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

0 - 6yrs

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

6 - 7yrs

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

7 - 9yrs

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

9 - 13yrs

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





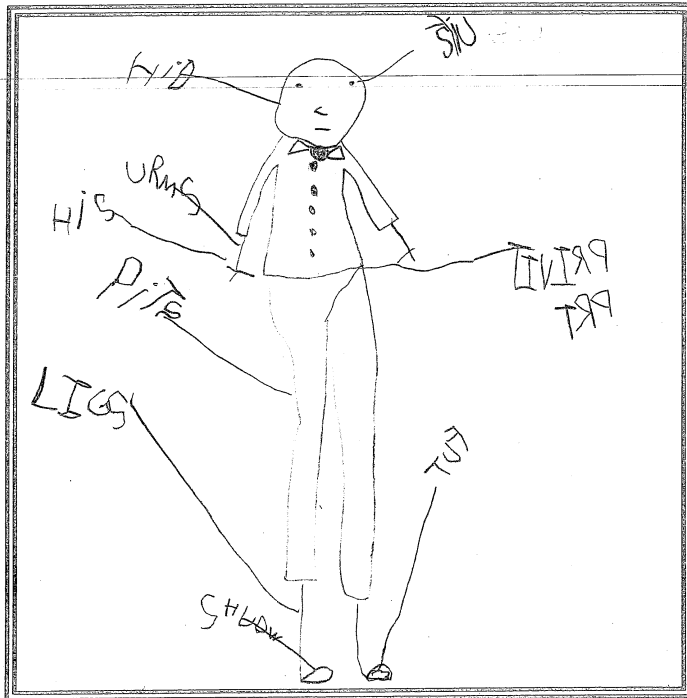
# Written Samples

GRADE 2



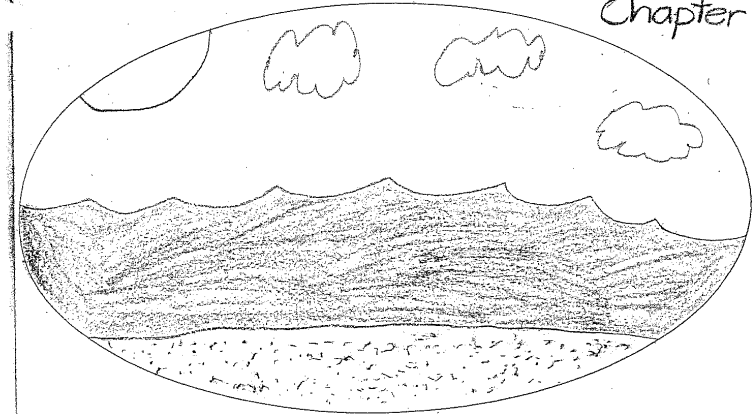
GRADE  
K

MAP FOR THE BOY



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>



# Written Samples

GRADE 2

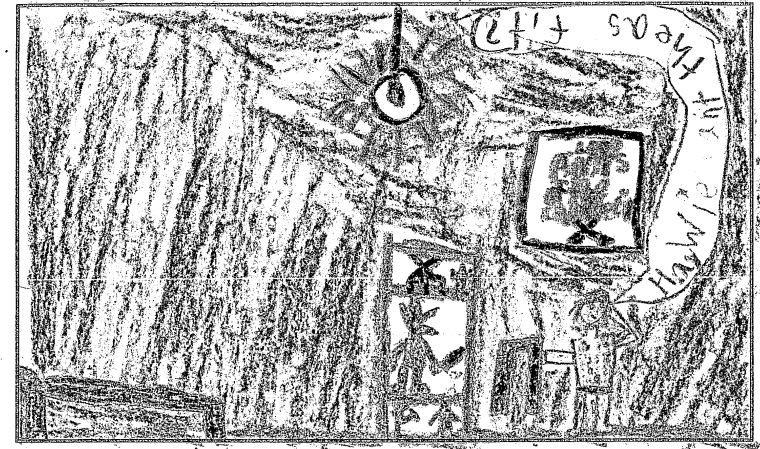
GRADE

K

Name: Georoo



wons me and my dad.  
took a walk to the  
park



One day Xaveer was going  
to the park. He went to his  
room to put on his cloths.  
When he got to his pants  
he tryd to put them on  
but they couldn't fit. He  
tuged and tuged he pouled  
and pouled but nathing he did could  
make the jeens fit his legs. 2

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



*Over time ...*





The alphabetic code is the interface between oral language and print language ... and so ...

Learning to read is the process of acquiring the several types of statistical knowledge that support rapid and efficient comprehension, starting with phonological structure, orthographic structure, the mappings between orthography and phonology, vocabulary, and grammar. (Seidenberg, 2017, p. 88)

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



Context

pragmatics

text structures

grammar/syntax

vocabulary

phonology

**(Literate) Language Learning**

**print words**

syllables & sounds

alphabetics

patterns

syllable  
patterns

onset-rime  
patterns

phonograms

phonemes

graphemes

letters  
(names)

letter-sound  
associations

graphemes

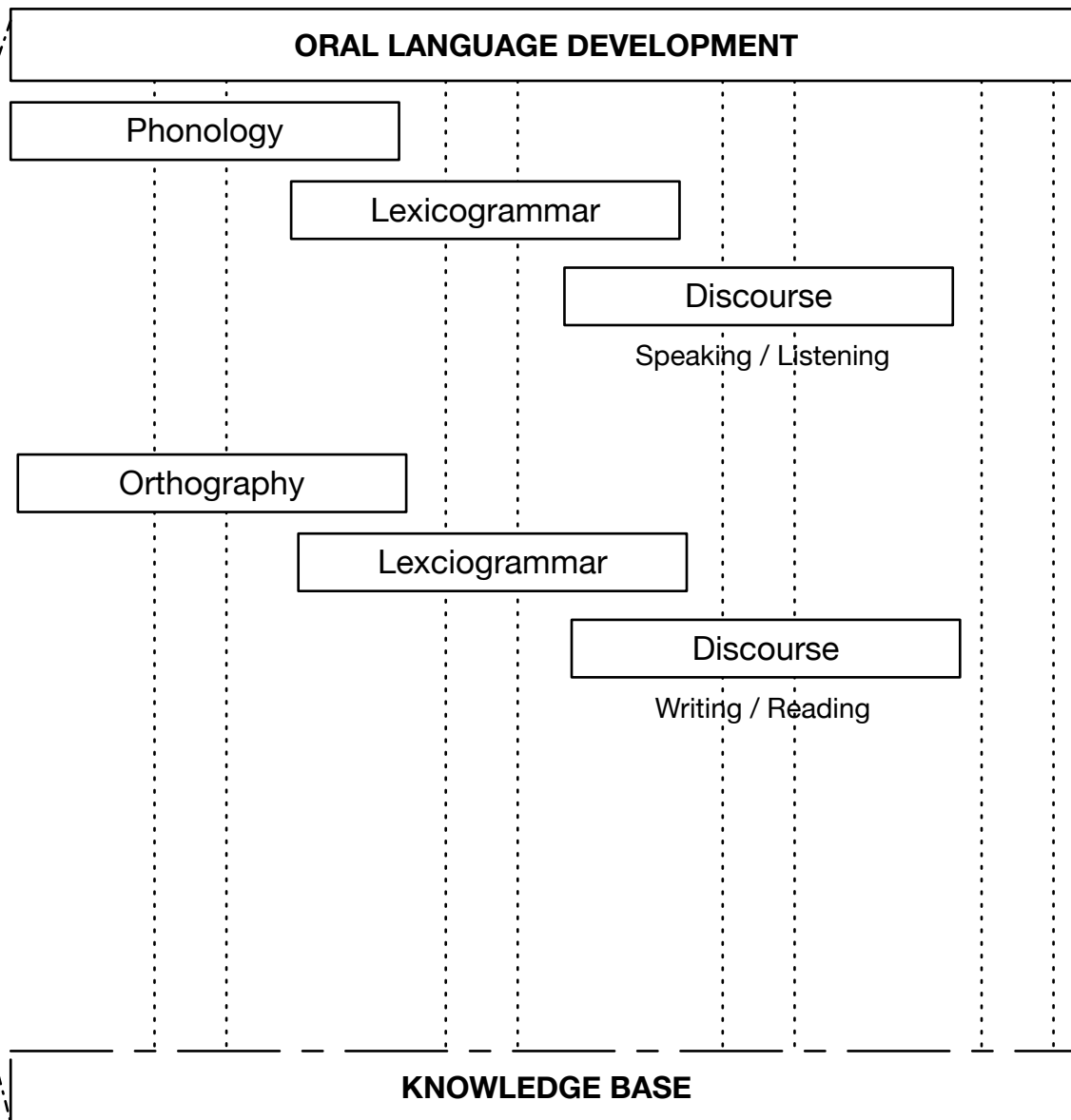
syllable  
patterns

onset-rime  
patterns

morphological  
patterns

spelling  
patterns

A  
C  
C  
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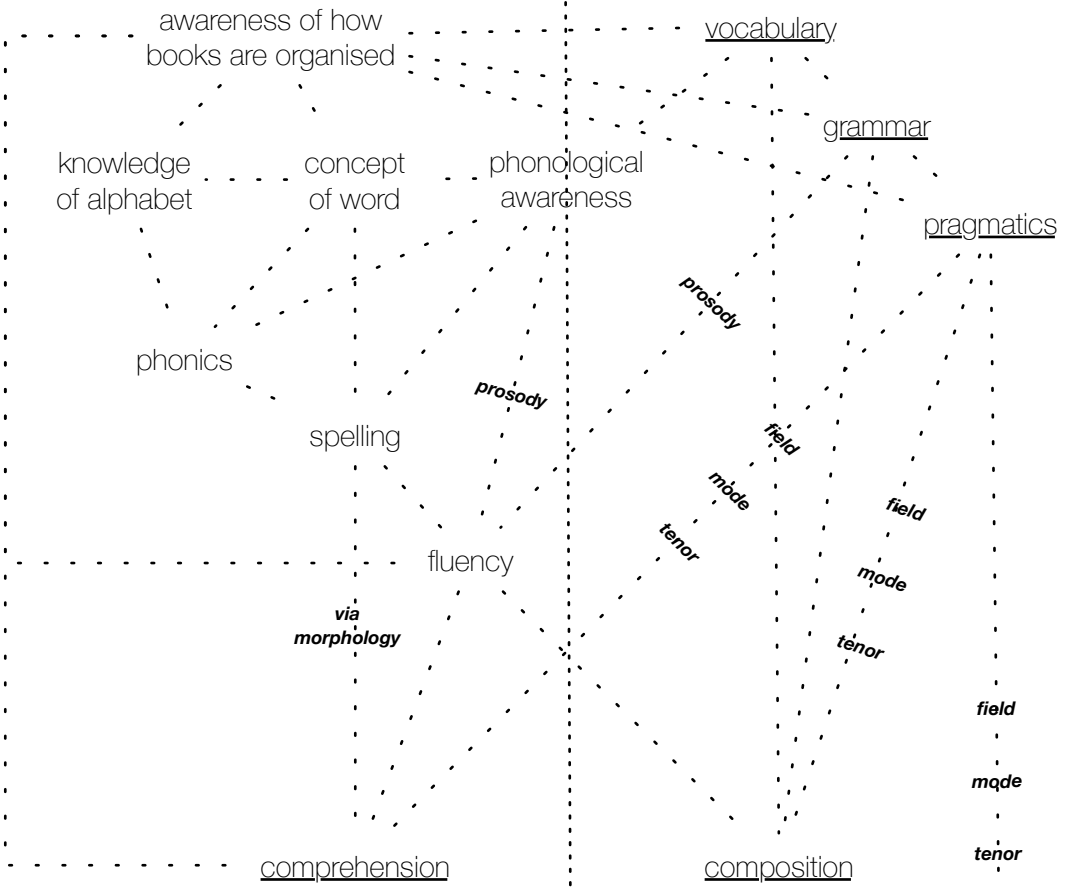
concepts of print

oral language

motivation

knowledge

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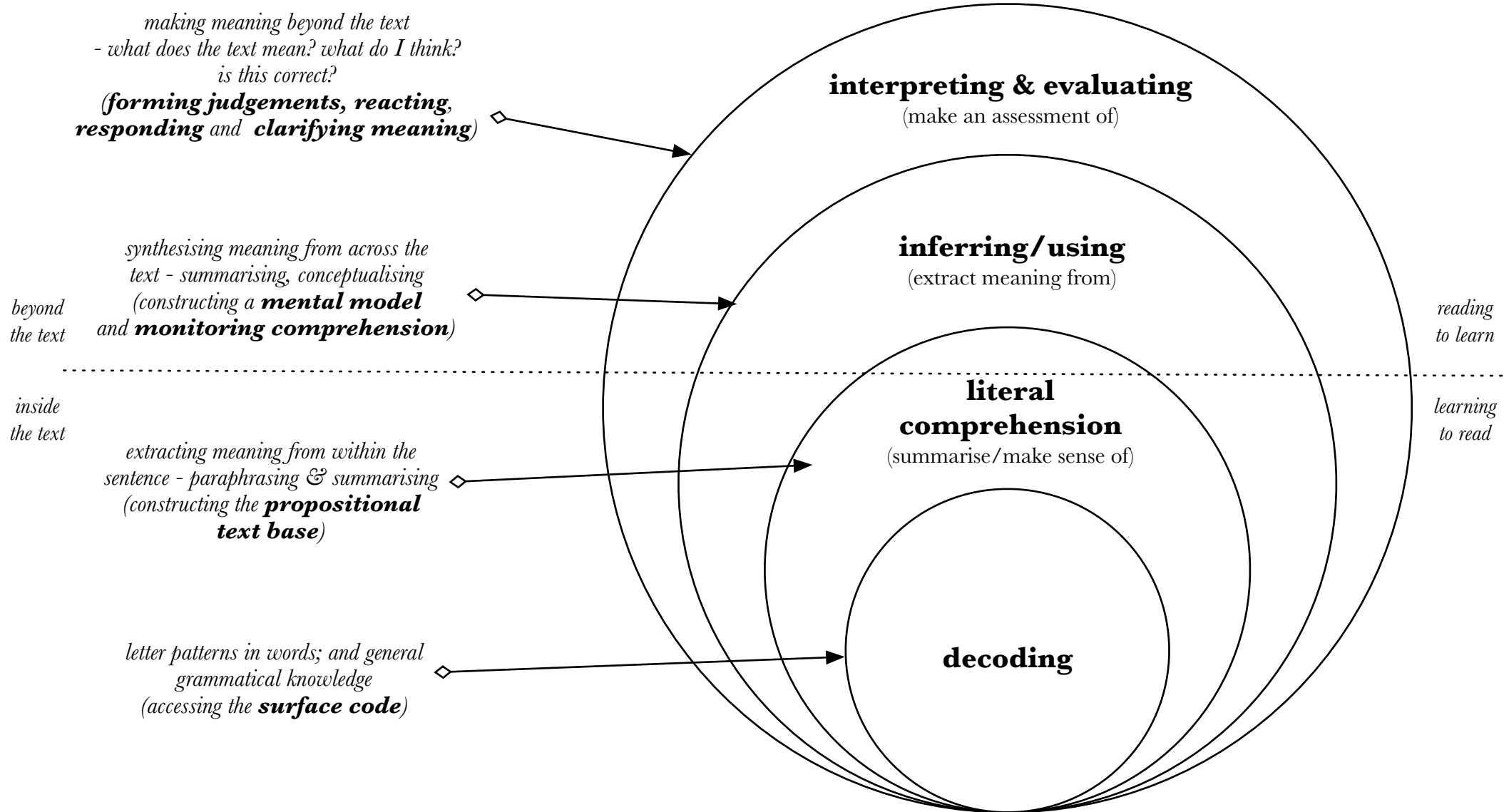


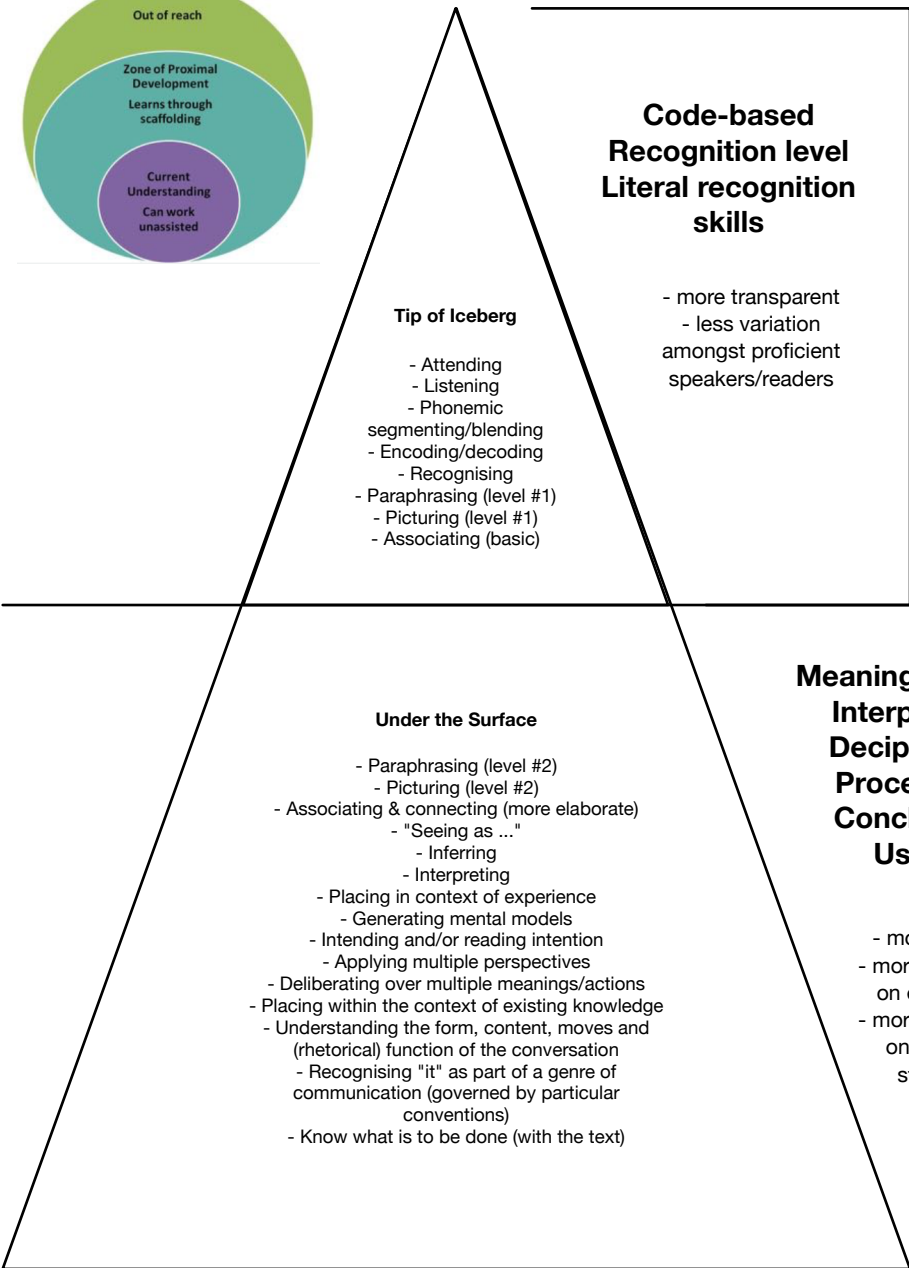
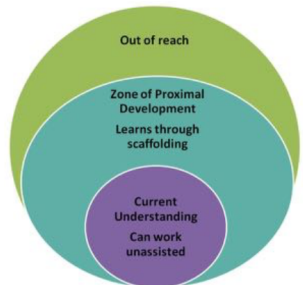
# LEVELS OF READING PROCESSING





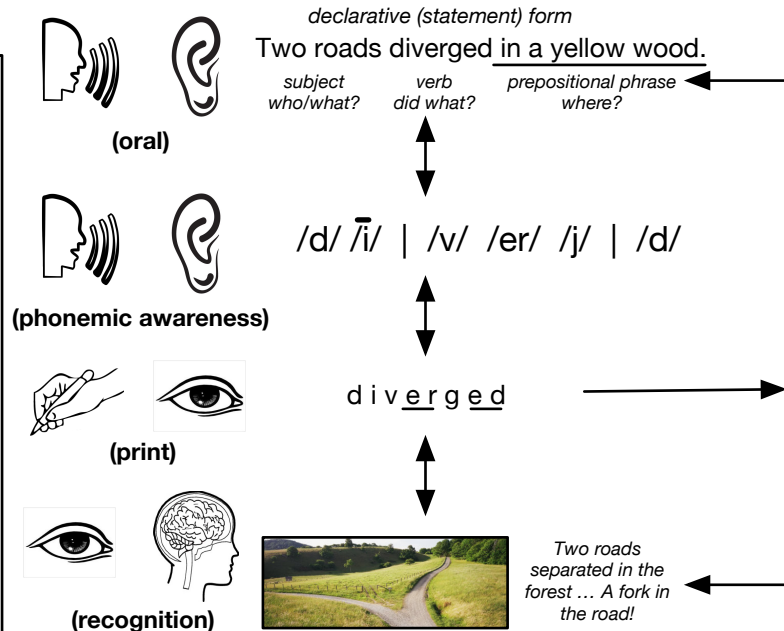
## LEVELS OF PROCESSING FOR READING COMPREHENSION





## Code-based Recognition level Literal recognition skills

- more transparent  
- less variation amongst proficient speakers/readers



YES NO PARTIAL

☐ ☐ ☐ start here if stimulus is oral/audio

☐ ☐ ☐ other cues, such as gestural or visual cues, can aid processing at each stage

☐ ☐ ☐ start here if stimulus is print

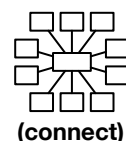
☐ ☐ ☐ picture frame  
propositional content

## Meaning-making Interpreting Deciphering Processing Concluding Using

- more variable  
- more dependent on experience  
- more dependent on cognitive strategies

cueing systems, such as body language, questions, information grids, graphic organisers, mnemonics and learning routines can enhance processing.

... as well as with direct experiences, guided conversations, etc



The surface meaning of the sentence creates a clear picture, as long as you can decipher "diverged", "wood" and "yellow wood" (i.e. autumn) correctly.

There are a few things happening underneath the surface, though. First of all, why didn't Robert Frost merely write, "I reached a fork in the road". To answer that question, we would need to refer to aspects of poetic conventions, such as alliteration, measure and rhyme. I will not go into detail on that topic at this stage.

There is also a great deal more happening as well, since the ol' "fork in the road" motif has such a pervasive public meaning for the audience to whom Robert Frost is writing. American society is rich with literature about crossroads, fateful decisions, risks and rewards, and more. Familiarity with this rich history can lead one to read the line more deeply.

breaking through the surface tension

YES NO PARTIAL

☐ ☐ ☐ formed an initial/growing concept

☐ ☐ ☐ informed by form/function/context of the text

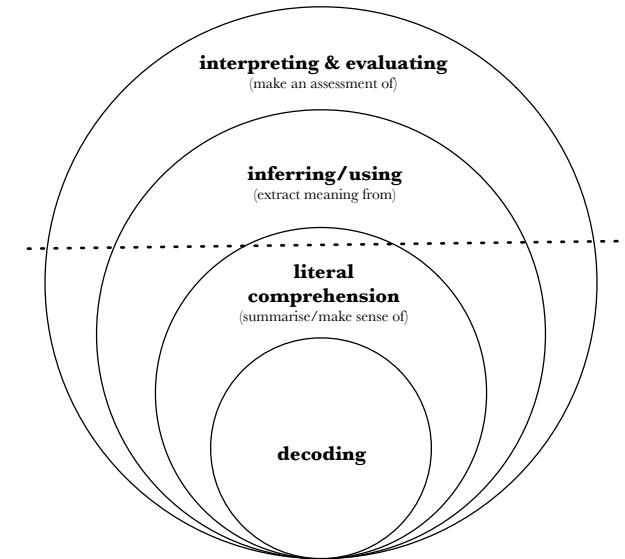
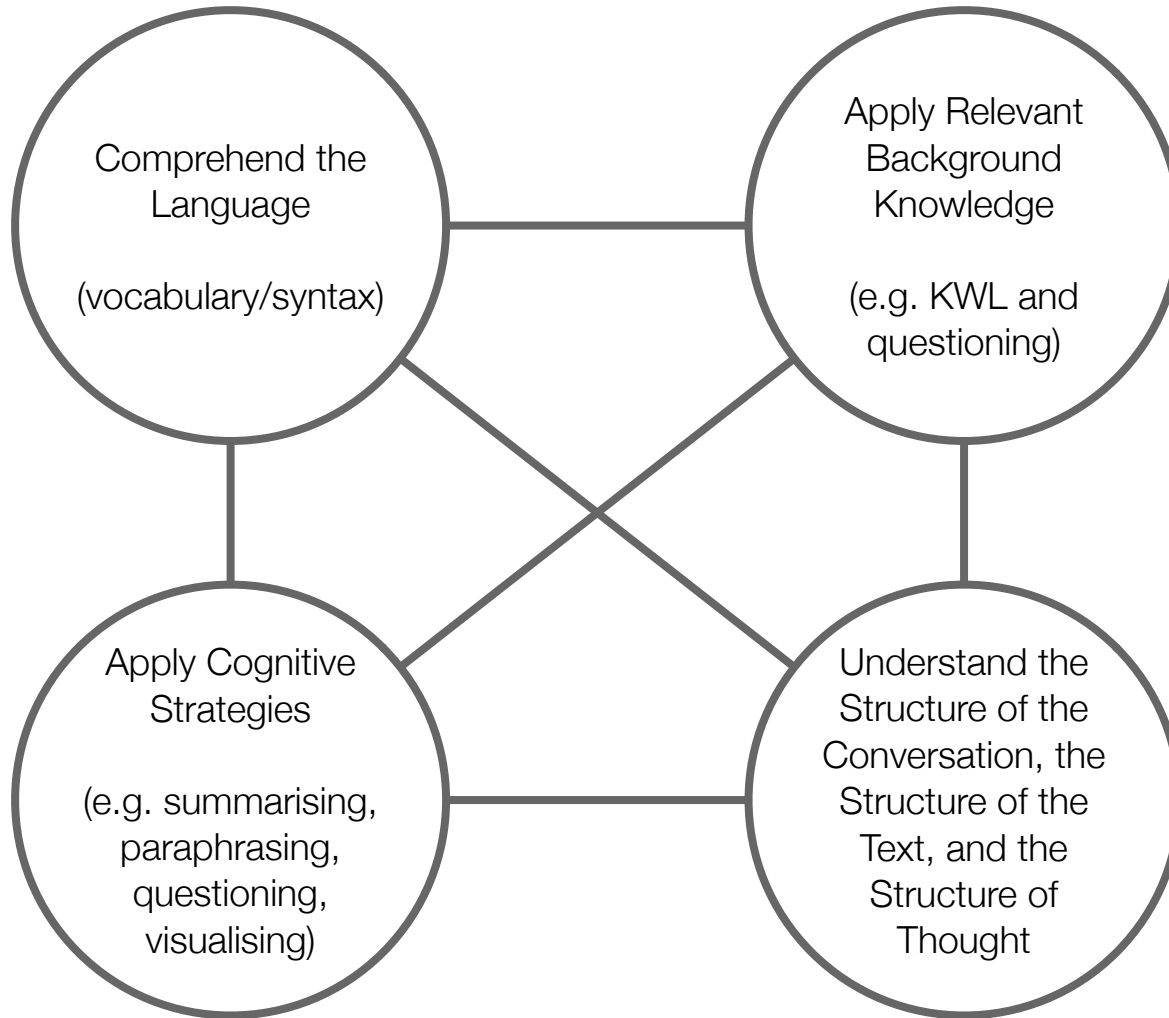
☐ ☐ ☐ has fluency, attention & a willingness to persevere

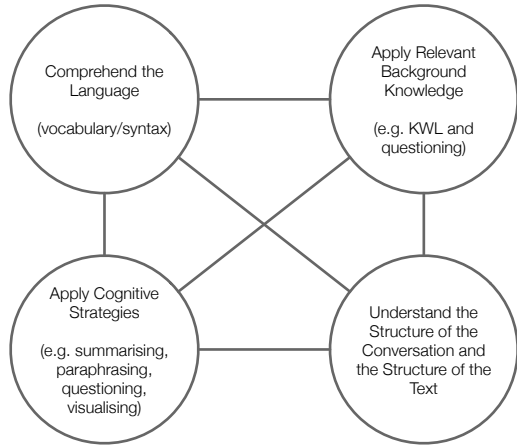
☐ ☐ ☐ aware of the conversation/purpose

☐ ☐ ☐ able to process information (with or without assistance)

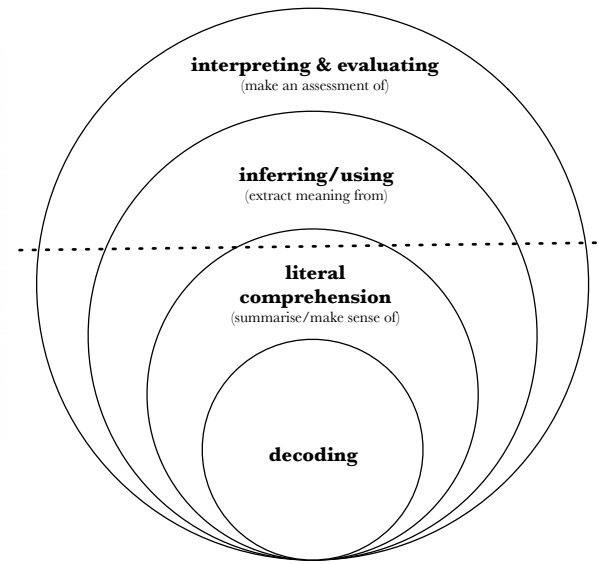
☐ ☐ ☐ knows what needs to be retained, communicated or learned

# To comprehend a text, I also need to ...





# helicopter



**A helicopter flew over my house today.** A helicopter is a type of rotorcraft in which lift and thrust are supplied by rotors. **This** allows the helicopter to take off and land vertically, to hover, and to fly forward, backward, and laterally. *Helicopters were developed and built during the first half-century of flight*, with the first operational helicopter built in 1936. It was not until 1942 that a helicopter designed by Igor Sikorsky reached full-scale production with 131 aircraft built.

**Sentences** are arranged into a text, which in this case is an **information text** that includes the following demands:

- pronoun tracking,
- new vocabulary,
- passive voice, and
- more.

**Purpose:** Representational  
(to convey facts)

**what did I learn? what do I think?**

**what information is provided? structured?**



# How do we know if a text is accessible?

Developing readers must understand (know of) 92% - 95% of the vocabulary in a text to be able to comprehend the text independently and comfortably.

According to authorities:

	<b>independent</b>	<b>instructional</b>	<b>frustration</b>
<b>fluency</b>	99% word-reading accuracy	95 - 98% word recognition accuracy	word recognition below 90%
<b>comprehension</b>	90% comprehension	75 - 89% comprehension	comprehension below 50%

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.



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** 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)



Name: \_\_\_\_\_ Class: \_\_\_\_\_

## The Boy Who Cried Wolf

By Aesop  
620-560 B.C.

*Aesop was a slave and story-teller who was believed to have lived in ancient Greece between 620 and 560 BCE. This story is part of his collection of tales known as "Aesop's Fables" which have influenced children's literature and modern storytelling culture. As you read, take notes on the details in the text that shape the main character, and how readers can learn from him.*

- [1] There once was a shepherd boy who was bored as he sat on the hillside watching the village sheep. To amuse himself he took a great breath and sang out, "Wolf! Wolf! The Wolf is chasing the sheep!"



"Romania; the boy who cried wolf" is licensed under CC BY-NC 2.0.

The villagers came running up the hill to help the boy drive the wolf away. But when they arrived at the top of the hill, they found no wolf. The boy laughed at the sight of their angry faces.

"Don't cry 'wolf', shepherd boy," said the villagers, "when there's no wolf!" They went grumbling back down the hill.

Later, the boy sang out again, "Wolf! Wolf! The wolf is chasing the sheep!" To his naughty delight, he watched the villagers run up the hill to help him drive the wolf away.

- [5] When the villagers saw no wolf they sternly said, "Save your frightened song for when there is really something wrong! Don't cry 'wolf' when there is NO wolf!"

But the boy just grinned and watched them go grumbling down the hill once more.

Later, he saw a REAL wolf prowling about his flock. Alarmed, he leaped to his feet and sang out as loudly as he could, "Wolf! Wolf!"

But the villagers thought he was trying to fool them again, and so they didn't come.

At sunset, everyone wondered why the shepherd boy hadn't returned to the village with their sheep. They went up the hill to find the boy. They found him weeping.

- [10] "There really was a wolf here! The flock has scattered! I cried out, 'Wolf!' Why didn't you come?" An old man tried to comfort the boy as they walked back to the village.

"We'll help you look for the lost sheep in the morning," he said, putting his arm around the youth, "Nobody believes a liar...even when he is telling the truth!"

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

- Why did the boy first call out "wolf" in paragraph 1? [RL.2]
  - He was afraid
  - He was bored
  - He wanted to see what he could get away with
  - He was practicing
- In the end of the story, why didn't the villagers come help the boy chase off the wolf? [RL.2]
  - They were mad at him
  - They thought he deserved his fate
  - They didn't believe him
  - They were tired from running back and forth all day
- PART A: How does the boy's relationship with the villagers change over time? [RL.3]
  - At first, the villagers support the boy, but by the end, they lose their trust in him
  - At first, the boy disrespects the villagers, but in the end, he gains their trust
  - In the beginning, the boy works with the villagers to protect the sheep, but in the end, he is left all alone
  - At first, the villagers love the boy, but in the end they refuse to support him
- PART B: Which detail from the text best supports the answer to Part A? [RL.1]
  - "When the villagers saw no wolf they sternly said..." (Paragraph 5)
  - "But the villagers thought he was trying to fool them again..." (Paragraph 8)
  - "I cried out, 'Wolf!' Why didn't you come?" (Paragraph 10)
  - "We'll help you look for the lost sheep in the morning," he said..." (Paragraph 11)
- Explain the line, "Nobody believes a liar...even when he is telling the truth!" [RL.2]

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# Encouraging learners to summarise

<b>TITLE:</b> _____ <b>COMPOSER:</b> _____	
<b>MEDIUM:</b> _____	<b>SOURCE:</b> _____
<b>DATE OF PUBLICATION:</b> _____	
<b>DATE OF READING/VIEWING:</b> _____	
<b>SHORT RECOUNT / DESCRIPTION OF THE TEXT:</b>	
<hr/> <hr/> <hr/> <hr/> <hr/>	
<b>MESSAGES / IDEAS EXPRESSED IN THE TEXT:</b>	
<ul style="list-style-type: none"> <li>• _____ _____</li> <li>• _____ _____</li> <li>• _____ _____</li> <li>• _____ _____</li> </ul>	





# Explaining the elements of ...

Technique / Method of Representation	Feature / Example	Effect / Explanation



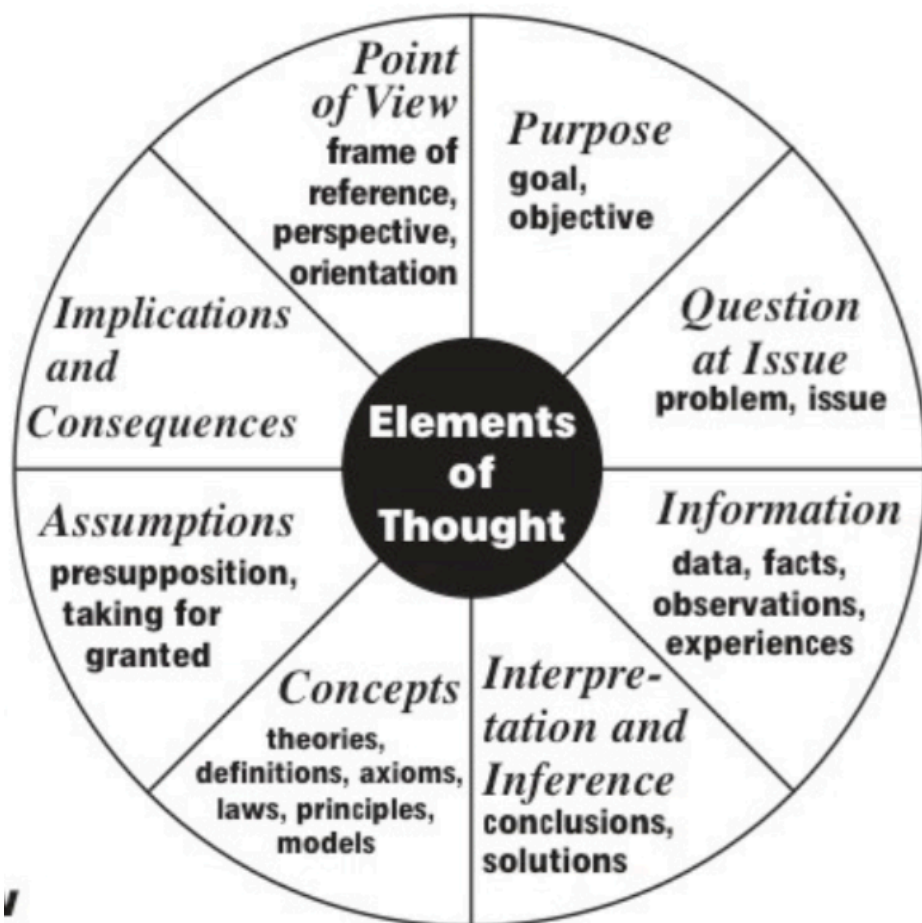
# And forming judgments & connections

**PERSONAL COMMENTARY OR RESPONSE TO TEXT:**

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
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- \_\_\_\_\_  
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\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# And we need to process information ...



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

## Cognitive Strategies Sentence Starters

### Planning and Goal Setting

- My purpose is. . .
- My top priority is. . .
- To accomplish my goal, I plan to. . .

### 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. . .

### Visualizing

- I can picture. . .
- In my mind I see. . .
- If this were a movie. . .

### Making Connections

- This reminds me of. . .
- I experienced this once when. . .
- I can relate to this because. . .

### Summarizing

- The basic gist. . .
- The key information is. . .
- In a nutshell, this says that. . .

### Adopting an Alignment

- The character I most identify with is. . .
- I really got into the story when. . .
- I can relate to this author because. . .

### Forming Interpretations

- What this means to me is. . .
- I think this represents. . .
- The idea I'm getting is. . .

### 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. . .
- I'm guessing that this means, but I need to. . .

### Revising Meaning

- At first I thought \_\_\_\_, but now I. . .
- My latest thought about this is. . .
- I'm getting a different picture here because. . .

### Analyzing the Author's Craft

- A golden line for me is. . .
- This word/phrase stands out for me because. . .
- I like how the author uses \_\_\_\_ to show. . .

### Reflecting and Relating

- So, the big idea is. . .
- A conclusion I'm drawing is. . .
- This is relevant to my life because. . .

### Evaluating

- I like/don't like \_\_\_\_ because. . .
- This could be more effective if. . .
- The most important message is. . .

FIGURE 3. Cognitive Strategies Sentence Starters

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



# STAGES OF READING DEVELOPMENT

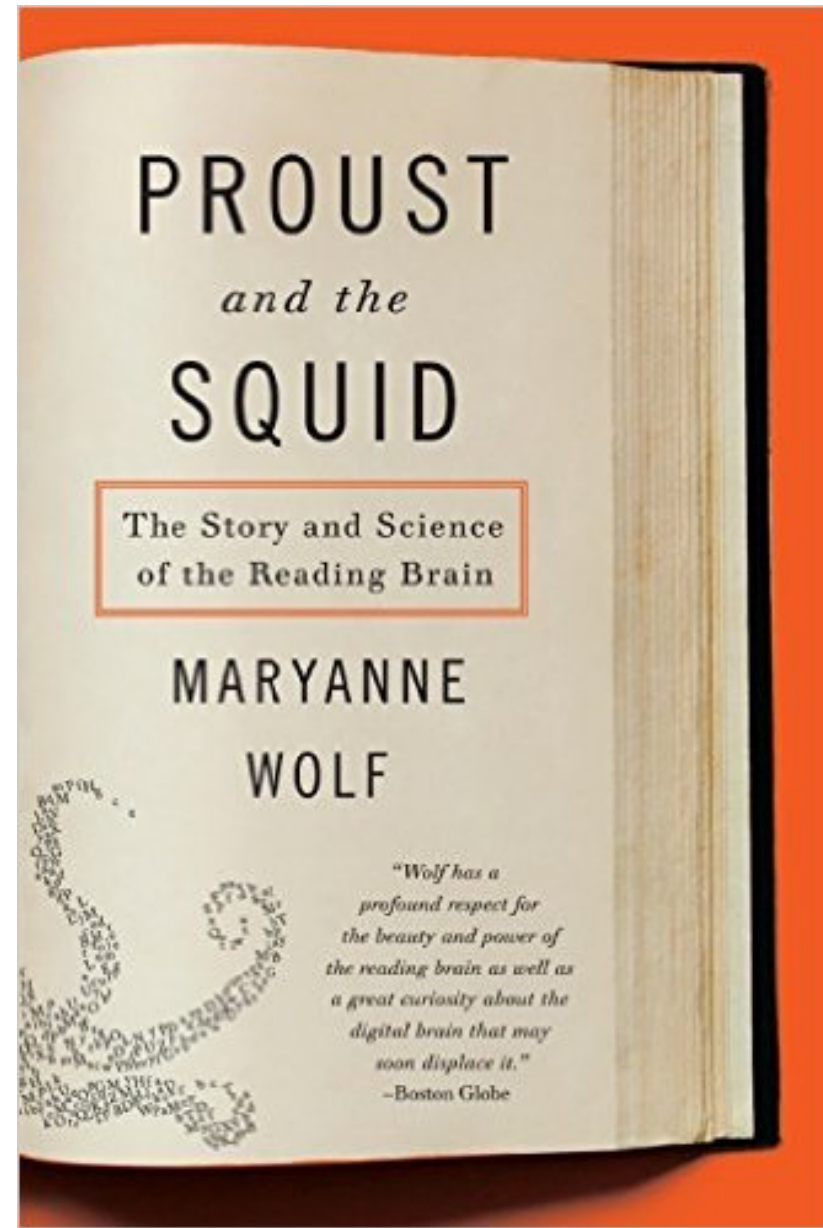


## Five Stages of Reading Development

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

1. the emerging pre-reader  
(typically between 6 months to 6 years old);
2. the novice reader  
(typically between 6 to 7 years old);
3. the decoding reader  
(typically between 7 - 9 years old);
4. the fluent, comprehending reader  
(typically between 9 - 15 years old); and
5. the expert reader  
(typically from 16 years and older).

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



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



*“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.





<p><b>Stage 4</b></p> <p>Typically, 15 to 18 years old (Grade 10 to 12) for L1 learners. And achieved in 4.5 to 7 years for ELLs and adult learners.</p>	<p>“Literacy can be seen as dependent on instruction, with the corollary that quality of instruction is key. This view emphasizes the developmental nature of literacy – the passage of children through successive stages of literacy, in each of which the reading and writing tasks change qualitatively and the role of the instructor has to change accordingly.”</p>						<p>STAGE 4: 15 to 18 years old</p>	<p>complex syntax and fluency, continued language &amp; vocabulary development, formal speaking &amp; listening skills, sophisticated reading &amp; writing skills with the ability to synthesise information &amp; apply disciplinary perspectives.</p>		
<p><b>Stage 3b</b></p> <p>Typically, 12 to 14 years old (Grade 7 to 9) for L1 learners. And achieved in 2.5 to 5 years for ELLs and adult learners.</p>	<p>– (Chall, 1996 as referenced in Snow, 2004)</p>	<p>Grade 7: (147); (158); (167) Grade 8: (156); (167); (171) Silent Reading Gr 9: 214cpm</p> <p>Oral fluency rates should plateau at the end of Grade 8. Learners may increase their silent reading rate, but their oral reading rates stay fairly steady thereafter. At Stage 3b, students need to read fluently, with comprehension and with stamina.</p>	<p>Abstract dictionary definitions given for words. Learners are exploring “shades of meaning”. Learners are exploring complex academic language (Tier Three words) in information &amp; academic texts. Learners often encounter diverse Tier Two words in humanities (English language arts) texts = 12 - 14 yrs old</p>	<p>Halliday’s ‘synoptic/dynamic complementarity’ stage, learners become more adept at moving between spoken and written discourse = 12 yrs old+ Poetry, fictional narratives, short &amp; historical fiction, test writing such as extended responses, biography, essays, expositions, hybrid/multimedia texts, feature articles, disciplinary literacy (science reports), and more.</p>	<p>By end of Yr 8: Reads a wide range of increasingly complex subject texts for sustained periods; Identifies multiple purposes for which texts are constructed. — Pennies for Hitler by J French; After by M Gleitzman; The Ink Bridge by N Grant; The Wrong Boy by S Zail; Are You Seeing Me? by D Groth; The Protected by C Zorn</p>	<p>Students study concepts associated with distinct disciplines; It also includes contemporary contexts in which the discipline can be learned and issues impacting the understanding of different disciplines in the world; In a subject like science, the unifying ideas of energy, sustainability of systems, and equilibrium 12–15 yrs old</p>	<p>STAGE 3: 12 to 14 years old</p>	<p>learners are consolidating general reading, writing &amp; learning strategies whilst being required to develop more sophisticated disciplinary knowledge &amp; perspectives. Reading a range of complex materials</p>		
<p><b>Stage 3a</b></p> <p>Typically, 9 to 12 years old (Grade 4 to 6) for L1 learners. And achieved in 1.5 to 3 years for ELLs and adult learners.</p>	<p><b>reading to learn</b></p>	<p>• Spell it by rule = 9 - 11 yrs old • States 70 sight words in 45 seconds* = 9 - 12 yrs old • Coordinate several strategies &amp; Derivational Relations (Advanced) Spelling = 11 - 14 • States 80 sight words in 45 seconds* = 12 - 13 yrs old • Knows Stress Rules (yellow jacket vs. yellow jacket) 12 - 14 • Spell it from knowledge = 13 yrs and old</p> <p>Grade 4: (99); (112); (118) Grade 5: (105); (118); (128) Grade 6: (118); (132); (145)</p> <p>In Stage 3a, students should be consolidating their ability to read age-appropriate trade and academic texts fluently. Fluency is defined by three qualities: accuracy, speed and prosody. Fluency readers also have strong vocabularies.</p>	<p>Vocabulary in school texts is more abstract &amp; specific than in conversation (Tier Two &amp; Three words). Explains multiple-meaning words. Vocabulary is learned in context in wide reading, creates a virtuous or vicious cycle. By the end of Stage 3, reading &amp; listening are equal for those who read very well, reading may be more efficient.</p>	<p>Conventional writing (plan, form &amp; intent) = 8 yrs old+ Full development step into cursive script; legible and fluent handwriting so learner can focus on the form, purpose and delivery of messages = 9 - 10 Learner increasingly identifies difference between spoken and written language; is acquiring discourses reinforced by experience &amp; social context</p>	<p>By end of Yr 4: Reads short novels with minimal illustration, unfamiliar content, settings and characters and challenging and unusual vocabulary; Adjusts rate of reading to suit text complexity and reading purpose. — The Binnu Binnu Man by M McDonald &amp; B Pryor; The Arrival by S Tan; The Killing Sea by R Lewis; Flood by J French and B Whitley</p>	<p>Understanding develops by examining these smaller components and how they are related = 8–12 yrs old Children are grasping, applying and discussing a number of quite abstract concepts = 9 - 12 yrs old Identifies the difference between description and explanation = 10 - 12 yrs old</p>	<p>STAGE 3: 9 to 12 years old</p>	<p>consolidation of constrained skills whilst providing ample opportunities to explore topics through reading, writing, speaking, listening &amp; viewing for a range of purposes in diverse knowledge areas.</p>		
<p><b>Stage 2</b></p> <p>Typically, 7 to 9 years old (Grade 2 to 3) for L1 learners. And achieved in 6 months to 2 years for ELLs and adult learners.</p>	<p><b>learning to read</b></p>	<p>• Sound deletion (initial and final positions) = 7 yrs old • Sound deletion (initial position, include blends) = 8 yrs old • Sound deletion (medial and final, blend positions) = 9 yrs old • Ages when 80–90 % of typical students achieved a phonological skill.</p> <p>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 Spell it by pattern = 7 - 9 yrs States 60 sight words in 45 seconds* = 8 - 9 yrs old Morphological (by meaningful units) = 9 yrs old+</p> <p>Grade 2: (40); (62); (92) Grade 3: (79); (93); (114)</p> <p>In Stage 2, there is a considerable emphasis on children learning to read fluently so they can successfully make the transition to reading to learn in Stage 3.</p> <p>Partner reading; fluency practice</p>	<p>School introduces new words not encountered in conversation (Tier Two and Tier Three words). Word definitions include synonyms and categories. At the end of Stage 2, about 3000 words can be read and understood and about 9000 are known when heard. Listening is still more effective than reading.</p>	<p>Can print many words with dexterity and correct slope, size, shape and spacing; move to the Mature Tripod Grasp = 7 - 8 Shows conventions of print (punctuation, capitals) = 7 - 8 Can construct two consecutive, correct sentences = 7 - 8 yrs old Children are entering into the written world (NB: children’s written language may lag up to 3 years behind oral language)</p>	<p>Quality Read-Aloud Books (for instructional purposes), Age-Appropriate Books to Practice Independent Reading, Age-Appropriate Information Books to Challenge Thinking , Engaging Book Series (diverse cultural perspectives) — Year of the Dog by G Lin; Ancient Thunder by L Yerba; Uno’s Garden by G Base; Mirror by P Baker</p>	<p>Children learn about how things grow, live and change; and can carry out guided investigation involving several steps; Children should be guided to use diagrams and models as well as tools to collect data = 7 - 8 yrs old As they progress, children will begin to work in a more systematic way, 8–12 yrs old</p>	<p>STAGE 2: 7 to 9 years old</p>	<p>continuing practice in constrained skills (phonics, spelling &amp; grammar) with increased practice on reading for fluency, reading to learn, writing to express ideas, and writing purposefully; consolidating learning to read</p>		
<p><b>Stage 1</b></p> <p>Typically, 6 to 7 years old (Grade 1) for L1 learners. And achieved in 0 to 1 years for ELLs and adult learners.</p>		<p>Compound word deletion &amp; Syllable deletion = 6 yrs Blending 2-3 phonemes = 6 yrs Segment phonemes in words with simple syllables with 2–3 phonemes (no blends) = 6 yrs 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</p> <p>Partial alphabetic phase (by visual &amp; salient parts) = 4 - 6 Spell it like it sounds = 4 - 7 Letter-Name-Alphabetic (Semi-Phonetic) Spelling = 4 - 7 States 40 sight words in 45 seconds* = 6 - 7 yrs old Decoding (alphabet) phase (by grapheme &amp; phoneme) = 6 - 7 yrs old States 50 sight words in 45 seconds* = 7 - 8 yrs old</p> <p>Grade 1: (WCPM 20); (40)</p> <p>In Stage 1, children require regular practice with connected text to develop fluency and literal comprehension.</p> <p>Children should also expand their sight word vocabulary and reading common phrases with accuracy, speed and prosody.</p>	<p>Organisation of lexical knowledge from episodic to semantic networks. Average expressive vocabulary size: 5,000 words. = 5 - 7 yrs</p> <p>Focus on consolidating Tier One words and introducing Tier Two words. Most children can understand up to 4000 words when heard but can read about 600.</p>	<p>Invented spelling = 5 - 7 yrs Beginning writing = 6 - 7 yrs Children develop skills to convey info to others beyond immediate moment = 36–72 mths New functions emerge, including reporting on past events, reasoning, predicting, expressing empathy, creating imaginary roles and props, and maintaining interactions = 42 - 60 mths</p>	<p>More Alphabet Books, More Counting Books, More Word Books, More Animal Books, as well as “Decodable” Texts, Information Books, Great Stories, Popular Nursery Rhymes &amp; Songs, and Books About Common Experiences — Discovering Nature’s Alphabet by K Castella &amp; B Boyl; Dirty Bertie by D Roberts; Penguin by P Dunbar</p>	<p>Young children have an intrinsic curiosity about their immediate world and a desire to explore and investigate things around them; Exploratory, purposeful play is a central feature of their investigations; Observation, using the senses in dynamic ways, is an important skill in these years = 5–8 yrs old</p>	<p>STAGE 1: 6 to 7 years old</p>	<p>direct, systematic instruction in letter/sound (phonic) patterns; developing basic/intermediate vocabulary; basic writing; shared/ guided/ interactive reading/ writing; decodable texts - learning to read</p>		
<p><b>Stage 0</b></p> <p>Typically, birth to 6 years old for L1 learners. And achieved in 0 to 6 months for ELLs and adult learners.</p>		<p>Awareness of rhyme emerges &amp; Ability to produce rhyme emerges = 24 - 36 mths Rote imitation of rhyme/ alliteration = 4 yrs old Rhyme recognition, odd word out, phonemic changes in words. Clap, count 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</p> <p>Pre-alphabetic 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 &amp; salient parts) = 4 - 6 Letter-Name-Alphabetic (Semi-Phonetic) Spelling = 4 - 7 yrs Recognises 15 sight words = 5</p> <p>fluency in reading individual sight words</p>	<p>3–50 words. Name people &amp; objects = 8 - 12 mths Average expressive vocab: 50–100 = 12 - 18 mths Average expressive vocab size: 200–300 = 18 - 24 mths Uses/knows spatial terms (in, on) = 30 - 36 mths Knows colours &amp; kinship terms = 36 - 42 mths Knows shapes &amp; size words (small) = 42 - 48 mths</p>	<p>Scribbling/drawing/attempts at representing —&gt; non-phonetic letter strings / Mock writing —&gt; Writing the known / Writing letters —&gt; Uses a palm grasp, often long-sighted, eye strain with close attention (large format important) —&gt; Moves from palmer grip to incomplete tripod grip</p>	<p>Alphabet Books, Counting Books, Word Books, Tactile Books, Animal Books, Simple Object Books, Great Stories, Popular Nursery Rhymes &amp; Songs, Books About Common Experiences (e.g Gardening or Cooking) e.g Does a Cow Say Boo? by Judy Hindley; Wanted! Have You Seen This Alligator? by Richard Waring</p>	<p>Students explore familiar topics such as “Family, Friends, Animals, Wind and Water, The World of Colours, Things That Grow, Numbers in Our World”. Students learn to predict, categorise, observe, solve problems, measure, investigate and manipulate materials = 2 - 5 yrs old</p>	<p>STAGE 0: Birth to 6 years old</p>	<p>early language, early vocabulary, print awareness, shared reading, letter recognition, phonemic awareness, early phonics, emergent writing, rich experiential learning</p>		
<p><b>Note:</b> ELL &amp; adult rates of learning are impacted by (a) levels of existing literacy (e.g in first language) , (b) the quality and intensity of current instruction/opportunities, and (c) motivation/perseverance.</p>	<p><b>Concepts of Print</b></p>	<p><b>Phonemic Awareness</b></p>	<p><b>Alphabetic Principle (including spelling)</b></p>	<p><b>Fluency (connected texts)</b></p>	<p><b>Vocabulary</b></p>	<p><b>Writing Development</b></p>	<p><b>Stage-Appropriate Reading Material</b></p>	<p><b>Discussion and Knowledge Development</b></p>	<p><b>Key Teaching Practices/ Routines</b></p>	<p><b>Key Teaching Principles</b></p>

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

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

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

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





STAGE	Cognitive Skills	Alphabetic Principle	Phonological & Phonemic Awareness	Learning Words	Using Words	Functions of Language	Knowledge (Domains), Thinking & Reasoning	Motivation, Interest & Expertise	Environments, Resources & Relationships	EXPLANATION
0	Attention	Concept of Print developed through environmental print and plenty of shared book reading	Developing phonological awareness (7 Steps)	Progressively developing a vocabulary. Often learned in context and/or in topical clusters.	Placing the words in grammatical sentences in acts of communication and exploration.	Learners are performing different functions with language: recounting, requesting, imagining, commanding, explaining, comparing, questioning and more	When learners use language, they use language to speak about stuff, for want of a better term. This stuff could be about breakfast, dinosaurs, gardens, superheroes, fairy tales, and more.	As a learner explores their world, he/she develops interests, passions, expertise and these qualities drive the learner's questioning, researching and learning habits.	We learn to use language with others, in contexts, with materials about stuff. Actual joint practices - such as cooking - can be an activities. Dialogic reading of quality picture/story books is also a source of language learning	In Stage 0, there is a significant priority placed on four distinct skills: oral language development, phonological/phonemic awareness, early alphabetic skills and engaging experiences with books/texts. It is assumed that children have strong language skills by the time they start school.
	Perception	The learner gains a concept of the 26 letters of the alphabet.	Developing phonemic awareness (manipulating words and the 44 phonemes of English)	Helpful to consider words in Tiers 1, 2 & 3. Also, helpful to consider words in traditional grammatical categories.	<b>Receptive &amp; Expressive Oral Language Skills in the Context of Activity</b>	<b>Dialogic-Interactive Reading, Language Experience Approach, Story Dictation, Emergent Writing, Interactive Writing, Shared Writing, Joint Construction and Establishing Communities of Practice</b>				
1	Recognising Patterns	The learner is developing an initial understanding of letter-sound correspondence. (consonants & single letter vowels)	Typically developing children enter Kindergarten with 5,000 to 6,000 words. Some children may have as few as 1,000.							
	Employing Memory - short term - working - long term									
2	Sequencing & Categorising	<b>NOTE:</b> By age 6, most children understand thousands of words they hear but can read few if any of them. At the end of Stage 1, most children can understand up to 4000 or more words when heard but can read about 600. At the end of Stage 2, about 3000 words can be read and understood and about 9000 are known when heard.	<b>Decoding &amp; Spelling Skills</b>	<b>NOTE:</b> Controversial - yet potentially very true - statement from eminent literacy academic Catherine Snow, "Once you turn your focus to rich, meaningful content (for learning, exploring discussing and debating), then language takes care of itself." (for Learning to Talk by Talking)	A learner's budding fluency is assisted by his/her knowledge of words and of the way words work	A learner's familiarity with diverse grammatical structures (including pronoun tracking and tracking embedded clauses) helps the learner's ability to read fluently	A learner's familiarity with the structure and tones of different ways of writing will help them read similar texts fluently and with appropriate expressiveness.			
	Visualising & Simulating									
3	Conceptualising, Classifying & Exemplifying	<b>learning to read</b> <b>reading to learn</b>	<b>Morphological Awareness in Print Increases</b>	<b>Becoming a Skilled and Fluent Reader</b>	<b>Sustained Independent Silent Reading</b>	<b>Writing Workshops</b>	<b>Reading Workshops</b>	<b>Topic-Theme-Based Investigations</b>		By Stage 2, teachers are expecting learners to be making progress toward fluency, independent reading and early textual writing skills. Learners are presented with familiar topics so they apply general learning and note-taking skills. Teachers should provide plenty of opportunities to represent their knowledge and ideas.
	Associating, Comparing, & Contrasting									
4	Rule Following & Rule Generation									
	Situated Cognition									
5	Meta-Cognition									
	Strategic Knowledge & Task Assessment									
6	Critical Thinking Skills									
	Problem Solving Behaviour									
7	Processing & Synthesising Multiple Sources of Information									
	Collaborative Skills & Related Social Skills									

For greater detail ... a related presentation

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# Teaching According to the Stages of Literacy Development



*Video  
Presentation*



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<https://youtu.be/D7vUhqVXLWg>

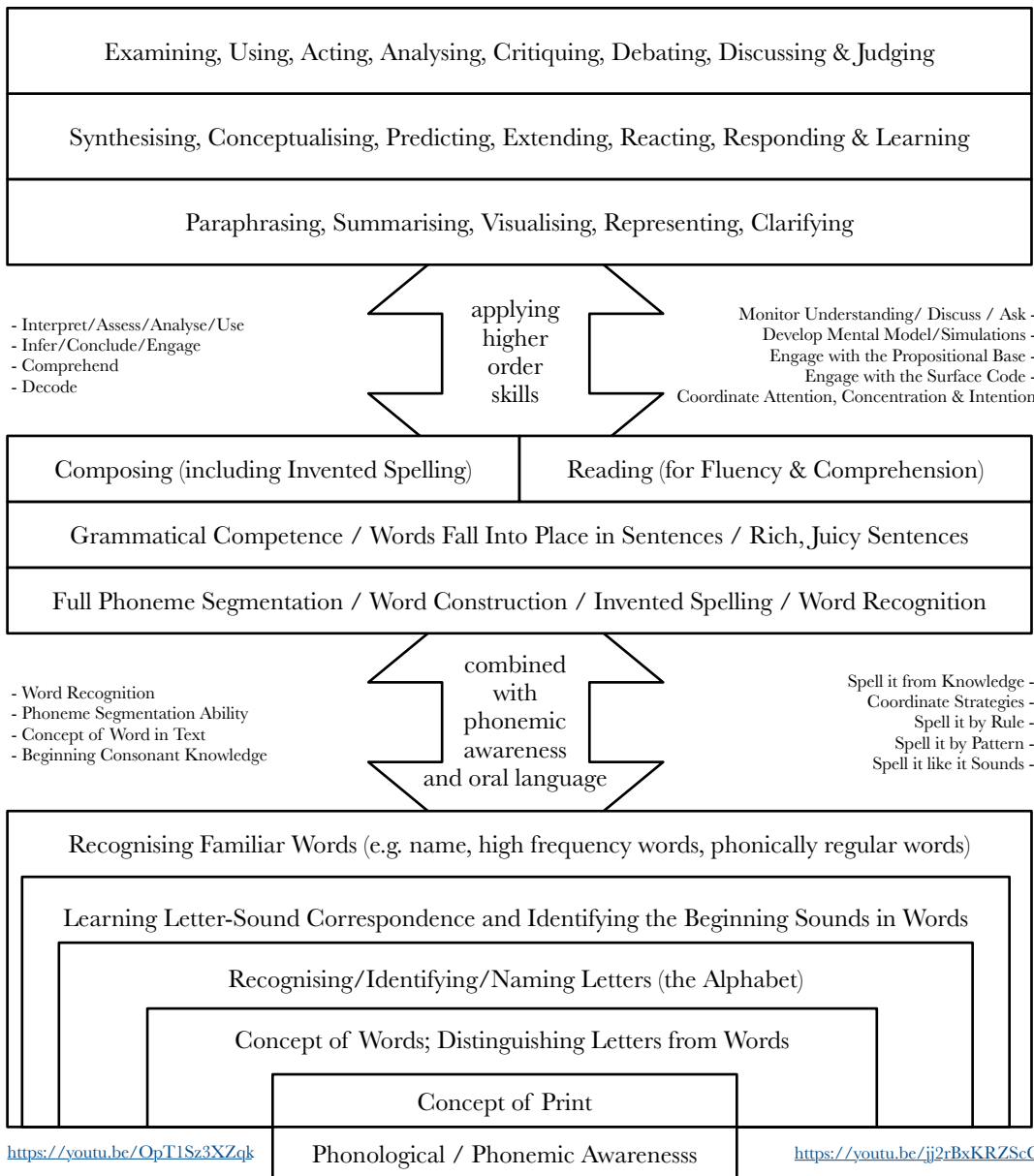


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# PUTTING IT ALL TOGETHER



# Literacy Modelling



# Language Modelling

“The boy or grown-up learns what one might call specific technical languages.” Wittgenstein

“As the child learns his speech, or ... learns specific codes, he learns the requirements of his social structure.” Basil Bernstein

“When children learn language ... they are learning the foundation of learning itself.” M.A.K. Halliday

## Age: 12+ Social

**Discourse** - navigating content, places & people by acting civically, academically socially & economically

lingo	audiences	forms	content	contexts & cultures
codes; discourse; vernacular; jargon	registers; (e.g. informal, formal) modality	navigating ways of speaking	semiotic domains or domains of knowledge	discourse communities; people

## Age: 9 - 12:

**Conventional Language Dimensions** variation between the dimensions can be detected as a consequence of learning.

Discourse	Grammar	Vocabulary
the learner's uses of language grow due to social & school experiences	the learner's grammatical control broadens, grows more flexible & is adaptable	the learner's words reflect cultural experiences, academic learning & reading

## Age: 7 - 9: Two Levels

of language development are detected. There is a lower-order level - consisting of vocabulary & grammar development - and a higher level in which the child structures “the spoken text”

### Higher Level

At the higher level, the child is learning methods to construct his or her messages, otherwise known as discourse conventions (e.g. storytelling)

### Lower Level

At the lower level, the child is learning his/her vocabulary, grammar and phonology skills. The learner is concerned with the accuracy of language

**Age: 3 - 6: Unidimensionality** - Whilst there are multiple dimensions to language - vocabulary, grammar, pragmatics and phonology - these dimensions are intricately intertwined when a child is learning language. Children learn to use words in the context of daily life and their sentences mature in this practical context. We describe language development as unidimensional at this stage, because the dimensions are so inseparable.

“It is ... possible to instruct people in the use of the language. Such instruction involves correction and drill.” (Garver, 1996, pg 165)

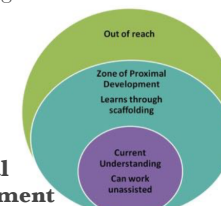
... drilling is not enough; it must be supplemented by training into the practice. (Moyal-Sharrock 2010, pg 5)

“When a child learns language it learns at the same time what is to be investigated and what not.” Wittgenstein

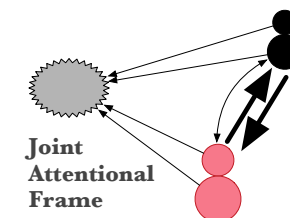
“We forget that we learn language and learn the world together.” Stanley Cavell

“When we focus on rich, engaging, meaningful content and experiences, then language seems to take care of itself.” Catherine Snow

## Zone of Proximal Development



## Joint Attentional Frame



**30 Million WordGap**

<https://youtu.be/OJ4yNRaPx24>

“As children’s perceptual and attention abilities grow, they engage with the most important precursor for reading, early language development, and with it the pivotal insight that things like ponies and dogs have names” (Wolf, 2008)

# Literacy is ...

**Componential**: made up of many components (e.g. oral language, phonemic awareness, alphabetic knowledge, spelling/decoding skills, fluency, etc).

**Cumulative**: skills are built progressively over time through many opportunities to practice, refine and extend knowledge.

**Transactional**: involves practice between people as meaning is negotiated, scaffolded and constructed with adults and peers.

“Although it took our species roughly 2,000 years to make the cognitive breakthrough necessary to learn to read with an alphabet, today our children have to reach the same insights about print in roughly 2,000 days.” (Wolf, 2008, p 19)



*“An engaged reader/writer is one who is motivated, knowledgeable, strategic and socially interactive. The engaged reader/writer is viewed as motivated to read and write for diverse purposes, is an active knowledge constructor, is an effective user of cognitive strategies and is a participant in social interactions.” (Rueda et al., 2001, p. 2)*

Rueda, R., MacGillivray, L., Monzo, L., and Arzubiaga, A. (2001). “Engaged Reading: A multilevel approach to considering sociocultural factors with diverse learners”, CIERA Report #1-012, University of Michigan: Centre for the Improvement of Early Reading Achievement (CIERA).



# Parting Words

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

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

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

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

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

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

Vygotsky, L. (1978) *Mind in society: the development of higher psychological processes*. M. Cole, V. John-Steiner, S. Scribner, and E. Soubberman (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)

- We explored the components of literacy development (e.g. oral language development, phonemic awareness, etc);
- We explored the stages of literacy development (i.e. the gradual, cumulative nature of literacy development);
- We explored the difference between code-based skills and meaning-based skills;
- We explored the four levels of processing texts / reading text; and
- We emphasised how learners are active participants as the makers of meaning, the constructors of knowledge and members of communities.

**So ... What does it *really* mean to be literate? Does it mean something different at different points in time? And how are the skills of literacy *consolidated*?**





*Slides Available for Download at:*

<https://www.theliteracybug.com/s/An-Overview-of-Literacy-Development-share.pdf>



[www.theliteracybug.com](http://www.theliteracybug.com)

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[www.youtube.com/c/TheLiteracyBugNetwork](http://www.youtube.com/c/TheLiteracyBugNetwork)

Twitter: [@theliteracybug](https://twitter.com/theliteracybug)



*And now to the ...*

# APPENDIX



# Seidenberg's Components of Competency

Prerequisite: all candidates must have achieved age-appropriate proficiency in language

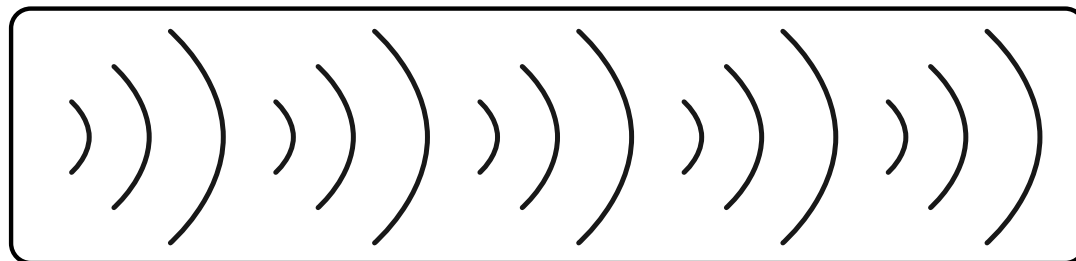
- (1) knowledge of the relationship between written & spoken language (orthographic structure);
- (2) ability to recognise a large vocabulary of printed words quickly and accurately;
- (3) extended knowledge of the meanings of vocabulary words, including multiple meanings;
- (4) knowledge of phrase and sentence structures in which words commonly occur;
- (5) ability to comprehend [and compose] sentence structures of varying complexity as well as the larger structures created from sequences of sentences;
- (6) ability to vary the depth/type of reading comprehension/engagements (based on goals);
- (7) possession of background knowledge relevant to understand & discuss a range of topics;

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





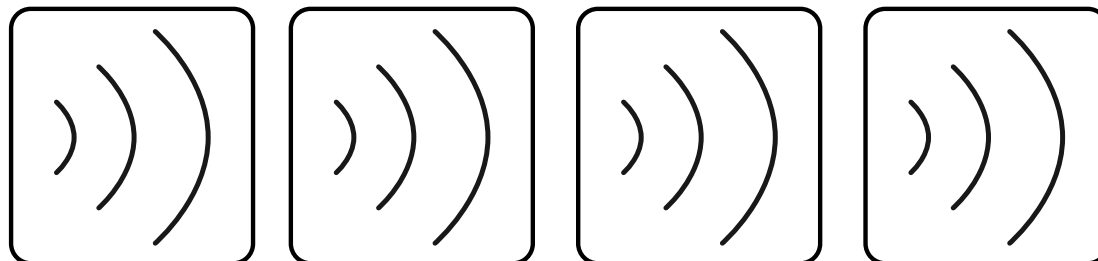
encoding



LANGUAGE



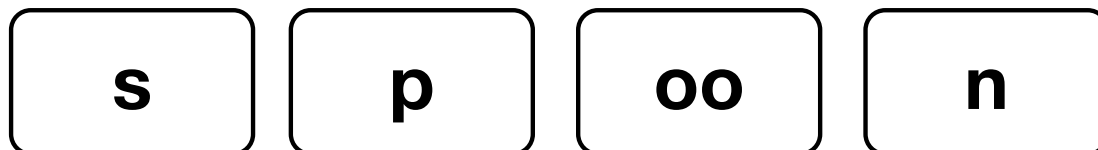
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AWARENESS



/SPOON/

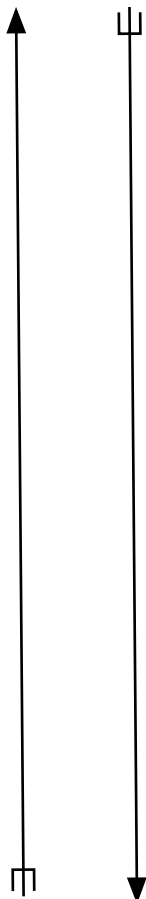
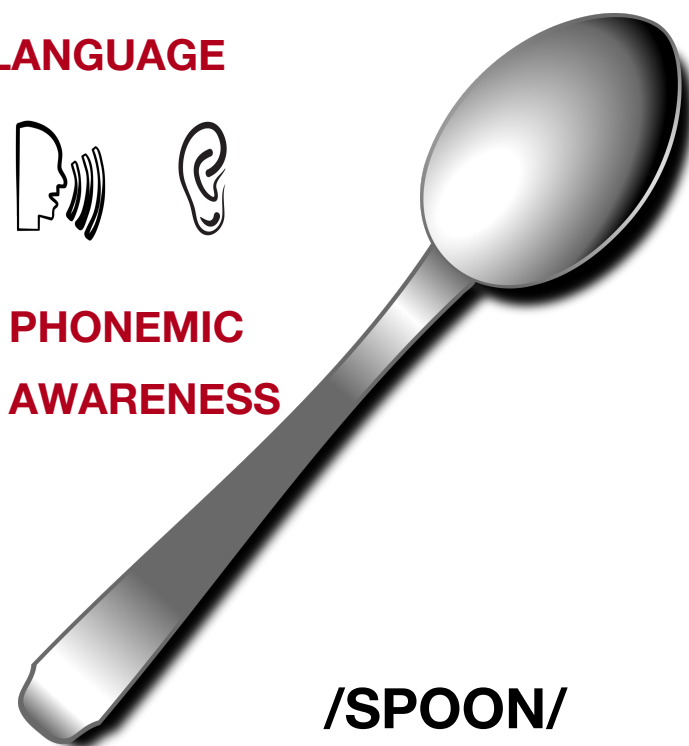


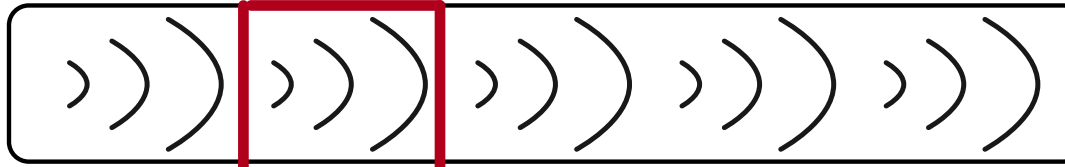
PHONEMIC & PHONIC  
KNOWLEDGE



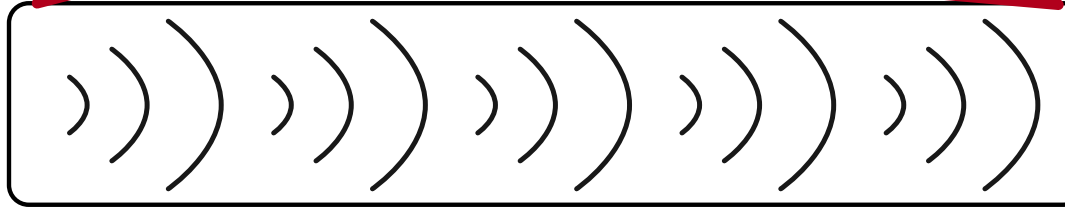
AUTOMATIC  
WORD RECOGNITION &  
CONSTRUCTION

decoding

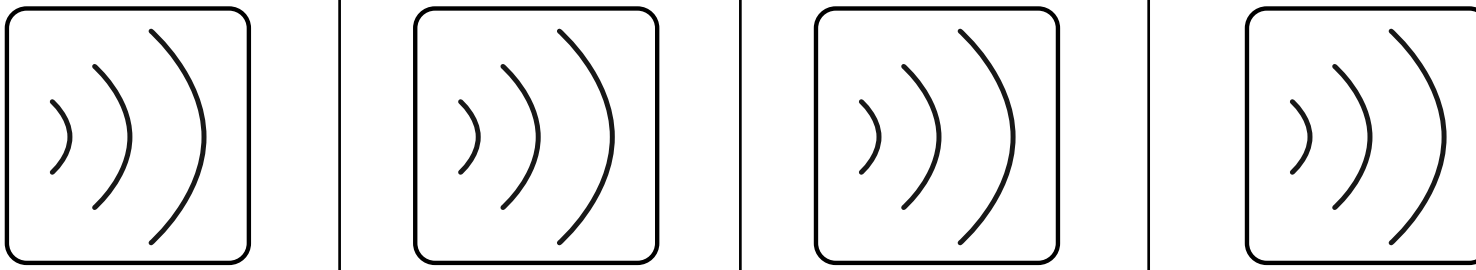




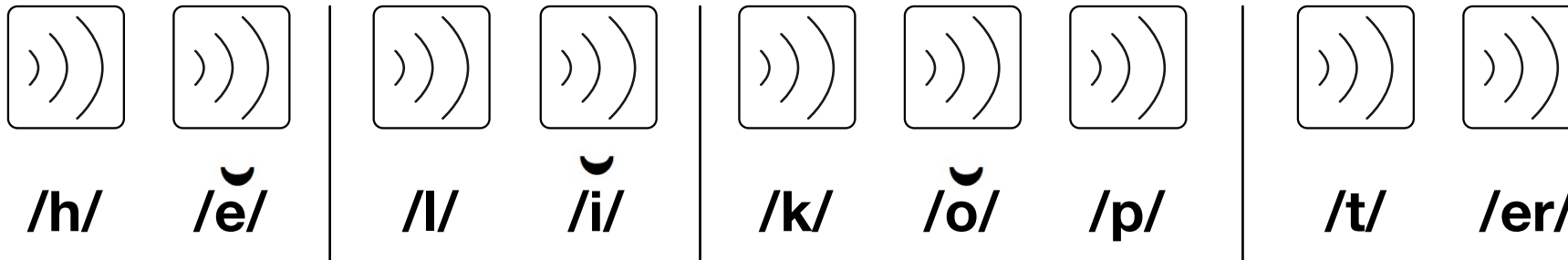
"The **helicopter** flew over the house"  
whole word in a sentence



"Helicopter"  
whole word



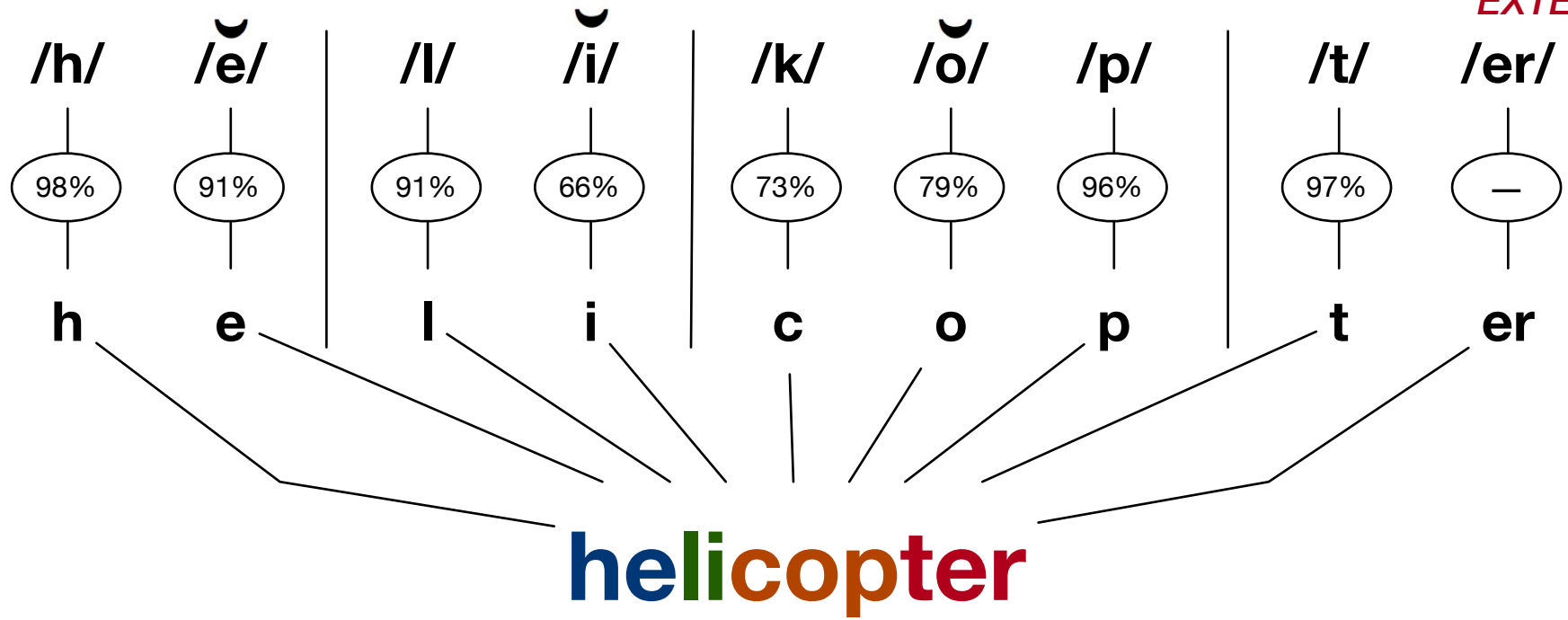
"He-li-cop-ter"  
in syllables



fully  
segmented  
into  
phonemes

Spoken words [need] to be treated as consisting of component parts ... we now consider [this] an ordinary, teachable aspect of learning to read: **phonological awareness**. (Seidenberg, 2017, p. 63)





- has rotating blades
- aircraft
- rescue vehicle
- hovers
- used to watch traffic
- can land on buildings

The helicopter flew over the house quickly.

what?

did what?

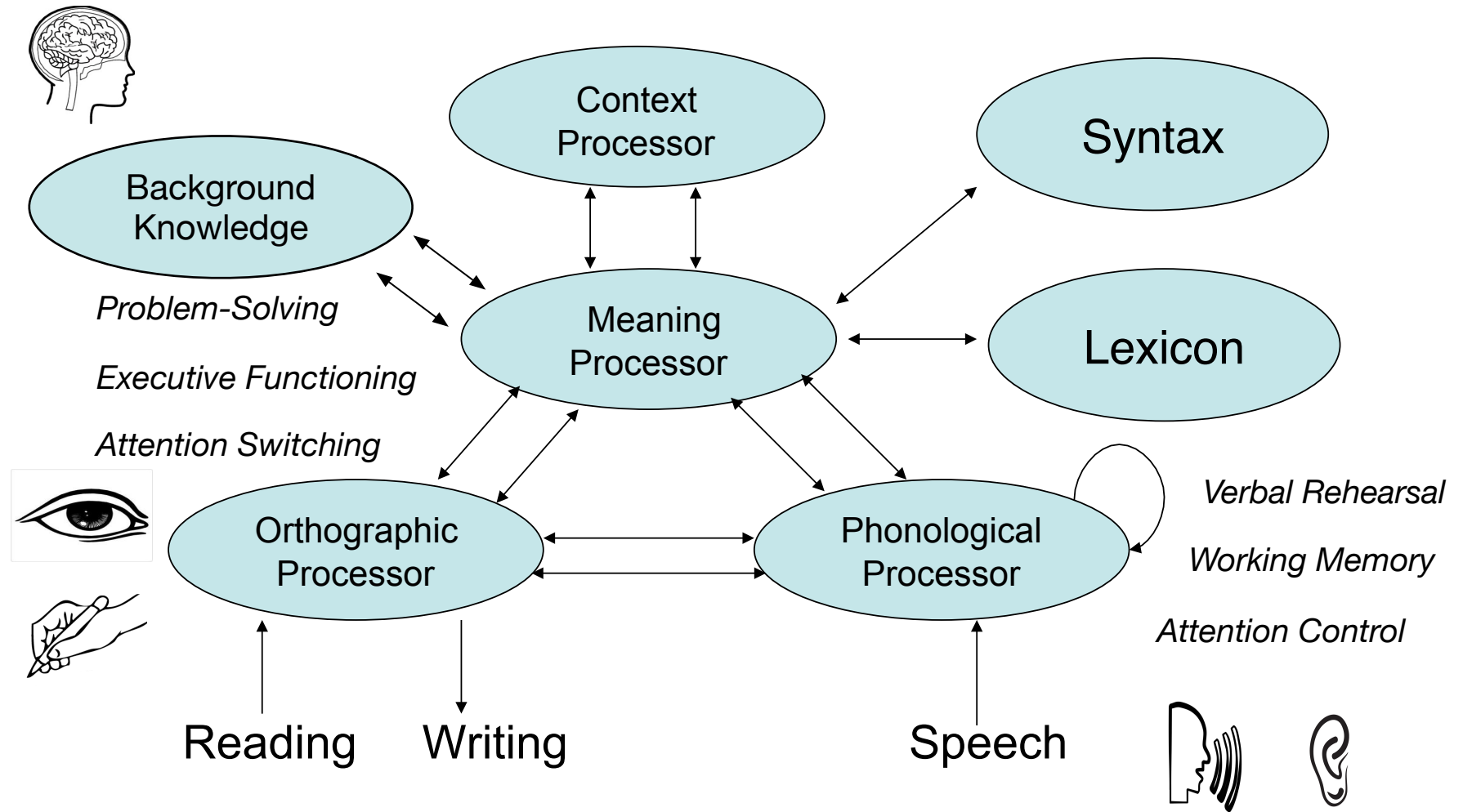
where?

how?





# The Reading System Develops



Adams, M. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.

# Moving From Spoken to Written Discourse

Any message has a:

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

**Most spoken-like**

**Most written-like**

## Topic: Making Toast

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

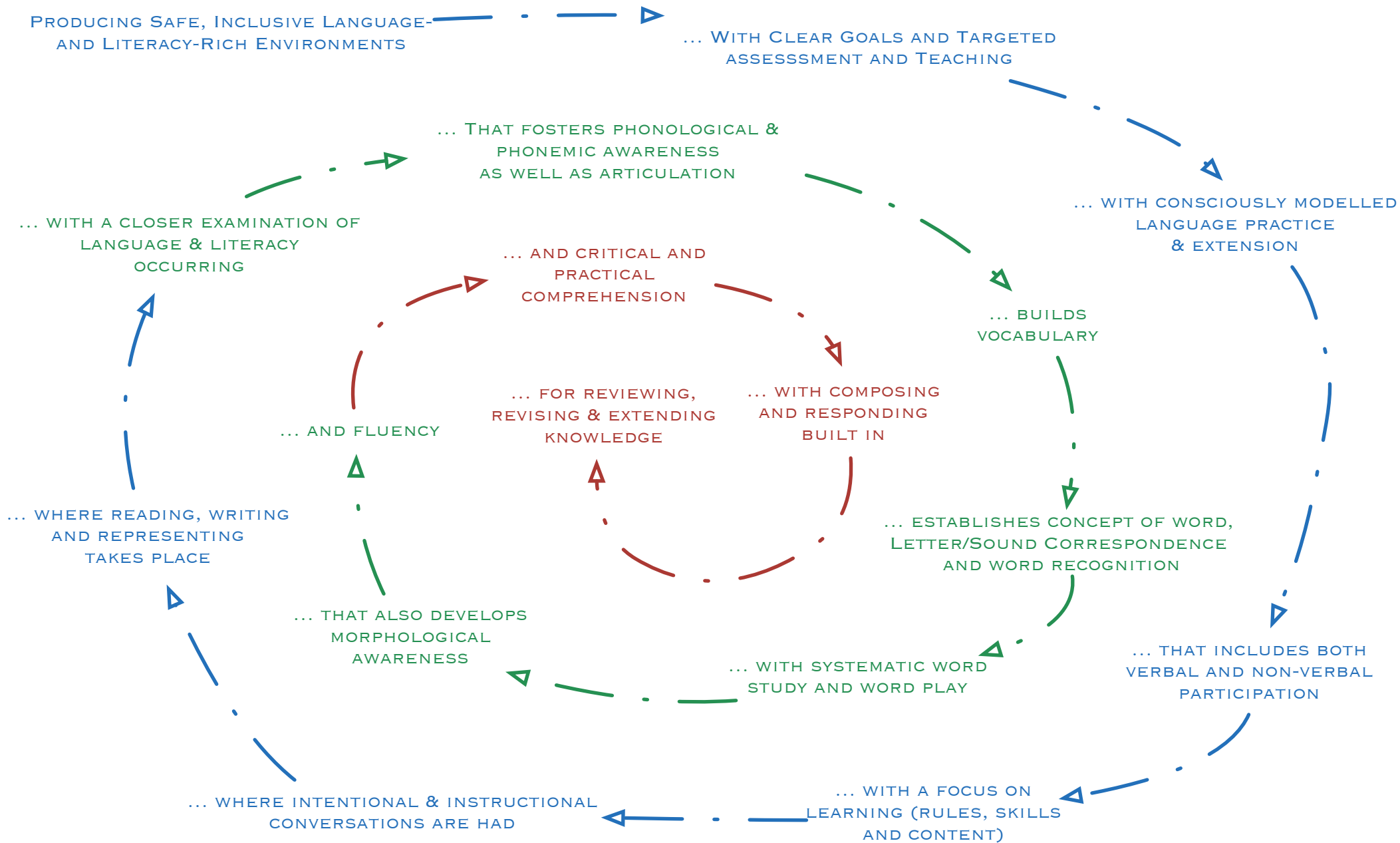
We put the pieces of bread in the toaster and waited. The bread popped up, and the toast was ready.

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 when removing the toast from the toaster. The pieces of toast will be hot.

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





# Key Items for Consideration

