

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 understanding the four levels of processing texts / reading text; and
- To appreciate that 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:

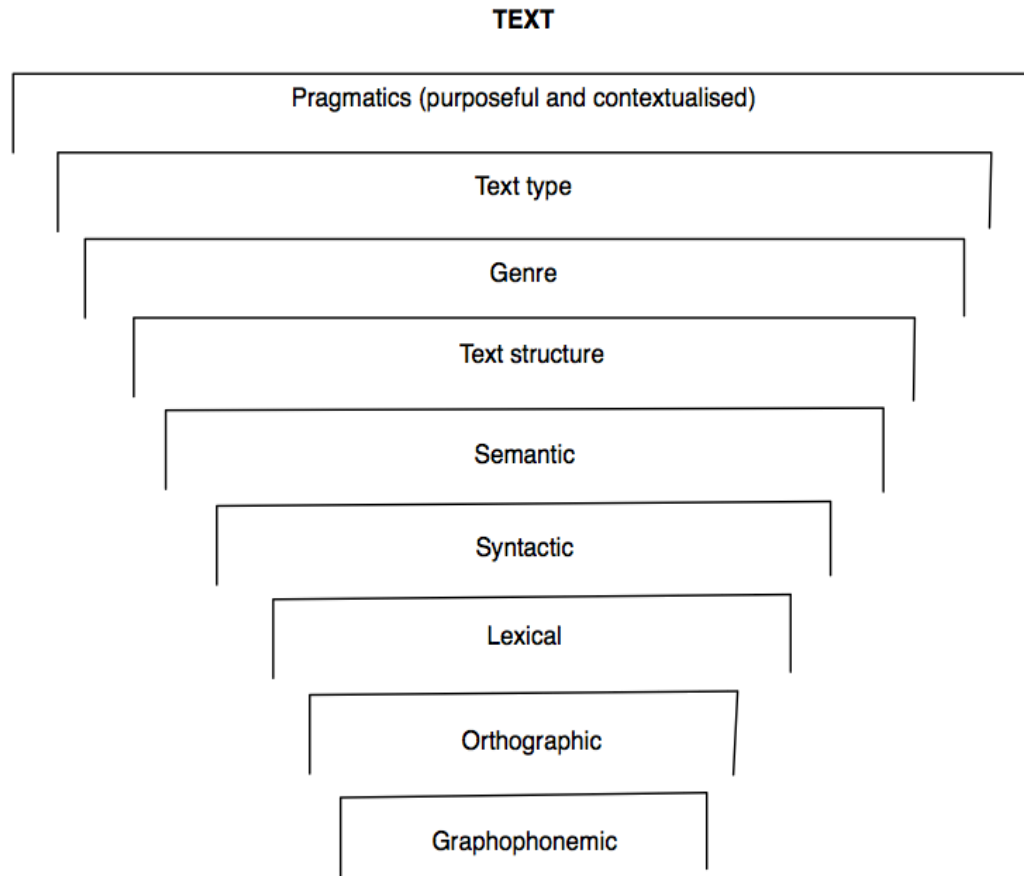
<https://www.theliteracybug.com/s/An-Overview-of-Literacy-Development-share.pdf>



INTRODUCTION



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.

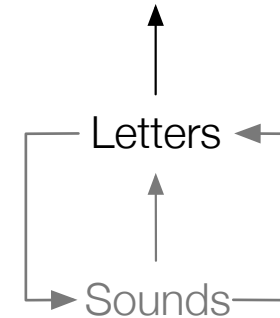
Also include other elements such as graphs, tables, illustrations, etc.

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

↑
Texts

↑
Phrases & sentences

↑
Words



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

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



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

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

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/>



GENERAL COGNITIVE & INTRA-INDIVIDUAL FACTORS

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

CONSTRAINED SKILLS

(less complex constructs)

UNCONSTRAINED SKILLS

(more complex constructs)

most
constrained

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

least
constrained

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

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

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

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

ENVIRONMENTAL/INSTRUCTIONAL QUALITY

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



Intensive & Extensive Instruction



A model for a balanced reading curriculum (Anderson, 2014, p. 179)

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>



FIGURE 6
Completed Intervention Reader Lesson Plan for Level 1

<p>FLUENCY (REREADING)</p> <p><input checked="" type="checkbox"/> Reread text, selected pages, or poetry Text: <u>The Nest on the Beach by Annette Smith</u></p>	<p>FLUENCY EXTENSION(S)</p>
<p>WORD STUDY</p> <p>Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Week: <u>3</u> Vowel Pattern Focus: <u>Short o, a, e, _or</u></p> <p><input checked="" type="checkbox"/> Open Sort: (day 1 only) <input type="checkbox"/> Sound Boxes (day 2) <input type="checkbox"/> Spelling Sort (days 3–5) <input type="checkbox"/> Teacher-dictated sentence: <u>Were you born on the west shore?</u></p> <p>Level 3 <input type="checkbox"/> Feature Focus: _____</p> <p><input type="checkbox"/> Open Sort: (day 1 only) <input type="checkbox"/> Spelling Sort <input type="checkbox"/> Word Meaning discussion <input type="checkbox"/> Student-Generated Sentences to show meaning</p>	<p>WORD STUDY EXTENSION(S)</p> <ul style="list-style-type: none"> Sort cards and write sorts in word study notebooks. Choose one word from each pattern and write a sentence.
<p>COMPREHENSION (NARRATIVE TEXT)</p> <p>New text: _____</p> <p>Before Reading</p> <p><input type="checkbox"/> Activate and build background knowledge <input type="checkbox"/> Preview vocabulary: _____</p> <p><input type="checkbox"/> Set a purpose</p>	<p>COMPREHENSION (INFORMATIONAL TEXT)</p> <p>New text: <u>The Dolphins by Rose Insema</u></p> <p>Before Reading</p> <p><input checked="" type="checkbox"/> Activate and build background knowledge <input checked="" type="checkbox"/> Preview text features and structure</p> <p><input checked="" type="checkbox"/> Preview vocabulary: <u>breathe, smooth, fin, hole, whole</u></p>
<p>During Reading</p> <p><input type="checkbox"/> Teacher/student questions: _____</p> <p><input type="checkbox"/> Discussion/teaching points: _____</p> <p>Notes:</p>	<p>During Reading</p> <p><input checked="" type="checkbox"/> Teacher/student questions: _____</p> <p><input checked="" type="checkbox"/> Discussion/teaching points: <u>How do dolphins breathe?</u></p> <p>Notes:</p>
<p>After Reading</p> <p>Summarize</p> <p><input type="checkbox"/> Plot/story elements <input type="checkbox"/> Character (traits, motivations, point of view) <input type="checkbox"/> Setting (mood, importance) <input type="checkbox"/> Events (sequencing) <input type="checkbox"/> Conflict and resolution <input type="checkbox"/> Theme Notes:</p>	<p>After Reading</p> <p>Summarize</p> <p><input checked="" type="checkbox"/> Main ideas and essential details <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Sequence <input type="checkbox"/> Cause and effect, or problem and solution Notes:</p>
<p>WRITTEN COMPREHENSION EXTENSION(S): <u>Design a poster: The Top Five Things About Dolphins</u></p> <p>Notes:</p>	

FIGURE 8
Completed Intervention Reader Lesson Plan for Level 3

<p>FLUENCY (REREADING)</p> <p><input checked="" type="checkbox"/> Reread text, selected pages, or poetry Text: <u>Never Teach Your Dog to Read</u></p>	<p>FLUENCY EXTENSION(S)</p> <p>Reread poem with partner</p>
<p>WORD STUDY</p> <p>Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Week: _____ Vowel Pattern Focus: _____</p> <p><input type="checkbox"/> Open Sort: (day 1 only) <input type="checkbox"/> Sound Boxes (day 2) <input type="checkbox"/> Spelling Sort (days 3–5) <input type="checkbox"/> Teacher-dictated sentence: _____</p> <p>Level 3 <input checked="" type="checkbox"/> Feature Focus: <u>Prefixes</u></p> <p><input type="checkbox"/> Open Sort: (day 1 only) <input type="checkbox"/> Spelling Sort <input checked="" type="checkbox"/> Word Meaning discussion <input checked="" type="checkbox"/> Student-Generated Sentences to show meaning</p>	<p>WORD STUDY EXTENSION(S)</p> <p>Student will write a sentence with selected words (checking for understanding)</p>
<p>COMPREHENSION (NARRATIVE TEXT)</p> <p>New text: <u>The Hare and the Tortoise by Jenny Giles</u></p> <p>Before Reading</p> <p><input checked="" type="checkbox"/> Activate and build background knowledge <input checked="" type="checkbox"/> Preview vocabulary: <u>boasting, meadow, willow tree, plodded</u> <input checked="" type="checkbox"/> Set a purpose</p>	<p>COMPREHENSION (INFORMATIONAL TEXT)</p> <p>New text: _____</p> <p>Before Reading</p> <p><input type="checkbox"/> Activate and build background knowledge <input type="checkbox"/> Preview text features and structure <input type="checkbox"/> Preview vocabulary: _____</p>
<p>During Reading</p> <p><input checked="" type="checkbox"/> Teacher/student questions: <u>Encourage students to give evidence to support predictions</u> <input checked="" type="checkbox"/> Discussion/teaching points: <u>What is the illustrator trying to show us in this picture?</u></p> <p>Notes: <u>Discuss point of view from other characters.</u></p>	<p>During Reading</p> <p><input type="checkbox"/> Teacher/student questions: _____</p> <p><input type="checkbox"/> Discussion/teaching points: _____</p> <p>Notes:</p>
<p>After Reading</p> <p>Summarize</p> <p><input type="checkbox"/> Plot/story elements <input checked="" type="checkbox"/> Character (traits, motivations, point of view) <input type="checkbox"/> Setting (mood, importance) <input type="checkbox"/> Events (sequencing) <input type="checkbox"/> Conflict and resolution <input type="checkbox"/> Theme Notes:</p>	<p>After Reading</p> <p>Summarize</p> <p><input type="checkbox"/> Main ideas and essential details <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Sequence <input type="checkbox"/> Cause and effect, or problem and solution Notes:</p>
<p>WRITTEN COMPREHENSION EXTENSION(S): <u>Rewrite the story from the tortoise's point of view</u></p> <p>Notes:</p>	



How do we know if a text is accessible?

Developing reader 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:

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

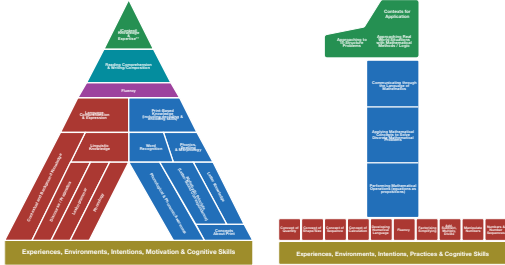
Even when we want to think about a child learning to read initially, we want to think about what sorts of texts we want the child eventually to be able to read in what sorts of ways.



Steps to Planning, Teaching and Monitoring



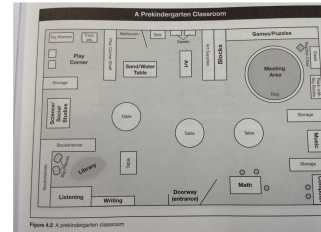
Step #1: Develop a Student Profile



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



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



Step #5: Identify a Suitable Teaching Space, Time & Resources

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

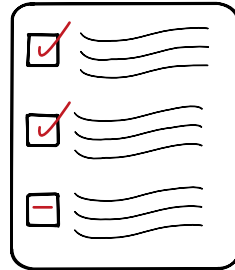
Step #6: Set an Appropriate Teaching & Learning Sequence (e.g. breaking down a task)



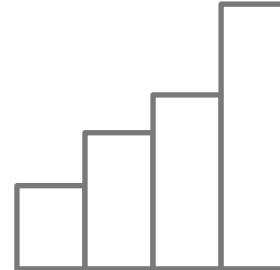
Step #6: Conduct Lessons (in a Lesson Cycle)



Step #7: Reflect on Teaching Practice Regularly/Routinely



Step #8: Monitor Progress Regularly and Adapt Teaching Accordingly



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

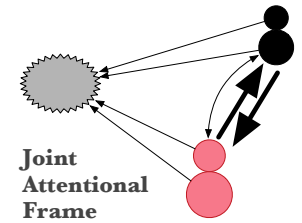


Step #10: Update Student Profile

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

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

The More, The Better

30 Million
WordGap[https://youtu.be/
OJ4yNRaPx24](https://youtu.be/OJ4yNRaPx24)

“There are important dynamics here: the more children are spoken to [and speak themselves], the more they understand oral language. The more children are read to [in a dialogic manner], the more they understand the language around them, and the more developed their language becomes.” (Wolf, 2008, p 84)

The more children write, the more they explore words, the more they explore knowledge and ask questions ... the more developed their skills and practices become.

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



Motivated to Communicate and Learn

In addition to becoming skilled “**the pupil must want to go on**” alone in taking language to the world, and that what is said must be worth saying, have a point (warning, informing, amusing, promising, questioning, chastising, counting, insisting, beseeching, specifying the location of pain, and so on), then is there some question left as to whether the pupil has to find warning, informing, amusing, promising, counting, beseeching, chastising, and so on themselves worth doing? If it is part of teaching to undertake to validate these measures of interest, then it would be quite as if teaching must, as it were, undertake to show **a reason for speaking at all.**”

(Cavell, 2005, pg 115)

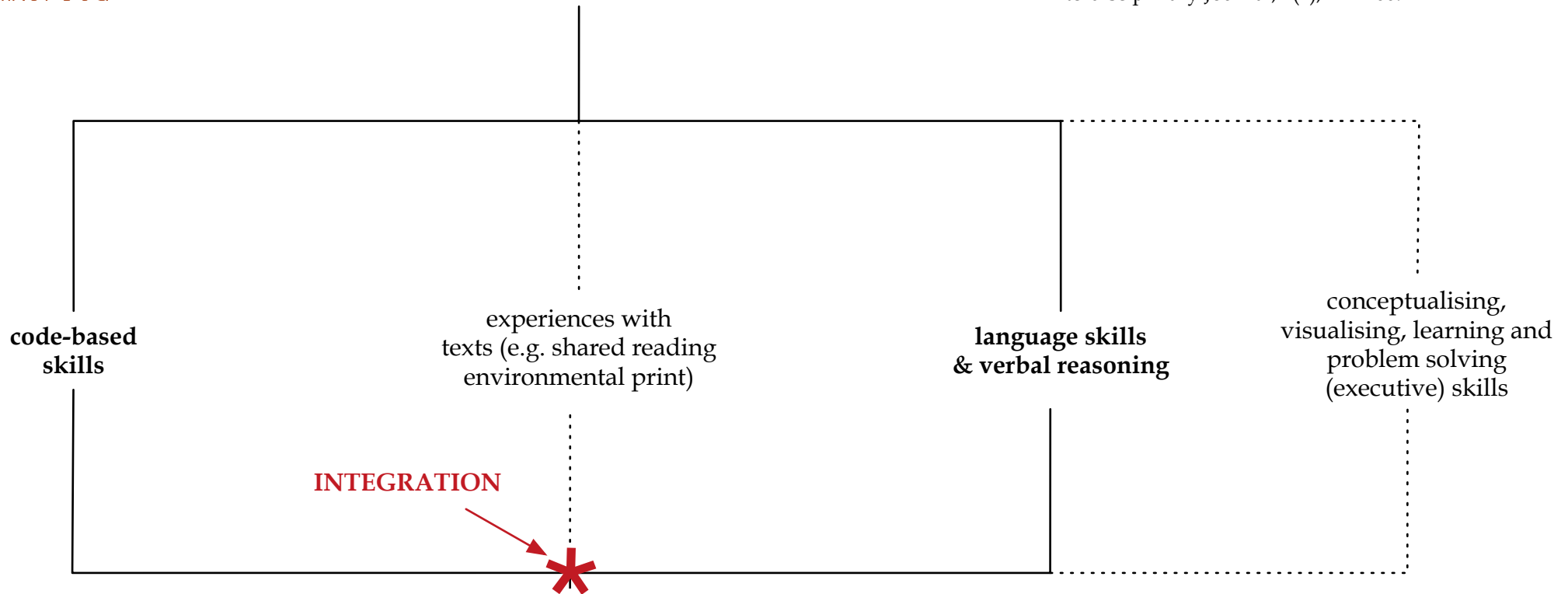
Cavell, S. (2005). Philosophy the day after tomorrow. In S. Cavell, Philosophy the day after tomorrow. (pp. 111 - 131). Cambridge, MA: Belknap Press.



SIMPLE VIEW OF LITERACY



Simple Model of Literacy (Revised)



integrating skills in order to compose, comprehend, discuss, critique and grow (involving organisational skills, executive functioning and sustained concentration)

developing general reading, composing, comprehension, discussion and learning skills

developing the particular reading, viewing, writing, and speaking skills for particular social context and tasks

using language and literacy as ways to make sense of the world and of one's place in the world



Example English Literacy Facts

There are **26 letters** in the English alphabet.

21 are consonants;
5 are vowels (or 6 if you treat “y” as a sometimes vowel)

We use these letters as well as letter combinations to represent **44 phonemes** or English sounds (give or take one or two).

25 consonant sounds
19 vowel sounds

There are **74 common ways** to represent those 44 sounds (e.g. /oo/ as in true, new, shoe, flu)

These sounds are joined together to form words and syllables. There are **six common word and syllable types** in English.

Closed (e.g. mat or pic/nic)

Open (e.g. he or ve/to)

Silent “e” or vowel-consonant-e [vce] (e.g. cape or stripe)

Vowel team or vowel pair (e.g. pain or toy)

R-controlled (e.g. far or fer/ment)

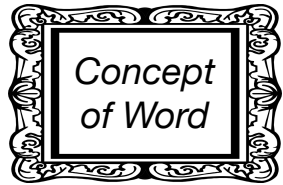
Consonant+le (e.g. a/pple or li/ttle)

/b/	/ch/	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ng/	/p/	/kw/	/r/	/s/	/sh/	/t/	/th/	/v/	/w/	/hw/	/ks/	/y/	/z/	a	a	e	e	i	i	o	o	u	u	oo	oo	/aw/	/ow/	/oy/	/er/	/or/	/ar/	/air/	/ear/	/yur/	schwa
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	-lf	gu-	-dge	ch	-mb	gn-	wr	sc-	sci	pt-	si	o	x	s	ai	aigh	ai	e_e	igh	oe	eau	o	ou	au	ir	our	ear	o																		

Emergent (3 to 5 yrs old)

A - Z)))

))) |)))))))))
 CAT /K/ /A/ /T/



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

Letter-Name Alphabetic (4 to 7 years old)

C V C

Spell it how it sounds

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

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

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

Blends - plan, flag,

r-controlled vowels - car, far, fir, stir, star, blur,



NB: the short form of each vowel (a, e, i, o, u) is only represented by a small number of spelling options ... unlike the long form →

Within-Word Pattern (7 to 9 Years old)

C V C e
 C V V C

Spell it by pattern

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

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

Learners clarify spelling patterns with the help of dictionary aids

Affixes/Suffixes (9 to 11 years old)

-ed -ing -ly re-

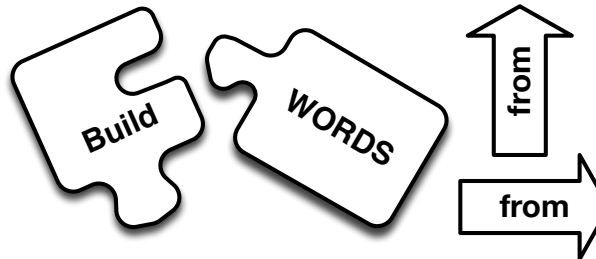


Spell by rule & dictionary aids

By this stage, learners can decode most, if not all, single syllable words. At this stage, learners become adept at adding common prefixes and suffixes as well as spelling a range of multisyllabic words, which requires that they identify *syllable junctures*. The unstressed, ambiguous *schwa* sound (often pronounced “uh”) is also present in many multisyllabic words, such as *alone* and *confident*. Learners will need to turn to other tools to disambiguate these unclear vowel sounds.

Derivational (11 years & older)

prefixes suffixes
 bases roots



10 - 13: use many strategies / 13+: spell from knowledge

At this stage, there are few items which are missing from one’s skill set. Instead, spelling & vocabulary learning are inextricable linked.

Six Most Common Syllable Patterns

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

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

Aspects of Language Learning

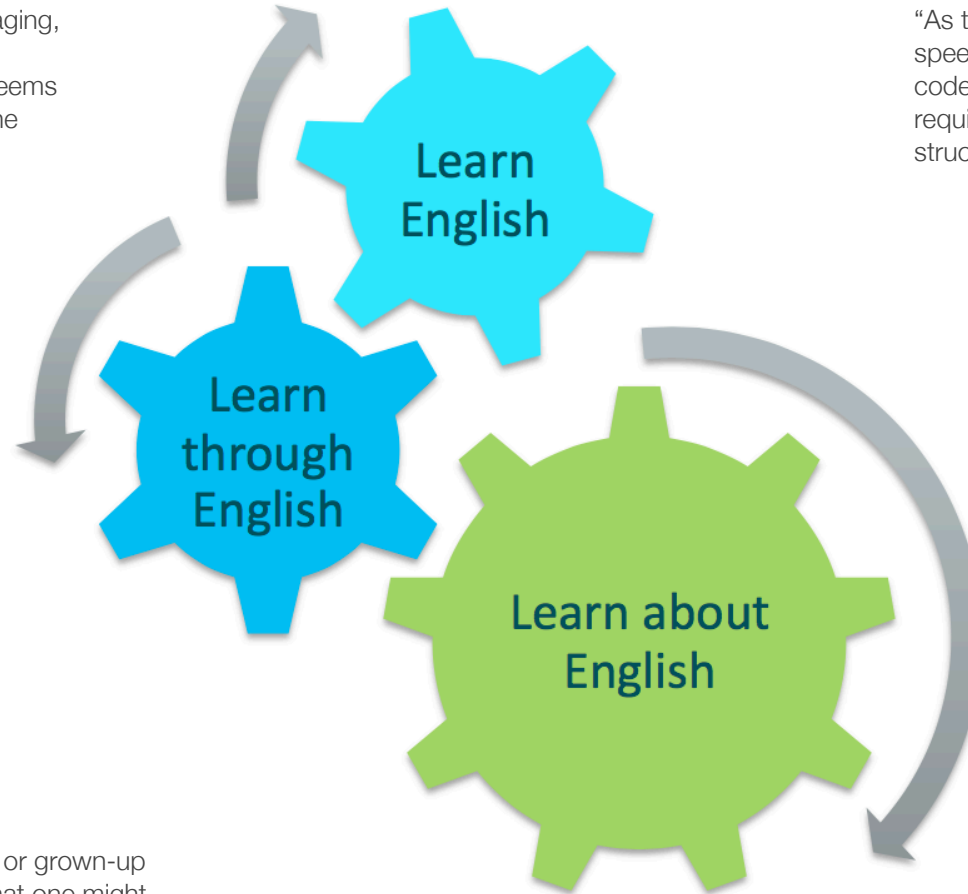
“When we focus on rich, engaging, meaningful content and experiences, then language seems to take care of itself.” Catherine Snow

“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

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

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



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

Multicultural Programs Unit
Adapted from Halliday, 1980



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

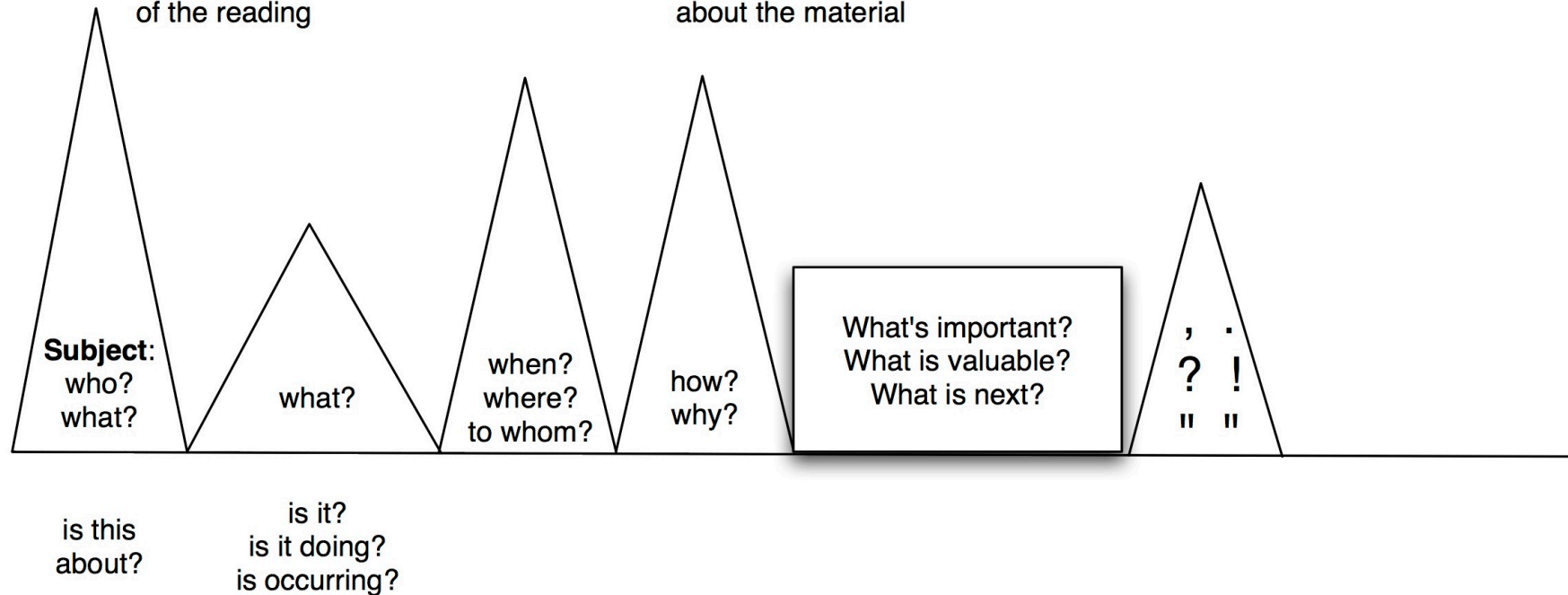
THINK

- ASK QUESTIONS
- SEEK MEANING
- MAKE PREDICTIONS

about the material

ORGANISE

- INFORMATION
- THOUGHTS
- RESPONSES



I shall be telling this with a sigh somewhere ages and ages hence.

Two roads diverged in a wood, and I took the one less traveled by, and that has made all the difference.



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



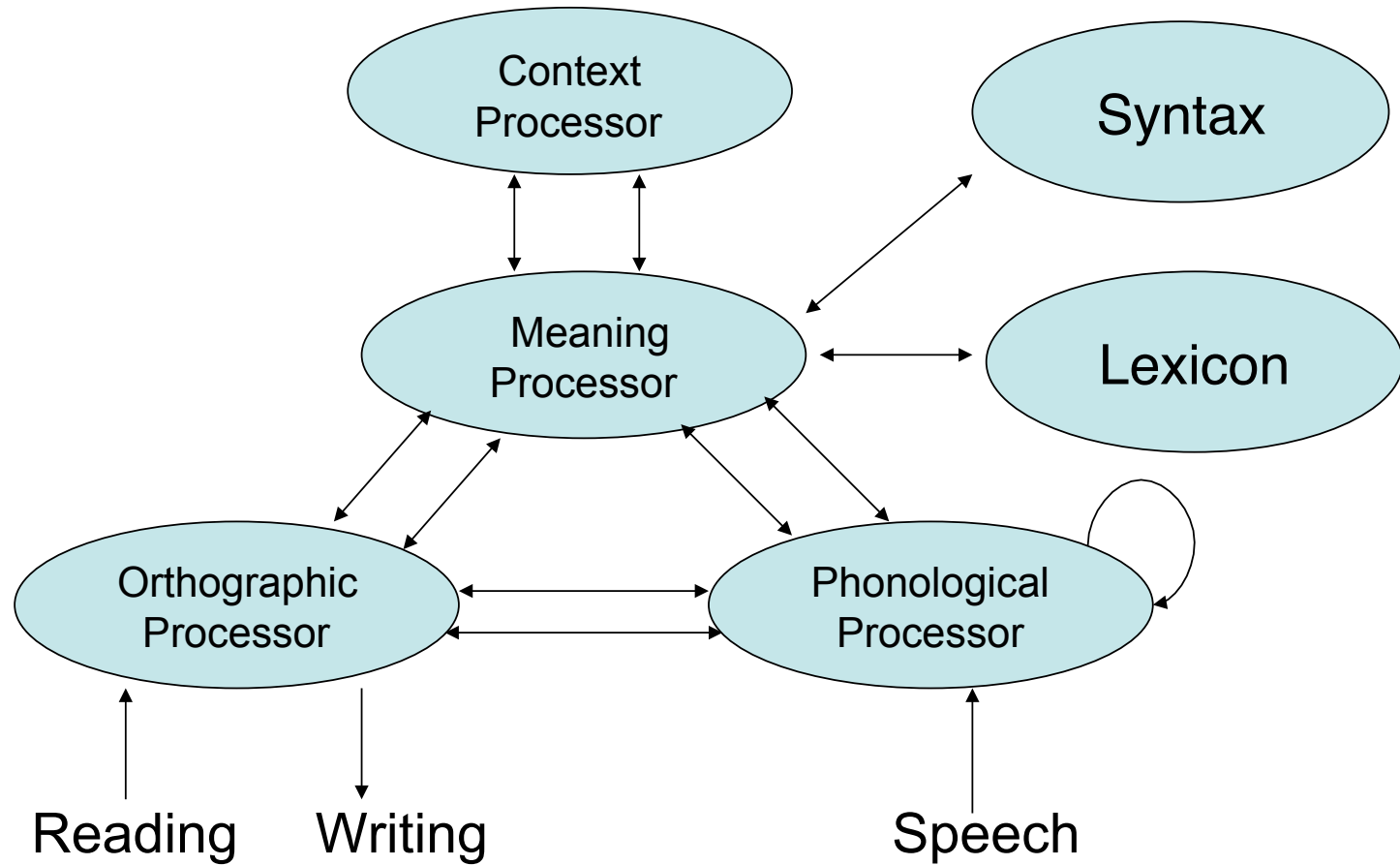
Age-Appropriate Writing Samples Available at

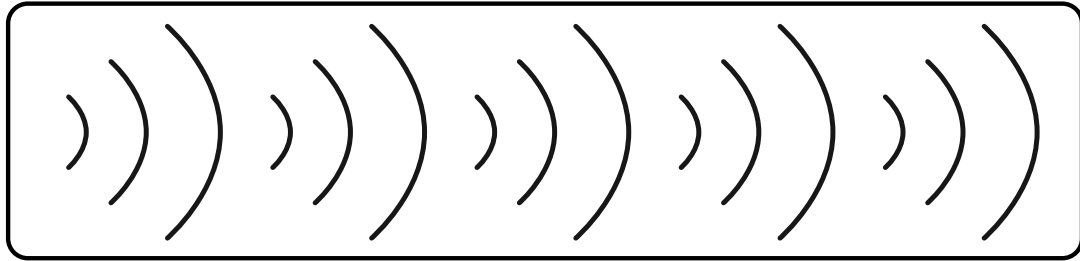
The Reading and Writing Project: <http://readingandwritingproject.org>





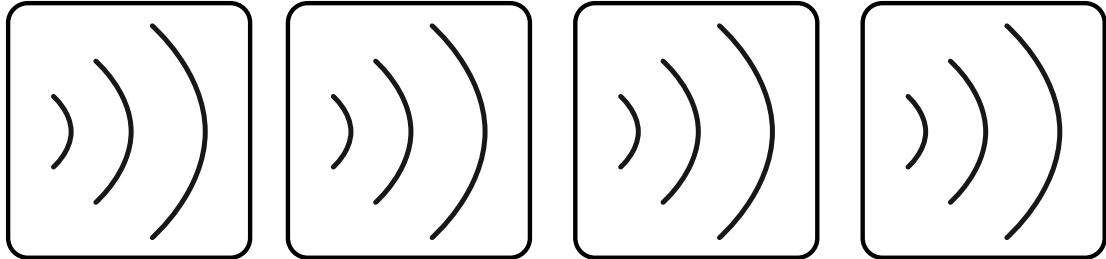
The Reading System (Adams)





encoding

“SPOON”

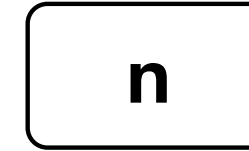
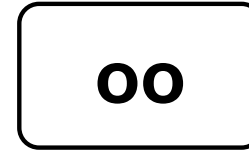
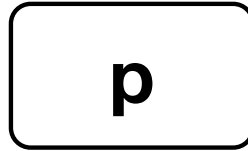
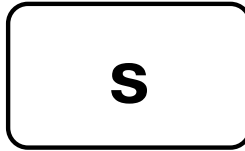


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decoding

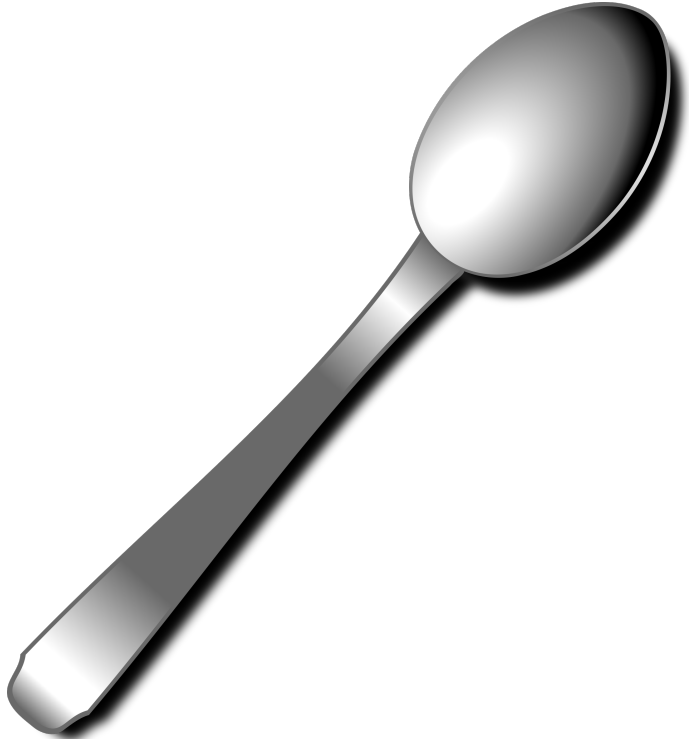
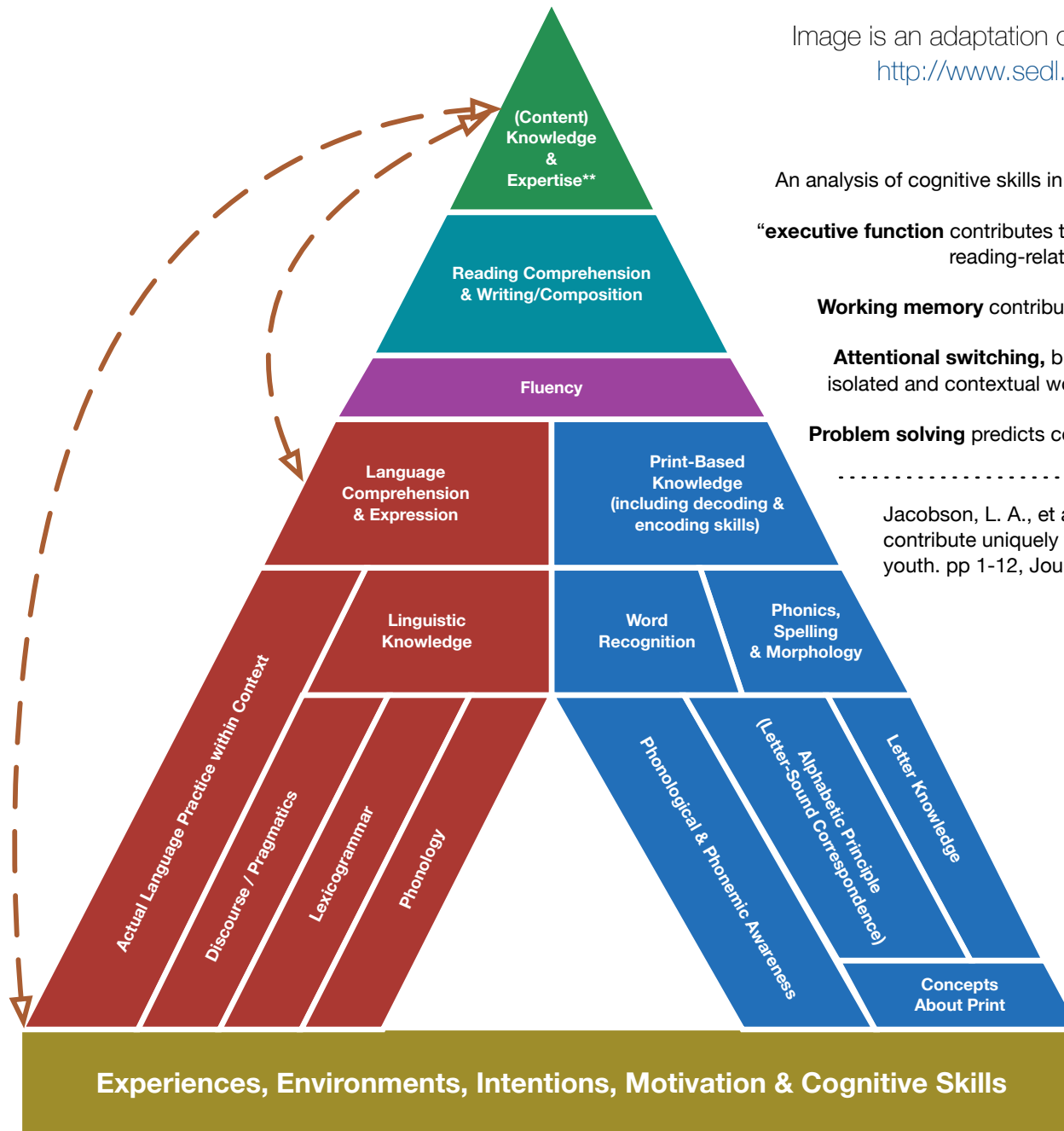


Image is an adaptation of the SEDL reading framework:
<http://www.sedl.org/reading/framework/>



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)

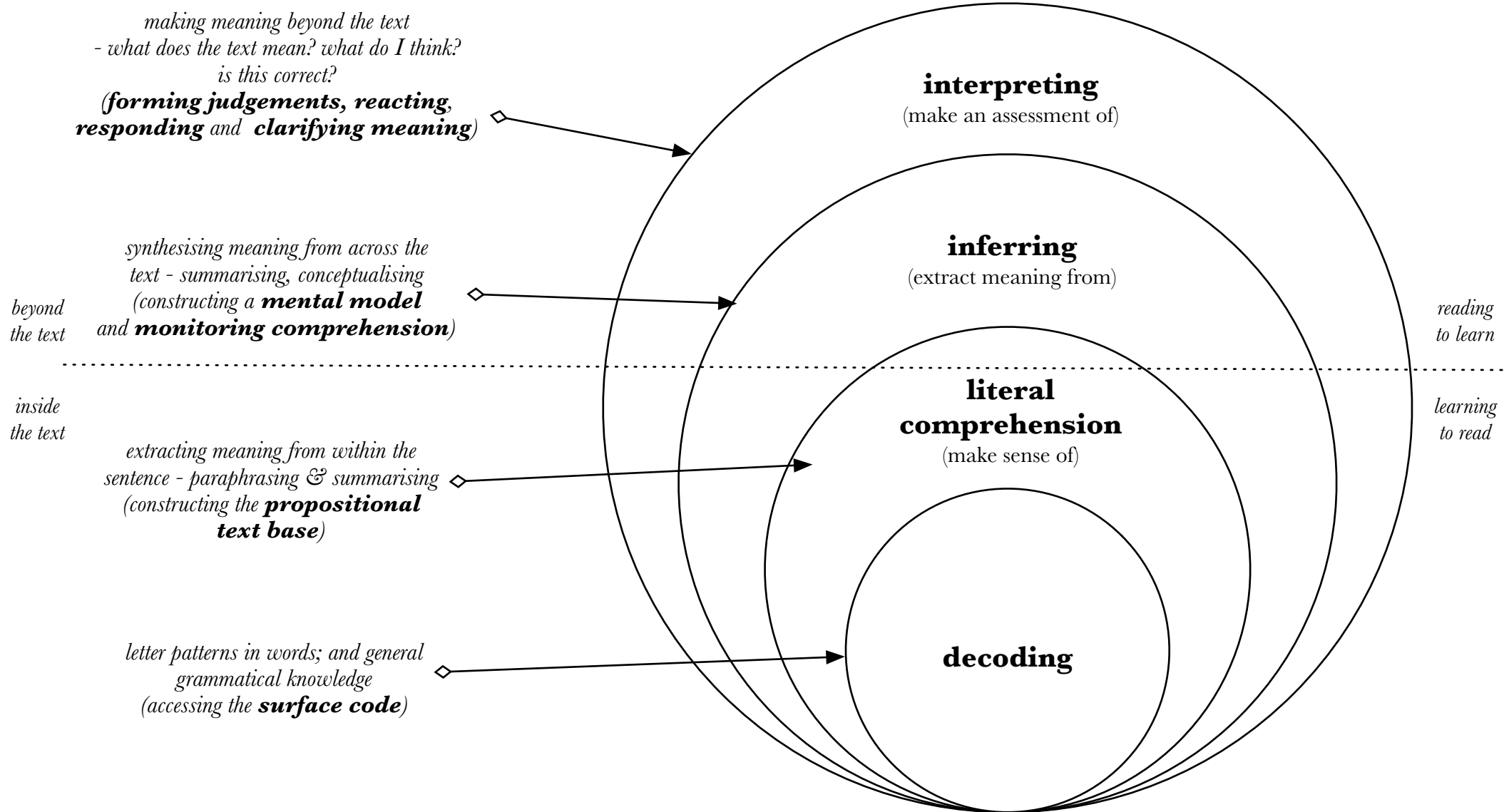
.....
 Jacobson, L. A., et al. (2016). Executive functions contribute uniquely to reading competence in minority youth. pp 1-12, Journal of learning disabilities.



LEVELS OF READING PROCESSING



LEVELS OF PROCESSING FOR READING COMPREHENSION



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.



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

[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!"

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.

1. Why did the boy first call out "wolf" in paragraph 1? [RL.2]
 - A. He was afraid
 - B. He was bored
 - C. He wanted to see what he could get away with
 - D. He was practicing

2. In the end of the story, why didn't the villagers come help the boy chase off the wolf? [RL.2]
 - A. They were mad at him
 - B. They thought he deserved his fate
 - C. They didn't believe him
 - D. They were tired from running back and forth all day

3. PART A: How does the boy's relationship with the villagers change over time? [RL.3]
 - A. At first, the villagers support the boy, but by the end, they lose their trust in him
 - B. At first, the boy disrespects the villagers, but in the end, he gains their trust
 - C. In the beginning, the boy works with the villagers to protect the sheep, but in the end, he is left all alone
 - D. At first, the villagers love the boy, but in the end they refuse to support him

4. PART B: Which detail from the text best supports the answer to Part A? [RL.1]
 - A. "When the villagers saw no wolf they sternly said..." (Paragraph 5)
 - B. "But the villagers thought he was trying to fool them again..." (Paragraph 8)
 - C. "I cried out, 'Wolf!' Why didn't you come?" (Paragraph 10)
 - D. "We'll help you look for the lost sheep in the morning," he said..." (Paragraph 11)

5. Explain the line, "Nobody believes a liar...even when he is telling the truth!" [RL.2]



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)



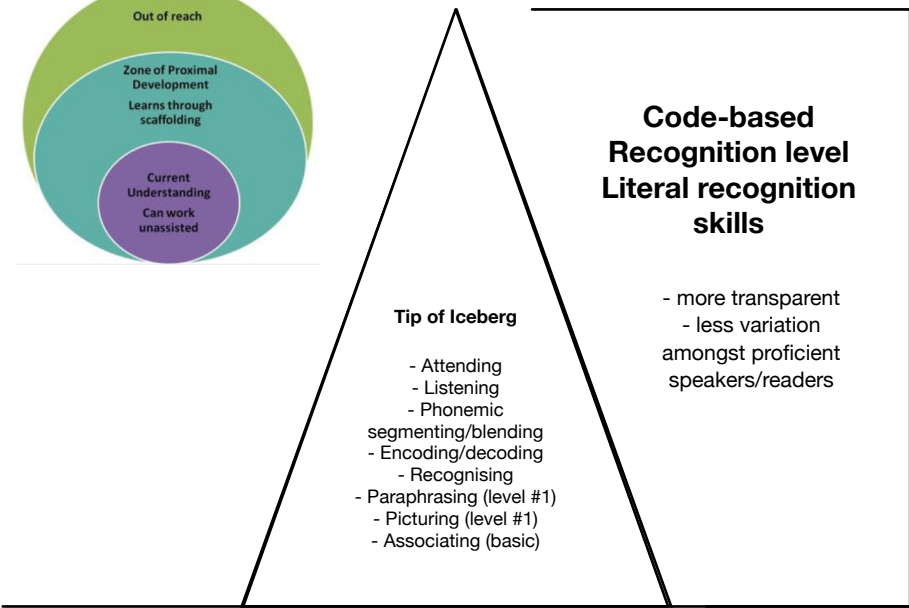
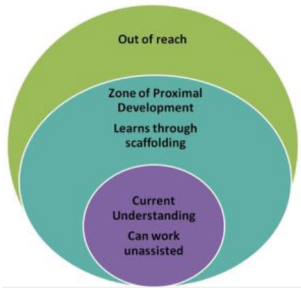
diagram derived from: RAND Reading Study Group (2002). Reading for understanding: toward an R&D program in reading comprehension. Santa Monica, CA: RAND Reading Education.

“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)





**Code-based Recognition level
Literal recognition skills**

- more transparent
- less variation amongst proficient speakers/readers

Tip of Iceberg

- Attending
- Listening
- Phonemic segmenting/blending
- Encoding/decoding
- Recognising
- Paraphrasing (level #1)
- Picturing (level #1)
- Associating (basic)

Under the Surface

- Paraphrasing (level #2)
- Picturing (level #2)
- Associating & connecting (more elaborate)
 - "Seeing as ..."
 - Inferring
 - Interpreting
- Placing in context of experience
 - Generating mental models
- Intending and/or reading intention
 - Applying multiple perspectives
- Deliberating over multiple meanings/actions
- Placing within the context of existing knowledge
- Understanding the form, content, moves and (rhetorical) function of the conversation
 - Recognising "it" as part of a genre of communication (governed by particular conventions)
- Know what is to be done (with the text)

**Meaning-making
Interpreting
Deciphering
Processing
Concluding
Using**

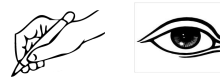
- more variable
- more dependent on experience
- more dependent on cognitive strategies



(oral)



(phonemic awareness)



(print)



(recognition)

declarative (statement) form
Two roads diverged in a yellow wood.

subject verb prepositional phrase
who/what? did what? where?

/d/ /i/ | /v/ /er/ /j/ | /d/

diverged



Two roads separated in the forest ... A fork in the road!

YES NO PARTIAL



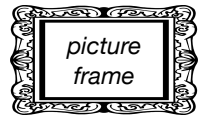
start here if stimulus is oral/audio



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



start here if stimulus is print



propositional content

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



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



(think/imagine)

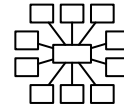
The surface meaning of the sentence creates a clear picture, as long as you can decipher "diverged", "wood" and "yellow wood" (i.e. autumn) correctly.

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.



(discuss)

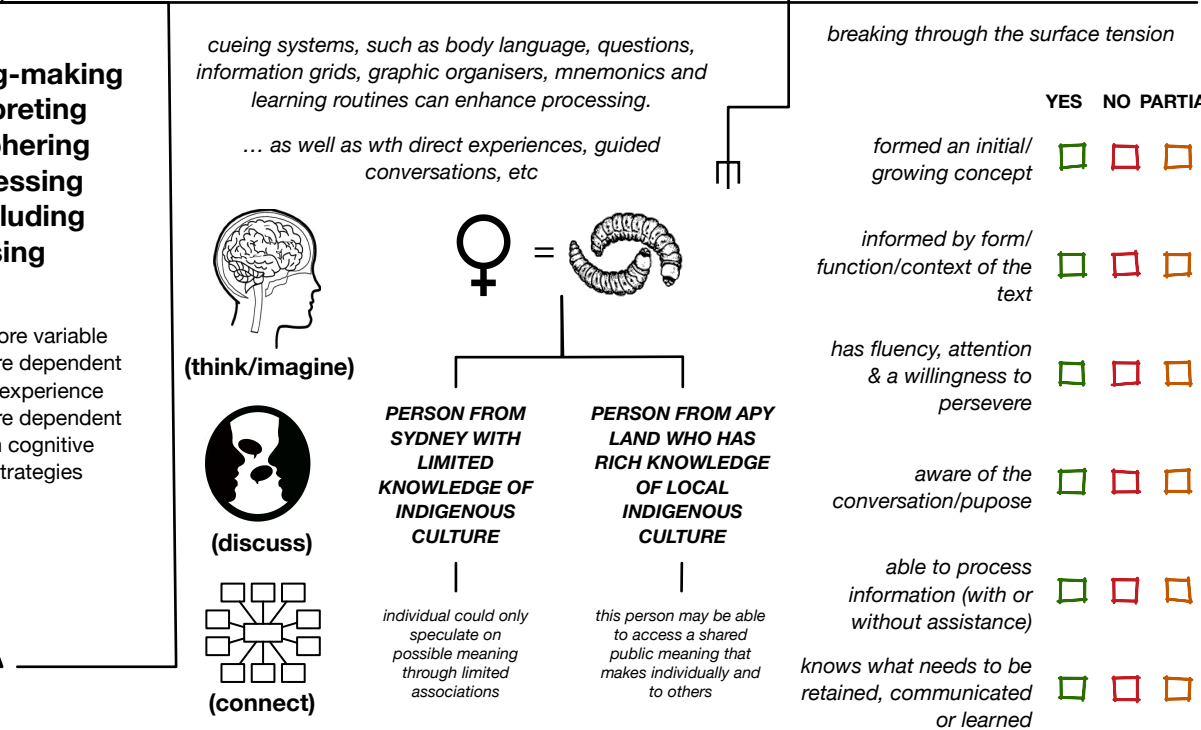
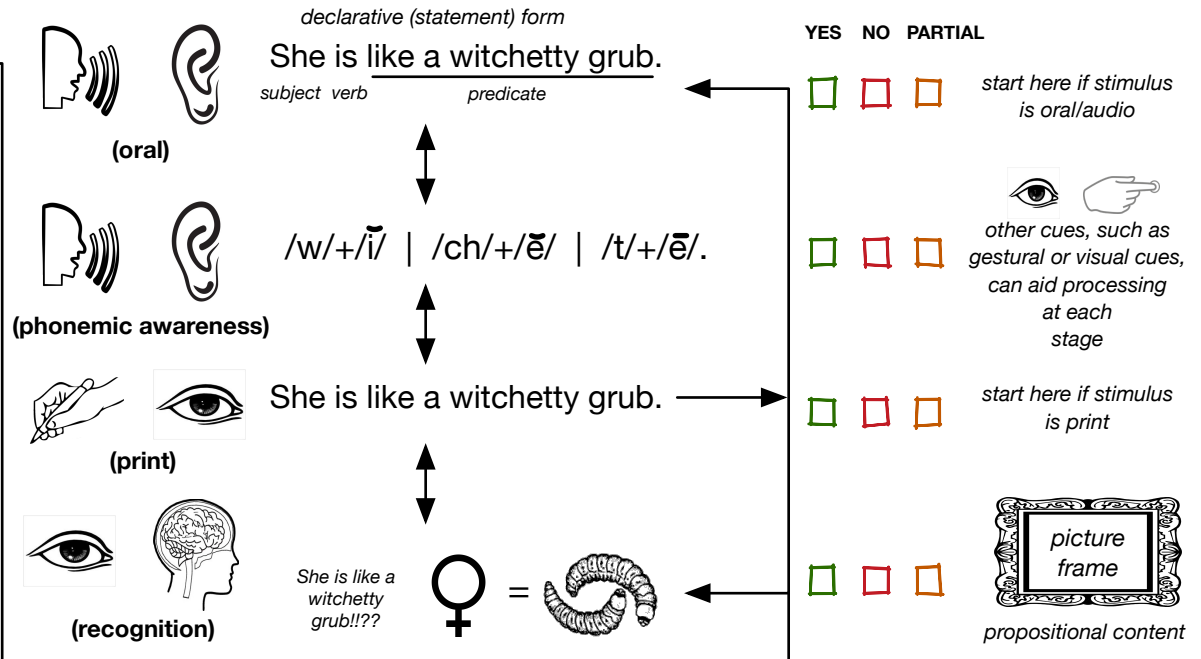
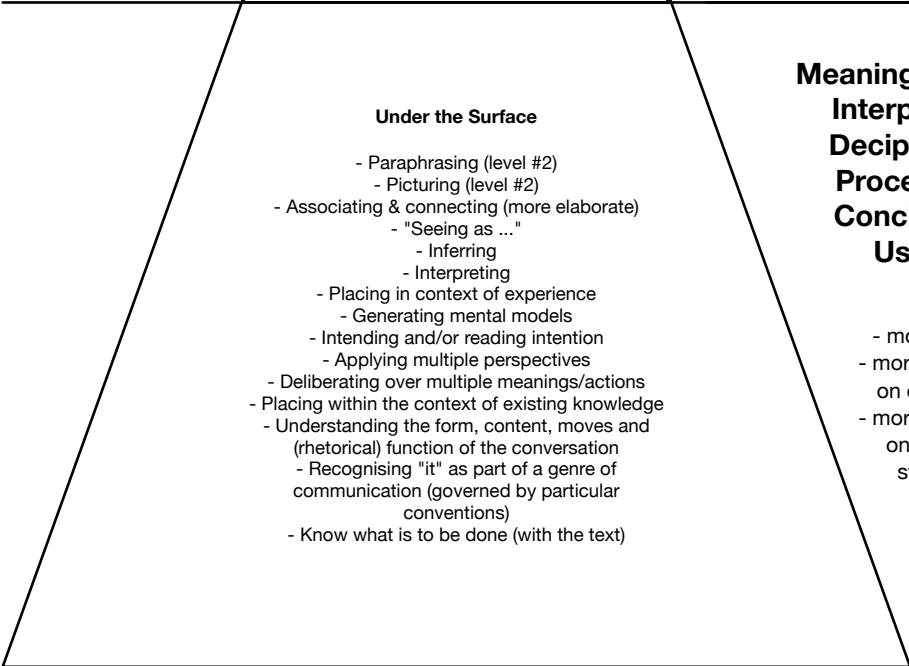
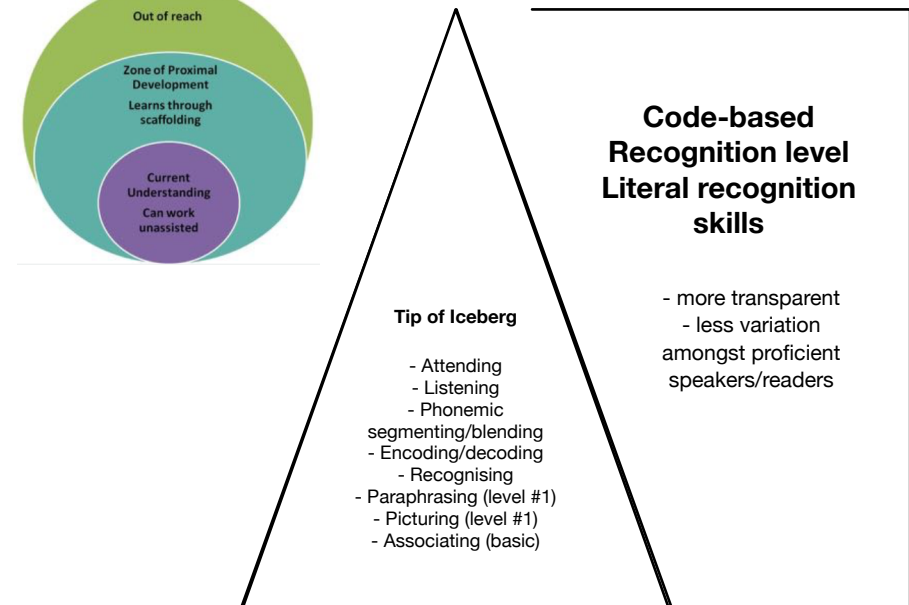
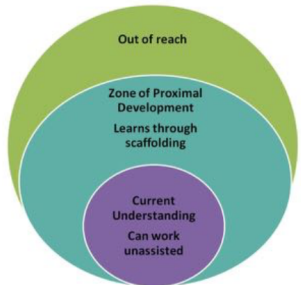
There is also a great deal more happening as well, since the ol' "fork in the road" motif has such a pervasive public meaning for the audience to whom Robert Frost is writing. American society is rich with literature about crossroads, fateful decisions, risks and rewards, and more. Familiarity with this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



(connect)

BUT WAIT . . .





BECAUSE



We need to become part of conversations

Reading comprehension is not guaranteed when someone has learned to decode. We can still say, *“I can read it, but I don’t understand it!”*

“Do I know what it is about? Am I part of the conversation? Can I follow the logic? Can I use my imagination? Do I know where to begin? What’s the point? What is it asking me to do? How do I respond?”

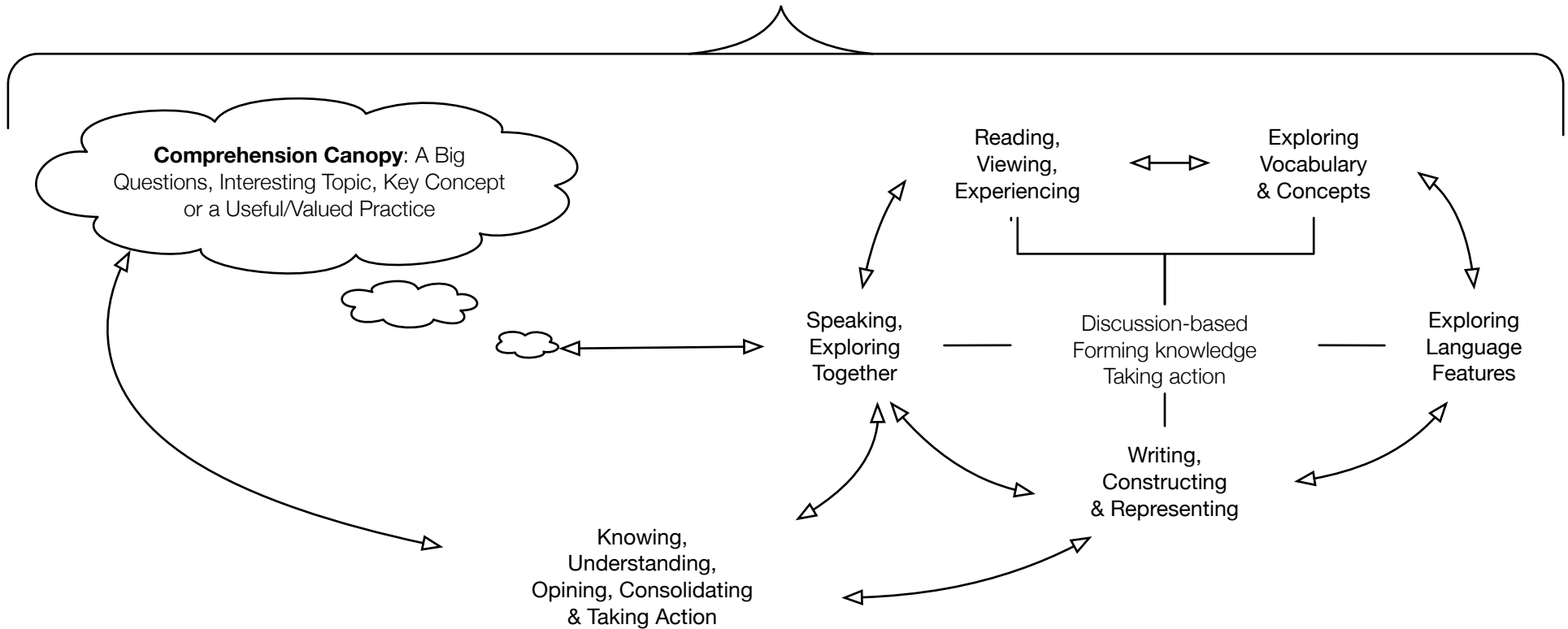
Meaning is use, and it occurs as part of conversations. And conversations occur between individuals with a certain amount of shared language, knowledge, experiences, purposes and expectations.

To explore further, visit <https://www.theliteracybug.com/conversation/>



Anchored in particular content, context and/or task

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



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



STAGES OF READING DEVELOPMENT



Five Stages of Reading Development

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

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

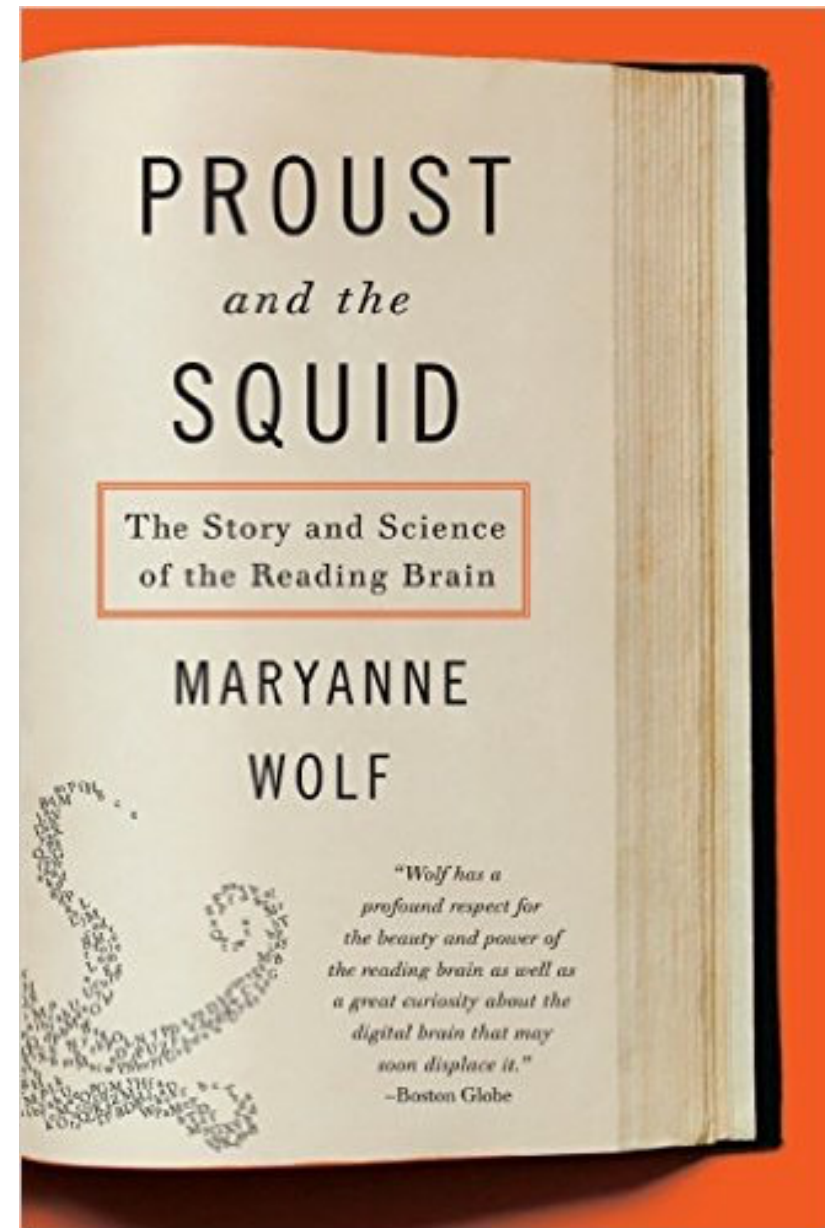
the novice reader
(typically between 6 to 7 years old);

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

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

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

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



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



STAGE	Cognitive Skills	Alphabetic Principle	Phonological & Phonemic Awareness	Learning Words	Using Words	Functions of Language	Knowledge (Domains), Thinking & Reasoning	Motivation, Interest & Expertise	Environments, Resources & Relationships	EXPLANATION
0	Attention	Concept of Print developed through environmental print and plenty of shared book reading	Developing phonological awareness (7 Steps)	Progressively developing a vocabulary. Often learned in context and/or in topical clusters.	Placing the words in grammatical sentences in acts of communication and exploration.	Learners are performing different functions with language: recounting, requesting, imagining, commanding, explaining, comparing, questioning and more	When learners use language, they use language to speak about stuff, for want of a better term. This stuff could be about breakfast, dinosaurs, gardens, superheroes, fairy tales, and more.	As a learner explores their world, he/she develops their interests, passions, expertise and these qualities drive the learner's questioning, researching and learning habits.	We learn to use language with others, in contexts, with materials about stuff. Actual joint practices - such as cooking - can be an activities. Dialogic reading of quality picture/story books is also a source of language learning	In Stage 0, there is a significant priority placed on four distinct skills: oral language development, phonological/phonemic awareness, early alphabetic skills and engaging experiences with books/texts. It is assumed that children have strong language skills by the time they start school.
	Perception	The learner gains a concept of the 26 letters of the alphabet.	Developing phonemic awareness (manipulating words and the 44 phonemes of English)	Helpful to consider words in Tiers 1, 2 & 3. Also, helpful to consider words in traditional grammatical categories.	Receptive & Expressive Oral Language Skills in the Context of Activity	Dialogic-Interactive Reading, Language Experience Approach, Story Dictation, Emergent Writing, Interactive Writing, Shared Writing, Joint Construction and Establishing Communities of Practice	Decoding & Spelling Skills	NOTE: Controversial - yet potentially very true - statement from eminent literacy academic Catherine Snow, "Once you turn your focus to rich, meaningful content (for learning, exploring discussing and debating), then language takes care of itself" (for Learning to Talk by Talking)		
	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.	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	
Employing Memory - short term - working - long term										
1	Sequencing & Categorising	NOTE: By age 6, most children understand thousands of words they hear but can read few if any of them. At the end of Stage 1, most children can understand up to 4000 or more words when heard but can read about 600. At the end of Stage 2, about 3000 words can be read and understood and about 9000 are known when heard.	Decoding & Spelling Skills	NOTE: Controversial - yet potentially very true - statement from eminent literacy academic Catherine Snow, "Once you turn your focus to rich, meaningful content (for learning, exploring discussing and debating), then language takes care of itself" (for Learning to Talk by Talking)	Becoming a Skilled and Fluent Reader	Sustained Independent Silent Reading	Writing Workshops	Reading Workshops	Topic-Theme-Based Investigations	In Stage 1, there is a targeted focus placed on systematic instruction of decoding skills and a progressive introduction to decodable texts. Teachers can use the Language Experience Approach and rich experiential learning to use collective explorations as prompts for academic learning. Important to foster the imagination and questioning
	Visualising & Simulating									
	Conceptualising, Classifying & Exemplifying									
2	Associating, Comparing, & Contrasting	learning to read reading to learn	Morphological Awareness in Print Increases	NOTE: Controversial - yet potentially very true - statement from eminent literacy academic Catherine Snow, "Once you turn your focus to rich, meaningful content (for learning, exploring discussing and debating), then language takes care of itself" (for Learning to Talk by Talking)	Becoming a Skilled and Fluent Reader	Sustained Independent Silent Reading	Writing Workshops	Reading Workshops	Topic-Theme-Based Investigations	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.
	Rule Following & Rule Generation									
	Situated Cognition									
3	Meta-Cognition	learning to read reading to learn	Morphological Awareness in Print Increases	NOTE: Controversial - yet potentially very true - statement from eminent literacy academic Catherine Snow, "Once you turn your focus to rich, meaningful content (for learning, exploring discussing and debating), then language takes care of itself" (for Learning to Talk by Talking)	Becoming a Skilled and Fluent Reader	Sustained Independent Silent Reading	Writing Workshops	Reading Workshops	Topic-Theme-Based Investigations	Stage 3 is the known by the oft-cited shift from learning to read to reading to learn. It is assumed that learners have consolidated decoding, spelling and reading skills. Learners should be challenged to read, discuss, record, critically examine, and write about texts. Learners should be challenged to use their imagination and reasoning
	Strategic Knowledge & Task Assessment									
	Critical Thinking Skills									
4	Problem Solving Behaviour	NOTE: By Stage 3 & 4, it is assumed that the learner has truly mastered all of the core literacy components, such as decoding skills, spelling, fluency, core vocabulary, general reading comprehension and general writing procedures and forms. Skilled readers and writers should be able to monitor comprehension, clarify unclear items (e.g. technical words) and collaborate with others to refine interpretations and composition. Consequently, literacy instruction can focus on complex ways reading, engaging, processing, assessing and responding to information and ideas..	Morphological Awareness in Print Increases	NOTE: Controversial - yet potentially very true - statement from eminent literacy academic Catherine Snow, "Once you turn your focus to rich, meaningful content (for learning, exploring discussing and debating), then language takes care of itself" (for Learning to Talk by Talking)	Becoming a Skilled and Fluent Reader	Sustained Independent Silent Reading	Writing Workshops	Reading Workshops	Topic-Theme-Based Investigations	In Stage 4, literacy instruction is completely different from the early reading experiences of Stages 1 to 2. In this stage, learners are required to process, examine, and respond to diverse range of information for domain-specific purposes. At this stage, learners are required to employ multiple learning processes to complete tasks.
	Processing & Synthesising Multiple Sources of Information									
	Collaborative Skills & Related Social Skills									
					Developing Academic Vocabulary, Word-Solving Skills in Text, Analysing Word Meanings					
					Reading for Diverse Purposes, Gathering Information from Multiple Sources, Critically Examining Perspectives, Beliefs and Ideas					
					Summarising Ideas, Responding to Ideas, Formulating Connections, Drafting Texts, Participating in Discussions/ Debates, and Applying Critical Perspectives					
					Navigating Domain-Specific Textual Practices (e.g. applying for a job, completing tax, preparing a film script)					

Written Samples

Age-Appropriate Writing Samples Available at

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



“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.



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

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

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

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

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



GRADE K - 1 sample texts available at:

BEGINNING READS! from TextProject:

<http://www.textproject.org>



GRADE 2 - 4 sample texts available at:

FYI for KIDS from TextProject:

<http://www.textproject.org>



GRADE 4 - 9 sample texts available at:

NEWSELA:

<http://www.newsela.com>



GRADE 6 - 9 academic literacy texts available from:

WORD GENERATION from the SERP INSTITUTE:

<http://www.serp institute.org>



“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.

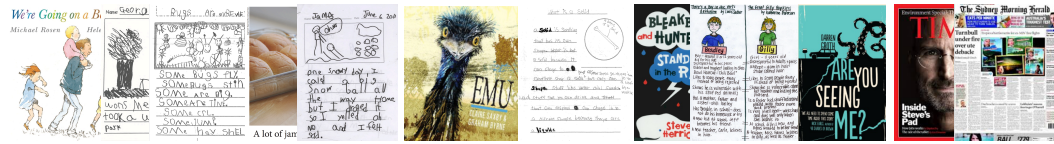
Snow, C. (2004). What counts as literacy in early childhood? In K. McCartney & D. Phillips (Eds.), Handbook of early child development. Oxford, UK: Blackwell Publishers.



PUTTING IT ALL TOGETHER



Literacy Modelling



Examining, Using, Acting, Analysing, Critiquing, Debating, Discussing & Judging

Synthesising, Conceptualising, Predicting, Extending, Reacting, Responding & Learning

Paraphrasing, Summarising, Visualising, Representing, Clarifying

applying
higher
order
skills

Monitor Understanding/ Discuss / Ask -
Develop Mental Model/Simulations -
Engage with the Propositional Base -
Engage with the Surface Code -
Coordinate Attention, Concentration & Intention

Composing (including Invented Spelling)

Reading (for Fluency & Comprehension)

Grammatical Competence / Words Fall Into Place in Sentences / Rich, Juicy Sentences

Full Phoneme Segmentation / Word Construction / Word Recognition

combined
with
phonemic
awareness
and oral language

Spell it from Knowledge -
Coordinate Strategies -
Spell it by Rule -
Spell it by Pattern -
Spell it like it Sounds -

Recognising Familiar Words (e.g. name, high frequency words, phonically regular words)

Learning Letter-Sound Correspondence (as well as Syllable Conventions)

Recognising/Identifying/Naming Letters (the Alphabet)

Concept of Words; Distinguishing Letters from Words

Concept of Print

Phonological / Phonemic Awareness

<https://youtu.be/OpT1Sz3XZqk>

<https://youtu.be/jj2rBxKRZScC>

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.

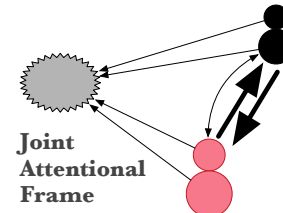
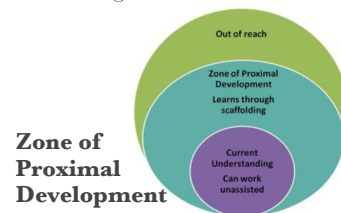
“It is ... possible to instruct people in the use of the language. Such instruction involves correction and drill.” (Garver, 1996, pg 165)

... 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

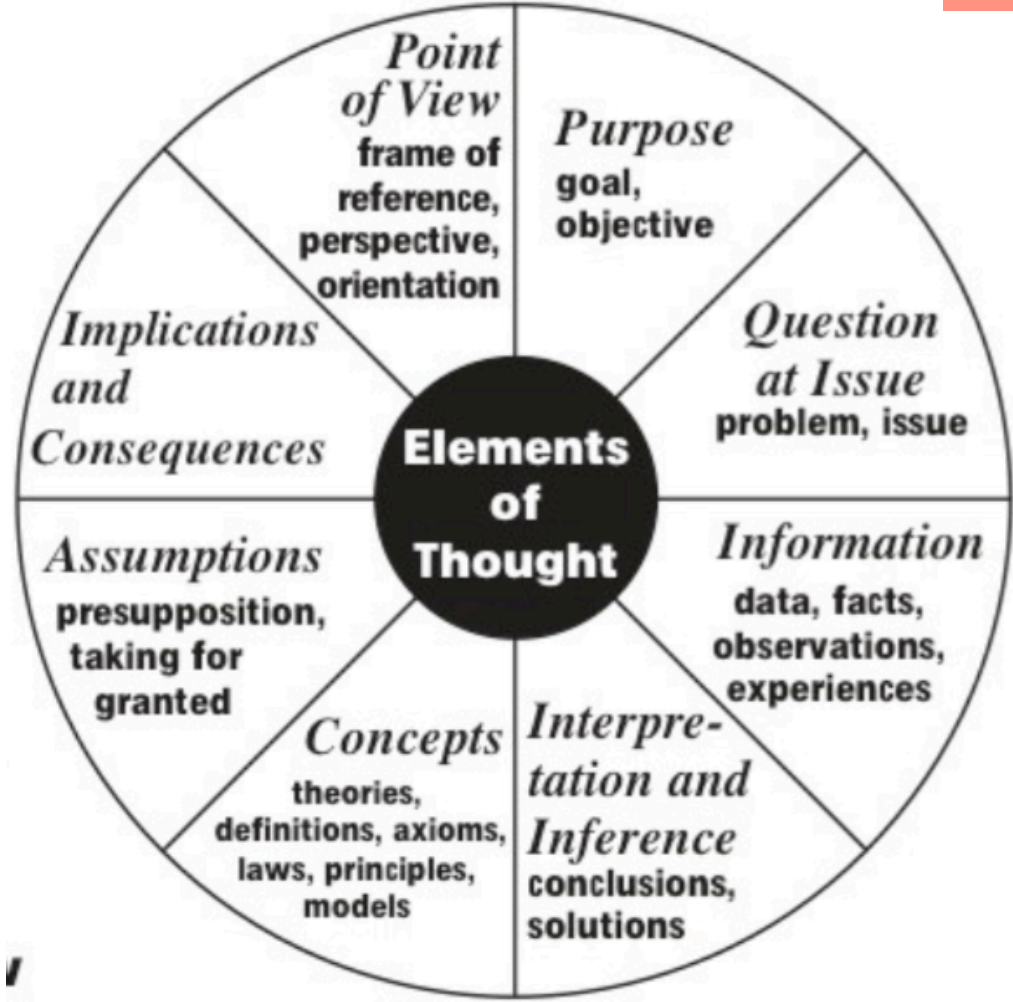
30 Million WordGap
<https://youtu.be/OJ4yNRaPx24>

“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)



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

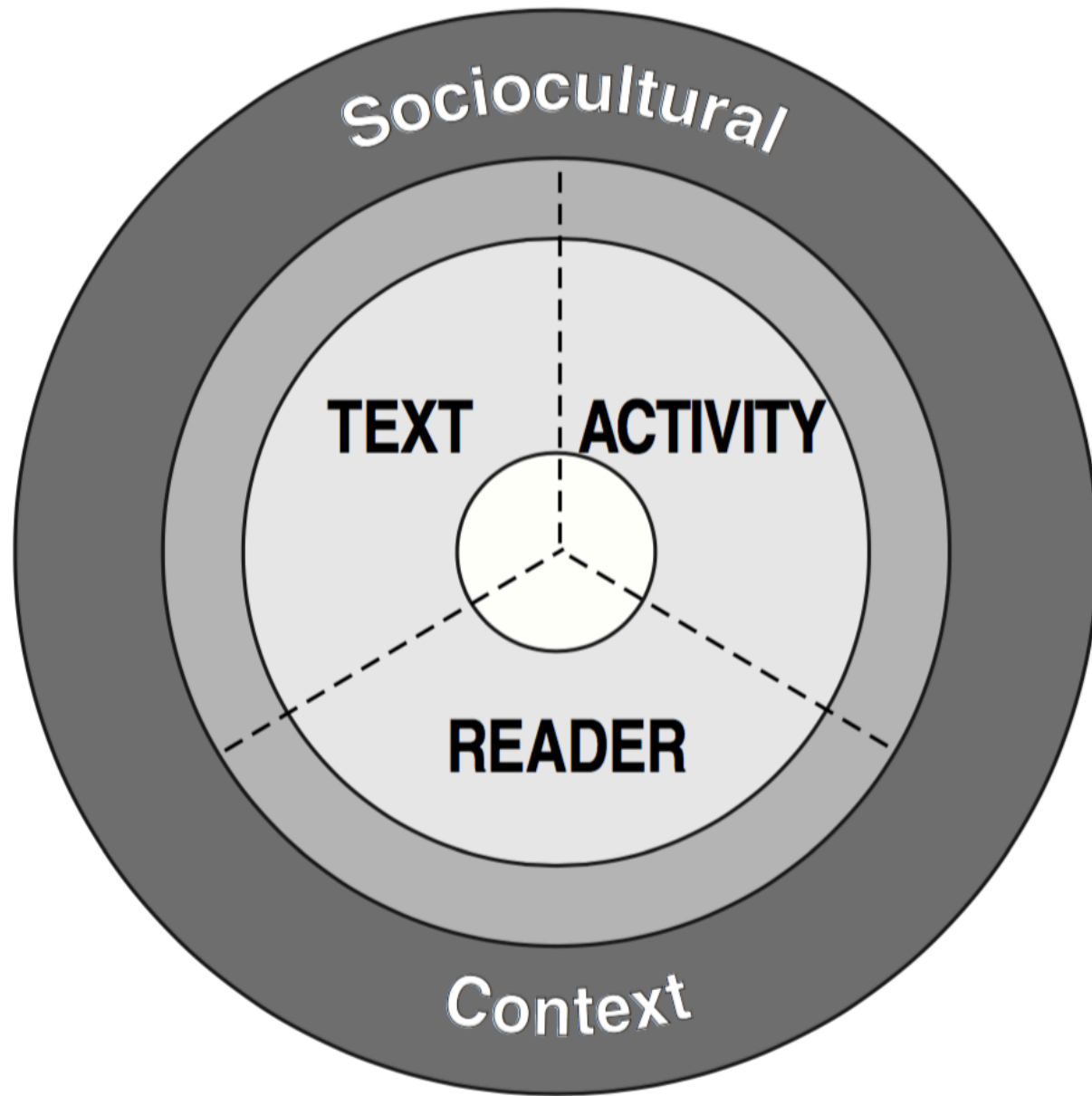
FIGURE 3. Cognitive Strategies Sentence Starters



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.

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Therefore, 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. Souberman (Eds.) Cambridge, MA: Harvard University Press.

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



Objectives (re-visited)

- 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

info@theliteracybug.com

www.youtube.com/c/TheLiteracyBugNetwork

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

