

LEARNING LITERACY THROUGH PLAY

in alignment with....

SCARBOROUGH'S READING ROPE (2001)

LANGUAGE IN CONTEXT

APPLIED KNOWLEDGE IN PLAY

(exploring language and communicating knowledge related to concepts within play)

VOCABULARY

(extending and exploring new and curriculum-specific vocabulary in meaningful contexts)

LANGUAGE STRUCTURE

(applying knowledge of language structure in play to communicate needs, e.g., signs, letters, menus)

VERBAL REASONING

(collaborating with others, negotiating, explaining, instructing, and describing during play experiences)

LITERACY KNOWLEDGE

(application of print concepts, genre in play to communicate context-specific messages.
E.g., signs, flyers, pretend money, shopping lists etc)

WORD RECOGNITION

EXPLICIT AND INTENTIONAL SMALL-GROUP INSTRUCTION

Delivery of explicit teacher-led instruction that meets students at their current learning level and scaffolds their knowledge and skills to the next developmentally appropriate level.

Short and meaningful bursts of instructional engagement reflective of the age and stage of the learners involved.

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE

(facts, concepts, etc.)

VOCABULARY

(breadth, precision, links, etc.)

LANGUAGE STRUCTURE

(syntax, semantics, etc.)

VERBAL REASONING

(inference, metaphor, etc.)

LITERACY KNOWLEDGE

(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS

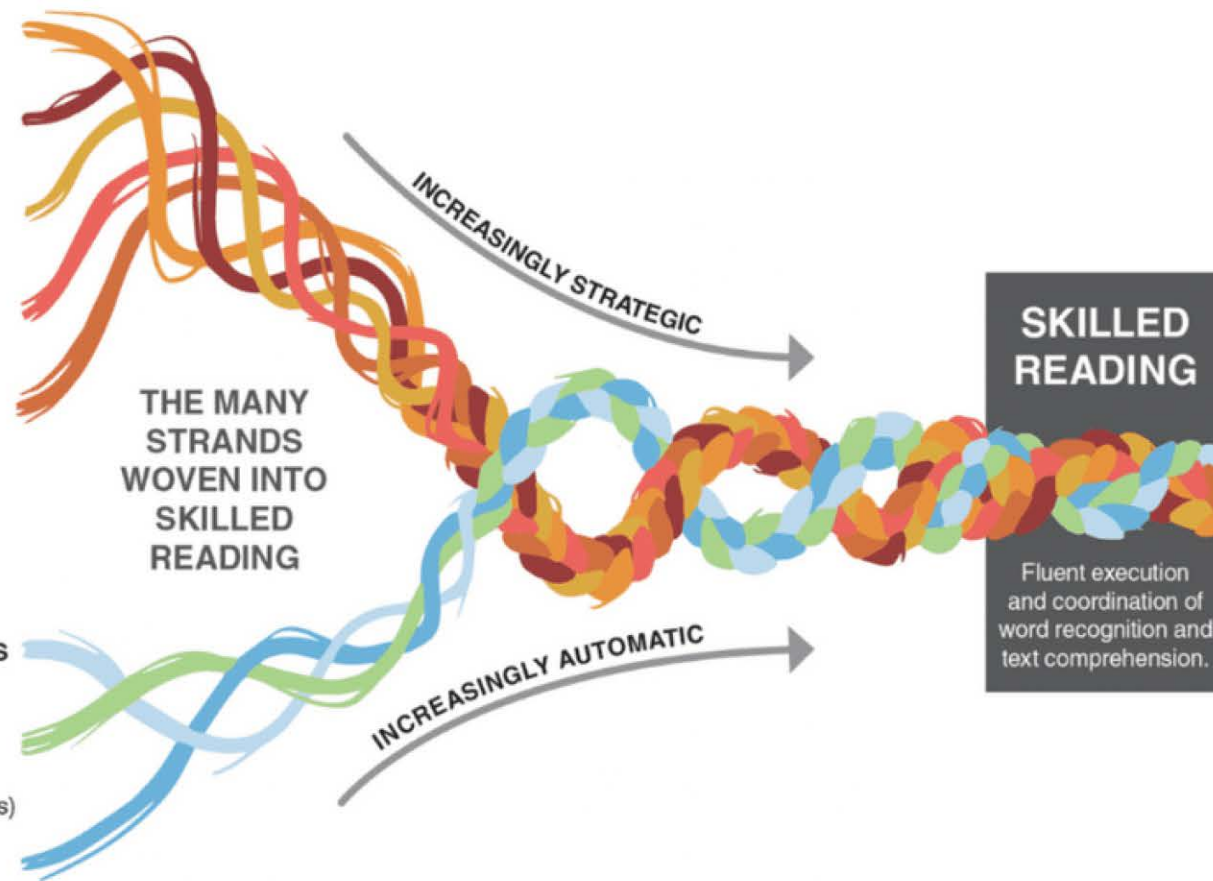
(syllables, phonemes, etc.)

DECODING

(alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION

(of familiar words)



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Scarborough, H. S. (2001). *Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice.*

Matrix of progress indicators

Progress indicators						
Key aspects of learning: Strategy						
Level 1i	Level 1ii	Level 1iii	Level 2	Level 3	Level 4	Level 5
Participation Contributes some information when prompted.	Participation Volunteers some information on topics within own experience.	Participation Participates in a discussion on topics within own experience.	Participation Participates in a group discussion. Initiates and/or maintains a discussion, usually keeping to the topic.	Participation Participates in group discussions. Initiates and/or sustains and develops the discussion, keeping to the topic. Responds to and respects the contributions of others.	Participation Initiates discussion with confidence. Sustains group discussions. Respects and supports the contribution of others.	Participation Initiates and sustains group discussions with confidence, encouraging, responding to, respecting, and challenging the contribution of other members.
Role Relies on teacher support to maintain a group discussion.	Role Relies on some teacher support to maintain a group discussion.	Role With some support, assumes different roles within discussion groups, e.g., leader, reporter.	Role Takes on assigned roles within discussion groups, e.g., leader, reporter.	Role Takes on a role within discussion groups, e.g., leader, reporter.	Role Is able to take on different roles within discussion groups with confidence.	Role Depending on the needs of the group and the purpose of the discussion, can adopt different roles, including that of devil's advocate, to move the discussion forward.
Speaking and listening skills Shows some response during interaction.	Speaking and listening skills Attempts to use some social courtesies specific to group discussion and relevant to the content area, including: turn taking; responding appropriately; listening to the speaker; making connections with the speaker, e.g., nodding, smiling. Attempts to use some verbal and non-verbal features to gain attention and communicate ideas.	Speaking and listening skills Responds appropriately to questions. Displays some social courtesies specific to group discussion and relevant to the content area, including: turn taking; listening to the speaker; acknowledging and making connections with the speaker; interrupting appropriately, e.g., "Yes, and ... ", "What about... ?"; responding appropriately, e.g., "I agree... ", "I disagree... ". Uses some appropriate verbal and non-verbal features to gain attention and communicate ideas.	Speaking and listening skills Uses some social courtesies specific to group discussion and relevant to the content area, including: turn taking; listening to the speaker; acknowledging and making connections with the speaker; interrupting appropriately, e.g., "What if... ?"; responding appropriately, e.g., "I agree... ", "What about... ?"; "I think... ". Uses appropriate verbal and non-verbal features to gain attention, communicate ideas, and obtain feedback.	Speaking and listening skills Uses social courtesies specific to group discussion, including: turn taking; listening to the speaker; acknowledging and making connections with the speaker; interrupting appropriately, e.g., "Do you mean... ?"; responding appropriately, e.g., "What about... ?", "Is that like... ?". Uses strategies for coping with disagreements, e.g., seeking the opinions of or appealing to other group members ("What do the rest of you think?"). Uses a variety of appropriate verbal and non-verbal features to gain attention, communicate ideas, and obtain feedback.	Speaking and listening skills Confidently uses social courtesies specific to group discussion, including: turn taking, listening to the speaker; making connections with the speaker; interrupting and responding appropriately, e.g., "What do you mean by... ?", "That's a good point... ". Uses strategies for coping with disagreements. Confidently uses a variety of appropriate verbal and non-verbal features to gain and regain attention, communicate ideas, and obtain feedback.	Speaking and listening skills Confidently uses social courtesies appropriate to the rules of formal and informal discussion and conversation, including: turn taking; listening to the speaker; acknowledging and making connections with the speaker; interrupting and responding appropriately, e.g., "That's a good point... ", "Have you thought about... ?"; using strategies for differing. Uses a variety of appropriate verbal and non-verbal features deliberately and appropriately to gain and regain attention; communicate ideas, opinions, and feelings; and obtain feedback.

Key aspects of learning: Content						
Level 1i	Level 1ii	Level 1iii	Level 2	Level 3	Level 4	Level 5
Ideas Adds a few comments or questions in response to others. Contributes from personal experiences, usually without reference to the contributions of other people. Attempts to express an opinion on personal matters.	Ideas Begins to ask questions to gain or clarify information. Attempts to express an opinion on personal matters. Begins to clarify comments by rephrasing, e.g., "I mean".	Ideas Clarifies information by appropriate questioning, repeating or rephrasing. Makes comments or conveys opinions related to the topic. Ensures that own contributions make sense.	Ideas Clarifies information, opinions, and ideas by using open and closed questions and by repeating, rephrasing, or extending information. Expresses opinions and discusses ideas about personal and indirect experiences. Expresses and justifies some ideas and opinions. Listens for and identifies some key points.	Ideas Uses questioning techniques to clarify information, understanding, opinions, and ideas. Explains, suggests, and elaborates ideas, information, and opinions related to personal and indirect experiences. Justifies ideas and opinions. Listens for and can identify most key points.	Ideas Uses a range of questioning techniques with confidence to clarify information, understanding, opinions, and ideas. Elaborates coherently and explores information, opinions, and ideas related to personal and indirect experiences. Expresses and justifies ideas and opinions using logic and argument. Identifies key points/main ideas and summarises accurately.	Ideas Communicates, explores, and elicits information, understandings, ideas, and opinions related to personal or indirect experiences. Uses logic and argument with confidence to justify and substantiate ideas and opinions. Listens to and identifies key points/main ideas effectively and summarises, elaborates, recounts and/or posits new ideas.
Language Uses vocabulary that may provide some information for the listener.	Language Uses vocabulary that enables the listener to interpret the message.	Language Generally uses language appropriate to context and topic. Generally uses vocabulary that enables the listener to interpret the message.	Language Uses language appropriate to the context and the topic. Uses vocabulary to support own opinions.	Language Uses language appropriate to the context, the topic, and the purpose of the discussion. Chooses vocabulary to enhance own ideas and opinions, including subject-specific vocabulary.	Language Consistently uses language appropriate to the context, the topic, and the purpose of the discussion. Uses language features and specific vocabulary to express own ideas and opinions.	Language Confidently uses language appropriate to the context, the topic, and the purpose of the discussion. Uses a variety of language features to express own ideas and opinions.

Some Key Conclusions: Children as Writers

Find out what the child can do – skills, beliefs, language.

Oral language is a major factor in writing.

Drawings are a window to the mind.

Children should be expected to draw and write from their first day at school.

Alphabet knowledge is a major aid to writing.

Children must be encouraged to be risk-takers. They must be given a method to attack unknown words.

Writers need audiences. Children should obtain a variety of responses to their writing.

Questioning is an important skill. Teachers might have to reawaken this ability in some learners.

Quality time with a few is better than spreading the time across many.





Young children are problem-solvers. A lot of their learning comes from other children.




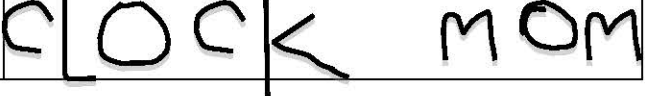
There is no one way to organise for writing.



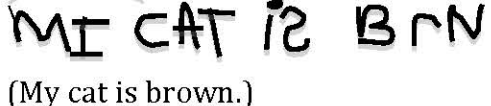
Children need to meet the written word in a variety of contexts

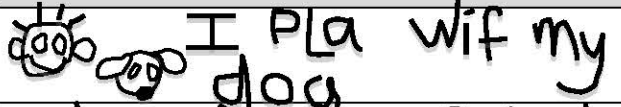
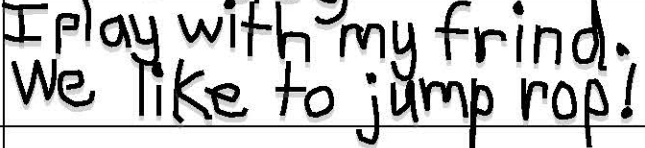
(Hood, 1997, p.32)

Developmental Stages of Writing

Pre-Literate	
Stage Description	Sample
Scribble Stage - starting point any place on page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message	
Symbolic Stage - starting point any place on page, pictures or random strokes/marks with an intended message	
Directional Scribble - scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea	
Symbolic/Mock Letters - letter-like formations, may resemble letters but it isn't intentional, interspersed w/ numbers, spacing rarely present	

Emergent	
Strings of Letters - long strings of various letters in random order, may go left to right, uses letter sequence perhaps from name, usually uses capital letters, may write same letters in many ways	
Groups of letters -groupings of letters with spaces in between to resemble words	
Labeling pictures - matching beginning sounds with the letter to label a picture	
Environmental Print - copies letters/words from environmental/classroom print, reversals common, uses a variety of resources to facilitate writing	

Transitional	
Letter/Word Representation -uses first letter sound of word to represent entire word, uses letter sound relationships	
First/Last Letter Representation - word represented by first and last letter sound	
Medial Letter Sounds - words spelled phonetically using BME sounds, attempts medial vowels, uses some known words, more conventionally spelled words, one letter may represent one syllable, attempts to use word spacing, writing is readable	

Fluent	
Beginning Phrase Writing - using all of the above skills to construct phrases that convey a message connected to their illustration	
Sentence Writing - Construction of words into sentence formation, maybe multiple sentences, writing is readable, may use punctuation, known words spelled correctly, topic focused, BME with detail	
Six Traits of Writing - Students use Six Traits of Writing (Conventions, Organization, Voice, Ideas, Word Choice, Sentence Fluency)	