



The Continuum of Literacy Learning, Grades PreK-2, Second Edition: A Guide to Teaching, Second Edition (Fountas & Pinnell Benchmark Assessment System)

By Irene C. Fountas, Gay Su Pinnell

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Where other assessment and benchmark systems leave you wondering "Now what?" Fountas and Pinnell have provided a link from assessment to instruction via proven classroom practices such as guided reading and read aloud.

This book contains seven continua. Each continuum focuses on an area of the language arts curriculum. Six continua provide grade level expectations and are designed for planning group instruction. The seventh, the Guided Reading continuum, is organized by Fountas and Pinnell level from A to Z and correlates directly with the *Fountas and Pinnell Benchmark Assessment System* levels.

The continua provide specific descriptions of the texts that students read, listen to, write, and perform. In addition, each continuum lists specific behaviors and understandings that are required at each level for students to demonstrate thinking within, beyond, and about the text. These behaviors and understandings describe what students will be expected to do in order to effectively read and understand the text.

As the world of literacy changes, we also see some important changes in the acquisition of literacy across grade levels. The second edition of *The Continuum of Literacy Learning* has been adjusted to reflect those changes.

First, the preschools of today are different from those of five years ago; so a Pre-Kindergarten set of continua has been added to the Pre-K -8 and Pre-K-2 versions of this book. This Pre-Kindergarten continuum does not represent "moving" the first grade curriculum down. Instead, it presents a rich array of understandings relative to oral language, story telling, and playful print awareness to provide a strong foundation for Kindergarten learning. The basic detailed descriptions of behaviors and understandings to notice, teach, and support for grades K through 8 remain the same; but in this new edition of

the seven continua, we have added new challenges such as the effective processing of graphic texts and novels. We have also examined carefully the National Assessment of Educational Progress (NAEP) framework for 2009-2010 and made changes in some of the ways behaviors and understandings are expressed. Additionally, we have strengthened the expectation to recognize and effectively process genres that are embedded within other genres (hybrid texts—for example a letter, diary entries, or newspaper articles within fictional narratives).

The continuum has also been adjusted in response to current research as well as to a great deal of information related to the implementation of assessment in schools. Finally, the continuum has a new design that makes it easier to read and interpret.

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Susan Tokarz:

In this age globalization it is important to someone to receive information. The information will make professionals understand the condition of the world. The condition of the world makes the information easier to share. You can find a lot of references to get information example: internet, newspaper, book, and soon. You can view that now, a lot of publisher that print many kinds of book. The particular book that recommended for you is The Continuum of Literacy Learning, Grades PreK-2, Second Edition: A Guide to Teaching, Second Edition (Fountas & Pinnell Benchmark Assessment System) this publication consist a lot of the information from the condition of this world now. This kind of book was represented so why is the world has grown up. The words styles that writer value to explain it is easy to understand. The actual writer made some investigation when he makes this book. That's why this book suitable all of you.

Harry Keller:

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