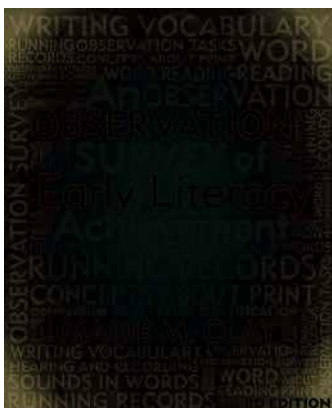




The Marie M. Clay List





An Observation Survey of Early Literacy Achievement

1

Edition 3

ISBN 978-1-486012-60-2

Pages 210

Format Paperback

With over a million copies sold, *An Observation Survey of Early Literacy Achievement* has been an invaluable resource for early literacy assessment for many years.

The survey incorporates six tasks: Letter Identification, Running Records, Word Reading, Concepts About Print, Writing Vocabulary, Hearing and Recording Sounds in Words.

An Observation Survey of Early Literacy Achievement was developed for and is still widely used around the world by classroom and specialist teachers as well as researchers.

In 2012, following a rigorous, two-stage review process, *An Observation Survey of Early Literacy Achievement* received the highest possible ratings on five technical standards from the US National Center for the Response to Intervention (NCRTI).

See NCRTI's ratings for the Observation Survey.*

<http://www.rti4success.org/screeningTools>



Read more about the Observation Survey.**

http://rrcna.org/reading_recovery/accountability/observation/index.asp



In this third edition the editors have taken a fresh look at the way the book's message is communicated to teachers. Layout and expression have been refreshed to ensure clear understanding, and the administration and interpretation of each task in the survey have been carefully structured for consistent delivery.



Concepts About Print — test booklets

Sand

Clay, Marie

ISBN 978-0-868632-52-0



Stones

Clay, Marie

ISBN 978-0-868632-68-1



No Shoes

Clay, Marie

ISBN 978-0-868632-97-1

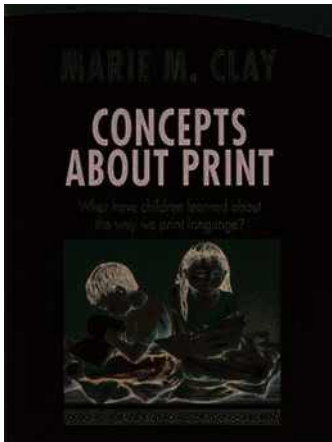


Follow me moon

Clay, Marie

ISBN 978-0-868632-96-4

Test booklets to support The Concepts About Print task



Concepts About Print: What have children learned about the way we print language?

3

ISBN 978-0-8686329-88

Format Paperback

This valuable guidebook (with four test booklets sold separately) provides information on observing what children have learned, and the way we print language. Task Sheets are included to record performance. Background information relating to the *Concept About Print* tasks is also included.

There are four *Concepts About Print* test booklets – *Follow Me Moon*; *No Shoes*; *Sand*; and *Stones*. These colourful readers provide teachers with an extensive range of test-materials.



Running Records for Classroom Teachers

ISBN 978-0-868633-48-0

Format Paperback

Only when running records are used in standard ways with standard recording and scoring procedures will they provide a reliable and valid assessment of text reading.

Classroom teachers may use *Running Records*:

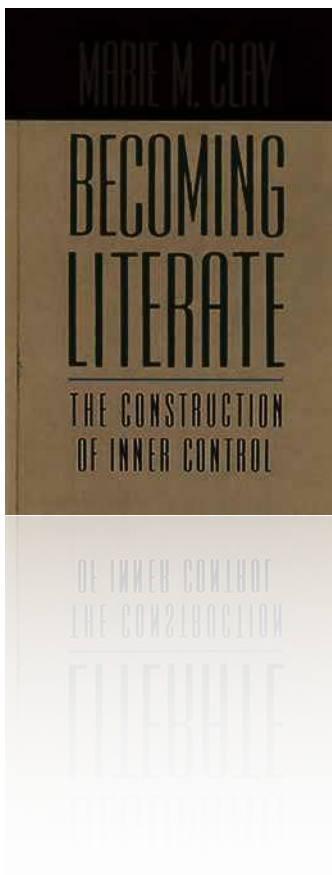
- to record what progress children are making
- to compare and group children
- to check how well texts are matched to the child's need for challenge.

This book introduces key ideas about using running records and shows how to take, score and interpret reliable records.

Running Record Sheet pad – 200 sheets

ISBN 978-1-927293-05-8

Specifically developed to be used when doing running records of reading. These running record sheets are available in pads of 200 double-sided sheets.



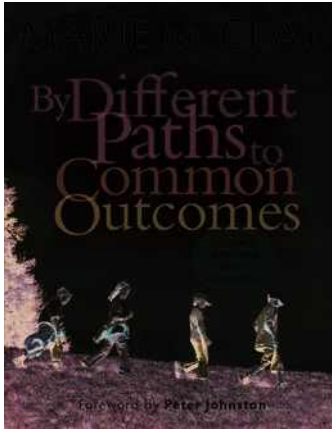
Becoming Literate: The Construction of Inner Control

5

ISBN 978-0-868632-79-7

Format Paperback

Children are taught about stories, words, letters and sounds in many different programmes in their first years of literacy instruction. In this book, Marie Clay argues that underlying the progress of successful children there is another level of competencies being learned. Successful readers show a gradual control over how a reader or writer can work with print even though they learn in very different programmes. This inner strategic control is what failing readers do not seem to build.



By Different Paths to Common Outcomes: Literacy Learning and Teaching

6

Revised edition with a Foreword by Peter Johnston

ISBN 978-1-927293-00-3

Pages 280

Format Paperback

Not all children walk the same path towards literacy. Discerning teachers recognise one destination, but many differing journeys.

"If we notice children taking different paths" writes Marie Clay, "we can interact with their different journeys just as we would alter our talking to adapt to our listeners, and in about three years expect them to arrive at common outcomes."

Teacher-centred, practical, and research-based, this collection of articles by Marie M. Clay draws on her lifelong passion for children's literacy and teacher education.

Marie Clay demonstrates:

- how understanding what children know becomes the key to effective teaching,
- how teachers need to look at early literacy learning through children's eyes, and to listen to children as they converse, and
- how writing should be the powerful partner of reading.

In these pages, teachers and educators of teachers will find:

- research evidence to raise their awareness of how young minds learn to work with the printed word,
- help to observe and build on what children already know before they first enter school,
- how to focus on and interact with what each child can do (not what they can't),
- how to set each individual learner on their own pathway to literary success, so there need be no wasted time, no discouragement for teacher or student.

Above all, diversity is to be welcomed and accommodated, and independence fostered.

Marie Clay's classic text has stood the test of time. In this new edition its central message lives on as an aid and inspiration for today's generation of early literacy teachers everywhere. It supports best literacy practice.



Change Over Time in Children's Literacy Development

7

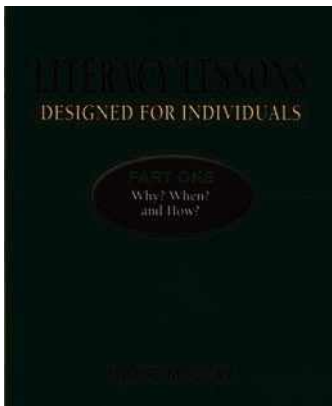
ISBN 978-0-868633-00-8

Pages 328

Format Paperback

Development psychologist, Dr Marie Clay, shares her non-traditional methods of dealing with literacy learning difficulties in *Change Over Time in Children's Literacy Development*. It has been written for early intervention researchers, graduate students and academics, tutors or teachers who are preparing early intervention teaching programs.

Change Over Time in Children's Literacy Development discusses the theories, questions, and developments in early literacy intervention, that have made Marie Clay a leader in this area.



Literacy Lessons: Designed for Individuals Part One

8

ISBN 978-1-869703-22-6

Pages 80

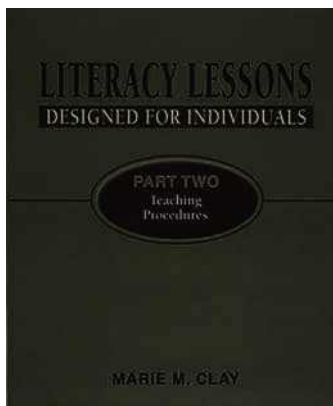
Format Paperback

Literacy Lessons: Designed for Individuals is a two-volume resource. *Part One: Why? When? and How?* focuses on the theory surrounding successful Reading Recovery programs, and how individual lessons for young children at risk can be highly successful.

Literacy Lessons: Designed for Individuals features:

- the latest theory and research that has influenced contemporary teaching procedures
- analysis of implementations in New Zealand, Australia, Canada, the United States and the United Kingdom including diverse cultural perspectives from English, Spanish and French classrooms
- an emphasis on oral language and teacher-child conversations
- exploration of phonemic awareness, knowledge of spelling, phrasing, fluency, speed of response and appropriate eye movements for written language
- a wide selection of new reading materials.

This innovative teacher resource will expand the range of children who can be helped, increase teacher effectiveness and generate new research questions about effective reading and writing in the early years of school.



Literacy Lessons: Designed for Individuals Part Two

ISBN 978-1-869703-23-3

Pages 240

Format Paperback

Literacy Lessons: Designed for Individuals is a two-volume resource. *Part Two: Teaching Procedures* is a training manual for practising teachers.

Literacy Lessons: Designed for Individuals features:

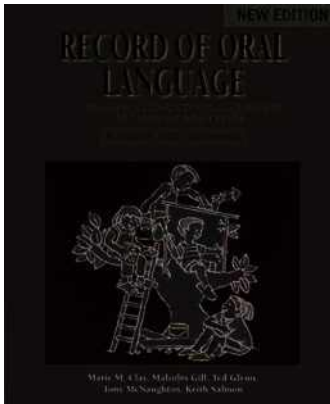
- the latest theory and research that has influenced contemporary teaching procedures analysis of implementations in New Zealand, Australia, Canada, the United States and the United Kingdom including diverse cultural perspectives from English, Spanish and French classrooms
- an emphasis on oral language and teacher-child conversations
- exploration of phonemic awareness, knowledge of spelling, phrasing, fluency, speed of response and appropriate eye movements for written language
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This innovative teacher resource will expand the range of children who can be helped, increase teacher effectiveness and generate new research questions about effective reading and writing in the early years of school.

Literacy Lesson Pads

ISBN 978-1-869704-79-7

These have been specifically developed as literacy lesson plan sheets, and are available in pads of 200 double-sided sheets.



Record of Oral Language

ISBN 978-1-869705-99-2

Pages 53

Format Paperback

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Proficiency in oral language has long been considered important by teachers for self-expression and for communicating ideas. Children who are learning to speak English catch on to the rules;

- first by grasping the early structures,
- then those of medium difficulty,
- and finally those of greater difficulty.

Awareness of features which will allow a learner to master a wide range of structural knowledge about English sentences should help teachers develop more powerful language programmes.

This book describes a technique for recording and assessing change in children's oral language development. It was developed for research studies in young children. Experience has shown that *Record of Oral Language* helps practising teachers to observe and understand changes in young children's language. This book is directed towards teachers who wish to do this.



Biks & Gutches: Learning to Inflect English

ISBN 978-1-869706-00-5

Pages 56

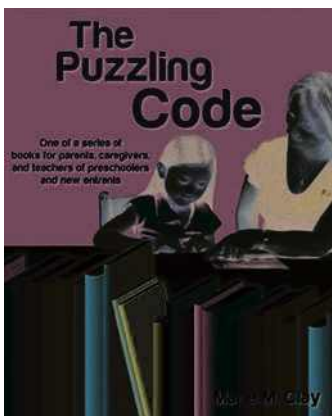
11

Biks and Gutches is an easy-to-administer-and-score task. It looks too simple to be very useful but with it we can easily predict which young children need extra help with learning English. Giving this assessment to individual children will help the teacher to become a better judge of how a child's oral language is changing.

- The items can be used to evaluate whether a new teaching programme is having any effect. Change can be captured over two points of time.
- If the school has introduced some new or special instruction, *Biks and Gutches* can be used to evaluate its effectiveness. Results could point to the rate and kind of change that has occurred as a result of special attention.
- For children who speak a dialect of English, the test can answer questions like this. Has the children's control over the rules for inflections of the standard dialect increased?

Children usually learn and use both school and 'home' versions of English and they know when to use either version. Sometimes the non-standard usage dominates, and this can have consequences for school assessments in standard English. Compare the test and retest scores to see the rates of change and any persistent problems.

The items in *Biks and Gutches* were designed for the 5 to 7 year old age group but have been used successfully in research with children up to 10 years old.



The Puzzling Code

ISBN 978-1-4425394-64

Pages 40

Format Paperback

Pathways to Early Literacy Series – Discoveries in Writing and Reading

This book is one in a series of three written for parents, caregivers, early childhood teachers, and teachers of children in their first year at school. No set order is intended. Each book offers unique discussions and suggestions, and each is complete in itself.

The Puzzling Code discusses how puzzling the written code is for young learners beginning formal reading instruction and offers instructional recommendations for supporting the child's complex learning.

How Very Young Children Explore Writing introduces the reader to the fascinating writing attempts of preschool children.

What Changes in Writing Can I See? introduces ways of keeping records of early writing. It describes how easy it is for parents and teachers to assess the changes taking place in children's writing by using everyday observations and by making more formal assessments



What Changes in Writing Can I See?

Edition 1

ISBN 978-1-442539-47-1

Pages 48

Format Paperback

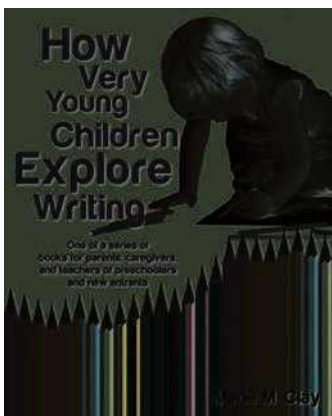
Pathways to Early Literacy Series - Discoveries in Writing and Reading

This book is one in a series of three written for parents, caregivers, early childhood teachers, and teachers of children in their first year at school. No set order is intended. Each book offers unique discussions and suggestions, and each is complete in itself.

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How Very Young Children Explore Writing

Edition 1

ISBN 978-1-442539-45-7

Pages 52

Format Paperback

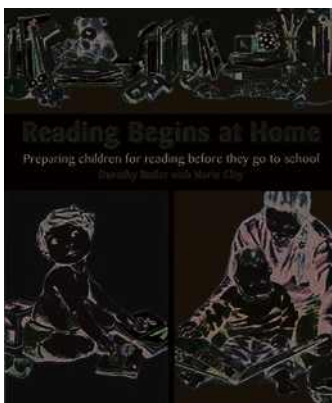
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Reading Begins at Home

ISBN 978-1-869706-01-2

Dorothy Butler with Marie Clay

Pages 60

Format Paperback

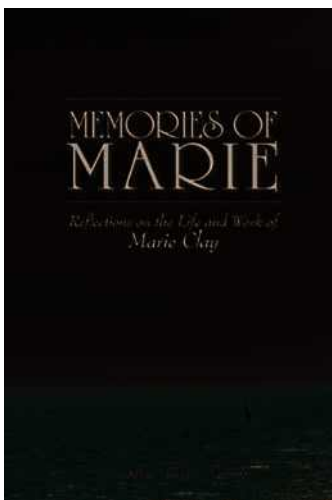
Reading Begins at Home is a book for parents of pre-schoolers. It is a straight-forward account of proven ways in which parents can help their children with reading—before they go to school.

Updated to take account of the latest literacy research, *Reading Begins at Home* is the perfect book for early childhood educators to share with parents. It presents research-based ideas for at-home instruction in beginning reading concepts.

Internationally acclaimed reading authorities Dorothy Butler and Marie Clay offer their expertise to parents, guardians, grandparents, or anyone else interested in nudging young readers toward a lifetime of literacy. Their techniques are based on decades of exploring how young children come to read, on what they have to master to become readers, and on the relationship between a literate home and success in school.

Butler and Clay describe one-to-one learning situations that occur in everyday life and suggest ways they can be turned into opportunities for beginning reading instruction. They show how children can be gently introduced to the kind of instruction they will find at school as well as to concepts of print that will soon be key to their success.

Through immersion in high-quality books, direct instruction from adults, and simple encouragement, children can begin the process of becoming readers. Parents need to know how to implement these strategies at home. *Reading Begins at Home* can help them.



Memories of Marie: Reflections on the Life and Work of Marie Clay

16

Edition 1

ISBN 978-1-442518-44-5

Pages 260

Format Paperback

From the age of 25, when she first travelled beyond New Zealand on a Fulbright Scholarship to the United States, Marie Clay worked to establish international connections, while keeping her base in her homeland.

Marie Clay joined the Education Department of the University of Auckland, New Zealand, in 1960, and there helped to create the new Diploma of Educational Psychology. In 1968, the year after she was awarded a doctorate for her thesis *Emergent Reading Behaviour*, she was an invited speaker in Copenhagen at the 2nd World Congress in Reading. Seven years later she became the first woman professor at the University of Auckland, and was appointed Head of the Education Department.

In 1994 Marie Clay was named New Zealander of the Year, and in 1999 in a survey of the National Reading Conference of America, she was voted the most influential person in the field of literacy over the previous three decades. Marie made a difference to millions of children learning to read and write. She was a teacher, researcher, writer, theorist and practitioner; and also a person who enjoyed music, theatre, opera, craftwork, and good design. At her death in early 2007 there was an international response to the loss.

In this book, people write about their interactions with Marie Clay, their shared experiences and history, and the influence of her work on them. Her early life, before she became well-known, is also described, with some contributions from her friends. The stories span the globe from New Zealand to Australia, Bermuda, the United States, Canada, the United Kingdom, Asia, Denmark and Greece, crossing over boundaries of nations and language within the field of literacy.