

# SASKATCHEWAN READS

In Prairie Spirit



A companion document to the Saskatchewan  
English Language Arts Curriculum

[saskatchewanreads.wordpress.com](http://saskatchewanreads.wordpress.com)



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SASKATCHEWAN READS version 12

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March 5, 2015

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**Online Resources ([saskatchewanreads.wordpress.com](http://saskatchewanreads.wordpress.com))**

# Acknowledgements

The Provincial Reading Team (PRT) has been an essential component of the success of the provincial reading hoshin. This group of talented and knowledgeable people brought a rich and diverse background of practical experience and expertise to the table. They quickly melded together as a unit and worked under very tight timelines to produce this document. Thank you to the boards of education and the directors of education for supporting the participation of these individuals in the PRT. All of the pictures in *Saskatchewan Reads* are from Saskatchewan classrooms, and reflect the rich diversity across our province. Thank you to the many teachers who willingly shared their classrooms.

Below is the list of PRT members, who are passionate about student reading and who worked together to impact students' reading success in this great province:

Kathy Robson	Chinook School Division
Shannon Hahn	Christ the Teacher School Division
Denise Sirois	Conseil des écoles fransaskoises
Janel Pearson	Creighton School Division
Janine Neufeld-Ruetz	Good Spirit School Division
Angie Caron	Métis Nation-Saskatchewan
Jessica McCaw-Levers	Prairie Valley School Division
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Hélène Préfontaine	Prince Albert Catholic School Division
Rick Closs	Prince Albert Grand Council Education
Kira Fladager	Regina Public School Division
Lori Kindrachuk	Saskatoon Public School Division
Pam Anderson Klassen	Saskatchewan Rivers School Division
Lois Cameron	Treaty Six Education Council

With contributions from the Saskatchewan Ministry of Education

I personally want to thank each team member for the laughter, fun and collegiality while undertaking such an important, meaningful endeavour.

Liam Choo-Foo  
Chinook School Division

\*Cover photo: courtesy of Saskatchewan Ministry of Education

\*Graphic Design/Layout: Joanne Booth, Chinook School Division

## Introduction

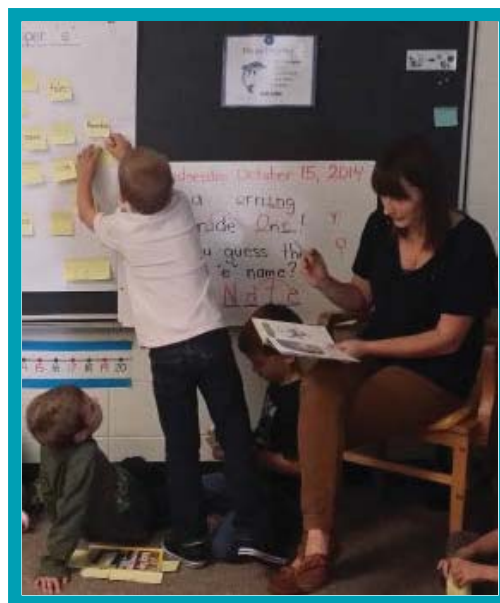
*Saskatchewan Reads* is a companion document to the English Language Arts grade 1, 2, and 3 curricula. It was created based on sound research, specifically in reading, focusing on instructional approaches, assessment and intervention. Some of the key authors referenced include Allington, Miller, Fountas and Pinnell, Davies, Cooper, Fisher and Frey to name a few. Furthermore, it showcases the diversity of promising practices that have proven successful in school divisions and First Nations communities within Saskatchewan. Some examples include Picture Word Inductive Model (PWIM), Reader's Workshop, Balanced Literacy, Scaffolded/Guided Reading, Levelled Literacy Intervention and Running Records, along with many others across the province.

The intent of *Saskatchewan Reads* is to provide a framework for school divisions and systems to build their own reading initiative that meets the needs of their unique student population. This document provides practical supports to teachers as they ensure their students are successful. It is intended to develop increased capacity at the school and system level with respect to improving student reading. The online version of *Saskatchewan Reads* ([saskatchewanreads.wordpress.com](http://saskatchewanreads.wordpress.com)) will be evergreen with live links and video of examples to clearly illustrate the many promising practices within Saskatchewan. The intent of the online version is to bring *Saskatchewan Reads* alive.

The motivation to create *Saskatchewan Reads* came from the need to improve student reading in this province as outlined in the Premier's vision document, *Saskatchewan Plan for Growth: Vision 2020 and Beyond*. All 28 school boards in the province and the Government of Saskatchewan approved the development and deployment of *Saskatchewan Reads*.

Several Saskatchewan publications, along with documents from other provinces, were referenced when creating *Saskatchewan Reads*.

As a result of this work, and more importantly, the skill and talent of our teachers in this province, our students will become proficient readers.





## How to Read this Document

You will find the following symbols throughout the document:



### Reflection Questions

These questions are included as a starting point for reflection and discussion. The answers to these questions may be found within the document or they may be larger questions that cause the reader to reflect on classroom practice.



### Thought Bubbles

These bubbles are meant to give insight into the thinking of a teacher using *Saskatchewan Reads*. They represent the realizations, or “Aha” moments of the teacher after reflection and after implementing the instructional approaches.



### Check it out!

Key print and web resources are listed that were referenced when creating that section of the document. “Check it out!” also contains resources that allow teachers to expand and deepen their background knowledge in that area.

### Glossary

Terms defined within the glossary appear in bold the first time they occur in the document.

These picture icons occur throughout the document to represent the following instructional approaches:



### Modelled Reading



### Shared Reading



### Scaffolded/Guided Reading



### Independent Reading

# Curriculum Connections



*"The K-12 aim of the Saskatchewan English Language Arts curricula is to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life and personal satisfaction."*

(Saskatchewan Ministry of Education, 2010a, p. 5)

## REFLECTION QUESTIONS

- How have I accounted for the diversity of my students and included First Nations and Métis content and perspectives in my teaching of curricular outcomes and indicators?
- How am I communicating the expectations of the curriculum to my students and their families?
- How do I help all of my students work towards grade level achievement of outcomes?

## Curriculum Connections

The starting point for improving Saskatchewan students' reading literacy is the Saskatchewan English Language Arts curricula.

### An Effective English Language Arts Program:

- provides meaningful contexts that address “big ideas” and questions for deeper understanding;
- focuses on grade-specific outcomes to achieve the K-12 aim and goals of the program;
- focuses on language and helps students understand how it works;
- teaches students through powerful cognitive and communication **strategies**;
- includes a range of **texts** (oral, print, and other media); and
- encourages student **inquiry**, social responsibility, and self-reflection.

(Saskatchewan Ministry of Education, 2010b, p. 1)

All choices for assessment and instruction begin with a solid understanding of curricular expectations, including the infusion of First Nations and Métis content and perspectives.

Reading is the focus of this support document, *Saskatchewan Reads*. The provincial English Language Arts curricula provide details regarding the interconnection of all the language arts goals and outcomes in supporting students' reading literacy.

For the purposes of this Education Sector Strategic Plan (ESSP) work, the curricular reading expectations for grades 1, 2 and 3 are included in Appendix A of this document.



*I know it is important to use the Saskatchewan English Language Arts outcomes and indicators to begin my planning.*



# Learning and Classroom Environment



*“The environment...conveys the message that this is a place where adults have thought about the quality and instructive power of space. The layout of the physical space is welcoming and fosters encounters, communication, and relationships. The arrangement of structures, objects and activities encourages choices, problem solving and discoveries in the process of learning.”*

(Curtis & Carter, 2003, p. 13)

## REFLECTION QUESTIONS

- How does the classroom environment reflect all students as capable, competent learners?
- How do my students see themselves and their interests reflected in the classroom environment?
- In what ways do I share with families, to help them support their child's early reading and learning development?
- How can my classroom library include levelled text without being a levelled library?

## Positive Nurturing Relationships

The learning climate must include positive personal relationships that enhance development through meaningful conversations, and a sense of care for the whole student that goes beyond academic concerns. The nurturing classroom meets the holistic needs of students - social, emotional, physical, intellectual and spiritual.

“Positive relationships are opportunities for students to create a sense of self, identity, and belonging while learning about the world around them” (Saskatchewan Ministry of Education, 2009a, p. 3).

Positive Relationships:

- respect the dignity, worth and uniqueness of students in the context of family, culture and community;
- develop connections with people, the environment, ideas and beliefs;
- engage students, parents/guardians, families and the community in program planning;
- encourage students to confidently share ideas and insights;
- involve the co-construction of expectations both behaviourally and academically; and
- foster positive interactions between students (buddy reading, strategic groupings, big buddies, etc.).

*I understand that strong relationships and a sense of belonging are critical for an effective learning environment. I need to start building relationships on the first day with my students, among my students, and with my families.*



## Physical Space

Educators understand that the learning environment they create has the power to influence the quality of learning within that space. A classroom should reflect the belief that students are capable and competent learners. "Creating environments for learning is more than simple room arrangement. Learning environments include [stimulating and dynamic] spaces and resources...in addition, the environment supports the routines, materials and interactions that occur within the space..." (Saskatchewan Ministry of Education, 2009b, p. 1). The learning environment demonstrates that it is a place where students are valued as unique literate and capable learners.

Well-designed learning environments:

- have intentionality and purpose that is carefully planned prior to instruction;
- are functional and adaptable;
- are organized to support the use of instructional **approaches**, including areas for whole class, small group and individual learning;
- reflect the strengths, needs and interests of all students; and
- are aesthetically inviting to students because their interests, cultures, learning and work are present within the walls of the classroom.





## Language-Rich Environment

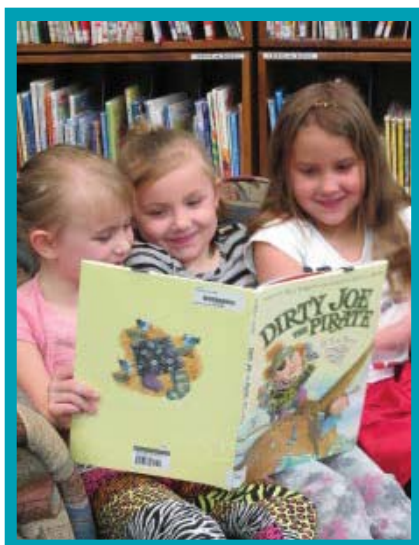
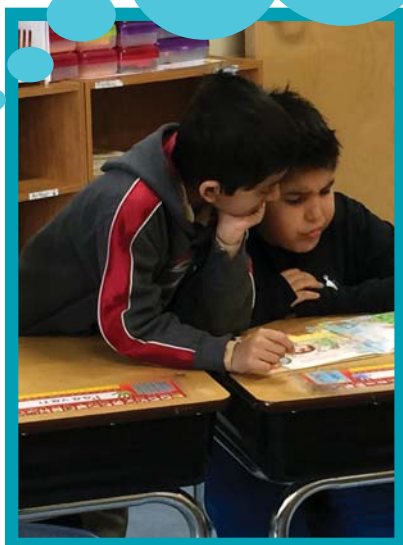
Early reading literacy learning approaches support students' language development to build vocabulary and increase conceptual knowledge, this results in higher level language skills that lead to competencies in reading and comprehension. Educators are literacy models providing rich demonstrations, interactions and shared literacy experiences, which include supporting genuine conversations with peers and adults.

**Oral language** can be developed through:

- meaningful conversations (listening and expressing ideas);
- open-ended questions; and
- reflective discussions (offering opinions).

Reading experiences happen throughout the day with individuals and with small and large groups. Students have many opportunities to explore text types and real-world materials through literacy experiences and inquiry based learning (Early Reading Strategy, 2009).

*This classroom represents my students. They can see themselves within the classroom environment I have created.*





The Lady with the Mongoose Purse

It's a Ratsy Spider

Sally

SHOO, FLY!

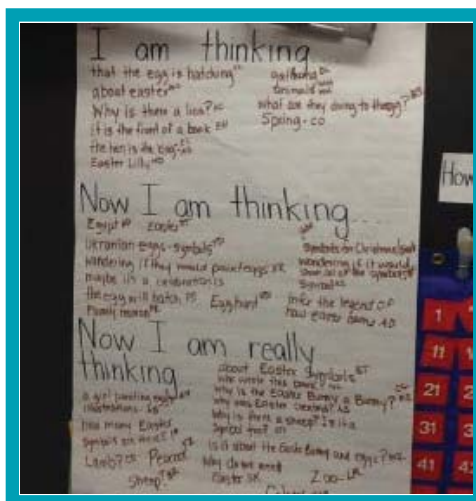
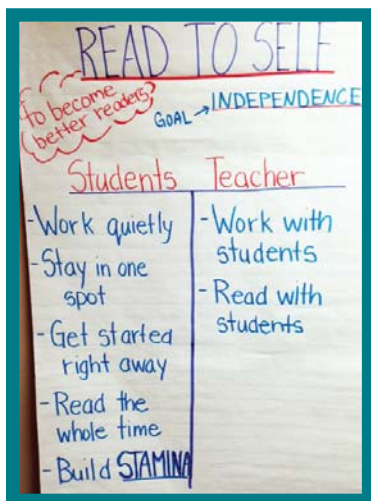
Pete the Cat

Song Books

are songs turned into books so we can sing or read them - easy and fun! We already know them!



- a reflection of the culturally and linguistically diverse backgrounds of the students within the classroom (Early Reading Strategy, 2009);
- a variety of high-quality texts that are thoughtfully presented to support reading literacy learning and development;
- a reflection of First Nations and Métis content and perspectives, as well as students' daily lives, interests and inquiries;
- text types that reflect the Saskatchewan context and include materials by and about First Nations and Métis peoples;
- relevant, co-constructed **anchor charts** and word walls that reflect students' literacy development; and
- materials and information that are supportive and accessible for students during inquiry based learning.



## Knowing Families

Classrooms are made up of many kinds of families. They bring diverse assets, experiences, knowledge, languages and values. Getting to know each family's stories builds positive relationships. These stories empower teaching and purposeful literacy instruction.

**By understanding families**, educators:

- develop a relationship that honours the family as the child's first teacher;
- engage families in literacy experiences that are meaningful and respectful; and
- recognize the importance of sharing knowledge in a variety of ways and languages.

Information about reading literacy can be shared with families through direct face-to-face conversations, both formally and informally. Invitations can be extended to families to participate in family literacy activities that reflect families' cultures, strengths, needs and interests. Resources, including both strategies and materials, are readily available for families to access to support their child's early literacy and learning development. These would include website links and community resources (Early Reading Strategy, 2009).



*Families are a child's first teacher and are important partners that I need to engage.*

### FAMILY LITERACY RESOURCES

#### **For the Joy of Learning (ages 1-6)**

[saskliteracy.ca/pdf\\_links/Joy\\_Of\\_Learning\\_FINAL\\_May2013.pdf](http://saskliteracy.ca/pdf_links/Joy_Of_Learning_FINAL_May2013.pdf)

#### **For the Success at School (elementary)**

[saskliteracy.ca/pdf\\_links/ForTheSuccess\\_FINAL\\_Website\\_Aug14.pdf](http://saskliteracy.ca/pdf_links/ForTheSuccess_FINAL_Website_Aug14.pdf)





## Building Supportive Communities

Building communities of literacy learners takes time and collaboration among educators, families, the school and the community. Relationships among the educator, students, families, Elders and community groups must be thoughtfully developed.

Educators build these relationships by:

- inviting community groups into the classroom to share their expertise; and
- sharing resources and supports for literacy learning with students and families.

(Early Reading Strategy, 2009)

**Opportunities are provided** for community involvement in reading literacy and learning through:

- inclusion of community members and Elders in school-wide literacy events;
- invitations and encouraging community groups to participate in and support literacy events;
- family accessible community resources and supports (e.g. Saskatchewan Literacy Network, provincial literacy hubs, Public Libraries, Gabriel Dumont Institute, Saskatchewan Indian Cultural Centre, Newcomer Centres); and
- community literacy events hosted by School Community Councils (SCC).

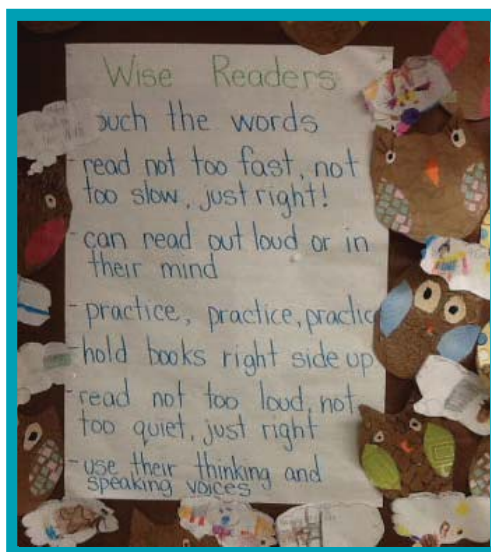


## Fostering A Reading Environment

The classroom environment plays a critical role in early reading literacy, and learning development and growth. Students need:

- to be surrounded with a rich selection and quantity of texts that provide great variety for readers;
- daily opportunities to practice authentic reading with print and non-print resources;
- multiple opportunities for reading, appropriate **“just right” self-selected text** for various purposes, including practicing the processes and habits of effective readers;
- engagement in meaningful conversations about what they have read and have learned from reading; and
- a safe and accepting environment that encourages risk-taking and builds competent, confident learners.

Teachers need to model processes and habits of effective readers and guide students toward independent application. Through an engaging reading literacy and learning environment, teachers can foster and promote the passion for and joy of reading (Early Reading Strategy, 2009).



*I have created an environment for learning that honours culture, worldviews, and identity for all my students, including First Nations and Métis.*



## The Classroom Library

Classroom libraries are one important aspect in providing a literacy-rich environment. They offer opportunities for students to engage with texts that reflect their interests by including a range of topics and genres; and to read more by having easy and equitable access to texts located not only on a bookshelf, but displayed throughout the classroom. Students can play an integral role in the development of the classroom library by being involved in the continual, revolving selection of texts. Student ownership and participation in the classroom library fosters reading engagement (Early Reading Strategy, 2009).

School libraries play an important role in supporting and engaging students as readers. "They provide environments rich in information, literature, and technology that, together with effective instruction, enable students to achieve curriculum learning outcomes and acquire the attitudes and skills for lifelong learning" (Saskatchewan Ministry of Education, 2008, p. 1).



***"Make excellent classroom libraries one of your highest priorities - ahead of the latest technology, resources, programs and standards. It is only through wide, self-selected reading that we will produce proficient and joyful readers as well as writers."***

(Routman, 2014, p. 99)

### Tips for Building a Classroom Library:

- Collaborate with your school library regularly to build multi-genre text collections to rotate through your classroom library.
- Infuse student and class created books into your classroom library.
- Create a wish-list of text titles for families and community groups to consider donating to the classroom library.
- Collaborate with your School Community Council to build classroom libraries (e.g.; book drive, fundraiser, community sponsors, corporate sponsors).
- Connect with your local library to borrow books for your classroom library.

My classroom  
library needs to reflect the  
diversity of my classroom  
- my students' interests,  
abilities, experiences and  
cultures.



Check  
it  
out!

Curtis, D., & Carter, M. (2003). *Designs for living and learning: Transforming early childhood environments*.

Routman, R. (2014). *Read, write, lead: Breakthrough strategies for schoolwide literacy success*.

Szymusiak, K., Sibberson, F., Koch, L. (2008). *Beyond levelled books: Supporting early and transitional readers in grades K-5*.

Toulouse, P. (2014, February). *Fostering literacy success for First Nations, Métis and Inuit students. What works? Research into practice*.

\*See References section for complete citation.

# Big Ideas of Reading

What is important to understand about reading?



*“Children learn to read by reading... but not without instructional support. It’s well known that in order to become thoughtful, strategic, proficient readers, children need to read a lot. When children read extensively, they learn about themselves, other people, and the world; they learn that reading is something they can do that empowers them to control their lives, connect with each other, and make the world a better place.”*

(Miller & Moss, 2013, p. 1)

## REFLECTION QUESTIONS

- How do the overarching principles of reading connect to my philosophy of effective instruction?
- How do I address comprehension, engaged reading and fluency with my students every day?
- How do I make oral language a foundational part of student learning?



## Overarching Principles

*Saskatchewan Reads* is based on current research in learning to read and teaching reading. The following overarching principles guided the work of this document (Saskatchewan Education, 2002; Manitoba Education, 2004; Ontario Ministry of Education, 2003).

### All students can read.

- All students have the capacity to learn to read and understand the process readers use to understand, reflect and connect reading to their daily lives.
- Teachers need to show students that they believe in the students' potential as readers. By building self-confidence and self-acceptance, teachers can help students gain a sense of confidence and capability.

### The teacher is essential in a student's success in learning to read.

- It is essential for teachers to engage students in reading and promote a love of reading.
- Ongoing formative assessment is used to guide instruction.
- It is important to provide **authentic** reading time with quality reading material that incorporates a balance of teacher and student selected texts to allow for choice, voice, level and interest.
- Teachers need to be aware of and respond to the developmental level of each student. By recognizing where students are as language learners, teachers can provide **responsive instruction** and experiences that will build upon what students know and can do.
- As reflective and responsive practitioners, teachers use their knowledge of students, the curriculum and language development to guide decisions about classroom instruction. Teachers learn about the effectiveness of their teaching when they reflect on the results of learning opportunities and consider possible adaptations to help students achieve curriculum expectations.
- Teachers are culturally and linguistically responsive to the needs of their students.
- Teachers fulfill the curricular expectations to infuse Métis and First Nations content, perspectives, values and lessons.

### Oral language is the foundation of literacy.

- **Oral language** is the foundation of literacy and is a strong predictor of learning. Language and literacy have a reciprocal relationship.
- Through listening and speaking, people communicate thoughts, feelings, experiences, information and opinions. They learn to understand themselves and others.
- Students use oral language to learn, solve problems and reach goals. To become discerning, lifelong learners, students need to develop fluency and confidence in their oral language abilities.
- Oral language carries a community's stories, values, beliefs and traditions.



## Balance is important in reading instruction.

- An integrated English Language Arts program provides balance in all of the language strands (listening, viewing, reading, speaking, representing and writing).
- Effective instruction utilizes an appropriate balance of learning to read (skills/decoding) and reading to learn (meaning making).
- Reading skills (**phonemic awareness, phonics**, fluency, vocabulary and comprehension) are taught intentionally in context, not in isolation.

## Family and community are critical partners in a student's reading success.

- Families are a students' first teacher. Learning to read happens at home and at school.
- A collaborative working relationship and effective communication through informal conversation between school and home will move students toward further engagement in reading, better fluency and higher comprehension.
- It is important for schools and families to identify and utilize groups and community partners that support literacy development.
- Schools should promote an appreciation of the cultural values and heritages of all members of the school community.



### Ways to support oral language development...

- rhyme
- rime
- turn & talk
- blending and segmenting words
- multiple meanings of words
- conferring
- word study
- vocabulary

Check  
it  
out!

Allington, R. (2002). What I've learned about effective reading instruction from a decade of studying exemplary elementary teachers.

Lapp, D., Flood, J., Moore, K., & Nichols, M. (2005). *Teaching literacy in first grade*.

Ontario Ministry of Education. (2003). *A guide to effective instruction in reading: Kindergarten to grade 3*.

Saskatchewan Learning. (2000). *Early literacy: A resource for teachers*.

Manitoba Education. (2004). *Helping your child learn to read: A parent's guide*.

\*See References section for complete citation.

## Goals of Proficient Reading

The following goals of proficient reading represent the purpose and focus of reading instruction (Allington, 2012; Fountas & Pinell, 2009; Routman, 2009, Wilhelm, 2001):

- engaged readers;
- comprehension; and
- fluency.

Proficient readers incorporate all three goals when reading.

**Engaged readers** believe they are capable and choose to read for a variety of purposes (to learn, seek specific information, and for enjoyment). They persevere through reading challenges and apply appropriate strategies for comprehension.

**Comprehension** is an interaction between the reader and text to extract and construct meaning. It occurs before, during and after reading. Comprehension is a lifelong process that develops and changes based on the complexity and purpose of the text, as well as the use of **metacognitive processes**.

**Fluency** involves automaticity and **prosody** (phrasing, pausing, rate, stress, intonation and integration of these five factors) in a way that demonstrates understanding.

The goals of proficient reading are achieved using the gradual release of responsibility model, purposeful instruction, curriculum expectations, and various forms of assessment. Using the four instructional approaches (see page 27), teachers can model, observe, and support students as they become proficient readers.



*I see that fluency is more complex than simply decoding. My readers need to be taught not only to read the words, but to think about the meaning behind the text.*

# Assessment and Evaluation

How will I find out what my students know and are able to do?



*“Assessment in reading is simultaneously complicated and simple. We have tried to set in place for our students tools that help us look knowledgeably at their reading processes and sub processes.”*

(Burkins & Croft, 2010, p. 114)

## REFLECTION QUESTIONS

- How do my assessment practices identify the strengths and gifts of my students, as well as their areas of need?
- In what ways are my assessment practices reflective of holistic learning, multiple intelligence, and diverse ways of responding?
- How have I assessed oral language?
- How have I provided many opportunities for student discussion and interaction?



## Assessment for, as, of Learning

Assessment and evaluation requires thoughtful planning and implementation to support the learning process and to inform teaching. All assessments and evaluation of student achievement must be based on the outcomes in the provincial curriculum and allow for flexibility determined by the needs of the student.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

**Assessment for learning (formative assessment)** involves the use of information about student progress to support and improve student learning, inform instructional practices and:

- is teacher-driven for student, teacher, and parent use;
- occurs throughout the teaching and learning process, using a variety of tools; and
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning.

**Assessment as learning (formative assessment)** actively involves student reflection on learning, monitoring of his/her own progress, and:

- supports students in critically analyzing learning related to curricular outcomes;
- is student-driven with teacher guidance; and
- occurs throughout the learning process.

**Assessment of learning (summative assessment)** involves teachers' use of evidence of student learning to make judgements about student achievement and:

- provides opportunity to report evidence of achievement related to curricular outcomes;
- occurs at the end of a learning cycle using a variety of tools; and
- provides the foundation for discussions on placement or promotion.

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress; and to make informed decisions about the teaching and learning process.

(Saskatchewan Ministry of Education, 2010b, p. 33)

## Principles of Assessment

The following assessment principles (Davies, 2007; Cooper, 2010) are to be considered and applied to assessment opportunities within reading.

### Assessment involves a balanced approach that is planned and purposeful.

- **Triangulation of data** involves collecting evidence from different sources including conversations, observations and products. This includes **qualitative** and **quantitative assessment** data.
- Assessment serves different purposes at different times.

### Assessment informs instructional decisions.

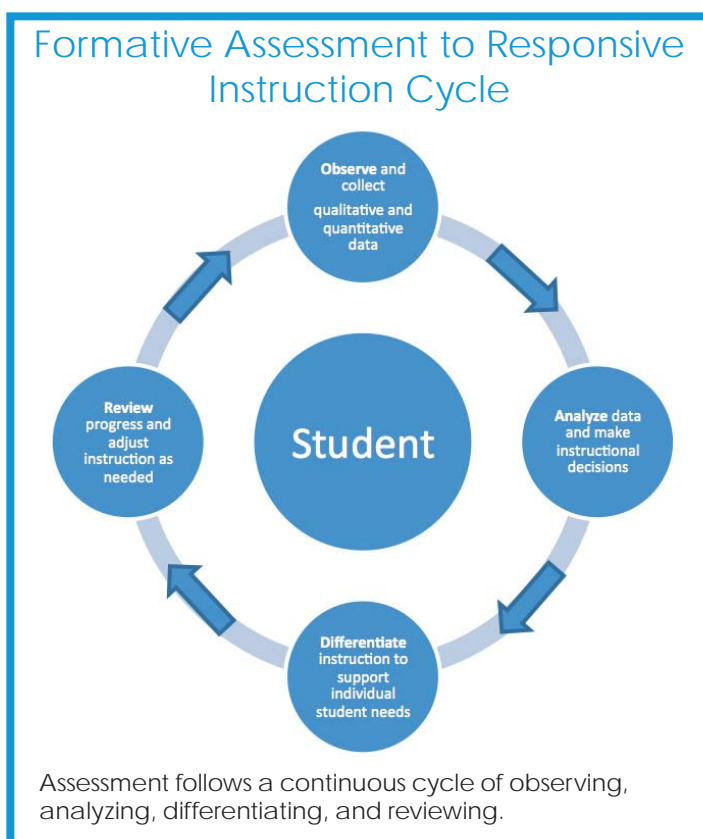
- Assessment and instruction are inseparable.
- Information gathered through assessment informs day to day instructional decisions.

### Assessment focuses on individual students in order to differentiate instruction.

- Assessment is a collaborative process involving students, teachers and caregivers.
- Students need to be aware of expectations and be provided with timely descriptive feedback.
- Feedback is focused on areas of strength and opportunities for growth.
- Teachers need to consider a student's language and culture.
- Student **self-assessment** based on clear criteria and exemplars ensure the focus stays on learning.

### Assessment begins and ends with curriculum.

- Curricular outcomes provide the starting point for instruction.
- **Diagnostic assessment** informs **differentiation** required for individual students to achieve outcomes.
- Students are aware of and help create criteria used for assessment.
- Assessment provides evidence to evaluate the achievement of outcomes.



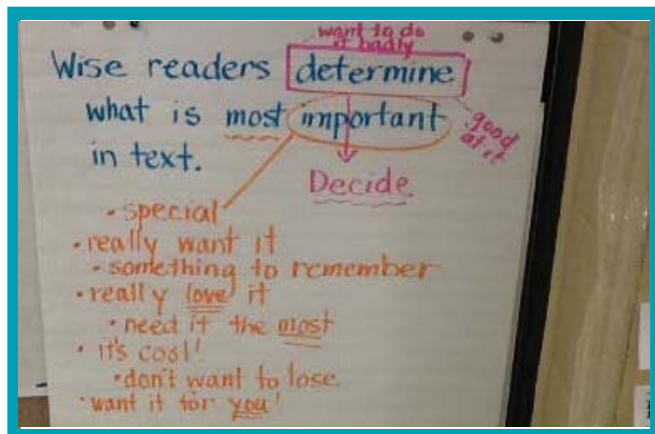
## Assessment Tools for Observation and Data Collection

Continuous gathering of assessment and using multiple methods of meaningful, authentic tasks in real reading situations tracks students' learning over time and is essential in developing a comprehensive picture of student learning. The purpose of the assessments determines whether it will be used in a formative or summative way. The following are examples of assessment tools:

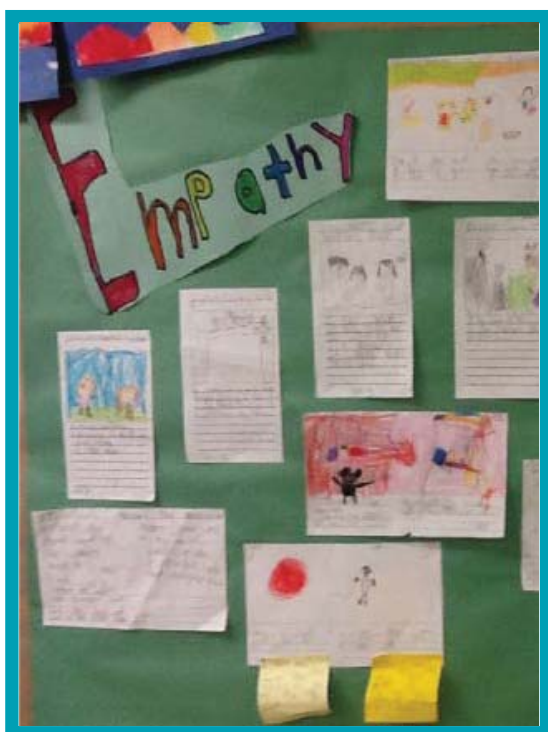
- checklists;
- **co-constructed criteria** (i.e., anchor charts);
- portfolios;
- conferring;
- interviews to probe student thinking;
- self-assessments;
- student goal setting;
- **running record**;
- video of reading moments, audio recordings;
- direct observation;
- continuums;
- **anecdotal records**;
- levelled benchmark assessment (Fountas & Pinnell, DRA, Reading Recovery, PM Benchmarks, Northern Lights SD, Regina Public ORR);
- work samples (i.e., retellings);
- rubrics;
- exemplars; and
- Common Framework of Reference for EAL Learners (CFR).



*I need to capture my students' reading ability and the strategies they use. I need to watch them, talk to them and conduct ongoing assessments. A documentation binder will be essential!*







Check  
it  
out!

Biggam, S., & Iterly, K. (2008). *Literacy profiles: A framework to guide assessment, instructional strategies and intervention, K-4*.

Cooper, D. (2010). *Talk about assessment*.

Davies, A. (2007). *Making classroom assessment work*.

Fountas, I., & Pinnell, G. (2011). *The continuum of literacy learning, grades PreK-8: A guide to teaching*.

Nova Scotia Department of Education. (2012). *Active young readers grades primary-3. Assessment resource: A teaching resource*.

*\*See References section for complete citation.*



# Instructional Approaches

How do I use the gradual release of responsibility to teach reading?



*"Structured teaching requires that teachers know their students and content well, that they regularly assess students' understanding of the content, and that they purposefully plan interrelated lessons that transfer responsibility from the teacher to the student."*

(Fisher & Frey, 2014, pp. 16 – 17)

## REFLECTION QUESTIONS

- How do I use ongoing assessment to make instructional decisions for students?
- How do I ensure that I am consciously moving students towards independence?
- As I gain confidence with the gradual release of responsibility, how do I ensure that it is a recursive process?



## Gradual Release of Responsibility

As teachers gain confidence with the instructional approaches, teachers will find these are not sequential but recursive. The **gradual release of responsibility** model is not prescribed or scripted and allows for teachers to use ongoing assessments to make instructional decisions. It is also important to note that reading takes place across all curricular areas.

According to Fisher and Frey (2014), effective teachers have engaged students in purposeful instruction designed to meet the needs of individual and smaller groups of students. A way that teachers can achieve this is by using the gradual release of responsibility model. The gradual release of responsibility model has been documented in research as an effective approach for improving literacy achievement. The teacher gradually transfers increased responsibility to the students. Teachers ensure that each step of the process is supported and that students are prepared for the next steps in learning (Fisher & Frey, 2014).

The four instructional approaches are described in the following gradual release of responsibility chart (Ontario Early Reading Strategy, 2003):



### Modelled Reading

*Teacher to Students "I do it".*

Teacher models the thinking processes through think alouds.



### Shared Reading

*Teacher with Students "We do it".*

Teacher shares reading experiences and responses to the material read.



### Scaffolded/Guided Reading

*Students with Teacher "We do it together".*





Coaching and guiding students in their application of strategies.



### Independent Reading

*Student "You do it".*

Providing students with opportunities to read independently, asking questions, practising strategies, and expressing their responses to the material read.

Gradual Release of Responsibility - Instructional Approaches				
Approach	Purpose	Teacher's Role	Student's Role	
<b>Modelled Reading</b> <i>Teacher to Students</i> <i>"I do it"</i> 	<p>The teacher explicitly demonstrates important cognitive strategies for comprehending and responding.</p>	<ul style="list-style-type: none"> <li>- Communicates clear instructional goal based on curriculum expectations</li> <li>- Plans and identifies: <ul style="list-style-type: none"> <li>• appropriate texts (which may be above student independent level) based on purpose</li> <li>• brief, focused lesson for whole-class</li> <li>• where explicit instruction will occur within the selected text</li> <li>• before, during and after strategies</li> <li>• intentional reading language</li> </ul> </li> <li>- During reading, pause and explain what is going on in teacher's head as a reader (think aloud) to model what proficient readers do (comprehension, engaged reading, fluency)</li> </ul>	<ul style="list-style-type: none"> <li>- Understands purpose for listening</li> <li>- Actively listens and observes the modelled reading</li> <li>- Actively listens and observes the teacher reflecting as a reader</li> </ul>	
<b>Shared Reading</b> <i>Teacher with Students</i> <i>"We do it"</i> 	<p>The teacher invites students to share in the demonstration of comprehending and responding cognitive strategies. It is this participation that helps develop confidence in the development of new and previously taught skills.</p>	<ul style="list-style-type: none"> <li>- Communicates clear instructional goal based on curriculum expectations</li> <li>- Plans and provides opportunities for: <ul style="list-style-type: none"> <li>• selecting, revisiting or creating appropriate texts visible to all (which may be at students' instructional level) based on purpose</li> <li>• reading aloud together in a risk free environment</li> <li>• interacting with text</li> <li>• practicing the behaviours to achieve the three goals of proficient readers (comprehension, engaged reading, fluency)</li> </ul> </li> <li>- Reinforces and continues to demonstrate reading language</li> <li>- Uses ongoing formative assessment to guide instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Understands purpose of reading</li> <li>- Participates by: <ul style="list-style-type: none"> <li>• taking risks</li> <li>• practising what proficient readers do (comprehension, engaged reading, fluency)</li> <li>• engaging in meaningful conversations with partners, small groups, whole class</li> </ul> </li> </ul>	
<b>Scaffolded/Guided Reading</b> <i>Students with Teacher</i> <i>"We do it together"</i> 	<p>The teacher scaffolds a student's learning by building on strengths and needs, reinforcing previously taught strategies and providing feedback to move each student towards independence.</p>	<ul style="list-style-type: none"> <li>- Determines instructional goal based on observed student's needs and curriculum expectations</li> <li>- Plans and provides opportunities for: <ul style="list-style-type: none"> <li>• individual copies of text at student's instructional level</li> <li>• flexible and varied groupings as needed (individual or small group)</li> <li>• timely and specific scaffolding for students to practise what proficient readers do (comprehension, engaged reading, fluency)</li> <li>• gathering individual assessment data</li> <li>• immediate descriptive feedback</li> </ul> </li> <li>- Student(s) with teacher sets reading goals</li> </ul>	<ul style="list-style-type: none"> <li>- Understands purpose of and is involved in co-constructing individual goals</li> <li>- With support, practises the behaviours to achieve the three goals of proficient readers (comprehension, engaged reading, fluency) by: <ul style="list-style-type: none"> <li>• practising and consolidating strategies to create meaning of text</li> <li>• participating in conversations about the text by sharing thinking processes (metacognition)</li> </ul> </li> <li>- Students are guided in reading and re-reading texts at their own rate</li> </ul>	
<b>Independent Reading</b> <i>Student</i> <i>"You do it"</i> 	<p>Students read independently to achieve the three goals of proficient reading (comprehension, engaged reading, fluency) using appropriate, "just right", self-selected texts.</p>	<ul style="list-style-type: none"> <li>- Determines which students to confer with based on formative assessment</li> <li>- When conferring with a student, plan and provide opportunities for: <ul style="list-style-type: none"> <li>• supporting a student with self-selection of appropriate and "just right" texts</li> <li>• conversing with individual student on what proficient readers do (comprehension, engaged reading, fluency)</li> <li>• discussing progress and goals with student</li> <li>• gathering evidence from observations and conferences</li> </ul> </li> <li>- Daily blocks of extended time for independent reading</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies his/her purpose for reading (enjoyment, information, etc.)</li> <li>- Self-selects and reads appropriate and "just right" texts</li> <li>- Independent reading may include: <ul style="list-style-type: none"> <li>• building stamina, comprehension, fluency</li> <li>• monitoring comprehension</li> <li>• choosing appropriate before, during, after reading strategies</li> <li>• engaging in reading conversations with peers and/or teacher</li> <li>• planning for future reading</li> <li>• responding to reading</li> <li>• setting goals for reading in collaboration with the teacher and reflecting on progress</li> </ul> </li> </ul>	
As teachers gain confidence with the instructional approaches, teachers will find these are not sequential but recursive. The gradual release of responsibility model is not prescribed or scripted and allows for teachers to use on-going assessments to make instructional decisions.				

## Modelled Reading



The teacher purposefully plans, models and explicitly demonstrates the important cognitive strategies for comprehending and responding.

During a modelled read, the teacher may '**think aloud**' to demonstrate the use of reading comprehension processes or word identification strategies. Selected texts can be brief, sharing as little as a sentence or a single paragraph, and can be revisited for multiple purposes.

### Choosing Texts

The teacher looks for passages that:

- represent many viewpoints that reflect the perspectives, cultures and ways of knowing of First Nations, Métis and other cultures;
- include strong examples of cues and conventions or comprehension strategies to be highlighted; and
- reflect formative assessment data and incorporate curricular expectations across disciplines.

### Purpose

Modelled reading serves a variety of purposes, including:

- expanding content knowledge;
- promoting oral language and vocabulary development;
- modelling fluency;
- modelling before, during and after strategies for comprehension (see Appendix A);
- developing motivation and appreciation for reading;
- modelling effective reading behaviours;
- introducing different genres, text structures and writing styles; and
- demonstrating reading for a purpose.



Duffy, G. (2009). *Explaining reading: A resource for teaching concepts, skills and strategies.*

Gear, A. (2008). *Nonfiction reading power: Teaching students how to think while they read all kinds of information.*

Miller, D. (2012). *Reading with meaning: Teaching comprehension in the primary grades.*

Trelease, J. (2013). *The read aloud handbook.*

\*See References section for complete citation.



Modelled Reading Is...	Modelled Reading Is Not...
Explicitly planned to demonstrate specific reading behaviours.	Simply reading a story aloud with no intentional purpose.
Verbalizing thinking and explaining what proficient readers do as they process text.	Reading without sharing or explaining his/her thinking.
Effective when used prior to students being asked to practice the skill or strategy.	Listening to text and not giving students the opportunity to practise the skill or strategy.
Integrating a variety of contexts across curricula.	Confined to English Language Arts instruction.
Pre-reading texts to identify teaching points.	Randomly selecting text.
Brief and purposeful.	Lengthy reading of a text.
Demonstrating the skill or strategy many times and then practiced by students during shared, scaffolded/guided, and independent reading.	Demonstrating the skill or strategy only once before moving to a new skill.

## Assessment

- Formative assessment of a student's application of the skills and strategies explicitly demonstrated in a modelled read can be assessed through teacher observations, conversations with students and student products.



## REFLECTION QUESTIONS

- What evidence do I have that modelled reading is making a difference in student learning outcomes? (conversations, observations and products)
- How do I collect evidence that students are applying the skills and strategies demonstrated in modelled reading?



## Shared Reading

The teacher invites students to share in the demonstration of cognitive strategies for comprehending and responding. It is this participation that helps build confidence in the development of new and previously taught skills. Interaction is fostered in a variety of settings, including whole group, small group, and partner. Shared reading texts, based on curricular expectations and purpose, are selected, revisited or created.

### Choosing Texts

The teacher looks for texts that:

- represent many viewpoints that reflect the perspectives, cultures and ways of knowing of First Nations, Métis and other cultures;
- include strong examples of **cues** and **conventions** or comprehension strategies to be highlighted; and
- reflect formative assessment data and incorporate curricular expectations across disciplines.

A variety of texts, often at students' **instructional level**, are used during shared reading, such as:

- big books;
- poems;
- graphs, maps, and charts;
- posters;
- morning message;
- **environmental print**;
- repetitive pattern books;
- visual images;
- songs; and
- student created books.

### Purpose

Shared reading serves a variety of purposes, including:

- exposing students to a wide range of text forms and genres;
- engaging students in supported reading so that the whole class can share the reading experience;
- increasing students' exposure to text;
- teaching before, during and after reading strategies (see Appendix A);
- integrating content of other curricula areas;
- intentionally teaching **concepts of print**, phonemic awareness, phonics and fluency in context;
- sharing responsibility toward the goal of independent reading; and
- engaging students in conversation.

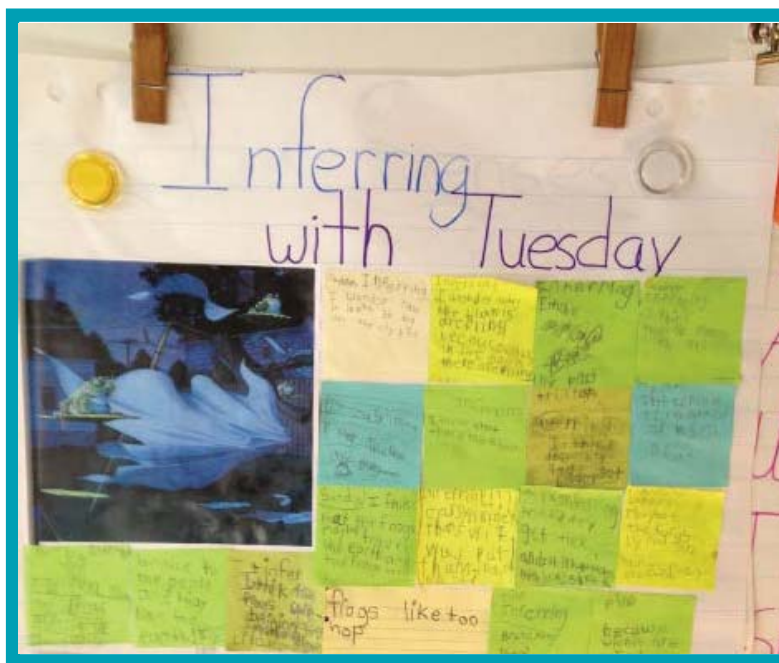
## REFLECTION QUESTIONS

- How do I activate and build upon students' prior knowledge and experiences?
- How will I monitor my students' level of engagement?

Shared Reading Is...	Shared Reading Is Not...
Using a text that is visible and accessible for all children in the class.	Reading aloud with a text that is only visible to the teacher.
Using a variety of texts including different genres, digital, and visual texts.	Favouring one genre or text type.
Helping students apply strategies in authentic reading experiences.	Having students practise skills in isolation.
Inviting students to join the teacher in reading often.	One student reading at a time while other students follow along (round-robin reading).
Sharing teacher thought processes while demonstrating a skill or strategy.	Choral reading without a purpose.

## Assessment

- Formative assessment of a student's application of the skills and strategies explicitly demonstrated in a shared read can be assessed through teacher observations, conversations with students and student products.
- Teachers utilize checklists and/or anecdotal records to record observations and conversations on students' use of strategies.



Johnson, P., & Kier, K. (2005). *Catching readers before they fall*.  
 Fountas, I., & Pinnell, G. (2011). *The continuum of literacy learning, grades PreK-8: A guide to teaching*.  
 Ontario Ministry of Education. (2003). *A guide to effective instruction in reading: Kindergarten to grade 3*.  
 Routman, R. (2003). *Reading essentials: The specifics you need to teach reading well*.

\*See References section for complete citation.





## Scaffolded/Guided Reading

The teacher scaffolds students' learning as needed by building on and reinforcing students' strengths and needs, previously taught strategies, and providing feedback to move students towards independence.

The teacher facilitates small group instruction as the students practise skills and strategies based on their strengths and needs.

Within the research, there are variations of the structure of scaffolded/guided reading. These variations include time, formation of groups, and selection of texts.

### Choosing Texts

The teacher looks for texts that:

- represent many viewpoints that reflect the perspectives, cultures, and ways of knowing of First Nations, Métis, and other cultures;
- provide exposure to rich authentic literature, including a variety of genres, and may include **levelled texts**;
- support and align with a student's individual needs (skills and strategies) based on assessment; and
- reflect formative assessment data and incorporate curricular expectations across disciplines.

### Purpose

Scaffolded/guided reading serves a variety of purposes, including:

- expanding students' content knowledge;
- practising and consolidating before, during and after strategies (see Appendix A);
- developing students' motivation and appreciation for reading;
- guiding the improvement of students' reading through phonics, phonemic awareness, vocabulary, fluency, and comprehension in context; and
- releasing responsibility toward independent reading.



Fountas, I.C. & Pinnell, G.S. (2012-2013). *Guided reading: The romance and the reality*.

Mere, C. (2005). *More than guided reading: Finding the right instructional mix*.

Miller Burkins, J. (2010). *Preventing misguided reading: New strategies for guided reading teachers*.

Morrow, M., & Gambrell, L. (2011). *Best practices in literacy instruction* (4th ed.).

Pressley, Michael. (2006). *Reading instruction that works: The case for balanced teaching* (3rd ed.).

Rog, L. (2013). *Guiding readers: Making the most of the 18-minute guided reading lesson*.

\*See References section for complete citation.

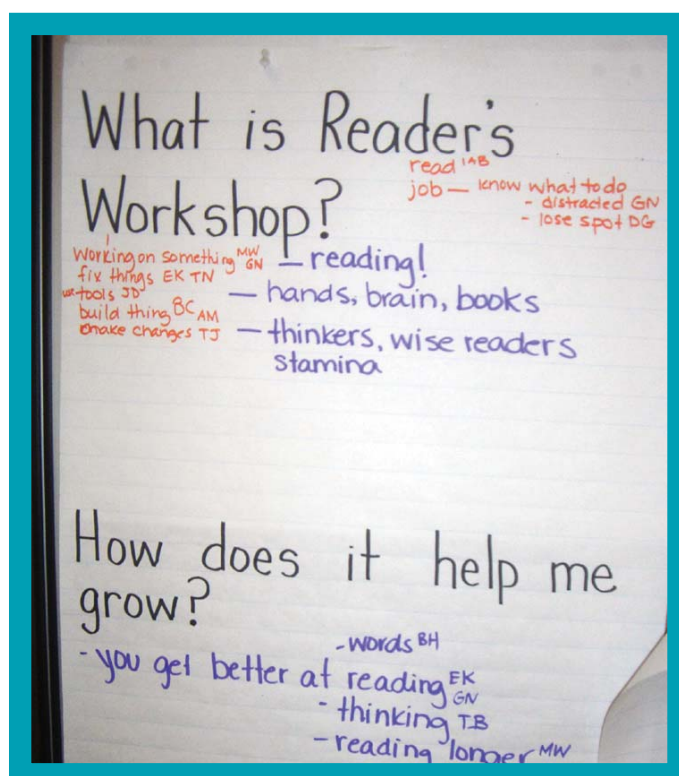
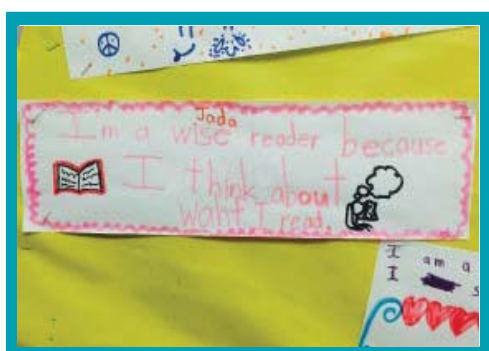
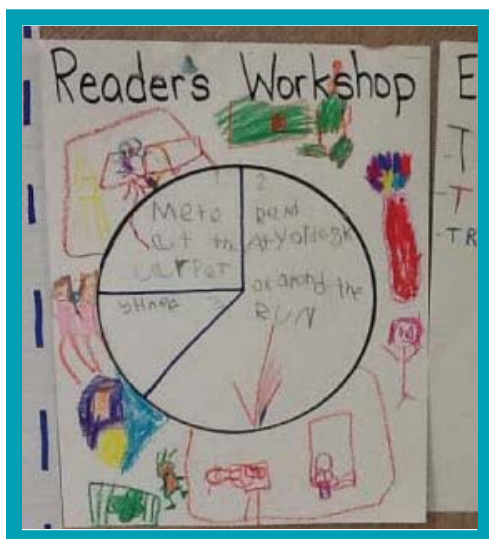
Scaffolded/Guided Reading Is...	Scaffolded/Guided Reading Is Not...
Continually changing <b>flexible groupings</b> to meet the learning needs of students.	Establishing static groups that remain unchanged for long periods of time.
Varying instructional time based on student needs.	Each student receiving the same amount of instruction.
Responsive teaching based on observations of the reader and the opportunities offered by the text.	Teaching the text.
Integrating a variety of contexts across curricula.	Confined to English Language Arts instruction.
Student-centred.	Teacher directed.
Students practising reading for the majority of the time.	Explicitly teaching skills to the whole group.
Each student having their own text and processing text at their own pace.	One student reading at a time while other students follow along (round-robin reading).
Using a variety of texts that may be levelled.	Labelling students as text levels.



*Guided reading groups change as students develop. I see how this also helps build the classroom environment and student relationships.*

## Assessment

- Student data gathered through a variety of diagnostic and formative assessments (assessment for learning), along with curriculum outcomes, should be the consistent starting point when planning for scaffolded/guided reading.
- Teachers will know the scaffolded/guided reading lessons are effective when students use the specific skills and strategies during scaffolded/guided and independent reading activities across the content areas.
- Assessment data of students' reading behaviours may be collected through:
  - running records of oral reading/miscue analysis;
  - observations using anecdotal records, checklists or criteria in rubrics;
  - reading conferences (conferring with a student); and
  - response to texts (oral retell, writing about reading or representing reading, Compose and Create outcomes).



## REFLECTION QUESTIONS

- How do my students' reading processes influence the way I select texts for them?
- How do I extend my students' reading abilities to move them toward independent reading?
- How do I know the scaffolded/guided reading has been successful?



# Independent Reading



The student reads independently to achieve the three goals of proficient reading (comprehension, engaged reading, and fluency) using appropriate, just right self-selected text. The teacher is available as a support and confers with individual students to monitor student progress toward goals.

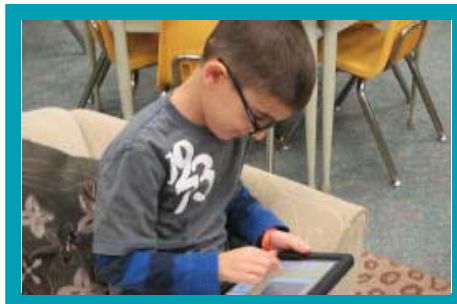
## Choosing Texts

Through **conferencing** and personal connection, a teacher gains information about individual students to foster a positive reading environment and a respectful classroom culture. The teacher is then able to provide a wide range of text that address students' interests, daily lives and the world around them. Text should represent content from many viewpoints that reflect the perspectives, cultures, and ways of knowing of First Nations, Métis, and other cultures. Students self-select just right text with teacher guidance and support (see Online Resources - Appendix G).

## Purpose

Independent reading serves a variety of purposes in the classroom setting, including:

- allowing students to consolidate, practice, and reflect on learned reading skills and strategies;
- fostering competent and confident readers;
- practicing skills to critically select just right text; and
- applying before, during and after reading strategies.



## Assessment

- Student data is gathered through observation and conferencing with students.
- The teacher gathers evidence and provides feedback to students in areas such as:
  - problem-solving when processing text;
  - applying strategies independently;
  - goal setting and progress toward goals;
  - student's text selection; and
  - **stamina**.
- Other tools may include:
  - **reading inventories** and surveys;
  - checklists;
  - **reader response**;
  - self-assessment; and
  - anecdotal records.
- Evidence gathered in independent reading addresses assessment for, as and of learning.

## REFLECTION QUESTIONS

- How does the information gained through individual conferences impact whole and small group instruction?
- How do I organize my independent reading block to gather information and provide feedback in an effective way?

Independent Reading Is...	Independent Reading Is Not...
Active, with students and teacher reflecting on and discussing the books students are reading.	Silent... (as in SSR, DEAR, USSR, SQUIRT, etc.*).
Students self-selecting “just-right” texts with teacher guidance as needed.	The teacher choosing texts that students must read.
Increasing time students are reading (stamina) through daily, scheduled blocks of extended time.	An activity that students who have completed other work get to engage in.
The teacher observing individual students’ reading behaviours, <b>conferring</b> with students about their reading and keeping records of these observations and conferences.	Students left on their own to read without purpose, with the teacher sitting and reading as a model for students.
Using the classroom library as an important instructional tool and an opportunity to engage students.	Having poor quality and limited reading materials within the classroom.
Students setting goals in collaboration with the teacher and reflecting on progress.	Students reading silently and only listing the books that they have read without accountability.
Students responding orally or in writing to reading and sharing those responses with other students or the teacher.	Students reading in isolation.

\* Sustained Silent Reading (SSR); Drop Everything And Read (DEAR); Uninterrupted Sustained Silent Reading (USSR); Super Quiet Uninterrupted Independent Reading Time (SQUIRT).



Allen, P. (2009). *Conferring the keystone of reader's workshop*.

Donahue, L. (2008). *Independent reading: Inside the box*.

Miller, D., & Moss, B. (2013). *No more independent reading without support*.

Ontario Ministry of Education. (2003). *A Guide to effective instruction in reading: Kindergarten to grade 3*.

\*See References section for complete citation.

# Intervention

## How do I further my students' reading development?

*"An intervention is anything a school does, above and beyond what all students receive, that helps a child succeed in school."*

(Buffum, Mattos & Weber, 2012, p. 129)



*"A small number of children may... require supplemental instruction. If classrooms produce too many children who seem to need extra help, then a central focus should be on improving the effectiveness of classroom instruction."*

(Fountas & Pinnell, 2009, p. 7)

## REFLECTION QUESTIONS

- How have I implemented the big ideas of reading and differentiated the instructional approaches in my classroom to meet the individual needs of my students?
- What do I know about the process within my school for assisting struggling readers? Who would I check with?
- How have I engaged parents/caregivers in the decision making around interventions for their child?
- How am I monitoring the effectiveness of the intervention?



## Responsive Reading Instruction and Intervention

The purpose of the responsive reading instruction and **intervention** section within this document is to support students in achieving the curricular outcomes and in becoming engaged readers who comprehend and read fluently. The intervention should help build a student's identity and belief in themselves as a reader. Intervention is not a program; it is a process that is focused on supporting an individual student's learning needs.

The following overarching principles should be taken into consideration when responding to a student's needs within all zones of intervention:

- All students can read.
- The teacher is essential in a student's success in learning to read.
- Oral language is the foundation of literacy.
- Balance is important in reading instruction.
- Family and community are critical partners in a student's reading success.

The intent of *Saskatchewan Reads* is to provide a process to help support teachers in meeting a student's needs through responsive instruction. Although intervention occurs within the three zones of reading instruction, **Red Zone** reading **interventions** will not be addressed within this document. Each zone provides differing levels of support and the following principles of effective intervention apply to all three zones.

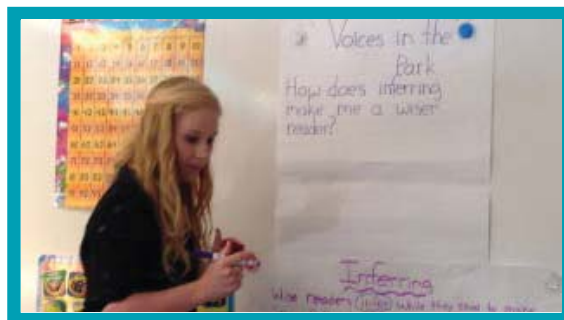
### Effective intervention should...

- support students in achieving their maximum potential;
- involve the child in successful reading experiences throughout the entire day;
- use high quality, purposely selected texts that are interesting and enjoyable and are at the appropriate reading level for the student;
- focus on effective reading instruction in the areas of oral language development, phonemic awareness, phonics, fluency, high frequency words, vocabulary and comprehension. Instruction should be based on student needs and embedded within authentic reading tasks;
- focus on meaning and on developing metacognition;
- develop positive personal relationships that go beyond the student's learning needs. These relationships are key to responsive instruction;
- utilize formative assessment to understand a student's learning needs;
- monitor progress frequently; and
- model strategies that are used by good readers.

## Classroom-Based Intervention Within Instruction - Tier One

*“The first line of instruction is always the classroom. No series of interventions - even highly effective ones - can take the place of good classroom instruction that builds a rich base and creates a community of learners.”*

(Fountas & Pinnell, 2009, p. 497)



In **Green Zone intervention**, instruction for all students occurs in whole-class, small group and individual settings. The teacher:

- knows his or her students, has developed positive relationships with them and created a supportive, nurturing environment that celebrates each student's uniqueness;
- utilizes ongoing, authentic formative and summative assessment and the Saskatchewan curriculum to determine the needs of the student and differentiate within the instructional approaches;
- provides instruction designed to meet the specific needs of students in the classroom; and
- uses the four high impact instructional approaches: modelled reading, shared reading, scaffolded/guided reading and independent reading.



*“The most powerful feature of schools, in terms of developing children as readers and writers, is the quality of classroom instruction.”*

(Allington, 2012, p. 159)

## How do I provide intervention/differentiation at the **Green Zone** level within the four instructional approaches?

<b>Modelled Reading</b>	<b>Shared Reading</b>	<b>Scaffolded/ Guided Reading</b>	<b>Independent Reading</b>
Choose text that addresses a specific curricular context	Select text that activate background knowledge	Address individual needs within a small group	Different text choices
Alter group size/ composition based on areas of need through assessment	Introduce different text types with a similar target to reinforce skills	Focus on meaning within decoding, rhyming, initial consonants, monitoring comprehension	Reading interest inventory  Conferring with students
Adapt length of session	Develop oral language by having students interact with one another and share understandings of the text with peers	Select just right text	One-on-one instruction  Adjust the amount of reading time
Select or revisit text with specific purposes based on observed student needs	Reinforce rhyming and language play	Use effective prompts that assist the student in applying what they know	Read with a partner
Focus on a specific think aloud and on sections of the text that address that target	Use shared reads to focus on early literacy skills such as concepts of print, phonological awareness, alphabet knowledge	Supporting students as they practise applying reading strategies	Use assistive technology (e-books, audio books)
Use visual text with little or no print	Link shared writing to shared reads to reinforce specific areas of need	Guide the student in being able to verbalize strategies that are useful	Visual supports  Provide movement break
Model appropriate language	Ensure all students can see the text  Incorporate movement	Model language use  Build background knowledge	Just right books – (including wordless books non-readers)



## Targeted Group Intervention - Yellow Zone

*“...struggling students need more expert and more intensive instruction in order for their learning to keep pace with that of other children.”*

(Allington, 2012, p. 175)

In many situations, providing differentiated support for students may be sufficient. Other students may require targeted/group instruction.

- In **Yellow Zone intervention** and instruction, students that have been identified through ongoing and frequent formative and summative assessment receive additional opportunities to improve comprehension, fluency and engagement.
- Once students have been identified, a collaborative team approach is crucial to planning supports for students.
- Yellow Zone intervention and instruction does not replace the instruction that happens in Green Zone. Instead, it offers additional support so students can meet curricular outcomes. The intervention should align with the classroom instruction.



*“Providing high quality professional development for classroom teachers was as effective as providing expert tutorial support for struggling readers.”*

(Allington, 2012, p. 159)

### Effective Yellow Zone intervention should...

- be built on positive relationships between the teacher and the students and occur within a supportive, nurturing environment;
- employ a reduced student teacher ratio allowing for increased opportunities to provide individualized feedback and scaffold instruction (ideal 1-3 students);
- provide instruction that is embedded in authentic reading opportunities;
- supplement quality reading instruction in the classroom supported by sound research;
- occur on a daily basis, be short term and occur within or outside the classroom;
- encourage connections to the home to increase the amount of reading time and practice. This is not a requirement to participate in the intervention;
- provide a quiet learning space with little or no distractions;
- engage students in reading for the majority of the lesson; and
- provide opportunities for students to read at their instructional and independent reading level during the intervention and throughout the day.

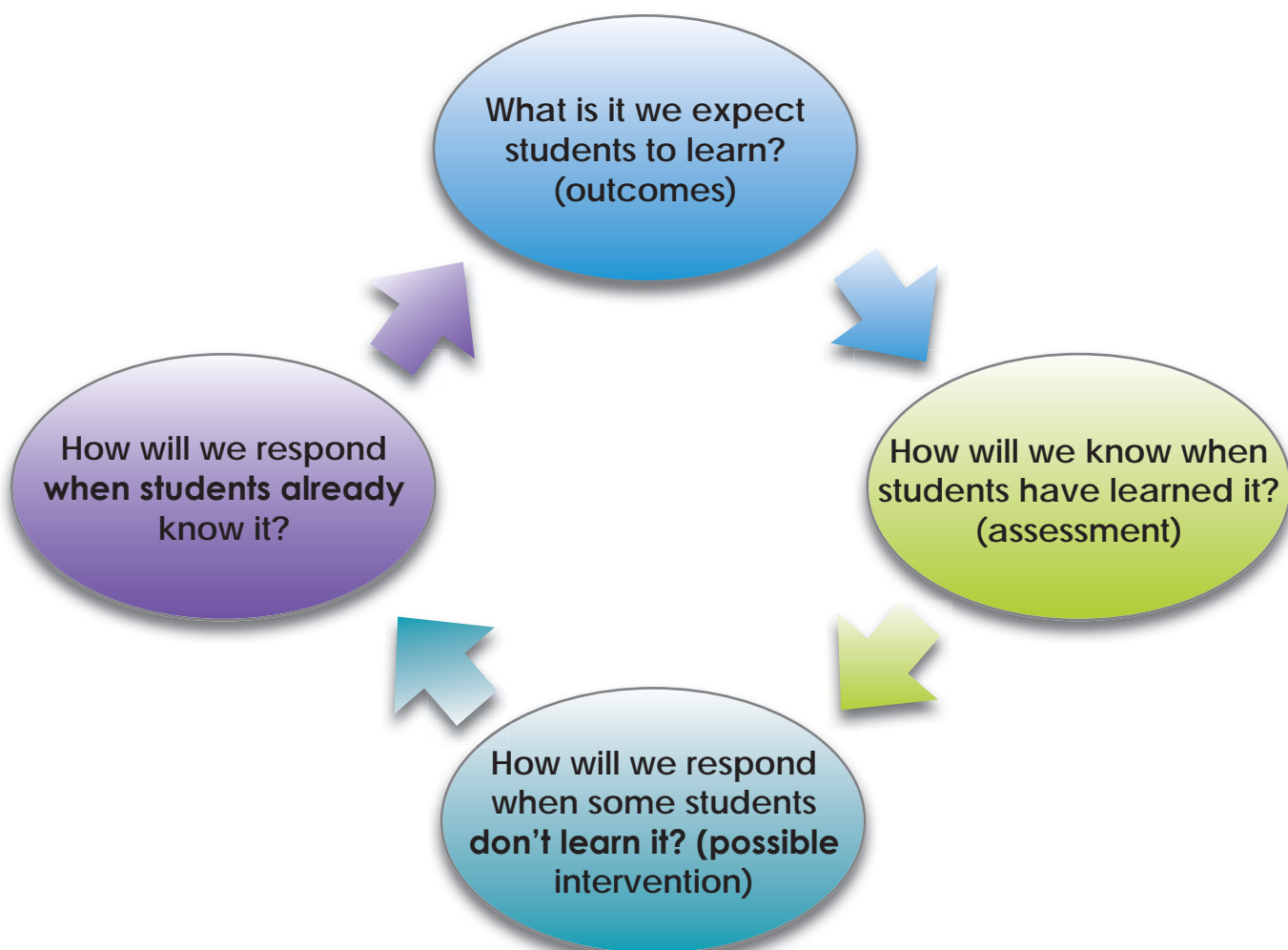
(Fountas & Pinnell, 2009; Allington, 2012)

The goal of targeted small group intervention is for students to be engaged readers who read fluently, comprehend grade level texts and no longer require support.

## Process for Responsive Reading Instruction

It is important to have a process to follow to meet the needs of students who are not currently meeting reading outcomes within classroom instruction.

Dufour's Professional Learning Community questions are helpful to guide a process for intervention (Dufour, Eaker, Dufour & Many, 2010).



**Check  
it  
out!**

Allington, R. (2009). *What really matters in response to intervention: Research-based designs*.

Allington, R. (2012). *What really matters for struggling readers: Designing research-based programs* (3rd ed.).

Fountas, I., & Pinnell, G. (2009). *When readers struggle: Teaching that works*.

Johnson, P., & Kier, K. (2005). *Catching readers before they fall*.

Saskatchewan Learning. (2004). *Teaching students with reading difficulties and disabilities: A guide for educators*.

Bender, W.N., & Waller, L. (2011). *RTI & differentiated reading in the K-8 classroom*.

\*See References section for complete citation.

The following process will guide teachers in supporting students within their classroom. It is meant to determine when intervention beyond the classroom is necessary and when other professionals could be consulted. This may be used as an example when addressing student needs.

### Step One: Classroom-based Intervention within Instruction (Green Zone)

- Pre-assess students using a division or benchmark reading assessment to determine a student's current reading skills, fluency and comprehension.
- Plan instruction based on student needs; this may include adaptations and differentiation.
- Implement the four powerful instructional approaches - modelled reading, shared reading, scaffolded/guided reading, independent reading.
- Apply best practices in strategic reading instruction.
- Monitor student progress through on-going formative assessment.
- Adjust instruction as needed.
- Confer and set learning goals with students.
- Inform parents of progress.
- Document strategies used and their impact on student learning.
  - Repeat above if progress is evident – this step is cyclical.
  - If student growth is not evident based on division benchmarks and assessments, proceed to targeted group intervention.

### Step Two: Targeted Group Intervention (Yellow Zone)

- Consult school-based team.
- Review documentation and strategies implemented in classroom instruction.
- Develop a plan for targeted group instruction based on the needs of the students.
- Communicate with families about instructional options and engage them in the plan.
- Implement the plan, ensuring daily intervention occurs in addition to English Language Arts minutes for a limited number of weeks.
- Monitor and assess students continually through running records, division, and/or benchmark formative assessments.
- Document strategies utilized.
  - If student growth is evident, the intervention is successful and no longer required.
  - If student growth is not evident, proceed to planning for intensive individual intervention.

### Step Three: Individual Intervention (Red Zone)

- School and division-based team (e.g., families, classroom teacher, student support services teacher, administrator, speech and language pathologist, psychologist, occupational therapist) meets to discuss the plan for intensive individual intervention.
- Review documentation of classroom and targeted group instruction.
- Determine whether further assessments and referrals are needed to assist student learning.
- Develop and implement an action plan.
- Team monitors the plan and makes adjustments as needed.



NOTES

NOTES

# Conclusion

This document is meant to provide a framework for school divisions and teachers in planning for high impact teaching strategies in instruction, assessment and intervention. The document comes alive through the many examples of promising practice that have been successful in school divisions across Saskatchewan. These examples are found in the photographs throughout the document, in the appendix and within the online version of this document.

[saskatchewanreads.wordpress.com](http://saskatchewanreads.wordpress.com)



*I am committed and determined to teach every child to read...because I know they can.*

***“Keep your focus on what’s most important, and do not allow yourself to be diverted. Use your knowledge, expertise, common sense, and courage to make your voice heard and your actions positive on behalf of everyone - students, teachers, and leaders. We can make a positive, lasting difference and help students excel. Our students and their families are counting on us.”***

(Routman, 2014, p. 282)

## Glossary

**Anchor charts** are charts that are co-created by teachers and students to make students' thinking and learning visible and concrete. Anchor charts make students' thinking visible for future reference and study. Anchor charts can also be used to list processes and procedures for a particular activity. When deciding to use an anchor chart consider the purpose, student usefulness and how it will support ongoing learning. When creating an anchor chart focus on one key idea, co-construct it with students, make it readable, clearly organize and write in words students can read with ideas they can understand. (Miller, 2008, pp. 88-90 and <http://www.edugains.ca/newsite/aer2/glossary.html>)

**Anecdotal records** provide ongoing information about a student's performance with tasks, their needs and their strengths, and language development over time. Methods of keeping anecdotal records on individual students, small groups or the entire class vary. All observations should be dated and focused on what students know and can do. (*English Language Arts: A Curriculum Guide for the Elementary Level (K-5)*, 2002)

**Approach(es)** is an effective instructional practice that has an evidence of success that is both reliable and valid. The use of effective instructional approaches has been found to be successful in teaching students to read and leads to measureable growth and improvements in student learning.

**Authentic (text, conversations)** means genuine and meaningful in both conversation with/among students and in text selection. It is something personal that offers connections to the reader or speaker. (Miller, 2012, pg.72)

**Concepts of print** are defined as what students [children] know and understand about the printed language (Clay, 2000). Students develop concepts of print based on their experiences from home and their early print experiences in environments such as story-time at the library, grocery shopping and school.

**Co-constructed criteria** means teacher and students working together to create the specific terms, in language meaningful to students, necessary to successfully complete a task or project. Co-construction of criteria deepens understanding of what successful task accomplishment looks like. During task completion, students can continuously reflect on their understandings and progress by referring to the established criteria.

**Conferring** is a one-on-one meeting between teacher and a student. Conferring helps the student understand, remember, extend meaning and make reading experiences memorable. It uncovers a student's attitude and helps teachers discover a student's reading stamina, work ethic and helps explore a student's reading process. Conferring helps the teacher gather data for assessment and evaluation. It is how a student describes what he/she knows and is able to do. (Allen, 2009, p. 34)

**Conferencing** involves brief interactions between teacher and student(s) that support the student's comprehension, word solving and other reading strategies. (Fountas & Pinnell, 2009)

**Convention(s)** is an accepted practice or agreed-upon rule in representational, spoken or written language. (*Saskatchewan ELA Curriculum, Grade 3, 2010*)

**Cues** are clues built into the structure or patterns of communication texts. (*Saskatchewan ELA 3 Curriculum, 2010*)

**Diagnostic assessment** is used to determine an individual's understanding of language concepts and ability to use language skills and strategies. These assessments allow the teacher to determine how to build or deepen the student's understanding of the concepts, skills or strategies. Diagnostic assessments include miscue analysis, informal inventories and individual reading, listening, speaking, writing, viewing and representing tasks. (*English Language Arts: A Curriculum Guide for the Elementary Level (K-5)*, 2002)



**Differentiation** is a teacher's response to a student's needs. It is making sure each student learns what he/she should learn by establishing clear goals, assessing persistently to see where each student is relative to the goals and adjusting instruction based on assessment information so that each student can learn as much as possible as effectively as possible. Differentiation is not a set of strategies; it is a way of planning for effective targeted teaching and improving student learning. Strategies are tools to accomplish the goals of differentiated instruction. *(Tomlinson, 2010)*

**Environmental print** is the print seen in our immediate surroundings and used in our everyday lives. Environmental print stimulates and supports literacy behaviours of students while motivating them to explore and understand more about print. Environmental print serves a purpose – print is intentionally selected, limited and placed throughout the classroom at students' eye-level; it is accessible and directly relates to the learning, interests and cultures of students.

**Flexible grouping(s)** places students into temporary small groups based on their level of independence as learners and their personal interests that sustain independence. Qualities of these flexible groups are: groups are formed and re-formed to meet students' needs as they arise, small groups vary in size, the organization, task and purpose of the group is understood by each student in the group. *(Gambrell, Morrow & Pressley, 2007)*

**Gradual Release of Responsibility** is an approach for moving classroom instruction from teacher-centered, whole-class instruction to student-centered collaboration and independent practice. *(Fisher & Frey, 2014)*

**Instructional level** is the highest level at which a student can still understand and make meaning with teacher support.

**Inquiry** learning provides students with opportunities to build knowledge, abilities and inquiring habits of mind that lead to deeper understanding of their world and human experience. The inquiry process focuses on the development of compelling questions, formulated by teachers and students, to motivate and guide inquiries into topics, problems and issues related to curriculum content and outcomes. Inquiry learning engages students in investigations that lead to understanding. Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests and experiences. *(Saskatchewan ELA 3 Curriculum, 2010)*

**Intervention** involves more intensive or supported instruction, beyond whole group classroom instruction, provided to small groups or individual students who need extra support with an aspect of their learning.

**Just right self-selected text** consists of choosing a text that is 'just right' for the reader. This will depend on the reader's purpose, interest, motivation, background knowledge and level. *(Miller, 2013)*

**Levelled texts** are texts that have literary merit and are suitable for the age, skill level and social maturity of students. Teachers typically use the following criteria to level texts: content and sophistication, length of text, sentence length and structure (pattern), vocabulary difficulty (sight words), predictability and illustration support. *(English Language Arts: A Curriculum Guide for the Elementary Level (K-5), 2002)*

**Metacognitive process(es)** is the ability to think about and reflect on one's own thinking and learning processes. *(Saskatchewan ELA 3 Curriculum, 2010)*

**Oral language** includes the following components: vocabulary, sentence structure, understanding of story, social language skills, auditory skills, comparing and contrasting information and ideas and understanding concepts such as quantity, space, sequence.

**Phonemic awareness** is the ability to hear specific sounds that make up spoken words. *(Saskatchewan ELA 3 Curriculum, 2010)*

**Phonics** is the ability to recognize the sound-spelling relationships associated with print. *(English Language Arts: A Curriculum Guide for the Elementary Level (K-5), 2002)*

**Prosody** provides a clue to a reader's comprehension through expression, pausing, phrasing, pitch, rhythm, smoothness and stress all working together to create effortless movement through a text. Prosody presents an integrated way to reflect the reader's interpretation of the text. *(Fountas & Pinnell, 2006)*

**Qualitative assessment** is a measurement process that focuses on the student in the world. Qualitative assessing involves collecting words, pictures, observations, artifacts, etc. in the attempt to make meaningful interpretations about the progress of a student.

**Quantitative assessment** is a process that collects numerical data and uses already developed measurements, adapts existing measurements or creates new measurements to gather data to determine the progress of a student.

**Reading inventories** are constructed from individually administered sets of structured reading assessment tasks that usually include word lists and oral and silent reading passages. Students read silently and orally, and retell what they recall and/or respond to a set of comprehension questions. Their reading of the word lists and their oral and silent responses are analyzed to establish independent, instructional and frustration levels for reading. (*English Language Arts: A Curriculum Guide for the Elementary Level (K-5)*, 2002)

**Reader response** to text needs to be stimulated by the student's use of strategies, concepts and skills to make meaning of their learnings from the reading. Responses need to be driven by the reader's comprehension and passion. Student responses are usually not directed by a list of questions or activities that become a blueprint for all responses. Purposes for reader response are to: deepen students' understanding and appreciation of the text read, motivate other students to read the text when student responses are shared, offer the teacher a deeper understanding of what the student is comprehending, guide teachers in furthering instruction; e.g., grouping students for further instruction, providing individualized instruction or revisiting specific strategy, concept or skill learning for whole group or small group.

**Responsive instruction/teaching** promotes the intellectual, social, physical and emotional development of all students. Responsive instruction adapts to students' needs and presents students with a variety of developmental experiences, learning experiences and supports to advance their learning potential. Responsive instruction incorporates curriculum, instruction and assessment to support all students to achieve the knowledge, skills and attitudes required to succeed in school and in life. (*Saskatchewan ELA 3 Curriculum*, 2010)

**Running record** is a tool that is useful for assessing a student's reading strategies and levels. Running records can be used any time a student is reading classroom texts. The student or the teacher selects a grade-appropriate book that is to be read. The teacher sits beside the student. As the student reads the text (at least a 100-word sample), the teacher records the oral reading behaviours of the student on a blank sheet of paper, noting miscues and comprehension. (*English Language Arts: A Curriculum Guide for the Elementary Level (K-5)*, 2002)

**Self-assessment** (assessment as learning) actively involves student reflection on learning and monitoring of her/his own progress. Self-assessment supports students in critically analyzing learning related to curricular outcomes, is student-driven with teacher guidance and occurs throughout the learning process. (*Saskatchewan ELA 3 Curriculum*, 2010)

**Stamina** is a student's ability to engage in focused reading independently for an extended length of time. (*Boushey & Moser*, 2006)

**Strategy (strategies)** is a systematic plan for solving a problem or executing a task. (*Saskatchewan ELA 3 Curriculum*, 2010)

**Text(s)** is any form of communication, whether visual, oral, written or multimedia (including digital media), that constitutes a coherent, identifiable unit or artifact (e.g. poem, poster, conversation or model) with a definable communicative function. It refers to visual communications such as illustrations, video and computer displays, oral communications, (including conversations), speeches, dramatizations and printed communications in their varied forms. (*Saskatchewan ELA 3 Curriculum*, 2010)

**Think aloud** involves teachers verbalizing (out loud) their thoughts while reading. This provides wonderful

opportunities to model and monitor thinking, comprehension and metacognitive strategies. (*English Language Arts: A Curriculum Guide for the Elementary Level (K-5), 2002*)

**Green Zone intervention** is embedded within effective instructional approaches. It builds on student strengths and creates a foundation for further learning and achievement. Instruction may occur in whole group, small group or individual settings. Students are assessed often and student progress is monitored regularly.

**Yellow Zone intervention** identifies students through ongoing and frequent informative and summative assessment. Students receive additional opportunities to improve comprehension, fluency and engagement in small groups. Instruction is targeted and short term. The goal of Yellow Zone intervention is for students to be engaged readers who read fluently, comprehend grade level text and who no longer require support.

**Red Zone intervention** involves planning by a school based team along with specialists (Speech and Language Pathologist, Occupational Therapist, Educational Psychologist) who determine necessary further assessment and plan for intensive individual programming. An action plan is implemented that meets the need of the individual student.

**Triangulation of data** means using three different sources of data, including conversations, products and observations, to ensure sufficient proof of a student's learning and an accurate description of a student's progress.

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## APPENDIX A

### Saskatchewan Curriculum – Expectations for Reading



## English Language Arts Grade 1, 2, 3 (Reading)

### Curriculum Connections

The starting point for improving Saskatchewan students' reading literacy is the Saskatchewan language arts curricula. Because this document focuses solely on the reading strand, educators are advised to consult the provincial language arts curricula to ensure that Saskatchewan students are given opportunities to achieve all the curricular language arts goals and outcomes. All choices for assessment and instruction begin with a solid understanding of curricular expectations.

The information in this appendix includes the curricular reading expectations for grades 1, 2 and 3 with provided page references to *ELA 1, ELA 2* and *ELA 3*.

Reading is an interactive-constructive process in which readers comprehend, interpret, and respond to print text using the cues and conventions of that text. (Glossary p. 44/45/46)			
<b>An Effective English Language Arts Program:</b> <ul style="list-style-type: none"> <li>• provides meaningful contexts that address “big ideas” and questions for deeper understanding;</li> <li>• focuses on grade-specific outcomes to achieve the K-12 aim and goals of the program;</li> <li>• focuses on language and helps students understand how it works;</li> <li>• teaches students through powerful cognitive and communication strategies;</li> <li>• includes a range of texts (oral, print, and other media); and,</li> <li>• encourages student inquiry, social responsibility, and self-reflection. (p.8)</li> </ul>			
<b>Broad Areas of Learning</b> (p.3)	<b>Lifelong Learners:</b> Students who are engaged in constructing and applying English language arts knowledge naturally build a positive disposition towards learning. Throughout their study of English language arts, students gain understandings, skills, and strategies to become more competent and confident language users.	<b>Sense of Self, Community, and Place:</b> To learn English language arts, students need not only to use the English language but also to interact with each other. Through the English language arts, students learn about themselves, others, and the world around them. They use language to define who they are and to explore who they might become. They use language to interact and to respond effectively with others and to build community.	<b>Engaged Citizens:</b> In the English language arts, students learn how language can empower them to make a difference in their personal, peer, family, and community lives. Language gives them a sense of agency and an ability to make a difference in their community and the world in which they live.

<p><b>Cross-Curricular Competencies</b> (pp. 3-4)</p>	<p><b>Developing Thinking</b> Learners construct knowledge to make sense of the world around them. They develop understanding by building on what is already known. This key competency concerns the ability to make sense of information, experiences, and ideas through thinking contextually, critically, and creatively. English language arts is inquiry-based, and students use their language and thinking skills to explore a range of topics, issues, and themes.</p> <p><b>Developing Identity and Interdependence</b> The ability to act autonomously in an interdependent world requires an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed worlds. Achieving this competency requires understanding, valuing, and caring for oneself and for others, and understanding and valuing social and environmental interdependence and sustainability. English language arts requires students to explore ideas and issues of identity, community, social responsibility, diversity, and sustainability. Students study texts and ideas about personal and philosophical; social, historical, and cultural; imaginative and literary; communicative; and environmental and technological topics.</p>	<p><b>Developing Literacies</b> Literacies provide many ways, including the use of various language systems and media, to interpret the world and express understanding of it. Literacies involve the evolution of interrelated skills, strategies, and knowledge that facilitate an individual's ability to participate fully and equitably in a variety of roles and contexts – school, home, and local and global communities. To achieve this competency requires developing skills, strategies, and knowledge related to various literacies in order to explore and interpret the world and communicate meaning. English language arts requires students to use different literacies, including language literacy, effectively and contextually to represent ideas and understanding in multiple, flexible ways.</p> <p><b>Developing Social Responsibility</b> Social responsibility is how people positively contribute to their physical, social, and cultural environments. It requires the ability to participate with others in accomplishing goals. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and taking action. Socially responsible learners contribute to their physical, social, and cultural environments. In English language arts, students explore their social responsibility and work toward common goals to improve the lives of others and the natural and constructed worlds.</p>
<p><b>Aim</b> (p.5)</p>	<p>The K-12 aim of the Saskatchewan English language arts curricula is to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.</p>	

<b>Goals of English Language Arts</b> (p.5)	<b>Comprehend and Respond (CR)</b> Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.	<b>Compose and Create (CC)</b> Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.	<b>Assess and Reflect (AR)</b> Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representatives, speakers, and writers, and set goals for future improvement.
<b>Focus</b> (Grade 1- p.26) (Grade 2 - p.27) (Grade 3- p.28)	<b>Grade One (p.26)</b> <b>Making Connections</b> among Oral Discourse, Written Communication, and Other Forms of Representing	<b>Grade Two (p.27)</b> <b>Exploring the Connections</b> among Oral Discourse, Written Communication, and Other Forms of Representing	<b>Grade Three (p. 28)</b> <b>Gaining Control</b> over Oral, Written, and Other Communication Forms
<b>Outcomes</b>	<b>CR1.1 Comprehend and respond</b> to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: <ul style="list-style-type: none"> <li>• identity (e.g., All About Me)</li> <li>• community (e.g., Friends and Family)</li> <li>• social responsibility (e.g., Conservation) and relate to own feelings, ideas, and experiences.</li> </ul> (pp. 15, 26)	<b>CR2.1 Comprehend and respond</b> to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: <ul style="list-style-type: none"> <li>• identity (e.g., Just Watch Me)</li> <li>• community (e.g., People and Places)</li> <li>• social responsibility (e.g., Friendship) and make connections to prior learning and experiences.</li> </ul> (pp. 15, 27)	<b>CR3.1 Comprehend and respond</b> to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: <ul style="list-style-type: none"> <li>• identity (e.g., Spreading My Wings)</li> <li>• community (e.g., Hand in Hand)</li> <li>• social responsibility (e.g., All Together) and make comparison with personal experiences.</li> </ul> (pp. 16,28)

	<p><b>CR1.2 View and comprehend</b> the explicit messages, feelings, and features in a variety of visual and multimedia texts (including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations). (pp. 15, 26)</p>	<p><b>CR2.2 View and explain</b> (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts. (pp. 15, 27)</p>	<p><b>CR3.2 View and respond</b> to grade-appropriate visual and multimedia texts (including videos, cartoons, illustrations, diagrams, charts, maps, and posters) explaining reactions and connections as well as visual features that convey humour, emotion, and mood. (pp. 16, 28)</p>
	<p><b>CR1.3 Listen to and comprehend</b> a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how). (pp. 15, 27)</p>	<p><b>CR2.3 Listen and retell</b> (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations. (pp. 15, 28)</p>	<p><b>CR3.3 Listen to and understand</b> information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard. (pp. 16, 29)</p>
	<p><b>CR1.4 Read and comprehend</b> grade-appropriate texts (including narratives, informational texts, scripts, and poems) by relating the sequence (i.e., beginning, middle, end), the key points (who, what, when, where, why), and the problems and solutions. (pp. 15, 27)</p>	<p><b>CR2.4 Read and demonstrate comprehension</b> of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions. (pp. 15, 29)</p>	<p><b>CR3.4 Read fluently and demonstrate comprehension</b> of grade-appropriate fiction, script, poetry, and non-fiction from various cultures (including First Nations and Métis) and countries (including Canada) and explain reactions and connections to texts read. (pp. 16, 29)</p>
	<p><b>AR1.1 Identify</b>, with teacher guidance, what good viewers, listeners, readers, representatives, speakers, and writers do. (pp. 15, 31 )</p>	<p><b>AR2.1 Reflect on and assess</b> their viewing, listening, reading, speaking, writing, and other representing experiences and strategies by participating in discussions and relating work to a set of criteria (e.g., “What did I learn?”). (pp. 16, 32)</p>	<p><b>AR3.1 Reflect on and assess</b> their viewing, listening, reading, speaking, writing, and other representing experiences and the selected strategies they have used (e.g., using class-generated criteria). (pp.17,33)</p>



	<b>AR1.2 Set and monitor</b> , in consultation with the teacher, goals for more effective viewing, listening, reading, representing, speaking, and writing experiences. (pp. 15, 31 )	<b>AR2.2 Set personal goals</b> as a result of group discussions (e.g., “What did I do well?”, “How could I be a better viewer, listener, reader, representer, speaker, and writer?”). (pp. 16, 32)	<b>AR3.2 Set personal goals</b> to view, listen, read, speak, write, and use other forms of representing more effectively and discuss a plan for achieving them. (pp.17,33)
<b>Key Language Cues and Conventions for Grade 1, 2 and 3</b> (Grade 1 pp.16-18/ Grade 2 pp. 18-20/ Grade 3 pp. 18-20) <p><b>Language study</b> is an integral part of an English language arts program. Students in each grade are expected to understand the concepts related to the language cues and conventions. As students view, listen, read, represent, speak, and write, they are expected to apply the concepts as students construct and communicate meaning in their English language arts program and in their daily communication.</p>			
<b>Language Cue or Convention</b>	<b>Comprehend and Respond</b> <b>When viewing, listening, or reading,</b> <b>Grade 1 students:</b>	<b>Comprehend and Respond</b> <b>When viewing, listening, or reading,</b> <b>Grade 2 students:</b>	<b>Comprehend and Respond</b> <b>When viewing, listening, or reading,</b> <b>Grade 3 students:</b>
<b>Pragmatic</b> Pragmatics is the study of how people choose what and how to communicate from a range of possibilities available in the language and how the receiver will be affected by these choices.	<ul style="list-style-type: none"> <li>Identify a purpose for viewing, listening, and reading.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and state reasons for viewing, listening, and reading.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that a text was created for an intended purpose.</li> </ul>
<b>Textual</b> Ideas and information are organized in oral, written, and other formats. Textual cues and conventions include the form or structure and elements of a text.	<ul style="list-style-type: none"> <li>Recognize different text forms (including poem, story, fairy tale, informational text) and some of their structures and features (e.g., title, page number, sequence, description,</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and use different text forms (e.g., story, poem, recipe, explanation, play), features (e.g., paragraphs, verses, dialogue), and elements (e.g., title, author, character, problem).</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain different forms of texts (e.g., story, play, poem, video, legends, fables, informational texts);</li> <li>use knowledge of the elements and organization of different texts (e.g.,</li> </ul>

	<ul style="list-style-type: none"> <li>problem/resolution); recognize the difference between fiction and non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>goal/problem/solution, description, sequence, comparison, cause and effect); identify conventions of texts (e.g., chapter titles, table of contents, glossary).</li> </ul>	
<b>Syntactic</b> Syntax is the predictable structure of a sentence and the ways words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., verbs) and their functions (e.g., subjects).	<ul style="list-style-type: none"> <li>Understand sentence structure and predictable word order (e.g., I can . . . , I can . . . );</li> <li>recognize a complete sentence and its end punctuation;</li> <li>use punctuation (including period and comma) to help understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and comprehend simple, compound, and complex sentences and their related punctuation including quotation marks;</li> <li>use knowledge of sentence structure to determine meaning of a sentence (e.g., the subject and verb are inverted in a question);</li> <li>use punctuation to help understand what they read (e.g., question mark, exclamation, apostrophe).</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of word order to determine meaning of sentences; use the relationships of words (e.g., subject-verb; noun-pronoun) in sentences to help construct meaning;</li> <li>use punctuation to help understand meaning (including question mark, exclamation mark, comma).</li> </ul>
<b>Semantic/Lexical/Morphological</b> The lexicon of a language includes all the words or vocabulary of that language that are used or understood by a particular person or groups. Words can also be studied for their meaningful parts or morphemes.	<ul style="list-style-type: none"> <li>Recognize 100 of the most commonly used words in print; use context, visual cues (e.g., pictures and illustrations), and sound patterns (e.g., rhyming words);</li> <li>recognize common antonyms and synonyms.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize basic sight vocabulary (e.g., 250 basic words);</li> <li>use context clues; use knowledge of simple prefixes (e.g., un-) and suffixes (e.g., -ed, -ing, -es, -s, -er, -est) and recognize the same words in different forms (e.g., plays, played, playing);</li> <li>use individual words to predict meaning of compound words;</li> <li>recognize word play.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of strategies to determine the meaning of unfamiliar words (e.g., use context, break into syllables, recognize common word families, use the sound of the word, use a dictionary);</li> <li>use common prefixes (e.g., -un, -re), suffixes (e.g., -ed, -ing, -er, -est, -ful), understand frequently used specialized terms in subject areas;</li> <li>recognize word play.</li> </ul>

<p><b>Phonological/Graphophonic</b> Graphophonics is the study of the relationship between the symbols and sounds of a language and includes letter or sound relationships and patterns.</p>	<ul style="list-style-type: none"> <li>Count phonemes and segment or blend phonemes at the beginning of words containing one, two, and three phonemes to make new words; recognize and use the alphabet;</li> <li>recognize letter/sound relationships and patterns in words;</li> <li>identify all consonant sounds in spoken words;</li> <li>use phonics to help decode individual words including using basic phonetic analysis and consonant sounds in some blends and digraphs (e.g., bl, br, th, wh) in regular one-syllable words;</li> <li>recognize rhyming words; recognize features of words including word patterns and differences.</li> </ul>	<ul style="list-style-type: none"> <li>Use phonics to decode individual words;</li> <li>segment all sounds of a word (including sound clusters such as “sk,” “ch,” “sh”) into individual sounds; delete beginning or ending sounds and tell the remaining word;</li> <li>decode individual words and sounds heard in multi-syllabic words; recognize features of words including possessives, double vowels, multi-syllabic words; recognize long vowel sounds, contractions, “y” as a vowel sound, consonant clusters, consonant digraphs, double vowels.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize features of words including R-vowel patterns, silent consonants, digraphs, compound words, contractions, prefixes, irregular plurals (e.g., f to v and y to i);</li> <li>recognize easy multi-syllabic words.</li> </ul>
<p><b>Other Cues and Conventions</b> Other cues and conventions are also found in communication acts and include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting.</p>	<ul style="list-style-type: none"> <li>Recognize key features such as captions, illustrations, colours, sizes, and movements in different types of texts.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and respond appropriately to non-verbal cues including facial expression and gestures;</li> <li>use and interpret conventions of texts (e.g., pictures, graphics, diagrams, bold type);</li> <li>recognize and use discernable features such as labels, headings, sounds, colours.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and use key features in text including colour, bold typeface, music, and sound effects.</li> </ul>

Important Cognitive Strategies for Comprehending and Responding (CR) Goal for Grade 1, 2, and 3 (p. 19/p. 20/p. 21)	
Phase	Strategy
<b>Before</b>	<p>Activating and building upon prior knowledge and experience</p> <p>Previewing text</p> <p>Setting a Purpose</p> <p>Anticipating the author's or creator's intention</p>
<b>During</b>	<p>Making connections to personal knowledge and experience</p> <p>Using the cueing systems to construct meaning from the text</p> <p>Making, confirming, and adjusting predictions and inferences</p> <p>Constructing mental images</p> <p>Interpreting visuals (e.g., illustrations, graphics, tables)</p> <p>Identifying key ideas and supporting ideas</p> <p>Self-questioning, self-monitoring, and self-correcting</p> <p>Drawing conclusions</p> <p>Adjusting rate or strategy to purpose or difficulty of text</p>
<b>After</b>	<p>Recalling, paraphrasing, summarizing, and synthesizing</p> <p>Interpreting (identifying new knowledge and insights)</p> <p>Evaluating author's/creator's message(s)</p> <p>Evaluating author's/creator's craft and technique</p> <p>Responding personally, giving support from text</p> <p>View, listen, read again, and speak, write, and use other forms of representing to deepen understanding and pleasure</p>



## APPENDIX B

### Sample Rubrics for Reading (CR)

The grade 1, 2 and 3 sample reading rubrics included in this appendix are adapted from the Comprehend and Respond rubrics included in ELA 1 (pp. 33-36), ELA 2 (pp. 34-37) and ELA 3 (pp. 35-38).

**Sample Rubrics for Reading (Comprehend and Respond)**

The grade 1, 2 and 3 sample reading rubrics included in this appendix are adapted from the Comprehend and Respond rubrics included in *ELA 1* (pp. 33-36), *ELA 2* (pp. 34-37) and *ELA 3* (pp. 35-38).

**Grade 1 Sample Reading Rubric (CR)**

Exceeding Expectations	Meeting Expectations	Beginning to Meet Expectations	Not Yet Meeting Expectations
<p><b>Comprehension:</b> Has a significant understanding and recall of what one reads and provides insightful interpretations with evidence to support responses.</p> <p>Reads and retells, independently, using inferences, the key events and ideas of a story and of an informational text.</p>	<p><b>Comprehension:</b> Has a good understanding and recall of what one reads. Provides adequate interpretations and gives reasonable evidence to support responses.</p> <p>Reads and retells the sequence and key points of a text:</p> <ul style="list-style-type: none"> <li>• who,</li> <li>• what,</li> <li>• when,</li> <li>• where,</li> <li>• how,</li> <li>• why.</li> </ul> <p>Shows understanding of</p> <ul style="list-style-type: none"> <li>• story elements,</li> <li>• character,</li> <li>• problem, and</li> <li>• solution.</li> </ul> <p>Answers literal and inferential questions.</p>	<p><b>Comprehension:</b> Comprehends the basic ideas and understands most of what one reads. Gives some interpretation and provides some evidence to support it.</p> <p>Reads and retells stories and informational text by relating most key points.</p>	<p><b>Comprehension:</b> Understands some or little of what one reads and does not recall much of it. Gives simple or inadequate interpretations and little or no evidence to support responses.</p> <p>Reads and retells some ideas in simple narrative and informational texts.</p>

<p><b>Use of Strategies:</b> Feels confident using task-relevant strategies before, during, and after reading.</p> <p>Uses, independently, before, during, and after reading strategies (e.g., thinking about topic, setting purpose, predicting, making connections, identifying key messages and details, drawing inferences).</p> <p>Sets goals for reading.</p> <p>Reads smoothly.</p> <p>Uses voice to make the reading sound more interesting.</p>	<p><b>Use of Strategies:</b> Uses, with practice and teacher support, before, during, and after strategies relevant to the task.</p> <p>Uses, with guidance, reading strategies before, during, and after (e.g., considering what is known, making connections, predicting, drawing inferences, looking for details, justifying what might happen, and recalling key ideas and events in a logical order).</p> <p>Identifies what good readers do.</p> <p>Explains favourites.</p> <p>Sets goals, with teacher guidance, for reading.</p> <p>Uses eye tracking most of the time.</p> <p>Reads according to the punctuation.</p> <p>Is beginning to use phrasing.</p> <p>Reads at a reasonable rate with fluent pacing.</p>	<p><b>Use of Strategies:</b> Uses, with prompting and support, a few before, during, and after reading strategies. Does not always know when to apply them to a new task.</p> <p>Uses, with prompting, some before, during, and after reading strategies to construct meaning.</p> <p>Makes appropriate personal connections.</p> <p>Works towards more fluency.</p> <p>Reads mostly word-for-word.</p> <p>Identifies, with teacher guidance, what good readers do.</p>	<p><b>Use of Strategies:</b> Requires repeated modelling of before, during, and after reading strategies and continuous coaching on when and how to use them.</p> <p>Uses, with much prompting, some before, during, and after strategies when reading such as</p> <ul style="list-style-type: none"> <li>• looking for details,</li> <li>• making connections, and</li> <li>• predicting.</li> </ul> <p>Makes some personal connections.</p> <p>Reads slowly.</p> <p>“Sounds out” frequently used words.</p> <p>Pauses or stops frequently when reading.</p> <p>Reflects, with teacher guidance, on reading experiences.</p>
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<p><b>Cues and Conventions:</b> Uses confidently and consistently the cues and conventions of communication and language to construct meaning.</p> <p>Identifies and explains, independently, the purpose of a text.</p> <p>Recognizes, independently, the text structures and elements including the</p> <ul style="list-style-type: none"> <li>• beginning,</li> <li>• middle, and</li> <li>• end in <ul style="list-style-type: none"> <li>○ fiction,</li> <li>○ informational texts,</li> <li>○ poems, and</li> <li>○ plays.</li> </ul> </li> </ul> <p>Understands what a sentence is.</p> <p>Has extensive sight-word vocabulary.</p> <p>Applies topic-related vocabulary to new situations.</p> <p>Knows sounds and letters.</p>	<p><b>Cues and Conventions:</b> Uses the cues and conventions of communication and language to construct meaning.</p> <p>Identifies the purpose of the text.</p> <p>Identifies</p> <ul style="list-style-type: none"> <li>• the beginning, middle, and end,</li> <li>• the type of text (e.g., poem, fiction, non-fiction), and</li> <li>• some key elements of the text.</li> </ul> <p>Recognizes basic statement and question sentences.</p> <p>Understands what a sentence and its punctuation do to communicate meaning.</p> <p>Understands new concept words.</p> <p>Identifies word families in texts.</p> <p>Knows 100 commonly used words in print.</p> <p>Understands and identifies all the letters and most grade 1 sounds.</p>	<p><b>Cues and Conventions:</b> Uses some of the cues and conventions of communication and language to construct meaning.</p> <p>Begins to recognize a purpose for reading.</p> <p>Identifies, with prompting,</p> <ul style="list-style-type: none"> <li>• the beginning, middle, and end, and</li> <li>• type of text (e.g., poem, fiction, non-fiction).</li> </ul> <p>Recognizes sentence boundaries (e.g., capital letter beginning and period ending).</p> <p>Understands specific key words.</p> <p>Has a bank of words that are readily recognized in print.</p> <p>Recognizes letter names and letter sounds of the alphabet.</p> <p>Recognizes some phonic generalizations such as</p> <ul style="list-style-type: none"> <li>• “ee,”</li> <li>• “sh,”</li> </ul>	<p><b>Cues and Conventions:</b> Has an uncertain grasp of the basic cues and conventions of communication and language to construct meaning.</p> <p>Recognizes, with explicit guidance, a purpose for reading.</p> <p>Identifies a beginning and end.</p> <p>Understands that what can be said can be read.</p> <p>Recognizes a basic sentence.</p> <p>Identifies and attends to periods when used at the end of sentences.</p> <p>Knows some sight words (e.g., I, a, the).</p> <p>Understands some general concept words.</p> <p>Identifies some rhymes.</p> <p>Knows that spaces separate words.</p> <p>Recognizes most letter names and letter sounds.</p> <p>Begins to use initial sounds to</p>
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<p>Identifies</p> <ul style="list-style-type: none"> <li>• initial sounds in spoken words,</li> <li>• medial sounds in spoken words,</li> <li>• final sounds in spoken words,</li> <li>• diphthongs in spoken words, and</li> <li>• digraphs in spoken words (e.g., ship, chicken, beep, playing).</li> </ul> <p>Uses visual cues such as colour, form, shape, and size to construct and confirm meaning in a variety of texts.</p>	<p>Identifies</p> <ul style="list-style-type: none"> <li>• initial sounds in spoken words,</li> <li>• medial sounds in spoken words, and</li> <li>• final sounds in spoken words (e.g., cat).</li> </ul> <p>Uses visual cues such as colour, form, shape, and size to construct meaning from texts.</p>	<ul style="list-style-type: none"> <li>• “ch,”</li> <li>• “ing.”</li> </ul> <p>Identifies rhymes within a shared text.</p> <p>Identifies initial and final sounds in a spoken word.</p> <p>Manipulates phonemes by deleting and substituting.</p> <p>Uses, with prompting, visual cues such as colour, form, shape, and size to construct meaning from texts.</p>	<p>decode words.</p> <p>Identifies most initial sounds in a spoken word.</p> <p>Uses, with explicit direction and modelling, visual cues such as colour, form, shape, and size to construct meaning from texts.</p>
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## Grade 2 Sample Reading Rubric (CR)

Exceeding Expectations	Meeting Expectations	Beginning to Meet Expectations	Not Yet Meeting Expectations
<p><b>Comprehension:</b> Has a significant understanding and recall of what one reads. Provides insightful interpretations with evidence to support responses.</p> <p>Reads and retells independently</p> <ul style="list-style-type: none"> <li>the key events and elements of a story including <ul style="list-style-type: none"> <li>setting,</li> <li>characters,</li> <li>character traits,</li> <li>problem and solution, and</li> <li>sequence of key events, and</li> </ul> </li> <li>the key ideas (with support from the text) and</li> <li>the elements of informational texts including <ul style="list-style-type: none"> <li>main idea,</li> <li>supporting details,</li> <li>diagrams,</li> <li>glossary.</li> </ul> </li> </ul>	<p><b>Comprehension:</b> Has a good understanding and recall of what one reads. Provides adequate interpretations. Gives reasonable evidence to support responses.</p> <p>Reads and retells (with support from the text)</p> <ul style="list-style-type: none"> <li>the key events and elements of a story including <ul style="list-style-type: none"> <li>setting,</li> <li>characters,</li> <li>character traits,</li> <li>problem and solution, and</li> <li>sequence of key events, and</li> </ul> </li> <li>the key ideas and elements of informational texts including <ul style="list-style-type: none"> <li>main idea,</li> <li>supporting details,</li> <li>diagrams,</li> <li>glossary,</li> <li>bold font.</li> </ul> </li> </ul> <p>Responds to and answers literal and inferential questions.</p>	<p><b>Comprehension:</b> Comprehends the basic ideas and understands most of what one reads. Gives some interpretation and provides some evidence to support it.</p> <p>Reads and retells, with prompting,</p> <ul style="list-style-type: none"> <li>most of the key events and</li> <li>some of the elements of a story including <ul style="list-style-type: none"> <li>where,</li> <li>when,</li> <li>who,</li> <li>problem and solution, and</li> <li>sequence of events, and</li> </ul> </li> <li>the main ideas and elements of informational texts including <ul style="list-style-type: none"> <li>main idea,</li> <li>some supporting details, and</li> <li>some features such as diagrams,</li> <li>photographs,</li> <li>bold typeface.</li> </ul> </li> </ul> <p>Answers literal questions but not always inferential questions.</p>	<p><b>Comprehension:</b> Understands some or little of what one reads and does not recall much of it. Gives simple or inadequate interpretations and little or no evidence to support responses.</p> <p>Reads and, with teacher prompting, retells</p> <ul style="list-style-type: none"> <li>some of the key events,</li> <li>some of the elements of a story (e.g., where, when, who, problem and solution, and sequence of events), and</li> <li>some of the main ideas and elements of informational texts (e.g., a main idea, some supporting details, and some features such as illustrations, photographs, bold typeface).</li> </ul> <p>Answers literal questions.</p>

<p><b>Use of Strategies:</b> Feels confident using task-relevant strategies before, during, and after reading.</p> <p>Uses, independently, active before, during, and after reading strategies (e.g., activating prior knowledge, identifying informational needs, predicting and confirming, self-monitoring, comparing, identifying key messages and details, drawing inferences).</p> <p>Explains favourites and reflects on ability to read.</p> <p>Reflects and sets goals for reading.</p> <p>Reads</p> <ul style="list-style-type: none"> <li>• smoothly,</li> <li>• accurately, and</li> <li>• with expression to add interest and achieve a particular effect.</li> </ul> <p>Sustains silent reading independently for at least 20 minutes a day.</p>	<p><b>Use of Strategies:</b> Uses, with practice and teacher support, the important before, during, and after strategies relevant to the task. Uses before, during, and after reading strategies (e.g., making connections, predicting and confirming, asking questions, drawing inferences, making connections to self, other texts, and the world, identifying main ideas; recognizing cause and effect; beginning to self-monitor and re-view, re-listen, reread as a fix-up strategy; summarizing, drawing conclusions).</p> <p>Identifies what good readers do.</p> <p>Reflects on own abilities to read.</p> <p>Sets goals for reading.</p> <p>Reads smoothly and accurately aloud with</p> <ul style="list-style-type: none"> <li>• fluency,</li> <li>• expression, and</li> <li>• comprehension.</li> </ul> <p>Reads at a reasonable rate with fluent pacing:</p> <ul style="list-style-type: none"> <li>• 70-100 wcpm orally;</li> <li>• 95-145 silently.</li> </ul> <p>Sustains silent reading independently for at least 15 minutes.</p>	<p><b>Use of Strategies:</b> Uses, with prompting and support, a few key before, during, and after reading strategies. Does not always know when to apply the strategies to a new task.</p> <p>Uses, with prompting, some effective before, during, and after reading strategies (e.g., predicting, making connections to self and world, drawing comparisons, making basic inferences, summarizing) to construct meaning.</p> <p>Identifies, with teacher guidance, what good readers do.</p> <p>Sets, with teacher guidance, goals for reading.</p> <p>Works toward more fluency at a reasonable rate.</p> <p>Identifies and attends to commas and quotation marks during reading.</p> <p>Experiments with expression to make reading sound interesting.</p> <p>Sustains silent reading for at least 10 minutes.</p>	<p><b>Use of Strategies:</b> Requires repeated modelling of before, during, and after reading strategies. Requires continuous coaching on when and how to use strategies.</p> <p>Uses, with teacher modelling and much prompting, some before, during, and after strategies (e.g., making some personal connections, asking questions, predicting, looking for details, thinking aloud, noting key details, recalling details, identifying likes and dislikes) when reading.</p> <p>Reflects, with teacher guidance, on reading.</p> <p>Sets, with teacher guidance, goals for reading.</p> <p>Works toward more fluency.</p> <p>Will sometimes read word-by-word.</p> <p>“Reads” the punctuation.</p> <p>Is beginning to use phrasing.</p>
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<p><b>Cues and Conventions:</b>  <b>Uses confidently and consistently the cues and conventions of communication and language to construct meaning.</b></p> <p>Recognizes and sets, independently, a purpose for reading.</p> <p>Identifies possible intended audiences.</p> <p>Recognizes, independently, the</p> <ul style="list-style-type: none"> <li>• text structures and</li> <li>• elements of the text.</li> </ul> <p>Explains why author/creator might have chosen to include certain elements.</p> <p>Recognizes sentence form and variety in various text forms and their effect.</p> <p>Recognizes, consistently, high-frequency and irregularly spelled words.</p> <p>Recognizes word play and how words are used figuratively.</p> <p>Knows most sound-letter combinations.</p> <p>Uses, automatically, decoding skills for unfamiliar words.</p>	<p><b>Cues and Conventions:</b>  <b>Uses the cues and conventions of communication and language to construct meaning.</b></p> <p>Identifies the purpose of familiar text forms.</p> <p>Recognizes possible intended audiences.</p> <p>Identifies</p> <ul style="list-style-type: none"> <li>• the type of text,</li> <li>• the structures (e.g., main point and examples, cause and effect, goal/problem/solution), and</li> <li>• the elements (e.g. diagrams, charts, bold typeface) of various text forms (e.g., fiction, non-fiction, legends, riddles, videos, poems, songs).</li> </ul> <p>Identifies how word order and sentence punctuation clarify meaning.</p> <p>Recognizes accurately most high-frequency words (e.g., 200) and irregularly spelled words in grade-appropriate texts.</p> <p>Uses knowledge of</p> <ul style="list-style-type: none"> <li>• common syllable types (vowel teams, “r” controlled) and</li> </ul>	<p><b>Cues and Conventions:</b>  <b>Uses some of the cues and conventions of communication and language to construct meaning.</b></p> <p>Identifies, with prompting, a purpose for reading.</p> <p>Identifies, with prompting, the structures and elements of various text forms (e.g., fiction, non-fiction, poem).</p> <p>Identifies how word order and sentence punctuation clarify meaning in simple sentences.</p> <p>Knows some grade-appropriate high-frequency and irregularly spelled words.</p> <p>Knows some grade 2 sound-letter combinations</p> <p>Uses, inconsistently, decoding skills to identify unknown words in context.</p> <p>Identifies, with prompting, word play (e.g., rhyming, repetition, and alliteration).</p> <p>Identifies, with prompting, key elements and details (e.g., colour, form, shape, size) and how they enhance meaning.</p>	<p><b>Cues and Conventions:</b>  <b>Has an uncertain grasp of the basic cues and conventions of communication and language to construct meaning.</b></p> <p>Recognizes, with teacher modelling and guidance, a purpose for reading and possible intended audiences.</p> <p>Identifies, with teacher guidance and modelling, some of the basic structures and elements of text forms (e.g., fiction, informational texts, poems).</p> <p>Recognizes, with teacher guidance and modelling, basic sentence structures (e.g., subject-verb) and notices word order and sentence end punctuation.</p> <p>Knows some high-frequency and irregularly spelled words.</p> <p>Understands some general concept words.</p> <p>Knows a few grade 2 sound-letter combinations.</p> <p>Uses decoding skills inconsistently.</p>
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Identifies the medium and key elements and details such as colour, form, shape, and size, and how they enhance meaning.	<ul style="list-style-type: none"> <li>patterns to decode one-syllable “regular” words (e.g., shade) and some multisyllabic words (e.g., uncurled).</li> </ul> <p>Understands new concept words.</p> <p>Recognizes word play (e.g., homonyms, synonyms, and repetition).</p> <p>Begins to recognize how words are used figuratively.</p> <p>Knows all grade 2 sound-letter combinations.</p> <p>Decodes unfamiliar words in context.</p> <p>Recognizes rhyming and alliteration.</p> <p>Recognizes sounds heard in multisyllable words.</p> <p>Identifies key elements, details (e.g., colour, layout, shape, form, size, fonts), and the medium and, with teacher guidance, understands how they enhance meaning.</p>		Identifies, with teacher modelling and guidance, key elements (e.g., colour, form, shape, size) to construct meaning from text and begins to understand how they enhance meaning.
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### Grade 3 Sample Reading Rubric (CR)

Exceeding Expectations	Meeting Expectations	Beginning to Meet Expectations	Not Yet Meeting Expectations
<p><b>Comprehension:</b> Demonstrates a thorough and accurate understanding of the text. Offers insightful responses with evidence to support responses.</p> <p>Overall, comprehension and responses are accurate, include details, often insightful, and supported.</p> <p>Student checks understanding and uses effective strategies.</p> <p>Identifies and summarizes, thoroughly and accurately,</p> <ul style="list-style-type: none"> <li>• main ideas and</li> <li>• supporting details.</li> </ul> <p>Describes</p> <ul style="list-style-type: none"> <li>• characters,</li> <li>• events,</li> <li>• setting.</li> </ul> <p>Recounts events and ideas in correct sequence in texts read.</p> <p>Explains cause-effect relationships in texts read.</p> <p>Shows insight in responses.</p>	<p><b>Comprehension:</b> Demonstrates a good understanding of text. Offers appropriate and thoughtful responses with reasonable evidence to support responses.</p> <p>Overall, comprehension and responses are generally accurate and logical and include details and reasoning to support responses.</p> <p>Student checks understanding and uses appropriate strategies.</p> <p>Describes accurately the main topics or ideas in texts read including</p> <ul style="list-style-type: none"> <li>• prose fiction,</li> <li>• non-fiction,</li> <li>• script, and</li> <li>• poetry.</li> </ul> <p>Identifies and describes specific details and feelings in texts.</p> <p>Retells and sequences ideas and events from texts read.</p> <p>Offers responses to and opinions on reading experiences supported by</p> <ul style="list-style-type: none"> <li>• examples,</li> <li>• details, and</li> <li>• reasons.</li> </ul>	<p><b>Comprehension:</b> Demonstrates some understanding of the text. Offers generalized responses with some evidence to support responses.</p> <p>Overall, comprehension and responses are generally accurate and logical but include little detail and may be confusing or incomplete.</p> <p>Student may need occasional help or prompting.</p> <p>Student checks understanding and uses some appropriate strategies</p> <p>Focuses on literal meaning.</p> <p>Identifies accurately main ideas and characters.</p> <p>Recalls most key events.</p> <p>Has difficulty, often, sequencing events.</p> <p>May omit some events.</p> <p>May have difficulty making inferences.</p>	<p><b>Comprehension:</b> Demonstrates a limited or inadequate understanding of the text. Offers simplistic or irrelevant responses with little or no evidence to support responses.</p> <p>Comprehension and responses are inaccurate or incomplete.</p> <p>Student needs one-to-one support and coaching.</p> <p>Student is unable to check understanding or use appropriate strategies.</p> <p>Unable to read short texts independently (requires one-to-one support).</p> <p>Identifies</p> <ul style="list-style-type: none"> <li>• single topic or idea,</li> <li>• main characters, and</li> <li>• some events.</li> </ul> <p>Recalls a few details.</p> <p>Responds to questions by guessing.</p>

<p>Makes and explains personal connections that show insight.</p> <p>Makes connections to other texts and to world.</p> <p>Gives evidence to explain the connections.</p> <p>Offers responses and opinions with logical supporting reasons or examples.</p>	<p>Responds to questions or tasks</p> <ul style="list-style-type: none"> <li>• accurately,</li> <li>• clearly, and</li> <li>• completely.</li> </ul> <p>Makes direct and concrete connections to self, other texts, and world.</p>	<p>Uses some relevant details to support responses.</p> <p>Makes concrete connections to own experiences.</p> <p>Offers simple opinions or judgements.</p> <p>Responds somewhat accurately.</p> <p>Does not provide complete or sufficient detail.</p> <p>Experiences difficulty giving reasons or examples.</p>	<p>May have difficulty with literal meaning.</p> <p>Responds</p> <ul style="list-style-type: none"> <li>• incompletely,</li> <li>• vaguely, or</li> <li>• inaccurately.</li> </ul> <p>Unable to make connections, without direct support, to self, other texts, or world.</p> <p>Offers responses and opinions that tend to be</p> <ul style="list-style-type: none"> <li>• vague,</li> <li>• inaccurate, or</li> <li>• unsupported.</li> </ul>
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<p><b>Use of Strategies:</b>  <b>Employs, independently, task-relevant strategies before, during, and after reading.</b></p> <p>Uses prior knowledge and previews text features to make predictions.</p> <p>Sets purpose.</p> <p>Monitors comprehension.</p> <p>Uses/adjusts strategies.</p> <p>Draws, independently, on prior knowledge to make predictions and solve problems.</p> <p>Makes inferences (often uses “between the lines” information).</p> <p>Demonstrates a thorough understanding of text.</p> <p>Reviews, recalls, paraphrases, summarizes, synthesizes, and offers insightful personal responses and critical judgements.</p> <p>Rereads and skims to find information and ideas efficiently.</p> <p>Demonstrates consistent attention to the task. Ignores distractions when reading.</p>	<p><b>Use of Strategies:</b>  <b>Uses, with practice and teacher support, the important before, during, and after strategies relevant to the task.</b></p> <p>Uses an expanding range of familiar before, during, and after strategies to derive meaning from texts including</p> <ul style="list-style-type: none"> <li>• tapping prior knowledge and experience;</li> <li>• predicting what text will be about;</li> <li>• setting purpose;</li> <li>• identifying main ideas;</li> <li>• making connections and inferences;</li> <li>• constructing mental images;</li> <li>• asking questions to self-monitor;</li> <li>• adjusting rate and strategy;</li> <li>• noting key ideas and supports;</li> <li>• recalling, paraphrasing, summarizing, and responding personally to text;</li> <li>• offering and supporting an interpretation of text;</li> <li>• evaluating author’s craft and techniques;</li> <li>• rereading.</li> </ul>	<p><b>Use of Strategies:</b>  <b>Uses, with prompting and support, a few key before, during, and after reading strategies. Does not always know when to apply the strategies to a new task.</b></p> <p>Uses before, during, and after strategies, with support and prompting, that have been explicitly taught including</p> <ul style="list-style-type: none"> <li>• using prior knowledge to make predictions and support understanding;</li> <li>• predicting what text might be about;</li> <li>• setting or using a prompted purpose;</li> <li>• noting key ideas and some supports;</li> <li>• constructing mental images;</li> <li>• making and trying to confirm predictions;</li> <li>• making some basic inferences;</li> <li>• recalling most ideas and events;</li> <li>• demonstrating an adequate understanding of text;</li> <li>• giving a simple personal response to text;</li> <li>• noticing some elements of author’s craft and technique;</li> </ul>	<p><b>Use of Strategies:</b>  <b>Requires repeated modelling of before, during, and after reading strategies and requires continuous coaching on when and how to use them.</b></p> <p>Attempts to use, with support and prompting, a limited number of before, during, and after strategies including</p> <ul style="list-style-type: none"> <li>• setting a possible purpose;</li> <li>• thinking about what is known about topic or event;</li> <li>• predicting (but often just guesses);</li> <li>• sequencing (but has difficulty sequencing events or explaining ideas and relationships such as cause-effect);</li> <li>• basic inferring (but often unable to make inferences);</li> <li>• recalling some ideas and events but demonstrating a limited or inadequate understanding of text;</li> <li>• offering a simplistic or unrelated personal response to text;</li> <li>• does not usually revisit a text.</li> </ul>
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<p>Follows, independently, instructions.</p> <p>Reads orally with appropriate</p> <ul style="list-style-type: none"> <li>• fluency,</li> <li>• accuracy, and</li> <li>• expression.</li> </ul> <p>Reflects and sets goals for reading.</p> <p><b>Cues and Conventions:</b> Uses confidently and consistently the cues and conventions of communication and language to construct meaning.</p> <p>Knows reasons for reading.</p> <p>Identifies intended audience and purpose for a text.</p> <p>Identifies and uses, readily,</p> <ul style="list-style-type: none"> <li>• various text structures,</li> <li>• text structures' elements, and</li> <li>• text structures' organizational patterns to understand.</li> </ul> <p>Uses knowledge of</p> <ul style="list-style-type: none"> <li>• sentence structure,</li> </ul>	<p>Demonstrates attention to the task. Ignores most distractions.</p> <p>Follows instruction.</p> <p>Reads orally with appropriate</p> <ul style="list-style-type: none"> <li>• fluency,</li> <li>• accuracy, and</li> <li>• expression.</li> </ul> <p><b>Cues and Conventions:</b> Uses the cues and conventions of communication and language to construct meaning.</p> <p>Recognizes that a text was created for an intended purpose.</p> <p>Identifies and explains different forms of texts.</p> <p>Uses knowledge of the elements and organization of different texts.</p> <p>Identifies conventions of texts.</p> <p>Uses knowledge of word order to determine meaning of sentences.</p> <p>Uses the relationships of words in sentences to help construct meaning.</p>	<ul style="list-style-type: none"> <li>• rereading to find specific information (but is often inefficient).</li> </ul> <p>Demonstrates attention to the task usually but inconsistently ignores distractions.</p> <p>Follows, with support and prompting, instructions.</p> <p>Reads orally with some</p> <ul style="list-style-type: none"> <li>• fluency,</li> <li>• accuracy, and</li> <li>• expression.</li> </ul> <p><b>Cues and Conventions:</b> Uses some of the cues and conventions of communication and language to construct meaning.</p> <p>Uses, with support and prompting, basic cues and conventions of communication to help comprehend text including:</p> <ul style="list-style-type: none"> <li>• Identifies the purpose of familiar text forms and possible intended audiences.</li> <li>• Uses knowledge of text structure to make simple, obvious predictions.</li> <li>• Notices word order and how sentence punctuation clarifies meaning.</li> </ul> <ul style="list-style-type: none"> <li>• Recognizes accurately most</li> </ul>	<p>Needs reminders to focus attention on the task. Distracted frequently.</p> <p>Follows, with reminders, some instructions but skips or ignores some part(s).</p> <p>Does not read fluently.</p> <p><b>Cues and Conventions:</b> Has an uncertain grasp of the basic cues and conventions of communication and language used to construct meaning.</p> <p>Demonstrates limited or inadequate ability to recognize or use basic cues and conventions of communication to help comprehend text including:</p> <ul style="list-style-type: none"> <li>• Recognizes, with teacher guidance, a purpose for reading and a possible intended audience.</li> <li>• Recognizes, with teacher guidance, some basic <ul style="list-style-type: none"> <li>○ features,</li> <li>○ structures, and</li> <li>○ elements of a text.</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>elements, and</li> <li>related punctuation to understand what is read.</li> </ul> <p>Uses context and word structure (including roots, prefixes, and suffixes) to determine the meaning of words.</p> <p>Uses phonics to say words correctly.</p> <p>Recognizes features of words including sound patterns to decode multi-syllabic words.</p> <p>Recognizes the characteristics of different media and the key features and elements in visual and multimedia texts.</p>	<p>Uses punctuation to help understand meaning.</p> <p>Uses a variety of strategies to determine the meaning of unfamiliar words including context and breaking into syllables.</p> <p>Recognizes common word families,</p> <ul style="list-style-type: none"> <li>using sound,</li> <li>using common prefixes and suffixes, and</li> <li>using a dictionary.</li> </ul> <p>Understands frequently used specialized terms in subject areas.</p> <p>Recognizes word play.</p> <p>Recognizes features of words including</p> <ul style="list-style-type: none"> <li>R-vowel patterns,</li> <li>silent consonants,</li> <li>digraphs,</li> <li>compound words,</li> <li>contractions, and</li> <li>easy multi-syllabic words.</li> </ul> <p>Recognizes and uses key features in text including colour and bold typeface.</p>	<p>high-frequency words.</p> <ul style="list-style-type: none"> <li>Uses, with support, context clues.</li> <li>Uses phonics and, if prompted, word structure to help figure out words.</li> <li>Identifies some key elements and details and the medium used in visual and multimedia texts.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes, with teacher guidance, <ul style="list-style-type: none"> <li>basic sentence structures,</li> <li>word order, and</li> <li>how punctuation clarifies meaning.</li> </ul> </li> <li>Uses, with teacher guidance, context clues (prefixes, roots, and suffixes) to determine word meanings.</li> <li>Uses, consistently, accurate sounding-out to figure out words.</li> <li>Recognizes, with teacher guidance, the medium and elements of visual and multimedia texts.</li> </ul>
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## APPENDIX C

### Eligible Students for Reading Outcome Grades 1,2, 3

Ideally every student would be involved in the provincial roll up of reading data; however, there is recognition that this is not going to be the reality for all children. For the purpose of collecting data to determine the results of our reading Outcome and Hoshin, the Provincial Leadership Team (PLT) has approved the following guidelines to help define “eligible students”:

#### 1. Students learning English as an Additional Language (EAL)

- The purpose of conducting levelled reading assessments is to inform effective instruction for each student. EAL learners should be assessed when they are able to comprehend and respond to prompts about print text. Students should participate in a reading assessment as soon as information gained from the assessment can be used to inform appropriate text selection that will support their reading growth.
- Reading assessment reports generated from the Student Data System include a student's Common Framework of Reference (CFR) level to identify the learner's EAL profile. Every EAL student has a CFR level recorded in the provincial Student Data System by the end of September each year. The CFR is more than a reading level. It is a reference framework that helps to guide decisions about inclusion of EAL learners in a levelled reading assessment.

**Action Item:** Students at the B1.1 level and beyond should be included in grades 1 to 3 reading level data collection, with the results submitted to the PLT via the Ministry of Education. Students who are below level B1.1 and are not yet able to be assessed should have a value of NM (not measurable) entered in the data system.

#### 2. Other students

- The purpose of conducting assessments is to help provide effective instruction for each student. Students should participate in a reading assessment when information gained from the assessment can be used to inform appropriate text selection that will support their reading growth.

**Action Item:** In rare instances, exemptions may occur based on a recommendation by a collaborative team, which includes the classroom teacher and school based members, and is connected to division based personnel. Students who are in this category should have a value of NM (not measurable) entered in the data system.

Exemptions may include:

- students who have limited communication skills or are unable to communicate;
- students whose intellectual functioning is significantly below average; and
- students with severe emotional and/or behavioural difficulties who are unable to be assessed, or for whom levelled reading assessment may be harmful.

In the rare instance that a student is not assessed for another reason (such as absence during the assessment period), a value of NA (not assessed) should be entered in the data system. At the end of an assessment period (January or earlier, and June), every student on a teacher's class (homeroom) list should have a value entered for a reading level, which will either be an actual reading level, NM or NA.

## APPENDIX D

### Implementation/Deployment

As a result of the Education Sector Strategic Plan, there is a unique opportunity to align all levels of our system toward improved reading for our students. This alignment begins with government and moves through the Ministry of Education, school boards, senior administration, schools, classrooms and communities. Having all components of the sector align provides a common purpose that activates numerous resources to attain a common goal.

#### Government

- Approved the Education Sector Strategic Plan.
- Created Saskatchewan Plan for Growth – Vision 2020 and Beyond.
- Identifies a goal to increase number of grade 3's reading at grade level.
- Leads the country in graduation rates.
- Provides fiscal support.

#### Ministry of Education

- Creates appropriate structures for success.
- Provides leadership.
- Provides fiscal and human resources.
- Facilitates monitoring and improvement cycles.
- Communicates with the public.
- Advocates for this work.

#### School Board

- Provides direction, support, and monitoring.
- Provides fiscal, human, professional development and reading resources.
- Provides support through board motion/strategic plan - declaration.
- Are reading ambassadors.

#### Senior Administration

- Are literacy champions.
- Creates division literacy reading team with teachers.
- Develops vision and plan for reading.
- Conducts environmental scan.
- Chooses an assessment and provides professional development.
- Conducts data analysis.
- Promotes instructional approaches for learning.
- Supports interventions.
- Creates and implements a professional development plan.
- Provides resources, trains and supports literacy coach model.

- Encourages reading capacity building at all levels.
- Profiles division sites of promising practice.
- Monitors division activities aligned with plan implementation.
- Monitors student improvement.
- Develops and implements communication strategy.

### **In-School Administration**

- Aligns school goals with division and province.
- Actively involved in reading strategy training.
- Conducts walkthroughs.
- Conducts formative supervision.
- Provides constructive conversations.
- Monitors school teams, teacher professional growth plans, and student progress.
- Provides leadership and support for teachers.
- Schedules a minimum 90 minute uninterrupted block for ELA.
- Provides grade alike blocking in schedule.
- Protects classroom instructional time and minimizes interruptions.
- Appreciates and celebrates success of teachers and students.

### **Teacher**

- Aligns plans and professional growth with school goals.
- Participates in PD opportunities.
- Implements division reading strategy.
- Provides feedback to students and to the system.
- Becomes familiar with *Saskatchewan Reads*.
- Communicates directly with parents about their child's reading progress and the important role parents have.

### **School Community Council**

- Aligns their work and goals with the school and teacher goals.
- Communicates with community about the school reading initiative.
- Arranges information nights for community about reading.
- Organizes reading activities (e.g. speakers, authors in the community, book exchange at the local rink) that allow the entire community to participate in the improved reading of students.

## NOTES





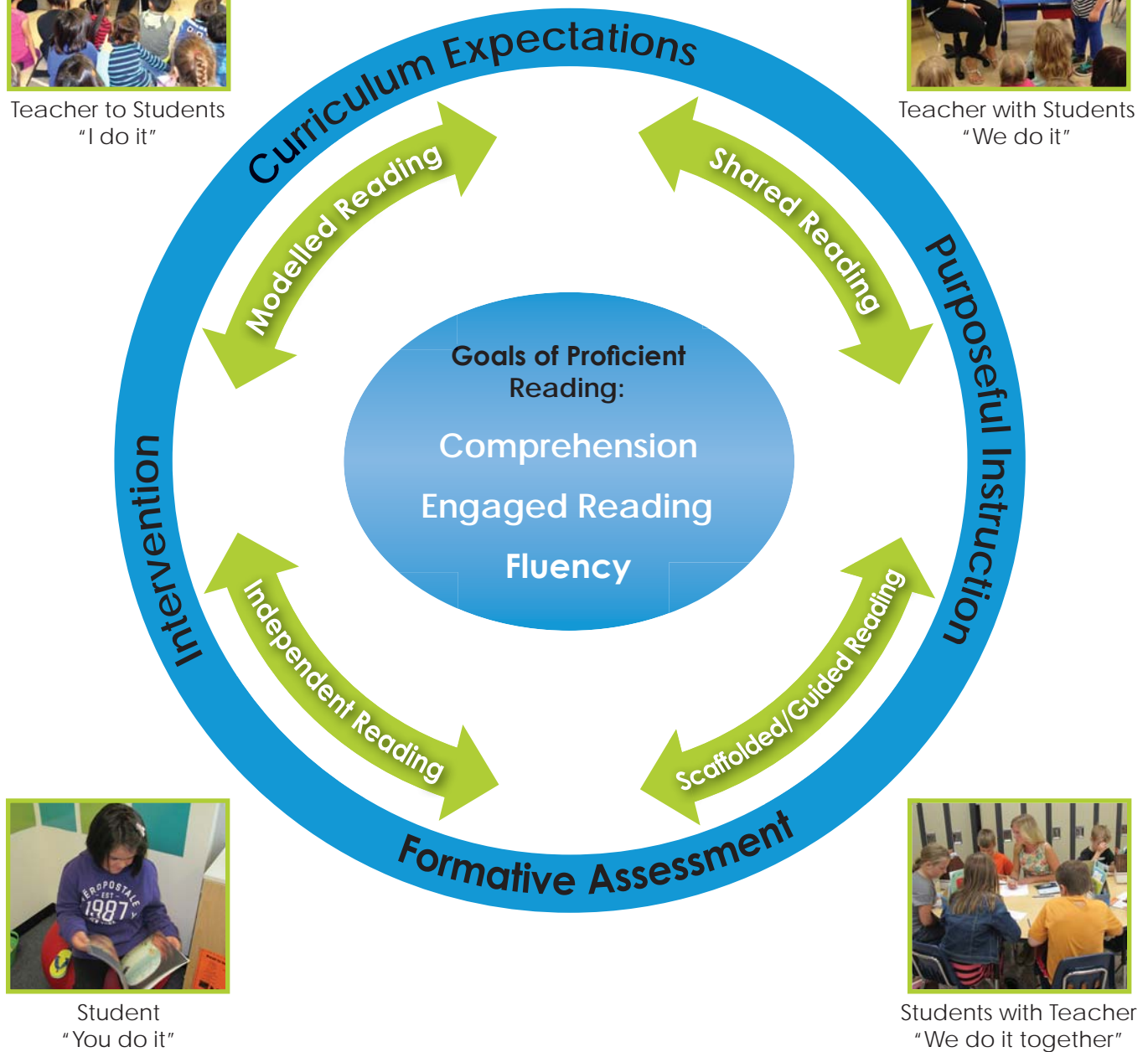
# SASKATCHEWAN READS



Teacher to Students  
"I do it"



Teacher with Students  
"We do it"



## Overarching Principles of Reading


All students can read.

The teacher is essential in a student's success in learning to read.

Oral language is the foundation of literacy.

Balance is important in reading instruction.

Family and community are critical partners in reading success.



# PSSD Additional Appendices K-12

## LEARNING & CLASSROOM ENVIRONMENT:

- Routines to support a workshop pg 85
- Selecting “just right text” pg 87
- The role of leveled books pg 91
- Anchor charts pg 93
- Oral language & classroom discourse pg 94
- Building a Culturally Supportive Environment for EAL Learners pg. 96

## BIG IDEAS OF READING:

- Literacy learning: What’s Essential? pg 97
- Comprehension Strategies pg 99
- Big Ideas of EAL Instruction pg 103
- My Prairie Spirit Classroom pg 104

## ASSESSMENT & EVALUATION:

- Conferring pg 105
- Assessing Students’ Thinking and Behaviours pg 110
- EAL Assessment using the CFR pg 112

## INSTRUCTIONAL APPROACHES:

- The Workshop Model- planning pg 113
- Embedding surface structures in a workshop setting pg 114
- Responding to Reading pg 118
- Reading/writing connections pg 119

## INTERVENTION:

- Interventions in PSSD pg 121
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## Routines to Support a Workshop Philosophy

*A workshop philosophy/model/framework is made up of a structure, routine, and ritual, which work together as a system (S. Bennett).*

**Structure:** It is a way to structure time for students to read, write and think.

**Routine:** Workshop occurs on a daily basis. This routine is predictable so that the unpredictable can happen, i.e. students are thinking and making meaning. A mini-lesson is followed by independent work time and reflection (sharing).

**Ritual:** Students have access to books, places to read with someone or by themselves, time for book talks, materials are accessible to them, and the teacher is there to confer with them.

How to introduce these routines and rituals:	Some of the routines and rituals that need to be demonstrated and/or discussed with students:
<p><b>The routines and rituals can be defined through mini-lessons and ongoing reflection.</b> Without spending time on these, students may not know what the expectations are and this can result in situations such as not knowing what to do when the teacher is conferring with someone or where to find a just-right book.</p>	<ul style="list-style-type: none"> <li>• What is a workshop?</li> <li>• What is reading?</li> <li>• How do I choose a just-right book?</li> <li>• Where is the best space for me to read?</li> <li>• What are my responsibilities when we turn &amp; talk?</li> <li>• What is my teacher's role &amp; the student's role during a mini lesson, shared reading, independent reading, &amp; during sharing time.</li> <li>• What does stamina look like/sound like?</li> <li>• What does sharing look like/sound like?</li> <li>• What is the teacher's role and student's role during conferring?</li> </ul>

Other topics may emerge and can be addressed when needed.

Anchor charts co-constructed with students serve as reminders.

These routines and rituals need to be established at the beginning of the school year and consistently built upon so that the workshop can serve to build a community of learners.

### CHECK IT OUT:

Bennett, S. (2007). *That Workshop Book: New Systems and Structures for Classrooms That Read, Write, and Think*. Portsmouth, NH:

Daniels, H. & Zemelman, S. (2004). *Subjects Matter: Every Teacher's Guide to Content-Area Reading*. Portsmouth, NH: Heinemann.

Duke, Nell. (2014). *Inside Information: Developing Powerful Readers and Writers of Informational Text Through Project-Based Instruction*. New York, NY: Scholastic.

Harvey, S. & Daniels, H. (2009). *Comprehension and Collaboration: Inquiry Circles in Action*. Portsmouth, NH: Heinemann.

Miller, D. (2008). *Teaching With Intention*. Portland, ME: Stenhouse.

Tovani, C. (2004). *Do I Really Have to Teach Reading? Content Comprehension Grades 6-12*. Portland, ME: Stenhouse.

Tovani, C. (2011). *So What Do They Really Know?* Portland, ME: Stenhouse.

Reader's Workshop is.....	Reader's Workshop is <u>not</u> ....
....for students K-12. The processes are similar for all grades	....NOT only for elementary classrooms
.....a philosophy that includes structure, rituals and routines	....NOT simply a structure
....a framework dependent on creating a culture of respect, inquiry, and thinking in the classroom	....NOT possible without creating a physical, emotional and learning environment
....a framework which gives students time to read and respond and work towards independence	....NOT simply a teacher-directed reading lessons
.....dependent on the teacher addressing the curriculum as well as student needs and interests	....NOT a free for all
....centered on differentiated instruction	.....NOT only for students who are already independent readers
....based on the gradual release of responsibility framework	,,,,,NOT impossible for dormant or developing readers!
...a way to address surface and deep structures. During independent reading, students practice skills and strategies which have been addressed in the mini-lesson	.....NOT only teaching comprehension strategies. Learning to access print is <b>also</b> part of a workshop model
...a way of embedding an inquiry approach in all curricula	....NOT separate from an inquiry approach
...an opportunity for teachers and students to apply comprehension strategies	.....NOT only a superficial look at comprehension strategies- ie. Making a connection without thinking about how it helps one understand
....a framework in which the majority of time is spent reading while the teacher confers with students	....NOT center time in which students work on a variety of activities while the teacher confers with a student
....a way to integrate curriculum. Students are expected to read and write and think in all curricular areas and need the tools to help them understand	....NOT only an ELA focus, with an emphasis on fiction
.....an authentic way to assess students' growth	....NOT a time for 'testing' students
.....for ALL students	....NOT only for students requiring green zone supports
.....based on reading research over many years (i.e David Pearson, Catherine Snow, Ellin Keene, Richard Allington)	....NOT a fad



## Selecting “Just Right Text”

*Can kids find  
books in a  
bookstore that  
interests them?*

(Kelly Gallagher)

Part of our role in helping students learn to read is helping them to choose text that is appropriate for their own purpose. Time spent on helping students make decisions about what they are reading will support the development of students who see themselves as readers and are able to select text independently. Selecting a text is not just about the reading level, but rather involves a variety of considerations. Selecting a text that is ‘just right’ will depend on the reader’s purpose, interest, motivation, background knowledge and level. Modeling lessons on how we choose a text ourselves will help our students think about a variety of things when selecting a text for themselves.

Some questions we might model:

- How long is the text? Will I stick with it?
- Am I interested in the topic?
- Do I understand what I am reading?
- How many hard words are there?
- Why am I choosing the text?
- What do I already know about the topic?
- Will the pictures help me if it is a harder read?
- Is it an author I have already read and enjoyed?
- Will it help me practice what I’m/we’re learning how to do?

*“Interest trumps  
reading level”*  
(Richard Allington)

As teachers we can help students make wise decisions by:

- Modeling how we select text for ourselves including such things as where do we sit and who we work with.
- Conducting book talks that help students become aware of possible good choices.
- Providing choices, i.e. here are three books that might work for you. Which one might you like to try?
- Co-creating recommendation charts in your classroom--soon classmates will also add their recommendations to others. This is one way of encouraging students who tend to choose one genre or one author to expand their repertoire.
- Having conversations with individual students to discover why they are making their text selection.
- Creating “Just Right Text” criteria book marks for students; one for school and one for home.

*“Once we decide that it’s important for children to have say in the books they read, we must not only teach them how to make wise choices, but also make available high-quality selections that offer a wide variety of levels, topics, and types of texts.”*

(Miller, 2013)

### Questions to consider when Guiding Student Choice:

The term “just right” should be fluid and dependent on what students are working toward.

- Could a book that’s easy to read be just right for a student working on fluency?
- Could a book above a students’ level be just right if he has extensive background about its content and/or is highly motivated to read it?
- Could a book be just right for a student working on comprehension if the words are easy to read, but the content is challenging?
- Could a book be just right for a student working on decoding if she knows most of the words, but not all of them and the content is easy?
- Could a challenging book be just right for the student who is highly motivated to read it?
- Could a book that’s easy to read be just right for the student who needs to build background knowledge on a specific topic?
- Book talks are essential especially for middle years and high school students who may have developed a disinterest or resistance towards reading. (P. Kittle).



*“Teaching children to make wise choices takes time, energy, persistence and practice.”*

*(Miller & Moss, 2013)*

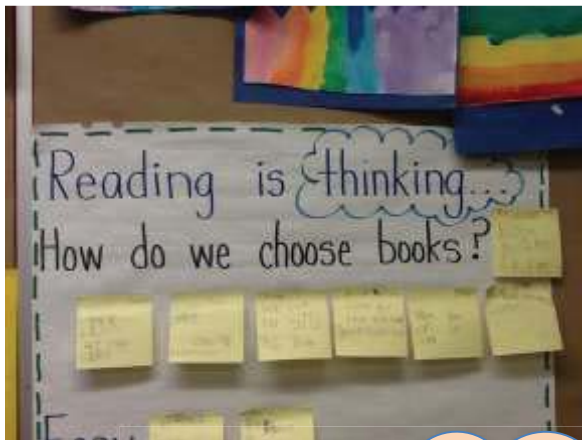
The ELA Curriculum recommends only one author or genre study per year, the rest being multi-genre thematic unit and multi-genre inquiry/interdisciplinary units.

A teacher-selected novel to have all students read does not address individual needs and interests. It might be ‘just-right’ for some, but not for all. This means that not all students will be able to read the novel independently. A novel study often asks students to participate in literacy activities that are not authentic and do not constitute “real reading”.

**However**, this does not mean that a teacher cannot read a novel to the class. It only means that this is not the only text students are reading – or in actual fact, listening to. Read-alouds are very important. Through a read aloud, a teacher can:

- Model thinking strategies
- Model reading fluency, i.e. prosody; the art of slowing down in parts when needed
- Engage students in a new genre or topic
- Connect the reading to a broader theme or topic
- Show interest in students by reading a student-choice book

Do novel studies  
have a role in the  
classroom?



***“Choice increases  
engagement, volume  
and complexity”***

**(Penny Kittle)**

#### CHECK IT OUT:

Kittle, Penny (2012). *Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers*. Portsmouth, NH: Heinemann.

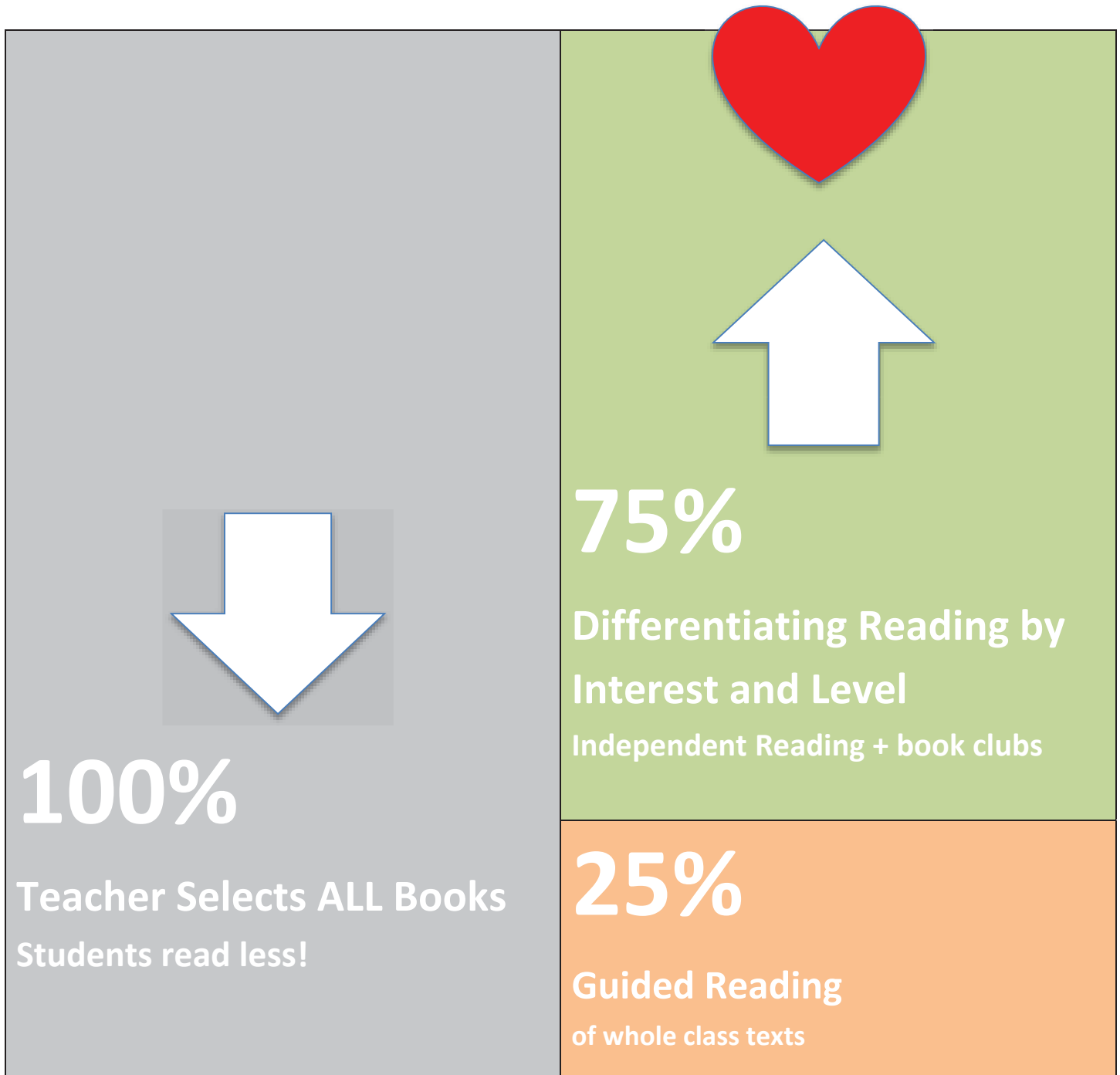
Mere, C. (2005). *More Than Guided Reading*. Portland, ME: Stenhouse.

Miller, Debbie (2012). *Reading with Meaning: Teaching comprehension in primary grades*. Portland ME: Stenhouse.

Szymusiak, K., Sibberson, F. & Koch, L. (2008). *Beyond Leveled Books*. Portland, ME: Stenhouse.

## Choice Inspires Reading

Increase volume, stamina and engagement



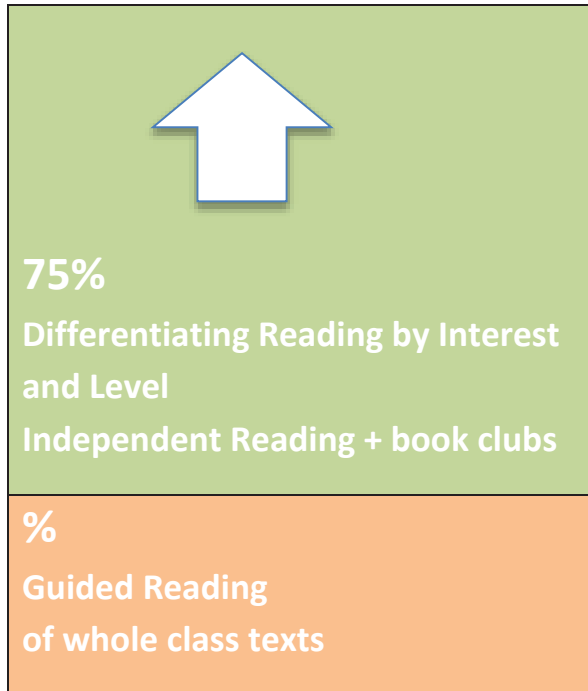
Adapted from Penny Kittle ([pennykittle.net](http://pennykittle.net))

## The Role of Leveled Books

*If the focus of curriculum and assessment are so narrow that cutoff scores and text levels are all that define students' worth as literate individuals, we can't help but expect that negative self-perceptions, low motivation, and little satisfaction or success with school-based literacies will prevail.*

*(Gretchen Owocki, The RTI Daily Planning Book)*

**NOTE:** A reading level can be determined for all text, but in this section we are referring to commercially prepared leveled books.



As Penny Kittle identifies, “Choice inspires reading” at all ages. When we provide student choice, and when we teach our students how to select an appropriate text, we increase reading volume, stamina and engagement. We want students in PSSD to have choice in reading, and we want to develop students who are capable of selecting an appropriate book/text whether it is in the school library, a book store or their own classroom.

One of the practices we need to re-consider is assigning students books to read based on a predetermined reading level. At one time we had bins of books with a reading level label and students were assigned a bin to choose a book from. How does this practice allow student choice from a wide selection of books that are available and of interest to the reader?

Although all books/text can be ‘leveled’, classroom libraries should be organized around themes/topics not around levels. Limiting a child’s reading life to predetermined levels can limit the child’s idea of reading and the purpose of reading. Leveled texts have a place in classroom libraries, but need to be incorporated into the process of teaching children how to select ‘just right text’ and an environment that emphasizes student choice.

A leveled book/text is one tool a teacher may use to support a student’s reading experience. Irene Fountas points out, that the intention of leveled text “was to put the tool in the hands of educators who understood their [text] characteristics.” By understanding the characteristics and complexities of text, it supports teachers in selecting texts, but also in teaching children to select appropriate text. “Leveling children’s literature....is not an exact science.” (Serravallo, 2010) Text leveling, matching readers to texts, and student learning along a text gradient are all subjective and unpredictable. Reading levels depend on a person’s background knowledge about a topic or genre, interest, and ability to access text so limiting a child to read books of one predetermined level ignores these factors. **Responsive teaching is the best way to help students choose text which is at an appropriate level for a specific purpose.**



*“You should not extrapolate that all ‘N’ books are the same, but you can make some generalizations...that will help inform your practice. ....readers bring different experiences and prior knowledge to a book as well as different understandings of syntax based on the language spoken at home. These may make a text more accessible to one reader than another. Again, leveling is not an exact science.....” (Serravallo, 2010)*

As Irene Fountas identifies, we want students to experience a variety of books at varied levels as part of a rich literacy program. “They may experience complex texts as read aloud or shared reading selections and a range of levels in book discussion groups or independent reading. Highly effective teaching provides a range of opportunities with different texts for different purposes.” (Fountas, 2014) Commercially identified leveled books have a place in classroom libraries if used as part of students’ reading diets and are included with other texts that provide opportunities for deeper thinking, but students should not be limited to only reading from a predetermined level. Leveled books should be part of a repertoire of books that students choose for independent reading and that they select for a specific purpose such as practice in decoding, practice in word recognition, practice in oral reading fluency, and practice in word analysis.

Although as teachers we want to be using a variety of text beyond leveled books, it is still helpful to understand the factors used when placing a text along a gradient of difficulty as we can use this to help guide students in any text selection. Consider how the book’s text appears to be increasingly difficult in the following areas:

- Sentence complexity/syntax
- Vocabulary
- Words
- Illustrations
- Book and print features
- Language and literacy features
- Themes and ideas
- Content
- Overall text structure

#### CHECK IT OUT:

Fountas, Irene, (2014). *Text Levels- Tool or Trouble?*

<https://lesleyuniversitycrrlc.wordpress.com/2013/10/23/text-levels-tool-or-trouble/>

Miller, Donalyn (2013). *Reading in the Wild: The Book Whisperer’s Keys to Cultivating Lifelong Reading Habits*. Hoboken, NJ: John Wiley & Sons.

Owocki, G. (2010). *The RTI Daily Planning Book*. Portsmouth, NH: Heinemann.

Serravallo, Jennifer (2010). *Teaching Reading in Small Groups*. Portsmouth, NH: Heinemann.

Szymusiak, K., Sibberson, F. & Koch, L. (2008). *Beyond Leveled Books*. Portland, ME: Stenhouse.

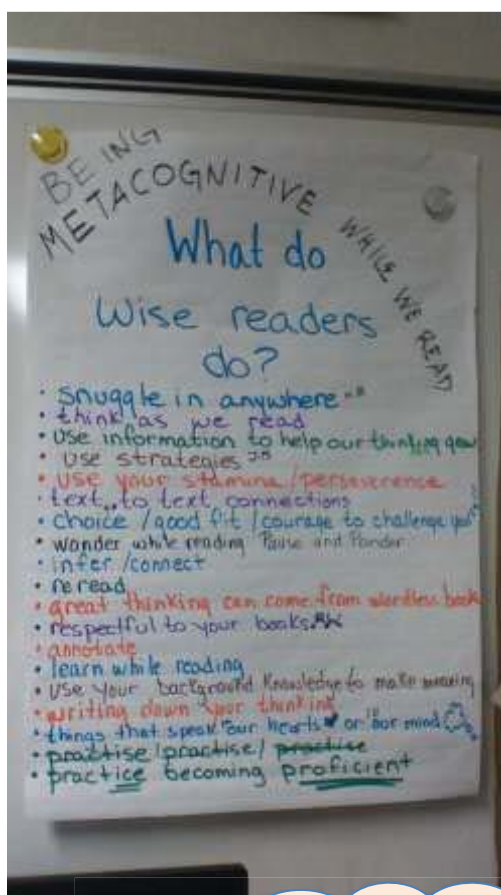
The classroom environment acts as a 'third teacher', enhancing the development of student independence.

Print resources such as posters, signs, lists, charts, and student/teacher writing samples in the classroom need to be strategic and purposeful.

One tool, the **anchor chart**, is very effective in promoting student success. Anchor charts are for all classrooms, **regardless of grade level**. An anchor chart outlines or describes procedures, processes, and strategies on a particular theme or topic and is posted in the classroom for reference by students. Ideas recorded on the anchor charts are **co-created** with students. Examples of anchor charts include: how to participate in a discussion, tips on using commas, what readers need to do when they infer, how to choose 'just right' books, how to write a reading response, etc.

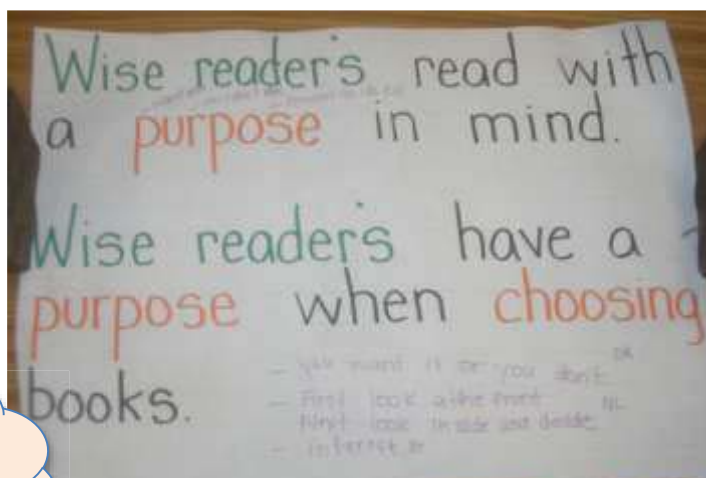
*"The way we set up our classroom gives our students a clear message about the culture of the classroom, the kind of work they will do and the expectations we have for them."*

*(Sibberson & Szymusiak, 2003)*



Anchor charts are different from teacher-generated materials or purchased posters because they **are co-created with a particular group of students for a specific purpose**. Because students have collaborated in the creation of the charts, they are more apt to make use of the information contained on them. It is important that students have easy access to anchor charts.

Anchor charts are **open-ended** in nature, and both students and teachers can make additions or modifications as a unit progresses. In this way, anchor charts are an important means for synthesizing ideas and demonstrating learning. Making thinking visible and accessible in classrooms lets students know that their thinking matters and provides a visual reference of their thinking to support on-going learning (recent, relevant, referred to).



*"Anchor charts  
'anchor' student  
thinking. (Miller, 2008)*

*Language floats  
on a sea of talk.*  
(James Britton)

## Oral Language & Classroom Discourse

- Collaborative talk provides a scaffold – a student does or says what she/he can and the teacher or a peer helps with the rest (the zone of proximal development in action).
- Through classroom talk, students stretch their understanding, consider other perspectives, and clarify their own point of view. Given opportunities to talk and explore ideas helps students see knowledge as negotiable, own-able and exciting.
- The more opportunities there are to use oral language in the classroom, the greater development of higher-order thinking.

### What might this look like in the classroom?

- Co-constructed anchor charts about what speaking/listening look like, sound like and feel like are reminders for students.
- Teachers model and students practice building onto others' thoughts and ideas.
- Time is given to have students reflect on being a conversationalist.
- There are many opportunities for students to *turn and talk*. This requires all students to think and gives everyone a chance to talk.
- Teachers label what a child is doing so they are more apt to reapply that learning in new contexts. i.e. say *You know what you just did? You inferred that \_\_\_\_\_ and this helped you to figure out why this character acted like that.*
- Students are encouraged to explain their responses: *What makes you say or think that? Can you say more about that?* When students hear this language, they tend to use it with each other.
- Opportunities are provided for students to speak on a range of topics and for a range of purposes.
- Teachers model and use language to define and describe higher-level thinking.

***We can actually  
affect what  
children  
understand by  
manipulating our  
own oral language  
patterns (Keene,  
2012)***

### Other considerations regarding classroom talk:

Acquiring grammar and vocabulary of a language does not automatically result in being able to use language effectively. Learning how to express ideas and opinions and using language to learn about things are two functions of language which are crucial to success in school. Providing these opportunities is part of providing a language-rich environment.

It is important to respect other verbal styles, i.e. children from diverse cultural or family settings. Dialect differences need to be respected and not treated as deficiencies.

Although whole-class discussions are valuable, they tend to be teacher-directed and involve only a few students. Small group discussions can create a safer place for some students.

*You learn how to get along with other kids. Kids get along better because they're talking about the same things and that might help them to see a different side of somebody (grade 5 student).*

Small group discussions can also create a sense of community and provide opportunities to learn important interpersonal skills.

*I talk more in the small group because then there's more room to talk...not so many people are talking. Some people confront more when there's not a big group (grade 5 student).*



#### CHECK IT OUT:

Harvey, S. & Daniels, H. (2009). *Comprehension and Collaboration: Inquiry Circles in Action*. Portsmouth, NH: Heinemann.

Johnston, Peter (2004). *Choice Words*. Portland, ME: Stenhouse.

Johnston, P. (2012). *Opening Minds: Using Language to Change Lives*. Portland, ME: Stenhouse.

Nichols, M. (2006) *Comprehension Through Conversation*. Portsmouth, NH: Heinemann.

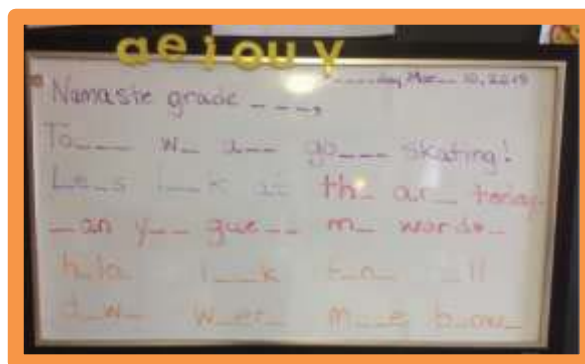
Keene, E. (2012). *Talk About Understanding: Rethinking Classroom Talk to Enhance Comprehension*. Portsmouth, NH: Heinemann.

## Building a Culturally Supportive Environment for EAL Learners?

All students want to feel their classroom reflects who they are as a person and a learner. To support our EAL students, we can help them feel they are a part of the classroom by representing and acknowledging different cultures on the walls and in their assignments and conversations.

Visiting new families at their homes to help strengthen the relationship and build trust can also support the students' feelings of being valued as a contributing member of the classroom. For more information read the following article about home visits:

[Making Your First ELL Home Visit: A Guide for Classroom Teachers](#)

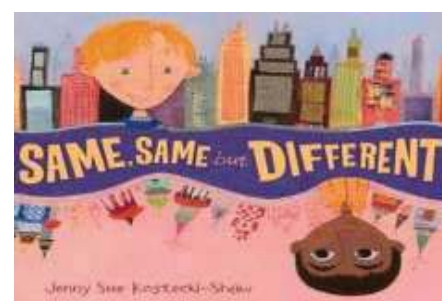


Students can feel like they are a part of the classroom by being accepted for who they are and for their differences.

- Encourage all students to share about their culture and engage with parents as much as possible.
- During their initial school transition, encourage students to use their first language when reading, writing, and when communicating with siblings, parents, and peers.
- Learn some basic

phrases in a student's first language. This can help build a culturally supportive environment. You may want to try an online program like *Duolingo* (free), *Rosetta Stone* (available through the division), *Babble*, *Live Mocha*, or the *BBC Languages* site.

- Share books with your whole class that aim to build a love of diversity.
- Have a variety of picture dictionaries and use technology to support in translation and communication. The Google Translate App is excellent.
- Purposefully celebrate cultural diversity in the school. Recognize cultural dates important to students and their families.



Saskatchewan Multicultural Week	Nov 22	Cinco de Mayo	May 5
International Day for the Elimination of Racial Discrimination	March 21	Ramadan	Varies (~June)
National Aboriginal Day	June 21	Diwali	Varies (~Oct)



# Literacy Learning: What's Essential?

- Key aspects:
1. Cognitive Strategies--Surface & Deep Structures
  2. Text/Context
  3. An environment of mindful engagement

**NOTE:** Surface structures and deep structures should be a 50/50 balance at the grade 1 level

1

## Cognitive Strategies: Surface & Deep Structures

(adapted from Ellin Keene, 2007)

<b>SURFACE STRUCTURE SYSTEMS</b>  <i>The content of reading, writing, speaking and listening</i>	<b>FLUENCY STRATEGIES</b>  <i>Identifying and pronouncing words, reading fluently, orally and silently</i>	<b>DEEP STRUCTURE SYSTEMS</b>  <i>Comprehending deeply and literally; Extending meaning</i>
<b>Grapho-Phonic</b>  <i>Identify words, reading fluently</i> <ul style="list-style-type: none"> <li>• Letter sound knowledge</li> <li>• Phonemic awareness</li> <li>• Decoding</li> <li>• Alphabet recognition</li> <li>• Sounds (43-46 sounds)</li> <li>• Each letter has a sound</li> </ul>	<ul style="list-style-type: none"> <li>• Using context</li> <li>• Visual word recognition strategies including use of environmental print</li> <li>• Word analysis strategies such as prefixes, suffixes, compound words and word derivations</li> <li>• Text management strategies such as rereading, reading ahead, deep reading, skimming/scanning</li> <li>• Decoding strategies, i.e.. identifying word families, chunking, point &amp; slide, looking for known words within words</li> <li>• Cross check across system (make sense, sound like language, letters match sounds)</li> <li>• Asking another reader</li> </ul>	<b>Semantic</b>  <i>Word meanings, experiences, association; precision in word usage in writing.</i> <ul style="list-style-type: none"> <li>• Choosing the perfect word at the perfect time</li> </ul>
<b>Lexical</b>  <i>Visual word recognition based on frequent exposure: visual memory for all words</i> <ul style="list-style-type: none"> <li>• The most frequently used system</li> <li>• Not just sight words</li> <li>• Fluency comes from this system</li> <li>• Aids in spelling</li> <li>• Like a camera that takes a picture of the word</li> </ul>	<b>ESSENTIAL COGNITIVE STRATEGIES</b>  <i>The purpose of a strategy is to give kids a language to communicate their understanding of human thought and to go deeper into their own thinking.</i>  Students learn best when we teach: <ul style="list-style-type: none"> <li>• A few concepts</li> <li>• Of great import</li> <li>• Taught in great depth</li> <li>• Over a long period of time</li> <li>• Applied in a variety of text &amp; context</li> </ul> There is <b>NO SEQUENCE</b> to teaching these skills.	<b>Schematic</b>  <i>Constructing meaning at the whole text level; prior knowledge that governs storage and retrieval of info, understanding themes, concepts, ideas</i> <ul style="list-style-type: none"> <li>• Inferential thinking</li> <li>• Connecting ideas together</li> <li>• Association of the new with the known</li> </ul>
<b>Syntactic</b>  <i>Our mind's ear. Auditory understanding of language structure at the word, sentence and text level.</i> <ul style="list-style-type: none"> <li>• Learned through talk</li> <li>• Oral language is necessary for this to develop</li> </ul>	<b>COGNITIVE STRATEGIES FOR COMPREHENDING</b>  <i>Probing ideas and extending meaning: reading deeply</i> <ul style="list-style-type: none"> <li>• Monitoring comprehension</li> <li>• Activating background knowledge</li> <li>• Asking questions</li> <li>• Inferring meaning</li> <li>• Visualizing &amp; creating sensory images</li> <li>• Determining importance</li> <li>• Summarizing &amp; Synthesizing</li> </ul>	<b>Pragmatic</b>  <i>Social construction of meaning, reading and writing for specific purposes and audiences: adopting social mores of a reader/writer, reading and writing habitually, interacting with others around ideas read.</i> <ul style="list-style-type: none"> <li>• Read aloud, read silently</li> <li>• Write</li> <li>• Share, report out, share partner thinking</li> </ul>
<b>Fluency</b>		<b>Comprehension</b>

DEEP STRUCTURES WORK SIMULTANEOUSLY AND WITH SURFACE STRUCTURES

SURFACE STRUCTURES WORK SIMULTANEOUSLY & WITH DEEP STRUCTURES

Deep and Surface structures (cognitive strategies) occur while using a variety of text/contexts and within an environment of mindful engagement:

2 Text/Context	3 Environment of Mindful Engagement																
<p><b>Comprehend and Respond</b> to a range of contemporary and traditional texts from First Nations, Metis and other cultures in a variety of forms for a variety of purposes and in a variety of meaningful, authentic contexts (Personal &amp; Philosophical; Social, Cultural &amp; Historical; Imaginative &amp; Literary; Communicative; Environmental &amp; Technological) to address “big ideas” for deeper understanding.</p> <p><u>Examples:</u></p> <table border="0"> <tr> <td><b>Biography</b></td><td><b>Realistic fiction</b></td></tr> <tr> <td><b>Historical fiction</b></td><td><b>Persuasion</b></td></tr> <tr> <td><b>Textbooks/Reference text</b></td><td><b>Science fiction</b></td></tr> <tr> <td><b>Poetry</b></td><td><b>Mystery</b></td></tr> <tr> <td><b>Memoir/autobiography</b></td><td><b>Journalism</b></td></tr> <tr> <td><b>Opinion/ Editorial</b></td><td><b>Picture book</b></td></tr> <tr> <td><b>Photo essay</b></td><td><b>Fantasy</b></td></tr> <tr> <td><b>Multi-media</b></td><td><b>Web Sites</b></td></tr> </table> <p><b>Promotional materials/Advertising</b>  <b>Expository text: narrative or didactic</b>  <b>Environmental print</b></p> <p><b>Understand differences among structure and features of various genre; apply reading/writing strategies differently depending on the genre (textual cues).</b></p> <p><b>Work in instructional level text for:</b></p> <ul style="list-style-type: none"> <li>Practice in decoding</li> <li>Practice in word recognition</li> <li>Practice in oral reading fluency</li> <li>Practice in word analysis</li> </ul> <p><b>Work in more challenging text including read aloud, wordless picture books and texts that have been read multiple times for:</b></p> <ul style="list-style-type: none"> <li>Application of comprehension strategies</li> <li>Study of writer’s tools</li> <li>Analysis of text structure</li> <li>Book club discussions</li> <li>Partner reading</li> <li>Learning new content</li> </ul>	<b>Biography</b>	<b>Realistic fiction</b>	<b>Historical fiction</b>	<b>Persuasion</b>	<b>Textbooks/Reference text</b>	<b>Science fiction</b>	<b>Poetry</b>	<b>Mystery</b>	<b>Memoir/autobiography</b>	<b>Journalism</b>	<b>Opinion/ Editorial</b>	<b>Picture book</b>	<b>Photo essay</b>	<b>Fantasy</b>	<b>Multi-media</b>	<b>Web Sites</b>	<p><b>A climate of rigor (probing for deeper, more thoughtful responses), inquiry as a way of being (students’ questions/passions drive their work), intimacy (sense of respect, trust &amp; freedom to take risks), and the teacher’s belief in students’ capacity for intellectual engagement</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Understand &amp; engage in the processes, procedures &amp; rituals of the learning community; respond and react with respect</li> <li>Select books, topics, authors, appropriately for level, challenge and interest</li> <li>Engage deeply in book discussions, share recommendations &amp; insights with other readers, seek to understand the insight of others (<b>comprehend &amp; respond</b>)</li> <li>Understand &amp; use options for oral, artistic, dramatic, &amp; written responses to literature and other text (<b>compose and create</b>)</li> <li>Become independent, flexible and adaptive in using surface and deep structure systems</li> <li><b>Assess &amp; reflect</b> on own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers, and set goals for future improvement.</li> <li>View themselves as readers, writers, and thinkers; choose to read and write (develop a sense of efficacy)</li> </ul> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>Encourage student inquiry, social responsibility, &amp; self-reflection</li> <li>Develop norms with students that contribute to a safe, respectful learning environment</li> <li>Create a climate which provides appropriate challenge &amp; that visibly encourages serious, but joyful works on authentic tasks through the use of several types of learning spaces (large group/small group/independent work)</li> <li>Provide equal access for all students to the materials and expertise needed by readers and writers</li> <li>Value students’ multiple ways of investigating &amp; representing</li> <li>Use the Gradual Release of Responsibility framework</li> <li>Model a disposition towards thinking &amp; learning by living literate lives and sharing insights from those more experienced</li> <li>Model what readers think about and how they create a literate life</li> <li>Model what writers who write convincingly think about and how they observe the world to feed their writing</li> <li>Teach a few important concepts in depth over a long period of time in an integrated manner</li> </ul>
<b>Biography</b>	<b>Realistic fiction</b>																
<b>Historical fiction</b>	<b>Persuasion</b>																
<b>Textbooks/Reference text</b>	<b>Science fiction</b>																
<b>Poetry</b>	<b>Mystery</b>																
<b>Memoir/autobiography</b>	<b>Journalism</b>																
<b>Opinion/ Editorial</b>	<b>Picture book</b>																
<b>Photo essay</b>	<b>Fantasy</b>																
<b>Multi-media</b>	<b>Web Sites</b>																

#### CHECK IT OUT:

Darling-Hammond, L. (2008). *Powerful Learning: What We Know About Teaching For Understanding*. San Francisco, CA: Jossey-Bass Pub.

Keene, E. (2008). *To Understand: New Horizons in Reading Comprehension*. Portsmouth, NH: Heinemann.

Sweet, A. & Snow, C. (2003). *Rethinking Reading Comprehension*. New York, NY: Guilford Press.

Saskatchewan Ministry of Education (2010): *Saskatchewan English Arts Curricula K-12*.

## Comprehension Strategies

**Comprehension** is the process of simultaneously extracting and constructing meaning. We comprehend or make meaning of the world around us as we **receive** (view, listen, read) and **express** (speak, write, represent) information through **many forms of text** (written, electronic, oral, visual, audio and multimedia or a combination of these) in a language-rich environment (**using language/learning about language/learning through language**). Comprehension is an ongoing process (before/during/after).

Comprehension research has shown that the following comprehension/thinking strategies are those that proficient readers, writers, and thinkers use.

1. Monitoring Comprehension
2. Activating background knowledge and connecting
3. Asking questions
4. Inferring meaning
5. Visualizing and creating sensory images
6. Determining importance
7. Summarizing and synthesizing

### Comprehension strategies.....

- Are “tools” readers, writers, and thinkers use to understand and communicate meaning.
- Are **not** taught in isolation. Although we may focus on a single strategy so students can become familiar with this strategy, the goal is for students to integrate the strategies as they try to understand.
- Need to be taught in a way that is specific to a particular genre in order to help students negotiate a variety of text genre in independent reading.
- Need to be modeled by teachers as they read and think aloud about their own thinking processes. In order to expect students to “think deeper”, they need to see what that looks like and sounds like. This occurs during mini-lessons as well as during conferring.
- Need to become part of a culture of thinking in the classroom. As a teacher confers with a student, they reinforce and support reflection around the strategies that worked as students problem solve during reading rather than directly instructing to clarify a source of confusion in the text.
- Have many layers. The following charts (as adapted from the sources below) indicate some examples of evidence that demonstrate a students’ use of strategic thinking and reading behaviours for each strategy.

#### CHECK IT OUT:

1. Daniels, H.(Ed.)(2011). *Comprehension Going Forward*. Portsmouth, NH: Heinemann.
2. Dorn, L. & Soffos, C. (2005) *Teaching for Deep Comprehension: A Reading Workshop Approach*. Portland, Maine: Stenhouse Publishers.
3. Harvey, S. & Goudvis, A. (2005). *The Comprehension Toolkit 3-6*. Portsmouth, NH: Heinemann.
4. Harvey, S. & Goudvis, A. (2008). *The Comprehension Toolkit K-2*. Portsmouth, NH: Heinemann.
5. Harvey, S. & Daniels, H. (2009). *Comprehension and Collaboration: Inquiry Circles in Action*. Portsmouth, NH: Heinemann.
6. McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Portsmouth, NH: Heinemann.
7. Miller, D. & Moss, B. (2013). *No More Independent Reading Without Support*. Portsmouth, NH: Heinemann.

Strategy	Evidence of Strategic Thinking Behaviours	Language We Might Use or Hear
<b>Monitoring Comprehension</b>	<ul style="list-style-type: none"> <li>• Listens to inner conversation and leaves tracks to hold thinking.</li> <li>• Stops and goes back to refocus thinking when the mind wanders.</li> <li>• Rereads and reads on to clarify meaning and clear up confusion.</li> <li>• Stops and uses a variety of comprehension strategies when meaning breaks down.</li> <li>• Remembers to stop, think, and react to learn information and expand thinking.</li> <li>• Uses “fix-up strategies” – rereading for clarification, reading ahead to construct meaning, uses context to figure out an unfamiliar word, skips difficult part and continues on to see if meaning become clear.</li> <li>• Can explain how monitoring comprehension enhances understanding.</li> </ul>	<p>I don’t understand...</p> <p>Huh? I don’t get this part...</p> <p>I understand...</p> <p>This feature makes me think...</p> <p>This doesn’t make sense...</p> <p>When I went back to reread, I learned...</p> <p>I need to reread...</p> <p>Oh, now I get it...</p>
<b>Activating Background Knowledge &amp; Making Connections</b>	<ul style="list-style-type: none"> <li>• Refers to prior personal experience.</li> <li>• Uses background knowledge of text features, text structures, genre, style and content to gain information.</li> <li>• Merges background knowledge with new information and reacts to it.</li> <li>• Makes connections between the text and own life, other texts, and the broader world.</li> <li>• Revises and changes thinking based on new information or evidence.</li> <li>• Explains how using background knowledge and making connections enhances understanding beyond immediate text.</li> </ul>	<p>This reminds me of...</p> <p>I used my background knowledge to...</p> <p>I learned...</p> <p>Now I think...</p> <p>I noticed...</p> <p>I never knew...</p> <p>Wow!...</p> <p>That changes my mind...</p> <p>This feature helps me understand...</p>
<b>Asking Questions</b>	<ul style="list-style-type: none"> <li>• Stops to ask questions to wonder about the information and to better understand it.</li> <li>• Recognizes that not all questions are answered in the text.</li> <li>• Uses a variety of strategies to try to answer questions: looks at pictures, considers the features, reads the text, asks a peer, etc.</li> </ul>	<p>I wonder...</p> <p>I’m curious...</p> <p>Why...</p> <p>How come...</p> <p>What, when, where, will...</p> <p>I’m confused...</p>

	<ul style="list-style-type: none"> <li>• Poses lingering questions about the information and big ideas to expand thinking.</li> <li>• Uses questions to think critically, i.e. challenges validity of text and/or author's point of view; question the ideas and information.</li> <li>• Does further research to gain information and acquire knowledge.</li> <li>• Can explain how asking questions enhances understanding.</li> </ul>	<p>I don't get this...</p> <p>I can't believe...</p> <p>Huh...</p> <p>My big question is...</p> <p>I still wonder...</p> <p>Do you know anything about...</p>
<b>Inferring Meaning</b>	<ul style="list-style-type: none"> <li>• Merges background knowledge with text clues to make meaning.</li> <li>• Infers the meaning of unfamiliar words and concepts (inference at word, sentence, and whole text level).</li> <li>• Infers from text features and visuals to understand the story/information.</li> <li>• Uses text evidence to infer big ideas and themes.</li> <li>• Predicts outcomes, events, and characters' actions.</li> <li>• Answers questions that are not explicitly answered in the text.</li> <li>• Merges background knowledge with text clues to draw conclusions.</li> <li>• Can explain how inferring enhances understanding.</li> </ul>	<p>I infer...</p> <p>Maybe it means...</p> <p>Probably...</p> <p>That's probably why...what...how...</p> <p>The evidence suggests...</p> <p>Maybe...</p> <p>It seems to me...</p> <p>This information makes me think...</p> <p>From the text clues, I can conclude...</p>
<b>Visualizing and Creating Sensory Images</b>	<ul style="list-style-type: none"> <li>• Describes own mental image – visualize as well as hear, taste, smell, and feel the words and ideas.</li> <li>• Creates and describes multisensory and/or emotional images that extend and enrich the text.</li> <li>• Creates sensory images drawn from the reader's background knowledge and the clues in the text.</li> <li>• Can explain how the process of using sensory image enhances understanding.</li> </ul>	<p>I'm visualizing...</p> <p>I am getting a picture...</p> <p>I'm thinking...I can see...</p> <p>I can feel...</p> <p>This makes me want to...</p>
<b>Determining Importance</b>	<ul style="list-style-type: none"> <li>• Separates interesting details from bigger ideas and important information.</li> <li>• Paraphrases, putting information into own words to better understand it.</li> <li>• Considers and questions responses when making meaning.</li> </ul>	<p>I learned, I wonder, WOW!...</p> <p>This is really important...</p> <p>My background knowledge tells me...</p> <p>The most important information seems to be...</p>



	<ul style="list-style-type: none"> <li>• Distinguishes between what the reader thinks is important and what the author most wants the reader to take away.</li> <li>• Identifies and uses supporting details to come up with the bigger ideas, concepts or themes.</li> <li>• Organizes thinking to prepare to share it.</li> <li>• Identifies multiple ideas or themes; may attribute them to different point of view; discusses author's stance or purpose and its relation to key themes and ideas in the text.</li> <li>• Can explain how determining importance enhances understanding.</li> </ul>	<p>This is really interesting, but what seems to be important is...</p> <p>This information makes me think...</p> <p>This is important to remember...</p> <p>My opinion is...the author's argument is...</p> <p>I think this part means....</p>
<b>Summarizing and Synthesizing</b>	<ul style="list-style-type: none"> <li>• Pulls out information that relates to key ideas and paraphrases it briefly and accurately.</li> <li>• Distinguishes between the gist and reader's personal response.</li> <li>• Synthesizes big ideas from summary and personal thoughts.</li> <li>• Understands the difference between facts and opinions and revises thinking in light of new evidence.</li> <li>• Moves from facts to ideas.</li> <li>• Rethinks misconceptions and ties opinions to the text.</li> <li>• Merges what is known with new information to form a new idea, perspective, or insight.</li> <li>• Generates new knowledge.</li> <li>• Can explain how synthesis promotes deeper understanding and can explain how flexibility in thinking throughout enhances understanding.</li> </ul>	<p>I wonder, how did you...or why did you...</p> <p>I have a compliment...I like how you...</p> <p>I have a question...</p> <p>I never realized...</p> <p>To sum up...</p> <p>I have a connection...</p> <p>I used to think....but now I ...</p> <p>Now I get it...</p> <p>One new idea I had was...</p>

## What are the Big Ideas of EAL instruction?

<b>Preparation</b>	<p>EAL Learners need to be prepared for learning by being able to communicate about the learning experience. They need to be able to ask for help when they need it. They should know the following basic learning phrases or sentences:</p> <ul style="list-style-type: none"> <li>• “I don’t understand.”</li> <li>• “Would you please explain that to me?”</li> <li>• “Would you please show me how?”</li> <li>• “What information do I need to remember?”</li> <li>• “What is the most important part?”</li> </ul>
<b>Building Background</b>	<p>Teachers can build background connections for EAL Learners by making purposeful connections to prior learning, by teaching the most important vocabulary, and by trying to connect the content to something the student may have already experienced.</p>
<b>Comprehensible Input</b>	<p>Teachers should make tasks clear by using vocabulary/visuals/instructions students can understand, and by providing a variety of instructional experiences including:</p> <ul style="list-style-type: none"> <li>• <b>Model</b> what is expected of students - Teachers can do this by using exemplars, visual schedule, PEC cards, written instructions with visuals, using sentence stems, and etc...</li> <li>• <b>Vocabulary Cards</b> - Allow students to collect commonly used words in English with their first language translation/picture on small flash cards. Words for individual students can be clustered by categories or need, but they should be frequently used words to support content or process learning.</li> <li>• <b>Total Physical Response Activities</b> - teachers use hand gestures, facial expressions, and whole body movement to illustrate concepts or vocabulary words. Students emulate the movements. These movements can be included into a teacher’s modelled or shared lesson</li> <li>• <b>Confusing Words Bulletin Board</b> - students add commonly used slang phrases and idioms to a chart for other students to interpret.</li> <li>• <b>Read Along Audio Files</b></li> <li>• <b>Video Resources</b></li> <li>• <b>Web Resources</b></li> </ul>
<b>Practice/ Application</b>	<p>English Language Learners need hands-on materials, opportunities to practice and to apply concepts learned, and opportunities to integrate reading, writing, speaking, and listening skills.</p>
<b>Review and Assessment</b>	<p>A comprehensive and deliberate review of vocabulary and key content area concepts and language standards, will enable ELL students to demonstrate mastery. Reviewing and previewing allows teachers to support students with a limited vocabulary perform well. The CFR is a great document for setting language learning goals for students and tracking student growth.</p>



## My Prairie Spirit Classroom

is diverse in worldview, culture, language, gender identity and interests and this is how we learn together.

In my classroom, 20% of the time consists of whole group teacher talk and 80% of the time is student talk (whole group, small group and independent self-talk).

**All** students participate in side-by-side learning opportunities with me several times a week in each subject area. Side-by-side learning opportunities include descriptive *next steps* feedback or reflective conversations.

My instruction includes opportunities for **all** students to construct knowledge, have choice in learning and experience explicit teaching and modelling of learning strategies that students can apply while exploring new ideas and concepts.

Learning opportunities for **all** students are characterized by high expectations (rigor), personal and purposeful application (relevance), collaborative learning environments (relationship), risk-taking to consider alternative instructional approaches (innovative) and student choice (engagement).

Formative assessment and various forms of feedback (e.g. self, peer, adult, parents) strengthen and inform my classroom practices and support **all** learners in their progress toward their learning goals.

My teaching begins with big ideas, sharing them with students and teaching and relating parts (knowledge and skills) to the big ideas throughout the learning process. **All** students understand, articulate and can provide evidence of their growth towards the big idea.

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At least once a month, I have opportunities to discuss the *next steps* in my personal learning efforts. This can occur through learning walks or collaborative learning with colleagues.

## Conferring

***Conferring is the heart of the workshop philosophy. It is the time to sit side by side with a student and have a purposeful conversation with him/her. Conferring is a structure that provides a framework, but allows for flexibility to differentiate for diverse needs in the classroom.***  
(Patrick Allen)

Richard Allington's research indicates that the most effective teaching occurs when we can work with students one on one. Conferring is an opportunity for that side-by-side learning to occur. "Conferring is a discourse that allows you to know a child as a reader, while also nudging them further in their growth" (Patrick Allen).

### Conferring is a structure that:

- Honours both the reader's voice and the teacher's voice and encourages a shared creation of understanding.
- Provides an opportunity to further model the language of thinking geared towards a specific need at a specific time.
- Provides an opportunity to listen to the student's thinking and reading, scaffold/guide when needed, and teach the student to let the text support them, i.e. to interact with and make meaning from text--in this way it empowers the student.
- Involves the student in making decisions and setting goals.
- Provides an opportunity to teach a student something they need to know about reading/writing. Support or scaffolding is provided immediately.
- Provides the opportunity to follow up on the focus of the mini-lesson. Provides the opportunity to extend the mini-lesson & extend student learning.
- Provides documentation of the student's thinking and progress in her/his development as a reader/writer/thinker (assessment for learning).
- Gives the opportunity for "in-depth conversations" and not just "checking in".
- Provides opportunity to sometimes meet with a small group, formed on the basis of need, not a reading level number.



"When we confer with students, we're not standing above them or even leaning over, we're sitting right beside them, shoulder to shoulder. We're digging deeper now, working hard to individualize our instruction and support children as they apply what we've taught them in large and small group settings." (Debbie Miller, *The Difference between Conferring and Touching Base*)

**Conferring Considerations:**

(adapted from Debbie Miller)

- **Expect the Unexpected**- don't begin a conference with a preconceived notion, be prepared for the unexpected.
- **Use the time to inform future instruction**- conferring with individuals allows us to identify where to go next in a child's learning journey, or areas that may be required by the whole class.
- **Share your own reading process**- share the processes you use as a reader--your successes and your struggles as a reader when appropriate.
- **Link back to the lesson**- students use independent reading time to practice, take time to notice if they are using a strategy or skill used from the mini-lesson. Identify the things they are doing that reflect what good readers do.
- **Leave students with a goal**- help the reader think of a goal or plan for their reading so they can continue to practice.
- **Record the conference's key points**- keep written records when you confer with a student. Take note of what was taught, what was learned, their disposition towards reading and their goal.
- **Check back in**- the notes you take will allow you to go back to a student and check how things are progressing.
- **Know your students as readers**- knowing our students as readers helps us recommend books to them, and allows us to determine their needs to grow as readers.
- **Use the time to build rapport**- teaching is built on relationships, use the time to build rapport.
- **"Teach the reader, not the reading"**- (Donald Graves) knowing our curriculum outcomes well, allows us to focus on the reader and pull in the necessary outcome as required.
- **Celebrate and extend**- each time you confer with a child, find something to celebrate--something they did well, something they noticed or their engagement. Then discuss something they will work on to extend their thinking so they have something to consider after you leave.
- **"How's it going?"**- an easy start when conferring!
- **Nothing matters more than their thinking**- we must be constantly curious about our student's thinking. Conferring demonstrates our interest, but also take time to let them know you are curious.
- **Listen carefully, and follow their lead**- if we don't enter a conference with the dialogue mapped out, we will be more inclined to carefully listen and see where it might take us.

**Conferring is about listening, modeling your thinking and explicitly naming what it is that students are doing as readers.**

*i.e. "You inferred how the character is feeling based on the evidence in the text and your prediction of what might happen. That's something wise readers do."*

*Children's capacity for thinking is nearly limitless if we create the learning conditions to support it, if we provide a language to define and describe thinking, and if we simply ask, "What else?" or "I know you don't know, but what would you say if you did know?" There is always a deeper idea, an idea well beyond the superficial, if we have the patience to ask and the faith that they will answer. (Ellin Keene in *To Understand*, p. 245)*



**What might I say when conferring? Some suggestions:**

- How is it going today?
- How did you figure that out?
- Are you saying....?
- Keep going. I think you are on to something.
- Say more about that.
- What did you learn about yourself as a reader, writer today?
- I'm not sure everyone knows this. Would you be willing to share when we come back together?
- I love how you said that. Let me write it down in my notebook.
- What in your experience makes you think about it in this way?
- What are you reading? How did you come to choose it?
- How do you find a good book?
- What's on your "next" list?
- Which authors are your favorites?
- Is this an easy or hard read for you? How do you know?
- Tell me about a time when the book confused you. What did you do to understand?
- Tell me about the characters. Who are they? What do you think of them?
- What questions might the author be trying to answer?
- How has a character struggled? Changed? Can you point out specific times when something was revealed about a character?
- What else have you read by this author?
- How do you push yourself as a reader?
- What genres have you read this year?
- Tell me about a book you dropped this year. Why did you drop it?

**CHECK IT OUT:**

Allen, P. (2009). *Conferring: The Keystone of Reader's Workshop*. Portland, ME: Stenhouse.

Johnston, Peter (2004). *Choice Words*. Portland, ME: Stenhouse.

Johnston, P. (2012). *Opening Minds: Using Language to Change Lives*. Portland, ME: Stenhouse.

Mere, C. (2005). *More Than Guided Reading*. Portland, ME: Stenhouse.

Miller, D. (2013). *Reading with Meaning*. Portland, ME: Stenhouse.

Miller, D. *The Difference between Conferring and "Touching Base"*  
<http://www.choiceliteracy.com>

Tovani, C. (2004). *Do I Really Have to Teach Reading? Content Comprehension, Grade 6-12*. Portland, ME: Stenhouse.

**What do the other students do while the teacher is conferring?**

They are reading and responding to their reading. If students are struggling to stay engaged in their reading, it is important to revisit the routines and expectations of independent reading time.

- Do they have a just right text?
- Have they found a space they can read without interruption?
- Do they understand the teacher's role and their role during this time?

See page 85 in regards to routines that may need to be established.

As you plan for conferring, consider how you will keep track of the information you gather. What notes will you keep to revisit ideas the next time you confer with a child?

**Sample recording templates.....** (adapted from Debbie Miller)

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Text Title: \_\_\_\_\_ Status: *Just beginning/read some/mostly read/completed*

<b>Is the reader understanding the text? Are they engaged?</b> <u>Possible Prompts:</u> <ul style="list-style-type: none"> <li>• Tell me about what you just read</li> <li>• Tell me more</li> <li>• What's happening?</li> <li>• What's your favourite part so far?</li> </ul>	<b>Is the reader using a comprehension strategy to understand?</b> <u>Possible Prompts:</u> <ul style="list-style-type: none"> <li>• What are you doing to understand while you read?</li> <li>• What do you do when you are stuck or something doesn't make sense?</li> <li>• What questions are you asking as you read?</li> </ul>	<b>What did I/will I do to take this reader to the next step?</b>

(adapted from Patrick Allen)

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Text Title: \_\_\_\_\_ Genre: \_\_\_\_\_

Status: *Just beginning/read some/mostly read/completed*

<b>Review/Read aloud</b>	<b>Instruction/Insights</b>	<b>Plan/Progress</b>
<i>Review reader's progress, take a brief running record or hear child read aloud, or record something child chooses to share</i>	<i>Time to go more into depth and discuss specifics, relate back to mini-lesson possibly</i>	<i>Creating a plan that reflects what the reader plans to work on between conferences</i>

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Text Title: \_\_\_\_\_ Genre: \_\_\_\_\_

Status: *Just beginning/read some/mostly read/completed*

<b>Review/Read aloud</b>	<b>Instruction/Insights</b>	<b>Plan/Progress</b>
<i>Review reader's progress, take a brief running record or hear child read aloud, or record something child chooses to share</i>	<i>Time to go more into depth and discuss specifics, relate back to mini-lesson possibly</i>	<i>Creating a plan that reflects what the reader plans to work on between conferences</i>

## Assessing Students' Thinking and Behaviours

Listen to and observe students to see if they are using strategies to gain understanding or just “talking the talk”. The following are considerations for collecting evidence through discussions, conferring with individual students, collecting annotations written by students or other ways of keeping track of their thinking.

- Record the date so that you can see growth over time.
- Document whether this evidence was collected during reading, listening, speaking, writing, or viewing text.
- In what form was the response? Oral? Written? Other?
- Was the response to fiction or non-fiction?
- Was the student's response spontaneous, prompted or guided by the teacher or another student?
- Does the student respond to others' thinking?
- Does the student reflect on the thinking process (metacognition)?

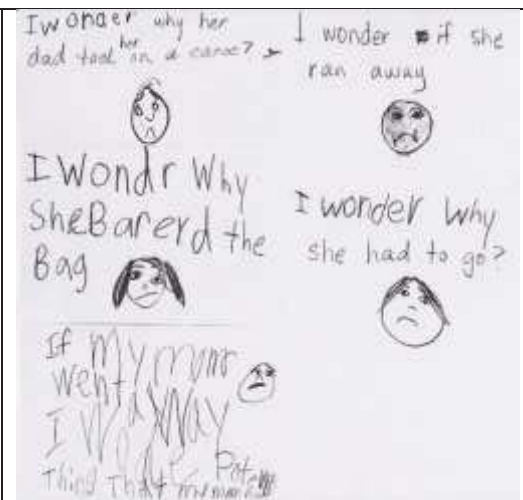
The following example from a grade one classroom in Prairie Spirit School Division gathered during a McDowell Research Project (Epp & Lemisko, (2013). *Circles of Inquiry: Creating a Culture of Inquiry to Enhance Early Learning*), shows how a student worked through understanding the story *Shi-Shi-Etko* (Campbell, N. I. (2005). *Shi-shi-etko*. Toronto, ON: Groundwood Press). The example demonstrates how even at a young age, children are capable of “deeper thinking”. The classroom teacher took time to facilitate deeper thinking by reading this story several times over a period of several days and using previous reflections as basis for more insight. The goal was experiencing a memorable emotional response and empathy. The four different reflections below illustrate the development of understanding and empathy – learning the dimensions of a story and the integration of comprehension strategies.

**Shi-Shi-Etko, Campbell, N. I. (2005)** - The story is about a young girl who leaves her home to go to a residential school. Before she leaves, she tries to memorize everything about her home—tall grass swaying to the rhythm of the breeze, determined mosquitoes, working bumblebees. When she leaves, her father takes her out in a canoe and asks her to remember the trees, the water, and the mountains, and her grandmother gives her a small bag made of deer hide in which to keep her memories.

**In the beginning, this student is attempting to make sense of the story.**

### Student Thinking/Teacher Thinking

- *I wonder why her dad took her on a canoe?* The student is monitoring her comprehension. Something is not making sense and she asks a question.
- *I wonder if she ran away.* The student continues to ask a question and is now using some background knowledge to make an inference.
- *I wonder why she buried the bag.* Again she is monitoring her comprehension by asking a question about something that doesn't make sense.
- *I wonder why she had to go?* The drawing that accompanies the question illustrates her empathy for the character. The questions shows that she probably doesn't have enough background knowledge at this point.
- *If my mom went away, I would put things that my mom...* The student is trying to connect to the character (show empathy) by speculating what she would do in a similar situation.



The student is still working on making sense of the events in the story. She wonders about details but also about a bigger idea--about why certain things are happening in this story.

Student Thinking/Teacher Thinking

- *I wonder why the little girl slept with her mom?*
- *I wonder why they bathe in the creek?* These questions are about things not familiar to the student. She needs more background information.
- *What is a cattle truck?* A cattle truck is a truck that Crees.....At this point the teacher provided some background information about the children beginning their journey to the residential school and why they traveled on a cattle truck.
- *I wonder why her mom told her to remember the river?* The student continues to monitor her comprehension by asking a question about something she just doesn't get. She seems to be determining the importance of the girl in the story being asked to 'remember'.

I wonder why the  
litl girl sleep  
With hle mom

What is a cattle  
truck  
the truck cattle  
why where the kids  
on it

I wonder why  
They both  
in They Creek  
I wonder why  
her mom  
told to remember  
the river

After several readings and conversations with other students and the teacher, the student is able to answer her questions. With scaffolding from the teacher and her peers, this student has been able to summarize the important parts of the story and realize why these events are happening – the government made them go (beginning to synthesize).

Student Thinking/Teacher Thinking

- *She buried the bag to help her remember later.*
- *She did not run away because she was scared.*
- *She bathed in the river because she had no tub.*
- *She slept with her mom because she would miss her.*
- *She took the cattle truck because that's her ride to school.*
- *Her parents wanted her to remember First Nations ways.*
- *She had to go because the government made them go.*

she buried the bag to  
help her remember  
later

she bathed in the  
river because they  
had no tub  
she slept with her  
mom because  
she would miss  
her

her parents w  
wanted her  
to remember the  
First Nations  
ways

she did not  
run away  
because  
she was scared

she took the  
cattle + truck  
because that's  
her ride to  
school

she had to go  
because the  
government made  
them go

The student is now demonstrating empathy with the characters and the situation in a deeper way. She is trying to put herself in Shi-Shi-Etko's situation by reflecting on how she would feel.

Student Thinking/Teacher Thinking

- *I think it is not fair because she had to go to the boarding school.*
- *I think it is not fair because she had to leave.*
- *I think it is not fair because they will forget.*
- *I think it is not fair because I will miss my mom and dad.*
- *I think it I not fair because she had to learn English.*
- *I think it I not fair because she will not (be) going to see her family.*
- *I think it is not fair because she (is) going to a different school.*

I think it is  
not fair because  
she had to go to  
boarding school.

I think it is  
not fair because they  
will forget

I think it is  
not fair because she  
had to learn English

I think it is  
not fair because  
she will not going  
to see her family

I think it is  
not fair because  
she had to leave

I think it is  
not fair because  
I will miss my  
mom and dad

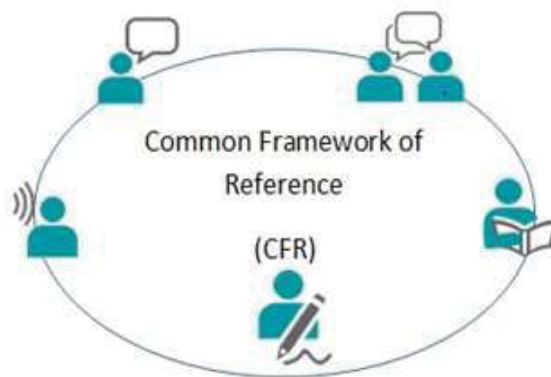
I think it is  
not fair because  
she going to  
a different school

This example demonstrates the level of thinking that can occur if students are given time and scaffolding so that they can later transfer this learning to their own independent reading. It also demonstrates the possibilities of integrating curriculum – in this case ELA and Social Studies.



## EAL Assessment Using the CFR

In Saskatchewan, the Ministry of Education asks school divisions to track the language growth of all EAL students. The standard used to track their growth is called the CFR (Common Framework of Reference). The CFR divides language acquisition into five categories: spoken production, spoken interaction, listening, reading, and writing. Furthermore, the CFR places language ability on a continuum of skill that contains six levels of proficiency. These stages are A1.1, A1.2, A2.1, A2.2, B1.1, and B1.2. The first step on the continuum is A1.1. These students are considered very basic English language users. When students reach B1.2 they would typically no longer need any extra supports (due to their English language ability).



### Common Questions about the CFR

*What does CFR look like?*

- The CFR is a 100 page document that includes general information about the framework and statements that can be used to determine where students fit on the continuum. There have also been several supplemental documents created to enhance the documents usefulness. These include a locally created CFR Data Wall, enhanced reading and writing CFR documents take an in-depth look at the grade/level expectations.

*Who updates students CFR scores?*

- Classroom teachers are responsible to update students CFR levels every June, but the division is willing to support teachers and build their capacity. In PSSD, the EAL teachers and facilitators are more than willing to answer any question and even go to schools to help teachers become more confident in their ability to assess students CFR levels and enter these levels into the system's data base.

*How do I determine my students CFR level?*

- All EALs should have a CFR level given to them when they enter the division. This will be done through an initial language assessment. Using that score teachers can reference the CFR to see if their student improved beyond the previously attained CFR proficiency levels.

*Is the CFR a summative or formative assessment?*

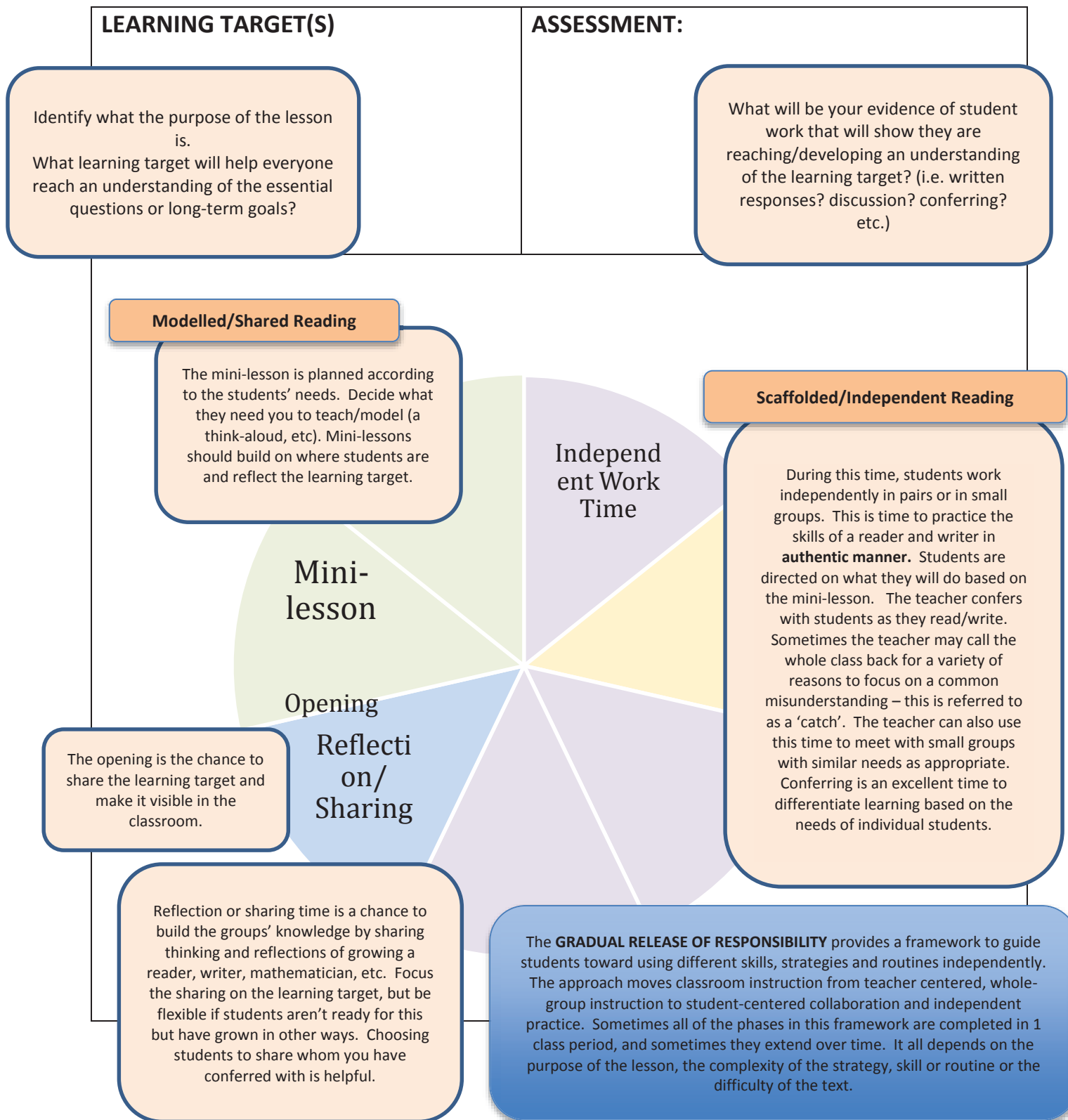
- The CFR should be used as a formative assessment and can be used to inform programming and to set language learning goals for students. EAL students may not be able to complete all regular curricular expectations. For this reason, using the CFR to guide students' language growth helps give teachers direct and purpose to build their language skills.

#### **CHECK IT OUT:**

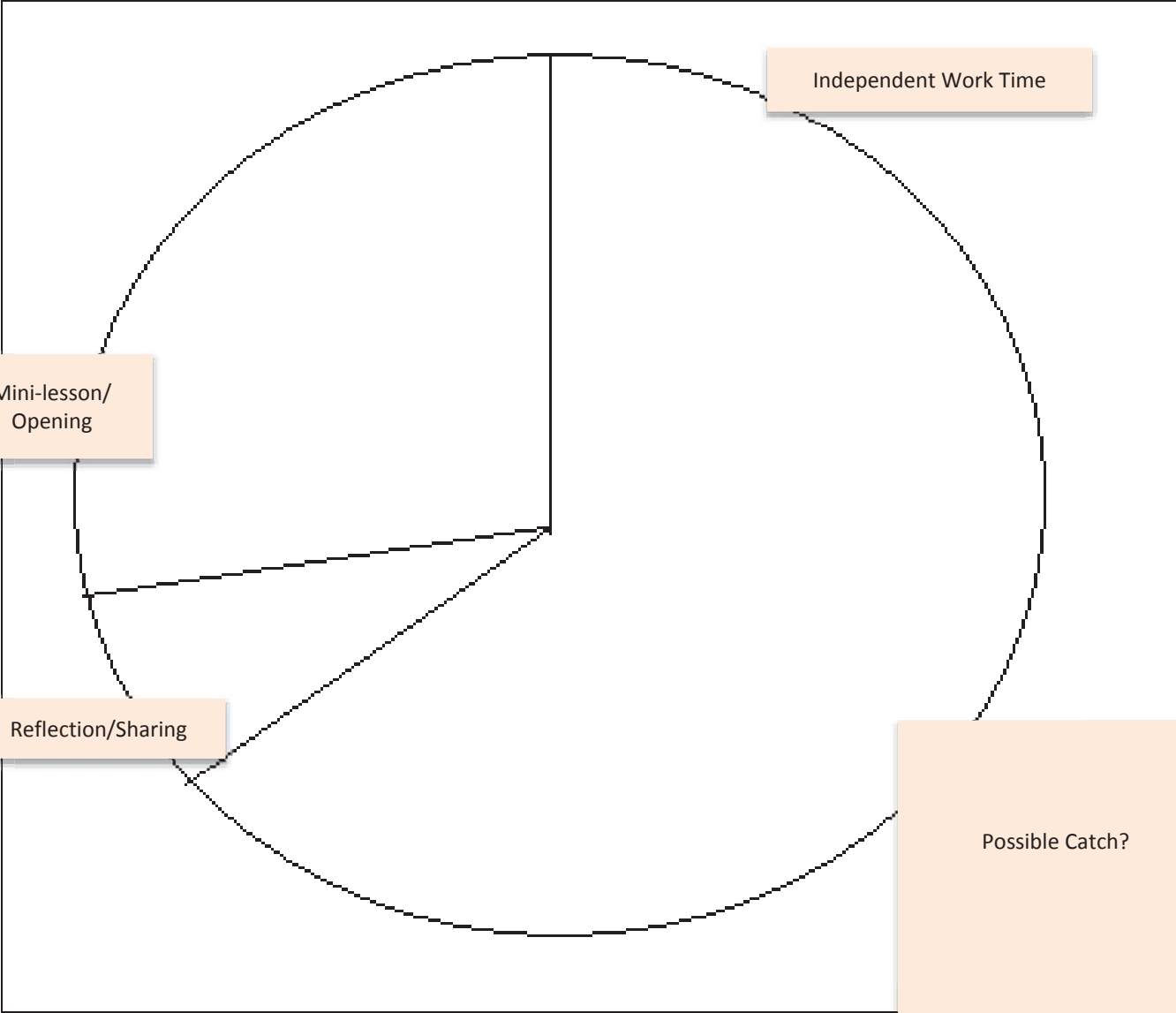
SIOP - <http://hopemiddle.weebly.com/-8-components-of-siop.html>

CFR - <http://www.education.gov.sk.ca/guide-to-using-cfr-with-eal>

**The Workshop Model--Planning:** *The following template has been adapted from Debbie Miller and is one way a teacher might plan their ELA and/or integrated subject lessons. The time frames can be adapted to fit the scheduled class time but can also vary each day depending on needs. It is important, however, to ensure that the bulk of the time involves the students engaged in the authentic work of readers (or writers).*



# Blank Page for planning purposes

LEARNING TARGET(S)	ASSESSMENT:
 <p>The diagram is a circle divided into four equal quadrants by a vertical line and a horizontal line. Each quadrant is associated with a label in an orange box with a drop shadow:</p> <ul style="list-style-type: none"> <li><b>Top-Right Quadrant:</b> Independent Work Time</li> <li><b>Top-Left Quadrant:</b> Mini-lesson/ Opening</li> <li><b>Bottom-Left Quadrant:</b> Reflection/Sharing</li> <li><b>Bottom-Right Quadrant:</b> Possible Catch?</li> </ul>	

## Scheduling your workshop time in a GRADE 1-3 Classroom

The workshop model/philosophy works well within all grades, however teachers of grade 1-3 students often struggle with ways to include more word work and focus on the surface structures students may need.

In Reading with Meaning, Debbie Miller identifies the many ways she weaves the surface structure skills and practice that young readers need throughout her day. An outline of her morning would include:

8:45-9	Books & reading & talking about books	Opportunities to connect with individuals and know what they are reading and ensuring students have “just right text” available for the day. By ensuring they have just right texts in their hands, we can work towards students reading for two-thirds of the workshop time	The focus is on learning these skills/strategies for the purpose of, and in the context of, making meaning.
9-9:10	Morning Message	Opportunities to teach and reinforce earlier lessons on: <ul style="list-style-type: none"> <li>Sentence structure</li> <li>Vocabulary</li> <li>Sound-symbol relationships</li> <li>Strategies for decoding</li> <li>Recognizing spelling patterns</li> <li>Finding little words in big words</li> <li>Chunking sounds</li> <li>Learning word meanings</li> <li>Identifying sight words</li> </ul>	
9:10-10:30	Readers Workshop	<ul style="list-style-type: none"> <li>Using songs &amp; nursery rhymes on chart paper or in books to investigate words, letters &amp; sounds; concepts of print and language; building sight words; developing word meanings</li> <li>Exploring spelling patterns or word families from an intentionally selected book;</li> <li>Developing understanding of the cognitive strategies wise readers use</li> <li>Integrating ELA with other subject areas could occur</li> </ul>	
	Modelled/Shared Reading-Mini Lesson	<ul style="list-style-type: none"> <li>Learn about words and sentences; sound symbol relationships</li> <li>Time to confer with individual children on regular basis and support them in their reading development; but also time to pull together small groups of students who need similar supports</li> </ul>	
10:30-11:20	Independent Reading Time		
10:30-11:20	Writing Workshop	A text used in a readers workshop for making meaning, can also be used in a writers workshop for studying the craft of writing.	

WORD WORK- “I had a twenty minute block of time in the afternoon for working explicitly on letters, sounds and words. This time was outside the reading workshop, and lessons were focused, fast and fun.....practice applying those skills (in real books) during the independent practice portion of reading workshop. That way these skills don’t live in isolation, and children have daily opportunities to consolidate both the surface and deep structures during independent reading (Miller, p 191-192)

“Every moment children spend reading and writing is a chance to apply what they know about words in a real, relevant context.”  
(Debbie Miller)

Science, Social Studies, and Health can easily be integrated with ELA in a reading workshop by using text relevant to those subjects.

## Embedding Surface Structures in an Elementary Classroom Workshop

Surface structures (accessing text) and deep structures (comprehending meaning) should be a 50/50 balance at the grade one level and gradually evolve into 20 surface/80 deep by about grade 4.

### What does “teaching surface and deep structures simultaneously” mean?

- When children focus on meaning as they read, they are constantly anticipating the next word. This aids their fluency. The goal is to have them stay focused on meaning at the same time they are checking letters of the words.
- Students draw on background knowledge as they think about what makes sense. Information is gained from pictures, sentence context or story line.
- Students draw upon their knowledge of phonics as they check visual information, i.e. letters and words. They need phonetic information to check and confirm.
- Students draw upon their knowledge of spoken language and use structural knowledge as they think about what sounds right.
- We may assume that students who have skill in print and skill in story (surface and deep structures) will automatically integrate the two. This is not necessarily so. The goal of all literacy instruction is to teach students to integrate the print and story (teach surface and deep structures simultaneously). This must be modeled and practiced during independent reading.
- Don't assume that because children cannot do worksheets on particular phonics elements that they cannot read words with those same patterns.

*“We must remain responsive to the needs of each child.”*  
(Marie Clay, Reading Recovery)

Although our curriculum identifies outcomes for students, responsive teaching allows us to teach what the student needs rather than following any set teaching sequences--there is no prescription to learn this before that.

#### CHECK IT OUT:

Cobb, C. & Blachowicz, C. (2014). *No More “Look Up The List” Vocabulary Instruction*. Portsmouth, NH: Heinemann. (*Not this but that* series Ed. Nell Duke & Ellin Keene).

Johnston, P. & Keier, K. (2010). *Catching Readers Before They Fall*. Portland, ME: Stenhouse.

Kempton, S. (2007). *The Literate Kindergarten*. Portsmouth, NH: Heinemann.

Miller, Debbie. (2013). *Reading With Meaning*. Portland, ME: Stenhouse Publishers.

Palmer, J. & Invernizzi, M. (2015). *No More Phonics and Spelling Worksheets*. Portsmouth, NH: Heinemann. (*not this but that* series Ed. Nell Duke & Ellin Keene).

Routman, R. (2003). *Reading Essentials*. Portsmouth, NH: Heinemann.

Weaver, Constance. (2009). *Reading Process*. Portsmouth, NH: Heinemann.



## Addressing surface structures in a workshop model?

Some activities which become routines of the day and support the independent reading that occurs during Reader's Workshop, are very effective in teaching and practicing "decoding".

- A **morning message**, if purposeful, can address many aspects of literacy. A message does not have to be long and is not simply a "fill-in-the-blanks or letters" activity. The teacher and students can play with letters and sounds to create meaning. Sometimes students chant the letters and sounds together and at other times, individual students can be asked. Students can turn and talk about words that rhyme with a word in the message, think of other compound words, talk about the *silent e*, discuss why certain words need a capital letter, and so on. A ten-minute session with a morning message creates much learning and practice. This learning, done in context, can then be connected to the workshop mini-lesson in which the teacher reads aloud and occasionally references the ways that print and story work together to aid problem-solving. Phonics is woven throughout and incorporated into authentic reading and writing experiences. These lessons can be determined by curriculum outcomes as well as needs of the students. During **independent reading**, students apply the surface structures that have been talked about. During **conferring**, the teacher can address individual needs, do a quick running record, and find out which cueing systems the child relies on and which could be a goal for that student.
- Read-aloud, modeled reading, shared reading, and independent reading are connected and equally important in supporting students as they establish a reading process that focuses on meaning making.
- During shared reading, the teacher can point to words as they are spoken. Read and reread stories, poems, and rhymes and talk about the language patterns.
- Discuss letter/sound relationships in the context of authentic reading selections. Use big books or charts that everyone can see.
- Connect prior knowledge and context when discussing letter/sound cues. Teachers can model how they themselves use meaning and language use along with initial letters to predict what a word can be; by repeatedly encouraging children to think "what would make sense here" before trying to sound out a word; by engaging together in cloze activities based on their shared readings.
- Demonstrate letter/sound relationships while writing and as students observe and participate.
- Provide writing opportunities (writer's workshop daily) so students can promote their own phonics development through writing.
- Know your students. They often develop their own strategies for learning letter/sound patterns and it is through conferring with them that we can discover this. For example, a student may be learning the spellings of classmates' names before connecting sounds and symbols in inventive spelling.
- Have students physically build words with letter cards (a kinesthetic activity).
- Have children share strategies for dealing with problem words.
- As an outgrowth of the shared reading and independent reading experience, engage students in, and/or allow for a **limited** number of activities that reinforce their natural learning of letter/sound relationships and patterns, i.e.. list and chart words with particular sound patterns and create graphs based on these charts such as charting all the "sl-" and "sp" and "st-" words in several poems, showing the frequency of the words in each list (also mathematically related). **These types of activities should take more than 20 minutes outside of the reader's workshop in early grades and only as needed by students.**

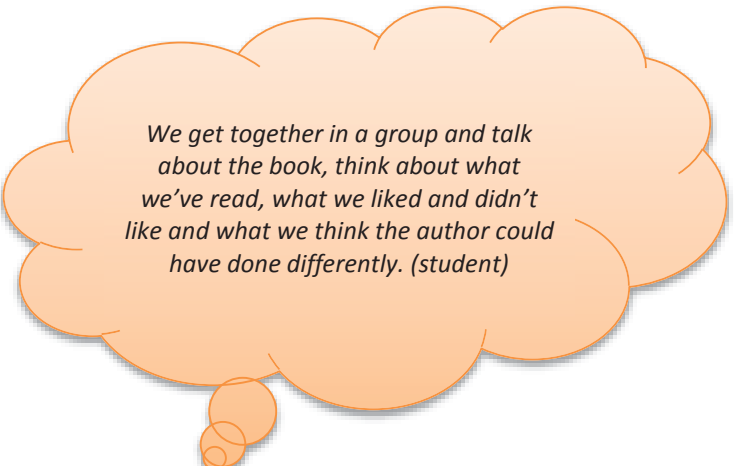
## Responding to Reading

It is important that students demonstrate their understanding in a variety of ways. If students are only asked to demonstrate understanding with tools that are easy to grade such as tests with one right answer, worksheets that are easily copied, discussions where only a few people talk, they do not have to grapple with meaning and therefore rarely develop conceptual thought (C. Tovani).

Students respond to what they read not only to provide evidence of their thinking for the teacher, but to track their own thinking and how it might be changing, based on more evidence. Annotating (making notes or commenting on) what they read is one way of recording thinking. Even very young children can annotate, i.e. write a question mark where something doesn't make sense. When annotating, students can write a reaction, ask a question, give an opinion, make a connection, and so on. Annotating helps the reader engage with text, keep track of thinking so it can be referred to later, and synthesize new thinking.

Responding orally and discussing with peers (i.e. book clubs) is important for understanding because through talk, students clarify ideas and see other points of view.

Reading response journals serve a purpose in preparing for a discussion, but as teachers, we need to keep in mind that there may be more in a student's thinking than was put down on paper.



*We get together in a group and talk about the book, think about what we've read, what we liked and didn't like and what we think the author could have done differently. (student)*



### CHECK IT OUT:

Buckner, A. (2009). *Notebook Connections: Strategies for the Reader's Notebook*. Portland, ME: Stenhouse.

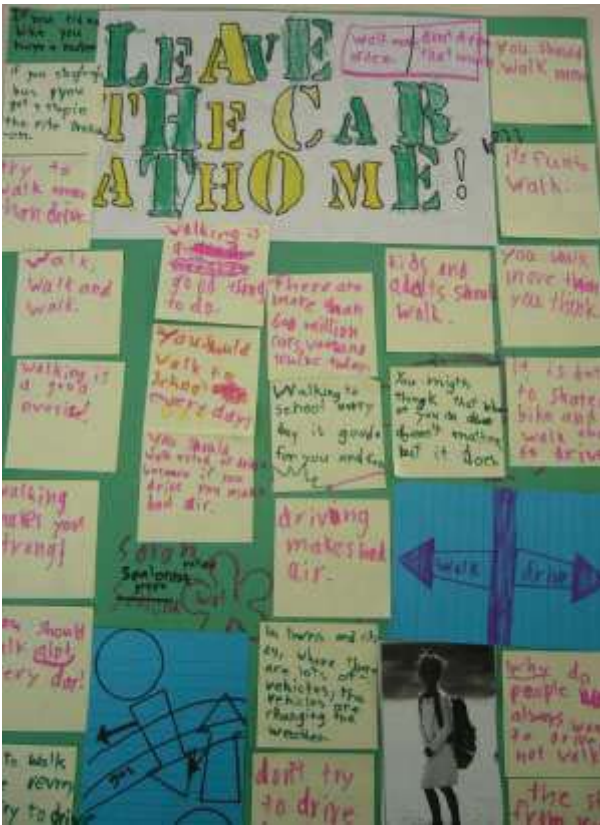
Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Text 4-12*. Portland, ME: Stenhouse.

Kittle, Penny (2012). *Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers*. Portsmouth, NH: Heinemann.

Tovani, C. (2004). *Do I Really Have to Teach Reading? Content Comprehension, Grade 6-12*. Portland, ME: Stenhouse.

Tovani, C. (2011). *So What Do They Really Know? Assessment That Informs Teaching and Learning*. Portland, ME: Stenhouse.

## Reading – Writing Connections



Students can learn to read like writers. They study the craft of writing - how scenes are organized; decisions the author made as a writer; identify the intended audience; how the voice of the writer engages the reader; what the text structure is (P. Kittle). Rather than telling students what the features of a particular genre are, approach writing as inquiry. Give students the opportunity to read a variety of text in a genre and immerse themselves in it to discover what it is that makes it this type of genre (K.W. Ray). **A text in any form can be used to both study the craft and to make meaning from the text.**

Oral language and the written word are inseparable. The more we know about oral language, the more we know about written language. At the same time, the better we understand the writing process, the better we are at comprehending.

(Dorn & Soffos, *Teaching for Deeper Comprehension*)

*“Once students learn to read as writers, then every act of reading has the potential to deepen their understanding of the craft of writing too. Teaching students this habit of mind also fosters independence in them as they can be learning about writing whether their teachers are there or not.*

*(Katie Wood Ray, In Pictures and in Words)*



We want students to see the connection between creating a message and making sense of one. One way to do this is to see the relationship between reading and writing through comprehension strategies. The chart below is adapted from *Mere's More Than Guided Reading*.

Comprehension Strategies	In Writing (student as author)	In Reading (using mentor texts)
Monitoring Comprehension	<ul style="list-style-type: none"> <li>What do you want your reader to know or understand?</li> <li>Are there places where the writing is confusing?</li> </ul>	<ul style="list-style-type: none"> <li>What does the author want us to know or understand?</li> <li>Are there places where the reading is confusing?</li> </ul>
Activating background knowledge and connecting	<ul style="list-style-type: none"> <li>How do your connections with books help you to write?</li> <li>How do you choose what to write about?</li> </ul>	<ul style="list-style-type: none"> <li>What do authors write about?</li> <li>How do they choose their topics?</li> </ul>
Asking questions	<ul style="list-style-type: none"> <li>What will readers want to know?</li> </ul>	<ul style="list-style-type: none"> <li>Is the author trying to tell you something?</li> </ul>
Visualizing & creating sensory images	<ul style="list-style-type: none"> <li>What words will you use to create sensory images in your reader's mind.</li> </ul>	<ul style="list-style-type: none"> <li>What words does the author use to create sensory images?</li> </ul>
Inferring meaning	<ul style="list-style-type: none"> <li>What can you say without giving too much away?</li> </ul>	<ul style="list-style-type: none"> <li>How do authors say what they want to say without describing every detail?</li> </ul>
Determining Importance	<ul style="list-style-type: none"> <li>What details do you need?</li> <li>What are the important events in your story?</li> <li>Which important characters will you include?</li> <li>What is important for your reader to know?</li> </ul>	<ul style="list-style-type: none"> <li>What important details does the author include?</li> <li>What are the important events in the story?</li> <li>Who are the important characters?</li> <li>What do you think the author thinks is important?</li> </ul>
Synthesizing	<ul style="list-style-type: none"> <li>Where does the story change to give your message?</li> <li>What new information do you include to change the reader's mind?</li> </ul>	<ul style="list-style-type: none"> <li>What did the author tell you that made you change your mind?</li> </ul>
Genre	<ul style="list-style-type: none"> <li>What features, structures, elements of this genre can you include to give your message?</li> </ul>	<ul style="list-style-type: none"> <li>What features, structures, elements are characteristics of this genre?</li> <li>How do they help communicate the message?</li> </ul>

#### CHECK IT OUT:

Dorn, L. & Soffos, C. (2005) *Teaching for Deep Comprehension: A Reading Workshop Approach*. Portland, ME: Stenhouse.  
 Kittle, Penny (2008). *WRITE Beside Them: Risk, Voice, and Clarity in High School Writing*. Portsmouth, NH: Heinemann.  
 Mere, C. (2005). *More Than Guided Reading*. Portland, ME: Stenhouse.  
 Ray, Katie Wood (2010). *In Pictures and in Words: Teaching the Qualities of Good Writing Through Illustration Study*. Portsmouth, NH: Heinemann.

## Interventions in PSSD

*“Students come into our classrooms with all sorts of reading experiences, many of them not positive.....students have an image of themselves as readers or nonreaders. Students who do not see reading as a talent that they have rather than as an attainable skill.....Students who have not met minimum standards for text performance are called “struggling readers.”*  
(Donalyn Miller, *The Book Whisperer*, 2009)

As Donalyn Miller identifies, students are often labeled as ‘struggling readers’ or have preconceived notions of themselves as readers. Miller also questions how the language we use provides hope for students, and identifies other ways we can describe students using more positive language.

The following descriptions of readers comes from Miller’s book, *The Book Whisperer*.

<b>Developing Readers</b>	<ul style="list-style-type: none"> <li>• A more positive term for students often referred to as ‘struggling readers’.</li> <li>• These are the students, who for a variety of reasons are not reading at grade level</li> <li>• These students have the ability to become strong readers but are behind their peers on the “reading-development continuum” - but they are still on the path!</li> <li>• These students need additional support for where they are at, and the opportunity to feel success as readers</li> </ul>
<b>Dormant Readers</b>	<ul style="list-style-type: none"> <li>• Many students are able to read but could be described as unmotivated and uninterested in reading--we need to pay attention to this as well as the developing readers</li> <li>• A student who is reading at grade level, but chooses not to read, should still be a concern for us as educators</li> <li>• These students read to complete assignments/work, but do not read for pleasure</li> <li>• These students need to see reading as engaging- <i>“Students who don’t read, even if they are capable of completing reading tasks at school, run the risk of falling behind students who read more than they do.” (Miller)</i></li> </ul>
<b>Underground Readers</b>	<ul style="list-style-type: none"> <li>• These are strong, capable readers, <i>“but they see the reading they are asked to do in school as completely disconnected from the reading they prefer to do on their own.” (Miller)</i></li> <li>• As educators, we need to also consider the needs these students have as readers and how we will continue to challenge and support their reading</li> </ul>



# Student Success Model

## Green Zone

### Green Zone Instruction

- Build relationship and knowledge of students and their learning styles
- Create a climate that visibly encourages work on authentic, (relevant) tasks
- Encourage student talk that allows them to formulate ideas and reflect on learning through the use of several types of learning spaces (large group, small group, independent work)
- Provide side-by-side learning opportunities several times a week (conferring)
- Develop norms with students that contribute to a safe, respectful learning environment
- Provide appropriate challenge (rigor)
- Teach towards big ideas
- Ensure ALL students have access to learning
- Engage parents
- Provide formative assessment and feedback to support ALL learners in progress towards their goals
- Value student's multiple ways of investigating and representing understanding
- Explore how technology supports learning in the classroom
- Collaborate with colleagues
- Adjust methods that meet needs of all students
- Build independence through the use of the Gradual Release of Responsibility
- Reflect on why I'm doing what I'm doing?

## Yellow Zone

### Yellow Zone Instruction

- Consult with SERT in planning to meet the needs of a child
  - SERT consult with LSS for clarification, strategy development
  - Collaborate with multi-disciplinary teams which will provide you access to additional information and aid in planning
- Implement appropriate programming with record of adaptations
- Engage parents
- Bring small groups together for explicit instruction when appropriate (SERT or classroom teacher)
- Monitor progress on a regular basis and adjust instruction accordingly
- Ensure student has resources available suited to their needs

## Red Zone

### Red Zone Instruction

- Students requiring red zone intervention require appropriate programs and supports that are responsive to their individual needs and differences
- EA supports should develop students' independence
- Students requiring red zone supports may be taking the same subject, at the same time, and in the same place, BUT their goals/outcomes, the resources used, the reading level and assessments need to be different to meet students' unique learning needs
- Classroom teachers and SERTs are partners in planning. Classroom teachers have knowledge of the content in the subject taught; SERTs have expertise in methods and strategies to suit individual student differences.

## Critical Components for Reading Interventions

Why do ‘developing readers’ continue to struggle even though schools provide intervention supports? Richard Allington’s (2009) research would identify that these students typically read about 75% less than their peers, and that no matter how much instruction students receive in decoding, phonics, vocabulary, comprehension or fluency, if they seldom apply what they have learned in the context of authentic reading they will fail to improve as much as they could. Allington also notes that although these students may be receiving additional supports, most students have materials they are not able to read in front of them for the majority of the day, so students reading at grade level practice their reading skills all day long, ‘developing readers’ only practice their reading for a small percentage of the day with materials at their level.

As we begin to plan ways to provide additional supports for “developing readers”, Richard Allington (2009) would identify the following aspects as **key factors in intervention**:

- interventions which occur within the classroom, as well as some that may occur outside the classroom
- additional reading instruction--at times in which regular classroom based reading instruction is not taking place
- to be reading materials at their level for at least 50% of the day  
*Developing “...readers need to read a lot because it is during the actual reading that they can practice all those complicated strategies and skills they are developing in unison” (Richard Allington)*
- lots of reading materials at a level they can be successful with  
*Developing “readers have texts in their hands all day long that they can read--texts they can learn science and social studies from, texts they can learn to read from, texts that are at an appropriate level of complexity.” (Richard Allington)*
- rich classroom libraries that include a variety of types of texts as well as at various reading levels
- supports from teachers with strong knowledge in reading instruction
- to have the strategies that good readers use modeled for them
- frequent monitoring for students who are struggling in reading by
  - conducting running records/miscue analysis
  - using monitoring tools from RTI Daily Planning Book
- interventions that focus on meaning and meta-cognition development
- to work in groups with no more than 4 students

The following template (next page) might be useful in reflecting about different teaching aspects that could be put in place to support developing readers before moving to a more formal intervention.

**TEACHER CONSIDERATIONS Prior to Planning for Student Intervention**

CONSIDERATIONS	YES	NO	If NO- plans....?
Are students engaged in authentic reading experiences? (real reading--NOT low-level workbook pages, playing phonics, grammar or vocabulary games, copying spelling words, listening to stories on tape with no follow up)			
Does more than half of the ELA block involve students actually engaged in reading?			
Is the classroom instruction focus on making meaning and developing metacognition?			
Do students have choice in their reading?			
Does each student have access to a variety of 'just right' texts?			
Are the strategies that good readers use MODELED, and taught, on a regular basis?			
Is there a variety of whole group, small group and one-on-one learning opportunities?			
Does the teacher have the opportunity to confer with each child at least once a week with their reading?			
Are students provided with descriptive, next steps feedback, and helped to set reading goals for themselves?			
Are components of fluency, phonemic awareness and word work integrated into the day in authentic ways?			
Do developing readers have materials in their hands that they can read for min 50% of the day?			
Are developing readers provided with additional time for reading other than the ELA block? Reading volume has increased!			
Are small groups brought together as needed to receive explicit support as needed?			
Is targeted instruction done in a manner that allows students to see relevancy and purpose?			
Are developing readers monitored for progress on a regular basis to ensure best supports and needs?			
Do developing readers receive instruction with both surface structures (decoding) and deep structures (comprehension)?			
Does student receive specific targeted support that aligns with classroom instruction?			
Are targeted support groups kept as small as possible--and when possible one-on-one?			
Does targeted support continue to engage student in reading for majority of targeted time?			

## Who needs additional intervention?

Ideally less than 5% of the students in a classroom should be requiring intensive additional intervention supports. If there is a high number of students identified as requiring additional supports, we need to begin by considering how we might do some things differently within the classroom to address the needs. As well, many yellow zone supports can occur within the classroom at different times throughout the day.

## Determining Who Requires Additional Intensive Intervention?

*"It doesn't take a sophisticated test to tell us which students are reading below grade level; we can usually figure that out pretty easily and quickly. What we need to know is why these students are not reading at grade level, at what level they are reading, and most importantly, what they need in order to progress from where they are to where they should be."*

(Lori Jamison Rog, Struggling Readers)

*"The best way to determine what our students know and can do is simply to listen to them read and to talk to them about their reading"* (Jamison Rog). As you sit side-by-side with students listening to them read and making notes for yourself consider the following things:

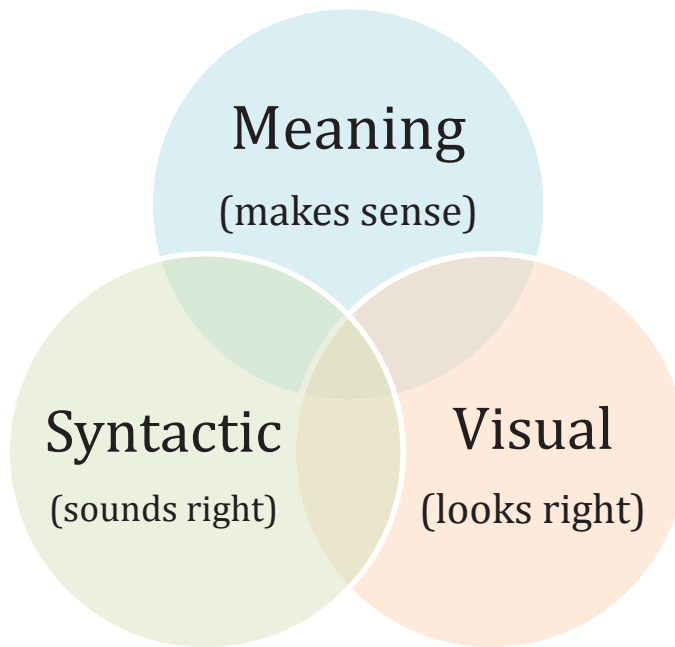
- word level accuracy
- word solving strategies- Visual? Semantics? Syntactic?
- self-correction habits
- fluency
- comprehension
- strategy use
- reading behaviours
- reading level

Assessing students by sitting side-by-side with them allows the student to demonstrate his/her strengths and allows the teacher to ask questions and probe his/her thinking to better understand them as a reader.

Documenting and analyzing miscues is an important way to get to know students as readers. Listening to a student read allows us to better understand what they do when they come across unknown words. We can learn about them as a reader by looking for patterns in the attempts, the errors and the self-corrections they make while reading.

Proficient readers do not rely solely on phonetics when they come to unknown word. Instead, they use three different sources of information to help them determine unknown words. By analyzing the errors a developing reader makes, it allows us to determine what sources of information are being used and how we can help them develop a repertoire of ways to determine unknown words and create meaning from text.

Sources of information when reading including:



**MEANING:** *information gained from the pictures, sentence context or story line. Students use their background knowledge as they think about what makes sense.*

**SYNTACTIC:** *knowledge of spoken language to think about whether it 'sounds right.'*

**VISUAL:** *student checks the visual information- letters and words--they draw upon their knowledge of phonics as they decide if it looks right.*

*"A miscue, which we define as an actual observed response in oral reading which does not match the expected responses, is like a window on the reading process."*  
(Goodman, 1969)

The use of miscue analysis/running records allows us to observe students in the *process of constructing meaning*.

The miscues of effective and ineffective readers are qualitatively different--**effective readers' miscues tend to preserve meaning.**

After documenting the miscues the student makes, look for patterns by reflecting on questions such as:

- What caused the miscue?
- Did the miscue impact the meaning?
- Did the student catch the miscue?
- What parts of the word did the student focus on?
- How accurate overall was the reading?
- What cueing systems is the reader using?
- Does the meaning change with a substituted word--is it semantically acceptable?
- Do the miscue and the text word look and sound alike? (High Graphic-sound similarity results when 2 of the 3 parts--beginning, middle, end--of a word are similar.

Miscues should not be thought of as errors, but rather as an opportunity to learn about the cueing systems the child relies on--which will help plan for cueing systems that need to be taught to the child.



After analyzing miscues and identifying patterns you can begin to consider what you might do...

<b>If.....</b>	<b>Then.....</b>
.....the student avoids reading	<ul style="list-style-type: none"> <li>• Provide time each day for independent reading that also involves conferring with students about the books they are reading</li> <li>• Help student determine book choices based on interests</li> <li>• Identify the student's strength as a reader and allow them opportunities to share whole class from their interest areas in books</li> <li>• <i>"Engagement, volume and then complexity"</i> (Penny Kittle)</li> </ul>
.....the student lacks background knowledge	<ul style="list-style-type: none"> <li>• Build background knowledge by exposing student to wide reading of both fiction and non-fiction</li> <li>• Activate background knowledge by discussing the book prior to reading</li> </ul>
.....the student chooses books that are too hard for themselves	<ul style="list-style-type: none"> <li>• Refer back to appendix on selecting "just right text" and support student in learning how to determine an appropriate text</li> </ul>
....the student can decode the words but doesn't comprehend the text	<ul style="list-style-type: none"> <li>• Confer with the student during independent reading time, discuss aspects of the books with them and encourage them to find evidence from the text to support their thinking</li> <li>• Teach student how to annotate their thinking--both questions they are wondering about, and things they are thinking as they read</li> <li>• Provide graphic organizers that can be used to track characters or events which will help them reflect on the story</li> </ul>
....the student has a basic understanding, but unable to infer	<ul style="list-style-type: none"> <li>• Support the student by helping them identify evidence from the text that makes them think differently</li> <li>• Model what good readers do when thinking about the text and inferring</li> <li>• As you confer with the reader, have them pause regularly to share how their thinking is changing and make predictions</li> </ul>
....the student is unaware of reading that doesn't make sense	<ul style="list-style-type: none"> <li>• Model how good readers "monitor their comprehension" (refer to appendix pg 100)</li> <li>• Confer with the reader and have them stop and ask themselves questions to practice monitoring their comprehension</li> </ul>
.....the student is not a very fluent reader	<ul style="list-style-type: none"> <li>• Provide opportunities for repeated readings with supports or with partner</li> <li>• Model fluent reading--discussing what makes it fluent</li> <li>• Ensure the student has an appropriate text if the purpose is to develop fluency</li> </ul>
....the student relies heavily on sounding out words	<ul style="list-style-type: none"> <li>• Model the various sources of information that proficient readers use--visual, syntactic and meaning</li> <li>• Identify the strategies the student does use, and encourage the use of others as well</li> </ul>

## What a possible intervention block of time might look like?

If we refer back to key factors as identified by Richard Allington, then we need to plan our additional reading instruction time at times outside of the regular ELA block. As well, we want to ensure that this additional time with a teacher, still maintains the bulk of time on students actually engaged in reading with support, and that the additional time parallels the classroom instruction. We can also create our intervention time to model the Gradual Release of Responsibility with “I do--we do--you do.”

Ideally students requiring additional supports would receive an additional 20-30 minutes DAILY.

<b><i>I do</i></b>	5 min.	May include: <ul style="list-style-type: none"> <li>• Pre-reading activities to build background knowledge</li> <li>• Re-reading stories from past lessons to build fluency</li> <li>• Model explicit strategy or teaching component</li> </ul>
<b><i>We do</i></b>	5 min.	Student practices the skill/strategy modeled What cueing systems does the student need support with?
<b><i>You do</i></b>	15 min.	Student uses authentic text to apply the skill/strategy within their reading with teacher close by for support if needed
<b><i>Reflection</i></b>	5 min	Encourage student to reflect on the lesson/practice: <ul style="list-style-type: none"> <li>• What did you try today that worked?</li> <li>• What did you learn about yourself as a reader?</li> <li>• What will you try back in the classroom?</li> <li>• How can you use what we worked on today in your reading?</li> </ul>

### CHECK IT OUT:

Allington, R, (2009) *What Really Matters in Response to Intervention*. Pearson Ed

Jamison Rog, L (2014) *Struggling Readers*. Pembroke Publishers; Ontario, CA

Johnson, P & Keier, K (2010) *Catching Readers Before They Fall*. Stenhouse; Portland, Maine

Miller, D (2009) *The Book Whisperer*. San Fransico, CA; Jossey-Bass

Owocki, G (2010) *The RTI Daily Planning Book*. Portsmouth, NH; Heinemann