

Atlantic Canada Professional Development Resource

English Language Arts Focus on Reading (Entry to Grade Three)



Department
of Education



GOVERNMENT OF
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Introduction

Excellent literacy instruction requires teachers who are highly knowledgeable about children's literacy development and who receive ongoing support in this area. To this end, the Atlantic Literacy Strategy includes a professional development resource with a focus on the teaching of reading, Entry - 3. This resource is intended to provide a framework to assist Department, district and school staffs who are involved in developing professional development models. Topics critical to children's literacy development are identified as well as a number of suggestions for workshop activities and resources. The attention given to these topics will differ from site to site, depending on previous professional development emphases. Similarly, due to the wide range of experiences from which facilitators and workshop leaders will draw, the suggestions for workshop activities and resources offer a starting point upon which to build.

To be effective, professional development experiences for teachers, like all learning experiences, must reflect and respond to their individual learning needs, building on their prior knowledge and experiences. It is recognized that teachers will be at different stages on the continuum of professional development required to expand their knowledge base and extend their repertoire of effective practices and strategies. It is also recognized that effective professional development is ongoing and requires long-term commitment and long-range planning.

When organizing any of the suggested workshops within this resource, it is important to structure reflection opportunities for teachers to draw upon their classroom experiences and relate their background knowledge with material being presented. It is equally important for teachers when they return to their classrooms to experiment with new instructional strategies and reflect on their contribution to student learning. Follow-up meetings for teachers to discuss their classroom observations with peers and identify future topics for investigation will further support ongoing learning. Group work is a critical aspect of most workshops to encourage sharing and collaboration between novice and experienced teachers. The value of teachers discussing and reflecting upon current practices cannot be overlooked as a contributing factor to professional growth.

It is difficult to suggest timelines and professional development models as needs will vary from school to school, district to district, and province to province. This resource will provide support in setting priorities and designing activities for professional development in reading. The resource will also provide support to school staffs for developing and implementing school improvement plans. Individual teachers may also choose to refer to the resource for guidance when setting personal goals for their professional growth plans. See Appendix 1 - *Outcomes Framework to Inform Professional Development for Teachers* and Appendix 2 - *Outcomes Framework to Inform Professional Development for Administrators*.

Resources

Atlantic Provinces Professional Development Officers. (April 2001). *Professional Development: Statement of Beliefs*. (Appendix 3)

Fullan, M. (2001). *The New Meaning of Educational Change*. Toronto, ON: Irwin.

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Historical Influences on the Teaching of Reading

As more and more is learned about reading it is recognized that the process of reading is very complex. Since before the turn of the century, educators and psychologists have tried to understand what really happens when an individual learns to read, how to teach reading to a range of learners and how to assess reading achievement.

The process of reading has not changed but there have been tremendous changes and shifts in thinking about what reading is and how it takes place. This has sometimes resulted in a lot of confusion and uncertainty among teachers. It has been very challenging to acquire the necessary professional development and in-service to keep pace with the shifts in thinking. Consequently, many teachers have become disenfranchised.

Reading is a critical process for every subject area in the curriculum and for every grade level. During the early grades, in particular, success in school is synonymous with success in reading. Research has shown that a child's reading level at the end of grade three is a more accurate predictor of school success than any other variable - including family income, educational attainment of parents, ethnic or cultural identity or home language.

Over the years, beliefs and shifts in thinking about how to teach reading have had a dramatic impact on the teaching of reading and reading achievement, generally. Some have had a greater impact than others. The effects of the evolution of change have varied from one jurisdiction to the other and from school to school. In some cases, even within a school there still exists variations in philosophies and approaches in the teaching of reading. The definition of text has evolved from one single book to today's definition where it can mean a book, a conversation, a piece of music or art, a stop sign, role playing, drama, movement, newspaper, television commercial, etc. Today it is considered critical that children not only take meaning from a book, but from many other reading and viewing experiences.

It is intended that the *Atlantic Canada Professional Development Resource* will provide professional support for teachers in the teaching of reading and thus, continuing support with the implementation of the *Primary English Language Arts Curriculum Guide, 1999*. The following gives an overview of the shifts in thinking about the teaching of reading and a context for this professional development resource:

The **alphabetic** focus emphasized that children be taught to recognize the letters and be able to name them. Typically this began with detailed visual discrimination. When a child encountered a word that wasn't immediately recognized, he/she was required to spell the word letter by letter and then attempt to pronounce it.

The emphasis on **phonetics** focussed on instruction in the sound associations of the letters. On encountering a new word the reader was expected to 'sound out' the letters and 'blend' them together to approximate the sound of the word. Later the child would be expected to apply the rules of syllabication. This reduced a receptive language activity to a performance skill.

The **whole word or 'look-and-say'** approach emphasized the teaching of whole words, or at least insisted that whole words should be taught to beginning readers and only later should any form of word analysis be introduced. New words were taught in isolation, from a meaningful context,

before reading took place. The concept of '**controlled vocabulary**' changed the character of books for reading instruction in ways which distorted the language.

The **language experience** focus emphasized steady diets of ordinary conversational language in reading which often lacked the stimulation and richness of the English Language.

Then there came the belief that **comprehension** was essential in order for real reading to occur. Teachers began asking students a greater variety of questions at levels differing according to a taxonomy. Educators believed the best way to develop reading comprehension was to identify a set of discrete skills called comprehension skills. The focus of reading instruction was on the teaching and practicing of each individual skill. There was a move away from a text-based phenomenon to one incorporating both text and reader.

The **whole language** philosophy and movement resulted in many dramatic changes in the teaching of reading. Focus shifted to a literacy perspective rather than the isolated elements of reading, writing, speaking, listening, viewing, and thinking based on a belief that children learn language holistically rather than in bits and pieces.. There was a greater emphasis on children's literature, and educators began to focus on reading in the broad perspective of literacy learning. Misinterpretations about whole language became cause for concern, especially regarding direct and indirect instruction, the teaching of spelling and phonological awareness.

Over the last decade it has become clear that a **balanced literacy approach** is needed and that it is necessary to use a combination of small- and whole-group and direct instruction and authentic speaking, listening, reading, viewing, writing and representing experiences to support a child's literacy development. Literacy in the real world involves reading signs, advertisements, bumper stickers, newspaper, magazines, and giving oral and written messages to others. As well, in terms of classroom instruction in language arts it is necessary for the teacher to use different contexts for teaching (e.g., shared reading, guided reading, reading aloud, independent reading, guided and interactive writing). As part of beginning balanced literacy instruction, research findings are calling for systematic, explicit instruction in phonemic awareness. The integration of the cueing systems (i.e., semantics, syntax, graphophonics, and pragmatics) is receiving more attention.

Over the years there have been many societal and technological changes which have caused the teacher's role to change and evolve to where we are today. More is known today about how children learn to read and how to teach reading but it continues to be a complex issue in our schools. It is anticipated that a renewed focus on professional development in this area will result in improvements in the teaching of reading and reading achievement.

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Workshop
Characteristics of Levels of Literacy Development

Introduction

Teachers need to have a clear understanding of the emergent, early, and transitional levels of literacy development so they can monitor children's growth as readers. This knowledge of their students' progress along the continuum of development should inform their choices of appropriate instructional strategies and their design of learning experiences to support further development.

Topics

The following are descriptions of the levels of reading development as defined by *Primary English Language Arts Curriculum Guide, 1999*.

Characteristics of Emergent Readers

Understand that print, as well as illustrations, convey a message

Use pictures to predict the text

Rely on memory to reread familiar stories

Understand early print concepts (e.g., directionality, one-to-one matching, and concept of a word)

Recognize a few words in various contexts (e.g., names, environmental print)

Start to use graphophonics and meaning to predict unknown words

Characteristics of Early Readers

Use background knowledge, context and graphophonic knowledge to read unknown words

Use sampling, predicting, confirming and self-correcting strategies

Begin to self-correct

Have an increased knowledge of print conventions (e.g., punctuation, use of upper- and lower-case letters for names and the beginning of sentences)

Have a basic sight word vocabulary

Know the basic relationships between most common sounds and letters

Characteristics of Transitional Readers

Select and read texts for a variety of purposes

Integrate cues and use a range of strategies (sampling, predicting, self-correcting)

Use self-correcting more quickly and independently

Use a range of strategies to construct meaning

Read with increasing fluency and prefer to read silently

Note: Authors of English language arts resources use a number of terms to describe levels of reading development. It is important to look at the characteristics of each defined level and how they correspond to those described in *Primary English Language Arts Curriculum Guide, 1999*.

Suggestions for Workshop Activities and/or Emphases

Teachers describe reading behaviours of two or three children in their classes that they would regard as being at different levels of development. Teachers make notes independently and then share with a colleague. Partners and then large groups begin compilation of various behaviours, categorized according to developmental levels.

Use audiotapes/videotapes of children reading and responding to text that illustrate various levels of development. (See *Primary English Language Arts Curriculum Guide, 1999*, pp. 28-30 for descriptions of levels of development.) Ask participants to discuss the behaviours being exhibited by students in relation to the levels of reading development.

Prepare sentences that describe levels of development and/or cards with outcomes (GCO #4) from *Primary English Language Arts Curriculum Guide, 1999* (pp. 35-39). Cut apart. Ask participants to sort and place sentences/cards in appropriate levels of development.

After discussing characteristics of levels of development, review *Primary English Language Arts Curriculum Guide, 1999* for appropriate instructional strategies to support each level. (See "Curriculum Outcomes" and "Program Design and Components" sections.) Participants work in groups with each group being responsible for a level of development. Group members identify key instructional strategies/activities for each level.

The case studies provided in Appendix 6 may be used to discuss behaviours indicative of the three levels of development as well as suggestions for teaching and learning.

Suggestions for Further Discussion and Reflection

It is important to encourage teachers to reflect on information from workshop sessions and relate new understandings to their own beliefs and practices. Follow-up activities should allow teachers to observe and research student behaviours as well as reflect on their own learning regarding instructional strategies. This is also an opportunity to address and clarify questions that may have arisen as a result of implementing new strategies.

Over a period of time, teachers develop a class profile, identifying children's current progress along the levels of development. The profile is an excellent synthesis of students' strengths and needs and helps teachers make decisions regarding whole class, small group, and individual instruction. Teachers then meet to discuss their reasons for matching children's reading behaviours with particular points on the continuum as well as any difficulties or questions that they may have encountered. The profile will need to be updated as the year progresses.

Teachers return for a follow-up session and bring assessment data. Discuss what the various assessments show about children's reading development. For additional types of assessment refer to *Atlantic Canada Reading Assessment Resource (2001)*.

Teachers identify an instructional strategy or learning experience they would like to try in their classrooms. After having the opportunity to use it in their classrooms they return for a follow-up session. Student work samples, as well as teachers' notes, provide the basis for further discussion and reflection.

Resources

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Videos

Guided Reading at the Emergent Level, Part 1 and 2. (1995). Bothell, WA: The Wright Group.

Guided Reading at Emergent, Early and Fluency. Auckland, NZ: Junior Class New Zealand..

Workshop
Cueing Systems and Reading Strategies

Introduction

It is widely accepted that successful reading requires all readers to understand and integrate the four cueing systems so that each cue is used to reinforce and check the others. It is important that teachers help young readers become aware of how the various cueing systems are used in order to gain meaning from text and support their growth through reading and writing activities. There is a need, when focussing on cueing systems, to figure out on which cues the learners are over-relying and those which are not being given enough attention. Teachers analyze the data they have recorded, looking for patterns in the cues the student makes use of, and the strategies he/she has in place. Knowledgeable teachers must make these judgements based on evidence of student-learning. Guiding questions such as, “To what extent is the imbalance restricting or inhibiting comprehension?” and “Are students effectively able to use information from the cueing systems?” may assist teachers in this decision-making process.

This section addresses reading strategies to support both word identification and comprehension. Effective readers make use of comprehension strategies before, during, and after reading. Traditionally, classroom activities have often emphasized "after reading" experiences. These activities have been used to assess comprehension rather than as instruction to support children's development of comprehension strategies. More attention should be given to "before" and "during" activities. "After reading" activities should refer children to the text for such purposes as extracting and organizing information, confirming opinions, clarifying understandings, and integrating knowledge with other texts and experiences.

Topics

Cueing Systems

The four cueing systems provide the reader with sources of information about the text. Readers make use of the cueing systems in an integrated way to carry out the strategies of sampling, predicting, and confirming/self-correcting. Teachers need to incorporate a variety of instructional strategies to support students' understanding and development of the cueing systems.

Pragmatics (text structure and purpose) It is important for teachers to expose students to a variety of text types and to discuss the prominent features of each. This knowledge of various text structures helps students to predict and confirm as they read. Encourage students to ask themselves before and while reading — *What do I know about this type of text? How do the headings, illustrations and bold print help me understand this text?*

Semantics (meaning and prior knowledge) Prior to reading a selection, it is valuable for students to think about or discuss what they know about the topic/content of the selection. Activating prior knowledge or building on background knowledge helps a student to read a text. Encourage students to ask themselves while reading — *Does that make sense?* and to reread to check.

Syntactic (structure of language) Knowledge of how language works is another source of information upon which students draw when reading texts. Shared and guided reading and shared writing contexts offer opportunities to extend children's understanding of syntax. Encourage students to ask themselves while reading — *Does that sound right?* and to reread to check.

Graphophonic (alphabetic principle; sound/symbol correspondence) Effective readers develop generalizations about letter-sound relationships and integrate this knowledge with their use of the other cueing systems. Encourage students to ask themselves while reading — *Does that look right? If it were __, what would it begin or end with? What does this word begin or end with?* Reread to check or have another try.

Word Identification

Readers make use of the cueing systems to carry out reading strategies. Word identification strategies include sampling, predicting and confirming/self-correcting.

It is important for teachers, within the context of shared and guided reading, to model the reading strategies of **sampling** (attention to sight words and details of print), **predicting** (*What would make sense? What does the print suggest?*) and **confirming/self-correcting** (e.g., rereading, reading on). See below and pp. 184-186 in *Primary English Language Arts Curriculum Guide, 1999*.

Sampling requires attending to the important details of print and is supported by the reader's sight vocabulary and knowledge of print details (letter-sound relationships, word parts and print conventions).

Predicting requires readers to use the cueing systems in an integrated way. (*What would make sense? What would sound right? What does the print suggest?*)

Confirming/Self-Correcting are the behaviours readers use to monitor their predictions and make adjustments when necessary. Readers need a number of self-correction strategies such as reading on, rereading, and looking more closely at print information.

Comprehension

Comprehension is an active process that involves the reader in making meaning from information in the text (e.g., print, illustrations, text form) as well as background knowledge the reader brings to the text.

Prereading/viewing strategies are critical for activating prior knowledge and setting a purpose for reading. They include brainstorming, predicting, and asking questions.

During reading/viewing strategies assist the reader in monitoring understanding. They include confirming/modifying predictions, asking oneself questions, visualizing, rereading, and making notes.

After reading/viewing strategies are used to confirm, clarify, and integrate what was read. Examples include reflecting on one's predictions, explaining or representing what was learned, responding personally and asking questions.

Suggestions for Workshop Activities and/or Emphases

Reading Cueing Systems

Engage participants in activities with texts to illustrate the role of the four cueing systems. (See Appendix 4 for additional activities.)

Primary English Language Arts Curriculum Guide, 1999 (pp. 177 – 180). Use a jigsaw approach to have participants read about and explain the cueing systems. Assign one cueing system to each group.

Using the *Primary English Language Arts Curriculum Guide, 1999*, locate the outcomes relating to the cueing systems (GCO #4) in the “Curriculum Outcomes” section. Identify instructional strategies and assessment suggestions included with each outcome.

Use cloze activities to illustrate semantic and syntactic cues, e.g., "The garbage can _____ " The word "can" is either a noun or verb depending on ending ("is over there"; "go over there").

Use cloze activities to isolate graphophonic cues by displaying initial letters and then predicting words.

Use a text form such as fairytales, recipes, mysteries, etc. and demonstrate for teachers how pragmatic cues support predictions while reading.

Develop a cloze activity using three different types of texts (e.g., familiar text such as a John Grisham novel or *Harlequin* romance, classic or historical work such as *Pride and Prejudice*, a technical manual). Include the opening paragraph in full but then delete every fifth word from subsequent text. Participants attempt to complete the cloze activity. This activity illustrates the cueing systems we draw upon when reading familiar or simple texts and the ways our strategies change when confronted with more difficult texts.

Have the group work through the following to try and determine the message. This activity requires participants to incorporate their knowledge of pragmatics, semantics, syntax, and graphophonics.

D_ _ _ _ _ ,

_____.

_____ ,

M_ _ _

Dear John,

I am sorry to have to tell you that I do not love you anymore.

Yours truly,

Mary

Break into groups and develop/brainstorm activities that could be used to strengthen students' understanding of the cueing systems.

Comprehension Strategies

Ask participants to brainstorm classroom activities used to teach comprehension strategies and categorize as "before", "during", and "after" experiences.

Develop, with participants, a chart entitled "What Do Good Readers Do Before, During, and After Reading?" Note that these strategies need to be taught to students.

The following passage could be used to illustrate the need to include significant questions that promote both personal and critical responses when discussing a text. Effective questions do more than simply ask students to recall what was read. They make students speak before, during, and after reading.

Blix and Splox grummed blantly as they bronted along. The cront was jilp and because of this Blix and Splox were sniped with their bluxy drant.

1. Who were the main characters? *Blix and Splox*
2. What did Blix and Splox do as they bronted along? *They grummed blantly.*
3. Why were Blix and Splox sniped? *The cront was jilp.*
4. With what were Blix and Splox sniped? *With their bluxy drant.*

Note these comprehension questions can be answered correctly without comprehending the text.

Adapted from NB Department of Education publication (1999). *Resource for the Identification and Teaching of Students with Specific Learning Disabilities*, p. 10.

Select and work with reading comprehension strategies from *Primary English Language Arts Curriculum Guide, 1999* (see *Suggestions for Teaching/Learning* included in GCO #4; *Reading Strategies for Comprehension* on pp. 187-188; *Response to Texts* on pp. 199-206) and/or other resources. Cooperative learning strategies such as a jigsaw approach work well to engage participants in these types of activities.

“TEXT” Activity

Divide the participants into five groups (**Music Group; Drama/Role Play Group; Visual Group; Reading Group; Speaking Group**). Invite participants (in their groups) to think about and identify a favourite character for their group from a book, a poem, a play, an advertisement, a television commercial, etc. The group's character must be kept a secret until they are asked by the facilitator to share it with the whole group. Have a short discussion about portraying meaning and how different cues are used by an audience/receiver of information and ideas to enable them to receive the intended message. The challenge for each group is to use the process that is identified for them to help them get a message across to their audience. The facilitator distributes the following instructions to each of

the five groups:

Music Group - Discuss your favourite character. As a group develop a piece of music (e.g., rap) that will portray who your character is without using talk, print or drama. The audience should be able to identify your character by listening to your group's musical arrangement. Think about the cues your audience will need to attend to in order to interpret your intended message. The other four groups in the room will be your audience.

Drama/Role Play Group - Discuss your favourite character. Plan a role play/drama that will portray to your audience who your character is without using any print, talk, or visual images. Rehearse and be prepared to act this out for the group. You will be expected to portray your character in such a way that the group will be able to identify your character. Think about the cues your audience will need to attend to in order to interpret your intended message. The other four groups in the room will be your audience.

Reading Group - Discuss your favourite character. Write a paragraph about that favourite character without identifying the character's name. You will be asked to read, with the audience, this paragraph and the group will guess who the character is based on what they read. Think about the cues your audience will need to attend to in order to interpret your intended message. The other four groups in the room will be your audience.

Visual Group - Discuss your favourite character. As a group, develop a visual that will portray who your character is without using print. This visual should reveal to the whole group who your character is through your use of drawing, painting, colouring, or other forms of representation. Think about the cues your audience will need to attend to in order to interpret your intended message. The other four groups in the room will be your audience.

Speaking Group - Discuss your favourite character. As a group plan a conversation that will be presented to the whole group that will portray who your character is. You perform the conversation for the whole group. They should be able to guess the character from hearing the conversation. Think about the cues your audience will need to attend to in order to interpret your intended message. The other four groups in the room will be your audience.

Suggestions for Teaching and Learning

The following are instructional strategies that develop and support the use of the cueing systems.

Shared reading – Oral cloze activities to reinforce use of cues (using portion of words to predict, brainstorming to build vocabulary appropriate to topic)

Cloze Variations

Omit inflectional endings to help readers recognize their own syntactic knowledge.

Omit function words to help readers recognize their ability to predict these words from the content words, word order, and context.

Omit the last word of a sentence or include just the first letter of the last word.

Ensure students read through to the end of sentences or sections to fill in missing words using the context clues. This process may need to be modelled for students using enlarged texts such as Big Books or overhead projections. It is crucial to discuss students' responses and their reasons for these choices.

Sentence strips – sentences chosen from shared texts, nursery rhymes, poetry, children's language experience charts, or class-created texts; words are cut apart and rearranged followed by discussion as to meaning, e.g., *Does the sentence make sense? Has the meaning changed? Does it sound right?* Such discussions also support development of semantic and syntactic knowledge.

The First Steps Developmental Continuum contains a number of teaching strategies that highlight the role of the cueing systems. These are generally located in the "Making Meaning Using Context" sections:

Tape individual children's talk and transcribe it. Encourage children to read it back and use for cloze and sequencing activities (p. 34).

Write story parts on cards with illustrations. Children use the cards for sequencing and retelling activities (p. 34).

Involve children in shared writing for such purposes as writing class rules or planning class events. This illustrates the role of procedural language such as "First we . . . , Then we . . ." etc. (p. 43).

Use text innovation to enhance children's control over a text and also illustrate the limits set by text (e.g., substituted words and phrases must make sense within context) (p. 44).

Suggestions for Further Discussion and Reflection

It is important to encourage teachers to reflect on information from workshop sessions and relate new understandings to their own beliefs and practices. Follow-up activities should allow teachers to observe and research student behaviours as well as reflect on their own learning regarding instructional strategies. This is also an opportunity to address and clarify questions that may have arisen as a result of implementing new strategies.

Teachers gather information regarding students' use of cueing systems and word identification strategies. Teachers return to discuss assessment tools and information gained regarding literacy development.

Working in grade-level groups and with classroom observation data, teachers create a list of reading behaviours being demonstrated by the students. Teachers then group behaviours according to the four cueing systems, word identification strategies, and comprehension strategies. In working through this process, it is important for teachers to ask questions such as, "What kind of information do the students seem to be using? Is there evidence of monitoring and self-correcting? Are there misunderstandings that need to be addressed?" To conclude this activity, teachers could suggest appropriate classroom experiences to extend students' learning.

Ask volunteers to audiotape or videotape a shared reading lesson or guided reading lesson. Analyze for evidence of teacher modelling and prompts to support children's use of cues and development of strategies. Professional videotapes could also be used for such purposes.

Discuss the term "text" with teachers to ensure everyone understands it goes beyond printed words. The term **text** is used to describe any language event, whether oral, written or visual. In this sense, a conversation, a poem, a novel, a poster, a music video, a television program, and a multimedia production, for example, are all texts. The term is an economical way of suggesting the similarity among many of the skills involved in "reading" a film, interpreting a speech, or responding to an advertisement or a piece of journalism. This expanded concept of text takes into account the diverse range of texts with which we interact and from which we construct meaning. (*Atlantic Canada Foundation for the English Language Arts Curriculum*, p. 11).

Resources

Primary English Language Arts Curriculum Guide (1999), pp. 177 – 180; 184-188; 199-206; Appendix 2 (*Feedback to Support the Development and Use of Reading Strategies*).

Education Department of Western Australia (1994). *First Steps Reading Developmental Continuum*. Melbourne, Australia: Longman. Teaching strategies are suggested to develop understanding of text, context and word cues for each developmental level.

Education Department of Western Australia (1994). *First Steps Reading Resource Book*. Melbourne, Australia: Longman. See chapter 3 (pp. 45-109).

Fountas, I. & Pinnell, G.S. (1996). *Guided Reading*. Portsmouth, NH: Heinemann. See p. 161 for prompts to support development of reading strategies.

Fountas, I. & Pinnell, G.S. (1998) *Word Matters*. Portsmouth, NH: Heinemann (pp. 57–66).

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Workshop
Components of a Balanced Reading Program

Introduction

Students need to experience a variety of organizational approaches, including whole class, small group and individual learning. Teachers must understand the components of a balanced reading program as well as how to use the approaches to support children's literacy development. Classroom management issues, planning for students' needs in a variety of contexts, and flexible groupings should be addressed.

Topics

Components of a Balanced Reading Program

Components include read aloud, shared reading, guided reading, and independent reading. It is important to expose students to a variety of texts during the various types of reading activities.

Read Aloud

Texts chosen for read aloud should reflect purposeful choices based on

- a variety of fiction, non-fiction and poetry
- literary merit
- enriching vocabulary
- varied and inviting topics, illustrations and/or language

Read-aloud titles should expose students to language and text structures that are somewhat beyond their independent and instructional reading levels.

Instructional value/emphases include

- demonstrating enjoyment and purposes of reading
- introducing students to various types of text
- modelling oral reading
- predicting and confirming
- accessing prior knowledge
- helping students become familiar with patterns of written language
- developing vocabulary
- responding through discussion, questioning, and creative expression

Shared Reading

Big Books, charts, Morning Messages, songs, multiple copies of books, and overhead projections of texts serve as shared texts. Texts chosen for shared reading should reflect deliberate and strategic choices based on

- reading level (scaffolding experience)
- characteristics such as repetition, rhythm, rhyme, cumulative sequence
- illustrations that support text
- text that supports the teaching of appropriate concepts, skills, and strategies (e.g., directionality, words, spaces, contractions, high-frequency words)
- text structure (e.g., non-fiction layout, key words, captions)

Shared reading titles should expose students to language and text structures that are slightly beyond their independent reading levels. Shared reading is a step between reading to students and guided reading. This scaffolding experience provides students the opportunity to practice reading in a risk-free environment. Shared reading also provides the opportunity to teach numerous concepts, skills, and strategies in the context of reading.

Instructional value/emphases include

- attending to aspects of language (e.g., rhythm, rhyme, alliteration)
- developing print concepts (e.g., one-to-one matching, directionality, punctuation)
- developing letter/sound correspondences
- developing word identification strategies such as predicting, confirming, and self-correcting
- modelling a variety of ways to respond to text (e.g., discussion, story-mapping, webbing)

Guided Reading

Teacher works with a small number of students, grouped according to their needs. Texts chosen are generally levelled according to criteria which define text difficulty. It is important to include both fiction and non-fiction.

Instructional value/emphases include

- developing reading strategies (predicting, checking, self-correcting)
- understanding features of text
- developing sight word vocabulary
- developing comprehension by focusing on strategies used before, during, and after reading

Independent Reading

Students need time during each school day to read texts at their independent reading level. This is an opportunity to develop fluency and accuracy as well as strengthen strategies taught in shared and guided reading sessions. Students may need guidance in selecting appropriate texts (e.g., selecting titles from a basket of books chosen by the teacher). When organizing independent reading materials it is important to consider the interests and reading levels of students so that a broad range of texts is provided. For early emergent readers, independent reading may involve reading in pairs or reading Big Books, charts, songs, poems, environmental print, or other texts previously introduced. Many schools also build in additional time for independent reading through a block of time often designated as USSR (Uninterrupted Sustained Silent Reading) or DEAR (Drop Everything and Read). Although children are encouraged at this time to select books at their independent reading level, the choice tends to be less teacher-directed and more influenced by student interest. Although the tendency during USSR and DEAR times has been for teachers to model independent reading, many teachers have found this to be a valuable opportunity to listen to students read and hold conferences concerning reading choices. Other ways in which schools encourage independent reading are paired or buddy reading (younger students paired with older students), library programs, and home reading programs.

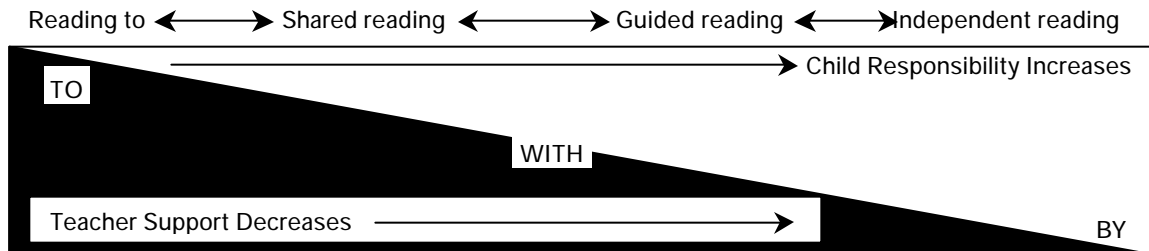
Texts may include

- Big Books and charts used in shared reading
- taped stories

- class "published" stories
- poems
- books from guided reading groups or books at groups' instructional levels
- class library selections

Planning a Balanced Reading Program

Purposeful and meaningful instructional activities are planned in all four contexts according to students' needs. Such activities should reflect a balanced approach to literacy instruction. However, the emphasis on various components may change according to the time of year and students' developmental levels. For example, it is difficult to initiate guided reading groups until class routines have been established and students' needs have been determined. Teachers' knowledge of students' levels of development is acquired through effective assessment.



The art of teaching is a constant decision-making process of when to provide support and when to require children to take more responsibility. Commonly used teaching practices can be placed on a continuum as shown above. (Margaret Mooney, *Reading To, With, and By Children*. Richard C. Owen Publishing USA, reprinted in Literacy Tree Program Guide, Prentice Hall Ginn 1998.)

It is important to move back and forth along the continuum as the needs of the children dictate. For example, if a text is too difficult for the child during guided reading, it may be necessary to provide more support through shared reading.

Suggestions for Workshop Activities and/or Emphases

Although the following activities are grouped under the individual components of a balanced approach to reading, some activities are applicable to more than one component.

Read Aloud

Have samples of appropriate read-aloud titles (both fiction and non-fiction) to address needs at different levels of development. Teachers may also be asked to bring suggestions for titles.

Shared Reading

Display titles appropriate for shared reading. Ensure a range of text difficulty. Discuss differences in texts chosen for shared reading as compared to read aloud titles. Discuss importance of shared reading for kindergarten and early grade 1 when children are consolidating print concepts and sound/letter correspondences. Shared texts are revisited several times and thought should be given to how learning focus will be extended throughout each session. It is

equally important to discuss possible foci of shared reading for grades 2 and 3, as shared reading continues to be a valuable instructional component at these levels.

Discuss use of sentence strips, word cards and letter cards for matching to text.

Discuss ways to respond to text, such as illustrating, story mapping, webbing, or writing a class book following similar patterns.

Guided Reading

Participants should become familiar with basic structure of guided reading lesson - introduction (title, author, picture walk, predicting topic and events, brainstorming to access prior knowledge); independent reading with teacher observation and support; follow-up discussion (deal with challenge encountered by students, solidify meaning)

Participants should review prompts to support development of reading strategies [*Primary English Language Arts Curriculum Guide, 1999*, p. 280; Fountas I. & Pinnell, G.S. (1996). *Guided Reading*. Portsmouth, NH: Heinemann, p. 161.]

There are several videos available that could be used to illustrate the basic structure of a guided reading lesson and teachers' use of prompts to support readers. Participants would benefit from watching these and identifying the various aspects of the lesson. Discussion could also focus on the teachers' use of prompts to support the development of reading strategies.

Participants should be familiar with levelling criteria (e.g., Fountas and Pinnell - see above reference) and have practice in levelling in A - P range)

A challenge of guided reading is classroom management. It is important that students are involved in meaningful activities, rather than "busy-work," when the teacher is working with a guided reading group. Appropriate learning centres and other independent opportunities such as reading in pairs, reading charts, responding to texts, using listening centres, and completing sentence strips activities should be addressed. The idea of teachers working together to facilitate guided reading could be explored.

Guided reading is key at the late emergent and early level of reading development when students are consolidating reading strategies and moving toward becoming fluent readers. At the transitional level, guided reading focuses more on reading different types of text and for various purposes. For example, selections or passages from science and social studies resources may be used in the contexts of guided and shared reading. Participants could view video clips of children of various ages working in guided reading groups. A discussion could be held focussing on the changes in instructional emphases as children develop as readers.

Independent Reading

Teachers share suggestions for organizing independent reading materials that are effective in facilitating student selection.

Teachers share mini-lessons and modelling strategies that address student selection of appropriate reading materials.

In pairs, role-play appropriate questioning for individual reading conferences dealing with texts at various levels and in a variety of genres. (Teachers may conduct conferences while students are reading independently.)

Literature Circles - organizational framework whereby students meet to discuss their reading of a common book. Participants could become familiar with "roles" assigned to group members and simulate a literature circle discussion.

The following activities incorporate elements of all types of reading.

Participants could explore the section, "Contexts for the Reading Process" (pp. 189-198) in *Primary English Language Arts Curriculum Guide, 1999* by using a jigsaw approach.

Participants should have the opportunity to work through the planning process to facilitate a balanced approach. Samples of planning sheets are included in Appendix 5 of the PD Framework. See also Topic 1 of PD Plan (Characteristics of Levels of Development) for discussion pertaining to levels of development and assessment.

Suggestions for Further Discussion and Reflection

It is important to encourage teachers to reflect on information from workshop sessions and relate new understandings to their own beliefs and practices. Follow-up activities should allow teachers to observe and research student behaviours as well as reflect on their own learning regarding instructional strategies. This is also an opportunity to address and clarify questions that may have arisen as a result of implementing new strategies.

Assign small groups one of the components of a balanced reading program and ask them to identify curriculum outcomes that are best addressed using this component. Outcomes could be charted and shared with the larger group. This provides an opportunity to note outcomes that are developed across components and those that are best addressed by a specific component.

Working in small groups, participants share types of learning experiences they use to engage students in meaningful learning while they are working with a guided reading group. Participants might also share routines they establish early in the school year to facilitate individual and small group work. It may be helpful to ask participants to bring copies of classroom schedules to share.

Working in grade-level groups, participants could develop a guided reading lesson plan for a specific text that would be appropriate for a specific level. The purpose of this activity is to help teachers understand that although the elements of guided reading stay the same (before, during, and after) the focus in each of these elements changes as students develop as readers. (For example, young readers will probably read each page of text out loud while the teacher listens and offers support if necessary. Older readers are more apt to read silently followed by teacher discussion. The instructional focus of a text at Level B will be much different than that selected for a chapter book or non-fiction resource.) Following the grade-level discussions it is important for groups to share their plans so that participants see how guided reading evolves from entry – grade 3.

Working in small groups, participants discuss their rationale for forming and reforming groups for guided reading. It may be helpful to ask teachers to bring specific examples of sources of information they used to establish initial groups. It is equally important to discuss ways they monitor their groupings to determine when a regrouping is beneficial so that students gain the most from their instructional time.

Participants discuss efficient ways of recording titles that have been shared through the read-aloud process. This information helps the teacher to reflect on the types of texts that have been read-aloud. It may also be of use to share this information with the following year's teacher to avoid the rereading of similar or same texts. This is not to say that rereading should not occur but one must strive to introduce a number of new titles to students.

Ask each teacher to bring a shared-reading lesson plan recorded on chart paper and the accompanying text they used. Post these around the room and engage participants in a "picture walk" to view the various plans. Participants discuss the outcomes addressed through the lessons

Resources

Primary English Language Arts Curriculum Guide (1999). (Contexts for the Reading Process, pp. 189-198).

Depre, H. & Iversen, S. (1994). *Early Literacy in the Classroom: A New Standard for Young Readers*. NZ: Lands End (pp. 25-46).

Education Dept. of Western Australia. (1994). *First Steps Reading Resource Book*. Portsmouth, NH: Heinemann. (Chapter 1)

Fountas, I. & Pinnell, G.S. (1996). *Guided Reading*. Portsmouth, NH: Heinemann.

Fountas, I. & Pinnell, G.S. (1999). *Matching Books to Readers*. Portsmouth, NH: Heinemann.

Iversen, S. & Reeder, T. (1998). *Organizing for a Literacy Hour*. Bothell, WA: Wright Group. (Chapter 6).

Pinnell, G.S. & Fountas, I.C. (1988). *Word Matters*. Portsmouth, NH: Heinemann.

Routman, R. (2000). *Conversations*. Portsmouth, NH: Heinemann. (pp. 34-36; 44-59; 140-161)

Schulman, M.B. & Payne, C.D. (2000). *Guided Reading: Making it Work*. Scholastic Professional Books.

Taberski, S. (2000). *On Solid Ground*. Portsmouth, NH: Heinemann. (Parts 3 & 4).

For literacy centre suggestions

Blakemore, C.J. & Ramirez, B. W. (1999). *Literacy Centers for the Primary Classroom*. Carlsbad, CA: Dominic Press

Fountas, I. & Pinnell, G.S. (1996) *Guided Reading* (Chapter 5 "Managing the Classroom")

For literature circles

Daniels, H. (1994) *Literature Circles*. York, ME: Stenhouse.

Videos

Daniels, H. (2001). *Looking Into Literature Circles*. York, ME: Stenhouse Publishers.

Fountas, I. & Pinnell, G. S. (2001). *Primary Literacy Video Collection: Classroom Management* (Managing the Day - video 1 and Planning for Effective Teaching - video 2). Portsmouth, NH: Heinemann.

Literacy 2000 In-service Package. (1994). *The Wobbly Tooth* (A Guided Reading Session). Crystal Lake, IL: Rigby Publishing.

Nova Scotia Department of Education. (2001). [Curriculum.links@classrooms](#): *Guided Reading Groups* (Entry - Grade 3).

Taberski, S. (1996). *A Close-up Look at Teaching Reading Series: Independent Reading and Reading Share, Read Aloud and Shared Reading; Reading Conferences*. Portsmouth, NH: Heinemann.

_____. *Guided Reading at the Emergent Level* (1995). Bothel, WA: Wright Group.

Workshop
Assessment

Introduction

Assessment and evaluation are essential components of teaching and learning. The primary purpose of assessment and evaluation is to inform teaching and to encourage student learning. The assessment/evaluation process is a continuous cycle consisting of collecting data, interpreting data, reporting information, and using this information to inform teaching. This process involves the use of multiple sources of information collected in a variety of contexts. No single behaviour, strategy, activity, or test can provide a comprehensive picture of a child's learning. Students should have consistent and frequent feedback to encourage self-reflection, consider progress, and define goals.

Topics

Assessment and evaluation must be consistent with classroom practices and reflect the various outcomes of the *Primary English Language Arts Curriculum Guide, 1999*.

Teachers must make decisions regarding the focus of assessment, the assessment strategy to be used, and the context. After analyzing the information, teachers make instructional decisions to support and encourage students' growth.

At the entry – grade 3 level, many teachers use observation, work samples, and self-evaluation as assessment tools.

Observations

Students demonstrate what they know about literacy as they engage in reading, writing and interacting with others. Using observation as an assessment tool can be overwhelming if observations are not focused and deliberate. The key-stage outcomes and specific curriculum outcomes provide a framework for observations. Teachers should look for information in a variety of areas such as students' attitudes, strategies, understandings, and interactions.

Recording formats may include

- anecdotal records
- checklists
- analysis of oral reading (reading records, miscue analysis)

For additional information on assessment techniques, refer to the *Atlantic Canada Reading Assessment Resource*.

Work Samples

Products such as drawings, charts, pieces of writing, and responses to reading/viewing activities provide information on students' progress over a period of time. Teachers often develop or use established criteria when considering students' work.

Self-Evaluation

Reflecting on one's learning leads to increasing control over learning processes. Teachers may involve students in self-evaluation through both formal and informal activities. Informal activities might include consideration of questions such as "What did we learn? How did we

solve the problem? Did everyone contribute to our group's discussion?" These discussions can take place in a variety of contexts, e.g., conferences, class discussions, literature circles, learning logs. More formal opportunities for self-evaluation occur through the use of self-evaluation checklists or reports, portfolios, and student-led parent conferences.

Suggestions for Workshop Activities and/or Emphases

Observations – Teachers must make decisions regarding what behaviours are to be observed and recorded. To acquaint teachers with such behaviours, have participants divide into groups and assign an outcome (from GCO #4) from the *Primary English Language Arts Curriculum Guide, 1999* to each group. Have each group identify behaviours they would expect to see which would demonstrate students' progress pertaining to that particular outcome.

Observations – Have teachers share their organizational techniques for recording and organizing information (e.g., file folders, sticky notes).

Checklists – Review checklists available in *Atlantic Canada Reading Assessment Resource*.

Reading Records – Teachers must be aware of recording formats and procedures for analyzing reading records. Sessions should provide practice in taking and analysing reading records as well as opportunities to discuss appropriate instructional decisions based on the information gathered. Activities might include

- listening to children read (audiotape/videotape) and practice in taking running records

- reviewing completed reading record forms and conducting an analysis of reading behaviours, looking for patterns in the cues the student makes use of and the strategies he/she has in place

- reviewing completed reading record analysis and brainstorming appropriate instructional emphases

For further information see *Primary English Language Arts Curriculum Guide, 1999*, "Analyzing the Running Record", p. 271; and *Atlantic Canada Assessment Resource*, "Reading Record", pp. 19 - 24.

Work Samples – Teachers could consider a number of work samples they often use for assessment purposes and develop criteria for evaluation. (Guiding questions are provided in the *Primary English Language Arts Curriculum Guide, 1999*, pp. 273-274).

A number of case studies has been provided as exemplars for the developmental levels described in the *Primary English Language Arts Curriculum Guide, 1999* (See Appendix 6). The case studies describe specific behaviours demonstrated by individual children and identify needs based on this information. Using this information, participants could suggest possible teaching and learning suggestions to address the needs of the child. After sharing their ideas, teachers may wish to review the teaching and learning suggestions provided within the case studies.

Suggestions for Further Discussion and Reflection

It is important to encourage teachers to reflect on information from workshop sessions and relate new understandings to their own beliefs and practices. Follow-up activities should allow teachers to observe and research student behaviours as well as reflect on their own learning regarding instructional strategies. This is also an opportunity to address and clarify questions that may have arisen as a result of implementing new strategies.

It may be valuable to begin the follow-up session on assessment with a time for reflection on the overall purpose of assessment. It is critical that teachers understand that assessment must inform instruction.

Working in small groups, teachers identify successes and challenges experienced in taking and analyzing reading records. For the challenges, it is important that the groups suggest possible solutions. The successes, challenges, and related solutions are then shared with the larger group.

Have participants divide into groups and assign each group different outcomes from GCOs 4, 5, 6 and 7 in the *Primary English Language Arts Curriculum Guide, 1999*. Ask each group to identify appropriate types of assessments to obtain information concerning students' achievement of the outcomes.

Using the case study model provided in Appendix 6, teachers bring a case study based on a student in their class. In small groups, each teacher discusses how he/she obtained the data and the strengths and needs of the student. Working together, the group identifies teaching and learning suggestions to support the child's ongoing development.

Working in grade-level groups and with classroom assessment data, teachers create a list of reading behaviours being demonstrated by the students. Teachers then group behaviours according to the four cueing systems, word identification strategies, and comprehension strategies. In working through this process, it is important for teachers to ask questions such as, "What kind of information do the students seem to be using? Is there evidence of monitoring and self-correcting? Are there misunderstandings that need to be addressed?" To conclude this activity, teachers could suggest appropriate classroom experiences to extend students' learning.

Resources

Primary English Language Arts Curriculum Guide (1999). (Assessing and Evaluating Student Learning, pp. 263-278).

Education Dept. of Western Australia. (1994). *First Steps Reading Resource Book*. Portsmouth, NH: Heinemann. (pp., 121-136, Chapter 4).

Resources listed below deal with a number of assessment strategies in varying degrees of detail. Topics receiving greater emphasis are identified in parentheses.

Booth, D., Booth, J. & Phenix, J. (1994). *Assessment and Evaluation*. Toronto, ON: Harcourt. (contains a number of checklists, retelling guides and interview questions)

Calkins, L. (2001). *The Art of Teaching Writing*. New York: Addison Wesley Longman. (pp. 137-157)

Clay, M. (1993). *An Observation Survey*. Portsmouth, NH: Heinemann. (pp. 20-42, running records; pp. 43-70, checklists and assessment tasks)

Clay, M.M. (2000). *Running Records for Classroom Teachers*. Portsmouth, NH: Heinemann. (running records)

Fountas, I. & Pinnell, G.S. (1996). *Guided Reading*. Portsmouth, NH: Heinemann. (pp. 73-87, checklists; pp. 89-96, running records)

Goodman, Y. Watson, D. & Burke, C. (1987). *Reading Miscue Inventory*. New York: Richard C. Owen. (miscue analysis)

Routman, R. (1991). *Invitations*. Portsmouth, NH: Heinemann. (pp. 308-317, anecdotal records; pp. 317-321, interviews)

Routman, R. (2000). *Conversations*. Portsmouth, NH: Heinemann. (pp. 557-601)

Taberski, S. (2000). *On Solid Ground*. Portsmouth, NH: Heinemann. (pp. 35-113)

Appendices

Appendix 1

Outcomes Framework to Inform Professional Development for Teachers

To be effective, professional development experiences for teachers, like all learning experiences, must reflect and respond to their individual learning needs, building on their prior knowledge and experiences. It is recognized that teachers will be at different stages on the continuum of professional development required to expand their knowledge base and extend their repertoire of effective practices and strategies. It is also recognized that effective professional development is ongoing and requires long-term commitment and long-range planning.

The following outcomes framework is intended to assist leadership teams, administrators, school staffs, and individual teachers in planning and designing appropriate professional growth experiences, for themselves and for others, over time and in a range of contexts. It provides the “big picture” for professional development in reading education and reference points which may be helpful in determining the focus of in-service sessions and identifying learning needs for future professional development opportunities.

1. *Teachers are expected to teach children to read for meaning.*

To do this teachers need to know

- the process of constructing meaning from print through interaction between the mind of the reader and the text, and involving
 - the integration and co-ordination of the four cueing systems, or systems of information: pragmatic, semantic, syntactic, and graphophonic
 - the reading strategies of sampling, predicting, and confirming/self-correcting that proficient readers carry out as they identify words and comprehend text
 - the extension of the meaning-making process to whole texts as readers respond to the ideas they encounter in a text
- the interrelationship of reading, writing, and oral language and their contribution to language proficiency
- the range of texts that are appropriate for children in terms of
 - reading difficulty
 - interest to both male and female students
 - genre
 - racial/ethnocultural diversity

2. *Teachers are expected to assess the reading development of their students in order to plan effective instruction for them.*

To do this teachers need to know

- the reading behaviours that characterize emergent, early, transitional, and fluent stages of development so that they can monitor children’s growth as readers
- appropriate use of diagnostic tools to gather information about children’s understanding of

- the reading process, their knowledge of language, their attitudes, and their strategies
- effective strategies for gathering information about reading development, such as oral reading analyses, reading conferences, interviews, checklists, retellings, anecdotal records
- planning strategies for whole class, small group, and individual instruction on the basis of the assessment of children’s reading development

3. *Teachers are expected to organize instruction to facilitate children’s reading growth.*

To do this teachers need to know

- the components of a balanced reading program: teacher read-aloud, shared reading, guided reading, independent reading
- classroom management strategies to facilitate the process, including learning centres, small group and individual instruction
- instructional strategies to teach reading, such as modelling, demonstrations, mini-lessons, reading conferences, reading workshops, literature circles
- planning strategies for whole class, small group, and individual instruction on the basis of the assessment of children’s reading development
- effective practices for collaboration with others who share responsibility for supporting students’ reading development
- effective practices for linking classroom instruction to home support
- effective ways to develop, implement, and evaluate specific outcomes for individual program plans

See also “The Teacher’s Role,” *Foundation for the Atlantic Canada English Language Arts Curriculum*, pp. 44-45.

Appendix 2

Outcomes Framework to Inform Professional Development for Administrators

To be effective, professional development experiences for principals must reflect and respond to both shared and individual needs for information and experiences that will enable them to better support the teachers and learners in their schools and to plan for continuous improvement in the school's reading program.

The following framework provides the broad range of teacher knowledge related to the teaching of reading that administrators should have awareness of and outlines the scope of administrative responsibility for cultivating the positive environment in which such teaching must take place.

This framework is intended to assist leadership teams, school administrators' groups, and individual principals in planning and designing appropriate professional growth experiences, for themselves and for their teachers, over time and in a range of contexts. It provides the "big picture" for professional development in reading education and reference points which may be helpful in determining the focus of in-service sessions and identifying learning needs for future professional development opportunities.

1. *Administrators are expected to have a thorough understanding of the principles underlying effective practice:*
 - the essential graduation learnings and English language arts curriculum outcomes (*Foundation for the Atlantic Canada English Language Arts Curriculum*)
 - the principles that underlie effective reading instruction (*Primary English Language Arts Curriculum Guide, 1999, p. 176*)
2. *Administrators are expected to support effective reading instruction at each grade level.*

To do so, administrators need to have an awareness of the nature of reading instruction, including

- the curriculum outcomes informing the reading strand of literacy development
- reading as a process of constructing meaning from print through interaction between the mind of the reader and the text
- the cueing systems
- the reading strategies proficient readers use to comprehend text
- the components of a balanced reading program: teacher read-aloud, shared reading, guided reading, independent reading
- the interrelationship of reading, writing, and oral language and their contribution to language proficiency
- the need for appropriate texts to support children's reading growth - texts that represent
 - a range of reading difficulty
 - the diverse interests of both male and female students
 - diverse cultural perspectives

3. *Administrators are expected to understand the role of effective intervention in early literacy development.*

To do so, administrators need to have an awareness of

- the variety of reasons why intervention may be necessary
- the components of effective intervention

4. *Administrators are expected to support teachers' use of effective classroom strategies.*

To do so, administrators need an awareness of

- the need for scheduled blocks of uninterrupted time devoted to literacy instruction
- classroom management and organizational strategies that facilitate teaching, including learning centres, small group, individual, and whole class instruction
- instructional strategies such as modelling, demonstrations, mini-lessons, reading conferences, reading workshops, and literature circles

5. *Administrators are expected to support effective assessment of children's reading development.*

To do so, administrators need to have an awareness of

- the role of assessment in the balanced reading program
- the stages of reading development (emergent through transitional) and their occurrence across the early grades
- appropriate use of the diagnostic tools used for reading assessment
- the components of the *Atlantic Canada Reading Assessment Resource* and the ways in which they are intended to be used
- the effective use of assessment results to inform teaching

6. *Administrators are expected to promote a collaborative environment where teachers plan for use of resources and share ideas and information related to practice and children's growth as readers.*

To do so, administrators need to

- provide a leadership role in literacy instruction and encourage lead teachers to offer support for staff
- facilitate mentorships for teachers who wish to change their instructional practices or develop new ones
- promote collaboration among classroom teachers and between classroom teachers and literacy support staff
- support ongoing professional development opportunities for teachers
- support teachers as readers and show themselves to be readers
- facilitate communication between teachers and parents/guardians

See also "The Principal's Role," *Foundation for the Atlantic Canada English Language Arts Curriculum*, p. 44

Appendix 3

Professional Development: Statement of Beliefs

Professional Development is the continual renewal of personal knowledge and expertise that leads to improved professional competence in support of student learning.

Statements of Beliefs

The continual renewal of knowledge and expertise, through a variety of experiences, is central to the concept of professionalism.

- Personal and professional development require a lifelong commitment.
- Meaningful professional growth requires both substantial time and resources.

Professional development benefits teachers and supports student learning.

- Teachers are central to student learning; all members of the school community are partners in the learning process.

Effective professional development requires a balanced approach in which choices are available and encouraged in relation to identified individual and organizational needs.

- Professional development can take many forms, all of which should strengthen teaching and learning, and be relevant to the realities of the teacher's world.
- Input into one's own professional development is crucial.

Professional development initiatives have the greatest impact when supported by strong leadership and collaboration.

- The school, as a professional learning community, plays a key role in maximizing and sustaining benefits of professional development.

Change in society and schools is inevitable and should be viewed as an opportunity for growth.

- Healthy organizations purposefully provide for self-renewal.

Appendix 4

Workshop Activities to Illustrate Cueing Systems

Note: The following activities are workshop activities for teachers to illustrate the use of the cueing systems; they are not intended to be used with students.

- 1) **Semantics** - Distribute the following passage to participants. Ask one-half of the participants to read the passage and then summarize it in writing without looking back. Ask the remaining group members to do the same; however, tell them the title of the passage is "Washing Clothes." Do not allow the first group to hear this title. Compare the two groups' summaries for accuracy and comprehensiveness with the original.

The procedure is actually quite simple. First you arrange things into different groups. Of course one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities that is the next step, otherwise you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive as well. At first the whole procedure will seem complicated. Soon however, it will become just another facet of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but then one never can tell. After the procedure is complete one arranges the materials into different groups again. Then they can be put into their appropriate places. Eventually they will be used once more and the whole cycle will then have to be repeated. However, that is a part of life.

Without knowledge of the title "Washing Clothes," many people have difficulty writing an adequate summary. Difficulties are encountered, not because they couldn't read or understand the words, but they have difficulty placing the procedure in a meaningful context. Reading for meaning is facilitated by the reader's background knowledge and expectations of the passage's content.

Adapted from Weaver, C. (1988). *Reading Process and Practice*. Portsmouth, NH: Heinemann, p. 23.

- 2) **Semantics** - Distribute the following passage and ask participants to read and then write a brief statement describing the main idea of the passage.

Rocky slowly got up from the mat, planning his escape. He hesitated a moment and thought. Things were not going well. What bothered him most was being held, especially since the charge against him had been weak. He considered his present situation. The lock that held him was strong but he thought he could break it. He knew, however, that his timing would have to be perfect. Rocky was aware that it was because of his early roughness that he had been penalized so severely - much too severely from his point of view. The situation was becoming frustrating; the pressure had been grinding on him for too long. Rocky was getting angry now. He felt he was ready to make his move. He knew that his success or failure would depend on what he did in the next few seconds.

Passage selected from Anderson, R., Reynolds, R., Schallert, D., and Goetz, E. (1977). Frameworks for comprehending discourse. *American Educational Research Journal*, 14 (4), 367-381.

This passage can be interpreted as a prison break or a wrestling match. The "typical" interpretation relates to prison but when given to physical education students as part of an educational psychology experiment, it was more apt to be read as a description of a wrestling match. Ask participants for their interpretation of the passage and discuss meanings of words dependent on context (e.g., lock, charge). It is also interesting to ask participants if they considered other interpretations while reading and if so, how they dealt with ambiguities. This passage illustrates the importance of prior knowledge and the reader's expectations regarding content and vocabulary.

- 3) **Syntactics** - Function words, word endings and word order provide information for readers using syntactic cues. Consider the role of function words. They usually signal what is coming next in a sentence. For example, *this* usually signals a noun, as in "This chair is expensive." However, it can also be a pronoun, "I can't afford this." Similarly, *will* generally precedes a verb, as in "I will buy this chair" but may also be used as a noun, "I might leave you this chair in my will." The role of function words is often determined by their place in a sentence and the content words (nouns and verbs) they follow or precede. Consider the preposition "by" and its meaning in each of these sentences.

That was prescribed by Dr. Lucy.
Charlie sat down by Dr. Lucy.
Woodstock went by plane.
By the way, how old do you think Snoopy is?
By Snoopy's calculations, it ought to work.

Most function words can be predicted from the content words.

_____ it rained _____ hour, _____ young people gave up _____ idea _____ camping out. Instead they rented _____ room _____ motel where they _____ swim _____ pool and eat poolside.

Another factor of syntactics is word endings. We generally expect certain endings to denote specific meanings. For example, -ed (past action, *played*); -er (one who does something, *runner*); -en (action, *whiten*); -ly (manner of an action, *closely*). However, semantics and syntactics often tell us an ending is functioning in a different manner.

The *exhausted* doctor slept all day. (-ed indicates condition or state)
I can't run any *faster*. (-er indicates manner of action)
The tomato is *rotten*. (-en indicates condition or quality)
Her cocker spaniel is very *friendly*. (-ly indicates quality or characteristic)

Word order is fairly reliable in signaling the relationships among words. In the following pairs the first word indicates the doer of the action (subject) and the third word indicates the recipient (object).

Snoopy kissed Lucy.
Lucy kissed Snoopy.

Dog bites man.
Man bites dog.

Cook the roast.
Roast the cook.

However, word order is often not enough and the broader context is necessary in order to make meaning. The final sentence in the word pairs above could be interpreted as a cannibalistic action, or as a "celebrity roast" in which a ceremony is held to honor a person with jokes, stories, etc. Context is also required to understand the grammatical function of the words in ambiguous sentences such as,

Visiting relatives can be a nuisance.

The meaning of this sentence is dependent on whether "visiting" is acting as a verb or an adjective. In the first case, the act of visiting relatives is a nuisance for the visitor. If "visiting" is an adjective, then it is the host who is bothered by the nuisance.

Adapted from Weaver, C. (1988). *Reading Process and Practice*. Portsmouth, NH: Heinemann, pp. 29-34.

- 4) **Syntactics and Semantics** - Ask participants to quickly define the meanings of the words *chair*, *white*, and *run*.

See if definitions are appropriate for these contexts:

Get Shirley to *chair* the meeting.

Separate the *white* from the yolk.

Angie can *run* the store.

Angie has a *run* in her pantyhose.

In the first sentence, the function word *to* signals that *chair* must be a verb (rather than a noun) and therefore mean "to preside or take charge of."

In the second sentence, the article *the* signals that *white* will fulfill the role of a noun (rather than an adjective) but that meaning is dependent on the semantic cues in the sentence. For example, "Separate the white from the dark" could delineate another context, most likely laundry.

The third sentence maintains *run* as a verb, as it is preceded by *can* but the meaning is dependent on the noun *store*. In the fourth sentence, *a* dictates that *run* must be a noun. Possible meanings could be a milk run or a print run but in this case is defined by the semantic cues in the remainder of the sentence.

Adapted from Weaver, C. (1988). *Reading Process and Practice*. Portsmouth, NH: Heinemann, p. 35.

- 5) **Graphophonics** - Ask participants to formulate a rule for the correct pronunciation of the boldfaced letters.

Set A.	h at	h a te
	h atter	h a ter
	p et	P ete
	p etted	P eter
	b it	b ite

	bitter	biting
	mop	mope
	mopping	moping
	cut	cute
	cutter	cuter
Set B.	wrap	war
	wren	wet
Set C.	car	cent
	care	cereal
	coat	cite
	cube	cyclone

Rules will generally be dependent upon what *follows* the letter in question. This activity illustrates that words are not necessarily read in a left to right, letter by letter manner, but instead information is sought from various parts of the word.

Graphophonics - Select any passage and delete the endings, beginnings or middles as in the following passages about a wolf named Lobo:

a) Middles absent

"W-at a mar---ous oppo---nity," th---ht L-bo. He t-ld t-e g-rl to s-op a-d p--k fl---rs f-r h-r gran---ther on t-e w-y th---gh t-e w--ds, t-en t--k o-f on a s--rt c-t t-at o-ly t-e wo--es k-ow a--ut. S-on he ar---ed at t-e gran---her's co---ge.

("What a marvelous opportunity," thought Lobo. He told the girl to stop and pick flowers for her grandmother on the way through the woods, then took off on a shortcut that only the wolves know about. Soon he arrived at the grandmother's cottage.)

b) Endings absent

Lob- wen- strai--- to th- grandmot--'- an- beg-- gobb---- he- up. He donn-- he- ca- an- gow- an- clim--- int- be-, feel--- non- to- wel- hims---. Wh-- Litt-- Re- Ridi-- Hoo- arri---, howe---, he overc--- hi- atta-- of indigest--- and wa- rea-- fo- dess---.

(Lobo went straight to the grandmother's and began gobbling her up. He donned her cap and gown and climbed into bed, feeling none too well himself. When Little Red Riding Hood arrived, however, he overcame his attack of indigestion and was ready for dessert.)

c) Beginnings absent

-obo -as s- ---enous -hat he --dn't -ait -or --ttle -ed --ding -ood to -sk -er ---ndma -ow -he-as or - o --ing -ver -he --sket of ---ndies. He --rew -ack -he --vers, --mped -ut of -ed -nd -an -ver to -he --rl. -he ---reamed -nd -an, -ut it -as -oo -ate!

(Lobo was so ravenous that he didn't wait for Little Red Riding Hood to ask her Grandma how she was or to bring over the basket of candies. He threw back the covers, jumped out of bed and ran over to the girl. She screamed and ran, but it was too late!)

Discuss which passage took the longest to read and which took the shortest time to read. Generally beginnings are more important in word identification than middles or endings, and endings are more important than the middles. Similarly, children pay increasing attention to the beginnings and ends of words as they become more proficient readers. However, these passages also illustrate the importance of prior knowledge (i.e., familiarity with the Little Red Riding Hood story) and syntactic cues in deciphering these passages. Participants could also discuss the strategies they used, such as reading ahead, rereading, sampling and self-correcting.

Adapted from Weaver, C. (1988). *Reading Process and Practice*. Portsmouth, NH: Heinemann, pp. 57-63.

Appendix 5

Short-term Planning

Whole Class		Resources			
Small Group		Small Group		Small Group	
Activity	Resources	Activity	Resources	Activity	Resources
Independent Activities and Centres					
Whole Class Sharing and Reflection					



Long-Term Planning
Language Arts (Sample 1)

Weeks _____

Whole Class Focus		Small Group Focus			Curriculum Connections
Outcomes	Activities	Students	Students	Students	
		Outcomes	Outcomes	Outcomes	
		Activities	Activities	Activities	

Long-Term Planning
 Language Arts (Sample 2)

Weeks _____

Whole Class Focus		Curriculum Connections
Outcomes		Outcomes
Teaching Activities to support outcomes	Resources	Teaching Activities to support outcomes
Data Collection and Assessment		Data Collection and Assessment

Long-Term Planning
Language Arts (Sample 2 {cont'd})

Small Group Focus					
Group		Group		Group	
Outcomes		Outcomes		Outcomes	
Activities	Resources	Activities	Resources	Activities	Resources
Assessment		Assessment		Assessment	

Appendix 6

Case Studies

Case studies have been provided as exemplars for the developmental levels described in the *Primary English Language Arts Curriculum Guide, 1999*. For students in the emergent and early levels of development, three stages of performance (beginning, middle, and upper) have been described plus a more general case study at each of these levels. At the transitional level, two case studies have been provided: one of a student in the transitional level of both reading and writing, the other of a student who is in the transitional level of reading, but not yet in the transitional level of writing.

These case studies will not address all children. However, they will provide general indicators and samples which will reflect many students in entry-grade 3. They are not meant to indicate that all students will be exactly in one of these stages of performance. At any given time students may exhibit behaviours from more than one stage of performance. Each case study represents one student. Teachers will be able to use the individual strengths and needs to form images of their own students.

For the purpose of these case studies, once a student has achieved specific skills and strategies, these are not referred to in subsequent levels. For example, if a student is in the middle stage of the emergent level it can be assumed that he/she has strengths in the areas which were listed in the beginning stage of the emergent level. If work is still needed in a specific area then this will be indicated.

These case studies link assessment and instruction. The strengths and needs listed under the section *This Child* were obtained through various forms of assessment. Daily observation, work samples, checklists, reading records, and conferencing were used to establish the level of performance in the area of English language arts. It is not enough to use one form of assessment and it is not enough to assess at only one time to determine level of performance. The type of information provided in these case studies would take considerable time to collect, probably up to the first reporting period.

Once the teacher has this information, individual instruction can be provided where needed. It is not feasible to focus on all areas at once. Needs have to be established, based on outcomes and the child's level of performance.

Teaching and learning suggestions have been provided to assist the teacher. These strategies use the child's strengths to help address the child's needs. The activities are comprised of whole group, small group, and individual tasks to suit the students, teacher, and classroom.

Case Study of a Child at the Beginning Stage of the Emergent Level

This child

Concepts About Print

- knows that the print conveys a message
- does not have one-to-one correlation of fingerpointing to familiar text
- fingerpoints by making a sweep under the words
- recognizes when print is upside down
- has directionality (e.g., left page before right)

Sight Vocabulary

- recognizes the words “the” and “to”, both in and out of context

Alphabet Knowledge

- recognizes most of the alphabet; there are 2-3 letters which are inconsistent
- can form most letters from memory

Phonemic Awareness

- recognizes rhyme most of the time
- recognizes and can form most consonant sounds at beginnings and endings of words; does not recognize medial sounds (phoneme isolation)
- finds oral blending and segmenting of sounds difficult (e.g., c-a-t)

Graphophonics

- recognizes some letter sounds and can name the letter when modelled by the teacher
- cannot independently name the letters at the beginnings or endings of words

Spelling

- can spell “the” and “to”

Reading Record (previously unseen text)

- is not yet reading Level A independently
- turns the pages of the book and names the objects on each page
- uses memory to read familiar text

Case Study of a Child at the Beginning Stage of the Emergent Level

This child needs

- to fingerpoint accurately with familiar text
- to increase sight vocabulary – both in and out of context
- to learn the letter names associated with sounds

Case Study of a Child at the Beginning Stage of the Emergent Level

Teaching and Learning Suggestions

To fingerpoint accurately with familiar text

- The teacher points to each word with finger above the line while the student points to each word with finger below the line.
- The student uses a pointer to point to familiar text while reading (e.g., a familiar nursery rhyme).

To increase sight vocabulary

- Do shared reading of short poems which include high frequency words, preferably repeated in the poem.
- Do word hunts that involve finding high frequency words in familiar poems.
- Use cloze activities – oral and written.
- Create an interactive Word Wall for high frequency words.
- Put cut-up letters together to form high frequency words.

To learn the letter names associated with sounds

- Sound boxes – Start with 2-3 letter words, blank boxes for the beginning and ending sounds, with the teacher supplying the middle sounds. The student and teacher work together, with the appropriate amount of scaffolding to “sound out” the word and put the matching letters in the boxes.
- Teacher modelling – The teacher makes the letter sound and the student **repeats the sound** before the student names the letter to represent the sound.
- Shared/interactive writing – Student and teacher write together, concentrating on “sounding out” some of the words.
- Independent writing – Students need **daily** opportunities to write independently to strengthen letter sound knowledge.

Case Study of a Child at the Middle Stage of the Emergent Level

This child

Concepts About Print

- has the concept of letter and word
- is able to fingerprint accurately familiar/memorized text

Sight Vocabulary

- is beginning to build a sight vocabulary
- recognizes more words in context than in isolation

Alphabet Knowledge

- recognizes and can form all letters

Phonemic Awareness

- recognizes beginning, ending, and some medial letter sounds (phoneme isolation)
- is beginning to develop oral blending and segmenting skills (e.g., c-a-t)

Graphophonics

- uses letter sounds to attempt spelling words independently; can usually get beginning and ending sounds, middle sounds are infrequent, vowel sounds are not yet developed (e.g., tk for truck)

Spelling

- uses invented spelling (See graphophonics above.)
- spells a few high frequency words independently

Reading record

- reads familiar texts independently
- attempts to read new text but needs frequent teacher support
- uses picture clues
- recognizes a few words in context
- starts to use beginning sounds to identify unfamiliar words when they are in context
- reads for meaning, using context cues
- is becoming aware of syntax

Case Study of a Child at the Middle Stage of the Emergent Level

This child needs

- to further increase sight vocabulary
- to increase letter-sound correlation, noticing medial sounds, so the student realizes that words have a beginning, middle, and ending sounds
- to increase reading strategies
 - rereading for meaning
 - using beginning letter sounds
 - looking for little words in big words (e.g., into)
- to increase spelling vocabulary

Case Study of a Child at the Middle Stage of the Emergent Level

Teaching and Learning Suggestions

To increase sight vocabulary

- Shared reading - Introduce poetry, big books, and predictable books with whole class shared reading. This may be followed with partner reading and home reading of the same books.
- Shared/interactive writing - Have students write about the familiar text which was used for shared reading (e.g., group retelling).
- Word hunt – Ask students to look for little words in big words.
- Independent reading – Have students read self-selected texts on a daily basis (10-15 minute duration).

To increase letter-sound correlation

- Shared reading – Model how to “sound out” a few of the unfamiliar words.
- Shared and/or interactive writing - Spell approximately 20% of the words together with teacher/student modelling of sounds. The teacher should supply the letters which cannot be “sounded out” (e.g., teacher supplies the **e** after the student provides **m a k** for the word make).
- Independent writing **every** day gives students practice in what they have learned in shared writing.

To increase spelling vocabulary

- Create an interactive Word Wall for high frequency words.
- Create word charts for specific spelling patterns.
- Develop class charts for seasonal/theme words.
- Use personal dictionaries.
- Develop an appropriate class spelling strategies list with the students; student takes home an individual copy.

To increase reading strategies

- Teacher read-aloud – Do on a daily basis.
- Shared reading – On a daily basis, the teacher models reading strategies as the students join in where able.
- Partner reading – Two students read a book at an instructional reading level, helping each other with strategies.
- Guided reading – Conduct guided reading sessions with a small group of students. Students have individual copies of books at an instructional level and are guided through the reading process.
- Independent reading – Students read independently self-selected texts on a daily basis (15 minute duration).

- **Home reading program** – The teacher selects books at an instructional level to be read at home with the parent.
- **Reading strategies** – Develop an appropriate class reading strategies list with the students; student takes home an individual copy.

Case Study of a Child at the Upper Stage of the Emergent Level

This child

Concepts About Print

- pays attention to the printed word; notices if letters or words are in the wrong order
- pays attention to punctuation such as the period or question mark
- can pick out specific words in context

Sight Vocabulary

- is increasing his/her sight vocabulary
- uses context cues to read an increasing number of unfamiliar words
- is starting to recognize more words in isolation

Phonemic Awareness

- has a good command of letter-sound recognition, whether beginning, medial, or ending sounds (phoneme isolation)
- is showing growth in blending and segmenting

Graphophonics

- uses beginning, middle, and ending consonant sounds to attempt spelling words independently; uses vowels infrequently and not always accurately
- uses beginning letters to help identify some words when reading

Spelling

- uses invented spelling (See graphophonics above.)
- uses Word Wall to spell high frequency words
- spells some high frequency words independently

Reading Record

- reads familiar text independently and fluently
- attempts to read new text with increasing confidence, but still needs teacher support
- uses picture clues
- recognizes an increasing number of words in context
- uses beginning sounds more frequently to identify unfamiliar words
- is starting to notice little words in big words (e.g., into – in)
- reads for meaning, using context clues and rereading
- is more aware of syntax (sometimes self-corrects for grammatical errors)

Case Study of a Child at the Upper Stage of the Emergent Level

This child needs

- to increase sight vocabulary
- to increase spelling vocabulary
- to increase reading strategies
- to increase writing strategies

Case Study of a Child at the Upper Stage of the Emergent Level

Teaching and Learning Suggestions

To increase sight vocabulary

- Teacher read-aloud
- Shared reading
 - Find familiar and unfamiliar words within the text.
 - Draw attention to letter patterns within words.
- Guided reading
 - Notice beginnings, middles, or endings of specific words.
 - Combine visual information with meaning and language structure to reinforce word-solving strategies.
- Independent reading
- Home reading
- Shared and/or interactive writing
 - Reinforce sight words as a means to help them become part of students' familiar vocabulary.
 - Draw attention to the sequence of sounds within words.
 - Draw attention to the look of some high frequency words.
- Independent writing
 - Have the student read back his/her own writing to reinforce sight vocabulary.

To increase spelling vocabulary

- See the strategies for increasing sight vocabulary above.
- Interactive Word Wall
 - Use the Word Wall to locate familiar words.
 - Use the Word Wall to find word patterns.
- Use personal dictionaries and class picture dictionaries.
- Develop word study charts (e.g., rhyming words).
- Reinforce or add to spelling strategies chart which was developed previously.

To increase reading strategies

- The following learning experiences are used in earlier stages of reading development. They should be continued, but with more advanced reading materials, suited to the child's level of performance.
 - Teacher read-aloud
 - Shared reading
 - Independent reading
 - Guided reading
 - Home reading
 - Reinforce or add to the reading strategies chart which was developed previously.

Case Study of a Child at the Upper Stage of the Emergent Level

Teaching and Learning Suggestions

To increase writing strategies

- During teacher read-aloud draw attention to the craft of writing.
- Morning Message – The teacher writes a message each morning for the whole class to read. Different forms of writing should be included, such as rhyme, narrative, questions, and puzzles.
- Shared and/or interactive writing – In addition to the previous suggestions for word study, the focus in the specific lesson could be on the content of the writing. For example, pay attention to the flow of the language, sequence of ideas, and word choice.
- Independent expressive writing – Use personal journal writing in which the student gets to write without having to revise or edit. The teacher responds to the content, using some of the student's words in an effort to model accurate spelling and grammar.
- Writing as extensions to literature or content areas – The teacher helps the student make simple revisions.

General Case Study of a Child at the Emergent Level

This child

Concepts about Print

- knows that print carries the message but may not “read” the same message each time
- uses one-to-one correlation of fingerpointing when reading familiar, predictable text (relying on memorization)
- tends to fingerpoint to a word for each syllable when reading unfamiliar text
- demonstrates directionality, left to right and top to bottom, most of the time

Sight Vocabulary

- recognizes the words “I,” “like,” “you,” and “love” as well as classmates’ and teacher’s names

Alphabet Knowledge

- recognizes and can write most of the alphabet; confuses m and w, p and g, as well as b and d

Graphophonics

- recognizes most sound/symbol correspondences for consonants
- represents consonant sounds and long vowel sounds with temporary spelling (e.g., PRTE – pretty, LTS – letters, NBRS – numbers)

Reading Strategies

- relies on memorization of predictable text
- uses initial consonant sounds to locate words in text
- substitutes to maintain meaning and syntax but not sound/symbol correspondences

Attitudes

- makes personal connections to texts
- talks about favourite books and favourite parts of books
- enjoys reading with classmates; often chooses reading and writing activities
- enjoys reading his/her journal to classmates

This child needs

- to develop the understanding that print contains a constant message
- to consolidate understanding of a word
- to use graphophonic cues when reading, in addition to syntax and meaning
- to increase sight vocabulary

General Case Study of a Child at the Emergent Level

Teaching and Learning Suggestions

To develop understanding that print contains a constant message

- Use shared and/or interactive writing to create texts with students; revisit and discuss how recording messages helps us remember what we said.
- Have students match sentence-strips from Big Books, charts, and poems.
- Use word cards to construct sentences suggested by the child; have the child change one word at a time (e.g., *I have a new bike. I have a new book. I have a new dog.*).

To consolidate the concept of a word

- Transcribe a sentence suggested by the child, cut it into words and have the child reconstruct it.
- Discuss “long words” and “short words” during shared reading; emphasize words can have more than one syllable but are still written as a “word”.
- Say a sentence (up to four words in length) and use a counter to represent each word as it is said.
- Select sentences from familiar Big Books, charts, and poems; ask students to clap one time for each word in the sentence.
- Model and ask children to participate in fingerpointing when reading shared text.
- Match word cards to familiar Big Books, charts, and poems.

To use graphophonic cues

- Use cloze activities during shared reading; model use of initial consonants.
- Involve children in word sorting activities using criteria such as “sort the *b* words from the *l* words”.
- During shared reading, model strategies for identifying words (e.g., What does it start with? Does it make sense? Does it sound right?).

Increase sight vocabulary

- Use a word wall for high-frequency words.
- Involve children in word activities, such as making words with magnetic letters and letter tiles. (Word may be shown as a model.)
- Put high-frequency words on word cards and have children go on a “word hunt” around the room.
- Draw children’s attention to high-frequency words during shared and guided reading sessions.

Case Study of a Child at the Beginning Stage of the Early Level

This child

Reading Behaviours

- uses pictures clues consistently
- uses graphophonics – beginning and ending consonant sounds most of the time
- use syntax – word endings, sentence structure on a regular basis
- uses visual clues – little words in big words, similar word features most of the time
- uses context clues and rereading consistently when reading for meaning
- is increasing sight vocabulary at a steady rate; starting to read more print in everyday environment
- attempts to read unfamiliar text with more confidence

Writing record

- writes independently, with much of the text being readable
- uses consonant sounds in beginning, middle, and ending positions consistently
- uses vowels more regularly, but not always accurately
- uses word endings of “s” and “ing” consistently
- shows little variety in sentence patterns
- spells some high frequency words conventionally
- uses Word Wall, class charts, and picture dictionary regularly to help spell words
- tends to use a period at the end of a sentence
- uses mostly lowercase letters; uses a capital letter at the beginning of most names
- is beginning to include more detail in writing, particularly with a retelling/recount of a story

This child needs

- to consistently use the cueing systems of semantics, syntax, and graphophonics
- to use a variety of strategies to create meaning
- to use simple revision and editing strategies when writing
- to write using a variety of text forms

Case Study of a Child at the Beginning Stage of the Early Level

Teaching and Learning Suggestions

To use the cueing systems of semantics, syntax, and graphophonics consistently

- Teacher read-aloud
- Shared reading
 - Do mini-lessons on words, word parts, letter clusters, and letter patterns.
 - Draw attention to punctuation and capitalization.
 - Draw attention to words that are spelled in a particular way because of the meaning (e.g., sun/son).
- Guided reading
 - Use word-solving strategies which combine visual information with meaning and language structure.
 - Have students practice what they have learned in focused lessons.
- Independent reading – Make sure students are reading from a variety of texts (e.g., narrative, informational, poetic, and visual).
- Home reading – Make sure student is reading from a variety of texts at his/her independent level.

To use a variety of strategies to create meaning

- Read simple informational texts to obtain information to contribute to a class matrix/chart.
- Make predictions about the text before reading; explain why this prediction is being made, and then read to confirm or negate.
- With the whole class, make connections between two texts, noticing similarities/differences in characters, events, illustrations, and language (e.g., *The Three Little Pigs* and *The True Story of the Three Little Pigs*).
- Use whole class retelling of a familiar story with each student illustrating a portion of the retelling.
- Choose a text, write a fact and then a personal response.

<p>For example, choose a text on frogs.</p> <p>Fact _____</p> <p>Response_____</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Picture</p> </div>
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To use simple revision and editing strategies when writing

- *Share writing* – When writing on the chart, the teacher models crossing out errors (e.g., deliberately misspell a word) or using a caret to insert a missing word. The teacher should have writing sessions which take place over several days (e.g., writing a class Big Book). The teacher will then demonstrate adding on an idea. The teacher should also reread the writing from the previous day to see if changes need to be made. The term of **revising** should be used, as part of natural language with the children.

- *Independent writing* – Give the student the chance to practise the focus of the group lesson in daily writing.

Case Study of a Child at the Beginning Stage of the Early Level

Teaching and Learning Suggestions

To write using a variety of text forms

- *Shared and/or interactive writing*
 - The various curricular areas offer an opportune time to practise informational writing in different text forms.
 - Involve students in pattern writing and/or group retellings.
- *Independent writing*
 - Involve students in journal writing and the creation of personal responses.
 - Math journal – Have students write about the processes of math, with some teacher support.
 - Science journal – Have students write about science experiences, with some teacher support.
 - Writing portfolio – Student chooses “best piece” to include and writes why. Students can write about their own “best pieces” and respond to those of other students.
 - Literature extensions - Involve students in activities such as retellings, representing favorite parts of stories, pattern writing, experimenting with rhyme.

Case Study of a Child at the Middle Stage of the Early Level

This child

Reading Behaviours

- uses graphophonics - uses beginning consonant sounds consistently; starting to use vowel sounds and letter clusters
- uses visual cues - word endings such as “er” or “ing”, little words in big words, similar word features
- is increasing sight vocabulary
- is comfortable reading a variety of books
- is able to give detailed oral retellings; sometimes needs prompts for written retellings

Writing Behaviours

- writes independently; most of the text is readable
- is using conventional spelling more frequently
- uses Word Wall, class charts, and picture dictionary to help spell words
- uses periods and some capital letters for names and beginnings of sentences
- uses vowels in every word, but not always accurately
- uses simple sentence patterns with some run-on sentences
- gives more detail in writing, uses a few descriptive words

This child needs

- to increase knowledge of the cueing systems of semantics, syntax, and graphophonics
- to strengthen personal and critical literacy skills
- to use simple revision and editing strategies when writing
- to write using a variety of text forms

Case Study of a Child at the Middle Stage of the Early Level

Teaching and Learning Suggestions

To increase knowledge of the cueing systems

- Teacher read-aloud
 - Do interactive read-alouds.
- Shared reading
 - Model strategies such as re-reading and self-correcting during reading.
 - Model strategies for figuring out unknown words, such as similar word beginnings and common word patterns.
- Guided reading
 - Involve students in word sorts and activities, such as Sound Sleuth and Secret Messages.
- Independent and home reading
 - These activities provide appropriate practice to build fluency, sight word knowledge, and confidence with the cueing systems.

To increase personal and critical literacy

- Use various questioning techniques
 - Ask questions that encourage discussion.
 - Ask open-ended questions that let students connect their personal knowledge with new knowledge.
 - Ask questions that do not have right or wrong answers, and require students to rationalize their answers.
- Have students predict what they think the story will be about, tell why, and confirm during and after the reading.
- Use literature circles which incorporate the above strategies.
- Talk about point of view. Retell *Goldilocks and the Three Bears* from the point of view of each character (e.g., “I am Mother Bear. I am sick of making porridge.”).

To use simple revision and editing strategies when writing

- Shared and/or interactive writing
 - Encourage students to read and reread their writing aloud to see if it makes sense.
 - Share a sample of appropriately leveled draft writing to revise and edit together.
- Independent writing – Involve students in daily writing to practise what they are learning.
- Writing workshop

Case Study of a Child at the Middle Stage of the Early Level

Teaching and Learning Suggestions

To write using a variety of text forms

- Shared and/or interactive writing
 - Read, write, and discuss a variety of different forms of writing.
 - Model different forms of writing, addressing specific features of each form.
- Independent writing
 - Give students opportunities to make personal choices when writing.
 - Have students write for different purposes such as retellings, simple reports, and invitations.

Case Study of a Child at the Upper Stage of the Early Level

This child

Reading Behaviours

- uses graphophonics, syntax, and semantics consistently
- is starting to use pragmatic cues (e.g., is aware of the difference between reading narrative text and informational text)
- is expanding sight vocabulary at a rapid rate
- will attempt to read any books that are in the classroom
- gives detailed written retellings with good literal comprehension
- is starting to show more awareness of inferential comprehension in oral retellings

Writing Behaviours

- writes independently, with conventional spelling of high frequency words and close approximations of unfamiliar words
- uses capital letters for names, beginnings of sentences, and some place names quite consistently
- uses a period for punctuation; uses other punctuation such as question mark and exclamation mark sometimes
- is starting to use more variety in sentence patterns
- writes with increasing detail and an increasing awareness of audience

This child needs

- to read from a variety of text forms (e.g., narrative, informational, poetic, and visual)
- to further increase personal and critical literacy
- to increase revision and editing strategies
- to continue to write using a variety of text forms

Case Study of a Child at the Upper Stage of the Early Level

Teaching and Learning Suggestions

To read from a variety of text forms

- Incorporate a variety of text forms into daily lesson plans.
- Read across the curriculum.
- Read aloud from a variety of text forms.
- Discuss different text forms (e.g., letters, lists, recipes, stories, magazines, and television programs).
- Involve students in independent reading and home reading.
- Make certain that students read for enjoyment, to locate specific information, to extract and organize information, and to follow instructions.

To further increase personal and critical literacy

- Discuss ideas and information found in books; encourage opinions, discuss stereotypes and generalizations.
- Make comparisons with other text (e.g., read and compare different versions of the same folktale).
- Use reader's theatre.
- Make predictions before reading a text, and then confer both during and after reading the text.
- Use literature response journals.

To increase revision and editing strategies

- Model revision and editing strategies during shared and/or interactive writing.
- Encourage students to use revision and editing strategies during independent writing.
- Provide opportunities for students to manipulate and sequence words, phrases, and sentences.
- Organize author visits in which authors share their experiences from pre-writing to publication.

To continue to write using a variety of text forms

- Model a variety of text forms during shared and/or interactive writing.
- Encourage students to employ a variety of text forms during independent writing.
- Teach students, through shared reading, shared writing and read-aloud, that writing always has a purpose which determines the form of the writing.
- Teach text structure through written comparisons and story maps; identify writing rules for different forms.
- Ensure students have writing experiences across the curriculum.

General Case Study of a Child at the Early Level

This child

Reading Behaviours

- tends to make meaningful substitutions based on picture and context clues
- does not hesitate to guess unknown words, but sometimes suggests words based on initial letter cues that do not make sense; has a tendency to rely on beginning letters
- generally displays a sense of confidence when attempting to read a passage
- does not reread to check meaning; frequently ignores sentence punctuation
- recognizes high frequency words in different contexts
- talks about characters in books predominantly using information from picture clues and personal experience rather than relying on details in the text
- can generally relate the main idea of a text but does not often describe events in sequence without prompts

Writing Behaviours

- conveys meaning through writing; a sense of story is evident
- spells some high frequency words correctly
- uses initial and final consonant sounds consistently and includes some medial sounds (e.g., long vowel sounds and some consonant sounds)
- demonstrates a limited understanding of sentence structure; often runs ideas together
- uses upper case letters indiscriminately with the exception of names

This child needs

- to make greater use of graphophonic cues by looking more closely at the configuration of the word, particularly ending letters and common word patterns
- to monitor own reading by cross-checking meaning cues with cues from beginning and last letters of the word. Ask questions, such as “Did it make sense?” “Did it sound right?”
- to develop the strategy of reading-on or re-reading to confirm meaning
- to pay more attention to punctuation when reading
- to include more details in retellings
- to develop simple revision and editing strategies
- to attempt to represent more sounds within the word
- to make greater use of Word Walls, a personal dictionary, and environmental print

General Case Study of a Child at the Early Level

Teaching and Learning Suggestions

- After reading, ask the child to draw a picture of his/her favourite scene and then retell the story beginning from that part. Use story maps to support retellings with appropriate detail and sequence of major events.
- Provide opportunities for the child to demonstrate understanding of a text through activities similar to the following: justifying responses by locating information in the text; sequencing text; making comparisons with other texts; identifying the main idea of a text and providing some supporting information; identifying character traits.
- Model reflective reading strategies such as re-reading, reading-on and self-correction during shared reading and reinforce during guided reading sessions.
- During guided reading sessions encourage reflective reading. While this child needs to be commended for making attempts at unknown words, the need to check for meaning must be emphasized. Encourage the child to re-read when he/she has lost meaning or becomes confused over an unknown word. Encourage the child to pause after reading a short but meaningful chunk of text so he/she can think about the meaning—Did it make sense? Did it sound right? It is important that he/she understands guesses must be reasonable.
- Provide opportunities for the child to manipulate and sequence words and phrases after reading a text to strengthen his/her use of syntactic cues.
- Model strategies for attacking unknown words (e.g., identifying similar word beginnings and endings; word sorts of words with common word patterns; identify letter patterns such as blends, common endings {...ing, ...ed, ...er}; find short words in longer words; look for rhyming words).
- Have the child listen to and reproduce the order of sounds in a word using sound boxes (Elkonian boxes) as an aid.
- Use a story frame to assist with the writing of a story to help the child focus on major activities and give greater detail.

Case Study of a Child at the Transitional Level of Development

This child

Reading Behaviours

- reads chapter books and information books fluently
- has a wide sight-word and subject-specific vocabulary
- makes use of self-correcting strategies
- discusses narrative elements such as characters and plot
- reads non-fiction for main ideas and details but does not make use of features, such as an index or a table of contents
- able to retell information orally but has difficulty writing information in own words
- chooses to read in spare time
- enjoys being read to at home
- identifies favourite books and authors (e.g., Screech Owl Mysteries, Hardy Boys, Harry Potter)

Writing Behaviours

- does not enjoy writing; very slow to record ideas; overly concerned about spelling; writes short, simple sentences

This child needs

- to make use of pictorial and typographical elements in non-fiction
- to make use of skimming/scanning strategies when locating information
- to develop willingness to take risks in writing in order to develop fluency
- to write more complex sentences

Case Study of a Child at the Transitional Level of Development

Teaching and Learning Suggestions

Pictorial and Typographical Elements

- Use non-fiction books during shared reading and read-aloud sessions. Direct children’s attention to headings and sub-headings. Lead children to predict what might be in each section based on the heading and their prior knowledge.
- Model the use of table of contents and indices to locate information in non-fiction books.
- Use a shared writing approach to write captions for photographs in non-fiction books. Compare students’ text with the actual caption.
- Construct a graphic outline of a page from a non-fiction text. Graphic outlines act as a “map,” using features such as headings, maps, pictures and captions that might appear on a page. Students then scan the page and predict the main idea of the content located in each section. Example:

Main Heading	Life Cycle of a Plant
Photograph	What a seed looks like
Subheading	What happens underground?
Diagram	Root system
Footnote	Definition of pollination

Skimming and Scanning Strategies

- Students have a copy of the text and work in partners or groups. They **skim** the selection and write a prediction for each section using headings and subheadings. Predictions are shared with a larger group and confirmed by reading the selection.
- Students have a copy of the text and work in partners or groups to answer specific questions. The teacher works with them to identify key words in the questions. Students then **scan** the text to locate the key word and answer the questions, either orally or by recording notes in point form.

Note Making Strategies

- Use shared reading and writing sessions to introduce students to note making strategies. Provide them with simple matrices for organizing information such as:

Topic: Bees

Appearance	Habitat	Food	Enemies/Protection

Model for the students how to record key words under the appropriate headings. Use a shared writing approach to create sentences, possibly organized into paragraphs, depending on the age and ability of the students.

- Assist the children in selecting key words from guiding questions or informational text. Discuss with them the function of key words (who, what, where, when, why). Begin with a single sentence and work with students to underline key words. Students can later try selections by themselves and compare their selections with those of a partner or small group.

Writing Fluency

- Use short, free-writes in journals.
- Model the use of Have-A-Go sheets for spelling.
- Use personal dictionaries and word charts to assist children with spelling words.
- Stress the importance of first-draft writing and the fact that it is acceptable to have some words misspelled at this stage of the writing process.
- Model the use of simple revision strategies such as additions and deletions as well as simple editing marks.

Complex Sentences

- Use shared writing sessions to illustrate how sentences can be made more complex by adding more information. For example, start with words that describe an object or living thing:

Slippery snakes

Green

Scary

Then add words to tell what snakes do:

Slippery snakes crawl

Green slither

Scary hide

Next add words to tell where snakes do things:

Slippery snakes crawl in the shed

Green slither in the grass

Scary hide under the rock

Words and phrases can be combined in various ways to make different sentences.

- Show students how sentences can be manipulated to start in different ways by printing words or phrases on cards and asking students to try different arrangements. For example:

Slippery snakes crawl in the shed every day.

Every day, slippery snakes crawl in the shed.

Slippery snakes crawl, every day, in the shed.

In the shed, every day, slippery snakes crawl.

Discuss with children the need to make the most effective choices and the interest created when sentence beginnings are varied.

- Use shared writing sessions to manipulate sentences by:
 - changing tenses
 - changing singular to plural

- **changing conjunctions (e.g., I went to the store but ..., I went to the store because..., I went to the store and...)**

Case Study of a Child at the Transitional Level of Development

This child

Reading Behaviours

- uses strategies to construct meaning
 - makes predictions and can support them
 - self-corrects automatically
 - rereads to clarify meaning
 - slows down when reading a difficult text
- knows subject-specific sight word vocabulary (e.g., *experiment, evaporation*)
- recognizes that characters can be stereotyped
- beginning to recognize that text forms are often read differently (e.g., a fairy tale read for pleasure is read differently than a science text which is being studied)

Writing Behaviours

- learning to use the appropriate text form to suit the purpose for writing, including stories, reports, procedures and expositions
- uses a variety of sentence patterns including simple, compound and extended sentences
- writes using paragraphs
- writes with detail, using subject-specific vocabulary
- uses capitalization and punctuation appropriately
- starting to revise and edit, using revision and proofreading checklists

This child needs

- to continue to work on word identification strategies, while reading from a variety of text forms
- to continue to work on personal and critical literacy
- to be able to write independently, using the appropriate text form for purpose and audience
- to increase the independent usage of revision and editing

Case Study of a Child at the Transitional Level of Development

Teaching and Learning Suggestions

Continue to work on word identification strategies, while reading from a variety of text forms

- Read from a variety of text forms.

- Use shared reading to model and discuss
 - blending and segmenting,
 - letter and word patterns,
 - sight words,
 - syllabication, and
 - root words and word endings.

- Use shared reading to model and discuss
 - predicting and confirming,
 - syntactic and semantic cues,
 - context and picture cues,
 - rereading,
 - reading on, and
 - substituting words.

Continue to work on personal and critical literacy

- Use shared and/or guided reading to model and become engaged in
 - making comparisons,
 - identifying main idea,
 - finding supporting details,
 - cause and effect,
 - character traits,
 - figurative language,
 - extracting and organizing information, and
 - point of view.

To be able to write independently, using the appropriate text form for purpose and audience

- Use shared and/or interactive writing to model and discuss
 - linguistic features of different text forms,
 - topic sentences, paragraphs, and headings,
 - importance of a variety of linking words,
 - personal “voice”, and
 - the different origins of words and phrases (e.g., unicycle, bicycle, tricycle).

Case Study of a Child at the Transitional Level of Development

To increase the independent usage of revision and editing

- Use shared and/or interactive writing to model and discuss
 - selecting particular words for their “shades of meaning” (e.g., frequently, consistently),
 - rearranging pieces of writing to improve organization,
 - inserting and deleting words,
 - adding detail to improve “voice”,
 - spelling strategies, and
 - punctuation.

- Introduce word processing.