

new First Steps[®] in Literacy

CANADIAN EDITION

Map of Development

Reading



PEARSON

First Steps® *Reading Map of Development*, Canadian Edition

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Overview of the *First Steps* Reading Map of Development

Global Statement	Role Play Phase	Experimental Phase	Early Phase
Key Indicators	<p>Readers in this phase display reading-like behaviours when interacting with texts, such as picture books, traditional tales, and simple informational texts. They rely heavily on topic knowledge, pictures, and memorization when reading texts previously heard. Although Role Play readers may begin to identify their own name or parts of it, they are yet to match spoken and written words.</p>	<p>In this phase, readers use memory of familiar, predictable texts and their developing sound–symbol knowledge to match some spoken words with written words. Experimental readers are focused on understanding and conveying the meaning of these texts rather than reading all words accurately. They read and comprehend texts with repetitive, limited, and known vocabulary and supportive illustrations.</p>	<p>Early readers recognize a bank of frequently used words and use a small range of strategies to comprehend texts. These include short literary texts and structured informational texts that have familiar vocabulary and are supported by illustrations. Reading of unfamiliar texts is often slow and deliberate as they focus on exactly what is on the page, using sounding out as a primary word identification strategy.</p>
	<p>USE OF TEXTS</p> <ul style="list-style-type: none">◆ Listens to and demonstrates comprehension by talking about significant ideas from the text◆ Displays reading-like behaviour, e.g., holds book right way up, clicks mouse to see new window◆ Knows that print carries a message, but may read their own writing and unfamiliar texts differently each time◆ Selects texts primarily for enjoyment, e.g., uses cover and illustrations <p>CONTEXTUAL UNDERSTANDING</p> <ul style="list-style-type: none">◆ Makes links to own experience when listening to or reading texts, e.g., points to illustrations, saying “I had a party.”◆ Identifies and talks about familiar characters or people from texts <p>CONVENTIONS</p> <ul style="list-style-type: none">◆ Recognizes own name, or part of it, in print◆ Knows repetitive patterns in very familiar stories, e.g., Run, run as fast as you can... <p>PROCESSES AND STRATEGIES</p> <ul style="list-style-type: none">◆ Relies upon knowledge of topic and text organization, such as pictures, when reading◆ Relies on the strategy of connecting to comprehend, e.g., connects text to self	<p>USE OF TEXTS</p> <ul style="list-style-type: none">◆ Reads and demonstrates comprehension of texts by<ul style="list-style-type: none">– recalling some ideas explicit in a text– identifying the topic of a text– selecting a limited number of explicit events to retell a text– linking two ideas explicit in a text, e.g., an action and its result◆ Demonstrates that print remains constant, e.g., transfers knowledge of familiar words from one context to another◆ Maintains the storyline when reading familiar texts, although a limited number of words are read accurately◆ With assistance, locates and selects texts appropriate to purpose or interest <p>CONTEXTUAL UNDERSTANDING</p> <ul style="list-style-type: none">◆ Expresses an opinion about a text, but may not always be able to justify it◆ Identifies the role of the author and illustrator of a text◆ Talks about the ways different people or characters are represented in texts, e.g., The girl in this story plays football. <p>CONVENTIONS</p> <ul style="list-style-type: none">◆ Recognizes a small bank of known words in different contexts, e.g., personally significant words◆ Identifies the letters of the alphabet by name or sound◆ Demonstrates understanding of the concepts and conventions of print, e.g., left to right, top to bottom, capital letters <p>PROCESSES AND STRATEGIES</p> <ul style="list-style-type: none">◆ Draws upon a limited knowledge base to comprehend, e.g., topic knowledge, sentence patterns, and sound–symbol relationships◆ Uses a limited range of strategies to comprehend, e.g., predicting, comparing◆ Determines unknown words by using word-identification strategies, e.g., predicting using beginning letters and/or pictures	<p>USE OF TEXTS</p> <ul style="list-style-type: none">◆ Reads and demonstrates comprehension of texts by<ul style="list-style-type: none">– recalling key information explicit in a text– identifying the main idea explicit in a text– selecting events to retell a text, sometimes including unnecessary events or information– linking explicit ideas in a text, e.g., comparing a character at different points in the text◆ Locates and selects texts appropriate to purpose, interest, and readability, e.g., uses library systems, skims contents page <p>CONTEXTUAL UNDERSTANDING</p> <ul style="list-style-type: none">◆ Expresses and justifies personal responses to texts, e.g., “I didn’t like... because...”◆ Understands that authors and illustrators select information to suit a purpose and an audience◆ Recognizes how characters, people, and events are represented, and offers suggestions for alternatives <p>CONVENTIONS</p> <ul style="list-style-type: none">◆ Recognizes a bank of frequently used words in different contexts, e.g., high-frequency words, personally significant words◆ Recognizes all letters by name, and their regular sound◆ Explains how known text forms vary, by stating<ul style="list-style-type: none">– purpose, e.g., procedures instruct– some elements of organization, e.g., procedures have headings– some elements of structure, e.g., procedures list materials and steps <p>PROCESSES AND STRATEGIES</p> <ul style="list-style-type: none">◆ Draws upon a small knowledge base to comprehend, e.g., sight vocabulary, concept, and text-structure knowledge◆ Uses a small range of strategies to comprehend, e.g., generating questions, adjusting reading rate◆ Determines unknown words by using word identification strategies, e.g., decoding using phonemes, onset and rime◆ Focuses on decoding words accurately when reading an unfamiliar text, which may result in limited fluency, expression, and loss of meaning
Major Teaching Emphases	<p>ENVIRONMENT AND ATTITUDE</p> <ul style="list-style-type: none">■ Create a supportive classroom environment that nurtures a community of readers.■ Jointly construct, and frequently refer to, meaningful environmental print.■ Foster students’ enjoyment of reading.■ Encourage students to take risks with confidence.■ Encourage students to select their own reading material according to interest or purpose. <p>USE OF TEXTS</p> <ul style="list-style-type: none">■ Read and reread a range of texts to students.■ Provide opportunities for students to read and reread a variety of texts, both literary and informational.■ Encourage students to respond to texts in a variety of ways, focusing on the meaning of print and pictures.■ Model reading behaviours, such as book handling, distinguishing words from pictures, selecting texts. <p>CONTEXTUAL UNDERSTANDING</p> <ul style="list-style-type: none">■ Provide opportunities for students to talk about texts, relating them to their own experiences.■ Draw students’ attention to the ways people or characters are represented in text. <p>CONVENTIONS</p> <ul style="list-style-type: none">■ Begin to build students’ sight vocabulary, e.g., high-frequency words, personally significant words.■ Build phonological awareness and graphophonic knowledge, such as<ul style="list-style-type: none">– recognizing, matching, and generating rhymes– listening for sounds in words– linking letter names with their sounds, focusing on the regular sound■ Teach students the concepts of print.■ Model the use of conventions of print, e.g., capital letters.■ Teach students the terminology associated with books, such as cover, title, author, illustrator. <p>PROCESSES AND STRATEGIES</p> <ul style="list-style-type: none">■ Build students’ knowledge within the cueing systems, e.g., topic knowledge, sound–symbol relationships.■ Teach comprehension strategies, e.g., connecting, comparing.■ Teach word identification strategies, e.g., predicting.■ Teach students how to locate, select, and evaluate texts, e.g., using the layout of a library.■ Model self-reflection of strategies used in reading and encourage students to do the same.	<p>ENVIRONMENT AND ATTITUDE</p> <ul style="list-style-type: none">■ Create a supportive classroom environment that nurtures a community of readers.■ Jointly construct, and frequently refer to, meaningful environmental print.■ Foster students’ enjoyment of reading.■ Encourage students to take risks with confidence.■ Encourage students to select their own reading material according to interest or purpose. <p>USE OF TEXTS</p> <ul style="list-style-type: none">■ Read and reread a variety of texts, both literary and informational, providing opportunities for students to do the same.■ Teach students to identify explicit and implicit information.■ Teach students to make connections within texts using both explicit and implicit information, e.g., main idea and supporting detail, sequence of key events. <p>CONTEXTUAL UNDERSTANDING</p> <ul style="list-style-type: none">■ Encourage students to listen to the opinions and justifications of others, recognizing different points of view and interpretations.■ Familiarize students with the devices that authors and illustrators use to influence construction of meaning, e.g., choice of language.■ Discuss how and why facts, characters, people, or events are presented in a particular way by the author and illustrator.■ Discuss how texts are written for different purposes and audiences. <p>CONVENTIONS</p> <ul style="list-style-type: none">■ Continue to build students’ sight vocabulary, e.g., topic words, signal words.■ Continue to build phonological awareness, graphophonic and word knowledge, such as<ul style="list-style-type: none">– recognizing that a sound can be represented by different letters or letter combinations– recognizing letter combinations and the different sounds they represent– recognizing how word parts and words work■ Teach the use of conventions of print, e.g., commas, quotation marks.■ Continue to build students’ knowledge of different text forms, e.g., purpose, structure, organization, and language features. <p>PROCESSES AND STRATEGIES</p> <ul style="list-style-type: none">■ Continue to build students’ knowledge within the cueing systems, e.g., grammatical and cultural knowledge.■ Consolidate known comprehension strategies and teach additional strategies, e.g., skimming, scanning.■ Teach word identification strategies, e.g., reading on, rereading.■ Continue to teach students how to locate, select, and evaluate texts, e.g., identifying different sources of information, checking publication dates.■ Model self-reflection of strategies used in reading, and encourage students to do the same.	<p>ENVIRONMENT AND ATTITUDE</p> <ul style="list-style-type: none">■ Create a supportive classroom environment that nurtures a community of readers.■ Jointly construct, and frequently refer to, meaningful environmental print.■ Foster students’ enjoyment of reading.■ Encourage students to take risks with confidence.■ Encourage students to select their own reading material according to interest or purpose. <p>USE OF TEXTS</p> <ul style="list-style-type: none">■ Read and reread a variety of texts, both literary and informational, providing opportunities for students to do the same.■ Teach students to identify explicit and implicit information.■ Teach students to make connections within texts using both explicit and implicit information, e.g., main idea and supporting detail, sequence of key events. <p>CONTEXTUAL UNDERSTANDING</p> <ul style="list-style-type: none">■ Encourage students to listen to the opinions and justifications of others, recognizing different points of view and interpretations.■ Familiarize students with the devices that authors and illustrators use to influence construction of meaning, e.g., choice of language.■ Discuss how and why facts, characters, people, or events are presented in a particular way by the author and illustrator.■ Discuss how texts are written for different purposes and audiences. <p>CONVENTIONS</p> <ul style="list-style-type: none">■ Continue to build students’ sight vocabulary, e.g., topic words, signal words.■ Continue to build phonological awareness, graphophonic and word knowledge, such as<ul style="list-style-type: none">– recognizing that a sound can be represented by different letters or letter combinations– recognizing letter combinations and the different sounds they represent– recognizing how word parts and words work■ Teach the use of conventions of print, e.g., commas, quotation marks.■ Continue to build students’ knowledge of different text forms, e.g., purpose, structure, organization, and language features. <p>PROCESSES AND STRATEGIES</p> <ul style="list-style-type: none">■ Continue to build students’ knowledge within the cueing systems, e.g., grammatical and cultural knowledge.■ Consolidate known comprehension strategies and teach additional strategies, e.g., skimming, scanning.■ Teach word identification strategies, e.g., reading on, rereading.■ Continue to teach students how to locate, select, and evaluate texts, e.g., identifying different sources of information, checking publication dates.■ Model self-reflection of strategies used in reading, and encourage students to do the same.





Overview of the *First Steps* Reading Map of Development

Global Statement	Transitional Phase	Proficient Phase	Accomplished Phase
	<p>In this phase, readers are beginning to integrate strategies to identify unknown words and to comprehend text. These strategies, combined with an increasing bank of sight words, enable readers to read texts, such as novels, newspapers, and Web sites with familiar content fluently and with expression. Transitional readers reflect on strategies used and are beginning to discuss their effectiveness.</p>	<p>Proficient readers have developed a multistrategy approach to identify unknown words and comprehend demanding texts, such as subject-specific textbooks, novels, and essays. They are able to select strategies appropriate to the purpose and complexity of the text. Readers have a greater ability to connect topic, grammatical, cultural/world, and text-structure knowledge with what is new in the text. Proficient readers identify the target audience of a text. They draw on evidence from their own experience to challenge or question the text.</p>	<p>Accomplished readers use a flexible repertoire of strategies and cueing systems to comprehend texts and to solve problems with unfamiliar structure and vocabulary. They are able to fluently read complex and abstract texts, such as journal articles, novels, and research reports. Accomplished readers access the layers of information and meaning in a text according to their reading purpose. They closely examine, synthesize, and evaluate multiple texts to revise and refine their understandings.</p>
Key Indicators	<p>USE OF TEXTS</p> <ul style="list-style-type: none">◆ Reads and demonstrates comprehension of texts by<ul style="list-style-type: none">– identifying the main idea(s), citing supporting detail– selecting events from a text to suit a specific purpose– linking ideas, both explicit and implicit, in a text, e.g., cause and effect◆ Locates and selects texts appropriate to purpose and audience, e.g., uses search engines, checks currency of information <p>CONTEXTUAL UNDERSTANDING</p> <ul style="list-style-type: none">◆ Recognizes own interpretation may differ from that of other readers or the author/s◆ Recognizes devices that authors and illustrators use to influence construction of meaning, e.g., visual clues, omissions◆ Recognizes that authors and illustrators attempt to influence readers◆ Recognizes how characters or people, facts, and events are represented, and can speculate about the author’s choices <p>CONVENTIONS</p> <ul style="list-style-type: none">◆ Recognizes an increasing bank of words in different contexts, e.g., subject-specific words, less common words◆ Explains how known text forms vary by using knowledge of<ul style="list-style-type: none">– purpose, e.g., to persuade– text structure, e.g., problem and solution– text organization, e.g., headings, subheadings, an index, glossary– language features, e.g., conjunctions <p>PROCESSES AND STRATEGIES</p> <ul style="list-style-type: none">◆ Draws upon an increasing knowledge base to comprehend, e.g., text structure and organization, grammar, vocabulary◆ Uses an increasing range of strategies to comprehend, e.g., creating images, determining importance◆ Determines unknown words by using word identification strategies, e.g., reading on, rereading	<p>USE OF TEXTS</p> <ul style="list-style-type: none">◆ Reads and demonstrates comprehension of texts by<ul style="list-style-type: none">– explaining how the main idea and supporting information relate to the author’s purpose and the intended audience– selecting events from a text to suit a specific audience– linking ideas, both explicit and implicit, in a text, e.g., thesis and supporting arguments◆ Locates and evaluates appropriateness of texts and information in texts in terms of purpose and audience, e.g., validity, bias <p>CONTEXTUAL UNDERSTANDING</p> <ul style="list-style-type: none">◆ Recognizes how one’s values, attitudes, and beliefs have impact on the interpretation of text◆ Discusses the target audience for a specific text, and how the author has tailored the language, ideas, and presentation to suit <p>CONVENTIONS</p> <ul style="list-style-type: none">◆ Recognizes manipulation of text structure and text organization, e.g., historical account written as a narrative◆ Recognizes the selection of language features such as<ul style="list-style-type: none">– words to distinguish fact from opinion and bias, e.g., I think, It has been reported– words/phrases that signal relationships, e.g., similarly — to compare, on the other hand — to contrast– synonyms to denote connotations, e.g., thief, bandit, pickpocket <p>PROCESSES AND STRATEGIES</p> <ul style="list-style-type: none">◆ Selects from a broad knowledge base to comprehend, e.g., text structure and organization, cultural/world knowledge, grammar, vocabulary◆ Selects appropriate strategies from a wide range to comprehend◆ Determines unknown words by selecting appropriate word identification strategies	<p>USE OF TEXTS</p> <ul style="list-style-type: none">◆ Reads and demonstrates comprehension of texts using both explicit and implicit information to achieve a given purpose◆ Synthesizes information from texts, with varying perspectives, to draw conclusions◆ Locates and evaluates appropriateness of texts and the information in texts in terms of purpose and audience <p>CONTEXTUAL UNDERSTANDING</p> <ul style="list-style-type: none">◆ Discusses reasons why a text may be interpreted differently by different readers, e.g., personal background of reader, author bias, socio-cultural background◆ Discusses how the context (time, place, situation) of an author influences the construction of a text◆ Analyzes the use of devices, such as rhetoric, wit, cynicism, and irony designed to position readers to take particular views <p>CONVENTIONS</p> <ul style="list-style-type: none">◆ Uses knowledge of one text form to help interpret another, e.g., literary features in informational texts◆ Recognizes the effectiveness of language features selected by authors <p>PROCESSES AND STRATEGIES</p> <ul style="list-style-type: none">◆ Consciously adds to a broad knowledge base, as required, to comprehend◆ Selects appropriate strategies from a wide range to comprehend◆ Determines unknown words by selecting appropriate word identification strategies
Major Teaching Emphases	<p>ENVIRONMENT AND ATTITUDE</p> <ul style="list-style-type: none">■ Create a supportive classroom environment that nurtures a community of readers.■ Jointly construct, and frequently refer to, meaningful environmental print.■ Foster students’ enjoyment of reading.■ Encourage students to take risks with confidence.■ Encourage students to select their own reading material according to interest or purpose. <p>USE OF TEXTS</p> <ul style="list-style-type: none">■ Provide opportunities for students to read a wide range of texts.■ Continue to teach students to analyze texts, identifying explicit and implicit information.■ Continue to teach students to make connections within texts, using both explicit and implicit information.■ Model how concept knowledge and understandings can be shaped and reshaped using information from a variety of texts. <p>CONTEXTUAL UNDERSTANDING</p> <ul style="list-style-type: none">■ Discuss how readers may react to and interpret texts differently, depending on their knowledge, experience, or perspective.■ Discuss how authors and illustrators have used devices to target specific audiences, e.g., quoting statistics.■ Provide opportunities for students to challenge the author’s world view. <p>CONVENTIONS</p> <ul style="list-style-type: none">■ Continue to build students’ sight vocabulary, e.g., less common words, subject-specific words.■ Continue to build students’ graphophonic and word knowledge, such as<ul style="list-style-type: none">– recognizing less common sound–symbol relationships– recognizing letter combinations and the different sounds they represent– recognizing how word parts and words work■ Jointly analyze texts where combinations and adaptations of text structure and text organization have been used.■ Teach students to identify the role of language features in a variety of texts. <p>PROCESSES AND STRATEGIES</p> <ul style="list-style-type: none">■ Continue to build students’ knowledge within the cueing systems, e.g., orthographic, world knowledge.■ Consolidate known comprehension strategies and teach additional strategies, e.g., synthesizing, paraphrasing.■ Consolidate word identification strategies.■ Continue to teach students how to locate, select, and evaluate texts, e.g., conducting Internet searches, recognizing bias.■ Model self-reflection of strategies used in reading, and encourage students to do the same.	<p>ENVIRONMENT AND ATTITUDE</p> <ul style="list-style-type: none">■ Create a supportive classroom environment that nurtures a community of readers.■ Jointly construct, and frequently refer to, meaningful environmental print.■ Foster students’ enjoyment of reading.■ Encourage students to take risks with confidence.■ Encourage students to select their own reading material according to interest or purpose. <p>USE OF TEXTS</p> <ul style="list-style-type: none">■ Provide opportunities for students to read a wide range of texts.■ Continue to teach students to analyze texts utilizing information to suit different purposes and audiences. <p>CONTEXTUAL UNDERSTANDING</p> <ul style="list-style-type: none">■ Provide opportunities for students to discuss how the ideologies of the reader and the author combine to create an interpretation of the text.■ Provide opportunities for students to identify devices used to influence readers to take a particular view. <p>CONVENTIONS</p> <ul style="list-style-type: none">■ Continue to build students’ sight vocabulary, e.g., technical terms, figurative language.■ Teach students to analyze how authors combine language features to achieve a purpose.■ Teach students to analyze how authors manipulate texts to achieve a purpose, e.g., structure, organization. <p>PROCESSES AND STRATEGIES</p> <ul style="list-style-type: none">■ Continue to build students’ knowledge within the cueing systems.■ Consolidate comprehension strategies.■ Consolidate word identification strategies.■ Consolidate how to locate, select, and evaluate texts.■ Model self-reflection of strategies used in reading, and encourage students to do the same.	<p>Major Teaching Emphases and Teaching and Learning Experiences are not provided for this phase, as Accomplished readers are able to take responsibility for their own ongoing reading development.</p>



CHAPTER 1

About Reading

As part of the *First Steps Literacy, Canadian Edition, Reading Map of Development* is designed to help teachers map their students' progress and to offer suggestions for teaching and learning experiences that will further development and engagement in reading.

DEFINING READING

Reading is a complex process. What counts as reading varies from context to context according to what the reader's purpose is, what texts the reader is encountering, and what the dominant culture expects. One-dimensional definitions have an appeal of simplicity, but ignore the complexity of the reading process and can lead to narrow or skewed teaching. Reading involves interactions between text, author, and reader to construct meaning.

Reading is one strand of literacy. In *First Steps Literacy, Canadian Edition*, each strand is composed of a few key substrands. The following table summarizes how these substrands combine to capture the nature of reading, each one providing a different lens for consideration.

This first chapter focuses on the beliefs about reading and reading instruction that underpin *First Steps Literacy, Canadian Edition*.

Substrand	Reading is...
<i>Use of Texts</i> : how students interact with texts	<ul style="list-style-type: none">• making meaning with texts
<i>Contextual Understanding</i> : how the context affects the interpretation and choice of language	<ul style="list-style-type: none">• a socio-cultural practice that is used to accomplish a wide range of purposes• questioning and critiquing texts
<i>Conventions</i> : structures and features of texts	<ul style="list-style-type: none">• cracking the code of letters, words, sentences, and texts
<i>Processes and Strategies</i> : how students read, view, speak and listen	<ul style="list-style-type: none">• the active, integrated problem-solving process of making sense of texts

Taken alone, none of the substrand definitions would adequately define reading in today's world. Instead, each is an essential component of a multidimensional view of reading that provides lenses for understanding how the reading process unfolds, and how reading should be taught.

Luke and Freebody (1999) suggest that readers draw on a family of practices when they read.

Readers

- use texts functionally
- critically analyze and transform texts
- break the code of texts
- participate in the meanings of texts

UNDERSTANDING THE READING PROCESS

Effective teachers have an understanding of how reading occurs and are able to plan teaching and learning experiences that support students in becoming more successful readers. Developing a clear understanding of the reading process is a challenge, as reading is often a silent, motionless, personal act involving cognitive and social processes that are transactional and not always observable. Furthermore, beginning readers and skilled readers often go about the reading task in different ways.

Pragmatics is increasingly seen as a fourth major cueing system. Within the pragmatic cueing system is knowledge of audience, of purpose, and of situation.

First Steps Literacy, Canadian Edition, uses a substrand framework and major cueing systems as a basis to illustrate the multi-dimensional process of reading and to provide an impetus for recommended teaching approaches to support reading development. This resource looks at reading as a dynamic process between

- the context of the reading event (pragmatics)
- the knowledge within cueing systems
- the use of reading strategies

The Context of the Reading Event (Pragmatics)

Reading serves multiple purposes in people's lives. All reading takes place in a socio-cultural context and for a particular purpose: the purpose and context of a reading event guide the reader to decide what is important and what must be understood to achieve success. Purpose and context drive the selection of reading strategies and support the reader in accessing appropriate cueing systems, often without being conscious of the connections being made.

Building Students' Knowledge Within the Cueing Systems

All readers draw on cueing systems to make sense of what they read. Doing so enables readers to relate what is new to what they already know. A cueing system is a set of cues or clues built into the structure and patterns of language. These structures and patterns are seen as systems because the English language is systematic in the way that words are ordered to create meaning, letters and sounds are related, punctuation is used, and the language is used to communicate. Major cueing systems include the semantic, syntactic, and graphophonic. As indicated in Figure 1.1, each cueing system represents different kinds of knowledge.

The knowledge within the cueing systems makes up an individual's knowledge base, or prior knowledge which comes from previous experiences. It is critical that students, from a very early age, be provided with opportunities to build their knowledge within each of the cueing systems. The amount of relevant prior knowledge and the activation of that knowledge determine a reader's success in understanding and assimilating new information.

In the view of *First Steps Literacy*, Canadian Edition, cueing systems are neither sequential nor hierarchical. They are equally important in contributing to the comprehension of texts.

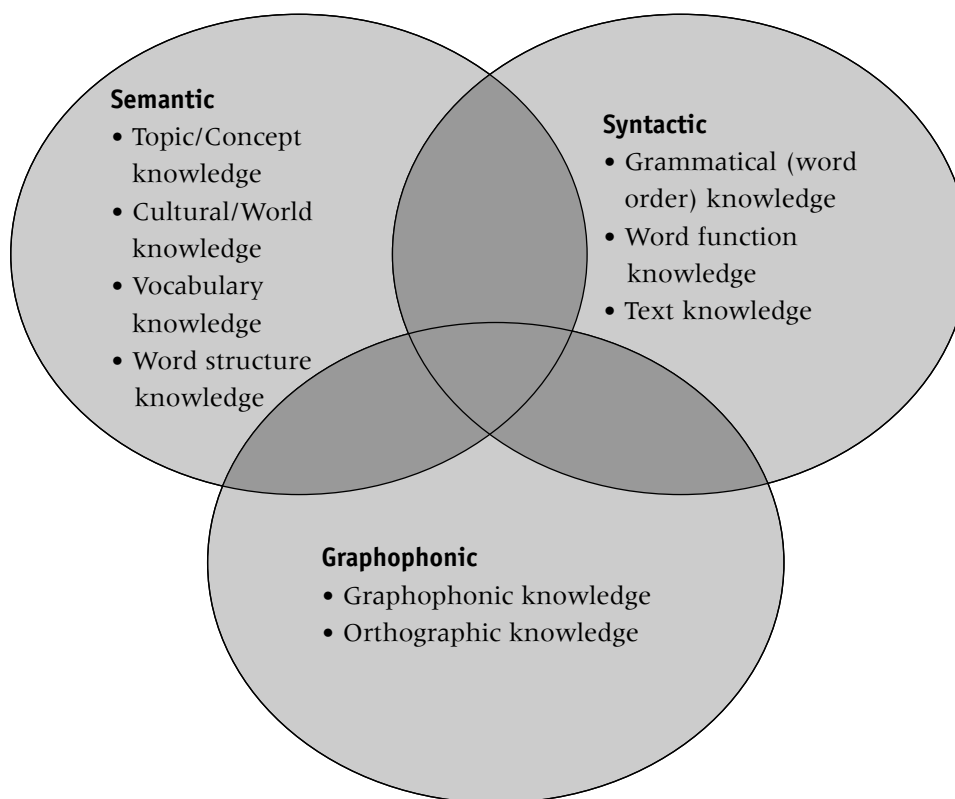


Figure 1.1 The knowledge within the cueing systems makes up the reader's prior knowledge, or schema.

Text knowledge, with its focus on writing purpose, text structure, and text organization, can be seen as part of the pragmatic cueing system rather than the syntactic cueing system. Pragmatics recognizes that readers are affected by an author's deliberate choices of such things as text form, conventions, and voice to best engage an audience and realize a certain purpose. In the pragmatic cueing system, the other cueing systems are linked with the context. Readers seek to understand how the context colours how sentences convey information.

Semantic Cueing System

Semantic cues draw on readers' knowledge of words. They are associated with the meaning of words, phrases, and sentences, the structure of words, and knowledge of the world of the topic. For example, the word *energy* means something different in physics than it does in everyday life. Semantic cues are tied to readers' cultural and world knowledge and knowledge of the concept or topic. The essential question is, What would make sense here?

Syntactic Cueing System

Syntactic cues draw on readers' knowledge of the ways words are patterned or structured to form phrases, clauses, and sentences. Readers use these cues to help decide if text sounds right. Syntactic cues include knowledge of grammatical features (word order in sentences) and knowledge of word functions. As viewed by *First Steps Literacy*, Canadian Edition, they also include knowledge of the organization and structure of whole texts.

Graphophonic Cueing System

Graphophonic cues draw on readers' knowledge of the relationships between sounds and written forms of language. Readers use these cues to help identify unknown words. Graphophonic cues include knowledge of letters, knowledge of the sounds associated with letters and groups of letters, and knowledge of print concepts.

Use of Reading Strategies

Many teachers work hard to ensure that all students build a bank of knowledge within cueing systems. The sources of information within the cueing systems include knowledge about

- concepts and topics
- culture and the world
- vocabulary meaning
- words and word parts
- graphophonics
- orthography
- grammar
- text forms

A critical element in supporting reading development is the explicit teaching of a range of reading strategies to ensure that students are able to successfully access cueing systems to support reading. Cueing systems can only be used flexibly and independently through the application of such strategies applied before, during, and after reading. Strategies used to identify unknown words, to prepare for reading, and to monitor and adjust reading are all essential to successful reading.

Reading strategies include

predicting making connections inferring comparing
 creating images summarizing/paraphrasing synthesizing
 generating questions skimming determining importance
 scanning monitoring and revising comprehension
 -rereading -reading on -adjusting reading rate -sounding out
 -chunking -using analogy -consulting a reference

*Predicting depends on prior knowledge and responding to textual clues.

Comprehending text is a transaction between the author, the reader, and the socio-cultural context, driven by the purpose of the reader.

These contextual elements contribute significantly to the reader's motivation and interest. The author contributes the words and an intended meaning in the text. The reader actively integrates a range of strategies, including word identification and comprehension, to draw upon all knowledge available in the cueing systems. Effective readers will have automated many of these strategies, so that they occur effortlessly. By bringing in-head knowledge to interpret the information supplied by the author, the reader co-creates unique, personal meaning. Goodman (1996) says, "The sense you make of a text is the sense you bring to it."

Determining the writer's purpose can be viewed as a reading strategy. *First Steps Literacy*, Canadian Edition, however, interprets purpose as part of the context of the reading event.

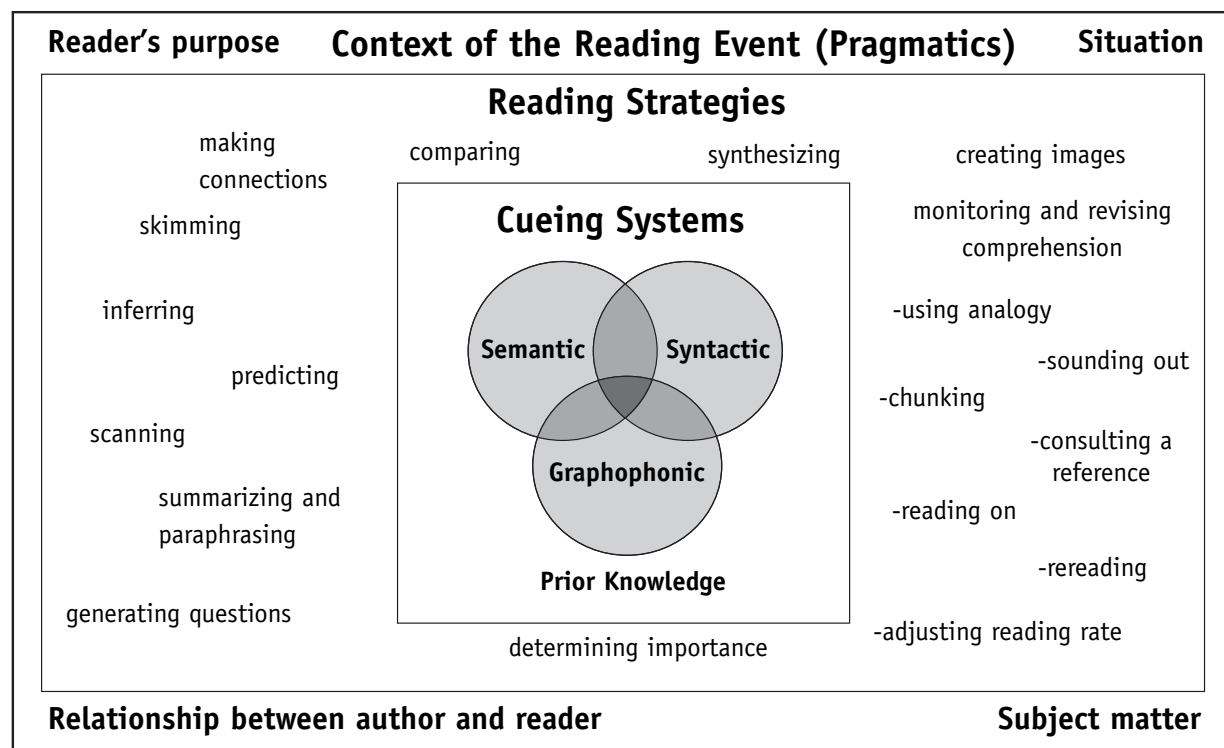


Figure 1.2 A representation of the reading process

Seven of the reading strategies identified on page 5 are treated differently than others. The strategies using analogy, sounding out, chunking, consulting a reference, reading on, rereading, and adjusting reading rate are seen as aspects of the broad reading strategy monitoring and revising comprehension.

Beginning or struggling readers may be unsure of the reading purpose or may even misconstrue the reading act. They may have limited knowledge of the graphophonic, syntactic, semantic, and other cueing systems, or they may have a narrow range of reading strategies to access them. If the text is too difficult, the beginning reader will be unable to relate what is being read to meaningful oral language. Moreover, if the reader has English as an additional language, syntactic cues from the primary language may contradict those in standard English. The result may be confusion about which cueing system to draw on in order to read with fluency and comprehension.

A COMPREHENSIVE APPROACH TO READING INSTRUCTION

There is no single right way to teach reading, as students have such varied backgrounds and needs. However, there is a wealth of research literature that provides a basis for planning effective reading instruction. One problem with reading individual studies is the potential of seeing through a single lens. This sometimes influences educators to take a narrow view of reading instruction, but by synthesizing research from many credible sources, a comprehensive approach can be achieved.

A comprehensive reading approach is eclectic, incorporating

- use of a range of instructional approaches
- use of flexible groupings and differentiated instruction
- use of a range of data-collection tools
- use of varied texts
- explicit teaching of a range of reading strategies
- development of knowledge within all cueing systems
- support for reading development through other literacy strands
- integration of reading instruction across the curriculum

A comprehensive approach uses a range of instructional approaches to reading.

(See *Reading Resource Book*, Canadian Edition, Chapter 1.)

The strategic use of a range of instructional approaches to reading ensures a strong foundation for balanced reading instruction, as each instructional approach requires varying degrees of responsibility from the teacher and the student. Instructional

approaches, such as Modelled Reading, Reading Aloud to Students, and Language Experience, allow the teacher to demonstrate how strategies can be used to help the reader make sense of the text. Shared Reading and Guided Reading provide opportunities for students to practise these strategies with guidance and support. Literature Circles and Independent Reading allow students time to apply what they have learned about reading. Using a selective range of instructional approaches ensures that explicit instruction and guidance at the point of need is balanced by opportunities for students to apply skills and strategies independently.

A comprehensive approach uses flexible groupings and differentiated instruction.

(See *Linking Assessment, Teaching and Learning*, Chapter 8.)

The use of flexible groupings helps meet the needs of each student in a class. Flexible grouping arrangements allow students to work with a variety of peers depending on the planned learning outcome. Students are grouped and regrouped according to their individual learning needs and specific curricular goals. Implementing a range of instructional approaches to reading will generally lead to whole-class, small-group, and individual learning opportunities for students. It is also important to consider other factors, such as the impact of ability grouping, the social dynamics of groups, and the preferred learning styles of individuals.

A comprehensive approach uses a range of data-collection tools.

(See Chapter 3; see also *Linking Assessment, Teaching and Learning*, Chapter 6.)

It is important that teachers develop a repertoire of tools and methods for collecting data about students' reading development. A multifaceted approach to data collection will include a balance of observation, conversation, and analysis of products. This type of approach will ensure that teachers are building an accurate picture of each student's strengths and needs. An accurate picture is necessary to make informed decisions about the most appropriate teaching and learning experiences that will support both student development and assessment for learning.

A comprehensive approach introduces a variety of texts.

(See *Reading Resource Book*, Canadian Edition, Chapter 1.)

In today's society, readers are exposed to a vast range of texts, many made up of both print and visual features and conveyed through various media. Teachers can provide opportunities for students to access a wide range of texts by incorporating them into planned learning experiences. There will be times when newspapers, magazines, or the Internet will be the most appropriate source of material, and other times when a reading series or a textbook will be more useful. Using a range of texts will provide students with opportunities to navigate texts that have different organizational features and to encounter varied language features and text structures.

A comprehensive approach introduces a range of reading strategies.

(See *Reading Resource Book*, Canadian Edition, Chapter 4.)

The explicit teaching of multiple reading strategies allows readers to learn how to actively integrate their prior knowledge with new information in the texts being read. Explicit demonstrations, ongoing scaffolding, and opportunities to practise and apply a range of comprehension and word-identification strategies are essential. A long-term goal for all students is to be able to select and use a range of strategies flexibly and independently during any reading event.

A comprehensive approach builds knowledge within all cueing systems.

Effective readers make sense of text by drawing on a range of information sources interactively and simultaneously. These sources are often referred to as cues, particularly semantic, syntactic, graphophonic, and pragmatic. It is critical to provide opportunities for students to build knowledge within all cueing systems and to help them recognize how and when each information source can be helpful with word identification and comprehension.

A comprehensive approach supports reading development through the other literacy strands.

All strands of literacy—reading, writing, viewing, speaking and listening, and representing—work in conjunction and are difficult to separate into discrete areas. It is important to show students how the strands are interrelated and how each one supports the others; e.g., learning about text structure in reading assists comprehension in viewing. It makes sense to ensure these links are explicit.

Reading, listening, and viewing can be seen as receptive strands; writing, speaking and representing, which is also considered a strand, can be seen as expressive strands.

A comprehensive approach integrates reading instruction across the curriculum.

Effective reading instruction involves the teaching and reinforcing of reading skills and strategies across all subject areas. The learning that has occurred during explicit reading lessons needs to be practised and consolidated independently in other curriculum areas: for instance, applying knowledge of text structure to comprehend a science text. Although many of these opportunities will be planned, further opportunities will exist to capture teachable moments that arise in content-area lessons. Dealing with unfamiliar vocabulary during mathematics, for example, allows the teacher to capitalize on the prior teaching of particular reading strategies.

A comprehensive approach incorporates a range of effective teaching and learning practices.

(See *Linking Assessment, Teaching and Learning*, Chapter 7.)

Finding a balance between time spent on teacher-directed, explicit instruction and student participation in discussions, activities, or independent work is a juggling act that often troubles teachers. Too much or too little time spent in any of these areas tends to favour particular learning styles and to exclude some groups of students. It is critical to consider a variety of ways a concept, skill, or strategy could be taught, and plan to incorporate a range of effective teaching and learning practices to enable differentiated learning. Some practices are often complementary and work effectively in a particular sequence; for instance, modelling, sharing, guiding, and applying have been used prominently in reading as a means of moving students from a supportive to a more independent setting. The Gradual Release of Responsibility Model, developed by Pearson and Gallagher (1983), largely reflects this sequence.

How a Comprehensive Approach Reflects the Beliefs Underpinning *First Steps*

FIRST STEPS	F	Focused on strategies	Teachers <ul style="list-style-type: none"> • explicitly teach students a range of reading strategies • encourage students to be aware of, apply, monitor, and adjust reading strategies • encourage students to apply reading strategies across the curriculum
	I	Investigative	Teachers <ul style="list-style-type: none"> • involve students in problem solving to discover how texts work • promote metacognitive thinking and reflection • plan opportunities to engage students in authentic reading events that build upon existing foundations
	R	Reflective	Teachers <ul style="list-style-type: none"> • provide time and support for students to reflect, represent, and report on their reading, e.g., use of strategies • model the process of reflection
	S	Scaffolded	Teachers <ul style="list-style-type: none"> • support students' reading by adopting the Gradual Release of Responsibility Model—modelling, sharing, guiding, and conferencing • provide specific and targeted feedback to guide students to independence
	T	Tailored/ Differentiated	Teachers <ul style="list-style-type: none"> • recognize assessment for learning • map the milestones of reading development and devise plans that meet the needs of students • differentiate instruction—develop organizational structures that allow all students to participate at their developmental level, using a balance of small-group, whole-class, and individual instruction
	S	Supportive	Teachers <ul style="list-style-type: none"> • create an environment in which students feel safe to ask for help when they need it and to express themselves readily without fear of judgment or ridicule
	T	Tested	Teachers <ul style="list-style-type: none"> • use a range of research-based instructional approaches to reading • use a range of effective teaching and learning practices
	E	Embedded	Teachers <ul style="list-style-type: none"> • create reading experiences that are engaging, authentic, and culturally and developmentally appropriate • embed experiences in texts to build students' knowledge within the cueing systems • help students make connections between their current understandings and what is new
	P	Purposefully practised	Teachers <ul style="list-style-type: none"> • select experiences from across curriculum areas to allow students to consolidate and integrate new understandings and skills • plan activities that are focused, scaffolded, and contextualized
	S	Shared	Teachers <ul style="list-style-type: none"> • understand that responsibility for implementing a balanced reading program needs to be shared among all stakeholders—teachers, parents, students, and the school • work collaboratively to develop appropriate programs to support students experiencing difficulty

CHAPTER 2

Understanding the Reading Map

The Reading Map of Development validates what teachers know about their students and is organized to help them link assessment, teaching, and learning.

Although in practice literacy is an amalgam of the strands Reading, Writing, Speaking and Listening, and Viewing, individual maps are necessary to represent the complexity of each strand.

Looking at each strand through the lenses of its substrands provides further opportunity for more specialized analysis. The organization of the Reading Map of Development into substrands provides a practical framework for looking at assessment, teaching, and learning, and reflects current beliefs about how reading is defined.

Reading Map of Development contains behaviours, suggested teaching emphases, and a range of teaching and learning experiences for each phase of development. Together, these features help teachers to make informed, strategic decisions about how to support students' literacy development.

Although not addressed directly by *First Steps Literacy*, Canadian Edition, representing is a strand, too. Often subsumed under writing, it encompasses drama, art, and music as ways of expressing understanding.

HOW THE MAP IS ORGANIZED

There are six phases outlined in *Reading Map of Development*:

- Role Play
- Experimental
- Early
- Transitional
- Proficient
- Accomplished

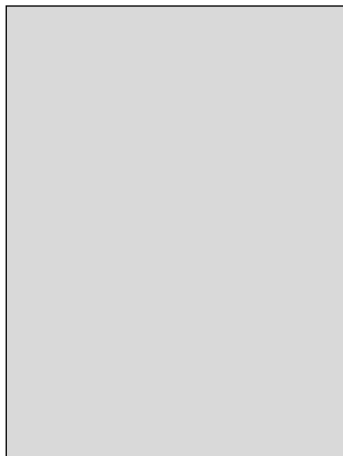


Figure 2.1

The same organizational framework is used for each phase.

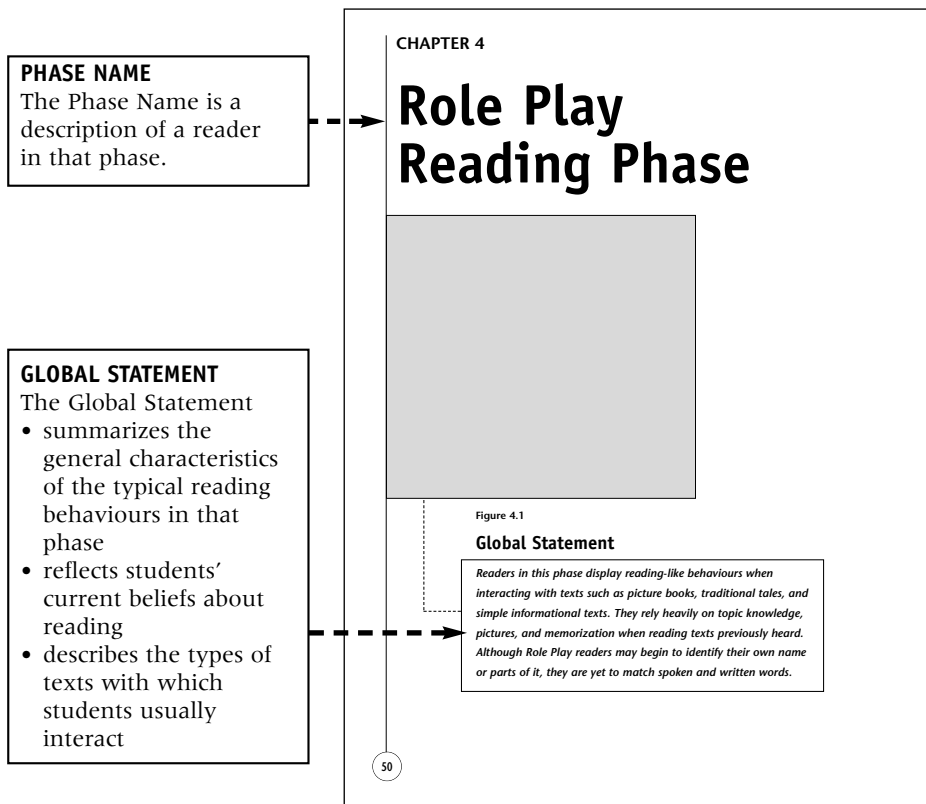


Figure 2.2 Role Play Reading Phase Name and Global Statement

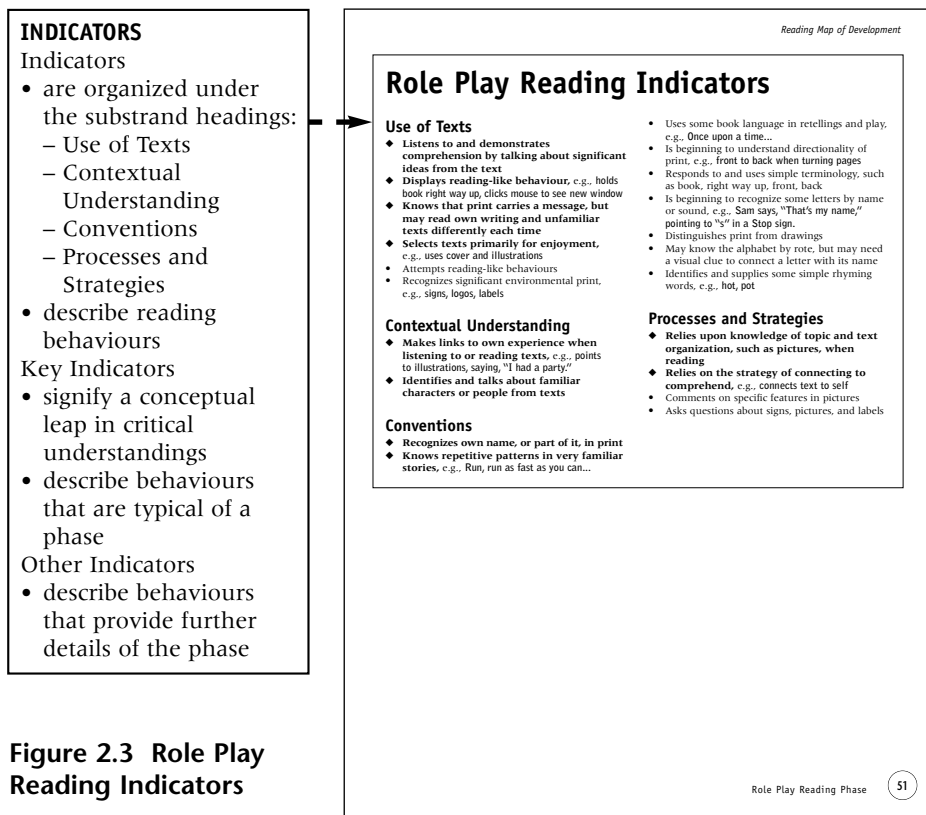


Figure 2.3 Role Play Reading Indicators

MAJOR TEACHING EMPHASES (MTEs)**Major Teaching Emphases**

- are organized under these headings:
 - Environment and Attitude
 - Use of Texts
 - Contextual Understanding
 - Conventions
 - Processes and Strategies
- are suggestions of appropriate priorities for teaching at each phase
- are designed to help teachers support and challenge students' current understandings

Major Teaching Emphases

Environment and Attitude

- Create a supportive classroom environment that nurtures a community of readers.
- Jointly construct, and frequently refer to, meaningful environmental print.
- Foster students' enjoyment of reading.
- Encourage students to take risks with confidence.
- Encourage students to select their own reading material according to interest or purpose.

Use of Texts

- Read and reread a range of texts to students.
- Provide opportunities for students to read and reread a variety of texts, both literary and informational.
- Encourage students to respond to texts in a variety of ways, focusing on the meaning of print and pictures.
- Model reading behaviours, such as book handling, distinguishing words from pictures, and selecting texts.

Contextual Understanding

- Provide opportunities for students to talk about texts, relating them to their own experiences.
- Draw students' attention to the ways people or characters are represented in text.

Conventions

- Begin to build students' sight vocabulary, e.g., high-frequency words, personally significant words.
- Build phonological awareness and graphophonic knowledge, such as
 - recognizing, matching, and generating rhymes
 - listening for sounds in words
 - linking letter names with their sounds, focusing on the regular sound
- Teach students the concepts of print.
- Model the use of conventions of print, e.g., capital letters.
- Teach students the terminology associated with books, such as cover, title, author, and illustrator.

Processes and Strategies

- Build students' knowledge within the cueing systems, e.g., topic knowledge, sound-symbol relationships.
- Teach comprehension strategies, e.g., connecting, comparing.
- Teach word-identification strategies, e.g., predicting.
- Teach students how to locate, select, and evaluate texts, e.g., using the layout of a library.
- Model self-reflection of strategies used in reading and encourage students to do the same.

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Figure 2.4 Role Play, Major Teaching Emphases

TEACHING AND LEARNING EXPERIENCES

- Teaching and Learning Experiences are organized under the following headings:
 - Environment and Attitude
 - Use of Texts
 - Contextual Understanding
 - Conventions
 - Processes and Strategies
- Each of these is divided into two sections: Teaching Notes and Involving Students.
- Teaching Notes unpack the Major Teaching Emphases.
- Involving Students contains a selection of developmentally appropriate activities that support the Major Teaching Emphases.

Teaching and Learning Experiences

ENVIRONMENT AND ATTITUDE

Major Teaching Emphases

- Create a supportive classroom environment that nurtures a community of readers.
- Jointly construct, and frequently refer to, meaningful environmental print.
- Foster students' enjoyment of reading.
- Encourage students to take risks with confidence.
- Encourage students to select their own reading material according to interest or purpose.

Teaching Notes

An environment that supports and nurtures Role Play readers includes many opportunities to explore and interact with print; combination of such opportunities will help foster an enjoyment reading. Role Play readers need to feel comfortable in taking risk and in having a go at reading and writing. They benefit from interacting with a variety of texts—those that are read to them and those they read themselves.

Exploring Print

Owcock (1999) describes four functions of print supporting real purposes that can be provided for in the classroom:

- **Environmental**—print that gives us information about the world, e.g., signs, price tags, advertisements
- **Occupational**—print associated with a job or profession, e.g., a doctor's prescription pads, referral forms, health records, patient progress records
- **Informational**—print for storing, retrieving, and organizing information, e.g., calendars, clocks, diagrams
- **Recreational**—print used for leisure activities, e.g., picture books, magazines

Involving Students

1 Read and Retell

Refer to Chapter 5: Experimental Reading Phase, page 108.

2 Choral Reading

Whole-class Choral Reading sessions are an ideal way to introduce readers to a wide range of enjoyable texts, and provide a meaningful context for repeated whole-group readings of a particular text. All students are able to join in with familiar parts of the text and to hear the tone used to express unfamiliar parts.

When introducing Choral Reading, it is important to use rhymes or stories the students already know. Action rhymes or songs are also appropriate texts.

Students work as a whole class, and with teacher support.

- Use an enlarged copy of the text, to read aloud.
- Assign refrains or parts of the text, such as a repetitive phrase, to be read by the class.
- Read the text aloud several times and invite students to join in the reading of specific sections.
- Add any props, sound effects, or movements that will enhance the presentation of the text.

3 Story Prop Box

Refer to Chapter 5: Experimental Reading Phase, page 109.

4 Text Innovation

Text Innovation is the name given to the process of adapting or changing an existing text. Many texts lend themselves to innovation. When Role Play readers innovate on a text, they strengthen their understanding of the concepts of a word and of a sentence.

Innovations may include those at

- **sentence level**—where the sentence structure is maintained, but the words in the sentence are altered, for example, "This is the house that Jack built" becomes "This is the bike that Pedro made"
- **word level**—where a new word is substituted for an original one, for example, "Brown Bear, Brown Bear, what do you see?" becomes "Brown Bear, Brown Bear, what do you hear?"

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Figure 2.5 Role Play, Teaching Notes

Figure 2.6 Role Play, Involving Students

SUPPORTING READERS IN THE HOME

These pages:

- provide support for teachers in helping parents or guardians assist their child's reading development at home
- contain
 - a general description of readers in the phase
 - the type of support that is important for these readers
 - a list of activities appropriate for the home setting

Each activity is available on the *First Steps Reading Map of Development* CD-ROM and may be copied for distribution to parents.



Supporting Role Play Readers in the Home

Role Play readers show an interest in books and in the print they see around them. They imitate the things they see adult readers doing, such as holding the book carefully, turning the pages, and using computer icons. They often read by using the pictures and what they remember of a text to retell.

Role Play readers will benefit from a range of experiences in the home setting. Ideas for providing appropriate experiences are available on Parent Cards located on the *First Steps Reading Map of Development* CD-ROM.

Teachers can select appropriate cards for each Role Play reader from the *First Steps Reading Map of Development* CD-ROM and copy them for parents to use at home. Also available on the *First Steps Reading Map of Development* CD-ROM is a parent-friendly version of the Reading Map of Development.

Parent Cards

- | | |
|---|---|
| 1 Role Play Readers: How to Support | 2 Encouraging Reading |
| 3 Reading to Your Child | 4 Selecting Texts |
| 5 Modelling Reading | 6 Telling Stories |
| 7 Developing Awareness of Letters and Words | 8 Developing Concepts About Texts and Print |
| 9 Nurturing a Love of Reading | 10 Questions to Ask |
| 11 Using Computers | 12 Using the Library |
| 13 Supporting Phonemic Awareness and Graphophonic Knowledge Through Games | |

Figure 2.7 Supporting Role Play Readers in the Home

HOW TO USE THE READING MAP

The purpose in using the Reading Map of Development is to link assessment, teaching, and learning in a way that best addresses the strengths and needs of all students. The process used to achieve this may vary from teacher to teacher; it may be dependent on a teacher's familiarity with *First Steps*, the data already collected about students' reading development, the time of the school year, or the school's implementation plan.

This section outlines a possible process (see Figure 2.8). As teachers become more familiar with linking assessment to teaching and learning, strategic decisions about using the map can be made. Some may focus on identifying students on the map; e.g., how many students and which ones, or using what indicators, which recording sheet, and over what period of time? Others may focus on the selection of Major Teaching Emphases and Teaching and Learning Experiences for individual, small-group, and whole-class teaching.

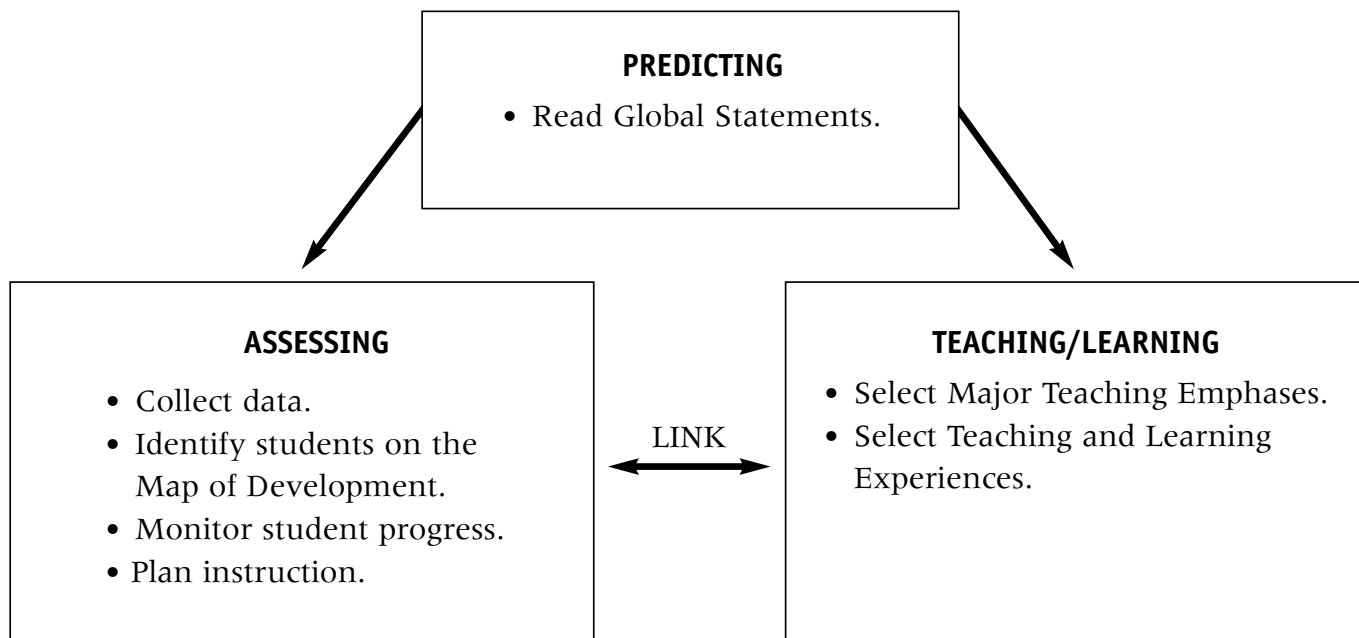


Figure 2.8 A process for using the Reading Map of Development

Suggested Process for Using the Map

Predict Phase of Development

Many teachers begin to use the Reading Map of Development by making predictions about each student's phase of development. Predictions are made by reading through the Global Statements. Teachers are then able to use this information, together with their professional judgment, to make an educated guess in each case. The initial predictions, recorded on a class profile sheet, allow teachers to begin linking assessment, teaching, and learning immediately.

These predictions can be used to begin selecting Major Teaching Emphases from appropriate phases for whole-class, small-group, or individual teaching. The Major Teaching Emphases will then guide the selection of teaching and learning experiences to support students' development.

It is critical that teachers begin to collect data to confirm or amend their initial predictions.

First Steps Reading Map of Development: Class Profile Sheet						
Grade Level: _____ Teacher: _____						
	Role Play	Experimental	Early	Transitional	Proficient	Accomplished
1		Dixie	Ivy	Liam		
2		Gerard	Heather	Donna		
3		Thomas	Monique	Kerry		
4		Grant	Josh	Simone		
5		Stephen	Tim	Louise		
6		Akiko	Michael	Joybel		
7		Sui-Lee	Nikki			
8		Sian	Thi Chan			
9			Jayne			
10			Lindsey			
11			Philip			
12			Jonathan			
13			Kris			
14			Ivan			
15			Tania			
16			Jacqui			
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						

Major Teaching Emphases can be selected from a range of phases:

- whole-class focus, e.g., Early phase
- small-group focus, e.g., Experimental or Transitional
- individual student focus

Figure 2.9 Sample class profile

Collect Data

The Indicators on the Reading Map of Development provide a focus for data collection, which can be carried out on a continual basis using a range of tools in a variety of contexts. A balance of conversation, observation, and analysis of products will ensure that information is gathered across all four substrands. Encouraging the involvement of students and parents or guardians in the data collection will provide further information about students' reading development and interests (see Chapter 3).

Identify Students on the Map of Development

The Reading Map of Development can be used as a framework for recording a wide range of information gathered about students' reading behaviours. A number of recording line masters have been designed and successfully used by teachers. Samples of these are provided on the *First Steps Reading Map of Development* CD-ROM.

Information about the behaviours displayed can be recorded in a range of ways. The development of a system, such as highlighting or dating, is an individual or school preference. Marking the selected recording sheets in some way is referred to as "identifying the students on the Map of Development."

Be sure to consider a number of points when identifying students on the Map of Development.

- Indicators for each phase should be interpreted in conjunction with the Global Statement of the phase and with the indicators from the surrounding phases.
- With the exception of Role Play readers, students are considered to be in the phase where they exhibit *all* Key Indicators.
- When students display *any* of the indicators of the Role Play Reading phase, they are considered to be in that phase.
- For most students in the class, it will be necessary to record information only about the Key Indicators.
- It is important that any student behaviours (indicators) recorded have been displayed more than once, and in a variety of contexts.

Reading Map of Development, p. 49

READING MAP OF DEVELOPMENT: Individual Student Profile Sheet—Key Indicators Only: Role Play to Early

Student's Name: Celia Stone School: Pearson Elementary

ROLE PLAY	EXPERIMENTAL	EARLY
USE OF TEXTS • Listens to and demonstrates comprehension by talking about significant ideas from the text • Displays reading-like behaviour, e.g., holds book right way up, clicks mouse to see new window • Knows that print carries a message, but may read their own writing and unfamiliar texts differently each time • Selects texts primarily for enjoyment, e.g., uses cover and illustrations	USE OF TEXTS ✓ Reads and demonstrates comprehension of texts by – recalling some ideas explicit in a text – identifying the topic of a text – selecting a limited number of explicit events to retell a text – linking two ideas explicit in a text, e.g., on action and its result ✓ Demonstrates that print remains constant, e.g., transfers knowledge of familiar words from one context to another ✓ Maintains the storyline when reading familiar texts although a limited number of words are read accurately ✓ With assistance, locates and selects texts appropriate to purpose or interest	USE OF TEXTS ✓ Reads and demonstrates comprehension of texts by – recalling key information explicit in a text – identifying the main idea explicit in a text – selecting events to retell a text, sometimes including unnecessary events or information – linking explicit ideas in a text, e.g., comparing a character at different points in the text ✓ Locates and selects texts appropriate to purpose, interest, and readability, e.g., uses library system, skims contents page
CONTEXTUAL UNDERSTANDING • Makes links to own experience when listening to or reading texts, e.g., points to illustrations saying "I had a party" • Identifies and talks about familiar characters or people from texts	CONTEXTUAL UNDERSTANDING ✓ Expresses an opinion about a text, but may not always be able to justify it ✓ Identifies the role of the author and illustrator of a text ✓ Talks about the ways different people or characters are represented in texts, e.g., "The girl in this story plays hockey"	CONTEXTUAL UNDERSTANDING ✓ Expresses and justifies personal responses to texts, e.g., "I didn't like... because..." • Understands that authors and illustrators select information to suit a purpose and audience
CONVENTIONS • Recognizes own name or part of it in print • Knows repetitive patterns in familiar stories, e.g., Run, run as fast as you can	CONVENTIONS ✓ Recognizes a small bank of known words in different contexts, e.g., personally significant words ✓ Identifies the letters of the alphabet by name or sound ✓ Demonstrates understanding of the concepts and conventions of print, e.g., left to right, top to bottom, capital letters	CONVENTIONS • Recognizes a bank of frequently used words in different contexts, e.g., high-frequency words, personally significant words • Recognizes all letters by name and their regular sound
PROCESSES AND STRATEGIES • Relies upon knowledge of topic and text organization, such as pictures, when reading • Relies on the strategy of connecting to comprehend, e.g., connects text to self	PROCESSES AND STRATEGIES ✓ Draws upon a limited knowledge base to comprehend, e.g., topic knowledge, reference patterns and sound-symbol relationships ✓ Uses a limited range of strategies to comprehend, e.g., predicting, comparing • Determines unknown words by using word identification strategies, e.g., predicting using beginning letters and/or pictures	PROCESSES AND STRATEGIES • Draws upon a small knowledge base to comprehend, e.g., sight vocabulary, concept and text structure knowledge • Uses a small range of strategies to comprehend, e.g., questioning, adjusting reading rate ✓ Determines unknown words by using word identification strategies, e.g., decoding using phonemes, onset and rime ✓ Focuses on decoding words accurately when reading an unfamiliar text, which may result in limited fluency, expression, and loss of meaning

Grade: _____ Teacher: _____ Grade: 2 Teacher: Ms. Teather Grade: _____ Teacher: _____

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Figure 2.10 This individual student profile presents a student in the Experimental phase.

Link Assessment, Teaching, and Learning

Identifying students on the Reading Map of Development is just the beginning of the assessment, teaching, and learning cycle. It is crucial that teachers continue to analyze student profiles so they will be better able to plan appropriate teaching and learning experiences.

Once a student's phase of development has been determined, the Major Teaching Emphases provide the first step in linking assessment, teaching, and learning. Provided at each phase of development, these are suggestions of appropriate priorities for students in that phase.

Once Major Teaching Emphases have been selected for an individual, a small group, or a whole-class focus, appropriate Teaching and Learning Experiences can be chosen from the corresponding phase in the Reading Map. *Reading Resource Book*, Canadian Edition, and other teacher resource material can provide further support for the chosen Major Teaching Emphases.

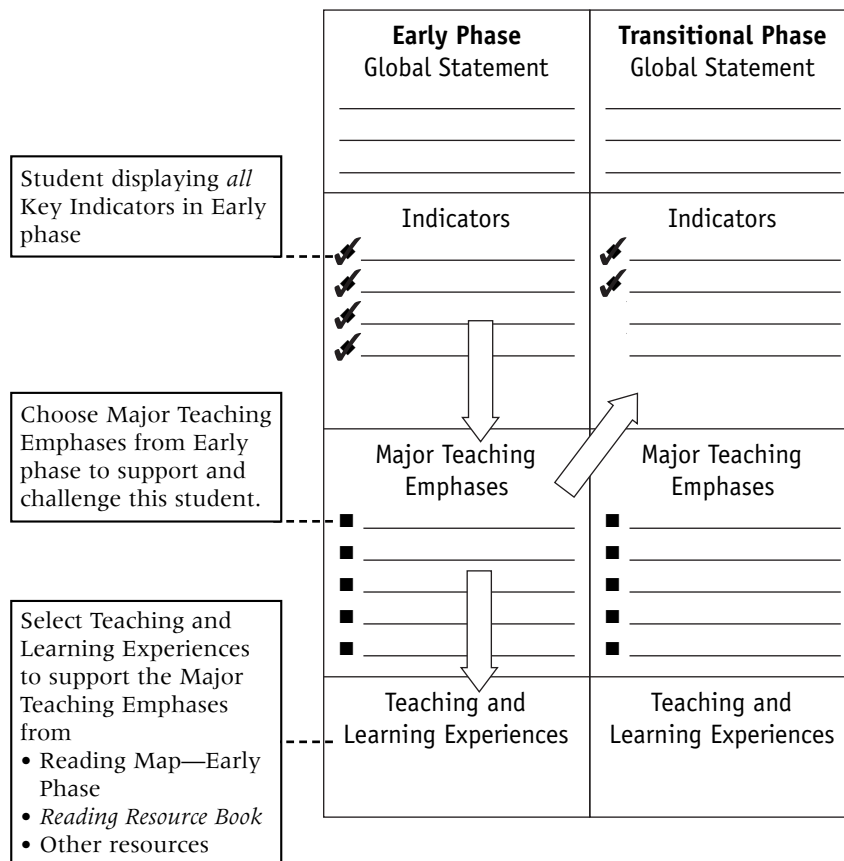


Figure 2.11 Choosing appropriate Major Teaching Emphases and Teaching and Learning Experiences

Monitor Student Progress

The Reading Map of Development can be used to monitor students' progress over time. It is crucial that teachers update the profiles of each student often enough to inform instruction in the classroom so that student needs are constantly being met.

Decisions about the monitoring and updating process are a personal choice. Some teachers choose to focus on four or five students at a time; others choose to focus on the indicators from a particular substrand or on students from a particular phase. These options help to make the monitoring and updating process manageable.

FREQUENTLY ASKED QUESTIONS

Can I start using the Major Teaching Emphases and the Teaching and Learning Experiences before I have identified students on the Reading Map of Development?

Yes. The best way to start is to predict the phase of development of each student based on the Global Statement. Once you have done this, you are able to choose the Major Teaching Emphases from the predicted phase. You can then select appropriate Teaching and Learning Experiences and use these as a springboard for collecting data in an ongoing manner.

Does a student have to display all Key Indicators of a phase to be in that phase?

Yes. The phase in which the student is displaying all the Key Indicators is considered to be the student's phase of development.

There is, however, an exception to this when looking at students in the Role Play reading phase. When students display any of the indicators in the Role Play phase, they are considered to be in that phase.

Do I need to identify all students on the Map of Development?

It is important to be clear about your purpose for identifying students on the Map of Development, and this will guide your decision about which students to choose. You may decide that for some students it is sufficient to predict using Global Statements, and then use this information to select Major Teaching Emphases and Teaching and Learning Experiences. For others in the class, you may gather information only about Key Indicators to create individual profiles. For a selected few, you may gather information about both Key Indicators and Other Indicators to create more detailed records of development.

How much evidence do I need to collect before an indicator can be marked or highlighted?

You will need sufficient evidence to determine whether a student consistently displays a particular behaviour. The most effective way to do this is to see the behaviour displayed several times in a range of contexts. Your professional judgment will help you decide whether the evidence you have is strong enough to mark the indicator. When in doubt, leave it out and wait until you have confirmation that an indicator is being displayed.

When would I use Other Indicators?

The Other Indicators list additional behaviours you may notice *some* students displaying. You may choose to use them when looking for more detailed information about a student.

How long should a student be in a phase?

There is no definitive time span. Some students may progress quickly through a phase, while others remain in the same one for a length of time. Each student is unique, and no two developmental pathways will be the same. Providing developmentally appropriate teaching and learning experiences will help students move along the Reading Map of Development.

How often do I need to update each student's progress on the Map of Development?

Data collection and analysis is an ongoing process, and the frequency of the collation of this information onto the map is your decision. However, it is crucial that you consider updating the profiles often enough to drive teaching and learning in the classroom so that student needs are constantly being met.

From which phase do I choose the Major Teaching Emphases?

Major Teaching Emphases are chosen from the phase where a student is displaying all Key Indicators; for example, if a student displays all of the Key Indicators in the Early phase, the Major Teaching Emphases will come from the Early phase. Major Teaching Emphases are designed to support students' current understandings and challenge them to begin displaying behaviours from the next phase.

Within a phase, which Major Teaching Emphases do I choose?

Any of the Major Teaching Emphases in the phase where students display all the Key Indicators will be appropriate. To select the most appropriate, you may take into consideration:

- the students' interests, strengths, and needs
- any gaps in previous teaching
- the grouping arrangements
- links to other literacy strands and what is being taught in other curriculum areas

The Major Teaching Emphases are designed to be revisited many times in different contexts, using different texts. This selection and revisiting process continues until students consistently display all key indicators in the next phase. Assessment is ongoing.

How do I use the Student Self-Assessment pages?

The Student Self-Assessment pages are designed to be completed by the students. These pages can be completed over time either independently or with teacher support. They might be completed during student conferences, reflection sessions, or as part of an interview. These pages provide a springboard for individual goal setting.

Why does this resource not offer activities for students in the Processes and Strategies substrand?

The activities for the Processes and Strategies substrand are in *Reading Resource Book*, Canadian Edition. The rationale for this is that all readers make use of a range of processes and strategies that are not hierarchical and are, therefore, not phase specific. The activities in *Reading Resource Book* can be applied across a range of phases to develop effective use of the processes and strategies being introduced or consolidated.

Can I use the Map of Development with English Language Learner (ELL) students?

Yes, the map can be used with ELL students. However, there are different considerations for those who are print literate in another language and those who are not.

For students who are print literate in a language other than English

Students who speak, read, and write languages other than English may already be aware that each language has its own features. Some of these understandings can be transposed from one language to another; others cannot. Consequently, such students may have a well-developed understanding of language as a system, but not in those aspects of language that are peculiar to English.

When using the Map of Development with these students, consider the following:

- Their thinking and cognitive ability usually far exceeds their ability to read in English.
- Their understanding of oral texts is usually more advanced than their ability to express themselves in English.
- Their competence in using social language may mask difficulties they are experiencing with the language of learning.
- They tend to use elements of their own language as a bridge to learning the English language system, e.g., **directionality of print**.
- Their competencies may vary according to the similarity or difference between their first language and specific aspects of English.

For students not print literate in a language other than English

Young students who have not learned to read and write in any language seem to follow a pattern of development similar to that of students learning to read and write English as their first language.

Older students may progress in a similar way, but may make conceptual leaps and so progress more quickly than their younger counterparts. This difference is due to their maturity and greater cognitive development. They may not display behaviours from the Role Play and Experimental phases.

In using the Reading Map of Development to record a student's behaviours, patterns indicating strengths and needs will emerge. The behaviours exhibited may extend across a number of phases; therefore, it may not be appropriate to identify an ELL student as being in one particular phase. In order to differentiate instruction appropriately, you may need to select Major Teaching Emphases from more than one phase of the map. (See *Linking Assessment, Teaching and Learning*, Chapter 4, for further information about *First Steps* and Diversity.)

CHAPTER 3

Collecting Data on Reading Development

The focus of this chapter is on how data-collection tools can be used specifically to make judgments about students' reading development; the ideas and suggestions provide support for teachers when identifying students on the *First Steps* Reading Map of Development.

Planning for success in reading requires teachers to find out what individual students know and can do. Asking these questions is useful.

- What are the most reliable and valid ways to collect data on reading, and who should collect it?
- How can the data be collected?
- How can I verify the accuracy of the data over time?
- How can the data be recorded?
- What can be done with the data?
- How can the information be shared with others?

Different data-collection tools will provide different perspectives on reading performance, so it is important to use a range. Decisions teachers make about which assessment tools to use, and how and when to use them, have an impact on the quality of the judgments made. These decisions can also have an impact on the messages given to students about “what counts” in reading. It is important to develop reliable and valid ways of assessing reading, and to involve students, parents, or guardians, and other teachers in the process of collecting and recording data.

THE MOST RELIABLE AND VALID WAYS TO COLLECT DATA ON READING

Formative assessment data can be collected in several ways and grouped under these broad headings:

- Focused Observation
- Reading Products
- Conversations

Chapter 6 of *Linking Assessment, Teaching and Learning* provides detailed information about beliefs on assessment and evaluation that underpin *First Steps Literacy*, Canadian Edition. The data-collection tools listed in that chapter are generic and can be applied to all areas of literacy.

Collecting three types of data ensures that judgments made about student progress are reliable and accurate (Davies 2001).

Focused Observation	Reading Products	Conversations
Informal observation	Self-assessment Think-Alouds Work samples	Conferences Interviews
Formal observation	Retellings Surveys and questionnaires Tests Cloze procedure Oral reading	

Focused Observation

Powerful assessment takes place when teachers are observing students at work in regular classroom activities. Assessment need not be a separate procedure; it can happen as part of everyday teaching and learning. Observation involves much more than simply watching or listening to students in the classroom; it involves systematic collection of observable data and analysis of that information. It is one way of finding out what students know and can do in reading. It allows teachers to assess specific strategies students use—or understandings they demonstrate—either during reading experiences or in other curriculum areas. Focused observations in reading can be carried out in either an informal or a formal way—or both.

Informal observations are unplanned. The teacher simply notes reading behaviours as they naturally happen.

Formal observations are planned with a predetermined focus: the reading behaviours to be targeted or the students that will be observed. The teacher also decides when and how often formal observations will occur, and how they will be recorded.

What Information Can Be Collected?

Focused observations can provide teachers with information about student attitudes and student performance in the substrands. The following questions may provide a focus for observation.

- Is the student actively engaged in the reading? (e.g., concentrating on the task, responding to something that is read, looking carefully at the pictures)

- Does the student use any avoidance strategies to get out of reading? (e.g., leaving the room, wandering around, losing books, or leaving them at home)
- Are there any behaviours that may signal problems? (e.g., subvocalizing, pointing to each individual word, fidgeting)
- Does the student self-select appropriate texts for independent reading? Does the student select a variety of texts?
- In Literature Circles or book clubs, does the student comment on the interpretation of the text and provide justification for opinions?
- What reading strategies is the student using to comprehend texts?

Reading Products

The assessment of both process and product is important when making decisions about supporting students' reading development. Teachers can assess not only the products that are a result of learning, but also observable aspects of the reading process as it happens. *Reading Map of Development* can provide teachers with the support necessary when analyzing selected work products.

As well as using focused observation for assessment in a classroom, teachers may consider what further information can be gathered from oral, written, or visual work products. Key products are detailed under the following headings:

Self-Assessment Products

Think-Alouds

Work Samples

Retellings

Surveys and Questionnaires

Tests

Cloze Procedures

Oral Reading

Self-Assessment Products

Self-assessment is a critical part of developing a student's responsibility for learning. Self-assessment can provide teachers with insights into reading development that otherwise might not be apparent. With teacher support and guidance, students can develop the skills they need to assess their own reading. A variety of tools can be used to encourage students to reflect on and make

judgments about their learning; these include reading logs, goal-setting frameworks, and journals.

READING LOGS

A Reading Log, in its simplest form, is a place in which to record texts that have been read. The purpose of the Reading Log—together with the age and experience of the student—will determine the way it is used and structured. The sample in Figure 3.1 provides a suggestion of the types of entries that can be made. There are two line master options on the *First Steps Reading Map of Development* CD-ROM.

[illegible]

Figure 3.1

What Information Can Be Collected?

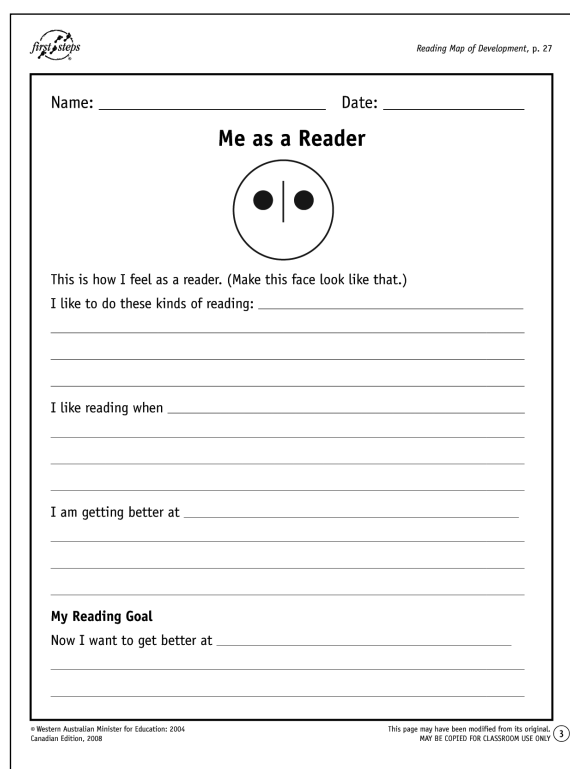
Reading Logs provide teachers with information about a student's use of texts, including insights into a student's interests, preferences, attitudes, or understandings.

PERSONAL READING GOALS

Setting reading goals and assessing the achievement of those goals is another form of self-assessment suitable for all students. It can provide the teacher with valuable information about reading strategies and can help students develop independence in reading. Assessment thereby aids assessment for learning and for students becomes a kind of learning.

Reading goals may be written in students' Reading Journals or recorded on goal-setting sheets. Once a goal is recorded, the teacher and the student can work together to monitor it. The cumulative

record of goals can provide evidence of successful learning; it shows both teacher and student the specific reading strategies and understandings that have been learned. It also clearly demonstrates the progress that is being made towards improving reading—assessment for learning. For students who are just beginning to set reading goals, goal-setting frameworks can provide support and promote metacognition.



Me as a Reader

Name: _____ Date: _____

This is how I feel as a reader. (Make this face look like that.)

I like to do these kinds of reading: _____

I like reading when _____

I am getting better at _____

My Reading Goal

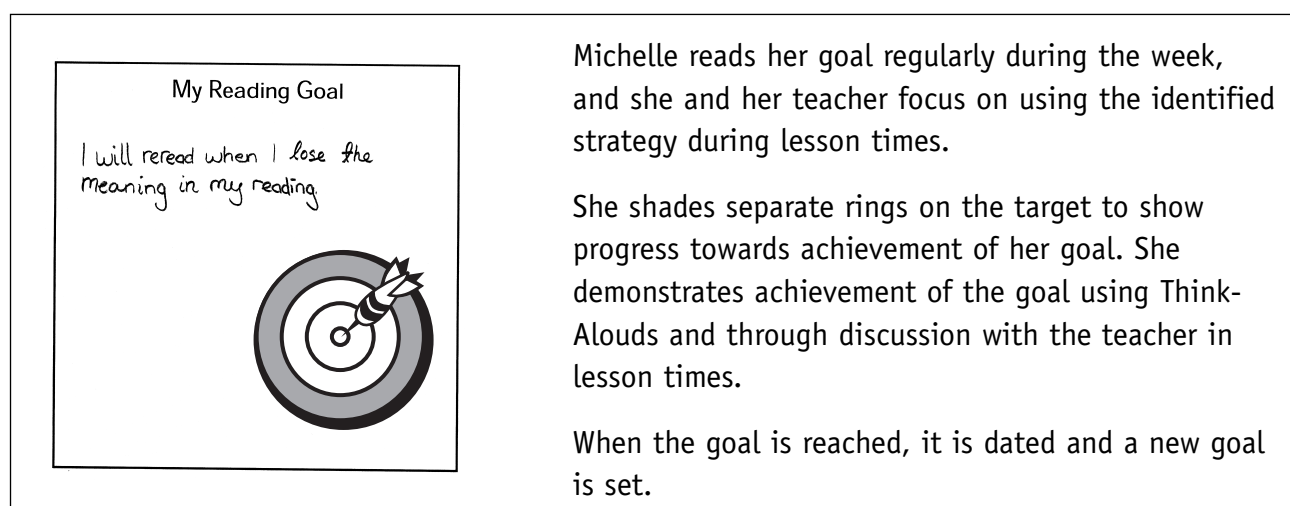
Now I want to get better at _____

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Figure 3.2 A goal-setting framework



My Reading Goal

I will reread when I lose the meaning in my reading.

Michelle reads her goal regularly during the week, and she and her teacher focus on using the identified strategy during lesson times.

She shades separate rings on the target to show progress towards achievement of her goal. She demonstrates achievement of the goal using Think-Alouds and through discussion with the teacher in lesson times.

When the goal is reached, it is dated and a new goal is set.

Figure 3.3 A personal goal record sheet



Name: _____
Date: _____

Reading Strategies and Goals

I use these reading strategies.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

I'm working on these reading strategies.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

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Figure 3.4 Strategy and goal records indicate what has been learned.

What Information Can Be Collected?

Reviewing students' reading goals will provide information about processes and strategies they are using to comprehend texts.

READING JOURNALS

Reading journals allow students to record their personal reactions and reflections about texts before, during, and after reading. These journals can be organized and used in many different ways, depending on the purpose. The major types of opportunities provided by reading journals are

- personal response
- dialogue
- reflection on specific and general text readings
- metacognitive thinking

Reading journals provide a framework for students to


- record responses to texts and discussions
- reflect on their selection of texts
- record relevant background knowledge and experiences
- clarify their thoughts about authors' messages and purposes
- explore words and language patterns used by authors
- share thoughts with others

All journal writing requires clear guidelines, and students should have regular opportunities to make entries during class time; however, so that this will not become tedious, entries can be made every second or third day. Although the emphasis will be on content and meaning, not on mechanics and spelling, all types of entries need to be modelled extensively before students make them independently. Until students are familiar with journal writing, teachers can brainstorm and chart possible sentence starters or questions as prompts for responses.




If journals are being used as a data-collection tool, they need to be collected and analyzed regularly.

RESPONSE

Journals can be a record of thoughts and questions about the texts being read; they allow students either to respond to the message of the text or to focus on their personal reading strategies and goals. Sticky notes are an excellent way for students to record their thoughts as they read; alternatively, they can be provided with frameworks to help focus their responses. Line masters can be found on the *First Steps Reading Map of Development* CD-ROM.

 Reading Map of Development, p. 29

Responding in My Reading Journal

_____'s Reading Journal	
Title:	My feeling about this text
My favourite part of the story is	I liked it.
	
	It was all right.
	
	I didn't like it.
	
My favourite character is _____	
because _____	


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Figure 3.5 A sample response journal framework



Reading Journal Prompts for Response

- List similarities or differences between the central character in the book and yourself.
- Has anything similar to what happened in the book happened to you? Explain.
- What do you think will happen next?
- What makes you think that?
- What is the problem the central character must solve?
- Describe a scene from the story.
- What is unclear or puzzling about the story?
- Why did the central character behave in the way he or she did?
- Retell the story.
- Compare the text with previously read books or movies.
- What was the turning point in the book?
- What questions would you want to ask the author?

Figure 3.6 Prompts help the student to question and understand.

Dialogues

Dialogues in journals are conversations in writing conducted by the student with either a peer or the teacher; these conversations allow students to correspond with others about their reading. The student records a response to the text message and the teacher or peer writes a short reply, perhaps elaborating the entry or answering any questions.

Learning How to Learn in Reading

Choose a text you have recently finished reading.
Record the strategies you applied in your reading.
Record the way you solved any problems.
Share your process with a friend, explaining exactly what you did.


Figure 3.7 A reflective framework

Reflection

Students can focus reflections on particular reading activities. A prepared framework helps students to reflect on the processes, feelings, and outcomes of the activities. Students can also reflect on a series of past reading events and consider future application of new learning.

Metacognitive Thinking

Journals provide a framework to help students think about and become aware of their own thought processes when constructing and comprehending texts. “What have I learned?” and “How did I learn it?” are two key questions for them to consider.



first steps

Reading Map of Development, p. 31

Name: _____ Date: _____

Thinking About Your Reading

1 I found this text to be _____ *Easy* *Just Right* *Difficult* (Circle one.)

2 The best part of this reading was _____

3 Strategies I used well were _____

4 Something I want to work on for the future is _____

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Figure 3.8 A framework to promote metacognitive thinking


What Information Can Be Collected?

Any type of journal entry provides a source of information about any of the substrands of reading.

OTHER SELF-ASSESSMENT FORMATS


Many self-assessment tools are available commercially. Teachers can use—or adapt—those that will suit their teaching styles, their students, and the teaching context. Consider the following.

Two Stars and a Wish provides students with a simple framework for reflecting on positive aspects of their work (the stars) as well as focusing on an area for improvement (the wish). It also provides a simple framework for peer assessment.



Two Stars and a Wish

Two stars and a wish for _____

 _____


_____ 

Figure 3.9



Student self-assessment line masters are provided for each phase of the Reading Map of Development. These will

- support teachers as they involve students in the data-collection and reflection processes
- support students to reflect on their own reading and to set reading goals to practise metacognition
- reflect the Indicators of each phase, but appear in student-friendly language
- be completed by the student and teacher together for the first phases or by students

Reading Map of Development, p. 32

Name: _____ Date: _____

Student Self-Assessment—Transitional Phase
Look What I Can Do

My Reading Behaviours I Can	Not Yet	Sometimes	Consistently
• State the main idea and provide details from the text to support it			
• Discuss information that is stated in a text			
• Select information from a text for a specific purpose			
• Link ideas both stated and implied, for example, tell about cause and effect			
• Use the library system and search engines to locate and select suitable texts for a specific purpose			
• Check the currency and relevance of information for a specific purpose			
• Tell when authors are trying to make me think about something in a particular way			
• Tell why my interpretation of a text may be different from someone else's			
• Recognize devices that authors and illustrators use to construct meaning, for example, word selection and visuals			
• Challenge and discuss author's choice of content in a text, e.g., validity, accuracy, credibility			
• Speculate on the reasons why an author chose to represent a character or person a certain way			
• Recognize a bank of words in different places, including less common words and subject-specific words			
• Know some different sounds for the same letter combinations, for example, rough, dough, plough			
• Correct myself if I make a mistake			
• Use strategies such as reading on, rereading, using syllables to work out words I don't know			
• Use my knowledge of text form, purpose, structure, organization and language features to assist when reading and completing tasks			
• Use punctuation effectively to enhance comprehension and oral reading			
• Use a range of strategies to maintain, monitor, and adjust my comprehension, for example, creating images, determining importance			
• Think of things I already know about a topic when I'm reading a text			
• Reread if I lose meaning			
I Enjoy			
• Listening to a variety of texts			
• Reading for pleasure			
• Reading favourite texts and authors as well as discovering new ones			
• Reading to learn about things			
• Discussing and comparing texts			

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Figure 3.10

Think-Alouds

Think-Alouds are articulations of a reader's thoughts before, during, and after reading. Although more commonly used as an instructional approach for teachers to share their thinking, they may be the student's spontaneous reactions to the text, or may be encouraged or requested by the teacher.

The analysis of a student's Think-Aloud can provide insights into the strategies being used to comprehend text. Although Think-Alouds are not exact replications of a reader's complete thinking, they do alert teachers to the hidden processes taking place in the reader's mind.

PROCEDURE

- Model and explain how to think aloud.
- Have students read the text, stopping at a predetermined place to think aloud.
- Record and then analyze the thoughts.

What Information Can Be Collected?

When analyzing a Think-Aloud, the teacher will be looking for patterns in the student's responses. These patterns will reveal the processes and strategies the student is using to comprehend text.

Work Samples

A range of work samples from everyday classroom practice can provide teachers and students with concrete evidence of reading development. These could include

- comprehension activities undertaken as part of strategy instruction, e.g., **book reviews, story maps**
- annotations students have made as part of their preparation for Literature Circles or book clubs
- role task sheets completed prior to Literature Circles (see Figure 3.11)
- oral reading recorded on an audio tape
- productions, such as Readers Theatre

What Information Can Be Collected?

Depending on the task, a work sample can help teachers see how a student is progressing in a particular substrand or can help identify specific aspects of reading that need emphasis in following lessons.

Role Task Sheet for Discussion Director

Name: Ben
 Text: The Wheel on the School
 Author: De Jeng
 Pages: 95-105

The Discussion Director's role is to write some good questions or raise topics you think your group would like to talk about. When writing questions, don't ask about the small details. Ask about big ideas or themes. Think about using question starters such as Why...? If...? How...?

1. What sort of a person is Janis at this point in the story?
2. If you were a student at the school what would you have suggested as a plan to get a wheel?
3. Why do you think the author has chosen to make the teacher a male?
4. What was the most important thing that happened in this chapter?

Indicates Ben is trying to help the group focus on connecting the story to own experiences

Help to focus group on important information in the chapter

Figure 3.11

Retellings

Retelling focuses students on meaning, as they are involved in reconstructing a text. It is an effective activity from which to observe

or ascertain the level of comprehension; it requires students to focus on choosing and sequencing relevant information from literary or informational texts. For further explanation about retelling, see “Read and Retell” activities, Chapters 5 to 7, Use of Texts, Involving Students.

What Information Can Be Collected?

Oral or written retellings can provide teachers with valuable information about any of the four substrands:

- in Use of Texts, e.g., selecting and sequencing the ideas or events
- in Contextual Understanding, e.g., retelling a text from a different point of view
- in Conventions, knowledge of text form, e.g., text structure and organization, language features
- in Processes and Strategies, the strategies used to comprehend text, e.g., identifying important information, summarizing, paraphrasing

Substrands Expressed in Terms of Roles

Text user
Text critic
Code breaker
Meaning maker

Surveys and Questionnaires

Reading surveys and questionnaires can take many forms and address a range of topics. They typically consist of a series of statements or questions about which the students or parents are asked to express agreement or disagreement (sometimes using a scale). The items to be included on the survey or questionnaire will be determined by the type of information required.

Student Reading Survey		Always	Sometimes	Not at all
Name: <u>Shana</u>	Date: <u>March</u>			
1 I like to read.			✓	
2 I like other people to read to me.		✓		
3 I can read by myself.		✓		
4 When I come to a word I don't know, I can figure it out.			✓	
5 I can tell what a story has been about after it has been read.		✓		
6 I like to choose my own books to read.		✓		
7 I like to read at home.			✓	

Figure 3.12 Teachers can flexibly devise their own surveys. This variation reveals a student's interest in reading.

What Information Can Be Collected?

Surveys and questionnaires can be used to ascertain students' reading attitudes and interests, or to glean information about their home reading practices.

Tests

Testing is another way of gathering data about a student's reading development and should be used in conjunction with other data-collection tools. Several types of tests are available, but generally they can be categorized under the following headings.

CRITERION-REFERENCED TESTS

Criterion-referenced tests are designed to measure how well students have learned a specific body of knowledge or certain skills. Therefore, they can provide information related to strengths and weaknesses.

STANDARDIZED TESTS

Standardized, or norm-referenced, tests are the formalized tests in which scoring, norms, and administration have been established as a result of each having been given to a large number of students. They are administered under specific conditions adhering to the directions set out in the examiner's manual. The performances of other students are presented as norms for the purpose of comparing achievement.


TEACHER-MADE TESTS

Many teachers devise their own tests to measure student progress in reading. These are generally criterion referenced and measure the students' mastery of what has been taught. The advantage they have over other types is that they can be tailored to a specific group of students or to specific information the teacher is seeking.

What Information Can Be Collected?

Tests give information about a student at a particular time, situation, and place. The information may or may not apply to other situations, times, or places.

Tests may provide information about particular aspects of any of the substrands. The analysis of errors and misunderstandings they present can provide teachers with direction for planning an effective reading program.



Child: Frances Date: April 24

Parent Questionnaire—Reading

- Does your child imitate the behaviour of experienced readers? For example, holding a book the right way, turning the pages.
 Always ☒ Sometimes ☐ Not yet ☐
- Does your child recognize his or her own name or some of the letters from it?
 Always ☒ Sometimes ☐ Not yet ☐
- Does your child select favourite books to be read?
 Always ☒ Sometimes ☐ Not yet ☐
- Does your child enjoy listening to stories and ask for them to be read and reread?
 Always ☒ Sometimes ☐ Not yet ☐
- Does your child like to read at home?
 Always ☐ Sometimes ☒ Not yet ☐

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Figure 3.13 Here, a parent responds to questions by marking a scale.

Cloze Procedures

Cloze involves deletion of words from a passage according to various criteria. In order to complete the cloze, students use the context of the passage to supply words to fill the spaces.

Cloze passages are purposeful practice activities that help students value contextual information. When they discuss and justify their choice of words to complete a cloze, they are further focused on this contextual information.

PREPARING THE TEXT

Students should be familiar with the cloze procedure before completing any tasks that will be used for assessment and evaluation.

Cloze should always be done with a text that has content familiar to the students so that they are able to use prior knowledge. A text that provides lots of context clues will assist their word selection. The first and last sentences—perhaps even the first two or three sentences—and all punctuation should be left intact to allow the reader to establish the gist of the passage. When preparing the final text, each deleted word should be replaced with an underlined blank space. Spaces should be of equal length to avoid giving visual clues, unless this is the focus of the cloze passage.

When using cloze activities as an assessment tool, selection of words for omission will depend on the information being sought. Words can be deleted either randomly or selectively, but selective deletion has a greater instructional benefit.

Random Deletions

Random deletions are made at regular intervals, such as at every fifth or seventh word. Proper nouns, dates, sums of money, or numbers are not usually deleted unless there are sufficient clues in the text to help readers identify the words. If the random selection falls on one such word, the following word should be chosen instead.

Selective Deletions

Selective deletion includes

- deleting content words, such as nouns, main verbs, adjectives, or adverbs, in order to provide information about a student's knowledge of the topic or use of semantic cues
- deleting structural words, such as conjunctions, prepositions, and auxiliary words, to provide information about a student's use of syntactic cues

- deleting initial, medial, or final consonants from some words to provide information about a student's use of graphophonic cues

ORAL CLOZE

Shared Reading provides a suitable context to introduce oral cloze. Environmental print in the classroom, such as labels, instructions, rhymes, songs, or Language Experience stories, could also be used for oral cloze activities. The procedure is as follows.

- Words are selected for omission and covered.
- The teacher reads aloud the chosen text, pausing to encourage students to complete sentences or phrases with appropriate and meaningful words, and to justify their choices.

A Language Experience story is a text that the students and teacher have jointly composed after an experience shared together. It is the result of Shared Writing.

WRITTEN CLOZE

Students read the whole text before they begin filling the spaces.

- To ensure that their insertions make sense, students should be encouraged to think what would make sense and then to check that it does. Synonyms that retain the meaning are acceptable. Students should also be encouraged to discuss the reasons behind their word choice and the context clues they used to determine the selection.
- Students should read the completed passage to check for meaning. At this stage, they may read silently or orally.
- Scaffolding is provided for the reader by proceeding from oral to written cloze, by moving from whole-class to small-group to individual work, or by providing examples or options for the words deleted.

What Information Can Be Collected?

Cloze passages are particularly useful if teachers are seeking information in the Conventions or Processes and Strategies substrands. By structuring passages that require students to do different things with language, information can be gained about understandings of word meanings (semantics), language patterns (grammar or syntax), and the relationships between letters and sounds (graphophonics).

Oral Reading

Oral reading is highly complex, drawing on the reader's ability to understand the meaning of a text and convey that meaning to an audience. Oral reading is a useful assessment tool, as it provides a window into the mind of the reader. By analyzing students' oral reading miscues, teachers can get some idea of the strategies they

are using successfully, those they may be relying on too much, and those that need developing.

Oral reading can be either rehearsed or unrehearsed. Rehearsed oral reading gives students an opportunity to practise reading the text aloud before reading it in public; the aim of this is to convey meaning to an audience through expression and fluency.

Unrehearsed oral reading, on the other hand, usually involves the student in reading a passage that is unfamiliar, but that may have been read silently beforehand.

What Information Can Be Collected?

Oral reading is an opportunity to observe how students apply what they know about reading. It enables the teacher to collect information about the Processes and Strategies substrand. As the student reads, the teacher is able to determine the strategies and cues the student is using and those requiring further development. Teachers often use a Miscue Analysis or Running Record to record unrehearsed oral reading.

MISCUE ANALYSIS

A miscue analysis (Goodman, Watson, and Burke 2005) is a detailed diagnostic procedure for recording, analyzing, and interpreting deviations from a text read aloud. (A miscue can be defined as any observed departure from the text.) Terms such as *mistake* or *error* have negative connotations, whereas a miscue, although a deviation from the text, can contribute to the meaning—or, at the very least, preserve it. A miscue analysis involves an oral reading, a retelling of the text to get a fuller picture of the student's understanding, and questioning by the teacher.

Completing a miscue analysis can be time consuming, so many teachers limit its use to specific students viewed as at risk, or perhaps at major milestones in the school year. The procedure involves the following steps.

- Select an authentic text and invite the student to preview it. It must be an unfamiliar text at a level the student can read independently, but of sufficient length and difficulty that some miscues will be made. It should be self contained, so that a cohesive interpretation can be made.
- Photocopy the text to record the miscues. If this is impractical because of copyright considerations, the lines of print being too close together, or there being so few words on a page that paper is

Marie Clay developed the idea of a Running Record, where the teacher notes errors, self-corrections, repetitions, hesitations, rereading, and appeals for help as a child reads aloud. The teacher later analyzes the results, discovering use of the cueing, or information, systems, recording progress over time and assessing reading level.

wasted, the text may be typed. Some teachers choose to number each line of the text for easy reference. Alternatively, miscues can simply be recorded without the text being copied out.

- If desired, a tape recorder can be set up in a quiet place, away from distractions. This makes it possible to return to the reading and complete or refine the recording of miscues at a later time.
- Ask the student to begin reading the text. If problems arise with the reading, encourage the student to persevere and try to solve them. Only after an extended pause should any prompt be offered, and then simply to say, “Just do whatever you usually do when you come to a word you don’t know.”
- Use a coding system to record the miscues. Leave an introductory section of the text unmarked to give the reader an opportunity to establish some familiarity and fluency with the passage.

Type of error

Coding

Substitution	Write word above.
No attempt made	Underline.
Insertion	Write word.
Omission	Circle omission.
Self-correction	Write word used and SC.
Reversal	Arrow both words.

- At the conclusion of the oral reading, ask the student to retell the text and answer some questions.
- Analyze enough of the miscues to gain an understanding of how the student is reading—it may be unnecessary to analyze them all. The focus is not on the number of miscues, as all readers make them, but on the effect they have on meaning (see Figure 3.14). They can be sorted according to the semantic, syntactic, and graphophonic cueing systems being used, as well as the pragmatic system which links the other three with the context.
- Analyze the retelling and the answers to the questions, possibly including comments about the student’s attitude, comprehension, understanding of concepts, or use of reading strategies.

In *Reading Miscue Analysis* (2005), Goodman, Watson, and Burke provide a taxonomy of reading miscues to evaluate, categorize, and explain miscue phenomena.

In this analysis of miscues, the teacher determines that although “house” can safely be substituted for “home,” the student loses sense when confusing “turtle” for “table.”

Student: <u>Peter Cook</u>		Date: <u>24-11-2006</u>				
Student wording	Text wording	Type of miscue	Meaning lost	Meaning retained	Self-corrected	Instructional ideas
house	home	substitution		✓		
turtle	table	substitution	✓			Visual imagery / close
—	the	omission		✓		

Figure 3.14

Conversations

As well as using focused observations and the collection of products, teachers may gather information through conversations.

Both incidental conversations and scheduled conferences will provide valuable information that may not be collected in other contexts. Teachers who ensure they are having conversations with individual students regularly can gain a deeper understanding of their reading development.

Detailed below is information about the following types of conversations:

- conferences
- interviews

Conferences

There are a variety of ways to involve students in reading conferences. These include

- one-on-one conferences—teacher and student
- peer conferences—student and student
- small-group conferences—students and teacher
- three-way conferences—student, teacher, and parent

Each of these situations can provide a teacher with a data-collection opportunity; however, the one-on-one conference can also provide the opportunity for individual instruction.

Effective one-on-one conferencing centres on building relationships with individual students. For conferences to be successful, students need to know what is expected of them; for example, what their role will be, the conference structure, and the records that will be kept. Each student–teacher conference will be unique, but it can be helpful to have a planning framework, such as that shown on the next page.

Teacher–Student Conference Framework

1. Identify the focus for the conference.
What are you reading?
Where are you up to?
How can I help you?
What was your reading goal? Have you achieved it?
2. Hear input from the student: read some of the text; share thoughts about incidents or characters.
3. Offer praise—emphasize strengths.
4. Ask questions.
5. Give directions for the future: offer suggestions. Set a new reading goal, if appropriate.
6. Provide closure.

The following charts indicate the roles of teacher and student in building a successful reading conference.

The Role of the Teacher

Select a particular focus.
Encourage the student to talk.
Introduce new strategies and processes.
Provide feedback to students.
Record information after each conference.
Review the student's reading goals and help to set new ones.
Use the information from conferences to plan future learning.

The Role of the Student

Be prepared.
Have current reading material and topics for discussion.
List some things about the text that may be confusing, thoughtful, insightful, or unanswered. Be willing to discuss these.
Review the reading goal. Discuss problems or successes in achieving the goal.
Discuss any reading problems the teacher can help with.
Be prepared to set a new reading goal.

What Information Can Be Collected?

Reading conferences can be used to gain information in any of the four substrands, depending on the focus of the conference. Suggested comments and questions for each one are given below.

USE OF TEXTS

Tell me about the books you have been reading. Why did you choose this book? Describe the main character of this story.

CONTEXTUAL UNDERSTANDING

Are any of the characters in this book like people you know? Is there anything you wanted to find out about...that isn't in this book?

CONVENTIONS

When you were looking for information about..., what features of the text did you use to help? Show me a word, a capital letter, a subheading.

PROCESSES AND STRATEGIES

What do you do when you come to a word you don't know? What do you think happened before? What do you predict will happen next? What do you do when your reading doesn't make sense?


Interviews

Interviews are one-on-one, prepared question-and-answer conversations between a teacher and a student or between a teacher and a parent.

Teacher–student interviews provide an opportunity for teachers to actively listen to students and encourage them to verbalize their thought processes. Teachers can design questions to focus on different aspects of reading, such as knowledge, attitude, strategies, or task completion, depending on the purpose and the desired outcomes of the interview. However, planning questions that elicit useful information and encourage students to do most of the talking is a challenge; effective questions should be focused, open, and probing, and encourage answers of more than one word.

Further examples of reading interview questions can be found on the *First Steps Reading Map of Development* CD-ROM. These include line masters focusing on attitude and strategies.




Reading Map of Development, p. 42

Name: _____ Date: _____

Reading Interview—Focus on Knowledge

Can you tell me what reading is?

When you read, what do you do?

Who reads?

Why do you think people read?

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Figure 3.15 Common reading interview questions

Interviews with parents or guardians can also provide useful information about students' reading outside school. In all interviews, it is important to consider the following points:

- Explain the reasons for the interview and limit questions to those that will yield the most useful information. This way, parents won't feel interrogated.
- Let the parents know that you will be taking notes and explain why.
- Be sensitive to parents' levels of literacy.

Sample questions for a parent–teacher interview are shown in Figure 3.16. Two line masters appear on the *First Steps Reading Map of Development* CD-ROM.



 Reading Map of Development, p. 43

Parent–Teacher Interview—Reading

Child: _____

Parent(s): _____ Date: _____

What are your child's special interests?

How are you helping your child with reading?

What are your child's strengths in reading?

What does your child read at home?

Does your child enjoy being read to?

Does your child read signs or other print in the environment?

Does your child talk about what he or she sees in books? on TV? on the Internet?

What questions about helping your child become a better reader would you like to ask me?

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Figure 3.16

What Information Can Be Collected?

Interviews can provide information about any of the four substrands, depending on the questions being asked. The previous questions are suggested as a guide only and can be modified to suit different students or teaching contexts.

HOW TO RECORD DATA ON READING

Teachers use a range of ways to record the information they gather about students' reading development. The use of computers or palm pilots often helps streamline the time it takes to record information.

Ways of recording information, on paper or electronically, are detailed under the following headings:

Anecdotal Notes

Checklists

Rubrics

Annotations

First Steps Reading Map of Development

Anecdotal Notes

Anecdotal notes are short, objective, factual descriptions of observations recorded at the time an event or activity occurs, or soon thereafter. Behaviours listed on the *First Steps* Reading Map of Development will provide a focus for observations.

- Making useful anecdotal notes takes time and practice. Notes should record an accurate description of the situation and information about students' strengths and weaknesses, and include comments and questions that may guide further observations.
- Notes should be written daily and as soon as possible after an observation has been made. They can be written during a variety of instructional approaches to reading, e.g., **Guided Reading**, **Literature Circles**.
- The recording format should suit the teaching situation, the students, and the teacher's personal style, e.g., **grids**, **sticky notes**, the *First Steps* Reading Map of Development. Two examples of grid outlines are shown in Figures 3.17 and 3.18.
- The notes should be examined and analyzed regularly to be sure that comments are being made for every student on a variety of reading behaviours in different contexts.

Cross-Curriculum Grid					
Teacher: <u>Ms Handley</u>		Class: <u>5</u>		Date: <u>June</u>	
Student	Mathematics	Health	Social Studies	Science	Art and Music
Susan				15/4 Used scanning strategy to locate information in text	
Richard			24/5 Used knowledge of text organization to locate information in an explanation		
Janette			06/6 Used text structure knowledge to link cause and effect		

Figure 3.17

Observation Grid		
Teacher: <u>Janet Johnston</u>		
Class: <u>Grade 4 (8/9 year olds)</u>		
Date: <u>Weeks 4/5, March 2-16</u>		
Focus: <u>Reading Group 1</u>		
Name: <u>Sean Bradley</u>	Name: <u>Robyn LeLacheur</u>	Name: <u>Peter Tan</u>
<div>1 March Selected a new form for silent reading - Adventure stories Will need to check whether he enjoyed the genre - conference time ???</div>	<div>8 March Remembered to use the punctuation correctly in guided reading group (changed voice to show someone speaking)</div> <div>10 March Noticed a pattern between two stories we have been studying (the symbolism of light and dark representing good and evil).</div>	<div>12 March Recognised the way the illustrator had stereotyped the Princess - giving her blonde hair, blue eyes.</div>
Name: <u>Suzie Lee</u>	Name: <u>Hans Jensen</u>	Name: <u>Elise Steckis</u>
<div>10 March Suggested predicting using the cover and title before reading in guided reading group. Will need to reinforce this as she tends to rush in without thinking about what will be in the text.</div>	<div>2 March Oral reading was fluent with correct phrasing and intonation. Might ask Hans to work with Stephanie - having problems with phrasing.</div> <div>8 March Showed Stephanie how to chunk phrases together to improve fluency.</div>	<div>12 March Made a text-to-self connection when reading in guided reading group.</div>

Figure 3.18

Checklists

A checklist is a list of skills or behaviours to be checked off as they are observed. However, it is critical to acknowledge that checklists, whether teacher made or commercially produced, are static. Most may not be applicable to every student in one classroom at the same time.

Name: Riley Williams Teacher: Anne Finlay Grade Level: 1

Concepts and Conventions of Print Checklist	Observed			Comment
Book handling:				
• front cover	✓	✓	✓	
• title	✓			
• turns pages from front to back	✓	✓	✓	
• holds right way up	✓			
• points to print/pictures	✓	✓		
Concepts of print:				
• directionality — left to right		✓		
— top to bottom	✓	✓	✓	
Letter and word knowledge:				
• identifies first and last letters of a word	✓			
• identifies first and last words on a page				
• matches some spoken and written words				
• knows that numerals and letters are different	✓			
Conventions of print:				
• identifies — (.), (?)				
— upper case letter	✓			
— lower case letter				

Notes:

Figure 3.19 Teacher-made checklist

Rubrics are a way to begin with the end in mind.

Rubrics

The recording frameworks feature short, descriptive statements along a continuum of excellence. Teachers or students determine the quality of a performance against a set of criteria carefully chosen and established in advance; for example, a retelling rubric may assess performance using criteria such as selection and sequencing of ideas and events, introduction to the characters, and setting the scene. The assessment is used to promote learning. Rubrics can be scored using either a numerical system or descriptive words or phrases, such as *well developed*, *partially developed*, and *not developed*. Rubrics can be reused, adding levels of achievement as students' skill level increases or adding additional criteria for new concepts, skills, or attitudes they display.

There are many publications and Web sites that offer ready-made rubrics; however, many teachers wish to create their own. Involving students in the creation of rubrics is strongly recommended.

CREATING A RUBRIC

- Deciding on the criteria
Involving students in brainstorming the criteria is recommended. If students have not had experience in generating criteria for evaluation or the topic is new, teachers may wish to show them some models of completed work. Characteristics of effective and not-so-effective samples can be listed and discussed for inclusion as criteria on the completed rubric.
- Articulating the qualities
It is often easier to decide on the two extremes first, that is, what makes “best” performance and what makes “worst” performance.
- Deciding on the number of levels of performance
It is a good idea to have an even number of levels, as this eliminates the tendency to rank in the middle.
- Deciding on the labelling to be used for the levels of performance and considering whether there will be a corresponding numerical value for each.
Some teachers prefer to use neutral words for the level labels; others prefer words that signal excellence, such as Nickel, Bronze, Silver, and Gold rather than Unsatisfactory, Satisfactory, Competent, and Excellent.
- Keeping language parallel
Ensure that criteria stay the same from one level of achievement to the next.

Teachers may wish to involve students in self- or peer-assessment, using the completed rubric, before work is formally submitted for teacher evaluation. Doing so may further assessment for learning.

Rubrics can be holistic or analytic in nature; holistic rubrics evaluate the task as a whole, while analytic rubrics evaluate each separate criterion. The tables that follow illustrate holistic and analytic rubrics for oral reading.

Holistic Rubric for Oral Reading	
Level of Achievement	Description
1	Oral reading is a struggle, with many lapses in sense and word recognition.
2	Oral reading is uneven and halting. Some self-corrections are made while some errors remain unnoticed.
3	Oral reading alternates between fluent, smooth reading and slowed pace. Some self-corrections impede the flow of reading.
4	Oral reading is fluent and conversational, demonstrating appropriate pace and phrasing. Self-corrects, with minor interruptions to the flow of reading.

Analytic Rubric for Oral Reading				
Criteria	Quality			
Oral reading	1	2	3	4
Fluency	Reading is slow and laborious, interfering with meaning making.	Reading is rather slow, hampering meaning making.	Reading is steady enough to serve meaning making.	Reading is fluid, consistent, and under control, promoting meaning making.
Use of voice	Reading is characterized by little variation in pitch, pace, and volume.	Reading is characterized by limited variations in pitch, pace, and volume.	Reading is characterized by enough variations in pitch, pace, and volume to draw listener interest.	Reading is characterized by wide variations in pitch, pace, and volume, drawing and holding listener interest.

Annotations

Annotations are short descriptions of judgments made about a student's work recorded directly onto the work sample. This kind of feedback may be completed at the time of the event, but can be done later if the work sample, such as written work, is portable.

Annotations need to be specific, objective, and constructive; they should lead to the recognition and interpretation of individual patterns of learning over time.


The First Steps Reading Map of Development



The *First Steps* Reading Map of Development is an excellent framework for recording information about reading development. Some teachers choose to record observations, the outcomes of conversations, or their analysis of products directly onto the Reading Map. They may do this by writing comments on sticky notes, highlighting the indicators, or recording the date when behaviours were displayed. Others prefer to use another recording method first, such as a checklist, miscue analysis, or rubrics, and then transfer the information onto the Reading Map.

The following recording line masters can be found on the *First Steps Reading Map of Development* CD-ROM and may be photocopied for classroom use.

- 1 Reading: Class Profile Sheet
- 2 Individual Student Profile Sheet—Key Indicators Only:
Role Play to Early
- 3 Individual Student Profile Sheet—Key Indicators Only:
Transitional to Accomplished
- 4 Individual Student Profile Sheet—All Indicators: Role Play
to Early
- 5 Individual Student Profile Sheet—All Indicators: Transitional
to Accomplished
- 6 Class Profile Sheets—Key Indicators Only (for each phase)
- 7 Class Profile Sheets—All Indicators (for each phase)




Reading: Class Profile Sheet

Reading Map of Development, p. 49

Grade Level: _____

Teacher: _____

	Role Play	Experimental	Early
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			



Reading Map of Development: Individual Student Profile Sheet—Key Indicators Only: Transitional to Accomplished

Student's Name: _____


School: _____

TRANSITIONAL	PROFICIENT	ACCOMPLISHED
USE OF TEXTS <ul style="list-style-type: none"> Reads and demonstrates comprehension of texts by <ul style="list-style-type: none"> identifying the main idea(s) citing supporting detail selecting events from a text to suit a specific purpose linking ideas, both explicit and implicit, in a text, e.g., cause and effect Locates and selects texts appropriate to purpose and audience, e.g., on search engines, checks currency of information 	USE OF TEXTS <ul style="list-style-type: none"> Reads and demonstrates comprehension of texts by <ul style="list-style-type: none"> relating to how the main idea and supporting information relate to the author's purpose and the intended audience selecting events from a text to suit a specific audience linking ideas, both explicit and implicit, in a text, e.g., cause and supporting argument Locates and evaluates appropriateness of texts and information to texts in terms of purpose and audience, e.g., reliability issue 	USE OF TEXTS <ul style="list-style-type: none"> Reads and demonstrates comprehension of texts using both explicit and implicit information to achieve a given purpose Synthesizes information from texts, with varying perspectives, to draw conclusions Locates and evaluates appropriateness of texts and the information in texts in terms of purpose and audience
CONTEXTUAL UNDERSTANDING <ul style="list-style-type: none"> Recognizes how interpretation may differ from that of other readers of the author Recognizes codes that authors and illustrators use to influence interpretation of meaning, e.g., visual cues, structure Recognizes that authors and illustrators attempt to persuade, inform, entertain, or amuse Recognizes how characters or people, ideas, and events are represented and can speculate about the author's choices 	CONTEXTUAL UNDERSTANDING <ul style="list-style-type: none"> Recognizes how a text's values, attitudes, and beliefs have an impact on the interpretation of a text Recognizes the target audience for a specific text and how the author has tailored the language, ideas, and presentation to suit 	CONTEXTUAL UNDERSTANDING <ul style="list-style-type: none"> Discusses reasons why a text may be interpreted differently by different readers, e.g., personal experience of reader, other text, socio-cultural background Discusses how the content (ideas, plots, characters) of an author influences the construction of a text Evaluates the use of devices, such as rhetoric, wit, symbolism, and irony, designed to position readers to take particular views
PROCESSES AND STRATEGIES <ul style="list-style-type: none"> Recognizes how a text is organized Explains how texts <ul style="list-style-type: none"> purpose, e.g., to inform, persuade, entertain, or amuse structure, e.g., plot, organization, or style language features Draws upon an array of prior knowledge and experience Recognizes unknown words 	PROCESSES AND STRATEGIES <ul style="list-style-type: none"> Recognizes how a text is organized Explains how texts <ul style="list-style-type: none"> purpose, e.g., to inform, persuade, entertain, or amuse structure, e.g., plot, organization, or style language features Draws upon an array of prior knowledge and experience Recognizes unknown words 	PROCESSES AND STRATEGIES <ul style="list-style-type: none"> Recognizes how a text is organized Explains how texts <ul style="list-style-type: none"> purpose, e.g., to inform, persuade, entertain, or amuse structure, e.g., plot, organization, or style language features Draws upon an array of prior knowledge and experience Recognizes unknown words

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Reading Map of Development, p. 49

	Role Play	Experimental	Early
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			



Reading Map of Development: Class Profile Sheet—All Indicators

Student's Name: _____

School: _____

TRANSITIONAL	PROFICIENT	ACCOMPLISHED
USE OF TEXTS <ul style="list-style-type: none"> Reads and demonstrates comprehension of texts by <ul style="list-style-type: none"> identifying the main idea(s) citing supporting detail selecting events from a text to suit a specific purpose linking ideas, both explicit and implicit, in a text, e.g., cause and effect Locates and selects texts appropriate to purpose and audience, e.g., on search engines, checks currency of information 	USE OF TEXTS <ul style="list-style-type: none"> Reads and demonstrates comprehension of texts by <ul style="list-style-type: none"> relating to how the main idea and supporting information relate to the author's purpose and the intended audience selecting events from a text to suit a specific audience linking ideas, both explicit and implicit, in a text, e.g., cause and supporting argument Locates and evaluates appropriateness of texts and information to texts in terms of purpose and audience, e.g., reliability issue 	USE OF TEXTS <ul style="list-style-type: none"> Reads and demonstrates comprehension of texts using both explicit and implicit information to achieve a given purpose Synthesizes information from texts, with varying perspectives, to draw conclusions Locates and evaluates appropriateness of texts and the information in texts in terms of purpose and audience
CONTEXTUAL UNDERSTANDING <ul style="list-style-type: none"> Recognizes how interpretation may differ from that of other readers of the author Recognizes codes that authors and illustrators use to influence interpretation of meaning, e.g., visual cues, structure Recognizes that authors and illustrators attempt to persuade, inform, entertain, or amuse Recognizes how characters or people, ideas, and events are represented and can speculate about the author's choices 	CONTEXTUAL UNDERSTANDING <ul style="list-style-type: none"> Recognizes how a text's values, attitudes, and beliefs have an impact on the interpretation of a text Recognizes the target audience for a specific text and how the author has tailored the language, ideas, and presentation to suit 	CONTEXTUAL UNDERSTANDING <ul style="list-style-type: none"> Discusses reasons why a text may be interpreted differently by different readers, e.g., personal experience of reader, other text, socio-cultural background Discusses how the content (ideas, plots, characters) of an author influences the construction of a text Evaluates the use of devices, such as rhetoric, wit, symbolism, and irony, designed to position readers to take particular views
PROCESSES AND STRATEGIES <ul style="list-style-type: none"> Recognizes how a text is organized Explains how texts <ul style="list-style-type: none"> purpose, e.g., to inform, persuade, entertain, or amuse structure, e.g., plot, organization, or style language features Draws upon an array of prior knowledge and experience Recognizes unknown words 	PROCESSES AND STRATEGIES <ul style="list-style-type: none"> Recognizes how a text is organized Explains how texts <ul style="list-style-type: none"> purpose, e.g., to inform, persuade, entertain, or amuse structure, e.g., plot, organization, or style language features Draws upon an array of prior knowledge and experience Recognizes unknown words 	PROCESSES AND STRATEGIES <ul style="list-style-type: none"> Recognizes how a text is organized Explains how texts <ul style="list-style-type: none"> purpose, e.g., to inform, persuade, entertain, or amuse structure, e.g., plot, organization, or style language features Draws upon an array of prior knowledge and experience Recognizes unknown words

Figure 3.20

Role Play Reading Phase

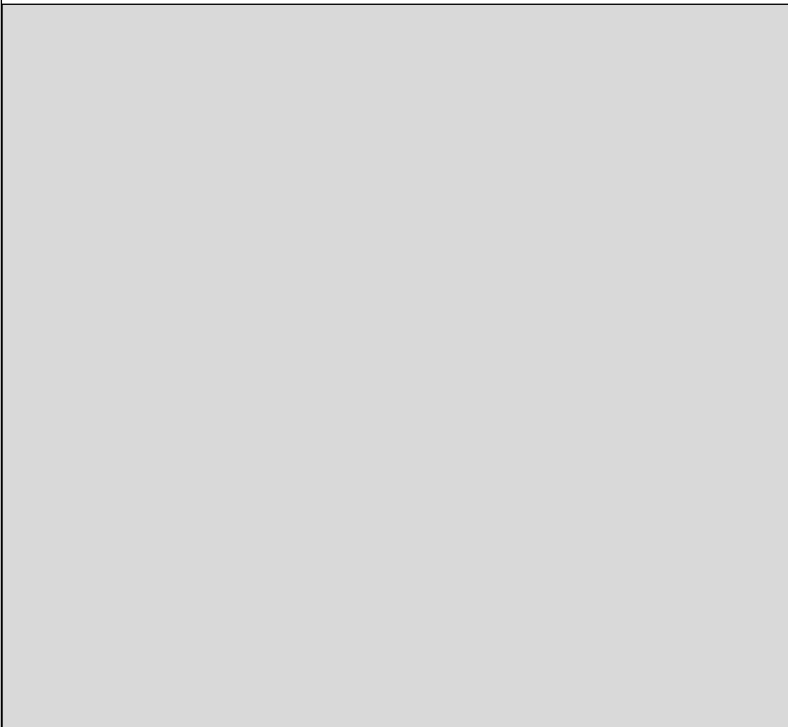


Figure 4.1

Global Statement

Readers in this phase display reading-like behaviours when interacting with texts such as picture books, traditional tales, and simple informational texts. They rely heavily on topic knowledge, pictures, and memorization when reading texts previously heard. Although Role Play readers may begin to identify their own name or parts of it, they are yet to match spoken and written words.

Role Play Reading Indicators

Use of Texts

- ◆ **Listens to and demonstrates comprehension by talking about significant ideas from the text**
- ◆ **Displays reading-like behaviour**, e.g., holds book right way up, clicks mouse to see new window
- ◆ **Knows that print carries a message, but may read own writing and unfamiliar texts differently each time**
- ◆ **Selects texts primarily for enjoyment**, e.g., uses cover and illustrations
- Attempts reading-like behaviours
- Recognizes significant environmental print, e.g., signs, logos, labels

Contextual Understanding

- ◆ **Makes links to own experience when listening to or reading texts**, e.g., points to illustrations, saying, "I had a party."
- ◆ **Identifies and talks about familiar characters or people from texts**

Conventions

- ◆ **Recognizes own name, or part of it, in print**
- ◆ **Knows repetitive patterns in very familiar stories**, e.g., Run, run as fast as you can...

- Uses some book language in retellings and play, e.g., Once upon a time...
- Is beginning to understand directionality of print, e.g., front to back when turning pages
- Responds to and uses simple terminology, such as book, right way up, front, back
- Is beginning to recognize some letters by name or sound, e.g., Sam says, "That's my name," pointing to "s" in a Stop sign.
- Distinguishes print from drawings
- May know the alphabet by rote, but may need a visual clue to connect a letter with its name
- Identifies and supplies some simple rhyming words, e.g., hot, pot

Processes and Strategies

- ◆ **Relies upon knowledge of topic and text organization, such as pictures, when reading**
- ◆ **Relies on the strategy of connecting to comprehend**, e.g., connects text to self
- Comments on specific features in pictures
- Asks questions about signs, pictures, and labels

Major Teaching Emphases

Environment and Attitude

- Create a supportive classroom environment that nurtures a community of readers.
- Jointly construct, and frequently refer to, meaningful environmental print.
- Foster students' enjoyment of reading.
- Encourage students to take risks with confidence.
- Encourage students to select their own reading material according to interest or purpose.

Use of Texts

- Read and reread a range of texts to students.
- Provide opportunities for students to read and reread a variety of texts, both literary and informational.
- Encourage students to respond to texts in a variety of ways, focusing on the meaning of print and pictures.
- Model reading behaviours, such as book handling, distinguishing words from pictures, and selecting texts.

Contextual Understanding

- Provide opportunities for students to talk about texts, relating them to their own experiences.
- Draw students' attention to the ways people or characters are represented in text.

Conventions

- Begin to build students' sight vocabulary, e.g., high-frequency words, personally significant words.
- Build phonological awareness and graphophonic knowledge, such as
 - recognizing, matching, and generating rhymes
 - listening for sounds in words
 - linking letter names with their sounds, focusing on the regular sound
- Teach students the concepts of print.
- Model the use of conventions of print, e.g., capital letters.
- Teach students the terminology associated with books, such as cover, title, author, and illustrator.

Processes and Strategies

- Build students' knowledge within the cueing systems, e.g., topic knowledge, sound–symbol relationships.
- Teach comprehension strategies, e.g., connecting, comparing.
- Teach word-identification strategies, e.g., predicting.
- Teach students how to locate, select, and evaluate texts, e.g., using the layout of a library.
- Model self-reflection of strategies used in reading and encourage students to do the same.

Teaching and Learning Experiences

ENVIRONMENT AND ATTITUDE

Major Teaching Emphases

- Create a supportive classroom environment that nurtures a community of readers.
- Jointly construct, and frequently refer to, meaningful environmental print.
- Foster students' enjoyment of reading.
- Encourage students to take risks with confidence.
- Encourage students to select their own reading material according to interest or purpose.

Teaching Notes

An environment that supports and nurtures Role Play readers includes many opportunities to explore and interact with print; a combination of such opportunities will help foster an enjoyment of reading. Role Play readers need to feel comfortable in taking risks and in having a go at reading and writing. They benefit from interacting with a variety of texts—those that are read to them and those they read themselves.

Exploring Print

Owocki (1999) describes four functions of print supporting real-life purposes that can be provided for in the classroom:

- **Environmental**—print that gives us information about the world, e.g., signs, price tags, advertisements
- **Occupational**—print associated with a job or profession, e.g., a doctor's prescription pads, referral forms, health records, patient progress records
- **Informational**—print for storing, retrieving, and organizing information, e.g., calendars, clocks, diagrams
- **Recreational**—print used for leisure activities, e.g., picture books, magazines

Role Play readers can be provided with opportunities to explore the print that serves these various functions. Consider the following ideas.

Environmental

- *Labels* using full sentences can be attached to students' belongings and work.

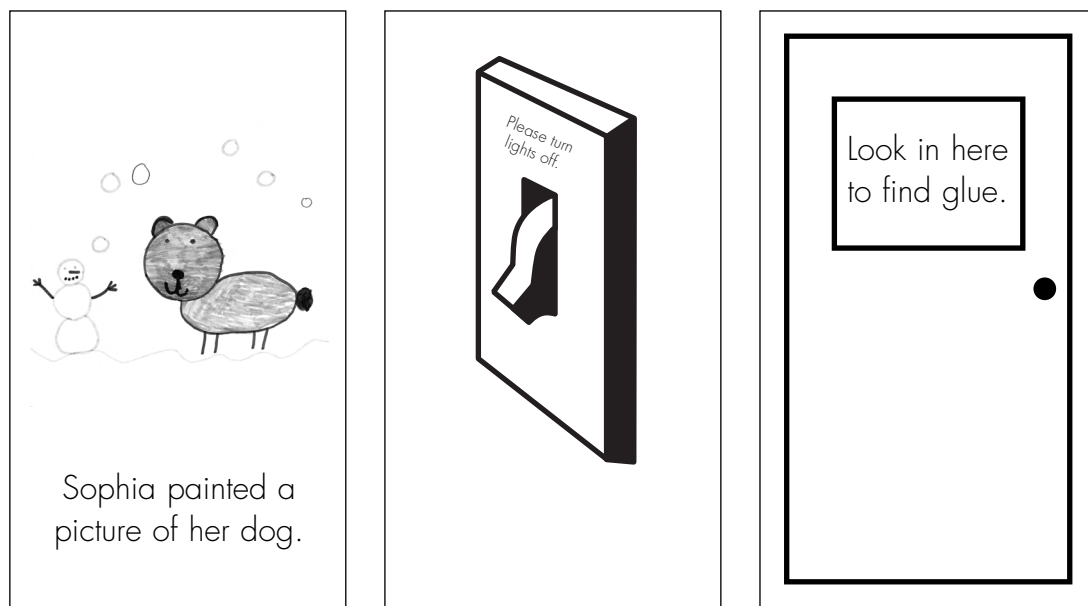


Figure 4.2 Sample classroom labels

- *Everyday print* in the environment can be referred to both inside and outside the classroom so that students can begin to understand the purpose of written language, and the way it works. This can be done by talking about everyday print, encouraging students to bring in examples, preparing charts of community signs, and taking students for walks around the community, pointing out and reading environmental print.
- *Charts* can be displayed at eye level so that they are easier for students to refer to. These may include alphabet and number charts, or a class list including photographs next to each name.

Occupational

- *Centres* can contain appropriate literacy materials, e.g., a supermarket could have advertising brochures, signs for specials, and print-outs from a checkout; a doctor's office might have magazines, pamphlets, and health record charts. Establishing a centre in preparation for an excursion or a field trip, or as a result of it, gives the students a context and a purpose for exploring literacy.

Possible options for occupational centres include these:

illustrator's studio
 construction site
 pet store
 post office
 hospital
 museum
 restaurant
 science laboratory
 weather station
 airport
 hairdresser's salon
 travel agency
 veterinary clinic

Informational

- *Calendars and planners* can help to develop understanding of concepts, such as the days of the week, yesterday, today, tomorrow, week, month, and year, as well as to record forthcoming events.
- *Word Walls* can include the names of the students in the class, as well as words they are learning or have recently learned.

Recreational

- *Writing or word-study centres* can promote active inquiry into how letters and words work. Boards with magnetic letters, pocket charts with letter cards, and writing materials such as coloured paper, pencils, envelopes, tape, and stamps can be included.
- *Songs, poems, and rhymes* can be written on charts and read together. Pictures can be attached to help students identify them.
- *Reading corners or centres* should include a variety of materials, such as literary and informational texts, picture dictionaries, electronic books, and book and tape sets.

Interacting with Print

Encourage students to interact with and make use of the print provided in the classroom.

- Create opportunities to “read the room.” Taking students on a print walk around the room gives them the opportunity to read and revisit charts they have made and words they have learned. The print walk is also an opportunity to play games, such as matching words or phrases.

- Write daily messages for the students. Place these on the door and use them each morning as a stimulus for discussing print.
- Write and share sentences about planned cross-curriculum activities, for instance: “Today we will make some very colourful masks. We will use lots of bright paper.” These sentences can provide another opportunity for students to interact with and discuss print.
- After setting up a class mailbox, write letters to individual students, mailing them in the box. Invite students to take the letters home and read them with an adult.
- Model the use of environmental print for different purposes, such as copying words, looking for letters, reading for pleasure, or using a calendar to find a date.

Fostering Enjoyment of Reading

Take every opportunity to foster students’ enjoyment of reading.

- Read to students every day from a variety of literary and informational texts, including electronic sources such as CD-ROMs, Web sites, and software programs.
- Provide opportunities for them to select their own materials.
- Give students time and opportunities to read to peers or themselves.
- Involve them with reading buddies from another class.
- Encourage students to bring favourite books from home to read to friends.
- Make use of the school and local libraries.
- Encourage participation in book fairs.
- Invite guests, such as grandparents or visiting authors, to read to the class.
- Provide an enticing reading corner/centre.

Encouraging Risk-Taking

Role Play readers can be encouraged to become risk takers by being asked to

- offer opinions about texts read aloud
- use personal experience to make connections to ideas in the text
- apply a variety of strategies to comprehend
- use a variety of cueing systems to comprehend
- join in saying favourite parts of a text when being read to
- have a go at reading and writing

For further information about Environment and Attitude, see *Linking Assessment, Teaching and Learning*, Chapter 5: Establishing a Positive Teaching and Learning Environment.

USE OF TEXTS

Major Teaching Emphases

- Read and reread a range of texts to students.
- Provide opportunities for students to read and reread a variety of texts, both literary and informational.
- Encourage students to respond to texts in a variety of ways, focusing on the meaning of print and pictures.
- Model reading behaviours, such as book handling, distinguishing words from pictures, and selecting texts.

Teaching Notes

In this phase, students need many opportunities to interact with a variety of texts, both literary and informational, to help them become familiar with the language of books and reading. It is important that Role Play readers have frequent opportunities to listen to skilled readers and to respond to texts.

The focuses for helping readers in this substrand are organized under the following headings:

- Variety of Texts
- Responding to Texts
- Reading Behaviours and Skills

Variety of Texts

Role Play readers benefit from having texts read and reread to them. These could include songs, poems, rhymes, fairy or folk tales, traditional or modern stories, reports, procedures, timetables, or environmental signs. They could be class-made or published materials, such as books, tapes, CD-ROMs, or software programs.

Responding to Texts

After Modelled and Shared Reading of texts, Role Play readers can be provided with opportunities to respond in various ways, for example:

- asking questions of the author or illustrator
- discussing the text
- making personal connections with the text and noticing different interpretations
- retelling the text from memory or by referring to the pictures
- drawing or painting

Teachers may also provide students with opportunities to respond to texts in ways that promote contextual understanding: thinking about how authors and illustrators represent characters or people.

- making a model
- answering questions orally

According to the revised version of Bloom's Taxonomy, there are six levels of thinking that can be applied to questioning. From lowest to highest level, they are

- remembering
- understanding
- applying
- analyzing
- evaluating
- creating

Responding to text can also involve students in answering questions about it. There are many ways of organizing and discussing types of questions; e.g., Bloom's Taxonomy revised (Bloom 1956; Anderson and Krathwohl 2001), Question–Answer Relationships (Raphael 1986), Three Level Guides (Herber 1978), or Open and Closed Questions.

Whichever questioning hierarchy is used, it is wise to include questions that require different levels of thinking and begin to help students—particularly ELL students—recognize the nature of each one. The focus in this phase is on identifying explicit information; however, Role Play readers also benefit from opportunities to discuss information implicit in the text.

Raphael (1986) categorizes questions as Right There (Literal), Think and Search (Inferential), Author and You (Interpretive), and On Your Own (Critical/Evaluative), providing a useful framework for ensuring that different types of questions are used in the classroom.

Literal: Literal questions focus on what the author said. The answer is right there, explicitly stated in the text or pictures. Literal questions usually begin with *who*, *when*, *where* or *what*, and it is important that teachers follow them up with clarifying questions, such as “How did you know that?” or “Can you show me where...is in this picture?” so that students get the idea of supporting their answers by returning to the text.

Inferential: The answers to these questions can be found in the text, but are not necessarily explicitly stated or in one place; they are the Think and Search questions. They show relationships, such as cause and effect, compare and contrast, or sequence. They are often how and why questions: the student is required to put the answer together; for example, “Why did Mr Jones...when he saw...?”, “How are...and...alike?”

Interpretive: These are the Author and You questions. They require the student to base the answer on the text, but also to draw on previous background experiences to reach a reasonable answer; examples are “How is...different from or similar to people you know?” or “Is this book like any other book you know? How?” The answer must not be a wild guess; it must be probable in light of the text, not just possible from the reader's experience.

Critical/Evaluative

These questions go beyond the text, asking for students' own opinions or judgments. They are the On Your Own questions, as the answers are not found in the text, although it does provide a starting point for discussions about the underlying messages. For example, critical questions after reading "Little Red Riding Hood" could be "Should Little Red Riding Hood's mother have let her go into the forest by herself?"; "Should children be punished for not obeying their parents?"; "Was the woodcutter right to kill the wolf?"

Reading Behaviours and Skills

Role Play readers benefit from regular opportunities to see, hear, and practise reading behaviours and skills. In Modelled and Shared Reading sessions, often using an enlarged text, teachers can focus on demonstrating many aspects of reading, such as these:

- reading behaviours and book-handling skills—turning the pages, looking at the words and pictures, holding the book the right way up
- reading behaviours and electronic text-handling skills—clicking on an icon for more information, responding to on-screen prompts
- how to select a text—looking at the cover, flicking through the pages, choosing favourites to read again
- concepts of print—pointing out that we talk about the pictures, but read the print
- how to identify important information in a text—looking at the pictures, making connections to things they know, ignoring banners and advertisements in Internet text
- asking questions about and commenting on the text—"I wonder why the...?", "Do you...?"
- how to make predictions about what will happen
- highlighting the point that texts with different purposes are constructed differently, for example, informational texts may have photographs and tell facts

For further information about the Use of Texts substrand, see *Reading Resource Book*, Canadian Edition:

- Chapter 1: Use of Texts
- Chapter 4: Processes and Strategies

Involving Students

1 Read and Retell

Refer to Chapter 5: Experimental Reading Phase, page 108.

2 Choral Reading

Whole-class Choral Reading sessions are an ideal way to introduce readers to a wide range of enjoyable texts, and provide a meaningful context for repeated whole-group readings of a particular text. All students are able to join in with familiar parts of the text and to hear the tone used to express unfamiliar parts.

When introducing Choral Reading, it is important to use rhymes or stories the students already know. Action rhymes or songs are also appropriate texts.

Students work as a whole class, and with teacher support.

- Use an enlarged copy of the text, to read aloud.
- Assign refrains or parts of the text, such as a repetitive phrase, to be read by the class.
- Read the text aloud several times and invite students to join in the reading of specific sections.
- Add any props, sound effects, or movements that will enhance the presentation of the text.

3 Story Prop Box

Refer to Chapter 5: Experimental Reading Phase, page 109.

4 Text Innovation

Text Innovation is the name given to the process of adapting or changing an existing text. Many texts lend themselves to innovation. When Role Play readers innovate on a text, they strengthen their understanding of the concepts of a word and of a sentence.

Innovations may include those at

- *sentence level*—where the sentence structure is maintained, but the words in the sentence are altered, for example, “This is the house that Jack built” becomes “This is the bike that Pedro made”
- *word level*—where a new word is substituted for an original one, for example, “Brown Bear, Brown Bear, what do you see?” becomes “Brown Bear, Brown Bear, what do you hear?”

Use of Texts Involving Students

- 1 Read and Retell
- 2 Choral Reading
- 3 Story Prop Box
- 4 Text Innovation
- 5 Picture Book Activities
- 6 The Reading Olympics
- 7 Sequencing Activities
- 8 Wall Stories
- 9 Dramatization
- 10 Who Am I?
- 11 Creating Text

- Select a simple story, rhyme, or song that can be easily modified.
- Read the text several times until the students are familiar with the particular rhyme, rhythm, or repetitive pattern.
- When working as a whole class and using a big book or an enlarged text, place sticky notes on words to be replaced in the original text.
- Invite students to make suggestions for alternative words to fill the spaces created by the sticky notes.
- Jointly select words and write them on the sticky notes, continuing until all spaces have been filled.
- Read the newly created text together.

This procedure can be adapted, as follows.

- Copy the text so that students can make further innovations, leaving spaces for their choice of words.
- Provide time for them to illustrate their innovations.
- Publish the innovations, and use them for further reading.

5 Picture Book Activities

Teachers can help build young students' understandings about texts by examining the links between illustrations and text in picture books.

- Randomly select illustrations from the text.
- Allow students time to share comments about the illustrations.
- Read the print corresponding to each illustration.
- Discuss whether the illustrations just support the text or tell something more. Guide the students to notice differences and similarities in written and pictorial text.

6 The Reading Olympics

This activity is particularly appropriate in any year of the Olympics, but it can be renamed to coincide with other sporting events. It involves students finding texts that satisfy specific criteria. It has the potential to involve family members as students “go for gold” in finding texts to enter in the Reading Olympics.

- Discuss the meaning of “going for gold” and the idea of creating records, that is, finding texts that meet a certain criterion.
- Discuss the criterion for the week or other period. Criteria can be chosen to link to the current teaching focus, for instance:
 - the greatest number of words in a title
 - the author's name with the most letters
 - the largest book (in size, not thickness)

- the greatest number of pages
- the greatest number of times a specific letter appears on a page
- the longest sentence on a page
- the longest word in a text
- the greatest number of a type of punctuation mark on a page, e.g., *commas*
- Invite students to “go for gold” for a specified time.
- At the end of the Reading Olympics, create a display showing the criterion, the entries, and the winning text.
- Award medals for the winning text; these can be cut from card and attached to lengths of ribbon.

7 Sequencing Activities

Sequencing activities provide a meaningful context for Role Play readers to read and reread familiar text, focusing on the meaning of words and pictures.

- After students reread a well-known text, have them sequence a series of pictures from it. The pictures could be either student or teacher made.
- Where sequences vary, have students return to the text to justify their choices.
- Organize students to use the pictures to retell the text to others.

As a variation, illustrations from wordless picture books can be used. Students sequence the pictures, and so create the story to tell to others. Pictures illustrating parts of well-known poems, rhymes, or songs can also be used for this activity.

8 Wall Stories

Wall stories are large representations (including illustrations) of the main events of a text; they are an effective way of helping Role Play readers focus on the meaning of words and pictures. Literary texts with simple storylines are a great source for wall stories, as are songs, poems, rhymes, and Language Experience activities.

Students are able to reconstruct a text they have heard, working either as a small group or with the whole class.

- Read a chosen text to the students.
- Pair students to orally retell the text.
- Work with them to elicit and record the main events of the text on a chart or on large cards. (Alternatively, sequence prepared cards that list the main events.) When students are unsure of

information or disagree about a main event, model the process of returning to the text to clarify meaning.

- Organize students to work in small groups to illustrate the main events.
- Jointly sequence the completed cards and read the newly created text with the students.

Display the wall story and refer to it frequently during classroom print walks.

9 Dramatization

Students develop a deeper understanding of texts when given the opportunity to express interpretations through a creative medium such as drama, art, or writing. Dramatizing favourite texts helps Role Play readers to focus on meaning. A student's level of understanding of a text can often be determined by observing a dramatization.

Providing an interesting range of items, such as puppets, dress-up clothes, and simple props, will often encourage students to dramatize familiar texts.

- It is easy to make simple puppets. One option is to use pictures glued to popsicle sticks, tongue depressors, or similar items. Finger puppets can be made by cutting the fingers from old gloves and using markers to draw the characters on the finger sections. Alternatively, cut-outs of the characters can be glued onto the gloves.
- Dress-up clothes can include hats, scarves, capes, and aprons.
- Simple props can be masks, wands, telephones, and boxes.

Role Play readers can take part in dramatization activities after the reading aloud of a text by the teacher. They can use any of the items mentioned above to

- dramatize events, problems, or solutions, such as Little Red Riding Hood meeting the wolf in the forest, the Gingerbread Man climbing onto the fox's back, or Prince Charming arriving at the door with the glass slipper
- have a telephone conversation between two characters, such as Goldilocks and Baby Bear
- create tableaux (still images) of key events
- retell the text

Dramatization efforts can be captured on video or digital camera and used for enjoyment, reflection, and sharing.

10 Who Am I?

Solving Who Am I? riddles encourages Role Play readers to return purposefully to the text to find explicit information.

- After a shared reading, ask students to solve Who Am I? riddles that focus on characters from the text.
- Begin with broad, open clues and progressively add more specific clues, using those that focus on feelings, actions, and speech as well as attributes, e.g., I live near a forest where I like to pick flowers. I spoke to a stranger when I was told not to. I have a special red coat. My grandmother is sick in bed. I said, “Oh Grandma, what big eyes you have?” Who am I?
- Model how to use the clues and the text to solve the riddle, e.g., I think the Who Am I? is Little Red Riding Hood. In this picture she is walking through the forest wearing her red coat and she is picking some flowers. I remember that Little Red Riding Hood’s grandma was sick, because it says so in the story.
- When students are familiar with creating Who Am I? clues, guide them as a group to create their own.

Whole-class riddles could be created as part of Modelled or Shared Writing sessions.

11 Creating Text

Creating text for wordless picture books or story CDs allows Role Play readers to focus their attention on illustrations as a means of communicating a story. As these texts have no words, information about the setting, characters, and events must be drawn from the illustrations. Using wordless picture books is beneficial to Role Play readers, as it gives them an opportunity to practise oral storytelling and confirm their understandings of narrative story structure.

- As a whole class, examine the cover and the title of the book and discuss the clues they give to the contents of the text.
- Together, look at each page of the text, asking students to share what they think is happening. Where necessary, elicit storylines by asking leading questions, such as “What do you think is happening on this page?”, “What names could we give these characters?”, “What problems is...having?”, “What do you think...will say now?”
- Revisit each page, encouraging students to create the story as each one is turned.
- As they create the story, write it on strips of paper or, if desired, a chart. This can be reread several times.

CONTEXTUAL UNDERSTANDING

Major Teaching Emphases

- Provide opportunities for students to talk about texts, relating them to their own experiences.
- Draw students' attention to the ways people or characters are represented in text.

Teaching Notes

Students in this phase can begin to develop an understanding that texts present particular experiences that may or may not be similar to their own. While it is desirable for them to have the opportunity to talk about these similarities and differences, the enjoyment of reading should not be replaced by overanalysis. In discussions, it is important to be sensitive to the text, the students, the context, and the desired outcomes of the lesson. In this phase, the focus is on facilitating the exploration of each student's thinking, while refraining from influencing opinions.

In Modelled and Shared Reading sessions, begin to demonstrate how to relate what is being read to one's own experiences; for example: "In this text, the family has a dog. It reminds me of the dog that I had as a child."

The focuses for helping Role Play readers to develop contextual understanding are organized under the following headings:

- Discussions About Texts
- Discussions About the Way People or Characters Are Represented in Texts

Discussions About Texts

For students to understand texts, they need to make connections between their own experiences and those presented in the text. Connections can be achieved in various ways.

- Encourage students to make such connections; e.g., *Has anything that happens in the story ever happened to you?*
- Have them compare events and people in texts with their own lives, e.g., *Is the family in this book like yours? How is your family the same or different? What do you do when you...?*

- Encourage them to share opinions about why a particular book is liked or disliked.
- Encourage them to think about whether a particular text could be true and give their reasons, e.g., **Do you think this could really happen?**
- Invite them to imagine themselves in the text, e.g., **Who would you like to be? Why? What might you have done?**

Discussions About the Way People or Characters Are Represented in Texts

Role Play readers benefit from opportunities to have ongoing conversations about choices authors and illustrators make. Developing an understanding could include recognizing and discussing how characters or people have been represented in a text, for example, the gender of the characters, the author's choice of details, and the illustrator's use of colour.

- Invite students to talk about the story told in the words and told in the pictures, e.g., **How do the pictures support the text?**
- Have them talk about why they think the illustrator has chosen to illustrate the text in a particular way, e.g., **Ian Wallace has chosen to use dry, earthy colours, such as ochre and brown, in this book. Why do you think he did that?**
- Encourage them to make comparisons between the people or characters in a text and people in real life, e.g., **Do you know any people like the characters in the story? Who are they? How are they the same? How are they different?**
- Encourage them to think about how people or characters are represented in texts, e.g., **In this book the children have been drawn with blond hair. Do all children have blond hair? What other hair colours could have been used?**
- Support them in reflecting on the names given to characters, e.g., **Why might the author have chosen Jillian as the name for the girl in this story?**

For further information about the Contextual Understanding substrand, see *Reading Resource Book*, Canadian Edition, Chapter 2: Contextual Understanding.

Involving Students

1 Goodies and Baddies Rating Scale

Refer to Chapter 5: Experimental Reading Phase, page 117.

2 Catalogue Searches

Searching through catalogues allows students to make connections and comparisons between what they know about the world in which they live and the ideas portrayed in texts. The focus for Catalogue Searches is the decisions authors make when creating catalogue advertisements.

- Provide students with a collection of advertising catalogues either from a particular time of year, such as summer, or focused on selling similar products, such as toys, books, children’s clothes, or camping gear.
- Have them skim through the catalogues. Discuss the types of items for sale.
- Involve them in discussion of which images are presented in the different catalogues. Focus their thinking by asking leading questions.
 - Who can you see in the pictures?
 - In what way are the people in the pictures the same?
 - How do you think the people in these pictures feel?
 - Who might be interested in the things in this catalogue but are not pictured here?
 - Would you like these sorts of clothes (or games or food)? Why or why not?

3 Possible Predictions

Possible Predictions is an activity in which students are encouraged to make predictions about characters’ actions or story outcomes. Making comparisons between personal predictions and what happens in the text helps readers relate their personal experiences to the text.

- Read the text aloud, stopping at a preselected point: this should either be at a significant crossroad or offer a variety of options as to what might happen next.
- Invite students to think about what they have heard so far and to make a prediction on what actions, events, or outcomes might happen next. Encourage them to supply reasons for their predictions.
- Discuss the predictions and reasons with the whole group.

Contextual Understanding Involving Students

- 1 Goodies and Baddies Rating Scale
- 2 Catalogue Searches
- 3 Possible Predictions
- 4 Trading Places
- 5 Like or Unlike?
- 6 Hidden Pictures
- 7 Text Innovation
- 8 Text Detective

- Record the predictions under headings representing common ideas or themes.
- Continue to read aloud, discussing the choice or the pathway chosen by the author.
- Refer to the students' predictions and discuss how the outcome would have been different if their predictions had been part of the text.
- Speculate on why the author may have chosen the particular pathway published.

4 Trading Places

Inviting students to choose which character to trade places with enables Role Play readers to make connections to the characters or people in a text. In this activity, students are required to justify why they chose a particular character.

- After reading a text, invite students to choose anyone in it with whom they would like to trade places.
- Invite them to share the names of these characters, and give their reasons. Encourage them to return to the text to justify their choices, for example:
 - “I’d like to be Cinderella, but only at the end when she married the prince.”
 - “I’d like to be the third little pig. He was clever, because he built his house with bricks and he tricked the wolf.”

5 Like or Unlike?

Like or Unlike? is an activity that helps students make connections and comparisons between what they know about the world in which they live and the way characters or people are represented in a text.

- Select a main character or person from a text.
- Before reading the text, invite students to share what they know about that type of person or thing in real life. For example, ask: What do we know about grandmothers?
- Record responses on a class chart.
- Ask students to draw their impressions or ideas of the character.
- Have them share their portraits with the whole class, discussing the characteristics they have included.
- Read the text to the class.
- Discuss how the character has been represented in the text. Record student responses on the class chart.

- Draw students’ attention to any differences or similarities between what they know and how the characters may have been represented in the text.

<p>What We Know About <u>Grandmothers</u></p> <ul style="list-style-type: none"> • Bake cakes • Have grey hair <p>What the book says about <u>Grandmothers</u></p> <ul style="list-style-type: none"> • Not so old • Have brown hair • Very trendy 	<p>What We Know About <u>Doctors</u></p> <ul style="list-style-type: none"> • Help you to get better when you are sick • Work in hospitals <p>What the book says about <u>Doctors</u></p> <ul style="list-style-type: none"> • Wear a stethoscope • Can be women or men • Fly in an airplane
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Figure 4.3 Whole-class Like or Unlike? charts

6 Hidden Pictures

Hidden Pictures is an activity that allows students to decide how the characters or people in a text could be represented. Creating a drawing of characters or people before the text has been read or viewed helps Role Play readers understand that authors and illustrators make decisions to present a certain view of the world, which may differ from their own.

- Read an unfamiliar text without showing students the illustrations.
- After reading, assign students a character or person from the text; ensure they have not seen the illustrations.
- Ask them to draw the character or person.
- When the drawings have been completed, discuss
 - what was heard in the text to help make decisions— “In the story it said he had blond hair.”
 - what was inferred from the text to help make decisions— “He was laughing all the time, so I drew a happy face.”
- Invite students to share their drawings.
- Provide time for them to compare their drawings with the text illustrations.
- Discuss the similarities and differences.

7 Text Innovation

Text Innovation is the name given to the process of adapting or changing a text. By completing innovation activities with a contextual understanding focus, students are encouraged to adapt characters, character traits, or setting. They will also consider the impact of their changes on the storyline.

- Select a text for innovation.
- Read it to the students several times.
- Select a feature to base an innovation on. It might be
 - changing the gender of one of the characters
 - changing a character trait—making a character kind instead of mean
 - changing the setting of the text—setting “Little Red Riding Hood” at the beach
- Jointly innovate on the original text to create a new one, either oral or written. Discuss how any changes have an impact on the rest of the text, e.g., *When we changed the characters from being mean to kind, what else did we have to change?*
- Encourage students to make comparisons between the original text and the new version, sharing and explaining their preferences.
- If the innovation has been written, invite students to illustrate the new text and make it into a big book, a slide show, or a wall story.
- As a whole class, work with students to reread the newly created text.

8 Text Detective

Text Detective is an activity that requires students to consider the information provided in a title and in names of characters when making inferences. As with Hidden Pictures, completing this activity helps Role Play readers understand that authors and illustrators sometimes present a view of the world that may differ from their own.

- Before reading the text or showing the cover, read the title to students.
- Have them discuss what they suppose the author, in choosing the title, wanted them to think the text was about.
- Introduce the names of the characters.
- Have students share inferences about each character, based on their names and the title.
- Read the text to students. Discuss the characters, and make comparisons between what the students had inferred and what was in the text.
- Discuss how much information the title and the characters’ names had given them before the text was read.

CONVENTIONS

Major Teaching Emphases

- **Begin to build students' sight vocabulary**, e.g., high-frequency words, personally significant words.
- **Build phonological awareness and graphophonic knowledge**, such as
 - recognizing, matching, and generating rhymes
 - listening for sounds in words
 - linking letter names with their sounds, focusing on the regular sound
- **Teach students the concepts of print.**
- **Model the use of conventions of print**, e.g., capital letters.
- **Teach students the terminology associated with books**, such as cover, title, author, and illustrator.

Teaching Notes

Creating a rich oral-language environment that includes reading aloud, reciting poems and rhymes, singing songs, and playing with language is a starting point for developing understandings about written language. Modelled and Shared Reading and Writing provide a springboard for exploring many of the concepts and conventions of print involved in written language. In this phase, draw students' attention to concepts and conventions of written language—for instance, that print is read from left to right.

The following suggestions are not intended to be prescriptive. Consider the needs of the students and the requirements of any curriculum or syllabus documents before making decisions about what to teach and when.

The focuses for supporting Role Play readers to develop understandings about Conventions are organized under the following headings:

- Sight Vocabulary
- Phonological Awareness and Graphophonic Knowledge
- Concepts of Print
- Conventions of Print
- Book Terminology

Sight Vocabulary

Sight vocabulary is the bank of words a reader is able to automatically decode, pronounce, and understand in the contexts in which they are used. Such words are called *sight words* because effective readers need to instantly recognize them to maintain the speed and fluency required to make sense of an author's message. Many of these words have irregular spellings, making them difficult to decode.

It is estimated that 100 words make up about half of all we read (Fry et al. 1984); these are known as high-frequency words. If students are to become fluent readers, they need to learn to recognize them quickly and easily.

Sight vocabulary for Role Play readers could include

- personally significant words, such as their names, and the names of classmates, their teacher, and family members
- high-frequency words, such as those from the Dolch list (Dolch 1939), Basic Sight Vocabulary (Holdaway 1980), or Fry's 300 Instant Sight Words list (Fry et al. 1984).

Phonological Awareness and Graphophonic Knowledge

Understandings to be developed in relation to phonological awareness include the following:

- word awareness: Spoken language is made up of words that represent objects, emotions, and concepts.
- syllable awareness: Some words have a single syllable and others have more than one.
- phonemic awareness: Words are made up of individual sounds, or phonemes.

Within phonological awareness is phonemic awareness (see *Reading Resource Book*, Canadian Edition, Chapter 3, pp. 79–80). When developing phonemic awareness, the following activities may be considered:

- isolating phonemes: alliteration, position (first, last), generating words with a given sound
- blending phonemes: putting sounds together to form words, using individual phonemes (c a t), or onset and rime (c at)
- segmenting phonemes: isolating sounds, hearing and counting sounds in words, producing sounds
- manipulating phonemes: adding, deleting, or substituting sounds

Understandings to be developed in relation to graphophonic knowledge include

- learning alphabet letter names
- learning that letters in words represent sounds

It is recommended that letter names be used when students first begin to ask about print, as they are constant, whereas sounds vary. The letter *A* will always be *A*, but it represents different sounds in *Amy*, *Anne*, *Audrey*, and *Arnold*. Sounds can also vary according to accent or dialect. When beginning to formally introduce letters, it is important to use both the letter name and the regular sound, such as /a/ in *cat*, /b/ in *big*, /t/ in *mat*.

Concepts of Print

The following concepts of print are important for Role Play readers to know.

- A book has a front and a back.
- A book has a right way up.
- Literary texts are read from front to back.
- A page is turned to reveal the next part of the book.
- The left-hand page is read before the right-hand page.
- Print is read from left to right and a page is read from top to bottom.
- Print is different from pictures.
- Pictures support text.
- The concepts of first and last can be applied to letters in a word or words on a page.
- Spaces indicate the boundaries of words.
- There is a match between spoken and written words, namely, print is speech written down.
- Terms such as *letter*, *sound*, *word*, and *sentence* are different concepts.
- Numerals and letters are different.

The concepts of print relating to text in books may vary from those relating to electronic text. For example, a series of exchanged e-mails is read from bottom to top, and screen pages are rarely left and right. However, Role Play readers need to learn about the concepts they will encounter most often. Variations can be pointed out as new media are introduced.

Conventions of Print

In drawing Role Play readers' attention to conventions of print, it is important to include the following:

- punctuation marks, such as periods and question marks
- upper case and lower case letters
- text organization—for example, an illustration and print in a story; a photograph and print in a report

Book Terminology

The terminology associated with books, such as *illustration*, *title*, *cover*, and *spine*, is important to further develop the conventions of reading. Talking about the differing roles of the author and the illustrator will benefit Role Play readers.

For further information about the Conventions strand, see *Reading Resource Book*, Canadian Edition, Chapter 3: Conventions.

Involving Students

1 Word Walls

A Word Wall is a designated space in the classroom devoted to displaying words. As words are discovered, introduced, and discussed, word walls are constructed jointly with the students. Words can be sorted according to the current teaching focus. For Role Play readers, the first words to be placed on the Word Wall will usually be the names of the students in the class.

- Create the Word Wall jointly with students. Begin by displaying enlarged letters of the alphabet (both upper and lower case).
- Add students' names one at a time, pointing out distinctive features, such as initial letters and length.

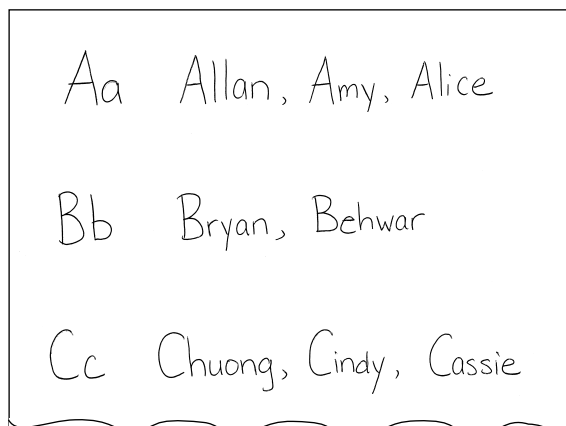


Figure 4.4

- As students become more aware of sound–symbol relationships, group the names according to the sound of the initial letter.

Conventions

Involving Students

- 1 Word Walls
- 2 Word-Sorting Activities
- 3 Star of the Day
- 4 Secret Messages
- 5 Magic Words
- 6 The Letter Can
- 7 Alphabet Hunt
- 8 Cloze Activities
- 9 Elkonin Boxes
- 10 Sound Hunter
- 11 Rhyming Words Card Game
- 12 Letter Poetry
- 13 What Comes Next?
- 14 Hidden Messages
- 15 Bright Balloons
- 16 Matching Activities
- 17 Segmenting Sentences into Words
- 18 Book Words
- 19 Generic Games and Activities

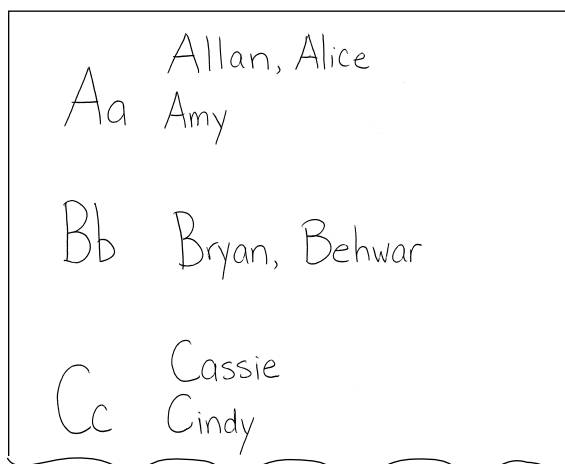


Figure 4.5

- As students' understandings about print develop, add other words significant to them, such as family names and high-frequency words.

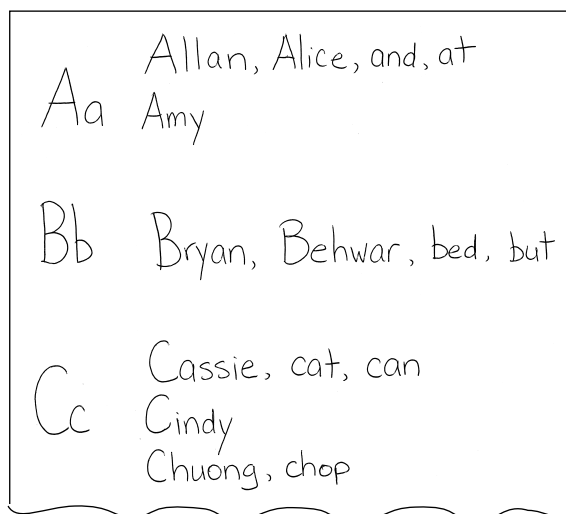


Figure 4.6

- Read, refer to, and use the words on the Word Wall during daily print walks, when modelling, and during writing activities.

2 Word-Sorting Activities

Word-sorting activities develop students' ability to identify and categorize words according to selected criteria. These activities provide an excellent opportunity for Role Play readers to interact with words and letter combinations in a problem-solving context. They can also be used to develop phonological awareness, graphophonic understandings, or sight-word recognition.

Word-sorting activities can be organized in a range of ways.

- *Closed sorts* use criteria chosen by the teacher.
- *Open sorts* require students to choose the criteria.
- *Guess my sort* involves an individual, a group, or the teacher sorting the words. Another group deduces the criteria.

Word-sorting activities can be completed using individual word cards provided in envelopes, words on overhead transparencies on an overhead projector, or pocket charts and word cards. They can even be completed by requiring students to move around the room holding word cards.

In the Role Play reading phase, the focus is on the pictorial representation of words rather than on written language. Picture cards may have the words printed on them, but these students will focus mainly on the pictures and will not be expected to read the words. They may begin to look at features, such as beginning letters or the number of letters in a word.

Role Play readers can be involved in a range of word-sorting activities.

- *Picture sorts* focus students' attention on sorting items into categories. They can begin by sorting picture cards, such as pictures of animals and pictures of people.
- *Beginning-letter sorts* focus attention on beginning letters, for example, words that begin with the letter *b* and words that don't.
- *Number-of-letters sorts* focus attention on the length of words.
- *Sound sorts* focus attention on words that have a particular sound; for example, sorting the pictures into words that have the /k/ sound and those that don't.

Physical word sorting involves students moving around the classroom, each one holding or wearing a word or picture card.

- Provide each student with a word or a picture on a large card.
- Instruct students to move around the room looking for other students' words that would match theirs in some way. These students form a group.
- At the conclusion of a whole-class sort, ask students to stay in the groups they formed. Each group is then asked to hold up their cards and explain why they are together.

3 Star of the Day

Star of the Day helps students to recognize their own names and helps in developing understandings about written language.

- Write each student's name on a strip of card, making the strip length relative to the length of the name (Liam would have a short card, Annaliese a long one). Place the names in a container.
- Each day select one card; that student becomes the Star of the Day. Have other students ask questions to find out the background and interests of the Star of the Day.

- Generate discussion about the written aspects of a student's name, perhaps Nikki.
 - Use the term *word* to describe Nikki's name.
 - Use the term *letter* to describe what makes up the name.
 - Count the letters.
 - Clap the syllables.
 - Compare it with other names.
 - Identify the different letters.
 - Look at the first and other letters using the terms *capital* and *small letter* or *upper* and *lower case* to describe them.
 - Write *Nikki* in front of students and point out the left-to-right progression.
 - Write the name on another card, cut the letters apart, and have several students, including Nikki, reassemble the name using the original strip as a model.
 - Add the word to the Word Wall.
- Repeat this, using each student's name over successive days.

4 Secret Messages

Secret Messages is an activity that involves students in basic decoding. The messages can be created using the sight vocabulary or graphophonic understandings being introduced at the time. Role Play readers will find it easier to decipher messages that use a combination of words and pictures.

Modelling the process for solving the messages is critical at this phase.

- Think of a simple, meaningful sentence or message, such as “Look in the box.”
- Write a series of clues that will enable students to decode the message; for example, 👁 👁 = look.
- Work with students to solve the message jointly.
- Keep a copy of all activities to build up a permanent collection for future use.

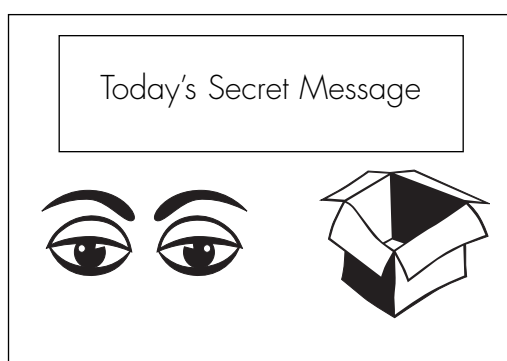


Figure 4.7 A sample secret message

5 Magic Words

Magic Words (Hoyt 2000) is an activity that provides an opportunity for students to identify sight words or to focus on parts of words, such as single letters. The use of a familiar text projected onto a wall with an overhead projector is the context for Magic Words. Students use a piece of card and a “little magic” to isolate selected letters or words from a whole text.

- Read and reread a text with the whole class.
- Select a criterion for the magic words; for example, “I am looking for a word with the letter *s* in it.”
- Demonstrate how to “lift” words from the screen by using a piece of white card. Place the card on the selected word on the screen, ensuring it fits the word. Slowly move the card away from the screen, isolating the selected word. As if by magic, the word is now floating on the white card.
- Have students examine the magic word to decide if it fits the criterion.
- Allow them time to take turns lifting words with identified criteria, such as
 - words with a particular letter
 - long or short words
 - punctuation marks

6 The Letter Can

The Letter Can is an activity using a bag, a container, or a box to stimulate Role Play readers to continue to develop their graphophonic understandings in the home setting. It involves selecting students to take a Letter Can home and return it to school filled with items beginning with the designated letter. This activity is an excellent way of involving parents or guardians in the learning process.

- Decorate a can (with a lid) with bright paper, such as alphabet adhesive paper.
- Include in the can instructions for parents or guardians.

Please help _____ to fill this can with items that begin with the enclosed special letter and return it to school the next school day. If the actual items are unavailable, pictures from magazines may be supplied. Please ensure that your child knows the name of each item in the can. Thank you for your assistance.

- Also include the special letter inside the can. The same letter may be used for several days.
- The following day, when the Letter Can is returned, discuss the items included and list them.
- Send the can home with a different student each day. Add any new items to the list.
- Create an alphabet centre to display the labelled items that students have brought along.

7 Alphabet Hunt

This activity uses a collection of commercially produced alphabet books, friezes, or charts to support the development of graphophonic understandings. Students may be invited to bring alphabet books from home to add to the class collection.

- Form groups of four to work with an adult. Provide each student with a different alphabet book.
- Provide each student with a sheet of paper to be folded in quarters.
- Place all the letters of the alphabet in a Mystery bag or box and invite all students to select one. Students then write their selected letters in each of the four squares.
- Have students look through their alphabet books to find the pages with their selected letters.
- In one square on the paper, students draw the object from their book page, such as a dog. An adult helper should write the name of the drawn object for each student.
- All students then swap alphabet books, find the pages in the new books that have their selected letters, and draw the pictures from those books in another square of the paper. This process continues until students have four different pictures for their selected letter, for example, a door, a duck, a daffodil, and a dog.
- Provide time for students to share their finished pages and discuss the pictures. They can suggest any other objects that could have been drawn.
- Once a page has been created for each letter of the alphabet, collate the pages to make a class alphabet book.

Model how to use these personally created books as a reference during writing.

8 Cloze Activities

Cloze activities encourage students to use context clues to predict the missing parts of a text; they are easily prepared by deleting

words or parts of words. Activities designed for Role Play readers can focus on either whole words or beginning letters.

When working with students to complete cloze activities, it is important to model how to gain the full benefit of context clues by always reading to the end of a sentence before trying to complete it.

It is beneficial for students to have the opportunity to discuss answers and justifications, allowing them to hear about strategies used by others and alternative choices. The following list provides options of cloze activities suitable for Role Play readers.

Oral cloze

When reading a familiar book to students, pause every so often and have the students say the next word.

Key-word picture cloze

After reading a familiar text, write sentences from it on strips, leaving out a key word (preferably a noun). On small cards, draw or paste pictures to match the words that have been deleted. Have students work in small groups, with an adult, to fill the gaps using the picture cards.

Whole-word cloze

After reading a familiar text, rewrite it as a chart, deleting some of the words. Write the deleted words on small cards or large sticky notes. Jointly select appropriate cards or sticky notes to fill the gaps.

Graphophonic clues cloze

After reading a familiar big book with the students, use large sticky notes to cover all but the first letter of selected words. Have the students use their knowledge of the text and the initial letter to predict the word that will cloze the sentence.

For directions on preparing cloze activities, see the section “Cloze Procedures” in Chapter 3, pages 36–37.

9 Elkonin Boxes

Elkonin Boxes (Elkonin 1973) supports students in identifying the number of sounds in a word, which is not always the same as the number of letters; for instance, *bike* has four letters but only three sounds.

- Draw up an Elkonin Box on an overhead transparency. Ensure that the box has the same number of spaces as there are sounds in a chosen word.

- Begin by asking students a question like this: “What sound do you hear first in *cat*?”
- When they respond with the sound, not the letter name, place a counter in the first space.
- Repeat this procedure for each sound in the word, saying, “What sound do you hear next?”
- Place a counter in the second and third spaces respectively when each sound is identified. Finish by counting the number of sounds.

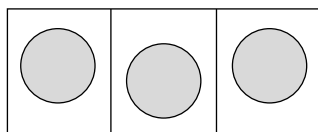


Figure 4.8

As an extension, Elkonin Boxes can be used to help students identify the location of particular sounds in a word. This could be done by giving a word such as *bat*, and then asking the students to put a counter in the space where they hear the sound /t/.

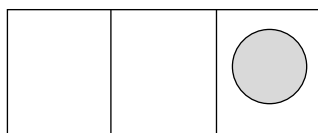


Figure 4.9

Once students are familiar with Elkonin Boxes, they can use them on their own to help with the development of phonological awareness. Readers can use pictures of objects instead of the written word.

10 Sound Hunter

Participating in Sound Hunter helps students to make connections between letters and sounds; it is best introduced and practised in the context of a text. Texts such as books, charted songs and poems, modelled writing examples, or written messages can provide contexts for Role Play readers to develop their graphophonic understandings by hunting for words. Students’ names can also make a good starting point for this activity.

- Choose a specific focus. For Role Play readers, it may be an initial sound, a final sound, or a particular letter.
- Select a text that clearly exhibits the chosen focus.
- Read the text for enjoyment.
- Revisit the text, hunting for the chosen focus, such as words with the letter *m*. Students circle or underline the letters.

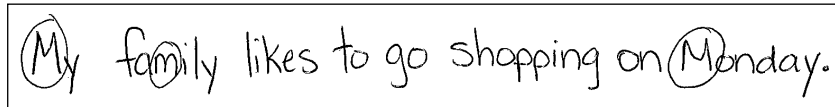


Figure 4.10

- Discuss the words and the sound (or sounds) represented by the focus letter.
- Challenge students to then find as many examples as they can in the resources provided, which could be other books, charts, or magazines.
- Create a chart of the words found by the students. Leave room for more words to be added to it.
- Revisit, discuss, and add to the chart on future occasions.

11 Rhyming Words Card Game

The Rhyming Words card game helps students to recognize, match, and generate rhymes. The game is best played in groups of three or four students with adult support.

- Select pairs of rhyming words that are familiar to students and can be easily illustrated: e.g., **cat and mat, dog and frog, car and star.**
- Make a pack of cards with a picture on each one. Add the corresponding words. Familiarize students with the pictures before they begin the game.
- Shuffle the cards and deal five to each player. Place the remaining cards face down on the table.
- Have students look at their cards to see if they have any rhyming pairs. If they have, these cards are placed on the table and named, e.g., “I’ve got **star and car.**”
- Invite Player A to ask the student on his or her left for a card to make a match: “Have you got a word that rhymes with **cat?**” The adult supervising the group can support any students that may need help answering the question. If Player A gets a matching rhyming card, the two are put on the table and the player has another turn. If not, the player chooses a card from the central pile.
- Direct the next player to choose a card from his or her set and repeat the procedure: “Do you have a word that rhymes with...?”

12 Letter Poetry

Letter Poetry (Hoyt 2000) provides a structure for the creation of simple poems using words with a specified focus. It supports Role Play readers in developing their understandings of sound–symbol relationships and is best introduced as a whole-class activity where

the teacher has the opportunity to model the process and thinking involved in creating a letter poem.

- Select a focus letter, such as *m*.
- Have students brainstorm words that begin with the focus letter.
- Record the words on sticky notes, blank cards, or a whiteboard.
- Introduce a framework for creating a poem (see Figure 4.11).
- Manipulate the brainstormed words, jointly selecting the best fit for each space in the framework.
- Read the poem several times; talk about the letter and the sound.
- Select a group of students to illustrate the poem. Display their work in the classroom.
- Create and collate further poems for other letters.
- Revisit the poems regularly.

<p> ____ ____ ____ is for ____ ____ ____ , a ____ ____ ____ and a ____ ____ ____ . A ____ ____ ____ a ____ ____ ____ , and the ____ ____ ____ on the ____ ____ ____ . </p>	<p> I like ____ ____ ____ , I like ____ ____ ____ , I like ____ ____ ____ , but I don't like ____ ____ ____ . </p>
<p> ____ ____ ____ is for ____ ____ ____ , who likes ____ ____ ____ , ____ ____ ____ and ____ ____ ____ . ____ ____ ____ doesn't like ____ ____ ____ ____ , </p>	<p> A ____ ____ ____ is big. A ____ ____ ____ is big. A ____ ____ ____ is big, but a ____ ____ ____ is small. </p>

Figure 4.11 Letter-poetry frameworks

13 What Comes Next?

What Comes Next? is an adaptation of the game Hangman.

However, What Comes Next? requires students to guess the letters in the correct order rather than randomly.

Role Play readers can begin playing What Comes Next? by focusing on their names, then move on to other words that are significant to them.

As a daily activity for Role Play readers, What Comes Next? can provide a context for reinforcing graphophonic understandings or concepts of print, such as these:

- A word is a unit of print with a space on either side.
- A word is written from left to right.

- Words can vary in length.
 - A word has an initial letter.
 - A word is made up of a series of letters in a sequence.
 - Letters together represent the specific sounds in a word.
- Write students' names on individual cards. Cut each card according to the length of the name: Joe will have a short card, while Jennifer has a long one.
 - Choose one name, e.g., **Jennifer**. Write the initial *J* followed by seven dashes, *J _ _ _ _ _ _ _*.
 - Make sure that the length of the space for the name matches the length of the student's name card.
 - Say, "Guess whose name this is. Does anyone know the first letter?"
 - If Jennifer has the only *J* name in the class, and she responds, bring her to the front of the class to match her card with the blank model. Fill in the letters and count them. Comment on the length of the name.
 - If four students have names that begin with *J* (Joe, Jamal, Jeremiah, Jennifer), they will probably all think the name is theirs; bring them to the front one by one to check who is correct. Ask them to measure their name cards against the blank model. Joe and Jamal are too short, but the name could be either Jeremiah or Jennifer.
 - Add the second letter of the chosen name: *Je _ _ _ _ _*. Ask students if that helps them to guess. Add the third letter: *Jen _ _ _ _*; at this stage it will be evident that the name is Jennifer.
 - Choose a different name every day, so each student gets a turn.
 - When students have learned to focus on letters within names, replace the name cards of different lengths with cards of the same length.
 - Add names or words to the class list or word wall.

14 Hidden Messages

Hidden Messages is an activity that helps students to understand there is a message contained in print; they will enjoy the intrigue of finding messages hidden around the room. The messages can provide a meaningful context for reinforcing any concepts of print being addressed; book characters, classroom pets, or class toys may all be possible "writers" of hidden messages.

- Write a series of messages addressed to students and hide them somewhere in the classroom.

- Pretend to discover the first message hidden in the room.
- Read the message to students, taking the opportunity to discuss concepts and conventions of print included in it. The message needs to contain an instruction, such as “Look under the bookshelf.”
- Direct a student to carry out the instruction.
- Work with students to continue in this way until the final message is found. The final one can be specific: “Today we will read a story about a very naughty bear. Let’s find out what he might be doing.”

15 Bright Balloons

Bright Balloons can provide a meaningful, fun context for reinforcing any concepts and conventions of print, vocabulary, or graphophonic understandings being introduced. Personal messages to individual students can be written and placed inside a balloon; these may be for special occasions or in recognition of good work. A message intended for the whole class can be photocopied. At the end of the day, the inflated balloons can be sent home, popped, and the message read.

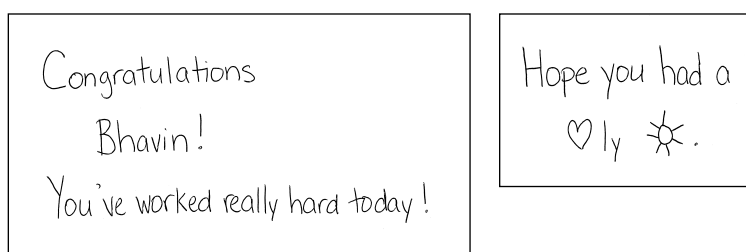


Figure 4.12 Messages for Bright Balloons

16 Matching Activities

Matching activities help develop students’ awareness of concepts of print, such as one-to-one correspondence between spoken and written words, the constancy of the printed word, and directionality of print.

- Select a song, poem, or rhyme to provide the context for the matching activity.
- Write the text, or parts of it, on sentence strips or word cards.
- Read the text several times, encouraging students to join in when predictable or repetitive refrains are read.
- Randomly distribute the word cards or sentence strips and have students match lines, phrases, or words.
- Reread the entire text together, checking that it makes sense.
- Leave the sentence strips and word cards in an accessible area, encouraging students to continue to match and reconstruct the text as they wish.

17 Segmenting Sentences into Words

In spoken language, the speech stream is constant, without obvious separation of words. In written language, however, each word is separated by a space. Some students have difficulty in transferring the notion of separate words to spoken language. Segmenting sentences into words is an activity that supports students in understanding this notion.

- Begin by explaining that when we talk, we use words. Give students some examples of words:
 - tree, boy, Canada (naming words for objects, people, places)
 - pink, square, five (describing words—colour, shape, number)
 - run, jump, fly (action words)
- Ask students to provide some other words.
- Explain that when we speak to each other, we usually use more than one word and what we say is called a sentence. Give examples of sentences, such as “Tom has a new bike” or “Jerusha sat on the chair.”
- Ask students to provide some other sentences.
- Choose a sentence to be repeated slowly word by word, clapping or tapping to indicate each word. Keep the activity short and fast paced, providing a sense of fun and enjoyment.
- Use familiar rhymes or poems to reinforce the understanding of a sentence.

As an extension, write the students’ sentences, pointing out the spaces between words. Where students can observe text being typed onto a computer screen, have them dictate a simple message, saying “space” after each word.

18 Book Words

Creating a chart of words used when talking about books, such as author, spine, illustrator, index, contents, will help Role Play readers understand and use the terminology. Add to the chart as new book words are learned.



Figure 4.13

19 Generic Games and Activities

The games and activities listed in the table below are generic because they can be used to support the development of concepts and conventions of print, graphophonic understandings, and phonological awareness. The matrix includes the list of conventions that can be developed using each game or activity. All can be used to suit a range of purposes.

When using these activities it is important to

- keep them fun and informal
- use settings that encourage interaction among students
- embed them in the context of work already being done
- ensure that the students are fully familiar with the way to play the games

Generic Games and Activities	CONVENTIONS										
	Sight Vocabulary	Graphophonic Understandings	Concepts of Print	Conventions of Print	Phonological Awareness						
					Word Awareness	Syllable Awareness	Rhyme	Phonemic Awareness			
								Phoneme Isolation	Phoneme Blending	Phoneme Segmentation	Phoneme Manipulation
I Spy...		•				•	•	•	•		
Bingo	•	•				•	•	•	•		
Snap	•	•					•	•			
Concentration	•	•					•	•			
Dominoes	•	•					•	•			
A Trip to the Moon						•	•	•			
I Say... You Say...							•	•			
Play Ball		•	•	•	•	•	•	•			
Snap and Clap					•	•	•				
What Could It Be?		•				•	•	•	•		
Odd One Out	•					•	•	•	•	•	
Mystery Bag						•	•	•	•	•	
Hunting for Words	•	•			•	•	•	•			
Using Songs and Rhymes							•	•	•		
What Can You Show Us?	•	•	•	•	•	•	•				
Tic Tac Toe	•	•			•	•	•				

I Spy

- Begin by saying “I spy with my little eye something that...” and continue with phrases such as “begins with *t*,” “rhymes with *bear*,” “ends with *at*.”
- Students take turns to guess the word.

A variation of this is Where’s Spot?, in which a toy dog is hidden. If students find I Spy too difficult, modify it to Where’s Spot? Choose a hiding place (such as a box) and say, for instance, “Spot’s hiding somewhere that starts with *b*. Where could that be?” Have students go and look to see if Spot is in the place they have guessed.

Bingo

The format of a traditional Bingo game is used.

- Each student has a large card divided into rectangles, each one containing a randomly chosen letter, blend, picture, or word. The students are also provided with counters, the number corresponding to the number of rectangles on the cards (see Figure 4.14).
- A complete set of cards for the caller to use is also required.
- A caller draws cards from a box one at a time and calls out what is on each one.
- Students look for a match at each call; if they have one, they place a counter on it. The first to cover all rectangles calls out “Bingo!”

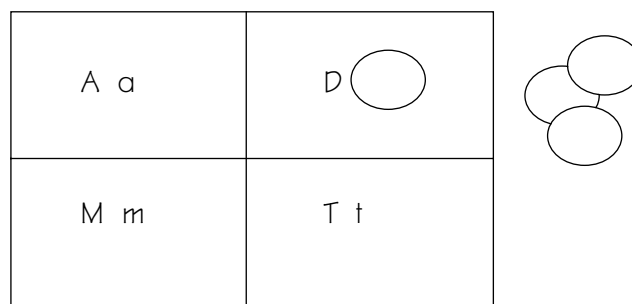


Figure 4.14

Snap

The format of a traditional Snap game is used.

- A set of cards where multiples of four cards match or are related in some way is made up (see Figure 4.15).

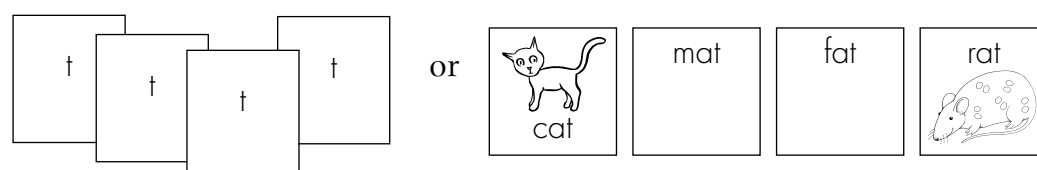


Figure 4.15

- All the cards are dealt to the players.
- In turn, each student overturns one card from his or her hand and places it face up on the table, so forming a central pile.
- When an upturned card matches one on the central pile, the first to place a hand on the central pile says “Snap,” and what the criterion for the Snap is, then takes all the cards in the pile.
- The round continues in this way until one student has all the cards.

Concentration

This game invites students to exercise concentration and memory to locate matches in a given array of cards placed face down.

- All cards in the pack are placed in rows face down on the table.
- In turn, each student turns up two cards (one at a time), and attempts to match them according to predetermined criteria.
- If there is a match, the student identifies the criterion, keeps the cards, and has another turn. If there is no match, the cards are replaced exactly where they were, face down.
- The game continues in this way until all the cards are matched. The winner is the student with the most matched pairs.

Dominoes

Make a set of dominoes with two pictured objects on each card. The aim is to join in a line dominoes sharing a common element, for example, beginning with the same letter, rhyming, or ending with a common sound.

- The game is played in pairs or small groups.
- Each player is dealt the same number of dominoes.
- A student places the first domino on the playing surface.
- Players take turns to place a domino on the playing surface by selecting a card that will match the domino already there. A domino may be added only to the beginning or end of the line, and the player must identify the match. If a player cannot place a domino, the turn is missed. The first to place all his or her dominoes is the winner.

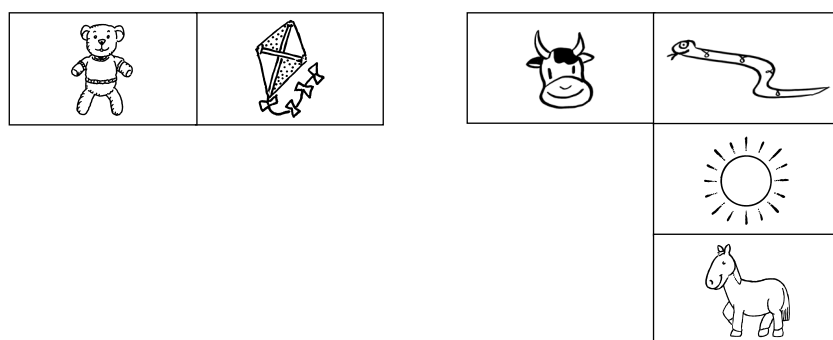


Figure 4.16 At right there is a match based on the letter “s”—snake and sun.

A Trip to the Moon

To play this, students sit in a circle.

- Begin the game by saying: “We’re going on a trip to the moon. You can come if you bring something.” Each student is provided with a criterion for selecting the something:
 - “You need to bring something that rhymes with *van*.”
 - “You need to bring something that starts with *s*.”
- Students then take turns to say, “I will bring a...” Provide feedback to each one about the choice.

I Say... You Say...

I Say... You Say... involves a student orally providing words that meet a criterion identified by the teacher.

- The teacher chooses a criterion for the game and shares it with the students. As an example: “Today we are going to play I Say... You Say... with words that begin with *b*. So let’s begin. I say *bat*, you say...”
- Students are selected in turn to provide a word to fill the space until it becomes difficult to find matching words.
- Another word or new criterion is then chosen to continue the game.

Play Ball

- Students sit or stand in a circle.
- A criterion is identified for the type of word to be provided, for instance, words that rhyme with *cat*.
- One student is given a ball and tosses it to another, saying a word that fulfills the criterion.
- Students continue to toss the ball to one another until no more words can be provided.
- The game then continues with a new criterion.

Snap and Clap

Snap and Clap makes use of rhythm and repetition to encourage students to focus on rhyming words. The focus is on providing the word to match the criterion, not on maintaining a complicated clapping and snapping pattern.

- Begin with a simple snap and clap rhythm, then say a word. Students are challenged to repeat the snap and clap rhythm and then to provide a rhyming word, for example:
 - snap, snap, clap — Teacher says, “Coat.”
 - snap, snap, clap — Student 1 says, “Float.”
 - snap, snap, clap — Student 2 says, “Boat.”

- The pattern continues until students cannot think of any more rhyming words; a new pattern with a new word is then chosen.

What Could It Be?

What Could It Be? involves the creation of clues that are presented orally for students to solve. “I’m thinking of something in the room whose name has two parts. It is made of glass, and you can see through it. What could it be?”

The following examples illustrate how the clues can easily be changed to reflect a shift in focus.

- Using onset and rime: “I’m thinking of an animal. The animal’s name is /k/ /ow/. What could it be?”
- Using individual phonemes: “I’m thinking of an animal. The animal’s name is /k/ /a/ /t/. What could it be?”
- Using rhyming words: “I’m thinking of an animal. The animal’s name rhymes with *bat*. What could it be?”
- Using initial sounds: “I’m thinking of an animal whose name begins with *m*. What could it be?”

Students can make up their own clues for others to solve.

Odd One Out

In Odd One Out students are asked to identify a word or parts of a word from a series that contains variation. In a series of three words, two should have something in common (phonologically), the third being the odd one out. Depending on the words chosen, this activity can be used to develop a range of understandings related to phonological awareness, as shown in the following examples.

Syllable awareness: Listen while I say three words. Tell me which one has two parts.

Rhyme awareness: Listen while I say three words. Tell me which one doesn’t rhyme with the others.

Matching phonemes: Listen while I say three words. Tell me which one does not begin with *m*.

As a variation, do not give the criteria. Ask students to pick the odd one out and suggest why it does not belong, for example: “Listen while I say three words. Which one does not belong?” However, when beginning to use this variation, make sure the words differ in one aspect only. If the focus is to identify initial sounds, the words used should have the same number of syllables: otherwise, the students may not focus on the aspect being developed.

As an extension, incorporate written words into the activity.

Mystery bag

Place some mystery objects in a bag. Select one object at a time, but do not show it to the students. Provide clues to help them identify it.

The clues provided will be determined by the selected focus, such as initial phonemes, rhyming words, or onset and rime. The following statements illustrate the type that would be appropriate for Role Play readers.

- In the bag I can feel something whose name begins with *f*. What could it be?
- In the bag I can feel something whose name rhymes with *dish*. What could it be?
- In the mystery bag I can feel a *f /ish*. What could it be?

The procedure is then repeated with other objects.

Hunting for words

Challenge students to go hunting for words in the classroom, at home, or in the general environment. The words should fulfill a given criterion, such as words beginning with *m*, words ending with *t*, or words with four letters.

Students copy the words into their “spy pads” and later they share and discuss them as a class.

Using songs and rhymes

Collect, sing, and chant songs and rhymes that focus on letter names and sounds, such as YMCA, or B-I-N-G-O, or MICKEY MOUSE. Once students have learned a new song, the tune can be used to create new verses that can support the development of phonological awareness.

The following innovations (Yopp 1992) illustrate how other familiar tunes can be used to motivate students to practise new graphophonic understandings being introduced.

Sung to the tune of “Old McDonald Had a Farm”:

What is the sound that starts these words—

Michael, man, and meat? (*Wait for students’ response.*)

/m/ is the sound that starts these words—

Michael, man, and meat.

With an /m/, /m/ here and an /m/, /m/ there,

Here an /m/, there an /m/, everywhere an /m/, /m/.

/m/ is the sound that starts these words—

Michael, man, and meat.

What is the sound that starts these words—
Sausage, sand, and Sue—

What is the sound that starts these words—
Evan, edge, and egg—

Sung to the tune of “A-Hunting We Will Go”:

A-hunting we will go!	A-hunting we will go!
A-hunting we will go!	A-hunting we will go!
We’ll catch a fox and	We’ll catch a cat
put him in a box	and put him on a mat
And never let him go.	And never let him go.

This one is great for rhyming words.

Sung to the tune of “Twinkle, Twinkle Little Star”:

Listen, listen to my word.
Tell me all the sounds you heard:
TREE (*Say the word slowly.*)
/t/ is one sound, /r/ is two,
/ee/ is the last in tree it’s true.
Listen, listen to my word.
Tell me all the sounds you heard.

The Farmer in the Dell

We’re looking for an /s/, We’re looking for an /s/...

If You’re Happy and You Know It

If you’re happy and you know it, shout out /b/.

What Can You Show Us? (Richgels et al. 1996)

- Display an enlarged text—for example, a poem or a song—to direct students’ attention to different aspects of language.
- Students share with a partner what they notice about the text, such as capital letters, long or short words, known words, or particular sounds.
- Individual students can be asked to show the rest of the class something they notice in the text. They can do this by pointing to features, using highlight tape, or using a soluble marker on plastic laminate over the text.

Tic Tac Toe

Tic Tac Toe is played in the same way as Xs and Os, but for Role Play readers it uses pictures to create a sequence of three (diagonally, vertically, or horizontally). Player A may have to

choose pictures of words that begin with the letter *b* and Player B may have to choose pictures of words that begin with the letter *s*.

It is helpful for Role Play readers to select their picture cards before playing the game.

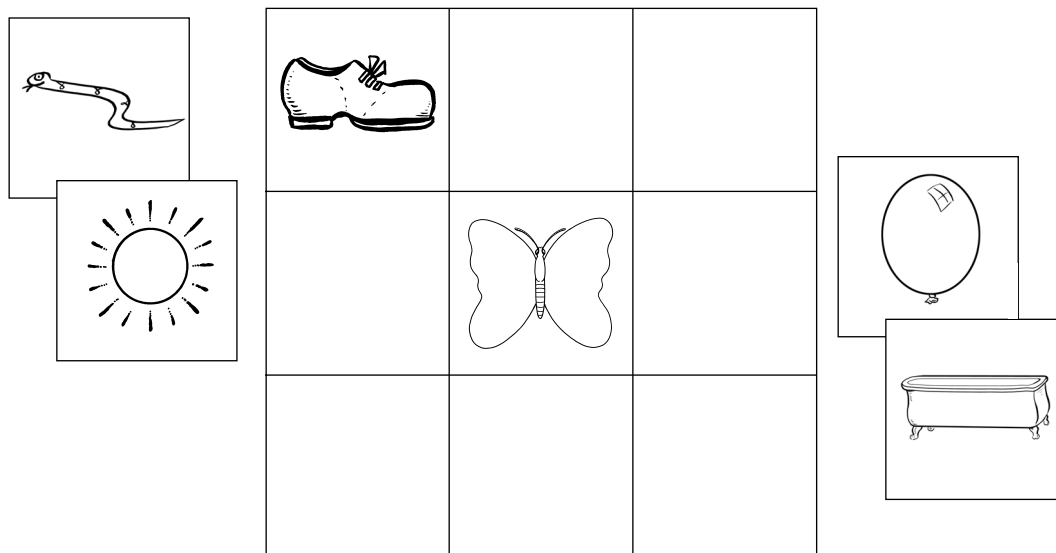


Figure 4.17 A grid and picture cards for Tic Tac Toe

Students play the game in pairs.

- Each pair is provided with a playing grid and a selection of picture cards.
- Each student selects five cards matching their given criterion (as given above).
- They then take turns to place their cards on the grid.
- The winner is the first to place three words horizontally, vertically, or diagonally on the grid.

PROCESSES AND STRATEGIES

Major Teaching Emphases

- Build students' knowledge within the cueing systems, e.g., topic knowledge, sound–symbol relationships.
- Teach comprehension strategies, e.g., connecting, comparing.
- Teach word-identification strategies, e.g., predicting.
- Teach students how to locate, select, and evaluate texts, e.g., using the layout of a library.
- Model self-reflection of strategies used in reading and encourage students to do the same.

Organization of the Processes and Strategies Substrand

The organization of Processes and Strategies differs in several ways from that of the other substrands.

Both the Teaching Notes and the Involving Students sections are located in *Reading Resource Book*, Canadian Edition, Chapter 4: Processes and Strategies.

The rationale for this difference in organization is that reading processes and strategies are not hierarchical and therefore not phase specific. A variety of processes and strategies need to be introduced, developed, and consolidated at all phases of development.

What varies from one phase to the next is the growth in

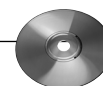
- the number and integration of strategies
- the awareness and monitoring of strategies
- the effectiveness in use and selection of strategies
- the ability to articulate the use of the strategies
- the awareness of how the use of strategies helps with making meaning
- the ability to locate, select, and evaluate texts

Supporting Role Play Readers in the Home

Role Play readers show an interest in books and in the print they see around them. They imitate the things they see adult readers doing, such as holding the book carefully, turning the pages, and using computer icons. They often read by using the pictures and what they remember of a text to retell.

Role Play readers will benefit from a range of experiences in the home setting. Ideas for providing appropriate experiences are available on Parent Cards located on the *First Steps Reading Map of Development* CD-ROM.

Teachers can select appropriate cards for each Role Play reader from the *First Steps Reading Map of Development* CD-ROM and copy them for parents to use at home. Also available on the *First Steps Reading Map of Development* CD-ROM is a parent-friendly version of the Reading Map of Development.



Parent Cards

- | | |
|--|--|
| 1 Role Play Readers: How to Support | 2 Encouraging Reading |
| 3 Reading to Your Child | 4 Selecting Texts |
| 5 Modelling Reading | 6 Telling Stories |
| 7 Developing Awareness of Letters and Words | 8 Developing Concepts About Texts and Print |
| 9 Nurturing a Love of Reading | 10 Questions to Ask |
| 11 Using Computers | 12 Using the Library |
| 13 Supporting Phonemic Awareness and Graphophonic Knowledge Through Games | |

Experimental Reading Phase



Figure 5.1

Global Statement

In this phase, readers use memory of familiar, predictable texts and their developing sound–symbol knowledge to match some spoken words with written words. Experimental readers are focused on understanding and conveying the meaning of these texts rather than reading all words accurately. They read and comprehend texts with repetitive, limited, and known vocabulary and supportive illustrations.

Experimental Reading Indicators

Use of Texts

- ◆ **Reads and demonstrates comprehension of texts by**
 - recalling some ideas explicit in a text
 - identifying the topic of a text
 - selecting a limited number of explicit events to retell a text
 - linking two ideas explicit in a text, e.g., an action and its result
- ◆ **Demonstrates that print remains constant,** e.g., transfers knowledge of familiar words from one context to another
- ◆ **Maintains the storyline when reading familiar texts, although a limited number of words are read accurately**
- ◆ **With assistance, locates and selects texts appropriate to purpose or interest**

Contextual Understanding

- ◆ **Expresses an opinion about a text, but may not always be able to justify it**
- ◆ **Identifies the role of the author and illustrator of a text**
- ◆ **Talks about the ways different people or characters are represented in texts, e.g.,** The girl in this story plays football.
 - Demonstrates that print and illustrations combine to carry the message
 - Compares self to characters and events in texts

Conventions

- ◆ **Recognizes a small bank of known words in different contexts, e.g.,** personally significant words
- ◆ **Identifies the letters of the alphabet by name or sound**
- ◆ **Demonstrates understanding of the concepts and conventions of print, e.g.,** left to right, top to bottom, capital letters

- Responds to and uses terminology such as letter, sound, word
- Demonstrates understanding of one-to-one correspondence between spoken and written words, e.g., points to individual words or word-like clusters
- Recognizes a word as a unit of print with space on either side
- Uses knowledge of repetitive language patterns to predict words, e.g., Brown bear, brown bear, what do you...?
- Identifies simple grammatical symbols, e.g., capital letters, question marks
- Associates familiar letters with regular sounds, e.g., M says "mmm" in Michael, A says "a" in Ann.
- Hears and articulates sound segments in some words, including onset and rime, e.g., cat—"c" and "at," string—"str" and "ing"
- Identifies and supplies rhyming words when listening to text, e.g., I see a frog sitting on a...

Processes and Strategies

- ◆ **Draws upon a limited knowledge base to comprehend, e.g.,** topic knowledge, sentence patterns, and sound-symbol relationships
- ◆ **Uses a limited range of strategies to comprehend, e.g.,** predicting, comparing
- ◆ **Determines unknown words by using word identification strategies, e.g.,** predicting using beginning letters and/or pictures
 - Asks for assistance with some words
 - Generates key words that describe a picture
 - Responses about the reading process reflect a limited understanding of the use of cues and strategies, e.g., "How do you read?" answered by "You look at the words and pictures and then you ...read 'em."

Major Teaching Emphases

Environment and Attitude

- Create a supportive classroom environment that nurtures a community of readers.
- Jointly construct, and frequently refer to, meaningful environmental print.
- Foster students' enjoyment of reading.
- Encourage students to take risks with confidence.
- Encourage students to select their own reading material according to interest or purpose.

Use of Texts

- Read and reread a variety of texts, both literary and informational, providing opportunities for students to do the same.
- Teach students to draw upon explicit information in the text to comprehend, e.g., by sequencing events.

Contextual Understanding

- Provide opportunities for students to share and justify opinions and feelings about texts, e.g., about characters, events, information.
- Discuss some of the decisions authors and illustrators make when creating texts, e.g., what characters will look like.
- Draw attention to the ways people or characters are represented in texts, and discuss alternatives, e.g., "This giant is mean. How do we know this?"

Conventions

- Continue to build students' sight vocabulary, e.g., high-frequency words, personally significant words.
- Continue to build phonological awareness, graphophonic and word knowledge, such as
 - segmenting words into sounds
 - linking letters with their regular sounds
 - recognizing that a letter can represent different sounds
 - recognizing how word parts and words work.
- Model the use of conventions of print, e.g., question marks, exclamation marks.
- Build students' knowledge of different text forms, e.g., purpose, structure, and organization.

Processes and Strategies

- Continue to build students' knowledge within the cueing systems, e.g., text organization, vocabulary knowledge.
- Consolidate known comprehension strategies and teach additional strategies, e.g., generating questions, predicting.
- Teach word-identification strategies, e.g., decoding using phonemes, onset and rime.
- Continue to teach students how to locate, select and evaluate texts, e.g., using alphabetical order, introducing browsing techniques.
- Model self-reflection of strategies used in reading, and encourage students to do the same.

Teaching and Learning Experiences

ENVIRONMENT AND ATTITUDE

Major Teaching Emphases

- Create a supportive classroom environment that nurtures a community of readers.
- Jointly construct, and frequently refer to, meaningful environmental print.
- Foster students' enjoyment of reading.
- Encourage students to take risks with confidence.
- Encourage students to select their own reading material according to interest or purpose.

Teaching Notes

An environment that nurtures Experimental readers and develops their confidence is one that allows them to experiment with reading and to explore texts. As they are initially more interested in telling the story, Experimental readers need to feel comfortable in taking risks and not be expected to get all the words right; often, their interests will far exceed their ability to accurately read the words. These readers benefit from opportunities to interact with a variety of texts: those they can read independently, those read to them, and those they just browse. A combination of such opportunities will help Experimental readers to see reading as enjoyable and purposeful.

Exploring Print

It is important to continue building students' knowledge of print by exposing them to a wide variety of texts and pointing out features of print they see around them. In the classroom, a print-rich environment can be created with the students so that they understand how print is used in meaningful ways in everyday life. Print can be grouped according to its function (Owocki 1999).

For example:

- **Environmental**—print that gives us information about the world, e.g., schedules, price tags, advertisements
- **Occupational**—print associated with a job or profession, e.g., a mechanic's car manuals, service checklists, booking sheets
- **Informational**—print for storing, retrieving, and organizing information, e.g., clocks, diagrams, newspapers, instruction books
- **Recreational**—print used for leisure activities, e.g., novels, picture books, software programs

Consider the following ideas.

Environmental

- *Label* objects in the environment, using whole sentences; this helps students to understand how words go together to make meaning. Make use of labelling on packages when appropriate, such as following directions in cooking activities.
- *Refer to* everyday print both inside and outside the classroom so that students can begin to understand the purpose of written language, and the way it works. Talk about everyday print, encourage students to bring in examples, prepare charts of community signs, and take students for walks around the community, pointing out and reading environmental print.
- *Display* charts where they are easily accessible. They may include lists of names of the students or of members of the school community (with photographs next to the names), classroom helpers' charts, and alphabet and number charts.

Occupational

Centres or *corners* can be created and appropriate texts displayed so that students can use them in role-playing situations; these texts could include catalogues and lists in the store centre, letters and postcards in the post office centre.

Informational

- *Word banks* and *word walls* contain words the students are learning or have recently learned, such as common sight words, the teacher's name, and the name of the relevant town/city.
- *Calendars* and *planners* can be displayed and referred to daily. Holidays, special activities, and school and community events can be featured and discussed.

Recreational

- *Poems, songs, riddles, and rhymes* that students have been working with can be written on charts and displayed so the students can either read them for pleasure or use them as a resource.
- A *literacy backpack* can be created for students to take home on a rotational basis. It could include literary or informational texts on different topics, suggested activities or discussion questions about the text or suggestions for parents, such as how to use the backpack and what strategies to try.
- A *writing table* is an area for personal-choice writing where students can experiment with writing in a non-threatening way. The provision of items such as coloured paper, pencils, envelopes, stamps, and a letterbox may provide the stimulus and motivation to write. A display board placed in this area can be used to display students' completed work.
- A *reading corner* is a relaxed, informal area for independent reading. Cushions, comfortable seating, privacy, and lighting can create an enticing setting and may encourage students to join a friend and share a book.
- *Learning centres* allow students to explore print in a variety of settings. They should offer a range of texts, as well as developmentally appropriate tasks; the materials needed to complete the tasks should be available. Consider creating any of the following:

A reading centre, featuring

- a range of commercial and class-made books
- magazines, comic books
- book advertisements and posters
- author information charts
- a list of new titles
- students' comments or drawings

A science table, featuring

- magazines
- information charts
- labels and captions
- suggestions and instructions for use of equipment
- posters, such as one on the life cycle of a butterfly

A writing centre, featuring

- instructions for using the computer
- alphabet cards
- suggestions for writing

- examples of text forms
- a range of commercial and class-made books
- a list of class names

Interacting with Print

Beyond displaying various examples of environmental print in the classroom, it is essential to model how to interact with and make use of these displays.

- Take students on a print walk around the room so that they have the opportunity to read and revisit charts they have made and words they have learned, or to play games, such as matching words or phrases.
- Model the use of the charts during Modelled, Shared, and Guided Reading.
- Make the link to writing. For instance, say, “How do I spell Friday?”, “Look at the charts” or “Where else might I find that word?”
- Model the use of charts during Modelled, Shared, and Guided Writing.

Fostering Enjoyment of Reading

Fostering students’ enjoyment of reading can be achieved in a number of ways.

- Read to them every day, introducing different text forms and authors.
- Provide time each day for students to be involved in independent reading, selecting their own texts, and experiencing the pleasure of reading.
- Ensure that a wide selection of reading material is available in the classroom.
- Set up a listening post where students can listen to taped stories while following the text.
- Set up a computer to allow students to read along with story CD-ROMs and software programs.
- Display students’ favourite texts and allow time for them to explain why they are favourites.
- Share some of your favourite texts with students, explaining why they appeal to you.
- Encourage and organize visits to the school and public libraries so that students are exposed to a wide variety of reading material.
- Invite guest readers to visit; they could be family or community members who come on a regular basis and read to the whole class or a small group.
- Organize visits by authors to speak about their books.

- Develop a “buddy reading” system with an older class at the school. (See *Reading Resource Book*, Canadian Edition, Chapter 1: Use of Texts.)

Encouraging Risk-Taking

Experimental readers can be encouraged to become risk takers if they are asked to

- read a variety of texts
- identify known words in a variety of contexts
- use appropriate word-identification strategies to identify unknown words
- use a variety of cueing systems to comprehend
- use a variety of strategies to comprehend
- have a go at reading and writing
- talk about their reading strategies and the discoveries they have made
- offer opinions about texts read or heard

For further information about Environment and Attitude, see *Linking Assessment, Teaching and Learning*, Chapter 5: Establishing a Positive Teaching and Learning Environment.

USE OF TEXTS

Major Teaching Emphases

- Read and reread a variety of texts, both literary and informational, providing opportunities for students to do the same.
- Teach students to draw upon explicit information in the text to comprehend, e.g., by sequencing events.

Teaching Notes

In this phase, students need to be exposed to and interact with a wide variety of texts. These could be

- literary texts: e.g., songs, poems, rhymes, fairy-tales, folk tales, traditional and modern stories
- informational texts: e.g., simple reports, magazines, and pictorial encyclopedias
- environmental print: e.g., messages, signs, and advertising posters

Experimental readers need opportunities to explore the relationship between words and illustrations, including those on CD-ROMs and in software programs.

The focuses for helping Experimental readers in this substrand are organized under the following headings:

- Variety of Texts
- Responding to Texts

Variety of Texts

A selection of texts that have natural language, repetitive structure, and supportive illustrations, and that deal with familiar experiences, can be read and reread to Experimental readers. As well as listening to the teacher reading a variety of such texts, Experimental readers enjoy being given many opportunities to read and reread these texts.

During Modelled Reading sessions, where they think aloud, teachers can demonstrate many aspects of reading, such as

- how to select texts for different purposes (e.g., "I want to find out some facts about spiders, so this book will be best. It has photographs and diagrams.")
- how to navigate and manipulate text on screen

- how to select texts that are related in some way, such as having the same topic and the same characters
- how to use expression to highlight a character
- how to read fluently
- how to select explicit information when retelling

They can also show the enjoyment that reading can bring.

During Shared Reading sessions an enlarged copy of the text can be used so that students can, for example:

- use the pictures and the title to predict the storyline
- join in with the familiar, repetitive sections
- use expression to highlight a character
- gain an overall understanding of the text

Rereading texts will help students become aware of the constancy of the message and provide them with examples of literary language.

Responding to Texts

In addition to reading and rereading texts, Experimental readers will benefit from opportunities to respond to texts to show their understanding. There are many ways they can do this, such as

- asking questions of the author or illustrator
- retelling the story from the pictures
- dramatizing
- constructing story maps
- drawing

The focus in this phase will still be on identifying explicit information, but students can be encouraged to begin identifying implicit information.

A Three Level Reading Guide helps students focus on text information, think through it, interpret it, and finally, evaluate it. Herber's three levels of questions are as follows:
level one—literal
level two—interactive
level three—interpretive applied

Questioning students about their interpretation of a text is a natural way teachers may lead students to respond. There are many ways of organizing and discussing types of questions: e.g., Bloom's Taxonomy revised (Bloom 1956; Anderson and Krathwohl 2001), Question-Answer Relationships (Raphael 1986), Three Level Guides (Herber 1978), or Open and Closed Questions. Whichever questioning hierarchy is chosen, it is wise to include questions that require different levels of thinking and to help students, particularly ELL students, recognize the nature of each question.

Raphael (1986) categorizes questions as Right There (Literal), Think and Search (Inferential), Author and You (Interpretive), and On Your Own (Critical/Evaluative), providing a useful framework for ensuring that different types of questions are used in the classroom.

Literal: Literal questions focus on what the author said. The answer is right there, explicitly stated in the text or pictures. Common literal questions begin with who, when, where, or what, and it is important that teachers follow them up with clarifying questions, such as “What makes you say that?” or “Can you show me the part in the book that says that?” so that students get the idea of backing up their answers by returning to the text.

Inferential: The answers to these questions can be found partly in the text, but are not necessarily in one place; they are the Think and Search questions. They are also sometimes the how and why questions, showing relationships, such as cause and effect, compare and contrast, or sequence. The student has to put the answer together from various sections or sentences in the text, for instance: “What could have happened before/after/between...?”, “What does the author say that makes you think...?”, “How are...and...alike?”, “Why did...get so angry when...?”

Interpretive: These are the Author and You questions. They require the student to base the answer on the text, but also to draw on previous personal experience to reach a reasonable answer. Examples are “How are these texts similar?”, “From what the author has said, do you feel that...is a good idea?”, “If...changed, how would that affect...?” The answer must not be a wild guess; it must be probable in light of the text, not just possible from the reader’s experience.

Critical/Evaluative: These questions go beyond the text, asking for students’ own opinions or judgments. They are the On Your Own questions, as the answers are not to be found in the text, although it does provide a starting point for discussions about the underlying messages. After reading the Cinderella story, critical questions might be “Are all stepmothers like the one in this book?” and “Why does the story end with Cinderella getting married?”

For further information about the Use of Texts substrand, see
Reading Resource Book, Canadian Edition:
 Chapter 1: Use of Texts
 Chapter 4: Processes and Strategies

Involving Students

1 Choral Reading

Refer to Chapter 4: Role Play Reading Phase, page 60.

2 Read and Retell

Read and Retell (Brown and Cambourne 1987) is a simple activity that is flexible in its use and provides an opportunity for students to transform a text. Retelling requires readers to read or listen to a text, organize key information they have understood in it, then share their understanding with others in a retelling. Retellings can be created and shared orally, as a drawing, or through drama.

Traditional children's literature such as fables, myths, and fairy-tales, as well as songs, rhymes, and picture books, are all excellent texts for retelling.

Readers will benefit from creating different forms of retellings:

- oral to oral—students listen to a text read aloud by the teacher and retell it orally.
- oral to drawing—students listen to a text read aloud by the teacher and retell by drawing.
- oral to drama—students listen to a text read aloud by the teacher and retell through drama.
- written to oral—students read a text and retell it orally.
- written to drawing—students read a text and retell by drawing.

The following procedure can be adapted to suit the purpose, context, focus, and the form of retelling being used.

- Select a text and display the title.
- Read the text aloud to students.
- Allow them to hear or reread the text as many times as is necessary.
- Provide time for them to prepare their retelling (in any of the forms mentioned above).
- Select some students to share their retellings.

Some ways to support readers in retelling are

- using puppets as an aid for oral retellings
- using illustrations from a text
- providing simple props
- providing overhead transparencies for students to draw and retell

Use of Texts Involving Students

- 1 Choral Reading
- 2 Read and Retell
- 3 Favourite Sentences
- 4 Story Prop Box
- 5 Get the Rhythm
- 6 Story Maps
- 7 Wall Stories
- 8 Timelines
- 9 Same and Different
- 10 Reading Riddles

3 Favourite Sentences

Selecting and sharing favourite sentences promotes critical thinking and provides an opportunity for students to revisit previously read texts. It is important that they have time to share their chosen sentences and the reasons for their choices.

- Direct students to identify favourite sentences from previously read or shared texts.
- Provide time for them to silently read and reread the chosen sentences.
- Have them share the sentences in small groups or with the whole class.
- Record the sentences, display them, and use them for whole-class reading.

Students may be asked to identify, share, and talk about favourite words from texts read.

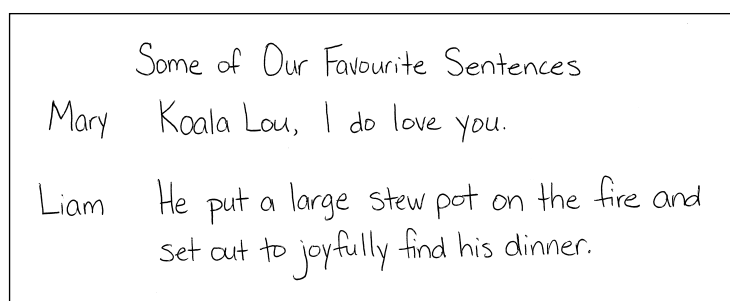


Figure 5.2

4 Story Prop Box

Story Prop Box is an independent activity that encourages readers to reread a variety of familiar texts. A prop box consists of a familiar text and any props that will encourage the students to reread, retell, dramatize, role-play, or perform the story; for example, after sharing *Jillian Jiggs* by Phoebe Gilman provide props such as eye patches, witch hats, crowns, a quilt, and a fairy's wand. Taped versions of the text, if available, are also a useful addition to a prop box.

After sharing texts with the whole class, provide prop boxes that you have created to accompany the texts students choose.

- Assign students to work in small groups and to select a prop box.
- Allow time for them to discuss the text.
- Direct them to determine roles and select props from the box.
- Allow time for them to create a role play, retelling, or dramatization of the story.
- Invite them to perform for the whole class or another class, if appropriate.

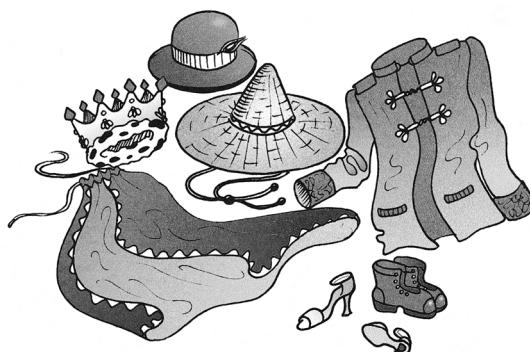


Figure 5.3 A Story Prop Box

5 Get the Rhythm

Get the Rhythm is an opportunity for students to reread a variety of texts for fun and enjoyment: Experimental readers identify the rhythms in a text and create music to accompany a shared reading. It is important to provide them with a range of musical resources, such as percussion instruments, small electronic keyboards, or student-made instruments. They may even begin to use clapping, tapping, or stamping to produce the rhythm or the music. Warning: Be prepared for the noise!

- Provide students with a range of familiar texts from which to choose. Texts that contain rhyme and rhythm are essential.
- Allow time for them to reread the chosen text, encouraging them to identify rhythms.
- Have them select one or more instruments to match the rhythm identified in the text.
- Provide opportunities for repeated readings incorporating the chosen musical accompaniment.
- Give them an opportunity to perform their group reading.

6 Story Maps

Story Maps are graphic representations of some or all elements of a literary text, showing the relationships between the elements. Whether used during or after reading, Story Maps represent a practical way for students to organize their thinking. They can vary greatly in structure according to the purpose of the activity, the students' phase of development, and the nature of the text.

Readers benefit from creating a range of different maps:

- *basic maps*—graphic representations of some of the main elements, such as the setting, characters, events, problem, or resolution
- *chronological maps*—chronological representations of the sequence of events in a clockwise direction

- *geographical maps*—using setting as the central focus, illustrating how the story unfolds

Creating Story Maps helps students to comprehend text by identifying explicit information.

- Read the text to students, or provide time for independent reading.
- Have them draw elements on cards or sticky notes. Doing this allows the elements to be moved or the positions changed.
- Direct them to place the cards or notes to create a draft Story Map.
- Provide time for students to share and compare their draft maps, and to refine them as needed.
- Encourage them to use their Story Maps as a basis for retelling.

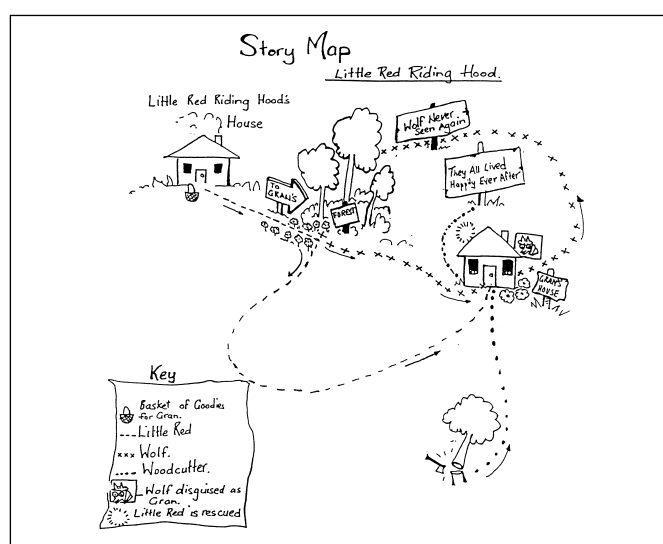


Figure 5.4 Geographical Story Map by a whole class

7 Wall Stories

Wall stories are large representations (including text and illustrations) of the main events of a text either read or heard; they are an effective way of helping Experimental readers to focus on the meaning of words and pictures and to reconstruct a text they have heard or read.

It is appropriate for Experimental readers to work as a whole class or in small-group settings to create wall stories. Literary texts with simple storylines are a great source to use, and songs, poems, rhymes, and Language Experience activities can also provide a context for this activity.

- Read students a chosen text.
- Pair students to orally retell the text.
- Work with the students to elicit and record the main events of the text on a chart or on cards. (Alternatively, sequence prepared

- cards that list the main events.) When students are unsure of information or disagree about a main event, model the process of returning to the text to clarify meaning.
- Organize students to work in small groups to illustrate the main events.
 - Jointly sequence the cards and read the newly created text with students.
 - Display the wall story, and refer to it frequently during classroom print walks.

8 Timelines

Timelines are a variation on regular sequencing activities, providing the additional dimension of the language used to describe the order of events in a text.

- Discuss timelines with students, indicating their purpose and explaining how to read them. Illustrate the concept with a familiar time span, such as the school day.
- After reading a literary text, have students retell it by describing the main events.
- Have them put these events in order, using previously collected or drawn pictures.
- Draw a timeline and attach the pictures to it. Discuss the events, using language such as “What happened before...?” and “What happened after...?”

9 Same and Different

Same and Different can show the links and relationships between two or more texts. Experimental readers could work as a whole class and create Venn diagrams to compare information presented in two texts on the same topic, or to compare different text forms.

- As a class, brainstorm possible items of comparison, such as information across texts or types of characters.
- Encourage students to provide information from the texts on the selected item. Decide whether it is common to both texts or applicable only to one.
- List the information in the appropriate space on the Venn diagram.

10 Reading Riddles

Solving Who Am I? and What Am I? riddles encourages Experimental readers to return purposefully to a text to locate explicit information.

- After Shared Reading of a text, ask students to solve Who Am I? or What Am I? riddles that focus on the characters, objects, setting, or events.
- Begin with broad, open clues and progressively add more specific clues, using those that focus on feelings, actions, and speech as well as on attributes, for example:
 - I am something beautiful that you can wear. I am made of unusual material.
 - I was left on the steps of a palace after a ball.
 - A prince carried me around on a cushion, looking for my owner.
 - The ugly stepsisters could not fit their huge feet into me.
 What Am I?
- Model how to use the clues and the text to solve the riddle.
- When students are familiar with creating Who Am I? and What Am I? clues, guide them as a group to create their own riddles.
- Whole-class riddles could be created as part of Modelled and Shared Writing sessions.

CONTEXTUAL UNDERSTANDING

Major Teaching Emphases

- **Provide opportunities for students to share and justify opinions and feelings about texts, e.g., about characters, events, information.**
- **Discuss some of the decisions authors and illustrators make when creating texts, e.g., what characters will look like.**
- **Draw attention to the ways people or characters are represented in texts, and discuss alternatives, e.g., "This giant is mean. How do we know this?"**

Teaching Notes

Students in this phase benefit from the opportunity to discuss the content of texts and to express their opinions and feelings openly. Such discussions allow them to see that others may have different opinions that are equally valid and encourage them to value the opinions of others. In this phase, the focus is on facilitating exploration of each student's thinking, while refraining from influencing opinions.

Experimental readers need support to develop the understanding that texts represent a view of the world that may or may not be similar to their own experiences. However, although analysis of a text is important, the overall enjoyment of it should remain the priority.

Modelled and Shared Reading, as well as Guided Reading, sessions provide an opportunity to highlight and discuss the kinds of decisions that authors and illustrators make.

The focuses for helping Experimental readers to develop contextual understanding are organized under the following headings:

- Discussions About Texts
- Discussions About the Decisions Authors and Illustrators Make
- Discussions About the Way People or Characters Are Represented in Texts

Discussions About Texts

For students to understand texts, they need to make connections and comparisons between their own experiences and those presented in the text. These can be achieved in various ways.

- Assist students to make such text–self connections: “Has anything that happens in the story ever happened to you? Tell us about it.”
- Help them to compare events and people in texts with those in their own lives: “My dad and mom both go to work, but in the book only the dad went to work.”
- Support students to think beyond the literal level: “Why do you think the troll lived under the bridge?”
- Encourage them to give reasons why a particular book is liked or disliked.
- Encourage them to give reasons why a certain text could be based on reality, or why it could not.

Discussions About the Decisions Authors and Illustrators Make

The choices authors and illustrators make can affect the interpretation of a text and are often made for that reason. The focus in this phase will be on discussing the way the illustrator has chosen to illustrate the text and the words the author has used to describe the people or characters, setting, facts, or events.

Devices used by illustrators include

- the use of light and shade
- the size of one character relative to others
- positioning on the page—for instance, putting the most important object in the centre foreground
- the choice of medium, such as strong, bold colours

Devices used by authors include

- words to describe appearances, e.g., *short, thin, blond*
- words to describe actions, e.g., *raced, dawdled, slyly*
- words to describe emotions, e.g., *excited, terrified, happy*
- humour and wit
- repetition, e.g., “He was a big, big man...”

Facilitate discussion by asking a variety of questions.

- What words did you hear in the text to describe...?
- How has the illustrator chosen to illustrate...? (mentioning size relative to other characters, or facial expressions)
- How do the illustrations support the text? (asking what the pictures tell you that the words don’t)
- If you were drawing..., how would you have shown him?
- What would the author have needed to know to write this text?
- What does the author think people like to read about?
- What does the author think people already know about this topic?

Discussions About the Way People or Characters Are Represented in Texts

In this phase, students benefit from the opportunity to discuss why and how authors and illustrators have chosen to represent people or characters in certain ways. Both literary and informational texts contain representations that can be questioned.

Facilitate discussion by asking a variety of questions.

- How has the author (or illustrator) represented people or characters? For example, in this text the nurses are female. Are nurses always female? How else could the author have represented the nurses?
- Do you know any real people who are like the characters in the text? Who are they? How are they the same? How are they different?
- Who is telling this story?
- Would you like to be anyone in the text? Who? Why?
- What message is the author giving?
- What does the author think about...? How do you know?
- How is a particular character portrayed from one text to another?
- How are similar characters represented across two texts? “Let’s look at the way princesses are represented.”
- How is information on a topic, such as spiders, the same or different in two texts?

For further information about the Contextual Understanding substrand, see *Reading Resource Book*, Canadian Edition, Chapter 2: Contextual Understanding.

Contextual Understanding Involving Students

- 1 Trading Places
- 2 Goodies and Baddies Rating Scale
- 3 Catalogue Searches
- 4 Possible Predictions
- 5 Text Innovation
- 6 Same and Different
- 7 Like or Unlike?
- 8 Text Detective
- 9 Hidden Pictures

Involving Students

1 Trading Places

Inviting students to choose a character to trade places with enables Experimental readers to make connections with the characters or people in a text. In this activity, students are required to justify why they chose a particular character or person.

- After reading a text to students, invite them to choose anyone in it with whom they would like to trade places.
- Invite them to share the names of the characters or people they choose, and give their reasons. Encourage them to return to the

text to justify their choices: "I'd like to change places with Hush [in Possum Magic] because she was invisible at the beginning of the story and I think it would be great to be invisible because I could sneak up on people and they wouldn't know. I don't think I'd like to be invisible forever, though."

2 Goodies and Baddies Rating Scale

The Goodies and Baddies Rating Scale involves students in rating people or characters in a text, basing the judgment on both information in the text and on personal experience. Readers can be introduced to some of the devices authors and illustrators use to influence the construction of meaning. When completing a rating scale, students can be encouraged to explore and share different interpretations of events and actions.

Readers would benefit from completing this activity as a whole class before working in small groups.

- Select two or three main characters from the text, such as Princess Elizabeth, the dragon, and Prince Ronald from *The Paper Bag Princess* by Robert Munsch.
- Ask students to rank the characters according to selected criteria, for example, the meanest, the kindest, the funniest, or the smartest.
- Ask them to suggest one or two actions, events, or illustrations in the text to justify their ranking of the character against the criterion; for instance, the dragon is the meanest because he burned down the castle.
- Record their suggestions on a class chart for future reference.
- Discuss other devices authors and illustrators use that may have escaped students' notice, such as the size of the characters relative to each other, or the colours used.

Goodies and Baddies Rating Scale		
Who was the...?	Character ranking	We thought this because...
Smartest	1. Elizabeth	She tricked the dragon.
	2. Dragon	He could fly around the world in twenty seconds.
	3. Ronald	He got taken away by the dragon and couldn't escape.

Figure 5.5

3 Catalogue Searches

Refer to Chapter 4: Role Play Reading Phase, page 67.

4 Possible Predictions

Refer to Chapter 4: Role Play Reading Phase, pages 67–68.

5 Text Innovation

Text Innovation is the name given to the process of adapting or changing an existing text. By completing innovation activities with a contextual understanding focus, students are encouraged to adapt characters, character traits, or setting. They will also consider the impact of their changes on the storyline.

- Select a text for innovation.
- Read it to students several times.
- Select a feature that could be innovated upon. Innovations could involve
 - changing the gender of one of the characters
 - substituting new characters for those in the text (e.g., *how would the story change if Red Riding Hood met a bear at the grandmother’s house?*)
 - changing characteristics (e.g., *instead of a mean wolf, a kind wolf*)
 - changing the setting (e.g., *setting “Jillian Jiggs” in a high-rise complex*)
- Jointly innovate on the original text to create a new one (either oral or written). Discuss how any changes have an impact on the rest of the text: “When we changed the wolf from being mean to being kind, the grandma didn’t get eaten.”
- Encourage students to make comparisons between the original text and the new version, explaining which one they preferred, and why.
- Identify and discuss how the changes they made had an impact on the text.
 - If the gender of a character changed, how was the language of the original text changed to suit?
 - If the gender of a character changed, was there any effect on the setting, the action, or the events?
 - When characteristics were changed, how was the text changed?
 - What changes occurred when the setting was altered?
- If the text is written, invite students to illustrate the newly created one. It can be turned into a big book, a class book, or a wall story.
- As a whole class, work with students to reread the newly created text.

6 Same and Different

Same and Different focuses students' attention on similarities and differences in the information presented in two texts; those identified can be represented in the form of a Venn diagram.

Experimental readers can compare how different authors have represented similar characters. In this phase, it is appropriate for students to compare characters from just two texts.

- Read two texts with similar characters, such as princesses.
- Select the characters to be compared, for example, Cinderella and the Paper Bag Princess.
- As a whole group, brainstorm and record features students remember about the characters in each text. These might include character traits, actions, and physical appearance.
- Examine the two lists to decide which things are common to both characters. These items should then be transferred to the intersecting space in the Venn diagram (see Figure 5.6).
- Transfer the remaining information in the lists to the appropriate space in the diagram.
- Provide time for students to discuss the similarities and differences in the characters.

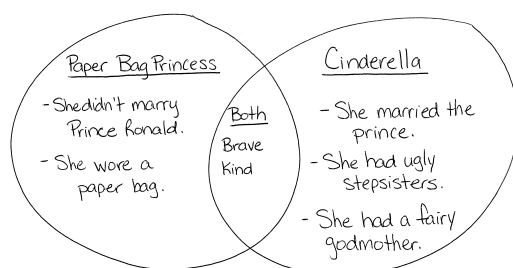


Figure 5.6

7 Like or Unlike?

Like or Unlike? is an activity that helps students to make connections and comparisons between what they know about the world in which they live and the way people or characters are represented in a text.

- Select a main character or person in a text. For example, Beezus is the older sister.
- Before reading the text, invite students to share what they know about that type of person or thing in real life. For example, ask, “What do we know about older sisters?”
- Record responses on a class chart.
- Ask students to draw their impression or idea of the character.
- Have them share their portraits with the whole class, discussing the characteristics they have included.

- Read the text to the class.
- Discuss how the character or person has been represented in the text. Record student responses on a class chart.
- Draw students' attention to any differences or similarities between what they know and how the characters or people may have been represented in the text.
- Provide opportunities for them to discuss how the author could change the way the character or person was represented, and the impact this would have on the text.

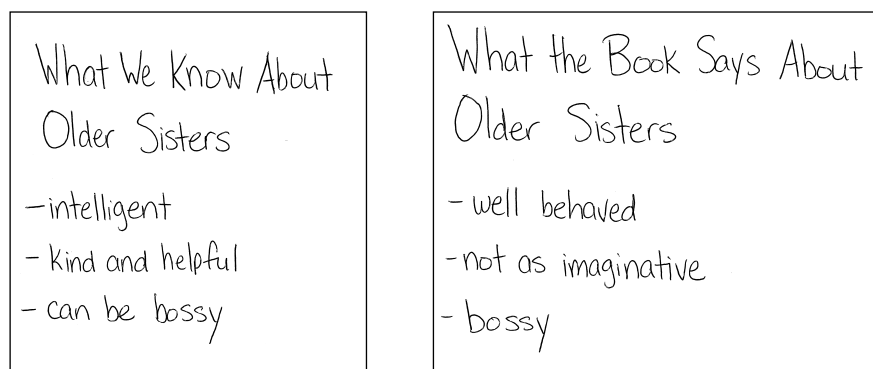


Figure 5.7

8 Text Detective



Text Detective is an activity that requires students to consider the information provided in a title and in characters' names. Completing this activity helps Experimental readers understand that authors and illustrators sometimes present a view of the world that may differ from their own.

- Before reading the text or showing the cover, read the title to the students.
- Have them discuss what they think the author, in choosing the title, wanted them to know about the text. Record responses.
- Introduce and write the name of each character on the board.
- Have students share inferences about each character, based on the title and the names. Record responses.
- Read the text to the students and record information about the characters.
- Have students make comparisons with the inferences they made.
- Discuss how much information the title and the characters' names had already given them before the text was read.

Name: <u>Sharlene</u>		Date: _____		
Text Detective				
Title	What we predict from the title	Characters	What we predict about each character	What the text said
John Brown Rose and the Midnight Cat by Ginny Wagner	Could be about a nocturnal cat. Might be about a boy with a cat that comes out at midnight. Could be about an old man and a cat that tricks him by coming out at midnight.	John Brown	- a man - a boy - an old person	- he's a big dog - he loves Rose - he doesn't like the midnight cat.
		Rose	- a girl dog - a bird - a little girl	- she's an old lady - she likes cats and dogs
		Midnight Cat	- a black and white cat - a cat that comes out at night.	- she's black and comes to live with Rose and John Brown.

Figure 5.8

9 Hidden Pictures

Hidden Pictures, like Text Detective, is an activity that allows students to decide how the characters or people in a text could be represented. It is a powerful way to support students in visually predicting what a text will be about. Creating a drawing of characters or people before a text has been read or viewed helps Experimental readers to understand that authors and illustrators make decisions to present a certain view of the world and that this may differ from their own.

- Read an unfamiliar text without showing students the illustrations.
- After reading, assign students a character or person in the text.
Ensure that they have still not seen the illustrations.
- Ask them to draw the character or person.
- When the drawings have been completed, discuss
 - what was heard in the text to help make decisions (e.g., "It said he had big black heavy boots.")
 - what was inferred from the text to help make decisions (e.g., "He hit the other man. I thought he was mean, so I drew him with a mean face.")
- Invite students to share their drawings.
- Provide time for them to compare their drawings with the text illustrations.
- Discuss similarities and differences, and speculate on why the author or illustrator made those choices.

CONVENTIONS

Major Teaching Emphases

- **Continue to build students' sight vocabulary**, e.g., high-frequency words, personally significant words.
- **Continue to build phonological awareness, graphophonic and word knowledge**, such as
 - segmenting words into sounds
 - linking letters with their regular sounds
 - recognizing that letters can represent different sounds
 - recognizing how word parts and words work
- **Model the use of conventions of print**, e.g., question marks, exclamation marks.
- **Build students' knowledge of different text forms**, e.g., purpose, structure, and organization.

Teaching Notes

Provide an environment rich in oral language that includes reading stories aloud, reciting poems and rhymes, singing songs and playing with language. It is important that the conventions of written language be introduced and practised in meaningful contexts. Modelled and Shared Reading and Writing provide a springboard for exploring many of the concepts and conventions of print. In this phase, continue to draw students' attention to the concepts and conventions of written language, such as the one-to-one match between spoken and written language.

The following suggestions are not intended to be prescriptive. Consider the needs of the students and the requirements of any curriculum or syllabus documents before making decisions about what to teach and when.

The focuses for supporting Experimental readers to develop understandings about Conventions are organized under the following headings:

- Sight Vocabulary
- Phonological Awareness, Graphophonic Knowledge, and Word Structure Knowledge
- Concepts and Conventions of Print
- Knowledge About Text Forms

Sight Vocabulary

Sight vocabulary is the bank of words a reader is able to automatically decode, pronounce, and understand in the contexts in which they are used. Such words are called sight words because effective readers need to instantly recognize them on sight to maintain the speed and fluency required to make sense of the author's message. Many of these words have irregular spellings, making them difficult to decode.

Fry et al. (1984) suggests that 100 words make up about half of all we read; they make up what is known as high-frequency words. If students are to become fluent readers, they need to learn to recognize them quickly and easily.

In this phase, continue to build the sight vocabulary that students began to develop as Role Play readers. This could include

- high-frequency words, such as words from the Dolch list (Dolch 1939), Basic Sight Vocabulary (Holdaway 1980), or Fry's 300 Instant Sight Words list (Fry et al. 1984)
- personally significant words, such as the student's address, and the names of the town or city, the school, and other teachers

Exploring and using these words in both reading and writing activities will help to reinforce their recognition and use. For some students, ongoing systematic instruction is essential to help them develop automaticity; for others, the repeated reading and writing of texts helps them develop the ability to immediately recognize a large number of words.

Phonological Awareness, Graphophonic Knowledge, and Word Structure Knowledge

Understandings to be developed in relation to phonological awareness include the following:

- word awareness: Spoken language is made up of words that represent objects, emotions, and concepts.
- syllable awareness: Some words have a single syllable and some are multisyllabic.
- phonemic awareness: Words are made up of individual sounds, or phonemes.

Within phonological awareness is phonemic awareness (see *Reading Resource Book*, Canadian Edition, Chapter 3, pp. 79–80). When developing phonemic awareness, the following activities may be considered:

Graphophonic cues include knowledge of letters, knowledge of the sounds associated with letters and groups of letters, and knowledge of print concepts. Although understandings differ, word structure knowledge can be seen as part of the semantic cueing system, which also relates to vocabulary knowledge, cultural or world knowledge, and topic or concept.

- isolating phonemes: alliteration, position (first, last), generating words with a given sound
- blending phonemes: putting sounds together to form words, using individual phonemes (p l ay) or onset and rime (pl ay)
- segmenting phonemes: isolating sounds, hearing and counting sounds in words, producing sounds
- manipulating phonemes: adding, deleting, or substituting sounds

Graphophonic knowledge refers to a reader's knowledge of letters and combinations of letters and the sounds associated with them. It includes the following understandings:

- A letter has a name and represents a sound in a word. The focus in this phase is on the regular sound: This is the letter *c*, and in cat it sounds like /k/.
- A letter may represent different sounds: *c* represents the sound /k/ in cat, but /s/ in city.

Word structure knowledge refers to a reader's knowledge of words, word parts, and how words work.

Develop elements of word structure knowledge such as

- plurals, e.g., -s, -es
- past tense, e.g., -ed
- compound words, e.g., football
- contractions, e.g., don't, can't, it's

Concepts and Conventions of Print

Continue to model and discuss the concepts and conventions taught in the Role Play phase. Introduce Experimental readers to

- the use of punctuation marks, such as question marks and exclamation marks
- the way punctuation marks affect meaning and expression, as in "Come here!"
- the way sentences are structured—the describing word (adjective) coming before the naming word (noun) (While correct terminology is important, the emphasis in this phase is on understanding.)

Reading Resource Book, Canadian Edition, presents stages of reading under eight social purposes.

Knowledge About Text Forms

Building students' knowledge about text forms will assist them to access information in texts. Analyzing and discussing different forms will help them to understand the purpose, organization (framework and features), and structure of texts.

Purpose

Texts are written for a purpose, whether it be to entertain or to explain, describe, or inquire.

Text organization

Text organization refers to the framework and features of text. Experimental readers will benefit from understanding text-form frameworks; for instance, a letter may include a salutation, a retelling of events, and a close.

It is also important for these readers to understand the function, terminology, and use of text features such as these:

- headings and subheadings
- captions
- visual aids, such as diagrams, photographs, graphs, tables, and cross-sections
- bold or italicized words
- illustrations
- hyperlinks

Text structure

Text structure refers to the way ideas, feelings, and information are linked in a text. Common structures include problem and

There are really three types of text, or organizational, features: typographical, or design; illustrations; and structural elements, such as a table of contents. They help readers navigate text and support meaning in it.

"A recipe tells us how to do something."
(text purpose)

"It also has some headings, so it's easy to see what I need and what I have to do."
(text features)

Chocolate Chip Cookies

Ingredients

- $\frac{1}{2}$ cup butter, softened
- $\frac{1}{2}$ cup brown sugar, packed
- $\frac{1}{4}$ cup granulated white sugar
- 1 egg
- 1 tsp vanilla
- 1 cup all-purpose flour
- $\frac{1}{2}$ tsp baking soda
- $\frac{1}{2}$ tsp salt
- 1 cup milk chocolate chips
- $\frac{1}{2}$ cup dried cranberries

Method

1. In large bowl, cream butter; add brown and granulated sugars, and beat well.
2. Beat in egg, then vanilla.
3. Stir in flour, baking soda, and salt.
4. Blend in chocolate chips and dried cranberries.
5. Using 2 teaspoons, drop by spoonfuls, 5 cm (2 inches) apart onto ungreased baking sheets.
6. Bake in 190° C (375° F) oven for 8 to 10 minutes or until golden brown.
7. Remove to let cool on rack.

"It has a list of steps in order."
(text structure)

Figure 5.9 Analysis of a text form: A recipe, whose purpose is to instruct

solution; compare and contrast; cause and effect; and listing, logical or chronological sequence, enumeration, or collection of details.

For further information about the Conventions substrand, see *Reading Resource Book*, Canadian Edition, Chapter 3: Conventions.

Conventions Involving Students

- 1 Sight Vocabulary Activities
- 2 Word Walls
- 3 Magic Words
- 4 Word Back Spied Her
- 5 Word-Sorting Activities
- 6 Text Innovation
- 7 Cloze Activities
- 8 Sound Hunter
- 9 Secret Messages
- 10 What Comes Next?
- 11 Elkonin Boxes
- 12 Building Words
- 13 Exploring Words
- 14 Change a Letter
- 15 Letter Poetry
- 16 Sentence Reconstruction Activities
- 17 Punctuation Effects
- 18 Vocab-o-Gram
- 19 Reading Plans
- 20 Share and Compare
- 21 Generic Games and Activities

Involving Students

1 Sight Vocabulary Activities

Modelled, Shared, and Guided Reading and Writing provide excellent contexts for talking about words and supporting the development of students' sight vocabulary.

- Draw attention to high-frequency and personally significant words as they occur.
- Discuss these words; write them on a chart or the Word Wall.
- Provide each student with a copy of the text in which to find examples of specific words.
- Read the chart or display as part of a print walk.

There is a range of activities to support sight vocabulary development.

Jumping over puddles

Make “puddles” from card and laminate; write sight words on them with erasable overhead pens or washable ink markers so that they may be used a number of times. Place them across the classroom floor and have the students jump over them, saying the words as they go.

Soap boxes

Give students small containers into which they put cards bearing the five or six words they are learning. They can take these home to practise and revisit them in spare moments during the day. Encourage them to play games with their particular words.

Word folders

Provide each student with a folder that has six pockets. Place up to six words in the first pocket. When a word can be identified, move it to the second pocket. Repeat this daily until each word has reached pocket six. After six successful identifications, remove the word and enter it in the student's permanent word bank. As words are removed from pocket six, continually add new words to pocket one.

2 Word Walls

A Word Wall is a designated space in the classroom devoted to displaying words. As words are discovered, introduced, and discussed, Word Walls are constructed jointly with the students. Words can be sorted according to the current teaching focus; for Experimental readers, students' names can provide a springboard for analyzing many other words.

- Create the Word Wall jointly with the students. Begin by displaying enlarged letters of the alphabet (both upper and lower case).
- Add students' names one at a time, pointing out distinctive features, such as letter patterns and the number of syllables.
- Add other words as they are discovered or introduced, for example, high-frequency words and words for days of the week (see Figure 5.10).
- Jointly work with students to sort the words in various ways, for example, according to beginning sounds or letter patterns.
- Read, refer to, and use the words on the Word Wall during daily print walks, when modelling, or during writing activities.

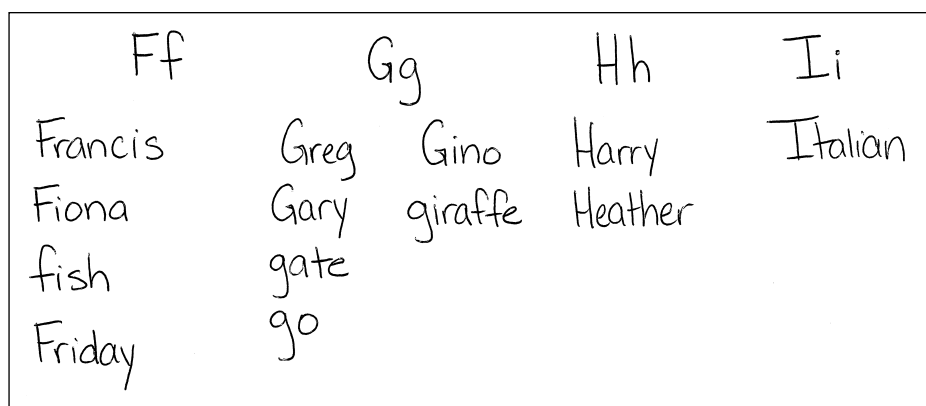


Figure 5.10

3 Magic Words

Magic Words (Hoyt 2000) is an activity that provides an opportunity for students to identify sight words or to focus on parts of words, such as digraphs. The use of a familiar text projected onto a wall with an overhead projector is the context for Magic Words. Students use a piece of card and a “little magic” to isolate selected letters or words from a whole text.

- Read and reread a text with the whole class.
- Select a criterion for the magic words, for example, “I am looking for a word with the sound /oo/ in it.”

- Demonstrate how to lift words from the screen by using a piece of white card. Place the piece of card in front of the projected text on the wall or screen. Place the card on the selected word, ensuring it fits the word. Slowly move the card away from the screen, isolating the selected word. As if by magic, the word is now floating on the white card.
- Have students examine the magic word to decide if it fits the criterion.
- Allow them time to take turns lifting words with identified criteria. They could find
 - words in which a letter represents different sounds, such as in *bed* and *be*
 - words that start or finish with a particular letter
 - words that have a particular onset and rime, or the same number of syllables
 - identified punctuation marks

4 Word Back Spied Her

Word Back Spied Her can be used for a wide range of purposes. It is an excellent open-ended activity to support the development of questioning, sight vocabulary, and word knowledge. A number of words, based on student needs or interest, are printed on sticky labels. A label is then placed on each student's back and the student is challenged to identify the word by questioning others.

- Select the words to be used.
- Prepare a sticky label bearing one of the words for each student.
- Place a label on each student's back, ensuring that the word has not been seen.
- Provide each student with a complete list of the words.
- Discuss rules for questioning, such as these.
 - Questions need to be related to the features of the word, for example, "Does my word start with *a*? end with *s*? have two parts?"
 - Responses can only be yes or no.
 - A student can ask another student only one question before moving on.
 - A student who is unable to answer a question may say "pass."
- Teach students how to eliminate words from the list as they ask their questions.
- Direct them to move into designated groups as the words are determined. For example, one group could have all the words that begin with the letter *a*.

It is critical that either during or at the end of the activity students are given the opportunity to reflect on and discuss the types of questions that were asked. This will help them to distinguish between useful and less useful questions to use in determining the words they have been given. Individualized lists can be created if necessary.

5 Word-Sorting Activities

Experimental readers can be involved in a range of word-sorting activities.

- *Beginning-or-final-letter sorts* focus on the position of letters, for example, words that begin or end with the letter *t*.
- *Number-of-letter sorts* focus on the length of words.
- *Sound sorts* focus on the different sounds a single letter can represent, for example, sorting words containing *g* according to the sounds it represents.
- *Letter-pattern sorts* focus on words that have or do not have a particular letter pattern, for example, words that have *ea* and those that do not.
- *Number-of-syllable sorts* focus on grouping words according to whether they have one, two, or more syllables.

For more information on word-sorting activities, refer to Chapter 4: Role Play Reading Phase, pages 75–76.

6 Text Innovation

Text Innovation, in its purest form, is the adoption of a language pattern used by an author. Texts that contain repetitive patterns can be copied to create innovations; they provide an opportunity for Experimental readers to work with high-frequency words in a meaningful context. Innovations may focus on substituting individual words, copying simple sentence patterns, or copying the text structure. Students enjoy the challenge of creating text innovations, and these self-developed texts then provide a context for rereading to practise the use of high-frequency words.

Innovation on words

The T-shirt Song (Bélanger 1988)

I have a T-shirt. I have a T-shirt.

And I love it so.

I wear my T-shirt, I wear my T-shirt

Everywhere I go.

The ____ Red Cap ____ Song
 I have a ____ red cap ____.
 I have ____ red cap _____.
 And I love it so.
 I wear my ____ red cap _____.
 I wear my ____ red cap _____.
 Everywhere I go.

Figure 5.11 Text Innovation framework for The T-shirt Song

Innovation on repetitive sentence patterns

Brown Bear, Brown Bear, by Bill Martin
Brown bear, brown bear, what do you see?
I see a white dog looking at me.



Red dog, red dog, what do you hear?
I hear a blue cow mooing in my ear.

Innovation on text structure

Cumulative, repetitive texts, such as *The Very Hungry Caterpillar* by Eric Carle, *Rosie's Walk* by Pat Hutchins, or *The Cake That Mack Ate* by Rose Robart, provide a framework for creating innovations based on whole-text patterns. Changing the main character in a book is a simple way for students to use the pattern of the text to create their own version.

- Read the chosen text a number of times.
- As a whole class, change some aspects of the story, but retain the original rhythm or rhyme. If necessary, the class could brainstorm a list of possible words from which to choose.
- Have students illustrate the new texts and encourage the reading of these during both shared and independent reading time.

7 Cloze Activities

Cloze activities encourage students to use context clues to predict the missing parts of a text; they are easily prepared by deleting words, parts of words, or punctuation marks.

When working with students to complete cloze activities, it is important to model how to gain the full benefit of context clues by always reading to the end of a sentence before trying to complete it. Also, it is beneficial for students to have the opportunity to discuss answers and justifications, allowing them to hear about strategies used by others, and alternative choices

The following list provides options for cloze activities.

Oral cloze

When reading a familiar book to students, pause every so often and have the students say the next word.

Punctuation cloze

Use sections from a text the students are familiar with and have read many times. Prepare a passage by deleting punctuation marks so that students can fill the gaps. This activity can be adapted in a

shared book session by using removable stickers to cover key punctuation marks.

Word-parts cloze

Develop cloze activities from familiar texts by covering only parts of words, leaving graphophonic clues, for example, Mary st___ on a sharp rock. Encourage students to predict words by looking at the beginning letters.

Whole-word cloze

Prepare a passage by deleting any words that are chosen as a focus, such as high-frequency words, nouns, or verbs; always leave the first sentence intact. Encourage students to think of a meaningful replacement for each deleted word. Provide scaffolding questions: What could the next word be? Does it make sense? If necessary, support students by providing a list of words from which to choose.

For directions on preparing cloze activities, see the section “Cloze Procedures” in Chapter 3, pages 36–37.

8 Sound Hunter

Participating in Sound Hunter (see Figure 5.12) helps students to make connections between letters and sounds; it is best introduced and practised in the context of a text. Texts such as books, charted songs and poems, modelled writing examples, or written messages can provide contexts for Experimental readers to develop their graphophonic understandings by hunting for words.

- Choose a specific focus. For Experimental readers it could be
 - finding any words with a particular letter, such as words that have the letter *c* in them

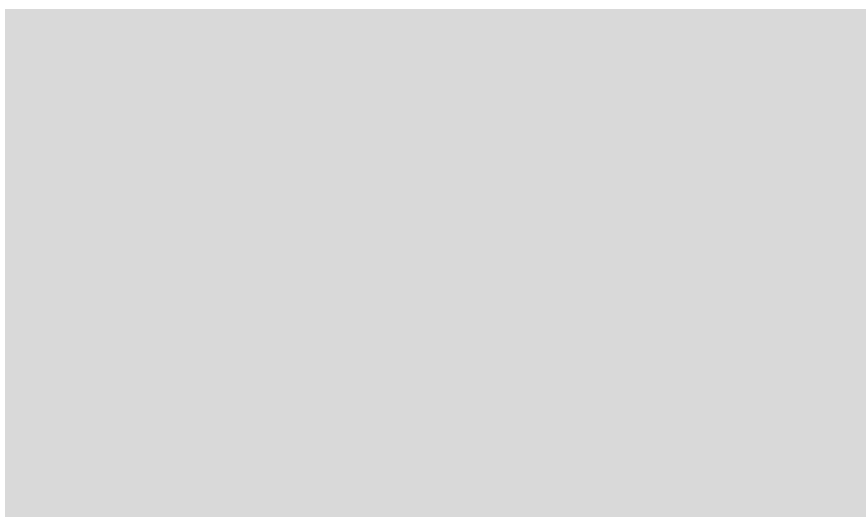


Figure 5.12

- finding any words with a particular sound, such as words that begin with an /s/ sound
- Select a text that exhibits the chosen focus.
- Read the text for enjoyment.
- Revisit the text and encourage students to find and circle or underline examples of the chosen focus, such as all the words that have the letter *c* in them.
- Discuss the words.
- If the chosen focus lends itself to this, ask the students to sort words into subgroups; this might be according to the sound the letter represents, such as in cat, chop or city.
- Challenge students then to find as many other examples as they can from other resources provided.
- Create a chart of the words they find, leaving room for more words to be added in later activities.
- Revisit, discuss, and add to the chart on future occasions.

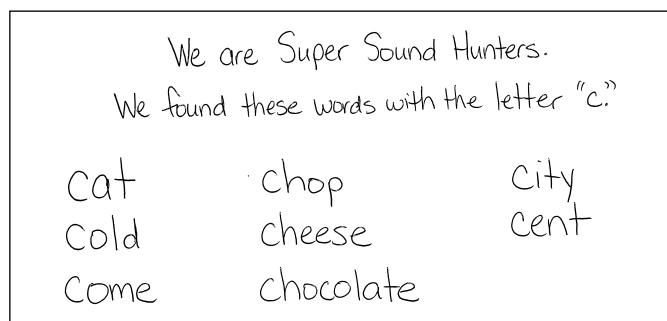


Figure 5.13

9 Secret Messages

Secret Messages is an activity that involves students in decoding. The messages can be created using the sight vocabulary, word structure knowledge, and graphophonic understandings being introduced at the time.

Experimental readers will find it easier to decipher messages that use a combination of words and pictures. The types of clues provided in one message may vary; however, it is appropriate to limit the variation when students are first attempting the activity. Types of clues might include

- removing a consonant from the beginning or the end of a word, e.g., take "f" from "fan"
- replacing a consonant at the beginning or the end of a word, e.g., take "t" from "take," add "m" in its place
- removing a consonant or consonant cluster from a word and blending a new one in the same place, e.g., take "mp" off "lamp," add "st"

- finding a small word within a word, e.g., find a three-letter word in "sand"
- joining two words to form a compound word, e.g., add "ball" to "foot"
- using an alphabet sequence for short words, e.g., use the letter after "h"

As with all activities, modelling the process for solving Secret Messages is critical.

- Think of a simple sentence or message, such as "Sit on the floor."
- Write a series of clues that will enable students to decode the message.
- Ensure that they have access to a copy of the alphabet.
- Work with them to jointly decode the message.
- Keep a copy of all activities to build up a permanent collection for future use.

Monday's Secret Message for Room 2	
a b c d e f g h i j k l m n o p q r s t u v w x y z	
1 Take "b" from "bit" and add "s"	[sit]
2 the letter after "n" and the letter after "m"	[on]
3 the first word in this sentence	[the]
4 take "d" from "door" and put in "fl"	[floor]

Figure 5.14

10 What Comes Next?

What Comes Next? is an adaptation of the game Hangman. However, What Comes Next? requires students to guess the letters in the correct order rather than randomly.

As a daily activity for Experimental readers, What Comes Next? provides an excellent context for reinforcing and using any graphophonic or word understandings, for example:

- A word is made up of a series of letters in a sequence.
 - Letters together represent the specific sounds in a word.
 - Words have common letter patterns.
 - Prefixes can be added to the beginnings of words.
 - Suffixes can be added to the ends of words.
- Choose a word from a familiar context that features the focus-letter sequence or word-study understanding. Draw lines representing each letter in the word.

- Provide a specific clue for the first letter, for example: The first letter is between *r* and *t*. When students guess the correct letter, record it on the first line.
- Invite students to guess the remaining letters of the word.
- As they guess a letter, write any guesses that are incorrect, but are possible sequences in a Could Be column. Incorrect guesses that will not make possible sequences should be recorded in a Couldn't Be column as single letters. When students guess a letter that could not be right, a segment of a mouse outline is drawn.
- Continue this until the correct letters are given and recorded on the lines.
- The game ends if the drawing of the mouse is completed before the students complete the word.

As an extension, students can be challenged to find other words linked to the patterns identified in the game word; for example, if the chosen word is *stop*, groups could be challenged to find words with *s*, *st*, or *op*.

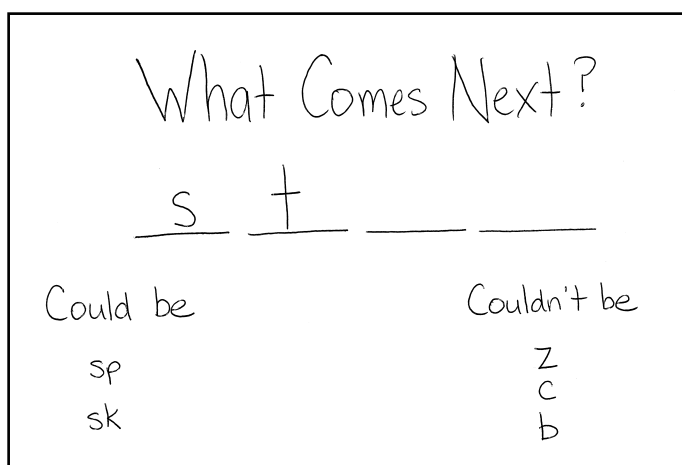


Figure 5.15

11 Elkonin Boxes

Refer to Chapter 4: Role Play Reading Phase, pages 80–81.

12 Building Words

Building Words is an activity that encourages Experimental readers to create words by manipulating letters. Providing a variety of stimulating resources will encourage them to experiment, developing and practising their graphophonic understandings, phonological awareness, and word structure knowledge. Magnetic letters, letter tiles, foam cut-outs, or wooden blocks with letters can all be used for word-building activities.

Challenge students to use their own ideas, or provide guidelines for the types of words they could build, for example:

- words with the same first letter
- words with the same final letter
- words that contain a particular sound, such as /ee/ as in tree
- two-, three-, or four-letter words
- words on a theme, such as colours, numbers, or days of the week
- words from a given set of letters
- compound words
- plural words

13 Exploring Words



Exploring Words is an open-ended activity that provides students with the opportunity to work at their own level to create words.

- Provide students with one or more central focus letters, such as *a*.
- Provide a selection of letters and letter combinations that could be added to the central focus to create words (see Figure 5.16).
- Provide guidelines about the creation of the words, for example:
 - Each letter can be used only once in a word.
 - Letters can be added both to the beginning and to the end of the central focus.
- Challenge students to create as many words as possible in a given time.
- Provide time to share the words and to reflect upon patterns in the lists.

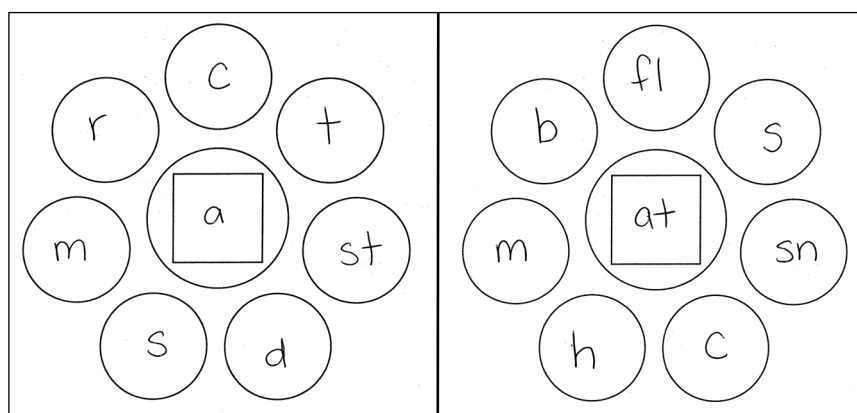


Figure 5.16

14 Change a Letter

Change a Letter involves students in creating new words by changing one letter at a time in a given word. This activity helps Experimental readers to focus on the regular sounds of letters and their position in words.

- Provide students with a three-letter base word, such as *cut*.
- Challenge them to change one letter to make a new word, such as *cot*. Initial, medial, or final letters can be changed.
- Ask them to repeat this process with the new word.
- Challenge them to see how many new words they can create in a given time.
- Provide time to share words and to reflect upon patterns in those created.

c	u	t
c	o	t
p	o	t
h	o	t
h	o	p

Figure 5.17

Once a bank of words has been created, they can be used for word-sorting activities using initial, medial, or final letters.

15 Letter Poetry

Letter Poetry (Hoyt 2000) provides a structure for the creation of simple poems using words with a specified focus. It supports Experimental readers in further developing their graphophonic understandings. Creating whole-class poems is fun and will provide Experimental readers with a clear framework for creating poems independently or in small groups.

- Select a focus, such as letter, onset, or digraph.
- Have students brainstorm words that begin with the chosen focus.
- Record the words on sticky notes, blank cards, or a whiteboard.
- Introduce a framework for creating a poem (see Figure 5.18).
- Manipulate the brainstormed words, jointly selecting the best fit for each space in the framework.
- Read the poem several times, discussing the selected focus.
- Select a group of students to illustrate the poem. Display their work in the classroom.
- Create and collate further poems for other letters.
- Revisit the poems regularly.

I like <u>j</u> <u>a</u> <u>m</u> , I like <u>h</u> <u>a</u> <u>m</u> , I like _ _ _ but I don't like _ _ _ .	_ _ _ is for _ _ _ who likes _ _ _ , _ _ _ and _ _ _ . _ _ _ doesn't like _ _ _ , _ _ _ and _ _ _ .	A _ _ _ is big. A _ _ _ is big. A _ _ _ is big, but a _ _ _ is small.
--	---	--

Figure 5.18 Letter Poetry frameworks

16 Sentence Reconstruction Activities

Sentence Reconstruction activities help students develop an understanding of the function of words and how they are combined to create sentences. They support students in identifying unknown words from the context. An understanding of the type of word that would be needed in a particular sentence provides an important clue when determining unknown words.

- Select a song, poem, or rhyme to provide the context for the matching activity.
- Write the text, or parts of it, on sentence strips or word cards.
- Read the text several times, encouraging students to join in wherever possible.
- Ask students to reconstruct the text, or parts of it, using
 - whole sentences on strips
 - sentences that have been cut into phrases
 - sentences that have been cut into individual words, including a card for punctuation marks
- Reread the entire text together, checking that it makes sense.
- Leave the word cards and sentence strips in an accessible area and encourage students to continue to reconstruct the text as they wish.

17 Punctuation Effects

Punctuation Effects provides students with an opportunity to practise reading sentences, varying expression according to the punctuation marks. It is essential for students to develop an understanding of the importance of punctuation, as it can alter the reading of even simply constructed sentences.

- Create cards showing punctuation marks and known sight words, including students' names.
- Jointly create simple sentences.
- Jointly read the sentences, using the punctuation marks as a guide to expression and volume.

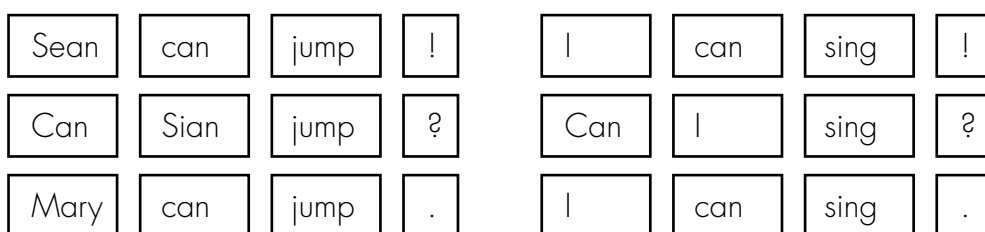


Figure 5.19

18 Vocab-o-Gram

Vocab-o-Gram involves students in using key words and knowledge of text form to make predictions about text content.

- Before sharing a text, provide students with a list of selected key words.
- Prepare a sorting framework that includes appropriate elements from the selected text.
 - A narrative-sorting framework might include such elements as setting, characters, problem, and actions (see Figure 5.20).
 - A sorting framework for a procedure might include such elements as goal, materials, steps, and result.
- Invite students to categorize the key words using the sorting framework provided.
- Ask them then to use the sorted key words to make and share predictions about the text.
- Read the text together, noting similarities and differences in their predictions and the text.

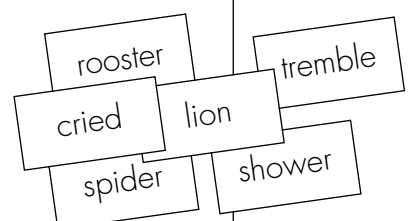
Setting	Characters	Problem	Actions
			

Figure 5.20 Sorting framework for a narrative text

19 Reading Plans

Reading Plans (Hoyt 2002) are a way of helping students to become aware of the organization of different informational texts. The creation and use of these plans needs to be modelled. A new plan can be created and the purpose determined each time an informational text is shared.

- Provide a reading-plan framework.
- Introduce the text to the students.
- Discuss the purpose of the reading, and write it in the appropriate space in the framework.
- Invite the students to explore the text organization to suggest how they might achieve the identified purpose.
- Record their suggestions on the plan framework.
- Work with them to complete the process.
- Provide time to assess the plan.

When new plans are created, point out that when the purpose for reading changes, then often the plan will change.

Our Reading Plan	
• Our purpose for reading is to	<u>find out what spiders eat.</u>
• We will begin by	<u>looking at the pictures.</u>
• Then we will	<u>look at the headings.</u>
• Next we will	<u>look for the word "food" in the heading and read those sentences.</u>

Figure 5.21 Reading plan generated by a whole class

20 Share and Compare

Share and Compare provides students with the opportunity to identify and compare the different features of literary and informational texts; they work in groups to sort a collection of texts into two categories—literary and informational. This interaction and conversation allows students to discuss and build on their knowledge of the features of different texts. They then brainstorm features of each category.

- Provide small groups with a collection of both literary and informational texts. These should be related to a particular topic or theme being studied across the curriculum, such as plants, animals, or dinosaurs.
- Have students work together to classify the texts as literary or informational, discussing what influenced their choices.
- Ask them to explore the groups of texts more closely and to further analyze the features of each one. As a whole class, brainstorm and list specific features.
- Create a class chart, listing features of each category. The chart can be added to over time as students discover new similarities and differences between the two types of texts.

What We Discovered About Literary Texts	What We Discovered About Informational Texts
<ul style="list-style-type: none"> • tell a story • are imaginative • have illustrations drawn by somebody • start by telling us who, what, where, when • made us laugh • have main characters 	<ul style="list-style-type: none"> • start with a contents page • use real photographs • have lots of titles or headings • include graphs • tell about real things

Figure 5.22

21 Generic Games and Activities

The games and activities outlined in the Role Play Reading phase (see Chapter 4, pp. 87–94) can be used to continue the development of conventions of print, phonological awareness, and graphophonic or word understandings in the Experimental Reading phase. The purpose in using each game or activity will be dependent on the chosen focus.

When using these activities, it is important to

- keep them fun and informal
- use settings that encourage interaction among students

- embed them in the context of work that is already being done in the classroom
- ensure that the students are fully familiar with the way to play the games

The focus for these activities when used with Experimental readers could be

- high-frequency words
- personally significant words
- sounds in words
- onset and rime
- single letters
- blends and digraphs
- plurals
- rhyming words
- syllables

Generic Games and Activities	CONVENTIONS										
	Sight Vocabulary	Graphophonic Understandings	Concepts of Print	Conventions of Print	Phonological Awareness						
					Word Awareness	Syllable Awareness	Rhyme	Phonemic Awareness			
								Phoneme Isolation	Phoneme Blending	Phoneme Segmentation	Phoneme Manipulation
I Spy...		•				•	•	•	•		
Bingo	•	•				•	•	•	•		
Snap	•	•					•	•			
Concentration	•	•					•	•			
Dominoes	•	•					•	•			
A Trip to the Moon						•	•	•			
I Say... You Say...							•	•			
Play Ball		•	•	•	•	•	•	•			
Snap and Clap					•	•	•				
What Could It Be?		•				•	•	•	•		
Odd One Out	•					•	•	•	•	•	
Mystery Bag						•	•	•	•	•	
Hunting for Words	•	•			•	•	•	•			
Using Songs and Rhymes							•	•	•		
What Can You Show Us?	•	•	•	•	•	•	•				
Tic Tac Toe	•	•			•	•	•				

PROCESSES AND STRATEGIES

Major Teaching Emphases

- **Continue to build students' knowledge within the cueing systems, e.g., text organization, vocabulary knowledge.**
- **Consolidate known comprehension strategies and teach additional strategies, e.g., generating questions, predicting.**
- **Teach word identification strategies, e.g., decoding using phonemes, onset, and rime.**
- **Continue to teach students how to locate, select, and evaluate texts, e.g., using alphabetical order, introducing browsing techniques.**
- **Model self-reflection of strategies used in reading, and encourage students to do the same.**

Organization of the Processes and Strategies Substrand

The organization of Processes and Strategies differs in several ways from that of the other substrands.

Both the Teaching Notes and the Involving Students sections are located in Chapter 4 of *Reading Resource Book*, Canadian Edition.

The rationale for this difference in organization is that reading processes and strategies are not hierarchical and therefore not phase specific. A variety of processes and strategies need to be introduced, developed, and consolidated at *all* phases of development.

What varies from one phase to the next is the growth in

- the number and integration of strategies
- the awareness and monitoring of strategies
- the efficiency in use and selection of strategies
- the ability to articulate the use of the strategies
- the awareness of how the use of strategies helps with making meaning
- the ability to locate, select, and evaluate texts

Supporting Experimental Readers in the Home

Experimental readers often read by using pictures or a memory of the storyline. They may identify some words in texts; however, they are more focused on getting across the meaning of a text rather than reading every word accurately.

Experimental readers will benefit from a range of experiences in the home setting. Ideas for providing appropriate experiences are available on Parent Cards located on the *First Steps Reading Map of Development* CD-ROM.

Teachers can select appropriate cards for each Experimental reader from the *First Steps Reading Map of Development* CD-ROM and copy them for parents to use at home. Also available on the CD-ROM is a parent-friendly version of the Reading Map of Development.

Parent Cards



- | | |
|--|---|
| 1 Experimental Readers:
How to Support | 2 Encouraging Reading |
| 3 Reading to and with Your
Child | 4 Selecting Texts |
| 5 Using Everyday Print | 6 Reading and Writing Links |
| 7 Developing Word
Knowledge | 8 Nurturing a Love of
Reading |
| 9 Supporting Comprehension | 10 Using Computers |
| 11 Using the Library | 12 Supporting Phonemic
Awareness and
Graphophonic Knowledge
Through Games |

Early Reading Phase



Figure 6.1

Global Statement

Early readers recognize a bank of frequently used words and use a small range of strategies to comprehend texts. These include short literary texts and structured informational texts that have familiar vocabulary and are supported by illustrations. Reading of unfamiliar texts is often slow and deliberate as they focus on exactly what is on the page, using sounding out as a primary word identification strategy.

Early Reading Indicators

Use of Texts

- ◆ Reads and demonstrates comprehension of texts by
 - recalling key information explicit in a text
 - identifying the main idea explicit in a text
 - selecting events to retell a text, sometimes including unnecessary events or information
 - linking explicit ideas in a text, e.g., comparing a character at different points in the text
- ◆ Locates and selects texts appropriate to purpose, interest, and readability, e.g., uses library systems, skims contents page
- Compares texts, selected by the teacher, to determine the most appropriate
- Attempts to decode a range of texts with less familiar content, structure, or vocabulary, but does not always sustain comprehension
- Discusses some information implicit in a text
- Reads familiar texts fluently
- Recognizes the difference between literary and informational texts

Contextual Understanding

- ◆ Expresses and justifies personal responses to texts, e.g., "I didn't like...because..."
- ◆ Understands that authors and illustrators select information to suit a purpose and an audience
- ◆ Recognizes how characters, people, and events are represented, and offers suggestions for alternatives
- Expresses personal views about the actions of a character and speculates on own behaviour, e.g., "If I had been..., I would have..."
- Discusses the author's purpose in writing a text
- Recognizes character traits providing evidence from the text

Conventions

- ◆ Recognizes a bank of frequently used words in different contexts, e.g., high-frequency words, personally significant words

- ◆ Recognizes all letters by name, and their regular sound
- ◆ Explains how known text forms vary, by stating
 - purpose, e.g., procedures instruct
 - some elements of organization, e.g., procedures have headings
 - some elements of structure, e.g., procedures list materials and steps
- Uses knowledge of sentence structure and punctuation to aid comprehension
- Explains the purpose of some simple organizational features of texts, e.g., headings, diagrams, chapters
- Recognizes the relationship signalled by simple conjunctions, e.g., the word "because" signals that a reason is to follow
- Recognizes that one letter can represent different sounds, e.g., an, Amy, was
- Recognizes that one sound can be represented by different letters, e.g., beach, tree, me

Processes and Strategies

- ◆ Draws upon a small knowledge base to comprehend, e.g., sight vocabulary, concept and text-structure knowledge
- ◆ Uses a small range of strategies to comprehend, e.g., generating questions, adjusting reading rate
- ◆ Determines unknown words by using word identification strategies, e.g., decoding using phonemes, onset and rime
- ◆ Focuses on decoding words accurately when reading an unfamiliar text, which may result in limited fluency, expression, and loss of meaning
- Overrelies on decoding single phonemes for word identification
- Sometimes self-corrects
- Generates key words for a specific purpose from a text that may or may not be supported by pictures
- Shows a growing understanding of the use of cueing systems and strategies that is reflected in responses about the reading process, e.g., "I slowed down when I came to a hard word."

Major Teaching Emphases

Environment and Attitude

- Create a supportive classroom environment that nurtures a community of readers.
- Jointly construct, and frequently refer to, meaningful environmental print.
- Foster students' enjoyment of reading.
- Encourage students to take risks with confidence.
- Encourage students to select their own reading material according to interest or purpose.

Use of Texts

- Read and reread a variety of texts, both literary and informational, providing opportunities for students to do the same.
- Teach students to identify explicit and implicit information.
- Teach students to make connections within texts using both explicit and implicit information, e.g., main idea and supporting detail, sequence of key events.

Contextual Understanding

- Encourage students to listen to the opinions and justifications of others, recognizing different points of view and interpretations.
- Familiarize students with the devices that authors and illustrators use to influence construction of meaning, e.g., choice of language.
- Discuss how and why facts, characters, people, or events are presented in a particular way by the author and illustrator.
- Discuss how texts are written for different purposes and audiences.

Conventions

- Continue to build students' sight vocabulary, e.g., topic words, signal words.
- Continue to build phonological awareness, graphophonic and word knowledge, such as
 - recognizing that a sound can be represented by different letters or letter combinations
 - recognizing letter combinations, and the different sounds they represent
 - recognizing how word parts and words work
- Teach the use of conventions of print, e.g., commas, quotation marks.
- Continue to build students' knowledge of different text forms, e.g., purpose, structure, organization, and language features.

Processes and Strategies

- Continue to build students' knowledge within the cueing systems, e.g., grammatical and cultural knowledge.
- Consolidate known comprehension strategies and teach additional strategies, e.g., skimming, scanning.
- Teach word identification strategies, e.g., reading on, rereading.
- Continue to teach students how to locate, select, and evaluate texts, e.g., identifying different sources of information, checking publication dates.
- Model self-reflection of strategies used in reading, and encourage students to do the same.

Teaching and Learning Experiences

ENVIRONMENT AND ATTITUDE

Major Teaching Emphases

- Create a supportive classroom environment that nurtures a community of readers.
- Jointly construct, and frequently refer to, meaningful environmental print.
- Foster students' enjoyment of reading.
- Encourage students to take risks with confidence.
- Encourage students to select their own reading material according to interest or purpose.

Teaching Notes

Early readers require a safe, supportive classroom environment to help them continue to develop as confident readers. In order to see themselves as lifelong readers, Early readers benefit from an environment that allows them to feel confident to take risks, share texts with others, respond openly to texts, present diverse interpretations of texts, and begin to question authors' messages. Such an environment also allows them to work in a variety of flexible grouping arrangements. This type of classroom environment encourages students to see reading as an enjoyable experience and to view themselves as successful readers.

Exploring Print

Classroom print provides an excellent context for Early readers to continually learn about how letters, words, sentences, and texts work; they benefit from opportunities to explore and interact with print in authentic, purposeful ways. A jointly constructed print-rich environment also helps them understand that print has a range of functions and can be referred to frequently over time. Print can be grouped according to four functions (Owocki 1999):

- **Environmental**—print that gives us information about the world, e.g., schedules, advertisements
- **Occupational**—print associated with a job or profession, e.g., recipes, menus, food order lists: chef
- **Informational**—print for storing, retrieving, and organizing information, e.g., diagrams, encyclopedias, newspapers, instruction books
- **Recreational**—print for leisure activities, e.g., novels, magazines, comic books

Consider the following ideas.

Environmental

- *Labels* of a functional nature can be created using full sentences, e.g., “Shut down the computer after use.”
- *Captions* can be created for displays of work, using the students’ language.
- *Classroom messages* can be posted outside the classroom door or on a message board and used as an independent reading activity before entering the classroom.
- *Name charts*, with the first and last names of students in the class and other significant people in the school community, can be created.

Occupational

Charts can be created to assist students with responsibilities in the classroom, for example, listing class or school rules, suggestions for students who finish work early, and jobs for classroom helpers.

Informational

- *Word banks* can be created to record discoveries or develop vocabulary, for instance, Different Ways of Spelling the Sound /e/, as in *eat*, or Other Words for *said*.
- *Alphabet charts* can be displayed prominently so that students are able to use them for class activities.
- *Word Walls* can provide a space for recording any new words students are learning or have recently learned.
- *Charts* can be created and frequently used; examples are weather-watch charts, class timetables, rosters, and Days of the Week.

Recreational

- A *word study centre* can provide a stimulus for students to develop an interest in words and can promote inquiry into how letters

and words work. It can contain letter tiles and boards, pocket charts with word cards, word games, or crossword puzzles.

- A *writing table* can give students an opportunity to consolidate, through writing, understandings they are gaining in reading. Items such as coloured paper, pencils, or a computer may provide the stimulus and motivation to publish writing in a variety of ways. A display board located in this area can be used to share students' completed work.
- A *reading corner* can be a relaxed, informal area for independent reading. Cushions, comfortable seating, privacy, and lighting can create an enticing setting and may encourage a student to join a friend and share a text. A wide range of texts should be made available here; texts may include dictionaries, atlases, posters, informational texts, magazines, newspapers, comics, class-made texts, interactive CD books, lists of suitable Web sites, and book and tape sets.
- *Songs, poems, and chants* can be written on charts to provide authentic, enjoyable texts for students to read and reread.

Interacting with Print

While it is important that the classroom has a variety of environmental print displayed, it is essential that students have ownership of the print, know how to interact with it, and make use of it for different purposes. These goals can be achieved in various ways.

- Provide opportunities for students to record literacy discoveries they are making.
- Take them on a print walk around the classroom so that they can read and revisit charts they have made, practise words they have learned, or play games such as matching words or phrases.
- Model the use of charts during Modelled, Shared, and Guided Reading.
- Model the use of charts during Modelled, Shared, and Guided Writing. For example: "How do I work out this word? I'll look at the class charts. Hmm...this one seems best to use."

Fostering Enjoyment of Reading

Fostering students' enjoyment of reading can be achieved in many different ways.

- Provide a variety of quality reading materials.
- Create a comfortable physical environment that promotes independent reading.
- Allocate time each day for students to read independently, selecting their own reading materials.

- Read aloud to them regularly, modelling an enjoyment of reading.
- Provide multiple demonstrations of the reading strategies effective readers use.
- Have a display of students' favourite books. Allow them time to explain their choices.
- Share your favourite books with them and explain why they appeal to you.
- Invite a variety of skilled readers, possibly parents, older siblings, or community members, to read aloud to the class.
- Ask other adults to share a favourite book from childhood and explain its personal significance.
- Provide opportunities for students to discuss with their peers what they have read or are reading.
- Accept and praise diverse interpretations of text, encouraging students to share and compare points of view.
- Provide ongoing, targeted feedback and encouragement.
- Encourage and organize visits to the school and local libraries.
- Organize visits by authors to speak about their books.
- Develop a buddy reading system with another class in the school.
- Provide authentic reading experiences that are linked to students' interests and experiences, and have a clear purpose or focus.
- Create well-organized, consistent routines for reading experiences and the use of classroom reading materials.
- Involve students in Literature Circles and book clubs.

Encouraging Risk-Taking

Early readers can be encouraged to become risk takers if asked to

- use a variety of strategies to comprehend
- use a variety of cueing systems to comprehend
- use a variety of word-solving strategies to identify unknown words
- read for meaning (Early readers, who are very focused on the print, need to be reminded that reading is about making sense.)
- discuss the message and issues in a text, exploring different perspectives and questioning the author's intent
- have a go at reading and writing
- discuss their reading strategies and the discoveries they have made

For further information about Environment and Attitude, see *Linking Assessment, Teaching and Learning*, Chapter 5: Establishing a Positive Teaching and Learning Environment.

USE OF TEXTS

Major Teaching Emphases

- Read and reread a variety of texts, both literary and informational, providing opportunities for students to do the same.
- Teach students to identify explicit and implicit information.
- Teach students to make connections within texts using both explicit and implicit information, e.g., main idea and supporting detail, sequence of key events.

Teaching Notes

Early readers benefit from the opportunity to read a range of texts for a variety of purposes. However, as they tend to focus intently on the printed word, they can often get a distorted view of what reading is all about.

The focuses for helping Early readers in this substrand are organized under the following headings:

- Variety of Texts
- Identifying Explicit and Implicit Information
- Responding to Texts

Variety of Texts

It is important to ensure that Early readers have opportunities to read texts, both teacher directed and self selected, with varying degrees of difficulty. These might include

- easy texts, such as those that have been read previously
- appropriate texts, including those with limited new vocabulary or about well-known topics
- more challenging texts, such as those often used in Guided Reading with teacher support

Although there are many measures of text difficulty, the Five Finger Rule is a simple way to support Early readers when they are choosing text. In using the Rule, students select a text they wish to read and start on a page near the beginning. The page is read, and for each unknown word the student puts a finger down, in order, starting with the little one. If the thumb is put down before reaching the bottom of the page, the text may be too difficult at that time and the reader might like to select another one. Regardless of which

measure is used, be aware that students may persist successfully with a difficult text if the content appeals to them.

In Modelled, Shared, and Guided Reading sessions, teachers can demonstrate, for instance, how to

- select texts for different purposes
- use expression to add interest and enhance meaning
- use punctuation to aid fluency
- select explicit information
- make predictions about the text using pictures, title, and table of contents
- identify the main idea to gain an overall understanding of the text
- justify answers to questions, using supporting details

Prior knowledge is the knowledge that comes from previous experiences. The knowledge found within various cueing systems, such as the semantic, syntactic, and graphophonic, make up a person's knowledge base.

Identifying Explicit and Implicit Information

Students in the Early Reading phase generally draw on information that is explicitly stated, but are beginning to draw on information that is implied. Implicit information often requires readers to make predictions, connections, or generalizations, or to draw conclusions from information that has been either directly or indirectly stated.

Understanding implied information in a text is largely dependent on a reader's prior knowledge and experience, and to build this knowledge and experience is a critical part of the teacher's role. Thinking aloud during reading sessions is an effective way of demonstrating how prior knowledge is accessed and used.

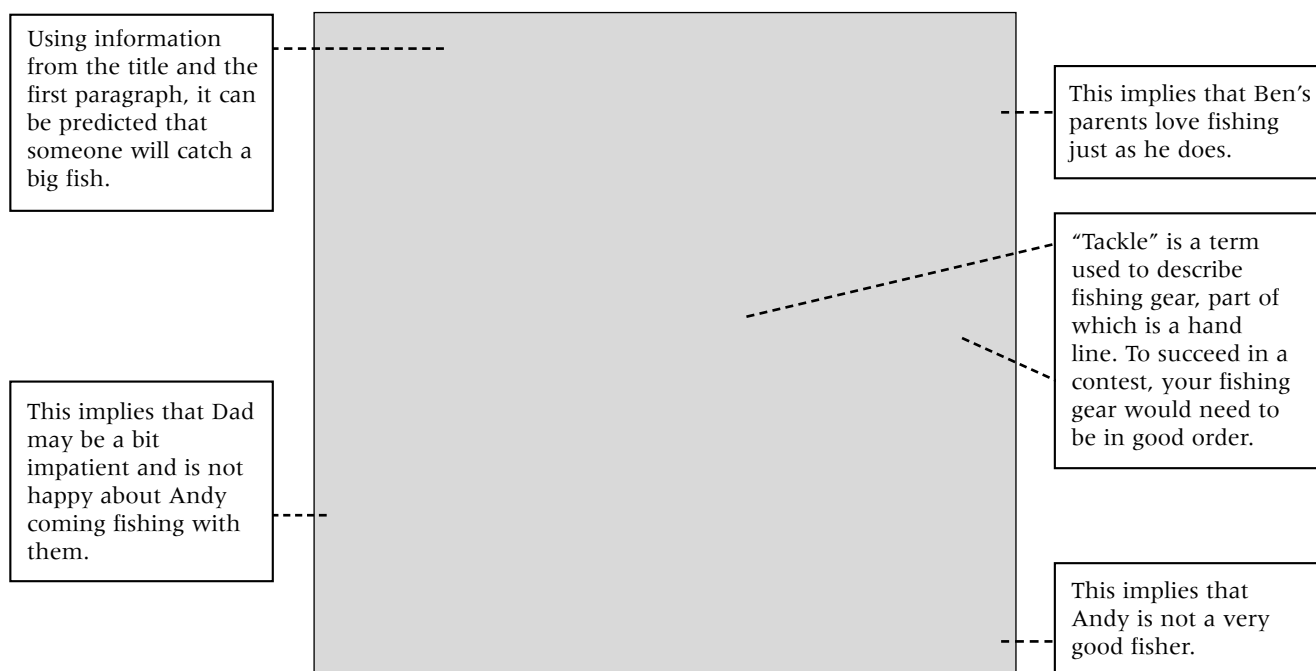


Figure 6.2 Identifying and using implicit information in a written text

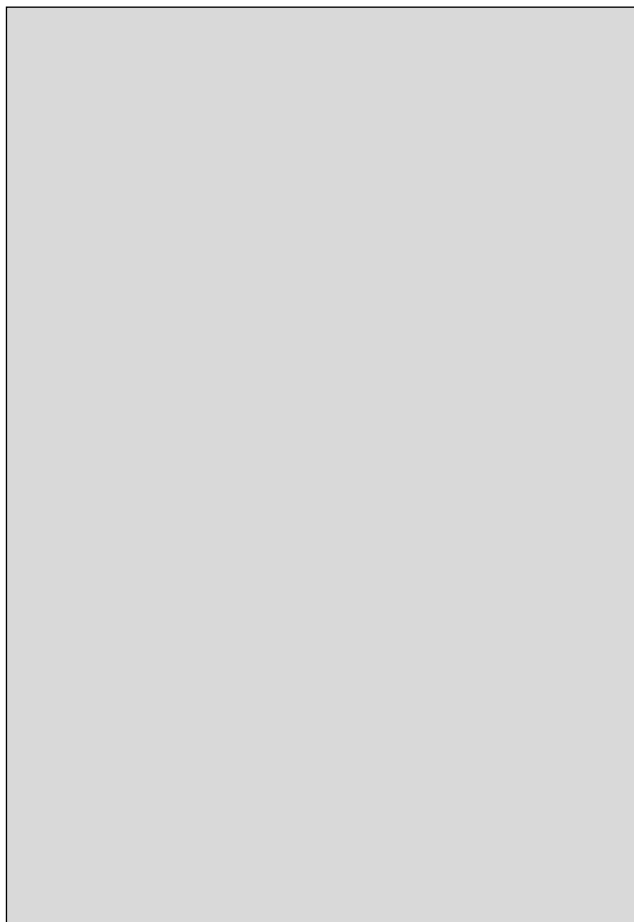


Figure 6.3 Identifying and using implicit information in a visual text

Responding to Texts

In addition to reading and rereading texts, Early readers will benefit from opportunities to respond to texts and show their understanding. They can be encouraged to do this in a variety of ways, including written, oral, visual, and dramatic responses; in this way they achieve increased engagement and develop a deeper understanding of texts.

Teachers often ask questions to encourage students to respond to texts. There are many ways of organizing and discussing types of questions, e.g., Bloom's Taxonomy revised (Bloom 1956; Anderson and Krathwohl 2001), Question–Answer Relationships (Raphael 1986), Three Level Guides (Herber 1978), or Open and Closed Questions. Whichever hierarchy is used, it is wise to include questions that require different levels of thinking and begin to help students, particularly ELL students, to recognize the nature of each one.

Raphael (1986) categorizes questions as Right There (Literal), Think and Search (Inferential), Author and You (Interpretive), and On Your Own (Critical/Evaluative), providing a useful framework for ensuring that different types of questions are used in the classroom.

Open questions invite students to consider and suggest many possibilities; closed questions call for short, right answers or answers limited to yes or no.

Literal: Literal questions focus on what the author said. The answer is right there in the text or pictures. These questions require the students to recall information, such as events, characters, or main ideas. Common literal questions begin with *who*, *when*, *where*, or *what*, and it is important that teachers follow them up with clarifying questions, such as “How did you know that? Can you show me where it is in the book?” so that students get the idea of supporting their answers by returning to the text.

Inferential: The answers to these questions can be found partly in the text, but are not necessarily in the one place; they are the Think and Search questions. They are also sometimes the how and why questions, showing relationships such as cause and effect, sequence, or compare and contrast. The student has to put the answer together from various sections or sentences in the text. For example: “On the whole, this story is about...,” “What does the author want you to think about...?” or “Why do you think...behaved in that way?”

Interpretive: These are the Author and You questions. They require the student to base the answer on the text, but also to draw on previous personal experience to reach a reasonable answer. Examples are as follows: “From what you know about..., why did...?” or “The author has said.... What does he mean by that?” The answer should not be a wild guess; it must be probable in light of the text, not just possible from the reader’s experience.

Critical/Evaluative: These questions go beyond the text, asking for students’ own opinions or judgments. They are the On Your Own questions, as the answers are not found in the text; the student answering the question does not need to have read the text, although it does provide a starting point for discussions about the underlying messages in the text. Questions might be “How fair do you think...” or “Was...the best solution to the problem?”

For further information about the Use of Texts substrand, see *Reading Resource Book*, Canadian Edition:

- Chapter 1: Use of Texts
- Chapter 4: Processes and Strategies

Involving Students

1 Read and Retell

Refer to Chapter 5: Experimental Reading Phase, page 108.

2 Readers Theatre

Readers Theatre is an activity that provides students with the opportunity to prepare simple scripts from familiar texts and present them aloud. It involves selecting an appealing piece of text, generally a literary one, then rereading it together and making decisions about how it can be brought to life through performance reading. It is an ideal way to introduce students to a wide range of enjoyable texts and provides a meaningful context for repeated readings, which promotes the development of fluency and expression.

The many stages of Readers Theatre engage readers in

- searching to find appropriate texts
- editorial reading to draft scripts
- repeated reading aloud to practise parts
- reading aloud to perform

Developing scripts from text could begin with short, familiar narratives or poems; these should have a range of characters, sufficient dialogue, and some action. Students will enjoy the challenge of finding texts that may make suitable scripts, but they will require ongoing modelling and scaffolding during the process of creating them. Readers Theatre usually involves no memorization and only limited movement, costumes, or props.

- Read the text aloud to the students.
- Organize them in small groups. Mixed-ability groups work well in this activity.
- Determine character and narrator roles.
- Provide time for students to identify and highlight their own parts of the script. This activity may involve both deleting non-essential information and inserting extra dialogue to clarify meaning.
- Allow time for students to read the script aloud together and make any necessary changes.
- Allow students to add minimal props, sound effects, and gestures, if these would enhance the presentation.
- Provide an opportunity for students to present the reading to an audience.

Use of Texts

Involving Students

- 1 Read and Retell
- 2 Readers Theatre
- 3 Perfect Match
- 4 Buddy Bump Reading
- 5 Favourite Passages
- 6 Get the Rhythm
- 7 Record a Text
- 8 Find a Heading
- 9 Readingo
- 10 Favourite Texts
- 11 Character Webs
- 12 Story Maps
- 13 Meet and Greet
- 14 Facts and Falsehoods
- 15 Who Said...?
- 16 Celebrity Heads
- 17 What's the Message?

Readers Theatre and repeated reading are excellent ways to promote fluency in a safe, cooperative environment.

3 Perfect Match

Perfect Match is a whole-class activity that provides students with the opportunity to reread parts of texts. Finding specific parts of one text requires them to make meaningful connections. A range of texts can be used to suit a variety of reading abilities.

- Select and copy three or four short pieces of different texts.
- Cut each text into meaningful chunks, ensuring that the total number of pieces is the same as the number of students participating.
- Give each student a chunk of text and provide sufficient time for all to silently read and reread their chunks.
- Encourage students to make annotations—for example, highlighting character names—to make it easier to find other chunks of the same text.
- Have them move around the classroom, searching for related chunks of texts. If a match is made, the two students continue looking as a pair.
- Provide time for students to sequence and reread their chunks of text.

4 Buddy Bump Reading

Buddy Bump Reading sessions are a powerful way of encouraging students to read and reread; they also provide readers with support. Students choose a reading partner to work with, and the two work together for a set period, such as two weeks. Partners spend time discussing the selection of texts they may wish to share over that period. Texts may be brought from home, selected from the class library, or chosen from those read to the whole class.

- Arrange for each pair to sit side by side to read the agreed-upon text.
- Invite them to begin by reading aloud together, for instance, reading the first paragraph.
- Direct them then to take turns reading aloud. Remind them of the previously agreed-upon way of handing over the reading to the buddy, perhaps gently bumping, passing a marker, or turning over a card. Each student can read up to a predetermined amount (such as half a page or two paragraphs), but is able to “bump” to the partner at any stage.
- Encourage students to help each other out when necessary.

5 Favourite Passages

Selecting and sharing favourite passages promotes critical thinking and provides the opportunity to revisit texts previously read. It is important that students have time to share reasons for selecting particular pieces from a text; providing this will help them to hear a variety of choices and to further understand how authors create interest and construct meaning.

- Have students identify favourite passages from previously read or shared texts.
- Provide time for them to silently read and reread the chosen passages.
- Have them share their passages in small groups or with the whole class.
- Record the passages to display and use for whole-class reading.

<p><u>David</u></p> <p>Leo had won an award for the first time in his life, and as he shook the principal's hand and blushed and said his thank-yous, he thought his heart would explode with happiness.</p>	<p><u>Georgina</u></p> <p>She raced outside and down to the shore. Her heart was pounding as she reached the sea. There enormous on the ocean, were the whales. They leapt and jumped and spun across the Moon. Their singing filled the night.</p>
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Figure 6.4 These favourite passages come from *Every Living Thing* by Cynthia Rylant and *The Whales' Song* by Dyan Sheldon.

6 Get the Rhythm

Get the Rhythm is an opportunity for students to reread a variety of texts for fun and enjoyment. In this activity, Early readers identify the rhythms in a text and create music to accompany a shared reading. It is important to provide them with a range of musical resources, such as percussion instruments, small electronic keyboards, or student-made instruments. They may even begin to use clapping, tapping, or stamping to produce the rhythm or to create the music. Warning: Be prepared for the noise!

- Provide students with a range of familiar texts from which to choose—texts that contain rhyme and rhythm are essential.

- Allow time for them to reread the chosen text, encouraging them to identify rhythms.
- Have them select one or more instruments to match the rhythm identified in the text.
- Provide opportunities for repeated readings, incorporating the chosen musical accompaniment.
- Give students an opportunity to perform their group reading.

7 Record a Text

Allowing students to make their own recordings of texts encourages Early readers to reread them. They can work in small groups to create recordings, but it is important that selected texts are familiar and are within their reading abilities. They will need to practise many times before recording the text.

- Organize students in small groups. Have each group select a text.
- Provide time for them to read the text.
- Encourage them to discuss it, to assist with fluency, expression, and interpretation.
- Prompt students to assign a section of the text to each reader in the group.
- Provide time for them to practise reading the text.
- Organize them to record text on an audiotape. Make the tape and text available for home reading; at a listening post, which can be established in a quiet corner; or for independent reading time.

8 Find a Heading

Early readers enjoy the challenge of reading simple newspaper articles or articles from students' favourite magazines; these texts can become a rich source for discussions about the concept of a main idea and supporting details. In Find a Heading, students skim an article to determine the main idea and match it to a relevant title or heading. Pieces of text with titles removed could become an evolving collection and form the basis of an independent activity for students.

- Select a range of short texts that are of interest to students.
- Remove the titles.
- Arrange students in pairs or small groups. Have them skim the texts and match each one to its title (see Figure 6.5).
- Ask them to discuss and create alternative headings for selected texts.
- Provide an opportunity for them to share new headings and justifications for those headings.

<p>Your sense of smell starts to fade as soon as you're born. By the time you are 20, you will have lost almost a quarter of your sense of smell. By the time you are 80, you will have lost three quarters!</p>	<p>Smell-testers test smells using a special machine called an olfactometer (ol-fac-tom-eter). The olfactometer sucks smells into a bag inside a drum—a bit like a vacuum cleaner.</p>
Testing Smells	Fading Sense of Smell

Fake Noses

Figure 6.5 Two of three headings provided can be matched to pieces of text.

9 Readingo

Readingo is a reading-incentive scheme that encourages Early readers to explore a wide variety of texts. A grid is filled with examples of different texts, or types of texts. As the student reads each text, the square is coloured to indicate the reader's response to it; for instance, red for brilliant, blue for good, green for okay, or yellow for awful.

There are two types of Readingo grids: closed and open. A closed grid is created when specific titles are listed; for example, columns or rows might list particular texts from different curriculum areas. Closed grids enable the teacher to exercise more influence over the students' reading; however, they require consideration of reader ability and text difficulty.

An open grid lists the types of texts rather than specific titles (see Figure 6.6). By providing extra space on the grids for titles and dates, the Readingo sheet can be used as a partial record of personal reading habits.

To complete the activity, students

- choose one of the texts on the grid
- read it
- colour the square
- take the text to a reading conference
- explain what was felt about the text
- ask the conference partner to initial the coloured square
- choose another text from the grid to continue on the path horizontally, vertically, or diagonally

A token award may be provided once students have completed a Readingo path.

READINGO				
A story with lots of rhyme	A recipe that you actually use to cook something	Something written about your favourite sport	A text by your favourite author	A story with repetitive text
A different version of your favourite fairy-tale	An instruction booklet for a favourite game	A piece of factual text about a Canadian animal	Something of interest from a Web site	A text by a local author
A newspaper article	A comic	A section of a CD-ROM	A catalogue from a toy store	A book set in a place you would like to visit
A review of a movie you have seen	A collection of poetry	An advertisement that attracted your attention	A hobby or leisure magazine	A diagram explaining how to make or do something
A menu from a restaurant	A joke book	A book with chapters	A collection of cereal packages	A software instruction booklet

Figure 6.6 On an open Readingo grid, teachers can provide space for text titles and dates, too.

10 Favourite Texts



Favourite Texts gives students the opportunity to read and reread favourite texts, giving opinions and justifications and making recommendations for other class members. Both literary and informational texts are appropriate. Texts that are short listed for awards can also be used for this activity.

- Select a range of texts from the school or local library, or ask students to bring some from home.
- Discuss and make a list of various aspects of text, such as illustrations, plot, characters, diagrams, headings, or glossary.
- Have students read or reread their texts and use the list of features to make judgments about them.
- Direct students to complete recommendation cards. (Line masters for both informational and literary texts appear on the *First Steps Reading Map of Development* CD-ROM.)

Name:	Bernard			Date:	
Favourite Texts — Literary					
Text:	Stone Soup				
Author:	Monica Hughes				
Plot	poor	<u>good</u>	very good		
Characters	<u>poor</u>	good	very good		
Illustrations	poor	<u>good</u>	very good		
<u>Setting</u>	poor	<u>good</u>	very good		
	poor	good	very good		
	poor	good	very good		
Recommendation:					
OK	<u>Good</u>				Fantastic
Comment:	It was interesting how the soldier fooled all the people and got what he wanted.				

Figure 6.7 A favourite literary text

- Display texts and recommendations for all class members to see.
- Arrange playoffs in which, following a period for reading excerpts, students vote on which of two books is the funniest, scariest, or most exciting.

11 Character Webs

Creating Character Webs provides an opportunity for students to examine relationships between characters and to make connections between character traits and events. Character Webs encourage students to return to text and use explicit and implicit information, as they are able, to justify their choices.

Students will benefit from working in small groups or with a partner to create Character Webs.

- Have students list all characters in a story on sticky notes. The name of the main character (or characters) is placed in the centre of a page; the others are placed around the central figure according to the closeness of the relationship between them.
- Direct students to use arrows, key words, pictures, or jottings to represent the interrelationships (see Figure 6.8).
- When students disagree about the nature of the main character's relationships, encourage them to return to the text to justify their jottings.

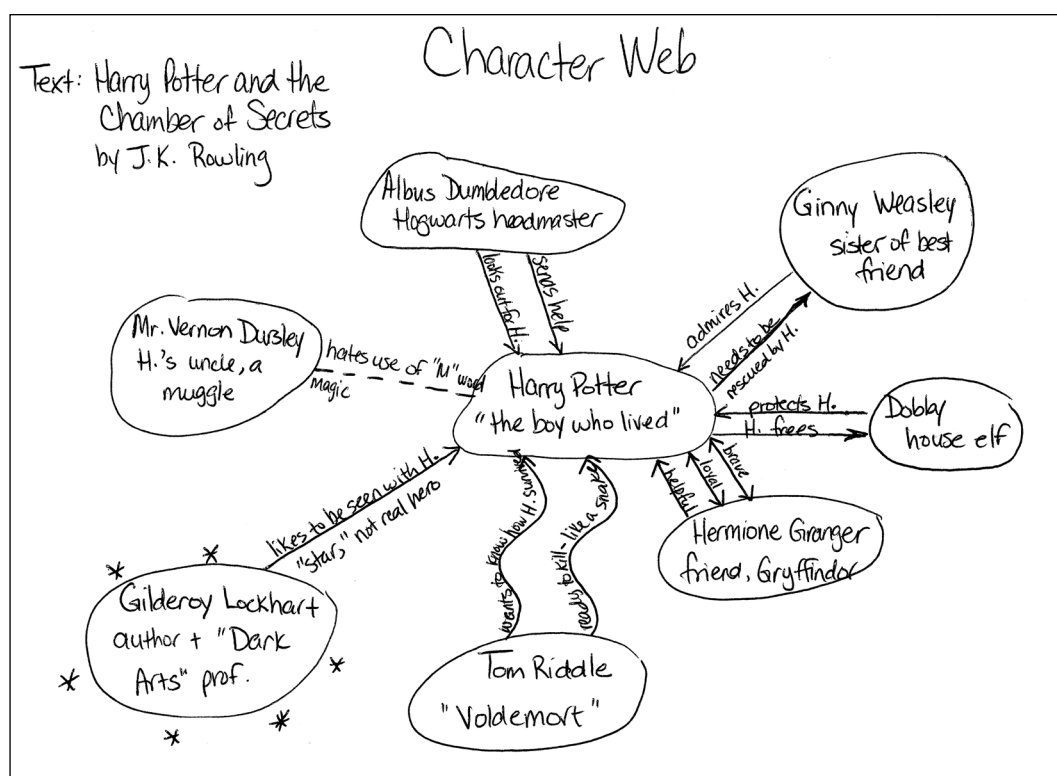


Figure 6.8

12 Story Maps

Refer to Chapter 5: Experimental Reading Phase, pages 110–11.

13 Meet and Greet

This activity provides an opportunity for students to use and make connections between explicit and implicit information. Meet and Greet involves Early readers in deciding who they would like to meet in a text, and why.

- After reading a text, ask students to select a character (if it is a literary text) or person (if it is informational) they would choose to meet and greet, and to justify the choice.
- Have them list some questions they would like to ask the character or person.
- Provide an opportunity for them to put their questions to the class. Other students may volunteer to answer questions from the character or person’s perspective, using the text as a basis for their replies.

14 Facts and Falsehoods



Facts and Falsehoods can be used to categorize items and clarify concepts. In this activity, students create a series of statements of which all but one are factual. The challenge is for another student to determine which one is the falsehood, and why (see Figure 6.9). Texts related to whole-class, cross-curriculum topics work best for this activity.

- Ask students each to read about a particular topic and list facts they find. If the task is to be completed orally, three or four statements are sufficient; if the list is to be read, up to 10 items would be possible. Generally, the greater the number, the greater will be the difficulty of the task for the person who must identify the falsehood.
- Have students write one falsehood to be included in the list.
- Provide opportunities for each student to challenge another to find the falsehood.

The essence of a fair challenge requires teacher modelling, as some students will misinterpret the aim of the activity and will attempt to trick the reader rather than create a fitting task. Facts need to fall somewhere within student experience, and falsehoods need to be substantially different.

For example, a falsehood that reads “Jupiter has a diameter of 128 400 km” (Jupiter has a diameter of 142 800 km) would be considered an unfair challenge because few people would recall that level of detail.

Name: <u>Karina</u> Date: <u>Dec 9</u>	
Facts and Falsehoods	
Statements	Text: <u>Dolphins</u>
Dolphins, porpoises, and whales are called cetaceans	<input checked="" type="radio"/> fact <input type="radio"/> falsehood
A dolphin doesn't have bones	fact <input checked="" type="radio"/> falsehood
Dolphins communicate with each other.	<input checked="" type="radio"/> fact <input type="radio"/> falsehood
Dolphins are different from porpoises.	<input checked="" type="radio"/> fact <input type="radio"/> falsehood
Dolphins only live in the ocean.	fact <input checked="" type="radio"/> falsehood

Figure 6.9

15 Who Said...?

Who Said...? encourages students to infer character actions and behaviour in a text, using implicit information.

- Have a group of students read a common text that has several characters or participants.
- Direct them to individually select a character and write on a slip of paper something that character might typically say, but that is not a direct quote.
- Toss the slips of paper into a container and ask each student to draw one out, read the statement aloud, and declare who in the story would say something like that. The choice should be substantiated with reference to the story.
- If there is any disagreement, ask the writer of the statement to refer to the parts of the text that were used.

16 Celebrity Heads

Celebrity Heads requires students to draw on explicit and implicit information as they guess the name of a character or person in a text. During the activity a small number of students are each assigned a character or person and are required to ask a series of questions to determine who it is. Restricting responses to “Yes” and “No” encourages questioners to listen critically, remember information supplied, and build on questions already asked.

- After reading several texts, make headbands, each featuring the name of a different character or person.
- Select students to wear the headbands (sight unseen).
- Make a list of the characters or people as an aid for these students to create effective questions.

- Have them then take turns to ask the class questions to try to determine the identity of the characters. A Yes response from the class allows the questioner another turn. A No response passes the questioning to the next student.
- Conclude the questioning when one character or person is successfully identified.

17 What's the Message?



Readers benefit from the opportunity to begin exploring implied messages in texts. What's the Message? promotes this type of discussion. Students are provided with a list of statements and are asked to identify those they believe the author or illustrator meant to convey. They justify their responses by identifying how, where, or when the author or illustrator gave the message (see Figure 6.10).

Name: <u>Becca</u> Date: <u>March 10</u>		
What's the Message?		
Text: <u>The Paper Bag Princess</u>		
Author: <u>Robert Munsch</u>		
Statements	Message Given? (Yes or No)	Justification
1. Elizabeth loved Ronald very much.	Yes	She worked so hard to rescue him.
2. Princesses think they should wear beautiful clothes all the time.	No	The princess was happy to wear a paper bag.
3. Dragons are clever.	No	Although they can do lots of things, they are tricked easily.
4. It's what you are, not what you look like, that counts.	Yes	Ronald looked nice but he wasn't a nice person. Elizabeth wore a dirty paper bag but she was kind.

Figure 6.10

- Create statements that relate to the topic or message in a selected text. Ensure that some are messages presented by the author or illustrator and some are not.
- Have students indicate which statements reflect messages in the text, and justify their answers by referring to the text or illustrations.

CONTEXTUAL UNDERSTANDING

Major Teaching Emphases

- Encourage students to listen to the opinions and justifications of others, recognizing different points of view and interpretations.
- Familiarize students with the devices that authors and illustrators use to influence construction of meaning, e.g., choice of language.
- Discuss how and why facts, characters, people, or events are presented in a particular way by the author and illustrator.
- Discuss how texts are written for different purposes and audiences.

Teaching Notes

Early readers often believe everything they read and will require support to develop an awareness that all texts have a purpose and an intended audience. This will help them to understand that authors try to shape the reader's interpretation of the meaning of texts.

Modelled, Shared, and Guided Reading sessions can incorporate an introductory discussion about the purpose and audience of a text. In these sessions, teachers can assist Early readers to become aware of how their prior knowledge influences their interpretation of a text, and to recognize different points of view. Students benefit from being given many opportunities to participate in discussions that allow them to share their opinions and justifications of text interpretation.

The focuses for helping Early readers to develop contextual understanding are organized under the following headings:

- Discussions About Texts
- Discussions About the Devices Authors and Illustrators Use
- Discussions About the Way Ideas, People, Characters, or Events Are Represented in Texts

Discussions About Texts

It is important for Early readers to continue to make connections and comparisons between their own experiences and those presented in a text. The focus in this phase will be on listening to

Like all readers, Early readers need to develop critical literacy whereby they make independent judgments about texts.

and valuing different points of view and different interpretations. These goals can be achieved in a range of ways.

- Encourage students to discuss and make connections between personal experiences and the text: e.g., "Have you ever been in a similar situation? What did you do?"
- Have them compare events and characters in texts with their own lives and themselves.
- Ask questions or set tasks that encourage them to think beyond the literal level: e.g., "What would you have done if...?"
- Support them in accepting different points of view and interpretations: e.g., "That's interesting. Rami thinks..., but Sally thinks..."
- Encourage them to speculate whether or not the author is portraying real events and people: e.g., "From your experience, do you think this could have happened?"
- Have students identify the author's and illustrator's points of view and discuss alternatives: e.g., "What does the author/illustrator want you to think about...? How do you know this? What do you think about...?"
- Encourage them to speculate about the intended audience: e.g., "For whom do you think this was written? What does the author think this audience would be interested in? What does the author think this audience already knows about this topic or experience?"
- Have students speculate about the purpose of the text: e.g., "Why do you think the author has written this text?"

Discussions About the Devices Authors and Illustrators Use

It is important to provide opportunities for ongoing conversations about devices authors and illustrators have chosen to influence the reader's interpretation of a text. Discussions about these choices and the possible reasons for them will give Early readers a deeper understanding of the impact the choices may have on their own interpretations of text.

Devices used by illustrators include

- choice of colour
- amount of detail included
- size of characters, tables, or diagrams relative to others
- medium, e.g., collage, etching, watercolours
- composition of the page, e.g., placement of drawings and space
- artistic style, e.g., a cartoon style rather than a realistic style

Devices used by authors include

- choice of language, e.g., descriptive, emotive
- inclusion/omission of details

- foreshadowing, or giving a hint of things to come (e.g., *The door creaked and groaned as it was pushed open.*)
- irony
- wit and humour

Facilitate discussion by asking a variety of questions.

- How do the illustrations support or add to the text? (e.g., *What do the graphs, tables, or diagrams tell you that the words don't? How do the illustrations tell another related story? How do the illustrations reinforce what the author writes about the setting?*)
- How does the design of the text show the importance of different aspects of the text? (e.g., *the size of photographs*)
- Why do you think the illustrator has chosen to draw the characters in a certain way? (e.g., *in cartoon form or closely resembling reality*)
- What words has the author used to represent the characters, people, events, or facts? (e.g., *a volcano as "a sleeping giant"*)
- Why do you think the author has used certain words to describe the characters, people, events, or ideas?

Discussions About the Way Ideas, People, Characters, or Events Are Represented in Texts

Early readers are beginning to understand that reading involves not only making sense of a text, but also analyzing and questioning why and how authors represent groups in particular ways. Providing students with the opportunity to consider what they know about specific groups and to make comparisons between their world view and that presented by authors and illustrators is of great importance. Both informational and literary texts will provide opportunities for these discussions.

Facilitate discussion by asking a variety of questions.

- How has the author (or illustrator) represented events, ideas, people, or characters, such as wolves?
- Is this accurate? For example, are wolves always like that?
- Is this a fair representation?
- Do you know any real people who are like the characters or people in the text? Who are they? How are they the same? How are they different?
- Have you experienced a real event similar to any in the text? How was it the same or different?
- Would you like to be anyone in the text? Who? Why?
- Who is telling the story?
- What does the author or illustrator say about...?

- Whose point of view is being presented? Is there an alternative point of view?
- What expertise or authority does the author have to be writing about...?
- Do you know anything about this topic that the author has not included in the text? Why do you think it may have been left out?
- What does the author or illustrator think is the most important point to make? How do you know? How is this done?
- How is the same character, such as Harry Potter or Ramona Quimby, portrayed in a series of texts?
- How have similar characters, such as clever children, been portrayed across several texts?
- How is information on a particular topic the same or different across several texts?

For further information about the Contextual Understanding substrand, see *Reading Resource Book*, Canadian Edition, Chapter 2: Contextual Understanding.

Contextual Understanding Involving Students

- 1 Reading Response Journals
- 2 Stop, Think, Feel, Share
- 3 Character Self-Portrait
- 4 Four Corners
- 5 Possible Predictions
- 6 Dear Diary
- 7 Describe the Character
- 8 Admiration Rating
- 9 Author Study
- 10 Picture the Author
- 11 Text Innovation
- 12 Like or Unlike?
- 13 Same and Different
- 14 Character Profile Study
- 15 Advertisement Searches
- 16 Comparison Chart

Involving Students

1 Reading Response Journals

A Reading Response Journal provides a place for students to record their personal expectations, reactions, and reflections about texts before, during, and after reading. Keeping a Response Journal provides opportunities for Early readers to develop their own opinions and interpretations of a text. (See Figure 6.11 for useful writing prompts.)

- Explain the purpose and use of a Reading Response Journal.
- As students read independently, have them consider and make notes about
 - questions of the text they want or expect to be answered
 - predictions of what might happen
 - confirmation of predictions
 - puzzles, confusions, or unanticipated outcomes
 - questions they want to discuss with others
 - connections they are making
 - opinions and justifications
- Provide opportunities for students to share their journal entries with peers or in teacher–student conferences.
- Invite them to reread their journal entries periodically. Have them discuss and/or record what they have learned about text interpretation and their use of cueing systems and strategies.

Reading Response Journal Questions

What are some similarities or differences between the character in the text and yourself?
 Has anything similar to what happens in the text happened to you? Explain.
 What do you think will happen next? What makes you think that?
 What is the problem the main character must solve?
 Which is your favourite scene? Describe or draw it.
 What is unclear or puzzling about the story?
 Why did _____ behave in that way?
 Does this text remind you of any books you have read or movies you have seen?

Reading Response Journal Sentence Starters

I began to think of...
 I love the way...
 I can't believe...
 I wonder why...
 I noticed...
 I think...
 If I were...
 I'm not sure...
 My favourite character is...
 I like the way the author...
 I felt sad when...
 I wish that...
 This reminds me of...

Figure 6.11 Reading Response Journal prompts

2 Stop, Think, Feel, Share

Stop, Think, Feel, Share works best as a whole-class activity as it allows all students to share personal interpretations of actions, behaviours, or events presented in a text. Readers are encouraged to consider a range of perspectives. Texts with several characters, a strong plot, and elements of conflict are most suitable for this activity.

It is critical that students are allowed time to consider their own responses to the text before they are asked to share in a small group or across the whole class.

- Ask students to predict the content of the text from author name, title, key words, or phrases.
- Invite several to share their predictions with the class.
- Arrange students in small groups. Read the first section of the text, to set the scene. Stop, and encourage students to compare their personal predictions with the actual text so far.

- Assign a character to each small group and have them continue listening to the text from the perspective of that character.
- At a selected point, stop reading and ask the students to think about what their character might be feeling at that point. Have them share their feelings in their group before asking a spokesperson for the group to share with the whole class.
- Continue reading the text, inviting students to adopt the role of the character.
- At further selected points, stop reading and have the students share what the character might be feeling. It is important at this and subsequent stops that students be asked to imagine themselves as the character. When reporting back, the spokesperson should speak in the first person: “I’m feeling...because...”
- Conclude the activity with the groups predicting what their characters may be doing in 10 years. Responses should be justified from the text.

3 Character Self-Portrait



Creating a Character Self-Portrait provides Early readers with an opportunity to combine information in the text with prior knowledge. While completing the profile, students discuss inferences and opinions about characters, and listen to the points of view and interpretations of others.

- Jointly construct a Character Self-Portrait framework consisting of appropriate sentence stems related to the text (see Figure 6.12). It is important to vary the framework for different texts.
- Arrange students in pairs or small groups. Assign a character from the text, or have students select one.
- Have students discuss the character, referring to the sentence stems on the framework.
- Direct each group or pair to complete the sentences in the framework, ensuring that they refer to the text.
- Invite selected students to share their completed self-portraits with the whole class, justifying their responses.

Name: <u>Ryan</u>	Date: _____
Character Self-Portrait	
Text: <u>"Cookies," from Frog and Toad Together</u>	
Author: <u>Arnold Lobel</u>	
My character is <u>Toad</u> .	
I am <u>a very clever and wonderful cook</u> .	
I live <u>in a small house near frog</u> .	
I eat <u>chocolate chip cookies</u> .	
I have <u>lots of will power, and a box, string, and ladder</u> <u>to prove it.</u>	
I like <u>doing things with my best friend frog!</u>	
I dislike <u>running out of cookies</u> .	
I wish <u>Frog had kept all the the will power.</u>	

Figure 6.12

4 Four Corners

Four Corners is a small-group activity that provides an opportunity to discuss and share different points of view and different interpretations of a text. It involves four students reading a common text, recording thoughts as they read, then sharing their interpretations.

Each group of four is given a large sheet of chart paper. This provides each student with a corner in which to jot, sketch, or write words or phrases that come to mind during the individual reading.

- Organize students in groups of four.
- Have them silently read the text.
- Encourage them to periodically stop reading to record their connections, questions, and thoughts in their corners.
- Once they have completed the individual reading, direct them to use the Four Corners chart as a stimulus for conversation about the text.

Beyond Monet: The Artful Science of Instructional Integration, by Barrie Bennett and Carol Rolheiser, reinforces the value of this activity.

5 Possible Predictions

Refer to Chapter 7: Transitional Reading Phase, pages 224–25.

6 Dear Diary

In the activity Dear Diary (see Figures 6.13 and 6.14), students think and write about what it would be like to be a particular character or person in a text. This encourages Early readers to raise and answer questions about how characters, people, or events have been presented. The creation of diary entries involves students in



Figure 6.13

making inferences and judgments, and helps to build a deeper understanding of the actions and behaviour of the character or person in question.

- Select a familiar text and assign characters or people to small groups.
- Assign an event in the text to each group.
- Have each group discuss what the character or person they have been given would be thinking and feeling at that point in the text.
- Have students, individually or in pairs, create a diary entry that recounts the event from the perspective of that character or person.



Figure 6.14 Dear Diary entries, one prompted by a novel and the other by modern history

7 Describe the Character



Describe the Character provides an opportunity to consider characters, identify traits, and develop related vocabulary. This activity helps Early readers, who sometimes have difficulty describing and analyzing characters due to limited vocabulary associated with character traits.

Describe the Character					
Text: Singenpoo Strikes Again				Author: Paul Jennings	
Character Traits	Singenpoo	Mother	Major Mac	Scott	Justification
courageous	X				Singenpoo outwitted Major Mac
funny		X			
loyal				X	
selfish			X		
demanding			X		
responsible		X			
self-confident	X				
considerate				X	

Figure 6.15

- Brainstorm and record a list of character traits with the students.
- Discuss and clarify each one as it is recorded. Add any further traits associated with the characters being studied.
- Work with the students to randomly select and list character traits from the brainstorm list. Record these on the grid.
- Have students read the selected text.
- Direct them to list the main characters on the grid.
- Provide time for them to work together to complete the grid, identifying words that best describe each character's traits.
- Have them justify their choices by citing examples from the text. Record these on the grid.

8 Admiration Rating



Completing an Admiration Rating involves students in combining information both from the text and from personal experience to rank characters according to how easily they can be looked up to. In doing this, they can be introduced to the devices authors and illustrators use to influence the construction of meaning, and they can be encouraged to explore and share different interpretations of events and actions in a text.

- Select three characters or people in a text.
- Have students individually rank the characters or people from most admirable to least admirable (see Figure 6.16 which ranks characters from Roald Dahl's *The BFG*).
- Direct them to search for and record evidence in the text to justify their ranking of each character or person.
- Invite several students to share and compare their rankings and justifications with the whole class.

Name: <u>Samuel</u> Date: _____	
Admiration Rating	
Rating Most Admirable = 1 Admirable = 2 Least Admirable = 3	
Character: <u>The Blood-Boiler</u>	Ranking: <u>3</u>
Justification: <u>he squashes and kills humans and is not very nice to any of the other giants.</u>	
Character: <u>Sophie</u>	Ranking: <u>2</u>
Justification: <u>She is normally a polite, kind, caring person but she can be rude sometimes. She is kind to people if they are kind to her.</u>	
Character: <u>The BFG</u>	Ranking: <u>1</u>
Justification: <u>A kind caring Giant with gentle caring hands and very very very very big ears.</u>	

Figure 6.16

9 Author Study

Refer to Chapter 7: Transitional Reading Phase, page 228.

10 Picture the Author

Picture the Author asks students to think about the author of a text being studied. They are asked to explore background information and to think how this background may have influenced the author's choices.

- After reading a text, have students gather information about the author. They can use the jacket of the text, the Internet, author reviews, or biographies to consider any of the following questions.
 - Is the author male or female?
 - When was the text written? Was the author young, middle-aged, or elderly?
 - Where did the author live when writing the text?
 - Does the author have expertise in this topic? How do you know?
 - What other texts has this author written?
- Allow time for students to discuss how finding out about the author has helped them to understand choices made in the text.

11 Text Innovation

Refer to Chapter 7: Transitional Reading Phase, page 227.

12 Like or Unlike?

Refer to Chapter 7: Transitional Reading Phase, page 230.

13 Same and Different

Same and Different focuses students' attention on similarities and differences in the information presented in two or more texts; those identified can be represented in the form of a Venn diagram. Early readers can compare how different authors have represented similar characters. To begin, it is appropriate for students to compare characters from just two texts; as they become familiar with the process, characters from more than two can be compared.

- Invite students to read two texts with similar characters.
- Select the characters to be compared, for example, Jillian Jiggs, created by Phoebe Gilman, and Ramona Quimby, created by Beverly Cleary.
- Have students work with partners or in small groups to record things they remember about each one, such as character traits, actions, and physical appearance.
- Ask them to examine the two lists to decide which things are common to both characters, then transfer this information to the intersecting space on a Venn diagram.

- Direct them to transfer the remaining information in the lists to the appropriate space on the diagram.
- Provide time for them to discuss the similarities and differences in the characters.

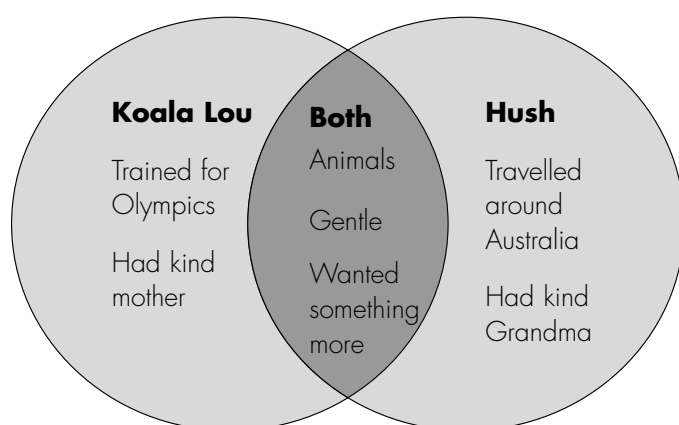


Figure 6.17 A class-generated diagram pertaining to *Koala Lou* and *Possum Magic* by Mem Fox

14 Character Profile Study



Conducting a Character Profile Study involves students in describing and discussing features of characters in literary texts. The aim is to draw conclusions about the representation of “good” and “bad” characters; discussion could centre on features such as the physical appearance, clothing, speech, actions, or thoughts of the characters. Encourage students to speculate about the choices made by the author and illustrator.

- Provide each student with a Character Profile Study chart (see Figure 6.18).
- Have them read a text individually.
- Invite them to make notes on the chart as they read, describing the features. They should also record whether a character is represented as good or bad.
- Have the whole class use their charts to discuss what they noticed about the way the good and bad characters were represented.
- After the generation of a number of profiles, have students examine the features that seem to be common among representations of good and bad characters; for example, by comparing the profiles of foxes in fables, Early readers will notice that most are represented as sly and cunning.
- Generate a class chart listing features of good and bad characters. Add to the chart as new observations are made.

Character Profile Study						
Character's Name	Appearance	Clothing	Actions	Speech	Thoughts	Good or Bad Character?

Figure 6.18

As a variation, comparisons can be made between different groups—such as young and old, wealthy and poor, male and female—to determine how authors represent these groups.

15 Advertisement Searches

Advertisement Searches provide Early readers with the opportunity to explore the decisions authors and illustrators make to influence a reader's construction of meaning. The focus of this activity is to look at the decisions made in advertising products.

- Provide students with a collection of advertisements or advertising catalogues focusing on selling a particular type of product, such as toys, clothing, or food.
- Have them skim through the advertisements and discuss the products for sale.
- Involve them in a discussion of how the products are presented. Discuss both explicit and implied information, and how both influence the reader. Discussion questions could include the following.
 - Who does the author think will buy the product?
 - How does the author catch your attention?
 - What words has the author used to try to persuade you? What pictures or images have been used? What can be inferred from these images?
 - What else has the author done to try to persuade you to buy the product? (e.g., is there a choice of words to make the product seem fun, cool, or healthy?)
 - How has the author chosen to represent the people in this advertisement? Why do you think this was done?
- Jointly create a class list of the devices used to try to influence readers' construction of meaning and persuade them to buy particular products; examples could be happy people, bright colours, or catchy slogans.

16 Comparison Chart



Completing a Comparison Chart allows students to become familiar with the devices authors and illustrators use to influence the construction of meaning or to suit different audiences and purposes. Early readers benefit from examining different versions of the same text (different versions of *The Three Little Pigs*—see Figure 6.19) or texts on one topic written from different points of view.

- After sharing a text, have students record the characters, setting, and main events on the Comparison Chart line master.
- Have them consider and discuss questions such as these.
 - From whose point of view—the narrator or a particular character—is the text written? How do you know this?
 - From what other point of view could the text be written?
 - What changes would need to be made to the text to reflect a different point of view?
- Provide students with a different version of the same text. Repeat the recording and discussions as with the original one.
- Summarize the information contained in the chart, noting similarities and differences between the two texts. Discuss what changes were made in the different versions or when the point of view was changed.

Different versions of *The Three Little Pigs* include *The True Story of the Three Little Pigs* by Jon Scieszka, the version by Joseph Jacobs in *English Fairy Tales*, and David Wiesner's *The Three Pigs*.

first steps
Reading Map of Development, p. 177

Name: Anthony G. Date: _____

Comparison Chart

Text and Author	Characters or People	Setting	Events	Point of View
The three little Pigs by...	3 pigs wolf mother pig men selling bricks, straws, sticks.	houses of the pigs in the country.	Pigs built their house. Wolf went to their house. Wolf blew 2 houses down. Wolf went looking for dinner. The wolf blew houses down. Pigs end up at the house made of bricks.	
Jon Scieszka	3 pigs The wolf The wolf's grandmother	houses of pigs	Wolf was looking for Sugar to make his grandmother's cake. He blew 2 houses down because he had a bad and he kept sneezing. He ended up in jail.	Wolf's

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Figure 6.19

CONVENTIONS

Major Teaching Emphases

- **Continue to build students' sight vocabulary**, e.g., topic words, signal words.
- **Continue to build phonological awareness, graphophonic and word knowledge, such as**
 - recognizing that a sound can be represented by different letters or letter combinations
 - recognizing letter combinations, and the different sounds they represent
 - recognizing how word parts and words work
- **Teach the use of conventions of print**, e.g., commas, quotation marks.
- **Continue to build students' knowledge of different text forms**, e.g., purpose, structure, organization, and language features.

Teaching Notes

For Early readers, there is a need to continue building upon the sight vocabulary, phonological awareness, and graphophonic and word understandings that have been developed in previous phases. It is important that these be introduced and practised in meaningful contexts during Modelled, Shared, and Guided Reading and Writing. When selecting a teaching focus, it is important to consider both what the students already know and the requirements of the curriculum.

The focuses for supporting Early readers to develop understandings about conventions are organized under the following headings:

- Sight Vocabulary
- Phonological Awareness, Graphophonic Knowledge, and Word Structure Knowledge
- Conventions of Print
- Knowledge About Text Forms

Sight Vocabulary

Sight vocabulary is the bank of words a reader is able to automatically decode, pronounce, and understand in the contexts in which they are used. These words are called “sight words” because effective readers need to recognize them instantly on sight

in order to maintain the speed and fluency required to make sense of the author's message. Many of these words have irregular spellings, making them difficult to decode.

Fry et al. (1984) suggest that 100 words make up about half of all we read; they make up what is known as high-frequency words. If students are to become fluent readers, they need to learn to recognize them quickly and easily.

Sight vocabulary for Early readers can include any of the following:

- high-frequency words, e.g., those that occur frequently in all written language
- topic or theme words, e.g., those related to current studies
- personally significant words, e.g., interest words

Attention can be drawn to these words as they occur in print. They can be discussed, written on a chart or cards, and displayed where they can be easily accessed—for example, on the Word Wall. For some students, systematic instruction is essential to help them develop automaticity; for others, the repeated reading of texts is enough for them to develop the ability to immediately recognize a large number of words.

Phonological Awareness, Graphophonic Knowledge, and Word Structure Knowledge

For Early readers, it is vitally important to continue to consolidate phonological awareness, but most important also to place an emphasis on the development of their graphophonic and word structure knowledge. These understandings are important to help them identify unknown words when reading and also to assist them when writing.

Understandings to be consolidated in relation to phonological awareness include

- syllable awareness: that some words have a single syllable and some are multisyllabic
- phonemic awareness: that words are made up of individual sounds, or phonemes

Graphophonic knowledge refers to a reader's knowledge of letters and combinations of letters and the sounds associated with them. Develop these aspects of graphophonic knowledge.

- A sound can be represented by different letters or letter combinations, such as /i/ in *hide*, *find*, *high*, *pie*, *my*.
- One letter combination may represent different sounds, such as /ea/ in *pear*, *hear*, *pearl*, *heart*.

Word structure knowledge refers to a reader's knowledge of how words are constructed and how they work. Develop elements of word structure knowledge, such as

- prefixes and suffixes, e.g., *ing*, *ed*, *un*, *dis*
- plurals, e.g., *children*, *babies*
- homophones, e.g., *their*, *there*
- contractions, e.g., *can't*

Conventions of Print

Early readers need to understand

- the use of punctuation, e.g., *commas*, *question marks*, *exclamation marks*, and *quotation marks*
- the effects of punctuation on expression, meaning, and fluency, as in *Go! Go?*
- elements of grammar, such as *pronouns*, *verbs*, and *adjectives*

Knowledge About Text Forms

Analyzing and discussing different text forms will help Early readers understand the purpose, organization (physical framework and features), structure, and language features of different forms, and how that knowledge can affect the way a text is read. Modelled, Shared, and Guided Reading sessions provide an opportunity to discuss these conventions in the context of authentic texts.

Purpose

Whether it be to describe, as in a report, or to persuade, as in an advertisement, texts are written to achieve a purpose.

Text structure

Text structure refers to the ways in which ideas, feelings, and information are linked in a text. Structures include

- problem and solution
- compare and contrast
- cause and effect
- listing: logical or chronological sequence, collection of details, enumeration

Text organization

Text organization refers to the text framework and features. Early readers will benefit from understanding frameworks for various text forms; for instance, a text written to instruct may have a goal or aim, a list of materials, a method outlined, and an assessment piece.

It is also important for these readers to understand the function, terminology, and use of text, or organizational, features, such as these:

- headings and subheadings
- captions
- visual aids, such as diagrams, photographs, graphs, tables, and cross-sections
- tables of contents
- indexes
- glossaries
- bold or italicized print
- illustrations
- hyperlinks
- Internet site maps

Language features

Language features refers to the type of vocabulary and grammar used. Each text form has specific features appropriate to that form, including

- tense, e.g., past or present
- choice of words, e.g., adjectives, verbs, linking words
- style, e.g., colloquial or formal.

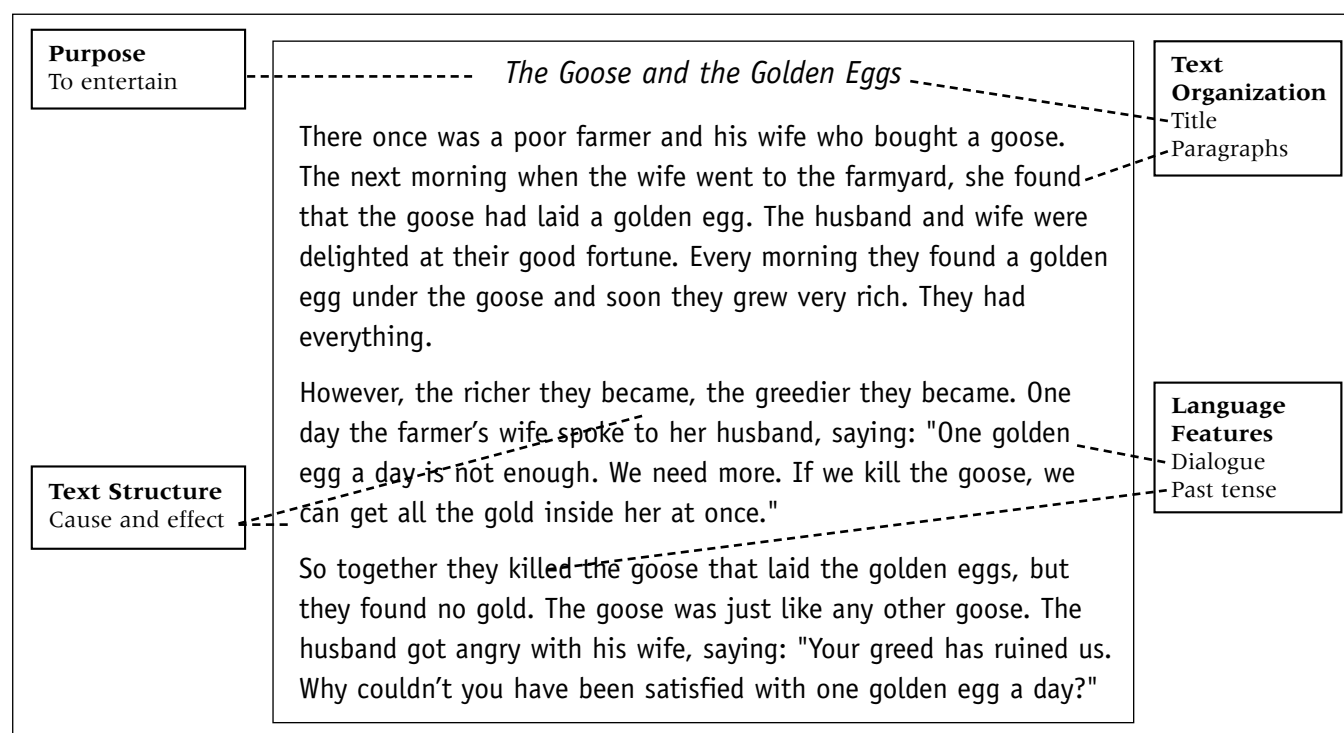


Figure 6.20 Analysis of a text form

For further information about the Conventions substrand, see *Reading Resource Book*, Canadian Edition, Chapter 3: Conventions.

Involving Students

1 Semantic Association

Conventions Involving Students

- 1 Semantic Association
- 2 Word Walls
- 3 Word Back Spied Her
- 4 Secret Messages
- 5 Word-Sorting Activities
- 6 Exploring Words
- 7 Change a Letter
- 8 Making Words
- 9 What Comes Next?
- 10 Sound Hunter
- 11 Cloze Activities
- 12 Text Innovation
- 13 Punctuation Effects
- 14 Sentence Manipulation Activities
- 15 Graphic Overlays
- 16 Reading Plans
- 17 Connect the Text
- 18 Vocab-o-Gram
- 19 Share and Compare
- 20 Generic Games and Activities

Semantic Association is designed to extend students' vocabulary. It is an activity in which they brainstorm words associated with a topic, such as celebrations (see Figure 6.21). Where necessary, additional words can be provided to introduce new vocabulary. The initial brainstorming activity can then be extended into a Semantic Association activity by inviting students to group and categorize the words into familiar subtopics (see Figure 6.22).

Once readers have participated in numerous whole-class brainstorming and Semantic Association activities, opportunities to work in pairs or small groups can be provided.

- Ask students to work together to list all the words they can think of related to a given theme or topic.
- Provide additional words to introduce essential new vocabulary.
- Ensure that they discuss the meaning of any words unfamiliar to some.
- Provide time for them to group and categorize the words.
- Direct them to attach a label to each category.
- Invite pairs or groups to share their words and categories.
- Encourage use of the new vocabulary in writing activities.

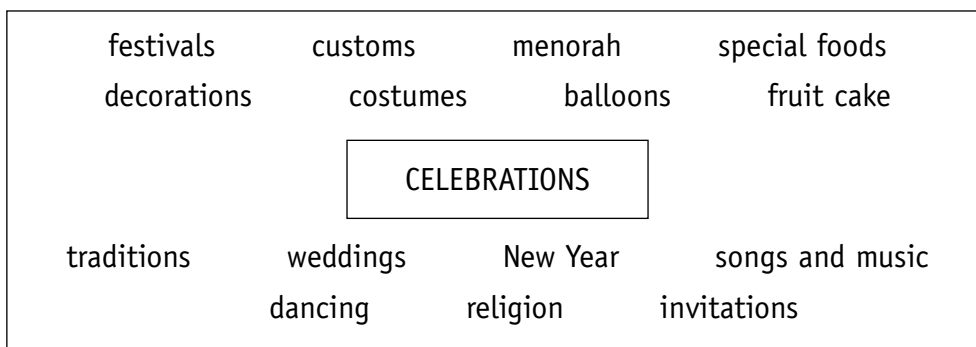


Figure 6.21 During a class brainstorm, words are given and recorded randomly.

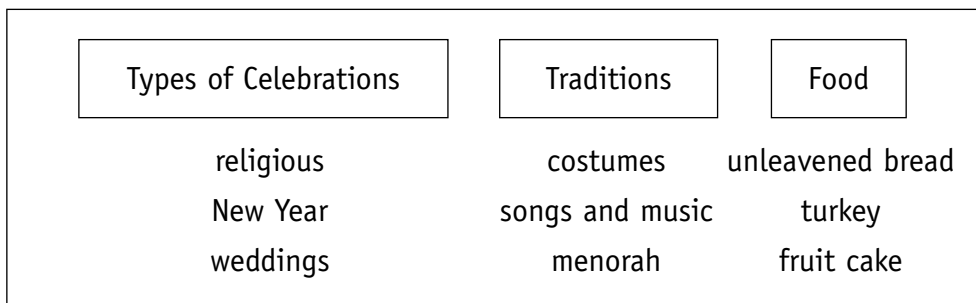


Figure 6.22 Once students begin to sort and label, it becomes a Semantic Association activity.

2 Word Walls

A Word Wall is a designated space in the classroom devoted to displaying words. Words can be sorted according to the current teaching focus. Word Walls could consist of

- sight vocabulary words
- words illustrating particular graphophonic understandings
- words from other curriculum areas
- words being studied, such as contractions, compound words, plurals, synonyms, and antonyms

As words are discovered, introduced, and discussed, Word Walls are constructed jointly with the students.

- Begin by displaying enlarged letters of the alphabet (both upper and lower case).
- Add words as they are discovered or introduced, discussing distinctive features, e.g., letter patterns and the number of syllables.
- Jointly work with students to sort words in various ways, e.g., according to sound patterns, letter patterns, number of syllables, parts of speech, names, or compound words.
- Read, refer to, and use the words on the Word Wall during daily print walks, when modelling, or during writing activities.

3 Word Back Spied Her

Refer to Chapter 5: Experimental Reading Phase, pages 128–29.

4 Secret Messages

Secret Messages is an activity that involves students in decoding. The messages can be created using the sight vocabulary, word knowledge, and graphophonic understandings being introduced.

Early readers will enjoy deciphering messages that use a combination of clues. The types of clues provided in one message may vary; however, it is appropriate to limit the variation when students are first doing the activity. Types of clues might include

- removing a consonant from the beginning or the end of the word, e.g., take “h” from “hand”
- replacing a consonant or consonant cluster at the beginning or the end of the word, e.g., take “b” from “bit” and add “s”, take “fl” from “floor” and add “d”
- finding a small word within a word, e.g., find a small word in “friend”
- joining two words to form a compound word; e.g., add “shine” to “sun”

- using an alphabet sequence for short words, e.g., add the letter after “n” to the letter before “g”
- adding and deleting prefixes or suffixes, e.g., add “un” to “happy”

Modelling the processes for solving the messages is important.

- Think of a sentence or message, e.g., “Look in the surprise box for something funny.”
- Write a series of clues that will enable students to decode the message (see Figure 6.23).
- Ensure that they have access to a copy of the alphabet.
- Provide time for them to crack, or decode, the message. They could record it in a “spy pad.”
- Keep a copy of all activities to build up a permanent collection for future use.

Monday’s Secret Message for Room 6

a b c d e f g h i j k l m n o p q r s t u v w x y z

1 Take “b” from “book” and put in “L.”	[Look]
2 Add the letter after “h” to the letter after “m.”	[in]
3 Take mo _ _ _ r out of “mother.”	[the]
4 Add “rise” to “surp.”	[surprise]
5 A word that rhymes with “fox” but starts with “b”	[box]
6 A small word in “before,” beginning with “f”	[for]
7 some + thing = _ _ _ _ _ .	[something]
8 Take “s” from “sunny” and add “f.”	[funny]

Figure 6.23

5 Word-Sorting Activities

Word-sorting activities help develop students’ ability to identify and categorize words according to selected criteria. The activities provide an excellent opportunity for readers to interact with sight words and to further develop their graphophonic and word understandings in a problem-solving context.

Word-sorting activities can be organized in a range of ways.

- *Closed sorts* use criteria chosen by the teacher.
- *Open sorts* require the students to choose the criteria.
- *Guess my sort* involves an individual, a group, or the teacher sorting the words. Another group deduces the criteria.

Word-sorting activities can be completed using individual word cards provided in envelopes, words on overhead transparencies and an overhead projector, or pocket charts and word cards. Words can also be sorted through physical movement. Readers can be involved in a range of sorting activities.

- *Letter-pattern sorts* focus attention on the different letter patterns that can represent the same sound, e.g., beach, teeth, thief, funny.
- *Sound sorts* focus attention on the different sounds represented by the same group of letters, e.g., “ear” in heard, pear, clear.
- *Type-of-word sorts* focus attention on different types of words, e.g., contractions, compound words, words with prefixes or suffixes.
- *Word-meaning sorts* focus attention on meanings, e.g., all the words that describe what you could find under water and all those that do not; all the words that have a similar meaning to “said” and all those that do not.
- *Number-of-syllable sorts* focus attention on the number of syllables in a word.

Physical word-sorting involves students in moving around the classroom holding word cards (see Figure 6.24).

- Provide every student with a word written on a large card.
- Instruct them to move around the room looking for other students’ words that will fit with theirs in some way, so they can form a group.
- At the conclusion of the whole-class sort, ask students to stay in the groups they formed. Each group is then asked to hold up their cards and explain why they are together. Alternatively, ask other class members to guess the sorting criterion.

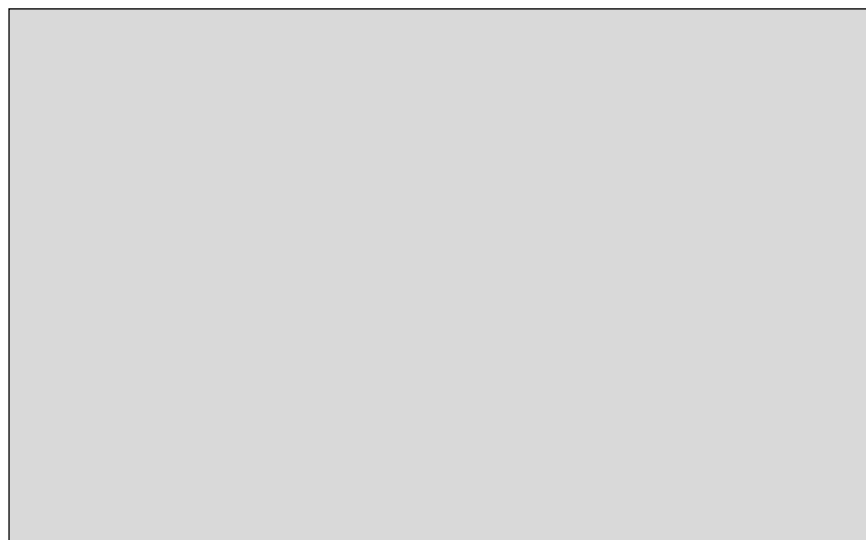


Figure 6.24 A student records “er” words from a sorting activity.

6 Exploring Words

Exploring Words is an open-ended activity that provides students with an opportunity to work at their own level to create words. Early readers enjoy the challenge of creating as many words as possible from a given central letter sequence and a range of other letters.

- Provide students with a central focus letter pattern, perhaps *ee*.
- Provide a selection of other letters or letter combinations that could be added to this to create words (see Figure 6.25).
- Establish guidelines for the creation of words. One guideline might be that letters or letter combinations can be used only once in a word, but letter combinations can be added to either the beginning or the end of the central letter pattern.
- Challenge students to combine the central letter pattern with other letters to create as many words as possible in a given time.
- Allow time for them to share and reflect upon the words created.

Exploring Words

See how many words you can make using the letter pattern “ee.”

ch sl tr

b t

l n

s f str

ee

Words We Made	
street	fee
bee	see
tee	tree

Figure 6.25

Figure 6.25

7 Change a Letter

Change a Letter involves students in creating new words by changing one letter at a time in a given word. This activity helps Early readers to focus on the letters in a word and the sounds they make.

- Provide students with a four-letter word, such as *stop*.
- Challenge them to change one letter to make a new word, perhaps *step*. Initial, medial, or final letters can be changed.
- Ask students to repeat this process with the new word.
- Challenge them to see how many new words they can create in a given time.
- Provide time to share words and to reflect upon patterns in those created.

Students enjoy challenging a partner to continue to create new words on a shared list. Once a bank of words has been created, they can be used for word-sorting activities.

8 Making Words

Making Words (Cunningham 2000) supports the development of graphophonic and word knowledge, specifically helping students to focus on letters in the words. Making Words involves using letters to make words.

Before introducing the activity, be sure to follow these steps.

- Select a word from a current classroom context—say, for example, *scratch*. This will be the secret word.
- Make a list of smaller words that can be made from the letters of this one, such as *cart*, *rat*, *chart*, *crash*, *at*, *art*, and *tar*.
- Choose about 15 words from this list, such as those
 - with a particular letter pattern to be emphasized, such as *ar*
 - that vary in length
 - that can be made with the same letters in different places, such as *cats* and *scat*
 - that most students have in their listening vocabularies
 - that are plural

Once the preparation is complete, the following steps apply.

- Provide each student with an envelope or tub containing each letter of the focus word on a card. Have the vowels and consonants copied onto different-coloured cards.
- Direct students to make specified words one at a time. Select words from the list previously created. Ensure that each one is recorded on a card.
- Start with two- or three-letter words and work up to longer ones in the way: “Take two letters to make the word *at*. Add another letter to make *art*. Change *art* into *tar*.”
- Continue directing students to make words, discussing key features of each one.
- Challenge students to use all the letters to discover the secret word.
- Use the words created to discuss patterns—e.g., “*ar*,” within them—and to generate new words, such as *cart*, *dart*, and *chart*.

9 What Comes Next?

What Comes Next? is an adaptation of the game Hangman.

However, What Comes Next? requires students to guess the letters in the correct order rather than randomly.

As a daily activity for Early readers, What Comes Next? can provide an excellent context for reinforcing common letter sequences and word understandings being introduced, for example:

- Letters together represent the specific sounds in a word.
- Prefixes can be added to the beginning of words.
- Suffixes can be added to the end of words.
- Endings can be added to make a word plural.
- Past tense can be represented by *ed* or sometimes *t*.

To play the game, use the following procedure.

- Choose a word from a familiar context that features the focus-letter sequence or word-study understanding. Draw lines representing each letter in the word.
- Provide a specific clue for the first letter: “The first letter is a consonant in the second half of the alphabet.” When students guess the correct letter, record it on the first line.
- Invite students to guess the remaining letters of the word.
- As they guess a letter, write any guesses that are incorrect, but possible sequences in a Could Be column. Incorrect guesses that will not make letter sequences should be recorded in a Couldn’t Be column as single letters (not modelling correct letter patterns). When students guess a letter that could not be right, a segment of a mouse outline is drawn (see Figure 6.26).
- Continue this until the correct letters are given and recorded on the lines.
- The game ends if the drawing of the mouse is completed before the students complete the word.

As an extension, students can be challenged to find other words linked to the letter patterns identified in the game word. For example, if the chosen word is *straight*, groups could be challenged to find words with *str*, *ai*, or *ght*.

Once Early readers are familiar with the game, encourage them to play What Comes Next? with a partner.

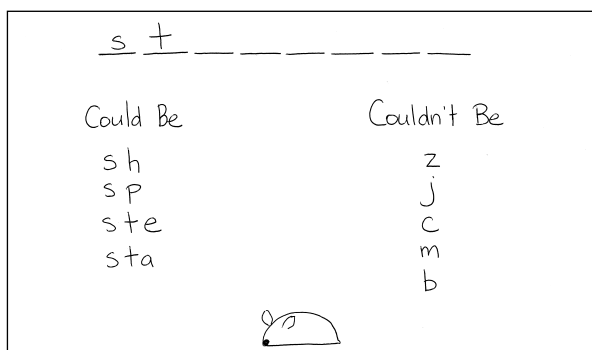


Figure 6.26 Students must guess letters in correct order.

10 Sound Hunter

Participating in Sound Hunter helps students to make connections between letters and sounds in words. They can become sound hunters in any context where they are involved with meaningful print. Texts such as books, charted songs and poems, magazines, modelled writing examples, or written messages can provide contexts for Early readers to develop their graphophonic and word understandings by hunting for words.

- Choose a specific focus. For Early readers it could be
 - any word with a particular letter pattern, e.g., words with “er”
 - any word with a particular sound, e.g., words that have an /ee/ sound
- Choose texts that exhibit the chosen focus.
- Read the text for enjoyment.
- Revisit the text and encourage students to find and circle or underline words with the chosen focus, e.g., all the words that have an /ee/ sound. The words could then be written on pieces of card.
- Discuss the words.
- Ask students to sort them into subgroups, e.g., according to letter patterns that represent the /ee/ sound.
- Create a chart of the words, listing groups into which they have been sorted. Leave room for more words to be added to the chart.
- Students may then be formed into groups and challenged to find other words from a selected subgroup; they might find them in specific texts, on class charts, or on the word wall.
- Revisit, discuss, and add to the chart on future occasions.

11 Cloze Activities

Refer to Chapter 5: Experimental Reading Phase, pages 130–31.

12 Text Innovation

Text Innovation is the name given to the process of adapting or changing an existing text. Texts that contain repetitive patterns can be copied to create innovations; they provide an opportunity for Early readers to work with a variety of words in a meaningful context. Innovations may focus on substituting individual words, copying simple sentence patterns, or copying the text structure. Students enjoy the challenge of creating text innovations, and these self-developed texts then provide a context for rereading.

Innovation on words

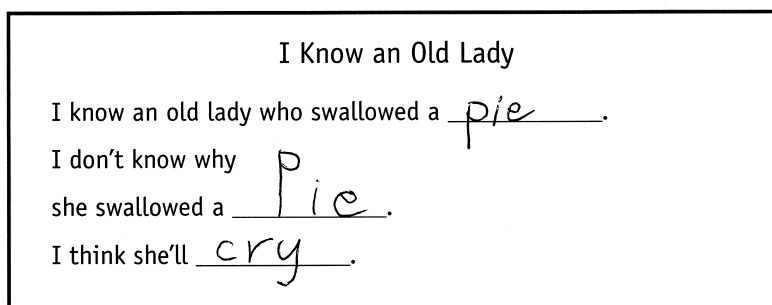


Figure 6.27 Innovation replacing *fly* and *die*

Innovation on repetitive sentence patterns

Alligator Pie

Alligator pie, alligator pie,
If I don't get some I think I'm gonna die.
Give away the green grass, give away the sky,
But don't give away my alligator pie.

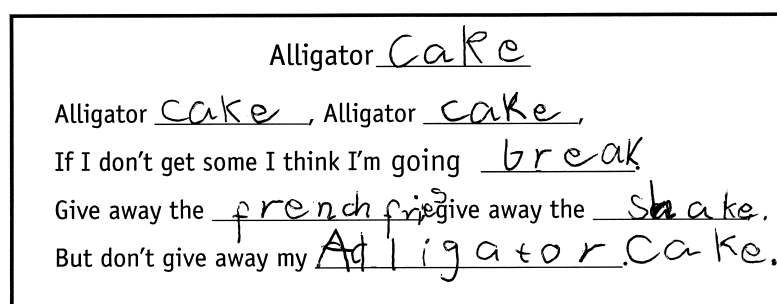


Figure 6.28 Innovation based on Dennis Lee's poem

Innovation on text structure

Cumulative, repetitive texts, such as *If You Give a Mouse a Cookie* by Laura Joffe Numeroff, *Possum Magic* by Mem Fox, *The Cake That Mack Ate* by Rose Robart, and *Red Is Best* by Kathy Stinson, provide a framework for creating innovations based on whole-text patterns. Changing the main character in a book is a simple way for students to use the pattern of the text to create their own version.

- Read the chosen text a number of times.
- As a whole class or in small groups, change some aspects of the text but retain the original rhythm or rhyme. If necessary, the class could brainstorm a list of possible words as an aid for students having difficulty.
- Have students then work in small groups or with partners to create their own innovations on the text provided.
- Have them illustrate the new texts, and encourage the reading of these during both shared and independent reading time.

13 Punctuation Effects

Refer to Chapter 5: Experimental Reading Phase, page 138.

14 Sentence Manipulation Activities

Manipulating sentences, phrases, and words helps Early readers to focus on their sight vocabulary, knowledge of language features, sentence structure, and conventions of print. Sentence manipulation activities can be created using vocabulary from Shared Reading texts, Language Experience sentences, Modelled Writing samples, students' own writing, or cross-curriculum texts. A range of these activities suitable for use with Early readers include the following.

Sequencing sentences

A series of sentences are taken from a familiar text and written on individual word or phrase cards. Students work to sequence them in an order that makes sense.

Sentence making

Familiar words are written on individual cards. Students are encouraged to use them to create basic sentences.

Sentence expansion

A series of basic sentences are created and written on individual cards. Students are then provided with additional adjectives, adverbs, and phrases with which to extend the sentences.

Sentence transformation

A series of repetitive sentences are created and written on individual word cards. Students then transform the sentences by changing one word at a time. It is important that they substitute parts of speech correctly—a noun for a noun, a verb for a verb.

15 Graphic Overlays

Graphic Overlays provide students with an opportunity to build their knowledge of text organization. It is sometimes difficult for Early readers to follow texts that include pictures, diagrams, tables, graphs, text, and photographs. Some informational texts are arranged in columns or have print placed beside unrelated graphics, and this may hinder comprehension.

The creation of a Graphic Overlay before reading provides students with a clear visual outline of how and where information is located in the text.

- Provide students with non-permanent markers and transparent overlays: overheads, plastic sheeting, or tracing paper.
- Have them place transparent sheeting over each page of text in order to create a visual representation of the layout of the page.
- Direct them to draw boxes to represent chunks of text, diagrams, headings, labels, or photographs and to label each box, describing what it represents, e.g., **text**, **subheading**, **photograph**, or **caption**.
- Provide opportunities for them to use the graphic overlays to explain the layout of their text to a partner.
- Direct students to use the overlays to identify the parts of the text that may help to achieve the reading purpose.

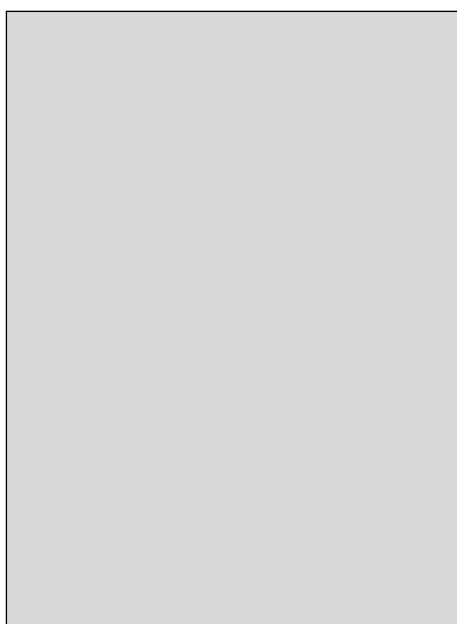


Figure 6.29a Text page to be used for overlay (Source: CSIRO, published in *Scientrific Magazine*, 2001)

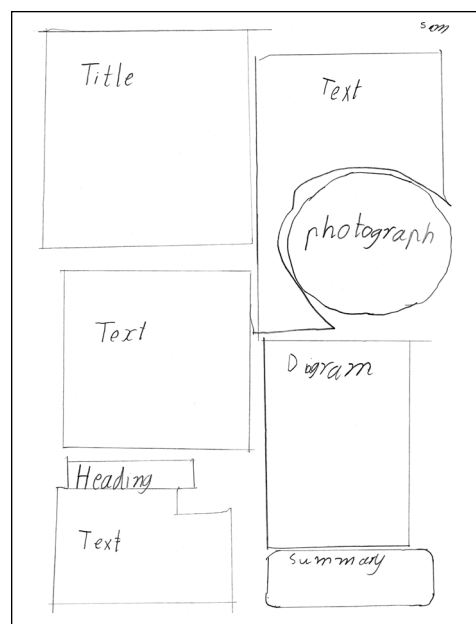


Figure 6.29b A student's prepared graphic overlay

16 Reading Plans



Reading Plans (Hoyt 2002) are a way of helping students to become aware of the organization of different informational texts. The creation and use of these plans initially need to be modelled (see Figure 6.30). With ongoing modelling, readers will be able to begin to create their own plans and determine the purpose each time a new informational text is read.

- Provide a reading-plan framework or line master.
- Introduce the text to students.
- Discuss the purpose of the reading, and write it in the appropriate space in the framework.
- Encourage students to explore the text organization to suggest how they might achieve the identified purpose.
- Invite them to record their responses.

Our Reading Plan	
• Our purpose for reading is to	<u>find out how volcanoes erupt.</u>
• We will begin by	<u>looking at the table of contents.</u>
• Then we will	<u>look at the headings.</u>
• Next we will	<u>look for the word "erupt" in the heading and see if there is a drawing.</u>

Figure 6.30 A class-generated reading plan

17 Connect the Text

Connect the Text is an activity that allows students to build on their knowledge of text organization and explore how parts of a text work together. In some texts it is difficult to see how items of information in different parts of the text are related, so it is important that Early readers develop understandings such as these:

- Illustrations usually have captions.
- Illustrations are usually linked to a section of the text.
- Subheadings are usually linked in some way to the text that follows.
- Tables and graphs usually illustrate something explained in the text.

Follow this procedure to complete the activity.

- Copy selected pages of an informational text for students to use individually or in small groups.
- Cut the text into its component pieces, including any headings, subheadings, illustrations, photographs, and meaningful chunks of text.
- Provide each student or group with an envelope containing the cut pieces of text—this becomes the jigsaw package.
- Allow time for students to reconstruct the text, using organizational, or text, features, such as the headings and subheadings as a starting point.
- When this is done, provide them with copies of the original text and invite them to compare their arrangement of the information with that of the original.

It is important for Early readers to have multiple opportunities to participate in Connect the Text activities, using a wide variety of text forms.

18 Vocab-o-Gram

Refer to Chapter 5: Experimental Reading Phase, page 138.

19 Share and Compare

Share and Compare provides students with the opportunity to identify and compare the features of different texts. They work in groups to sort a collection of texts into categories, then brainstorm features of each category. The interaction and conversation allows them to discuss and build on their knowledge of the structure, organization, and language features of different texts.

- Provide small groups with a collection of different texts, such as reports and procedures. The texts should be related to a particular topic or theme being studied across the curriculum, e.g., **magnets, explorers, or fairy-tales.**
- Have students work together to sort the texts into categories. Discuss what influenced their choices.
- Ask them to explore the groups of texts more closely and to further analyze the features of each one. They can be encouraged to focus on features such as the following:
 - the organization of the texts (e.g., “This report has lots of **photographs of the animals.**”)
 - the language features of the text (e.g., “These reports all use lots of words that describe the animals.”)
 - the text structure (e.g., “All these reports describe the animals by **listing facts.**”)
- Invite students to share with the whole class what they discovered.
- Create a class chart, listing features of the texts that could be generalized to each form (see below). The chart can be added to over time as students discover new features.

What We Discovered About Procedures

Purpose: To tell you how to do something

- 1 The title or first paragraph gives you information about what you’re going to do, for example, *Making a Deep-Water Dive.*
- 2 There is a list of materials.
- 3 There is a numbered sequence of steps.
- 4 There are pictures/photos for some of the steps.

What We Discovered About Reports

Purpose: To tell you about something

- 1 The title tells you what the topic is, for example, *Water.*
- 2 Each paragraph tells you something about the topic.
- 3 Reports may have pictures or diagrams.
- 4 There are words specific to the topic, for example, *liquid, gas, solid, ice, and evaporation.*

20 Generic Games and Activities

The games and activities outlined in the Role Play Reading phase (see Chapter 4, pp. 87–94) can be used to continue the development of conventions of print, phonological awareness, and graphophonic and word understandings in the Early Reading phase. The purpose in using each game or activity will be dependent on the chosen focus.

When using these activities, it is important to

- keep them fun and informal
- use settings that encourage interaction among students
- embed them in the context of work that is already being done in the classroom
- ensure that the students are fully familiar with the way to play the games

The focus for these activities when used with Early readers could be

- high-frequency words
- topic words
- personally significant words
- sounds in words
- onset and rime
- letter patterns
- punctuation marks, such as commas, question marks, direct-speech marks
- prefixes and suffixes
- compound words
- plurals
- contractions
- synonyms and antonyms
- homophones (different spelling, same pronunciation, e.g., “bare” and “bear”)
- homonyms (same spelling, different pronunciation, e.g., “tear”)

PROCESSES AND STRATEGIES

Major Teaching Emphases

- Continue to build students' knowledge within the cueing systems, e.g., grammatical and cultural knowledge.
- Consolidate known comprehension strategies and teach additional strategies, e.g., skimming, scanning.
- Teach word identification strategies, e.g., reading on, rereading.
- Continue to teach students how to locate, select, and evaluate texts, e.g., identifying different sources of information, checking publication dates.
- Model self-reflection of strategies used in reading, and encourage students to do the same.

Organization of the Processes and Strategies Substrand

The organization of the Processes and Strategies substrand differs in several ways from that of the other substrands. Both the Teaching Notes and the Involving Students sections are located in Chapter 4 of *Reading Resource Book*, Canadian Edition.

The rationale for this difference in organization is that reading processes and strategies are not hierarchical and therefore not phase specific. A variety of processes and strategies need to be introduced, developed, and consolidated at all phases of development.

What varies from one phase to the next is the growth in

- the number and integration of strategies
- the awareness and monitoring of strategies
- the efficiency in use and selection of strategies
- the ability to articulate the use of the strategies
- the awareness of how the use of strategies helps with making meaning
- the ability to locate, select, and evaluate texts

Supporting Early Readers in the Home

Early readers confidently read familiar texts, but when meeting new texts they may read slowly and deliberately as they focus on the printed word, trying to read exactly what is on the page. Early readers express and justify their own reactions to texts they have read or listened to.

Early readers will benefit from a range of experiences in the home setting. Ideas for providing appropriate experiences are available on Parent Cards located on the *First Steps Reading Map of Development* CD-ROM. Teachers can select appropriate cards for each Early reader from the CD-ROM and copy them for parents to use at home. Also available on the CD-ROM is a parent-friendly version of the Reading Map of Development.

Parent Cards



- | | |
|--|--|
| 1 Early Readers:
How to Support | 2 Encouraging Reading |
| 3 Reading to and with Your
Child | 4 Selecting Texts |
| 5 Using Everyday Print | 6 Reading and Writing Links |
| 7 Developing Word and Text
Knowledge | 8 Supporting Oral Reading |
| 9 Understanding How Texts
Are Read and Organized | 10 Nurturing a Love of Reading |
| 11 Supporting Comprehension | 12 Using Computers |
| 13 Using the Library | 14 Supporting Graphophonic
and Word Knowledge
Through Games |

Transitional Reading Phase

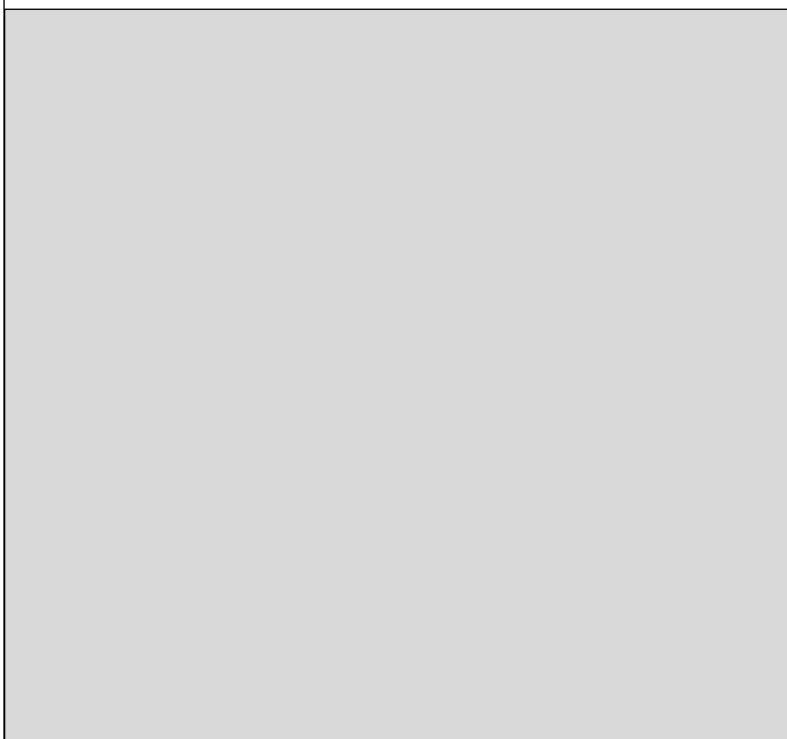


Figure 7.1

Global Statement

In this phase, readers are beginning to integrate strategies to identify unknown words and to comprehend text. These strategies, combined with an increasing bank of sight words, enable readers to read texts such as novels, newspapers, and Web sites with familiar content fluently and with expression. Transitional readers reflect on strategies used and are beginning to discuss their effectiveness.

Transitional Reading Indicators

Use of Texts

- ◆ Reads and demonstrates comprehension of texts by
 - identifying the main idea(s), citing supporting detail
 - selecting events from a text to suit a specific purpose
 - linking ideas, both explicit and implicit, in a text, e.g., cause and effect
- ◆ Locates and selects texts appropriate to purpose and audience, e.g., uses search engines, checks currency of information
- Decodes texts with unfamiliar content, structure or vocabulary, but does not always sustain comprehension
- Selects and connects explicit information for a specific purpose

Contextual Understanding

- ◆ Recognizes own interpretation may differ from that of other readers or the author/s
- ◆ Recognizes devices that authors and illustrators use to influence construction of meaning, e.g., visual clues, omissions
- ◆ Recognizes that authors and illustrators attempt to influence readers
- ◆ Recognizes how characters or people, facts, and events are represented, and can speculate about the author's choices
- Compares aspects of texts, such as points of view and character traits
- Discusses and justifies own interpretation of a text
- Questions the credibility of events in literary texts and the validity and accuracy of informational texts, e.g., discerns fact from opinion in promotional material

Conventions

- ◆ Recognizes an increasing bank of words in different contexts, e.g., subject-specific words, less common words
- ◆ Explains how known text forms vary by using knowledge of
 - purpose, e.g., to persuade
 - text structure, e.g., problem and solution
 - text organization, e.g., headings, subheadings, index, glossary
 - language features, e.g., conjunctions
- Uses knowledge of punctuation to enhance phrasing, intonation, and comprehension
- Identifies and explains the purpose of text, or organizational, features, e.g., subheadings, paragraphs
- Identifies how words and phrases are used to signal relationships, e.g., the phrase “on the other hand” signals that a different point of view is to follow
- Recognizes that the same letter combinations can represent different sounds, e.g., rough, cough, dough, plough
- Recognizes less common sound–symbol correspondences, e.g., ocean, suspicion

Processes and Strategies

- ◆ Draws upon an increasing knowledge base to comprehend, e.g., text structure and organization, grammar, vocabulary
- ◆ Uses an increasing range of strategies to comprehend, e.g., creating images, determining importance
- ◆ Determines unknown words by using word identification strategies, e.g., reading on, rereading
- Generates appropriate key words from a text for a specific purpose
- Is aware of and talks about the use of cueing systems and strategies

Major Teaching Emphases

Environment and Attitude

- Create a supportive classroom environment that nurtures a community of readers.
- Jointly construct, and frequently refer to, meaningful environmental print.
- Foster students' enjoyment of reading.
- Encourage students to take risks with confidence.
- Encourage students to select their own reading material according to interest or purpose.

Use of Texts

- Provide opportunities for students to read a wide range of texts.
- Continue to teach students to analyze texts, identifying explicit and implicit information.
- Continue to teach students to make connections within texts, using both explicit and implicit information.
- Model how concept knowledge and understandings can be shaped and reshaped using information from a variety of texts.

Contextual Understanding

- Discuss how readers may react to and interpret texts differently, depending on their knowledge, experience, or perspective.
- Discuss how authors and illustrators have used devices to target specific audiences, e.g., quoting statistics.

- Provide opportunities for students to challenge the author's world view.

Conventions

- Continue to build students' sight vocabulary, e.g., less common words, subject-specific words.
- Continue to build students' graphophonic and word knowledge, such as
 - recognizing less common sound–symbol relationships
 - recognizing letter combinations and the different sounds they represent
 - recognizing how word parts and words work.
- Jointly analyze texts where combinations and adaptations of text structure and text organization have been used.
- Teach students to identify the role of language features in a variety of texts.

Processes and Strategies

- Continue to build students' knowledge within the cueing systems, e.g., orthographic, world knowledge.
- Consolidate known comprehension strategies and teach additional strategies, e.g., synthesizing, paraphrasing.
- Consolidate word identification strategies.
- Continue to teach students how to locate, select, and evaluate texts, e.g., conducting Internet searches, recognizing bias.
- Model self-reflection of strategies used in reading, and encourage students to do the same.

Teaching and Learning Experiences

ENVIRONMENT AND ATTITUDE

Major Teaching Emphases

- Create a supportive classroom environment that nurtures a community of readers.
- Jointly construct, and frequently refer to, meaningful environmental print.
- Foster students' enjoyment of reading.
- Encourage students to take risks with confidence.
- Encourage students to select their own reading material according to interest or purpose.

Teaching Notes

A classroom environment designed for Transitional readers reflects elements of support and challenge. Embedded in both the climate and the physical setting of the classroom is support for risk-taking, questioning, and alternative interpretations of text. Texts of varying difficulty challenge students to engage in independent reading for different purposes. Discussions and activities that are open-ended encourage many different responses to texts. Involving Transitional readers in these experiences will help them to see reading as enjoyable and purposeful.

Exploring Print

Creating a print-rich environment is still important for Transitional readers. The type of print available in the classroom will reflect a diversity of purposes. A jointly constructed print-rich environment also helps students understand that print has a range of functions and can be referred to frequently over time. Meaningful print for Transitional readers could reflect the following functions of print (Owocki 1999):

- **Environmental**—print that gives information about the world, e.g., schedules, rosters, labels and captions for class work, messages on a class message board

- **Occupational**—print associated with a job or profession, e.g., patterns, order forms, instruction manuals, catalogues: fashion designer
- **Informational**—print for storing, retrieving, and organizing information, e.g., a grid recording the loan of class reading books, a timetable indicating allocation of computer time, a tree diagram outlining the classification of a species of animal
- **Recreational**—print for leisure activities, e.g., news displays, magazines, newspapers, instructions for games

At this phase it is still important to draw students' attention to print and to model how to use it effectively.

The diverse range of print can be used to demonstrate the many different ways readers access texts, according to their context and purpose; for example, scanning a calendar is done by using month, date, and day reference points, while scanning a dictionary involves the use of guide words at the top of each page. Although many of these skills are often demonstrated in instructional reading sessions, it is frequent and purposeful practice that helps students consolidate and apply their understandings to new contexts.

Fostering Enjoyment of Reading

It is important for Transitional readers to see reading as a purposeful and worthwhile activity. Some who can read often choose not to do so, yet they can be encouraged to interact with a variety of texts for different purposes.

In the classroom reading environment, teachers can introduce a wide variety of literary and informational texts, including

- science fiction, fantasy, realistic fiction, reports, explanations, and recipes
- procedural texts—for example, instructions to use equipment, such as the computer, or copies of school evacuation plans
- popular texts, such as magazines, topical articles, and song lyrics
- different versions of one story or event—for example, different printed versions or versions from different media
- local and national newspapers
- easily accessible reference material, such as telephone books, street directories, atlases, dictionaries, thesauruses, Internet, and CD-ROMs

The enjoyment of reading can be fostered in many ways.

- Provide many opportunities for students to be involved in focused conversations about reading. This may happen in an informal way when they discuss their reading with a peer or in a Literature Circle, which provides for a more formalized opportunity to talk

John T. Guthrie has done a lot of research on motivation and engagement. Among his findings is the recognition that the way books are displayed can foster student motivation.

about texts and suggest a supportive structure (see *Reading Resource Book*, Canadian Edition, Chapter 1: Use of Texts).

- Provide opportunities every day for students to be read to by a skilled reader modelling reading strategies and exposing them to different genres. While this reader is usually the class teacher, there is no reason why others, such as parents, older siblings, or community members, could not model, as well.
- Organize daily, independent silent reading of self-selected texts.
- Provide comfortable, quiet spaces for independent reading.
- Share your favourite books with students, explaining their appeal.
- Accept and praise diverse interpretations of text, encouraging students to share and compare points of view.
- Provide ongoing, targeted feedback and encouragement.
- Encourage and organize visits to the school and local libraries.
- Organize visits by authors to speak about their books.
- Develop a buddy reading system with another class in the school.
- Provide authentic reading experiences that are linked to students' interests and experiences, and have a clear purpose or focus.
- Create well-organized, consistent routines for reading experiences and the use of classroom reading materials.

Encouraging Risk-Taking

Transitional readers can become risk takers if asked to

- extend the variety of texts they read
- use a variety of strategies to maintain and monitor comprehension
- use a variety of cueing systems to comprehend text
- question the author's message and explore issues from different perspectives
- use a multistrategy approach to understand unknown words
- investigate word meanings and extend their vocabulary
- discuss their reading strategies

For further information about Environment and Attitude, see *Linking Assessment, Teaching and Learning*, Chapter 5: Establishing a Positive Teaching and Learning Environment.

USE OF TEXTS

Major Teaching Emphases

- Provide opportunities for students to read a wide range of texts.
- Continue to teach students to analyze texts, identifying explicit and implicit information.
- Continue to teach students to make connections within texts, using both explicit and implicit information.
- Model how concept knowledge and understandings can be shaped and reshaped using information from a variety of texts.

Teaching Notes

Readers in this phase may derive enjoyment and consolidate their skills and strategies by reading a series of texts that have similar content, author, or structure. This allows them to begin building connections between texts and to develop consistent reading habits. However, if one type of text dominates a student's independent reading to the exclusion of all others, it is possible that the student may not become familiar with the structure, features, and vocabulary of a wider range of texts.

There are many ways teachers can interest students in broadening their repertoire of texts.

- Provide them with a text that you are familiar with yourself and regularly ask about significant moments, such as "Have you got to the part where he...?"
- Read an extract from a text, but do not reveal the title or the author, creating a sense of mystery and challenge.
- Read the first page (or a set number of pages) of four texts and have students vote on which one to continue reading.
- Display results of text-popularity contests, both in and beyond the classroom.
- Arrange displays based on frequently changing themes, genres, or style.
- Invite other students, parents, siblings, or community members to talk about their favourite texts.

The focuses for helping Transitional readers in this substrand are organized under the following headings:

- Variety of Texts
- Responding to Texts

Variety of Texts

Transitional readers benefit from opportunities to read texts of varying degrees of difficulty, both teacher directed and self selected. These might include

- easy texts, including those that have been read previously
- appropriate texts, such as those with limited new vocabulary or about well-known topics
- more challenging texts, as in those used in Guided Reading with teacher support

Although there are many measures of text difficulty, the Five Finger Rule is a simple way to support Transitional readers as they choose their own text. In using the Five Finger Rule, students select a text they wish to read and start on a page near the beginning. The page is read, and for each unknown word the student puts a finger down, in order, starting with the little one. If the thumb is placed down before reaching the bottom of the page, the text may be too difficult at that time and the reader might want to select another one. Regardless of which measure is used, be aware that students may persist successfully with a difficult text if the content appeals to them.

Reading-incentive schemes that focus on extrinsic rewards can also be helpful, but need to be investigated to ensure that positive reading habits are sustained and that the focus remains on reading for meaning and enjoyment rather than on receiving the incentive.

In Modelled, Shared, and Guided Reading sessions, teachers can demonstrate how to

- select texts for different purposes
- make connections and generalizations
- draw conclusions from explicit and implicit information
- make predictions about the text using the pictures, title, and table of contents
- identify the main idea to gain an overall understanding
- justify answers to questions, using supporting details
- use information from different sources to shape knowledge

Responding to Texts

Transitional readers can be encouraged to respond to texts in a variety of ways. The responses can be written, oral, visual, or dramatic. Instruction in question–answer relationships can help them develop the strategic thinking skills necessary to make distinctions about information that is explicit in the text and that which is implicit. Students in this phase draw on both types.

Information that is implied requires the reader to draw on knowledge outside the text to make connections or associations. It often requires readers to make predictions, draw conclusions, or make generalizations from information that has been either directly or indirectly stated. The focus in this phase is on helping readers to make connections between explicit and implicit information, for example, identifying cause and effect.

Recording information and thoughts about a text before, during, and after reading will help students realize that reading is constantly reshaping knowledge. For example, opinions shared about a text may change when information about the author’s background comes to light.

Answering questions is another way students can respond to texts. There are many ways of organizing and discussing types of questions, e.g., Bloom’s Taxonomy revised, (Bloom 1956; Anderson and Krathwohl 2001), Question–Answer Relationships (Raphael 1986), Three Level Guides (Herber 1978), or Open and Closed Questions. Whichever hierarchy is chosen, it is wise to include questions that require different levels of thinking.

Raphael (1986) categorizes questions as Right There (Literal), Think and Search (Inferential), Author and You (Interpretive), and On Your Own (Critical/Evaluative), providing a useful framework for ensuring that different types of questions are used in the classroom.

Literal: Literal questions focus on what the author said. The answer is right there in the text or pictures. Common literal questions begin with *who*, *when*, *where*, or *what*, and it is important that teachers follow them up with clarifying questions such as “Can you read out the part where it says that? Where is that in the text?” so that students get the idea of supporting answers by returning to the text.

Inferential: The answers to these questions can be found partly in the text, but not necessarily in one place; they show relationships, such as cause and effect, sequence, or compare and contrast. They are also sometimes the *how* and *why* questions; the student has to put the answer together from various sections or sentences in the text. For example: “How is...similar to or different from...?” “What is the author trying to tell us here?” “Was...an effective solution to the problem?”

Interpretive: These are the Author and You questions. They require the student to base the answer on the text, but also to draw on previous personal experience to reach a reasonable answer. The answer must not be a wild guess; it must be probable, not just possible. Related questions might be “From the evidence presented by the author, is it a good idea to...?” “Based on what you have read so far, what do you think will happen when...?”

Critical/Evaluative: These questions go beyond the text, asking for students’ own opinions or judgments. They are the On Your Own questions, as the answers are not found in the text. The reader can answer the question without having read the text, although it does provide a starting point for discussions about the underlying messages or themes. Questions might be as follows: “How would you feel if...?” “What is your opinion of...?” “What makes you feel that way?”

For further information about the Use of Texts substrand, see *Reading Resource Book*, Canadian Edition:

- Chapter 1: Use of Texts
- Chapter 4: Processes and Strategies

Use of Texts Involving Students

- 1 2C2D
- 2 Readers Theatre
- 3 Read and Retell
- 4 Simply the Best
- 5 Readingo
- 6 Transformations
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- 8 Extend a Heading
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- 13 Dear Abby
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- 15 Celebrity Heads
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- 17 Text Rating Scale

Involving Students

1 2C2D (Collect, Compare, Display, Discuss)

2C2D refers to collecting, comparing, displaying, and discussing either specific text types or parts of texts for the purpose of analysis. Apart from entire texts, students can collect

- samples of beginnings
- samples of endings
- plot fragments
- descriptions of settings
- character descriptions
- dialogue excerpts
- names of authors
- instances of devices, such as similes and metaphors, used by authors

Collecting

Collecting is inspired by a personal interest; e.g., "I enjoyed the story that was set in Africa, so I asked the librarian if there were any other books or stories that took place in Africa." Collecting allows comparisons to be made between a variety of texts, such as books, movies, songs, poems, CD-ROMs, and Internet sites.

Comparing

Comparing can be done mentally, or represented by a table, a diagram, an oral presentation, or a written text, for example: "I couldn't help but notice that these two stories depicted the wilderness of Africa as really beautiful and enchanting, but this one focused more on how harsh the living conditions are." An innovative way of encouraging students to make comparisons is to provide a question to promote inquiry: "What do the stories x, y, and z have in common?"

Displaying

Displaying representations of compared texts and text parts provides

- models, e.g., "You've now read three books all by the same author. What about constructing a table to compare them, just as I did on that large sheet of paper?"
- ongoing referencing opportunities, e.g., "The documentary that was on last night had the sort of scenery described in the three books I compared in my 2C2D chart."
- inspiration, e.g., "Abdul has now read a fourth story set in Africa, so he is going to add to my chart."

Discussing

Discussing focuses on similarities and differences, including how and why a text is crafted in a particular way, for example: “I suppose the final story was written from the point of view of the indigenous inhabitants of the country. It probably reflects how tough it is to live in that environment, rather than how exotic certain parts of the country look through the eyes of a tourist.”

- Direct students to collect examples of texts or parts of texts over a given time. Each needs to contain a chosen criterion, such as dialogue.
- Allow time for them to individually make comparisons between the chosen pieces.
- Have students represent their comparisons. Display their representations.
- Provide time for them to discuss similarities and differences in texts.

2 Readers Theatre

Refer to Chapter 6: Early Reading Phase, page 155.

3 Read and Retell

Read and Retell (Brown and Cambourne 1987) is a simple activity that is flexible in its use and provides an opportunity for students to transform a text. Retelling requires students to read or listen to a text, organize key content that they have understood, then prepare to share and compare their retelling with others. Retellings at the Transitional reading phase can be created and shared orally, in writing, as a drawing, or through drama.

Retelling provides an excellent context for students to analyze text and identify both explicit and implicit information in it. Transitional readers can retell both literary and informational texts.

Students will benefit from creating different forms of retelling, such as these:

- written to written retellings—students read a text and retell it in writing.
- written to oral retellings—students read a text and retell it orally.
- written to drawing retellings—students read a text and retell it by drawing.
- written to drama retellings—students read a text and retell it through drama.
- diagram to oral or written retellings—students read a diagram and retell it in writing or orally.
- drama to written retellings—students view a dramatic presentation and retell it in writing.

The following procedure can be adapted to suit the purpose, context, focus, and form of retelling being used.

- Select a text and display the title.
- Ask students to predict the plot and the vocabulary that may be used. Have them share their predictions in small groups.
- Direct students to read the text.
- Allow them to reread it as many times as they need to.
- Provide time for them to prepare their retellings (in any of the forms previously mentioned).
- Have them share their retellings with a partner, a small group, or the whole class.
- Provide time for them to discuss and compare the retellings.

4 Simply the Best

In Simply the Best, students collect pieces of text—or whole texts—that best meet a given criterion, such as the best setting, factual description, dialogue, or excitement build-up. They justify why they like the chosen pieces and vote on the overall best from the class or group collection.

- Support students each to collect, from their reading, the single best example from a text to meet a selected criterion. If they have difficulty finding examples, suggestions can be made.
- Allow time for them to set the context of the chosen pieces; for example, a summary of the story to that point.
- Have them read their nominations aloud, with appropriate expression, tone, and volume. Each should be followed with an explanation of why it is considered an award-winning piece of writing.
- Have students vote on which example is the best. The student whose nomination won receives due credit for discovering it.
- Jointly discuss and record the features of the nominated texts, such as fresh, accurate adjectives, variation in sentence length, and believable, natural dialogue.
- Encourage students to refer to the list of features when writing their own texts.

5 Readingo

Readingo is a reading-incentive scheme that encourages students to read a wide variety of texts. A grid is filled with examples of different texts, or text types. As the student reads each example, the square is coloured to indicate the reader's response to it; for instance, red for brilliant, blue for good, green for okay, yellow for awful.

There are two types of Readingo grids: closed and open.

A closed grid is created when specific titles are listed; for example, columns or rows might list particular texts from different curriculum areas. Closed grids enable the teacher to exercise more influence over the students' reading; however, they require consideration of reader ability and text difficulty.

An open grid lists the type of text rather than specific titles (see Figure 7.2). If extra space is provided for titles and dates, the Readingo sheet can be used as a partial record of personal reading.

To complete the activity, students

- choose one of the texts (or types of texts) on the grid
- read it
- colour the square
- take the text to a reading conference
- discuss the text
- ask the conference partner to initial the coloured square
- choose another text from the grid to continue on the path horizontally, vertically, or diagonally

A token award may be provided once students have completed a Readingo path.

READINGO				
A magazine article about a celebrity	A recipe that you followed to cook something	A mystery novel	A story written by an author you have read before	A biography
A Letters to the Editor column	A software instruction booklet	A science fiction novel	A series of Web sites	A book by a local author
A feature newspaper article	A comic	A romance novel	An encyclopedia entry (for research)	A book set in a country you would like to visit
A review of a movie you have seen	A collection of poetry	A historical fiction novel	A hobby or leisure magazine	A book that is the first in a series
A classified advertisement section	A joke book	An adventure novel	A collection of cereal packages	A section of a CD-ROM

Figure 7.2 An open Readingo grid permits broader student choice than a closed grid, which identifies specific titles.

This activity points to the multimodality of texts: that they can be shared and produced in numerous ways.

6 Transformations

Transformations involve students in changing the content of a text into a different genre, form, mode, medium, or text product type.

Examples of transformations include

- a fairy-tale rewritten as a news article
- a novel re-created as a board game
- a short story represented as a comic strip
- a poem represented as a performance

Transformations require the student comprehending the original text to create a new text. They can vary greatly in their degree of difficulty according to text content and text form, and degree of compatibility between the original and the new form. Although a fairy-tale may be familiar to a student, the structure and organization of a newspaper article may not. Similarly, a student may have played many board games, but rarely considered how one might be constructed.

Students attempting transformations require significant support in understanding and manipulating the two text forms. Teachers can best support them with extensive modelling, sharing, and guiding.

7 Facts and Falsehoods



Facts and Falsehoods can be used to categorize items and clarify concepts. In this activity, students create a series of statements, all but one being factual. The challenge is for another student to determine which one is the falsehood, and why. Texts related to whole-class, cross-curriculum topics work best for this activity.

Note that this activity changes in orientation according to how the reading is done. For example, students can read texts about individual areas of interest and create Facts and Falsehoods for their peers; classmates can investigate these using sources such as the Internet and reference material. This activity is a good test of the classmates' general knowledge. Alternatively, all students can read the same text and create Facts and Falsehoods for one another; the activity then becomes more of a test of comprehension for all students.

- Ask students each to read about a particular topic and list facts found in the text. If the task is to be completed orally, three or four statements are sufficient; if the list is to be read, up to 10 items would be possible. Generally, the greater the number, the greater will be the difficulty of the task for the person who must identify the falsehood.

- Have students write one falsehood to be included in the list.
- Provide opportunities for each student to challenge another to find the falsehood.

The essence of a fair challenge requires teacher modelling, as some students will misinterpret the aim of the activity and will attempt to trick the reader rather than create a fitting task. Facts need to fall somewhere within student experience, and falsehoods need to be substantially different. For example, a falsehood that reads *Jupiter has a diameter of 128 400 km* (Jupiter has a diameter of 142 800 km) would be considered an unfair challenge because very few people would recall that level of detail.

An adaptation of Facts and Falsehoods involves the odd one out being the fact and the remaining statements being falsehoods. However, participating in this activity requires a stronger knowledge of the topic to make decisions about the statements.

Reading Map of Development, pp. 162, 212

Name: <u>Greengina S.</u> Date: _____	
Facts and Falsehoods	
Statements	Text: _____
The moon is always the same distance from the earth.	fact <u>falsehood</u>
There were many superstitions about eclipses in ancient times.	<u>fact</u> falsehood
Tides are caused by the force of gravity from the earth and moon.	fact <u>falsehood</u>
Humans would need specialized equipment to live on the moon.	<u>fact</u> falsehood
Jupiter is located in the Milky Way galaxy.	<u>fact</u> falsehood

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Figure 7.3

8 Extend a Heading

Owing to the nature of the text form, newspaper headings often omit adjectives and adverbs. In Extend a Heading, students read and find the main idea of a newspaper article that has a heading consisting of at least one noun and one verb; for example, Dog Attacks Man.

- Provide students with several newspaper articles with short headings. Allow time for groups of four to select an article and read it.
- Have students individually brainstorm adjectives and/or adverbs that would be suitable to extend the article's heading. Each

student creates an extended heading, for instance, Savage Dog Attacks Elderly Man.

- Organize students in pairs to combine their ideas and reach consensus. Discussion need not be lengthy, but should be based upon literal and inferential information in the text that supports a particular adjective or adverb being chosen.
- Once pairs have agreed on the extended heading, re-form the groups of four. Encourage groups to again reach consensus. Students may find themselves debating the relative meanings of a number of synonyms in an effort to choose the most appropriate adjectives and adverbs.
- Display the articles and the newly created headings.

9 Who Said...?

Refer to Chapter 6: Early Reading Phase, page 163.

10 Story Maps

Story Maps are graphic representations of some or all elements of a literary text, showing the relationships between the elements. Whether they are used before, during, or after reading, Story Maps represent a practical way for students to organize their thinking. They can vary greatly in structure according to the purpose of the activity, the students' phase of development, and the nature of the text.

Transitional readers will benefit from creating a variety of maps:

- *chronological maps*—chronological representations of a sequence of events in a clockwise direction
- *geographical maps*—using setting as the central focus, illustrating how the story unfolds
- *relationship maps*—created as above, but also including lines that indicate relationships, such as cause and effect, compare and contrast

Creating Story Maps at the Transitional phase helps students to identify both explicit and implicit information in a text.

- Read text to students, or provide time for independent reading.
- Have students draw elements on cards or sticky notes (this allows the elements to be moved or the positions changed).
- Direct them to place the cards or notes to create a draft story map.
- Provide them with time to share and compare their draft maps with others, and to refine the drafts as needed.
- Encourage them to use their Story Maps as a basis for retelling.

11 DIRDS



DIRDS is an activity that assists students to look at characters from several perspectives, drawing upon implicit and explicit information in the text. Students are asked to see how characters are described (D), illustrated (I), and responded to (R) by others, as well as what they do (D) and say (S). They are then asked to draw inferences from the information in the text. Information and inferences can be recorded and shared with others.

D—Described

How does the author describe the character? What does that description say about the character? For example, “Her blouse had bits of breakfast all over it—toast crumbs and tea stains and splotches of dried egg-yolk” would indicate a character with unhygienic traits.

I—Illustrated

How has the illustrator represented the character? If the text is not illustrated, have students draw what they think the character would look like from the words of the author.

R—Responded to by others

How do other characters react to this one? For example, shying away from the character indicates fear; being absorbed in what the character says may indicate respect.

D—Do

What do the characters do that give clues about their distinguishing traits and qualities? A character who taps a foot may be seen as impatient, while one who pushes or shoves others may be seen as aggressive.

S—Say

What does the character directly say that gives clues about those traits? A character who yells may be seen as unfriendly, while one who sneers may be seen as contemptuous.

As a variation, the activity can be used to get a picture of a character at different points in the text. If two characters have been considered, then they can be the basis for making comparisons.

Name: <u>Toivo</u> Date: _____	
DIRDS	
Text: <u>The Great Mouse Plot by Roald Dahl</u>	
Character or Party	Inferences Made
<u>Mrs. Pratchett</u> Described Small, skinny old hag filthy, mean black fingernails disgusting old woman small malignant bug eyes shrill voice	She was poor and didn't eat very much
Illustrated No illustrations	
Responded to by others hated loathed had it in for her	Because she was so disliked the children were always thinking of plans to get back at her
Do never smiled never welcoming cackled shrieked put the sweets in newspaper instead of paper bags	She had a mean and nasty streak. She despised in others what was true for her.
Say “keep your thieving fingers off” “Boys is hideous and horrible” “...the nasty dirty little pigs”	She didn't like children especially boys and thought they were all out to run her off.

Figure 7.4

12 The Drammies

The Drammies is an activity in which readers determine an award that is appropriate for a particular character or person. Completing this activity encourages readers to summarize the contribution of a character or person to the text by drawing on explicit and implicit information to make judgments.

- After reading a text, direct students to select a character or person in it and determine an appropriate award; for example, in *Charlotte's Web*, Charlotte might win an award for creativity because she spun words in her web.
- Ensure that students provide justification for their nominations by referring to events or actions in the text.
- Allow time for them to record their nominations and their reasons, and create the award.
- Provide time for them to share their work and display awards.

13 Dear Abby

Dear Abby is a partner activity in which students take on the role of either a character or an adviser to share or solve a problem occurring in the text. Students are encouraged to infer actions and behaviours, and to “read between the lines.” Transitional readers should have the opportunity to be involved with characters in literary texts or people from informational texts.

- Using a short problem-centred text, perhaps familiar to the students, describe a concern or dilemma from one person's point of view; then, take the role of adviser and model offering guidance.
- Arrange students in pairs. In each pair, one student is assigned a character or person from the text; the other is to become the adviser (Abby).
- Allow time for students to begin reading the selected text. Direct them to stop reading at a point where a problem or issue emerges for a character or person.
- Allow time for the student being the character or person to seek advice from Abby. The student taking the role of Abby then responds, offering advice on what the other should do.
- Have students continue reading to a point where another problem or issue arises, and repeat the above process.
- If the whole class has read the same text, have students share requests and responses, and the way they relate to the original text.

14 Let's Consider



Let's Consider (Wilson 2003) encourages students to document how their attitudes, knowledge, and understandings are shaped and reshaped when collecting information from various texts. By providing them with a variety of sentence starters, teachers prompt students to reflect how attitudes, knowledge, and understandings are affected by what is read.

- Encourage students to gather a range of texts on a particular topic.
- Allow time for them to read the texts.
- Direct them to use the framework provided (see Figure 7.5) to record their reflections.

Reading Map of Development, p. 217

Name: _____ Date: _____

Let's Consider

Topic: _____

I never knew that...	I've changed my mind about...
The most important thing I'll remember is...	I'm still wondering about...

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Figure 7.5

15 Celebrity Heads

Refer to Chapter 6: Early Reading Phase, pages 163–64.

16 What's the Message?

Refer to Chapter 6: Early Reading Phase, page 164.

17 Text Rating Scale



A Text Rating Scale invites students to make judgments about the qualities of a whole text. By completing such a scale, Transitional readers have the opportunity to assess the qualities of the text and justify that assessment in a discussion with peers.

- Have the whole class generate a list of words to describe the qualities of texts. Discuss each word and its opposite, and record these on a class chart. This chart becomes a resource for students when completing Text Rating Scales (see Figure 7.6).
- Select a text to be read by all students.

- Have them create their scales by recording the nominated qualities on the framework provided (see Figure 7.7).
- Have each student individually rate the whole text according to the nominated qualities.
- Direct them to record their justifications on the framework provided.
- Invite some to share their ratings and justifications.

Our Class Words to Describe Texts	
LITERARY TEXTS	INFORMATIONAL TEXTS
exciting _____ boring	accurate _____ inaccurate
believable _____ far-fetched	comprehensive _____ sketchy
humorous _____ lacking in humour	balanced _____ biased
suspenseful _____ predictable	interesting _____ boring
engaging _____ slow	well organized _____ poorly
sequential _____ confusing	organized
clear _____ confusing	clear _____ confusing

Figure 7.6 Each set of words represents a scale.

Name: _____ Date: _____

Text Rating Scale

Text: The Body Author: Lionel Bender

Each horizontal line represents a scale. List opposite text qualities, such as clear and confusing, at each side, and mark an X to show your rating.

accurate	X	inaccurate
comprehensive	X	sketchy
interesting	X	boring
well-organized	X	poorly organized
_____		_____
_____		_____
_____		_____

Overall Rating: Excellent Very Good Good Don't Bother

Comment: This text provided accurate information. Each double spread page gave a detailed description of various parts of the body. The diagrams were comprehensive including labels and they matched the text.

Figure 7.7

CONTEXTUAL UNDERSTANDING

Major Teaching Emphases

- Discuss how readers may react to and interpret texts differently, depending on their knowledge, experience, or perspective.
- Discuss how authors and illustrators have used devices to target specific audiences, e.g., quoting statistics.
- Provide opportunities for students to challenge the author's world view.

Teaching Notes

Among the possible misconceptions Transitional readers may have about the reading process is the notion that texts convey a single meaning that is comprehended in the same way by all readers. It is critical that readers in this phase become aware that one text may be reacted to, responded to, and interpreted differently, according to the reader's prior knowledge and experience.

Teachers can welcome more than one interpretation of a text, encouraging students to provide evidence to support their thinking. Transitional readers benefit from opportunities to discuss and challenge the view presented by an author.

The focuses for helping Transitional readers to develop contextual understanding are organized under the following headings:

- Discussions About Texts
- Discussions About the Devices Authors and Illustrators Use
- Discussions About the Author's World View

Discussions About Texts

While it is important for Transitional readers to continue to make connections and comparisons between their own experiences and those presented in texts, the focus in this phase will be on discussing how and why readers may react differently to the same text.

This focus can be achieved in a range of ways.

- Encourage students to make connections and comparisons between the text and their prior knowledge, for example:
 - “What do you know about...?”
 - “Have you ever been in this situation? How did you react?”

- “Are the...in this text like...you know? What would you have done if ...?”
- “Do you think...was right to...?”
- “From what you know about..., could what the author is saying be true? Why? Why not?”
- Support students in identifying and justifying their points of view, for example:
 - “What is your opinion of this text?”
 - “What are your reasons for feeling that way?”
 - “Do you agree with the author or not?”
- Support students in discussing how and why texts are interpreted differently, for example: “That’s interesting. Luke thinks... Why might Luke have interpreted the text in that way?”
- Assist students to identify the author’s point of view, for example:
 - “What does the author think about...? How do you know that?”
 - “What message does the author give about...? Do you agree or disagree with that? Why?”
- Encourage students to discuss texts from different perspectives or points of view, for example:
 - “The author has said.... Which groups might agree with that? Which groups might disagree? Why?”
 - “If you were a..., what would you think of...?”
 - “If you wanted to..., what information would you include that the author hasn’t? What would you omit?”

Discussions About Devices Authors and Illustrators Use

Although most Transitional readers are aware that a text is constructed for a particular audience, they require opportunities to explore how the author and illustrator achieve this. Discussions can focus on the purpose of the text and the devices authors use to target particular audiences. Discussing the reasons for these choices and their effectiveness will give Transitional readers a deeper understanding of how these have an impact on readers’ interpretation of texts.

Devices used by illustrators include

- choice of colours
- amount of detail
- size of characters, tables, or diagrams relative to others
- composition of the page, e.g., placement of visuals
- artistic style, e.g., abstract representation rather than realism

Devices used by authors include

- choice of language, e.g., descriptive, emotive
- inclusion or omission of details

- foreshadowing, or giving a hint of things to come, e.g., *As she sat in silence, the door blew open*
- irony
- wit and humour
- flashback—where the text shows something that happened earlier
- understatement, or downplaying the gravity of a situation, e.g., *“It’s nothing,” said Josie as she clutched her broken arm to her chest*
- symbolism, or objects used to represent other things or ideas, e.g., a lit candle to represent hope
- opinions disguised as facts, e.g., *It has been widely reported that...*
- quoted statistics, e.g., *Eighty percent of mothers prefer...*
- selected evidence and proof

Devices used by an author to position readers can be deconstructed and analyzed within the context of the text. Deconstructing texts in this way helps students to become aware that an author’s message can be challenged, resisted, or rejected.

Positioning readers means trying to influence them to adopt a certain point of view.

Discussions About the Author’s World View

Transitional readers need many opportunities to discuss and challenge authors’ points of view.

Facilitate discussion by asking a variety of questions.

- How has the author represented characters or people, ideas, or events?
- What does the author want the reader to feel or think about the characters or people, ideas, or events?
- What is the author’s purpose in writing this text?
- Who is the intended audience? What has the author done to appeal to this audience?
- What expertise or authority does the author have for writing about this topic?
- Why has the author chosen to use the words...to describe this character or person?
- What does the author not want the reader to know? Why do you think that might be?
- From whose point of view is the author writing? Why do you think this was done?
- From what other point of view could the text have been written? How would it change?
- What do you know about the author’s background?
- How could the author’s background affect the way the text has been written?

- What has the illustrator done to let you know that this character or person is...?
- What do the pictures, diagrams, or maps tell? Do they give the same meaning as the words?
- Who is funding the Web site or research? How might it have influenced the information being reported?

For further information about the Contextual Understanding substrand, see *Reading Resource Book*, Canadian Edition, Chapter 2: Contextual Understanding.

Contextual Understanding Involving Students

- 1 Stop, Think, Feel, Share
- 2 Four Corners
- 3 Feelings Guide
- 4 Interviews
- 5 Alternative Point of View
- 6 Possible Predictions
- 7 Headlines
- 8 Do You Get It ?
- 9 Admiration Rating
- 10 Spot the Devices
- 11 What's Missing?
- 12 Text Innovation
- 13 Author Study
- 14 Picture the Author
- 15 Deconstructing a Character
- 16 Like or Unlike?
- 17 Reading Response Journals

Involving Students

1 Stop, Think, Feel, Share

Refer to Chapter 6: Early Reading Phase, pages 169–70.

2 Four Corners

Refer to Chapter 6: Early Reading Phase, page 171.

3 Feelings Guide

Creating a Feelings Guide encourages the generation and use of a range of feeling words. Completing the guide helps Transitional readers to express their feelings about and reactions to a text.

- Have students brainstorm a list of words to describe feelings that readers might have towards a character, person, event, issue, topic, or text.
- As a class, discuss and clarify the meaning of each word.
- Record words on a Feelings Guide chart (see Figure 7.8).
- Add to the chart as new words are discovered.
- Use the Feelings Guide to support class discussions about texts, encouraging students to explain their feelings either with reference to the text or by making connections to personal experience. For example: “Ryan, how were you feeling about the author’s description of how settlement occurred?” “I’m feeling confused and a bit curious because the book says that settlers staked claim to plots of land, but I’m wondering who that land belonged to before they came.”
- Highlight the similarities and differences in the ways readers feel about the same piece of text. For example: “Well, this is interesting. Ryan is feeling confused and curious about who owned the land before the settlers arrived, whereas Rana is feeling sorry for the settlers because of the hardship they had to endure.”

Feelings Guide		
delighted	embarrassed	cheated
appreciative	astonished	terrified
eager	flustered	betrayed
elated	discouraged	miserable
satisfied	confused	disappointed
contented	anxious	annoyed
curious	ashamed	irritated
disturbed		

Figure 7.8 A class-generated chart on feelings

4 Interviews

This activity involves students' role-playing an interview with a character or person in a text.

One student takes the role of the person or character being interviewed, while another asks the questions. Participating in this activity encourages Transitional readers to consider reasons for the actions of a character or person and begin to interpret behaviours presented in a text.

Students role-playing the interviewee respond orally to the questions asked; they are required to make inferences, draw conclusions, and make connections, presenting their own interpretation of the text being considered.

Students conducting the interviews need to create questions that will elicit the reasons for choices made in the text. It is important to model the types of questions that will help students to focus on finding details about actions, feelings, and behaviours of a person or character; they can be of a speculative nature, requiring the interviewee to think beyond the events presented in the text. Students would benefit from watching and analyzing several real-life interviews before attempting this activity, and discussing the types of questions and answers that contribute to an informative, entertaining interview.

- Organize students in pairs. Have each pair select a character or person from a common text read.
- Direct them to negotiate who will be the character or person and who will be the interviewer.
- Pairs then work together to develop appropriate questions.
- Provide time for them to conduct their interviews.

- Invite some to share their interviews with the whole class.
- At the conclusion of each shared interview, invite students to discuss which parts of the text influenced the questions and answers.

5 Alternative Point of View

Alternative Point of View provides readers with the opportunity to discuss a text, identify the point of view from which it is written, and consider how it would change if written from a different one.

This activity helps readers to discuss a text from more than one point of view, stimulating ideas about alternative actions, behaviours, and events that could have occurred. Following the group discussions, students can create oral, written, or visual reconstructions of text or excerpts from a different point of view.

- After students read a text, discuss from whose point of view it is written. Ask students to identify sections that led them to their conclusions.
- Discuss with them whose point of view is not presented.
- Arrange them in small groups and have them discuss a particular event from a different point of view, for example, that of another character or a group not represented in the text.
- Ask them then to create a reconstruction of that event from the point of view chosen.
- Invite several groups to share their reconstructions, explaining aspects that needed modification.

6 Possible Predictions

Making Possible Predictions assists readers to focus on how and why texts may be interpreted differently by different people. By making comparisons between personal predictions and the text and listening to justifications for these predictions, students begin to realize that prior knowledge plays an important part in constructing meaning. This activity also provides an opportunity for readers to discuss the decisions authors make and to speculate about possible alternatives.

- Have students read a text, stopping at a preselected point; this point should be either at a significant crossroad or offer a variety of options as to what might happen next.
- Invite students to think about what they have read so far and to make a prediction of what actions, events, and outcomes might happen next. Encourage them to supply reasons for their predictions.
- Invite them to record their predictions on cards or sticky notes.

- Collect predictions and group similar ones. As a whole class, discuss the reasons for the different types. Encourage students to refer to the text, to prior knowledge, or to both when stating their reasons.
- Have students continue to read, stopping at the next preselected point to discuss and make further predictions. At appropriate points in the text, have them compare their predictions with the author's choices and speculate about the possible reasons for those decisions.

7 Headlines

Headlines requires students to make predictions about the content of the text that follows a headline. Participating in this activity helps Transitional readers to develop an understanding of how prior knowledge has an impact on interpretation of texts.

- Collect examples of headlines and their associated articles from newspapers, magazines, and advertising material. Headlines that may be interpreted differently are essential for this activity.
- Have students work in pairs. Randomly distribute the headline of an article to each pair.
- Have each student predict the content of the article by writing key words or phrases.
- Direct them to compare their key words and phrases, and explain the reasoning behind their choices. Encourage them to discuss which words in the headline may have led them to give different interpretations.
- Have them read the article and compare it with their predictions.

Headline

Lions feeling the heat

Student predictions:

Student 1

- Long dry summer, extreme temperatures
- African lions suffering
- Lack of available food

Student 2

- Football team is not winning any games
- Lots of players have injuries

Figure 7.9

8 Do You Get It?

When participating in Do You Get It?, students collect a series of favourite cartoons or comic strips that they understand and find amusing. By sharing a cartoon and asking the question “Do you get it?”, Transitional readers develop an understanding of how readers’ prior knowledge has an impact on their interpretation of texts. As cartoons and comic strips rely heavily on inference, more prior knowledge is required to comprehend meaning than is necessary with most texts.

- Have students work in pairs. The initiating student presents a favourite cartoon or comic strip to the partner, asking “Do you get it?” The reader responds either positively, giving an explanation such as “I get it. She’s tricking him into...”, or negatively, saying, “I don’t get it.”
- If the response is positive, have the first student consider whether the explanation matches his or her interpretation of the humour in the piece and, if not, supply that interpretation.
- If the response is negative, have the first student explain the joke by supplying information that allows the reader to understand the humorous meaning.
- Hold a class discussion, focusing on what prior knowledge helped make the cartoons or comic strips meaningful.

9 Admiration Rating



Completing an Admiration Rating involves students in combining information both from the text and from personal experience to rank characters or people according to the level of regard in which they are held. In doing this, they can be introduced to the devices authors and illustrators use to influence the construction of meaning, and they can be encouraged to explore and share different interpretations of events and actions in a text.

- Select three characters or people in a text.
- Have students individually rank those characters or people from most admirable to least admirable.
- Direct them to search for and record evidence in the text to justify their ranking of each character or person.
- Invite several students to share and compare their rankings and justifications with the whole class.

10 Spot the Devices

Refer to Chapter 8: Proficient Reading Phase, page 279.

11 What's Missing?

Refer to Chapter 8: Proficient Reading Phase, page 281.

12 Text Innovation

Text Innovation is the name given to the process of adapting or changing an existing text. By completing Text Innovation activities with a contextual understanding focus, students are encouraged to adapt characters, character traits, or the setting. They will also consider the impact of their changes on the storyline and the devices used by authors and illustrators.

- Select a text for innovation.
- Have students read it several times.
- Select features that could be innovated upon. Innovations could involve
 - changing the gender of one of the characters
 - substituting new characters for those in the text
 - changing characteristics (for instance, instead of a mischievous child, have a well-behaved child)
 - changing the setting, perhaps from a rural area to a city
 - changing the time from the original period to a past, present, or future one
 - changing the dialogue between characters
 - changing the socio-cultural group, age, occupation, values, or beliefs of the main character
- Organize students in small groups.
- Have them create the new text.
- Invite several groups to read their innovations to the whole class.
- Have students compare the original text with the new versions, explaining which they prefer and justifying the choice.
- Identify and discuss how the changes made had an impact on the text.
 - If the socio-cultural group of a character changed, how was the language changed to suit?
 - If the age of a character changed, was there any effect on the action or the events?
 - When a character's occupation was changed, how was the text changed?
 - What changes occurred when the setting or time of the text was altered?
- If the text is written, invite students to illustrate the newly created one. It can be turned into a big book, a class book, or a wall story.

13 Author Study



The Author Study activity provides opportunities for readers to examine a number of texts written by the same author—or illustrated by the same illustrator—to make generalizations about the devices used in those texts to target specific audiences across a number of texts.

- After sharing a text, discuss different aspects of it. For literary texts, students could examine the language, style, theme, or target audience(see Figure 7.10); for informational texts, they could examine the word choice, selection of details, or point of view presented.
- As more texts by the same author or illustrator are analyzed, record students' observations. Use the cumulative chart for making comparisons and generalizations about the style and the devices used.

Name: <u>Inee</u>		Date: _____		
Author Study				
Author: <u>Paul Jennings</u>				
Texts	Language	Style	Theme	Target Audience
Singenpov Strikes Again	Colloquial Language-casual speech	<ul style="list-style-type: none">• Use of humour• Elements of naughtiness and grossness	<ul style="list-style-type: none">• Good wins over evil• Quirky happenings	Teenagers and younger children (Grade 5-7)
The Paw Thing	Colloquial Language-casual speech	<ul style="list-style-type: none">• Use of humour• Elements of grossness	<ul style="list-style-type: none">• Quirky happenings• Good wins over evil	Teenagers and Grades 4-7
Sneeze 'n Coffin from Quirky Tails	Colloquial Language-casual speech	<ul style="list-style-type: none">• Use of humour• Elements of grossness• Exaggeration	<ul style="list-style-type: none">• Quirky happenings	Teenagers

Figure 7.10

14 Picture the Author

Picture the Author asks students to think about the author of a text being studied. They are asked to explore background information, and how this may have influenced the author's choices.

- After reading a text, have students gather information about the author. They can use the jacket of the text, the Internet, author reviews, or biographies to consider any of the following questions.


- Is the author male or female?
- Was the author young, middle-aged, or elderly when the text was written?
- When was the text written?
- Where did the author live when writing it?
- Does the author have expertise in this topic? How do you know?
- What other texts has this author written?
- Allow time for students to discuss how finding out about the author has helped them to understand and challenge the choices made in the text.

15 Deconstructing a Character



Deconstructing a Character provides opportunities for Transitional readers to collect and record information from texts, analyzing the way the author or illustrator has represented the characters. The information can be recorded on a chart and used to either analyze characters from one text or compare characters from several.

- Have students read a text.
- Invite them to choose the characters to be deconstructed and record their names on the framework provided (see Figure 7.11).
- Have them work individually to retrieve information from the text about each character. Key words and phrases should be recorded on the framework.
- Organize students in small groups to share the information that has been collected.
- Encourage them to discuss how the characters have been constructed. Focus questions could include the following:
 - How are the...portrayed in this text?
 - Are all...like this? Do you know any...who are not like this?
 - Is it fair to portray...in this way?
 - Why might the author have chosen to portray one character in this way? How else could the character have been portrayed?
 - How did this character respond to situations? What other response could there have been?
 - What are some of the words to describe other characters and their actions?
 - Would it have mattered if the main character had been of the opposite gender, from a different culture, or with a disability?


Reading Map of Development, p. 229

Name: _____
Date: _____

Deconstructing a Character

Text: _____
Author: _____
Illustrator: _____

Character and Age	Gender and Cultural Group	Appearance and Clothing	Thoughts and Feelings	Actions

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Figure 7.11

16 Like or Unlike?

Like or Unlike? is an activity that encourages readers to begin to challenge the world view presented by an author. It helps them to make connections and comparisons between what they know about the world in which they live and the way characters or people are represented in a text.

- Select a main character or person in a text and identify his or her role.
- Before reading the text, invite students to share what they know about real-life people in the same category.
- Record responses on a class chart.
- Have students read the text.
- Provide time to discuss how the character or person has been represented. Record students' views on a class chart.
- Draw students' attention to any differences or similarities between what they know and how the character or person may have been represented in the text.
- Provide opportunities for them to discuss how the author could have changed the role of the character, and the impact this would have had on the text.

17 Reading Response Journals

Refer to Chapter 8: Proficient Reading Phase, pages 274–75.

CONVENTIONS

Major Teaching Emphases

- Continue to build students' sight vocabulary, e.g., less common words, subject-specific words.
- Continue to build students' graphophonic and word knowledge, such as
 - recognizing less common sound–symbol relationships
 - recognizing letter combinations and the different sounds they represent
 - recognizing how word parts and words work
- Jointly analyze texts where combinations and adaptations of text structure and text organization have been used.
- Teach students to identify the role of language features in a variety of texts.

Teaching Notes

Transitional readers are able to decode many words; however, they continue to benefit from ongoing support and explicit instruction. They have already been exposed to many literary and informational texts, but they are now being exposed to a variety of more complex texts in cross-curriculum areas and may require support in reading these new genres and text forms.

Modelled, Shared, and Guided Reading sessions provide ideal opportunities for teaching conventions, as attention can be drawn to them as they occur.

The focuses for supporting Transitional readers in developing further understandings about conventions are organized under the following headings:

- Sight Vocabulary
- Graphophonic Knowledge and Word Structure Knowledge
- Knowledge About Text Forms

Sight Vocabulary

Sight vocabulary is the bank of words a reader is able to automatically decode, pronounce, and understand in the contexts in which they are used. Such words are called sight words because effective readers need to recognize them instantly on sight to maintain the

speed and fluency required to make sense of the author's message. Many of these words have irregular spellings, making them difficult to decode.

Transitional readers will be exposed to an increasing bank of words as they encounter a wider variety of texts; however, while they have become efficient at decoding and pronouncing many words, some do not understand the meaning of all they can decode. Since teaching students all the words they will need to understand is not possible, it is appropriate to invest time in teaching them how to learn new vocabulary independently. This may involve helping them to analyze words by looking at their component phonemes and morphemes, using the context, or considering the grammatical function a word serves.

Sight vocabulary for Transitional readers will often include subject-specific words from all curriculum areas:

- English, e.g., idioms, bias, homophones
- Mathematics, e.g., diameter, circumference, mass, volume, length, area, multiple, hexagon
- Science, e.g., mammal, osmosis, sedimentary, experiment, classify
- Health/Physical Education, e.g., circulation, cholesterol, digestion, harassment, consequences
- Social Studies, e.g., environment, politics, resources, investigate

Graphophonic Knowledge and Word Structure Knowledge

Graphophonic knowledge refers to a reader's knowledge of letters and combinations of letters and the sounds associated with them. When selecting the graphophonic understandings to introduce to Transitional readers, it is important to consider both what they already know and the requirements of the curriculum.

Word structure knowledge refers to a reader's knowledge of how words are constructed and how they work. As students are exposed to a wider variety of texts, they will encounter words with less common letter patterns and sound-symbol relationships, and it is helpful for them to begin to collect evidence to support and challenge their growing understandings. For instance, they may investigate and collect words from other languages, words with common bases, or words containing the same letter patterns that represent different sounds. Not only will activities such as these support students' reading development, they will support writing and spelling development, as well.

Displays of student learning can be added to as required.

Knowledge About Text Forms

Students will benefit from reading different examples of a particular text form, making comparisons with other forms, and identifying the defining features. Teacher questioning is very important in drawing attention to the features of a form. Students' comments can be recorded and used to draw up a set of guidelines when reading or writing a particular form.

Continuing to provide opportunities for students to analyze and discuss different text forms will help to consolidate understandings about the purpose, organization, structure, and language features of a wide range of texts. Modelled, Shared, and Guided Reading sessions provide an opportunity to discuss these conventions in the context of authentic texts, and can also include a focus on texts that “break the rules” to achieve a specific purpose and deepen impact. For example, a literary text may be used to persuade or a procedural text to entertain.

When deconstructing texts with Transitional readers, the following provide a focus.

Purpose

Whether it be to entertain, as in a limerick, or to argue a point of view, as in an exposition, texts are written to achieve a purpose.

Text organization

Text organization refers to the text's physical framework and features. Transitional readers will benefit from understanding text-form frameworks; for example, a narrative may include an introduction, conflict, and resolution. It is also important for these readers to understand the function, terminology, and use of organizational, or text, features such as

- headings and subheadings
- captions
- visual aids, such as diagrams, photographs, graphs, tables, and cross-sections
- tables of contents
- indexes
- glossaries
- bold or italic print
- illustrations
- hyperlinks
- Internet site maps

Text structures can also be seen as organizational patterns.

Text structure

Text structure refers to the way ideas, feelings, and information are linked in a text. These include

- problem and solution
- compare and contrast
- cause and effect
- listing: logical or chronological sequence, enumeration, collection of details

Having an understanding of these patterns can assist Transitional readers to comprehend text.

Language features

The term *language features* refers to the type of vocabulary and grammar used. Each text form has specific features that are appropriate to that form. These include

- tense, e.g., past or present
- word choice, e.g., adjectives, verbs, signal words
- style, e.g., colloquial or formal

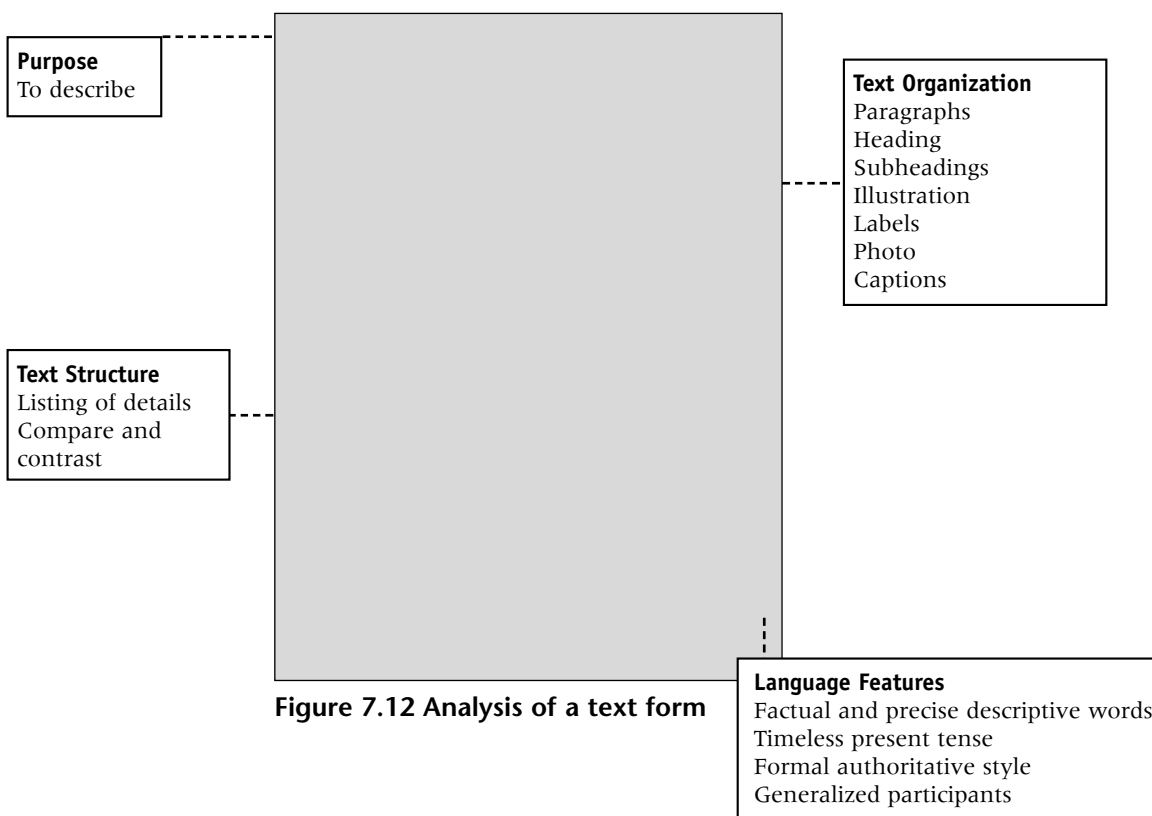


Figure 7.12 Analysis of a text form

For further information about the Conventions substrand, see *Reading Resource Book*, Canadian Edition, Chapter 3: Conventions.

Involving Students

1 Word Cline



Word Cline is an activity that helps build students' sight vocabulary as it encourages them to discuss connotations and nuances of meaning. Students arrange words that are similar in meaning to show a graduating intensity according to a given criterion.

- After students have read a common text, select a key word, such as *friend*. It is important to be able to generate at least four synonyms for the key word.
- Have students generate synonyms (or words that are closely related) for the key word, for example, acquaintance, amigo, buddy, colleague, ally, partner, or kindred spirit.
- Invite them to arrange the words in rising intensity against a criterion, such as distant to close relationship.
- Organize them in small groups to discuss the words and reach a consensus about the order in which they are to be placed.
- Have them reflect on the factors that influenced the choice of placement. They need to be aware that readers' perceptions of meanings will vary according to their prior knowledge.
- As a whole class, discuss how the use of the different words from the Word Cline would have an impact on the text.

Conventions Involving Students

- 1 Word Cline
- 2 Word Walls
- 3 Concept/
Definition Maps
- 4 Semantic
Association
- 5 Crosswords
- 6 Odd Word
- 7 Secret Messages
- 8 What Comes
Next?
- 9 Word Back Spied
Her
- 10 Cloze Activities
- 11 Sound Hunter
- 12 Word Origins
- 13 Exploring Words
- 14 Making Words
- 15 Word-Sorting
Activities
- 16 Reading Plans
- 17 Share and
Compare
- 18 Looking for Clues
- 19 Signal Words

Name: Khalid A. Date: _____

Word Cline

Place one key word in the central box. Choose two synonyms that are greater in intensity and two that are less in intensity and place them appropriately in the remaining four boxes.

Key Word: Friend

Synonyms:

<u>acquaintance</u>	<u>colleague</u>
<u>amigo</u>	<u>partner</u>
<u>buddy</u>	<u>kindred spirit</u>
<u>ally</u>	

Figure 7.13

2 Word Walls

Refer to Chapter 6: Early Reading Phase, page 183.

3 Concept/Definition Maps

Concept/Definition Maps (Schwartz and Raphael 1985) have students explore new vocabulary by focusing attention on key components to create a definition.

- Select a focus word.
- Have students construct a concept/definition map by answering the following questions about this word.
 - What is it? (Which broader category does it belong to?)
 - What is it like? (What are its properties or characteristics?)
 - What are some examples? (Illustrations of the concept)
- Students record and share this information (see Figure 7.14).
- Provide time for them to create a definition for the focus word.

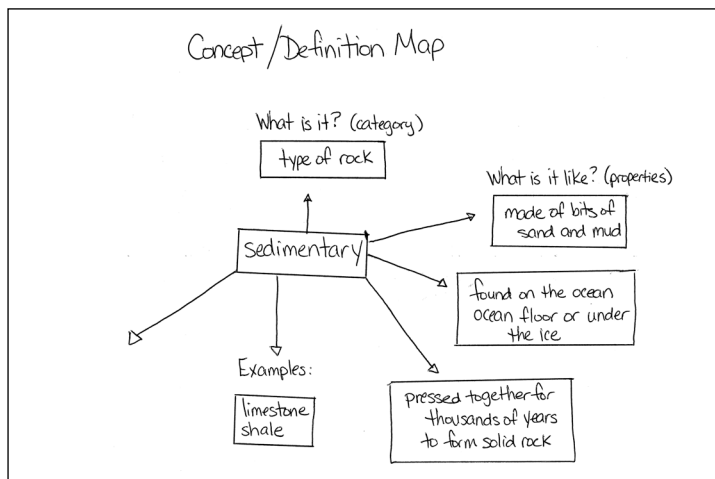


Figure 7.14

4 Semantic Association

Refer to Chapter 6: Early Reading Phase, page 182.

5 Crosswords

Crosswords are made up of a series of intersecting words that have some letters in common; the words are indicated by clues. While there are software packages available for the creation of crosswords, students benefit from working together to manually complete the process; doing this helps to consolidate vocabulary and word understandings.

It is important to model the creation of clues, such as these:

- simple definitions—a person in a story
- cloze activity—a TV show, *Hockey Night in* _____
- stating a relationship—nephew and _____
- offering a synonym or antonym—not happy

Creating or completing crosswords requires Transitional readers to focus on defining features of words as well as investigating both the structure and meaning of key words.

- Arrange students in pairs.
- Provide each pair with two crossword grids, 15 squares by 15 squares.

- Have them select thematic words, subject-specific words, or words from discrete sections of a text and arrange them on one of the grids, ensuring that some of the letters intersect.
- Direct them to number the first letter of each word in the grid.
- Have them then transfer these numbers onto the same squares in the blank grid and shade the squares that will not contain a letter when the crossword is complete.
- Ask students to create a clue for each of their selected words.
- Students then swap clues and blank grids with another pair, who will complete the crossword.

6 Odd Word

Odd Word is used to categorize items, clarify concepts, and alert students to patterns. When a small series of items is presented and all but one share a common attribute, the challenge is to determine which one is odd, and why.

- Have students prepare for Odd Word by collecting key words on a particular topic that share a common attribute. An “odd word” is then added to the collection—one that is related, but does not share the common attribute of the others. For example, the words could be *stalactites*, *stalagmites*, *caves*, *waterfalls*, *mountains*.
- Each student gives the selected key words to a partner. It is the partner’s task to identify the classification and the odd word, stating reasons for the choice; for instance, in the above example *waterfalls* is the odd word because the others are rock formations.

7 Secret Messages

Secret Messages is an activity that involves students in decoding. The messages can be created using sight vocabulary, word knowledge, and graphophonic understandings being introduced or consolidated.

Transitional readers will enjoy deciphering messages that use a combination of clues. The types of clues used might include these:

- removing prefixes or suffixes from words, e.g., take the prefix from “disrepair”
- adding prefixes or suffixes to words, e.g., add the prefix “pro” to the word “active”
- combining syllables from different words, e.g., add the first syllable of “monkey” to the third syllable of “Saturday”
- replacing letters from the beginning or end of a word, e.g., take “de” from “delete” and replace it with “comp”
- finding a small word within a word, e.g., find a four-letter word in “friendship”

- creating compound words, e.g., add “light” to “house”
- using an alphabet sequence for short words, e.g., add the letter after “l” to the first letter of the alphabet

Modelling the process for solving the messages is important.

- Think of a meaningful sentence or message, such as “Complete your project by Friday.”
- Write a series of clues that will enable students to decode the message.
- Ensure that they have access to a copy of the alphabet.
- Provide time for them to crack, or decode, the message. They could record it in their journals.
- Keep a copy of all activities to build up a permanent collection for future use.

Once students are familiar with deciphering Secret Messages, challenge them to write some for the class.

8 What Comes Next?

What Comes Next? is an adaptation of the game Hangman. However, What Comes Next? requires students to guess the letters in the correct order rather than randomly.

As a daily activity for Transitional readers, What Comes Next? can provide an excellent context for introducing and reinforcing letter sequences, as well as word understandings such as these:

- Letters together represent the specific sounds in a word.
- Prefixes and suffixes can be added to words.
- An ending can be added to make a word plural.
- Past tense can be represented by *ed* or sometimes *t*.
- Some words can be spelled the same and pronounced the same, but have different meanings, such as *table* and *fair*.
- Some words are pronounced the same, but are spelled differently and have different meanings, such as *bear* and *bare*, *there* and *their*.
- Some words are spelled the same, but are pronounced differently and have different meanings, such as *tear* or *minute*.

To complete the activity, follow this procedure.

- Choose a word from a familiar context that features a letter sequence or word-study understanding. Draw lines representing each letter in the word.
- Provide a specific clue for the first letter in the word; for example, the first letter is a consonant in the second half of the alphabet. When students guess the correct letter, record it on the first line.
- Invite students to guess the remaining letters of the word.

- As they guess a letter, write any guesses that are incorrect, but are possible sequences in a Could Be column. Incorrect guesses that will not make possible sequences should be recorded in a Couldn't Be column as single letters (not modelling incorrect letter patterns). When students guess a letter that could not be right, a segment of a mouse outline is drawn.
- Continue this until the correct letters are given and recorded on the lines.
- The game ends if the drawing of the mouse is completed before students complete the word.

As an extension, students can be challenged to find other words linked to the letter patterns identified in the game word; for example, if the chosen word is *pneumonia*, groups could be challenged to find words with *pn*, *eu*, or *ia*.

Once Transitional readers are familiar with the game, encourage them to play What Comes Next? with a partner.

9 Word Back Spied Her

Word Back Spied Her can be used for a wide range of purposes; it is an excellent open-ended activity to support the development of sight vocabulary and word knowledge. A number of words, based on student needs or interest, are printed on sticky labels. A label is then placed on each student's back and the student is challenged to identify the particular word by questioning other students.

- Select the words to be used.
- Prepare a sticky label bearing one of the words for each student.
- Place a label on each student's back, ensuring that the word has not been seen.
- Provide each student with a complete list of the words.
- Discuss rules for questioning, such as these:
 - Questions need to be related to the features of the word, for example: Does my word have a prefix? Does my word have the letter pattern *tion*? Is my word an adjective?
 - Responses can only be "Yes" or "No."
 - A student can ask another student only one question before moving on.
 - A student who is unable to answer a question may pass.
- Teach students how to eliminate words from the list as they ask their questions.
- Direct them to move into designated groups as the words are determined, for example, according to parts of speech.

It is critical that either during or at the end of the activity students are given the opportunity to reflect and discuss the types of questions asked. Doing this will help them to distinguish between useful and less useful questions to use in determining the words they have been given. Individualized lists can be created if necessary.

10 Cloze Activities

Cloze activities encourage students to use context clues to predict the missing parts of a text; they are easily prepared by deleting words, parts of words, or punctuation marks.

When working with students to complete cloze activities, it is important to model how to gain the full benefit of context clues by always reading to the end of a sentence before trying to fill the gap.

It is beneficial for students to have the opportunity to discuss answers and justifications, allowing them to hear about strategies used by others and alternative choices.

The following list provides options of cloze activities suitable for Transitional readers.

Punctuation cloze

Use sections from a text that students are familiar with and have read many times. Prepare a passage by deleting punctuation marks so that students can fill the gaps. This activity can be adapted by using removable stickers to cover key punctuation marks in a shared book session.

Word-parts cloze

Develop cloze activities by covering parts of words, for example: As a result of the volcanic eruption, the autumn sun___ was spectacular, *or* As the sun ___ly dipped towards the h___rizon, the sky was trans_____ into a stream of colour.

Encourage students to complete the words by looking at the remaining word parts and using graphophonic and word structure knowledge.

Whole-word cloze

Prepare a passage, deleting any words that are chosen as a focus, such as subject-specific words, nouns, adverbs, signal words or contractions; always leave the first sentence intact. Encourage students to think of a meaningful replacement for each deleted word. Provide scaffolding questions, such as “What could the next

word be? Does it make sense?” If necessary, support students by providing a list of words from which to choose.

For directions on preparing cloze activities, see the section “Cloze Procedures” in Chapter 3.

11 Sound Hunter

Participating in Sound Hunter helps students to make connections between letters and sounds in words. They can become sound hunters in any context where they are involved with meaningful print. Texts such as books, charted songs and poems, magazines, modelled writing examples, or written messages can provide contexts for Transitional readers to develop their graphophonic and word understandings by hunting for words.

- Choose a specific focus. For Transitional readers it could be
 - any words with a particular letter pattern, such as *ough*
 - any words with a particular sound, such as a /shun/ sound
- Choose texts that exhibit the chosen focus.
- Have students read the text for enjoyment.
- Encourage them to revisit the text to find and circle or underline words with the chosen focus, for instance, all the words that have a /shun/ sound. The words could then be written on pieces of card.
- Discuss the words.
- Ask students to sort them into subgroups, for example, according to the letter patterns that represent the /shun/ sound.
- Create a chart of the words, listing the groups into which they have been sorted. Leave room for more words to be added as they are discovered.
- Students may then be formed into groups and challenged to find other words from a selected subgroup; they might find them in specific texts, in class charts, or on the Word Wall.
- Revisit, discuss, and add to the chart on future occasions.

Different Spellings for the Same Sound			
–tion	–cian	–cean	–sion
condition	dietician	ocean	tension
recognition	physician	crustacean	pension
exhibition			

Figure 7.15 A class-generated Sound Hunter chart

12 Word Origins

Word Origins involves students in investigating how words are related by examining the meaning of common parts. When beginning to use this activity, start with a word of which students know the meaning.

- Select a word from a current classroom context and highlight the focus part, such as *aqua* in aquarium.
- Discuss the meaning of the word, referring to the text. If the meaning is unknown, it is provided (using a dictionary at this stage will undermine the final stage of the activity).
- Ask students to brainstorm any other words that have the highlighted part. List these words and their meanings, for example:
 - aquatic (growing or living in water)
 - aquamarine (a bluish-green colour like water)
 - aquaplaning (riding at high speed on water)
- From the collected definitions, have students infer the meaning of the focus word part.
- Refer them to a reference source to check the meaning and add any similar words they find there.
- Record the words and their meanings on a class chart.

13 Exploring Words

Exploring Words is an open-ended activity that provides students with an opportunity to work at their own level to create words. Transitional readers enjoy the challenge of creating as many words as possible using a given base word and selected affixes.

- Provide students with a focus base word and a selection of prefixes and suffixes (see Figure 7.16).
- Establish guidelines for the creation of words, for example:
 - All words must include the base word.
 - The last letter of the base word may be changed or deleted when adding suffixes.
 - All words must be real words.
- Challenge students to make as many new words as possible in a given time, using the base word and adding prefixes or suffixes, or both.
- Provide time for them to share and reflect upon the words created.
- Record any patterns or rules the students discover.

See how many new words you can make by adding to the base word "occupy."

Sometimes, you may need to change or remove a letter when adding a suffix.

un	mis	es	ant	ation
ed	ied	ies	al	
pre		occupy		re
ing	er	s	est	ancy

Make sure that the words you make are real words.

Words We Made

occupant

occupation

occupies

occupied

preoccupy

unoccupied

Figure 7.16

14 Making Words

Making Words (Cunningham 2000) supports the development of graphophonic and word knowledge, specifically helping students to focus on letters in the words. Making Words involves using letters to make words.

Prior to introducing the activity, the following steps need to be completed.

- Select a word from a current classroom context. It will be the secret word.
- From the letters of that word make a list of smaller words, such as *am, tan, atom, into, mount, union, and nation* within *mountain*.
- Choose about 15 words from this list. They could include words
 - that have a particular letter pattern to be emphasized, e.g., ain
 - that vary in length
 - that can be made with the same letters in different places, e.g., *aunt, tuna*
 - that most students have in their listening vocabularies
 - that are plural

Once the preparation is complete, the following steps apply.

- Provide each student with an envelope or tub containing each letter of the focus word on a card: *a, i, o, u, m, n, n, t* for *mountain*. Have vowels and consonants on different-coloured cards.
- Direct students to make specified words one at a time. Select words from the list previously created. Ensure that each one is written on a card.
- Start with two- or three-letter words and work up to longer ones.

For example:

- Take two letters to make the word *at*.
- Add another letter to make *ant*.
- Add another letter to make *aunt*.
- Manipulate the letters in *aunt* and come up with another word.
- Continue directing students to make words, discussing key features of each one.
- Challenge students to use all the letters to discover the secret word.
- Use the words created to discuss patterns within them and use the patterns to generate new words, such as *nation* (from the original list), *relation*, *station*, and *foundation*.

15 Word-Sorting Activities

Refer to Chapter 6: Early Reading Phase, pages 184–85.

16 Reading Plans

Refer to Chapter 6: Early Reading Phase, pages 192–93.

17 Share and Compare

Share and Compare provides students with the opportunity to identify and compare the features of different texts; they work in groups to sort a collection of texts into categories, then brainstorm features of each category. The interaction and conversation allows them to discuss and build on their knowledge of the text structure, organization, and language features of different texts.

- Provide small groups with a collection of different texts, such as explanations and expositions. The texts should be related to a particular topic or theme being studied across the curriculum.
- Have students work together to sort the texts into categories. Discuss what influenced their choices.
- Ask them to explore the groups of texts more closely and to further analyze the features of each one. They can be encouraged to focus on examples such as the following:
 - the organization of the texts: “These explanations have headings, subheadings, and diagrams.”
 - the language features of the text: “In these explanations there are signal words indicating cause and effect, such as *as a result*.”
 - the text structure: “These expositions had their ideas linked as problem and solution.”
- Invite students to share with the class what they discovered.
- Create a class chart, listing features of the texts that could be generalized to each form. The chart can be added to over time as students discover new features.

18 Looking for Clues



Looking for Clues provides students with an opportunity to analyze the language features used in different text forms.

- Provide students with a table format listing types of language features (see Figure 7.17).
- As students read a text, have them record notes about the words used.
- Guide them to select words from each category listed in the table.
- As a whole class, analyze the words in each category. Discuss any patterns observed.
- Over time, provide opportunities for students to read and analyze similar text forms. Encourage them to look for further patterns and to make generalizations about language features particular to that form.

First Steps Reading Map of Development, p. 245

Name: Joanne Date: _____

Looking for Clues

Text: Let's Cook! Author: _____ Form: Recipe book Purpose: To instruct

Language Features	Words Used in This Text	Observation and Analysis
nouns	<u>1-5 cups of self-rising flour</u> <u>a 3 cm square cake tin</u> <u>electric beaters</u>	The nouns are factual and precise. They are specific to cooking and recipes.
adjectives	<u>melted</u> <u>serrated</u> <u>simmering</u>	The adjectives are technical and specific.
verbs	<u>Preheat</u> <u>pour</u> <u>sift</u> <u>brush</u> <u>beat</u>	Action verbs started the instructions in the sentences.
signal words	<u>1, 2, 3</u>	These words/numbers indicate what order you have to do things in.

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Figure 7.17

19 Signal Words

Signal Words focuses attention on the words authors use to signal different text structures; these are often called top-level structures. Once students know the type of structure in a text, it will help them to process information effectively and to select appropriate ways of summarizing it.

- Introduce the class or a group to a particular type of structure in a text about to be read, for example, cause and effect.
- Using a sample piece of text, highlight the signal words. List and discuss them.
- Have students follow this procedure as they read another text with the same structure.

- Jointly construct a reference chart recording the text structure and signal words.
- As students’ knowledge about text structure builds, add the information to the class chart.

TEXT STRUCTURE PATTERNS	SIGNAL WORDS TO LOOK FOR
Cause and effect	makes, causes, leads to, results in, forms, creates, because, so, consequently, so that, if, then, therefore, as a result
Compare and contrast	although, whereas, yet, however, compared with, unlike, like, different, similar, while
Problem and solution	dilemma, solution, to prevent, question, answer, solve, difficulty, trouble, crisis, explanation, resolution
Listing: logical or chronological sequence	in/on (date), not long after, before, after, when, to begin with, first, second, then, next, most important, for instance, as well, furthermore
Collection of details	several, many, some, as follows, such as, examples

Figure 7.18 A class-generated cumulative chart on signal words

PROCESSES AND STRATEGIES

Major Teaching Emphases

- Continue to build students' knowledge within the cueing systems, e.g., orthographic, world knowledge.
- Consolidate known comprehension strategies and teach additional strategies, e.g., synthesizing, paraphrasing.
- Consolidate word identification strategies.
- Continue to teach students how to locate, select, and evaluate texts, e.g., conducting Internet searches, recognizing bias.
- Model self-reflection of strategies used in reading, and encourage students to do the same.

Organization of the Processes and Strategies Substrand

The organization of the Processes and Strategies substrand differs in several ways from that of the other substrands. Both the Teaching Notes and the Involving Students sections are located in Chapter 4 of *Reading Resource Book*, Canadian Edition.

The rationale for this difference in organization is that reading processes and strategies are not hierarchical and therefore not phase specific. A variety of processes and strategies need to be introduced, developed, and consolidated at all phases of development.

What varies from one phase to the next is the growth in

- the number and integration of strategies
- the awareness and monitoring of strategies
- the efficiency in use and selection of strategies
- the ability to articulate the use of the strategies
- the awareness of how the use of strategies help with making meaning
- the ability to locate, select, and evaluate texts

Supporting Transitional Readers in the Home

Transitional readers can recognize many words automatically and can therefore read familiar texts fluently and with expression. They use a variety of ways to work out unknown words, such as slowing down, rereading, reading on, and sounding out. Transitional readers change the way they read to suit different texts or purposes.

Transitional readers will benefit from a range of experiences in the home setting. Ideas for providing appropriate experiences are available on Parent Cards located on the *First Steps Reading Map of Development* CD-ROM.

Teachers can select appropriate cards for each Transitional reader from the *First Steps Reading Map of Development* CD-ROM and copy them for parents to use at home. Also available on the CD-ROM is a parent-friendly version of the Reading Map of Development.

Parent Cards



- | | |
|--|--|
| 1 Transitional Readers:
How to Support | 2 Encouraging Reading |
| 3 Reading with Your Child | 4 Selecting Texts |
| 5 Reading and Writing Links | 6 Supporting Oral Reading |
| 7 Understanding How Texts
Are Read and Organized | 8 Nurturing a Love of
Reading |
| 9 Supporting
Comprehension | 10 Helping with Research
Work |
| 11 Using the Library | 12 Building Word Knowledge
Through Games |

CHAPTER 8

Proficient Reading Phase

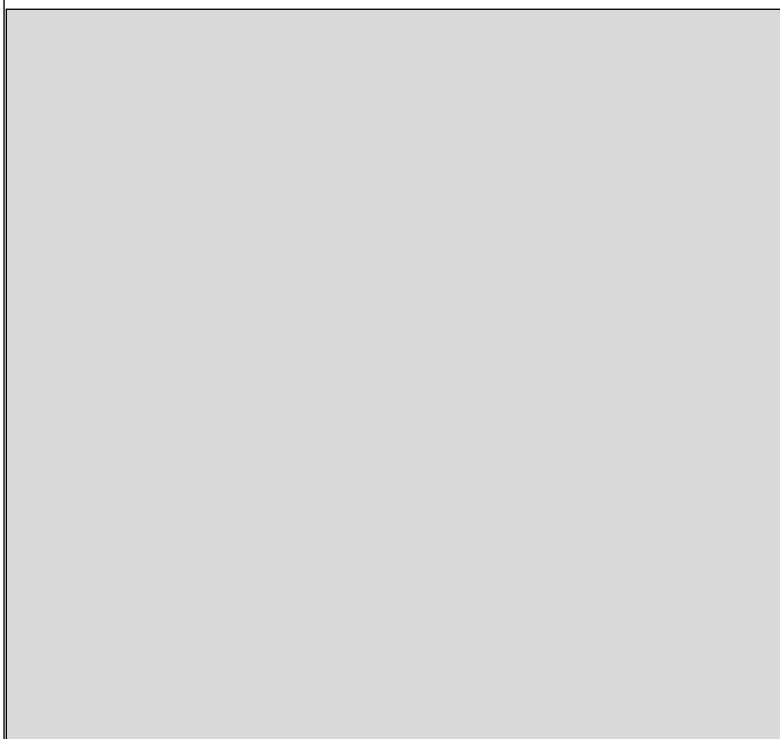


Figure 8.1

Global Statement

Proficient readers have developed a multistrategy approach to identify unknown words and comprehend demanding texts, such as subject-specific textbooks, novels, and essays. They are able to select strategies appropriate to the purpose and complexity of the text. Readers have a greater ability to connect topic, grammatical, cultural/world, and text-structure knowledge with what is new in the text. Proficient readers identify the target audience of a text. They draw on evidence from their own experience to challenge or question the text.

Proficient Reading Indicators

Use of Texts

- ◆ **Reads and demonstrates comprehension of texts by**
 - explaining how the main idea and supporting information relate to the author's purpose and the intended audience
 - selecting events from a text to suit a specific audience
 - linking ideas, both explicit and implicit, in a text, e.g., thesis and supporting arguments
- ◆ **Locates and evaluates appropriateness of texts and information in texts in terms of purpose and audience, e.g., validity, bias**
 - Compares texts with a similar theme by organizing information and ideas to provide evidence for a particular point of view
 - Uses information from a number of texts to make generalizations

Contextual Understanding

- ◆ **Recognizes how one's values, attitudes, and beliefs have impact on the interpretation of text**
- ◆ **Discusses the target audience for a specific text, and how the author has tailored the language, ideas, and presentation to suit**
 - Identifies the target audience for a range of texts
 - Recognizes that particular societal groups are stereotyped in texts to serve the interests of other groups
 - Detects positioning such as exaggeration, bias, and prejudice in texts
 - Discusses the motives and feelings of characters/people in texts
 - Clarifies and justifies own interpretation of complex ideas and issues

Conventions

- ◆ **Recognizes manipulation of text structure and text organization, e.g., historical account written as a narrative**
- ◆ **Recognizes the selection of language features, such as**
 - words to distinguish fact from opinion and bias, e.g., I think, It has been reported
 - words/phrases that signal relationships, e.g., similarly—to compare, on the other hand—to contrast
 - synonyms to denote connotations, e.g., thief, bandit, pickpocket
- Recognizes combined text forms with more than one purpose
- Recognizes an extensive bank of words automatically in many contexts
- Identifies the role of structural and organizational features in an extensive range of text forms, e.g., chronology, paragraphing

Processes and Strategies

- ◆ **Selects from a broad knowledge base to comprehend, e.g., text structure and organization, cultural/world knowledge, grammar, vocabulary**
- ◆ **Selects appropriate strategies from a wide range to comprehend**
- ◆ **Determines unknown words by selecting appropriate word identification strategies**
 - Selects and categorizes key words in a text for a specific purpose
 - Discusses the selection and effectiveness of a range of cueing systems and strategies used while reading

Major Teaching Emphases

Environment and Attitude

- Create a supportive classroom environment that nurtures a community of readers.
- Jointly construct, and frequently refer to, meaningful environmental print.
- Foster students' enjoyment of reading.
- Encourage students to take risks with confidence.
- Encourage students to select their own reading material according to interest or purpose.

Use of Texts

- Provide opportunities for students to read a wide range of texts.
- Continue to teach students to analyze texts utilizing information to suit different purposes and audiences.

Contextual Understanding

- Provide opportunities for students to discuss how the ideologies of the reader and the author combine to create an interpretation of the text.

- Provide opportunities for students to identify devices used to influence readers to take a particular view.

Conventions

- Continue to build students' sight vocabulary, e.g., technical terms, figurative language.
- Teach students to analyze how authors combine language features to achieve a purpose.
- Teach students to analyze how authors manipulate texts to achieve a purpose, e.g., structure, organization.

Processes and Strategies

- Continue to build students' knowledge within the cueing systems.
- Consolidate comprehension strategies.
- Consolidate word identification strategies.
- Consolidate how to locate, select, and evaluate texts.
- Model self-reflection of strategies used in reading, and encourage students to do the same.

Teaching and Learning Experiences

ENVIRONMENT AND ATTITUDE

Major Teaching Emphases

- Create a supportive classroom environment that nurtures a community of readers.
- Jointly construct, and frequently refer to, meaningful environmental print.
- Foster students' enjoyment of reading.
- Encourage students to take risks with confidence.
- Encourage students to select their own reading material according to interest or purpose.

Teaching Notes

An environment that supports Proficient readers is intellectually stimulating. Reading tasks need to challenge and motivate them by promoting meaningful engagement with texts. Personal reading preferences need to be acknowledged and encouraged; a broadening of these preferences can be promoted through collaborative activities, such as book chats. Class-based book clubs allow students to be involved in open-ended discussions where many different responses to texts are accepted and encouraged, as well.

It is important to nurture the classroom reading community by sharing your own thoughts, genre preferences, and knowledge about reading. These, along with student recommendations, offer an insight into different texts and each can be used to entice readers to broaden their own reading repertoire.

Exploring Print

Creating a print-rich environment is still important. The type of print available in the classroom will reflect a diversity of purpose.

Print that is functional and frequently referred to can be developed, based on student and classroom needs. It should be created by

or in consultation with the students in order to foster ownership and usage. Such print may include

- procedural charts
- class reading recommendations
- questions and statements for discussions about books
- strategies to be utilized

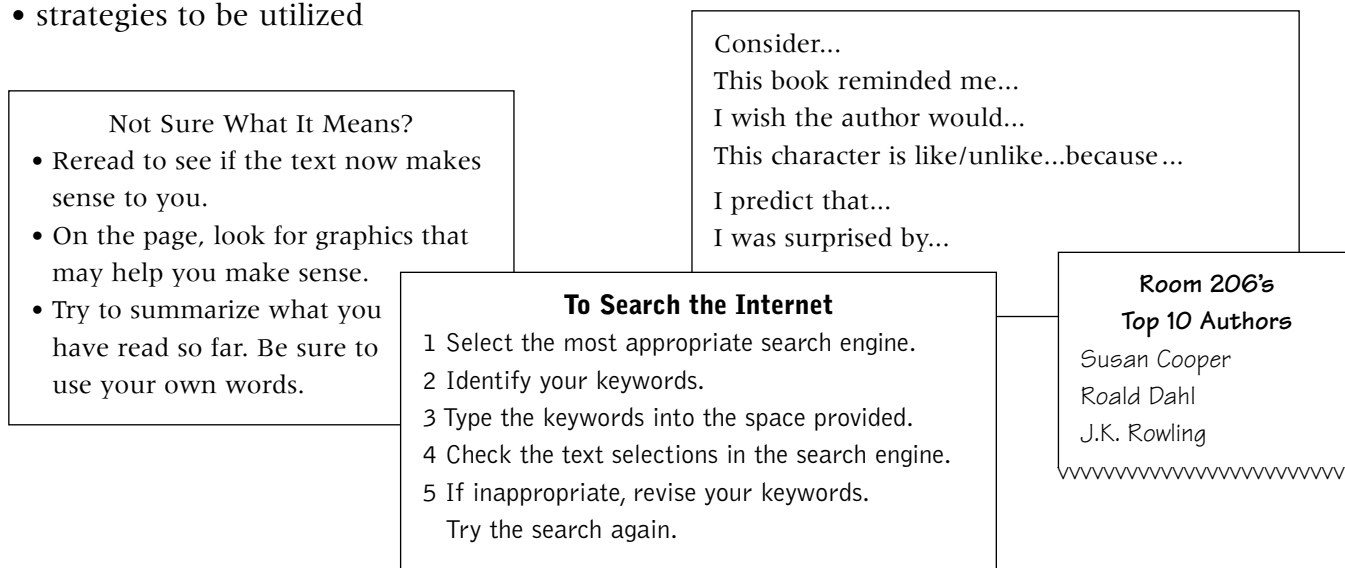


Figure 8.2 Functional print for Proficient readers

Fostering Enjoyment and Challenging Readers

Reading to students is still important at this phase; it exposes them not only to skilled readers, but also to forms they may not otherwise experience. Reactions to texts and the pleasure derived from reading can also be shared with students. Modelled and Guided Reading are two invaluable instructional approaches that allow teacher and students to demonstrate, analyze, and discuss strategies they use throughout the reading process.

It is important that students at this phase be challenged. Teachers can achieve this by

- setting interesting and challenging reading tasks that students can complete successfully and within predetermined times
- establishing guidelines for a cooperative learning environment where risk taking is respected and encouraged
- promoting openness and sharing by minimizing competitive situations
- providing focused feedback that encourages, motivates, and assists readers to make necessary changes to their reading strategies
- listening and responding sensitively to students' comments
- demonstrating how students approach reading and related tasks, including solving difficulties
- valuing students as learners and experts, and inviting them to share their learning with peers

- recognizing and valuing effort in the process of reading, not only in the product of reading
- assisting students to set achievable reading goals that are based on realistic expectations, outcomes, and timelines
- discussing students' reading behaviours, and differentiating instruction to meet individual needs
- facilitating learning that promotes reader independence
- encouraging and praising students for trying new forms, topics, or authors in their personal reading

Proficient readers select texts according to purpose and interest, use a variety of strategies to comprehend, and are able to evaluate their reading effectiveness. Teachers may not be able to provide them with all the necessary reading material they will require, so it is important to direct them to other sources, such as the school and local libraries, the Internet, newspapers, CD-ROMs, and everyday reading material. The class library needs to cater to individual preferences by providing a wide range of texts covering many different forms, subjects, and topics—multimodal texts. If this is done, the material available in the classroom will be more likely to meet both interest and curriculum requirements and to promote multiliteracies.

The term *multi-literacies* recognizes that increasingly the new communications technologies are affecting how meaning is made—texts are multimodal, with written-linguistic modes of meaning enmeshed with visual, audio, and spatial patterns of meaning; the term also recognizes that one standard version of English is not enough—the language is breaking into differentiated versions marked by national origin, subcultural style, and professional or technical communities.

As well as access to a wide variety of texts, the provision of time designated for independent reading of self-selected texts is critical for readers in this phase. Teachers' respect for and interest in student choices is the key to promoting both a nurturing reading environment and an enjoyment of reading.

Encouraging Risk-Taking

Proficient readers can become risk takers if asked to

- increase the diversity of texts they read, including non-preferred forms
- critically analyze and respond to texts in a variety of ways
- reflect on and discuss the success of their reading strategies
- view incidents in texts from different perspectives
- understand the links between reading and writing
- build their knowledge base within the cueing systems when necessary

For further information about Environment and Attitude, see *Linking Assessment, Teaching and Learning*, Chapter 5: Establishing a Positive Teaching and Learning Environment.

USE OF TEXTS

Major Teaching Emphases

- Provide opportunities for students to read a wide range of texts.
- Continue to teach students to analyze texts utilizing information to suit different purposes and audiences.

Teaching Notes

Proficient readers have often developed a personalized reading style and are capable of reading a wide range of texts for different purposes. They have refined the use of reading strategies, enabling them to read well. Their reading is automatic and requires only conscious processing as they encounter difficult or unfamiliar texts. It is important to encourage them to continually broaden their repertoire of texts read, while also pursuing their own particular interests.

The focuses for helping Proficient readers in this substrand are organized under the following headings:

- Variety of Texts
- Analyzing Texts
- Responding to Texts

Variety of Texts

These readers benefit from continued exposure to a variety of challenging texts and ample opportunities to interact with those texts at various levels.

There are many ways to continue to encourage the engagement of Proficient readers with a broad range of texts.

- Provide uninterrupted blocks of time for independent reading.
- Provide time for individual conferences where students can discuss aspects of their reading with peers or teacher.
- Organize buddy reading and paired reading events.
- Allow time for students to access reading material from a variety of sources, such as the Internet and the school library.
- Ensure that the classroom library has a wide selection of regularly updated reading material available. Five hundred books is a recommended goal.
- Allow students to contribute their own material to the class library, providing opportunities for them to explain their choices to the rest of the class through book talks.

- Arrange for authors to visit and discuss their craft.
- Set up book clubs within and between classes so that students can openly discuss material they read and gain differing perspectives about a topic, author, or event.
- Model the use of reading strategies, using texts from across the curriculum.

Analyzing Texts

Proficient readers benefit from opportunities to analyze texts in a variety of ways for different purposes; this may be by studying the author of a text, or considering how authors construct their message through the use of text organization, text structure, language features, theme, or content. Students can also be encouraged to utilize information from texts to achieve different purposes, for example, to solve problems, make decisions, draw conclusions, broaden knowledge, share information with others, or present a particular view.

Students can be encouraged to analyze texts in a range of ways.

- Provide opportunities to use reflective journals.
- Prompt students to identify and comment on differing points of view both within and between texts.
- Provide opportunities for them to access multiple sources and to synthesize information.
- Allow time for them to explore, analyze, and articulate reactions and responses to texts.
- Demonstrate how to extract and organize information for different purposes and audiences.
- Assist students to analyze author styles and writing craft.
- Challenge them to interpret texts and transform them.
- Provide time for them to prepare information to present to an audience.

Responding to Texts

Teachers often have students answer questions or use prompts as a way to respond to texts. There are many ways of organizing and discussing types of questions, e.g., Bloom's Taxonomy revised (Bloom 1956; Anderson and Krathwohl 2001), Question–Answer Relationships (Raphael 1986), Three Level Guides (Herber 1978), or Open and Closed Questions. Whichever hierarchy is chosen, it is wise to include questions that require different levels of thinking. The focus in this phase should be on questions that promote higher levels of thinking.

Raphael (1986) categorizes questions as Right There (Literal), Think and Search (Inferential), Author and You (Interpretive), and On Your Own (Critical/Evaluative), providing a useful framework for ensuring that different types of questions are used in the classroom.

Literal: Literal questions focus on what the author said. The answer is right there in the text or pictures. Common literal questions begin with *who*, *when*, *where*, or *what*.

Inferential: The answers to these questions can be found in the text, but are not necessarily in one place. These are the Think and Search questions. They show relationships, such as cause and effect, sequence, or compare and contrast. These are also sometimes the how and why questions; the student has to put the answer together from various sections or sentences in the text, asking, for example, “How is...similar to or different from...?”, “What is the author trying to tell us here?”, “Was...an effective solution to the problem?”

Interpretive: These are the Author and You questions. They require the student to base the answer on the text, but also to draw on previous personal experience to reach a reasonable answer. The answer must not be a wild guess; it must be probable with reference to the text, not just possible based on personal experience. For example: “From the evidence presented by the author, is it a good idea to...?” “Based on what you have read so far, what do you think will happen when...?”

Critical/Evaluative: These questions go beyond the text, asking for students’ own opinions or judgments. They are the On Your Own questions, as the answers are not found in the text. The reader can answer the question without having read the text, although it does provide a starting point for discussions about the underlying messages or themes. Questions might be “What do you believe about...?”, “What are your views on...?”, “What makes you feel that way?”

For further information about the Use of Texts substrand, see *Reading Resource Book*, Canadian Edition:

- Chapter 1: Use of Texts
- Chapter 4: Processes and Strategies

Involving Students



1 Reader Recommendations

Inviting students to make recommendations about texts read may encourage other students to read a wider range. When students complete Text Recommendation cards after reading, the cards are made available for others to review. This is an effective process for sharing reactions to texts.

- After students have read a text, invite them to determine a rating, write a descriptive comment, and identify the type of reader who might enjoy it.
- Recommendations can be placed inside the text, put on display, or kept in a recommendation box.

Text Recommendation Card

I rated _____ as _____

I would recommend it if you like _____

It's about _____

Signature: _____

Figure 8.3

2 Verbed

Verbed is an activity in which students analyze texts using explicit and implicit information to draw conclusions. It involves selecting a verb that encapsulates the situation or outcome for each character (see Figure 8.4).

This activity works best with newspaper or magazine articles, short informational texts, and literary texts with strong characterization. Literary texts may require a chapter-by-chapter analysis to account for a character's changing situation.

- Have small groups read a selected text and list the characters/people in it.
- Students then work individually to generate a past-tense verb appropriate to each character or person listed.
- Invite them to share and justify their selected verbs. The groups then discuss the words and choose the most effective. Discussion could revolve around

Use of Texts Involving Students

- 1 Reader Recommendations
- 2 Verbed
- 3 Regrets and Rewinds
- 4 Parting Gift
- 5 Transformations
- 6 Plotting the Plot
- 7 Re-connecting
- 8 Innocent Until Proven Guilty
- 9 Symbolism
- 10 The Drammies
- 11 Dear Abby
- 12 Treasured Possession
- 13 Responding to Texts
- 14 Graphic Organizers
- 15 Note-making

- justifying the choice of verb by referring to the text
- considering the vocabulary used by the author
- identifying the perspective chosen—through whose eyes are the verbs selected?
- Have groups share their texts and selected verbs, providing justifications.

After reading a newspaper article about an oil spill off the coast of Spain, the students selected these words to describe how the different people were feeling.

Environmentalists — devastated
 Fishers — crippled
 Shipping company — embarrassed
 Spanish citizens — outraged
 Volunteers — exhausted

Figure 8.4 A Verbed activity

3 Regrets and Rewinds

Creating Regrets and Rewinds allows students to analyze texts, use information to draw conclusions about characters' or people's actions, and empathize with characters or certain individuals. They identify actions or speech that may have been cause for regret, and speculate on what the outcomes would be if it were possible to rewind.

- Challenge students to identify perceived regrets while reading a text.
- Have them record and speculate on reasons why the character or person may regret the selected action or speech.
- Invite them to take on the role of the character or person, consider what they would do differently if they could rewind the text, and suggest how these changes might have an impact on the outcome.
- Invite them to discuss and compare their Regrets and Rewinds, justifying their decisions by referring to implicit or explicit information in the text.

4 Parting Gift

Parting Gift is an activity in which the reader decides on appropriate gifts for the characters or people in a text. Considering what gifts are appropriate for particular characters or people supports Proficient readers in analyzing texts and utilizing information to make and justify personal decisions.

- Allow time for students to read a text.
- Encourage them to discuss the needs and wants of selected characters or people; provide guidelines for the type of gift that may be appropriate for each one. Gifts may be concrete, such as a pair of shoes; abstract, such as a big shot of honesty; or symbolic, such as a mirror for reflection.
- Provide time for students to create lists of parting gifts for chosen characters or people. They should justify their choices by referring to the text and drawing on personal experience.
- Organize them in small groups to share their lists of parting gifts and justifications.

5 Transformations

Refer to Chapter 7: Transitional Reading Phase, page 212.

6 Plotting the Plot



Plotting the Plot supports summarizing and evaluating by reading.

By Plotting the Plot (Burke 2000) Proficient readers are better able to identify the crucial parts of a narrative text and to understand how a text is constructed. Students first read and analyze the text to identify the main events or critical parts, and then rate each event according to how much impact it had on the outcome.

- Arrange students in small groups to read and discuss the text.
- Have them list 8 to 10 crucial points chronologically.
- Invite them to reach consensus on the single most crucial point; this should be rated with the highest positive or negative score.
- Direct students to determine a number from 0 to 5 for each event according to the impact it had on the outcome: +5 = most positive impact, 0 = no impact, -5 = most negative impact.
- Have them represent their group ratings on a line graph.
- Invite groups to share and discuss the patterns revealed.

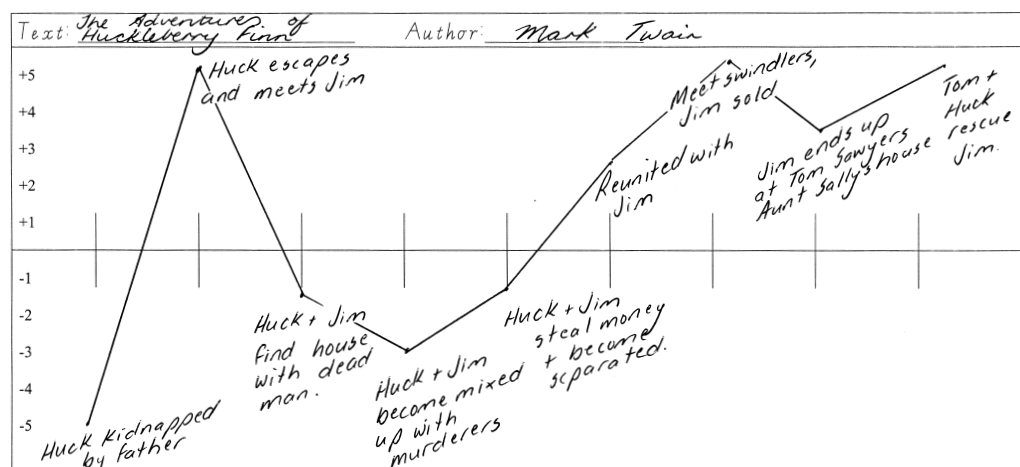


Figure 8.5

7 Re-connecting

Re-connecting is an activity in which students are encouraged to analyze texts and explore relationships between key characters or people. They are required to identify and record relationships between characters or people, then convey a message from one to another.

- After students have read a text, have them complete a sociogram, web, or map to represent the relationships between the characters or people.
- Invite each student to choose two of the characters or people. Acting as one of these characters or people, the student selects a text form and constructs a message to send to the other one; the message must stem from the content of the text, but not (literally) be part of it.
- Encourage the use of innovative forms, such as
 - a greeting card
 - a text message
 - a last will and testament
 - an e-mail
 - a postcard
 - a biography for a reunion Web site
 - a telephone conversation
 - a chance meeting
 Where appropriate, the message may appear to have been sent some time after the events in the text.
- Have students share their messages in small groups and discuss why a particular text form or text product type was selected.

A sociogram is a diagram that represents the pattern of relationships between individuals. It usually reflects the degree to which they prefer to associate with one another.

8 Innocent Until Proven Guilty

Innocent Until Proven Guilty provides an opportunity for students to develop a deeper understanding of a text by drawing on implicit information to present a particular point of view. The activity involves a trial, with two small groups in a courtroom setting. Explicit information in the text must be adhered to during the trial.

- Once the entire class has read a text, have the students charge the main character or person with an offence.
- Have the class choose students to role-play selected characters or people in the text as witnesses in the trial, and direct each witness to either the defence or the prosecution team.
- Divide the remaining students into two groups. One group (the defence) has the task of preparing a case to show that the character or person is innocent; the other group (the prosecution) has the task of showing that the character or person is guilty as charged.
- Provide time for each group to prepare their case: to prepare the

questions, brief the witnesses. Each group must use the text, including implicit information, to conduct its case, as illustrated in the following questions.

- The prosecution might ask, “Did you, Goldilocks, on the day in question enter the house without the owners’ permission?” To which Goldilocks would have to say “Yes” because it is explicitly stated in the text.
- The defence, given a chance to question their witness, might ask, “Did you, Goldilocks, intend to steal or destroy any of the owners’ possessions?”
- Provide the time and the setting for students to conduct the trial.
- At the close of the trial, summarize the key points established and determine a verdict of innocence or guilt.

9 Symbolism

This activity (Fredericksen 1999) requires students to analyze a text to create a new cover that uses symbols to convey the text’s meaning.

- Record on cards the titles of short stories, articles, or any other text the class has read.
- Have each student select a card.
- Provide time, if necessary, for students to reread their selected texts.
- Invite them to prepare covers for the texts by drawing pictures that symbolize main ideas. They should not include the titles. Students also need to be prepared to explain their drawings and the symbolism behind them.
- Have them display their covers and invite other students to guess each title.

10 The Drammies

Refer to Chapter 7: Transitional Reading Phase, page 216.

11 Dear Abby

Dear Abby is a partner activity in which students take on the role of either a character/person or an adviser to share or solve a problem occurring in a text. Participating in this activity encourages students to infer actions and behaviours, and to “read between the lines” if asked to provide advice.

- Organize students in pairs. In each pair, one student is assigned a character or person from the text; the other is to become the adviser (Abby).
- Allow time for students to begin reading the selected text. Direct them to stop reading at a point where there is a problem or issue for a character or person.

- The student being the character or person seeks advice from Abby. The student taking the role of Abby then responds, offering advice on what the other should do.
- Have students continue reading to a point where another problem or issue arises, and repeat the above process.
- If the whole class has read the same text, have students share requests and responses, and the way they relate to the original text.

12 Treasured Possession



In completing Treasured Possession, students have an opportunity to analyze texts and utilize information to make and justify personal decisions. They are required to assume the identity of an author and to bequeath a treasured possession to a character.

- After the reading of a text, have students discuss the characters, considering their actions and motivations.
- Pose this scenario: The author of this text is suffering from a fatal illness and is not expected to live much longer. The author has a treasured possession and wishes to leave it to one of the characters through a will.
- Ask each student to assume the role of the author, determine what the treasured possession is, and consider which character will receive the bequest.
- Allow time for students to complete a Last Will and Testament (see Figure 8.6), outlining why the character deserves to inherit the possession.
- Invite students to share their work.

Name: Katie Date: Nov. 3

Treasured Possession
Last Will
and
Testament
of
Juliet

I, Juliet Capulet, hereby leave my treasured possession
that being my ruby brooch and crown & baby's
breath
to Nurse
for the following reasons:
• for helping me all my life
• for being a trusted friend
• for helping me see my beloved Romeo

And under the following conditions:
• you must remember me always
• you must ensure the feud between the
Capulets and Montagues is over for good
• continue to help some other lucky girl as
her nurse

Signed Juliet
Witnessed [Signature] Dated 11/03/07

Figure 8.6

13 Responding to Texts

There are many ways in which students can respond to texts, and it is important to ensure that any response activity is purposeful and appropriate for the text being used. Responding in any of the following ways will assist students' understanding of the text.

Visual responses

- Make a pictures only text of the most important parts.
- Make a story map.
- Give an illustrated report, perhaps through postcards, drawings, or maps.
- Construct a stage and setting for a scene in the text.
- Create newspaper, magazine, radio, or television advertising campaigns.

Thanks are due to Jack Thomson who contributed many of the following ideas to the *First Steps Reading Developmental Continuum* (1992).

Alternative ways of responding to text may be improvising, creating tableaux (still pictures), and storytelling. In story drama, there is improvised role-play stimulated by a story, whereby students can become both co-constructors of the story and characters within it. Such resources as *Story Drama*, Second Edition, by David Booth, and *The New Dramathemes*, Third Edition, by Larry Swartz offer approaches that will take students beyond response.

- Construct a visual timeline.
- Create a Venn diagram to compare different characters, events, or processes (see Figure 8.13).
- Create a PowerPoint presentation.

Oral/Aural responses

- Debate issues raised by texts.
- Select background music for scenes in a text.
- Create a song for a particular character or for the text.
- Change the setting and discuss the effect of this on the behaviour and attitudes of the characters.
- Create a review of the text to be aired on radio.
- Conduct an interview with a character or with the author.
- Transform the text into a talking book, including sound effects.

Written responses

- Write a different ending for the text.
- Add another chapter—at the end, in the middle, or before the text begins.
- Write a lost-and-found advertisement for a significant object belonging to one of the characters or people in the text. Tell why the object was chosen, and its significance to the character or person concerned.
- Make a dictionary or glossary defining important terms used in the text.
- Assume the role of a character or person and write a diary with at least five entries.
- Rewrite a section of the text, assuming the role of an extra character.
- Create a new character. Tell how the text would change with this new character added.
- Write an unsigned letter from the point of view of a character and have the rest of the class work out who the character is.
- Write an imagined biography of one of the characters or people.
- Write an account of what you might have done if you had been in one of the predicaments faced by the character or person.
- Write a letter addressed to the author, providing a response to the text.
- Write about a true-to-life incident similar to one in the text.
- Write an imagined dialogue between characters or people in two different texts.
- Write a newspaper report of an incident as it might have appeared in a newspaper in the time and culture of the text.
- Compare characters or people in different texts faced with similar problems.

- Research a historical text, distinguishing fact from fiction.
- Rewrite a scene in the text as if it took place at a different time, in either the past or the future.
- Rewrite a scene in the text as if it took place in a different location, such as on a desert island, in Antarctica, on an ocean liner, or in your town or city.
- Create a newspaper report covering an event in the text as if you had witnessed it.
- Write a report as a private detective assigned to follow the main character or person over a certain time. Outline where this person went, who was seen, and what was done. Draw conclusions about the motives, values, and lifestyle.
- Write a report as a psychologist offering advice to the main character or person. Explain what the problem is and what advice would be given.

14 Graphic Organizers

Graphic organizers are ways to represent written text in a diagrammatic form. They are completed by identifying key information and interrelationships between ideas, then transferring them to a suitable graphic for display and retrieval. Although simple graphic organizers are used by readers at earlier stages, organizers also allow Proficient readers to provide organized and structured summaries appropriate to a variety of audiences and purposes. They also provide students with a framework for collating their interpretations and thoughts before, during, and after reading a text. Readers are encouraged to look beyond the surface meaning to analyze texts.

Completing graphic organizers helps Proficient readers to

- recognize and infer the major concepts
- distinguish between concepts and important details
- recognize and infer relationships between concepts

It is important to introduce the students to a wide range of graphic organizers so that they can select the most appropriate way to retrieve and record information for a particular purpose.

Types of graphic organizers

- Labelled diagrams
- Sequence of illustrations
- Hierarchies
- Flowcharts
- Cycle diagrams
- Structured overviews
- Retrieval charts
- Venn diagrams
- Tree diagrams

Bennett and Rolheiser (2001) view graphic organizers as a means of powerful pedagogy.

Labelled diagrams

For a labelled diagram, students draw a representation of an object described in the text and label the component parts.

The following information was used to create the labelled diagram in Figure 8.7.

- The receptacle at the base of the flower supports the reproductive parts.
- Stamens are made of two parts: the anther and the filament.
- Pistils are made of three parts: the stigma, the style, and the ovary.
- The ovary contains the ovules.

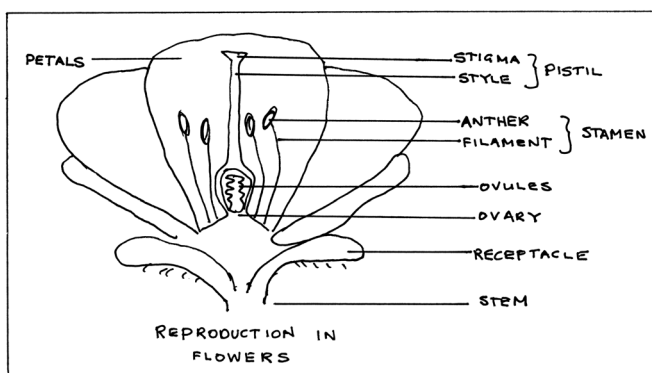


Figure 8.7

Sequence of illustrations

A sequence of illustrations is created when a series of events in a text, steps in an experiment, or instructions on how to do something are represented by a series of diagrams or illustrations.

Hierarchies

A hierarchy is a pyramid in which information or characters or people in a text are ranked in order of importance; the most important information or character/person is at the top. A hierarchy can be recorded as a simple diagram, and may or may not have illustrations.

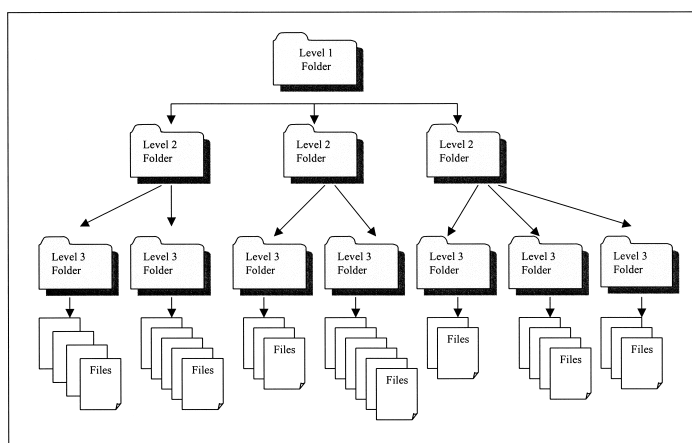


Figure 8.8 Hierarchy showing how to organize information on a computer

Flowcharts

In a flowchart, arrows are used to link important events and show the related time sequence (see Figure 8.9). Flowcharts can be used effectively to illustrate and clarify chronological order or sequence.

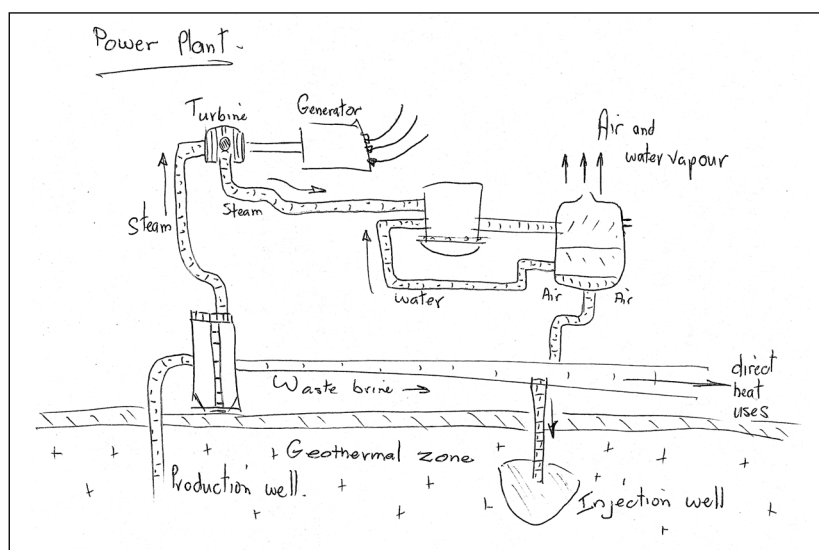


Figure 8.9

Cycle diagrams

A cycle diagram is a representation of a series of events that occur over and over again in the same order. Cycle diagrams emphasize both the sequence of events and the fact that they recur in a never-ending pattern: examples are the water cycle and the life cycle of a butterfly. Figure 8.10 shows the life cycle of the salmon.

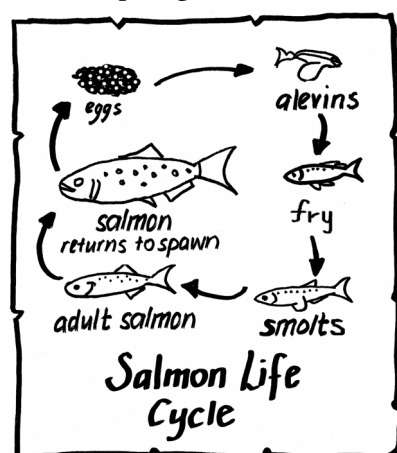


Figure 8.10

Structured overviews

A structured overview is a visual representation of how concepts are presented in a written text. It shows the major concepts and the relationships between them (see Figure 8.11). A structured overview can be used before, during, or after reading, depending upon the purpose; as a before-reading activity it can be prepared by the teacher, providing the reader with an overview of the text content.

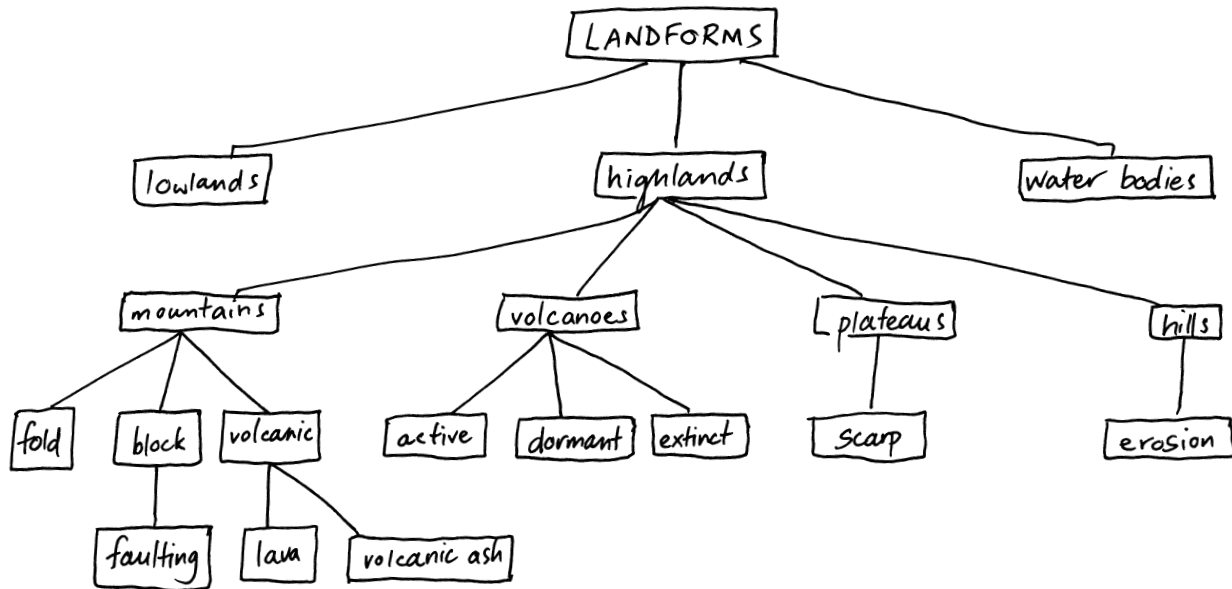


Figure 8.11

Retrieval charts

A retrieval chart, such as Figure 8.12 shows, is used to organize information about a topic according to several categories, so that comparisons can easily be made.

Animal	Phylum	Locomotion	Feeding	Defence	Reproduction	Unique Characteristics
Nudibranch	Mollusc Gastropod	Podia	Radula, active feeder	Nematocysts, colouring	Sexual	Swallows anemones for their nematocysts, shellless
Sea star	Echinoderm	Tube feet	Tube feet, oral disc, active feeder	Spiny skin	Sexual, regeneration of parts	Regurgitation of stomach to digest food.
Sea Urchin						
Sea Cucumber						

Figure 8.12 At a glance, the reader can see two creatures compared in six ways.

Venn diagrams

Venn diagrams consist of two or more overlapping circles; they can be used to compare and contrast events, characters, people, situations, ideas, or concepts. The overlapping portions indicate what items have in common (see Figure 8.13).

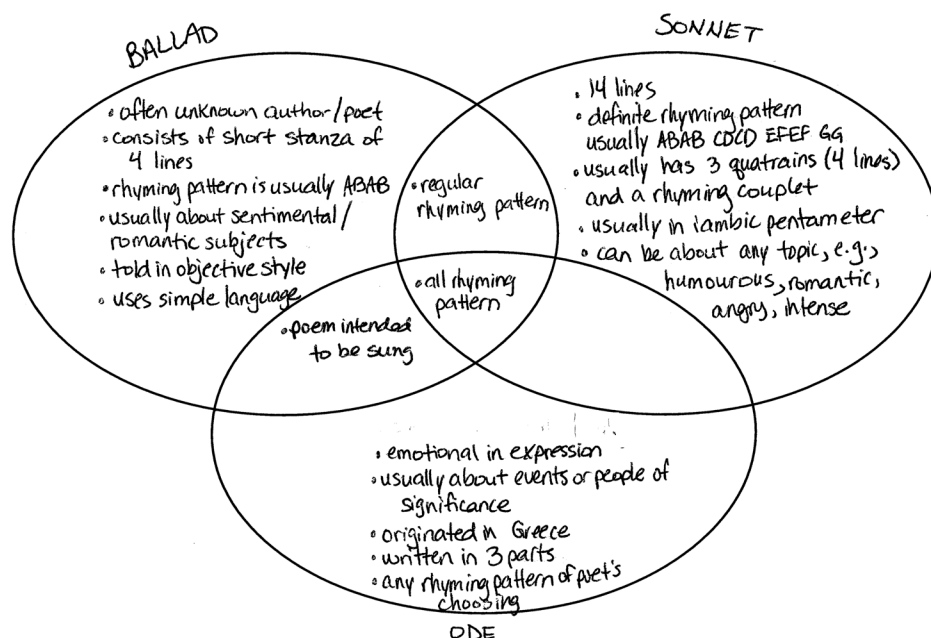


Figure 8.13 This Venn diagram effectively compares and contrasts three types of poems.

Tree diagrams

Tree diagrams are used to organize and categorize information, and show connections. They start with a focal point, such as a major theme or a main character, and subordinate information branches out from this point. See Figure 8.14 below.

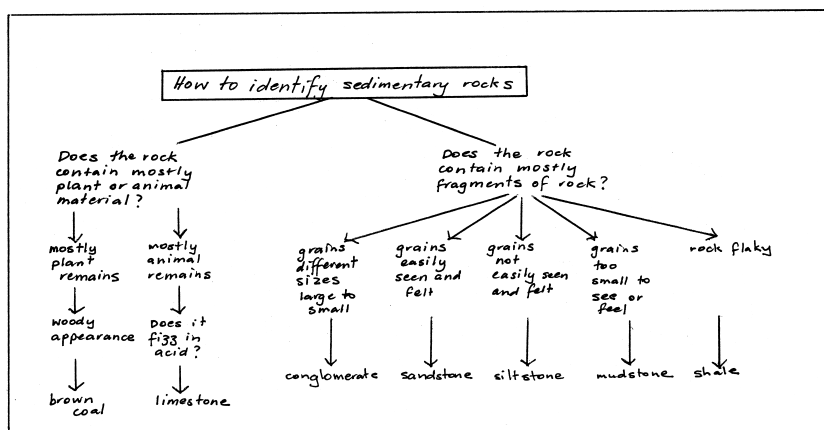


Figure 8.14 Note the use of questions in this tree diagram.

15 Note-making

The ability to make notes involves identifying and extracting important information from texts. Making notes helps students to understand content, to organize and summarize it, and to record information for subsequent tasks. Teachers can easily prepare note-making frameworks to help students analyze texts for different purposes; students can be encouraged to use a variety of frameworks and to understand that particular frameworks are appropriate for specific questions or types of information.

Teachers can prepare these types of note-making frameworks, as needed:

- running commentary
- chapter notes
- character notes
- using text structure or text organization

Running commentary

A running commentary (Thomson 1992), which is derived from the double entry journal strategy, requires students to list events from the text in the left-hand column of a table. Commentary, speculation, and connections with personal experience are recorded in the right-hand column.

Running Commentary	
Text: _____ Author: _____	
Events	Commentary

Figure 8.15

Chapter notes

Chapter notes (Thomson 1992) provide an opportunity for readers to record main details from each chapter of a text. Jottings made under the headings of Who, When, Where, What, and Why can be used as a springboard for discussions.

Chapter Notes					
Text: _____ Author: _____					
Chapter	Who	When	Where	What	Why

Figure 8.16

Character notes

Character notes (Thomson 1992) allow students to become more perceptive about characterization (see Figure 8.17); they involve recording each main character's actions and speculating about motives. Students can also record predicted consequences of actions.

Character Notes			
Text: _____		Author: _____	
Character	Actions	Motives	Consequences

Figure 8.17 This framework allows students to assess motives and predict consequences.

Frameworks using text structure or text organization

Note-making frameworks designed to match the structure of different text forms provide students with support in recording and retrieving key information. They can be created to suit the text and the purpose of the note-making activity.

Compare and Contrast	
Text: _____ Author: _____	
Topic: _____	
Compare	Contrast

Figure 8.18 This two-column framework encourages students to think in terms of comparing and contrasting.

Persuasive Argument		
Text: _____ Author: _____		
Topic: _____		
Thesis	Argument 1	Argument 2
Argument 3	Argument 4	Conclusion

Figure 8.19 This format reflects a specific text framework and likely a specific persuasive argument.

CONTEXTUAL UNDERSTANDING

Major Teaching Emphases

- Provide opportunities for students to discuss how the ideologies of the reader and the author combine to create an interpretation of the text.
- Provide opportunities for students to identify devices used to influence readers to take a particular view.

Teaching Notes

At the Proficient phase, students need to develop an understanding of how social values are constructed and communicated.

Deconstructing texts allows them to better understand how authors use devices to influence readers to take a particular point of view; readers are then in a better position to accept, resist, or challenge such messages.

The focuses for helping Proficient readers to develop contextual understanding are organized under the following headings:

- Discussions About Ideologies
- Discussions About Devices Authors Use

Discussions About Ideologies

Readers in this phase benefit from being given many opportunities to explore and articulate their own ideologies, as these will have an impact on their interpretation of texts. Proficient readers can also be involved in investigating and discussing authors' backgrounds which can lead them to speculate about how such backgrounds and experiences are reflected in text, and why the authors created them.

As students read and discuss a text, have them explore the author's style and ideology by asking a variety of questions.

- What types of characters does this author usually create? (For example, consider age, gender, culture, and disposition.)
- What types of settings does this author generally use? What seems to determine the setting in each text?
- What types of plots does this author develop? (Examples could be linear or circular plots, or a plot within a plot.)
- What devices does this author most often employ?
- What voice is used in each text?
- Are there similarities between the titles and book jackets of texts written by this author? Do you think these have an impact upon

Although it can be argued that most students will lack explicit ideologies, as the term is used here, *ideologies* refers to set values, attitudes, and beliefs that colour understanding. In a broader context, an ideology is a way of thinking by a larger group, class, or social movement used to justify certain conduct or actions.

- how the content of the text is perceived?
- Who or what is omitted from the text? How does this affect it?
What do you think could be the reason for this?
- Whose point of view is being represented? What is another point of view the author could have taken?
- What social realities are portrayed? For instance, are the characters middle class, city dwellers?
- Who has the power? How does the author convey this?
- What assumptions does the author make? (e.g., conservationists are always anti-development.)
- What values does the author suggest?
- What was most powerful for you in this text?
- How was your thinking influenced by the text?

Discussions About Devices Authors Use

Proficient readers are aware that a text is written for a particular purpose and audience. Discussions can focus on the devices used to target specific audiences. Discussing the reasons for these devices and their effectiveness will give Proficient readers a deeper understanding of how authors influence the construction of a particular view. At this phase of development, readers realize that it is the coming together of the prior knowledge of the reader and the craft of the author that creates interpretations of texts.

Devices used by authors include

- choice of language, such as to create a positive or negative connotation
- inclusion or omission of details
- foreshadowing, or giving a hint of things to come
- irony
- wit and humour
- satire
- flashback, or showing something that happened earlier
- understatement, or downplaying the gravity of a situation
- symbolism, or objects used to represent something else
- opinions disguised as facts
- hyperbole, or wild exaggerations
- figurative language, such as similes, metaphors, analogy
- generalizing and drawing conclusions, such as “Everyone knows...”
- personification, or giving human qualities to inanimate objects
- quoting statistics and experts
- euphemism, such as saying “passed away” instead of “died”
- bias, propaganda
- exaggeration
- rhetoric

For further information about the Contextual Understanding substrand, see *Reading Resource Book*, Canadian Edition, Chapter 2: Contextual Understanding.

Contextual Understanding
Involving Students

- 1 Reading Response Journals
- 2 Stop, Think, Feel, Share
- 3 Conflicting Book Reviews
- 4 Casting the Movie
- 5 Frictogram
- 6 Opinionnaire
- 7 Hypothesizing
- 8 Panel Discussion
- 9 Text Innovation
- 10 Spot the Devices
- 11 Multiple-Text Approach
- 12 Deconstructing Texts
- 13 What's Missing?
- 14 Alternative Point of View

Involving Students

1 Reading Response Journals

A Reading Response Journal provides a place for students to record their personal expectations, reactions, and reflections about texts before, during, and after reading. Keeping a response journal provides opportunities for readers to recognize how they have combined their ideologies—set values, attitudes, and beliefs—and those of the author to create an interpretation of the text.

- If students are unfamiliar, explain the purpose and use of a Reading Response Journal.
- As students read independently, have them consider and make notes on
 - questions about the text they want or expect to be answered (see Figure 8.20)
 - predictions they make about what might happen
 - confirmation of predictions
 - puzzles, confusions, or unanticipated outcomes
 - questions and points of interest they want to discuss with others
 - connections they are making
 - examples of author craft
 - opinions and justifications
- Provide opportunities for students to share their journal entries with peers or in teacher–student conferences.
- Invite them to reread their journal entries periodically. Have them discuss or record what they have learned about
 - texts
 - their use of cueing systems and strategies
 - their experience, knowledge, and beliefs, and the impact of these on interpretation
 - their cultural construction

Quick Dip Prompts to Response		
Consider...	Respond	
Questions		
Uncertainties		
Issues		
Connections		
Key themes		
Devices		
In fewer than 10 words		
Predictions		

From a Point of View: Questions

What is the significance of this particular detail/event/use of words?
 How does it connect with other details/events/episodes?
 What is this preparing the reader for?
 What kinds of things might happen?
 How does this event affect my interpretation of what has gone before?
 What am I learning about this character and his or her relationship with others?
 Why was this character included in the story?
 Whose point of view is being presented?
 Why is the author offering this character's point of view here?

Figure 8.20 Quick Dip prompts and questions that promote critical thinking may help students deepen their response journal entries.

2 Stop, Think, Feel, Share

Refer to Chapter 6: Early Reading Phase, pages 169–70.

3 Conflicting Book Reviews

Conflicting Book Reviews involves students in exploring and analyzing other people's views of books. The analysis of conflicting reviews becomes the stimulus for Proficient readers to clarify and articulate their own thoughts and reactions to books. Students may then be more confident in expressing and exploring their own interpretations.

- Have students read a selected book.
- Provide them with copies of conflicting reviews of the book.
- Ask them to read the reviews and use different highlights to mark places where they agree or disagree with comments of the critic.
- Have them share their reactions to the reviews as well as their own thoughts about the book.
- Ask them to prepare their own reviews of the book.

There are numerous Web sites that provide book reviews suitable for this activity, including these:

- <http://www.teenreads.com>, <http://www.kidsreads.com>
- <http://www.teenink.com> (reviews written by teenagers)

4 Casting the Movie



In Casting the Movie, Proficient readers select actors to play the parts of characters in texts they have read. This activity encourages them to discuss actors they think would be appropriate for the roles and those who would be unsuitable; they need to justify their choices.

- From a previously read text, have students identify and record the characters on a Casting the Movie framework (see Figure 8.21).
- Provide time for them to discuss actors who would be suitable to play the characters. These should be recorded in the column Successful Applicant.
- Encourage students to consider actors who would be unsuitable for the roles. Record their names in the column Unsuitable Applicants.
- Have students explain and justify their choices.

Name: <u>Anne</u>		Date: _____	
Casting the Movie			
Text: <u>Dancer: The Novel</u>		Author: <u>Colleen McCann</u>	
Characters	Successful Applicant	Unsuitable Applicants	Justifications
Margot	Catherine Zeta Jones	Gwyneth Paltrow	Catherine has danced in other roles. She is the right colouring and is statuesque. Gwyneth is too young + not strong featured.
Rudolph	Paul Mecurio	Patrick Swayze	Paul is a great dancer and has dance movie experience. Patrick doesn't have Paul's presence. Paul has the looks and confidence required for the part.
Victor	Danny De Vito	Brad Pitt	His build + "up-front" nature suit the role, as does his sense of humour. Brad is too young and too good-looking and not funny/enough.

Figure 8.21

5 Frictogram

A Frictogram is an adaptation of a sociogram, in which the relationships between characters or people are represented. However, while a sociogram is a general overview of relationships, a Frictogram represents only the friction between characters and participants. It is constructed and written from the perspective of each character or person.

- After students have read a text, ask them to list the characters or people on sticky notes.
- Have them arrange the notes on a page, placing characters that have a direct relationship close to one another.
- Direct them then to draw an arrowed line for each negative feeling generated by one character towards another. The lines can be varied (dotted, dashed, or having different thickness or colour) to show the intensity of each feeling.
- Direct students to describe the friction in a sentence that begins “You...” The sentence should be written on the arrowed line.
- Invite them to share their Frictograms, summarizing the extent of friction between the characters.

An Opinionnaire is similar to an Anticipation Guide (Tompkins 1996).

6 Opinionnaire

An Opinionnaire helps students to access, reflect upon, and focus their prior knowledge before reading a text. They are given a series of statements related to the theme, topic, or issue of the text to be read and are required to decide whether they agree or disagree with each statement, providing personal justifications for their choices.

Opinionnaire About Love and Loyalty

Mark the statements to indicate whether you agree or disagree with them. Provide a reason for your opinions.

_____ Love at first sight is not possible.

Reason: _____

_____ There is no such thing as true love.

Reason: _____

_____ If your family dislikes the person you love, you should stop seeing that person to keep the peace.

Reason: _____

Figure 8.22 Opinionnaire re *Romeo and Juliet* (Adapted from <http://www.sasked.gov.sk.ca/docs/mla/julie.html>)

- Prepare an Opinionnaire by creating a series of statements related to a topic, issue, or theme of a text.
- Provide each student with a copy. Direct students to read each statement and mark it to indicate whether they agree or disagree, recording a justification for each choice.
- Students then read the text.
- After the reading, invite them to compare their opinions with those presented by the author.

7 Hypothesizing

An excellent predicting strategy, hypothesizing involves making assumptions using information from both the text and the reader's prior knowledge. This activity encourages Proficient readers to explore and articulate their own set of values, attitudes, and beliefs, and discover how they have an impact on the interpretation of a text. Students are given a number of hypotheses for a text relating to characters, plot, setting, or conflict. From these, they are required to select one and to provide personal justification for their selection and response to it.

- Organize students in small groups.
- Present each group with a selection of prepared hypotheses cards related to their shared text.
- After previewing the cards, have each student select one based on a personal criterion, e.g., **most likely to happen, strongly disagree with, highly improbable.**
- Allow time for students to consider their selected hypothesis and their justification.
- Have students share their hypotheses with the group, giving reasons for their selection. Encourage them to question, challenge, and discuss each other's hypotheses, drawing on the text and their own views for support.
- Encourage them to generate additional hypotheses for the text.

8 Panel Discussion

Participating in Panel Discussions helps students to understand how the ideologies of the reader and the author combine to create an interpretation of a text. Panel discussions are based around one text, with the members of the panel either presenting their own views or being assigned a role. The remainder of the class, as the audience, makes comments or asks questions on what has been presented.

- At the conclusion of a text reading, select panel members.
- Assign roles to each member, such as the author, a teenager, an elderly woman, and a critic.

- Provide time for each member to consider the text from the assigned perspective and write a short presentation on it.
- During this time, have the audience brainstorm a series of questions that could be directed to each of the panel members.
- Invite each panel member to present his or her view.
- At the conclusion of the panel presentations, invite the audience to comment on them and ask individual members questions about what they have presented.
- Lead a discussion in which students can compare the different responses given by the panel members and speculate on how knowledge and experience influence the perspectives taken.

9 Text Innovation

Refer to Chapter 7: Transitional Reading Phase, page 227.

10 Spot the Devices

In Spot the Devices, readers hunt for words, expressions, or images that have been used by the author or illustrator in an attempt to influence the reader to adopt a particular point of view.

Newspapers, magazines, and catalogues are ideal texts for this activity.

- Select an extract from a known text. Have students highlight words, expressions, or images that have been chosen to position the reader.
- Invite them to discuss the highlighted text pieces, speculating about the author or illustrator's intent.
- Encourage them to suggest alternative words, expressions, or images that would temper the impact, reverse its meaning, or change the audience appeal.

Positioning refers to an author's attempt to influence the reader to adopt a certain point of view. It relates to purpose and is reflected in the language and images used.

11 Multiple-Text Approach

The Multiple-Text Approach uses a number of texts that are linked by theme, topic, or issue to encourage readers to explore the way different authors have communicated their messages. Students compare the different messages and identify the devices authors have used to position the reader.

- Organize the class in groups of five or six.
- Give each group a different text on the same topic, theme, or issue; these could include a chapter of a novel, a newspaper article, or a history text.
- Have students read their assigned text, noting the key message presented and the devices used. Devices could include
 - the author's choice of words to describe people, events, or situations

- bias, exaggeration, or assumption
- selection or omission of details
- opinions disguised as facts
- use of experts
- Invite each group to report their findings to the rest of the class and use this information to make comparisons between the texts.
- Discuss how the devices used in each one influenced readers to take a particular view.

12 Deconstructing Texts

Deconstructing Texts involves Proficient readers in analyzing a text, section by section, to uncover the devices that have been used.

Deconstructing activities could include

- identifying the language of character construction, such as the adverbs and adjectives used
- identifying language that invokes the reader's sympathy or antipathy
- identifying the author's viewpoint and the values being promoted or denigrated by it
- comparing sections of different texts written by the same author to discover common devices used
- identifying the devices authors use to communicate mood, emotion, and atmosphere in specific passages
- identifying the language that confirms or modifies previous expectations and interpretations
- discussing the effects of, and possible motives for, specific revisions within several drafts of a professional writer's work

Deconstructing texts in this way helps students to understand how ideologies are constructed and communicated.

- Create small groups around previously read texts.
- Challenge each group to analyze their text, choosing activities from the above list.
- Provide time for sharing the analysis of texts. Encourage comments on what devices were identified and the impact they had on influencing a reader to take a particular view.

13 What's Missing?

Through the activity What's Missing?, readers recognize how authors have used omissions as a device to target specific audiences and to influence the reader to take a particular point of view. Students are encouraged to identify omissions from a text and discuss the impact they might have on the reader.

- Have students listen to or read a text. Pose the question, “What’s missing?”
- Students then record any notable omissions. For literary texts, there might be omissions of introduction, resolution, character perspective, cause or effect. In informational texts, students may note such omissions as details, perspective, evidence, cause or effect.
- Encourage them to consider the following questions:
 - Do you think the omission was intentional or unintentional?
 - Who is the intended audience?
 - What impact does the omission have on the reader’s point of view?
- Invite students to share their findings with the class.
- Discuss the effectiveness of using omissions as a device to influence a reader’s construction of meaning.

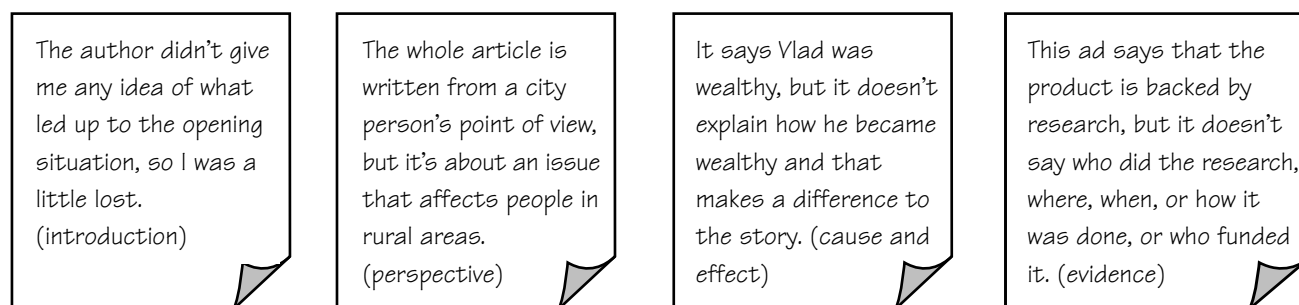


Figure 8.23 What's Missing?

14 Alternative Point of View

Refer to Chapter 7: Transitional Reading Phase, page 224.

CONVENTIONS

Major Teaching Emphases

- **Continue to build students' sight vocabulary**, e.g., technical terms, figurative language.
- **Teach students to analyze how authors combine language features to achieve a purpose.**
- **Teach students to analyze how authors manipulate texts to achieve a purpose**, e.g., structure, organization.

Teaching Notes

Proficient readers will be exposed to an increasing bank of words and varied text organization and structures as they encounter complex texts in different curriculum areas. They benefit from opportunities to analyze a wide range of texts in order to consolidate their understanding of how meaning is constructed across a wide range of forms.

Modelled, Shared, and Guided Reading approaches provide opportunities for discussion and analysis of the conventions used in a wide range of texts.

The focuses for supporting Proficient readers to develop understandings about conventions are organized under the following headings:

- Sight Vocabulary and Word Knowledge
- Knowledge About Text Forms

Sight Vocabulary and Word Knowledge

Sight vocabulary is the bank of words a reader is able to automatically decode, pronounce, and understand in the contexts in which they are used. Such words are called sight words because effective readers need to recognize them instantly on sight in order to maintain the speed and fluency required to make sense of the author's message. Many of these words have irregular spellings, making them difficult to decode.

While Proficient readers have become efficient at decoding and pronouncing words, some do not understand the meanings of all they can decode. Since it is not possible to teach students all the words they will need to understand, it is wise to invest time teaching them how to learn new vocabulary independently; this

may involve analyzing words by considering their component phonemes and morphemes, the context, or the grammatical function they serve.

Sight vocabulary for Proficient readers could include

- words with either a literal or a figurative meaning, such as connotations and idioms
- common words used in different curriculum areas, such as *scale* as used in music, science, or mathematics
- technical terms

It is important to teach students how to discover a word's meaning using

- context clues—the sentence or sentences around the word
- visual clues—pictures and diagrams
- other resources—dictionaries and glossaries
- structural analysis—considering prefixes, suffixes, word origins, foreign roots, and derivations

Knowledge About Text Forms

Providing text analysis opportunities allows students to examine the ways in which language is used to produce meanings and to communicate the author's purpose. Continuing to provide opportunities for students to analyze and discuss different text forms will help to consolidate understandings about the purpose, text organization, text structure, and language features of a wide range of texts.

Modelled, Shared, and Guided Reading sessions provide an opportunity to discuss conventions in the context of authentic texts, and can also include a focus on texts that “break the rules” to achieve a specific purpose and deepen impact.

When deconstructing texts with Proficient readers, the following points provide a focus.

Purpose

Texts are written to achieve a purpose. The purpose may be to entertain, as in a limerick, or to argue a point of view, as in an exposition.

Text organization

Text organization refers to the framework and features of text. Proficient readers will benefit from understanding text-form frameworks; for instance, a narrative may include an introduction, conflict, and resolution. It is also important for these readers to

understand the function, terminology, and use of organizational, or text, features, such as

- headings and subheadings
- captions
- visual aids, such as diagrams, photographs, flowcharts, and cross-sections
- glossaries
- paragraphs
- bold or italic print
- illustrations
- hyperlinks
- Internet site maps
- spreadsheets
- Web site buttons, banners, and dividers

Text structure

Text structure refers to the way ideas, feelings, and information are linked in a text. Text structures include

- problem and solution
- compare and contrast
- cause and effect
- listing: logical or chronological sequence, enumeration, collection of details

Having an understanding of these patterns can assist Proficient readers to comprehend text.

Language features

The term *language features* refers to the type of vocabulary and grammar used. Each text form has specific features that are appropriate to that form. These include

- tense, e.g., past or present
- word choice, e.g., precise technical adjectives, action verbs, words signalling different text structures
- style, e.g., colloquial or formal

For further information about the Conventions substrand, see *Reading Resource Book*, Canadian Edition, Chapter 3: Conventions.

Involving Students

1 Challenge

Challenge is a word card game that helps Proficient readers to build their sight vocabulary. Students work in small groups to match adjectives, adverbs, or verbs to characters or events in a text they

have read; they are required to use inference, logic, and effective argument to justify their matches.

- Select four main characters or events and place the names on a large grid (see Figure 8.24).
- On separate cards, list 20–30 descriptors. These can be adjectives, e.g., *loyal* or *vicious*; adverbs, e.g., *remarkably* or *intensely*; or verbs, e.g., *disappeared*, *destroyed*.
- All the cards are dealt out. Students then take turns to place one card on the grid next to the character or event it best describes.
- When a card is placed, the student must justify the choice by referring to the text. Any challenge made by other students to the appropriateness of the placement must be refuted logically and substantiated from the text.

Text: Call of the Wild		Author: Jack London	
BUCK		JOHN THORNTON	
DAVE		SPITZ	

loyal		pugnacious		deceitful
	vicious		superstitious	

Figure 8.24 A Challenge grid and selection of adjective cards

2 Analyzing Literary Text Structure

A number of literary text sequencing structures can be analyzed:

- *chronological*—Events are written in the sequence in which they occur.
- *retrospective*—The story starts at the end and then goes back to satisfy the reader's curiosity.
- *flashback*—The story flashes back to events that have led to the present situation. This structure is often a useful way of developing a character.
- *circular*—Beginning at the climax, the story goes back to describe events leading up to it and then goes on to describe what happens next.
- *double*—Two plots run simultaneously, often combining at the climax of the book.

Analyzing different structures helps students to become aware of the way authors manipulate texts to achieve a purpose.

- After students have read a text, provide them with the opportunity to identify the sequencing structure used.

Conventions Involving Students

- 1 Challenge
- 2 Analyzing Literary Text Structure
- 3 Meaning Continuum
- 4 Word Cline
- 5 Change the Organization
- 6 Comparisons
- 7 Speculate
- 8 Character Descriptions
- 9 Looking for Clues
- 10 Cooperative Controlled Cloze
- 11 Translations
- 12 Word-Sorting Activities
- 13 Word Origins
- 14 Collecting Words
- 15 Word Webs
- 16 Semantic Association
- 17 Concept/Definition Maps
- 18 Clarifying Table
- 19 Signal Words

Substantiated, in this sense, means orally defending a judgment or opinion by turning to the relevant text for support.

Another term for text structure is organizational pattern.

- Invite them to work in pairs to create a visual representation of this structure.
- Provide time for them to discuss the author’s purpose in choosing that structure and to reflect on its effectiveness.
- Encourage students to use varying sequence structures in their own writing.

3 Meaning Continuum



Creating a Meaning Continuum encourages students to look at words and the nuances of meaning they may hold. Students also have the opportunity to generate and discuss alternatives to vocabulary presented in a text.

- Select an adjective or an adverb from a current text.
- Direct students to draw a horizontal line, placing the chosen word at the left side of the continuum. A word that is thought to be opposite in meaning is placed at the far right side of the continuum.
- Students then brainstorm and list words related to those on the continuum.
- From this list, have students select several words to be arranged in order along the continuum, beginning on the left-hand side with the word closest in meaning and intent to the specified word and moving along to the opposite meaning on the right-hand side.

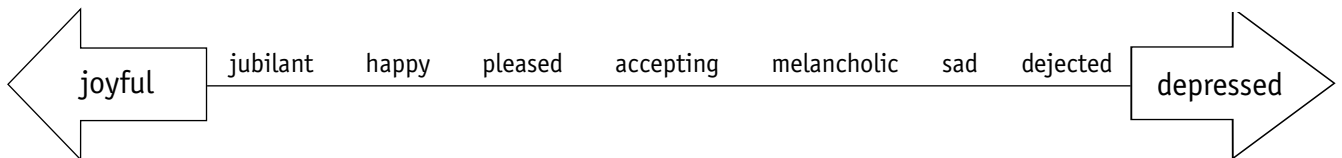


Figure 8.25 This activity encourages students to consider shades of meaning.

Another way to promote vocabulary development is through the use of Frayer’s model, where a focus word is placed at centre; then, in boxes, characteristics, examples, and finally, non-examples are given. The inclusion of non-examples makes this activity unique.

- Challenge students to substitute some of the brainstormed words for the word in the text. Have them discuss the substituted words, identifying how the choice of a word can alter intended meaning.

4 Word Cline

Refer to Chapter 7: Transitional Reading Phase, page 235.

5 Change the Organization

Change the Organization allows students to present factual information in a variety of ways. Asking them to present one piece of information as a graph, a table, a diagram, or a written paragraph helps them focus on and understand the impact that text organization may have on the reader.

- Select a piece of text that lends itself to the information being presented in a variety of ways. Have all students read it.

- Invite groups to discuss the information in the text.
- Assign parts of the text to each group.
- Direct each group to present their section of text in a specified way; perhaps to change a written paragraph into a diagram, a graph into a table, or a diagram into a written paragraph.
- Invite groups to share their representations.
- Have students make comparisons between the original form of the information and the way the other students have reorganized it.
- Provide time for them to discuss the impact of organizing text in different ways. Discuss when and for what purpose each form of organization might be most appropriate.

6 Comparisons

Comparisons is an activity that invites students to analyze the type of language used by a number of authors. Collecting and comparing reviews of books, plays, restaurants, films, sporting events, concerts, or live performances all on the same topic provides a context for examining the choice of words by different authors (see Figure 8.26).

- Collect—or provide time for students to collect—a range of reviews on one topic by various authors. The Internet, newspapers, local magazines, or television can be sources for these reviews.
- Have students work in small groups to analyze the reviews. They should highlight any words that indicate an author's opinion (either positive or negative) of the topic under review.
- Direct them to arrange the reviews in order from negative to positive, forming a continuum.
- Have them list the words that indicate each author's opinion. Speculate on the authors' choice of words.

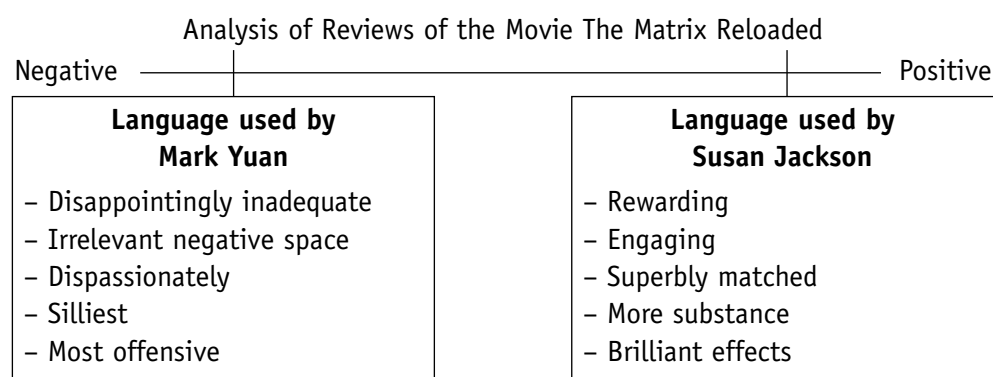


Figure 8.26 This example illustrates the choice of words used to express different opinions about the same movie.

7 Speculate

This activity encourages students to think at the inferential level as they analyze and speculate on an author's choice of specific words. Discussing choices helps them understand how authors use word selection to achieve a purpose and to help readers infer meaning.

- Have students read a selected text.
- From this text, select sentences or phrases describing an event, an action, or a character.
- Select a word from each sentence and highlight it in some way.
- Have students speculate about why the author may have chosen to use the highlighted word in that sentence. Discussion could centre on the connotation of the word, on the intended message being given, or on generating alternatives.

8 Character Descriptions

In this activity, students look closely at the language used by an author to describe characters. Doing this helps Proficient readers to understand how authors combine language features to achieve a particular purpose.

- Have students read some descriptions of characters, individually noting key descriptive words or phrases, for example:
 - his nose is like an eagle's beak (use of simile)
 - his dapper London demeanour (choice of words)
 - leaned on a silver-handled cane (description of character action)
 - outsized flannel shirt, baggy corduroy pants (description of possession and clothing)
- Form students into small groups and have them combine their key words and phrases into categories.
- Have them discuss what has been learned about the characters from the author's words. Discuss which words were most powerful in building mental images of the characters.

9 Looking for Clues

Refer to Chapter 7: Transitional Reading Phase, page 245.

10 Cooperative Controlled Cloze

The use of cloze activities encourages students to use context clues to predict missing parts of a text. These activities are easily prepared by deleting words or phrases.

It is beneficial for students to have the opportunity to discuss answers and justifications, allowing them to hear the strategies used by others and alternative choices.

- Prepare a cloze passage by deleting words or phrases that would have several options for replacement.
- Have students read the text individually and record a word or a phrase appropriate for each space.
- Organize the students in small groups.
- Direct them to go back to the beginning of the text and discuss the words they have chosen to fill the spaces. Encourage them to justify their choices on the basis of linguistic information, content, or personal experience.
- Have them reread their own work and compare it with the author's original text.
- Encourage students to discuss the impact of the choice of words, both their own and the author's.

11 Translations

This activity helps Proficient readers to identify figurative language in texts, to translate it into a common meaning, and to speculate on the author's choice and use of the words. Figurative language analyzed in this way could include idioms, clichés, and similes; eye dialect, or the use of non-standard spelling to represent the way a person speaks, can also be included. Students can often determine authors' opinions, values, and prejudices by analyzing the use and meaning of figurative language.

- Have students collect examples of figurative language as they come across it in texts. Record these on a chart, noting the type of language and the translation.
- Once several examples have been identified and recorded, invite small groups to search for further examples of a particular type, such as metaphors.
- Ask the groups to share any examples discovered, providing the text, the identified sentence or phrase, and the translation.
- Allow time to discuss the purpose and possible reasons for authors' use of the particular types of figurative language. Add further information to the class chart.

Figurative language, which includes similes, clichés, and idiomatic expressions, is particularly challenging for ELL readers to understand because they lack context. When writers write with the intent of communicating to as wide an audience as possible, they avoid it, reducing the need for translation.

Text	What It Said	Translation	Language Feature	What's the Reason?
Sports section of the newspaper	"It's gonna be tough for our boys," Coach Connolly said.	This will be a hard game for the players to win.	eye dialect	Using non-standard spelling reflects the more casual language of direct speech.
<i>Boy</i> , by Roald Dahl	His face was as still and white as virgin snow and his hands were trembling.	He was very scared.	simile	To create a vivid image in as few words as possible

Figure 8.27 A class-generated translation chart

12 Word-Sorting Activities

Refer to Chapter 6: Early Reading Phase, pages 184–85.

13 Word Origins

Refer to Chapter 7: Transitional Reading Phase, page 242.

14 Collecting Words

Collecting Words helps students to build sight vocabulary and to analyze how authors use words to achieve a particular purpose. Collecting Words involves them in identifying and recording words they have read. The criteria for collecting words can vary according to the texts or the context in which the activity is being used, ranging from generic (such as interesting words) to specific (such as Latin roots). Proficient readers will benefit from collecting a range of words and justifying their choice.

- Decide on the time span for the activity and the criteria for word collection, perhaps acronyms or onomatopoeic words.
- Create a space where the words can be recorded, such as on a class chart or a word wall.
- Ask students to add words to the lists from their reading in all curriculum areas, giving the source and the meaning of each one for the class collection.

15 Word Webs

Developing Word Webs helps Proficient readers build sight vocabulary as well as the concept and category knowledge needed to understand texts in different curriculum areas. Word Webs involve them in listing words related to a selected focus word

according to given criteria. Students can create word webs before, during, or after reading.

- Select a word from a current text that represents a concept students are studying.
- Place the word in the centre of a web (see Figure 8.28).
- Surround the central word with organizational headings of the criteria so that students can record associated words.
- Have students work in small groups to record all possible connections to the central word.

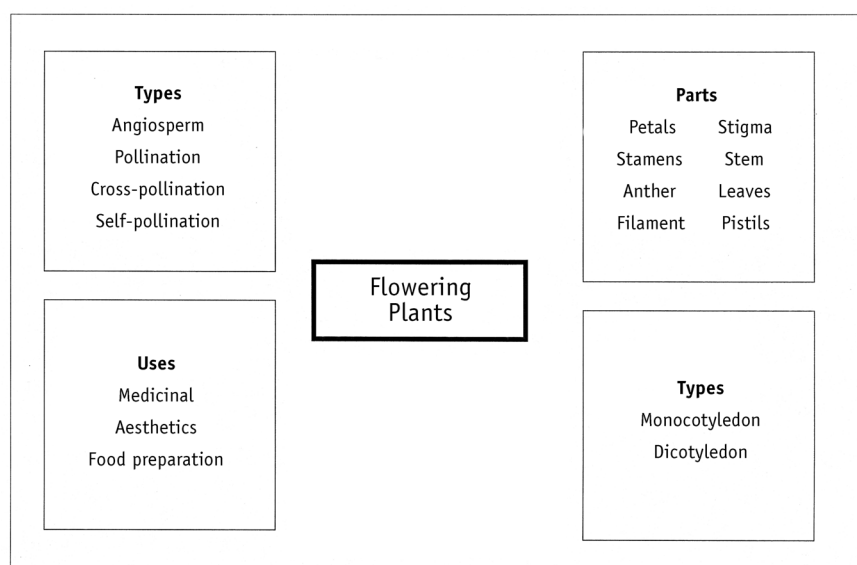


Figure 8.28 Word Web for science topic

16 Semantic Association

Semantic Association is designed to extend students' vocabulary. It is an activity in which students brainstorm words associated with a topic, such as geothermal energy. Where necessary, additional words can be provided to introduce new vocabulary. The initial brainstorming can then be extended by inviting students to group and categorize the words into familiar subtopics with other known words, thus exploring the meanings of new vocabulary.

- Ask students to work together to list all the words they can think of related to a given theme or topic.
- Ensure that they discuss the meanings of any words unfamiliar to some students.
- Provide time for them to group and categorize the words.
- Direct them to attach a label to each category.
- Invite pairs or groups to share their words and categories.
- Encourage use of the new vocabulary in writing activities.

17 Concept/Definition Maps

Refer to Chapter 7: Transitional Reading Phase, pages 235–36.

18 Clarifying Table

Creating a Clarifying Table (Ellis and Farmer 2002) helps students to identify and define the way words are used in a specific context. This process can assist concept development by building a more complete understanding of the vocabulary.

- After students have read a text, select words representing concepts that are essential for them to understand in order to interpret the text. An example could be the word *prejudice*.
- Lead a discussion about the word, eliciting a definition; a dictionary may be consulted if necessary. Record the definition on a clarifying table framework (see Figure 8.29).
- To further clarify the meaning of the word, encourage students to discuss and record examples of where the word is used or what it was used to describe in the text they have read.
- Direct them to draw upon their own background knowledge to add further clarifying statements; these can be added to the Clarifiers column.
- Invite any students who can make personal connections to the word to share their experiences. These can be recorded in the Connections column.
- Ask students to then consider examples or applications of where the word would not be used or other concepts with which it should not be confused.
- Direct students to create a sentence using the focus word in the correct context.

Word prejudice			
Definition an unfavourable opinion or feeling formed beforehand or without reason or knowledge			
x	Use it to describe...	Clarifiers	Connections
	the way some people are treated because of their race, colour, religion, or gender	<ul style="list-style-type: none">• when people are treated differently because of the group they belong to• making an unfair judgment about someone without knowing that person• prejudice can lead to discrimination	In the song “He’s a Rebel” When an Aboriginal boy was attacked and run over, the ambulance people thought he was drunk and didn’t treat him properly so he died.
	Don’t confuse it with ...	judgments based on fact or first-hand knowledge	
x	Sentence Prejudice occurs when you make judgments about people based only on the group to which they belong.		

Figure 8.29 The Clarifiers column allows students to draw on their own prior knowledge of the focus word.

19 Signal Words

Refer to Chapter 7: Transitional Reading Phase, pages 245–46.

PROCESSES AND STRATEGIES

Major Teaching Emphases

- Continue to build students' knowledge within the cueing systems.
- Consolidate comprehension strategies.
- Consolidate word identification strategies.
- Consolidate how to locate, select, and evaluate texts.
- Model self-reflection of strategies used in reading, and encourage students to do the same.

Organization of the Processes and Strategies Substrand

The organization of the Processes and Strategies substrand differs in several ways from that of the other substrands. Both the Teaching Notes and the Involving Students sections are located in Chapter 4 of *Reading Resource Book*, Canadian Edition.

The rationale for this difference in organization is that reading processes and strategies are not hierarchical and therefore not phase specific. A variety of processes and strategies need to be introduced, developed, and consolidated at all phases of development.

What varies from one phase to the next is the growth in

- the number and integration of strategies
- the awareness and monitoring of strategies
- the efficiency in use and selection of strategies
- the ability to articulate the use of the strategies
- the awareness of how the use of strategies helps with making meaning
- the ability to locate, select, and evaluate texts

Supporting Proficient Readers in the Home

Proficient readers use many ways to identify unknown words and comprehend texts. Reading is automatic, and when they encounter difficult texts they make decisions about the best way to deal with them. Proficient readers challenge and question information within texts; for example, they question validity and accuracy, compare characters with real-life people, and link information to their personal experiences.

Proficient readers will benefit from a range of experiences in the home setting. Ideas for providing appropriate experiences are available on Parent Cards located on the *First Steps Reading Map of Development* CD-ROM. Teachers can select appropriate cards for each Proficient reader from the CD-ROM for parents to use at home. Also available on the CD-ROM is a parent-friendly version of the Reading Map of Development.

Parent Cards



- | | |
|---|-------------------------------------|
| 1 Proficient Readers: How to Support | 2 Encouraging Reading |
| 3 Selecting Texts | 4 Sharing a Love of Reading |
| 5 Supporting Comprehension | 6 Helping with Research Work |
| 7 Using the Library | |

Accomplished Reading Phase



Figure 9.1

Global Statement

Accomplished readers use a flexible repertoire of strategies and cueing systems to comprehend texts and to solve problems with unfamiliar structure and vocabulary. They are able to fluently read complex and abstract texts, such as journal articles, novels, and research reports. Accomplished readers access the layers of information and meaning in a text according to their reading purpose. They closely examine, synthesize, and evaluate multiple texts to revise and refine their understandings.

Accomplished Reading Indicators

Use of Texts

- ◆ Reads and demonstrates comprehension of texts using both explicit and implicit information to achieve a given purpose
- ◆ Synthesizes information from texts, with varying perspectives, to draw conclusions
- ◆ Locates and evaluates appropriateness of texts and the information in texts in terms of purpose and audience
- Uses information implicit in a text for a variety of purposes, e.g., to support or refute a viewpoint
- Identifies and analyzes main ideas and recurring themes in and between texts
- Discusses layers of meaning in texts

Contextual Understanding

- ◆ Discusses reasons why a text may be interpreted differently by different readers, e.g., personal background of reader, author bias, socio-cultural background
- ◆ Discusses how the context (time, place, situation) of an author influences the construction of a text
- ◆ Analyzes the use of devices, such as rhetoric, wit, cynicism, and irony, designed to position readers to take particular views
- Identifies how the author's values, attitude, and beliefs have influenced the construction of the text
- Analyzes a range of texts for credibility, positioning, validity, and accuracy

Conventions

- ◆ Uses knowledge of one text form to help interpret another, e.g., literary features in informational texts
- ◆ Recognizes the effectiveness of language features selected by authors
- Discusses the relationship between purpose and audience, text form and the media chosen
- Associates specific conventions with text forms

Processes and Strategies

- ◆ Consciously adds to a broad knowledge base, as required, to comprehend
- ◆ Selects appropriate strategies from a wide range to comprehend
- ◆ Determines unknown words by selecting appropriate word identification strategies
- Creates own organizer to demonstrate relationships between key words
- Describes in detail how, when, and why cueing systems and strategies are used to construct meaning
- Evaluates the selection and effectiveness of a range of cueing systems and strategies

Major Teaching Emphases and Teaching and Learning Experiences are not provided for this phase, as Accomplished readers are able to take responsibility for their own ongoing reading development.

Glossary

acronym	a word formed from the initial letters of other words, e.g., SCUBA : self-contained underwater breathing apparatus
adjusting reading rate	a reading strategy that involves the speeding up or slowing down of reading according to the purpose or text difficulty
affix	a letter or letters added to a word and thereby affecting the meaning, e.g., <u>un</u> happy, jump <u>ed</u>
alliteration	the repetition of the initial sound in consecutive words, often used to create tongue twisters, e.g., She sells sea shells by the seashore
analyzing	a teaching and learning practice involving the examination of the parts to understand the whole
anecdotal notes	short written descriptions of an observation
annotation	written description recorded directly onto a work sample
antonym	a word that means the opposite of another word
applying	a teaching and learning practice involving the independent use of a skill, strategy, or understanding to achieve a purpose
assessment	gathering data about or for students' learning
assonance	the repetition of vowel sounds often used in lines of poetry, e.g., Ousted from the house, the mongrel growled and howled
automaticity	bringing information to mind with little or no effort because a skill or understanding is so well known, e.g., the fast, accurate recognition of single words when reading
bias	a prejudiced view or a one-sided perspective
book clubs	an approach somewhat similar to Literature Circles where even primary students can discuss books previously read aloud and reread before a meeting of about five students; less formally structured than Literature Circles
buddy reading	reading to younger students ("buddies") as a way of practising oral reading
choral reading	two or more students orally reading a text together with the intention of making a meaningful and enjoyable performance
cliché	a trite, stereotyped expression, idea, or practice
cloze procedure	an instructional activity involving the completion of incomplete sentences
colloquial	denoting informal use of language, often seeking to replicate a conversational tone and possibly including slang or vulgarities

comparing	a reading strategy involving thinking about similarities and differences in what is known and what is portrayed in texts
compound word	a word as a single unit of meaning but made up of two complete words, e.g., <i>buttonhole</i> , <i>football</i>
comprehension strategies	strategies or approaches used by readers to prepare for reading, comprehend text, monitor reading, and adjust reading when necessary, e.g., <i>connecting</i> , <i>comparing</i> , <i>synthesizing</i> , <i>creating images</i> , <i>predicting</i> , <i>paraphrasing</i> , <i>generating questions</i>
concepts of print	understandings about what print represents and how it works, e.g., <i>has a consistent directionality</i> , <i>is made up of letters and words</i>
conditions of learning	as identified by Brian Cambourne: immersion, demonstration, expectations, responsibility, approximations, practice, and feedback/support/celebrations; the conditions are interconnected and interwoven.
conjunction	a word used to link phrases or clauses to create compound or complex sentences, e.g., <i>and</i> , <i>but</i> , <i>however</i>
connotation	a meaning additional to one directly stated
consonant	one of all the letters of the alphabet except <i>a</i> , <i>e</i> , <i>i</i> , <i>o</i> , <i>u</i>
consonant cluster	a sequence of two or more consonants, e.g., <i>tr</i> , <i>shr</i> , <i>ng</i>
context	the broad linguistic, social, and cultural experiences that are brought to a situation
context clues	context clues help readers determine what unknown words mean; they range from direct definitions, linked synonyms, and words summarizing previous concepts to examples, text mood, cause or effect, and use of words of opposite meaning.
Contextual Understanding	a substrand of reading that involves an understanding of how the context affects the interpretation of the reader and choices made by authors and illustrators
Conventions	a substrand of reading that focuses on the structures and features of texts, including spelling, grammar, and pronunciation
conventions of print	rules that govern the customary use of print in a language, e.g., <i>punctuation</i> , <i>upper and lower case letters</i>
creating images	a reading strategy that involves the reader in using all five senses to create images before, during, and after reading
critical literacy	a process of taking an in-depth look at what is present in a text and what is not in order to determine the author's world view and purpose in writing and how the reader feels about this; related to social justice
critical questions	questions that require the reader to evaluate information in a text based on personal knowledge or experiences, e.g., <i>What do you think about...?</i>

critical thinking	logical thought processes based on sound evidence
cueing system	a set of cues or clues built into the structure and patterns of language; these structures and patterns are seen as systems because the English language is systematic in the way the words are ordered to create meaning, letters and sounds are related, punctuation is used, and the language is used to communicate.
cultural construction	one's view of the world shaped by cultural knowledge
cultural knowledge	a reader's experiences, values, attitudes, and beliefs, and one's perception of these
decoding	a strategy used to identify an unknown word, e.g., saying the sound represented by individual letters or letter combinations, blending them together and arriving at a pronunciation
derivative	a word formed by adding an affix to a root or a stem, e.g., happiness, unhappy
determining importance	a reading strategy involving making decisions about what is important in a text and what is not
device	a technique used by authors and illustrators to influence the construction of meaning, e.g., symbolism, metaphor, colour, size of characters
digraph	two letters that together represent one speech sound, e.g., ch, ai, ee, sh
discussing	a teaching and learning practice involving the exchange of opinions on topics, themes, or issues
evaluative questions	<i>see</i> critical questions.
explicit	something directly stated by the author or illustrator, that is, information in the words or in the pictures
familiarizing	a teaching and learning practice involving the raising of awareness and the activating of prior knowledge
familiar texts	those that have been previously read or that deal with aspects within the reader's personal experience; in other words, the reader knows about the content, the topic, the language, the text structure, or the author.
figurative language	language enriched by word images and figures of speech, e.g., using metaphor, simile
Five Finger Rule	a simple technique that supports readers in judging text difficulty; the reader chooses a page from a text that might be interesting to read and for each unknown word, puts a finger down, starting with the little finger. If the thumb is put down before reaching page bottom, the reader might want to select an easier text.
flexible grouping	forming and dissolving groups according to the goal of the lesson

fluency	reading aloud smoothly, easily, and with expression, showing understanding of the author's message
focused observation	looking for specific behaviours or at particular students to gain an understanding of strengths and weaknesses
Global Statement	a written snapshot of a learner in a particular phase of development, which encapsulates the typical characteristics of that phase
Gradual Release of Responsibility Model	developed by Pearson and Gallagher (1983), this model involves the sequential use of teaching practices that move students from a supportive context, where the teacher has a high degree of responsibility for demonstrating through modelling and sharing, to a more independent context, where students take on responsibility, first guided and then applying their learning.
grammatical knowledge	knowing about the patterns of the language, e.g., the order in which words are combined to make sentences and paragraphs
graphic organizers	visual representations of concepts that enable a learner to visualize, record, and retrieve information from a text
graphophonic cueing system	a system of cues that draw on readers' knowledge of the relationships between sounds and written forms of language in order to help identify unknown words
graphophonics	the study of sound–symbol relationships
Guided Reading	an instructional approach in which the teacher provides scaffolds and support to a small group with a similar identified need as they read a common text matched to their instructional level and interests—the teacher guides the reading.
Guided Writing	an instructional approach where teachers guide the students to construct a text with the aim of teaching and practising writing strategies
guiding	a teaching and learning practice involving the provision of scaffolds through strategic assistance at predetermined checkpoints in the learning process
high-frequency words	words that occur frequently in all texts; they include function, or glue, words, such as prepositions, as well as concrete words.
homographs	words that are spelled the same, but pronounced differently and have different meanings, e.g., <i>tear</i> and <i>tear</i> , <i>minute</i> and <i>minute</i>
homonyms	words that are spelled the same and pronounced the same, but have different meanings, e.g., <i>scale</i> (fish), <i>scale</i> (music)
homophones	words that are pronounced the same, but spelled differently and have different meanings, e.g., <i>here</i> and <i>hear</i> , <i>I'll</i> and <i>aisle</i>
ideology	set values, attitudes, and beliefs that may colour how an author writes and how a reader responds to text; also, a way of thinking by a larger group, class, or social movement used to justify certain conduct or actions

idiom	an expression that does not mean literally what it says, e.g., “pay through the nose”
implicit	intended by an author or illustrator, but not directly stated
Independent Reading	an instructional approach that involves readers in independently applying previously learned strategies to texts they have chosen to read; part of the continuum of diminishing support seen in the Gradual Release of Responsibility Model
Indicator	a description of literacy behaviours on the <i>First Steps</i> Maps of Development
inferential questions	questions that require interpretation of information implied, but not directly stated
inferring	a reading strategy that involves combining what is read in the text with the reader’s own ideas to create a unique interpretation
informational text	a text that is more factual than imaginative in nature, presenting information in an ordered way, e.g., a report, a biography, a recipe
innovating	a teaching and learning practice involving the alteration or amendment of a text to create a new one
instructional approaches	characterized by a number of widely accepted steps or stages and generally applicable to all phases of development, several approaches taken by teachers are used for implementing a comprehensive approach to teaching the writing or reading processes in meaningful contexts.
interpretation	inferring a meaning beyond what is literally stated
interpretive questions	<i>see</i> inferential questions.
investigating	a teaching and learning practice involving finding, analyzing, questioning, and using information for a purpose
Key Indicator	a description of literacy behaviours that most students display at a phase on the <i>First Steps</i> Maps of Development
Language Experience Approach	identified by <i>First Steps</i> as a major instructional approach, Language Experience Approach refers to a shared experience used as the basis for students and teacher jointly composing and then reading a text.
language features	varying according to the purposes of a text, these refer to the type of vocabulary and grammar used in a text; they encompass types of tense, such as past and present; vocabulary, including technical; signal words; style, ranging from chatty to objective; and sentence parts, including verbs and adjectives.
literal questions	questions that require recall of information directly stated in a text

literary text	a text that is more imaginative than factual in nature, usually consisting of characters, setting, and plot; includes poetry
Literature Circles	an instructional approach where groups of students meet to discuss, respond to, and reflect on a common text they have chosen to read; structured to promote student independence, responsibility, and ownership in reading of both literary and informational texts
Major Teaching Emphases	teaching priorities appropriate to phases of development
making connections	a reading strategy involving the making of links between what is read and other texts, to oneself, or to personal knowledge read and other texts, to oneself, or to personal knowledge about the world
metacognition	thinking about one's thinking
metaphor	a figure of speech in which a term or phrase is used to compare something to which it is not literally connected, e.g., "The road was a ribbon of moonlight..."
miscue analysis	a detailed diagnostic procedure for recording, analyzing, and interpreting deviations from a text read aloud
Modelled Reading	an instructional approach in which the teacher demonstrates specific reading strategies and behaviours and uses Think-Alouds to model what an effective reader would do
Modelled Writing	an instructional approach to writing typified by the teacher's constructing a text for students, and thinking aloud selected processes being used
modelling	a teaching and learning practice involving explicit demonstration of the thinking behind how and why something is done
mode of communication	a primary way of categorizing types of communication texts; <i>First Steps</i> pays particular attention to the oral, written, and visual modes.
morpheme	the smallest meaningful unit of a word, e.g., <u>un</u> , <u>reason</u> , and <u>able</u> in the word "unreasonable"
nominalization	a language feature where a verb is turned into a noun so that the idea seems more formal and objective; also, responsibility can be shifted away from the actual cause—consider <i>pollution</i> versus <i>pollutes</i> .
nuance	synonyms with subtle differences in meaning, e.g., thief, bandit, pickpocket
onomatopoeia	the formation of a word that imitates the sound associated with what is being described, e.g., whoosh, plop, whippoorwill
onset	the part of the syllable preceding the rime (<i>see</i> rime): usually the consonant or consonant cluster that precedes the vowel, e.g., <u>tr</u> in truck
organizational framework	organizational, or text, framework is the way a text is physically organized or laid out; it varies depending on the text form and topic.

orthographic knowledge	knowing about the spelling of words in a given language according to established usage
orthography	the study of the nature and use of symbols in a writing system, e.g., letter patterns
paraphrasing	a reading strategy where the reader puts a piece of text into fewer words, capturing its essence.
perspective	<i>see</i> point of view.
phase	a clustering of behaviours along the <i>First Steps</i> Maps of Development
phoneme	the smallest sound unit of speech, e.g., /k/ in cat
phonemic awareness	the awareness of the individual sounds, or phonemes, that make up spoken words
phonics	a way of teaching that stresses sound–symbol relationships
phonogram	<i>see</i> rime; also known as word families, e.g., -at, -ame, -og
phonological awareness	an ability to recognize, combine, and manipulate the different sound units of spoken words; an umbrella term, it includes units of sound larger than the phoneme, such as syllables.
playing	a teaching and learning practice involving the exploration of concepts and skills through imagining and creating
point of view	the stance an author has chosen to take; it is revealed through devices used in the text, e.g., words and actions in a literary text or information included or omitted in an informational text
positioning	an attempt on the part of the author to influence the reader to take a particular point of view
practising	a teaching and learning practice involving the rehearsal of a skill or strategy
pragmatic cueing system	in the pragmatic cueing system, other cueing systems, notably the semantic, syntactic, and graphophonic, are linked with the context; cues relate to knowledge of audience, purpose of writing, and situation.
pragmatics	the study of how context influences the reading event; it includes consideration of an author’s deliberate choices to best engage an audience and realize a certain purpose and the ways a reader is affected by these choices.
predictable text	a text featuring rhyme, rhythm, and repetition of sentence patterns that make it accessible to beginning readers
predicting	a reading strategy involving the use of prior knowledge to anticipate what is going to occur in a text before or during reading
prefix	an affix to the beginning of a word, e.g., <u>un</u> happy, <u>re</u> wind, <u>anti</u> biotic

primary sources	first-hand or original sources, including people and services, used when gathering information
print-rich environment	an environment filled with jointly constructed meaningful print
prior knowledge	in this context, the knowledge a reader draws on when reading and interpreting texts; made up of the knowledge within such cueing systems as the semantic, graphophonic, and syntactic
Processes and Strategies	a substrand of reading involving the application of knowledge and understandings to comprehend and compose texts
propaganda	the dissemination of particular ideas or information to help or harm an institution, person, or cause
questioning	a reading strategy involving the generation of questions before, during, and after reading
Read and Retell	a reading activity described by Brown and Cambourne (1987) involving students in predicting, reading, writing, sharing, listening, and justifying
Readers Theatre	oral performance of a script where the focus is on interpretation and expressive reading rather than on memorization or dramatization through body movement; an ideal forum for readers to practise fluency and an authentic cooperative activity
Reading Aloud to Students	an instructional approach where the teacher models expressive and fluent reading aloud while trying to engage the students; it can be interactive if the teacher encourages discussion intended to build prior knowledge and addresses listeners' ideas and questions.
reading conference	a structured conversation in which aspects of students' reading development are discussed
reading on	a reading strategy where the reader continues to read when encountering difficulties or unknown words
reflecting	a teaching and learning practice involving the thinking back on the what, how, and why of experiences
reporting	sharing learning with others
representing	often subsumed under writing, representing can be seen as a strand of literacy; it encompasses drama, art, and music as ways of expressing understanding.
rereading	a reading strategy involving going back over the whole or parts of text to clarify meaning or to assist with word identification
rhetoric	the skilful use of language to influence or persuade an audience
rime	a vowel and any following consonants of a syllable, e.g., <i>ip</i> in "trip"

root word	the basic part of a word that carries the meaning, e.g., <i>read</i> , <i>health</i> ; a foreign root is the basic part of a word that carries the meaning, but originates in a foreign language, e.g., <i>auto</i> , <i>manus</i>
scaffolding	temporary, but strategic leads, prompts, and support given by the teacher to students in the form of modelling, sharing, guiding, and conferencing with the aim of developing autonomy
scanning	a reading strategy where the reader glances quickly through material to locate specific information
secondary sources	texts such as encyclopedias, Web sites, articles, and magazines used to gather information
semantic cueing system	a system of language cues that draw on readers' knowledge of words, especially meaning of words, phrases, and sentences, and knowledge of the world of the topic. The essential question is, What would make sense here?
Shared Reading	an instructional approach where the teacher blends modelling, choral reading, echo reading, and focused discussion, involving students in reading texts that are visible to them
Shared Writing	an interactive instructional approach in which students see the construction of a text by a good model (usually the teacher) and are invited to contribute ideas and suggestions; the "control of the pen" remains with the model.
sharing	a teaching and learning practice that involves the joint construction of meaning between teacher and student, or student and student
sight vocabulary	the bank of words that a reader can recognize automatically, that is, can pronounce and know the meaning of the word in the context in which it appears
signal words	words often used to join phrases and clauses and also to indicate particular text structures, e.g., <i>because</i> , <i>on the other hand</i> , <i>similar to</i>
simile	a figure of speech making a direct connection, e.g., <i>as brave as a lion</i> , <i>as white as snow</i>
simulating	a teaching and learning practice in which one adopts a role or imagines oneself in a hypothetical setting
situational context	factors that influence the author's choice of language or the way the reader interprets the text: purpose of writing or reading, subject matter or knowledge of it, the text product type or the situation in which the reading takes place, and the roles and relationships between the communication participants
skimming	a reading strategy involving quickly glancing through a text to get a general impression or overview of the content
socio-cultural context	the expectations and values of the social and cultural groups at the time a text is written or read—these have an impact

	on how language is used by the writer or interpreted by the reader.
sociogram	a graphic representation of characters or people showing relationships among them
sounding out	<i>see</i> decoding.
stereotype	a perception conforming to a set image or type based on culturally dominant ideas, e.g., boys are tough , old people are a burden to society
strand	one of several interwoven language modes, e.g., reading , writing , speaking and listening , and viewing
strategy	the mental processes used to do something you want to do
substrand	as presented in <i>First Steps</i> , under each strand of Reading, Writing, Viewing, and Speaking and Listening, there are interwoven lenses through which student performance in literacy can be monitored and supported—Use of Texts, Contextual Understanding, Conventions, and Processes and Strategies. The Maps of Development are framed on them.
suffix	an affix to the end of a word that affects the grammatical function or meaning, e.g., jump<u>ed</u> , hesit<u>ation</u>
summarizing	a reading strategy involving condensing information to the most important ideas
synonyms	words similar in meaning, e.g., large , huge
syntactic cueing system	a system of cues that draw on readers' knowledge of the ways words are patterned or structured to form phrases, clauses, and sentences; readers use these cues to help decide if text sounds right.
synthesizing	a reading strategy that involves bringing together pieces of information for different purposes during or after reading
targeted feedback	specific information given to direct, improve, or control present and future learning
text	any means of communication using words, graphics, sounds, and images, in print, oral, visual, or electronic form, to represent information and ideas to an audience. These ideas can be shared over distance and time.
text features	the physical organizational features of a text that clarify and support text meaning; these appear within the text framework. Text features include headings and bold and italic fonts.
text form	a category of text with specific characteristics; with a structure and organization that flows from its purpose, a text form—for example, an editorial—provides a way for writers and readers to think about purpose and intended audience.
text-form knowledge	knowledge of the purpose, organization, structure, and language features of a range of texts

text organization	<i>see</i> text features and organizational framework.
text product type	a choice made by a writer on how best to present or publish text of an identified purpose; formats range from book and magazine to e-mail and DVD.
text structure	refers to the way ideas, feelings, or information are linked in a text. Common structures include problem and solution, compare and contrast, cause and effect, and listing, as in logical or chronological sequence; also referred to as organizational pattern.
textual features	features of text used by authors to give emphasis, e.g., enlarged letters—HELP!, speech bubbles
top-level structures	thinking patterns that provide frameworks for organizing, sorting, and storing information that enable connections and comparisons within a text to be made
transforming	a teaching and learning practice involving the re-creation of a text in another form, mode, or medium, e.g., a story to a play, a book to a film
unfamiliar texts	texts that are sight unseen or deal with aspects not within the reader's personal experience; aspects of the content, the topic, the language, the text structure, or the author are unknown to the reader.
Use of Texts	a strand of reading involving the comprehension of texts
valid	sound, just, or well founded
vowels	the letters <i>a, e, i, o, and u</i> , sometimes referred to as long or short: long vowels represent the sound of their alphabet letter name, as in <u>bay</u> , <u>bee</u> , <u>boat</u> ; short vowels represent the sounds heard in <u>bat</u> , <u>bit</u> , <u>bet</u> .
word identification strategies	the ways readers think when attempting to identify unknown words
word structure knowledge	knowing about words, parts of words, and how they work
world knowledge	<i>see</i> cultural knowledge.

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