

new First Steps<sup>®</sup> in Literacy

CANADIAN EDITION

**Course**  
Book

# Reading



**PEARSON**

*First Steps*® Reading Course Book, Canadian Edition

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Vice-President, Publishing and Marketing, School Division: Mark Cobham  
Vice-President, Marketing and Professional Field Services: Anne-Marie Scullion  
Publisher, Pearson Professional Learning: Debbie Davidson  
Research and Communications Manager: Chris Allen  
Canadian Edition Advisors: Noreene Decker, Norma MacFarlane, Mary Lou Stirling  
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Associate Editor: Jacquelyn Busby  
Senior Production Editor: Jennifer Handel  
Proofreader: Laura Neves  
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# Getting Started

This section contains pages that you will refer to throughout the course.

## *First Steps* Reading, Canadian Edition Overview of Materials

Linking Assessment, Teaching and Learning	Reading Map of Development	Reading Resource Book
<p><b>Chapter 1</b> <i>First Steps</i>, Canadian Edition</p> <p><b>Chapter 2</b> Planning for Successful Implementation of <i>First Steps</i></p> <p><b>Chapter 3</b> Understanding <i>First Steps</i> Beliefs</p> <p><b>Chapter 4</b> <i>First Steps</i> and Diversity</p> <p><b>Chapter 5</b> Establishing a Positive Teaching and Learning Environment</p> <p><b>Chapter 6</b> Assessment and Evaluation: Theory, Principles, and Practices</p> <p><b>Chapter 7</b> Effective Teaching and Learning Practices</p> <p><b>Chapter 8</b> Classroom Planning and Grouping</p> <p><b>Chapter 9</b> The Metacognitive Process: Reflecting, Representing, and Reporting</p> <p><b>Chapter 10</b> Communicating with Parents</p>	<p><b>Chapter 1</b> About Reading</p> <p><b>Chapter 2</b> Understanding the Reading Map</p> <p><b>Chapter 3</b> Collecting Data on Reading Development</p> <p><b>Chapter 4</b> Role Play Reading Phase</p> <p><b>Chapter 5</b> Experimental Reading Phase</p> <p><b>Chapter 6</b> Early Reading Phase</p> <p><b>Chapter 7</b> Transitional Reading Phase</p> <p><b>Chapter 8</b> Proficient Reading Phase</p> <p><b>Chapter 9</b> Accomplished Reading Phase</p>	<p><b>Chapter 1</b> <b>Use of Texts</b> <b>Section 1:</b> Instructional Approaches to Reading <b>Section 2:</b> Developing Fluency <b>Section 3:</b> Promoting Reading <b>Section 4:</b> Selecting Texts for Students</p> <p><b>Chapter 2</b> <b>Contextual Understanding</b> <b>Section 1:</b> Developing Contextual Understanding</p> <p><b>Chapter 3</b> <b>Conventions</b> <b>Section 1:</b> Developing Phonological Awareness <b>Section 2:</b> Teaching Graphophonics <b>Section 3:</b> Developing Vocabulary Knowledge <b>Section 4:</b> Developing Text-Form Knowledge</p> <p><b>Chapter 4</b> <b>Processes and Strategies</b> <b>Section 1:</b> Teaching Comprehension and Word Identification Strategies <b>Section 2:</b> Teaching Students to Access and Use Information</p>



# Class Profile Sheet

Grade Level: \_\_\_\_\_ Teacher: \_\_\_\_\_

	Role Play	Experimental	Early	Transitional	Proficient	Accomplished
1						
2						
3						
4						
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# Whole-Class Plan

Weeks: \_\_\_\_\_ Phase: \_\_\_\_\_ Grade: \_\_\_\_\_

Long-Term Goals	Major Teaching Emphases	Instructional Approaches and Teaching Practices	Teaching and Learning Experiences	Resources
		<b>Instructional Approaches</b> <ul style="list-style-type: none"> <li>• Reading Aloud to Students</li> <li>• Modelled Reading</li> <li>• Language Experience</li> <li>• Shared Reading</li> <li>• Guided Reading</li> <li>• Literature Circles</li> <li>• Independent Reading</li> </ul> <b>Teaching Practices</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		



# Small-Group Plan



Weeks: \_\_\_\_\_

Phase: \_\_\_\_\_

Grade: \_\_\_\_\_

Long-Term Goals	Major Teaching Emphases	Instructional Approaches and Teaching Practices	Teaching and Learning Experiences	Resources
		<b>Instructional Approaches</b> <ul style="list-style-type: none"> <li>• Reading Aloud to Students</li> <li>• Modelled Reading</li> <li>• Language Experience</li> <li>• Shared Reading</li> <li>• Guided Reading</li> <li>• Literature Circles</li> <li>• Independent Reading</li> </ul> <b>Teaching Practices</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		





# Session 1

## Beliefs Underpinning *First Steps*

### SESSION OUTLINE

- Provide an overview of the *First Steps* resource.
- Consider factors that support and hinder successful learning.
- Discuss the reading process.
- Examine the components of a comprehensive approach to teaching reading.

### RELATED READING:

#### LINKING ASSESSMENT, TEACHING AND LEARNING

Chapter 3: Understanding *First Steps* Beliefs

Chapter 5: Establishing a Positive Teaching and Learning Environment

#### READING MAP OF DEVELOPMENT

Chapter 1: About Reading

# Successful Learning

My new learning was \_\_\_\_\_

Factors That Supported My Learning	Factors That Hindered My Learning

## Professional Reading 1.1

# About Reading

*First Steps Reading Map of Development* is designed to help teachers map their students' progress and offers suggestions of teaching and learning experiences that will assist with further development in reading.

The first chapter focuses on the beliefs about reading and reading instruction that underpin the *First Steps Reading*. Key ideas are outlined below.

## Defining Reading

Reading is a complex process. What counts as effective reading varies from context to context according to what the reader wants to and needs to achieve, the texts that are being encountered, and what the dominant culture expects. One-dimensional definitions have an appeal of simplicity, but ignore the complexity of the reading process and can often lead to narrow or skewed teaching.

Reading is one strand of literacy. Within the *First Steps* resource, each strand is composed of a few key substrands.

The following table summarizes how these substrands combine to capture the nature of reading, each substrand providing a different lens for consideration.

SUBSTRAND	READING IS ...
Use of Texts – how students interact with texts	- making meaning with texts
Contextual Understanding – how the context affects the interpretation and choice of language	- a socio-cultural practice that is used to accomplish a wide range of purposes - questioning and critiquing texts
Conventions – structures and features of texts	- cracking the code of letters, words, sentences, and texts
Processes and Strategies – how students read, view, speak, and listen	- the active, integrated problem-solving process of making sense of texts

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.

*First Steps* uses a substrand framework and major cueing systems as a basis to illustrate the multidimensional 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 happens within 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.

### • The Knowledge Within Cueing Systems

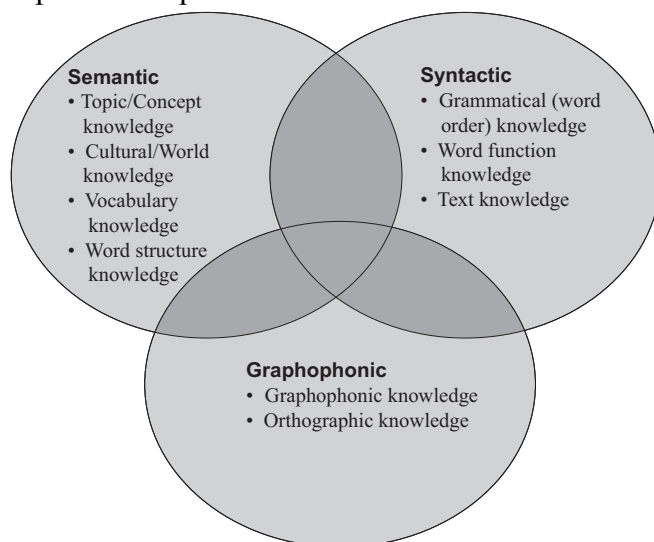
Effective readers comprehend text by drawing on a range of sources of information, or cues. During the process of reading text, effective readers draw on various cueing systems simultaneously. The cueing systems are not sequential or hierarchical and are equally important in contributing to the process of comprehending texts. It is critical that students from a very early age be provided with the opportunity to build up knowledge and skills related to major cueing systems. Collectively, cueing systems make up an individual's prior knowledge, or schema. Major cueing systems include the following:

*Semantic Cueing System:* Readers draw on semantic cues to help them know if what they are reading makes sense. Semantic cues are associated with the meanings of words, phrases, and sentences; the structure of words; and knowledge of the topic. They are tied to the reader's cultural and world knowledge of the concept or topic, and vocabulary knowledge. They help readers to make personal associations with a text.

*Syntactic Cueing System:* Readers draw on syntactic cues to help them decide if the text sounds right. Syntactic cues are associated with the structure of the language. These cues include a reader's knowledge of grammatical features, or word order in sentences, and knowledge of word functions. As viewed by *First Steps*, they also include knowledge of the organization and structure of whole texts.

*Graphophonic Cueing System:* Readers draw on graphophonic cues to help them identify unknown

words. These cues focus on the relationships between sound and symbols. They include knowledge of letters and groups of letters, knowledge of the sounds associated with letters and groups of letters, and knowledge of print concepts.



Knowledge within the cueing systems makes up a reader's prior knowledge, or schema.

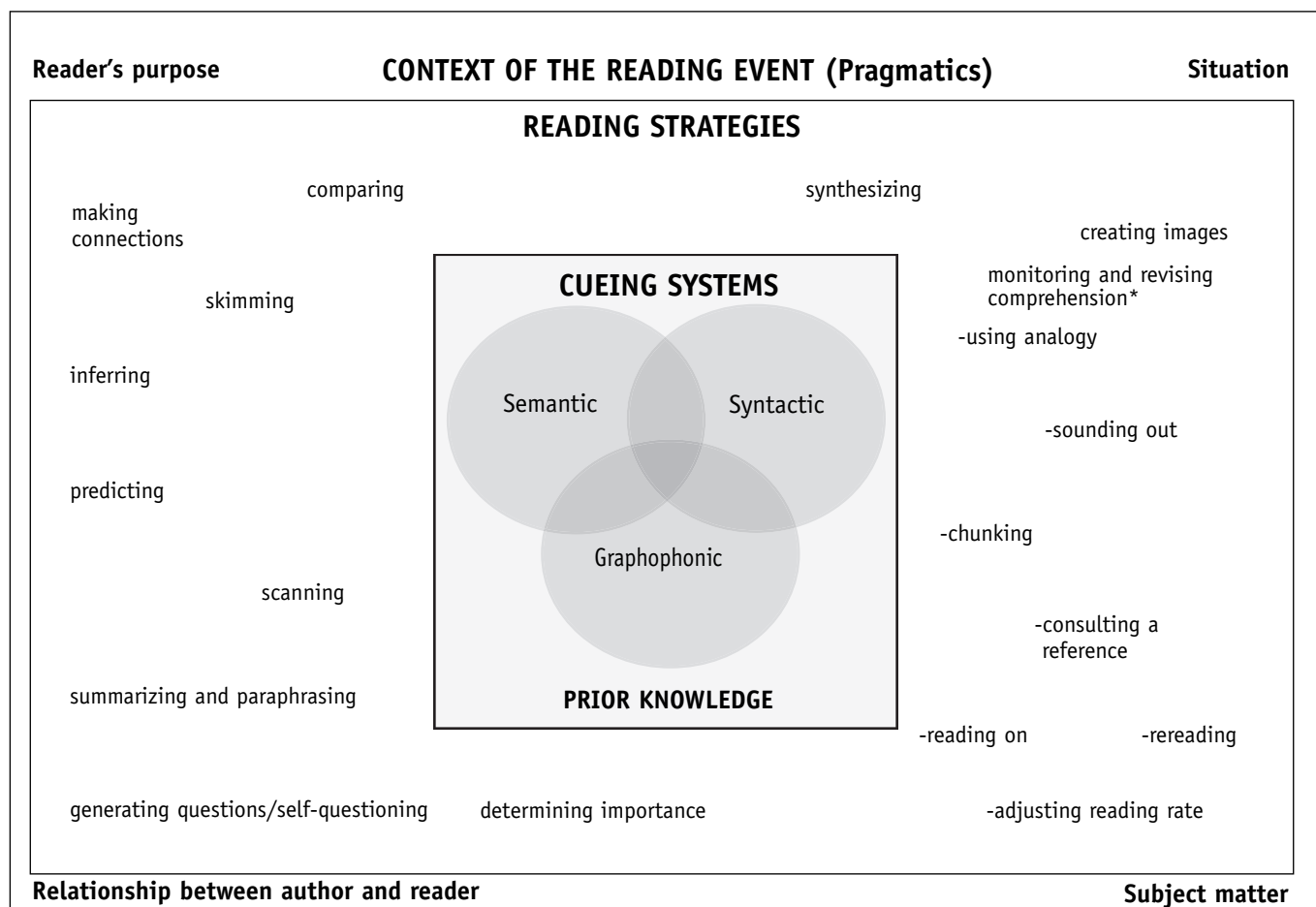
### • The Use of Reading Strategies

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

- |                        |                         |
|------------------------|-------------------------|
| • graphophonics        | • grammar               |
| • word meanings        | • text forms            |
| • words and word parts | • topics and concepts   |
| • orthography          | • culture and the world |

However, one of the most critical elements of supporting reading development is often neglected. The explicit teaching of reading strategies is vital to ensure that students are able to successfully access their cueing systems to support reading. Cueing systems can be used flexibly and independently only through the application of a range of reading strategies, applied before, during, and after reading. Strategies used to identify unknown words, prepare for reading, and monitor and adjust reading are all imperative to successful reading. Reading strategies include *predicting, making connections, inferring, comparing, synthesizing, creating images, summarizing, paraphrasing, self-questioning (generating questions), skimming, scanning, determining importance, monitoring and revising comprehension (rereading, reading on, adjusting reading rate, sounding out, chunking, using analogy, and consulting a reference).*

Comprehending text is a transaction between the author, the reader, and the socio-cultural context, driven by the purpose of the reader. The author contributes the words and an intended meaning within the text. The reader actively integrates a range of strategies, including word identification and comprehension, to draw upon all available knowledge within the cueing systems. Effective readers will have automated many of these strategies, so they occur without conscious deliberation. By bringing in-head knowledge to interpret the information supplied by the author, the reader makes unique, personal meaning. Goodman (1996) says, “The sense you make of a text is the sense you bring to it.”



Beginning readers may be unsure of the reading purpose, or even misconstrue the reading act. They may have limited knowledge within the graphophonic, syntactic, and semantic cueing systems. They may have a narrow range of reading strategies to access these systems. If the text is too difficult, leading to the mispronunciation of words and disconnected sentence fragments, the beginning reader will be unable to reconcile what is being read to meaningful oral language. 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.

\*Note that the strategies using analogy, sounding out, chunking, consulting a reference, reading on, rereading, and adjusting reading rate are aspects of the broad strategy monitoring and revising comprehension.

# A Comprehensive Approach to Teaching Reading

<p><b>Introduces a Range of Reading Strategies</b></p> <p><i>Reading Resource Book</i> Chapter 4: Processes and Strategies</p>	<p><b>Builds Knowledge Within All Cueing Systems</b></p> <p><i>Reading Resource Book</i> Chapter 3: Conventions</p>	<p><b>Uses a Range of Instructional Approaches to Reading</b></p> <p><i>Reading Resource Book</i> Chapter 1: Use of Texts</p>
<p><b>Uses Varied Grouping Structures</b></p> <p><i>Linking Assessment, Teaching and Learning</i> Chapter 8: Classroom Planning and Grouping</p>	<p><b>Uses a Range of Data-Collection Tools</b></p> <p><i>Reading Map of Development</i> Chapter 3: Collecting Data on Reading Development <i>Linking Assessment, Teaching and Learning</i> Chapter 6: Assessment Theory and Principles</p>	<p><b>Uses a Variety of Texts</b></p> <p><i>Reading Resource Book</i> Chapter 1: Use of Texts</p>
<p><b>Supports Reading Through Other Literacy Strands</b></p>	<p><b>Integrates Reading Instruction Across the Curriculum</b></p>	<p><b>Incorporates a Range of Effective Teaching and Learning Practices</b></p> <p><i>Linking Assessment, Teaching and Learning</i> Chapter 7: Effective Teaching and Learning Practices</p>

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

<b>F</b>	<i>Focused on Strategies</i>	<p>Teachers</p> <ul style="list-style-type: none"> <li>explicitly teach students a range of reading strategies</li> <li>encourage students to be aware of, apply, monitor, and adjust reading strategies</li> <li>encourage students to apply reading strategies across the curriculum</li> </ul>
<b>I</b>	<i>Investigative</i>	<p>Teachers</p> <ul style="list-style-type: none"> <li>involve students in problem solving to discover how texts work</li> <li>promote metacognitive thinking and reflection</li> <li>plan opportunities to engage students in authentic reading events that build upon existing foundations</li> </ul>
<b>R</b>	<i>Reflective</i>	<p>Teachers</p> <ul style="list-style-type: none"> <li>provide time and support for students to reflect, represent, and report on their reading, e.g., <i>use of strategies</i></li> <li>model the process of reflection</li> </ul>
<b>S</b>	<i>Scaffolded</i>	<p>Teachers</p> <ul style="list-style-type: none"> <li>support students' reading by adopting the Gradual Release of Responsibility Model—modelling, sharing, guiding, and applying</li> <li>provide specific and targeted feedback to guide students to independence</li> </ul>
<b>T</b>	<i>Tailored/ Differentiated</i>	<p>Teachers</p> <ul style="list-style-type: none"> <li>recognize assessment for learning</li> <li>map the milestones of reading development and devise plans that meet the needs of students</li> <li>develop organizational structures that allow all students to participate at their developmental level, using a balance of small-group, whole-class, and individual instruction</li> </ul>
<b>S</b>	<i>Supportive</i>	<p>Teachers</p> <ul style="list-style-type: none"> <li>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</li> </ul>
<b>T</b>	<i>Tested</i>	<p>Teachers</p> <ul style="list-style-type: none"> <li>use a range of research-based instructional approaches to reading</li> <li>use a range of effective teaching and learning practices</li> </ul>
<b>E</b>	<i>Embedded</i>	<p>Teachers</p> <ul style="list-style-type: none"> <li>create reading experiences that are engaging, authentic, and culturally and developmentally appropriate</li> <li>embed experiences in texts to build students' knowledge within the cueing systems</li> <li>help students to make connections between their current understandings and what is new</li> </ul>
<b>P</b>	<i>Purposefully Practised</i>	<p>Teachers</p> <ul style="list-style-type: none"> <li>select experiences from across curriculum areas to allow students to consolidate and integrate new understandings and skills</li> <li>plan activities that are focused, scaffolded, and contextualized</li> </ul>
<b>S</b>	<i>Shared</i>	<p>Teachers</p> <ul style="list-style-type: none"> <li>understand that responsibility for implementing a balanced reading program needs to be shared among all stakeholders — teachers, parents, students, and the school</li> <li>work collaboratively to develop appropriate programs to support students experiencing difficulty</li> </ul>



# Self-Reflection Notes

## Beliefs Underpinning *First Steps*

**Big Ideas:**

**My Thoughts:**

**Need Further Clarification:**

**My Goals:**

## Session 2

# Understanding the Reading Map of Development

### SESSION OUTLINE

- Discuss developmental teaching and developmental learning.
- Examine the organizational framework of the *First Steps* Maps of Development.
- Explore the layout of the Reading Map of Development.
- Outline the process for using the Reading Map of Development.

### RELATED READING:

#### LINKING ASSESSMENT, TEACHING AND LEARNING

Chapter 1: *First Steps*, Canadian Edition

#### READING MAP OF DEVELOPMENT

Chapter 2: Understanding the Reading Map

# Physical Mobility Map of Development

Random Movement	Rolling Over	Sitting	Moving Independently	Standing	Walking
<ul style="list-style-type: none"> <li>• moves limbs randomly</li> <li>• head needs support</li> <li>• turns head to light and sound</li> <li>• reaches out to mobiles</li> <li>• reaches out and hits mobiles</li> <li>• holds chin up when on tummy</li> <li>• sits up with support from adult</li> </ul>	<ul style="list-style-type: none"> <li>• “swims” lying on tummy</li> <li>• begins to roll over</li> <li>• reaches out to objects on floor</li> <li>• sits propped up by cushions</li> <li>• loses balance when sitting unaided</li> <li>• sits on lap and grasps drink container</li> </ul>	<ul style="list-style-type: none"> <li>• sits unaided</li> <li>• rolls over and over</li> <li>• bangs, pushes, chews, rattles objects</li> <li>• attempts to crawl by dragging body forward</li> <li>• stands with help from adult</li> <li>• begins to pull/push on furniture</li> </ul>	<ul style="list-style-type: none"> <li>• may crawl on all fours</li> <li>• propels forward while sitting</li> <li>• locates and follows sounds independently</li> <li>• moves toward adults and other children</li> <li>• stands holding furniture</li> </ul>	<ul style="list-style-type: none"> <li>• walks when both hands are held from above</li> <li>• pulls up on furniture</li> <li>• walks around bed</li> <li>• frequently sits down with “bump”</li> <li>• crawls up steps</li> <li>• stands alone</li> </ul>	<ul style="list-style-type: none"> <li>• walks alone</li> <li>• lifts arms to assist balance</li> <li>• often overbalances and sits down hard</li> <li>• needs help over rough surfaces</li> <li>• adapts movement to different circumstances, e.g., may crawl up steps</li> </ul>
<ul style="list-style-type: none"> <li>• Talk to baby constantly.</li> <li>• Sing to baby.</li> <li>• Put in different positions with support.</li> <li>• Stimulate with bright, colourful objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Put in many different positions with appropriate support.</li> <li>• Provide many stimuli.</li> <li>• Exaggerate facial expressions and voice.</li> <li>• Perform antics to amuse.</li> <li>• Tell baby how clever she/he is.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold under arms to enable “walking.”</li> <li>• Encourage child to push into standing position on lap.</li> <li>• Provide many objects to bang, throw, rattle.</li> <li>• Give lots of verbal encouragement.</li> </ul>	<ul style="list-style-type: none"> <li>• Move dangerous things.</li> <li>• Close cupboard doors.</li> <li>• Provide many stimuli.</li> <li>• Hold under arms to enable “walking.”</li> </ul>	<ul style="list-style-type: none"> <li>• Hold both hands when walking.</li> <li>• Put gates on stairs.</li> <li>• Give constant praise and encouragement.</li> <li>• Stimulate activity.</li> <li>• Link words with meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Never let child out of sight.</li> <li>• Put everything out of reach.</li> <li>• Offer help when needed.</li> <li>• Give a lift when tired.</li> <li>• Praise and encourage at all times.</li> <li>• Continue to warn of danger.</li> </ul>

# Defining the Substrands

- Read the behaviours across the phases in each substrand.
- Describe the focus of each substrand.

## Use of Texts

## Contextual Understanding

# Defining the Substrands, cont'd

- Read the behaviours across the phases in each substrand.
- Describe the focus of each substrand.

## Conventions

## Processes and Strategies

# 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/people from texts

## 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 ...*
- 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 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

# Reading Map of Development Phase Review

Read the Global Statement and Indicators for your allocated phase.  
Record key words to summarize students’ reading at this phase.

	Role Play Phase	Experimental Phase	Early Phase	Transitional Phase	Proficient Phase	Accomplished Phase
What Students Do						





# Self-Reflection Notes

## Understanding the Reading Map of Development

**Big Ideas:**

**My Thoughts:**

**Need Further Clarification:**

**My Goals:**



# Session 3

## Use of Texts

### SESSION OUTLINE

- Practise the process of using the Reading Map of Development to link assessment, teaching, and learning.
- Select Major Teaching Emphases and Teaching and Learning Experiences for whole-class instruction.
- Discuss the reading process.
- Review seven key instructional approaches to reading.

### RELATED READING:

#### LINKING ASSESSMENT, TEACHING AND LEARNING

Chapter 8: Classroom Planning and Grouping

#### READING MAP OF DEVELOPMENT

Chapters 4–8: Use of Texts substrand

#### READING RESOURCE BOOK

Chapter 1: Use of Texts

# First Steps Whole-Class Plan

Weeks: \_\_\_\_\_ Phase: \_\_\_\_\_ Grade: \_\_\_\_\_

Long-Term Goals	Major Teaching Emphases	Instructional Approaches and Teaching Practices	Teaching and Learning Experiences	Resources
		<b>Instructional Approaches</b> <ul style="list-style-type: none"> <li>• Reading Aloud to Students</li> <li>• Modelled Reading</li> <li>• Language Experience</li> <li>• Shared Reading</li> <li>• Guided Reading</li> <li>• Literature Circles</li> <li>• Independent Reading</li> </ul> <b>Teaching Practices</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		

# Gradual Release of Responsibility Model of Teaching and Learning



**Source:** Based on Pearson, P.D., and M. Gallagher. 1983.  
"The Instruction of Reading Comprehension,"  
*Contemporary Educational Psychology* 8: 112–123. © 1983 Elsevier.

# Overview of Instructional Approaches to Reading

	Reading Aloud to Students	Modelled Reading	Language Experience	Shared Reading
Definition	Reading a text aloud to students with the purpose of engaging them	Demonstrating reading behaviours and strategies and verbalizing the cognitive processes involved with them	To use a shared experience as a basis for jointly creating a text that is then used for further reading	A teacher-managed blend of modelling, choral reading, echo reading, and focused discussion
Key Features	Primary purpose to share enjoyment of reading Reading largely uninterrupted Good model for reading is provided Reading 10 to 15 minutes daily	Clear Think-Aloud statements Singular or limited focus Multiple demonstrations Brief (5 to 10 minutes)	Based on a shared experience Text created as a result of the experience Students' language used in the creation of the text Use of the created text for further reading activities	Short (10 to 20 minutes) Singular or limited focus Text visible and accessible to all Differentiated activities Multiple readings of the text
Role of Teacher				
Role of Student				
Grouping				
Types of Texts				

# Overview of Instructional Approaches to Reading, cont'd

	Guided Reading	Literature Circles	Independent Reading	
Definition	Teacher scaffolds and supports a group of students as they read a common text.	Small groups of students meet to read and discuss texts they have selected.	Students select texts and read independently, applying previously learned strategies.	
Key Features	Clearly defined purpose Group of students with identified common need Most reading done silently Session has a pattern of asking guiding questions, reading, and discussing.	Students select texts Temporary group formations Students facilitate discussion Regular meeting time Groups engage in text study	Students select own texts Uninterrupted time span	
Role of Teacher				
Role of Student				
Grouping				
Types of Texts				



# Self-Reflection Notes

## Use of Texts

**Big Ideas:**

**My Thoughts:**

**Need Further Clarification:**

**My Goals:**

# Session 4

## Processes and Strategies

### SESSION OUTLINE

- Identify and define reading strategies that effective readers use.
- Examine practices that help to explicitly introduce reading strategies to students.
- Explore learning experiences that allow students to practise new strategies in meaningful contexts.

### RELATED READING:

#### LINKING ASSESSMENT, TEACHING AND LEARNING

Chapter 7: Effective Teaching and Learning Practices

Chapter 9: The Metacognitive Process

#### READING MAP OF DEVELOPMENT

Chapter 1: About Reading

#### READING RESOURCE BOOK

Chapter 4: Processes and Strategies

# First Steps Whole-Class Plan

Weeks: \_\_\_\_\_ Phase: \_\_\_\_\_ Grade: \_\_\_\_\_

Long-Term Goals	Major Teaching Emphases	Instructional Approaches and Teaching Practices	Teaching and Learning Experiences	Resources
		<b>Instructional Approaches</b> <ul style="list-style-type: none"> <li>• Reading Aloud to Students</li> <li>• Modelled Reading</li> <li>• Language Experience</li> <li>• Shared Reading</li> <li>• Guided Reading</li> <li>• Literature Circles</li> <li>• Independent Reading</li> </ul> <b>Teaching Practices</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		



# Strategy Demonstration Plan

Strategy to Be Introduced:

When and Why It's Useful:

Key Points to Model:

- 
- 
- 
- 

Text Selected:

Pages to Be Used

Language to Describe My Thinking




# Self-Reflection Notes

## Processes and Strategies

**Big Ideas:**

**My Thoughts:**

**Need Further Clarification:**

**My Goals:**

# Session 5

# Conventions

## SESSION OUTLINE

- Discuss the conventions associated with
  - phonological awareness
  - graphophonics
  - vocabulary knowledge
  - text-form knowledge
- Explore a teaching plan that supports an investigative approach to teaching conventions.
- Plan for small-group needs for the Conventions substrand.

## RELATED READING:

### LINKING ASSESSMENT, TEACHING AND LEARNING

Chapter 7: Effective Teaching and Learning Practices

Chapter 8: Classroom Planning and Grouping

### READING MAP OF DEVELOPMENT

Chapters 4–8: Conventions substrand

### READING RESOURCE BOOK

Chapter 3: Conventions



# First Steps Small-Group Plan

Weeks: \_\_\_\_\_ Phase: \_\_\_\_\_ Grade: \_\_\_\_\_

Long-Term Goals	Major Teaching Emphases	Instructional Approaches and Teaching Practices	Teaching and Learning Experiences	Resources
		<b>Instructional Approaches</b> <ul style="list-style-type: none"><li>• Reading Aloud to Students</li><li>• Modelled Reading</li><li>• Language Experience</li><li>• Shared Reading</li><li>• Guided Reading</li><li>• Literature Circles</li><li>• Independent Reading</li></ul> <b>Teaching Practices</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>		



# Investigating Synonyms

---

Work with a partner to complete the following.

GLAD is a synonym for HAPPY.

THIEF is a synonym for ROBBER.

EAGER is a synonym for KEEN.

DELIGHTED is a synonym for PLEASED.

PARCHED is a synonym for DRY.

Read the above and write your definition of a synonym.

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---

- Read the text below and circle five words that you could record synonyms for.

## Burglar calls police for help

A man trying to rob a pizza store had to phone police using his own cellular phone when he got trapped inside the store. Police rushed to the scene after receiving the call that begged for help.

The embarrassed 18-year-old youth explained that he had wedged his foot in the skylight in the ceiling and was unable to set himself free.

Police arrived with smiles on their faces, along with the equipment to help the troubled youth. The hanging bandit is now in hospital, in stable condition, with a broken ankle.

On closer inspection of the building it was disclosed that the robber could have entered the store through an unlocked front door.

The youth will appear in court on Monday.

- Replace selected words with synonyms.
- Discuss if and how the inclusion of the synonyms influences the meaning of the text.



# Self-Reflection Notes

## Conventions

**Big Ideas:**

**My Thoughts:**

**Need Further Clarification:**

**My Goals:**

# Session 6

# Contextual Understanding

## SESSION OUTLINE

- Define Contextual Understanding.
- Consider what students need to know to develop Contextual Understanding.
- Explore elements of Contextual Understanding.
- Discuss teaching practices and activities that will support students in developing Contextual Understanding.

## RELATED READING:

### LINKING ASSESSMENT, TEACHING AND LEARNING

Chapter 8: Classroom Planning and Grouping

### READING MAP OF DEVELOPMENT

Chapters 4–8: Contextual Understanding substrand

### READING RESOURCE BOOK

Chapter 2: Contextual Understanding

# What Do I Bring to My Reading of a Text?




# Contextual Understanding

## What Do Students Need to Know?

Read the Major Teaching Emphases for your allocated phase and record key words about what students need to know in relation to Contextual Understanding.

Phase: \_\_\_\_\_

## Harvesting Timber in British Columbia

British Columbia is Canada's most westerly province. It is bordered by the Pacific Ocean to the west and the Rocky Mountains to the east. It is most famous for its breathtaking natural beauty and remarkable landscape. Full of lush forests, sparkling lakes, snow-capped mountains and diverse wildlife, this province attracts countless visitors who come to glimpse one of the world's most spectacular regions.

The province is also well-known for its forests, which cover about two-thirds of the province's land mass. The forestry industry is a major source of employment and income for many residents of British Columbia. Some people are employed directly in the industry—harvesting and processing timber. Others are employed in related industries—sawmills, pulp and paper factories, and shipping, for example. In many rural communities, logging is the primary source of income.

Almost all of the wood that grows in BC is softwood, a term used to describe wood from coniferous (or needle-bearing) trees. Softwood-producing trees include spruce, fir, larch, cypress, redwood, pine, yew, cedar, hemlock and douglas-fir. Softwood is very easy to work with and accounts for the bulk of wood used by people all over the world. It is used to make lumber, plywood, shingles, newsprint, and pulp and paper products. Roughly half of the softwood harvested in Canada comes from British Columbia.

While many people are concerned about exhausting Canada's natural resources and damaging the environment, the fact is that the province of BC harvests less than 1 per cent of its forests. British Columbia has some of the world's most stringent environmental forest management policies. Here are some facts:

- More than half of the forests in this province will likely never be logged.
- The area of protected forests amounts to about 35 million hectares.
- Once an area has been logged it must be reforested with species suited to the conditions of the land.

In recent years the forests of British Columbia have been threatened by wildfire, disease, and insects, specifically the mountain pine beetle. This insect has ravaged much of the area's forests and poses a massive threat to the future of all industries that rely on the forests for their continuation. Loggers have been encouraged to salvage what they can from dead and dying trees in order to preserve more of the forests. Managing the pine beetle infestation is the real issue at hand and a true threat to BC's forests—not clear-cutting or harvesting timber that provides much needed raw materials to people all over the world.

# How Particular Groups Are Represented

## **Discussion:**

Read the statements on Slide 14. Use the following questions as a basis for discussion in your small group.

- What groups of people/characters were represented?
- How is each group represented?
- How is this similar or different to what you know about that particular group?
- In what type of text might this group be represented in a different way?
- Why have the authors chosen to represent the groups in this way?



# First Steps Small-Group Plan

Weeks: \_\_\_\_\_

Phase: \_\_\_\_\_

Grade: \_\_\_\_\_

Long-Term Goals	Major Teaching Emphases	Instructional Approaches and Teaching Practices	Teaching and Learning Experiences	Resources
		<b>Instructional Approaches</b> <ul style="list-style-type: none"><li>• Reading Aloud to Students</li><li>• Modelled Reading</li><li>• Language Experience</li><li>• Shared Reading</li><li>• Guided Reading</li><li>• Literature Circles</li><li>• Independent Reading</li></ul> <b>Teaching Practices</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>		



# Self-Reflection Notes

## Contextual Understanding

**Big Ideas:**

**My Thoughts:**

**Need Further Clarification:**

**My Goals:**

## Session 7

# Assessing Students' Reading Development

### SESSION OUTLINE

- Discuss the most reliable and valid ways of collecting and recording information about reading development.
- Identify a student on the Reading Map of Development.

### RELATED READING:

#### LINKING ASSESSMENT, TEACHING AND LEARNING

Chapter 6: Assessment and Evaluation

Chapter 8: Classroom Planning and Grouping

#### READING MAP OF DEVELOPMENT

Chapter 3: Collecting Data on Reading Development

# Assessment Tools and Substrands

	Use of Texts	Contextual Understanding	Conventions	Processes and Strategies
<b>Focused Observation</b>				
Formal				
Informal				
<b>Reading Products</b>				
Reading Logs				
Personal Reading Goals				
Reading Journals				
Response Frameworks				
Dialogue Journal Entries				
Reflection Frameworks				
Metacognitive Thinking Frameworks				
Two Stars and a Wish				
Student Self-Assessment Formats				
Think-Alouds				
Work Samples				
Retellings				
Surveys and Questionnaires				
Tests				
Cloze Procedures				
Oral Reading				
<b>Conversations</b>				
Conferences				
Interviews with Students				
Interviews with Parents/Guardians				

# First Steps Reading Map of Development: Class Profile Sheet

Grade Level: \_\_\_\_\_ Teacher: \_\_\_\_\_

	Role Play	Experimental	Early	Transitional	Proficient	Accomplished
1						
2						
3						
4						
5						
6						
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21						
22						
23						



# Individual Student Profile Sheet (Key Indicators Only)

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_ School: \_\_\_\_\_

ROLE PLAY		EXPERIMENTAL		EARLY	
USE OF TEXTS		USE OF TEXTS		USE OF TEXTS	
<ul style="list-style-type: none"> <li>• Listens to and demonstrates comprehension by talking about significant ideas from the text</li> </ul>		<ul style="list-style-type: none"> <li>• Reads and demonstrates comprehension of texts by                             <ul style="list-style-type: none"> <li>– recalling some ideas explicit in a text</li> <li>– identifying the topic of a text</li> <li>– selecting a limited number of explicit events to retell a text</li> <li>– linking two ideas explicit in a text, e.g., <i>an action and its result</i></li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Reads and demonstrates comprehension of texts by                             <ul style="list-style-type: none"> <li>– recalling key information explicit in a text</li> <li>– identifying the main idea explicit in a text</li> <li>– selecting events to retell a text, sometimes including unnecessary events or information</li> <li>– linking explicit ideas in a text, e.g., <i>comparing a character at different points in the text</i></li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• Displays reading-like behaviour, e.g., <i>holds book right way up, clicks mouse to see new window</i></li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrates that print remains constant, e.g., <i>transfers knowledge of familiar words from one context to another</i></li> </ul>		<ul style="list-style-type: none"> <li>• Locates and selects texts appropriate to purpose, interest, and readability, e.g., <i>uses library systems, skims contents page</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Knows that print carries a message, but may read own writing and unfamiliar texts differently each time</li> </ul>		<ul style="list-style-type: none"> <li>• Maintains the storyline when reading familiar texts, although a limited number of words are read accurately</li> </ul>			
<ul style="list-style-type: none"> <li>• Selects texts primarily for enjoyment, e.g., <i>uses cover and illustrations</i></li> </ul>		<ul style="list-style-type: none"> <li>• With assistance, locates and selects texts appropriate to purpose or interest</li> </ul>			
CONTEXTUAL UNDERSTANDING		CONTEXTUAL UNDERSTANDING		CONTEXTUAL UNDERSTANDING	
<ul style="list-style-type: none"> <li>• Makes links to own experience when listening to or reading texts, e.g., <i>points to illustrations saying "I had a party"</i></li> </ul>		<ul style="list-style-type: none"> <li>• Expresses an opinion about a text, but may not always be able to justify it</li> </ul>		<ul style="list-style-type: none"> <li>• Expresses and justifies personal responses to texts, e.g., <i>"I didn't like... because..."</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Identifies and talks about familiar characters/people from texts</li> </ul>		<ul style="list-style-type: none"> <li>• Identifies the role of the author and illustrator of a text</li> </ul>		<ul style="list-style-type: none"> <li>• Understands that authors and illustrators select information to suit a purpose and audience</li> </ul>	
		<ul style="list-style-type: none"> <li>• Talks about the ways different people or characters are represented in texts, e.g., <i>"The girl in this story plays hockey"</i></li> </ul>		<ul style="list-style-type: none"> <li>• Recognizes how characters, people, and events are represented and offers suggestions for alternatives</li> </ul>	
CONVENTIONS		CONVENTIONS		CONVENTIONS	
<ul style="list-style-type: none"> <li>• Recognizes own name or part of it in print</li> </ul>		<ul style="list-style-type: none"> <li>• Recognizes a small bank of known words in different contexts, e.g., <i>personally significant words</i></li> </ul>		<ul style="list-style-type: none"> <li>• Recognizes a bank of frequently used words in different contexts, e.g., <i>high-frequency words, personally significant words</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Knows repetitive patterns in familiar stories, e.g., <i>Run, run as fast as you can</i></li> </ul>		<ul style="list-style-type: none"> <li>• Identifies the letters of the alphabet by name or sound</li> </ul>		<ul style="list-style-type: none"> <li>• Recognizes all letters by name and their regular sound</li> </ul>	
		<ul style="list-style-type: none"> <li>• Demonstrates understanding of the concepts and conventions of print, e.g., <i>left to right, top to bottom, capital letters</i></li> </ul>		<ul style="list-style-type: none"> <li>• Explains how known text forms vary by stating                             <ul style="list-style-type: none"> <li>– purpose, e.g., <i>procedures instruct</i></li> <li>– some elements of organization, e.g., <i>procedures have headings</i></li> <li>– some elements of structure, e.g., <i>procedures list materials and steps</i></li> </ul> </li> </ul>	
PROCESSES AND STRATEGIES		PROCESSES AND STRATEGIES		PROCESSES AND STRATEGIES	
<ul style="list-style-type: none"> <li>• Relies upon knowledge of topic and text organization, such as pictures, when reading</li> </ul>		<ul style="list-style-type: none"> <li>• Draws upon a limited knowledge base to comprehend, e.g., <i>topic knowledge, sentence patterns, and sound-symbol relationships</i></li> </ul>		<ul style="list-style-type: none"> <li>• Draws upon a small knowledge base to comprehend, e.g., <i>sight vocabulary, concept and text structure knowledge</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Relies on the strategy of connecting to comprehend, e.g., <i>connects text to self</i></li> </ul>		<ul style="list-style-type: none"> <li>• Uses a limited range of strategies to comprehend, e.g., <i>predicting, comparing</i></li> </ul>		<ul style="list-style-type: none"> <li>• Uses a small range of strategies to comprehend, e.g., <i>self-questioning, adjusting reading rate</i></li> </ul>	
		<ul style="list-style-type: none"> <li>• Determines unknown words by using word identification strategies, e.g., <i>predicting using beginning letters and/or pictures</i></li> </ul>		<ul style="list-style-type: none"> <li>• Determines unknown words by using word identification strategies, e.g., <i>decoding using phonemes, onset, and time</i></li> </ul>	
				<ul style="list-style-type: none"> <li>• Focuses on decoding words accurately when reading an unfamiliar text, which may result in limited fluency, expression, and loss of meaning</li> </ul>	

# Individual Student Profile Sheet, cont'd (Key Indicators Only)

Student's Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

TRANSITIONAL		PROFICIENT		ACCOMPLISHED	
USE OF TEXTS	USE OF TEXTS	USE OF TEXTS	USE OF TEXTS	USE OF TEXTS	USE OF TEXTS
<ul style="list-style-type: none"> <li>Reads and demonstrates comprehension of texts by               <ul style="list-style-type: none"> <li>identifying the main idea(s), citing supporting detail</li> <li>selecting events from a text to suit a specific purpose</li> <li>linking ideas, both explicit and implicit, in a text, e.g., <i>cause and effect</i></li> </ul> </li> <li>Locates and selects texts appropriate to purpose and audience, e.g., <i>uses search engines, checks currency of information</i></li> </ul>	<ul style="list-style-type: none"> <li>Reads and demonstrates comprehension of texts by               <ul style="list-style-type: none"> <li>explaining how the main idea and supporting information relate to the author's purpose and the intended audience</li> <li>selecting events from a text to suit a specific audience</li> <li>linking ideas, both explicit and implicit, in a text, e.g., <i>thesis and supporting arguments</i></li> </ul> </li> <li>Locates and evaluates appropriateness of texts and information in texts in terms of purpose and audience, e.g., <i>validity, bias</i></li> </ul>	<ul style="list-style-type: none"> <li>Reads and demonstrates comprehension of texts using both explicit and implicit information to achieve a given purpose</li> <li>Synthesizes information from texts, with varying perspectives, to draw conclusions</li> <li>Locates and evaluates appropriateness of texts and the information in texts in terms of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Reads and demonstrates comprehension of texts using both explicit and implicit information to achieve a given purpose</li> <li>Synthesizes information from texts, with varying perspectives, to draw conclusions</li> <li>Locates and evaluates appropriateness of texts and the information in texts in terms of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Reads and demonstrates comprehension of texts using both explicit and implicit information to achieve a given purpose</li> <li>Synthesizes information from texts, with varying perspectives, to draw conclusions</li> <li>Locates and evaluates appropriateness of texts and the information in texts in terms of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Reads and demonstrates comprehension of texts using both explicit and implicit information to achieve a given purpose</li> <li>Synthesizes information from texts, with varying perspectives, to draw conclusions</li> <li>Locates and evaluates appropriateness of texts and the information in texts in terms of purpose and audience</li> </ul>
CONTEXTUAL UNDERSTANDING		CONTEXTUAL UNDERSTANDING		CONTEXTUAL UNDERSTANDING	
<ul style="list-style-type: none"> <li>Recognizes own interpretation may differ from that of other readers or the author</li> <li>Recognizes devices that authors and illustrators use to influence construction of meaning, e.g., <i>visual clues, omissions</i></li> <li>Recognizes that authors and illustrators attempt to position, or influence, readers</li> <li>Recognizes how characters or people, ideas, and events are represented and can speculate about the author's choices</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes how one's values, attitudes, and beliefs have an impact on the interpretation of text</li> <li>Discusses the target audience for a specific text and how the author has tailored the language, ideas, and presentation to suit</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes how one's values, attitudes, and beliefs have an impact on the interpretation of text</li> <li>Discusses the target audience for a specific text and how the author has tailored the language, ideas, and presentation to suit</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes how one's values, attitudes, and beliefs have an impact on the interpretation of text</li> <li>Discusses the target audience for a specific text and how the author has tailored the language, ideas, and presentation to suit</li> </ul>	<ul style="list-style-type: none"> <li>Discusses reasons why a text may be interpreted differently by different readers, e.g., <i>personal background of reader, author bias, socio-cultural background</i></li> <li>Discusses how the context (time, place, situation) of an author influences the construction of a text</li> <li>Analyzes the use of devices, such as rhetoric, wit, cynicism, and irony, designed to position readers to take particular views</li> </ul>	<ul style="list-style-type: none"> <li>Discusses reasons why a text may be interpreted differently by different readers, e.g., <i>personal background of reader, author bias, socio-cultural background</i></li> <li>Discusses how the context (time, place, situation) of an author influences the construction of a text</li> <li>Analyzes the use of devices, such as rhetoric, wit, cynicism, and irony, designed to position readers to take particular views</li> </ul>
CONVENTIONS		CONVENTIONS		CONVENTIONS	
<ul style="list-style-type: none"> <li>Recognizes an increasing bank of words in different contexts, e.g., <i>subject-specific words, less common words</i></li> <li>Explains how known text forms vary by using knowledge of               <ul style="list-style-type: none"> <li>purpose, e.g., <i>to persuade</i></li> <li>text structure, e.g., <i>problem and solution</i></li> <li>text organization, e.g., <i>headings, subheadings, index, glossary</i></li> <li>language features, e.g., <i>conjunctions</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognizes manipulation of text structure and text organization, e.g., <i>historical account written as a narrative</i></li> <li>Recognizes the selection of language features such as               <ul style="list-style-type: none"> <li>words to distinguish fact from opinion and bias, e.g., <i>I think, it has been reported</i></li> <li>words/phrases that signal relationships, e.g., <i>similarly—to compare; on the other hand—to contrast</i></li> <li>synonyms to denote connotations, e.g., <i>thief, bandit, pickpocket</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognizes manipulation of text structure and text organization, e.g., <i>historical account written as a narrative</i></li> <li>Recognizes the selection of language features such as               <ul style="list-style-type: none"> <li>words to distinguish fact from opinion and bias, e.g., <i>I think, it has been reported</i></li> <li>words/phrases that signal relationships, e.g., <i>similarly—to compare; on the other hand—to contrast</i></li> <li>synonyms to denote connotations, e.g., <i>thief, bandit, pickpocket</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognizes manipulation of text structure and text organization, e.g., <i>historical account written as a narrative</i></li> <li>Recognizes the selection of language features such as               <ul style="list-style-type: none"> <li>words to distinguish fact from opinion and bias, e.g., <i>I think, it has been reported</i></li> <li>words/phrases that signal relationships, e.g., <i>similarly—to compare; on the other hand—to contrast</i></li> <li>synonyms to denote connotations, e.g., <i>thief, bandit, pickpocket</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Uses knowledge of one text form to help interpret another, e.g., <i>literary features in informational texts</i></li> <li>Recognizes the effectiveness of language features selected by authors</li> </ul>	<ul style="list-style-type: none"> <li>Uses knowledge of one text form to help interpret another, e.g., <i>literary features in informational texts</i></li> <li>Recognizes the effectiveness of language features selected by authors</li> </ul>
PROCESSES AND STRATEGIES		PROCESSES AND STRATEGIES		PROCESSES AND STRATEGIES	
<ul style="list-style-type: none"> <li>Draws upon an increasing knowledge base to comprehend, e.g., <i>text structure and organization, grammar, vocabulary</i></li> <li>Uses an increasing range of strategies to comprehend, e.g., <i>creating images, determining importance</i></li> <li>Determines unknown words by using word identification strategies, e.g., <i>reading on, rereading</i></li> </ul>	<ul style="list-style-type: none"> <li>Selects from a broad knowledge base to comprehend, e.g., <i>text structure and organization, cultural/world knowledge, grammar, vocabulary</i></li> <li>Selects appropriate strategies from a wide range to comprehend</li> <li>Determines unknown words by selecting appropriate word identification strategies</li> </ul>	<ul style="list-style-type: none"> <li>Selects from a broad knowledge base to comprehend, e.g., <i>text structure and organization, cultural/world knowledge, grammar, vocabulary</i></li> <li>Selects appropriate strategies from a wide range to comprehend</li> <li>Determines unknown words by selecting appropriate word identification strategies</li> </ul>	<ul style="list-style-type: none"> <li>Selects from a broad knowledge base to comprehend, e.g., <i>text structure and organization, cultural/world knowledge, grammar, vocabulary</i></li> <li>Selects appropriate strategies from a wide range to comprehend</li> <li>Determines unknown words by selecting appropriate word identification strategies</li> </ul>	<ul style="list-style-type: none"> <li>Consciously adds to a broad knowledge base as required, to comprehend</li> <li>Selects appropriate strategies from a wide range to comprehend</li> <li>Determines unknown words by selecting appropriate word identification strategies</li> </ul>	<ul style="list-style-type: none"> <li>Consciously adds to a broad knowledge base as required, to comprehend</li> <li>Selects appropriate strategies from a wide range to comprehend</li> <li>Determines unknown words by selecting appropriate word identification strategies</li> </ul>

# Individual Student Profile Sheet (All Indicators)

Student's Name: \_\_\_\_\_ School: \_\_\_\_\_ SAMPLE

ROLE PLAY		EXPERIMENTAL		EARLY	
USE OF TEXTS	USE OF TEXTS	USE OF TEXTS	USE OF TEXTS	USE OF TEXTS	USE OF TEXTS
◆ Listens to and demonstrates comprehension by talking about significant ideas from the text	◆ 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., <i>an action and its result</i>	◆ 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., <i>comparing a character at different points in the text</i>	◆ Locates and selects texts appropriate to purpose, interest, and readability, e.g., <i>uses library systems, skims contents page</i>	◆ Locates and selects texts appropriate to purpose, interest, and readability, e.g., <i>uses library systems, skims contents page</i>	◆ Locates and selects texts appropriate to purpose, interest, and readability, e.g., <i>uses library systems, skims contents page</i>
◆ Displays reading-like behaviour, e.g., <i>holds book right way up, clicks mouse to see new window</i>	◆ Demonstrates that print remains constant, e.g., <i>transfers knowledge of familiar words from one context to another</i>	◆ Demonstrates that print remains constant, e.g., <i>transfers knowledge of familiar words from one context to another</i>	◆ Compares texts, selected by the teacher, to determine the most appropriate	◆ Compares texts, selected by the teacher, to determine the most appropriate	◆ Compares texts, selected by the teacher, to determine the most appropriate
◆ Knows that print carries a message, but may read own writing and unfamiliar texts differently each time	◆ Maintains the storyline when reading familiar texts although a limited number of words are read accurately	◆ Maintains the storyline when reading familiar texts although a limited number of words are read accurately	◆ Attempts to decode a range of texts with less familiar content, structure, or vocabulary, but does not always sustain comprehension	◆ Attempts to decode a range of texts with less familiar content, structure, or vocabulary, but does not always sustain comprehension	◆ Attempts to decode a range of texts with less familiar content, structure, or vocabulary, but does not always sustain comprehension
◆ Selects texts primarily for enjoyment, e.g., <i>uses cover and illustrations</i>	◆ With assistance, locates and selects texts appropriate to purpose or interest	◆ With assistance, locates and selects texts appropriate to purpose or interest	◆ Discusses some information implicit in a text	◆ Discusses some information implicit in a text	◆ Discusses some information implicit in a text
• Attempts reading-like behaviours			• Reads familiar texts fluently	• Reads familiar texts fluently	• Reads familiar texts fluently
• Recognizes significant environmental print, e.g., <i>signs, logos, labels</i> .			• Recognizes the difference between literary and informational texts	• Recognizes the difference between literary and informational texts	• Recognizes the difference between literary and informational texts
CONTEXTUAL UNDERSTANDING		CONTEXTUAL UNDERSTANDING		CONTEXTUAL UNDERSTANDING	
◆ Makes links to own experience when listening to or reading texts, e.g., <i>points to illustrations saying, "I had a party."</i>	◆ Expresses an opinion about a text, but may not always be able to justify it e.g., <i>"The girl in this story plays hockey."</i>	◆ Expresses an opinion about a text, but may not always be able to justify it e.g., <i>"The girl in this story plays hockey."</i>	◆ Expresses and justifies personal responses to texts, e.g., <i>"I didn't like... because..."</i>	◆ Expresses and justifies personal responses to texts, e.g., <i>"I didn't like... because..."</i>	◆ Expresses and justifies personal responses to texts, e.g., <i>"I didn't like... because..."</i>
◆ Identifies and talks about familiar characters or people from texts	◆ Identifies the role of the author and illustrator of a text	◆ Identifies the role of the author and illustrator of a text	◆ Understands that authors and illustrators select information to suit a purpose and an audience	◆ Understands that authors and illustrators select information to suit a purpose and an audience	◆ Understands that authors and illustrators select information to suit a purpose and an audience
	◆ Talks about the ways different people or characters are represented in texts, e.g., <i>"The girl in this story plays hockey."</i>	◆ Talks about the ways different people or characters are represented in texts, e.g., <i>"The girl in this story plays hockey."</i>	◆ Recognizes how characters, people, and events are represented and offers suggestions for alternatives	◆ Recognizes how characters, people, and events are represented and offers suggestions for alternatives	◆ Recognizes how characters, people, and events are represented and offers suggestions for alternatives
	• Demonstrates that print and illustrations combine to carry the message	• Demonstrates that print and illustrations combine to carry the message	• Expresses personal views about the actions of a character and speculates on own behaviour, e.g., <i>"If I had been... I would have..."</i>	• Expresses personal views about the actions of a character and speculates on own behaviour, e.g., <i>"If I had been... I would have..."</i>	• Expresses personal views about the actions of a character and speculates on own behaviour, e.g., <i>"If I had been... I would have..."</i>
	• Compares self to characters and events in texts	• Compares self to characters and events in texts	• Discusses the author's purpose in writing a text	• Discusses the author's purpose in writing a text	• Discusses the author's purpose in writing a text
			• Recognizes character traits, providing details from the text	• Recognizes character traits, providing details from the text	• Recognizes character traits, providing details from the text

# Class Profile Sheet (Key Indicators Only)

Class: \_\_\_\_\_

ROLE PLAY READING PHASE		Students' Names																					
<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 names or parts of names, they are yet to match spoken and written words.</p>																							
USE OF TEXTS																							
<ul style="list-style-type: none"> <li>• Listens to and demonstrates comprehension by talking about significant ideas from the text</li> </ul>																							
<ul style="list-style-type: none"> <li>• Displays reading-like behaviour, e.g., holds book right way up, clicks mouse to see new window</li> </ul>																							
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CONTEXTUAL UNDERSTANDING																							
<ul style="list-style-type: none"> <li>• Makes links to own experience when listening to or reading texts, e.g., points to illustrations saying, "I had a party."</li> </ul>																							
<ul style="list-style-type: none"> <li>• Identifies and talks about familiar characters or people from texts</li> </ul>																							
CONVENTIONS																							
<ul style="list-style-type: none"> <li>• Recognizes own name or part of it in print</li> </ul>																							
<ul style="list-style-type: none"> <li>• Knows repetitive patterns in very familiar stories, e.g., <i>Run, run as fast as you can...</i></li> </ul>																							
PROCESSES AND STRATEGIES																							
<ul style="list-style-type: none"> <li>• Relies upon knowledge of topic and text organization, such as pictures, when reading</li> </ul>																							
<ul style="list-style-type: none"> <li>• Relies on the strategy of connecting to comprehend, e.g., connects text to self</li> </ul>																							

Class:

Teacher:

ROLE PLAY READING PHASE													Students' Names												
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◆ Knows repetitive patterns in 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., hat, pat																									
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																									

# Collecting Information About Reading Development:

## Laura's Transcript

...Before you start reading. Things that you often do.

- *I did this in school last year.*
- *Look at the copyright date.*

What does that tell you?

- *Officially made in 2002.*

What else might you do before you start reading a book?

- *Read the back.*

What does the back part tell you?

- *Tells you some of the things that happen.*

Anything else? You are doing it now. What are you doing?

- *Look at the pictures.*
- *Have to start from here.*
- *Doesn't look happy.*

Getting some ideas in your head about what it might be about.

When you are reading a book like this, you come to a really hard word or a word you haven't seen before. What might you do?

- *If it was like one of these words like impatient that I didn't know. I thought it was im-pa ti ent.*

[Laura sounds out the word.] *im pat ient*

- *Look it up in a dictionary.*

What else could you do?

- *Sound it out ...*

Any other way?

- *Find little words in big words.*

If you got halfway through and lost your understanding, what would you do?

Laura flicks to *That's a hard word "on strike."*

What would you do to try to fix it up?

- *Put different words.*
- *Read it again.*

LAURA NOW READS ALOUD THE BOOK “CLICK CLACK MOO COWS THAT TYPE,” by Doreen Cronin.

Any words that were tricky or didn’t know or hadn’t seen before?

- ***That [points to sincerely].***

What is that word?

- ***Sin er rely***

When you were trying to work out what that word said, what did you do?

- ***It might have said “from the cows.”***

What could have been another word, what it meant. But how did you work out what it said?

- ***I just [sounds out the word]. It’s a soft or silent c. There’s supposed to be two rs but there is only one.***

Let’s pretend somebody had never seen that story before and they didn’t have time to read the book. What would you tell them? Retell the story.

LAURA NOW RETELLS THE STORY “CLICK CLACK MOO COWS THAT TYPE,” by Doreen Cronin.

Good girl, well done. Great job of the retelling. Talk about some of the things that happened in that story. What were the cows after in the very first place? What started the problem?

- ***Electric blankets. They were getting cold.***

But Farmer Brown decided not to give them the electric blankets at first. What did he decide to do to deal with the problem?

- ***He decided to take no notice of it. Then they typed him another note. Um on the doorway, it said no milk.***

And then the cows decided to make a deal with Farmer Brown, didn’t they? What was the deal?

- ***The chickens did it too. There was no eggs.***

That’s right, but the deal with Farmer Brown was...

- ***They would give him the typewriter and he would give them the electric blankets. They asked duck to bring it down but the duck took it and used it to type a message. Can we have a diving board? The pond is too boring.***

If you were Farmer Brown and you read duck’s note... What would you have done if you were Farmer Brown?

- ***I would just give them a little board with a little spring that they jump on the little board. They jump on it and fall in the water head first.***

So you would have given them a diving board?

- ***I would and I would call it the Crazy Farm, the Crazy Cows, the Horrendous Hens and the Diving Ducks that go head first.***

Do you think the cows were good characters in this story or bad characters?

- ***They were good.***

Why do you think they were good characters?

- ***Because they thought what did he give us – nothing – and we have to give him milk so they typewrote.***

So that's what made them good?

- ***Yeah.***

So the person who wrote this story (her name was Doreen), if she was going to write this story, what other farm animals might she have put in there instead of the cows?

- ***Horse.***

Why would she choose a horse to go in there?

- ***Because horses, the farmers ride them, they used to use them to plough and she probably wrote it when they used to plough it.***

Okay.

- ***And the horse might have said. Sorry closed no ride.***

No ploughing today. That would be a very good choice. Very good. Take a break.

Okay, Laura. That text that we just read is called "Click Clack Moo Cows That Type." Sometimes we call that a literary text or sometimes a narrative and those sorts of texts usually tell a story and have characters in them and sometimes even have chapters in them.

But can you tell me some other types of texts that you might find that are not stories?

- ***Non-fiction ones. They tell you a REAL story.***

Okay, they tell you real things. This book here is a non-fiction one.

- ***Because it has real pictures.***

That's right, and that's what I was going to ask you to tell me in one second. It is called "Looking After the Egg" so this is a non-fiction book which isn't a storybook. What sorts of things do you think we might find inside that book? I know it will be about penguins. What sorts of things that we wouldn't find maybe in a storybook? We would find real pictures, you said. What else?

- ***Wouldn't have lines.***

Okay, so it wouldn't have lines of drawings. What else might be inside this book?

- ***Real contents.***



Yes, there might be a contents page. Good girl. What else might you see inside a book like this?

- *You might see drawings, but they tell you things.*

Okay, good girl.

- *They always have a title, names like Introduce—tion, or About the Egg.*

Great. Let's see if you can point out some of those things that you just said. Titles, headings...

- *There are pictures.*

Diagrams. What are these ones here?

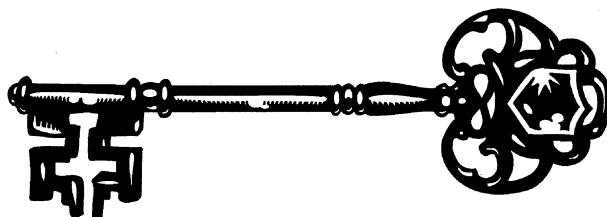
- *They are real.*

LAURA READS ALOUD THE FIRST THREE PAGES OF THE BOOK "LOOKING AFTER THE EGG," by Meredith Hooper.

Name: Laura

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

## Famous Five Key Word Search



My Famous Five Key Words:

- 1 icy deserts
- 2 no life
- 3 Frozen
- 4 red
- 5 melt

Sentences using the key words:

Mars

There is no life on Mars because it has icy deserts which cause all to be frozen. Animals or humans cannot live without water. The rocks on Mars make look red.

# Same and Different

Ganny from  
Groovy Ganny

• Lived in a bright  
house with lots  
of treasures.

• Wears wild clothes

• Fat and a big smile

• Loves to have fun  
and be naughty

Lily Laceby from  
Night Noises.  
• Lives in an old  
cottage

• creaky bones

• A fat old dog as a  
friend

• walking stick

• old

• Loved by  
lots of people

Name: Laura C. Date: \_\_\_\_\_

## Clouds of Wonder

Text: Winnie the Witch Author: Korky Paul and Valerie Thomas

I wonder... why everything  
is black in Winnie's  
house.

I wonder... What Winnie  
will do so she doesn't  
trip over the cat?

I wonder... how  
she made the  
spell to change  
the cat's colour.

I wonder... how Willbur  
felt being all those  
different colours.

I wonder... what  
the people thought  
about the house  
changing colours?

Name: Laura C. Date: Feb 10

## Reading Interview—Focus on Attitude

What kinds of reading do you like to do?

- Some chapter books
- Dinosaur books      ◦ Books about animals

Who is your favourite author?

- Doesn't have one, concentrates more on the illustrations  
when making choices.

When do you most like to read?

Night time, when the lamp is on. When it's quiet.

How often do you read at home?

Every day.

How do you feel when you receive a book as a gift?

Good.

How do you feel about going to the local library or a bookstore?

Likes going to the bookstore and looking at the kid's books.

How do you feel about reading at school?

I like it at school when it's quiet reading time.

## Parent–Teacher Interview Questions— Focus on Reading

Student: Laura Coulson

Parent(s): Selina Coulson

Date: 01/21/07

What type of reading does your child like to do at home?

- short novels, non-fiction books about animals, dinosaurs, and birds.

How often does your child choose to read at home?

Every day.

How does your child feel about receiving a book as a gift?

Very happy!

What are your family's favourite books? authors? characters? videos and DVDs?

Winnie the Pooh- the poetry collections; The Land Before Time; Chicken Run; Roald Dahl; Shrek; Star Wars; Paul Jennings

Does your child notice and read print in the environment?

Yes.

What would you like your child to do as a reader?

Continue to be an avid reader.

What do you think your child needs to do to become a better reader?

Slow down and pronounce words more slowly.

How does your child usually respond when he or she has finished reading a book?

Often asks to read it again. Will also find sections of the book to show me.

# Self-Reflection Notes

## Assessing Students' Reading Development

**Big Ideas:**

**My Thoughts:**

**Need Further Clarification:**

**My Goals:**



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