A companion document to the Saskatchewan English Language Arts Curriculum
Grades 1, 2, 3

saskatchewanreads.wordpress.com

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

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

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

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*Cover photo: courtesy of Saskatchewan Ministry of Education
*Graphic Design/Layout: Joanne Booth, Chinook School Division
Introduction

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

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

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

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

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

You will find the following symbols throughout the document:

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

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

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

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

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

Modelled Reading

Shared Reading

Scaffolded/Guided Reading

Independent Reading
Curriculum Connections

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

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

REFLECTION QUESTIONS

• How have I accounted for the diversity of my students and included First Nations and Métis content and perspectives in my teaching of curricular outcomes and indicators?

• How am I communicating the expectations of the curriculum to my students and their families?

• How do I help all of my students work towards grade level achievement of outcomes?
The starting point for improving Saskatchewan students’ reading literacy is the Saskatchewan English Language Arts curricula.

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

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

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

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

For the purposes of this Education Sector Strategic Plan (ESSP) work, the curricular reading expectations for grades 1, 2 and 3 are included in Appendix A of this document.
“The environment...conveys the message that this is a place where adults have thought about the quality and instructive power of space. The layout of the physical space is welcoming and fosters encounters, communication, and relationships. The arrangement of structures, objects and activities encourages choices, problem solving and discoveries in the process of learning.”

(Curtis & Carter, 2003, p. 13)

**REFLECTION QUESTIONS**

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

The learning climate must include positive personal relationships that enhance development through meaningful conversations, and a sense of care for the whole student that goes beyond academic concerns. The nurturing classroom meets the holistic needs of students - social, emotional, physical, intellectual and spiritual. “Positive relationships are opportunities for students to create a sense of self, identity, and belonging while learning about the world around them” (Saskatchewan Ministry of Education, 2009a, p. 3).

Positive Relationships:

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

I understand that strong relationships and a sense of belonging are critical for an effective learning environment. I need to start building relationships on the first day with my students, among my students, and with my families.
Educators understand that the learning environment they create has the power to influence the quality of learning within that space. A classroom should reflect the belief that students are capable and competent learners. “Creating environments for learning is more than simple room arrangement. Learning environments include [stimulating and dynamic] spaces and resources...in addition, the environment supports the routines, materials and interactions that occur within the space...” (Saskatchewan Ministry of Education, 2009b, p. 1). The learning environment demonstrates that it is a place where students are valued as unique literate and capable learners.

Well-designed learning environments:

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

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

Oral language can be developed through:

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

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

This classroom represents my students. They can see themselves within the classroom environment I have created.
A print-rich environment embeds literacy outcomes and curricula throughout the environment (Early Reading Strategy, 2009). A print-rich environment is critical to students who may have limited access to literacy resources outside of school.

**The environment includes:**

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

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

By understanding families, educators:
• develop a relationship that honours the family as the child’s first teacher;
• engage families in literacy experiences that are meaningful and respectful; and
• recognize the importance of sharing knowledge in a variety of ways and languages.

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

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

FAMILY LITERACY RESOURCES

For the Joy of Learning (ages 1-6)

For the Success at School (elementary)
saskliteracy.ca/pdf_links/ForTheSuccess_FINAL_Website_Aug14.pdf
Building communities of literacy learners takes time and collaboration among educators, families, the school and the community. Relationships among the educator, students, families, Elders and community groups must be thoughtfully developed.

Educators build these relationships by:

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

(Early Reading Strategy, 2009)

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

- inclusion of community members and Elders in school-wide literacy events;
- invitations and encouraging community groups to participate in and support literacy events;
- family accessible community resources and supports (e.g. Saskatchewan Literacy Network, provincial literacy hubs, Public Libraries, Gabriel Dumont Institute, Saskatchewan Indian Cultural Centre, Newcomer Centres); and
- community literacy events hosted by School Community Councils (SCC).
The classroom environment plays a critical role in early reading literacy, and learning development and growth. Students need:

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

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

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

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

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

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

(Routman, 2014, p. 99)

Tips for Building a Classroom Library:

• Collaborate with your teacher librarian regularly to build multi-genre text collections to rotate through your classroom library.

• Infuse student and class created books into your classroom library.

• Create a wish-list of text titles for families and community groups to consider donating to the classroom library.

• Collaborate with your School Community Council to build classroom libraries (e.g.; book drive, fundraise, community sponsors, corporate sponsors).

• Connect with your local library to borrow books for your classroom library.
My classroom library needs to reflect the diversity of my classroom - my students’ interests, abilities, experiences and cultures.


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

(Miller & Moss, 2013, p. 1)

REFLECTION QUESTIONS

- How do the overarching principles of reading connect to my philosophy of effective instruction?
- How do I address comprehension, engaged reading and fluency with my students every day?
- How do I make oral language a foundational part of student learning?
Saskatchewan Reads is based on current research in learning to read and teaching reading. The following overarching principles guided the work of this document (Saskatchewan Education, 2002; Manitoba Education, 2004; Ontario Ministry of Education, 2003).

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

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

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

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

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

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

Ways to support oral language development...

- rhyme
- rime
- turn & talk
- blending and segmenting words
- multiple meanings of words


*See References section for complete citation.
The following goals of proficient reading represent the purpose and focus of reading instruction (Allington, 2012; Fountas & Pinell, 2009; Routman, 2009, Wilhelm, 2001):

- engaged readers;
- comprehension; and
- fluency.

Proficient readers incorporate all three goals when reading.

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

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

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

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

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

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

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

(Burkins & Croft, 2010, p. 114)

REFLECTION QUESTIONS

• How do my assessment practices identify the strengths and gifts of my students, as well as their areas of need?
• In what ways are my assessment practices reflective of holistic learning, multiple intelligence, and diverse ways of responding?
• How have I assessed oral language?
• How have I provided many opportunities for student discussion and interaction?
Assessment and evaluation requires thoughtful planning and implementation to support the learning process and to inform teaching. All assessments and evaluation of student achievement must be based on the outcomes in the provincial curriculum and allow for flexibility determined by the needs of the student.

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

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

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

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

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

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

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

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

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

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

Assessment involves a balanced approach that is planned and purposeful.

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

Assessment informs instructional decisions.

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

Assessment focuses on individual students in order to differentiate instruction.

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

Assessment begins and ends with curriculum.

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

![Formative Assessment to Responsive Instruction Cycle](image)

Assessment follows a continuous cycle of observing, analyzing, differentiating, and reviewing.
Assessment Tools for Observation and Data Collection

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

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

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

*See References section for complete citation.
Instructional Approaches

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

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

(Fisher & Frey, 2014, pp. 16 – 17)

REFLECTION QUESTIONS

• How do I use ongoing assessment to make instructional decisions for students?
• How do I ensure that I am consciously moving students towards independence?
• As I gain confidence with the gradual release of responsibility, how do I ensure that it is a recursive process?
As teachers gain confidence with the instructional approaches, teachers will find these are not sequential but recursive. The **gradual release of responsibility** model is not prescribed or scripted and allows for teachers to use ongoing assessments to make instructional decisions. It is also important to note that reading takes place across all curricular areas.

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

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

<table>
<thead>
<tr>
<th>Gradual Release of Responsibility Chart</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modelled Reading</strong></td>
<td>Teacher to Students “I do it”. Teacher models the thinking processes through think alouds.</td>
</tr>
<tr>
<td><strong>Shared Reading</strong></td>
<td>Teacher with Students “We do it”. Teacher shares reading experiences and responses to the material read.</td>
</tr>
<tr>
<td><strong>Scaffolded/Guided Reading</strong></td>
<td>Students with Teacher “We do it together”. Coaching and guiding students in their application of strategies.</td>
</tr>
<tr>
<td><strong>Independent Reading</strong></td>
<td>Student “You do it”. Providing students with opportunities to read independently, asking questions, practising strategies, and expressing their responses to the material read.</td>
</tr>
</tbody>
</table>
### Gradual Release of Responsibility - Instructional Approaches

<table>
<thead>
<tr>
<th>Approach</th>
<th>Purpose</th>
<th>Teacher’s Role</th>
<th>Student’s Role</th>
</tr>
</thead>
</table>
| **Modelled Reading**      | The teacher explicitly demonstrates important cognitive strategies for comprehending and responding. | - Communicates clear instructional goal based on curriculum expectations  
- Plans and identifies:  
  - appropriate texts (which may be above student independent level) based on purpose  
  - brief, focused lesson for whole-class  
  - where explicit instruction will occur within the selected text  
  - before, during and after strategies  
  - intentional reading language  
- During reading, pause and explain what is going on in teacher’s head as a reader (think aloud) to model what proficient readers do (comprehension, engaged reading, fluency) | - Understands purpose for listening  
- Actively listens and observes the modelled reading  
- Actively listens and observes the teacher reflecting as a reader |
| **Shared Reading**        | The teacher invites students to share in the demonstration of comprehending and responding cognitive strategies. It is this participation that helps develop confidence in the development of new and previously taught skills. | - Communicates clear instructional goal based on curriculum expectations  
- Plans and provides opportunities for:  
  - selecting, revisiting or creating appropriate texts visible to all (which may be at students’ instructional level) based on purpose  
  - reading aloud together in a risk-free environment  
  - interacting with text  
  - practicing the behaviours to achieve the three goals of proficient readers (comprehension, engaged reading, fluency)  
- Reinforces and continues to demonstrate reading language  
- Uses ongoing formative assessment to guide instruction | - Understands purpose of reading  
- Participates by:  
  - taking risks  
  - practising what proficient readers do (comprehension, engaged reading, fluency)  
  - engaging in meaningful conversations with partners, small groups, whole class |
| **Scaffolded/Guided Reading** | The teacher scaffolds a student’s learning by building on strengths and needs, reinforcing previously taught strategies and providing feedback to move each student towards independence. | - Determines instructional goal based on observed student’s needs and curriculum expectations  
- Plans and provides opportunities for:  
  - individual copies of text at student’s instructional level  
  - flexible and varied groupings as needed (individual or small group)  
  - timely and specific scaffolding for students to practise what proficient readers do (comprehension, engaged reading, fluency)  
  - gathering individual assessment data  
  - immediate descriptive feedback  
- Student(s) with teacher sets reading goals | - Understands purpose of and is involved in co-constructing individual goals  
- With support, practises the behaviours to achieve the three goals of proficient readers (comprehension, engaged reading, fluency) by:  
  - practising and consolidating strategies to create meaning of text  
  - participating in conversations about the text by sharing thinking processes (metacognition)  
- Students are guided in reading and re-reading texts at their own rate |
| **Independent Reading**    | Students read independently to achieve the three goals of proficient reading (comprehension, engaged reading, fluency) using appropriate, “just right”, self-selected texts. | - Determines which students to confer with based on formative assessment  
- When conferring with a student, plan and provide opportunities for:  
  - supporting a student with self-selection of appropriate and “just right” texts  
  - conversing with individual student on what proficient readers do (comprehension, engaged reading, fluency)  
  - discussing progress and goals with student  
  - gathering evidence from observations and conferences  
- Daily blocks of extended time for independent reading | - Identifies his/her purpose for reading (enjoyment, information, etc.)  
- Self-selects and reads appropriate and “just right” texts  
- Independent reading may include:  
  - building stamina, comprehension, fluency  
  - monitoring comprehension  
  - choosing appropriate before, during, after reading strategies  
  - engaging in reading conversations with peers and/or teacher  
  - planning for future reading  
  - responding to reading  
  - setting goals for reading in collaboration with the teacher and reflecting on progress |

As teachers gain confidence with the instructional approaches, teachers will find these are not sequential but recursive. The gradual release of responsibility model is not prescribed or scripted and allows for teachers to use on-going assessments to make instructional decisions.
Modelled Reading

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

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

Choosing Texts

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

Purpose

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


*See References section for complete citation.
## Modelled Reading Is…
- Explicitly planned to demonstrate specific reading behaviours.
- Verbalizing thinking and explaining what proficient readers do as they process text.
- Effective when used prior to students being asked to practice the skill or strategy.
- Integrating a variety of contexts across curricula.
- Pre-reading texts to identify teaching points.
- Brief and purposeful.
- Demonstrating the skill or strategy many times and then practiced by students during shared, scaffolded/guided, and independent reading.

## Modelled Reading Is Not…
- Simply reading a story aloud with no intentional purpose.
- Reading without sharing or explaining his/her thinking.
- Listening to text and not giving students the opportunity to practise the skill or strategy.
- Confined to English Language Arts instruction.
- Randomly selecting text.
- Lengthy reading of a text.
- Demonstrating the skill or strategy only once before moving to a new skill.

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

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

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

Choosing Texts

The teacher looks for texts that:

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

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

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

Purpose

Shared reading serves a variety of purposes, including:

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

REFLECTION QUESTIONS

- How do I activate and build upon students’ prior knowledge and experiences?
- How will I monitor my students’ level of engagement?
### Shared Reading Is... vs. Shared Reading Is Not...

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

### Assessment

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

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*See References section for complete citation.*

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Scaffolded/Guided Reading

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

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

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

Choosing Texts

The teacher looks for texts that:

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

Purpose

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

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

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

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

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

• Student data gathered through a variety of diagnostic and formative assessments (assessment for learning), along with curriculum outcomes, should be the consistent starting point when planning for scaffolded/guided reading.

• Teachers will know the scaffolded/guided reading lessons are effective when students use the specific skills and strategies during scaffolded/guided and independent reading activities across the content areas.

• Assessment data of students’ reading behaviours may be collected through:
  - running records of oral reading/miscue analysis;
  - observations using anecdotal records, checklists or criteria in rubrics;
  - reading conferences (conferring with a student); and
  - response to texts (oral retell, writing about reading or representing reading, Compose and Create outcomes).

Guided/scaffolded reading with small groups...so what do I do with the other 18 students in my classroom? Literacy centres? Daily 5? Independent reading? I really need to talk to another teacher who is making guided/scaffolded reading work in her classroom.

REFLECTION QUESTIONS

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

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

Choosing Texts

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

Purpose

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

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

Assessment

• Student data is gathered through observation and conferencing with students.
• The teacher gathers evidence and provides feedback to students in areas such as:
  - problem-solving when processing text; and
  - student’s text selection; and
  - stamina.
• Other tools may include:
  - reading inventories and surveys; and
  - self-assessment; and
  - anecdotal records.
• Evidence gathered in independent reading addresses assessment for, as and of learning.

REFLECTION QUESTIONS

• How does the information gained through individual conferences impact whole and small group instruction?
• How do I organize my independent reading block to gather information and provide feedback in an effective way?
<table>
<thead>
<tr>
<th>Independent Reading Is…</th>
<th>Independent Reading Is Not…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active, with students and teacher reflecting on and discussing the books students are reading.</td>
<td>Silent… (as in SSR, DEAR, USSR, SQUIRT, etc.*).</td>
</tr>
<tr>
<td>Students self-selecting “just-right” texts with teacher guidance as needed.</td>
<td>The teacher choosing texts that students must read.</td>
</tr>
<tr>
<td>Increasing time students are reading (stamina) through daily, scheduled blocks of extended time.</td>
<td>An activity that students who have completed other work get to engage in.</td>
</tr>
<tr>
<td>The teacher observing individual students’ reading behaviours, <strong>conferring</strong> with students about their reading and keeping records of these observations and conferences.</td>
<td>Students left on their own to read without purpose, with the teacher sitting and reading as a model for students.</td>
</tr>
<tr>
<td>Using the classroom library as an important instructional tool and an opportunity to engage students.</td>
<td>Having poor quality and limited reading materials within the classroom.</td>
</tr>
<tr>
<td>Students setting goals in collaboration with the teacher and reflecting on progress.</td>
<td>Students reading silently and only listing the books that they have read without accountability.</td>
</tr>
<tr>
<td>Students responding orally or in writing to reading and sharing those responses with other students or the teacher.</td>
<td>Students reading in isolation.</td>
</tr>
</tbody>
</table>

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

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

*See References section for complete citation.*
Intervention

How do I further my students’ reading development?

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

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

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

(Fountas & Pinnell, 2009, p. 7)

REFLECTION QUESTIONS

• How have I implemented the big ideas of reading and differentiated the instructional approaches in my classroom to meet the individual needs of my students?

• What do I know about the process within my school for assisting struggling readers? Who would I check with?

• How have I engaged parents/caregivers in the decision making around interventions for their child?

• How am I monitoring the effectiveness of the intervention?
Responsive Reading Instruction and Intervention

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

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

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

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

Effective intervention should...

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

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

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

(Fountas & Pinnell, 2009, p. 497)

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

(Allington, 2012, p. 159)
How do I provide intervention/differentiation at the tier one level within the four instructional approaches?

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

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

(Allington, 2012, p. 175)

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

• In tier two intervention and instruction, students that have been identified through ongoing and frequent formative and summative assessment receive additional opportunities to improve comprehension, fluency and engagement.

• Once students have been identified, a collaborative team approach is crucial to planning supports for students.

• Tier two intervention and instruction does not replace the instruction that happens in tier one. Instead, it offers additional support so students can meet curricular outcomes. The intervention should align with the classroom instruction.

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

(Allington, 2012, p. 159)

Effective tier two intervention should...

• be built on positive relationships between the teacher and the students and occur within a supportive, nurturing environment;

• employ a reduced student teacher ratio allowing for increased opportunities to provide individualized feedback and scaffold instruction (ideal 1-3 students);

• provide instruction that is embedded in authentic reading opportunities;

• supplement quality reading instruction in the classroom supported by sound research;

• occur on a daily basis, be short term and occur within or outside the classroom;

• encourage connections to the home to increase the amount of reading time and practice. This is not a requirement to participate in the intervention;

• provide a quiet learning space with little or no distractions;

• engage students in reading for the majority of the lesson; and

• provide opportunities for students to read at their instructional and independent reading level during the intervention and throughout the day.

(Fountas & Pinnell, 2009; Allington, 2012)

The goal of targeted small group intervention is for students to be engaged readers who read fluently, comprehend grade level texts and no longer require support.
It is important to have a process to follow to meet the needs of students who are not currently meeting reading outcomes within classroom instruction.

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

Check it out!


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

Step One: Classroom-based Intervention within Instruction (Tier One)

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

Step Two: Targeted Group Intervention (Tier Two)

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

Step Three: Individual Intervention (Tier Three)

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

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

saskatchewanreads.wordpress.com

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

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

(Routman, 2014, p. 282)
Glossary

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

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

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

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

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

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

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

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

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

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

Diagnostic assessment is used to determine an individual’s understanding of language concepts and ability to use language skills and strategies. These assessments allow the teacher to determine how to build or deepen the student’s understanding of the concepts, skills or strategies. Diagnostic assessments include miscue analysis, informal inventories and individual reading, listening, speaking, writing, viewing and representing tasks. (English Language Arts: A Curriculum Guide for the Elementary Level (K-5), 2002)
Differentiation is a teacher’s response to a student’s needs. It is making sure each student learns what he/she should learn by establishing clear goals, assessing persistently to see where each student is relative to the goals and adjusting instruction based on assessment information so that each student can learn as much as possible as effectively as possible. Differentiation is not a set of strategies; it is a way of planning for effective targeted teaching and improving student learning. Strategies are tools to accomplish the goals of differentiated instruction. (Tomlinson, 2010)

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

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

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

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

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

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

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

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

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

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

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

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

Prosody provides a clue to a reader’s comprehension through expression, pausing, phrasing, pitch, rhythm, smoothness and stress all working together to create effortless movement through a text. Prosody presents an integrated way to reflect the reader’s interpretation of the text. (Fountas & Pinnell, 2006)
Qualitative assessment is a measurement process that focuses on the student in the world. Qualitative assessing involves collecting words, pictures, observations, artifacts, etc. in the attempt to make meaningful interpretations about the progress of a student.

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

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

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

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

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

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

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

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

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

Think aloud involves teachers verbalizing (out loud) their thoughts while reading. This provides wonderful
opportunities to model and monitor thinking, comprehension and metacognitive strategies. (English Language Arts: A Curriculum Guide for the Elementary Level (K-5), 2002)

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

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

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

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


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

Curriculum Connections

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

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

<table>
<thead>
<tr>
<th>Reading is an interactive-constructive process in which readers comprehend, interpret, and respond to print text using the cues and conventions of that text. (Glossary p. 44/45/46)</th>
</tr>
</thead>
<tbody>
<tr>
<td>An Effective English Language Arts Program:</td>
</tr>
<tr>
<td>• provides meaningful contexts that address “big ideas” and questions for deeper understanding;</td>
</tr>
<tr>
<td>• focuses on grade-specific outcomes to achieve the K-12 aim and goals of the program;</td>
</tr>
<tr>
<td>• focuses on language and helps students understand how it works;</td>
</tr>
<tr>
<td>• teaches students through powerful cognitive and communication strategies;</td>
</tr>
<tr>
<td>• includes a range of texts (oral, print, and other media); and,</td>
</tr>
<tr>
<td>• encourages student inquiry, social responsibility, and self-reflection. (p.8)</td>
</tr>
</tbody>
</table>

<p>| Broad Areas of Learning (p.3) | Lifelong Learners: Students who are engaged in constructing and applying English language arts knowledge naturally build a positive disposition towards learning. Throughout their study of English language arts, students gain understandings, skills, and strategies to become more competent and confident language users. | Sense of Self, Community, and Place: To learn English language arts, students need not only to use the English language but also to interact with each other. Through the English language arts, students learn about themselves, others, and the world around them. They use language to define who they are and to explore who they might become. They use language to interact and to respond effectively with others and to build community. | Engaged Citizens: In the English language arts, students learn how language can empower them to make a difference in their personal, peer, family, and community lives. Language gives them a sense of agency and an ability to make a difference in their community and the world in which they live. |</p>
<table>
<thead>
<tr>
<th>Cross-Curricular Competencies (pp. 3-4)</th>
<th>Developing Thinking</th>
<th>Developing Literacies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners construct knowledge to make sense of the world around them. They develop understanding by building on what is already known. This key competency concerns the ability to make sense of information, experiences, and ideas through thinking contextually, critically, and creatively. English language arts is inquiry-based, and students use their language and thinking skills to explore a range of topics, issues, and themes.</td>
<td>Literacies provide many ways, including the use of various language systems and media, to interpret the world and express understanding of it. Literacies involve the evolution of interrelated skills, strategies, and knowledge that facilitate an individual’s ability to participate fully and equitably in a variety of roles and contexts – school, home, and local and global communities. To achieve this competency requires developing skills, strategies, and knowledge related to various literacies in order to explore and interpret the world and communicate meaning. English language arts requires students to use different literacies, including language literacy, effectively and contextually to represent ideas and understanding in multiple, flexible ways.</td>
<td></td>
</tr>
<tr>
<td>Developing Identity and Interdependence</td>
<td>The ability to act autonomously in an interdependent world requires an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed worlds. Achieving this competency requires understanding, valuing, and caring for oneself and for others, and understanding and valuing social and environmental interdependence and sustainability. English language arts requires students to explore ideas and issues of identity, community, social responsibility, diversity, and sustainability. Students study texts and ideas about personal and philosophical; social, historical, and cultural; imaginative and literary; communicative; and environmental and technological topics.</td>
<td></td>
</tr>
<tr>
<td>Developing Social Responsibility</td>
<td>Social responsibility is how people positively contribute to their physical, social, and cultural environments. It requires the ability to participate with others in accomplishing goals. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and taking action. Socially responsible learners contribute to their physical, social, and cultural environments. In English language arts, students explore their social responsibility and work toward common goals to improve the lives of others and the natural and constructed worlds.</td>
<td></td>
</tr>
</tbody>
</table>

| Aim (p.5) | The K-12 aim of the Saskatchewan English language arts curricula is to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction. |
### Goals of English Language Arts

**Comprehend and Respond (CR)**
Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

**Compose and Create (CC)**
Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

**Assess and Reflect (AR)**
Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers, and set goals for future improvement.

### Focus

**Grade One (p.26)**
*Making Connections* among Oral Discourse, Written Communication, and Other Forms of Representing

**Grade Two (p.27)**
*Exploring the Connections* among Oral Discourse, Written Communication, and Other Forms of Representing

**Grade Three (p.28)**
*Gaining Control* over Oral, Written, and Other Communication Forms

### Outcomes

**CR1.1 Comprehend and respond** to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:
- identity (e.g., All About Me)
- community (e.g., Friends and Family)
- social responsibility (e.g., Conservation) and relate to own feelings, ideas, and experiences.

(PP. 15, 26)

**CR2.1 Comprehend and respond** to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:
- identity (e.g., Just Watch Me)
- community (e.g., People and Places)
- social responsibility (e.g., Friendship) and make connections to prior learning and experiences.

(PP. 15, 27)

**CR3.1 Comprehend and respond** to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:
- identity (e.g., Spreading My Wings)
- community (e.g., Hand in Hand)
- social responsibility (e.g., All Together) and make comparison with personal experiences.

(PP. 16, 28)
<table>
<thead>
<tr>
<th>CR1.2</th>
<th>View and respond to grade-appropriate visual and multimedia texts (including videos, cartoons, maps, photographs, simple graphs, diagrams, pictographs, icons, and illustrations).</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR1.3</td>
<td>Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).</td>
</tr>
<tr>
<td>CR1.4</td>
<td>Read and comprehend grade-appropriate texts (including narratives, informational texts, scripts, and poems) by relating the sequence (i.e., beginning, middle, end), the key points (who, what, when, where, why, and how), and the problems and solutions.</td>
</tr>
<tr>
<td>CR2.2</td>
<td>View and explain (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.</td>
</tr>
<tr>
<td>CR2.3</td>
<td>Listen and retell (with support from the text) the key literal and inferential ideas heard in small- and large-group activities, and follow oral directions and demonstrations.</td>
</tr>
<tr>
<td>CR2.4</td>
<td>Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from various cultures (including First Nations and Métis) and countries (including Canada) and explain reactions and connections to texts read.</td>
</tr>
<tr>
<td>AR1.1</td>
<td>Identify, with teacher guidance, what good viewers, listeners, speakers, and writers do.</td>
</tr>
<tr>
<td>AR1.2</td>
<td>Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and strategies by participating in discussions and relating work to a set of criteria (e.g., “What did I learn?”).</td>
</tr>
<tr>
<td>AR2.1</td>
<td>Reflect on and assess their viewing, listening, reading, speaking, and other representing experiences and strategies by participating in discussions and relating work to a set of criteria (e.g., “What did I learn?”).</td>
</tr>
<tr>
<td>AR3.1</td>
<td>Reflect on and assess their viewing, listening, reading, speaking, and other representing experiences and the selected strategies they have used (e.g., using class-generated criteria).</td>
</tr>
</tbody>
</table>

(pp. 15, 26)
### Key Language Cues and Conventions for Grade 1, 2 and 3 (Grade 1 pp.16-18/ Grade 2 pp. 18-20/ Grade 3 pp.18-20)

**Language study** is an integral part of an English language arts program. Students in each grade are expected to understand the concepts related to the language cues and conventions. As students view, listen, read, represent, speak, and write, they are expected to apply the concepts as students construct and communicate meaning in their English language arts program and in their daily communication.

<table>
<thead>
<tr>
<th>Language Cue or Convention</th>
<th>Comprehend and Respond When viewing, listening, or reading, Grade 1 students:</th>
<th>Comprehend and Respond When viewing, listening, or reading, Grade 2 students:</th>
<th>Comprehend and Respond When viewing, listening, or reading, Grade 3 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pragmatic</strong></td>
<td>• Identify a purpose for viewing, listening, and reading.</td>
<td>• Identify and state reasons for viewing, listening, and reading.</td>
<td>• Recognize that a text was created for an intended purpose.</td>
</tr>
<tr>
<td>Pragmatics is the study of how people choose what and how to communicate from a range of possibilities available in the language and how the receiver will be affected by these choices.</td>
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</tr>
<tr>
<td><strong>Textual</strong></td>
<td>• Recognize different text forms (including poem, story, fairy tale, informational text) and some of their structures and features (e.g., title, page number, sequence, description,</td>
<td>• Recognize and use different text forms (e.g., story, poem, recipe, explanation, play), features (e.g., paragraphs, verses, dialogue), and elements (e.g., title, author, character, problem).</td>
<td>• Identify and explain different forms of texts (e.g., story, play, poem, video, legends, fables, informational texts); use knowledge of the elements and organization of different texts (e.g.,</td>
</tr>
<tr>
<td>Ideas and information are organized in oral, written, and other formats. Textual cues and conventions include the form or structure and elements of a text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syntactic</td>
<td>Semantic/Lexical/Morphological</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syntax is the predictable structure of a sentence. It includes the formation of phrases, clauses, and the structure of words (e.g., verbs and their functions).</td>
<td>The lexicon of a language includes all the words or vocabulary of that language that are used or understood by a particular person or group. Words can also be studied for their meaningful parts or morphemes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use knowledge of word order to determine meaning of sentences; use the relationships of words (e.g., subject-verb-noun) in sentences to help construct meaning; use punctuation to help understand meaning (including question mark, exclamation mark, comma).</td>
<td>Use a variety of strategies to determine the meaning of unfamiliar words (e.g., use context, break into syllables, recognize common word families, use a dictionary); use common prefixes (e.g., un-, re), suffixes (e.g., -ed, -ing, -er, -est), and recognize the same words in different forms (e.g., plays, played, playing); use individual words to predict meaning of compound words; recognize word play.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize 100 of the most commonly used words in print; use context, visual cues (e.g., pictures and illustrations), and sound patterns (e.g., rhyming words); recognize common synonyms and antonyms.</td>
<td>Use knowledge of simple prefixes (e.g., un-) and suffixes (e.g., ed, -ing, -er, -est) and recognize the same words in different forms (e.g., plays, played, playing); use individual words to predict meaning of compound words; recognize word play.</td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Recognize 100 of the most commonly used words in print; use context, visual cues (e.g., pictures and illustrations), and sound patterns (e.g., rhyming words); recognize common synonyms and antonyms.</td>
<td>Use knowledge of simple prefixes (e.g., un-) and suffixes (e.g., ed, -ing, -er, -est) and recognize the same words in different forms (e.g., plays, played, playing); use individual words to predict meaning of compound words; recognize word play.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Phonological/Graphophonics**
Graphophonics is the study of the relationship between the symbols and sounds of a language and includes letter or sound relationships and patterns.

- Count phonemes and segment or blend phonemes at the beginning of words containing one, two, and three phonemes to make new words; recognize and use the alphabet;
- recognize letter/sound relationships and patterns in words;
- identify all consonant sounds in spoken words;
- use phonics to help decode individual words including using basic phonetic analysis and consonant sounds in some blends and digraphs (e.g., bl, br, th, wh) in regular one-syllable words;
- recognize rhyming words; recognize features of words including word patterns and differences.

- Use phonics to decode individual words;
- segment all sounds of a word (including sound clusters such as “sk,” “ch,” “sh”) into individual sounds; delete beginning or ending sounds and tell the remaining word;
- decode individual words and sounds heard in multi-syllabic words; recognize features of words including possessives, double vowels, multi-syllabic words; recognize long vowel sounds, contractions, “y” as a vowel sound, consonant clusters, consonant digraphs, double vowels.

- Recognize features of words including R-vowel patterns, silent consonants, digraphs, compound words, contractions, prefixes, irregular plurals (e.g., f to v and y to i);
- recognize easy multi-syllabic words.

**Other Cues and Conventions**
Other cues and conventions are also found in communication acts and include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting.

- Recognize key features such as captions, illustrations, colours, sizes, and movements in different types of texts.
- Interpret and respond appropriately to non-verbal cues including facial expression and gestures;
- use and interpret conventions of texts (e.g., pictures, graphics, diagrams, bold type);
- recognize and use discernable features such as labels, headings, sounds, colours.

- Recognize and use key features in text including colour, bold typeface, music, and sound effects.
<table>
<thead>
<tr>
<th>Phase</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td>Activating and building upon prior knowledge and experience &lt;br&gt; Previewing text &lt;br&gt; Setting a Purpose &lt;br&gt; Anticipating the author’s or creator’s intention</td>
</tr>
<tr>
<td><strong>During</strong></td>
<td>Making connections to personal knowledge and experience &lt;br&gt; Using the cueing systems to construct meaning from the text &lt;br&gt; Making, confirming, and adjusting predictions and inferences &lt;br&gt; Constructing mental images &lt;br&gt; Interpreting visuals (e.g., illustrations, graphics, tables) &lt;br&gt; Identifying key ideas and supporting ideas &lt;br&gt; Self-questioning, self-monitoring, and self-correcting &lt;br&gt; Drawing conclusions &lt;br&gt; Adjusting rate or strategy to purpose or difficulty of text</td>
</tr>
<tr>
<td><strong>After</strong></td>
<td>Recalling, paraphrasing, summarizing, and synthesizing &lt;br&gt; Interpreting (identifying new knowledge and insights) &lt;br&gt; Evaluating author’s/creator’s message(s) &lt;br&gt; Evaluating author’s/creator’s craft and technique &lt;br&gt; Responding personally, giving support from text &lt;br&gt; View, listen, read again, and speak, write, and use other forms of representing to deepen understanding and pleasure</td>
</tr>
</tbody>
</table>
APPENDIX B

Sample Rubrics for Reading (CR)

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

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

### Grade 1 Sample Reading Rubric (CR)

<table>
<thead>
<tr>
<th>Exceeding Expectations</th>
<th>Meeting Expectations</th>
<th>Beginning to Meet Expectations</th>
<th>Not Yet Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension:</strong></td>
<td><strong>Comprehension:</strong></td>
<td><strong>Comprehension:</strong></td>
<td><strong>Comprehension:</strong></td>
</tr>
<tr>
<td>Has a significant understanding and recall of what one reads and provides insightful interpretations with evidence to support responses.</td>
<td>Has a good understanding and recall of what one reads. Provides adequate interpretations and gives reasonable evidence to support responses.</td>
<td>Comprehends the basic ideas and understands most of what one reads. Gives some interpretation and provides some evidence to support it.</td>
<td>Understands some or little of what one reads and does not recall much of it. Gives simple or inadequate interpretations and little or no evidence to support responses.</td>
</tr>
</tbody>
</table>
| Reads and retells, independently, using inferences, the key events and ideas of a story and of an informational text. | Reads and retells the sequence and key points of a text:  
  - who,  
  - what,  
  - when,  
  - where,  
  - how,  
  - why.  
  Shows understanding of  
  - story elements,  
  - character,  
  - problem, and  
  - solution.  
  Answers literal and inferential questions. | Reads and retells stories and informational text by relating most key points. | Reads and retells some ideas in simple narrative and informational texts. |
<table>
<thead>
<tr>
<th>Use of Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feels confident using task-relevant strategies before, during, and after reading.</td>
</tr>
<tr>
<td>Uses, independently, before, during, and after reading strategies (e.g., thinking about topic, setting purpose, predicting, making connections, identifying key messages and details, drawing inferences).</td>
</tr>
<tr>
<td>Sets goals for reading.</td>
</tr>
<tr>
<td>Reads smoothly.</td>
</tr>
<tr>
<td>Uses voice to make the reading sound more interesting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses, with practice and teacher support, before, during, and after strategies relevant to the task.</td>
</tr>
<tr>
<td>Uses, with guidance, reading strategies before, during, and after (e.g., considering what is known, making connections, predicting, drawing inferences, looking for details, justifying what might happen, and recalling key ideas and events in a logical order).</td>
</tr>
<tr>
<td>Identifies what good readers do.</td>
</tr>
<tr>
<td>Explains favourites.</td>
</tr>
<tr>
<td>Sets goals, with teacher guidance, for reading.</td>
</tr>
<tr>
<td>Uses eye tracking most of the time.</td>
</tr>
<tr>
<td>Reads according to the punctuation.</td>
</tr>
<tr>
<td>Is beginning to use phrasing.</td>
</tr>
<tr>
<td>Reads at a reasonable rate with fluent pacing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses, with prompting and support, a few before, during, and after reading strategies. Does not always know when to apply them to a new task.</td>
</tr>
<tr>
<td>Uses, with prompting, some before, during, and after reading strategies to construct meaning.</td>
</tr>
<tr>
<td>Makes appropriate personal connections.</td>
</tr>
<tr>
<td>Works towards more fluency.</td>
</tr>
<tr>
<td>Reads mostly word-for-word.</td>
</tr>
<tr>
<td>Identifies, with teacher guidance, what good readers do.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requires repeated modelling of before, during, and after reading strategies and continuous coaching on when and how to use them.</td>
</tr>
<tr>
<td>Uses, with much prompting, some before, during, and after strategies when reading such as</td>
</tr>
<tr>
<td>* looking for details,</td>
</tr>
<tr>
<td>* making connections, and</td>
</tr>
<tr>
<td>* predicting.</td>
</tr>
<tr>
<td>Makes some personal connections.</td>
</tr>
<tr>
<td>Reads slowly.</td>
</tr>
<tr>
<td>“Sounds out” frequently used words.</td>
</tr>
<tr>
<td>Pauses or stops frequently when reading.</td>
</tr>
<tr>
<td>Reflects, with teacher guidance, on reading experiences.</td>
</tr>
<tr>
<td>Cues and Conventions:</td>
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<tr>
<td>Uses confidently and consistently the cues and conventions of communication and language to construct meaning.</td>
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<tr>
<td>Identifies and explains, independently, the purpose of a text.</td>
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<tr>
<td>Recognizes, independently, the text structures and elements including the</td>
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<td>o beginning,</td>
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<td>o middle,</td>
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<td>o end</td>
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<td>Recognizes basic statement and question sentences.</td>
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<tr>
<td>Understands what a sentence and its punctuation do to communicate meaning.</td>
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<td>Understands new concept words.</td>
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<td>Identifies word families in texts.</td>
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<tr>
<td>Knows 100 commonly used words in print.</td>
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<tr>
<td>Recognizes and identifies all the letters and most grade 1 sounds.</td>
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<td>Knows sounds and letters.</td>
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<td>Identifies</td>
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<tr>
<td>• initial sounds in spoken</td>
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<td>words,</td>
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<td>• medial sounds in spoken</td>
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<td>words,</td>
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<td>• final sounds in spoken</td>
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<td>words,</td>
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<td>• diphthongs in spoken words,</td>
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<td>and</td>
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<td>• digraphs in spoken words (e.g.,</td>
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<td>ship, chicken, beep, playing).</td>
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<tr>
<td>Uses visual cues such as colour,</td>
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<tr>
<td>form, shape, and size to</td>
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<tr>
<td>construct and confirm meaning</td>
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<td>in a variety of texts.</td>
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<tr>
<td>Comprehension:</td>
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</table>
| Has a significant understanding and recall of what one reads. Provides insightful interpretations with evidence to support responses. | Reads and retells independently  
- the key events and elements of a story including  
  - setting,  
  - characters,  
  - character traits,  
  - problem and solution, and  
  - sequence of key events, and  
- the key ideas (with support from the text) and  
- the elements of informational texts including  
  - main idea,  
  - supporting details,  
  - diagrams,  
  - glossary. | Comprehends the basic ideas and understands most of what one reads. Gives some interpretation and provides some evidence to support it.  
Reads and retells, with prompting,  
- most of the key events and  
- some of the elements of a story including  
  - where,  
  - when,  
  - who,  
  - problem and solution, and  
  - sequence of events, and  
- the main ideas and elements of informational texts including  
  - main idea,  
  - some supporting details, and  
  - some features such as  
    - diagrams,  
    - photographs,  
    - bold typeface. | Understands some or little of what one reads and does not recall much of it. Gives simple or inadequate interpretations and little or no evidence to support responses.  
Reads and, with teacher prompting, retells  
- some of the key events,  
- some of the elements of a story (e.g., where, when, who, problem and solution, and sequence of events), and  
- some of the main ideas and elements of informational texts (e.g., a main idea, some supporting details, and some features such as illustrations, photographs, bold typeface). | Answers literal questions. |
<p>| Responds to and answers literal and inferential questions. | | | Answers literal questions but not always inferential questions. |</p>
<table>
<thead>
<tr>
<th>Use of Strategies:</th>
<th>Use of Strategies:</th>
<th>Use of Strategies:</th>
<th>Use of Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Feels confident using task-relevant strategies before, during, and after reading.</strong></td>
<td><strong>Uses, with practice and teacher support, the important before, during, and after strategies relevant to the task.</strong> Uses before, during, and after reading strategies (e.g., making connections, predicting and confirming, asking questions, drawing inferences, making connections to self, other texts, and the world, identifying main ideas; recognizing cause and effect; beginning to self-monitor and re-view, re-listen, reread as a fix-up strategy; summarizing, drawing conclusions).</td>
<td><strong>Uses, with prompting and support, a few key before, during, and after strategies. Does not always know when to apply the strategies to a new task.</strong></td>
<td><strong>Requires repeated modelling of before, during, and after reading strategies. Requires continuous coaching on when and how to use strategies.</strong></td>
</tr>
<tr>
<td>Uses, independently, active before, during, and after reading strategies (e.g., activating prior knowledge, identifying informational needs, predicting and confirming, self-monitoring, comparing, identifying key messages and details, drawing inferences). Explains favourites and reflects on ability to read. Reflects and sets goals for reading. Reads</td>
<td>Uses, with prompting and some effective before, during, and after reading strategies (e.g., predicting, making connections to self and world, drawing comparisons, making basic inferences, summarizing) to construct meaning. Identifies, with teacher guidance, what good readers do. Sets, with teacher guidance, goals for reading. Works toward more fluency.</td>
<td>Identifies, with teacher guidance, what good readers do. Sets, with teacher guidance, goals for reading. Works toward more fluency.</td>
<td>Uses, with teacher modelling and much prompting, some before, during, and after strategies (e.g., making some personal connections, asking questions, predicting, looking for details, thinking aloud, noting key details, recalling details, identifying likes and dislikes) when reading. Reflects, with teacher guidance, on reading. Sets, with teacher guidance, goals for reading. Works toward more fluency. Will sometimes read word-by-word. “Reads” the punctuation. Is beginning to use phrasing.</td>
</tr>
<tr>
<td>Reads smoothly, accurately, and with expression to add interest and achieve a particular effect. Sustains silent reading independently for at least 20 minutes a day.</td>
<td>Reads smoothly and accurately aloud with fluency, expression, and comprehension. Reads at a reasonable rate with fluent pacing: 70-100 wcpm orally; 95-145 silently. Sustains silent reading independently for at least 15 minutes.</td>
<td>Reads smoothly and accurately aloud with fluency, expression, and comprehension. Reads at a reasonable rate with fluent pacing: 70-100 wcpm orally; 95-145 silently. Sustains silent reading independently for at least 15 minutes.</td>
<td>Requires repeated modelling of before, during, and after reading strategies. Requires continuous coaching on when and how to use strategies. Uses, with teacher modelling and much prompting, some before, during, and after strategies (e.g., making some personal connections, asking questions, predicting, looking for details, thinking aloud, noting key details, recalling details, identifying likes and dislikes) when reading. Reflects, with teacher guidance, on reading. Sets, with teacher guidance, goals for reading. Works toward more fluency. Will sometimes read word-by-word. “Reads” the punctuation. Is beginning to use phrasing.</td>
</tr>
</tbody>
</table>

| **Identifies what good readers do. Reflects on own abilities to read. Sets goals for reading. Works toward more fluency.** | **Identifies, with teacher guidance, what good readers do. Sets, with teacher guidance, goals for reading. Works toward more fluency.** | **Identifies, with teacher guidance, what good readers do. Sets, with teacher guidance, goals for reading. Works toward more fluency.** | **Identifies, with teacher guidance, what good readers do. Sets, with teacher guidance, goals for reading. Works toward more fluency.** |

| **Experiments with expression to make reading sound interesting. Sustains silent reading for at least 10 minutes.** | **Experiments with expression to make reading sound interesting. Sustains silent reading for at least 10 minutes.** | **Experiments with expression to make reading sound interesting. Sustains silent reading for at least 10 minutes.** | **Experiments with expression to make reading sound interesting. Sustains silent reading for at least 10 minutes.** |
Cues and Conventions:
Uses confidently and consistently the cues and conventions of communication and language to construct meaning.
Recognizes and sets, independently, a purpose for reading.
Identifies possible intended audiences.
Recognizes, independently, the text structures and elements of the text.
Explains why author/creator might have chosen to include certain elements.
Recognizes sentence form and variety in various text forms and their effect.
Recognizes, consistently, high-frequency and irregularly spelled words.
Recognizes word play and how words are used figuratively.
Knows most sound-letter combinations.
Uses, automatically, decoding skills for unfamiliar words.

Cues and Conventions:
Uses the cues and conventions of communication and language to construct meaning.
Identifies the purpose of familiar text forms.
Recognizes possible intended audiences.
Identifies the type of text,
the structures (e.g., main point and examples, cause and effect, goal/problem/solution), and
the elements (e.g., diagrams, charts, bold typeface) of various text forms (e.g., fiction, non-fiction, legends, riddles, videos, poems, songs).
Identifies how word order and sentence punctuation clarify meaning.
Recognizes accurately most high-frequency words (e.g., 200) and irregularly spelled words in grade-appropriate texts.
Uses knowledge of common syllable types (vowel teams, “r” controlled) and

Cues and Conventions:
Uses some of the cues and conventions of communication and language to construct meaning.
Identifies, with prompting, a purpose for reading.
Identifies, with prompting, the structures and elements of various text forms (e.g., fiction, non-fiction, poem).
Identifies how word order and sentence punctuation clarify meaning in simple sentences.
Knows some grade-appropriate high-frequency and irregularly spelled words.
Knows some grade 2 sound-letter combinations
Uses, inconsistently, decoding skills to identify unknown words in context.
Identifies, with prompting, word play (e.g., rhyming, repetition, and alliteration).
Identifies, with prompting, key elements and details (e.g., colour, form, shape, size) and how they enhance meaning.

Cues and Conventions:
Has an uncertain grasp of the basic cues and conventions of communication and language to construct meaning.
Recognizes, with teacher modelling and guidance, a purpose for reading and possible intended audiences.
Identifies, with teacher guidance and modelling, some of the basic structures and elements of text forms (e.g., fiction, informational texts, poems).
Recognizes, with teacher guidance and modelling, basic sentence structures (e.g., subject-verb) and notices word order and sentence end punctuation.
Knows some high-frequency and irregularly spelled words.
 Understands some general concept words.
Knows a few grade 2 sound-letter combinations.
Uses decoding skills inconsistently.
| Identifies the medium and key elements and details such as colour, form, shape, and size, and how they enhance meaning. | \- patterns to decode one-syllable “regular” words (e.g., shade) and some multi-syllabic words (e.g., uncurled).  
Understands new concept words.  
Recognizes word play (e.g., homonyms, synonyms, and repetition).  
 Begins to recognize how words are used figuratively.  
Knows all grade 2 sound-letter combinations.  
Decodes unfamiliar words in context.  
Recognizes rhyming and alliteration.  
Recognizes sounds heard in multi-syllable words.  
Identifies key elements, details (e.g., colour, layout, shape, form, size, fonts), and the medium and, with teacher guidance, understands how they enhance meaning. | Identifies, with teacher modelling and guidance, key elements (e.g., colour, form, shape, size) to construct meaning from text and begins to understand how they enhance meaning. |
<table>
<thead>
<tr>
<th></th>
<th>Exceeding Expectations</th>
<th>Meeting Expectations</th>
<th>Beginning to Meet Expectations</th>
<th>Not Yet Meeting Expectations</th>
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<tbody>
<tr>
<td><strong>Comprehension:</strong></td>
<td>Demonstrates a thorough and accurate understanding of the text. Offers insightful responses with evidence to support responses.</td>
<td>Demonstrates a good understanding of text. Offers appropriate and thoughtful responses with reasonable evidence to support responses.</td>
<td>Demonstrates some understanding of the text. Offers generalized responses with some evidence to support responses.</td>
<td>Demonstrates a limited or inadequate understanding of the text. Offers simplistic or irrelevant responses with little or no evidence to support responses.</td>
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<td></td>
<td>Overall, comprehension and responses are accurate, include details, often insightful, and supported.</td>
<td>Overall, comprehension and responses are generally accurate and logical and include details and reasoning to support responses.</td>
<td>Overall, comprehension and responses are generally accurate and logical but include little detail and may be confusing or incomplete.</td>
<td>Comprehension and responses are inaccurate or incomplete.</td>
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<tr>
<td></td>
<td>Student checks understanding and uses effective strategies.</td>
<td>Student checks understanding and uses appropriate strategies.</td>
<td>Student may need occasional help or prompting.</td>
<td>Student needs one-to-one support and coaching.</td>
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<td></td>
<td>Identifies and summarizes, thoroughly and accurately,</td>
<td>Describes accurately the main topics or ideas in texts read including</td>
<td>Student checks understanding and uses some appropriate strategies</td>
<td>Student is unable to check understanding or use appropriate strategies.</td>
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<tr>
<td></td>
<td>• main ideas and</td>
<td>• prose fiction,</td>
<td>Focuses on literal meaning.</td>
<td>Unable to read short texts independently (requires one-to-one support).</td>
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<tr>
<td></td>
<td>• supporting details.</td>
<td>• non-fiction,</td>
<td>Identifies accurately main ideas and characters.</td>
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<td>Describes</td>
<td>• script, and</td>
<td>Recalls most key events.</td>
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<td></td>
<td>• characters,</td>
<td>• poetry.</td>
<td>Has difficulty, often, sequencing events.</td>
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<td>• events,</td>
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<td>May omit some events.</td>
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<td></td>
<td>• setting.</td>
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<td>May have difficulty making inferences.</td>
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<td>Recounts events and ideas in correct sequence in texts read.</td>
<td>Identifies and describes specific details and feelings in texts.</td>
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<td></td>
<td>Explains cause-effect relationships in texts read.</td>
<td>Retells and sequences ideas and events from texts read.</td>
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<td>Shows insight in responses.</td>
<td>Offers responses to and opinions on reading experiences supported by</td>
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<td></td>
<td></td>
<td>• examples,</td>
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<td>• details, and</td>
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<td></td>
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<td>• reasons.</td>
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<tr>
<td>Makes and explains personal connections that show insight.</td>
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<tr>
<td>Makes connections to other texts and to world.</td>
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<td>Gives evidence to explain the connections.</td>
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<tr>
<td>Offers responses and opinions with logical supporting reasons or examples.</td>
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<tr>
<td>Responds to questions or tasks</td>
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<td>- accurately,</td>
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<td>- clearly, and</td>
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<tr>
<td>- completely.</td>
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<tr>
<td>Makes direct and concrete connections to self, other texts, and world.</td>
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<td>Uses some relevant details to support responses.</td>
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<tr>
<td>Makes concrete connections to own experiences.</td>
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<td>Offers simple opinions or judgements.</td>
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<tr>
<td>Responds somewhat accurately.</td>
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<tr>
<td>Does not provide complete or sufficient detail.</td>
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<tr>
<td>Experiences difficulty giving reasons or examples.</td>
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<tr>
<td>May have difficulty with literal meaning.</td>
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<td>Responds</td>
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<td>- vaguely, or</td>
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<td>- inaccurately.</td>
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<td>Unable to make connections, without direct support, to self, other texts, or world.</td>
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<td>Offers responses and opinions that tend to be</td>
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<td>- vague,</td>
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<td>- inaccurate, or</td>
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<td>- unsupported.</td>
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<td>Use of Strategies:</td>
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<tr>
<td>Employs, independently, task-relevant strategies before, during, and after reading.</td>
<td>Uses, with practice and teacher support, the important before, during, and after strategies relevant to the task.</td>
<td>Uses, with prompting and support, a few key before, during, and after strategies. Does not always know when to apply the strategies to a new task.</td>
<td>Requires repeated modelling of before, during, and after reading strategies and requires continuous coaching on when and how to use them.</td>
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</tr>
<tr>
<td>Uses prior knowledge and previews text features to make predictions.</td>
<td>Uses an expanding range of familiar before, during, and after strategies to derive meaning from texts including</td>
<td>Uses before, during, and after strategies, with support and prompting, that have been explicitly taught including</td>
<td>Attempts to use, with support and prompting, a limited number of before, during, and after strategies including</td>
<td></td>
</tr>
<tr>
<td>Sets purpose.</td>
<td>tapping prior knowledge and experience;</td>
<td>using prior knowledge to make predictions and support understanding;</td>
<td>setting a possible purpose;</td>
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</tr>
<tr>
<td>Monitors comprehension.</td>
<td>predicting what text will be about;</td>
<td>predicting what text might be about;</td>
<td>thinking about what is known about topic or event;</td>
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<tr>
<td>Uses/adjusts strategies.</td>
<td>setting purpose;</td>
<td>setting or using a prompted purpose;</td>
<td>predicting (but often just guesses);</td>
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<tr>
<td>Draws, independently, on prior knowledge to make predictions and solve problems.</td>
<td>identifying main ideas;</td>
<td>noting key ideas and some supports;</td>
<td>sequencing (but has difficulty sequencing events or explaining ideas and relationships such as cause-effect);</td>
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<tr>
<td>Makes inferences (often uses “between the lines” information).</td>
<td>making connections and inferences;</td>
<td>constructing mental images;</td>
<td>basic inferring (but often unable to make inferences);</td>
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</tr>
<tr>
<td>Demonstrates a thorough understanding of text.</td>
<td>constructing mental images;</td>
<td>making and trying to confirm predictions;</td>
<td>recalling some ideas and events but demonstrating a limited or inadequate understanding of text;</td>
<td></td>
</tr>
<tr>
<td>Reviews, recalls, paraphrases, summarizes, synthesizes, and offers insightful personal responses and critical judgements.</td>
<td>asking questions to self-monitor;</td>
<td>making some basic inferences;</td>
<td>offering a simplistic or unrelated personal response to text;</td>
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<tr>
<td>Rereads and skims to find information and ideas efficiently.</td>
<td>adjusting rate and strategy;</td>
<td>recalling most ideas and events;</td>
<td>does not usually revisit a text.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates consistent attention to the task. Ignores distractions when reading.</td>
<td>noting key ideas and some supports;</td>
<td>demonstrating an adequate understanding of text;</td>
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</tr>
<tr>
<td>Cues and Conventions: Uses confidently and consistently the cues and conventions of communication and language to construct meaning.</td>
<td>Demonstrates attention to the task. Ignores most distractions.</td>
<td>Needs reminders to focus attention on the task. Distracted frequently.</td>
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<tr>
<td>Recognizes that a text was created for an intended purpose.</td>
<td>rereading to find specific information (but is often inefficient).</td>
<td>Follows, with reminders, some instructions but skips or ignores some part(s).</td>
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<tr>
<td>Identifies and explains different forms of texts.</td>
<td>Follows instruction.</td>
<td>Does not read fluently.</td>
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<tr>
<td>Uses knowledge of the elements and organization of different texts.</td>
<td>Reads orally with appropriate fluency, accuracy, and expression.</td>
<td>Demonstrates attention to the task usually but inconsistently ignores distractions.</td>
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<tr>
<td>Identifies conventions of texts.</td>
<td>Follows instruction.</td>
<td>Follows, with support and prompting, instructions.</td>
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<tr>
<td>Uses knowledge of word order to determine meaning of sentences.</td>
<td>Cues and Conventions: Uses some of the cues and conventions of communication and language to construct meaning.</td>
<td>Cues and Conventions: Uses the cues and conventions of communication and language to construct meaning.</td>
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<tr>
<td>Uses the relationships of words in sentences to help construct meaning.</td>
<td>Uses knowledge of sentence structure,</td>
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<tr>
<td>Uses context and word structure (including roots, prefixes, and suffixes) to determine the meaning of words.</td>
<td>Uses punctuation to help understand meaning.</td>
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<tr>
<td>Uses phonics to say words correctly.</td>
<td>Uses a variety of strategies to determine the meaning of unfamiliar words including context and breaking into syllables.</td>
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<tr>
<td>Recognizes features of words including sound patterns to decode multi-syllabic words.</td>
<td>Recognizes common word families,</td>
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<tr>
<td>Recognizes the characteristics of different media and the key features and elements in visual and multimedia texts.</td>
<td>- using sound,</td>
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<tr>
<td>high-frequency words.</td>
<td>- using common prefixes and suffixes, and</td>
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<tr>
<td>Uses, with support, context clues.</td>
<td>- using a dictionary.</td>
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<tr>
<td>Uses phonics and, if prompted, word structure to help figure out words.</td>
<td>Understands frequently used specialized terms in subject areas.</td>
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<tr>
<td>Identifies some key elements and details and the medium used in visual and multimedia texts.</td>
<td>Recognizes word play.</td>
<td></td>
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<tr>
<td>Recognizes features of words including</td>
<td>Recognizes features of words including</td>
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<tr>
<td>- R-vowel patterns,</td>
<td>- silent consonants,</td>
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<tr>
<td>- silent consonants,</td>
<td>- digraphs,</td>
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<tr>
<td>- digraphs,</td>
<td>- compound words,</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- compound words,</td>
<td>- contractions, and</td>
<td></td>
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<tr>
<td>- contractions, and</td>
<td>- easy multi-syllabic words.</td>
<td></td>
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<tr>
<td>Recognizes and uses key features in text including colour and bold typeface.</td>
<td>Recognizes, with teacher guidance,</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Recognizes, with teacher guidance, context clues, and word structure (prefixes, roots, and suffixes) to determine word meanings.</td>
<td>o basic sentence structures,</td>
<td></td>
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</tr>
<tr>
<td>Uses, consistently, accurate sounding-out to figure out words.</td>
<td>o word order, and</td>
<td></td>
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</tr>
<tr>
<td>Recognizes, with teacher guidance, the medium and elements of visual and multimedia texts.</td>
<td>o how punctuation clarifies meaning.</td>
<td></td>
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</tr>
</tbody>
</table>
APPENDIX C

Eligible Students for Reading Outcome Grades 1, 2, 3

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

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

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

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

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

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

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

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

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

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

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

**Senior Administration**
- Are literacy champions.
- Creates division literacy reading team with teachers.
- Develops vision and plan for reading.
- Conducts environmental scan.
- Chooses an assessment and provides professional development.
- Conducts data analysis.
- Promotes instructional approaches for learning.
- Supports interventions.
- Creates and implements a professional development plan.
- Provides resources, trains and supports literacy coach model.
• Encourages reading capacity building at all levels.
• Profiles division sites of promising practice.
• Monitors division activities aligned with plan implementation.
• Monitors student improvement.
• Develops and implements communication strategy.

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

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

School Community Council
• Aligns their work and goals with the school and teacher goals.
• Communicates with community about the school reading initiative.
• Arranges information nights for community about reading.
• Organizes reading activities (e.g. speakers, authors in the community, book exchange at the local rink) that allow the entire community to participate in the improved reading of students.
Overarching Principles of Reading
All students can read.
The teacher is essential in a student’s success in learning to read.
Oral language is the foundation of literacy.
Balance is important in reading instruction.
Family and community are critical partners in reading success.