

Horizon Literacy Framework

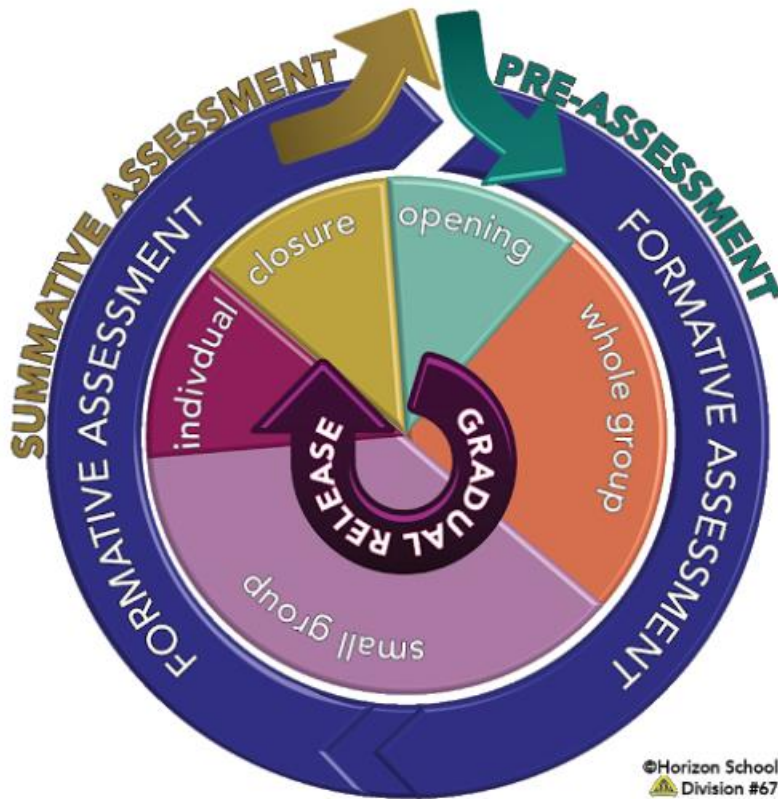


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Introduction

"Literacy and numeracy are foundational to student learning. Being literate and numerate means going beyond the basic skills of reading, writing and solving simple arithmetic problems to acquiring, creating, connecting and communicating meaning in a wide variety of contexts." **Alberta Education**

Recommended resources are included in the framework are tools that are researched based and sound practice that can be helpful to teachers and may already be found in schools.

HOW TO USE THIS FRAMEWORK:

This framework can be used by individual teachers to enhance their instruction and planning, may be used in conjunction with the support of the Director of Learning for Curriculum and Instruction, Instructional Coach or might be included in an extended professional development opportunity.

This framework is intended to be a quick reference tool, particularly relevant for beginning teachers or teachers who are new to literacy instruction, or for teachers who are looking for a strategy for students in a certain area.

WHO CREATED THESE GUIDES?

Thank you to the Literacy Leads in Horizon School Division, who worked tirelessly for two years looking at and discussing frameworks from across Alberta. Horizon School Division would like to recognize the Edmonton Regional Learning Consortium's Comprehensive Literacy Guides and the many Divisions that helped with that project as some of the materials in this framework is from those Guides as Horizon Literacy Leads believed the material to be relevant to our school division. Literacy leads took pieces that they liked and communicated to the Division what is the best practice for our classrooms.

WHAT NEEDS TO BE INCORPORATED IN ALL CLASSROOMS TO SUPPORT EFFECTIVE LITERACY?

In conjunction with the instructional strategies and approaches outlined in the eleven literacy learning guides, there are six other considerations when structuring an effective literacy learning environment:

1. Creating student independence - teaching with the Gradual Release of Responsibility model
2. Structuring daily literacy time
3. Supporting students with significant difficulties
4. Designing a literacy-rich classroom environment
5. Using assessment to guide instruction
6. Modeling a love of literacy

***Children learn from adults. If you don't read for fun, why would your kids?
(Robert Munsch)***

Effective Literacy Instruction

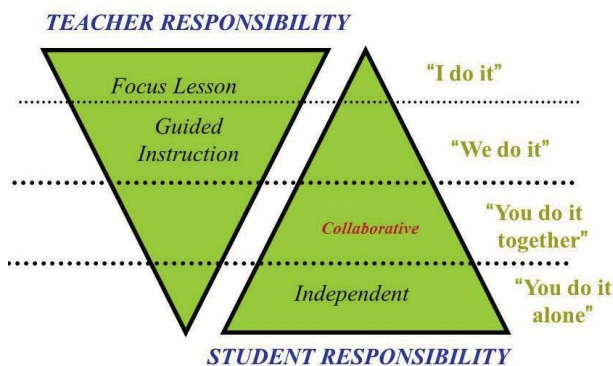


Creating Student Independence - Gradual Release of Responsibility

In initial phases of learning, students need extensive support and coaching, but eventually, scaffolding should be removed and students should be able to manage tasks effectively on their own. There are three parts of a Gradual Release of Responsibility process that lead to the development of engaged, self-directed learners:

I do, We do, and You do. This framework, which includes explicit instruction, modeling and time for collaborative practice, ensures that all students are well supported before they are expected to use skills and strategies independently.

This framework is not linear; teachers may cycle back and forth between the levels of responsibility depending on identified areas of student need. When students have the required skills to undertake learning on their own, the teacher then has time to differentiate instruction using small flexible groups and one-on-one conferences.



[Effective Use Gradual Release](#)

[Gradual Release of Responsibility Focus Lessons](#)

[Mentoring Roles and Responsibilities of Gradual Release of Responsibility](#)

Structuring Literacy Time

Many students will benefit from having a predictable literacy structure with routines and expectations clearly defined. This links below provides some possible examples of how literacy time could be structured and will work at any grade levels as well as in multi-graded classrooms.

[Sample Timeline for Introducing Components of the Literacy Block](#)

[Example of the 90 minute reading block](#)

[First Steps Reading Map of Development](#) - This resource provides extensive information about the reading process from emergent to accomplished readers. Teaching strategies, data collection tools, reading behaviors and tips on where to emphasize instruction are provided for each phase of reading.

Supporting Students with Significant Learning Difficulties

"Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners."
(Alberta Education)

With a variety of diverse needs in the classroom, our learning environments need to provide flexible and responsive teaching that can engage students and provide opportunities to foster literacy skills. By using the reading and writing structures highlighted in the learning guides, teachers can effectively differentiate instruction. For ideas on how to offer further literacy and communication support for students with significant disabilities, visit the

[Literacy For All website Alberta](#)

Designing a literacy-rich classroom environment

A literacy rich environment promotes a variety of authentic opportunities for students to engage in speaking, listening, reading, writing, viewing and representing. The environment acts as a third teacher. Walk into a literacy-friendly classroom and you are likely to find a reading corner with a classroom library that features a range of fiction, non-fiction and picture books; numerous items posted on the walls: pictures, labels, alphabet, word walls, anchor charts, bulletin boards and student writing; a rich array of writing materials (papers, pencils, pencil grips, whiteboards, reference materials); technology tools (Chromebooks, audio books, e-books), creative materials (flannel boards, magnetic letters, stamps, sand, puppets); student notebooks/journals and reading boxes; as well as centers and word games. Materials should be engaging and accessible for all students. Design spaces to allow for a whole-group meeting area, small group instruction and independent student work areas.

[Reading Rockets example](#)

Using assessment to guide instruction

"Assessment has a number of general purposes, moving from the kind of informal assessment that occurs in the classroom every day to the more formal reporting system that is required in the school arena:

- a. Continually informing teaching decisions
- b. Systematically assessing the child's strengths and knowledge
- c. Finding out what the child can do, both independently and with teacher support
- d. Documenting progress for parents and students
- e. Summarizing achievement and learning over a given period-six weeks, a year, or longer
- f. Reporting to parents, principals, school board, and various stakeholders in the community

Assessment begins with what children know; the evidence for what they know is in what they can do. The primary purpose of assessment is to gather data to inform teaching. If assessment does not result in improved teaching, then its value diminishes greatly.

Assessment has several essential attributes:

- i. It uses accessible information, most of which can be collected as an integral part of teaching
- ii. It includes systematic observations that will provide a continually updated profile of the child's current ways of responding
- iii. It provides reliable information about the progress of students in their learning
- iv. It is multidimensional. It includes both formative and summative measures
- v. It provides feedback to improve instruction to meet the needs of the student
- vi. It identifies and directs steps to meet the needs of students who do not achieve despite excellent classroom instruction
- vii. It involves children and parents in the process

Fountas and Pinnell, Guided Reading Assessment Plan for Horizon School Division

Reading: All students in grades 1-9 will be tested once as a minimum in the fall using Fountas and Pinnell Benchmark Assessment System (BAS) until they are competent at level Z. These assessments are intended to inform instruction, not simply to benchmark students.

Timelines:

Kindergarten: Not to be tested, Horizon School Division wants teachers to focus on pre-reading skills

Grade 1: On or before Nov 30

Grades 2-9: On or before October 31

Assessments that are optional:

Before, during, or after the Fountas and Pinnell Benchmark Assessment has been administered a teacher may choose to choose a variety of formative and summative literacy assessments in order to identify student needs and inform planning and instruction. Assessment allows teachers to see what students can do and what they know. This data, both formal and informal, can guide decisions about whole group, small-group, and one-on-one instruction.

Some of these additional assessments may include:

- basic literacy and writing knowledge - text direction, punctuation, formation of letters;
- phonemic awareness - rhyming, alliteration, segmenting, syllables and syllable blending;
- phonics - alphabet sounds and letter knowledge, phoneme deletion, word to work matching, blending, phoneme segmentation, phoneme counting, deleted phoneme, sound to word matching, single consonants, initial consonant blends, final consonant blends, consonant digraphs, long and short vowels, vowel digraphs, r-controlled vowel patterns;
- vocabulary knowledge, root words, affixes, Words Their Way
- reading behaviors, interests and attitudes.

RESOURCE ON RUNNING RECORDS: <http://www.mrsjudyaraujo.com/running-records/>

Modeling a love of literacy

Read! Let students see you read every day. Read for pleasure, read for work, read for information. Include opportunities to share your thinking about the books you are reading, what you love, why you abandoned a book or what you are wondering about as a reader. Become a regular reader of children's literature.

Book, books, books! Fill your room with an abundance of books. graphic novels, paperbacks, board books, magazines, comic books, electronic books - make books visible to students.

Write On! No matter what subject you teach it is important to write in front of students. This allows them to see and hear the process along the way and it also offers students opportunities to provide feedback. If you want to be an effective writing teacher you need to write and show students your interest, engagement and willingness to continually refine this crucial life skill.

Talk and more talk! Language and vocabulary represent the very foundation of learning to read and write. Use big words when talking with students. The more often they hear precise, rich vocabulary, the sooner they will be able to incorporate it in their writing and recognize it in their texts. Find frequent daily opportunities for students to talk and encourage rich conversations at home.

Be a model! Think aloud and model reading and writing for students so they can see the process in action. Also, model the value of sharing with others. Show how sharing their writing, providing feedback, working together and generating new ideas can be motivating and improve literacy skills.

Stakeholders



- 1) Students
- 2) Teachers
- 3) Families
- 4) Schools
- 5) District
- 6) Community Partners

Students share the responsibility to:

- Participate actively in their learning
- Contribute positively and work collaboratively

Teachers

- Meet individual students at their literacy continuum
- Differentiate instruction
- Meet the needs of all students

Families

- Families support the instructional process and provide opportunities for student growth

Schools

- Schools work collaboratively with all of the stakeholders to promote individual student success.

School Authority

- Will provide teachers with opportunities for continued improvement and resources. They will also effectively communicate with the community about student achievement, school plans and actions.
- Communities that include the following agencies and people; speech and language pathologists; physiotherapist; occupational therapist; work experience coordinators; councilors; psychologists; volunteers; community organizations
- Regional support services will communicate effectively with students, and parent/guardians about student strengths and needs and together develop the plans and actions that will support continued achievement.

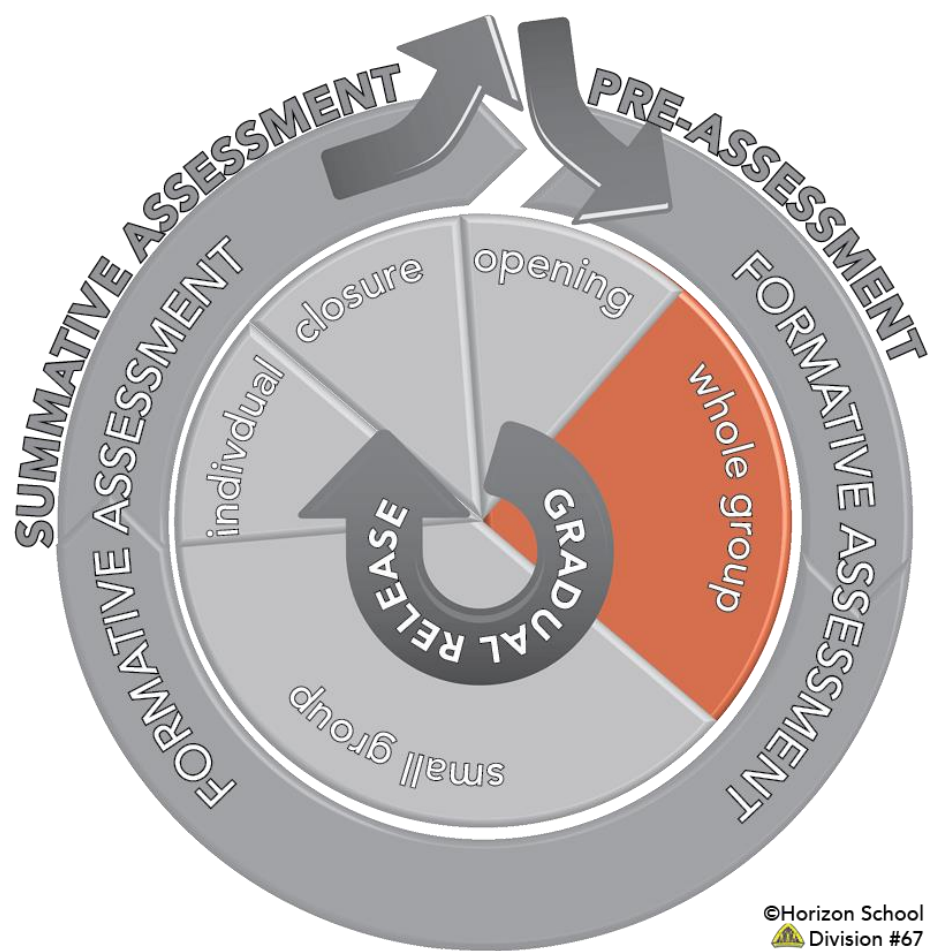
Articulated Strategies for Each Stakeholder Group

Stakeholder	Strategies
Students	<ul style="list-style-type: none"> Finding a balance between learning the "have to" curriculum, and what will enable growth as a personal learner Get talking by asking questions: This month, start each day with a question. Ask your mom, dad, or teacher something you always wanted to know. Count how many times you can ask why, how, who, where, or what this month! Equipping students with the tools they need to become deep learners. Visible Learning for Literacy pg 75
Families	<ul style="list-style-type: none"> Talk with your child: Talking to your child is very important to develop communication and early language skills. Tell stories to share knowledge and culture Feed your child's mind: Promote reading readiness while feeding your family. Ask your child to name the ingredient, count and more! them, sort them by size, by sounds, by color, Sing for literacy: Singing songs can help improve literacy skills. Songs have rhymes, meter, and great words that are important for children to learn. This month, sing songs in your community. Shop for knowledge: Promote reading readiness while doing the shopping for your family. If you shop with young children, talk them through the process. Tell them you are going to the store, what you need to buy, and what you need to bring in order to buy things: to go out to the market you need the basket, money, etc. Right before bed is a perfect time to read to your child: Make an effort to read to your child every night for the entire month! You and your child will enjoy this time together. All signs point to literacy: The next time you see a sign, describe it! Is it full of letters or shapes? What colors is it? Can you read what it says? Read it to someone you are with. http://www.readingrockets.org/blogs/shanahan-literacy/11-ways-parents-can-help-their-children-read

Communities	<p>Set up Community Literacy Programs</p> <ul style="list-style-type: none"> • Workshops- Arts & Crafts, summer reading programs • Seminars • Onetime events • Be a Mentor: Read to a younger person (grandchild, niece/nephew, daughter/son, neighbour, etc.) • Involvement within the school environment, when appropriate, to volunteer (participate in reading buddies, play literacy games, offer tutoring, etc.)
Teachers	<p><u>Oral Communication Strategies</u></p> <p>Page 152-156 Pair Work</p> <p>Page 158-172 Small Group work</p> <p>Page 176-186 Whole Class Discussions</p> <p><u>Reading Strategies</u></p> <p>Page 7 - Previewing a Text</p> <p>Page 20 - Anticipation Guide Page</p> <p>24 - Finding Signal Words</p> <p>Page 34 - Using Context Clues to Find Meaning Page</p> <p>60 - Making Notes</p> <p><u>Writing Strategies</u></p> <p>Page 140 - Template for Writing a Procedure</p> <p>Page 150 - Posters for students to check writing before submission</p>

Alberta Education	<p>https://education.alberta.ca/literacy-and-numeracy/literacy/?searchMode=3</p> <p>Focuses on two segments: Literacy Awareness and Literacy Knowledge and Understanding</p> <p>https://drive.google.com/open?id=1QFHK7ybwQwHzuNhimDyQ3W8Jjyp9j-q</p> <p>Literacy Awareness:</p> <p>Importance of Literacy (Book Talks, Author Visits/Meet and Greet, P.O.S. Approved Novel List, Communication and Partnerships with Literacy and Government Councils)</p> <p>Learner Awareness (Diversity of Student Population, Cross-Curricular Integration)</p> <p>c. Task Awareness (Support, Participation)</p> <p>Literacy Knowledge and Understanding:</p> <p>Rules of Language (Specific Literacy Classes and PD Sessions for teachers to help further student understanding)</p> <p>Acquire Information (Professional Learning Opportunities, Different Mediums)</p> <p>Construct Meaning (Specific Literacy Classes, Application to Real-World Scenarios)</p> <p>Communicate Meaning (Working Models, Common Understandings, Active Participation to Create Understanding)</p> <p>Reference: Alberta Education Literacy First Document</p> <p>https://drive.google.com/open?id=1uebiyoYo5CX4JM1oumZeS38kY9zZddZp</p> <p>Pages to Note: Pg. 2 - 21st</p> <p>Century Learner Diagram Pg. 8,9</p> <p>Provincial Literacy Vision Diagram</p>
Schools and School Authorities	<p>Cross-Curricular Approaches Grades 7-12</p> <p>25 Ways Schools Can Promote Literacy</p>

Read Aloud



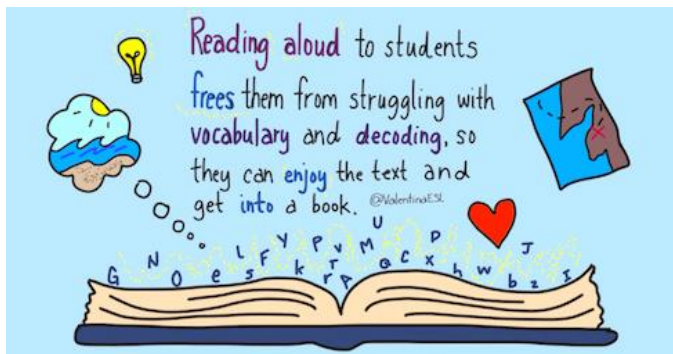
READ ALOUD OVERVIEW

When we read to students, we take advantage of the fact that until about the eighth grade, young people have a "listening level" that significantly surpasses their reading level. Read Aloud engages students in texts that they might not be able to read. It is a strategy in which a teacher sets aside time to read orally to students on a consistent basis from texts above their independent reading level but at their listening level. The teacher should incorporate variations in pitch, tone, pace, volume, pauses, eye contact, questions, and comments to produce a fluent and enjoyable delivery and to model these things to students. **It is a necessity in a K-3 Classroom.**

Read aloud is a powerful teaching strategy because it can serve so many instructional purposes—to motivate, encourage, excite, build background knowledge, develop comprehension, build vocabulary, learn new ideas and concepts, assist children in making connections, and serve as a model of what fluent reading sounds like. Read Aloud supports reading and writing lessons, is relevant to all curriculum, coaches students so they can be successful in their small reading groups, book clubs and during independent reading. It models thinking processes and also familiarizes students with text structures and genres.

Read aloud, as part of the gradual release of responsibility, feeds naturally into shared, guided, independent reading and book clubs as teachers demonstrate for students how the reading process works (Burkins & Croft, 2010).

As a natural extension of teacher read aloud, students can use read aloud to practice their own fluency, expression and prosody (the study of the rhythms and sounds of language, used in poetry. It's about where the emphasis falls in the words and how those work together).



BENEFITS TO STUDENTS:

- learn the language of books
- learn the sounds of the language they speak
- learn to moderate and modulate their own voices
- use words that they would not normally hear

- discover how one set of words can have a number of interpretations
- learn the impact of pauses and expression
- experience a diversity of sentence structures
- experience the joy of experiencing and discussing a book together and finding continued connections to the book in the future
- see fluent reading modeled and good reader strategies at work
- Builds background knowledge

RELEVANCE TO PROGRAM OF STUDIES

General Outcome 1:

Explore thoughts, ideas, feelings and experiences

- 1.1 Discover and Explore
- 1.2 Clarify and Extend

General Outcome 2:

Comprehend and respond personally and critically to oral, print and other media texts

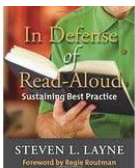
- 2.1 Use Strategies and Cues
- 2.2 Respond to Texts
- 2.3 Understand Forms, Elements and Techniques

READ ALOUD CONSIDERATIONS - PLANNING TIPS - CLASSROOM DESIGN

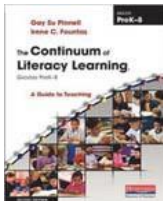
- Create visual connection to the books with artifacts, toys or stuffed animals that relate to the story.
- Choose a story that appeals to you - one you can "hear" yourself reading aloud.
- Create a special storytelling space furnished with a chair and a soft mat on the floor for young children. The best place for the space is near your picture books so that the children are surrounded by enticing covers they can borrow at the end of the session.
- Young children like rhythm, rhyme and repetition and they prefer to have it in one sitting.
- Older children like adventures and mysteries where they can see themselves as characters.
- The illustrations are an essential part of the experience for younger children. Position yourself for maximum visibility so students can orient themselves in the context of the story and clarify their understandings as you read. Preferably, students should be able to see the image while you read rather than a brief look before you turn the page.
- Set the mood for listening: start with soothing music, use soft lighting, create a short verse to mark the transition to story time, have children slow down their breathing, put on a storytelling cloak and hat, move to your designated storytelling chair and remind students of whole-body listening.
- Consider offering children a choice of which story they want you to read.
- Introduce the story - set the scene, create anticipation, make predictions, talk about unfamiliar concepts, and/or write the character's names on the board. The key is to be as expressive as possible and to read slower than normal conversational speed. Insert dramatic pauses, decide when to speed up/slow down, change your volume, modulate your voice, and stop to make eye contact. Be sure to deliver the first sentence so it hooks the readers and help the last sentence draw the story to a satisfactory conclusion.
- It is okay to pause, discuss the story, and generate ideas. Allow students to join in on repeated line
- You don't have to be perfect. You can make a mistake. You can wonder about the meaning of certain words. You can reread a sentence if need be.

<https://thebottomshelf.edublogs.org/the-art-of-reading-aloud/>

READ ALOUD RESOURCES



Layne, S. L. (2015). In defense of read-aloud: Sustaining best practice. Stenhouse.



Pinnell, G. S., & Fountas, I. C. (2011). The continuum of literacy learning, grades PreK-8: A guide to teaching. Portsmouth, NH: Heinemann. *Great tool in this resource: Interactive Read Aloud and Literature Discussion Continuum



Trelease, J. (2013). The Read-Aloud Handbook (7th ed.). Penguin:

[DO's of Reading-Aloud](#)

[DON'Ts of Reading-Aloud](#)

SUGGESTED READ ALOUD TITLES - GRADES K-8

- 1) [Interactive Read Aloud Lesson Template](#)
- 2) Linda Hoyt is the author of Interactive Read- Aloud, 2007 - K-1, 2-3, 4-5, 6-7 - The publisher site provides sample lessons and an annotated lesson walkthrough. These professional resources include Readers' Theatre scripts: <http://www.heinemann.com/interactivereadalouds/>
- 3) ReadWriteThink.org explains the [Read Aloud strategy](#) and includes a few sample lessons:
- 4) [Global Read Aloud](#) - One Book to Connect The World- a book is selected by Global Read Aloud and the teacher reads it aloud to their students during a set 6-week period. During that time, you try to make as many global connections as possible. Each teacher decides how much time they would like to dedicate and how involved they would like to be.

A FEW THOUGHTS FROM EDUCATIONAL EXPERTS IN THIS AREA:

Readers don't grow in trees. But they are grown-in places where they are fertilized with lots of print, and above all, read to daily ~ Neither books nor people have Velcro Sides -- there must be a bonding agent - some- one who attaches child to book. ~ Reading aloud is the best advertisement because it works. It allows a child to sample the delights of reading and conditions him to believe that reading is a pleasurable experience, not a painful or boring one. (Jim Trelease)

When I plan those brief pauses for interaction during the reading of a text, I'm not simply considering the questions I might wish to ask. Instead, I'm contemplating the strategic thinking I want my students to do, and I design my language to push for that sort of thinking...I recommend the Prompting Guide for Comprehension: Thinking, Talking, and Writing, Part 2 (Fountas & Pinnell, 2012) for specific support in demonstrating, prompting for, or reinforcing reading behaviors related to comprehension. <http://literacycollaborative.org/blog/interactive-read-aloud-as-a-foundational-practice/>

Simply inviting children to talk during interactive read aloud doesn't provide the needed learning boost. It's the close reading and textual analysis — deep, intentional conversation about the text (Dickinson & Smith, 1994; Fountas & Pinnell, 2006; 2012; Serravallo, 2012 ;and Shanahan, 2012)—that makes the difference. Scholastic Comprehension Clubs, Research Paper, Fountas& Pinnell, 2012

https://drive.google.com/open?id=0B3tvk_eiezirXYwTWxYbEZnRkNjZmE1aHQ+QWNhY2IKZjY0

Reading aloud to students should include think-aloud or interactive elements and focus intentionally on the meaning "within the text," "about the text," and "beyond the text" (Fountas & Pinnell, 2006, p.33)

There is a high correlation between student understanding of academic words and levels of reading comprehension. (Nell Duke, 2011) Words are learned best in the context of reading following by rich discussion. (Fountas & Pinnell, 2012).

READ ALOUD PHOTOS/ VIDEOS - SEE IT IN ACTION

Blog Post - a step by step approach to Interactive Read Aloud and how they connect to a Reading Workshop structure:

<http://www.teachingandtapas.com/2013/04/interactive-read-aloud-in-six-easy-steps.html>

Strategic planning for Selecting and Opening a Read Aloud:

<https://www.youtube.com/watch?v=3s1FL8oYAno>

An Interactive Non-fiction Gr 2 Read aloud - Bugs:

<https://www.youtube.com/watch?v=akGmRgF1jy0>

Close Reading & Accountable Talk & Interactive Read Aloud:

<https://www.youtube.com/watch?v=nznO1BMtahw>

TIPS

Be really strategic about the reading behaviors you plan to model for your students. This list will give you some sample prompts to spark your thinking:

[Prompting guide](#)

CRITERIA OF EFFECTIVE IMPLEMENTATION

- Teacher has pre-read the book. Has a plan for what to highlight, where to pause and what the key learning for the day will be - particular concept, strategy
- Teacher uses pre-reading strategies - activating background knowledge, creating a hook/opener, making predictions, setting a purpose for listening
- Expressive reading of the story - students are visibly engaged.
- There are interactive moments during the read aloud students turn and talk, share thoughts, ask questions, make observations, react to text, predict, jump in on the choral parts, etc.
- Time is spent focusing in on key vocabulary
- There is evidence of deeper thinking about texts.
- Post-listening tasks extend the learning - students draw, write and apply strategy in own book.
- If students would like to take an active role in performing a read aloud to the class, help them understand the key components of expressive reading: how to breathe between phrases, slow and clear articulation, effective body language, dynamic facial expressions and remembering the overarching goal of making the words come alive.

READ ALOUD MODIFICATIONS, SUPPORTS AND TECHNOLOGY TOOLS

- Read Aloud can involve the whole class or can be specific to a small guided reading group.
- Consider asking students to read the passage
- silently to themselves. Next, have them take turns reading the passage aloud. At natural breaks, a new volunteer can jump in and take over the reading. You can also assign character voices to students.
- You could read the same short book for different mini-lessons. One time you read it for enjoyment, then for character development, etc
- Provide students with a narrative frame or graphic organizer that corresponds to book so they can follow the progression of ideas.
- Readers' Theatre is one way to develop student fluency. Here are two sites filled with ideas for building fluency:
 - 1) <https://www.erintegration.com/2015/07/27/using-the-ipad-for-fluency-practice-during-reading/>
 - 2) <https://msjordanreads.com/2012/02/26/fluency-boot-camp/>
- A Grade 2 teacher had students read books using a recording app (any recording app will work). She then converted the student audio files into QR codes and placed these codes inside book covers. Students enjoyed signing out an iPad and hearing a book read to them by another student:

<https://www.edsurge.com/news/2014-12-14-using-audioboom-in-the-classroom-to-improve-reading-fluency>

READ ALOUD PLANNING AND ASSESSMENT TOOLS

Visualization Self-Assessment Questions for Readers following a Read Aloud:

<https://teachables.scholastic.com/teachables/subject/reading/reading-comprehension/visualizing.html>

Read-Aloud Rubric for Students:

http://www.readwritethink.org/files/resources/lesson_images/lesson1005/rubric.pdf

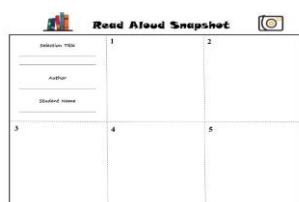
Fluency Rubric: http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf

Oral Reading Observation Checklist for Reading with Expression and Prosody

https://drive.google.com/open?id=0B3tvk_eiezirLUcOUmRXbUVCbXZvR3U0cVYzNjZITFNsbmdn

[Modelling Good Reader Strategies](#)

Read Aloud Snapshot for Tracking Reading:

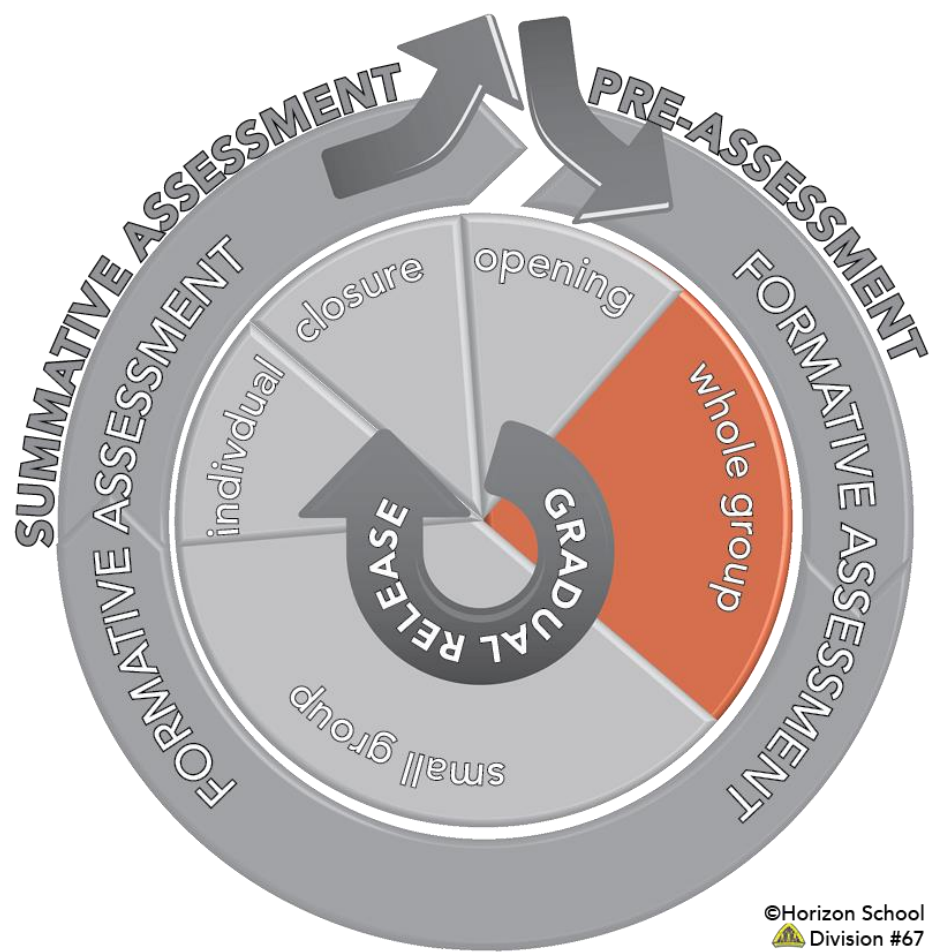


The form is titled "Read Aloud Snapshot" and includes a small icon of a camera. It is a grid with 6 numbered boxes for tracking reading progress. The first box (1) is for the "Selection Title". The second box (2) is for the "Author". The third box (3) is for the "Illustrator". The remaining boxes (4, 5, 6) are for tracking the reading process.

1 Selection Title	2 Author
3 Illustrator	4
5	6

<https://www.lauracandler.com/wp-content/uploads/2018/06/ReadAloudSnapshot.pdf>

Shared Reading



SHARED READING K-6 OVERVIEW

Shared reading is an interactive and purposeful reading experience that occurs when students participate in the reading of a book or other text as one voice while guided and supported by a teacher. Shared reading is an essential component in the language arts classroom because students have the opportunity to read fluently with the teacher's voice always present. Through shared reading, the reading process and key strategies are modeled and practiced. It helps students make the transition from high support to independent reading (readingrockets.org).

An extension of shared reading is Performance Reading such as Reader's Theatre where students practice a text to enhance their prosody and fluency and to perform it proficiently.

RELEVANCE TO PROGRAM OF STUDIES

General Outcome 1:

Explore thoughts, ideas, feelings and experiences

- 1.1 Discover and Explore
- 1.2 Clarify and Extend

General Outcome 2:

Comprehend and respond personally and critically to oral, print and other media texts

- 2.1 Use Strategies and Cues
- 2.2 Respond to Texts
- 2.3 Understand Forms, Elements and Techniques

General Outcome 4:

Enhance the clarity and artistry of communication

- 4.1 Enhance and improve
- 4.2 Attend to conventions
- 4.3 Present and share

General Outcome 5:

Respect, support and collaborate with others

- 5.1 Respect others and strengthen community
- 5.2 Work within a group

SNAPSHOT:

- Shared reading can be a whole class or a small group activity. The critical component of shared reading is that as the teacher interacts with the text, they also need to observe each student actively engaging with the text.
- Shared reading should not be confused with round robin reading. The intention of shared reading is that all participants are reading at the same time, so no student is singled out or reading without support.
- Conversation before, during and after reading together is important to build understanding of the reading process and reading strategies. Shared reading is an excellent method to introduce new concepts and model strategies. This strategy can be used to introduce students to new genres, to access more challenging text with sophisticated vocabulary/themes, prior to guided practice or before students undertake independent reading or inquiry.

PURPOSES FOR SHARED READING

Teaching a Strategy

Shared reading can be used to model a reading strategy to the class. Repeated readings allow students to practice the strategy and students can then be asked to apply it in their own independent reading.

Reading for Understanding:

Prior to reading a shared text, invite students to predict what it is about or what will happen. Read the text out loud together to build understanding. Reread as necessary. Discuss to make sense of the text and confirm predictions.

Reading for pleasure/performance/craft:

Prior to reading, students make predictions. First reading is simply to experience and enjoy the story. Second reading, clarify vocabulary. Third reading, zoom in: understanding and comprehension, content knowledge, punctuation, expressiveness, word choice, voice or literary devices (rhyming, imagery, emotions, similes).

SHARED READING CONSIDERATIONS - PLANNING TIPS - CLASSROOM DESIGN

- Shared reading can be used throughout the year to support students as they engage with content rich texts.
- Can serve as a mentor text where students are then able to create their own text using the mentor text as a model.
- Can use any text that can be displayed or that have multiple copies of that text.
- Effectively teaching using shared reading requires planning of prompts that will be used before, during and after.
- Know the text features and anticipate the challenging vocabulary to share with students.

Before - Preparing and engaging

- ensure all students can see or have a copy of the text
- activate prior knowledge
- set purpose for reading
- identify the focus of the lesson, the teaching point
- discuss title, cover, back cover and pictures (depending on format of text)
- conduct a picture walk to engage students in the story (depending on format of text)
- introduce concepts, characters or events (depending upon the book, the purpose, structure, genre, and new words)

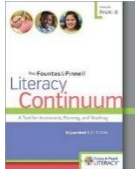
During - Enjoyment

- [build scaffolding](#) so that students feel so supported that they enjoy reading the book
- read the text as naturally as possible, modeling phrasing and fluency
- teacher sets a slower reading rate so all students are able to read along
- pause to highlight teaching point/specific teaching strategy (predict, question, infer, etc.)

After - Extending understanding

- discuss student thinking through open ended questions reserve time for reactions and comments
- relate the story to the students' similar experiences and make connections to prior learning may lead to a written response or a follow-up task

SHARED READING RESOURCES



Fountas, I. & Pinnell, G. (2017). The Fountas and Pinnell literacy continuum. Portsmouth, NH: Heinemann. p. 101- 160.

Portsmouth,

Reading Rockets - Shared Reading: An Instructional Strategy for Teachers Grades K-3:

<http://www.readingrockets.org/content/pdfs/SharedReading.pdf>

Scholastic - Literacy Place in the Early Years, Literacy Place Moving Up, and Inquiry Kits contain shared reading resources (texts with before, during and after reading questions):

<https://education.scholastic.ca/category/LITERACY-PLACE-FOR-THE-EARLY-YEARS>

A FEW THOUGHTS FROM EDUCATIONAL EXPERTS IN THIS AREA:



In shared reading children participate in reading, learn critical concepts of how print works, get the feel of learning and begin to perceive themselves as readers. (Fountas & Pinnell, 1996)



The shared reading experience also provides the opportunity for the teacher to share different genres, or types of books, with students and familiarize them with some of their text features. (Taberski, 2000)

TIPS

- Ideal use of big books.
- A SMART Board and a document camera are invaluable.
- Clarify expectations and practice pacing, volume and expression.
- Use a pointer stick and a clear start signal.
- Choose a short text that lends itself to oral reading.

SHARED READING PHOTOS/ VIDEOS - SEE IT IN ACTION

1) Kindergarten - <https://www.youtube.com/watch?v=PsWQOR2BnF8>

2) [Saskatchewan Reads](#)

3) 1st Grade - <https://www.youtube.com/watch?v=iG1hgrVuFMM>

CRITERIA OF EFFECTIVE IMPLEMENTATION

The teacher:

- selects a variety of high-quality texts that students may not be able to experience on their own
- creates a positive experience where all students can participate, receive support and experience success;
- promotes development of listening and reading comprehension skills;
- teaches effective reading strategies and skills;
- fosters development of problem-solving skills as they apply to reading;
- reinforces students' understanding of concepts of print and letter-sound relationships;
- reviews patterns of reading that are familiar to students, and explores new ones;

- teaches vocabulary;
- introduces new genres;
- highlights text features that are specific to the genre being read.
- makes cross-curricular links to other subject areas;
- demonstrates how reading strategies are applied in authentic reading situations;
- makes ongoing observations and assessments of students' progress;
- selects texts for future shared reading lessons that will address students' needs as identified by assessment data.

Students:

- learn by listening carefully to a variety of high quality texts read by good models;
- develop reading skills and strategies within an authentic reading context;
- develop an understanding of what reading is, and develop the confidence to read;
- Join in the reading when they are ready to do so
- practice reading in a safe, supportive environment, allowing themselves to take risks and make mistakes;
- listen to/hear themselves read;
- notice that some words occur again and again, and learn to recognize them;
- develop the ability to read fluently and expressively, using appropriate phrasing;
- experience reading a variety of genres (e.g., stories, poems, daily messages, songs, procedures);
- express preferences and personal interests among the texts read. (A Guide to Effective Reading Instruction, Ontario 2003)

SHARED READING MODIFICATIONS, SUPPORTS AND TECHNOLOGY TOOLS

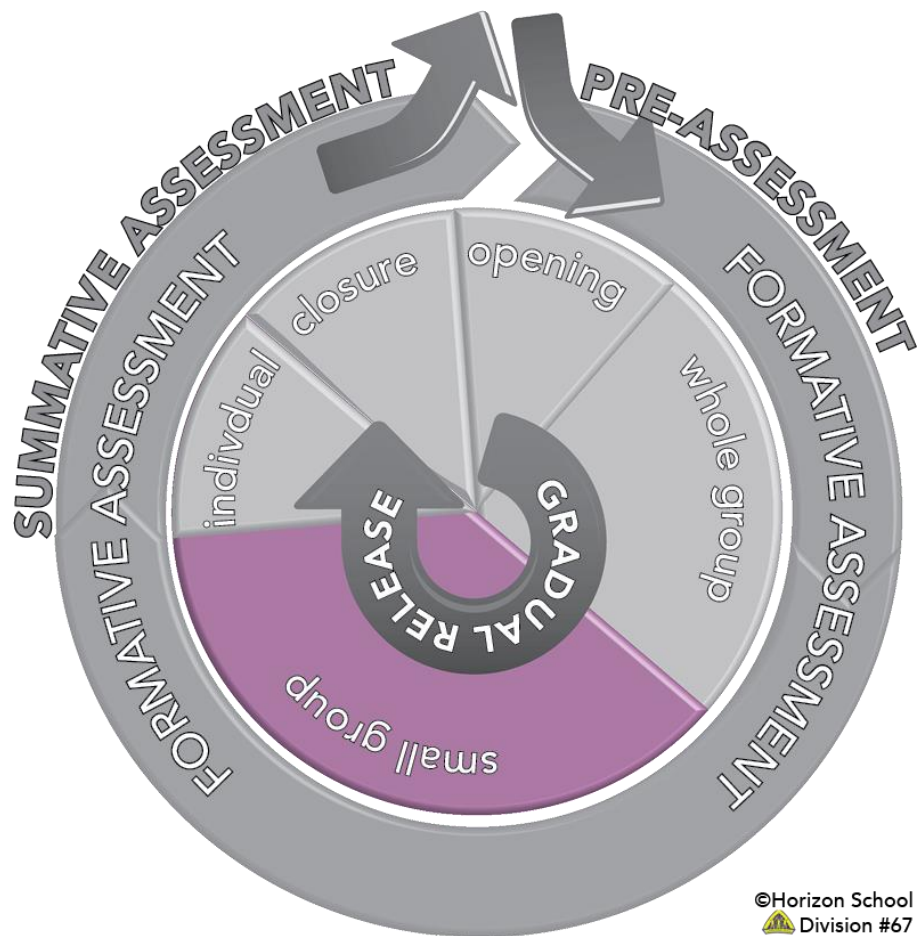
- Shared reading materials can be adapted by enlarging text, using braille, or other adaptive technology.
- Use digital texts for shared reading.

SHARED READING TEACHER SELF ASSESSMENT

<https://www.curriculum.org/secretariat/files/SharedReadingGuide.pdf>

Shared Reading Is...	Shared Reading Is Not...
using a text that is visible and accessible for all children in the class	reading aloud with a text that is only visible to the teacher
using a variety of texts including different genres, digital, and visual texts	favouring one genre or text type
helping students apply strategies in authentic reading experiences	having students practice skills in isolation
inviting students to join the teacher in reading often	one student reading at a time while other students follow along (round-robin reading)
sharing teacher thought processes while demonstrating a skill or strategy	choral reading without a purpose

Small Group Reading/Guided Reading



SMALL GROUP READING K-6 OVERVIEW

Small group instruction allows for students to receive explicit instruction designed to meet their needs as a learner. Ongoing instruction. The groups can be organized by reading level or can be created based on strategy needs. Through ongoing student observation and monitoring, teachers can restructure groupings based on data and evolving student needs.

What is Guided Reading?

Guided Reading is an approach where teachers work with alternating small groups of students who demonstrate similar reading behaviors and read similar levels of texts. Teachers are able to focus on specific student needs, accelerating progress and benefiting from time to observe students as they read from texts at their instructional reading level. Guided Reading is intended to teach strategies, not focus on completing a book. The goal is to develop reading strategies (do something with this text that they can apply to other texts). The intent is to help students read progressively more complex texts, initially with support and then on their own. Guided reading lessons are short, approximately 10-20 minutes, and may feature a sequence of lessons over a number of days.

Lessons feature a similar structure no matter the grade or level. [Planning Template](#)

What are Strategy Groups?

An alternative to providing differentiated instruction is to group students in small flexible groups based on areas of need. Students from different reading levels are invited to meet with the teacher to work on a common strategy. They apply learned strategies to their own independent level texts. The Daily 5 / CAFE approach is based on Strategy Groups.

RELEVANCE TO PROGRAM OF STUDIES

General Outcome 2:

Comprehend and respond personally and critically to oral, print and other media texts.

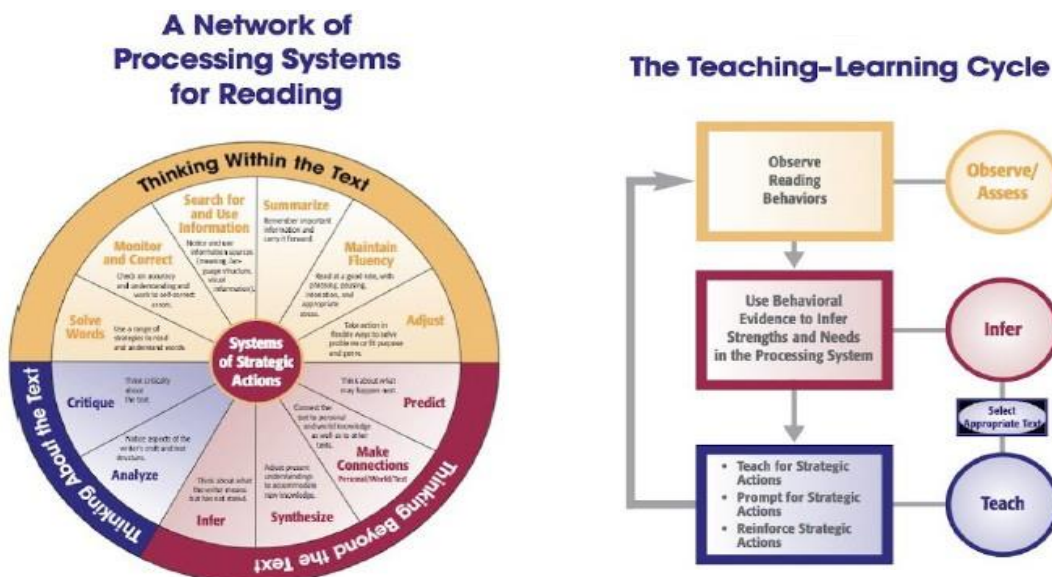
2.1 Uses Strategies and Cues

2.2 Responds to Texts

2.3 Understands, Forms, Elements and Techniques

SNAPSHOT:

Guided reading allows teachers to coach a group of similar readers with intentionally planned lessons tied to curriculum outcomes:



<https://benchmarkeducation.com/best-practices-library/small-group-reading.html>

STEPS TO IMPLEMENTING GUIDED READING

Before instruction:

1. Consult reading data from the previous year. If there is limited prior student data, administer a running record, or a complete Benchmark assessment to determine an appropriate instructional reading level.
2. Divide students into small groups based on similar reading levels, ideally no more than four students per group. Group members will shift as students' progress with their reading.
3. Select an instructional level text that students will likely enjoy and that offers challenge and opportunity to learn. The text should be challenging, but not so difficult that students will become discouraged - aim for 90-95% accuracy. Each child needs his or her own copy of the book or text.
4. Organize a note-taking book for noting strategies that are taught during guided reading lessons and observations of student progress.
5. Pre-read the chosen text and plan a guided reading lesson: introduction, teaching point, comprehension questions, early finisher task(s).

During instruction:

1. Greet students and introduce the text.
2. Set a comprehension purpose question (CPQ) for the students to focus on as they read.
3. Assign a section of the text to be read silently.
4. Observation of reading behaviours - As the students read to themselves (Kindergarten and grade 1 students may "whisper read"), the teacher notes observations about reading behaviours, and provides coaching to those who hit a stumbling block. This guidance can take the form of asking questions, giving prompts, or providing a reading strategy.
 - i) Choral reading is a good strategy to use for one or two introductory pages to establish a pattern in the book or to find the answer to the comprehension purpose question. Once you have launched students into the text, they read independently with no round robin reading.
5. Students who complete their reading passage before other group members can re-read the text or complete an early finishers activity such as look for a new and interesting words in the text, look for spelling patterns previously learned, retell the story to themselves or draw something from the text.
6. Discuss the CPQ. Encourage students to share and discuss their responses.
7. Have students support their opinions and reflections by returning to the text.
8. Reinforce effective actions- when you observe effective reading strategies, share this with the student. Be specific such as "I like the way you paused for the punctuation." Rather than "Good reading."
9. Check for comprehension - ask questions, talk about what happened in the text, draw the main ideas or write about what they read.
10. Share a specific goal or strategy for students to work on in their independent reading until you see them again.

The Book Introduction Does:	The Book Introduction Does Not:
<ul style="list-style-type: none"> • Create interest in a topic or story. • Assess students' background knowledge so that confusions can be cleared up if needed. • Help readers understand the text structure as a support for comprehending. • Familiarize students with tricky language structures. • Draw readers' attention to key information and where they will find it. • Draw readers' attention to key vocabulary if needed. • Prompt thinking in response to the text. • Poise the readers to problem-solve their way through the text. 	<ul style="list-style-type: none"> • Laboriously preview every page. • Pre-teach vocabulary words. • Consist of a "picture walk" in which students look through the text and examine the pictures either individually, or as a group with the teacher. • Remove the challenges from the text by communicating all information in advance. • Tell readers what to think during and after reading the text. • Take longer than it takes to read the text.

SMALL GROUP STEPS TO IMPLEMENTING STRATEGY GROUPS

Before instruction:

Analyze reading assessments and observations to determine what a student is already able to do and decide on a teaching point that is a stretch from what the student can do independently. Group students in small groups according to their reading needs.

During instruction:

1. Tell the readers why they have been gathered into the small group and state the strategy for the lesson.
2. Provide a brief demonstration by modelling the strategy for the students to observe.
3. Coach each student as they begin to practice the strategy independently in their own self-selected reading materials or materials you have provided that meet each individual student's need.
4. Once you are confident that the students are applying the strategy correctly, conclude the lesson by restating the purpose of the strategy and encouraging students to continue to use this strategy on their own.
5. Continue to work with the group over multiple days to observe and reinforce their use of the strategy and reading progress.



CONSIDERATIONS - PLANNING TIPS - CLASSROOM DESIGN

- Build in time to conference with a number of students every day. Aim for short, frequent touch points rather than an extended session with one child every few weeks.
- Create a space where small groups can sit with teacher, e.g., kidney shaped table
- Establish routines, a positive classroom climate, and meaningful options for tasks so that all students are actively engaged.
- Centers or using the Daily 5 structure are invaluable because they allow time for the rest of the class to practice and reinforce skills while the teacher works with small groups and provides targeted instruction. Centers should be purposeful not just busy work (e.g. literacy centers, independent reading, word work, listening to reading, partner reading, grammar writing, and inquiry projects).
- Preserve the integrity of the guided reading materials. Levelled texts are typically packaged in multi-packs with 6 copies of each book and should be stored in a central book room. They should not be used for a whole class instruction.
- Be critical in the selection of the guided reading materials. Aim for texts that will connect to student interests and backgrounds. You do not need to limit the reading to books, you may use other materials such as: posters, brochures, and news articles.

Examples of book rooms located here.

- Become familiar with available titles/genres in your guided reading series, text features used in the books and reading behaviors to develop at each level:
 - 1) [Reading Assessment Checklist levels A to Z](#)
 - 2) [Leveled Literacy Instruction Continuum of Behaviours and Understandings to Notice, Teach and Support](#)
- Do not overlook stronger readers when forming small groups. All children need support enhancing their reading skills as texts become more complex.
- Regularly revisit groupings and consider numerous factors when deciding to move students to a new reading group: results of running records and observations, reading strategies observed in use, evidence of fluency and appropriate reading rates, comprehension, stamina, reading behaviours and overall enjoyment. Students should feel confident at their current level, having successfully mastered a number of books at their level, before we increase the level of challenge.
- Allow children choice during free independent reading time do not keep them at their level. Choice equals engagement.

SMALL GROUP READING RESOURCES

Jamison Rog, L. (2003). Guided reading basics: Organizing, managing and implementing a balanced literacy program in K-3. Portland, ME.: Stenhouse

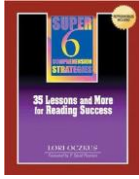


Jamison Rog, L. (2012) Guiding Readers: Making the most of the 18-minute guided reading lesson. Markham, ON: Pembroke.

Fountas and Pinnell Prompting Guides 1 & 2: <http://www.heinemann.com/products/E04389.aspx>

F & P Prompting Guides 1 & 2 - iOS App: <https://itunes.apple.com/ca/app/fountas-pinnell-prompting/id591514635?mt=8%20-%20Continuum>

First Steps - Guiding Practice Activities for Reading Strategies - p.133



Oczkus, L. D. (2004). Super six comprehension strategies: 35 lessons and more for reading success. Norwood, MA: Christopher-Gordon.

Keene, E & Zimmermann, S. (2007). Mosaic of Thought. Portsmouth, NH: Heinemann.

Harvey, S. & Goudvis, A. (2000). Strategies that work. York, ME.: Stenhouse Publishers.



A-Z Reading (Raz Kids) <https://www.raz-kids.com/main/BookDetail/id/1377>

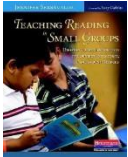
First Nations, Métis and Inuit levelled literacy books:

https://education.scholastic.ca/productlist/RAVEN_TALES

<http://www.eaglecrestbooks.com/>

Pearson Canada - Aboriginal Resources (Turtle Island)

<https://www.pearsoncanadaschool.com/index.cfm?locator=PS16Cj>



Serravallo, J. (2010). Teaching reading in small groups: differentiated instruction for building strategic, independent readers. Portsmouth, NH: Heinemann.

[Daily 5 CAFÉ Menu for emergent readers](#)

[Daily 5 CAFÉ Menu](#)

CONSULTANT TIPS

Basic implementation would look like this:

...pre-assessment, decide how students will be grouped, instruction of guided reading, progress monitoring, post assessment

A more impactful implementation would look like this:

...focused strategies while instructing groups, selecting strategies to coach based on formative data; frequent, scheduled meetings with groups; and personalizing responses to students within groupings (by student abilities, by outcome, by interest, etc.)

....Create manageable groups. Aim for 4 or 5 groups. Groups may consist of students across a few reading levels. Target number of students per group is 3-5. It is not necessary to meet with every group every day. Higher level groups may receive less frequent support, while lower level groups would receive more.

....Keep a selection of easier and more challenging books on hand in case you find the one you were planning on using does not appear to be a good match to student needs and interests.

....Provide flexible reading spaces - allow students to opt for low stools, high stools or under the table once they start reading. A physical separation can help students read independently and not focus on what their peers are doing or coaching support that you may be providing to other individuals.

....Have a variety of tools on hand to support guided reading: pointer tools, post-its, highlighting tape, magnetic letters, whisper phones, rubber fingers, lasers, anchor charts describing the comprehension strategy (What is it? What does it look like?) and reading rulers (Return Sweep E.Z.C. Reader) *See images in top right hand corner of page.

www.reallygoodstuff.com

SMALL GROUP READING-SEE IT IN ACTION

Guided Reading Video Clips - Jan Richardson <http://www.janrichardsonguidedreading.com/video-clips>

Strategy Lesson - Jennifer Serravallo <https://www.youtube.com/watch?v=XUdCUtHCKRI>

Youtube Channel - Guided Reading - 63 videos of classrooms:

https://www.youtube.com/watch?v=txCQo_8Gi-U&list=PLB556418715BE1A76

Youtube Channel - <https://www.youtube.com/watch?v=AOj3281eNGg>

SELECTING GUIDED READING TEXTS

- How many challenging words is the reader likely to struggle with?
- Is the reader likely to have the necessary background knowledge to understand the material?
- Are the text structure and features likely to add an additional challenge for this reader?
- Is the reader likely to be interested in the topic and motivated to read this material?
- Levelled or non levelled materials?

Source: Rog, L.J. (2014). *Struggling Readers: Why Band-Aids don't stick and worksheets don't work*. Markham, ON: Pembroke.

DEVELOPING FLUENCY

Reading fluency is an important skill that can be developed through small group instruction. Fluency refers to the ability to read accurately at a rate where decoding is relatively effortless; proficient oral reading should be smooth, accurate and expressive (prosody). The primary benefit of fluency is that readers are able to allocate more attention to comprehension. (Wolf & Katzir-Cohen, 2001)

Six Dimensions of Fluency

Pausing - the reader's voice, pauses and breathing is guided by punctuation, e.g. short breath at a comma; full stop with periods and dashes.

Phrasing - the way readers put words together in groups to represent meaningful units of language. Phrasing involves pausing at punctuation as well as chunking groups of words that should be read together.

Stress - the emphasis readers place on particular words (louder tone) to reflect the meaning of the text as speakers would do in oral language.

Intonation - the way the reader varies tone, pitch, and volume to reflect the meaning of the text and to mark punctuation such as periods (falling inflection) and questions marks (rising inflection).

Rate - the pace at which the reader moves through the text. An appropriate rate moves along rapidly with a few slowdowns, corrections or long pauses to solve words. The pace is also appropriate to the text and purpose of the reading--not too fast and not too slow.

Integration - the way the reader consistently and evenly orchestrates pausing, phrasing, stress, intonation, and rate. The reader moves smoothly from one word to another, from one phrase to another, and from one sentence to another, incorporating pauses that are just long enough to perform their function. There is no space between words except as part of meaningful interpretation. When all dimensions of fluency--pausing, phrasing, stress, intonation, and rate-- are working together, the reader will be using expressions in a way that clearly demonstrates that he understands the text and is even thinking beyond the text.

Six Dimensions of Fluency Rubric: <http://www.dps.k12.oh.us/content/documents/Fluencyrubric.pdf>

SOURCE: Fountas, I. C. & Pinnell, G.S. (2006). *Teaching for comprehending and fluency K-8: Thinking, talking, and writing about reading*. Portsmouth, NH: Heinemann.

SUCCESS LOOKS LIKE...

- clear improvement in reading comprehension
- students using strategies independently
- students self-monitoring: self-correcting, re-reading
- students moving up levels (able to handle more challenging levels of texts)
- students are engaged

STUDENTS...

- know their strengths and know what they are working on
- can describe what they are doing as a reader (reading behaviors)
- use reading strategies and can describe what they did to make sense of text
- enjoy reading

CHALLENGES/PITFALLS

! If students are disengaged (not focused, attentive, etc.)

- check reading levels
- keep lesson short
- pick more motivating content geared to their interests - read more widely than little 16 page leveled books.
- "sell the book" during the introduction
- have options for alternative seating
- provide fidgets

! If lesson is taking too long:

- plan lessons so they progress efficiently and you do not have to rush closing the lesson
- explore which part of the lesson is taking too long
- lesson should be approximately 20 minutes long; most components should only take 2 or 3 minutes. (**Refer to planning template at end of this document**).
- avoid pitfalls: spending too much time on building background knowledge, doing round robin reading or getting sidetracked by student behaviours. Prompt less.
- have positive routines in place
- videotape lesson
- have a timer on table

! Unclear what to coach students on:

- use Fountas & Pinnell Prompting Guide
- consult CAFE strategies
- preview chosen book - look at text features, vocabulary, and which strategies might naturally evolve from the text and gear book talk/mini-lesson towards students' abilities
- take anecdotal notes to inform next lesson
- collaborate with colleagues, discuss specific students and strategies you are focusing on.
- use a Guided Reading lesson plan that lists reading strategies, e.g. help students break inefficient reading habits.

! Students do not seem to be making progress:

- are you focusing on a superficial level of understanding (asking 'right there' questions, not inviting thinking about or beyond the text)?
- are you challenging kids to go deeper in their thinking (inferring, synthesizing)?
- are you over teaching one strategy?

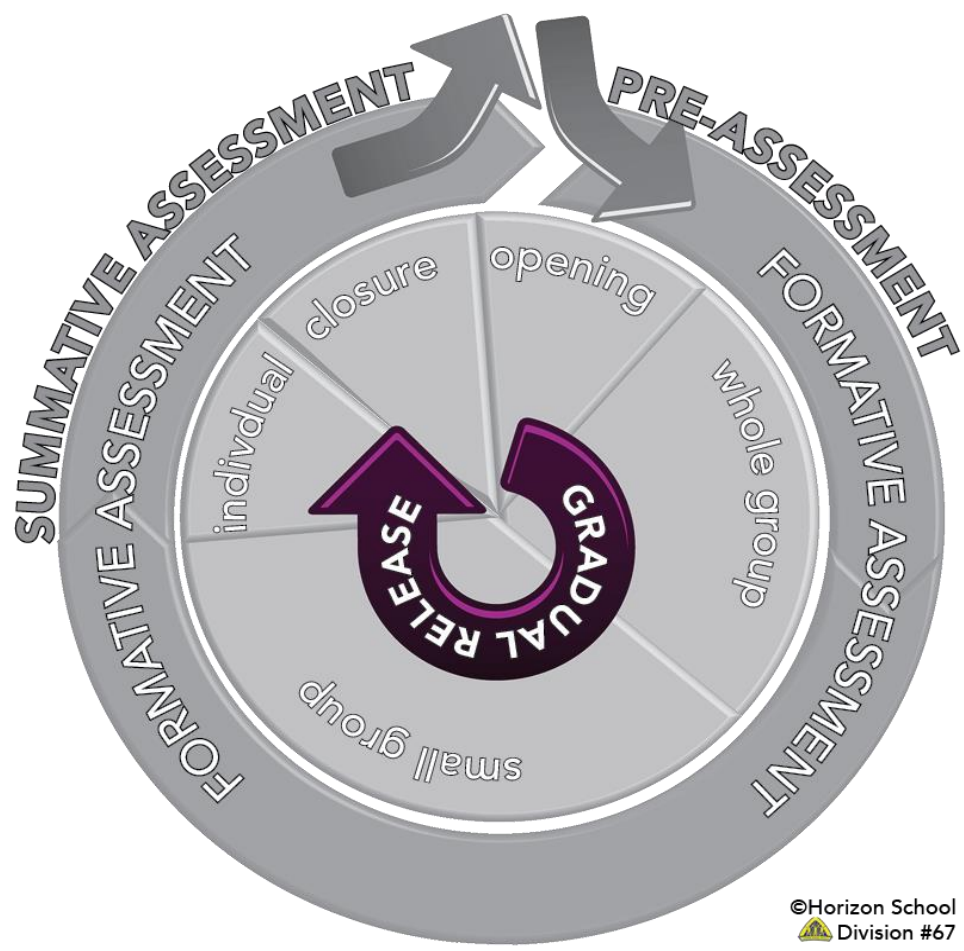
- is instruction overly focused on phonological awareness and patterns rather than making sense of text?
- is instruction focused on understanding a specific text, rather than development of transferrable reading strategies?
- are students prompted to use strategies during independent reading?
- are you holding one-on-one conferences as needed to see what students are integrating and where they still need support?
- have you recently done a running record to confirm appropriate reading level?
- is it time to explore a more intensive level of intervention and get additional support?

GUIDED READING MODIFICATIONS, SUPPORTS AND TECHNOLOGY TOOLS

- Some students might benefit from pre-teaching before going into a guided reading group, e.g., reading the chosen story with an educational assistant/peer/ parent helper prior to the lesson so they already have some experience with it
- Provide visual vocabulary supports (English Language Learners), e.g., have an iPad on hand for quickly accessing images
- Read digital texts and model how you read them, e.g., A-Z reading projectable books/activities
- Tar Heel Reader has been designed to allow students to use a variety of alternative access methods to choose and read simple books on a range of topics. Accessibility options include mouse, touch screen, alternative pointing devices, AAC devices with serial output, IntelliKeys and switches.
<http://tarheelreader.org/>
- Use technology tools to digitize texts, simplify reading levels, clear out extra distractions on the page, and enlarge font, e.g. Simple English, Too Long Didn't Read - TLDR, Clearly, and Readability

Examples of Planning for guided reading and taking notes: Can be found [here](#)

Writing



WRITING OVERVIEW K-6

Writing is a fundamental skill. It is important for students to develop an early foundation in writing so they can communicate, represent and express their ideas. Effective instruction and adequate time for students to write are key in helping students gain confidence in their writing abilities.

Writing can serve a number of purposes: communicating a message, playing with language, inciting a response and writing about reading where students can analyze, reflect, demonstrate understanding and show evidence of their thinking. Careful instruction and modelling is necessary to help students master writing conventions, hone craft skills (also known as Writing Traits), consider audience and explore genres:

- Functional - communication to get a job done, e.g., notes, graphic organizers, letters, ads
- Narrative writing - telling a story, e.g., fiction texts, personal narratives, summaries, readers' theater script, cartoons, biography
- Informational writing - organizes and presents facts, e.g., non-fiction texts, author study, essay, how-to guide, report, "all about" book, photo essay, news article, speech, editorial, review
- Persuasive writing - sharing an argument (facts and logic) or seeking to persuade (opinions and emotions)
- Poetic writing - arranging words and phrases to convey meaning, evoke feelings and portray sensory details.

RELEVANCE TO PROGRAM OF STUDIES

General Outcome 1: Explore thoughts, ideas, feelings and experiences.

1.2 Clarify and extend

General Outcome 2: Comprehend and respond

personally and critically to oral, print and other media texts

2.1 Use Strategies and Cues

2.3 Understand Forms, Elements and Techniques

2.4 Create original texts

General Outcome 3: Manage ideas and information

3.1 Plan and Focus

3.3 Organize, Record and Evaluate

3.4 Share and Review

General Outcome 4: Enhance the clarity and artistry of communication

4.1 Enhance and Improve

4.2 Attend to Conventions

WRITING SNAPSHOT

Writing instruction should follow a **gradual release of responsibility model**. It is an instructional framework that has been documented as an effective approach for improving literacy achievement (Fisher & Frey, 2007), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003). It emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise (Buehl, 2005). It is not uncommon for teachers to rush past the stages of 'we do' and 'you do', but this is a prime opportunity for students to develop and refine their writing and editing skills before they are expected to use them independently.

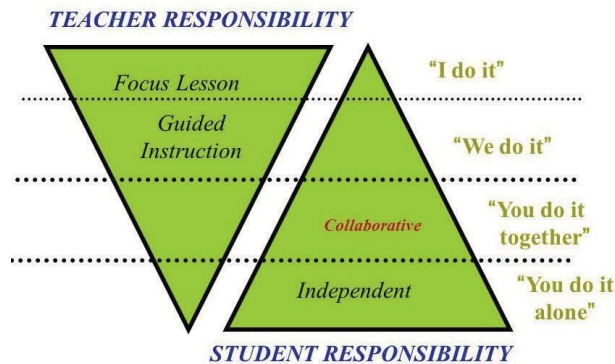
This model is not linear; teachers may cycle back to focus lessons and guided instruction when students need

additional support. There should be continual flow between guided writing instruction (skills taught), coaching, conferring and goal-setting (individualized support) and independent writing (skills practiced).

Douglas Fisher in this video briefly describes how to implement the Gradual Release of Responsibility model during writing instruction: [Video](#)

WRITING PLANNING TIPS - CLASSROOM DESIGN

- Writing should be a regular, ongoing component of literacy instruction as opposed to a random event that takes place from time to time in an isolated manner. In order to maximize teaching time, writing instruction should support learning across the curriculum. A scope and sequence that highlights skill development and genres by grade or level may be helpful to differentiate and plan instruction.
- Post or share exemplars of student writing so students can see what is expected of them and compare their writing to the exemplars.
- Consider flexible classroom seating options to honour different writing styles including collaborative writing/peer



editing tables and quiet spaces.

- Make available a wide range of writing tools: clipboards, pencils/feathered pens, graphic organizers, different types of paper, staplers, folders, reference books and writers' notebooks.
- Post support materials on the wall: anchor charts, visuals/pictures, banned words, colourful words, other options for 'said', writing strategies, interactive word wall so students can access words, etc.
- Pernille Ripp encourages teachers to reflect on instruction and classroom design to see it if engages learners. Visit her blog for ideas on how to create passionate writers: <https://pernillesripp.com/2015/02/12/creating-passionate-writers-some-ideas-to-start-with/> Allow room for personal choice and voice. Provide topic ideas, picture of the day, story cubes/dice, etc., so students are not stuck facing a blank page. Whenever possible, allow students to craft texts that are personally meaningful to them.
- Provide fidgets, wiggle seating and kinesthetic supports to illustrate big ideas (e.g. emotional "eggs" or a bouncing ball to emulate sentence structure).

KEY INSTRUCTIONAL COMPONENTS

One way to structure writing in the classroom is by implementing a Writer's Workshop model. This framework provides a predictable structure for writing instruction and practice. The components of Writer's Workshop are:

- Mini Lesson
- Independent Writing
- Guided Writing
- Conferencing
- Sharing/Author's Chair

Source: Fountas, I. C., & Pinnell, G. S. (2017). The Fountas & Pinnell literacy continuum: A tool for assessment, planning, and teaching. Portsmouth, NH: Heinemann.

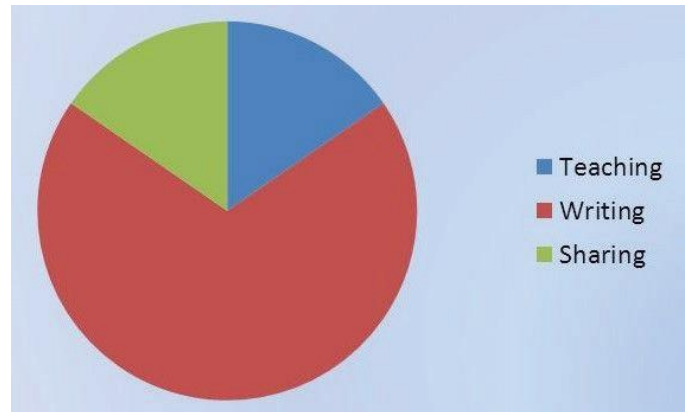
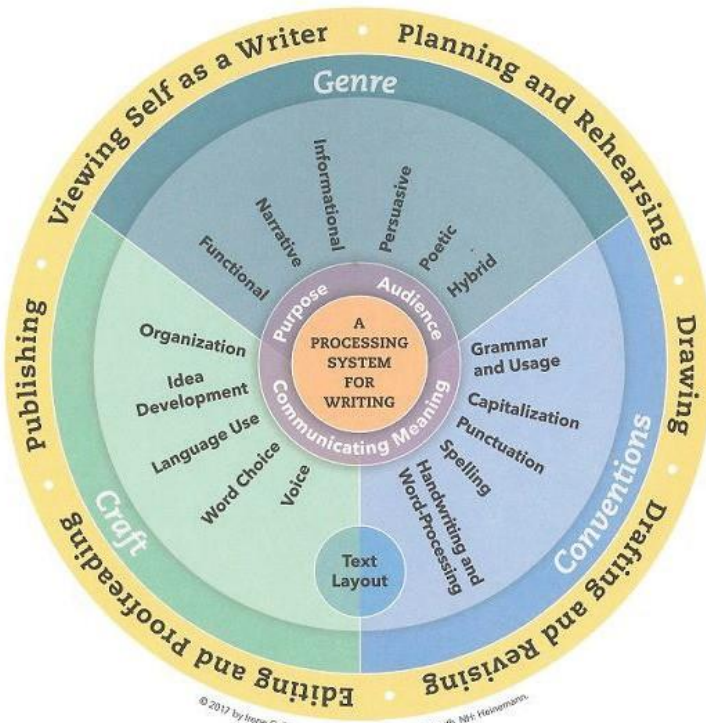
PWIM- Picture Word Induction Model : This is a great strategy to build information before students write. For video links and information on this model see below. Excellent strategy for English Language Learners.

<https://www.pinterest.ca/kikihewitt/pwim-picture-word-inductive-model/>

<https://saskatchewanreads.wordpress.com/pwim-picture-word-inductive-model/>

https://drive.google.com/open?id=0B3tvk_eiezirU0g3ZHdUQURDcEdnRDhJQ241Y0dkSDIUMXBF

https://drive.google.com/open?id=0B3tvk_eiezirTk80eVplenVZRWVtRE56b2pXZWWh5QWZJU09z



Mini Lessons are typically taught to the whole group

(e.g. carpet time in front of a whiteboard or chart paper). The instruction focuses on an identified area of student need. These lessons usually involve the teacher doing the following:

- Activating students' prior knowledge
- Directly instructing a skill
- Modeling the skill (e.g., shared/interactive writing)
- Engaging the students in discussing or practicing the skill
- Connecting the skill to other learned writing skills

Independent Writing takes up most the Writer's Workshop time. Students need frequent and predictable periods of time set aside to write.

Guided Writing is an opportunity for the teacher to work intensively with a small group of students who share similar learning needs while the rest of the class is working on independent writing. These small group lessons help scaffold learners at all levels. Guided writing is a strategy that gives students the opportunity to review a recently taught writing skill in a small-group setting and then to apply the skill through independent writing. Guided writing involves many components - planning, writing, revising, editing/conferencing, publishing and sharing. A lesson usually comes about when a teacher determines that a group of students could benefit from further support in a certain area.

Guided writing should foster development of the writing process, writing traits, and conventions in a structured, layered way that includes anchor books and related instruction. Guided Writing should be linked to reading in that writers must think about their readers and through the reading of diverse mentor texts, the craft of writing can be explored. Guided writing groups are typically organized by student developmental levels.

Strategy Groups are similar to guided writing groups, but in this approach, a group of students from across development levels are linked together for instruction on a specific writing skill or strategy.

The teacher

- may focus group work on developing writing skills and strategies (forming paragraphs, etc), on using writing as a tool for inquiry, on learning to write in different genres, on the writing process, or on using technology to publish writing; may form small temporary (usually short term) strategy groups of students that meet to discuss aspects of writing and learn more about the writer's craft and conventions;
- selects strategy groups that are flexible and are based on what the teacher learns as he/she reads the student's writing;
- meets with guided writing/strategy groups several times per week as needed;
- plans for students to work individually for most of the period, then has selected students move into the group for 7-12 min of small group instructional time.

The **student's role** is to work on their own pieces of writing during independent and guided writing times integrating research and key content as directed. Students learn to evaluate their own work and participate in peer feedback processes.

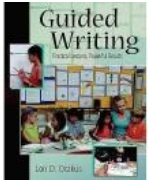
Conferencing occurs while other students are working on their independent writing. It allows the teacher to engage in a conversation with one student writer, to focus on the writer's needs and to help them solve problems related to their particular piece of writing. A writing conference should focus on one aspect of their writing and provide just enough help to keep the student moving forward. It should last approximately 2-10 minutes; it is not the time to edit or revise an entire piece of writing.

Sharing/Author's Chair allows for students to share and celebrate their writing. This component allows students to learn from each other, ask questions and offer feedback to their peers. It is not necessary to have all students share during each writer's workshop but preferable to choose a few volunteers. In the interest of time and attention spans, students may opt to only share a portion of their writing if their texts are quite long. Or you may choose to have all students share with a partner for a few minutes and then select a few to share with the whole class. Students love taking turns in a fun chair, stool or armchair (better yet, one they had a chance to personalize)

holding a class quilt or teddy bear - anything that marks the value of sharing and contributes to the sense of community.

[Instructional Procedures For Teaching Writing](#)

RESOURCES



Oczkus, L. D. (2007). *Guided writing: Practical lessons, powerful results*. Portsmouth, NH: Heinemann. Excerpt - Chapter 4:

<http://www.heinemann.com/shared/onlineresources/E01071/chapter4.pdf>

First Steps (chapter on student levels of writing):

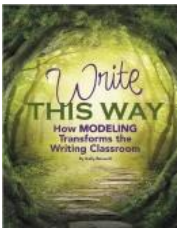
http://www.eric.ca/resources/resources/first_steps_in_literacy/

ReadWriteThink, International Literacy Association

- Strategy Guide for Guided Writing with 3 sample lesson plans:

<http://www.readwritethink.org/professionaldevelopment/strategy-guides/guided-writing-30685.html>

Mermelstein, L. (2013). *Self-directed writers: The third essential element in the writing workshop*. Portsmouth, NH: Heinemann



Boswell, K. (2016). *Write this way: How modeling transforms the writing classroom*. North Mankato, MN: Maupin House Publishing.

Gear, A. (2011). *Writing power: Engaging thinking through writing*. Markham, Ont.: Pembroke.

Gear, A. (2014). *Nonfiction writing power*. Markham, Ontario, Canada: Pembroke.

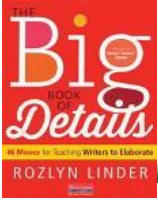
Hoyt, L. (2011). *Crafting nonfiction. lessons on writing process, traits, and craft*. Portsmouth, NH: Firsthand Heinemann. (Grades K-2)

Hoyt, L. (2012). *Crafting nonfiction intermediate, lessons on writing process, traits, and craft*. Portsmouth, NH: Heinemann. (Grades 3-5)

Jamison, L. (2007). *Marvelous mini lessons for teaching beginning writing, K-3*. Newark, DE: International Reading Association.

Jamison, L. (2011). *Marvelous mini lessons for teaching intermediate writing, grades 4-6*. Newark, DE: International Reading Association.

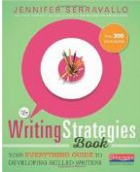
Jamison, L. (2015). *Marvelous mini lessons for teaching: Nonfiction writing K-3*. Markham, Ontario, Canada: Pembroke.



Linder, R. (2016). The big book of details: 46 moves for teaching writers to elaborate.

Portsmouth, NH: Heinemann.

Lucy Calkins: Units of Study - Writing: <http://www.unitsofstudy.com/k5writing/>



Serravallo, J. (2017). The writing strategies book: Your everything guide to developing skilled writers. Portsmouth, NH: Heinemann.

Empowering Writers - online resources, professional books and workshops:

<http://empoweringwriters.com>



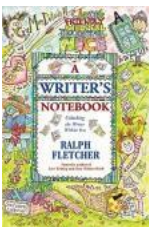
Writing Fix K-12 - an extensive website built around writing traits featuring mentor text lessons, daily writing prompts, 6 trait materials, cross curricular ideas:

<http://www.writingfix.com>

Ruth Culham - Writing Resources, using mentor text, 6 Traits Writing Program, scoring guides:

<https://www.scholastic.com/teachers/videos/teaching-content/teacher-talks-ruth-culham-traits-writing/>

<http://www.culhamwriting.com/>



Ralph Fletcher - Tips for Young Writers, Writer's Notebook, PDFs for teachers, Professional books: www.ralphfletcher.com

Vicki Spandel & Jeff Hicks:

• Companion Website for Creating Writers: 6 Traits -lesson ideas, sample student papers, rubrics:

http://wps.prenhall.com/chet_spandel_writers_6/

• Six Trait Gurus Blog - assessment tips, lesson ideas, book reviews: <https://sixtraitgurus.wordpress.com/>

A FEW THOUGHTS FROM EDUCATIONAL EXPERTS IN THIS AREA:

The quality of writing instruction will rise dramatically not only when teachers study the teaching of writing but also when teachers study their own children's intentions and progress as writers. Strong writing is always tailored for and responsive to the writer. (Lucy Calkins)

When students write from experience, they can breathe those specifics into their writing dialect, odd smells, precise names of plants - that can animate even the most tired and tedious text. (Ralph Fletcher, What a Writer Needs)

Reading is like breathing in. Writing is like breathing out. Reading brings new ideas, perspectives and worldviews. Writing is how we send our own voice, hopes, wonderings and opinions into the world. Captivating books act as mentors for a child's own writing and provide valuable guidance on how to tell stories and craft strong ideas. This is why writing and reading are most impactful when practiced together. (Pam Allyn 2015, ILA Conference)

What students have been missing for years is seeing their teacher write...Write yourself...You can't ask someone to sing a duet with you until you know the tune yourself. (Donald Graves)

CONSULTANT TIPS

- Mini-lessons: could involve whole class or small group; could reinforce a skill or strategy; might demonstrate a new move for students who are ready for additional challenge; could be designed to guide students who have trouble getting started; same skill would typically be practiced during independent writing time or in literacy stations;
- Help students learn to value the entire writing process including revision and editing. However, not all texts need to be fully polished. Writing folders and notebooks should be filled with personally meaningful content, lists, rich ideas, writing attempts with varying levels of success, and ideally learning goals that indicate self-awareness of their strengths and goals. Students should be able to describe how they are honing their craft.
- Make time for quick writes. This is a versatile strategy where students write rapidly and without stopping in response to literature, a prompt or as a formative check-in before or after a lesson. Quick writes provide students with a means of quickly representing their thinking. Rather than being concerned with correct spelling, punctuation, and word usage, the student is able to focus on their message. Typically, quick writes are timed (approx. 2-5 minutes) and students are given a chance to share their writing with peers.
- Writing is not simply an academic exercise. It can also help students reflect, calm down, and express emotions. Invite students to write any time they need to process something that happened or they may benefit from quiet reflective time.
- Build in lessons where students 'hold' the pen and help create short texts as a class. Interactive and Shared Writing is an important step towards building independent writers.

Writing Bill of Rights

- Lucy Calkins

1. Writing needs to be taught like any other basic skills with explicit instruction and ample opportunity for practice.
2. Students deserve to write for real, to write the kinds of texts they see in the world and to write for an audience of readers.
3. Writers write to put meaning on the page. Teach children to choose their own topics most of the time and write about subjects that are important to them.
4. Children deserve to be explicitly taught how to write including instruction in spelling and conventions as well as qualities and strategies of good writing.
5. Students deserve the opportunity and instruction necessary for them to cycle through the writing process as they write.
6. Writers read. To read and hear texts read, and to read as insiders, studying what other authors have done that they, too, could try.
7. Students deserve clear goals and frequent feedback. They need to hear ways their writing is getting better and to know what their next steps might be.

WRITING PHOTOS/ VIDEOS - SEE IT IN ACTION

A Day in the Life of Our Writing Workshop:

<https://www.youtube.com/watch?v=zPRM2ZXyr50&list=PLb5RXypPqP5sNAYNUDEfwag2QYPauhCcc>

Lucy Calkins - Why Mini Lessons: <https://www.youtube.com/watch?v=rOeJIxGwpY8>

A Sample Mini-Lesson - Gr 2 Forces and Motion: <https://vimeo.com/89014991>

Lucy Calkins - Writing Conference with a Primary Student: <https://vimeo.com/30092813>

Precision Teaching: Writing Conferences Student and Teacher: <https://www.youtube.com/watch?v=njL-GV3drzRo>

Precision Teaching: Writing: Shared Writing: <https://www.youtube.com/watch?v=j-Em34VP3cQ>

Focus Lesson - Writing Workshop - Gr 4: <https://www.youtube.com/watch?v=gtl0bKu5aQg>

SUCCESS LOOKS LIKE...

- Students who feel like writers. They know what they are 'working on' and approach writing confidently. They have a purpose and look forward to sharing with a real audience (not just the teacher). Students who look forward to writing time and quickly become absorbed in their writing because it is personally meaningful to them.
- Students who collaborate with peers, seek feedback and are willing to revise and compare to exemplars, refining content, organization, voice, vocabulary, etc. to improve their texts.
- Students are given choice and are willing take risks because of the supportive environment.
- Teachers who provide short, targeted interventions, directly coaching students in various groupings and providing feedback. Less students getting "stuck", facing blank pages and becoming frustrated.
- Teacher has a strategic plan. Writing links to out- comes and is tied to reading, mentor texts and content areas. Clear evidence of strategies, tools and anchor charts in use.
- A teacher who also writes. Teacher is passionate about writing; modeling and thinking aloud to share own process.

CHALLENGES/PITFALLS

! Managing the classroom while teaching guided writing groups:

- Establish routines early on.
- Foster independence (teach strategies, allow students to collaborate with peers, post anchor charts, "see 3 before me").
- Ensure that students have an identified purpose and writing goals.
- Teach students how to conference together on their own.

! Finding the time to teach guided writing effectively:

- Consult sample writing workshop schedules to see how others have structured their time.
- Work strategically with grade partners and educational assistants if available to create flexible groupings across classrooms
- Focus lessons on identified areas of student need (focused on specific strategies and skills). Rather than grouping students by developmental level or following a lock-step program (one size fits all).

! Finding lessons:

- Assess the learners and identify areas of need. Use data from assessment tools such as SLA/PATs and rubrics found in Inclusive Ed library (see link in assessment section).
- Refer to student outcomes and a developmental continuum to create a roadmap.

! Lack of student engagement and reluctance to write:

- Provide choice and meaningful topics
- Use discussions and pre-writing activities to shape ideas
- Learn from and emulate mentor texts
- Build background knowledge
- Offer feedback in the midst of the work (not after writing is complete)
- Provide an authentic audience and purpose for writing



WRITING MODIFICATIONS, SUPPORTS AND TECHNOLOGY TOOLS

- Use pictures, sentence stems and rich word lists to support writing.
- Differentiate expectations for each student.
- Use online tools such as G Suite for Education where you can connect to student texts at various stages during their writing process and provide feedback, ongoing assessment and support directly within their text (e.g. using comment feature).
- Discover digital tools that can enrich the writing experience such as Pobble365.com for daily picture prompts and discussion questions, Storybird.com for easy to create, beautiful digital books and Seesaw, a digital portfolio, for sharing writing with parents.
- Explore alternative tools so that all students can communicate their ideas: scribing, eye gaze charts, alternative pencils, speech to text tools, and Augmentative and Alternative Communication devices.
- First Author Writing Curriculum: comprehensive writing curriculum for students with complex needs: <http://donjohnston.com/firstauthorcurriculum/>.

This resource was used to support the Literacy For All communities of practice in Alberta in 2015-16. See more about this project, key teachings via workshops and webinars and lessons learned.

<http://literacyforallab.ca/teaching-resources/>

- Drawing and scribbles are part of the writing journey - see a pictorial progression of beginning writing development:

https://drive.google.com/open?id=0B3tvk_eiezirWDh6QzdfdGtMMWZ4SlB1ajgxVmREQ2tGdnpv

- Occupational Therapy Handwriting Recommendations from Center of Development - tips for developing fine motor skills, correct posture, pencil grasp, etc.:

<http://www.developmental-delay.com/page.cfm/178>

- Blog Post - Posture, Paper Placement & Pencil Grip: 3 Links to Handwriting Success:

<http://blog.handwritingwithkatherine.com/>

- **English Language Learners:**

- Learn Alberta - Supporting English Language Learners: Benchmarks, Student Writing Samples, Videos and Promising Practices:

<http://www.learnalberta.ca/content/eslapb/index.Html>

- eBook - Writing Prompts for ELL and Literacy Students (Gr 4 and up)

<http://www.makebeliefscomix.com/downloads/eBooks/Something-To-Write-About.pdf>

Starting Writers Workshop - Part 1 to 3

<http://www.pureliteracy.com/teacher-tips/back-to-school-series-launching-writing-workshop-part-1>

<http://www.pureliteracy.com/teacher-tips/backtoschoolseriespart2>

<http://www.pureliteracy.com/teacher-tips/backtoschoolseriespart3>

- 5 Tips to Adapt Reading and Writing Workshop to Support ELLs:

<http://www.pureliteracy.com/teacher-tips/5-tips-to-adapt-reading-and-writing-workshop-to-support-english-learners>

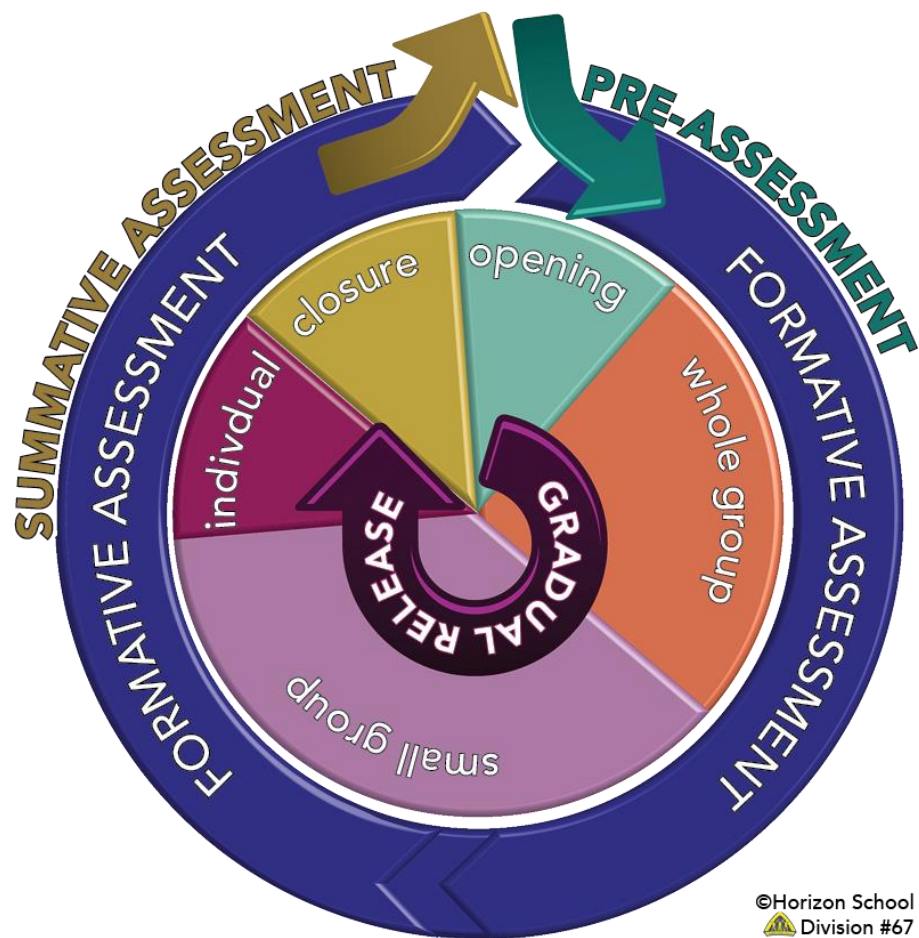
WRITING PLANNING AND ASSESSMENT TOOLS

Develop common language with students around writing. Instruction, exemplars and simple, timely feedback framed around each of the 6 Traits of Writing can help students focus on their strengths and set personal goals for what they want to work on next as writers. Consider focusing on one skill or one aspect of a writing rubric before adding on. Here are some rubrics, checklists, and ideas for providing feedback:

- Alberta Education - Gr 1-9 Writing Rubrics & Samples: <http://www.learnalberta.ca/content/ieptLibrary/lib03.html>
- Resource: Calkins, L. (2014). Writing pathways: Performance assessments and learning progressions, Grades K-8. Portsmouth, NH: Heinemann. <https://www.heinemann.com/products/e05730.aspx>
- Sneak peek at Writing Workshop materials based on Lucy Calkin's work: https://drive.google.com/open?id=1q72GHTMMLexqJFbmoIggQdCjP8OUa_4-
- Student to Teacher and Student to Student Conferences:
- TAG conference (tell one thing you liked, ask a question, give one piece of advice)
- Tickled pink (highlight strength in pink) + Green to grow on (highlight one to improve in green)
- Bulletin board: Help wanted and help offered - kids could put up post-its with their writing strengths and requests for help
- 2 stars and a wish

Consider asking students to do an on-demand assessment a few times during the year where students are given a prompt and asked to write as well as they know how in a particular genre for a set period of time. It is their chance to highlight what they have learned and teachers can see how well students have mastered the learning, what has been transferred to new genres and what still needs to be reinforced. This should be a chance for students to show what they know, not feel intimidating like a summative assessment. While students are writing, teachers could take note of stamina, volume of writing, who is distracted/focused, writing habits, beginning sentences, etc. Make copies for students to put in their writing folders so they can refer to this checkpoint later in the year.

Phonological Awareness



"Phonemic awareness skills are the bedrock foundation upon which effective reading skills are built for early primary students. The most important phonemic awareness skills critical to foundational reading are: letter identity recognition, phoneme isolation, segmenting and blending words. Too often teachers move too quickly over this important area before students have become proficient in these areas." (Tankersley, 2012)

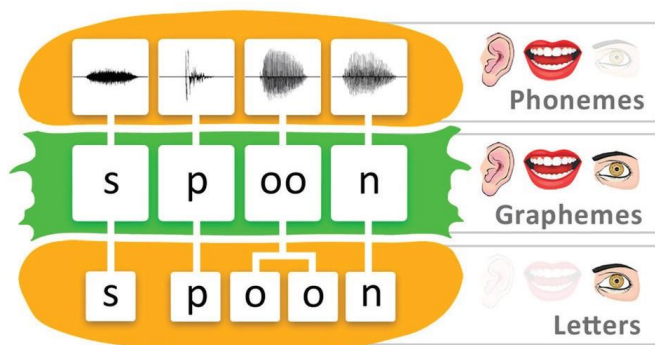
PHONOLOGICAL AWARENESS GRADES K-3 OVERVIEW

Phonological awareness and phonemic awareness are essential steps in developing children's understandings about words and sounds in words. Both phonological awareness and phonemic awareness are highly correlated with success in beginning reading but they are not sufficient in and of themselves to guarantee reading success. They belong as part of a comprehensive approach to literacy. (Adams, 1990, Griffith & Olson, 1992; Yopp, 1995; Lyon, 1997; Ehri & Nunes, 2002; National Reading Panel, 2000; Cunningham, 2005).

Phonological awareness is broader in scope than phonemic awareness and includes units of sound larger than the phoneme, such as syllable, onset and rimes. It includes the ability to separate sentences into words and words into syllables.

Phonemic awareness includes the ability to recognize that words are made up of a discrete set of sounds and the ability to manipulate sounds. It is an oral ability - ability to hear words that begin alike, that ending sounds rhyme and that there are three sounds in the word cat. Phonemes are abstract. They do not carry meaning, and do not necessarily sound the same in isolation as they do in context.

Phonics or Graphophonics - is the knowledge of the visual forms of letters and letter-sound relationships and how they are used in reading and writing. (Hall, & Cunningham, 2009 and First Steps in Literacy: Reading Resource Book, 2013).



RELEVANCE TO PROGRAM OF STUDIES

General Outcome 2

Comprehend and respond personally and critically to oral, print and other media texts

2.1 Use strategies and cues

2.2 Appreciate the artistry of texts

General Outcome 4

Enhance the clarity and artistry of communication

4.1 Expand knowledge of language

4.2 Enhance artistry

4.2 Attend to conventions

General Outcome 5

Respect, support and collaborate with others

5.1 Celebrate accomplishments and events [Phonological Awareness Visual](#)

Instruction in phonemic and phonological awareness should be playful as teachers read and tell stories, play word games and use rhymes and riddles. However, it should be purposeful and planned; we cannot leave it to chance. (Morrow, L.M. (2012). Literacy development in the early years: Helping children read and write (7th Edition). Boston, MA: Pearson)

Phonological awareness should be integrated in all learning activities. Isolated phonics worksheets/ workbooks are not an effective way to teach phonological awareness.

Classroom Activities - Use a variety of activities to orally recognize, hear, identify, and make and break words into parts:

- Rhyming games such as memory, bingo, rhyme search and scavenger hunts
- Read poems or stories with predictable rhyming words or patterns
- Listen to and sing rhyming songs
- Use a puppet to segment words and parts of a word
- Use kinesthetic activities (e.g. step, jump or throw a ball for each syllable)
- Use manipulatives to represent sounds in a word
- Oral blending and segmenting in Kindergarten by playing the game Stretch and Snap: Teachers say to students orally a word very slowly and stretches out the word phoneme by phoneme. "Listen to my mystery word and see if you know what it is? k/a/t Who can snap my word together and tell me what it is? After students identify the word the teacher asks the students to clap or tap out the sounds that they hear in the word.
- Say a word and students identify the beginning, ending, or medial sound in the word ex.
- Use Elkonin boxes to visually support phonemic aware- ness and spelling

How to use Elkonin Boxes

Teacher chooses words that have 3 or 4 phoneme sounds

Pronounce a target word slowly, stretching it out by sound.

Ask the child to repeat the word.

Draw "boxes" or squares on a piece of paper, chalk- board, or dry erase board with one box for each syllable or phoneme.

Have the child count the number of phonemes in the word, not necessarily the number of letters. For example, wish has three phonemes and will use three boxes. /w/i/sh/

Direct the child to slide one colored circle, unifix cube, or corresponding letter in each cell of the Elkonin box drawing as he/she repeats the word.

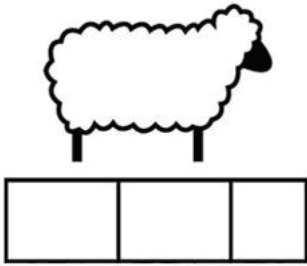
Example 1: Elkonin box is used to break apart sounds:

/b/i/g/."

b	i	g
---	---	---

Example 2: Elkonin box is used to break apart sounds:

/sh/ee/p/ consists of three phonemes



PHONOLOGICAL AWARENESS CONSIDERATIONS - PLANNING TIPS-CLASSROOM DESIGN

Focus on hearing and manipulating sounds in oral language in playful movement based activities. Visit this resource page to find a sample Gr 1-2 Lesson Outline from Blevins (2017): <https://resources.corwin.com/wileyblevins/student-resources/tools>

Teachers need to accurately isolate and produce phonemes. For example, teachers may be unaware that they are adding a vowel after a consonant when pronouncing "p" which ends up sounding like "puh". The extra vowel sound is incorrect. There are many videos available to support teachers, such as:

The Key Sounds of English - How to say 44 Phonemes and 4 Blends:

<https://www.youtube.com/watch?v=xigUVnXExTQ>

Jolly Phonics 42 Letter Sounds: <https://www.youtube.com/watch?v=3LD7m3luv0Y>

Progression of Phonological Awareness Skills - Simplest to Most Complex:

Rhyme Providing

Say a word that rhymes with ...

Rhyme Categorization

Do these words rhyme?

Sound Providing

What sound do you hear at the beginning of ... ? What vowel sound do you hear in ... ?

What sound do you hear at the end of ... ?

Sound Categorization

- Is there a /f/ in ... ?
- Which word begins with ... ?
- Which word has the same beginning sound as ... ?
- Which word has the same vowel sound as ... ?
- Which word has the same ending sound as ... ?
- Which word does not begin the same as the others?
- Which word does not end the same as the others?

Blending

- compound words
- syllables
- phonemes

Segmentation

- sentences
- syllables
- phonemes

Deletion

- compound words
- syllables
- phonemes

Substitution

- compound words
- syllables
- phonemes - initial, vowel, end

In order to review skills, consider doing one or two dictations per week. Set up words to review in a series of lines (words with new skill, words with review skills, and some sentences.) Read each sentence aloud, have students repeat and then have them write sentences as you circulate and offer assistance. Then write correct answer on the board and students can self-check. This is not intended as a summative assessment.

Line 1 mop not fox

Line 2 clap stick lift

Line 3 The frog can hop.

Line 4 The frog hops on top of the rock.

High-frequency words are the most commonly used words in texts and up to 50 percent of all text is composed of them. Because many of these words are phonetically irregular and tend to be abstract, it can be helpful to simply memorize them. There are many word lists easily available. Plan activities to support mastery and quick re- call of sight words.

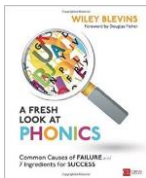
Read alouds and literature are an invaluable support to develop phonological awareness. Words Their Way includes ideas of children's literature that support each stage of development. Look for natural connections in a wide variety of texts so children can read new words in context.

PHONOLOGICAL AWARENESS RESOURCES

Nearly 500 word can be derived from only 37 rime patterns (Wylie and Durrell, 1970)

Visit this resource site for sample building word lessons and word sorts for 30 weeks in Grade 1:

https://drive.google.com/open?id=0B3tvK_eiezirVVI+NUVJOXUwNDlnZjNaXy1rbERuS1hFVVpz



Blevins, Wiley. (2016). A fresh look at phonics: Common causes of failure and 7 ingredients for success. Thousand Oaks, CA: Corwin Literacy.

* First Steps in Literacy - Reading Resource Book and Reading Map of Development:

https://drive.google.com/open?id=0B3tvK_eieziraDIFeTQ0Z2t0UFBRbINjSkY5ZlZnaJZYOGJR

*Itchy's Alphabet (available in French and English): <http://www.itchysalphabet.com/>

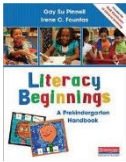
*Jolly Phonics Canada (available in French and English): <https://www.jollyworks.org/>

*Joyful Literacy Interventions by Dr. Janet Nadine Mort: <https://joyfulliteracy.com/> Teacher's Resource manual recommended)

*Miriam Trehearne (Calgary) -

https://drive.google.com/open?id=0B3tvk_eiezirOUNURjIOMnBoSUVfUDNWSE1RY2Q2WEIVYzgW

- (2015) Multiple paths to literacy: K-2.
- (2005) Comprehensive Literacy Resource for Grades 1-2 Teachers
- (2003) Kindergarten Teacher's Resource Book
- *Clark-Edmands, S. (2008). Literacy leaders: 10-minute lessons for phonological awareness. Cambridge: Educators Pub. Service.



Pinnell, G. S., & Fountas, I. C. (2011). Literacy beginnings: A prekindergarten handbook. Portsmouth, NH: Heinemann.

*IRA Literacy Survival Tips for New Teachers (2017) <https://ila.onlinelibrary.wiley.com/doi/full/10.1002/trtr.1581>

Phonics and Phonemic Awareness: Classroom Guide to Best Practices and Top 5 Phonics/Word Work Lessons - Lori Oczkus: https://drive.google.com/open?id=0B3tvk_eiezirSE1RWFMyc2Jfd3U2ZWVRRDFyTjFUWXRkSk5v

*Article: Phonological Awareness Is Child's Play! - an overview of what it is, suggested books, poems, and games, and how to involve families including those whose first language is not English:

https://drive.google.com/open?id=0B3tvk_eiezirRGJULTlQQTdEZXFIZFZRY1NzSFFhWWFqZmJj

*Excerpt from Threads of Reading by Karen Tankersley

- Readiness/Phonemic Awareness - this article contains a detailed explanation about Phonemic Awareness and features a long list of strategies that can be used to teach Phonemic Awareness: [Karen Tankersley.docx](#)

*Firm Foundations Document, North Vancouver - instructional materials for acquisition of early literacy skills orally and through play: <https://www.sd44.ca/District/Resources/Pages/default.aspx>

*Florida Center for Reading - 90 page Phonological Awareness book of lesson plans/learning tasks:

https://www.fcrr.org/resources/resources_sca_k-1.html

https://fcrr.org/resources/resources_sca_2-3.html

https://drive.google.com/open?id=0B3tvk_eieziraWExS3B6dlZuMzcwVFdWYnQ5YVRaamJJUkdr

*Why Phonics Teaching Must Change, ASCD Educational Leadership, September 2008: [Why phonics teaching must change.docx](#)

A FEW THOUGHTS FROM EDUCATIONAL EXPERTS IN THIS AREA:

Research tells us that phonemic awareness is the primary indicator of readiness for reading instruction, as well as a reliable predictor of future success in reading. Since phonemic awareness is an awareness of (and competency in) oral language, it follows that the more a child practices oral language, the stronger his or her phonemic awareness grows, and the more ready he or she is for phonic connections and ultimately written language (Middendorf, C. (2009). Building oral language skills. New York, NY: Scholastic.)

When skill deficiencies are identified, appropriate intervention efforts should be set in motion; assuming that time (i.e. general maturation) and/or increased oral language ability will lead to adequate early literacy achievement appears misguided. Instruction and intervention are the keys to learning; time or maturation alone is not. (Scheule, Spencer, Barako-Arndt, & Guillot, 2007)

Readers with phonological processing weaknesses also tend to be the poorest spellers (Cassar, Treiman, Moats, Pollo, & Kessler, 2005).

Research suggests that phonological awareness transfers from one language to another (Durgunoglu & Oney 2000). When children have opportunities to explore speech sounds of any language, they build insight about the nature of speech and carry that insight to a second language. (Yopp & Yopp, 2009)

Helping children understand how initial consonants change the meaning of the word can help them note this relationship. The areas of instruction in phonemic awareness are:

- 1) Understanding the concepts of print (how to hold a book, track left to right, track top to bottom, ect)
- 2) Recognizing and using rhyme and alliteration and building sound awareness
- 3) Building understandings of the concepts of a letter and letter identification as well as the concepts of a syllable, a word and a sentence.
- 4) Working with phoneme sounds by identifying and isolating phoneme sounds; categorizing phonemes; adding, deleting, and substituting; and finally, blending and segmenting phonemes into their sound parts

(Karen Tankersley, 2012)

Phonological awareness interacts with and facilitates the development of vocabulary and word consciousness. Phonological awareness and memory are involved in these activities of word learning:

- * Attending to unfamiliar words and comparing them with known words
- * Repeating and pronouncing words correctly
- * Remembering (encoding) words accurately so that they can be retrieved and used.

CONSULTANT TIPS

Basic implementation would look like this...

Playing with sounds that may involve whole class or small group instruction. Randomly choosing target sounds/ skills. Monitoring student articulations and specifically teaching/correcting when you hear errors.

A more impactful implementation would look like this...

Following a program or logical sequence in order to teach these skills. Teaching students to hear, articulate, and use sounds and patterns. Using literacy centers where students can practice, learn and coach one another which provides time to support intervention groups.

Someone who has the basics mastered and could go the extra mile might look like this...

Using screening tools to effectively group students and differentiate instruction based on what they already know and where they still need support. Modeling good speech and clear articulations.

Providing students opportunities to generate, sort, transfer, and manipulate patterns and phonemes with increasing complexity. Advancing to multi-syllabic words. Experiencing new words in connected texts, e.g., the word hop could be read in a text about frog life cycles.

PHONOLOGICAL AWARENESS PHOTOS/ VIDEOS - SEE IT IN ACTION

See classrooms in action: https://www.youtube.com/watch?v=LucNw_2G_FU

Susan Landry: Phonological Awareness Instruction - why it is important to address skills at the highest level of the development continuum of phonological awareness: <https://www.youtube.com/watch?v=9bq-q5eYIgg>

Itchy's Alphabet: https://www.youtube.com/watch?v=_EYf5nH7XYE

Elkonin Boxes: <https://www.youtube.com/watch?v=eWxPwHgrqVM>
<https://www.youtube.com/watch?v=iiVcnjNtVpg>

CHALLENGES/PITFALLS

! **Waiting too long to test and identify students.**

Early identification and remediation is critical. Uncorrected errors can lead to long term difficulties in speech, reading and writing. If you suspect that a child has production or articulation errors, seek further support (e.g. administrators, special needs coordinator, RCSD, and/or a speech/language pathologist). Some students may have poor speech perception, problems making appropriate inferences about phonological components of words to store them correctly or impaired sound rehearsals (Pres- ton & Edwards, 2009)

! **Alberta Government** - Human Services have developed a series of "Talk Boxes" that provide tips to parents for children ages 5-12 - what to expect at each age and everyday tips for creating language-rich environments. <http://www.humanservices.alberta.ca/family-community/talk-box-school-age.html>

! **Targeting interventions solely on phonics skills.** When providing interventions to struggling readers, aim to offer a balanced approach where students develop vocabulary, background knowledge and phonics so that deficits are not created in other critical components of reading.

! **Lack of exposure to words and lack of practice using new words.** Do daily read alouds. Increase talk times in classrooms among students both during formal instruction and informal opportunities.

! **Not using assessment to inform instruction.** Group students by identified needs. Find materials that can support the diverse needs, e.g. develop activities with an entry points that meets all learners and provides differentiated levels of practice.

! **Limited time provide sufficient practice.**

Partner with parents to extend the learning. Encourage word play and rich conversations at home and in the car. Send home a backpack full of activities, supplies and phonological games to facilitate interactions. Host a school family literacy night. Text word game ideas to parents, include ideas in the monthly class newsletter or post on the class blog.

*<http://www.humanservices.alberta.ca/family-community/talk-box-school-age.html>

*<http://www.readingrockets.org/audience/parents> (Growing Readers - monthly parent tip sheets)

*<https://pals.virginia.edu/parents-monthly-activity.html>

! **Lack of teacher understanding.** There are many guiding documents to help teachers determine the ideal order in which to teach phonemes, the correct way to pronounce sounds, and providing initial scaffolds to help students such as stretching sounds using hand symbols and using manipulatives such as Elkonin boxes and picture cards.

An over focus on rhyming and alliteration. This can be fun, but focusing instruction on blending, segmenting and manipulating phonemes has been shown to produce greater improvements in phonemic awareness and future reading achievement in young children. (Reutzel, 2015)


Learners will have developed phonological skills at various levels of difficulty. This phonological continuum might provide guidance for what needs to be reinforced next:

[Phonological Elements and Levels of Difficulty.](#)

PHONOLOGICAL AWARENESS MODIFICATIONS, SUPPORTS AND TECHNOLOGY TOOLS

Phonological awareness teaching ideas from Caroline Musselwhite on ERLC website: Literacy Instruction for Students with Significant Disabilities: <http://literacyforallinstruction.ca/alphabet-phonological-awareness/>

Blog post - strategies a reading specialist uses to help students who struggle with phonological awareness:
<https://learningattheprimarypond.com/%20blog/phonological-awareness-interventions-for-struggling-readers/>

 Common Sense Media "Best Of" List - Reading Apps, Games and Websites:

<https://www.commonsensemedia.org/lists/reading-apps-games-and-websites>

Whiteboard activities and apps recommended by Wiley Blevins (2016): Bob Books, Rock 'N Learn, Montessori Crosswords, Magnetic Alphabet, Sight Words app, Reading Raven, Starfall ABCs and Teaching Phonics (by Blevins, 2011)

PHONOLOGICAL AWARENESS ASSESSMENT TOOLS

We need to monitor student growth in identifying letters and sounds over a longer period of time to check for mastery and retention. Assessments should be cumulative and longer as the year progresses. We should look at both accuracy and speed which can tell you which letters and sounds need more instruction and practice. (Blevins, 2016). Visit this resource page to find a sample progression in the Cumulative Phonics Mastery Assessment:

<https://resources.corwin.com/wileyblevins/student-resources/tools>

Comprehensive Phonics Survey (Blevins, 2016):

https://drive.google.com/open?id=0B3tvk_eiezirRG9YUVNQazNVX2JpZ2FxE5qZmpnZFAteWxr

The **Words Their Way** resource includes a variety of Diagnostic Spelling Inventories:

https://drive.google.com/open?id=0B3tvk_eiezirUjZ2bUpDazZXWjJMekZQX2dITWxWbkNkZjFV

Reading A-Z - Sample Lessons and Phonological Awareness Assessment: [https://www.readinga-z.com/search/#doSearch=Search&searchTerms=phonological awareness assessment](https://www.readinga-z.com/search/#doSearch=Search&searchTerms=phonological%20awareness%20assessment)

Reading Readiness Screening Tool by Learning Disabilities Association of Alberta (LDAA) - On-line or in person training is available for a RRSST workshop: <https://ldalberta.ca/right-to-read-program>

https://drive.google.com/open?id=0B3tvk_eiezirRFhPOVd0ZGJXcWhmdmlweGdCQXQ4SVdDbjc4

Reading Rockets - Phonemic Awareness Assessment: <http://www.readingrockets.org/article/phonemic-awareness-assessment>

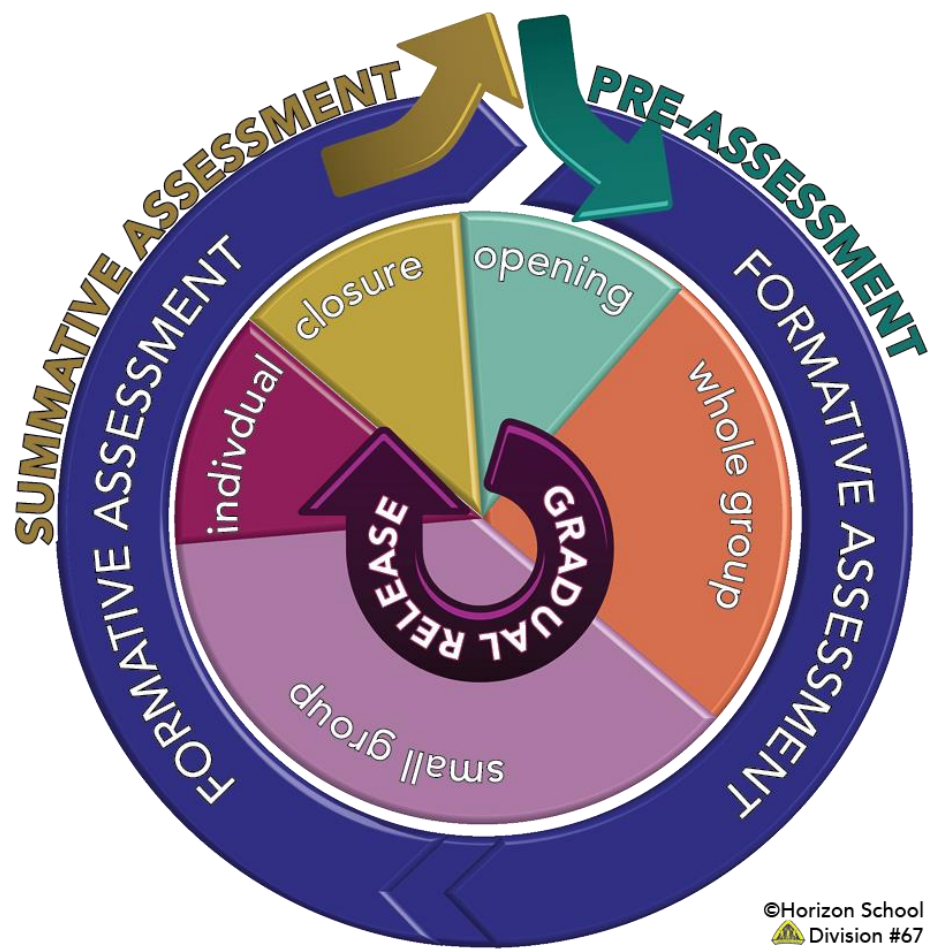
Free Online Assessment Tools:

Phonological Awareness Skills Test:

http://www.specialconnections.ku.edu/~specconn/page/instruction/ra/case/caseb/pdf/caseb_scene1_2.pdf

It is through writing that all of a student's phonics knowledge is tested, confirmed and consolidated. It is application at the highest level. (Blevins, 2016)

Word Work



WORD WORK K-6 OVERVIEW

In order to become fully literate, students must have the ability to **quickly** and **accurately recognize words**. They also have to proficiently use **oral** and **written vocabulary** to **convey meaning**. Word study is based on **phonics**, **spelling** and **vocabulary**. It provides time for students to practice, analyze and experiment with word patterns, develop automaticity with high frequency words and learn new words.

<https://www.k12reader.com/word-study-makes-language-learning-fun/>

RELEVANCE TO PROGRAM OF STUDIES

General Outcome 2

Comprehend and respond personally and critically to oral, print and other media texts

2.1 Use Strategies and Cues

2.2 Respond to Texts

2.3 Understand Forms, Elements and Techniques

WORD WORK SNAPSHOT

Traditional Spelling - In 1839, American educator Horace Mann introduced the whole-word memorization model. In 2000, a survey of classrooms showed that 85% of teachers were still using this model. Words are chosen in no particular order or without understanding to student needs, this approach remains a one size-fits-all approach and students simply become masters of memorization rather than masters of language; these words did not generally carry over into students' writing. (Source: adapted from Teaching & Assessing Spelling, Mary Jo Fresch, Aileen Wheaton, Scholastic, 2002)

Current Best Approaches to Spelling and Word Work -

- Making Words
- Words Their Way
- Mastering sight words, High Frequency words and Academic Words
 - Mastering Sight Words, High Frequency Words and Herman, 1987; White, Graves & Slater, 1990), averaging 3,000-4,000 words per year, most through implicit learning by reading, being read to and engaging in high-quality conversations. (Spenger, 2017).
 - Consider which words should be prioritized for students, e.g, frequently occurring words, conversational vocabulary, and formal, academic vocabulary. Words Their Way resources, for example, provide pacing and sequencing guides as well as lists of patterns, high frequency words and words where students frequently experience difficulty for all levels of spellers.
- Word sorts and Word Ladders
- Root Words, Morphology, Etymology and Structured Word Inquiry

WORD STUDY CONSIDERATIONS - PLANNING TIPS - CLASSROOM DESIGN

- Assess students' word knowledge using informal spelling inventories and/or analysis of students' independent writing.
- Words to be learned can be categorized into three tiers.
 - Tier 1 features basic every-day vocabulary (e.g., dog, table, clock, food).
 - Tier 2 are academic terms, but not discipline specific; are more likely to be encountered in classrooms rather than conversations and should be taught directly (e.g., relative, analyze, and define).
 - Tier 3 involves low frequency, discipline specific vocabulary (e.g. photosynthesis and circumference).

- Throughout their school careers, students will learn about 50,000 words (Nagy & Anderson, 1984, Nagy & Herman, 1987; White, Graves & Slater, 1990), averaging 3,000-4,000 words per year, most through implicit learning by reading, being read to and engaging in high-quality conversations. (Spenger, 2017).
- Consider which words should be prioritized for students, e.g., frequently occurring words, conversational vocabulary, and formal, academic vocabulary. Words Their Way resources, for example, provide pacing and sequencing guides as well as lists of patterns, high frequency words and words where students frequently experience difficulty for all levels of spellers.
- Most students need 8-12 exposures to a word to commit it to memory, but struggling readers need 50 or more exposures. (Blevins, 2016).
- Instruction, practice, and assessment should continually loop back and review previously taught words. Students could create a journal where they create a phrase or sentence using each new high-frequency word. The growing list is then read out loud once a week (in class, to a family member, to the teacher) in order to provide ongoing exposure.
- Watch for letters and words students use but confuse and other inconsistencies. Build from what they know. Avoid teaching confusing letters at the same time that have similar shapes (e.g., e, a, s, c and n, m, u, h and r).
- Word Walls can be created to support student learning; focus on words commonly used in reading and writing. Word walls can also be developed in subject specific areas, e.g., a math word wall. Word walls should be developed as the year progresses, adding a few words each week.
- Whole group instruction can help students discover word patterns such as a Making Words lesson. Then, students can practice and refine skills in smaller groups with words of varying levels of complexity.
- Refer to Words Their Way, Bear, Invernizzi, Johnston & Templeton (2019).
- Refer to The Fountas and Pinnell Literacy Continuum (2017) and/or The Fountas and Pinnell Comprehensive Phonics, Spelling and Word Study guide (2017) for detailed explanations with regards to the nine areas of learning: Early Literacy Concepts, Phonological Awareness, Letter Knowledge, Letter-sound Relationships, Spelling Patterns, High Frequency Words, Word Meaning/Vocabulary, Word Structure and Word Solving Actions.
- Word Work may occur at the end of guided reading lessons however, Fountas and Pinnell (2010) suggest that this should only take 1-3 minutes of the lesson (see level C example [here](#).)

WORD STUDY STRATEGIES

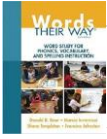
1. Say the word slowly and listen for the sounds you hear (initial sound, middle sound, final sound)
2. Say the word slowly and listen for any parts you know (br in brought)
3. Clap the syllables and write letters for each part you hear
4. Use words you know (fun and silly to funny)
5. Use names you know (William to will)
6. Use a rhyming word (rain to train)
7. Use word families to spell related words
8. Think about different spelling patterns that can spell the sound you hear (out vs. down)
9. Try it on a practice page and see if it looks right
10. Use a resource in the classroom (chart, word wall, book, dictionary, calendar, words you've already written)
11. Use diverse materials and methods to help students practice new words and word patterns: hopscotch, raps, sandpaper, fuzzy fabric, jello, pudding, sand, magnetic letters, small personal whiteboards, chalkboard apps on tablets, shape boxes, etc.

Sources:

<http://www.readingrockets.org/article/word-study-instruction-k-2-classroom>

<http://www.momto2poshlildivas.com/2012/10/75-fun-ways-to-practice-and-learn.html>

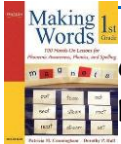
WORD STUDY RESOURCES



Templeton, S. (2010). Vocabulary their way: Word study with middle and secondary students. Boston, MA: Pearson.

Bear, D.R, Invernizzi, M., Templeton, S., & Johnston, F.R. (2015). Words their way: Word study for phonics, vocabulary, and spelling instruction. (6th Ed.) Upper Saddle River: Pearson.

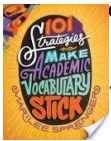
Articles Help students consider meaning as they learn to spell: <http://theconversation.com/what-spelling-bees-can-tell-us-about-learning-to-spell-and-what-they-get-wrong-45587>



Cunningham, P. M., & Hall, D. P. (2007). Making words first grade: 100 hands-on lessons for phonemic awareness, phonics and spelling. Boston: Allyn & Bacon. (Books available for Grades K - 5)

Cunningham, P. M., & Hall, D. P. (1997). Month-by-month phonics for first grade: Systematic, multilevel instruction. Greensboro, NC: Carson-Dellosa Pub. (Books available for Grades K - 5)

Jamison, L. (2003). Guided reading basics: Organizing, managing and implementing a balanced literacy program in K-3. Portland, Me.: Stenhouse. (See list of Word Study activities in Chapter 11 - Vocabulary and High-Frequency Word Study)



Sprenger, M. (2017). 101 Strategies to make academic vocabulary stick. Alexandria, VA: ASCD.

Teaching Latin Roots with Word Trees:

<https://blog.allaboutlearningpress.com/teaching-latin-roots-with-word-trees/>

Templeton, S. (2010). Vocabulary their way: Word study with middle and secondary students. Boston, MA: Pearson. Florida Centre for Reading Research - K-5 games and activities teachers can create to support word work: <http://www.fcrr.org/for-educators/sca.asp>

Word Generation - Gr 4 and 5 - is comprised of twelve two week units, with 40-50 minute lessons each day. It expands students' background knowledge and academic vocabulary, while emphasizing 21st century learning practices such as argumentation, analytic reasoning, reading to find evidence, oral discussion, and writing. Each unit introduces approximately 5-6 high-utility academic "focus words" and is designed to offer a variety of texts, word-learning activities, writing tasks, and debate and/or discussion opportunities. <http://wordgen.serpmedia.org/elementary.html>

Structured Word Inquiry - using an inquiry approach, students begin to see how English spelling is actually a highly ordered system. They learn to analyze word structure for meaning cues and identify spelling patterns. <http://www.wordworkskingston.com/WordWorks/Home.html>

Word Lists & Word Walls: <https://www.k12reader.com/third-grade-spelling-words/>

<http://www.readingrockets.org/article/basic-spellingvocabulary-list>

http://www.learnalberta.ca/content/ieptlibrary/documents/en/is/word_walls.pdf

CONSULTANT TIPS

Basic implementation would look like this...

Alternatives to the Friday Spelling Test are found. Word work occurs daily for 10 - 15 minutes. It is practiced at school; lists of words to study are no longer sent home. Meaningful words are selected for students, e.g. from familiar texts and their notebooks and/or students can self-select words to add their lists. Word walls are continually added to and students are taught to reference it as a key strategy.

A more impactful implementation would look like this...

Word work is differentiated, approximately 2 to 3 different groupings per class. Early grades focus pre- dominantly on high frequency words. Word walls are built with students. Students develop their own personal word wall in a file folder or create a personal dictionary.

Someone who has the basics mastered and could go the extra mile - it might look like this...

Word work is purposeful, intentional, personalized and tied to cross-curricular vocabulary. Teachers guide students to identify patterns, and look for connections to sounds, meanings (etymology), structure (morphology) and related words. The goal is to foster transfer to student writing. Vocabulary strategies are embedded in all content areas. Teachers add new levels of challenge with timed sorts, word ladders, word play and challenging apps and games. Word walls are used as interactive support tools.

WORD STUDY PHOTOS/ VIDEOS - SEE IT IN ACTION

Heart Words and Interactive Word Wall: <https://www.youtube.com/watch?v=sEA73eAPcsE&t=2s>
<https://www.youtube.com/watch?v=FydKVw3xc-M>

Ontario - Vocabulary Development Through Word Sorts

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_Word_Study.pdf

Words Their Way- <https://www.youtube.com/watch?v=FrRDR9pPDvM>

Word Work in a 5th and 6th grade classroom https://www.youtube.com/watch?v=q_W6rrrUQ3I

CHALLENGES AND PITFALLS

! Students can memorize words but they do not transfer to their writing.

Word study is not about memorizing spelling words but about understanding spelling patterns. Provide students with opportunities to compare and contrast words, do structured word inquiries and develop deeper understandings.

! Word walls are not being used.

They are just another part of the classroom decoration or a static bulletin board display. Words should be added to as the year progresses - approximately 5 words a week. Build in lessons, games and opportunities that require students to refer to the word wall.

! A student does not appear to be making gains in spelling.

Wiley Blevins recommends doing dictations at least twice per week (as a formative/diagnostic tool). E.g., teacher reads words aloud: am - at - sat. Sam is sad. Students repeat and then they write the words as the teachers circulates and helps students. Finally, teacher writes words on the board and students self-correct. This approach accelerates students' use of taught skills in their writing. Additional strategies can support transfer such as letter and word sorts, talking dictionaries, picture dictionaries, and making use of multi-modal learning methods (hearing, saying it, writing it, using online games to review it - e.g., Spelling City app).

! Word sorts can become difficult to manage.

A teacher blogs about her tips for managing Words Their Way:

http://www.elltoolbox.com/words-their-way.html#.WP_O2ty1uUm

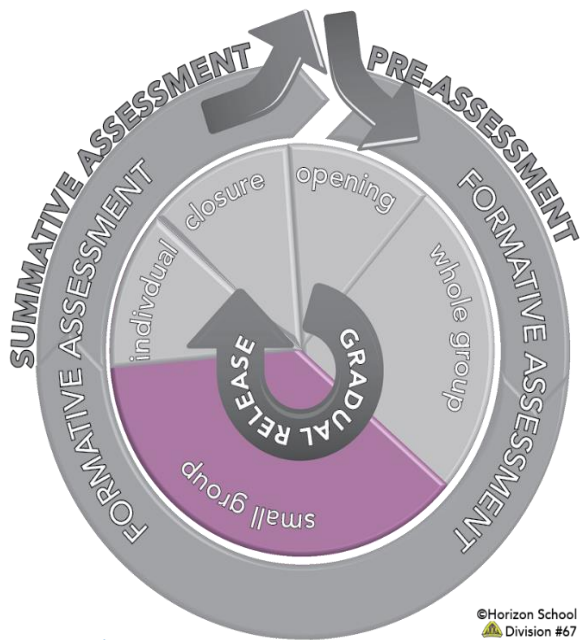
WORD STUDY MODIFICATIONS, SUPPORTS AND TECHNOLOGY TOOLS

- Use assistive technologies, predictive word tools, Read Write Google, apps such as Word Wizard and Phonics Genius
- Using Digital Technologies to Support Word Study Instruction
- <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/whatWorks.html>
- Easy Grammar 4 Kids: online games to review grammar concepts as well as homonyms, compound words, syllables, prefixes and suffixes, etc.: <https://sites.google.com/site/easygrammar4kids/prefixes-and-suffixes>
- Learn That Word - lists of root words, suffixes, etc.: <https://www.learnthat.org/pages/view/roots.html>
- Membean Root Word Trees (upper grades): <http://membean.com/treelist>
- Mini-Matrix-Maker: <http://www.neilramsden.co.uk/spelling/matrix/index.html>
- Online Etymology Dictionary: <https://www.etymonline.com/>
- Spelling Apps: <https://www.common sense media.org/lists/spelling-apps>
- Spelling City - learning activities and games:
<https://www.spellingcity.com/spelling-games-vocabulary-games.html>

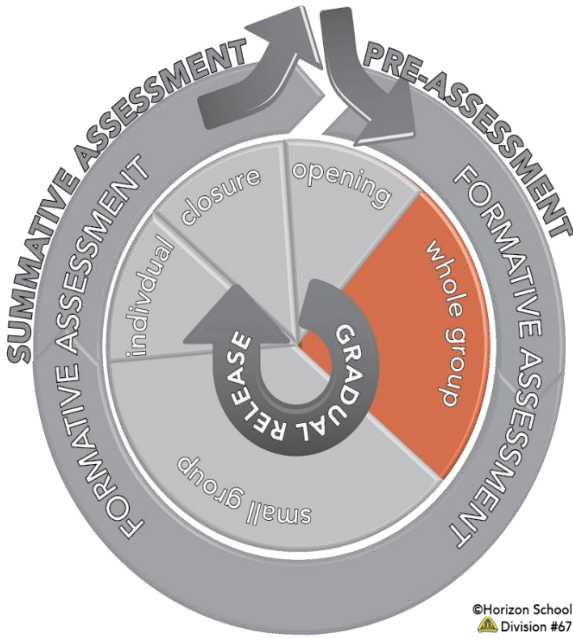
Word Searcher for looking up words that have common roots or bases:
<http://www.neilramsden.co.uk/spelling/searcher/index.html>

WORD STUDY ASSESSMENT

- Primary Spelling Inventory -
https://drive.google.com/open?id=0B3tvk_eiezirUmRLUmJHTkMwOVR1TnIyTnNFZkNEcG9QVjRj
- Elementary Spelling Inventory -
https://drive.google.com/open?id=0B3tvk_eiezirZzRUWnRZU1RaVW1aYlVudjdObjRndjFTMINV
- Upper Level Spelling Inventory -
https://drive.google.com/open?id=0B3tvk_eiezirR1M3TkVTcU83QXc2c3c1Ykg4MXd4c1NPQU8w
- Spelling Directions-
https://drive.google.com/open?id=0B3tvk_eiezirdmlzSjFWbWEyNnFIdXJsOUhGd2NIQkxGaUVR
- Word Lists of High Frequency Words grades 3-8
- Directions: https://drive.google.com/open?id=0B3tvk_eiezirR2R4Q2hSN2JyYnpWUmdZNUQ2QTByUjNnWnhB
- https://drive.google.com/open?id=0B3tvk_eieziraDEyZk5CYjRSZnhObWx3UWlwb1RMRHc4NnVB
- Diagnostic Spelling Test - K-3 - lists of words are grouped by patterns: short vowels, consonant blends, di- graphs, long vowels, silent letters, morphology patterns, etc. Only for formative purposes:
https://drive.google.com/open?id=0B3tvk_eieziraGhncDZ5N0lYaE9WcGdKd3NDSVIMeFRfZjY4



Speaking and Listening



SPEAKING AND LISTENING GRADES K-6 OVERVIEW

Speaking and listening is critical for building relationships, for literacy and learning. Language must be heard before it can be read. We use language for expressing our thoughts, first orally, then encoding it in print. (Sue McCandlish, Speech Pathologist)

Speaking and listening instruction includes the following components:

- Developing listening and responding skills
- Promoting auditory memory and teaching students to hear their "inner voice"
- Playing with language - building vocabulary - using linking and signal words
- Teaching a variety of spoken texts and using talk as a "performance" (e.g., plays, speeches, oral reports, debates, storytelling, sharing circles, procedures, role plays/interviews, conversations, reading aloud and reader's theatre)
- Using talk as a way to discuss, think aloud and extend conceptual knowledge
- Recounting and retelling, presenting information, and developing speaking skills (formal and informal) with thought given to how to engage the audience and support listening
- Creating a supportive social environment that involves learning to talk and listen as well as learning about talking and listening

RELEVANCE TO PROGRAM OF STUDIES

Oral Language Research link

Oral language is the foundation of literacy. Through listening and speaking, people communicate thoughts, feelings, experiences, information and opinions, and learn to understand themselves and others. Oral language carries a community's stories, values, beliefs and traditions. Listening and speaking enable students to explore ideas and concepts, as well as to understand and organize their experiences and knowledge. They use oral language to learn, solve problems and reach goals. To become discerning, lifelong learners, students at all grades need to develop fluency and confidence in their oral language abilities. They benefit from many opportunities to listen and speak both informally and formally for a variety of purposes. (Alberta Education, ELA K-9 Program of Studies, 2000).

Oral production is required in all five of the General Outcomes of ELA K-9 and is also a component of the following Competencies (Alberta Education, 2016): Critical Thinking, Problem Solving, Managing Information, Creativity and Innovation, Communication and Collaboration.

5 Components of Effective Oral Language Instruction

SPEAKING AND LISTENING CONSIDERATIONS - PLANNING TIPS - CLASSROOM DESIGN

- Consider the arrangement of desks in the classroom. Do they allow for partner or group conversations? Is there room for students to get up, walk around and pair up with new partners?
- Facilitate frequent conversations (adult to child and child to child) for varying purposes: questioning, explaining, persuading, describing, comparing, collaborating, formulating ideas, negotiating/ reaching a consensus, conversing and entertaining.
- Teach students how to participate in an interactive conversation and develop their interpersonal skills. For example, what positive cues look like (body position, eye contact, body language), how take turns, change the subject, ask for clarification, ask questions, agree/disagree respectfully with speaker, honour all points of view, address errors, add to the points, paraphrase, summarize, wrap up the conversation and thank each other. Consider using a strategy such as Talking Chips to manage turn taking (Described at bottom of article,

- Strategy #6:

https://www.kaganonline.com/free_articles/

https://www.kaganonline.com/free_articles/dr_spencer_kagan/281/Kagan-Structures-A-Miracle-of-Active-Engagement

- Many students equate listening with not talking, but it requires far more active involvement. This skill should be explicitly taught and students should be given daily attentive listening opportunities (e.g. read alouds) as well as time to reflect, monitor others and self-assess their progress. Provide strategies for ways of listening, recall, constructing meaning, and identifying speaker's perspective.
 - Prior to listening tasks, students need relevant back-ground information, a purpose for listening and an understanding of what they will be asked to do after. For example, a listening task might focus on listening for the gist, searching for specific information, following oral directions, sensing mood and perspective, considering text type/structure, eliciting questions, being invited to challenge what is heard, or simply be designed for enjoyment.
 - As teachers, we need to model good listening by stopping and really hearing our students, getting down to their eye level and paraphrasing what they say (correcting any grammatical errors in our recasts). We can also help students to have more "silent conversations" with themselves (metacognition).
 - Build auditory memory skills, e.g., memorize songs, retell stories and create learning activities where children repeat what others have said and then respond with their own thoughts.
 - Use discussion strategies such as Think-Pair-Share
 - students are given a prompt, provided think time and then are invited to share thoughts with a partner in equal amounts of time (e.g. use a timer)
 - Record/videotape learners or use handheld talking devices (Toobaloo/WhisperPhone) so they can hear themselves.
 - Students will talk and listen in a more animated matter when they encounter engaging cross-curricular content and participate in inquiry-based learning.
 - Explore the use of cooperative learning structures that allow all students to be actively discussing and listening to one another concurrently rather than where one child speaks at a time (e.g., Kagan Cooperative Learning).
 - Stock classroom with creative tools that promote oral exploration, e.g. costumes, puppets, and props.
- (Division one K-3)
- Anchor Charts and Word Walls can support the development oral language skills.
 - When preparing speeches, help students build their confidence and understand the thinking processes that take place in preparation for the talk: text features, signal words, formal vs. informal talks, anticipating audience knowledge about familiar and unfamiliar words, managing gestures, creating a hook, summarizing, etc. Help students anticipate what to do in the event of a slip up or error. Guide them on how to respond to questions.
 - Consider ways to provide students with a wider audience: create a digital story to share with peers (e.g., Toontastic app); present to other classes, school administrators, parents, special guests, and/or secret judges; record and post videos on classroom blog with links for grandparents, etc.

SPEAKING AND LISTENING RESOURCES

Universally Speaking - Ages and Stages of Children's Communication Development from 5 to 11 (UK, 2011)

https://drive.google.com/open?id=0B3tvk_eiezirZnRDalZvMy01SUNRbDh1aHZudkdINEM4NC1j

Instructional Strategies for Developing Oral Language, Sue McCandlish, 2012:

<http://courses.intolearning.ie/oral-language/ol-strategies-to-promote-oral-language-development-in-the-classroom/practical-strategies-for-classroom-use/sue-mccandlish-the-oral-language-pie>

Five Components of Effective Oral Language Instruction, Dublin:

https://drive.google.com/open?id=0B3tvk_eiezirSFJfWHhENESwY1NQZ3FOdnV5aU8wYjRxYi1z

Listening and Speaking - First Steps into Literacy - Support document for Kindergarten Teachers, 2008,
Manitoba: https://drive.google.com/open?id=0B3tvk_eiezirdjZXVEFjWWIweJliUTlGx19ZNS0zbnlrM1Zz

Templates for Listening and Speaking

1) Focused Observation:

https://drive.google.com/open?id=0B3tvk_eiezirUFVaS3lQejFBN1B4V1R1SxhuMzVWMmgYn2hN

2) Maximizing Listening and Speaking Action Plan:

https://drive.google.com/open?id=0B3tvk_eiezirYjRZeG1hZnZudnNaWk9QazJmeGJVNEo0QnBz

3) Class Profile of Listening and Speaking:

https://drive.google.com/open?id=0B3tvk_eieziraVpXTEVHRnNWTW1nT3hZeFIHTU1nV0x3T1FZ

4) Individual Student Profile:

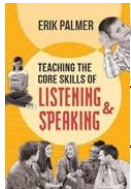
https://drive.google.com/open?id=0B3tvk_eiezirTzdmZndxSmdVZE9tU25MbE5vdkowQjI4QVRJ

First Steps in Literacy: Speaking and Listening

https://drive.google.com/open?id=0B3tvk_eiezirenI1S2lYdDA4aE5CRG96QUY4QkVZVDIrdGRz

Let's Talk about Listening, Literacy and Numeracy Secretariat, 2009:

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/talk_about_listening.pdf



Palmer, E. (2014). Teaching the Core Skills of Listening & Speaking. ASCD - In addition to strategies shared in his book, Erik Palmer's website contains sample mini lessons and rubrics:

<https://pvlegs.com/effectiverubrics/>

Scholastic, Literacy Place for the Early Years, Oral Language Developmental Checklist:

https://drive.google.com/open?id=0B3tvk_eiezirUWN5LVIQOWU5aFVUZHQ5azV2QUZBWWotVkNV

Scholastic, Oral Language/Conversation Kits (Available at each level, K-3):

<https://education.scholastic.ca/product/9781443003759>

Let's Talk About It - Oral Language Resource

<https://www.mondopub.com/c/@t2wvLnFfT81ks/Pages/product.html?nocache@1+record@S5044>

A FEW THOUGHTS FROM EDUCATIONAL EXPERTS IN THIS AREA:

Oral Language is the child's first, most important, and most frequently used structured medium of communication. It is the primary means through which each individual child will be enabled to structure, to evaluate, to describe and to control his/her experience. In addition, and most significantly, oral language is the primary mediator of culture, the way in which children locate themselves in the world, and define themselves with it and within it (Cregan, 1998, as cited in Archer, Cregan, McGough, Shiel, 2012)

Ninio and Snow (1999) as well as Weiss (2004) assert that how well children develop conversational skills can influence how well they interact with others (as cited in Otto, 2006).

Research supports the fact that children's frequent participation in conversations has a positive impact on language development, particularly vocabulary. (Dickenson & Tabors, 2001; Girolametto, Weitzman, & Greenberg, 2004; Ruston & Schwanenflugel 2010)

Loban (1976) observed that children with strong oral language skills in kindergarten later became the most proficient readers and writers.

The higher percentage of low-income or non-English-speaking students in the classroom, the more essential it is that oral language be a focus of classroom literacy efforts. (Tankersley, 2012)

CONSULTANT TIPS

- Ask more open-ended questions.
- Show and Tell could be modified to Show and Ask where students think of good questions to ask after a student who has shared.
- Enhance wait time so all children have time to formulate a response.
- Consider using a talking/listening prop (e.g. a teddy bear or First Nations talking stick).
- Keep discussions short: honour their attention spans (e.g. brain can focus for approx. number of minutes that corresponds to their age: 7 years old = 7 minutes).
- Incorporate listening and speaking tasks across the content areas.
- Minimize question-response interactions; facilitate conversation that springs from what another student says, listening, linking and building on ideas.
- Model speaking, listening and presentation skills so students see it in action.
- Build repertoire of discussion strategies (fishbowl, think-pair-share, etc)
- Use read-aloud to generate discussions with students

SPEAKING AND LISTENING-SEE IT IN ACTION

Listen & Learn With Learning Positions - K-5:

<https://www.teachingchannel.org/video/student-learning-positions>

Poetry Open Mic - Grades 4-5: <https://www.teachingchannel.org/videos/poetry-lesson-plan>

Grade 5 - Talk Moves - A Communication Strategy:

<https://www.teachingchannel.org/video/developing-communication-skills>

Grade 4 Science - Evidence-Based Academic Discussion:

<https://www.teachingchannel.org/videos/evidence-based-discussion-ousd>

CRITERIA FOR STUDENT SUCCESS

How does talk improve? Students learn to create spoken texts that:

- ✓ feature clearly delivered messages that increasingly provide more relevant detail with appropriate examples
- ✓ convey a speaker's confidence
- ✓ are responsive to a wider audience
- ✓ demonstrate an increasing precision of language (word choice, pronunciation)
- ✓ are more organized and coherent
- ✓ become more complex and use more sophisticated structures

Students become better able to:

- ✓ manage positive, constructive social interactions
- ✓ respond appropriately to misunderstanding
- ✓ cope with contradiction and disagreement
- ✓ participate in interactive conversations and create flow between group members
- ✓ use body language, proximity, posture, eye contact and voice (pacing, volume, tone, emphasis, prosody/ fluency) to create an impact

How does listening improve? Students:

- ✓ demonstrate an active awareness of how to prepare for listening
- ✓ take this task more seriously and are clear on their purpose for listening
- ✓ have strategies for accomplishing the assigned task
- ✓ are better able to chunk and retain information
- ✓ learn to make predictions, infer and interpret aural texts
- ✓ draw on and expand their schema (apply new understandings to what they already knew)
- ✓ become more self-aware of their developing listening skills
- ✓ learn to tune into text features, intonation and signal words
- ✓ know where they lose the thread of the message and what questions they might ask to repair their understandings
- ✓ become more aware of their roles and behaviours in group situations and how they can support speakers

SPEAKING AND LISTENING STRATEGIES TO TARGET LISTENING SKILLS

1. Use an **FM system** in the classroom. It makes it easier for all students in the classroom to hear over ambient noises coming from classmates, squeaky chairs, and loud ventilation systems. Teachers also benefit from reduced vocal strain and a decrease in need for repetitions.

2. Help students learn to **chunk the content of a message**, particularly relevant for learners who may have processing difficulties or may not have a deep back- ground of vocabulary and grammar to access such as English Language Learners. Students listen to a text by seeking familiar words and referring to their bank of grammatical knowledge in order to work out the relationships between the main ideas and the sentences. This process is called bottom-up processing.

Classroom exercises to support bottom-up processing include helping students to retain input, recognize key words and transitions, and to listen for stress and intonation. Dictation, cloze listening and multiple choice questions that zoom in on detailed recognition can develop these skills.

3. Students should be encouraged to **draw on what they already know** and access schema to help them make sense of new texts. This type of processing is called top-down processing. It is particularly helpful to provide students with background knowledge and let them know what to expect when they hear a new text.

In order to develop top-down processing skills, teachers can guide students to anticipate questions related to the topic or situation and to infer the setting of a text, the role of the subjects in the text, causes or effects, and unstated details of a situation.

4. **Prediction strategies** could help students access schema. For example, prior to listening, students might generate a set of questions they expect to hear and then confirm their predictions afterwards. They could generate a list of things they already know about a topic. They could read one speaker's part in a conversation and predict the other speaker's part, then listen and compare. Similarly, students could listen to part of a story or news event, predict or write an expected ending, and then listen to the actual ending and compare.

5. At the outset, student might simply "notice" features or keywords in an aural text. To extend learning, students could advance to **restructuring activities**. For example, they might try out and experiment with the newly noticed language forms in order for it to become part of their repertoire. After listening, students might also benefit from tasks such as sequencing, true-false comprehension, picture identification, and summarizing.

Sources: Richards, Jack. C. 1996. Teacher Learning in Language Teaching. New York: Cambridge University Press

SPEAKING AND LISTENING MODIFICATIONS, SUPPORTS AND TECHNOLOGY TOOLS

Considerations for children who have hearing loss:

http://www.learnalberta.ca/content/inmdict/html/hearing_loss.html

Considerations for English Language Learners:

<https://www.brown.edu/academics/education-alliance/teachingdiverse-learners/about/oral-language>

<http://www.colorincolorado.org/article/orallanguagedevelopment-and-ells-5-challenges-and-solutions>

http://www.learnalberta.ca/content/eslapb/printable_benchmarks.html

Communication Disorders: This detailed resource describes a full range of communication disorders and possible strategies to support learners: Communication Disorders Handbook, Newfoundland, 2000

https://drive.google.com/open?id=0B3tvk_eiezirRDIyN0o0S0Z3MkZNTFhjcdwTmF6cExmNndz

ERLC Website: Technologies to support students with disabilities: <http://www.learningtechnologiesab.com/>

SPEAKING AND LISTENING PLANNING AND ASSESSMENT TOOLS

Learn Alberta, Inclusive Education Library - Div 1 and 2 Listening, Speaking and Working with Others Rubrics:

<http://www.learnalberta.ca/content/ieptLibrary/lib03.html>

Classroom Observation Tool, UK 2012 (pages 6-8 specifically focus on how adults in the setting talk with children - good ideas for communication strategies):

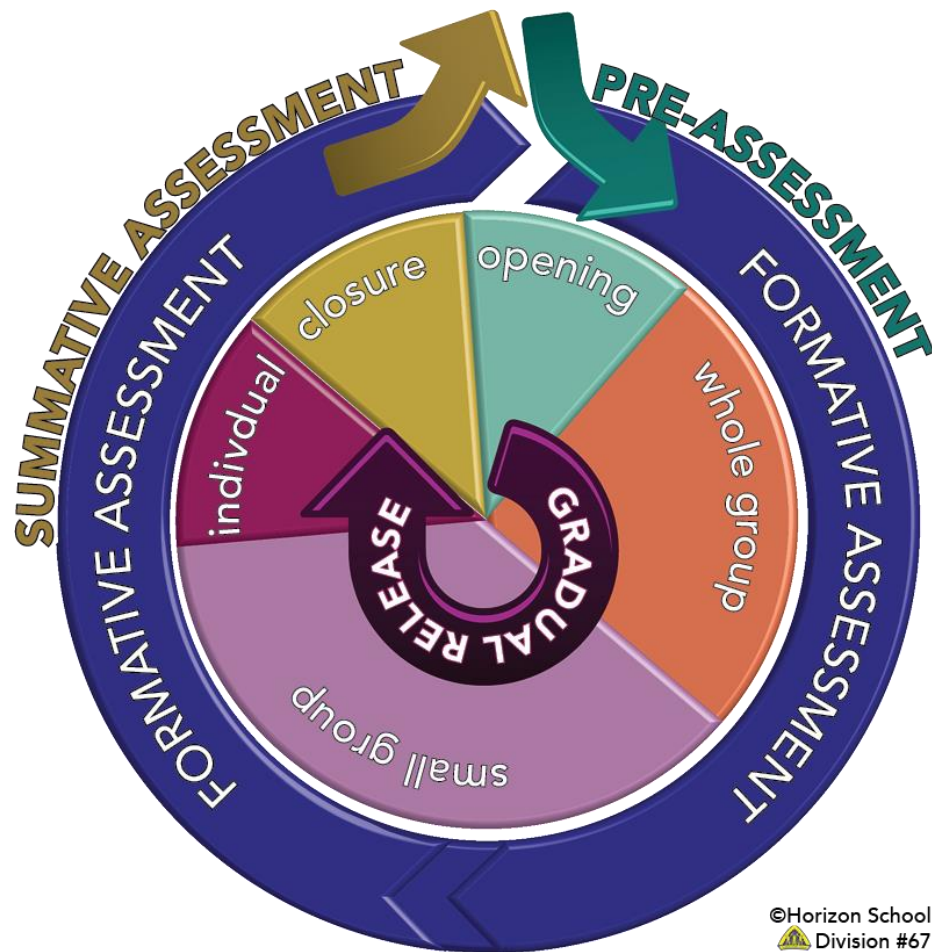
https://www.thecommunicationtrust.org.uk/media/93866/tct_bcrp_csc_final.pdf

Presentation Rubrics from Buck Institute - Project-Based Learning:

<https://www.educatorstechnology.com/2014/02/4-great-rubrics-to-develop-students.html>

Oral Presentation Rubric from ReadWriteThink.org:

<http://www.readwritethink.org/classroom-resources/printouts/oral-presentation-rubric-30700.html?tab=1#tabs>



Viewing, Visualizing and Representing

VIEWING, VISUALIZING AND REPRESENTING K-6 OVERVIEW

Viewing and representing are integral parts of contemporary life. These skills allow students to

understand the ways in which images and language may- be used to convey ideas, values and beliefs; it enables students to acquire information and to appreciate the ideas and experiences of others.

Viewing is an active process of attending to and comprehending visual media such as television, advertising images, films, diagrams, symbols, photographs, videos, drama, drawings, sculpture and paintings. Comprehension processes involved in reading, such as pre- viewing, predicting and making inferences, may also be used in viewing.

Visualizing is defined as the act of recalling or forming a mental image of something concrete, invisible or abstract; to render visible; to conceive of; or perceive.

Representing enables students to communicate information and ideas through a variety of media, such as video presentations, posters, diagrams, charts, symbols, visual art, drama, mime and models.

Sources: English Language Arts Program of Studies, K-9, Alberta Education and thefreedictionary.com

RELEVANCE TO PROGRAM OF STUDIES

Outcomes that ask students to view, create, appreciate

or analyze media texts (English Language Arts Program of Studies, K-9, Alberta Education):

General Outcome 1:

Explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore:

1.2 Clarify and Extend

General Outcome 2:

Comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use strategies and cues:

2.2. Respond to texts: experience various texts, construct meaning from texts, appreciate the artistry of texts

2.3 Understand Forms, Elements and Techniques

2.4 Create original texts

General Outcome 3:

Manage ideas and information

3.1 Plan and Focus

3.1 Select and Process

3.4 Share and Review

General Outcome 4:

Enhance the clarity and artistry of communication.

4.1 Enhance and Improve

4.3 Present and Share

General Outcome 5:

Respect, support and collaborate with others.

VIEWING, VISUALIZING AND REPRESENTING SNAPSHOT

Visual Literacy is a constantly evolving field and it has become a dominant form of communication. Students' exposure to visuals is no longer limited to viewing educational films, cartoons, environmental print, books and pictures. Students are growing up in a highly visual world, bombarded with logos and advertisements, with 24/7 access to Netflix movies, TV episodes and videos; they are taking selfies at young ages, participating in social media, creating digital slideshows, blending media formats, teaching themselves new skills from tutorial videos, hosting their own YouTube Channels and producing their own narrated videos.

As teachers, we have a key role in guiding students to be critical viewers and participants, learning to look beyond the literal to the deeper messages, how to recognize audience, validity and ownership of visuals, as well as how to create effective visuals and thoughtfully represent what they see, feel and understand.

Visuals come in a variety of formats: Advertisements - Cartoons - Charts - Collages - Comic books - Concept Maps - Diagrams - Digital books - Dioramas - DVDs - Graphic Novels - Graphs - Icons - Infographics - Magazines - Maps - Memes - Multimodal- Texts - Photos - Pictograms - Political cartoons - Selfies- Signs - Slideshows - Storyboards - Symbols - Tables- Timelines - Videos - Visual Notetaking - Websites - Wordless picture books

The First Steps Literacy - Viewing Resource Book (2013), p.4, provides a detailed overview of multimodal texts that are designed to entertain, describe, persuade, instruct, etc.

https://drive.google.com/open?id=0B3tvk_eiezirMGExQ0o2NThDaEg5R3pYbjBqRlplUTdZaUZV

The First Steps in Literacy- Viewing Map of Development:

https://drive.google.com/open?id=0B3tvk_eiezirMDJGcIVWUWFBsjVNcXFMYjhoR2pvcEdCMlhr

What is Representing?

Every time a story is told, an event described, or an image created in words or pictures, it is "re-presented". Representing encourages students to expand and extend their repertoire of skills and strategies for communication, not at the expense of verbal language but as an important complement to it. (Messaris, 1997, p. 3)

Representing enables students to communicate their ideas using a variety of media and formats, including diagrams, sounds, charts, movement or gestures, illustrations, photographs, images or symbols, posters, three-dimensional objects or models, video presentations, music, and dramatizations. In many cases, representing allows students to make sense of their learning and to demonstrate their understanding.

Source

https://drive.google.com/open?id=0B3tvk_eiezirdUVlcjFSLWxBYWFNWXJDaxXJOcjFaWjV3M3Aw

Role of teacher:

- Teach the language, conventions and vocabulary of visual literacy
- Teach students to be aware of and think critically about visual texts
- Provide examples and model how to interpret a variety of visual texts (use think alouds)
- Cue students to consider the story behind the images, implications and impact of what they are creating and viewing
- Access background knowledge in order to make inferences
- Teach students how to represent concepts and visualize in order to deepen comprehension and enhance retention of information

Role of students:

- Bring lived experience and background knowledge
- Learn to use, understand, write about, analyze, and discuss various mediums
- Appreciate how visuals communicate
- Choose appropriate techniques or tools to represent ideas

- Visualize information when reading or listening
- Use tools/technology in a socially responsible way (digital citizenship)

VIEWING, VISUALIZING AND REPRESENTING PLANNING TIPS

- Visual Literacy should be integrated across the curriculum.
- Viewing strategies are similar to reading strategies. Students should be exposed to a range of strategies and then as they become more independent, select appropriate strategies as needed to support their viewing.
- Teachers should use a gradual release of responsibility model that involves modelled, shared, guided and applied (independent) viewing and incorporate strategies such as Viewer's Circles where students work in small groups to make sense of visual texts. Teachers can also focus on strategies PRE, DURING and POST viewing. Students can be invited to respond in writing after they view.
- Capitalize on visual literacy skills early and frequently (look at pictures in picture books and on book covers and infer meaning; examine subtle messages and emotions conveyed by a picture). *Idea: Create visual dictionaries.*
- Information from mixed media (e.g. verbal, visual and audio messages) must often be processed and synthesized in order to achieve understanding.
- Visual cues might include words, diagrams, pictures, symbols, shapes, special typographic features (bold, italic, fonts, size of text, colours), etc. *Idea: Look at food packaging. What is real? What is manipulated? How are visual symbols or key words used for effect?*
- Recognize universal images/symbols and ways we communicate ideas visually. What are different ways of representing "Happy"? *Idea: Videotape students pulling faces and demonstrating emotions.*
- Teach students to visualize. Creating mental pictures helps improve comprehension of written and oral text, transform words into higher-level concepts as well as improves students' focus, attention to detail and independent reading skills. Visualization can also help students remember and apply their learning in new and creative situations. *Idea: Practice guided visualizations where the whole class pictures a scene together in their minds e.g. Picture a clown. What does he/she look like? Suspenders? What colour? Nose? Big shoes? Poke-a-dots? Blue wig? Or, students can sit back to back and coach their partner to visualize a scene (e.g. a picture they are holding) - partner tries to see how closely they can picture what is described to them.*

Source: https://www.qcaa.qld.edu.au/downloads/p_10/engl_teach_read_view_comprehension.pdf

VIEWING, VISUALIZING AND REPRESENTING RESOURCES

First Steps Literacy - Viewing Resource Book (2013) This is a 200-page PDF that addresses everything you would want to know about teaching viewing skills. It includes analytical questions to ask when interpreting and/or creating visual texts. It breaks down 12 key viewing strategies such as connecting, skimming and inferring and aspects of viewing to keep in mind: visuals, audio, gestures, as well as spatial and linguistic choices.

https://drive.google.com/open?id=OB3tvk_eiezirMGExQ0o2NThDaEg5R3pYbjBqRlplUTdZaUZV

The process of viewing, (Planning, Managing Viewing, Reflecting & Goal Setting), is broken down in detail and sample learning activities are shared for each step in the process as well as three case studies.

<http://det.wa.edu.au/stepsresources/detcms/navigation/first-steps-literacy/>

30 page excerpt from 2012 ISTE Book, **Media Literacy in the K-12 Classroom**. This chapter provides teaching ideas for questioning photographs, interpreting magazine covers, looking at cartoons, etc.

https://drive.google.com/open?id=OB3tvk_eiezirQ0drMHd1SjNqQncyMmtDVHVvQW9WaUVIS1U0

This site features a range of practical **teaching strategies** to develop visual literacy and links to other online resources. The goal is to get students thinking beyond the literal sense of the image and start to consider the deeper meanings behind how and why the images were constructed and what message or emotion they are designed to convey.

<https://www.edutopia.org/blog/ccia-10-visual-literacy-strategies-todd-finley>

The **Visual Literacy White Paper** (2003), p. 4, provides an overview including the history of visual literacy. It offers a simple list of visual syntax concepts for any teachers who want to explore key considerations when creating or interpreting visuals (framing, light, shadow, layering, motion, etc.) and a series of semantic questions we can ask about an image (p. 4, 6). https://drive.google.com/open?id=0B3tyk_eiezirbDNUVTIFaGZwNzdMaXdockdBY3g1MWFkenZF

Tips for helping students develop mental images
http://www.readingrockets.org/strategies/visual_imagery

Article: **Opening the Door: Teaching Students to Use Visualization to Improve Comprehension**
https://www.educationworld.com/a_curr/profdev/profdev094.shtml

Use "brain movies" to boost reading comprehension and retention.
<https://www.edutopia.org/blog/brain-movies-visualize-reading-comprehension-donna-wilson>

Visualization is one of five reading powers detailed in **Reading Power** by Adrienne Gear (2006)
<http://www.readingpowergear.com/>

This site highlights **40 viewing strategies** - strategies are grouped as per image below.
<https://www.teachthought.com/literacy/viewing-comprehension-strategies-watching-videos-like-you-read-a-book/>



LESSONS, IMAGE COLLECTIONS AND VIEWING PROTOCOLS

www.learnalberta.ca - Learn Alberta has provided access to 25+ videos for Grade 1-6 (mostly Science) and has created Digital Image collections. For example:

- K - Being Together
- Gr 1 Home, School & Community
- Gr. 2 - Acadian communities
- Gr. 3 - Tunisia
- Gr. 4 - Histories of Alberta
- Gr. 5 - Eastern Canada
- Gr. 6 - Democracy
- Learn Alberta created support documents for Gr 1- 5 Social Studies lessons related to Investigating Pictures
http://www.learnalberta.ca/content/ssmt/html/investigatingpictures_mt_documents.html

- Experiencing Film: Classroom Strategies for Engaging Learners, Gr. 4-8 (2009), Island Wood and National Geographic Education Foundation - this resource guides teachers to design a lesson/unit based on a film of their

choice. The process includes identifying big ideas, creating essential questions, and selecting from their bank of 27 generic viewing/film lessons. It includes detailed step by step procedures and graphic organizers.

https://drive.google.com/open?id=OB3tvk_eiezirUE5VMTBLTUI6ZTh5aDV0ODZjSnBLWG9TVIJZ

A FEW THOUGHTS FROM EDUCATIONAL EXPERTS IN THIS AREA:

The visual image has taken over, in a sense, for better or for worse. But the reality is that if one wants to reach younger people at an earlier age to shape their minds in a critical way, you really need to know how ideas and emotions are expressed visually. (Martin Scorsese)

Visual literacy requires the students be able to both 'read' and 'write' visual language. (Theron Lund and Rob Poole)

We are a visually illiterate society. ... Three R's are no longer enough. Our world is changing fast— faster than we can keep up with our historical modes of thinking and communicating. Visual literacy—the ability to both read and write visual information; the ability to learn visually; to think and solve problems in the visual domain—will, as the information revolution evolves, become a requirement for success in business and in life. (Dave Gray, Founder of Visual Thinking Company XPLANE)

CONSULTANT TIPS

Basic implementation would look like this...

- Teaching vocabulary, language, conventions of the medium
- Utilizing visual materials from resources currently in your school
- Making use of non-fiction text features
- Teaching visual literacy skills and taking advantage of viewing opportunities across the content areas. For example, video an experiment and watch it to think critically and then make changes to the experiment.
- At opportune moments, teaching students to visualize.

A more impactful implementation would look like this...

- Developing critical thinking skills. Synthesizing information from visuals.
- Linking viewing to other language strands such as speaking, writing and representing.
- Incorporating visualization on a regular basis.

Someone who has the basics mastered and could go the extra mile - it might look like this...

- Teaching students to manipulate images or videos to create a different result.
- Producing written analysis of a visual piece.
- Producing their own visuals that showcase the use of differing mediums.
- Students are cognizant of the influence of their message, audience and intended purpose.
- Purposefully using or creating visuals to communicate meaning.
- Intentionally teaching students how to visualize effectively.

VIEWING, VISUALIZING AND REPRESENTING PHOTOS/ VIDEOS - SEE IT IN ACTION

Grade 1 Comprehension Read-Aloud for Visualizing:

<https://www.youtube.com/watch?v=Jn5ZirDZTt4>

A creative video showing students why we visualize and how we can make books come to life:

https://www.youtube.com/watch?v=n5yP_HavvLg

A teacher "how-to video" modeling visualization and double-entry journal strategy - for Gr 4+

<https://www.youtube.com/watch?v=JYXrBt5nBfc>

<https://www.youtube.com/watch?v=h5p3oTmQc50&t=4s>

SUCCESS LOOKS LIKE...

- ✓ Students will spend more time noticing the visuals around them and demonstrate an awareness of the design choices behind the images.
- ✓ Students will approach visuals with a critical eye. Not be willing to believe everything they see. They will be able to discuss, write about ideas and consider perspectives.
- ✓ Students will be able to visualize and relay back what they see in their mind.
- ✓ Students will be able to visually represent what they have learned, experienced or read about in increasingly complex ways from a literal presentation to the use of more abstract concepts and/or symbols.

VIEWING, VISUALIZING AND REPRESENTING INCLUSIVE LEARNING

Visual Literacy honours inclusive learning because it is adaptable to students' knowledge base, lived experience and skill set. Be cognizant of any students with visual or auditory impairments who might need adaptations for viewing or listening tasks. Some children have colour deficits. Colour deficits affect 1 in 12 boys and 1 in 200 girls. It is estimated that there is one child per classroom with a colour deficit.

<http://www.colourblindawareness.org/parents/early-symptoms/>

<http://www.colourblindawareness.org/teachers/preschool-primary-school/>

English language learners and students who have difficulty reading will benefit from visual supports. However, viewing tasks for these learners should be carefully thought out. The information might be presented too quickly for them to grasp or they may not have sufficient background. Students may benefit from watching videos again, to be able to rewind, slow down the speed, add subtitles, etc.

Literacy professor Claudia Cornett (2003) in her book *Creating Meaning Through Literature and the Arts* states that, "When we teach for visual literacy, we involve children in thinking about and expressing in images what is often beyond linguistic capabilities (p. 157)." The arts and imagery can be the "great equalizers" since children of many different backgrounds, abilities and attitudes can participate in a learning activity embedded with multiple forms of communication. Many times, Learning Disabled and At Risk students have significant breakdowns in areas of metacognition and strategic processing; causing a lack of awareness or misunderstandings that can snowball and escalate confusion about a story (Gersten, Fuchs, Williams & Bates, 2001). Imagery can make language come to life like a movie or be used to document story actions and happenings more clearly. Even the use of color can influence or evoke emotional response to a story and imply calmness or excitement.

<https://www.brighthubeducation.com/teaching-methods-tips/127753-the-need-for-visual-literacy-instruction-in-k-12-education/>

Interesting fact! Approximately 1 in 40 people can't visualize

<https://www.rt.com/news/313610-mind-eye-aphantasia-scientists/>

VIEWING, VISUALIZING AND REPRESENTING ASSESSMENT TOOLS

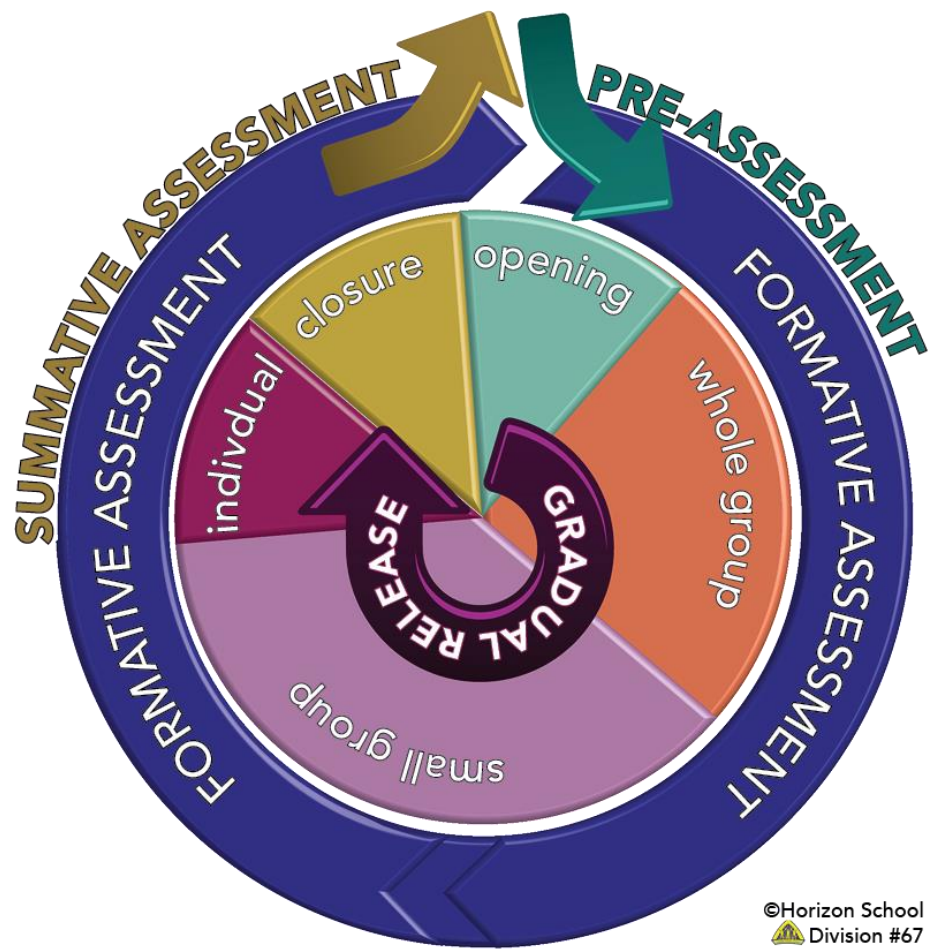
Alberta Education Viewing Rubric - Division 1 and 2

<http://www.learnalberta.ca/content/ieptLibrary/lib03.html>

Asking students to represent what they understand could provide valuable formative information about their comprehension.

Teachers can assess finished products such as writing assignments (post viewing,) visual essays, photo stories, film reviews, or digital presentations. Additional skills that could be assessed:

- interpreting symbolic elements,
- recognizing link between text and images,
- comparing versions of texts,
- thinking critically about key messages,
- author's intention and impact,
- incorporating or analyzing techniques, and
- tailoring texts to particular audiences.



DIGITAL LITERACY GRADES 1-6 OVERVIEW

Digital Literacy is an ability to use, understand and create digital texts. It includes skills such as knowing how to seek out trustworthy information online; knowing how to navigate digital environments; understanding the potential hazards of online activities and how to protect yourself; and recognizing the characteristics of a good digital citizen.

DIGITAL LITERACY SNAPSHOT

There are a number of digital literacy support tools and frameworks available to guide teachers.

1. Alberta Education Learning and Technology Policy Framework - In 2013, Alberta Education released a number of Technology Policy Directions with the intent that teachers are expected to develop, maintain and apply the knowledge, skills and attributes that enable them to use technology effectively, efficiently and innovatively in support of learning and teaching. Alberta Education - Learning and Technology Policy Framework:

https://drive.google.com/open?id=OB3tvk_eiezira1A3cEx5TFIET3dxZEJzalYtZl90cmZxalhr

2. An Overview of the LTPF: https://www.youtube.com/watch?v=7VyIAbb_pn4

3. ISTE standards for students: <https://www.iste.org/standards/for-students>

4. Access to the ISTE 'I am a Digital Age Learner' classroom poster:

<https://www.iste.org/explore/ISTE-Standards-in-Action/Free-classroom-poster%3A-I-am-a-digital-age-learner>

5. Media Smarts, Canada's Centre for Digital and Media Literacy is a website with a wealth of resources on this topic including research, information for parents, teacher tools and a blog. In 2016, they released a Digital Literacy Framework that has links to lessons organized by grade level divisions and address these six key areas of digital literacy:

<http://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/digital-literacy-fundamentals>

- Ethics and Empathy
- Privacy and Security
- Community Engagement
- Digital Health
- Consumer Awareness
- Finding and Verifying
- Making and Remixing

Use, Understand & Create: A Digital Literacy Framework for Canadian Schools:

<http://mediasmarts.ca/teacher-resources/digital-literacy-framework/use-understand-create-digital-literacy-framework-canadian-schools-overview>

Digital Literacy Framework K-3: <http://mediasmarts.ca/teacher-resources/digital-literacy-framework/digital-literacy-framework-grades-k-3>

Digital Literacy Framework 4-6: <http://mediasmarts.ca/teacher-resources/digital-literacy-framework/digital-literacy-framework-grades-4-6>

Digital Literacy Framework 7-8: <http://mediasmarts.ca/teacher-resources/digital-literacy-framework/digital-literacy-framework-grades-7-8>

Digital Literacy Framework 9-12: <http://mediasmarts.ca/teacher-resources/digital-literacy-framework/digital-literacy-framework-grades-9-12>

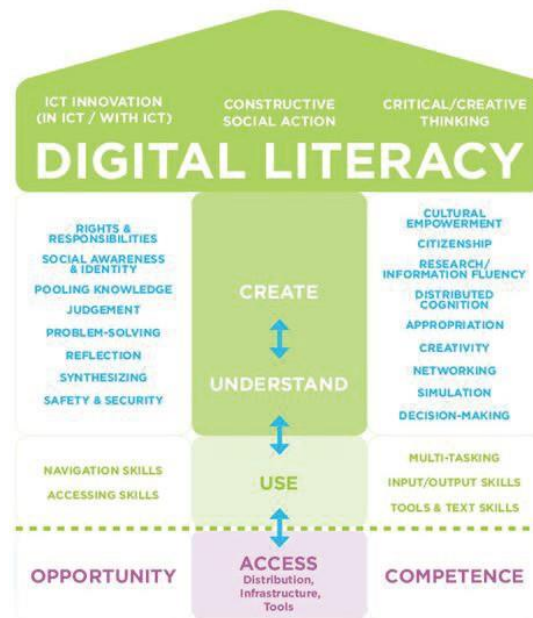


Image source: <http://mediasmarts.ca/digital-media-literacyfundamentals/digital-literacy-fundamentals>

RELEVANCE TO PROGRAM OF STUDIES

Digital literacy is relevant to all five general outcomes in ELA: exploring (GO 1) and responding to texts (GO 2), managing information (GO 3), enhancing communication (GO 4) and respecting and collaborating with others (GO 5).

ELA Program of Studies, p. 3:

In today's technological society, people access information and find enjoyment in print, as well as other language forms. For example, oral communication and visual media are becoming increasingly important. Often these forms are used in combination with one another and in conjunction with print. Therefore, texts refer not only to print but also to oral and visual forms that can be discussed, studied and analyzed. In addition, texts are affected and influenced by how they are transmitted, whether by computer, television, radio or book. Students need knowledge, skills and strategies in all six language arts [listening, speaking, reading, writing, viewing and representing] to compose, comprehend and respond to such texts.

CONSIDERATIONS

- Where is your school currently regarding technology? What access do students have to technology? Is your school a BYOD school? Is there a scope and sequence for digital technology in your school division?
- How might you use technology to enhance literacy instruction? How might technology be used in literacy stations and to allow for differentiation? How might technology allow students to practice literacy skills, improve their fluency, self-correct and show what they know?
- How can technology be used to enhance learner outcomes rather than be taught in addition to content?

Blog post: <https://askatechteacher.com/>

Blog post: 7 Reasons Why Digital Literacy is Important for Teachers:

<https://rossieronline.usc.edu/blog/teacher-digital-literacy/>

International Literacy Association, Post, Feb 2016: Knowing the Difference Between Digital Skills and Digital Literacies, and Teaching Both (See more posts on ILA Blogs: Digital Literacies and APP a Day):

<https://www.literacyworldwide.org/blog/literacy-daily/2016/02/03/knowning-the-difference-between-digital-skills-and-digital-literacies-and-teaching-both>

Competencies - Alberta Education (2016) There are 8 competencies that can be applied to learning experiences and that students need to develop and apply for successful learning. Many of the competencies (e.g., Critical Thinking and Managing Information) are particularly relevant when focusing on digital literacy:

<https://arpcresources.ca/consortia/learning-through-competencies/>

DIGITAL LITERACY RESOURCES

Commonly used tools in elementary classrooms:

- **G Suite** - Drive, Gmail, Calendar, Classroom, Chrome Apps & Extensions,
- **Microsoft Office Tools** - Microsoft Office, Microsoft 365, OneNote, Sway, Snip
- **Literacy Apps**: <http://www.readingrockets.org/literacyapps>
- **Learning Management Systems** - Google Classroom, Edmodo, Schoology, Moodle
- **Publishing or ePortfolio tools** - Google Sites, FreshGrade, Edublogs, Kidblog, Weebly, Seesaw,
- **Video Conferencing** - Skype, Google Hangouts, PolyCom
- **Social Media** - Twitter, Instagram, Facebook, Snap- chat
- **Presentation and Learning Tools** (Pear Deck, Pictello, Book Creator, Quizlet)
- **Online Books** - Tumblebooks, Epic!, Who's Reading, Storyline Online, Reading A-Z, Raz-Kids - can give parents an online login code, and Bookflix
- **Global Read Aloud** - teachers around the globe read a common book and try to make as many global connections and conversations as they can. Some people choose to connect with just one class, while others go for as many as possible. This event runs annually October-November with a new book chosen each year.
- **2Learn.ca** - lessons, resources, student sites, image gallery, and Spirit of Alberta site (updated in 2016)
- **Pobble 365** - Literacy site provides a daily photo with a story starter, question, sentence challenge, fixing sick sentences and drawing pictures (visualizing and representing): <http://pobble365.com/>
- **Newsela** - features levelled non-fiction news articles, text sets, biographies and libraries with short articles including primary source documents - updated daily: <https://newsela.com/>
- **Storybird** - an online educational site for collaboratively creating stories and picture books, featuring professional art: <https://storybird.com/>

DIGITAL LITERACY PLANNING IDEAS

Curriculum outcomes need to drive lessons, tasks and projects. Technology is incorporated when appropriate and serves to enhance instruction and learning. It is essential to teach and reinforce digital citizenship skills every time students engage in digital learning tasks. Here is an example of a series of tasks for a particular set of outcomes. Students would do the inquiry or task as indicated in the left column and then respond and/or link their digital creations showing what they know and can do in the right column.

Canada's Geography	Student Response
<p>All About Canada</p> <p>http://www.2learn.ca/kids/listSocG3.aspx?Type=1</p>	<p>What 2 things did you learn during your walk through this website:</p> <ol style="list-style-type: none"> 1. 2.
<p>National Parks of Canada: Research one Canadian national park. Write an advertisement about that park.</p> <p>https://www.pc.gc.ca/en/index</p>	<p>Create your advertisement and add the link here.</p>

A FEW THOUGHTS:

- A teacher's use of technology in the classroom mirrors their everyday digital literacy practices.
@katrina_tour
- 21st Century Education won't be defined by any new technology. It won't be just defined by 1:1 technology programs or tech-intensive projects. 21st Century Education will, however, be defined by a fundamental shift in what we are teaching - a shift towards learner-centered education and creating creative thinkers. Karl Fisch
- The technology itself is not transformative. It's the school, the pedagogy, that is transformative.
Tanya Byron
- Digital literacies are not solely about technical proficiency but about the issues, norms, and habits of mind surrounding technologies used for a particular purpose. Doug Belshaw, educational researcher
- Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is most important. Bill Gates

CONSULTANT TIPS

Basic implementation would look like this...

- Use technology to enhance and support student learning, primarily used for individual activities - spelling games, listening to digital stories, composing texts using Google docs, etc.
- Teach students how to be good digital citizens. Provide explicit lessons and guidelines for respecting others, using and sharing information, photos, etc.

A more impactful implementation might look like this...

- Use technology to enhance school/home connection. Use apps such as Remind 101 that send text updates to parents. Post materials on Google classroom that students/parents can access at home. Host a classroom blog or portfolio site. Provide access to online literacy sites such as Raz Kids or Spelling City that parents can use at home with their children.
- Guide students to use technology in a purposeful way, self-select the right tools and involve them in co-creation and sharing of their work. For example, students can collaboratively compose and record a story on the Toontastic app, post a video on weebly class blog so parents and grandparents can see what they've been doing, or read each other's poems on the Google Classroom Class Stream and post comments.
- Collaboratively work with grade level colleagues to implement and evaluate effective use of digital literacy components within the classroom.

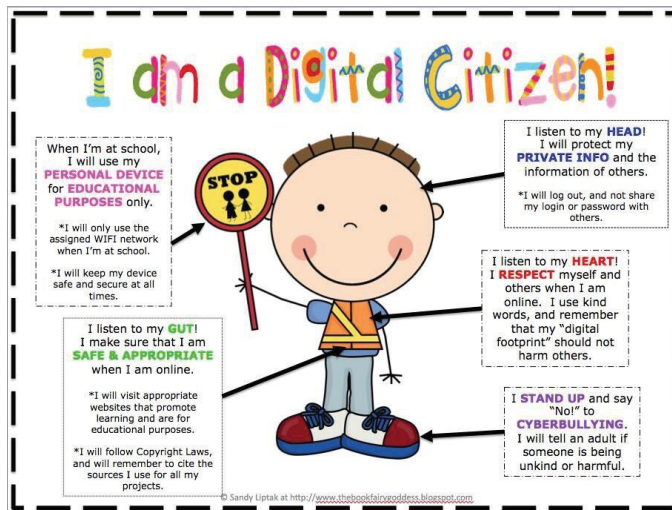
Someone who has the basics mastered and could go the extra mile might look like this...

- Guide students to create meaningful content that is presented in a unique way and/or shared with a bigger audience helping students to post on Twitter about a social action project; communicating with polar explorers or doing action research with astronauts during their mission; creating a parody of a common song and remixing it using digital tools; or booking a group video chat with a children's author.
- Become a digital leader. Support colleagues and students in their implementation of digital literacy across classroom, school, division and region.
- Do action-research and publish your discoveries, lessons learned, etc. Share your growing expertise with a broader audience.
- Inspire students to take bigger risks with digital tools, stretch their thinking, creativity, problem solving, and collaboration skills.
- Revisit learning approaches and assessment practices. Is there a way to use digital technology to go further? E.g. Create a virtual city in Minecraft where students can bring to life key concepts to be mastered in Science, Math, Language Arts, etc. Give students a week to delve into a personal challenge and create a digital product to share what they have learned, e.g. learn coding and design an app about First Nations, electrical circuits or the life cycles of animals.



DIGITAL LITERACY MODIFICATIONS /INCLUSIVE APPROACH

- Word prediction, speech to text, text to speech (Read Write Google, WordQ SpeakQ, etc.), Simplified webpages such as Wikipedia -Simple English and extensions (TLDR and Read Write Google- Simplify)
- iPad & Apps- accessibility features, communication board apps
- Learning technologies that support inclusion: <http://www.learningtechnologiesab.com/>
- Physical resources such as grippy cases and flexible seating



DIGITAL LITERACY ASSESSMENT TOOLS

The Open University lists four big skill categories when asking learners to self-assess digital literacy skills. How good are you at:

- 1) understanding digital literacy practices (e.g. digital footprint, personal safety, etc.),
- 2) finding information,
- 3) using information, and
- 4) creating information?

Source: <http://www.open.ac.uk/libraryservices/beingdigital/>

Assessment tools that can be used with students:

- E-portfolio -example FreshGrade, Seesaw, Kidblog, Edublogs, Weebly, Google Sites
- Google Classroom, Google Forms
- Kahoot
- Formative
- Socrative
- Plickers
- Zaption

- Poll Everywhere
- Pear Deck

SUCCESS LOOKS LIKE...

Students are motivated and passionate about their learning. They ask questions not just to find answers but because they are genuinely passionate about a topic. They are keen to learn more deeply.

Students are engaged in innovative projects they initiated.

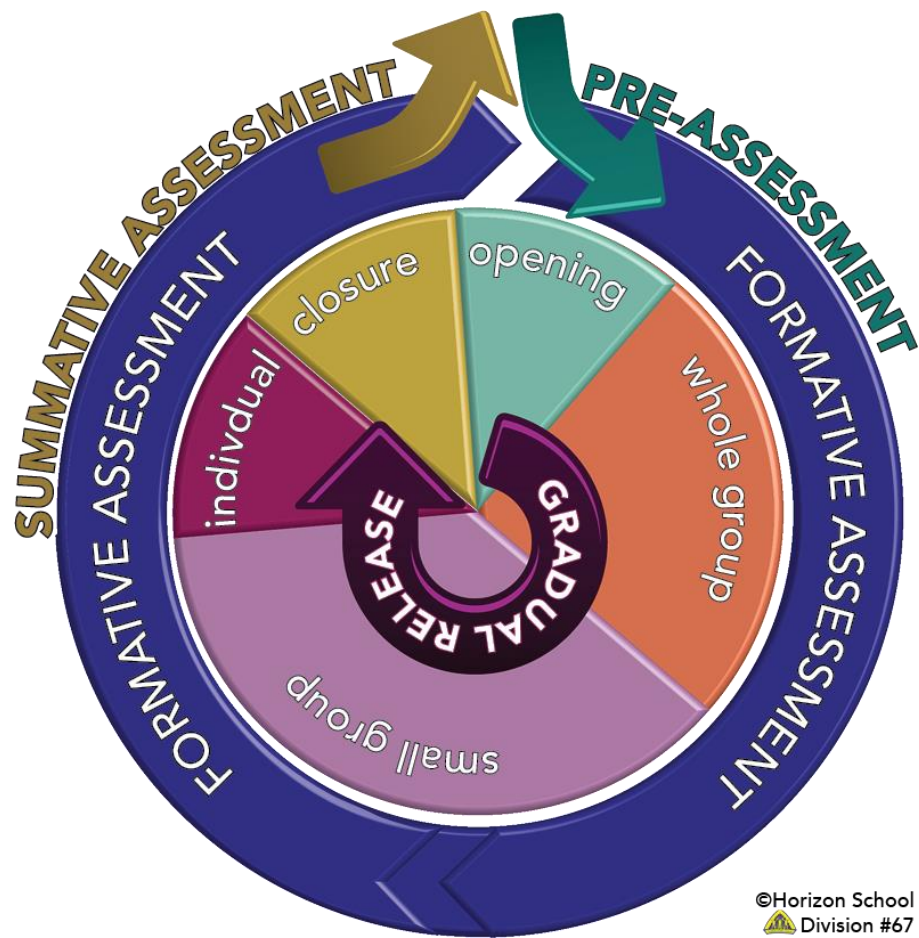
Students are able to choose appropriate digital tools for the task. They have competent keyboarding and searching skills, use critical analysis to ensure the integrity of the information they find and respect the intellectual property of digital content.

All students in the class have access to basic assistive tech tools and use them effectively.

CHALLENGES/PITFALLS/CONSIDERATIONS

Limited access to re-sources and technology	Students do not need to be 1:1 to integrate technology well. Group students in pairs or small groups. Consider letting students bring their own devices.
Teacher comfort in teaching digital literacy to students; incorporating this type of literacy into everyday learning	Try one new thing at a time. Once comfortable with it, then move on to something new. Teachers do not need to be the expert. Build capacity using student technology experts.
Assuming that all students are digitally savvy.	<p>Not all students have the same access to technology at home. Furthermore, it is not the preferred learning mode for all children. Nor do they inherently understand how to use it wisely. While students may generally be comfortable clicking and navigating wherever they want to go, are often keen to personalize their devices and shape their online persona as well as spend hours accessing online media content, they have not necessarily been taught the nuances of being responsible digital citizens. Just look at how many computer viruses suddenly infect machines from their random surfing.</p> <p>Many students are incapable of solving problems when they arise or know how to avoid them. Students need continued guidance in the ever-evolving online world.</p>
Class has limited access to devices or a school computer lab.	Technology should become ubiquitous. Rather than a dedicated 30 minutes in the lab 3 times per week, students should be able to access a classroom device when needed (akin to reaching for a calculator or a ruler). They can do a quick search, work on their project for a short while or listen to an audio book at the literacy station.
Students are distracted by the technology.	Students need guidance in this area. In fact, many adults do too. What can we do to limit the distraction? Discuss and model strategies for them. Strategies can be as simple as eliminating notification settings on devices and giving students timers or tangible end goals so they maximize time on devices. Create classroom rules about appropriate use. Student driven, engaging projects are more likely to lead to focused work with fewer distractions.

Cross Curricular Literacy



CROSS-CURRICULAR LITERACY

GRADES 1-6 OVERVIEW

As per the Literacy Definitions, Components and Elements released by Alberta Education in 2016, Alberta teachers across all subjects are expected to guide students to recognize the value of literacy (LA1), be more aware of themselves as learners (LA2), and understand the literacy demands within each task (LA3). Teachers are also called on to deepen student literacy knowledge and understanding through a focus on the rules of language (LKU1) and they are required to teach students how to acquire information (LKU2), how to construct meaning in increasingly complex and diverse texts (LKU3), and how to communicate meaning (LKU4).

https://drive.google.com/open?id=0B3tvk_eiezirdFhfNmNYN1dWWm4tT1pSNW5tdEZnTU9QODIV

Literacy is the ability, confidence and willingness to engage with language* to acquire, construct and communicate meaning in all aspects of daily living.

***Language is a socially and culturally constructed**

system of communication. - Literacy Definition, Alberta Education 2015

Teachers often teach curriculum outcomes in a logical sequence, subject by subject, to ensure they are accomplishing their goals. However, this approach can create a disconnect between subjects. When possible, blurring curriculum lines allow students to develop competencies, tap into diverse background knowledge and experiences, make connections and apply learning across subjects.

Skills, knowledge and competencies are naturally interrelated. For example, literacy, numeracy and critical thinking span the curriculum. Students learn to persevere when reading, solving a math problem, mixing paint colours or testing a scientific principle. Students use creativity when writing a story, designing boats that float, or creating a compelling tourist ad for a region in Canada. Cause and effect relationships are examined in language, science and social studies. By using common literacy approaches, vocabulary and strategies across subjects, students see strategies used in diverse ways and can learn to use strategies independently no matter what topic they are exploring.

DEFINITIONS

Infusing literacy across the curriculum can be approached in a number of ways. Here are a few terms used in relation to this topic:

Interdisciplinary - an approach that applies methodology from more than one discipline to examine a central theme

Cross-disciplinary-viewing one discipline from the perspective of another

Multidisciplinary - using several disciplines to focus on one problem with no attempt to integrate content

Content Literacy - using literacy skills and strategies to make sense of texts across subjects

Disciplinary Literacy - involves the use of reading, reasoning, investigating, speaking, and writing specific to a particular discipline (McConachie 2010), reading critically like a historian, reading for details like a mathematician or seeking cause and effect like a scientist

RELEVANCE TO PROGRAM OF STUDIES

A sampling of literacy skills from the Grade 4 Alberta Program of Studies:

<p>English Language Arts</p> <p>1.1 Discover and Explore: express ideas, develop understanding, and express preferences</p> <p>1.2 Clarify and Extend: combine ideas and extend understanding</p> <p>2.1 Use strategies and cues: prior knowledge, comprehension strategies, textual cues</p> <p>2.2. Respond to texts: experience various texts, construct meaning from texts</p> <p>2.3 Understand Forms, Elements and Techniques</p> <p>2.4 Create original text</p> <p>3.1 Plan and Focus</p> <p>3.2 Select and Process - Use a variety of sources, access information, evaluate sources</p> <p>3.3. Organize, record and evaluate</p> <p>3.4 Share and Review - Share ideas and information</p> <p>4.2 Attend to Conventions</p> <p>4.3 Present and Share</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> - use and manage information and communication technologies - interpret and present their findings - defend their opinions - reflect upon what they have learned - recognize and responsibly address injustices - communicate ideas and information in an informed, organized and persuasive manner.
	<p>Math:</p> <ul style="list-style-type: none"> - describe mental mathematics strategies - provide examples of where fractions are used - describe patterns found in tables and charts - read and record calendar dates in a variety of formats - model and explain that for different wholes, two identical fractions may not represent the same quantity
	<p>Science:</p> <ul style="list-style-type: none"> - communication is essential for science learning - language provides a means for students to develop and explore their ideas and to express what they have learned - language also plays a role in developing the skills of inquiry and problem solving - ask questions that lead to exploration and investigation - identify one or more possible answers to questions by stating a prediction or a hypothesis - communicate with group members, showing ability to contribute and receive ideas - identify new questions that arise from what was learned

CROSS CURRICULAR CONSIDERATIONS - PLANNING TIPS - CLASSROOM DESIGN

- Show students how literacy skills apply to multiple genres, topics and texts, both fiction and nonfiction.
- Highlight nonfiction texts in read alouds, shared readings, guided reading groups and craft lessons.
- Give students opportunities to read, write and talk about subject content they are learning.
- Allow students to use technology tools such as digital storytelling apps or presentation tools to demonstrate understanding or remix content in creative ways.
- Feature cross-curricular vocabulary on a word wall or develop additional subject specific word walls.
- Ensure that the classroom library is well stocked with texts across genres: math, science, social studies books, pamphlets, newspapers, magazines, environmental print, maps, game rules, how-to manuals, etc.
- Place curriculums beside each other and look for natural connections, overlaps and ways to intentionally infuse literacy strategies. Is it possible to create one "global" lesson or unit?
- When creating inquiry or project-based learning opportunities, include literacy components and assessable outcomes in student investigations, reports and final products/presentations.
- Consider longer blocks of instruction when combining content area outcomes as this allows students to engage in sustained, focused work time. (Ofsted Report, 2002-2003)



A FEW THOUGHTS FROM EDUCATIONAL EXPERTS IN THIS AREA:

- In contrast to learning skills in isolation, students who participate in interdisciplinary experiences see the value of what they are learning and become more actively engaged. (Resnick, 1989)
- Two things happen. First, young people are encouraged to integrate learning experiences into their schemes of meaning so as to broaden and deepen their understanding of themselves and their world. Second, they are engaged in seeking, acquiring, and using knowledge in an organic - not an artificial - way. (Beane, 1995)
- Human brain increases capacity by making connections (synapses) not merely by amassing information. (London Grid for Learning, 2006)
- Cross-curricular learning helps to develop metacognitive learners and metacognitive learners are able to adapt their learning to new situations. (Crown, 2006)
- Benefits include higher levels of student engagement, increased teacher collaboration and professional growth, and more opportunities to differentiate learning. (Drake & Reid, 2010)
- Learning in isolation leads to an incompleteness of understanding and application. Once teachers, through artistry and relevance, unite branches of knowledge, they can significantly enhance the learning process. (Gabriel)

- At their best, integrative activities highlight the most unique aspects of each subject and fuse them, so that they reveal relationships among subjects that would not have been understood had each subject been taught alone. (Rauschenbach, 1996)

CONSULTANT TIPS

Basic implementation might look like this...

- Read informational texts and reinforce reading strategies in Science, Social Studies and Math.
- Read a poem (ELA) about Alberta Pioneers (SS).
- Mystery unit along with Science and Investigation unit in Grade 6.
- Draw students' attention to curriculum overlaps when they occur.
- Assign a written text in Social Studies, assess the key ideas for a Social Studies assessment and the language skills for English Language Arts.

A more impactful implementation might look like this...

- Use texts from another subject to provide context. For example, if the class is reading a story about the diary of a worm, read companion nonfiction texts about worms to help students better understand the story.
- Intentionally schedule topics of study so related or complementary concepts in Math and Science, for example, will be taught at the same time.
- Design an inquiry or project-based learning opportunity that addresses outcomes from multiple curriculums.
- Undertake a community of practice with colleagues; co-plan an upcoming lesson or unit infusing literacy and outcomes from across subject areas in meaningful ways, co-teach and/or observe students during planned lessons and reflect on practice.

Someone who has the basics mastered and could go the extra mile might look like this...

- Plan an extensive integrated unit. Grade 6 teachers at one Alberta school aligned outcomes across multiple curriculums (ELA, MA, SC, SS, FSL) and helped their class create a Community with a forest to manage, an elected government (written political campaign speeches), discussions about necessary municipal buildings and services, key landmarks were given French names, students calculated area and perimeter of structures, there was a crime scene to evaluate, etc.
- Team teach with teachers of varying subject expertise and reinforce common messages. The tremendous power of a river is diminished when it is fragmented into little streams. However, when the streams are channeled together; it then can develop a deep flow. So it is with learning...When professional educators combine their energies and reinforce the same deep learning, the stream of information is clearer for the student, the learning activities are more fluid, and the student's reservoir of knowledge and skills fills faster.

<https://www.edutopia.org/blog/cross-curricular-teaching-deeper-learning-ben-johnson>

CROSS CURRICULAR-SEE IT IN ACTION

What Learning Looks Like in Rocky View Schools - video playlist - skim through list to see sample student projects in an Alberta context: <https://www.youtube.com/watch?v=2GMA7b8wR4U>

Sample Grades 1 - 6 Cross-curricular projects:

<https://blog.mimio.com/>

horizon⁺

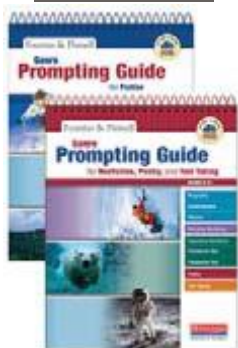
school division

CROSS CURRICULAR RESOURCES



Nonfiction Reading Power (2008) and Nonfiction Writing Power (2014) , Adrienne Gear:

<http://www.readingpowergear.com/>



Genre Prompting Guide for Fiction & Genre Prompting Guide for Nonfiction, Poetry and Test Taking K-8

<https://www.heinemann.com/search/searchresults.aspx?s=all&q=genre%20prompting%20guide>

Making Cross Curricular Connections

<https://canadianteachermagazine.com/2016/04/17/making-cross-curricular-connections/>

Literacy and Numeracy Secretariat: What Works? Research into Practice - a series of brief monographs outlining research and best practices in topics such as integrated learning in the classroom, science and literacy, word problems, etc.

https://drive.google.com/open?id=0B3tvk_eiezireVBiMnh1YXJITFRKOTBDT3hSdDdtY1ExQU9B

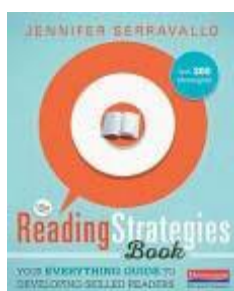
Teaching Content Areas if Teaching Reading (video): <https://www.youtube.com/watch?v=RiP-ijdxqEc>

Meeting Standards Through Integrated Curriculum, ASCD, 2004 (book synthesis):

<http://www.ascd.org/publications/books/103011/chapters/What-Is-Integrated-Curriculum%C2%A2.aspx>



Competencies, Alberta Education - over eight competencies, learning guides, poster and teacher and student-friendly postcards: <https://www.carcpd.ab.ca/competencies>



The Reading Strategies Book (2015), Jennifer Serravallo - this practical teaching resource features numerous strategies that support comprehension in nonfiction:

<http://www.heinemann.com/products/EBK07777.aspx>

Making Cross-Curricular Connections - guiding ideas

<https://arpcresources.ca/pd-resource/learning-through-competencies-overview/>

Cross-Curricular Competencies and examples, Alberta Education:

https://drive.google.com/open?id=0B3tvk_eiezireDBSZnh6U09yc1NjTDFSbmcwOGJDbThyMHLv

Readers Theater: <http://www.aaronsherp.com/rt/>

<http://www.teachingheart.net/readerstheater.htm>

CHALLENGES/PITFALLS

! Studies (Barnes and Shirley, 2005, 2007; Roth, 2000) have shown that applying two, three or four subjects to the same theme can produce a 'bland broth' of half understood ideas and misconceptions. Interdisciplinary teaching and learning can easily result in less clarity about what the subject entails. (Barnes, 2011).

- Cross-curricular integration should be carefully structured to maintain the integrity of the outcomes.

- Seeking to make learning more meaningful should not dilute the learning or replace instructional time that may be needed to develop discrete skills and outcomes.

- Aim for a balance of instruction and opportunities to combine content areas and make use of informational texts.

! Cross-curricular projects can easily veer off in far reaching directions or take more time than expected.

- When designing learning tasks, careful planning is required to ensure they are closely aligned to desired competency development, curriculum outcomes and student abilities.

CROSS CURRICULAR MODIFICATIONS, SUPPORTS AND TECHNOLOGY TOOLS

In the past, students who struggled to learn were frequently excluded from participating in activities that led to exploration, discovery, and critical thinking. With thematic instruction, however, these students including those who are acquiring English as a Second Language can be fully included.

For example, prior to introducing a piece of literature or informational text, it is beneficial to provide additional support for students who lack background knowledge, or who have difficulty understanding select vocabulary and concepts. Teachers or specialists may provide this background information and pre-teach potentially troublesome words or concepts.

Other class members who possess a good deal of background information about the theme may share information. This "support in advance" enables the students who struggle to fully participate in class discussions, writing, sharing, and reading. Instead of being excluded, they are now class members who have a chance to succeed.

<http://www.eduplace.com/rdg/res/vogt.html>

Creating Language Objectives in order to support English Language Learners in Content Area Instruction:

<https://www.colorincolorado.org/content-instruction-ells>

CROSS CURRICULAR DIGITAL TOOLS

Online news, science and reference sites:



- Newsela



- Dogo News

- 2learn.ca
- Animals A-Z
- National Geographic
- Britannica School



• Discovery Education Canada

- Power Knowledge Life Science and Physical Science
- <http://www.learnalberta.ca/OnlineReferenceCentre.aspx>
- <https://www.commonsemmedia.org/lists/best-news-sources-for-kids>
- Search engines for kids



• www.kiddle.co

- www.kidrex.org
- www.kidzsearch.com
- Google Voice Search (use the mic icon)

Sources of digital nonfiction texts

- BookFlix (free at Learn Alberta)
- TrueFlix (Free at Learn Alberta)
- Storyline Online
- Epic Books - www.getepic.com
- Raz Kids
- TumbleBooks (access through public library website)
- Pobble365.com (daily picture prompt)
- Hoopla App (use your public library card to borrow ebooks)
- OverDrive App (use your public library card to borrow ebooks)

Schools with OverDrive in our division are:

Digital Storytelling Tools:

Google Slides

- BookCreator App Student Example:

<https://www.youtube.com/watch?v=bcXgNkJ5tJM&list=PLwfIOcLg7wbkXBohVI83pYXuQaV9uelCn&index=43>

-
- Toontastic App Student Example- <https://www.youtube.com/watch?v=IibID7R32Ms>
 - Draw & Tell App Tutorial & Example- https://www.youtube.com/watch?v=3gG_I2VBY8I
 - Tellagami App Student Example <https://www.youtube.com/watch?v=QEBZ13m5FyI>

CROSS CURRICULAR PLANNING AND ASSESSMENT TOOLS

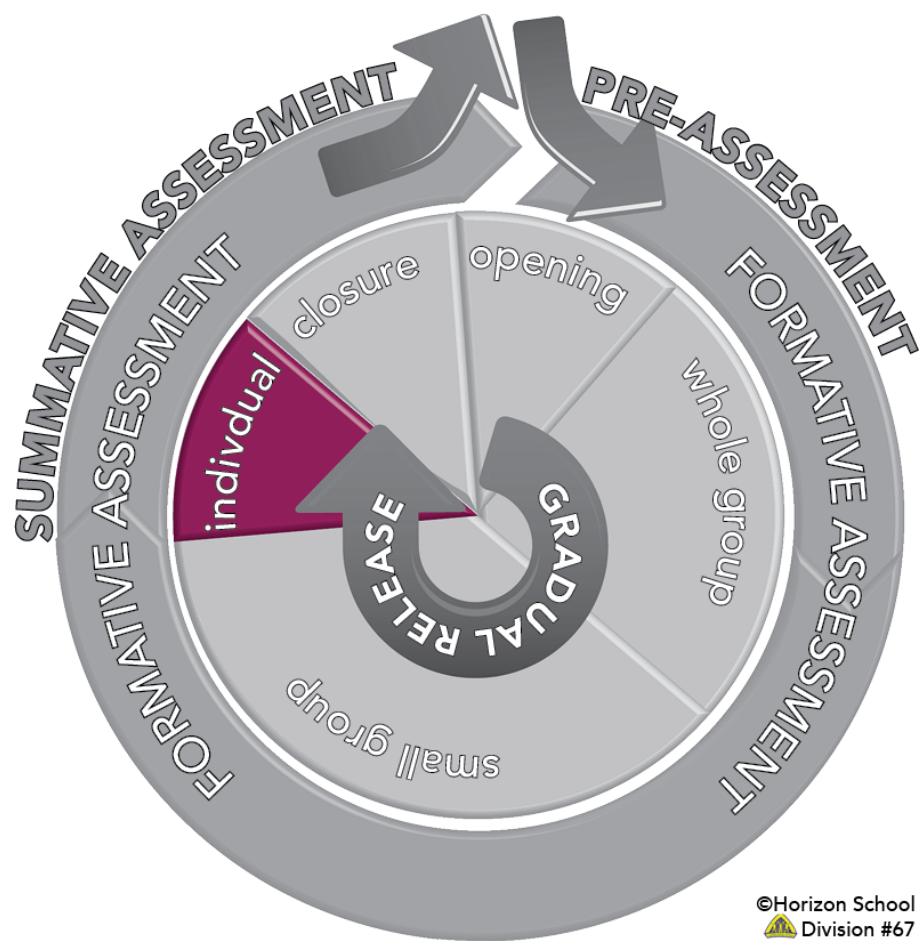
Galileo Educational Network - designing inquiry-based learning experiences, sample Alberta-based classroom projects: <https://galileo.org/designing-learning/>

Buck Institute For Education - resources to support Project-Based Learning: www.bie.org

Search Alberta

Assessment Consortium - performance tasks, rubric tools: www.aac.ab.ca

Independent Reading



INDEPENDENT READING K-6 OVERVIEW

During independent reading, students choose reading materials (e.g., books, magazines, poetry) and read them on their own with little to no adult support. Students should be reading books that are of interest to them and that they will enjoy. They should be self-selecting texts that they can read with at least 95%+ accuracy and also understand and make sense of. This independent reading time is an opportunity for students to 'practice' reading strategies they have learned in whole group, small group, through read aloud and shared reading.

RELEVANCE TO PROGRAM OF STUDIES

General Outcome 1:

Explore thoughts, ideas, feelings and experiences

1.1 Discover and Explore

1.2 Clarify and Extend

General Outcome 2:

Comprehend and respond personally and critically to oral, print and other media texts

2.1 Use strategies and cues

2.2 Respond to texts

2.3 Understand forms, elements and techniques

WHY DO WE READ?

The value of independent reading:

- Become better readers
- Helps us learn
- Able to make sense of diverse, complex texts (newspapers, trade books, ebooks, etc.)
- Become knowledgeable - Explore the world
- Be an informed citizen
- Improves our communication skills
- Increases our vocabulary
- Helps us relax, fall asleep
- Improves our vocabulary
- Is enjoyable
- Creates emotional connections - Develops empathy
- Feel better about ourselves
- Helps us relate to others

- Learn a new skill - helps in the work world
- Good for our brain - promotes thinking, reflection, visualization and analysis
- Is the mark of an educated person
- Appreciate the craft of writing

INDEPENDENT READING CONSIDERATIONS - PLANNING TIPS - CLASSROOM DESIGN

- Classroom libraries should have a wide variety of texts to choose from, including different genres and reading levels.
- Organize and label books to match the ways in which students should select books (e.g., by topic).
- Model, teach and practice procedures during independent reading time (e.g., how to select books, manage personal reading box, track reading, etc.).
- During independent reading time, confer with students 1-on-1 to get a sense of their independent reading and/or offer instructional support. Confering also allows for an opportunity to engage in conversation about the text's meaning and the student's thinking.
- Support students in choosing 'just right' books.
- Provide magazine boxes/bins or some type of organizational system so that students can easily access their reading materials.
- Create different types of spaces and seating where students can enjoy a 'good fit' book.
- Set aside time daily for students to read independently. Gradually increase independent reading time as students build their reading stamina.
- Create "preview stacks" - sets of four or five books at a student's reading level that match their interests and reading experiences. Invite students who need support to select books from this hand-picked stack instead of the entire library.
- Book Boosts - Each day at the end of their independent reading time, a few chosen students can give Book Boosts, one-minute raves about books they've read. Students select a book that they really enjoyed and then give a one-minute talk that generates interest in the book but does not give away the book's ending. These Book Boosts are easy ways to suggest a multitude of titles to students, and they act as a way for students to have something to think about as they read.

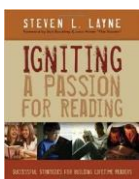
www.readwritethink.org

INDEPENDENT READING RESOURCES

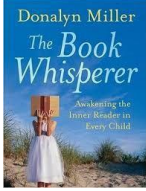


Boushey, G., & Moser, J. (2014). The daily 5 (Second Edition) fostering literacy independence in the elementary grades. Portland, ME: Stenhouse.

<https://www.thedailycafe.com/>



Layne, S. (2009). Igniting a passion for reading. Portland, ME: Stenhouse



Miller, D., & Anderson, J. (2009). *The book whisperer: Awakening the inner reader in every child*. San Francisco, CA: Jossey-Bass.

Anchor Charts

<http://zeekszoo.blogspot.com/2012/03/anchor-charts.html>
<https://www.fortheloveofteaching.net/>

Book Bins - on top of cubbies, on a bookshelf, on a side counter

<http://classroom.jc-schools.net/waltkek/Classroom.html>

Flexible Seating Options

<http://mchenrycountyliving.com/flexible-classroom-realized/>

Good Readers



A FEW THOUGHTS FROM EDUCATIONAL EXPERTS IN THIS AREA:

- The obvious truth about reading instruction is that students learn to read by reading—they learn to read well by reading with proficiency every day. (Fountas & Pinnell)
- Kids not only need to read a lot but they need lots of books they can read right at their fingertips. They also need access to books that entice them, attract them to reading. Schools...can make it easy and worry free for children to take books home for the evening or weekend by worrying less about losing books to children and more about losing children to illiteracy. (Allington, 2011)
- When students read for pleasure, when they get 'hooked on books', they acquire, involuntarily and without conscious effort, nearly all of the 'language skills' many people are concerned about. (Krashen, 2004)

- Self-selected reading is twice as powerful as teacher-selected reading in developing motivation and comprehension. (Guthrie & Humerick, 2004)
- You could be the most eloquent teacher, the best strategy group facilitator, the most insightful conferrer. But if you send your kids back for independent reading and they don't read, then they won't make the progress you are hoping for. (Allington, 2011)
- If we value all readers, we must value all reading. (Miller, 2009)

Good Fit Books

Do I like it?

The book is something that interests me.

Does it fit?

The book is not too hard and not too easy.

Does it help me?

The book is the right book for what I want to do.

CONSULTANT TIPS

- Allow time for talk. Providing opportunities for students to talk about what they are reading can help motivate peers to read, incites more thinking about what they are reading, and helps them to feel connected as a community of readers.
- Student choice is essential!
- Develop intrinsic motivation to read. Be thoughtful about the use of motivation tools such as class tally charts, reading awards, prizes and online comprehension tests. Aim for a balance.
- Build a Community of Readers and a classroom environment where reading is socially acceptable and highly valued. Talk to students as "readers" - this is what good readers do - let them share what they are reading, what they did to tackle difficult sections, be the first to read a new book in the classroom library (Dr. Steven Layne shares the idea a placing a book label in the front cover where students can sign their name as the first reader - being the first to read a book can become prestigious!), create book promotion posters, etc.
- Remind students why we read and how it can make us smarter.

- Get students in the habit of reading at home as well as the reading that happens at school. Consider pros and cons of a formal tracking chart vs. an honour system - e.g., committing to 20 minutes/day whenever possible.
- Capitalize on this learning time and circulate around to provide support or just listen in as a student reads. This can provide you with a wealth of information about the reader and their reading behaviours. You may choose to do a running record as you listen (see Planning and Assessment Tools).
- Be a champion reader. Keep a reader's notebook. Talk about the book you could not put down, the one you cannot wait to start, and upcoming book releases. Read aloud to the class.
- Think aloud and model what you do to 'break the code' and make sense of text. Read extensive amounts of children's literature beyond your own interests so you can make quality recommendations to all your students.

STUDENT RESPONSE - REFLECTING ON READING

From time to time, students should be asked to respond and reflect on their independent reading. They could revisit their reading goals and reflect on their progress. They could be asked to respond in a variety of ways, eg., craft a personal response, analyze the story, synthesize the information learned, add an entry in their reader's notebook, complete a graphic organizer, or design a book project. Reflection tasks serve a valuable purpose, but should not be implemented so frequently that they decrease student motivation to read.

CRITERIA FOR STUDENT SUCCESS

- ✓ Time - Students should have time each day to read independently.
- ✓ Books - A classroom library should have a variety of books of varying levels, interests and genres.
- ✓ Choice - Students should have the opportunity to choose the books they read during independent reading time. It is important that they be taught how to choose good fit books.
- ✓ Book Box/Bin - This can help students keep their reading materials in one spot and easily locate them during independent reading time.
- ✓ Book Talks/Recommendations - Promote books at every opportunity, both ones you are reading and ones students have enjoyed. Invite students to keep a list of what they want to read next.
- ✓ High Expectations - students know if reading is valued in the classroom. Do you expect them to read 5 books or 40 books a year? Are students held account- able -setting goals and tracking their progress?
- ✓ Strong Model - Teacher reads, stays current with latest favorites and is continually in search of engaging and motivating children's literature.

CHALLENGES/PITFALLS

! Students not enjoying reading - Reinforce how to choose good fit books and promote giving books a 'ten-page' chance to allow sufficient time to get into the story. Place a stack of titles on their desk that you have personally selected for them. Give students permission to abandon books they do not like, because that is what good readers do.

! Students spending all the allotted independent reading time choosing books - Provide opportunities for students to change their reading materials on a regular basis outside of the time dedicated for independent reading. By maintaining a book bin with four to five self-selected books in it that are refreshed as needed, students will be better able to settle in and read and they will not distract others shuffling around the shelves.

! Students are fake reading - Do a reading inventory in order to find out what students' interests are so you can help them find engaging and motivating books.

Guide students to select books closer to their reading level. Offer book talks to promote high interest books. Allow students to read a variety of texts: picture books, graphic novels, informational texts, and how-to guides.

! Students not understanding or applying strategies

- Confer and have a conversation about what the student is reading and the strategies they are using or not using. Discuss points of confusion and where they got off track. Help student to visualize while they read. Slow down their reading rate and invite more moments of reflection and self-monitoring. Alternatively, some students need to work on fluency, increase their reading rate, and extend their eye gaze to take in more of the sentence so they can anticipate what is ahead, where the punctuation and natural breaks are and start to tackle text in chunks (not just proceed word by word). If they spend most of their energy decoding words, they will not be able to proceed to making sense of text and applying reading strategies. These students need a less challenging text.

! Reading is over structured - there is a risk that we manage so much of the reading process that it stilt the experience. Students need to enjoy reading with- out feeling overwhelmed by the amount of tracking and follow up activities. Aim for a balance between letting them steer and coaching them along the way.

! Too much for the teacher to do - Identify a limited number of students to confer with. Create strong routines so students self-manage during conferring/ independent reading time. Build stamina slowly over the first few weeks and months of school so there are no interruptions, students are able to sustain interest in their reading and know what to do if they get stuck. Use personalized book bins. Do not attempt to be every- where getting students on task and reminding them of their reading goals. Consider creating a visual reminder of their reading goals, e.g. on a post-it on their desk, on a binder ring, or a bookmark. (Serravallo)

INDEPENDENT READING PLANNING AND ASSESSMENT TOOLS

Book Lists:

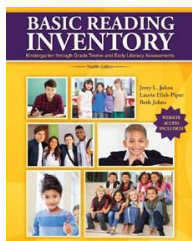


Young Reader's Choice Awards - Gr 4-12. Junior Division features books nominated for Grades 4-6.
See current and past winners : <http://www2.epl.ca/yrca/>

Association for Library Service to Children - Notable Lists and Award Winners:
<http://www.ala.org/alsc/awardsgrants/notalists>

Indigo Kids' Books - Award Winners (including Canadian Children's Literature):
<https://www.chapters.indigo.ca/en-ca/kids/childrens-book-awards/>

Goodreads - Elementary Book Lists (favorites lists created by site members):
<https://www.goodreads.com/list/tag/elementary>



Student Interests - Reading Inventories: <http://www.learnalberta.ca/content/ieptlibrary/lib01.html>

<https://learningattheprimarypond.com/category/reading/>

Carol Hurst Children's Literature Site: <http://www.carolhurst.com>

The Children's Literature Web Guide: <http://www.ucalgary.ca/~dkbrown/index.html>

The BookSpot.com "Teen Reading Lists" Directory: <http://bookspot.com/youngadult.htm>

Teen Reads website: <http://www.teenreads.com>

The Young Adult Library Services Association's "Quick Picks for Reluctant Young Adult Readers" Website:
<http://www.ala.org/yalsa/booklists/quickpicks>

Tools to help determine independent reading levels:

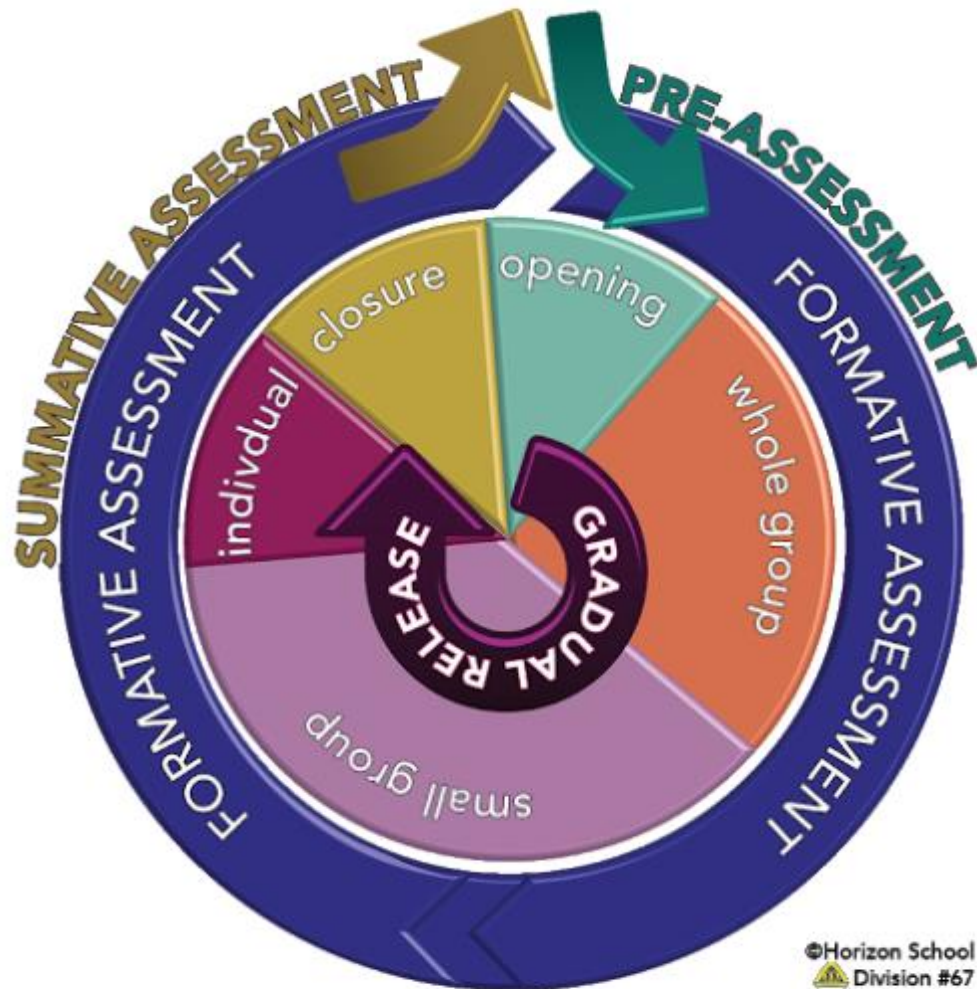
Accuracy levels for independent reading should be 95% or higher. Also important to factor in student comprehension and background knowledge.

How to Take A Running Record: <https://www.readinga-z.com/helpful-tools/about-running-records/>

• Fountas and Pinnell Benchmark Assessment System



SOME BEST PRACTICE STRATEGIES



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Division #67

The resources below are from the following books:

(Douglas Fisher, 2016)

(Tankersley, 2003)

(Tankersley, *Literacy Strategies for Grades 4-12*, 2005)

A zone of desired effects for learning is an effect size of .40 or higher. That does not mean that anything less than .40 should be ignored but one must look for a year's worth of achievement for a year of education. (PG 10, (Douglas Fisher, 2016)

1. Reciprocal Teaching Strategy: .74 effect size
<http://www.ascd.org/publications/books/118045/chapters/The-Fab-Four@-Reciprocal-Teaching-Strategies.aspx>
2. Hattie's Effect Size List and article on effect sizes:
<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>
3. Visible Learning for Literacy: Implementing the Practices That Work Best to Accelerate Student Learning
Videos and Resources: <http://resources.corwin.com/VL-Literacy>
4. Threads of Reading contact: www.threadsofreading.com
5. Literate Discussion to Dig Deeper:
https://drive.google.com/open?id=1PZC1y8XDhEMcz2yv4xBrD80FzfAkBn_xg9NHRBpIv4Y
6. 6 Scaffolding Strategies to use with your students:
https://drive.google.com/open?id=OB3tvk_eiezirN0ptaTZmLWV3Qm81WkJVbW81Nlg2LVJkSy1z
7. ELL Strategies document: Go to Strategies:
https://drive.google.com/open?id=1YrJz6pW4sgw7bjKL_nf1_15KXZ_Dm07j
8. 10 Effective Practices for Teaching Reading:
https://drive.google.com/open?id=OB3tvk_eiezirWEVhNldQRUJUNWpiUXZHR1Z6YnBwQ3RJQUgw
9. Horizon Teacher Tools: <https://sites.google.com/horizon.ab.ca/horizonteachertools/home?authuser=0>