A Guide to Effective Literacy Instruction, Grades 4 to 6

Volume One: Foundations of Literacy Instruction for the Junior Learner
1. The Junior Learner
2. Knowledge and Skills Required for Literacy
3. Principles of Effective Literacy Instruction

Volume Two: Assessment

Volume Three: Planning and Classroom Management
1. Planning
2. Classroom Environment and Resources

Volume Four: Oral Language
1. An Overview of Oral Language in the Junior Grades
2. Talking, Listening, and Thinking
3. Accountable Talk
4. Formal Talk

Volume Five: Reading
1. Reading in the Junior Grades
2. Reading, Comprehending, and Responding
3. Reading Instruction
4. Reading Assessment

Volume Six: Writing
1. Writing in the Junior Grades
2. Writing Instruction
3. Assessment of Writing
4. Sample Writing Lessons

Volume Seven: Media Literacy
1. An Overview of Media Literacy in the Junior Grades
2. Approaches to Teaching Media Literacy
3. Sample Lessons
A Guide to Effective Literacy Instruction, Grades 4 to 6

A Multi-volume Resource from the Ministry of Education

VOLUME FIVE
Reading

2008
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Une série de publications équivalente est disponible en français sous le titre suivant :
Guide d’enseignement efficace en matière de littératie de la 4e à la 6e année.
INTRODUCTION

A Guide to Effective Literacy Instruction, Grades 4 to 6 is organized into several volumes. The first three volumes provide the foundation for effective literacy instruction and literacy learning in the junior grades. Subsequent volumes go more deeply into what to teach – and how – in order to help all students experience success.

Volume Five, “Reading”, builds on and extends the research findings and best practices in Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario. It provides a framework to support the implementation of learning activities that address the expectations in the reading strand of the revised 2006 Language curriculum. In addition, it provides in-depth discussion of reading theory and practice as used in classroom instruction and learning in the junior grades.

Reading – understanding and engaging with texts of various kinds – plays an increasingly important role in all aspects of learning in the junior grades. The information in this volume also supports learning expectations in other Language strands – Oral Language, Writing, and Media Literacy – and in other subject areas, including Science, Social Studies, Mathematics, and Health and Physical Education.

The pedagogical approach to reading instruction presented in this volume is based on Vygotsky’s theory of zones of cognitive development. Through modelling, demonstration, support, and guidance, teachers lead students from their zone of proximal development to a new zone of actual development in which they can work independently. (For a discussion of Vygotsky’s theory and its application, see “Zones of Cognitive Development” in Volume 1, Chapter 3 [pp. 78–79].) This guide is constructed to reflect this progression, both in its thematic discussions of reading development in the junior grades and in the instructional tools and practices it presents from one chapter to the next.

As students encounter increasingly complex texts, they need to develop a range of comprehension strategies and to assess, critique, and reflect on what they read. The instructional approaches presented in this guide provide reading activities that involve higher-order thinking skills. Students who may struggle with reading will benefit from more opportunities to make reading–writing–talking connections in a variety of forms and contexts. They need encouragement to use their full range of skills, talents, and abilities to gain new learning. English-language learners may not talk or read as much
in class as other students, but as they listen and engage in shared and guided reading, they can gradually absorb and begin to learn the uses, meanings, and nuances of the language.

Students look for relevance and meaning in what they learn. They are eager to explore complex issues that they encounter in their daily lives, in the texts they read, in the media, and in the world around them. They are highly motivated to develop new understanding through thoughtful analysis of both the content of ideas and the ways in which ideas and information are presented. A rich literate environment, with access to high-quality materials and opportunities to share and discuss what has been read, plays a vital role in students’ development as readers and learners. Using a variety of reading materials enables students to examine the lives, ideas, and experiences of others and to develop awareness of, sensitivity to, and empathy with the multiple perspectives of the diverse and multi-faceted world they live in.

THE ORGANIZATION OF THIS VOLUME

This volume is organized into four chapters. Information from research and theory is presented in each chapter to help build teachers’ knowledge of instructional content and pedagogical theory. Chapters 2 to 4 provide sample lessons which teachers may use as models or resources for classroom teaching. These sample lessons acknowledge the complex and recursive nature of reading, combining many skills and types of thinking simultaneously within any one learning activity. Within learning activities, teachers use modelling, demonstration, guided practice, and support to shift gradually responsibility to students as they progress toward using these skills independently.

Chapter 1 examines the characteristics of junior readers – why, what, and how they read – and the implications for the planning and development of a reading program for the junior grades. It presents an overview of the qualities of an effective reading program and contains an example of how a literacy learning block can be organized.

Chapter 2 focuses on the reading process, the key comprehension strategies that junior readers need to learn, the importance of developing critical literacy skills, and ways in which students can be encouraged to respond to texts. Sample lessons, using a variety of instructional approaches, show how students can be taught to read critically.

Chapter 3 discusses the key instructional approaches – modelled, shared, guided, and independent reading – that enable the teacher to transfer gradually responsibility for reading to the students. A series of mini-lessons demonstrates how the key comprehension strategies can be taught using these instructional approaches, and one of these strategies – drawing inferences – is treated at greater length in sample lessons that progress from its introduction to students’ use in independent practice.
**Chapter 4** is concerned with the assessment of reading and the assessment strategies that can be used before, during, and after teaching. Sample lessons on features of informational text highlight the assessment component to demonstrate how it fits at each stage of instruction.

**Key Messages for Teachers and Students**

In each volume of the *Guide to Effective Literacy Instruction*, teachers are reminded of the key messages, listed in the chart on page 4, that are intended to help them address the goals of the junior literacy program. The key messages are fundamental ideas that underlie all of the approaches, strategies, and tools described in this guide. They answer the question, “Why am I teaching this material, in this way, to this group of students, at this time?” Teachers can use these key messages to guide their practice.

**Working Toward Equitable Outcomes for Diverse Students**

All students, whatever their socio-economic, ethnocultural, or linguistic background, must have opportunities to learn and to grow, both cognitively and socially. When students can make personal connections to their learning, and when they feel secure in their learning environment, their true capacity will be realized in their achievement. A commitment to equity and inclusive instruction in Ontario classrooms is therefore critical for enabling all students to succeed in school and, consequently, to become productive and contributing members of society.

To create effective conditions for learning, teachers must take care to avoid all forms of bias and stereotyping in resources and learning activities, which can quickly alienate students and limit their learning. Teachers should be aware of the need to provide a variety of experiences and to encourage multiple perspectives so that the diversity of the class is recognized and all students feel respected and valued. Learning activities and resources for teaching language should be inclusive, providing examples and illustrations and using approaches that recognize the range of experiences of students with diverse backgrounds, knowledge, skills, interests, and learning styles.
### Key Messages for Teachers and Students

<table>
<thead>
<tr>
<th>Effective literacy teachers in Grades 4 to 6 understand that:</th>
<th>Successful students in Grades 4 to 6 understand that:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy instruction must be driven by equitable ongoing assessment.</td>
<td>Assessments are a way for the teacher and for me to understand how well I am learning.</td>
</tr>
<tr>
<td>Literacy instruction must be explicit and relevant to students’ lives.</td>
<td>I learn best when I am reading and writing for a real purpose.</td>
</tr>
<tr>
<td>Literacy instruction must be differentiated, inclusive, and respectful of all students.</td>
<td>Some tasks will be difficult, but I can learn the strategies that I need to succeed.</td>
</tr>
<tr>
<td>Students’ unique identities and diverse experiences can contribute greatly to a rich learning environment.</td>
<td>I have valuable knowledge and experiences that I can share with my classmates.</td>
</tr>
<tr>
<td>Oral language is the foundation for literacy.</td>
<td>Accountable talk helps me to improve my reading, writing, and thinking.</td>
</tr>
<tr>
<td>Reading, writing, talking, listening, thinking, viewing, and representing are reciprocal literacy processes.</td>
<td>Reading will make me a better writer, and writing will make me a better reader. Talking, listening, and thinking will make me a better reader and writer.</td>
</tr>
<tr>
<td>Students need to become proficient in “multi-literacies”, involving texts of all types.</td>
<td>I need to use my literacy skills to work with texts of all types.</td>
</tr>
<tr>
<td>Students need to learn that their literacy skills are transferable to all content areas.</td>
<td>I can apply the strategies and skills that I learn in Language to all subjects.</td>
</tr>
<tr>
<td>Students learn best when they are motivated and actively engaged in their learning.</td>
<td>If I am actively involved in making meaning when I read and write, I will improve my learning.</td>
</tr>
<tr>
<td>Explicit feedback given immediately after assessment leads to improved levels of student achievement.</td>
<td>The teacher’s feedback will help me to improve my learning.</td>
</tr>
<tr>
<td>By gradually releasing responsibility for learning to students, teachers help students improve their learning and develop a greater level of independence.</td>
<td>The strategies I am learning will help me become a proficient and independent reader, writer, and communicator.</td>
</tr>
<tr>
<td>When students are encouraged to assess their own work and set their own goals, they take ownership of their learning.</td>
<td>I need to think about my learning and set goals for my learning.</td>
</tr>
<tr>
<td>Authentic literacy experiences help students develop skills and attitudes that will serve them throughout their lives and improve the quality of their lives.</td>
<td>Knowing how to read, write, and communicate effectively will help me be successful during my school years and throughout my life.</td>
</tr>
<tr>
<td>Metacognitive skills give students a growing awareness of themselves as learners and a greater degree of independence.</td>
<td>Thinking about my thinking will help me understand what I have learned, make decisions about my learning, and become a more independent learner.</td>
</tr>
<tr>
<td>Critical-thinking and critical-literacy skills are tools students need in order to develop into active, responsible participants in the global community.</td>
<td>I need to think critically about all the texts I encounter and ask myself questions about the accuracy and fairness of the stories or information in these texts.</td>
</tr>
<tr>
<td>Professional collaboration and ongoing learning help teachers develop a deeper, broader, more reflective understanding of effective instruction.</td>
<td>Working with others gives me new ideas and helps me to reflect on and expand my own thinking and learning.</td>
</tr>
</tbody>
</table>
The following are some strategies for creating a learning environment that acknowledges and values the diversity of students and enables them to participate fully in the learning experience:

- providing reading opportunities that are meaningful to all students (e.g., literature that reflects students’ interests, home-life experiences, and cultural backgrounds);
- using language resources that reflect diverse ethnocultural groups, including Aboriginal peoples;
- using children’s literature that reflects various cultures and customs;
- understanding and acknowledging customs and adjusting teaching strategies as necessary. For example, a student may come from a culture in which it is considered inappropriate for a child to ask for help, express opinions openly, or make direct eye contact with an adult;
- considering the appropriateness of references to holidays, celebrations, and traditions;
- providing clarification if the context of a learning activity is unfamiliar to students (e.g., describing or showing a food item that may be new to some students);
- evaluating the content of textbooks, children’s literature, and supplementary materials for cultural or gender bias;
- designing learning and assessment activities that allow students with various learning styles (e.g., auditory, visual, tactile/kinaesthetic) to participate meaningfully;
- providing opportunities for students to work both independently and with others;
- providing opportunities for students to communicate orally and in writing in their home language (e.g., pairing an English-language learner with a first-language peer who also speaks English);
- using diagrams, pictures, manipulatives, sounds, and gestures to clarify vocabulary that may be new to English language learners.

For a full discussion of equity and diversity in the classroom, as well as a detailed checklist for providing inclusive language instruction, see pages 1 and 3–8 in Volume Three of *A Guide to Effective Literacy Instruction*. 
Planning language programs for students with special education needs

Planning language programs to provide differentiated instruction and assessment for students with special education needs is a fundamental aspect of inclusive instruction. For a detailed discussion of the considerations involved in planning programs for students with special education needs, including the provision of accommodations and modified expectations, see the following:

• Volume Three of this guide, Planning and Classroom Management, pages 9–10;
• Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6, 2005, pages 117–122;
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**Reading and the Junior Learner**

By the time they enter the junior grades, students have developed a set of reading strategies. They now need to build on these strategies as proficient readers, analysing complex text, dealing with unfamiliar material, and selecting appropriate and varied texts for reading.

The characteristics of junior learners must be considered in planning reading programs for them. For students, it is a time of excitement, infinite possibilities, and expanding horizons. They are increasingly independent in their learning and interested in exploring different attitudes, values, and perspectives both among their peers and in the texts they read. For teachers, the challenge is to plan broadly for all students across the junior grades while addressing the needs of specific students who bring unique experiences, interests, and abilities to the classroom.

Most teachers are aware of the qualities that enable students to become proficient readers: a sense of purpose in reading; an understanding of text structure; the ability to build on prior knowledge, use comprehension strategies, and self-monitor during the reading process; and a love of reading. Teachers are also aware that the junior years are a critical time for developing and strengthening these qualities before students move on to even more complex reading material in the intermediate years. The more that students develop these qualities, the more reading they will want to do, and this will lead them to become more effective readers. When teachers help students focus on these qualities, they promote reading proficiency and motivate students to continue developing their love of reading.

A key determining factor in reading success in the junior grades is how teachers encourage student readers through their own example. They can do this by modelling good reading strategies, and by demonstrating the value of reading in as many ways as possible – what they love to read, what they care about, what newspaper articles they read, what reading strategies work for them while reading – and they can model how they interact with their colleagues to strengthen and enrich their literate lives. They can show students the inside process of reading so students gain a deeper understanding of how text works and how to interpret and negotiate meaning.

The chart opposite identifies important characteristics of junior learners to be considered in planning reading programs and indicates ways in which teachers can respond appropriately to them.
### Student Characteristics and Their Implications for Teacher Planning

<table>
<thead>
<tr>
<th>Student Characteristics</th>
<th>Teacher Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in the junior grades are becoming increasingly independent as learners. As a result, they want to take a more active role in their learning as they develop a desire to learn and read more about topics that interest them.</td>
<td>Teachers plan learning opportunities that foster a love of reading through exposure to quality literature and informational text that allows students to direct their learning (e.g., through literature circles, research projects, independent reading). Teachers provide opportunities for independent and personal reading to expand students’ thinking and deepen their motivation to learn, and help them develop life-long learning habits of mind. Teachers also involve all students in shaping instructional content and in creating tools that students can use to assess learning.</td>
</tr>
<tr>
<td>Students are at different points on the learning continuum, and they progress at varying rates. They also have different learning styles and incentives/motivation to learn.</td>
<td>Teachers differentiate instruction by using varied instructional approaches and learning activities that are interactive and allow for levels of response that include all students. Based on assessment information, teachers provide all students with opportunities to work in various groupings and respond in various modes. Teachers help students discover the strategies that work for them, and participate in the planning of both instruction and assessment. Teachers develop programs that allow students to engage at their varying points of entry. Texts of all types (print, video, audio) are used regularly in the classroom.</td>
</tr>
<tr>
<td>Students bring to the classroom a range of diverse experiences, interests, and values that influences the meaning they construct from texts. They are looking beyond families and teachers as they develop a deeper understanding of their personal identities, beliefs, and values.</td>
<td>Teachers take advantage of this range of experiences, interests, and values as they invite students to discuss, question, analyse, and reflect on a wide range of topics with which all students can identify. Teachers use varied literary and informational texts that reflect student experiences, cultures, and values. They develop programs that provide rich opportunities for personal and shared responses to text.</td>
</tr>
<tr>
<td>Students’ receptive language is often at a higher level than their expressive language.</td>
<td>Teachers encourage students to put their thoughts into words by engaging them in many discussions and by asking questions that prompt students to dig deeper for meaning, to wonder about possibilities, and to discuss contradictions, orally and in writing. During all interactions with students, teachers model questioning the text, reflective thinking, and using increasingly complex language, as well as effective strategies for comprehension.</td>
</tr>
</tbody>
</table>

(continued)
**Student Characteristics and Their Implications for Teacher Planning – Continued**

<table>
<thead>
<tr>
<th>Student Characteristics</th>
<th>Teacher Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior students realize that other students have different attitudes, values, and standards, and they are interested in finding out about them.</td>
<td>Teachers have students work in flexible groups so they have the opportunity to share many views on a topic as they collaborate and support each other's learning.</td>
</tr>
<tr>
<td>They also begin to recognize that texts of all types present different viewpoints and perspectives.</td>
<td>Teachers encourage students to explore differing values and attitudes as they read texts critically, make inferences, determine points of view, and analyse how they are influenced by the texts they read. They also learn how texts are created to inform, persuade, entertain, or evoke emotions.</td>
</tr>
</tbody>
</table>

**Why Junior Students Read**

As their reading abilities develop, junior students read a wider range of texts. Often they combine several reasons for reading when they engage with a particular text. However, they need guidance to develop an understanding of the various reasons for reading and how these reasons affect the strategies they use. The teacher needs to show students when and how to read for different reasons, modelling responses to texts, and teaching strategies related to specific reasons for reading. The major reasons why junior students read and the ways in which teachers provide support are shown in the chart opposite.
## Reasons for Reading in the Junior Grades

<table>
<thead>
<tr>
<th>Students read:</th>
<th>Teachers provide:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>for enjoyment</strong></td>
<td><strong>time for personal reading</strong></td>
</tr>
<tr>
<td>Junior readers “lose themselves” in texts.</td>
<td>Teachers value personal reading and give students the opportunity to read self-selected texts independently.</td>
</tr>
<tr>
<td>They no longer have to attend to the decoding skills and find themselves completely absorbed.</td>
<td>A broad selection of texts of all types is made available, including informational text, poetry, short stories, magazine articles, and videos, to give students experience with authors, genres, and forms. A variety of texts provides students with the opportunity to pursue what interests them while they develop their reading skills.</td>
</tr>
<tr>
<td>They are not conscious of reading as an act but are simply enjoying a story or satisfying their curiosity about the topic they are exploring.</td>
<td></td>
</tr>
<tr>
<td><strong>for vicarious experiences</strong></td>
<td><strong>a broad selection of literary and informational texts</strong></td>
</tr>
<tr>
<td>Students read to know how other people feel and live; they want to experience events and places that are distant from their own “here and now”.</td>
<td>Teachers read aloud and discuss texts that connect to students’ experiences, to other texts, and to the world with which students are familiar.</td>
</tr>
<tr>
<td><strong>to learn more about themselves and others</strong></td>
<td><strong>appropriate content for the age, gender, and cultural diversity of the students</strong></td>
</tr>
<tr>
<td>Junior readers see their identity and culture reflected and affirmed in what they read. They also learn about the cultures and identities of others and begin to appreciate the richness and diversity of society.</td>
<td>Teachers model critical responses and give students many opportunities to discuss and respond to what they read in ways that will help them to position and understand themselves in a multicultural world.</td>
</tr>
<tr>
<td><strong>to gain information</strong></td>
<td><strong>strategies and skills to deal with informational texts</strong></td>
</tr>
<tr>
<td>Students read increasingly complex informational texts related to Language Arts, Science, and Social Studies topics.</td>
<td>Teachers show students how to use the features of informational text to access, evaluate, and use information from a range of sources as they pursue a variety of topics.</td>
</tr>
<tr>
<td><strong>to understand issues</strong></td>
<td><strong>texts and critical literacy strategies that explore social issues</strong></td>
</tr>
<tr>
<td>Students’ interests expand as they use literature to understand philosophical and social issues such as poverty, peace, war, racism, and religious differences.</td>
<td>Teachers show students that there are diverse points of view on most topics. They teach them how to question texts, seek alternative points of view, support opinions, and critique the information presented.</td>
</tr>
<tr>
<td><strong>for aesthetic appreciation</strong></td>
<td><strong>opportunities for the students to respond to text through the arts</strong></td>
</tr>
<tr>
<td>Junior readers are drawn to literature as works of art. They read for the inherent aesthetic experience, to enjoy the exceptional language and refined nuances of the writer’s craft.</td>
<td>Teachers teach students how to respond to text in many ways including choral reading, readers’ theatre, literature circle, visual arts, and book club. These activities are valued and assessed in a way similar to written responses.</td>
</tr>
</tbody>
</table>
What Junior Students Read

Whether students are at school, home, the community centre, the library, the movies, or the mall, they find themselves in a technologically and culturally complex world with a wide variety of texts, in both print and electronic formats, that use words, graphics, and other visual elements. Every day, they must be able to read, interpret, and analyse messages in many different forms.

In a comprehensive reading program, students experience a wide range of text features, text forms, and genres. This balance is accomplished through long-range planning as teachers consider what topics, genres, and forms of texts to include over the year.

The following chart contains samples of the various text features, genres, and forms of text that junior students should experience.
### Text Features, Forms, and Genres

<table>
<thead>
<tr>
<th><strong>Text Features</strong> (Design/presentation)</th>
<th><strong>Text Forms</strong> (Physical forms and functions)</th>
<th><strong>Genres</strong> (Literary or thematic categories)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structural elements and navigation aids</strong> such as:</td>
<td><strong>Narrative (fiction or informational)</strong> such as: stories told in poetry, novels, short stories, picture books</td>
<td>Adventure</td>
</tr>
<tr>
<td>Table of contents</td>
<td>diaries, journals, short stories, novels, memoirs</td>
<td>Atlas</td>
</tr>
<tr>
<td>Index</td>
<td></td>
<td>Autobiography</td>
</tr>
<tr>
<td>Title and topic</td>
<td><strong>Recount (fiction or informational)</strong> first-person accounts such as:</td>
<td>Biography</td>
</tr>
<tr>
<td>Headings</td>
<td>diaries, journals, short stories, novels, memoirs</td>
<td>Diary or journal</td>
</tr>
<tr>
<td>Preface or foreword</td>
<td><strong>Procedures</strong> such as:</td>
<td>Epic</td>
</tr>
<tr>
<td>Epilogue</td>
<td>recipes, rule books, directions and maps, instruction manuals, “how to” books, posters, experiments</td>
<td>Fable</td>
</tr>
<tr>
<td>Captions</td>
<td><strong>Exposition</strong> such as:</td>
<td>Fairy tale</td>
</tr>
<tr>
<td>Footnotes and endnotes</td>
<td>essays, position papers, articles, advertisements</td>
<td>Fantasy</td>
</tr>
<tr>
<td>Glossary</td>
<td><strong>Explanation</strong> such as:</td>
<td>Folk tale</td>
</tr>
<tr>
<td>Bibliography</td>
<td>textbooks in Science, Social Studies, History, Geography</td>
<td>Historical fiction</td>
</tr>
<tr>
<td>Pull-down menus</td>
<td></td>
<td>Horror</td>
</tr>
<tr>
<td>Hyperlinks</td>
<td><strong>Reports</strong> such as:</td>
<td>Humour and satire</td>
</tr>
<tr>
<td></td>
<td>magazine and newspaper reports, letters, editorials, critical reviews, essays, posters</td>
<td>Legend</td>
</tr>
<tr>
<td></td>
<td><strong>Electronic texts</strong> such as:</td>
<td>Memoir</td>
</tr>
<tr>
<td></td>
<td>multimedia texts, e-mail, blogs, websites, broadcasts</td>
<td>Mystery</td>
</tr>
<tr>
<td></td>
<td><strong>Functional texts</strong> such as:</td>
<td>Myth</td>
</tr>
<tr>
<td></td>
<td>lists, memos, notes, pamphlets, brochures, flyers, print advertisements, CD-cover inserts, invitations, announcements, programs, business letters, scripts, minutes of a meeting</td>
<td>Poetry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science fiction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reference text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Textbook</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Travel book</td>
</tr>
</tbody>
</table>

**Illustrations** such as:
- Inlays and cross-sections
- Pull quotes
- Sidebars
- Photos
- Graphs and charts
- Timelines
- Maps
How Junior Students Read

“To make meaning from texts, junior readers learn to apply strategies and skills such as determining the purpose for reading, activating prior knowledge, using cueing systems and comprehension strategies, and analysing the meaning in order to acquire a deeper level of understanding.”

(Literacy for Learning, 2004, p. 63)

Junior readers draw upon a complex interaction of motivation, strategies, and resources to make meaning from increasingly sophisticated text. This highly intricate process involves:

- activation and integration of a set of reader roles;
- use of cueing systems;
- use of comprehension strategies.

Comprehension strategies are covered in Chapter 2, on pages 25–28. Reader roles and the use of cueing systems are discussed below.

Four Reader Roles

The skills and resources that the learner draws on to make meaning of texts are complex, and models developed to understand them are still evolving. One model, designed by Luke and Freebody (1990), describes reading as an integration of four roles to gain meaning from text: meaning maker, text user, code breaker, and text analyst. Together, these four roles help students develop the qualities of a good reader: a sense of purpose for reading in all curriculum areas, an understanding of the structures of a variety of texts, the ability to build on prior knowledge, and competence in using higher-order thinking skills that will support further learning.*

The chart opposite summarizes the strategies used by readers in each of these four roles and the ways in which teachers can help students develop these strategies.

* In their later work on this model, Luke and Freebody (1999) shift the emphasis from roles to “practices” and “resources” and stress the development of “repertoires of capabilities”.

A GUIDE TO EFFECTIVE LITERACY INSTRUCTION, GRADES 4 TO 6 • VOLUME FIVE
### Reading Roles: Reader and Teacher Strategies

#### Meaning-Maker

<table>
<thead>
<tr>
<th>Students read text to help understand themselves and the world around them.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The reader:</strong></td>
</tr>
<tr>
<td>• recognizes that reading always involves a search for meaning</td>
</tr>
<tr>
<td>• knows and applies a variety of comprehension strategies</td>
</tr>
<tr>
<td>• self-monitors while reading, recognizing when comprehension breaks down and takes steps to restore it</td>
</tr>
<tr>
<td>• sustains comprehension and maintains interest over extended periods of time</td>
</tr>
<tr>
<td>• demonstrates a continuous awareness of his or her own reading strategies and processes</td>
</tr>
<tr>
<td>• responds to texts in a variety of ways: personal response, plot response, character response, setting response, theme response, point of view, word study response</td>
</tr>
<tr>
<td><strong>The teacher:</strong></td>
</tr>
<tr>
<td>• provides learning opportunities and instruction that focus on gaining meaning from texts through the teaching of comprehension strategies and meaningful responses to text</td>
</tr>
<tr>
<td>• teaches students how to reflect about themselves as readers in order to develop metacognition</td>
</tr>
</tbody>
</table>

#### Text User

<table>
<thead>
<tr>
<th>Students understand that the purpose and audience help to determine the way a text is structured. Students use texts as ways to gain information, pursue interests, derive entertainment, and appreciate literature.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The reader:</strong></td>
</tr>
<tr>
<td>• selects texts and reading for a variety of purposes</td>
</tr>
<tr>
<td>• knows and uses the structures and features of a variety of text forms to aid comprehension</td>
</tr>
<tr>
<td>• adjusts reading strategies and reading rate to match the text form and the purpose for reading</td>
</tr>
<tr>
<td>• recognizes the author’s voice in a text</td>
</tr>
<tr>
<td>• thinks metacognitively to make meaning</td>
</tr>
<tr>
<td><strong>The teacher:</strong></td>
</tr>
<tr>
<td>• teaches how texts are structured for specific purposes and audiences</td>
</tr>
<tr>
<td>• teaches how to apply appropriate comprehension strategies to suit various text forms and purposes for reading</td>
</tr>
<tr>
<td>• supports metacognition by having the students discuss how they apply this understanding as they read, write, and speak</td>
</tr>
</tbody>
</table>

#### Code User

<table>
<thead>
<tr>
<th>Students use the features and structures of written, spoken, and visual language to help them understand text.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The reader:</strong></td>
</tr>
<tr>
<td>• draws on a repertoire of known words and text forms and features</td>
</tr>
<tr>
<td>• continuously develops a reading vocabulary that allows access into a variety of texts</td>
</tr>
<tr>
<td>• uses word-solving strategies</td>
</tr>
<tr>
<td>• uses language conventions (e.g., punctuation) and text features to aid comprehension</td>
</tr>
<tr>
<td>• recognizes and uses visual information to aid comprehension</td>
</tr>
<tr>
<td><strong>The teacher:</strong></td>
</tr>
<tr>
<td>• provides learning opportunities that focus on word study, sentence structure, language conventions, and text features that support reading for meaning</td>
</tr>
<tr>
<td>• makes connections for students among oral, written, and visual language</td>
</tr>
</tbody>
</table>

(continued)
Reading Roles: Reader and Teacher Strategies – Continued

| Text Analyser                                                                 | The reader:                                                                                     | The teacher:                                                                                   |
|                                                                             | • applies higher-order thinking skills to deepen understanding and to deconstruct the author’s message | • provides opportunities for students to read a variety of texts critically, to discuss perspectives and social issues, |
|                                                                             | • analyses ideas, information, and perspectives in texts                                        | • and to understand that some perspectives can be missing                                       |
|                                                                             | • engages in critical literacy/inquiry                                                          |                                                                                                 |
|                                                                             | • recognizes multiple points of view, experiences, and perspectives                           |                                                                                                 |

Cueing Systems

Researchers have noted that the brain is a pattern seeker. It is this capacity to detect patterns that enables humans to acquire language and to use language to communicate with others.

When students understand some of the predictable patterns in language, they can expand their vocabulary and develop reading fluency. As they meet increasingly complicated texts, they draw upon this knowledge to understand how a new text works.

The patterns in spoken and written language are sometimes referred to collectively as “cueing systems’. They include the following:

• **Semantics**: Semantics refers to the meaning that readers construct from texts based both on the content of the texts and on the readers’ background knowledge and experience.

• **Syntactics**: The syntactic cueing system deals with the patterns or rules by which words go together to make meaningful phrases and sentences. Readers use their experience with the conventions of language to increase their reading fluency and understanding.

• **Pragmatics**: The pragmatic context influences the meaning constructed from texts. Readers select and read texts for different purposes that influence the approach and strategies they use.

• **Graphophonics**: The graphophonics cueing system deals with the relationship between the symbols and the sounds of a language, as well as visual information on the page that helps readers decode text. Readers use known words and phonics as part of their word-solving strategies.
These cueing systems are used simultaneously. It is essential that students learn to integrate the cueing systems in order to develop both fluency and understanding when they read.

For further discussion of cueing systems, see Volume One of this guide, pages 33–36.

**The Reading Program**

An effective reading program – one that motivates students and enables them to develop as active, creative, and critical users of texts of all types in a multi-cultural, multi-media world:

- engages students and fosters a love of reading;
- empowers students to become active meaning-makers;
- ensures that students develop and apply reading strategies that enable them to read a variety of genres and forms of text on a variety of topics with understanding, skill, and confidence;
- provides students with many opportunities to reinforce and apply reading strategies independently;
- encourages students to think critically as they respond to and reflect on what they read.

Teachers plan their reading program to enable students to:

- become strategic, critical readers;
- expand thinking skills;
- deepen the motivation to learn;
- develop independence as a learner;
- develop the habits of mind necessary for life-long learning.

**Components of a Reading Program**

In planning their reading program, teachers should ensure that the following components are included: student-centred instruction, daily exposure to quality literary and informational texts, use of a broad range of resources, varied and ongoing assessment, and instructional approaches that match students’ needs. The chart on the following page summarizes major considerations regarding instruction, assessment, and resources in an effective reading program.
Instruction, Assessment, and Resources in an Effective Reading Program

An Effective Reading Program Includes

**Instruction:**
- reflects who the students are and an understanding of how they learn
- is differentiated to meet the learning needs of all students and learning styles
- balances teacher-directed instruction and independent reading
- develops comprehension strategies
- scaffolds learning to provide support before, during, and after reading
- integrates reading instruction across the curriculum
- encourages higher-order thinking
- promotes critical literacy
- encourages cooperative learning
- values student talk, reflection, and engagement
- creates a climate of inquiry
- includes frequent daily opportunities to experience quality literary and informational texts through teacher read-alouds and independent reading
- provides a variety of literacy experiences – e.g., responding to text, word study, sustained reading, and personal responses

**Assessment:**
- is varied, equitable, and ongoing
- provides immediate, explicit feedback with appropriate interventions
- involves the students in self- and peer assessment and in developing assessment criteria
- helps students reflect on how to improve

**Resources:**
- reflect the learning needs of all students
- engage the interests of all students using both contemporary and classic resources
- reflect the multi-media and technological world of the students
- reflect both genders
- reflect cultural diversity
- include a variety of genres, topics, forms

Instruction and assessment are discussed in Chapters 3 and 4 respectively.

When selecting classroom resources, teachers work with librarians, in both the school and community, to find resources that reflect the diversity of cultural experiences, needs, interests, learning styles, and background knowledge that students bring to the classroom. Students need to be engaged in interesting and varied learning activities. Early in the year, teachers survey the students’ interests and build on those interests by providing relevant fictional and informational texts. In addition, they select texts that include visual and multi-media components at a range of reading levels. Providing resources that address differing learning styles and rates as well as various cultures and both genders will go a long way toward producing readers who are confident in their learning and motivated to continue to learn throughout their lives.
The Literacy Learning Block

An effective reading program is organized into literacy learning blocks to engage students with varied daily readings through shared, independent, and guided reading activities. This approach provides explicit instruction and support to all students. During the literacy learning block, teachers work with students in various groupings (the whole class, small groups, partners, or individual students) as they gradually release responsibility for reading to students and move from a high to a low level of teacher support. Meaningful independent activities will need to be provided for the other students while the teacher is working with small groups. Student achievement data are used to plan instruction by identifying where students are on track and where there are gaps in their comprehension.

Effective literacy learning blocks provide:

- a large amount of uninterrupted time;
- a status-of-the-class check so that all students know what they are to do next. Once this is clarified, the teacher can begin to work with a small group on a teacher-directed lesson. For students who are to work independently on reading activities, visual supports such as anchor charts and a “work board” or task list will help them organize their time;

Tips for Teachers

Recommended Texts for Reading Instruction

- The Art of Teaching Reading, by Lucy McCormick Calkins. (Boston: Allyn and Bacon, 2000)
- Conversations, by Regie Routman. (Portsmouth, NH: Heinemann, 2000)
- Beyond Levelled Books: Supporting Transitional Readers from Grades 2–5, by Karen Szymusiak and Franki Sibberson. (Markham, ON: Pembroke, 2001)
- Guiding Readers and Writers: Grades 3–6, by Irene C. Fountas and Gay Su Pinnell. (Portsmouth, NH: Heinemann, 2001)

Teacher-librarians and public librarians are also excellent resources for modelled reading recommendations, as is the Canadian Children’s Book Centre, at www.bookcentre.ca. Teachers can also refer to the Elementary Language Arts Book List, which is available at eeworkshop.on.ca in the Toolkit section.
• instructional approaches appropriate for both the strategy being taught as well as the achievement level of the students;
• flexible student groupings;
• routines established early in the year for completing reading response and word study tasks, conferencing, and participating in group work, to enable students to work independently while the teacher works with an individual or a small group;
• texts that are varied, aligned with students' interests, and appropriate to the achievement level of the students;
• conferencing with students that offers meaningful, constructive feedback on what is working, what needs improvement, and what needs to happen next.

The literacy learning block provides a structure for reading lessons. The structure enables all members of the class to be engaged in learning. In this kind of learning environment, students are working at their own pace while taking responsibility for their own reading with the help and support of their peers and the teacher. An example of a literacy learning block is shown opposite.
### Sample Literacy Learning Block

<table>
<thead>
<tr>
<th>Organization/Time</th>
<th>Teaching/Learning Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whole Group</strong></td>
<td></td>
</tr>
<tr>
<td>(10–20 min.)</td>
<td>Read-Aloud/Modelled Reading&lt;br&gt;Demonstration by the teacher establishes the foundation for the reading workshop/block&lt;br&gt;OR&lt;br&gt;Shared Reading&lt;br&gt;Specific teaching of a previously demonstrated strategy with a high level of teacher support for whole-class discussions, negotiations, and interpretations.&lt;br&gt;(These lessons could focus on content, process, or product and are developed based on student needs and interests.)</td>
</tr>
</tbody>
</table>

| **Status of the Class**            | This is a quick overview of what the students will be doing during the next 30–40 minutes. |

<table>
<thead>
<tr>
<th><strong>Teacher</strong></th>
<th><strong>Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Small Group and Individual</strong></td>
<td>Guided Reading&lt;br&gt;Working with a small group, the teacher uses assessment information and instructional-level texts to reinforce previously taught strategies.&lt;br&gt;Conferencing&lt;br&gt;The teacher conferences with students, individually or as a group.</td>
</tr>
<tr>
<td>(10–20 min.)</td>
<td>Independent Reading&lt;br&gt;Students need to be taught the procedures for these tasks before they are asked to work independently.</td>
</tr>
<tr>
<td></td>
<td>Follow-up Activities&lt;br&gt;These activities are assigned in response to the teaching in the Shared Reading lesson.</td>
</tr>
<tr>
<td></td>
<td>Responding to Text&lt;br&gt;These activities are in response to the text as whole and could include book talks, literature circles, conferences.</td>
</tr>
<tr>
<td></td>
<td>Personal Reading&lt;br&gt;Students select texts of personal interest and set their own goals for reading. At times the teacher assigns the text for independent reading.</td>
</tr>
</tbody>
</table>

| **Whole Group**                   | Group Sharing Time<br>Students share books they have read, responses to texts, how they used a comprehension strategy, etc. |

---

**Organization/Time**

- **Whole Group** (10–20 min.)
- **Read-Aloud**
- **Book Talk**
- **Mini-Lesson**

**Teaching/Learning Opportunities**

- **Read-Aloud/Modelled Reading**
- **Shared Reading**

**Status of the Class**

This is a quick overview of what the students will be doing during the next 30–40 minutes.

**Teacher**

- **Guided Reading**
  - Working with a small group, the teacher uses assessment information and instructional-level texts to reinforce previously taught strategies.
  - **Conferencing**
    - The teacher conferences with students, individually or as a group.

**Students**

- **Independent Reading**
  - Students need to be taught the procedures for these tasks before they are asked to work independently.
  - **Follow-up Activities**
    - These activities are assigned in response to the teaching in the Shared Reading lesson.
  - **Responding to Text**
    - These activities are in response to the text as whole and could include book talks, literature circles, conferences.
  - **Personal Reading**
    - Students select texts of personal interest and set their own goals for reading. At times the teacher assigns the text for independent reading.

**Whole Group** (5–10 min.)

- **Group Sharing Time**
  - Students share books they have read, responses to texts, how they used a comprehension strategy, etc.
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The Reading Process

Reading is a complex process that involves the application of many strategies before, during, and after reading. Thus, successful readers draw upon their understanding of this process at each stage. The process often requires the reader to go back and rethink or to interact with the text in a different way.

To teach the reading process, teachers:

- articulate and focus on the cognitive processes proficient readers use (some of these processes are listed in the chart below);
- teach explicit strategies using the gradual release model, based on the identified learning needs of their students;
- model and guide students in developing metacognitive strategies so that they can synthesize their own ideas and refine, deepen, and apply these strategies independently;
- model how to read content-rich texts, noting how the process changes when reading informational text, and how readers slow their reading and pause to recall what they have read.

Teachers become aware of students’ reading processes by:

- analysing their error patterns when they read aloud;
- conferencing with them to discuss what they think about what they are reading;
- talking with them about what strategies they are using when they read;
- observing their behaviours during silent reading;
- reading their written responses to what they have read.

The Reading Process includes:

<table>
<thead>
<tr>
<th>Before reading:</th>
<th>During reading:</th>
<th>After reading:</th>
</tr>
</thead>
</table>
| • establish a purpose for reading and select an appropriate text  
• preview the text looking at the cover, title, organizational features, etc.  
• draw on prior knowledge of text form, author, topic, and similar texts to make predictions | • gain meaning from the text by confirming predictions, questioning the text, visualizing, making connections, and determining important ideas  
• understand how the text is constructed to suit the author’s purposes  
• monitor comprehension, and self-correct or reread when meaning breaks down or when predictions are perceived as incorrect | • personally respond to the text  
• assess whether the text suited the purpose for reading  
• make connections to students’ experiences, other texts, and the world around them  
• reflect on the impact of the text |
Comprehension is about thinking, understanding, and connecting the meaning of written, oral, or visual texts. Readers’ comprehension is affected not only by the reasons for reading a particular text but also by personal knowledge and prior experiences. Effective readers monitor their own reading, realize when they no longer understand what they are reading, and take corrective measures. Thus, comprehension is not reached in a single act; it is a constant recurring process. Understanding is built through a series of interactions between what is in the reader’s head and what is on the page or screen.

Effective readers use a variety of strategies as they make meaning from texts. The key comprehension strategies that junior students need to learn are presented in the following chart. For each of these comprehension strategies, there is a related mini-lesson in Chapter 3 (see pages 87–100). These mini-lessons demonstrate a variety of instructional approaches to reading comprehension.

### Key Comprehension Strategies

<table>
<thead>
<tr>
<th>Comprehension Strategy</th>
<th>The reader thinks:</th>
<th>The teacher supports readers to:</th>
</tr>
</thead>
</table>
| **Determining a purpose for reading** | • why am I reading this?  
• what do I need to remember?  
• what do I need to find out?  
• should I make jot notes? | • identify purposes for reading texts  
• select purposes for reading specific text  
• adjust reading strategies and reading rate to match the purpose for reading |
| **Activating prior knowledge**   | • what do I already know about this topic?  
• what have I already read that seems similar to this text?  
• what else does this remind me of? | • bring background knowledge to the reading of a text through discussions, questioning, sharing  
• use brainstorming activities (including visuals) to recall what they know about the topic |

(continued)
### Key Comprehension Strategies – Continued

<table>
<thead>
<tr>
<th>Comprehension Strategy</th>
<th>The reader thinks:</th>
<th>The teacher supports readers to:</th>
</tr>
</thead>
</table>
| **Making connections** | • this part is like . . .  
• the character . . . is like . . . because . . .  
• I had a similar experience when . . .  
• this information is different from what I read in . . .  
• I’ll use this idea when I write a letter to the editor of . . . | • extend the meaning in texts by connecting topic, information, characters, setting, or plot to personal experiences, other texts they have read, and the world around them |
| **Predicting**         | • based on ___’s actions, I think that . . . will happen.  
• having read other books by this author, I think the next thing that will happen is . . .  
• I thought . . . was going to . . . but that didn’t happen; so now I think . . . | • make predictions based on topic, genre, author, or familiar features of text  
• integrate the cueing systems effectively  
• use anticipation guides |
| **Visualizing**        | • when I am reading a story, I like to imagine what the characters look like.  
• I could really imagine what was happening in the story. | • extend and deepen their comprehension by guiding the generation of images  
• use visual arts and drama to depict the images they create |
| **Questioning**        | • what would happen if . . . ?  
• why has this character been introduced?  
• what is the author’s intent?  
• whose point of view is missing?  
• I found . . . confusing. | • ask questions that will help them focus on the meaning in the text  
• understand how questioning helps them remember information in the text  
• ask “thick” (why, what if) and “thin” (who, when) questions |
| **Drawing inferences** | • this makes me think that . . .  
• I think the author is really saying . . .  
• I think I understand what the author was getting at when she wrote . . .  
• at first I thought . . . but now I think. | • combine what they know with clues from the text to make deductions  
• think beyond the text during teacher read-alouds as they model how to draw inferences during reading |
| **Finding important information** | • why am I reading this text?  
• is this important or just interesting?  
• should I make a note of that detail?  
• is this person going to become a main character in this story?  
• is that information related to what I am researching? | • set purposes for reading that will help them determine what is important  
• use print features (e.g., punctuation, headers, font changes) to locate important information |
## Key Comprehension Strategies – Continued

<table>
<thead>
<tr>
<th>Comprehension Strategy</th>
<th>The reader thinks:</th>
<th>The teacher supports readers to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summarizing</strong>&lt;br&gt;Readers condense big ideas to arrive at the essence of meaning in texts.</td>
<td>• how can I tell what happened in my own words?&lt;br&gt;• essentially, that paragraph is saying . . .&lt;br&gt;• my jot notes of important details will help me summarize the text.&lt;br&gt;• can I use a graphic organizer to summarize the text?</td>
<td>• use jot notes to record events in a few words/sentences&lt;br&gt;• use oral and visual summaries, concept maps, and discussions to help students summarize texts&lt;br&gt;• summarize stories through retelling, dramatizing, or illustrating stories</td>
</tr>
<tr>
<td><strong>Synthesizing</strong>&lt;br&gt;Readers integrate new information with existing knowledge to form a new opinion, interpretation, or idea.</td>
<td>• how did what I know change after I read this text?&lt;br&gt;• how does the information from this text fit with what I read in . . .?&lt;br&gt;• when I look at all my jot notes on this topic, what do I think about it?</td>
<td>• summarize, generalize, and make judgements to synthesize new information with existing knowledge&lt;br&gt;• gather meaning from several texts or genres to create a broader picture of a topic</td>
</tr>
<tr>
<td><strong>Monitoring comprehension</strong>&lt;br&gt;Readers constantly check to see if they are getting meaning from the text. They self-correct when necessary for meaning and accuracy.</td>
<td>• does this make sense?&lt;br&gt;• I thought it was going to say . . . but it didn’t; so I have to go back and reread.&lt;br&gt;• I don’t understand this word/part. I need to reread.&lt;br&gt;• maybe I could skip over . . . and come back to it later.</td>
<td>• monitor comprehension by modelling using a think-aloud strategy&lt;br&gt;• notice when they do not understand&lt;br&gt;• use all the cueing systems to increase understanding&lt;br&gt;• self-correct when necessary for understanding or for accuracy in oral reading performance</td>
</tr>
<tr>
<td><strong>Evaluating</strong>&lt;br&gt;Readers draw conclusions about the purpose and validity of the ideas and information in texts.</td>
<td>• what is the author’s purpose?&lt;br&gt;• are the ideas being fairly presented?&lt;br&gt;• is there another viewpoint?&lt;br&gt;• are the ideas valid?&lt;br&gt;• do the ideas presented agree with other reading I have done on this topic?&lt;br&gt;• is the author an expert on this topic?</td>
<td>• make judgements before, during, and after reading&lt;br&gt;• identify valid sources of information (e.g., website analysis, magazine critiques)&lt;br&gt;• use response journals to reflect in a critical way on what they have just read</td>
</tr>
</tbody>
</table>

## Using Questioning to Develop Reading Comprehension

As they teach reading comprehension strategies, teachers guide student inquiry and promote higher-order thinking by posing questions that move students beyond literal interpretation to a deeper, more discerning understanding of texts. When teachers continually model effective questioning, students learn to pose these types of questions for themselves and to imagine different perspectives when reading.

The following chart shows the types of questions effective readers pose to enhance their comprehension.
Types of Questions Posed by Effective Readers

<table>
<thead>
<tr>
<th>Type of Question</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Literal          | Literal questions relate to information directly stated in the text. They require readers to examine the text to find or support their answers. | • What is the definition of...?  
• Where does the story take place?  
• What was the major cause of the change in climate? |
| Inferential      | Inferential questions require readers to read between the lines – use what the author implies and what they know personally to make an educated guess. | • How might... be feeling?  
• Who might the father be?  
• How do you know...?  
• Based on these facts, what do you think can be done to prevent future...? |
| Critical         | Critical questions require readers to go beyond the text in order to make connections and judgements; seek clarity; examine the author’s or a character’s perspective; consider other perspectives; and determine their own perspective on the text. | • Where would we be without...?  
• What other choices did... have?  
• Are all points of view represented in this piece of persuasive writing? Whose point of view is missing?  
• Is the author a reliable source?  
• Who is the author, and what is his or her intent?  
• What does the author want the reader to think?  
• What does this text mean to you? What do you think about it? |

Reading and Critical Literacy

“Critical literacy is a process of looking beyond the literal meaning of texts to observe what is present and what is missing, in order to analyse and evaluate the meaning and the author’s intent. Critical literacy goes beyond conventional critical thinking because it focuses on issues related to fairness, equity, and social justice. Students take a critical attitude by asking what view of the world the text advances and whether they find this view acceptable.”

(Literacy for Learning, 2004, p. 116)

Critical literacy is an integral part of literacy instruction before, during, and after the reading process. It is not an “add-on” but a lens that effective readers regularly use to bring texts into focus. Teachers model and guide students in developing skills and attitudes of mind that will enable them to comprehend from a critical standpoint the texts and images that surround them.
Students use critical literacy skills:

- **before reading**, when determining their purpose for reading a particular text, to consider how the text will relate to what they already know or believe about the topic;

- **during reading**, to identify the author’s viewpoint, question the text in terms of its fairness or bias, and read between the lines to determine whether there are hidden meanings in the message the author conveys;

- **after reading**, to reflect on the context in which the text was created, evaluate the author’s purpose and point of view, and investigate issues of bias and social justice that arise from the author’s presentation of the topic.

As students read texts critically, they learn:

- that authors can create text in a certain way to present a particular perspective or bias for a certain purpose or to appeal to an audience. They realize that texts can be designed to make them feel or respond in a certain way. This understanding gives students the power to develop their own perspectives on the topic;

- to analyse how texts are constructed to present a particular perspective and thereby how students can present their own perspectives on topics more effectively;

- to value their developing literacy skills and use them when solving problems, voicing concerns, and participating at school, at home, and in the wider community. Through reading and writing practice, students develop strategies to understand how texts influence them and how they can create texts that will influence others.

Questioning is an important strategy when reading critically. Students should routinely ask the following types of questions:

- What is the topic of this text? How is it being presented? Who is writing to whom?
- Do I agree with what is being said about the topic? What wasn’t said about the topic?
- Whose positions are being expressed? Whose voices are missing and positions are not expressed?
- Why is the text written that way? What other ways are there of writing about the topic?
- How is the text constructed to encourage me to think in a certain way?

When reading a text critically, students are using the higher-level comprehension strategies of analysis, synthesis, and evaluation, and they adopt a variety of roles – meaning-maker, text user, code user, text analyser – to maximize their understanding. (See “Four Reader Roles” on pages 14–16.)
Some students may need significant teacher support to move beyond literal comprehension of a text to reading between the lines and making judgements about what has been read. This support can be provided through teacher-directed, shared reading lessons.

The critical reading of a text may stimulate students to take an action related to social justice. Any action that students and teachers plan should be appropriate to the developmental stage of the students, related to the everyday life of the students, and be in the context of the classroom, school, school neighbourhood, or local government. For example, students could meet with the principal of the school to discuss a playground issue or they could write to a local councillor about creating a playground in a neighbourhood park.

Teaching students to read text critically begins with everyday reading lessons, using a variety of texts, and then moves to other subject areas. Advertisements are a good place to start because the purpose is obvious and the students don’t have to deal with a great deal of written text. The ads can be discussed for their accurate or inaccurate representation of reality and compared to the students’ lives. The goal is to raise students’ consciousness of how people and items are portrayed and how these advertisements affect their beliefs and values.

For further discussion of critical literacy, see Volume One of this guide, pages 63–64.
Sample Lessons – Learning to Read Critically

The following lessons are starting points for students to learn to read and think critically. These lessons are organized in a two-part framework that emphasizes the gradual release of responsibility for learning to students and progresses from a consideration of main idea and author’s purpose to more critical discussions on viewpoint, bias, and text construction.

**First series of lessons:** Creates building blocks for students to identify
- the main idea
- the author’s purpose

**Second series of lessons:** Builds on the first series and teaches students how to
- identify viewpoint
- recognize bias
- analyze text construction

These two series of lessons will teach students to analyse texts critically to determine how they influence the reader. Students will use the strategies of summarizing, questioning, and evaluating and will be given opportunities to look beyond the literal message, read between the lines, identify viewpoint and bias, observe what is present and what is missing, and reflect on the context and how the author constructed the text. In addition, they will make text-to-self, text-to-text, and text-to-world connections.

Teachers may want to allow time between the first and second set of lessons. Allowing time between the two series would give students time to practise and consolidate the comprehension strategies of summarizing content, identifying the main idea of a text, and identifying the author’s purpose before moving to more complex comprehension strategies of identifying viewpoint, recognizing bias, and critically analysing texts.
Sample Lessons 2.1 – Identifying the Main Idea and the Author’s Purpose

TEACHING FOCUS
What is the focus of these lessons? How will I teach them?
In this first series of lessons, students will summarize the content and identify the main idea and the author’s purpose in a picture or written text. They will then discuss the author’s purpose in creating the picture or writing the text (e.g., to inform, influence, persuade).

Classroom Activities:
• teacher modelling – think-aloud, visual processing, summarizing
• directed reading
• small-group guided instruction
• class and small-group discussion
• shared writing
• guided and independent reading

RATIONALE
Why am I teaching these lessons?
Students need to be taught how to read texts critically in order to identify the author’s purpose in writing and understand that authors create text in a certain way to influence the reader.

ASSESSMENT
How will I know when my students are successful?
The teacher will engage in assessment before, during, and after teaching using a variety of strategies – e.g., observation, marking student work. Throughout the series of lessons, students will be given assessment feedback that will help them improve. The information gained from assessment will let the teacher know the amount of instruction needed (e.g., guided lessons) before moving to assessment of independent reading. (See Appendix 2.1A for a sample rubric.)

PRIOR KNOWLEDGE
What prior knowledge do my students need in order to be successful with the focus of these lessons?
Prior to these lessons, students need to have had experience:
• summarizing and explaining main ideas in texts of all types;
• discussing and practising comprehension strategies;
• working cooperatively in pairs and small groups.
CURRICULUM EXPECTATIONS

Which expectations will I address?

Reading

Overall

1. Students will read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

Specific (Grade 4)*

1.4 Students will demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.

1.5 make inferences about texts using stated and implied ideas from the texts as evidence.

1.7 analyse texts and explain how specific elements in them contribute to meaning.

1.8 express opinions about the ideas and information in texts and cite evidence from the text.

1.9 identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives.

MATERIALS/PREPAREDNESS FOR TEACHING

What do I need to have, know, and be able to do before I can begin these lessons?

• Before beginning the lessons, create a rubric of criteria that will be used to assess students’ level of achievement. (See Appendix 2.1A for a sample that could be adapted for various purposes.)

• Work with the students and the teacher-librarian to collect the following materials:
  - pictures that were created for an obvious purpose (e.g., magazine ads, advertising flyers, comic strips, informational big books, brochures that promote a place, event, or viewpoint);
  - pictures that represent a viewpoint (e.g., editorial cartoons, advertisements);
  - written texts with an obvious purpose (e.g., a humorous story, an information book);
  - written text with an explicit viewpoint (e.g., newspaper editorials or opinion articles on a current issue);
  - written text with an obvious bias (e.g., short stories, newspaper editorials, or opinion articles on a current issue).

• Prepare overheads and handouts with text on the left-hand side of the page and blank lines on the right-hand side.

• Make sure that the selected resources have topics that are of interest to students and that students have enough background knowledge and experience to analyze critically the topic being presented. Teachers also need to keep in mind that students from different backgrounds may have different perspectives.

Resources could include:

• magazines: Cricket; Ranger Rick; National Geographic for Kids; OWL; WILD; Faces: People, Places and Cultures; Calliope: Exploring World History

* The lesson can be adapted to meet similar expectations in Grades 5 and 6.
DIFFERENTIATED INSTRUCTION

How can I ensure that I am meeting the needs of all my students?

- Form pairs and groups based on individual needs, strengths, and interests.
- Use a variety of print and visual texts at various reading levels.
- Use texts with limited print and much visual support for students with special needs.
- Adjust the content of small-group guided lessons appropriately for the achievement level and interests of the students in the group.
- Support students with task completion as required.
- Offer students choices about types of responses to reading.
- Provide additional teacher-guided support as appropriate.
- Provide additional assessment feedback to students who need more support to complete tasks.

ASSESSMENT BEFORE TEACHING

- Working in pairs, have the students tell each other the story of "The Three Little Pigs". Have one of the two students tell the story from the viewpoint of the first little pig and then the other student tell the story from the viewpoint of the wolf.
- As a whole class, discuss the different versions of the story. Ensure the discussion includes how the purpose of the author can determine the content of a text and influence the reader.
- Make general anecdotal assessment notes about students' abilities to recognize the author's purpose and how this purpose can determine the content and influence a reader. Use a rubric (see Appendix 2.1A) to focus your observations.

MODELLED LESSON  TEACHER DIRECTED/WHOLE CLASS

INSTRUCTION

- Place the following definitions on an anchor chart for reference during this series of lessons:
  - Main idea: The subject of a story or article
  - Supporting details: Parts of the text that expand or further develop the main idea
  - Author's purpose: Why the author wrote the text or created the picture
  - Viewpoint and perspective: The attitude, broad view, or mindset of the author in relation to the content - "where the author is coming from"

Refer to the anchor chart frequently so students will become familiar with the terminology for critical analysis.

- Using a picture with an obvious purpose (e.g., magazine ad, advertising flyer, editorial cartoon, informational big book), demonstrate what each visual image makes you think about. As you think aloud about the picture, include:
  - a summary of what you are looking at;
  - what you think the main idea is;
  - why you think the picture may have been created (to inform, influence, persuade, entertain);
  - what evidence you are basing your conclusions on (explicit or implied).
• Display a different picture and have the students, working in pairs, summarize the context, identify the main idea, and discuss the artist’s purpose for creating the picture. They should provide evidence to support their thinking.

• Have students, as a whole class, discuss their ideas, citing supporting details either explicit or implied. As students’ ideas are presented, make jot notes on the board, using the following headings: summary, main idea, purpose. (Here the teacher is also modelling how students can organize their thinking and how to make jot notes.) Review all the ideas presented.

ASSESSMENT

• Using rubric criteria as a guide (see Appendix 2.1A), make anecdotal observations during the think-aloud and while the students are working.

• Decide if any concepts need to be reinforced in subsequent lessons.

SHARED LESSON  TEACHER DIRECTED/WHOLE CLASS

INSTRUCTION

• Review the previous activities to ensure that students understand and use appropriate terminology related to text analysis

• Put a short text, with persuasion as a purpose, on the overhead and read it with the students.

• Have students consider the following questions:
  - How would you summarize this text?
  - What is the main idea?
  - What do you think the author is trying to achieve?
  - Why might an author do this?
  - How does reading the text make you feel?
  - Which words or phrases indicate what the author is trying to do (support your conclusion)?
  - How did you “read between the lines” to form some conclusions?

• Distribute another text with an obvious purpose and have the students work in groups of three to read the text and make a summary, identify the main idea and the author’s purpose, citing evidence to support their conclusions. Make an anchor chart as students share their findings.

• Present the rubric (see Appendix 2.1A) to the class and discuss the criteria that will be used for assessment.

ASSESSMENT

• Decide if any terminology needs to be reinforced.

• Decide which students would benefit from a guided-reading lesson.

• Provide feedback to students to help them improve.

• Using the rubric criteria as a guide, make anecdotal observations.
GUIDED LESSON  TEACHER GUIDED/SMALL GROUP

INSTRUCTION

• Gather a group of students who need more support to recognize author’s purpose and to justify their conclusions.
• Using multiple copies of either a text or a picture book, support the group through a reading of the text.
• Discuss the text with the students and have them summarize: the main idea and why they think the author wrote the text. As the students present ideas, have them state evidence to support their ideas. Encourage them to “read between the lines” either to reach conclusions or support their conclusions.
• Refer to the anchor chart created in the Shared Lesson or construct another one with the group.
• While the teacher is working with a small group of students, the rest of the class could be practising independently with a similar text.

ASSESSMENT

• Create a rubric (see Appendix 2.1A) and make detailed notes about each student’s achievement.
• Provide detailed feedback to students to help them improve.

INDEPENDENT READING  INDIVIDUAL/STUDENT DIRECTED

INSTRUCTION

• Give students opportunities to practise summarizing the content and identifying the main idea and the author’s purpose. Have them use text selections from anthologies or individual titles from the class library as well as magazines or newspapers.
• While students are reading independently, provide small-group guided lessons for those students needing to consolidate or extend their skills.
• Have students use the assessment rubric for self- and peer assessment. Reinforce these strategies through modelled and shared instruction.*
• After students have had a chance to practise, give them a text (e.g., Wolf Island, by Celia Godkin) and have them summarize its content, identify the main idea, identify the author’s purpose, and cite supporting details (explicit and implied). Have them write their answers on the chart provided (see Appendix 2.1B).
• Provide accommodations for students with special needs (e.g., reading assistance, extending time to complete tasks, allowing oral responses, teacher scribing).


Note: Self-assessment and peer assessment do not contribute to a student’s evaluation. They could, however, contribute to the teacher’s formative assessment as they provide information about how the students view themselves as learners.
ASSESSMENT
• Make observation notes during independent reading time.
• Using the assessment rubric (see Appendix 2.1A), assess each student’s achievement.

LESSON SERIES

REFLECTION
Were my students successful? Did my instructional decisions meet the needs of all students? What worked well? What will I do differently in the future? What are my next steps?

Students
• Did I accurately summarize the text?
• Did I correctly identify the main ideas?
• Did I correctly identify the author’s purpose?
• Did I give adequate evidence to support my conclusions?
• What strategies did I use to read and understand the text?

Teacher
• Were students able to summarize the text and identify the main idea?
• Did they go beyond the literal meaning to identify the author’s purpose in writing?
• Did they understand how the author’s purpose determined the content and influenced the reader?
• Do students need further instruction in any of the strategies used?
• Are they having difficulty with any reading strategies?
• How can I modify instruction to provide effective remediation?
### APPENDIX 2.1A – CRITICAL LITERACY ASSESSMENT RUBRIC

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify, summarize, and explain</td>
<td>Identifies, summarizes, and explains the main idea of a text with limited effectiveness, citing few supporting details</td>
<td>Identifies, summarizes, and explains the main idea of a text with some effectiveness, citing some supporting details</td>
<td>Identifies, summarizes, and explains the main idea of a text with considerable effectiveness, citing many supporting details</td>
<td>Thoroughly summarizes and explains the main idea of a text, citing many supporting details</td>
</tr>
<tr>
<td>the main idea, “citing supporting details”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the author’s purpose</td>
<td>Identifies the author’s purpose in a limited way, giving little supporting evidence</td>
<td>Identifies the author’s purpose in some detail, giving some supporting evidence</td>
<td>Accurately identifies the author’s purpose giving supporting evidence</td>
<td>Succinctly identifies the author’s purpose, giving detailed supporting evidence</td>
</tr>
<tr>
<td>Identify the author’s viewpoint and perspective</td>
<td>Identifies the author’s viewpoint and perspective with limited effectiveness</td>
<td>Identifies the author’s viewpoint and perspective with some effectiveness</td>
<td>Identifies the author’s viewpoint and perspective with considerable effectiveness</td>
<td>Identifies the author’s viewpoint and perspective with a high degree of effectiveness</td>
</tr>
</tbody>
</table>
APPENDIX 2.1B – INDEPENDENT READING REFLECTION

Student Name: ____________________________________________________________

Title of the Selection: ____________________________________________________

Read the selection that you have been given and complete the following chart:

Summarize the selection.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What do you think is the main idea of this piece?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Why do you think the author wrote this piece?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What evidence do you have to support your conclusions?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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Sample Lessons 2.2 – Recognizing Viewpoint and Bias and Analysing Text Construction

TEACHING FOCUS
What is the focus of these lessons? How will I teach them?
The second series of lessons focuses on helping students understand that the author’s viewpoint and perspective can determine why and how the content is presented and why some content is omitted. As they address issues of perspective and bias, students will consider fairness, equity, and social justice. They will then analyse how texts are constructed to present a particular viewpoint and influence the reader.

Teaching Strategies
• teacher modelling: think-aloud, visual processing, summarizing, making inferences
• directed reading
• small-group instruction
• class and small-group discussion
• shared writing
• guided and independent reading
• questioning the text

RATIONALE
Why am I teaching these lessons?
Students need to be taught how to read texts critically in order to:
• understand that authors can create text in a certain way to present a particular perspective or bias for a certain purpose or to appeal to a specific audience;
• analyse how texts are constructed to present a particular viewpoint and to influence the reader.

ASSESSMENT
How will I know when my students are successful?
The teacher will engage in assessment before, during, and after teaching using a variety of strategies - e.g., observation, student conference, marking student work. Throughout the series of lessons, students will be given assessment feedback to help them improve. The information gained from assessment will let the teacher know the specific instruction needed (e.g., guided lessons) before moving to assessment of independent reading. (See Appendix 2.2A for a sample rubric.)

PRIOR KNOWLEDGE
What prior knowledge do my students need in order to be successful with the focus of this lesson?
Prior to this lesson, students need to practice:
• summarizing and explaining main ideas in texts of all types;
• identifying the author’s purpose;
• discussing comprehension strategies;
• working cooperatively in pairs and small groups.
CURRICULUM EXPECTATIONS

Which expectations will I address?

Reading

Overall

1. Students will read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

Specific (Grade 4)*

1.4 Students will demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details;

1.5 make inferences about texts using stated and implied ideas from the texts as evidence;

1.7 analyse texts and explain how specific elements in them contribute to meaning;

1.8 express opinions about the ideas and information in texts and cite evidence from the text; and

1.9 identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives.

MATERIALS/PREPARATION FOR TEACHING

What do I need to have, know, and be able to do before I can begin the lesson?

- Before beginning the lessons, create a rubric to assess students’ level of achievement. (See Appendix 2.2A for a sample that could be adapted for various purposes.)

- Work with students and the teacher-librarian to collect the following materials:
  - pictures created for an obvious purpose — e.g., magazine ads, advertising flyers, comic strips, informational big books, brochures that promote a place, event, or viewpoint
  - pictures that represent a viewpoint — e.g., editorial cartoons, advertisements
  - written text with an obvious purpose — e.g., humorous stories, information books
  - written text with an explicit viewpoint — e.g., newspaper editorials or opinion articles on current issues
  - written text with an obvious bias — e.g., short stories, newspaper editorials or opinion articles on current issues

- Prepare overheads and handouts with text on the left-hand side of the page and blank lines on the right-hand side.

- Make sure that the selected resources are of interest to students and that students have enough background knowledge and experience to analyse critically the topics presented.

Resources could include:

- magazines: Cricket; Ranger Rick; National Geographic for Kids; OWL; WILD; Faces: People, Places and Cultures; Calliope: Exploring World History

* The lesson can be adapted to meet similar expectations in Grades 5 and 6.
DIFFERENTIATED INSTRUCTION

How can I ensure that I am meeting the needs of all my students?

- Form pairs and groups based on individual needs, strengths, and interests.
- Use a variety of print and visual texts at various reading levels.
- Use texts with limited print and much visual support for students with special needs.
- Align the content of small-group activities to the achievement level of the students in the group.
- Support students with task completion as required.
- Offer students choices about types of responses to reading.
- Provide additional teacher-support as appropriate.
- Provide additional assessment feedback to students who need it.

ASSESSMENT BEFORE TEACHING

- Present an advertisement from a magazine and have students independently complete a T-chart that shows the creator’s viewpoint. Tell them to include both messages that are evident and those that are not.
- Make anecdotal assessment notes on students’ abilities to recognize how the author’s viewpoint and perspective can determine why and how the content is presented and how texts are constructed to present a particular viewpoint and influence the reader. Use a rubric (see Appendix 2.2A) to focus your observations.

MODELLED LESSON  TEACHER DIRECTED/WHOLE CLASS

INSTRUCTION

This lesson builds on previous learning, adding “bias” to the list of definitions.

- Place the following definitions on an anchor chart for reference during this series of lessons:
  - Main idea: The subject of a story or article
  - Supporting details: Parts of the text that expand or further develop the main idea
  - Author’s purpose: Why the author wrote the text or created the picture
  - Viewpoint and perspective: The author’s attitude, broad view, or mindset in relation to the content – “where the author is coming from”
  - Bias: The presentation of ideas that support a particular point of view

Refer to the anchor chart frequently so students will become familiar with the terminology involved in critical analysis.

- Select a picture with an obvious viewpoint (e.g., an editorial cartoon) and tell the class what it makes you think about. Be sure to include:
  - what you think the main idea is;
  - how you think the topic is being presented, using terms such as “viewpoint” and “bias”;
  - what you think the picture is trying to tell you, using terms such as “opinions”, “values”, “lifestyles”, “emotions”;
  - what isn’t being said about the topic, what perspective or voice is missing;
  - why it matters that some voices are missing;
  - some other ways in which the topic could have been presented.
Before teaching, use information from previous assessments to determine the main focus of the think-aloud and how much time will likely need to be spent on future lessons on this topic.

**ASSESSMENT**

- Using the rubric criteria as a guide (see Appendix 2.2A), make observation notes during the think-aloud.
- Decide if there are any terms that need to be reinforced in the next lessons.

**SHARED LESSON  TEACHER DIRECTED/WHOLE CLASS**

**Note:** Questioning the text is the main strategy to be used in these lessons.

1. **IDENTIFYING VIEWPOINT (REVIEW LESSON)**

**INSTRUCTION**

- In order to focus students on viewpoint, say a word that will generate several different responses from the class (e.g., “music”, “hobbies”, “clothes”) and tell them to give you a one-word response that the cue word makes them think of. List the responses on the board.
- Discuss the responses with students. The following points could be addressed:
  - how their responses differ
  - why might this be so (e.g., differing viewpoints, perspectives)
  - why might they have formed a particular opinion
  - who or what influences our perspectives
  - why others might hold opinions different from our own
- Ensure that appropriate terminology is used during the discussion (e.g., viewpoint, opinion, perspective, influence, persuade, bias).
- Remind students of “The Three Little Pigs” activity. Discuss the way the wolf is portrayed in that folk tale. Then, place on the overhead a short informational article that presents wolves positively (e.g., emphasizing their intelligence, social behaviour, stamina, beneficial role as predators). Read the text with the students.
- Have students discuss with a partner the two different ways in which wolves are portrayed. They should compare the way wolves are portrayed in the information text vs. the way the wolf is portrayed in “The Three Little Pigs”. What might be the reasons for the two different portrayals? Have students make a T-chart to show the two different perspectives on wolves.
- Have students form pairs and give each pair an advertisement. Have students, working in pairs, discuss:
  - what is the main idea of the text;
  - how is it being presented (perspective, viewpoint, opinion)
  - what they think it is trying to tell them;
  - what isn’t being said about the topic;
  - what other information may have been presented (this refers to content not medium).
- Have them share their ideas with the whole class, displaying the chosen ad and supporting their ideas by citing examples from the ad.
- Refer to the assessment rubric (see Appendix 2.2A) and discuss the criteria that will be used for assessment.
ASSESSMENT

- Using the rubric criteria as a guide, make focused observations while students are working with their partners and sharing their ideas with the class.
- Make notes about any students who may not be ready for independent practice.
- Provide feedback to students to help them improve their ability to recognize viewpoint.

2. IDENTIFYING BIAS

INSTRUCTION

- Introduce the term "bias" to the class. Explain that everyone writes from a personal point of view. Therefore all writing has a certain perspective and a particular voice, and this should be accepted as a positive aspect of writing. By contrast, writing is considered to be "biased" when the author deliberately slants the writing unfairly or tries to prevent the reader from forming an impartial judgement about the topic.
- Discuss why an author might deliberately try to make a text biased - for example, to:
  - influence the reader to like the main character in a story;
  - make the reader dislike another person or that person's actions;
  - present an event in a way to make one side appear superior to another (e.g., to create movie heroes and villains, to favour one sports team over another);
  - influence a voter in an election;
- Put a piece of writing, with an obvious bias, on the overhead and read it with the students. Have them consider:
  - what is the author's bias?
  - why might the author have written this text?
  - whose voice is missing?
  - why might this matter?
- Discuss with students why it is important for them to recognize bias in a piece of writing. For example, they will then:
  - understand the author's reasons for writing;
  - recognize whether comments and opinions are fair;
  - be sensitive to hidden messages;
  - understand how language can be used to manipulate the reader's response;
  - recognize that there are other viewpoints that have not been presented;
  - recognize that there are a variety of opinions on an issue and that other people may have other opinions;
  - realize how bias affects them and makes them feel;
  - become more aware of issues relating to fairness, equity, and social justice.
- Discuss the anchor chart definitions with students, using examples from the text to help them understand the terminology that should be used to analyse critically text.
- Distribute copies of an article. Have students work in pairs to identify the viewpoint that is presented along with supporting details. Then have students identify an opposing view and provide supporting details. During whole-group sharing, discuss the various points of view that students presented and the ways in which recognizing viewpoint, perspective, and bias makes their reading more powerful.
ASSESSMENT

- Using the rubric criteria as a guide (see Appendix 2.2A), make focused observations while students are working.
- Make notes about any students who may not be ready for independent practice.
- Provide feedback to help students improve their ability to recognize bias.

3. ANALYSING TEXT CONSTRUCTION

INSTRUCTION

- On the overhead, present a piece of text with an obvious bias. Read the text to the class and then discuss the following points:
  - What is the author’s bias?
  - Why might the author have written this text?
  - Whose voice is missing?
  - What is your opinion about this topic?
  - Do you support/make connections with the message presented and the author’s viewpoint?
  - Do you see yourself in the text - is it talking to you?
  - In what ways might a biased text be harmful?
- Discuss how the text is constructed to present a biased viewpoint. For example:
  - The initial statement assumes that the author’s viewpoint is the correct one and that readers will agree.
  - There is no recognition that other viewpoints exist, or if there is, these viewpoints are dismissed as worthless.
  - Information is presented selectively; only evidence supporting the author’s viewpoint is included.
  - The author frequently repeats the assertion that his or her viewpoint is correct and that others are incorrect.
  - The author uses (and repeats) certain language in order to present a character or group in a positive or negative way.
  - The summary statement reaffirms the initial statement, emphasizing that nothing will make the author change his or her mind.
- Have students form pairs and give each pair two articles on the same topic, each with a different perspective (e.g., two newspaper opinion articles expressing different views on the same topic). Choose a topic of interest to the students (e.g., a school or local community issue).
- Have each pair of students read both articles and then discuss the perspective and purpose of each article. Then have them use different-coloured highlighters to identify aspects of the articles’ construction that contributed to the presentation of a biased viewpoint.
- Have some of the highlighted articles shared with the whole class. During the sharing, discuss how the articles were constructed to present a biased viewpoint.

ASSESSMENT

- Using the rubric criteria as a guide (see Appendix 2.2A), make focused observations while students are working and after the Venn diagrams are completed.
- Make notes about any students who may not be ready for independent practice.
- Provide feedback to help them improve their ability to recognize how texts can be constructed to present a biased viewpoint.
GUIDED LESSON  TEACHER GUIDED/SMALL GROUP

INSTRUCTION
- Gather a group of students who need more support to identify bias in a text.
- Using multiple copies of either a text or a picture book, lead the group through a reading of the text.
- Create with students a chart critically analysing the selected text. Consider the following:
  - topic
  - perspective presented
  - purpose
  - bias presented
  - perspective omitted
  - other ways the topic might have been presented
As the chart is being created, have students make specific references to the text to support their observations.
- While the teacher is working with this group of students, the rest of the class could be independently practising with a similar text.

ASSESSMENT
- Make detailed notes about achievement for each student based on the rubric (Appendix 2.2A).
- Provide detailed feedback to students to help them improve their ability to recognize bias.

INDEPENDENT READING  INDIVIDUAL/STUDENT DIRECTED

INSTRUCTION
- Give students opportunities, over a couple of days, to practise reading texts in order to recognize bias and to analyse how texts are constructed to present a particular viewpoint. Have them use text selections from anthologies, newspaper opinion articles, or other sources.
- During this practice time, have students use the assessment rubric for self- and peer assessment. If the students are not familiar with either self- or peer assessment, these strategies will need to be taught through modelled and shared instruction.*
- After students have had a chance to practise, choose a text that will be of interest to them (e.g., an editorial on a local community issue, an article on bullying, a sports report) and have them identify the author’s bias and how the text was constructed to reinforce this bias.
- Have students create a text that presents another perspective on the topic. Tell them they will need to summarize what was written, identify an opposing viewpoint, and present this viewpoint in an appropriate form (e.g., a letter to the editor of a local paper or to a local councillor). Collect this work for in-depth assessment.


Note: Self-assessment and peer assessment do not contribute to a student’s evaluation. They could, however, contribute to the teacher’s formative assessment of a student’s overall achievement as they provide information about how the students view themselves as learners.
ASSESSMENT

• Using an assessment rubric (see Appendix 2.2A), assess each student’s achievement. The information from this summative assessment contributes to the student’s evaluation.

REASON SERIES

REFLECTION

Were my students successful? Did my instructional decisions meet the needs of all students? What worked well? What will I do differently in the future? What are my next steps?

Students

• Did I accurately summarize the text?
• Did I correctly identify the main ideas?
• Did I correctly identify the author’s purpose?
• Did I recognize the author’s bias?
• Did I recognize how the text was constructed to reinforce bias and influence the reader?

Teacher

• Do students need further instruction in any of the strategies used?
• What evidence do I have that students are using this strategy independently?
• Are students having difficulty applying other reading strategies independently?
### APPENDIX 2.2A – CRITICAL LITERACY ASSESSMENT RUBRIC

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make judgements and draw conclusions on the basis of stated and implied evidence</td>
<td>Makes judgements and draws conclusions on the basis of stated and implied evidence with limited effectiveness</td>
<td>Makes judgements and draws conclusions on the basis of stated and implied evidence with some effectiveness</td>
<td>Makes judgements and draws conclusions on the basis of stated and implied evidence with considerable effectiveness</td>
<td>Makes judgements and draws conclusions on the basis of stated and implied evidence with a high degree of effectiveness</td>
</tr>
<tr>
<td>Critically analyse texts to determine how they influence the reader</td>
<td>Critically analyses texts to determine how they influence the reader with limited effectiveness</td>
<td>Critically analyses texts to determine how they influence the reader with some effectiveness</td>
<td>Critically analyses texts to determine how they influence the reader with considerable effectiveness</td>
<td>Critically analyses texts to determine how they influence the reader with a high degree of effectiveness</td>
</tr>
<tr>
<td>Explore perspectives other than those presented by the text</td>
<td>Explores perspectives other than those presented by the text with limited effectiveness</td>
<td>Explores perspectives other than those presented by the text with some effectiveness</td>
<td>Explores perspectives other than those presented by the text with considerable effectiveness</td>
<td>Explores perspectives other than those presented by the text with a high degree of effectiveness</td>
</tr>
</tbody>
</table>
RESPONDING TO TEXTS

Readers respond to texts in order to deepen, expand, and refine the process by which they make meaning from texts. The responses to text discussed in this section are designed as extensions of students’ learning after they have read a text. They encourage students to think more deeply about their reactions to the content of a text and to share those reactions with others. More specifically, they provide opportunities for students to:

- deepen their understanding about what has been read;
- extend their understanding;
- gain new insights about the author’s intent;
- share their enjoyment of a text;
- analyse and improve their reading strategies;
- make text-to-self, text-to-text, and text-to-world connections.

Teachers guide students to:

- share their reaction to a text with other students;
- cite specific examples from the text to support their thinking;
- revisit the text to delve deeper into an issue;
- reflect on the author’s ideas and purpose;
- relate ideas to themselves, to other texts they have read, and to the world around them.

In addition to the responses to text discussed on the following pages, the Appendix to Volume One of this guide (pp. 117–155) provides information on several strategies that can also be used as tools to help students respond to their reading (e.g., double-entry journal; retell, relate, reflect; discuss; think-aloud).

Teacher–Student Reading Conferences

Reading conferences are three- to five-minute talks about texts. The participants exchange ideas about their reactions to the content of the text and the connections they made.

While conferences cannot be tightly scripted since the teacher will want to respond to the ideas raised by the student, there should be a predetermined focus for the conversation. The focus may be chosen by the teacher (e.g., in order to assess a particular reading strategy) or the student (e.g., as a result of some ideas that arose during the reading of the text). The student and the teacher should both know the focus of discussion before the conference so that both may prepare in advance.
Reading conferences are most effectively used to:
• help students discuss ideas about the text on a one-on-one basis;
• give students an opportunity to express ideas that they may not want to present to a larger audience;
• help students solve problems with reading strategies;
• meet an individual student’s needs at an appropriate level;
• ask specific, probing questions to help students gain a deeper understanding of a text;
• conduct an in-depth assessment of a particular reading strategy;
• set next steps for improvement.

While teacher-student reading conferences are one-on-one encounters, teachers may want to organize the class list into five groups and conference with each student from one group per day. In this way, each student would have one conference per week.

Time spent with individual students gives teachers an opportunity to conduct an in-depth assessment of each student’s reading achievement. Assessment may include:
• comprehension strategies – how well students understand what they read;
• oral communication skills – how well students can articulate their response to a text;
• achievement of specific expectations, depending on the predetermined focus;
• achievement in each achievement chart category as well as overall;
• next steps – what follow-up lessons are required to improve achievement.

For detailed information on teacher-student conferences, see Volume Two of this guide, pages 49–55.

**Book Club**

Book club is an activity whereby students make short presentations to the class or a small group on books that they have read either during independent reading time or at home. The texts are selected by the students, with the teacher’s approval if they come from home. The teacher provides a presentation guide of required elements, with clearly labelled assessment criteria, to direct the content of the presentation and gives students time to practise their presentations. After each presentation, the rest of the class and the teacher can ask the presenter questions about the text. Students may require a teacher-directed lesson on asking the types of question that help them gain more information about the text. These questions would be modelled through teacher read-alouds as well.
Book club is most effectively used to:
- give students the opportunity to share a text of personal interest;
- give other students the opportunity to ask questions to determine whether they would like to read the text;
- assess the presenter’s reading comprehension and ability to choose texts at an appropriate reading level.

At the beginning of the year, the teacher works with the whole class to establish the purpose and procedures of book club, including appropriate questions to ask, and posts an anchor chart in the classroom for student reference. Once students have had experience sharing texts that they have read and asking appropriate questions, book club could become a small-group, teacher-supervised activity.

During presentations, teachers can gain assessment information about both the presenter’s reading and presentation skills and the audience’s ability to understand the presentation and to ask relevant questions. Questions to be addressed could include the following:

- Can students summarize and explain main ideas and cite supporting details?
- Are they reading a variety of texts?
- Can they connect the ideas in texts to their own ideas/experience, to other texts, and to the world around them?
- Can they identify the author’s intent, viewpoint, and perspective?
- Do they, as members of the audience, ask appropriate questions to gain more information about either the content of the text or the reader’s response to the text?
- Are they achieving specific expectations (e.g., making inferences/interpreting texts, extending understanding)?
- How are they performing in specific criteria within the categories on the achievement chart (e.g., communication: expressing and organization of ideas and information)?
- What follow-up lessons are required to improve achievement?

**Literature Circles**

Literature circles give students who have read the same text the opportunity to share and appreciate different points of view about the text. In order to broaden the discussion and facilitate the functioning of the circle, students assume various roles such as questioner, connector, vocabulary enricher, illustrator. Each role needs to be introduced, explicitly taught, and practised before the students can assume the role during small-group literature circle discussions.
Literature circles are most effectively used to:
• promote the sharing of differing points of view;
• examine many different aspects of a text (e.g., vocabulary, illustrations);
• explore texts from different perspectives as represented by the various roles (e.g., questioner, connector);
• ensure active participation during discussion of a text;
• engage students in reading.

Several literature circles can occur simultaneously, with the teacher circulating among the groups; or a single circle could take place, with the teacher supervising while the rest of the class is working on other language activities.

Literature circles present many opportunities for assessment of both reading strategies and learning skills because of the variety of roles that students assume. Questions to be addressed could include the following:
• How well did students participate in the functioning of the circle?
• How well did they comprehend the text, based on their contributions to the discussion?
• Are the questions being asked appropriate for the reading level of the group?
• Are they achieving specific expectations (e.g., analysing texts, identifying point of view)?
• How are they performing in specific criteria within the categories on the achievement chart (e.g., thinking; use of critical/creative thinking processes)?
• What follow-up lessons are required to improve achievement?

For further information about literature circles, see Volume One of this guide, pages 134–135.

**Readers’ Theatre**

Readers’ theatre is a form of script reading that, unlike stage productions, relies solely on voice to convey the meaning of the text. There is very little movement; students stand or sit and read their scripts. Character roles are assumed, and readers convey the feelings, mood, action, or theme using vocal pitch, tone, or volume. Although readers’ theatre requires less practice than a play, students will need time to rehearse their performances.

Readers’ theatre is most effectively used to:
• involve readers at different stages of development. It allows struggling readers to focus on short pieces of text and promotes success because students are supported by others as they read their text aloud;
• help students become effective oral readers as they learn to read with fluency and expression;
• assist students to explore the text in depth as they examine character, setting, and plot to determine the best voice to use;
• encourage cooperation as all readers work together to produce a polished, successful performance.

Students will likely be in a small-group setting since the number of character roles in a text is usually limited. The roles of director and sound technician (if the reading is being taped) can be added.

Many assessment opportunities occur as the students assume various roles. Questions to be addressed could include the following:
• How well did students comprehend the text, based on their interpretations of the characters’ qualities?
• Did they explore various aspects of the text to determine the best way to represent their individual characters?
• Are they achieving specific expectations (e.g., identifying a variety of text features and explaining how these features help readers understand texts)?
• How are they performing in specific criteria within the categories on the achievement chart (e.g., thinking; use of processing skills)?
• What follow-up lessons are required to improve achievement?

Assessment criteria are shared with the students before readers’ theatre occurs.

**Character Conversations**

During character conversations, students each assume the role of a different character from a text that the group has read. The characters converse about their lives, problems, and solutions. Students will need to prepare for the conversation by revisiting the text and making jotted notes about points to insert.

Character conversations are most effectively used to:
• assist students to explore the text in depth as they examine characters’ personalities, actions, and problem-solving abilities;
• encourage students to try to understand a topic from the point of view of the character whose role they assume;
• enable students to hear other viewpoints on a topic;
• teach students conversation and cooperation skills.
This is a small-group activity, with the number of participants dependent on the number of characters in the text.

Assessment could address the following questions:

• How well did students participate in the conversation? (Learning skills need to be separated from language assessment.)
• How well did they comprehend the text, based on their contributions to the discussion?
• Were their interpretations of the viewpoints of the characters appropriate?
• Are they achieving specific expectations (e.g., making inferences/interpreting texts, analysing texts)?
• How are they performing in specific criteria within the categories on the achievement chart (e.g., knowledge and understanding: understanding of content)?
• What follow-up lessons are required to improve achievement?

**Response Journals**

Writing in response journals takes place in a variety of forms and provides a means for students to communicate about and reflect on their reading. Reflection engages students in thoughtful consideration of their response to what they have read as well as the strategies they use when reading. Writing a response is an individual activity. However, students should share their responses with others in order to learn to express their interpretations and listen to how other readers understand texts.

To begin using a response journal, it is best to start with one aspect such as the reading list or letter writing. As students learn new strategies to gain meaning from their reading, they can incorporate these strategies into their response journal writing, using a wider range of forms. Teachers also model journal responses and provide selected texts that students can use as models for their writing.

During reading workshop, the form of response is usually the student's choice; however, in the beginning the teacher models the forms to help students with their choices. As new skills and strategies are introduced, teacher talk and modelling build the foundations for the thinking expressed in the journals.

Students use their response journals to record their ongoing thoughts, feelings, and ideas about the content of the texts they are reading. Having students think about what they have read deepens their comprehension as they determine how the texts relate to them, to other texts they have read, and to the world around them. Students also write about the reading strategies they have used, and this, in turn, can improve their reading proficiency. Proficient readers understand both how they use the various
reading strategies to gain meaning and the various factors that influence their thinking. Exploring this metacognition, through reflection and discussion, improves both their comprehension and their ability to read text critically.

Responding to text is most effectively used to have students:

• think about their reactions to what they have read;
• identify the strategies they use when reading;
• assess their strengths as readers by listing the strategies they use;
• describe how they relate to texts;
• analyse how authors attempt to influence their thinking;
• reflect critically about a text;
• set goals for becoming more proficient readers;
• question the text;
• reflect on plot, setting, characters, themes, authors, and style of writing;
• respond to characters and events.

The response journal can be organized into sections in order to provide a consistent framework for students’ writing. This framework will assist students to make good use of the reading workshop by clearly identifying the options open to them during independent reading and writing. Organizing the response journal in a consistent manner will also make student work easily accessible for assessment purposes.

Fountas and Pinnell (2001) suggest that a response journal be organized into five sections:

1. A Reading List (see the sample chart below)
2. The Reading Interests List
3. Books to Read List
4. Letters
5. Guided Activities

### Sample Personal Reading List

<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
<th>Author</th>
<th>Date Started</th>
<th>Genre</th>
<th>Date Completed</th>
</tr>
</thead>
</table>

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**DA_Text** 2/27/08 7:34 PM  Page 55
Writing About Reading

Writing about reading is a means of encouraging students to reflect on what they read, using personal response and questioning. They may do this in short responses or longer passages of writing. The goal is for them to use their own language to make meaning of the text in their own way and, in so doing, develop their writer’s voice.

Writing about reading can be used to help students learn about how they make meaning from the text when they talk with others about what they have written. They can also refer to their writing as a source of ideas for discussions on the text.

Writing about reading can be done in the response journal in the form of:

- thoughts on sticky notes that were placed in the journal while reading;
- a page of reflection;
- a letter to the teacher;
- a letter to a classmate or someone else.

**Personal response** writing is first modelled by the teacher on the board or a transparency to show students how to write a response to what they have read instead of a summary. The teacher models the use of examples from the text, the expression of personal feelings, and the way the response can be related to personal experiences. To encourage thoughtful responses, in the beginning the teacher uses prompts. The aim is to have students use higher-order thinking when responding personally, state their opinions about what they are reading, and state why they feel as they do.

**Questioning** promotes comprehension and critical thinking when reading. Questioning is a reading strategy that helps students monitor their thinking and make connections between what they have read and what they have experienced. Students learn the types of questions that help them comprehend the text as well as those that help them understand their reading strategies. They learn how to find information in texts, draw conclusions, and make inferences as they read. They learn that questioning promotes critical thinking. After they have received direct instruction, practised their questioning skills, and reflected on their use, students should be able to apply the questioning strategy in their responses to other texts.

(For further information on questioning strategies, see “Question–Answer Relationship (QAR)” and “Questioning the Author” in Volume One of this guide [pp. 143 and 145].)
Assessment of students’ written responses about reading can be done informally through anecdotal notes and conversations. Also by observation of the students’:

- use of critical thinking skills;
- ability to relate responses to personal experiences;
- use of inquiry skills in writing and in discussion with others;
- ability to interpret the meaning of the text;
- descriptions of their use of reading strategies and why they find them helpful;
- ability to analyse how the author is attempting to influence their thinking;
- achievement of specific expectations (e.g., metacognition: identify strategies that help with reading and how they can be used to improve reading ability);
- performance in specific criteria within the categories on the achievement chart (e.g., application: application of knowledge and skills in familiar contexts);
- self-reflection on next steps.
3 Reading Instruction

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**Reading Instruction for Junior Learners**

By the time they enter the junior grades, students have gained considerable experience in engaging with texts of various kinds and possess a range of skills that they are able to apply in their reading. Junior readers generally:

- recognize many words, even those considered “difficult” or content-related;
- integrate meaning, syntax, and phonics fairly consistently;
- use a variety of ways to figure out unfamiliar words;
- can read independent-level text with fluency, expression, and proper phrasing;
- are beginning to handle longer, more complex text with short chapters and more complex characters;
- can summarize texts;
- are growing more aware of story and text structures.

In order to meet the greater demands for reading across the curriculum in the junior grades, students often require explicit instruction and support from teachers to:

- learn to select appropriate books;
- sustain comprehension;
- maintain interest over an entire book;
- understand many text forms and genres;
- consolidate decoding and fluency skills;
- use text features to make sense of more challenging texts.

Many transitional readers, however, will need a wide range of instructional and support activities in order to continue to develop as readers.

*(Adapted from Syzmuik and Sibberson, 2001, pp. 6-11)*

**Instructional Approaches**

When introducing or reviewing a reading strategy, teachers use a range of instructional approaches to accommodate varying learning needs and styles, including flexible groupings of students. The instructional approaches provide students with varied types of reading experiences and varied degrees of teacher support as they build new knowledge and skills. Teachers observe and assess student achievement at all stages of instruction and use this information to provide meaningful feedback to students.
Four key instructional approaches are: modelled reading, shared reading, guided reading, and independent reading. These approaches, used separately and in combination, give students the opportunity to experience and enjoy authentic texts with varying levels of teacher support. As the lessons progress from teacher modelling, through shared and guided reading, to independent practice, the teacher gradually withdraws support, and students assume responsibility for their reading as they become more independent in their fluency and comprehension.

**Modelling:** At the highest level of support, the teacher takes full responsibility for gaining meaning from the text as a new strategy is demonstrated. Teacher modelling is usually followed by a discussion or activity to ensure that students are making the right observations.

**Shared Reading:** Shared reading is an instructional approach during which the teacher explicitly teaches the strategies and skills of proficient readers. Students have an opportunity to gradually assume more responsibility for the reading as their skill level and confidence increase. Shared reading provides a safe learning environment for students to practice the reading behaviours of proficient readers with the support of their teacher and peers. Shared reading may be offered to the whole class or a small group of students and may focus on the needs indicated in assessment data and required by grade level curriculum expectations. The text is always chosen by the teacher and must be visible to the students.

**Guided Reading:** During guided reading, the teacher extends, reinforces, or reviews learning with a small group of students who need further practice. The teacher provides support and intervenes as required. Flexible student groups are formed based on assessment information from the shared reading lesson. The focus of instruction during guided practice is specifically related to the learning needs of the students in the group, and feedback is provided appropriately.

**Independent Reading:** During independent practice, most of the responsibility for gaining meaning from the text is transferred to the students. The teacher monitors the students as they read, gives feedback about their achievement, and provides support only as required.

The following chart illustrates the gradual transfer of responsibility for reading from the teacher to the students as they progress from one instructional approach to another.

### Instructional Approaches

<table>
<thead>
<tr>
<th>Modelling</th>
<th>Shared Practice</th>
<th>Guided Practice</th>
<th>Independent Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read-Aloud</td>
<td>Shared Reading</td>
<td>Guided Reading</td>
<td>Independent Reading</td>
</tr>
<tr>
<td>Modelled Writing</td>
<td>Shared Writing</td>
<td>Guided Writing</td>
<td>Independent Writing</td>
</tr>
</tbody>
</table>

**Gradual Release of Responsibility**

**High Teacher Support**

**Low Teacher Support**

CHAPTER 3 • READING INSTRUCTION
Teachers use the key instructional approaches to:

• scaffold student learning by modelling and explicitly teaching the strategies, behaviours, and responses students need to become proficient communicators;

• coach and guide students – as a class, in small groups, and through individual differentiated instruction – as they apply the strategies and behaviours they have learned;

• provide students with multiple opportunities to read, write, talk, ask questions, practise strategies, and demonstrate their thinking;

• help students see the interconnections between reading, writing, talking, listening, and thinking, and learn to read like writers and write like readers;

• assess individual students to determine their strengths, and thereby provide feedback to help them improve and direct future instruction.

Following multiple opportunities to practise a new strategy, the students apply their learning in a new situation. This activity is evaluated for purposes of planning future teaching and reporting to parents.

The following sections describe each of the instructional approaches in turn, including details on frequency and groupings, text selection, conducting the lesson, student responses, and teacher reflection.

(For further information on text selection, see Volume Three of this guide, pages 74–87.)

**Modelled Reading**

The teacher uses modelled reading to introduce a new reading strategy and demonstrate how a fluent reader would apply the specific strategy when reading a text. After introducing the strategy to the students, the teacher conducts either a read-aloud or a think-aloud depending on the selection – for example, the teacher might read aloud a poem or story but would likely think aloud while browsing an informational text, pointing out specific content or text features. During modelled reading, students are expected to listen attentively and become aware of the new strategy. The teacher assumes responsibility for the reading of the text.

To maximize effectiveness, modelled reading must be planned and purposeful. The following list identifies a number of teaching points that may be included in a modelled reading lesson:

• Introduce students to unfamiliar or less popular genres.

• Address the needs of students, based on previous assessments.

• Verbalize the reading process through the use of think-alouds.
• Provide students with background knowledge for current or future content or for the study of certain genres or text forms.
• Discuss writing techniques, text features (e.g., tables of content, headings and subheadings), and elements of stories (e.g., plot, characters, setting).
• Engage students in texts they are not yet able to read independently.
• Share works that contain sophisticated language, intricate plots, and complex characters.
• Use discussion to help students improve their comprehension skills.

A well conducted modelled reading lesson with an engaging text can often cause reluctant readers to become interested in reading and may influence students to select more challenging material to read independently.

Frequency and Groupings

Teachers are able to conduct modelled reading lessons daily because this approach is very versatile. Modelled reading is useful not only in language instruction but also in all curriculum areas.

Students may be gathered in large or small groups depending on the purpose of the lesson and on possible after-reading activities.

Text Selection

Modelled reading should provide students with the opportunity to listen to and interact with a variety of types of texts on a wide range of topics. The texts used should cover a broad range, including literary and informational texts, as well as a variety of authors, genres, forms, and lengths. Teachers will want to consider the students’ interests, cultures, ages, instructional needs, and life experiences when selecting texts. It is important for all students to be able to see themselves reflected in the resources. Teachers should also include texts or authors that are personal favourites, so that students can get caught up in the teacher’s enthusiasm for reading and love of language.

Texts used for modelled reading are often at or above students’ instructional reading level so as to expose them to more sophisticated vocabulary, content, structures, and techniques than they might encounter on their own. However, easier texts and texts

Teacher Read-Alouds

In addition to modelled reading, teachers read aloud to students as a major component of the literacy program. Reading aloud to students:

• gives them experiences with quality literature and informational texts;
• motivates them to read;
• demonstrates ways of responding to texts;
• exhibits reading strategies that proficient readers use.

“No matter what my instructional purposes might be, each passage is still chosen because it has interesting content, intriguing or unique points of view, humour, emotional impact, voice and dialogue that add to the message, and language that invites listeners into the experience.”

(Allen, 2000, p. 55)
with which students are familiar may also be useful for modelled reading, since they provide a foundation on which the teacher can scaffold a new strategy or remind students of a previously taught strategy.

Modelled reading texts can be used to reinforce concepts being studied in other subjects. They can also be used to demonstrate how the same topic can be treated in fiction and in informational, media, or Internet texts. When conducting a think-aloud about a modelled reading text, teachers can demonstrate how to think critically about personal relationships, historical or current issues, or perspective and point of view.

**Conducting a Modelled Reading Lesson**

*Teacher Preparation*

- Determine the focus of the modelled reading and plan instruction.
- Select a text that will engage students and provide enjoyment.
- Practise reading the book or viewing the video.
- Determine the prior knowledge students will need to understand the selected text.
- Anticipate how students may respond.
- Create a chart entitled “Our Classroom Reading Log” to help students understand the focus or teaching point and how to respond to the reading.

*Before Reading*

- Arrange students in the most effective grouping for this activity and, if applicable, distribute copies of the text.
- Inform students of the book’s title, author, illustrator, and any other salient points.
- Explicitly state the purpose of the lesson and explain how it will benefit students as readers.

*During Reading*

- Read the text aloud, taking care to demonstrate excellent phrasing and fluency.
- Share illustrations or text features with the students, if appropriate.
- If the text has been selected for enjoyment, continue reading to the end or to a natural break.

- Stop at strategic points in the text to ask students a question or to model a strategy, using a think-aloud. (Sample phrases are given in the Key Comprehension Strategies chart on pages 25–27.)
- Once the discussion or modelling has been completed, resume reading. To maintain students’ interest, avoid interrupting the text too often.

“Listening to an expressive and meaning-filled voice can draw students into the magic of reading.”

*(Rasinski, 2003, p. 19)*
After Reading

• Give students an opportunity to respond to the text (e.g., engage in thoughtful discussion to clarify their thinking; share their responses; discuss the strategy demonstrated; make connections to their lives, other texts, and the world).

• If appropriate, assign a response activity.

• Complete sections of the classroom reading log. (See the sample logs below.)

Classroom reading logs are useful reminders of the literary experiences of a class. Maintaining them is a good way to avoid using the same text as in a previous lesson. A classroom reading log can encourage students to make text-to-text connections when new titles are added to the log or when previously read texts are referred to during modelled reading. An informational text reading log can be used to record important information from a text.

Sample Classroom Reading Log for Informational Text

<table>
<thead>
<tr>
<th>Title of Text</th>
<th>Author</th>
<th>Text Form/Genre</th>
<th>Topic</th>
<th>Comments/Important Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Classroom Reading Log for Fiction

<table>
<thead>
<tr>
<th>Title of Text</th>
<th>Author</th>
<th>Text Form/Genre</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Crispin: The Cross of Lead | Avi    | Historical fiction | • The main character, Crispin, is resourceful, resilient, and independent.  
• We learned how some children lived during medieval times. |

Student Responses to Modelled Reading

Responding to modelled reading may include the following:

• oral discussion

• written responses, such as a letter, journal entry, poem, story extension, or opinion

• the creation of tableaux

• the production of story maps
the development of text-appropriate organisers, such as timelines, plot lines, Venn diagrams, or ranking ladders

• written or artistic character sketches

(Note: Not all modelled lessons require student responses.)

**Teacher Reflection**

• What did I teach?
• What did my students learn?
• Do my students see the value of what they learned?
• What do my students still need to learn?
• How well did my choice of text meet the needs of my students?
• What will I teach tomorrow? What should my focus be?
• How can I maximize my time with my students?

**Shared Reading**

“We can make the most of our reading time with students by making it a richer instructional context: demonstrating a new literary form, connecting it to the curriculum, and inviting active participation. In particular, the opportunities for talk about the text are critical.”

(Routman, 2003, p. 147)

During shared reading, the teacher instructs students in the use of a strategy as they read the text together. Shared reading involves the students assuming some responsibility for the reading of the text through active participation and interaction on the part of both students and teacher as they work together to make meaning of the text. The teacher provides enough support so that students are able to enjoy the text, regardless of their reading ability. Additionally, the teacher encourages the students to respond to the text by contributing ideas related to a new strategy throughout the reading.

In shared reading, the teacher presents a text to students on a chart, on an overhead, or in a big-book format or distributes individual copies of the text. The teacher reads the text, and the students join in where they feel comfortable in so doing. Sometimes, students may chime in only in places where the text is repetitive (e.g., repeated verses in a poem). Other times, groups of students may be asked to read certain parts of the text orally or silently. In all cases, the shared reading is structured by the teacher in a conscious and deliberate way to release gradually responsibility for the reading to the students.
Shared reading is a critical component of an effective literacy program because it is here that strategies and behaviours are explicitly taught. Teachers choose shared reading texts to focus on such teaching points as:

- strategies to support comprehension
- critical-literacy skills
- text features
- phrasing, fluency, and intonation
- word-solving strategies
- reading and writing connections
- questioning the text
- personal responses

Depending on the complexity of the text and the teaching points targeted for a lesson, the text may be revisited over the course of four or five days. In each session, the reading is shared by the teacher and students. Effective teachers focus on one major teaching point per shared reading lesson and state the focus clearly for students so that they know what and why they are learning.

Paired and group follow-up readings are part of this lesson as students practise a new strategy. This practice is followed by a whole-group reflection in which the students describe how they used the strategy and how it helped them with their reading.

During this lesson, the teacher tells the students how they will be assessed throughout the series of lessons. The assessment tool (e.g., a checklist or rubric) is reviewed and questions that the students may have about the criteria are discussed. These criteria are used for peer and self-assessment as well as for teacher assessment. Students are provided with assessment feedback to help them improve their learning.

**Frequency and Groupings**

Because “shared reading [is] the heart of reading” (Allen, 2000, p. 58), it should occur daily. Each shared reading lesson should be approximately fifteen to twenty minutes in length, with the teacher first reading the text for meaning and subsequently focusing on one new teaching point per day. Occasionally, depending on the complexity of the text and students’ familiarity and engagement with it, the teacher may use a text for four or five days. In these cases, on the first day the focus would be on introducing the text. Students would work on the text for the next two or three days as needed. On the final day, they would reflect on the text.

While shared reading experiences often involve the whole class, they can also be conducted in small groups.
Text Selection

Texts for shared reading should be at, or slightly above, the instructional level of most students. Although some students may not be able to decode or comprehend all of the text at the start of the lesson, by the end they should be able to understand its meaning.

Shared reading texts should be short enough so that students can examine them critically on a variety of levels. They should be well crafted and lend themselves to being read aloud. Short stories, picture books, poetry, excerpts from novels, selections from reading anthologies, and articles from newspapers, magazines, and journals are ideal for shared reading. Longer texts can be used when instructionally appropriate, but because some students may be intimidated by them, these longer texts should be presented in “chunks.” All texts for shared reading should be clearly visible to all students. To ensure this, teachers may record the text on charts or use overhead or LCD projectors to display the text to everyone.

Texts used for shared reading should offer a variety of opportunities for addressing the selected teaching point and allow students to make text-to-self, text-to-text, and text-to-world connections. The content should align with the curriculum and be age-appropriate and inclusive of the cultural backgrounds of the students. It should appeal to a variety of student listeners and be powerful enough to engage students in actively listening and responding.

Conducting a Shared Reading Lesson

Teacher Preparation

- Determine the teaching focus.
- Select a text that will engage the students and match both their reading level and the teaching focus.
- Determine the prior knowledge that students will need to understand the text and teaching point.
- Present questions for discussion (for some sample questions, see the chart on page 28).
- Estimate the number of lessons students will need to acquire a deep understanding of the text and to learn the strategy being taught.
- Chunk the text, if appropriate.
- Prepare materials (e.g., big books, overheads, copies for students).
Before Reading

• Explicitly state the purpose of the lesson, and explain how it will benefit students as readers.
• Introduce the text to students.
• Have students make predictions about the text based on their knowledge of the genre, topic, author, or title.
• Review any strategies learned earlier (prior knowledge) that apply to this lesson, and link them to this lesson.

During Reading

• Initially:
  – Read the text to the students or have the class or group read the text aloud together.
  – Have students stop their reading at appropriate points to confirm (or correct) their predictions.
• Then (in the same or in subsequent lessons):
  – Return to portions of the text that are relevant to teaching points and reread them.
  – Teach and model or demonstrate the relevant behaviours and strategies used by strategic readers to comprehend text (e.g., rereading, making connections, inferring, summarizing).
  – Teach and model the kinds of questions effective readers pose to enhance comprehension (see the chart on page 28).
• Ensure that the lesson is interactive.

After Reading

• Give students an opportunity to respond to the text (e.g., engage in thoughtful discussion to clarify their thinking; share their responses; discuss the strategy demonstrated; make connections to their lives, to other texts, and to the world).
• Make the connection for students between the new behaviours or strategies learned in the shared reading lesson and their independent reading.
• Link the focus of the shared reading lesson to the writer’s craft (i.e., make a connection between reading and writing) to prepare students for later lessons in writing.
• If appropriate, assign a response activity for assessment purposes.

Student Responses to Shared Reading

• Have students respond to the text (e.g., by creating a text innovation, a story map, or a graphic organizer; by making notes to mark important information or items to discuss later; or by responding to queries) individually, with a partner, or as a small group.
• Provide opportunities for students to practise independently the new strategies through reading, either in pairs or individually.

**Teacher Reflection**

• What did I teach?
• What did my students learn?
• Do my students see the value of what they learned?
• What do my students still need to learn?
• How well did my choice of text meet the needs of my students?
• What will I teach tomorrow? What should my focus be?
• How can I maximize my time with my students?

**Guided Reading**

“The aim of guided reading is to develop independent readers who question, consider alternatives, and make informed choices as they seek meaning. Guided reading is an enabling and empowering approach where the focus is on the child as a long-term learner being shown how and why and which strategies to select and employ to ensure that meaning is gained and maintained during reading and beyond.”

(Mooney, 1990, p. 47)

Guided reading supports students as they talk, think, and question their way through a text. Based on information from previous assessments (e.g., during shared reading and informal observations) and formal assessment tools, a guided reading lesson allows the teacher to differentiate instruction to meet the needs of a small group of students who exhibit similar reading behaviours, have like interests, or who have similar instructional needs. They read a text selected by the teacher to provide a moderate challenge and, while reading, they use previously taught strategies and skills to construct meaning.

During guided reading, the teacher gives the students much of the responsibility for the reading of the text but provides support by coaching and prompting the students in effective reading strategies, assisting with unfamiliar vocabulary and modelling questioning to promote higher-order thinking and critical literacy.

The teacher completes an in-depth assessment during guided reading and provides assessment feedback to the students to help them improve their learning. The teacher also reflects on information collected during assessment to determine next steps for instruction.
Guided reading provides teachers with excellent opportunities to work within what Vygotsky (1978) refers to as the “zone of proximal development” (for further details, see Volume One of this guide, pp. 78–79). In guided reading sessions, students work within their zone of proximal development—i.e., they are familiar with most of the strategies and skills needed to comprehend the selected text but may not have mastered them all. With the guided support of the teacher and their peers, they can master these strategies, stretch beyond their current accomplishments, expand their abilities, improve their reading and problem-solving skills, and move into a new zone of actual development in which they can read independently.

Working with a small group of students enables teachers to provide the individualized support each student needs to help him or her develop into a thoughtful and critical reader. Students read to themselves a text selected by the teacher. The teacher observes the reading behaviour of individual students and responds to indications that a student needs support. The teacher may also engage individual students in brief discussions about what they have read, the strategies they are using, and any questions they may have.

The teacher may chunk the reading so that a brief discussion can be held about a portion of the text where students are required to use a specific comprehension strategy. If more than one student in the group is having difficulty with the same strategy or passage, the teacher may have all the students talk it through, building on the ideas of others and acquiring new insights into the reading process, until they are able to proceed.

Guided reading sessions give teachers valuable insight into the strategies and behaviours that students are using and help teachers identify strategies that students have not yet mastered. Guided reading sessions also allow teachers to see how individual students solve problems when the meaning is unclear or vocabulary is unfamiliar and, if necessary, to intervene in a timely fashion with appropriate questions, prompts, and other forms of guidance.

**Frequency and Groupings**

Junior students need regular opportunities to participate in guided reading sessions, with those students who are experiencing reading difficulties having more frequent lessons—sometimes on a daily basis.
While the size of guided reading groups may vary, keeping groups to a maximum of six students enables teachers to provide individual attention and support, make detailed observations and assessments, and capitalize on the “teachable moment”. Guided reading groups must be flexible and dynamic – their composition and purpose should change as necessary in response to the diverse and emerging needs of the students in the classroom. For example, a number of students may be reading at the same level but have different interests or instructional needs. Because of the wide variety of texts available at the junior level, teachers can group students according to need and assign a different text to each group. The texts would be at the same reading level, but address different interests and needs.

The following assessment tools provide information about phrasing, fluency, comprehension, and individual student interests and can help teachers determine how to form or re-form guided reading groups:

- cloze procedures
- records of reading behaviour
- interest surveys
- reading conferences
- reading tracking sheets
- benchmark readings (e.g., Developmental Reading Assessment [DRA], PM Benchmarks, and the CASI Reading Assessment Resource)

The first four assessment tools listed above, and many others, are described in detail in “Assessment Strategies and Tools” in Volume Two of this guide.

**Text Selection**

Text selection is crucial to the success of a guided reading group. Texts used for guided reading (e.g., an instructional-level text) must engage students’ interests and have the right degree of difficulty to challenge students without frustrating them. In addition, guided reading texts should be short, varied in genre and form, and include a balance of fiction and non-fiction. They should support the instructional focus of the lesson (e.g., if the focus is on features of non-fiction texts, the text needs to include a variety of features such as headings, subheadings, graphs, charts, pictures, and captions) and the application by students of strategies they have previously learned. Short, powerful fiction, with well-developed characters and plots and informational texts, are strongly recommended.

Other important considerations that teachers should take into account in selecting texts for guided reading include:

- the length of the text (guided reading materials should be short)
• the text's layout and features (e.g., size of print, support offered by illustrations or other visuals)
• the level of difficulty of the vocabulary (e.g., number of familiar and new words)
• the level of difficulty of any technical terminology in the text
• the degree of predictability
• the appropriateness of the content or subject
• students’ prior knowledge and experiences

Excellent sources for guided reading texts include literary, graphic, and informational selections from short story collections, selections from anthologies and poetry collections, excerpts from novels (entire novels are not appropriate), folk and fairy tales, newspapers and student-magazine articles.

Conducting a Guided Reading Lesson

Guided reading lessons are only about twenty minutes in length. Most of this time should be spent on having the students read the text. In conducting the lesson, teachers need to create a balance in the amount of time given to active observation (or listening) as students read, to questioning in order to promote students’ higher-order thinking, and to offering students support and challenge. Although effective teachers will plan guided reading lessons in advance, they are also prepared to modify their plans in response to their observations and discussions with group members during the lesson.

Teacher Preparation

• Consider whether students understand what the guided reading process entails, how it will benefit them, and what is expected of them during a guided reading lesson.

• Using information from previous assessments and what has been previously taught during shared reading, consider individual students’ interests, strengths, and needs and use this information to determine the composition of the guided reading group.

• Determine the teaching focus of the lesson and the previously taught skills and strategies that you want the students to demonstrate.

• Choose a text that appropriately addresses the interests, strengths, and needs of the students in the group and the purpose of the lesson, keeping in mind the prior knowledge, experiences, and skills that each student will bring to the text.

“Expert teaching requires knowing not only how to teach strategies explicitly but also how to foster transfer of the strategies from the structured practice activities to students’ independent use of them while engaged in reading.”

(Allington, 2002, p. 744)
• Read the text, noting the teaching points, features, vocabulary, and concepts that students may find challenging.
• Consider how you will support the students as they face those challenges.
• Consider whether there are any specific individual needs that you should address.
• Determine how the lesson time will be spent before (short introduction), during, or after reading (short sharing time).
• Determine whether you will chunk a longer text to provide opportunities for discussion of specific strategies.
• Complete a planning sheet that details your introduction of the text, possible questions to ask, and potential misconceptions.
• Develop appropriate extension tasks for students who complete their reading quickly (e.g., written responses, illustrating, rereading).
• For students who are not involved in the guided reading groups, provide tasks that will keep them purposefully occupied, and ensure that the students understand the expectations for their behaviour.
• Consider how you will assess learning and the assessment materials you will need.

**Before Reading**

• Explicitly state the purpose of the lesson and explain how it will benefit students as readers.
• Remind students of the strategies they might apply to make meaning.
• Introduce the text and explain how it is going to be read (whether in chunks or in its entirety).
• Encourage students to think about themselves as readers (e.g., identify strategies that will help them understand the text, and think about how they can use these strategies to improve their reading).
• Encourage students to use highlighters or sticky notes to mark interesting, challenging, or confusing text.

**During Reading**

• Provide each reader with the appropriate level of support.
• Have students generate questions during reading.
• Engage students in discussions about the text, asking which reading strategies they are using and whether they are having any problems.
• Offer encouragement and praise to individual students as they apply strategies previously taught.
• Stop and discuss the part of the text students have read to ensure they understand it.
• Use strategic questions to probe students’ thoughts and to encourage higher-order thinking.
• Record assessment observations about individual students on an observation sheet (see the sample chart on next page).

After Reading

• Engage students in a focused discussion about the text, maintaining an appropriate balance between teacher and student talk.
• Ensure that each student in the group has an opportunity to participate in the discussion.
• Ask questions to encourage deeper comprehension (e.g., ask students whether they can make text-to-self, text-to-text, or text-to-world connections).
• Encourage students to use their metacognitive skills to ask themselves questions about their behaviour as readers (e.g., What worked for me? What was difficult for me, and why? How did I resolve problems when I was stuck?).
• If appropriate, return to the text and have students read it independently.
• Engage students in activities that could deepen their understanding of the text (e.g., have them develop a graphic organizer, write a personal response, role-play a character, or act out a scene).
• Use the assessment information gathered during the session to plan for the next session and, if appropriate, reorganize the groupings.
• Provide assessment feedback to students to help them improve their reading.
AT-A-GLANCE OBSERVATION SHEET FOR GUIDED READING

Text: ___________________________ Date: ___________________________

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Observations</th>
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</tr>
</tbody>
</table>
**Teacher Reflection**

- How do I know what my students learned?
- What do my students still need to learn?
- How well did my choice of text meet the needs of my students?
- What will I teach tomorrow? What should my focus be?
- Will my students be able to apply their learning to new and more complex situations?
- Do my students clearly understand how the strategies they have learned apply to other content areas?

“Independent reading is an authentic context in which students develop the skills, habits, and processes of accomplished readers by doing everything good readers do.”

*(Fountas and Pinnell, 2001, p. 18)*

**Independent Reading**

Independent reading is a time when students, on their own, practise reading texts that are “just right” for their independent reading level – that is, texts that they can read with a 95–100 per cent accuracy rate (reading most words with confidence and understanding most of the ideas). As they read, they apply the behaviours and strategies taught in earlier modelled, shared, and guided reading lessons. Independent reading gives students time to “get lost in a book” and provides opportunities for them to develop their understanding of themselves and the world.

The students are given most of the responsibility for reading the text during independent reading. The teacher provides support as students develop as independent readers – for example, helping students with time management, book selection, and record keeping and providing opportunities for students to discuss the texts they have read. *(Note: Independent reading of student-selected texts also forms a part of a balanced reading program, but teacher-selected texts are used when teachers wish to assess the level of achievement of a previously taught strategy.)*

Independent reading is a structured activity that engages students before, during, and after interactions (e.g., conferences) and activities (e.g., discussions of students’ responses to the reading, goal setting). This makes independent reading different from silent, sustained reading activities such as DEAR (drop everything and read).
In applying the independent reading approach, teachers:

- deliver a mini-lesson before the reading session on a topic related to it;
- observe and record the reading behaviours of individual students and the reading and comprehension strategies that they are using or not yet using;
- observe the responses made by students to the texts being read;
- use their observations of student behaviour to capitalize on teachable moments;
- conduct reading conferences with individual students;
- analyse students’ reading proficiency (e.g., conduct a miscue analysis);
- engage students in book talks, book clubs, and literature circles after the reading session is over.

Teacher-student conferences are a major component of independent reading. The teacher and student discuss specific aspects of the text, reading strategies, and responses to reading. The teacher provides assessment feedback throughout the conference.

While students practise reading their text and applying the previously taught strategy, the teacher also assesses achievement and provides additional student feedback. Assessment information collected at this time may indicate the need for further small-group shared or guided reading lessons.

After students have had some time to practise reading the text and applying the previously taught strategy, the teacher evaluates their achievement by having each student independently read a new text to demonstrate his or her ability to use the strategy.

**Frequency and Groupings**

To be effective, independent reading should occur for thirty to forty minutes a day. Students usually read on their own, but from time to time they may be paired or grouped.

Independent reading and response is a purposeful literacy whole-class activity while the teacher is working with a small guided-reading group.

Although students read texts at various levels of difficulty during independent reading, teachers who have observed an instructional need can include students at different reading levels in a guided-reading group to examine a specific concept, skill, or strategy. For example, if the teacher has observed that certain students reading informational texts experience difficulty determining the important information in the texts, the teacher can bring these students together to share ideas on how to find important information. The teacher provides scaffolded support in the skill or strategy, while allowing students to practise reading at their own level.
Text Selection

Students need access to a wide range of texts that reflects their cultures, experiences, interests, and the global nature of Canadian society. They need access to international as well as Canadian authors and themes. Consulting with the teacher-librarian, public library staff, and other teachers, as well as staff at local bookstores, often yields rich information about what is available to meet the diverse needs of the students in most classrooms. The Internet is also a valuable source of book reviews by teachers and students.

Students also need a selection of texts that corresponds to a wide range of reading abilities. When students read independently, they need to read “just-right” texts – that is, texts that are within the range of their reading level and that they can read with a 95–100 per cent accuracy rate (reading most of the words with confidence and understanding most of the ideas). At the same time, to progress, they need to have texts that are at a slightly higher level of difficulty to provide additional challenges.

Students need to be explicitly taught how to choose just-right books. The teacher demonstrates the process involved and works with students to create anchor charts that set out this process. The charts are then displayed prominently near the classroom library for year-round reference (see the samples below).

Selecting a Just-Right Book: Sample Anchor Chart 1

<table>
<thead>
<tr>
<th>How to Select a Book for Independent Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>First:</td>
</tr>
<tr>
<td>• Look for books about your hobbies, interests, or favourite sports.</td>
</tr>
<tr>
<td>• Explore other books written by an author whose work you enjoyed.</td>
</tr>
<tr>
<td>• Ask friends, classmates, your teacher, and the librarian for recommendations.</td>
</tr>
</tbody>
</table>

Second, when you have selected a book:
• Study the cover and title. Read the back cover or the summary inside the book’s jacket.
• Read the chapter headings or table of contents.
• Browse through the photographs and illustrations.

(Adapted from Robb, 2004, p. 198)

Selecting a Just-Right Book: Sample Anchor Chart 2

<table>
<thead>
<tr>
<th>How to Identify Easy Books, Challenging Books, and Just-Right Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too Easy books</td>
</tr>
<tr>
<td>Too Challenging books</td>
</tr>
<tr>
<td>Just-right books</td>
</tr>
</tbody>
</table>
Students should be introduced to quality literature so that they can appreciate the attributes of good writing. Teachers can:

- create a classroom award competition for students’ favourite fiction and informational books;
- place a bulletin board next to the classroom library and title it “Award-Winning Books”;
- display book jackets of award winners and post them on the bulletin board in visually appealing ways.

Websites that list award-winning books for children and young adults include:

- [www.bookcentre.ca](http://www.bookcentre.ca) Canadian Children's Book Centre
- [www.accesssola.com](http://www.accesssola.com) Ontario Library Association Silver Birch Awards
- [www.ala.org](http://www.ala.org) The Caldecott Medal
  - Corretta Scott King Award
  - Notable Books
  - Newberry Medal
- [www.cbcbooks.org](http://www.cbcbooks.org) Children's Choices/Teacher's Choices
- [www.ncte.org](http://www.ncte.org) Orbis Pictus: NCTE Award for Excellence in Poetry for Children

Note: these websites were active and reviewed at the time of publication. Teachers should review websites before directing students to them.

**Conducting Independent Reading**

*Teacher Preparation*

Effective teachers do a great deal of “behind the scenes” work to encourage students to become successful independent readers. The following activities, carried out early in the year, are helpful:

- Have each student complete a reading-interest survey to guide the selection of resources for the classroom library and for individuals (see the sample chart on page 83).
- Share information about some of your own favourite reading material, reading experiences, and responses to material read.
- Organize the classroom library to promote and support independent reading.
- Listen to students’ read-aloud to determine the initial just-right reading level for each student.
- Teach students how to select a just-right text.
- Provide students with reading logs to record the texts they have read; explain the purpose of the logs and demonstrate how to maintain one (see the sample reading log opposite).
• Introduce the concept of book talks and literature circles.
• Gather just-right reading materials for the range of student abilities and interests appropriate to the focus of the session.
• Determine literature-circle groupings for sharing favourite texts.
• Provide real or virtual ways for students to connect with authors.
• Plan time for discussion in independent reading sessions.

### Reading Log for Recording Texts Read

<table>
<thead>
<tr>
<th>Genre</th>
<th>Title</th>
<th>Author</th>
<th>No. of pages</th>
<th>Date started</th>
<th>Date finished</th>
<th>Average No. of pages read per day</th>
</tr>
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<tbody>
<tr>
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### Before Reading

• Determine the focus of the mini-lesson or book talk, which should be on a subject related to the independent reading session.
• Deliver the mini-lesson or a book talk.
• Set the purpose for reading by telling students what their after-reading task choices will be.
• Remind students of the behaviours, strategies, and skills they will be applying while they read.
Some Topics for Mini-Lessons

- introduction of an author, specific title, genre, or series
- how to talk about books
- rules and procedures for book talks, book clubs, and literature circles
- procedures for selecting and returning books
- how to choose a book
- when to abandon a book
- word-solving strategies
- how to confer with the teacher or peers
- how to improve concentration during independent reading time

- Help students select appropriate reading material, encouraging them to recommend texts to one another as well.
- Encourage student participation in group activities (e.g., literature circles, book clubs, sharing partnerships).
- Discuss with students the information in their reading logs (e.g., “What does your log show?”, “Are you reading a variety of texts?”).

**During Reading**

- Observe students as they read, and record your observations, noting individual students’ selections, reading behaviours (e.g., Are they applying the skills and strategies learned previously? Are they gathering evidence/support for their after-reading activity), time on task, and so on.
- Capitalize on “teachable moments”.
- Confer informally with individuals or with small groups of students.
- Conduct formal conferences with individual students (e.g., have them read aloud a small section of text and ask them one or two questions to check their level of comprehension; conduct formal reading assessments; ask students for their own [self-] assessments and discuss their reading goals with them, helping them to establish new goals where necessary).
- Conduct a guided-reading lesson with other students.

**“How do I know that my students are really reading?”**

- Conduct an informal two- to three-minute conference with individual students, asking such questions as: “How is it going?”, “What’s happening in your book?”, “What do you particularly like about this book?”
- Observe students to see if they stay with a book.
- Observe students’ level of engagement with the text (e.g., their body language, facial expressions, level of concentration).
- Conduct a formal conference with individual students, asking literal, inferential, and evaluative questions.
- Assess students’ responses after reading.
# Reading Interest Survey

Student Name: ___________________________ Date: ___________________________

<table>
<thead>
<tr>
<th>Types of material you read</th>
<th>Sample Title</th>
<th>Often</th>
<th>Sometimes</th>
<th>Hardly ever</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fantasy</td>
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<tr>
<td>Adventure</td>
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<tr>
<td>Fable</td>
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<tr>
<td>Legend</td>
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<tr>
<td>Mystery</td>
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<td>Poetry</td>
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<td>Folktale</td>
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<td>Myth</td>
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<tr>
<td>&quot;How-to&quot; books/ Manuals</td>
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<tr>
<td>Magazines</td>
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<tr>
<td>Information books</td>
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<td>Information on the Internet</td>
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<td>Science fiction</td>
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<td>Autobiography</td>
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<td>Biography</td>
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<td>Humour</td>
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<td>Horror</td>
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<td>Newspaper articles</td>
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<td>Real-life stories</td>
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<tr>
<td>Any kind of fiction</td>
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<tr>
<td>Brochures and guides</td>
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</table>

Comments:
After Reading

- Provide students with plenty of time to discuss their reading selections with each other. If the discussions are lively, do not be concerned if, occasionally, there is no time left for a follow-up activity.
- Engage students in a critical and/or creative response activity (e.g., book clubs, literature circles, written responses, responses using other art forms). Allow adequate time for this activity.
- Encourage students to engage in self-assessment and goal setting, allowing adequate time for them to reflect on the amount of text read, the strategies used, and their reading goals.
- Allow students time to complete their reading logs.
- Organize special events that introduce students to authors and connect students with other readers (e.g., the Ontario Library Association’s Silver Birch Award reading program, the Canadian Children’s Book Centre touring programs).
- Review observations recorded during reading and use them as the basis of assessments of individual-student responses to the texts read.
- Use the observations and assessments, as well as students’ self-assessments, to determine their learning needs and plan future instruction.
- Encourage the development of metacognition.

Suggested Response Activities

After-reading activities should extend students’ response to, understanding of, and connection with texts. Some suggested after-reading responses are:

- sharing responses with a partner
- small- and whole-group discussion
- conducting in-role interviews with the author
- writing a letter to the author
- writing a book critique for a newsletter
- writing a letter nominating the book for an award
- creating an alternative cover design
- holding literature-circle discussions
- participating in book clubs or book talks
- writing response journal entries

Remember: Sometimes the best follow-up is a rich conversation with another reader.
Responses can be recorded using:
- reading logs;
- response journals;
- literacy portfolios;
- goal-setting sheets;
- role cards for literature circles;
- an outline of procedures for book clubs;
- anchor charts created during mini-lessons.
• engaging in creative responses (e.g., using other art forms, not only writing)
• presenting a readers’ theatre
• creating a tableau
• creating and reciting a rap that conveys the essence of the text
• creating a “Believe It or Not” display of incredible facts learned
• persuading a friend to read the book
• posting a review on the class website or in the class newspaper

Conferencing
An independent reading conference is an opportunity for the teacher to do an in-depth assessment of a student’s reading achievement. The assessment information collected during a reading conference is used to provide feedback to students and guide future instruction.

This conference time could be used by teachers to conduct a miscue analysis with those students for whom teachers would like more detailed assessment information.

Teacher Reflection
• How do I know what my students learned?
• What do my students still need to learn?
• How well did my choice of text meet the needs of my students?
• Will my students be able to apply their learning to new and more complex situations?
• Do my students clearly understand how the strategies they have learned apply to other content areas?
• What will I teach tomorrow? What should my focus be?
Teaching Reading Comprehension Strategies

Junior students need direct instruction to help them continue to develop their comprehension strategies so that they can delve more deeply into increasingly complex texts. The four instructional approaches provide a flexible means for teachers to help students learn new strategies and consolidate, extend, and practise those they already know. Strategies that students have previously learned can be reviewed and practised independently. If the strategy is new to students, it needs to be taught explicitly before they can be expected to use it independently. The teacher should therefore scaffold the new learning, first modelling the strategy and then providing opportunities for shared and guided practice before having students practise using the strategy on their own.

The following sample mini-lessons demonstrate how teachers might teach the key comprehension strategies at various stages of a reading block. Sample Lessons 3.1, on pages 99–107, demonstrate how a particular comprehension strategy – drawing inferences – can be taught from the introduction of the strategy to its independent use by students.
## Sample Mini-Lessons – Key Comprehension Strategies

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>THE READER THINKS:</th>
<th>THE TEACHER HELPS READERS:</th>
</tr>
</thead>
</table>
| Determining a purpose for reading | • Why am I reading this?  
 • What do I need to remember?  
 • What do I need to find out?  
 • Should I make jot notes? | • identify purposes for reading texts  
 • select purposes for reading  
 • adjust reading strategies and reading rate to match the purpose for reading |

**Guided Lesson:**
This is a small-group lesson with selection of participants based on student needs.

**Rationale:**
Using previous assessment data and information from shared instruction, it was apparent that some students need more practice to determine a purpose for reading and to adjust their reading to match that purpose.

**Text:**
An informational article from a magazine such as *POP!* or *Whoa!*

**Assessment Strategy:**
Observation

**Procedures:**
- Have students brainstorm why they read (e.g., for entertainment, to get information, to learn about characters in a story).
- Discuss with students how the purpose for reading affects how they read (e.g., sometimes they read a whole story from beginning to end; sometimes they skim for particular information; sometimes they make jot notes as they read).
- Distribute copies of the informational article and discuss why students might read the article. Record suggestions on the board.
- Choose one of the suggested purposes and ask students to read the article for that purpose. Tell them to think about how the purpose for reading will influence how they read the article (e.g., read the headings first, or look at the pictures).
- Have the students read the text and adjust their reading strategies to match the purpose for reading.
- Discuss with students how they adjusted their reading to suit the purpose.

**Extensions:**
In a subsequent lesson, have students compare two purposes for reading (e.g., reading for information and reading for pleasure) and identify the different strategies used to suit these two purposes.
### STRATEGY

<table>
<thead>
<tr>
<th>Activating prior knowledge</th>
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<tbody>
<tr>
<td>Readers draw on background knowledge and prior experiences to understand a text.</td>
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</table>

### THE READER THINKS:

- What do I already know about this topic?
- What have I already read that seems similar to this text?
- What else does this text remind me of?

### THE TEACHER HELPS READERS:

- bring background knowledge to the reading of a text through discussions, questioning, sharing.
- use brainstorming activities (including visuals) to recall what they know about the topic.

---

### GUIDED LESSON:

This is a small-group lesson with selection of participants based on student needs.

### Rationale:

Using previous assessment data and information from shared instruction, it was decided that some students need more practice in drawing on their background knowledge and prior experiences in order to deepen their comprehension of texts. This includes knowledge of both the topic and features of text.

### Text:

Multiple copies of a short story (e.g., from an anthology)

### Assessment Strategy:

Observation

### Procedures:

- Tell students that it is often easier to read a story if they consider what they already know about the topic.
- Present the story that students are going to read and ask them what they already know about: the topic, the author (e.g., other books they have read by the same author), the genre, or the setting. Record their answers on the board.
- Discuss how drawing on their background knowledge might help them with their reading fluency and comprehension. For example:
  - They can predict some of the words that might be in the story.
  - What they know about the topic will help them incorporate new ideas presented in the text.
  - What they know about the genre will increase their understanding of the text.
- Have students read the story.
- Review how accessing prior knowledge helped with their reading fluency and comprehension.

### Extensions:

In a subsequent lesson, focus on using students’ knowledge about how texts are structured to increase their understanding of texts.

For a discussion of activating prior knowledge, see Volume One of this series, page 46.
<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>THE READER THINKS:</th>
<th>THE TEACHER HELPS READERS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making connections</td>
<td>• This part is like . . .</td>
<td>• extend the meaning in texts by connecting topic, information, characters, setting, or plot to personal experiences and to other texts they have read, thereby finding personal relevance and meaning in a larger context.</td>
</tr>
<tr>
<td>Readers connect the text to self, to other texts, and to the world.</td>
<td>• The character - _____ is like _____ because . . .</td>
<td></td>
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<tr>
<td></td>
<td>• I had a similar experience when . .</td>
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<td></td>
<td>• This information is different from what I read in . .</td>
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<td></td>
<td>• I'll use this idea when I write a letter to the editor of ______.</td>
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</tbody>
</table>

**GUIDED LESSON:** This is a small-group lesson with selection of participants based on student needs.

**Rationale:** Using previous assessment data and information from shared instruction, it was apparent that some students need more practice to connect texts to self, to other texts, and to the world. As readers learn to make these connections, they gain a better understanding of their own ideas and are better able to communicate their ideas to others.

**Text:** Multiple copies of a short story (e.g., from an anthology)

**Assessment Strategy:** Assessment of students' journals

**Procedures:**
- Present copies of the story to the group and discuss what it might be about. Record students' answers on the board.
- Tell students that they are to complete a double-entry journal when and after they read the story. The headings for the journal are author's ideas and my connection.
- Demonstrate, using a T-chart on the board, how to complete a double-entry journal. Select one idea from the earlier discussion and record a personal connection.
- Have students read the story independently and complete their journals. When they have finished reading, they can share their journals with a partner.
- Have some entries shared with the whole group.

**Extensions:** In subsequent lessons, focus on having students make connections to other texts and to the world around them.

For a discussion of making connections, see Volume One of this series, page 47.
SAMPLE MINI-LESSON

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>THE READER THINKS:</th>
<th>THE TEACHER HELPS READERS:</th>
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</thead>
<tbody>
<tr>
<td>Predicting</td>
<td>• Based on _____’s actions, I think that _____ will happen.</td>
<td>• make predictions based on topic, genre, author, or familiar features of informational text</td>
</tr>
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<td></td>
<td>• Having read other books by this author, I think the next thing that will happen is . . .</td>
<td>• use cueing systems effectively</td>
</tr>
<tr>
<td></td>
<td>• I thought _____ was going to _____ but that didn’t happen; so now I think . . .</td>
<td>• use anticipation guides</td>
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</table>

SHARED LESSON

Rationale:
Using previous assessment data and following modelling of this strategy, it was decided that students are ready to participate in direct instruction focused on helping them bring their personal experiences, prior knowledge, and world view to the text as they make and revise predictions that will enrich their comprehension.

Text: Multiple copies of a short story (e.g., from an anthology)

Assessment Strategy: Observation

Procedures:
• Read aloud the title and first paragraph or so of the story. Then ask students to predict what will happen based on the title and what they have heard of the story so far.
• Work with students to record their predictions on the board or on chart paper.
• Give each student a copy of the story. Read the story aloud, inviting students to join in at certain points.
• Stop when you reach the point where one of the students’ predictions can be confirmed. Discuss whether the prediction was correct. If not, ask students what they think will happen as a result of the new information they have.
• Continue the story, stopping and discussing predictions as appropriate.
• After reading the story, have students reflect on how predicting helped them with their reading. (Note: For plausible but inaccurate predictions, emphasize the reasonableness of the prediction and the fact that the author had a different idea.)

Extensions: In a subsequent guided lesson, have students make predictions independently and read to confirm the accuracy of their predictions.

For a discussion of predicting, see Volume One of this series, page 53.
<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>THE READER THINKS:</th>
<th>THE TEACHER HELPS READERS:</th>
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</table>
| Visualizing | • When I am reading a story, I like to imagine what the characters look like.  
• I could really imagine what was happening in the story. | • extend and deepen their comprehension by guiding the generation of images.  
• use multi-media texts regularly.  
• use visual arts and drama to depict the images they create. |

**Modelled Lesson**

**Rationale:** Using previous assessment data and Ontario curriculum expectations, it was decided that students need to learn how to create pictures in their minds to extend and deepen their comprehension as they read.

**Text:** A short story to read aloud  
Multiple copies of another short story for students to read

**Assessment Strategy:** Observation during read-aloud and sharing with a partner

**Procedures:**  
• Read a short story to the class modelling, through think-aloud, how to visualize the story. As you are reading, comment on what you think the character might look like, what the setting of the story might be like, what the characters might be doing, and so on.  
• After reading, discuss how visualizing made the story more interesting and helped you understand it better.  
• Have students read a different story. Encourage them to visualize as they read.  
• When they have finished reading, have them work in pairs to share their visualizations.

**Extensions:** In a subsequent lesson, focus on using visualization when reading an informational text.

For a discussion of visualizing, see Volume One of this series, pages 50–51.
### STRATEGY

**Questioning**

Readers ask questions about the content, topic, or ideas in texts.

<table>
<thead>
<tr>
<th>THE READER THINKS:</th>
<th>THE TEACHER HELPS READERS:</th>
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<tbody>
<tr>
<td>• What would happen if . . .?</td>
<td>• ask questions that will help them focus on the text.</td>
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<tr>
<td>• Why has this character been introduced?</td>
<td>• understand how questioning helps them remember information in the text.</td>
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<tr>
<td>• What is the author’s intent?</td>
<td>• ask “thick” (why, what if) and “thin” (who, when) questions.</td>
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<td>• Whose point of view is missing?</td>
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<td>• I found _____ confusing.</td>
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### Shared Lesson

**Rationale:**

Using previous assessment data, it was decided that students are ready for direct instruction in asking questions about the content, topic, or ideas in texts before, during, and after reading so that they continually adjust their ideas and monitor their understanding in order to construct deeper meaning.

**Text:**

An informational big book with plenty of graphic information

**Assessment Strategy:**

Observation during read-aloud

**Procedures:**

- Present a big book of informational text to the class and tell students that you are going to take them on a walk-through of the text with two rules: they are not allowed to read the text in detail (only headings and graphics); and they can only make comments in the form of questions.

- As you go through a portion of the book, guide students to ask questions about the content based on just the information in the headings and graphics. Record their questions.

- Go back to the beginning of the book and have students share in the reading of the text.

  Recall their questions as the book is being read and ask whether the text answers them.

  Encourage students to revise their questions based on new information.

  Ask how formulating questions helps the reader understand and remember the meaning in the text.

**Extensions:**

Using either their Science or Social Studies textbooks, have students read a section related to a current topic of study. Encourage them to ask and revise questions as they read.

In a subsequent lesson, focus on “thick” and “thin” questions.

For a discussion of questioning, see Volume One of this series, pages 49–50.
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<tr>
<th>STRATEGY</th>
<th>THE READER THINKS:</th>
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| Drawing inferences| • This prompts me to think that . . .  
• I think the author is really saying . . .  
• I think I understand what the author was getting at when she wrote . . .  
• At first I thought . . . but now I think . . . | • combine what they know with clues from the text to make a judgement.  
• think beyond the text during teacher read-alouds that model how to draw inferences during reading. |

**Guided Lesson:** This is a small-group lesson with selection of participants based on student needs.

**Rationale:** Using previous assessment data and information from shared instruction, it was apparent that some students need more practice to go beyond the words of a text and make judgements about what is implied but not stated.

**Text:** A short story for reading aloud

Multiple copies of a T-chart with a short story on the left side and the right side blank

Multiple copies of another short story for students to read

**Assessment Strategy:** Observation

**Procedures:**

- Tell students that readers often go beyond the literal meaning of a text and read “between the lines” to decide what a character will do, to determine the main idea, to imagine the setting, and so on. Tell them that this is called “making inferences” and involves using implied rather than stated evidence from the text.

- Read a few paragraphs from a story and ask students what they can infer from what has been read so far. Encourage them to make inferences about the main idea, characters, and setting.

- Review with students the inferences made and discuss how they were able to make them (by combining clues in the text with their background knowledge of the topic).

- Hand out a T-chart with a new story on one side and space to write inferences on the other. Have students read the story independently, making inferences in the form of jot notes beside the text.

- Have students share their inferences with a partner.

- Discuss some of the inferences with the whole group and review how students were able to make these inferences.

**Extensions:** During a Social Studies lesson, have students read a text related to a current topic of study and make inferences based on their background knowledge.

For a discussion of inferring, see Volume One of this series, page 52.
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<th>STRATEGY</th>
<th>THE READER THINKS:</th>
<th>THE TEACHER HELPS READERS:</th>
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<tr>
<td>Finding important</td>
<td>• Why am I reading this text?</td>
<td>• set purposes for reading that will help them determine what is important.</td>
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<td>information</td>
<td>• Is this important or just interesting?</td>
<td>• use print features (e.g., punctuation, headings, font changes) to locate</td>
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<td>• Should I make a note of that detail?</td>
<td>important information.</td>
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<td></td>
<td>• Is this person going to become a main character in this story?</td>
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<td></td>
<td>• Is that information related to what I am researching?</td>
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**SAMPLE MINI-LESSON**

**Rationale:**
Using previous assessment data, it was decided that students are ready for direct instruction on considering the purpose for reading and features of informational text in order to distinguish between important and interesting information. (See Chapter 4 for detailed lessons on teaching how to use features of informational texts.)

**Text:**
An informational text on an overhead
Multiple copies of a history textbook

**Assessment Strategy:**
Assessment of "Place Mats"

**Procedures:**
- Tell students that they are going to read an informational text to find out about a topic of current interest.
- Using an overhead, have students read the informational text aloud. Remind them of the purpose for reading.
- When they have finished reading, have students share their findings. Have them refer to specific passages to justify their answers. Highlight the passages as they are mentioned.
- Have students individually read a selection from their History text related to a current topic of study. Give them a specific purpose for reading.
- Have students, working in groups of four, engage in a "Place Mat" exercise to reach consensus on which information in the text was related to the purpose for reading. (See Volume One of this series, page 143 for information on "Place Mat" exercises.)
- Have each group share its findings with the class.
- Discuss the features of informational text that helped students gain meaning. Make an anchor chart as features are contributed (e.g., titles, headings, pictures, graphs, italics).

**Extensions:**
In a future lesson, using the anchor chart from this lesson, focus on how understanding features of informational text can help students gain meaning from the text. Add additional features of text to the anchor chart.

For a discussion of determining important information, see Volume One of this series, pages 47-48.
### STRATEGY

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<th>STRATEGY</th>
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</table>
| **Summarizing** | - How can I tell what happened in my own words?  
- Essentially, that paragraph is saying . . .  
- My jot notes of important details will help me summarize the text.  
- Can I use a graphic organizer to summarize the text? | - use jot notes to record events in a few words/sentences.  
- use oral and visual summaries, concept maps, and discussions to summarize texts.  
- summarize stories through retelling, dramatizing, or illustrating stories. |

### Shared Lesson

**Rationale:** Using previous assessment data, it was decided that students are ready for direct instruction in condensing big ideas in order to arrive at the essence of meaning in texts.

**Text:** An informational text on an overhead

**Assessment Strategy:** Assessment of summaries

**Procedures:**
- Using a short informational text on an overhead projector, guide students to think about what the text might be about and then identify important details about the topic as the text is read through a shared reading. Highlight each detail as it is offered.
- Discuss the main idea of the text and some of the important details.
- Concentrating on only the highlighted text, cooperatively create a summary of the important details in the text. Write the summary on the board or chart paper.
- Give students copies of another informational text and highlighters. Tell them to read the text and highlight important details. Then have them each write a summary of the text.

**Extensions:** During a Science or Social Studies lesson, have students read a text related to a current topic of study and summarize the content.

For a discussion of summarizing, see Volume One of this series, pages 51–52.
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<th>STRATEGY</th>
<th>THE READER THINKS:</th>
<th>THE TEACHER HELPS READERS:</th>
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<tbody>
<tr>
<td>Synthesizing</td>
<td>• How does what I know fit with what I am reading?</td>
<td>• use summarizing, generalizing, and making judgements to integrate new information with existing knowledge.</td>
</tr>
<tr>
<td></td>
<td>• How does the information from this text fit with what I read in _____?</td>
<td>• gather meaning from several texts or genres to create a broader picture of a topic.</td>
</tr>
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<td></td>
<td>• When I look at all my jot notes on this topic, what do I think about it?</td>
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**GUIDED LESSON:**
This is a small-group lesson with selection of participants based on student needs.

**Rationale:**
Using previous assessment data and information from shared instruction, it was apparent that some students need more practice in integrating new information with existing knowledge in order to form a new opinion, interpretation, or idea.

**Text:**
An opinion piece from a current newspaper

**Assessment Strategy:**
Observation

**Procedures:**
• Introduce the topic of the opinion piece and ask students what they already know about the topic. Make jot notes on the board as ideas are presented.
• Have students read the opinion piece independently.
• Discuss any new ideas students have about the topic as a result of reading the text. Jot their new ideas beside their previous ideas.
• Review how the new information in the text reshaped students’ previous ideas.
• Have students discuss the strategies they used to add to their prior knowledge.

**Extensions:**
Choose a topic of interest to the students and have them read several texts on the topic and synthesize the information they contain.

For a discussion of synthesizing, see Volume One of this series, pages 53–54 and 59.
## STRATEGY

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<th>STRATEGY</th>
<th>THE READER THINKS:</th>
<th>THE TEACHER HELPS READERS:</th>
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<tbody>
<tr>
<td>Monitoring comprehension</td>
<td>• Does this make sense?</td>
<td>• monitor comprehension by modelling, using a think-aloud strategy.</td>
</tr>
<tr>
<td>Readers constantly check to see if they are getting meaning from the text. They self-correct when necessary for meaning and accuracy.</td>
<td>• I thought it was going to say... but it didn't; so I have to go back and re-read.</td>
<td>• notice when they do not understand.</td>
</tr>
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<td></td>
<td>• I don't understand this word/part. I need to re-read.</td>
<td>• use all the cueing systems to increase understanding.</td>
</tr>
<tr>
<td></td>
<td>• Maybe I could skip over... and come back to it later.</td>
<td>• self-correct when necessary either for understanding or for accuracy in oral reading performance.</td>
</tr>
</tbody>
</table>

## Modelled Lesson

### Rationale:
Using previous assessment data and Ontario curriculum expectations, it was decided that students need to learn to check constantly to see whether they are getting meaning from the text, and to self-correct when necessary for meaning and accuracy.

### Text:
A short story to read aloud

### Assessment Strategy:
Observation

### Procedures:
- Model, through a think-aloud, how to monitor comprehension in the reading of a story. Check for meaning at several points in the story. Deliberately misunderstand an idea in order to show students how to self-correct.
- Have students read a different story independently, focusing on monitoring their comprehension.
- When students have finished reading, discuss the strategies they used to make sure the story continually made sense to them.

### Extensions:
Have students monitor comprehension while reading an informational text.

For a discussion of monitoring and repairing understanding, see Volume One of this series, pages 54–55.
<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>THE READER THINKS:</th>
<th>THE TEACHER HELPS READERS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluating</td>
<td>• What is the author’s purpose?</td>
<td>• make judgements before, during, and after reading.</td>
</tr>
<tr>
<td></td>
<td>• Are the ideas being fairly presented?</td>
<td>• identify valid sources of information (e.g., website analysis, magazine critique).</td>
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<td></td>
<td>• Is there another viewpoint?</td>
<td>• use response journals to reflect in a critical way on what they have just read.</td>
</tr>
<tr>
<td></td>
<td>• Are the ideas valid?</td>
<td></td>
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<tr>
<td></td>
<td>• Is the author an expert on this topic?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Do the ideas presented agree with other reading I have done on this topic?</td>
<td></td>
</tr>
</tbody>
</table>

**GUIDED LESSON:**
This is a small-group lesson with selection of participants based on student needs.

**Rationale:**
Using previous assessment data and information from shared instruction, it was apparent that some students need more practice in drawing conclusions about the purpose and validity of ideas and information in texts.

**Text:**
An ad from a newspaper or magazine with a theme that is of interest to students.

**Assessment Strategy:** Observation

**Procedures:**
- Present the ad and discuss its purpose.
- Discuss how the content is presented (e.g., How did the illustrator match the graphics to the purpose? What does the illustrator want readers to think? How are people in the ad portrayed? What views are missing?).
- Discuss the strategies the illustrator used to achieve the purpose of the ad.
- Discuss the validity of the ad.
- Using the same ideas/purpose, have students create ads that they think would present the ideas in a more suitable way.
- Have some of the ads shared and evaluated.

**Extensions:**
Give the students a text with an obvious point of view and have students evaluate the validity of the ideas presented.

For a discussion of evaluating, see Volume One of this series, pages 54 and 59.
Sample Lessons 3.1 – “Drawing Inferences”

TEACHING FOCUS
What is the focus of these lessons? How will I teach them?
Throughout this series of lessons, students will learn how to make inferences about:
• characters in the text;
• the reasons for characters’ actions;
• the setting;
• how characters feel and how these feelings might change as the text develops;
• possible implied results of actions/events;
• the mood the author is trying to create;
• the author’s intent when writing the text.
Students will support their responses by connecting ideas in texts to their own knowledge and experience, to other familiar texts, and to the world around them.
The level of thinking when making inferences and the complexity of the inferences will depend on students’ level of ability. The teacher constantly uses questions and prompts to promote critical thinking, the use of prior knowledge, and reflection about and beyond the text.

RATIONALE
Why am I teaching these lessons?
Students need to be taught how to go beyond the literal meaning of a text and form ideas about aspects of the text that are not explicitly stated – that is, make inferences on the basis of what they read “between the lines”.

ASSESSMENT
How will I know when my students are successful?
The teacher will engage in assessment before, during, and after teaching using a variety of strategies – e.g., observation, reviewing student work. Throughout the series of lessons, students will be given feedback on their strengths, weaknesses, and what to do to improve. The information gained from feedback lets the teacher determine the amount of instruction and practice needed before moving to assessment of independent reading.

See Appendix 3.1A for a sample assessment checklist. This checklist could be converted into a rating scale or rubric, depending on teacher preference.

PRIOR KNOWLEDGE
What prior knowledge do my students need in order to be successful with the focus of these lessons?
Prior to these lessons, students need to have had experiences:
• reading various types of texts;
• discussing comprehension strategies;
• working cooperatively in pairs and small groups.

Note: The amount of time spent on the following lessons will depend on the time allocated to the reading block, the needs of the students, and the length of the texts being used.
OVERALL EXPECTATIONS
Which expectations will I address?

Reading
Overall
1. students will read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning and
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading

Specific (Grade 5)*
1.5 students will use stated and implied ideas in texts to make inferences and construct meaning and
1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them and
4.1 identify, in conversations with the teacher and peers or in a reader’s notebook, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers

MATERIALS/PREPARATION FOR TEACHING
What do I need to have, know, and be able to do before I can begin these lessons?
• Before beginning the series of lessons, prepare an assessment tool (e.g., Appendix 3.1A) that includes criteria that will be used to assess student achievement related to making inferences.
• For the modelled lesson, select a picture that allows for many types of inference to be made. The picture must be large enough to use in a whole-class setting.
• Collect several samples of short written texts that can be used throughout this series of lessons. These samples could include short stories and poems (from anthologies) as well as newspaper and magazine articles. For example:
  - The Visitor from Nelson Language Arts, Grade 5: Making a Difference
  - The Mosquito, by Larry Swartz
  - Read-Aloud Poems For Young People
  - Articles from the following magazines: Cricket; Time; Sports Illustrated; Zoo Books; Ranger Rick; National Geographic for Kids; OWL; WILD; Faces: People, Places and Cultures; Calliope: Exploring World History.
• Prepare overheads and handouts with text on the left-hand side of the page and blank lines on the right-hand side.
• Make sure that the selected resources have topics of interest to students and that students have enough background knowledge and experience to analyse critically the topic being presented.
• Ensure that multiple copies of a text are available for both the modelled reading lesson and the independent reading assessment.

*The lesson can be adapted to meet similar expectations in Grades 4 and 6.
DIFFERENTIATED INSTRUCTION

How can I ensure that I am meeting the needs of all my students?

- Form pairs and groups based on individual needs, strengths, and weaknesses.
- Use a variety of print and visual texts at various reading levels.
- Use texts with limited print and much visual support for students with special needs.
- Adjust the content of small-group guided lessons for the achievement level of the students in each group.
- Provide additional teacher-guided support as appropriate (e.g., read the text to the students and then with the students).
- Offer students choices about the types of response they make to reading.
- Provide additional assessment feedback to students who need more support.

Introduction of the Strategy

Explain to students that, for the next few days, they will be taught how to make inferences—that is, go beyond the literal meaning to form ideas about aspects of the text that are not explicitly stated. Tell them that making inferences will help them understand better what they read, since they will be able to make judgements and draw conclusions using implied as well as stated evidence. Making inferences will also give them opportunities to apply background knowledge and experiences to their reading.

ASSESSMENT BEFORE TEACHING

- Tell students that you want to find out what they already know about making inferences.
- Distribute the assessment task worksheet (Appendix 3.1B). Ask students to read each paragraph and, on the right-hand side, make jot notes about any ideas that come to mind and are not stated in the text before moving to the next paragraph. Have students work independently and individually with no teacher support.
- Using the checklist criteria as a guide, circulate and make observations about how well the students are making inferences about:
  - Character: What is the father like? What is his profession?
  - Setting: Where are the father and son staying? Why might they be staying there?
  - Relationships: What is the relationship between the father and son? How might this relationship be changing?
  - Why does the author put some words in italics.

Note: It may be necessary to clarify whether the students are making inferences or predictions. Predictions are usually based on stated information. Sometimes making inferences necessitates making predictions, but inferences are based on implied rather than stated information.

- Collect worksheet to assess later.
- If most students are able to make simple inferences, adjust future lessons to meet students' needs (e.g., choose more complicated reading selections) or make the types of inferences more complex (e.g., mood, author intent).
### MODELLED LESSON  WHOLE CLASS/TEACHER DIRECTED

**INSTRUCTION**
- Present a large picture to the class and think aloud about the inferences that could be made from the picture. Include inferences about:
  - the characters in the picture;
  - the setting of the picture;
  - what actions some of the characters might take and why;
  - how characters might feel;
  - possible results of actions that are not illustrated;
  - the mood the artist is trying to create;
  - the artist’s intent when creating the picture.
- Read a paragraph or two of a written text on another topic and think aloud about how to make inferences. Focus on helping the students understand how a fluent reader uses this strategy. Include some of the following types of statement:
  - "I think __________ might be about to happen."
  - "I think __________ will react by __________."
  - "I wonder how __________ might feel when __________ happens."
  - "I think the author is trying to make us feel sorry for __________."
- Distribute copies of the text being read and have students read a few more paragraphs. Have them discuss similar types of inferences with a partner.
- Have the whole class discuss the types of inferences that could be made and how making inferences makes the story more interesting.

**ASSESSMENT**
- Using the checklist criteria as a guide (Appendix 3.1A), make general observations about the levels of students’ understanding of inferences.
- Provide feedback to students to help them improve their ability to make inferences.

### SHARED READING LESSON  WHOLE CLASS/TEACHER DIRECTED

*During this lesson, focus on teaching the comprehension strategy of how to make inferences.*

**INSTRUCTION**
- Put a few paragraphs from the beginning of a story on the left-hand side of an overhead template. Revealing only one sentence at a time, have the class read aloud with you.
- Stop after each sentence or at appropriate times and ask students what can be inferred about the story to this point. Use questions/statements similar to those used during the modelled lesson. (Some of these can be posted in the classroom as sentence stems.) Make notes on the right-hand side of the template as ideas are contributed. Ensure that students include a variety of types of inference (see the list under the Teaching Focus for this series of lessons).
When this activity has been completed, reread the text and review students’ inferences. Ask students whether they want to add to their inferences based on the reading of the whole story. Discuss how these inferences make the story more interesting and add to the meaning of the text. The inferences discussed could be listed on an anchor chart and posted in the classroom for future reference. More complex types of inference could be added to this chart during future lessons.

Using a different text, have the students work in pairs to make notes about what can be inferred. At the end of this lesson, collect these notes for assessment.

Bring the class together and have students share their inferences. Make notes on chart paper as students share so that the same inference is not repeated. When the sharing is complete, review the inferences made. Have students reflect on the number of ideas that came to their minds that were not written in the text and how they were able to make these inferences—e.g., from:

- their knowledge of the topic or the setting;
- similar stories they have read;
- people they have met who were like one of the characters;
- similar experiences they have had.

Discuss how these inferences helped them understand what was read.

Distribute the assessment criteria checklist and discuss how students’ achievement will be assessed in future lessons.

*Note: To involve students in assessing their learning, have them take part in the development of assessment criteria and tools. The level of students’ involvement will obviously depend on their experience in developing assessment criteria. If they have had little experience, the teacher could choose the criteria and work with students to develop the tool (e.g., an assessment rubric).*

**ASSESSMENT**

- Using the checklist criteria as a guide, circulate while students are working and make anecdotal observations.
- Make assessment observations on individual students during the whole-class sharing.
- Assess students’ notes to determine their level of understanding and the need for further teaching. Record the names of any students who are having difficulty completing the task. Group them together for a small-group, teacher-directed guided lesson.
- Provide feedback to students to help them improve their ability to make inferences.

**GUIDED READING LESSON  SMALL GROUP/TEACHER DIRECTED**

**INSTRUCTION**

- While the other students are involved in practising making inferences or other assigned literacy activities, collect a group of students who exhibit similar reading behaviours, have like interests, or have similar instructional needs.
- Refer to the anchor chart and discuss some of the inferences that were made during the previous lesson. Using a short story, coach the group through a reading of the story, helping students make inferences as the story is read. Focus on the needs of individuals in the group.
• Have students reread the story independently, making inferences. When the reading is complete, have students share the inferences that they made. Have students reflect on the ideas that came to their minds that were not written in the text and how they were able to make these inferences - e.g., from:
  - their knowledge of the topic or the setting;
  - similar stories they have read;
  - people they have met who were like one of the characters;
  - similar experiences they have had.
Discuss how these inferences helped them understand what they read. If the group needs help making more complex inferences, this would be a time to ask questions that allow the teacher to inject more complex inferences into the discussion.

ASSESSMENT
• Have a checklist for each student and make detailed notes about progress and achievement.
• Provide feedback to students to help them improve this skill.

INDEPENDENT READING  INDIVIDUAL/STUDENT DIRECTED

During independent reading, small-group guided lessons would be provided for any students who need extension, review, or more practice making inferences.

INSTRUCTION
• Ensure that students have had opportunities to practise this strategy.
• During this practice time, have students use the assessment checklist, which may need to be adapted, for self- and peer assessment. If students are not familiar with either self- or peer assessment, these strategies will need to be taught through modelled and shared instruction.*
• Create a handout with a new story on the left-hand side of the template (see Appendix 3.1B). Have students read the text and make jot notes about any inferences that can be made about the story on the right-hand side of the template.
• Provide accommodations for students with special needs (e.g., reading assistance, extending time to complete tasks, allowing oral responses).

ASSESSMENT
• Using an assessment checklist for each student, assess achievement related to making inferences. The information from this summative assessment contributes to the student’s evaluation.

LESSON SERIES

REFLECTION

Were my students successful? Did my instructional decisions meet the needs of all students? What worked well? What will I do differently in the future? What are my next steps?

* For a discussion of student self-assessment and peer assessment, see Volume Two of this series, pages 27–31.
**Students**
- Did I go beyond the literal meaning of the text and make inferences about what was not stated?
- How successful was I in making inferences?
- How did making inferences give me a better understanding of the text?
- Am I able to connect my reading to other texts and my personal experiences?
- What strategies helped me to infer while I read?

**Teacher**
- Were students able to make successful inferences?
- Do students need further instruction in this strategy?
- Are students having difficulty with other reading strategies?

*Note:* Self-assessment and peer assessment do not contribute to a student's evaluation. They could, however, contribute to the teacher's formative assessment of a student's overall achievement as they provide information about how the students view themselves as learners.
### APPENDIX 3.1A – MAKING INFERENCES: ASSESSMENT CHECKLIST

<table>
<thead>
<tr>
<th>The Student:</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses stated and implied evidence from the text to make inferences about:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• what the characters are like</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>• the reasons for a character’s actions</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>• how characters feel and how these feelings might change as the text develops</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>• possible results of actions that are not stated</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>• the setting of the text</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>• the mood the author is trying to create</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>• the author’s intent when writing the text</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>Supports responses by connecting inferences to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• own experiences and knowledge</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>• other texts read</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>• the wider world</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX 3.1B – MAKING INFERENCES

Read the following text.  

<table>
<thead>
<tr>
<th>What inferences can you make about what is not stated in the text?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“THERE . . . FINISHED,” my father said. He pushed back his chair, got up from the desk and stretched.</td>
</tr>
<tr>
<td>————————————————————————————————————</td>
</tr>
<tr>
<td>“That didn’t take too long,” I commented.</td>
</tr>
<tr>
<td>————————————————————————————————————</td>
</tr>
<tr>
<td>“You’re talking to a pro, somebody who’s never missed a deadline in his entire professional life. And believe me, I don’t know another reporter who can say that without lying. I’m very proud of that fact. I make a commitment and I keep it.”</td>
</tr>
<tr>
<td>————————————————————————————————————</td>
</tr>
<tr>
<td>Obviously he wasn’t talking about commitments to his family.</td>
</tr>
<tr>
<td>————————————————————————————————————</td>
</tr>
<tr>
<td>“Besides, while some articles take a long time to write, others practically write themselves.”</td>
</tr>
<tr>
<td>————————————————————————————————————</td>
</tr>
<tr>
<td>“And this one?” I asked.</td>
</tr>
<tr>
<td>————————————————————————————————————</td>
</tr>
<tr>
<td>“Maybe you can be the judge.”</td>
</tr>
<tr>
<td>————————————————————————————————————</td>
</tr>
<tr>
<td>“You’ll let me see it?”</td>
</tr>
<tr>
<td>————————————————————————————————————</td>
</tr>
<tr>
<td>“Why not?” he asked with a shrug. “Tomorrow morning there’ll be four hundred thousand people reading it. Besides, I’d like to know what you think about it?”</td>
</tr>
<tr>
<td>————————————————————————————————————</td>
</tr>
<tr>
<td>“Wait . . . you want my opinion?”</td>
</tr>
<tr>
<td>————————————————————————————————————</td>
</tr>
<tr>
<td>“You’re smart, and you were there today. Read it while I refresh my drink.”</td>
</tr>
<tr>
<td>————————————————————————————————————</td>
</tr>
<tr>
<td>I clicked off the TV and got up off the bed. This motel certainly wasn’t like the luxurious hotel we’d stayed in when we were in Halifax, but it was comfortable.</td>
</tr>
<tr>
<td>————————————————————————————————————</td>
</tr>
<tr>
<td>My father walked over to the dresser and poured himself another drink.</td>
</tr>
<tr>
<td>————————————————————————————————————</td>
</tr>
</tbody>
</table>

From *Run*, by Eric Walters (Toronto: Penguin Canada, 2003) – copyright October 3 ALSR
4 **Reading Assessment**

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*Sample Lessons 4.1 – Features of Informational Texts, Highlighting the Assessment Component* ......................................................... 115
**Assessment of Reading Development and Achievement**

Through ongoing assessment, teachers continually identify the interests, reading strengths, and needs of their students in order to provide appropriate instruction. They develop a comprehensive assessment picture of each student by:

- using a variety of assessment strategies;
- assessing learning and providing specific feedback about learning during a variety of reading activities;
- assessing progress over a period of time.

In assessing students’ reading, teachers gather information about such things as:

- students’ ability to select suitable reading materials;
- students’ ability to “make meaning” from different forms of texts at different levels of difficulty;
- students’ ability to adjust their reading strategies to meet the demands of different forms of texts at different levels of difficulty;
- students’ facility in using reading strategies;
- students’ ability to read independently;
- students’ ability to respond to what they have read;
- students’ ability to connect what they read to their own experience;
- the breadth and quality of students’ reading choices;
- students’ improvement applying their skills and responding to feedback.

Teachers assess students’ reading achievement in four stages of an ongoing assessment cycle:

- assessment before new learning begins
- assessment during learning
- assessment after learning
- evaluation, reporting, and next steps

For a detailed discussion of the assessment cycle, see Volume Two of this guide, pages 12–15.

Most assessment time is spent during learning when teachers continually provide detailed feedback to students to help them improve. Appropriate interventions are provided and reassessment occurs during the learning process. Assessment feedback is provided both formally (e.g., through conferences and assessment of assignments) and informally (e.g., through comments made while the teacher is observing students as they participate in reading lessons and complete reading tasks).
Evidence of students’ reading achievement is gathered at all stages of the assessment cycle and is organized and maintained using literacy portfolios so that this evidence can be used to monitor progress and inform teaching, learning, and school planning.

**Creating an Assessment Plan**

In order to provide fair, consistent assessment over the school year, teachers can work collaboratively to create a long-range assessment plan. This plan will include details of:

- the varieties of assessment strategies and tools that will be used over the year;
- how literacy assessment profiles will be organized;
- how literacy portfolios will be maintained;
- how assessment will be built into each series of lessons before, during, and after teaching.

**Assessments Used During the School Year**

Over the year, the teacher uses information from a variety of assessments (e.g., observations of student behaviour, conference notes, performance assessments) to determine students’ achievement levels and provide practical student feedback and appropriate instruction.

At the beginning of the year, the teacher examines information about the students (e.g., each student’s Ontario School Record (OSR) and Independent Education Plans or English-language learners, Stage of Language Acquisition forms, if applicable), reviews work samples from previous years, reviews Education Quality and Accountability Office (EQAO) results, consults with previous teachers, and reviews any board-level assessment results.

Early in the year, a reading interest inventory is useful to help the teacher determine the types of texts to select. Miscue analysis assessments can be completed on any students about whom the teacher wants in-depth information.

As the year progresses, the teacher collects assessment information using many different assessment strategies and recording devices. Strategies are the methods used to assess students’ progress (e.g., teacher–student conferences, miscue analysis). Tools are the instruments used to record and organize the data collected (e.g., checklists, anecdotal records). Some of this information will help the teacher adapt the program to meet student needs; some will contribute to the evaluation of each student. Board-level assessment tools (e.g., DRA results) will contribute to the overall assessment picture.
Assessing learning over a period of time, using a variety of assessment strategies, during a variety of learning activities, will contribute to a fair and consistent account of each student’s achievement.

For detailed information on assessment strategies and recording devices, refer to:

- Volume Two of this series, *Assessment*, pages 34–87;

**Literacy Assessment Profile**

A literacy assessment profile is a purposeful collection of key assessment evidence about a student’s progress and levels of achievement. The information contained in the profile helps the teacher plan instruction to meet the student’s specific needs. Since the profile is created for the purpose of showing growth over time, having an extensive collection of student work and assessment information helps the teacher evaluate for reporting purposes the student’s achievement at a specific point in time. The literacy assessment profile will inform conversations with students and parents about students’ literacy development. School Success planning can be supported by the use of these profiles.

Students’ literacy assessment profiles are teacher maintained and may include:

- after-teaching assessments and major during-teaching assessments;
- samples of student work that support the assessments;
- teacher assessment notes;
- EQAO results;
- results from board-level assessments;
- interest inventories;
- notes on instructional strategies that worked well for that student.

The maintenance of a literacy assessment profile facilitates a planned, systematic approach to the management of student assessment information.
Literacy Portfolio

A literacy portfolio is a student-maintained, teacher-supported collection of work samples that have been selected by the student and that the student feels represent his or her improvement in learning.

Using a literacy portfolio allows students to participate in assessing their improvement. At times, during teaching, the teacher will direct students to select samples of responses to their reading and writing that they feel represent how well they have accomplished a task or how they have shown improvement over a period of time. Students should use previously agreed assessment criteria when selecting samples.

A student’s literacy portfolio may contain:

• work samples that the student feels reflect growth;
• reflections;
• self-assessment checklists;
• peer-assessment information;
• tracking sheets of completed tasks.

Occasionally, the teacher will select samples for placement in a student’s literacy assessment profile to be used as samples that support the teacher’s assessments. These portfolios can also be useful during student/teacher and parent/teacher conferences.

Assessment Before, During, and After Learning

Teachers have a wide range of assessment strategies and tools from which to choose, depending on which stage of the assessment cycle has been reached. Effective assessment at each stage of the cycle is ongoing and integrated into the teaching and learning process. Assessment before new learning begins ascertains students’ prior knowledge, strengths, and needs. Assessment during new learning determines how well students are progressing and helps teachers plan remediation. Assessment after new learning gathers the information to use for further teaching and next steps.

Assessment Before Learning

When planning a series of lessons, the teacher determines what the students already know about the strategy to be taught. Information about each student’s current knowledge related to the strategy can be obtained from his or her:

• literacy assessment profile;
• literacy assessment portfolio;
• Individual Education Plan and/or ESL/ELD stages, if appropriate;
• performance in a pre-lesson diagnostic assessment activity.

The information obtained at this time will help the teacher adjust or add future lessons on the strategy. Pre-learning assessment does not contribute to evaluation.

Assessment During Learning

During modelled, shared, guided, and independent reading, the teacher collects information about students’ achievement. Using criteria appropriate to the focus of the lessons, the teacher uses a variety of assessment strategies, including focused observations, assessment of student performance, and student self- and peer assessment. The assessment criteria should be shared with the students before teaching begins.

The information obtained at this time will determine whether further teaching is required. Assessment feedback is provided to the students on an ongoing basis during learning to help them improve their achievement.

This assessment information does not usually contribute toward the end-of-term evaluation unless the activity was of a significant nature and followed several opportunities for students to practise the strategy.

Assessment After Learning

Students are assessed as they practise a previously learned strategy and as they independently use that strategy to complete a new task. For example, after a shared reading session, the students are given an opportunity to practise the new strategy. During this time, the teacher may work with a small group for guided instruction for part of the time, and the rest of the time will be spent monitoring and assessing students as they practise the strategy. The teacher assesses the students as they practise the strategy and makes notes in order to provide timely feedback and to gather information that will help in the planning of future lessons. Students will also have an opportunity to get feedback from other students during this time.

The students are then asked to perform independently a new task related to the same reading strategy.

As students complete the task independently, the teacher assesses the work and makes detailed notes on students’ use of the strategy. The assessment information gathered at this point contributes to evaluation that will be shared with students and their parents during conferences and through the report-card grade and comments.
Sample Lessons 4 – Features of Informational Texts, Highlighting the Assessment Component

The following series of lessons demonstrates how teachers might teach features of informational text from the introduction of the topic to independent practice. Assessment is highlighted to demonstrate how it is used at each stage of instruction - modelled, shared, guided, and independent reading.

This series of lessons is specifically related to teaching students how to read informational text. The strategies would be applied throughout the year as students read informational texts during Mathematics, Science and Technology, and Social Studies activities as well as other Literacy lessons. Texts from these subject areas, big books, charts, graphics, or articles can be used during these lessons.

Each of the four categories of “features of informational texts” in this series could be taught separately over two or three terms.

For complementary professional development support, see Curriculum Services Canada webcast at http://www.curriculum.org/secretariat/october25.html.

TEACHING FOCUS
What is the focus of these lessons? How will I teach them?
Students will learn to identify the following features of informational texts:
• Print Features – e.g., titles, headings, subheadings, font, font size, font colour, bold print, coloured print, text boxes, bullets, italics, labels, captions, hypertext
• Graphic Aids – e.g., diagrams, sketches, graphs, figures, maps, charts, tables, cross-sections, timelines, overlays, animations, sound and video clips, buttons
• Organizational Aids – e.g., table of contents, index, appendix, glossary, preface, pronunciation guide, side or horizontal navigation, epilogue
• Illustrations – e.g., photographs, drawings, labelled drawings, captioned photographs

Students will apply their knowledge of these features in reading a range of informational texts.

Teaching Strategies
• teacher modelling - think-aloud, visual processing, summarizing
• directed reading
• guided instruction
• small- and large-group instruction
• shared reading
• guided and independent reading
• shared and independent writing
RATIONALE
Why am I teaching these lessons?
Junior learners experience a variety of informational texts in the multi-media world in which they live. Identifying the features of an informational text will help students read such texts more efficiently. They will be able to select specific comprehension strategies that fit a particular text based on their knowledge of how the information is presented and organized. Understanding the way in which text features are used will help students to predict the information contained in a text and to organize their ideas for synthesizing and summarizing.

ASSESSMENT
How will I know when my students are successful?
The teacher will engage in assessment before, during, and after teaching using a variety of strategies and tools (e.g., conferences, reading observational checklists, self-assessment checklists, running records). Throughout the series of lessons, students will be given feedback to help them improve. The information gained from assessment will provide direction for future lessons.

PRIOR KNOWLEDGE
What prior knowledge do my students need in order to be successful with the focus of these lessons?
Prior to these lessons, students need to understand:
• the difference between fictional and informational text;
• how to apply appropriate comprehension strategies to gain meaning;
• how to work cooperatively in pairs and small groups;
• how to interpret some graphic organizers/aids (e.g., graphs, tables).

CURRICULUM EXPECTATIONS
Which expectations will I address?
Oral Communication
Overall
1. students will read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning and
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
Specific
1.1 students will read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts
1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes
1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and by citing relevant supporting details
2.1 explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal, graphic texts such as a brochure, and informational texts such as an encyclopedia
2.2 identify a variety of organizational patterns in a range of text types and explain how the patterns help readers understand the texts
2.3 identify a variety of text features and explain how they help readers understand texts

MATERIALS/PREPARATION FOR TEACHING
What do I need before I can begin these lessons?
• Before beginning the series of lessons, create a checklist or rating scale of assessment criteria that will be used to assess student achievement related to reading informational texts and provide feedback to students throughout the lessons. (See Appendix 4A for a sample checklist. This can be adapted for peer assessment, if applicable.)
• Collect a variety of informational texts: encyclopedias, informational books, informational big books, newspapers, brochures, guides, maps, how-to manuals, magazines, recipes.
• Make multiple copies of two selections of text for the small-group guided lesson and the independent practice lesson. These selections could be from newspapers or magazines.

DIFFERENTIATING INSTRUCTION
How can I ensure that I am meeting the needs of all my students?
• Form pairs and groups based on individual needs and strengths.
• Use a variety of print and visual texts at various reading levels.
• Adjust the content of small-group guided lessons to the achievement level of the students in the group.
• Provide additional teacher-guided support as needed.
• Provide detailed, specific assessment feedback to students who need more support.
• Depending on past experience, assist some students in creating graphic organizers.
• Organize seating arrangements to allow more able students to provide assistance to others.
• Offer students choices about the types of responses they make to reading.
INSTRUCTION

Introduction

- Explain to the class that they are going to look at features of informational texts over the next few lessons.
- Ask students to name some types of informational texts or have them identify various types of informational texts from the collection assembled for these lessons.
- Have students tell what informational texts do. For example:
  - provide information
  - explain
  - inform
  - persuade
  - explain how to do something
- Discuss how informational texts are organized to help readers obtain information. Discuss the features of informational texts to determine students' familiarity with them.
- Share the assessment checklist (see Appendix 4A) with the class. Discuss the criteria and answer any questions about the assessment.

ASSESSMENT

Assessment Before New Learning

- Make anecdotal notes about:
  - features that many students seem to know;
  - features that will require in-depth instruction;
  - students who will require extra support.
- Adjust future lessons based on this information.

MODELLED LESSON

TEACHER DIRECTED/WHOLE CLASS

A modelled reading lesson sets the scene for a new strategy that the class will focus on over a series of lessons. It gives the teacher an additional opportunity to assess what the students already know about the strategy.
• Using an informational big book (e.g., Technology from the Bookweb Plus Big Books series), demonstrate how you use some features of informational text when reading. Mention several of each type of feature (see the list in “Teaching Focus”). As you are going through the book, think aloud about the meaning you are getting from the content and demonstrate the relationship between the content and the text features (e.g., how a picture adds to the written information; how headers focus your attention on what is to follow).

• Cooperatively create an anchor T-chart “Features of Informational Text”. The headings could be: “Text Feature” and “Purpose”. At this point, include the more common features from the chart (e.g., titles, headings, graphs, table of contents). Make this anchor chart available throughout the following shared lessons, adding features during future lessons as the students discover them.

**SHARED LESSONS**

**TEACHER DIRECTED/WHOLE CLASS**

During shared reading, the teacher teaches the whole class or a small group how to use the new strategy through the shared reading of a text.

The following series of shared reading lessons will cover each of the four types of features of informational text:

- print features
- graphic aids
- organizational aids
- illustrations

These shared lessons will take place over several days. The amount of time spent on shared lessons will depend on students’ familiarity with the features.

**Assessment During Learning**

• Using the assessment checklist as a guide, make general anecdotal observations about students’ level of understanding of the features of informational texts.

• Adjust future lessons based on this information.

• Provide feedback to the students to help them improve.
1. PRINT FEATURES

- For 10 minutes, have students independently examine a variety of informational texts and make notes about the print features. Have them refer to the anchor chart from the modelled reading lesson to remind them what print features are.
- Share the assessment checklist with the students and answer any questions about the criteria that will be used to assess their achievement.
- On the board, create a T-chart (headings: "Text Features" and "Purpose") about the print features that students have identified. Have students give several specific examples from the texts they examined. List the features on the left-hand side of the T-chart. Include as many print features as possible. On the right-hand side of the chart, beside each feature, write comments from the students about how the feature helped them gain information from the text (e.g., headings are usually centred, bold, and large and indicate the main topic of the text that follows; a text box often contains additional information or the name of a source where more information can be obtained).
- At this point, refer students back to the anchor chart started in the modelled lesson. Add any new print features that are not on the chart.
- Working in pairs, using a teacher-selected informational text, have students make notes about the print features they identified in the text and how these features helped them understand the meaning of the text. (A sample form is provided in Appendix 4B.) Refer students to the T-chart created earlier in the lesson.
- As a whole class, have students share some of their findings. Using specific examples, discuss the relationship between the content in the text and the text features.
- Add ideas to the T-chart as students share their findings.

Assessment During Learning

- Using the assessment checklist criteria as a guide, make focused observations while the students examine the texts and while the T-chart is being created.
- Make notes about any students who may not be ready for independent practice and need guided practice. Also note any students who may need extensions.
- Collect the work from the pairs of students and assess their understanding of how to use print features to gain information.
- Provide detailed feedback to students to help them improve.
2. GRAPHIC AIDS

A graphic aid is a picture, graph, or chart that provides additional information or arranges existing information in a visual format to assist the reader.

- Using a selection that has both written text and a graphic aid (e.g., a graph), display the written text on an overhead and read it with the students. Discuss the meaning.
- Display the accompanying graphic aid and discuss the information that is contained in it. Discuss how the graphic aid makes it easier to understand the meaning of the text.
- Share the assessment checklist with the students and answer any questions about the criteria that will be used to assess their achievement.
- Have students form groups of three and, using a variety of resources, find a piece of informational text that contains a graphic aid (e.g., diagram, chart, map). Have students make notes about how the graphic aid(s) added to the text and helped them better understand the information it contained.
- If they need additional practice, have students choose another example with a different type of graphic aid and repeat the activity.
- As a whole class, have some groups share their responses. As the responses to each piece of text are shared, have students suggest another type of graphic aid that might have worked as well as the one the author used.

Assessment During Learning

- Using the assessment checklist criteria as a guide, make focused observations while the groups are working.
- Make notes about any students who may not be ready for independent work and need more guided practice. Also note any students who may need extensions.
- Collect the work from the groups and assess students’ understanding of how to use graphic aids.
- Provide detailed feedback to the students to help them improve.
3. ORGANIZATIONAL AIDS

- Using an informational big book that has several organizational aids, discuss the topic of the book and selected content. Then discuss the relationship between the content and some of the organizational aids. For example:
  - A table of contents provides an efficient way to find information on a broad topic.
  - An index provides a quick way to find information on specific pages of the text.
  - A glossary defines terms used in the text.
- Share several informational texts with the students so that they will get used to the different organizational aids.
- Take the class to the school library and have students each find an informational text on a topic of their choice. The texts selected must have a table of contents and an index.
- Share the assessment checklist with the students and answer any questions about the criteria that will be used to assess their achievement.
- Have students, working individually, write down a couple of topics and page ranges from the table of contents of their chosen text. (They can record this information on the form provided in Appendix 4C.)
- Have them scan those sections of the book. Then have them look for items related to the same topics in the index and write down the words and page numbers from the index.
- With the whole class, discuss:
  - why the wording in the table of contents is different from the wording in the index - broad topics vs. specific ideas;
  - why the index may have taken them to pages outside of the page range in the table of contents;
  - if they were working on a research project, when they would use a table of contents and when they would use an index, and why.

Assessment During Learning

- Using the assessment checklist criteria as a guide, make focused observations during walk-around while the students are working.
- Make notes about any students who may not be ready for independent practice and need guided practice. Also note any students who may need extensions.
- Collect students’ work and assess their understanding of how to use organizational aids to gain meaning.
- Provide detailed feedback to the students to help them improve.
4. ILLUSTRATIONS

- "A picture is worth a thousand words." Discuss the meaning of this adage with the students.
- Exhibit an informational picture with no or very little text (e.g., from an informational-text big book or an illustration for assembling an item). Encourage students to brainstorm ideas about the image. With the class, create a list of information that can be obtained from the picture.
- Have students look at both the picture and the list and point out details in the picture that were not included in the written list. Ask what would happen if they tried to put every detail in the picture into the written list. Refer them back to the adage to see if they have a better understanding of it.
- Discuss how the picture expands the meaning of the text: it can add details; it can expand meaning in the text; it can help someone assemble an item by showing how it fits together.
- Share the assessment checklist with the students and answer any questions about the criteria that will be used to assess their achievement.
- Have students work with a partner to find informational texts that include illustrations (pictures and drawings, not graphic organizers). Have the pairs discuss how the illustrations add to the written text.
- Have some groups share their responses with the whole class. As each example is shared, have students suggest another type of illustration that might have worked as well as the one the author used.

Assessment During Learning

- Using the assessment checklist as a guide, make focused anecdotal observations while the pairs are discussing.
- Make notes about any students who may not be ready for independent work and need guided practice. Also note any students who may need extensions.
- Provide specific feedback to the students to help them improve.
A guided reading lesson allows the teacher to differentiate instruction to meet the needs of a small group of students. It could provide remedial instruction for those students who need extra help or it could extend the learning of students who are ready to move beyond the rest.

- Gather a group of students who need more support to identify and use features of text. Additional information on the needs of students may be found in their Individual Education Plan, if applicable.
- Decide which text feature you are going to focus on. Using multiple copies of a selection from an informational text, lead the group through a reading of a portion of the written text. Discuss the topic and some of the content of the text. Point out features (e.g., for print features: titles, headings, subheadings, font, font size, bold print, coloured print). Discuss why the features are used and how they help readers to gain meaning from the text.
- Have the students re-read the selection, with assistance as required. Discuss what they learned about the topic. As the students make contributions to the discussion, have them point out how the features helped them with their reading.
- Similar small group lessons can be provided for students who need extensions, using more difficult texts or more complex text features.
- While the teacher is working with a small group, the other students in the class can read the same text independently, summarize what they have learned about the topic, and make a list of the text features.

**Assessment During Learning**

- Have an assessment checklist for each student and make detailed notes about achievement related to the strategy.
- Provide feedback to the students to help them improve.
INDEPENDENT READING
TEACHER SUPERVISED/INDIVIDUAL

During independent reading, students read and respond to the text without teacher or peer support. The teacher uses independent reading to assess the individual’s level of achievement in the application of the new strategy.

- Before assessing learning, give the students opportunities to practise the new strategy. Use text selections from their anthologies or individual titles from the class library. (During this practice time, small-group guided lessons would be provided for reinforcement, consolidation, and extension.)

- As they practise the new strategy, have students use the assessment checklist for self- and peer assessment (see Appendix 4A). If the students are not familiar with either self- or peer assessment, these strategies will need to be taught through modelled and shared instruction.

- After they have had practice time, have students individually and independently complete the following four activities: Scavenger Hunt; fill in the Blanks; Using a Table of Contents; and Using an Index to Find Information. Accommodations will need to be made for students with special needs (e.g., reading assistance, extending time to complete tasks, allowing oral responses, teacher scribing).

SCAVENGER HUNT

- Distribute copies of “Scavenger Hunt” (see Appendix 4D) to the students and ask them to identify text features. Remind them to find a different resource for each text feature. “Fill in the Blanks” will determine whether they know how to use them.

Assessment During Learning

- Use assessment information gained from the shared lessons to provide a clear focus on what is being observed during this lesson.

- Collect students’ work and assess their understanding of how to use a particular text feature to gain meaning from the text.

- Collect the peer assessments to determine how well students are able to engage in such an activity.

- Provide detailed feedback to the students to help them improve.

Note: Self- and peer assessment information does not contribute to a student’s evaluation.

Assessment After Learning

- Have an assessment checklist for each student and make detailed notes about achievement related to the strategy.

Note: The information from this assessment can contribute to the students’ evaluation.
FILL IN THE BLANKS

This lesson requires the students to combine their learning about many features of print.

- Have students choose a topic of personal interest to research. Tell them to make jot notes on three key ideas about their topics and then have them complete the "Fill in the Blanks" form, putting information about their topic in the appropriate places - a title, three headings, descriptions, a list of descriptors, and two graphics in the boxes (see Appendix 4E). Tell them the boxes must have two different text features in them (e.g., a picture and a graph).

USING A TABLE OF CONTENTS

- Have students answer the questions in the "Using a Table of Contents" form (see Appendix 4F) to determine how well they can use a table of contents.

USING AN INDEX TO FIND INFORMATION

- Have students answer the questions in the "Using an Index for Information" form (see Appendix 4G) to determine how well they can use an index.

REFLECTION ON LEARNING

Students

- Have students reflect on how they can use features of informational text to help them gain meaning from the text.

Teacher

- Examine the checklists and student work completed during independent reading, as well as the student reflections, and decide whether further teaching is necessary. Assess the effectiveness of the forms used and make any necessary revisions.
- Make notes of any difficulties that students are having with other reading strategies. They might require future instruction on specific strategies/skills.

Filing Assessment Information

- Have students store their reflections and work samples in their literacy portfolios.
- Store the completed assessment checklists and notes in each student’s literacy portfolio for use during evaluation.
APPENDIX 4A – FEATURES OF INFORMATIONAL TEXT ASSESSMENT CHECKLIST

Student Name: ________________________________ Date: __________

1 = Is beginning to use the strategy. 4 = Consistently and effectively uses the strategy.

PRINT FEATURES:
- can identify and use several print features in informational texts
- can explain how print features help readers gain information

GRAPHIC AIDS:
- can identify and use several graphic aids in informational texts
- can explain how graphic aids help readers gain information

ORGANIZATIONAL AIDS:
- can identify and use organizational aids in informational texts
- can explain how organizational aids help readers gain information

ILLUSTRATIONS:
- can identify and use illustrations in informational texts
- can explain how illustrations contribute to understanding a text

Comments
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
APPENDIX 4B – FEATURES OF INFORMATIONAL TEXT

Student Name: __________________________________________ Date: __________

Title of Text: __________________________________________

Using your informational text, complete the chart below by describing how the text features help the reader understand the meaning of the text.

Here are some features to look for: titles, headings, subheadings, font size, bold print, italics, coloured text, text boxes, bullets, labels, captions

<table>
<thead>
<tr>
<th>Page Number</th>
<th>Print Feature</th>
<th>How does it help understand text meaning?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
APPENDIX 4C – TABLE OF CONTENTS AND INDEX

Student Name: ___________________________ Date: __________
Title of Text: ____________________________

Using your non-fiction book, select one of the topics in the table of contents and write your topic and the page number range on the left-hand side of the chart. Look in the index of your book to find information about that topic. Write the words that refer to your topic and the page number(s) for that topic on the right-hand side of your chart. An example is provided. Answer the questions.

<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
<th>INDEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic and Page Number Range</td>
<td>Words About the Topic and Page Numbers</td>
</tr>
<tr>
<td>Animals as Transportation Pages 8 - 15</td>
<td>Horses pp. 9, 10</td>
</tr>
<tr>
<td></td>
<td>Oxen and buffalo pp. 11, 12, 35</td>
</tr>
<tr>
<td></td>
<td>Elephants pp. 12, 13, 29</td>
</tr>
</tbody>
</table>

Why is the wording used in the table of contents different from the wording used in the index?

_____________________________________________________________________________________________________________________________________

Why do some index topics take you outside the page range indicated in the table of contents?

_____________________________________________________________________________________________________________________________________
### APPENDIX 4D – SCAVENGER HUNT

Student Name: ____________________________  Date: __________

Using the resources available, find the following text features and write the name of the resource where you found each text feature. Use a different resource for each text feature.

<table>
<thead>
<tr>
<th>Text Feature</th>
<th>Title of Resource</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a table of contents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a bulleted list</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a graph</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a photograph</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bold print</td>
<td></td>
<td></td>
</tr>
<tr>
<td>an index</td>
<td></td>
<td></td>
</tr>
<tr>
<td>coloured print</td>
<td></td>
<td></td>
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<tr>
<td>a diagram</td>
<td></td>
<td></td>
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<tr>
<td>a heading</td>
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<td>a chart</td>
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<tr>
<td>a drawing</td>
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<tr>
<td>a sub-heading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a glossary</td>
<td></td>
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<tr>
<td>a title</td>
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</tbody>
</table>
APPENDIX 4E – FILL IN THE BLANKS

Student Name: _________________________________ Date: __________

Use the organizer below to help you gather information on your topic: title, three headings, descriptions, a list of descriptors, and two graphics in the boxes. Each box must have a different text feature (e.g., a picture and a graph).

<table>
<thead>
<tr>
<th>Text Feature</th>
<th>Title of Resource</th>
<th>Page Number</th>
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<tbody>
<tr>
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</tbody>
</table>
APPENDIX 4F – USING A TABLE OF CONTENTS

Student Name: _______________________________ Date: __________

The table of contents in a book lists the title, chapter number, and page numbers of all the chapters in a book. It can be used to find information quickly.

Use the table of contents below to answer the questions in 1–6 below. Create two questions at the bottom.

A Healthy You

<table>
<thead>
<tr>
<th>Chapter Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. About Your Body and How It Works</td>
<td>18-36</td>
</tr>
<tr>
<td>2. Eating Healthy Foods for Good Health</td>
<td>37-59</td>
</tr>
<tr>
<td>3. Safety and You</td>
<td>60-75</td>
</tr>
<tr>
<td>4. Guarding Against Disease</td>
<td>76-92</td>
</tr>
<tr>
<td>5. Health and Our World</td>
<td>93-108</td>
</tr>
<tr>
<td>6. Exercise and Health</td>
<td>109-123</td>
</tr>
</tbody>
</table>

1. How many chapters are in this book?
   a. 5
   b. 6
   c. 3
   d. none of these

2. What is the title of the third chapter?
   a. Exercise and Health
   b. Health and Our World
   c. Safety and You
   d. none of these

3. On what pages can you find information about how to guard against disease?
   a. 109-123
   b. 60-75
   c. 37-59
   d. 76-92

4. What chapter has information on how your heart works?
   a. chapter 3
   b. chapter 6
   c. chapter 1
   d. chapter 5

5. What chapter might compare information about how healthy people are in Toronto and in Paris?
   a. 6
   b. 1
   c. 3
   d. 5

6. In what chapter might you find information about foods that might harm you?
   a. 5
   b. 1
   c. 6
   d. 2

Create two new questions:

7. How many pages are dedicated to exercising?
   a. 109-123
   b. 60-75
   c. 37-59
   d. 76-92

8. Which chapter provides information on eating healthy foods for good health?
APPENDIX 4G – USING AN INDEX FOR INFORMATION

Student Name: ___________________________ Date: _________

This is part of the index in the back of a reference book. Use this index to help you answer the questions below.

Equipment 98-112
Famous Players of the NHL 309-345
History 1-26
Hockey quiz 211-223
NHL teams 172-182
Rules of the Game 27-39
Teams in Canada 114-171
Teams in the US 184-208
Women Players 224-266

1. What was the author’s purpose in writing this reference book?
   a. inform
   b. persuade
   c. entertain
   d. none of these

2. What information can you find on pages 27-39?
   a. Teams in Canada
   b. Teams in the US
   c. Rules of the Game
   d. Equipment

3. On what pages will you most likely find information about Wayne Gretzky?
   a. 224-266
   b. 309-345
   c. 98-112
   d. none of these

4. The History of Hockey can be found on pages...
   a. 224-266
   b. 98-112
   c. 172-182
   d. 1-26

5. What pages will give you information about hockey teams in Canada?
   a. 211-223
   b. 114-171
   c. 184-208
   d. none of these

6. What pages will give you a hockey quiz to take?
   a. 172-182
   b. 309-345
   c. 211-223
   d. none of these

7. If you need information on hockey pads, you will find that information on pages...
   a. 211-223
   b. 98-112
   c. 224-266
   d. none of these

8. What information can be found on pages 184-208?
   a. Where hockey is played
   b. How to play hockey
   c. What teams play in the U.S.
   d. none of these

On the back of this page, create two questions of your own.


Ontario Ministry of Education. (2002a). Making connections across the curriculum: Strategies to support the development of literacy skills in all subject areas. Queen’s Printer.


Tovani, C. (2004). *Do I really have to teach reading?*. Markham, ON: Pembroke.


Note: All websites were reviewed and active at the time of publication. Teachers are responsible for previewing sites before using them in the classroom.