



# ACTIVE READERS

## ASSESSMENT RESOURCE

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### YOUNG ADOLESCENTS

A TEACHING RESOURCE



ACTIVE READERS  
ASSESSMENT RESOURCE

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YOUNG ADOLESCENTS

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# Introduction

*Active Readers Assessment Resource: Young Adolescents* is a central component of the Active Readers initiative. This resource is intended to offer support to junior high/middle level English language arts and content area teachers in two areas of the initiative: effective assessment and effective instruction.

As part of the Active Readers initiative all teachers are responsible for reading assessment and instruction relevant to their curriculum areas. The process of making meaning from print, visual texts, and electronic media is essential for learners in every subject area. If students are expected to use such texts for learning, then teachers must provide the instructional support necessary for these students to be successful. It is equally important that teachers use assessment practices that will allow them to know when a student has achieved success and when he or she requires a greater level of support. This resource explores the complexities of and the relationships among the texts we use in our classrooms, the learners we face each day, our assessment practices, and our instructional approaches. Above all, this resource strives to provide teachers with practical strategies that will make a difference to teaching and learning.



# Key Quadrants

This resource for teachers will look at how we can strengthen instruction and assessment, keeping in mind the texts we use and the young adolescent readers we teach.

Texts at the Junior High/ Middle Level	Instructional Ideas for the Junior High/ Middle Level
Readers at the Junior High/ Middle Level	Assessment at the Junior High/ Middle Level

At one time, teachers at the junior high/middle level may have been primarily concerned with the texts they were using and what they were going to do for instruction. These teachers now know that it is just as important to consider the adolescent readers they teach and the assessment tools they use.

Texts at the Junior High/ Middle Level	Instructional Ideas for the Junior High/ Middle Level
Readers at the Junior High/ Middle Level	Assessment at the Junior High/ Middle Level

For learning to be maximized, teachers need to consider all four quadrants when designing instruction.

Texts at the Junior High/ Middle Level	Instructional Ideas for the Junior High/ Middle Level
Readers at the Junior High/ Middle Level	Assessment at the Junior High/ Middle Level



# Using the Assessment Package

This resource includes the following components:

- a teaching resource
- English language arts student reading passages
- content-specific student reading passages
- Starting Points: Information Cards for English language arts passages (50)
- Starting Points: Information Cards for content-specific passages (36)
- Reading Record Masters: Provided for the early and transitional English language arts passages

Assessment of student learning and achievement requires teachers to consider four key questions:

- What is the nature of the texts students read in my course?
- What are the characteristics of the readers in my class?
- What assessment tools can I use to gather information about students' learning and reading development?
- What implications do the above have for my instruction?

By considering each of these questions, teachers will be better able to plan effectively for instruction that supports students' development and enhances their success in achieving the learning outcomes.

The **assessment resource** offers information pertaining to the kinds of texts that are most common in junior high/middle level. It provides support for understanding the adolescent reader, discusses various assessment practices, and includes several assessment masters. Finally, it completes the picture by offering suggestions and considerations for instruction. Also included in this resource are links between the assessment passages and comparable texts found in Active Readers classroom collections for grades 7–9.

The **English language arts student reading assessment passages**, both fiction and non-fiction, are appropriate for readers in the later stages of early through transitional, fluent, and extended fluent stages of development. English language arts teachers can use these texts to assess a student's oral reading for accuracy, strategy use, phrasing, fluency, and expression. These passages are also ideal for better understanding a student's comprehension. To accompany the early and transitional passages are **reading records**. These are useful for documenting a student's reading behaviours and determining strengths and areas of need.

**Content-specific passages** that are representative of the topics and text complexity typical of each grade have also been included. These passages may be useful to content-area teachers in order to gain insight into a student’s ability to navigate text, the strategies he or she uses when reading, and overall comprehension and concept development.

The **Starting Points: Information Cards for English Language Arts Passages** and **Starting Points: Information Cards for Content Passages** offer support specific to the student reading assessment passages as well as information to guide teachers in their use of these passages as an assessment tool.

The six components of the assessment package provide teachers with information and tools to help them record, analyse, and monitor students’ reading progress and to use assessment information to inform instruction.

Also included in this resource are features such as

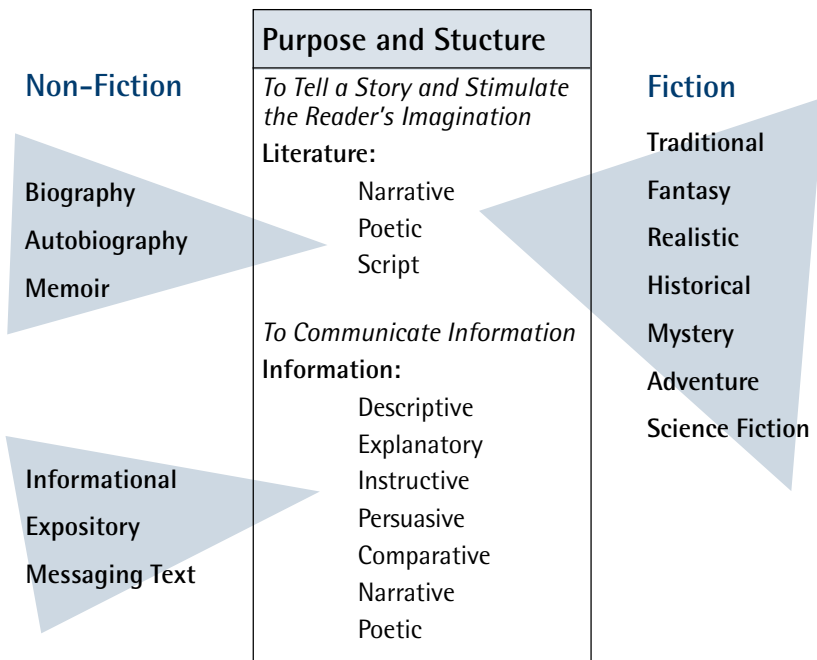
- **Check It Out:** a list of resources that can provide further information about the topic being addressed
- **Vignettes:** stories from teachers about their own experiences
- **Assessment/Instruction in Action:** step-by-step directions for an assessment or instructional activity

In the appendices at the back of the resource are tools that teachers may find useful. They include bookmarks, records, checklists ... Teachers may reproduce these and use them to document assessment information or provide them to students to encourage their participation in the learning and assessment process.

Texts at the Junior High/Middle Level	Instructional Ideas for the Junior High/Middle Level
Readers at the Junior High/Middle Level	Assessment at the Junior High/Middle Level

# Texts at the Junior High/Middle Level

Every day, junior high/middle level students are asked to read a variety of texts. Each text differs in terms of its organization. The structure of a text is determined by the author’s intent and purpose for writing. Purposes for writing can be divided into two broad categories, as indicated in the visual below. Literature is used to tell a story or stimulate the reader’s imagination, whereas the role of information text is to communicate information. Further classification of text into genres and forms allows us to understand the common characteristics of text.



## Assessment in Action: Retracing Your Steps Focus: Comprehension and Text Organization

### Steps

- > Remind students that it is important to have a plan for reading a piece of text. Consider where to begin—printed text or visuals? What information should be read in detail?
- > Ask the student to read a piece of text. Following the reading have the student discuss with a partner the approach each took to reading the piece. Where did they start? Where did they pause? Was there information outside the text that they found helpful?
- > Have the students create a map that retraces their reading journey. This can be present in list form or as a more visual representation (e.g., a hand-drawn map).

### Adaptation

Provide the student with a map before he or she reads a piece of text. The student should use this to help them navigate through a piece of challenging text.

# Range of Texts for Learning



Throughout their academic lives and as citizens, students are expected to read a broad range of texts, each with its own structure and features that help to create meaning. While learning is not solely focussed on printed text at the junior high/middle level, adolescent learners are expected to be able to read and understand a range of texts that far exceeds the demands that were placed on them in elementary school. Curriculum and instruction at the junior high/middle level continue to emphasize learning through experiences that are active and hands-on. It is also the time in a student's academic career when more textbooks are introduced and learning is to be supported through this medium. There is a greater expectation that students will be able to use the math, social studies, or science textbook to further develop their understanding of the concepts being presented. This expectation, while a fair one, requires teachers to ensure that students have the skills necessary to read and understand the material that is presented in the text.

## Vignette

### Innovative Book Shelves

Book shelves are at a premium in our school; in most cases they don't exist. This year I decided to try an idea I saw at a conference: using eavestroughing (rain gutter) to store books. After checking with our principal I was allowed to use some money from the Home and School to buy enough rain gutter to create a wall of shelving. Now I have a place to put books so they are nicely displayed and easy for students to see.

~ grade 9 teacher

One way that we can support students is to help them understand how text is constructed. Understanding genre, format or form, text structure, and text features can help students anticipate and predict what to expect from a text, make connections within and among texts, question when the text seems to stray from their expectations, and recognize the supportive features the author has included to aid comprehension.

Genre is described as the type or kind of writing. Form is the way text is organized, arranged, and presented. This includes its physical set-up. Text structure refers to the pattern or organization of the information. The following charts outline a number of genres, forms and structures for both fiction and non-fiction. It is expected that junior high/middle level students would have familiarity with these.

## Genres at a Glance

### Non-fiction

Code	Genre	Definition
I	Informational	Informational texts provide information, facts, and principles related to physical, natural, or social topics or ideas.
E	Expository	Expository text explains or provides direction.
B	Biographical	A biography is an account of an individual's life.
AB	Autobiographical	An autobiography is an account of the life of an individual written by that individual.
MEM	Memoir	A memoir is an account or reflection of a particular event, time, or period in an individual's life.
MES	Messaging Text	Text messaging formats resemble typed speech or "Text Talk." (Suler, 2003) Text messages are conversational in tone and often are used to communicate about everyday topics or ideas.

### Fiction

Code	Genre	Definition
TL	Traditional Literature	Traditional literature began with oral stories passed down throughout history. It includes folk tales, (including fairy tales), myths, legends, and epics.
F	Fantasy	Fantasy contains unrealistic or unworldly elements. It includes science fiction.
SF	Science Fiction	Science fiction contains unworldly elements or phenomena. It may be set in distant places or times, involve alien or superhuman characters, and use technologies currently unavailable to us.
RF	Realistic Fiction	Realistic fiction often focusses on universal human problems and issues. Although it comes from the writer's imagination, it is true to life or realistic.
HF	Historical Fiction	Historical fiction is a fictional account of events created by the author but true to life in some period of the past
M	Mystery	Mystery offers the reader suspense and wonder as the author reveals the plot and characters, bit by bit. Central to this genre is the element of the unknown and the reader's attempt to solve the mystery using the clues provided by the author.
A	Adventure	Adventure provides the reader with the opportunity to explore circumstances where characters experience new situations, overcome adversity, and grow as individuals. The plot is often fast-paced and exciting.

## Text Forms (format)

Form	Characteristics/Notes
Novel	<ul style="list-style-type: none"> <li>• a useful format for telling a longer story</li> <li>• the story is told as a narrative</li> <li>• print text is used to convey ideas and tell the story</li> <li>• the novel is often divided into smaller chapters, each revealing part of the story</li> <li>• elements such as character, setting, plot, and conflict are developed by the author, and revealed to the reader over the course of the novel</li> <li>• novels are often read for pure enjoyment</li> </ul>
Article	<ul style="list-style-type: none"> <li>• articles are based on factual information</li> <li>• articles are shorter than books and provide an overview of the topic and key ideas</li> <li>• the focus of an article is one main topic with supporting details</li> <li>• headings and subheadings are used to provide an organizational structure</li> <li>• text is often arranged in columns</li> <li>• use of colour and visual supports (photos, charts, maps, diagrams, etc.) is frequent</li> <li>• articles may be read for pleasure or interest or to expand one's thinking or knowledge on a topic</li> </ul>
Video	<ul style="list-style-type: none"> <li>• a useful format for learning about ideas that involve motion and sequence</li> <li>• provides a visual and sound record of past or distant places</li> <li>• compresses time</li> <li>• the videographer or filmmaker creates a reality which might not actually exist</li> <li>• shots are edited; not everything that was filmed appears in the version you view</li> <li>• communication is carried by still and moving images, layers of audio, and some text</li> <li>• shots and accompanying audio are frequently small 3–5-second chunks of video similar to a sentence</li> <li>• a sequence of shots and accompanying audio work together to build meaning, similar to a paragraph</li> <li>• a transition may be added during editing between two shots as a way of creating a relationship between the ideas of the shots; it serves as a kind of punctuation</li> <li>• a scene is all the shots or sequences in one geographic location or time</li> <li>• a set of sequences or scenes works together to build the whole message, similar to a book or chapter of a book</li> </ul>
Audio recordings/ presentations	<ul style="list-style-type: none"> <li>• recorded human speech, sound effects, and music convey information to listeners in formats such as audio CD, tape cassette, and streamed or downloadable audio file</li> <li>• audio is often combined with other media to convey information</li> <li>• media and multimedia that typically include audio are slide, cassette tape, filmstrip and cassette, video with sound, television, multimedia presentations such as PowerPoint, HyperStudio, spoken directions, and text readers on multimedia CDs</li> <li>• information formats with audio typically include documentary, news report, persuasive advertisements, and community histories</li> </ul>

Form	Characteristics/Notes
Spreadsheet	<ul style="list-style-type: none"> <li>• spreadsheets allow writers to organize and present information in a format of rows and columns that visually reveals patterns and relationships</li> <li>• mathematical formulas can be added to spreadsheets so readers of spreadsheets can perform calculations</li> <li>• numeric spreadsheet data can be represented in a number of graphic formats such as bar graphs, scatter plots, and pie graphs</li> </ul>
Database	<ul style="list-style-type: none"> <li>• databases are collections of records that contain detailed standard information about a subject</li> <li>• the data, on their own, do not have a great deal of meaning</li> <li>• records are arranged in an organized and standard way so they are searchable</li> </ul>
Image	<ul style="list-style-type: none"> <li>• images are visual representations of meaning</li> <li>• images are visual arrangements of information</li> <li>• most images do not contain written language; however, some graphic images rely heavily on written language</li> <li>• images include but are not limited to photographs, paintings, drawings, graphics, maps, charts, diagrams, and musical notation</li> <li>• the specialized language used to discuss images includes terms such as line, shape, form, colour, lustre, shading, point of view, perspective, meaning, and message</li> <li>• images are often understood first at an emotional level by eliciting an emotional response</li> <li>• images and words together communicate the author's messages; images often provide visual cues to readers that assist in the interpretation of the written language</li> </ul>
Web page	<ul style="list-style-type: none"> <li>• a useful format for learning about many topics as it offers a broad range of information</li> <li>• combines print and visual text (may also include video and audio clips)</li> <li>• web pages are posted on the World Wide Web (Internet)</li> <li>• topics and information found in web pages can be easily searched through the use of search engines such as Google.com</li> <li>• a useful form as it can be simultaneously shared among people in geographically distant places</li> <li>• use of colour, various fonts, special effects, sidebars, icons, etc., presents information in ways that captures the attention of the reader</li> <li>• individuals or groups are free to create and post web pages without outside review or scrutiny</li> </ul>

### Steps

- > Discuss with students the purpose of comparative text. Draw out that comparative text is more than describing two different concepts, things, or ideas.
- > Provide students with a piece of text that compares two or more things. Ask the students to read the text and underline information unique to one idea using one colour, and ideas pertaining to the second idea in another colour. If there is information that is common to both the students should underline in both colours. Then ask students to circle "comparing" words (e.g., unlike, however, whereas, just as, similarly ...).

### Adaptation

Following the reading students can use these colour-coded notes to help as they complete a Venn diagram or a written or oral explanation of the topic.

## Text Structure

Text structure refers to the way a text is organized. Narrative text and information text have distinct structures; each is determined by the author's intent and purpose in writing.

Narrative text typically has the following structure:

beginning/lead —————> middle/plot —————> end/resolution

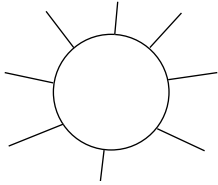
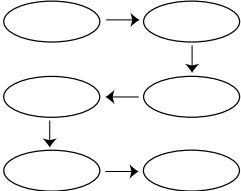
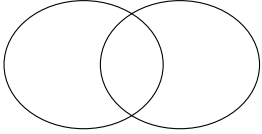
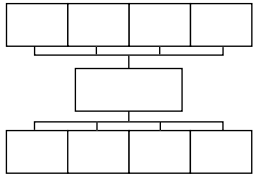
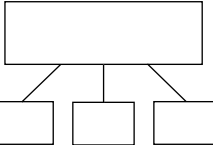
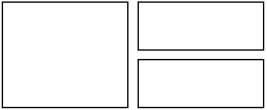
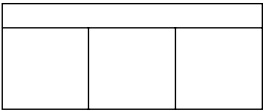
Students easily recognize this structure, and this familiarity supports their reading of the text.

In addition to the structure, narrative text has other common elements:

- setting: time and location of the story
- characters: those individuals involved in the story (may be human or animal)
- plot: events of the story
- conflict: the problem that forms the basis of the story (person against person, person against nature, person against him/herself, person against society, person against the supernatural)
- climax: the point in the story to which everything builds; this is often the turning point
- theme: a central unifying idea
- point of view: the perspective from which the story is told (first person, third person, omniscient)



Information text does not fit within the same text structure as fiction. The common text patterns for information text include the following:

Text Pattern	Definition	Key Words	Graphic Organizer
Description	Uses language to help the reader visualize what is being described by the author	Verbs (meandered, jumped, snapped) Relational words (on, over, beyond, within) Adjectives (large, colourful) Adverbs (slowly, quickly)	
Sequence	Presents ideas or events in the order in which they occur	First, second, before, after, finally, then, next, earlier, later, last	
Compare and Contrast	Discusses two or more ideas, events, or phenomena, explaining how they are similar and different	While, yet, rather, most, either, like, unlike, same, as opposed to, as well as, on the other hand, although, similarly, opposite, both, just as	
Cause and Effect	Provides explanations or reasons for an event/occurrence as well as the results and impact	Because, since, thus, so that, if ... then, therefore, nevertheless, due to, this led to, as a result, then ... so, for this reason, on account of, consequently	
Problem/Solution	Identifies problems and poses possible solutions	Propose, conclude, a solution, the problem, the question, research shows, the evidence is, a reason for	
Question and Answer	Poses a question and offers an answer or explanation	Who, what, when, where, why, how	
Proposition and Support	Makes a statement or gives a position or an opinion, then supports this with reasoning and evidence.	Adjectives: gigantic mistake, catastrophe, extraordinary disaster, great calamity Value words: agree, wrong, unjust, support Testimonials: Experts say, studies show, research says	

Assessment in Action: Using Text Features to Locate Important Information  
Focus: Determining Importance, Using Text Features

Steps

- > Select a piece of information text that has features such as a table of contents, index, glossary, headings and subheadings, diagrams, and so on.
- > Ask an individual student to find a specific piece of information that you know to be discussed but not directly stated in the text (e.g., What is the difference between a solar eclipse and a lunar eclipse?)
- > Pass the student the closed book.
- > Observe how the student approaches the task making note of the features he or she uses to locate the information.
- > Ask the student to explain to you how they found the information.

If students recognize various text structures, then they will be able to anticipate and make predictions about the text. These predictions provide a framework for the students' reading and can support the meaning-making process. In addition to supporting the student as a reader, understanding text patterns assists the student as a writer. With understanding of and experience with the many ways in which text is structured, students can more readily incorporate these patterns into their own construction of written text. If a high degree of understanding is to be achieved, it is necessary that teachers point out these text patterns to students and provide related instruction in reading and writing contexts.

.....  
Teacher Notes

## Features of Information Text

Features of information text support readers in locating information and assist them in making meaning of the text. These features alert readers to important information and help them to navigate the text more effectively.

Some common features include the following:

<b>Print Features</b>		
<ul style="list-style-type: none"><li>• font (type, size)</li><li>• bold print</li><li>• borders</li></ul>	<ul style="list-style-type: none"><li>• coloured print</li><li>• bullets</li><li>• shading</li></ul>	<ul style="list-style-type: none"><li>• italics</li><li>• underlining</li><li>• spacing</li></ul>
<b>Visual Supports</b>		
<ul style="list-style-type: none"><li>• diagrams</li><li>• sketches</li><li>• graphs</li><li>• figures</li><li>• maps</li><li>• charts</li></ul>	<ul style="list-style-type: none"><li>• tables</li><li>• cross-sections</li><li>• time lines</li><li>• overlays</li><li>• coloured photographs</li><li>• coloured drawings</li></ul>	<ul style="list-style-type: none"><li>• black-and-white photos</li><li>• black-and-white drawings</li><li>• labelled drawings</li><li>• enlarged photos</li><li>• acrylic, watercolour, oil paintings</li><li>• collages</li></ul>
<b>Organizational Supports</b>		
<ul style="list-style-type: none"><li>• index</li><li>• table of contents</li><li>• preface</li><li>• glossary</li><li>• pronunciation guide</li><li>• appendix</li><li>• text boxes</li></ul>	<ul style="list-style-type: none"><li>• titles</li><li>• headings</li><li>• subheadings</li><li>• labels</li><li>• captions</li><li>• page numbers</li><li>• headers/footers</li></ul>	<ul style="list-style-type: none"><li>• guide words (dictionary reference books)</li><li>• brackets</li><li>• figure references</li><li>• footnotes</li><li>• arrows</li><li>• white space</li></ul>
<b>Vocabulary Supports</b>		
Verbal cues that signal importance include:		
<ul style="list-style-type: none"><li>• for example</li><li>• for instance</li><li>• this includes</li></ul>	<ul style="list-style-type: none"><li>• in fact</li><li>• in conclusion</li><li>• similarly</li></ul>	<ul style="list-style-type: none"><li>• most important</li><li>• on the other hand</li><li>• which means</li></ul>

## Features of Information Text (continued)

The charts below provide a more detailed look at the use of various text features. In particular, teachers may find the third column helpful in providing direction for instruction related to text features.

What students need to understand about text features and how they work to support reading.

Text Feature	Text Forms that Include this Feature	What Students Need to Know
Page	Books, magazines and other paper-based publications Websites Multimedia CDs	<p>In print publications, information is organized as words and graphics on sequentially organized paper pages. Pages are generally of a uniform size.</p> <p>Information books and magazines can be read in linear and non-linear ways (pages 1–10 or page 4, then 8, then 2).</p> <p>Narrative text is read from left to right and top to bottom. Information text and electronic text may be arranged in columns or other layouts not requiring a linear approach to reading.</p> <p>Electronic publications, such as Adobe Acrobat PDF (portable document format) documents, may be read on screen or printed and read. They share most features of print publications.</p> <p>Websites and multimedia CDs are typically non-linear branched arrangements of pages. The first page of a site provides choice to the reader who selects the sequence and priority of what to read by clicking on menus or links.</p> <p>Web pages are usually of varying length. The reader may need to scroll to continue to read a page's contents.</p>
Table of Contents Menu	Books, magazines, and other paper-based publications Websites Multimedia CDs	<p>In print publications, the table of contents is located at the front of the publication. The table of contents provides headings and corresponding page numbers indicating where particular sections are located within the publication.</p> <p>Websites and multimedia CDs contain menus that operate like tables of content. The menu is usually located at the top of the web page or on the left side of the web page.</p> <p>The menu is often visible for the entire time the reader is at the website.</p> <p>The reader selects a link. These may be in the form of a picture, underlined word, or button that can be clicked with the mouse.</p> <p>Clicking the link takes the reader to the specific pages of content.</p>
Page Numbering	Books, magazines, and other paper-based publications Websites Multimedia CDs	<p>Print publications contain sequentially numbered pages.</p> <p>With information text, page numbers correspond with the table of contents and the index.</p> <p>Web pages are generally not numbered.</p> <p>Well-designed web pages usually contain a "next" button to guide the reader to sequentially arranged content. The "next" feature is often used to avoid scrolling and improve readability.</p>

Text Feature	Text Forms that Include this Feature	What Students Need to Know
Index Search	Books, magazines, and other paper-based publications Websites Multimedia CDs	<p>Indexes are generally located at the back of print publications and allow the reader to identify the page where information on specific key words, topics, ideas, or concepts can be located. The reader then turns to the corresponding page to locate the information.</p> <p>The Internet, individual websites and multimedia CDs often contain a search engine. A key word is typed and the search engine locates references to that term on a particular website or within the CD, or on a range of websites located throughout the world.</p> <p>Multimedia CDs may be searchable by topic, key word, and medium of the information.</p>
Text Style Bold Italic Font Size Underline (see also links)	Books, magazines, and other paper-based publications Websites Multimedia CDs	<p>Bold text indicates emphasis or a key word or term.</p> <p>Often words that are in bold are defined in the body of the text or in a glossary.</p> <p>Italic text indicates emphasis (lighter emphasis than bolding) or the title of a book.</p> <p>Font choice affects readability. Times New Roman, Arial, and Helvetica are commonly used fonts that ease readability.</p> <p>Font size affects readability. Large fonts tend to attract attention to the structure (for example, headings and subheadings). Small text is often used in footnotes and diagrams.</p> <p>Underlining in print publications is now less common than in the past. It is generally used for emphasis or, in handwritten text, to indicate the title of a book.</p> <p>Web pages and multimedia use underlining exclusively to indicate that the underlined word is a "link" that, when clicked with the mouse button, will take the reader to new content located elsewhere.</p>
Headings and Subheadings	Books, magazines, and other paper-based publications Websites Multimedia CDs	<p>In print and electronic publications hierarchical headings and subheadings are located on the pages of the text to structure the content and guide the reader to relevant information.</p> <p>Headings provide information about the topic being described in the next large section of text.</p> <p>A subheading provides insight into the main idea of a smaller section of text.</p> <p>Major headings are often included within the Table of Contents/Menu.</p> <p>Headings are used by search engines to locate relevant websites in response to key word searches.</p>

## Check It Out

Buehl, Doug. *Classroom Strategies for Interactive Learning*. International Reading Association, 2001.

Harvey, Stephanie. *Nonfiction Matters: Reading, Writing, and Research in Grades 3–8*. Stenhouse, 1998.

Harvey, Stephanie, and Anne Goudvis. *Strategy Instruction in Action* [videocassette]. Stenhouse Publishing, 2002. 125 minutes.

Harvey, Stephanie, and Anne Goudvis. *Think Non Fiction: Modeling Reading and Research* [videocassette]. Stenhouse Publishing, 2003. 37 minutes.

# Reading Media, Multimedia, and Electronic Texts

Today's literate individual effectively navigates and reads multimedia, web, electronic, and traditional print texts. In the information age, new media and information environments bring new reading demands. Students require explicit instruction to be successful readers of new media texts because new media texts provide information that is formatted in different ways from traditional book resources and contain resource navigation features that are typically not used in books.

Adolescent readers' basic questioning and text problem-solving strategies are often first acquired using traditional book resources. Some students who encounter reading difficulties with traditional book resources can use visual and auditory supports from their media experiences to develop concepts and to gain understanding that can be used to support them as readers of print text.

Unlike many adults, many students' most comfortable information environments are media rich. These media-rich information environments can be used to develop students' success in the traditional print information world that many adults find more comfortable. One goal of reading instruction is to ensure skill transfer from one form (format) of text to another. Text is now defined to include multi-sensory forms of representation as well as print.

Students enter their junior high years with varying degrees of exposure to and familiarity with the print, media, CD, web, and other electronic texts available in our classrooms. Access to technology and thoughtful instruction provides students with options and choices in reading assignments. Information and communications technology integration provides a means by which students can develop and demonstrate achievement of outcomes in English language arts and content area classrooms.

## Software

Software that junior high/middle level students should use regularly in support of reading and responding to text include the following:

- concept mapping software such as Inspiration
- word processing software such as Microsoft Word
- drawing software (to create visual information such as shapes, charts, diagrams)

- photo editing software such as Image Blender, Photoshop Elements, IrFan View
- spreadsheet software (for calculating, displaying data, and creating graphs and charts)
- database software (for collecting and querying data to create patterns of information)
- multimedia presentation software, such as HyperStudio, Media Works, PowerPoint
- Internet software including web browsers, web authoring tools such as Netscape Composer, Front Page, Site Central, Dreamweaver, search engines, and EDnet webmail
- video editing software such as Pinnacle Studio or iMovie

## The Role of Poetry

Poetry is not only for English class. Poetry has been used for centuries as a way to communicate ideas with conviction using figurative language and imagery. Poetry offers great opportunities for discussion and consideration of ideas in subject areas such as social studies, science, and health/personal development and relationships. A poem may be the catalyst for an idea or a concept that is being explored in science. Many of the science, technology, society, and the environment (STSE) outcomes can be introduced through poetry. After reading a poem about sustainability or the fragility of the environment, the student may be better able to describe his/her position on the issue. A great deal of history can be learned through verse. Much of the First Nations culture and experience has been recorded in the form of poetry and can provide insight into the traditional and contemporary lives and beliefs of First Nations people.

Teachers may wish to use the following questions in considering the students' interpretation of the poem and their level of understanding of the topic:

- What are the content-specific concepts that this poem addresses?
- What evidence is there that the student saw a connection between the content of the poem and the topic being studied? (verbally commented on the relationship, made observations that demonstrated a connection, asked questions that showed understanding)
- Was the student able to construct meaning from the text?
- Is the student's interpretation logical or defensible?

- What challenges did the poetic form pose for the student?
- What does the student know now that he or she did not know before?
- Did the poem cause the student to change his or her thinking in any way? What was his/her thinking before? What is it now?

Poetry, as a form of literature, requires its own set of strategies for reading. Because of its roots as an oral art form, poetry is most effective when read aloud. Modelling the reading of poetry and encouraging students to also read poetry aloud helps them to understand and appreciate the rhythm and music, the sound of the language, and the images created by various forms of poetry.

When reading poetry, it is important that teachers provide ample opportunity for students to experience, enjoy, and respond to poetry (especially free verse poetry) rather than dissecting poems and focussing solely on form and technique. Poetry can also be used to gauge students' ability to respond personally and critically to a text. In preparation for writing a response to poetry, students may

- make personal jot notes
- list questions about the poem's content or the poet's stylistic choices
- select a word, phrase, or line that holds personal meaning
- make a quick sketch

Teachers may wish to use the rubric found in Appendix C1 (page 107) for evaluating student's personal responses. Note that responses need not be limited to written responses.

## Assessing Response to Poetry

After examining a student's response to poetry, the following questions may be helpful for teachers to consider:

- What do you notice about this student's response?
- What observations can you make about him or her as a thinker?  
a learner? a reader? a writer?
- What do you consider to be the strengths of this response?
- What aspects of the response could be improved?
- How might the student extend his or her response?
- How can you provide support to this student?
- How might you challenge this student?



# Text Complexity

Many different factors contribute to the complexity of a text. Certainly, the vocabulary included in the text will have an impact on how complex the text is. Sentence structure also influences text complexity. So too does the physical set-up of the page and the extent to which visual supports are offered. In addition to all of these, one of the biggest factors in text complexity is simply the familiarity or sophistication of the content or concept presented. Complex texts are complex for those readers who lack familiarity with the subject matter or the form/genre of the writing. Complex texts may also present a great deal of information in a very short space, often with limited explanation.

For many adolescents the material that they read in their texts books would be considered complex text. For this reason, we must find ways to support these learners and to assist them in navigating their way through the texts and developing an understanding of the material presented.

The following charts identify some features that contribute to the complexity of fiction and non-fiction texts. For the purposes of this resource, features of texts have been provided for each of the stages of reading development as outlined in the English language arts curriculum. Because early, transitional, and fluent are used to describe the developmental stages of reading, this chart provides a link between the reader and the kinds of texts readers at each stage are able to read comfortably. Due to the fact that students may be reading at the fluent stage of development much earlier than grades 7–9, but continue to progress and refine their skills as readers, the fluent stage has been divided into two. For the purposes of this resource, **extended fluent** refers to those readers who are reading at a more advanced level and who are able to process very complex texts.



## Vignette

### Science Literacy

As a science teacher I have paid little attention to reading. It is something that I just expected students would be able to do and if they couldn't, someone else would teach them. After some in-servicing, I have made a conscious effort to take at least 5–10 minutes before assigning anything from the textbook to do a little mini-lesson on reading. This might be as simple as how to use the index or table of contents, setting a purpose for the students, walking them through the page and getting them to notice the headings, discussing the diagrams, or pointing out difficult words and discussing them. While it takes a bit of time it seems to be worth the investment.

~ grade 9 teacher

## Check it Out

Steinberg, Evelyn. *Canadian Writers in Action Handbook*. Gage Learning Corporation, 2003.

To assist teachers in the interpretation of the charts on pages 21–23 the following definitions and examples are provided:

Term	Definition	Example
Simple sentence	A simple sentence has one main clause.	Dave's boat has four sails.
Compound sentence	A compound sentence has two or more main clauses joined by a comma or by a co-ordinating conjunction (and, or, nor, for, but, so, or yet).	Dave's boat has four sails, and the deck is huge.
Complex sentence	A complex sentence has a main clause that can stand alone as a sentence and one or more subordinate clauses.	Dave's boat, which he built himself, has four sails.
High frequency vocabulary	Common vocabulary that is used by most people in everyday language.	Jill likes to walk her dog.
Challenging vocabulary	Challenging words may be difficult for students. Challenging words may include multisyllabic words, those that are unfamiliar, or those that are easily confused.	The explosion caused <b>shards</b> of glass to <b>ricochet</b> off the walls, making it impossible to walk through the building.
Technical vocabulary	Vocabulary that is specific to the topic.	The geologist used a <b>seismograph</b> to determine the intensity of the earthquake at its epicentre.
Assigned dialogue	The speaker(s) in the dialogue are identified by name or pronoun.	George asked his teacher, "What do we have for homework?" "Complete the projects assigned last week," she replied.
Unassigned dialogue	No identification is given within the dialogue. The readers must know who is speaking based on the story line and the use of paragraphing.	"What time are we leaving?" "Soon." "I guess I'd better get my things packed. Do you know where my bathing suit is?"

## Text Features: Information Text

	Later Part of Early	Transitional	Fluent	Extended Fluent
Content, Themes, and Ideas	<ul style="list-style-type: none"> <li>familiar and concrete topics</li> </ul>	<ul style="list-style-type: none"> <li>introduces new concepts</li> <li>covers varied topics</li> <li>elaborates familiar topics</li> <li>connects to prior knowledge</li> <li>introduces topics for information text that go beyond the reader's experience</li> <li>requires more content knowledge</li> <li>expects students to learn about various subjects through reading</li> </ul>	<ul style="list-style-type: none"> <li>introduces complex ideas and themes that may be unfamiliar and require interpretation</li> <li>portrays a range of times in history</li> <li>takes readers to places distant in time and space</li> <li>may deal with mature themes</li> <li>requires readers to connect concepts and themes with political, historical, or environmental information</li> <li>requires readers to make connections with previously read texts</li> <li>covers a wide range of topics and provides specific technical information</li> </ul>	<ul style="list-style-type: none"> <li>introduces ideas that are complex and often beyond the experience of the reader</li> <li>may present theoretical or philosophical positions</li> <li>discusses ideas that are abstract or symbolic</li> <li>requires the reader to draw on prior knowledge and experiences to support understanding</li> <li>covers a wide range of topics</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>few technical words</li> <li>vocabulary explained within the text and illustrated</li> </ul>	<ul style="list-style-type: none"> <li>more challenging words (multisyllabic, unfamiliar, easily confused)</li> <li>more technical words</li> <li>words and technical terms that are explained and illustrated within the text</li> </ul>	<ul style="list-style-type: none"> <li>often uses technical language; however, the terms may not be explained explicitly within the text</li> </ul>	<ul style="list-style-type: none"> <li>uses many technical terms</li> <li>uses technical language without explanation or further support</li> <li>may use words in unconventional or unfamiliar ways</li> <li>may include jargon (specialized language)</li> </ul>
Sentence Complexity	<ul style="list-style-type: none"> <li>mainly simple sentences with some compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>many compound sentences with simple and complex sentences interspersed</li> <li>sentences requiring a full range of punctuation to access meaning</li> </ul>	<ul style="list-style-type: none"> <li>complex sentences and paragraphs that require rapid and fluent reading with attention to automatic assimilation of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>contains a variety of sentence structures</li> <li>uses many complex sentences</li> <li>uses a variety of sentence openings</li> <li>increases complexity through frequent use of phrases and clauses</li> </ul>
Book and Print Features	<ul style="list-style-type: none"> <li>larger print</li> <li>spacing between words and lines</li> <li>sentences beginning at the left margin</li> <li>different concepts on each page/selection</li> <li>clear illustrations on most pages to support understanding</li> <li>basic diagrams with some labels</li> <li>simple charts</li> <li>captions</li> <li>distinctive headings and subheadings</li> <li>use of colour</li> <li>short table of contents</li> </ul>	<ul style="list-style-type: none"> <li>smaller font</li> <li>more print per page, some pages with full print</li> <li>sentences ending in the middle of a line and continuing from one line to the next</li> <li>visual information scattered throughout; many pages having a half-page illustration on every page or every other page</li> <li>illustrations that support the overall meaning but do not always relate directly to the print on the page</li> <li>different concepts on each page/selection</li> <li>index and glossary included more frequently</li> </ul>	<ul style="list-style-type: none"> <li>small font</li> <li>long text</li> <li>sentences often carry over from one page to the next</li> <li>visual information that carries a great deal of meaning and requires interpretations</li> <li>detailed visual information</li> </ul>	<ul style="list-style-type: none"> <li>small font</li> <li>long text with a high level of detail or shorter but complex passages</li> <li>densely arranged text</li> <li>columns commonly used</li> <li>features such as references and footnotes</li> <li>organizational features such as headings and subheadings that may require interpretation</li> <li>complex visual information that extends meaning</li> </ul>

## Text Features: Fiction

	Later Part of Early	Transitional	Fluent	Extended Fluent
Content, Themes, and Ideas	<ul style="list-style-type: none"> <li>often deals with everyday situations</li> </ul>	<ul style="list-style-type: none"> <li>is familiar and within own experience</li> <li>has settings for narrative text that go beyond the reader's experience</li> <li>has characters who encounter everyday experiences and may deal with serious problems/issues</li> </ul>	<ul style="list-style-type: none"> <li>has complex plots</li> <li>may deal with mature topics and themes (certain topics may be too mature for readers despite their ability to read the text accurately)</li> <li>has characters concerned with issues related to growing up, family relationships, and problems of society as they affect youth</li> <li>requires interpretations to understand themes on several levels</li> <li>shows sophisticated humour</li> <li>presents interesting ideas that will be a good foundation for group discussion</li> <li>portrays a range of times in history</li> <li>takes readers to places distant in time and space</li> <li>requires knowledge of political, social, and historical events, as well as problems of different cultural and racial groups</li> <li>requires readers to connect concepts and themes with world knowledge</li> <li>requires readers to make connections with previously read texts</li> <li>requires readers to think critically</li> </ul>	<ul style="list-style-type: none"> <li>highly complex plots</li> <li>has mature topics</li> <li>may have multiple themes requiring interpretation and sophisticated levels of understanding</li> <li>discusses ideas that are abstract, symbolic, or allegorical</li> <li>requires the reader to draw on prior knowledge and experiences to support understanding</li> </ul>
Literary Features	<ul style="list-style-type: none"> <li>few characters and little character development or change</li> <li>simple plot</li> <li>supported by familiar patterns</li> </ul>	<ul style="list-style-type: none"> <li>more sophisticated plot</li> <li>number of characters ranging from one to two characters to multiple</li> <li>more character development and change in response to events in the story</li> <li>memorable and well developed characters</li> <li>opportunities for empathy and suspense</li> <li>introduction of devices such as irony and whimsy</li> </ul>	<ul style="list-style-type: none"> <li>complex ideas</li> <li>detailed description of setting</li> <li>different themes and many characters within a text</li> <li>characters' thoughts and perspectives revealed through dialogue and through the viewpoint of others</li> <li>many and more complex characters with multiple dimensions</li> <li>narratives that have plots and subplots</li> <li>devices such as simile and metaphor that require some background knowledge</li> <li>aspects of the writer's craft that must be noticed for full appreciation</li> <li>literary language and symbolism</li> <li>need for readers to go beyond the literal level of the text to construct the implied meaning</li> </ul>	<ul style="list-style-type: none"> <li>characters that are multidimensional and well developed</li> <li>multiple plots that run parallel, intersecting at points through the story</li> <li>common use of figurative and symbolic language</li> <li>use of literary devices such as foreshadowing and flashback</li> </ul>

## Text Features: Fiction (continued)

<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>many high-frequency words</li> <li>contextual support for challenging words</li> </ul>	<ul style="list-style-type: none"> <li>many challenging words (multisyllabic, unfamiliar, easily confused)</li> <li>new words relating to familiar concepts</li> <li>sophisticated and varied vocabulary, often with contextual support</li> <li>readers expected to form new meanings for known words</li> </ul>	<ul style="list-style-type: none"> <li>more difficult and sophisticated vocabulary, little contextual support</li> <li>some words from languages other than English</li> </ul>	<ul style="list-style-type: none"> <li>frequent use of sophisticated words</li> <li>challenging words that are used without explanation or further support</li> <li>words that may be used in unconventional or unfamiliar ways</li> <li>words with connotations used to influence meaning</li> </ul>
<p><b>Sentence Complexity</b></p>	<ul style="list-style-type: none"> <li>movement from simple sentences to use of more literary language</li> <li>assigned dialogue</li> </ul>	<ul style="list-style-type: none"> <li>many compound sentences with simple and complex sentences interspersed</li> <li>complex sentences that require a full range of punctuation to access meaning</li> <li>movement from assigned dialogue to unassigned dialogue</li> </ul>	<ul style="list-style-type: none"> <li>sentences and paragraphs that are complex and require rapid and fluent reading with attention to automatic assimilation of punctuation</li> <li>frequent use of unassigned dialogue</li> </ul>	<ul style="list-style-type: none"> <li>writing that contains a variety of sentence structures</li> <li>many complex sentences</li> <li>a variety of sentence openings</li> <li>frequent use of phrases and clauses that increases the complexity</li> </ul>
<p><b>Book and Print Features</b></p>	<ul style="list-style-type: none"> <li>larger print</li> <li>short text or chapters</li> <li>limited amount of text per page</li> <li>clear illustrations on most pages to support understanding</li> <li>significant spacing between words and lines</li> <li>sentences that begin at the left margin</li> <li>multiple episodes related to a single plot</li> </ul>	<ul style="list-style-type: none"> <li>smaller font, longer text</li> <li>more print per page, some pages with full print</li> <li>illustrations scattered throughout, usually black and white drawings or photographs</li> <li>less space between words and lines</li> <li>sentences that end in the middle of a line and continue from one line to the next</li> <li>several chapters</li> </ul>	<ul style="list-style-type: none"> <li>small font, long text</li> <li>longer chapters</li> <li>few illustrations to support understanding</li> <li>text that is densely arranged on the page</li> <li>need for the reader to sustain interest and meaning over many days</li> </ul>	<ul style="list-style-type: none"> <li>small font</li> <li>long text</li> <li>densely arranged text</li> <li>chapter titles that are often numerical</li> <li>little use of visual information</li> </ul>



Texts at the Junior High/Middle Level	Instructional Ideas for the Junior High/Middle Level
Readers at the Junior High/Middle Level	Assessment at the Junior High/Middle Level

# Readers at the Junior High/Middle Level

## Range of Readers

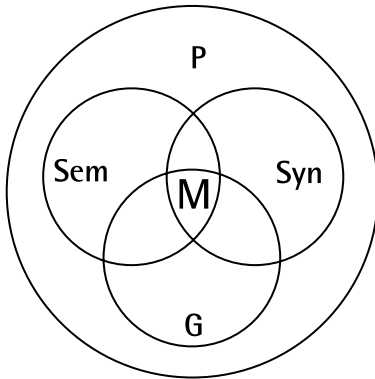
For as many different texts that there are to read, there are as many different readers to read them. Junior high/middle level schools are filled with students whose reading development spans the developmental continuum from one end of the spectrum to the other. The challenge for teachers is to know how to adequately challenge some while providing the level of support needed by others. In addition to providing strong instruction, junior high/middle level teachers must also be adept at assessing students' reading in order to make instructional decisions. For all students there are some basic underlying principles for reading instruction and instruction that involves reading.



- Reading must be *purposeful*, and students must understand the many purposes of reading (pleasure, discovery, vicarious experience).
- Reading must be *meaning-centred*, building on the student's existing language, knowledge, and experience.
- Reading must be *interactive* and should promote thought and the construction of personal meaning.
- Students should be *engaged* in a constant process of hypothesizing, sampling text, and confirming or revising their understandings.
- Reading must be *modelled*, demonstrating strategies and promoting motivation for further reading.
- Reading must be *practised* with a wide range of materials on a daily basis.
- Reading must be *supported* in an environment that encourages risk taking and is safe.

Whether teachers are teaching English language arts or another subject, they must consider the reading requirements and student reading abilities when planning instruction and when assessing student achievement. Regardless of subject area, the principles mentioned above apply. Teachers must ask themselves if the reading that is required of students in their subject areas and the instruction they provide meets these basic principles.

## Cueing Systems



The cueing systems that we use as readers act as the basic building blocks when making meaning from print. While the cueing systems may be the focus of instruction in the elementary years and may be long forgotten by junior high/middle level, they continue to have importance for junior high/middle level teachers. Awareness of the process that readers go through when reading, and the ability to identify the areas in which a student may struggle when attempting to read accurately can be important sources of information when looking for ways to support the student and assist him or her with reading.

The construction of meaning (M) requires the integration of the four cueing systems, or sources of information:

- **Pragmatic (P):** the structure of the texts and the context in which they occur (*What is the reading situation?*)
- **Semantic (Sem):** the knowledge acquired through prior experience and background (*Does it make sense?*) (meaning)
- **Syntactic (Syn):** the knowledge of the structure of language (*Does it sound right?*) (structure)
- **Graphophonic (G):** the knowledge of the relationship between written letters and the sounds of language (*Does it look right?*) (visual)

When decoding the words on a page, students use a variety of in-head strategies, including

- sampling (attending only to those details of print necessary to make predictions and to confirm or revise them)
- predicting (asking themselves as a result of sampling “What would make sense? What would sound right? What does the print suggest?”)
- confirming/self-correcting (continually monitoring reading, looking for confirmation “Did that make sense?” “Did that sound right?” “Did that look right?”)

When readers are uncertain or feel a prediction was not accurate, they require self-correction strategies. These include

- reading on to establish context, then returning to make another prediction
- rereading the entire sentence or paragraph or passage
- sampling more of the print information
- noting more of the letters
- breaking the word into parts



- thinking of a word that starts or ends the same way
- cross checking with visuals
- looking for root words or words within a word

## Prior Knowledge and Experience

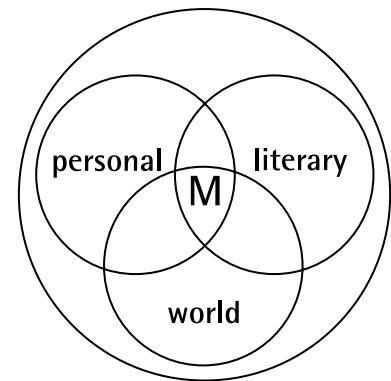
Effectively integrating the cueing systems while reading helps a student to make meaning at the word and sentence level. For junior high/middle level students, perhaps no other aspect of reading has as much impact on their ability to make meaning as their prior knowledge and experience. This element of reading provides the context for the readers and allows them to construct meaning from increasingly sophisticated texts. What a student brings to a text has a great impact on what he or she will take away from it.

Three sets of knowledge that influence meaning construction are

- **personal knowledge and experience:** the sum total of all those experiences that the reader has had
- **literary knowledge and experience:** what the reader knows as a result of past reading experiences, including the way text is structured
- **world knowledge:** what the reader knows about the world at large as a result of conversation, interaction, and exposure to various media and people

When students read they are trying to fit what the author is telling them with what they already know. This process allows them to make connections, ask questions, read between the lines, create pictures in their minds, and build new understandings.

A student who has a telescope at home, has an interest in astronomy and frequently views the night sky, reads about planets, stars and constellations, and watches television or videos about space and space exploration may find reading about the probes and exploration of Mars to be both interesting and meaningful. If the student reads a text about abstract concepts or unfamiliar ideas, places, or people, the process of making meaning will be more challenging. The same student who understood the piece about Mars may not experience the same success if the text is about an unfamiliar topic such as archery. She may be able to read all of the words in the piece about archery but still experience difficulty in understanding some of the terms and vocabulary, recognizing figurative language and its meaning, and developing an overall understanding of the piece. Because there is no prior knowledge,



Assessment in Action: I think It Means ... I Know It Means  
Focus: Vocabulary Development

### Steps

- > Ask students to brainstorm a list of words related to the topic of study.
- > In pairs, have the students generate sentences that explain or demonstrate the meaning of the words based on their current understanding.
- > Following the reading or the unit of study, ask the students to revise their sentences to make them stronger (more precise and detailed).
- > Focus the assessment on the improvement and detail illustrated by the final sentences.

### Adaptation

Provide the students with the list of words or generate the initial sentences as a whole group.

## Check It Out

Allen, Janet. *Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4–12*. Stenhouse, 2000.

Atlantic Canada English Language Arts Curriculum: Grades 7–9, 1998, p. 107.

Calkins, Lucy. *The Art of Teaching Reading*. Addison Wesley, 2001.

Tovani, Cris. *I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse, 2000.

it is difficult for her to develop new ideas or to know when perceptions are flawed and should be questioned.

Teachers can help students draw on their personal knowledge and experience, recognizing the diversity of knowledge and experience that each student brings to a text. Teachers can design instruction that activates and broadens students' literary knowledge and experiences and enriches the world knowledge that a student brings to a text.

Students' prior knowledge and experiences will never be the same. However, this range and diversity of knowledge and experience add to the richness of discussions. Sharing of texts can offer unique insights and alternative perspectives.

## The Stages of Reading Development

All learning occurs in stages; reading is no exception. The stages of reading development as outlined in the Atlantic Canada English Language Arts curriculum guides are described as emergent, early, transitional, and fluent. All readers will progress through these stages, but each will go at his or her own pace and time. Simply because a student is in grade 7 does not necessarily mean that he or she will be reading at the same level as other students in his or her class. This is important to recognize, as it may have an impact on the student's success in many subject areas.

Learning to read is a developmental process just like learning to speak or learning to walk. It is important to recognize that individual students will vary in the manner and the rate at which they progress through the developmental stages. There are, however, similarities in the ways in which students grow as readers. Because reading is developmental, it improves over time. With practice, students continually expand their repertoire of concepts, skills, and strategies, and the reading process becomes more and more sophisticated. It is a continuous and lifelong undertaking.

### Emergent

Readers at the emergent stage understand that print and visual text convey a message or a story. These readers use pictures to predict the text, and they role-play reading, relying on memory to reread familiar stories. Emergent readers are also beginning to recognize that text has directionality and are able to recognize some words in various contexts.

They are beginning to predict unknown words using visual information and meaning. Emergent readers are also able to discuss what is happening in a text as well as what is likely to happen.

## Early

Readers at the early stage of reading development are knowledgeable about most print conventions. They will use context and letter sound cues to make approximations, will take risks, and frequently are able to self-correct. Early readers will read familiar texts with confidence. They are able to make personal connections and are beginning to question and comment on text.

## Transitional

Readers at the transitional stage of development are characterized by a growing sense of independence in selecting text, identifying purpose, and making meaning of print through a growing repertoire of strategies. Transitional readers read longer pieces of text that are not necessarily supported by illustrations and are able to make inferences from words and illustrations. These readers are able to respond personally and are developing the ability to respond critically and aesthetically.

## Fluent

Readers at the fluent stage of reading development continue to do all of the above and, in addition, automatically integrate all cueing systems, have developed an extensive vocabulary, when confronted with unfamiliar text are resourceful at constructing meaning, and will select and respond personally, critically, and aesthetically to a wider variety of textual materials.

## Extended Fluent

Extended fluent is not a stage of reading development outlined in any of the curriculum guides. There are however, many students who have been reading at the fluent stage of development for some time and continue to progress and refine their skills as readers. For the purposes of this resource the fluent stage has been divided into two stages. Extended fluent refers to those readers who are reading at a more advanced level and who are able to process very complex texts. It recognizes those readers who are able to read very sophisticated texts

with a high degree of proficiency. These readers typically read often and deeply in areas of interest. They also have a wide repertoire of skills that they use flexibly and intuitively. They are thoughtful and reflective about the text that they read and are able to employ a range of strategies in the event that they get stuck or meaning breaks down. These readers are also able to read critically, evaluating what they have read and challenging the assumptions or position of the author.

At the grades 7–9 level, it is most common to have students who exhibit characteristics of the transitional, fluent, and extended fluent stages of reading development. It is, however, possible to have students in these classrooms whose reading development more closely resembles the early stage. One goal of instruction would be to help students move beyond the early and transitional stages to the fluent or extended fluent stages. Ultimately, it is our goal to support junior high/middle level students in developing the skills necessary to become fluent readers.

**Note:** At the grades 7–9 level, students reading at the emergent level should have an IPP. There may be a very few students at the early stage, while most students should be exhibiting characteristics of transitional, fluent, and extended fluent stages.

	P	1	2	3	4	5	6	7	8	9
Emergent										
Early										
Transitional										
Fluent										

## Stages of Reading Development

Later Part of Early	Transitional	Fluent	Extended Fluent
<ul style="list-style-type: none"> <li>• can identify and discuss many different kinds of text (letters, stories, lists, newspaper and magazine articles, information text)</li> <li>• reads familiar text confidently</li> <li>• generally slow and deliberate when reading unfamiliar text (fluency deteriorates when focus is on decoding)</li> <li>• relies heavily on initial letters and sounds</li> <li>• is beginning to develop new strategies for word solving</li> <li>• uses visual support to check meaning</li> <li>• can connect personal experiences to the text</li> <li>• is beginning to comment on and question text</li> </ul>	<ul style="list-style-type: none"> <li>• can adapt reading to the type of text and the purpose for reading</li> <li>• recognizes basic text structures and uses features of texts to construct meaning</li> <li>• is able to integrate a variety of reading strategies (makes predictions and substantiates them, self-corrects, rereads to clarify meaning, reads on when encountering difficult text, slows down, substitutes familiar words, uses knowledge of print conventions)</li> <li>• reads aloud with expression, respecting the punctuation of the text, has a wider range of sight vocabulary including more challenging and technical vocabulary</li> <li>• is able to make connections (text to self, text to text, and text to world)</li> <li>• can retell and discuss own interpretations of text, providing supporting details</li> <li>• can make inferences from text (goes beyond the surface meaning)</li> <li>• responds personally to text</li> <li>• is beginning to respond critically to text</li> </ul>	<ul style="list-style-type: none"> <li>• understands that reading is purposeful</li> <li>• uses a range of strategies automatically</li> <li>• recognizes and understands the features and elements of various text types and uses these to construct meaning</li> <li>• independently uses knowledge of text structures to construct meaning</li> <li>• reads fluently with appropriate phrasing, expression, and rate</li> <li>• has extensive vocabulary, both general and technical</li> <li>• uses sophisticated word identification strategies for unknown words (word families, word structure, word origin)</li> <li>• automatically makes connections to extend meaning (text to self, text to text, and text to world)</li> <li>• can construct meaning from text that is abstract and beyond personal experience</li> <li>• makes inferences and judgments based on information that is drawn from the text</li> <li>• responds personally and critically to the content, messages, and construction of text</li> </ul>	<ul style="list-style-type: none"> <li>• reads a wide range of texts for many purposes</li> <li>• is able to read and understand very complex text</li> <li>• has extensive vocabulary</li> <li>• extends comprehension through attention to print features and structures</li> <li>• automatically uses a variety of strategies to construct meaning</li> <li>• reads with a critical perspective</li> <li>• reads with a high degree of fluency (even texts that are unfamiliar or technical)</li> <li>• synthesizes information from a variety of sources</li> </ul>

## Check it Out

Atlantic Canada English Language Arts Curriculum: Grades 7–9, 1998.

Beers, Kylene. *When Kids Can't Read: What Teachers Can Do*. Heinemann, 2003.

Harvey, Stephanie, and Ann Goudavis. *Strategies That Work*. Stenhouse, 2001.

Tovani, Cris. *I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse, 2000.

Tovani, Cris. *Do I Really Have to Teach Reading?* Stenhouse, 2004.

Keene, Ellin Oliver, and Susan Zimmerman. *Mosaic of Thought*. Heinemann, 1997.

Strickland, Dorothy. *Supporting Struggling Readers and Writers*. Stenhouse, 2002.

Wilhelm, Jeffrey. *Strategic Reading: Guiding Students to Lifelong Literacy 6–12*. Heinemann, 2001.

# Reading Skills and Strategies

Ask any junior high/middle level teacher what reading skills and strategies are important, and they will surely be able to give you a long list of things that they would like students to be able to do. While this list might differ slightly from teacher to teacher, teachers of content areas such as math, science, social studies and health/PDR, as well as English language arts teachers, can all identify reading skills and strategies that are necessary in their subject areas. This resource will highlight six key reading skills that are important for junior high/middle level learners.

The word **skills** and the word **strategies** are very common in education today. The distinction between these two terms and what they represent to teachers is often unclear. It is important that these related yet distinct concepts be clarified.

In her book *When Kids Can't Read: What Teachers Can Do*, Kylene Beers describes a skill as those things you want to be able to do, and strategies as the things that allow you to complete the skill. Kylene says, "A skill is the end product of a lot of practice. Getting to that skill, you might need a strategy. The strategy takes you to the skill. The reading skill is the product while the strategy is the process." (Beers, 2003)

In reading, the distinction between skill and strategy is often a fine one. Many things that we describe as skills (products) are also strategies (the process). It is important to remember that strategies are dynamic and are the thinking that we want students to use to successfully construct meaning. For example, locating information is a desired reading skill. To achieve this skill students may use a variety of strategies, including using a table of contents or an index to identify a starting point, scanning text, coding text, or using a search engine on the World Wide Web.

## Six Skills and the Strategies that Support Them

Following is a list of reading skills important for junior high/middle level students. Each of these skills has an impact on the others. While we may be able to describe them individually, they are not isolated and separate from each other. A student who struggles with accuracy and cannot read the words on the page will not read the text fluently, as he/she will stumble over unfamiliar words and will likely have more difficulty comprehending what was read. This intersection of skills is important for learners to recognize. It is also necessary that teachers see this intersection from an instructional point of view. Those skills that have typically been viewed as the responsibility of the English language arts teacher also have an impact on learning in content area classrooms.



The chart on the next page identifies the following six skills and the strategies that support them:

- navigate text
- comprehend and develop concepts from print
- use fix-up strategies effectively
- read with accuracy
- read with fluency
- respond personally and critically

It is important to recognize that this is only a partial list of skills and supporting strategies. Further explanation of each is provided following the chart.

Skill	What This Means	Strategies to Support
Navigate Text	<ul style="list-style-type: none"> <li>• Find your way around the text</li> <li>• Locate what you are looking for</li> <li>• Make sense of what is being read</li> </ul>	<ul style="list-style-type: none"> <li>• Use organizational features</li> <li>• Use visual features</li> <li>• Use print features</li> <li>• Scan text</li> <li>• Code text</li> </ul>
Comprehend and Develop Concepts from Print	<ul style="list-style-type: none"> <li>• Make meaning from what is read and viewed</li> <li>• Use construction strategies to build meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Predict</li> <li>• Connect</li> <li>• Question</li> <li>• Determine importance</li> <li>• Visualize</li> <li>• Infer</li> <li>• Analyse</li> <li>• Synthesize</li> <li>• Evaluate the text critically</li> </ul>
Use Fix-up Strategies Effectively	<ul style="list-style-type: none"> <li>• Keep the reading going</li> <li>• Repair meaning when it breaks down</li> <li>• Use maintenance strategies to build meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Sample/Gather</li> <li>• Predict</li> <li>• Monitor</li> <li>• Self-correct</li> <li>• Word solve</li> <li>• Confirm</li> <li>• Slow down reading</li> <li>• Read on</li> <li>• Re-read</li> <li>• Ask for help</li> <li>• Use visual or contextual cues</li> </ul>
Read with Accuracy	<ul style="list-style-type: none"> <li>• Ability to read the words that are printed on the page as the author intended them</li> </ul>	<ul style="list-style-type: none"> <li>• Sample/Gather from all sources of information</li> <li>• Predict</li> <li>• Monitor</li> <li>• Confirm</li> <li>• Self-correct</li> </ul>
Read with Fluency	<ul style="list-style-type: none"> <li>• Ability to read the text in a manner that sounds like spoken language.</li> <li>• Use appropriate expression</li> <li>• Use appropriate phrasing</li> <li>• Read at a rate that is suitable to the text</li> </ul>	<ul style="list-style-type: none"> <li>• Observe punctuation</li> <li>• Scan ahead</li> <li>• Slow down reading</li> <li>• Speed up reading</li> </ul>
Respond Personally and Critically	<ul style="list-style-type: none"> <li>• Express a personal reaction or opinion of the text</li> <li>• Analyse the construction of the text as well as the direct or implied messages</li> </ul>	<ul style="list-style-type: none"> <li>• Predict</li> <li>• Make connections</li> <li>• Question</li> <li>• Determine importance</li> <li>• Infer</li> <li>• Analyse</li> <li>• Synthesize</li> </ul>



## Navigate Text

Navigating text means being able to find your way around the text in a way that allows you to locate what you are looking for and make sense of what is being read. Central to this is understanding the structure and features of text and being able to use this information to support comprehension.

Navigating text strategies include

- Using organizational features: The reader is able to identify starting points and a plan for reading using the table of contents, index, glossary, titles, headings, and subheadings.
- Using visual features: The reader is able to use charts, diagrams, photos, graphs, maps, etc., to gather information about the topic, better understand the organization of the text, and locate information.
- Using print features: The reader uses bold print, font size and style, and colour to locate key information.
- Scanning text: The reader uses organizational, visual, and print features to get an overall picture of the text.
- Coding text: The reader records notes (margin notes, Post-it notes) about the text that are helpful when rereading or discussing the text

## Comprehend and Develop Concepts from Print

Comprehension and concept development are about making meaning from what is read. Comprehension is a complex skill that requires the use of many different strategies. It involves constructing meaning as a transactional process between the reader, the text, and the context (Rosenblatt, 1978). Comprehension and concept development requires the reader to use construction strategies to build meaning.

Constructing-meaning strategies include

- Making connections: The reader is able to recognize relationships that exist between the text and other experiences. These connections support the reading by linking the reader's prior knowledge and experience to the reading situation. Connections include
  - text-to-self: connections between the text and the reader's own life
  - text-to-text: connections between the text and other texts that have been previously read or viewed
  - text-to-world: connections between the text and larger world issues

### Steps

- > Gather a small group of students whose ability to ask questions and seek answers you wish to assess.
- > Prior to reading a text, discuss with the students what they already know about the topic.
- > Ask each student to pose one question that they wonder about. Record these on a group chart.
- > Have each student read the text and attempt to answer his or her question.
- > Following the reading, have the student describe what they learned in relation to their questions.
- > Record this information beside the corresponding question.

### Adaptation

Have students complete the above process independently using a K-W-L chart.

### Steps

- > Ask students to relax and close their eyes while you read aloud a piece of text that is rich with visual images.
- > Provide each student with a personal copy of the text.
- > Have each student underline or circle the words or phrases that helped create the strongest visual.
- > Compile a group list of strong visual words and phrases.
- > Examine the list and look at the kinds of words selected (likely verbs and adjectives).
- > Encourage students to use language that creates strong visuals in their own writing.

### Adaptation

Alter a strong visual piece by eliminating and changing words and phrases. Have students read both versions and discuss the differences and the impact of the changes.

- **Questioning:** The reader poses questions about the text, its content, and its construction in order to enhance understanding. The reader asks questions before reading, during the reading, and after the reading.
- **Determining importance:** The reader is able to identify central ideas and select key points.
- **Visualizing:** During the reading, the reader is able to create images pertaining to the text in his or her head .
- **Inferring:** The reader is able to construct meaning from the text by reasoning about known facts or evidence that may be implied, but not directly stated, by the author. Inferring is often described as the ability to “read between the lines.”
- **Analysing:** The reader is able to examine the text, its construction, ideas, and content in order to develop a greater understanding and appreciation of what was written and how it was written.
- **Synthesizing:** The reader is able to combine information from a variety of sources (personal, world, literary knowledge) to construct new understandings about the topic or text.

See Appendix A1 (page 93) for strategy bookmark.

### Use Fix-up Strategies Effectively

In reading we often talk about fix-up strategies as those that help keep the reading going or those that are necessary to repair meaning when something breaks down. To use an analogy, these are maintenance strategies. Successful readers must use all of these strategies effectively.

Maintaining reading strategies include

- **Sampling/Gathering:** Readers are able to select pertinent information from the text to support reading and meaning making.
- **Predicting:** Readers have expectations about the text before reading and during the reading regarding the content and style.
- **Monitoring:** Readers can check on reading and can identify when any one of the cueing systems or meaning is breaking down. They know if the text is too difficult and can decide on a fix-up strategy when needed.
- **Self-correcting:** Readers recognize errors or a break-down in meaning and make adjustments or corrections.
- **Word solving:** Readers use a number of strategies to understand the meaning of unfamiliar words (strategies may include looking for words within a word, common rimes, word meanings/origins).
- **Confirming:** Readers are able to confirm earlier predictions.

- Slow down reading
- Read on
- Reread
- Ask for help
- Use visual or contextual cues

See Appendix A1 (page 93) for strategy bookmark.

## Read with Accuracy

Reading with accuracy means being able to read the words as the author intended them. Reading with accuracy involves a number of strategies:

- Sampling/Gathering: Readers are able to select pertinent information from the text to support reading and meaning making.
- Making predictions: Readers consider what would make sense, be suitable given the context, and look right given the sound symbol relationship.
- Confirming: Readers are able to confirm earlier predictions.
- Self-correcting: Readers recognize errors or a break-down in meaning and make adjustments or corrections.
- Monitoring: Readers can check on reading and can identify when meaning is breaking down. They know if the text is too difficult and can decide on a fix-up strategy when needed.

## Read with Fluency

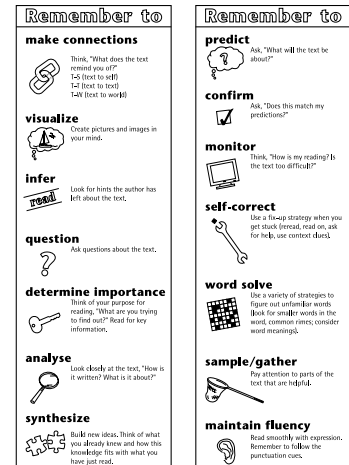
Reading with fluency means that students are able to read the text in a manner that sounds like spoken language. When reading they have appropriate expression and phrasing, and the rate at which they are reading is also suitable. Fluency requires readers to adjust their rate and expression to suit the text and the degree of difficulty.

See Appendix C2 (page 108) for a rubric that can be used to assess fluency.

## Respond Personally and Critically

The ability to respond personally and critically to text is a key outcome for students. Personal response involves expressing an opinion or a reaction to what has been read and supporting that with evidence from the text or from one's own experience. Critical response is more complex. It involves the student being able to examine the text, its messages, construction, and positions.

See Appendices C1 and C6 (pages 107, 112) for a rubric to assess response.





Texts at the Junior High/Middle Level	Instructional Ideas for the Junior High/Middle Level
Readers at the Junior High/Middle Level	Assessment at the Junior High/Middle Level

# Assessment at the Junior High/Middle Level

## The Importance of Assessment

*Assessment and evaluation are essential components of teaching and reading.*

**Assessment** is the systematic process of gathering information on student learning.

**Evaluation** is the process of analysing, reflecting upon, and summarizing assessment information and making judgments and or decisions based on the information collected.

Assessment information is important for many reasons:

- It helps students understand where their strengths and needs are so they can continue to learn and grow.
- It can be used by teachers to make decisions about instruction.
- It is necessary in order to provide parents/guardians with a clear picture of the student’s learning and progress.
- It is essential in communication with other educators who share responsibility for a student’s learning.

## Principles of Assessment and Evaluation

There are many ways to effectively collect information on a student’s learning. What is important is that one’s overall approach to assessment reflects the following principles of assessment and evaluation:

- The primary purpose of assessment and evaluation is to inform teaching and to promote and encourage learning.
- Assessment and evaluation must be an ongoing and integral part of the teaching/learning process. It is one continuous cycle consisting of collecting data, interpreting data, providing feedback to students, and making instructional decisions.

### Check It Out

*Atlantic Canada English Language Arts Curriculum: Grades 7–9, 1998.*

*Foundation for the Atlantic Canada English Language Arts Curriculum, 1996.*

*Johnson, Peter H. Knowing Literacy, Constructive Literacy Assessment. Stenhouse. 1997.*

*Davies, Anne. Making Classroom Assessment Work. Connections Publishing. 2000.*



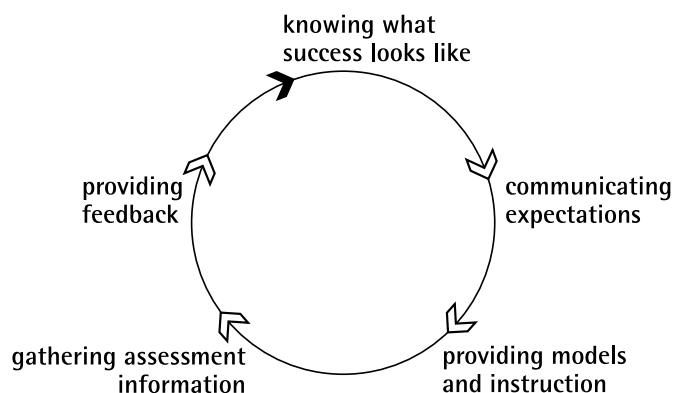
- Assessment and evaluation must be consistent with beliefs about curriculum and classroom practices.
- Assessment and evaluation processes involve the use of multiple sources of information collected in a variety of contexts. In order to make decisions about any aspect of a student’s learning, the teacher gathers evidence of that learning at different times, in different contexts, and in different ways.
- Assessment and evaluation processes recognize learners as active partners in their own learning. Students are encouraged to reflect on their own growth, considering progress, strengths and needs, and goals.

The assessment tools provided in this resource are intended for use by all junior high/middle level teachers. A general explanation has been provided for each assessment tool and specific examples have been provided to highlight the various subject areas.

## Linking Assessment and Instruction

The relationship between assessment and instruction is one of a recurring cycle. Included in this cycle is

- knowing what success looks like
- communicating our expectations with students so they know what success looks like
- providing strong models and quality instruction to further clarify and support our expectations for success
- gathering assessment information in a way that reflects the principles of assessment
- providing useful feedback to students about their learning and to support future learning



In all of our assessments we need to look closely at the kind of information that we are collecting as well as the kind of information that we are sharing. If one purpose of assessment is to support the student so he or she can continue to improve, then the information we collect must clearly demonstrate where the student is at this point in time and where he or she has come from. Just as important is the information that we give back to students. This information must clearly tell the student how he or she has been successful and what the next step is.

In her book *Making Classroom Assessment Work*, Anne Davies talks of the two kinds of feedback we give to students. “Descriptive feedback tells the student what he or she has done well and what they need to work on ... Evaluative feedback tells the student how he or she has done compared to others (norm-referenced), or compared to a standard (criterion referenced).” (Davies, 2000)

It seems clear that while evaluative feedback is often the more common type of feedback and has some benefit, it is descriptive feedback that will ultimately make the difference for the student as a learner. Telling a student that his or her lead sentence is strong but the sequencing of ideas in the remainder of the paragraph needs work, and that he or she should vary his or her use of linking or transitional phrases, provides considerably more information than does an evaluative grade of 70%.

## Vignette

### Ongoing Observation of Students

When I'm teaching, I carry two things with me at all times, a pen and a pad of Post-it notes. I use the Post-it notes to record observations about students. When I see something, I simply record the student's name and make a note of what they did well or an area where they need support. Sometimes I ask the student to make a note. Each of these notes is transferred to a page in my binder where I record all my assessment information. This binder is divided into three sections using dividers. At the front of the binder are my class lists with grades and assignment marks. The middle section is where my observations are kept. Each student has a page where I make notes and put the Post-its. The final section is where I keep my action list—things I need to do for assessment or instruction.

~ grade 7 teacher

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Teacher Notes

# Ways to Assess Reading and Learning

Assessment Strategy	What is Being Assessed	How to Assess	Use as Appropriate for Content Area and English Language Arts
Observation	<ul style="list-style-type: none"> <li>attitude</li> <li>strategy use</li> <li>work ethic</li> <li>interest and engagement</li> </ul>	<ul style="list-style-type: none"> <li>anecdotal records</li> </ul>	✓
		<ul style="list-style-type: none"> <li>checklists</li> </ul>	✓
		<ul style="list-style-type: none"> <li>rubrics</li> </ul>	✓
Conferences	<ul style="list-style-type: none"> <li>comprehension and concept development</li> <li>strategy use</li> <li>oral reading (accuracy, fluency)</li> <li>attitudes</li> <li>interests</li> </ul>	<ul style="list-style-type: none"> <li>retelling</li> </ul>	✓
		<ul style="list-style-type: none"> <li>questioning (multi-level)</li> </ul>	✓
		<ul style="list-style-type: none"> <li>anecdotal records</li> </ul>	✓
		<ul style="list-style-type: none"> <li>checklists</li> </ul>	✓
Work Samples	<ul style="list-style-type: none"> <li>comprehension and concept development</li> <li>strategy use</li> <li>skill development</li> <li>growth/improvement</li> <li>range and amount of reading</li> <li>response to text (visual, written, oral, dramatic)</li> </ul>	<ul style="list-style-type: none"> <li>assignments</li> </ul>	✓
		<ul style="list-style-type: none"> <li>projects</li> </ul>	✓
		<ul style="list-style-type: none"> <li>learning logs</li> </ul>	✓
		<ul style="list-style-type: none"> <li>graphic organizers</li> </ul>	✓
		<ul style="list-style-type: none"> <li>visual representation</li> </ul>	✓
		<ul style="list-style-type: none"> <li>reading logs</li> </ul>	English language arts only
		<ul style="list-style-type: none"> <li>retellings</li> </ul>	✓
		<ul style="list-style-type: none"> <li>response</li> </ul>	✓
		<ul style="list-style-type: none"> <li>rubric</li> </ul>	✓
		<ul style="list-style-type: none"> <li>portfolios</li> </ul>	✓
		<ul style="list-style-type: none"> <li>audio/video recordings</li> </ul>	✓
Performance Assessment	<ul style="list-style-type: none"> <li>comprehension and concept development</li> <li>strategy use</li> <li>oral reading (accuracy, fluency)</li> </ul>	<ul style="list-style-type: none"> <li>performance tasks</li> </ul>	✓
		<ul style="list-style-type: none"> <li>oral reading record/modified miscue</li> </ul>	English language arts only
		<ul style="list-style-type: none"> <li>checklists</li> </ul>	✓
		<ul style="list-style-type: none"> <li>rubrics</li> </ul>	✓
Quizzes, Tests, and Examinations	<ul style="list-style-type: none"> <li>comprehension and concept development</li> <li>strategy use</li> </ul>	<ul style="list-style-type: none"> <li>quiz, test, exam</li> </ul>	✓
		<ul style="list-style-type: none"> <li>process exam</li> </ul>	✓
Self- or Peer Assessment	<ul style="list-style-type: none"> <li>group work</li> <li>discussion</li> <li>strategy use</li> <li>attitude</li> <li>interests</li> <li>reflection on growth over time</li> </ul>	<ul style="list-style-type: none"> <li>checklists</li> </ul>	✓
		<ul style="list-style-type: none"> <li>rubrics</li> </ul>	✓
		<ul style="list-style-type: none"> <li>surveys and inventories</li> </ul>	✓
		<ul style="list-style-type: none"> <li>open-ended questions</li> </ul>	✓



# Observation

Observation is one of the most powerful assessment tools available to teachers. Systematic observation is the careful consideration and analysis of students' behaviour and performance based on a broad range of contexts. Through observation, teachers can consider what students think, know, and can do, as they engage in classroom activities that require them to demonstrate their use of language. Observation can provide information about students'

- thinking processes
- work habits
- participation in class or group experiences
- attitudes towards reading and learning
- specific areas of strength and need
- use of time

There are two kinds of observation:

- ongoing (informal): where a teacher notes something that was said or done by a student relevant to his or her development of skills and knowledge
- pre-planned (formal): where the teacher plans the time to observe, who will be observed, and the focus of the observation

A variety of record-keeping systems may be used for organizing observations, including anecdotal records or checklists. It is also helpful to supplement written observations with audio or videotapes of students engaged in reading experiences.

See Appendices B1, B3, B4, and B5 (pages 99, 101–103).



## Vignette

Each term I try to record anecdotal notes about every student. I keep a binder with one page for each student. At the top I have a basic checklist of things that I expect them to do as readers. The bottom is divided into two columns. On the left I make notes about their strengths and needs. On the right I identify 1 or 2 areas to focus my instruction with this student. When planning my mini-lessons I make note of which students I need to pay greater attention to.

~ grade 8 teacher

# Anecdotal Records

Anecdotal records are short narrative descriptions of observations made while students are engaged in authentic learning experiences. Reading workshops, collaborative group work, and conferences are all occasions when anecdotal notes may be recorded. Teachers have many different ways of organizing the information they observe. Some strategies include

- keeping a binder with one page per student
- recording notes on sticky notes that are placed in the binder at the end of the day

- recording observations on index cards that are stored in a recipe box, with a section for each student
- using templates for recording and organizing observations
- using a clipboard to hold sheets for recording observations that day; transferring these sheets at the end of the day
- using a separate sheet for each student
- using sheets that are divided into spaces for each student in the class

While it is important that teachers take the time necessary to gather relevant information and record anecdotal notes, it is essential that teachers also reflect on these notes. Through reflection, a teacher is able to analyse anecdotal records, make inferences, and identify patterns of strength and need in learning and teaching.

See Appendices B3, B4, and B5 (pages 101–103).

## Checklists

Checklists are useful as an organizational device to focus observations and to clarify thinking about what behaviours are indicative of successful learning. Checklists also help to ensure consistency from one observation to the next. When students are involved in the development and use of checklists, they learn what is valued in a particular learning context and take ownership of their learning.

Checklists may be used to record information about

- specific skills related to the content area
- specific reading skills/strategies
- a student’s reading and viewing interests
- individual group work habits

In addition to providing information about student learning, checklists can also provide useful information about the strengths and weaknesses of the instructional program and areas for future focus.

See Appendix B1 (page 99).

# Rubrics

Rubrics are useful tools for both teachers and students. A rubric is a carefully designed scale that identifies the essential criteria for evaluation and provides a gradient of descriptors for each criterion. Rubrics are helpful in identifying expectations or standards prior to the learning situation and are also helpful for evaluation purposes.

When developing a rubric, first decide on the criteria that are essential. If you are building a rubric to assess a student’s reading fluency, decide upon the main aspects of oral reading. These are the criteria. In this case, expression, phrasing, and rate of reading could be your criteria. Next you must decide on the scale that you will use. Often people use a four- or five-point scale, where 0 or 1 usually represents the lowest level of achievement and 4 or 5 the highest. The final step is to decide upon your expectations. What does success look like? This involves considering how success looks at each of the stages. Below is a rubric that can be used to assess fluency.

## Check It Out

**Davies, Anne.** *Making Classroom Assessment Work.* Connections Publishing, 2000.

**Gregory, Kathleen, Caren Cameron, and Anne Davies.** *Setting and Using Criteria.* Connections Publishing, 1997.

See Appendix C2 for a blank rubric template (page 108).

## Fluency Rubric

		Difficult	Instructional		Independent
		1	2	3	4
Fluency	Expression	Little expression, monotone	Some expression that conveys meaning	Emphasizing key phrases and words at time	Emphasizing key phrases and words most or all of the time
	Phrasing	Short phrases	Longer word phrases some of the time	Longer, meaningful phrases most of the time	Consistently longer, meaningful phrases
	Rate	Slow with long pauses and repetitions	Moderate with some pauses and repetitions or very fast	Adequate with a few pauses and/or repetitions or too fast in a few places	Rate is smooth and appropriate for the text

## Conferences

### Steps

- > Meet in a quiet area of the room with the student.
- > Have the student bring his or her current book, response journal, and reading log.
- > Ask the student to read a passage from his or her book. Listen for the 3 elements of fluency (expression, phrasing, and rate). See p. 45. (Provide students with tabs that they can use prior to the conference to identify the section to be read.)
- > Have the student share his or her 2 best journal entries and give reasons for choosing them. (Again have the student use tabs to identify two selections prior to the conference.)
- > Review the student's reading log and discuss his or her book choices. Together set a goal for the student to read a book from 1 new genre.

### Adaptation

Choose other areas as the focus for the conference. Have the student read 1 unseen passage and make note of accuracy (reading record). Ask the student, Pick out 2 things you feel you did well. In discussion look for evidence of 3 constructing meaning strategies (e.g., connecting, questioning, inferring).



One-to-one conferences allow teachers to gain some of the most valuable information about their students as thinkers and as readers. During this time teachers have the opportunity to talk with students about their reading, the strategies they use, and the success they are experiencing, as well as any difficulties they encounter. Conferences can also focus on student interests and attitudes towards reading and can be used to identify goals or actions for future instruction.

A conference should feel like a conversation or discussion between teacher and student. Discussion during a conference may involve talk about some of the following:

- conceptual understanding of topics being studied
- kinds of texts read
- personal reaction to impressions of these texts
- feeling towards reading in general
- reading strategies used
- problems or areas of difficulty
- future book choices
- connections to self, other texts, the world at large
- questions that emerge from texts
- observations about text features and text organization
- observations about the author's purpose for writing, style of writing, use of language
- audience
- level of understanding with regard to the content/information presented in the book
- awareness of fictional elements such as character, setting, plot, point of view

Effective questioning allows teachers to gauge what a student knows and what the student needs to learn. Questions that are open-ended and that encourage thought provide students with the opportunity to demonstrate their ability to

- organize and interpret information
- make connections
- make inferences
- clarify and express their own thinking
- understand concepts

- make generalizations
- demonstrate creativity/originality
- question

In addition to teacher-directed questions, students need encouragement and support in generating and discussing their own questions.

Questioning skills can be effectively developed through teacher modelling during conferences and instruction.

Effective management is required in order to have regular conferences with students. Some things to consider when planning conferences are

- With whom will you confer? Individuals or small groups?
- How often will you confer with each student during each reporting period?
- How will students know when it is their turn? Will there be a set schedule or will students sign up based on need?
- How long will each conference last?
- What will be the focus for each conference? What do you want to learn or find out?
- What will the other students be doing while you are conferencing?
- How will you arrange the room to allow for discussion that is focussed but not disruptive to others?
- How will you record your observations and the data collected?

Conferring is one of many assessment strategies that looks different at different grade levels. Two of the biggest factors in deciding how conferences will work are the number of students a teacher teaches and the length of time the teacher has these students for instruction. Class size and length of period are two important considerations when considering conferences. It is easy to understand the challenges that a junior/middle level teacher faces with regard to conferencing given that he/she may have between 60 and 120 students to teach and a limited time in which to teach them. It is essential, however, that junior high/middle level teachers find the time to meet and talk with students. These opportunities allow teachers to better understand the learning that has occurred, the skills that students have developed, the strategies students are using, and the areas that require greater support. Conferences also personalize the assessment experience—something that adolescent learners benefit from.

**Assessment in Action: Super 6**  
Focus: Questioning, Comprehension, Response

**Steps**

- > Record 6 questions on an index card. Ensure that the questions are generic but of high quality (ie. Describe the part of the book that you found to be most interesting. Compare one of the characters to someone you know. How are they alike or different?)
- > Use the questions to begin a conference or discussion with a student about a book
- > Following a book talk by a student, pose one or two of the Super 6 questions. Perhaps encourage another student to select the questions to ask.

**Adaptation**

Have students develop their own lists of super 6 questions for books they have read. Questions can be shared and discussed in small group book clubs of students who have read the same book.

While a conference may be a challenge to arrange, here are some general guidelines:

- **Frequency:** It is important that teachers meet with students, discuss their learning, and listen to them read on a regular basis. While teachers may not meet with all students an equal number of times, it is important that during each reporting period there is the opportunity to meet with each student. There will be other students with whom it is necessary to meet more often, depending on the level of support required.
- **Duration:** Just as the frequency of a conference varies from student to student, the length or duration of the conference will also vary. With some students it may be necessary to meet for only 5 minutes to accurately assess where they are as readers or to better understand the appropriateness of their book selections, or the degree of accuracy, fluency, and comprehension exhibited in their reading. For other students the time required may be closer to 15–20 minutes, depending on the depth and focus of the conference.
- **Who:** Teachers need to confer with all students, not just those who are struggling. It is possible, however, to organize conferences with pairs, small groups, or with individuals. As well, some conferences may have a more formal feel, while others may feel as if you are simply touching base.
- **Focus:** The focus of a conference will also vary from student to student. Ultimately, teachers need to understand and be able to support students with their reading and processing of text, fluency, comprehension, selection of text for independent reading, strategy use, attitudes and interests, and response to text. While it would be difficult to address each of these areas in a single conference, it is possible to gain insight over time and through a variety of assessments.

Teachers may find the use of checklists, questions, and guides helpful in focussing and guiding the conference and subsequent record keeping.

See Appendices B1, B2, B3, and B4 (pages 99–102).

It is also important to note that conferring is not an assessment strategy only for English language arts teachers. Teachers of content areas such as mathematics, science, social studies, health/PDR can also benefit from conferencing with students. Some practical suggestions for content area conferences include the following:

- Discuss with the student his or her understanding of the current unit of study. What do you understand? What questions do you have?
- Encourage the student to make connections with other texts, experiences, or understandings.
- Ask the student to identify a page in the textbook that he or she found challenging to read. What made it challenging?
- Ask the student to identify a page in the textbook that he or she found easy to read. What made it easy?
- Ask the student to describe how he or she uses the textbook. How do you locate information? How do you know where to begin reading?
- Ask the student to identify the text features he or she found helpful. How did you use them?
- Talk with the student about the strategies he or she uses when reading (see page 32).
- Ask the student what he or she does when encountering an unfamiliar word.
- Discuss with the student the author’s choice of visuals to support the text. Is it effective? Could it have been improved?

## Work Samples

Teachers of junior high/middle level students often rely heavily on student work samples when it comes to assessment. While these products can give great insight into student learning, it is important that teachers also value those observations and conversations described previously. It is also necessary that teachers value and provide opportunity for students to create a range of work samples for assessment purposes.

## Assignments

Assignments are a common way to assess understanding and skill development. While assignments can have great value, there are some important things to remember:

- Assign work that is purposeful. Ensure that the students understand the purpose.
- Make sure students clearly understand what is expected.
- Make sure you as the teacher know what you expect from the assignment. What outcomes are being addressed?

### Check It Out

**Davies, Anne.** *Making Classroom Assessment Work.* Connections Publishing, 2000.

**Gregory, Kathleen, Caren Cameron, and Anne Davies.** *Conferencing and Reporting.* Connections Publishing, 2001.

- Examine the requirements of the assignment to see if reading or writing skills could be a barrier to success. Is it possible that the student understands the concept but is having difficulty communicating it in the form required?
- Show models or provide instruction prior to the student completing the assignment.
- Provide descriptive feedback so the student knows specifically what he or she did well and what needs improvement. A letter or numerical grade or a general comment provides little concrete feedback that the student can act on.
- Reflect on the quality of work to identify areas that require further instruction.
- Ask, did I find out what I wanted to?
- Remember to revise the assignment if necessary to make it more effective.
- Consider other forms of assessment that you can use to confirm or challenge the assessment information that you have.

## Projects



Each of the considerations identified above for assignments also applies to project work. Projects are generally described as larger assignments that provide the opportunity for students to consolidate their learning. Due to the scale of projects, students are often given longer periods of time to complete the work. It is also likely that some or most of this work will be completed at home. In any case, it is important that students have clearly defined expectations for projects. This includes an overview of the expectations, time line, and evaluation criteria. One of the best ways to ensure that students understand expectations is to generate a list of expectations, identify the criteria, or build a rubric for the project with them. A simple process for developing a group list of expectations may include the following steps:

- Brainstorm what success looks like.
- Categorize the ideas based on similarity (possible categories include ideas, accuracy, process, organization, neatness).
- Provide details for each category.
- Assign values for each category (equal weighting or some categories being worth more than others).
- Revise and add to the list as necessary.

See Appendix C3 (page 109).



## Learning Logs

Learning logs or journals offer students a place to record their understanding and ideas about their learning. Learning logs can be used in any subject area and with any topic or unit. The guidelines for learning logs are flexible. There are many ways to organize them and to use them. Ultimately what learning logs provide is a place for students to record

- important information
- ideas for future learning or work
- questions they have
- connections to other learning
- sketches or diagrams
- key vocabulary
- strategies they have used
- personal theories/ideas about topics being studied
- personal reflection/reaction

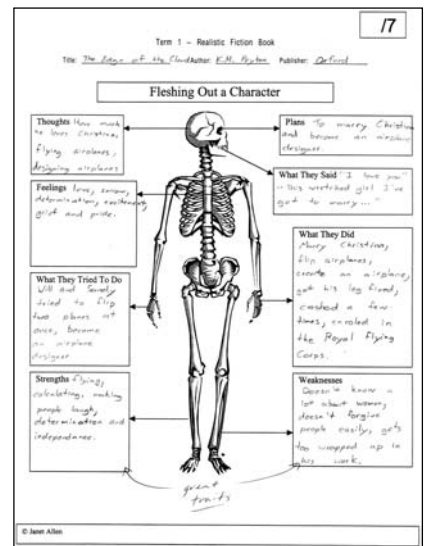


## Graphic Organizers

Graphic organizers offer students a way to organize their thinking and communicate their understanding of a text in a visual way. These tools can

- assist students in activating prior knowledge before reading
- support students in acquiring the necessary information during the reading process
- encourage students to apply what they have learned after reading the text

Appendix D provides a number of templates that may be used by students. It is important to note that certain graphic organizers may be more useful than others, depending on the text that is being read. Identifying the author's purpose and understanding the text patterns and how the text is structured will help the reader to select the graphic organizer that will be the most useful.



## Check It Out

**Buehl, Doug.** *Classroom Strategies for Interactive Learning.* International Reading Association, 2001.

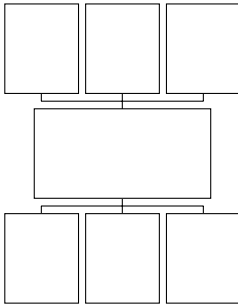
**Lipton, Laura Bruce Wellman.** *Pathways to Understanding.* Pathways Publishing, 1998.

**Nova Scotia Department of Education.** *Secondary Science: A Teaching Resource,* 1999.

Should students or teachers wish to create graphic organizers with the aid of a computer, there are a number of options available:

- Using drawing commands, teachers or students can build their own templates in a word-processing document.
- Programs such as Inspirations or Kidspirations offer ready-made templates and tools to build your own graphic organizer, complete with pictures.

**Caution:** *It is not expected or encouraged that a graphic organizer will be used with each text that is read by a student.*



### Cause-and-Effect Chart

A cause-and-effect chart illustrates that for a particular event there may be a number of causes and effects. In the centre, students record the event in question. In the top blocks, students identify the possible causes of the event. In the bottom blocks, students record the effects of the event.

See Appendix D1 (page 117).

Predict What will the text be about?	Support Give evidence from the text or personal experience.	Reflect How does the text compare to your predictions?

### Predict, Support, Reflect

A predict, support, reflect chart encourages students to make predictions prior to and during the reading, to provide evidence or support for their predictions (from the text or personal experience), and to reflect on their predictions throughout the reading, in order to confirm or revise earlier thoughts.

See Appendix D2 (page 118).

How are _____	and _____	alike?

### Compare-and-Contrast Chart

A comparison chart allows students to consider the similarities and differences of two characters, places, ideas, events, concepts, etc. In the top box, students record the similarities. In the two lower boxes students record the characteristics that are different.

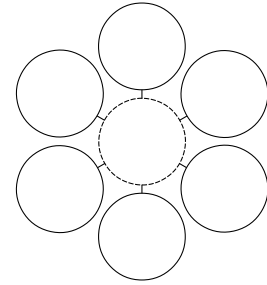
How are _____	and _____	different?

See Appendix D3 (page 119).

## Concept Web

A concept web can be used to show the main idea and supporting details about a topic, concept being studied, book, character, etc. In the centre circle, students should write the main idea. Then, in the surrounding circles, students can record supporting ideas.

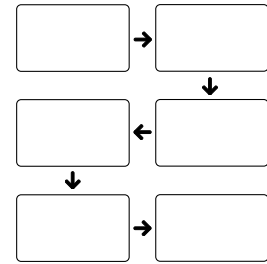
See Appendix D4 (page 120).



## Flow Chart

A flow chart allows students to put things in an order. It can be used to show steps in a process or the chronological order of events. Students record the first step/event in the first block and then record subsequent steps/events in the remaining blocks. Remind students to follow the arrows correctly.

See Appendix D5 (page 121).



## FQR Chart

An FQR chart, developed by Stephanie Harvey and Anne Goudvis, in *Strategies That Work*, is another three-column chart that allows students to record and differentiate among the kinds of thinking that occur while reading. As students read they can record on Post-it notes important ideas and thoughts that occur to them. After reading, students can categorize these thoughts. In the first column, students put anything that is fact. The second column is for questions. The third column is for responses or reactions and opinions.

See Appendix D6 (page 122).

F Facts	Q Questions	R Response

## Ideas/Details Chart

This chart supports students as they attempt to identify supporting details for significant or important ideas. First, students record the main idea in the large box. In the smaller boxes to the right, students record supporting details.

See Appendix D7 (page 123).

Important Ideas	Details

Qu Questions	I Important Ideas	C Connections

### QUIC Chart

A QUIC (can be pronounced “quick”) chart allows students to record questions, important details, and connections from reading. In the first column (Qu) the students record questions they have about the topic. In the centre column (I), students record important information. The final column (C) is a place for the student to record connections they have made.

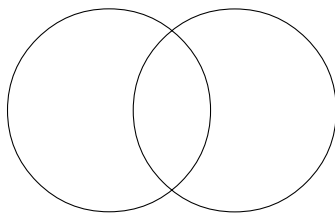
See Appendix D8 (page 124).

What I Read	What I Think

### What I Read/What I Think

This chart is designed to support students in reading between the lines, making inferences, and supporting conclusions with evidence from the text. In the What I Read column, students record the information that is provided by the author. In the What I Think section, students record their inferences or understandings based on the information given.

See Appendix D9 (page 125).



### Venn Diagram

A Venn diagram allows students to compare two people, objects, ideas, and so on, by showing the characteristics they have in common and those that are unique. Students label each circle with one person/object/idea. In the overlapping part in the centre students write all of the things that are common to both. In the outer portion of each circle they record the ideas that are exclusive to that topic.

See Appendix D10 (page 126).

P	A	S	S

### PASS: Position, Argument, Supportive Details, Statistics,

A PASS chart allows the student to consider persuasive text. Students must first identify the position the author has taken on the issue, then the general arguments, and then the supportive details and statistics used to back up each argument.

See Appendix D11 (page 127).

## Note Taking

This note-taking chart allows students to record key information as they read or view a text. Step one is to record the important ideas. Step two is to identify the big ideas by grouping or categorizing this information according to topic or subheading. Step three is to identify questions that remain unanswered.

See Appendix D12 (page 128).

Important Ideas	Big Ideas	Questions

## Word Wise

This vocabulary chart allows students to develop a greater understanding of technical or unfamiliar words that are central to their units of study. Each of the boxes asks the student to record information that when combined encourages a greater understanding of the word and the concept.

See Appendix D13 (page 129).

Dictionary definition	Word parts	My definition
Example	Word	Non-example
Use in context	Related words	Picture/diagram

## Question Quadrants

This organiser encourages students to generate questions about what they have read and consider possible answers and sources of information. Finally they are asked to record their findings.

See Appendix D14 (page 130).

Questions	Possible Answers
Source(s)	Findings

## Four Corners

Four corners is an organizer that encourages students to make connections between ideas or concepts. In the outer four corners, students record four ideas or concepts from a unit of study or a story. In the squares that connect two corners they record the relationship between the ideas.

See Appendix D15 (page 131).

1		2
	Topic/Concept	
3		4

## Visual Representation



Assessment in Action:  
Character Creatures  
Focus: Visual Response:  
Understanding Character and  
Character Development

### Steps

- > Discuss the use of symbols to represent ideas and qualities (e.g., owl = wise, fox = clever, rabbit = quick).
- > Have students select a character from a story they have read.
- > Choose three or more dominant qualities of the character.
- > Choose animals that would best represent these qualities.
- > Create a composite creature made up of a blending of these qualities.
- > Describe (orally or in writing) the qualities of the character and the reasons for the animals selected.

Asking students to show what they know in only one or two ways is limiting and often does not provide true insight into the learner's knowledge or ability. The most common mediums that we ask students to use to demonstrate their learning are writing and oral language. For those who do not excel in either of these ways of communicating, this can be a challenge. It is important for teachers to recognize and validate visual representations of learning. It is also essential that teachers provide students with the support necessary to effectively communicate their understanding using visual text. Strong models and explicit instruction with regard to expectations and how to create visual representations are essential.

Graphic organizers are a kind of visual representation. Other forms of visual representation include but are not limited to

- diagrams
- sketches
- pictures
- graphs
- posters
- PowerPoint presentations
- concept maps
- video
- multimedia
- spreadsheets

Students can create visual representations to demonstrate the following:

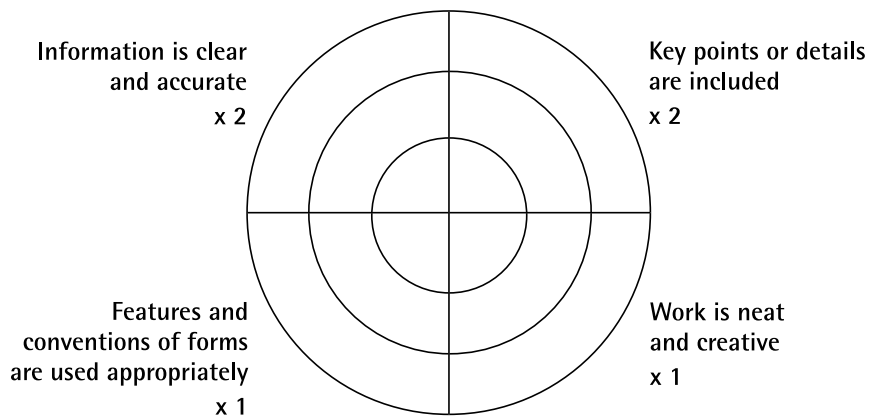
- understanding of mathematical concepts: multiplication, factoring or multiplying algebraic expressions, working with fractions
- understanding of scientific concepts: cycles (water, carbon, matter, etc.), particle theory, cells
- understanding of social studies concepts: mercantilism, government, industry, culture
- understanding of literary elements (character, setting, plot, theme)

Assessing visual representations can be challenging. When assigning or assessing student work of this nature, it is helpful to establish the criteria up front. This allows both teachers and students to know what is expected, making it easier to achieve success. Questions to consider when determining criteria for visual representations may include the following:

- What is the concept being studied?
- What are the key points or ideas related to this concept?

- What visual forms (diagram, sketch, graph ...) could be used to represent the concept?
- What is expected with regard to neatness?

Teachers may choose to create a “target” for students to aim for. This target outlines the criteria for the assignment. The target below illustrates how success requires attention to content, form, and presentation. The centre of the target is worth three points, then two for the middle ring, and one for the outer ring. The closer the student is to reaching the target, the closer he or she is to the centre. Teachers may choose to give more weight to one criterion simply by multiplying the score from each section by the appropriate values.



See Appendix C4 (page 110).

Upon completion of the work, the following questions should also be considered:

- Is the representation clear?
- Is there evidence of organization?
- What ideas are missing or not represented?
- Is the piece of work appropriate for its audience?

In order to support the assessment process, teachers and students may find it helpful to jointly construct the criteria that clearly identifies the expectations for the piece of work. This is most useful if it is done at the beginning of the learning experience, rather than after the work has been completed. (For more information on rubrics see page 45.)

Assessment in Action: A Picture Is Worth a Thousand Words ... or at Least 50  
Focus: Comprehension, Understanding Visual Text

### Steps

- > Review with students the conventions that authors use when creating a visual text (title, headings, subheadings, captions, directional arrows, colour ...).
- > Remind students that they will need to use these conventions when viewing visual text.
- > Ask students to view and construct meaning from a visual text. This may be a diagram, a map, a photo, etc.
- > Give each student an index card or half a sheet of paper. Ask the student to describe in 50–75 words the essence of the visual. The student must capture the key points and explain what the visual depicts. While providing the student with a specific piece of paper is not essential, it emphasizes the need to be brief and concise.

### Adaptation

Increase or decrease the length of the explanation or allow the student to share his or her ideas orally.

### Check It Out (MI and Brain-Based Learning)

Wolfe, Pat. *Design Brain-Compatible Learning*. Skylight, 2003.

Lyons, Carol. *Teaching Struggling Readers: How to Use Brain-based Research to Maximize Learning*. Heinemann, 2003.

## Reading Logs



### Vignette

#### Tuesday Book Talks

"Tuesdays Are for Talking" is something we started in our English class this year. Every Tuesday, students get in groups of 4 or 5 to talk about their books and their reading. The one condition is that everyone must have read something new since the previous week and must come prepared to share an idea or insight. Each student must bring one cue card with some notes, a quote, a question, or a personal response. Some days groups are formed by the students and other days I form the groups. The talk time lasts for only about 20 minutes.

~ grade 8 teacher

Having students keep a record of all the books they read can provide a great deal of insight into their experience as readers. A log can show

- what the student is reading
- how much the student is reading
- the range of genres
- the level of difficulty as perceived by the student

The reading log template that is provided invites students first to record the title and genre of the book. For the level of difficulty, students should identify the book as E (an easy read); JR (a just right book); or C (a challenging read). This places the student in the role of determining whether the book is a good choice. In the final column, the student can record the date the book was completed or, if the book was abandoned, record A.

Once the student has tracked his or her reading over a period of time (perhaps for a month, or a term, or the entire year), this log sheet can be used by the student as a tool for self-assessment. It can also be used to encourage reflection. Students may choose to include their reading logs in their portfolios, or the teacher may request that the log be brought to a conference.

See Appendix E1 (page 135).

## Student Reading Experiences Rubric

	1	2	3
Amount of text read	Limited reading	Moderate reading	Extensive reading
Range of genre	No range of genre	Some titles within two-three genres	Wide variety of titles across three or more genres
Difficulty of text	The majority of reading materials are significantly below instructional or independent reading level (E) or pose too many challenges for the reader (C)	Includes titles that are at the reader's instructional or independent reading level (JR) as well as those that are too easy (E) or too challenging (C)	Almost all titles are at an independent or instructional level (JR)

Appendix C5, on page 111, provides a simple rubric that can be used to evaluate a student's range of reading. This rubric can be used by students or teachers to help identify future goals.

Because student reading development varies, it is important that the individual student be considered when setting challenging but reasonable goals. While one student may read the equivalent of 1,000 pages in a term, another may be equally challenged in reading 300–500 pages. It is important that together the teacher and student decide what amount of reading would be considered limited, moderate, or extensive.



# Retelling

Retelling is one way to assess a student's comprehension of a piece of text. Retelling is generally considered a recount of key ideas or events in a sequential order. It provides insight into the level of understanding and the degree to which a student interacts with the text. A retelling, however, can be limiting. By asking broad questions teachers can have a better sense of the following:

- What information did the student come away with from the text?
- What information did the student consider to be most important?
- Did the student have a good understanding of the sequence of key concepts/main events?
- What aspects of the text did the student overlook or not understand?

A retelling can be unassisted, where the student tells everything that he or she knows without prompting. If a teacher suspects that the student knows more than he or she is sharing, then the teacher may choose to ask some probing questions.

To better understand the degree of meaning making experienced by students, teachers need to encourage students to go beyond a literal retelling of a text to respond personally and critically.

# Response to Text

Personal and critical response make up two of the four general curriculum outcomes for reading and viewing in *Atlantic Canada English Language Arts Curriculum: Grades 7–9*. Students require multiple opportunities and ongoing support in order to develop an understanding of response. It is also important that students and teachers recognize the many options for response. These include, but are not limited to

- written response
- charts (prediction, question, connection, etc.)
- graphic organizers
- visual representations
- dramatic response
- oral discussion

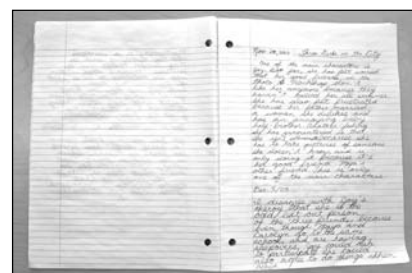
Assessment in Action: Tableau  
Focus: Dramatic Response: Main Ideas/Events, Sequencing

## Steps

- > Explain that a tableau is a frozen picture, using our bodies as characters and objects.
- > In groups, have students select 3–5 key scenes or events from a story they have read.
- > Decide on roles for each person in the group (characters, objects such as furniture, trees, buildings, etc.).
- > The group should position themselves in a way that represents the first scene
- > After holding that position for 5 seconds, they slowly and silently move into the remaining scenes.

## Adaptation

Allow each student to speak one line during each scene.



## Vignette

### Book Share

In an effort to stay up-to-date with what my students were reading, I started doing a book share every Friday. I would go around the classroom and ask each student to hold up his or her book, read the title and tell the class the genre. Each week I would ask a few students some questions about their selections or ask them if they would like to tell us a little about their books. The students would have the choice of passing if they did not want to speak. This usually occurred if they had just finished or started a book. From our book share time, I got a clearer picture of what the student was reading during independent reading time. It gave me an opportunity to get a quick snapshot of each student's reading and zero in on students that were reading books that may be too difficult or too easy. I could also ask questions like, "Why did you abandon the last book?" or, "How is this book similar to the last one in the series?" The whole process takes about 15 minutes, and it is another way for me to assess the student's ability to choose just right books or to find areas that I can work on with them.

~ grade 6 teacher



Through the act of responding to text, students are able to demonstrate the level of engagement and thinking that they experienced before, during, and after reading.

A personal response goes beyond a simple retelling of the text to include

- personal, world, or text connections
- opinions
- questions
- observations
- inferences
- examples from the text to support an opinion, connection, inference, etc.

A critical response extends from personal response, and students may discuss

- the construction of the text
- the author's intent and effectiveness
- values inherent in the text
- questions and understandings
- instances of prejudice, bias, and stereotyping
- point of view, including their own and those expressed and not expressed in the text

It is essential that teachers establish clear guidelines and expectations for student response. Regardless of the form the response takes, specific criteria indicating what should be evident in the response must be communicated to the student as one way of establishing clear expectations.

Through demonstration and modelling, shared reading, and shared writing, teachers can provide direction to students in the area of response. Also, teachers can have students analyse samples of response for levels of quality.

## Response Rubric

Specific tools that may be helpful in assessing a student's response include clearly defined rubrics and rating scales.

The rubric that follows is a general rubric that can be used with most responses.

See Appendix C6 for reproducible rubric (page 112).

After examining a student's response, the teacher may find it helpful to consider the following questions:

- What do you notice about this student's response?
- What are your observations of this student's development as a thinker? a reader? a writer?
- What do you consider the strengths of this response?
- What aspects of the response could be improved?
- How might the student extend his/her response?
- How can you provide support to this student?
- How might you challenge this student?

## Portfolios

Portfolios offer students and teachers the opportunity to consider growth and development over time. These collections of student work provide a clearer and more complete picture of the learner and can offer students the opportunity to engage in reflection and assessment of their own learning.

Portfolios provide students with the opportunity to demonstrate

- strategy use
- growth
- skill development
- proficiency/quality work

Assessment in Action:  
Essential Elements  
Focus: Written Response:  
Main Ideas/Events, Opinions and  
Personal Response, Making  
Connections, Asking Questions,  
Providing Support ...

### Steps

- Explicitly teach desired elements of a response.
- Post a numbered list of "essential elements" for any response. Continue to add to the list as others are introduced.
- When students write a response, explain that it must contain each of the essential elements (or those specifically outlined by you).
- When evaluating responses, record on the top of the page, the corresponding number of any missing elements.
- Look for patterns (whole class, individual) over time.

### Adaptation

Encourage students to share responses with their peers and provide feedback using the number system.

### Colour-Coded Portfolios

Every student in my class keeps a portfolio as part of English Language Arts. Students are responsible for choosing work to include in their portfolio binders. One of the criteria is that they must have a variety of artifacts that demonstrate skill and growth in all strands of the curriculum. In order to help students visually see the range of artifacts, they are colour-coded. Every artifact that is included must have a written reflection attached. If the artifact demonstrated reading and viewing skills, the reflection is written on a yellow index card. A writing-and-representing artifact would have a green index card. Listening and speaking would have a blue card. When students look through their portfolios, they can see at a glance the strands that they have represented and those that are missing.

~ grade 6 teacher



## General Suggestions

Some general suggestions for portfolios include the following:

- Have a clear understanding of the outcomes you wish to evaluate. Share this with students so they know what to focus on.
- Identify possible artifacts or pieces of student work that demonstrate achievement (content specific or literacy).
- Develop a management system for your students' portfolios.
- Who selects the work, teacher or student, or both?
- When will students work on their portfolios?
- Where is the work stored (binder, file folder, pocket folder, shoebox, computer disk)?
- Will there be required pieces of work?
- Will students write reflections about each artifact? If so, how will you organize and support this?
- When will the portfolio be shared? with whom? how often? for what purpose?
- Will the portfolio itself be evaluated?

Some possible artifacts for a reading portfolio include

- written response to a text
- audiotape or video of the student reading
- record of oral reading
- chart or graphic organizer demonstrating thinking
- copy of a text that the reader found easy, just right, or challenging
- reading log
- sticky notes or strategy bookmarks with questions, connections, responses, important information
- student self-assessments, checklists, rating scales
- goals for the future

See Appendix F1 for a blank template.

Some possible artifacts for a portfolio in the content areas include

- an assignment that demonstrates success (meets specific outcomes)
- a learning log entry that explains the student's understanding of the concept or topic

- two work samples that show growth and improvement from one to the next
- copy of a piece of text with a written explanation of the approach to reading and the level of understanding
- a completed graphic organizer showing conceptual understanding
- goals for the future

A portfolio can be evaluated using many criteria. It is important that all criteria for evaluation reflect the purpose of the portfolio and be shared with students.

Possible criteria for evaluating a portfolio include

- demonstration of skills
- evidence of growth
- degree and quality of response
- organization

For a sample portfolio rubric see Appendix C7 (page 113).

## Performance Assessment

Assessing students based on what they actually do provides the most accurate picture of their skills and strategy use. Performance assessment allows teachers to observe students as they engage in assessment activities that are real and purposeful. If a teacher wishes to know if a student is able to use a beam balance, then the performance task would be to have the student complete a task that requires them to find the mass of an object or substance using a beam balance. If the goal is to see if the student is able to problem solve or locate positions on the globe using an atlas, then these must be the performance tasks given to the student.

### Check It Out

Easley, Shirley-Dale, and Kay Mitchell. *Portfolios Matter: What, Where, When, Why and How to Use Them*. Pembroke, 2003.

Lockledge, Ann, and Judith Hayn, Editors. *Using Portfolios across the Curriculum*. National Middle School Association, 2000.

Purves, Alan, Sarah Hordan, and James Peltz, Editors. *Using Portfolios in the English Classroom*. Christopher Gordon Publishers, 1997.

Burke, Kay. *How to Assess Authentic Learning*. Skylight, 1994.

## Performance Tasks

Performance tasks that provide insight into a student’s literacy skill development include the following:

Literacy Focus	Performance Task	Assessment Strategy
<ul style="list-style-type: none"> <li>Locating information</li> </ul>	<ul style="list-style-type: none"> <li>Choose a topic that is addressed in a textbook or trade book.</li> <li>Ask the student a question related to the topic (questions may be ones that require inferential thinking).</li> <li>Give the student the book and ask him or her to find the answer.</li> <li>Have the student use a search engine, website, or video efficiently and using the features/strategies appropriate to the resource.</li> </ul>	<ul style="list-style-type: none"> <li>Identify what you expect the student to do. Perhaps create a checklist of desired strategies.</li> <li>Observe the student as he or she locates the information.</li> <li>Record observations anecdotally or using a checklist.</li> <li>Ask the student how he or she approached the task.</li> <li>Provide feedback. Discuss the student’s approach—strategies that worked and any that could be used in the future.</li> </ul>
<ul style="list-style-type: none"> <li>Reading as meaning making</li> </ul>	<ul style="list-style-type: none"> <li>Provide the student with a photocopy of a piece of text.</li> <li>Ask the student to read and code the text to show his or her thinking. (Coding may include comments, reactions, or observations about what was read, notes, connections, predictions, questions, etc. These may be done directly on the text or using Post-it notes or a separate sheet of paper.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the kinds of thinking you expect the student to engage in (e.g., predicting, connecting, questioning, inferring).</li> <li>Read the text and the student’s coding. Note the thinking and level of understanding.</li> <li>Discuss the text and the notes with the student.</li> <li>Provide descriptive feedback to the student.</li> </ul>
<ul style="list-style-type: none"> <li>Reading as meaning making #2</li> </ul>	<ul style="list-style-type: none"> <li>Provide the student with a copy of a piece of text.</li> <li>Ask the student to read the text to explain his or her thinking. This may be done by having the student <i>think aloud</i> verbalizing his or her thoughts including predictions, questions, connections, inferences, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the kinds of thinking you expect the student to engage in (e.g., predicting, connecting, questioning, inferring).</li> <li>Read the text and listen to the student’s <i>think aloud</i>. Note the thinking and level of understanding.</li> <li>Discuss the text and the comments with the student.</li> <li>Provide descriptive feedback to the student.</li> </ul>

Literacy Focus	Performance Task	Assessment Strategy
<ul style="list-style-type: none"> <li>Understanding persuasive text</li> </ul>	<ul style="list-style-type: none"> <li>Provide the student with a photocopy of a piece of text.</li> <li>Ask the student to read the text and identify the author's position.</li> <li>Record this on the top of the page.</li> <li>Have the student highlight the statements that support this position.</li> </ul>	<ul style="list-style-type: none"> <li>Read the text and identify the author's position and supporting arguments.</li> <li>Discuss the text and the student's notes with him/her.</li> <li>Provide descriptive feedback to the student.</li> </ul>
<ul style="list-style-type: none"> <li>Understanding comparative text</li> </ul>	<ul style="list-style-type: none"> <li>Provide the student with a photocopy of a piece of text.</li> <li>Ask the student to read the text and identify the two ideas or things being compared.</li> <li>Create a colour-coded legend on the top of the page to show similarity and difference.</li> <li>Have the student use a different colour to highlight the information that shows similarity and difference.</li> </ul>	<ul style="list-style-type: none"> <li>Read the text and identify the similarities and differences.</li> <li>Discuss the text and the student's notes with him/her.</li> <li>Provide descriptive feedback to the student.</li> </ul>
<ul style="list-style-type: none"> <li>Oral reading: fluency</li> </ul>	<ul style="list-style-type: none"> <li>Provide the student with a range of texts (range of complexity).</li> <li>Ask the student to select one that he or she feels he or she can read fluently.</li> <li>Have the student read the text aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the desired elements of fluency (see page 108).</li> <li>Listen to the student as he or she reads.</li> <li>Record observations anecdotally or using a rubric or checklist.</li> <li>Provide feedback. Discuss strengths and needs.</li> </ul>

## Oral Reading Records/Modified Miscue

Listening to students read orally continues to be a key source of information for teachers in grades 7–9. While it is important for English language arts teachers to listen to all students read aloud, the detailed information provided by an oral reading record/modified miscue is necessary only for selected students at the grade 7–9 level. In particular, this tool is most appropriate for students who are continuing to struggle as readers and for whom additional information is required in order to make instructional decisions. An oral reading record/miscue analysis can provide teachers with information about how a student is processing text. It also offers insight into the cueing systems that the student is using successfully, as well as those that require more support. Included with this resource are assessment masters for each of the early and transitional passages provided to English language arts teachers. Masters have not been included for fluent and extended fluent passages, as conducting an oral reading record/miscue would provide little information in addition to that which is available through conferences and observation while listening to students read orally. **It is also important to note that it is not expected that content-area teachers will use an oral reading record/modified miscue as an assessment tool.** For this reason no assessment masters have been provided with the content-area passages.



The focus of the oral reading record/modified miscue for students at this level is somewhat different from an oral reading record typically used with younger students. With standard oral reading records and miscues, the teacher notes and analyses the student reading behaviours word by word. With this approach to oral reading records/modified miscues, the focus is on meaning at the whole sentence level. Because older readers often make miscues (substitutions, omissions, substitutions, self-corrections) that don't interfere with meaning, it is not as helpful to analyse individual word errors. What is helpful is to know if semantically (or at the meaning level) the student is making sense of the text.

Gathering information about a student's strategies for decoding is not enough, especially at junior high/middle level. Important information about the appropriateness of the text can be determined by assessing fluency (the rate, phrasing, and expression that the reader uses).

Perhaps even more important is the degree of understanding or the comprehension a student demonstrates. While an analysis of decoding strategies and fluency can offer insights into a student's comprehension, the most reliable analysis comes as a result of engaging in a discussion



with the student about the text or by providing opportunities for multiple forms of response.

Oral reading records/modified miscues are most useful with students who are within the early or transitional stages of development and whose processing and growth continue to need explicit support.

The pieces of text selected for this assessment package have been chosen to reflect a range of reading levels for both fiction and non-fiction. Due to the nature of texts for junior high/middle level students, entire passages have been provided.

## Procedure

A suggested procedure for using oral reading records/modified miscues and summary sheet is as follows:

- Oral reading records/modified miscues use a coding system to code a student's reading. Become familiar with these codes:

Coding System			
self-correct	sc	appeal	A
told	T	pause	
repeat	←R	insertion	^
omission	-	prompt	P
substitution	(spoken word) printed word		

- Record a check mark (✓) for each word read correctly. (optional)
- For each miscue, draw a horizontal line above the miscue and record what the student did.

The student read, "She began to feel a bit never ... nervous". He or she made a miscue by reading "never", but then self-corrected.

✓ ✓ ✓ ✓ ✓ ✓ <sup>sc</sup>  
 She began to feel a bit never nervous.

The student read, "She did began to feel nervous" He or she inserted the word "did" and omitted the words "a bit."

✓ did ✓ ✓ ✓ \_\_\_\_\_ ✓  
 She began to feel a bit nervous.  
 ^

Because students in grades 7–9 often read quickly, many teachers find it more effective to simply record the miscues. Rather than recording a check mark for each word read correctly, the teacher considers a word with no coding to have been read correctly.

1. The teacher reads the title of the text to the student and offers any introductory information (see information card for details).
2. The teacher gives the student the text to look through prior to reading.
3. While the student reads the text aloud, the teacher uses the oral reading record/modified miscue form to record what the student reads. The teacher should use codes to create a written record of what the student has read.
4. The teacher determines if each sentence the student reads is semantically acceptable. (Does it make sense after self-corrections, substitutions, insertions, omissions are taken into account?)
5. Following the oral reading, the student may read the text again, silently. This second read will further support the student's comprehension of the text.
6. While the student reads silently, the teacher looks closely at what the student was able to do independently. Notation should be made on page 1 of the Summary Sheet of the strategies that the student integrates in his/her reading as well as of one area that could be highlighted as an area needing more attention.
7. The teacher may ask the student to reread out loud one section of the text. While the student reads, the teacher can make notes on the summary sheet about the degree of fluency (expression, phrasing, and rate).
8. Next the teacher and student engage in a discussion about the text (see the information card for suggestions for discussion). During this time the teacher is looking for evidence of the student's comprehension. Observations should be recorded on page 2 of the Summary Sheet.
9. The teacher, in conversation, highlights the positive reading behaviours noted (see step 6), often going back to the text for demonstration. The teacher also notes and demonstrates to the student one area that he/she needs to focus on.
10. The teacher analyses the student's reading behaviours (taking into consideration all of the data collected) and determines whether the text is an independent, instructional, or difficult level for the student.

11. The final, and very important, step is for the teacher to identify one or two areas that would be an appropriate focus for future instruction.

## Scoring Oral Reading Records/Modified Miscues

“Repetitions,” “self-corrections,” “substitutions,” “insertions,” and “appeals” must be semantically evaluated. These may be positive reading behaviours and can show that the student is monitoring his or her reading. The question to ask after considering each of the above is, Does the sentence make sense?

Calculate a score as follows:

Number of semantically acceptable sentences ÷ Total number of sentences read × 100 = TOTAL score

- Proficient readers will have a score of approximately 80 percent or greater
- Adequate readers, 60–80 percent
- Struggling readers, 60 percent or below

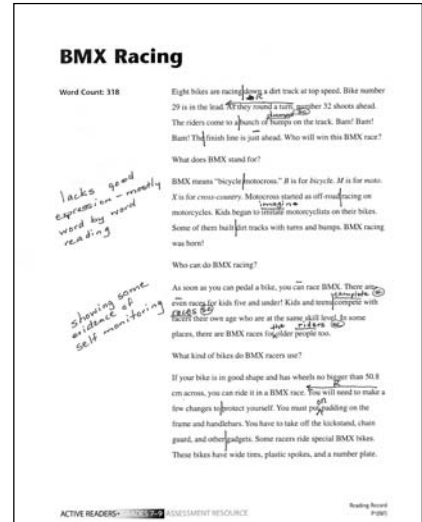
Source: Shelby J. Barrentine. *Reading Assessment: Principles and Practices for Elementary Teachers*. International Reading Association, 1999, pages 160–163.

## Using the Information

The information that is collected from an oral reading record/ modified miscue can be used in many ways:

- to determine whether the text is too difficult for the student
- to make decisions about future instruction based on the kinds of miscues made by the student
- to share with parents and other teachers

It is important to remember that the miscues alone do not provide the complete picture of the student as a reader. Teachers must also take into consideration the information gathered about strategy use and the student’s fluency and phrasing. As well, the student’s response to the text and teacher/student discussion will provide useful information about the student’s comprehension.



## Check It Out

**Wilde, Sandra. *Miscue Analysis Made Easy: Building on Student Strengths*. Heinemann, 2000.**

# Summary Sheet

Name: \_\_\_\_\_

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

Title: \_\_\_\_\_

Fiction  Non-fiction

Early  Transitional  Fluent  Extended Fluent

Seen  Unseen

Use this portion of the assessment to record information about the student's first (oral) reading of the text.

## Accuracy

Number of sentences that are semantically correct (A)

Number of sentences that are semantically incorrect (B)

Total number of sentences (C = A + B) Score (A/C × 100%)

Accuracy rate:  below 60% (Difficult)  60–79% (Instructional)  80–100% (Independent)

Strategy Use	Rarely	Sometimes	Often	N/A	Comments
Uses background knowledge					
Uses meaning cues (semantics)					
Uses grammar cues (syntax)					
Uses visual cues (graphophonic)					
Makes meaningful substitutions					
Self-corrects errors					
Asks for help					
Rereads/looks back					
Reads ahead/reads on					
Cross-checks that all cues make sense					
Uses pictures, diagrams, etc., to support understanding					
<b>Summary:</b> Miscues interfered with meaning					

## Fluency

		Difficult	Instructional		Independent
		1	2	3	4
Fluency	Expression	Little expression, monotone	Some expression that conveys meaning	Emphasizing key phrases and words at time	Emphasizing key phrases and words most or all of the time
	Phrasing	Short phrases	Longer word phrases some of the time	Longer, meaningful phrases most of the time	Consistently longer, meaningful phrases
	Rate	Slow with long pauses and repetitions	Moderate with some pauses and repetitions or very fast	Adequate with a few pauses and/or repetitions or too fast in a few places	Rate is smooth and appropriate for the text

Use this portion of the assessment to record information about the student's comprehension following a second (independent) read of the text.

### Comprehension

Unaided retelling—student is able to describe the main ideas:

- Yes       No

#### Discussion

Check if evident

- Retells main ideas/concepts in logical sequence
- Makes connections
- Proposes questions
- Makes inferences
- Forms new understandings from any ideas (synthesis)
- Includes details from text to support ideas
- Presents ideas clearly and coherently
- Refers to text features, structure, style, or literary devices in discussion

Comments

Future Instructional Focus (choose one or two areas):

Overall Comprehension (based on retelling and discussion)

- limited     partial     adequate     complete

Text Read (check one)

- E (early)       T (transitional)       F (fluent)       (extended fluent)

Student Self-Rating (check one)

- easy       just right       challenging

Teacher Rating (text appropriateness—taking into account percentage of accuracy, strategy use, phrasing and fluency, and comprehension) (check one)

- independent     instructional     difficult

## Quizzes, Tests, and Examinations

### Steps

- > Record any reading outcomes (e.g., select appropriate books, read a variety of genres, make connections when reading text) that have been the focus of instruction.
- > Post the chart in the room.
- > Continue to add to the chart throughout the term.
- > Refer to outcomes regularly.
- > Regularly engage students in discussions about the outcomes and how they connect to various learning experiences.
- > Provide each student with a printed list of outcomes (beginning with the phrase "I can"). See Appendix F2–F3.
- > Ask students to check those outcomes that they feel they have met.
- > Have each student set one or two goals for his or her learning.

### Adaptation

Have students keep a reading portfolio that is shared with a parent/guardian or peers. Using the "I Can ..." list, the parent/guardian or peer checks those outcomes that are evident in the portfolio.

Quizzes, tests, and examinations are assessment tools that junior high/middle level teachers may choose to use in an effort to collect information about student learning and achievement. When choosing to use these forms of assessment, it is important to remember quizzes, tests, and exams should

- reflect the nature of the instruction
- require more than recall
- encourage higher-level thinking
- provide opportunity to demonstrate understanding of process
- be preceded by instruction that adequately prepares the student for the test

Perhaps one of the most important things to remember with regard to quizzes, tests, and examinations is that they are only one kind of assessment and should be used in conjunction with other assessments in order to give an accurate picture of the student as a learner.

To assist students in reflecting on and setting reasonable goals, as a result of quizzes and tests, a log sheet can be helpful. Students can record strengths and areas of need as well as scores or grades.

See Appendix E2 (page 136).

## Self-Assessment and Peer Assessment

Self-assessment can be a powerful tool. Allowing students to take responsibility for their learning and to be accountable for monitoring their growth is a significant part of the learning process.

“When students are aware of the outcomes they are responsible for and the criteria by which their work will be assessed, they can often make informed choices about the most effective ways to demonstrate what they know and are able to do.” (*Atlantic Canada English Language Arts Curriculum, Grades 7–9*, 1998, page 155).

A self-assessment can take many forms. Some common self-assessment tools include

- checklists to record the presence of specific skills and characteristics
- rating scales to encourage thought about the frequency or quality of particular attitudes, behaviours, and skills
- rubrics to identify the criteria for a learning experience and degree of accomplishment
- open-ended questions to encourage consideration and reflection of reading behaviours
- questionnaires, interest inventories, and surveys to elicit students' perceptions about their learning and to provide insight into attitudes and interests
- reflective writing to identify ways and the degree to which students have demonstrated progress

See Appendices F2 and F3 (pages 140–141).

When providing opportunities for self-assessment, teachers should support students through modelling, individual conversations, a clear framework for assessment, and ongoing, open communication.

## Surveys, Questionnaires, and Inventories

Surveys and questionnaires are a way to find out what students' behaviours and perceptions are in relation to themselves, their work habits, interests, etc. Inventories ask students to compile a list of interests, skills, and genres read. These inventories can be used to make instructional decisions that will encourage students to draw on their strengths as well as to explore areas of lesser experience. Surveys, questionnaires, and inventories also allow teachers to get to know their students so they can plan instruction and learning experiences that are meaningful and engaging. For sample surveys, questionnaires, and inventories see Appendices F4, F5, and F6 (pages 142–144).

## Rating Scales

Listened to group members	1	2	3	4	5
Shared my own ideas without dominating	1	2	3	4	5
Completed an equal share of the work	1	2	3	4	5
Encouraged others and provided positive feedback	1	2	3	4	5
1 = rarely/never	3 = sometimes	5 = often/always			

Rating scales are like simplified rubrics. A rating scale provides the student with a list of criteria or areas to be assessed and a range of levels of success. Degrees of success can be represented by numbers, letters, or words. It is important when asking students to self- or peer-assess that they clearly understand what it is they are assessing. Review of the criteria or areas to be assessed as well as the meaning of the scale is important. A simple rating scale may be used for students to self-assess their group-work skills.

### Check It Out

**Gregory, Kathleen, Caren Cameron, and Anne Davies.**  
*Self-Assessment and Goal Setting.*  
Connections Publishing, 2000.

If you want students to use the same rating scale over time to see growth or improvement, simply have the student circle the correct number one time and record an X through the correct number the second time. Other ways of noting scores would be to use coloured pens/pencils or different shapes (circle, square, triangle) each time. Remind students to create a legend on the paper so they are able to interpret the scores later on. This same idea can be used to have students self-assess and peer-assess. Each student can use a different colour or shape to record the score he or she feels is representative of the work. Teachers can also record a score using yet another colour or shape. This approach allows for triangulation. Three perspectives of one student's work or contributions can provide a more accurate picture and can help to identify anomalies in scoring.

## Starting Points for Assessment

Strong assessment provides teachers with evidence they need to support their intuitive judgments and anecdotal observations about student learning and achievement. This assessment needs to occur on an ongoing basis and with a variety of texts, not just with specialized texts in controlled situations. Teachers can and should be assessing students' learning skills using everyday texts. It is important that a teacher understand the degree of challenge that a "textbook" or a prescribed reading poses for the students in his or her class. The passages provided in this resource are intended to give teachers a range of texts that can be used to assess students' reading skills and to identify areas that require further instruction and support. These passages should not be seen as the only source of assessment information. They are intended as a starting point only.



As teachers become more comfortable with the assessment process, they will begin to see how assessment information pertaining to student literacy levels can be collected using a variety of texts. The chart below provides some concrete examples of assessment that use everyday texts.

Text	Assessment Activity
<p><i>Science and Technology 8</i> pages 122–123</p>	<p>Focus: Understanding procedural text</p> <p>Task: First ask the student to describe the relationship and role of various features of the text (photos, numbers (green), table 1, procedural text). Have the student read the inquiry, conduct the experiment, and complete table 1.</p> <p>Desired Actions:</p> <ul style="list-style-type: none"> <li>• Completes all steps in the inquiry</li> <li>• Completes the inquiry in sequence</li> <li>• Is able to match the photos with the appropriate step</li> <li>• Correlates the steps with table 1</li> <li>• Is able to explain how air and water act under pressure</li> </ul>
<p><i>Atlantic Canada in the Global Community</i> pages 174–175</p>	<p>Focus: Understanding charts, identifying important information, synthesis of information</p> <p>Task: Have the student read the section on The New Economy (p. 174 and 175). Then have the student write two job ads, one that would be typical of ads written 20 years ago and one typical of today.</p> <p>Desired Actions:</p> <ul style="list-style-type: none"> <li>• Reads and understands the chart</li> <li>• Identifies differences between the old and new economy</li> <li>• Identifies important information to include in a job ad (e.g., job description, education, skills required, etc.)</li> <li>• Constructs a well-written job ad</li> </ul>
<p><i>Interactions 8</i> page 215</p>	<p>Focus: Locating relevant information, interpreting visual text</p> <p>Task: Point out the time line on page 215. Ask the student which questions this time line supports. Ask the student to read question 4 and explain what the question is asking and how he or she would complete it.</p> <p>Desired Actions:</p> <ul style="list-style-type: none"> <li>• Identifies time line relating to question 4 and 5 (not 8)</li> <li>• Demonstrates ability to add and subtract integers as appropriate; recognises that the Earth represents 0 and all other planets are closer or further from the sun than Earth</li> </ul>

# Student Reading Passages Included in This Assessment Package

This assessment package includes passages for teachers of English language arts as well as teachers of other content areas such as math, science, social studies, and health/personal development and relationships. This range of text was chosen to reflect the many different kinds of text with which students should become comfortable.

## Passages for English Language Arts Teachers

These reading passages have been divided into four categories, reflecting the stages of reading development early through extended fluent. Note that the letters have been included to allow for cross-referencing between this resource and Fountas and Pinnell levels:

- Early (levels D–K)
- Transitional (levels L–P)
- Fluent (levels Q–T)
- Extended Fluent (U–Z)

At each stage, a number of fiction and non-fiction reading passages have been provided. These titles have not been assigned to any particular grade level, as students in grades 7, 8, 9 may be reading at any one of these four stages of development. Should a greater selection of student reading passages be required, try the *Atlantic Canada Reading Assessment Resource*, or the *Active Young Readers Reading Assessment Resource* that have been provided to elementary schools.

The possibilities for these reading passages are extensive. Teachers may choose to use them in the following assessment contexts:

- as a part of an oral reading record (see pages 66–69)
- during a conference (see pages 46–49)
- to elicit a written, visual, oral, dramatic response (see pages 56 and 59–61)

The following chart provides a list of the titles included within the English language arts component.

Stage	Passage Number	Fiction	Non-fiction
Later part of early	P1	Unbelievable	BMX Racing
	P2	A Rock and a Hard Place	How to Make Fog
	P3	Timing Is Everything	What's the Forecast?
	P4	The Friendship Basket	Meet Mattie Mitchell
	P5	"Let's Go, Babcock!"	What a Stunt!
Transitional	P6	Scribbles	Snack On!
	P7	Lazy Susan	The Sinking of the SS Florizel
	P8	Changes	How Roller Coaster Work
	P9	Sneezes	Don't Be a Copycat!
	P10	The Case of the Dead Duck	William Hall: A Canadian Hero
	P11	Report from Planet B-12	The Story of Snowshoes
	P12	The Invincibility Factor	The Origin of Blue Jeans
	P13	The Fifth Player	Fun Facts about Potatoes
	P14	The Quest	Tsunami!
	P15	Bessie's Ribbon	Life on an Offshore Oil Rig
Fluent	P16	A Turtle Named Donovan Bailey	Is the Law Too Soft on Youth Crime?
	P17	Rose of Harbour Grace	The Story of Portia White
	P18	No Birds Sang	Alcock and Brown Make History!
	P19	The Strangest Dream	Marconi and Signal Hill
	P20	Barriers	Save the Amazon Rainforest!
Extended Fluent	P21	The Weather Station	Taming the Tiger: What You Can Do about Stress
	P22	Time to Dream	Simple Technology, Super Potential
	P23	Snow Rats	Frankenstein (1931)
	P24	The Innovation	Maxine Tynes
	P25	Bottlebrush Girl	Do You Want a SAY?

Appendix G1 (page 149) provides a chart linking the student reading passages with the titles found in the Active Readers classroom collections for grades 7–9. This chart is intended to support teachers and students with book selection. Having successfully read one of the assessment passages, the student would be able to select a book that has a similar reading level, topic, or text structure for independent reading.

## Passages for Content Area Teachers

Because instruction in content areas often expects that students will be able to read and understand a common text, it is important that teachers be able to identify those students for whom this may pose a challenge. The passages selected for use by content-area teachers are passages that are typical of the text used at each grade level and that meet the following criteria:

- strong connection with the curriculum
- engaging for students
- grade appropriate reading level

These passages are intended to offer teacher a place to begin the assessment process and to identify those students who may struggle with the texts used for instruction. Once teachers identify the students who are struggling, they need to begin the process of planning ways to support them.

The possibilities for these reading passages are extensive. Teachers may choose to use them in the following assessment contexts:

- during a conference
- to elicit a written, visual, oral, dramatic response
- with the whole class
- with small groups
- with individuals

The following chart provides a list of the titles included in this package

Subject	Passage Number	Grade 7	Grade 8	Grade 9
Math	P1	How Far Away Are the Planets?	The Pythagorean Relationship	Who Is the Better Fisher?
	P2	The Measure of All Things	Jackpot!	What's the Score?
	P3	Order Up!	Outliers in the Outfield	Why Stats Are Risky Business
Health/ Personal Development and Relationships	P1	Ageless Athletes	Living with Stress	Yoga
	P2	Extreme Safety	Safety at Sea	What Does it Take to Wear the "C"?
	P3	Drugs in Sport	Festival of Dance	The Paralympic Games
Science	P1	Wild Wetlands	What Makes Fundy's Tides So High?	Genetically Modified Foods
	P2	Alfred Wegener: Get My Drift?	Refraction and Reflection	Electricity in Nova Scotia
	P3	Preventing Hypothermia	Density and Buoyancy	<i>Cassini</i> Goes to Saturn
Social Studies	P1	The Preacher and the Hero	Sofia's Journey	The Disappearing Cod
	P2	"Yes, Women Are Persons"	Canadian Women in World War II	The Nova Scotia Cultural Festival
	P3	Canada in World War I	The Charter of Rights and Freedoms	Far from the Tree

## Information Cards

Information about each title can be found on the corresponding information cards. These cards offer information about

- genre
- length
- stage
- synopsis
- possible focus
- suggestions for introducing the text
- possible questions and suggestions for extending the text



As well, information has been provided about the supports and challenges of the text as well as the level of sophistication and complexity in each of the following areas:

- content, themes, ideas
- literary features (fiction only)
- vocabulary
- sentence complexity
- print features

These cards are a quick guide only and are not intended to be prescriptive in nature. Teachers are strongly encouraged to go beyond the suggestions provided, particularly in terms of suggestions for introducing and discussing the text, and focus for instruction.

<p><b>Unbelievable</b></p> <p>Genre/Form: Fiction; realistic fiction          Length: 409 words <span style="float: right;">Stage: Early</span></p> <p><b>Synopsis:</b> A young girl goes to an unchaperoned party where both her date and her best friend are drinking. Although she fears what he will say, she calls her dad to pick her up. She is surprised when, rather than being angry with her, he is proud of how responsible she has been.</p> <p><b>Possible Focus</b>          In order to make sense of this text, a reader needs to make personal connections to the situation the main character finds herself in and how her perspective towards both the party and her father changes. The reader must monitor assigned and unassigned dialogue as well as the narrator's internal reflections.</p> <p><b>Suggestions for Introducing Text</b></p> <ul style="list-style-type: none"> <li>• Have student read title and first line of the story and look at the pictures to make predictions about what might happen.</li> <li>• Do students you know carry cell phones with them? When is that a good thing and when is it not a good thing?</li> </ul> <p><b>After Retell: Possible Questions and Suggestions for Extending the Text</b></p> <ul style="list-style-type: none"> <li>• What would you have done in a similar situation?</li> <li>• Why wasn't Chrissie's father angry?</li> <li>• Using evidence from the text, discuss how the author shows Chrissie's changing reactions through the use of the word "Unbelievable."</li> </ul>	<p><b>Text Features</b></p> <p><b>Content, Themes, and Ideas</b></p> <ul style="list-style-type: none"> <li>• many students able to make connections to character's situation</li> <li>• illustrates a young person making responsible decisions</li> <li>• story could be springboard for discussion on difficult decisions</li> </ul> <p><b>Literary Features</b></p> <ul style="list-style-type: none"> <li>• first person narrative</li> <li>• character's understanding of a situation changes</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• mostly familiar</li> <li>• title may be challenging</li> </ul> <p><b>Sentence Complexity</b></p> <ul style="list-style-type: none"> <li>• assigned and unassigned dialogue</li> <li>• many compound with some simple and complex sentences</li> <li>• sentences require full range of punctuation to access meaning</li> </ul> <p><b>Print Features</b></p> <ul style="list-style-type: none"> <li>• larger font</li> <li>• short paragraphs</li> <li>• photos related but does not offer direct support</li> <li>• spaces between paragraphs—clear breaks</li> </ul>
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Texts at the Junior High/Middle Level	Instructional Ideas for the Junior High/Middle Level
Readers at the Junior High/Middle Level	Assessment at the Junior High/Middle Level

# Instructional Ideas for Junior High/Middle Level

Assessment information is helpful if it is used to assist teachers in planning instruction. From the information that is collected, teachers are able to make decisions about the skills and strategies students need to develop, the kinds of experiences students require, and the nature or structure of these learning experiences. Decisions about how instruction will occur and for whom this instruction will be provided are important decisions.

There will be a number of areas that teachers will identify as essential for all students. This whole-class instruction can take many forms. Opportunities for read-aloud, reading and thinking aloud, shared experiences, and mini-lessons provide teachers with the means to teach very specific concepts, skills, or ideas. Other aspects of instruction may be necessary only for selected groups of students or even individuals. This kind of instruction may occur during a guided experience and may be further practised and applied during independent reading.

The key to instruction is to ensure that there are multiple opportunities for learning and multiple levels of support for students. Ultimately, our goal is for students to be capable of working independently and achieving a high degree of success. This independence, however, does not occur automatically. Before students can work independently, they require support from the teacher. Preceding any independent work, teachers must consider whether the students require more directed instruction or supported instruction.

**Directed instruction** involves the teacher modelling, explaining, demonstrating, etc. In this case, the teacher is doing the work, and the student is an observer.

**Supported instruction** involves the teacher and student working together towards success. The teacher may provide the model and invite student participation where possible, or the student may assume most of the responsibility, with the teacher there to guide and support as necessary.

**Independent learning** occurs when the student has mastered the necessary skills and is able to complete the work without further support. Independent learning does not always mean the student is

## Vignette

### Motivating Students to Read

Motivating 12- and 13-year-olds to read and enjoy it is a challenging task. In my class, it is not that the kids can't read, it is that many of them don't want to read. I decided that if I couldn't bring them to reading, I would bring reading to them. I began the year by taking at least 10 minutes of every English class to read something to my students. Sometimes it was a poem, a newspaper article, a joke, or trivia; other times, a short story or a chapter from a novel. I even discovered that they enjoyed picture books. My goal was to read many different kinds of text and to choose things that students would not expect their teacher to read. I found the Uncle John's Bathroom Readers to have a wealth of possibilities—lots of short stories and articles that kids found interesting. Other good options seemed to be articles about sports and entertainment, as well as articles about controversial issues. Each of these readings was for exposure and enjoyment first, discussion second, and rarely required a follow-up assignment.

~ grade 7 teacher

## Vignette

### Math Literacy

As a math teacher, one of the struggles I face is helping students with the language of mathematics. To help with this, one of the first assignments I have students do is contribute to our class wall of Marvellous Math Meanings. This is a wall with common math words and their meanings, written in ways that the students understand. We start out by posting simple words like sum, difference, quotient, etc. As the year goes on, we add to the wall all of the terms that are important for that unit of study. Now, when I see a student staring at the wall, it might be the first step in solving a problem.

~ grade 8 mathematics teacher

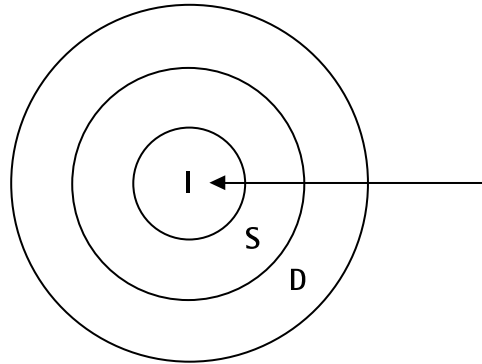
## Vignette

### Independent Read

For a while I have been struggling to make independent reading time in my classroom a purposeful activity. Recently I started each independent reading time with a 5- to 10-minute mini-lesson. Then I asked the students to focus on that particular element in their reading and responding. The initial mini-lessons were focussed mainly on managing the independent read time, book selection, genre, ways to respond, etc. Once the routines were established and most students were choosing "just right books" and writing responses, I began to use this time to listen to students read aloud, do running records, conference, or provide small-group instruction. The initial month or two devoted to establishing purposeful independent reading time was well worth the investment. For the rest of the year the mini-lessons continue. They may focus on something new or be a review of past mini-lessons.

~ grade 6 teacher

working alone. Pairs or groups of students may be asked to work independent of the teacher or outside supports. It is important to remember that individual and independent are not the same. One refers to the size of the group and the other to the level of support offered to the learner.



Independent learning is the target and must be preceded by directed and supported instruction. While it is not necessary to have all three levels of support for every lesson, it is important to keep in mind when considering the overall program.

Because there are so many things that can occur in a classroom, and not all students will be receiving the same kind of instruction at the same time, the 60-minute block is often referred to as a workshop (e.g., reading workshop, writing workshop, math workshop): a place that is busy and productive with students working on and building their skills through diverse but meaningful experiences. The key is ensuring that students are not overwhelmed or struggling but are sufficiently challenged. Knowing each student to this degree requires strong assessment.

## Instructional Approaches

Once a teacher has identified a focus for instruction, the next decision is to decide who would benefit from this instruction and then how the instruction will occur. Below is a brief description of some of the ways in which instruction may occur. It is important to note that some are intended for whole group and others are more appropriate for small groups or individuals. The key is finding a balance.

**Read-aloud:** The teacher reads aloud a text, modelling phrasing, intonation, and expression. The reading of a common text also allows for group discussion.

**Reading and thinking aloud:** The teacher models effective reading and the in-head thought processes that occur during reading. As the teacher reads the text, he/she stops at various points to make connections, predict what will happen next, and pose questions or wonder about



things. These predictions, questions, and connections may also be recorded directly on the text or on Post-it notes for future use. The overhead projector is also a useful tool that allows the teacher to record his or her thoughts on a transparency, allowing students to see the in-head thoughts of the reader.

**Shared experiences:** The teacher and students each have access to a copy of the text being read (individual copies, chart or poster with text printed, overhead projector or computer to project the enlarged text). The teacher may begin by reading and inviting students to join in or take over certain parts. Instruction and discussion about the text may occur throughout the reading and rereading.

**Mini-lessons:** These are short but specific lessons that address a concept, skill, strategy, idea, or expectation. During a mini lesson, the teacher states what is being taught, models and demonstrates, and provides opportunity for practice.

**Guided instruction:** In small groups, students read a text that presents challenges necessary for their further development of reading skills and strategies. The teacher provides the focus for the reading, monitors their reading by listening to individuals read, and returns to the focus to teach or further illustrate the concept.

**Literature discussions:** Students, working in small groups, read and share their understanding about a text. Often these discussions focus on a common text, but they can involve students reading different texts, perhaps on the same theme or written by the same author. Discussions focus on what they liked or disliked about the text, the meaning students have constructed as a result of connections they may have made, questions they have, their understanding of the main ideas, etc.

**Independent learning:** Students work on learning activities independent of teacher support. They are responsible for completing the work in a manner that reflects the criteria for success as identified by the teacher. Independent learning occurs both in school and at home.

**Independent reading:** Students read silently text that is at their independent level. In addition to reading, they have responsibility for selecting appropriate books, recording their reading, and responding to what was read. The teacher may choose to use this time to confer with students, listen to students read individually, or work with small groups as part of a guided experience or a literature discussion.



## Check It Out

Allen, Janet. *On The Same Page*. Stenhouse, 2002.

Allen, Janet. *Tools for Teaching Content Literacy*. Stenhouse, 2004.

Allen, Janet. *Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4–12*. Stenhouse, 2000.

Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*. Heinemann, 2000.

Beers, Kylene. *When Kids Can't Read: What Teachers Can Do*. Heinemann, 2003.

Booth Olsen, Carol. *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom*. Pearson Education, 2003.

Robb, Laura. *Teaching Reading in Middle School*. Scholastic, 2000.

Tovani, Cris. *I Read It, But I Don't Get It: Comprehension Strategies For Adolescent Readers*. Stenhouse, 2000.

Tovani, Cris. *Do I Really Have to Teach Reading?: Content Comprehension, Grades 6–12*. Stenhouse, 2004.

Wilhelm, Jeffrey. *Improving Comprehension with Think Aloud Strategies: Modeling What Good Readers Do*. Scholastic, 2001.

With all instructional approaches, it is important to consider the individual needs of the learner. Different learners need different opportunities for learning, and teachers must consider ways in which they can meet the needs of these learners. Instruction can be differentiated in many ways. Five strategies for differentiation include

- choosing different **texts** for different readers or occasions
- providing **instruction** that is varied (listening, reading, doing)
- changing the **grouping** to meet the needs of the learners (whole class, small groups, triads, partners, individual)
- varying your **expectations** to challenge some and support others
- allowing students to **represent** their understanding in a variety of ways (written, oral, dramatic, kinesthetic, etc.)

## If You Notice ... Then You Need To ...

A student's reading is slow and mechanical

- model during a read-aloud
- choral or echo read
- provide opportunity for the student to listen to books on tape
- select books for which decoding is easy and fluency can be the focus
- encourage reading and rereading of familiar texts
- provide opportunities for Readers Theatre

A student's reading is too fast and doesn't observe the necessary punctuation

- model during a read-aloud
- in a shared or guided situation point out or identify necessary punctuation and listen to and comment on reading
- have students mark text where they will pause (using text with and without punctuation)
- chunk text and have students stop and reflect at various points

A student's responses to text are weak

- show examples of strong responses
- construct a group response in a shared writing situation
- encourage students to code their text or record thoughts, questions, and connections on Post-it notes as they read and then to refer to these when constructing their response
- have students build a response from a completed chart or graphic organizer
- build a list of expectations with students (checklist or rubric)
- offer broad questions to stimulate thought

A student's range and amount of reading is limited

- read aloud new genres
- promote sharing and book talks
- set a goal with the student
- use new genres during whole-class experiences
- display and organize books in a way that is accessible

A student chooses text that is too easy or too challenging

- discuss book selection
- teach the rule of 5 and 10 (e.g., fewer than five unknown words in 100 words may be "just right," ten or more unknown words in 100 may be too challenging)
- model or explain the many things to consider when choosing a book
- show the student a book at his/her independent level and have the student find one like it
- make recommendations

Student has difficulty picking out important information and necessary details

- model the use of highlighting (highlight things that are important, highlight things they understand, circle or use another colour for things they don't understand)
- teach students how to do a focussed read or code text
- provide a focus question or a purpose for the reading
- teach the importance of titles, headings, and subheadings in information text
- show the student how to skim and scan text before reading for detail

While reading, the student makes substitutions that are visually similar but don't make sense

- point out that the student is over-relying on the visual cueing system
- explain that *sounding it out* works only some of the time and if he/she doesn't recognize the word said or if it doesn't make sense, he/she needs to make another guess or use another strategy
- provide a cloze activity where students need to identify the word from the context and without the initial letters
- prompt the student to question "did that make sense?"

While reading, the student makes substitutions that make sense but aren't visually similar

- point out that it is good that his/her substitutions are ones that make sense and where meaning is not lost
- model cross-checking (did that look right, sound right, make sense?)
- prompt the student to check the initial letters when he/she comes across an unfamiliar word
- encourage the student to slow down his/her reading

Student is unsure what to do when he/she encounters an unfamiliar word

- model or demonstrate strategies such as rereading, looking for words within the word, considering word families or word origin, reading on, using picture or context clues
- prompt the student to use a variety of word-solving strategies
- have student explain the strategies he/she does use

The student does not question text

- teach questioning as a strategy
- model questioning behaviour during a think-aloud
- using a common text, ask all students to record their questions; discuss how/where they might find the answers to these questions

The student does not make inferences or read between the lines

- model inferential thinking during a think-aloud
- provide a focus question
- have students record observations on a chart or graphic organizer

The student does not make connections or relate the text to his/her prior knowledge and experience

- teach connecting as a strategy
- model connecting during a think-aloud
- using a common text, ask all students to record their connections

The student does not use visual supports provided

- model a think-aloud with visual text
- have the student read or interpret the visual first—brainstorm. What do I see? What does this tell me? Then read the supporting print text. How do they compare?

The student does not recognize or use text features to support reading

- find examples of text features
- discuss the purpose or function of each (Why is it used?)
- create a T-chart explaining purpose and function
- highlight or discuss features as part of a shared reading experience

The student does not locate information easily

- model the use of organizational features of a text or information book (e.g., table of contents, index, headings, subheadings)
- prior to reading, have the student do a walk-through of the text—record or note headings, subheadings, bold print, pictures/visuals with captions

A student has difficulty constructing meaning from video

- establish a purpose, prior to viewing
- activate prior knowledge about the subject/topic through discussion, jot note making, brainstorming, concept mapping
- elicit students' own questions about the video before, during, and after viewing
- give students a graphic organizer to help frame their thinking
- replay key sections of the video to study detail, confirm understandings, answer questions, and explore relationships among ideas such as cause-and-effect or sequence

A student has difficulty locating information using the Internet

- activate prior knowledge about the topic
- brainstorm key words and identify those appropriate as search words
- model for students how to use the advanced search options
- model skimming and scanning techniques
- teach note-making strategies
- provide a graphic organizer to support note making

# Starting Points for Instruction

Supporting students with their learning is what teachers see as their primary role. This support is most effective when it is based on good assessment information. Once teachers know what students require, then it is important to provide instruction that meets these needs. Instruction in reading requires the use of many different texts. If a course has a textbook that students are required to use, it is important that explicit instruction be given using this book. The chart below outlines a number of instructional activities using textbooks.

Text	Instructional Activity
<p><i>Science Power 9</i> pp. 313–314</p>	<p><b>Focus:</b> Understanding sequential text that is presented in paragraph form.</p> <p><b>Instructional Activity:</b> Ask students to read the section called “What Causes Lightning?” on pages 313 and 314. Explain that they are trying to identify the steps in the lightning process. When the students have read the text independently, place a transparency of these pages on the overhead. Explain that you will now do a walk-through of the text looking for the steps in the process and any clues that helped you to identify the sequence. Use overhead markers to note key phrases and steps in the process. Record each step on a large flow chart. Key phrases that identify sequence include: “from this point ...” “Once a chain of ions forms ...” It is also worth pointing out that each sentence is a new idea. This idea may be a new step in the process or supporting information for a previous step. The sentence, “This process is most likely to occur over the highest point on the ground” is an example of supportive information.</p> <p><b>Independent Application:</b> Ask students to complete their own flow charts that explain how a lightning rod works (p. 315).</p>
<p><i>Aboriginal Peoples: Building for the Future</i> Active Readers 8 Classroom Collection D p. 18</p>	<p><b>Focus:</b> predicting, identifying important information, confirming, compare and contrast</p> <p><b>Instructional Activity:</b> Ask students to brainstorm the role of the elders in early First Nations communities. Record all ideas on sticky notes. Have the students read p. 18 to confirm their ideas. New information learned in the reading should also be added to Post-it notes. Ideas can then be grouped according to sub topic (e.g., spiritual, leadership, historian). Next have students repeat the same for contemporary First Nations cultures. As a group, students can examine the information on Post-it notes to identify similarities and differences. Using different-coloured markers, students can colour-code the information as similar or different.</p> <p><b>Independent Application:</b> Ask the students to write or create a representation that illustrates the similarities and differences in the role of elders, past and present.</p>
<p><i>Interactions 7</i> p. 161</p>	<p><b>Focus:</b> Understanding word problems</p> <p><b>Instructional Activity:</b> Explain that in order to solve word problems, students must use the clues that are included in the question. Two things to look for are (1) action words (draw, calculate, round, etc.) and words that signal a question (who, what, where, when, why, and how) and (2) the data (numbers, etc.) that is necessary to solve the problem.</p> <p>Choose some word problems from the text (e.g., p. 161). Record a question on the board or overhead so the students can see the problem. Together highlight the question that is asked using one colour of marker and the data that are given in another colour. Talk through the question: What is being asked and how you could solve it?</p> <p><b>Independent Application:</b> Ask students to complete a question on their own.</p>

# Working Together to Support Student Learning

Because a student's reading is developmental, it will require instructional support over an extended period of time—many years. To maximize the quality of instruction a student receives, it is important that there be collaboration and communication among teachers.

Collaboration may occur within a school year between and among those teachers who are jointly responsible for program planning and implementation. This may involve classroom teachers, team teachers, resource teachers, and other external support staff who provide instruction and support for students. Regular discussions and meetings to share observations and possible courses of action can be most helpful. In junior high/middle level, team teachers have a responsibility to discuss and share observations about students' strengths and needs. In particular, the English language arts teacher can provide important information to content teachers about a student's literacy skills. Similarly, content-area teachers can offer important insights into the student as a reader and as a learner. Beyond the opportunities to discuss assessment and instruction is the possibility of assessment and instruction being a shared responsibility. *Supporting Student Success: Resource Programming and Services* (2002) describes co-teaching as a way in which the classroom teacher and resource teacher work together to provide instruction.

Communication from one year to the next is equally important. During the 10-month period a teacher spends with a student, he or she is able to learn a great deal about the student's strengths and needs. If this information is communicated to the teacher receiving the student in September, the process of getting to know the student and his/her reading development can be accelerated. Often schools arrange meetings at the end of the year between current and future teachers. The Student Tracking Sheet (Appendix H1 and H2) may be helpful for teachers during these discussions. These sheets allow the teacher to record the fiction, non-fiction, and content passages that have been used for assessment purposes with individual students. Teachers can make note of the level of difficulty the passage posed for the student (difficult, instructional, or independent). It is important to note that these passages are not ranked in order of difficulty but rather are numbered solely for organizational purposes. See pages 77 and 79 for a listing of passages and their corresponding numbers.



## Vignette

### Teamwork during Silent Reading

Our school is a grade 6–8 middle school. Built into the school timetable is 20 minutes of "silent reading." During this time every student and teacher is involved in independent reading. As a Tech. Ed teacher this is not free time for me but a time when I go to one of the classrooms and I am teamed up to read with students or to read myself, allowing the classroom teacher to read with individual students. Every specialist teacher is part of a team and provides support to these two or three classes. At first it was just about my helping out someone else. I now realize it is also about my helping myself to get to know these students better.

~ grade 6 technology  
education teacher





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# **Appendix A: Bookmarks**



# A1: Strategy Bookmarks

## Remember to

### make connections



Think, "What does the text remind you of?"  
T-S (text to self)  
T-T (text to text)  
T-W (text to world)

### visualize



Create pictures and images in your mind.

### infer



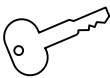
Look for hints the author has left about the text.

### question



Ask questions about the text.

### determine importance



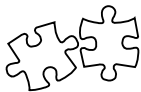
Think of your purpose for reading, "What are you trying to find out?" Read for key information.

### analyse



Look closely at the text, "How is it written? What is it about?"

### synthesize



Build new ideas. Think of what you already knew and how that knowledge fits with what you have just read.

## Remember to

### predict



Ask, "What will the text be about?"

### confirm



Ask, "Does this match my predictions?"

### monitor



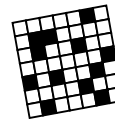
Think, "How is my reading? Is the text too difficult?"

### self-correct



Use a fix-up strategy when you get stuck (reread, read on, ask for help, use context clues).

### word solve



Use a variety of strategies to figure out unfamiliar words (look for smaller words in the word, common rimes consider word meanings).

### sample/gather



Pay attention to parts of the text that are helpful.

### maintain fluency



Read smoothly with expression. Remember to follow the punctuation cues.

## A2: Notes to Myself Bookmark

notes to myself	page number:	
notes to myself	page number:	

notes to myself	page number:	
notes to myself	page number:	

notes to myself	page number:	
notes to myself	page number:	

## A3: Coding System Bookmark

Coding System	
self-correct	sc
told	T
repeat	<u>R</u> ←
omission	-
substitution	<small>(spoken word)</small> printed word
appeal	A
pause	
insertion	^
prompt	P

Coding System	
self-correct	sc
told	T
repeat	<u>R</u> ←
omission	-
substitution	<small>(spoken word)</small> printed word
appeal	A
pause	
insertion	^
prompt	P



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## **Appendix B: Anecdotal Records/ Checklists**





# B1: Observational Checklist

Name: \_\_\_\_\_

Grade/Age: \_\_\_\_\_ Date: \_\_\_\_\_

Strategies and Behaviours	Often	Sometimes	Rarely	Comments
Participates in book discussions				
Reads independently				
Selects books that are at an appropriate reading level				
Reads a variety of genres and forms				
Uses text features (e.g., table of contents, glossary, index, headings, bold print) to overview books, locate information, and better understand the text				
Combines information from a variety of sources (e.g., pictures, charts, graphs, illustrations, charts, tables, maps)				
Recognizes that authors use different organizational patterns to present information				
Summarizes and retells information clearly and accurately				
Uses prior knowledge to construct meaning				
Poses questions to clarify meaning and find information				
Monitors reading and knows when meaning breaks down				
Effectively uses a variety of "fix-up" strategies to self-correct				
Uses a variety of strategies to figure out unfamiliar words				



# B3: Observation and Planning Sheet I

Name: \_\_\_\_\_

Date	Notes and Observations (what the student can do)	Future Instructional Focus (one–two areas)

# B4: Observation and Planning Sheet II

Student Name and Date	Notes and Observations (what the student can do)	Future Instructional Focus (one–two areas)
Name:  Date:		
Name:  Date:		
Name:  Date:		
Name:  Date:		
Name:  Date:		

# B5: Observations of Reading

Name: \_\_\_\_\_ Term: \_\_\_\_\_

Subject: \_\_\_\_\_

Outcomes	Observations/Comments
Reads text independently and accurately	
Reads with fluency (expression, phrasing, rate)	
Chooses appropriate texts in a range of genres/forms	
Responds personally and critically to text	
Uses a variety of strategies to comprehend text.	
Able to conduct research and combine information from a variety of sources	
Interpret visuals and cross checks with printed text	



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# **Appendix C: Rubrics and Rating Scales**





## C1: Assessing Response to Poetry

<b>Level 5</b>	The student responds thoughtfully and perceptively to the text in one or more of the following ways: by drawing connections with personal experience or other texts; by expressing opinions or feelings; and/or by offering interpretations of the poem. The student chooses supportive evidence from the text and/or personal experience that demonstrates some depth of understanding of ideas and/or form.
<b>Level 4</b>	The student responds thoughtfully to the text in one or more of the following ways: by expressing feelings or opinions; by drawing connections with personal experience or other texts; and/or by offering interpretations of the poem. The student chooses supportive evidence from the text and/or personal experience that shows awareness of ideas and/or form.
<b>Level 3</b>	The student responds to the text by expressing a feeling, an opinion, or an interpretation or by drawing a connection with personal experiences or other texts. The student chooses supportive evidence from the text and/or personal experiences that shows surface understanding of ideas and/or form.
<b>Level 2</b>	The student responds by expressing a feeling or an opinion or an interpretation or by making a personal connection; however, the student offers unclear or inappropriate support from the text of the poem.
<b>Level 1</b>	The student responds only briefly to the poem, offering little or no support for the comments; the student has apparently misinterpreted or not understood the text, or retells the poem and offers no other response.
<b>Nonclassifiable</b>	There is no evidence of an attempt to meet the requirements of the task, or the response is not decipherable.

# C2: Rubric Template

	Difficult	Instructional		Independent
	1	2	3	4

# C3: Project Criteria

Project: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_

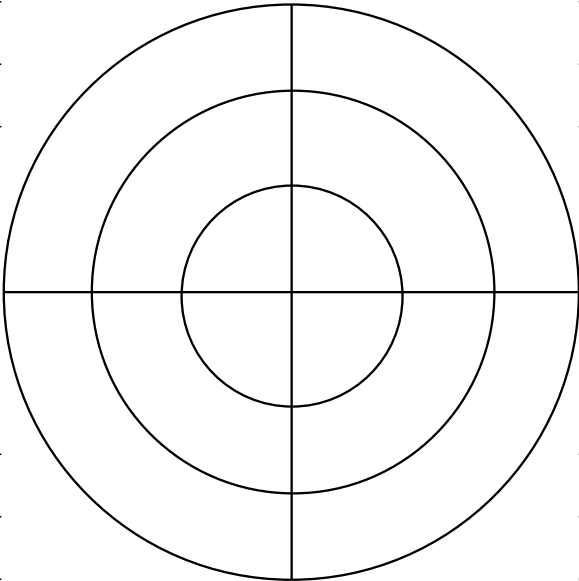
Brainstorming "What does success look like?"			
Criteria	Details	Value	Specific Comments
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

# C4: Target

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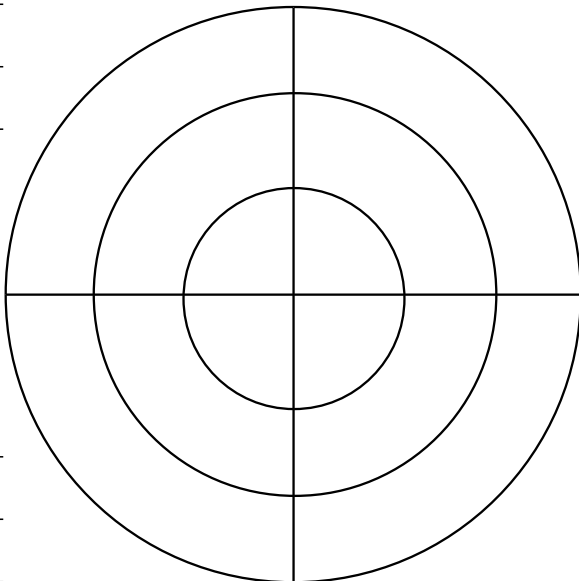
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## C5: Student Reading Experiences Rubric

	1	2	3
<b>Amount of text read</b>	Limited reading	Moderate reading	Extensive reading
<b>Range of genre</b>	No range of genre	Some titles within two–three genres	Wide variety of titles across three or more genres
<b>Difficulty of text</b>	The majority of reading materials are significantly below instructional or independent reading level (E) or pose too many challenges for the reader (C)	Includes titles that are at the reader's instructional or independent reading level (JR) as well as those that are too easy (E) or too challenging (C)	Almost all titles are at an independent or instructional level (JR)

## C6: Response Rubric

	Difficult	Instructional		Independent
	1–limited	2–partial	3–adequate	4–complete
Expresses concerns or feelings	No opinions/feeling expressed	General opinions and/or feelings are stated but not explained	Opinions and/or feelings are general in nature; discussion and explanation are offered	Opinions and/or feelings demonstrate insight; discussion and/or explanations are thoughtful and clear
Summarizes (retelling)	Does not include the main ideas; information is minimal and often inaccurate	Retelling includes most of the main ideas but does not add to the writer's own ideas or overall response	Retelling includes the main ideas and is generally connected to the overall response	Any retelling is accurate and contributes to the overall response
Makes connections	No reference to any connections between the text and personal experience, other texts, or the world	Connections were minimal and did not significantly enhance his/her understanding	Meaningful connections made between the text and themselves; connections between other texts and the world were less frequent or less helpful	Connections made between the text and prior experiences or knowledge gained from other texts or world knowledge
Asks questions	Did not identify any questions in relationship to the text	Questions were literal or surface-level questions and did not show in-depth inquiry	Questions centred primarily on the topic or content of the text	Thoughtful questions about the text, its message, manner of construction, author's style, etc.
Provides evidence	Little or no support for the comments is offered	Evidence offered shows limited understanding of ideas, specific text features, and/or language	Supportive evidence from the text or personal experience shows surface-level understanding	Connections and opinions are supported with evidence from the text and/or personal experience showing insight and awareness for ideas, text features, and/or language

## C7: Portfolio Rubric

	1	2	3	4
Selection of Artifacts – Evidence of Achievement	Minimal number of artifacts included	Artifacts effectively demonstrate one or two skills and reading strategies	A variety of skills and strategies are evident in the artifacts selected	A high degree of skill level and strategy use is evident across a range of artifacts
Selection of Artifacts – Evidence of Growth	Minimal or no evidence of growth	Some before-and-after pieces have been included to show growth in one or two areas	Pieces selected show growth in a variety of areas	The combination of artifacts shows growth in many areas as well as direction for the future
Personal Reflection	Minimal or no evidence of personal reflection	Reflections are often superficial with little comment on the learner or the process; emphasis on describing the artifact	Reflections offer some insight into the strengths, challenges, and growth demonstrated by the learner, as well as why the artifact was selected	Reflections are thoughtful, demonstrating insight into the learner and the process; goals are identified
Organization	Lacks organization and basic neatness	Most of the portfolio demonstrates basic neatness and an attempt at organization	Contents are neatly presented in an organized manner	The portfolio is well organized and visually pleasing; demonstrates creativity



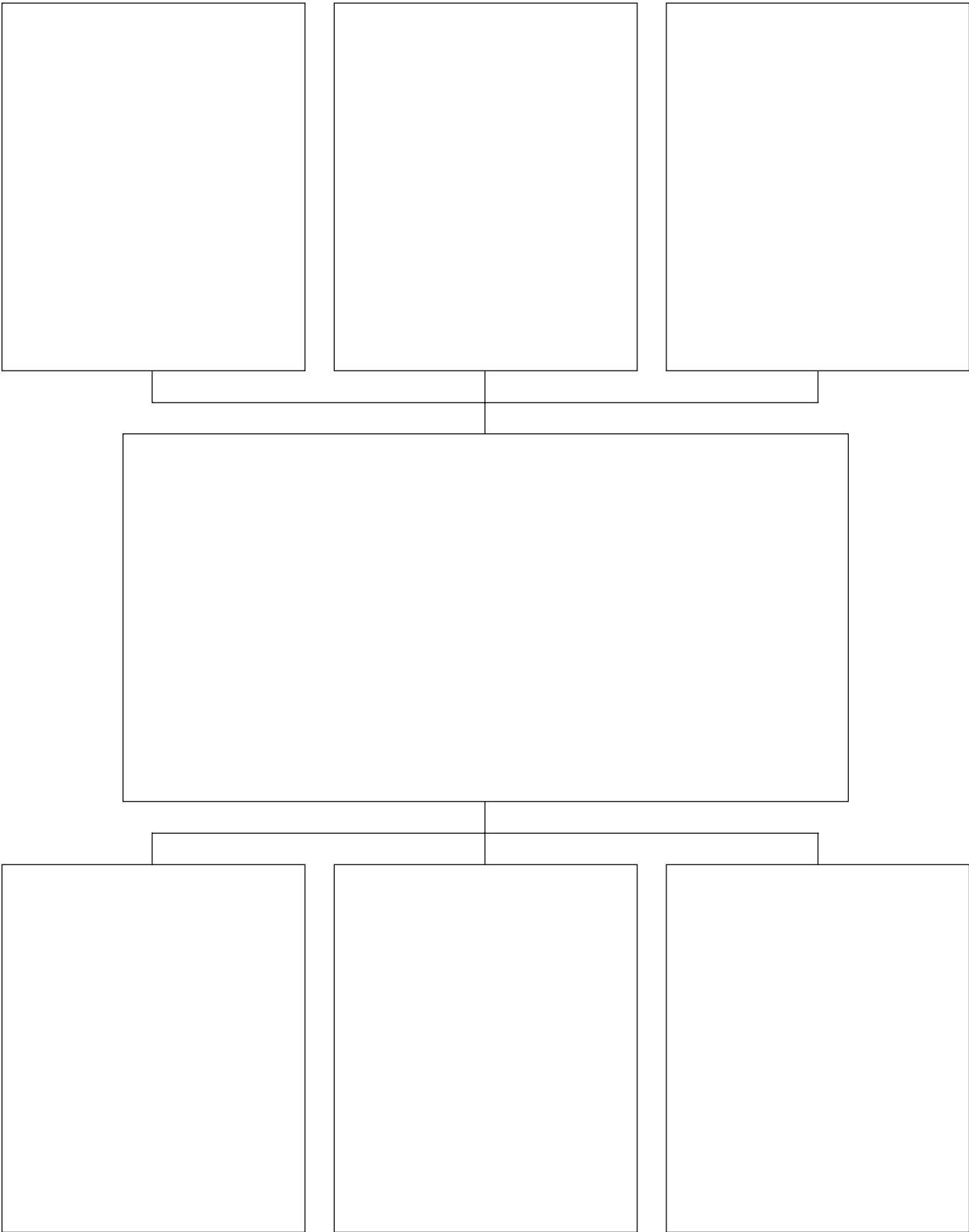


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# **Appendix D: Graphic Organizers**



# D1: Cause-and-Effect Chart



## D2: Predict, Support, Reflect

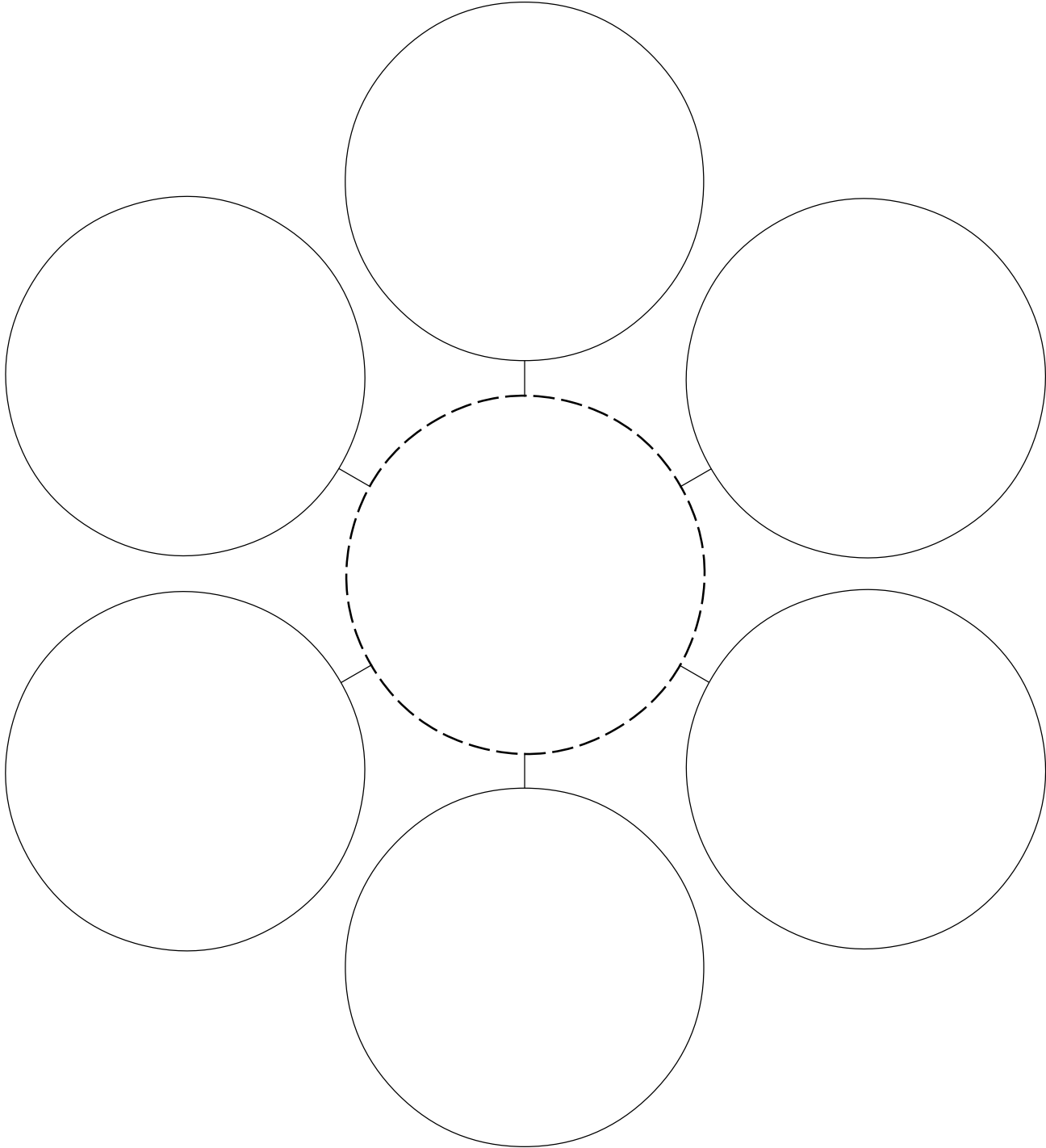
<b>Reflect</b> How does the text compare to your predictions?	
<b>Support</b> Give evidence from the text or personal experience.	
<b>Predict</b> What will the text be about?	

# D3: Compare-and-Contrast Chart

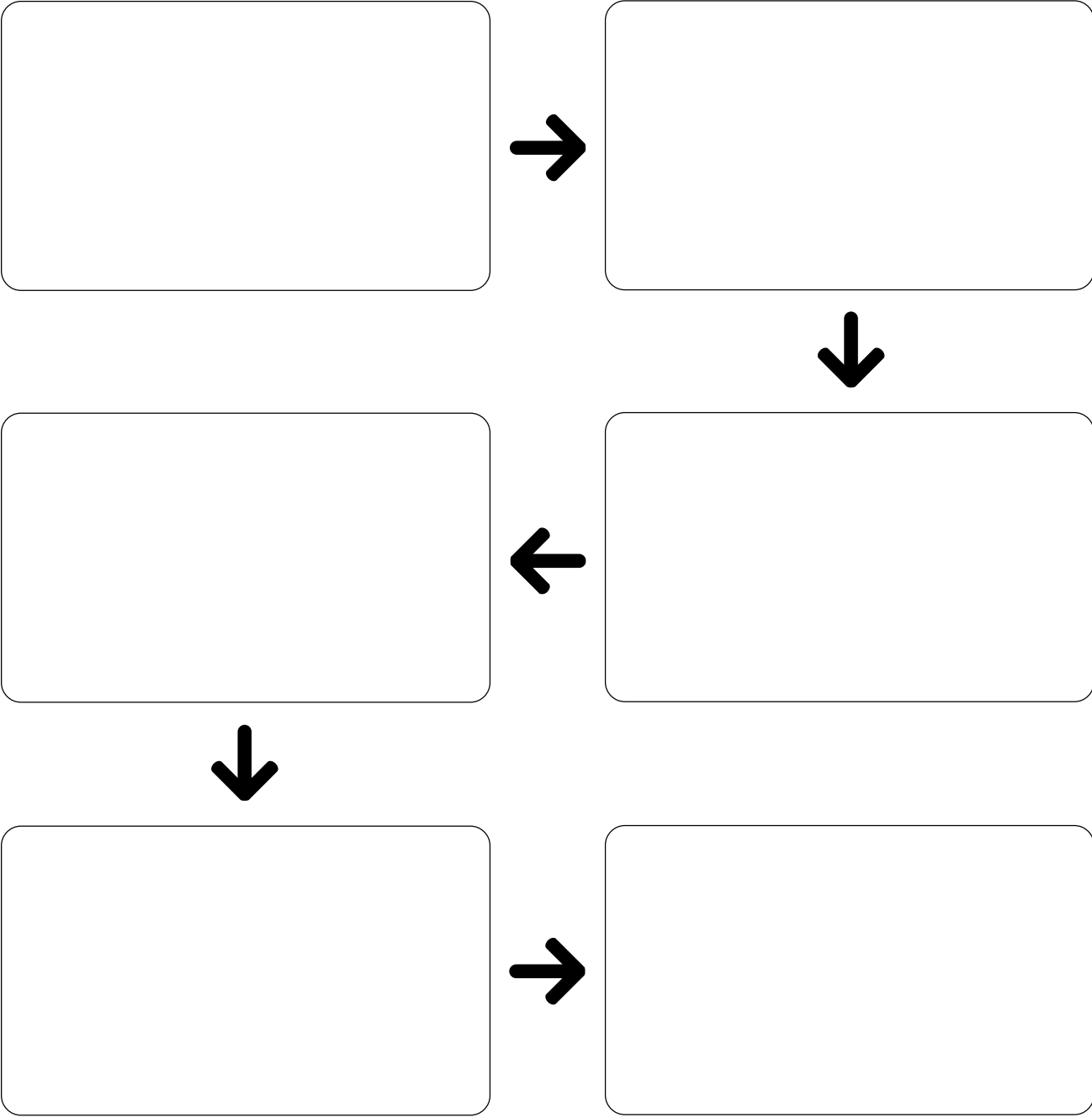
How are	and	alike?

How are	and	different?

# D4: Concept Web



D5: Flow Chart




## D6: FQR Chart

<b>R</b> Response	
<b>Q</b> Questions	
<b>F</b> Facts	

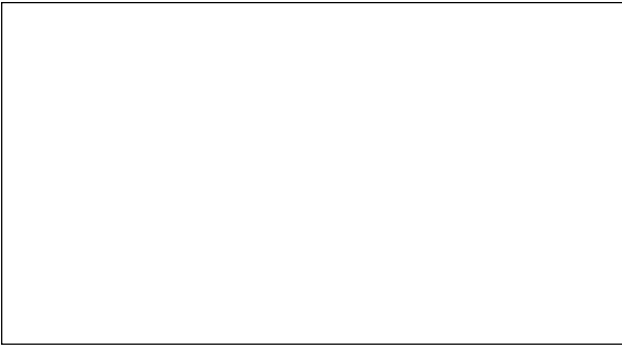
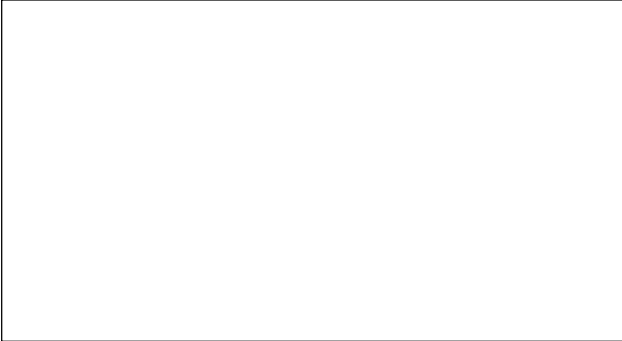


# D7: Ideas/Details Charts

**Important Ideas**



**Details**



**Important Ideas**



**Details**



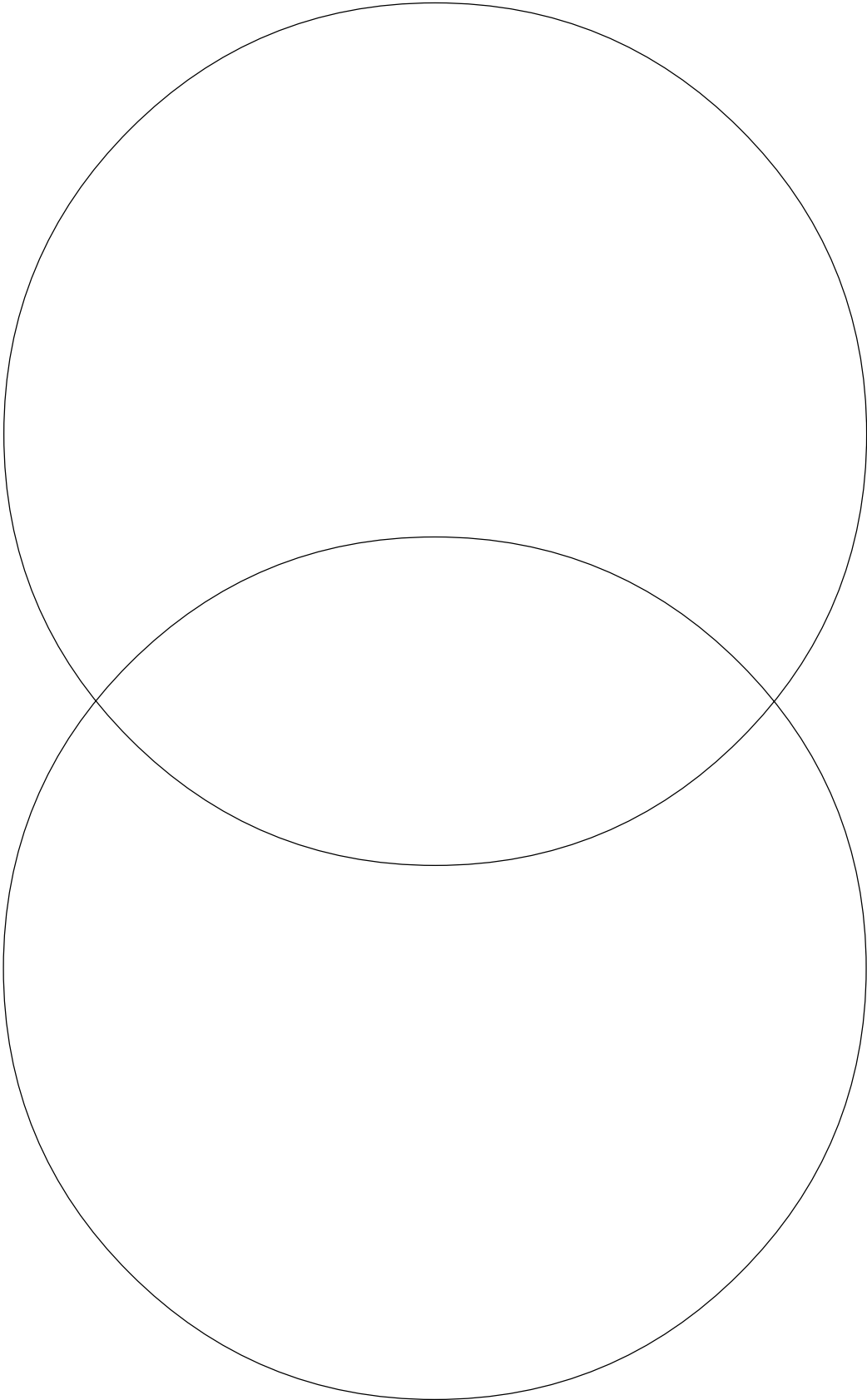
# D8: QUIC Chart

<b>C</b> Connections	
<b>I</b> Important Ideas	
<b>QU</b> Questions	

# D9: What I Read/What I Think

What I Read	What I Think

# D10: Venn Diagram



## D11: PASS—Position, Argument, Supportive Details, Statistics

P	A	S	S

# D12: Note Taking

Important Ideas	Big Ideas	Questions

# D13: Word Wise

Dictionary definition	Word parts	My definition
Example	Word	Non-example
Use in context	Related words	Picture/diagram

Dictionary definition	Word parts	My definition
Example	Word	Non-example
Use in context	Related words	Picture/diagram

## D14: Question Quadrants

<b>Question</b>	<b>Possible Answers</b>
<b>Source(s)</b>	<b>Findings</b>



# D15: Four Corners

1		2
	Topic/Concept	
3		4



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# Appendix E: Logs





# E2: Quiz/Test Log

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Term: \_\_\_\_\_

Quiz/Test Date	Score	Focus/Topic	Strengths	Areas to Improve

Student Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_

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# **Appendix F: Self-Assessment**





# F1: Portfolio Checklist

The following artifacts should be included in the portfolio:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## F2: I Can ...

Name: \_\_\_\_\_

Check those you can do well.

- choose books that are “just right” for me
- predict what will happen (before reading and as I am reading)
- think of something that the text reminds me of
- ask questions or wonder about things I have read
- pick out important information
- use a table of contents
- find information on a page by reading titles, headings, and bold words
- learn more about the topic from the pictures, charts, maps, or graphs
- know when my reading doesn't make sense
- use a “fix-up” strategy when I'm stuck
- 
- 
- 
- 

What do you need to improve?

## F3: I Can ...

Name: \_\_\_\_\_

Check those you can do well.

- select "just right" books that are at my reading level
- make predictions about a text (before reading and during reading)
- make connections between the text and my own life
- make connections between the text and other texts I've read
- make connections between the text and something in the world
- ask questions and wonder about things I've read
- infer what is happening or "read between the lines"
- infer what the theme is in a text
- pick out important information from a text
- use a table of contents, glossary, index, headings, and titles to find information
- make sense of charts, maps, diagrams, graphs, etc.
- combine what I already know with what I've read to form new ideas
- give a personal opinion about the things I read
- support my ideas and opinions with examples from the text
- examine a text for bias, stereotyping
- monitor my reading and know when something is not making sense
- use a "fix-up" strategy to get me back on track when I am stuck

Choose something that you would like to work on in the future.

## F4: Self-Reflection

Name: \_\_\_\_\_

What types of books have you read?

How do you choose your books?

Have you tried any books that you found too hard?

What strategies did you try when a book or part of a book was difficult?

Would you describe most of the books you have read as easy? just right? or challenging?

How do you know when a book is just right for you?

Are there any kinds of books that you haven't read but could try in the near future?

What is one of your favourite books that you have read this year? What makes it one of your favourites?

## F5: Self-Reflection Content

Name: \_\_\_\_\_

How would you describe the reading material in this course? easy, just right, challenging?

How often do you read non-fiction?

What kinds of non-fiction do you usually read?

How do you read non-fiction differently from fiction (novels or stories)?

How do you begin when asked to read a page from the textbook?

What features of information text do you use most often?

Which features do you ignore or rarely use?

What do you do when the text you are reading is too hard?

# F6: Reading Interest Inventory

Name: \_\_\_\_\_

Record your reading interests by circling the number that is closest to your feelings about each statement:

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Reading is an activity I enjoy.	1	2	3	4	5
I like to choose my own books to read.	1	2	3	4	5
I read only when I absolutely have to.	1	2	3	4	5
I read mainly for enjoyment.	1	2	3	4	5
I read mainly to get information.	1	2	3	4	5
I like to go to the library (school or community).	1	2	3	4	5
Reading in school is harder than reading at home.	1	2	3	4	5
I'd rather read the book than watch the movie.	1	2	3	4	5
I find talking about books helps me to understand them better.	1	2	3	4	5
I enjoy being read to.	1	2	3	4	5

Record the kind of reading that you enjoy the most (number in order, with 1 as your favourite)

- |  |   |
|--|---|
| <input type="checkbox"/> Novels or chapter books | <input type="checkbox"/> Magazines              |
| <input type="checkbox"/> Information books       | <input type="checkbox"/> Comic or cartoon books |
| <input type="checkbox"/> Newspapers              | <input type="checkbox"/> Poetry                 |

The book I am reading right now is

\_\_\_\_\_

My favourite book ever is

\_\_\_\_\_

## F7: Self-Assessment, Groupwork

Listened to group members	1	2	3	4	5
Shared my own ideas without dominating	1	2	3	4	5
Completed an equal share of the work	1	2	3	4	5
Encouraged others and provided positive feedback	1	2	3	4	5
<b>1 = rarely/never</b>	<b>3 = sometimes</b>	<b>5 = often/always</b>			

Listened to group members	1	2	3	4	5
Shared my own ideas without dominating	1	2	3	4	5
Completed an equal share of the work	1	2	3	4	5
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Completed an equal share of the work	1	2	3	4	5
Encouraged others and provided positive feedback	1	2	3	4	5
<b>1 = rarely/never</b>	<b>3 = sometimes</b>	<b>5 = often/always</b>			





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## **Appendix G: Active Readers Links**



Fiction Passage	AR Fiction Links	Reading Stage	Topic	Writing Form
<b>A Rock and a Hard Place</b> (Early)	Castaway on Cape Breton	Gr. 7 Fluent	✓	✓
	Skate Board City	Gr. 7 Early	✓	✓
	Snowblind	Gr. 7 Trans	✓	✓
	A Sudden Storm	Gr. 7 Trans	✓	✓
	A Life in Their Hands	Gr. 7 Trans	✓	✓
	Shifting Ground	Gr. 7 Trans	✓	✓
	The Powder Monkey	Gr. 7 Early	✓	✓
	Little Voice	Gr. 8 Trans	✓	✓
	Menace and Mischief	Gr. 8 Trans	✓	✓
	Rules of the Road	Gr. 8 Fluent	✓	✓
	Royal Ransom	Gr. 8 Fluent	✓	✓
	Woodsong	Gr. 8 Early	✓	✓
	Wave Watch	Gr. 9 Trans	✓	✓
	Mikayla's Victory	Gr. 9 Trans	✓	✓
	Triple Threat	Gr. 9 Trans	✓	✓
	Woodlands Canoeing	Gr. 9 Fluent	✓	✓
	Surfers of Snow	Gr. 9 Trans	✓	✓
	Whiteout	Gr. 9 Fluent	✓	✓
A Bushel of Light	Gr. 9 Trans	✓	✓	
The Heaven Shop	Gr. 9 Trans	✓	✓	
<b>A Turtle Named Donovan Bailey</b> (Fluent)	Canadian Experience in Perspective	Gr. 7 Fluent	✓	✓
	Environment in Perspective	Gr. 7 Fluent	✓	✓
	Angels in the Snow	Gr. 8 Trans	✓	✓
	Animal Signatures	Gr. 9 Early	✓	✓
	Woodlands Canoeing	Gr. 9 Fluent	✓	✓
	Ahmek	Gr. 9 Fluent	✓	✓
	The Kids' Guide to Zoo Animals	Gr. 9 Fluent	✓	✓

Fiction Passage	AR Fiction Links	Reading Stage	Topic	Writing Form
<b>And No Birds Sang (Fluent)</b>	Snowblind	Gr. 7 Trans	✓	✓
	A Sudden Storm	Gr. 7 Trans	✓	✓
	A Life in Their Hands	Gr. 7 Trans	✓	✓
	Shifting Ground	Gr. 7 Trans	✓	✓
	Flambards	Gr. 7 Fluent	✓	✓
	The Edge of the Cloud	Gr. 7 Fluent	✓	✓
	Little Voice	Gr. 8 Trans	✓	✓
	Menace and Mischief	Gr. 8 Trans	✓	✓
	Rules of the Road	Gr. 8 Fluent	✓	✓
	Royal Ransom	Gr. 8 Fluent	✓	✓
	Woodsong	Gr. 8 Early	✓	✓
	Woodlands Canoeing	Gr. 9 Fluent	✓	✓
	Wave Watch	Gr. 9 Trans	✓	✓
	Stranded	Gr. 9 Fluent	✓	✓
	The Marvellous Mongolian Sandwriter	Gr. 9 Trans Gr. 9 Fluent	✓ ✓	✓ ✓
<b>Barriers (Fluent)</b>	Missing Pieces	Gr. 7 Early	✓	✓
	Swamp Stomp	Gr. 7 Trans	✓	✓
	No Pay? No Way!	Gr. 7 Early	✓	✓
	Ten-Book Summer	Gr. 7 Trans	✓	✓
	River Boy	Gr. 7 Fluent	✓	✓
	Chandra	Gr. 7 Fluent	✓	✓
	People in Perspective	Gr. 7 Fluent	✓	✓
	Relationships in Perspective	Gr. 7 Fluent	✓	✓
	Getting Near to Baby	Gr. 8 Trans	✓	✓
	Thunderbolt	Gr. 9 Early	✓	✓
	Cordelia Clark	Gr. 9 Fluent	✓	✓
	Triple Threat	Gr. 9 Trans	✓	✓
	Mikayla's Victory	Gr. 9 Trans	✓	✓
	When She Was Good	Gr. 9 Trans	✓	✓
	Alice, I Think	Gr. 9 Fluent	✓	✓
	Absolutely Invincible	Gr. 9 Trans	✓	✓
Head above Water	Gr. 9 Trans	✓	✓	

Fiction Passage	AR Fiction Links	Reading Stage	Topic	Writing Form
<b>Bessie's Ribbon (Transitional)</b>	The 1815 Diary of a Nova Scotia Farm Girl	Gr. 7 Ext Fl	✓	✓
	Castaway on Cape Breton	Gr. 7 Fluent		✓
	The Edge of the Cloud	Gr. 7 Fluent	✓	✓
	Six Micmac Stories	Gr. 7 Fluent		✓
	Achimoona	Gr. 8 Fluent		✓
	Keepers of the Earth	Gr. 8 Fluent		✓
	The Shaman's Nephew	Gr. 8 Trans	✓	✓
	Richard Wright and the Library Card	Gr. 8 Early		✓
	If I Just Had Two Wings	Gr. 8 Fluent		✓
	Hannah	Gr. 8 Fluent		✓
	Willa's New World	Gr. 8 Fluent		✓
	Charlie Wilcox's Great War	Gr. 8 Fluent		✓
	Elizabeth Bless This House	Gr. 8 Trans	✓	✓
	Greek Legends	Gr. 8 Fluent		✓
	The Bully Boys	Gr. 8 Fluent		✓
	Images: Canada through Literature	Gr. 8 Fluent		✓
	The Mi'kmaq Anthology	Gr. 8 Fluent		✓
	Get on Board: The Story of the Underground Railroad	Gr. 8 Trans	✓	✓
	The Trojan War	Gr. 8 Fluent		✓
	The Dream Carvers	Gr. 9 Trans	✓	✓
As Long as the Rivers Flow	Gr. 9 Trans	✓	✓	
Lost in Spain	Gr. 9 Fluent		✓	
Nellie's Victory	Gr. 9 Fluent		✓	
Tunnels of Treachery	Gr. 9 Fluent		✓	
<b>Bottlebrush Girl (Extended Fluent)</b>	Environment in Perspective	Gr. 7 Fluent	✓	✓
	Angels in the Snow	Gr. 8 Trans	✓	✓
	Woodsong	Gr. 8 Early	✓	✓
	Clearcut Danger	Gr. 9 Trans	✓	✓

Fiction Passage	AR Fiction Links	Reading Stage	Topic	Writing Form
<b>Changes (Transitional)</b>	Missing Pieces	Gr. 7 Early	✓	✓
	Swamp Stomp	Gr. 7 Trans	✓	✓
	No Pay? No Way!	Gr. 7 Early		✓
	Ten-Book Summer	Gr. 7 Trans	✓	✓
	River Boy	Gr. 7 Fluent		✓
	Chandra	Gr. 7 Fluent		✓
	Drama	Gr. 7 Fluent		✓
	Bone Beds of the Badlands	Gr. 8 Fluent		✓
	Who Moved My Cheese?	Gr. 8 Trans	✓	✓
	Thunderbolt	Gr. 9 Early		✓
	Cordelia Clark	Gr. 9 Fluent		✓
	Triple Threat	Gr. 9 Trans	✓	✓
	Mikayla's Victory	Gr. 9 Trans	✓	✓
	Alice, I Think	Gr. 9 Fluent		✓
	Surviving the Applewhites	Gr. 9 Trans	✓	✓
	New Girl	Gr. 9 Trans	✓	✓
	Edge	Gr. 9 Trans	✓	✓
Moonkid and Liberty	Gr. 9 Trans	✓	✓	
<b>Lazy Susan (Transitional)</b>	People in Perspective	Gr. 7 Fluent		✓
	Relationships in Perspective	Gr. 7 Fluent		✓
	Oliver's Wars	Gr. 8 Trans	✓	✓
	As Long as the River Flows	Gr. 9 Trans	✓	✓
	Lightning Rider	Gr. 9 Fluent		✓
	The Secret under My Skin	Gr. 9 Fluent	✓	✓
	Absolutely Invincible	Gr. 9 Trans	✓	✓
	A Different Kind of Beauty	Gr. 9 Trans	✓	✓
	The Vanishing Chip	Gr. 9 Fluent		✓
	Surfers of the Snow	Gr. 9 Trans	✓	✓

Fiction Passage	AR Fiction Links	Reading Stage	Topic	Writing Form	
"Let's Go, Babcock!" (Early)	The Case of Carnival Cash	Gr. 7 Early	✓	✓	✓
	The Secret on the Wall	Gr. 7 Trans		✓	✓
	The Stories of Sherlock Holmes	Gr. 7 Trans		✓	✓
	The Saga of the Bluenose	Gr. 9 Fluent		✓	
	The Saga of the Mary Celeste	Gr. 9 Fluent		✓	
	Stranded	Gr. 9 Fluent		✓	✓
	Lightning Rider	Gr. 9 Fluent		✓	✓
	Sciencesaurus	Gr. 9 Trans		✓	
	Mystery House	Gr. 9 Trans			✓
	Grave Secrets	Gr. 9 Fluent			✓
	In the Key of Do Stars	Gr. 9 Fluent Gr. 9 Trans		✓	✓
Report from Planet B-12 (Transitional)	Bug Z	Gr. 7 Trans	✓	✓	✓
	Saving the Zog	Gr. 7 Trans	✓	✓	✓
	Atlantis	Gr. 7 Fluent		✓	✓
	Parasite Pig	Gr. 8 Fluent		✓	✓
	A Handful of Time	Gr. 8 Trans	✓		✓
	Lionclaw: A Tale of Rowan Hood	Gr. 8 Fluent			✓
	The Renaissance Kids	Gr. 8 Trans	✓		✓
	A Wizard of Earthsea	Gr. 8 Fluent			✓
	The Secret under My Skin	Gr. 9 Fluent		✓	✓
	Cordelia Clarke	Gr. 9 Fluent		✓	✓
	Exploring the Solar System Collection	Gr. 9 Trans	✓	✓	
	Seeing Stars	Gr. 9 Trans	✓		✓
	Beckoning Lights	Gr. 9 Trans	✓		✓

Fiction Passage	AR Fiction Links	Reading Stage	Topic	Writing Form
Rose of Grace Harbour (Fluent)	The 1815 Diary of a Nova Scotia Farm Girl	Gr. 7 Ext FI		✓
	Castaway on Cape Breton	Gr. 7 Fluent	✓	✓
	Six Micmac Stories	Gr. 7 Fluent	✓	✓
	Achimoona	Gr. 8 Fluent	✓	✓
	Keepers of the Earth	Gr. 8 Fluent	✓	✓
	The Shaman's Nephew	Gr. 8 Trans		✓
	Richard Wright and the Library Card	Gr. 8 Early		✓
	If I Just Had Two Wings	Gr. 8 Fluent	✓	✓
	Hannah	Gr. 8 Fluent	✓	✓
	Willa's New World	Gr. 8 Fluent	✓	✓
	Charlie Wilcox's Great War	Gr. 8 Fluent	✓	✓
	Elizabeth Bless This House	Gr. 8 Trans		✓
	Greek Legends	Gr. 8 Fluent	✓	✓
	The Bully Boys	Gr. 8 Fluent	✓	✓
	Images: Canada through Literature	Gr. 8 Fluent	✓	✓
	The Mi'kmaq Anthology	Gr. 8 Fluent	✓	✓
	Get on Board: The Story of the Underground Railroad	Gr. 8 Trans		✓
	The Trojan War	Gr. 8 Fluent	✓	✓
	As Long as the River Flows	Gr. 9 Trans		✓
	Dragonwings	Gr. 9 Fluent	✓	✓
	No Missing Parts	Gr. 9 Fluent	✓	✓
	Emily Carr	Gr. 9 Fluent	✓	✓
	Nellie McClung	Gr. 9 Fluent	✓	✓
Dear Mrs. Parks	Gr. 9 Trans		✓	



Fiction Passage	AR Fiction Links	Reading Stage	Topic	Writing Form
<b>Scribbles (Transitional)</b>	Missing Pieces	Gr. 7 Early	✓	✓
	Swamp Stomp	Gr. 7 Trans	✓	✓
	No Pay? No Way!	Gr. 7 Early	✓	✓
	Ten-Book Summer	Gr. 7 Trans	✓	✓
	River Boy	Gr. 7 Fluent	✓	✓
	Chandra	Gr. 7 Fluent	✓	✓
	Six Micmac Stories	Gr. 7 Fluent	✓	✓
	Maiden of the Mist	Gr. 8 Early		✓
	Miracle's Boys	Gr. 8 Trans	✓	✓
	Get on Board: The Story of the Underground Railroad	Gr. 8 Trans	✓	✓
	As Long as the Rivers Flow	Gr. 9 Trans	✓	✓
	Thunderbowl	Gr. 9 Early		✓
	Lightning Rider	Gr. 9 Fluent		✓
	The Dream Carvers	Gr. 9 Trans	✓	✓
	Stars	Gr. 9 Trans	✓	✓
Edge	Gr. 9 Trans	✓	✓	
<b>Sneezes (Transitional)</b>	River Boy	Gr. 7 Fluent	✓	
	Chandra	Gr. 7 Fluent	✓	
	The 1815 Diary of a Nova Scotia Farm Girl	Gr. 7 Ext Fl		✓
	Thunderbowl	Gr. 9 Early	✓	
	Alice, I Think	Gr. 9 Fluent		✓
	Lorinda's Diary	Gr. 9 Trans	✓	✓
<b>Snow Rats (Extended Fluent)</b>	River Boy	Gr. 7 Fluent	✓	✓
	Chandra	Gr. 7 Fluent	✓	✓
	Snowblind	Gr. 7 Trans	✓	✓
	A Sudden Storm	Gr. 7 Trans		✓
	A Life in Their Hands	Gr. 7 Trans	✓	✓
	Shifting Ground	Gr. 7 Trans		✓
	Moonkid and Liberty	Gr. 9 Trans	✓	✓
	Edge	Gr. 9 Trans	✓	✓

Fiction Passage	AR Fiction Links	Reading Stage	Topic	Writing Form
<b>The Case of the Dead Duck</b> (Transitional)	The Case of Carnival Cash Gr. 7 Early		✓	✓
	The Secret on the Wall Gr. 7 Trans	✓	✓	✓
	The Stories of Sherlock Holmes Gr. 7 Trans	✓	✓	✓
	Drama Gr. 7 Fluent		✓	✓
	Body, Crime, Suspect Gr. 8 Trans	✓		
	Clearcut Danger Gr. 9 Trans	✓	✓	✓
	Sciencesaurus Gr. 9 Trans	✓	✓	
	Whiteout Gr. 9 Fluent		✓	✓
	What They Don't Know Gr. 9 Trans	✓	✓	✓
	Ahmek Gr. 9 Fluent		✓	✓
<b>The Fifth Player</b> (Transitional)	Media in Perspective Gr. 7 Fluent		✓	✓
	People in Perspective Gr. 7 Fluent		✓	✓
	Relationships in Perspective Gr. 7 Fluent		✓	✓
	The Song Shoots out of My Mouth Gr. 8 Fluent		✓	✓
	Thunderbowl Gr. 9 Early		✓	✓
	Celebrate!: The History and Folklore of Holidays in Nova Scotia Gr. 9 Trans	✓	✓	
	The Sound That Jazz Makes Gr. 9 Early		✓	✓
	To Be a Drum Gr. 9 Early		✓	✓

Fiction Passage	AR Fiction Links	Reading Stage	Topic	Writing Form	
The Friendship Basket (Early)	Missing Pieces	Gr. 7 Early	✓	✓	✓
	Swamp Stomp	Gr. 7 Trans		✓	✓
	No Pay? No Way!	Gr. 7 Early	✓	✓	✓
	Ten-Book Summer	Gr. 7 Trans		✓	✓
	River Boy	Gr. 7 Fluent		✓	✓
	Chandra	Gr. 7 Fluent		✓	✓
	Sharla	Gr. 8 Trans			✓
	The Courtship	Gr. 8 Fluent		✓	✓
	Stranger at Bay	Gr. 8 Trans		✓	✓
	Of Things Not Seen	Gr. 8 Trans		✓	✓
	Miracle's Boys	Gr. 8 Trans		✓	✓
	Awake and Dreaming	Gr. 8 Fluent		✓	✓
	Looking at the Moon	Gr. 8 Fluent			✓
	Cordelia Clarke	Gr. 9 Fluent		✓	✓
	Alice, I Think	Gr. 9 Fluent			✓
	New Girl	Gr. 9 Trans		✓	
Lorinda's Diary	Gr. 9 Trans			✓	
The Innovation (Extended Fluent)	Bug Z	Gr. 7 Trans		✓	✓
	Saving the Zog	Gr. 7 Trans		✓	✓
	Atlantis	Gr. 7 Fluent		✓	✓
	Parasite Pig	Gr. 8 Fluent		✓	✓
	A Handful of Time	Gr. 8 Trans			✓
	Lionclaw: A Tale of Rowan Hood	Gr. 8 Fluent			✓
	The Renaissance Kids	Gr. 8 Trans			✓
	A Wizard of Earthsea	Gr. 8 Fluent			✓
	The Vanishing Chip	Gr. 9 Fluent		✓	
	Surfer of Snow	Gr. 9 Trans		✓	
The Invincibility Factor (Transitional)	Environment in Perspective	Gr. 7 Fluent		✓	✓
	Angels in the Snow	Gr. 8 Trans	✓		✓
	Clearcut Danger	Gr. 9 Trans	✓	✓	
	Sciencesaurus	Gr. 9 Trans	✓	✓	
	Ultimate Visual Dictionary of Science	Gr. 9 Ext Fl		✓	
	Head above Water	Gr. 9 Trans	✓	✓	✓
Stars	Gr. 9 Trans	✓	✓	✓	

Fiction Passage	AR Fiction Links	Reading Stage	Topic	Writing Form
<b>The Quest (Transitional)</b>	Missing Pieces	Gr. 7 Early	✓	✓
	Swamp Stomp	Gr. 7 Trans	✓	✓
	No Pay? No Way!	Gr. 7 Early		✓
	Ten-Book Summer	Gr. 7 Trans	✓	✓
	River Boy	Gr. 7 Fluent		✓
	Chandra	Gr. 7 Fluent		✓
	Sharla	Gr. 8 Trans	✓	✓
	The Courtship	Gr. 8 Fluent		✓
	Stranger at Bay	Gr. 8 Trans	✓	✓
	Of Things Not Seen	Gr. 8 Trans	✓	✓
	Shakespeare Bats Cleanup	Gr. 8 Fluent		✓
	The Lights Go on Again	Gr. 8 Fluent		✓
	When I Was Older	Gr. 8 Fluent		✓
	Clearcut Danger	Gr. 9 Trans	✓	✓
	Cordelia Clarke	Gr. 9 Fluent		✓
	The Watts Teen Health Dictionary	Gr. 9 Trans	✓	✓
	Absolutely Invincible	Gr. 9 Trans	✓	✓
Head above Water	Gr. 9 Trans	✓	✓	
<b>The Strangest Dream (Fluent)</b>	A Spell of Trouble	Gr. 7 Early	✓	✓
	Parasite Pig	Gr. 8 Fluent	✓	✓
	A Handful of Time	Gr. 8 Trans		✓
	Lionclaw: A Tale of Rowan Hood	Gr. 8 Fluent	✓	✓
	The Renaissance Kids	Gr. 8 Trans		✓
	A Wizard of Earthsea	Gr. 8 Fluent	✓	✓
	The Secret under My Skin	Gr. 9 Fluent	✓	✓
	Dragonwings	Gr. 9 Fluent	✓	✓
	The Deadly Dance	Gr. 9 Fluent	✓	✓

Fiction Passage	AR Fiction Links	Reading Stage	Topic	Writing Form
<b>The Weather Station</b> (Extended Fluent)	The Case of Carnival Cash	Gr. 7 Early	✓	✓
	The Secret on the Wall	Gr. 7 Trans	✓	✓
	The Stories of Sherlock Holmes	Gr. 7 Trans	✓	✓
	Stranded	Gr. 9 Fluent	✓	✓
	Lightning Rider	Gr. 9 Fluent	✓	✓
	Sciencesaurus	Gr. 9 Trans	✓	
	Ultimate Visual Dictionary of Science	Gr. 9 Ext Fl	✓	✓
<b>Time to Dream</b> (Extended Fluent)	River Boy	Gr. 7 Fluent	✓	✓
	Chandra	Gr. 7 Fluent	✓	✓
	Oliver's Wars	Gr. 8 Trans	✓	✓
	Thunderbowl	Gr. 9 Early	✓	✓
	Cordelia Clarke	Gr. 9 Fluent	✓	✓
	Lush Dreams, Blue Exile	Gr. 9 Ext Fl	✓	
	A Young Man's Journey with AIDS	Gr. 9 Trans		✓
<b>Timing Is Everything</b> (Early)	Skate Board City	Gr. 7 Early	✓	✓
	Rimshots	Gr. 8 Trans	✓	✓
	Triple Threat	Gr. 9 Trans	✓	✓
	Mikayla's Victory	Gr. 9 Trans	✓	✓
	Blue Ice	Gr. 9 Trans	✓	✓

Fiction Passage	AR Fiction Links	Reading Stage	Topic	Writing Form	
Unbelievable (Early)	Missing Pieces	Gr. 7 Early	✓	✓	✓
	Swamp Stomp	Gr. 7 Trans		✓	✓
	No Pay? No Way!	Gr. 7 Early	✓	✓	✓
	Ten-Book Summer	Gr. 7 Trans		✓	✓
	River Boy	Gr. 7 Fluent		✓	✓
	Chandra	Gr. 7 Fluent		✓	✓
	Sharla	Gr. 8 Trans		✓	✓
	The Courtship	Gr. 8 Fluent			✓
	Stranger at Bay	Gr. 8 Trans		✓	✓
	Of Things Not Seen	Gr. 8 Trans		✓	✓
	Hush	Gr. 8 Fluent			✓
	Getting Near to Baby	Gr. 8 Trans			✓
	When I Was Older	Gr. 8 Fluent			✓
	When She Was Good	Gr. 9 Trans		✓	
	The Watts Teen Health Dictionary	Gr. 9 Trans		✓	✓
Moonkid and Liberty	Gr. 9 Trans		✓		

Non-fiction Passage	AR Non-fiction Links	Reading Stage	Topic	Writing Form
Is the Law Too Soft on Youth Crime? (Fluent)	Exploration	Gr. 7 Trans		✓
	The Vikings	Gr. 7 Early		✓
	Pacal, A Maya King	Gr. 7 Early		✓
	Two African Countries	Gr. 7 Trans		✓
	Media	Gr. 8 Trans		✓
	Advertising	Gr. 8 Trans		✓
	Lightning Rider	Gr. 9 Fluent	✓	✓
	Edge	Gr. 9 Trans		✓
	Stars	Gr. 9 Trans		✓
Alcock and Brown Make History (Fluent)	Memoirs and Biography	Gr. 7 Trans	✓	✓
	From Cuneiform to Computers	Gr. 7 Trans	✓	✓
	Music Makers	Gr. 7 Fluent	✓	✓
	The Invention of Games	Gr. 7 Fluent	✓	✓
	Transport Firsts	Gr. 7 Early		✓
	Alexander Graham Bell	Gr. 8 Trans		✓
	Memoirs and Biography	Gr. 8 Trans		✓
	Discovering Canada's Trading Partners	Gr. 8 Trans		✓
	World Affairs: Defining Canada's Role	Gr. 8 Trans		✓
	Women: Changing Canada	Gr. 8 Trans		✓
	Global Links: Connecting Canada	Gr. 8 Trans		✓
	Government: Participating in Canada	Gr. 8 Trans		✓
	Thesus and the Minotaur	Gr. 8 Early		✓
	The Dream Carvers	Gr. 9 Trans		✓
	Dragonwings	Gr. 9 Fluent	✓	✓
	Where Poppies Grow	Gr. 9 Fluent	✓	✓

Non-fiction Passage	AR Non-fiction Links	Reading Stage	Topic	Writing Form
<b>BMX Racing (Early)</b>	Extreme Sports	Gr. 7 Trans	✓	
	Bikes and Bikers	Gr. 7 Early	✓	
	Superbike	Gr. 9 Fluent	✓	
	Lean Machines	Gr. 9 Fluent	✓	
<b>Do You Want a SAY? (Extended Fluent)</b>	Exploration	Gr. 7 Trans		✓
	The Vikings	Gr. 7 Early		✓
	Pacal, A Maya King	Gr. 7 Early		✓
	Two African Countries	Gr. 7 Trans		✓
	Native Peoples	Gr. 8 Trans		✓
	First Peoples and First Contacts	Gr. 8 Trans		✓
	Aboriginal Peoples: Building for the Future	Gr. 8 Ext Fl	✓	✓
	Clearcut Danger	Gr. 9 Trans		✓
	Initiation	Gr. 9 Fluent		✓
<b>Don't Be a Copy Cat (Transitional)</b>	Music Makers	Gr. 7 Fluent	✓	
	Money: Make It, Spend It, Save It	Gr. 8 Trans	✓	✓
	Ray Charles	Gr. 8 Trans	✓	✓
	Media	Gr. 8 Trans	✓	✓
	Advertising	Gr. 8 Trans	✓	✓
	The Cosmic Clock	Gr. 8 Trans	✓	✓
	Photo Frauds	Gr. 8 Early		✓
	Thunderbowl	Gr. 9 Early		✓
	Ultimate Visual Dictionary of Science	Gr. 9 Ext Fl		✓



Non-fiction Passage	AR Non-fiction Links	Reading Stage	Topic	Writing Form		
<b>First You Dream: The Story of Portia White (Fluent)</b>	The Black Battalion	Gr. 7 Fluent	✓	✓	✓	
	The Fight for Right	Gr. 7 Early		✓	✓	
	Peaceful Protest: The Life of Nelson Mandela	Gr. 7 Trans		✓	✓	
	Get on Board: The Story of the Underground Railroad	Gr. 8 Trans		✓	✓	
	Ray Charles	Gr. 8 Trans		✓	✓	
	Women: Changing Canada	Gr. 8 Trans		✓		
	Alexander Graham Bell	Gr. 9 Trans			✓	
	The Kids Book of Black Canadian History	Gr. 9 Trans		✓	✓	
	Emily Carr	Gr. 9 Fluent	✓	✓	✓	
	Nellie McClung	Gr. 9 Fluent		✓	✓	
	Dear Mrs. Parks	Gr. 9 Trans		✓	✓	
	No Missing Parts	Gr. 9 Fluent	✓	✓	✓	
	<b>Frankenstein (1931) (Extended Fluent)</b>	Music Makers	Gr. 7 Fluent		✓	
	<b>Fun Facts about Potatoes (Transitional)</b>	From Cuneiform to Computers	Gr. 7 Trans	✓	✓	
Music Makers		Gr. 7 Fluent		✓		
The Invention of Games		Gr. 7 Fluent		✓		
Amazing Human Body		Gr. 8 Early		✓		
Crazy Canadian Trivia		Gr. 8 Trans	✓	✓	✓	
You Can't Do That in Canada		Gr. 8 Early		✓	✓	
Made in Canada		Gr. 8 Fluent		✓	✓	
Frightening Light		Gr. 8 Trans	✓		✓	
Chemical Chaos		Gr. 8 Trans	✓		✓	
Cool Geography		Gr. 8 Trans	✓			
Bridges and Tunnels		Gr. 8 Early			✓	
Can You Believe Your Eyes?		Gr. 8 Early			✓	
Sciencesaurus		Gr. 9 Trans	✓	✓		
Ultimate Visual Dictionary of Science		Gr. 9 Ext Fl		✓		

Non-fiction Passage	AR Non-fiction Links	Reading Stage	Topic	Writing Form	
How Roller Coasters Work (Transitional)	Great Maritime Inventions 1833–1950	Gr. 7 Trans	✓	✓	✓
	The Oxford Science Study Dictionary	Gr. 7 Fluent			✓
	The Oxford Mathematics Study Dictionary	Gr. 7 Fluent			✓
	The Integrated Atlas: History and Geography of Canada and the World	Gr. 7 Trans	✓		✓
	Scholastic Canada: Atlas of the World	Gr. 8 Trans	✓		✓
	Science in Action	Gr. 8 Trans	✓	✓	✓
	Energy and Forces	Gr. 8 Trans	✓	✓	✓
	Atoms and Elements	Gr. 8 Trans	✓		✓
	Plants and Animals	Gr. 8 Trans	✓		✓
	Journey to the Stars	Gr. 8 Trans	✓		✓
	Sciencesaurus	Gr. 9 Trans	✓	✓	
	Ultimate Visual Dictionary of Science	Gr. 9 Ext Fl		✓	
	What Time Is It?	Gr. 9 Fluent			✓
How to Make Fog (Early)	Making Moving Models	Gr. 7 Trans		✓	✓
	Materials and Processes	Gr. 8 Early	✓	✓	✓
	Frightening Light	Gr. 8 Trans		✓	✓
	Chemical Chaos	Gr. 8 Trans		✓	✓
	A Wonder of the World	Gr. 9 Early	✓		✓
	Transforming Geometric Solids	Gr. 9 Trans			✓
	The Safe Boater Manual	Gr. 9 Trans			✓

Non-fiction Passage	AR Non-fiction Links	Reading Stage	Topic	Writing Form
Life on an Oil Rig (Transitional)	Shackleton the Survivor Gr. 7 Trans	✓	✓	✓
	Living on the Edge Gr. 7 Early		✓	✓
	Red Adair: The Story of an Oil Well Fire-Fighter Gr. 7 Early		✓	✓
	My Everest Story Gr. 8 Trans	✓		✓
	Exploring Space Gr. 8 Trans	✓		✓
	Sciencesaurus Gr. 9 Trans	✓	✓	
	Ultimate Visual Dictionary of Science Gr. 9 Ext FI		✓	
	Pearson School Atlas Gr. 9 Fluent		✓	
Marconi and Signal Hill (Fluent)	Great Maritime Inventions 1833–1950 Gr. 7 Trans		✓	✓
	Bug Business Gr. 7 Early			✓
	Reach for the Stars Gr. 7 Trans			✓
	Great Astronomers Gr. 7 Trans			✓
	Life in Acadia Gr. 8 Trans			✓
	Science in Ancient Egypt Gr. 8 Trans			✓
	Science in Ancient Greece Gr. 8 Trans			✓
	Science in Ancient Rome Gr. 8 Trans			✓
	Newfoundland and Labrador Gr. 8 Trans		✓	✓
	New Brunswick Gr. 8 Trans			✓
	The Deportation of the Acadians Gr. 9 Ext FI			✓
	Grand Pré Gr. 9 Fluent	✓		✓
	Sciencesaurus Gr. 9 Trans		✓	
	Ultimate Visual Dictionary of Science Gr. 9 Ext FI		✓	
	Pearson School Atlas Gr. 9 Fluent	✓	✓	
	To Dance at the Palais Royale Gr. 9 Fluent	✓	✓	
	The Wreck of the Ethie Gr. 9 Trans		✓	
	I Remember Korea Gr. 9 Trans			✓
Exploring The Hill			✓	

Non-fiction Passage	AR Non-fiction Links	Reading Stage	Topic	Writing Form	
Maxine Tynes (Extended Fluent)	The Black Battalion	Gr. 7 Ext FI	✓	✓	✓
	The Fight for Right	Gr. 7 Early		✓	✓
	Shackleton the Survivor	Gr. 7 Trans			✓
	Red Adair: The Story of an Oil Well Fire-Fighter	Gr. 7 Early			✓
	Peaceful Protest: The Life of Nelson Mandela	Gr. 8 Trans		✓	✓
	Get on Board: The Story of the Underground Railroad	Gr. 8 Trans		✓	✓
	Ray Charles	Gr. 8 Trans		✓	✓
	Women: Changing Canada	Gr. 8 Trans		✓	
	Alexander Graham Bell	Gr. 9 Trans			✓
	The Kids Book of Black Canadian History	Gr. 9 Trans		✓	
	Emily Carr	Gr. 9 Fluent		✓	✓
	Nellie McClung	Gr. 9 Fluent		✓	✓
	Jaques Plante: Behind the Mask	Gr. 9 Fluent		✓	
	A. Y. Jackson: A Love for the Land	Gr. 9 Ext FI	✓	✓	

Non-fiction Passage	AR Non-fiction Links	Reading Stage	Topic	Writing Form
Meet Mattie Mitchell (Early)	Memoirs and Biography	Gr. 7 Trans		✓
	Shackleton the Survivor	Gr. 7 Trans		✓
	Red Adair: The Story of an Oil Well Fire-Fighter	Gr. 7 Early	✓	✓
	My Everest Story	Gr. 8 Trans		✓
	Knots in My Yo-yo String	Gr. 8 Trans		✓
	Canada's Prime Ministers	Gr. 8 Fluent		✓
	Scientists from Archimedes to Einstein	Gr. 8 Fluent		✓
	Anne Frank: Beyond the Diary	Gr. 8 Trans		✓
	Inventors from Da Vinci to Biro	Gr. 8 Fluent		✓
	Lifesavers	Gr. 8 Trans		✓
	Lucy Maud Montgomery	Gr. 8 Trans		✓
	Alexander Graham Bell	Gr. 8 Trans		✓
	The Alpine Path: The Story of My Career	Gr. 8 Trans		✓
	Native Peoples	Gr. 8 Trans		✓
	First Peoples and First Contacts	Gr. 8 Trans		✓
	Aboriginal Peoples: Building for the Future	Gr. 8 Fluent		✓
	Baddeck's Gentle Genius	Gr. 8 Trans		✓
	An Inuk Boy Becomes a Hunter	Gr. 9 Fluent		✓
	The Dream Carvers	Gr. 9 Trans		✓
	Jaques Plante: Behind the Mask	Gr. 9 Fluent		✓
A. Y. Jackson: A Love for the Land	Gr. 9 Fluent		✓	

Non-fiction Passage	AR Non-fiction Links	Reading Stage	Topic	Writing Form
<b>Save the Amazon Rainforest!</b> (Fluent)	Deserts	Gr. 7 Early	✓	
	Grasslands	Gr. 7 Early	✓	
	Oceans	Gr. 7 Early	✓	
	Tundra	Gr. 7 Early	✓	
	Forests	Gr. 7 Early	✓	
	Rivers, Lakes, and Ponds	Gr. 7 Early	✓	
	Cars: For and Against	Gr. 7 Early	✓	✓
	Destroying the Rainforests	Gr. 8 Early	✓	
	Journey into the Rainforest	Gr. 8 Trans	✓	
	The Oxford Children's Encyclopedia			
	of Our World	Gr. 8 Trans	✓	
	The Cosmic Clock	Gr. 8 Trans		✓
	Clearcut Danger	Gr. 9 Trans	✓	
	Sciencesaurus	Gr. 9 Trans	✓	✓
	Ultimate Visual Dictionary of Science	Gr. 9 Ext Fl	✓	✓
Pearson School Atlas	Gr. 9 Fluent	✓	✓	
Surfers of Snow	Gr. 9 Trans		✓	
<b>Simple Technology, Super Potential</b> (Extended Fluent)	Great Maritime Inventions 1833–1950	Gr. 7 Trans	✓	✓
	The Oxford Science Study Dictionary	Gr. 7 Ext Fl	✓	
	The Oxford Mathematics Study Dictionary	Gr. 7 Ext Fl	✓	✓
	The Integrated Atlas: History and Geography of Canada and the World	Gr. 7 Trans		✓
	Tide Pools	Gr. 8 Early		✓
	The Water Cycle	Gr. 8 Trans		✓
	Life in the Deep Sea	Gr. 8 Trans		✓
	Land, Sea and Air	Gr. 8 Trans		✓
	Sciencesaurus	Gr. 9 Trans		✓
	Ultimate Visual Dictionary of Science	Gr. 9 Ext Fl	✓	✓

Non-fiction Passage	AR Non-fiction Links		Reading Stage	Topic	Writing Form
<b>Snack On!</b> (Transitional)	The Human Body	Gr. 8 Trans	✓	✓	✓
	Lifesavers	Gr. 8 Trans	✓		✓
	The Body	Gr. 8 Fluent		✓	✓
	Muscles	Gr. 8 Early		✓	✓
	The Cosmic Clock	Gr. 8 Trans	✓	✓	✓
	Body Needs Collection	Gr. 9 Trans	✓	✓	✓
	The Young Vegetarians Companion	Gr. 9 Trans	✓	✓	
	Revealed Human Body	Gr. 9 Trans	✓	✓	✓
	Teen Health Dictionary	Gr. 9 Trans	✓	✓	
<b>Taming the Tiger: What You Can Do about Stress</b> (Extended Fluent)	The Human Body	Gr. 8 Trans		✓	
	The Body	Gr. 8 Fluent		✓	
	Lifesavers	Gr. 8 Trans			✓
	A History of the Flu	Gr. 8 Early			✓
	Cordelia Clarke	Gr. 9 Fluent		✓	
	Teen Health Dictionary	Gr. 9 Trans		✓	
	Hormones	Gr. 9 Trans		✓	✓
<b>The Origin of Blue Jeans</b> (Transitional)	The Black Battalion	Gr. 7 Fluent			✓
	Danger on Ice	Gr. 7 Early			✓
	From Cuneiform to Computers	Gr. 7 Trans	✓		✓
	Music Makers	Gr. 7 Fluent			✓
	The Invention of Games	Gr. 7 Fluent		✓	✓
	Pearson School Atlas	Gr. 9 Fluent		✓	

Non-fiction Passage	AR Non-fiction Links	Reading Stage	Topic	Writing Form
<b>The Sinking of the S. S. Floizal</b> (Transitional)	The Black Battalion	Gr. 7 Fluent		✓
	Danger on Ice	Gr. 7 Early	✓	✓
	Transport Firsts	Gr. 7 Early		✓
	Titanic Tragedy	Gr. 7 Early		✓
	Disasters	Gr. 7 Early		✓
	Life in Acadia	Gr. 8 Trans	✓	✓
	Submarines	Gr. 8 Trans	✓	✓
	Disaster!	Gr. 8 Trans	✓	✓
	The Saga of the Bluenose	Gr. 9 Fluent		✓
	The Saga of the Mary Celeste	Gr. 9 Fluent		✓
	Sciencesaurus	Gr. 9 Trans	✓	✓
	Ultimate Visual Dictionary of Science	Gr. 9 Ext Fl		✓
	Pearson School Atlas	Gr. 9 Fluent		✓
	The Wreck of the Ethie	Gr. 9 Trans	✓	✓
<b>The Story of Snowshoes</b> (Transitional)	Great Maritime Inventions 1833–1950	Gr. 7 Trans	✓	✓
	Danger on Ice	Gr. 7 Early		✓
	Reach for the Stars	Gr. 7 Trans	✓	✓
	Great Astronomers	Gr. 7 Trans	✓	✓
	Discovering Canada's Trading Partners	Gr. 8 Trans	✓	✓
	World Affairs: Defining Canada's Role	Gr. 8 Trans	✓	✓
	Women: Changing Canada	Gr. 8 Trans	✓	✓
	Global Links: Connecting Canada	Gr. 8 Trans	✓	✓
	Government: Participating in Canada	Gr. 8 Trans	✓	✓
	An Inuk Boy Becomes a Hunter	Gr. 9 Fluent		✓



Non-fiction Passage	AR Non-fiction Links	Reading Stage	Topic	Writing Form
<b>Tsunami!</b> (Transitional)	Great Maritime Inventions 1833–1950	Gr. 7 Trans		✓
	The Oxford Science Study Dictionary	Gr. 7 Ext FI		
	The Oxford Mathematics Study Dictionary	Gr. 7 Ext FI		✓
	Deserts	Gr. 7 Early		✓
	Grasslands	Gr. 7 Early		✓
	Oceans	Gr. 7 Early	✓	✓
	Tundra	Gr. 7 Early		✓
	Forests	Gr. 7 Early		✓
	Rivers, Lakes, and Ponds	Gr. 7 Early		✓
	Scholastic Canada: Atlas of the World	Gr. 8 Trans	✓	✓
	Land, Sea and Air	Gr. 8 Trans	✓	✓
	The Oxford Children's Encyclopedia of Our World	Gr. 8 Trans	✓	✓
	Sciencesaurus	Gr. 9 Trans	✓	✓
	Ultimate Visual Dictionary of Science	Gr. 9 Ext FI		✓
	<b>What a Stunt!</b> (Early)	To Reach the Top	Gr. 7 Early	✓
The Thrill of the Ride		Gr. 7 Early	✓	✓
Bug Business		Gr. 7 Early	✓	✓
Extreme Sports		Gr. 7 Trans		✓
Bikes and Bikers		Gr. 7 Early	✓	✓
Too Young to Fight		Gr. 9 Ext FI		✓
Hidden Buffalo		Gr. 9 Trans		✓
Liberty Street		Gr. 9 Early	✓	✓

Non-fiction Passage	AR Non-fiction Links	Reading Stage	Topic	Writing Form
<b>What's the Forecast?</b> (Early)	Great Maritime Inventions 1833–1950	Gr. 7 Trans		✓
	The Oxford Science Study Dictionary	Gr. 7 Ext Fl	✓	✓
	The Oxford Mathematics Study Dictionary	Gr. 7 Ext Fl		✓
	Bug Business	Gr. 7 Early	✓	✓
	Lifesavers	Gr. 8 Trans		✓
	Tide Pools	Gr. 8 Early	✓	✓
	The Body	Gr. 8 Fluent		✓
	The Water Cycle	Gr. 8 Trans		✓
	Life in the Deep Sea	Gr. 8 Trans		✓
	Muscles	Gr. 8 Early	✓	✓
	Cuts, Scrapes, Scabs, and Scars	Gr. 8 Early	✓	✓
	Sciencesaurus	Gr. 9 Trans		✓
	The Native Stories from Keepers of the Animals	Gr. 9 Trans		✓
	<b>William Hall: A Canadian Hero</b> (Transitional)	The Black Battalion	Gr. 7 Fluent	✓
The Fight for Right		Gr. 7 Early	✓	✓
Peaceful Protest: The Life of Nelson Mandela		Gr. 8 Trans	✓	✓
Get on Board: The Story of the Underground Railroad		Gr. 8 Trans	✓	✓
Ray Charles		Gr. 8 Trans	✓	✓
Alexander Graham Bell		Gr. 9 Trans	✓	✓
Jaques Plante: Behind the Mask		Gr. 9 Fluent		✓
A. Y. Jackson: A Love for the Land		Gr. 9 Fluent		✓

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# **Appendix H: Student Tracking Sheet**



# H1: Student Tracking Sheet

Name: \_\_\_\_\_

Use the following codes to record student reading progress: ✓:Independent I: Instructional x: Difficult

The difficulty of reading samples varies and the order listed may not reflect the order of difficulty for all students.

The numbers used are for organization/identification purposes only.

		F	NF	F	NF	F	NF	F	NF	F	NF
Extended Fluent	P25										
	P24										
	P23										
	P22										
	P21										
Fluent	P20										
	P19										
	P18										
	P17										
	P16										
Transitional	P15										
	P14										
	P13										
	P12										
	P11										
	P10										
	P9										
	P8										
	P7										
P6											
Early	P5										
	P4										
	P3										
	P2										
	P1										
Date:											



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