ACTIVE YOUNG READERS
GRADES 4–6
ASSESSMENT RESOURCE

A TEACHING RESOURCE

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Introduction

The Active Young Readers Grades 4–6: Assessment Resource is a central component of the Active Young Readers initiative. This resource is intended to offer support to teachers in two areas of the initiative: effective assessment and effective instruction.

Understanding students as readers is a complex task, but one that is essential to providing quality, focussed instruction in reading. It is through the assessment process that teachers come to know their students better as readers. Teachers learn what students like to read, how they see themselves as readers, and which strategies they use when reading various kinds of text for various purposes.

With this understanding, teachers can support students in making appropriate book choices and in becoming more strategic readers. Identifying the specific strengths and needs of students helps teachers to make decisions about what needs to be explicitly taught to students as a whole group, to small groups of students, and to individual students. Assessment information helps teachers know when to provide enrichment and further challenge and when to intervene and provide additional support.

This resource is intended to be practical and to encourage and support assessment and instructional practices that are consistent with the Active Young Readers initiative and the Atlantic Canada English language arts curriculum.
Key Understandings

Understanding Reading:
the reading process and stages of reading development

Planning for Instruction

Understanding Assessment and Evaluation:
assessment tools appropriate for gathering information about students’ development as readers

Understanding Texts:
supports and challenges of texts
Assessment of student learning and achievement in reading requires teachers to consider three key areas:

- the reading process and stages of development
- supports and challenges of text
- assessment tools appropriate for gathering information about students’ development as readers

With understanding in each of these areas, teachers are able to plan effectively for instruction that supports students’ development as readers.

The **assessment resource** offers information pertaining to reading and stages of reading development. It provides support for understanding texts, discusses various assessment practices, and includes several assessment masters. Finally, it ties all of these elements together by offering suggestions and considerations for instruction.

The **student reading assessment passages**, both fiction and non-fiction, are appropriate for readers in the later stages of early through transitional to fluent stages of development. Together with oral reading records, teachers can use these texts to assess a student’s oral reading for accuracy, strategy use, comprehension, phrasing, fluency, and expression. It is important that all these aspects of oral reading be considered, as over-reliance on accuracy can provide limited or incomplete information.

The **information cards** offer support specific to the student reading assessment passages as well as information to guide teachers in their selection of other student learning resources to meet students’ specific needs and interests. In particular, the information cards highlight links between these passages and comparable texts found in *Active Young Readers* classroom collections for grades 4–6.

The three 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.
Understanding Reading

Assessment of reading must also support reading instruction. Underlying all reading instruction are the following basic principles.

• 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.

*Atlantic Canada English Language Arts Curriculum: Grades 4–6, 1998, pp. 115–116.*

Cueing Systems

Reading is a process of actively constructing meaning from text. It involves the constant interaction between the mind of the reader and the text.

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?*) (context)

**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 reading, 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

**Prior Knowledge and Experience**

Effectively integrating the cueing systems while reading helps a student to make meaning at the word and sentence level. Meaning construction is also significantly affected by a student’s prior knowledge and experience. What a student brings to a text has a great impact on what he/she will take away from the reading.

Three sets of knowledge that influence meaning construction (M) 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. It is this process that allows them to make connections, ask questions, read between the lines, create pictures in their minds, and build new understandings.

A student who plays baseball every summer and has read about and watched baseball on television will be able to understand on a deeper level the ideas and images being shared by the author as she reads a piece about how to steal a base. If the text is 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 baseball may not experience the same success if the text is about an unfamiliar game such as cricket. She may be able to read all of the words in the piece about cricket 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, it is difficult 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 the 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.
Stages of Reading Development

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.” (Atlantic Canada English Language Arts Curriculum: Grades Primary–3, 1998, p. 122.)

Stages of reading development identified in Atlantic Canada English Language Arts Curriculum: Grades Primary–3 and Atlantic Canada English Language Arts Curriculum: Grades 4–6 include the following:

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.

In grades 4–6, it is most common to have students who exhibit characteristics of the transitional and fluent stages of reading development. It is, however, possible to have students in these classrooms whose reading development more closely resembles the emergent or early stage. If this is the case, one goal of instruction would be to help students move beyond these stages to the transitional and fluent stages.

<table>
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<th>3</th>
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<th>5</th>
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<tbody>
<tr>
<td>Emergent</td>
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<td>Early</td>
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<td>Transitional</td>
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<td>Fluent</td>
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*Check it Out*

- Atlantic Canada English Language Arts Curriculum: Grades 4–6, 1998.
### Stages of Reading Development

<table>
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<tr>
<th>Later Part of Early</th>
<th>Transitional</th>
<th>Fluent</th>
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<tbody>
<tr>
<td>• can identify and discuss many different kinds of text (letters, stories, lists, newspaper and magazine articles, information text)</td>
<td>• can adapt reading to the type of text and the purpose for reading</td>
<td>• understands that reading is purposeful</td>
</tr>
<tr>
<td>• reads familiar text confidently</td>
<td>• recognizes basic text structures and uses features of texts to construct meaning</td>
<td>• uses a range of strategies automatically</td>
</tr>
<tr>
<td>• generally slow and deliberate when reading unfamiliar text (fluency deteriorates when focus is on decoding)</td>
<td>• 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)</td>
<td>• recognizes and understands the features and elements of various text types and uses these to construct meaning</td>
</tr>
<tr>
<td>• relies heavily on initial letters and sounds</td>
<td>• reads aloud with expression, respecting the punctuation of the text, has a wider range of sight vocabulary including more challenging and technical vocabulary</td>
<td>• independently uses knowledge of text structures to construct meaning</td>
</tr>
<tr>
<td>• is beginning to develop new strategies for word solving</td>
<td>• is able to make connections (text to self, text to text, and text to world)</td>
<td>• reads fluently with appropriate phrasing, expression, and rate</td>
</tr>
<tr>
<td>• uses visual support to check meaning</td>
<td>• can retell and discuss own interpretations of text, providing supporting details</td>
<td>• has extensive vocabulary, both general and technical</td>
</tr>
<tr>
<td>• can connect personal experiences to the text</td>
<td>• can make inferences from text (goes beyond the surface meaning)</td>
<td>• uses sophisticated word identification strategies for unknown words (word families, word structure, word origin)</td>
</tr>
<tr>
<td>• is beginning to comment on and question text</td>
<td>• responds personally to text</td>
<td>• automatically makes connections to extend meaning (text to self, text to text, and text to world)</td>
</tr>
<tr>
<td></td>
<td>• is beginning to respond critically to text</td>
<td>• can construct meaning from text that is abstract and beyond personal experience</td>
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<tr>
<td></td>
<td></td>
<td>• makes inferences and judgments based on information that is drawn from the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• responds personally and critically to the content, messages, and construction of text</td>
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Reading Strategies

Effective readers use a variety of strategies to construct meaning from text. These strategies include those that readers use to maintain the reading, or keep it going, and those for constructing deeper meaning. Although this resource discusses these strategies in two separate categories, strategies are often used simultaneously and should be used intuitively by readers. Not only should these reading strategies be integrated while reading, the integration of strategies is equally important for instruction.

Maintaining Reading Strategies

These strategies keep the reader going. They include the following:

• **Predicting:** Readers have expectations about the text before reading and during the reading regarding the content and style.

• **Confirming:** Readers are able to confirm earlier predictions.

• **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.

• **Self-correcting:** Readers can use a number of “fix-up” strategies (reread, use context clues, read on, skip it, ask for help) when they encounter difficulty.

• **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).

• **Sampling/Gathering:** Readers are able to select pertinent information from the text to support reading and meaning making.

• **Maintaining fluency:** Readers are able to read the text smoothly and can adjust rate and expression to suit the text and the degree of difficulty.

Assessment in Action: Creating Pictures with Words

Focus: Visualizing

Steps

> Ask students to relax and close their eyes while you read aloud a piece of text that is rich with visual images.
> Provide students 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.
Constructing Meaning Strategies

These strategies are essential for deeper comprehension. They include the following:

- **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

- **Visualizing**: During the reading, the reader is able to create images in his/her head pertaining to the text.

- **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.”

- **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.

- **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.

To support students in the flexible use of these strategies, explicit instruction is necessary. This instruction can be further supported with the use of strategy bookmarks (Appendix A). These bookmarks remind students, with both word and visual prompts, of the necessary strategies for maintaining their reading and constructing deeper meaning. Bookmarks that go beyond a simple reminder and encourage the student to record their thoughts are also helpful. Examples of such bookmarks can be found in Appendix A2. It is, however, important to note the benefit of having students design and use their own bookmarks, complete with the language and visual support that is meaningful to them.

See Appendices A1, A2.
Understanding Assessment and Evaluation

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.

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.
- 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.

Check It Out

*Atlantic Canada English Language Arts Curriculum: Grades 4–6, 1998.*

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

*Johnston, Peter H. Knowing Literacy, Constructive Literacy Assessment. Stenhouse. 1997.*
# Ways to Assess Reading Development

<table>
<thead>
<tr>
<th>Assessment Tools</th>
<th>What is Being Assessed</th>
<th>How to Assess</th>
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| Observation                       | • attitude  
• strategy use  
• work ethic  
• interest and engagement                                                             | • anecdotal records  
• checklists  
• rubrics                                                                                   |
| Conferences/Conversations         | • accuracy  
• fluency  
• comprehension  
• strategy use  
• attitudes  
• interests                                                             | • retelling (assisted/unassisted)  
• response  
• oral reading records  
• questioning (multilevel)  
• anecdotal records  
• checklists                                                                                     |
| Work Samples                      | • range and amount of reading  
• strategy use  
• skill development  
• growth/improvement  
• comprehension  
• reading responses (visual, written, oral, dramatic)                                      | • reading logs  
• retelling  
• response  
• learning logs/journals  
• graphic organizers  
• visual representation  
• portfolios  
• rubrics  
• audio/video recordings |
| Self-Assessment and Peer-Assessment | • group work  
• discussion  
• reading strategies  
• attitude  
• interests  
• reflection on growth over time                                                             | • checklists  
• rubrics  
• surveys and inventories  
• open-ended questions                                                                         |
| Oral Reading Records              | • accuracy  
• fluency  
• comprehension  
• strategy use                                                             | • oral reading record  
• rubric (fluency)  
• checklist  
• anecdotal records                                                                 |
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/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, and B4.

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 Post-it notes that are placed in the binder at the end of the day

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**Vignette**

I record my observations about a student’s reading on 3 x 5 index cards. On the left side I record his/her strengths and on the right I make note of areas that need further development. On the back of each card I try to write one thing that I plan to do to support that student. All my cards are kept in a recipe box with dividers for each student.

Each morning I put a square pad of Post-it notes in my pocket. If I notice something but am not close to my observation box, I pull out the pad, record the student’s name, and make a note that can be “taped” to the index card at a later date. Sometimes I even hand the Post-it note to the student and ask him/her to make a note.

~ grade 4 teacher
• 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 and B4.

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 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.

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.
Conferences/Conversations

One-to-one conferences allow teachers to gain some of the most valuable information about their students 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:

- 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

---

Vignette

Every day for at least 20 minutes our class has independent reading time. While I first valued this time as a quiet time when I could model good reading by reading myself, it has come to be much more than that. Three or four days a week I have given up the opportunity to read on my own in order to read with students. Some days I am able to read with two students and other days the entire 20 minutes flies by and I have spent it all with one student. This time is so important because it is the one time during the day when I can sit and listen and then discuss with an individual his/her current book choice. I learn more in this 20 minutes than I did in an entire week or month before.

I still read on my own one or two days a week, and this reading experience often makes its way into our class discussions.

~ grade 4 teacher
• make generalizations
• demonstrate creativity/originality
• question

In addition to teacher-directed questions, students need to be encouraged and supported 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

• Whom will you confer with? 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 conferring?
• 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?

Here are some general guidelines for conferences.

**Frequency:** It is important that teachers meet with students, listen to them read, and discuss their reading 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 a couple of times. There will be other students for 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 5–10 minutes to accurately assess where they are as readers, 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 15–20 minutes or longer, depending on the depth and focus of the conference.

---

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

**Steps**

> Record six questions on an index card. Ensure that the questions are generic but of high quality. (e.g., 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 a book they have read. Questions can be shared and discussed in small group book clubs of students who have read the same book.
**Who:** Teachers need to confer with all students, not just those who are struggling as readers. It is possible, however, to organize conferences with pairs, small groups, or with individuals.

**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.

### Work Samples

#### Reading Logs

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/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 teachers may request that the log be brought to a conference.

See Appendix C.

---

**Assessment in Action:**

3–2–1 Conferences

Focus: Oral Reading Fluency, Written Response to Text, Book Selection

**Steps**

1. Meet in a quiet area of the room with the student.
2. Have the student bring his/her current book, response journal, and reading log.
3. Ask the student to read a passage from the book. Listen for the 3 elements of fluency (expression, phrasing, and rate). See p. 35. (Provide students with tabs that they can use prior to the conference to identify the section to be read).
4. Have the student share his/her 2 best journal entries and explain why he/she has selected these entries. (Again have the student use tabs to identify the two entries prior to the conference).
5. Review the student’s reading log and discuss his/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 to pick out 2 things he/she feels he/she did well. In discussion look for evidence of 3 constructing meaning strategies (e.g., connecting, questioning, inferring).
Below is 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.

Student Reading Experiences Rubric

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount of text read</strong></td>
<td>Limited reading</td>
<td>Moderate reading</td>
<td>Extensive reading</td>
</tr>
<tr>
<td><strong>Range of genre</strong></td>
<td>No range of genre</td>
<td>Some titles within two–three genres</td>
<td>Wide variety of titles across three or more genres</td>
</tr>
<tr>
<td><strong>Difficulty of text</strong></td>
<td>The majority of reading materials are significantly below instructional or independent reading level (E) or pose too many challenges for the reader (C)</td>
<td>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)</td>
<td>Almost all titles are at an independent or instructional level (JR)</td>
</tr>
</tbody>
</table>

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 event?
- What aspects of the text did the student overlook or not understand?
A retelling can be unassisted, where the student tells everything that he/she knows without prompting. If a teacher suspects that the student knows more than he/she is sharing, then the teacher may choose to ask some probing questions.

In order to better understand the degree of meaning making experienced by the student, 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 4–6*. 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

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 (see p. 20) 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.

---

**Assessment in Action:**

**Character Graphs**

**Focus:** Visual Response—Understanding Character and Character Development

**Steps**

> Discuss the use of colour to portray emotions (e.g., red = love or rage, yellow = happy).
> Have students select a character from a story they have read.
> Students choose the three dominant emotions of the character at the beginning of the story.
> Students represent these emotions by creating a coloured pie graph.
> Make sure the coloured sections are proportionate to the emotions.
> Students create a pie graph that shows the character’s emotions at the end of the story.
> Students describe (orally or in writing) the change and the reasons for the change in the character.

**Adaptation**

Rather than comparing one character at the beginning and end of the story, compare two different characters.
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 good, 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.

---

**Vignette**

I have always been frustrated by the quality of student responses to texts that we have read as a class or independently. A typical response would be 90% summary and 10% response, usually with vague statements such as, “I liked this book because I thought it was interesting.”

This year I decided to get my students to develop a set of class expectations for a written response. First we read a story, then a variety of responses that ranged from very poor to mediocre to excellent. Students talked about what they could tell about each of the readers from the response. Then we built a checklist of things a response must include. We read more and compared more and eventually built a rubric that described each of the items on our checklist showing three levels: needs a lot of work, good effort, excellent. This rubric has a prominent position on one of the walls of our classroom and is a constant reference for students.

While there continues to be room for improvement, the overall quality of responses has improved.

~ grade 5 teacher
### Assessing Response

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

A response can be assessed using a checklist or a clearly defined rubric or rating scale. The rubric that follows is a general rubric that can be used with most responses.

<table>
<thead>
<tr>
<th></th>
<th>Difficult</th>
<th>Instructional</th>
<th>Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1–limited</td>
<td>2–partial</td>
<td>3–adequate</td>
</tr>
<tr>
<td><strong>Expresses concerns or feelings</strong></td>
<td>No opinions/feeling expressed</td>
<td>General opinions and/or feelings are stated but not explained</td>
<td>Opinions and/or feelings are general in nature; discussion and explanation are offered</td>
</tr>
<tr>
<td><strong>Summarizes (retelling)</strong></td>
<td>Does not include the main ideas; information is minimal and often inaccurate</td>
<td>Retelling includes most of the main ideas but does not add to the writer's own ideas or overall response</td>
<td>Any retelling is accurate and contributes to the overall response</td>
</tr>
<tr>
<td><strong>Makes connections</strong></td>
<td>No reference to any connections between the text and personal experience, other texts, or the world</td>
<td>Connections were minimal and did not significantly enhance his/her understanding</td>
<td>Connections made between the text and prior experiences or knowledge gained from other texts or world knowledge</td>
</tr>
<tr>
<td><strong>Asks questions</strong></td>
<td>Did not identify any questions in relationship to the text</td>
<td>Questions were literal or surface-level questions and did not show in-depth inquiry</td>
<td>Thoughtful questions about the text, its message, manner of construction, author’s style, etc.</td>
</tr>
<tr>
<td><strong>Provides evidence</strong></td>
<td>Little or no support for the comments is offered</td>
<td>Evidence offered shows limited understanding of ideas, specific text features, and/or language</td>
<td>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</td>
</tr>
</tbody>
</table>
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 to be 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?

Taken from *Using What We Have Learned: A Professional Development Resource for Elementary English Language Arts*, 1997.

**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.

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. There are many different kinds of graphic organizers (see Appendix D).
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.

Predict, Support, Reflect Chart

A predict, support, reflect chart encourages the student to make predictions prior to and during the reading, to provide evidence or support for their predictions (from the text or personal experience), and throughout the reading, to reflect on their predictions in order to confirm or revise earlier thoughts.
See Appendix D2.

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.
See Appendix D3.

Concept Web

A concept web can be used to show the main idea and supporting details about a book, character, idea, etc. In the centre circle, students should write the main idea. Then, in the surrounding circles, students can record and support ideas.
See Appendix D4.

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.

Vignette

As a grade 6 classroom teacher, I have often used graphic organizers with my class. These are excellent for having kids think about their reading and make connections with prior reading and experiences. We practised, several times, using each organizer first as a whole class. To teach them how to use the Facts, Questions, Response organizer (D6), I chose a non-fiction short piece. We read the piece in small groups, then as a whole group discussed and recorded the interesting facts we learned, the questions that arose, and our opinions and reaction to the article. By the time we were done we had one large master chart of facts, questions, and responses. For What I Read/What I Think (D9) we practised using this organizer with a fiction text. I would select a number of lines of text or events from the story and each student would then record what he/she was thinking as he/she read that portion of the story. Many of these thoughts were connections. For these, students would note the type of connection that they made: T–S (text to self), T–T (text to text), T–W (text to world).

~ grade 6 teacher
FQR Chart

An FQR chart, developed by Stephanie Harvey and Ann 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.

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.

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 students to record connections they have made.
See Appendix D8.

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.

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 one circle they record the ideas that are exclusive to that topic.
See Appendix D10.
Portfolios

Portfolios offer students and teachers the opportunity to consider growth and literacy 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

General Suggestions

Some general suggestions for portfolios include

- Have a clear understanding of the outcomes you wish to evaluate. Share this with students so they know what literacy skills to focus on.
- Identify possible artifacts or pieces of student work that demonstrate literacy achievement.
- 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
- Post-it notes or strategy bookmarks with questions, connections, responses, important information
- student self-assessments, checklists, rating scales

See Appendix E for a blank template.

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

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**Vignette**

Every student in my class keeps a portfolio as part of English language arts. Students are responsible for choosing pieces of 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 three 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 demonstrates 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

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**Check It Out**


## Portfolio Rubric

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selection of Artifacts—Evidence of Achievement</strong></td>
<td>Minimal number of artifacts included</td>
<td>Artifacts effectively demonstrate one or two skills and reading strategies</td>
<td>A variety of skills and strategies are evident in the artifacts selected</td>
</tr>
<tr>
<td><strong>Selection of Artifacts—Evidence of Growth</strong></td>
<td>Minimal or no evidence of growth</td>
<td>Some before-and-after pieces have been included to show growth in one or two areas</td>
<td>Pieces selected show growth in a variety of areas</td>
</tr>
<tr>
<td><strong>Personal Reflection</strong></td>
<td>Minimal or no evidence of personal reflection</td>
<td>Reflections are often superficial with little comment on the learner or the process; emphasis on describing the artifact</td>
<td>Reflections offer some insight into the strengths, challenges, and growth demonstrated by the learner; as well as why the artifact was selected</td>
</tr>
<tr>
<td><strong>Aesthetics</strong></td>
<td>Lacks organization and basic neatness</td>
<td>The majority of the portfolio demonstrates basic neatness and an attempt at organization</td>
<td>Contents are neatly presented in an organized manner</td>
</tr>
</tbody>
</table>
Self-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 4–6. 1998)*.

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 F1, F2, F3, F4, F5.

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

Listening to students read orally continues to be a key source of information for teachers in grades 4–6.

A reading record 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.

Gathering information about a student’s strategies for decoding is not enough. 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.

Formal reading records 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 student reading assessment passages 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 students in grades 4–6, entire passages have been provided.

Procedure

A suggested procedure for using the Reading Record and Summary Sheet is as follows.

1. Oral reading records use a coding system to code a student’s reading. Become familiar with these codes:

<table>
<thead>
<tr>
<th>Coding System</th>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>self-correct</td>
<td>sc</td>
<td>appeal</td>
</tr>
<tr>
<td>told</td>
<td>T</td>
<td>pause</td>
</tr>
<tr>
<td>repeat</td>
<td>R</td>
<td>insertion</td>
</tr>
<tr>
<td>omission</td>
<td>-</td>
<td>prompt</td>
</tr>
<tr>
<td>substitution</td>
<td>(spoken word)</td>
<td>printed word</td>
</tr>
</tbody>
</table>


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

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

✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ never

She began to feel a bit nervous.

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

✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔

She began to feel a bit nervous.

Because students at grades 4–6 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, a word with no coding is considered to have been read correctly.

2. The teacher reads the title of the text to the student and offers any introductory information (see information card for details).
3. The teacher gives the student the text to look through prior to reading.
4. While the student reads the text aloud, the teacher uses the Reading Record form to record what the student reads.
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, notation can be made on the summary sheet about the degree of fluency (expression, phrasing, and rate).
8. Next the teacher and student will 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, yet very important, step is for the teacher to identify one or two areas that would be an appropriate focus for future instruction.

Scoring Reading Records

- Every “substitution,” “omission,” “insertion,” and “told” counts as an error.
- “Repetitions,” “self-corrections,” and “appeals” do not count as errors. These are positive reading behaviours and show that the student is monitoring his/her reading.

Analysing Reading Records

Percentage of Accuracy

Count the total number of words that the student read correctly (total number of words minus the number of errors). Divide by the total number of words to find the percentage of accuracy. For example:

\[
\frac{230 - 13 \text{ errors}}{230} = \frac{217}{230} = 85\% 
\]

Use the percentage of accuracy to determine what level the text is for the student:

- 95 percent and above indicates that the text is a suitable independent text
- 90–94 percent indicates that the text is a suitable instructional text
- 89 percent or below indicates that the text is a difficult text
Substitutions

The substitutions and self-corrections made by a student while reading provide insight into his/her attempt to bring meaning to the text. For each self-correction or substitution, try to determine which of the cueing systems the student was using:

- Semantic (meaning) (Did it make sense?) The meaning or general content of the story/sentence is reflected in the error or substitution.
- Syntactic (structure) (Did it sound right?) It sounds right to say it that way.
- Graphophonic (visual) (Did it look right?) The letters and words look alike.

On the Reading Record, identify the cue(s) the student used in each substitution. Review this to identify patterns. Is there one cueing system the student over-relies on? Is there one cueing system the student does not use?

Are the substitutions “good ones” that don’t interfere with meaning?

Self-Corrections

To calculate the self-correction ratio, add the number of errors (E) to the number of self-corrections (SC). Then divide by the number of self-corrections (SC). For example, if a student made 9 errors and 3 self-corrections, the total miscues would be 12, but 3 were self-corrected. The self-correction ratio in this case would be 1:4. For example:

\[
\frac{E + SC}{SC} = \frac{9 + 3}{3} = \frac{12}{3} = 4 = 1:4
\]

A self-correction ratio of 1:3 to 1:5 indicates that the student is noticing and is able to correct the errors that he/she makes.

Using the Information

The information that is collected from an oral reading record 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 provide feedback to the student
- to share with parents and other teachers

Note: Miscues alone do not provide us with 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.

Vignette

Our school recently decided to take on reading as a focus for our school improvement plan. As a staff, we felt that too many of our students were reading below grade level and this was having a direct impact on their success in all areas of the curriculum. We decided to do a reading assessment with each student in the fall, before first term reports went home. We hoped this assessment would provide us with the information we needed to make a difference.

I listened to each student in my class read graded passages in hopes of determining why so many students were reading below grade level. What I found out was a bit of a surprise. Many of my students could read passages that were grade appropriate. What they had difficulty with was the comprehension and understanding the text. Even some of my top students, students who could read with ease something that was above grade level, had limited understanding and insight into the text. I had found my focus.

~ grade 6 teacher
### Summary Sheet

Name: ___________________________  Grade: _______  Date: ____________

Title: ___________________________  Stage: □ Early  □ Transitional  □ Fluent

☐ Seen  ☐ Unseen  ☐ Fiction  ☐ Non-fiction

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

#### Accuracy

**Word Miscues % (circle accuracy rate):**

<table>
<thead>
<tr>
<th>Below</th>
<th>88</th>
<th>89</th>
<th>90</th>
<th>91</th>
<th>92</th>
<th>93</th>
<th>94</th>
<th>95</th>
<th>96</th>
<th>97</th>
<th>98</th>
<th>99</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficult</td>
<td></td>
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</tr>
<tr>
<td>Instructional</td>
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</tr>
<tr>
<td>Independent</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Strategy Use

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

**Summary:**

Miscues interfered with meaning

#### Fluency

<table>
<thead>
<tr>
<th>Fluency</th>
<th>Difficult</th>
<th>Instructional</th>
<th>Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Fluency Expression</td>
<td>Little expression, monotone</td>
<td>Some expression that conveys meaning</td>
<td>Emphasizing key phrases and words at time</td>
</tr>
<tr>
<td>Phrasing</td>
<td>Short phrases</td>
<td>Longer word phrases some of the time</td>
<td>Longer, meaningful phrases most of the time</td>
</tr>
<tr>
<td>Rate</td>
<td>Slow with long pauses and repetitions</td>
<td>Moderate with some pauses and repetitions or very fast</td>
<td>Adequate with a few pauses and/or repetitions or too fast in a few places</td>
</tr>
</tbody>
</table>
Use this portion of assessment to record information about the student’s comprehension following a second (independent) read of the text.

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unaided retelling</strong>—student is able to describe the main ideas:</td>
<td></td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
<td></td>
</tr>
<tr>
<td>Check if evident</td>
<td></td>
</tr>
<tr>
<td>□ Retells main ideas/concepts in logical sequence</td>
<td></td>
</tr>
<tr>
<td>□ Makes connections</td>
<td></td>
</tr>
<tr>
<td>□ Proposes questions</td>
<td></td>
</tr>
<tr>
<td>□ Makes inferences</td>
<td></td>
</tr>
<tr>
<td>□ Forms new understandings from any ideas (synthesis)</td>
<td></td>
</tr>
<tr>
<td>□ Includes details from text to support ideas</td>
<td></td>
</tr>
<tr>
<td>□ Presents ideas clearly and coherently</td>
<td></td>
</tr>
<tr>
<td>□ Refers to text features, structure, style, or literary devices in discussion</td>
<td></td>
</tr>
</tbody>
</table>

| Overall Comprehension (based on retelling and discussion) | |
| □ limited □ partial □ adequate □ complete | |

| Text Read (check one) | |
| □ E (early) □ T (transitional) □ F (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 | |

**Future Instructional Focus** (choose one or two areas):

_________________________
Understanding Texts

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 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.

Helping students to understand genres, how text is structured, and the many features of text supports their development as language learners. Through the explicit teaching of these concepts, teachers can help students to increase their literary background, to anticipate and predict what to expect from a text, and to make connections within and among texts.
Genres

Genre refers to the type or kind of writing. Below is a chart outlining a number of genres for both fiction and non-fiction.

Genres at a Glance

<table>
<thead>
<tr>
<th>Fiction Code</th>
<th>Genre</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>TL</td>
<td>Traditional Literature</td>
<td>Traditional literature began with oral stories passed down throughout history. It includes folktales (including fairy tales), myths, legends, and epics.</td>
</tr>
<tr>
<td>F</td>
<td>Fantasy</td>
<td>Fantasy contains unrealistic or unworldly elements. It includes science fiction.</td>
</tr>
<tr>
<td>RF</td>
<td>Realistic Fiction</td>
<td>Realistic fiction often focuses on universal human problems and issues. Although it comes from the writer's imagination, it is true to life or realistic.</td>
</tr>
<tr>
<td>HF</td>
<td>Historical Fiction</td>
<td>Historical fiction is a fictional account of events created by the author but true to life in some period of the past.</td>
</tr>
<tr>
<td>M</td>
<td>Mystery</td>
<td>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.</td>
</tr>
<tr>
<td>A</td>
<td>Adventure</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-fiction Code</th>
<th>Genre</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Informational</td>
<td>Informational texts provide information, facts, and principles related to physical, natural, or social topics or ideas.</td>
</tr>
<tr>
<td>E</td>
<td>Expository</td>
<td>Expository text explains or provides direction.</td>
</tr>
<tr>
<td>B</td>
<td>Biographical</td>
<td>A biography is an account of an individual's life.</td>
</tr>
<tr>
<td>AB</td>
<td>Autobiographical</td>
<td>An autobiography is an account of the life of an individual written by that individual.</td>
</tr>
</tbody>
</table>
Text Structure

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

Narrative text typically has the following structure:
beginning → middle → end

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
• character
• plot
• conflict
• theme
• point of view

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/her book, read the title, and tell the class the genre. Each week I would ask a few students some questions about their selection or ask them if they would like to tell us a little about their book. The students would have the choice of passing if they liked. This usually occurred if they had just finished or started a book.

From our book share time, I got a little clearer picture of what the student was engaged in 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 such as Why did you abandon the last book? or How is this book similar to the last one in the series?

The whole process took about 15 minutes and was another way for me to assess their ability to choose “just right” books or to find areas that I could work on with them.

~ grade 6 teacher
Information text does not fit within the same text structure as fiction. Common text patterns for information text include the following:

<table>
<thead>
<tr>
<th>Text Pattern</th>
<th>Definition</th>
<th>Key Words</th>
<th>Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Uses language to help the reader visualize what is being described by the author</td>
<td>Verbs (meandered, jumped, snapped) Relational words (on, over, beyond, within) Adjectives (large, colourful) Adverbs (slowly, quickly)</td>
<td></td>
</tr>
<tr>
<td>Sequence</td>
<td>Presents ideas or events in the order in which they occur</td>
<td>First, second, before, after, finally, then, next, earlier, later, last</td>
<td></td>
</tr>
<tr>
<td>Compare and Contrast</td>
<td>Discusses two or more ideas, events, or phenomena, explaining how they are similar and different</td>
<td>While, yet, rather, most, either, like, unlike, same, as opposed to, as well as, on the other hand, although, similarly, opposite</td>
<td></td>
</tr>
<tr>
<td>Cause and Effect</td>
<td>Provides explanations or reasons for an event/occurrence as well as the results and impact</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Problem/Solution</td>
<td>Identifies problems and poses possible solutions</td>
<td>Propose, conclude, a solution, the problem, the question, research shows, the evidence is, a reason for</td>
<td></td>
</tr>
<tr>
<td>Question and Answer</td>
<td>Poses a question and offers an answer or explanation</td>
<td>Who, what, when, where, why, how</td>
<td></td>
</tr>
</tbody>
</table>

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 student’s 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 and experience about 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.
Features of Information Text

Information text includes many different text features that support readers in locating information and aid comprehension and 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

<table>
<thead>
<tr>
<th>Print Features</th>
<th>Visual Supports</th>
<th>Organizational Supports</th>
<th>Vocabulary Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>● font (type, size)</td>
<td>● diagrams</td>
<td>● index</td>
<td>● for example</td>
</tr>
<tr>
<td>● bold print</td>
<td>● sketches</td>
<td>● table of contents</td>
<td>● for instance</td>
</tr>
<tr>
<td>● coloured print</td>
<td>● graphs</td>
<td>● preface</td>
<td>● in fact</td>
</tr>
<tr>
<td></td>
<td>● figures</td>
<td>● glossary</td>
<td>● in conclusion</td>
</tr>
<tr>
<td></td>
<td>● maps</td>
<td>● pronunciation guide</td>
<td>● most important</td>
</tr>
<tr>
<td></td>
<td>● charts</td>
<td>● appendix</td>
<td>● on the other hand</td>
</tr>
<tr>
<td></td>
<td>● tables</td>
<td>● text boxes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● cross-sections</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● time lines</td>
<td></td>
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</tr>
</tbody>
</table>

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, subheadings, and diagrams.

> With an individual student ask him/her 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 he/she approaches the task making note of the features he/she uses to locate the information.

> Ask the student to explain to you how he/she found the information.

Check It Out


The Role of Levelled Text

Levelled text may play a role in a grade 4–6 classroom, but its role is different from that in grades primary–3. It is neither necessary nor desirable for grades 4–6 classrooms to be filled with books that have the “levels” printed on them.

Teachers may, however, find it helpful to have a small collection of levelled texts available for assessment purposes or to support the struggling reader.

Identifying book levels is a challenge in grades 4–6. There are many factors to consider when assigning a level to a text (text features, vocabulary and sentence structure, content and themes), as well as the skills and strengths of the reader along with his/her prior knowledge and interests.

The charts below outline some of the features of fiction and information text for each of the stages of reading development (early, transitional, fluent). It is important to note when examining text that each piece need not include every feature indicated.

Certainly, it is important for students to be reading text that is at their independent and instructional levels. An instructional text is one that offers enough challenge in decoding and comprehension that the student must problem solve and use a variety of reading strategies to monitor and extend reading. If the text is too difficult, then the student may become frustrated.

Rather than stocking bookshelves with only levelled text, it is more important for teachers to be familiar with the supports and challenges in the texts. With knowledge about the students, their interests, needs, and strengths, teachers are able to support them in making good text selections.

Strategies for supporting the book selection process include

- sorting books according to genre, form, author, topic
- identifying books that are challenging
- setting aside some levelled texts for assessment purposes
- meeting and discuss with students their book selections
- providing students with a “bag” of books that are at their independent level for use during reading workshop
- modelling the book selection process
- encouraging book talks and conversation about texts
### Text Features: Fiction

<table>
<thead>
<tr>
<th>Later Part of Early</th>
<th>Transitional</th>
<th>Fluent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content, Themes, and Ideas</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• often deals with everyday situations</td>
<td>• familiar and within own experience</td>
<td>• complex plots</td>
</tr>
<tr>
<td></td>
<td>• settings for narrative text go beyond the reader's experience</td>
<td>• may deal with mature topics and themes (certain topics may be too mature for readers despite their ability to read the text accurately)</td>
</tr>
<tr>
<td></td>
<td>• characters encounter everyday experiences and some deal with serious problems/issues</td>
<td>• characters concerned with issues related to growing up, family relationships, and problems of society as they affect children</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• require interpretations to understand themes on several levels</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• sophisticated humour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• interesting ideas that will be a good foundation for group discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• portrays a range of times in history</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• takes readers to places distant in time and space</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• requires knowledge of political, social, and historical events, as well as problems of different cultural and racial groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• requires readers to connect concepts and themes with world knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• requires readers to make connections with previously read texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• requires readers to think critically</td>
</tr>
<tr>
<td><strong>Literary Features</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• few characters and little character development or change</td>
<td>• more sophisticated plot</td>
<td>• complex ideas</td>
</tr>
<tr>
<td>• simple plot</td>
<td>• ranging from one to two characters to multiple characters</td>
<td>• detailed description of setting</td>
</tr>
<tr>
<td>• supported by familiar patterns</td>
<td>• more character development and change in response to events in the story</td>
<td>• different themes and many characters within a text</td>
</tr>
<tr>
<td></td>
<td>• memorable and well-developed characters</td>
<td>• reveals characters' thoughts and perspectives through dialogue and through the viewpoint of others</td>
</tr>
<tr>
<td></td>
<td>• opportunities for empathy and suspense</td>
<td>• more complex characters with multiple dimensions</td>
</tr>
<tr>
<td></td>
<td>• introduces devices such as irony and whimsy</td>
<td>• narratives have plots and subplots</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• has devices such as simile and metaphor that require some background knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• full appreciation requires noticing aspects of the writer's craft</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• uses literary language and symbolism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• requires readers to go beyond the literal level of the text to construct the implied meaning</td>
</tr>
</tbody>
</table>
### Text Features: Fiction (continued)

<table>
<thead>
<tr>
<th>Later Part of Early</th>
<th>Transitional</th>
<th>Fluent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• many high frequency words</td>
<td>• many challenging words (multi-syllable, unfamiliar, easily confused)</td>
<td>• more difficult and sophisticated vocabulary, little contextual support</td>
</tr>
<tr>
<td>• challenging words have contextual support</td>
<td>• new words relating to familiar concepts</td>
<td>• some words from languages other than English</td>
</tr>
<tr>
<td>• readers expected to form new meanings for known words</td>
<td>• sophisticated and varied vocabulary, often with contextual support</td>
<td></td>
</tr>
<tr>
<td><strong>Sentence Complexity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• moving from simple sentences to use of more literary language</td>
<td>• many compound sentences with simple and complex sentences interspersed</td>
<td>• sentences and paragraphs are complex that require rapid and fluent reading with attention to reading and automatic assimilation of punctuation</td>
</tr>
<tr>
<td>• assigned dialogue (said, answered, cried)</td>
<td>• complex sentences requiring a full range of punctuation to access meaning</td>
<td>• frequent use of unassigned dialogue</td>
</tr>
<tr>
<td>• moving from assigned dialogue (using names and pronouns to identify the speaker) to unassigned dialogue</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Book and Print Features</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• larger print</td>
<td>• smaller font, longer text</td>
<td>• small font, long text</td>
</tr>
<tr>
<td>• short text or chapters</td>
<td>• more print per page, some pages with full print</td>
<td>• longer chapters</td>
</tr>
<tr>
<td>• limited amount of text per page</td>
<td>• illustrations scattered throughout, usually black and white drawings or photographs</td>
<td>• few illustrations to support understanding</td>
</tr>
<tr>
<td>• clear illustrations on most pages to support understanding</td>
<td>• less space between words and lines</td>
<td>• text is densely arranged on the page</td>
</tr>
<tr>
<td>• significant spacing between words and lines</td>
<td>• sentences end in the middle of a line and continue from one line to the next</td>
<td>• requires the reader to sustain interest and meaning over many days</td>
</tr>
<tr>
<td>• sentences begin at the left margin</td>
<td>• multiple episodes related to a single plot</td>
<td></td>
</tr>
<tr>
<td>• multiple episodes related to a single plot</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Text Features: Information Text

<table>
<thead>
<tr>
<th>Later Part of Early</th>
<th>Transitional</th>
<th>Fluent</th>
</tr>
</thead>
</table>
| **Content, Themes, and Ideas** | • introduces new concepts  
• varied topics  
• elaboration of familiar topics  
• connects to prior knowledge  
• topics for information text that go beyond the reader's experience  
• requires more content knowledge  
• students expected to learn about various subjects through reading | • introduces complex ideas and themes that may be unfamiliar and require interpretation  
• portrays a range of times in history  
• takes readers to places distant in time and space  
• may deal with mature themes  
• requires readers to connect concepts and themes with political, historical, or environmental information  
• requires readers to make connections with previously read texts  
• covers a wide range of topics and provides specific technical information | |
| **Vocabulary** | • few technical words  
• vocabulary explained within the text and illustrated | • more challenging words (multi-syllable, unfamiliar, easily confused)  
• more technical words  
• words and technical terms that are explained and illustrated within the text | • often uses technical language, however; the terms may not be explained explicitly within the text |
| **Sentence Complexity** | • mainly simple sentences with some compound sentences | • many compound sentences with simple and complex sentences interspersed  
• sentences requiring a full range of punctuation to access meaning | • complex sentences and paragraphs that require rapid and fluent reading with attention to automatic assimilation of punctuation |
| **Book and Print Features** | • larger print  
• spacing between words and lines  
• sentences beginning at the left margin  
• different concepts on each page/selection  
• clear illustrations on most pages to support understanding  
• basic diagrams with some labels  
• simple charts  
• captions  
• distinctive headings and subheadings  
• use of colour  
• short table of contents | • smaller font  
• more print per page, some pages with full print  
• sentences end in the middle of a line and continue from one line to the next  
• visual information scattered throughout; many pages have a half-page illustration on every page or every other page  
• illustrations that support the overall meaning but do not always relate directly to the print on the page  
• different concepts on each page/selection  
• includes index and glossary more frequently | • small font  
• long text  
• visual information that carries a great deal of meaning and requires interpretations  
• detailed visual information  
• complex graphic information |
The Role of Poetry

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 this and encouraging students to read poetry aloud helps students to understand and appreciate the rhythm and music, the sound of the language, and the images created by various forms of 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 focusing 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 style
- select a word, phrase, or line that holds personal meaning
- make a quick sketch

Teachers may wish to use the following rubric for assessing student responses. Note that responses need not be limited to written responses.
Assessing Response to Poetry

A response to poetry uses supportive evidence from the text to express a feeling, an opinion, or an interpretation or to connect with personal experience or other texts.

<table>
<thead>
<tr>
<th>Level 5</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>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.</td>
</tr>
<tr>
<td>Level 3</td>
<td>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.</td>
</tr>
<tr>
<td>Level 2</td>
<td>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.</td>
</tr>
<tr>
<td>Level 1</td>
<td>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.</td>
</tr>
<tr>
<td>Nonclassifiable</td>
<td>There is no evidence of an attempt to meet the requirements of the task, or the response is not decipherable.</td>
</tr>
</tbody>
</table>

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/her as a thinker? 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/her response?
- How can you provide support to this student?
- How might you challenge this student?

Student Reading Passages Included in This Assessment Package

This assessment package includes both fiction and non-fiction reading passages. This range of texts was chosen to reflect the many different kinds of text that students encounter on a daily basis and should become comfortable with.

These reading passages have been divided into three categories, reflecting the stages of reading development early through 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 and beyond)

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 4, 5, and 6 may be reading at any one of these three stages of reading development. However, because there is likely to be a higher number of students who are transitional readers, the number of student reading passages that are characteristic of this stage is greater than those provided for early or fluent readers. Should a greater selection of student reading passages be required for early readers, try the Atlantic Canada Reading Assessment Resource, which was provided to elementary schools for use primarily in grades primary–3.

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

- as part of an oral reading record (see pp. 31–36 )
- during a conference (see pp. 17–19 )
- to elicit a written, visual, oral, dramatic response (see pp. 21–26 )

Selected reading passages or other similar passages may also be useful in an instructional context. Teachers may choose to model, teach, or support any number of reading strategies using these passages with the whole class, small groups, or individuals.
The following chart provides a list of the titles included in this package.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Passage #</th>
<th>Fiction</th>
<th>Non-fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early</td>
<td>P1</td>
<td>Fernando’s Friendship Journal</td>
<td>The Mystery of Oak Island</td>
</tr>
<tr>
<td></td>
<td>P2</td>
<td>The Night of the Bear</td>
<td>Drums</td>
</tr>
<tr>
<td></td>
<td>P3</td>
<td>A Change of Heart</td>
<td>How to Make a Compass</td>
</tr>
<tr>
<td></td>
<td>P4</td>
<td>That Pest</td>
<td>Living with Asthma</td>
</tr>
<tr>
<td></td>
<td>P5</td>
<td>The Klondike Box</td>
<td>Angus Walters: Captain of the <em>Bluenose</em></td>
</tr>
<tr>
<td>Transitional</td>
<td>P6</td>
<td>Operation Babysit</td>
<td>Searching for the <em>Titanic</em></td>
</tr>
<tr>
<td></td>
<td>P7</td>
<td>Dream Horses</td>
<td>The Wild Horses of Sable Island</td>
</tr>
<tr>
<td></td>
<td>P8</td>
<td>Dear Diary</td>
<td>Animal Adaptations</td>
</tr>
<tr>
<td></td>
<td>P9</td>
<td>Minou of Grand Pré</td>
<td>How to Make a Sundial</td>
</tr>
<tr>
<td></td>
<td>P10</td>
<td>Mr. Morse Saves the Day</td>
<td>From Salt Marshes to Fertile Fields</td>
</tr>
<tr>
<td></td>
<td>P11</td>
<td>Weather Whiz</td>
<td>The Birchbark Canoe</td>
</tr>
<tr>
<td></td>
<td>P12</td>
<td>The Candy Dance</td>
<td>Save Your Hearing</td>
</tr>
<tr>
<td></td>
<td>P13</td>
<td>Rabbit Snares the Moon</td>
<td>The Confederation Bridge</td>
</tr>
<tr>
<td></td>
<td>P14</td>
<td>It All Adds Up</td>
<td>Carrie Best</td>
</tr>
<tr>
<td></td>
<td>P15</td>
<td>The Penguin</td>
<td>Get Green</td>
</tr>
<tr>
<td>Fluent</td>
<td>P16</td>
<td>Gordy the Great</td>
<td>The Shubenacadie Canal</td>
</tr>
<tr>
<td></td>
<td>P17</td>
<td>Pier 21</td>
<td>Egyptian Pyramids</td>
</tr>
<tr>
<td></td>
<td>P18</td>
<td>The Memory Book</td>
<td>Rocks and Minerals</td>
</tr>
<tr>
<td></td>
<td>P19</td>
<td>Producer for a Day</td>
<td>Dance around the World</td>
</tr>
<tr>
<td></td>
<td>P20</td>
<td>The Solitary Planet</td>
<td>The Halifax Explosion</td>
</tr>
</tbody>
</table>

Appendix G provides a chart linking the student reading passages with titles found in Active Young Readers classroom collections for grades 4–6. 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.
Information Cards

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

- genre/form
- length
- stage
- suggestions for introducing/discussing the text
- possible assessment focus
- synopsis
- possible questions for discussing 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, and ideas
- literary features (fiction only)
- vocabulary and words
- sentence complexity
- print features

These cards are a 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, focus for instruction, and related titles.

A Change of Heart

**Genre/Type:** Fiction; personal narrative

**Length:** 260 words

**Stage:** Early

**Synopsis:** A young girl faces a dilemma. She wants to be a professional hockey player and her mother wants her to play the piano. One night while skating on the rink, she meets a member of Team Canada and learns that many hockey players also have hobbies like piano, painting, and chess. This realization brings about a change in heart.

**Possible Assessment Focus**

- understanding dialogue
- inferring
- making connections
- predicting

**Suggestions for Introducing the Text**

- Ask the student about their hobbies and dreams.
- Explain the idea of a dilemma.
- Ask the student to make some predictions about the story.
- Ask the student about the title. What might it mean?

**Possible Questions for Discussing the Text**

- Have you ever had a dilemma where you wanted to do one thing and someone else wanted you to do something else? How did you resolve this dilemma?
- On the second page the word 'and' is in italics. Why do you think the author did this?
- Why do you think Kayla changed her attitude towards playing the piano?
- Describe a time when you have had a change of heart. What caused the change?

**Text Features**

**Context, Themes, and Ideas**

- familiar topic
- encourages the reader to see the value of many activities
- main character faces a common dilemma

**Literary Features**

- limited by two characters
- simple plot
- main character changes following an interaction with her homework
- first-person narrative

**Vocabulary and Words**

- mostly familiar vocabulary
- some words may be challenging (wimp, admired, exhilarating, cheer)

**Sentence Complexity**

- mostly simple with some compound sentences
- varying lengths of sentences
- assigned dialogue using names

**Print Features**

- larger font
- wide margins
- short paragraphs
- photos are related but do not greatly support the story
- **puts**
Planning for Instruction

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 reading aloud, reading and thinking aloud, shared reading experiences, and mini-lessons provide teachers with the means to teach very specific concepts, skills, or ideas. Other aspects of reading instruction may be necessary only for selected groups of students or even individuals. This kind of instruction may occur during a guided reading experience and may be further practised and applied during independent reading.

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 reading block is often referred to as a reading workshop: a place that is busy and productive with students working on and building their reading 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 groups 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 teachers to record their thoughts on a transparency, allowing students to see the in-head thoughts of the reader.

Shared reading 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 reading: 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 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.

---

Vignette

Independent Reading Time
For a while I have been struggling to make independent reading time in my classroom a purposeful activity. Recently I tried starting each independent reading time with a 5–10 minute mini-lesson. Then I would ask the students to focus on that particular element in their reading and responding. The initial mini-lessons were focussed mainly on managing the independent reading time, book selection, genre, and ways to respond.

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 reading records, confer with students, 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. Depending on the needs of the students they may focus on something new or be a review of past mini-lessons.

~ grade 6 teacher
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 where 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 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., five unknown words may be too easy, ten unknown words 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 they don’t recognize the word they said or if it doesn’t make sense, they need 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 their 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
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. 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/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 the current and future teacher. The Student Tracking Sheet (Appendix H) may be helpful for teachers during these discussions. This sheet allows the teacher to record the fiction and non-fiction 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 (independent, instructional, or difficult). It is important to note that these passages are not ranked in order of difficulty but rather are numbered solely for organizational purposes. See page 49 for a listing of passages and their corresponding number.

Vignette

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 that I am teamed up with 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 teacher
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 this 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.
Appendix B: Anecdotal Records/Checklists
### B1: Observational Checklist

**Name:** ____________________________________________________

**Grade/Age:** ___________________ **Date:** _______________________

<table>
<thead>
<tr>
<th>Strategies and Behaviours</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in book discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selects books that are at an appropriate reading level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads a variety of genres and forms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses text features (e.g., table of contents, glossary, index, headings, bold print) to overview books, locate information, and better understand the text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combines information from a variety of sources (e.g., pictures, charts, graphs, illustrations, charts, tables, maps)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes that authors use different organizational patterns to present information</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Summarizes and retells information clearly and accurately</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Uses prior knowledge to construct meaning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poses questions to clarify meaning and find information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitors reading and knows when meaning breaks down</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively uses a variety of &quot;fix-up&quot; strategies to self-correct</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses a variety of strategies to figure out unfamiliar words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B2: Reading Conference Record

Use this chart to track reading conferences. Record the date each time you have a formal conference with a student.

<table>
<thead>
<tr>
<th>Names</th>
<th>Conference Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Smith</td>
<td>9/05 9/29 10/28</td>
</tr>
</tbody>
</table>
# B3: Observation and Planning Sheet I

Name: _______________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Notes and Observations (what the student can do)</th>
<th>Future Instructional Focus (one–two areas)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
## B4: Observation and Planning Sheet II

<table>
<thead>
<tr>
<th>Student Name and Date</th>
<th>Notes and Observations (what the student can do)</th>
<th>Future Instructional Focus (one–two areas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
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Appendix C: Reading Log
# C: Reading Log

**Name:** _______________________________________________

<table>
<thead>
<tr>
<th>Title</th>
<th>Genre (codes below)</th>
<th>Difficulty (E, JR, C)</th>
<th>Date Completed</th>
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</table>

**Possible Genre Codes**

TL: traditional literature  
(myth, legend, tales)

F: fantasy

RF: realistic fiction

HF: historical fiction

M: mystery

A: adventure

P: poetry

NF-B: non-fiction (biography)

NF-I: non-fiction (informational)
Appendix D: Graphic Organizers
D1: Cause-and-Effect Chart
<table>
<thead>
<tr>
<th>Predict</th>
<th>Support</th>
<th>Reflect</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will the text be about?</td>
<td>Give evidence from the text or personal experience.</td>
<td>How does the text compare to your predictions?</td>
</tr>
</tbody>
</table>
## D3: Compare-and-Contrast Chart

<table>
<thead>
<tr>
<th>How are</th>
<th>and</th>
<th>alike?</th>
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<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How are</th>
<th>and</th>
<th>different?</th>
</tr>
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<tbody>
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<tr>
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</tbody>
</table>
D4: Concept Web
D5: Flow Chart
### D6: FQR Chart

<table>
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<th>F</th>
<th>Facts</th>
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<tbody>
<tr>
<td>Q</td>
<td>Questions</td>
</tr>
<tr>
<td>R</td>
<td>Response</td>
</tr>
</tbody>
</table>
D7: Ideas/Details Charts

Important Ideas

Details

Important Ideas

Details
D8: QUIC Chart

<table>
<thead>
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<th>Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important Ideas</td>
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<tr>
<td>Questions</td>
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</tbody>
</table>
# D9: What I Read/What I Think

<table>
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<tr>
<th>What I Read</th>
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<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What I Think</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
D10: Venn Diagram
Appendix E: Portfolio Checklist
E: Portfolio Checklist

The following artifacts should be included in the portfolio:

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐
# F1: I Can ...

**Name:** _______________________________________________

<table>
<thead>
<tr>
<th>I can ...</th>
<th>I can ...</th>
<th>I can ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>choose &quot;just right&quot; books</td>
<td>predict what will happen</td>
<td>ask questions about the book</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I can ...</th>
<th>I can ...</th>
<th>I can ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>see a picture in my head when I read</td>
<td>read by myself for minutes or longer</td>
<td>talk with others about my books</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I can ...</th>
<th>I can ...</th>
<th>I can ...</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I need to work on ...</th>
<th>I need to work on ...</th>
<th>I need to work on ...</th>
</tr>
</thead>
</table>

**ACTIVE YOUNG READERS • GRADES 4–6**

89
F2: I Can ...

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 ...

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.

Name: _______________________________________________
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: Reading Interest Inventory

Name: ____________________________________________________________

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

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

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

☐ Novels or chapter books  ☐ Magazines
☐ Information books  ☐ Comic or cartoon books
☐ Newspapers  ☐ Poetry

The book I am reading right now is ______________________________________________________

My favourite book ever is ___________________________________________________________
Appendix G: Active Young Readers Links
<table>
<thead>
<tr>
<th>Fiction Passage</th>
<th>AYR Fiction Links</th>
<th>Reading Stage</th>
<th>Topic</th>
<th>Writing Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fernando’s Friendship Journal</td>
<td>The Night Crossing Gr. 4 Trans</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>(Early)</td>
<td>The Trouble with Oatmeal Gr. 4 Trans</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Hugo and Splot Gr. 4 Trans</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>My Buddy Gr. 4 Early</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Animal Poetry Gr. 4 Fluent</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Maybe Tomorrow Gr. 5 Fluent</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Lost Underground Gr. 5 Fluent</td>
<td></td>
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<td>✓</td>
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<tr>
<td></td>
<td>The Orphan Boy Gr. 5 Fluent</td>
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<tr>
<td></td>
<td>Joshua Poole and Sunrise Gr. 5 Early</td>
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<tr>
<td></td>
<td>Save the World for Me Gr. 5 Fluent</td>
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<td></td>
<td>The Voyage of Wood Duck Gr. 5 Fluent</td>
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<td>Friends for Life Gr. 6 Fluent</td>
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<td></td>
<td>Ugly Mug Gr. 6 Fluent</td>
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<td>✓</td>
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<td>Alice’s Diary Gr. 6 Trans</td>
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<tr>
<td>2. The Night of the Bear</td>
<td>What To Do About Babe Gr. 4 Fluent</td>
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<tr>
<td>(Early)</td>
<td>Rolly’s Bear Gr. 5 Trans</td>
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<td>The Creature of Cassidy’s Creek Gr. 6 Early</td>
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<td></td>
<td>Caught by the Sea Gr. 6 Trans</td>
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<td>✓</td>
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<td>3. A Change of Heart</td>
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<td>A Beauty of a Plan Gr. 4 All</td>
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<td>Ugly Pugsly Gr. 4 Fluent</td>
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<td>Catching Air Gr. 4 Trans</td>
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<td>✓</td>
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<td>Fiction Passage</td>
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<td>Topic</td>
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<td>Supergrandpa</td>
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<td>Seawind</td>
<td>Gr. 5 Trans</td>
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<td>8. Dear Diary</td>
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</tr>
<tr>
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<td>Maybe Tomorrow</td>
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<td></td>
<td>Save the World for Me</td>
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<td>✓</td>
</tr>
<tr>
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<td>Ugly Mug</td>
<td>Gr. 6 Fluent</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>9. Minou of Grand Pré</td>
<td>What To Do About Babe</td>
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<tr>
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<td>10. Mr. Morse Saves</td>
<td>A Medal for Molly</td>
<td>Gr. 4 Early</td>
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<td>✓</td>
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<tr>
<td>the Day</td>
<td>“Please Teach Me How to Speak Mi’kmaw, Grandma”</td>
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<td>Animal Sensors</td>
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<td>✓</td>
</tr>
<tr>
<td>Fiction Passage</td>
<td>AYR Fiction Links</td>
<td>Reading Stage</td>
<td>Topic</td>
<td>Writing Form</td>
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<tr>
<td>-------------------------------</td>
<td>------------------------------</td>
<td>---------------</td>
<td>-------</td>
<td>--------------</td>
</tr>
<tr>
<td>11. The Weather Whiz</td>
<td>Who Wants Arthur? Gr. 4 All</td>
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<tr>
<td>(Transitional)</td>
<td>Dinosaur Boogie Gr. 5 Early</td>
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<td>✓</td>
</tr>
<tr>
<td></td>
<td>My Grandma, the Rock Star Gr. 5 Trans</td>
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<td>✓</td>
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</tr>
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<td></td>
<td>Funny Business Gr. 6 Fluent</td>
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<td>✓</td>
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<td></td>
<td>Crisis Maximus Gr. 6 Trans</td>
<td>✓</td>
<td>✓</td>
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<td>Yes with Crackers Gr. 6 All</td>
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<tr>
<td>12. The Candy Dance</td>
<td>A Beauty of a Plan Gr. 4 All</td>
<td></td>
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<tr>
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<td>“Please Teach Me How to Speak Mi’kmaw, Grandma” Gr. 5 Trans</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
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<td>✓</td>
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<td></td>
<td>Friends for Life Gr. 6 Fluent</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
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* F - This is a fictional title that can also be considered non-fiction.
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<td>Caves: The Wonder Underground</td>
<td>Gr. 5 Fluent</td>
<td>✓</td>
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<td>20. The Halifax Explosion</td>
<td>Oil Spill</td>
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Appendix H: Student Tracking Sheet
H: 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.

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Date:  

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ACTIVE YOUNG READERS • GRADES 4–6  ASSESSMENT RESOURCE
Bibliography


Foundation for the Atlantic Canada English Language Arts Curriculum. Halifax, NS: Department of Education, 1996.


