

Reading Workshop, Grades Primary–3

VIEWING GUIDE

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Introduction

The *Reading Workshop, Grades Primary–3* DVDs, created by the Nova Scotia Department of Education, feature Nova Scotian teachers and students working together in a variety of grades primary–3 learning environments.

Reading Workshop is defined by Fountas and Pinnell (2006) as a “highly productive structure within which students participate in whole group, small group and individual instruction.” Regie Routman (2002) calls it an “optimal learning model” and Debbie Miller (2008) refers to it as “the best keep-it-simple structure I know.”

As demonstrated by the teachers and students in this DVD, Reading Workshop is a powerful instructional framework that follows as its defining model the gradual release of responsibility. Starting with teacher demonstration and modelling, the workshop progresses through ample opportunities for practice before students are expected to apply what they have learned on their own with independence. In addition to classroom work, the DVDs also include feature interviews with the classroom teachers and their young students.

The Reading Workshop, Grades Primary–3 DVD showcases five classrooms that represent a cross-section of schools and teachers from across Nova Scotia. The DVD is part of a series of Reading and Writing Workshop DVDs that have featured teachers and students from every regional school board in the province. The viewing guide can be used by individual teachers, small groups, or entire staffs as they work their way through the DVD; it provides a brief synopsis of each segment and includes guiding questions for discussion and consideration.

Using the DVD

Whether the DVD is viewed for personal professional learning opportunities, in staff meetings, in professional learning communities, or with grade-specific groups, teachers will use the resource to suit their purposes.

Following are some suggestions for viewing the DVD:

Before Viewing

- Decide upon which questions to focus and consider the questions with your practice in mind.
- As a group, select a single question on which to focus throughout the viewing.
- Determine a perspective from which to view the DVD—teacher or student point of view.
- In small groups, or as individuals, view the DVD with one of the following strands in mind: “Time to Teach,” “Time to Practise,” or “Time to Share and Reflect.”

During Viewing

- For longer segments, stop the DVD several times to discuss a particular point or observation.
- In partners, use a reciprocal strategy to discuss what has been seen so far. One person speaks first, then the partner adds to the conversation without repeating. Partners alternate who speaks first as the segment is stopped several times.
- Use the T-chart below to track your thinking about what resonated with you in the interviews and classroom.

After Viewing

- Identify the key messages from the segment before using the questions you considered before viewing.
- What are the most significant instructional issues for the whole group at this particular time?
- Identify specific questions to be discussed in small groups and then report back to the whole group.

What Resonated with Me	
In the interviews	In the classrooms

Reading Workshop, Grades Primary–3 DVD: Disc 1

Segment	Highlights	Time
1. Basics	<ul style="list-style-type: none">• overview of the strands of Time to Teach, Time to Practice, and Time to Share and Reflect• Active Reading Hour• how to set up Reading Workshop early in the year (time, routines, expectations, variations)• moving towards independence	13:27
2. Shared Reading	<ul style="list-style-type: none">• choral reading• morning messages• buddy share• read along• explicit teaching• student and teacher talk	14:10
3. Read-Aloud/ Think-Aloud	<ul style="list-style-type: none">• traditional and interactive read-aloud• think-aloud• reading/writing connection• role of oral language and talk in literacy development• teaching opportunities through read-aloud	15:48
4. Independent Reading	<ul style="list-style-type: none">• scheduling• routines and expectations• choosing “just right” books• building stamina• variety of independent contexts (buddy reading, group, computer, on their own)• student and teacher interviews	11:07

Reading Workshop, Grades Primary–3 DVD: Disc 2

Segment	Highlights	Time
5. Focus Lessons	<ul style="list-style-type: none">• focus lessons on establishing routines• focus lessons on specific strategies• focus lessons as review• whole-class and small-group focus lessons• focus lessons throughout the year• topic choice for focus lessons	17:26
6. Small-Group Instruction	<ul style="list-style-type: none">• differentiation between small-group instruction and guided reading• criteria for selecting groups• topics and strategies to be taught in small groups• consider what the other students are doing• building stamina	13:17
7. Reflection	<ul style="list-style-type: none">• students talking about their learning• teachers reflecting on the progress of their students• the link between Time to Share and Reflect and student self-assessment	9:19
8. Assessment and Instruction	<ul style="list-style-type: none">• conversations, observations, and products• informal and formal assessment opportunities• descriptive feedback• systems for managing evidence• planning for instruction from the evidence	18:24

Nova Scotia Department of Education Principles of Learning

The public school program outlines seven big ideas, derived from research and proven best practices that should form the framework for instruction and assessment. This DVD highlights rich examples of what these principles look like in grades primary–3 classrooms, with a particular focus on reading instruction and assessment. Keep the Principles of Learning and the specific segment titles in mind while viewing each segment. A table has been provided below to record strong examples of where these seven principles of learning might be highlighted in the DVD.

Principles of Learning	Observations and Evidence
<p>1. Learning is a process of actively constructing knowledge.</p> <p>Therefore, teachers and administrators have a responsibility to</p> <ul style="list-style-type: none"> • create environments and plan experiences that foster investigating, questioning, predicting, exploring, collecting, educational play, and communicating • engage learners in experiences that encourage their personal construction of knowledge, for example, hands-on, minds-on science and math; drama; creative movement; artistic representation; writing and talking to learn • provide learners with experiences that actively involve them and are personally meaningful 	

Principles of Learning	Observations and Evidence
<p>2. Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.</p> <p>Therefore, teachers and administrators have a responsibility to</p> <ul style="list-style-type: none"> • find out what students already know and can do • create learning environments and plan experiences that build on learners’ prior knowledge • ensure that learners are able to see themselves reflected in the learning materials used in the school • recognize, value, and use the great diversity of experiences and information students bring to school • provide learning opportunities that respect and support students’ racial, cultural, and social identities • ensure that students are invited or challenged to build on prior knowledge, integrating new understandings with existing understandings 	
<p>3. Learning is enhanced when it takes place in a social and collaborative environment.</p> <p>Therefore, teachers and administrators have a responsibility to</p> <ul style="list-style-type: none"> • ensure that talk, group work, and collaborative ventures are central to class activities • see that learners have frequent opportunities to learn from and with each other • structure opportunities for learners to engage in diverse social interactions with peers and adults • help students to see themselves as members of a community of learners 	

Principles of Learning	Observations and Evidence
<p>4. Students need to continue to view learning as an integrated whole.</p> <p>Therefore, teachers and administrators have a responsibility to</p> <ul style="list-style-type: none"> • plan opportunities to help students make connections across the curriculum and with the world outside and structure activities that require students to reflect on these connections • invite students to apply strategies from across the curriculum to solve problems in real situations 	
<p>5. Learners must see themselves as capable and successful.</p> <p>Therefore, teachers and administrators have a responsibility to</p> <ul style="list-style-type: none"> • provide activities, resources, and challenges that are developmentally appropriate to the learner • communicate high expectations for achievement to all students • encourage risk-taking in learning • ensure that all students experience genuine success on a regular basis • value experimentation and treat approximation as signs of growth • provide frequent opportunities for students to reflect on and describe what they know and can do • provide learning experiences and resources that reflect the diversity of the local and global community • provide learning opportunities that develop self-esteem 	

Principles of Learning	Observations and Evidence
<p>6. Learners have different ways of knowing and representing knowledge.</p> <p>Therefore, teachers and administrators have a responsibility to</p> <ul style="list-style-type: none"> • recognize each learner’s preferred ways of constructing meaning and provide opportunities for exploring alternative ways • plan a wide variety of open-ended experiences and assessment strategies • recognize, acknowledge, and build on students’ diverse ways of knowing and representing their knowledge • structure frequent opportunities for students to use various art forms—music, drama, visual arts, dance, movement, crafts—as a means of exploring, formulating and expressing ideas 	
<p>7. Reflection is an integral part of learning.</p> <p>Therefore, teachers and administrators have a responsibility to</p> <ul style="list-style-type: none"> • challenge their beliefs and practices based on continuous reflection • encourage students to reflect on their learning processes and experiences • encourage students to acknowledge and articulate their learnings • help students use their reflections to understand themselves as learners, make connections with other learnings, and proceed with learning 	

DVD Viewing Details

Disc 1, Segment 1 Synopsis: Basics

Reading Workshop is an overarching framework that provides opportunity for students to develop as readers through an artful combination of whole-group, small-group, and independent reading experiences. Through careful instruction that flows from deliberate and ongoing assessment, students develop the strategies and skills necessary to make reading an enjoyable and informative part of their lives.

In this segment, we see a quick overview of the three basic strands: Time to Teach, Time to Practise, and Time to Share and Reflect. Our feature teachers also discuss ways in which they begin their Reading Workshop early in the school year in terms of expectations and routines.

Guiding Questions

1. What key messages did you find in the words from the students themselves?
What types of instruction would you expect to find to support of the situations the students told us?
2. Discuss how the featured teachers established careful routines, and the evidence you saw of that routine development in the classroom segments.
3. In this segment, we see students actively engaged in reading alone, in pairs, and in groups.
What types of routines and classroom environments must be in place for this to regularly happen?
4. Descriptive feedback and appropriate praise are very important to successful learning.
Discuss the examples of descriptive feedback you observed in the classroom segments.
How important is the immediacy of the feedback? Why?
5. Discuss the importance of teacher modelling and the examples you saw in this segment.
6. Compare with your own, the structures and flow of Reading Workshop as described by these teachers.
Where are the similarities and differences?
7. Discuss where in this segment you saw evidence of the Principles of Learning in action.

Components of Reading Instruction and Assessment

Time to Teach	Time to Practise	Time to Share and Reflect
<p>What?</p> <ul style="list-style-type: none"> • thinking processes • reading strategies • comprehension strategies • text features • fluency • elements of genre <ul style="list-style-type: none"> – fiction/non-fiction – poetry • concepts of print <p>How?</p> <p>Explicitly teach through</p> <ul style="list-style-type: none"> • read-aloud/think-aloud • modelling • shared reading • mini-lesson <p>Materials such as</p> <ul style="list-style-type: none"> • picture books • short passages from longer text • mentor text • enlarged text/LCD • anchor charts • multimedia 	<p>Students:</p> <div style="text-align: center; border: 1px solid gray; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%;"> <p>Independent Reading</p> <p>with an awareness of the stages of reading development (Emergent, Early, Transitional, Fluent)</p> <p><i>Teaching in Action:</i> Grades Primary–3, p. 25</p> </div> <p>Teacher Guided Reading (small-group instruction); individual student conferences; ongoing reading assessments</p> <hr style="border-top: 1px dotted gray;"/> <p>In addition to independent reading practice, other reading experiences may include</p> <ul style="list-style-type: none"> • reading with a partner • making book choices • responding in writing and other ways of representing <ul style="list-style-type: none"> • using technology • literacy centres • literature circles • book talks • book clubs • Reader’s Theatre • talking about their reading 	<p>Share and Reflect on Instructional Purpose</p> <ul style="list-style-type: none"> • whole class • small group • individual <p>Examples</p> <ul style="list-style-type: none"> • celebrate success • share application of strategy taught • talk about ... • personal reflections • book talk • self-assessment • think-pair-share • set/revisit personal goals • plan next steps

Disc 1, Segment 2 Synopsis: Shared Reading

Shared reading represents the change in the gradual release of responsibility model from “I do” to “we do.” Students might read familiar text, chime in on repeated refrains with their teacher, or share the reading of a new passage with a buddy. Through shared reading, new strategies and skills are introduced, reinforced, and practised before students are expected to try them independently.

In this segment, we see teachers using shared reading in a variety of ways, from the familiar “chime in” of poetry to traditional and new ways to use the morning message. We will see word work, interactive writing, and lots of literate, conversational talk embedded within the context of shared experience.

Guiding Questions

1. Discuss the range of strategies and skills being taught during the shared reading sessions.
2. Discuss the different types of shared reading highlighted in this segment.
3. One of the key descriptors of shared reading is the high level of teacher support. What types of support are demonstrated in this segment?
4. Shared reading does not look the same throughout the grades. How does it change as the stage of reading development and age of the students change?
5. Must shared reading always take place before small-group instruction in the Reading Workshop structure? Why or why not?
6. As a link between teacher modelling and student independence, discuss how the artful placement of shared reading opportunities can give teachers more time for small-group work and can help students develop stamina.
7. Discuss the types of teacher and student talk in this segment. How is student talk supported and encouraged? How is literate conversational talk different than interrogational talk? Why is the latter preferable?
8. How are focus lessons and shared reading similar, and how do they differ?
9. What does the term “the workhorse of the Reading Workshop” mean as it applies to shared reading?
10. Discuss where in this video segment you saw evidence of the Principles of Learning in action.



Disc 1, Segment 3 Synopsis: Read-Aloud/Think-Aloud

The purpose of read-aloud is to give young students an opportunity to hear fluent reading of texts they cannot read themselves. Modelling both expressive reading and enjoyment of reading are powerful tools used by skillful teachers as they introduce students to the joys of reading through a wide variety of texts.

Think-aloud deepens and expands the reading experiences and gives students an inside peek into the mind of a good reader.

Talk, through think-aloud and through discussion and debrief, invites students to interact with a text in a safe environment. This talk gives students the language to understand themselves as readers.

In this segment, we see the power and importance of reading aloud to students. We see both traditional read-aloud sessions, as well as interactive read-aloud and think-aloud. The connection between reading and writing is explored, and the overarching importance of oral language and talk is highlighted.

Guiding Questions

1. Brailsford and Stead (2005) tell us to “teach lightly” during read-aloud. Discuss some examples of this light teaching in this segment. What was the teacher’s purpose during the session?
2. Discuss how the featured teachers demonstrated the joy of reading.
3. Find examples of both traditional and interactive read-alouds in the segment. What are the advantages and cautions of each?
4. Discuss the types of teacher and student talk in this segment. How is student talk supported and encouraged?
5. Discuss where and when in the run of a day that read-aloud/think-aloud might happen.
6. Sharon Taberski (2011) describes read-aloud as a “non-negotiable” part of Reading Workshop. Discuss why you believe she would say this.
7. Discuss your expectations for read-aloud. What is your role? What is the student’s role?
8. Our featured teachers also discuss the role of oral language and talk in literacy development. Discuss the role and nature of oral language in your Reading Workshop.
9. Discuss where in this video segment you saw evidence of the Principles of Learning in action.

Components of Reading Instruction and Assessment

Time to Teach	Time to Practise	Time to Share and Reflect
<p>What?</p> <ul style="list-style-type: none"> • thinking processes • reading strategies • comprehension strategies • text features • fluency • elements of genre <ul style="list-style-type: none"> – fiction/non-fiction – poetry • concepts of print <p>How?</p> <p>Explicitly teach through</p> <ul style="list-style-type: none"> • read-aloud/think-aloud • modelling • shared reading • mini-lesson <p>Materials such as</p> <ul style="list-style-type: none"> • picture books • short passages from longer text • mentor text • enlarged text/LCD • anchor charts • multimedia 	<p>Students:</p> <div style="border: 1px solid gray; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p>Independent Reading with an awareness of the stages of reading development (Emergent, Early, Transitional, Fluent) <i>Teaching in Action: Grades Primary–3, p. 25</i></p> </div> <p>Teacher Guided Reading (small-group instruction); individual student conferences; ongoing reading assessments</p> <hr style="border-top: 1px dotted gray;"/> <p>In addition to independent reading practice, other reading experiences may include</p> <ul style="list-style-type: none"> • reading with a partner • making book choices • responding in writing and other ways of representing <ul style="list-style-type: none"> • using technology • literacy centres • literature circles • book talks • book clubs • Reader’s Theatre • talking about their reading 	<p>Share and Reflect on Instructional Purpose</p> <ul style="list-style-type: none"> • whole class • small group • individual <p>Examples</p> <ul style="list-style-type: none"> • celebrate success • share application of strategy taught • talk about ... • personal reflections • book talk • self-assessment • think-pair-share • set/revisit personal goals • plan next steps

Disc 1, Segment 4 Synopsis: Independent Reading

Independent reading is a focused block of time during Reading Workshop when students practise the skills and strategies that have been introduced and scaffolded through read-aloud, shared, and guided experiences. The largest percentage of time in a Reading Workshop is devoted to independent practice as students develop more stamina and are able to stay engaged with interesting and appropriate text for longer periods of time.

In this segment, we see students engaged in a variety of reading tasks on their own.

In their own words students discuss how they choose books, how they have grown as readers, and the types of books they prefer. Teachers share routines and expectations for independent reading, how they organize their classroom libraries, and how they support students in choosing books that are “just right” for independent reading.

Guiding Questions

1. Discuss the routines and expectations that you see highlighted in this segment.
2. How does independent reading benefit students? How does it benefit their teachers?
3. Discuss the range of independent reading structures you observed in this segment.
4. What specific skills and strategies are the students practising as they read?
How have the teachers supported this in their instructions?
5. Discuss how the featured teachers schedule their Reading Workshops and how they are organized.
Are there consistent features from grade to grade? How might they differ?
6. Discuss Reading Workshop and share how you find sufficient time for students to practise their reading.
7. Discuss routines and expectations that you have found effective in building stamina.
How is assisting young students to build stamina important for effective independent reading?
8. Discuss where in this video segment you saw evidence of the Principles of Learning in action.

Components of Reading Instruction and Assessment

Time to Teach	Time to Practise	Time to Share and Reflect
<p>What?</p> <ul style="list-style-type: none"> • thinking processes • reading strategies • comprehension strategies • text features • fluency • elements of genre <ul style="list-style-type: none"> – fiction/non-fiction – poetry • concepts of print <p>How?</p> <p>Explicitly teach through</p> <ul style="list-style-type: none"> • read-aloud/think-aloud • modelling • shared reading • mini-lesson <p>Materials such as</p> <ul style="list-style-type: none"> • picture books • short passages from longer text • mentor text • enlarged text/LCD • anchor charts • multimedia 	<p>Students:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p>Independent Reading with an awareness of the stages of reading development (Emergent, Early, Transitional, Fluent) <i>Teaching in Action: Grades Primary–3, p. 25</i></p> </div> <p>Teacher Guided Reading (small-group instruction); individual student conferences; ongoing reading assessments</p> <hr style="border-top: 1px dotted #000;"/> <p>In addition to independent reading practice, other reading experiences may include</p> <ul style="list-style-type: none"> <li style="width: 50%;">• reading with a partner <li style="width: 50%;">• using technology <li style="width: 50%;">• making book choices <li style="width: 50%;">• literacy centres <li style="width: 50%;">• responding in writing and other ways of representing <li style="width: 50%;">• literature circles <li style="width: 50%;">• book talks <li style="width: 50%;">• book clubs <li style="width: 50%;">• Reader’s Theatre <li style="width: 50%;">• talking about their reading 	<p>Share and Reflect on Instructional Purpose</p> <ul style="list-style-type: none"> • whole class • small group • individual <p>Examples</p> <ul style="list-style-type: none"> • celebrate success • share application of strategy taught • talk about ... • personal reflections • book talk • self-assessment • think-pair-share • set/revisit personal goals • plan next steps

Disc 2, Segment 5 Synopsis: Focus Lessons

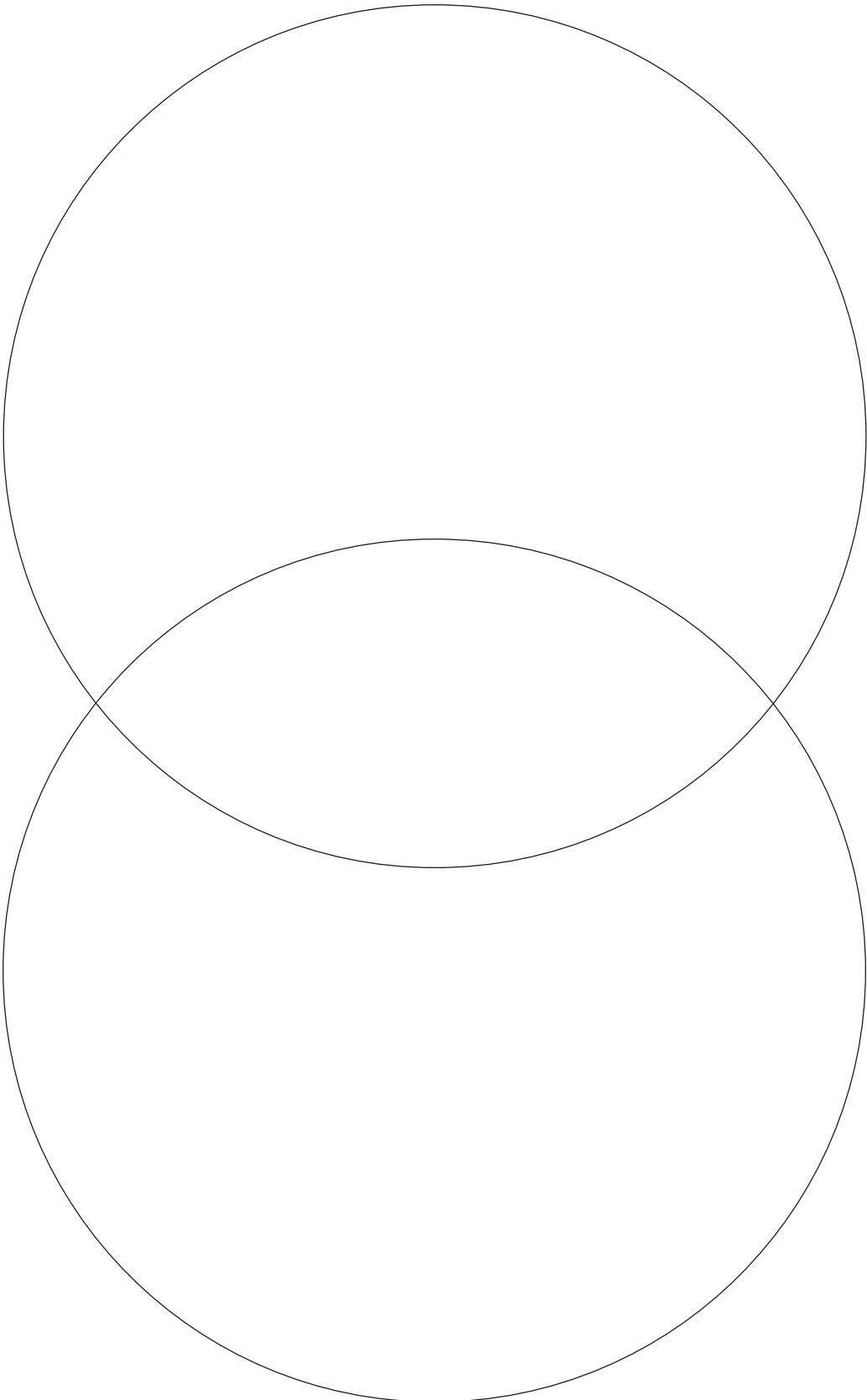
Focus lessons are short but specific lessons that address a particular skill, strategy, idea, expectation, or routine. During a focus lesson the teacher states what is being taught, models and demonstrates, and provides opportunity for practice.

In this segment, we see teachers engaging with their students in a variety of focus lessons. These lessons include exploration of supportive classroom routines, discussions of strategy use, and reviews of previous focus lessons. The featured teachers also share their expectations and procedures for conducting focus lessons, discussing how they decide on the content of the lessons.

Guiding Questions

1. Discuss the range of topics and routines highlighted in the featured focus lessons.
2. What are the characteristics of effective focus lessons?
3. Discuss the evolution of focus lessons from the beginning of the year through to the end.
4. In this segment, Donna Robson talked about her past experience with ineffective focus lessons. How did her practice change over time?
5. Discuss how the featured teachers decided on the topics for their focus lessons. Are there consistent features from grade to grade? How are the features similar and different?
6. Both focus lessons and shared reading are part of the Time to Teach in a Reading Workshop. Using the Venn diagram on the next page, discuss how they are the same and how they are different.
7. Discuss where in this video segment you saw evidence of the Principles of Learning in action.

Venn Diagram



Disc 2, Segment 6 Synopsis: Small-Group Instruction

Small-group instruction is an intimate and specific teaching context that involves careful selection of groups and criteria for instruction. While guided reading is a form of small-group instruction, it is not the only form of small-group work. Small-group shared reading, literature circles, and other types of small-group work are also legitimate and important teaching contexts. Small-group instruction is an important part of the Time to Practise strand of Reading Workshop.

In this segment, we see teachers working with a variety of small groups. Some involve using levelled texts with students working at their instructional levels, while others demonstrate different types of groupings and purposes. Teachers discuss the criteria for their selection of students, texts, and teaching points.

Guiding Questions

1. Discuss the types of small-group instruction that were highlighted in this segment or referred to by the featured teachers.
2. What was the difference in criteria and purpose for the small groups?
3. What are the advantages and challenges involved in any small-group instruction?
4. Discuss how the featured teachers helped their students to build stamina and independence.
5. This segment features students of various ages involved in guided-reading groups. Discuss the flow and structure of the learning experiences. How were they similar? How were they different?
6. The voice-over states that there is no choral or “round robin” reading as part of guided reading. Why is this so important?
7. Discuss how the teachers selected their topics for guided reading.
8. Compare with your own, the structures and flow of small-group instruction as described and demonstrated by these teachers. What are the similarities and differences?
9. Discuss where in this video segment you saw evidence of the Principles of Learning in action.

Disc 2, Segment 7 Synopsis: Reflection

Time to Reflect and Share is the third strand of the Reading Workshop. It is during this time that students have the opportunity to discuss and celebrate with their teacher and their peers what they have learned about themselves as readers and learners. Planning for reflection, in which students can show their learning, is often a challenge in a busy classroom.

In this segment, we see students showing, and talking about, their learning. We see teachers skillfully drawing from the students what they have learned over time about their reading skills and strategies. We also see the beginning of the self-assessment process.

Guiding Questions

1. The teachers in the DVD were able to identify ways in which their students had improved as readers. Discuss their students' growth in relation to what you might see in your own students.
2. What are the advantages and challenges involved in finding time for reflection and sharing?
3. As you observe the sharing opportunities, consider what clear expectations for sharing, listening, and reporting had to be in place and how these might have been established.
4. Discuss how the featured teachers communicated to their students that their opinions were valued. Discuss what routines and techniques you have found effective in supporting students to share their learning and opinions.
5. The segment features students of various ages involved in sharing sessions. Discuss the focus and structure of these sessions. How were they similar and how did they differ?
6. Discuss where in this video segment you saw evidence of the Principles of Learning in action.

Components of Reading Instruction and Assessment

Time to Teach	Time to Practise	Time to Share and Reflect
<p>What?</p> <ul style="list-style-type: none"> • thinking processes • reading strategies • comprehension strategies • text features • fluency • elements of genre <ul style="list-style-type: none"> – fiction/non-fiction – poetry • concepts of print <p>How?</p> <p>Explicitly teach through</p> <ul style="list-style-type: none"> • read-aloud/think-aloud • modelling • shared reading • mini-lesson <p>Materials such as</p> <ul style="list-style-type: none"> • picture books • short passages from longer text • mentor text • enlarged text/LCD • anchor charts • multimedia 	<p>Students:</p> <div style="text-align: center; border: 1px solid gray; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%;"> <p>Independent Reading</p> <p>with an awareness of the stages of reading development (Emergent, Early, Transitional, Fluent)</p> <p><i>Teaching in Action: Grades Primary–3, p. 25</i></p> </div> <p>Teacher Guided Reading (small-group instruction); individual student conferences; ongoing reading assessments</p> <hr style="border-top: 1px dotted gray;"/> <p>In addition to independent reading practice, other reading experiences may include</p> <ul style="list-style-type: none"> <li style="width: 50%;">• reading with a partner <li style="width: 50%;">• using technology <li style="width: 50%;">• making book choices <li style="width: 50%;">• literacy centres <li style="width: 50%;">• responding in writing and other ways of representing <li style="width: 50%;">• literature circles <li style="width: 50%;">• book talks <li style="width: 50%;">• Reader’s Theatre <li style="width: 50%;">• book clubs <li style="width: 50%;">• talking about their reading 	<p>Share and Reflect on Instructional Purpose</p> <ul style="list-style-type: none"> • whole class • small group • individual <p>Examples</p> <ul style="list-style-type: none"> • celebrate success • share application of strategy taught • talk about ... • personal reflections • book talk • self-assessment • think-pair-share • set/revisit personal goals • plan next steps

Disc 2, Segment 8 Synopsis: Assessment and Instruction

“The primary purpose of assessment and evaluation is to inform teaching and to promote and encourage learning.”
(Nova Scotia Department of Education 2006, p. 61)

Assessment is the foundation of effective instruction and takes place throughout a Reading Workshop. Assessment for learning helps teachers decide how best to engage their students as they plan future instructional contexts and opportunities.

Gathering the evidence is not enough. It is what is done with the evidence that is critical.

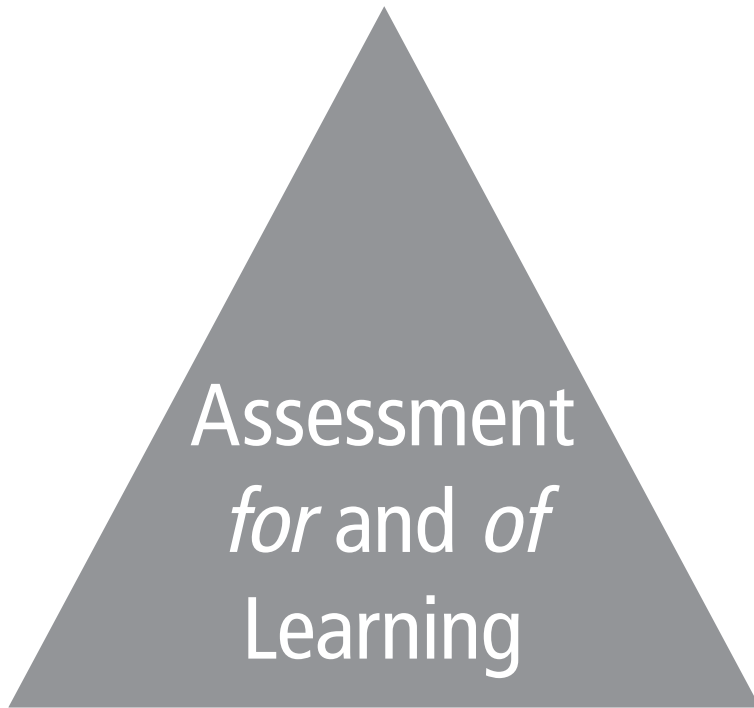
In this segment, we see teachers engaging with their students in a variety of formal and informal assessment opportunities. Our featured teachers use a variety of assessment tools, including conversations, observations, and products to gather evidence of learning about their students. They also discuss how they organize and manage the evidence and how they use what they have learned to make instructional decisions to scaffold and support their students.

Guiding Questions

1. The teachers in this segment were able to identify and demonstrate a number of assessment tools they find important and regularly use. Discuss how these tools support and scaffold young readers.
2. Discuss what you observed in this segment as the difference between formal and informal assessment opportunities.
3. Descriptive feedback is an important assessment tool. Using Donna and Laura as models, discuss how descriptive feedback can be used as both an assessment tool and a teaching tool.
4. Discuss how the featured teachers communicated the results of the assessment to their students.
5. Discuss what the other students were doing as the teachers assessed. What routines and expectations had to be in place for this to happen? Discuss routines and procedures you have found helpful in freeing up time for assessment within your Reading Workshop.
6. Identify some of the systems for organizing and managing the data as discussed by our featured teachers. Discuss which ones resonated with you and why.
7. Discuss how the featured teachers used the data they gathered to make instructional decisions for their students.
8. Discuss where in this video segment you saw evidence of the Principles of Learning in action.

Triangulation

Observations



Conversations

Products

References

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