

Five Day Repeated Reading Strategy

(This strategy has been found successful for use with Kindergarten and Grade 1 students.)

Day One

- Introduce the book
- Questioning and probing, predicting, etc.
- Identification of repeated phrases and print conventions.
- Plan writing (using chart paper and pictures)

Day Two

- Rereading of text (extend meanings of words and concepts to develop good listening skills).
- Literature - based experience chart.
- Multiple exposures to the text and the literature - based experience chart.
- Teacher models writing the plan (using chart paper and pictures)
- Children encouraged to read along from the text/literature - based experience chart
- Students may draw or write favorite parts of the story/tell why

Day Three

- Rereading of the text and the literature - based experience chart
- Children encouraged to read along from the text when appropriate.
- Teacher continues to question and guide thoughts about the text
- Students work with teacher to do a retelling using visuals such as story maps; sequence cards/strips; beginning, middle and end circles; puppets; pictures with words added...
- Repeated phrases from the text placed on strips for students to read and manipulate, use in extended writing activities (use your pocket charts with the words, phrases)
- Repeated reading of the visual and/or the text.
- Students then reproduce their own visuals.

Day Four

- Extension of the story by rereading, together or individually.
- Student/ teacher discussion with emphasis on the feelings expressed by the story characters.
- Character feelings compared to those of the children.
- Time spent discussing and modeling writing skills including periods, question marks, capital letters, quotation marks... (pocket charts)

Day Five

- Read the Companion book and share it with alt
- The companion book is shared. The teacher uses conversations, questioning and interactions with the children to develop understanding and enjoyment.
- Following reading of companion book, a compare/contrast chart, a Venn diagram or a transparency can be used to compare the two stories—essential—always compare.
- Teacher and students continually return to the two books to clarify or reread parts.
- Identification (sometimes indicated by graphing, show of hand, etc) of which of the two books was each student's favourite.

Ideal Day for the Primary Language Arts

The classroom would be a "language rich" classroom, with a word wall, library corner, writing folders and reading logs for each child and a multitude of books. There will be two hours and 15 minutes of Language Arts time a day.

A breakdown of this time might look like this:

- 15 minutes of a Teacher-read story
- 10 minutes of Teacher-led songs/chants/finger plays
- 10 minutes of spelling/phonics (tied to the reading lesson)
- 30 minutes of Teacher - directed writing/instruction (including first draft to final draft of stories - copying from the board not included)

Suggested Group Work (based on meeting the instructional needs of each child, some may have two groups, others four. This is a sample of a class with three groups. The teacher would see each group daily for 20 minutes; each group would rotate through the other two options as well.) Guided reading strategies are suggested for use and are explained in the Nelson Teacher's Guide.

Group 1: Teacher

- Follows pre-reading activities from the Teacher Guide of the Prescribed series.
- Asks comprehension question after children read the story silently.
- Provides a variety of listening, speaking, reading, writing, representing activities

Group 2: Classroom Assistant

- Assists with practice reading (including books, sentence strips. . .)
- Assists with reading logs.
- "Buddy Reading"
- Reinforces teacher's lesson

Group 3: Independent

Students are provided weekly variety, such as:

- Wiggleworks
- Listening centre
- Comprehension questions
- Reading journals
- Computer work
- Complete writing
- Silent reading
- Spelling exercise
- Handwriting practice

Note: Teaching Assistants and volunteers MUST be used to listen to children read. To become a better reader, children must practice reading. Each child is required to read 100 books at his/her. Please keep track of all students' independent reading.

One Example of a Day Increased Language Arts Time

- 9:00 Prayer/Opening
- 9:05 Dogrib
- 9:30 Math
- 10:30 Recess
- 10:45 Language Arts
- 12:00 Lunch
- 1:00 Language Arts (including music)
- 2:00 Science or Social Studies
- 2:30 Recess
- 2:45 Gym/Art/Music/Health
- 3:30 Dismissal

Note: The above almost meets the timelines suggested by the government. shaving only a few minutes from the other subjects and none from Math. With theme development, even more time could be spent with Language Arts activities while satisfying the time required for integrated subject areas.

Thematic Links

The stories in the Nelson readers can also be groups in various ways to create thematic links. Each teacher's guide provides some suggestions. Teachers may want to group the books differently based on the needs and interests of their students. Some of the themes identified are:

Animals	Sports and Activities	Cultural
Birds	School and community	Media
Pets	Science and Technology	Fantasy/Fairy Tales/ Fables/Legends
Family and Friends	Food	Play
Weather		Outdoors
Humour		

Unit Planning:

When creating a unit plan, consider Learning Outcomes from the **five** General Outcome areas. In this case, the General Outcomes are categorized into three areas: Receiving Language, Synthesizing Language, and Expressing Language.

Example: Thematic planning

	Unit Plan	
curriculum title	NWT English Language Arts K - 6	Teacher's Name
		Year
		grade level 1/2
subject	English Language Arts	Time - Dates
		September 7 - 28
Unit title: <i>as given in Unit Time Line</i>	Transportation	Resources
Objective Statement / General Objectives <i>Key Questions, Central Focus</i>	The students will explore: "What is transportation?" and the different forms of it through reading, writing, speaking, viewing, listening, and representing in an integrated unit	Read Aloud: - Richard Scarry's Cars and Trucks from A to Z - Scarry (1990) - All Abroad Airplanes - Evans (2002) - Cars - Rockwell - Transportation - Glover (2003) - Arthur and the mystery of the stolen bike, DW rides again -Brown - Franklin rides a bike - Bourgeois - The little engine that could -Piper Links to Nelson Readers - I Drive, Cool Cats- Jump In - Our New Car - Slide In - Millie and Patrick - Dive In - When the truck got stuck - Never hitch a ride with a martian -Ducks Crossing -Lift Off -The Boat -Pedal Power -Our Rocket Visual: -Thomas Train -The Magic School Bus - Taking Flight, Revving Up Web sites google search: museum of transportation Music: Wheels on the bus, Row row your boat google search: transportation songs
Specific Objectives <i>(Attitude, Skills, Knowledge)</i>	Although the student will work on numerous learning outcomes from all of the five general outcomes from the ELA curriculum through this unit, emphasis will be placed on the following key learning outcomes: <u>Receiving Language</u> Relating, Responding, and comprehending: - uses prior knowledge and cues to make predictions <u>Reading Mechanics:</u> - reads familiar words, word patterns, sight words Elements of text - recognizes a variety of text forms <u>Synthesizing Language</u> Gathering ideas and Information - connects personal knowledge of a topic to new information Organizes -according to similarities and differences <u>Expressing Language</u> Content and ideas - talks about and represents knowledge of a topic Forms and organization - creates different text forms Words and Language - applies knowledge of word patterns (endings) Conventions - using more conventional spelling -uses periods (gr1) and periods (gr2)	
Links to other curricular areas	- Science - Gr.1 - Exploring the world with our senses and Properties of objects and materials; Gr.2 - Liquids and solids - Math - using dinky cars as math manipulatives, problem-solving using relevant terms - Art -Making trains and art activities - John Stringer	

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are needed to see this picture.



A Strong Foundation

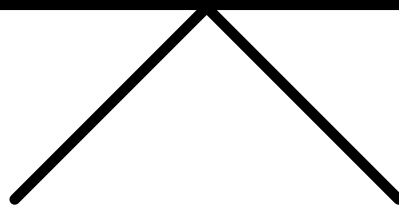
- Children's language learning develops from their home language and their social and cultural background.
- Construct feedback is necessary for ongoing learning to occur.
- Children should assume increasing responsibility for their own learning.
- Children need time and opportunities to practice what they learn in meaningful and functional ways.
- Children develop language competencies in different ways and at different rates.
- Children need many demonstrations of how texts are constructed and used.
- Children need to read and use a wide variety of language forms for personal, social, and academic needs.
- Children should have opportunities to be immersed in language.
- Language acquisition is a process of actively constructing meaning.
- Children need to build a repertoire of processes and strategies for creating, interpreting, and analyzing texts.

Creating a Well-Rounded Approach to Literacy

A comprehensive framework for language learning:

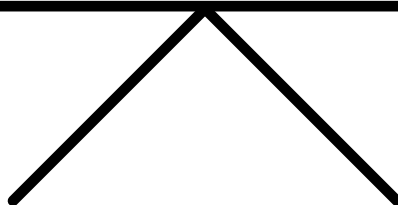
* the use of a variety of reading approaches – teacher read-aloud, shared, guided, and independent.

Teacher Read-Aloud ~ Shared ~ Guided ~ Independent



* the use of a variety of writing approaches – teacher-scribed, shared, guided, and independent

Teacher-scribed ~ Shared ~ Guided ~ Independent



* a variety of language arts – writing, reading, and oral and visual communication

* a variety of fiction and non fiction selections

* a variety of literacy contexts – personal, social, cultural, information, technical, and media

(with reference to Teachers' Guide Levels D and E. Nelson. Thomson Learning. viii)

Effective teachers adopt a well-rounded approach to literacy by including all elements of language development:

- Reading
- Phonics and other skills
- Strategies
- Vocabulary
- Comprehension
- Literature
- Content-Are Study
- Oral Language
- Writing
- Spelling

A Well-Rounded Emergent Literacy Program includes:

- Reading to children
- Shared Book Experiences
- Shared Writing (Language Experience Approach)
- Interactive and Independent Writing
- Functional Interactions with Print.

Reading Aloud: Reading to Children

- Builds on the secure setting of home reading
- Allows children to enjoy stories they cannot yet read themselves
- Models reading aloud with fluency
- Confirms that stories have a purpose and make sense
- Can involve all children at all levels
- Develops understanding of reader's role and listener's role

Shared Reading: Reading with Children

- Actively involves children in reading
- Builds on children's previous experience of language and books
- Draws attention to the conventions of print
- Clearly demonstrates strategies such as one-to-one matching
- Provides opportunities for skills teaching such as letter-sound relationship
- Allows children to enjoy familiar patterns of reading and to explore new ones
- Is invaluable for those with little previous experience of books
- Provides essential orientation for the ESL student

Guided Reading: The Core of the Reading Program

- Usually involves children of the same level or abilities
- Gives reader the opportunity to read, talk and think their way purposefully through a new story
- Presents manageable challenges that encourage reading for meaning
- Lets children learn and practise strategies for making sense of a story
- Encourages children to take control of the first reading, to give a critical response, and to talk about messages and meaning in text
- Allows the teacher to identify areas of need
- Provides a setting for instructional teaching of concepts of print, the alphabet, phonemic awareness, and vocabulary

Independent Reading: Reading by Children

- Encourages the practice and further development of literacy skills
- Develops fluency through rereading
- Encourages reading from a wide range of sources
- Develops confidence
- Challenges the reader to solve a wide range of problems
- Gives readers opportunities to develop personal preferences

Characteristics of a comprehensive literacy program involves reading and writing:

- ◆ Literature is at the heart of the program.
- ◆ Skills and strategies are taught both directly and indirectly
- ◆ Reading instruction involves learning word identification, vocabulary, and comprehension.
- ◆ Writing instruction involves learning to express meaningful ideas and use conventional spelling, grammar, and punctuation to express those ideas.
- ◆ Student use reading and writing as tools for learning in the content areas.
- ◆ The goal of a balanced literacy program is to develop lifelong readers and writers.

Tompkins. G. (2004). Literacy for the 21st Century. New Jersey: Pearson, Merrill Prentice Hall.

Reader Response for Nonfiction Texts

- What information did you find most interesting? Why?
- What information did you already know?
- What two important points about this topic do you want to remember?
- What information would you like to share with someone else?
- What more do you want to know about this topic? How might you find out more about it?
- What kind of research do you think the author had to do to write the text?
- What questions would you ask the author if you ever met him/her?
- What did you discover that can be of use to you in your life now or in the future?
- What pictures or illustrations did you like best? Why?

Another process is to ask for title, author, topic and have the students fill in the following blanks:

Although I already knew that _____, I learned that _____

The most interesting thing I learned was _____.

Ten Reasons to Use Nonfiction Books in the Classroom

Nonfiction books...

- invite browsing, spark curiosity, and promote inquiry.
- create a sense of wonder by building on student interest in the natural world.
- provide students with authentic reading experiences that connect to their lives
- motivate reluctant readers to read by engaging them with visual supports and attractive formats.
- expand background knowledge needed to understand core content area concepts presented in textbooks, contributing to student mastery of content area.
- build vocabulary by introducing readers to technical words not often found in narrative texts.
- provide readers with exposure to a variety of text structures and features.
- develop critical reading skills and strategies while extending content area knowledge.
- prepare students for the future by contributing to the development of information literacy skills.
- combine reading for pleasure with reading for information.

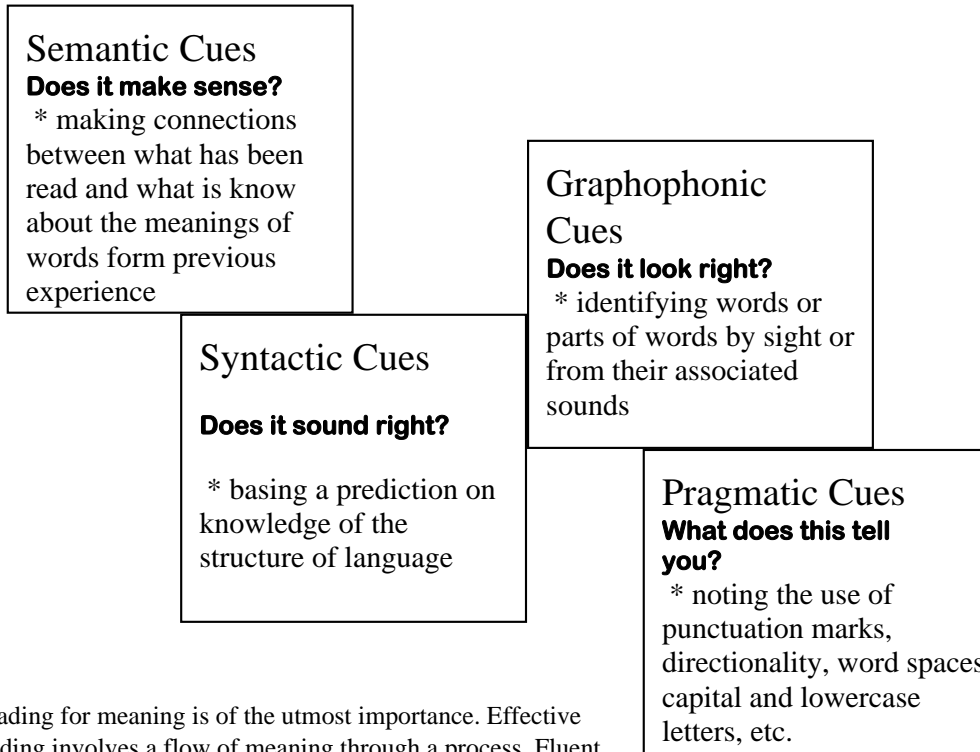
Recommendations:

- teach students how to evaluate and select quality nonfiction books at their own reading level for their silent reading times.
- use quality nonfiction books to supplement and extend the textbook study of a curriculum topic.
- use quality nonfiction books to teach vocabulary and reading comprehension
- Use quality nonfiction books as models for writing and encourage students to write their own nonfiction.
- Pair quality fiction and nonfiction together to expand and enrich and much more.

Reading for Meaning

The information that readers use to reconstruct meaning from text can come from a number of sources or cues. At any one time, readers will be using a combination of cues as they sample, predict, confirm and self-correct.

(Teachers' Guide Levels D and E. Nelson. Thomson Learning. xxiv.)



Reading for meaning is of the utmost importance. Effective reading involves a flow of meaning through a process. Fluent readers do not get begged down in detail. They use these reading skills quickly and confidently to construct meaning.

Sampling	* scanning the text for sight vocabulary and familiar patterns, such as root words, compound words, letter clusters, and word endings
Predicting	* searching for clues to meaning in what they have read based on their knowledge of written and oral language, their background experience, and the visual information provided
Checking and Confirming	*acknowledging that their prediction makes sense in terms of what they have read and is structurally sound and visually correct
Self-correcting	*rereading, reading on, or referring to other cues if their prediction is not confirmed

Components of a Reading Session:

- Prereading (to activate prior knowledge)
- Active reading (to monitor ongoing comprehension)
- Post-reading (to synthesize learning and extend experiences)

	Skilled Reader	Less-Skilled Reader
Before Reading	<p>Activates prior knowledge or seeks information to establish some background</p> <p>Predicts possibilities</p> <p>Uses text features</p> <p>Determines possible schema</p> <p>Reads pictures, blurbs, etc.</p>	<p>Barges into text without thought</p> <p>Reads without a purpose</p> <p>Reads without using text feature clues</p> <p>Reads without considering similarly formatted texts as access models</p> <p>Doesn't use graphics as meaning cues</p>
During Reading	<p>Self-evaluates comprehension</p> <p>Predicts wisely and confirms</p> <p>Builds comprehension</p> <p>Uses graphics to assist with comprehension</p> <p>Uses context to determine connotations of words, idiomatic expressions, etc.</p> <p>Utilizes text structures appropriately</p> <p>Shows engagement with text: chuckles, nods, smiles, ignores surroundings</p> <p>Restructures and reorganizes data as text is processed</p> <p>Reads recursively to adjust meaning</p> <p>Self-corrects</p> <p>Understands anaphoric connections</p> <p>Makes personal connections with characters in a text</p> <p>Sets a purpose for reading and adjusts rates</p>	<p>Isn't aware of own learning through reading</p> <p>Doesn't think about possibilities in text</p> <p>Wants to "be done" quickly</p> <p>Lingers inappropriately when decoding words</p> <p>Uses phonics <i>only</i> to decode</p> <p>Doesn't use graphics for meaning</p> <p>Doesn't internalize aspects of text</p> <p>Doesn't notice or use common textual structures</p> <p>Doesn't reread to adjust meaning</p> <p>Doesn't self-correct</p> <p>Unaware of anaphoric connections</p> <p>Doesn't make connections with characters</p> <p>Doesn't have a purpose for reading; always reads at same rate</p>

<p>After Reading</p>	<p>Retells accurately</p> <p>Can summarize</p> <p>Makes personal connections with the main ideas of the text</p> <p>Reflects on content (written/oral)</p> <p>Rereads sections for a specific purpose</p> <p>Applies information in various ways</p> <p>Researches</p> <p>Knows own successes</p> <p>Can discuss schema</p> <p>Is aware of, and can articulate, the broader message</p>	<p>Can't retell (omits key details, remembers irrelevant details)</p> <p>Has difficulty summarizing</p> <p>Disconnects self from reading experience</p> <p>Would see no need to rethink prereading ideas set up by group</p> <p>Sees no need to rethink prereading to locate information that was forgotten</p> <p>Responds to recall questions and finds open-ended questions confusing</p> <p>Would rarely research voluntarily</p> <p>Is not aware of own strategies</p> <p>Has no concept of how reading works</p> <p>Puts text away without any thought</p> <p>Opts out of discussion</p>
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Components of a Writing Session:

- Prewriting (to activate prior knowledge)
- During Writing (to monitoring communication)
- After Writing

	Skilled Reader	Less-Skilled Reader
Before Writing	<p>Brings knowledge to the topic</p> <p>Uses the language system</p> <p>Brings sound/system awareness to print (spelling, word study; book language awareness)</p> <p>Confidently accesses previous writing knowledge</p> <p>Uses text and layout from reading to think about purpose and content of own layout</p> <p>Thinks of audience</p> <p>Chooses topic with desire to learn new things</p> <p>Knows where and how to begin</p> <p>Is self-motivated</p> <p>Gets materials ready to start independently</p> <p>Proofreads for content</p> <p>Determines own layout from analyzing other texts' features and genres</p>	<p>Doesn't think of own experiences</p> <p>Doesn't use the language system</p> <p>Doesn't realize that own experiences in spelling are important to recall and apply to word families and word forms, or that reading can help with writing</p> <p>Doesn't think of past learning to assist this experience</p> <p>Doesn't think of enjoyable reading experiences that can help choose a format, genre or topic</p> <p>Doesn't realize audience target will determine content or style or genre</p> <p>Has difficulty choosing topics</p> <p>Always has problems getting started</p> <p>Needs help getting started</p> <p>Usually needs a model and/or assistance with selecting material</p> <p>Doesn't know how to get started so that proofreading is manageable; needs a clear, easily understood checklist</p>
During Writing	<p>Drafts the writing: prewrites, makes notes, jots ideas, finds a lead, discusses, doodles, outlines</p> <p>Searches for connections, rereads texts, revises and adjusts meaning in writing</p> <p>Uses writing continua as a checklist</p> <p>Rewrites to clarify or problem-solve to become a strategic writer</p> <p>Rewrites to delete, alter</p> <p>Rewrites to convey meaning to reader/audience</p> <p>Discusses text with others; "piggybacks" and seeks clarification during feedback discussions</p> <p>Clarifies text with appropriate punctuation to transmit meaning</p> <p>Employs reading strategies in writing</p> <p>Embeds book language in own writing</p> <p>Uses conventions of spelling; has a spelling conscience</p> <p>Proofreads for spelling</p>	<p>Barges into writing; often tries to be ultra neat in first draft, and then doesn't want to make a new copy</p> <p>Writes without thought of drafting revision</p> <p>Doesn't use references without guidance (e.g. writing continua)</p> <p>Forgets learned writing strategies and needs reminders</p> <p>Writes to get it over with; writing sounds like talk written down</p> <p>Has no audience awareness</p> <p>Does not use peers for feedback</p> <p>Does not reread text orally to help with punctuation decisions</p> <p>Is unaware of reading-writing connections</p> <p>Uses slang, colloquialisms, writing sounds like talk</p> <p>Does not proofread or apply spelling learning</p> <p>Hands in first copy unchecked</p>

<p>After Writing</p>	<p>Responds to audience and other writers by speaking, listening, extending writing, rereading, presenting</p> <p>Reflects</p> <p>Self-evaluates</p> <p>Sets realistic goals</p> <p>Works to meet goals</p> <p>Records, logs work</p> <p>Seeks feedback; relative, teacher, peer</p> <p>Is metacognitive</p> <p>Expects to write again</p> <p>Wants to write again</p> <p>Reads own work well orally or onto audiotape</p> <p>Enjoys and participates in writing discussions</p>	<p>Tucks work away and doesn't want to share content</p> <p>Has difficulty reflecting due to poor self-evaluation strategies</p> <p>Has few strategies to self-evaluate even with a clearly understood checklist</p> <p>Sets unrealistic goals</p> <p>Does not know why goals are needed or how to make personal goals</p> <p>Has unclear or missing records</p> <p>Works alone; does not seek feedback or use feedback when given</p> <p>Does not think about own learning and needs</p> <p>Will write again if assigned</p> <p>Does not want to write; will not choose writing as a follow-up activity</p> <p>May have difficulty reading own work on to audiotape and, when reading, may put in extra content or important words skipped in the writing draft</p> <p>Opts out of discussions; does not focus on listening</p>
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(Cornerstones 4, Assessment Guide, Gage.)

See Cornerstones 4 Assessment Guide (p. 174 and on) for
 wonderful follow-up strategies for
 reading, writing, listening, speaking, viewing, and representing.
 Phrased:
 “If a student then”
 Highly recommended for all grade levels!

Story Matrix

A whole class graphic comprehension strategy used with a chapter book read aloud, giving the teacher a chance to expose all levels of readers to authentic pieces of literature in a non-threatening way. Using a read-aloud, it takes the focus off decoding and emphasizes comprehension strategies of good readers. By using a reciprocal teaching strategy, the teacher is able to help students shape responses. You will use many of the higher order thinking skills with this strategy.

Book Selection

Any chapter book at or above current grade level that lends itself well to a read aloud. All genres work well.

Time Allotment

This will take the place of your regular read aloud allowing for about 3 minutes to work with the student through the strategy. Many teachers do this twice a week.

Basic Categories

- Characters
- Setting
- Problem
- Solution
- Context Clues (Vocabulary)
- Main Idea

Extension Categories

Predictions, Fact/Opinion, Cause/Effect, Character Relationships, Colorful Language. Suspense....

The strategy lends itself well to springboards for writing, genre studies, and author studies.

Chapter				
Character				
Setting				
Problem				
Solution				
Vocabulary				
Main Idea				
Other:				

Well-rounded Literacy: Writing

A Balanced Literacy Program teaches reading and writing as reciprocal processes. Readers use their personal knowledge and experience to construct meaning from text. Writers relate their personal knowledge and experience to construct meaning in text. As students record their own ideas, they practise many of the skills of reading and reinforce their understanding of :

- The one-to-one relationship between the spoken and written word
- The match between the sequence of the sounds in the spoken language and the left-to-right pattern of the written words
- The fact that a piece of text says the same thing each time it is read
- The simple conventions of language (spelling, grammar, punctuation, and style)

Teacher-Scribed

- The teacher plays the role of the scribe
- Teacher and children compose a variety of texts.
- As they compose, the teachers comments on the words and sounds as they are written down
- Children see their spoken language turns into print to become language resources displayed in the classroom. These texts are rich sources for rereading and for shared reading

Shared Writing

- The teacher and children jointly compose a text.
- Sometimes they model it on a particular piece of literature or write for a specific purpose.
- As they compose, the teacher focuses attention on hearing the sounds of letters and words and on spelling patterns.
- This approach to writing is especially helpful in assisting young writers to make connections between oral and written language.

Guided Writing

- Children compose with assistance from teacher and from other children.
- The process involves guidance, assistance, and feedback.
- As children gain proficiency with written language, they participate in lessons to focus on specific strategies and skills and begin to review and polish their work.

Independent Writing

- Independent writing is writing that children do with little support from the teacher.
- Children write independently when they are able to use the resources in the classroom such as personal dictionaries, picture dictionaries, and the word wall.

(Teachers' Guide Levels D and E. Nelson. Thomson Learning.)

The Developmental Stages of Writing

- Scribbling
- Letter-like symbols
- Strings of letters
- Beginning sounds emerge
- Consonants represent words
- Initial, middle, and final sounds
- Transitional phases
- Standard spelling

Arellano, N. & M. Dill. (1997). Let's Write. New York: Scholastic Professional Books.

(This resource is intended for teachers of K-1 but is a great book for all primary teachers. It was purchased for each school.)

Well-rounded Literacy: Oral and Visual Communication

(Teachers' Guide Levels D and E. Nelson. Thomson Learning.)

Oral language is the foundation of the curriculum for students. Children come to school with a complex understanding of language. They have already learned many of the rules about language. They are constantly experimenting with language and modeling the language they hear.

A balanced literacy program must offer children many opportunities for formal and informal language experiences. Oral communication in a balanced literacy program is developed through:

- Guided reading and partner reading
- Informal and formal discussions
- Group work to practise social and communication skills
- Personal response to reading
- Exploratory talk
- Oral reading of own writing
- Listening centres and teacher read-alouds
- Asking questions
- Retelling stories
- Role playing
- Brainstorming
- Giving and following verbal directions

To develop **visual communication** skills, children need opportunities to analyze media, to identify the component parts of media, and to create their own media messages. Visual communication is fostered through the activities:

- identifying the message in media works (e.g. safety poster)
- viewing various media works
- distinguishing between real life and life depicted in cartoons
- creating simple media works

Ideas for Literacy Stations

- Magnet Station
- Storytelling
- Independent reading
- Write the Room
- Alphabet Order
- Overhead
- Alphabet Book
- Beginning Sounds
- Fine motor
- Book Box
- Word Study
- ABC game
- Play dough
- Read the Room
- Sight word
- Big Book
- Letter Match
- Stamp
- Puzzle
- Word Family Rhyming
- Pocket chart
- Poetry
- Build a Sentence

(further descriptions: web www.mrspohlmeyerskinderpage.com/stations.)

Components of a Reading/Writing Curriculum

Listed below are possible components to the Communications Curriculum. These are open-ended suggestions recognizing that formal reading/writing instructions occur daily and include as well, phonics and spelling.

- Writer's workshop: daily extended time period for writing
- Reading Buddies: Older student/younger student
- Writer's Notebook: on-going collection of ideas, personal or exploratory writing
- Writer's/Author's Folder: contains current and past writing pieces
- Writing Conferences: one-to-one meetings on a regular basis with each child to evaluate and discuss student's writing and provide specific instruction.
- Editing Checklist: list of self-checks for editing
- Editor's Table: place where peers help edit writing in preparation for publishing
- Publishing Centre: material for publishing writing
- Author's Circle; students share writing in process for peer feedback
- Author's Choir: students read finished pieces to audience and receive feedback
- Group Composed Books: students work cooperatively to create a shared writing piece
- Library Visits and Book Talks: students visit library to check out books— librarian talks about various titles
- Mini-Lessons: brief lessons on reading/writing strategies and techniques
- Read Aloud: teacher reads books aloud daily Quiet Reading: daily time for quiet reading
- Reading Conferences: one-to-one meetings on a regular basis with each child to evaluate and discuss student's reading and to provide specific instruction
- Reading Incentive Book Logs: forms for students to record books read

Tips for Teachers: Speaking/Listening Skills Teaching

- Remember morning messages, schedule on board (remember to warn students of change in routine)
- Do a weather routine.
- Do a daily count of days.
- Create a job board.
- Be a rote model by reading a variety of stories (with expression, daily).
- Create daily opportunities for students to speak to the large and/or small group.
- Create weekly opportunities for students to participate in drama (role playing).
- Create opportunities for students to read aloud—buddy reading for example.
- Create opportunities for sharing speaking activities.
- Use music - including instruments - to assist in the teaching of speaking skills.
- Directions - Be sure to start simple - must allow teaching time for following directions.
- When teaching listening/speaking skills, be aware of the English/ Dogrib spoken language differences such as:
 - he/she substitution
 - verb/noun sequence
 - omission of the th, v, f, p. q. sounds when speaking
 - plurals
 - suffixes
 - me/I
 - a, an, the, of, etc.
 - ending consonants

Remember:

Many Dogrib students must translate/process information in their heads. Allow ample time when questioning, etc.

Readers and Chapter Books Listing

Readers Grade 1 .

(Note: Times are estimated for the top group. A middle group should finish Zoom In. Grade 1 teachers should incorporate the 5-day repeated reading strategy until at least Christmas in their read-aloud time with the entire group.)

- Jump In (complete by October)
- Swing In (complete by mid-November)
- Slide In (complete by end of January)
- Zoom In (complete by end of March)
- Dive In (complete by end of June)

Chapter Books to be used only after completion of Level E (Dive In)

- Give Maggie a Chance,
- Greedy Cat and the Birthday Cake
- Two Silly Trolls

Readers Grade 2

(Note: Schedule at least 3 chapter books for each group.)

- Step Out (complete by end of November)
- Chapter Book: Ducks Crossing
- Reach Out (complete by March break)
- Chapter Books: When the Truck Got Stuck, Rainbows all Around
- Leap Out (complete by end of June)
- Chapter Books: Never Hitch a Ride with a Martian, Ask Einstein

Readers Grade 3

- Keepsakes and Treasures, Hand-in-Hand OR Cornerstones 3 a and 3 b

Chapter Books:

- A Close Call,
- Dragon Slayer,
- Hang in there, Oscar Martin

Reminder: Chapter books are to be read by the students. *THEY ARE NOT CLASS READ ALOUDS.*

Possible Novels

Charlotte's Web by EB White	Owls in the Family by F. Mowat
Chalk Box Kid (in schools already)	Jacob Two-Two Meets the Hooded Fang by Mordecai Richler
A Place Not Home by Wiseman	The Lion, the Witch and the Wardrobe by CS Lewis
Kidnapped Soccer Star (publisher—Harcourt)	Harriet the Spy
That Fine Summer by K. Doyle	Mrs. Frisby and the Rats of NIMH
Maggie and Me by T. Staunton	A Wrinkle in Time by M. L'Engle
Lost and Found by Jean Little	Bridge to Terabithia by K. Paterson
Year of the Fire by T. Jam	From Anna by Jean Little
A Bad Case of Robots by K. Doyle	My Side of the Mountain by J. George
How Come the Best Clues are Always Garbage by L. Bailey	Spirit of the White Bison by Culleton
Charlie and the Chocolate Factory by R. Dahl	Any Korman book

Assessment in Language Arts

Remember that English Language Arts must be viewed as assessing literacy through the six language arts (reading, speaking, listening, writing, viewing, representing). The NWT ELA curriculum contains a variety of on-going assessment opportunities.

Reading assessment ideas:

1. Alberta Reading Diagnostic manuals – to assist in determining reading level
2. Adapted from B.C. book Evaluation Techniques and Resources Book IT. Criteria:

Recreational/Independent Level (Easy)

- Comprehension 90%.
- Word recognition 98%.
- Although this level is not challenging to the reader, a significant portion of reading time should be at this level.

Instructional Level

- Student understands at least 75% of what is read and makes one error in 20 consecutive words (90-94% correct in reading).
- Proper names and subsequent misses on a word are not counted.
- A significant portion of classroom reading is at this level.

Frustration Level

- Comprehension of 65% or below.
 - Word recognition of 90% or below.
 - At this level, skills break down and a student has extreme difficulty and shows signs of tension.
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(Teachers' Guide Levels D and E. Nelson. Thomson Learning.)

Diagnostic Assessment:

- *To assist the teacher in matching children with the appropriate text*
- *To identify children who may be at risk and who may benefit from early intervention*
- *To provide a starting point for charting the progress of individual children*

Letter Identification	Concepts of Print
Phonemic Awareness	Known Written Vocabulary
Sight Vocabulary	

Formative Assessment:

- *To identify patterns in behaviours and to make judgment about a child's educational needs*

Anecdotal records	Writing Assessment (e.g. writing samples, writing checklists and rubrics,)
Observations	Oral Language Assessment
Work samples	Conferences
On-going assessment	Portfolio
Reading assessment (e.g. running records)	Self-Assessment

Summative Assessment:

- *To make judgments about student progress in a cumulative fashion*

Tips for Teachers: Speaking/Listening Skills

- Remember morning messages, schedule board, in/out bulletin board.
- Do a weather routine.
- Do a daily count of days.
- Create a job board.
- Be a role model by reading a variety of stories (with expression, daily).
- Create daily opportunities for students to speak to the large and/or small group.
- Create weekly opportunities for students to participate in drama (role playing).
- Create opportunities for choral speaking/chanting.
- Create opportunities for sharing speaking activities.
- Use music - including rhythm instruments - to assist in the teaching of speaking skills.
- Directions - Be sure to start simple - must allow teaching time for following directions.
- When teaching listening/speaking skills, be aware of the English/Dogrib spoken language differences such as:
 - he/she substitution
 - verb/noun sequence
 - omission of the th, v, f, p, q, sounds when speaking
 - plurals
 - suffixes
 - me/I
 - a, an, the, of, etc.
 - ending consonants

Remember: Many Dogrib students must translate/process information in their heads. Allow ample time when questioning, etc

Six Categories of Bloom's Taxonomy

1. Recall Teacher desires students to recall specific information.

2. Understanding Teacher desires student to translate or interpret information without seeing its implications.

3. Application Teacher desires student to use abstractions in new and concrete situations

4. Analysis Teacher desires student to separate a complex whole into its parts, until the relationship among the elements is made clear.

5. Synthesis Teacher desires student to combine elements to form a new original entity.

6. Evaluation Teacher desires student to make value judgments involving external or internal criteria.

Verbs Often Used in Categories of Bloom's Taxonomy

Recall	Understand	Analysis	Synthesis	Application	Evaluation
Know	Discuss	Distinguish	Compose	Translate	Judge
Define	Recognize	Analyze	Plan	Interpret	Appraise
Memorize	Describe	Differentiate	Propose	Apply	Evaluate
Repeat	Explain	Appraise	Design	Employ	Rate
Record	Express	Calculate	Formulate	Use	Value
List	Identify	Experiment	Arrange	Demonstrate	Revise
Recall	Locate	Test	Assemble	Dramatize	Score
Name	Report	Compare	Collect	Practice	Select
Relate	Review	Contrast	Construct	Illustrate	Choose
	Tell	Criticize	Create	Operate	Assess
		Diagram	Design	Schedule	
		Examine	Set Up	Shop	
		Inspect	Organize	Sketch	
		Debate	Manage		
		Inventory	Prepare		
		Question			
		Relate			
		Solve			

Effective Use of Word Walls and Word Cards

<http://specialed.about.com/od/wordwalls/a/wordwall2.htm/> Access: [01//05/05]

Learning to read is key to a child's future success and when we discover reluctant readers or non-readers, we are usually quick to assess the methods that will provide success. Although a good early reading program consists of phonics, listening/thinking, letter formation, letter sounds, real reading, and sight words, this article will focus on the importance of phonics using word walls and or word cards.

Phonics is mainly concerned with sounds, learning letter formation, blending sounds and the ability to identify sounds in words. Learning the sounds of letters leads children to the next step - applying the sounds including the blends to hear the words. When main letter sounds are known, the child applies this knowledge to words. For instance, if the popular sounds are learned first (s, t, m, r, c, f), the knowledge is then in place for a child to recognize, cat, fat, mat, sat, rat etc.) Word walls can be used from Kindergarten to the eighth grade.

A child needs a set of word cards - or word walls should be in place. Begin with the 'Dolch' words at the appropriate level. Also use the word cards to extend word knowledge. Again, beginning with the easiest level first.

Activities for the use of Word Cards/Walls

- Put the words in alpha order as each is said aloud.
- Print a rhyming word for 10 of the word cards or word wall words.
- Use the cards in a flash game with a partner.
- Put the cards in piles - those you can add an 's' to and those you can't.
- Write a word wall story; see how many of the words you can use.
- Use a timer to see how fast the words can be read.
- Change 1 or 2 of the letters of to see if new words can be made.
- Write in a journal and underline the word wall/card words.
- How many different ways can you add or take away a letter to make new words, i.e., ten - tent - then.
- Children must state 5 facts or ask 5 questions beginning with their chosen word cards/wall words.
- The goals for word wall or word card activities are: being able to read common and word family words accurately and quickly; being able to spell the word card/wall words and self assessing the spelling and reading of the words.
- Parent connections are extremely valuable in the reading process. Give parents a list of high frequency (Dolch) words and the word families with a few strategies to support reading at home.

Other web sites for word wall suggestions:

www.teachnet.com/lesson/langarts/wordwall062599.html

www.readinglady.com

www.resourceroom.net/readspell/wordlists/default.asp

Spelling Assessment

(Cornerstones 4, Assessment guide, Gage.)

Spelling is an important part of the writing process and an effective spelling program supports the needs of students as they practise writing across the curriculum.

Students who consistently spell with accuracy and students who are just beginning to spell should not be studying the same word list. To accommodate this range of abilities, it is necessary to review each student's daily writing for spelling development. Those with the same learning needs must be grouped for instruction, and the list of words studied should expand their spelling repertoire. When spelling is taught well, a strategy should have general applications beyond that of the structured word list.

A spelling program should include the study of:

- word families
- prefixes
- suffixes,
- root words
- derivatives
- connotations
- figurative language: similes, metaphors, idioms
- learning to use resources: display charts, reading texts, personal lists, thesaurus, subject-specific dictionaries, etymological dictionaries

Give students many opportunities to study words across the curriculum and to make links to the strategies and words listed on previously studied charts. A good list speller is not necessarily a good speller, so it is important to emphasize the link between spelling and writing. Writing on a regular basis will provide students with evidence of growth and will give them the opportunity to apply spelling strategies in the acquisition of new words.

Level 4	Level 3	Level 2	Level 1
Consistently uses phonics, awareness of word structure, awareness of function, and personal mnemonics to spell accurately	Regularly uses phonics, awareness of word structure, awareness of function, and personal mnemonics to spell accurately	Uses phonics, awareness of word structure, awareness of function, and personal mnemonics to spell accurately	Uses phonics, inadequate memory strategies to spell without thought to word structure or families or words; often spells the same word different ways
Consistently demonstrates a spelling conscience; conscientiously checks work (an error often demonstrates a new challenges); keeps track of errors; asks questions about words; proofreads	Regularly demonstrates a spelling conscience; checks work; keeps track of errors; proofreads	Needs to learn to acquire a spelling with greater consistency (using word lists, reference lists, etc.)	Needs to acquire more spelling awareness to spell words consistently; needs reminders o use reference lists for help
Consistently applies correct spelling strategies and conventions for the grade level across the curriculum	Uses correct spelling strategies and conventions for the grade level across the curriculum most of the time	Spells basic words and most familiar words with accuracy across the curriculum; demonstrates common strategies more consistently (e.g. adding –s or –es for plurals, etc.)	Spells basic words inconsistently; may have difficulty reading own material
Consistently and independently uses a dictionary and thesaurus. Vocabulary level consistently demonstrates thorough word assimilation over time	Frequently uses a dictionary and thesaurus. Vocabulary level demonstrates good word assimilation over time; uses figurative and 'book language' more often in writing	Needs assistance and reminders to use a dictionary and thesaurus. Vocabulary level demonstrates basic structures; writing often resembles talk written down; occasionally uses 'book language' in writing	Needs assistance to use a dictionary; often does not understand the need for a thesaurus. Vocabulary is limited; writing usually sounds like talk written down

D.E.A.R.

Drop Everything And Read:

Many schools have incorporated regular D.E.A.R. times into the schedules of their classes, 15 minutes per day. Students need to have daily opportunities to read and to practice their reading skills.

Ideas to help manage D.E.A.R. time:

- Read self-selected library books
- Highlight theme-oriented books (books based on topics studied currently in class)
- Make D.E.A.R. reading bags (4-5 picture books placed in a zip-lock bag, one for each child) to rotate amongst the children each day.
- Make sure that each child has a book to read before DEAR begins, otherwise, they will spend the whole time searching.
- Provide comic books, newspapers, magazines, online text, pamphlets, manual, and other reading alternative material. Set up a listening centre for audio books.
- Purchase some sturdy portable cassette players and a selection of books with accompanying tapes (or narrate popular stories onto cassettes).
- Allow students to abandon books that they dislike. Encourage students to give the book a chance but avoid requiring a child to read for pleasure a book he or she does not find pleasurable.
- Do not make students report on their reading. DEAR time is supposed to be fun, not just another academic exercise.
- Invite community guests to read to children. Model good reading habits by using this time to read, too.
- Create a 'review' wall with student reviews of books to motivate others to read.
- Use a reading incentive program (awards: pencils, t-shirts, hats, pizza party) –awards have been distributed to the schools. Allow reading games to be played.
- Post current event/interest articles printed from the internet
- Have students complete a reading interest survey and stock the classroom library with appropriate books.

More ideas: <http://members.tripod.com/~ESL4Kids/tips/read.html>

LiPS : Lindamood Phonemic Sequencing

Many schools have found that the LiPS program is an effective way to improve phonemic awareness. Although this program works best when used in a small group, some schools have incorporated LiPS into the daily schedules of their classes.

LiPS information

<http://www.lblp.com/programs/phonemiclips.shtml>

Phonemic Awareness for READING & SPELLING & SPEECH

PROBLEM . . .

John is unable to read and spell words to his potential. He has been labeled "dyslexic" or "learning disabled." Despite numerous attempts to teach him, John cannot decode written words and has to guess from memory or context cues.

CAUSE . . .

A primary cause of decoding and spelling problems is difficulty in judging sounds within words. This is called weak phonemic awareness. This weakness in phonological processing causes individuals to omit, substitute, and reverse sounds and letters within words. This is also a cause of difficulty in learning a second language. Individuals with weak phonological processing cannot get the words off the page: they cannot judge whether what they say matches what they see.

SYMPTOMS . . .

Many children and adults have difficulty judging sounds within words. Although they see letters correctly, they cannot detect and correct their errors in reading and spelling. This causes:

- Decoding: Errors such as "steam" for stream, "imagination" for immigration, "claps" for clasps, etc.
- Spelling: Errors such as "gril" for girl, "cret" for correct, "equetment" for equipment, etc.
- Pronunciation: Errors such as "death" for deaf, "flusterated" for frustrated, etc.

SOLUTION . . .

The Lindamood Phonemic Sequencing® (LiPS®) Program (formerly called the ADD Program, Auditory Discrimination in Depth) successfully stimulates phonemic awareness. Individuals become aware of the mouth actions which produce speech sounds. This awareness becomes the means of verifying sounds within words and enables individuals to become self-correcting in reading and spelling, and speech.

It is common for individuals to gain several grade levels in decoding ability in four weeks to six weeks of intensive treatment, or to make further gains in speech-language after hitting a plateau under traditional speech therapy.

INTERVENTION STRATEGIES FOR PHONEMIC AWARENESS

www.nhida.org/docs/interven_phonemic_aware.pdf

The best documented approaches for students with severe phonemic awareness problems utilize intensive one-on-one instruction. Such programs appear to reduce reading failure to 2.8 - 4% (Torgesen, 1996). The most studied of these intensive programs teaches students to be aware of how their mouth makes the 44 phonemes of English and how to use this kinesthetic information to monitor and self-correct their reading and writing.

The student learns what his/her mouth and tongue do to make sounds as well as to label each sound. By giving each sound a label that directly refers to sound production, a student can think meta-linguistically. Ex. the /p/ sound is labeled a "quiet lip-popper." The student then combines auditory feedback with knowledge of the sound. Since phonemic awareness includes the ability to manipulate the sounds, the student needs to be taught to track sounds using first the mouth pictures and then the colored blocks.

Since phonemic awareness includes the ability to manipulate the sounds, the student learns to track sounds using first the mouth pictures, then colored blocks, and finally letters. The techniques provide the student with increased opportunities throughout the day for positive literacy-learning experiences.

HOW SOUNDS ARE FORMED

CONSONANT SOUNDS

Teach the concept of pair-differing in one characteristic,	Describe how "shoes" or "gloves" are different only in one characteristic-fitting left or right.
Teach the concept of voiced and unvoiced phonemes (e.g., s and z).	Describe how some sounds make the voice box vibrate and some do not (e.g., s, z).
Teach the p and b-lip stops (bilabial plosives).	Describe how the lips pop open on the p and b.
Teach the t and the d - tongue stops (alveolar plosives).	Describe how the tongue taps the mouth of the roof behind the teeth when pronouncing the t and the d.
Teach the k and the g - throat stops (velar plosives).	Describe how the tongue scrapes in the back of the throat when pronouncing the k and the g.
Teach the f and the v -- lip airs (labiodental fricatives),	Describe how air passes between the teeth on the lower lip when pronouncing the f and the v.
Teach the voiced and the unvoiced th -- tongue airs (interdental fricatives).	Describe how air passes between the teeth on the tongue when pronouncing the th sound,
Teach the s and the z -- narrow sounds (alveolar fricatives).	Describe how the air passes between the closed teeth when pronouncing the s and the z.
Teach the sh and the zh -- wide sounds (palatal fricatives).	Describe how the air passes between the pursed lips when pronouncing the sh and the zh.
Teach the ch and the j " wide stops (affricates/stop fricatives).	Describe how the air is pushed over the tongue in the back when pronouncing the ch and the j.
Teach the m, n, and the ng -- nasal sounds (bilabial, alveolar, and velar stops).	Describe how the air is blocked by the tongue (at lips, teeth, back of mouth) and escapes through the nose when pronouncing the m, n, and the ng.
Teach the h, w, and the wh -- wind sounds (velar stop, labiovelar glide, and glottal glide).	Describe a puff of air passing out the open mouth, with pursed lips, or tightening of the throat when pronouncing the the h, w, and the wh
Teach the l, and the r -- lifters (liquids).	Describe how the tongue lifts in front or the back when pronouncing the l and the r.
Teach the borrowers (c, x, qu, y) if needed for students' names. c borrows k or s sounds (e.g., Candy, Cindy). x borrows z, ks, gz (e.g., xerox, tax, exact). qu borrows kw, or k (e.g., quick, unique). y borrows ee, ie, i (e.g., Mandy, my, gym).	Describe how c, x, qu, and y do not have their own sounds but borrow basic sounds from other letters.

VOWEL SOUNDS

Teach the front vowel sounds (e.g., meet, bit, gate, set, at, up).	Describe how tongue is in front of mouth and gradually goes from near top teeth to behind bottom teeth as mouth gradually opens.
Teach the open vowel sound (e.g., Bob).	Describe sound made by wide open mouth.
Teach the back rounded vowels (e.g., Paul, Poe, foot, boot.)	Describe tongue in back of mouth and lips gradually rounding.
Teach the basic r-controlled vowels er (her, fur, sir), ar (car), or (for).	Contrast a (am) – ar (car), e (let) – er (her), o (Bob) – or (for).
The following r-controlled vowels lack a simple spelling and are not always taught to beginning readers: near. bear. tour.	Copy the teacher in making the basic sounds.

