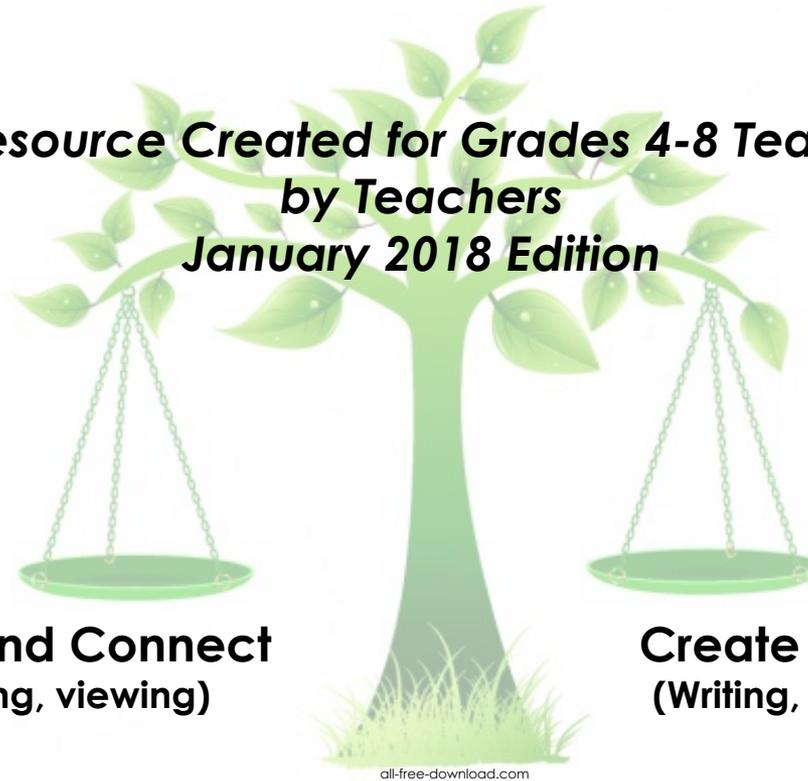


Intermediate/Middle **Balanced Literacy**

*A Resource Created for Grades 4-8 Teachers
by Teachers
January 2018 Edition*



Comprehend and Connect
(Reading, listening, viewing)

Create and Communicate
(Writing, speaking, representing)

all-free-download.com

LANGLEY SCHOOL DISTRICT

PURPOSE MISSION

TO INSPIRE ALL LEARNERS
TO REACH THEIR FULL POTENTIAL
AND CREATE A POSITIVE LEGACY
FOR THE FUTURE



CORE VALUES

- Accepting
- Integrity
- Respectful
- Kind
- Trustworthy

- Success
 - Effort
 - Engagement
 - Hope
 - Adaptability
 - Achievement
- ### EXCELLENCE

- Creativity
 - Inspiration
 - Critical thinking
 - Problem-solving
- ### COURAGE

- Connection
 - Relationship
 - Caring
 - Collaboration
 - Inclusion
 - Teamwork
 - Belonging
 - Partnership
- ### COMMUNITY



Vision
AN INNOVATIVE,
INSPIRING and UNIFIED
Learning community

OUR SCHOOLS FOSTER an
INCLUSIVE & ACCEPTING
CULTURE

LEARNERS ARE KNOWLEDGEABLE,
SKILLED and INNOVATIVE

Student success + confidence

Empowered to create

Every child belongs

Respect for learning differences

Socially responsible contributing citizens



Table of Contents:

First Peoples Principles Of Learning	4
Phases of Literacy Acquisition	5
Creating A Literacy Environment	6
Allington's Research About Reading Instruction	7
Intermediate Balanced Literacy - Components	8 - 9
Three Stages of Reading Instruction	10
Reading Components <ul style="list-style-type: none">• Read Aloud• Shared Reading• Interactive Reading• Word Study• Small Group Instruction• Independent Reading	11 - 16
Higher Level Thinking Strategies – Revised Bloom's Taxonomy	17
Reading Comprehension Strategies	18 - 19
Writing Components <ul style="list-style-type: none">• Modelled/Shared Writing• Independent Writing• Peer Writing	20 - 22
Qualities of the Writing Traits	23
A Framework of Writing Instruction	24
Literary Elements Chart	25
Assessment Strategies	26 - 29
Reading Assessment Guidelines	30
Reading Levels	31
Resources	32

First Peoples Principles of Learning- Connections to Literacy

The First Peoples Principles of Learning and other ways of knowing contribute to a more holistic and experiential experience of literacy and benefits all learners. There are many thoughtful and authentic ways to teach Aboriginal history and culture. The First Peoples Principles of Learning can be used as a teaching tool to help create lessons for your students in literacy and in all other subject areas. Help students start to understand First Peoples views and culture by exploring these basic principles with your class during literacy instruction or for planning an integrated approach.

- **Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors**
- **Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)**
- **Learning involves recognizing the consequences of one's actions**
- **Learning involves generational roles and responsibilities**
- **Learning recognizes the role of indigenous knowledge**
- **Learning involves patience and time**
- **Learning requires exploration of one's identity**
- **Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations**

PHASES OF LITERACY ACQUISITION

(from Breakthrough (2006). Fullan, M., Hill, P., & Crevola, C.. Corwin Press. p. 60)

1. Pre-Emergent

During this stage, students are not yet reading published texts, they can often read their own name and maybe one or two other sight words. Students in this stage have limited oral language knowledge and limited knowledge of how print works. This is often referred to as the role-play stage of development.

2. Early Emergent

These students are beginning to apply their knowledge about how print works. They are beginning to apply some early conventions and concepts about print as they read simple texts. They have a small bank of letter knowledge and high-frequency sight words. They can read some known texts relying heavily on memory and picture cues. Their ability to read fluently is limited as they rely heavily on one-to-one matching and finger pointing.

3. Emergent

During this stage, students can reconstruct familiar texts and can respond to and discuss texts. They are more consistent in matching the written word to the spoken word. Their letter/sound knowledge is developed to the point at which they are beginning to problem-solve on unknown words and to experiment when reading simple texts. Emergent students have a growing bank of high frequency sight words.

4. Beginning

Beginning readers understand that a text represents a consistent way of telling a story or relating information. They have begun to use a variety of strategies to decode and comprehend texts and are able to adapt their reading to suit different text types. Their letter/sound knowledge is now consolidated. Reading fluency is a major focus in this stage.

5. Transitional

During this stage, students are beginning to integrate all information sources to make meaning from text. They have the ability to make connections between what they already know and what is new. They can relate to the text and make meaningful predictions and self-correct independently. They read in a phrased and fluent manner using intonation and language structures to support the construction of the message.

6. Established

Established readers have an understanding of the characters, events, situations, and relationships in narrative texts. They make personal connections with the characters, evaluate situations, and make judgments based on their experiences. Students in this stage read a variety of nonfiction material for research purposes and for pleasure. Established readers can and need to read for longer stretches of time; they can read silently and adjust their style of reading to reflect the text and the purpose. They can decode unknown words rapidly and fluently.

Creating a Literacy Environment

Classroom and Learning Environment. Students need...

- A Literacy Rich Environment (Build your Classroom Library and make it an area of importance)
- Areas to go and engage in literacy learning as well as independent work
- Choice in their reading and writing tasks
- Frequent opportunities to talk about reading and writing
- Ongoing feedback that enables them to move forward in their learning
- Word walls/folders/dictionaries
- Labels on items in the room (great for ELL learners & struggling readers)
- Content Posters, reference to key content, vocabulary, processes
- Student work displayed
- Access to electronic tools that support learning and engagement
- Teachers who are great literacy learning motivators

Classroom and Learning Environment. Teachers need...

- Strong classroom management and routines
- A balanced literacy approach to learning
- A clear understanding of students' current level of development and a plan for moving them forward from that point.

Every Child, Every Day

From the Research of Richard Allington

The six elements of instruction that every child should experience every day.

- 1. Every child reads something he or she chooses.**
- 2. Every child reads accurately.**
- 3. Every child reads something he or she understands.**
- 4. Every child writes about something personally meaningful.**
- 5. Every child talks with peers about reading and writing.**
- 6. Every child listens to a fluent adult read aloud.**

Make Time For the Things That Matter

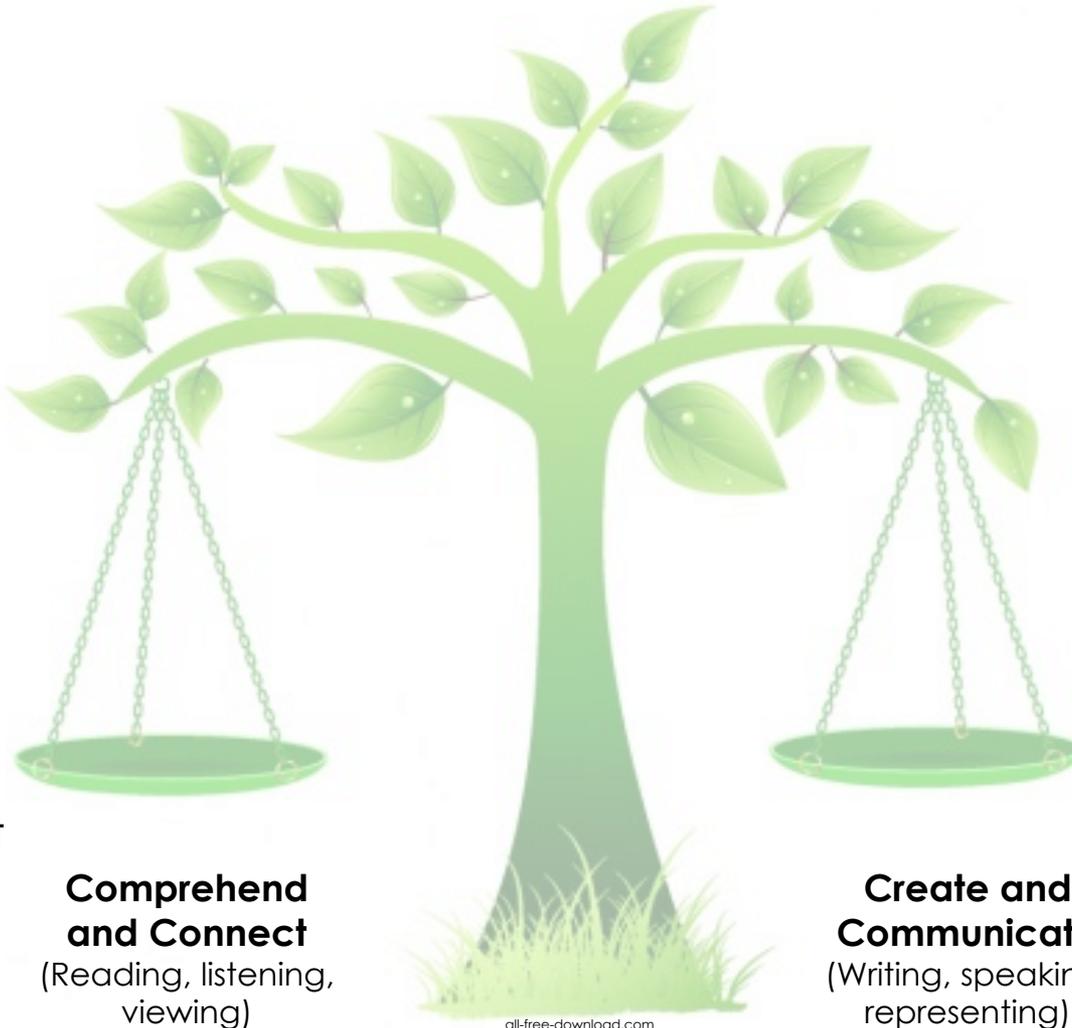
“Eliminate almost all worksheets and workbooks. Use the money saved to purchase books for classroom libraries; use the time saved for self-selected reading, self-selected writing, literary conversations, and read alouds.”

(Allington & Gabriel, 2012)

Intermediate Balanced Literacy

Whole Group + Small Group + Individual = Balanced Instruction

- Reading Aloud
- Shared Reading
- Interactive Reading
- Word Study
- Small Group Instruction
- Independent Reading



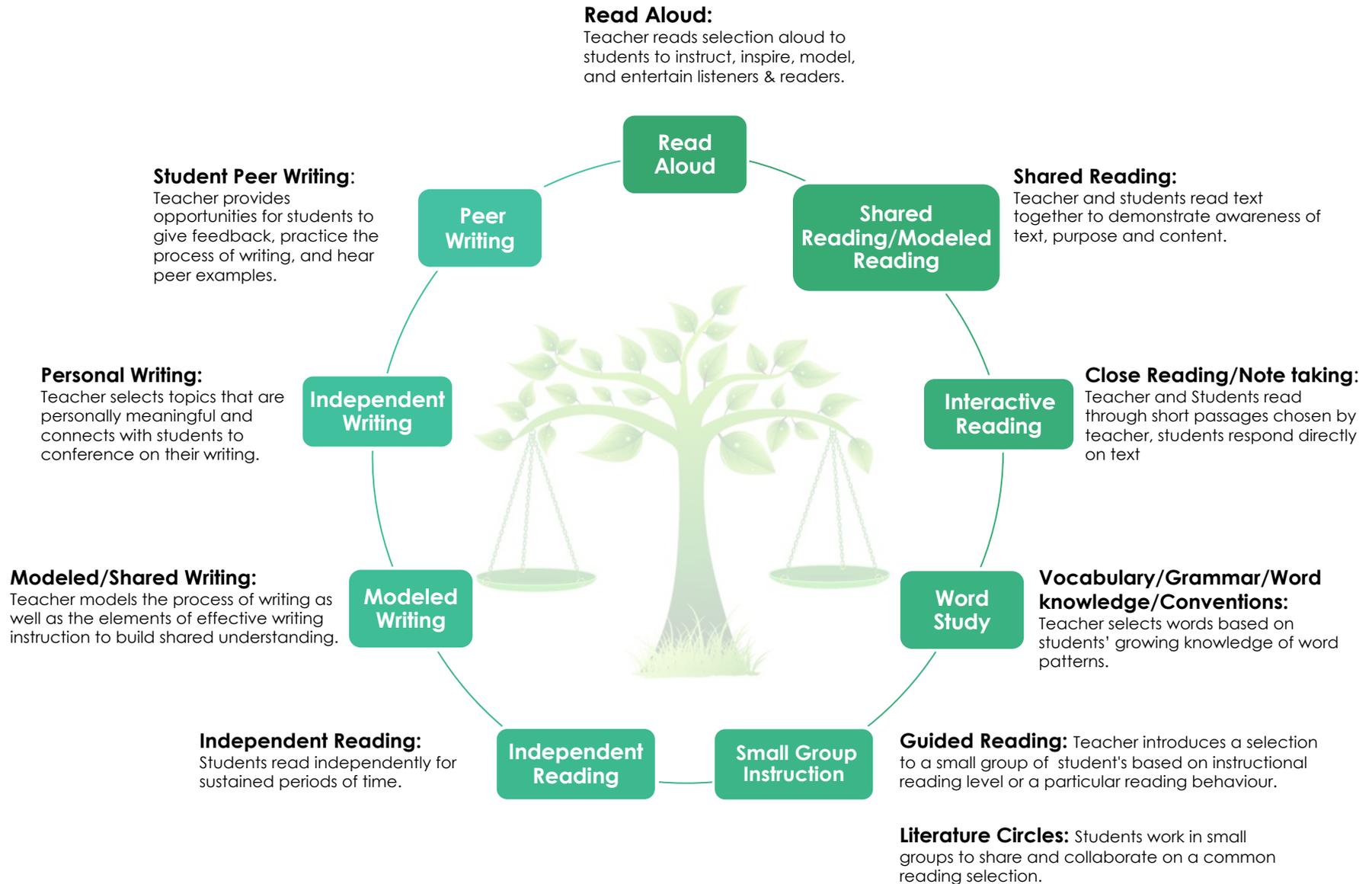
Comprehend and Connect
(Reading, listening, viewing)

Create and Communicate
(Writing, speaking, representing)

- Modeled /Shared Writing
- Independent Writing
- Student/Peer Writing

all-free-download.com

Whole Group + Small Group + Individual = Balanced Instruction



Three Stages of Reading Instruction

Students should have a balance of reading, writing and discussion opportunities:

KWL, Notice/Wonder, Story Mapping, Somebody Wanted- But- So etc.

Before Reading Strategies

To teach students to think about the text **prior** to reading

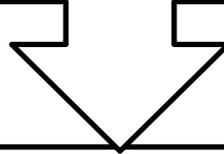
Predict

Preview - Text and
Vocabulary

Activate Prior
Knowledge

Ask Questions

Make a plan for during
reading strategies

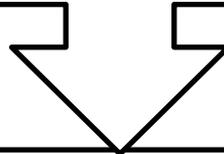


During Reading Strategies

To teach students how to think **while** they are reading (Metacognition)

Connect, Question, Visualize, Infer, Transform

Other: Determine Importance (main ideas, summarize),
Synthesize



After Reading Strategies

To teach students to think about the text **after** they have read

Connect, Summarize, Synthesize, etc.

Integrate strategies from other curricular areas

Read Aloud

Teacher reads selection aloud to students to instruct, inspire, and entertain listeners & readers.

- Provides adult model of fluent reading (voice, tone, volume, inflection, pace, gesture)
- Develops sense of story/text
- Develops vocabulary
- Encourages prediction/connections
- Builds a community of readers
- Develops active listening
- Teaches the reading process in a meaningful context
- Motivates students to read

Teacher read-alouds demonstrate the power of stories. By showing students the ways that involvement with text engages us, we give them energy for learning how reading works.

Jan Miller

Suggested Strategies to Use:

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Grab a favourite picture book and launch a discussion on author purpose. | <input type="checkbox"/> Focus on the illustrations, how do they enhance the story? Are they compelling? | <input type="checkbox"/> Read different types of genres in different voices | <input type="checkbox"/> Make read alouds part of the daily routine |
| <input type="checkbox"/> Model voice, expression and fluency vs monotone (robot reading) | <input type="checkbox"/> Pick a book with a big idea or theme in mind | <input type="checkbox"/> Read various types of print (newspapers, articles, recipes...) | <input type="checkbox"/> Invite students to pick the read aloud books |
| <input type="checkbox"/> Introduce preliminary vocabulary | <input type="checkbox"/> Read several titles from the same author and examine writing style | <input type="checkbox"/> Read aloud to change the tone of the room, settle students down, or build enthusiasm and anticipation | <input type="checkbox"/> Use read alouds to explore distinctions between fiction and non fiction |

Shared Reading

Teacher and students read text together. Text must be large enough for all the students to see clearly, so they can share in the reading of the text.

- Demonstrates awareness of text (purpose/functions)
- Develops sense of story or content (literary elements/devices)
- Promotes reading strategies “What good readers do” (metacognition)
- Encourages prediction/connections
- Develops fluency and phrasing
- Increases comprehension
- Allows students to enjoy materials that they may not be able to read on their own
- Builds sight vocabulary
- Assists students in learning where to look/focus their attention

“You can find magic wherever you look. Sit back and relax, all you need is a book.” – Dr. Seuss

Suggested Strategies to Use:

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> Model poetry together | <input type="checkbox"/> Focus on the print, and any text features used (non fiction) | <input type="checkbox"/> Cover up part of a text to focus on vocabulary or specific aspects of print | <input type="checkbox"/> Introduce Socials/Science materials by drawing attention to text features, maps, captions |
| <input type="checkbox"/> Model chants or legends | <input type="checkbox"/> Use a passage from Socials or Science and highlight repetitive words to help determine meaning or build vocabulary | <input type="checkbox"/> Revisit text for different purposes | <input type="checkbox"/> Use shared reading to model making predictions and connections |
| <input type="checkbox"/> Read morning messages together or classroom news | | <input type="checkbox"/> Have students extend the story elements through drama or other creative means such as Reader's Theatre | |
| <input type="checkbox"/> Introduce a story, select a passage and read together | | | |
| <input type="checkbox"/> Invite students to “turn and talk” to a partner about what they have read | | | |

Interactive Reading

Teacher and students read through short passages chosen by teacher, students respond directly on text.

- Develops sense of story or content (literary elements/devices)
- Demonstrates awareness of text, accessing and integrating information and ideas
- Promotes reading strategy awareness (metacognitive)
- Develops a sense of determining importance
- Models note taking, meaning, and inferencing

Suggested Strategies to Use:

- | | | | |
|--|--|--|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Build vocabulary by highlighting key words together<input type="checkbox"/> Demonstrate various note taking strategies<input type="checkbox"/> Practice reading for meaning with non fiction<input type="checkbox"/> Teach text features together<input type="checkbox"/> Use Close reading strategies to examine short passages in great depth | <ul style="list-style-type: none"><input type="checkbox"/> Use short passages to launch creative writing or increase understanding of sentence structure<input type="checkbox"/> Invite students to “turn and talk” to a partner about what they have read and record their thoughts directly on the text | <ul style="list-style-type: none"><input type="checkbox"/> Change the words of a short passage to model a varied vocabulary<input type="checkbox"/> Revisit the same text for different purposes<input type="checkbox"/> Explore rhythm and rhyme with short passages<input type="checkbox"/> Explore the use of technology to capture students reading (record voice on iPads) | <ul style="list-style-type: none"><input type="checkbox"/> Introduce Socials/Science materials by drawing attention to text features, maps, captions<input type="checkbox"/> Have students edit short passages together, recording changes directly on the text |
|--|--|--|--|

Word Study

Teacher provides opportunities for students to explore various language features

- Demonstrates awareness of language features, spelling, and structure (morphology), grammar, and conventions
- Builds vocabulary and word recognition
- Allows for the investigation of patterns in words
- Encourages manipulation of word concepts and application of critical thinking skills
- Leads to necessary generalizations of words beyond isolation (focus on the word meaning rather than the spelling)
- Replaces generic spelling worksheets and random weekly word lists

Suggested Strategies to Use:

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Compare and contrast features in words | <input type="checkbox"/> Teach Greek and Latin roots and affixes | <input type="checkbox"/> Examine plural endings | <input type="checkbox"/> Have students go back through their own writing and add correctly spelled words to a personal dictionary or word list |
| <input type="checkbox"/> Sort words using open (student creates the rule) and closed (rule is given) sorting | <input type="checkbox"/> Explore less common vowels, diphthongs (oi, oy) and other ambiguous vowels (ou, au, ow, oo) | <input type="checkbox"/> Complete activity cards that require students to work with antonyms and roots | <input type="checkbox"/> Use matching cards to sort new vocabulary |
| <input type="checkbox"/> Use games or activities to apply word knowledge | <input type="checkbox"/> Search for homographs and homophones in various stories and texts | <input type="checkbox"/> Take a closer look at idioms... use novels and other story texts as anchors or mentor texts | <input type="checkbox"/> Use academic vocabulary to explore spelling characteristics |
| <input type="checkbox"/> Have students explore word origins | | <input type="checkbox"/> Use mentor sentences to model grammar, punctuation and writer's craft | |

Small Group Instruction (Guided Reading/Literature Circles)

Students work in small groups to share and collaborate on a common reading selection.

- Increases language strategies (talking and thinking about reading, oral storytelling processes)
- Develops students as individual readers while teachers are available for support and scaffolding
- Teaches skills and strategies that will allow them to read difficult texts independently
- Provides successful experiences in reading for meaning
- Encourages the exchange of ideas and perspectives
- Explores texts in creative and playful ways
- Engages students in cooperative learning tasks that build communication and thinking skills
- Allows for student choice and heightened engagement

Suggested Strategies to Use:

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Listen to student(s) read aloud and offer immediate correction and feedback | <input type="checkbox"/> Pull a small group to: <ul style="list-style-type: none">• front end load vocabulary• practice fluency• examine note-taking• explore literary elements in depth• practice poetry• model the student roles for literature circles• Explore the powerful language used in fiction by acting out strong verbs• model reading for meaning | <input type="checkbox"/> Use short texts/non fiction texts to introduce students to lit circle roles | <input type="checkbox"/> Provide students with journals to record their thoughts |
| <input type="checkbox"/> Copy a short passage from a class novel and practice a reading strategy | | <input type="checkbox"/> Have students record their thinking on post-it notes or paper bookmarks | <input type="checkbox"/> Use lit circle groups to explore and practice group social skills |
| <input type="checkbox"/> Review a reading strategy before students are required to read a passage of text | | <input type="checkbox"/> Use literature circle groups to practice asking deeper questions | <input type="checkbox"/> Use academic vocabulary to explore spelling characteristics |
| <input type="checkbox"/> Pull a small group of students to review text features | | <input type="checkbox"/> Allow a lit circle group to hear a chapter from an audio book | <input type="checkbox"/> Use lit circles to differentiate for reading levels and interests |

Independent Reading

Students read independently for sustained periods of time.

- Encourages strategic reading
- Increases comprehension
- Supports writing development
- Extends experiences with a variety of written texts
- Promotes reading for enjoyment and information
- Develops fluency
- Fosters self-confidence by reading familiar and new text
- Provides opportunities to use mistakes as learning opportunities

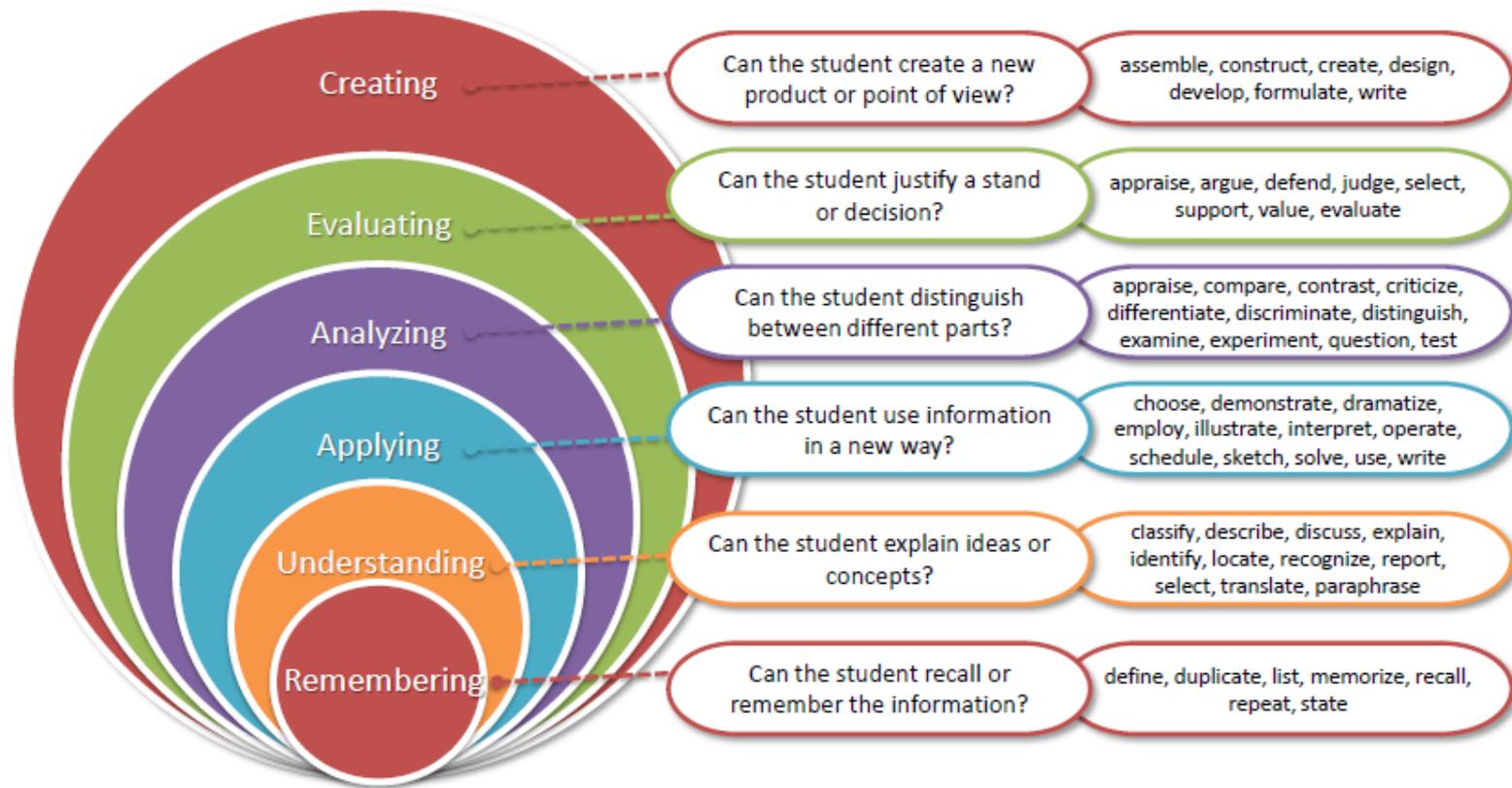
“Reading gives us someplace to go when we have to stay where we are.” – Mason Cooley

Suggested Strategies to Use:

- | | | | |
|--|--|---|---|
| <ul style="list-style-type: none">❑ Ensure students are self-selecting reading material. Choice is key❑ Provide a great deal of print material to read. Build your classroom library❑ Introduce students to various genre, read excerpts and build excitement❑ Allow students to read to a “stuffed animal” | <ul style="list-style-type: none">❑ Clarify the purpose of silent reading time, build stamina, and practice appropriate behaviours❑ Find a way to keep students accountable for their reading time<ul style="list-style-type: none">• short reading responses• reading logs• teacher anecdotal comments | <ul style="list-style-type: none">❑ Use silent reading time to conference with students about what they are reading❑ Model different postures for different reading tasks<ul style="list-style-type: none">• sitting up straight for informative reading• sitting comfortably for relaxed reading | <ul style="list-style-type: none">❑ Ensure that silent reading is a regularly scheduled part of the daily routine❑ Ensure that silent reading is used in conjunction with other reading comprehension strategies❑ Provide different areas/environments for reading quietly & consider soft lighting |
|--|--|---|---|

Higher Level Thinking Blooms Taxonomy- Revised

Teachers can actively engage students in critical thinking by learning to ask deeper questions and students can challenge themselves to dig deeper into the meaning of what they are reading.



Comprehension Strategies in the Intermediate Grades

Students in grades 4-7 need to move beyond learning a set of comprehension strategies, to learning how to analyze a text deeply enough to respond critically and creatively.

❖ Requiring students to answer a list of comprehension questions does not support higher -level thinking.

Strategies that build deeper understanding and critical thinking...

- use metacognition (talking and thinking about reading) to reflect, question, goal-set, evaluate
- check for understanding
- back up and reread
- monitor and fix up
- retell the story
- use prior knowledge to connect with the text
- visualize (make a picture or mental image)
- ask questions throughout reading process
- predict what will happen; use text to confirm
- infer and support with evidence from the text
- summarize text (sequence main events) draw conclusions
- determine importance (main idea & supporting details)
- recognize & explain cause and effect relationships
- compare and contrast within and between text
- distinguish between fact, opinion, stereotype, and propaganda
- determine authors purpose (support with text)
- identify characteristics of text (narrative, expository, persuasive, technical)
- understand the importance of text structure and the role it plays
- understand the difference between genres

Comprehension Strategies in the Intermediate Grades

Strategies that build fluency and vocabulary...

- reread text
- blend sounds; stretch & reread
- chunk letters and sounds together
- flip vowel sounds from long to short or short to long
- recognize compound words and contractions
- skip the word and then come back
- trade a word/guess a word that makes sense
- cross check- does it make sense? does it look right? does it sound right?
- focus on punctuation to enhance phrasing- reread multiple times while adjusting and applying different reading rates to match text
- break words into syllables
- recognize word parts (prefixes, suffixes, roots, origins, & abbreviations)
- use synonyms and antonyms to help determine meaning
- build understanding of homographs and homophones
- tune in to interesting words and use new vocabulary in speaking and writing

Modeled/Shared Writing

Teacher models the process of writing as well as the elements of effective writing instruction to build shared understanding.

- Develops writing strategies and processes (planning, organizing, drafting, revising)
- Supports reading development
- Supports writing development
- Provides model for a variety of writing styles, forms, and functions)
- Promotes reading for enjoyment and information
- Develops fluency
- Fosters self-confidence by reading familiar and new text (all students can participate)
- Provides opportunities to use mistakes as learning opportunities

Suggested Strategies to Use:

- | | | | |
|---|--|---|--|
| <ul style="list-style-type: none">❑ Plan lessons for types of writing that present particular challenges to your students❑ Find great examples of writing and “imitate” the craft of the writing | <ul style="list-style-type: none">❑ Write the entire text yourself in front of students while requesting input❑ Select a piece of writing “mentor text” that shows a great example of one or more of the traits, and extend or copy the writing style | <ul style="list-style-type: none">❑ Use “sound boxes” begin with a root word and demonstrate how to add prefixes or suffixes to a new word❑ Take a few pieces of writing and have students work together to add a “hook”❑ Use graphic organizers to build a piece of writing together | <ul style="list-style-type: none">❑ Demonstrate in-the-moment revision❑ Avoid deliberately made errors during shared writing❑ Post the completed text in an accessible spot in the classroom or turn writing sample into an anchor chart |
|---|--|---|--|

Personal Writing

Teacher draws on experiences, perspectives, and understanding of students/professional literature to select topics that are personally meaningful and connects with students to conference on their writing

- Supports writing development through the practice of strategies and processes (planning, organizing, drafting, revising)
- Supports writing based on thinking process, experiences, interests, and personal journeys
- Provides opportunity to practice a variety of writing styles, forms, and functions)
- Promotes writing for enjoyment and information

Suggested Strategies to Use:

- | | | | |
|--|--|--|---|
| <ul style="list-style-type: none">❑ Provide prompts for students who struggle with the writing process❑ Teach students how to create lists of possible ideas to write about/purposes❑ Record student writing for reluctant readers❑ Explicitly teach how to make use of graphic organizers, don't just provide them | <ul style="list-style-type: none">❑ Practice writing together before requiring students to write independently❑ Encourage students to set goals for their personal writing❑ Use independent writing to to conference with students about their writing goals | <ul style="list-style-type: none">❑ Teach students how to brainstorm, or "rapid write" to generate ideas❑ Provide frameworks for independent writing tasks❑ Design inquiry based, open ended writing tasks that allow for true personalization❑ Encourage students to draw about their writing to aid in visualizations | <ul style="list-style-type: none">❑ Ensure that personal writing is a regularly scheduled part of the daily routine❑ Craft writing lessons with student interests in mind❑ Make the writing meaningful, write a letter... send the letter❑ Distinguish between the writing process & the editing process |
|--|--|--|---|

Student Peer Writing

Teacher provides opportunities for students to give feedback, practice the process of writing, and hear peer examples

- Supports writing development through the practice of strategies and processes (planning, organizing, drafting, revising)
- Supports writing based on thinking process, experiences, interests, and personal journeys
- Provides opportunity to practice a variety of writing styles, forms, and functions)
- Promotes writing for enjoyment and information

Suggested Strategies to Use:

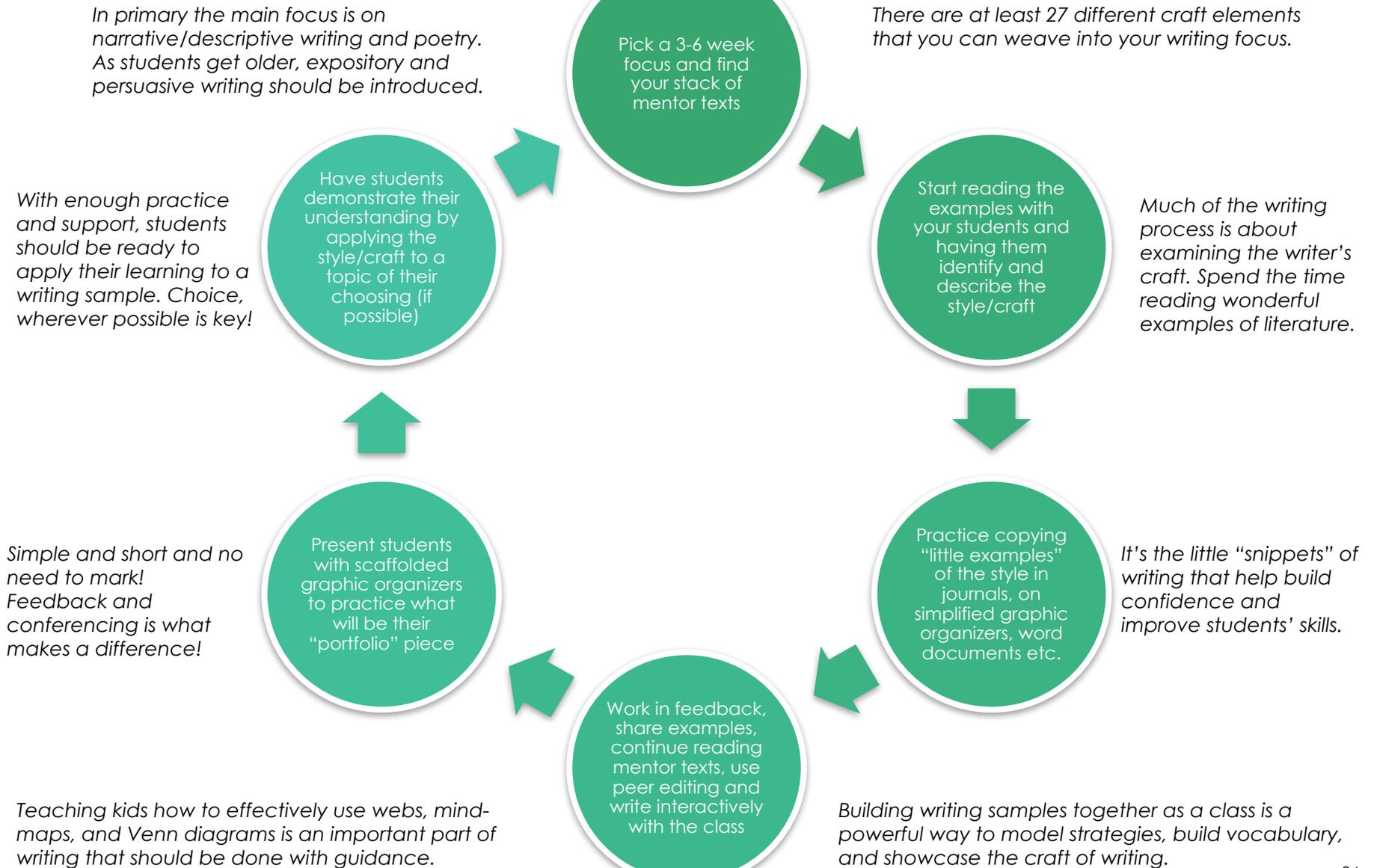
- | | | | |
|---|---|---|--|
| <input type="checkbox"/> Create an anchor chart of how to provide feedback | <input type="checkbox"/> Practice writing together before requiring students to work together | <input type="checkbox"/> Provide frameworks for peer writing tasks | <input type="checkbox"/> Ensure that peer writing is a regularly scheduled part of the writing routine |
| <input type="checkbox"/> Teach students how to create lists of possible ideas to write about/purposes | <input type="checkbox"/> Encourage students to set goals for their peer writing | <input type="checkbox"/> Design inquiry based, open ended writing tasks that allow for true personalization | |
| <input type="checkbox"/> Use a variety of media to present writing | <input type="checkbox"/> Use peer writing to conference with pairs/small groups | | |
| <input type="checkbox"/> Encourage collaborative writing pieces | | | |

Qualities of the Writing Traits

Key Qualities of Each Trait	
Ideas <ul style="list-style-type: none">• Finding a Topic• Focusing the Topic• Developing the Topic• Using Details	Word Choice <ul style="list-style-type: none">• Applying Strong Verbs• Selecting Striking Words and Phrases• Using Specific and Accurate Words• Choosing Words That Deepen Meaning
Organization <ul style="list-style-type: none">• Creating the Lead• Using Sequence Words and Transition Words• Structuring the Body• Ending With a Sense of Resolution	Sentence Fluency <ul style="list-style-type: none">• Crafting Well-Built Sentences• Varying Sentence Types• Capturing Smooth and Rhythmic Flow• Breaking the “Rules” to Create Fluency
Voice <ul style="list-style-type: none">• Establishing a Tone• Conveying the Purpose• Creating a Connection to the Audience• Taking Risks to Create Voice	Conventions <ul style="list-style-type: none">• Checking Spelling• Punctuating Effectively and Paragraphing Accurately• Capitalizing Correctly• Applying Grammar and Usage

Taken from Using Mentor Texts to Teach Writing With the Traits

A Framework of Writing Instruction



Literary Elements Chart- Teacher Reference Page

Characters	Point of View	Setting	Plot	Theme
<p>Protagonist: The main character(s) in the story.</p> <p>Antagonist: The character or force that opposes the protagonist.</p> <p>Foil: A character who provides a contrast to the protagonist.</p> <p>Major Characters:</p> <ul style="list-style-type: none"> • Almost always "round" or 3-dimensional • Good and Bad qualities • Their goal, ambitions and values change <p>Dynamic Character: grows or progresses to a higher level of understanding in the course of the story</p> <p>Minor Characters:</p> <ul style="list-style-type: none"> • Almost always flat or 2-dimensional • Only one or two striking qualities • Usually all good or all bad • Static, do not change during the story 	<p>First Person: The narrator is a character in the story and can reveal his/her thoughts and feelings and what he/she sees and hears.</p> <p>Third-Person Objective: The narrator is an outsider who can report only what he/she hears.</p> <p>Third-Person Limited: The narrator is an outsider who sees into the mind of one of the characters.</p> <p>Omniscient: The narrator is an all-knowing outsider who can enter the minds of more than one of the characters.</p>	<p>Where the story takes place. The time period, physical location(s), and the environment. Setting includes the mood and tone created by the author. The setting may be described in detail, or implied through dialogue, clothing, stereotypes, cultural references.</p>	<p>All fiction is based on conflict and this conflict is presented in a structured format called PLOT</p> <p>Exposition: The introductory material which gives the setting, creates the tone, presents the characters and presents other facts necessary to understand the story</p> <p>Foreshadowing: The use of hints or clues to suggest what will happen later in the story</p> <p>Inciting Force: The event or character that triggers the conflict</p> <p>Conflict: The essence of fiction. It creates plot and can usually be identified as one of four kinds</p> <p>Rising Action: A series of events that builds from the conflict, ending with the climax</p> <p>Crisis: The conflict reaches a turning point. The opposing forces in the story meet and the conflict becomes most intense</p> <p>Climax: The climax is the result of the crises. It is the high point of the story for the reader. Frequently, it is the moment of the highest interest and greatest emotion. The point at which the outcome of the conflict can be predicted</p> <p>Falling Action: The events after the climax which close the story</p> <p>Resolution: Rounds out and concludes the action</p>	<p>The main idea or underlying meaning. Four ways in which an author can express theme:</p> <ul style="list-style-type: none"> • Sharing feelings or the main character • Thoughts and conversations repeated in the story • What the main character learns • Actions or events in the story
		Tone/Mood		Imagery
	Symbolism	<p>Tone: the author's attitude towards the subject (optimism, bitterness, joyful)</p> <p>Mood: The climate of feeling in a story (mysterious, serious, humorous)</p>		Language that appeals to the senses. Descriptions of people or objects stated in terms of our senses.
		Conflict		Figurative Language
	A person, place or object which has meaning in itself but suggests other meanings as well. It suggests a meaning beyond the obvious	<p>Man versus Man: Conflict that pits one person (character) against another.</p> <p>Man versus Nature: A run-in with the forces of nature, testing the limits of a person's strength and will to live.</p> <p>Man versus Society: The values and customs by which everyone else lives are being challenged.</p> <p>Man versus Self: Internal conflict (temptation, guilt, fear etc.)</p>		<p>Simile: A direct comparison between two unlike things using "like" or "as."</p> <p>Metaphor: An implied comparison between two relatively unlike things (the road was a ribbon of moonlight).</p> <p>Alliteration: Repeated consonant sounds occurring at the beginning of words or within words; used to create melody, mood, and make comparisons.</p> <p>Personification: A comparison using the qualities of a person to describe an animal, object or idea.</p> <p>Onomatopoeia: Using words to mimic sounds (crackle, crunch)</p> <p>Hyperbole: An exaggerated statement used to create an effect</p>
Irony				
<p>The contrast between what is expected or what appears to be and what actually is.</p> <p>Verbal Irony: The contrast between what is said and what is actually meant.</p> <p>Irony of Situation: This refers to a happening that is opposite of what is expected or intended.</p> <p>Dramatic Irony: This occurs when the audience or reader knows more than the characters know.</p>				

Principles of Quality Assessment...

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Effective Formative Assessment Practices

The primary purpose of assessment is to improve teaching and learning.

Learning Intentions

Let students know in a language they can understand what they are expected to learn.

Criteria

Provide and work with learners to develop criteria so they know what quality and success looks like.

Questions

Increase quality questions to promote thinking and learning.

Feedback

Increase the amount of descriptive feedback and decrease evaluative feedback.

Self & Peer Assessment

Involve learners more in self and peer assessment.

Student Ownership

Have students communicate their own learning with others, outside the classroom: give them time to reflect on their learning. Actively involve them in their learning.

- Learning Intentions
- Clear Criteria for Success
- Effective Questioning
- Descriptive Feedback
- Self and Peer Assessment
- Student Ownership

The first thing students need to learn is what they're supposed to be learning.

Moss, Brookhard and Long

Assessment Strategies For (Individual)

One Sentence Summary	Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.
One Word Summary	Select (or invent) one word which best summarizes a topic.
Red Green Yellow Traffic Lights	Give each student a small slip of paper. As they are working they can draw a green circle if they are clear on the concept, yellow if they could use a bit of help, or red if they are not understanding.
Self-Reflection	Journals, sentence starters, 3-2-1 Summaries, Rubrics
Misconception Check	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
Student Conference	One on one conversation with students to check their level of understanding.
Index Card Summaries/Questions	On an index card ask students to write on both sides, with these instructions: (Side 1) list a big idea that you understand and word it as a summary statement. (Side 2) Identify something that you do not yet fully understand and word it as a statement or question.
Exit Slips	A written student response to questions posed at the end of a class or learning activity or at the end of a day on a small slip of paper.
Journal Entry	Students record in a journal their understanding of the topic, concept or lesson taught.
Self-Assessment Goal Setting	A process in which students collect information about their own learning, analyze what it reveals about their progress, and plan the next steps in their learning by setting a goal.
Portfolio Check	Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas

Assessment Strategies For(Whole Group)

Hand Signals	Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle or process: "I understand and can explain." (e.g., thumbs up) "I do not yet understand."(e.g., thumbs down) "I'm not completely sure about it."(e.g., wave hand).13
One Minute Questions	A one-minute question is a focused question with a specific goal that can be answered within a minute or two. Consider using white boards or worksheet covers, and dry erase markers
Analogy Prompt	Present students with an analogy prompt: (A designated concept, principle, or process) is like _____because
Graphic Organizers	Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words, listing, or organizing key concepts. (Concept Map, Web, Venn Diagram, Frayer Model, 3 Column Notes)
3-Minute Pause	Provide a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. I changed my attitude about... I felt... I related to... I empathized with... I became more aware of... I was surprised about...
Observation	Walk around the classroom and observe students as they work to check for learning. Strategies include: Anecdotal Records, Conferences, Checklists
Choral Response	In response to a cue, all students respond verbally at the same time.
Debriefing	A form of reflection immediately following an activity.
A-B-C Summaries	Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.
Idea Spinner	The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner.
Inside-Outside Circle	Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.
Numbered Heads Together	Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. Student with that number answers for the group.
Commit and Toss	Students record their thinking or response to a question or concept. They crumple up the paper and toss it in to the middle of the room. Students then retrieve a different piece of paper, read, and then discuss.
Think-Pair-Share	Students think individually, then pair (discuss with partner), then share with the class.
Turn to A Partner	Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.

Reading Assessment Guidelines for Grades 4-7

**September – Mid
October**

- a. Review June reading levels provided by administration
- b. Complete a Fountas & Pinell (F&P) assessment by the 3rd week of classes on the students not yet meeting in June and on any other students you are concerned about.
- c. Submit NYM levels to Administration and if applicable, School Based Team by the end of September.
- d. Administer DART (District Assessment Reading Team) or Fountas & Pinnell to whole class by mid October.
- e. Build literacy routines to support small group instruction (guided reading/lit circles)

**Mid October-
Ongoing**

- a. Begin small group instruction as needed for all students. Try to meet struggling students on a more frequent basis. (Daily if possible.)
- b. Continue ongoing formative assessment strategies to pinpoint where instruction is needed.
 - ✓ running records
 - ✓ reading conferences
 - ✓ anecdotal records
 - ✓ literature circle observations
 - ✓ performance standards
- c. Administer F&P for struggling readers regularly (1-2 times per year)

End of Each Term

- a. Submit F&P reading levels of students not yet meeting to Administration and if applicable, School Based Team.

May

- a. Administer DART or F&P to the whole class at the end of May.
- b. Submit reading levels to Admin

Teachers should be aware of children's reading abilities at all times during the year (Formally or informally).

Intermediate Reading Levels

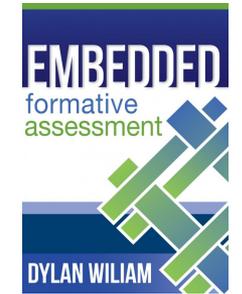
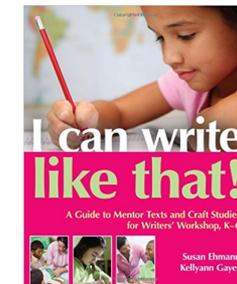
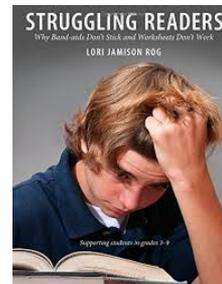
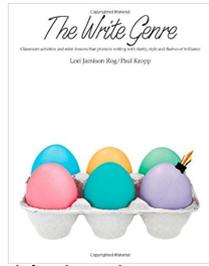
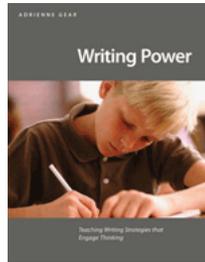
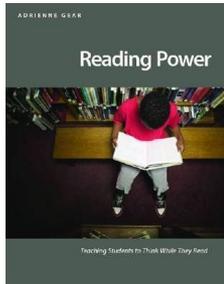
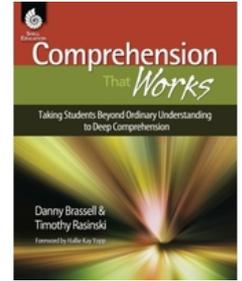
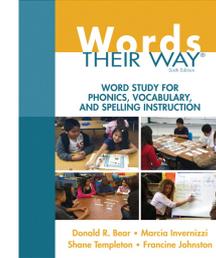
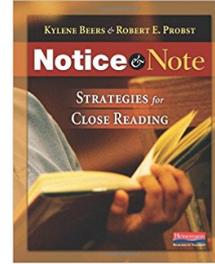
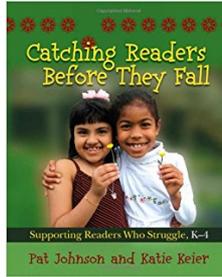
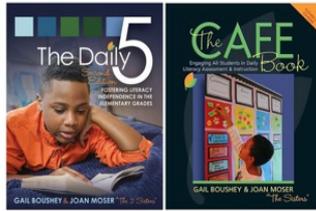
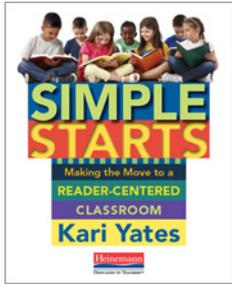
	Not Yet Meeting	Minimally Meeting	Fully Meeting	Exceeding
Grade 4				
November	Below P	P	Q	R+
March	Below Q	Q	R	S+
June	Below R	R	S	T+
Grade 5				
November	Below S	S	T	U+
March	Below T	T	U	V+
June	Below U	U	V	W+
Grade 6				
November	Below V	V	W	X+
March	Below W	W	X	Y+
June	Below X	X	Y	Z
Grade 7				
November	Below X	X	Y	Z
March	Below Y	Y	Z	Z+
June	Below Y	Y	Z	Z+

These recommended levels are **guidelines only**, based on Fountas and Pinnell benchmarks and widely held expectations at different times of year. The assessments should alternate between fiction and non-fiction as students move up through the levels. The levels are intended to be used along with B.C.'s Performance Standards and other forms of assessment.

These levels are not intended to be used as the only assessment when giving letter grades. The levels are intended to be used to support appropriate instruction. A discussion of specific levels should not occur with students or parents or recorded in report cards.

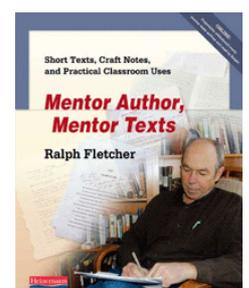
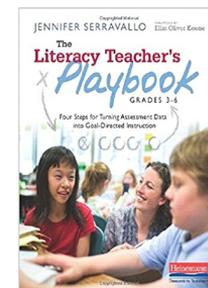
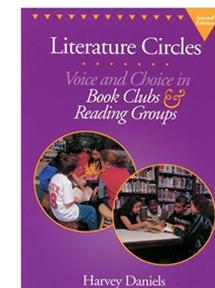
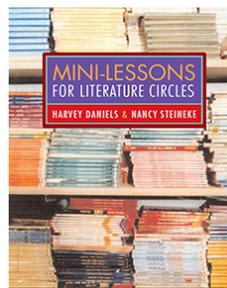
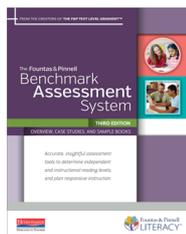
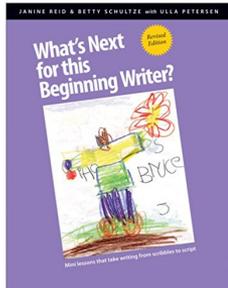
Reading should be independent (98% accuracy) with phrased and fluent expression and appropriate attention to punctuation. If students achieve these levels prior to suggested time of year, instruction should focus on increasing phrasing, fluency, expression and independence as well as comprehension. Stop the benchmark assessment at one year above the student's current grade level. Look to broaden the student's knowledge and understanding of all the genres (both in reading and writing).

Resources

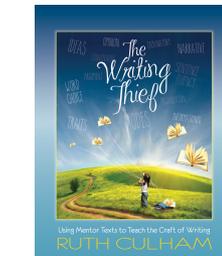
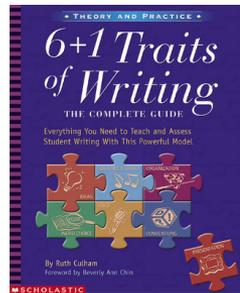
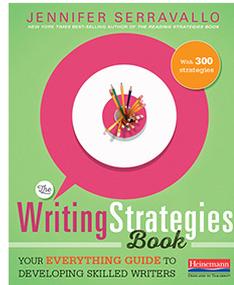
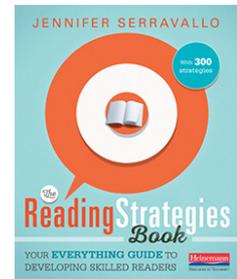


readingpowergear.com

hip-books.com



Benchmark Assessment
Fountas & Pinnell



culhamwriting.com

