

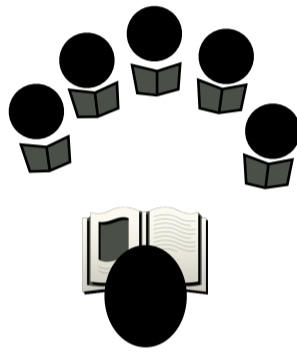
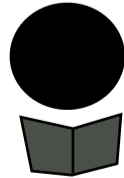


Comprehensive Reading - Activities & Levels of Support

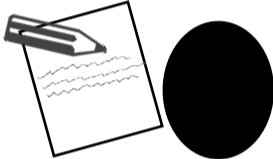
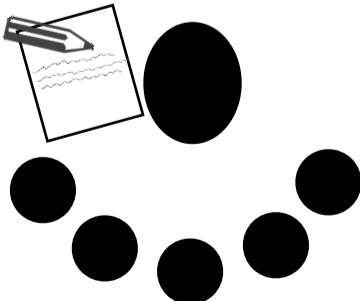
	Activities & Purpose	Support
Active Read Aloud	<p>Teacher:</p> <ul style="list-style-type: none"> ▶ selects and reads book or other text ▶ models fluent and expressive reading ▶ models characteristics of what good readers do ▶ guides active conversation through strategically planned questions - based on class & student goals <p>Students:</p> <ul style="list-style-type: none"> ▶ build listening and oral language skills ▶ have access to more advanced concepts or vocabulary ▶ see and hear effective reading strategies <p>Purpose:</p> <ul style="list-style-type: none"> ▶ reading for enjoyment ▶ reading for a purpose ▶ creates a community of readers ▶ demonstrates characteristics of good readers ▶ increases vocabulary ▶ promotes oral language development ▶ known texts can become basis for a variety of other activities 	<p>Full Support</p> <p>Teacher:</p> <ul style="list-style-type: none"> ▶ provides full support ▶ plans & guides active conversation <p>Students:</p> <ul style="list-style-type: none"> ▶ respond to text: pictures, meaning, language and teacher questions 
Shared Reading	<p>Teacher:</p> <ul style="list-style-type: none"> ▶ introduces and reads a large-print text or a text where all students have a copy ▶ models reading process <p>Students:</p> <ul style="list-style-type: none"> ▶ join in the reading, in unison, during refrains or after multiple readings <p>Purpose:</p> <ul style="list-style-type: none"> ▶ demonstration of strategies ▶ develop sense of story ▶ support from the group ▶ opportunities to participate and show characteristics of a good reader ▶ builds repertoire of familiar texts 	<p>Moderate to Full Support</p> <p>Teacher:</p> <ul style="list-style-type: none"> ▶ supports problem-solving and conversation <p>Students:</p> <ul style="list-style-type: none"> ▶ participate in group reading, problem solving and conversations ▶ support one another 

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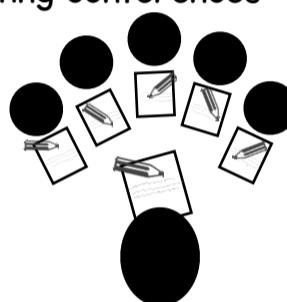
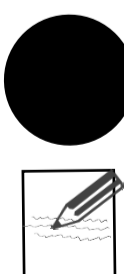
	Activities & Purpose	Support
Guided Reading	<p>Teacher:</p> <ul style="list-style-type: none"> ▶ selects and introduces new texts at the students' instructional levels ▶ provides support and introduces new strategies to improve reading ▶ observes students as they read new text <p>Students:</p> <ul style="list-style-type: none"> ▶ read the entire text by themselves ▶ practice new skills and strategies <p>Purpose:</p> <ul style="list-style-type: none"> ▶ gives students the opportunity to improve as readers, in the context of a socially supported activity ▶ readers practice and develop reading strategies ▶ students participate in enjoyable reading experiences and feel successful ▶ students develop strategies needed to be successful independent readers 	<p>Moderate Support</p> <p>Teacher:</p> <ul style="list-style-type: none"> ▶ prompting, instruction or reinforcement of strategies and skills - as needed <p>Students:</p> <ul style="list-style-type: none"> ▶ problem-solve texts as independently as possible ▶ work to apply the strategy(ies) that is (are) the focus of the lesson 
Independent Reading	<p>Teacher:</p> <ul style="list-style-type: none"> ▶ provides reading materials for students in a carefully organized manner ▶ reinforces strategies for selecting 'just right reads' <p>Students:</p> <ul style="list-style-type: none"> ▶ select stories and texts ▶ read to themselves or to a partner <p>Purpose:</p> <ul style="list-style-type: none"> ▶ time to practice skills and strategies students have been taught ▶ students develop fluency and comprehension skills ▶ opportunity to choose stories and books of personal interest, or texts previously read in class ▶ enjoy reading! 	<p>Minimal Support</p> <p>Teacher:</p> <ul style="list-style-type: none"> ▶ encourages selection of texts by students <p>Students:</p> <ul style="list-style-type: none"> ▶ problem-solve texts as independently as possible ▶ work to apply strategies successfully learned ▶ read for meaning, fluency and with comprehension 

Adapted from:
 Balanced Literacy In Action – Brailsford & Coles
 Comprehensive Literacy Resource for Grades 1-2 Teachers – Trehearne
 Fountas & Pinnell Literacy Continuum - Expanded Edition - Fountas & Pinnell
 Guided Reading: Good First Teaching for All Children – Fountas and Pinnell
 images inspired by Comprehensive Literacy Resource - Trehearne

Comprehensive Writing – Activities & Levels of Support

	Activities & Purpose	Support
Modelled Writing	<p>Teacher:</p> <ul style="list-style-type: none"> ▶ models writing process ▶ talks aloud to verbalize what they are doing and why ▶ provides mini-lessons to focus on one specific writing element, trait or strategy ▶ creates a class or demonstration text <p>Students:</p> <ul style="list-style-type: none"> ▶ build listening and oral language skills ▶ see and hear the writing process and effective writing strategies ▶ participate in sharing of ideas and contribute orally when appropriate <p>Purpose:</p> <ul style="list-style-type: none"> ▶ to provide strong writing model for students ▶ students observe the writing process ▶ students hear the thought process of a writer while watching the creation of a written story or text 	<p>Full Support</p> <p>Teacher:</p> <ul style="list-style-type: none"> ▶ provides full support ▶ models writing process <p>Students:</p> <ul style="list-style-type: none"> ▶ observe the writing process ▶ participate in sharing of ideas 
Shared/Interactive Writing	<p>Shared Writing</p> <ul style="list-style-type: none"> ◆ one pen – teacher writing (scribe) <p>Interactive Writing</p> <ul style="list-style-type: none"> ◆ shared pen – teacher and students share one pen <p>Teacher:</p> <ul style="list-style-type: none"> ▶ guides students as the whole class composes and completes one text together – while modelling effective writing strategies ▶ leads the re-reading of the texts several times <p>Students:</p> <ul style="list-style-type: none"> ▶ all students participate in composing a piece of writing ▶ share thoughts and ideas to create a class text <p>Purpose:</p> <ul style="list-style-type: none"> ▶ share in development of a text ▶ instruction and assistance for students as they compose a piece of writing together ▶ demonstrate effective writing strategies ▶ produce writing that can be easily read by students 	<p>Moderate to Full Support</p> <p>Teacher:</p> <ul style="list-style-type: none"> ▶ provides high level of support ▶ models and demonstrates writing process ▶ puts student ideas into written form ▶ text is composed by the group and constructed word by word <p>Students:</p> <ul style="list-style-type: none"> ▶ participate in sharing of ideas ▶ write out part of written text with support (interactive) 

Comprehensive Writing – Activities & Levels of Support

	Activities & Purpose	Support
Guided/Small Group Writing	<p>Teacher:</p> <ul style="list-style-type: none"> ▶ examines smaller aspects of writing process in closer detail ▶ provides guidance with a small group of writers – focused on a similar skill or strategy ▶ provides support through small group conferences while students write or revise ▶ provides mini-lessons to small, flexible groups, as needed <p>Students:</p> <ul style="list-style-type: none"> ▶ work on individual pieces of writing ▶ participate in mini-lessons and conferences focused on specific strategies and/or skills ▶ revise writing based on mini-lessons and conferences ▶ solve their own problems in writing, with teacher support and feedback <p>Purpose:</p> <ul style="list-style-type: none"> ▶ targeted and specific instruction ▶ more individualized support – providing instruction in the area(s) students need most 	<p>Moderate Support</p> <p>Teacher:</p> <ul style="list-style-type: none"> ▶ provides mini-lessons to further teach/model specific strategies ▶ provides small group writing conferences <p>Students:</p> <ul style="list-style-type: none"> ▶ write independently ▶ work through writing process to solve problems ▶ receive support and act on feedback during small group writing conferences 
Independent Writing	<p>Teacher:</p> <ul style="list-style-type: none"> ▶ provides writing materials for students in a carefully organized manner ▶ guides and establishes peer support systems ▶ provides feedback and support through individual writing conferences <p>Students:</p> <ul style="list-style-type: none"> ▶ write independently ▶ use known words and word-solving strategies to write unknown words ▶ use resources in the in the room to write ▶ apply skills and strategies taught in mini-lessons and conferences ▶ provide peer support (as indicated by teacher) <p>Purpose:</p> <ul style="list-style-type: none"> ▶ provides students with opportunity to see writing as a form of communication ▶ students see the connection between reading and writing ▶ students enjoy writing! 	<p>Minimal Support</p> <p>Teacher:</p> <ul style="list-style-type: none"> ▶ little to no teacher support <p>Students:</p> <ul style="list-style-type: none"> ▶ write independently ▶ use the writing process, skills and strategies ▶ use classroom resources (and other students) to solve problems 

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