

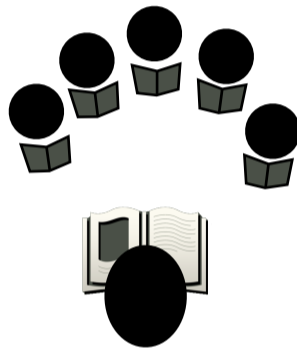
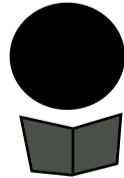


# Comprehensive Reading - Activities & Levels of Support

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

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

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